

January 31, 2018

**MT. DIABLO UNIFIED SCHOOL DISTRICT**

Brad Hunter, Director of Purchasing/Warehouse  
Purchasing Department  
2326 Bisso Lane  
Concord, California 94520

**RE: RFP #1790 FOR DEVELOPMENT OF A FACILITY MASTER PLAN**  
LPA Reference No: 1005302

**DUE DATE: 1/31/18 at 10:00 A.M.**

Dear Mr. Hunter and Members of the Selection Committee:

A comprehensive master planning process offers an opportunity to engage and educate the community regarding Mt. Diablo USD’s needs. LPA will help define the vision for future facilities improvements that meet the District’s needs and budget. As a multidisciplinary firm founded in 1965, our in-house staff includes architects, landscape architects, interior designers, engineering and entitlements professionals. We have included EMG Corp. for facilities condition assessments and SchoolDude data integration, along with Cooperative Strategies for demographics and funding source analysis. By providing the complete array of services required to assess and plan upgrades to existing sites and explore funding options, we can holistically examine the full spectrum of potential opportunities for improvement.

Based on the District’s Mission of **Ensure High Achievement for ALL Learners**, LPA offers these benefits to Mt. Diablo USD:

**1. Collaborative consensus building outreach processes:**

- Customizable planning process responsive to the Mt. Diablo USD community needs.
- Establishment of school site and community outreach processes where ideas emanate from the process stakeholders.
- Expertise developed through successful completion of 60+ facilities plans, each with a uniquely tailored approach.

**2. Program innovation specific to Mt. Diablo USD community:**

- Collaborative programming process to discover the District’s educational vision and how it relates to facilities.
- Development of next-generation learning environments that are flexible, cost-effective and student-centered.
- Definition of priorities and implementation phasing schedule that reflect the District and community goals.

**3. Fiscal responsibility to deliver what has been promised:**

- Cost estimates inclusive of all soft costs and escalation to develop a total picture of the program needs.
- Long-term implementability through inclusive stakeholder prioritization, matching scopes of work to potential dollars.
- Clear, concise and realistic implementation planning as a 10-year roadmap for the future.

LPA recently completed similar Facility Master Plans for Districts in your local area such as Orinda Union SD, Dublin USD, Pleasanton USD, San Lorenzo USD and Fremont USD. For a reference on our quality of services and innovation, please feel free to contact any of the clients listed in this proposal. We appreciate Mt. Diablo USD’s consideration and look forward to a potential interview to discuss how we can bring long-term value to your community.

Sincerely,

**Don Pender, AIA / LEED AP BD+C**  
Principal-in-Charge  
LPA, Inc. | dpender@lpainc.com

**Jim Kisel, AIA / LEED AP**  
Principal, Director of School Planning  
LPA, Inc. | jkisel@lpainc.com





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# DESCRIPTION OF FIRM





*LPA creates environments that generate lasting value, ensure a better future and enrich the human experience. Through every partnership and project, our goal is to innovate, inspire and improve people’s lives.*

## ABOUT LPA

### FIRM HISTORY

LPA was founded in 1965. Today, the firm has expanded to nearly 400 people with four locations in California and two in Texas.

As an integrated design firm, LPA breaks down the barriers between disciplines. We bring together experts in architecture, engineering, interior design, landscape architecture and master planning to collaborate with clients from start to finish. As one of the country’s only design firms with a dedicated research team, we draw on rigorous data and analysis to shape our projects and improve their economic, environmental and social value.

### THE POWER OF INTEGRATED DESIGN: A BETTER PROCESS WITH BETTER RESULTS

LPA believes that collaboration drives creativity and improves problem-solving. That’s the philosophy behind our integrated design process. When you work with us, you benefit from a multidisciplinary team of designers, planners, engineers, researchers and thought leaders all working together for the greater good of the project. From the beginning of the design process through completion and post-occupancy evaluation—everyone is actively involved and in sync.

### A RESEARCH-DRIVEN APPROACH THAT IMPROVES OUTCOMES

LPA takes an informed approach to design—one that leverages the insights of our dedicated research team to maximize value for each project. Every planning and design decision we make is based on the best available intelligence, from sustainability studies and energy analysis to design simulations and post-occupancy evaluations. It’s a data-driven, evidence-based process that produces high-performance buildings that do more with less.

### SUSTAINABLE SOLUTIONS THAT ARE BETTER FOR BUSINESS

As pioneers in sustainability, LPA has been setting new standards for more than 50 years. Unlike many firms who view green design as a LEED checklist or building add-on, sustainability informs everything we do. We create smarter sustainable designs that improve efficiency and reduce operational and maintenance costs for clients. Our buildings also help to promote health and well-being and enhance the user experience.

NUMBERS	
<b>6</b> OFFICES	<b>7</b> MARKET SEGMENTS
<b>394</b> EMPLOYEES	<b>53</b> YEARS IN BUSINESS

- SACRAMENTO
- SAN JOSE
- IRVINE
- SAN DIEGO

- DALLAS
- SAN ANTONIO



*We believe that the best ideas and outcomes come from working together as a unified team. That's why we emphasize collaboration and coordination in all that we do—including across our comprehensive and fully-integrated range of professional services.*





## IN-HOUSE SERVICES

### ARCHITECTURE

Our building design services bring together architects, engineers, interior designers, landscape architects and master planners. This collaborative approach ensures a more unified experience between interior and exterior environments.

- Architectural building design
- Project management/scheduling
- Construction drawings/specifications
- Construction administration
- Jurisdictional approval processing

### ENGINEERING

Close collaboration between engineers and architects is integral to successful design. We facilitate that process with an in-house team of civil, structural, electrical, mechanical, plumbing and technology engineers.

- 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

### INTERIOR DESIGN

We provide a full range of interior design and space planning services. Our goal is to create inspiring, cost-effective interiors tailored to each client's functional needs and aesthetic preferences.

- Program visioning
- Educational specifications
- Materials/fixtures technical standards
- Furniture selection and installation
- High-performance learning environments

### LANDSCAPE ARCHITECTURE

Our landscape architects work in tandem with other designers and engineers. This integrated approach results in innovative landscape designs that are functional, environmentally sensitive and easy to maintain.

- Site and environmental analysis
- Landscape and irrigation design
- Outdoor gathering environments
- Recreation planning and design
- Post-construction maintenance analysis

## TAB D. DESCRIPTION OF FIRM

MT. DIABLO UNIFIED SCHOOL DISTRICT | FACILITY MASTER PLAN



### MASTER PLANNING

Master planning services provide clients with a decision-making framework and actionable project road map. Our comprehensive plans cover local regulations, funding sources and legal, economic and political factors.

- Site surveys and facility needs assessments
- Educational programming and philosophy
- Cost and budget estimating
- Land use planning
- Funding source scenarios and scope prioritization

### SUSTAINABLE DESIGN

LPA offers a broad scope of sustainable services, from pre-design planning and cost analysis to project documentation and specification. Our goal is to provide efficient, environmentally-friendly solutions that save money and perform better.

- LEED/CHPS sustainable assessments
- Sustainable design standards
- Agency program rebate
- Life cycle cost analysis
- Project commissioning

### SIGNAGE/GRAPHICS SERVICES

We use signage and graphics to create memorable branded environments. Our signage and graphics services are coordinated with our other design departments to establish a seamless user experience.

- Project entry announcements
- Site and building navigation
- Space identification
- ADA compliance
- Coordinated architectural aesthetic



// TAB E AND F

# PROJECT TEAM AND BACKGROUND OF ASSIGNED STAFF





## TEAM STRUCTURE AND RESUMES

### PROJECT TEAM LEADERSHIP

Don Pender and Jim Kisel will guide the team and maintain senior level managerial communications with the team throughout the project’s engagements. Denise Flatley, as the Project Manager, will be actively involved on a day-to-day basis with the Educational Program Visionary architect to ensure project schedules are being met, budgets tracked and adequate resources have been assigned to the team in order to maintain LPA’s contract documents quality goals. Denise will be responsible for providing project leadership to our overall team and facilitating regular communications with Mt. Diablo USD.

### WORKLOAD AND AVAILABILITY

LPA’s firmwide staff of nearly 400 integrated design specialists provides a deep bench of professional capacity. Our firm is organized into multiple, flexible teams, each led by a principal and a project manager from project inception to post-occupancy to provide clients with the assurance that all projects, large or small, receive the attention and expertise they deserve. LPA developed this organization to offer our clients the concept of “Large Firm Resources – Small Firm Service.” Based on our current workload projections, we have the capacity to fully support service engagement with Mt. Diablo USD.

### INTEGRATED DESIGN SERVICE

The foundation of LPA’s reputation as a talented professional design firm is service. Our success is based on our ability to meet the needs of the client in terms of timeline and budget. We pride ourselves on our capacity to listen to the client’s wishes and communicate on every step of the design process. We develop our client’s vision into a design that complements the project’s surrounding environment and program functions. LPA’s multidisciplinary services include master planning, facility programming, building design, landscape design, interior design, engineering and sustainable architecture concepts.

## Mt. Diablo USD

### PROJECT LEADERSHIP

**Donald Pender**  
 AIA / LEED AP  
 Principal-in-Charge

**Jim Kisel**  
 AIA / LEED AP  
 Principal, Director of School Planning

### LPA INTEGRATED DESIGN TEAM

**Denise Flatley**  
 AIA  
 Project Manager  
 (SINGLE-POINT-OF-CONTACT)

**Lindsay Hayward**  
 LEED AP BD+C  
 Educational Program Visionary

**Julie Zoellin Cramer**  
 PHD  
 Learning Experience Strategist

**Andrea Pippin**  
 LEED GA  
 Educational Planning Specialist

**Erik Ring**  
 PE / LEED FELLOW  
 Mechanical Engineer

**Helen Pierce**  
 ASSOCIATE, LEED GA  
 Design Director

**James Montross**  
 PE / CEM / LEED AP BD+C  
 Electrical Engineer

**Kristen van Elden**  
 CID / LEED AP ID+C  
 Interior Designer

**Alan Rozier**  
 PE  
 Civil Engineer

**Brett Long**  
 PLA  
 Landscape Architect

**Kelvin R. Carter**  
 RCDD  
 Technology Engineer

**Bryan Seamer**  
 SE / LEED GA  
 Structural Engineer

**Darcie Gumbayan**  
 LEED AP BD+C  
 State Agency Advocate

### CONSULTANTS

**Cost Estimator**  
 Cumming

**Funding Sources Analysis and Demographics**  
 Cooperative Strategies

**Facility Assessments/ CMMS Integration with SchoolDude**  
 EMG



**PRINCIPAL-IN-CHARGE**

**Donald Pender**

AIA / LEED AP

For more than 35 years, Don has provided leadership and strategic development for educational facility design projects. Don will be focused on leading a collaborative process resulting in the design of a high-performance learning environment. Don utilizes LPA's integrated design process to bring together the talents and vision of administrators, building users and community members into a unified team. He will continually refine the details from concept to completion that supports the original mission, while meeting the urgent demands of budget and schedule.

**RELEVANT EXPERIENCE**

- Facilities Master Plan, Tamalpais UHSD
- Facilities Master Plan, Dublin USD
- Facilities Master Plan, Lodi USD
- Facilities Master Plan, Gilroy USD
- Facilities Master Plan, Burlingame USD
- District Facilities Master Plan, Chino Valley USD
- District Facilities Master Plan, Oxnard USD
- Agnews Campus ES/MS/HS, Santa Clara USD

**EDUCATION**

Bachelor and Master of Architecture, University of Texas, Austin

**LICENSE #**

20173, CA

**CAREER SUMMARY**

1981: Started in industry

2000: Started at LPA (Worked at LPA 1987-1991)



**PRINCIPAL, DIRECTOR OF SCHOOL PLANNING**

**Jim Kisel**

AIA / LEED AP

For nearly 30 years, Jim has focused his career on educational environments. Planning facilities that create a sense of place and prepare students for success in future endeavors is his passion. Jim believes LPA projects demonstrate to students how they can become good stewards of the environment. Jim is able to maximize dollars spent on the classroom through reduction in the long-term maintenance and operational costs of the sustainable buildings that LPA designs. On the Facility Master Plan, Jim will bring his wide range of experience and expertise to execute the vision of the Mt. Diablo USD.

**RELEVANT EXPERIENCE**

- Facilities Master Plan, Tamalpais UHSD
- Long-Range Facilities Master Plan, Fremont USD
- Facilities Master Plan, Dublin USD
- Facilities Master Plan, Lodi USD
- Facilities Master Plan, Orinda USD
- Master Plan, Downey USD
- Facilities Master Plan, La Canada USD
- Facilities Master Plan Estimating, Dixon USD
- Facilities Master Plan, Gilroy USD

**EDUCATION**

Bachelor of Architecture, Carnegie-Mellon University

**LICENSE #**

23767, CA

**CAREER SUMMARY**

1984: Started in industry

1994: Started at LPA



**PROJECT MANAGER**

**Denise Flatley**

AIA

Denise has experience working on a variety of architectural projects. Denise will be responsible for the development, implementation, and monitoring of the project work plan. She will plan, organize and lead the activities of the design team to accomplish the successful completion.

**EDUCATION**

Bachelor of  
Architecture,  
University of Arizona

**LICENSE #**

32467, CA

**CAREER SUMMARY**

1996: Started in  
industry  
2015: Started at LPA

**RELEVANT EXPERIENCE**

Facilities Master Plan, Dublin USD  
Facilities Master Plan, Gilroy USD  
Facilities Master Plan, San Lorenzo USD  
Menlo-Atherton HS Classroom Building G, Sequoia UHSD  
Menlo-Atherton HS STEM Building, Sequoia UHSD



**ASSOCIATE, EDUCATIONAL PROGRAM VISIONARY**

**Lindsay Hayward**

LEED AP BD+C

With more than 15 years of experience, Lindsay specializes in K-12 design and is responsible for the refinement of design concepts and ideas. Lindsay will assist Mt. Diablo USD in developing standards on school site utilization, space program goals, educational adequacy and condition assessment criteria. Lindsay believes that tailored, cost-effective solutions and effective communication are required to meet the goals of an educational environment.

**EDUCATION**

Bachelor of  
Architecture, Cal Poly,  
San Luis Obispo

**CAREER SUMMARY**

2000: Started in  
industry  
2000: Started at LPA

**RELEVANT EXPERIENCE**

Long-Range Facilities Master Plan, Fremont USD  
Facilities Master Plan, Dublin USD  
Facilities Master Plan, Lodi USD  
Facilities Master Plan, Orinda USD  
Facilities Master Plan, Downey USD  
Facilities Master Plan, La Canada USD



**LEARNING EXPERIENCE STRATEGIST**

**Julie Zoellin Cramer**

PhD

As LPA's exclusive Learning Experience Strategist, Julie will work to align learning and teaching goals with physical learning spaces. Julie works with LPA clients on a variety of levels, including master planning, educational visioning and conceptual design. She will use a strategic research approach to guide the design to connect with the district goals. Julie believes that research is a fundamental tool for improving practice.

**EDUCATION**

Doctor of Philosophy,  
Leadership Studies;  
K-12, University of San  
Diego

**CAREER SUMMARY**

2006: Started in  
industry  
2017: Started at LPA

**RELEVANT EXPERIENCE**

e3 Civic High, San Diego USD  
District Education Facilities, San Diego USD  
Guidelines for 21st Century Learning (ongoing)  
Cajon Valley Union School District Blended Learning Pilot  
Studies (ongoing)



**EDUCATIONAL PLANNING SPECIALIST**

**Andrea Pippin**

LEED GA

Andrea brings more than 10 years of planning experience on K-12 school campuses. On the Mt. Diablo USD project, Andrea’s role will be focused on the planning process and how it is used to draw the connection between a need and a solution. Andrea is focused on understanding Mt. Diablo USD’s needs, goals and values and, through the design process, delivering a solution that successfully meets the district’s goals.

**EDUCATION**

Bachelor of Science,  
 City and Regional  
 Planning, Cal Poly, San  
 Luis Obispo

**CAREER SUMMARY**

2005: Started in  
 industry  
 2015: Started at LPA

**RELEVANT EXPERIENCE**

Facilities Master Plan, Dublin USD  
 Facilities Master Plan, Gilroy USD  
 Facilities Master Plan, San Lorenzo USD  
 Educational Specifications, Morgan Hill USD  
 Facilities Master Plan, Burlingame USD  
 Facilities Master Plan, Carmel USD



**DESIGN DIRECTOR**

**Helen Pierce**

AIA / LEED GA

As a Designer, Helen is responsible for the refinement of design concepts and ideas. Her involvement includes research, investigation, and documentation of physical and cultural opportunities for design. Her strengths include project visioning, programming and conceptualization through a process of vigorous research, learning and discovery.

**EDUCATION**

Bachelor of  
 Architecture, Drexel  
 University

**LICENSE #**

TX #20687  
 CA #C35933

**CAREER SUMMARY**

1985: Started in  
 industry  
 2015: Started at LPA

**RELEVANT EXPERIENCE**

Facilities Master Plan, Orinda USD  
 Facilities Master Plan, Morgan Hill USD  
 Facilities Master Plan, West Contra Costa USD  
 Agnews Campus New Elementary School/Middle School/  
 High School, Santa Clara USD  
 Menlo-Atherton HS Classroom Building G, Sequoia UHSD



**INTERIOR DESIGNER**

**Kristen van Elden**

CID / LEED AP ID+C

As an interior designer with 11 years of experience, Kristen is passionate about educational spaces and experiences that foster comfort and creativity. On the Mt. Diablo USD project, Kristen’s responsibilities will include strategic programming and space planning, detailed analysis of interior functional needs, examination of district standards and needs, furniture and finish selections and execution of design concept. Kristen will be a hands-on collaborator to develop the design vision and goals.

**EDUCATION**

Bachelor of Science,  
 Interior Architecture,  
 Rhode Island School of  
 Design

**LICENSE #**

6366, CA

**CAREER SUMMARY**

2007: Started in  
 industry  
 2007: Started at  
 LPA

**RELEVANT EXPERIENCE**

San Marcos High School Replacement, San Marcos USD  
 Helix Charter High School Mod, & Exp., Grossmont UHSD  
 Lawndale HS Academic Building, Centinela Valley UHSD  
 Ramona HS Theater-Seismic Renovation, Riverside USD





**LANDSCAPE ARCHITECT**

**Brett Long**

PLA

In Brett's more than 20-year career, he has worked on a broad range of project types including public parks, school campuses and sports and recreation. Brett's passion for landscape architecture drives his mission to demonstrate that beautiful spaces and sustainability can find harmony. On the Mt. Diablo USD project, Brett will provide direction of the site elements overseeing the landscape designs and coordinating architecture and civil engineering conditions to the landscape.

**EDUCATION**

Bachelor of Landscape Architecture, Cal Poly, Pomona

**LICENSE #**

4665, CA

**CAREER SUMMARY**

1996: Started in industry  
2017: Started at LPA

**RELEVANT EXPERIENCE**

Agnews Campus New Elementary School/Middle School/High School, Santa Clara USD  
Gilroy High School Math Building and Plaza, Gilroy USD  
Villa Park High School Science Building, Orange USD  
Piedmont Hills High School Science and Life Skills Complex, East Side UHSD



**ASSOCIATE PRINCIPAL, DIRECTOR OF STRUCTURAL ENGINEERING**

**Bryan Seamer**

SE / LEED GA

Bryan has more than 15 years of experience in the structural engineering of new construction, renovations and seismic rehabilitation of existing buildings. Bryan will be responsible for leading a team of engineers and designers. Bryan's expertise includes designing steel, concrete, precast concrete, wood, masonry and concrete masonry unit (CMU) construction. He is passionate about creating high-performance, cost-effective structural systems for buildings that reduce lifecycle costs.

**EDUCATION**

Master of Science, Structural Engineering, California State University, Long Beach

**LICENSE #**

4899, CA

**CAREER SUMMARY**

1999: Started in industry  
2013: Started at LPA

**RELEVANT EXPERIENCE**

Facilities Master Plan, Tamalpais UHSD  
Facilities Master Plan, Del Mar USD  
Facilities Master Plan, La Canada USD  
Lawndale HS Academic Building, Centinela Valley UHSD  
Stauffer MS Mod. and Library, Downey USD  
El Rancho HS Reconstruction, El Rancho USD



**PRINCIPAL, DIR. OF ENGINEERING, MECHANICAL ENGINEER**

**Erik Ring**

PE / LEED FELLOW

Erik provides technical leadership for integrating appropriate, cost-effective and high-performance mechanical, plumbing and energy systems. Erik's focus is on integrating sustainable design strategies within projects. He will be responsible for the mechanical and plumbing design and team. Erik specializes in designing high-performance HVAC systems and energy-efficient buildings. Erik will apply passive strategies, proven technologies and sound engineering to optimize system performance while minimizing maintenance costs.

**EDUCATION**

Master of Science, Architecture, University of California, Berkeley

**LICENSE #**

31731, CA

**CAREER SUMMARY**

1996: Started in industry  
2007: Started at LPA

**RELEVANT EXPERIENCE**

Agnews Campus New Elementary School/Middle School/High School, Santa Clara USD  
El Rancho HS Reconstruction, El Rancho USD  
Lawndale HS Academic Building, Centinela Valley UHSD  
Johnson MS STEM, Westminster SD  
Temple City HS New Classroom Bldg., Temple City USD



**DIRECTOR OF ELECTRICAL  
 ENGINEERING, ELECTRICAL ENGINEER**

**James Montross**  
 PE / CEM / LEED AP BD+C

With more than 30 years of experience in the building industry, James creates energy-efficient electrical designs and integrates them with building automation system technologies. James' technical knowledge and practical experience will be applied by integrating all aspects of project development—including user interface, client requirements, planning, codes, energy conservation, construction documents and construction inspection—to ensure a successful project delivery.

EDUCATION	LICENSE #	CAREER SUMMARY
Bachelor of Science, Electrical Engineering, Cal Poly, San Luis Obispo	12272, CA	1983: Started in industry 2003: Started at LPA

**RELEVANT EXPERIENCE**

- Stauffer MS Mod. and Library, Downey USD
- Birch Street Elementary School, Brea-Olinda USD
- El Rancho HS Reconstruction, El Rancho USD
- Lawndale HS Academic Building, Centinela Valley UHSD
- Johnson MS STEM, Westminster SD
- Temple City HS New Classroom Bldg., Temple City USD



**CIVIL ENGINEER**

**Alan Rozier**  
 PE

Mr. Rozier has over 30 years of experience providing engineering site design for land development projects for private developers as well as public agencies. Design projects have ranged from roadway widening to large mixed-use development site design including water and wastewater pipelines, utility relocation, parking facilities, shopping centers and hotel/motels. Projects have involved extensive coordination with public agencies and numerous utility companies.

EDUCATION	LICENSE #	CAREER SUMMARY
Bachelor of Science, Civil Engineering, California State University, Sacramento	44927, CA	1985: Started in industry 2008: Started at LPA

**RELEVANT EXPERIENCE**

- Fairfield High School Track and Field Replacement, Fairfield-Suisun USD
- Agnews Campus New Elementary School/Middle School/High School, Santa Clara USD
- Menlo-Atherton HS Classroom Building G, Sequoia UHSD
- Albany High School Aquatic Center, Albany USD



**TECHNOLOGY ENGINEER**

**Kelvin Carter**  
 RCDD

Kelvin has more than 20 years of experience in the technology and building industry with various duties that include low-voltage systems design, project management and coordination with architectural and engineering disciplines. Kelvin will be responsible for the conceptual and program space planning specific to technologies and functionality. His technical knowledge paired with his efficient productivity will benefit the overall project process.

LICENSE #	CAREER SUMMARY
162855R, CA	1997: Started in industry 2015: Started at LPA

**RELEVANT EXPERIENCE**

- Stauffer MS Mod. and Library, Downey USD
- El Rancho HS Reconstruction, El Rancho USD
- Temple City HS New Classroom Bldg., Temple City USD
- Ramona HS Theater-Seismic Renovation, Riverside USD



## STATE AGENCY ADVOCATE

**Darcie Gumbayan**

LEED AP BD+C

With more than 10 years of experience, Darcie coordinates the building permit approval process with state and local agencies for K-12 school and higher education new construction and modernization projects. Darcie will facilitate project approvals through required agencies by reviewing and submitting plans with entities and coordinating with LPA's multidisciplinary team.

## CAREER SUMMARY

2006: Started in industry

2006: Started at LPA

## RELEVANT EXPERIENCE

Stauffer MS Mod. and Library, Downey USD

El Rancho HS Reconstr., El Rancho USD

Lawndale HS Academic Building, Centinela Valley UHSD

Temple City HS New Classroom Bldg., Temple City USD

Helix Charter HS PAC, Grossmont UHSD

(1) HS, (2) MS, (10) ES Mod., Norwalk-La Mirada USD

**CONTACT INFORMATION**

523 W 6th Street, Suite 1001  
Los Angeles, California 90014  
213.408.4518  
www.ccorpusa.com

**PROPOSED TEAM MEMBER**

William Rodgers  
Managing Principal

**CONTACT INFORMATION**

8955 Research Drive  
Irvine, California 92618  
760.250.8300  
www.coopstrategies.com

**PROPOSED TEAM MEMBER**

Larry Ferchaw  
Director  
  
Rachel Chang  
Partner  
  
David Lopez  
Senior Director

**COST ESTIMATOR - CUMMING CORPORATION**

Cumming Corporation is a privately held firm founded in California in 1996. 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 a long association with Cumming, specifically in the K-12 market segment. Cumming and LPA have developed a unique partnership in order to address issues common to the K-12 segment, achieve cost efficiency and track the cost of our school facilities. The result is an active cost database for school construction throughout the state.

**FUNDING SOURCES ANALYSIS AND DEMOGRAPHICS - COOPERATIVE STRATEGIES**

Cooperative Strategies was formed to provide premier consulting services to Local Educational Agencies (“LEAs”) across the nation. Serving more than 350 education clients, their focus provides their clients a unique level of service that is based on the best practices in the industry. Their team forms lasting relationships, creates a unity of focus among partners and most importantly creates a successful team to build a lasting legacy.

Formerly Dolinka Group, LLC, Cooperative Strategies was established in 2016 as the result of newly defined company values, a transition from an individually owned company to a partner-owned organization and expansion to provide services nationwide. Collectively, this allows their firm to expand their resources and offer fresh approaches to their clients with improved scale and capabilities.

Their firm brings over 25 years of experience to aid LEAs in providing quality facilities for America’s students. They pride themselves on focused expertise while maintaining the ability to offer a broad spectrum of customized services in the following areas:

- Facilities Planning/Demographic Services
- Financial Advisory Services
- Special Tax/Assessment Services

Their comprehensive services allow them to see the “full picture” of an LEA’s needs. They focus on building long-term relationships, which means their services are not concentrated on a one-time transaction, but rather on the specific characteristics and future goals of their clients.

**CONTACT INFORMATION**

23046 Avenida de la Carlota, Suite 60P  
Laguna Hills, California 92653  
800.733.0660  
www.EMGcorp.com

**PROPOSED TEAM MEMBER**

Erik Piller  
Senior Vice President

**FACILITY ASSESSMENTS/CMMS INTEGRATION WITH SCHOOLDUDE -  
EMG**

Founded in 1986, Clampett Industries, LLC d/b/a EMG is a professional service consulting firm providing comprehensive architectural, engineering, energy and environmental solutions. Their team includes 600 building professionals nationwide, including registered architects, professional engineers, certified energy managers, environmental professionals, building systems consultants and code compliance experts.

Annually, EMG conducts thousands of assessments for K-12 education, higher education, government and commercial banking. Having successfully completed assessments of several million square feet of building space, EMG has developed a proven and efficient methodology for the performance of field assessments and data collection. Their internal Information Technology group supports the development of field data collection programs and Client database applications. They deliver web-based software solutions to their clients through partnerships with providers of facility management software applications.

EMG's recommendations are based on knowledge of property conditions, market conditions, regulations and client objectives. The firm's core of architectural, construction, engineering, environmental and seismic expertise forms the foundation on which the company teams with clients to create and implement real property management solutions, ranging from complex, web-based facility and portfolio management programs to traditional property assessments required by lenders. By taking advantage of EMG's unique organizational structure, their clients benefit from consistency in approach, as well as national coverage with their regionally-based professional staff.





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# REFERENCES



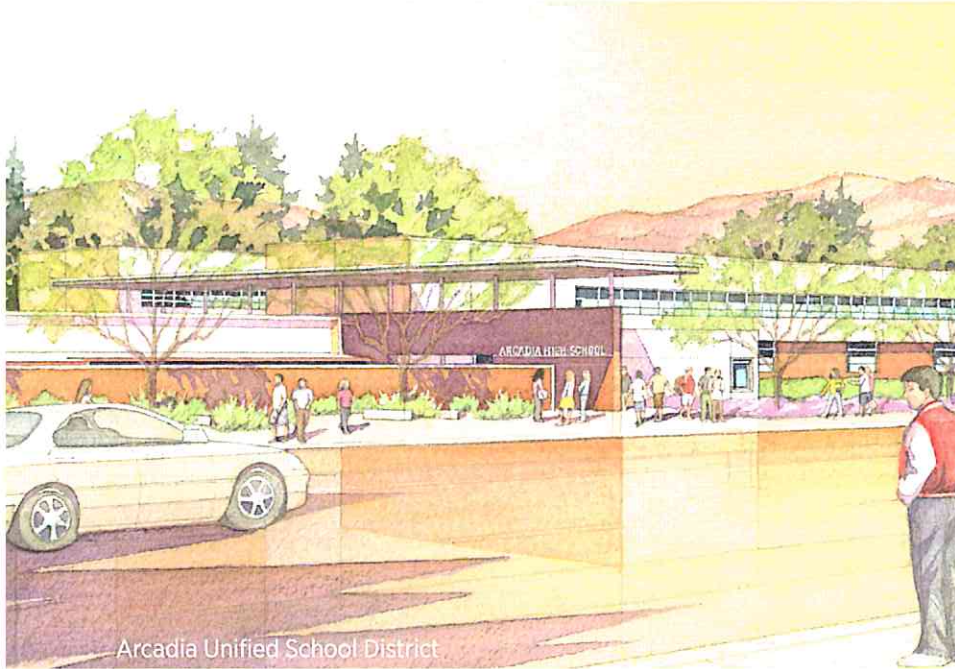
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It's time for bed.





## COMPLETED K-12 MASTER PLAN REFERENCES

<b>Facilities Master Plan</b>	<b>Client Contact:</b> Tamalpais UHSD 395 Doherty Drive Larkspur, California 94977 Lars Christensen, Assistant Superintendent (415) 945-1030	<b>Start:</b> July 2016  <b>Complete:</b> May 2017  <b>ADA:</b> 4,000	<b>Program:</b> \$300 M  <b>Bond:</b> \$TBD	<b>Scope:</b> Facilities Surveys Program Visioning School Site Master Plans Cost Estimating Funding and Prioritization
<b>Long-Range Facilities Master Plan</b>	<b>Client Contact:</b> Fremont USD 4210 Technology Drive Fremont, California 94538 Therese Gain, Director of Facilities & MOT (510) 659-2559	<b>Start:</b> January 2013  <b>Complete:</b> January 2014  <b>ADA:</b> 32,000	<b>Program:</b> \$1.6 B  <b>Bond:</b> \$650 M	<b>Scope:</b> Guiding Principles Vision Program Standards Site Master Plan Diagrams Community Townhalls Implementation Plan
<b>Facilities Master Plan</b>	<b>Client Contact:</b> Dublin USD 7471 Larkdale Avenue Dublin, California 94568 Kim McNeely, Senior Facilities Director (925) 828-2551 x8051 LPA Final FMP Deliverable is web-based: <a href="http://www.lpamasterplans.com/dublin-usd/dublin-usd-fmp/">http://www.lpamasterplans.com/dublin-usd/dublin-usd-fmp/</a>	<b>Start:</b> October 2015  <b>Complete:</b> August 2015  <b>ADA:</b> 9,829	<b>Program:</b> \$622 M  <b>Bond:</b> \$283 M	<b>Scope:</b> Program Visioning Public Outreach Needs Assessments School Site Master Plan Cost Estimating Funding & Prioritization
<b>Facilities Master Plan</b>	<b>Client Contact:</b> Lodi USD 1305 E Vine Street Lodi, California 95240 Warren Sun, Senior Director of Operations (209) 331-7000	<b>Start:</b> March 2015  <b>Complete:</b> June 2016  <b>ADA:</b> 28,300	<b>Program:</b> \$1.37 B  <b>Bond:</b> \$281 M	<b>Scope:</b> Program Visioning Educational Standards Facilities Surveys Cost Estimating Funding and Prioritization
<b>Facilities Master Plan</b>	<b>Client Contact:</b> Orinda USD 8 Altarinda Road Orinda, California 95616 Dr. Carolyn Seaton, Superintendent (925) 258-6201	<b>Start:</b> June 2017  <b>Complete:</b> June 2018  <b>ADA:</b> 2,536	<b>Program:</b> \$TBD  <b>Bond:</b> \$TBD	<b>Scope:</b> Needs Assessments Program Visioning School Site Master Plans Cost Estimating Funding Analysis



*LPA has programmed, designed and/or completed \$4 billion in new construction and \$3.5 billion in modernization projects for public school districts in the last 24 years.*

## TEN-YEAR EDUCATIONAL MASTER PLAN EXPERTISE HISTORY

Founded in 1965, LPA has been in business for over 50 years. The firm 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 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).

### K-12 PUBLIC SCHOOLS

LPA's interaction with the State's School Facility Program (SFP) began in 1994 with the assignment of the Mendez Intermediate School. 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 K-12 master plan experience both completed and in-progress for the last 10 years.

#### **Alameda Unified School District**

Facilities Needs Assessment and Master Plan

#### **Anaheim Elementary School District**

Long-Range Facilities Master Plan

#### **Anaheim Union High School District**

Districtwide Facilities Condition and Needs Assessment and Master Plan

#### **Arcadia Unified School District**

District Facilities Master Plan

#### **Arvin Union School District**

Strategic Facilities Master Plan

#### **Azusa Unified School District**

Facilities Needs Assessment and Master Plan

#### **Burbank Unified School District**

Measure S Implementation Plan



**Burlingame School District**  
Facilities Master Plan

**Capistrano Unified School District**  
Facilities Needs Assessment

**Carmel Unified School District**  
Facilities Master Plan

**Centinela Valley Union High School District**  
Districtwide Joint-Use Athletic Master Plans

**Centralia School District**  
Facility Condition Assessment

**Chino Valley Unified School District**  
District Facilities Master Plan

**Colton Joint Unified School District**  
Facilities Master Plan Update

**Compton Unified School District**  
District Facilities Master Plan

**Davis Joint Unified School District**  
Long-Range Facilities Master Plan

**Del Mar Union School District**  
Long-Range Facilities Master Plan

**Dixon Unified School District**  
Facilities Master Plan Estimating

**Downey Unified School District**  
Facilities Master Plan

**Dublin Unified School District**  
Facilities Master Plan

**Fairfield-Suisun Unified School District**  
District Facilities Master Plan

**Fountain Valley School District**  
District Facilities Master Plan  
**Fremont Unified School District**  
Long-Range District Facilities Master Plan

**Fremont Unified School District**  
Long-Range Facilities Master Plan

**Galt Joint Union Elementary School District**  
District Facilities Master Plan

**Gilroy Unified School District**  
Needs Assessment and Master Plan

**Hawthorne School District**  
Facilities Master Plan

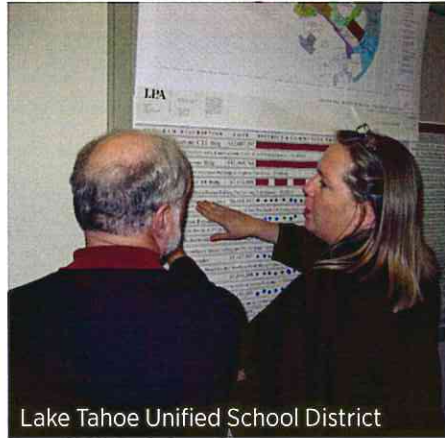
**Hesperia Unified School District**  
District Facility Needs Assessments

**Huntington Beach Union High School District**  
District Facilities Needs Assessment and Master Plan

**Irvine Unified School District**  
District Facilities Master Plan  
Energy Master Plan

**La Canada Unified School District**  
Facilities Master Plan

**TAB G. REFERENCES**



**Lake Tahoe Unified School District**  
District Facilities Master Plan

**Lodi Unified School District**  
Facilities Master Plan  
Facilities Implementation Plan

**Long Beach Unified School District**  
District Facilities Master Plan Architect  
Educational Program Standards

**Lynwood Unified School District**  
District Facilities Master Plan

**Lucia Mar Unified School District**  
Comprehensive Facilities Master Plan

**Merced City School District**  
Long-Range Facilities Master Plan

**Modesto City Schools**  
Facilities Needs Assessment

**Morgan Hill Unified School District**  
Educational Specifications  
District Facilities Master Plan

**Norris School District**  
Long-Range Facilities Master Plan

**Norwalk-La Mirada Unified School District**  
District Facilities Needs Assessment and Master Plan

**Orinda Union School District**  
Facilities Master Plan

**Oxnard Elementary School District**  
District Facilities Master Plan

**Paramount Unified School District**  
District Facilities Master Plan

**Placentia-Yorba Linda Unified School District**  
Districtwide Facilities Needs Assessments

**Pleasanton Unified School District**  
District Facilities Master Plan

**San Lorenzo Unified School District**  
Facilities Master Plan

**San Marcos Unified School District**  
Districtwide Modernization Needs Assessment

**Sequoia Union High School District**  
Menlo-Atherton High School Long-Range Master Plan

**Sweetwater Union High School District**  
Long-Range Facilities Master Plan  
Long-Range Facilities Master Plan Update  
Facilities Implementation Plan

**Tahoe Truckee Unified School District**  
District Facilities Master Plan

**Tamalpais Union High School District**  
Facilities Master Plan

**Temple City Unified School District**  
Facilities Needs Assessment and Implementation Plan

Use your green dots to vote for your top priorities at this site.

## Master Plan Score

CATEGORY / PROGRAM DESCRIPTION	DOLLARS
1. Modernize/Reconfigure Existing Classrooms & Labs	\$ 2,544,197
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ 3,936,776
3. Site Utilities	\$ 0
4. New Construction (Classrooms)	\$ 6,448,510
5. Science, Arts, CTE & Elective Programs	\$ 15,212,309
6. Performing Arts Improvements	\$ 19,692,219
7. MPR, Student Union & Food Service Improvements	\$ 0
8. Physical Education Improvements	\$ 6,695,060
9. Administration & Staff Support	\$ 1,087,874
10. Library and Student Support Services	\$ 2,421,531
11. Safety & Security	\$ 2,755,833
12. Parking & Drop-Off	\$ 0
13. Outdoor Learning Environments and Quads	\$ 1,360,343
14. Exterior Play Spaces, Playfields & Hardcourts	\$ 6,036,391
15. Next Generation Classroom Flexibility	\$ 1,320,000
16. Technology Infrastructure	\$ 1,451,625
<b>Total</b>	<b>\$ 102,471,571</b>

San Marcos Union High School District



### Western Placer Unified School District

Districtwide Elementary School Educational Specifications

### Westminster School District

Measure 'O' Facilities Priority Plan  
Master Plan and C.U.P. Entitlement  
K-12 Campus Phase One

## CHARTER SCHOOLS

### El Sol

Santa Ana, California  
Campus Master Plan

### Grossmont Union High School District

San Diego, California  
Helix Charter High School Master Plan

### Samueli Academy

Santa Ana, California  
Academy Master Plan



## Facilities Master Plan

LARKSPUR, CALIFORNIA

The Tamalpais Union High School District Facilities Master Plan develops strategies that address the needs and impact of their facilities. Using a comprehensive and thoughtful manner, the Facilities Master Plan will strive to align with and support the District's Board of Trustees' approved strategic priorities. The plan includes the identification of long-term demographic trends, assessment of current facilities conditions and the vision educational program opportunities.

### PROJECT DATA

#### CLIENT

Tamalpais Union High School District

#### SERVICES

Master Planning



## Long-Range Facilities Master Plan

FREMONT, CALIFORNIA

Fremont Unified School District's goal is to develop a Long-Range Facilities Master Plan that provides a strategic road map for the next 10 to 20 years of facilities improvements that supports their educational program vision. The scope of work for the District's Master Plan includes educational program visioning, analysis of Facilities Needs Assessment findings, development of guiding principles, demographics review, facilities master plan transformation proposals, cost estimating, scope prioritization and facilitation of community outreach and engagement strategies.

### PROJECT DATA

#### CLIENT

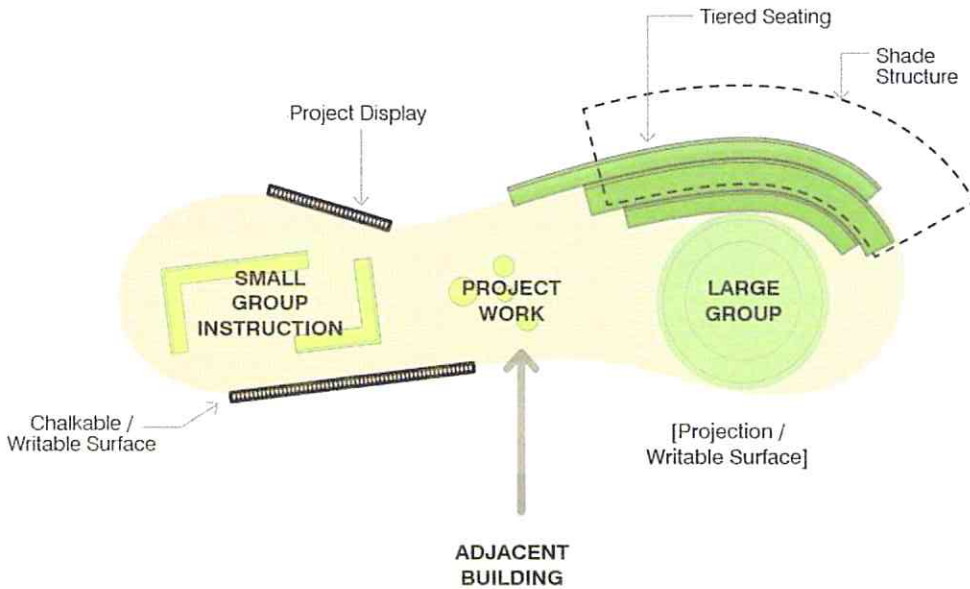
Fremont Unified School District

#### SERVICES

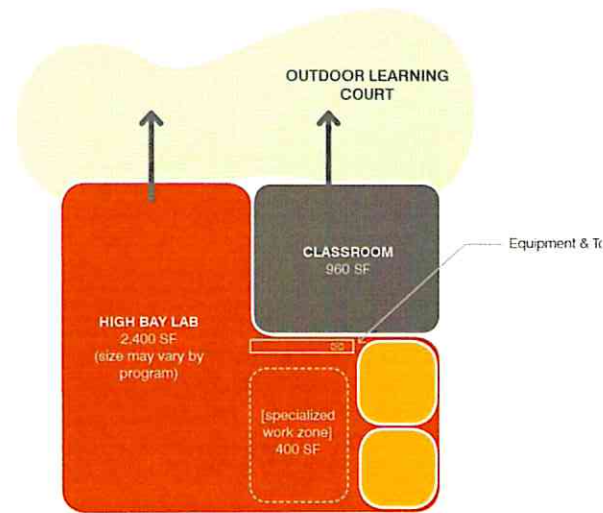
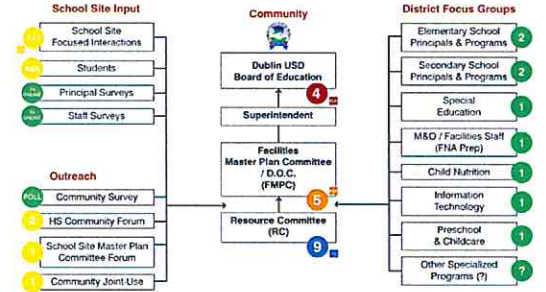
Master Planning

# outdoor classrooms : high school

SPACE DIAGRAM



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



## Facilities Master Plan

DUBLIN, CALIFORNIA

The Dublin Unified School District's Facilities Master Plan assesses the impact of the dramatic growth experienced by the city of Dublin, coupled with limited funding, on the District's school facilities. This includes assessment of the conditions of existing schools, educational program visioning, collaboration with stakeholder groups, demographic projections and an analysis of funding sources. This information was supplemented with community engagement and feedback, including town hall meetings, an online teacher and staff survey and substantial involvement by a committee of teacher, parent and staff participants. The result of this process informs the District's decision-making process for the next 10 to 15 years of facilities improvements and construction of new schools.

### PROJECT DATA

#### CLIENT

Dublin Unified School District

#### SERVICES

Master Planning





## Facilities Master Plan

LODI, CALIFORNIA

Lodi Unified School District is comprised of 46 schools of varying age, ranging in student population from 175 to 2,400 students. Given the wide range of facility needs and student populations, the master plan needed to be scalable. The District's master planning process includes the evaluation of existing facilities' condition, with a focus on uniformity, and the long-range implementation of the District's educational goals. Stakeholders provided valuable input on both districtwide and school site needs by participating in visioning sessions, master plan diagram reviews and goal prioritization.

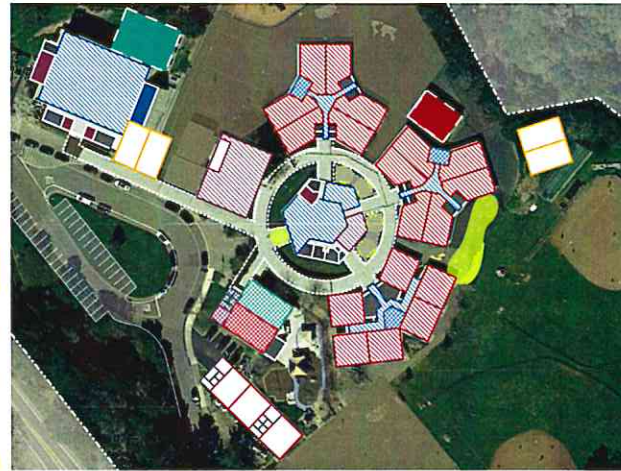
### PROJECT DATA

#### CLIENT

Lodi Unified School District

#### SERVICES

Master Planning



## Facilities Master Plan

ORINDA, CALIFORNIA

The primary goal of the Orinda Union School District in the development of their Facilities Master Plan (FMP) was to have the quality of facilities match the quality of the District's program vision. LPA developed an approach to engaging as many of the District and local community stakeholders in the planning process as possible. Outreach included development of a FMP website, facilitation of an FMP Committee, School Site Community Meetings, a Public Town Hall forum, If You Could Dream 7th Grade class project and online surveys of principals, staff, teachers, students and parents. By thoroughly documenting the needs and future improvement opportunities the completed Facilities Master Plan will be used by the District to build enthusiasm and support in the local community for a potential future campaign effort.

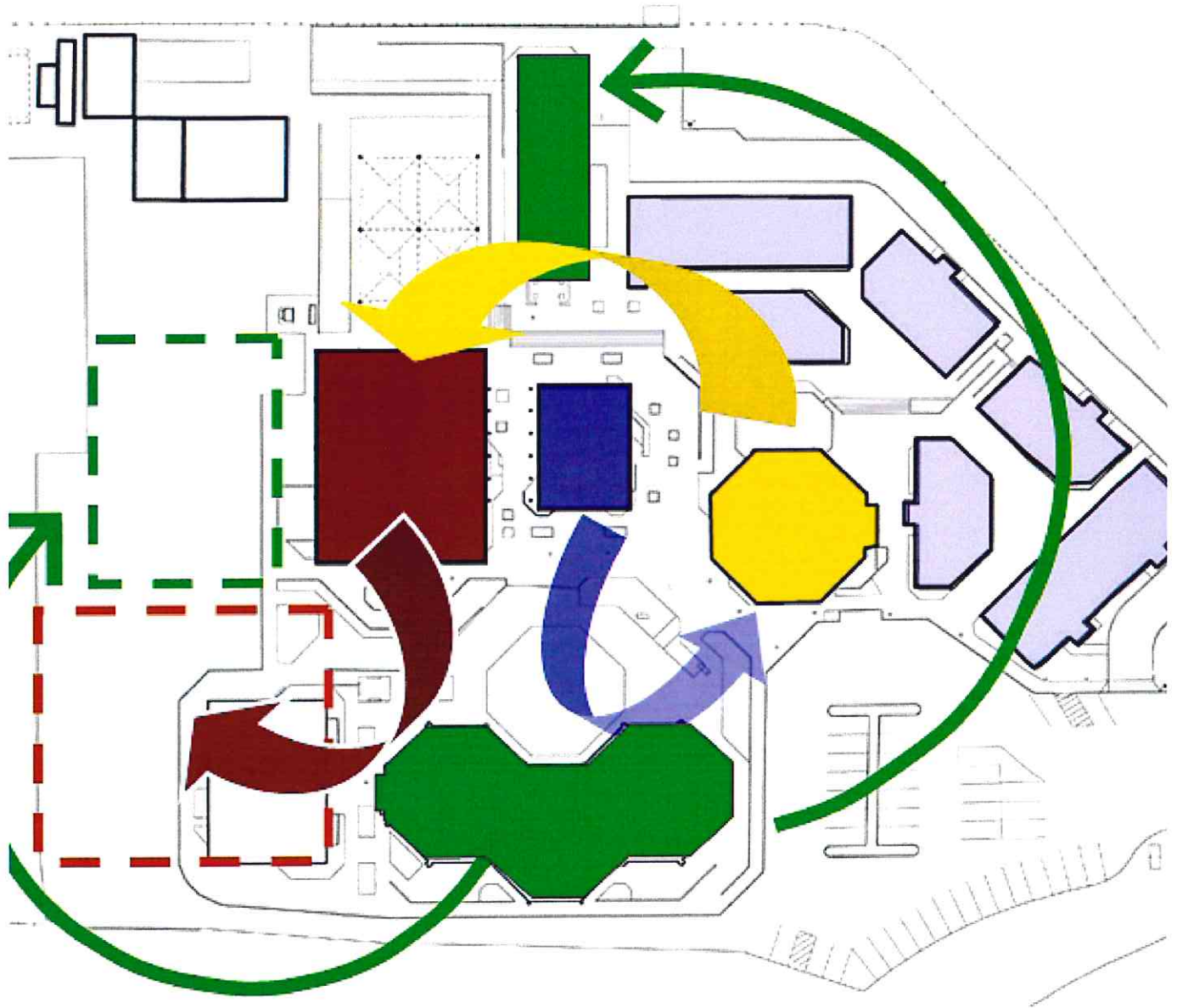
### PROJECT DATA

#### CLIENT

Orinda Union School District

#### SERVICES

Master Planning



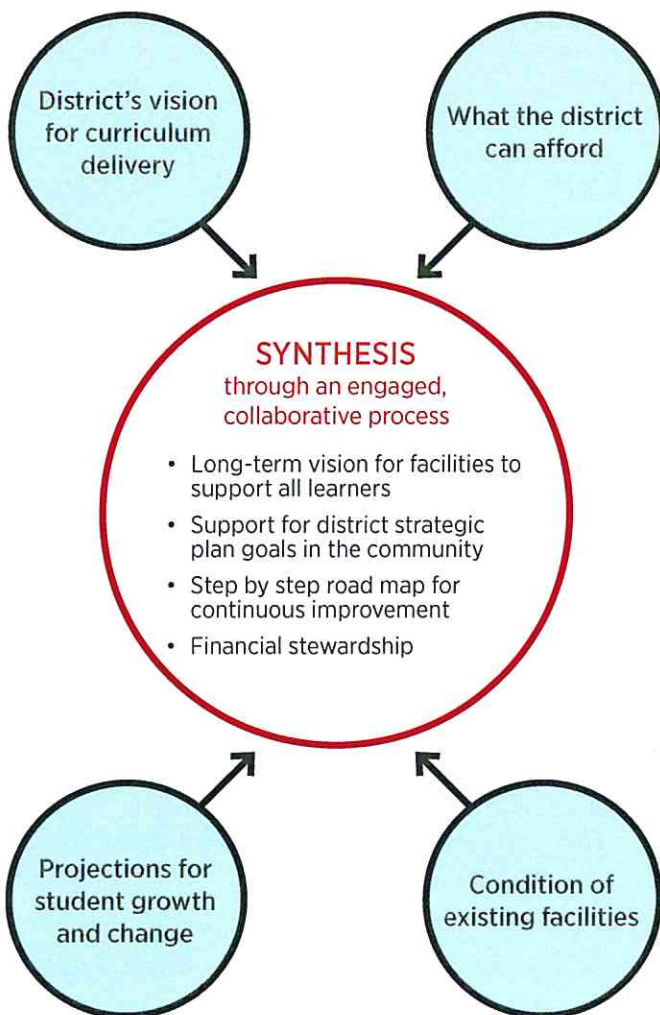
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# SCHEDULE AND PROJECT PLAN AND METHODOLOGY





*LPA does not use a template process. We design a unique process based on an evaluation of the needs and challenges of that District and Community.*



## PROJECT PLAN AND METHODOLOGY

### MASTER PLAN COMPONENTS

There are four basic building blocks of information required for the development of a comprehensive and long-range Facility Master Plan. They include the following:

- Demographics and Capacity Analysis
- School Site Needs Assessments and Field Surveys
- District Program Vision and Educational Standards
- Funding Sources Analysis and Prioritization Scenarios

LPA's approach believes that each of these efforts is best performed by a consultant within that area of expertise. It is our role to work with the other firms identified as part of our team, coordinate the required timely efforts of each entity, and then to synthesize the information coming from each into a Facility Master Plan proposal.

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 Mt. Diablo USD, 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 sites about how much work can be accomplished within the overall program funding parameters.



## MASTER PLAN SCOPE OF SERVICES

In order to deliver a Facility Master Plan to the Mt. Diablo USD, that is long-term, visionary, realistic and implementable, LPA can complete the following tasks:

### 1. INFORMATION GATHERING

**DISTRICT DATA COLLECTION** To begin building a database of information on District Facilities, LPA and EMG will provide services as described below that are necessary to collect existing data supplied by the District to prepare baseline information on the existing school sites so it may be utilized efficiently during the facilities planning process. Additional information collected includes Strategic/LCAP Plans, Deferred Maintenance Plans, William's Reports, Educational Program and Facilities Standards, Mitigation Agreements and other documents judged relevant by the District.

- Review existing record plans and/or diagrams provided by the District.
- Scan documents and, if applicable, upload to the District's database management system.
- Coordinate and manage the reproduction and scanning process.
- Return documents/drawings to the District storage facility.
- Prepare packages of drawings and scanned information for distribution to the Educational Program Visioning and Site Survey Teams.

**STAKEHOLDER ENGAGEMENT** 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 from stakeholders, 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 agenda, coordinates schedules and records minutes at each meeting. LPA can assist the District in refining the message to each group and in communicating the conclusions to the community-at-large.

### 2. DEMOGRAPHIC ANALYSIS

This task involves Cooperative Strategies collecting District enrollment data to prepare a Demographic Report and enrollment projections for Mt. Diablo USD, to understand student population trends in the various school communities. They will review historical data and look at geographic areas of potential growth and projected decline to better understand the future facilities needs of the District. This review could also include analyzing the various school attendance boundaries and offering recommendations for future changes to accommodate shifts in enrollment over the next 10 years, including changes to boundaries to accommodate the repurposing and/or closing of school facilities if needed.

Based on a review of the enrollment projections, along with the development of existing school site capacity and

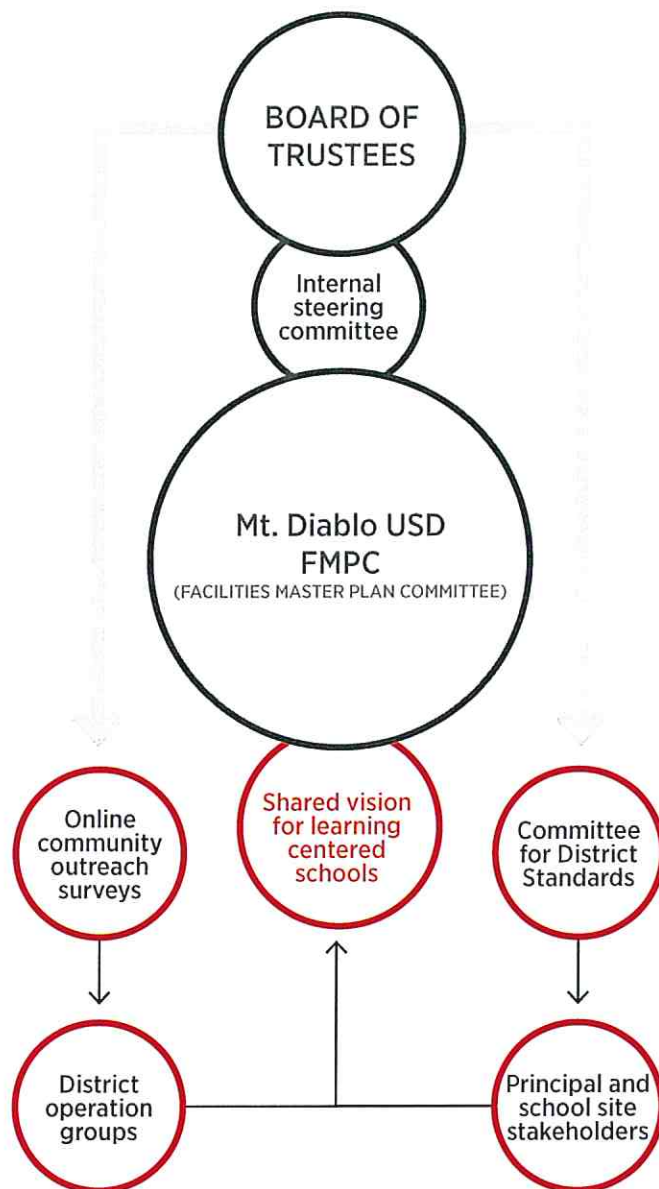
utilization analyses, LPA and Cooperative Strategies shall also assist Mt. Diablo USD, in making recommendations regarding the expansion and/or contraction of existing facilities. LPA and Cooperative Strategies have extensive recent experience collaborating as a team for the development and review of student demographic information and the study of potential attendance boundary scenarios to forecast future facilities needs as part of a Facility Master Plan development process.

### 3. FACILITIES NEEDS ASSESSMENT

LPA will analyze and compare teaching and support spaces between school sites. These findings will be compared with Mt. Diablo USD's educational program goals and student enrollment projections to determine the need for changes and/or additions in facilities and spaces necessary to accommodate the instructional program. With EMG, LPA will perform an assessment of the District's 69 school sites, alternative programs and support facilities locations. This needs assessment process includes the following efforts.

**FACILITY CONDITION DOCUMENTS** Review present condition and adequacy of facilities, including any self-evaluation studies the District may currently have in progress. The items analyzed could also include constructed State Modernization and New Construction contract documents and other materials from past local bond improvement programs that the District may deem relevant to the future planning process. To streamline the information gathered and migration of data to the District's SchoolDude software system, the team members at EMG will perform this scope of work by bringing their in-depth understanding of the CMMS system to the District. The Facility Condition Assessment will:

- Include a comprehensive facility condition assessment of all buildings, building systems and infrastructure at Mt. Diablo USD.
- Determine the present condition and estimated life expectancy of various building systems and components.
- Result in strategic plan for capital repairs, lifecycle component replacement and building modernization.
- Establish a protocol for facility condition data to migrate/transfer to CMMS (SchoolDude).
- Establish anticipated renewal and replacement costs for the various systems and components.
- Identify and document present condition of all physical assets including grounds, facilities, and infrastructure.
- Recommend corrections for all deficiencies and provide cost estimates for corrections.



- Prioritize and categorize deficient conditions, associated corrective actions, and information concerning building systems and deficiency categories.
- Calculate the Current Replacement Value (CRV) and Facility Condition Index (FCI) for each facility and site.
- Collect Equipment Inventory data for Mt. Diablo USD properties.

EMG understands that a key factor to performing Facility Condition Assessments is the evaluation of physical needs and accurate forecasting for capital repair and replacement budgets. Pre-emptive measures to manage maintenance budgets and programs are essential in ensuring the elimination of potential issues, which can range from deferred



maintenance or premature replacement of building systems that can prove costly.

With each identified replacement or repair, the assessment results include estimates of cost and a numerical ranking of importance based upon the Mt. Diablo USD's priorities and estimated useful lives of the building systems and components. Also reflected in the assessment's results is the incorporation of any previously collected information in the Mt. Diablo USD's possession. EMG reviews all information collected to ensure accuracy.

EMG has demonstrated experience in the assessment of various types of facilities like those at Mt. Diablo USD and understands the special implementation, sensitivities, management and communication associated with each.

#### 4. 21ST CENTURY SCHOOLS EDUCATIONAL SPECIFICATIONS

Districtwide Educational Standards developed by LPA should reflect the District's vision and goals for the educational program as it relates to the specific needs of the District. LPA will assist in the preparation of new or modification of existing Educational Standards. This effort will be performed consistently with the Vision Statement and Strategic Plan Goals of the Mt. Diablo USD as developed with the input of District Stakeholders and Community. The educational philosophy reflected in the Standards will guide the direction of the facilities plan and condition assessment

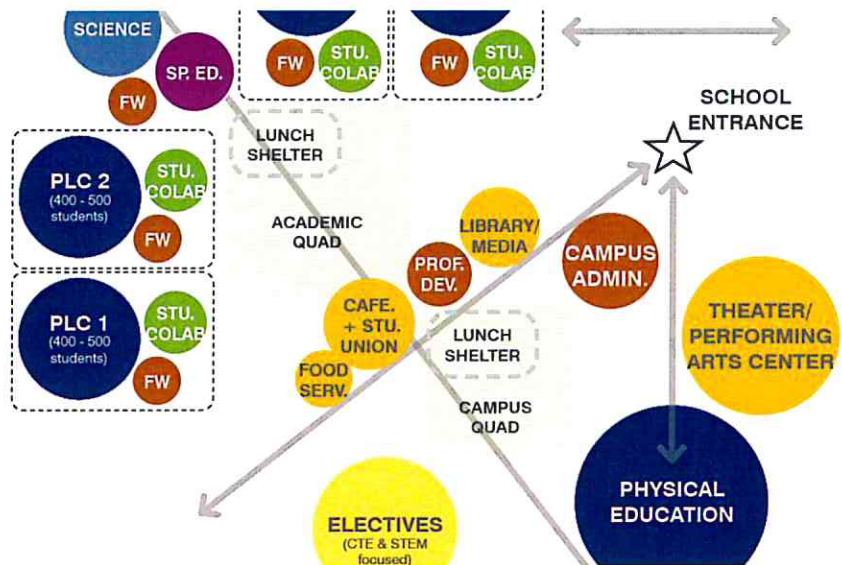
process, especially in the manner that facilities support the educational vision of the District.

A series of workshops conducted with the Facility Master Plan Committee can be conducted to identify and develop the District's long-term goals and philosophies regarding educational programming in response to the District's specific projected needs. The goal of these meetings is to develop recommendations to the Board of Education regarding strategies for addressing District needs through the educational program. Accepted recommendations are then reflected in the Site Master Plan Diagrams and in the Implementation Plan for District facilities.

#### 5. IMPLEMENTATION PLANNING

**LRFMP Site Master Plan Diagrams** Based on the information gathered during the existing school Site Observations process and through interaction with the Facility Master Plan Committee to establish the Educational Standards, LPA will develop proposed school site Master Plan Diagrams for each of the facilities in the District. By developing specific site by site recommendations, budget estimates can be developed, priorities established, equalization issues addressed and a schedule/timeline for implementation prepared based upon the District's financial plan. The resulting documents produced can be used by the District to guide long-range decision-making on future facilities management and improvement.





The proposed master plan diagrams will be provided in both hard copy and electronic PDF format for display on a public website and use in a community outreach and information plan. Through communication of the District's needs and improvement plan recommendations to the community at large support for the future program is enhanced. Services and deliverables include:

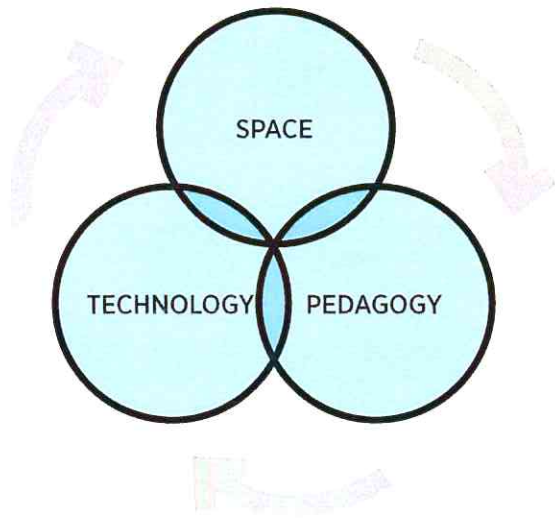
- Evaluate the facility priorities, options and concepts as described in the Options Package under Needs Prioritization and validate them through the detailed site by site analysis. This process develops the site implementation plans which are documented as site diagrams described below.
- Prepare Existing Site Diagrams (8.5 x 11 single line site plans with color graphics) indicating teaching stations, building square footages, site size, enrollment figures and proposed Master Plan modernization/new construction scopes.
- Prepare rough order of magnitude budget estimates of the proposed scopes of work for each site. Estimates will be detailed and prioritized by District criteria developed under Needs Prioritization.

The final deliverable will consist of School Site Master Plan Diagrams illustrating site utilization and Master Plan recommendations, a written scope of work description of proposed improvements, cost estimates, and an Executive Summary of the final recommendations.

**Cost Estimating / Needs Prioritization** The LPA team is deeply concerned about the issues of cost and schedule, as evidenced by the fact that over 80 percent of our projects are the result of repeat and referral clients. Our internal management structure is organized so that project budgets and schedules are monitored on a regular basis with the client and consultant team.

LPA understands that the Mt. Diablo USD's future bonding capacity could be limited by the current assessed value of the District. Our team's primary goal in the development of the Mt. Diablo USD's proposed Facility Master Plan is implementability. Three key components to the success of this effort are the management of stakeholder groups expectations during the planning process, accurate and comprehensive cost estimates, and the prioritization of project scopes to match to total funding available as identified in the funding sources analysis.

To develop accurate cost estimates for our Facility Master Plan projects, LPA works with Cumming Corporation as our independent outside estimator. For more than 20-years Cumming has estimated over 75 percent of LPA's K-12 school Facility Master Plan, New Construction and Modernization school projects. The cost estimates developed are inclusive of all project hard construction costs, planning soft costs and anticipated project cost escalation based upon a potential Program Implementation Phasing Schedule. The estimates can be used by District stakeholders and planning process



participants to identify and evaluate costs and benefits of a broad array of facilities options.

Following completion of the cost estimates, LPA will assist Mt. Diablo USD in the development of a facilities Options Package and Needs Priorities. When examining options LPA will advise and discuss with the District the merits each implementation scenario. These program implementation scenarios will be developed in collaboration with the various District and local community groups involved in the process. They will be prioritized to match the revenue available as identified in Cooperative Strategies funding plan. Assisting future District leadership and Board of Education decision making.

By comprehensively looking at all factors involved in the development of project costs an accurate total picture of the entire Mt. Diablo USD need is conveyed. Allowing the District leadership to speak with confidence to the community with regard to the delivery of the entire Facility Master Plan program scope promised upon completion of the District's facilities improvement program.

**Funding Sources Analysis** Cooperative Strategies and LPA have a long history of collaboration for the development of Facility Master Plan program recommendations. Cooperative Strategies is an expert at the exploration and analysis of the full range of revenue opportunities to develop a Funding Program. The comprehensive nature of this Plan will enable future successful implementation of the proposed facilities improvements.

Funding sources analyzed could include existing Capital Facilities Program funds on-hand, Local Revenue sources, Redevelopment Tax Increment, Developer Fees, State School Facilities Program (SFP) funding eligibility and potential voter-approved options such as a General Obligation Bond. Our master planning efforts will provide Mt. Diablo USD with a facilities improvement project list to support a potential bond measure.

**Funding Program** LPA and Cooperative Strategies will assist the District in their long- and short-range planning through the creation of a Funding Program. The Funding Program will identify the sources of Local, State, and Federal funds available to the District and compare it to future costs the District can expect. This program allows our team to distinguish periods of cash flow surplus and a shortfall to improve the District's overall facilities planning. Once the District's current and future facilities revenue streams have been identified, our team will work with the District on how best to solve any funding shortfall. This may include creating a Mello-Roos Community Facilities District, considering a new GO Bond election, incorporating potential Proposition 39 funding and/or establishing a districtwide Recreation Assessment District.

Outlined below are the services that the Cooperative Strategies team can perform as part of the Facility Master Plan program to develop the funding sources analysis:

**Review/Evaluate Existing Data and Documents**

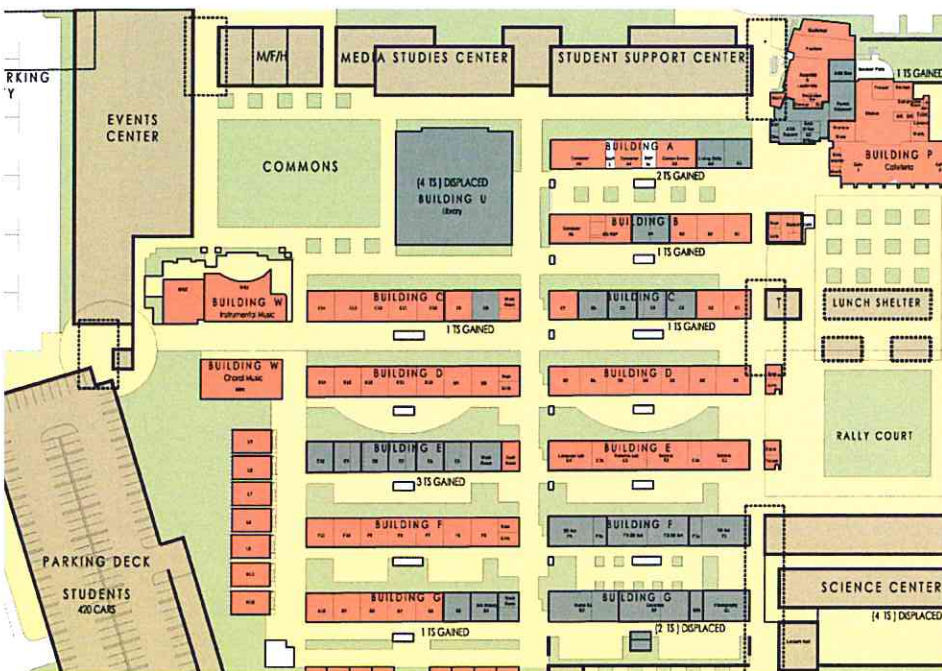
- Review/Evaluate Existing Data and Documents
- Participation and Facilitation of Meetings
- Historical Funding Solutions
  - State School Facilities Program (SFP)
  - Federal Funding
  - General Obligation Bonds
  - Developer Fees
  - Redevelopment Tax Increment
  - Certificates of Participation/Lease Revenue Bonds
  - Mello-Roos Community Facilities Districts
  - Statutory/Alternative School Fees
- Unencumbered Funds/Existing Assets
- Identify Funding Opportunities
- Develop Funding Program

Based on our knowledge, our team will build into the Funding Program current facility funds available to the District, an analysis of remaining bond authorization if any, possible refunding opportunities, and potential savings that may be achieved. We will work to identify possible alternative energy savings funding opportunities from Proposition 39 funds,



*The cooperative committee input processes LPA facilitated, their ability to listen, and their expertise, were essential to synthesize our needs into a comprehensive and implementable plan.”*

—CHRISTINA ARAGON, ASSISTANT SUPERINTENDENT, BUSINESS, ARCADIA UNIFIED SCHOOL DISTRICT



future funds from negotiated mitigation agreement(s) on residential development, and eligibility in the State School Facilities Program along with pursuing options for general fund relief. Should it be desired Cooperative Strategies can also work with Mt. Diablo USD on maximizing developer fees from future residential and commercial development, and can assist in updating these fees in future years to ensure the District is maximizing ongoing collections.

As far as State and Federal funding is concerned, our team understands that the funding formula for facilities could evolve in the next several years as the statewide school facilities bond was successful on the November 2016 ballot. We will assist the District in how these formulas will affect their funding for future facilities identified through the Facility Master Plan. This is a particularly advantageous time to be planning to maximize the potential capture of state funding for the District.

It is particularly important at the beginning of a master plan process for our team to fully understand the District's goals as it relates to potential funding options. The types of financing to be pursued have a direct impact on the structure of the master plan process and specification of the stakeholder groups to be engaged. We will work with District leadership to establish the goals for the facilities

program then works with the various stakeholders involved in the planning program to prioritize proposed improvements to match the dollars that could be available. Our goal in a Facility Master Plan process is to develop and implementable road map forward for improvement of the District facilities infrastructure to match the needs of tomorrow's learners.

## 6. FMP DELIVERABLES AND BOARD ENGAGEMENT

**Digital Deliverable** The process of preparing a Facility Master Plan is the first step in the design and development of any long-range facilities improvement building program. The Master Plan, in essence, becomes the foundation for the next several years of effort. It is essential that this effort is done with accuracy. LPA's Facility Master Plan digital documentation and deliverable services will include:

- Hard copies of the completed Facility Master Plan document in three-ring binders, bound and unbound formats.
- High-tech multimedia presentation digital copies of the FMP in PDF and/or Adobe InDesign format for future District modification and posting on District and/or public information websites.



- Within the FMP development of a funding analysis to identify potential funding sources for the proposed facilities improvements.
- Prioritization of proposed scopes of work with the active involvement of the District Stakeholders to match the proposed school site improvements with potential funding that may be available.
- Creation of a proposed phasing schedule for the projects so that appropriate cost escalation may be attached to each project per its location in the schedule.
- Final packaging will include a presentation of the Implementation Plan findings into an Executive Summary report within the overall planning document.
- Presentation as required of the Facility Master Plan to relevant District stakeholder and local community groups to achieve consensus regarding the facilities improvement recommendations. With the purpose to gather support from the community for a potential future solicitation of voter-approved funding for Mt. Diablo USD's facilities improvement needs.

**Board of Education Engagement** LPA recommends the active engagement of Mt. Diablo USD's Board of Education throughout the planning process. At District discretion, Board Members often serve on the Facility 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 could occur at the Process Kick-Off/Overview, Facilities Assessment/Educational Program Vision, Program Cost/Funding/Scope Prioritization stages. By including the Board at critical milestones through either presentations or workshop formats, their comments and input can be effectively incorporated into the development of the final program recommendations.

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



*Community and District input becomes the basis for the philosophy and direction of a facilities program. Through a meaningful and authentic process, a vision for the future will be achieved.*

## WORKING WITH COMMUNITY ADVISORY GROUPS

Community and District input becomes the basis for the philosophy and direction of a facilities program. Through a meaningful and authentic process, a vision for the future will be achieved.

### STAKEHOLDER DRIVEN

An educational visioning and facilities planning process is an opportunity to shape the future of Mt. Diablo USD. Together we will identify and respond to the District's and Community's unique characteristics and values, building by consensus a long-term "road map" that defines the vision of where you want to be in the future.

### EVERY DISTRICT IS UNIQUE

#### Key aspects of this process include:

- Knowing each other and honoring everyone's respective contributions to the process.
- A meaningful process based on local community and school site stakeholder input.
- Defining an approach that results in creation of effective learning spaces that raise student achievement.
- Definition of characteristics for 21st century learning environments at Mt. Diablo USD.

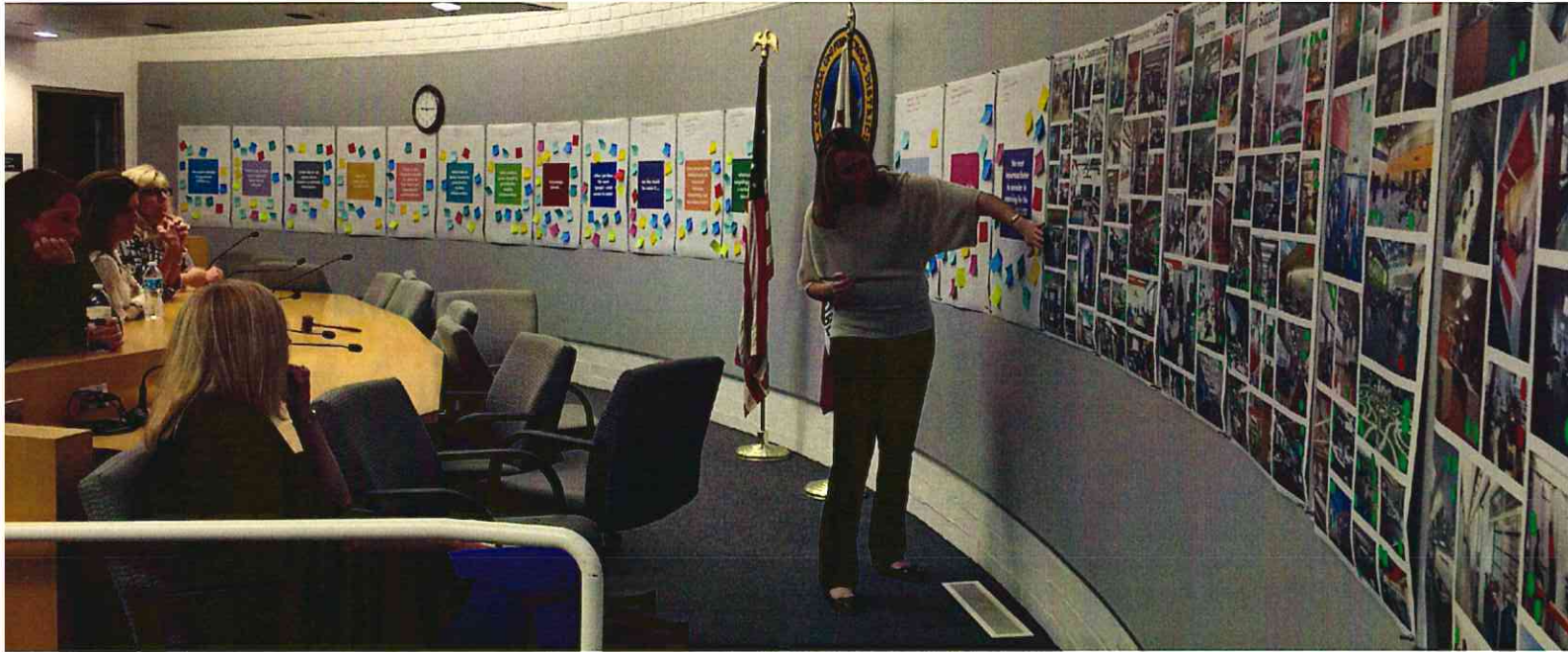
During initial phases of the process, LPA will collaboratively plan processes, scopes of work and team structures to allow us to get to know each other, learn about your vision for the District, share our experiences/relevant knowledge and

establish an organized process that generates excitement in the community while building long-term support for education in the community.

The direction of a planning process is driven by the District's stakeholders. To seek information, LPA will lead a series of Facility Master Plan Committee (FMPC) outreach meetings with the various individuals identified by the District. LPA will prepare materials for each meeting, establishes agendas, coordinate schedules and record minutes at each meeting. A comprehensive and inclusive outreach process may be organized as follows:

#### Facility 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 program.
- 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.
- Committee comprised of site administrators, teachers, students, parents, maintenance staff and community leaders.



**District Leadership (DLC):**

- 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.
- Districtwide parity in educational program, technical standards, energy efficiency and facilities quality goals.

**Community Outreach Workshops/Town Hall Meetings:**

- 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 staff participation to the entire school facility community.
- Groups surveyed could include parents, school site staff and teachers.

- Survey results are compiled by Survey Monkey and data displayed by graphical charts and Wordle formats.



*LPA's experience with schedules is shaped by 24 years of working within the California public school funding and local bond improvement programs parameters, 75 school district clients, completion of 60+ facility master plans, construction of 350 school projects and our proficiency in the incorporation of the local agency criteria.*

## EXPERIENCE DEVELOPING SCHEDULES

### FMP SCHEDULE

Our ability to complete a project or master planning program on time begins with this acquired knowledge over the years and a commitment to our client's goals. In addition, LPA has the advantage of nearly 400 employees to draw from firmwide when required to accelerate specific projects or planning programs to meet critical schedule deadlines or funding availability windows without having to compromise the quality of the final documents prepared by our team.

LPA's Facility Master Plan schedule management tools are put into place at project inception. The first step during a Plan the Plan meeting is to develop a clear understanding, together with District leadership, of the anticipated master plan process scope, stakeholders to be engaged and schedule completion goals. Once established, the LPA team prepares a detailed project schedule that is inclusive of all critical milestone dates. The project director is responsible for monitoring the schedule and for producing project status reports to the client on a regular basis. To ensure that our projects are adequately staffed through our firmwide operations group, project directors meet with principals-in-charge on a regular basis to review manpower planning. LPA's internal staffing goal is to forecast specific project needs six months into the future.

On the following page is a schedule for Mt. Diablo USD's proposed Facility Master Plan project. This schedule has been developed in conformance with the scope of services specified by the District in the RFP and would facilitate a 2020 general obligation bond election cycle should the District desire to move in that direction. LPA has the

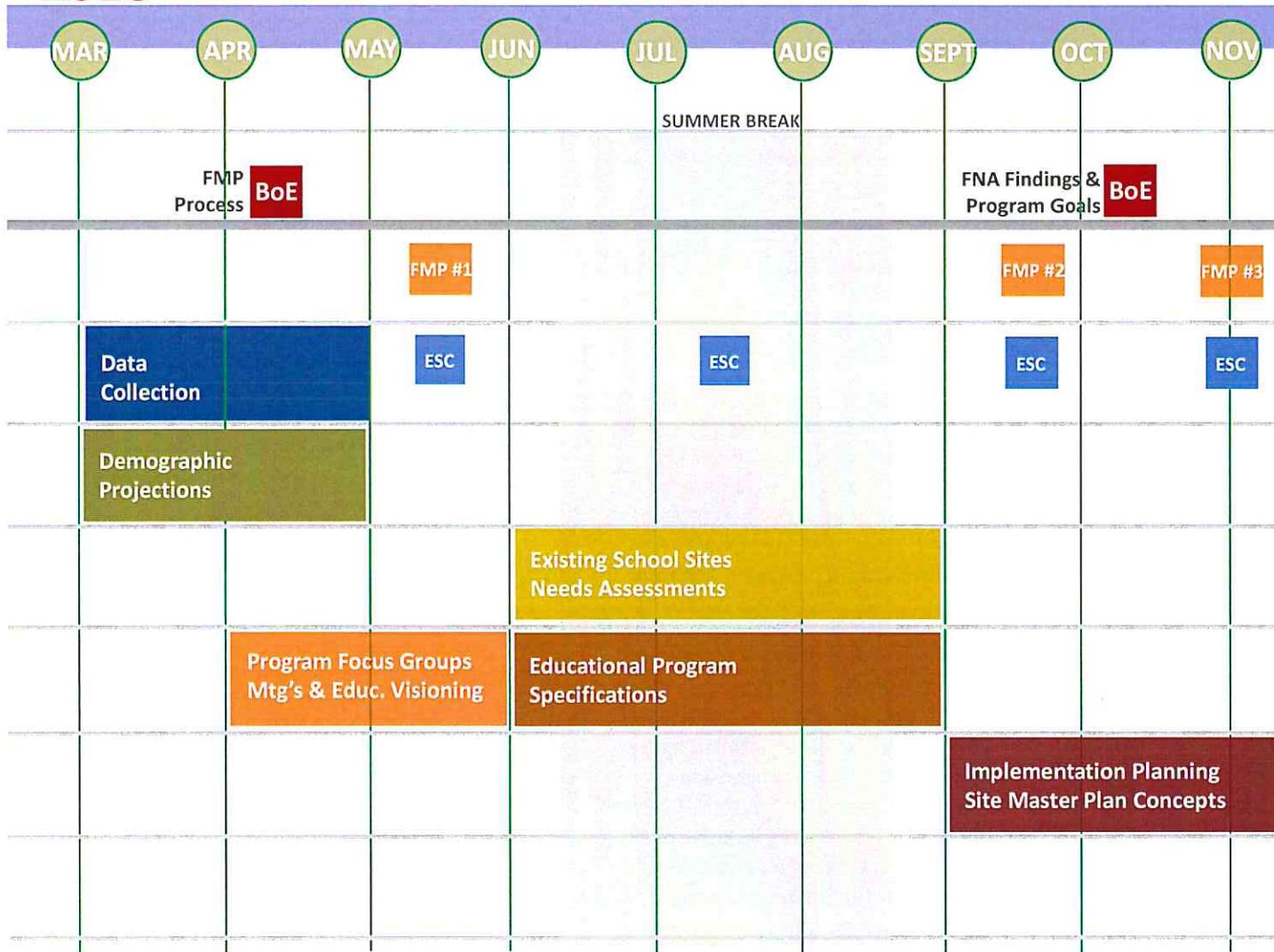
capability to produce the Master Plan on a compressed schedule if desired. All individuals specified in this proposal have been selected based upon their current availability and relevant recent master plan experience.

To date, all but one of the Districts that has decided to move forward with a local bond election based upon an LPA master plan process has been successful. We believe that this 97 percent success rate is the result of not only our comprehensive planning process and depth of engagement with school site/community stakeholders, but also our close collaboration with the District's outreach/campaign consultant during the development of the Facility Master Plan. By aligning the final report and resulting recommendations with the future campaign activities language and talking point themes voters can easily connect the bond project list to the planning process. Building trust while also facilitating clarity and transparency regarding future successful implementation of the District's facilities vision.

# Mt. Diablo Unified School District Facility Master Plan

(March 2018 – May 2019 Timeline)

## 2018



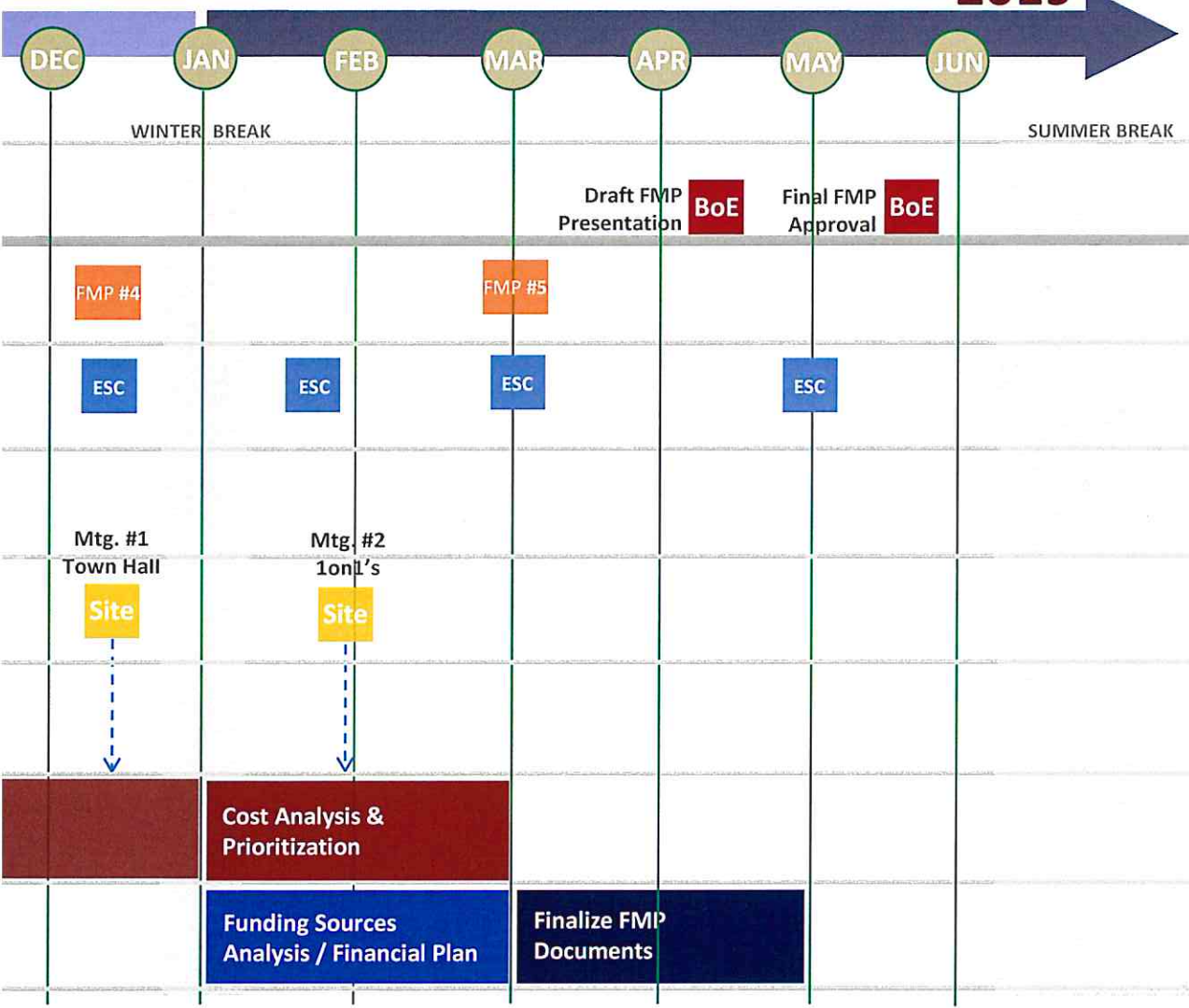
<b>FMP</b>	Facilities Master Plan Committee	<b>KEY</b>
<b>ESC</b>	Executive Steering Committee	
<b>BoE</b>	Mt. Diablo USD Board of Education	
<b>Site</b>	School Site Committees	

<b>Board of Education</b>	<b>Facilities Master Plan Committee (FMPC)</b>
FMP Process	(Meets Every Month During the FMP Planning Process)
Program Goals & Visioning	
Draft FMP	
Final FMP Approval	
<b>4 TOTAL Meetings</b>	<b>5 TOTAL Meetings</b>



# Mt. Diablo Unified School District

2019



**School Site Committees (SSC)**

- 29 Elementary Schools
- 9 Middle Schools
- 5 High Schools
- 26 Cont. HS, Alt HS, Adult, Charter Sites

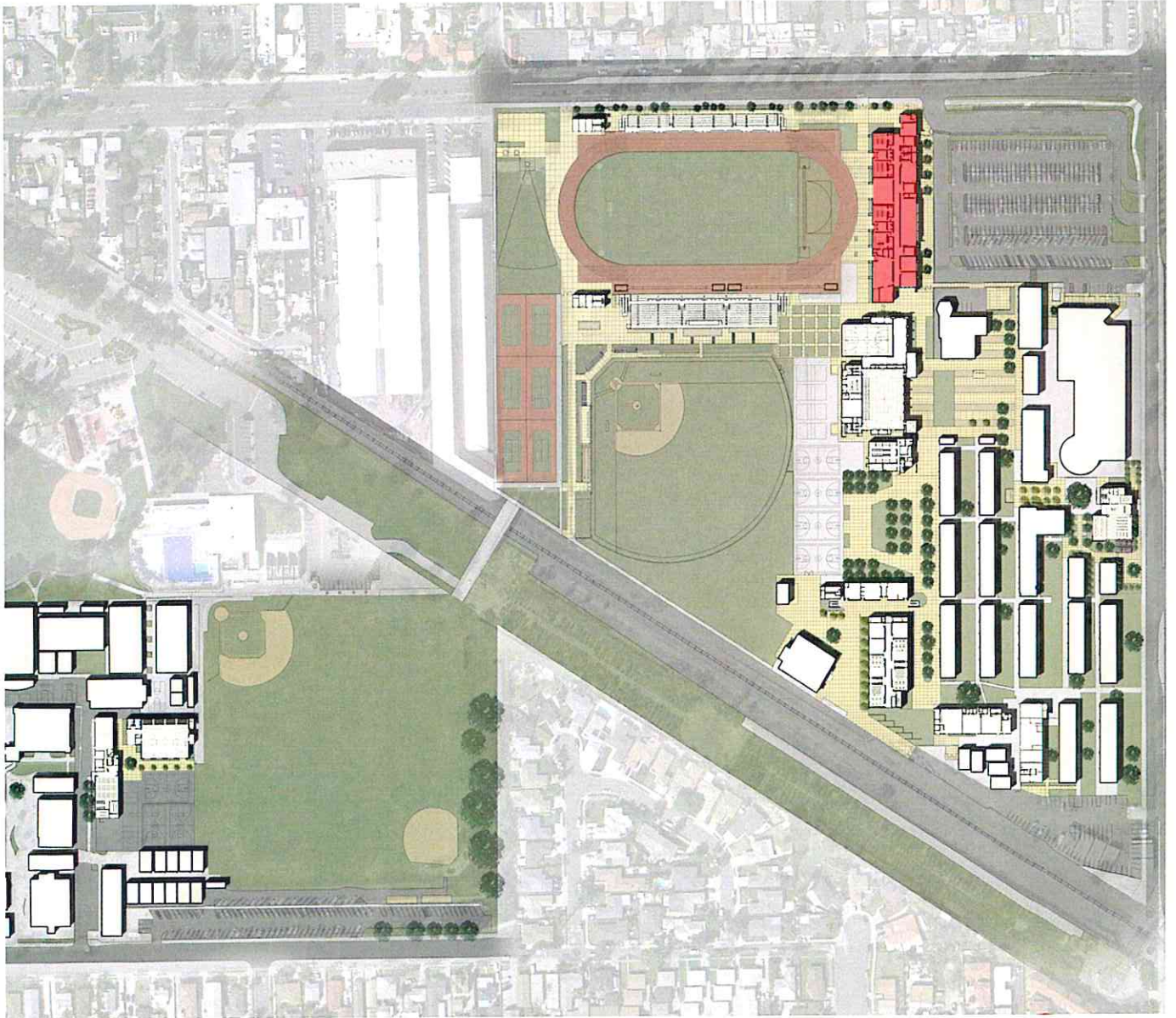
**PROPOSED FMP GROUPS MEETINGS**

SSC Town Hall / Mtg's

**69 SITES Total**

- Mtg. #1 – Process Overview & Draft Master Plans
- Mtg. #2 – 1on1 Mtg. w/ SSC's Representatives





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# EXPERIENCE WITH FUNDING AND OPTIONS FOR COST ESTIMATING





*LPA was instrumental in providing a long-range facilities master plan. Without the strategic process of the FMP, the district could not have passed its biggest bond in the district's history.*

—NANCY NIEN, FORMER ASSISTANT SUPERINTENDENT BUSINESS, DOWNEY USD

## FUNDING EXPERIENCE AND COST ESTIMATING OPTIONS

### SUCCESS PRIORITIZING AND ESTIMATING COSTS

LPA realizes that when developing a Facilities Master Plan, the needs are very often greater than the initial funding available to implement the program recommendations. To match potential financial resources with proposed scopes of work within the master plan, LPA works with the full variety of District and local community stakeholder groups to develop consensus regarding project priorities. Through solicitation of a variety of opinions and trends, common themes can be developed that assist the Board of Education in its decision-making process. The resulting master plan documents capture the entire District need while also illustrating a path forward for the initial phases of work to be accomplished. One of LPA's prime priorities in the development of a comprehensive master plan is implementability.

As the school and program support site master plan diagrams are finalized, formal costs estimates will be performed by our independent, outside cost estimating consultant Cumming. LPA and Cumming have a long history of collaboration on educational projects. During our more than 20-year relationship, Cumming has estimated over 75 percent of LPA's K-12 school facility projects, as well as led the cost model development of more than 60 of our master plan programs.

Cumming maintains a database of LPA's historical school construction costs which provides unparalleled accuracy regarding the building and site construction costs, soft cost, escalation and program contingency dollars that should be budgeted. When developing a master plan, estimating is more of an art than a science since the full breadth of architectural documents have not yet been prepared. We

believe that this record of success together with Cumming's expertise and history with the LPA planning team bring value to our clients. Allowing them to speak with confidence to District and local community groups that the master plan program scopes promised will have been delivered upon completion of the facilities improvement program.

### FMP COST ESTIMATING STRATEGIES

In order to accurately forecast the master plan total program costs during this current unpredictable bid climate with rapidly escalating and decreasing construction costs, LPA and Cumming utilize the following strategies:

#### VALUE ENGINEERING

To comply with the District's stated budget goals, LPA and Cumming prepare a listing of potential cost saving design/systems alternatives for evaluation by the client. Our team pays particular attention to the construction processes and project detailing cost efficiency in order to deliver the same design intent for a less total dollar cost to our clients.

### ALTERNATIVE FUNDING AND FINANCING

The LPA team members are experienced in working with our clients and their financial consultants to identify alternative sources of funding. Some of these options could include leveraging the State School Facility Program to more fully take advantage of more complicated and lesser used programs, such as the multi-story replacement program, to assisting a District's financial consultant with the marketing of projects for the sale of bond anticipation notes to financial institutions to fully leverage the bid market and minimize escalation costs for construction.





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# FINANCIAL STABILITY AND INSURANCE







Merlo Atherton High School Academic Building

## FINANCIAL STABILITY

Please see the enclosed separate sealed enveloped for evidence of financial stability.



*Our entire connection with LPA has been not only one of the very best business decisions that this District has ever made but has resulted in one of the finest company and client connections...*

—DAVID VERDUGO, ED.D., FORMER SUPERINTENDENT, PARAMOUNT USD

## INSURANCE COVERAGE

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. 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: DPR9913260

#### 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

17752 E. 17th St.  
Tustin, California 92780  
714.247.7044  
Kent Burrows, V.P.

#### U.S. BANK, COMMERCIAL BANKING

4100 Newport Place, Suite 900  
Newport Beach, California 92660  
949.863.2365  
Matthew Nordeman

### FINANCIAL REFERENCE

#### SMITH, LINDEN & BASSO

5120 Birch Street, Suite 200  
Newport Beach, California 92660  
949.752.0660, ext. 201  
Gordon Michie, CPA

### STATEMENT OF STABILITY AND STRENGTH

LPA is a multidisciplined design firm that has been doing business for 53 years with substantially the same ownership and leadership structure in place for the past decade. The company has a diverse client base with 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 nearly 400 employees working out of six offices.



**CERTIFICATE OF LIABILITY INSURANCE**

DATE (MM/DD/YYYY)  
4/21/2017

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.

**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).

<b>PRODUCER</b> Dealey Renton and Associates Lic. #0020739 P.O. Box 10550 Santa Ana CA 92711-0550		<b>CONTACT NAME:</b> Robin Lee <b>PHONE (A/C, No., Ext):</b> 714 427-6810 <b>FAX (A/C, No.):</b> 714 427-6818 <b>E-MAIL ADDRESS:</b> rlee@dealeyrenton.com	
		INSURER(S) AFFORDING COVERAGE      NAIC #	
		INSURER A: Hartford Underwriters Ins. Co.      30104	
		INSURER B: Hartford Accident & Indemnity      22357	
		INSURER C: XL Specialty Insurance Co.      37885	
		INSURER D:	
		INSURER E:	
		INSURER F:	

**COVERAGES      CERTIFICATE NUMBER: 1972715391      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.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> <b>COMMERCIAL GENERAL LIABILITY</b> <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Contractual Liab <input checked="" type="checkbox"/> BFPD, XCU GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PROJECT <input type="checkbox"/> LOC <input checked="" type="checkbox"/> OTHER: INDP Contr.Incl.	Y	Y	57UUNVJ3732	4/30/2017	4/30/2018	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$1,000,000 MED EXP (Any one person) \$10,000 PERSONAL & ADV INJURY \$1,000,000 GENERAL AGGREGATE \$2,000,000 PRODUCTS - COMP/OP AGG \$2,000,000 DED: NONE
A	<input checked="" type="checkbox"/> <b>AUTOMOBILE LIABILITY</b> <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS <input checked="" type="checkbox"/> Ded: NONE	Y	Y	57UUNVJ3732	4/30/2017	4/30/2018	COMBINED SINGLE LIMIT (Ea accident) \$1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ DED: NONE
	<input type="checkbox"/> <b>UMBRELLA LIAB</b> <input type="checkbox"/> OCCUR <input type="checkbox"/> <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE DED      RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ DED \$
B	<input checked="" type="checkbox"/> <b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A	57WEG19036	4/30/2017	4/30/2018	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER      Ded: NONE E.L. EACH ACCIDENT \$1,000,000 E.L. DISEASE - EA EMPLOYEE \$1,000,000 E.L. DISEASE - POLICY LIMIT \$1,000,000
C	<input checked="" type="checkbox"/> <b>Professional Liability</b> Claims Made			DPR9913260	4/30/2017	4/30/2018	\$1,000,000 per claim \$2,000,000 annl aggr. \$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 <i>Karin Thorp</i>
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## LETTER FROM INSURANCE PROVIDER

DEALEY, RENTON & ASSOCIATES  
Insurance Brokers



January 23, 2018

Offices in  
Oakland CA  
Pasadena CA  
Santa Ana CA

[dealeyrenton.com](http://dealeyrenton.com)

Mt. Diablo Unified School District  
Purchasing Department  
2326 Bisso Lane  
Concord, CA 94520

RE: Mt. Diablo Unified School District  
Request for Qualifications for Architectural Services  
Insurance Requirements

To Whom It May Concern:

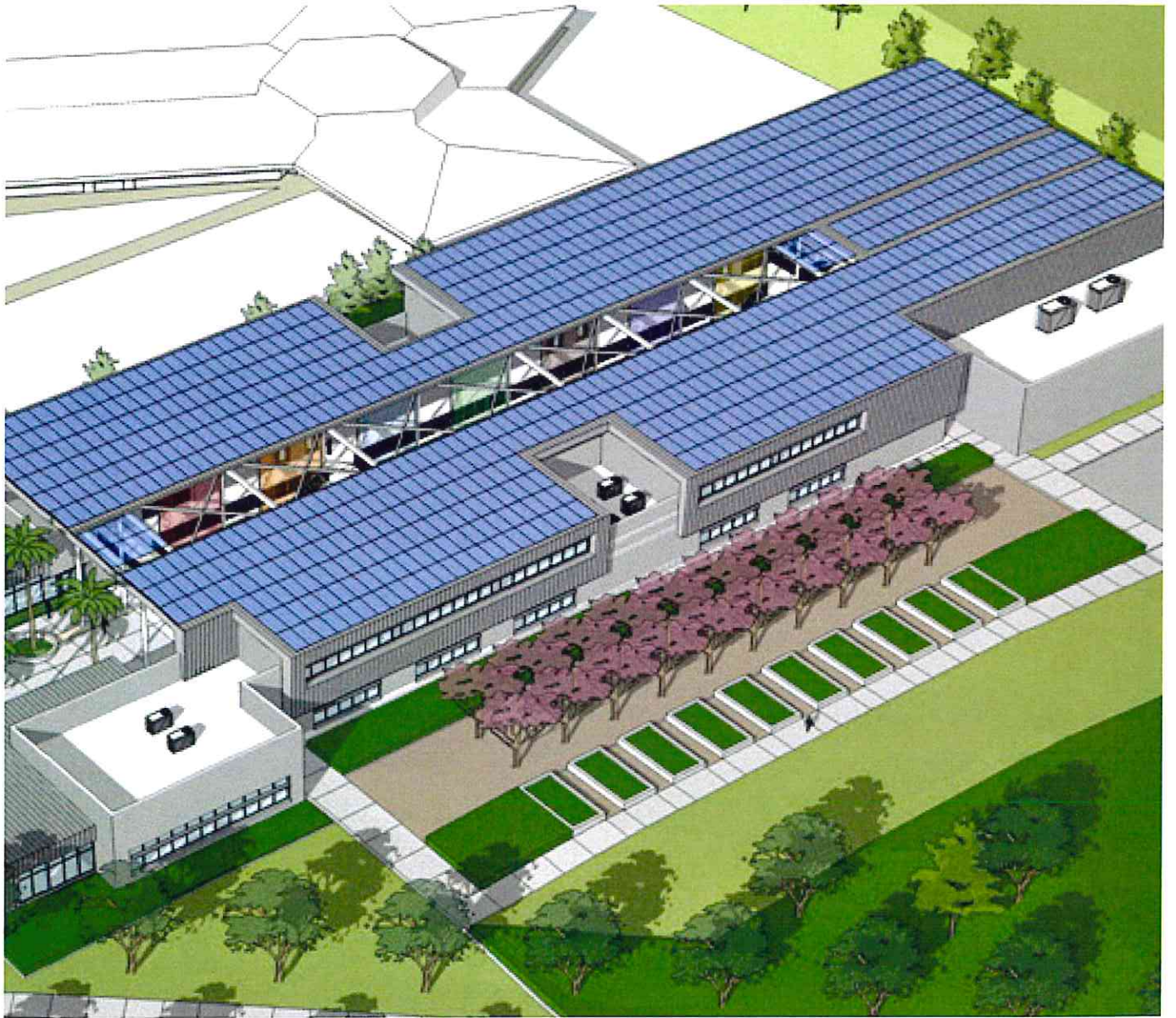
The purpose of this letter is to confirm that LPA's insurance program substantially meets the requirements outlined in the Request for Qualifications provided by Mt. Diablo Unified School District. Please be aware that insurance carriers will not agree to provide the District with notification of reductions in coverage or changes to the policy in any other material aspect. We understand LPA, Inc. will provide the District such notifications if such reductions or changes occur.

Dealey, Renton & Associates Insurance Brokers is responsible for managing all of the insurance policies required under the Insurance Requirements section of the RFQ.

Sincerely,

Karin Thorp  
Account Executive  
CA License #0G71336

License #0020739  
An ESOP Company



// TAB M

# LITIGATION HISTORY



## TEN-YEAR LITIGATION HISTORY

In more than 53 years of business, LPA has not been involved in any litigation or arbitration resulting in a judgment or any other evidence of liability that has been the result of alleged negligent design by the firm. We have been informed by our Professional Liability Insurance Agent that LPA is in the lowest five percent of professional architectural and engineering firms with regard to incidence of litigation. LPA takes great pride in this record and feels it reflects our professionalism and ability to resolve inevitable project challenges as they occur, rather than allowing problems to become larger issues.

This record of success is due to the professional manner in which we produce bid documents and manage our projects. In addition, the collaborative process that LPA utilizes to program and design a project helps our clients build a facility that is appropriately functional and representative of their needs.

### **CITY OF RANCHO SANTA MARGARITA**

Explanation - City of Rancho Santa Margarita filed suit against Construction Manager, contractor and LPA for damages from alleged design and construction defects. The project, a City Hall and Community Center building, experienced leaks from excessive rain storms nine years after completion of construction.

The design team along with the city experts evaluated the situation and determined the most efficient manner to correct what was determined to be construction defects in the plastering of the project. A settlement reached with all parties contributed to the corrective work.

Date of Notice - September 2013

Status - The suit was dismissed March 2014.

### **CAL STATE UNIVERSITY, NORTHRIDGE**

Explanation - Cal State University, Northridge Recreation Center, designed by LPA, was completed in December 2011. While participating in an intramural basketball competition, a student injured himself and filed a lawsuit against the University, LPA and the contractor for unspecified damages.

Status - Resolved October 2013 through mediation without admission of liability.

### **CAL STATE UNIVERSITY, NORTHRIDGE**

Explanation - Cal State University, Northridge Recreation Center, designed by LPA, was completed December 2011.

While participating in an intramural basketball competition, a student injured himself and filed a claim against the Associated Student Center for unspecified damages. The University has cross filed against the contractor and LPA for indemnity in the matter.

Status - Resolved December 2015 through mediation without admission of liability.

### **SWEETWATER UNION HIGH SCHOOL DISTRICT**

Explanation - Contractor was terminated for cause on school addition project and sued District. District, in turn, cross-complained for indemnity to LPA, project manager and others. District and contractor resolved the dispute through mediation, October 2016.

Date of Notice - August 2012

Status - Resolved November 2016 through mediation.

### **SANTA ANA UNIFIED SCHOOL DISTRICT - MADISON ES**

Explanation - District was sued for damages by an individual who fell over a bench wall while exiting school with his son. The District defended the claim stating that the plaintiff was unable to see the bench wall due to his eyesight being compromised and not paying attention to where he was walking. LPA has been added as a defendant by plaintiff.

Date of Notice - February 1, 2016

Status - All parties resolved by mutual agreement February 25, 2016.

### **STAPLETON (COX) V. KASHIWA CAPITAL GROUP, LLP**

Explanation - LPA has been named as a defendant in the lawsuit claiming damages by an individual (sub-constructor's employee) for injuries he suffered while working on the project. The claim is unfounded against LPA as the portion of the project was not within the scope of LPA's contract. Additionally, project safety is the sole responsibility of the contractor and owner and is not a responsibility of the designer.

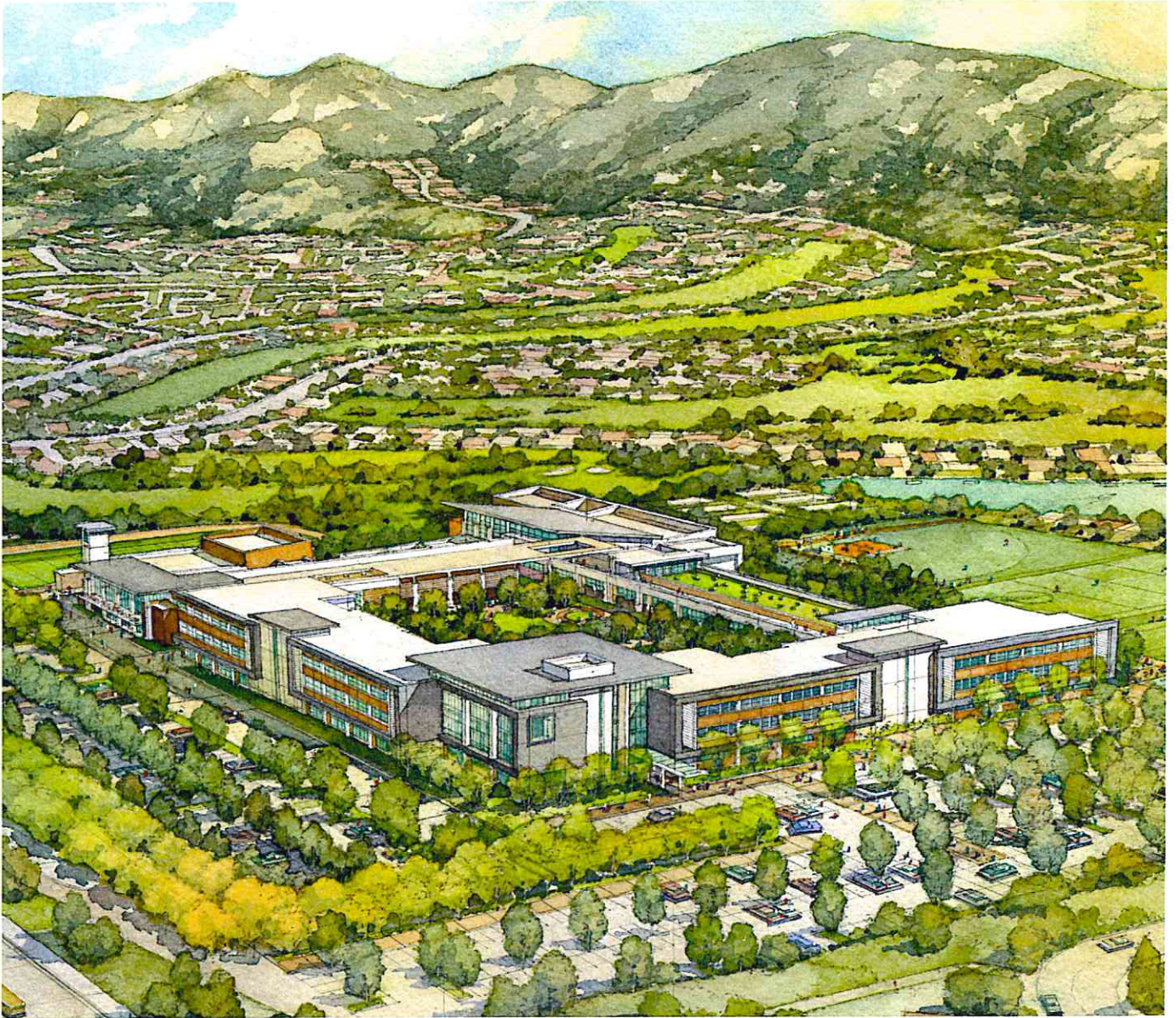
LPA is vigorously defending against the claim and filing for summary judgement to remove LPA from the litigation.

Date of Notice - May 2017

Status - Ongoing



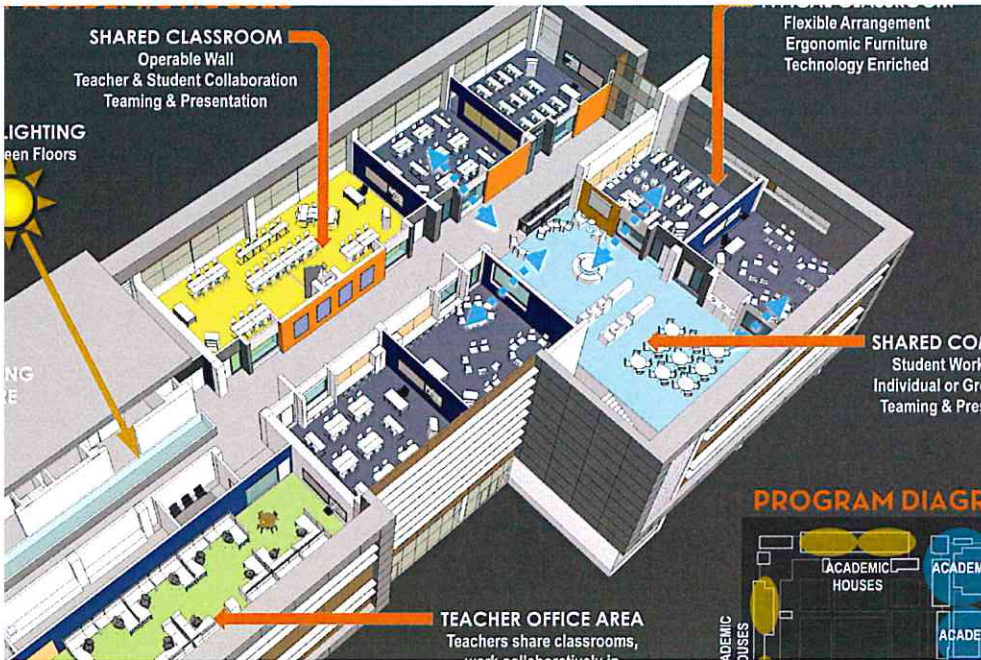




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# OTHER RELEVANT INFORMATION





*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.*

## 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:

- Career Technical Education programs with core academic links and business partnerships.
- Project-based learning labs and hands-on learning opportunities.
- STEM, STEAM and Makerspace environments.
- Professional development and parent education centers.
- Learning centers and alternative education facilities.
- Re-envisioning libraries into resource+innovation centers.
- Fitness centers and community clinics early education programs.
- Moderate and severe special education unrestrictive 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.



*The jobs of tomorrow will be based more than ever upon the utilization of technology and its integration into the educational program.*



## INTEGRATING FUTURE TECHNOLOGY INTO DESIGN

Today's students do not just learn inside the classroom; learning happens everywhere. The next generation's learners are digital natives, comfortable navigating the virtual world, constantly connected via personal, portable devices. In order to take advantage of face time between students and teachers, schools need to respond to technological demands of digital natives, providing ample power and data, access both indoors and out, and wireless capability and visibility. Through seamless connections between devices and displays, supervised student interaction allows for display and presentation of work.

### IMPLEMENTING TECHNOLOGY

When planning a new and/or modernized project, technology is a tool that supports student learning, allowing classrooms to focus on the development of students' four C's: critical thinking, creativity, collaboration and communication skills.

Rather than adding technology as an afterthought, our team prefers to utilize an approach whereby the instruction methods and philosophy are discussed first, then used to examine and select the appropriate networking software and hardware. Through this approach, flexibility is maintained

and the results become representative of the district's instructional philosophy.

When effectively and transparently integrated into a project, technology allows students to become self-directed learners and collaborative partners in project-based learning teams; transforms teachers into mentors; and allows any campus space to become a learning space.

### IMPLEMENTING TECHNOLOGY

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 modes of learning.
- Student/staff tablets, laptops and campuswide Wi-Fi, enabling 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.



*Integrated Design for STE[A]M. Innovative learning spaces should allow students to experience STEM education by inspiring curiosity.*

## DESIGNING SPACES FOR STEM/STEAM

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. STEM learning is not something you do just inside the classroom; to generate enthusiasm for the field, students must take up a STEM identity and think of STEM as a robust ecosystem.

LPA has made a commitment to educational research, including national tours, workshops and interviews of exemplary STEM and Makerspace environments. Through this research and experience, LPA has developed three big ideas for planning STEM/STEAM spaces; connectivity, flexibility and inspiration. Whether you're designing a STEM environment in an existing classroom or designing a new classroom, the design principles to consider are:

### 1. CONNECTIVITY

STEAM 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.

### 2. FLEXIBILITY

The space needs to be adaptable. Having a flexible space that is easily adaptable allows space to transition to different modes of learning in minimal time. 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 through mobile furniture and technology. This flexibility extends to the connection to other rooms or digitally to the world around the students.

### 3. INSPIRATION

It is no longer assumed that STEM education is only for the few who have an interest in science or mathematics. In fact, STEM education is something we can activate in any student. Every person has a deep interest in mastering their environment, and they need to learn what the opportunities are, what the fun is about it, what the curiosity is about it. Providing environments that are fun, curious and engaging and provide choice allows students to say, "Yes, I am a STEM learner."



*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.*

## SUSTAINABLE DESIGN PHILOSOPHY

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), over 70 percent of 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/energy-savings 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.

### 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 foundation 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 focuses on visual comfort, thermal comfort and indoor air quality in addition to energy efficiency.



## SAN JOSE OFFICE FACILITY EXPERTISE

### SAN JOSE OFFICE K-12 HISTORY

The following is a listing of LPA's K-12 experience in San Jose over the last 10 years.

#### **Alameda Unified School District**

Facilities Needs Assessment and Master Plan  
Alameda High School Modernization  
Earhart Elementary School Modernization  
Edison Elementary School Modernization  
Encinal High School Track and Field Sports Complex  
Franklin Elementary School Modernization  
Haight Elementary School Modernization  
Haight Elementary School Seismic Upgrade  
Lincoln Middle School Modernization  
Lum Elementary School Modernization  
Miller Elementary School Modernization  
Otis Elementary School Modernization  
Paden Elementary School Modernization  
Washington Elementary School Modernization  
Wood Middle School Modernization  
Ruby Bridges New Elementary School  
Bay Farm Island Elementary School Modernization  
Chipman Middle School Modernization  
Alameda Adult Ed Facility Modernization  
Alameda Science and Technology Institute

#### **Albany Unified School District**

Albany High School Aquatics Center

#### **Burlingame School District**

Facilities Master Plan

#### **Carmel Unified School District**

Facilities Master Plan

#### **East Side Union High School District**

Oak Grove High School Student Center Quad Renovation  
Piedmont Hills High School Science and Life Skills Complex  
Piedmont High School Baseball Stadium

#### **Fairfield-Suisun Unified School District**

District Facilities Master Plan  
Armijo High School Track & Field Replacement  
Fairfield High School Track & Field Replacement  
Rodriguez High School Track & Field Replacement

#### **Fremont Unified School District**

Long-Range District Facilities Master Plan  
Kennedy High School Modernization

#### **Gilroy Unified School District**

Needs Assessment and Master Plan  
Gilroy High School Two-Story Classroom Building





**Livermore Valley Joint Unified School District**

Livermore High School Agricultural Sciences CTE Facility  
 Livermore High School Modernization  
 Livermore High School Science Building and Quad

**Lodi Unified School District**

Facilities Master Plan  
 Learning Space Design Standards  
 Measure U Technical Standards  
 Facilities Implementation Plan

**Milpitas Unified School District**

Milpitas High School Master Plan and Conceptual Design

**Morgan Hill Unified School District**

Educational Specifications  
 District Facilities Master Plan

**New Haven Unified School District**

Itliong-Vera Cruz Middle School 21st Century Classroom

**Pleasanton Unified School District**

District Facilities Master Plan

**San Lorenzo Unified School District**

Facilities Master Plan

**Santa Clara Unified School District**

Agnews Campus New Elementary School/Middle School/  
 High School

**Sequoia Union High School District**

Menlo-Atherton High School Long-Range Master Plan  
 Menlo-Atherton High School Phase One Classroom Building  
 Menlo-Atherton High School Phase Two Lab Building  
 Menlo-Atherton High School Interim Housing  
 Menlo-Atherton High School Field Replacement  
 Sequoia High School Field Replacement  
 TIDE Academy Small High School

**Soledad Unified School District**

Main Street Middle School Reconstruction

**Tamalpais Union High School District**

Facilities Master Plan

**HIGHER EDUCATION PROJECTS**

**Chabot-Las Positas Community College District, Livermore, California**

Chabot College Instructional Office Building  
 Las Positas College Master Plan  
 Las Positas College Multi-disciplinary Building

**TAB N. OTHER RELEVANT INFORMATION**

MT. DIABLO UNIFIED SCHOOL DISTRICT | FACILITY MASTER PLAN



**California State University, East Bay, Hayward, California**  
Recreation and Wellness Center  
Warren Hall Replacement Building (In Progress)

**San Jose, City of**  
South East Branch Library

**California State University, Sonoma, Sonoma, California**  
Recreation and Wellness Center

**San Mateo County Community College District, San Mateo, California**

- College of San Mateo College Center
- College of San Mateo Integrated Science Center
- College of San Mateo Bulldog Aquatic Center
- College of San Mateo Site Development Plan
- College of San Mateo Bulldog Aquatic Center

**Solano Community College, Fairfield, California**  
Campus Enrichment Plan  
Student Services Center

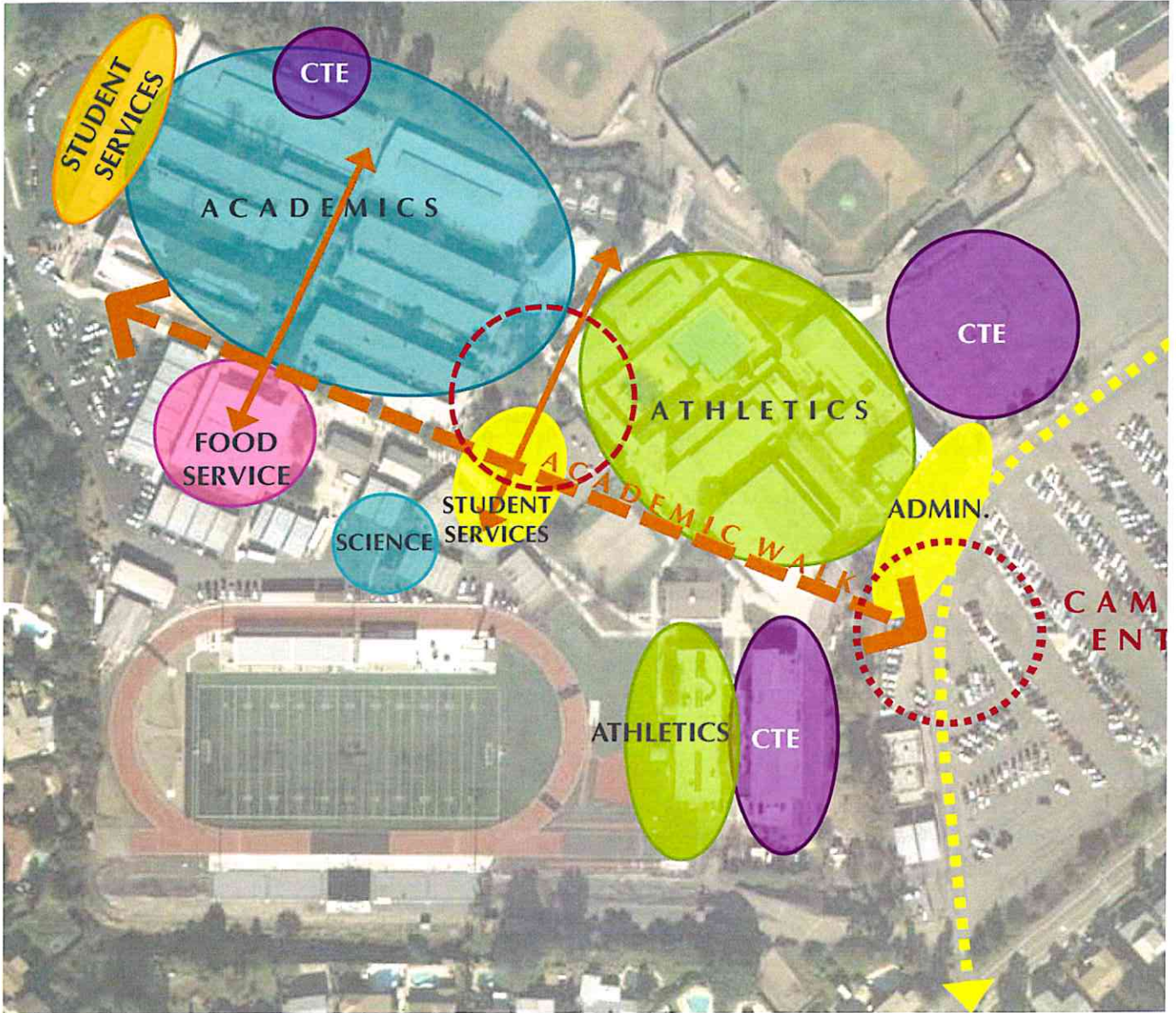
**Sonoma State University, Rohnert Park, California**  
Student Recreation Center  
University Center, Feasibility Study

**CIVIC PROJECTS**

**Brentwood, City of**  
Civic Center  
Public Library

**Cotati, City of**  
Police Facility

**San Bruno, City of**  
Redevelopment Agency Planning Study for Regional Mall



// TAB O  
FEES



## FEE COMPENSATION

The following is the LPA team’s suggested compensation for Mt. Diablo USD’s proposed Facilities Master Plan (FMP). The fee proposed is flexible and open to negotiation once a specific scope of work and community engagement process has been definitively defined during the Plan the Plan process (kick-off strategy) with district leadership. At this time, we developed the fee based upon a schedule to complete the plan in May 2019, the scope-of-work outlined in the District’s RFP document and the quantity of sites at 29 elementary schools, nine middle schools, five high schools, four continuation high schools, 17 alternative schools/programs, three charter schools and two adult education centers.

Over the past 25 years, LPA has developed more than 60 FMP projects. Through these planning processes, we have found that no two public school districts are the same. An advantage LPA brings to Mt. Diablo USD is our history, unique expertise and experience in working collaboratively with our clients, school sites and their local community stakeholders to develop similar FMP, Facilities Assessment, Educational Program Vision and Implementation Plan recommendations for California public school districts.

### FEE SCHEDULES

#### Task 1 - Information Gathering / Stakeholder Outreach

Data Collection:	\$ 10,000
FMPC Meetings (5):	\$ 25,000
District Leadership Meetings (8):	\$ 20,000
<b>Sub-Total:</b>	<b>\$ 55,000</b>

#### Task 2 - Demographics Analysis

(Cooperative Strategies)	
Demographics Report:	\$ 30,000
Capacity Analysis:	\$ 5,000
<b>Sub-Total:</b>	<b>\$ 35,000</b>

#### Task 3 - Facilities Needs Assessment

(EMG)	
Facility Assessment (3M SF x \$0.075/SF):	\$ 225,000
<b>Sub-Total:</b>	<b>\$ 225,000</b>

#### Tasks 4 – Educational Specifications

Focus Group Meetings (5):	\$ 7,500
Program Charrettes (2 - ES/Secondary):	\$ 20,000
Educational Specifications:	\$ 35,000
<b>Sub-Total:</b>	<b>\$ 62,500</b>

#### Task 5 - Implementation Planning

School Site Committee 1on1’s (69):	\$ 34,500
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Community Town Halls (5):	\$ 25,000
FMP Diagrams:	
(29) Elementary Schools:	\$ 43,500
(9) Middle Schools:	\$ 31,500
(5) High Schools:	\$ 25,000
(4) Continuation High Schools:	\$ 6,000
(17) Alternative Schools/Programs:	\$ 25,500
(3) Charter Schools:	\$ 4,500
(2) Adult Education Centers:	\$ 4,000
Cost Estimating/Prioritization:	\$ 25,000
Phasing/Implementation Schedule:	\$ 15,000
Funding (Cooperative Strategies):	\$ 20,000
<b>Sub-Total:</b>	<b>\$ 259,500</b>

#### Task 6 - FMP Deliverables / Board Engagement

Board of Education Meetings (4):	\$ 20,000
FMP Digital Documentation:	\$ 50,000
<b>Sub-Total:</b>	<b>\$ 70,000</b>

Project Expenses	
5% Reimbursable Costs in Base Fee:	\$ 35,500
<b>Sub-Total:</b>	<b>\$ 35,500</b>

**Total FMP Compensation: \$ 742,500**

### OPTIONAL ADDITIONAL SERVICES (EMG)

Data Prep and Migration to SchoolDude:	\$ 0.005/SF
Equipment Inventory Data Collection (for CMMS):	\$ 0.01/SF
SchoolDude Maintenance EssentialsPro (Annual):	\$ 25,580
Set-Up / Service / Support (One-Time):	\$ 9,410
SchoolDude CapitalForecastPro (Annual):	\$ 11,290
Set-Up / Service / Support (One-Time):	\$ 6,240

### 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.





// TAB P  
**CONTRACTS**







## CONTRACT REQUIREMENTS

### RESERVATION OF RIGHTS

LPA has reviewed the District’s proposed contract indemnification language and confirms that it can indemnify the District with some clarifications intended to conform the indemnity with LPA’s professional liability policies and Section 2782.8 of the California Civil Code. However, we do reserve the right to negotiate the final terms and conditions (including but not limited to those related to liquidated damages and insurance) subsequent to understanding the project-specific scope. In terms of indemnification, LPA will agree that its obligation to indemnify for acts of professional negligence does not include the obligation to defend actions or proceedings brought against the district, but rather to reimburse the district for attorney’s fees and costs incurred by the district in defending such actions or proceedings brought against the district to the extent caused by LPA; but not for any loss, injury, death or damage caused by the negligence or willful misconduct of district or of other third parties not under the supervision or control of LPA.

**Attachment B**

Non-Collusion Declaration

**(SUBMIT WITH RFP)**

State of California}

County of Contra Costa}

Jim Kisel, AIA (Bidder's Name), being first duly sworn, deposes and says that he or she is Owner

of LPA, Inc. (Contractor Name) the party making the foregoing RFP that the RFP is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization,

or corporation; that the RFP is genuine and not collusive or sham; that the Bidder has not directly or indirectly induced or solicited any other Bidder to put in a false or sham RFP, and has not directly or indirectly colluded, conspired, connived, or agreed with any Bidder or anyone else to put in a sham RFP, or that anyone shall refrain from bidding; that the Bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the RFP price of the Bidder or any other Bidder, or to fix any overhead, profit, or cost element of the RFP price, or of that of any other Bidder, or to secure any advantage against the public body awarding the contract of anyone interested in the proposed contract; that all statements contained in the RFP are true; and further, that the Bidder has not, directly or indirectly, submitted his or her RFP price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any fee to any corporation, partnership, company association, organization, RFP depository, or to any member or agent thereof to effectuate a collusive or sham RFP.

1/31/18  
Date  
LPA, Inc.  
Bidder Name  
(Person, Firm, Corp.)

60South Market Street  
San Jose, California 95113  
Address

San Jose, California  
Signed at (Place)  
  
Authorized Representative

Jim Kisel  
Representative's Name

**LPA acknowledges all addenda issued for this RFP.**