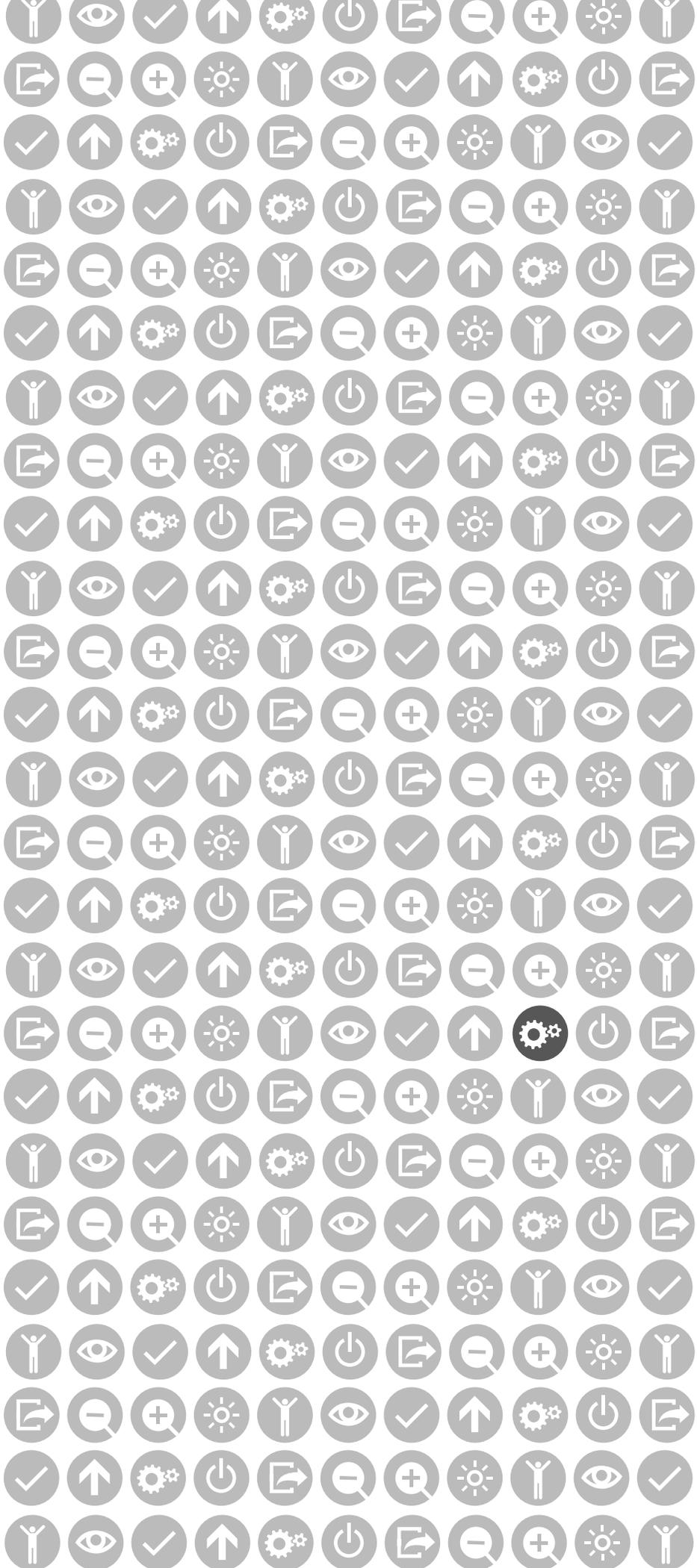


DAVIS JOINT UNIFIED SCHOOL DISTRICT

RFP for Educational Facility
Master Plan and Community
Outreach Services

LPA

July 14, 2017



Davis Joint Unified School District
RFP for Educational Facility Master Plan
and Community Outreach Services

July 14, 2017

LPA



July 14, 2017

COVER LETTER

Bruce Colby, Chief Business Officer
DAVIS JOINT UNIFIED SCHOOL DISTRICT
1919 5th Street
Davis, California 95616

RE: RFP FOR EDUCATIONAL FACILITY MASTER PLAN AND COMMUNITY OUTREACH SERVICES
LPA Reference No.: 1005139

Dear Bruce and Members of the Selection Committee:

In support of the Davis Joint Unified School District's high-performance educational program goals, LPA can provide the complete scope required for delivery of a comprehensive Educational Facility Master Plan and Community Outreach Services process. Recommendations developed will help in the transformation of existing school sites into places and spaces that encourage increased student learning and achievement. As a multidiscipline firm founded in 1965, our staff includes architects, landscape architects, interior designers, engineering and entitlements professionals. By providing the full spectrum of services for planning facilities which support your program vision, our team can holistically examine all potential opportunities for improvement.

Based on the District's Mission "*to ignite a love of learning and equip each student with the knowledge, skills, character and well-being to thrive and contribute to an evolving and increasingly-connected world.*" LPA's team experience on previous master planning and broad K-12 expertise will offer the following benefits to the Davis Joint Unified School District:

1. Collaborative consensus building outreach processes:

- The customized process is responsive to the local community and the District's Mission, Strategic Objectives and Strategies.
- Establishment of school site and community outreach processes where ideas emanate from the process stakeholders.
- Expertise developed through successful completion of 50+ similar facilities plans each with a specifically tailored approach.

2. Program innovation specific to the Davis Joint Unified School District community:

- Collaborative programming process to discover the District's educational vision and how it relates to facilities.
- Development of flexible student-centered 21st century next generation learning environments.
- Definition of priorities that reflect the history of existing sites and their place within the community.

3. Fiscal responsibility to deliver what has been promised:

- Clear, concise and realistic implementation planning for Davis Joint's future school improvements.
- Building "Strong Community Support" by making connections between business and professional communities, local government, other educational partners, community-based organizations, the District's parents and students.
- Long-term implementability through inclusive stakeholder prioritization matching scopes of work to potential dollars available.

LPA has selected the team members dedicated in this proposal based upon their immediate availability to initiate the project. For a reference on the quality of Facilities Master Plan services and innovation that the LPA team provides to California public school clients, please feel free to contact any of the individuals listed in this proposal.

Sincerely,

Jim Kisel, AIA / LEED AP
Principal, Director of School Planning
LPA, Inc.

Anthony Harris, AIA / CSI
Associate, Managing Director
LPA, Inc.

LPA, Inc. certifies, under penalty of perjury, that we are not in violation of any California tax laws.

COVER LETTER

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RFP FOR EDUCATIONAL FACILITY MASTER PLAN AND
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LPA, INC.



10 PRINCIPLES OF INTEGRATED SUSTAINABLE DESIGN

LPA has made sustainability part of everything that we do, not only in our work, but also within our company culture. With more than two decades of planning and designing green buildings, LPA has developed *10 Sustainable Principles* to guide our work and to inform our clients about the benefits of green planning, design and construction to their modernization and/or new construction K-12 school facility projects.



1. INTER+ACT

Communication. Collaboration. Cooperation. These three tenets are the essential components of the green planning and design process. Effective and continuous interaction between the architects, landscape architects, engineers, contractors, ultimate users and maintenance personnel will ensure a successful design solution.



2. DO LESS

Minimize your environmental footprint. Conserve natural resources, reduce energy and water consumption, generate less pollution and greenhouse gas emissions, design and build simply with less.



3. CHALLENGE CONVENTION

Never assume. Never settle. Never accept the status quo. Keep an open mind and explore.



4. ZOOM OUT

Each building is part of a much larger whole: the surrounding neighborhood, business and institutional communities and the environment. The project team must integrate each project's planning, design, construction and uses into that larger whole.



5. ZOOM IN

Each planning and design component is part of a much larger whole. Green the details and you'll green the project.



6. BUILD SMART

Every planning and design choice should have a reason grounded in sustainability, every building or campus component should have a purpose, every detail should be necessary to the entire building or campus.



7. ENRICH LIVES

Green planning and design should enrich the lives of all the building users on a daily basis.



8. CREATE VALUE

The green planning and design process should create value for all stakeholders.



9. PROVE IT

Provide the hard numbers that all stakeholders need about the true costs and benefits of building green.



10. STEP UP

Stop talking about it and start doing it. The time for energy-efficient, green buildings that do more with less is now.

The 50-Year Anniversary of LPA was a **celebration** of our **People, Communities and Places**.



LPA Sacramento Office

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LPA Master Plan Philosophy
Proposed Master Planning Approach
Implementing 21st Century Classrooms
Designing Spaces for STEM/STEAM
Integrating Future Technology into Design
Sustainable Design Philosophy
K-12 Sustainable Design Experience
Energy Conservation Experience

Ranked by Engineering News-Record as **California's Design Firm of the Year**





SECTION 1

01 / EXPERIENCE AND QUALIFICATIONS

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WHY LPA INTEGRATED TEAM

Augmenting our integrated in-house architectural and engineering professionals integrated project team structure, LPA maintains an established group of consultant relationships to expedite project planning efforts and enhance continuity of staff knowledge.



BRIEF HISTORY AND DESCRIPTION OF THE FIRM

Founded in 1965, LPA has been in business for 52 years. As an integrated design firm, LPA provides our K-12 school district clients with the full scope of architectural, master planning, educational programming, landscape architecture, interior design, graphics, engineering, technology planning and sustainable design criteria integration services from early program development, planning, project design and documentation phases, through completion of construction to owner occupancy.

INTEGRATED ENGINEERING TEAM VS. SUB-CONSULTANTS

At LPA, we believe in a truly integrated approach to the planning of a school facility project. This means meaningful engagement between the engineering disciplines and architects from the beginning of the design process through post-occupancy evaluation. We have made this possible by building an integrated engineering capacity within the firm. LPA includes full-service structural, mechanical, electrical, technology, plumbing and civil engineering services in-house. Our approach is to provide fully integrated and seamless “green” solutions within the inherent client goals and budget constraints.

TYPE OF BUSINESS

With seven market sector teams and a specialty in public architecture, our work encompasses K-12 Schools, Higher Education, Corporate, Developer, Healthcare, Sport and Recreation and Civic establishments. LPA and its principals have come to be recognized for their leadership in planning, programming, building design, landscape design, interior design, engineering and “Green” architecture concepts. Our staff gives us the flexibility to focus manpower at critical milestones. Over 50 percent of our employees are focused on educational projects. This capacity enables us to assign multiple teams under the direction of a “Single-Point-of-Contact,” Managing Director, should it be required to accelerate schedules, plan or document several projects concurrently.

RELEVANT K-12 EXPERIENCE

Entering the California Public School K-12 market in 1994, LPA in the past 23 years has developed over \$3 billion in new construction and \$2.5 billion in modernization projects for the State “School Facility Program” (SFP) and district local bond improvement programs. Through the execution of these projects, our team has developed specific expertise with regard to the implementation of collaborative processes for the programming, master planning, design and documentation of K-12 school facility new construction, modernization, reconstruction, seismic repair, energy efficiency, safety and security scopes of work.

SUMMARY OF MASTER PLAN QUALIFICATIONS

Over the past 25+ years that LPA has been developing K-12 school facility projects, our team has developed specific expertise with regard to the implementation of collaborative, community-based processes for the development of Facilities Master Plan recommendations. To date, our firm has completed 50+ master plans for a dollar value of \$18.5 billion in school site improvements, resulting in over \$6.55 billion in successful local bond elections. This represents a 98 percent success rate for Districts that decided to move forward with a campaign based upon an LPA planning process.



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IN-HOUSE SERVICES

LPA is an integrated firm. We believe this means that the traditional practice of cobbling together separate disciplines for a project as sub-consultants, with little to no integration, is simply not effective in enabling the design of truly sustainable solutions that are in the best interest of the client. As a result, we offer in-house the full range of comprehensive services needed by our clients.

ARCHITECTURE

Architectural Building Design
Project Management/Scheduling
Construction Drawings/Specifications
Construction Administration
Jurisdictional Approval Processing

LPA offers a multidisciplinary approach to design, bringing the firm's full range of expertise to each project from its inception. A team of architects, interior designers, engineers and landscape architects employs a systematic process to design buildings and their settings integrally, providing a unified experience between interior and exterior environments. Each design is a unique response to the program, budget and site parameters.

INTERIOR DESIGN

Program Visioning
Educational Specifications
Materials/Fixtures Technical Standards
Furniture Selection
High-performance Learning Environments

LPA offers services in space planning and interior design, which are the ideal complement to the firm's commitment to "total design." Our ultimate goal is to create interior spaces that meet the client's functional and aesthetic requirements, are cost-effective and enhance the learning experience. We provide our clients with a full integration of services and, through our coordination, can assist in the procurement and the installation of all furnishings.

LANDSCAPE ARCHITECTURE

Site and Environmental Analysis
Landscape and Irrigation Design
Outdoor Learning and Gathering Environments
Recreation Planning and Design
Post-construction Maintenance Analysis

LPA offers the full range of Landscape Architecture services to provide unique and stimulating landscape experiences that are both functional and sensitive to natural systems. We are committed to solving problems through design of environments with emphasis on function, simplicity, maintainability and beauty. LPA has completed a wide range of projects, including schools, athletic facilities and sports parks.



Architecture



Interior Design



Landscape Architecture

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STRUCTURAL, MECHANICAL, ELECTRICAL, TECHNOLOGY, PLUMBING AND CIVIL ENGINEERING

Structural Modeling, Analysis, Design and Documentation
Existing and New Structures Seismic Performance Evaluation
Mechanical and Plumbing Design, Energy Use Modeling
Civil Engineering Design and Documentation
Electrical Engineering, Technology and Low Voltage Systems

LPA offers a full range of engineering services that integrates appropriate, cost-effective and high-performance structural, mechanical, electrical, technology, plumbing, civil and energy systems into all LPA projects. Our approach is to provide unified and fully integrated sustainable engineering solutions that are seamless with the building design and the project's inherent constraints. At LPA we apply passive strategies and proven technologies to optimize building performance while minimizing the capital, energy and maintenance costs.

MASTER PLANNING

Facility Needs Assessments
Educational Programming and Philosophy
Cost and Budget Estimating
Land Use Planning
Funding Source Scenarios and Scope Prioritization

LPA offers services in Facility Needs Assessments, Site Surveys, Student Housing Analysis, Cost Estimating and the establishment of Program Equalization and Technical Specification Standards at both the individual school site and District Facilities Master Plan levels. These documents provide a decision-making framework that is sensitive to code, legal, economic, State/Local funding sources and political factors. Our goal is to provide a "road map" for our clients that is implementable. The final documents will include detailed descriptions of the work that will take place at each site, total program costs, phasing and funding source analysis.

SUSTAINABLE DESIGN

LEED/CHPS Sustainable Assessments
Sustainable Design Standards
Agency Program Rebate
Life Cycle Cost Analysis
Project Commissioning

LPA offers a full scope of pre-design planning, project documentation and specification services to our clients to address the incorporation of sustainable concepts. Using our in-house copyrighted software program, LID™, we can assess levels of certification against the implementation cost early in the design process. Our firm's expertise is the result of our belief that sustainability does not have to cost more.

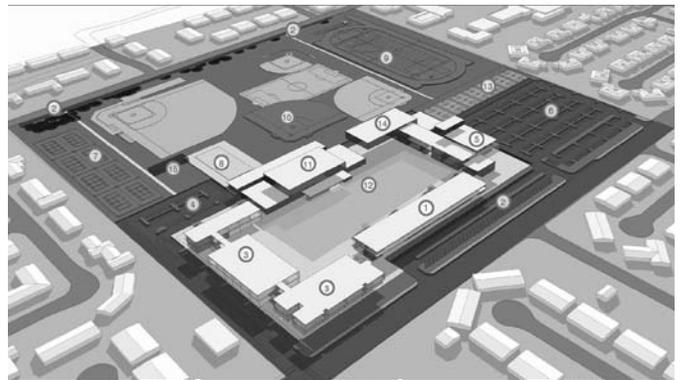
SIGNAGE/GRAPHICS SERVICES

Project Entry Announcements
Site and Building Navigation
Space Identification
ADA Compliance
Coordinated Architectural Aesthetic

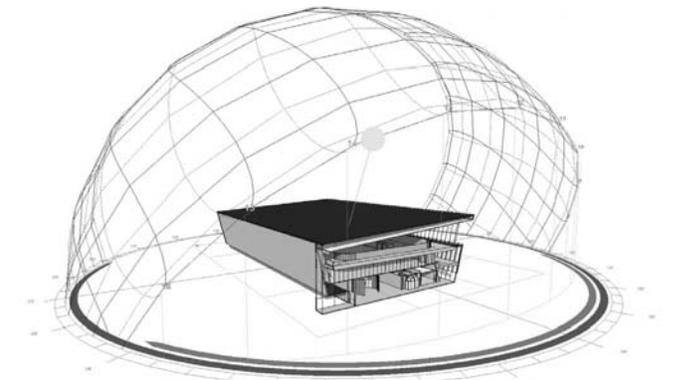
Through its signage/graphics department, LPA is capitalizing on the newest technology to create state-of-the-art signage to serve clients. A coordinated, stellar signage approach adds another dimension to LPA's comprehensive design services.



Engineering



Master Planning



Sustainable Design



Signage/Graphics Services

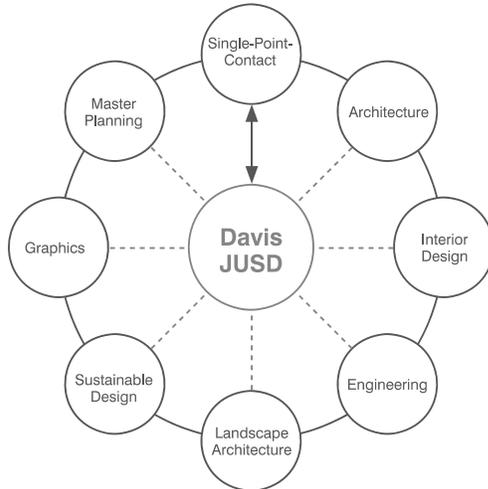
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K-12 FACILITIES MASTER PLANNING SERVICES

The following is a listing of comprehensive master planning services that LPA provides for our K-12 clients. These services provide a summation of our understanding of the efforts required to assess successfully and plan upgrades to and/or transformation of a school site to meet the educational program and facility functional needs of the Davis JUSD.



MASTER PLAN PROCESS FACILITATION

Master Plan Process Strategy Coordination
Districtwide and School Site Planning Meetings
Board of Education Engagement
Community Outreach Processes
Master Plan Site and Program Recommendations

The LPA team offers Facilities Master Planning services that include facility needs assessments, demographics projections review, student housing analysis, cost estimating, financial planning, program prioritization, implementation strategies and the establishment of educational program equalization and technical specification standards at both the individual school site and districtwide levels. These documents together with the individual school site Master Plan diagrams and recommendations provide a decision-making framework that is sensitive to existing facility condition, building code, legal, economic, State/Local funding sources and political factors. Our team's goal is to provide an implementable "road map" for future improvement of the educational facilities infrastructure. The final documents, when complete, include detailed descriptions of the work that will take place at each site, program costs, phasing, funding source identification and program scope prioritization analysis.

FACILITY NEEDS ASSESSMENTS

District Information and Existing School Site Data Research
Site Field Inspection Surveys
Student Health and Life Safety Assessment
ADA Compliance
Site Condition/Needs Analysis Report

LPA's facility needs assessment process includes evaluation of an existing school site condition and estimation of the total projected improvement costs. Our team visually inspects an existing site to determine the level of maintenance needs, utility

systems condition, health/life safety issues, code and ADA compliance requirements. Also, the LPA evaluation includes an overlay of the district educational program and technical standards to evaluate potential program deficiencies.

PROGRAM AND TECHNICAL STANDARDS

Guiding Principles and Program Visioning Processes
Educational Specifications ES, K-8, MS and HS Levels
District Technical Standards Specifications
CHPS/LEED Criteria Integration
Technology Standards

The LPA team works with our clients to facilitate a collaborative process for the development of educational program specifications and technical standards. The committee(s) formed to develop these documents include participants from both the district staff level and local school site/community representatives. The primary goals of the specifications process are to determine program and facility deficiencies at the sites and clarify instructional strategies and integration of technology resources, the establishment of the desired facility improvement quality level goals and districtwide equity standards.

LPA's standards development process also includes the incorporation of CHPS and LEED sustainable design criteria. The determinate in the evaluation of which items to include is their effect on the long-term maintenance and operating costs of the facility to maximize the future funding available to the classroom and student learning.

COST ESTIMATING

Scopes-of-Work Cost Models
Construction Phasing Analysis
Soft Cost and Escalation Estimates
Total Program Cost Projection
Program Implementation Planning

LPA often engages an independent outside cost estimating firm to develop the cost models and cost estimates for our K-12 school district Facilities Master Plan projects. To provide certainty to our clients regarding the program scope and budget recommendations, we have found it helpful to have an expert who is in touch with current bid market conditions perform these services. Cumming estimates also include a projection of total project soft cost and escalation based on a draft program implementation phasing schedule.

COLLABORATION WITH DEMOGRAPHER AND FINANCIAL PLANNER

Enrollment Projections and Boundary Analysis
School Site Capacity Studies
Developer Fee Studies, Local and State Revenue Source Projections
Asset Management Planning
Financial Plan Scenarios and Program Scope Prioritization

LPA has a long, successful history of working with other district consultants in the development of Facilities Master Plans and, ultimately, in the financial strategy for implementing the plan recommendations. As other team members become involved, LPA will incorporate timely communication and collaboration into our planning process to maximize community input and support.

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FIVE-YEAR EDUCATIONAL FACILITY EXPERTISE

LPA has programmed, designed and/or completed over \$3 billion in new construction and \$2.5 billion in modernization projects for public school districts in the last 23 years.

LPA entered the educational marketplace in 1989 with the award of the University Montessori School on the campus of the University of California, Irvine. Subsequent and significant early K-12 school facility projects awarded to LPA include the Mendez Intermediate School for the Santa Ana USD in 1994 (Senator Leroy F. Greene “Spacesaver” School), and the Paramount Park K-8 School for the Paramount USD in 1995 (SAB Design-Build Pilot Project).

PUBLIC SCHOOL PROJECTS EXPERTISE

LPA’s interaction with the State “School Facility Program” (SFP) began in 1994 with the assignment of the Mendez Intermediate School to our team. Since that time LPA has planned, designed, documented, and/or completed new construction, or modernization of over 350 elementary, middle, and high school projects for 75 California public school districts. As a “Total Service Schools Architect” the firm’s depth of knowledge and experience includes the development of District Facilities Master Plans, Community Outreach Processes, Educational Programming, Site Conceptual Studies and Test Fits, Project Design, Documentation, State/Local Entitlement and Agency Review/Approvals, Construction Administration and Post-Occupancy Evaluation Services.

The following is a listing of LPA’s overall K-12 school facility experience for the past (5) five years. Each client listing contains the district name, contact information and projects assigned to the LPA team. For each project listed LPA’s role is that of the Architect-of-Record as the entity primary responsible for the development of the program, design, contract documents, construction administration and DSA project close-out services.

FIVE-YEAR K-12 HISTORY - PUBLIC

Albany Unified School District

Client Contact: Don Albright, Facilities Supervisor
Phone: (510) 558-3986
Project Cost: \$10 M Completed
Project List: Albany High School Aquatic Center

Arcadia Unified School District

Client Contact: David Vannasdall, Superintendent
Phone: (626) 821-8300
Project Cost: \$225 million completed
Project List: Facilities Master Plan
New District Office and Education Center
Arcadia High School Transformation
Arcadia High School New Science Building
Arcadia High School Performing Arts Center
Baldwin Stocker Elementary School
Modernization and New Library
Camino Grove Elementary School Modernization
and Administration Expansion
Dana Middle School Modernization and Library/
Music/Joint-use Gym

First Avenue Middle School Modernization and
Expansion
Foothills Middle School Modernization
Holly Avenue Elementary School Modernization
and Expansion
Highland Oaks Elementary School
Modernization and Expansion
Hugo Reid Elementary School Modernization
and Expansion
Longley Way Elementary School Modernization

Brea-Olinda Unified School District

Client Contact: Jean Aldrete, Assistant Superintendent, Business
Phone: (714) 990-7827
Project Cost: \$30.2 million completed
\$4.7 million in progress
Project List: Brea High School Expansion
Olinda Elementary School
Olinda Elementary School New Classroom
Building Expansion/New Multipurpose Room

Burlingame School District

Client Contact: Tim Ryan, Facilities Director
Phone: (650) 259-3800
Project Cost: N/A
Project List: Facilities Master Plan

Centinela Valley Union High School District

Client Contact: Eric Mirabal, Director, Facilities and Operations
Phone: (310) 263-3200, Ext: 3245
Project Cost: \$45 million completed
\$18 million in progress
Project List: Districtwide Solar PV Feasibility Study
Lawndale High School Master Plan
Lawndale High School Performing Arts Center
Lawndale High School Student Services and
Academic Building Phase 1
Lawndale High School Student Union and New
Classroom Building Phase 2
Lawndale High School Interim Housing

Corona-Norco Unified School District

Client Contact: Ted Rozzi, Assistant Superintendent Facilities/
Operations
Phone: (951) 736-5045
Project Cost: \$50 million in progress
Project List: Roosevelt High School eSTEM Academy

Downey Unified School District

Client Contact: Nancy Nien, Assistant Superintendent of
Business Services
Phone: (562) 469-6520
Project Cost: \$19 million in progress
Project List: Facilities Master Plan Master Plan
Griffiths MS Modernization, New Library and
Gym
New River ES Expansion
Price ES Modernization
Stauffer Middle School Modernization and New
Library and Gym

Dublin Unified School District

Client Contact: Tim Boczanowski, Program Manager
Phone: (925) 828-2551
Project Cost: N/A
Project List: Facilities Master Plan

East Side Union High School District

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Client Contact: Mike Van Pelt, Construction Manager
Phone: (707) 438-3790
Project Cost: \$6.2 million completed
\$8.9 million in progress
Project List: Piedmont Hills High School New Classroom Building P
Piedmont Hills High School Science Building K Renovation
Piedmont Hills High School Building G Renovation
Piedmont High School Baseball Field Relocation

Fairfield-Suisun Unified School District
Client Contact: Kim Van Gundy, Director Facilities and Construction
Phone: (707) 399-5148
Project Cost: \$2.5 million in progress
Project List: Facilities Master Plan
Armijo High School Track and Field Replacement

Fremont Unified School District
Client Contact: Therese Gain, Director of Facilities & MOT
Phone: (510) 657-0761
Project Cost: N/A
Project List: Long Range District Facilities Master Plan

Galt Joint Union Elementary School District
Client Contact: Karen Schauer, Superintendent
Phone: (209) 744-4545 x308
Project Cost: N/A
Project List: Facilities Master Plan

Gilroy Unified School District
Client Contact: James D. Bombaci, Director of Facilities Planning
Phone: (408) 842-5317
Project Cost: N/A
Project List: Facilities Master Plan
Gilroy HS New Two-Story CR Building

Hesperia Unified School District
Client Contact: David McLaughlin, Superintendent
Phone: (760) 244-4411
Project Cost: N/A
Project List: District Fac. Needs Assessment and Master Plan

Irvine Unified School District
Client Contact: Lorrie Ruiz, Assistant Director Facilities
Phone: (949) 936-5308
Project Cost: \$39.5 million completed

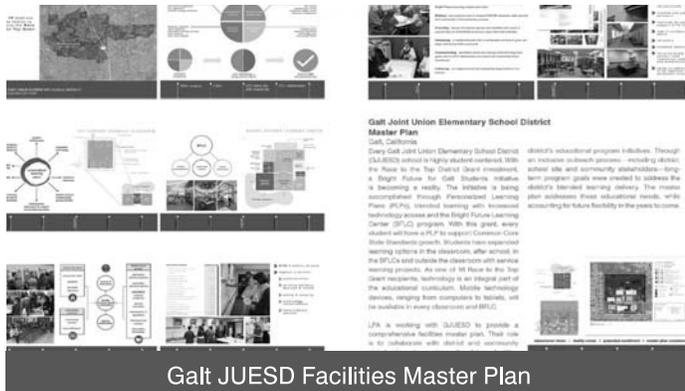
Project List: \$35.8 million in progress
Long Range Facilities Master Plan
(2) Elementary School and (3) Middle School Modernizations
Energy Master Plan
Northwood High School Aquatic Center
Northwood High School CR Expansion
Eastwood Elementary School

Lake Tahoe Unified School District
Client Contact: Steve Morales, Former Director of Facilities
Phone: (530) 308-8930
Project Cost: \$85 million completed
Project List: District Facilities Master Plan
Bijou Elementary School ORG CR Building
Environmental Science Magnet Elementary School Modernization
South Tahoe High School Transportation/ Construction "Green" Academy
South Tahoe High School ORG CR Building
South Tahoe High School Arts and Design Academy (TADA)
South Tahoe High School Sports Medicine Academy
South Tahoe High School Student Union
South Tahoe High School Stadium Improvements

Lakeside Union School District
Client Contact: Joanne Branch, Facilities Planner
Phone: (619) 390-2600
Project Cost: \$8.5 million completed
Project List: Lakeside Middle School Theater Conversion

Lodi Unified School District
Client Contact: Warren Sun, Senior Director of Operations
Phone: (209) 331-7000
Project Cost: N/A
Project List: Facilities Master Plan

Long Beach Unified School District
Client Contact: Edith Florence, Facilities Project Manager
Phone: (562) 997-7550
Project Cost: \$97 million completed
\$39.7 million in progress
Project List: Bancroft Middle School Gym Seismic Repair
Cesar Chavez Elementary School
Ernest S. McBride, Senior High School
Hamilton Middle School Gym Seismic Repair
Hill Middle School Gym Seismic Repair



Galt JUESD Facilities Master Plan



South Lake Tahoe High School

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Hoover Middle School Gym Seismic Repair
Poly High School Auditorium (Seismic Upgrade)
Wilson High School Auditorium (Seismic Upgrade)

Los Angeles Unified School District

Client Contact: Pavan Bhatia, Project Manager
Phone: (213) 241-4846
Project Cost: \$96 million in progress
Project List: Fremont High School Transformation
Ada Middle School Middle School Master Plan
Fulton College Preparatory School Master Plan
Hollywood High School Master Plan
Lanterman Special Educ. Campus Master Plan
Mandarin Dual Immersion Elementary School
North Hollywood High School Master Plan
San Pedro High School Modernization and Additions

Merced City School District

Client Contact: Greg Spicer, Assistant Superintendent
Phone: (209) 385-6399
Project Cost: N/A
Project List: Long Range Facilities Master Plan

Natomas Unified School District

Client Contact: Mark Covington, Executive Director, Facilities and Strategic Planning
Phone: (916) 567-5468
Project Cost: \$22.64 million completed
\$6.5 million in progress
Project List: Discovery High School Culinary Arts Addition
Heron K-8 School, Joint-Use Gym and Classroom Expansion
Witter Ranch Elementary School

Newport-Mesa Unified School District

Client Contact: Paul Reed, Deputy Superintendent, CBO
Phone: (714) 424-5001
Project Cost: \$66.7 million completed
\$25 million in progress
Project List: Corona del Mar High School Theater/PAC
Corona del Mar High School Stadium
Newport Harbor High School Davis Field
Newport Harbor High School Modernization and Robins Hall Seismic Reconstruction

Orange Unified School District

Client Contact: Michael Christensen, Superintendent
Phone: (714) 628-4487

Project Cost: N/A
Project List: Villa Park High School Master Plan

Paramount Unified School District

Client Contact: David Verdugo, Interim Superintendent
Phone: (562) 810-6249
Project Cost: \$80 million completed
Project List: Paramount High School Joint-use Gym and Library
Paramount High School Science Building
Paramount High School Stadium/Field House
Paramount High School PE/Gyms Modernization and Expansion

Pasadena Unified School District

Client Contact: Nelson Cayabyab, Chief Facilities Officer
Phone: (626) 396-5850
Total Project Cost: \$65 million in progress
Project List: McKinley K-8 School Modernization and Expansion
Washington Accelerated Elementary School Modernization and Expansion
Washington Middle School Modernization/Expansion and New Gym

Pleasanton Unified School District

Client Contact: Luz Cazares, Assistant Superintendent
Phone: (925) 426-4307
Project Cost: N/A
Project List: Facilities Master Plan

Redwood City School District

Client Contact: Donald Dias, Director of Facilities
Phone: (650) 670-2943
Project Cost: N/A
Project List: Facilities Master Plan

Riverside Unified School District

Client Contact: Hayley Calhoun, Director II, Planning and Development
Phone: (951) 788-7135
Project Cost: \$29.3 million completed
\$11 million in progress
Project List: Central Middle School MPR Building
Hawthorne Elementary School
Ramona High School Theater Renovation
Riverside STEM Academy

San Diego Unified School District



Eastwood Elementary School



Witter Ranch Elementary School

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 LPA, INC.



Client Contact: Lee Dulgeroff, Director, Project Management Department
 Phone: (858) 637-3516
 Project Cost: \$28 million completed
 \$50 million in progress
 Project List: District CHPS and Landscape Spec. Standards
 e3 Civic High School
 Crawford High School Stadium and Baseball Fields
 Field Cooling System Specifications and Details
 K-2 Housing Study/Corrective Measures – 12 Sites
 Mann Middle School Modernization and New Classroom Building

San Lorenzo Unified School District
 Contact: Annette Heldman, Assistant Superintendent Business Services
 Phone: (510) 317-4640
 Project Cost: N/A
 Project List: Facilities Master Plan

San Marcos Unified School District
 Client Contact: Kevin Holt, Superintendent
 Phone: (760) 752-1294
 Project Cost: \$135 million completed
 Project List: Districtwide Modernization Needs Assessment
 San Marcos High School Reconstruction
 San Marcos High School 2500 Student Interim Housing
 Twin Oaks Elementary Annex/Agriculture Facility

Sequoia Union High School District
 Client Contact: Matthew Zito, Chief Facilities Officer
 Phone: (415) 596-6190
 Project Cost: \$28.5 M In-Progress
 Project List: Carlmont HS Field Repair and Upgrade
 Menlo-Atherton HS Master Plan
 Menlo-Atherton HS New CR Building Phase 1
 Menlo-Atherton HS STEM Building Phase 2
 Sequoia High School Field Repair and Upgrade
 Woodside High School Field Repair and Upgrade
 TIDE Academy

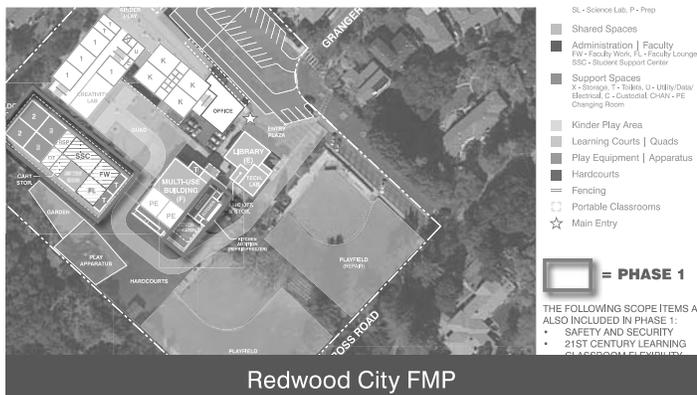
Soledad Unified School District
 Client Contact: Jorge Guzman, Superintendent
 Phone: (831) 678-3987
 Project Cost: \$33.5 M
 Project List: Main Street Middle School Reconstruction

Sweetwater Union High School District
 Client Contact: Paul Woods, Director Facilities Planning
 Phone: (619) 691-5553
 Project Cost: \$33.5 million completed
 Project List: Long Range Facilities Master Plan
 Bonita Vista High School Modernization and Expansion
 Mar Vista High School Modernization and Expansion
 Montgomery Middle School Modernization and New Classroom Building
 Southwestern High School Modernization and Expansion

Temple City Unified School District
 Client Contact: David Jaynes, Former Chief Business Official (Now at Burbank USD)
 Phone: (818) 729-4473
 Total Project Cost: \$39.9 million in progress
 Project List: Facilities Needs Assessment/Implementation Plan
 Longden Elementary School Modernization
 Temple City High School New CR Building

Western Placer Unified School District
 Contact: Mike Adell, Facilities Director
 Phone: (916) 645-5100
 Project Cost: \$25 million in progress
 Project List: Lincoln High School Master Plan
 Foskett Ranch Elementary School CR Building
 Lincoln High School Classroom Addition and Modernization
 Lincoln High School Farm CTE Shop Additions

Westminster School District
 Client Contact: Brian Johnson, Facilities Director
 Phone: (714) 894-1121
 Project Cost: \$65 million completed
 Project List: Measure 'O' Facilities Priority Plan
 Johnson Middle School Modernization, New Gym and STEM Exploration Building
 Stacey Middle School Modernization, New Gym and STEM Exploration Building
 Warner Middle School Modernization, New Gym and STEM Exploration Building



01 / EXPERIENCE AND QUALIFICATIONS

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5-YEAR MASTER PLAN PROJECT LISTING

Project Name / Location and District Contact	Beginning & End Date	Dollar Value	Main Program Elements	
Facilities Master Plan Estimating				
<p>Dixon Unified School District 180 South First Street, Suite 14 Dixon, CA 95620 Client: John Calise, Director of Facilities (707) 693-6300 x-8059 Architect: Jim Kisel (949) 701-4150, LPA</p>	<p>Anderson Elementary School</p> <ul style="list-style-type: none"> • built in phases / minor modernization in 2006 • grades TK-5, young TK • C wing and food service improvement needed • develop hearing center • reduce portables with permanent construction  	<p>Start: 4/2016</p> <p>Complete: 4/2016</p> <p>3,746 ADA</p>	<p>Program: \$39.8 M</p> <p>Bond: \$30.4 M</p>	<p>Scope: Collection District Data Site Needs Assessments Cost Estimating</p>
Facilities Master Plan Update				
<p>Colton Joint Unified School District 1212 Valencia Dr., Colton, CA 92324 Client: Owen Chang, Director Facilities, Planning and Construction (909) 580-6642 Architect: Jim Kisel (949) 701-4150, LPA</p>		<p>Start: 8/2016</p> <p>Complete: 7/2017</p> <p>23,322 ADA</p>	<p>Program: \$TBD</p> <p>Bond: \$TBD</p>	<p>Scope: Facilities Surveys 21st C Program Vision School Site Master Plans Cost Estimating Scope Prioritization</p>
Facilities Master Plan				
<p>Carmel Unified School District 4380 Carmel Valley Rd., Carmel, CA 93923 Client: Dan Paul, Director of Facilities and Transportation (831) 624-6311 Architect: Jim Kisel (949) 701-4150, LPA</p>		<p>Start: 4/2017</p> <p>Complete: 2/2018</p> <p>2,553 ADA</p>	<p>Program: \$TBD</p> <p>Bond: \$TBD</p>	<p>Scope: Needs Assessments Program Visioning School Site Master Plans Cost Estimating Funding Analysis</p>
Facilities Master Plan				
<p>La Cañada Unified School District 4490 Cornishon Ave., La Cañada, CA 91011 Client: Mark Evans, CBO and Operations Officer (818) 952-8380 Architect: Jim Kisel (949) 701-4150, LPA</p>		<p>Start: 9/2016</p> <p>Complete: 6/2017</p> <p>4,000 ADA</p>	<p>Program: \$247 M</p> <p>Bond: \$149 M</p>	<p>Scope: Needs Assessments Educational Vision School Site Master Plans Cost Estimating Scope Prioritization</p>
Facilities Master Plan				
<p>Tamalpais Union High School District 395 Doherty Drive, Larkspur, CA 94977 Client: Lars Christensen, Assistant Superintendent (415) 945-1030 Architect: Katia McClain (408) 780-7200, LPA</p>		<p>Start: 7/2016</p> <p>Complete: 5/2017</p> <p>4,000 ADA</p>	<p>Program: \$300 M</p> <p>Bond: \$TBD</p>	<p>Scope: Facilities Surveys Program Visioning School Site Master Plans Cost Estimating Funding and Prioritization</p>
Facilities Master Plan				
<p>Fountain Valley School District 10055 Slater Ave., Fountain Valley, CA 92708 Client: Christine Fullerton, Assistant Superintendent, Business (714) 843-3251 Architect: Don Pender (949) 701-4086, LPA</p>		<p>Start: 12/2015</p> <p>Complete: 6/2016</p> <p>6,300 ADA</p>	<p>Program: \$285.4 M</p> <p>Bond: Date TBD</p>	<p>Scope: Needs Assessments Program Visioning School Site Master Plans Cost Estimating Funding and Prioritization</p>

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Project Name / Location and District Contact		Beginning & End Date	Dollar Value	Main Program Elements
Facilities Master Plan				
Burlingame School District 1825 Trousdale Drive, Burlingame, CA 94010 Client: Tim Ryan, Director of Facilities (650) 259-3913 Architect: Katia McClain (408) 780-7200, LPA		Start: 12/2015 Complete: 7/2016 3,325 ADA	Program: \$65 M Bond: \$56 M	Scope: Needs Assessments, ADA Transition Plans Program Visioning School Site Master Plans Capital Improvement Plan
Facilities Master Plan				
Dublin USD 7471 Larkdale Ave., Dublin, CA 94568 Kim McNeely, Senior Facilities Director (925) 828-2551 x8051 Architect: Jim Kisel (949) 701-4150, LPA Note: Final FMP Deliverable is web-based: http://www.lpamasterplans.com/dublin-usd/dublin-usd-fmp/		Start: 10/2015 Complete: 4/2016 9,829 ADA	Program: \$623 M Bond: \$283 M	Scope: Program Visioning Public Outreach Needs Assessments School Site Master Plans Cost Estimating Funding & Prioritization
Facilities Master Plan				
Anaheim City School District 1441 S. Anaheim Blvd., Anaheim, CA 92805 Client: Patrice Langevin, Director Facilities (714) 517-7549, x4300 Architect: Jim Kisel (949) 701-4150, LPA		Start: 10/2015 Complete: 4/2016 22,800 ADA	Program: \$963 M Bond: \$318 M	Scope: Needs Assessments District Standards School Site Master Plans Cost Estimating Scope Prioritization
Facilities Master Plan				
San Lorenzo USD 15510 Usher St., San Lorenzo, CA 94580 Client: Annette Heldman, Assistant Superintendent Business Service (510) 317-4640 Architect: Jim Kisel (949) 701-4150, LPA	San Lorenzo Unified School District 	Start: 6/2015 Complete: 4/2016 11,000 ADA	Program: \$573.3 M Bond: Date TBD	Scope: Program Visioning Educational Standards Facilities Surveys Cost Estimating Funding and Prioritization
Facilities Master Plan				
Fairfield-Suisun USD 2490 Hilborn Road, Fairfield, CA 94534 Client: Kim Van Gundy, Director Facilities and Construction (707) 399-5148 Architect: Jim Kisel (949) 701-4150, LPA		Start: 4/2015 Complete: 2/2016 22,000 ADA	Program: \$1,34 B Bond: \$249 M	Scope: Facilities Surveys District Standards Site Needs Assessments Cost Estimating Funding Analysis
Facilities Master Plan				
Lodi USD 1305 E Vine Street, Lodi, CA 95240 Client: Warren Sun, Sr. Director of Operations (209) 331-7000 Architect: Lindsay Hayward (949) 701-4048, LPA		Start: 3/2015 Complete: 6/2016 28,300 ADA	Program: \$1.37 B Bond: \$281 M	Scope: Program Visioning Educational Standards Facilities Surveys Cost Estimating Funding and Prioritization

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Project Name / Location and District Contact		Beginning & End Date	Dollar Value	Main Program Elements
Long Range Facilities Master Plan				
Galt Joint Union ESD 1018 C Street, Suite 210, Galt, CA 95632 Client: Debbie Schmidt, Dir. of Business Services (209) 745-4550 Architect: Lindsay Hayward (949) 701-4048, LPA		Start: 12/2014 Complete: \$17.5 M 3,800 ADA	Program: \$156.2 M Bond: Date TBD	Scope: Program Visioning Educational Standards Facilities Surveys Cost Estimating Funding and Prioritization
Facilities Master Plan				
Redwood City School District 750 Bradford Street, Redwood City, CA 94063 Client: Jan Christensen, Superintendent (650) 423-2200 Architect: Jim Kisel (949) 701-4150, LPA		Start: 2/2014 Complete: 4/2015 8,635 ADA	Program: \$391.3 M Bond: \$193 M	Scope: Program Visioning Educational Standards Site Needs Assessment Site Master Plan Diagrams Public Outreach
Facilities Master Plan				
Anaheim UHSD 501 Crescent Way, Anaheim, CA 92803 Client: Patti Neely, Director Facilities Planning, Design and Construction (714) 999-5454 Architect: Jon Mills (949) 701-4134, LPA		Start: 9/2013 Complete: 6/2014 33,200 ADA	Program: \$1.286 B Bond: \$249 M	Scope: Program Visioning Educational Standards Site Needs Assessment Site Master Plan Diagrams Public Outreach
Facilities Master Plan				
Santa Barbara USD 720 Santa Barbara St., Santa Barbara, CA 93010 Client: Telacu, PM - John Clem (714) 541-2390 Architect: Jon Mills (949) 701-4134, LPA		Start: 9/2013 Complete: 1/2015 15,840 ADA	Program: \$525 M Bond: \$193 M	Scope: Needs Assessment Educational Standards Technology Plan Site Master Plan Diagrams Public Outreach
Facilities Master Plan				
Downey USD 11627 Brookshire Avenue, Downey, CA 90241 Client: Nancy Nien, Ph.D., Assistant Superintendent of Business Services (562) 469-6520 Architect: Jim Kisel (949) 701-4150, LPA		Start: 8/2013 Complete: 5/2014 22,800 ADA	Program: \$471 M Bond: \$248 M	Scope: Program Visioning Site Needs Assessment Site Master Plan Diagrams Public Outreach Funding Analysis
Comprehensive Facilities Master Plan				
Lucia Mar USD 222 Stanley Avenue, Arroyo Grande, CA 93420 Client: Jeff Dixon, Former Executive Director (805) 474-3000 Architect: Don Pender (949) 701-4086, LPA		Start: 7/2013 Complete: 4/2014 10,500 ADA	Program: \$298 M Bond: Date TBD	Scope: Program Visioning Site Needs Assessment Site Master Plan Diagrams Public Outreach Funding Analysis

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Project Name / Location and District Contact	Beginning & End Date	Dollar Value	Main Program Elements	
Facilities Master Plan				
Tahoe Truckee USD 11603 Donner Pass Rd., Truckee, CA 96161 Client: John Britto, Director of Facilities (530) 582-2545 Architect: Jim Kisel (949) 701-4150, LPA		Start: 7/2013 Complete: 3/2014 3,529 ADA	Program: \$235 M Bond: \$175 M	Scope: District Standards Site Surveys Master Plan Diagrams Funding Plan Community Outreach
Long Range Facilities Master Plan				
Fremont USD 4210 Technology Drive, Fremont, CA 94538 Client: Therese Gain, Dir. of Facilities and MOT (510) 657-0761 Architect: Jim Kisel (949) 701-4150, LPA		Start: 1/2013 Complete: 1/2014 32,000 ADA	Program: \$1.6 B Bond: \$650 M	Scope: Guiding Principles Vision Program Standards Site Master Plan Diagrams Community Townhalls Implementation Plan
Long Range Facilities Master Plan				
Merced City SD 444 W. 23RD Street, Merced, CA 95340 Client: Kraig Magnussen, Chief Oper. Officer (209) 385-6690 Architect: Jim Kisel (949) 701-4150, LPA		Start: 1/2013 Complete: 12/2013 10,800 ADA	Program: \$294 M Bond: \$60 M	Scope: Guiding Principles Program Visioning Ed Spec Update Site Master Plan Diagrams New School Needs
Facilities Master Plan				
Pleasanton USD 4665 Bernal Avenue, Pleasanton, CA 94566 Client: Luz Cazares, Assistant Superintendent (925) 426-4307 Architect: Jim Kisel (949) 701-4150, LPA		Start: 11/2011 Complete: 1/2013 14,700 ADA	Program: \$512 M Bond: \$270 M	Scope: Program Visioning Site Needs Assessment Site Master Plan Diagrams Public Outreach Funding Analysis
Facilities Needs Assessment and Improvement Plan				
Temple City USD 9700 Las Tunas Dr., Temple City, CA 91780 Client: David Jaynes, Former CBO, Now w/ Burbank USD (818) 729-4473 x4471 Architect: Jim Kisel (949) 701-4150, LPA		Start: 9/2011 Complete: 6/2012 5,500 ADA	Program: \$145 M Bond: \$128.8 M	Scope: Site Surveys Educ. Specifications Site Master Plan Diagrams Estimating/Prioritization Funding Plan
Long Range Facilities Master Plan				
Irvine Unified School District 100 Nightmist, Irvine, CA 92618 Client: Lorrie Ruiz, Asst. Director Facilities (949) 936-5308 Architect: Jim Kisel (949) 701-4150, LPA		Start: 4/2011 Complete: 5/2012 26,500 ADA	Program: \$594 M Bond: \$319 M	Scope: Program Visioning District Standards Site Master Plan Diagrams Funding Plan Energy Master Plan

\$18.5 B Program /\$6.55 B Bonds / 50+ FMP's



SITE MASTER PLANS | EXISTING
CORDELIA HILLS ES

1" = 40'

■ Classrooms, CR	■ Restrooms & Restrooms
■ Electrical & Labs	■ Shared Spaces
■ Administration Faculty	■ Support Spaces
■ Learning Courts Quads	■ Play Equipment Apparatus
■ Kinler Play	■ Hardcourts
■ Portable Classrooms	★ Main Entry

Teaching Stations:	
Reconfig. PK	0
Reconfig. K	0
PK - 2nd Grade	12
3rd - 5th Grade	12
Art	0
Computer Lab	0
Music	0
Resource Specialist, RSP	0
Other (e.g. NCE, etc.)	0
Resource Room, RRM	0
Other (e.g. NCE, etc.)	0
Grand Total:	36



SITE MASTER PLANS | PROPOSED
CORDELIA HILLS ES

1" = 40'

■ Classrooms, CR	■ Restrooms & Restrooms
■ Electrical & Labs	■ Shared Spaces
■ Administration Faculty	■ Support Spaces
■ Learning Courts Quads	■ Play Equipment Apparatus
■ Kinler Play	■ Hardcourts
■ Portable Classrooms	★ Main Entry

Teaching Stations:	
Reconfig. PK	0
Reconfig. K	0
PK - 2nd Grade	12
3rd - 5th Grade	12
Art	0
Computer Lab	0
Music	0
Resource Specialist, RSP	0
Other (e.g. NCE, etc.)	0
Resource Room, RRM	0
Other (e.g. NCE, etc.)	0
Grand Total:	37

Facilities Master Plan
 FAIRFIELD-SUISUN USD LPA

Facilities Master Plan
 FAIRFIELD-SUISUN USD LPA



SITE MASTER PLANS | EXISTING
CLEO GORDON ES

1" = 30'

■ Classrooms, CR	■ Restrooms & Restrooms
■ Electrical & Labs	■ Shared Spaces
■ Administration Faculty	■ Support Spaces
■ Learning Courts Quads	■ Play Equipment Apparatus
■ Kinler Play	■ Hardcourts
■ Portable Classrooms	★ Main Entry

Teaching Stations:	
Reconfig. PK	0
Reconfig. K	0
PK - 2nd Grade	12
3rd - 5th Grade	12
Art	0
Computer Lab	0
Music	0
Resource Specialist, RSP	0
Other (e.g. NCE, etc.)	0
Resource Room, RRM	0
Other (e.g. NCE, etc.)	0
Grand Total:	36



SITE MASTER PLANS | PROPOSED
CLEO GORDON ES

1" = 30'

■ Classrooms, CR	■ Restrooms & Restrooms
■ Electrical & Labs	■ Shared Spaces
■ Administration Faculty	■ Support Spaces
■ Learning Courts Quads	■ Play Equipment Apparatus
■ Kinler Play	■ Hardcourts
■ Portable Classrooms	★ Main Entry

Teaching Stations:	
Reconfig. PK	0
Reconfig. K	0
PK - 2nd Grade	12
3rd - 5th Grade	12
Art	0
Computer Lab	0
Music	0
Resource Specialist, RSP	0
Other (e.g. NCE, etc.)	0
Resource Room, RRM	0
Other (e.g. NCE, etc.)	0
Grand Total:	36

Facilities Master Plan
 FAIRFIELD-SUISUN USD LPA

Facilities Master Plan
 FAIRFIELD-SUISUN USD LPA

Facilities Master Plan FAIRFIELD, CALIFORNIA

LPA facilitated a transparent, stakeholder engaged District and community outreach process to develop the Facilities Master Plan for Fairfield-Suisun Unified School District in preparation for a June 2016 local bond election. LPA coordinated the efforts of the entire bond program planning team. The scope of work included demographics, facilities assessments, educational program visioning, educational specifications, facilities standards, site master plan diagrams, cost estimating, funding analysis, project scopes prioritization, community outreach, town hall meetings and stakeholder engagement to develop the Facilities Master Plan program recommendations.

PROJECT DATA

CLIENT

Fairfield-Suisun Unified School District

CONTACT

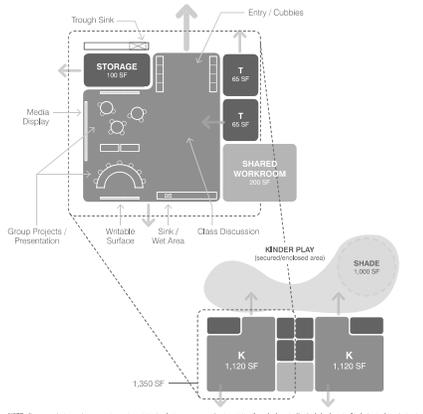
Kim Van Gundy
 Director Facilities and Construction
 (707) 399-5148

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3.2 EDUCATIONAL VISION DOCUMENT
KINDERGARTEN

- ACTIVITIES**
- Instructional Lessons, Group and Individual Work with active and passive spaces supporting student's various learning styles.
 - Project and/Or Craft Space and Stations for students to develop independent learning, including outdoor expansion.
- DESIGN OBJECTIVES & CHARACTERISTICS**
- The campus organization should group Kindergarten classrooms together with their art PK located near drop-off and bus loading.
 - Provide easy access to outdoor play, including shade - when possible, provide access to student restrooms outside.
 - Environmental design considerations should include high indoor air quality, highly efficient HVAC systems, potentially individually controlled, opportunities for natural ventilation and balanced ducting with efficient lighting systems, the classrooms should be acoustically separated with high-performing acoustics within the classroom.
 - The spaces should be inviting and engaging - utilize color and appropriate lighting strategies. It areas that are dedicated to small group or individual focus, linear ceiling can provide a sense of scale.
- SPATIAL FEATURES (FURNITURE, FINISHES & EQUIPMENT)**
- Finishes should accommodate the activities listed above. The space should have medium flooring for project based activities and soft flooring for passive activities. The finishes contribute to the acoustical qualities, include materials that absorb sound within the space.
 - Disperse writable surfaces throughout, with locations on the main wall and small group spaces. Mobile whiteboards as a furniture option may also be provided to support small group instruction.
 - Furniture should vary based on the activities, include a variety of types, soft furnishings or stools to encourage mobility throughout the space. Furniture scaled for young children should be the focus.
 - Integrated technology (audio systems and wireless access) should be uniformly provided. Include LCD display at group areas and large projection at class discussion spaces.

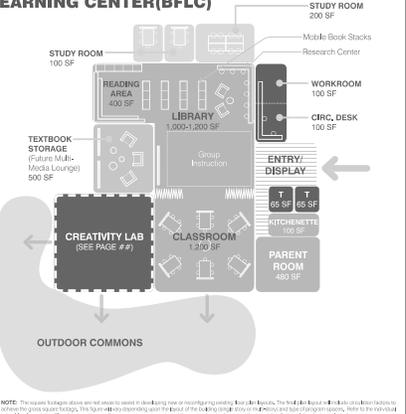


NOTE: The square footages above are not used to assist in checking new or reconfiguring existing floor plan layouts. The final floor plan will be subject to review and approval by the school district. The square footages above are not used to assist in checking new or reconfiguring existing floor plan layouts. The final floor plan will be subject to review and approval by the school district.

SECTION 3: PROGRAM VISION & STANDARDS
 Elementary School
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3.2 EDUCATIONAL VISION DOCUMENT
BRIGHT FUTURE LEARNING CENTER (BFLC)

- ACTIVITIES**
- Collaborative Research Group Instruction Technology Evaluation and Content Reading
 - The BFLC should have space for accessing information and a space for creating content.
 - As the campus hub, this space may also be used for professional development and community meetings.
- DESIGN OBJECTIVES & CHARACTERISTICS**
- Consider before after school hours for parent and/or student access.
 - Locate close to parking for community events.
 - Near AES buses and Innovation Lab - this should be an extension that is well-linked with the BFLC. As the GJUES moves to a 1:1 technology plan, the Innovation Lab should become part of the overall BFLC. The evolution can be a shared space.
 - Optimal Study Rooms will allow students to explore technology and create multimedia or participate in focused activities without distraction.
- SPATIAL FEATURES (FURNITURE, FINISHES & EQUIPMENT)**
- Technology workstations and meeting spaces, with connectivity to internet and easy sharing of mobile devices.
 - Comfortable soft seating with access to power/wireless internet for general access.
 - Acoustical absorptive finishes, including ceiling, floor and walls as necessary to maintain a quiet environment with multiple group activities occurring.
 - Individual instruction area with associated classroom technology and flexible furniture.
 - Research center - computer counter available for students to access for books or information.
 - Innovation Lab - computerized classroom with flexible furniture and associated classroom technology.
 - Media Lounge - comfortable soft seating, quiet environment for individual study/focus.
 - Writable wall surfaces in study rooms and innovation lab.

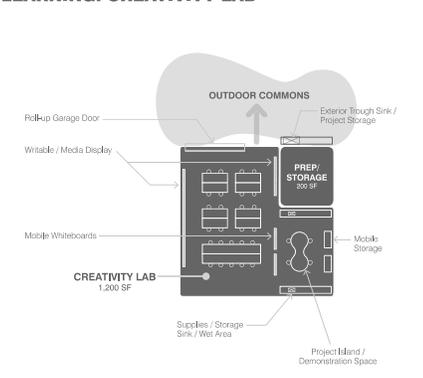


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 Elementary School
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3.2 EDUCATIONAL VISION DOCUMENT
PROJECT-BASED LEARNING: CREATIVITY LAB

- ACTIVITIES**
- Learn/reinforced instruction
 - Large group instruction and demonstration
 - Individual project-based learning and investigation
 - Beginning science lab experimentation and site-based education and creative exploration
 - Cross-collaboration with other fields of study
 - Showcase and presentation of student work
- DESIGN OBJECTIVES & CHARACTERISTICS**
- Support Active and Interactive Learning
 - Create opportunities to use the classroom as a teaching tool
 - Visually access classroom space to outdoor spaces for supervision
 - Student work areas to showcase and display student work
- SPATIAL FEATURES (FURNITURE, FINISHES & EQUIPMENT)**
- Resilient, easy to clean flooring
 - Acoustical ceiling system with high-efficiency indirect direct lighting
 - Agile, durable furniture that will support arts, crafts, and small science project experimentation at tables and learning height.
 - Flexible power and data, consider power controls at ceiling in response to changing furniture configurations and future technology and equipment needs.
 - Multiple sinks for group work.
 - High-efficiency lighting with natural daylighting controlled by interior shading devices. Flexibility capability for science experiments or art projects requiring controlled amounts of light.
 - Operable windows for natural ventilation and increased occupant comfort.

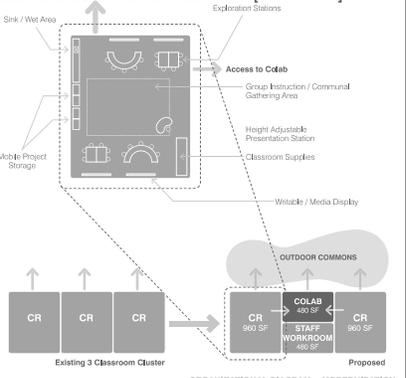


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SECTION 3: PROGRAM VISION & STANDARDS
 Elementary School
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3.2 EDUCATIONAL VISION DOCUMENT
21ST CENTURY CLASSROOMS :: MODERNIZATION [DIAGRAM 1]

- ACTIVITIES**
- Definition and Active Learning
 - Project Based Learning for students to explore independent learning, group and team learning, including outdoor extension
- DESIGN OBJECTIVES & CHARACTERISTICS**
- Provide easy access to outdoor commons, including shade.
 - Environmental design considerations should include high indoor air quality, highly efficient HVAC systems, potentially individually controlled, opportunities for natural ventilation and balanced ducting with efficient lighting systems, the classrooms should be acoustically separated with high-performing acoustics within the classroom.
 - The spaces should be inviting and engaging - utilize color and appropriate lighting strategies. It areas that are dedicated to small group or individual focus, consider lowering ceiling to provide a sense of scale.
- SPATIAL FEATURES (FURNITURE, FINISHES & EQUIPMENT)**
- Finishes should accommodate the activities listed above. The space should have medium flooring for project based activities. The finishes contribute to the acoustical qualities, include materials that absorb sound within the space.
 - Disperse writable surfaces throughout, with locations for individual gathering and small group instruction. Mobile whiteboards as a furniture option may also be provided to support small group instruction.
 - Furniture should vary based on the activities, include a variety of types, soft furnishings or stools to encourage mobility throughout the space.
 - Integrated technology (audio systems and wireless access) should be uniformly provided. Include LCD display at group areas and large projection at class discussion spaces.
 - Include natural lighting + adjustable lighting with consideration to temperature controls within individual classrooms.
 - Presentation spaces for instructors and students alike.



NOTE: The square footages above are not used to assist in checking new or reconfiguring existing floor plan layouts. The final floor plan will be subject to review and approval by the school district. The square footages above are not used to assist in checking new or reconfiguring existing floor plan layouts. The final floor plan will be subject to review and approval by the school district.

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Facilities Master Plan
GALT, CALIFORNIA

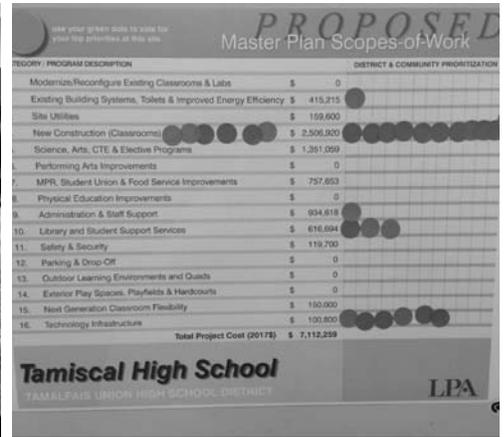
With the Race to the Top (RTTT) District Grant investment, a Bright Future for Galt Students Initiative is becoming a reality. The initiative is being accomplished through the following significant program changes: Personalized Learning Plans (PLPs), Blended Learning with Increased Technology Access and the Bright Future Learning Center (BFLC) Program. Every GJUESD school is highly student-centered. Every student will have a PLP to support Common Core State Standards (CCSS) growth. Students have expanded learning options in the classroom, after school, in the BFLCs and outside the class with service learning projects. Mobile technology devices ranging from computers to tablets will be available in every classroom and BFLC. LPA's role in the Facilities Master Plan process is to collaborate with District and community stakeholders to envision the future facilities and furniture systems needs in support of the District's educational program initiatives.

PROJECT DATA

CLIENT
 Galt Joint Union School District

CONTACT
 Debbie Schmidt
 Director of Business Services
 (209) 745-4550

AWARDS
 2016 C.A.S.H. / AIACC Leroy F. Greene Award of Merit



Tamalpais Union High School District Facilities Master Plan LARKSPUR, CALIFORNIA

The Tamalpais Union High School District initiated a Facilities Master Plan process to identify long term demographic trends, assess current facilities conditions and envision educational program opportunities to develop strategies that address these needs and the impact of these needs to facilities, comprehensively and thoughtfully. The Facilities Master Plan will strive to align with and support the District's Board of Trustees' approved Strategic Priorities.

PROJECT DATA

CLIENT

Tamalpais Union High School District

CONTACT

Lars Christensen
 Assistant Superintendent
 (415) 945-1030



Anderson Elementary School

- built in phases / minor modernization in 2006
- grades TK-6...going TK-5
- 'C' wing and food service improvement needed
- develop learning center
- replace portables with permanent construction




Old Dixon High School

- minor modernization in 2000 / closed in 2007
- goal to reopen as 6th-8th middle school
- improve campus to be student ready
- remove portable classrooms
- college and career ready programs link to DHS




Facilities Master Plan Estimating
 DIXON, CALIFORNIA

The Dixon Unified School District Facilities Master Plan scope of services included data collection, existing school site assessments, site master plan diagrams, cost estimating/prioritization and identifying educational opportunities to develop strategies that address the needs and their impact on the facilities, comprehensively and thoughtfully. The district successfully passed their \$30 million local bond election in November 2016.

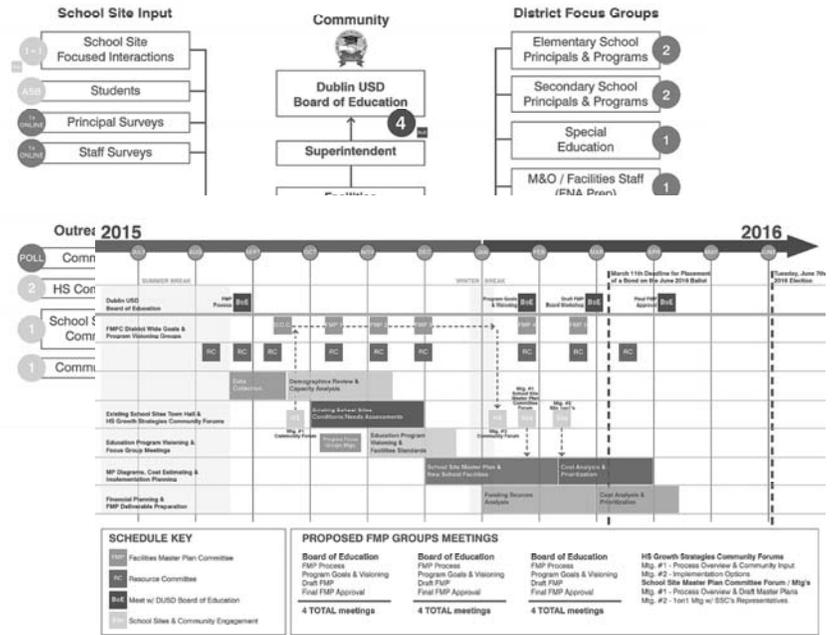
PROJECT DATA

CLIENT
 Dixon Unified School District

CONTACT
 John Calise
 Director of Facilities
 (707) 693-6300 x-8059



Facilities Assessment & Educational Program Vision
 overlay to develop school site master plans



EDUCATIONAL VISION | GENERAL GUIDELINES: INTRODUCTION

BACKGROUND

There is a recognition of the State level that school design, as we know it, requires rethinking. There is also acknowledgment that the State education code may need to be updated to reflect the needs of the 21st Century learners. The State Board of Education has approved the Plan for Learning for the next 10-15 years. It is intended to support educational programs for today and tomorrow's learners. Identifying the development of a lasting and sustainable vision that supports the goals of the District's educational program, identifies a well thought out educational vision.

EDUCATIONAL VISION

CONTENTS

Provides a description of the background and context of the vision. Describes the types of activities and user needs. Describes how the program is delivered.

DESIGN OBJECTIVES

Describes general design objectives and level of complexity. Considers the quality of the space with specific program objectives.

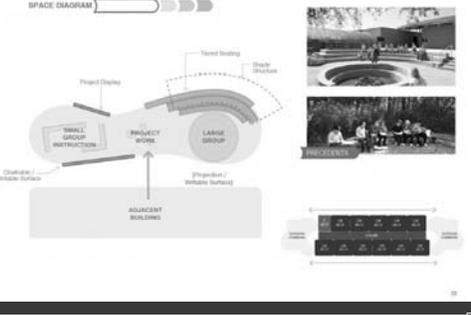
SPECIAL FEATURES

Describes specific room features such as furniture, fixtures, and equipment that may support program functions.

SPACE DIAGRAM

Shows a 3-D representation of the space and how they are organized into a space.

outdoor classrooms : high school



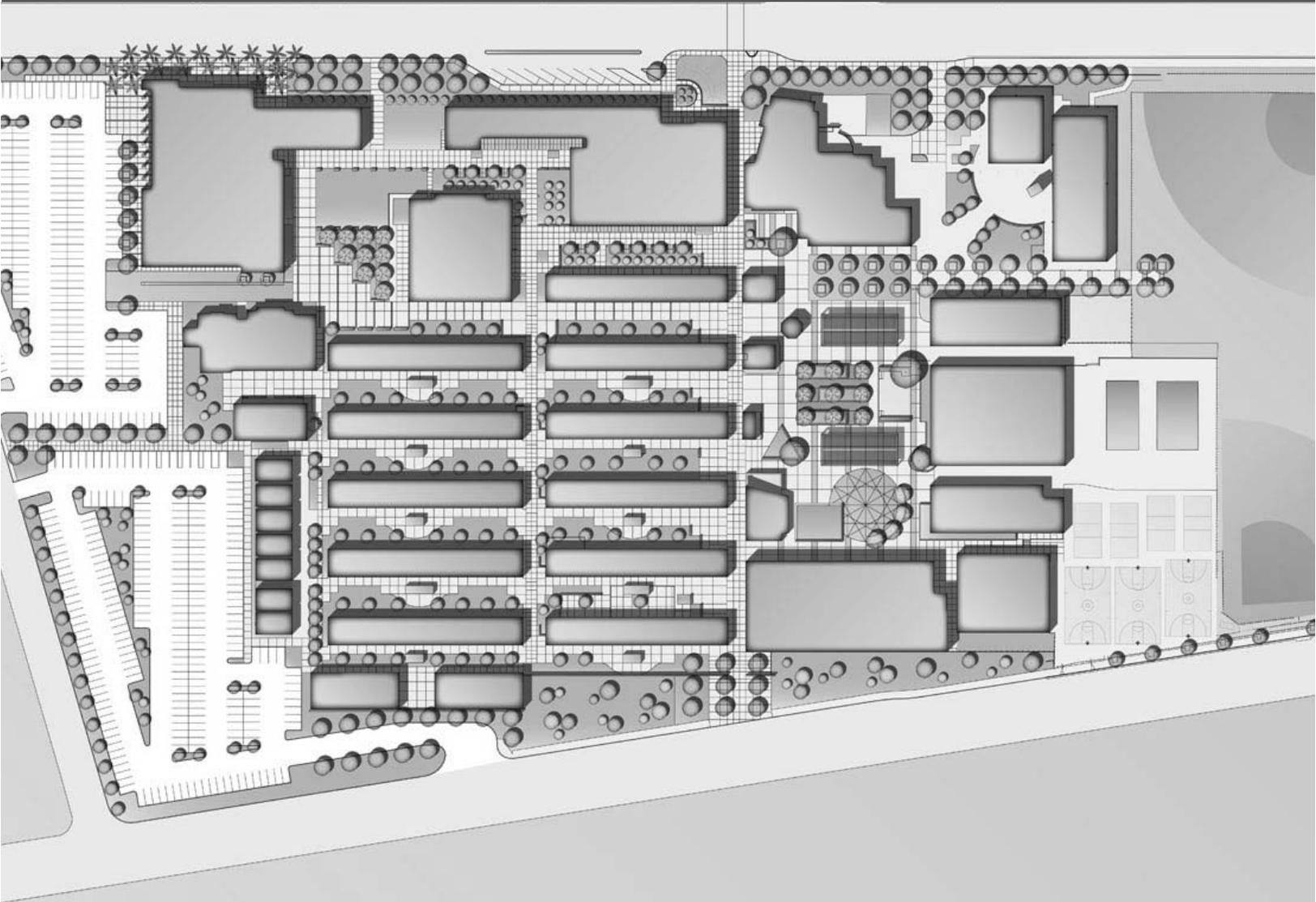
Facilities Master Plan
DUBLIN, CALIFORNIA

The Dublin Unified School District Facilities Master Plan process responds to the dramatic volume of growth experienced by the City of Dublin, limited funding available, and the impact these components have had on the District's school facilities. This Facilities Master Plan reviews the conditions of the existing schools within the District, the educational vision of District leadership, collaboration with District stakeholder groups, teachers and staff, demographic projections, and an analysis of available funding sources. This information was supplemented with community engagement including citywide town halls, an online teacher and staff survey, and substantial involvement by a committee of teacher, parent and staff participants. LPA developed Master Plan diagrams which were reviewed by school site committees and adjusted based on their input, keeping alignment with the District's educational vision. The long-range Facilities Master Plan developed as a result of this process serves as a guide to inform the District's decision-making process for the next 10-15 years of facilities improvements and construction of new schools to accommodate growth in student enrollment.

PROJECT DATA

CLIENT
 Dublin Unified School District

CONTACT
 Kim McNeely
 Senior Facilities Director
 (925) 828-2551 x8051



SECTION 2

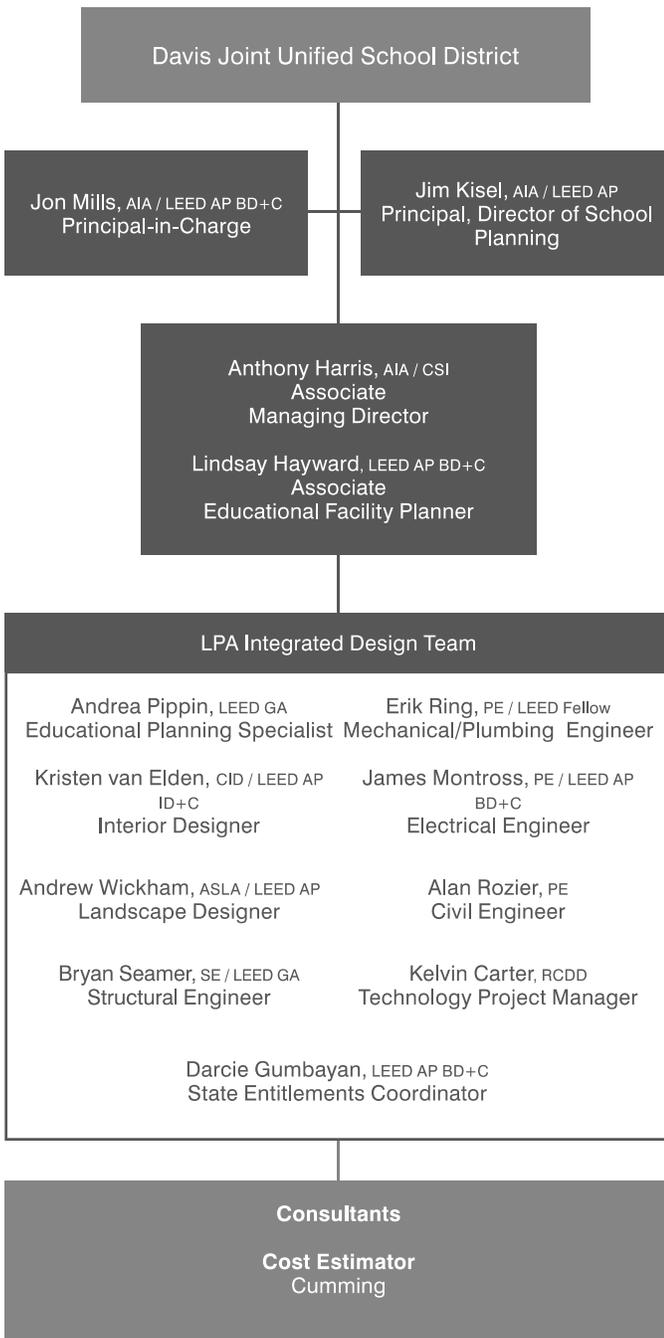
02 / PROJECT TEAM

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 COMMUNITY OUTREACH SERVICES
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ORGANIZATIONAL CHART

LPA has selected the following project team individuals based upon their direct experience with recent similar Facilities Master Plan projects. Individuals listed would be assigned in their identified roles for the duration of the proposed Davis Joint Unified School District planning program.



KEY PERSONNEL ASSIGNED

LPA proposes a team structure led by Anthony Harris as the Managing Director in charge of the requested Davis Joint Unified School District’s proposed Facilities Master Plan project. The processes of master planning and design are intensive and require the coordination of a wide range of tasks, from data collection, information gathering, educational program visioning and community outreach to managing the site survey and project design/documentation efforts of the LPA and consulting team members.

Mr. Harris’s role will be to direct these processes and be actively and meaningfully engaged in the evaluation of the findings for the development of the Facilities Master Plan program recommendations. As a K-12 Educational Facility Planner, Lindsay Hayward will provide strategic support related to process, data analysis, development of survey standards, evaluation of District educational specifications and other specialized tasks required for successful completion of a master plan project for K-12 public school facility clients. Mr. Harris and Ms. Hayward will also participate in District meetings to discuss and present relevant information and analyses. Following completion of the master plan and implementation of a successful funding program, both would carry forward into the future execution of the reconstruction/modernization projects design and documentation phases.

Providing overall strategic leadership and guidance to the team will be LPA Principals Jim Kisel, Director of School Planning and Jon Mills, Principal-in-Charge. Mr. Kisel and Mr. Mills have been involved in numerous school facilities planning processes and will provide seasoned strategic leadership as well as personal involvement in support of the process. Both will actively attend the District Leadership, Facilities Master Plan Committee and Governing Board meetings as required to remain engaged in the planning processes from inception to completion.

A prime advantage that the LPA team offers our K-12 clients for their Facilities Master Plan projects is the integration of all required design and engineering disciplines in-house. By providing a comprehensive and unified team of architectural, interior design, landscape, structural, mechanical, plumbing, electrical and civil engineering professionals required all under one roof we are able to holistically examine the total needs of an existing school facility to transform it into a state-of-the-art educational facility.

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LPA KEY TEAM MEMBER RESUMES

PRINCIPAL-IN-CHARGE



Jon Mills, AIA / LEED AP BD+C

Principal
Education: Bachelor of Architecture, USC
License #: C21169
Design Passion: Reinforcing the instruction & retention of curriculum through the design of engaging learning environments.
Outside of LPA: ACE Mentor and USC Architectural Guild
Favorite Quote: "It's not what you look at that matters, it's what you see." -- Henry David Thoreau

As a Principal-in-Charge, I am responsible for contract negotiation and project administration from preliminary design phases and construction documents through construction. I am involved during all project phases to ensure that the client's program requirements, project budget, schedule and quality control are successfully delivered.

With over 30 years at LPA, I believe we have grown into a firm dedicated to providing our clients with the best possible service through functional, sustainable design solutions. In the last 18 years, I have been dedicated to the design and construction of educational facilities. During that time I have been involved in over 100 educational projects across California.

SELECTED EXPERIENCE

Facilities Master Plan, Anaheim UHSD
Comprehensive Facilities Master Plan, Merced City SD
District Wide Facilities Needs Assessment, Centralia ESD
Facilities Needs Assessment & Improvement Plan, Temple City USD
District Wide Facilities Needs Assessment, San Marcos USD
Facilities Master Plan, Hesperia USD
District Facilities Master Plan, Norris SD
Facilities Master Plan, Downey USD
Facilities Master Plan, Tahoe Truckee USD
District Facilities Needs Assessment & Master Plan, Long Beach USD
Facilities Master Plan, Santa Barbara USD
Long Range Facilities Master Plan, Fremont USD
Milpitas High School Master Plan, Milpitas USD
South Tahoe HS (5) CTE Pathways Transformation, Lake Tahoe USD
Witter Ranch Elementary School, Natomas USD
Main Street Middle School Reconstruction, Soledad USD
Lincoln HS Modernization & Expansion, Western Placer USD
Riverside STEM Academy, Riverside USD
Alternative Small HS/CTE Program, Riverside USD
Main Street Middle School, Soledad USD
San Marcos High School Reconstruction, San Marcos USD
Cesar Chavez Elementary, Long Beach USD
Heron K-8 School, Natomas USD
Arcadia HS Performing Arts Center, Arcadia USD
Arcadia HS Modernization & Expansion, Arcadia USD
Beverly Hills HS Science & Technology Building, Beverly Hills USD
Crawford High School Fac. Needs Assess. & MP, San Diego USD
Livermore HS CTE Facilities, Livermore Valley Joint USD

DIRECTOR OF SCHOOL PLANNING



Jim Kisel, AIA / LEED AP

Principal
Education: Bachelor of Architecture, Carnegie-Mellon University
License #: C23767
Design Passion: Exceeding Client Expectations
Outside of LPA: Adventure travel, food & the outdoors
Favorite Quote: "If you can imagine it, you can achieve it. If you can dream it, you can become it." – Anon

For the past 33 years I have focused my career on the educational environments arena. The planning of facilities that create a sense of place and prepare their students for success in future endeavors is a particular passion of mine. I believe that the collaborative interaction of a diverse group of stakeholders involved in the planning process will result in solutions directly reflective of the needs, goals and vision through which the educational institution sees itself.

Since joining LPA as the Director of Educational Planning, I have assisted over 100 clients with their campus Master Planning, site analysis, programming and visioning processes. My project recommendations are the result of interaction with the client design committees, architectural team and local community members. One of my primary duties is to assist in the facilitation of these "charrette" planning sessions.

SELECTED EXPERIENCE

Facilities Master Plan, Tamalpais UHSD
Facilities Master Plan, Fairfield-Suisun USD
Long Range Facilities Master Plan, Fremont USD
Facilities Master Plan Update, Pleasanton USD
Comprehensive Facilities Master Plan, Merced City SD
Facilities Master Plan, San Lorenzo USD
Facilities Master Plan, Lodi USD
Facilities Master Plan, Dublin USD
Facilities Master Plan, Tahoe-Truckee USD
District Facilities Master Plan, Lake Tahoe USD
Facilities Master Plan, Galt Joint Union ESD
District Needs Assessment/Master Plan, Alameda USD
Long Range Facilities Master Plan, Irvine USD
Facilities Master Plan, Redwood City SD
Facilities Master Plan, Anaheim UHSD
South Tahoe HS (5) CTE Pathways Transformation, Lake Tahoe USD
South Tahoe MS New Classroom Building, Lake Tahoe USD
Armijo High School Stadium Track and Field, Fairfield-Suisun USD
Site Walks & FMP Cost Estimating, Dixon USD
Witter Ranch Elementary School, Natomas USD
Menlo-Atherton HS STEM Building, Sequoia UHSD
eSTEM Academy, Corona-Norco USD
Garfield Elementary School Transformation, Redwood City SD
Norwood Middle School, Twin Rivers USD
Heron K-8 School, Natomas USD
Johnson Middle School STEM Exploration, Westminster SD
Main Street Middle School Reconstruction, Soledad USD
Ruby Bridges Elementary School, Alameda USD

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MANAGING DIRECTOR



Anthony Harris, AIA / CSI

Associate
Education: Bachelor of Architecture,
Intercontinental Univ.,
Mexico City, Mexico
License #: C31264
Design Passion: Integration of materials in
regional design
Outside of LPA: California Architects
Board (CAB) exam
subject contributor,
Soccer Referee, Enjoy
music
Favorite Quote: "Strive not to be a
success, but rather to be
of value." – Albert Einstein

With over 25 years of experience, my responsibilities as a Managing Director include overseeing and directing project teams in the programming and design processes, construction documents preparation, coordination of engineering team members and management of the construction administration efforts. My involvement begins at the earliest programming stages and continues through project completion to ensure that quality control is maintained and that no information is lost when transitioning between the documentation and construction phases.

I approach each construction project as a unique teaming opportunity between the architect, client, program manager and selected contractor. My goal is to successfully and proactively deliver the final project on time, on budget and in conformance with the contract documents approved by the client and DSA.

SELECTED EXPERIENCE

Facilities Master Plan, Lodi USD
Facilities Master Plan, Galt Joint Union ESD
Facilities Needs Assessments, Fairfield-Suisun USD
Site Walks & FMP Cost Estimating, Dixon USD
Long Range Facilities Master Plan, Fremont USD
Facilities Master Plan, Tahoe Truckee USD
Menlo-Atherton HS Interim Housing Portables, Sequoia UHSD
Gilroy HS New Classroom Bldg., Gilroy USD
District Facilities Master Plan, Lake Tahoe US
South Tahoe HS (5) CTE Pathways Transformation, Lake Tahoe USD
South Tahoe MS New Classroom Building, Lake Tahoe USD
Bijou Elementary School, New Classroom Bldg., Lake Tahoe USD
Environmental Science Magnet School Mod., Lake Tahoe USD
Heron K-8 School Classroom Bldg. Expansion, Natomas USD
Eureka High School Modernization, Eureka City Schools
Winship & Zane MS Modernizations & New MPR's, Eureka City Schools
Livermore High School Science Building & Agricultural Sciences CTE
Complex, Livermore Valley JUSD
Menlo-Atherton HS Classroom Expansion, Sequoia UHSD
Albany High School Aquatics Center, Albany USD
Hill HS Gymnasium Seismic ReModel, Long Beach USD
Hoover Gymnasium Seismic ReModel, Long Beach USD
Lincoln HS Master Plan, Modernization and New Science Bldg.,
Western Placer USD

EDUCATIONAL FACILITY PLANNER



Lindsay Hayward, LEED AP BD+C

Associate
Education: Bachelor of
Architecture
Cal Poly, San Luis
Obispo
Design Passion: Envisioning the details
Travel, Cooking, Cal
Outside of LPA: Poly SLO Architecture
Advisory Council,
Junior League of
Orange County
Favorite Quote: "What I try to do most
is to be attentive to
life." Henri-Cartier
Bresson

As an Educational Facility Planner at LPA, I have had the unique opportunity to be immersed within all aspects and phases of projects, including campus utility and infrastructure improvements, state-of-the-art performing arts facilities, sequenced campuswide enrichment programs and new, ground-up high schools. This opportunity has allowed me to guide projects from infancy through project evolution and documentation and finally into project realization and construction close-out. I am deeply involved with the strategic planning of critical building systems coupled with each facility's design and aesthetic vision.

My experience includes managing smaller project teams to larger groups of individuals across various disciplines and agencies on complex, multi-phase developments, which allows me to analyze projects on a systematic and comprehensive level. I believe that tailored and cost-effective solutions are required in order to meet each individual client's unique expectations and that timely and effective communication is the key to successful project delivery.

SELECTED EXPERIENCE

Long Range Facilities Master Plan, Fremont USD
Facilities Master Plan, Hesperia USD
Facilities Master Plan, Galt Joint Union ESD
Facilities Master Plan, Downey USD
Facilities Needs Assessment and Master Plan, Huntington Beach UHSD
Facilities Master Plan, Redwood City SD
Educational Program Specifications, San Diego USD
Long Range Facilities Master Plan, Irvine USD
Facilities Master Plan, Lodi USD
Facilities Master Plan, La Canada USD
Facilities Master Plan, Santa Barbara USD
District Facilities Master Plan, Lake Tahoe US
Facilities Needs Assessment, Capistrano USD
Arcadia Education Center, Arcadia USD
Beverly Hills High School Science & Tech Bldg., Beverly Hills USD
Brea Olinda HS Expansion, Brea-Olinda USD
Cole Middle School Expansion, Eastside Union SD
Community Day School, Eastside Union SD
Comprehensive Facilities Master Plan, Merced City SD
Corona del Mar HS Theatre, Newport-Mesa USD
Ernest McBride High School, Long Beach USD
Fountain Valley HS, Huntington Beach UHSD
South Tahoe HS "Green" CTE Academy, Lake Tahoe USD
South Tahoe HS ORG Classroom Building, Lake Tahoe USD

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LPA INTEGRATED DESIGN TEAM RESUMES

EDUCATIONAL PLANNING SPECIALIST



Andrea Pippin, LEED GA
USGBC

As an Educational Planning Specialist, I am responsible for refining design concepts and ideas. My involvement includes coordination meetings, investigation, research of materials and methods and documentation of physical and cultural opportunities for design. In order to achieve a successful project, it is critical for the district and the architectural team to work together closely. My role is focused on understanding the district’s needs, goals and values and, through the design process, delivering a solution that successfully meet the district’s goals.

SELECTED EXPERIENCE

- Facilities Master Plan, Tamalpais UHSD
- Facilities Master Plan, San Lorenzo USD
- Facilities Master Plan, Gilroy USD
- Facilities Master Plan, Dublin USD
- Facilities Master Plan, Burlingame USD
- Educational Specifications, Morgan Hill USD
- Facilities Master Plan, Carmel USD
- Facilities Master Plan, Orinda Union SD

INTERIOR DESIGNER



Kristen van Elden, CID / LEED AP ID+C
CID#: 6366
USGBC, CEFPI

Since joining LPA in 2007 as an Interior Designer for the K-12 team, my responsibilities include strategic programming and space planning for LPA’s educational projects, detailed analysis of interior functional needs, development of District Standards, execution of the design through Construction Administration and implementation of the modernization “Campus Enrichment” concept through examination of the program needs. I am dedicated to the study and use of technology and sustainability in educational spaces and providing a more effective learning environment. My team and I bring continuity to a project through the implementation of the final design decisions for the interior finishes, casework and furniture/equipment into the construction documents.

SELECTED EXPERIENCE

As the prime interior designer for LPA’s K-12 school team, Ms. van Elden’s experience includes involvement with all of our new construction and modernization projects.

LANDSCAPE ARCHITECT



Andrew Wickham, ASLA / LEED AP
License #: LA6139
ASLA, USGBC

As a Landscape Architect, my role includes leadership and support from project kickoff to construction documentation and administration. With involvement in all phases, my role requires close coordination with stakeholders and consultants to ensure the project proceeds on track and design intent is properly communicated. In addition, my background in design gives me insight into unique and forward-thinking solutions for every project, while being mindful and resourceful of project budgets. Ultimately, this ensures delivery of design presentations with the highest of quality.

SELECTED EXPERIENCE

As the primary landscape designer for LPA’s K-12 school team in Sacramento, Mr. Wickham’s experience includes involvement with all of our new construction and modernization projects.

STATE ENTITLEMENTS COORDINATOR



Darcie Gumbayan, LEED AP BD+C
Entitlement Coordinator
CASH, USGBC

I am the K-12 and higher education entitlements coordinator for the State and Local Agencies C.U.P. and building permit approval processes. My contacts include the local building departments, water and fire agencies, the Air Quality Management District, the State Water Quality Control Board and the State School Facility Program Agencies of DSA, CDE, OPSC and DTSC. I pride myself in my ability to work collaboratively with Cities, Counties and the Division of the State Architect to make sure all projects are submitted and approved smoothly and timely. I also work hands-on with Construction Managers and Administrators to streamline the close-out portion on all projects and to get every project certified in a timely manner.

SELECTED EXPERIENCE

As our entitlements team leader, Ms. Gumbayan’s experience includes involvement with all of our K-12 new construction and modernization projects.

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LPA IN-HOUSE ENGINEERS AND CONSULTANT RESUMES

Augmenting our integrated in-house architectural and engineering professionals project team structure, LPA maintains an established group of consultant relationships to expedite project planning efforts and enhance continuity of staff knowledge.

LPA IN-HOUSE ENGINEERING TEAM

At LPA, we believe in a truly integrated project approach. This means engagement between engineering disciplines and architects from the beginning of the program development through project occupancy. We made this possible by building integrated engineering capacity within the firm. LPA includes full-service structural, mechanical, electrical, plumbing and civil engineering in-house. Our in-house engineering professionals are available for engagement on both architectural new construction projects as well as stand-alone, engineering-dominant projects such as HVAC/energy efficiency modifications, along with existing school facility condition and needs assessments. Our approach is to provide fully integrated and seamless “green” engineering solutions within the inherent project goals and client budget constraints.

STRUCTURAL ENGINEER



Bryan Seamer, SE / LEED GA

Associate Principal
License #S4899

MECHANICAL AND PLUMBING ENGINEER



Erik Ring, PE / LEED FELLOW

Principal
License #M31731

ELECTRICAL ENGINEER



James Montross, PE / LEED AP BD+C

License #E12272

CIVIL ENGINEER



Alan Rozier, PE

License #C44927

SUB-CONSULTANT TEAM

In addition to LPA's in-house engineering professionals, we maintain an established group of outside expert relationships. These services include theater, aquatic, acoustic, roofing design, food service, fire sprinkler, security, technology and low voltage systems consulting. These consultants are engaged depending on the needs of a specific project assigned to our team. Based upon our understanding of the Davis JUSD proposed programs we have include only a cost estimating consultant on our team at this time.

COST ESTIMATOR

Cumming

3200 Douglas Boulevard, Suite 100
Roseville, California 95661
(916) 660-9030, (916) 660-9045 fax
www.ccorpusa.com

Cumming offers clients the latest in aggressive time and cost control methods available to the industry. By combining the most advanced database, graphic and spreadsheet capabilities, with exceptional professional expertise and experience, they create estimates that become valuable management tools. With offices in Sacramento, Los Angeles, San Diego and London, their staff of over 50 construction professionals provides reliable and accurate cost estimates under the most stringent schedules and critical deadlines for clients.

LPA has had a long association with Cumming specifically in the K-12 market segment. The two biggest challenges over the last 10 years have been cost control, and the maximizing of limited funding from the State for new construction and/or modernization of District school facilities. Cumming and LPA have developed a unique partnership in order to address these issues, achieve cost efficiency and track over time the cost of our school facilities. The result is an active cost database for school construction throughout the State.

The key team member for this project will be:

William S. Rodgers, Managing Principal

02 / PROJECT TEAM

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TECHNOLOGY SYSTEMS DESIGN

TECHNOLOGY PROJECT MANAGER



Kelvin R. Carter, RCDD

RCDD License #162855R

LPA believes that the integration of technology is a major aspect in designing 21st century next generation learning environments that facilitate the integration of Common Core skills development. Over the years, we have become a leader in evaluating, advising and designing appropriate, forward-looking educational technology systems.

We help our clients navigate technology change. Our primary focus is on technology infrastructure to support vital teaching and learning needs for the present with an eye for the future, supporting the full systems life cycle to manage technology change effectively.

LPA has quickly gained a reputation as a technology expert and leader in the following technology practices: Audiovisual Technologies, Communications Technology, Physical Security, Data Center, Managed Services and Physical Infrastructure. We are familiar with the uniqueness of the educational environment and have consciously hired professionals with the experience and credentials that will best serve our clients in this industry. We have worked extensively with a wide variety of educational institutions in both the public and the private sector.

LPA has no professional partnerships or alliances that require us to sell or market other companies' products or services. In today's technology consulting landscape, this approach makes us different because so many consulting firms and systems integrators have created partnerships with product vendors. At LPA we recognize the need for product independence during product selection and implementation phases, which is why we have chosen not to have vendor partners. This also affords us the flexibility to adapt and integrate our client's unique design standards and proprietary systems. Our experience has taught us that effectively combining our practical knowledge and proven processes with leadership skills, commitment and common sense enable us to consistently deliver value to our clients for the facilities planning, modernization and/or new school facility projects.



South Tahoe HS - Tahoe Arts and Design Academy (TADA)



SECTION 3

03 / PROPOSED COMPENSATION

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PROPOSED COMPENSATION

PROPOSED COMPENSATION

The following is the LPA team’s suggested compensation for the Davis Joint Unified School District’s proposed Educational Facility Master Plan and Community Outreach Services. The fee proposed is flexible and open to negotiation once a more specific scope-of-work has been finalized at the process kick-off “Plan the Plan” meeting with District leadership.

At this time we have developed our proposal anticipating a projected start in September 2017 with a six-month completion schedule in March 2018. This would facilitate either a June or November election cycle should the District decide to move in that direction. The fees proposed have also been based upon the Phase 1 and Phase 2 scopes-of-work outlined in the RFP and the quantity of District facilities of (9) elementary schools, (3) junior high schools, (1) high school, (1) charter school and (1) district office sites.

LPA has found over the past 20-years, that our team has been developing Educational Program Vision and Facilities Master Plans documents, that no two Districts are the same. An advantage that LPA brings to the Davis JUSD is our local history and experience in working collaboratively with clients and their community stakeholders to develop similar high performing district Master Plan, 21st Century Educational Program Vision and Implementation Plan recommendations for California public school districts.

BASIC SERVICES FEE PROPOSAL

Phase 1

Community Outreach:	\$ 10,000
FMP Committee Facilitation:	\$ 10,000
Educational Facility Master Plan:	\$ 61,000
Cost Estimating:	\$ 7,500
FMP Presentation:	\$ 5,000

Phase 2

Facilities Needs Assessment:	\$ 43,000
Demographics Data Review:	\$ 2,500
Facilities Plan Options:	\$ 10,000
Stakeholder Groups Prioritization:	\$ 5,000
FMP Documentation:	\$ 25,000

Total Fee Proposed: \$ 179,000

REIMBURSABLE EXPENSES ALLOWANCE

Reimbursable expenses are in addition to compensation and typically add approximately 10 percent to the total Facilities Master Plan basic services fee. They include costs for reproduction, plotting, express mailing, delivery charges, mileage, travel and overhead on consultant invoices. These expenses are invoiced as incurred at cost times at 1.10 rate until the maximum allowance is reached. For the Davis JUSD’s proposed Educational Facility Master Plan and Community Outreach Services project these reimbursable costs would total a maximum of approximately \$17,900.

BASIC HOURLY RATE SCHEDULE

Principal	\$ 245.00
Director	\$ 215.00
Discipline Director	\$ 205.00
Project Director	\$ 185.00
Project Leader	\$ 165.00
Manager	\$ 145.00
Design Coordinator II	\$ 140.00
Senior Specialist	\$ 120.00
Design Coordinator I	\$ 115.00
Designer III	\$ 105.00
Designer II	\$ 95.00
Specialist	\$ 90.00
Designer I	\$ 85.00
Intern	\$ 70.00

Note: These rates became effective June 1, 2016 and are subject to change annually.

“Not only is Witter Ranch the least expensive elementary school we’ve built, but it is the favorite of the district’s many principals, teachers, and support staff I’ve spoken with.”

Dave Jones, Former Facilities Director
Natomas Unified School District



03 / PROPOSED COMPENSATION

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INSURANCE COVERAGE

LPA, Inc. takes great pride in its record and feels it reflects our firm's professionalism, staff mentoring programs, quality control procedures and our ability to resolve inevitable project challenges as they occur, rather than allowing problems to become larger issues.

LPA currently carries \$1 million in professional liability coverage updated annually. In addition, LPA maintains a \$1 million general liability policy with a \$5 million umbrella policy. This coverage is double the State required minimums for architectural and engineering firms engaged in California public school work. LPA also maintains workers compensation, valuable papers, business interruption and fixed asset insurance coverage policies.

INSURANCE COVERAGE

Professional Liability

Insurer: XL Specialty Insurance Co.
Exp. Date: 4/18
Coverage: \$1 million maximum per claim and policy aggregate
Policy Number: DPR9803461

General Liability

Insurer: Hartford Underwriters Ins. Co.
Exp. Date: 4/18
Coverage: \$1 million per occurrence/\$2 million in aggregate

Auto Liability

Insurer: Hartford Underwriters Ins. Co.
Exp. Date: 4/18
Coverage: \$1 million per occurrence

Worker's Compensation

Insurer: XL Specialty Insurance Co.
Exp. Date: 4/18
Coverage: As required by State with \$1 million limits

CREDIT REFERENCES

California Bank & Trust
3420 Bristol Street
Costa Mesa, California 92626
(949) 660-6000, ext. 229
Mr. Kent Burrows, V.P.

U.S. Bank, Commercial Banking
4100 Newport Place, Suite 900
Newport Beach, California 92660
(949) 863-2365
Mr. Matthew Nordeman

FINANCIAL REFERENCE

Smith, Linden & Basso
5120 Birch Street, Suite 200
Newport Beach, California 92660
(949) 752-0660, ext. 201
Mr. Gordon Michie, CPA

STATEMENT OF STABILITY AND STRENGTH

LPA is a multidisciplinary design firm that has been doing business for 52 years with substantially the same ownership and leadership structure in place for the past decade. The company has a diverse client base with a demonstrated expertise in many distinct project types. This diversity has allowed us to adjust to market changes, providing a stability that is rare in the industry. LPA is a firm with significant financial staying power as evidenced by our many clients, consistent performance and considerable financial resources. LPA has a staff of over 396 employees working out of six offices.



ACORD CERTIFICATE OF LIABILITY INSURANCE										DATE (MM/DD/YYYY)			
THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.										4/21/2017			
IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed, IF SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).													
PRODUCER		CONTRACT NAME		ROBIN LEE		PHONE		714 427-6810		FAX		714 427-6818	
Dealey Renton and Associates		LIC. #		9000759		P.O. Box		10250		Address		lee@dealeyrenton.com	
Santa Ana CA 92711-0550		INSURER(S) AFFORDING COVERAGE		NAME #									
INSURED		LPA, INC.		INSURER a. Hartford Underwriters Ins. Co.		22357							
LPA, Inc.		5161 California Avenue, Suite 100		INSURER b. Hartford Accident & Indemnity		37885							
Irvine CA 92617				INSURER c. XL Specialty Insurance Co.									
				INSURER d.									
				INSURER e.									
				INSURER f.									
COVERAGES										CERTIFICATE NUMBER: 192715391		REVISION NUMBER:	
THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED, NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN. THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.													
TYPE	DESCRIPTION	INSURANCE	POLICY NUMBER	POLICY EFF. DATE	POLICY EXPI. DATE	COVERAGE	LIMITS						
A	COMMERCIAL GENERAL LIABILITY	Y	STULUNJ3732	4/30/2017	4/30/2018	EACH OCCURRENCE	\$1,000,000						
	CLAIMS-MADE					PERSONAL AND ADVERTISING	\$1,000,000						
	Contractual Liability					MEDICAL (per occurrence)	\$10,000						
	GEN. AGGREGATE LIMIT APPLIES PER:					PERSONAL & ADVERTISING	\$1,000,000						
	POLICY					GENERAL AGGREGATE	\$2,000,000						
	OTHER					PRODUCTS-COMP/OP AGG.	\$2,000,000						
	EXCESS LIMB					PRODUCTS-COMP/OP AGG.	\$2,000,000						
	RETENTIONS					AGGREGATE	\$						
	RETENTIONS					AGGREGATE	\$						
A	AUTOMOBILE LIABILITY	Y	STULUNJ3732	4/30/2017	4/30/2018	COMBINED SINGLE LIMIT	\$1,000,000						
	ANY AUTO					ROBBERY/ENLURY (Per person)	\$						
	ALL OWNED					ROBBERY/ENLURY (Per accident)	\$						
	ALL NON-OWNED					PROPERTY DAMAGE (Per occurrence)	\$						
	ALL HIRE					PROPERTY DAMAGE (Per occurrence)	\$						
	ALL OTHER					AGGREGATE	\$						
	UMBRELLA LIMB					AGGREGATE	\$						
	EXCESS LIMB					AGGREGATE	\$						
	RETENTIONS					AGGREGATE	\$						
B	WORKERS COMPENSATION AND EMPLOYERS LIABILITY	Y	STWEGK036	4/30/2017	4/30/2018	EMP. BENEFIT	\$1,000,000						
	MEMBERSHIP IN THE					EMP. BENEFIT (Per person)	\$1,000,000						
	IF YES, describe under					EMP. BENEFIT (Per person)	\$1,000,000						
	DESCRIPTION OF OPERATIONS below					EMP. BENEFIT (Per person)	\$1,000,000						
C	Professional Liability	Y	DPR9913260	4/30/2017	4/30/2018	\$1,000,000 per claim	\$1,000,000						
	Claims Made					\$2,000,000 per-occurrence	\$500,000 Deductible						
DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)													
General Liability policy excludes claims arising out of the performance of professional services. Evidence of coverages in force.													
CERTIFICATE HOLDER										CANCELLATION 30 days notice/10 Days nonpay			
FOR PROPOSAL USE ONLY										SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.			
										AUTHORIZED REPRESENTATIVE			
										Kevin Thorp			



INCORPORATION OF DISTRICT VISION AND STAFF

LPA believes that collaboration is the key to successful school facility project solutions. Early involvement by all team members fosters creativity and successful outcomes not possible without a transparent and inclusive approach to the programming, planning, designing and building of 21st century learning environments.

Engaging District staff is an integral part of the facility master plan process. During the initial phases of the process, LPA will collaboratively plan processes, scopes of work and team structures to allow us to get to know each other and learn about your vision for the district. We will share our experiences, knowledge, and establish a process that generates excitement in the community while building long-term support for education in Davis. District staff helps us establish the appropriate process for planning at the school sites and is a valuable data and information resource. They help with maintaining conformance with previously established schedules and construction budgets and provide district-wide parity in educational program, technical standards, energy efficiency and facilities quality goals between the various campuses.

District Staff:

- Helps to establish the appropriate process for planning at the school sites.
- Data research and information resource.
- Maintains conformance with previously established schedules and construction budgets.
- District-wide parity in educational program, technical standards, energy efficiency and facilities quality goals between the various campuses.

DAVIS JUSD - MISSION STATEMENT

The mission of the Davis Joint Unified School District, a leading center of educational innovation, is to ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive and contribute to an evolving and increasingly-connected world, through a system characterized by:

- Optimal conditions and environments for all students to learn.
- A team of talented, resourceful, and caring staff.
- Transforming teaching, learning, and operations in our continuing pursuit of excellence.
- Resourceful, transparent, and responsible fiscal planning.
- A diverse and inclusive culture.

INCORPORATING THE DISTRICT'S VISION

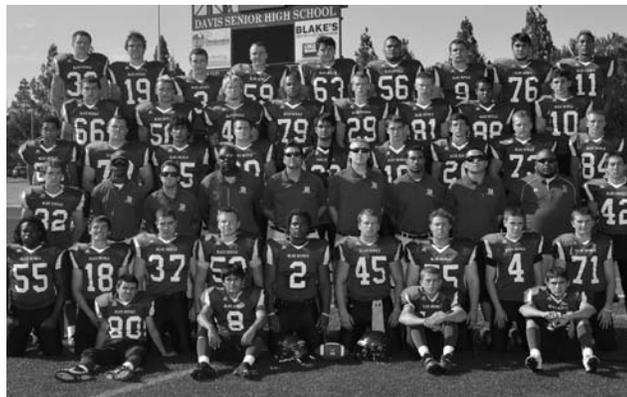
LPA proposes to develop a Facilities Master Plan process for the Davis Joint Unified School District that recognizes the District Mission. Below is our firm's Mission Statement by which we guide our practice and delivery of our services.

LPA Mission Statement

"Creating sustainable spaces and places that enrich the lives of those who use them."

A Facilities Master Plan process is an opportunity to shape the future of the Davis Joint Unified School District. Together we will identify and respond to the District's and community's unique characteristics and values. LPA does not have preconceived ideas about the shape of potential future programs or projects that could result from the plan. Our goal is to design a unique process in collaboration with District leadership to discover the individual project "visions."

It is through our team's facilitation of a transparent consensus building process that we arrive at solutions reflective of the needs, the District's overall program goals and project budget/funding parameters. We believe in a holistic exploration of opportunities while not raising expectations that may be beyond the District's ability to support. It is through the facilitation of this balance that the best solutions are developed.



04 / DISTRICT STAFF PARTICIPATION

DAVIS JOINT USD
RFP FOR EDUCATIONAL FACILITY MASTER PLAN AND
COMMUNITY OUTREACH SERVICES
LPA, INC.



LPA believes in fostering a close, cooperative working relationship between our team and District Staff, School Sites, Community Members and other consultant entities involved in the planning process. LPA's commitment and belief in an integrated team-oriented approach, not only respecting each team member's input but understanding that it is a necessity to a successful project, will contribute to the success of the Davis Joint Unified School District's program.

As previously stated in the Davis Joint Unified School District's Mission Statement to **"ignite a love of learning and equip each student with the knowledge, skills, character and well-being to thrive"** is the cornerstone of future student success. As we, in collaboration with District stakeholders, begin the process of programming and planning, LPA will gauge and challenge the team's decisions and progress against the strategies identified in the District's mission. The framework established by the **Mission Statement** goes hand-in-hand with facilities that provide flexible and appropriate environments for student learning.

Over the years, LPA has worked with over 50 school districts to develop Facilities Master Plans. Our commitment to collaboration and processes that foster communication and consensus have resulted in almost a 100 percent success rate for Districts seeking a General Obligation Bond based upon LPA Facilities Master Plan recommendations. This success rate is the direct result of the transparency and trust developed during the planning process with District stakeholders and the community.

DOCUMENTING THE PROCESS

The following is a listing of strategies and tools that the LPA team will utilize to ensure that the Davis Joint Unified School District "mission" is incorporated into all planning services:

- During the "plan the plan" kick-off phase of the process we will collaboratively plan events and team structures to allow us to get to know each other, learn about the District's vision, share our experiences and relevant knowledge and establish an organized process that generates excitement in the community for the program goals and priorities.

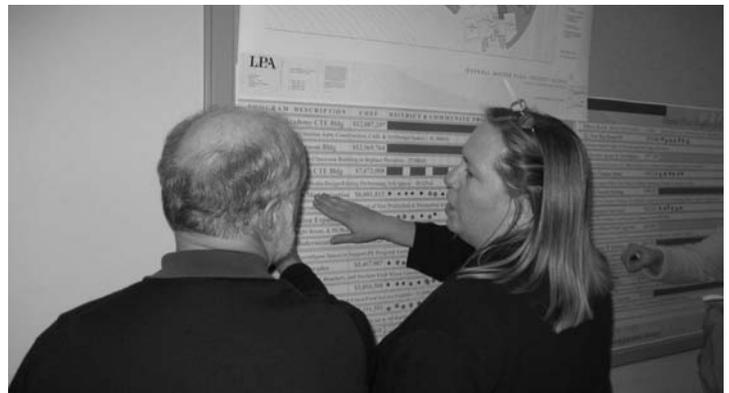
- A Facilities Master Plan Committee (FMPC) is formed at process inception in consultation with District staff. LPA's primary role is to facilitate this committee's interaction to determine the desired program scope and character in conformance with the Davis Joint Unified School District's educational program, budget, schedule and facility quality goals.
- The LPA team will document the results of each District and planning committee meeting. These minutes will be issued for review and comment before their publication. To ensure continuity of information this official record of the program and project parameters is shared with all team members throughout the life of the master plan development.

LOCAL PRESENCE

LPA is a recognized leader in the planning and design of California K-12 school facilities. Currently, we service clients Statewide, but the primary team that we propose for this project is based out of our Sacramento office. This team understands the challenges and opportunities unique to the area and other high performing districts similar to the Davis Joint Unified School District. We volunteer in our communities and have a close relationship with the many educational institutions around us.

"It is without hesitation that I give my highest recommendation for LPA, Inc. for Master Planning, design, contract documents preparation, construction administration and closeout of DSA/OPSC school projects. Any District or Owner will benefit from their dedication to their projects."

Steve Morales, Former Director of Facilities
Lake Tahoe Unified School District





STAKEHOLDER GROUPS ENGAGEMENT

Community and District input becomes the basis for the philosophy and direction of a bond program. Through a meaningful and authentic process that grows from the needs of the District and individual School Site Stakeholders, a vision for the future can be achieved.

STAKEHOLDER DRIVEN

An educational visioning and facilities planning process is an opportunity to shape the future of the Davis Joint Unified School District. Together we will identify and respond to the District's and the Community's unique characteristics and values and design a process to discover those values, building by consensus a long-term "road map" for the District that will define the vision of where you want to be in the future.

EVERY DISTRICT IS UNIQUE

Key aspects of this process will be:

- Knowing each other and honoring everyone's respective contributions to the process.
- A meaningful process based on local community and school site stakeholder input where solutions derive from participants as opposed to being imposed on the community.
- Defining a facilities approach that results in the creation of effective Learning-based Centers of Education that may effectively raise student achievement and build long-term community support for education.
- Definition of characteristics of 21st century learning environments at the Davis Joint Unified School District.

The District's stakeholders drive the direction of a planning process. To seek information, LPA will schedule and lead a series of Committee Groups and outreach meetings with the various individuals identified by the District. LPA prepares materials for each meeting, establishes agendas and schedules and records minutes at the conclusion of each meeting. A comprehensive and inclusive outreach process could be organized as follows:

Facilities Master Plan Committee (FMPC):

- Seeks broad input and provides information to key communicators about the progress, themes and direction to build understanding in the community for the opportunities, challenges and vision for the site.
- Meetings may occur regularly through the completion of the outreach process.
- Develops recommendations for future facilities vision with proposed locations of new construction and/or renovation at the existing school site.
- A committee comprised of site administrators, teachers, students, parents, maintenance and community.

Community Outreach Workshops/Town Hall Meetings:

- These consensus building workshops offer a meaningful input process for the community.
- Meetings are facilitated by trained LPA personnel experienced in the consensus building process.
- Activities to generate excitement. Participants should feel they are part of a process that will make a difference.

Online Staff Surveys:

- To increase participation to the entire District community, LPA can facilitate the development of Online Survey Tools.
- Groups surveyed could include parents, school site staff and teachers.
- Survey results are compiled by Survey Monkey and data displayed in graphical chart and Wordle formats.



"LPA has gone above and beyond their professional scope....To ensure that the district gets what they want."

Marla Stephenson, Former Supt.
Albany Unified School District



SECTION 5

05 / SAMPLE FMP

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 RFP FOR EDUCATIONAL FACILITY MASTER PLAN AND
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 LPA, INC.



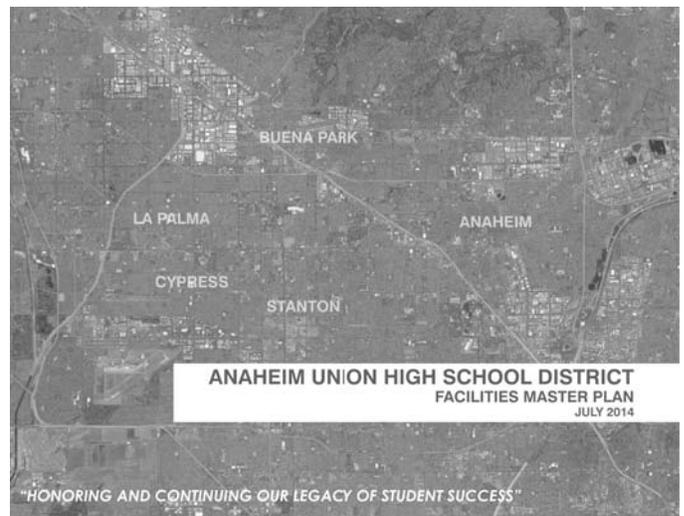
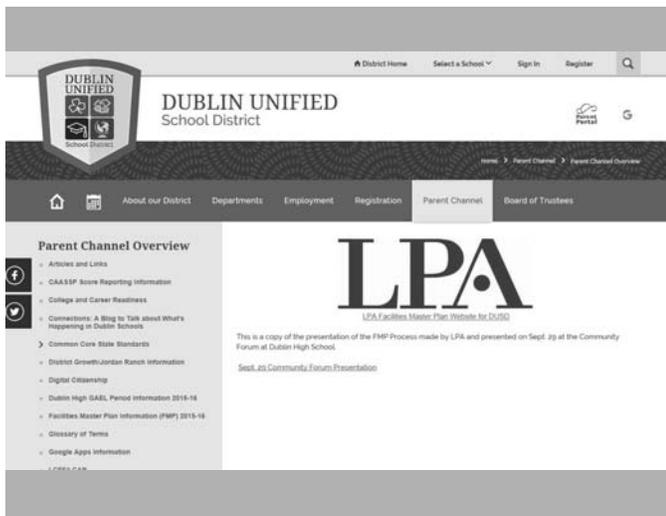
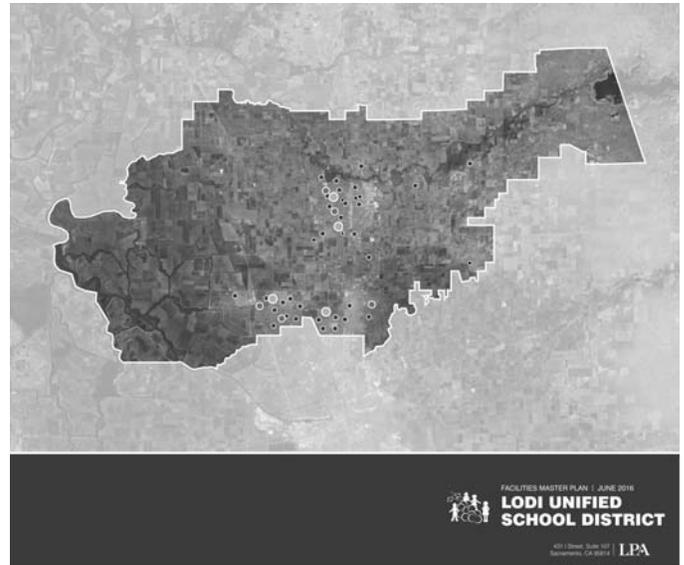
RECORD OF SUCCESS

MASTER PLAN EXPERIENCE

As requested for Davis Joint Unified School District's selection committee review, LPA has enclosed with our proposal submittal one electronic copy of previous planning processes documents. We have selected a project completed recently that is representative of the range and quality of services that our team provides for Facility Master Plan services.

Facilities Master Plan
Lodi Unified School District

This project has been included as a reference in Section 1 of this proposal. Please feel free to contact the individuals listed for a reference on the quality of LPA's community outreach, educational visioning and facilities master planning services.



SCHOOL DATA		
Established:	1951	
Classrooms:	95	
Building Area:	233,214 sq. ft.	
Site Area:	37.55 acres	
Students in 2014:	2,167	
Students in 2020 (Projected):	2,603	

LPA

MENLO-ATHERTON HIGH SCHOOL

LAKE TAHOE UNIFIED SCHOOL DISTRICT

Lake Tahoe USD
Facilities Master Plan

February 2008

LPA



SECTION 6



LPA MASTER PLAN PHILOSOPHY

The LPA educational studio team is highly experienced in the development and delivery of Facilities Master Plan services to K-12 school districts in California. To date, we have completed 50+ planning processes for districts throughout the State. For districts that have decided to move forward with a local bond election, based upon an LPA master plan, all but one have been successful. We believe this record of success is a direct result of the collaborative and stakeholder engaged consensus building processes that LPA facilitates to develop the proposed program recommendations.

Realizing that the implementation of a holistic educational program visioning and Facilities Master Plan process is one of the most complicated efforts that a school district can embark upon, LPA developed the following Guiding Principles to communicate our firm's planning philosophy approach to potential clients.

We believe a sustainable Master Plan is...

1. People-driven

LPA believes that a key component to a successful Facilities Master Plan outcome is the people it reflects. Our processes respond to the unique characteristics of our clients and their organizational makeup. Through an effective participatory process, the guiding principles and program goals are defined by and emanate from the District's diverse stakeholders, history, culture and shared vision for how 21st century learning will be delivered.

2. Qualitative

We believe that a planning process should leverage existing District data. Our process begins first with data collection and documentation of information pertinent to assess the people, programs and facilities of the District. With this information, fundamental themes and qualities are revealed that the Facilities Master Plan guiding principles should address.

3. Learner-Centered

We believe that the "whole" child should be considered in the plan. Today's students learn in diverse ways and we value that the learner's needs impact the program vision. Our plans realize that the practice of teaching and learning are intrinsically linked with the physical environment. We

acknowledge that quality learning environments and learner achievement should work in synergy.

4. Exploratory

We believe that the greatest opportunities are found in the exploration of new ideas. We seek out and bring innovative ideas to our clients to challenge convention and to encourage a new paradigm. We are passionate about learning, teaching and how design can improve schools in the future.

5. Transparent

We believe that a Facilities Master Plan is a reflection of the community and, as such, should support an authentic and inclusive process. We encourage sharing and communicating the outcomes with the greater community at large, beyond the stakeholders involved in its development.

6. Implementable

We believe an effective Facilities Master Plan ties real budgets and real schedules to inform the development of an implementable "road map" for the District's improvement of their educational program and facilities infrastructure. Our plans assist Districts in managing their resources responsibly with priorities in mind, while also providing the ability to recheck the plan as conditions change against the overall program vision.

7. Long-term

We believe a Facilities Master Plan should support stewardship of the District's many resources and assets. A successful plan will establish guiding principles and associated flexible design solutions that can be assessed to ensure their effectiveness and performance. These actions become a benchmark for all work and allow for continuous validation of the Master Plan vision over time.

Through the collaborative implementation of the above philosophical strategies with our clients, LPA strives to deliver High-performance, Next Generation Learning Environments and Master Plan program recommendations that represent "Best Value" to school districts and their local community members.

"The project last night was the most fun and forward-thinking thing that I think I have done here in the last 10 years. Thanks, I really enjoyed it."

David Jaynes, Chief Business Official
Temple City USD



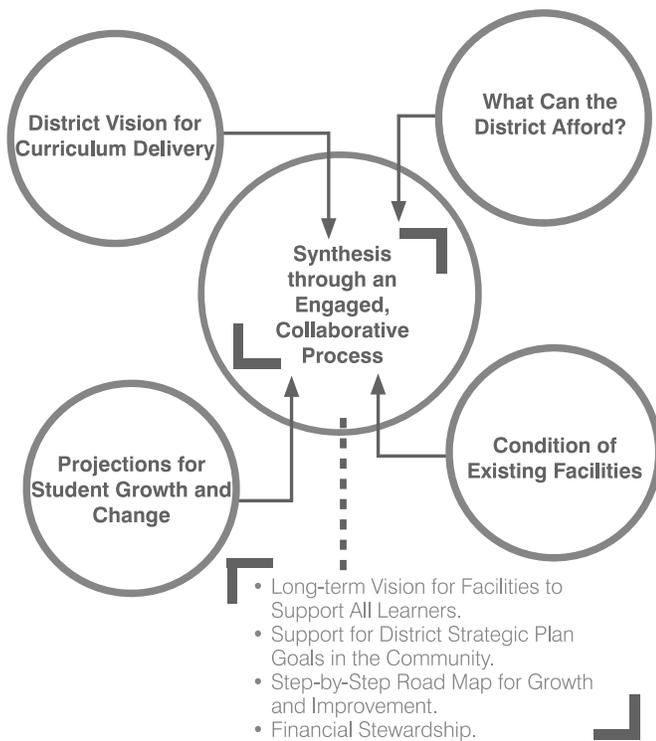


PROPOSED MASTER PLANNING APPROACH

LPA does not use a “template” process. Rather, we design a unique process for each individual District based on an evaluation of the particular needs and issues present in that District and local community.

The philosophy that LPA utilizes is that of a team player willing to “listen,” steering the process into a final Master Plan result that is both implementable and accurate as to the scope of improvements specified. Working with the Davis Joint Unified School District, the LPA team will establish preliminary budgets to help keep the planning efforts at each site within reason; that is, not to create false expectations at the school sites about how much work can be accomplished within the overall program funding parameters.

MASTER PLAN COMPONENTS



There are four basic building blocks of information required for the development of a comprehensive Facilities Master Plan document. They include the following:

- Demographic Analysis and Future Student Enrollment Projections.
- Site Needs Assessments and Field Surveys.
- District Program Vision.
- Funding Source Identification and Financial Plan Scenarios.

LPA believes each of these efforts is best performed by an entity within that particular expertise. LPA will perform the Site Needs Assessments and District Program Vision efforts and coordinate the other efforts with the District’s demographer, Davis Demographics, as well as the District’s financial consultant. LPA will analyze and synthesize the information coming from each entity into a comprehensive Facilities Master Plan proposal.

MASTER PLAN PROCESS SCOPE

In order to deliver a Facilities Master Plan that is comprehensive, realistic and implementable, the LPA team will complete the following steps:

1.1 and 1.2 Community and FMPC Outreach Processes

The direction of the planning process is driven by the stakeholders and the community. The architect provides professional input and guidance to that end. To seek information and achieve consensus from stakeholders and the community, LPA will schedule and lead a series of Facility Master Plan Committee and larger community outreach meetings with the various stakeholders identified by the District. LPA prepares materials for each meeting, establishes agendas and schedules and records minutes and conclusions of each meeting. Additionally, LPA can assist the District in refining communication with each group and in communicating the conclusions of each group to the community at large.

1.3.1 Educational Vision and Specifications

The Educational Vision should reflect the District’s mission and goals for the educational program as it relates to the District’s strategic plan, LCAP goals and community specific needs.

LPA can assist in the establishment of the District’s Educational Vision through the development of Educational Specifications. A series of workshops with the Facilities Master Plan Committee and District Program Focus Groups can be conducted to identify and develop the District’s long-term goals and philosophies regarding educational programming as they relate to facilities. The goal of these meetings is to develop recommendations for the Board of Education regarding strategies for addressing educational program needs. Accepted recommendations will guide the direction of the site master plans and facilities assessment process.

1.3.2 Develop Future Facilities Needs and Alternatives

Based on the information gathered during the Educational Vision and outreach processes, LPA will develop proposed school site master plan diagram options for each of the facilities. Each option will utilize the Educational Specifications as an overlay to determine required upgrades and improvements.

1.4 Cost Estimating

By developing specific site-by-site recommendations, budget estimates can be created for each site. The estimates will be broken down by manageable scope categories to help facilitate discussion and prioritization of projects in later phases.

06 / PROJECT APPROACH

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1.5 FMP Presentation

LPA recommends the active engagement of the District’s Board of Education throughout the planning process. At District discretion, Board Members often serve on the Facilities Master Plan or Executive Level Steering Committees. Whether this is the case or not, an effective process generally schedules a series of board workshops during the development of the master plan. These sessions can occur at the conclusion of the Visioning/Educational Specifications and Facilities Needs Assessment Survey phases. By including the Board at critical milestones, their comments and input can be effectively incorporated into the development of the final program recommendations.

Upon conclusion of the master plan process, a draft report is prepared by LPA for the Board of Education’s review and public comment. Once all modifications have been incorporated, the final document is then presented to the Board for their acceptance and/or approval.

2.1 Evaluation of Current District Facilities

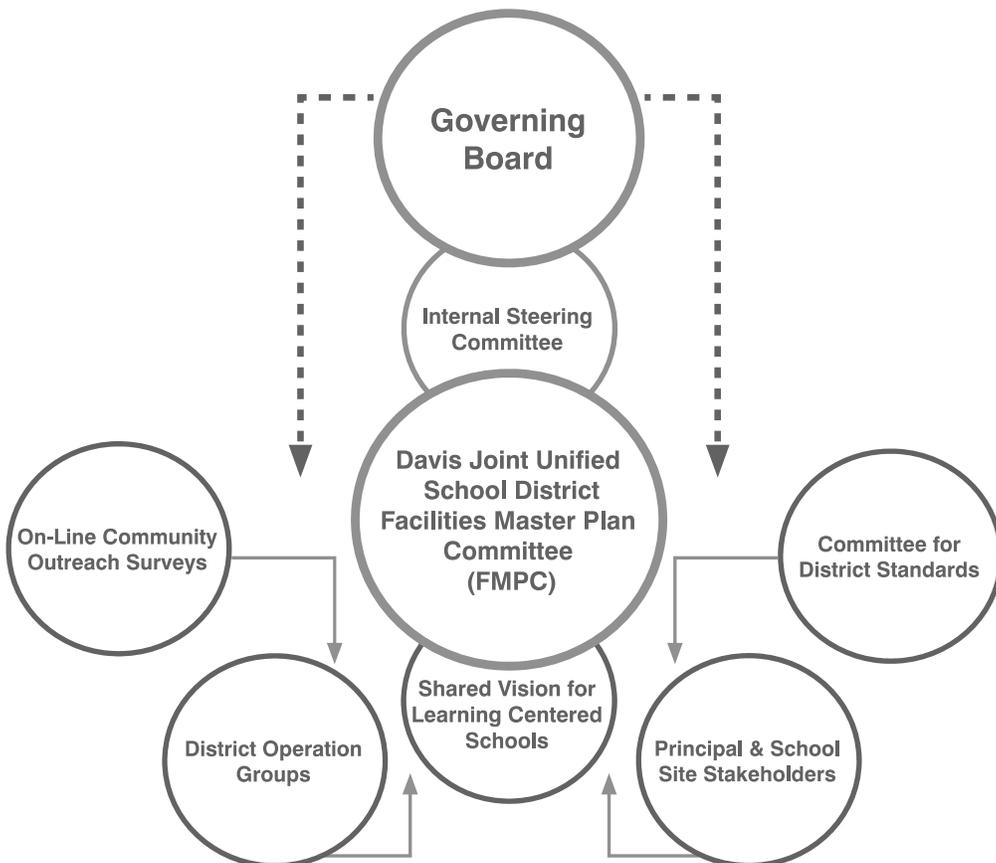
Survey Facility Condition Review present condition and adequacy of facilities, including any self-evaluation studies the District may currently have in progress. The items analyzed

could include constructed State Modernization and New Construction Contract Documents, Deferred and Five-year Maintenance Plans, Williams Lawsuit Needs Assessment and Cost Estimate Surveys and other materials that the District may deem relevant.

Survey Health/Life Safety Issues Perform a field observation of the District’s nine elementary schools, three junior high schools, high school, charter school and district office sites. LPA’s condition assessment team will walk each campus and meet with District personnel, observe mechanical and electrical systems and utility infrastructure, review requirements for American with Disabilities Act (ADA) compliance, assess deferred maintenance needs and determine the approximate scope of work necessary to renovate or add instructional and support spaces to the level identified in the educational specifications. The team will work with our team’s cost estimating consultant to identify relative cost based on their observations.

2.2 Demographics Data Review

LPA will review the District’s demographic projections, provided by Davis Demographics, to determine future impacts to each school site.



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2.3 Facilities Plan Options

Based on the information gathered during the Site Needs Assessment walks and the demographics review, LPA will confirm and/or revise the master plan diagrams in conjunction with stakeholder and community input.

LPA recognizes that the various campuses are not all in the same state of repair or have the same deferred maintenance needs. Since both condition and program equity among sites is a very important issue, we will assist the District in establishing budgets for the various school sites, which reflects the differences in basic repair needs and program enhancement.

2.4 Stakeholder Prioritization

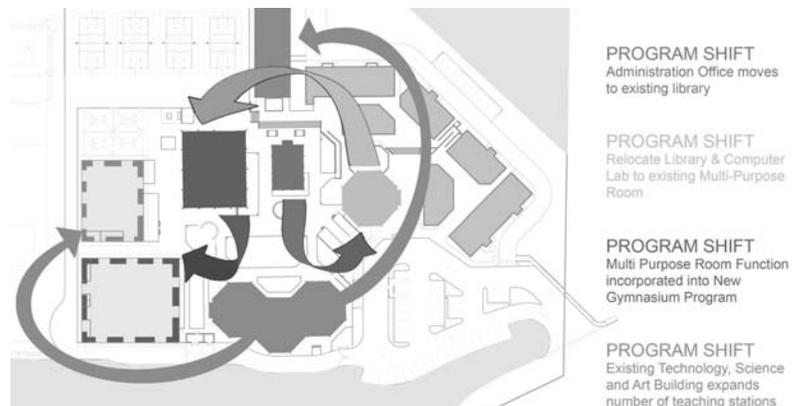
Building on the stakeholder and community outreach, LPA will lead an interactive process of prioritizing proposed scopes-of-work with District stakeholders. This process seeks to match the proposed school site improvements with potential funding that may be available.

2.5 Preparation of Final Master Plan

Results of the condition assessments and existing school site master plan diagrams will be a database of facilities information organized into individual projects identified as to cost, type of work and priority of work. A report compiled from the database in both hard copy and electronic formats to be uploaded to the District's website will be included as part of the final master plan report. This report will include the following items:

- An Executive Summary outlining an understanding of the District's educational philosophy, vision and goals as they relate to facilities.
- Establishment of District-wide priorities for categories of facilities improvement (i.e., adding permanent classrooms to replace existing portables, upgrading existing facilities to meet program needs and modernizing existing buildings).
- Development of a list of projects at each campus with conceptual budgets and cost estimates inclusive of all hard construction and project soft costs.
- Preparation of Site Master Plan Conceptual Diagrams detailing the type and location of proposed improvements at each site.

The LPA specialized market sector and project team organizational structure offers our K-12 public school district clients the concept of "large firm resources - small firm service".



06 / PROJECT APPROACH

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IMPLEMENTING 21ST CENTURY CLASSROOMS

For a school to be successful and support increased student outcomes and achievement, it must have a physical complex that reflects the needs of its inhabitants. Acknowledging that the practice of teaching and learning are intrinsically linked with the physical environment is the foundation we start with when programming, planning and designing schools.

Research has provided us with a better understanding of how we learn. Each of us has strengths by which we best process new information and a school's design should support that experience. The design of learner-centered spaces recognizes that all learners have diverse and unique ways of learning.

There are a number of design strategies that LPA considers when we design learner-centered spaces. Each one of these strategies should be integrated into the District's educational specifications to ensure that the optimal environments are aligned with their educational program goals and activities. The following are some important considerations to address when designing 21st century schools with Common Core strategies integration.

DIVERSITY The design must allow for degrees of flexibility, meaning diverse spaces, such as small work areas adjacent to lecture rooms or groupings of educational programs into "learning communities" to allow interdisciplinary teaching. Along with room size, school designs must address spacial configuration and program adjacency issues. The design may build in different degrees of amenities, such as technological capabilities, acoustic performance, visibility to outdoors, movable walls and more, depending on which functions are needed to accommodate different learning styles.

AGILITY Learning happens everywhere; the way students access information today is very different from the way they were given information in the past. Providing technology-rich spaces with varied types of furniture can transform a traditional classroom into one that moves easily into new configurations, supporting many different educational approaches.

HEALTHY The health and welfare of students should be at the forefront of any educational space. Providing diffused natural light, advanced lighting systems, good indoor air quality, low-emitting materials and thermal comfort with teacher controls is our base criteria. Also important to the indoor sensory

conditions is the design of the outdoor spaces. Our outdoor designs encourage play and exploration. These places should be an extension of a student's development and offer opportunities for learning.

PERSONALIZATION A student's sense of ownership can be enhanced in many ways. By creating flexible learning environments with multiple points for presentation and discussion, student ownership and engagement are increased. Additionally, providing accessible outdoor learning courts, gardens and community spaces on campus encourages collaboration and a sense of personalization in a student's educational career.

PROGRAM INNOVATION A significant part of propelling institutional change is exploring and implementing innovative concepts. Learning 21st century "soft" skills requires a different organizational framework. LPA has experience in bringing innovative ideas to our clients and coordinating with them their vision for the school of the future. The following is our innovative program experience:

1. CTE programs with core academic links and business partnerships.
2. Project based learning labs and hands-on learning opportunities.
3. STEM, STEAM and Makerspace environments.
4. Professional development and parent education centers.
5. Learning centers and alternative education facilities.
6. Re-envisioning libraries into resource+innovation centers.
7. Fitness centers and community clinics early education programs.
8. Moderate and severe special education unrestricted. Environments/living skills program areas.

EDUCATIONAL FUTURES LPA is committed to bringing the best concepts to our clients while recognizing that stakeholder talents and input are integral to applying new ideas in a changing educational institution. There is a core planning team at LPA that is actively involved in the Association for Learning Environments (A4LE/CEFPI). We follow the professional dialogue on the future of education from a variety of sources, both research-based and via social media. Our group consistently challenges conventional school design by researching what is happening on an international scale. LPA believes high-performance school design is more than a list of applied "green" building features; it is an ecosystem that sustains the District's educational vision over time.

"Where We Learn Matters." LPA is a national leader in Educational Environments design for Next Generation Learning. The integration between pedagogy and place guides LPA toward the creation of innovative program, sustainable solutions that are also inspiring spaces to learn. As lifelong learners ourselves, LPA invests in research, knowledge and understanding of philosophical trends for the design of state-of-the-art 21st century learning communities.



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DESIGNING SPACES FOR STEM/STEAM

Integrated Design for STE[A]M. Innovative learning spaces should allow students to experience STEM education with an introduction to concepts, space to explore and understand the interdisciplinary connections with real-world scenarios and provide an ability to master their experiences in the environment.

LPA's design process mirrors that of a STEM education. We begin each project with an integrated examination of the design problem through both quantitative and qualitative examinations. After an exploration of possibilities, we innovate. Our design process is completed with an analysis, just as one would in a STEM curriculum. This alignment of thinking allows us to establish solutions for our STEM clients that are both creative and inspirational. Creating an environment on campus where different minds come together in an integrated, interdisciplinary approach to problem-solving and collaboration forms a connection between the learning students experience in class today and the innovative leaders they will become tomorrow.

Through research, we have developed a better understanding of learning preferences and how connections between pedagogy and place impact a student's success. In designing an Innovation or Makerspace Lab, we are creating an experience. The space should visually represent the advanced collaboration occurring within the environment. As we encourage students to be the architects of their future, our expertise highlights themes we find important when designing these environments: agility, transparency, technology, variety and focus on the student.

LPA has made a commitment to educational research, part of which has included national tours, workshops and interviews of exemplary STEM and Makerspace educational environments. The tours demonstrate the effectiveness of new school designs and conversions and engage the design team in the process of thinking more broadly and deeply about how to plan schools in which all students can achieve success.

Through research and experience, LPA has developed three big ideas for planning spaces for STEM:

1. CONNECTIVITY

STEM requires an ethic of collaboration and connectivity between disciplines. This connectivity goes beyond curriculum and project-based activities and carries into the design of the space itself. When connectivity is thought of as a tool to access resources, it can be considered digital or physical. Having the infrastructure to connect devices, support digital literacy and engage with others globally is as important for STEM as any other 21st century educational space. Physical connectivity is visible, allowing for interdisciplinary connections with space to engage in design thinking. We create transparent connections between spaces allowing for visibility and easy transition from one activity to the next while maintaining supervision. This connectivity is advantageous in creating a culture of collaboration. As students pass or parents visit, the space is a living lab of exploration for all to see and be inspired by.

2. FLEXIBILITY

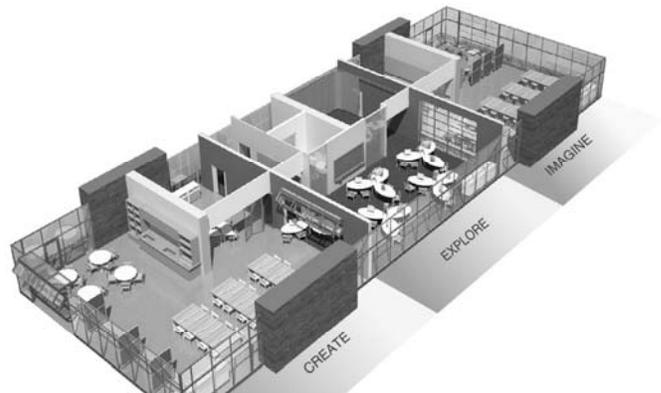
An important element for any 21st century learning environment is flexibility. The space needs to be adaptable. As we know, students have various learning preferences, which requires educators to think differently about the setting in which they teach. Having a space that is easily adaptable allows space to transition to different modes of learning. Additionally, the space must keep up with changing technology by understanding that less is more with permanent fixtures and creating opportunities for learning to happen everywhere.

3. INSPIRATION

STEM careers are rewarding and challenging. To retain students along the STEM path through college and professions, it is vital to engage students early on and instill confidence and passion for these subjects and the real-world scenarios that await. Excitement is built through hands-on activities and is sustained through color, graphics and imagery that inspires. The space should reflect the amazing potential of the students in their future careers. Integrating the arts into STEM as STEAM creates well-rounded thinkers that use both sides of the brain. Having student artworks and projects on display reinforces the idea of success and accomplishment, building momentum toward professional career paths.



Johnson Middle School STEM Transformation



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INTEGRATING FUTURE TECHNOLOGY INTO DESIGN

The jobs of tomorrow will be based more than ever upon the utilization of technology. The advent of these sophisticated systems requires the design of appropriate and flexible educational environments to support the utilization and integration of technology into the educational program.

Today's students do not just learn inside the classroom; learning happens everywhere. The world is becoming smaller as technology increases in utility, efficacy and convenience. The next generation's learners are already "digital natives," comfortable navigating the internet and virtual world, constantly connected via personal, portable devices. In order to take advantage of face-time between students and teachers, many schools are moving to a blended learning or flipped classroom model, where students access lessons and instructional material at home or online and then come to class prepared to practice, discuss and get questions answered. Additionally, online coursework is being offered in classrooms to personalize student learning to individual interest or ability. No matter how learning is implemented, the school facility needs to respond to the technological demands with ample power and data access both indoors and out with wireless capability and visibility to allow for supervised student interaction in varying group sizes and for display and presentation of student work through seamless connections between devices and displays.

LPA IMPLEMENTATION APPROACH

LPA is experienced in the design and implementation of educational technology systems to facilitate the creation of state-of-the-art environments that respond to the needs of 21st century learners. Through the implementation of LPA's collaborative design process and our team's ability to "listen," we have been able to innovate in order to develop unique solutions that are directly responsive to the specific requirements of sophisticated technology systems.

It must be remembered when planning a new and/or modernized project that the incorporation of technology is not an end in itself, but a tool that can be utilized to support student learning, allowing classrooms to become a blend of content delivery with more focus on the development of students' four C's: critical thinking, creativity, collaboration and communication skills.

LPA's goal is the seamless integration of technology resources into each facility and space on campus. When effectively and transparently integrated into a new and/or modernized school project, appropriate educational technology can allow students to become self-directed learners and collaborative partners in project-based learning teams, transform teachers into mentors and facilitate program flexibility to allow any space on campus to become a learning space.



Past approaches to the implementation of technology have tended to emphasize the vendor-driven approach. Under this scenario, hardware is selected on the recommendation of a sales representative, after which software is selected that works with the specified hardware. This results in an instructional program that is dictated by equipment and is software-specified, which forces teachers to make compromises in their desired instructional strategies.

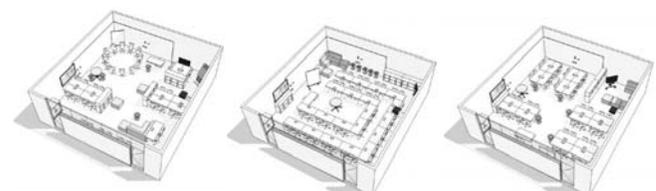
Our team prefers to utilize an approach whereby the instruction methods and philosophy are discussed first during the Educational Programming phase. The desired teaching and learning methods established by the client are then used to examine and select the appropriate networking software and hardware. Through this approach flexibility is maintained and the final, built results become representative of the District's instructional philosophy.

Once the specific educational program and technology requirements have been established, the team can begin the process of designing appropriate learning environments. To accomplish this, different options for the classroom layout are explored with the project design committee. Schemes will be examined carefully to ensure that all participants clearly understand the advantages and disadvantages of each alternative layout.

HIGH-PERFORMANCE LEARNING ENVIRONMENT

The following is a listing of the primary components that could comprise an effective, technology networked facility.

- Classrooms designed with minimum built-in casework to preserve flexibility and support multimodes of learning.
- Student/staff tablets, laptop computers and campuswide Wi-Fi network to facilitate one-to-one computing and enable any space to become a learning space.
- Educational furniture designed to support multiple types of learning configurations.
- Interactive LCD panels, digital projectors, document cameras, audio amplification and portable controls to engage students while supporting teachers as facilitators of the learning process.



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SUSTAINABLE DESIGN PHILOSOPHY

Sustainable design is integral to LPA's cultural DNA. It is a philosophy that everyone should implement as good stewards of the environment. How it is measured, whether through LEED or CHPS, is not important; it has simply become another way to measure good design.



LPA has delivered over **\$4 million** to clients through the Savings by Design program

LPA has deep and broad experience with sustainable design. We have completed 60 LEED and 10 CHPS certified projects and have an additional 60 LEED projects awaiting certification.

LPA staff includes a multidisciplinary team of green design experts (architects, planners, engineers, interior designers and landscape architects), whom are LEED Accredited Professionals. LPA has experience with CHPS, EPA EnergyStar, various utility incentive programs and an array of other sustainable design programs and guidelines. We approach every project as a unique opportunity to explore sustainable design and develop the most appropriate solutions, regardless of any specific certification programs that our clients may pursue.

Our team has specific experience in water-efficient landscapes, stormwater management strategies, water conservation, energy-efficient building systems, renewable energy systems, durable and healthy materials, superior indoor environments and other green building strategies. We look for design synergies that help optimize the sustainability, efficiency and cost-effectiveness of our projects. LPA's design team can assure our clients meet and often exceed their high-performance goals.

K-12 SUSTAINABLE DESIGN EXPERIENCE

A pioneer in sustainable design in California and a member of the USGBC since 2000, LPA has the most experienced LEED teams in the country having completed and worked on many milestone projects as follows:

- First LEED NC project in the Country: Premier Automotive Group.
- First LEED Police Facility in the Country: Woodland Police Facility.
- First LEED Platinum project in OC: Environmental Nature Center.

The following is a list of LPA's specific K-12 school facility LEED and CHPS project experience:

SUSTAINABLE MAINTENANCE AND DURABILITY

Our experience demonstrates that sustainable design creates value for a project, but does not have to be an added cost and yields much lower life cycle costs. A well-designed building is an efficient building, both economically and environmentally. A sustainable project maximizes the potential of the site, climate, materials and systems. A green building supports the health and well-being of building users, visitors and the greater community.

Collaboration and communication are the foundations of LPA's green design process. Our team members, client and builders work together from the beginning of the design process to establish goals, explore alternatives and develop the best solutions. We investigate the entire project, inclusive of the site, exterior, interior, systems, project schedule and project budget as a whole before planning or designing any single design solution.

SUSTAINABLE SITE DESIGN We recognize that every building and project we design exists in a specific location with unique gifts, constraints and opportunities. We work to understand the climate and context of each site, working in harmony with each other and the surrounding community.

ENERGY AND WATER SYSTEMS Designing projects that use energy and water resources efficiently while minimizing long-term maintenance and operating costs requires a holistic approach to reducing energy and water loads and then applying appropriate systems and technology to the site. Our integrated multidisciplinary team explores building orientation, site and massing options.

MATERIALS AND INDOOR ENVIRONMENTS LPA specifies materials that are low-emitting and easy to clean, supporting the long-term health and welfare of occupants. The ventilation and lighting systems of our projects focus on visual comfort, thermal comfort and indoor air quality in addition to energy efficiency.

SUSTAINABLE SERVICES AND TOOLS

SUSTAINABLE ASSESSMENT Using CHPS or the LEED rating system and LPA's internal software programs, LPA can assess sustainable design options early in the process with accurate cost data.

CHPS/LEED CONSULTING LPA provides all of the required services for CHPS/LEED submittals to CHPS/USGBC for certification, so there is no need to engage an additional outside consultant.

AGENCY PROGRAMS/REBATES ASSESSMENTS There are numerous incentive/grant programs related to energy efficiency and sustainability metrics that may help fund projects. LPA has helped our clients acquire over \$4 million in additional funding.

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K-12 SUSTAINABLE DESIGN EXPERIENCE

LPA has completed over 60 LEED certified projects in California. LPA has over 60 more projects currently in development seeking LEED certification, surpassing any other architectural firm in the state.

The following is a listing of LPA's specific K-12 school facility LEED and CHPS project experience.

10

LEED® FOR SCHOOLS / CERTIFIED

Southwest High School, LEED for Schools Gold
Sweetwater Union High School District
Montgomery Middle School, LEED for Schools Platinum
Sweetwater Union High School District
e3 Civic High, LEED CI Gold
San Diego, California
Fremont High School, LEED for Schools Gold
Los Angeles Unified School District
Johnson MS Mod., New Gym and CR Bldg., LEED for Schools Silver
Westminster School District
Samueli Academy, LEED for Schools Silver
Santa Ana, California
Stacey MS Mod. and New CR Bldg., LEED for Schools Gold
Westminster School District
Warner MS Mod., New Gym and CR Bldg., LEED for Schools Gold
Westminster School District
Mar Vista High School, LEED for Schools Gold
Sweetwater Union High School District
National City MS Phase I and 2, LEED for Schools Gold
Sweetwater Union High School District

2

LEED® FOR SCHOOLS / IN PROGRESS

Corona del Mar HS Theater/PAC, LEED for Schools Silver
Newport-Mesa Unified School District
The Arden Project, Marlborough School, LEED for Schools Silver
Los Angeles, California

3

LEED® FOR SCHOOLS / REGISTERED, BUT NOT CERTIFYING

McKinley K-8, LEED for Schools Silver
Pasadena Unified School District
Washington Elementary School, LEED for Schools Silver
Pasadena Unified School District
Washington Middle School, LEED for Schools Silver
Pasadena Unified School District

10

CHPS CERTIFIED PROJECTS / COMPLETED

Cesar Chavez Elementary School, Joint-use Park and Gymnasium
Long Beach Unified School District
Fountain Valley High School Expansion Building G400
Huntington Beach Union High School District

Westminster High School Classroom Building 'W'
Huntington Beach Union High School District
Brea Olinda High School Expansion
Brea-Olinda Unified School District
South Tahoe MS, New Classroom Building
Lake Tahoe Unified School District
South Tahoe HS, Green Construction and Transportation Academy
Lake Tahoe Unified School District
South Tahoe HS, ORG Classroom Building
Lake Tahoe Unified School District
South Tahoe HS, Student Union
Lake Tahoe Unified School District
South Tahoe HS, Tahoe Arts and Design Academy (TADA)
Lake Tahoe Unified School District
Bijou Elementary School Modernization and Expansion
Lake Tahoe Unified School District

10

CHPS CERTIFIED / IN PROGRESS

Paramount HS, New Science Building
Paramount Unified School District
Paramount HS, Gymnasiums Modernization and Expansion
Paramount Unified School District
Paramount HS, Athletic and Performing Arts Field House
Paramount Unified School District
Ernest McBride Senior High School
Long Beach Unified School District
South Tahoe HS, Sports Medicine Academy
Lake Tahoe Unified School District
Corona del Mar HS Theater/PAC
Newport-Mesa Unified School District
Albany High School Aquatics Center
Albany Unified School District
Fremont High School Modernization and Expansion
Los Angeles Unified School District
Polytechnic HS Auditorium Modernization and Seismic Upgrade
Long Beach Unified School District
Olinda Elementary School
Brea-Olinda Unified School District

10

SAVINGS BY DESIGN PROJECTS / SELECT LIST

Cesar Chavez Elementary School
Long Beach Unified School District
Top of the World Elementary School
Laguna Beach Unified School District
Bonita Vista High School, Bldg. 300-500
Sweetwater Union High School District
Bonita Vista Middle School, Bldg. 200-500
Sweetwater Union High School District
Castle Park High School, Bldg. 100-500
Sweetwater Union High School District
Montgomery Middle School
Sweetwater Union High School District
Fountain Valley High School Expansion
Huntington Beach Union High School District
Westminster High School Expansion and Modernization
Huntington Beach Union High School District
Brea Olinda High School Expansion
Brea-Olinda Unified School District
Beverly Hills High School Science and Technology Building
Beverly Hills Unified School District

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ENERGY CONSERVATION EXPERIENCE

The following is a listing of LPA’s experience in the energy conservation Master Planning of K-12 school and higher education institution facilities:

K-12 SCHOOL CLIENTS

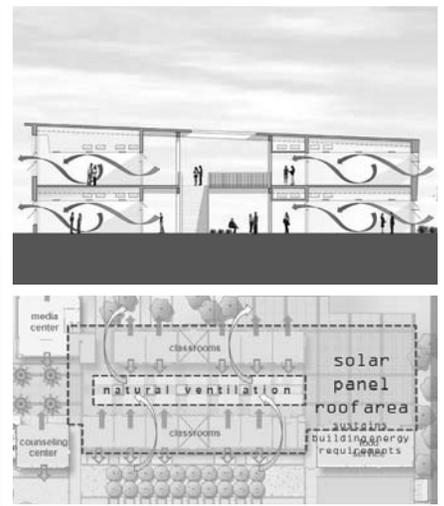
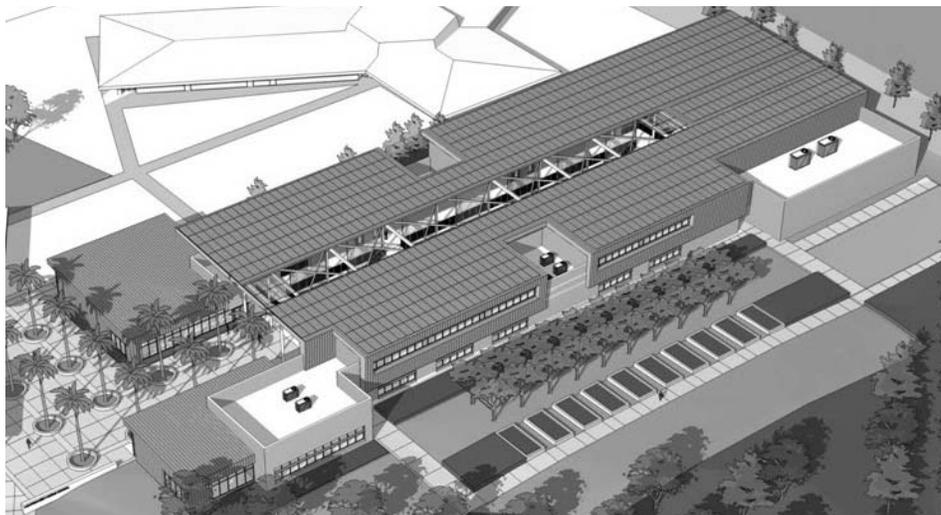
- School Site Analysis and Energy Master Plan
Irvine Unified School District
- Districtwide Energy Master Plan
Grossmont Union High School District
- Districtwide Electricity Use and Solar Photovoltaic Feasibility Analysis
Centinela Valley Union High School District
- Districtwide Electricity Use and Solar Photovoltaic Feasibility Analysis
Huntington Beach Union High School District
- Districtwide Electricity Use Analysis
Sweetwater Union High School District
- Districtwide Energy Use and HVAC System Analysis
Westminster School District
- Ernest S. McBride HS Solar Photovoltaic System Analysis and Design
Long Beach Unified School District
- Cesar Chavez ES Operational Energy and Water Use Analysis
Long Beach Unified School District
- Districtwide Electricity Use Analysis
Sweetwater Union High School District
- Paramount HS Energy Model and Photovoltaic System Analysis and Design
Paramount Unified School District
- Solar Photovoltaic System Analysis and Design
Beverly Hills Unified School District
- Districtwide Solar Photovoltaic Feasibility Analysis
Grossmont Union High School District

- Childhood Dev. Bldg. Solar Photovoltaic System Analysis and Design
Grossmont Union High School District
- Albany High School Solar Thermal System Analysis and Design
Albany Unified School District
- Districtwide Electricity Use and Solar Photovoltaic Feasibility Analysis
Davis Joint Unified School District
- RFP and Contract for Solar Photovoltaic Power Purchase Agreement
Davis Joint Unified School District
- Grande Dev. Conserv. Measure and Greenhouse Gas Reduction Program
Davis Joint Unified School District
- Arcadia High School Solar Photovoltaic System Analysis
Arcadia Unified School District
- McKinley Middle School Solar Photovoltaic System Analysis and Design
Pasadena Unified School District

HIGHER EDUCATION CLIENTS

- Coastline Community College Solar Photovoltaic System Analysis and Design
Coast Community College District
- Districtwide Resource Master Plan
Palomar Community College District
- Palomar College Solar Photovoltaic System Analysis and Design
Palomar Community College District
- Moreno Valley College Prkg Solar Photovoltaic Syst. Analysis and Design
Riverside Community College District
- Districtwide Resource Master Plan
Mt. San Jacinto Community College District
- Solar Photovoltaic System Analysis and Design
San Diego State University
- Solar Photovoltaic System Analysis and Design
California State University, Northridge

Montgomery Middle School Energy Services Profile
 SAN DIEGO, CALIFORNIA



This two-story, 34,400-square-foot school includes classrooms, a media center, counseling center and a food service addition. The building will foster an environment that empowers students to succeed academically, socially and emotionally. The design is 45 percent more energy-efficient than the strict requirements of California energy code and is on track to become a LEED® Platinum building. Sustainable design features include building orientation on an east/west axis to maximize daylighting, minimize heat gain and allow teachers the opportunity for natural ventilation. The HVAC units are located in outdoor mechanical yards, allowing for a lightweight roof design that maximizes area for photovoltaics and provides a net-zero energy building design. A bioswale along the east property line reduces stormwater discharge and filters water before being absorbed into the ground. Educational signage will provide environmental awareness as a teaching tool.

MONTGOMERY MS MODERNIZATION

CLIENT	
Sweetwater Union HSD	
SIZE:	34,000 SF
COST:	\$19.6 M
SUSTAINABLE:	Leed Platinum 45% Better Than Title 24