



CVUSD | *Facilities Master Plan*



CVUSD – THOUSAND OAKS CLUSTER SURVEY

University Center | *Survey*

2801 Atlas Ave | Thousand Oaks, CA 91360

Conejo Valley Unified School District

December 9th, 2016 – DRAFT v1



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Existing Site Summary

Neighborhood:

University Elementary School is located in the City of Thousand Oaks on a 11.25 acre site bound by Atlas Avenue (east). The major intersection is Atlas Avenue and West Avenida De Los Arboles. The 23 freeway runs immediately east of the campus.

Instruction:

University is a unique campus that is shared by three distinct programs: Wonder Preschool, First Five and Be Me Preschool. Wonder Preschool caters to typical childcare needs. For instance, it also runs several childcare facilities throughout CVUSD. Be Me Preschool, on the other hand, runs a specialized facility to accommodate students with metal and (or) physical disabilities. The age group served by Be Me goes up to middle and high school age. Be Me is experiencing a rising enrollment according to the director of the program. First Five is affiliated with Ventura County and it runs a program called Neighborhood for Learning (NfL), which provides parenting classes and early care education. The campus in general has a large number of Hispanic students.

Summary of Facilities:

The main core buildings on the campus were built in 1963. An assembly building added in 1969 adjacent to the main administration building provides for a well defined entrance for the surrounding community. Additional portable classroom buildings were added to the campus in the late 1990's, at which time the school also received a campus wide modernization, involving the upgrading of the plumbing, electrical, roofing and HVAC systems. Finally, a new lunch shelter was added in 2005 shortly before the school was converted from a traditional elementary school to a preschool with some additional special programs. The basketball courts were converted to additional parking spaces to support the current use of the facility. There have been no major construction projects on campus since 2005.

There are a number of projects that have recently been completed including HVAC replacement throughout campus and re-controlled at the administration building, as well as LED lighting upgrades with occupancy sensors, and new entry fence and gates.

Building Systems:

The major building systems have all received upgrades less than 15 years ago. The oldest systems on campus are in the portable building which are all in original condition. New HVAC systems may be needed within the next 10 years.

Technology:

The site currently is in need for upgrades to the technology portion of the campus including the addition of Wi-Fi to all the classrooms, projectors and projector screens, as well as hand held devices for the children.

Energy:

The existing HVAC system has been upgraded just over 10 years ago. The campus has received an LED lighting upgrade with occupancy sensors to help improve the energy efficiency of the campus.

Site Attributes:

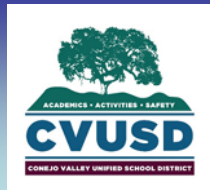
- Newly modernized and accessible restrooms
- Tile finishes at the MPR building adds character and improve durability of the façade

Site Deficiencies:

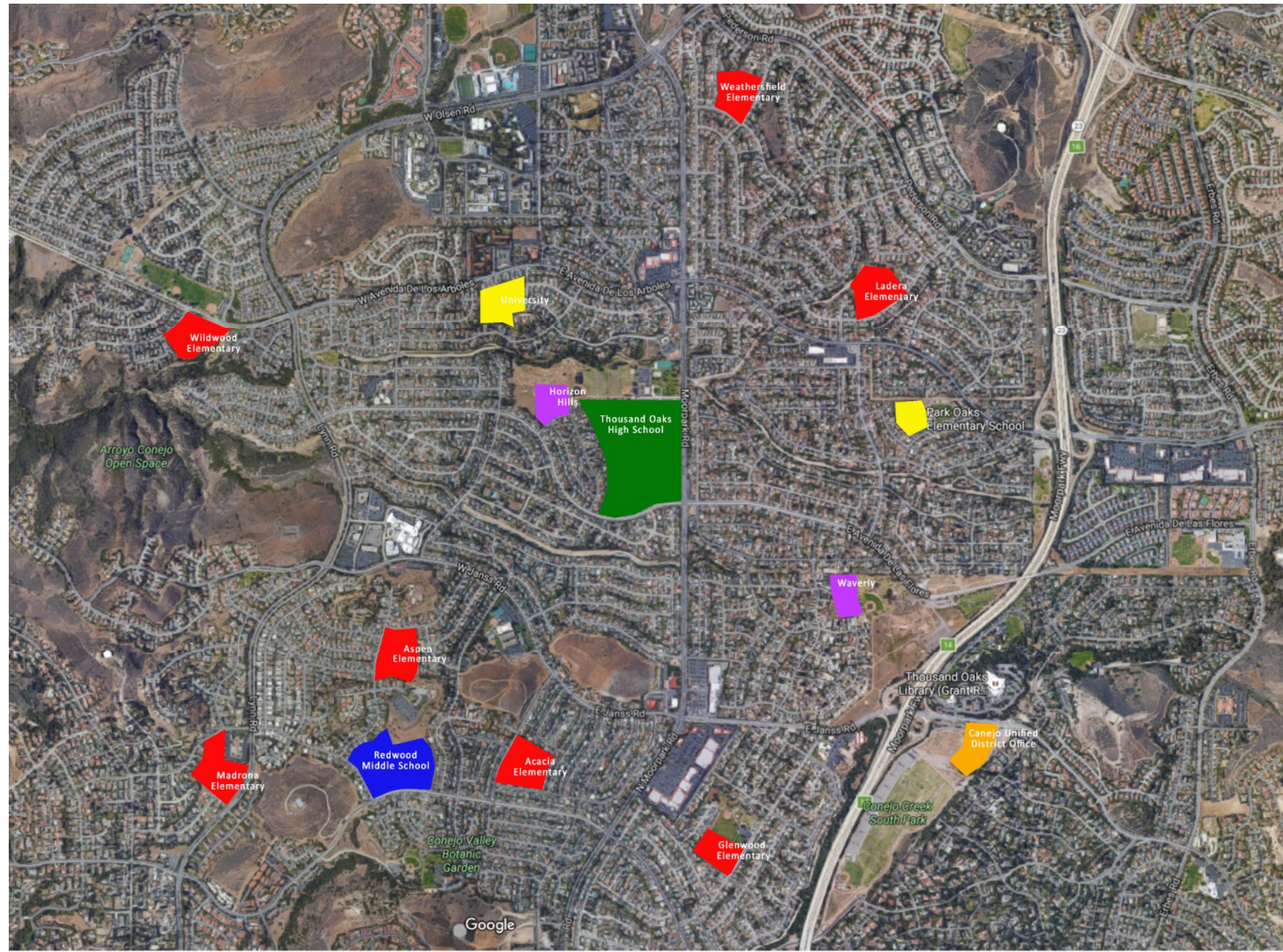
- Lack of shading at playground areas
- Lack of play area for children with disabilities.
- Exposed wood rafters with unfinished grooves at risk of rapid deterioration
- Accessibility issues throughout the campus, including absence of a permanent stage with wheelchair lift, which is widely used
- Interior finishes need to be replaced at multiple locations
- Lack of lighting in the playfield; inconsistent outdoor lighting performance at the parking lot area
- Landscaping could contribute more to the curb appeal
- Lack of space for students with more complex disabilities at Be Me Program
- Lack of space for TK program for Be Me Program
- Apparent incompatibility of older emotional disturbed students on site
- Psychology portable building is underutilized and in disrepair
- Ventilation issues reported at Be Me classroom spaces

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CVUSD Thousand Oaks Cluster



Legend

- Elementary School
- Middle School
- High School
- Other (Adult Education, Early Education)
- Charter, Non K-12
- District Office

CVUSD Thousand Oaks Cluster Sites

LOCATION CODE	SITE NAME	SCHOOL MANAGEMENT SERVICES SITE TYPE	GRADE LEVEL CONFIG
1 010	ACACIA ELEMENTARY	Elem. School	TK- 5
3 020	ASPEN ELEMENTARY	Elem. School	TK- 5
13 080	GLENWOOD ELEMENTARY	Elem. School	TK- 5
14 090	HORIZON HILLS	Pre K, Adult ED	MISC.
15 100	LADERA ELEMENTARY	Span Magnet	K- 5
18 120	MADRONA ELEMENTARY	Elem. School	TK- 5
23 170	PARK OAKS (BRIDGES)	Elem. School (Charter)	K- 5
24 180	REDWOOD MIDDLE SCHOOL	Middle School	6-8
27 200	THOUSAND OAKS HIGH SCHOOL	High School	9-12
29 220	UNIVERSITY	Elem. School	TK-5
31 240	WAVERLY	Adult ED / Special ED	MISC.
32 250	WEATHERSFIELD ELEMENTARY	Elem. School	TK-5
36 290	WILDWOOD ELEMENTARY	Elem. School	K-5
12 000	DISTRICT OFFICE	NA	NA
14	Totals Sites		

Community Resources

DESCRIPTION	LOCATION	CITY
Thousand Oaks Community Ctr.	2525 N Moorpark Road	Thousand Oaks
Thousand Oaks Community Park	2525 N Moorpark Road	Thousand Oaks
Conejo Valley Shopping Center	Moorpark Road	Thousand Oaks
Conejo Valley Art Museum	197 N Moorpark Road	Thousand Oaks
Conejo Community Center	1175 Hendrix Avenue	Thousand Oaks
Spring Meadows Park	3283 Spring Meadow Avenue	Thousand Oaks
Conejo Creek Equestrian Park	1350 E Avenida De Las Flores	Thousand Oaks
Glenwood Park	Windsor Drive	Thousand Oaks
Thousand Oaks Library	1401 E Janss Road	Thousand Oaks
Los Robles Hospital	215 W Janss Road	Thousand Oaks

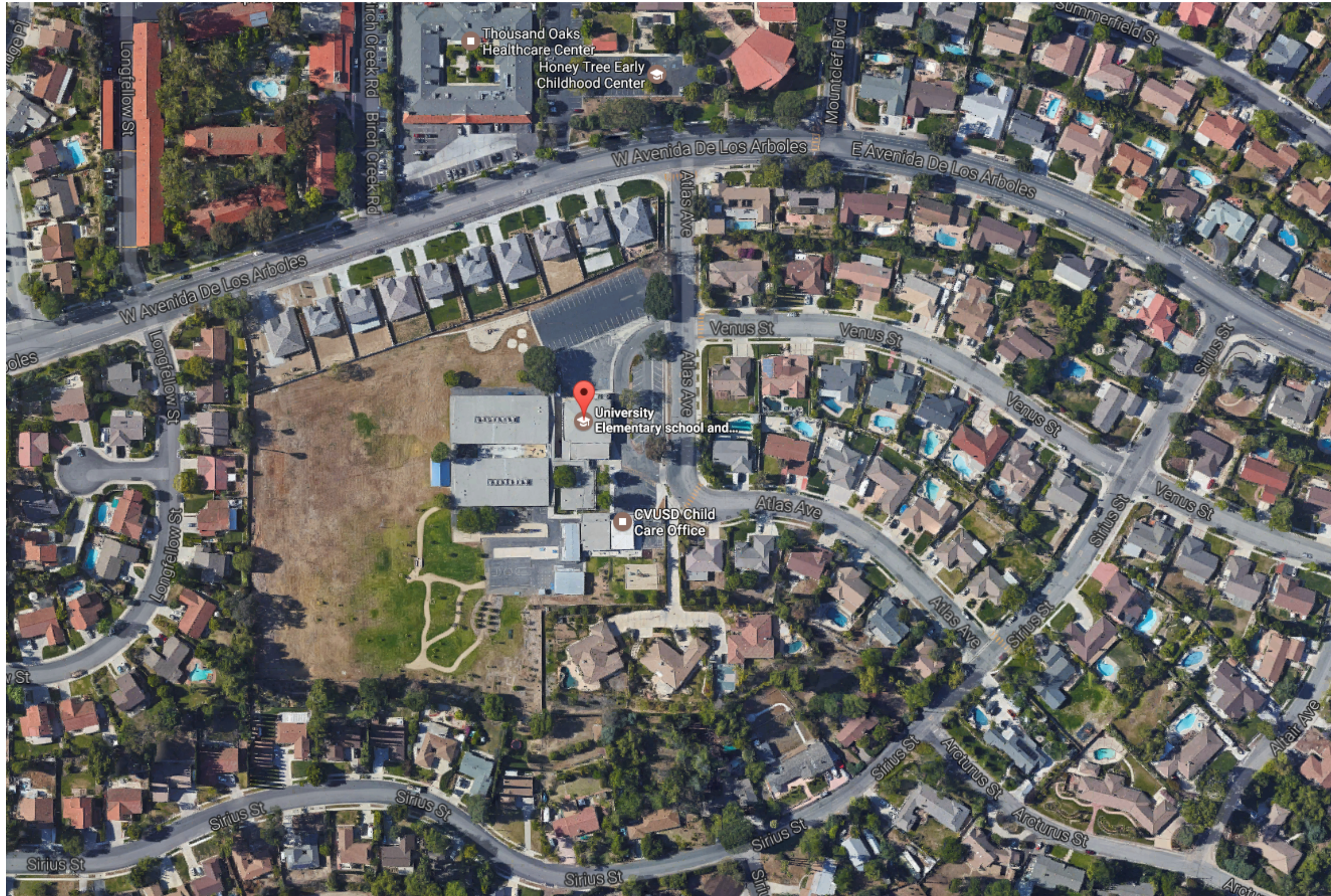
University Center | Survey
 2801 Atlas Ave | Thousand Oaks, CA 91360
 Conejo Valley Unified School District
 December 9th, 2016 Draft v1

Cluster Context Map

DRAFT v1

2.0





University Center | Survey

2801 Atlas Ave | Thousand Oaks, CA 91360

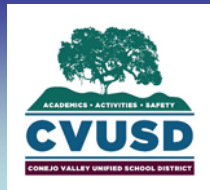
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Project Location Map

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Enrollment Data:

•For Secondary Schools

Classrooms 800 Square Feet and greater will be considered an "Available Classroom". On the color coded survey plan they can occur as BASIC CLASSROOM (Orange); SPECIALTY CLASSROOM (Light Blue); SCIENCE (Yellow).

If the rooms are being used for instruction and they are 799 Square Feet and under, they will be considered a "Small Room", with a different Color Code. Provide a description in the keynote as to its current use.

•For Elementary Schools

Classrooms 720 Square Feet and greater will be considered an "Available Classroom". On the color coded survey plan they can occur as BASIC CLASSROOM (Orange); SPECIALTY CLASSROOM (Light Blue); SCIENCE (Yellow).

If the rooms are being used for instruction and they are 719 Square Feet and under, they will be considered a "Small Room", with a Different Color Code. Provide a description in the keynote as to its current use.

For Span and other types of Schools

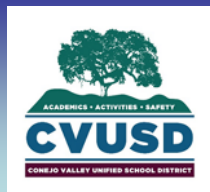
Identify what age group the space is used for the majority of the day – use rules above for Secondary Schools and Elementary Schools. Provide a description in the keynote as to its current use.

CVUSD ELEMENTARY SCHOOL									
Location Code: 29 220			Campus Summary						
Site Information	Totals			Total Planned Site Capacity:			Totals		
Current Useable Area:	11.25 Acres			Current Enrollment:			176		
Current Playground Area:	5.25 Acres			Planning 2-Semester Capacity:			180		
				Enrollment to use for Planning			180		
Playground Area Required: 9.0 Acres									
Classroom Status for School:	Current Classrooms			Potential Classrooms + Current Classrooms			Classrooms Identified by the School		
	Permanent	Portable	Totals	Permanent	Portable	Totals	Permanent	Portable	Totals
Available Classrooms 800 Square Feet or greater:	17	5	22	17	5	22	17	5	22
Available Small Rooms 799 Square Feet or smaller:	0	0	0	0	0	0	0	0	0
Totals:	17	5	22	17	5	22	17	5	22

CVUSD SPECIAL EDUCATION SCHOOL		Location Code: 3000		Campus Summary			
Site Information	Totals			Total Planned Site Capacity:	Totals		
Current Useable Area:	Shared			Current Enrollment:	10		
Current Playground Area:	Shared			Estimated 2-Semester Capacity:	9		
2013-14 Adjusted Projected Resident & Magnet Enrollment.					10		

Analysis:

Currently the campus is at full capacity. There is a need for 2 of the portable building to be replaced because of their condition. These buildings should be replaced along with the remaining portable buildings with a permanent building to house the displaced classrooms





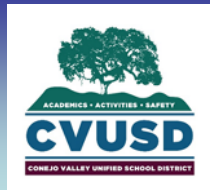
LEGEND

- PERMANENT
- PORTABLE
- SAND BOX PLAY AREA
- X BUILDING NUMBER
- PRIMARY POINT OF ENTRIES

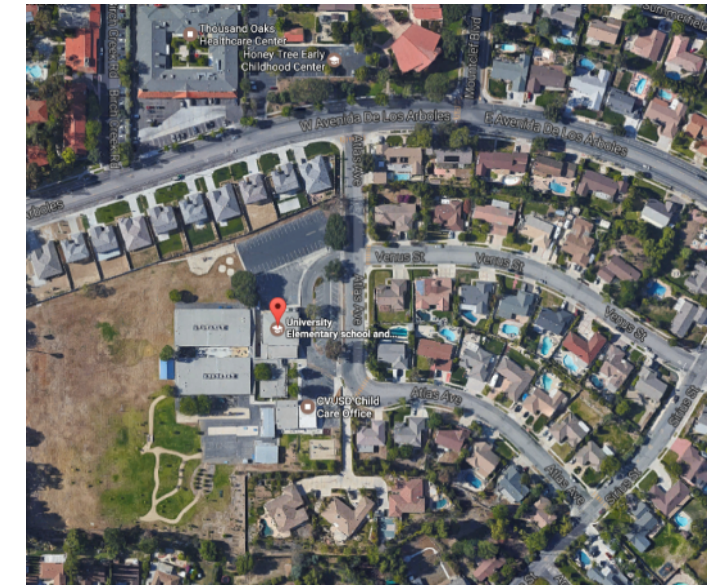
BUILDING

- 1- ADMINISTRATION
- 2- MULTI PURPOSE / LIBRARY
- 3- CLASSROOMS
- 4-CLASSROOMS
- 6- CLASSROOMS (MODULAR)
- 7-CHILDCARE (MODULAR)
- 8- KINDERGARTEN
- 9- KINDERGARTEN (MODULAR)
- 10-LUNCH SHELTER

EXISTING SITE PLAN | UNIVERSITY ELEMENTARY SCHOOL
PERMANENT AND PORTABLE



School District Site Name	School District Building Name	Building Rating Classification	Square Footage	Fire Const. Code	Fire Const. Type	Sprinkler Y/N	Fire Y/N	Alarm Local/Central	Roof Type	Year Built	Year Renovated				Status	Vacant Is Vacant Y/N	Flood Risk	Zone Code	Map Date
											Roof	HVAC	Elec	Plumb					
University Center	1-Administration	Elementary	2,079	1	Frame	No	Yes	L	Composition	1963	1983	2003	1999	2004	Owned and occupied by the district	N	NS	X	1/20/2010
University Center	2-Multi-Purp Library	Elementary	7,071	1	Frame	No	Yes	L	Composition	1969	2004	2003	1999	2004	Owned and occupied by the district	N	NS	X	1/20/2010
University Center	3-Classrooms 2-9	Elementary	8,880	1	Frame	No	Yes	L	Composition	1963	1997	2003	1999	2004	Owned and occupied by the district	N	NS	X	1/20/2010
University Center	4-Classrooms 10-17	Elementary	8,880	1	Frame	No	Yes	L	Composition	1963	1997	2003	1999	2004	Owned and occupied by the district	N	NS	X	1/20/2010
University Center	6- Classroom 19-20	Portable	1,440	5	Modified Fire Resistive	No	Yes	L	Metal	1997	1997	1997	1997	1997	Owned and occupied by the district	N	NS	X	1/20/2010
University Center	7-Childcare	Elementary	1,440	5	Modified Fire Resistive	No	Yes	L	Composition	1996	1996	1996	1996	1996	Owned and occupied by the district	N	NS	X	1/20/2010
University Center	8-Kindergarten Room 1	Elementary	1,633	1	Frame	No	Yes	L	Composition	1963	2002	2003	1999	2004	Owned and occupied by the district	N	NS	X	1/20/2010
University Center	9-Kindergarten	Elementary	1,440	5	Modified Fire Resistive	No	Yes	L	Metal	1999	1999	1999	1999	1999	Owned and occupied by the district	N	NS	X	1/20/2010
Walnut Elementary	14 - Multi-Purpose	Elementary	6,430	6	Fire Resistive	No	Yes	L	Composition	1963	2009	1999	1999	2000	Owned and occupied by the district	N	NS	X	1/20/2010
Walnut Elementary	15 - Library	Elementary	1,020	1	Frame	No	Yes	L	Composition	1963	2008	1999	1999	2000	Owned and occupied by the district	N	NS	X	1/20/2010



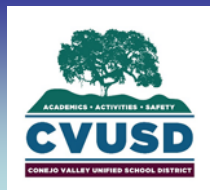
Existing Facilities:

7 buildings are over 40 years old

Analysis Summary:

The campus was constructed in 1963 and has since seen some modernization and renovations of the site infrastructure and building systems. Most recently was an HVAC modernization in 2003 which covered most of the permanent buildings. The remaining of the permanent buildings received HVAC upgrades in 1999. There has also been electrical and plumbing upgrades throughout the campus.

All of the portable buildings are original and around 20 years old. They are currently in working order and sufficient to the needs of the campus.





LEGEND

- PRIMARY POINT OF ENTRY
- ADMINISTRATION
- BE ME PRESCHOOL
- FIRST FIVE
- FOOD SERVICE
- LUNCH SHELTER
- MULTI PURPOSE
- SUPPORT SPACES
- WONDER PRESCHOOL

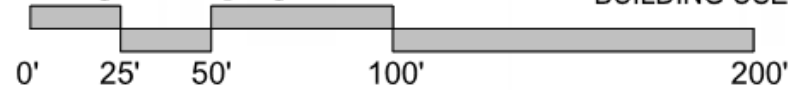
SITE IMPROVEMENT KEY NOTES

- 1 NEED PERMANENT STAGE
- 2 RAFTERS / FASCIA IN POOR CONDITION, NEED REMOVAL / REPLACEMENT
- 3 CONVERTED PARKING AREA NEEDS ACCESSIBILITY UPGRADES.
- 4 DRAINAGE ISSUE WITH THE TREE ROOTS
- 5 DESIRED SHADE STRUCTURE LOCATION
- 6 PORTABLES ARE IN NEED OF REPLACEMENT

SITE IMPROVEMENT GENERAL NOTES

- OLDER CLASSROOMS WILL NEED ACCESSIBILITY UPGRADES ON HARDWARE THRESHOLDS AND SINKS
- EXTERIOR DRINKING FOUNTAINS WILL NEED TO BE MADE ACCESSIBLE
- ACCESSIBILITY UPGRADES NEEDED IN PARKING, GATE LOCATIONS, DOORS, AND SOME PATHWAYS

EXISTING SITE PLAN | UNIVERSITY ELEMENTARY SCHOOL
BUILDING USE-FIRST FLOOR





LEGEND

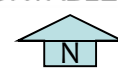
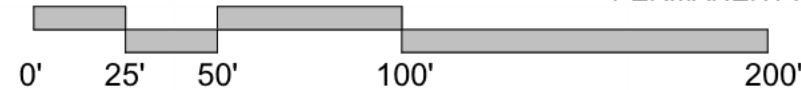
- PERMANENT
- PORTABLE
- SAND BOX PLAY AREA
- X BUILDING NUMBER
- PRIMARY POINT OF ENTRIES

BUILDING

- 1- ADMINISTRATION
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- 9- KINDERGARTEN (MODULAR)
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EXISTING SITE PLAN | UNIVERSITY ELEMENTARY SCHOOL
PERMANENT AND PORTABLE



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Existing Campus Image Key Map

DRAFT v1

7.0



Photo -1
Building 1
Administration building and primary entry location to school.



Photo -2
Building 1
Administration building looking toward the kindergarten classrooms. The original overhang over the administration building is deteriorating and should be removed.



Photo -3
Building 3
Courtyard between permanent classroom buildings has been repurposed to be preschool play area with play equipment and sand area.



Photo -4
Building 4
Courtyard between permanent classroom buildings has been repurposed to be preschool play area with play equipment and sand area.



Photo -5
Building 7
Typical portable building on campus.



Photo -6
Building 2
Multi purpose building.



Photo -7
Building 10
Shade structure used for lunch as well as some storage.



Photo -8
Building 1
Typical threshold condition on campus, not current with accessibility standards.



Photo -9
Building 3
 Typical classroom in permanent building. Finishes are older but sufficient to the needs of the campus.



Photo -10
Building 3
 Typical sink in permanent classroom building. Not current with accessibility standards.

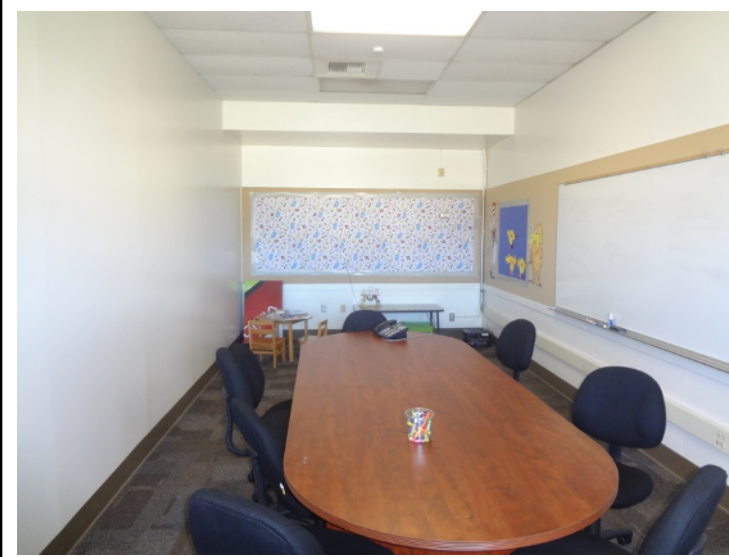


Photo -11
Building 3
 Some of the classrooms in the permanent building have been subdivided and turned into administration spaces including a meeting room.



Photo -12
Building 4
 Windows in typical permanent buildings are single pane and have been replaced over the years with mismatched colors of glass



Photo -13
Building 7
 Portable building interior, finishes are sufficient to the needs of the campus.



Photo -14
Building 7
 Portable building interior, finishes are sufficient to the needs of the campus. Some buildings have accessible sinks.



Photo -15
Building 7
 Carpet in portable classroom buildings is old and needs replacement in some location.



Photo -16
Building 4
 Drinking fountains will need some accessibility upgrades.



Photo -17
Building 2
 Multi- purpose building is large and spacious, the flooring has some issues but is sufficient to the needs of the campus.



Photo -18
Building 2
 Currently there is no permanent stage in the multi purpose building. A new stage should be installed.



Photo -19
Building 2
 Campus has a warming kitchen which is sufficient to the needs of the campus.



Photo -20
Building 2
 A portion of the multi purpose building is used for administration space. This space has been recently updated and has new finishes and equipment.



Photo -21
Playground Area
 The playground area is large with several play structures. Each portion of campus has its own play area. Desire for additional shade for kids.



Photo -22
Playground Area
 The playground area is large with several play structures. Each portion of campus has its own play area. Desire for additional shade for kids.



Photo -23
Playground Area
 The playground area is large with several play structures. Each portion of campus has its own play area. Desire for additional shade for kids.



Photo -24
Parking
 Parking has been expanded over the years. The largest expansion is the conversion of the basketball courts to a parking lot. There are some accessibility issues in the parking lot.

wonder...

the beginning of learning



A Conejo Valley Unified School District Preschool

Our classrooms use curriculum which emphasize Kindergarten readiness and incorporate the State of California Preschool Learning Foundations. Teachers and children explore learning together, expanding curriculum into genuine inquiry. Children will be challenged to construct their own learning, think reflectively, pursue understanding of new material, and master new skills. Teacher's observations of children document learning and guide lesson planning.

Our Mission

To provide preschool aged children with an enriched and stimulating environment that promotes Kindergarten readiness, nurtures learning, and fosters healthy emotional and social growth.

Our Vision

- We recognize the unique individuality of each child and intentionally structure our programs in such a way that children, including those with special needs, can discover the wonder of learning, develop talent and experience joy in mastering the classroom environment
- We desire to create supportive professional relationships with parents and families and respect diversity amongst members of our community
- As a learning community we are committed to exploring new ideas, expanding and updating our knowledge and including parents and children as partners in the learning process

University Elementary School Wonder Preschool

University Elementary School has several programs that utilize the campus. The largest of which is the wonder preschool program, which offers a variety of options to parents in the district. The program offers a variety of child care options ranging from partial day preschool to full day preschool.

The program is designed to stimulate a young developing mind and also help create key social skills that will help the child as they continue in their education. The program offers different performing arts programs where the children participate in a variety of different performances.





LEGEND

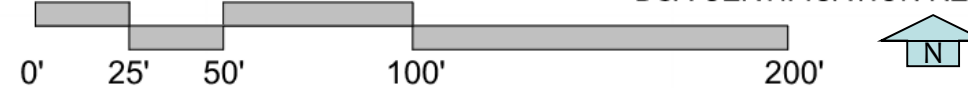
- CERTIFIED
- NOT CERTIFIED
- SAND BOX PLAY AREA
- X BUILDING NUMBER
- PRIMARY POINT OF ENTRIES

***THERE ARE NO UNCERTIFIED DSA PROJECTS**

BUILDING

- 1- ADMINISTRATION
- 2- MULTI PURPOSE / LIBRARY
- 3- CLASSROOMS
- 4-CLASSROOMS
- 6- CLASSROOMS (MODULAR)
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- 9- KINDERGARTEN (MODULAR)
- 10-LUNCH SHELTER

**EXISTING SITE PLAN | UNIVERSITY ELEMENTARY SCHOOL
DSA CERTIFICATION REQUIREMENTS**





Site Challenges:

In its current condition, University Center faces many challenges, the most pressing of which are directly related to aging buildings and site conditions. Poorly maintained exterior finishes and landscaping have become eye sore while deteriorating wooden rafter tails also present safety concern. Interior finish issues such as water damaged VCT flooring occurs at multiple locations and suggest ground moisture issue, which should be investigated. In addition, the playground area lacks shading and wheelchair accessible path. to contain and accommodate students with complex disabilities. Another fundamental challenge is the seamless integration of different programs on the same campus. Be Me Preschool has a pressing need to contain and accommodate students with special needs on the shared campus.

Other significant challenges come in the form of maintenance, modernization needs and Accessibility compliance. One of the challenges is the systemic site drainage problems near the playfield due to root intrusion into storm drain pipes. Typical classroom windows also have non-matching glass in each pane. Most of HVAC and Roofing system have also nearly reached the life span and will be in need of replacement within the next 10 years. Finally, accessibility related issues are present in both interior and exterior spaces. MPR lacks a wheelchair lift. Many drinking fountains do not have barrier rails while many sinks do not have knee spaces or proper height. Door thresholds and steep grading on the concrete walkway are also other common issues.

Site Modernization Opportunities:

Modernization shall consist of projects targeted at improving the overall functionality and appearance of classrooms in permanent and portable facilities. The Be Me program should have a dedicated space for students with complex disabilities. The space shall be strategically located to maximize supervision while minimizing interferences with other programs. As a part of the space study and modernization, a space for transitional kindergarten may also be added to Be Me Program as the enrollment of this particular age group appears to be on the rise for the Be Me Program. Finally, some portable buildings such as the Psychology building may be removed due to its underutilization and poor condition. This may create additional space for playground spaces, which are always needed in a campus dominated by pre-school age children.

Another major focus of this long term campus modernization effort is to make the outdoor spaces more usable and safer. Shading structure and opportunity should be provided to playgrounds especially the one serving the youngest children. As a part of the playground project, older equipment may be replaced while existing ground surfaces may be replaced with synthetic type to effectively provide a wheelchair accessible path to the equipment. A dedicated play area for children with disability is also needed. To increase safety on site, energy efficient outdoor lighting should be added to provide consistent illumination at the parking area as well as certain corners of the playfield that have reported safety concerns. The exposed wood rafter tails with unfinished grooves should be either removed or refinished to avoid further deterioration that might result in structural damage to the overhangs. Finally a campus wide beautification project shall seek to refinish exterior wall paints, exposed wood, and revitalize the landscaping.

As often required in any campus wide modernization effort, infrastructure and accessibility upgrades must also be addressed at the same time. The condition of existing HVAC especially ventilation system in the Be Me program should be evaluated. Given the average age of around 15 years, most system will require major service or replacement within 10 years. Roofing system installed is approaching 20 years of age and will need to be replaced within 10 years to avoid costly repair or water intrusion. Drainage issue in the playfield should also be addressed. Finally, to comply with current accessibility standards, a campus wide ADA evaluation and upgrade are needed.

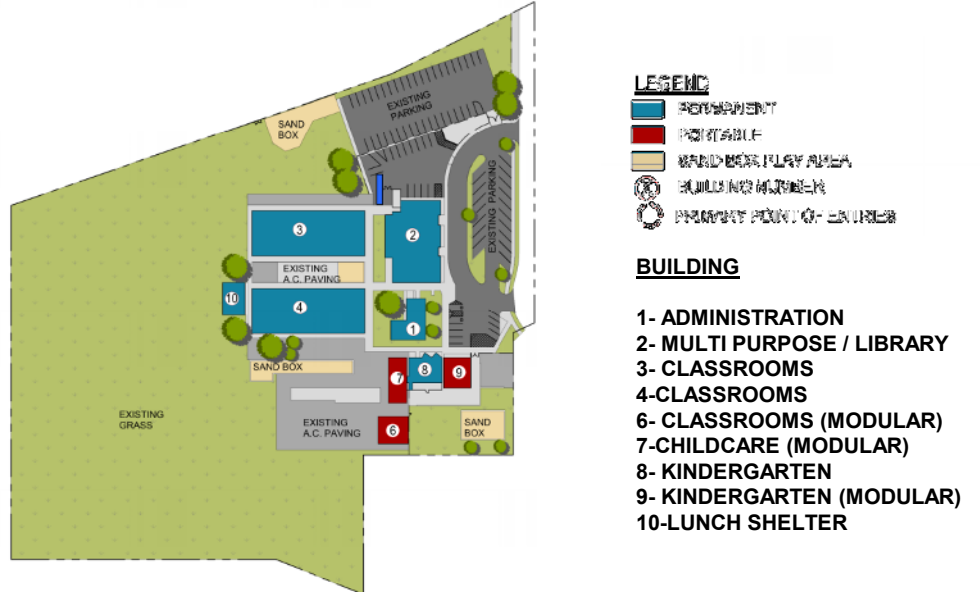




Image 1: Primary Entry Point to School



Image 2: Fence is Open during Start and Finish only

- Access during start and finish only
- Access during school hours



Circulation Diagram



Photo -1
The site has an additional parking lot that was converted from the old basketball court. This parking lot has not been made accessible



Photo -2
Typical door thresholds are not current with accessibility standards.



Photo -3
The drinking fountains are not current with accessibility standards.



Photo -4
Most of the restrooms have received accessibility upgrades.

 **IMAGE REFERENCE**

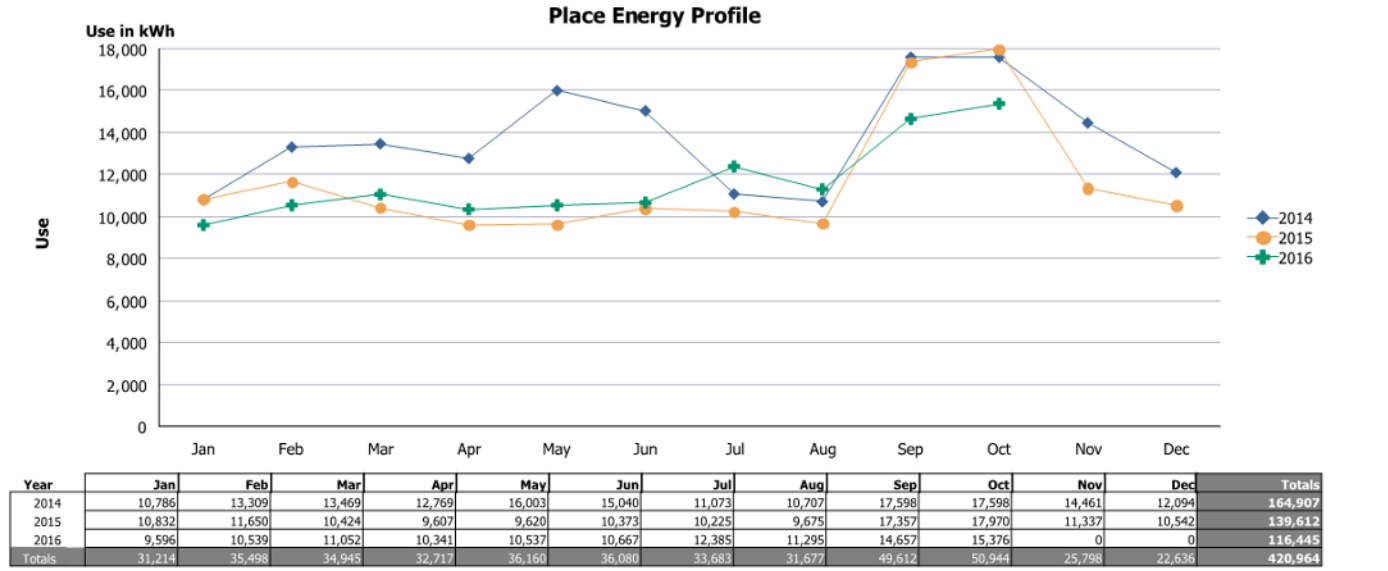
Energy Use Summary:

Currently the largest energy demand is the electrical use to power the HVAC system. The campus has gotten a LED lighting upgrade along with occupancy sensors to improve the efficiency of the lighting system. However, improvements can still be made when the HVAC system is replaced to improve the efficiency of the overall system. In addition to this there is solar power generation opportunities on the site due to the dry climate and ample sun and roof exposure.

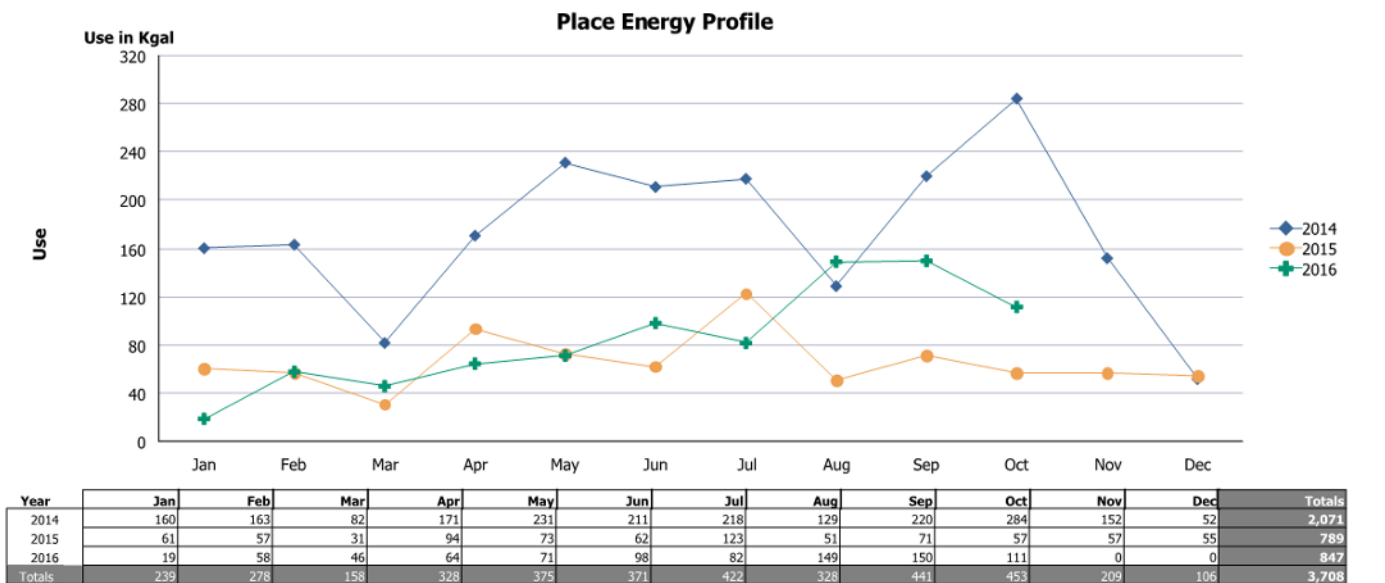
There was a significant increase in gas usage since 2015 which should be investigated to make sure there are no leaks or issues.

Category	2014	2015	2016	Totals
Electric	10,786	13,309	13,469	37,564
Gas	10,832	11,650	10,424	32,906
Totals	21,618	24,959	23,893	70,470

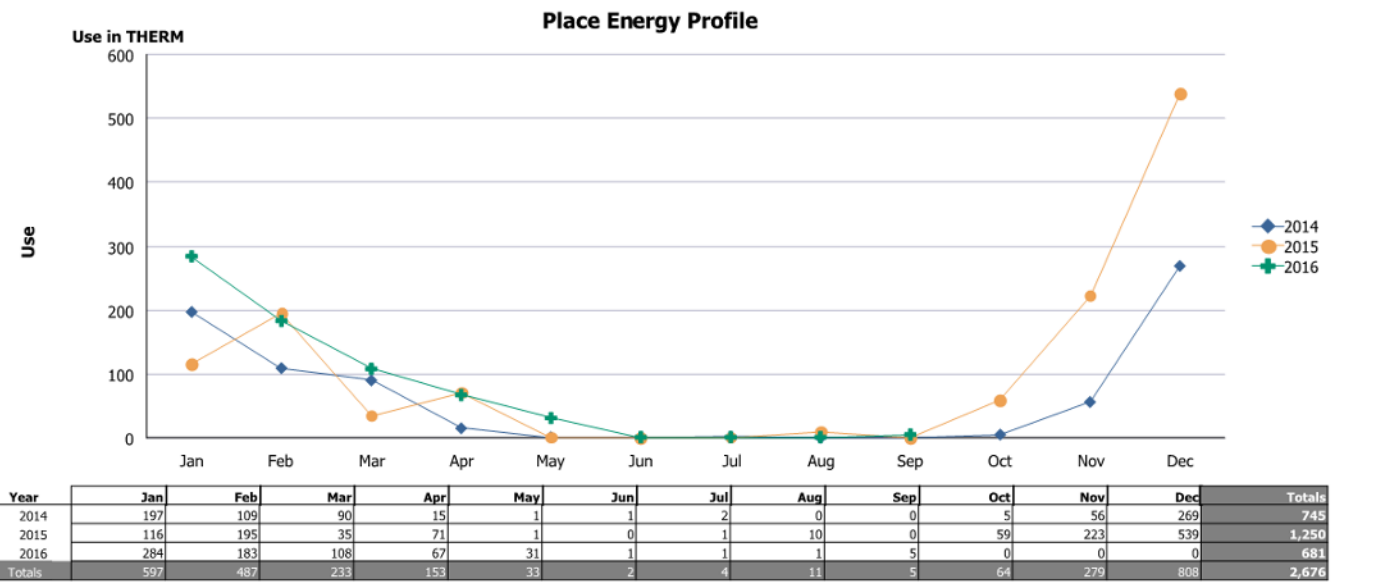
Place: [UNIVERSITY_1] University



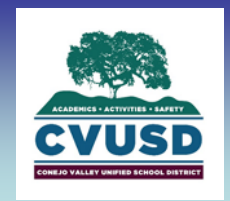
Electrical:



Water:



Gas:



University Center | Survey
2801 Atlas Ave | Thousand Oaks, CA 91360
Conejo Valley Unified School District
December 9th, 2016 Draft v1

Energy Use

DRAFT v1

Core Facilities			
Item	Category	Existing Square Footage	Standard Square Footage Based on Planning 2-Semester Capacity
1	Administration	2,079 Square Feet * (Office Square Footage)	00 Square Feet * (Office Square Footage)
2	Multi Purpose / Library	7,071 Square Feet	00 Square Feet
3	Classrooms	8,880 Square Feet	00 Square Feet
4	Classrooms	8,880 Square Feet	00 Square Feet
6	Classrooms (Modular)	1,440 Square Feet	00 Square Feet
7	Child Care (Modular)	1,440 Square Feet	00 Square Feet
8	Kindergarten	1,633 Square Feet	00 Square Feet
9	Kindergarten (Modular)	1,440 Square Feet	00 Square Feet
10	Lunch Shelter	1,320 Square Feet	00 Square Feet
11	Playground	5.3 Acres	00 Acres
12	Parking	89 Stalls	00 Stalls

*(Office Square Footage)

This calculation includes the Front Office/Main Office; Waiting Room/Space; Conference Room; Administrative Offices.

Core Facilities Summary

1. Administration

The Administration building was constructed in 1963, it has received building system upgrades in 2003, however the roof is over 30 years old and in need of replacement. The building has some issues with the wood beams and fascia that cantilever off the building. They are in need of repairs / replacement.

2. Multi Purpose Building

The building was constructed in 1969, it has relatively new systems and infrastructure and has been well maintained.

3. Classrooms

The classroom buildings were constructed in 1963, and have upgraded with newer systems and roofing. The most recent upgrade being HVAC in 2003.

4. Classrooms

The classroom buildings were constructed in 1963, and have upgraded with newer systems and roofing. The most recent upgrade being HVAC in 2003.

6. Classrooms (Modular)

This portable classroom building was constructed in 1997 and is in original condition. Some finish upgrades are needed.

7. Classrooms (Modular)

This portable classroom building was constructed in 1996 and is in original condition. Some finish upgrades are needed.

8. Kindergarten

The kindergarten building was constructed in 1963 with consistent upgrades. There was a complete upgrade of plumbing roofing and HVAC in the early 2000's.

9. Kindergarten (Modular)

The portable kindergarten building was added in 1999 and is in original condition. Some finish upgrades are needed.

10. Lunch Shelter

The lunch shelter was constructed in 2005, it is currently under utilized and a portion is being used for additional storage. It is sufficient to the needs of the camps.

8. Playground

There is a large playground, and in need of additional shade for the kids. The play structures and size of the play ground are sufficient to the needs of the campus

9. Parking

The parking lot has 3 different sections to supply the needs of the campus. The old basketball courts have been converted to additional parking and are not currently accessible and have a very steep concrete ramp. The quantity of parking is sufficient to the current needs of the campus.



Technology Summary:

University: The network infrastructure has not been upgraded and currently consists of CAT 5 cable and six strands of OM 1 multimode fiber between the MDF and all IDF's.

Additional information will be provided by the district at a later date.



Observations Summary:

University Center is a unique campus that serves multiple early childhood programs. However, despite the diversity, the age group in general is mostly limited to the pre-school and transitional kindergarten age with exception of 2 special education classes for older students run by Be Me. Thus, future growth of the facility and enrollment will depend on success in outdoor spaces as well as better cooperation between the different programs on site.

As noted in the report, most playground area should be upgraded with better shading and protective/accessible surface. Portable buildings, which are underutilized and in disrepair, such as the psychology building, can be removed to make room for more outdoor spaces. A dedicated play area for children with disabilities may be created as a part of the playground upgrade project.

While the tile finish outside the multi-purpose building serves as a durable and eye catching front for the campus, the remaining campus as a whole needs a face-lift in the forms of re-painting, re-finishing surfaces as well as landscaping. Interior spaces, in general, should be refreshed with new paint and finishes. PTA and meeting rooms should receive appropriate audio visual equipment installation while the MPR stage should receive a wheelchair lift to ensure full accommodation of people with disabilities. Campus wide accessibility upgrades must also take place to address various compliance issues related to grading, handrails, ramps, thresholds, drinking fountain and parking accommodation. Finally, infrastructure projects such as lighting, HVAC, site drainage must be captured prior to the conclusion of the comprehensive modernization effort.

To effectively serve the special education classes for emotionally disturbed students, the various programs on site must reach an agreement on required physical arrangement as well as program compatibility. If the older emotionally disturbed students are to be relocated to a different location off campus, additional outdoor fencing, gate will need to be added to serve the typical Pre-K and preschool age children. For other special education classes with similar age group as the remaining campus, a more integrated approach to sharing facility should be reached in order to harbor understanding of people with special needs. The main objective of this long term master planning process is to provide a funding source and direction with a farther time horizon and holistic vision from the District level. With this vision in mind, the ultimate success of University Center depends on the different programs coexisting and thriving together as one single entity.

