



Santa Monica-Malibu Middle and High School, 2009 AIA Award of Excellence, 2009 USGBC Sustainability Award

Inside:

- 2 DSA Has Plans
- 5 Alternative Project Delivery
- 6 Generating Revenue



Planning for Future Savings

**By: Stuart Sam, Director of Facility Improvement Projects, Santa Monica-Malibu Unified School District
Julia Hawkinson, AIA, LEED AP, Deputy Program Manager, Parsons
Andrea Cabalo, Senior Project Manager, HMC Los Angeles**

Nestled along the scenic Pacific Coast, the Malibu Middle and High School (MMHS) exemplifies the Southern California campus: an open space that takes full advantage of year-round sun, ocean views, and majestic hillside landscapes.

As part of the District initiative to provide a lasting contribution to the Malibu community while responding to a unique site, MMHS is currently undergoing a three-phase campus improvement. When complete, this So Cal haven will house a more interactive, sustainable gateway for students in a community dedicated to social responsibility and environmental preservation.

The campus improvements project includes a new 40,000-SF, two-story administration, library, and classroom building, as well as renovations to

an existing classroom building. Several major site improvements include expanded parking, renovations to the middle and high school commons, and upgrades to the athletic facilities. The District and HMC Architects started the process by establishing site building committees, led by the school principal and included representatives from student, parent, and community groups. Because of the collaborative nature of the process, the projects are uniquely responsive to the needs of all users.

Based on a traditional 6—8 and 9—12 curriculum, MMHS supports

1,380 students in shared facilities. The campus expansion and addition projects are intended to enhance the interactivity that has created a unique academic culture. In addition, the school hosts joint-use and community programs throughout the calendar year. Nestled within an active community, MMHS is taking steps to connect its students with the surrounding neighborhood in a safe, dynamic campus.

HMC's designers worked within the constraints of the site to integrate the new building with the topography and landscape. In addition, courtyard redesigns and other site improvements address vital issues in circulation and campus identity.

Continued on page 3



Educational Specifications Policy Benefits Students

Central Valley

1827 E. Fir Avenue, Suite 103
Fresno, CA 93720
559.322.2444

Irvine

2601 Main Street, Suite 100
Irvine, CA 92614
949.567.1833

Las Vegas

770 E. Warm Springs Road, Suite 120
Las Vegas, NV 89119
702.315.4203

Los Angeles

633 W. 5th Street, Third Floor
Los Angeles, CA 90071
213.542.8300

Ontario

3546 Concoors Street
Ontario, CA 91764
909.989.9979

Reno

50 W. Liberty Street, Suite 800
Reno, NV 89501
775.322.9475

Sacramento

300 Capitol Mall, Suite 1230
Sacramento, CA 95814
916.325.1100

San Diego

1010 Second Avenue
Studio 810, West Tower
San Diego, CA 92101
619.744.4077

San Jose

1570 The Alameda, Suite 330
San Jose, CA 95126
408.977.9160

Advocates for Labor Compliance

1906 S. Commercenter East, Suite 211
San Bernardino, CA 92408
909.890.2220

School Advisors

3546 Concoors Street
Ontario, CA 91764
909.945.6890

“Educational specifications are crucial in ensuring that your schools support the needs of your students and community. Title 5 has always required districts to have board-adopted educational specifications and the new CDE School Facilities Planning Division policy **effective July 1, 2010**, emphasizes this requirement by having the board-adopted educational specifications submitted with new school projects.”



California Department of
EDUCATION

Kathleen J. Moore, Director
School Facilities Planning Division
California Department of Education

DSA Has Plans

By: Janet Dixon, Riverside USD, C.A.S.H. Board Member, DSA Outreach Committee Chair
Nancy Martin, DSA Compliance Manager, HMC Ontario; DSA Outreach Committee Member

Division of the State Architect has plans, and not just the type submitted by architects.



Under the leadership of the State Architect, David Thorman, Division of

the State Architect (DSA) has developed a Strategic Plan aimed at improving customer service and the efficiency of operations.

In developing the Strategic Plan, it became obvious that timely and accurate information was a key ingredient in improving customer service. To assist in achieving this, the DSA Advisory Board Outreach and Communication Committee was established in January 2009. The Committee, comprised of a broad range of

DSA stakeholders, representing school and community colleges, design professionals, industry groups, consultants, and others, including Alex Parslow from HMC Architects, has been charged with the development of a comprehensive DSA Outreach and Communications Plan that supports a pro-active, systematic, and effortless two-way communication process between DSA and its stakeholders.

Included in the plan are recommendations for providing stakeholder feedback surveys, and a more comprehensive tracking system that will not only track new plans in the approval process, but

also other crucial construction documents, such as change orders and deferred approvals.



For more information on the DSA Strategic Plan and to see what other initiatives DSA is working on, visit www.documents.dgs.ca.gov/dsa/pubs/strategic-plan2009_summary.pdf

Improvements Support the Sustainable Initiative

Key sustainable attributes include:

- **Wind Turbines and Photovoltaics**
Generate on-site renewable energy to decrease the dependency on grid-tied electricity
- **Natural Ventilation**
Employing natural ventilation minimizes dependency on mechanical equipment and reduces energy consumption
- **Solar Tubes**
Allow diffused natural light to enter the interior spaces
- **Green Roofs**
Capture storm water and minimize runoff, while providing an exterior learning space on the building
- **Sunscreens**
Protect the space from direct western sun, decrease glare, and minimize solar heat gain
- **Daylight**
Provides a healthy indoor learning environment with decreased reliance on artificial lighting, thereby reducing energy consumption
- **Recycled Materials**
Using recycled materials decreases the need for raw materials and minimizes environmental impact



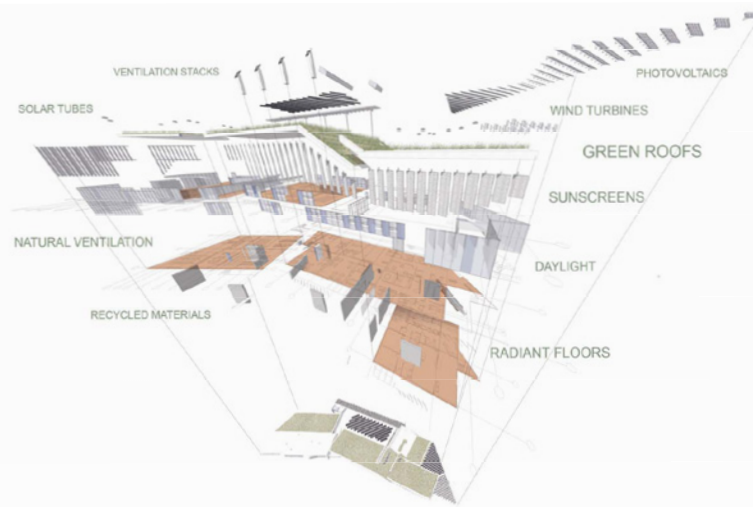
Continued from page 1

Designers took the conceptual learning environment a step further by using sustainable strategies, such as a green roof that serve as an outdoor classroom, integrated photovoltaic glazing, and an extensive use of recycled material, to create a building that becomes part of the education process itself. When complete, the school will achieve an estimated 41 CHPS verified points. A cool roof will deflect solar gain, exposed concrete floors and shear walls will store cool air, glazing systems will provide

natural light, operable windows will take advantage of sea-air breezes, and the use of cisterns to collect storm water will in turn be used for controlled irrigation. Native plant selections will reduce maintenance, restore the natural ecology, and provide students with outdoor learning spaces. The result is a campus that reduces its environmental footprint in a community dedicated to resource preservation.

MMHS is the only public secondary school in the City of Malibu. The school has an extensive athletic program,

strongly supported by the community that includes a large field, outdoor swimming pool, tennis courts, and a competition gym. The library and auditorium serve as public event spaces during non-school hours, and the campus also hosts after-school programs for the community. Garden areas and riparian projects serve as education, training, and joint-use tools focusing on sustainable design. The gateway building, renovations, redesigns, and site improvements will seamlessly enhance the collaborative spirit of the school.



This school is a good example of effective changes that have a big impact on long-term costs and the environment.

To learn more, contact Stuart Sam at ssam@smmusd.org

HMC Welcomes



**David Maglaty, AIA, LEED® AP
Senior Project Designer**

During the past 20 years, David has focused on design for education facilities including libraries, student housing, activity centers, dining facilities, and laboratories. He is known for his ability to build consensus with user groups and design review committees and has successfully led teams through the design process.

David is based in San Jose.

**Mitchell De Jarnett
Senior Project Designer**

With more than 20 years of design experience, Mitchell understands the impact that architecture can have on the experience of a space and finds inspiration through travel and art. He has practiced around the world, is widely published, and has instructed at SCI-Arch; Cal Poly, Pomona; Otis College of Art and Design; and UCLA.

Mitchell is based in Irvine.

**Tom Christian, AIA
Principal in Charge**

With more than 25 years of architecture experience in pre-K–12 projects, Tom has a track record of achieving client vision while maintaining budget and schedule. Tom focuses on the influence that architecture has on people, constantly looking for ways to enhance the learning experience in schools.

Tom is based in San Diego.

Creative Collaborations for Early Childhood Education

By: **Scott Griffith, Principal, HMC Central Valley; Eera Baktiwale, Early Education Design Specialist, HMC Ontario; Walt Byrd, Educational Planner, HMC Central Valley**

The first few years of a child’s life are a particularly sensitive period in the process of development.

There is increasing recognition among educational leaders of the cognitive, social, and behavioral effects of early childhood education (ECE). In this challenging economy, leaders in education are hard pressed to provide excellent ECE programs. Shrinking budgets benefit greatly

from developing creative partnerships and engaging expertise from inside and outside the ECE community.

Inspired by their concern for students and the need to provide ECE programs, Fresno County Office of Education partnered with HMC Architects, Children’s

Hospital of Central California, Madera County Office of Education, and Merced County Office of Education to create the “Central Valley Early Education Conference,” held October 8, 2009, at Children’s Hospital Central California. Its goal was to establish new and collaborative partnerships within the community and bolster the quality and availability of ECE.

The conference was attended by prominent members of the ECE community and included panel discussions, presentations by exemplary ECE centers, and a site tour of Children’s Hospital, which offers a preschool program to hospital employees’ children.

Collaborative partnerships like these will help make 2010 a great year for early childhood education.

Conference Committee Members:

*Fresno County Office of Education
Michele Cantwell-Copher, Ed.D.,
Administrator, Educational Services;
Wilma Hashimoto, Associate Director,
Early Care and Education/Local
Planning Council; MaryAnn Cusator,
Consultant*

*Madera County Office of Education
Dana True, Director, Educational
Innovations/Early Care and Education;
Gail Beyer, Coordinator of Child
Support Services*

*Merced County Office of Education
Christie Hendricks, Child Care
Support Services, Merced County
Local Child Care and Development
Planning Council and Constructing
Connections Project*

*Dr. Lee Anderson, Superintendent, Merced County Office of Education
Dr. Salley Frazier, Superintendent, Madera County Office of Education
Larry L. Powell, Superintendent, Fresno County Office of Education*



Alternative Project Delivery

By: John Messick, Project Director, Sundt; Chris Taylor, Chief Marketing Officer, Principal, HMC Architects

The design and construction of school facilities can be a complex and time-consuming process. Site conditions, programmatic needs, schedule requirements, and budget constraints are unique to each project and each district. Although school district leadership diligently seeks ways to get the best value within their budgetary constraints, many are unaware of the overwhelming influence their decisions will have on the overall success of a project.

When it comes to project type and delivery method, there is no “one size fits all.” Review each project individually to determine the best delivery solution for your project and the district.

For more information, contact Chris Taylor at chris.taylor@hmcarchitects.com or John Messick at jpmessick@sundt.com

Delivery Method

Delivery method refers to the process or procedure used to execute the design and construction of a project. Although design-bid-build (DBB) is recognized as the traditional delivery method, it is characterized by a price-driven selection process that creates the potential for a win-lose mentality. Fortunately, public school officials are legally enabled to use other options, or alternate project delivery methods (APDM), a brief summary of which is noted below.

1 Lease-Leaseback (LLB)

Following the traditional contract structure the district holds a separate prime contract with both the architect of record and the contractor. The district typically selects an architect first, then selects the lease-leaseback (LLB) entity. As the architect develops plans and specs, there is input from the LLB entity. They establish a preliminary Guaranteed Maximum Price (GMP) before plans going through Division of the State Architect (DSA), and a final GMP after

approval. The notice to proceed is then issued after board adopts DSA approved documents.

Advantages

- Contract value is based on a GMP
- LLB can finance project for district
- Contractor can self-perform work
- Specialty subcontractors can participate during design phase

2 Design Build (DB)

The district hires only one firm, a design-build (DB) entity, that will provide both design and construction services. It is typically a team composed of a contractor, architect, design consultants, and select specialty subcontractors, led by the contractor, primarily due to bonding requirements.

Advantages

- Single point of responsibility
- District provided with a GMP
- DB assumes the financial risk for all errors and omissions (Districts have this risk when using design-bid-build.)
- Contractor can self-perform work

- Specialty subcontractors can participate during design phase

3 Construction Manager, Multiple Prime (CMMP)

The district selects an architect to design the project and then issues an RFQ for selection of the construction manager (CM). During the pre-construction phase, the CM works with the district and design team to ensure plans and specifications are well coordinated. The CM then prepares detailed bid packages for specific trade scopes. After plans are approved by DSA, construction trade work is competitively bid via public bid process. During the construction phase, the CM works on behalf of the district. The district holds all prime contracts so that the Public Contracting Code is satisfied. The district benefits from all savings, but is exposed to all cost overruns.

Advantages

- District can select CM firm and their staff most qualified to manage work
- CM has fiduciary obligation to work on

district's behalf (staff extension)

- May satisfy board members' requirement to have a design-bid-build element when selecting trade contractors
- District does not need to accept all bid packages—allows work to start even if a problem arises in one trade bid package

4 Construction Manager at Risk (CMAR)

The CMAR process mirrors the CMMP delivery method in many ways. The District will select a CM based on demonstrated qualifications, and the CM will act as the district's agent during the pre-con phase to provide estimating support, constructability reviews, and finally develop bid packages. After the project is competitively bid to trade contractors, the district will still execute all prime contracts. Under CMAR, the district will then assign those prime contracts back to the CM. At this point the CM will assume an “at-risk” position and manage all trade work directly.

Advantages

- All benefits as noted under CMMP remain, plus
- District provided with a GMP for construction phase of the project
- District has only one prime contract to manage during construction

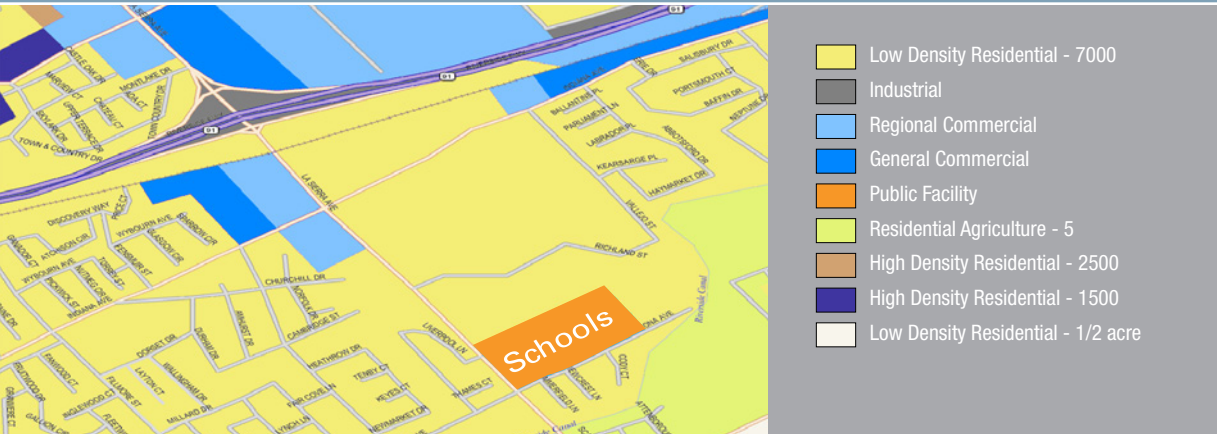
It's critical early in the process to make informed decisions:

- Ask your colleagues about their experiences
- Talk to consultants to get answers
- Presentations to your board can help them get comfortable with alternate delivery
- Alternate delivery of projects requires trust and support at all levels of a district

Generating Revenue through Asset Management Planning

By: Jerry Suich, President, Oxbridge Consulting

Alex Parslow, Vice President Pre-K-12 Practice, HMC Architects/School Advisors



Starting with underutilized assets, a district can use existing sites to create future opportunities.

A school district is not a business in a traditional sense, but when it comes to dealing with surplus real estate, it pays for a district to treat its assets in a business-like way.

As headlines nationwide continue to speak of school budget cuts, districts are looking to existing property to raise revenue. Through leasing or selling closed school sites, relocating administration and maintenance services, or consolidating administrative operations into one location to increase efficiency, Asset Management Programs are a sure way to show that a district can be economically responsible with a leaner budget. Whether a district is considering a local bond, or simply being efficient on how to generate additional dollars for its general fund, making economic use of vacant or underutilized property makes real sense.

The general rule of thumb is that sales revenues from district surplus property can only be used for capital outlays.¹ However, lease revenues can always be used for general fund purposes with no restrictions, so leasing property, rather than selling it, can be an equally attractive option. In addition, leasing surplus property assures a district that the property will remain in district ownership, providing flexibility to accommodate future economic turns.

How can your district participate? First begin a surplus property process. By statute, California requires that a public school district begin a surplus property process prior to its selling an unused school site or leasing a property for a period longer than 30 days (California Education Code Section 17388). The

process includes the formation of a Real Property Advisory Committee, made up of between seven and eleven members of the community. This “7–11 Committee” will look at enrollment data, projections, and capacities at all schools and make a written recommendation to the governing school board as to the future of the subject property. If the board declares the property to be surplus, the district notifies various agencies and the property may be taken for lease or sale to public bid before the board.

But there are many steps a good Asset Management Program should take long before the formation of a 7–11 Committee. First, the district should conduct an internal study of the alternative ways it could maximize revenue in its disposition of an unused site. Then, when the 7–11 Committee begins looking at the property, the district staff and the board have already considered the constraints and opportunities of each site and evaluated a range of viable,

market-friendly options, ensuring no surprises. For example, could a closed school site be leased to a special education non-profit for considerably more than what a private school or church might pay? Could surplus vacant land be traded for income-producing property? Could the district’s maintenance site, now sitting on a valuable piece of commercial/industrial land, be relocated to a less valuable site? Would the disposition of the district’s various parcels of surplus property over the next five years provide enough revenue against which a Certificate of Participation could be issued? (If so, perhaps the revenues needed to acquire a distressed commercial office property could be used for a new District Office.)

These and other important questions, along with conceptual revenues, costs, and timelines, could be answered in an Asset Management Planning Study developed in coordination with district staff, giving the district a head start toward implementing asset management and generating more income.

In these economic times, considering every available option is good business.

Jerry Suich can be reached at jj@oxdev.net and Alex Parslow can be reached at alex.parslow@hmcarchitects.com

¹ Recent legislation allows, only through year 2011 and with significant restrictions, a one-time contribution of the sale proceeds of surplus property to a District’s General Fund (Ed Code Section 17463.7).