El Camino College
Facilities Steering Committee
May 1, 2017
2:30 pm – 4:00 pm
Library 202

Purpose Statement:
The Facilities Steering Committee will provide input for Program Planning, review related documents, and make recommendations for the Facilities Master Plan; updated information will be distributed to constituents represented by committee members.

Strategic Initiative C - Collaboration:
Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

Members:

Rocky Bonura	Dena Maloney	Angela Simon
Tom Brown	Rory Natividad	Luukia Smith
Eman Dalili	Jeanie Nishime	Ericka Solorzano
Ann Garten	Susan Pickens	Claudia Striepe
Jo Ann Higdon	Jean Shankweiler	

Alternate Members/Support:

Irene Graff – Support	Berkeley Price – Alternate
Dipte Patel – Support	Rick Yatman - Support

Agenda:

1. Approval of Minutes from April 3, 2017 (Attached)   All

2. Universal Design Concepts/Standards Presentation   Shepley
                                                              Natividad
                                                              Greco

3. Questions for the Facilities Steering Committee (Attached)   Maloney

4. Groundbreaking for Student Services Building   Maloney

5. Update on Opening of Lot C   Brown

6. Facilities Master Plan Report (Handout)   Brown

7. Meeting Schedule for June and July   Maloney

8. Future Proposed Meeting Dates   Maloney

a. June 5, 2017 (Library 202)
    b. July 3, 2017 (Library 202)
    c. August 7, 2017 (Library 202)

9. Other

10. Adjournment

2016/2017 Facilities Steering Committee Goals:

    1. Strengthen the Facilities Steering Committee's understanding of facilities planning topics, and share information with constituent groups.
    2. Set standards and expectations for new building projects before being presented to user groups for input.
    3. Develop a process to understand and communicate with constituent groups the Facilities Master Plan implementation updates.

El Camino College – Office of the President
Minutes of the Facilities Steering Committee April 3, 2017

Purpose Statement: The Facilities Steering Committee will provide input for Program Planning, review related documents, and make recommendations for the Facilities Master Plan; updated information will be distributed to constituents represented by committee members.

Strategic Initiative C – Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

Members Present: Tom Brown, Ann Garten, Jo Ann Higdon, Dena Maloney, Rory Natividad, Susan Pickens, Jean Shankweiler, Angela Simon, Luukia Smith, Ericka Solorzano, Claudia Striepe

Guests, Alternates and Support Staff Present: Jose Anaya, Irene Graff,

1. The minutes of March 13, 2017 were approved as presented.

2. The complete agenda is posted here.

3. The Facilities Steering Committee (FSC) Orientation Packet was reviewed and approved with the following changes: Page 2, Integrated Planning Resources section: add link to Facilities Steering Committee Presentations; Page 4, Membership roster: replace Kristie Daniel-DiGregorio with Claudia Striepe. Once the document is updated it will be sent to FSC members and posted on the FSC webpage.

4. The *Making Decisions at El Camino College* document was reviewed.

5. The Facilities Master Plan Report for April 2017 was presented by Tom Brown.
    a) Administration Building Demolition Project – The bid opening was on Monday, March 31, 2017. The bid award will be on the June 2017 Board agenda. The demolition will probably occur after July 4th.
    b) Student Services Building – The footings are now being poured.
    c) Channel Parking Lot F Structure Improvement Project – This project is now in phase 3 which is the last phase. Phase 3 is the northern part of the structure. This portion of the structure is now closed. The construction end date has been extended to summer.

d) Lot C Parking Structure – It was reported that some high voltage lines had to be moved and some sidewalks had to be elevated. It is hoped that a portion of the lot will be available for staff parking by the end of May.

e) Manhattan Beach Blvd. Traffic Signal Project – The third and final permit was obtained on March 20, 2017. The traffic signal can now be installed. This should be completed by the middle of August.

f) Gymnasium – The footings and foundations are now being poured. There were some delays due to the rain.

g) Fire Academy – This project is on hold while other options are being investigated.

h) Student Service Center/Activities Demolition – The demolitions will occur once the occupants have moved into the new building.

6. Future Meeting Dates (2:30 – 4:00 p.m.):
   a) May 1, 2017 (Library 202)
   b) June 5, 2017 (Library 202)
   c) July 3, 2017 (Library 202) – It was noted that this meeting date may need to be changed due to the 4th of July holiday.
   d) August 7, 2017 (Library 202)

7. Other
   a) The Academic Senate office has no designated space in the new building plans.
   b) Some faculty do not know how to use the Lock Bloks. A link to a Lock Blok demonstration video can be found on the Campus Police Homeland & Disaster Preparedness Information webpage. The YouTube demonstration video can be found here.

UNIVERSAL DESIGN

In Higher Education

Presenters: Gary Greco, Rory Natividad, Deborah Shepley

OUTCOMES

- Define Universal Design (UD), especially in Higher Education

- Provide examples of how our institution can implement UD as an effort to create the greatest access for the largest diversity of people.

- Review current practices in our environment that affect faculty, staff, students and community and provide examples of implementation

- Spaces such as Academic areas, student service, laboratories/computer labs and physical spaces

- Look at what we do at ECC

- Provide some recommendations

- Resources and Handouts

UNIVERSAL DESIGN

Making design accessible to everyone in society

# THE GOAL/UD AND PROACTIVE PRACTICES

A shift from designed or evaluating our environment is changing. The traditional or existing facility was created for the "average" user.

According to the Center for Universal Design, Universal Design is "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design".

- Make sure everyone:
  - Feels welcome
  - Can get to facilities and maneuver within them
  - Is able to fully benefit from resources and courses
  - Can make use of equipment and software

WHY UNIVERSAL DESIGN

- An increasing number of people higher education. The group of people is becoming more diverse with respects to gender, race, ethnicity, learning style, age, disability , and other characteristics.

- Universal Design can be defined as the design of instruction of products and environments to be usable by all students. Students come from a wide variety of diverse learning styles. Implementing accessibility for all students without the need for adaptation or specialized design is critical.
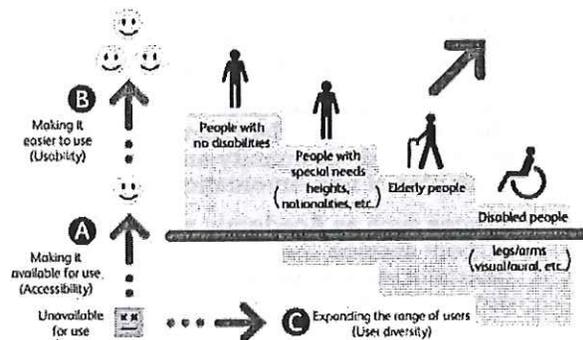
WHAT DOES UNIVERSAL DESIGN MEAN FOR AN EDUCATIONAL FACILITY?

- Rather than designing your facility and services for the average user, you design them for people with a broad range of abilities, ages, reading levels, learning styles, languages, cultures, and other characteristics.

- Not just disabilities driven so awareness of characteristics that could limits someone's ability to access the space.

- These people could be short, tall, poor readers, left-handed, or speak a different language. Preparing your campus to be accessible to them will make it more usable by everyone and minimize the need for special accommodations.

UNIVERSAL DESIGN PRINCIPLES

- Equitable Use
- Flexible Use
- Simple and intuitive
- Perceptible information
- Tolerance for error
- Low physical effort
- Size and space for approach and use
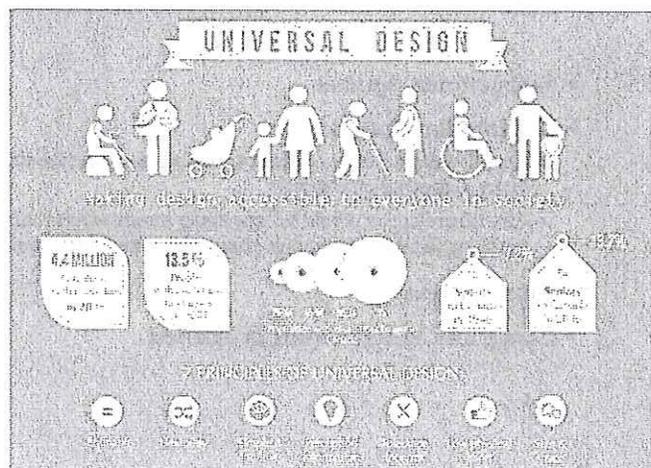
THE PROCESS FOR UNIVERSAL DESIGN

- *Identify the space* - Consider the purpose of the space, location, dimensions, budget, and other issues that affect design.

- *Define the universe* - Describe the overall population and then consider the diverse characteristics of potential members of the population who might use the space

- *Involve consumers.* Consider and involve people with diverse characteristics in all phases of the development, implementation, and evaluation of the space.

- *Adopt guidelines or standards* - Review research and practice to identify the most appropriate practices for the design of the type of space identified

- *Apply guidelines or standards* - Apply universal design strategies in concert with other best practices identified

- *Plan for accommodations* - Identify processes to address accommodation requests by individuals for whom the design of the space does not automatically provide access

- *Train and support.* Tailor and deliver ongoing training and support to staff who manage the physical space. Share institutional goals

- *Evaluate* - Provide ways for ongoing input to occur

AREAS OF FOCUS IN HIGHER EDUCATION

- Instructional Spaces
- Student Service Spaces
  - Do elevators have auditory, visual, and tactile signals and are elevator control accessible from a seated position?
  - Are there quiet work or meeting areas where noise and other distractions are minimized and/or facilities rules in place that minimize noise?
- Physical Spaces
- Computer and Laboratory Spaces

STUDENT SERVICE SPACES

- Always keep in mind that your student and visitors will have different levels of ability and disability. Seek to provide the greatest access to all.
- Guidelines and Examples
    - Planning, Policies, and Evaluation
    - Physical Environments and Products
    - Staff
    - Information Resources and Technology
    - Events

INSTRUCTIONAL SPACES

- Planning, Policies and Evaluation - Consider diversity issues as you plan and/or evaluate your facilities and programs.
- Facilities and Environment - Ensure physical access, comfort and safety within an environment that is welcoming to all.
- Support Services and Staff - Provide professional development to support staff in their service of this diverse group.
- Informational Resources – Ensure that departmental publications and website welcome a diverse group and that information is accessible to everyone.
- Courses and Faculty – Ensure that faculty members deliver courses that are accessible to all students and that accommodations are provided in a timely manner.

EXAMPLES OF PLANNING, POLICIES AND EVALUATION

- Parking accessibility close to buildings
- Wheelchair-accessible classrooms
- Classrooms where seating arrangements are not in traditional aisles but in semi-circles
- Wheelchair-accessible restrooms with well marked signs
- Parts of counters and desks in student classrooms at a height accessible from a seated position.
- Aisles being kept wide and clear of obstructions for the safety of users who have mobility or visual impairments
- Adequate lighting
- Tickerboard or televised announcements in all classrooms for emergency broadcasting in addition to phones, to be able to provide a visual and audio methods

EXAMPLES OF FACILITIES AND ENVIRONMENT

- Are there parking areas, pathways, and entrances to departmental buildings wheelchair-accessible?
- Are all levels of departmental facilities connected via wheelchair-accessible routes of travel? Are accessible routes of travel easy to find?
- Are there ample high-contrast, large-print directional signs to and throughout departmental labs, administrative offices, classrooms, and other facilities? Is Braille signage available when appropriate?
- Do elevators have auditory, visual, and tactile signals and are elevator controls accessible from a seated position?
- Are wheelchair-accessible restrooms with well-marked signs available?
- Are parts of counters and desks in student service areas at a height accessible from a seated position?

OTHER AREAS OF EXAMPLES

- Are the staff/faculty that provide support trained and know how to respond for requests for disability-related accommodations, i.e. sign language interpreters?

- Informational Recourses - Ensuring 508 compliance for all electronic and information technology. Working with ITS to ensure institutional responsibility and consistency in that all web based materials are 508 compliant. Faculty and Deans work together with ITS to ensure appropriate compliance on all web-based information.

- Courses and Faculty – Provide multiple means to engage learners. Present content in multiple ways. Allow recording, diagrams, pictures, etc. Allow students to provide feedback.

LABORATORIES/ COMPUTER LABS - GARY

- Fixed elements
  - versatility for height
  - ergonomic health and safety features for all chairs and desks within the la
- All monitors having head set features
  - Software programs to read documents back to the student, i.e. Read Write Gold,
  - Jaw, Audio Sonocet, Screenreader, Dragon Naturally Speaking
  - Accessibility features up front with easy access to adjust settings.
  - Aisle space wide to accommodate wheelchairs
- Science Labs
  - All labs must have shelving space and height accessible.
  - Allowing for larger expandable personal space for not only wheelchairs, but an individual requiring an in class aide, or a sign language interpreter.

PHYSICAL SPACES

8 ELEMENTS OF UNIVERSAL DESIGN

- Body
- Wellness
- Comfort
- Contextual Appropriateness
- Awareness
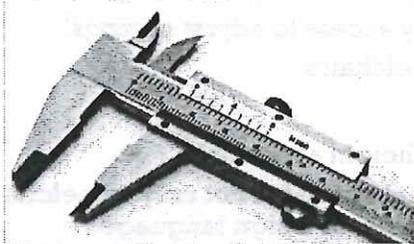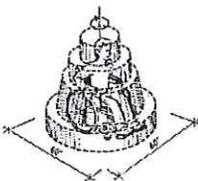- Personalization
- Understanding
- Social Integration

Gensler

Body Fit

- Accommodates a wide range of body sizes and abilities
- Supports various sizes and functions of the body
- Addresses differences in space clearances needed to accomplish tasks, including space for assistive devices
- Supports differences in fields of view

Accessibility is measured in inches, so attention to detail can make the difference between access and injuring someone
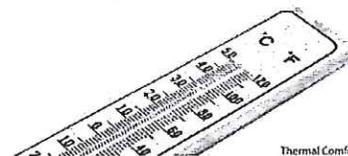
Comfort

- Supports desirable limits of body function and perception
- Addresses a user's ability to exert initial force, repetitive motion, and/or stamina
- Considers reaction and response time
- Supports maintenance of thermal equilibrium
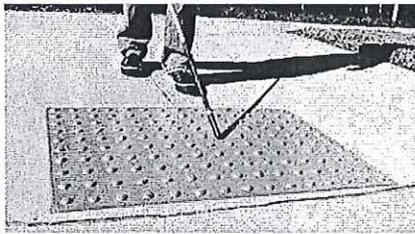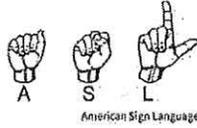
Initial Force Applied
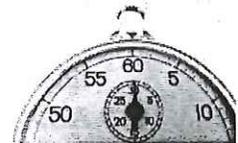
Response Time

Thermal Comfort

Gensler

Awareness

- Addresses differences in perceptual abilities
- Provides fail-safe features to protect against errors and mistakes
- Supports compatibility with assistive devices (e.g. hearing aids, white canes)
- Addresses the desired level of sound compared to the level of background noise
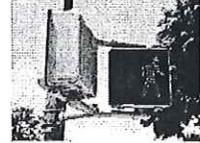
A S L
American Sign Language

Assistive Listening System Available

Assistive Signage

Truncated Domes

Understanding

- Addresses complexity in operations or information
- Prioritizes information needed for implementation of actions
- Communicates safety and risk features
- Focuses on literacy and language skills

Pedestrian Walk Symbol

DO NOT ENTER

PUSH TO OPEN

Access Push Button

Pedestrian Push Button

Gensler

Wellness

- Provides proper hygiene in areas associated with risk of contamination
- Provides for rapid assistance in an emergency; protection from safety/security risk
- Supports choices for active and healthy living
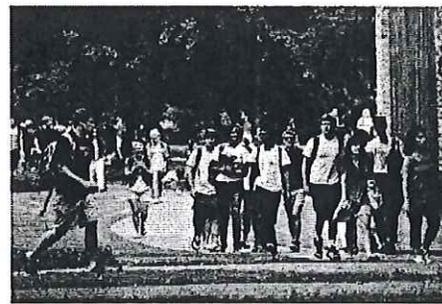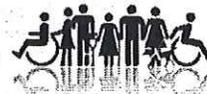- Protects from environmental hazards
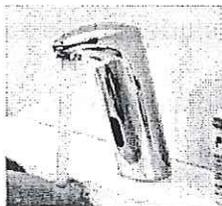
Automatic Touchless Paper Dispenser

Social Integration

- Equally accessible by everyone
- Individual's use of a building shall be the same (e.g. providing accessible entries to buildings)
- Shall not isolate or stigmatize any user; supports cultural attitudes and values
- Shall not privilege one group over another

Gensler

Personalization

- Supports the provision of choices and alternatives
- Addresses user control over the environment
- Supports user independence to minimize inconvenience
- Control over exposure and personal information

Gensler

Choices and Alternatives

Contextual Appropriateness

- Supports valued traditions and culturally based interpretations
- Fits within and/or improves upon the local physical context
- Acknowledges diversity and ensures usability by all
- Provides adequate space necessary to enable equal use
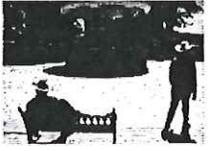
Open Space

Cultural Context

Physical Context

PROMISING PRACTICES IN UD

- In construction: provide examples
  - Entrances and exits have clear walkways wide enough for wheelchairs with no center postings. Sliding doors and large hall space
  - Pathways, landscaping (ramping systems in a garden format for more than ground level)
  - Adequate lighting
  - Elevator systems that can function independently
- Online learning and website applications
  - 508 compliance.
  - captioning of all video materials
  - utilization of software to read back to students who are low vision or blind
- Faculty development and collaboration
  - Professional development on various disabilities and sensitivity training, i.e. immersion programs
  - Purposeful opportunities to validate what is working and areas of opportunity for opportunities.

WHAT DOES ECC DO CURRENTLY?

- New construction process with experts providing input on UD
- The special resource center with classroom accommodations
- Staff ergonomic assessments and implementation by the office of Health and Safety
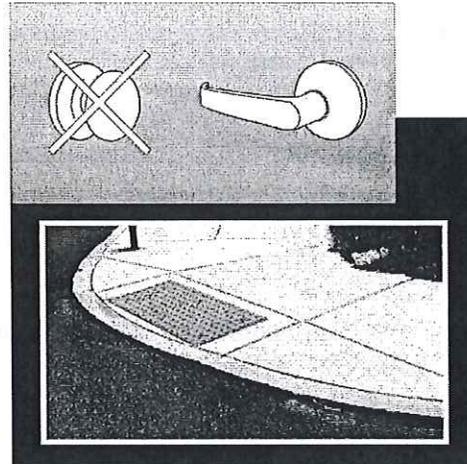
RECOMMENDATIONS FOR THE FUTURE

- Incorporate Faculty and Staff development on Universal Design
- Look for increased opportunities for Universal Design during construction with a guiding principle for the importance in the future
- Improve our classroom and online close captioning implementation
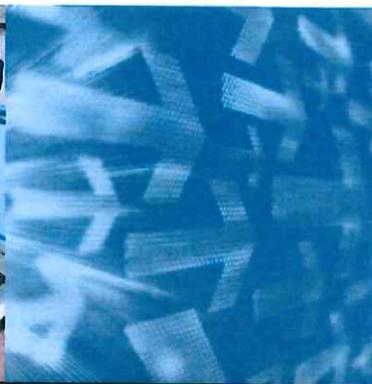
RESOURCES

Develop and collects resources to help educators apply universal design to all aspects of the educational experience:

- DO-IT (Disabilities, Opportunities, Internetworking, and Technology)
- UD of Academic Departments
- Student Services
- Physical Spaces
- https://www.slideshare.net/hkramer99/integrating-universal-design-content-into-university-curriculum

Examples of Universal Design in Education

In Instruction

- A statement on a syllabus that invites students to meet with the instructor to discuss learning needs

- Multiple delivery methods that motivate and engage all learners

- Flexible curriculum that is accessible to all learners

- Examples that appeal to students with a variety of characteristics with respect to race, ethnicity, gender, age, ability, and interest

- Regular, accessible, and effective interactions between students and the instructor

- Allowing students to turn in parts of a large project for feedback before the final project is due

- Class outlines and notes that are on an accessible website

- Assessing student learning using multiple methods

- Faculty awareness of processes and resources for disability-related accommodations

In Services

- Service counters that are at heights accessible from both a seated and standing position

- Staff who are aware of resources and procedures for providing disability-related accommodations

- Pictures in publications and on websites that include people with diverse characteristics with respect to race, ethnicity, gender, age, ability, and interest

- A statement in publications about how to request special assistance, such as a disability-related accommodation

- A student service website that adheres to accessibility standards (e.g., Section 508 Standards for those of the U.S. federal government)

- Printed materials that are easy to reach from a variety of heights and without furniture blocking access

- Printed publications that are available in alternate formats (e.g., electronic, large print, Braille)

In Information Technology

- Captioned videos

- Alternative text for graphic images on web pages so that individuals who are blind and using text-to-speech technology can access the content

- Procurement policies and procedures that promote the purchase of accessible products

- Adherence to standards for the accessible and usable design of websites

- Comfortable access to computers for both left- and right-handed students

- Software that is compatible with assistive technology

- Computers that are on adjustable-height tables

In Physical Spaces

- Clear directional signs that have large, high-contrast print

- Restrooms, classrooms, and other facilities that are physically accessible to individuals who use wheelchairs or walkers

- Furniture and fixtures in classrooms that are adjustable in height and allow arrangements for different learning activities and student groupings

- Emergency instructions that are clear and visible and address the needs of individuals with sensory and mobility impairments

- Non-slip walking surfaces

The Center for Universal Design in Education
publications, videos, web resources at uw.edu/doit/CUDE

DO IT

THE PRINCIPLES OF **UNIVERSAL DESIGN**

Version 2.0 (4 1/97)

UNIVERSAL DESIGN: The design of products and environments to be usable by all people, to the greatest extent possible, without adaptation or specialized design.

The authors, a working group of architects, product designers, engineers and environmental design researchers, collaborated to establish the following Principles of Universal Design to guide a wide range of design disciplines including environments, products and communications. These seven principles may be applied to evaluate existing designs, guide the design process, and educate both designers and consumers about the characteristics of more usable products and environments.

1 EQUITABLE USE

The design is useful and marketable to people with diverse abilities.

2 FLEXIBILITY IN USE

The design accommodates a wide range of individual preferences and abilities.

3 SIMPLE AND INTUITIVE USE

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

4 PERCEPTIBLE INFORMATION

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

5 TOLERANCE FOR ERROR

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

6 LOW PHYSICAL EFFORT

The design can be used efficiently and comfortably and with a minimum of fatigue.

7 SIZE AND SPACE FOR APPROACH AND USE

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

THE PRINCIPLES OF UNIVERSAL DESIGN

Version 2.0 (4.1.97)

1 EQUITABLE USE

The design is useful and marketable to people with diverse abilities.

GUIDELINES
1a. Provide the same means of use for all users: identical whenever possible; equivalent when not.
1b. Avoid segregating or stigmatizing any users.
1c. Make provisions for privacy, security, and safety equally available to all users.
1d. Make the design appealing to all users.

EXAMPLES
- Power doors with sensors at entrances that are convenient for all users
- Integrated, dispersed, and adaptable seating in assembly areas such as sports arenas and theaters

2 FLEXIBILITY IN USE

The design accommodates a wide range of individual preferences and abilities.
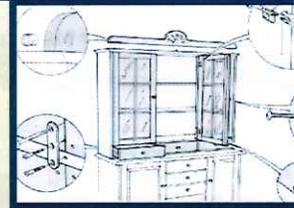

GUIDELINES
2a. Provide choice in methods of use.
2b. Accommodate right-or left-handed access and use.
2c. Facilitate the user's accuracy and precision.
2d. Provide adaptability to the user's pace.

EXAMPLES
- Scissors designed for right-or left-handed users
- An automated teller machine (ATM) that has visual, tactile, and audible feedback, a tapered card opening, and a palm rest

3 SIMPLE AND INTUITIVE USE

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

GUIDELINES
3a. Eliminate unnecessary complexity.
3b. Be consistent with user expectations and intuition.
3c. Accommodate a wide range of literacy and language skills.
3d. Arrange information consistent with its importance.
3e. Provide effective prompting and feedback during and after task completion.

EXAMPLES
- A moving sidewalk or escalator in a public space
- An instruction manual with drawings and no text

4 PERCEPTIBLE INFORMATION

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

GUIDELINES
4a. Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.
4b. Maximize "legibility" of essential information.
4c. Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).
4d. Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

EXAMPLES
- Tactile, visual, and audible cues and instructions on a thermostat
- Redundant cueing (e.g., voice communications and signage) in airports, train stations, and subway cars

5 TOLERANCE FOR ERROR

The design minimizes hazards and the adverse consequences of accidental or unintended actions.
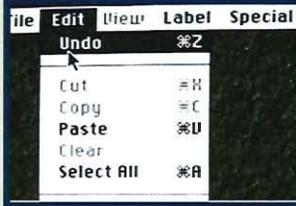
GUIDELINES
5a. Arrange elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.
5b. Provide warnings of hazards and errors.
5c. Provide fail safe features.
5d. Discourage unconscious action in tasks that require vigilance.

EXAMPLES
- A double-cut car key easily inserted into a recessed keyhole in either of two ways
- An "undo" feature in computer software that allows the user to correct mistakes without penalty

6 LOW PHYSICAL EFFORT

The design can be used efficiently and comfortably and with a minimum of fatigue.
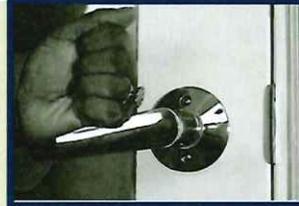
GUIDELINES
6a. Allow user to maintain a neutral body position.
6b. Use reasonable operating forces.
6c. Minimize repetitive actions.
6d. Minimize sustained physical effort.

EXAMPLES
- Lever or loop handles on doors and faucets
- Touch lamps operated without a switch

7 SIZE AND SPACE FOR APPROACH AND USE

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

GUIDELINES
7a. Provide a clear line of sight to important elements for any seated or standing user.
7b. Make reach to all components comfortable for any seated or standing user.
7c. Accommodate variations in hand and grip size.
7d. Provide adequate space for the use of assistive devices or personal assistance.

EXAMPLES
- Controls on the front and clear floor space around appliances, mailboxes, dumpsters, and other elements
- Wide gates at subway stations that accommodate all users

THE PRINCIPLES WERE COMPILED BY ADVOCATES OF UNIVERSAL DESIGN, IN ALPHABETICAL ORDER:

Bettye Rose Connell, Mike Jones,
Ron Mace, Jim Mueller,
Abir Mullick, Elaine Ostroff,
Jon Sanford,
Ed Steinfeld, Molly Story,
and Gregg Vanderheiden.

NOTE:
The Principles of Universal Design are not intended to constitute all criteria for good design, only universally usable design. Certainly, other factors are important, such as aesthetics, cost, safety, gender and cultural appropriateness, and these aspects must also be taken into consideration when designing.

From: Striepe, Claudia
Sent: Tuesday, April 11, 2017 2:34 PM
To: Pickens, Susan; Bonura, Rocky; Brown, Tom; Dalili Eman; Garten, Ann Marie; Higdon, Jo Ann; Maloney, Dena; Natividad Rory; Nishime, Jeanie; Price Berkeley; Shankweiler, Jean; Simon, Angela; Smith, Luukia; Solorzano, Erika
Cc: Eskridge Mattie; Lam, Karen; Cooper, Veronica; Coulter, Teresa; Warrier, Shobhana; McCoy Roxanne; Graff, Irene; Patel, Dipte; Yatman, Rick
Subject: RE: More questions for the Facilities Steering Committee

Dear Committee,
Based on the summary report sent out to faculty by myself and Angela S., a few questions were generated.
Mr. Brown *was kind enough to answer Ms. Reyes query re: student Activities building as follows –*

> `Idania asked:` *o Projects out for RFP and/or architect interviews include the Student Service Center/Activities Demolition, and the Social Behavioral Sciences and Art buildings.*

Is this referring to the Student Activities (our new location for the Student Equity Office and KEAS) and the plans to renovate this building?

Do you know if there is a committee already in place to talk about the new design of the Student Activities area?

Mr. Brown answered: *The answer is no. The college is in the process of requesting proposals (RFP) for the demolition and civil engineering of the site first. Then at a later date a committee will be formed for the design of the two building that will go on these sites.*

Here are more questions that could be dealt with now, or put on the agenda for the next meeting:

1. From Rebecca Russell rrussell@elcamino.edu Does facilities work on campus signs? I'm wondering if they are going to provide signs for the President and Academic Senate. Also, what about no skateboarding signs?

2. From Kristie Daniel-DiGregorio   Did the topic of the Senate office come up? I mentioned it to Dr. Maloney and she seemed surprised that no plans were made for Senate or the Federation. I do LOVE being in the library, but we're off the beaten path

3. Quite a few folk asked about the incorrect clocks all over campus, including the library.

Thanks
Claudia

EL CAMINO COLLEGE

Facilities Master Plan Report May 2017

PROJECTS IN DESIGN & PRE-DESIGN

Project Name	Total Budget	Project Schedule	
1. Pool, Classrooms Complex	$48,459,378	Design	09/14/15 – 09/14/16
		DSA Review	10/12/16 – 06/30/17
		Bidding	08/07/17 – 10/16/17
		Construction	11/01/17 – 12/31/19

The scope of this project is the construction of two pools and additional classrooms.
Design: The project's architectural firm, HMC, was awarded the contract at the August 17, 2015 board meeting.   Currently this project is in the design development phase with a construction estimate of $39 million. This project is currently at DSA.

Project Name	Total Budget	Project Schedule	
2. Administration Building Replacement Project	$18,274,208	Design	10/01/15 – 08/31/16
		DSA Review	09/20/16 – 05/31/17
		Bidding	07/05/17 – 10/17/17
		Construction	03/01/18 – 11/29/19

The scope of this project is the construction of a new building on the existing site.
Design: The project's architectural firm, tBP Architecture, was awarded the contract at the July 20, 2015 board meeting. Relocation of existing building occupants is completed. The demolition is scheduled to start in June.

PROJECTS IN BIDDING PHASE

Project Name	Total Budget	Project Schedule	
3. Administration Building Demolition Project	$1,770,584	Design	10/01/15 – 11/31/16
		Bidding	01/25/17 – 07/17/17
		Construction	08/15/17 – 02/31/18

The scope of this project is the destruction of the Administration Building at its existing site.

Design: The project's architectural firm, tBP Architecture, was awarded the contract at the July 20, 2015 board meeting. The demolition of the building is scheduled to start in June of 2017.

PROJECTS IN CONSTRUCTION

Project Name	Total Budget	Project Schedule	
4. Sand Volleyball Court Project	$728,726	Design	12/07/15 – 02/29/16
		DSA Review	03/01/16 – 03/03/16
		Bidding	08/16/16 – 11/21/16
		Construction	12/07/16 – 05/31/17

Design: LPA
Contractor: American Gardens, Inc. was awarded the contract at the November 21, 2016 board meeting. The bid amount was $570,151. The bid amount is higher than estimated and the budget will need to be augmented.

Project Name	Total Budget	Project Schedule	
5. Student Services Building Project	$35,049,185	Design	10/07/13 – 02/27/15
		DSA Review	04/13/15 – 08/29/16
		Bidding	08/24/16 – 11/21/16
		Construction	12/19/16 – 12/31/18

The scope of this project is the construction of a new building at the site of the existing Shops Building. This project will replace the existing Student Services Building.
Design: DLR Group
Contractor: Tobo Construction, Inc. was awarded the contract at the November 21, 2016 board meeting.   The bid amount was $24,735,000.

Project Name	Total Budget	Project Schedule	
6. Channel Parking Lot F Structure Improvement Project	$28,000,000	Design	07/30/12 – 07/31/13
		DSA Review	08/01/13 – 10/22/14
		Bidding	05/12/15 – 08/19/15
		Construction	09/14/15 – 05/30/17

The scope of this project is to repair all deficiencies identified in the conditions assessment report and upgrade the structure to meet current code requirements including seismic upgrade.
Design: IDS Group

Contractor: AMG & Associates was awarded the contract at the August 17, 2015 board meeting. The bid amount was $21,169,350.

Project Name	Total Budget	Project Schedule	
7. Lot C Parking Structure	$24,537,491	Design	02/03/14 – 01/15/15
		DSA Review	01/20/15 – 10/31/15
		Bidding	12/01/15 – 02/16/16
		Construction	03/07/16 – 09/29/17

The scope of this project is the construction of a new four-level parking structure consisting of 1,443 additional parking spaces.
Design: International Parking Design
Contractor: Bomel Construction Co., Inc. was awarded the contract at the February17, 2016 board meeting. The bid amount was $17,989,000

Project Name	Total Budget	Project Schedule	
8. Manhattan Beach Blvd. Traffic Signal Project	$367,932	Design	10/07/13 - 10/29/14
		L.A. County Review	07/2015
		Bidding	08/02/16 – 11/21/16
		Construction	12/05/16 – 05/31/17

The scope of this project is the revised signalization at the intersection of Lemoli and Manhattan Beach Blvd.
Contractor: Comet Electric was awarded the contract at the October 17, 2016 meeting.

Project Name	Total Budget	Project Schedule	
9. Gymnasium	$22,488,207	Design	02/19/14 – 12/31/14
		DSA Review	01/16/15 – 12/30/15
		Bidding	05/03/16 – 07/18/16
		Construction	08/11/16 – 08/31/18

The scope of this project is the construction of a new gym building centralizing basketball, volleyball, and other indoor sports.
Design: HMC Architects
Contractor: AMG & Associates was awarded the contract at the July 18, 2016 board meeting. The bid amount was $19,363,000.

OTHER ISSUES

Future Projects:

Project Name	Total Budget	Project Schedule
10. Fire Academy (Inglewood)	N/A	N/A

The scope of this project is to replace the existing facilities. The new complex would include the Administration/Classroom Building, apparatus storage, a training tower, and the Burn Building. HMC was selected as the architect on October 9, 2015. The current construction estimate is $8.1 million, with a total project cost of $13.4 million. This project is on hold until further direction.

Fire Academy (Lot L)

The cost of creating two classrooms and a restroom on the northwest corner of Lot L would be approximately $400,000 for the underground utilities and $200,000 for two classrooms and one restroom.

Request for RFQ

Project Name	Total Budget	Project Schedule
11. Student Service Center/ Activities Demolition	$9,123,935	06/01/2017

Project Name	Total Budget	Project Schedule
12. Social/Behavioral Science	$25,575,713	N/A

Project Name	Total Budget	Project Schedule
13. Art Building	$38,616,470	N/A