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healthy investment

California Launches Groundbreaking Universal Meals Program

HMC Architects

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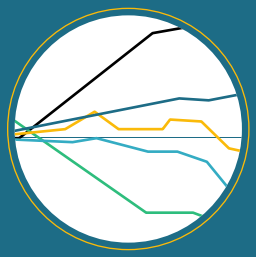


Healthy Investment

California Launches Groundbreaking Universal Meals Program

PHOTO BY DAVID WAKELY

By Brian Meyers

LEED AP, BD+C

As HMC's Pre-K-12 practice leader, Brian is responsible for the strategic planning, direction, and management of the firm's PreK-12 practice. He has more than 20 years of experience spanning all aspects of educational planning and design.

***PHOTO:** The new Central Kitchen offers a robust farm-to-school program that provides locally sourced ingredients and nutritious meals for students.*

Beginning this school year, California will become the first state to implement a permanent Universal Meals Program statewide. Assembly Bill 130, signed into law by Governor Newsom last July, requires TK-12 public school districts and charter schools to provide two free meals (breakfast and lunch) to students requesting a meal for each school day regardless of their free or reduced-price meal eligibility.

The California State Legislature has allocated $650 million annually to provide additional state meal reimbursement to cover the cost of the Universal Meals Program. The 2021 State budget also included $150 million in one-time funding to support kitchen infrastructure and nutrition staff training to help implement the California Universal Meals Program. This state program builds on the foundations of federal programs: National School Lunch Program (NSLP), School Breakfast Program (SBP), and the Community Eligible Provision (CEP).

The 2022–23 state budget includes $596 million in the Proposition 98 General Fund to fund universal access to subsidized school meals. Further, the budget includes an additional $611.8 million ongoing Proposition 98 General Fund to augment

The project is rooted in childhood education, as research shows that healthy eating translates to better performance in the classroom.

PHOTO BY DAVID WAKELY

the state's meal reimbursement rate sufficient to maintain meal reimbursement rates beginning in 2022–23. The budget also funds an additional $600 million in the Kitchen Infrastructure Grant Program and $100 million for local educational agencies (LEAs) to implement best practices, including serving California-grown food. The CDE is currently working to implement these programs. It is anticipated that further information and application will be available in fall 2022.

California took this extraordinary step to meet the growing need across the state, a need that reflects a more significant crisis of poverty across the U.S. During the 2019-2020 school year, almost 60 percent of California public school students qualified for free or reduced-price school meals.[1] Twenty percent of Californians, approximately eight million people, are experiencing food insecurity[2] — defined as the lack of consistent access to food. Many advocates see this law as a significant step toward ending or reducing food insecurity.

School nutrition is a key to several positive outcomes for students. Students are focused and successful in class after they've had a healthy breakfast, which leads to higher graduation rates and overall academic success.[3] After-school nutrition is just as vital; studies have shown that after-school meals encourage higher attendance and test scores.[4] Access to free or low-cost school meals encourages children to eat more fruits and vegetables, setting them up for healthy futures.[5] Schools are a vital resource for children struggling with food insecurity, and nutrition programs work hard to make food available to hungry students. These programs have never been more critical when families are still dealing with the effects of a global pandemic and rising inflation.

OPTIMIZING NUTRITION AT SCUSD'S CENTRAL KITCHEN

Sacramento City Unified School District's (SCUSD) Central Kitchen is emerging as a leader in finding funding, improving cost, and finding operational efficiencies. They are significantly upgrading the quality of the meals via purchasing strategy and relationships with local farms to provide students with their daily dose of fruits and vegetables.

Their newly built Central Kitchen, designed by HMC Architects, has scaled up to meet the increasing need among students and families, primarily through the pandemic, when they departed from the previous school meal structure to address the emergency. Recently we joined as another school district toured the facility, interested in the innovative aspects of the operation and the infrastructure. Director Diana Flores and Assistant Director Kelsey Nederveld showed us around the 50,000 SF of kitchen, warehouse, and open plan office space, one of the region's more extensive industrial culinary facilities.

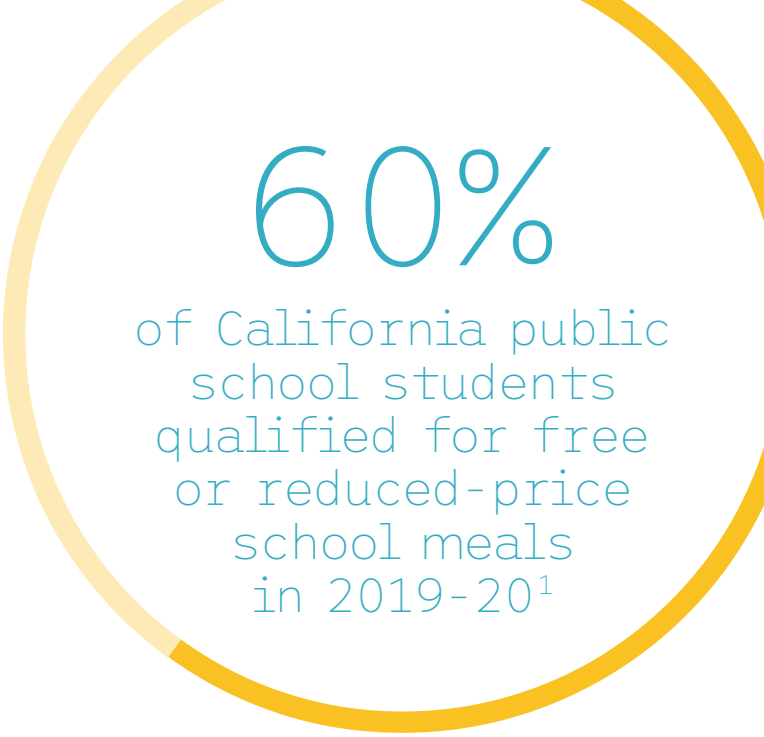
They prepare 43,000 meals daily distributed to 80 district sites via nine delivery routes serviced by a fleet of refrigerated trucks. Some 375 district nutrition staff execute this ambitious daily routine. As the 13th largest school district in California with 43,830 students, there is a real opportunity to leverage economies of scale. Diana and Kelsey discuss how the Central Kitchen doesn't replace the on-site kitchens. "They work together as a system. We do primary meal prep here, and then meals are finished at school sites."

They take us through their optimized purchasing approach. "Having this warehouse is a game-changer, allowing us to buy direct from food sources like Tyson Foods and General Mills , cutting out the middleman and saving on distribution markups. For shelf-stable items, this changes our thinking on how we purchase. For instance, when we purchase a truckload of Cheerios, we save 10 cents per unit, that is a $9,500 savings for every truckload purchased. We purchase four truckloads a year yielding a savings of $38,000 which is in turn used to enhance the quality and variety of our menus. We save on food so we can spend more on the food."

Another example of how Central Kitchen is optimizing its operation, they have developed custom software that will track and manage all aspects of its process, from inventory to food expiration dates to distribution. "We are migrating the current version to a cloud-based platform, Flores adds, "this gives us the information we need to manage effectively."

FARM TO SCHOOL TO STUDENT

The discussion of scale and logistics perhaps misses an exciting part of the Central Kitchen story: they are significantly upgrading the quality of the school meal. They are doing this in two main ways: by cooking on-site rather than buying pre-fab meal products and by sourcing from local farms and growers. Because of Sacramento's proximity to the rich Central Valley farmland, this is natural. And because in recent years, Sacramento has established a reputation as a hub for the Farm-to-Fork movement.



1. School Meals for All, a coalition made up of more than 200 organizations
2. CA Association of Food Banks
3. No Kid Hungry and School Nutrition Association
4. No Kid Hungry
5. Food Research and Action Center

The building is also a learning lab, featuring a test kitchen for student field trips, taste testing, and remote cooking classes that can be broadcast to schools throughout the district.

Buying direct from local farms is smart financially and increases the quality of the meals. The Central Kitchen's first farm partner was Miller Citrus Farm in Penryn, California, from whom they purchase the entire mandarin crop. "It's good for the farmer, and it's great for us," Kelsey explains. She mentions other farms: Farmington Fresh in Stockton provides sliced apples packed in half-cup portions. "Serving whole apples leads to a lot of waste. Portions are the way to go." By sending the district's refrigerated trucks to pick up the apples, SCUSD saves $90,000 annually.

The Central Kitchen is working now on a unique "Forward Planting Contract" with a 55-acre farm in suburban Sacramento, Soil Born Farms. In this type of agreement, the kitchen purchases the crop before it's planted, which allows for advanced planning on both sides and regularizes the transactions. "Currently, we buy 200 heads of lettuce a week, with plans to increase to a maximum of 800 heads a week." Flores explains that lettuce handling is tricky due to the potential for contamination. The staff is trained on how to sanitize and pack lettuce in two to three-pound bags before it is sent to the school sites.

The California Department of Food and Agriculture has a grant program to encourage small farms to sell their fresh produce directly to schools. The governor doubled the grant budget in 2020. Flores mentions, "since not a lot of farms are aware of the program, there's a lot of grant money out there."

FACILITY DESIGN FOR NUTRITION

Stan Ng, an HMC project manager who helped design the Central Kitchen, is on the tour with us. He points out details of the design, including the demonstration kitchen and meeting spaces that allow for the hosting of events. Ng explains a vital element of the overall site planning, how the $70 million project maximized the use of three separate district properties: the existing transportation facility, an existing central warehouse, and a new adjacent property purchased for the project. HMC moved the transportation facility to the newly purchased property, which allowed us to fully renovate the 50,000 SF warehouse to house nutrition warehouse administration and support Central Kitchen bulk storage functions. There are efficiencies in having transportation and nutrition on adjacent sites.

Nutritious food is an integral part of performance and wellness. Diana shared perhaps one of the most essential parts of the nutrition program: "they (SCUSD students) come for the food." This shows a strong need for free meal programs in the district. Knowing how vital food security is to student success, SCUSD's Central Kitchen stands ready to support each of their 40,000 K-12 students.

Flores adds that the contemporary open-plan office space encourages staff collaboration and helps everyone stay enthusiastic about the Central Kitchen mission. It is a beautiful facility at the center of a well-organized network of school site kitchens. Considering this larger picture, it's easy to see why other districts are interested in modeling after the Central Kitchen.

AN UPSIDE DURING CHALLENGING TIMES

The Central Kitchen has only been operational for about a year, not counting the unique circumstances during the pandemic. So much of their ambitious plan has yet to be fully launched or realized. Nonetheless, this is an optimistic story in a harsh landscape of hungry students and families. You can't help but root for Diana, Kelsey, and their team as they continue to find new and better ways to serve Sac City students. They are dedicated, intelligent managers who think outside the traditional school nutrition box. Beyond the daily operational logistics, they remain focused on the bottom line of school nutrition: that food is a key factor in kids showing up, engaging in school life, and having success.

Buying direct from local farms is smart financially and increases the quality of the meals.

PHOTO BY DAVID WAKELY

New CA Energy Code Will Affect School Design and Construction

Higher standards statewide toward the goal of a more sustainable future

By Jennifer Wehling

AIA, LEED AP BD+C, ID+C, WELL AP

A licensed architect with over 20 years of experience, Jennifer leads strategic initiatives for sustainable design at HMC and strives to deliver our clients the most sustainable projects possible without negatively impacting the budget, scope, and schedule.

Every three years, the California Energy Commission (CEC) updates its section of the Building Standards Code, Title 24 Part 6 - California Energy Code, by working with stakeholders in a public and transparent process. The updated 2022 Code takes effect on January 1, 2023. The goal is to improve efficiency and reduce emissions from California homes and businesses, which represent 70 percent of the state's electricity use and are responsible for a quarter of the state's greenhouse gas emissions.

Nationally, California is a leader in environmental standards, and Title 24 is one of the tools state leaders use to push the envelope. The Title 24 Building Standards Code dates back to 1978, when previously disjointed building regulations were unified, covering all aspects of building construction. As climate change and greenhouse gas emissions have become pressing issues, energy use and emissions standards have become more critical.

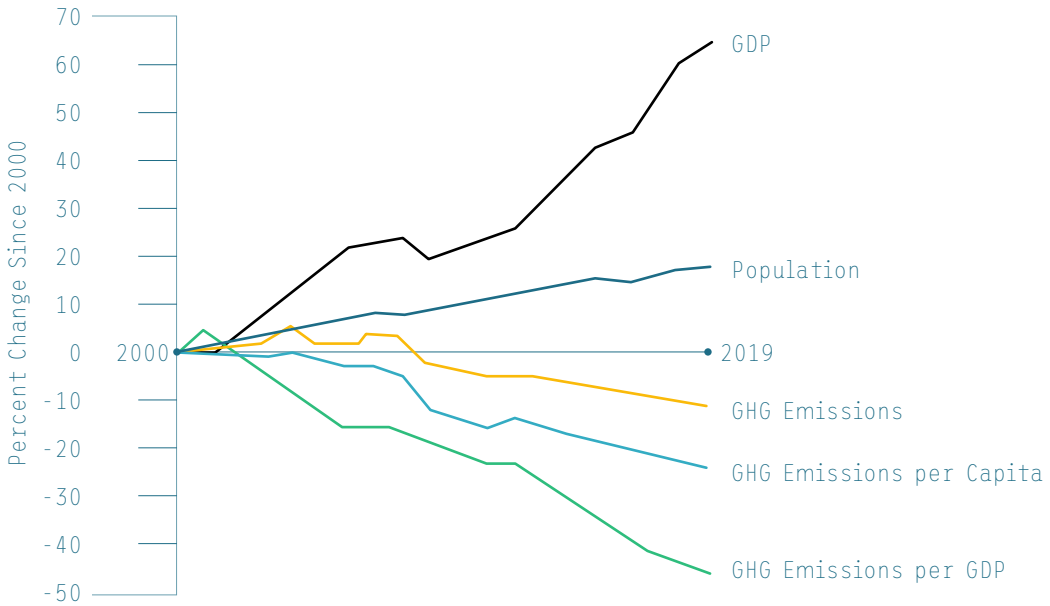
As we near the adoption of the 2022 code, there are several changes school districts, architects, and engineers need to understand better. We talked with Michael Adams, CEA, LEED AP BD+C, to get answers and some perspective. Michael is an associate and senior energy analyst at Glumac; a global engineering firm focused on creating sustainable, resilient buildings that provide healthy, productive, and equitable spaces for all communities. Glumac is an engineering partner on many HMC projects.

What are the noteworthy changes to the Title 24 energy code?

One of the significant changes is a prescriptive requirement for solar photovoltaic and battery storage systems for most non-residential new construction building types (Section 140.10). The amounts are based on a project's conditioned square footage or available roof area (calculated as Solar Access Roof Area - SARA). Although a prescriptive requirement only, it will make it difficult for applicable buildings to meet Title 24 compliance via the performance approach without any renewable/battery storage systems in their design.

For non-residential projects, there are various improvements to performance requirements for the envelope, mechanical, lighting, and plumbing systems. A few of the more notable changes include:

- Increased prescriptive insulation requirements on metal-framed exterior walls
- High prescriptive glazing performance (U-Value and SHGC) with new climate-zone-specific requirements
- Reduced prescriptive lighting power density (LPD) requirements
- Increased mandatory mechanical system efficiencies
- Increased prescriptive requirements on airside economizers on smaller systems (some exceptions)



- Prescriptive mechanical system type requirements (heat-pump based) for some program and building types
- High mandatory insulation performance requirements for envelope systems in alteration/addition projects

What are the impacts and cost implications of the updated energy regulations?

The photovoltaic/battery and higher performance standards requirements will increase first costs (the initial cost to construct). We expect that there will be lower energy use intensity (EUI), lower greenhouse gas emissions, and lower utility bills throughout the life of the building.

Additionally, these code changes will push more projects to consider energy use holistically, modeling actual predicted energy use rather than checking the boxes on a list of different components that must meet minimum requirements. This will require an increased understanding and knowledge of the Title 24 Part 6 energy code.

Can we assume the increased first costs will offset lifecycle cost savings?

Some studies attempt to quantify this — proposed adjustments to the energy code require a cost-effectiveness study (Warren-Alquist Act) and various justifications on other Reach and CASE studies. Historically, the triannual code cycle has improved prescriptive building performance by approximately five to 15 percent beyond the previous code cycle through the past five code cycles. In general, no blanket percentage or rough order of magnitude (ROM) values can be provided at this time for the widespread impact of this code cycle.

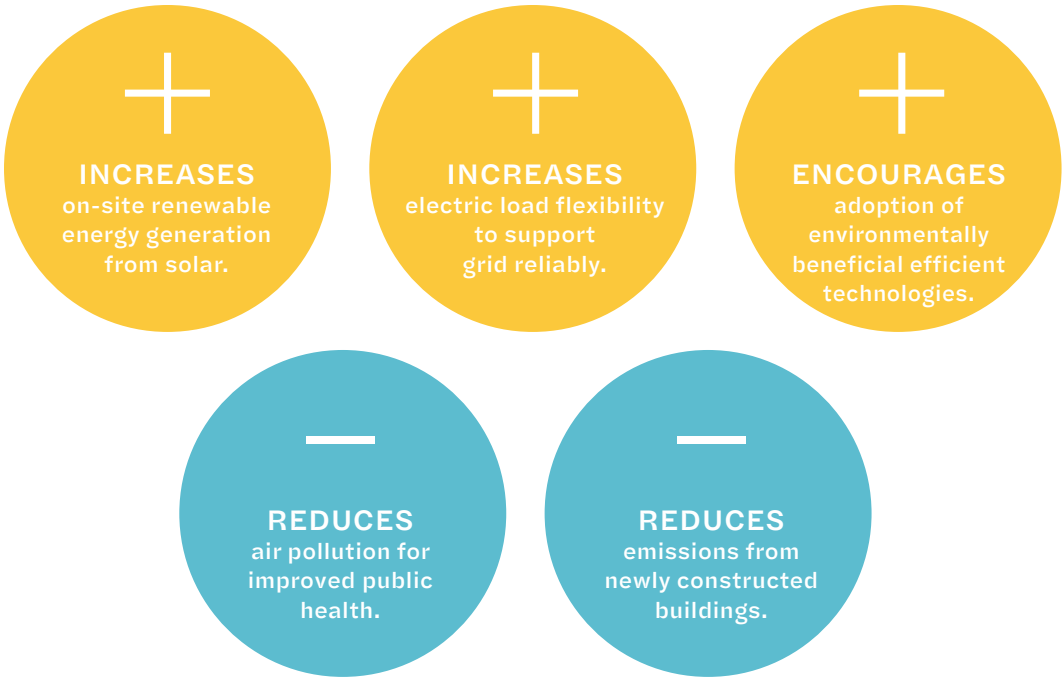
It's easy to get lost in the potential sticker shock of these changes. What positive impacts can we expect to see as a result?

These are necessary steps in addressing climate change and setting a national and global precedent that it can be done. The graph above illustrates emissions (in CA) against Gross Domestic Product (GDP), a measure of economic activity, and population during the past 20-year time span. While the GDP and population continue to grow, the GHG emissions in California continue to decline in total and per capita and GDP; history shows us that the California Energy Code advancements are making a difference.

The more extreme weather conditions experienced around the world are a direct result of the additional greenhouse gases (GHGs) in the atmosphere – the largest of these gases is carbon. The building

As climate change and greenhouse gas emissions have become pressing issues, energy use and emissions standards have become more critical.

2022 Energy Code Benefits



industry is responsible for about 40 percent of GHGs. Therefore, energy use reduction and renewable energy offsets are vital to reducing GHGs and lowering the carbon levels in the atmosphere. I would add: It's essential to remember that these changes are for the long-term greater good of humans. The planet will survive and even thrive without us. We must design for the future and not ignore the long-term consequences our designs can have.

Finally, I asked Michael to step back from his more technical analysis and talk about the additional complexity in the code and what the sense is among his colleagues. He explained, "One thing that is becoming more and more clear to the CEC is there is a lot of complexity and difficulty in navigating the energy code for all stakeholders—AHJ personnel (Authority Having Jurisdiction), designers, builders, and contractors.

Although the 2022 code cycle is solidified and finalized, for the 2025 code cycle, the CEC has identified 'complexity of documents' as a key issue to be addressed. There will be a high priority on simplifying and streamlining documents to ultimately improve energy code compliance." From the perspective of architects, engineers, and school facilities professionals this is welcome news.

Piggyback Contracts for Modular School Facilities Deemed Ineligible by SAB for State Funding

Actions Raise Questions for School Districts

In 2006, the Office of Public School Construction (OPSC) staff presented Attorney General's Opinion 05-405 to the State Allocation Board (SAB). This opinion concluded that school districts needed to competitively bid contracts for the acquisition and installation of modular school facilities that would be installed on permanent foundations in order to be eligible for state funding. At this time the SAB directed that all contracts related to the acquisition and installation of permanent modular facilities signed after January 25, 2006, had to be competitively bid to receive state school construction funding.

Over the past 15 years, several alternate interpretations of this AG opinion developed and numerous school districts throughout the state used the piggyback procurement method to construct new school facilities. In 2021, OPSC became aware of these interpretations and re-circulated the 2006 AG opinion to their stakeholders as a reminder of the SAB's 2006 action.

As a result of the SAB's action on June 22, OPSC has developed a webpage as a resource for stakeholders and users of the state school facilities program. OPSC staff will continue to process and present applications for approval that signed piggyback contracts on or prior to August 21, 2021. OPSC has developed and begun to implement a new intake and review process to ensure that funds are not released for projects that use piggyback contracts for modular school facilities.

OPSC staff has indicated that there will not be exceptions made for those transitional kindergarten and/or full-day kindergarten applications that are being considered for the current funding round.

It is important to note that AG opinion 05-405 is a legal opinion and it is not a law. It is also important to note that piggyback contracting remains a valid and legal procurement method for other personal property that a school district needs to acquire. It is recommended that local education agencies continue to seek their legal counsels' opinion and direction when using piggyback contracts. CASH and other groups continue to seek a legislative fix to this issue.

If your school district needs assistance navigating this compliance or has any questions, please contact me.

By Julie Strauss

ALEP

Julie is the director of HMC's School Advisors Department and has 15 years of experience assisting PreK-12 districts throughout California to maximize and secure state funding. She is active in the CASH organization, having served on the Legislative Advisory Committee, completed the CASH Leadership Academy, and most recently received her ALEP designation with A4LE.

Timeline of Recent Modular Piggyback Contracting Discussion & Action

2021

OPSC works with the AG to have the opinion revisited.

2022

FEB

SAB presents the original 2006 Board report and AG opinion.

SAB directs the OPSC staff to develop a follow-up report.

JUNE

SAB staff presented an item regarding piggyback contracts and Public Contract Code (PCC) compliance relative to modular school facilities.

SAB concluded that a 60-day grace period should be allowed for projects that are seeking state matching funds.

AUG

Last day for piggyback contracts for modular school facilities on permanent foundations to be eligible for state funding.

PORTOLA HIGH SCHOOL / IRVINE, CA

With adaptive open spaces, collaboration zones, and science and innovation labs, Portola High School in Irvine, California, looks and feels more like a college campus or Silicon Valley office than a high school. Once the site of the Irvine Ranch and former El Toro Marine Corps Air Station, the base closed in 1999 and is now home to a twenty-first century school with learning at every turn.

Irvine Unified School District challenged HMC to design a dynamic environment for this accelerating neighborhood. But before that could happen, developers had to reestablish the land where water was put into large underground pipes. With the water course restored, HMC drew inspiration from this and designed a flowing and organic site plan. Now, a new student center is located in the heart of the campus and functions as a student union, library, ASB classroom, parent center, and innovation lab.

An operable glass wall separates the learning commons from the student union and can be opened to create space for special events. The building boasts a passive green roof that utilizes energy savings systems—while also providing a sustainable living lab from which students can learn. Classroom buildings are clustered to promote cross-collaboration between students, teachers, and different disciplines, with second-floor walkways connecting the learning clusters. By identifying multiple uses for spaces, HMC reduced the number of rooms built. This cost savings enabled the district to add a performing arts building with a 700-seat theater, aquatic center, and stadium in the initial construction phase rather than in subsequent phases, which is more typical.

PHOTO BY LAWRENCE ANDERSON

project spotlight

Q+A

Meet HMC's New Director of Sustainability Jennifer Wehling

HMC Architects recently welcomed Jennifer Wehling AIA, LEED AP BD+C & ID+C, WELL AP, as the firm's new director of sustainability. Jennifer leads strategic initiatives for sustainable building across HMC's practice areas, including PreK-12.

As a licensed architect with over 20 years of experience working on various project types, Jennifer brings significant expertise and perspective to HMC's school district clients. Located in HMC's Sacramento office, she supports the business, people, and projects with sustainable goals and strategies—aiming to minimize the firm's footprint while maximizing its positive impact. At a time of growing global demand for leadership in sustainable design that looks at the entire lifecycle of a building, Jennifer is helping PreK-12 schools seek innovative ways to meet students' needs post-pandemic. In this Q+A, she discusses initiatives that point to public education's environmental footprint and courses for schools to support environmental sustainability.

Q *What does sustainability mean to you?*

A It's all about balance. It's the balance between the built and natural environments. Between economic, social, and environmental considerations. Of priorities and resources. Of decisions we make as architects to deliver the best possible project, making the most out of the opportunities and constraints that are inherent in every project.

Q *What role does sustainability play in designing safe, resilient learning environments that enhance student success, wellness, and community?*

A Schools are often the heart of a neighborhood. With good planning and design, not only can we create learning environments where students thrive, but we can also provide a community asset that acts as both a gathering place and a haven. The fundamentals of sustainable design are proven to promote success and wellness for individuals and communities. Healthy indoor environments with good air quality, daylight, views, and ventilation will help students be more alert and perform their best throughout the day. Thoughtful use of water, energy, and materials provides excellent educational opportunities, reduces operational and maintenance costs, and reduces the burden on the local community. Providing walkable access to our schools promotes student health and reduces traffic congestion in our neighborhoods, reducing carbon emissions. The list goes on. Designing sustainable schools is a win all around.

Q *What are the biggest challenges our PreK-12 clients face, and how can we help?*

A One of the biggest challenges facing our PreK-12 clients, and honestly, most clients, are budgets. There is rarely enough funding to do everything they need, let alone want, to do in a project. As architects and designers, we need to be creative with our designs to provide the best value for every project. We need to understand the

By Bruce Boul

As HMC's communications director, Bruce leads external public relations activities and internal communications for the firm. He is part of a centralized in-house media group that also partners with project teams to provide HMC clients with various creative and branding services.

design for good

PHOTO BY LAWRENCE ANDERSON

HMC partnered with Clearwater Elementary School in Perris, California to create a learning environment that's a model for water conservation.

priorities for each client and project and evaluate those priorities within the context of the project location, alongside the budget, scope, and schedule.

Q *If you were advising a PreK-12 school client on sustainable design strategies, what would be the top three things in which you'd have them invest?*

A The amount of carbon in the atmosphere is our biggest challenge. First would be carbon reduction – operation carbon (the carbon emitted during the ongoing use of a building) and embodied carbon (the carbon emitted from the extraction, manufacturing, transportation, installation, maintenance, and disposal of building materials and other products). We need to get carbon under control so these kids have an inhabitable planet to live on as they grow up.

Second, I would say good daylight and views. The thinking used to be that views of the outside would be a distraction for kids in school, but studies show higher test scores and a better ability to focus when classrooms have daylight and views.

Third is good ventilation. The studies on the improvements in cognitive function with good ventilation are mind-blowing. These strategies support not only healthy learning environments but also a healthy planet.

Q *Why is sustainability important to PreK-12 architecture, and what should our role be with clients in this regard?*

A As architects and designers of the built environment, we must protect the natural environment. To be successful in our efforts, we must be able to design within the parameters of the project – budget, scope, and schedule. We must be creative problem-solvers to provide the best value for our clients with the most negligible impact on the natural environment. Doing this well results in an effective, efficient, healthy building that exceeds our clients' expectations.

Q *Can sustainability save money for school districts and support the curriculum?*

A Let's start with ways to save money. There are many ways sustainable design, or what we like to call good design, can help save money for school districts and support the curriculum. One of the more obvious ways a well-designed project can help is to reduce overall energy and water use. Lower utility bills mean less money coming out of the district's pocket. There are less tangible strategies we should also consider. Healthy indoor environments with good indoor air quality, quality daylight and views, good thermal comfort, thoughtful material selection, and appropriate lighting levels can all contribute to the overall

health and well-being of the students, teachers, and staff. This better overall well-being means fewer absentee days, better productivity, and higher test scores, which financially benefit the district.

Energy and water use reductions can also be great learning opportunities, especially when energy and water data can be collected and shared on campus. For example, if a project has solar panels or small wind turbines, students can see how much energy the sun or wind generates and how much of the school's energy needs are supplied by those systems. Those numbers translate into meaningful metrics that kids can understand. For example, they can offset the power usage of 25 single-family homes. Using a building or school site to help students understand the importance of water can also be powerful. The water cycle, potable versus non-potable water, and how much water is needed to irrigate different types of plants are all important concepts. Tying the use, availability, and cleanliness of the water in your area to other areas around the country and the world can be a great geography and social studies lesson.

Q *What can schools do to promote sustainability in their community?*

A Schools touch so many people in the community in very personal ways. As a parent myself with a high school student and an elementary school student, I understand the influence a school can have on the kids, the parents, and the community. Schools can inspire what is going on in the community. Whether the community is coming to the campus to see an example of sustainable design in action or students are learning these concepts as part of the curriculum and bringing them home and telling their parents. The schools and students of today are our stewards for a better tomorrow.

Q *How urgently do districts and schools need to move toward more sustainable practices?*

A Now is time to take action, or at a minimum, start planning for action. Scientists have identified 2050 as the deadline for carbon neutrality to prevent catastrophic climate change. I think we can all agree we don't want want it to get that far.

HMC's education practice is actively working with clients to decarbonize, making way for the next generation to move us beyond the realm of carbon neutral and into carbon positive territory where the damage done by generations of harmful building and manufacturing practices can start to be reversed.

It's the balance between the built and natural environments. Between economic, social, and environmental considerations. Of priorities and resources.

HMC's Designing Futures Foundation

Setting Underserved Students Up for Success

By Adrienne Luce

Adrienne Luce is a social impact leader who has spent more than 20 years transforming lives and strengthening communities through the power of philanthropy. As the executive director of HMC's Designing Futures Foundation (DFF), she is committed to building a better world by investing in disadvantaged people and communities of color.

The Otis College of Art and Design released its 15th annual *Report on the Creative Economy* which quantifies the impact of the creative industries on California's economy. In 2021, even as the pandemic continued to impact the creative sector with layoffs, closures, and lost income, California's creative economy contributed a staggering $687.6 billion to the total gross regional product (GRP) and provided a total of 1,370,473 jobs in the creative industries.

Beyond the economic impact, creativity enables students to think differently and imagine new possibilities. As Sir Ken Robinson eloquently stated, "Imagination is the source of all human achievement." Our world faces unprecedented challenges, and we believe it is more imperative than ever to cultivate the next generation of changemakers who will design a better future.

HMC created the HMC Designing Futures Foundation (DFF), a nonprofit 501(c)(3) organization, to deepen the firm's commitment to giving back. The mission of the DFF is to build a better world by investing in disadvantaged people and communities of color. Since its founding in 2009, the DFF has invested more than $1.5 million in transformative nonprofits serving our communities. A key focus of the DFF's work is expanding access to STEAM education for underserved students.

For example, The DFF awards grants to organizations such as:

1. **Leap Arts in Education** to support the elementary school Architects in Residence program

2. **Girls Garage** to support an after-school teen program for high school girls and gender-fluid youth including the construction of a chicken coop for a local urban farm.

3. **ACE Mentor Program** to provide scholarships to high school students who complete the year-long ACE mentoring program in the Inland Empire led by HMC volunteers.

4. **Los Angeles County Department of Arts and Culture** to support the construction of a Creative Careers online portal to educate students, parents, teachers, and counselors about the variety and viability of creative careers, including career paths in the field of architecture.

Today, through HMC's social impact initiatives, including corporate giving, the HMC Designing Futures Foundation's scholarship and community grants programs, volunteerism, pro bono design services, in-kind donations, and environmentally sustainable business practices, HMC is designing a better world and cultivating the next generation of creative changemakers.

Quarry Trail Elementary School Celebrates Opening

HMC Architects and Rocklin Unified School District recently celebrated Quarry Trail Elementary School's grand opening in Rocklin, California, with a ribbon-cutting ceremony.

District officials:
Craig Rouse, Senior Director of Facilities, Maintenance & Operations

Roger Stock, Superintendent

Barbara Patterson, Deputy Superintendent / Chief Business Official

General contractor:
Landmark Construction

Campus acreage: 9.65

Total square footage: 50,047 SF

# of classrooms: 28

Specialty spaces: MP

Unique element: The first dual immersion school in Rocklin, (English and Spanish), leading to a waitlist at the school.

Outdoor spaces: Hard courts, fields, apparatus with separate K playground area. Includes a small exterior amphitheater outside the media center and outdoor learning spaces between classrooms.

Student capacity: 712

Project drivers: Increased population from new residential developments.

Timing: Started in 2019 and completed in fall of 2021, but not occupied until today due to Covid-19.

Local history: The name Quarry Trail comes from Rocklin's history— Rocklin is the principal granite-producing point in the Sacramento Valley. The first quarry opened in 1863, stone used in the construction of the Southern Pacific Railroad. Stone was used in the construction of the State Capitol in Sacramento and San Francisco.

Funding: Developer fees and state funding

Relationship with Rocklin: 24-year relationship in which we have planned and built more than 65 projects, including six new elementary schools and Whitney High School.

AIA OC Tours Portola High School

HMC Architects and the American Institute of Architects Orange County Chapter (AIAOC) hosted a tour of Portola High School in Irvine, California, on July 14. Led by HMC's Director of Design James Krueger and PreK-12 Regional Practice Leader Angel Hosband, attendees learned how the unique design helped reduce construction costs by 30 percent, how vegetated roofs helped reduce overall energy usage, how to incorporate solar farms with no impact on the site, and how accessibility is accomplished through interior and exterior learning environments.

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AWARDS + RANKINGS

GOLD NUGGET AWARD

PHOTO BY DAVID FENNEMA

The Pacific Coast Builders Conference (PCBC) Gold Nugget Grand Award Winner for Best Educational Project: ***Malibu High School's Administration, Library, and Classroom Addition***

SEAOCC AWARD

PHOTO BY DAVID FENNEMA

Structural Engineers Association of Central California (SEAOCC) Award of Excellence in the New Construction category and the People's Choice Award: ***Folsom Cordova Unified School District's Mangini Ranch Elementary School***

HMC Ranks Among Top Design Firms in ENR Sourcebook

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