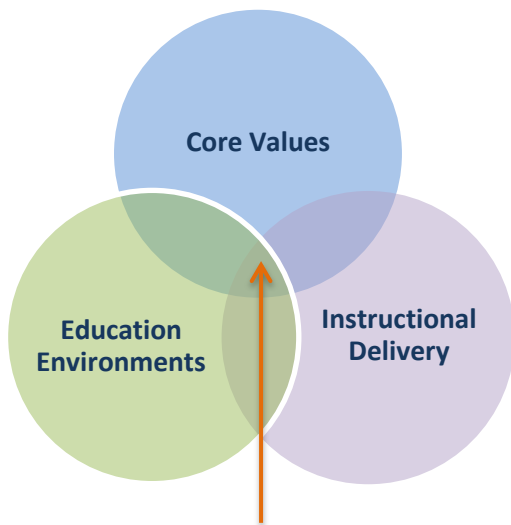




Newark Unified School District
NEWARK SCHOOLS INSPIRE AND EDUCATE



District-Wide Facilities Master Plan

Fall 2019

September 18, 2020

NUSD Guiding Principles

4 C's In Action	Engaging	Real World Connection
Culturally & Socially Inclusive	Growth & Rigor	Student Focused
Flexible	Hands-On	Whole Child

aedis
architects

387 S. 1st Street, Suite 300
San Jose, CA 95113
(408) 300-5160



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Section 2: Project Directory

Newark Unified School District

District Office

5715 Musick Ave.
Newark, CA. 94560
Phone: (510) 818-4103
www.newarkunified.org
Patrick Sanchez
District Superintendent

Maintenance, Operations, and Transportation Corporate Yard

37370 Birch St.
Newark, CA. 94560
Phone: (510) 818-4103
www.newarkunified.org
Susan Condon, Director of Maintenance, Operations & Transportation

Campuses and Facilities

Birch Grove Primary Elementary School

6071 Smith Ave.
Newark, CA. 94560
(510) 818-3100
<https://bge.newarkunified.org>
Vicenta Ditto, Principal

Birch Grove Intermediate Elementary School

37490 Birch St.
Newark, CA. 94560
(510) 818-3600
<https://bge.newarkunified.org>
Cathreene Ingham-Watters, Principal



Graham Elementary School

36270 Cherry St.
Newark, CA. 94560
(510) 818-3300
<https://graham.newarkunified.org>
Akilah Byrd, Principal

John F. Kennedy Elementary School

35430 Blackburn Dr.
Newark, CA. 94560
(510) 818-3401
<https://kenedy.newarkunified.org>
Pamela Hughes, Principal

Lincoln Elementary School

36111 Bettencourt St.
Newark, CA. 94560
(510) 818-3501
<https://lincoln.newarkunified.org>
Lizaday Rancap-Perez, Principal

E.L. Musick Elementary School

5735 Musick Ave.
Newark, CA. 94560
(510) 818-4000
<https://musick.newarkunified.org>
Amanda Golliher, Principal

August L. Schilling Elementary School

36901 Spruce St.
Newark, CA. 94560
(510) 818-3800
<https://schilling.newarkunified.org>
Wendy Castaneda Leal, Principal



H.A. Snow Elementary School

6580 Mirabeau Dr.
Newark, CA. 94560
(510) 818-3901
<http://snowelementary.com>
Jessica Tommasini, Principal

Newark Junior High School

6201 Lafayette Ave
Newark, CA. 94560
(510) 818-3000
<https://njhs.newarkunified.org>
Mark Neal, Principal

Newark Memorial High School

39375 Cedar Blvd.
Newark, CA. 94560
(510) 818-4352
<https://nmhs.newarkunified.org>
Olivia Rangel, Interim Principal

MacGregor Alternative Educations

Bridgepoint High School, Crossroads Independent School, and Adult Education
35753 Cedar Blvd.
Newark, CA. 94560
Phone: (510) 818-3200 – Bridgepoint
Phone: (510) 818-3720 – Crossroads
Phone: (510) 818-3700 – Adult Education
<https://macgregor.newarkunified.org/bridgepoint-high-school>
<https://macgregor.newarkunified.org/crossroads-independent>
<https://macgregor.newarkunified.org/adult-education>
Julie Calderon, Principal



Consultant Team

Aedis Architects

San Jose Office
387 S. 1st St., Ste. 300
San Jose, CA. 95113
Phone: (408) 300-5160
www.aedisarchitects.com

Thang N. Do, FAIA
CEO
(408) 300-5155

Anna Harrison, ASID, LEED AP, ALEP
Director of Educational Planning
(408) 300-5148

Andrew Seymour
Project Manager
(408) 300-5154

Eve-Marie Olimpo, LEED AP
Assistant Project Manager
(408) 300-5161

EMG

Arizona Office
17200 N Perimeter Dr., Suite 100
Scottsdale, AZ. 85255
<https://emgcorp.com>
(480) 777-1800

Matthew Anderson
Program Manager
(800) 733-0660, x7613

Kay van der Have
Project Manager
(510) 845-8838

Section 3: Executive Summary

Letter from the Superintendent

August 28, 2019

Dear Newark Unified School District Community,

The Governing Board recognizes the importance of long-range planning for school facilities to meet the changing needs of NUSD students and help to ensure that resources are allocated in an efficient and effective manner. This Facilities Master Plan is the result of a robust stakeholder engagement process and a thorough analysis of existing facilities on the District's eight Elementary School campuses, the Newark Junior High School campus, the Newark Memorial High School campus and the MacGregor Alternative Educations campus.

What you will find in the pages ahead is a documentation of these efforts and the recommendations that came from them. During the Facilities Master Planning process, the District participated in a series of stakeholder workshops facilitated by our master planning team. Approximately 174 district stakeholder representatives participated in these workshops, including district leadership, students, parents, teachers, administrators, and facilities and maintenance staff. The participants provided our master planning team with a set of guiding principles and conceptual education specifications that, when implemented on all projects over time will meet our district-wide strategic objectives.

The recommendations within this document address our pressing infrastructure and building modernization needs, as well as charting a course forward so that we can continue to meet the needs of our students in the future.

It has been an honor and a delight to participate in this process on your behalf as your Superintendent.

Sincerely,

A handwritten signature in blue ink, appearing to read "Patrick Sanchez".

Patrick Sanchez Superintendent



Overview



Context

The Newark Unified School District (NUSD) is bound by Highway 84 to the north, interstate 880 to the east, Stevenson Blvd. to the south, and the San Francisco Bay to the west. The District includes (8) eight elementary schools, (1) one junior high school, (1) one high school, (1) one continuation high school, and (1) one independent study school. The District currently serves approximately 6,000 students.

The NUSD successfully but narrowly passed Measure G, a general obligation bond in November 2011, which authorized an amount of up to \$64 million to fund facilities improvement. The District has leveraged these funds to complete deferred maintenance work and limited infrastructure modernization at all sites. The work already accomplished includes roofing, HVAC, toilet upgrades, finish upgrades and compliance with the Americans with Disabilities Act.

The Newark community is very much a part of the innovative Silicon Valley economy and a significant portion of its residents belongs to the tech workforce. The Highway 84/Dumbarton Bridge corridor leads directly to Facebook Headquarters on the other side of the bay, while other transportation corridors connect the District with major employment centers of the South Bay, Peninsula, and East Bay.

The District has authorized this Facilities Master Plan be developed in the context of the Newark community and the NUSD Strategic Plan.

Vision

The Newark Unified School District in partnership with the community will be a model of world-class education that develops the unique abilities of every student.

Core Values

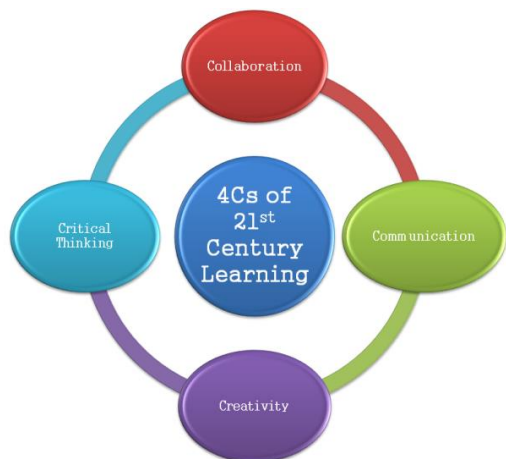
- Academic Excellence and Equity for All Students
- Student-Centered Learning
- Diversity
- Embracing Innovation
- Shared Accountability
- Transparency

Section 3

Executive Summary

District-Wide Facilities Master Plan

Fall 2019



District Strategic Imperatives

- NUSD will provide academic excellence via equity and opportunities for all students.
- NUSD will establish financial stability and fiscal solvency in order to drive continuous improvement.
- NUSD will increase our enrollment.

21st Century Teaching and Learning

As the surrounding communities transform their educational campuses into 21st century teaching and learning environments that support critical thinking, collaboration, communication, and creativity (the 4C's), the District has been and will continue to be under pressure to undergo a similar transformation in order to meet the expectations of its residents and the larger community now and into the future.

The District naturally operates in a competitive environment. Competition includes neighboring school districts and private as well as charter schools. Student retention is paramount for District long-term viability. The transformation into a true 21st century educational system is critical to achieving this goal.

While the District has managed its limited facility funding well and has succeeded in accomplishing a significant amount of necessary infrastructure improvements, much remains to be done. This facilities master plan is a roadmap of transformation to meet the needs of the future. Realizing the District's vision of a true 21st-century educational system requires synergy between the District's core values, (its culture), instructional delivery, and education environments.

Full STEAM Ahead

The NUSD Board of Trustees passed a STEAM Resolution in 2018 calling for the integration of science, technology, engineering, art and math throughout the District. To achieve this will require a sustained transformation of culture, instructional delivery, and physical spaces. This vision can be achieved with a combination of incremental small steps and bold projects described in this FMP.

The following sections of this facilities master plan (FMP) explore in detail the stakeholder engagement process, the individual campus and facilities existing and proposed site plans, and the costs to maintain, renovate, transform, and replace the District's facilities.

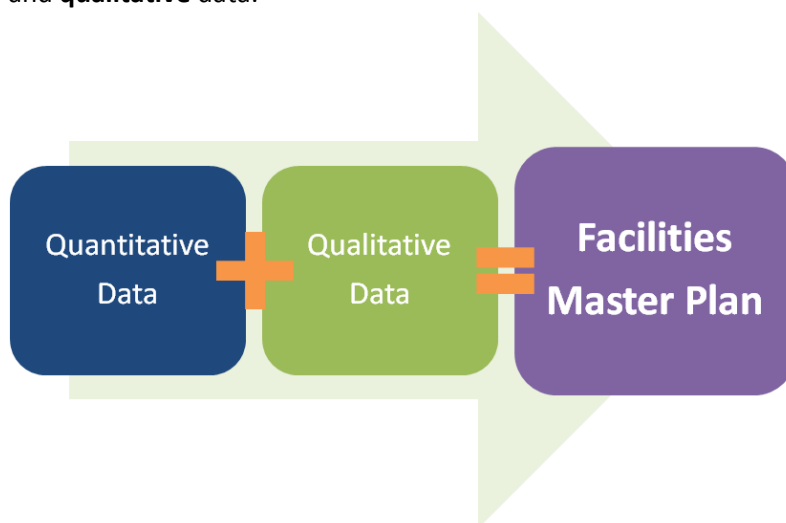
As a vital community at the heart of Silicon Valley innovation, transformation is not only necessary it is inevitable. By embracing the natural evolution of education philosophy from the industrial age of the 1890's to the information age of the 21st century, the Newark Unified School District will continue to grow and thrive, **Full STEAM Ahead!**



Process

Facilities Master Planning

A Facilities Master Plan evaluates and considers both **quantitative** and **qualitative** data.



Quantitative Data

The planning team gathered quantitative data through architectural assessment, educational assessment, and infrastructure modernization and deferred maintenance assessment. These assessments include the overall site layout, building function, parking, drop off, ease of access to the different spaces within the campus, building systems, such as plumbing, electrical, and HVAC, and code compliance and safety.

In addition the quantitative data includes appropriate size and functions of spaces needed to comply with California education code and minimum space requirements per student. Specific space requirements and those connected to educational programs and desired learner outcomes are also assessed. The outcomes of quantitative data gathering are a list of projects that address deficiencies uncovered during the assessments.

The quantitative data was gathered through:

- Architectural Site Visit Assessments
- Educational Site Visit Assessments
- Infrastructure Modernization and Deferred Maintenance Site Visit Assessments
- Engineering Consultant Team Coordination
- District Leadership Coordination
- District Maintenance Operations and Transportation Coordination
- Enrollment Information Review

The quantitative data is captured in:

- Signature Projects
- Long Term Facilities Needs
- Infrastructure Modernization and Deferred Maintenance Needs
- Existing Site Plans
- Proposed Site Plans
- Conceptual Cost Projections



Qualitative Data

At the beginning of this facilities master planning project the District identified three principal objectives that have guided every step of the stakeholder engagement process used to gather the qualitative data:

Transparency: The process must engage the District's stakeholders as widely as possible, and must be credible to them. Stakeholders should be encouraged to participate actively in the planning and recommending solutions to the Board for final decision.

Community Support: Through a robust engagement process, the planning effort must build strong community support for the urgent need to transform the District's educational environments to support its 21st century educational mission.

21st Century Teaching and Learning: The process must support the development of a district-wide shared understanding of the cultural, instructional and physical space requirements of a successful multi-disciplinary STEAM education that ensures 21st century skills, (the 4C's) are achieved by all learners.

The planning team gathered qualitative data through stakeholder engagement that focused on the connections between District culture, instructional delivery strategies, and education environments in order to illuminate the deeper community vision and describe the desired experience of the District's teaching and learning environments.

From this deeper vision and desired experience a set of nine District Guiding Principles emerged. Each individual site then had the opportunity to assess their site through the lens of the guiding principles and identify challenges and opportunities specific to their site.

The outcomes of qualitative data gathering include campus by campus lists of challenges and opportunities, and an overall set of District-wide Conceptual Educational Specifications that highlight and further describe some of the major opportunities identified by District stakeholders.

The qualitative data was gathered through:

- District Leadership Workshops
- District-Wide Workshops
- Elementary School Workshops
- Junior High School Workshops
- High School Workshops
- Alternative Educations Workshops

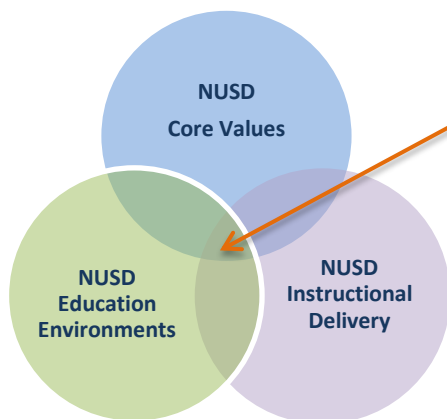
The qualitative data is captured in:

- NUSD Guiding Principles
- Conceptual Education Specifications
- Stakeholder Workshops Recaps
- Stakeholder Challenges and Opportunities Lists

Outcomes

The quantitative and qualitative data gathering processes were completed in a robust and transparent manner that included analysis and assessment of the existing conditions of overall campus sites and buildings, educational delivery capacity, and existing facilities infrastructure needs.

The outcomes include the nine NUSD Guiding Principles and Conceptual Education Specifications, along with Proposed Site Plans and Conceptual Cost Projections.



NUSD Guiding Principles

4C's in Action	Engaging	Real World Connection
Culturally & Socially Inclusive	Growth & Rigor	Student Focused
Flexible	Hands-on	Whole Child



Strategic Challenges

The stakeholder engagement process has met the principal objectives and is further described in section 4. District stakeholders received interactive tools, information, and engagement strategies, empowering them to contribute their insights and ideas in support of the District's educational mission, vision, and desired teaching and learning experiences as expressed through the guiding principles.

This facilities master planning document is a road map that identifies opportunities to modernize, maintain, and transform the District into a true 21st century educational system that increases academic excellence and socio-emotional skill development, maximizes financial opportunities, and delivers multi-disciplinary instructional strategies in a positive and supportive culture that is accessible and inclusive to all.

Many of the long term facilities needs projects and deferred maintenance needs are interconnected allowing opportunities and deficiencies to be addressed at the same time. The projects listed are both functional and aspirational. They are short term, mid-term, and long term. And they are further quantified in terms of the resources required to attain them.

Student Retention / Low Enrollment

The District is currently addressing student enrollment and retention through outreach and marketing efforts that highlight successful ongoing STEAM initiatives.

Table 2

**NEWARK UNIFIED
CURRENT ENROLLMENT**

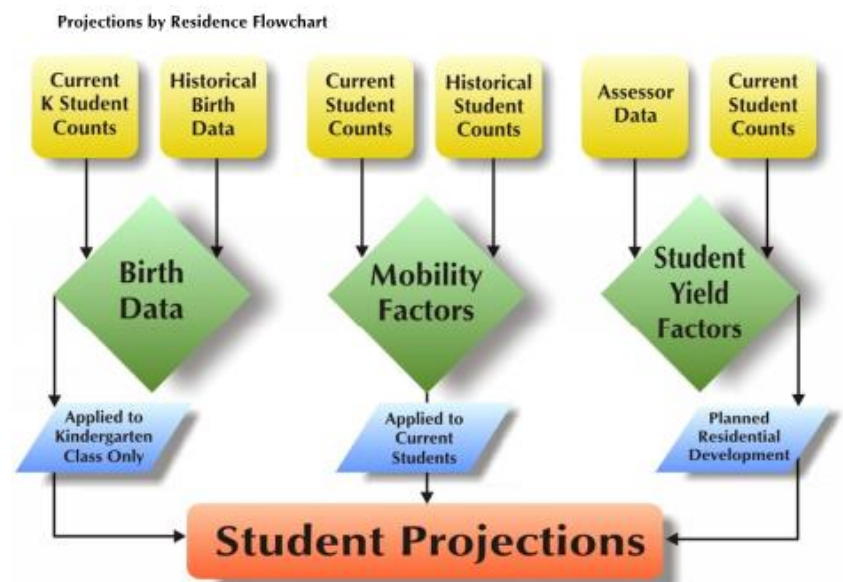
Grade	2017/2018
TK/K	506
1	455
2	437
3	400
4	401
5	459
6	470
TK-6 Total	3,128
7	448
8	432
7-8 Total	880
9	492
10	469
11	465
12	462
9-12 Total	1,888
TK-12 Total	5,896
Ungraded SDC	17
Total	5,913

Source 2018 Developer Fee Justification Study, by Schoolworks, Inc.

The signature projects listed in this facilities master plan are specifically targeted towards making the district's schools more attractive to families. Improving curb appeal to create a welcoming first impression, prioritizing green space and outdoor learning, and transforming aging classroom buildings into 21st century flexible learning environments will have a positive impact on both enrollment and retention.

These facilities improvements strategies, along with positive school culture and progressive instructional delivery strategies, address all three of the District's strategic imperatives.

The demographic study completed by Davis Demographics in August of 2017 indicates that there are many factors affecting enrollment. Their projections are created using birth data, mobility factors, and student yield factors.



The study projects a steady annual increasing student enrollment; from a low of 5,840 in 2016/2017 to a high of 6,351 in 2023/2024. The actual student enrollment, as reported by the 2018 Developer Fee Justification Study by Schoolworks, indicates enrollment in 2017/2018 was 5,913 students, slightly lower than the Davis Demographics projections of 5,940.

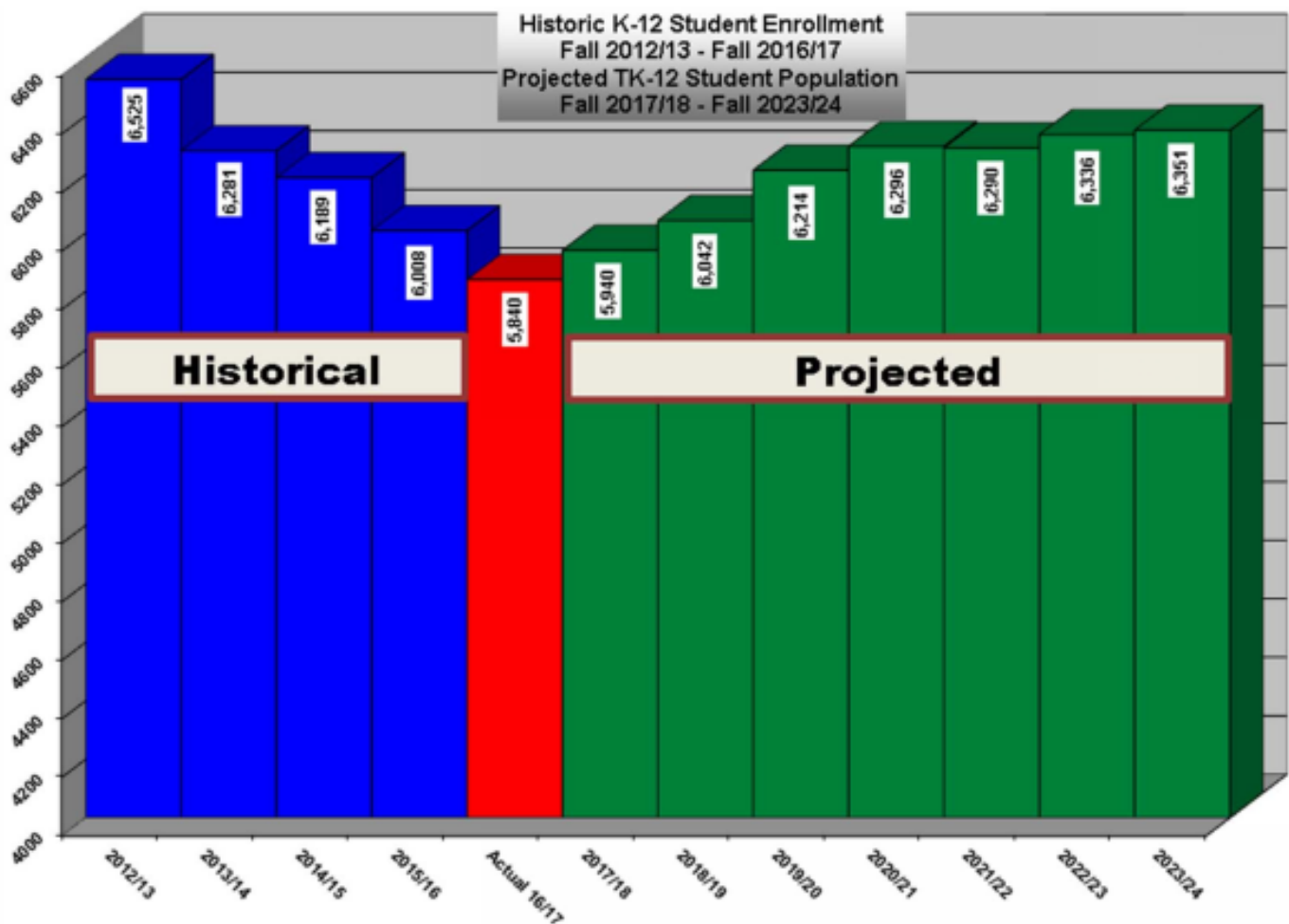
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District-Wide Facilities Master Plan
Fall 2019



The projected enrollment increases are not evenly distributed across the district. Some elementary schools such as Lincoln are projected to decline in enrollment, while others, such as Graham are projected to increase.

These projections from 2017 are currently being updated in order to give the District the necessary information to understand the issues related to facility needs, balancing enrollment, and the associated facilities utilization options.

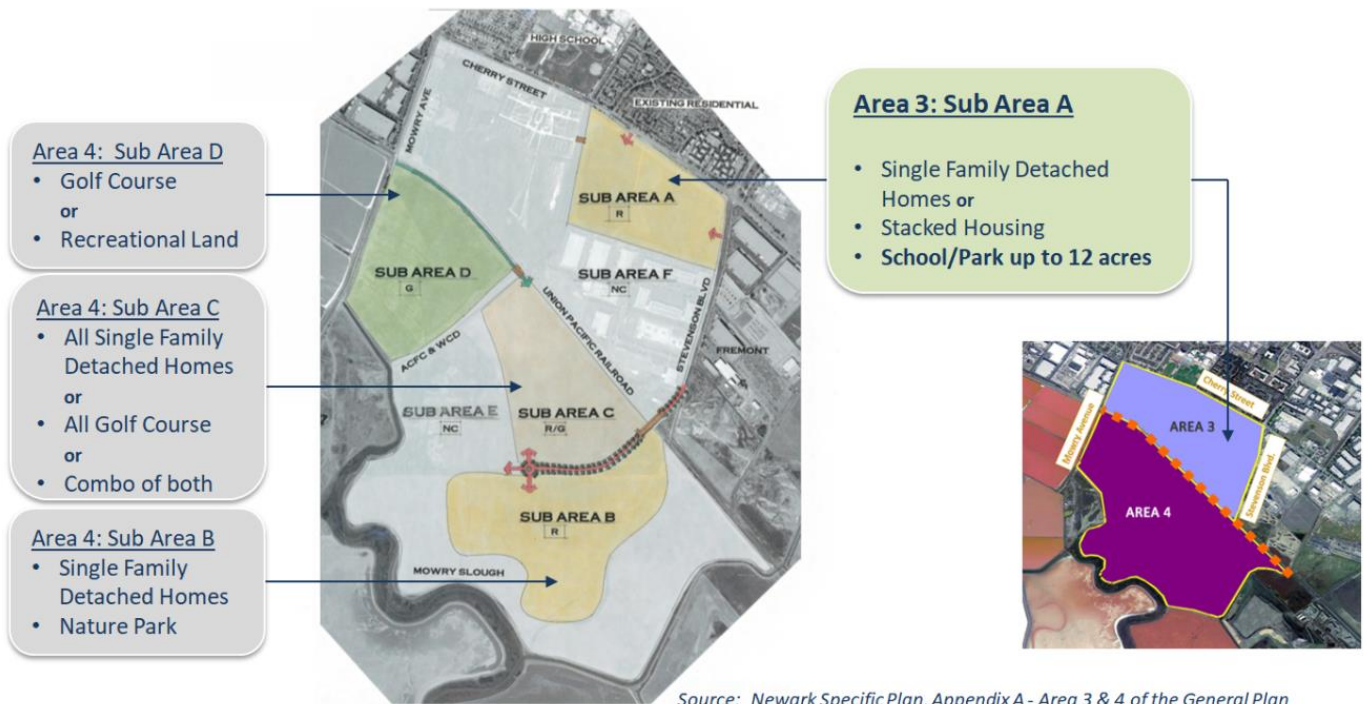


2017 Davis Demographics Student Enrollment Projections for the Newark Unified School District

Area 3

Area 3, along with Area 4, is part of the City of Newark's Specific Plan for the development of mostly undeveloped land in western Newark. The combined areas of 855 acres are planned for a total of 1,260 housing units of mostly single-family detached homes. A 12-acre parcel of land has been designated within the development for a school and park. Based on a notification from the City of Newark on October 12, 2018, the development agreement requires that the school's construction must begin no later than August 7, 2025, or the land may be converted to other uses.

For the Newark Unified School District, a number of important issues need to be considered regarding a new school in Area 3. Should the school be built only for the specific needs of this new development, or will it accommodate children within the current District boundary attendance areas of other schools as well? What is the appropriate grade configuration: Pre K-5; Pre K-6; Pre K-8, or some other configuration?





New campuses are expensive and include grading, site utilities, infrastructure, and possibly off-site work as well. The conceptual cost table below provides a broad picture of the overall costs associated with a new school (Pre K-5, 6, or 8) in Area 3. Escalation is included and has been calculated at 6% annually. Construction costs plus soft costs (30%) have been included. The cost to acquire land is not included.

Conceptual Cost Table - New School in Area 3

School Size	2019 cost	2022 cost	2025 cost
400 students	\$47 Million	\$55 Million	\$64 Million
600 students	\$54 Million	\$63 Million	\$73 Million
800 students	\$60 Million	\$71 Million	\$82 Million
1250 students	\$94 Million	\$111 Million	\$131 Million

Cost

Projecting costs in a facilities master plan always presents multiple challenges. The further the design of a project is developed, the more accurate its cost projection or estimate is, and the reverse is also true. At this early and conceptual planning stage, the District does not have and is not willing to expend substantial funds to develop design, before clear financial resources are identified.

The intentional goal of this Facilities Master Plan is to stay at a conceptual level, without getting into specific aspects of planning and/or architectural design, except in the case of assessing Deferred Maintenance needs. While the FMP identifies the cost of Deferred Maintenance over time, it simply “suggests” other improvements aimed at transforming the quality of the educational environment at all NUSD campuses.

As such, cost projections in this FMP should be viewed as a reasonable high-level budget, rather than recommendations for specific projects with their associated costs.

No cost escalation (inflation) has been included in these cost projections, as the timing of implementation is not known at this time. In the subsequent implementation phase, escalation must be taken into account, as it will impact cost and budget significantly.

For the past five years or so, the Bay Area construction industry has experienced unprecedented high escalation due to the robust economic expansion as well as shortage of labor and contractors. The cost of construction has risen significantly during this period. The picture ahead is unclear. This trend could continue for the foreseeable future, or it could slow down or even reverse if we enter into a recession.

Financial Strategy

As with perhaps all public agencies, the facility needs of the NUSD likely exceed the available resources to address them.

Consequently, it will be necessary to design a set of criteria and a process to prioritize needs. Prioritization may be based on actual needs, age of facility, location of campus, past funding, or a combination of several or all of the above. Such prioritization will need to take place when the sources of funding have been identified, so that facility improvement work can occur within the limitation of available resources.

The most common vehicle to fund facility improvements is through a general obligation bond that voters must approve. Other potential funding sources include State grants for modernization and/or new construction, developer fees, sale of property proceeds and partnership with the city, other public jurisdictions or private organizations.

Deferred Maintenance Plan

This Facilities Master Plan includes a detailed Infrastructure Modernization and Deferred Maintenance assessment. The District's facilities are aging. Many of the buildings were built in the early 1960's and are over 50 years old and maintaining them is becoming more costly over time. The cost to maintain a facility will eventually outweigh the cost to replace it as critical systems and infrastructure reach the end of their useful life. At this point efficient use of District Facilities and Maintenance funds suggests renovation, transformation, and/or replacement of facilities is the fiscally prudent option.

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District-Wide Facilities Master Plan
Fall 2019

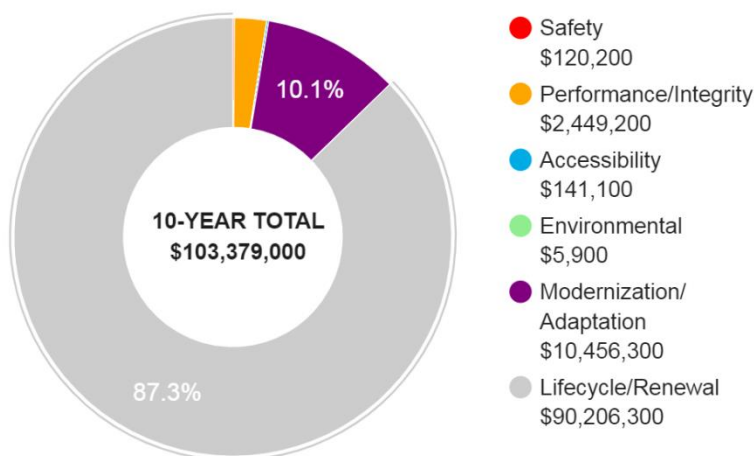
The assessment report includes a Facility Condition Index (FCI) for each building. This index describes the remaining useful life of a building. FCI information for each of the District's facilities can be found in the full EMG report located in the appendix.

FCI Ranges & Description

0 – 5%	In new or well-maintained condition, with little or no visual evidence of wear or other deficiencies.
5 – 10%	Subjected to wear but is still in a serviceable and functioning condition.
10 – 30%	Subjected to hard or long-term wear. Nearing the end of its useful or serviceable life.
30% and above	Has reached the end of its useful or serviceable life. Renewal is now necessary.

In addition to the FCI, each campus has been assessed in terms of safety, performance and integrity (failing systems), accessibility, environmental (air and water quality, hazardous materials), modernization and adaption (systems recommended for upgrades to meet current standards), and lifecycle and renewal (failing systems and system components).

Immediate needs along with systems expenditure forecasts are provided in order to inform the prioritization of deferred maintenance needs.



**NUSD Estimated 10 Year System
Expenditure Forecast by EMG**



Next Steps

A Sustainable District

This Facilities Master Plan represents a snapshot of the current conditions of the District's facilities at this point in time, along with recommended improvements that are necessary to maintain these physical assets as well as to transform them to support the District's educational mission, Full STEAM Ahead. The ultimate objective for the District however, is to determine the most effective and efficient facility usage plan, taking into account long-term community needs, educational objectives, financial sustainability, and capacity of staff.

The Facilities Master Plan is one set of information that helps the District gain clarity on how to arrive at this vision. A number of larger strategic questions need to be addressed.

- What is the right size for the District's schools?
- What are the ideal grade configurations?
- What are the demographic trends?
- What are the impacts of Area 3?

These larger questions are described in the following *key issues* for consideration followed by a list of proposed *next steps*.

Modernizing vs Replacement

Modernizing facilities can appear to be less expensive than building replacement facilities; however, this approach leaves the District with 60 year old buildings that have systems and materials that are old and/or obsolete. Many were originally designed for a late 19th century philosophy of education that is very different from our 21st century educational approach of today. Under some optimization scenarios it may be possible to build entirely new schools for the same or even less cost than modernizing existing schools.

Funds Distribution

Distributing funds too broadly may dilute the positive impacts of facility improvements and the result may not be apparent to the community. Strategically focusing resources on selected projects is more likely to yield a transformative effect that the community embraces. Likewise, cosmetic improvements such as painting and landscaping may make aged campuses more attractive, but this effect is short-term and limited.

Section 3 Executive Summary

District-Wide Facilities Master Plan
Fall 2019



Pay Now or Pay Later

The longer the District waits on improvement efforts, the more costly this work will be, due to inflation and the more deteriorated conditions of assets. This is particularly true in this current robust economic expansion, as costs have risen and continue to rise rapidly.

General-Obligations (GO) Bonds

Facility maintenance and improvement is as a long-term and ongoing endeavor, not limited to any single GO bond program. In fact, many school districts have been successful at designing a series of bonds over time. Each bond aims at facility improvement projects that bring about a transformative effect that benefits the community significantly and builds public support for ensuing bonds.

Optimize Facilities Usage

Determining the optimal number of students in a school and the optimal number of schools in a District is complex and multi-faceted. Not only does it affect the District's ability to deliver 21st century educational programs, it also affects human resources, operational costs, and ongoing building maintenance and utilities expenses.

Effects of Transformation

There is a robust and growing body of evidence that quantifies the positive effects of transforming the educational environment on student and staff morale and performance, reducing bullying, absenteeism, and vandalism, while improving academic achievement and socio-emotional wellbeing overall. The effect on neighborhood desirability is also a factor. The results of a well-designed and well-executed school construction project can sustain momentum and community commitment for continued transformation District-wide.

Long Term Financial Planning

A long-term financial plan that outlines financial resources to support facility improvement/transformation, including passing multiple bonds and the sequencing of construction work is an important component in making decisions to adequately address the issues identified in this facilities master plan.



The following are a list of proposed *next steps* that may be implemented concurrently or over the next 12 months.

Right Size Demographics

Engage a qualified demographics consultant to identify more precisely growth trends (positive or negative) District-wide, as well as impact on enrollment at each individual schools.

Right Size Schools

Determine the optimal grade configuration and the right sizes for the District's schools taking into account fiscal impacts, the District's long term strategic mission and vision, feedback from the District community stakeholders, and broader community input focused on the question of school size. Use the scholarly research related to 21st century educational best practices in order to weigh options and determine the right size for the NUSD schools.

Right Size Boundaries

Review and adjust school attendance boundaries in support of right-sizing schools, as necessary.

Right Size Finances

Engage qualified financial and political consultants to make recommendations on the District's bond capacity, timing, and generating voter support for a general obligations bond.

Right Size the Plan

Prepare an implementation plan to identify construction projects, whether modernization or new construction, estimated costs, schedule and phasing. A successful implementation plan will require a well-coordinated community outreach effort that communicates the urgency, celebrates small successes, engages in 2-way communication, and builds the momentum needed for long term sustained transformation.

All of these proposed next steps will require communication, clarity, and cohesiveness among the District leadership team, the Superintendent's Cabinet, and the Board of Trustees, as well as consistent engagement with the community at large.

Section 4: Stakeholder Engagement

Overview

Purpose and Objectives

The purpose of the stakeholder engagement strategy was to gather relevant and meaningful qualitative data to inform the NUSD Facilities Master Plan.

The engagement strategy was to inform the facilities master plan (FMP) about the diverse needs and viewpoints of the various community stakeholder groups through the voices of their representatives. To achieve this purpose a set of three key objectives and outcomes was developed by the district leadership team.

Objective 1

Engage representatives from the major NUSD community stakeholder groups and gather their input for inclusion in the facilities master plan (FMP).

Outcome: Facilities planning options that clearly reflect the insights and input from district stakeholder representatives, collected through a robust, substantive, and collaborative engagement process.

Objective 2

Bring the NUSD community together and build support for facility improvement efforts through a transparent planning and decision making process.

Outcome: An excited and inspired NUSD community that enthusiastically supports NUSD facilities improvements effort.

Objective 3

Identify the key elements necessary to transform NUSD campuses into learning environments that support 21st century teaching and learning.

Outcome: Integration of NUSD core values, NUSD educational environments and NUSD instructional delivery.

To realize these goals representatives from all the District community stakeholder groups; parents, teachers, students, administrators, board members, district leadership, specialty staff and facilities and maintenance staff all came together and worked in cross-functional teams on interactive activities designed to build empathy and community. The results are a shared understanding of the challenges and opportunities of the district's facilities.

Elementary School stakeholders, MacGregor Alternative stakeholders and the District Office and Maintenance Operations and Transportation stakeholders each participated in two workshops. Newark Junior High School stakeholders participated in three workshops and Newark High School stakeholders participated in four workshops.

The stakeholder engagement process began with a District-Wide Visioning Workshop to identify NUSD Guiding Principles that would form the heart of the facilities master plan and the foundation for the individual campus workshops.

District-Wide Visioning Workshop



W1

- All sites

W2

- All sites

W3

- Newark Junior High
- Newark Memorial HS

W4

- Newark Memorial HS

Section 4

Stakeholder Engagement

District-Wide Facilities Master Plan
Fall 2019

Description of Workshops

District-Wide Visioning Workshop

The purpose of this workshop was to bring together representatives from each stakeholder group; parents, teachers, students, administration, staff, maintenance and operations, specialty services, and district leadership together, in order to identify the key attributes of the ideal learning experience and establish a set of district wide facilities guiding principles.

Workshop 1 – Elementary Schools/MacGregor Alternative/Junior High School

The purpose of this workshop was to investigate how the educational environment supports each of the guiding principles and to engage in a design challenge to create conceptual small learning environments and site plans that incorporate all the guiding principles.

Workshop 2 – Elementary Schools /Junior High School

This workshop engaged stakeholder representatives on each campus in assessing the qualitative aspects of their site in terms of the guiding principles as expressed through primordial spaces; caves, campfires, watering holes, mountain tops, sandpits and life.

Workshop 2- MacGregor Alternative

The purpose of this workshop was to engage the stakeholder representatives in further developing their ideal campus by creating a visual map of their big ideas for improving their campus.

Workshop 3 – Junior High School

At this workshop the planning team presented preliminary master planning site plans that included the challenges and opportunities identified in the previous two workshops in order to gather feedback from the junior high school stakeholders.

Workshop 1 – High School

The purpose of this workshop was to engage high school stakeholder representatives in Design Thinking to identify the specific attributes of the ideal Newark high School Experience.

Workshop 2 – High School

The purpose of this workshop was to engage high school stakeholder representatives in a design challenge to create conceptual small learning environments and site plans that reflect the ideal high school experience.

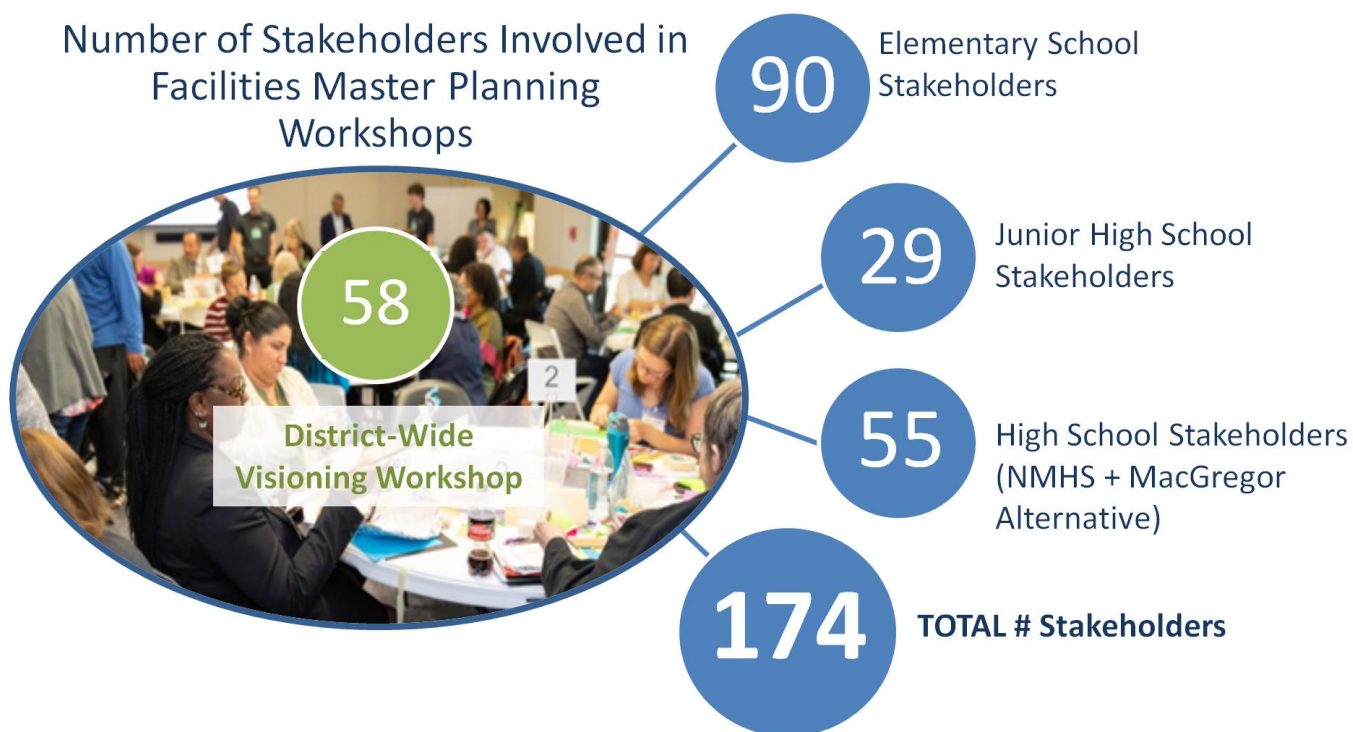
Workshop 3 – High School

The purpose of this workshop was to engage high school stakeholder representatives in further developing their ideal high school campus by creating a visual map of their big ideas for improving their campus.

Workshop 4 – High School

At this workshop the planning team presented preliminary master planning site plans that included the challenges and opportunities identified in the previous three workshops in order to gather feedback from the high school stakeholders.

Number of Stakeholders Involved in Facilities Master Planning Workshops





Maker Space Workshop

The NUSD Maker Space Committee attended a workshop to explore the intersection between a maker culture, physical maker spaces, and maker curriculum, activities, and lessons.

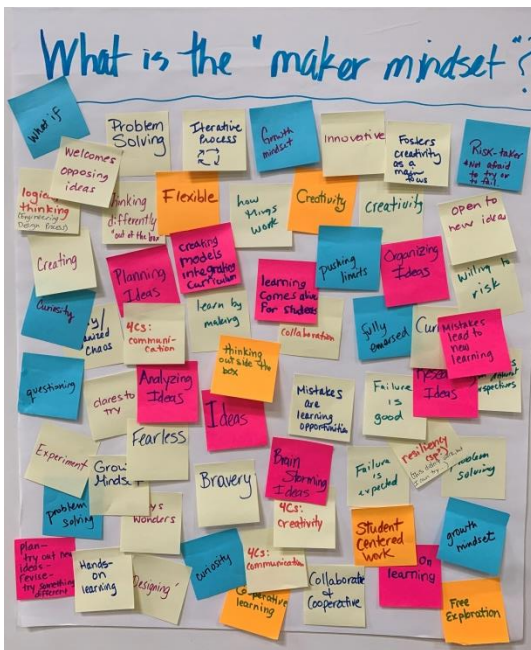
The workshop began with establishing a baseline across the district regarding the adoption of making and the use of maker spaces. Next the participants engaged in a brainstorming session to identify the attributes of a “Maker Mindset” and discussed “Rachel’s Epiphany: *The average teacher does not feel at all comfortable in the Makerspace.*”

After reviewing examples of maker spaces in action at other schools across the country, the teachers made personal commitments to carry the message to others in the District.

Next Steps

- Identify STEAM Champions on each Campus.
- Submit list of STEAM related goals for each campus in each SPSA.
- Create opportunities for teachers and students to experience “maker mindset.”
- Identify potential location(s) for a maker space on your campus.
- Create wish list of physical attributes.
- Identify activities and lessons.
- Purchase supplies.
- Professional development for teachers.

“I’m optimistic that the classroom teachers that were here today are on board. They can be ambassadors and speak positively about maker education and STEAM.”





Conclusion

District-Wide Unveil Workshop

The purpose of this workshop was to share the final draft of the facilities master plan with all the stakeholder representatives who contributed to it. Each section of the FMP was reviewed both from the individual campus perspective and the perspective of the district as a whole. Superintendent Sanchez reviewed possible next steps scenarios and the workshop culminated with a Vision NUSD 2030 activity where stakeholders identified their vision of the NUSD programs and facilities required to serve a diverse multicultural, multi-generational family living in Newark.

Outcomes

Relevant and meaningful qualitative data was collected during the stakeholder engagement process. The diverse viewpoints of a wide cross-section of stakeholder representatives has been captured, the process was transparent to the greater community, and it was highly interactive and collaborative.

The outcomes from all of the stakeholder engagement workshops are:

- A set of Conceptual Education Specifications.
- A set of NUSD Guiding Principles and their associated Learner Outcomes.
- A campus by campus Educational Assessment aligned with the Conceptual Education Specifications.
- A campus by campus list of Opportunities for site improvements that are grounded in the NUSD Guiding Principles.

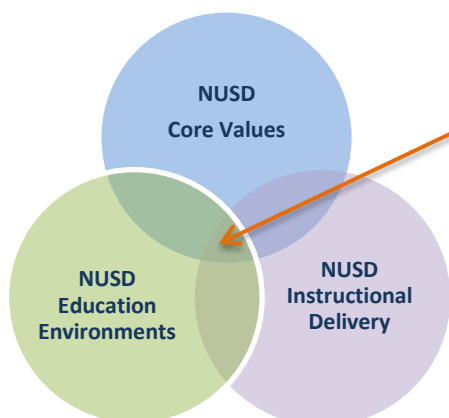
A clear and compelling vision for the future of NUSD facilities has been illuminated by district stakeholders that are both inspiring and achievable.

Note: To access workshop recaps please contact the NUSD District Office.

Section 4: Stakeholder Engagement

4.1 Conceptual Education Specifications

Introduction



Stakeholder Big Ideas

The key outcomes that emerged from NUSD stakeholders include the NUSD Guiding Principles, a set of BIG IDEAS and lists of Opportunities for improving the district's educational environments in response to the guiding principles.

NUSD Guiding Principles

4C's in Action	Engaging	Real World Connection
Culturally & Socially Inclusive	Growth & Rigor	Student Focused
Flexible	Hands-on	Whole Child

Each of the guiding principles has specific learner outcomes associated with them and specific types of educational environments that support them (see section 4.2). This section describes the **conceptual education specifications** distilled from the BIG IDEAS and the lists of Opportunities generated by the NUSD Stakeholders. All of the concepts include universal access for all students including those with special needs and various levels of mobility.

Education Specifications Concepts:

- Curb Appeal
- Indoor/Outdoor Connection & Daylight/Fresh Air/Views
- Outdoor Learning
- Amphitheater & Green Space
- Gardens & Environmental Science Space
- Library as Commons
- Maker Space
- Flexible Furniture
- Primordial Spaces
- Small Learning Community (SLC)

Education Specifications Concepts



*Image of ramp integrated
Courtesy of Steve Whittaker*



Ahava Early Learning Center

Overview

Education specifications establish criteria with which to assess each existing campus. As improvements to district facilities are made over time these criteria can be used to validate the presence of learning environments that support the NUSD Guiding Principles. Each description contains multiple options for implementation and is flexible enough to be customized for each campus while specific enough to capture the intent.

Curb Appeal

All NUSD district school sites are to have high quality “curb appeal”. This is defined by

- Aesthetically pleasing and neighborhood compatible architecture and landscape.
- Integrated barrier free accessibility to the campus.
- Identifiable main entry with clear signage.
- Intuitive path of travel from visitor parking and main drop off areas.

The main entry to each campus is to include comfortable outdoor seating and an appropriately sized waiting and gathering area for casual social interaction. Accessibility via ramps and curb cuts are to be well integrated with all other design elements. Security fencing is to be designed to maintain security without looking institutional, forbidding, or negatively impacting curb appeal.

In addition to appropriate signage, several layers of sensory strategies such as, art, sculpture, fragrant and flowering native plants, and the colors and materials of nature will enhance the entry experience.

Guiding Principles: Culturally & Socially Inclusive, Engaging, Student Focused, Whole Child

Indoor/Outdoor Connection & Daylight/Fresh Air/Views

All NUSD district school sites are to have plentiful opportunities for teachers, staff and students to quickly, easily and seamlessly transition from indoor spaces to outdoor spaces.



All indoor learning environments are to have immediate universal access to one or more choices of outdoor learning spaces that are equipped with shade and a variety of seating in the form of boulders, logs, seat walls, amphitheaters, tables and/or benches.

Strategies such as garage doors and sliding glass doors are to be used wherever possible to support seamless transitions from inside to outside. It is critical that indoor environments are designed to rely primarily on natural sources of day lighting for illumination, and operable windows for ventilation when conditions allow. And every indoor space is to have direct views to greenery and nature, due to their proven effectiveness in improving learner outcomes.

Guiding Principles: 4 C's in Action, Flexible, Engaging, Growth & Rigor, Student Focused, Whole Child

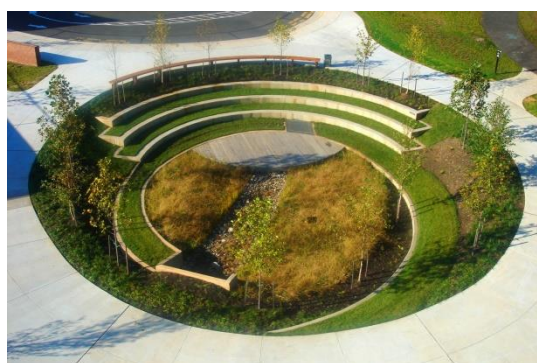


*Image of a raised sandbox
for universal access*

Outdoor Learning

All NUSD district school sites are to have plentiful opportunities for outdoor learning in support of multi-disciplinary curriculum such as STEAM. A variety of strategies can be employed to support nature based instructional delivery and hands-on project based learning. Growing and tending of edible gardens, caring for and raising small farm animals, creating native habitat science gardens, providing outdoor maker spaces or exploratory play area with loose natural manipulatives such as dirt, sticks, rocks, and leaves. Ideal outdoor learning spaces are equipped with access to water, large layout space for projects, as well as age and mobility appropriate accommodations ensuring universal access.

Guiding Principles: 4 C's in Action, Flexible, Engaging, Growth & Rigor, Hands-On, Real World Connection, Student Focused, Whole Child



Amphitheater and Green Space

All NUSD district school sites are to have at least one outdoor amphitheater for student, teacher and staff presentations, performances, and social gathering. Amphitheaters are to include accessible ramps and created primarily from naturally occurring landscaping and/or terracing utilizing nature-based materials wherever possible.



Green spaces populated with native plants and grasses are to be considered a premium on every campus and protecting and caring for them a priority. All campuses are to minimize asphalt and/or replace with green space wherever possible while maintaining educational requirements for age-appropriate hardscaping and sports surfaces for physical education and playing sports.

Guiding Principles: Culturally & Socially Inclusive, Flexible, Engaging, Whole Child

Gardens and Environmental Science Space

All NUSD district school sites are to include a variety of areas that are available for the planting of gardens, (edible, native, pollinator), which are readily accessible and available for students with all levels of mobility and special needs, as well as, teachers, staff, and parents (wherever possible). Ensure universal access to gardens so that all may design, create, maintain, harvest, study, and enjoy them.



Gardens may be integrated into a variety of environmental sciences curriculum via the addition of greenhouses, drip watering systems, hydroponic systems, and sustainable, bird-friendly, organic farming.

Environmental sciences can be taught in demonstration rain water gardens that drain into bio-swales that naturally clean rainwater runoff from roofs and sidewalks allowing it to replenish ground water supplies. Energy management, waste management, and habitat restoration projects can be developed to teach environmental sciences.

Guiding Principles: 4 C's in Action, Culturally & Socially Inclusive, Flexible, Engaging, Growth & Rigor, Hands-On, Real World Connection, Student Focused, Whole Child



Image courtesy of Perkins Eastman

Library/Student Union/MPR as Shared Social Commons

All NUSD district school sites are to activate their shared spaces to be a multi-use, multi-media social commons that supports a variety of learning activities that range from quiet to indoor conversational.



The library shall maintain book storage with a preference for mobile storage that can be used to reconfigure space, as opposed to fixed shelving.

Include flexible furniture that can be reconfigured easily by students of all ages. Accommodate a myriad of functions from small group collaboration, making, presenting, and brainstorming on white boards, to individual quiet reading, studying, and dining where appropriate. Provide specialty furniture to accommodate students with various levels of mobility and special needs. Soft comfortable furniture such as sofas, bean bags, floor cushions, lounge seating, and/or ottomans shall be provided.



There shall be adequate un-programmed flexible space to accommodate group activities such as building small projects, meditation, dance, yoga, or other appropriate physical education, as well as quiet nooks and “caves” (see Primordial Spaces concept), for personal focus time. Appropriate technology infrastructure is to be available in support of student and teacher accessible electronic media.

Guiding Principles: 4 C's in Action, Culturally & Socially Inclusive, Flexible, Engaging, Growth & Rigor, Hands-On, Real World Connection, Student Focused, Whole Child

Maker Space

All NUSD district school sites are to activate one or more shared learning environments specifically equipped for “making” (the design and building of projects). The ideal maker space includes multiple sinks, an easily cleanable floor, large project storage for long term projects, and large layout and work space at various heights (seated, stool and on the floor). The space is to be equipped with a variety of making materials and age-appropriate tools and equipment.



Maker Spaces can be indoors, outdoors, and/or mobile. All students and teachers are to have convenient access to the maker space(s) to encourage their use.



Multi-purpose spaces, such as libraries, may be considered as additional auxiliary maker spaces. Indoor/outdoor connectivity, daylighting, views and fresh air are critical components to Maker Spaces. And adequate and abundant access to electrical outlets and technology support is required.

Guiding Principles: 4 C's in Action, Culturally & Socially Inclusive, Flexible, Engaging, Growth & Rigor, Hands-On, Real World Connection, Student Focused, Whole Child

Flexible Furniture

All NUSD district school sites can make an immediate positive impact on teaching and learning within their educational environments by engaging in a collaborative process to select, purchase and install flexible furniture. To ensure that the furniture is appropriate for its intended use and activated to its highest potential, a process of hands-on piloting of different solutions, user surveys, and training is highly recommended. In seating alone, there are many choices for age appropriate and adaptive solutions that accommodate individual user preferences and special needs, whether it is sitting, standing, perching, wiggling, wheeling, rocking, or on the floor.



*Image courtesy of
CAST Professional Learning*

Tables, desks and storage units come in many shapes, and sizes with features such as writable surfaces, height adjustability, and mobility. Including soft furniture creates a safe homelike environment and supports quiet focus. Soft furniture has sound absorptive properties that can be helpful in optimizing acoustical environments for all students including those with special needs. There are many soft furniture options available that are durable, sanitary, and easy to clean. In addition, teachers and students need the flexibility to swap furniture, add or delete storage units, exchange furniture with one another, and suggest new furniture solutions as needed.

Flexible furniture is a teaching and learning tool that has the power to transform the educational environment when implemented in a conscientious manner.

Guiding Principles: 4 C's in Action, Culturally & Socially Inclusive, Flexible, Engaging, Student Focused, Whole Child

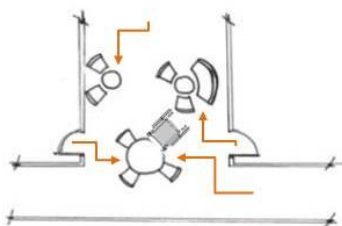




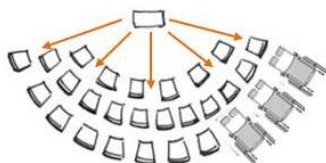
Cave



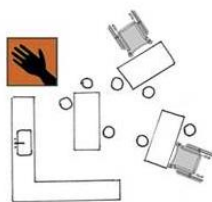
Campfire



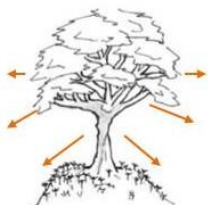
Watering Hole



Mountain Top



Sandpit



Life

Primordial Spaces

All NUSD district schools and facilities are to incorporate all six of the primordial spaces wherever possible: **Watering Holes**, spaces to come together and exchange ideas, **Mountain Tops**, spaces to share learning through presentation, **Sandpits**, spaces to experiment, build and create, **Caves**, spaces for quiet reflection and focus, **Campfires**, spaces to share stories and build upon each other's ideas, and **Life**, nature, art, music, the entire campus relevant to learners' lives. Spaces are to be designed without barriers in order to accommodate various levels of mobility and special needs. All of these spaces are present in the Small Learning Community concept. (See section 4.2).

Guiding Principles: 4 C's in Action, Culturally & Socially Inclusive, Flexible, Engaging, Growth & Rigor, Hands-On, Real World Connection, Student Focused, Whole Child

Small Learning Community (SLC)

All NUSD district school sites can adopt the principles of small learning communities to the extent available on their sites. The optimal size of an SLC is based upon the number of individuals that one person can get to know well within a community, typically 100 - 150 students and 4-8 teachers. SLC's may be set up as grade level, multi-grade, and/or multi-disciplinary models.

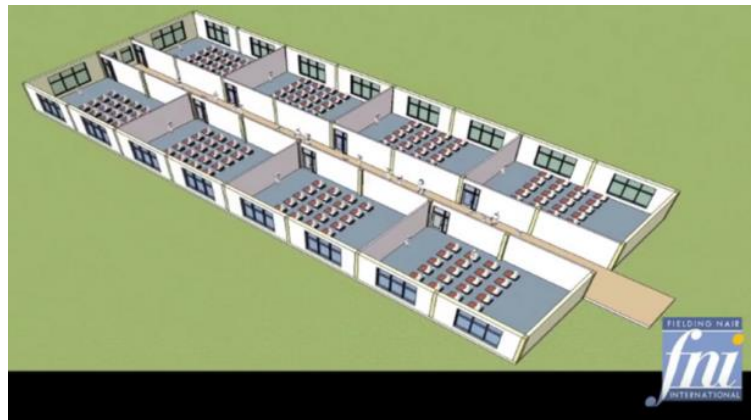
SLC's are made up of flexible and multi-functional learning environments that can be configured and reconfigured to support a large variety of teaching and learning. Each SLC contains learning studios (classrooms) that can be combined into learning suites (double wide classrooms) via folding glass or white board walls that are as sound proof as a typical wall. The main entry into each learning community is defined by a learning commons, a shared collaborative area that accommodates small and large groups, presentations, storage, and social interaction.

An SLC also includes a maker space with project storage, gender neutral restrooms, a teacher collaboration space with a personal work space for each teacher including lockable storage, direct access to outdoor learning environments, and transparency. SLC's may include spaces for sensory activities, motor labs for occupational therapy and/or other specialize spaces that address special needs.

Key attributes are the opportunity for teachers to collaborate both spontaneously and at scheduled times, and for students to practice self-regulating behavior that is rewarded with increasing responsibility and autonomy to move about between spaces within the community.

Traditional classroom environments can be transformed into small learning communities in a variety of ways. Openings between classrooms, adding design elements to hallways that allow them to be used for small group learning, flexible furniture, and accessible outdoor learning spaces are just a few of the available options.

Guiding Principles: 4 C's in Action, Culturally & Socially Inclusive, Flexible, Engaging, Growth & Rigor, Hands-On, Real World Connection, Student Focused, Whole Child



Traditional Classroom Building



Small Learning Community

Conclusion



*Sensory Room
Courtesy of Mike Ayre Design*



*Motor Lab
SUNY Cortland*

Using the Concepts

These Education Specification Concepts are meant to be used as a guideline for the NUSD district as a whole, as well as for each individual school site. The descriptions are a guide to ensure that all improvements, large or small, have the greatest possible positive impact on teaching and learning for all students including those with special needs and various levels of mobility.

Each campus improvements project, whether it is deferred maintenance, renovation, or new, is an opportunity to activate the ideal learning experiences described in the guiding principles.

The flexibility to tailor each of the concepts to a particular site is a critical component. These concepts honor the individual circumstances and needs of each campus while also adhering to a specific set of criteria that supports the overall vision, mission, and goals of the district.



Flexible Small Learning Community (image courtesy of DLR Group)





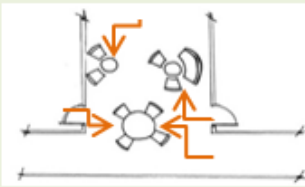
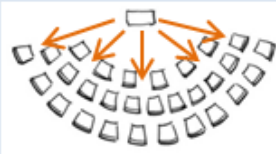
Section 4: Stakeholder Engagement

4.2 Guiding Principles and Primordial Spaces

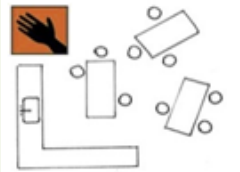

4 C's In Action NUSD Students will: <ul style="list-style-type: none"> Collaborate with others. Communicate their ideas and thoughts. Use Critical Thinking to access deeper learning. Demonstrate Creativity in their approach to problem solving. 	<i>Primordial Spaces:</i> Caves Sandpits Watering Holes Campfires Life	Engaging NUSD Students will: <ul style="list-style-type: none"> Enthusiastically participate in learning activities. Choose to engage in activities that are relevant to them. Experience the joy of learning. Love school. Feel connected to the community. 	<i>Primordial Spaces:</i> Watering Holes Campfires Sandpits Life	Real World Connection NUSD Students will: <ul style="list-style-type: none"> Apply learning to real life challenges. Connect learning to career choices. Relate learning to their community. Become advocates for a sustainable environment. Use current technologies. Think globally. 	<i>Primordial Spaces:</i> Sandpits Campfires Life
Culturally & Socially Inclusive NUSD Students will: <ul style="list-style-type: none"> Ensure that people from all cultures feel welcome. Honor that people come in different shapes, sizes and capabilities. Value diversity. 	<i>Primordial Spaces:</i> Watering Holes Campfires Life	Growth & Rigor NUSD Students will: <ul style="list-style-type: none"> Demonstrate skills and perseverance. Embrace opportunities for appropriate challenges. Have high expectations of themselves. 	<i>Primordial Spaces:</i> Caves Sandpits Mountain Tops Life	Student Focused NUSD Students will: <ul style="list-style-type: none"> Have the ability to chart their own learning course. Demonstrate agency and intrinsic motivation. Feel personally empowered. 	<i>Primordial Spaces:</i> Caves Sandpits Watering Holes Campfires Life
Flexible NUSD Students will: <ul style="list-style-type: none"> Demonstrate resilience and openness to new ideas. Use multiple modalities to match the task at hand. Produce work in a variety of mediums. 	<i>Primordial Spaces:</i> Caves Sandpits Watering Holes Campfires Life	Hands-On NUSD Students will: <ul style="list-style-type: none"> Build prototypes. Use technology to design solutions. Use tools and machines. 	<i>Primordial Spaces:</i> Sandpits Life	Whole Child NUSD Students will: <ul style="list-style-type: none"> Demonstrate self awareness and self control. Feel safe to grow and learn. Be healthy in body, mind and spirit. Feel appreciated and seen. 	<i>Primordial Spaces:</i> Caves Sandpits Watering Holes Campfires Life

Section 4.2
Guiding Principles and Primordial Spaces
District-Wide Facilities Master Plan
Fall 2019

Primordial Spaces Descriptions

Primordial Spaces	Thumbnail Sketch	Description
CAVES		<p>Behaviors: Learning from introspection, critical thinking, resting, rejuvenation, focus, and quiet.</p> <p>Examples: Meditation Room, Reading Nook, Private Office.</p> <p>Capacity: Accommodates 1-2</p> <p>Elements & Characteristics: Sheltered on 3 sides, comfortable soft seating (upholstered chair, floor cushions, bean bags), sound dampened, physically separate from main area of activity, clearly identifiable.</p>
CAMPFIRES		<p>Behaviors: Communicating and listening to peers, accommodating diverse points of view, one speaker at a time.</p> <p>Examples: Socratic Seminar Circle, Peer Mediation Circle, Restorative Justice, Story Circle.</p> <p>Capacity: Easily accommodates 8-12 in small circle, is expandable to 20-35 in large circle (may be concentric circles).</p> <p>Elements & Characteristics: Clear unobstructed space to accommodate a circle (seated on the floor, in chair, or standing), small individual movable tables and/or round tables, easily movable chairs.</p>
WATERING HOLES		<p>Behaviors: Learning from multi-disciplinary peers, impromptu/ad hoc, and planned small group collaboration, casual social interactions between different cohorts of students, teachers and staff, sharing meals.</p> <p>Examples: Shared Commons, Quads, Courtyards, Lobby, Shared Flexible Space, "Starbucks Café", Multi-Purpose Space, Playground, Gym, Library, Wide hallways with seating, Restrooms, Gardens, Cafeteria.</p> <p>Capacity: Small watering holes easily accommodate several small groups of various sizes (2-6). Larger watering holes may accommodate up to one third or half of a typical small learning community (150-220). Very large watering holes may accommodate up to half an entire student body (500-600).</p> <p>Elements & Characteristics: Small groups of furniture, shaded seating in exterior spaces, moveable walls to open up between spaces, choice of seating (on the floor, in chair, or standing), visible and easily supervisable, clearly identifiable, access to food and refreshments.</p>
MOUNTAIN TOPS		<p>Behaviors: Learning by expression to an audience, performances, lectures, competitive sporting events, presentations, direct instruction.</p> <p>Examples: Amphitheater, Stage, Auditorium, Theater, Athletic Spaces (fields, pools, gyms), Dance and Music Recital Spaces, Lecture Halls, Conference Rooms, Training Rooms.</p> <p>Capacity: Varies depending upon audience size and educational program requirements.</p> <p>Elements & Characteristics: Fixed or movable tiered seating, unidirectional seating, multi-height seating, podium, stage, presentation screen(s), presentation equipment, appropriate specialty equipment and design details.</p>

Primordial Space Descriptions, Continued

Primordial Spaces	Thumbnail Sketch	Description
SANDPITS		<p>Behaviors: Learning by experimentation, building, prototyping, creating, innovating, developing specialized skills, flexibility to work indoors or outdoors, work on small projects or large projects, store projects and materials, be messy, use water, use specialty equipment, dig, play, grow things.</p> <p>Examples: Makerspace, Fab Lab, Woodshop, Art, Science, Audio/Visual Arts Studios, Career Technology Spaces, Vegetable Garden, Playground.</p> <p>Capacity: Varies depending upon function and educational program requirements.</p> <p>Elements & Characteristics: Appropriate technology and tools, large surfaces for project layouts, wet area, dry area, display area, project and materials storage, indoor outdoor access.</p>
LIFE		<p>Behaviors: Learning by being, joyful, engaged, friendly, caring, warm and welcoming, self care, self aware, supportive of others, flexible, creative, innovative, expressive, tolerant, open, enthusiastic, resilient, capable, exploring, empathic, socially aware, environmentally conscious, kind, loving.</p> <p>Examples: Primordial Spaces, Community Rooms, Parent Rooms, Special Education Spaces, Administration Spaces, Health and Wellness Spaces (meditation, yoga, clinic), Spaces to Grow/Prepare/Serve/Consume Food, Physical Therapy and Counseling Spaces, Recycling Stations, Composting Stations, Bio-swales, Rain Gardens, Native Planting and Habitat Restoration Gardens, Pollinator Gardens, Edible Gardens, High Performance Buildings (energy, water, waste efficient), Semi-wild and Wild Natural Environments, Ponds, Wetlands.</p> <p>Capacity: Everyone</p> <p>Elements & Characteristics: Daylight and views, music, art (paintings, murals, sculpture), minimally processed natural materials (exterior and interior), natural manipulatives (sticks, mud, leaves, stones), play structures created with natural materials in natural colors, sights, sounds, smells, touch and taste of nature, colors of nature, flexible furniture, reconfigurable spaces, access to personalized thermal comfort (operable windows, thermostat), noise management (sound attenuated spaces), student project/art display, campus wide connectivity to Internet via Wi-Fi, visible renewable energy sources (solar panels, windmills, geothermal), transparent systems (energy use monitors, color coded piping), deciduous vegetation, flowering vegetation, fruiting vegetation, native regional landscaping, flexible space that is easily transformed based upon need (movable walls), art display, writable walls.</p>

Section 4: Stakeholder Engagement

4.3 District-Wide Workshops

Overview

Purpose and Objectives

The stakeholder engagement process for the NUSD Facilities Master Plan included two District-Wide workshops. The first was the NUSD District-Wide Visioning Workshop held On October 22, 2018 and the second was the NUSD District-Wide Facilities Master Plan “Unveil” Workshop held on 9/11/2019. Both workshops were attended by stakeholders representing district parents, students, teachers, administrators, and specialty staff, as well as, district leadership, district staff, and facilities maintenance, operations, and transportation.

The purpose of the *visioning* workshop was for the district stakeholders to identify and document a set of guiding principles that would define the ideal NUSD learning experience. The participants reviewed strategies found at the intersections of NUSD core values, NUSD instructional delivery and NUSD learning environments, in order to provide valuable input into how to improve teaching and learning throughout the district. Design Thinking was used as the process to develop a shared understanding of the ideal learning experience and arrive at the set of shared NUSD Guiding Principles.

The purpose of the facilities master plan *unveil* workshop was for the district stakeholders to provide input and feedback on the final draft of the facilities master plans for their campuses. Each campus team created a list of what worked and what didn’t work in their campus facilities master plan, and had an opportunity to ask questions and share ideas. The campus by campus facilities master plans in section 5 reflect the input and feedback from the unveil workshop.



Key Strategies

Integrating Core Values, Instructional Delivery, and Learning Environments

To set the context for the district-wide visioning workshop and subsequent workshops the participants explored the key master planning strategies of socio-emotional learning, biophilic design, and primordial spaces. These strategies occur at the various intersections between three elements; core values, instructional delivery, and education environments.

- NUSD core values are Academic Excellence and Equity for All Students, Student-Centered Learning, Diversity, Embracing Innovation, Shared Accountability, and Transparency.
- NUSD instructional delivery includes 21st century skills; creativity, collaboration, communication, and critical thinking (4C's), as well as integrating the disciplines Science, Technology, Engineering, Arts, and Math via STEAM, the Next Generation Science Standards (NGSS), Nature-Based Instruction (NBI), and Project Based Learning (PBL).
- NUSD education environments are the elementary school campuses (Birch Grove Intermediate, Birch Grove Primary, Graham, Kennedy, Lincoln, Musick, Schilling, and Snow), the Newark Junior High School campus, the Newark Memorial High School campus, and the MacGregor Alternative Educations campus (Bridgepoint, Crossroads, Adult Education, and Whiteford).

Socio-Emotional Learning (SEL)

The knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL occurs at the intersection of core values and instructional delivery.

Biophilic Design

Biophilia is the innate human affinity for nature. Biophilic design strategies such as daylight indoor environments aid in regulating sleep and digestion. Abundant access to the sights, sounds, tastes, smells, and touch of nature reduces stress and improves memory and attention. Biophilic design occurs at the intersection of core values and education environments.

Section 4.3

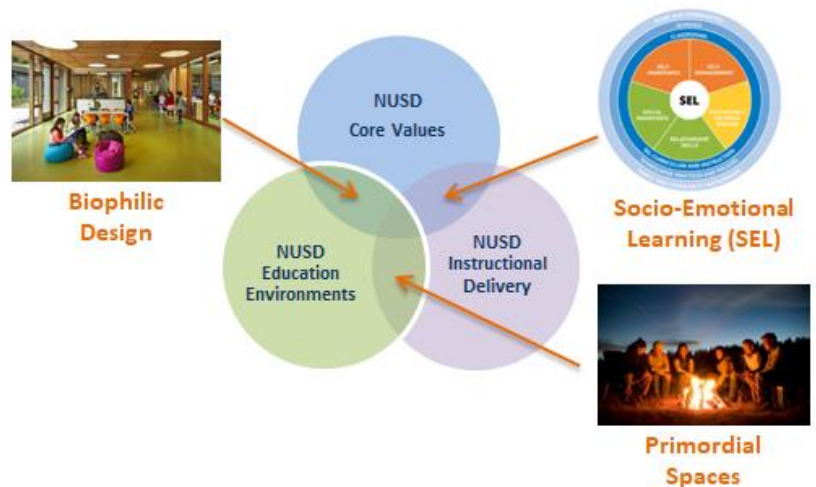
District-Wide Visioning Workshops

District-Wide Facilities Master Plan

Fall 2019

Primordial Spaces

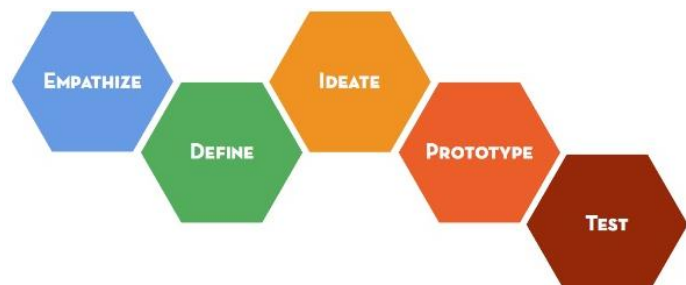
Having a common vocabulary with which to describe the various spaces that make up indoor and outdoor education environments is useful when communicating ideas for making improvements to those environments. The primordial spaces are; caves, campfires, sandpits, watering holes, mountaintops, and life (see section 4.2). A makerspace is an example of a sandpit, and mountain tops are where direct instruction and presentations take place. Life is the entire campus connected to nature and the community. The primordial spaces occur at the intersection of instructional delivery and education environments.



District-Wide Visioning Workshop

Design Thinking

In order to identify the guiding principles at the heart of core values, instructional delivery and education environments for the Newark Unified School District, the Stakeholder Representatives engaged in Design Thinking. During the design thinking activity the workshop participants created a shared understanding of the NUSD ideal learning experience which they then translated into the NUSD Guiding Principles that form the foundation of this Facilities Master Plan.





Using the prompt “*Redesign the Learning Experience for your Partner*”, the Stakeholder Representatives went through each of the five stages of Design Thinking: empathy, define, ideate, prototype, and test. The participants worked in cross-functional teams as they went through the exercise.

Design Thinking begins with *empathy*. The workshop participants paired up and took turns interviewing each other about their most memorable learning experience. After two rounds of interviews they moved on to the *define* phase. In the define phase the participants recorded their partner’s needs and the insights they discovered about them. Then they defined their partner’s ideal learning experience.



In the *ideate* phase each participant developed a set of quick sketches to describe how they would redesign the learning experience for their partner. They shared their sketches with each other, gathered feedback, and then created a final sketch to develop into a *prototype* and each participant built a prototype of their idea.

The partners then shared their prototypes with each other to *test* their ideas. They asked each other what worked and what could be improved. They asked for their partner’s questions and ideas and recorded their feedback.

Synergies and Overlaps

Next the participants shared their prototypes with their team mates. Together they looked for synergies, overlaps, similarities, and differences and pulled their individual prototypes together to create a team prototype.



Key attributes of the ideal NUSD learning experience began to emerge as the participants discovered many overlaps and commonalities among them.



Write a Story

Each team wrote a story describing their team prototype as a vision for the future. Within the stories the common attributes of the NUSD Stakeholder's ideal learning experience were further illuminated.

Team #1 - Kelp Forest

Creatopia: Making STEAM Hot!

At the center of Creatopia is a community built on trust. A place where learning isn't limited to the classroom, but every place in the community is a learning space community members are all learners & teachers. Administrators are supportive of students taking active ownership of leading other students in a collaborative manner.

Team #2

Edtopia

Yesterday was the best day E-V-A! I thought I would have a bad day because I don't know a lot of English, but it wasn't boring like my old class at all. We didn't read "answers". We climbed on the bus and went to the beach. If that wasn't awesome enough, I came into class and got to choose my seat. I chose a beanbag in the "cave". Later we did a science experiment and there was tons of equipment. The lab tables even move!

Team #3 - Cabo

Inside Out

Inside a safe and nurturing environment of Inside Out school the students and teachers are collaborating in group with minimum barriers. There are spaces for quiet outdoor reflection, hands-on learning and one-on-one support. When students graduate Inside Out they will know how to collaborate, think critically, communicate and create!

Team #4 - H2O

Reality Bites

Invitation for everyone to have the experiences. Don't know what experience & opportunities will uncover in a learner.



Team #5 - Tropical Beaches

Discovery

It doesn't matter where your life's journey begins. The obstacle you may face and the lesson you may learn will empower, motivate, enrich and strengthen your ability to overcome your challenges leading to a discovery of self. We all have something to offer for the betterment of mankind.

Team #6 - Sleeping Bear Dunes

Shangri-La

Vision – cues from nature

Inspire – open space, healthy space, tranquility, play, run, cognitive, effective, pocket of spaces

All Stakeholders- parents, students, administration, staff

Critical Thinking – creativity, team work, problem solving

Feeling of Community – just like our project

Infrastructure – computers, including tools like calculator, etc.

Quality Improvement - versus quantity, every child counts, they are important



Team #7 - Roaring Waves

Utopia

Once upon a time there was a school that embraced collaborative, engaging, and creative environment. Students found relevance, ownership, and meaning in their learning environment. Their creativity, involvement, and their acceptance of other flourished. They lived happily ever after.

Team #8 - Beach Waves

Transformation Island

Learning is driven by emotions. Learning happens in safe, effective, supportive environments. Learners must adapt; learning spaces must accommodate transformation. Learning is the constant, time is the variable.



Section 4.3

District-Wide Visioning Workshops

District-Wide Facilities Master Plan

Fall 2019



Team #9 - Yosemite Waterfalls

Planet Waterfall

Everyone on planet waterfall is mindful and has found peace through nature via meditation. This has led to collaboration and solutions based on the 4 C's. Planet waterfall has developed ideas for financial strain, financial literacy, cures for medical ailments, and preparation for future explorers.

Outcomes

Each team then extracted a top 10 list of guiding principles from their stories, and the entire group voted to discover those they all felt were the most important.

The most important guiding principles were collected and condensed down to nine Newark Unified School District Guiding Principles.

4C's in Action	Engaging	Real World Connection
Culturally & Socially Inclusive	Growth & Rigor	Student Focused
Flexible	Hands-on	Whole Child

Learner outcomes and physical space descriptions were added to each of the guiding principles and they were explored further in subsequent workshops held at each of the school sites.

The stakeholder representatives at each school site assessed whether or not the guiding principles were currently present. They looked for challenges to achieving them, and identified opportunities to incorporate them in future facilities improvements.

District-Wide Unveil Workshop

NUSD Vision 2030

The final phase of the stakeholder engagement process was to come full circle and gather district-wide stakeholder feedback and input on the NUSD Facilities Master Plan (FMP) they had helped create during the 25 workshops held during the master planning process.

The three objectives of the unveil workshop were:

1. Review the 2019 Facilities Master Plan process and contents both from your individual site perspective and the overall district perspective.
2. Discuss next steps scenarios.
3. Envision NUSD 2030 from the perspective of a family residing in the Newark Community.

Treasure Hunt

The stakeholders worked in teams to review the FMP by engaging in a Treasure Hunt. Each team was given a set of questions and tasked with hunting through the document to find the answers.

Flip-It

Next participants were introduced to two possible next steps scenarios. They worked together to uncover obstacles to moving forward with next steps and then “flipped” them into opportunities. Key opportunities included offering unique programs, accessing grants, involving the community, and transparent communication of a clear vision.





Our Newark Family

In the final activity cross-functional teams took on the persona of a multi-generational, multicultural Newark Family residing in the district in the year 2030. Each “family” developed a vision for the types of programs and facilities that they would need. Some of the key ideas that emerged were:

- Language Immersion Programs
- Career Technical Education programs
- Daycare Programs
- Trauma Sensitive Design
- Parent and Community Involvement
- Gifted Programs
- Adult Education for Non-English Speakers

“We are looking for facilities TK-12 that are inclusive for all. All stakeholders will have space that they can use that will help them achieve all goals and that all stakeholders are proud of.”

Conclusion

Shared Vision

The NUSD Facilities Master Plan Stakeholder Engagement process which began with the District-Wide Visioning Workshop and ended with the District-Wide Unveil Workshop has illuminated and documented a shared vision across a diverse group of stakeholder representatives. The vision is captured in the NUSD Guiding Principles, the BIG IDEAS from each campus, and the conceptual education specifications.

The campus by campus workshops that were held in between the two district-wide workshops are described in sections 4.4 through 4.7.

Section 4: Stakeholder Engagement

4.4 Elementary School Workshops

Overview

Purpose and Objectives

The NUSD Elementary Schools engaged in two workshops. In Workshop 1 a group of elementary school stakeholders, including students, from 2-3 different schools worked in cross-functional teams to establish a common understanding and language that empowered them to engage actively in creating the master plan for their individual campuses. They explored how the strategy of integrating core values, instructional delivery, and learning environments could be used in the elementary school setting to support the learner outcomes expressed in the NUSD Guiding Principles.

The teams worked together to brainstorm physical attributes of the learning environment for each of the NUSD Guiding Principles. And then they designed small learning communities using the primordial spaces to illustrate how physical space can be used to support the guiding principles within learning environments.

In Workshop 2 each individual campus stakeholder group conducted a primordial spaces site assessment of their own campus in order to generate lists of site challenges and opportunities. The site assessment took into account the socio-emotional learning (SEL) impact of physical space and the benefits of biophilic design on cognitive, emotional and physical wellbeing of students.

Workshop 1

Small Learning Communities

Each cross-functional stakeholder team worked collaboratively to design small learning communities using the primordial spaces (caves, campfires, watering holes, mountain tops, sandpits, and life). The teams quickly discovered that the ability to transform traditional learning environments into flexible learning communities allowed them to create environments that supported the NUSD Guiding Principles.

“Primordial spaces lead to a place where all the guiding principles are represented.”



Workshop 2



Conclusion

Site Assessment

After reviewing the NUSD guiding principles and their corresponding primordial spaces, the stakeholders conducted site assessments on their own campus using the NUSD Site Assessment Tool. The tool allowed them to capture data that clearly identified whether or not the elements and characteristics of each primordial space were present in a variety of learning environments across their campus. They shared their data with one another and identified existing site challenges and opportunities for improvement.

“The assessment tool was useful. It helped to see the space through a different lens.”

Outcomes

Each elementary school stakeholder workshop yielded specific qualitative data that has been captured in the campus by campus site opportunities plans. Flexibility, indoor outdoor connection, access to nature, natural surroundings, and natural lighting emerged as common themes across all 8 elementary schools. Stakeholders noted that together they came up with many good ideas that were *“low cost and could be implemented right away..”*, ideas such as, maximizing the use of available outdoor space, reconfiguring existing classrooms to incorporate primordial spaces, adding art, color, plants, and flexible furniture.

“Being able to identify opportunities for improvement helped me focus on what could be rather than what isn’t there.”

Section 4: Stakeholder Engagement

4.5 Newark Junior High School Workshops

Overview

Purpose and Objectives

The Newark Junior High School stakeholders engaged in three workshops that included students, parents, administrators, and teachers. In addition, seven teachers participated in a cross-disciplinary teacher focus group.

In Workshop 1 the participants worked in cross-functional teams to establish a common understanding and language that empowered them to engage actively in creating the master plan for their campus. They explored how the strategy of integrating core values, instructional delivery, and learning environments could be used to support the learner outcomes expressed in the NUSD Guiding Principles.

In Workshop 2 each team conducted a primordial spaces site assessment of their campus in order to generate lists of site challenges and opportunities. The site assessment took into account the impact of physical space on the cognitive, emotional and physical wellbeing of students.

In Workshop 3 the participants gave feedback on the draft version of their campus master plan.

Workshop 1

Small Learning Communities

Each cross-functional stakeholder team worked collaboratively to design small learning communities using the language of the primordial spaces (caves, campfires, watering holes, mountain tops, sandpits, and life). The teams quickly discovered that the ability to transform traditional learning environments into flexible learning communities allowed them to create environments that supported the NUSD Guiding Principles.

*"There are other methods of learning besides traditional
"mountain top."*



Workshop 2



Site Assessment

After reviewing the NUSD guiding principles and their corresponding primordial spaces, the NJHS stakeholders conducted site assessments on their campus using the NUSD Site Assessment Tool. The tool allowed them to capture data that clearly identified whether or not the elements and characteristics of each primordial space were present in a variety of learning environments across their campus. They shared their data with one another and identified existing site challenges and opportunities for improvement.

Each team generated a top ten list of ideas such as, more moveable furniture, more life, lots of green, more open and flexible areas, comfortable furniture, sliding glass doors, rain protection, and a rock climbing wall.

"I see our school in a different way."

"There are lots of opportunities for improvement."

Workshop 3

Preliminary NJHS Facilities Master Plan Review

In the final workshop in the series the Newark Junior High School stakeholder representatives reviewed a draft version of the NJHS facilities master plan to share their input and feedback. They identified what is working with the plan, what is not working, asked questions, and shared ideas. The participant's feedback was then incorporated into the NJHS facilities master plan.

Teacher Focus Group

STEAM at NJHS

In addition to the three workshops, the Principal and seven teachers representing 7th and 8th grade math, science, language arts, leadership, social studies, and special education participated in a Teacher Focus Group. The teachers answered questions related to STEAM in the context of physical spaces, curriculum and culture. They explored current challenges and future opportunities.

"Time spent with the students doing projects vs time spent on basics; will there be enough time? Is there enough time for students to be able to discuss and discover?"



Conclusion

Outcomes

Each junior high school stakeholder workshop along with the teacher focus group yielded specific qualitative data that has been captured in the campus site opportunities plan. The feedback on opportunities for improvements varied greatly between stakeholders. For instance, while some were enthusiastic about adding edible gardens and improving the Quad with seating and shaded areas for eating and socializing, others felt these improvements were not the highest priority.

The location of Administration in the center of the school provides ease of supervision and access to student services; however, it creates a wayfinding security issue as visitors must enter the campus without clear signage as to where to check in. The campus master plan shows an improved entry experience at the parking lot with the potential for a secure visitor check-in.

Most of the stakeholders preferred the option to renovate the interiors of the Library and Administrative Offices in their existing location. The goals are to increase visibility, transparency, and connectivity to the Quad.

The overall themes agreed upon by most were the benefits of flexible furniture and the need for overall modernization of the campus via art, color, and signage. Other items that surfaced were the desire for improved track and field facilities and upgrades to the tennis courts. There is a desire among stakeholders to re-activate the pool; however, the ongoing maintenance and operations costs associated with this option make it unlikely. Repurposing the pool area into a biosciences greenhouse has been proposed as an alternative.

Many stakeholders wished to see Career Technical Education (CTE) offered and embraced the idea of a STEAM Makerspace, (aka Innovation Lab), which would give students the instruction space and equipment to experience hands-on learning and to develop skills needed for career and college.

“The idea of STEAM is not to place a higher priority on science and math, but to have an environment of creating/designing within all disciplines. The process by which those ideas are integrated can be applied to ALL subjects for students.”



Section 4: Stakeholder Engagement

4.6 Newark Memorial High School Workshops

Overview

Purpose and Objectives

The Newark Memorial High School (NMHS) stakeholder representatives engaged in a series of four workshops. The purpose of the workshops was to provide quantitative data for the NMHS facilities master plan. What emerged was a shared vision of the ideal high school learning experience that aligns with the District's guiding principles.

The stakeholder group included students, parents, teachers, staff, administrators, district leadership, board members, and facilities and maintenance professionals. Beginning with design thinking in workshop 1 the participants developed empathy for each other's diverse points of view and discovered that many of the ideal attributes of the learning experience were universal.

In workshop 2 the universal attributes of ideal learning environments were further developed as cross-functional teams designed conceptual small learning communities together. The visual maps activity in workshop 3 was an opportunity to apply the concepts from the previous two workshops on the existing Newark Memorial High School Campus. The planning team brought a draft of the preliminary campus master plan to workshop 4 for stakeholder feedback and questions.

The shared vision and "big ideas" that emerged from workshops 1, 2 and 3 have been incorporated into the conceptual education specifications and the feedback from workshop 4 has been incorporated into the proposed site plan.

Workshop 1



The Ideal Newark Memorial High School Experience

The NMHS Stakeholder engagement workshop series began with a Design Thinking experience to understand the attributes of the ideal high school experience. Participants engaged in the five phases of design thinking; empathy, define, ideate, prototype and test to develop a list of attributes that were most important to them.

"I learned that feeling safe and comfortable promotes a better learning experience."

Workshop 2



Small Learning Communities

In the second workshop of the series NMHS stakeholder representatives took a deep dive into the NUSD guiding principles and the attributes of their ideal high school by creating conceptual designs of small learning communities using the primordial spaces. What emerged was the importance of school culture, and how flexibility and outdoor environments are essential to delivering the ideal high school experience to all students.

"We could not emphasize enough the need for natural light and green space."

Workshop 3



Redesign the Newark Memorial High School Campus

In the third workshop NMHS stakeholder representatives used the insights developed during the previous two workshops to create a list of BIG IDEAS for transforming their campus. The list was distilled into a Top 5 and each team created a visual map to express their design strategies for developing the ideas into campus projects for the facilities master plan.

Top 5 Big Ideas:

- Nature, Light, and Green Space
- Eco-Friendly
- Beautify the Quad
- 300 Buildings and Portables
- Common and Star lab

Workshop 4



Preliminary NMHS Facilities Master Plan Review

In the final workshop in the series the NMHS stakeholder representatives reviewed a draft version of the NMHS facilities master plan to share their input and feedback. They identified what is working with the plan, what is not working, asked questions, and shared ideas. The participant's feedback was then incorporated into the NMHS facilities master plan.

"Start with student centered projects. Stuff that will change students' lives quickly."

Conclusion



Outcomes

At the end of the four workshops stakeholder representatives were in agreement on the importance of putting students first. To realize their vision will take numerous small and large projects which will transform the indoor and outdoor learning environments over the course of several years. Professional development and leadership will be critical in activating the new learning environments as they are implemented.

"There are some changes that will have a big impact but are possible to implement soon without costing a great deal of money."

"Think big and focus on what's important. Students..."

Section 4: Stakeholder Engagement

4.7 MacGregor Alternative Educations Workshops

Overview

Purpose and Objectives

The MacGregor Alternative Educations stakeholders engaged in two workshops in which they explored how the strategy of integrating core values, instructional delivery, and learning environments could support the learner outcomes expressed in the NUSD Guiding Principles.

In Workshop 1 the participants worked in cross-functional teams to establish an understanding of the primordial spaces and use them as a common language, empowering them to engage collaboratively in creating the master plan for their campus. Once they understood the primordial spaces they applied them by creating conceptual designs of small learning communities to illustrate how physical space can be used to support the guiding principles within learning environments.

Workshop 2 was an opportunity for the participants to apply the concepts from the previous workshop on the existing MacGregor Alternative Educations Campus. They began by brainstorming big transformational ideas then developed their top 3 ideas into visual maps. The shared vision that emerged from workshops 1 and 2 has been incorporated into the campus site plan opportunities and project list in sections 5 and 6.

Workshop 1

Small Learning Communities

Stakeholder representatives working in cross-functional teams took a deep dive into the NUSD guiding principles and the attributes of their ideal campus by creating conceptual designs of small learning communities using the primordial spaces. What emerged was the importance of schools to leverage physical space to ensure student engagement and success.

“Diversify learning environments to meet needs of all students.”

“Flexibility is key in creating ideas for future success.”



Workshop 2



Redesign the MacGregor Alternative Educations Campus

In the second workshop stakeholder representatives used the insights developed during the previous workshop to create a list of BIG IDEAS for transforming their campus. The list was distilled into a Top 3 and each team created a visual map to express their design strategies for developing the ideas into campus projects for the facilities master plan.

Top 3 Big Ideas:

- Community
- Functionality and Technology
- Green School

"I believe we share a common vision and core values which led us to share common transformational ideas."

"GO GREEN! Solar panels, charging stations, gardens, gardens, gardens."

Conclusion

Outcomes

At the end of the two workshops stakeholder representatives were in agreement that they would like to see improvements to physical spaces that support a sense of community among the different student populations on campus. Greenery was identified as a key aspect of student attraction and retention. There was a shared understanding among the participants that thinking outside the box, embracing non-traditional approaches to teaching and learning spaces, and flexibility would help to reach different students with different learning capacities.

"Teachers and students are not robots."

"Change is possible."



Section 5: Campuses and Facilities

Overview

Site Assessments, Challenges, and Opportunities

The following section contains the campus by campus information gathered during the facilities master planning process. Each campus is addressed in terms of architecture, education, and infrastructure. An existing and proposed site plan is included.

The District Office and Maintenance, Operations, and Transportation facilities have been addressed in terms of architecture only, and an existing site plan is included for reference.

Architectural Site Assessment

- Overview
- Campus Access and Signage
- Outdoor Spaces
- Indoor Spaces
- Staff Support spaces

Educational Site Assessment

- Overview
- Stakeholder Assessment
- Education Concepts Assessment

Infrastructure Modernization & Deferred Maintenance Site Assessment Summary

- Building Envelope and Site
- Mechanical, Electrical, and Plumbing
- Safety
- Americans with Disabilities Act (ADA)
- Building Life Cycle

Legends, Abbreviations and Glossary of Terms

Existing Site Plan

- Identifies Major Challenges

Proposed Site Plan

- Identifies Major Opportunities

Section 5: Campuses and Facilities



5.1 Birch Grove Primary Elementary School

Basic Information



School Information

Year Built:	1966
Former Site:	Bunker Elementary School
Student Population:	420
Grade Levels:	TK-2 nd Grade
Permanent Classrooms:	20
Total Portables:	5
Total Estimated Site Area:	9 Acres (392,040 SF)
Total Estimated Building Area:	42,000 Gross SF

Architectural Site Assessment

Overview

Birch Grove Primary Elementary School serves grades transitional kindergarten (TK) through the 2nd grade. The school is the feeder school for Birch Grove Intermediate Elementary School. It, along with Birch Grove Primary, are the only two elementary schools south of the railroad tracks that bisect the City of Newark. There are approximately 420 students on campus. The faculty estimates an influx of another 75-100 students in the coming years. This is due to the residential development in South Newark.



Birch Grove Primary is located on Smith Street, approximately halfway between a pair of major arterial streets: Cherry Street and Cedar Blvd. The school buildings are located less than 100 ft. from Smith Street which gives it a strong public presence.

A wide, sloped buffer of softscape that consists of green grass and low height shrubbery distances the campus buildings from the public street. An aged manual marquee sign stands at the front of the parking lot and acts as the primary campus identifier.



The site layout consists of four pod shape buildings, a multi-use building, two modular buildings, and six portables. A 95 ft. wide utility easement for the Hetch Hetchy aqueduct extends diagonally through the site from the northeast corner to the southwest corner. Building and any other site improvements are prohibited within this easement. There are three exterior courtyards between the four pod-shape buildings. The courtyards are fully secured with a pair of double doors and fencing at each ends, however, the campus is not secured by a perimeter fence.

Campus Access and Signage

There is one main parking lot at the west side campus with one entry driveway and one exit driveway. The drop-off and pick up lane circles around the lot and in front of the administration and multi-use building.



According to campus staff, student drop-off and pick-up are reasonably adequate. There are three ways that student are picked up and dropped off from school. The first is the drop-off lane in the parking lot, used primarily by the students in the modular and portable buildings adjacent to the multi-use buildings. The second is by parents who park out on Smith Street. Students in the pod buildings exit the classrooms and out to the enclosed courtyards. From there the students walk out to the street to meet their parents. The third way of dispersal is out to Birch Street at the northeast corner of campus. Birch Street dead-ends into a cul-de-sac where parents park out. According to site staff, the Birch Street exit is mostly utilized by parents who have children that go to both Birch Grove Intermediate and Primary Elementary Schools.



Wayfinding around campus can be difficult for the first time visitor. The administration area faces the parking lot and not Smith Ave.

Section 5.1

Birch Grove Primary Elementary School

District-Wide Facilities Master Plan

Fall 2019



A flag pole in the small concrete quad between the parking lot and Building 1 acts as a landmark to guide visitors to the administration office. From the flagpole, two small blue signs at the building overhang and adjacent to a pair of double entry doors identify the location of the office. The remainder of the campus has the typical room identification signs at each classroom doors. The buildings themselves do not have exterior signage for identification.



Most of the movement in and around campus follows the covered walkways along two major axes. One axis extends northwest - southwest and connects the administration building to the multi-use and modular classroom buildings. The other extends northeast - southeast and connects the administration building to the three classroom buildings. The three classroom buildings are entered through the fenced courtyards between the buildings.

Outdoor Spaces

Approximately a third of the campus is ballfields with another third as hardscape playground. The ballfields are in poor condition and need to be refurbished. The turf is spotty and full of burnouts. The baseball backstops are in fair conditions. There are five play structures in two separate mulched play areas. A few of these structures were recently replaced within the last 5-10 years but appear to be missing ADA provisions. Three of the five play structures are not used. Two play structures in the kindergarten area have rubber on the stair treads and risers wearing away, exposing rusted metal below. Another play structure in the main play area is fenced off. The gaps between the bridge decking posed hazard to students.



The asphalt concrete paving at the hardscaped playgrounds outside of the utility easement is in good condition with minor re-stripping of courts and game lines required in selected areas. The asphalt paving within the utility easement is in poor condition with significant cracks and fissures. Game lines within the easement need to be re-stripped. The basketball backstops and tetherball poles are in fair condition.



Section 5.1

Birch Grove Primary Elementary School

District-Wide Facilities Master Plan

Fall 2019



The outdoor learning environments are limited to the three courtyard areas between the four pod buildings. Each courtyard is paved with concrete and contains six raised concrete planters, a few lunch tables, and direct access to the classrooms. The raised planters are filled with a variety of plants, shrubbery, and trees. The courtyards are available for outdoor learning.

Indoor Spaces

The indoor learning environments include classrooms located in the portables, modular building and the pod shaped buildings. In the pod shaped buildings, classrooms are arranged around a center learning space. The older kindergarten building is similar but the classrooms are arranged around a large exterior space. The typical classroom has a 10 ft. tall, flat suspended acoustical ceiling with lay in parabolic light fixtures. The mechanical system was replaced in the early 2000's. There are exterior, operable aluminum jalousie windows allowing for natural light and fresh air to enter the space. In most of the spaces assessed, the window hoppers and jalousie louvers were closed.



The classroom layout in these pods is divided into several learning environments. The majority of the space consists of groups of individual flexible furniture which are arranged so that the students face inward for group work. The flexible tables and chairs can be raised, lowered, or moved as needed. There are additional seating options to allow for the flexibility of more active students. There are also small break out areas for reading, individual instruction and gathering on the carpet area. Storage of materials is provided by several movable carts. The teacher has his/her own movable podium style desk.



The other two types of indoor learning environments are classrooms in the portables and modular classrooms. The portables are the typical 24 ft. x 40 ft. spaces found on most campuses. The modular building is pre-fabricated and has a teaching wall and built-in cabinetry on one side of the space.



Non-classroom indoor spaces include the Multi-Use Building, the Media Center, and other specialty spaces. The Multi-Use Building consists of a large multi-use space, stage, cafeteria, faculty lunch room, media center, and a classroom space.

Section 5.1

Birch Grove Primary Elementary School

District-Wide Facilities Master Plan

Fall 2019



The multi-use room is a high volume space that is used for a variety of activities: lunch, physical education, assemblies, and indoor recesses. There are skylights that bring in natural light during the day. However the space is devoid of exterior windows for visual connection to the outside. Adjacent to the multi-use space is the stage and a small warming kitchen.

Within the multi-use building is the school media center. A large check-out counter greets the visitor as they enter the room. Library stacks line the perimeter walls of the space with tables and chairs at the center of the room for reading, studying, and classroom assembly. Room lighting is provided by lay-in parabolic fixtures at the suspended ceiling and one large skylight over the check-out counter. The space is devoid of exterior windows for natural light and for visual connection to the exterior. The space does not contain small reading areas for individuals.

The school does not currently have a maker space in operation. However, they have a classroom set aside in the Kindergarten Building.

Section 5.1

Birch Grove Primary Elementary School

District-Wide Facilities Master Plan

Fall 2019



Staff Support Spaces

The school's administration office is located at the west end of Unit 1. The administration office consists of a lobby, reception area, principal's office, nurse's office, staff office, staff workroom, and a pair of staff restrooms. The staff workroom can be accessed through the office lobby or a rear door from the courtyard. There is an ancillary administration space that can be accessed via two separate exterior doors or through the nurse's office. The space is about 1,300 square feet. This space was formally the library but has been converted to a program space/administrative space.



The overall size of the administration office and ancillary program space/administrative space appears to be adequate for the school's needs. The lobby, reception area, principal's office, staff workroom, and ancillary program / administrative space have exterior windows that provide natural light and views to the exterior. Only the lobby and reception area have fixed windows that do not permit natural ventilation. The remainder of the spaces has operable windows to allow for natural ventilation if needed.



Section 5.1

Birch Grove Primary Elementary School

District-Wide Facilities Master Plan

Fall 2019

Educational Site Assessment

Overview

In addition to the architectural site assessment and the building systems assessment an educational site assessment was completed for each school site. There are two components to the assessment; a stakeholder assessment and an education concept assessment.

The Stakeholder assessment resulted in a list of physical site challenges and opportunities that came out of the engagement workshops. Participants from each school site assessed their existing campus in terms of physical attributes connected to the NUSD Guiding Principles & Primordial Spaces.

The site was also assessed in terms of the education concepts (Conceptual Education Specifications, section 4.1) that emerged as district-wide priorities for delivering the NUSD ideal learning experience.

Please review section 4 for complete description of the Stakeholders Engagement workshops as well as the NUSD Guiding Principles & Primordial Spaces.

Stakeholder Assessment

Site Challenges

- School built a long time ago, mindsets have changed, but schools have not.
- School is not flexible.
- Institutional looking.
- Traditional style row of classrooms.
- Lack of gardens.
- Large open concrete spaces.
- All furniture is hard and fixed.
- There is no shade.

Section 5.1

Birch Grove Primary Elementary School

District-Wide Facilities Master Plan

Fall 2019



Site Opportunities

- Create an amphitheater w/ tiered seating.
- Add a variety of outdoor spaces including for kids who want to read or draw.
- Science space for gardens; butterfly, water, etc.
- Add a ball wall-personal for play.
- Add natural light
- Increase access to outdoor.
- Furniture, furniture, furniture...right size, softer surfaces.

Section 5.1

Birch Grove Primary Elementary School

District-Wide Facilities Master Plan

Fall 2019



Education Concepts Assessment

Curb Appeal

The administration building faces the parking lot and not Smith Avenue which make it difficult to identify. The architecture of the building also doesn't differentiate from the rest of the educational buildings. There is some greenery that creates a soft buffer from the main street and a bench under the front overhang. The front is lacking a defined entry presence and sufficient waiting area for students and parents.



Indoor/Outdoor Connection & Daylight/Views/ Fresh Air

There is limited indoor/outdoor connection for the students. The classrooms have a single solid door that opens to a concrete courtyard and the windows have operable aluminum shutters that are kept in closed position at all times.



Outdoor Learning

Most of the outdoor learning environments are hardscape except for the play fields and play structures. There are a few lunch tables but no shade is provided. The campus lacks opportunities for student to interact with nature or conduct exploratory play.



Amphitheater and Green Space

There is no amphitheater and minimal green space with the exception of the play fields.

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Birch Grove Primary Elementary School

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Gardens and Environmental Science Space

There is no garden on site, just a few planter boxes between the classroom pods.



Library/MPR as Shared Social Commons

The library is configured with a focus on books and reading. It is not activated as a shared multi-functional space. It lacks flexible furniture, daylight and access to nature and views.



Maker Space

There is a dedicated room for maker space. The space is outfitted with flexible furniture, plenty of surfaces for project layout and collaborative work.



Flexible Furniture

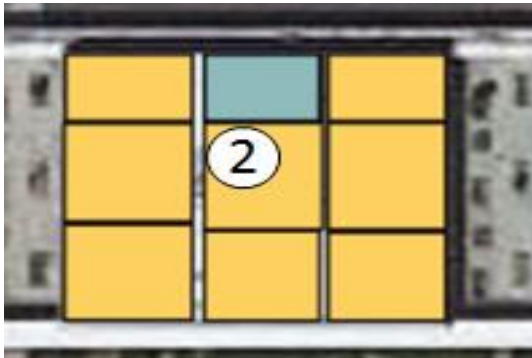
The campus received some flexible furniture during the transition to a grade K-2 school. The shared and support spaces do not have flexible furniture.

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Birch Grove Primary Elementary School

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Primordial Spaces

There is a lack of cave spaces for students to quietly read or study. There is a lack of greenery and signs of life, art, flowers. There is also a lack of watering holes for students to create opportunity to interact or collaborate with others. There are ample opportunities for campfires and mountain tops around campus and in the classrooms. There currently is no dedicated sandpit space for experimenting, building or creating.

Small Learning Community

The classroom buildings are pods that were originally designed for small learning communities. The central spaces of these pods are no longer used as shared collaborative spaces, but instead were converted into classrooms and storage spaces. These central rooms have no direct access to natural light and view. The current configuration of the classroom does not provide any opportunity for team teaching or transparency between classrooms.

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Birch Grove Primary Elementary School

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Infrastructure Modernization & Deferred Maintenance Site Assessment Summary

(See full report in Appendix 1)

Building Envelope and Site

- The original metal mansard roofs were not replaced. Roofs over the walkways are metal and they have not been replaced, replacement is anticipated.
- Replacement of the single glazed window assemblies with double glazed windows is recommended and budgeted.

Mechanical, Electrical, and Plumbing

- Many panels are relatively new, though approximately 25% are antiquated and these are budgeted to be replaced in the short term.
- The buildings do not have a fire sprinkler system.
- It is likely that the original water piping is galvanized iron at some locations pipe deterioration consistent with galvanic action was noted. An estimated cost for replacing the galvanized piping with copper is recommended.

Safety

- The asphalt drive and parking areas are heavily worn, milling and overlay is recommended in the short term.
- The play areas appear to be recently renovated. Concrete walkways and areas between the buildings are showing deterioration associated with age.
- Replacement of the concrete is recommended.

Americans with Disabilities Act (ADA)

- Some areas of the facility were identified as having major or moderate accessibility issues. EMG recommends a study be performed to take measurements, provide additional itemized details, research local requirements, and, if necessary, estimate the scope and cost of any required improvements. The cost of this study is included in the cost tables.
- Due to the lack of measurements and itemized findings at this point in time, the costs for any possible subsequent repairs or improvements are not currently included.

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Birch Grove Primary Elementary School

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Building Life Cycle

- By the 5 year mark, approximately all of the buildings on campus will be subjected to wear but still in a serviceable and functioning condition.
- By the 10 year mark, approximately all of buildings on campus will be subjected to hard or long-term wear and will be nearing the end of their useful or serviceable life.
- The Systems Expenditure Forecast through the 10 year mark is \$3,084,200. See Appendix 1 for details.

Section 5.1














Birch Grove Primary Elementary School

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Legends & Abbreviations

Site Plan Challenges Legend

	Classroom
	Library
	Meeting Room/ MPR
	Staff
	Storage/ Utility & Other
	Cafeteria/ Kitchen
	Restroom
	Office/ Admin
	Child Care
	Computer/Science Lab
	PE Room/Gymnasium
	Portable Classrooms
	Portable Others (Childcare, Storage, etc.)

Site Plan Opportunities Legend

	Modernize Indoor Learning Environments
	Parking Lots, Hardcourts & Other Hard Surfaces
	Shade Structures & Green Houses
	Landscape & Outdoor Learning Spaces
	New Construction or Addition

	Building, Wing or Unit Identifier
1	Permanent Classroom
1	Portable Classroom
1	Portable Others

Glossary of Terms

Portables: Temporary buildings intended for short term student housing.

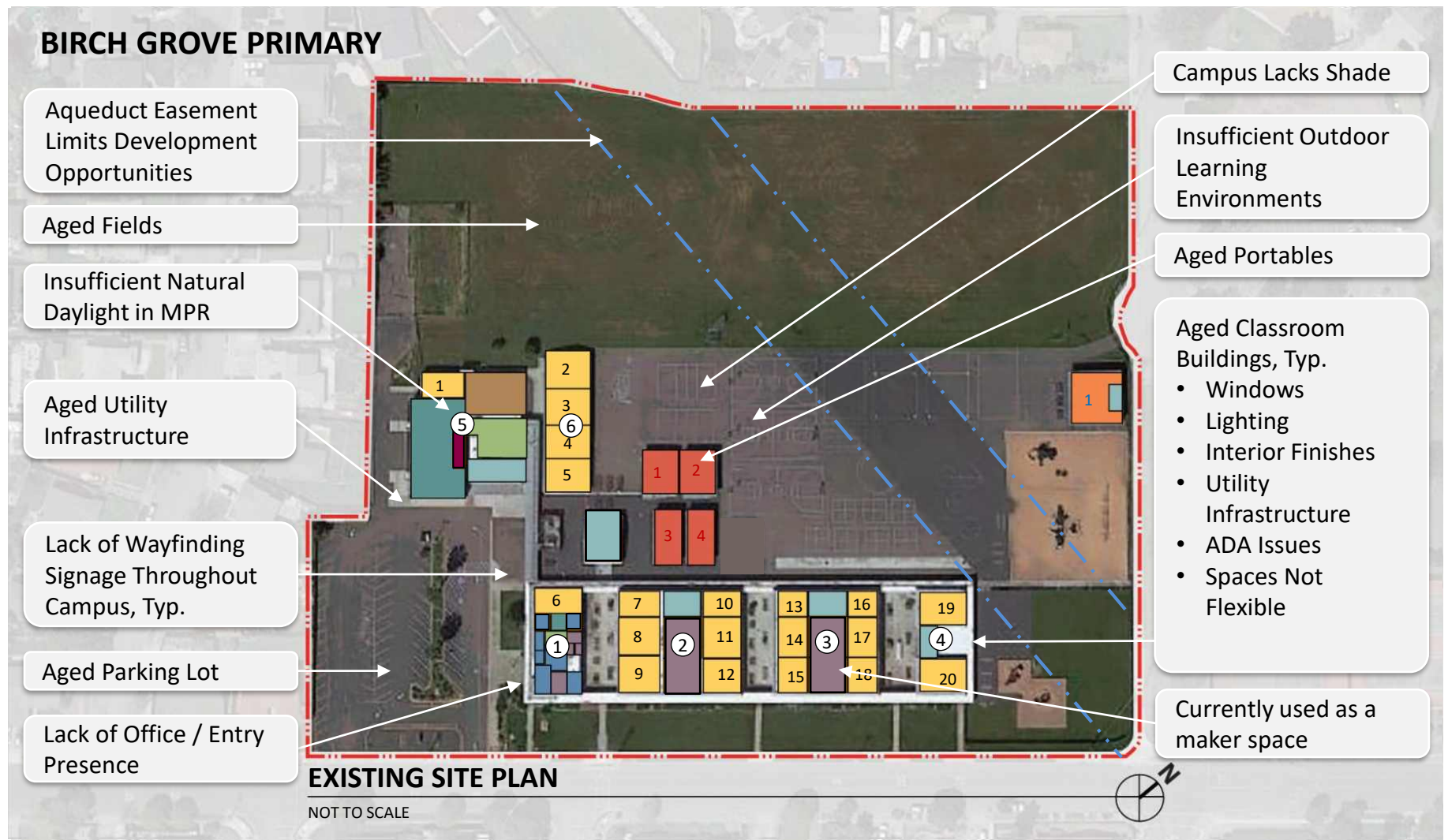
Aged: Facility has deteriorated over time and is past its useful life.

Wayfinding and Signage: Strategies and systems to help people find their way through a campus.

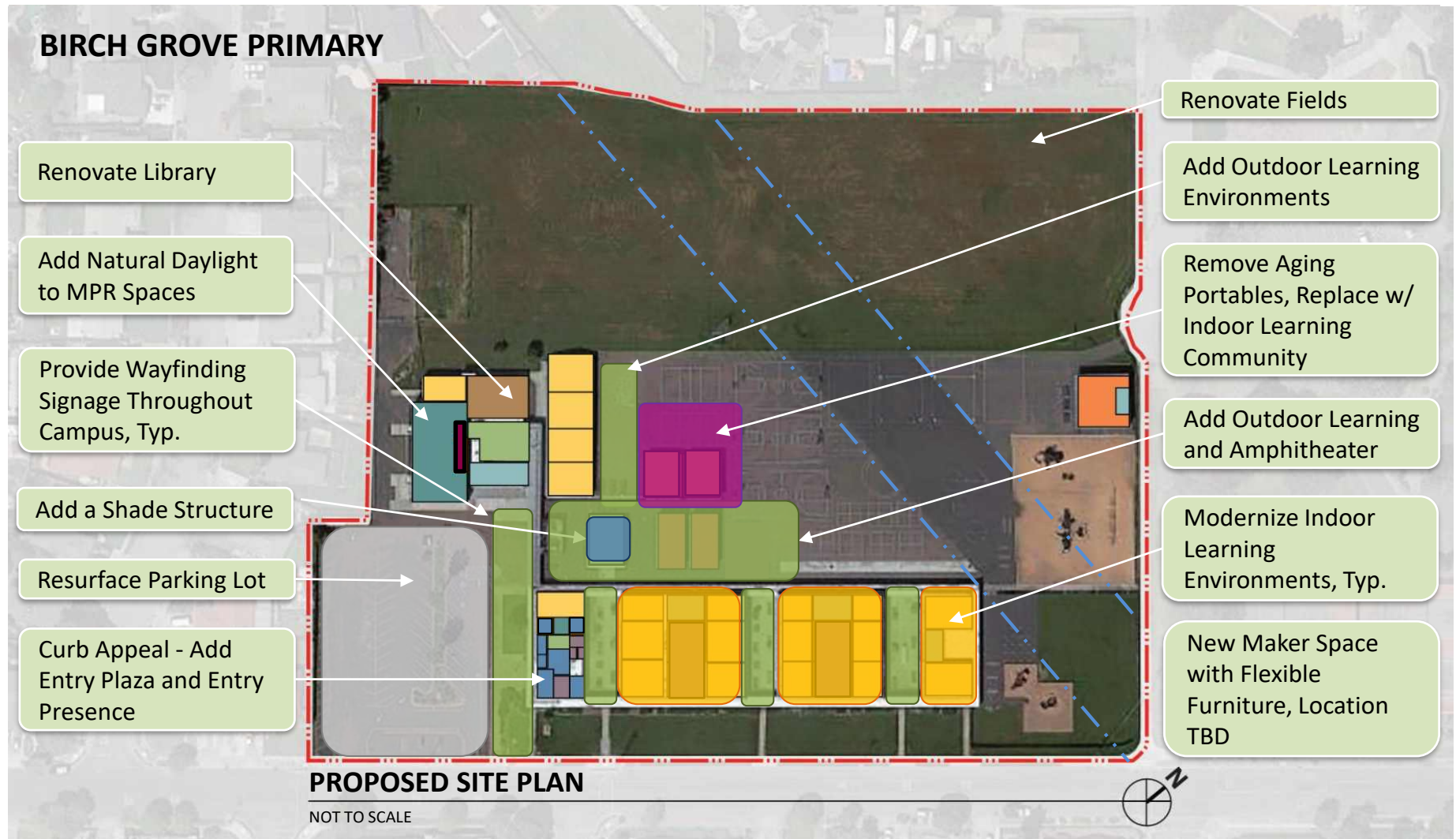
ADA: Americans with Disabilities Act; A federal civil rights legislation which mandates that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life.

Utility Infrastructure: Composed of pipes, cables, wires, sewers, drains and equipment servicing a campus and buildings, which include electrical, gas, water, sewer, fire and communication.

Easement: A deeded right reserved for a specific purpose, benefiting another property of entity.



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Birch Grove Primary Elementary School
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Section 5.1
Birch Grove Primary Elementary School
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Section 5: Campuses and Facilities



5.2 Birch Grove Intermediate Elementary School

Basic Information



School Information

Year Built:	1961
Former Site:	Louis Milani Elementary School
Student Population:	440
Grade Levels:	3rd- 6th Grade
Permanent Classrooms:	22
Total Portables:	5
Total Estimated Site Area:	9.5 Acres (413,820 SF)
Total Estimated Building Area:	43,500 Gross SF

Architectural Site Assessment

Overview

Birch Grove Intermediate Elementary School serves grades 3 through 6. It is one of only two elementary schools that are located south of the railroad tracks that bisect the City of Newark. Birch Grove Intermediate is the transitional school for Birch Grove Primary Elementary School, with approximately 440 students. The enrollment has held steady of the past few years, but will likely grow in the coming years due to the influx of students from Birch Grove Primary.

Birch Grove Intermediate is located on Birch Street, less than half a block from Central Avenue a major arterial street. Buildings on campus are located less than 100 ft. from Birch Street which gives a strong public presence.

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Birch Grove Intermediate Elementary School
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A narrow strip of soft-scape acts as a buffer between the parking lot and the public street. The softscape consists of grass, old-growth deciduous trees, and a brand new digital marquee sign, which acts as the primary campus identifier. The campus is a fully fenced and secured site. Its layout consists of three double-loaded classroom wings, a multi-use building, a modular classroom building, and five portables. The exterior courtyards between the classroom wings are fenced off at both ends and contain a pair of double doors with panic hardware. Most of the access in and around campus is restricted to the covered canopies at the east end of the wings. Access to the classrooms in these wings is through the east doors of the courtyards.

Campus Access and Signage

There is one main parking lot at the front of campus with one entry and one exit driveway. The drop-off and pick up lane circles behind the lot in front of the buildings. There is a small secondary parking lot tucked behind the Multi-Use Building used by staff.

Student drop-off and pick-up present safety challenges. The drop-off lane is single, one-way, double-loaded aisle. One side of the aisle is located adjacent to the main covered walkway, while the other side is used by vehicles trying to park. The location of the school which is near the end of a cul-de-sac, compounds access challenges limiting accessibility to a one way enter and exit. Since the school parking lot is small, parents park on both sides of Birch Street, on Cedar Avenue, and in the adjacent District Nutritional Services parking lot.

Student pick-up poses the greatest challenge because they use the courtyards between the classroom wings as the primary egress path. They make their way to the main covered walkway at the front of the campus, where they use several avenues of dispersal. Some use the drop-off, some cut across the busy parking lot to Birch Street, while others proceed over to the Nutrition Services parking lot.

Wayfinding around campus can be difficult for the first time visitor. The buildings do not have any exterior signage for identification.



The administration building lacks signage to allow easy identification when you approach the campus. Classrooms have typical room identification signs that indicate the room number. Toilet rooms have the required ADA signage.

Outdoor Spaces

Approximately half of the campus is ballfields with another quarter hardscape playground. The ballfields are in poor condition and need to be refurbished. They are spotty, and full of burnouts. According to staff, students do not use the fields often. The baseball backstops and soccer goals are in need of replacement. The play structures inside the mulched areas are in good condition. These structures were recently replaced within the last 5-10 years but appear to be missing ADA provisions.



The asphalt concrete paving at the hardscaped playgrounds are in good condition. Minor re-striping of courts and game lines is required in some areas. The basketball backstops and tetherball poles are in fair condition. The volleyball posts are in good condition.



The outdoor learning environments are limited to the courtyard areas between the three classroom wings. The courtyards are paved with concrete and contain a few benches and lunch tables. There are a few old-growth trees in each courtyard that are landlocked by paving. There is also an outdoor area to the north of the former kindergarten classroom wing. Staff and students have transformed this former play area into project-based-learning (PBL) environments that explore gardening, composting, and solar water fountains.

Indoor Spaces

Indoor learning environments include classrooms in the portables, modular building, and the wing buildings. The typical classroom wing has a high sloped ceiling with a new mechanical system and surface-mounted light fixtures. There are exterior windows to let in natural light but there is no visual connection with the exterior. The lower portions of these windows have been filled in with metal panels that some teachers use as additional wall space.



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Birch Grove Intermediate Elementary School

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The classroom layout is divided in several learning environments. The majority of the space consists of groups of individual flexible furniture arranged so that the students face inward for group work. The tables and chairs are flexible so that they can be raised, lowered, or moved as needed. There are additional seating options to allow for the flexibility of active students. There are also small break out areas for reading or individual instruction. Storage of materials is provided by movable carts. Teachers have their own movable podium style desk.



Other indoor learning environments include the Multi-Use Building, the Media Center, and other specialty spaces. The Multi-Use Building consists of a large multi-use space, stage, cafeteria, faculty lunch room, media center and a classroom.

The multi-use room is a high volume space used for a variety of activities: lunch, physical education, assemblies, and indoor recess. There are skylights that bring in natural light during the day. However the space is devoid of exterior windows for visual connection with the outside. Adjacent to the multi-use space there is a stage and a small warming kitchen.



Within the multi-use building is the school media center/library. A large check-out counter greets the visitor as they enter the room. Library stacks line the perimeter walls of the space with tables and chairs at the center of the room for reading, studying, and classroom assembly. Room lighting is provided by lay-in parabolic fixtures at the suspended ceiling and one large skylight over the check-out counter. The space is devoid of exterior windows for natural light for visual connection with the exterior. The space does not contain reading areas for individuals.



Regarding specialty spaces, the former kindergarten wing contains a maker space in one of the classrooms. A large science classroom occupies a former kindergarten classroom. In addition, the school has converted one of the older portables into a music classroom. It is the only elementary school that has this type of specialty classroom.



Staff Support Spaces

The school's Administration Office is located at the west end of Building 2. The administration office originally consisted of a lobby, reception area, principal's office, nurse's office, staff workroom, classroom, security office, and a pair of staff restrooms. Over the course of time, the workroom was converted to a storage room, while the nurse's office became a staff workroom. The classroom and security office currently serve as small conference rooms.

The overall area of the administration office is approximately 1,800 square feet. The spaces within the administration office are small and insufficient to meet the school's needs. Many of the spaces are land locked and do not have access to fresh air, natural light, and views to the exterior. The only spaces within the administration office that have access to these elements are the lobby, reception area, and the storage room.

Educational Site Assessment

Overview

In addition to the architectural site assessment and the building systems assessment an educational site assessment was completed for each school site. There are two components to the assessment; a stakeholder assessment and an education concept assessment.

The Stakeholder assessment resulted in a list of physical site challenges and opportunities that came out of the engagement workshops. Participants from each school site assessed their existing campus in terms of physical attributes connected to the NUSD Guiding Principles & Primordial Spaces.

The site was also assessed in terms of the education concepts (Conceptual Education Specifications, section 4.1) that emerged as district-wide priorities for delivering the NUSD ideal learning experience.

Please review section 4 for complete description of the Stakeholders Engagement workshops as well as the NUSD Guiding Principles & Primordial Spaces.

Stakeholder Assessment

Site Challenges

- Too many small spaces.
- Too much unused furniture.
- No real access to nature/ outside.
- No good use of some rooms.
- Front of the office is not pretty.
- Not enough variety of seating.
- Not enough plants or life.
- No caves, smaller spaces.
- Unused open spaces.
- No art.
- Lack of light and natural materials.
- Lack of display areas.
- Learning occurs mainly inside.
- Lack of clear windows for views.

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Birch Grove Intermediate Elementary School

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Site Opportunities

- Get rid of unused furniture.
- Knock out walls.
- Remove side bench & counter in the office.
- Add glass room in 4, 5, 6 courtyard.
- Put more flexible seating.
- Add a performing art area.
- Add awning/ harbor for a quite space and shade.
- Add seating option for mountain top/ campfire.
- Add a garden area and more nature and plants.
- Add art and murals.
- Add planter box w/seating area.
- Reconfigure windows (*ask us!!!*)
- Define shaded courtyard area.
- Add moveable wall and inside-outside sliding door.
- Wicker-bamboo alternative seating.
- Shades out of natural materials.



Education Concepts Assessment

Curb Appeal

The front office is not clearly differentiated from the rest of the front façade of the school and lacks visible signage from the street which makes it difficult to find for a first time visitor. There is no welcoming social interaction area for waiting parents. There is a lack of green space, planting and materials of nature.



Indoor/Outdoor Connection & Daylight/Views/ Fresh Air

There is very limited access to the outdoor spaces in between classroom wings. Access is through a single classroom door. Windows are typically covered by blinds or a window film and are not operable. There are limited views to nature from within the classroom spaces.



Outdoor Learning

There are minimal opportunities for outdoor learning due to the lack of acoustical separation between outdoor spaces and indoor spaces and the lack of shade and seating.



Amphitheater and Green Space

There is no amphitheater and minimal green space with the exception of the fields.

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Birch Grove Intermediate Elementary School

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Gardens and Environmental Science Space

There is a vegetable garden in the former kindergarten outdoor play area and a composting area used for project based learning.



Library/MPR as Shared Social Commons

The library is configured with a focus on books and reading. It is not activated as a shared multi-functional space. It lacks flexible furniture, daylight and access to nature and views.



Maker Space

The maker space is fully activated repurposed kindergarten classroom and functioning well. It is somewhat connected to the outdoors. It is not yet utilized robustly by all teachers.



Flexible Furniture

The entire campus received flexible furniture during the transition to a grade 3-6 school. The shared and support spaces do not have flexible furniture.



Primordial Spaces

There is a lack of cave spaces for students to quietly read or study.
There is a lack of greenery and signs of life, art, flowers.



Small Learning Community

Several classrooms have doors in between which allows grade level teachers to work together in a small learning community style, collaborating and sharing students; however, they are hampered by the inflexibility of their classrooms and lack of transparency and access to one another. They do not have a shared collaborative area or a dedicated teacher collaboration space.

Image of the floor plan of Unit 2 showing the existing connection between the classrooms that are arranged back to back.



Infrastructure Modernization & Deferred Maintenance Site Assessment Summary (See full report in Appendix 1)

Building Envelope and Site

- Roofs over the walkways are metal or modified bitumen, these roofs are not new and replacement is anticipated. The exteriors have recently been upgraded.
- Replacing the full height single-glazed storefront window assemblies with double-glazed windows and a knee wall is recommended and budgeted.
- Condition of the interior finishes varies widely, short term replacement of half of the flooring and ceiling tiles is recommended and budgeted.
- Replacement of the currently nonfunctioning irrigation system is recommended.

Mechanical, Electrical, and Plumbing

- The HVAC equipment varies in age from two to four years old, it reportedly works well and replacement is expected over the term.
- Adequate power is provided by the electric system. Many panels are relatively new, however approximately 25% are antiquated and need to be replaced in the short term.

Safety

- The asphalt drive and, parking areas are heavily worn, milling and overlay is recommended in the short term.
- Concrete walkways and areas between the buildings are cracking and lifting. Removal of the cause of the cracking, likely tree roots, and replacement of the concrete is recommended.

Americans with Disabilities Act (ADA)

- Some areas of the facility were identified as having major or moderate accessibility issues. An ADA study is recommended to assess the campus. The cost of this study is included in the cost tables of the EMG report; the costs of ADA upgrades are not.

Building Life Cycle

By the 10 year mark, approximately all of the buildings on campus will be subjected to hard or long-term wear; nearing the end of their useful or serviceable life. Over 50% of them will have reached the end of their useful/serviceable life; renewal will be necessary.

- The Systems Expenditure Forecast through the 10 year mark is \$6,762,700. See Appendix 1 for details.

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Legends & Abbreviations

Site Plan Challenges Legend

	Classroom
	Library
	Meeting Room/ MPR
	Staff
	Storage/ Utility & Other
	Cafeteria/ Kitchen
	Restroom
	Office/ Admin
	Child Care
	Computer/Science Lab
	PE Room/Gymnasium
	Portable Classrooms
	Portable Others (Childcare, Storage, etc.)

Site Plan Opportunities Legend

	Modernize Indoor Learning Environments
	Parking Lots, Hardcourts & Other Hard Surfaces
	Shade Structures & Green Houses
	Landscape & Outdoor Learning Spaces
	New Construction or Addition

	Building, Wing or Unit Identifier
1	Permanent Classroom
1	Portable Classroom
1	Portable Others

Glossary of Terms

Portables: Temporary buildings intended for short term student housing.

Aged: Facility has deteriorated over time and is past its useful life.

Wayfinding and Signage: Strategies and systems to help people find their way through a campus.

ADA: Americans with Disabilities Act; A federal civil rights legislation which mandates that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life.

Utility Infrastructure: Composed of pipes, cables, wires, sewers, drains and equipment servicing a campus and buildings, which include electrical, gas, water, sewer, fire and communication.

Easement: A deeded right reserved for a specific purpose, benefiting another property of entity.

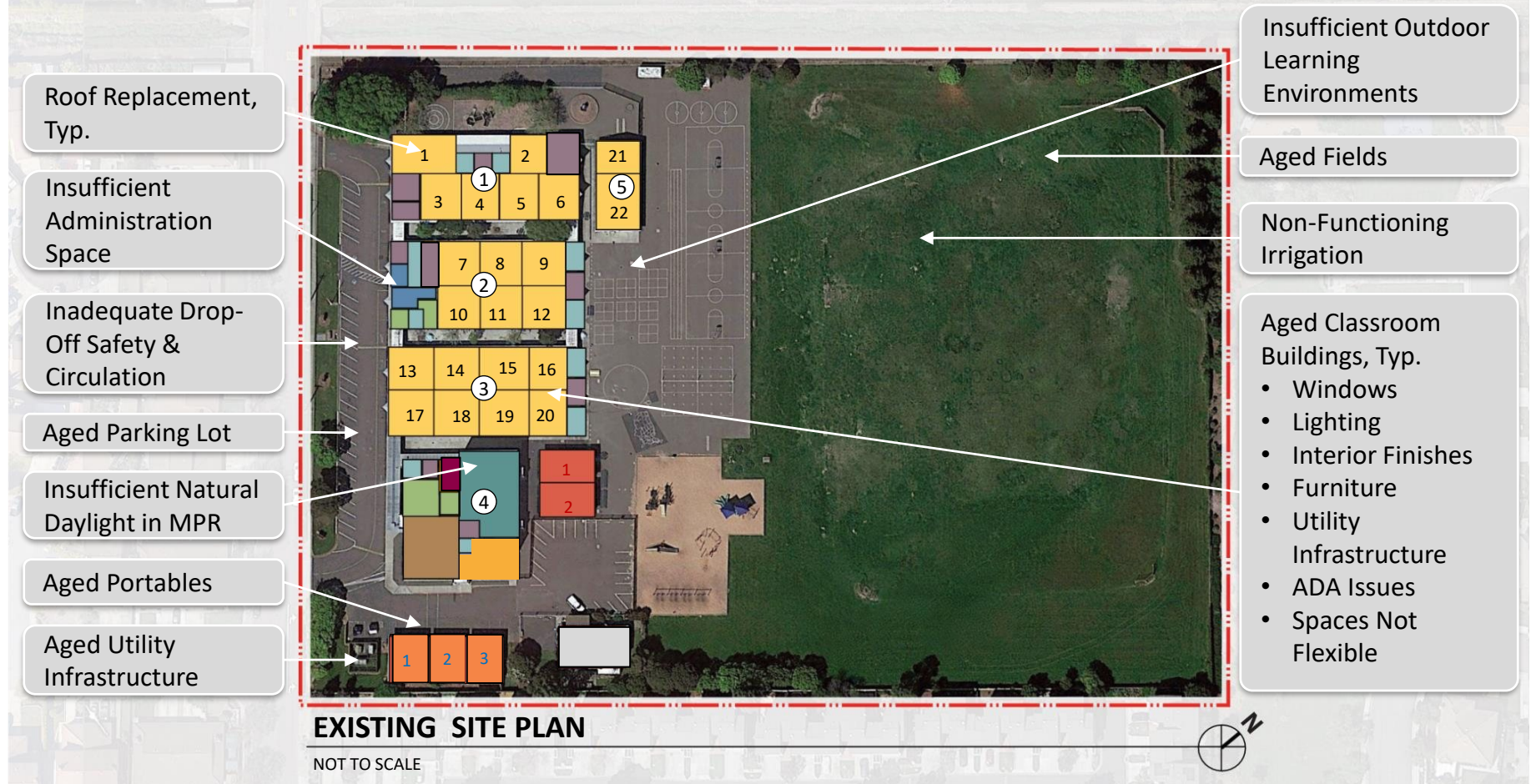
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BIRCH GROVE INTERMEDIATE

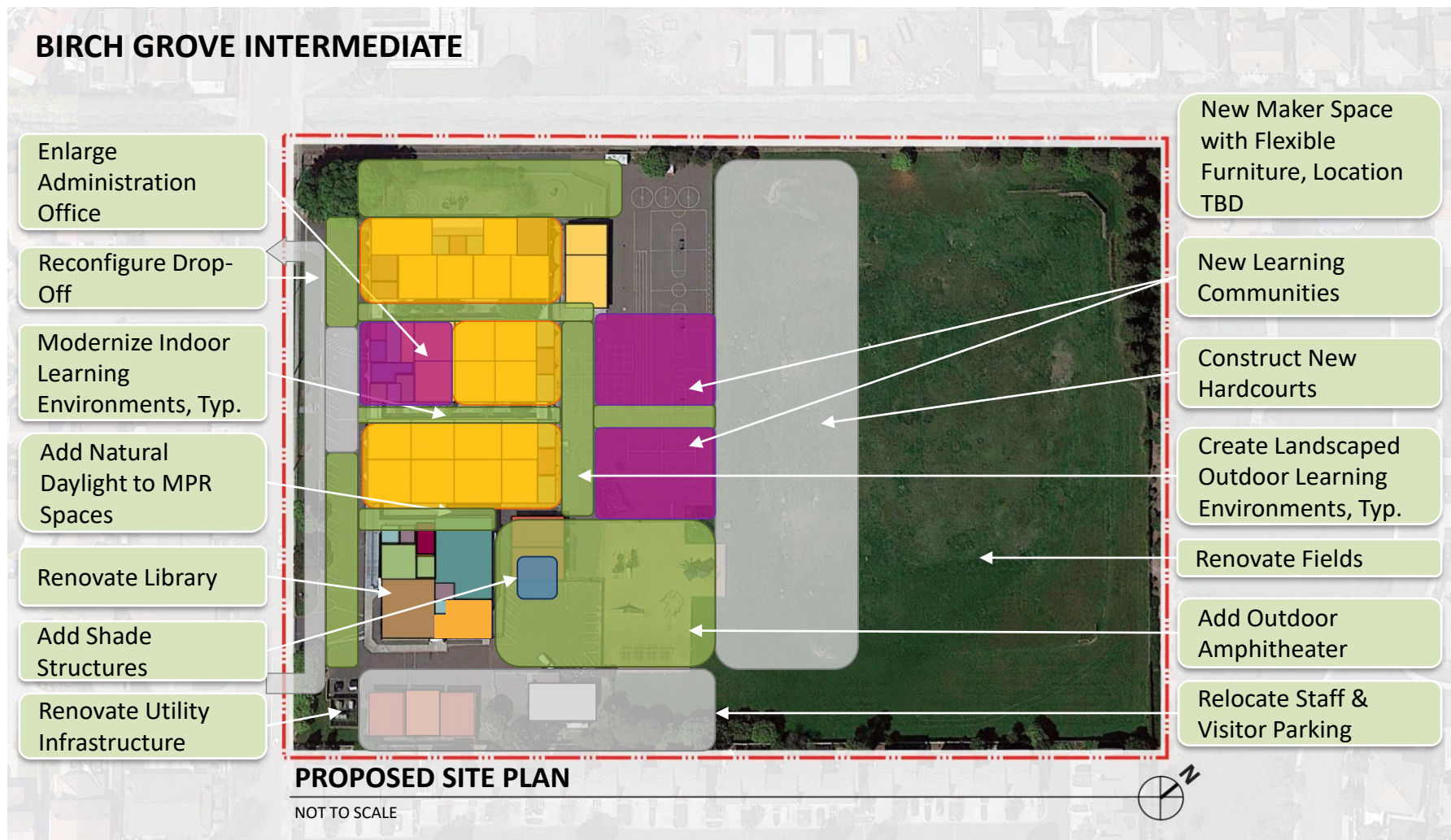


Section 5.2

Birch Grove Intermediate Elementary School

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Birch Grove Intermediate Elementary School
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Section 5: Campuses and Facilities



5.3 Graham Elementary School

Basic Information



Architectural Site Assessment

School Information

Year Built:	1960
Student Population:	400
Grade Levels:	K-6 th Grade
Permanent Classrooms:	29
Total Portables:	5
Total Estimated Site Area:	10 Acres (435,600 SF)
Total Estimated Building Area:	51,900 Gross SF

Overview

Graham Elementary School serves grades kindergarten through the 6th grade. There are approximately 400 students on campus.

Graham is located on a quieter section of Cherry Street. Throughout most of Newark, Cherry Street is a major 5 lanes arterial street. However once Cherry Street crosses Thornton Ave., it becomes a 2 lane local access street on which Graham Elementary resides.

The structures on the Graham campus consist of five double loaded corridor buildings, a small rectilinear kindergarten building, a small administration building, a modular classroom building, a large multi-use building, and five portable classroom buildings.



All of the structures are arranged on two major axes. Most of the campus structures are located more than 150 ft. from Cherry Street. However, the multi-use building is a large structure that is located approximately 50 ft. from the street. The height and the mass of this structure create a strong public presence.



There is not much landscaping in front of the campus. A handful of old-growth deciduous trees reside in the planter strip between the street and city sidewalk. A narrow row of low height shrubs separates the parking lot from the street. A brand new digital marque sign reside in a new planting area in front of the multi-use building.

The campus is a fully fenced and secured site. However, students and staff have to go outside of the perimeter fencing in order to access the multi-purpose building's cafeteria, stage, kitchen, and restrooms.

Campus Access and Signage

There is one main parking lot at the front of campus with one entry driveway and one exit driveway. The entry driveway is located at the far end of campus with the exit driveway in front of multi-use building. The drop-off and pick up lane has been reworked by staff with temporary signage and barricade. This forces drivers to go in front of the parking lot instead of wrapping around it. The original design of the drop off wrapped around the lot and in front of the buildings.



Wayfinding around campus is difficult for the first time visitor because of the entry points, as well as the mass, and location of the multi-use building. There are two primary points of pedestrian access and they are located at opposite ends of the campus. One is near the intersection of Chery Street and Fountaine Ave. and the other near Mathews Landing Park. Couple these entry points with the location of the multi-use building and wayfinding difficulties arises. White signage with black text and arrows are randomly placed on buildings and chain link fences guide pedestrians to the office.



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Graham Elementary School

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Half of the buildings on site do not have any building signage on them: admin building, multi-use building, and the modular classroom building. The remaining classroom buildings have stenciled lettering in the upper corner of the building, under the covered canopy at the entrance to the classroom corridor. The stencil identifies the wing number and the classroom number within the building. Exception for a small room identification sign adjacent to the entry door, the administration building lacks building signage to identify its presence. Classrooms have typical room identification signs that indicate the room number. Toilet rooms have the required ADA signage. The Multi-Use Building has signage above to doors to identify the media center.

Outdoor Spaces

Approximately a third of the campus is ballfields with another third being the hardscape playground. The ballfields are in poor condition and need to be refurbished. The turf is spotty, and full of burnouts. The baseball backstops and soccer goals are in fair condition. The soccer goals are cast in concrete and cannot be moved. There are seven play structures on site. They range from good to fair condition. The rubberized play surface for the play structures north of Wing 3 is bubbling, cracking, and has large chunks missing from it.

The asphalt concrete paving at the hardscaped playgrounds are in good condition. The basketball backstops are in good condition, the tetherball poles are in fair condition, and the volleyball posts are in good condition.

The campus has limited areas for students to gather for socializing and learning. There are two areas where outdoor lunch tables are clustered for outdoor lunch and student gathering. These areas are outside the multi-use building and adjacent to the pre-school portable. There are single benches surround the tree in the administration quad. There are also numerous benches around the perimeter of the hardscape playground. These work great for small gathering, however many of the benches are in poor condition and need to be replaced.

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Graham Elementary School

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There are other areas around campus that have potential for more outdoor learning. Such as the unused gardens at the west ends of Wings 1, 2, and 3 and between the Kindergarten Wing and Wing 1. There's also potential to utilize the two landscaped areas between Wings 1, 2, and 3 to develop more outdoor learning environments.

Indoor Spaces

The indoor learning environments are wings of double loaded classrooms with an interior corridor. There is also a modular building, multi-use building, and some portables. The typical classrooms in the wings are approximately a 30 ft. by 30 ft. square spaces with high sloped ceilings, and surface mounted fluorescent light fixtures. The mechanical ductwork appears to be old but the mechanical system itself is relatively new. There are two pairs of windows at the opposite end of the exterior wall to let in natural light. However there are fixed, exterior metal louvers that hang from poles that hang from the underside of the roof overhang. These louvers obscure views to the outside.

The classroom learning space in the modular building is approximately 30 ft. by 30 ft. space with suspended acoustical ceilings with lay-in light fixtures and a floor mounted mechanical unit in the corner for HVAC. Exterior windows provide the space with natural light and views to the outside. Classrooms environments in the portables and the multi-use building are similar with the exceptions being the type and location of the mechanical units.

The classroom layout is divided in several learning environments. The majority of the space consists of groups of individual desks arranged in groups for collaborative work. There are also small break-out areas for reading or individual instruction. Storage of materials is provided by several movable carts. Teachers have their own movable podium style desk.

Other indoor learning environments on campus include the multi-use building, the media center, and other specialty spaces. The multi-use building consists of a large multi-use space, stage, cafeteria, faculty lunch room, media center, and a classroom space.

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Graham Elementary School

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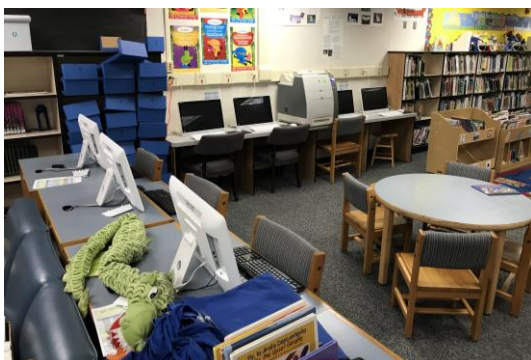
The multi-use room is a high volume space that is used for a variety of activities: lunch, physical education, assemblies, and indoor recesses. There are skylights that bring in natural light during the day. However the space is devoid of exterior windows for visual connection to the outside. Adjacent to the multi-use space is the stage and a small warming kitchen.



Within the multi-use building is the school media center. A large check-out counter greets the visitor as they enter the room. Library stacks line the perimeter walls of the space with tables and chairs at the center of the room for reading, studying, and classroom assembly. Room lighting is provided by lay-in parabolic fixtures at the suspended ceiling and one large skylight over the check-out counter. The space is devoid of exterior windows for natural light and for visual connection to the outside. The furniture within the space is arranged so that it creates a small reading space in the carpet. The reading space does not contain bean bags or other small chairs that are conducive for reading.



Graham Elementary School contains a few specialty spaces on campus. They have a fully operational maker space room, a science classroom and a computer lab in Wing 2. The classroom in the multi-use building is used for a variety of functions. At the time of the site assessment, it was being used for their after school program called Think Together.



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Graham Elementary School

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Staff Support Spaces

The school's administration office is located in Building 1. The spaces of the administration office comprise the entire building footprint. The office consists of a lobby, reception area, principal's office, staff workroom, teacher's room, and a pair of staff restrooms. The administration Office in its entirety is less than 1,500 square feet and is inadequate for the school's needs. The spaces are small, cramped, and tight.

The administration spaces are organized around the receptionist area. The principal's office and the staff workroom have direct access to that space. There are three main circulation paths through the building; one involves egress through the principal's office in order to exit the rear of the building. The staff workroom and teacher's room can be accessed directly from the rear exit of the building via a separate point of entry.

All of the administrative spaces have exterior windows that provide natural light and visual connection to the outside. Horizontal louver blinds control the light and views. These spaces also have operable windows that permit natural ventilation if needed. High, sloped ceilings throughout the building aid a sense of openness despite the small nature of the spaces within the building.

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Graham Elementary School District-Wide Facilities Master Plan Fall 2019



Educational Site Assessment

Overview

In addition to the architectural site assessment and the building systems assessment an educational site assessment was completed for each school site. There are two components to the assessment; a stakeholder assessment and an education concept assessment.

The Stakeholder assessment resulted in a list of physical site challenges and opportunities that came out of the engagement workshops. Participants from each school site assessed their existing campus in terms of physical attributes connected to the NUSD Guiding Principles & Primordial Spaces.

The site was also assessed in terms of the education concepts (Conceptual Education Specifications, section 4.1) that emerged as district-wide priorities for delivering the NUSD ideal learning experience.

Please review section 4 for complete description of the Stakeholders Engagement workshops as well as the NUSD Guiding Principles & Primordial Spaces.

Stakeholder Assessment

Site Challenges

- Colors-too blend.
- Lack of comfortability.
- Lack of connectivity.
- Not enough life, nature, art and color.
- Air flow/ fresh air.
- Lack of windows
- BLDGS = too institutional, lack of flexibility, constricting.
- The buildings are outdated (1960's).
 - Material used (1990's).
 - Square, clinical.
 - Not use specific, generic.
- Lack of kid friendly furniture.
 - Storage poorly designed.
- Location of MPR.
 - Lack of curb appeal.
- Access to life throughout plant life windows.
- NO flexible furniture.
- Size of spaces.



- No access to natural light/ natural elements.
- Spaces aren't flexible (Self contain).

Site Opportunities

- Flexible.
- Moving Parking Lot.
- Remove portables.
- Windows, Windows, Windows....operable!
- Gym= A gym, lunchroom (green, environmentally friendly).
- Balance between specialized & flexible spaces
- Use spaces between wings.
- Remove walls at wings.
- More sounds of nature.
- Amphitheater-outdoors.
- Atriums, outdoor spaces.
- Green space in-between CR wings.
- Better ambiance.
- Inviting, welcoming.
- More color, bright.
- Crisp, new, fresh, professional, polished & clean.
- "Pinterest it up".
- Purpose driven furniture/storage- Kids take it seriously.
- Same theory as a house.
- Feng Shui (spatial arrangement and orientation in relation to the flow of energy)
- Activate the hallway between classrooms.
 - Bring in nature, art, half-door, mural, glass art.
- Create (reinstate) the opening between k classes and courtyard.
- Sandpit (experimentation space).
- Campfire (story telling space).
- Watering hole (gathering space).
- Add flexible partition (in & out).
- Add a restroom to each classroom.
- Create opening from classroom to central grass area
- Replace lighting.

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Graham Elementary School

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Education Concepts Assessment

Curb Appeal

At first glance the campus has no architectural marker that would define a main point of entry or location of the administration building. The parking lot and the MPR define the school presence along the main street. There is a minimal amount of greenery that creates a small buffer to the large amount of hard surface that leads to the buildings.



Indoor/Outdoor Connection & Daylight/Views/ Fresh Air

The learning environments are wings of double loaded classrooms with an interior corridor. The classrooms are only accessible through that central space that is devoid of natural light and view.

In the classrooms there are two pairs of windows at the opposite end of the exterior wall to let in natural light. However, they have fixed metal louvers that obscure most of the view.

The portable classrooms have operable windows for daylight, natural ventilation, and views to the exterior.



Outdoor Learning

The space between the classrooms wings includes a few trees that provide shade, but these spaces aren't maintained so they are not desirable for outdoor learning in their current state. The rest of the outdoor learning environments are hard surfaces and play fields.

Section 5.3

Graham Elementary School

District-Wide Facilities Master Plan

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Amphitheater and Green Space

There is no amphitheater and minimal green space with the exception of the fields. As mentioned previously there is a fair amount of space that could be returned to green space with the proper maintenance.



Gardens and Environmental Science Space

There are several planter boxes on campus that were used at some point for gardening and environmental science. Few of them seem to be in used right now.



Library/MPR as Shared Social Commons

The library is configured with a focus on books and reading. It is not activated as a shared multi-functional space. It lacks flexible furniture, daylight and access to nature and views.



Maker Space

There is a dedicated room for maker space. The space is outfitted with plenty of surfaces for project layout and collaborative work. Material is sorted in open bookcases and is easily accessible.



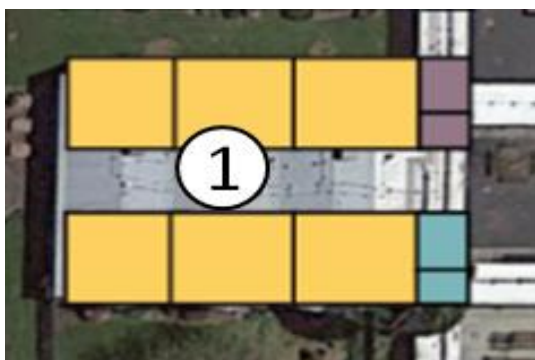
Flexible Furniture

There is little to no flexible furniture on campus. The typical classroom furniture consists of groups of individual desks arranged in group for collaborative work. The furniture does not meet the variety of ergonomic needs of students of different sizes and temperaments. There are little to no standing, perching, or sitting on the floor options. The furniture limitations are restricting innovation and obstructing personalized teaching and learning activities.



Primordial Spaces

There is a lack of cave spaces for students to quietly read or study. There is some greenery and signs of life, but it is not well maintained. There is no sign of art or color around campus until you reach inside the classroom wings. The campus offers some benches and shade for watering hole opportunities. There are ample opportunities for campfires and mountain tops around campus and in the classrooms. There doesn't seem to be a dedicated sandpit space for experimenting, building or creating.



Small Learning Community

The classrooms open to a central corridor which is a shared space that has been activated with student art display. The existing configuration of the classroom wings does not provide any opportunity for team teaching or transparency between classrooms. There is no flexibility for teachers or students to reconfigure or resize the learning environment to support a variety of learning activities beyond lecture and small group. There is no professional teacher collaboration space outside of the administration area which makes ad hoc collaboration difficult at best.

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Graham Elementary School

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Infrastructure Modernization & Deferred Maintenance Site Assessment Summary

(See full report in Appendix 1)

Building Envelope and Site

- The six original campus buildings have their original windows and sliding glass doors which are well beyond their useful life.
- The three portable classrooms have finishes are nearing the end of their useful life.

Mechanical, Electrical, and Plumbing

- The HVAC is nearing the end of its useful life and may need replacing in the near future.
- The campus does not have sprinklers except for the stage at Building 7, adding sprinklers to all buildings should be considered.
- The underground plumbing is assumed to be original and has been reported as being problematic, replacement should be considered.
- Some of the site lighting was recently upgraded with LED exterior lighting but did not include all exterior lighting, we recommend replacing all exterior lighting with LED.

Safety

- There are areas of paving that should be repaired including asphalt and concrete.
- There is a tripping hazard at the concrete sidewalk adjacent to the street that should be ground down or replaced.

Americans with Disabilities Act (ADA)














- An ADA study is recommended to assess the campus. The cost of this study is included in the cost tables of the EMG report; the costs of ADA upgrades are not.

Building Life Cycle






- By the 3 year mark, approx. all of the buildings on campus will be subjected to hard or long-term wear; nearing the end of their useful or serviceable life.
- By the 10 year mark, a higher percentage of the buildings on campus will have reached the end of their useful/serviceable life; renewal will be necessary.
- The Systems Expenditure Forecast through the 10 year mark is \$6,385,500. See Appendix 1 for details.


Legends & Abbreviations

Site Plan Challenges Legend

	Classroom
	Library
	Meeting Room/ MPR
	Staff
	Storage/ Utility & Other
	Cafeteria/ Kitchen
	Restroom
	Office/ Admin
	Child Care
	Computer/Science Lab
	PE Room/Gymnasium
	Portable Classrooms
	Portable Others (Childcare, Storage, etc.)

Site Plan Opportunities Legend

	Modernize Indoor Learning Environments
	Parking Lots, Hardcourts & Other Hard Surfaces
	Shade Structures & Green Houses
	Landscape & Outdoor Learning Spaces
	New Construction or Addition

	Building, Wing or Unit Identifier
1	Permanent Classroom
1	Portable Classroom
1	Portable Others

Glossary of Terms

Portables: Temporary buildings intended for short term student housing.

Aged: Facility has deteriorated over time and is past its useful life.

Wayfinding and Signage: Strategies and systems to help people find their way through a campus.

ADA: Americans with Disabilities Act; A federal civil rights legislation which mandates that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life.

Utility Infrastructure: Composed of pipes, cables, wires, sewers, drains and equipment servicing a campus and buildings, which include electrical, gas, water, sewer, fire and communication.

Easement: A deeded right reserved for a specific purpose, benefiting another property of entity.

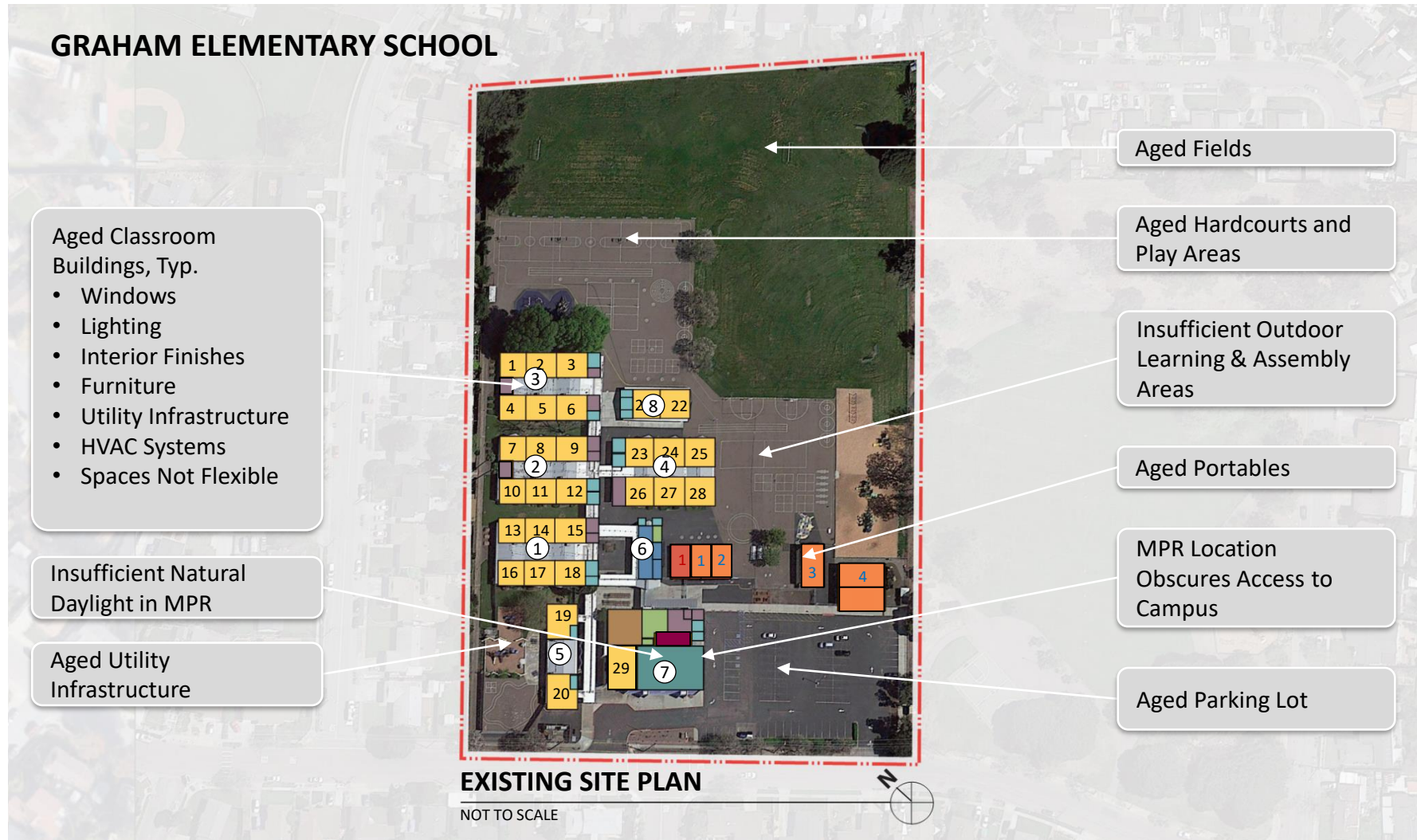
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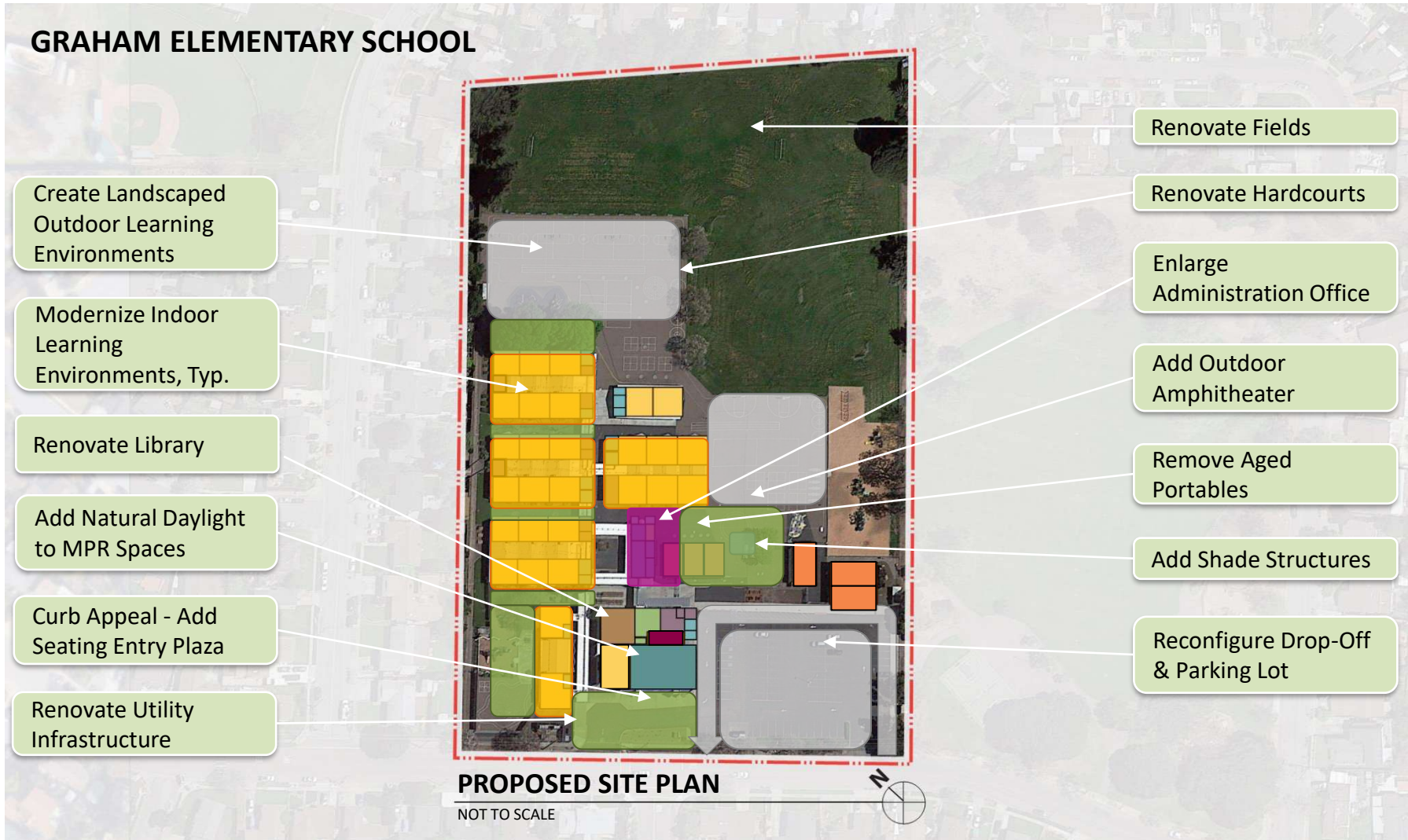
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GRAHAM ELEMENTARY SCHOOL



GRAHAM ELEMENTARY SCHOOL



Section 5.3

Graham Elementary School

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Section 5: Campuses and Facilities



5.4 John F. Kennedy Elementary School

Basic Information



School Information

Year Built:	1963
Student Population:	400
Grade Levels:	TK-6th Grade
Permanent Classrooms:	17
Total Portables:	5
Total Estimated Site Area:	9 Acres (392,040 SF)
Total Estimated Building Area:	34,500 Gross SF

Architectural Site Assessment

Overview

Kennedy Elementary School is located on the north end of Newark, near the intersection of Highway 84 and Interstate 880. Kennedy resides on Blackburn Drive; two streets from Cedar Blvd., one of Newark's main arterial streets. The school serves transitional kindergarten (TK) through the 6th grade. There are just over 400 students on campus. It is the first time in six years that the student population has exceeded 400 students.

The school buildings are set back a considerable distance from Blackburn Drive, thus the school's presence is defined by a pair of parking lots which are flanked on each side by playfields that are enclosed with chain link fences.



There are narrow strips of softscape that flank the city sidewalk. They contain old-growth deciduous trees that soften the presence of the parking lot.

An older, manual marquee sign is located at the entrance to the parking lot and acts as the primary campus identifier.

The campus is not secured by a perimeter fence. There are chain link fences around the play fields along Blackburn Drive, but there are not any fences or gates between the buildings to control access to the site. Buildings on site consist of three pod-shape buildings, a multi-use building, a modular classroom building, and several portables. The pod buildings contain the administration office and other support spaces. Other pod buildings contain classrooms that are arranged around a central shared core space.

Campus Access and Signage

There are two parking lots on campus. One is the primary lot for visitors and staff. The second lot is an overflow lot adjacent to the multi-use building. Both of the parking lots are accessible by the drop-off lane that circles around the primary parking lot.

For vehicles and pedestrians, there are two main access points to the campus. They are the entry and exit driveways. Both the driveways and the pedestrian walkways lead to a central intersection between the multi-use building and the administration building. It's at this intersection where parents gather to wait for the students to be dismissed from class.

Wayfinding around campus can be difficult for the first time visitor. The buildings being set back from Blackburn coupled with the old growth trees at the street obscures the campus from public view. The marquee sign is angled and perpendicular to the drive aisle entrance, thus the first time visitor only notices it if he/she is approaching the campus from the entry aisle. At the administration building, there is signage on the exterior of the building that announces the name of the school. There is a pair of blue signs adjacent to and above one of the doors identifying the office itself. The remainders of the rooms on campus have the typical room identification signs adjacent to the exterior doors that indicate the room number.



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John F. Kennedy Elementary School

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The buildings themselves do not have any exterior signage for identification. Toilet rooms have the required ADA signage.

Outdoor Spaces

Approximately a third of the campus is ballfields with another third being the hardscape playground. The ballfields are in poor condition and need to be refurbished. They are predominantly spotty turf full of burnouts. There are a few areas on campus where the ballfields are green. These areas are located near the kindergarten classrooms.



The baseball backstops are in fair to poor condition and are in need of replacement.

The asphalt concrete paving at the hardscaped playgrounds are in good condition. Minor re-striping of courts and game lines is required in selected areas. The basketball backstops and tetherball poles are in good condition.

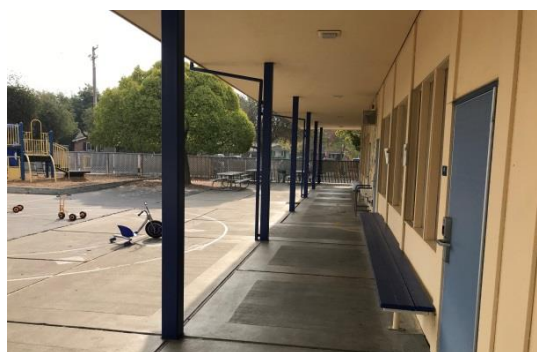
There are numerous play structures inside mulched areas around campus that are in good conditions. These structures appear to have been replaced within the last 5-10 years.



There are very few outdoor areas for student to gather to socialize and learn. There are selected areas near the multi-use building and the kindergarten classrooms where lunch tables are grouped. Students can use them for outdoor lunch and small gatherings. The campus does not have an amphitheater or outdoor quad for gatherings and outside instruction. A small garden is located adjacent to one of the portables at the back of campus.

Indoor Spaces

The indoor classroom learning environments are located in the pod-shape building, the modular building, the multi-use building, and the portables. In the pod-shape buildings the classrooms are arranged around a center learning space. The administration building is similar and has the kindergarten classrooms at the side of it.



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John F. Kennedy Elementary School

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The typical classroom in the pod buildings are approximately 30 ft. by 30 ft. with carpeted floors. Walls are a combination of painted gypsum board and tackable panels. The ceilings have adhered acoustical tiles and surface mounted fluorescent lights fixtures. The mechanical system is relatively new. A unique aspect of the classrooms is that they have a pair ceiling fans to facilitate air movement in the space. The classrooms have four aluminum windows. They all have exterior, operable aluminum jalousie louvers that allow for control of natural light. Most jalousie louvers are closed because of broken or hard to use operating devices.



The other two types of indoor learning environments are classrooms in the portables and modular building. The portables are the typical 24 ft. by 40 ft. spaces found on most campuses.

The modular building is 30 ft. by 30 ft. and has a teaching wall and miscellaneous cabinetry on one side of the space. Both spaces have carpeted and vinyl composite tile (VCT) floors, a combination of gypsum board and tackable walls, and suspended acoustical ceilings tile with lay-in fluorescent light fixtures.



The mechanical systems differ; some are floor mounted mechanical units in the corner of the classroom others are mechanical units located at the exterior of the building.

The classrooms are divided in several learning environments. The majority of the space consists of the traditional student station. The station consists of a desk with a desktop that opens up to reveal a storage compartment underneath it. The chair has a plastic seat and back, four posts, with a book bin beneath it. Their arrangement varies from class to class.



Most are arrange in pairs and are forward facing. In other grades they are grouped in clusters. There are other areas in the class for small, individual learning around a crescent shaped table. There are also areas on the carpet for reading. The teacher has his/her own podium style desk.

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John F. Kennedy Elementary School

District-Wide Facilities Master Plan

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Other indoor learning environments on campus include the multi-use building, the media center, and other specialty spaces. The multi-use building consists of a large multi-use space, stage, cafeteria, faculty lunch room, media center, and a classroom space. The multi-use room is a high volume space that is used for a variety of activities; lunch, physical education, assemblies, and indoor recesses. There are numerous skylights that can flood the space with natural light during the day. However most of these skylights have been covered up. The space is devoid of exterior windows for views to the outside. Adjacent to the multi-use space the stage and a small kitchen. The kitchen is a warming kitchen for the student meals.



Within the multi-use building is the school media center. A large check-out counter greets the visitor as they enter the room. Library stacks line the perimeter walls of the space with tables and chairs at the center of the room for reading, studying, and classroom assembly. Room lighting is provided by lay-in parabolic fixtures at the suspended ceiling and one large skylight over the check-out counter. The space is devoid of exterior windows for natural light and views to the exterior. The space does not contain small reading areas for individuals.



Kennedy contains a few specialty spaces on campus. It has a maker space/computer lab in the classroom that is located in the multi-use building, and a science classroom. The school also has a space for the art program that is run by parents. Kennedy does not have special education classes on campus.





Staff Support Spaces

The school's administration office is located in Unit 3. The spaces of the administration office comprises of approximately half the entire building footprint. The office consists of a lobby, reception area, and principal's office, nurse's office with restroom, staff workroom, a pair of staff restrooms, and two miscellaneous offices. The administration office space is adequate for the school's needs.

The administration spaces are organized around the receptionist area. The principal's office, staff workroom, and nurse's office all have direct access to that space. These three spaces have direct access from the exterior of the building via separate points of entry. There are also two ancillary offices located at the rear of the workroom.

All of the administrative spaces have exterior windows that provide natural light and views to the exterior. Louver blinds and/or curtains control the light and views. These spaces have operable windows that allow the opportunity to permit natural ventilation if needed.



Educational Site Assessment

Overview

In addition to the architectural site assessment and the building systems assessment an educational site assessment was completed for each school site. There are two components to the assessment; a stakeholder assessment and an education concept assessment.

The Stakeholder assessment resulted in a list of physical site challenges and opportunities that came out of the engagement workshops. Participants from each school site assessed their existing campus in terms of physical attributes connected to the NUSD Guiding Principles & Primordial Spaces.

The site was also assessed in terms of the education concepts (Conceptual Education Specifications, section 4.1) that emerged as district-wide priorities for delivering the NUSD ideal learning experience.

Please review section 4 for complete description of the Stakeholders Engagement workshops as well as the NUSD Guiding Principles & Primordial Spaces.

Stakeholder Assessment

Site Challenges

- Everything looks old.
- The furniture is heavy and inflexible.
- Lack of natural light and windows.
- Big blue doors to cement outside lack of nature.
- Disorganized/ cluttered.
- Kids cooped up in one window w/shutters closed classroom.
- Lack of life, nature, art and color.
- Need more space to create different uses.
- Lack of storage space.
- Lack of technology.
- Lack of flexibility with the architecture.
- Not enough nature.
- Missing a gathering space

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John F. Kennedy Elementary School

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Site Opportunities

- Light weight large tables for projects.
- Reorganize, label materials, and improve access to material.
- More windows, natural light and indoor/outdoor connection.
- Seating, plants, outdoor classroom.
- Better nurse area.
- More homey.
- Large site, lots of potential.
- More color, natural light, plants (life), stained glass windows.
- Comfortable, flexible furniture/ seating.
- Combine rooms/ spaces, operable windows, create nooks.
- Better technology.
- Add different layers of light.
- Add natural light, windows, skylights.
- Sliding glass doors, rolling doors.
- Shade structure.
- Control the light that comes into the space-automated roller shade system.
- Add caves space for quiet introspection.
- Alternative to blacktop.
- Add a place for kids to eat outside.
- Place for teachers to eat outside.

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John F. Kennedy Elementary School

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Education Concepts Assessment

Curb Appeal

The front office is not clearly differentiated from the rest of the front façade of the school and lacks visible signage from the street which makes it difficult to find for a first time visitor. There is no welcoming social interaction area for waiting parents. There are some trees and greenery that creates a buffer between the street and the parking lot located in front of the school.



Indoor/Outdoor Connection & Daylight/Views/ Fresh Air

There is limited indoor/outdoor connection for the students because the rooms have little to no view to the exterior. Classrooms have small windows with exterior, operable aluminum jalousie louvers for light control, but most jalousie louvers are left closed because they aren't in operating condition.



Outdoor Learning

Most of the outdoor learning environments are hardscape except for the play fields and play structures. There are a few lunch tables but no shade is provided. The campus lacks opportunities for student to interact with nature or conduct exploratory play.



Amphitheater and Green Space

There is no amphitheater and minimal green space with the exception of the play fields.

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John F. Kennedy Elementary School

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Gardens and Environmental Science Space

There are some planter boxes on campus that were used at some point for gardening and environmental science, but they are not currently in used right now.



Library/MPR as Shared Social Commons

The library is configured with a focus on books and reading. It is not activated as a shared multi-functional space. It lacks flexible furniture, daylight and access to nature and views.



Maker Space

The campus has dedicated one classroom for a maker space. The space is equipped with a variety of seating, stools and round tables, and storage.



Flexible Furniture

There is little to no flexible furniture on campus. The majority of the classrooms are outfitted with desktops that open up to reveal a storage compartment underneath it. The chairs have a plastic seat with a book bin beneath it. Crescent shaped table are available in some classrooms. The furniture does not meet the variety of ergonomic needs of students of different sizes and temperaments. There are little to no standing, perching, or sitting on the floor options. The furniture limitations are restricting innovation and obstructing personalized teaching and learning activities.

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John F. Kennedy Elementary School

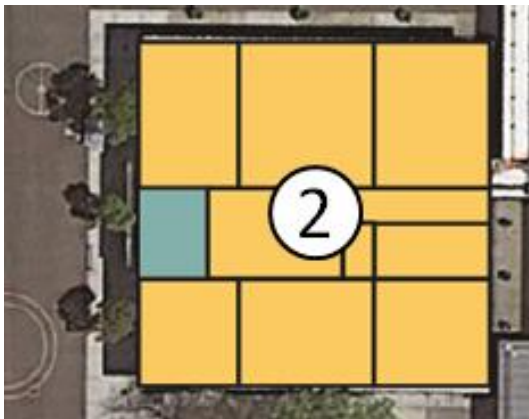
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Primordial Spaces

There is a lack of cave spaces for students to quietly read or study. There is a lack of greenery and signs of life, art and flowers. There is also a lack of watering holes for students to create opportunities to interact or collaborate with others. There are ample opportunities for campfires and mountain tops around campus and in the classrooms. There doesn't seem to be a dedicated sandpit space for experimenting, building or creating.



Small Learning Community

The classroom buildings are pods that were originally designed for small learning communities. The central spaces of these pods are no longer used as shared collaborative spaces, but instead were converted into classrooms and storage spaces. These central rooms have no direct access to natural light and view. The current configuration of the classroom does not provide any opportunity for team teaching or transparency between classrooms.

Infrastructure Modernization & Deferred Maintenance Site Assessment Summary

(See full report in Appendix 1)

Building Envelope and Site

- The three original campus buildings have their original windows, which are well beyond their useful life. The five portable classrooms have had minimal upgrades; the finishes are nearing the end of their useful life.
- Rotten siding at Portable Classroom A. Aged roof at Portable Classroom A.

Mechanical, Electrical, and Plumbing

- The campus does not have sprinklers except for the stage at Building 4, adding sprinklers to all buildings should be considered.
- The underground plumbing is assumed to be original and has been reported as being problematic, replacement should be considered.

Safety

- There are areas of paving that should be repaired including asphalt and concrete.
- There is a tripping hazard at the concrete sidewalk adjacent to the street and Building 4 that should be ground down or replaced.
- We recommend sealing older asphalt to prolong its life.

Americans with Disabilities Act (ADA)

- An ADA study is recommended to assess the campus. The cost of this study is included in the cost tables of the EMG report; the costs of ADA upgrades are not.














Building Life Cycle

- By the 5 year mark, approx. all of the buildings on campus will be subjected to wear but still in serviceable and functioning condition.
- By the 10 year mark, approx. 75% of the buildings on campus will be subjected, subjected to hard or long-term wear; nearing the end of their useful or serviceable life.
- The Systems Expenditure Forecast through the 10 year mark is \$5,718,600. See Appendix 1 for details.









Legends & Abbreviations

Site Plan Challenges Legend

-  Classroom
-  Library
-  Meeting Room/ MPR
-  Staff
-  Storage/ Utility & Other
-  Cafeteria/ Kitchen
-  Restroom
-  Office/ Admin
-  Child Care
-  Computer/Science Lab
-  PE Room/Gymnasium
-  Portable Classrooms
-  Portable Others (Childcare, Storage, etc.)

Site Plan Opportunities Legend

-  Modernize Indoor Learning Environments
-  Parking Lots, Hardcourts & Other Hard Surfaces
-  Shade Structures & Green Houses
-  Landscape & Outdoor Learning Spaces
-  New Construction or Addition

-  Building, Wing or Unit Identifier
- 1** Permanent Classroom
- 1** Portable Classroom
- 1** Portable Others

Glossary of Terms

Portables: Temporary buildings intended for short term student housing.

Aged: Facility has deteriorated over time and is past its useful life.

Wayfinding and Signage: Strategies and systems to help people find their way through a campus.

ADA: Americans with Disabilities Act; A federal civil rights legislation which mandates that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life.

Utility Infrastructure: Composed of pipes, cables, wires, sewers, drains and equipment servicing a campus and buildings, which include electrical, gas, water, sewer, fire and communication.

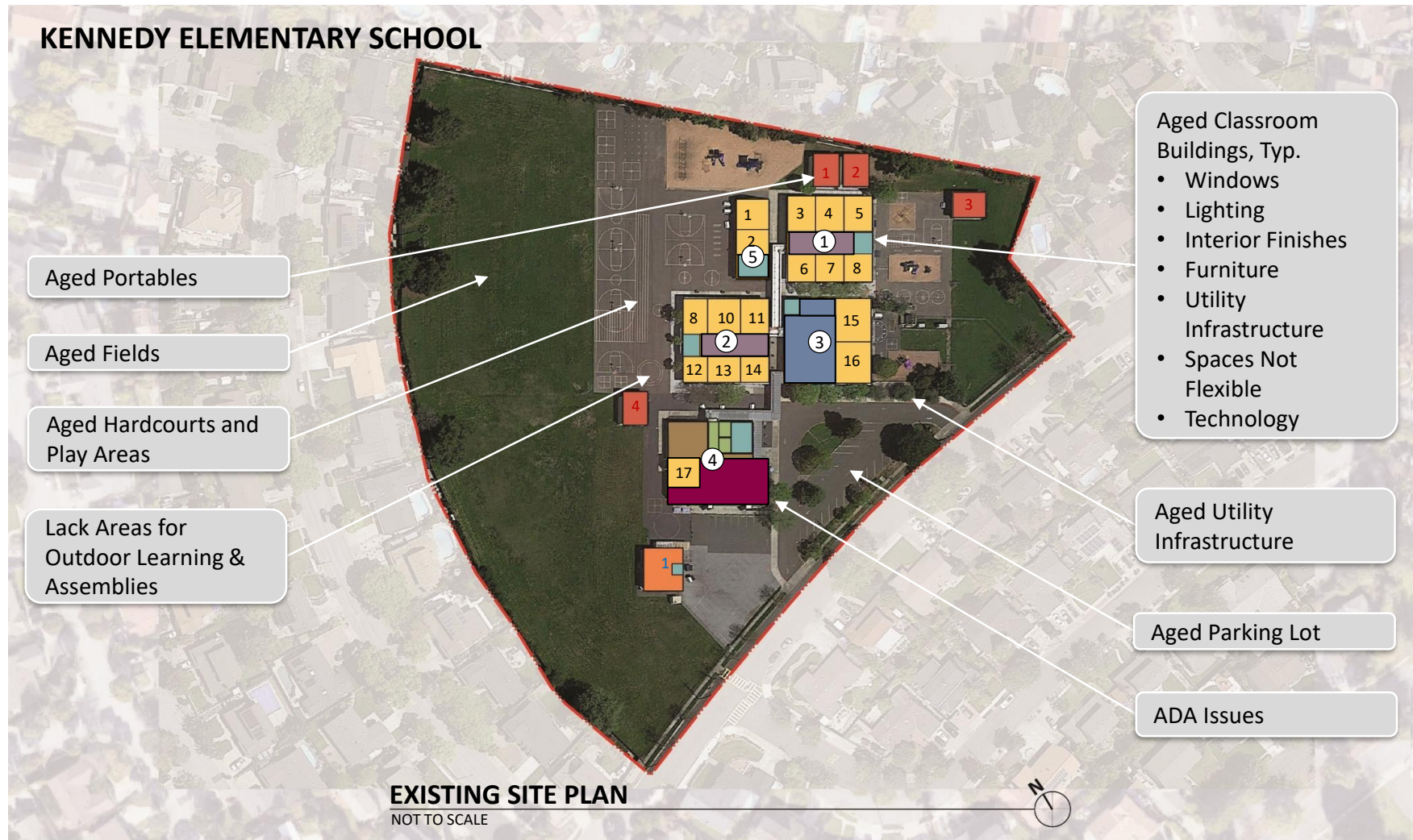
Easement: A deeded right reserved for a specific purpose, benefiting another property of entity.

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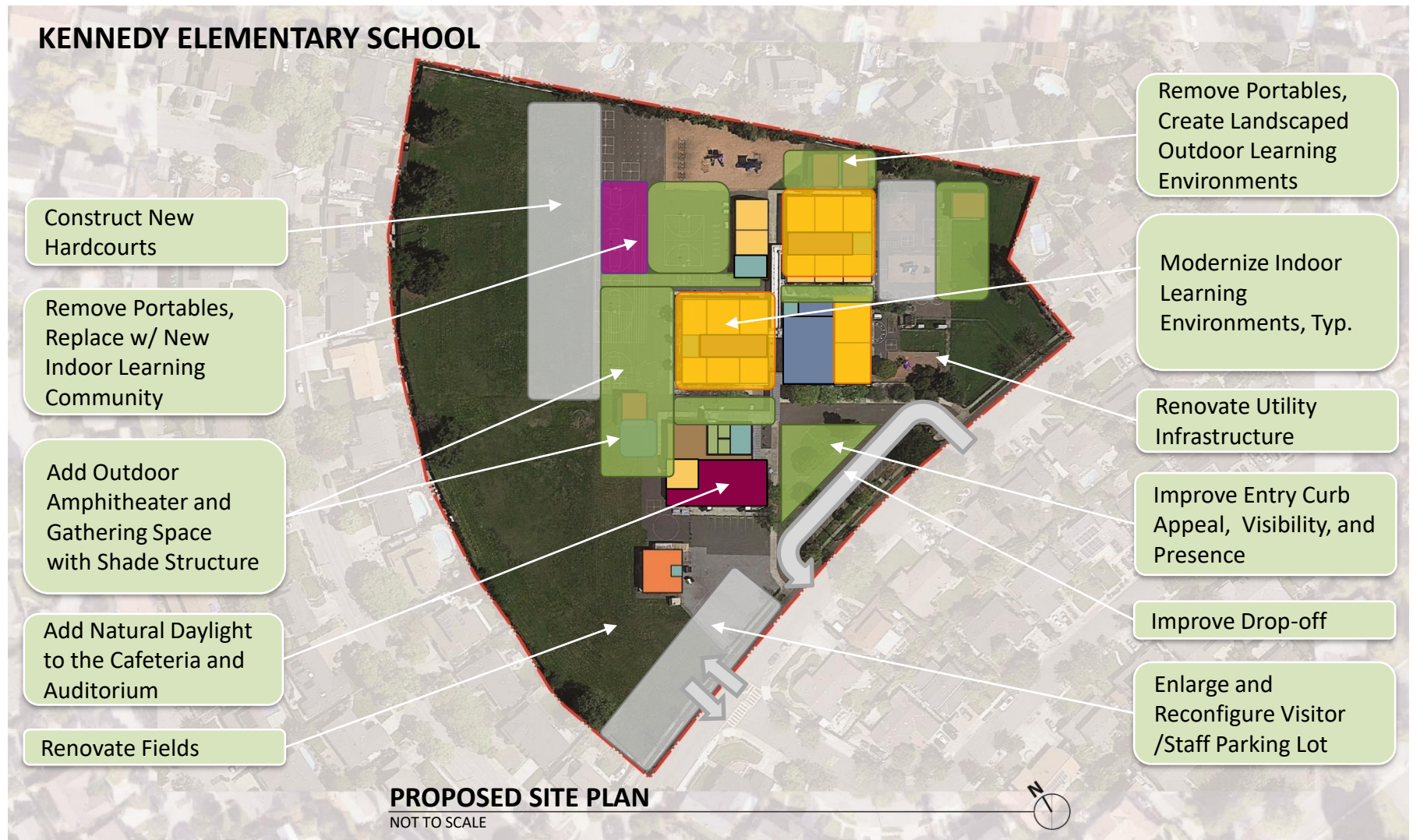
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Section 5: Campuses and Facilities



5.5 Lincoln Elementary School

Basic Information



Architectural Site Assessment

School Information

Year Built:	1965
Student Population:	400
Grade Levels:	TK-6th Grade
Permanent Classrooms:	18
Total Portables:	4
Total Estimated Site Area:	13 Acres (555,380 SF)
Total Estimated Building Area:	38,000 Gross SF

Overview

Lincoln Elementary School is located on the west side of Newark, near Highway 84. Lincoln resides on Bettencourt St. several blocks away from major arterial streets, Jarvis Ave. to the north and Thornton Ave. to the west. The school serves transitional kindergarten (TK) through the 6th grade of the surrounding neighborhood. There are approximately 400 students on campus. The school buildings are set back from approximately 60 ft. to 100 ft. from the street. The campus presence is defined by a parking lot that stretches the entire length of the site along Bettencourt St.



A narrow planning strip containing grass and a few old growth deciduous trees provides a buffer between the parking lot and the city sidewalk and street. An older, manual marquee sign is located at the entrance to the parking lot and acts as the primary campus identifier. The campus is secured by perimeter fencing. There are chain link fences around the play fields at the parking lot. Fencing transitions from chain link to ornamental at the student drop off area. Buildings on site consist of three pod shaped buildings units and a multi-use building arranged around a central quad space. There are three portables building located behind the multi-use building and a fourth portable is located at the northeast corner of the site near Bettencourt St. One unit contains the administration office, supporting spaces, and the kindergarten classrooms. The other two units contain classrooms arranged around a central shared core space

Campus Access and Signage

There are two parking lots on campus. One is a small primary lot adjacent to the student drop-off for visitors and staff. There is a second, larger adjacent to the smaller lot for additional parking. The second lot has its own separate entrance/exit driveway. However, this lot can also be accessed via the student drop-off.

For vehicles and pedestrians, there are two main access points to the campus. They are the entry and exit driveways. A concrete pedestrian walkway flanks both. Both the driveways and the pedestrian walkways lead to a long central walkway. Along this long pathway and the large parking lot is a combination of chain link and ornamental fences. This fencing creates a secured campus. There are five primary points of entrance to the campus; three ornamental fence, one through the administration office, and another through the chain link fence behind the school at Bridgepointe Park.

Upon arrival via automobile or by foot, the administration office is clearly identifiable. A large wooden sign with the school name and logo is suspended from the building's roof structure and is located between two columns. The sign frames the entry door to the administration office. A small blue room identification sign adjacent to the office entry door provides further identification of the space within.

Section 5.5

Lincoln Elementary School

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Once inside the campus fencing, wayfinding around campus is not difficult due to the orientation of the units and multi-purpose building around a central quad, coupled with the covered pedestrian walkways. The units and multi-use building do not have any exterior identification signage; however the massing and physical characteristics of these structures identify them. Classrooms at these buildings have small numeric decals above the doors to identify room numbers. At some buildings, these numbers are painted above the doors. Toilet rooms have the required ADA signage. Some other rooms do not have any room identification signage.

Outdoor Spaces

Approximately half of the campus is ballfields with another quarter being the hardscape playground. The ballfields are in poor condition and need to be refurbished. They are predominantly dead, brown, and full of burnouts. The baseball backstops are in fair condition. The soccer goals are in poor condition. Both of these types of athletic equipment should be replaced.

The asphalt concrete paving at the hardscaped playgrounds are in good condition. Minor re-stripping of courts and game lines is required in selected areas. The basketball backstops range from fair to poor condition and should be replaced. The tetherball poles are in fair condition. The drop shot is in great condition. There are numerous play structures inside mulched areas around campus that are in good condition. These structures appear to have been replaced within the last 5-10 years.

There are numerous outdoor areas for students to gather for socializing and learning. The primary location is the quad at the center of campus. There are old growth trees at the center of the quad and around its perimeter that provide shade and greenery. Lunch tables are placed randomly around the quad for outdoor lunch, socializing and small group gatherings. There is a large, circular, platform at one end of the quad that the school calls “the mushroom”, which is used as the stage or podium for outdoor events.



There is a large outdoor garden between the administration building and one of the classroom buildings. Large wooden planter boxes populate the space. Most of the boxes have either dying plants or no planting at all.

There are also a pair large green lawn spaces between the administration building and a second classroom space. One contains a flag pole and a pair of benches. Both have the potential to be transformed into outdoor learning environments.



Indoor Spaces

The indoor learning environments are classrooms in the square pod shaped buildings, the multi-use building, and the portables. A pair of kindergarten classrooms is adjacent to the administrative spaces. The other two buildings have classroom spaces arranged around a central, shared core space.

The typical classroom in the units is approximately 30 ft. by 30 ft. with vinyl composition tile (VCT) floors. Walls are a combination of painted gypsum board and tackable panels. The ceilings are suspended acoustical tiles with lay-in mechanical registers.



The mechanical units are located in the plenum space between the underside of the roof structure and the top of the suspended ceiling. The light fixtures are several rows of fluorescent, direct-indirect, suspended pendent fixtures. All of the classrooms have exterior aluminum windows for natural light and views to the exterior. They all have horizontal louver blinds to control the daylight and to create privacy. All of the windows have manually operated hoppers at the top of the windows for natural ventilation if desired.



The other two types of indoor environments are classrooms in the portables and the multi-use building. The portables are the typical 24 ft. by 40 ft. spaces found on most campuses. The spaces have carpeted and VCT floors, a combination of gypsum board and tackable walls, and suspended acoustical ceilings tile with lay-in fluorescent light fixtures.



The mechanical system is mounted to the exterior of the building. The portable classrooms have operable windows for daylighting/ventilation, and views to the exterior. The classroom in the multi-use building shares the same qualities of other classrooms. However, their physical components differ.



The classrooms are divided to several learning environments and vary by grade level. The majority of the space is dedicated for large group learning. These spaces consist of large tables with plastic backed chairs and seats arranged around a large rectilinear table. In other spaces the large learning environment consists of the traditional student station; seats with a writing surface and book bin beneath the seat. There are other areas in the class for small, individual learning around a crescent shaped table. There are also areas on the carpet for reading and class gatherings. The teacher has his/her own desk in the room as well.



Other indoor environments on campus include the Multi-Use Building, the Media Center, and other specialty spaces. The Multi-Use Building consists of a large multi-use space, stage, cafeteria, faculty lunch room, media center, and a classroom space. The multi-use room is a high volume space that is used for a variety of activities; lunch, physical education, assemblies, and indoor recesses. There are numerous skylights that can flood the space with natural light during the day. However most of these skylights have been covered up. The space has no exterior windows for views to the outside. Adjacent to the multi-use space is the stage and a small kitchen. The kitchen is a warming kitchen for the student meals.



Within the multi-use building is the school media center. A large check-out counter greets the visitor as they enter the room. Library stacks line the perimeter walls of the space with tables and chairs at the center of the room for reading, studying, and classroom assembly.

Room lighting is provided by lay-in parabolic fixtures at the suspended ceiling and one large skylight over the check-out counter. The space has no exterior windows for natural light and views to the exterior. The space does not contain small reading areas for individuals.



The spaces on campus include a former administration space in Unit 1 that has been converted into a lab. The school has aspirations for a maker space. It may be located on the central core space of Unit 1. There are science classrooms located in Unit 1, but there is no art classroom or music room.

Staff Support Spaces

The school's administration office is located in Unit 2. The spaces of the administration office comprises approximately one third of the entire building footprint. The office consists of a lobby, reception area, and principal's office, nurse's office with restroom, staff workroom, a pair of staff restrooms, and one miscellaneous storage area.



Over the course of time, the school's faculty has altered the usage of these rooms to accommodate their needs. The nurse's office has been repurposed as the principal's office. The former principal's office has been converted to a faculty office. The new location for the nurse's office could not be determined. The storage room adjacent to the workroom contains a large conference table and is used as a conference room.



The administration spaces are organized around the receptionist area. Three of the spaces have direct access from the exterior of the building via separate points of entry. All of the administrative spaces have exterior windows that provide natural light and views to the exterior. Louver blinds and/or curtains control the light and views. These spaces have operable windows that allow the opportunity to permit natural ventilation if needed.





Educational Site Assessment

Overview

In addition to the architectural site assessment and the building systems assessment an educational site assessment was completed for each school site. There are two components to the assessment; a stakeholder assessment and an education concept assessment.

The Stakeholder assessment resulted in a list of physical site challenges and opportunities that came out of the engagement workshops. Participants from each school site assessed their existing campus in terms of physical attributes connected to the NUSD Guiding Principles & Primordial Spaces.

The site was also assessed in terms of the education concepts (Conceptual Education Specifications, section 4.1) that emerged as district-wide priorities for delivering the NUSD ideal learning experience.

Please review section 4 for complete description of the Stakeholders Engagement workshops as well as the NUSD Guiding Principles & Primordial Spaces.

Stakeholder Assessment

Site Challenges

- Disconnect between admin needs & community needs.
- Board members need to go through the site assessment & see the physical realities at the elementary school level.
- Not enough space.
- Uncomfortable furniture.
- Missing life, nature, art and color.
- Lack of natural light.

Site Opportunities

- More space.
- More comfortable furniture.
- Outdoor classroom for quiet introspection.
- Move caves and sandpits (indoor and outdoor) for making and experimenting.
- Access to daylight and views.
- Flexible furniture.
- Outdoor campfires for storytelling.
- Add colors, murals and art!!

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Education Concepts Assessment

Curb Appeal

The school office is easily identified from the main street. Some greenery creates a soft buffer from the street, but there is no welcoming social interaction area for waiting parents.



Indoor/Outdoor Connection & Daylight/Views/Fresh Air

All the classrooms have windows with manual horizontal or vertical louver blinds. Because they need to be opened and closed manually, most teachers keep them in closed position at all times. There are no other opportunities for indoor/outdoor connection in the classrooms.

The portable classrooms have operable windows for daylight, natural ventilation, and views to the exterior.



Outdoor Learning

Most of the outdoor learning environments are hardscape except for the play fields and play structures. There are a few lunch tables but no shade is provided. The campus lacks opportunities for students to interact with nature or conduct exploratory play.



Amphitheater and Green Space

There is no amphitheater and minimal green space with the exception of the play fields.

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Gardens and Environmental Science Space

There is a large garden with numerous planter boxes.



Library/MPR as Shared Social Commons

The library is configured with a focus on books and reading. It is not activated as a shared multi-functional space. It lacks flexible furniture, daylight and access to nature and views.



Maker Space

Several spaces are under consideration for a maker space including a project room. This room is a good size; however, it lacks water, natural light and indoor/outdoor connection, all critical components of a maker space. The computer lab has sinks, but also has other limitations including lack of windows and views.





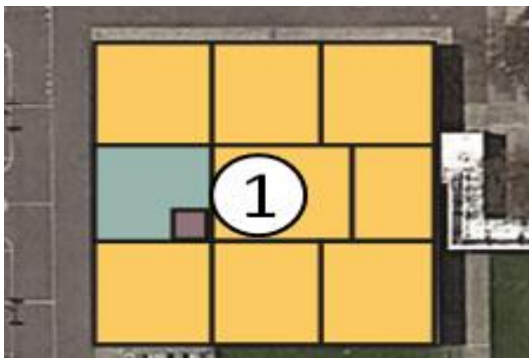
Flexible Furniture

There is little to no flexible furniture on campus. The majority of the classrooms are outfitted with desktops that open up to reveal a storage compartment underneath it. The chairs have a plastic seat with a book bin beneath it. Crescent shaped table are available in some classrooms. The furniture does not meet the variety of ergonomic needs of students of different sizes and temperaments. There are little to no standing, perching, or sitting on the floor options. The furniture limitations are restricting innovation and obstructing personalized teaching and learning activities.



Primordial Spaces

There is a lack of cave spaces for students to quietly read or study. There is a lack of greenery and signs of life, art and flowers. There is also a lack of watering holes for students to create opportunities to interact or collaborate with others. There are ample opportunities for campfires and mountain tops around campus and in the classrooms. There doesn't seem to be a dedicated sandpit space for experimenting, building or creating.



Small Learning Community

The classroom buildings are pods that were originally designed as small learning communities. The central spaces of these pods are no longer used as shared collaborative spaces, but have been converted into classrooms and storage spaces. These central rooms have no direct access to natural light and view. The current configuration of the classroom does not provide any opportunity for team teaching or transparency between classrooms.

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**Infrastructure Modernization &
Deferred Maintenance Site
Assessment Summary**
(See full report in Appendix 1)

Building Envelope and Site

- The four portable classrooms have had minimal upgrades, the roofs, siding and interior finishes are nearing the end of their useful life.

Mechanical, Electrical, and Plumbing

- The campus does not have sprinklers except for the stage at Building 4, adding sprinklers to all buildings should be considered.
- The underground plumbing is assumed to be original and has been reported as being problematic, replacement should be considered.
- Some of the site lighting was recently upgraded with LED exterior lighting but did not include all exterior lighting, we recommend replacing all exterior lighting with LED.

Safety

- There are areas of paving that should be repaired including asphalt and concrete.
- There are tripping hazards at the concrete sidewalks in the courtyard that should be grind down or replaced.

Americans with Disabilities Act (ADA)














- An ADA study is recommended to assess the campus. The cost of this study is included in the cost tables of the EMG report; the costs of ADA upgrades are not.

Building Life Cycle


- By the 5 year mark, approx. all of the buildings on campus will be subjected to hard or long-term wear; nearing the end of their useful or serviceable life.
- By the 10 year mark, a higher percentage of the buildings on campus will have reached the end of their useful/serviceable life; renewal will be necessary.
- The Systems Expenditure Forecast through the 10 year mark is \$5,718,600. See Appendix 1 for details.


Legends & Abbreviations

Site Plan Challenges Legend

-  Classroom
-  Library
-  Meeting Room/ MPR
-  Staff
-  Storage/ Utility & Other
-  Cafeteria/ Kitchen
-  Restroom
-  Office/ Admin
-  Child Care
-  Computer/Science Lab
-  PE Room/Gymnasium
-  Portable Classrooms
-  Portable Others (Childcare, Storage, etc.)

Site Plan Opportunities Legend

-  Modernize Indoor Learning Environments
-  Parking Lots, Hardcourts & Other Hard Surfaces
-  Shade Structures & Green Houses
-  Landscape & Outdoor Learning Spaces
-  New Construction or Addition

-  Building, Wing or Unit Identifier

1 Permanent Classroom

1 Portable Classroom

1 Portable Others

Glossary of Terms

Portables: Temporary buildings intended for short term student housing.

Aged: Facility has deteriorated over time and is past its useful life.

Wayfinding and Signage: Strategies and systems to help people find their way through a campus.

ADA: Americans with Disabilities Act; A federal civil rights legislation which mandates that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life.

Utility Infrastructure: Composed of pipes, cables, wires, sewers, drains and equipment servicing a campus and buildings, which include electrical, gas, water, sewer, fire and communication.

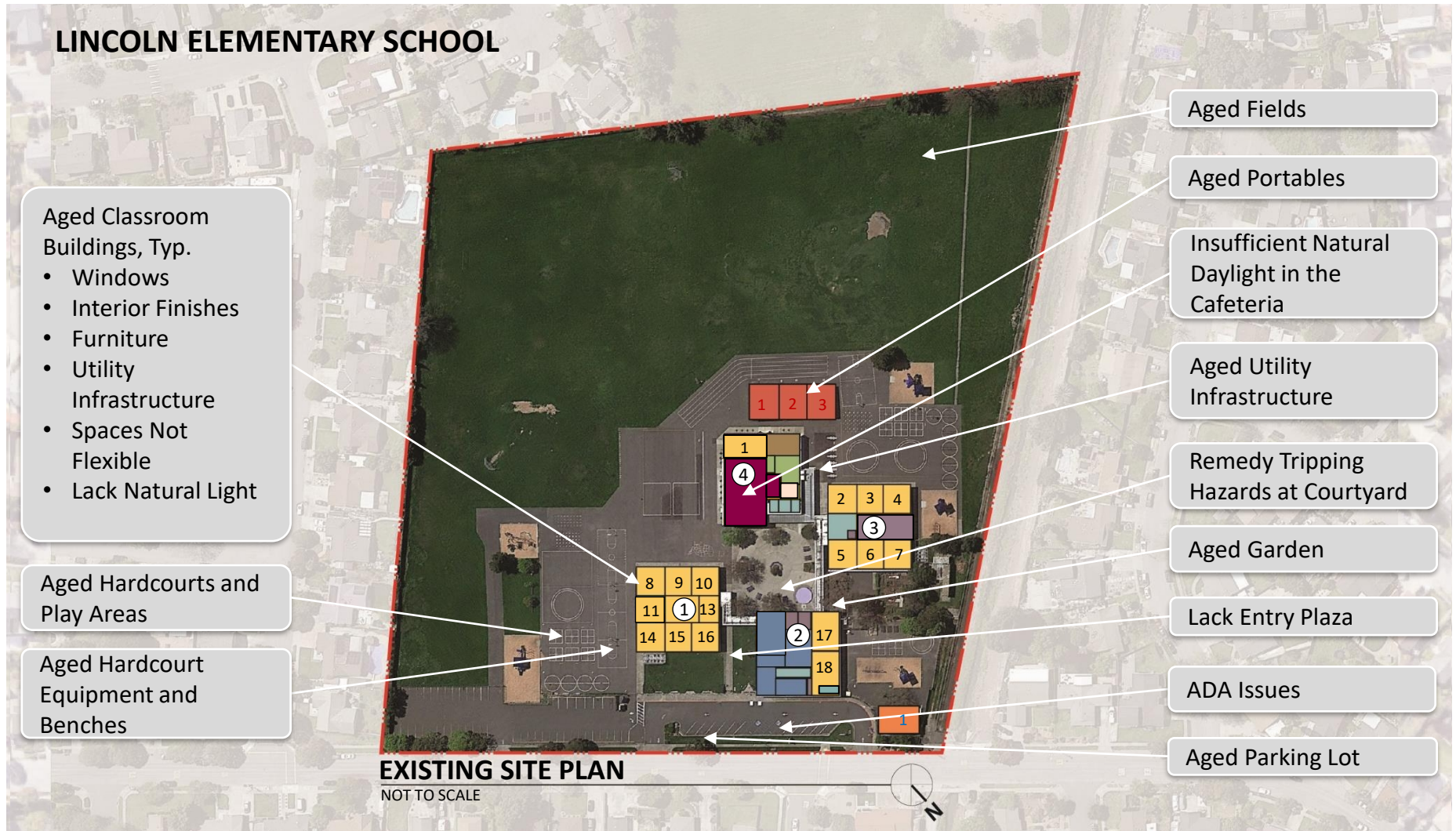
Easement: A deeded right reserved for a specific purpose, benefiting another property of entity.

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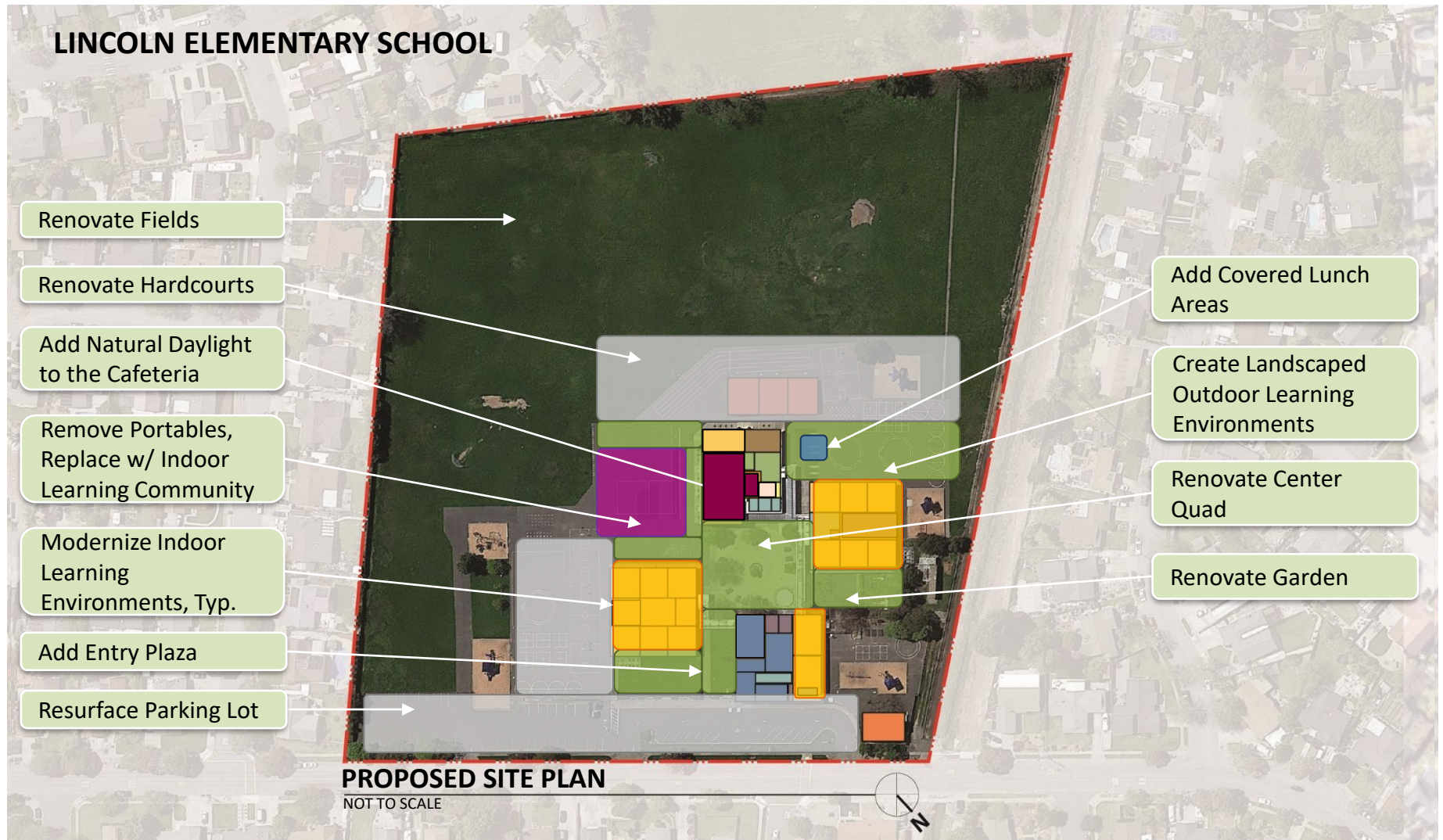


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Section 5: Campuses and Facilities



5.6 E.L. Musick Elementary School

Basic Information



School Information

Year Built:	1955
Student Population:	286
Grade Levels:	K-6 th Grade
Permanent Classrooms:	27
Total Portables:	6
Total Estimated Site Area:	9.4 Acres (406,658 SF)
Total Estimated Building Area:	51,000 Gross SF

Architectural Site Assessment

Overview

Musick Elementary School is located on the east side of Newark near Interstate 880. The school resides on Musick Ave. and is directly adjacent to one of Newark's major arterial streets, Cedar Blvd. There are approximately 286 students on campus. The current student population is down from past enrollments. Aside from the Kindergarten to 6 grade population, there are approximately 30-35 pre-school students on campus. The campus also has 7 Special Day Classes (SDC). The SDC classes are the District's special education program that was relocated from MacGregor's Whiteford School. These classes provide services to students with moderate to less severe needs.

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Musick is a predominantly open site with selected areas secured by a combination of chain link and ornamental fences with gates.

The secured areas are limited to the courtyards between the wing classrooms, the main corridor that connects the finger wings, and the kindergarten play area.

The building structures on the Musick campus consist of six, single loaded wing buildings, a media center building, a large multi-use building, a modular classroom building, and five portable classroom buildings. All of these buildings, except the portables, are arranged around a center axis that is in the form of a covered walkway. The walkway begins at the multi-purpose building at the edge of Musick Ave. and ends near the modular classroom building at the back of site.

The campus presence along Musick Ave. is defined by a triangular student drop-off area with a medium sized area of softscape at its center. The softscaped area has a flag pole at its center. However the space is devoid of trees or shrubbery. Two main pedestrian walkways flank the outer edges of the drop-off drive aisles. The administration wing and the multi-use building abut each of these walkways creating a hard edge. Adjacent to either side of the campus focal point are smaller strips of softscape with mature deciduous trees. These softscaped areas screen the campus parking lot and the playfields. A new digital marquee sign is located in the softscaped area between the parking lot entrance and the student drop-off exit aisle. This digital marquee sign is the school's primary identifier.

Campus Access and Signage

The site has two areas for vehicle access to the site. The first is the student drop-off and pick up. This area is in the form of a triangle and has one entrance and one exit. There are is a small allotment of stalls for vehicle parking at inside of the drop-off lanes. The second area for vehicle access is the campus parking lot to the south of multi-use and media center buildings. This is a large lot that has one entrance and exit as well. There is an ample amount of stalls for visitors and staff.

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There are two primary points of pedestrian access to the site. Both of them flank either side of the drop-off drive aisles. They originate at Music Ave. and lead students and visitors onsite and to the administration office which is located at the intersection of these two pathways.



Upon arrival via automobile or by foot, the administration office is clearly identifiable. The architecture of the other buildings changes at the end of the administration structure. Small windows and painted concrete walls are replaced by large expanses of aluminum storefront. Blue room identification signage on the storefront glazing identifies the administration offices.



Wayfinding around campus is not difficult. The main axis is a covered walkway that guides individuals where to go. Buildings branch off of this axis and individuals use the concrete walkways underneath the broad building overhangs as a secondary path of travel to the classrooms. The structures on campus do not have building signage on them to identify the Wing, Unit, or Building Number. The architecture and mass of the buildings identify their function. Individual classrooms have small blue room identification signs adjacent to the doors to identify the room number. Similar spaces on campus either have room identification signs with numbers or verbiage as their identifier. Toilet rooms around campus have the required ADA signage. There are some other rooms on campus that do not have any room identification signage.

Outdoor Spaces

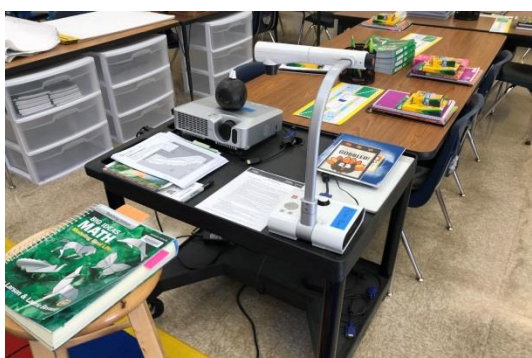
Approximately half of the campus is ballfields with another quarter being the hardscape playground. The ballfields are in fair condition. They have selected regions where the turf is brown and has burnouts. The baseball backstops are in fair condition. The ballfields did not appear to have any soccer goals present.



The asphalt concrete paving at the hardscaped playgrounds are in good condition. The striping of courts and game lines is in good condition. The basketball backstops and volleyball posts are in good conditions. The tetherball poles range from fair to poor condition and should be replaced. There are numerous play structures inside mulched areas around campus that are in good conditions. These structures appear to have been replaced within the last 5-10 years.

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There are a few outdoor areas for student to gather for learning and socialization. The main area is a quad between the multi-use building and one of the classroom wings. The area consists of several mature deciduous trees with benches encircling their base. There are movable metal lunch tables randomly placed in the quad. The trees, buildings, and broad roof overhangs provide the quad with ample shade during various times of day.

There are other areas on campus that have the potential to be converted into outdoor learning environments. There are four quads between the finger wing classroom buildings. At one time they may have been softscaped areas. Today they are paved with asphalt concrete and contain a few benches, planters, and shrubbery.

Indoor Spaces

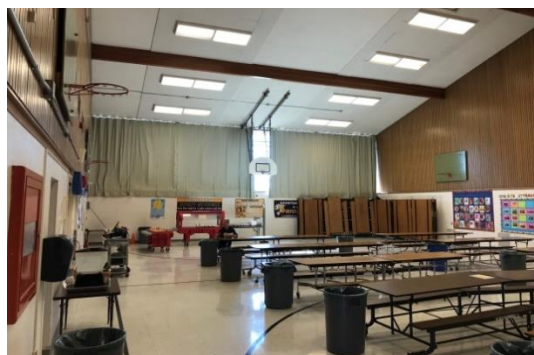
The indoor learning environments are classrooms in the single loaded wings, the modular classroom building, the media center building, and in the classroom portables.

The predominant learning environments on campus are the classrooms in the wings. They are approximately 30 ft. by 30 ft. square spaces with high sloped ceilings that have a combination of fluorescent light fixture types. The light fixtures are both surface mounted and lay-in fixtures surface mounted fluorescent light fixtures. The mechanical units reside on the structure's roof with the ductwork is exposed within the classroom. Both the mechanical units and ductwork are relatively new. There are windows on both sides of the classroom to let in natural light. High windows on the south side allow indirect light to enter the space. There are large window systems on the north side of the space to let in diffuse light, however, only the upper windows allow for light. The lower portions of the windows have been replaced with aluminum panels that allow teacher's more wall space in the classroom. The upper windows are operable to allow for natural ventilation.

The other major learning environments are the classrooms in the modular building. They are approximately 32 ft. by 30 ft. spaces with sloped suspended acoustical ceilings with lay-in fluorescent light fixtures. The walls have a tackable surface. The floors are vinyl composition tiles.

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The room has a closet in the far corner of the space for the mechanical unit. There are aluminum windows at the front and rear of the classroom all for natural light and views to the outside.

The rooms have horizontal louver blinds to control light and views. A teaching wall and associated casework is located on one side of classroom.

There are additional classrooms in the portables and in the media center building. The spaces share the same qualities of the finger wing and the modular building classrooms. However, their physical components are different.



The classroom layout is divided in several learning environments. The majority of the space consists of rectilinear tables arranged in rows. There are small break out areas for reading. The teacher's crescent shape desk allows for individual student instruction. A large carpeted area on the floor is for entire classroom gatherings. Storage of materials is in casework, bookshelves, bins, and carts located at the perimeter of the space.

The main difference between each of the classrooms is the student furniture. In some classrooms the student furniture is a large rectilinear table with four chairs that have plastic backs and seats. In other classrooms the large learning environment consists of the traditional student stations; seats with a writing surface and book bin beneath the seat. There are a few "Wobble" stools and bean bag chairs in certain locations.

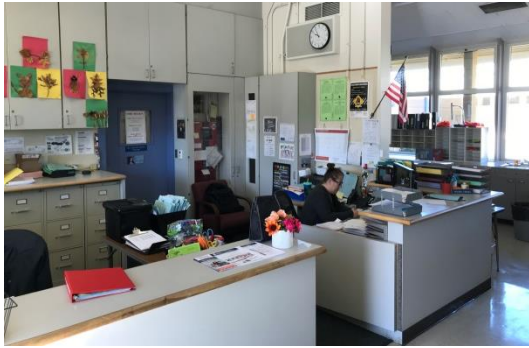


Other indoor learning environments on campus include the Multi-Use Building, the Media Center, and other specialty spaces. The Multi-Use Building consists of a large multi-use space, stage, and cafeteria and faculty lunch room. The multi-use room is a high volume space that is used for a variety of activities; lunch, physical education, assemblies, and indoor recesses. There are large windows on the south side of the building that flood the space with natural light during the day. Adjacent to the multi-use space is the stage and a small warming kitchen.



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Adjacent to the Multi-Use building is Media Center building. This building is home to the school library and several classrooms. The library has a large check-out counter that greets visitors as they enter the room. Library stacks line the perimeter walls of the space with tables and chairs at the center of the room for reading, studying, and classroom assembly. Room lighting is provided by lay-in parabolic fixtures at the suspended ceiling and one large skylight over the check-out counter. The space is devoid of exterior windows for natural light and views to the exterior. The furniture consists of typical circular and rectangular tables with wood chairs with fabric backs. The reading space does not contain bean bags or other small chairs that are conducive for reading.

Musick Elementary School contains a few specialty spaces on campus. They have a STEAM maker space on campus. They are also home to the District's special education program and the County's 'head start' program. Musick does not have an art or music classroom.

Staff Support Spaces

The school's administration office is located in Unit 1. The spaces of the administration office comprise of approximately one fifth of the entire building footprint. The office consists of a lobby, reception office, Principal's office, staff workroom, teacher's room, and one restroom.

The overall area of the administration office is approximately 1,100 square feet (36 ft. x 30 ft.). The spaces within the administration office are small and confined. Most of the rooms have direct access from the exterior of the building; thus eliminating the need to go through other spaces to access them. All of the administration spaces have access to fresh air, natural light, and views to the exterior. Most of them have blinds to control the amount of natural light and views.

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Educational Site Assessment

Overview

In addition to the architectural site assessment and the building systems assessment an educational site assessment was completed for each school site. There are two components to the assessment; a stakeholder assessment and an education concept assessment.

The Stakeholder assessment resulted in a list of physical site challenges and opportunities that came out of the engagement workshops. Participants from each school site assessed their existing campus in terms of physical attributes connected to the NUSD Guiding Principles & Primordial Spaces.

The site was also assessed in terms of the education concepts (Conceptual Education Specifications, section 4.1) that emerged as district-wide priorities for delivering the NUSD ideal learning experience.

Please review section 4 for complete description of the Stakeholders Engagement workshops as well as the NUSD Guiding Principles & Primordial Spaces.

Stakeholder Assessment

Site Challenges

- Lack of flexible furniture.
- Lack of outdoor furniture.
- Lack of plants/ shrubbery.
- Missing dedicated areas for caving for quiet introspection.
- Lack of soft surfaces.
- Lack of outdoor group areas
- Lack of indoor mountain top.

Site Opportunities

- L-Shape benches for watering hole gathering.
- Smart board/ LCD screen.
- Outdoor screen for presentation.
- Add a wall of greenery.
- Use outdoor walls for murals.
- Hexagonal nooks.
- Add shade: sail structure.
- Add seating/plants next to the office.

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Education Concepts Assessment

Curb Appeal

The campus building structures are located in proximity of the main street, but the administration is tucked in one of the classroom wings and has no architectural feature to make it stand out from the rest of the building. The drop-off area, MPR building and the parking lot define the school's presence along the street. A minimal amount of greenery creates a soft buffer from the street, but there is no welcoming social interaction area for waiting parents.



Indoor/Outdoor Connection & Daylight/Views/ Fresh Air

There are windows on both sides of the classroom to let in natural light. High windows on the south side allow indirect light in and large windows on the north let in diffuse light. However, only the upper portion of these windows allow for light.

The lower portions have been replaced with aluminum panels that allow teacher's more wall space in the classroom. The upper windows are operable to allow for natural ventilation. There are no other opportunities for indoor/outdoor connection in the classrooms.



Outdoor Learning

Most of the outdoor learning environments are hardscape except for the play fields and play structures. There are lunch tables and benches in the main quad with old-growth trees provided shade. There are no other shaded areas for students. The campus lacks opportunities for students to interact with nature or conduct exploratory play.

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Amphitheater and Green Space

There is no amphitheater and minimal green space with the exception of the play fields.



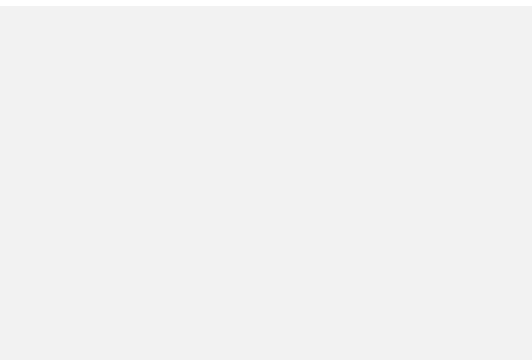
Gardens and Environmental Science Space

There is no garden or defined outdoor space for environmental science.



Library/MPR as Shared Social Commons

The library is configured with a focus on books and reading. It is not activated as a shared multi-functional space. It lacks flexible furniture, daylight and access to nature and views.



Maker Space

There is no maker space currently.



Flexible Furniture

Furniture differs between instructional spaces. Some classrooms have large rectangular tables with four chairs. Others have traditional student stations composed of individual desks with a writing surface and a chair with a book bin beneath the seat. There are a few “Wobble” stools and bean bag chairs in certain locations. The furniture does not meet the variety of ergonomic needs of students of different sizes and temperaments. There are little to no standing, perching, or sitting on the floor options. The furniture limitations are restricting innovation and obstructing personalized teaching and learning activities.



Primordial Spaces

There is a lack of cave spaces for students to quietly read or study. There is a lack of greenery and signs of life, art and flowers. There is also a lack of watering holes for students to create opportunities to interact or collaborate with others. There are ample opportunities for campfires and mountain tops around campus and in the classrooms. There doesn't seem to be a dedicated sandpit space for experimenting, building or creating.



Small Learning Community

The classrooms open to an asphalt quad that does not include the necessary design elements to support an outdoor shared collaborative space. The existing configuration of the classroom wings does not provide opportunities for team teaching or transparency between classrooms. There is no flexibility for teachers or students to reconfigure or resize the learning environment to support a variety of learning activities beyond lecture and small group in their classroom. There is no professional teacher collaboration space near the instructional spaces which makes adhoc collaboration difficult at best.

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E.L. Musick Elementary School District-Wide Facilities Master Plan Fall 2019



Infrastructure Modernization & Deferred Maintenance Site Assessment Summary

(See full report in Appendix 1)

Building Envelope and Site

- Roofs over the walkways are metal or modified bitumen, the walkway roofs are not new and replacement is anticipated.
- Condition of the interior finishes varies widely, short term replacement of half of the flooring and ceiling tiles is recommended and budgeted.
- Evidence of termite activity was noted in two buildings, Building 2 and Building 4 Multipurpose. Inspection budgeted.

Mechanical, Electrical, and Plumbing

- The HVAC equipment varies in age from two to four years old, it reportedly works well and replacement is expected over the term.
- Many panels are relatively new though approximately 25% are antiquated and these are budgeted to be replaced in the short term.
- Installing a fire sprinkler system throughout the campus is recommended and budgeted.
- Original water piping is galvanized metal, replacement is recommended and budgeted.

Safety

- Alligator cracking and potholes have been identified. The site has significant sidewalk trip hazards that need to be addressed.

Americans with Disabilities Act (ADA)

- Some areas of the facility were identified as having major or moderate accessibility issues. An ADA study is recommended. Cost of report is included, ADA upgrades are not.

Building Life Cycle

- By the 5 year and 10 year marks, approximately all of the buildings on campus will be subjected to hard or long-term wear; nearing the end of their useful or serviceable life.
- The Systems Expenditure Forecast through the 10 year mark is \$5,531,500. See Appendix 1 for details.














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Legends & Abbreviations

Site Plan Challenges Legend

-  Classroom
-  Library
-  Meeting Room/ MPR
-  Staff
-  Storage/ Utility & Other
-  Cafeteria/ Kitchen
-  Restroom
-  Office/ Admin
-  Child Care
-  Computer/Science Lab
-  PE Room/Gymnasium
-  Portable Classrooms
-  Portable Others (Childcare, Storage, etc.)

Site Plan Opportunities Legend

-  Modernize Indoor Learning Environments
-  Parking Lots, Hardcourts & Other Hard Surfaces
-  Shade Structures & Green Houses
-  Landscape & Outdoor Learning Spaces
-  New Construction or Addition

-  Building, Wing or Unit Identifier
- 1** Permanent Classroom
- 1** Portable Classroom
- 1** Portable Others

Glossary of Terms

Portables: Temporary buildings intended for short term student housing.

Aged: Facility has deteriorated over time and is past its useful life.

Wayfinding and Signage: Strategies and systems to help people find their way through a campus.

ADA: Americans with Disabilities Act; A federal civil rights legislation which mandates that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life.

Utility Infrastructure: Composed of pipes, cables, wires, sewers, drains and equipment servicing a campus and buildings, which include electrical, gas, water, sewer, fire and communication.

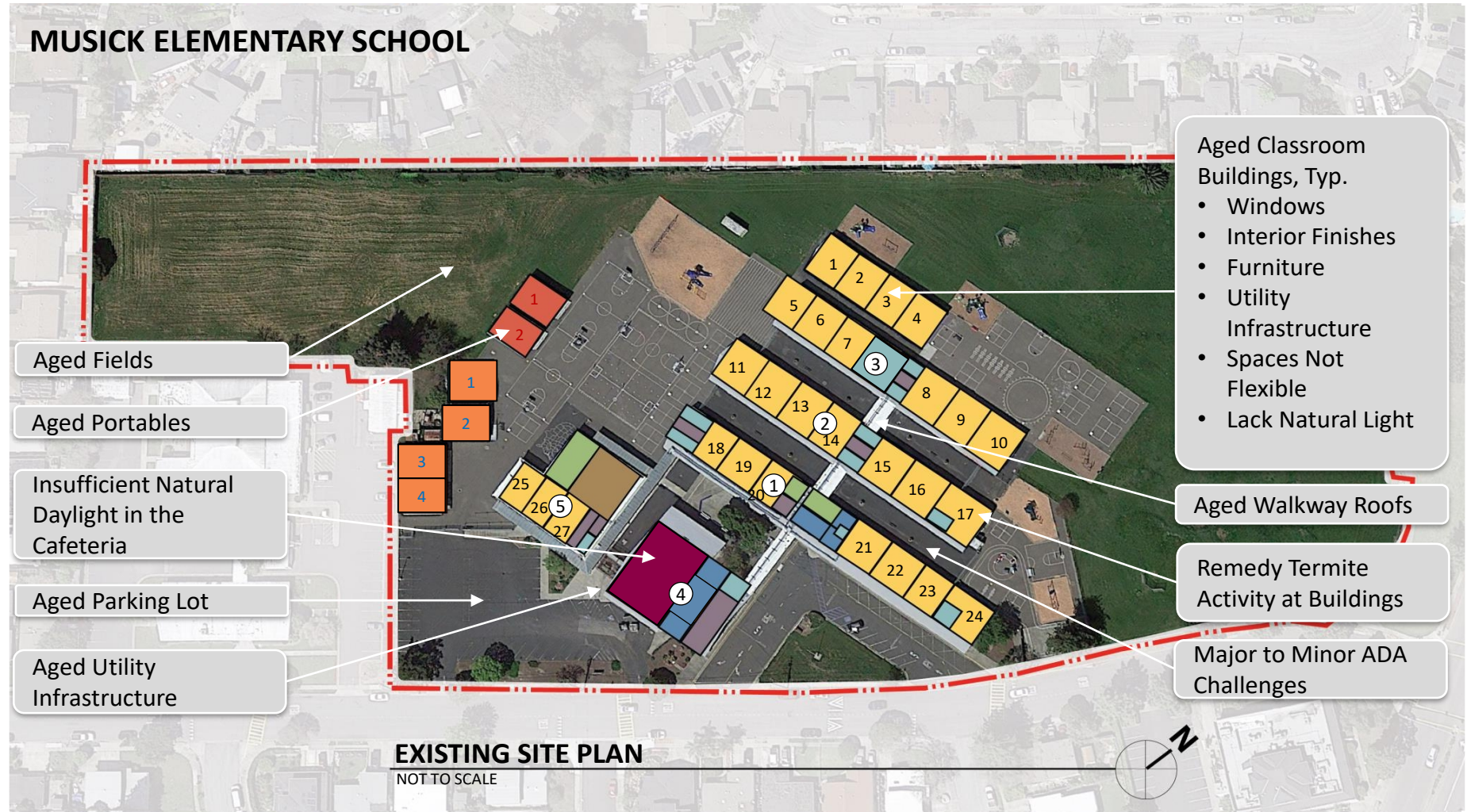
Easement: A deeded right reserved for a specific purpose, benefiting another property of entity.

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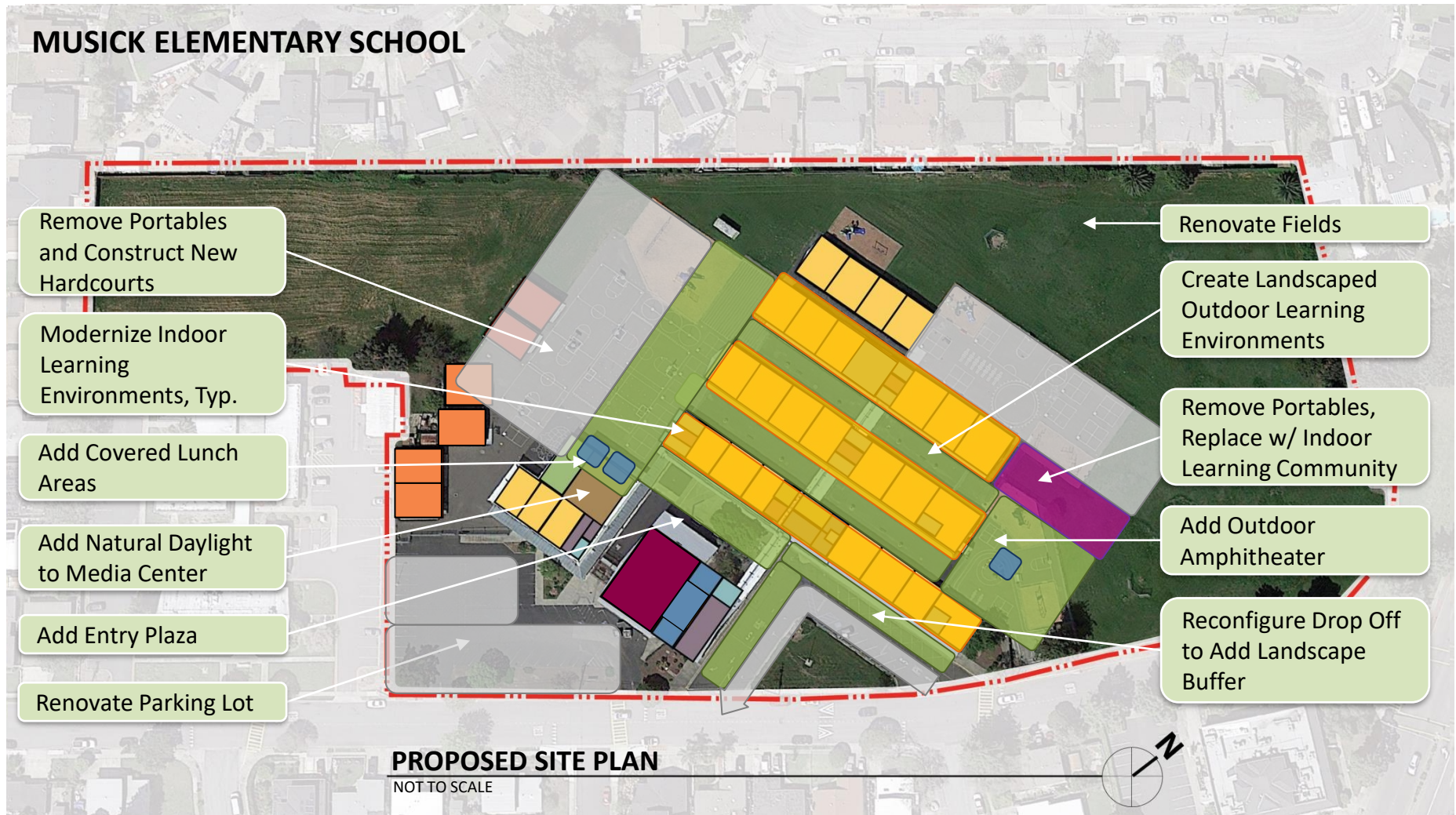
E.L. Musick Elementary School

District-Wide Facilities Master Plan

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Section 5: Campuses and Facilities



5.7 August L. Schilling Elementary School

Basic Information



School Information

Year Built:	1959
Former Site:	M.D Silva Intermediate
Student Population:	381
Grade Levels:	TK-6th Grade
Permanent Classrooms:	29
Total Portables:	7
Total Estimated Site Area:	11 Acres (479,160 SF)
Total Estimated Building Area:	52,200 SF Gross SF

Architectural Site Assessment

Overview

Schilling Elementary School is located on the west side of Newark. The school resides on Spruce St. and is directly adjacent to one of Newark's major arterial streets, Thornton Ave. Schilling Elementary serves transitional kindergarten (TK) through the 6th grade of the surrounding neighborhood. There are approximately 381 students on campus.

The Campus is fully secured with a combination of chain link and ornamental steel fencing around the perimeter of the site. The structures on the Schilling campus consist of three single loaded finger wing buildings, a large administration building, a large multi-use building, two modular classroom buildings, and seven portable classroom buildings.



A majority of the portables are located behind the administration building. There is a pair of portables for day care that is located at the northeast corner of the site along Spruce St. These two portables along with one classroom in the adjacent Classroom wing are the only spaces on campus that are located outside of the perimeter fencing.



The campus presence along Spruce St. is defined by a combination of a student drop-off, a large parking lot, and a combination medium sized softscape areas, mature deciduous trees. The classroom wings step back from the street with the administration unit being the furthest building from the street. An aging manual marquee sign is located in the softscape area in front of the student drop-off and acts as the main school identifier, however the text identifying the school is too small to read from the street.

The campus is designed with the administration building at its core. The rest of the campus buildings are located to the north of it. These structures are located on either side of a main axis that leads away from the administration building. The main axis is a covered walkway with a smaller covered path that branches off of it.



Campus Access and Signage

The vehicle access to the site is a large u-shaped main entry and exit driveway. There is a medium sized area of softscape with mature deciduous trees at its center. The student drop-off and pick-up lanes flank one side of the main entry driveway and tie into it. On the other side of the main entry driveway is a large parking lot for visitors and staff. There are a few additional stalls located along the student drop-off lanes and a few other stalls located at the inside of the u-shaped drive.



Vehicles use the site based up on orange traffic cones rather than as originally intended. The main entry to the site is the entry for the drop off lane. Exiting the site from the student drop-off or the main parking lot is back through the main u-shaped entry driveway. Directional pavement marking do not indicate site entry and exit. The traffic cones dictate how site access is directed and controlled.



There are two primary points of pedestrian access to the campus. A concrete pedestrian walkway flanks the entry and exit driveways. The pathway at the entry drive leads students, parents, and visitors past the finger wings, around a corner, and to the administration building. The pathway at the exit drive cuts across the drop-off lanes, bypasses the finger wings, and leads straight to the administration building.

At the administration building, there is a steel canopy structure in front of the administration office entry door. This element acts as an entry identifier and a focal point on campus.

The word 'Office' is stenciled above the entry door to further identify the space behind the door. Adjacent to the entry structure is a wooden sign attached to the building that identifies the school name.

A single man gate adjacent to the administration building acts as the main entry to the campus. Once inside the perimeter fencing, wayfinding is supported by a main covered walkway. The only difficulty a visitor may encounter in wayfinding around campus is that the buildings do not have any exterior signage. Classrooms have small blue room identification signs adjacent to the doors identifying the room number. The multi-use building has room identification signs above the exterior doors identifying the name of the room. Toilet rooms have the required ADA signage.

There is a third pedestrian entrance to the campus. It is a single gate at the northwest corner at Peachtree Ave. The gate is located at the edge of a large concrete quad and is padlocked.

Outdoor Spaces

Approximately a third of the campus is ballfields with another third being the hardscape playground. The ballfields are in poor condition and need to be refurbished. They are dead, brown, full of burnouts, and have an uneven surface. The baseball backstops are in fair to poor condition and are in need of replacement. Soccer goals were not present in the fields. The play structures inside the mulched areas are in good condition.

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August L. Schilling Elementary School

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The asphalt concrete paving at the hardscaped playgrounds are in good condition. Minor re-striping of courts and game lines is required in selected areas. The basketball backstops and tetherball poles are in good to fair condition. The volleyball posts are in good condition. Volleyball posts were not present on the hardscaped playgrounds.

The outdoor learning environments are limited to the courtyard areas between the three classroom finger wings and a softscape area behind the kindergarten classrooms. Behind the kindergarten classrooms are two small 'Kinder Gardens' that allow the students to have hands on learning experiences with nature. Between two of the classroom wings is a second outdoor learning environment. This area is quite large and consists of a green lawn, several raised planters with plants, mature deciduous trees, and a bench.

Schilling does not have a covered outdoor lunch structure for outdoor meals and student gatherings. There are a handful of lunch tables at the northwest corner of the multi-use building between the multi-use building and the modular classroom buildings. There are also a handful of lunch tables to the south of the administration building. There are small, single benches located sporadically around campus. Some are located along the edge of the ballfields and hardscaped playgrounds. Others are located in front of the administration office and between the classroom wings. They allow for smaller gatherings of faculty or students and vary in condition.

Indoor Spaces

The indoor learning environments are classrooms in the wing buildings, the administration building, the modular classroom buildings, the multi-use building, and in the portables. At the administration building, nine classrooms are arranged around a central instructional center that has four individual resource rooms within it.

The typical classroom in the finger wings are approximately 32 ft. by 30 ft. with vinyl composition tile (VCT) floors. Walls are a combination of painted gypsum board, tackable panels, and painted CMU block walls.



The ceilings have a high slope and consist of adhered acoustical tiles. The rooms have surface mounted, fluorescent light fixtures and a new mechanical system.

All of the classrooms have large exterior aluminum windows on the north side of the room for natural light and limited views to the exterior. There are a few smaller windows higher up on the south elevation to allow for indirect light to enter the space. All of the windows have manually operated hoppers at the top of the windows for natural ventilation if desired.



The classrooms in the administration buildings are uniquely shaped. They have combination of carpet and vinyl composition floors. The walls are primarily tackable panels. They have suspended acoustical ceiling tile with linear pendent florescent light fixtures. The rooms have a combination of both large and small aluminum windows to allow for natural light to enter the space. Light and views are controlled by horizontal louver blinds.

The other indoor learning environments are classrooms at the modular classroom buildings, the multi-use building and portables. These three learning environments share the same qualities as those spaces in the finger wing buildings and the administration building, however their physical components differ.



The classrooms are divided in to several learning environments and they vary by grade level. The majority of these spaces are dedicated for large group learning. The spaces consist of traditional student stations. These consist of a desk with a desktop that opens up to reveal a storage compartment underneath it. The chair has a plastic seat and back, four posts, with a book bin beneath it.



Their arrangement varies from class to class. Most are arrange in pairs and are forward facing. In other grades they are grouped in clusters. There are other areas in the class for small, individual learning around a crescent shaped table. There are also areas on the carpet for reading. The teacher has his/her own podium style desk. In the majority of the classroom spaces their station is tucked away in the corner of the room.



There are a few learning environments in the administration building where a few of the classrooms share a teacher's preparation area. It is in these spaces where the teacher's station is located.

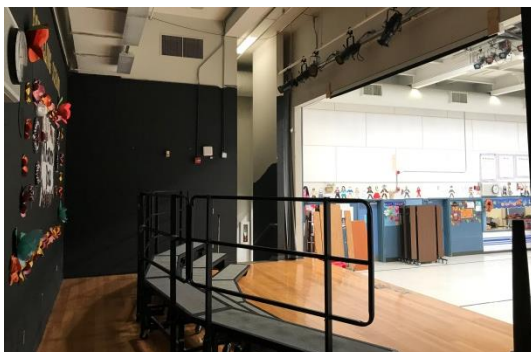
Other indoor learning environments on campus include the Multi-Use Building, the Media Center, and other specialty spaces. The Multi-Use Building consists of a large multi-use space, stage, cafeteria, faculty lunch room, media center, and a classroom space.



The multi-use room is a high volume space that is used for a variety of activities; lunch, physical education, assemblies, and indoor recesses. There are numerous skylights that flood the space with natural light during the day. However the space is devoid of exterior windows for views to the outside. Adjacent to the multi-use space the stage and a small kitchen. The kitchen is a warming kitchen for the student meals.



Within the multi-use building is the school media center. A large check-out counter greets the visitor as they enter the room. Library stacks line the perimeter walls of the space with tables and chairs at the center of the room for reading, studying, and classroom assembly. Room lighting is provided by lay-in parabolic fixtures at the suspended ceiling and one large skylight over the check-out counter. The space is devoid of exterior windows for natural light and views to the exterior. The space does not contain small reading areas for individuals.





Staff Support Spaces

The school's administration office is located in Unit 4. The spaces of the administration office comprises approximately one quarter of the entire building footprint. The office consists of a lobby, reception area, Principal's office, nurse's office with restroom, conference room, faculty room, miscellaneous offices, and a pair of staff restrooms.

The administration spaces are organized around the receptionist area. A majority of the spaces, including the lobby and reception, have direct access from the exterior of the building. A few of these spaces are landlocked and do not have direct access to natural ventilation, natural light, and views.

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Educational Site Assessment

Overview

In addition to the architectural site assessment and the building systems assessment an educational site assessment was completed for each school site. There are two components to the assessment; a stakeholder assessment and an education concept assessment.

The Stakeholder assessment resulted in a list of physical site challenges and opportunities that came out of the engagement workshops. Participants from each school site assessed their existing campus in terms of physical attributes connected to the NUSD Guiding Principles & Primordial Spaces.

The site was also assessed in terms of the education concepts (Conceptual Education Specifications, section 4.1) that emerged as district-wide priorities for delivering the NUSD ideal learning experience.

Please review section 4 for complete description of the Stakeholders Engagement workshops as well as the NUSD Guiding Principles & Primordial Spaces.

Stakeholder Assessment

Site Challenges

- Lack spaces for kids to be by themselves (caves).
- Kindergartens don't have restrooms.
- Playground surfaces need renovation.
- Missing age/grade appropriate furniture.
- Missing life, art, nature and color.
- Lacking ways to interact with other groups.
- Size of Classrooms is inadequate.
- Lack access to daylight and views.
- Lack art.
- Lack nature.

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Site Opportunities

- Add skylights and Windows
- Flexible wall panels.
- Add a loft
- Add a garden
- Add animals: pigs, butterflies.
- Add space adjacent to class where people can be messy.
- Add furniture between classrooms to create area where people want to meet.
- Add shade/benches.
- Better classroom furniture.
- Same size furniture.
- Kindergarten restrooms.
- Variety of spaces for students.
- Increase classroom building size.
- New playground for grades 1-3.
- Benches with comfortable pillows.
- More windows.
- More access to nature.
- Better stage equipment.
- Projection equipment & audio visual.

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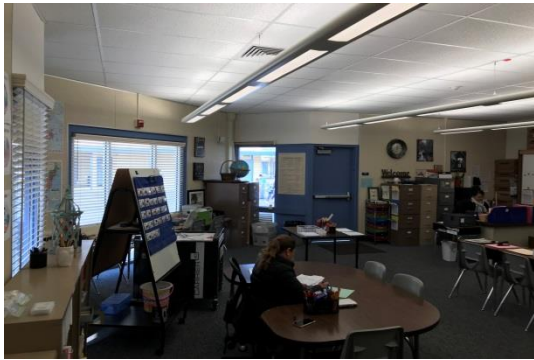
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Education Concepts Assessment

Curb Appeal

The campus building structures are located in proximity of the main street, but the administration lacks a main architectural identifier that would make it stand out from the rest of the building. The drop-off area and the parking lot define the school presence along the street. Some greenery and old-growth trees create a soft buffer from the street, but there is no welcoming social interaction area for waiting parents.



Indoor/Outdoor Connection & Daylight/Views/ Fresh Air

All of the classrooms have large windows on the north side of the room for natural light and limited views to the exterior. There are a few smaller windows higher up on the south side that allow for indirect light to enter the space. All of the windows have manually operated hoppers at the top of the windows for natural ventilation. There are no other opportunities for indoor/outdoor connection in the classrooms.



Outdoor Learning

Some of the outdoor spaces between the classrooms wings include a few trees that provide shade. There are a few lunch tables through the site, but no shade is provided in these areas. The rest of the outdoor learning environment is hard surface and play fields. The campus lacks opportunities for student to interact with nature or conduct exploratory play.



Amphitheater and Green Space

There is no amphitheater and minimal green space with the exception of the fields.

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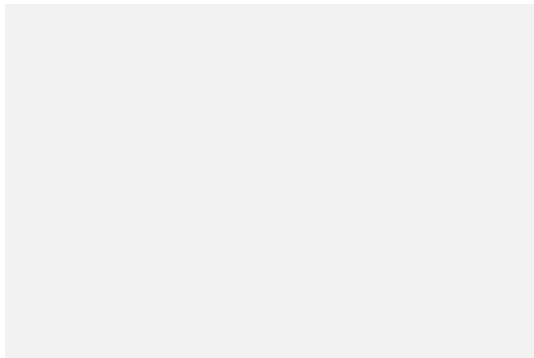
Gardens and Environmental Science Space

There are a few planter boxes on campus used for gardening.



Library/MPR as Shared Social Commons

The library is configured with a focus on books and reading. It is not activated as a shared multi-functional space. It lacks flexible furniture, daylight and access to nature and views.



Maker Space

There is no maker space currently.



Flexible Furniture

Most classrooms have traditional student stations composed of individual desk with a writing surface and storage underneath and as a plastic seat chair with a book bin beneath the seat. The furniture does not meet the variety of ergonomic needs of students of different sizes and temperaments. There are little to no standing, perching, or sitting on the floor options. The furniture limitations are restricting innovation and obstructing personalized teaching and learning activities.

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Primordial Spaces

There is a lack of cave spaces for students to quietly read or study. There are some greenery and student art display and murals on the walls around campus. There is a lack of watering holes for student to create opportunities to interact or collaborate with others.

There are ample opportunities for campfires and mountain tops around campus and in the classrooms. There doesn't seem to be a dedicated sandpit space for experimenting, building or creating.



Small Learning Community

There is some space with shade and greenery adjacent to the classroom wings, but they are not activated for share collaborative outdoor environment. The existing configuration of the classroom wings does not provide opportunities for team teaching or transparency between classrooms. There is no flexibility for teachers or students to reconfigure or resize the learning environment to support a variety of learning activities beyond lecture and small group in their classroom. There is no professional teacher collaboration space near there instructional spaces which makes ad hoc collaboration difficult at best.

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**Infrastructure Modernization &
Deferred Maintenance Site
Assessment Summary**
(See full report in Appendix 1)

Building Envelope and Site

- The modular structures have metal roof that appear to be in fair condition except for Modular 31. Number 31's roof is leaking and has damaged the ceiling tiles and the carpet.
- The interiors in Modular 29 through 33 need updating.

Mechanical, Electrical, and Plumbing

- The HVAC package units on Units 1 through 3 being older and in need of attention soon. The modular units are all wall mounted units and in need of attention.

Safety

- The asphalt parking lots are in fair condition with the need for sealing and stripping coming up in the next few years.
- The concrete sidewalks are in fair condition except for the sidewalk to Unit 5's kitchen entry. The asphalt play courts and the playground structures are fine.

Americans with Disabilities Act (ADA)














- Some areas of the facility were identified as having moderate accessibility issues. An ADA study is recommended to assess the campus. The cost of this study is included in the cost tables of the EMG report; the costs of ADA upgrades are not.

Building Life Cycle






- By the 5 year mark, 60% of the buildings on campus will be subjected to hard or long-term wear; nearing the end of their useful or serviceable life.
- By the 10 year mark, 90% of the buildings on campus will be subjected to hard or long-term wear; nearing the end of their useful or serviceable life.
- The Systems Expenditure Forecast through the 10 year mark is \$7,366,600. See Appendix 1 for details.

Legends & Abbreviations

Site Plan Challenges Legend

-  Classroom
-  Library
-  Meeting Room/ MPR
-  Staff
-  Storage/ Utility & Other
-  Cafeteria/ Kitchen
-  Restroom
-  Office/ Admin
-  Child Care
-  Computer/Science Lab
-  PE Room/Gymnasium
-  Portable Classrooms
-  Portable Others (Childcare, Storage, etc.)

Site Plan Opportunities Legend

-  Modernize Indoor Learning Environments
-  Parking Lots, Hardcourts & Other Hard Surfaces
-  Shade Structures & Green Houses
-  Landscape & Outdoor Learning Spaces
-  New Construction or Addition

 Building, Wing or Unit Identifier

1 Permanent Classroom

1 Portable Classroom

1 Portable Others

Glossary of Terms

Portables: Temporary buildings intended for short term student housing.

Aged: Facility has deteriorated over time and is past its useful life.

Wayfinding and Signage: Strategies and systems to help people find their way through a campus.

ADA: Americans with Disabilities Act; A federal civil rights legislation which mandates that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life.

Utility Infrastructure: Composed of pipes, cables, wires, sewers, drains and equipment servicing a campus and buildings, which include electrical, gas, water, sewer, fire and communication.

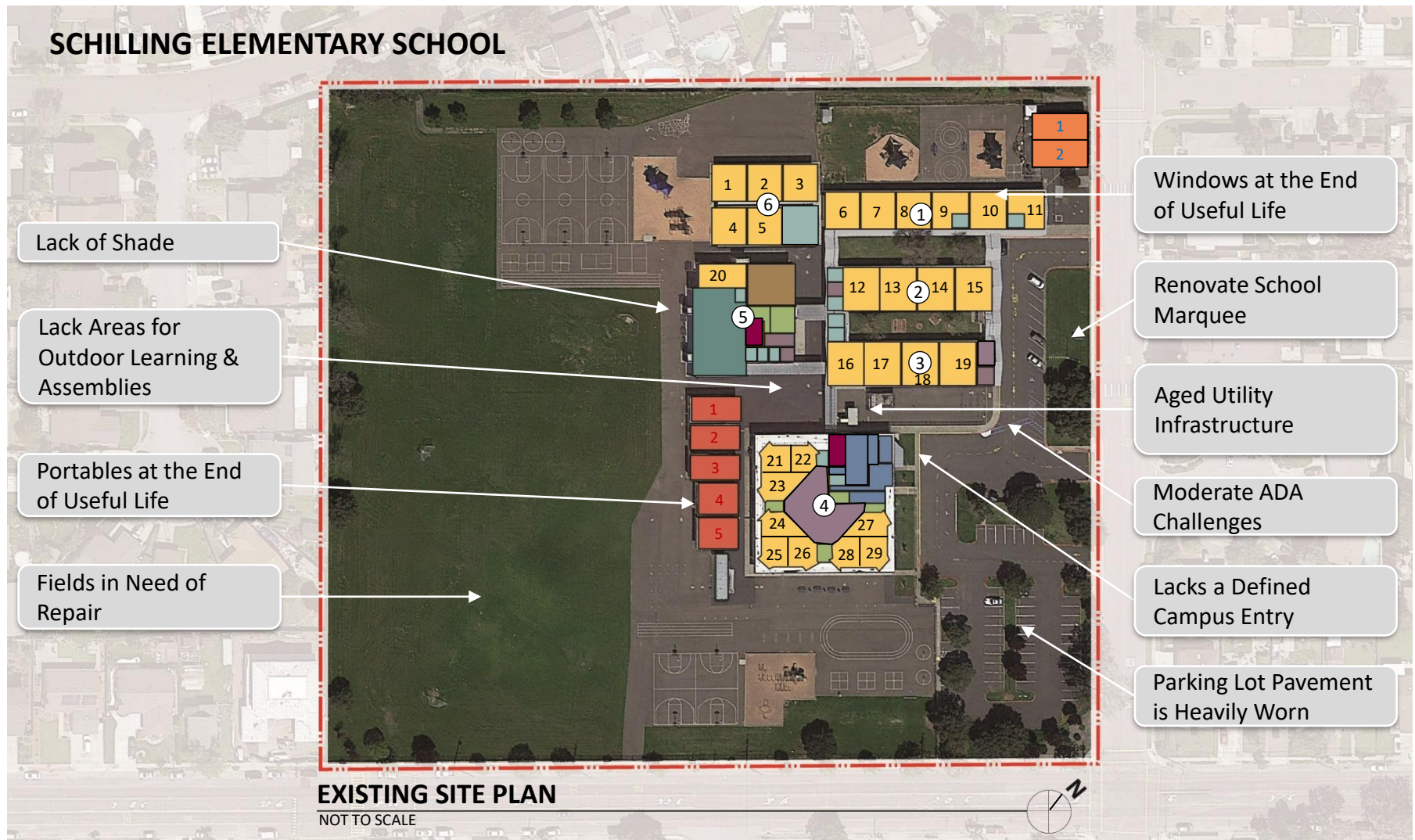
Easement: A deeded right reserved for a specific purpose, benefiting another property of entity.

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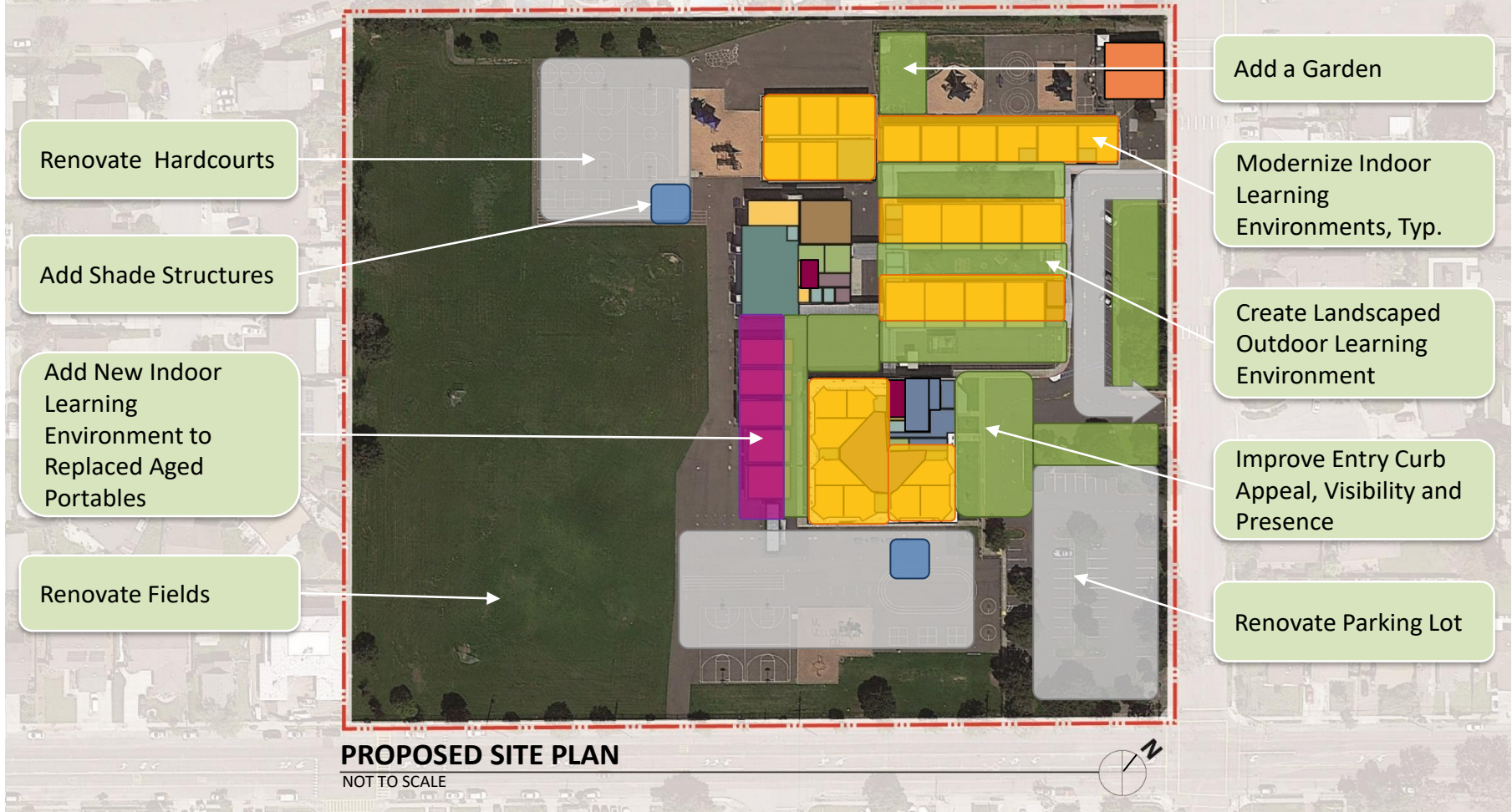
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SCHILLING ELEMENTARY SCHOOL



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Section 5: Campuses and Facilities



5.8 H.A. Snow Elementary School

Basic Information



Architectural Site Assessment

School Information

Year Built:	1960
Student Population:	344
Grade Levels:	K-6 th Grade
Permanent Classrooms:	21
Total Portables:	3
Total Estimated Site Area:	10 Acres (446,520 SF)
Total Estimated Building Area:	41,500 Gross SF

Overview

Snow Elementary School is located on the west side of Newark, near Highway 84. The school resides on Mirabeau Drive, several blocks away from one of Newark's major arterial street, Jarvis Ave. Snow Elementary serves kindergarten through the 6th grade of the surrounding neighborhood. There are approximately 344 students on campus.

The structures on the Snow campus consist of three double loaded corridor buildings (Wings), a small rectilinear kindergarten building (Wing), a small administration building, a large multi-use building, and three portable classroom buildings.



All of the structures are arranged on two major axes. Most of the campus structures are located more than 150 ft. from Mirabeau Dr. which recesses the campus presence away from the street. The Kindergarten Wing is the closes building to the street. This building and its covered pedestrian walkway act as the primary entry to the site and guides students, faculty, and visitors in.

The campus presence along Mirabeau Dr. is defined by three clusters of old growth deciduous trees, a parking lot, and a drop off area that wraps around a large open lawn. There is a new digital marquee sign located at the end of the large lawn area and oriented perpendicular to the street. The marquee sign acts as the primary identifier for the campus.

Campus Access and Signage

There are two parking lots on campus. One contains two dozen stalls that are located on interior sides of the u-shaped student drop-off. It is reserved for staff and visitors. The second parking lot is an ancillary space for additional parking. It is accessed via a pair of driveways located directly off the student drop-off lane. Per the school faculty, the on-site parking is inadequate. Often visitors park on the softscape buffer between the second parking lot and the city sidewalk.

For vehicles and pedestrians, there are two main access points to the campus. They are the entry and exit driveway for the student drop-off. A concrete pedestrian walkway flanks the exterior perimeter of it. Both the drive aisle and the pedestrian walkways lead to the administration building located at the apex of the u-shaped drop-off.

The campus is a fully secured site. Chain link fence spans between the buildings and its perimeter. The primary entrance to campus is a chain link located between the administration building and Wing 1. However, students and faculty have to go outside of the perimeter fencing in order to access the Kindergarten Wing.

Upon arrival via automobile or by foot, the Administration Office is clearly identifiable. The physical characteristics of the building with its high vaulted roof overhang acts as focal point. A large blue sign with white characters above the entry doors announce the school name.

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A large decal on one of the doors with a small blue room identification sign adjacent provides further identification of the office space within.



Once inside the campus fencing, wayfinding around the site is not difficult. There are two primary axes that run perpendicular one to another. It is these axes that guide individuals where to go. The classroom wings have stenciled lettering in the upper corner of the building beneath the covered walkway that identifies the wing number and the classroom numbers within the building. Once inside these wings, the classrooms on each side of the corridor have small blue room identification signs adjacent to the doors to identify the room number.

There is also a sign above the door, extending perpendicular to the wall that provides additional room identification. The multi-use building does not have any building signage on its exterior. Its mass and physical characteristics identify its function. The spaces at this building have room signage above their exterior doors to identify them.



Toilet rooms around campus have the required ADA signage. There are some other rooms on campus that do not have any room identification signage.

Outdoor Spaces

Approximately half of the campus is ballfields with another quarter being the hardscape playground. The ballfields are in fair condition. They have selected regions where the turf is brown and has burnouts. The baseball backstops are in good condition. The ballfields did not appear to have any soccer goals present.



The asphalt concrete paving at the hardscaped playgrounds are in good condition. The striping of courts and game lines is in good condition. The basketball backstops range from fair to poor condition and should be replaced. The tetherball poles range from fair to poor condition as well and should be replaced. There are numerous play structures inside mulched areas around campus that are in good conditions. These structures appear to have been replaced within the last 5-10 years.

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There are few outdoor areas for student to gather to socialize and learn. There is a small asphalt concrete quad between the Administration Building and Wing 1. It contains a pair of mature deciduous trees and a few scattered metal lunch tables for outdoor lunches or small gatherings. There are also a few benches between the classroom wings for small groups to congregate.

There are numerous spots on campus that offers the potential to be outdoor learning environments. There is a large garden space with a shed adjacent to the multi-use building. There is potential to use the landscaped area between the classroom wings and the kindergarten wing to create an outdoor learning environment.

Indoor Spaces

The indoor learning environments are classrooms in double loaded classroom wings, a multi-use building, and portables. The typical classrooms in the wings are approximately a 30 ft. by 30 ft. square spaces with high sloped ceilings, and surface mounted florescent light fixtures. The mechanical ductwork and the mechanical system are relatively new.

There are two pairs of windows at the opposite end of the exterior wall that let in natural light, however, they are fixed. Exterior metal louvers span between a series of metal poles that hang from the underside of the roof overhang. These louvers obscure views to the outside. Horizontal blinds in each window bay control the amount of daylight into the space.

The classroom learning space in the portables are approximately 24 ft. by 40 ft. They have suspended acoustical ceilings with lay-in light fixtures and an exterior wall mounted mechanical unit at the back of the room. The portable classrooms have operable windows for daylight, natural ventilation, and views to the exterior. The classroom in the multi-use building shares the same qualities of the classrooms in the wings and portables, however, their physical components differ.

The classroom layout is divided in to several learning environments. The majority of the space consists of rectilinear tables arranged around a center for group work.

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The chairs around these tables have plastic backs and seats. There are a few “Wobble” stools in certain locations. There are small breakout areas for reading. The teacher’s crescent shape desk allows for individual student instruction. A large carpeted area on the floor is for entire classroom gatherings. Storage of materials is in casework, bookshelves, bins, and carts located at the perimeter of the space



Other indoor learning environments around campus include the Multi-Use Building, the Media Center, and other specialty spaces. The Multi-Use Building consists of a large multi-use space, stage, cafeteria, faculty lunch room, media center, and a classroom space. The multi-use room is a high volume space that is used for a variety of activities; lunch, physical education, assemblies, and indoor recesses. There are numerous skylights that flood the space with natural light during the day. However the space is devoid of exterior windows for views to the outside. Adjacent to the multi-use space is the stage and a small kitchen. The kitchen is a warming kitchen for the student meals.



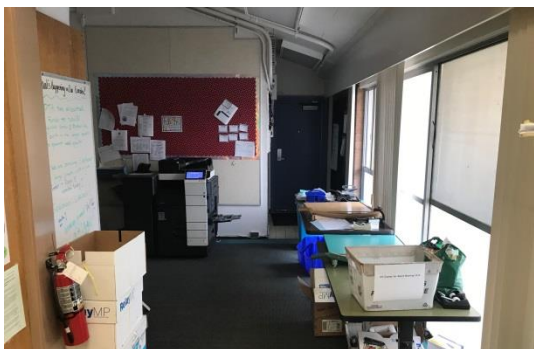
Within the Multi-Use building is the school media center. A large check-out counter greets the visitor as they enter the room. Library stacks line the perimeter walls of the space with tables and chairs at the center of the room for reading, studying, and classroom assembly. Room lighting is provided by lay-in parabolic fixtures at the suspended ceiling and one large skylight over the check-out counter. The space is devoid of exterior windows for natural light and views to the exterior. The furniture within the space is arranged so that it creates a small reading space in the carpet.



Snow Elementary School contains a few specialty spaces on campus. The science classroom is located in Wing 2. The computer classroom is located in the multi-use building and the maker space is in Room 16. Snow does not have an art classroom or a music classroom.

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H.A. Snow Elementary School District-Wide Facilities Master Plan Fall 2019



Staff Support Spaces

The school's Administration Office is located in Building 1. The spaces of the Administration Office comprise the entire building footprint. The office consists of a lobby, reception area, the principal's office, nurse's office with restroom, staff workroom, teacher's room, and a pair of Staff Restrooms. The Administration Office in its entirety is less than 1,500 square feet and is inadequate for the school's needs. The spaces are small and cramped.

The administration spaces are organized around the receptionist area. The principal's office, staff workroom, and nurse's office all have direct access to that space. There are three main circulation paths through the building; one involves egress through the nurse's office in order to exit the rear of the building. The staff workroom and teacher's room can be accessed directly from the rear exit of the building via a separate point of entry.

All of the administrative spaces have exterior windows that provide natural light and views to the exterior. Horizontal louver blinds control the light and views. These spaces also have operable windows that permit natural ventilation if needed. High, sloped ceilings throughout the building aid a sense of openness despite the small nature of the spaces within the building.

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Educational Site Assessment

Overview

In addition to the architectural site assessment and the building systems assessment an educational site assessment was completed for each school site. There are two components to the assessment; a stakeholder assessment and an education concept assessment.

The Stakeholder assessment resulted in a list of physical site challenges and opportunities that came out of the engagement workshops. Participants from each school site assessed their existing campus in terms of physical attributes connected to the NUSD Guiding Principles & Primordial Spaces.

The site was also assessed in terms of the education concepts (Conceptual Education Specifications, section 4.1) that emerged as district-wide priorities for delivering the NUSD ideal learning experience.

Please review section 4 for complete description of the Stakeholders Engagement workshops as well as the NUSD Guiding Principles & Primordial Spaces.

Stakeholder Assessment

Site Challenges

- All areas have a mix of old and really old.
- Areas are present but not modern.
- There is a lot of clutter.
- Furniture uncomfortable not flexible.
- Lighting not working.

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Site Opportunities

- Add a sun room.
- More plants/ garden.
- Add adequate lighting (natural).
- Incorporate water feature.
- Personal spaces that are comfortable
- Variation of furniture.
 - Shape, texture, material & sizes.
 - Studio adjacent to existing spaces.
- More creative central hub spaces.
 - Club, sing, snack & games
- Amphitheater (sunken).
- Loft/Mezzanine or atrium
- Create a natural buffer from the street.
- Interactive nature.
- Flexible multi-functional furniture.
- Indoor/outdoor spaces.
- Add Cave spaces for quiet introspection and focus.
- Open mindedness about the different types of spaces.
- Space accessible to all learning needs.
- Display & open communal spaces.
- Futuristic technology
- Incorporating technology throughout the variety of spaces.
- More outdoor learning environment
- Flexible & comfortable furniture (seating) sofa with TV Tray.
- Outdoor campfires for Socratic Seminar and storytelling.
- Upgrade, make use of outdoor spaces.
- More life in every area.
- Outdoor sheltered space like a “cabana”, water proof (students, teachers, staff, and parents).
- More interactive art (large musical structure interactive). Hands on large installation, build or draw.
- Exploratorium.
- Gardens everywhere.
 - Vegetable, flower, greenhouses, indoor seedlings.
- Somewhere for kids to be outside to read or do other activities besides playing.

Section 5.8

H.A. Snow Elementary School District-Wide Facilities Master Plan Fall 2019



Education Concepts Assessment

Curb Appeal

The drop-off area and the parking lot define the school presence along the street. Some greenery creates a buffer from the main street to the administration office located in a central point at the entrance of the campus. The school frontage is lacking a welcoming social interaction area for waiting parents.



Indoor/Outdoor Connection & Daylight/Views/ Fresh Air

The learning environments are wings of double loaded classrooms with an interior corridor. The classrooms are only accessible through a central space that is devoid of natural light and views. In the classrooms there are two pairs of windows at the opposite end of the exterior wall to let in natural light. However, half of them have fixed metal louvers that obscure most of the view. Horizontal louver blinds in each window controls the amount of daylight entering the space. The portable classrooms have operable windows for daylight, natural ventilation, and views to the exterior.



Outdoor Learning

The spaces between the classrooms wings include a few trees that provide shade, but these spaces aren't maintained so they are not desirable for outdoor learning in their current state. The rest of the outdoor learning environments are hard surfaces and play fields.



Amphitheater and Green Space

There is no amphitheater and minimal green space with the exception of the fields.

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H.A. Snow Elementary School District-Wide Facilities Master Plan Fall 2019



Gardens and Environmental Science Space

The campus had a large garden located at the back of the MPR.



Library/MPR as Shared Social Commons

The library is configured with a focus on books and reading. It is not activated as a shared multi-functional space. It lacks flexible furniture, daylight and access to nature and views.



Maker Space

There is a dedicated maker space in Room 16. The space is outfitted with plenty of surfaces for project layout and collaborative work.



Flexible Furniture

There is little to no flexible furniture on campus. The majority of the classrooms are outfitted with desktops that open up to reveal a storage compartment underneath it. The chairs have a plastic seat with a book bin beneath it. Crescent shaped table are available in some classrooms. The furniture does not meet the variety of ergonomic needs of students of different sizes and temperaments. There are little to no standing, perching, or sitting on the floor options. The furniture limitations are restricting innovation and obstructing personalized teaching and learning activities.

Section 5.8

H.A. Snow Elementary School District-Wide Facilities Master Plan Fall 2019



Primordial Spaces

There is a lack of cave spaces for students to quietly read or study. There is a lack of greenery and little colors or art display around campus until you reach the inside the classroom wings. There is also a lack of watering holes for students to create opportunities to interact or collaborate with others. There are ample opportunities for campfires and mountain tops around campus and in the classrooms. There is no dedicated sandpit space for experimenting, building or creating.

Small Learning Community

The classrooms open to a central corridor which is a shared space that is used for student art display. The existing configuration of the classroom wings does not provide any opportunity for team teaching or transparency between classrooms.

There is no flexibility for teachers or students to reconfigure or resize the learning environment to support a variety of learning activities beyond lecture and small group. There is no professional teacher collaboration space outside of the administration area which makes ad hoc collaboration difficult at best.

Section 5.8

H.A. Snow Elementary School District-Wide Facilities Master Plan Fall 2019

Infrastructure Modernization & Deferred Maintenance Site Assessment Summary

(See full report in Appendix 1)

Building Envelope and Site

- The original five campus buildings have their original windows which are well beyond their useful life.
- The three portable classrooms have their original metal roofs, windows and T-111 wood siding which has been patched and repaired over the years, they are also well beyond their useful life and replacement should be considered.

Mechanical, Electrical, and Plumbing

- The campus does not have sprinklers except for the stage at Building 6, adding sprinklers to all buildings should be considered.
- The underground plumbing is assumed to be original and has been reported as being problematic, replacement should be considered.
- The site lighting appears adequate but is nearing the end of its useful life; recommend replacing with LED exterior lighting when upgrades are done.

Safety

- The asphalt paving at the playgrounds and parking areas have been overlaid in 2015. There are areas of paving at the play area behind Building 4 that should be repaired including, brick pavers, asphalt and concrete.
- There is a tripping hazard at the concrete sidewalk adjacent to the street that should be ground down.

Americans with Disabilities Act (ADA)

- Some areas of the facility were identified as having major or moderate accessibility issues. An ADA study is recommended to assess the campus. The cost of this study is included in the cost tables of the EMG report; the costs of ADA upgrades are not.

Building Life Cycle














- By the 3 year, 5 year, and 10 year marks the buildings on campus will be subjected to hard or long-term wear; nearing the end of their useful or serviceable life.
- The Systems Expenditure Forecast through the 10 year mark is \$5,942,700. See Appendix 1 for details.

Section 5.8





H.A. Snow Elementary School District-Wide Facilities Master Plan Fall 2019


Legends & Abbreviations

Site Plan Challenges Legend

-  Classroom
-  Library
-  Meeting Room/ MPR
-  Staff
-  Storage/ Utility & Other
-  Cafeteria/ Kitchen
-  Restroom
-  Office/ Admin
-  Child Care
-  Computer/Science Lab
-  PE Room/Gymnasium
-  Portable Classrooms
-  Portable Others (Childcare, Storage, etc.)

Site Plan Opportunities Legend

-  Modernize Indoor Learning Environments
-  Parking Lots, Hardcourts & Other Hard Surfaces
-  Shade Structures & Green Houses
-  Landscape & Outdoor Learning Spaces
-  New Construction or Addition

-  Building, Wing or Unit Identifier
- 1** Permanent Classroom
- 1** Portable Classroom
- 1** Portable Others

Glossary of Terms

Portables: Temporary buildings intended for short term student housing.

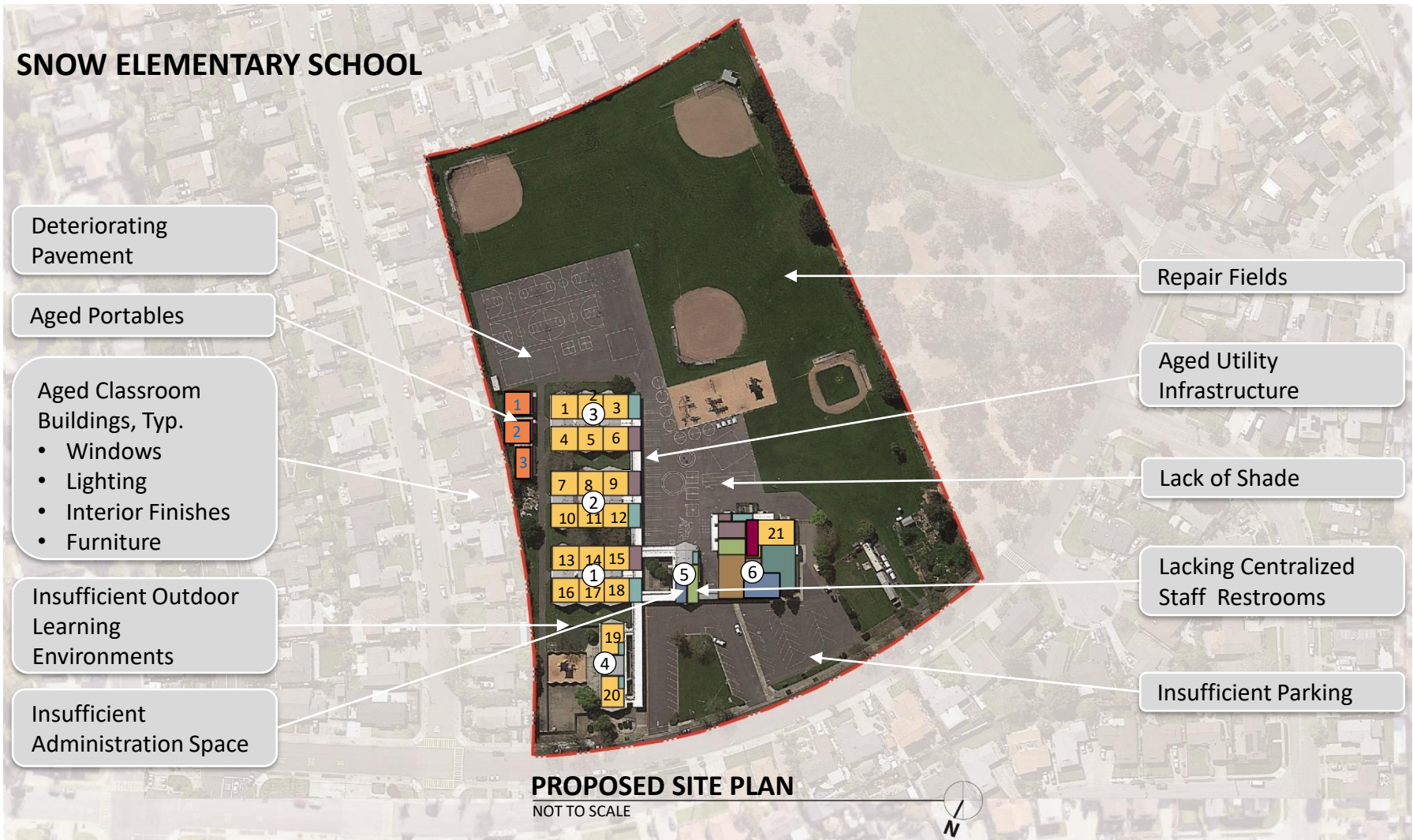
Aged: Facility has deteriorated over time and is past its useful life.

Wayfinding and Signage: Strategies and systems to help people find their way through a campus.

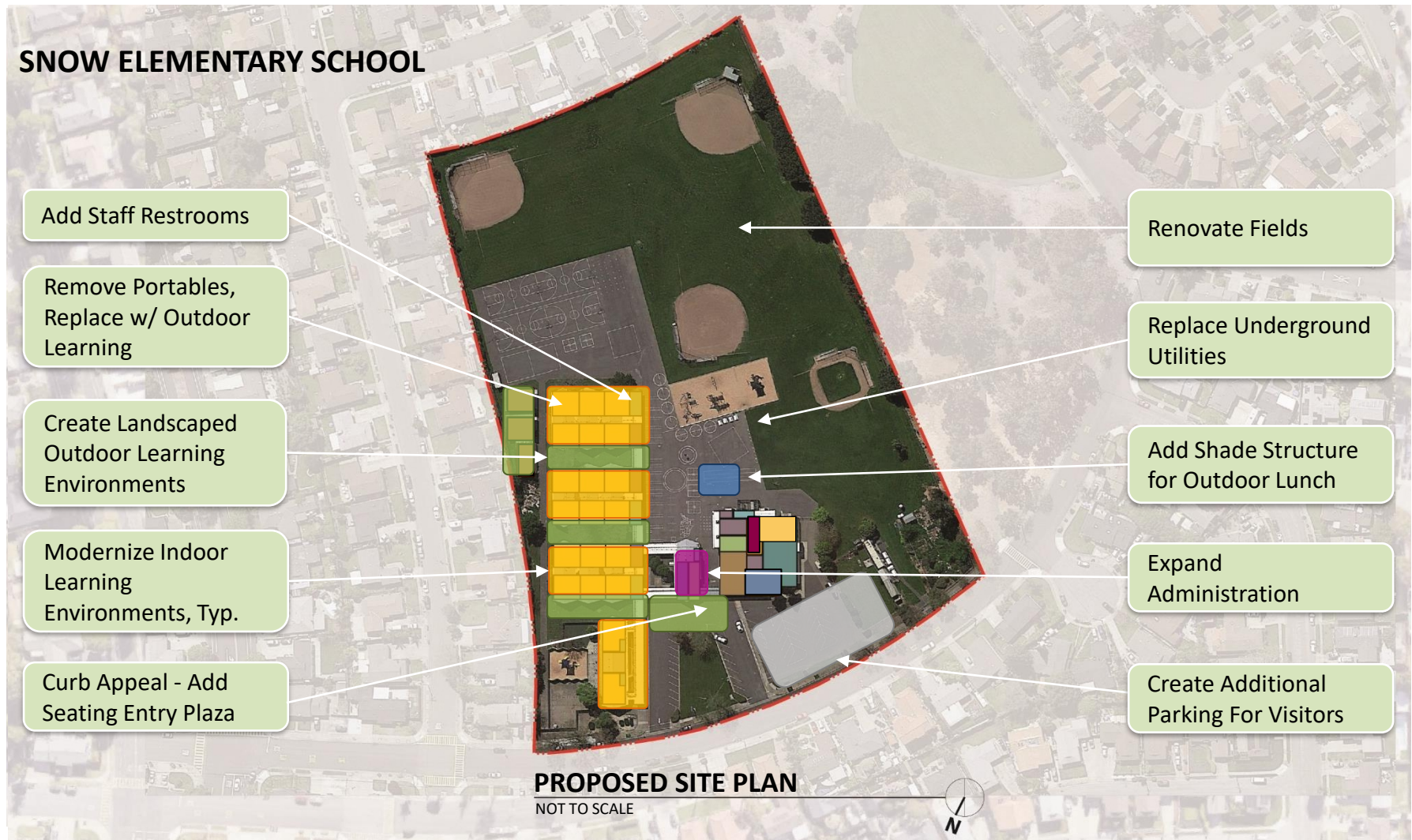
ADA: Americans with Disabilities Act; A federal civil rights legislation which mandates that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life.

Utility Infrastructure: Composed of pipes, cables, wires, sewers, drains and equipment servicing a campus and buildings, which include electrical, gas, water, sewer, fire and communication.

Easement: A deeded right reserved for a specific purpose, benefiting another property of entity.



SNOW ELEMENTARY SCHOOL



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Section 5: Campuses and Facilities



5.9 Newark Junior High School

Basic Information



School Information

Year Built:	1962
Former Site:	Newark High School
Student Population:	892
Grade Levels:	7 th -8 th Grade
Permanent Classrooms:	49
Total Portables:	4
Total Estimated Site Area:	44 Acres (1,916,640 SF)
Total Estimated Building Area:	139,000 Gross SF

Architectural Site Assessment

Overview

Newark Junior High is located in the heart of Newark. The school's original function was as a comprehensive high school. It was later converted into a junior high school. The school resides on Lafayette Avenue which connects directly one of Newark's major arterial streets, Newark Blvd. Newark Junior High serves grades 7th and 8th of the surrounding neighborhood with approximately 892 students on campus.

The campus is located on an approximately 44 acre site with the building structures occupying about one quarter of it. The structures consist of single and double loaded finger wings, a multi-use building, and a gymnasium. These buildings are located around a central rectilinear quad.



All of these structures are connected to one another at their outermost facades by solid perimeter walls. This interlocking mass of buildings creates one secured site.

Newark Junior High also has four classroom portable buildings and a pool. These structures are located outside of the perimeter campus walls.

Campus Access and Signage

Newark Junior High School's presence along Lafayette is defined by three components: an aging football field and track, a large asphalt concrete paved parking lot, and a tree lined courtyard at the south entrance to the school campus.



The parking lot is the primary point of access for vehicular traffic. It has two entry and exit points to Lafayette Ave. The entrance to the lot is not well defined. There are an ample amount of stalls within the lot for visitors and staff. The parking lot has very few light fixtures and relies on illumination from light fixtures mounted on the exterior of the buildings.



A pair of student drop-off lanes circles around the parking lot and in front of the school. The drop-off lanes are one way and have one entry and one exit point. There is pair of steel gates along the drop-off route that provide limited direct access to the parking lot. There is a second drop-off along the southern side of campus. Vehicles pull over to the side of Lafayette Ave and pick up students who are congregating in the large elongated courtyard that is lined with mature deciduous trees.



There are three main pedestrian points of entrance to the campus; at the east, south, and west sides. On the north side of campus, there are several small pedestrian entrances and two larger entrances for maintenance vehicles and delivery trucks. The pedestrian entrances on the east and west sides of the school consist of chain link fences and gates while the entrance on the south side of campus has ornamental steel fences and sliding gates.

The east entrance is the predominant entrance to the campus. Once inside the gates, wayfinding signage, consisting of large signs with blue arrows and white text, direct students, staff, and visitors to the administration office.

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Newark Junior High School District-Wide Facilities Master Plan Fall 2019



The administration office is located at the center of campus, directly adjacent to the main quad. There are pairs of double doors that lead people into the office. A large blue sign with white text adjacent to the entrance door indicate the space as the Office. Above each of the doors is a large white sign with black letters that indicates the entrance to the office for parents and visitors or attendance and student services. Wayfinding around campus is not difficult for students and staff. First time visitors to the site may find wayfinding more difficult for lack of signage in certain areas.



Large passageways between and around the buildings make movement through campus easy. Each of the buildings has large stenciled letters in each of the upper corners of the façade that faces the center quad. From the quad, students, staff and visitors can easily identify the buildings. However, a majority of the classrooms at these buildings do not have room identification signage; neither room numbers or room names. This makes it very difficult to identify specific classrooms. Toilet rooms around campus have the required ADA signage which makes these spaces easy to identify.



Most of the campus circulation and activity occurs through its central quad. This affords the faculty the ability to monitor the student activities but it also creates congestion and overcrowding at certain times of the day: class rotations, brunch, and lunch. During brunch and lunch, the students are not permitted in the passageways between the building wings. To alleviate some of the congestion and provide the students more opportunities for activities, faculty will open certain rooms such as the rec room when there is sufficient personnel to supervise them.

Outdoor Spaces



The outdoor learning environments at Newark Junior High School consist of the athletic fields, hardcourts, pool, and the campus quads.

The athletic fields at the school are vast. They occupy approximately two thirds of the campus acreage. They consist of various baseball and softball diamonds and a football field with a perimeter track. The two baseball fields at the west side of campus are in excellent condition. They are leased and maintained by the Newark American Little League (N.A.L.L.). There are five softball, baseball, and practice diamonds at the northwest corner of campus.

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Newark Junior High School District-Wide Facilities Master Plan Fall 2019



The backstops and dugouts range from fair to poor condition. The grass turf is brown, uneven, and has areas of burnouts. The dirt diamonds share the same qualities of the grass turf.



The football field and track are located at the northeast corner of campus. The grass turf is a lush, green with selected areas of burnouts that appear to be the result of heavy field use. The football goal posts and movable soccer goals appear to be in good condition. The track around the field is a dirt track that is in fair condition. The football scoreboard is old, outdated, and needs to be replaced. According to the school faculty, the main reason why the football field is underutilized is because of the bleachers. They are not ADA compliant, have structural issues, and are in need of major repairs.



The hardcourts on the north and east sides of campus consist of one large rectilinear area for basketball, volleyball, and miscellaneous athletic activities, and a second area for tennis. The basketball hardcourts has asphaltic concrete that is in poor condition. There are large fissures throughout the play surface. The basketball backstops are in fair condition. There are a few volleyball standards that are in fair condition as well. The game lines are in poor condition and need to be re-striped.



There are eight tennis courts on site. They are all enclosed by a perimeter chain link fence with main gates at various locations. The enclosure is in poor condition. The galvanized steel fence posts, mesh fabric, and gates are bent and rusting. The tennis court netting and posts are in fair condition. The tennis court play surface is in poor condition. The asphaltic concrete has large fissures throughout it. The red and green acrylic surface is cracking and peeling away.

Newark Jr. High School was once a high school. Therefore it is one of the few schools in the District that has a pool. However, the pool is not currently being used. Costly ongoing repairs made the pool not feasible to operate. The end result was that the District closed the pool 2 years ago.

There are numerous outdoor environments within the campus confines for students to gather for outdoor learning and socialization. The main outdoor area is a large, well maintained, rectilinear quad at the center of campus.

Section 5.9

Newark Junior High School

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The quad consists of sloped grassy knolls at the east and west ends, an elevated lunch patio at its center, and a large outdoor amphitheater. The elevated lunch area has new lunch tables with umbrellas. The amphitheater has a large, sloped grass lawn with grade level concrete stage at its center. Various types of mature trees and shrubbery are around the quad. They provide the quad with shade. Planters with elevated concrete retaining walls and various single benches allow students the opportunity to sit and socialize in small group settings.



In addition to the main quad, there are six smaller quads between the E, D, C, Administration, M, L, and K wings. They all have raised concrete planters with a combination of mature trees and shrubbery. Faculty does not permit students to utilize these spaces during brunch or lunch because of supervision requirements. However, these quads have the potential to be utilized by the adjacent classrooms as outdoor learning environments. In the quad adjacent to the Science Classrooms in the E Wing, the planter was converted to a solar water fountain.

Indoor Spaces



The indoor environments include classrooms arranged in rows of wing buildings, the administration building, the gymnasium, the multi-use building, and the portables. The classrooms in the wings vary in size. They are typically 28 ft. in width. Their length varies from 28 ft. for a standard classroom and up to 44 ft. for a science or art classroom. These spaces typically have a vinyl composition tile (VCT) floor. Walls are a combination of painted gypsum board and tackable panels. The ceilings have a flat suspended acoustical ceiling tile system with lay-in fluorescent light fixtures and mechanical supply/return registers.



A majority of these classrooms have large exterior aluminum windows for natural light. The windows provide limited views to the exterior due to the sill height which begins at 5 feet above the floor. The windows extend to the underside of the ceiling. Vertical louver blinds control the natural light into to the space as well as views to the exterior.

The furniture in these spaces varies depending on the classroom size and use. In the typical 28 ft. x 28 ft. classroom, the student furniture consists of a traditional student desk.



The desks typically have a flat plastic, rectilinear writing surface, a chair with a plastic back and seat, and a book bin beneath the chair. The arrangement of the furniture is based on the teacher's teaching methods. There is limited built-in bookshelves and cabinetry at the perimeter of the space for material storage. The teacher's station is a combination of various types of movable furniture. The station is typically located in a corner of the classroom, often opposite of the entry door.



The science and art classrooms share similar qualities of the typical classroom. The student furniture in the science classrooms consists of six rows of built in tables with chemical resistant tops and built in electrical outlets. The students sit on metal stools with plastic seats. There are typically six students per row. There is a more substantial quantity of built-in casework around the perimeter of the room for storage of materials and additional student work stations. The teacher has a built-in desk/lectern at the front of the classroom. It has a sink, built-in power, a variety of storage options, and a chemical resistant top. The art classrooms are similar to the science classrooms with the exception of the built-in teacher's station and flexible student furniture.



The other indoor classroom learning environments are the computer labs in Wing G, the band room in Wing J, the choir room in Wing I, special education classrooms in Wing M, and physical education classes at four portable classroom buildings. The school does not have wood shop, metal shop, auto shop, home economics, or a theater. The former wood shop and metal shop have been converted into storage spaces.



The school has a large library located behind the administration office. The space has one entry door at the east and one at west side of the room. A large check-out counter greets the visitor entering from the west. Library stacks line the perimeter walls of the space. A few lower height stacks are located around the space. A large amount of moveable tables and chairs are located at the center of the space. The space also has approximately 20 computers for research and small class instruction.



The library has support spaces to the south of the room. It has carpet floors and the walls are a combination of painted gypsum board and tackable wall panels. The ceilings are a flat suspended acoustical ceiling tile system with lay-in parabolic fluorescent light fixtures. Heating, ventilation, and air conditioning (HVAC) is provided by mechanical supply/return registers in the lay-in ceiling and at the side of the soffit. The library does not have any exterior windows to let in natural light and exterior views. The only daylight in the space is provided by a large skylight at the north end of the room.

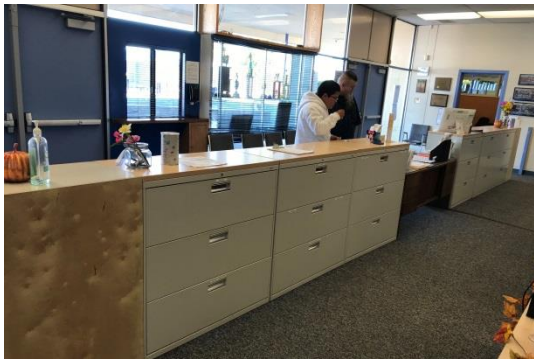


The Multi-Use Building consists of a large multi-use space, stage, cafeteria, faculty lunch room, and a choir classroom. The multi-use room is a high volume space that is used for a variety of activities: lunch, physical education, and miscellaneous assemblies. The exterior wall of multi-use room is predominantly windows. These windows flood the space with natural light and provide views to the exterior. There is a large quad adjacent to the multi-use room. It is predominantly paved with concrete. The quad has a few concrete lunch tables, several mature trees, and receives a large amount of sunshine. Adjacent to the multi-use space is a large kitchen. The kitchen can be used both as a warming and cooking for preparing the student meals.



The gym is adequate for use, however, it has no daylight and the finishes are dated and show signs of wear. The gym mechanical HVAC system needs to be upgraded.





Staff Support Spaces

The school's administration office is located in Unit 4. The spaces of the administration office comprise of approximately one half of the entire building footprint. The administration office consists of a lobby, receptionist area, Principal's office, Vice Principal's Office, Conference Rooms, Teacher Workroom, and various support offices. All of the spaces are organized around the perimeter of a large open receptionist area.

All of these administration spaces have access to natural light but not necessarily to views. The large administration looks out a large storefront system to the Campus's central quad. Most of the offices that are along the exterior of the building have high windows that allow diffuse natural light to enter the space. There are a few administration spaces that are located between the receptionist area and the adjacent library. These spaces also have high windows but natural light is obtained via the large opaque skylight in the library.

Most of the windows in the administration office are fixed. A few of them are hopper style windows that are operable to permit natural ventilation. None of the administration offices have blinds to control the amount of light and views.



Educational Site Assessment

Overview

In addition to the architectural site assessment and the building systems assessment an educational site assessment was completed for each school site. There are two components to the assessment; a stakeholder assessment and an education concept assessment.

The Stakeholder assessment resulted in a list of physical site challenges and opportunities that came out of the engagement workshops. Participants from each school site assessed their existing campus in terms of physical attributes connected to the NUSD Guiding Principles & Primordial Spaces.

The site was also assessed in terms of the education concepts (Conceptual Education Specifications, section 4.1) that emerged as district-wide priorities for delivering the NUSD ideal learning experience.

Please review section 4 for complete description of the Stakeholders Engagement workshops as well as the NUSD Guiding Principles & Primordial Spaces.

Stakeholder Assessment

Site Challenges

- Lacking signs of life: daylight, color, art, and nature.
- The furniture is not flexible.
- Lacking spaces to work on projects
- Old dated windows.
- Missing furniture in the quad.
- The gym is dirty, not welcoming.
- Library is too small.
- Food service isn't functional.
- Not enough room for music and theater.



Site Opportunities

- Better seating arrangement.
- More moveable furniture.
- More life: lots of green throughout campus.
- Add a garden.
- More isolation/ personal spaces, (caves).
- More open and flexible areas.
- More sound dampened areas.
- Comfortable furniture.
- Add a covered area near the cafeteria
- Add sliding glass doors.
- Add more tables in the quad and cafeteria.
- Add a large skylight in the office.
- More comfortable bleachers.
- Add a lobby area in the gym.
- Add a rock climbing wall in the gym.
- Repair the stadium and track.
- Improve drop-off zone and parking.
- Remodel and improve restrooms.



Education Concepts Assessment

Curb Appeal

The main entry to the campus is from the parking lot. There is a lack of wayfinding signage directing visitors to the administration for check-in. There is no outdoor seating with the exception of concrete steps. There is no landscaping, art or color beyond the standard blue and beige.

The administration entry does not have any aesthetically pleasing welcoming features and is difficult to find for a first time visitor.



The second of the two main entrances is on south side of campus along Lafayette. This space is primarily used for after school student pick-up. The entry has a colorful mosaic tile wall and lovely tree lined courtyard which provides shade; however, there is no seating or gathering space with the exception of the concrete steps.



Indoor/Outdoor Connection & Daylight/Views/ Fresh Air

The only indoor outdoor connectivity is through the solid classroom doors. Daylight is limited to the high windows which are often covered with closed blinds. Windows are not operable or are not easily accessible to open. Views are also limited by the height of the windows and the blinds. Limited greenery is visible.





Outdoor Learning

There are many outdoor spaces that have the potential to be for outdoor learning spaces. Spaces in between classroom wings have limited to no shade, limited bench seating and are covered in concrete. The main quad is a lovely green space with fixed metal tables for groups to gather however, there is a lack of shade and more seating variety is necessary to activate the space for learning.

Visibility from indoor spaces to outdoor spaces is limited which presents a barrier to seamless outdoor/indoor connectivity. The current ability to engage in outdoors learning is limited to that which is pre-planned for relatively short periods of time under optimal weather conditions.



Amphitheater and Green Space

The outdoor amphitheater and stage is an ideal outdoor learning environment. However, it lacks shade and a variety of seating options.

The quad has lush green lawn in some areas; however, a large grey rubber surface dominates another area. There are trees and shrubs; however, there is a lack of colorful native planting.





Gardens and Environmental Science Space

There are no gardens on campus. There has been discussion about repurposing the pool area for biosciences and greenhouses.

In the quad adjacent to the Science Classrooms in the E Wing, the planter was converted to a solar water fountain.



Library/MPR as Shared Social Commons

The Library lacks the basic necessities of daylight, views and indoor/outdoor connection that would allow its use as a shared social commons. There is no access to the library directly from the quad as it is tucked away behind administration rather than visible and transparent.

The Library furniture is inflexible, heavy, and difficult to move. The furniture is also limited in size and seating options. There is a sky lit area with couch seating that provides some variety of seating and learning activities, and there is a computer area with wooden stools. These different activity zones indicate that the Library is a valuable learning resource.



The Multi-Purpose Room (MPR) is adjacent to the quad however it does not open onto it. The interior furnishings are limited to long bench tables that lack flexibility. There is no soft seating. All of the surfaces are hard with the exception of the curtains. There is no space to tuck away quietly and take respite from the hub of activity.

There is a lack of shaded eating/socializing areas that flow inside and outside easily. There is a sheltered shady courtyard immediately adjacent to the MPR that is accessible visually through a wall of glass windows. The space has no seating and minimal greenery; however, it is perfectly located for outdoor socializing.



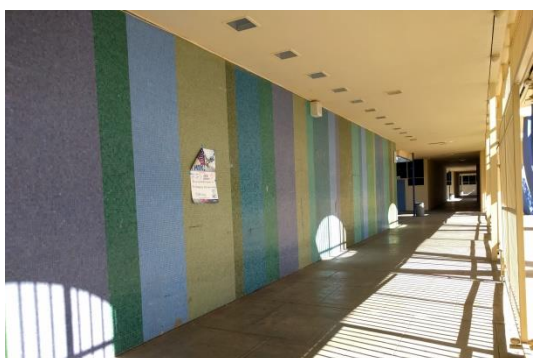


Maker Space

There is no maker space on campus. The campus does have several large former CTE classrooms that are currently being used for storage. There has been discussion of repurposing these spaces into a maker space/innovation lab.

Flexible Furniture

There is little to no flexible furniture on campus. The typical classroom furniture is restricted to seating attached to a desk or heavy stationary lab tables and stools. The furniture does not meet the variety of ergonomic needs of students of different sizes and temperaments. There are little to no standing, perching, or sitting on the floor options. The furniture limitations are restricting innovation and obstructing personalized teaching and learning activities.



Primordial Spaces

To achieve all six of the primordial spaces requires flexible furniture, indoor/outdoor connectivity and to some extent all of the education concepts. Specifically lacking on the campus are supervisable caves for quiet introspection and life in the form of art, nature, and gardens. There are a few areas of artwork and student display.

Science classrooms provide limited opportunities for student centered experimentation (sandpits), as they are inflexibly set up primarily for teacher centered instruction and lecturing from the front (mountain tops). Their deep narrow space configuration adds to the difficulty in that students at the back are not visible to the teacher and their engagement cannot be determined via a quick scan of the space.

In most classrooms personalized and student led instruction and presentation is hampered by a fixed teaching wall with a teacher's desk a permanent fixture in front of it, built-in casework, and inflexible furniture.

The overall campus has very few areas of color and life. The planters in between the classroom wings have native planting and one has a solar powered water fountain with a miniature stream bed lined with river rock. There is also one small vegetable planter box and a flowering plant. The lack of indoor/outdoor connectivity obstructs these spaces from being used as learning spaces.

The south entrance wall has an original tile mosaic design, however, it is not centrally located and therefore only visible when entering or leaving the campus through the south gate.

Small Learning Community

The existing configuration of the classroom wings does not provide any opportunity for team teaching or transparency between classrooms. There is no flexibility for teachers or students to reconfigure or resize the learning environment to support a variety of learning activities beyond lecture and small group. There is no professional teacher collaboration space outside of the administration area which makes adhoc collaboration difficult at best.

Infrastructure Modernization & Deferred Maintenance Site Assessment Summary (See full report in Appendix 1)

Building Envelope and Site

- The TPO roofing replacement is estimated to be 15 years out.
- The original pool has been decommissioned. Replacement of the pool facility is budgeted.

Mechanical, Electrical, and Plumbing

- Majority of the HVAC equipment is old and nearing the end of its useful life. Will require replacement in the next few years.
- The building management system (EMS / BMS) will also need to be upgraded.

Safety

- The parking lot and asphalt play areas are in heavily worn condition, short term repair is recommended.
- A crack ran through the VCT from one end of classroom F4 to the other. This is possibly a structural failure of the slab. A professional engineer must be retained to analyze the existing condition, provide recommendations and, if necessary, estimate the scope and cost of any required repairs. The cost of this study is included in the cost tables. A budgetary cost allowance to replace the slab is also included.

Americans with Disabilities Act (ADA)














- Some areas of the facility were identified as having major or moderate accessibility issues. An ADA study is recommended to assess the campus. The cost of this study is included in the cost tables of the EMG report; the costs of ADA upgrades are not.

Building Life Cycle






- By the 5 year mark, approximately half of the buildings on campus will be subjected to wear but still in serviceable & functioning condition.
- By the 10 year mark, approximately 75% all of the buildings on campus will be subjected to hard or long-term wear; nearing the end of their useful or serviceable life. The remainder of the buildings will be subjected to wear but will still be in a serviceable and functioning condition.
- The Systems Expenditure Forecast through the 10 year mark is \$15,305,100. See Appendix 1 for details.


Legends & Abbreviations

Site Plan Challenges Legend

	Classroom
	Library
	Meeting Room/ MPR
	Staff
	Storage/ Utility & Other
	Cafeteria/ Kitchen
	Restroom
	Office/ Admin
	Child Care
	Computer/Science Lab
	PE Room/Gymnasium
	Portable Classrooms
	Portable Others (Childcare, Storage, etc.)

Site Plan Opportunities Legend

	Modernize Indoor Learning Environments
	Parking Lots, Hardcourts & Other Hard Surfaces
	Shade Structures & Green Houses
	Landscape & Outdoor Learning Spaces
	New Construction or Addition

	Building, Wing or Unit Identifier
1	Permanent Classroom
1	Portable Classroom
1	Portable Others

Glossary of Terms

Portables: Temporary buildings intended for short term student housing.

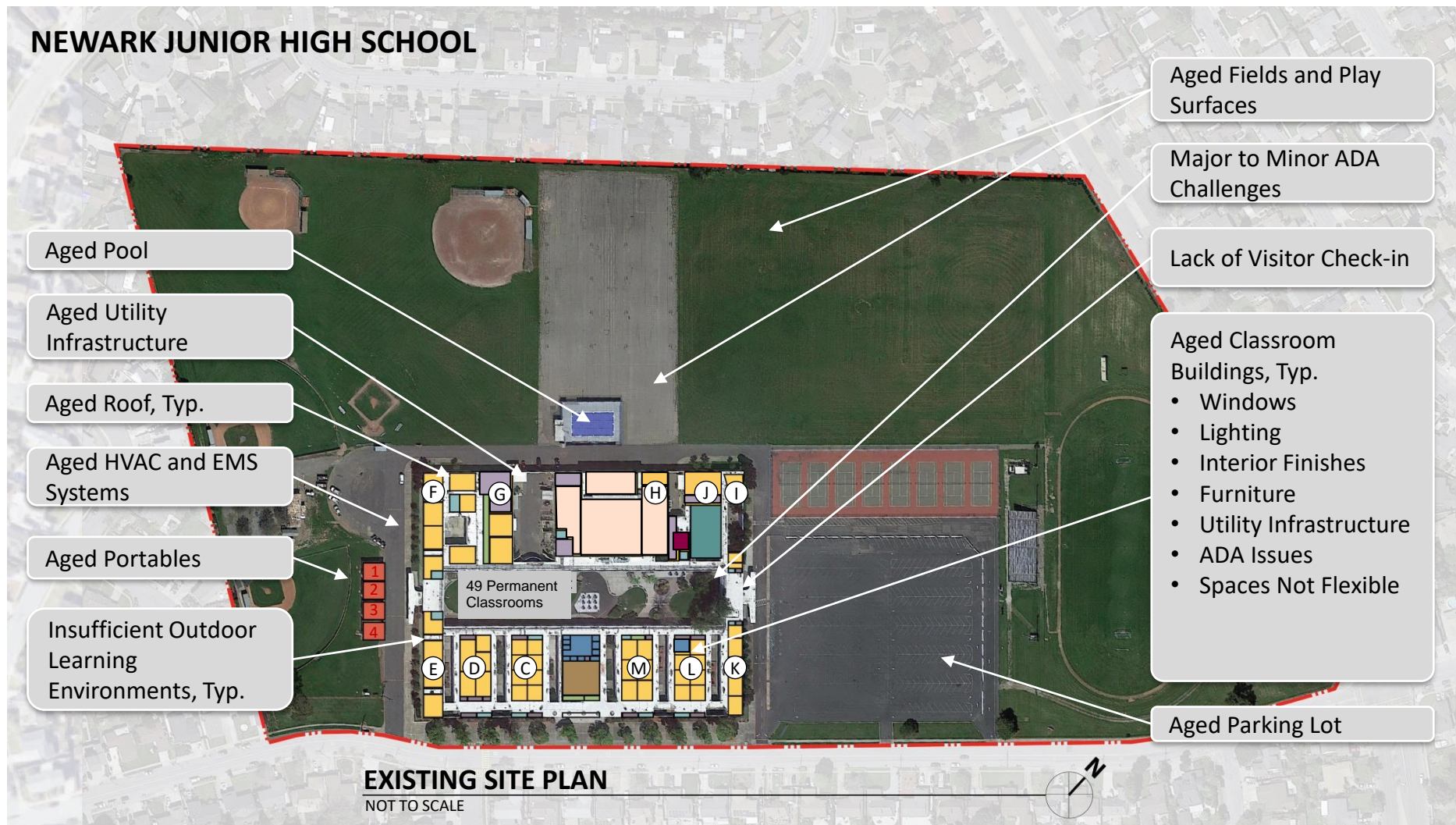
Aged: Facility has deteriorated over time and is past its useful life.

Wayfinding and Signage: Strategies and systems to help people find their way through a campus.

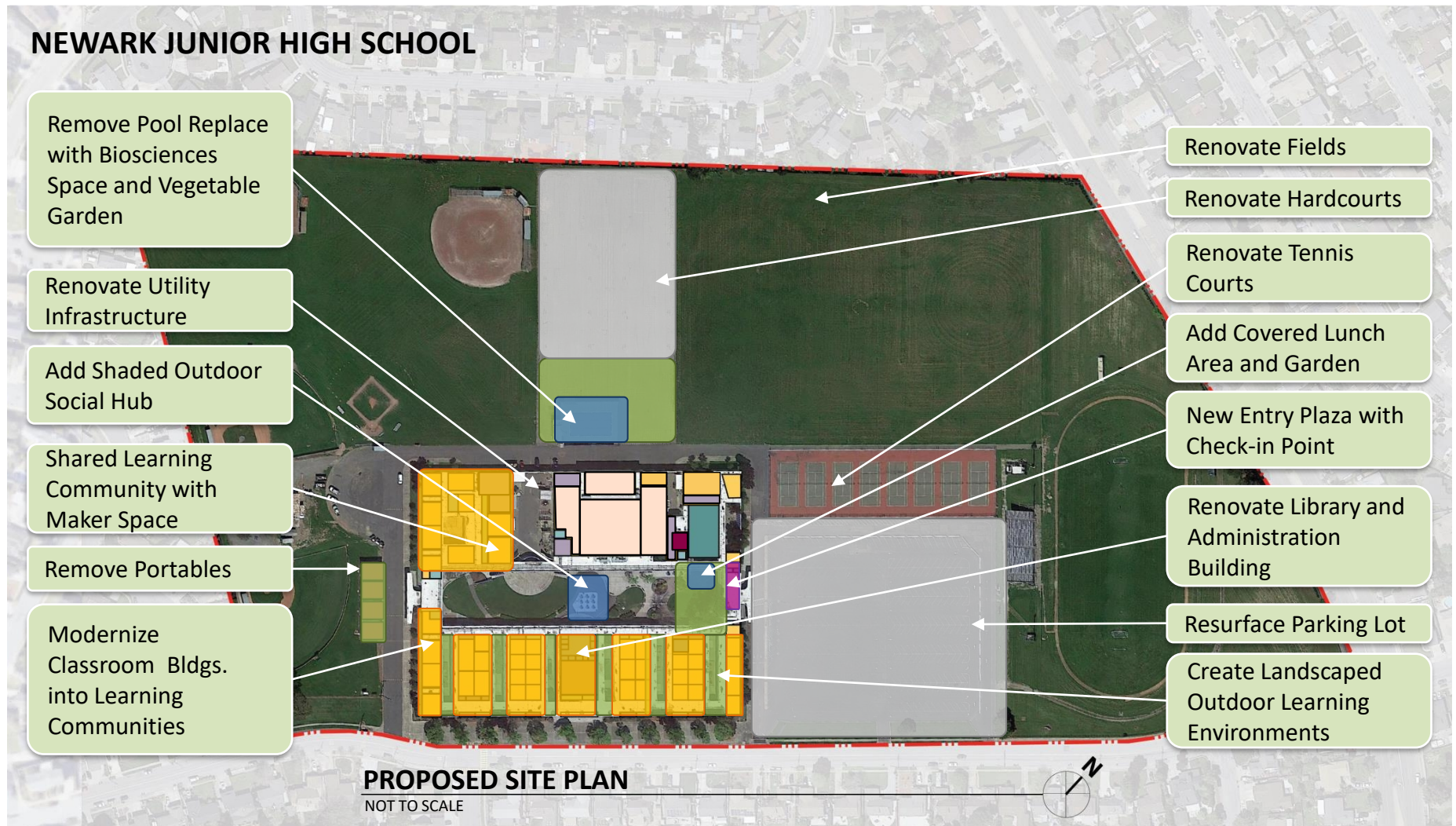
ADA: Americans with Disabilities Act; A federal civil rights legislation which mandates that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life.

Utility Infrastructure: Composed of pipes, cables, wires, sewers, drains and equipment servicing a campus and buildings, which include electrical, gas, water, sewer, fire and communication.

Easement: A deeded right reserved for a specific purpose, benefiting another property of entity.



NEWARK JUNIOR HIGH SCHOOL



Section 5: Campuses and Facilities



5.10 Newark Memorial High School

Basic Information



School Information

Year Built:	1963
Former Site:	Memorial High School
Student Population:	1,698
Grade Levels:	9 th -12 th
Permanent Classrooms:	64
Total Portables:	22
Total Estimated Site Area:	43.52 Acres (1,895,731 SF)
Total Estimated Building Area:	202,350 Gross SF

Architectural Site Assessment

Overview

Newark Memorial High School is located in the south end of Newark near Interstate 880, in between Mowery Ave. and Stevenson Blvd. Newark Memorial serves students from the 9th through 12th grade. There are approximately 1,698 students on campus. The enrollment fluctuates slightly during the course of the school year, but has been fairly steady for the past couple of years.



Newark Memorial High School was formed in 1983 as part of a school consolidation program. Prior to the consolidation, the City of Newark had two high schools; Newark High School and Memorial High School. It also had two Intermediate Schools for grades 7-8; M.D. Silva Intermediate School and John I. MacGregor Intermediate School.

In 1983, both M. D. Silva and John I. MacGregor were closed and the former Newark High School was converted into Newark's only junior high school; Newark Junior High School. Memorial High School was then renamed Newark Memorial High School and became the sole high school in Newark.



The structures on the Newark Memorial campus consist of seven large, monolithic building structures that are connected by a network of exterior covered walkway structures. Most of these building structures are arranged around a large open quad at the center of campus. The school also has approximately two dozen of portable classroom buildings with a majority of them located on the southern end of the site. A large Event Center is located on the north end of the site.



The campus presence along Cedar Blvd. is defined by two large parking lots at each corner of the site and a student drop off in front of the administration offices at the center of the site. Rows of old-growth, deciduous trees and small grassy lawn areas along the public way soften the sea of hardscape. School buildings along Cedar Blvd. step back 100 ft. from the street but are still visible and identifiable to the approaching visitor. A digital marquee sign and a separate concrete monument sign located at the drop-off entry strengthens the campus identity.

Campus Access and Signage

There are two large parking lots on campus; one in front of the Events Center, the other in front of the Technology Center. The Events Center lot can accommodate approximately 300 vehicles while the Technology Center lot can accommodate over 100. Both lots are directly accessible from Cedar Blvd. There is additional parking for roughly 33 vehicles along the student drop off aisle.





There are three main access points to the campus; all of which are the drive aisles entering the campus from Cedar Blvd. Each of the drive aisles are flanked by concrete pedestrian walkways. The pedestrian walkways then lead faculty, students, and visitors towards the buildings and the three major points of entry to the campus.



Upon arrival via automobile or by foot, the Administration Office is clearly identifiable. Large blue and gold letters in the outside of the building identify it as the office. The architecture of the covered entry portico along with the exterior landscape and flag pole reinforces the office as a prominent campus marker and guides visitors to it.



The Newark Memorial High School campus is a fully secured site. It is a combination of ornamental steel fencing and chain link fencing. Along Cedar Blvd., ornamental steel fencing spans from building to building and across the Event Center parking lot. Chain link fencing secures the remaining perimeter of the site. There are three major entrances to the campus; all of which are along Cedar Blvd. They include a gate at the Event Center, a second gate in between the Office and the Library, and a third gate between the Library and the Technology Center. These gates are open shortly before school begins and for a brief period of time after school is out. While school is in session, all access strictly controlled through the Office.



Once inside the campus fencing, wayfinding around campus is not difficult. Most of the buildings on campus are arranged around a large open quad. There are four main avenues that lead students to and from the quad: one between the Student Commons and the Gym, a second between Fine Arts and Math/Science, and a pair that flank the Library. Walking around the quad, sightlines to the surrounding buildings are clear and unobstructed. Each building has blue and gold painted letters on its exterior that indicates its identification. The lettering is large and easy to read.

The only area on campus where wayfinding is difficult is towards the field at the back of the campus. There are four avenues that students, faculty, and visitors can take.



Two primary pathways extend from the quad and are between the Gym and the English Building and between the Theater and Social Studies. These pathways are narrow, have uneven pavement, and contain wayfinding obstacles such as large box storage containers and mature trees. The other two pathways to reach the sports fields are those in between the Event Center and the Music Building and in between the portables. These two pedestrian pathways are secondary approaches the fields. All of these pathways lack proper signage to direct students, faculty, and visitors to the fields.

Outdoor Spaces

The outdoor spaces at Newark Memorial High School consist of the athletic fields, hardcourts, tennis courts, pool, and the campus quads.



The athletic fields at the school occupy approximately half of the campus acreage. They consist of various baseball and softball diamonds, soccer fields and a football field with a perimeter track. The baseball and softball fields are in poor condition. The grass turf is brown, uneven, and has areas of burnouts. The dirt diamonds share the same qualities of the grass turf. The soccer fields are in fair condition with similar grass condition as the baseball fields.



The football field and track are located at the southwest corner of campus. The grass turf is uneven, with selected areas of burnouts that appear to be the result of heavy field use.

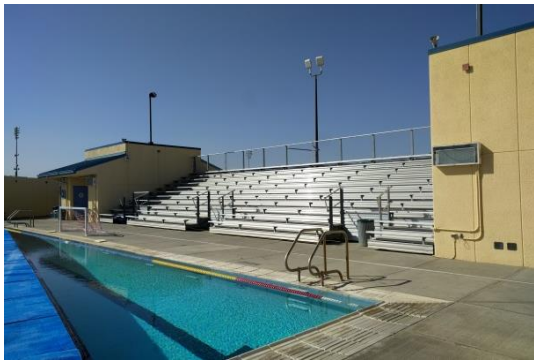
The football goal posts and movable soccer goals appear to be in good condition. The track around the field is a rubberized track that is in fair condition, so is the scoreboard.



The hardcourts are located in the center of the campus and they consist of one large rectilinear area with four basketball courts. The concrete is in poor conditions and there are large fissures throughout the play surface. The game lines are in poor condition and need to be re-striped. There is no shade or seating areas located near the hardcourts.



There are nine tennis courts on site. They are all enclosed by a perimeter chain link fence and a concrete wall on one side with man gates at various locations. The enclosure is in poor condition. The tennis courts nettings and posts as well as the court play surfaces are in poor condition. The asphaltic concrete has large fissures throughout it. The red and green acrylic surface is cracking and fading away.



The pool is located behind the gymnasium building. The facility building has two restrooms, a small office, ticket booth and an equipment room. The pool is enclosed on most sides by solid walls with four chain link gates access. The solar pool cover is manual and need to be taken on and off after each use. There are ten rows of bleachers, but no shade is provided in that location. The concrete around the pool is in fair condition. The overall structure seems in fair condition, but the pool surfacing is peeling in certain areas and there are signs of rust on the railings.

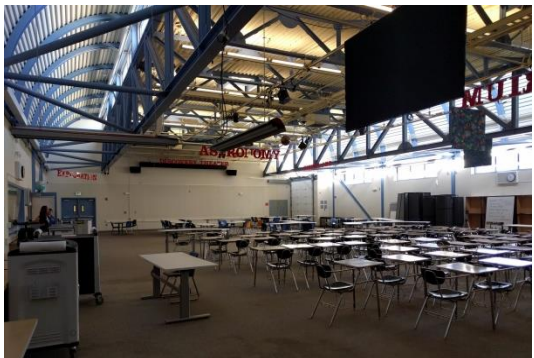


The campus is a large site with plenty of opportunities for outdoor learning, but the overall grounds are in poor condition. There is one main large quad that has a grassy mount with a small amphitheater nestle behind. The campus also has several small quads between classroom buildings. There are lots of asphalt and concrete paving in the main quad and their surfaces are cracked, patchy and uneven. There are a few trees and small patches of grass that helps breakdown the massive amount of hard surfaces. There is a small snack shack located in the center of the main quad. Some picnic tables and benches scattered around the campus allowing the students to gather and socialize. Limited shade is provided in that area.



On the east side of the campus the school has a garden space. The school is growing vegetables in planter boxes and the production feeds directly into the culinary program. The garden is divided in two sections flanking the building sides in the small courtyard dividing the building 300 and 400.

There are large murals behind the gardens located in the transitional space that connects the school main structures to the portable classrooms. There is minimal storage for the garden tools adjacent to the planter boxes. There are minimal amenities.



Indoor Spaces

The indoor spaces on campus consist of the various classroom types, the theaters, the library, event center, and other athletic spaces.

The indoor learning environments are the classrooms located in building 300-400 and 700-800, as well as the portables along the east side of the campus. The standard classrooms vary in size. They are typically 28 ft. in width and their length varies from 30 ft. for a standard classroom and up to 44 ft. for a science or art classroom.

These spaces typically have a vinyl composition tile (VCT) floor and walls are a combination of painted gypsum board and tackable panels. The ceilings have a flat suspended acoustical ceiling tile system with lay-in fluorescent light fixtures and mechanical supply/return registers. Most of the classrooms have no windows to the outside. Once inside the classroom buildings there is little to no view to the exterior. There are a few skylights that bringing natural daylight into the space.

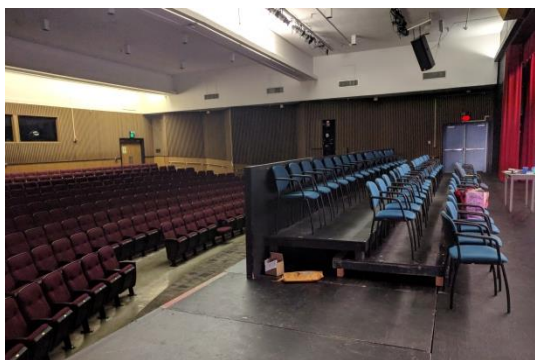
The other two types of indoor learning environments are classrooms in the portables, modular buildings, and the “Star Lab” addition to Building 300. The portables are the typical 24 ft. by 40 ft. spaces found on most campuses. There are a few portables that are 36 ft. by 40 ft. in size. There are also a various classrooms of approximately 30 ft. 30 ft. that reside in the modular classroom building behind Building 400.

The “Star Lab” addition to Building 300 consists of various types in indoor learning environments. There are four typical classrooms, seven large specialty classrooms, and one large classroom that resemble an assembly space. These rooms have finishes that are common of the typical classroom. They have natural light but the degrees of access to views vary.

The types of learning environments and the furniture within the classrooms vary. The furniture of the classrooms varies depending on the subjects that are taught. Some environments have student desks that are arranged in rows other classrooms have furniture arranged in groups.

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The classroom furniture is a collection of different types. The standard student station consists of a flat desk attached to a chair that has a plastic seat and back, four posts, with a book bin beneath it. Others consist of rectilinear tables with movable chairs on one side, or both.

Newark Memorial High School has a pair of Theaters; one large and one small. The large theater is located in Building 800 and the small theater located adjacent to it in Building 700.



The large theater has painted gypsum board ceilings with surface mounted lights and audiovisual systems. The walls are a combination of painted gypsum board and vertical wood paneling with acoustical material between the vertical slats. The floors are a combination of carpet and sealed concrete. The theater seats are typical of stadium style seating. The theater stage has painted black walls, floors, and ceilings. Several rows of curtains shield light fixtures, rigging, equipment, and performers. Overall the theater appears to have heavy usage and shows signs of age and wear.



The high school has a large library. Over time the quantity of library stacks has been reduced. Today approximately on third of the space are stacks. The remainder of the space consists of linear computer tables and circular tables with plastic backed chairs. There are also two large flat panel televisions on movable podiums. The Library appears to be used as an assembly space.

The library has high volume ceilings with a suspended acoustical ceiling system and lay-in light fixtures. The wall finishes consist of painted gypsum board or concrete with a wood panel fascia where the upper wall meets the ceiling. The floors are rolled carpet that is aged and shows signs of wear. There are areas of the floor where the stacks and reception counter have been removed. These areas have been patched with different carpet.



To the east and west are large glazed storefront entries. These are the two primary entries into the library. The entire north wall of the At different times of the day, all three storefronts permit direct or indirect natural daylight to enter the space. The north storefront permits unobstructed views to the quad.



The high school also has a “Student Commons” in Building 100. This was the multi-use building that underwent significant reconstruction in the early 2000’s. Within the “Student Commons” is a large assembly space filled with round circular tables and movable plastic back/seated seats.

This space has hard surfaces, open trusses, exposed ductwork, and exposed piping. It has high vaulted, metal deck ceiling with exposed steel trusses. Suspended linear light fixtures are located throughout the spaces. The walls are painted gypsum board with acoustical panels in selected areas. The floors are all vinyl composition tile (VCT).



Food service is distributed via lunch lines adjacent to the kitchen.

There are a combination of glazed storefront systems and upper clerestory windows throughout the commons that allow natural sunlight to enter the space. Some of the windows have window shades that control the amount of natural day entering the space. Neither of these systems is operable for natural ventilation.



Other indoor learning environments on campus include the existing gymnasium, and event center. The event center has a center basketball court flanked by movable bleachers at the floor level and upper mezzanine. There are also two additional axillary basketball practice courts on the mezzanine that flank either side of the main basketball court.





Staff Support Spaces

The school's administration office is located at the front of Campus in Unit 100. The administration office is a large space that occupies a small portion of Unit 100. The spaces within the administration office consist of a lobby, reception area, Principal's office, Vice Principal's office, conference rooms, work rooms, staff kitchen, toilet rooms, and numerous support offices.

The size of the administration office is adequate for the school's needs. However, the layout of the rooms and the administrative cubicles within the administration office footprint is difficult to navigate. The entry space is small and unwelcoming. Visitors have to walk by an electrical room in order to reach the receptionist and small waiting area. Support offices are located down a small corridor that extends off the main administration space. The Principal's Office, Vice Principal's Office, and main conference room open up to the main administration space. The work room and staff kitchen are located off the main administration space at the far end of Unit 100. In order to reach the staff kitchen, staff has to go through the work room. There is minimal direct exterior access to the various administration spaces.

Rooms that are located around the perimeter have direct access to natural ventilation, natural light, and views. These spaces have blinds that control the amount of natural light and views. Spaces at the center of the administration office do not have access to natural light, natural ventilation, and views.



Educational Site Assessment

Overview

In addition to the architectural site assessment and the building systems assessment an educational site assessment was completed for each school site. There are two components to the assessment; a stakeholder assessment and an education concept assessment.

The Stakeholder assessment resulted in a list of physical site challenges and opportunities that came out of the engagement workshops. Participants from each school site assessed their existing campus in terms of physical attributes connected to the NUSD Guiding Principles & Primordial Spaces.

The site was also assessed in terms of the education concepts (Conceptual Education Specifications, section 4.1) that emerged as district-wide priorities for delivering the NUSD ideal learning experience.

Please review section 4 for complete description of the Stakeholders Engagement workshops as well as the NUSD Guiding Principles & Primordial Spaces.

Stakeholder Assessment

Site Challenges

- Poor acoustics in the event center.
- Under used Star Lab.
- The quad is not an inviting space for students.
- Lacking greenery and life.
- Not enough natural light and views.
- Lack of cave space.
- Lack of curb appeal.
- Lack of flexibility.
- The campus fields are not in good condition.
- The portables are old.



Site Opportunities

- Remodel Building 300.
- Landscaping, beautification of the campus.
- Bring in natural light.
- Add green spaces.
- Remove unused portables and replace with new buildings.
- Add modular and varied furniture.
- Re-think Star-Lab use- watering hole commons (different cohorts of students to gather and interact casually).
- Re-design quad into a more pleasant entertaining place that can be used during all weather.
- Add alternative energy.
- Add caves (quiet space) in each building.
- Add more outdoor seating.
- Replace lockers and maintain them.
- Create a student union and better teacher lounge.



Education Concepts Assessment

Curb Appeal

The main entrance of the campus is defined by a large digital marquee and a circular drive that leads to a visitor parking area. There are mature trees and a large lawn, however, there is limited to no native planting or flowering plants.

Accessing the administration office is relatively clear due to prominent signage. Upon opening the door there is a counter and a small waiting area tucked into a cramped space with no windows. The only way through the administrative offices onto the campus is through a small hallway. The overall experience can be disorienting to visitors and there is limited space for waiting. Visual access from inside the administrative offices is obstructed by a wall.

The secondary student entrance is between the Student Commons and the Event Center. The small covered waiting area is heavily used by students waiting for pick up however it has only a few benches that are old and in disrepair. The grassy area in front of the Student Commons is underutilized. It has no shade and no seating.





Indoor/Outdoor Connection & Daylight/Views/ Fresh Air

There is limited access to the outdoors from the indoor spaces. Most interior spaces are accessed by a single solid panel door. Visual access to the outdoors is limited by high windows that are difficult to open or inoperable, and many of the classrooms are without natural light or windows.



Outdoor Learning

The outdoor environments are underutilized due to lack of indoor/outdoor connectivity. There are no designated outdoor learning areas with the exception of the vegetable garden.

The benches and tables in the quad are fixed and for the most part lack shade. The outdoor spaces have areas of lawn, however, lack a variety of landscaping, and lack the type of seating and shade necessary to support outdoor learning. Much of the outdoor surface is concrete or asphalt making it inhospitable for teaching and learning.





Amphitheater and Green Space

The amphitheater is constructed entirely of concrete and positioned in such a way that it has its back to the main quad. It is underutilized.

Green space on the interior of the campus is limited to the three grass hills that block visual access across the quad and are without shade. The entire quad is in disrepair and underutilized.



Gardens and Environmental Science Space

The vegetable gardens are well-tended, full of edible life, and set off by large colorful murals that communicate nutritional values, cultural and social inclusivity, love, and school pride. The areas adjacent to the gardens are concrete paths which are incongruent. There is a lack of work space and storage of garden tools and materials. There is no obvious outdoor area for growing seedlings, conducting bio-sciences experiments, processing or preparing the harvest bounty.



The Star Lab once housed a successful marine sciences program that drew school children from all over the district. Lack of sustained funding for the program has caused it to end.



Library/Student Union as Shared Social Commons

The Library is spacious with a wall of windows overlooking the public side of campus. The main issue to address is the lack of connectivity to the student side of campus and main Quad. Lacking indoor/outdoor connection makes it difficult to create a social hub with supervision and transparency to the rest of campus.



The Library has two types of chairs and two types of tables which is not much variety. In addition the tables are large and heavy hampering the ability to quickly and easily reconfigure the space as needed. There is some soft seating along the perimeter in the form of built in benches. Stacks are fixed and immovable.

The Student Commons lacks connectivity to the Quad and is based upon an outdated model of speed line food service. There are no quiet spaces to eat or socialize nor is there presentation space. There is only one choice of seating, no standing or perching bar height areas, and no soft seating casual areas. Furniture and finishes are maintenance oriented and do not provide a welcoming environment. The space is therefore underutilized.



Maker Space

Making occurs on campus in the theater building and in the vegetable gardens. However, these are only accessible and used regularly by a portion of the student body. There is no common shared maker space or innovation lab. The Star Lab has been discussed as a possible large scale shared maker space that could be used for all students; however, it currently lacks connectivity to the interior of the campus making it difficult to access on an ad hoc basis.



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Flexible Furniture

The lack of flexible furniture in the classrooms, library, student commons and administrative and staff support spaces is campus wide. The typical classroom furniture is restricted to seating attached to a desk or heavy tables.

The furniture does not meet the variety of ergonomic needs of students of different sizes and temperaments. There are little to no standing, perching, or sitting on the floor options. The furniture limitations are restricting innovation and obstructing personalized teaching and learning activities.

Furniture for staff support and administration is a wide variety of mismatched and inflexible pieces that hamper collaboration. Comfortable soft furniture necessary for rest, rejuvenating and casual conversation with colleagues is absent.



Primordial Spaces

To achieve all six of the primordial spaces requires flexible furniture, indoor/outdoor connectivity and to some extent all of the education concepts.

The main missing primordial spaces campus wide are cave spaces for quiet studying, reading, yoga and meditation as well as watering hole spaces for comfortable ad hoc small group meetings and cross pollination between various cohorts of students.

The gardens, murals and student art lining a few of the interior corridors provide some life to the campus, however, the lack of native planting and shaded seating and gathering spaces make enjoying them a passing experience vs an opportunity to pause, reflect and wonder.

In most classrooms personalized and student led instruction and presentation is hampered by a fixed teaching wall with a teacher's desk a permanent fixture in front of it, built-in casework, and inflexible furniture.



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Small Learning Community

The main classroom buildings 300 and 400 are a collection of individual classrooms, many without daylight or windows. There is limited to no connectivity between classrooms and limited to no ability to team-teach or engage in collaboration outside of the confines of individual classrooms.

The teaching and learning environments are inflexible, and lack convenient transparent professional teacher collaboration spaces. There are no outdoor learning environments (with the exception of the gardens), and no seamless indoor/outdoor connections. There is very little transparency which significantly hampers supervision outside of the classroom space.

Most of the learning environments are suited for lecture style traditional instruction and do not have the capacity for 21st century learning. Much of the campus teaching and learning facilities have outdated and aged finishes, and systems and infrastructure in disrepair. They are not able to properly function as optimal learning environments.

The facilities were designed in the industrial traditional style of teaching and learning. They are not functioning as small learning communities, are inadequate for delivering 21st century instruction, and are an obstacle to both innovative teaching and individualized student centered learning.



Infrastructure Modernization & Deferred Maintenance Site Assessment Summary

(See full report in Appendix 1)

Building Envelope and Site

- Much of the original fenestration was steel sash. Replacement of the steel with aluminum can be anticipated and has been budgeted.
- The floor finishes in the classroom buildings, 300 and 400, are worn and replacement has been budgeted.
- Replacement of the remaining interior and exterior finishes are budgeted and anticipated.
- Currently the swimming pool is in serviceable condition, re-plastering and a new gutter system is anticipated and budgeted.
- The fire alarm systems are in poor condition. A professional engineer must be retained to analyze the existing condition, provide recommendations and, if necessary, estimate the scope and cost of any required repairs. The cost of this study is included in the cost tables. A budgetary cost allowance to replace the system is also included.

Mechanical, Electrical, and Plumbing

- Most of the MEPF components were replaced in 2000-2002, the equipment is old and nearing the end of its useful life.
- They will require replacement in the next few years. The building management system will also need to be upgraded.
- Minor plumbing repairs are required for few of the water closets.
- The main electrical panels and fire sprinkler system have expired inspection permits. They need to be inspected as soon as possible.
- The addition of proper exhaust for Building 400- Room 443 by adding ducted exhaust range hoods for each gas ranges as required for safety.
- Additionally, Building 100- Kitchen Heater Room requires the fresh air intake ducting to be repaired.

Safety

- The concrete walkways show surface unevenness, replacement in order to comply with accessibility requirements is recommended.
- The asphalt tennis courts need attention, as does the football playing field, upgrading to artificial turf is recommended.



Americans with Disabilities Act (ADA)














- Potential moderate/major issues have been identified associated with the site areas. An ADA study is recommended to assess the campus. The cost of this study is included in the cost tables of the EMG report; the costs of ADA upgrades are not.

Life Cycle


- By the 5 year mark, approx. 50% of the buildings on campus will be subjected to hard or long-term wear; nearing the end of their useful or serviceable life.
- By the 10 year mark, all of the buildings on campus will be subjected to hard or long-term wear; nearing the end of their useful or serviceable life. There will be a few buildings that have reached the end of their useful/serviceable life; renewal will be necessary.
- The System Expenditure Forecast through the 10 year mark \$32,167,300. See Appendix 1 for details.

Legends & Abbreviations

Site Plan Challenges Legend

-  Classroom
-  Library
-  Meeting Room/ MPR
-  Staff
-  Storage/ Utility
-  Cafeteria/ Kitchen
-  Restroom
-  Office/ Admin
-  Child Care
-  Computer/ Science Lab
-  PE Room/ Gymnasium
-  Portables
-  Building, Wing or Unit Identifier

Site Plan Opportunities Legend

-  Modernize Indoor Learning Environments
-  Parking Lots, Hardcourts & Other Hard Surfaces
-  Shade Structures & Green Houses
-  Landscape & Outdoor Learning Spaces
-  New Construction or Addition

Glossary of Terms

Portables: Temporary buildings intended for short term student housing.

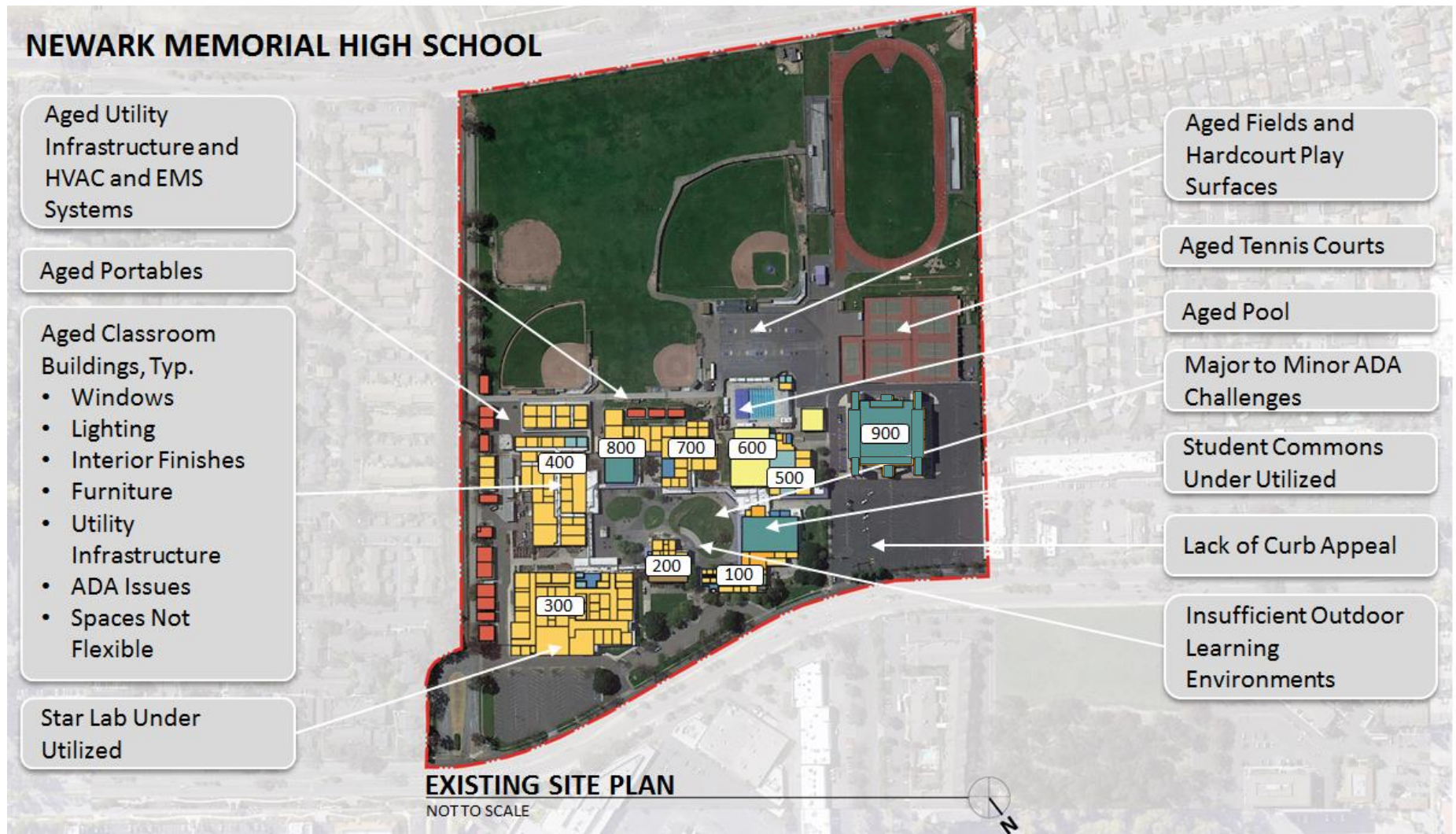
Aged: Facility has deteriorated over time and is past its useful life.

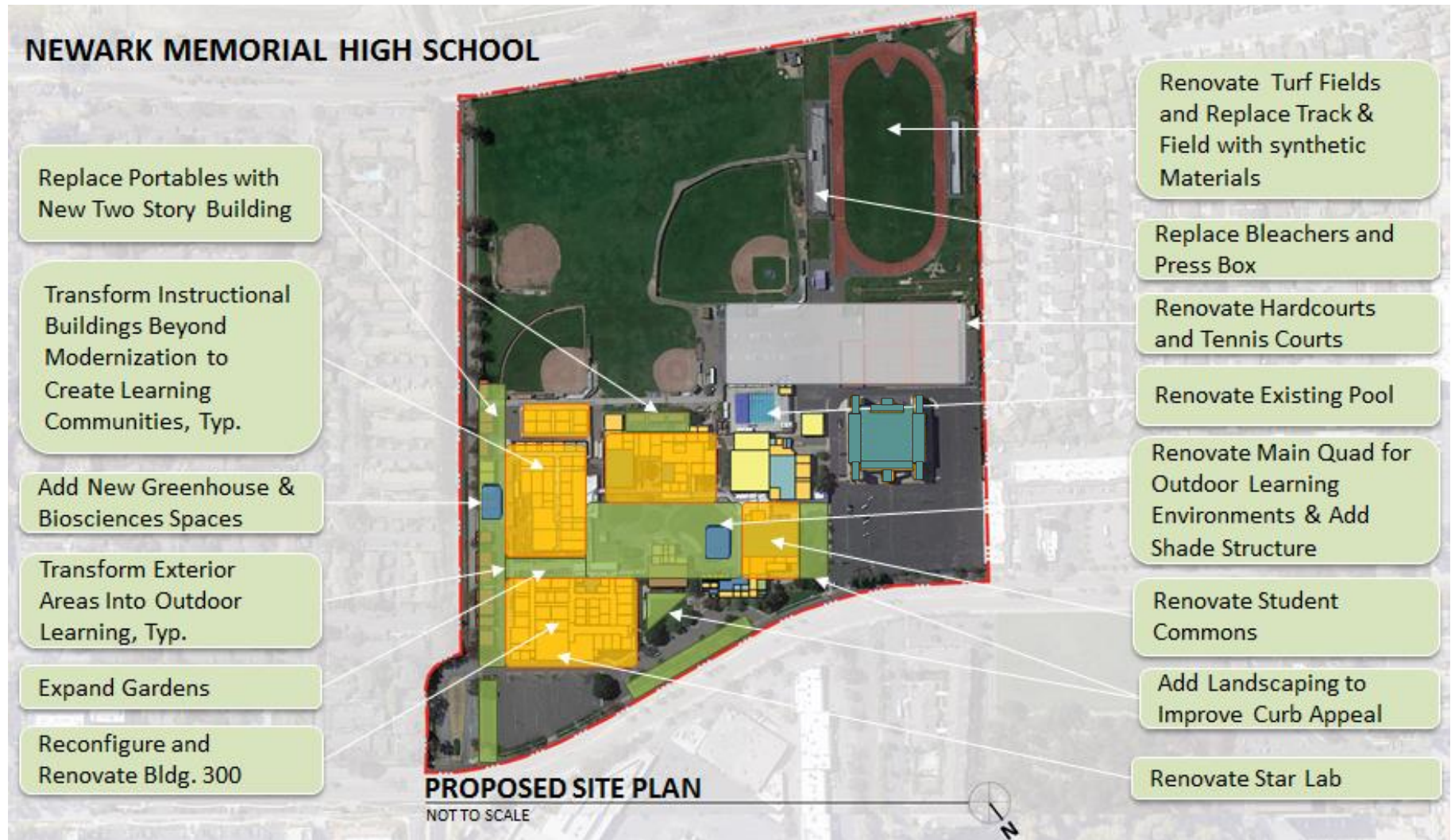
Wayfinding and Signage: Strategies and systems to help people find their way through a campus.

ADA: Americans with Disabilities Act; A federal civil rights legislation which mandates that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life.

Utility Infrastructure: Composed of pipes, cables, wires, sewers, drains and equipment servicing a campus and buildings, which include electrical, gas, water, sewer, fire and communication.

Easement: A deeded right reserved for a specific purpose, benefiting another property of entity.





Section 5: Campuses and Facilities



5.11 MacGregor Alternative Educations

Basic Information

School Information

Year Built: 1960's
Former Site: John I. MacGregor Intermediate School

Permanent Classrooms: 23
Total Portables: 1

Total Estimated Site Area: 6.9 Acres (300,564 SF)
Total Estimated Building Area: 58,000 Gross SF

Bridgepoint High School Information

Student Population: 80
Grade Levels: 10th-12th Grade

Crossroads High School Information

Student Population: 27
Grade Levels: 4th-12th Grade

Newark Adult Education Information

Student Population: 300
Grade Levels: 18 and older



Architectural Site Assessment

Whiteford Site Information

Year Built:	Approximately 1975
Former Name:	Whiteford Pre-school Special Ed
Student Population:	Unoccupied
Total Site Area:	1.4 Acres (60,984 SF)
Building Area:	11,800 SF

Overview

MacGregor is a former middle school campus that is located on the north end of Newark, near the intersection of Highway 84 and Interstate 880. MacGregor resides on Cedar Blvd., one of Newark's main arterial streets. The campus is currently divided into two alternate education schools, Bridgepoint High School and Crossroads High School, and one adult education school, MacGregor Adult Education. There was a forth school on campus; Whiteford, however, this school was closed when its pre-school special education program was relocated to Musick Elementary School.

MacGregor is not secured by a perimeter fence. The building structures on the campus consist of ten units of varying sizes, a 24 ft. x 40 ft. portable building, and the abandoned pre-school building. The ten units comprising the main portion of the campus are arranged around a central, circular quad.

The campus presence along Cedar Blvd. is defined by three distinct landscaped areas that separate and buffer the campus buildings from the street. The first space is a large open lawn between Unit 1 and the city sidewalk. This portion is mostly grass and does not contain any trees or shrubbery. The second landscape area is a medium size rectilinear space that resides between the campus's main entry and exit driveways. It consists of low height shrubbery with a flagpole at the center. The third space is a long rectilinear space that runs parallel to Cedar Blvd. It is mostly low height shrubbery and is full of mature, deciduous trees. This space is a buffer and a screen the campus's main parking lot.



Campus Access and Signage

The MacGregor campus is easily accessible to those arriving by automobile and by foot. The site has two primary points for vehicle access and one primary point for pedestrians.

The site has two parking lots. The main lot is a large area that wraps the east and south sides of the site and fits approximately 120 cars. The lot is accessed from the campus's main entry drive aisle at the intersection of Cedar Blvd and Lake Blvd. A pair of exit drive aisles permits vehicles to exit the lot. There is a second, smaller parking lot for approximately 30 cars in front of Whiteford. This lot used to be for that school. With the schools closure, the lot now serves students who attend classes in Units 1, 5, and 6 at the north end of MacGregor.

There are multiple points of site entry for pedestrians. The primary point of entry to the campus is a pedestrian pathway that flanks the campus's main entry drive aisle. The pathway extends from Cedar Blvd. and terminates at the softscaped quad at the front of the campus between Units 1, 2, and 5. At the quad, the pedestrian pathway branches into a series of walkways that guide students, faculty, and visitors throughout the campus.

Wayfinding around the MacGregor campus is not difficult from an architectural perspective. When walking around the campus, site lines are clear and obstructed. Concrete pathways guide the individual around campus. The buildings are organized around a central quad. The architecture and size of the buildings gives the individual a limited sense of the building's purpose.

The lack of graphics such as building signage, room identification signage, and campus maps present wayfinding challenges. MacGregor is a campus with three separate schools. Administration and classroom spaces for each of these schools are dispersed throughout the site. In some instances, buildings house multiple schools. Therefore when walking the campus, it's difficult to determine where Bridgepoint High School, Crossroads High School and MacGregor Adult Education facilities are located.



Outdoor Spaces

Approximately half of the MacGregor campus is ballfields with another eighth being the hardscape playgrounds. The ballfields are in good condition. The lawn is green and well maintained. The baseball and softball backstops are in fair condition and show average signs of wear. The ballfields, known as MacGregor Fields, are owned and maintained by the City of Newark.

The asphalt concrete paving at the hardscaped playgrounds are in poor condition. The asphaltic concrete surface is uneven, full of cracks and fissures, and shows signs of heavy surface wear. The game line striping show signs of surface wear as well. The basketball backstops are in poor condition and need to be replaced. The poor quality of the asphalt concrete paving at the hardscaped playgrounds can be attributed to the City using these spaces as parking lots for the events MacGregor Fields.

There are numerous outdoor areas around Unit 1 to 10 for students to gather and socialize as well as opportunities for outdoor learning. The primary gathering area is the quad at the center of campus. It's a large square area bound by Units 2, 4, 5, and 8. The perimeter is hardscaped paving and at the center is an elevated, circular amphitheater. The amphitheater has a large sloped lawn that is bound by a perimeter planter. A series of wooden railroad ties in the planter function as steps to allow access to the lawn. The amphitheater has old growth evergreen trees at three of its corners. Located at the fourth corner is a large, raised, mushroom shaped platform that is very similar to the one at Lincoln Elementary School. It can be used as the stage or podium for outdoor events.

There are other smaller areas on campus that can be utilized or transformed into outdoor learning environments. At the front of campus there is a grassy quad bound by Units 1, 2, and 5 that creates a central focal point as you arrive on campus. To the south of Unit 4, the MacGregor Adult School has converted a former play area into an outdoor lunch environment. Play structures have been replaced with concrete lunch tables with circular fiberglass shade structures at each table. Planters have been placed around the tables and plants create a screen wall covering the site's main service utilities enclosure.



Another opportunity for outdoor learning is the small quad to the east of Unit 9. It is a small grassy lawn consisting of low height plants and a mature deciduous tree. There is also a long rectilinear space between Units 6, 7, and Whiteford. It has a single row of mature evergreen trees. The space between the building and underneath the trees is available for outdoor learning as well.

Indoor Spaces

The indoor spaces are classrooms in the units and the multi-use building. Classrooms in the units consist of groupings of two, four, and six classrooms. Most classrooms are arranged back-to-back. A few layouts consist of an arrangement around an interior core space.



The typical classroom environment measures approximately 30 ft. by 30 ft. The floor finishes in the classrooms vary from vinyl composition tile (VCT) to carpeting. These finishes range from poor to fair condition. The walls are a combination of painted gypsum board and vinyl wall coverings. There are two to three single hung, single pane aluminum windows at the exterior walls. The windows have the opportunity to be operable to allow for natural ventilation and exterior views. Some of the windows have opaque or tinted glazing to limit views to the outside. Many of the windows have blinds to control the amount of natural light entering the spaces. The spaces have a suspended acoustical ceilings tiles system and suspended light fixtures. The light fixtures are LED and appear to have been recently replaced. The mechanical units reside on the roof with ducting down through the roof to mechanical registers at the suspended ceiling. These mechanical systems appear to be relatively new.



The classrooms have a single learning environment dedicated for large group learning. Tables, desks, and chairs are all front facing towards a whiteboard for direct instruction. The student furniture in these spaces varies. In some classrooms there are large rectilinear tables accommodating 2-3 chairs. Tables are arranged in several rows. In other classrooms, the learning environments consist of the traditional student station; single tables with a plastic laminate writing surface and a chair that has a plastic seat and back. All stations are oriented in rows. The teacher has his/her own podium style desk in one of the corners of the room.





There is sporadic bookshelves and cabinetry at the perimeter of the space for material storage. The teacher's station is a combination of various types of movable furniture. The station is typically located in a corner of the classroom; often opposite of the entry door.

Other indoor learning environments on campus include a science classroom that is located in Unit 2 and a home economics classroom in Unit 4. A medium sized library that includes a computer lab area is located in Unit 5. Unit 8 contains a kitchen, a large multi-use space, a stage, and a chorus room. The chorus room has been converted into a storage room and a Japanese drum fabrication/repair room. A special education classroom and a workout room are located in Unit 9. The spaces share the same qualities of the typical classrooms. However, their physical components are different. The multi-purpose room contains a stage and dining area.

Whiteford School

The Whiteford School formerly housed a special education preschool located on the MacGregor Campus. It has been relocated and is currently unoccupied. Constructed in 1975, Whiteford is a single monolithic building that housed all administration and school functions. A large multi-use space is located at the center of the building with five large classrooms arranged around it. Each classroom has as its own exterior play area and shares a common toilet room core with its neighboring classroom. Administrative offices and support spaces are located at the front of the building, adjacent to the entry lobby. A large kitchenette with additional administrative support spaces is located at the rear of the building.

The typical classroom environment is slightly larger than 30 ft. in by 30 ft. The floor finishes in the classrooms are a combination of carpet and vinyl composition tile (VCT). The VCT is limited to the wet areas of the room. These finishes range from poor to fair condition. The walls are a combination of painted gypsum board and vinyl wall coverings. There are operable walls between the classrooms and the multi-use space allowing the flexibility to create large indoor learning environments. There is a large exterior window system including a door that faces the classroom's exterior play area. The window system floods the classrooms with daylight and provides views to the outside.

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MacGregor Alternative Educations

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These window systems do not have exterior blinds to control daylight or views to the outside. The spaces have suspended acoustical ceiling tile systems with lay-in LED light fixtures. The light fixtures appear to have been recently replaced. The mechanical units reside on the roof with ducting down through the roof to mechanical registers at the suspended ceilings.



Each of the classrooms has a small breakout space constructed within the room. These spaces measure approximately 7 ft. in width and 9 ft. in length with a 4 ft. wide opening in one end. The purpose and function of these spaces are unknown at this time. The large multi-use space at the center of the space shares the same physical attributes of the classroom space.



At the present time, these spaces are minimally furnished. Storage is limited to built-in casework along one of the classroom's interior walls. The casework consists of upper and lower cabinets with an area for a refrigerator or another appliance. The lower casework contains a sink with a drinking fountain.





Staff Support Spaces

MacGregor has two Administration Offices. The first resides in Unit 4 and serves Bridgepoint and Crossroads High Schools. The second resides in Unit 7 and serves MacGregor Adult Education.

The Bridgepoint and Crossroads High School Administration Office comprises of half of the Unit 4. It consists of two entry lobbies, a central receptionist area, Principal's Office, Counselor's Office, a Conference Room, Teacher's Work Room, and a pair of staff restrooms. All of these spaces open up to the central administration area.



All of the administration areas have exterior windows providing natural daylight and views. These spaces also have operable windows for natural ventilation. Horizontal louver blinds control exterior views and the amount of natural light entering the space.

The Administration Office for MacGregor Adult Education is approximately 800 SF. It includes two rooms. The first is a panhandled shaped space with a small lobby and reception counter. The remainder of the space houses a pair of administration desks and two computer counters. There is a large room adjacent to the administration area. The room appears to be used as a conference room and a counselor's office.



Educational Site Assessment

Overview

In addition to the architectural site assessment and the building systems assessment an educational site assessment was completed for each school site. There are two components to the assessment; a stakeholder assessment and an education concept assessment.

The Stakeholder assessment resulted in a list of physical site challenges and opportunities that came out of the engagement workshops. Participants from each school site assessed their existing campus in terms of physical attributes connected to the NUSD Guiding Principles & Primordial Spaces.

The site was also assessed in terms of the education concepts (Conceptual Education Specifications, section 4.1) that emerged as district-wide priorities for delivering the NUSD ideal learning experience.

Please review section 4 for complete description of the Stakeholders Engagement workshops as well as the NUSD Guiding Principles & Primordial Spaces.

Stakeholder Assessment

Site Challenges

- Lack of plants and natural elements.
- Unused spaces.
- Old furniture.
- Lack of cave space for quiet introspection and focus.
- Lack of space to gather.
- Lack of spaces for student to hang out after school.
- No control over light so blinds are always shut.
- Not enough daylight and views.
- Limited interaction between the different programs.
- Lack of art.
- Training room insufficient.
- Lab equipment is not adequate.

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Site Opportunities

- Add a community garden.
- More natural light.
- School wide beautification projects.
- Add soft furniture.
- Create gathering hub. Ex: cafe, game room, student lounge, or Big Brother/ Sister Program.
- Increase function of the spaces.
- Flexible, movable furniture.
- Provide daylight control (automated blinds).
- Add solar panel in parking lot and charging stations.
- Add caves for quiet space.
- Add amphitheater with movie screen.
- Add murals.
- Add a gym.
- Add proper lab equipment.



Education Concepts Assessment

Curb Appeal

The main entrance of the campus is well defined by signage and a circular drive that leads to a visitor parking area. There is a landscaped central island and a small lawn in front of administration, however, there is limited to no native planting or flowering plants. It has limited shade provided by the building overhang, there is no seating or gathering space. There is no color or art to enhance the entry experience.



Accessing the administration office is relatively clear due to signage. Upon opening the door there is a counter and a small waiting area with mismatched chairs. The interior finishes and furniture are outdated and in disrepair.

Adult Education has a separate entry and administration on the other side of campus. There is no signage visible from the street. . The front entrance to the administration offices includes a gathering space with concrete benches and flowering plants.



Indoor/Outdoor Connection & Daylight/Views/ Fresh Air

Many of the classroom spaces lack indoor outdoor connectivity and have small windows with limited access to daylight and views. There is limited direct access to the outside.



The multi-purpose space has a wall of windows that provide daylight, however they do not appear to be operable, limiting access to fresh air. Outdoor access is through pairs of double doors at either end of the space. There is no adjacent outdoor dining or gathering space. There is a staff space with a sliding glass door, however, the doors are blocked by a table and chairs indicating that the outdoor space is not used.



Outdoor Learning

The outdoor environments are underutilized due to lack of indoor/outdoor connectivity. There are no designated outdoor learning areas.

The benches and tables in the quad are fixed and for the most part lack shade. The outdoor spaces have areas of lawn, however, lack a variety of landscaping, and lack the type of seating and shade necessary to support outdoor learning. Much of the outdoor surface is concrete or asphalt making it inhospitable for teaching and learning.





Amphitheater and Green Space

Other than the concrete platform adjacent to a sloped lawn there is no outdoor amphitheater. The main quad and surrounding outdoor spaces are a mix of concrete, asphalt and lawn. The majority of the plants are lawn, trees and bushes. There are very few native planting areas.



Gardens and Environmental Science Space

There are at least two areas on campus, the quad and adult education, which have received some recent planting with native species and flowering plants. There are no edible gardens or hands on outdoor environmental science spaces.





Library/MPR as Shared Social Commons

The Library space is lined with bookshelves around the perimeter and has no windows or access to daylight and views. It is flexible in use, serving as a computer room as well as a project space. It has no indoor/outdoor connectivity and lacks flexible furniture.

The MPR is a large open space with a stage. The furniture is round tables and chairs. There is daylight from a wall of windows; however, indoor/outdoor connectivity is limited. There is no flexible furniture and the space cannot be reconfigured easily.



Maker Space

There is no dedicated shared multi-purpose maker space; however, there is evidence of hands on learning occurring in the Library, as well as two specialized spaces, the Home Economics classroom and the Japanese drum fabrication/ repair room.





Flexible Furniture

There is a variety of desks and seating throughout the campus based upon the age of students and use of spaces. Furniture is used in lecture or small group arrangements. There is no mobile lack of flexible furniture in the classrooms, library, student commons and administrative and staff support spaces is campus wide. The typical classroom furniture is restricted to seating attached to a desk or heavy tables.

The furniture does not meet the variety of ergonomic needs of students of different sizes and temperaments. There are little to no standing, perching, or sitting on the floor options. The furniture limitations are restricting innovation and obstructing personalized teaching and learning activities.

Furniture for staff support and administration is a wide variety of mismatched and inflexible pieces that hamper collaboration. Comfortable soft furniture necessary for rest, rejuvenating and casual conversation with colleagues is absent.

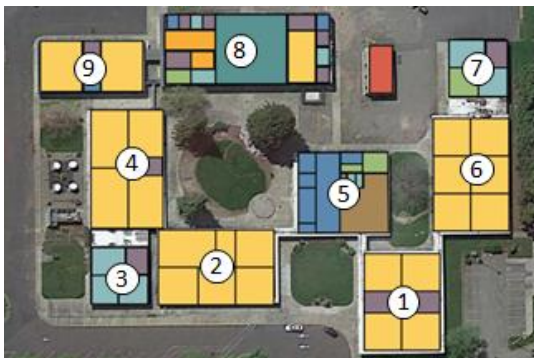


Primordial Spaces

To achieve all six of the primordial spaces requires flexible furniture, indoor/outdoor connectivity and to some extent all of the education concepts.

The campus lacks cave spaces for quiet studying, reading, yoga and meditation as well as watering hole spaces for comfortable ad hoc small group meetings and cross pollination between various cohorts of students.

Another missing element is life in the form of gardens, murals and student art, as well as the limited of native planting and shaded seating and gathering spaces. The elements of life that are present include the native planting areas identified in the Gardens concept, one colorful graphic on the side of a portable building, a costume/clothing room, and hand stamped concrete stonework.



Small Learning Community

The main classroom buildings are a collection of individual classrooms, many with limited access to daylight or windows. There is limited to no connectivity between classrooms and limited to no ability to team-teach or engage in collaboration outside of the confines of individual classrooms.

The teaching and learning environments are inflexible, and lack convenient transparent professional teacher collaboration spaces.



There are no outdoor learning environments (with the exception of the benches and tables), and no seamless indoor/outdoor connections. There is very little transparency which significantly hampers supervision outside of the classroom space.

Most of the learning environments are suited for lecture style traditional instruction and do not have the capacity for 21st century learning. Much of the campus teaching and learning facilities have outdated and aged finishes, and systems and infrastructure in disrepair. They are not able to properly function as optimal learning environments.

The facilities were designed in the industrial traditional style of teaching and learning. They are not functioning as small learning communities, are inadequate for delivering 21st century instruction, and are an obstacle to both innovative teaching and individualized student centered learning.



**Infrastructure Modernization &
Deferred Maintenance Site
Assessment Summary**
(See full report in Appendix 1)

Building Envelope and Site

- The interior finishes have been periodically replaced as needed over the years except for the suspect asbestos floor tiles in many of the classrooms. Some have been covered over with carpet tile and newer VCT tiles.
- Most of the acoustical ceilings have been replaced. Several ceilings have an older glued acoustical square tile application.
- The main campus Bridgeport High School Office / Library building needs updating.
- Restroom finishes needs updating.

Mechanical, Electrical, and Plumbing

- The electrical switchboards, transformers and distribution panels are most likely original to the building. The electrical systems should be evaluated and upgraded as needed.
- Several locations throughout the site show signs of water ponding on the existing asphalt surfaces.

Safety

- Most of the asphalt driveways and parking lots need a milling and overlay to maintain their integrity and then new striping.
- There is major damage caused by tree roots in the center landscape island in the parking lot. The trees were removed and now the concrete curbing needs replacement.
- The resilient flooring is in poor condition and there may be suspect asbestos tile. This condition was observed in several locations and may be in other areas, however, newer materials have been placed over the existing flooring, so it is not known if the old tile was removed or not.
- A remediation consultant must be retained to analyze the existing condition, provide recommendations and, if necessary, estimate the scope and cost of any required repairs.
- The cost of this study is included in the cost tables. Due to the ambiguity of the required repair scope at the time of this assessment, the cost for any possible subsequent repairs is not included.



Americans with Disabilities Act (ADA)














- Some areas of the site and restrooms were identified as having major or moderate accessibility issues. An ADA study is recommended to assess the campus. The cost of this study is included in the cost tables of the EMG report; the costs of ADA upgrades are not.

Building Life Cycle






- By the 5 year and 10 year marks the buildings on campus will be subjected to hard or long-term wear and will be nearing the end of their useful or serviceable life.
- The Systems Expenditure Forecast through the 10 year mark is \$10,554,200. See Appendix 1 for details.


Legends & Abbreviations

Site Plan Challenges Legend

	Classroom
	Library
	Meeting Room/ MPR
	Staff
	Storage/ Utility & Other
	Cafeteria/ Kitchen
	Restroom
	Office/ Admin
	Child Care
	Computer/Science Lab
	PE Room/Gymnasium
	Portable Classrooms
	Portable Others (Childcare, Storage, etc.)

Site Plan Opportunities Legend

	Modernize Indoor Learning Environments
	Parking Lots, Hardcourts & Other Hard Surfaces
	Shade Structures & Green Houses
	Landscape & Outdoor Learning Spaces
	New Construction or Addition

	Building, Wing or Unit Identifier
1	Permanent Classroom
1	Portable Classroom
1	Portable Others

Glossary of Terms

Portables: Temporary buildings intended for short term student housing.

Aged: Facility has deteriorated over time and is past its useful life.

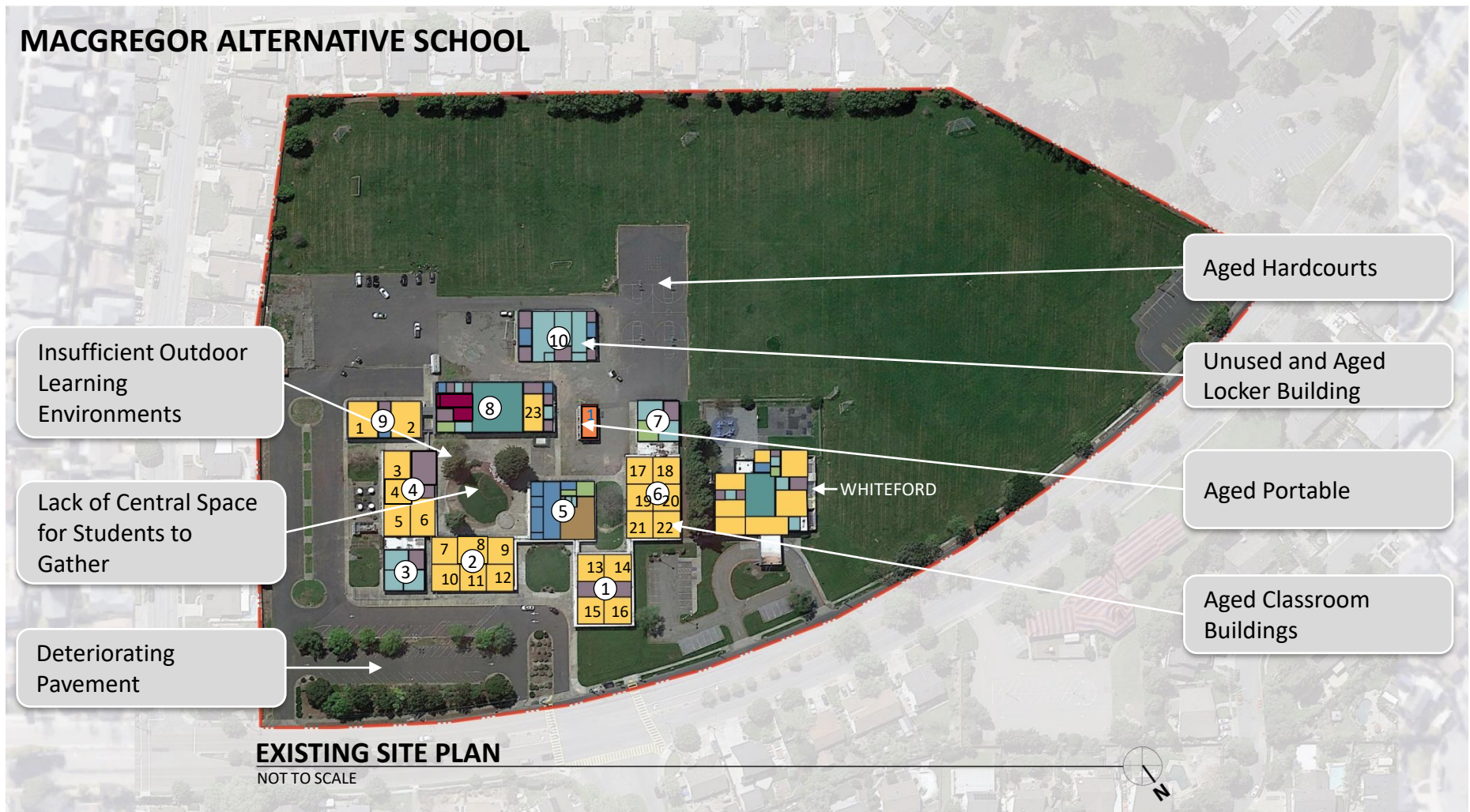
Wayfinding and Signage: Strategies and systems to help people find their way through a campus.

ADA: Americans with Disabilities Act; A federal civil rights legislation which mandates that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life.

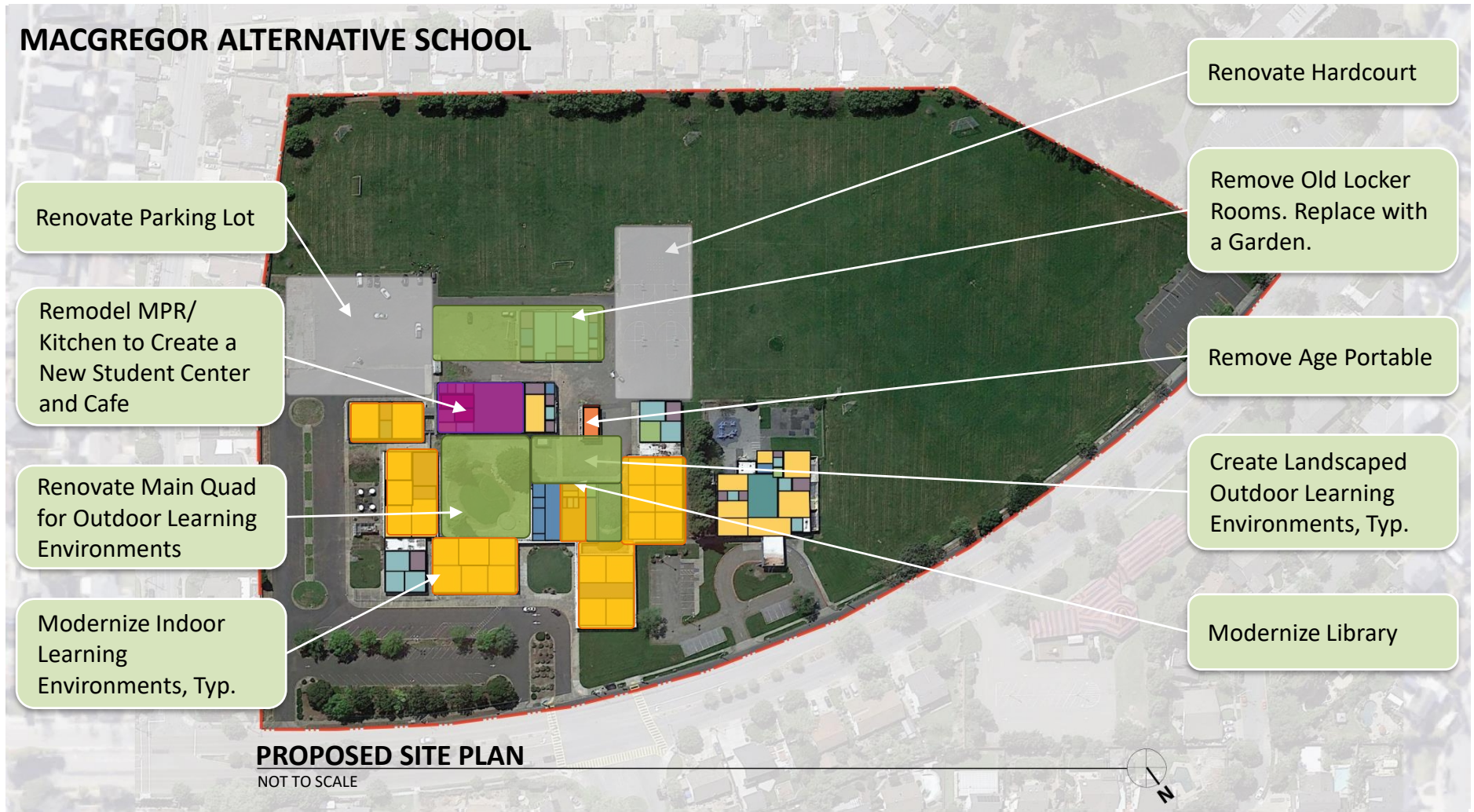
Utility Infrastructure: Composed of pipes, cables, wires, sewers, drains and equipment servicing a campus and buildings, which include electrical, gas, water, sewer, fire and communication.

Easement: A deeded right reserved for a specific purpose, benefiting another property of entity.

MACGREGOR ALTERNATIVE SCHOOL



MACGREGOR ALTERNATIVE SCHOOL



Section 5: Campuses and Facilities



5.12 District Office

Basic Information

Facility Information

Year Built:	1962
Additional Structure:	1968
Total Estimated Site Area:	1.75 Acres (76,230 SF)
Total Estimated Building Area:	9,766 Gross SF (not including portables)

Architectural Site Assessment

Overview

The Newark Unified School District Office is located on the east side of Newark near Interstate 880. The District Office is located on Musick Ave., adjacent to Musick Elementary School, and is in close proximity to one of Newark's major arterial streets, Cedar Blvd.

The District Office is an open site. The only areas on the site that have chain link fencing are along the north and northeastern sections of the site. The fencing delineates separation property from the District Office and Musick Elementary School.

The buildings at the District Office consist of two stick framed administration buildings and two portable buildings. One of the stick framed buildings is the Administration Building.

Section 5.12 District Office

District-Wide Facilities Master Plan
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It is a small, rectilinear structure that houses the District Superintendent, Education Services, and Human Resources. The second, larger stick framed building is the Business Office. It houses a variety of services that includes the CBO, Purchasing, IT Department, Graphics, Training Rooms, and the District Board Room. These two buildings are oriented axially at the center of the site with their orientation extending north and south. A covered walkway connects the two buildings.

The other two structures on the site are portable buildings. One of the portables is located on the northwest corner of the site and is for the East Bay Induction Consortium. The other portable is located on the east side of the site; in between the Administration Building and the Business Office. This portable is for the District's Special Education Department.

The site presence along Musick Ave. is defined by the low rise, rectilinear shape of the Administration Building. The building has a medium sized softscape area in front and contains a flag pole and a large concrete monument sign. The monument sign announces the site's identity. Low height shrubbery at the building's base along with three mature deciduous trees provides greenery at the front of the site.

Site Access and Signage

The District Office is easily accessible to those arriving by automobile and by foot. The site has two areas for vehicle access. There are two large parking lots at the east and west sides of the site. Each lot has a single drive aisle for vehicle egress.

There are multiple points of entry for pedestrians. The primary point of entry is to the District Administration. Four concrete pedestrian pathways converge at the entrance to the building. Two pathways extend from Musick Ave. while one pathway extends from each of the parking lots. The secondary pedestrian point of entrance is from the center of each of parking lot. Each of the parking lots wrap between the administration building and the business office. Pedestrian pathways from each of these lots extend to the covered walkway between the two buildings. From the covered walkway, pedestrians have access to both buildings.

Section 5.12 District Office

District-Wide Facilities Master Plan
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Wayfinding around the District Office is not difficult. The size of the site couple with a small quantity of buildings makes the site easy to navigate.

The Administration Building sits prominently along Musick Ave. The building does not have any exterior building signage on it. Instead, there is a large concrete monument sign with blue text and a District logo on it. The text and logo rest on a tan background and is legible from a distance. The monument sign is the site identifier.



Four separate pedestrian pathways lead pedestrians to the entrance of the administration building. Upon passing through the entry doors, visitors step inside a medium size lobby. There is a reception desk at the center of the lobby where visitors can check in. From there visitors can directly enter a second pair of doors at the rear of the building for access to the Business Office or the Special Education Building.

Outdoor Spaces

The District Office does not have any outdoor areas for staff to eat, relax, work remotely or socialize.

Indoor Spaces

The indoor working environments at the District Office vary in their physical characteristics but share the same qualities.



At the Administration Building, the predominant working environment is small offices located around the perimeter of the building. The offices have either a hard gypsum board ceiling or a suspended acoustical ceiling tile system. The light fixtures are surface mounted or lay-in florescent fixtures. The walls are combination of gypsum board and tackable panels. The floors are predominantly carpet. The mechanical units reside on the building's roof with the ductwork concealed within the plenum space above the ceiling. Each of the offices has exterior windows to let in natural light and views to the outside. The windows have vertical louver blinds to control the amount of natural light.



Section 5.12 District Office

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The Business Office Building has a blend of offices and large meeting rooms. Similar to the Administration Building, these spaces have hard gypsum board ceiling or a suspended acoustical ceilings tile system with surface mounted or lay-in fluorescent light fixtures. As well as gypsum board or tackable walls, and carpeted or vinyl composition tile floors. The mechanical units reside on the building's roof with the ductwork concealed within the plenum space above the ceiling. These spaces have exterior windows to let in natural light and allow views to the outside but have vertical louver blinds to control the amount of natural light.



Both the Administration and Business Office buildings have interior working environments of various sizes that do not have access to natural light; no windows or skylights.

The furniture in the District Office spaces is not standardized. The furniture is a blend of different types of chairs, tables, credenzas, that vary in age and quality.



Section 5.12 District Office

District-Wide Facilities Master Plan
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Section 5: Campuses and Facilities



5.13 District Maintenance, Operation, and Transportation

Basic Information

Facility Information

Total Estimated Site Area: 7.33 Acres (319,295 SF)
Total Estimated Building Area: 25,600 SF
(Not including portables)

Architectural Site Assessment

Overview

The Newark Unified School District Maintenance, Operation, and Transportation (MOT) is located on the east side of Newark near Interstate 880. It is at the end of Birch St. and is adjacent to Birch Grove Intermediate Elementary School. The site is in close proximity to one of Newark's major arterial streets, Central Ave.

The MOT is a highly secured site with chain link fence and barbed wire at the perimeter of the site. The buildings on the MOT are grouped into three distinct groups. Group A is the warehouse and kitchen. Group B is the MOT Office. Group C is the Measure 'B' Facilities. The warehouse / kitchen are a large, high volume, L-shaped butler building that functions as a warehouse, central kitchen, and child nutrition services. The MOT Office is a pair of administration offices and large shop area butler buildings.



One building is an L-shaped building that houses the MOT. The other structure is a high volume space that is used for District vehicle and equipment maintenance. The Measure 'B' Facilities are five 36 ft. x 40 ft. portable buildings that house a variety of administration functions related to Measure 'B'.

The site presence along Birch St. is defined with a row of tall, mature shrubbery and deciduous trees that obscure views into the site. Tall chain link fencing with barbed wire is located behind the shrubbery. The fencing acts as security.

Site Access and Signage

The MOT is easily accessible to those arriving by automobile and by foot. The site has two points of egress to the site; one for vehicles and one for pedestrians.

Vehicles enter the site from Birch St. through a rolling chain link and barbed wire gate. A wide drive aisle leads to a large staff parking lot at the center of the site. There are a sufficient amount of parking stalls at the center of the site for both staff and visitors. There are additional stalls in front of each of the structures for parking.

There is a single pedestrian point of access to the site. This point of access is dedicated to the Child Nutrition Services that is located in the warehouse/kitchen area. The pathway extends from the parking lot of the former Child Care Building. Pedestrians pass through a single chain link man gate to access this portion of the site. A concrete pathway leads pedestrians to the Services Offices.

Wayfinding around the MOT is not difficult. A large sign located on the chain link fencing outside the site indicates the facilities in the MOT Corporation Yard. The sign identify the three distinct facilities from the center parking lot. Each of the buildings onsite has large white signs with corresponding black letters to identify their group and function.

Outdoor Spaces

The MOT Corporate Yard does not have any outdoor areas for staff to eat, relax, work remotely or socialize. There is a small garden on the north side of the warehouse where faculty has planted various types of edible plants.





Indoor Spaces

The indoor work environments at the MOT buildings can be classified into two categories: office environments and maintenance environments.

The Office environments are located in Group A Child Nutrition Services, Group B MOT Offices, and Group C Measure B Portables. The offices have either a hard gypsum board ceiling or a suspended acoustical tile ceiling. The light fixtures are surface mounted fixtures at the gypsum board ceilings and lay-in fluorescent fixtures at the suspended ceilings. The walls finishes are painted gypsum board and tackable panels. The floors are carpet, vinyl composition tile, and epoxy resin. The mechanical units reside on the building's roof with the ductwork concealed within the plenum space above the ceiling. At the portable buildings, the mechanical units located at the back of the building on its exterior.

Most of the office spaces have exterior windows for connection to nature. They let in natural light and views to the outside. Some of the windows are fixed where as others are operable. Those that are operable allow for natural ventilation of the space. The height of the windows sill is approximately at desk height. This allows the individual to look directly outside without standing up. A majority of the office windows have horizontal or vertical louver blinds to allow the users to control the amount of natural light into the space.

The furniture in the office spaces is not standardized. It is a blend of different types of chairs, tables, credenzas, and bookshelves that is functional. The furniture varies in age and quality.

The maintenance environments reside within the butler buildings at the Group A Warehouse and the Group B MOT Offices. These spaces have open ceilings with exposed roof structure, conduits, and piping. The light fixtures are surface mounted fluorescent fixtures at the underside of the roof structure. The exterior walls of the spaces are exposed metal paneling. Interior walls finishes are painted gypsum board over stud framing. The floors are exposed concrete. Mechanical units are indoor radiant heaters that are suspended from the underside of roof structure.



With the exception of the warehouse and kitchen area, these working environments do not have exterior windows for connection to nature. All of the natural light and ventilation is through the large overhead sectional doors and man doors at the exterior of the building. The Warehouse/Kitchen Building have exterior windows that are located well above the floor level. These windows permit very limited views to the outside. Their primary function is to allow natural light to enter the space. A series of operable curtains controls the amount of natural light.



Similarly to the office environments, the maintenance environment furniture is not standardized. It is a blend of different types of chairs, tables, desks, and bookshelves that are functional. The furniture occupies a small percentage of the overall maintenance area. Most of the space contains various types of equipment for maintaining the District equipment and facilities. It's the type of equipment found in woodshops, metal shops, and automotive shops.



Section 5.13 **Maintenance, Operation, and Transportation** District-Wide Facilities Master Plan Fall 2019

MAINTENANCE, OPERATIONS, TRANSPORTATION



EXISTING SITE PLAN

NOT TO SCALE



Section 5.13
Maintenance, Operation, and Transportation
District-Wide Facilities Master Plan
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Section 6: Conceptual Cost Projection

Overview & Summary

The cost projections that are part of this Facilities Master Plan are based on the professional judgment and experience of the planning team, using historical data for comparable project types. Cost estimating is not an exact science, and its accuracy depends heavily on factors such as construction and bid climate, inflation, schedule, site conditions, clarity of scope and the level of development of design. At a master planning level, when projects have been defined only in a conceptual sense, cost estimating is likely to be much less accurate than after designs have been fully developed.

As such, these cost projections serve primarily as a general guide for the School District to make decisions regarding prioritization, scope and schedule. Cost information should be updated continually to reflect the realities of the construction market place and after the scope of projects have been clarified.

All cost figures without escalation are based on data as of mid-2019.

It is understood that the total District facility needs likely exceed available financial resources. As such, we have organized cost projections into the following summary tables.

Conceptual Cost Projection District-Wide

Table A – District-Wide Conceptual Cost Projection Summary

This table shows a high-level (also called a Rough Order of Magnitude or ROM) conceptual project cost projection of all facility needs in the NUSD. This cost should be interpreted as an approximate budget to transform all campuses listed to 2019 standards. Cost figures do NOT include any escalation (inflation), but they do include soft cost and design contingency.

Table B – District-Wide Deferred Maintenance Projection Summary

This table shows the estimated construction costs to maintain the facilities in full operational conditions for the next 20 years (2019 to 2039), without programmatic, architectural, aesthetic, or any other improvements. Cost figures do NOT include any escalation (inflation) or soft costs. Deferred maintenance costs are extracted from the Facility Condition Assessment report included in Appendix 1. See full report for details.



Conceptual Cost Projection per Campus

The Following Tables are Included for Each Campus

Table 1 – Signature Projects

This table shows projects identified as opportunities to create major transformations on each campus.

Table 2 – Long Terms Facilities Needs

This table shows site work and building projects including replacement, addition and modernization with their associated projected costs to transform the entire campus to current standards beyond the signature projects. It also includes deferred maintenance remaining costs that would not be otherwise included in a larger modernization project already listed in that table. Deferred maintenance costs are extracted from the Facility Condition Assessment report included in Appendix 1. See full report for details.

Table 3 – Summary of Projected Costs

This table shows the combined projected costs for the Signature Projects and Long Terms Facilities Needs.



Term Definition

Construction Cost: The cost to construct or modernize a facility, exclusive of soft costs (as described below). The construction cost figure is the same as the bid figure submitted by the successful contractor on bid date.

Soft Cost: Non-construction costs, including design, engineering, agency approval, testing and inspection, furniture and equipment, (unless otherwise noted) and other support costs. Soft cost does not include change order contingency. Soft cost has averaged about 20 percent of construction cost in similar construction projects.

Project Cost: Includes both construction cost and soft cost.

GSF: Gross Square Feet

PCT: Percent

LS: Lump Sum

Notes

- Cost figures are in 2019 dollars. No cost escalation (inflation) is included.
- Cost figures are based on similar work at other schools and are only intended to establish a reasonable conceptual budget.
- Cost figures are based on normal conditions, including bid climate, bidder participation, project delivery and weather conditions, and are subject to significant change under abnormal conditions.



Table A | District Wide Conceptual Cost Projection Summary

Item No.	Campus Name	Signature Projects	Long Term Needs	Total Cost per Campus
1.01	Birch Grove School Primary Elementary	\$ 6,704,750	\$ 22,979,312	\$ 29,684,062
1.02	Birch Grove Intermediate Elementary	\$ 6,275,750	\$ 28,206,482	\$ 34,482,232
1.03	Graham Elementary	\$ 6,201,000	\$ 25,000,074	\$ 31,201,074
1.04	Kennedy Elementary	\$ 6,288,750	\$ 19,726,964	\$ 26,015,714
1.05	Lincoln Elementary	\$ 4,826,250	\$ 22,113,178	\$ 26,939,428
1.06	Musick Elementary	\$ 4,387,500	\$ 26,679,631	\$ 31,067,131
1.07	Schilling Elementary	\$ 4,332,250	\$ 34,064,338	\$ 38,396,588
1.08	Snow Elementary	\$ 4,582,500	\$ 22,671,403	\$ 27,253,903
1.09	Newark Junior High	\$ 4,602,000	\$ 81,786,380	\$ 86,388,380
1.10	Newark Memorial High	\$ 12,642,500	\$ 133,045,138	\$ 145,687,638
1.11	MacGregor Alternative Educations	\$ 5,720,000	\$ 28,589,276	\$ 34,309,276
Total per Category		\$ 66,563,250	\$ 444,862,178	\$ 511,425,428
Design contingency (15%)				\$ 76,713,814
Conceptual Cost Projection for the District				\$ 588,139,242



Table B | District-Wide Deferred Maintenance Projection Summary

Item No.	Campus Name	Immediate	Short Term (3 years)	Short Term (5 years)	Short Term (10 years)	Short Term (20 years)	Total
1.01	Birch Grove School Primary Elementary	\$ 350,800	\$ 1,291,100	\$ 689,700	\$ 1,515,000	\$ 4,185,200	\$ 8,031,800
1.02	Birch Grove Intermediate Elementary	\$ 78,900	\$ 2,604,000	\$ 2,430,600	\$ 1,650,300	\$ 4,588,800	\$ 11,352,600
1.03	Graham Elementary	\$ 19,800	\$ 3,761,000	\$ 1,275,900	\$ 1,343,400	\$ 4,683,700	\$ 11,083,800
1.04	Kennedy Elementary	\$ 81,300	\$ 2,350,800	\$ 961,300	\$ 2,328,800	\$ 4,483,400	\$ 10,205,600
1.05	Lincoln Elementary	\$ 1,305,200	\$ 2,924,300	\$ 298,500	\$ 1,150,200	\$ 5,787,000	\$ 11,465,200
1.06	Musick Elementary	\$ 323,100	\$ 900,200	\$ 1,839,900	\$ 2,469,100	\$ 4,718,300	\$ 10,250,600
1.07	Schilling Elementary	\$ 46,700	\$ 3,118,200	\$ 330,600	\$ 3,881,000	\$ 5,622,400	\$ 12,998,900
1.08	Snow Elementary	\$ 331,600	\$ 3,021,800	\$ 1,489,600	\$ 1,099,600	\$ 4,033,700	\$ 9,976,300
1.09	Newark Junior High	\$ 493,500	\$ 2,543,200	\$ 2,798,000	\$ 9,471,200	\$ 25,375,400	\$ 40,681,300
1.10	Newark Memorial High	\$ 79,300	\$ 5,388,600	\$ 7,283,400	\$ 19,408,800	\$ 46,487,000	\$ 78,647,100
1.11	MacGregor Alternative Educations	\$ 166,300	\$ 6,627,700	\$ 838,200	\$ 2,922,800	\$ 5,550,600	\$ 16,105,600
Total per Category		\$ 3,276,500	\$34,530,900	\$20,235,700	\$47,240,200	\$115,515,500	\$220,798,800
Total District Wide Deferred Maintenance Cost Projection							

Section 6: Conceptual Cost Projection

6.1 Birch Grove Primary Elementary School

Table 1 | Signature Projects

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
1.01	Location TBD	New Maker Space with Flexible Furniture	1,200	GSF	\$ 250.00	\$ 320,000	\$ 96,000	\$ 416,000
1.02	Unit 2	Pilot Project: Transform Existing to Create Learning Community	9,700	GSF	\$ 375.00	\$ 3,637,500	\$ 1,091,250	\$ 4,728,750
1.03	Throughout Campus	Transform Exterior Areas into Landscaped Outdoor Learning Environments	20,000	GSF	\$ 60.00	\$ 1,200,000	\$ 360,000	\$ 1,560,000
Total Signature Projects								\$ 6,704,750

Table 2 | Long-Term Facilities Needs

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
Site Work								
2.01	Main Quad	New Shade Structure	1,500	GSF	\$ 75.00	\$ 112,500	\$ 33,750	\$ 146,250
2.02	MPR	New Windows to Provide Natural Light & View	3,800	GSF	\$ 40.00	\$ 152,000	\$ 45,600	\$ 197,600
2.03	Throughout Campus	New Wayfinding Signage	42,000	GSF	\$ 1.25	\$ 52,500	\$ 15,750	\$ 68,250
2.04	Campus	Resurface Parking Lot	32,000	GSF	\$ 8.00	\$ 256,000	\$ 76,800	\$ 332,800
2.05	Campus Main Entry	New Structure & Plaza, with Landscaping	7,000	GSF	\$ 75.00	\$ 525,000	\$ 157,500	\$ 682,500
2.06	Play Fields	Renovate Existing	143,000	GSF	\$ 7.00	\$ 1,001,000	\$ 300,300	\$ 1,301,300
2.07	Kindergarten Play Area	Renovate Existing	18,000	GSF	\$ 50.00	\$ 900,000	\$ 270,000	\$ 1,170,000
2.08	Location TBD	New Amphitheater	4,000	GSF	\$ 75.00	\$ 300,000	\$ 90,000	\$ 390,000
2.09	Campus	Site Development				\$ 180,986	\$ 54,296	\$ 235,282
2.10	Campus	Site Electrical				\$ 282,994	\$ 84,898	\$ 367,892
2.11	Campus	Pedestrian Pavement				\$ 6,669	\$ 2,001	\$ 8,670
2.12	Campus	Site Lighting				\$ 19,945	\$ 5,984	\$ 25,929
Total Site Work								\$ 4,926,472
Buildings								
2.13	Portables	Demolish Existing	6,700	GSF	\$ 12.00	\$ 80,400	\$ 24,120	\$ 104,520
2.14	Portables	New Small Learning Community to Replace Demolished Portables	7,200	GSF	\$ 700.00	\$ 5,040,000	\$ 1,512,000	\$ 6,552,000
2.15	Administration	Renovate and Expand Within Existing Footprint	1,500	GSF	\$ 375.00	\$ 562,500	\$ 168,750	\$ 731,250
2.16	Library	Renovate Existing	2,000	GSF	\$ 250.00	\$ 500,000	\$ 150,000	\$ 650,000
2.17	Unit 3-4	Renovate Existing to Create Learning Communities	11,000	GSF	\$ 375.00	\$ 4,125,000	\$ 1,237,500	\$ 5,362,500
2.18	Throughout Campus Interiors	New Flexible Furniture				\$ 610,000	\$ 183,000	\$ 793,000
2.19	Unit 1	Deferred Maintenance				\$ 658,100	\$ 197,430	\$ 855,530
2.20	Unit 5	Deferred Maintenance				\$ 1,684,000	\$ 505,200	\$ 2,189,200
2.21	Unit 6	Deferred Maintenance				\$ 626,800	\$ 188,040	\$ 814,840
Total Buildings								\$ 18,052,840
Total Long-Term Facilities Needs								\$ 22,979,312



Table 3 | Summary of Costs

Description	Project Cost
Signature Projects	\$ 6,704,750
Long-Term Facilities Needs	\$ 22,979,312
Subtotal Conceptual Cost Projection	\$ 29,684,062
Design Contingency (15%)	\$ 4,452,609
Total Conceptual Cost Projection	\$ 34,136,672



Section 6: Conceptual Cost Projection

6.2 Birch Grove Intermediate Elementary School

Table 1 | Signature Projects

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
1.01	Location TBD	New Maker Space with Flexible Furniture	1,200	GSF	\$ 250.00	\$ 320,000	\$ 96,000	\$ 416,000
1.02	Building 1	Pilot Project: Transform Existing to Create Small Learning Community	7,700	GSF	\$ 375.00	\$ 2,887,500	\$ 866,250	\$ 3,753,750
1.03	Throughout Campus	Transform Exterior Areas into Landscaped Outdoor Learning Environments	27,000	GSF	\$ 60.00	\$ 1,620,000	\$ 486,000	\$ 2,106,000
Total Signature Projects								\$ 6,275,750



Table 2 | Long-Term Facilities Needs

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
Site Work								
2.01	Parking Lot	Renovate and Relocate Existing	42,000	GSF	\$ 15.00	\$ 630,000	\$ 189,000	\$ 819,000
2.02	Location TBD	New Shade Structure	1,500	GSF	\$ 75.00	\$ 112,500	\$ 33,750	\$ 146,250
2.03	Hardcourts	Expand Existing to Replace Area Lost by New Building	48,000	GSF	\$ 25.00	\$ 1,200,000	\$ 360,000	\$ 1,560,000
2.04	Play Fields	Renovate Existing	140,000	GSF	\$ 7.00	\$ 980,000	\$ 294,000	\$ 1,274,000
2.05	Location TBD	New Outdoor Amphitheater	3,000	GSF	\$ 75.00	\$ 225,000	\$ 67,500	\$ 292,500
2.06	Campus	Site Development				\$ 309,976	\$ 92,993	\$ 402,969
2.06	Campus	Pedestrian Pavement				\$ 84,240	\$ 25,272	\$ 109,512
2.07	Campus	Site Electrical				\$ 900,578	\$ 270,173	\$ 1,170,751
2.08	Campus	Accessibility				\$ 5,300	\$ 1,590	\$ 6,890
							Total Site Work	\$ 5,781,872
Buildings								
2.09	Portables	Demolish Existing	6,000	GSF	\$ 12.00	\$ 72,000	\$ 21,600	\$ 93,600
2.10	Location TBD	New Small Learning Communities to Replace Portables and 2 Classrooms	10,000	GSF	\$ 650.00	\$ 6,500,000	\$ 1,950,000	\$ 8,450,000
2.11	Administration	Renovate and Expand Within Existing Building Footprint	4,000	GSF	\$ 375.00	\$ 1,500,000	\$ 450,000	\$ 1,950,000
2.12	MPR	New Windows to Provide Natural Light & View	3,200	GSF	\$ 40.00	\$ 128,000	\$ 38,400	\$ 166,400
2.13	Library	Renovate Existing	2,000	GSF	\$ 250.00	\$ 500,000	\$ 150,000	\$ 650,000
2.14	Location TBD	New Maker Space	1,000	GSF	\$ 250.00	\$ 250,000	\$ 75,000	\$ 325,000
2.15	Building 2-3	Renovate Existing to Create Small Learning Communities	16,800	GSF	\$ 375.00	\$ 6,300,000	\$ 1,890,000	\$ 8,190,000
2.16	Library & Administration	New Flexible Furniture				\$ 110,000	\$ 33,000	\$ 143,000
2.17	Building 4	Deferred Maintenance				\$ 1,553,200	\$ 465,960	\$ 2,019,160
2.18	Building 5	Deferred Maintenance				\$ 336,500	\$ 100,950	\$ 437,450
							Total Buildings	\$ 22,424,610
Total Long-Term Facilities Needs								\$ 28,206,482



Table 3 | Summary of Costs

Description	Project Cost
Signature Projects	\$ 6,275,750
Long-Term Facilities Needs	\$ 28,206,482
Subtotal Conceptual Cost Projection	\$ 34,482,232
Design Contingency (15%)	\$ 5,172,335
Total Conceptual Cost Projection	\$ 39,654,567



Section 6: Conceptual Cost Projection

6.3 Graham Elementary School

Table 1 | Signature Projects

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
1.01	Location TBD	New Maker Space with Flexible Furniture	1,200	GSF	\$ 250.00	\$ 300,000	\$ 90,000	\$ 390,000
1.02	Wing 1	Pilot Project: Transform Existing to Create Small Learning Community	7,600	GSF	\$ 375.00	\$ 2,850,000	\$ 855,000	\$ 3,705,000
1.03	Throughout Campus	Transform Exterior Areas into Landscaped Outdoor Learning Environments	27,000	GSF	\$ 60.00	\$ 1,620,000	\$ 486,000	\$ 2,106,000
Total Signature Projects								\$ 6,201,000



Table 2 | Long-Term Facilities Needs

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
Site Work								
2.01	Parking Lot and Drop Off Area	Renovate Existing To Improve Student Loading	42,000	GSF	\$ 15.00	\$ 630,000	\$ 189,000	\$ 819,000
2.02	Location TBD	New Shade Structure	1,500	GSF	\$ 75.00	\$ 112,500	\$ 33,750	\$ 146,250
2.03	Hardcourts	Expand to Replace Area Lost by Construction of Proposed Building	48,000	GSF	\$ 25.00	\$ 1,200,000	\$ 360,000	\$ 1,560,000
2.04	Play Fields	Renovate Existing	140,000	GSF	\$ 7.00	\$ 980,000	\$ 294,000	\$ 1,274,000
2.05	Kindergarten Play Area	Renovate Existing	12,000	GSF	\$ 50.00	\$ 600,000	\$ 180,000	\$ 780,000
2.06	Location TBD	New Outdoor Amphitheater	3,000	GSF	\$ 75.00	\$ 225,000	\$ 67,500	\$ 292,500
2.07	Campus	Site Development				\$ 445,000	\$ 133,500	\$ 578,500
2.08	Campus	Site Electrical				\$ 82,400	\$ 24,720	\$ 107,120
2.09	Campus	Site Lighting				\$ 6,000	\$ 1,800	\$ 7,800
2.10	Campus	Pedestrian Pavement				\$ 172,926	\$ 51,878	\$ 224,804
2.11	Campus	Site Plumbing				\$ 31,600	\$ 9,480	\$ 41,080
Total Site Work								\$ 5,831,054
Buildings								
2.12	Portables	Demolish Existing (not replaced)	4,800	GSF	\$ 12.00	\$ 57,600	\$ 17,280	\$ 74,880
2.13	Wing 2, 3, 4, and 5	Renovate Existing to Create Small Learning Communities	26,600	GSF	\$ 375.00	\$ 9,975,000	\$ 2,992,500	\$ 12,967,500
2.14	Administration	Renovate and Expand Within Existing Building Footprint	2,400	GSF	\$ 375.00	\$ 900,000	\$ 270,000	\$ 1,170,000
2.15	MPR	New Windows to Provide Natural Light and View	3,200	GSF	\$ 40.00	\$ 128,000	\$ 38,400	\$ 166,400
2.16	Library	Renovate Existing	2,000	GSF	\$ 250.00	\$ 500,000	\$ 150,000	\$ 650,000
2.17	Throughout Campus Interiors	New Flexible Furniture				\$ 890,000	\$ 267,000	\$ 1,157,000
2.18	Building 7	Deferred Maintenance				\$ 1,984,900	\$ 595,470	\$ 2,580,370
2.19	Building 8	Deferred Maintenance				\$ 309,900	\$ 92,970	\$ 402,870
Total Buildings								\$ 19,169,020
Total Long-Term Facilities Needs								\$ 25,000,074



Table 3 | Summary of Costs

Description	Project Cost
Signature Projects	\$ 6,201,000
Long-Term Facilities Needs	\$ 25,000,074
Subtotal Conceptual Cost Projection	\$ 31,201,074
Design Contingency (15%)	\$ 4,680,161
Total Conceptual Cost Projection	\$ 35,881,235

Section 6: Conceptual Cost Projection

6.4 John F. Kennedy Elementary School

Table 1 | Signature Projects

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
1.01	Location TBD	New Maker Space with Flexible Furniture	1,200	GSF	\$ 250.00	\$ 300,000	\$ 90,000	\$ 390,000
1.02	Building 1	Pilot Project: Transform Existing to Create Small Learning Community	8,100	GSF	\$ 375.00	\$ 3,037,500	\$ 911,250	\$ 3,948,750
1.03	Location TBD	New Outdoor Amphitheater and Landscaped Gathering Space with Shade Structure	12,000	GSF	\$ 125.00	\$ 1,500,000	\$ 450,000	\$ 1,950,000
Total Signature Projects								\$ 6,288,750



Table 2 | Long-Term Facilities Needs

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
Site Work								
2.01	Hardcourt	Expand Existing to Replace Area Lost by Construction of Proposed Building	28,000	GSF	\$ 25.00	\$ 700,000	\$ 210,000	\$ 910,000
2.02	Play Field	Renovate Existing	120,000	GSF	\$ 7.00	\$ 840,000	\$ 252,000	\$ 1,092,000
2.03	Front of the School	New Entry Structure and Entry Plaza, with Landscaping	12,000	GSF	\$ 60.00	\$ 720,000	\$ 216,000	\$ 936,000
2.04	Visitor/Staff Parking Lot	Enlarge and Renovate Existing to Improve Student Loading	34,000	GSF	\$ 20.00	\$ 680,000	\$ 204,000	\$ 884,000
2.05	Throughout Campus	Transform Exterior Areas into Outdoor Learning Environments	16,000	GSF	\$ 60.00	\$ 960,000	\$ 288,000	\$ 1,248,000
2.06	Kindergarten Play Area	Renovate Existing	12,000	GSF	\$ 50.00	\$ 600,000	\$ 180,000	\$ 780,000
2.07	Campus	Site Plumbing				\$ 31,263	\$ 9,379	\$ 40,642
2.08	Campus	Site electrical				\$ 51,709	\$ 15,513	\$ 67,222
2.09	Campus	Site Development				\$ 94,107	\$ 28,232	\$ 122,339
2.10	Campus	Pedestrian Pavement				\$ 9,009	\$ 2,703	\$ 11,712
Total Site Work								\$ 6,091,914
Buildings								
2.11	Portables	Demolish Existing	4,800	GSF	\$ 12.00	\$ 57,600	\$ 17,280	\$ 74,880
	Location TBD	New Small Learning Community to Replace Demolished Portables	4,800	GSF	\$ 700.00	\$ 3,360,000	\$ 1,008,000	\$ 4,368,000
	MPR	New Windows and/or Skylights	3,200	GSF	\$ 40.00	\$ 128,000	\$ 38,400	\$ 166,400
	Building 2	Modernize Existing Buildings to Create Small Learning Communities	8,100	GSF	\$ 375.00	\$ 3,037,500	\$ 911,250	\$ 3,948,750
	Library	Renovate Existing	2,000	GSF	\$ 250.00	\$ 500,000	\$ 150,000	\$ 650,000
	Throughout Campus Interiors	New Flexible Furniture				\$ 690,000	\$ 207,000	\$ 897,000
	Portion of Building 3	Deferred Maintenance				\$ 1,143,200	\$ 342,960	\$ 1,486,160
	Building 4	Deferred Maintenance				\$ 1,405,400	\$ 421,620	\$ 1,827,020
	Building 5	Deferred Maintenance				\$ 224,400	\$ 67,320	\$ 291,720
Total Buildings								\$ 13,635,050
Total Long-Term Facilities Needs								\$ 19,726,964



Table 3 | Summary of Costs

Description	Project Cost
Signature Projects	\$ 6,288,750
Long-Term Facilities Needs	\$ 19,726,964
Subtotal Conceptual Cost Projection	\$ 26,015,714
Design Contingency (15%)	\$ 3,902,357
Total Conceptual Cost Projection	\$ 29,918,072

Section 6: Conceptual Cost Projection

6.5 Lincoln Elementary School

Table 1 | Signature Projects

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
1.01	Location TBD	New Maker Space with Flexible Furniture	1,200	GSF	\$ 250.00	\$ 300,000	\$ 90,000	\$ 390,000
1.02	Building 3	Pilot Project: Transform Existing to Create Small Learning Community	8,100	GSF	\$ 375.00	\$ 3,037,500	\$ 911,250	\$ 3,948,750
1.03	Front of the School	Street-side Beautification and Addition of Entry Plaza with Seating	5,000	GSF	\$ 75.00	\$ 375,000	\$ 112,500	\$ 487,500
Total Signature Projects								\$ 4,826,250

Table 2 | Long-Term Facilities Needs

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
Site Work								
2.01	Play Fields	Renovate Existing	270,000	GSF	\$ 7.00	\$ 1,890,000	\$ 567,000	\$ 2,457,000
2.02	Hardcourt	Renovate Existing	60,000	GSF	\$ 12.00	\$ 720,000	\$ 216,000	\$ 936,000
2.03	Parking Lot	Resurface Existing	20,000	GSF	\$ 8.00	\$ 160,000	\$ 48,000	\$ 208,000
2.04	Location TBD	Covered Lunch Area	1,500	GSF	\$ 125.00	\$ 187,500	\$ 56,250	\$ 243,750
2.05	Quad and Open Space Around Campus	Renovate Exterior Areas Into Outdoor Learning Environments	27,000	GSF	\$ 60.00	\$ 1,620,000	\$ 486,000	\$ 2,106,000
2.06	Center Quad	Renovate Existing	13,000	GSF	\$ 50.00	\$ 650,000	\$ 195,000	\$ 845,000
2.07	Garden	Renovate Existing	3,000	GSF	\$ 12.00	\$ 36,000	\$ 10,800	\$ 46,800
2.08	Kindergarten Play Area	Renovate Existing	12,000	GSF	\$ 50.00	\$ 600,000	\$ 180,000	\$ 780,000
2.09	Campus	Site Plumbing				\$ 22,258	\$ 6,677	\$ 28,935
2.10	Campus	Site Electrical				\$ 30,878	\$ 9,263	\$ 40,141
2.11	Campus	Site Development				\$ 210,489	\$ 63,147	\$ 273,636
2.12	Campus	Pedestrian Pavement				\$ 185,679	\$ 55,704	\$ 241,383
Total Site Work								\$ 8,206,645
Buildings								
2.13	MPR	New Windows to Provide Natural Light and View	3,200	GSF	\$ 40.00	\$ 128,000	\$ 38,400	\$ 166,400
2.14	Portables	Demolish Existing	2,550	GSF	\$ 12.00	\$ 30,600	\$ 9,180	\$ 39,780
2.15	Location TBD	New Small Learning Community to Replace Demolished Portables	3,600	GSF	\$ 700.00	\$ 2,520,000	\$ 756,000	\$ 3,276,000
2.16	Building 1 and Building 2 (classrooms only)	Modernize Existing Buildings To Create Small Learning Communities	10,500	GSF	\$ 375.00	\$ 3,937,500	\$ 1,181,250	\$ 5,118,750
2.17	Library	Renovate Existing	2,000	GSF	\$ 250.00	\$ 500,000	\$ 150,000	\$ 650,000
2.18	Throughout Campus Interiors	New Flexible Furniture				\$ 590,000	\$ 177,000	\$ 767,000
2.19	Building 2 (administration office only)	Deferred Maintenance				\$ 836,533	\$ 250,960	\$ 1,087,493
2.20	Building 4	Deferred Maintenance				\$ 2,154,700	\$ 646,410	\$ 2,801,110
Total Buildings								\$ 13,906,533
Total Long-Term Facilities Needs								\$ 22,113,178



Table 3 | Summary of Costs

Description	Project Cost
Signature Projects	\$ 4,826,250
Long-Term Facilities Needs	\$ 22,113,178
Subtotal Conceptual Cost Projection	\$ 26,939,428
Design Contingency (15%)	\$ 4,040,914
Total Conceptual Cost Projection	\$ 30,980,342

Section 6: Conceptual Cost Projection

6.6 E.L. Musick Elementary School

Table 1 | Signature Projects

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
1.01	Location TBD	New Maker Space with Flexible Furniture	1,200	GSF	\$ 250.00	\$ 300,000	\$ 90,000	\$ 390,000
1.02	Building 1	Pilot Project: Transform Existing to Create Small Learning Community	7,200	GSF	\$ 375.00	\$ 2,700,000	\$ 810,000	\$ 3,510,000
1.03	Front of the School	Street-side Beautification and Addition of Entry Plaza with Seating	5,000	GSF	\$ 75.00	\$ 375,000	\$ 112,500	\$ 487,500
Total Signature Projects								\$ 4,387,500



Table 2 | Long-Term Facilities Needs

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
Site Work								
2.01	Hardcourts	Expand Existing to Replace Area Lost by Construction of Proposed Building	40,000	GSF	\$ 25.00	\$ 1,000,000	\$ 300,000	\$ 1,300,000
2.02	Location TBD	New Shade Structures for Lunch Area	3,000	GSF	\$ 125.00	\$ 375,000	\$ 112,500	\$ 487,500
2.03	Parking Lot	Renovate Existing	22,000	GSF	\$ 12.00	\$ 264,000	\$ 79,200	\$ 343,200
2.04	Play Fields	Renovate Existing	185,000	GSF	\$ 7.00	\$ 1,295,000	\$ 388,500	\$ 1,683,500
2.05	Quad and Open Space Around Campus	Renovate Exterior Areas Into Outdoor Learning Environments	38,000	GSF	\$ 60.00	\$ 2,280,000	\$ 684,000	\$ 2,964,000
2.06	Location TBD	New Outdoor Amphitheater	3,000	GSF	\$ 75.00	\$ 225,000	\$ 67,500	\$ 292,500
2.07	Parking	Renovate and Reconfigure Existing with Landscaped Buffer to Improve Student Loading	12,000	GSF	\$ 20.00	\$ 240,000	\$ 72,000	\$ 312,000
2.08	Kindergarten Play Area	Renovate Existing	10,000	GSF	\$ 50.00	\$ 500,000	\$ 150,000	\$ 650,000
2.09	Campus	Site Electrical				\$ 822,814	\$ 246,844	\$ 1,069,658
2.10	Campus	Site Lighting				\$ 3,184	\$ 955	\$ 4,139
2.11	Campus	Site Development				\$ 113,915	\$ 34,175	\$ 148,090
2.12	Campus	Pedestrian Pavement				\$ 63,180	\$ 18,954	\$ 82,134
Total Site Work								\$ 9,336,721
Buildings								
2.13	Building 2 and 3	Modernize Existing Buildings to Create Small Learning Communities	16,000	GSF	\$ 375.00	\$ 6,000,000	\$ 1,800,000	\$ 7,800,000
2.14	Media Center	New Windows to Provide Natural Light and View	2,000	GSF	\$ 40.00	\$ 80,000	\$ 24,000	\$ 104,000
2.15	Portables	Demolish Existing	3,800	GSF	\$ 12.00	\$ 45,600	\$ 13,680	\$ 59,280
2.16	Location TBD	New Indoor Small Learning Community to Replace Portables	3,800	GSF	\$ 700.00	\$ 2,660,000	\$ 798,000	\$ 3,458,000
2.17	Library	Renovate Existing	2,000	GSF	\$ 250.00	\$ 500,000	\$ 150,000	\$ 650,000
2.18	Throughout Campus Interiors	New Flexible Furniture				\$ 790,000	\$ 237,000	\$ 1,027,000
2.19	Building 4	Deferred Maintenance				\$ 1,668,200	\$ 500,460	\$ 2,168,660
2.20	Building 5	Deferred Maintenance				\$ 980,500	\$ 294,150	\$ 1,274,650
2.21	building 7, Modular	Deferred Maintenance				\$ 616,400	\$ 184,920	\$ 801,320
Total Buildings								\$ 17,342,910
Total Long-Term Facilities Needs								\$ 26,679,631

Section 6.6

E.L. Musick Elementary School

District-Wide Facilities Master Plan

Fall 2019



Table 3 | Summary of Costs

Description	Project Cost
Signature Projects	\$ 4,387,500
Long-Term Facilities Needs	\$ 26,679,631
Subtotal Conceptual Cost Projection	\$ 31,067,131
Design Contingency (15%)	\$ 4,660,070
Total Conceptual Cost Projection	\$ 35,727,201

Section 6: Conceptual Cost Projection

6.7 August L. Schilling Elementary School

Table 1 | Signature Projects

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
1.01	Location TBD	New Maker Space with Flexible Furniture	1,200	GSF	\$ 250.00	\$ 300,000	\$ 90,000	\$ 390,000
1.02	Building 1	Pilot Project: Transform Existing to Create Small Learning Community	6,620	GSF	\$ 375.00	\$ 2,482,500	\$ 744,750	\$ 3,227,250
1.03	Front of the School	Street side Beautification and Addition of Entry Plaza with Seating	22,000	GSF	\$ 25.00	\$ 550,000	\$ 165,000	\$ 715,000
Total Signature Projects								\$ 4,332,250

Table 2 | Long-Term Facilities Needs

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
Site Work								
2.01	Location TBD	New Shade Structures for Lunch Area	3,000	GSF	\$ 125.00	\$ 375,000	\$ 112,500	\$ 487,500
2.02	Parking Lot and Drop Off Area	Renovate Existing	35,000	GSF	\$ 15.00	\$ 525,000	\$ 157,500	\$ 682,500
2.03	Play Fields	Renovate Existing	185,000	GSF	\$ 7.00	\$ 1,295,000	\$ 388,500	\$ 1,683,500
2.04	Quad and Open Space Around Campus	Renovate Exterior Areas Into Outdoor Learning Environments	24,000	GSF	\$ 60.00	\$ 1,440,000	\$ 432,000	\$ 1,872,000
2.05	Throughout Campus	Renovate Paved Play Areas	55,000	GSF	\$ 12.00	\$ 660,000	\$ 198,000	\$ 858,000
2.06	Kindergarten Play Area	Renovate Existing	15,000	GSF	\$ 50.00	\$ 750,000	\$ 225,000	\$ 975,000
2.07	Campus	Site Plumbing				\$ 14,043	\$ 4,213	\$ 18,256
2.08	Campus	Site Electrical				\$ 326,114	\$ 97,834	\$ 423,948
2.09	Campus	Site Development				\$ 199,905	\$ 59,972	\$ 259,877
Total Site Work								\$ 7,260,581
Buildings								
2.10	Portables	Demolish Existing	4,500	GSF	\$ 12.00	\$ 54,000	\$ 16,200	\$ 70,200
2.11	Location TBD	New Small Learning Community to Replace Demolished Portables	6,000	GSF	\$ 700.00	\$ 4,200,000	\$ 1,260,000	\$ 5,460,000
2.12	Building 2, 3, 4, and 6	Modernize to Create Small Learning Communities	32,000	GSF	\$ 375.00	\$12,000,000	\$ 3,600,000	\$ 15,600,000
2.13	Library	Renovate Existing	2,000	GSF	\$ 250.00	\$ 500,000	\$ 150,000	\$ 650,000
2.14	Throughout Campus Interiors	New Flexible Furniture				\$ 850,000	\$ 255,000	\$ 1,105,000
2.15	Admin Office in Unit 4	Deferred Maintenance				\$ 584,075	\$ 175,223	\$ 759,298
2.16	Unit 5	Deferred Maintenance				\$ 2,430,200	\$ 729,060	\$ 3,159,260
Total Buildings								\$ 26,803,758
Total Long-Term Facilities Needs								\$ 34,064,338



Table 3 | Summary of Costs

Description	Project Cost
Signature Projects	\$ 4,332,250
Long-Term Facilities Needs	\$ 34,064,338
Subtotal Conceptual Cost Projection	\$ 38,396,588
Design Contingency (15%)	\$ 5,759,488
Total Conceptual Cost Projection	\$ 44,156,076

Section 6: Conceptual Cost Projection

6.8 H.A. Snow Elementary School

Table 1 | Signature Projects

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
1.01	Location TBD	New Maker Space with Flexible Furniture	1,200	GSF	\$ 250.00	\$ 300,000	\$ 90,000	\$ 390,000
1.02	Building 1	Pilot Project: Transform Existing to Create Small Learning Community	7,600	GSF	\$ 375.00	\$ 2,850,000	\$ 855,000	\$ 3,705,000
1.03	Front of the School	Street-side Beautification and Addition of Entry Plaza with Seating	5,000	GSF	\$ 75.00	\$ 375,000	\$ 112,500	\$ 487,500
Total Signature Projects								\$ 4,582,500

Table 2 | Long-Term Facilities Needs

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
Site Work								
2.01	Quad and Open Space Around Campus	Renovate Exterior Areas Into Outdoor Learning Environments	18,000	GSF	\$ 60.00	\$ 1,080,000	\$ 324,000	\$ 1,404,000
2.02	Play Fields	Renovate Existing	220,000	GSF	\$ 7.00	\$ 1,540,000	\$ 462,000	\$ 2,002,000
2.03	Location TBD	New Shade Structures for Lunch Area	3,000	GSF	\$ 125.00	\$ 375,000	\$ 112,500	\$ 487,500
2.04	Parking Lot	Renovate And Expand Existing	25,000	GSF	\$ 20.00	\$ 500,000	\$ 150,000	\$ 650,000
2.05	Kindergarten Play Area	Renovate Existing	8,000	GSF	\$ 50.00	\$ 400,000	\$ 120,000	\$ 520,000
2.06	Campus	Site Development				\$ 216,024	\$ 64,807	\$ 280,831
2.07	Campus	Site Plumbing				\$ 11,129	\$ 3,339	\$ 14,468
2.08	Campus	Pedestrian Pavement				\$ 78,170	\$ 23,451	\$ 101,621
2.09	Campus	Site Lighting				\$ 5,418	\$ 1,625	\$ 7,043
Total Site Work								\$ 5,467,463
Buildings								
2.10	Location TBD	New Staff Restrooms	800	GSF	\$ 1,000.00	\$ 800,000	\$ 240,000	\$ 1,040,000
2.11	Portables	Demolish Existing	3,600	GSF	\$ 12.00	\$ 43,200	\$ 12,960	\$ 56,160
2.12	Building 2, 3, and 4	Modernize Existing Buildings to Create Small Learning Communities	20,000	GSF	\$ 375.00	\$ 7,500,000	\$ 2,250,000	\$ 9,750,000
2.13	Administration	Renovate and Expand Into Existing Staff Lunch	1,000	GSF	\$ 425.00	\$ 425,000	\$ 127,500	\$ 552,500
2.14	Behind Administration Building	New Staff Lunch Room and Restrooms	1,200	GSF	\$ 800.00	\$ 960,000	\$ 288,000	\$ 1,248,000
2.15	Library	Renovate Existing	2,000	GSF	\$ 250.00	\$ 500,000	\$ 150,000	\$ 650,000
2.16	Throughout Campus Interiors	New Flexible Furniture				\$ 610,000	\$ 183,000	\$ 793,000
2.17	Building 6	Deferred Maintenance				\$ 2,395,600	\$ 718,680	\$ 3,114,280
Total Buildings								\$ 17,203,940
Total Long-Term Facilities Needs								\$ 22,671,403



Table 3 | Summary of Costs

Description	Project Cost
Signature Projects	\$ 4,582,500
Long-Term Facilities Needs	\$ 22,671,403
Subtotal Conceptual Cost Projection	\$ 27,253,903
Design Contingency (15%)	\$ 4,088,085
Total Conceptual Cost Projection	\$ 31,341,989

Section 6: Conceptual Cost Projection

6.9 Junior High School

Table 1 | Signature Projects

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
1.01	Wing G, CTE Building	New Maker Space with Flexible Furniture	1,200	GSF	\$ 275.00	\$ 330,000	\$ 99,000	\$ 429,000
1.02	Location TBD	New Covered Lunch Area	2,000	GSF	\$ 125.00	\$ 250,000	\$ 75,000	\$ 325,000
1.03	Track and Football Fields	Renovate Existing	150,000	GSF	\$ 8.00	\$ 1,200,000	\$ 360,000	\$ 1,560,000
1.04	Track and Field	New Bleachers	1	LS	\$ 200,000	\$ 200,000	\$ 60,000	\$ 260,000
1.05	Throughout Campus Interiors	New Flexible Furniture				\$ 1,560,000	\$ 468,000	\$ 2,028,000
Total Signature Projects								\$ 4,602,000

Table 2 | Long-Term Facilities Needs

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
Site Work								
2.01	Location TBD	New Shade Structure	2,500	GSF	\$ 75.00	\$ 187,500	\$ 56,250	\$ 243,750
2.02	Baseball and Softball Fields	Renovate Existing	440,000	GSF	\$ 7.00	\$ 3,080,000	\$ 924,000	\$ 4,004,000
2.03	Play Fields	Renovate Existing	510,000	GSF	\$ 7.00	\$ 3,570,000	\$ 1,071,000	\$ 4,641,000
2.04	Hardcourts	Renovate Existing	88,000	GSF	\$ 12.00	\$ 1,056,000	\$ 316,800	\$ 1,372,800
2.05	Tennis Courts	Renovate Existing	8	LS (court)	\$ 175,000	\$ 1,400,000	\$ 420,000	\$ 1,820,000
2.06	Central Quad	Renovate Existing	50,000	GSF	\$ 75.00	\$ 3,750,000	\$ 1,125,000	\$ 4,875,000
2.07	Location TBD	New Covered Lunch Area	2,000	GSF	\$ 125.00	\$ 250,000	\$ 75,000	\$ 325,000
2.08	Location TBD	New School Garden	2,000	GSF	\$ 7.00	\$ 14,000	\$ 4,200	\$ 18,200
2.09	Quad and Open Space Around Campus	Renovate Exterior Areas Into Landscaped Outdoor Learning Environments	20,000	GSF	\$ 60.00	\$ 1,200,000	\$ 360,000	\$ 1,560,000
2.10	Parking Lot	Resurface and Re-Design Existing	160,000	GSF	\$ 12.00	\$ 1,920,000	\$ 576,000	\$ 2,496,000
2.11	Pool	Demolish and Fill In	8,000	GSF	\$ 30.00	\$ 240,000	\$ 72,000	\$ 312,000
2.12	Campus Entry by Parking Lot	New Entry Plaza with Check-in Point	2,400	GSF	\$ 375.00	\$ 900,000	\$ 270,000	\$ 1,170,000
2.13	Where Pool Area will be Removed	New Outdoor/Indoor Bioscience Center	5,000	GSF	\$ 700.00	\$ 3,500,000	\$ 1,050,000	\$ 4,550,000
2.14	Campus	Site Plumbing				\$ 55,236	\$ 16,571	\$ 71,807
2.15	Campus	Site Electrical				\$ 111,257	\$ 33,377	\$ 144,634
2.16	Campus	Pedestrian Pavement				\$ 32,760	\$ 9,828	\$ 42,588
2.17	Campus	Site Development				\$ 272,606	\$ 81,782	\$ 354,388
2.18	Campus	Site Lighting				\$ 124,141	\$ 37,242	\$ 161,383
							Total Site Work	\$ 28,162,550
Buildings								
2.19	Portables	Remove Existing	3,600	GSF	\$ 12.00	\$ 43,200	\$ 12,960	\$ 56,160
2.20	Buildings In Wing C, D, E, F, G K, L, M	Modernize Existing Buildings to Create Small Learning Communities	60,000	GSF	\$ 375.00	\$22,500,000	\$ 6,750,000	\$ 29,250,000
2.21	Administration	Renovate Existing	3,800	GSF	\$ 375.00	\$ 1,425,000	\$ 427,500	\$ 1,852,500
2.22	Library	Renovate Existing	3,800	GSF	\$ 375.00	\$ 1,425,000	\$ 427,500	\$ 1,852,500
2.23	Throughout Campus Interiors	New Flexible Furniture				\$ 1,560,000	\$ 468,000	\$ 2,028,000
2.24	Building H, PE/ Gym	Deferred Maintenance				\$ 9,489,000	\$ 2,846,700	\$ 12,335,700
2.25	Multi-Purpose Room	Deferred Maintenance				\$ 4,153,300	\$ 1,245,990	\$ 5,399,290
2.26	Building J	Deferred Maintenance				\$ 653,600	\$ 196,080	\$ 849,680
							Total Buildings	\$ 53,623,830
							Total Long-Term Facilities Needs	\$ 81,786,380



Table 3 | Summary of Costs

Description	Project Cost
Signature Projects	\$ 4,602,000
Long-Term Facilities Needs	\$ 81,786,380
Subtotal Conceptual Cost Projection	\$ 86,388,380
Design Contingency (15%)	\$ 12,958,257
Total Conceptual Cost Projection	\$ 99,346,637



Section 6: Conceptual Cost Projection

6.10 Newark Memorial High School

Table 1 | Signature Projects

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
1.01	Main Quad	Transform Entire Existing Quad, Outdoor Amphitheater and Landscaped Gathering Spaces	60,000	GSF	\$ 50.00	\$ 3,000,000	\$ 900,000	\$ 3,900,000
1.02	Main Quad	New Shade Structure	3,000	GSF	\$ 75.00	\$ 225,000	\$ 67,500	\$ 292,500
1.03	Student Commons	Renovate and Transform Existing	15,000	GSF	\$ 350.00	\$ 5,250,000	\$ 1,575,000	\$ 6,825,000
1.04	Star Lab/ Maker Space	Renovate and Transform Existing	5,000	GSF	\$ 250.00	\$ 1,250,000	\$ 375,000	\$ 1,625,000
Total Signature Projects								\$ 12,642,500



Table 2 | Long-Term Facilities Needs

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
Site Work								
2.01	Pool	Renovate Existing	21,000	GSF	\$ 240.00	\$ 5,040,000	\$ 1,512,000	\$ 6,552,000
2.02	Event Center	Redesign Front to Improve Curb Appeal	15,000	GSF	\$ 75.00	\$ 1,125,000	\$ 337,500	\$ 1,462,500
2.03	Basketball Courts	Renovate Existing	60,000	GSF	\$ 12.00	\$ 720,000	\$ 216,000	\$ 936,000
2.04	Tennis Courts	Renovate Existing	8	LS (court)	\$ 175,000	\$ 1,400,000	\$ 420,000	\$ 1,820,000
2.05	Turf Fields	Renovate Existing	580,000	GSF	\$ 7.00	\$ 4,060,000	\$ 1,218,000	\$ 5,278,000
2.06	Track and Field	Replace Ground Surfaces with Synthetic Materials	1	LS	\$4,400,000	\$ 4,400,000	\$ 1,320,000	\$ 5,720,000
2.07	Bleachers & Press Box	Replace Bleachers and Press Box	1	LS	\$1,300,000	\$ 1,300,000	\$ 390,000	\$ 1,690,000
2.08	Garden	Renovate and Expand Existing	6,000	GSF	\$ 7.00	\$ 42,000	\$ 12,600	\$ 54,600
2.09	Small Quads	Transform into Landscaped Outdoor Learning Environments	12,000	GSF	\$ 25.00	\$ 300,000	\$ 90,000	\$ 390,000
2.10	Campus	Site Plumbing				\$ 83,443	\$ 25,033	\$ 108,476
2.11	Campus	Site Fire Suppression				\$ 34,403	\$ 10,321	\$ 44,724
2.12	Campus	Site Electrical				\$ 44,900	\$ 13,470	\$ 58,370
2.13	Campus	Parking				\$ 593,564	\$ 178,069	\$ 771,633
2.14	Campus	Pedestrian Pavement				\$ 6,318	\$ 1,895	\$ 8,213
2.15	Campus	Site Lighting				\$ 139,340	\$ 41,802	\$ 181,142
2.16	Campus	Site Development				\$ 280,896	\$ 84,269	\$ 365,165
							Total Site Work	\$ 25,440,823
Buildings								
2.17	Portables	Demolish Existing	20,000	GSF	\$ 12.00	\$ 240,000	\$ 72,000	\$ 312,000
2.18	Location TBD	New 2-Story Small Learning Community to Replace Portables	20,000	GSF	\$ 650.00	\$13,000,000	\$ 3,900,000	\$ 16,900,000
2.19	Building 300	Renovate Existing	58,000	GSF	\$ 450.00	\$26,100,000	\$ 7,830,000	\$ 33,930,000
2.20	Throughout Campus Interiors	New Flexible Furniture				\$ 2,370,000	\$ 711,000	\$ 3,081,000
2.21	Location TBD	New Greenhouse and Biosciences Space	3,000	GSF	\$ 750.00	\$ 2,250,000	\$ 675,000	\$ 2,925,000
2.22	Buildings 400-700 & 800	Renovate Existing	86,000	GSF	\$ 175.00	\$15,050,000	\$ 4,515,000	\$ 19,565,000
2.23	Building 100: Admin Building & Kitchen	Deferred Maintenance				\$ 4,034,650	\$ 1,210,395	\$ 5,245,045
2.24	Building 200, Library & Adjacent Spaces	Deferred Maintenance				\$ 2,236,000	\$ 670,800	\$ 2,906,800
2.25	Building 500/600, Physical Edu. & Band	Deferred Maintenance				\$10,853,800	\$ 3,256,140	\$ 14,109,940
2.26	Building 900, Event Center	Deferred Maintenance				\$ 5,342,300	\$ 1,602,690	\$ 6,944,990
2.27	Snack-Bar at Center Plaza	Deferred Maintenance				\$ 195,900	\$ 58,770	\$ 254,670
2.28	Snack-Shack	Deferred Maintenance				\$ 278,600	\$ 83,580	\$ 362,180
2.29	Weight Room	Deferred Maintenance				\$ 821,300	\$ 246,390	\$ 1,067,690
							Total Buildings	\$ 107,604,315
							Total Long-Term Facilities Needs	\$133,045,138



Table 3 | Summary of Costs

Description	Project Cost
Signature Projects	\$ 12,642,500
Long-Term Facilities Needs	\$ 133,045,138
Subtotal Conceptual Cost Projection	\$ 145,687,638
Design Contingency (15%)	\$ 21,853,146
Total Conceptual Cost Projection	\$167,540,784

Section 6: Conceptual Cost Projection

6.11 MacGregor Alternative School

Table 1 | Signature Projects

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
1.01	Main Quad	Transform Existing Into Landscaped Outdoor Learning Environments	17,000	GSF	\$ 50.00	\$ 850,000	\$ 255,000	\$ 1,105,000
1.02	Unit 8, Multi-Purpose Room	Renovate and Transform to Create a Student Center and Café	4,000	GSF	\$ 250.00	\$ 1,000,000	\$ 300,000	\$ 1,300,000
1.03	Location TBD	New Maker Space with Flexible Furniture	1,200	GSF	\$ 250.00	\$ 300,000	\$ 90,000	\$ 390,000
1.04	Building TBD	Pilot Project: Transform Existing to Create Small Learning Community	6,000	GSF	\$ 375.00	\$ 2,250,000	\$ 675,000	\$ 2,925,000
Total Signature Projects								\$ 5,720,000

Table 2 | Long-Term Facilities Needs

Item No.	Location	Description	QTY.	Unit	Construction Cost		Soft Cost (30%)	Project Cost
					Unit Cost	Cost		
Site Work								
2.01	Open Spaces Around Campus	Renovate Exterior Areas Into Landscaped Outdoor Learning Environments	15,000	GSF	\$ 60.00	\$ 900,000	\$ 270,000	\$ 1,170,000
2.02	Parking Lot	Renovate Existing	115,000	GSF	\$ 12.00	\$ 1,380,000	\$ 414,000	\$ 1,794,000
2.03	Locker Building	Replace with Hardcourt Play Area	10,000	GSF	\$ 12.00	\$ 120,000	\$ 36,000	\$ 156,000
2.04	Location TBD	New School Garden	5,000	GSF	\$ 7.00	\$ 35,000	\$ 10,500	\$ 45,500
2.05	Hardcourts	Renovate Existing	20,000	GSF	\$ 12.00	\$ 240,000	\$ 72,000	\$ 312,000
2.06	Campus	Pedestrian Pavement				\$ 480,431	\$ 144,129	\$ 624,560
Total Site Work								\$ 4,102,060
Buildings								
2.07	Throughout Campus	Modernize Existing Buildings to Create Small Learning Communities	30,000	GSF	\$ 375.00	\$11,250,000	\$ 3,375,000	\$ 14,625,000
2.08	Locker Building	Demolish Existing	6,400	GSF	\$ 12.00	\$ 76,800	\$ 23,040	\$ 99,840
2.09	Portable	Demolish Existing	960	GSF	\$ 12.00	\$ 11,520	\$ 3,456	\$ 14,976
2.10	Library	Renovate Existing	2,500	GSF	\$ 250.00	\$ 625,000	\$ 187,500	\$ 812,500
2.11	Throughout Campus Interiors	New Flexible Furniture				\$ 560,000	\$ 168,000	\$ 728,000
2.12	Unit 3	Deferred Maintenance				\$ 937,000	\$ 281,100	\$ 1,218,100
2.13	Unit 5, Administration Office	Deferred Maintenance				\$ 499,500	\$ 149,850	\$ 649,350
2.14	Unit 7	Deferred Maintenance				\$ 680,000	\$ 204,000	\$ 884,000
2.15	Unit 8, (address items not included in the MPR Signature Project above)	Deferred Maintenance				\$ 1,709,800	\$ 512,940	\$ 2,222,740
2.16	Whiteford	Deferred Maintenance				\$ 2,486,700	\$ 746,010	\$ 3,232,710
Total Buildings								\$ 24,487,216
Total Long-Term Facilities Needs								\$ 28,589,276



Table 3 | Summary of Costs

Description	Project Cost
Signature Projects	\$ 5,720,000
Long-Term Facilities Needs	\$ 28,589,276
Subtotal Conceptual Cost Projection	\$ 34,309,276
Design Contingency (15%)	\$ 5,146,391
Total Conceptual Cost Projection	\$ 39,455,668



Section 7: Resource Documents

The reference documents for this Facilities Master Plan are listed here. The actual documents can be found on the NUSD ShareFile Folder.

7.01	Appendix 1 – Facility Condition Assessment Reports
7.02	District-Wide Stakeholders Workshops
7.03	Elementary School Workshops
7.04	Newark Junior High School Workshops
7.05	Newark Memorial High School Workshops
7.06	MacGregor Alternative Educations Workshops
7.07	Makerspace Workshop