



LPA

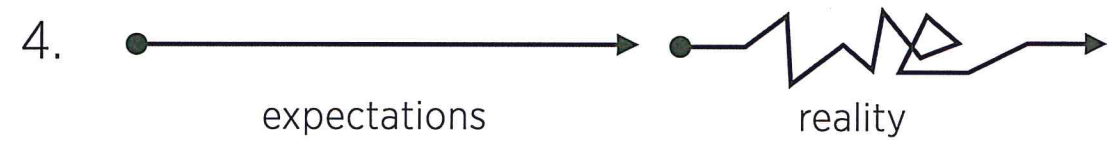
Interview | Mt. Diablo USD

Architectural Services – March 19, 2019



LPA agenda

- 1. 
Jim Walter Denise Helen Erik

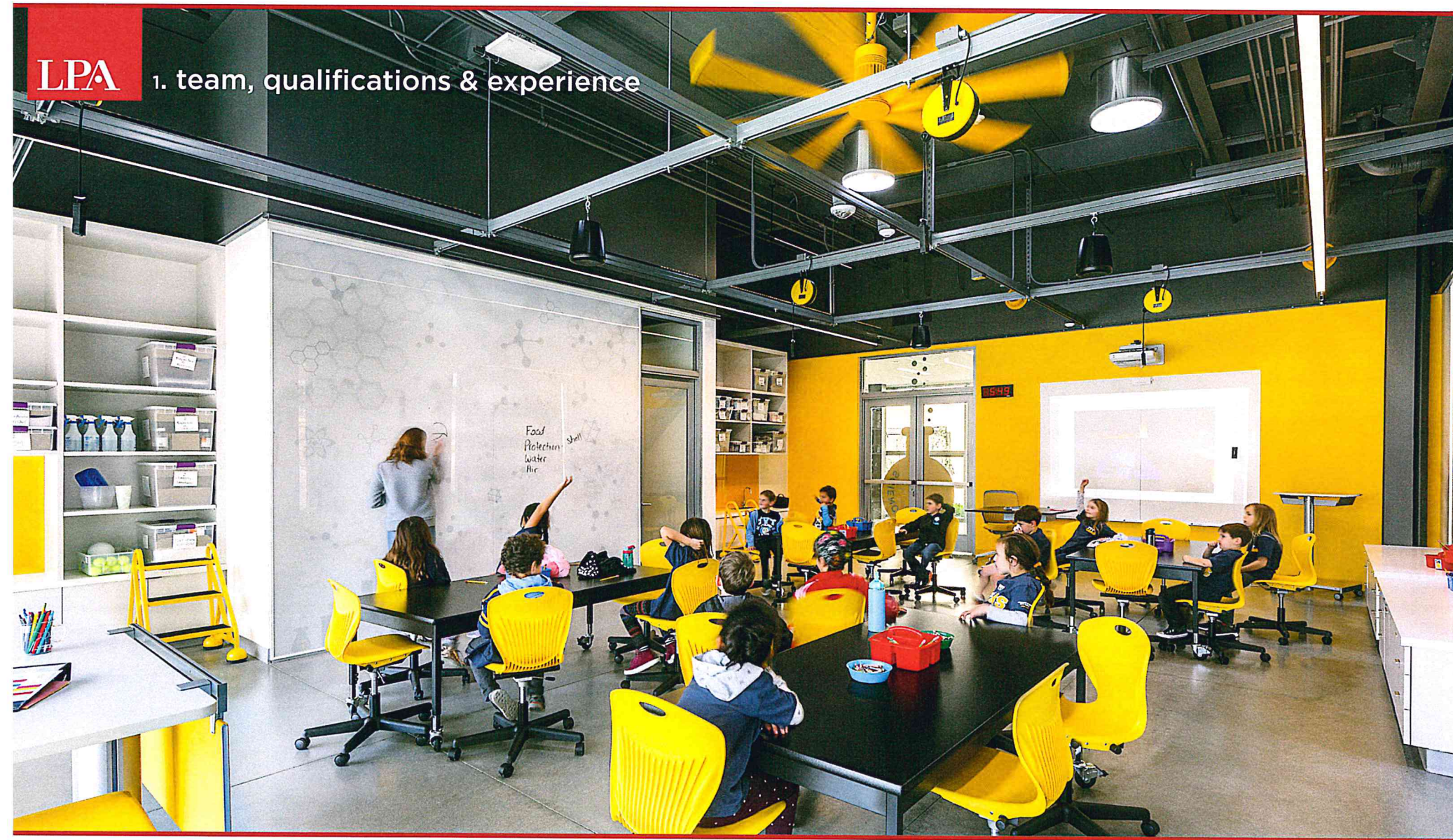


- 2.  safety

- 3.  balancing needs

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1. team, qualifications & experience





1. team



Jim



Denise



Walter



Erik



Helen

Mt. Diablo Unified School District

PROJECT LEADERSHIP

Walter Estay
AIA / LEED AP
Managing Director,
San Jose EDU Studio

Jim Kisel
AIA / LEED AP
Director of K-12

LPA INTEGRATED DESIGN TEAM

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

Helen Pierce
AIA / LEED GA
Design Director

Steve Bakin
PE
Electrical Engineer

Andrea Pippin
LEED GA
Educational Facilities Planner

Alan Rozier
PE
Civil Engineer

Bryan Seamer
SE / LEED GA
Structural Engineer

Kelvin Carter
RCDD
Technology /Low Voltage

Erik Ring
PE / LEED FELLOW
Mechanical Engineer

Teresa McLean
Entitlements Coordinator

CONSULTANTS

Cost Estimator
HL Construction
Management

Food Service/Kitchen
Capital Engineering
Consultants

Fire/Sprinkler
Mudry & Associates



LPA 1. team



SACRAMENTO

35 SAN JOSE

IRVINE

SAN DIEGO

DALLAS

SAN ANTONIO

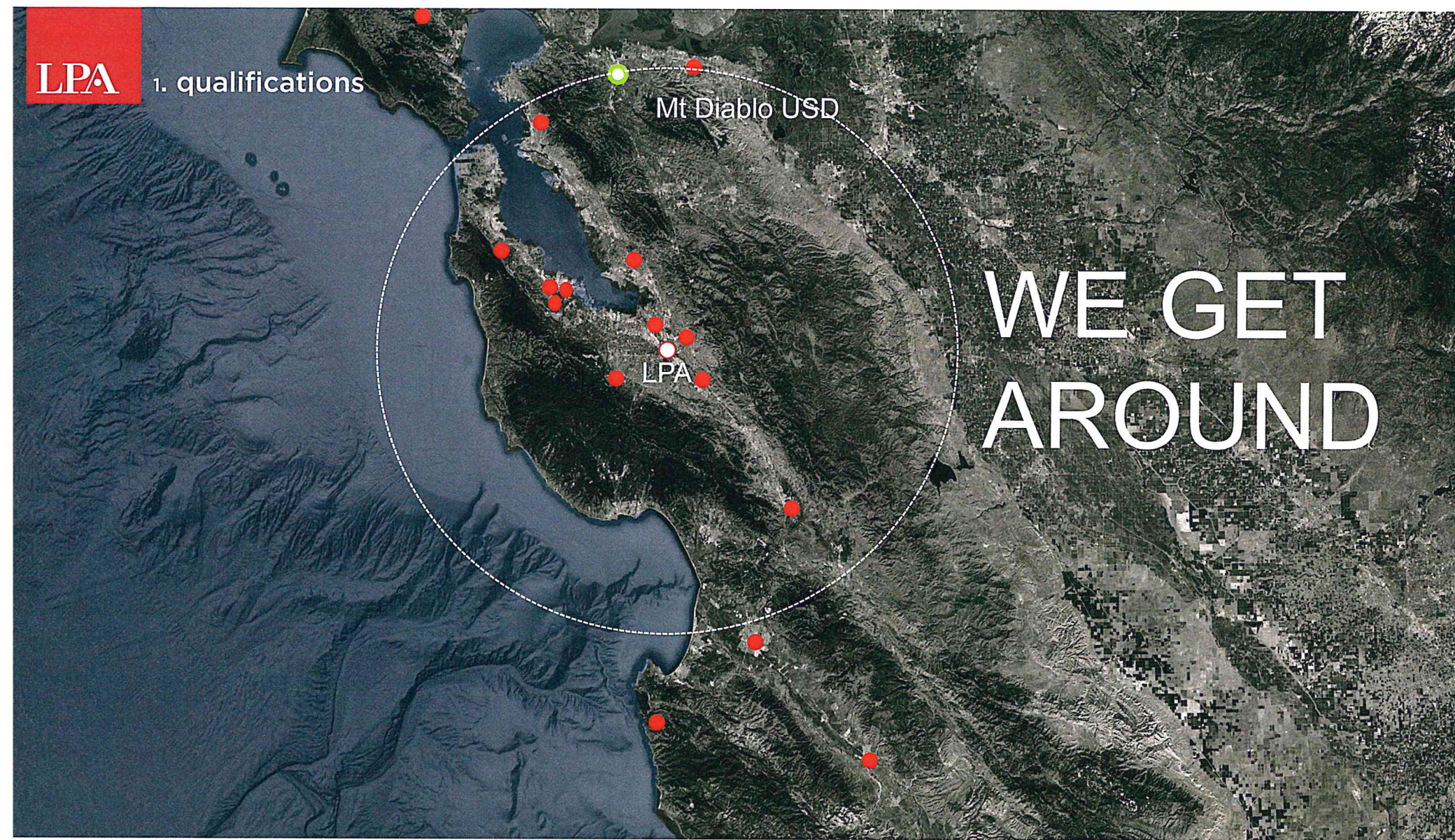
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1. qualifications

Mt Diablo USD

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WE GET
AROUND





1. qualifications | record of success

| | | |
|---------------|----------|---|
| developed | \$18.5b | facility master plan improvements in the last 24 years |
| envisioned | 1,000+ | school facilities master plan sites |
| designed | \$6.5b | 350 school facilities projects |
| completed | 120+ | LEED certified projects |
| completed | 10 | CHPS certified projects in California |
| dedicated | K12 team | that works predominantly on the planning and design of Next Generation High-Performance Learning Environments |
| executed over | 350+ | K-12 school facilities projects over the past 24 years |
| won | 40 | C.A.S.H. / AIACC Design Awards |





1. **qualifications** | record of success

28 years

115 elementary schools

19 new
16 transformations
80 modernizations

45 middle schools

9 new
11 transformations
25 modernizations

50 high schools

5 new / 12 specialized projects
13 transformations
20 modernizations



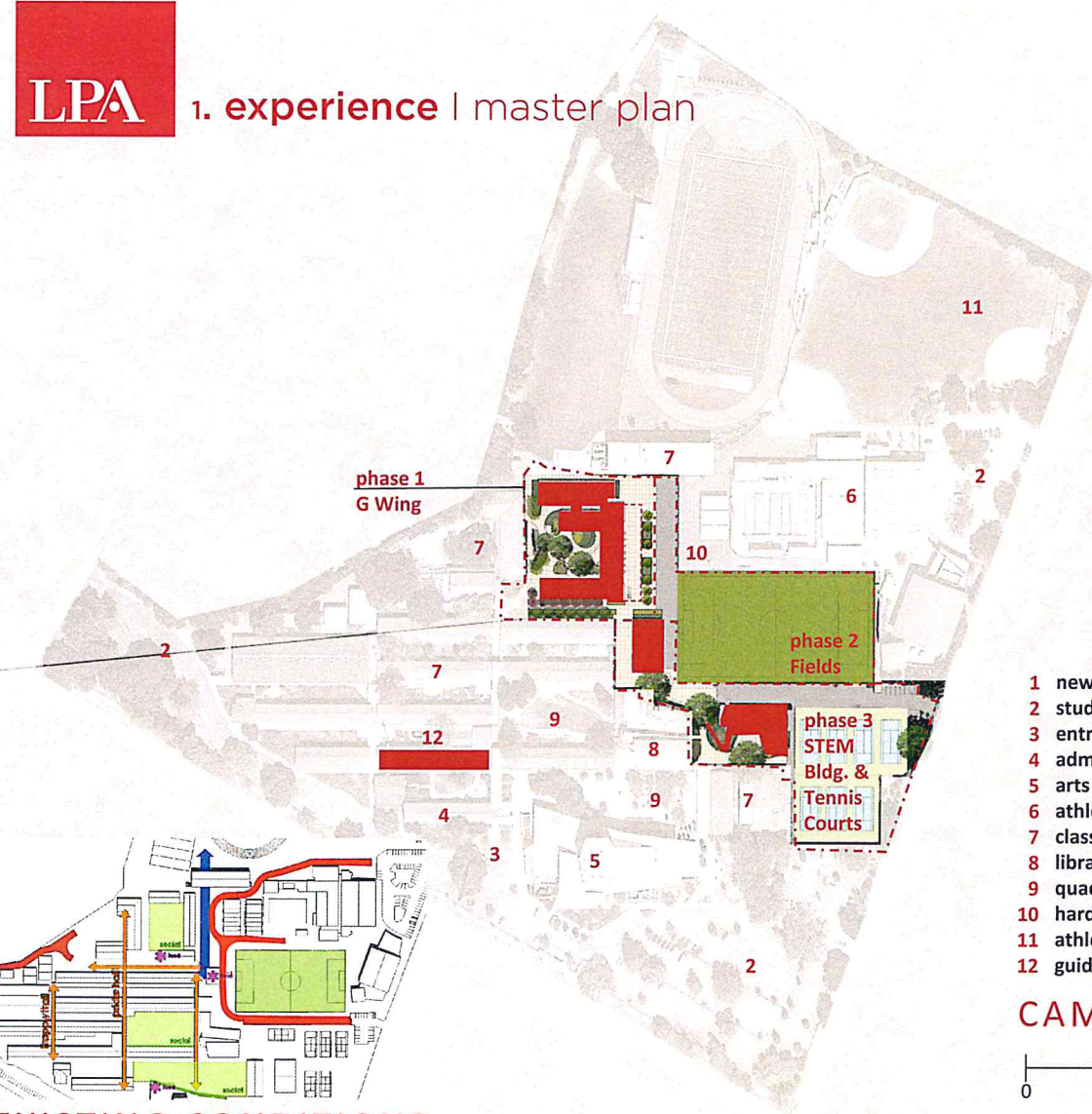
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1. **experience** | menlo-atherton high school



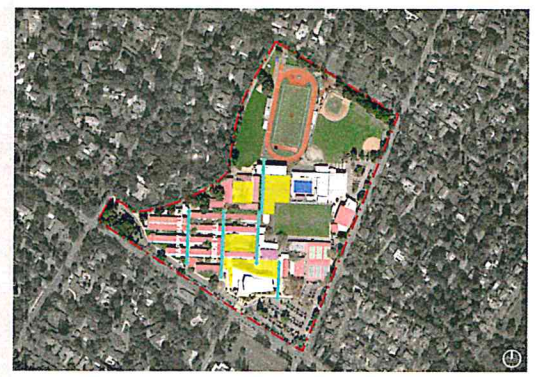
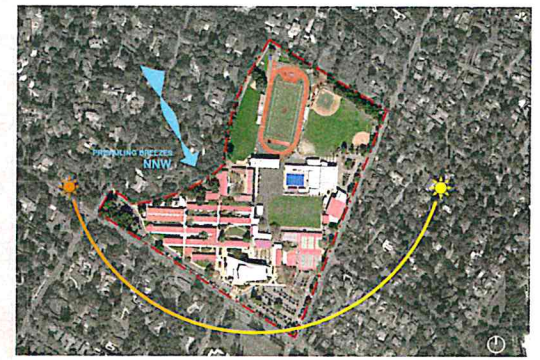
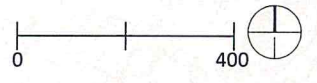


1. experience | master plan

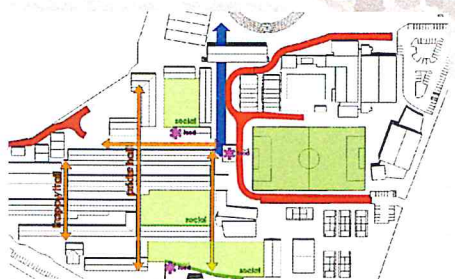


- 1 new academic building + courtyard
- 2 student parking
- 3 entry
- 4 administration
- 5 arts center
- 6 athletic center
- 7 classroom wings
- 8 library
- 9 quad
- 10 hardcourts
- 11 athletic fields
- 12 guidance modernization

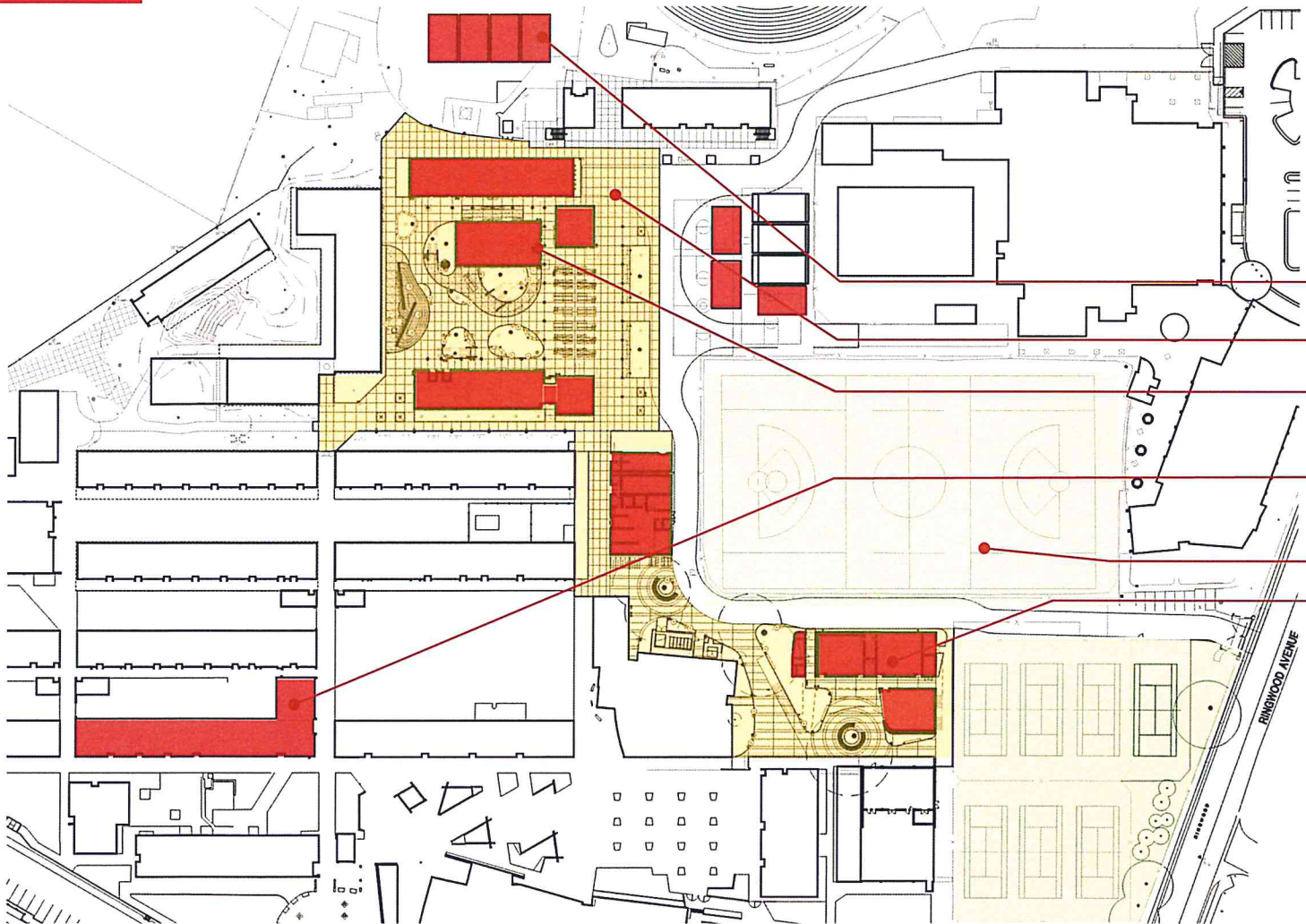
CAMPUS SITE PLAN



EXISTING CONDITIONS



1. experience | phasing

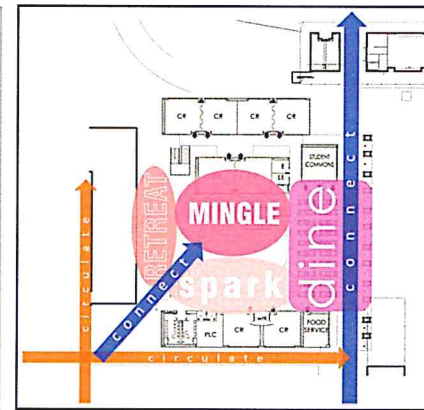
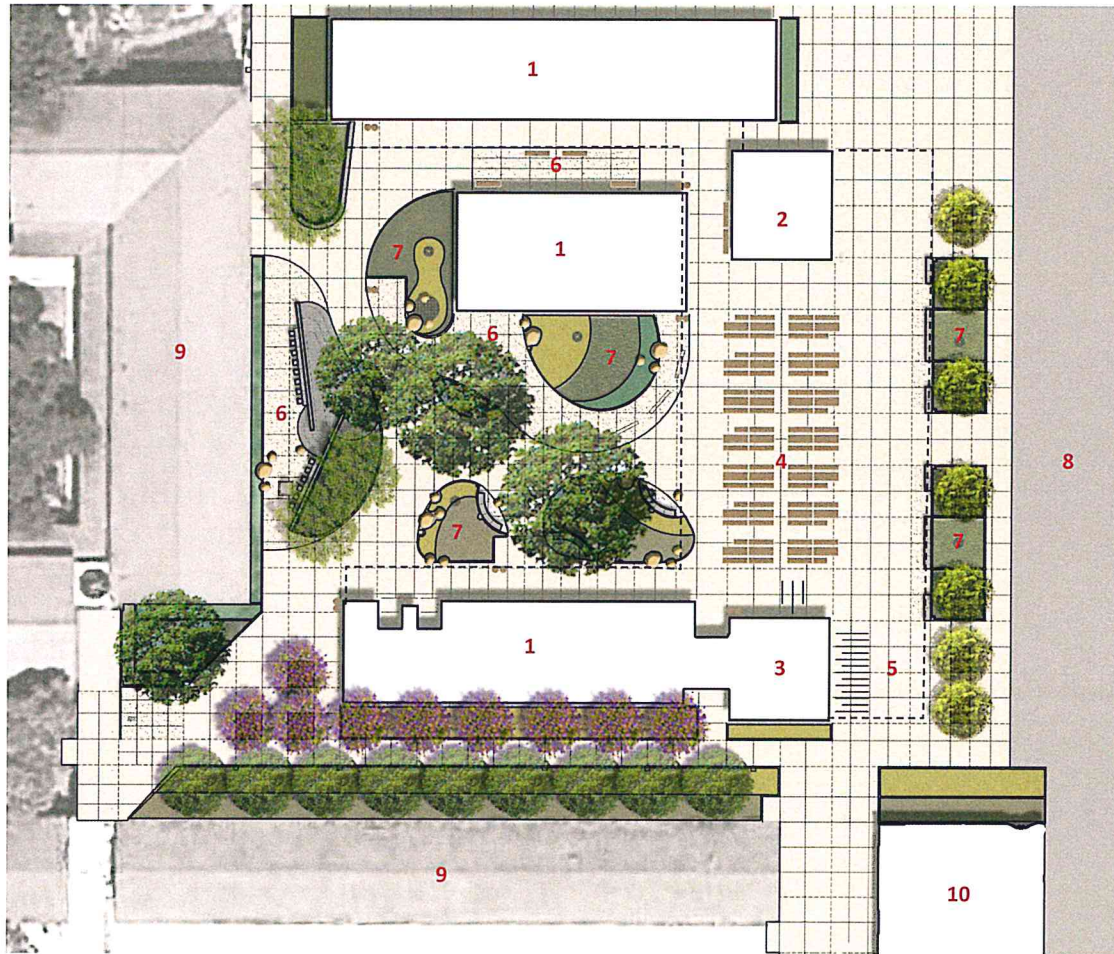


| | |
|---|-------------|
| Interim Housing | 6/15 - 8/15 |
| Site | 7/15 - 9/15 |
| Phase 1 Academic Bldg | 9/15 - 4/17 |
| Phase 2 Guidance | 4/16 - 8/16 |
| Field | 8/17 - 1/18 |
| Phase 3 STEM Building Food Service Tennis Courts | 1/17 - 1/19 |

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1. **experience** | academic building

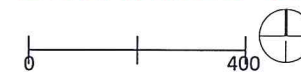


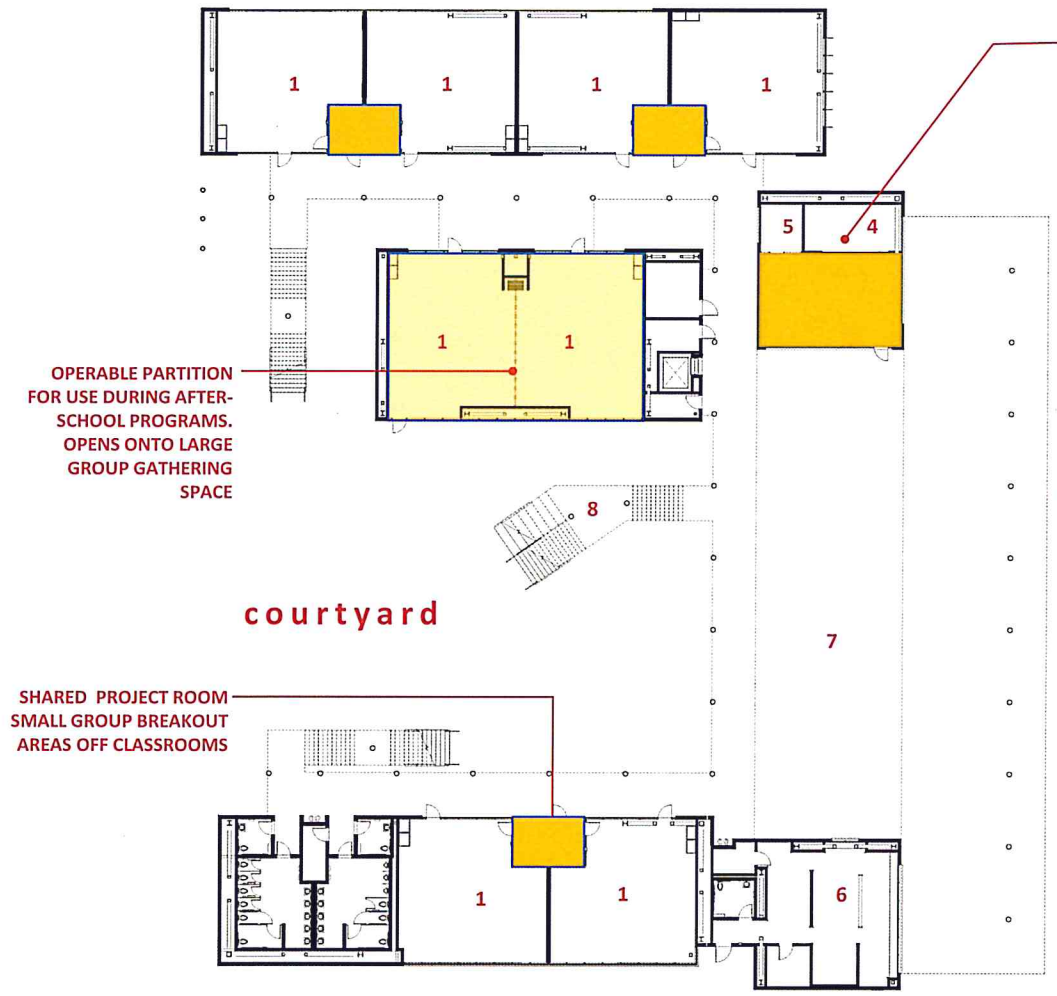


FLOW DIAGRAM

- 1 classrooms
- 2 resource center
- 3 food service
- 4 covered dining
- 5 food lines
- 6 social space
- 7 storm water infiltration planter
- 8 hardcourts
- 9 existing classroom building
- 10 proposed central kitchen

ENLARGED SITE PLAN





OPERABLE PARTITION
FOR USE DURING AFTER-
SCHOOL PROGRAMS.
OPENS ONTO LARGE
GROUP GATHERING
SPACE

SHARED PROJECT ROOM
SMALL GROUP BREAKOUT
AREAS OFF CLASSROOMS

courtyard

ACADEMIC RESOURCE CENTER
WITH OPERABLE PARTITION
FOR LARGE GROUP GATHERING



- 1 classroom
- 2 small group collaboration
- 3 resource center
- 4 conference room
- 5 office
- 6 food service
- 7 covered dining + promenade
- 8 social stair



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1. experience | academic building



SOCIAL CONNECTION

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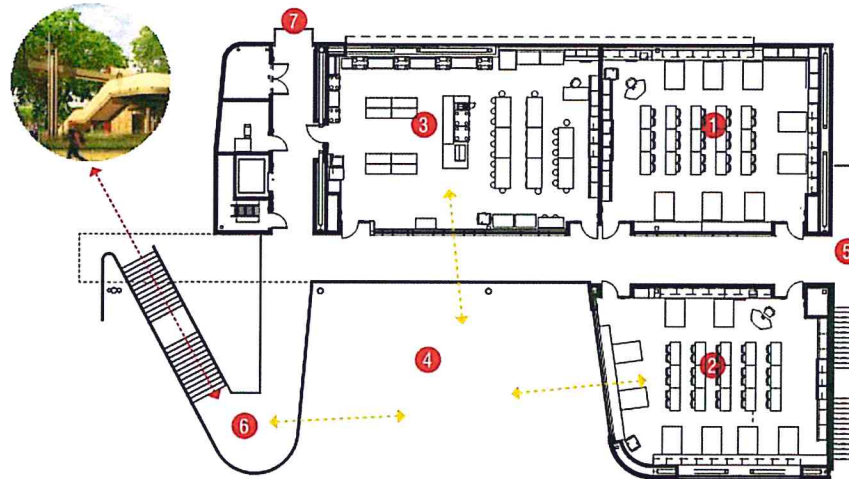
1. **experience** | academic building



1. experience | stem building

C17-005-04

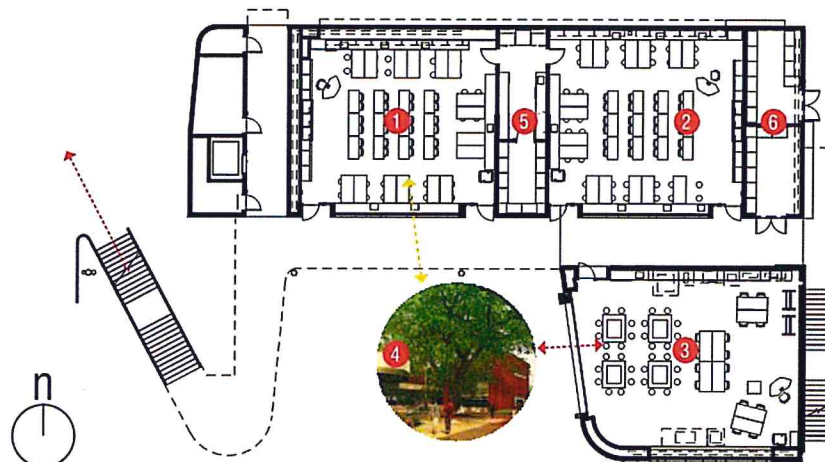
The first floor houses the two environment science labs and a general CTE lab. The CTE lab has an operable window wall that can be opened to allow the space to spill out into the courtyard. The second floor houses the two Physics labs and the Culinary CTE lab. The second floor exterior circulation extends to provide overlooks to the tennis courts and out towards the soccer field (as well a place for physics to drop things!). All service spaces are efficiently combined and stacked at the west end of the building.



level 02



- 1 PHYSICS
- 2 PHYSICS
- 3 CULINARY ARTS
- 4 COURTYARD
- 5 TENNIS COURTS OVERLOOK
- 6 TREE CANOPY OVERLOOK
- 7 PHYSICS DROP



level 01



- 1 SCIENCE
- 2 SCIENCE
- 3 CTE MAKER / ROBOTICS
- 4 COURTYARD
- 5 PREP
- 6 STORAGE



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1. **experience** | stem building



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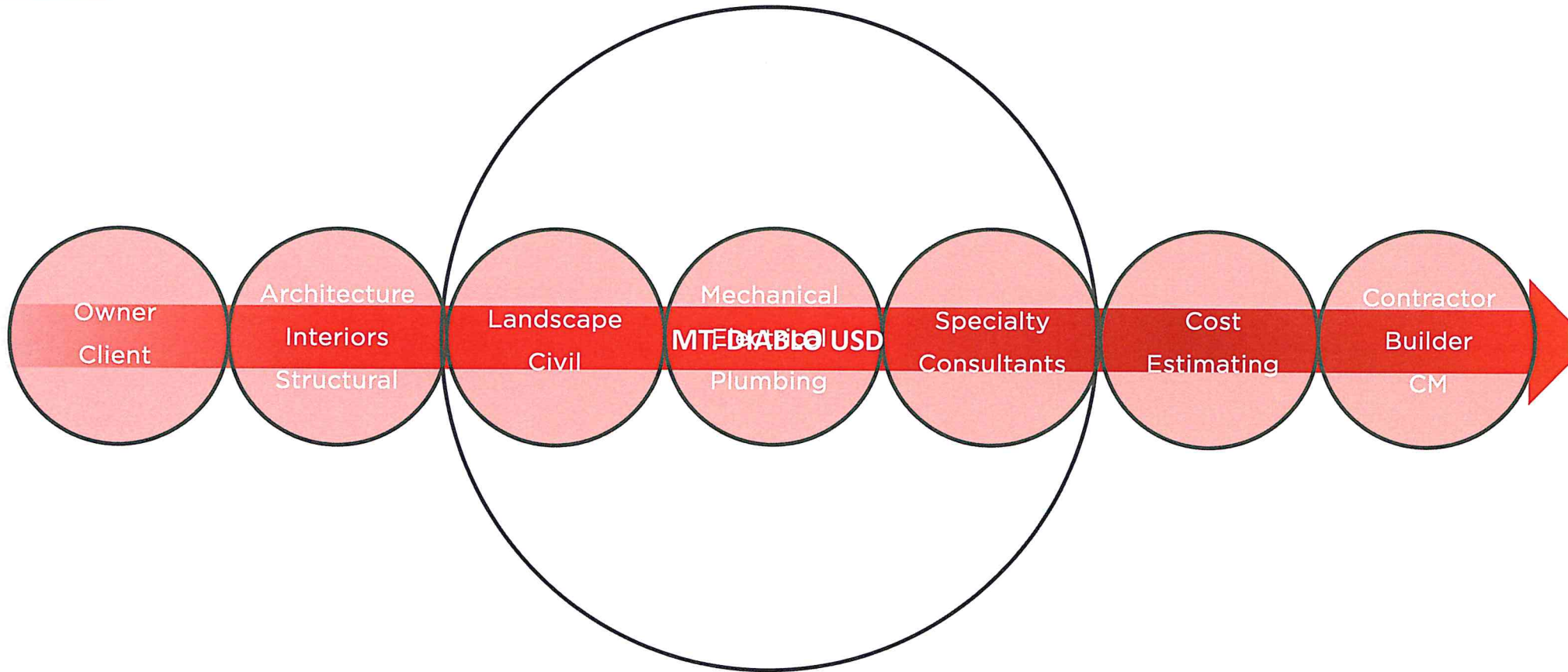
4. managing expectations

better process  better results





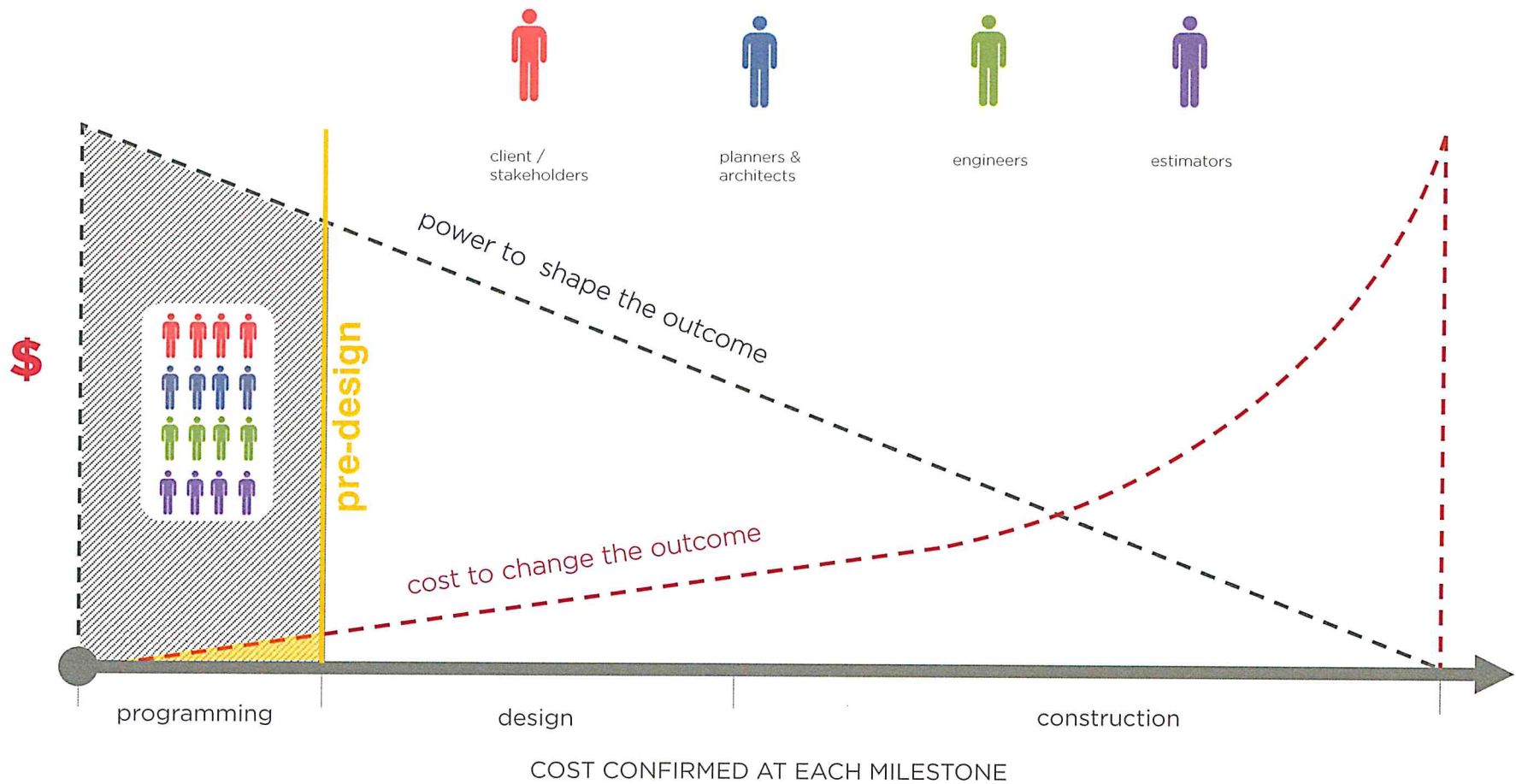
4. managing expectations | integrated model



Traditional Linear Design | Integrated Team Design | Practicing Informed Design



4. managing expectations | integrated model

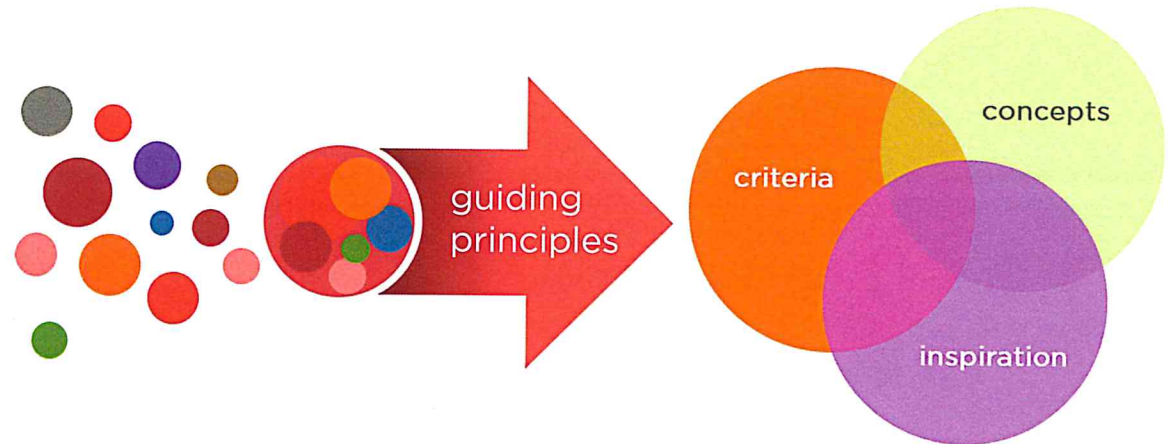


4. managing expectations | building consensus

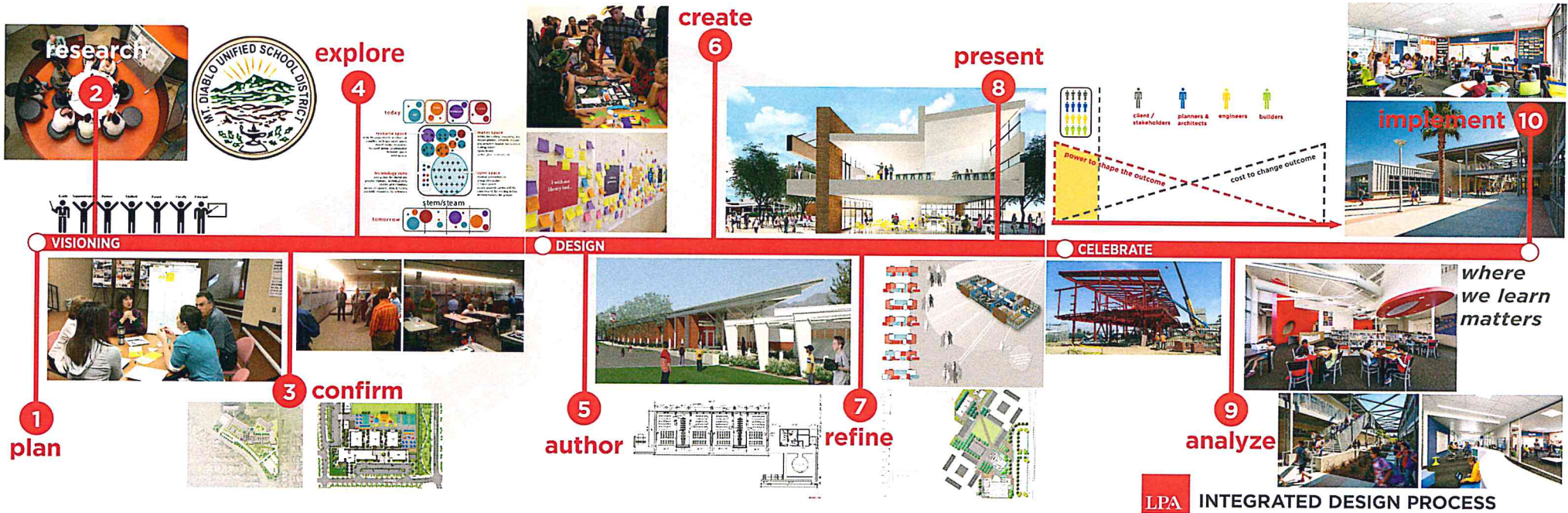


scalability **AUTHORSHIP**
small - focus groups (fg) - zoom in
large - steering committee (sc) - zoom out

engagement **INTERACTIVE**
envisioning - active listening
visual - thought starters - experience mapping



LPA 4. managing expectations | process

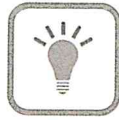
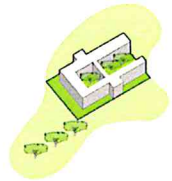
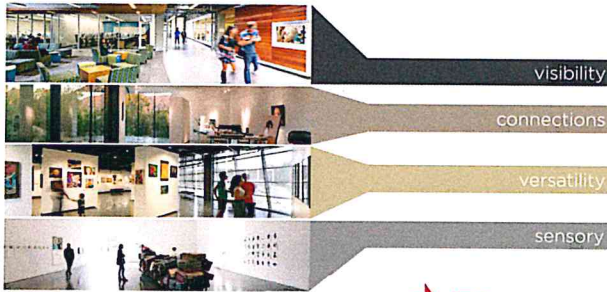


4. managing expectations | a recipe for success



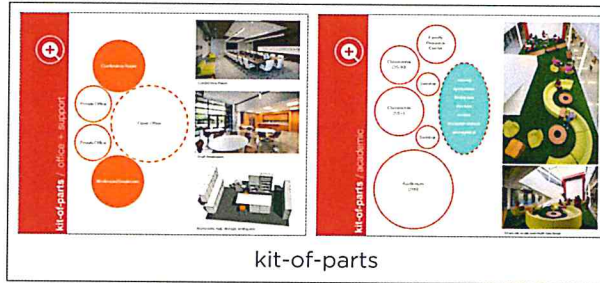
collaborate + gather

- plan The Plan
- interviews + workshops
- research



analyze + assemble

- problem seeking
- explore + empower
- setting expectations

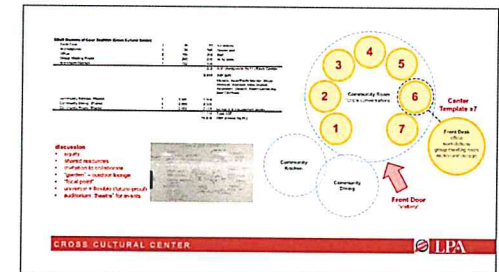


character + criteria



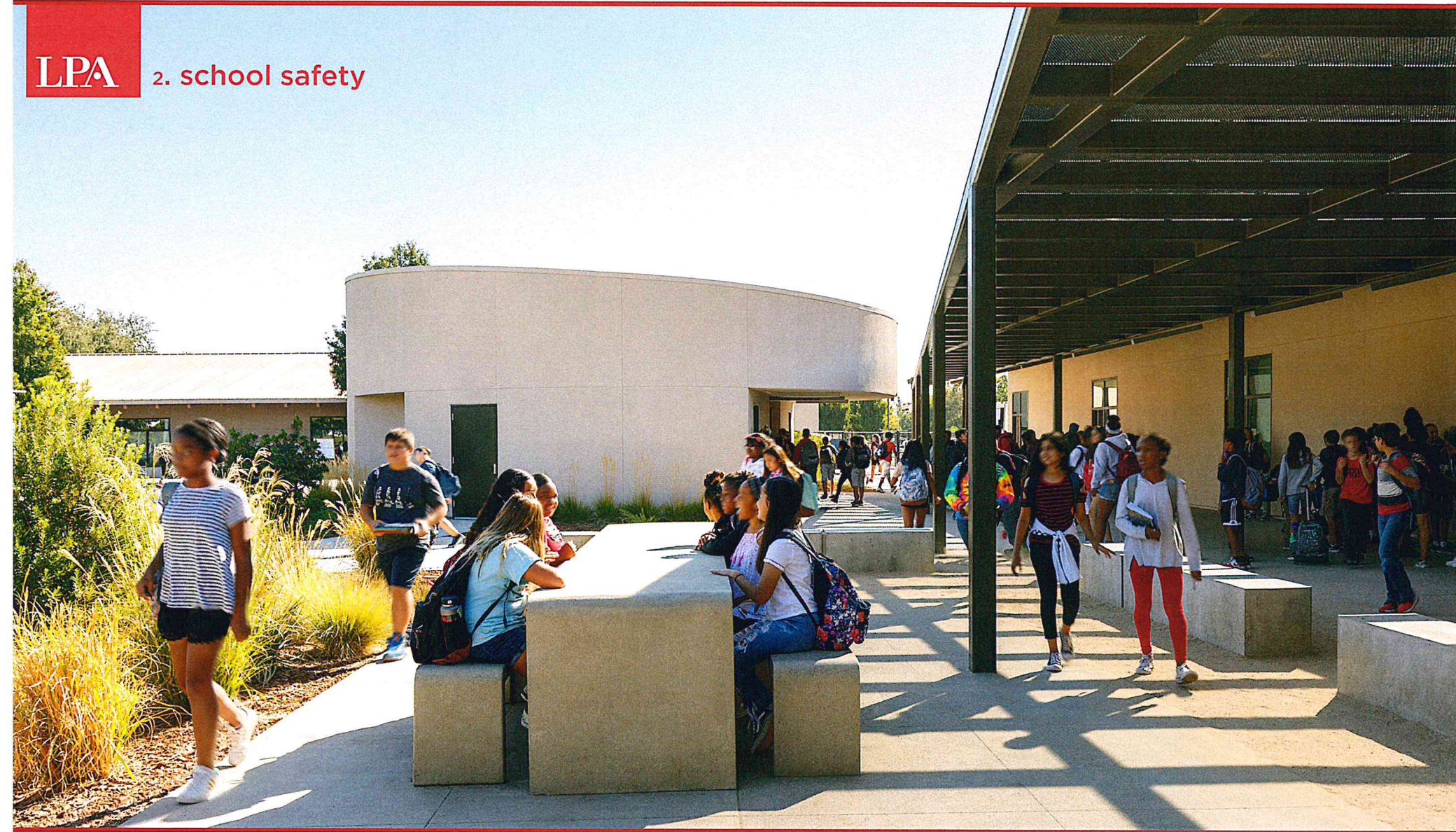
consensus + share

- validate program
- document
- approve



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2. school safety





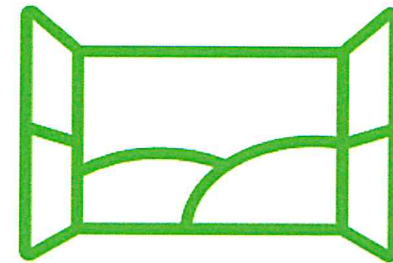
More Obtrusive

- Adult Supervision
- Drug Testing
- Hall Passes
- Security Guard
- Restricted Restrooms
- Screening Systems
- Video Surveillance
- Clear Bags



Somewhat Obtrusive

- Evacuation Maps
- Fencing (Blind Spots)
- Parking Lot Gates
- Strict Dress Code
- Visitor Sign-In
- Prevention Programs
- Two-Way Radios
- Motion Detectors



Less or Unobtrusive

- Bullet-proof Windows
- Security Key System
- Reinforced Walls
- Separate Parking Lots
- Window Blinds
- Enhanced Line of Sight
- Positive Signage
- School Set Back



More Obtrusive
(Youth under threat or as threat)

Somewhat Obtrusive

Less or Unobtrusive
(Student as a successful learner)

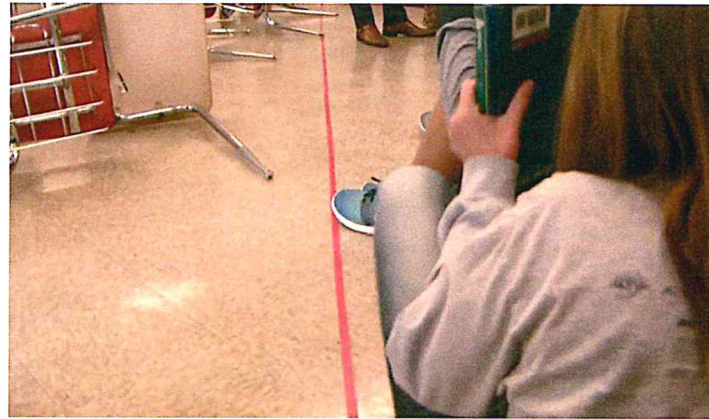
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2. school safety

HIGHLY VISIBLE OR
INTRUDING ON
STUDENTS' PRIVACY



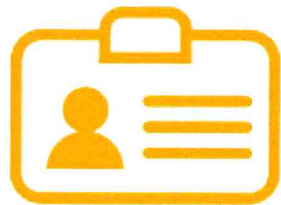
More Obtrusive



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2. school safety

VISIBLE OR POSSIBLY
INTRUDING ON
STUDENTS' PRIVACY



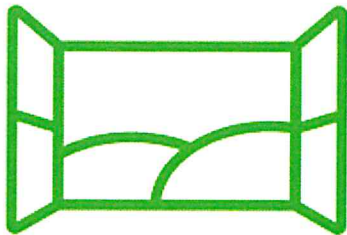
Somewhat Obtrusive



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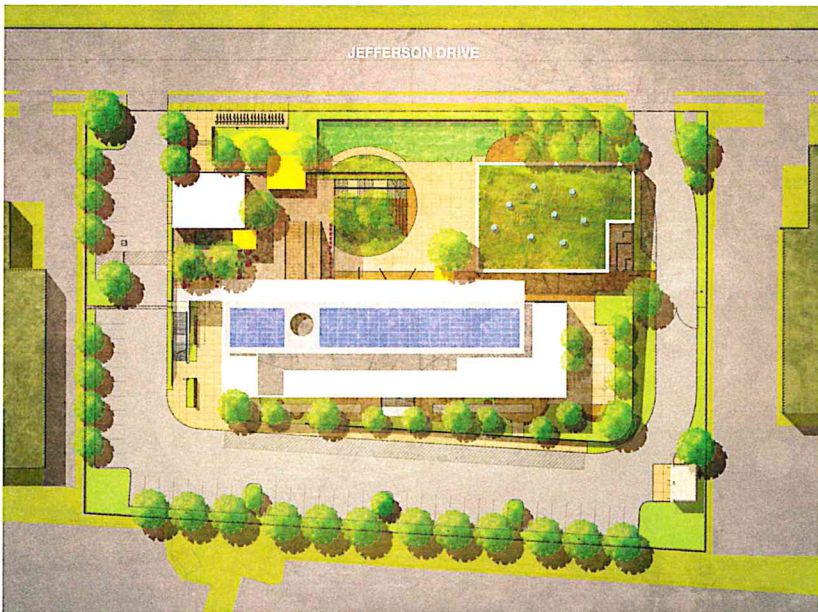
2. school safety

LESS LIKELY TO
INTERFERE WITH A
STUDENT'S DAILY
ROUTINE IN THE
LEARNING
ENVIRONMENT



Less or Unobtrusive





“The lessons to date intersect at the need to ensure school safety and create positive school climates.”

However, some findings indicate more obtrusive measures may adversely affect students' relationship to school personnel and sense of belonging within the learning environment.

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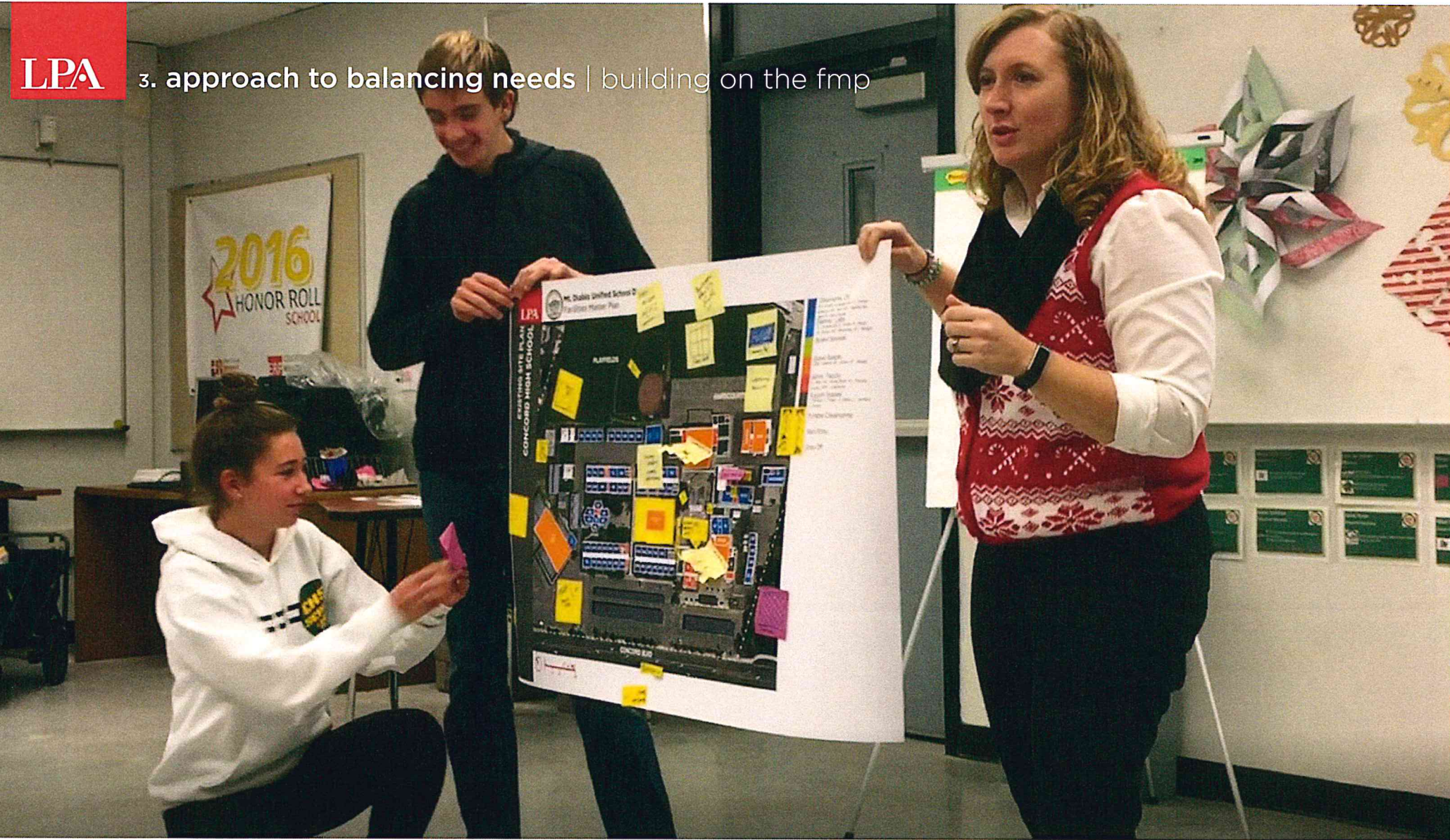
3. approach to balancing needs

infrastructure  learning





3. approach to balancing needs | building on the fmp







3. approach to balancing needs | setting up future success

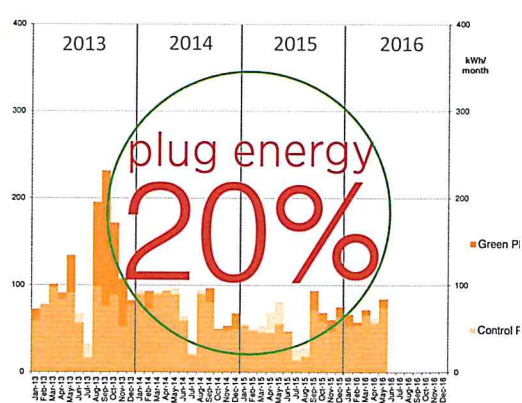
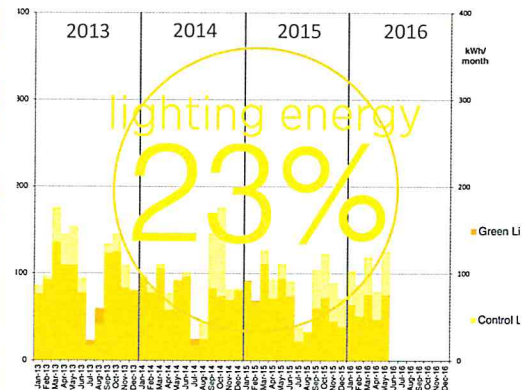
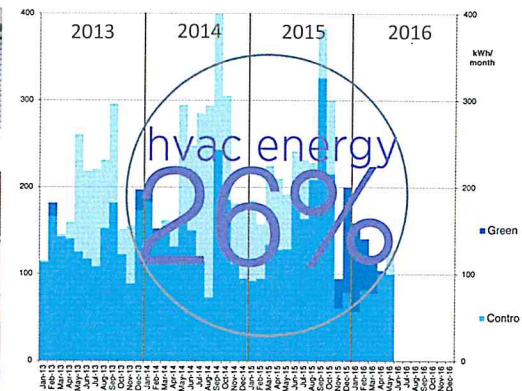
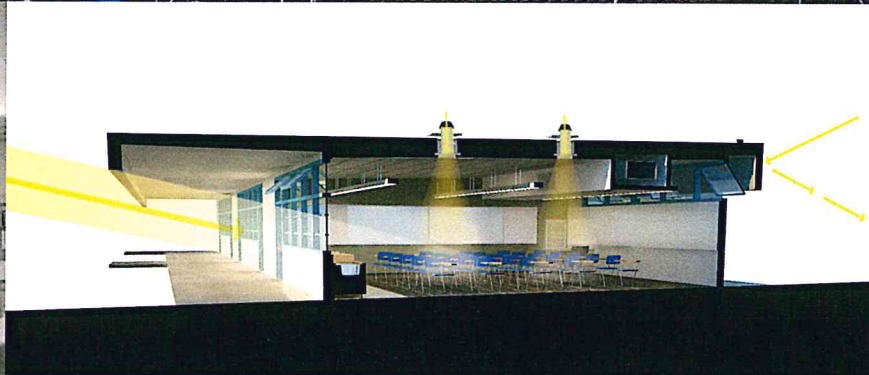
Post-Occupancy Evaluations

A comprehensive assessment of project performance after it has been occupied. It's main purpose is to compare design intent with actual performance in three areas:

Human Experience | Health + Wellness | Energy + Water

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3. approach to balancing needs | doing more with less





3. approach to balancing needs | doing more with less





3. approach to balancing needs | doing more with less





why lpa | community authorship

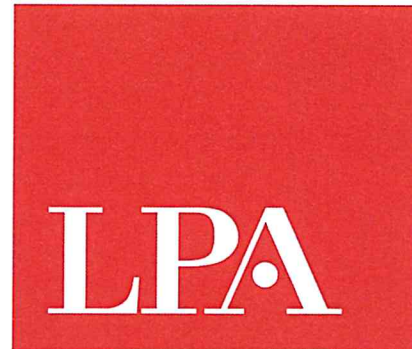
| master plan knowledge

| authentic process

| environmental responsibility

| creative problem solving

| educational vision



Changing Lives by Design™

