



Middle School Enclave at Costa Mesa High School, recipient of the 2011 AIA Orange County Citation Award

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A Place of Their Own

By: Paul H. Reed, Deputy Superintendent and Chief Business Official, Newport-Mesa Unified School District and Kevin Wilkeson, Principal, HMC Architects, Irvine

A New Approach

The transition to the seventh grade is a big change for sixth grade students, and presents a variety of challenges and opportunities to facilitate the growth and development of middle school age students. To address this issue on its 7–12 campuses, Newport-Mesa Unified School District (NMUSD) developed a middle school enclave within Costa Mesa High School and is now constructing a new facility to reinforce this idea and meet the growing space needs brought on by new program development and enrollment growth.

In the Beginning

A drop in enrollment during the 1990s led the NMUSD to consolidate its middle schools onto the high school campuses within two of the

District's high school attendance areas, creating 7–12 programs on single sites, thereby preserving neighborhood schools. During this time, like many school districts, NMUSD experienced wide enrollment fluctuations, from 28,000 down to 16,000, then back to the current student population of approximately 22,000 ADA.

The enclave concept for a 7–12 campus was initially born of the anxiety felt by parents related to their seventh and eighth grade students' proximity to older students. Returning to entirely separate middle schools would lose the advantages that seventh and eighth graders had on the high school campus, and would not be cost effective. Following several needs assessments with all stakeholders, the District identified a middle ground of creating a "sheltering space" for lower

grade students within the high school. The concept was named the Middle School Enclave.

At One With the Environment

At the 7–12 Costa Mesa High School campus, the new building design incorporates a southwest exposure, taking advantage of the local climate for natural lighting and heating. It includes features to reduce utility and overall operating costs, such as solar panels. Future cost savings and commitment to society are also important lessons for students. Energy costs are estimated to be 19 percent lower than Title 24 minimum standards and provide a savings of about \$14,000 per year in electricity costs.

"Working together collaboratively on this campus for more than eight years,

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A Place of Their Own

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we have a team that understands cost savings and the District's challenges," says Bonnie Martin, Project Director, Education Services for McCarthy Building Companies. This collaboration helped solidify the fact that LEED Silver certification was a reasonable expectation. LEED Silver is important not only from a cost perspective, but also because NMUSD is committed to a sustainable environment and raising interest in renewable resources.

Prudent Use of Space and Resources

The seventh and eighth grade

enclave is a unique, integrated campus, with the architectural vocabulary blending seamlessly with the high school. The entrance is punctuated by a new front door and separate parking area. The middle school is incorporated using a straight path, with a spine leading to the high school kitchen, gym, pool, and performing arts areas. Students and faculty will have access to energy use and cost data, allowing students to learn about how much electricity is generated by their activities and how saving energy reduces impact on the grid. The garden area helps students learn sustainable practices they can implement outside the school.

A Day in the Life

While still creating a feeling of safety and security, the enclave facilitates access to opportunities such as courses not usually available at a separate middle school, like a larger library, specialized science, and more athletics facilities. Dedicated classrooms and a separate quad for seventh and eighth grade students are intended as a middle step to provide more support and a sense of place. Students spend the core of their academic day in the enclave, close to lockers as well as communal gathering and eating spaces. Greater efficiency becomes possible for

administrative staffing, with one fewer assistant principal needed for the 7-12 population. Offices in the enclave serve as a satellite to the main administration building, providing space for the middle school principal and for the seventh and eighth grade school nurse.

The Larger Picture

Newport-Mesa USD approached this creative project with foremost attention to student needs, effective site utilization and cost savings.

For more information contact Paul Reed at preed@nmusd.us

How NMUSD Found Additional Cost Savings by Going Green

Through the architectural design and mechanical systems selected at NMUSD, the new enclave will result in more than 20 percent savings in energy costs each year. How did they do it? By making up-front commitments to design smartly and sustainably.

- Photovoltaic panels on south façade
- Aluminum sun screen panels allow for natural daylight and views, while also preventing solar heat gain
- Cool roof system reduces urban heat island effect
- Landscape watered with 100 percent recycled water
- Low water use fixtures, including waterless urinals, results in 36 percent less water usage
- Increased insulation in walls, windows, glazing, doors, and roof to reduce cooling load and energy usage
- Storm water run-off treated via bioswale and other systems before entering storm water system
- Low VOC interior materials



Exploring Technology Lab at CMHS Middle School Enclave

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Green Schools Add Up

By: Eric Carbonnier, AIA, LEED AP BD+C, HMC ArchLab; Pablo La Roche, Ph.D., LEED AP BD+C, HMC ArchLab; and Richard Sepulveda, Chief Operations Officer, Sanger Unified School District

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Did you know:
California educates
1 in 8 public school
students in the U.S.

– EdSource

1,700

LEED Registered Schools

515

LEED Certified Schools

HMC ArchLab is an in-house studio dedicated to the research and development of advancing high-performance architecture.

Optimization techniques focus on harnessing passive strategies, water management, waste reduction, and alternative energy technologies paving the way toward sustainable, grid-neutral schools. Concurrently, these sustainable strategies leverage Proposition 1D as a conduit to funding that can be applied directly to enhancing building performance and results in high-performance architecture that promotes lower operational costs and healthy learning environments.

Sustainable strategies are at the starting line to reduce our impact on the environment and leads us to become more inclusive of natural processes and functions: daylighting, natural ventilation, passive cooling and heating, solar thermal, and building orientation to name a few have this collective impact. However, natural processes need to be

augmented to accommodate the greater demands that the natural environment is unable to provide. In the case of Sanger Unified School District, alternative energy solutions have become a topic of interest as a means to reduce its environmental impact and become grid-neutral.

For the last 23 years, Sanger Unified School District has actively worked on installing alternative energy projects, and is currently using Co-Gen plants for the swimming pools at Sanger High School and Washington Academic Middle School. There are also Co-Gen plants at three elementary schools within the District. Sanger USD has also adopted energy conservation measures to maximize lighting, windows, roofing, and HVAC systems.

Green schools are becoming the standard, and the proof is in the

numbers. According to the United States Green Business Council's LEED Projects Directory, more than 1,700 school projects are registered with LEED, and 515 schools have already achieved LEED certification in the United States. With an average energy savings of 33 percent compared to conventionally designed schools, green schools save an average of \$0.38/SF per year, and with energy prices expected to increase 5 percent per year over the next 20 years, the cost savings definitely add up.

Contact Richard Sepulveda at richard_sepulveda@sanger.k12.ca.us

For more information about sustainable design strategies, contact eric.carbonnier@hmcarchitects.com or pablo.laroche@hmcarchitects.com

HMC Welcomes / Practice News



Cheryl Lentini LEED AP, NCARB
Managing Principal

Cheryl has focused her 25-year career on public and institutional projects including university, community college, K-12, federal, justice, and civic-related projects. As managing principal of the San Francisco studio, her strong management and communication skills have led to successful projects and happy clients.



Rudy Chacon LEED AP
Project Manager

The newest addition to HMC's Central Valley studio, Rudy brings more than 16 years of experience in project management and oversight of a variety of building types, including educational, libraries, gymnasiums, cafeterias, auditoriums, and mixed-use projects. He is a proponent for high-performance design and brings a strong synergy of technical knowledge and creative problem solving skills.



Kate Diamond FAIA, LEED AP
Principal

Kate's career in architecture spans nearly 35 years and has touched many project types, including academic facilities, and her track record of design excellence has produced award-winning, sustainable projects throughout California and the Western U.S. Based in HMC's Los Angeles studio, Kate leads education-focused design teams in the development of high-performance architecture.



Brian Meyers
*Graduates C.A.S.H. School
Facilities Leadership Academy*

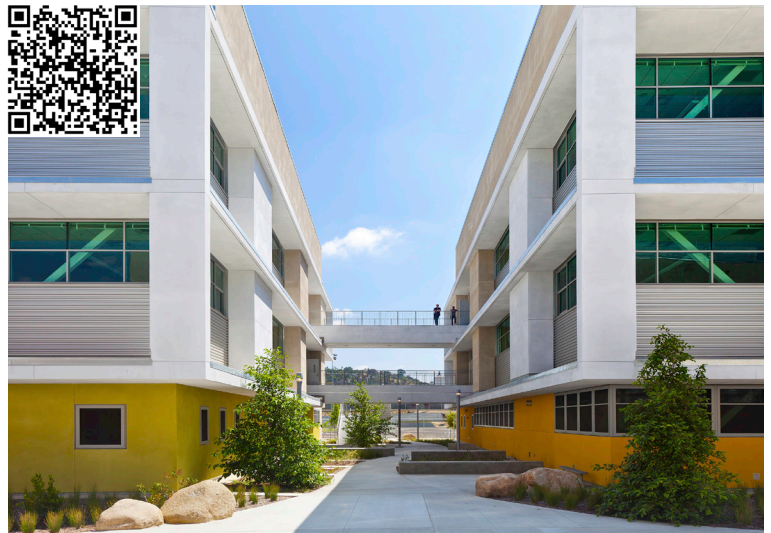
Congrats to HMC Sacramento's Brian Meyers, senior project manager, who recently graduated from the C.A.S.H. School Facilities Leadership Academy. This year-long, intensive program provides professional training to school facility leaders in areas of modernization, new construction, state and federal funding, bond measures, financing, and maintenance of public schools.

Grand Opening: Sonia Sotomayor Learning Academies

School officially started this September at Sonia Sotomayor Learning Academies, with five different small learning communities (SLCs) operating on one single campus: LA River School, ArtLab, Early College Academy of Leaders and Scholars, School of History and Dramatic Art, and the Alliance Technology and Math Science High School. HMC's design supports the SLCs, each of which are housed in their own dedicated building with a unique entry and outdoor instruction area. Funded through the State School Facility Program (SFP), a sub-campus with labs and demonstration gardens devoted to the environmental sciences prepares students for sustainable careers.

The campus supports 2,295 students in 85 classrooms alleviating overcrowding at three area schools within Los Angeles Unified School District. Shared community buildings and spaces—such as the gymnasiums, library, performing arts center, as well as soccer and other playfields—surround the edges of the campus to provide ease of use, while centralized instructional buildings provide a quiet and secure learning environment.

Watch HMC's Michael Tome, senior project designer, give an overview of the design and some of the features that will enable students to succeed.



Use your smartphone to scan the QR code above and access the video, or browse to youtube.com/hmcarchitects



Proactive Approach to Benefit Student Achievement

By: Ray Boike, Director of Facilities, Buckeye Union School District; MimiDene Williams, President, Williams and Associates; and Phil Nemeth, Principal, HMC Architects, Sacramento

When Superintendent Terry Wenig conducted a site walk of each school within the Buckeye Union School District (Buckeye USD), it became immediately apparent that major inequities existed between the school sites.

Some schools were clean and modern, while others were aged and out of date. Some schools within the District boasted state-of-the-art computer labs, while other sites did not. This inequity was further complicated by the “state-of-the-art” schools being built with developer funds during the housing bubble. Ultimately, it was decided the conditions of the schools were not in alignment with the Buckeye USD commitment to the community and student achievement.

Like most districts throughout the State, Buckeye USD’s desire to improve educational environments clashed with their limited funding resources. An existing master planning committee, comprised of representatives from each school site, parents, staff members, administrators, and district staff convened to discuss big picture conditions of sites throughout the District. Their goal was ambitious: to develop a standard of excellence that each site could achieve. Their wish list started with a question: “What if we could design the best learning environment possible in order to maximize learning? What would it look like?” Focusing on a standard level of excellence, a modernization program began to form that addressed the

needs of the individual schools, while also considering how the individual schools could support each other.

The District and Governing Board had a history of being on the forefront of maximizing modernization and new construction funding under the State School Facility Program (SFP). As a team with our consultants, we worked to submit applications for funding under the modernization program as soon as sites became eligible. When the opportunity arose, a combination of new construction and modernization applications were submitted to the State to maximize the funding and make sure coordination occurred with the facilities and maintenance departments.

Beyond facilities, other inequalities, such as school calendars between sites and varying levels of community support, needed to be addressed. If history had taught the District anything, it was that it would be difficult to pass a local GO bond in a very conservative community. No one had attempted to pass one since the early 1990s. Superintendent Wenig realized that they needed to communicate the benefits each site would receive as a result of the modernization efforts. They implemented a very grass roots style campaign to educate the community and build support. Because the master



Buckeye Elementary School student courtyard

planning process engaged so many parents previously, they had a head start in building support. We listened to community concerns and were transparent about what would take place—ultimately, the focus was on improved academics and what it would take to help kids be comfortable and successful in their learning environment. The foundational belief was that all children in the District should have equal access to educational programs. The community supported this belief steadfast and passed the local GO bond.

According to Superintendent Wenig, other districts in the state could learn from their experience by dreaming big and setting a standard of excellence in their district for each site to aspire to, and educate District leadership on what needs to be fixed. The District worked with a unique team that understood their goals and could provide expertise in every area, from design and construction to access to funding. The team worked hand-in-hand with the committee to tie all of these efforts together.

Build trust with your community by keeping your promise; conduct annual presentations to demonstrate progress on the campus. And above all, remember that student achievement cannot be isolated and should be paramount in any modernization effort.

There are many opportunities for a school district under the State School Facilities Program to leverage local funds. In general, under the modernization program, an apportionment may be used for an improvement to extend the useful life of, or to enhance the physical environment of a school. Did you know that a school can request “replacement of like-in-kind” facilities under the modernization program? Making sure that you have carefully analyzed all existing sites and focus your efforts on educating students, the value of good thoughtful planning brings dollars and cents to your community schools.

For more information contact Ray Boike at rboike@buckeyeusd.org and Phil Nemeth at phil.nemeth@hmcarchitects.com

Building a Foundation of Community Support

By: Dr. Mike Hendricks, Superintendent, Charter Oak Unified School District; Brian Akers, President, Governing School Board, Charter Oak Unified School District; and Alex Parslow, HMC Architects/School Advisors and CEO, COPE

We all know the effect great education programs can have on a student's life. With the State of California experiencing a severe financial crisis, whether you are a parent, teacher, community member, or student, we have all felt the cuts.

Local support for funding school programs and facilities has never been more important. In response to this crisis, schools districts everywhere have formed educational foundations to raise the necessary dollars to fill public funding gaps. Just as it is common-place in university and private schools, public school districts have begun to realize they must invest in fundraising opportunities that will afford them the ability to provide high-quality, competitive schools in their communities. In fact, the California Consortium of Education Foundations (CCEF) reports that in 2009, there were more than 675 active local educational foundations in California contributing more than \$230 million annually to address public education needs at the local level.

Foundations have engaged more than 36,000 volunteers on their boards and committees and serve more than 4.5 million children*. Building on the success of the Charter Oak USD, which serves over 5,000 students from Covina, Glendora, and San Dimas cities, the Charter Oak Partners in Education Inc. (COPE) Foundation was formed in 2009. As a non-profit organization, raising funds on behalf of the District,

working as partners with the Board of Education directing resources towards projects that benefit students and the community alike.

Districts must build their own capacity to institute a fundraising program that will financially support its goal of becoming a destination district. A successful fundraising program will garner this support by soliciting a diversified field of potential donors. Residential and business communities must be asked to support their schools in ways they have never been asked before.

The CCFC outlines industry standards for creating a successful educational foundation to serve public school districts. They include:

- Good tax standing as a 501(c)3 not-for-profit organization
- By-laws that clearly define the relationship between the school district and education foundation
- Internal controls and regular reporting to the School Board creates the necessary transparency of goodwill between the separate entities
- Strategic, well-connected, community leaders serving as members of the Board of Directors
- Personnel resources to meet the ongoing needs of a fully functioning fund development program



Understanding the Benefits of Educational Foundations

- Financial support is raised to support existing school revenues
- Community and financial support of education are expanded
- Attracts donations that can only be given to 501(c)3 nonprofit organizations
- A perpetual source of funds can be created to support education
- Funds are provided to supplement educational programs and activities for which tax dollars are not available or for which tax dollars cannot be expended
- Donations to support education may be accepted from individuals, corporations, and other funding sources, and donors are assured maximum tax credits

- Agreement between the district and the foundation on all program priorities, funding initiatives and fundraising strategies

In the end, the most common pitfall is organizing an educational foundation without a clearly defined purpose. Without a clear mission, a foundation will struggle in identifying funding priorities, opportunities, and developing a well-defined marketing and fundraising campaign.

With a clear plan and a community that cares about education, your educational foundation can be a critical part of your own community's future.

For more information contact Dr. Mike Hendricks at mhendricks@cousd.net and Alex Parslow at alex.parslow@hmcarchitects.com

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