



Earlimart School District

Request for Statement of Qualifications and Proposals for
Architectural Services

Due February 13, 2023

Earlimart School District

Request for Statement of Qualifications and Proposals for Architectural Services

I. INTRODUCTION

The Earlimart School District (District) is issuing this Request for Qualifications and Proposals (RFQ-P) for architectural services to create a pool of prequalified architectural design teams for future facilities improvements and to assign a design team for new preschool, transitional kindergarten, and kindergarten classrooms planned at Alila Elementary School. The RFQ-P is designed to meet the requirements of California Government Code Chapter 10, Section 4525.

The District's improvements may rely on multiple funding sources, including local capital funds and State funding as they may become available to build new and modernize school facilities to meet current building standards. The lease-leaseback (LLB) or Design-Build (DB) methods of construction and delivery may be selected by the District. If the lease-leaseback is selected then the contractor will be expected to collaborate early on with the architect of record to provide constructability reviews of proposed designs, cost estimates, construction schedules, and a site logistics strategy, resulting in a design that meets District specifications, functions, budget and timeline. If Design Build is selected, then the architect will be expected to provide a conceptual design specification for the project Design Build Team. Design teams should be prepared to describe past experience with the LLB and/or DB project delivery methods and offer suggestions for improving the selected process.

The new classrooms project at Alila Elementary School is to be awarded to a single architectural firm for the design, Division of State Architect (DSA) submittal, and construction administration of a single integrated set of plans. Modular construction is planned for the Alila Elementary School new classrooms project. The selected architectural firm will also be required to oversee the design, as a part of their agreement with the District, of the modular building manufacturer/vendor company to ensure that the complete project reflects approved program goals; this effort will occur throughout concept and design development, design approval, procurement and construction administration phases of this project.

II. ALILA ELEMENTARY PROJECT DESCRIPTION

Under the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program, at the October 26, 2022 State Allocation Board (SAB) meeting, the District received a SAB grant apportionment of approximately \$6 million requiring a \$3 million District match, for a total project cost of \$9 million, for nine new permanent classrooms to be located at the Alila Elementary school site. The project includes three new preschool, three new transitional kindergarten, and three new kindergarten classrooms. The grant will provide permanent facilities at the site pursuant to State requirements and previously adopted Board of Education specifications for these types of facilities.

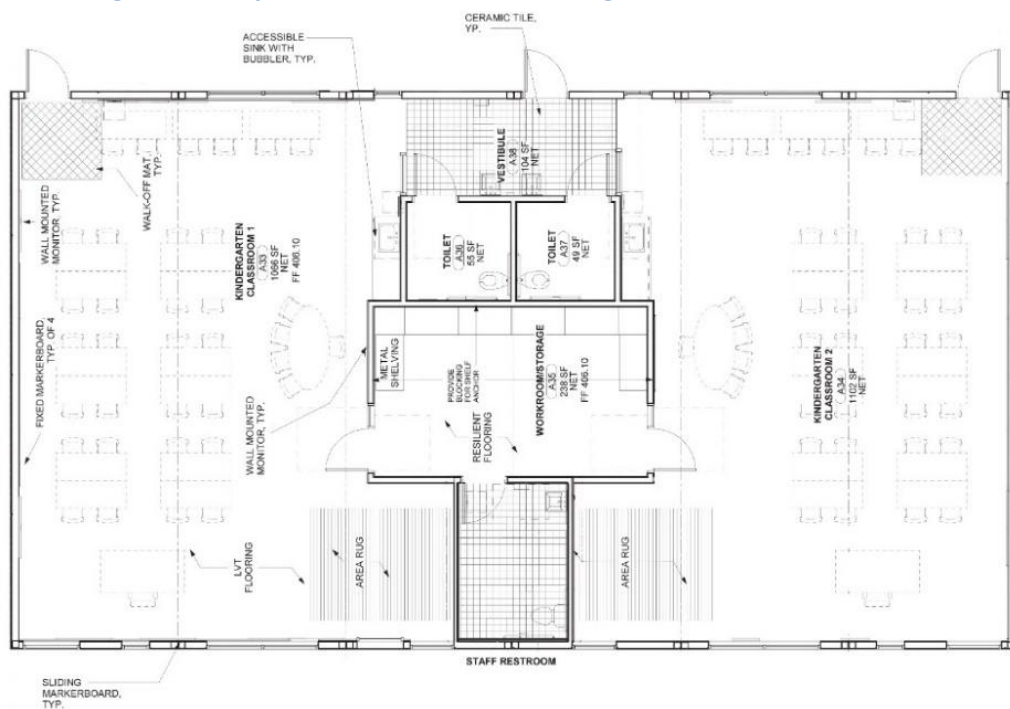
The District will have until October 26, 2023, to submit written approvals from the Division of State Architect (DSA) and California Department of Education (CDE) of proposed architectural drawings and plans to the Office of Public School Construction (OPSC). The District must contract or encumber the entirety of the grant amount within one year of receipt of the construction apportionment; hence by October 26, 2024, all grant funds must be spent or encumbered.

Project Specifications

Transitional kindergarten and kindergarten classrooms must meet Title 5 requirements of not less than 1,350 square feet, including restrooms accessible from the classroom, storage and teacher preparation spaces, wet and dry areas, and designed supervision of the classroom and play yards. The play yard is designed to provide a variety of activities for development of large motor skills. Classrooms must provide learning environments that support the requirements for learning and mastering the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) by young children. These specifications for facilities have been approved by the OPSC and SAB for State grants, the CDE for compliance with State requirements, and the DSA for building code compliance.

The classroom specifications detailed below are to be integrated into the State Title 5 and District Board approved 21st Century classroom requirements for the new classrooms, expanding their potential use for either preschool, transitional kindergarten, or kindergarten program use as enrollment may fluctuate from year to year. Figure 1 depicts a sample preschool, transitional kindergarten and kindergarten classroom floor plan designed to meet District specifications, Title 5 and Title 22 requirements.

Figure 1: Sample Preschool, TK and Kindergarten Classroom Floor Plan



Preschool Classrooms

In order to meet State licensing requirements, a preschool facility must be Title 5 compliant, provide a minimum of 1350 square feet, and conform to Title 22 of the California Code of Regulations. Title 22 outdoor requirements include: 75 square feet per child of outdoor activity area based on its total licensed capacity that is easily and safely accessible to children, a shaded rest area with equipment and activities arranged so as not to interfere with each other, and a four foot fence enclosing the outdoor area. Indoors, a minimum of 35 square feet per child of activity space must be available based on its total licensed capacity with individual storage space for each child, a restroom facility for every 15 children, and a separate restroom facility for teachers, staff, or ill children. A drinking fountain must also be installed inside and outside for child use. These standards are to be integrated within in the proposed specifications

of Title 5 classrooms with 21st Century Learning Environments for TK/K facilities, expanding the potential use of “flex-classrooms” district wide to better accommodate fluctuations in program and enrollment requirements over time.

The classroom area is a large open space that has different student learning centers to include art activities, dress up and “make believe”, early childhood kitchens, and a building area. The storage is flexible and mobile with one specific storage unit to contain cubbies for each individual child. There are age-appropriate student tables and chairs that are used for classroom activities as well as eating. The tables are mobile and can be moved to provide large open areas as needed. A sink is accessible to the classroom for cleaning up after learning activities as well as hand washing. The restroom is accessible from the main classroom and is divided into two components: a private toilet and a common sink area for hand washing. There is an additional bathroom that is used for staff and for sick children that is located near the work/storage room. In the work/storage room one wall of counter space with a sink is provided for clean up after snacks or meals or from required learning activities. There are storage shelves on the other walls of the storage room.

The outside play area is accessible from the main classroom and is designed to provide supervision. A four-foot fence separates the playground from other areas of the school, has a drinking fountain, age-appropriate play structure, and shade. The playground is designed to provide a variety of activities for development of large motor skills with associated impact resistant surfaces where elevated play structures are located.

To provide maximum flexibility, preschool classrooms include sliding markerboards installed to cover approximately forty-five (45) to sixty-five (65) percent of classroom wall surfaces, including those that can slide to the side to reveal outdoor windows. Marker boards should also be magnetic and support removable adhesive materials to allow for instructors to attach student exemplars where needed for instruction. On walls without markerboards, mineral fiber core tackable panels are installed to maximize presentation space and help modulate acoustic reverberation. The classroom includes a multimedia presentation shuttle so that the teacher can maneuver easily around the room. Broadband-connected high-definition displays are attached to hydraulic wall mounts which allow easy adjustment of the displays’ viewing angle and height to allow students to view content from any point in the room. Media interface devices, students, and teachers can project content from a computer or mobile device to the mounted displays as needed.

Transitional Kindergarten/Kindergarten Classrooms

The State standard and District specification for 21st Century Learning Environments, Transitional Kindergarten/Kindergarten classroom incorporates Title 5 mandates of not less than 1,350 square feet, including required in-classroom restrooms, storage, teacher preparation areas, and wet and dry facilities. The restrooms are self-contained within the classroom, with access from the play area, if possible, and are designed to allow for supervision from all areas of the classroom and play yards. It is divided into two components: a private toilet and a common sink area for washing their hands. A fenced play yard is designed to provide a variety of activities for development of large motor skills with associated impact resistant surfaces where elevated play structures may be located. There is a sink that is needed for science and art projects and for washing hands prior to lunch that is independent of the restroom facility. Mobile bookshelves are provided for the storing of manipulatives, small books, and group activity supplies. There are also “cubbies” for the students to store their coats, backpacks, and other treasures. Tables, if desired, are 2 feet by 4 feet, can be arranged into various configurations, and collapsible into storage areas to support additional group space when needed for classroom activities. Seating is stackable and provided

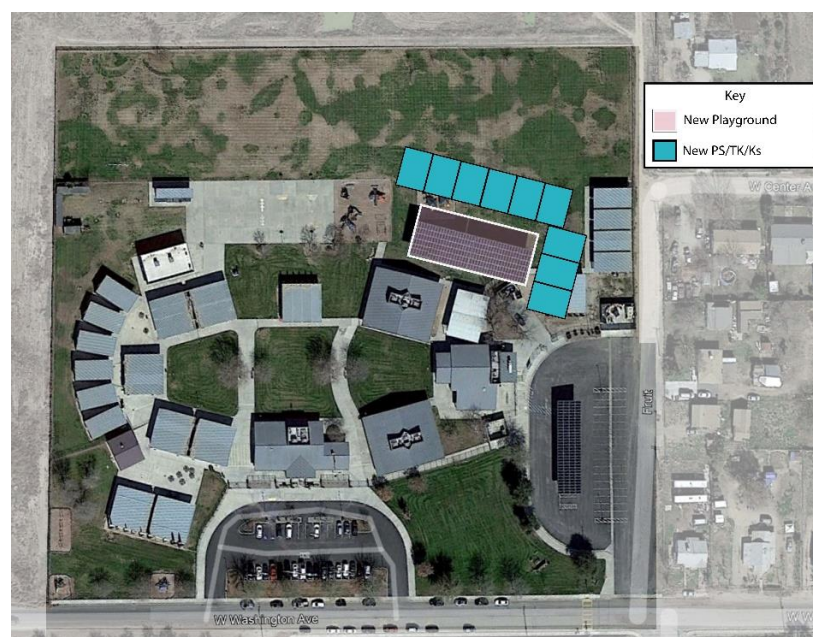
at a size appropriate for Transitional Kindergarten/Kindergarten aged students. “Puzzle piece” shaped desk with ergonomic seating may be used in general or to promote small-grouped activities when combined to allow for a larger surface area.

Sliding markerboards are installed to cover approximately forty-five (45) to sixty-five (65) percent of classroom wall surfaces, including those that can slide to the side to reveal outdoor windows or storage spaces with the same capacity as existing cabinets and storage solutions currently in use. Marker boards should also be magnetic and support removable adhesive materials to allow for instructors to attach student exemplars where needed for instruction. On walls without markerboards, mineral fiber core tackable panels may be installed to maximize presentation space and help modulate acoustic reverberation. The classroom includes a teaching station and a multimedia presentation shuttle so that the teacher can maneuver easily around the room. Broadband-connected high-definition displays are attached to hydraulic wall mounts which allow easy adjustment of the displays’ viewing angle and height to allow students to view content from any point in the room. Media interface devices, students, and teachers can project content from a computer or mobile device to the mounted displays as needed.

Proposed Site Location

Figure 2 provides the proposed locations for the new classrooms to be constructed at Alila Elementary. The nine new Title 5 compliant classrooms are planned to be constructed on the northeastern side of the school site adjacent to the bus drop-off and general parking lot on Fruit Road. The proposed location is bounded by the adjacent solar array and the existing six portables in the area that will ultimately be removed as discussed below to improve access. The facilities would be further setback from the adjacent property line along Fruit and benefit with a closer location to the adjacent cafeteria and shade structure. The new classrooms would provide three rooms for preschool (PS), three rooms for transitional kindergarten (TK), and three rooms for kindergarten (K). The nine new classrooms will be designed as an integrated early childhood education village with surrounding and dedicated new play areas for PS and TK/K children.

Figure 2: Proposed Locations for New Preschool, TK, and K Classrooms



When constructed, the classrooms will form a modified “L” shape design with the playgrounds serving the entire length of the classrooms. Three of the classrooms would be setback from Fruit Road just north of the existing bus drop-off and general parking lot. The remaining six classrooms would be placed in parallel and along the eastern edge of the existing solar array. The intersection of the classroom wings would create a courtyard area and a security perimeter from the adjacent unimproved roadway and neighboring residential area. The playgrounds would be established under the current existing solar array just west of the location, providing protection from inclement weather and shade area in compliance with Title 22 and Title 5 State requirements.

Existing improvements will be maintained or adjusted as necessary. The existing bus drop-off will remain in the parking lot along Fruit Road with extended access, fencing and drop off to the early childhood education village as needed. Other circulation, utilities, pathways, and landscaped areas will be redesigned to accommodate the proposed project and use. Prior to the start of construction, the after school and related programs within the six existing portable classrooms would need to be relocated to other vacant facilities at the site. Currently, the school has fourteen classrooms above the required capacity to house existing students. At the start of construction, these facilities would be demolished.

Project Budget and Schedule

The total project budget is \$8,117,333 and represents the total “all-in” budget for the project less a 10% project reserve for unforeseen project increases and inflation. The “all-in” budget is inclusive of both hard (construction) and soft costs (design and planning professional services and fees). DSA and CDE approval of the design plans must be achieved prior to October 26, 2023.

- **Anticipated Board meeting to approve Architect contract (subject to change):** February 2023
- **DSA/CDE Submittal:** June 2023
- **DSA/CDE Approval:** October 2023
- **Earliest Bidding/Start Construction:** December 2023
- **Earliest End Construction:** December 2024

The anticipated schedule is subject to adjustment based on the timing and processing of administrative approvals, prevailing market conditions, weather and environmental conditions, and unforeseen site conditions.

III. SCOPE OF SERVICES

The services required shall include site inspection, evaluation, design, preparation of plans and specifications (construction documents) and contract administration.

- A. Site Inspection** — The architect and its consultants will conduct a field investigation of the project sites to identify feasible locations.
- B. Design** — The architect will develop preliminary design and integrate space planning of furniture, fixtures, and equipment.
- C. Construction Documents** — The architectural firm having received approval of preliminary plans will develop final plans and specifications and prepare complete bid documents. The original drawings and any plans shall become property of the Earlimart School District. The architect will also obtain needed approvals from State and local officials, including timely approvals by the Division of the State Architect and State Fire Marshal.

- D. Construction Administration** — This phase will include providing coordination and direction to the selected contractor to assure proper execution of the plans, checking the contractor's progress and partial payment estimates, and reviewing and negotiating Change Orders. The architect will attend the job walk, bid opening, preconstruction meeting, and construction meetings during the course of the project; serve as the construction administrator during project construction; and conduct final close-out review (including punch list and certificate of completion). **Please note: The District will be responsible for securing fire flow tests (if required).**

IV. SCHEDULE

The anticipated schedule for review and selection will be:

- | | |
|------------------------------------------------------|------------------------------------------------|
| 1. RFQ submissions due: | February 13, 2023, 12:00 pm |
| 2. CFW and Evaluation Committee complete interviews: | February 17, 2023 (tentative) |
| 3. Board action on recommendations: | February 21, 2023
(scheduled Board meeting) |
| 4. Firm qualification/selection notification | February 22, 2023 |

V. HOLD HARMLESS/INDEMNIFICATION

The selected firm shall indemnify and defend the District, its Board of Trustees, officers agents, and employees harmless from any and all claims damages, losses, causes of action and demands, including reasonable attorney's fees and costs, incurred in connection with or in any manner arising out of the firm's performance or failure to perform any duties contemplated by the proposed agreement.

VI. SUBMITTAL FORMAT AND CONTENT

STATEMENT OF QUALIFICATIONS

Please limit total submittal length to a maximum of ten (10) single-sided 8.5x11 pages, EXCLUSIVE of front and back covers, any index or table of contents, and items in Section VI.C.2 and photographic representations in Section VI.D.1.iii below. Five (5) paper copies and one (1) digital copy of the submittal shall be delivered.

A. Cover Letter/Letter of Interest

Please limit this letter to a maximum of two (2) pages. The letter must be signed by a representative of firm with authorization to bind the firm by contract and include:

- 1) Name of Firm
- 2) Firm Address
- 3) Telephone and Fax Number
- 4) Type of Firm (i.e., corporation)
- 5) Date Office Established
- 6) California Registration Number
- 7) Name of Principal to Contact

B. Firm Organization, Credentials, and Background

Provide a brief history of firm(s) submitting including:

- 1) Number of years in business.
- 2) Senior member and length of association.
- 3) Location of office that will perform the work.
- 4) List of basic services provided by your firm under a typical AIA agreement for a new construction project and a modernization project.
- 5) List of additional services that your firm may request for each type of project, based on your previous experience.
- 6) List of firm's new construction and modernizations projects completed under the State School Facility Program and/or with local sources by your firm. Include the dollar value of those projects from the past 5 years.
- 7) Describe how your firm manages projects, including how budget, scope and schedule are maintained. Select a particular project similar to any of those that may be undertaken by the District as presented in Section II to shape the response around.
- 8) Describe how your firm will address DSA, OPSC, and CDE requirements throughout the project.
- 9) Describe your role and scope to comply with all OPSC close-out requirements for all State aid projects.

C. Project Team

- 1) Identify the following key team members and provide their specific qualifications with respect to educational facilities and their roles in relation to the District:
 - i) Principal-in-Charge
 - ii) Project Director/Manager
 - iii) Project Architect
- 2) Identify the proposed structural, mechanical, and electrical engineering firms and/or staff and other consultants that you typically use for your projects and their qualifications with respect to educational facilities. Response to this item is optional and may be provided as an addendum to the submittal.
- 3) Provide an organization chart showing the relationship and the flow of information between the District and your firm and consultants.

D. Firm Resources

- 1) Transformative Design Capabilities for School Modernization and Additions
 - i) Briefly describe your design philosophy and process with emphasis on how this will suit the needs of the Earlimart School District
 - ii) Briefly describe how you integrate flexibility and future technology into your design
 - iii) Show examples of "transformative" projects on existing campuses. Include photographic representation of projects listed

- 2) Project Management Capabilities (AutoCAD, BIM, and project management software use are strongly recommended)

- i) Describe how the firm would create an Integrated Project Delivery program for the projects

- 3) Cost and Schedule Responsiveness

- i) Cost Estimate History: show examples of cost estimates versus actual bid amounts on 3 recent school projects. Describe briefly the challenges and how the firm responded.
 - ii) Change Order History: Briefly describe your approach to problems and change orders
 - a) Track Record for three (3) school projects listed in item D.3.i. Show the amount of change orders and indicate whether change order was charged to by the District, Architect or Contractor
 - b) Briefly describe your quality control and assurance procedures
 - c) Briefly describe your experiences with State and local agencies

E. Location of Office Serving District - Submitting firms must have a headquarters or regional staffed office located in a city or address within approximately 200 miles of Earlimart or have completed projects within 200 miles of Earlimart, where the Earlimart School District is located.

F. Financial Resources

- 1) Provide credit references
- 2) Provide amount of errors and omissions and current insurance carrier name

G. Client Satisfaction/Reference

- 1) Provide information for at least four (4) education clients for which your firm has performed similar project services. Please include:
 - i) School district name and address
 - ii) Contact name, position, and telephone number
 - iii) Identity of project(s) for referral
- 2) Provide a list of three (3) construction manager/contractor references with which your firm has performed similar project services.
- 3) Provide a summary of the firm's litigation and arbitration history during the past five years

PROPOSAL FOR SERVICES

Proposals should be formatted to effectively address the following issues in as much detail as necessary to fulfill each request. Each proposal should have a cover letter briefly discussing the proposed new preschool, transitional kindergarten, and kindergarten classrooms project at Alila Elementary School, and

the firm's unique qualifications to pursue the project. Proposals must include a cost estimate for the identified improvements, comparing the estimates to the District's project budget and specifications.

Please limit proposals to no more than ten (10) double-sided 8 ½ x 11 pages, and twelve (12) 11 x 17 drawings to illustrate the conceptual proposals for the Project.

In addition, the proposal should include, but not be limited to, the following:

- A. Briefly summarize similar projects completed by your firm within the last five years that closely match the proposed project as referenced in the Project Description. Include examples of elementary school renovation and new classroom building projects and relevant experience.
- B. Discuss the challenges of school construction creating a minimal impact on the existing operational school facilities.
- C. Provide design concepts that meet the Project requirements. Provide floorplans, elevations, and other relevant illustrations for the preschool, transitional kindergarten, and kindergarten classrooms. Additionally, provide information pertinent to your firm's approach to 21st Century classroom design.
- D. Discuss ways in which your proposed design strategies can help to meet or accelerate the proposed timelines of the proposed project.
- E. Discuss the firm's experience with the District's preferred delivery method.
- F. Discuss the role of the assigned personnel, the benefits they bring to the Project, and their assigned level of participation. Please be specific, including their relevant experience in early childhood education facilities construction and 21st century facilities design.
- G. Provide detail of the proposed design, submittal, approval and administration of the modular component of the Project and selection/interaction of the modular and general site contractor
- H. Provide a line item cost estimate for the firm's proposed design concepts. Total costs should be provided as "all-in" project costs that integrate hard and soft costs. The estimate should include:
 - a) Your understanding of project details by component, unit, and unit cost in a table format;
 - b) Adequate notation specifying significant assumptions of the cost estimate;
 - c) A separate line item identifying the cost for FF&E;
 - d) Values in current dollars only—do not escalate your estimates; and
 - e) Written narrative, only if the firm believes it is necessary to communicate information in the tables, however, the priority shall be in delivering the data in tabular format exportable to Microsoft Excel

VII. SUBMITTAL OF QUALIFICATIONS AND PROPOSALS

Qualifications and proposals should be reviewed for accuracy before submission to the District. The District will not be responsible for errors in any proposal. The District reserves the right to reject any and all proposals, to waive any irregularities, or informalities in the proposals, or to request further information.

Responses to this RFQ-P shall be submitted no later than **February 13, 2023 at 12:00 p.m.** Five (5) hard copies of the response must be sent to the District's Program Manager at the following location: Caldwell Flores Winters, Inc., 521 N. 1st Avenue, Arcadia, CA 91006. One PDF copy of the qualifications and

proposals must be sent via email to Ronald Hickey, Senior Vice President at rhickey@cfwinc.com. Late responses will not be accepted.

VIII. SUBMITTAL EVALUATION CRITERIA

Submittals received by District will be evaluated according to the criteria listed below:

- Conformance to the specified RFQ-P format;
- Organization, presentation, and content of the submittal;
- Specialized experience and technical competence of the firm(s), (including principal firms, joint venture-partners, and sub-consultants) considering the types of service required; the complexity of the projects; record of performance; and the strength of the key personnel who will be dedicated to the projects;
- Proposed methods and overall strategic plan to accomplish the work in a timely and competent manner;
- Knowledge and understanding of the local environment and a local presence for interfacing with the District;
- Financial resources and stability of the principal contractor and/or a contractor team;
- Ability to meet the insurance requirements unless District, at its sole discretion, decides to modify or waive the insurance requirements or elects to provide program, insurance; and
- Litigation and arbitration history (during the past five years).
- Other considerations deemed relevant

IX. METHOD OF SELECTION

The District shall review submittals and shall conduct an interview with the most qualified firms that submit a package that is responsive to this RFQ-P. District will evaluate the firms on their demonstrated competence and on their professional qualifications necessary for the satisfactory performance of the services required, as evidenced in their responses and/or interviews. Upon selection, a pool of prequalified architectural firms will be recommended to the District's Board for approval. The pool of prequalified architectural firms will then be invited to participate in future selection and contract negotiation processes for future specific projects. The new classrooms project at Alila Elementary School is to be awarded to a single architectural firm.

X. GENERAL INFORMATION

- A. Compliance** Submittals must be in strict accordance with the requirements of the RFQ-P. Any Statement of Qualification/Proposals not submitted in accordance with the requirements of the RFQ-P will not be considered.
- B. Amendments** The District reserves the right to cancel or revise in part or in its entirety this RFQ-P. If the District cancels or revises this RFQ-P, all Respondents will be notified by addendum. The District also reserves the right to extend the date responses are due.
- C. Inquiries** All questions about the meaning or intent of this RFQ-P shall be submitted in writing to the District's Program Manager Caldwell Flores Winters. The contact person is Ronald Hickey, Senior Vice President. Replies will be issued by addendum and mailed to all parties recorded by

Mr. Hickey as having received the RFQ-P documents. Questions received less than three (3) days prior to the submittal due date will not be answered. Only questions answered by formal written addenda will be binding.

- D. Late Proposals** It is the Respondent's responsibility to ensure its SOQ-P submittal is received on or before the time and date specified. Submittals received after the date and time specified will not be considered.

E. Special Conditions

- Public Record. All SOQ-Ps submitted in response to the RFQ-P become the property of the District's public records and, as such, may be subject to public view.
- Non-Discrimination. The District does not discriminate on the basis of race, color, national origin, religion, age, ancestry, medical condition, disability or gender inconsideration for an award of contract.
- Drug-Free Policy and Fingerprinting. The selected firm shall be required to complete any and all fingerprinting requirements and criminal background checks required by State law and shall also be required to complete a Drug-Free workplace certificate.
- Costs. Costs of preparing a SOQ-P in response to this RFQ-P are solely the responsibility of the Respondent.
- Limitations. This RFQ-P does not commit District to award a contract, to defray any costs incurred in the preparation of a SOQ-P pursuant to this RFQ-P, or to procure or contract for work.

XI. DISTRICT/PROGRAM MANAGER CONTACT

We look forward to receiving a submittal from your firm. If you have any question regarding this RFQ-P, please contact: Ronald Hickey, Senior Vice President at rhickey@cfwinc.com or (510) 596-8175.

NOTE: Incomplete submittals, incorrect information, or late submittals may be cause for immediate disqualification. Issuance of this RFQ-P does not commit District to award a contract, or to pay any costs incurred in the preparation of a response to this request. District reserves the right to request additional information or clarification during the evaluation process. District retains the right to reject any or all submittals. All respondents should note that the execution of any contract pursuant to this RFQ-P is dependent upon the approval of the Earlimart School District in its sole discretion.