

POWER OF PLACE

Stories of Belonging

LearningSCAPES 2022

10.07.2022

PRESENTERS

Julia Hawkinson, LAUSD

Leona Ketterl, HMC

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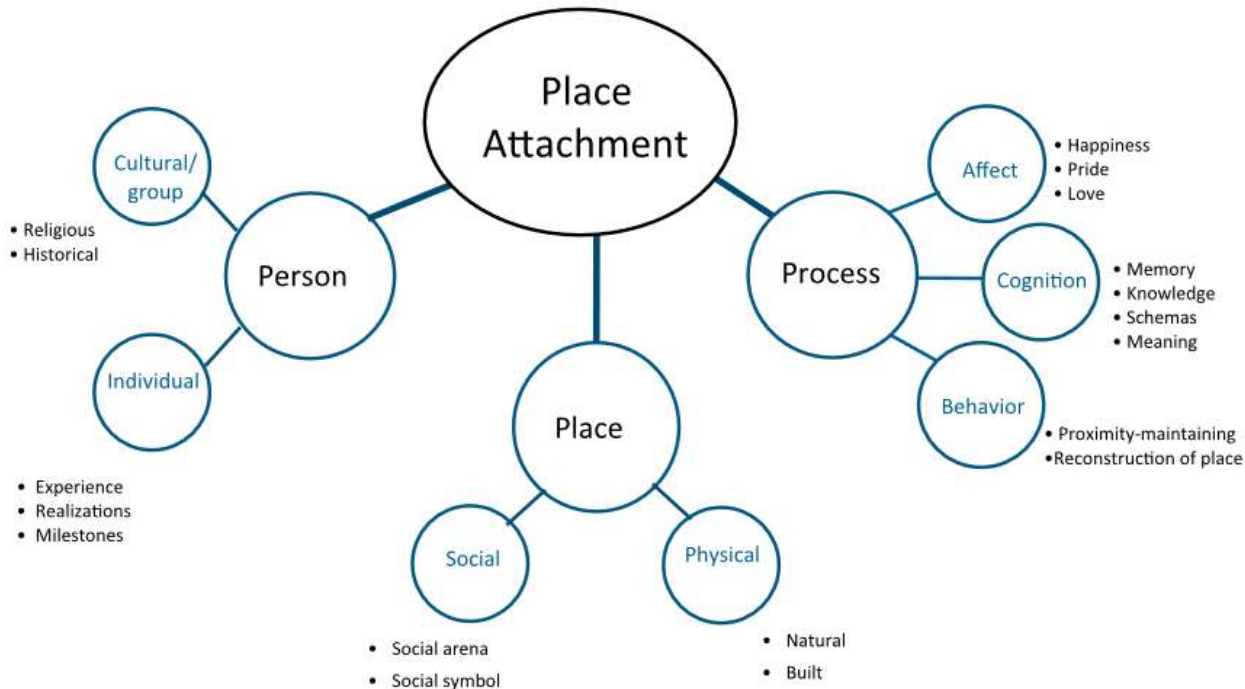




Careful, the beverage you're about to enjoy is extremely hot.

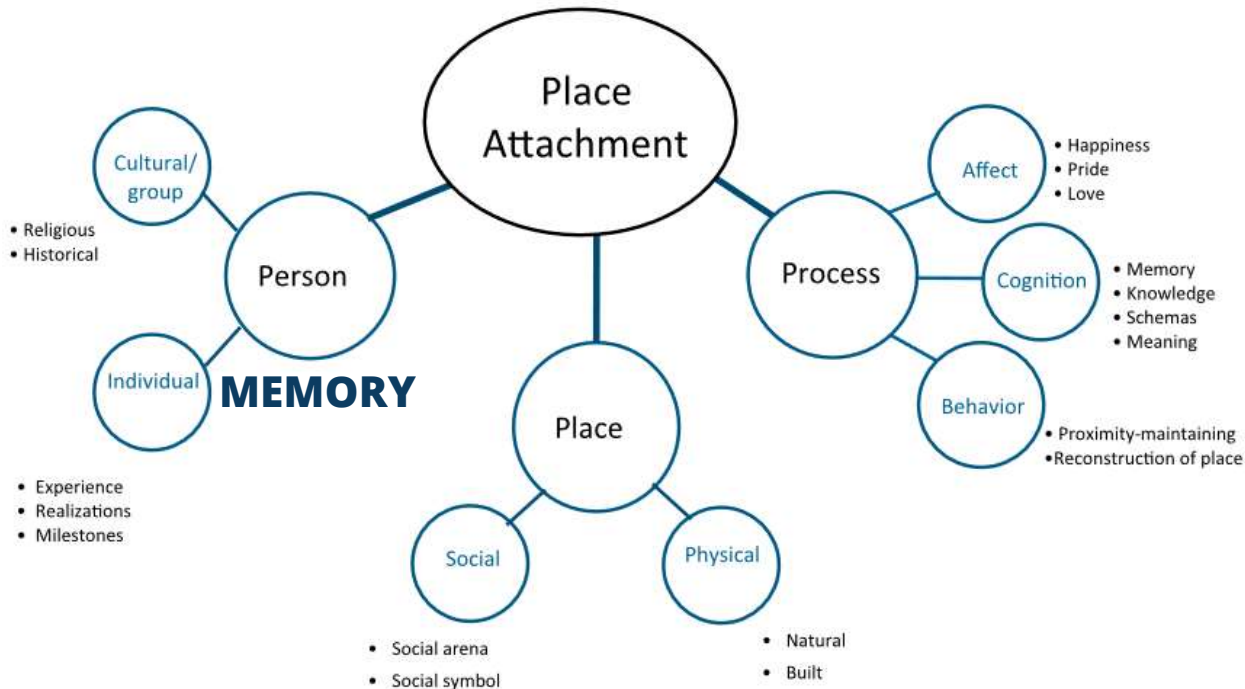


**Place exists when people give meaning
to a part of space in which they live**



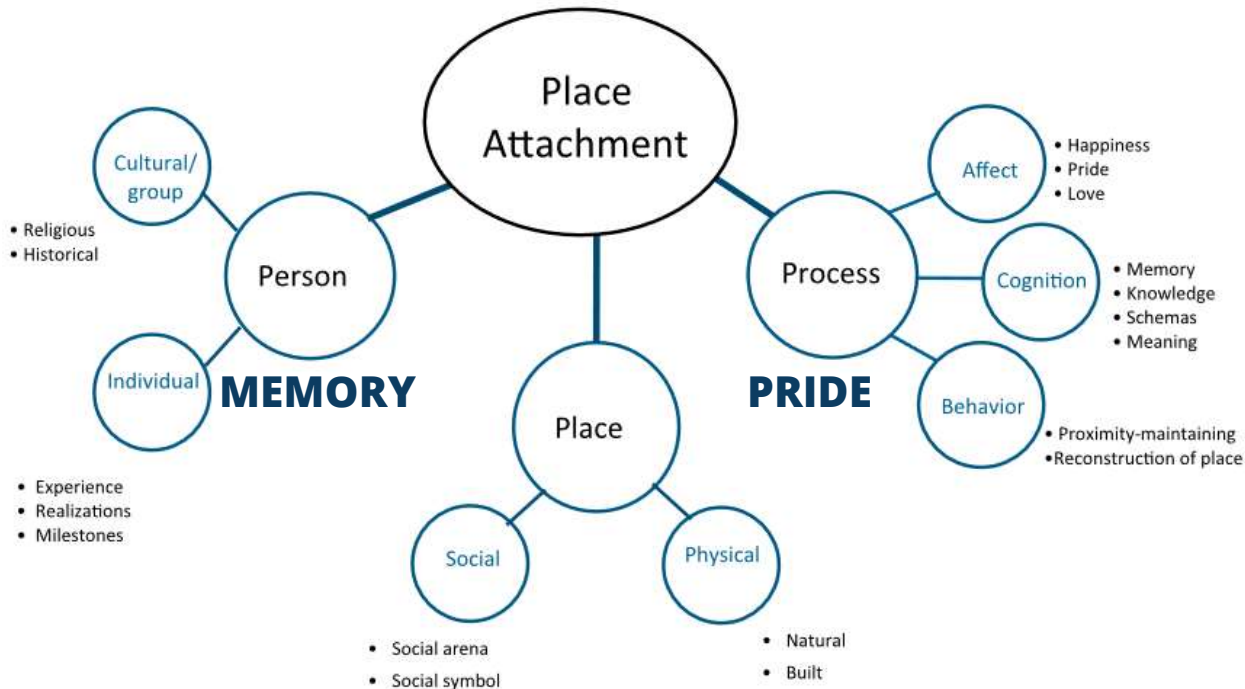
Understanding place attachment

- part of a person's overall identity
- consists of the memories, feelings, beliefs and meanings associated with their physical surroundings



Understanding place attachment

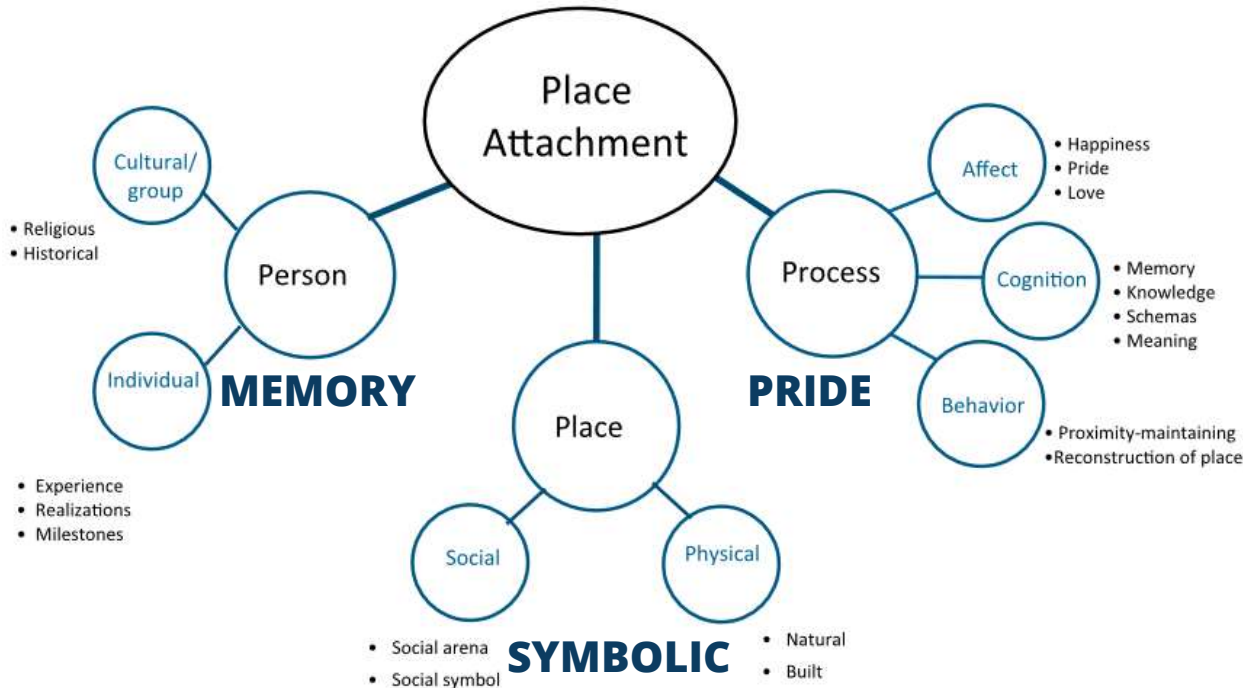
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Understanding place attachment



- part of a person's overall identity
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**Who remembers the name of your dorm,
freshman year in college?**

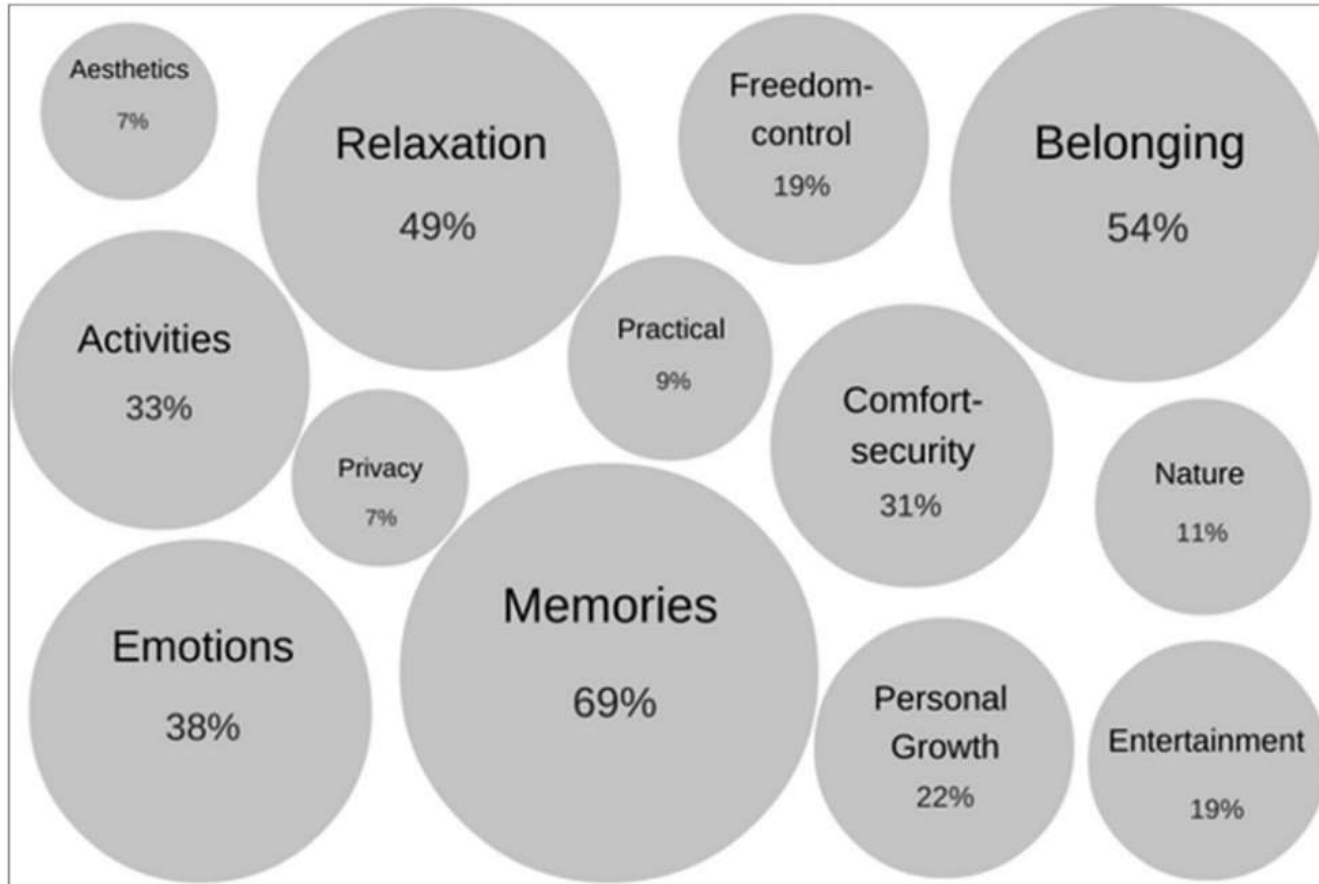
**Who remembers the name of your dorm,
freshman year in college?**

How about your math teacher?



School is one of the places which influence a sense of attachment and forms the basis of human identity

EXPERIENCED BENEFITS OF PLACE ATTACHMENT





**A recognizable
and
comprehensible
architectural
form increases
the potential to
attract children**



Long-term place connection

- strengthens place identity
- facilitates social ties
- provides the time to invest places with personal meanings
- links significant life events to place

Places imbued with personal, social and cultural meaning provide a framework within which personal identity is constructed

THREE STORIES

- 01** : ROOSEVELT HIGH SCHOOL
Story of Community and History
- 02** : JEFFERSON HIGH SCHOOL
Story of Beauty and History
- 03** : CRENSHAW HIGH SCHOOL
Story of Pride and Performance

**What do you know about the history of
your school and your community?**

Roosevelt High School

- RHS first opened in 1923 in the East Los Angeles community of Boyle Heights.
- The local community has been a significant cultural symbol for immigration, cultural diversity, and the dynamic social movements that have shaped Los Angeles and the Nation.
- In 1968, local schools in East Los Angeles participated in protests for equality in education.
- These protests led to walkouts, more formally known as the 1968 East LA Walkouts or the Chicano Blowouts.
- The movement ignited a nationwide social movement for Chicano equal rights.



Roosevelt High School – Project Scope

General and Specialty Classrooms
Performing Arts Center
Wellness Center
Gymnasium
Administration

Project Team:

- Swinerton/LPA
- Chattel, Inc.
- Branded Arts



Roosevelt High School – Cultural Elements

Cultural items salvaged and reinstalled in project:

- Class tiles
- Benches
- Fountain
- Japanese Garden
- Light poles



1 Gazebo

2 Garden of Peace

3 Fountain

4 Benches

5 Light Poles

6 Class Tiles

Roosevelt High School – Japanese Garden

The new Japanese Garden is its fourth incarnation:

1931: Originally created by the RHS Japanese Club students.

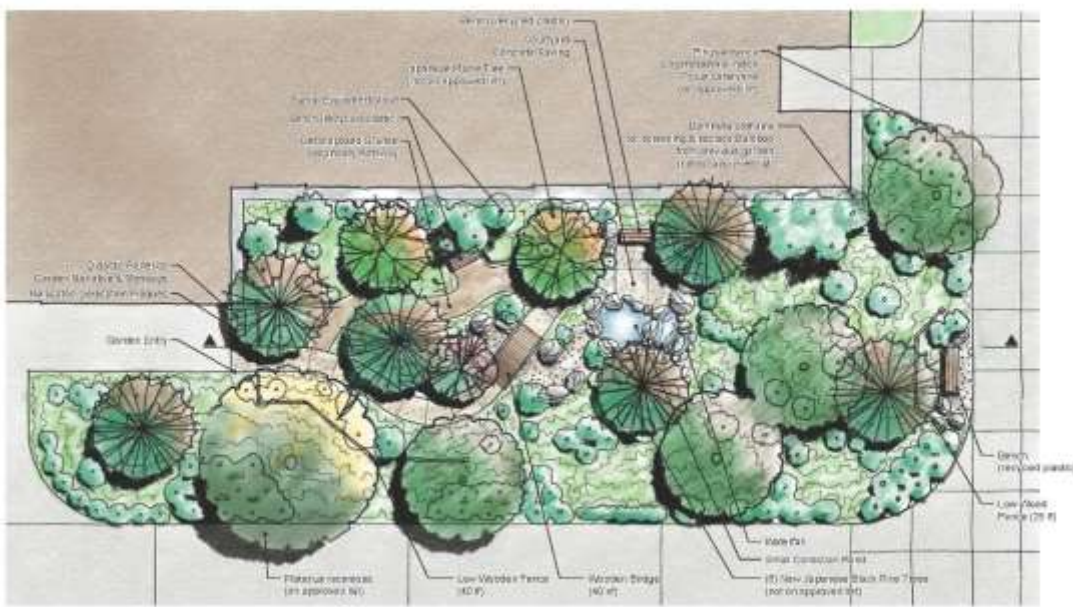
1940s: destroyed due to the political climate of World War II, and Japanese American RHS students and families were sent to internment camps.

1996: reconstructed by RHS students who learned about the history of the garden while studying constitutional rights were interested in making peace with past injustices.

2005: revitalized with a pond, arched bridge, and plantings and was renamed the Garden of Peace.

2021: rebuilt as part of the Roosevelt HS Comprehensive Modernization Project.





Landscape Illustrative Plan



Carp Leaping Over the Dragon's Gate

- Symbol of courage, perseverance, and accomplishment
- Metaphor for a student's success
- Keiji Uesugi – Japanese Garden Designer



Roosevelt High School – History Walk

- Environmental Impact Report included a Mitigation Measure that required the development of an Interpretive Plan
- The History Walk is intended to commemorate the events, people, and places associated with RHS, including:
 - 1968 East LA Walkouts and the Chicano Civil Rights Movement in Los Angeles
 - Unique and rich multicultural history of RHS and Boyle Heights
 - Other events and topics relatable to the community

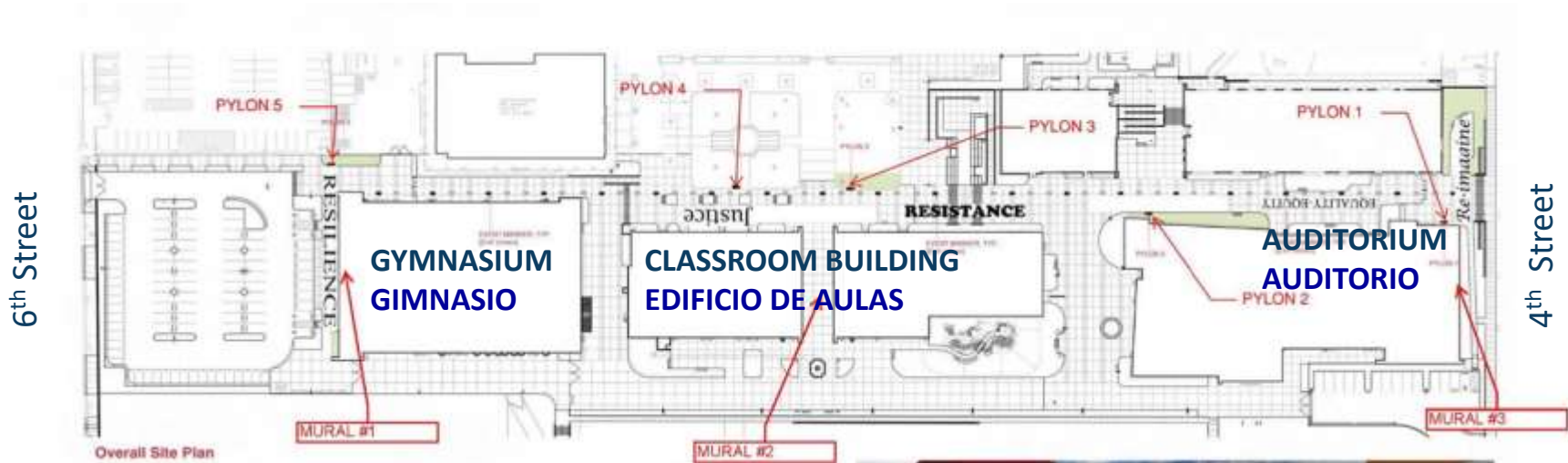


Roosevelt High School – History Walk

- The History Walk is organized around five major themes:
 - Reimagination
 - Equity
 - Resistance
 - Justice
 - Resilience
- The History Walk incorporates:
 - Themed Pylons (5)
 - Event Markers (20)
 - Large professional Murals (3)
 - Website content



Roosevelt High School – History Walk



Roosevelt High School – Project Goals

Students have a **resource** to get introduced to key events in the social history of Roosevelt

Students **find inspiration in understanding** how resistance, justice, resilience, equity, and reimagination are constant themes throughout Roosevelt's history

Students are able to **reflect, see, and share** how their endeavors now contribute to or change previous narratives in the collective history



Roosevelt High School – Themes

Resilience
Resiliencia

Equity
Equidad

Justice
Justicia

Resistance
Resistencia

Reimagination
Reimaginación



Themes

Resilience: Legacy of Activism



- Important legacy of activism and social justice action at RHS
- Students connect to the community in the face of inequality and discrimination

Equity: Diverse Origins



- Understanding the diverse origins of the Boyle Heights community, including Japanese Americans, Jewish Americans, African Americans, Mexican Americans, Russian Americans
- Restrictive housing covenants shaped Boyle Heights

Justice: Addressing Past Trauma



- Students reflect on past history to make a better future
- Japanese-American students sent to concentration camps

Themes

Resistance: Roosevelt Makes History



- 1968 Walkouts and student demands
- Organized fight for better education
- Set the stage for Chicano Movement
- Part of a greater legacy of protest

Reimagination: Onward to the Future



- Reflecting on the past and visualizing a better future
- What is next for Roosevelt and Boyle Heights?

Student Engagement

Questions for Students to Consider

SHARING KNOWLEDGE:

- What is something that you already know about the history of Roosevelt?
- Do you know anyone who has experienced historic events at Roosevelt, such as the 1968 Walkouts? What have you learned from them?

INVESTIGATION:

- What is something about Roosevelt's history that you may have wondered and want to know more about?
- How are some of the events that have happened in the past similar to events that are happening today? How do they differ?

REFLECTION:

- How do you feel when you look at old photographs of students at Roosevelt?
- If you could sum up your thoughts on the history of Roosevelt in one word, what would that word be?
- How has history been told in the past? How do you want to see history be told now and in the future?
- What do you want future Roosevelt students to know about your experiences as a Roosevelt student now?
- How can Roosevelt students create positive change in the school, local community, and future society?

Student Engagement



Roosevelt High School History Walk Survey

A History Walk is being planned for Roosevelt High School as part of the campus modernization project. The goal is to inform students and visitors of historic events connected to the campus and to share historically significant experiences of members of Roosevelt High School's community.

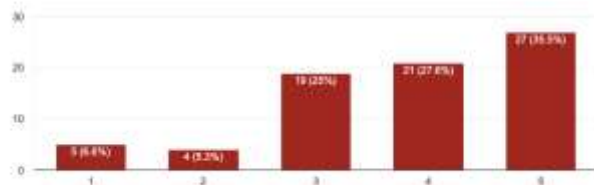
We are reaching out to the Roosevelt Community for input on the events and people that will be represented in the History Walk. By completing the survey, you are helping us to both outline the school's remarkable history, and represent the spirit of Roosevelt High School.

Sign in to Google to save your progress. [Learn more](#)

Required

4D. Edward Roybal, Class of 1934, was president of the Spanish Club when he went to school at Roosevelt. He became the first Latino elected to Los Angeles City Council and the first Latino from California elected to the US House of Representatives. Dedicated to fighting discrimination, one of his first political acts was making a presentation to City Council about allowing Mexicans to swim any day of the week instead of just Wednesdays.

38 responses



"I think this is a very important part of our history. Edward Roybal was the first Latino elected in the Los Angeles City Council which is very important for students to know. Edward was also a student at Roosevelt so I do think this is very important and it could help motivate students by knowing what he accomplished."



Student Engagement

RHS HISTORY WALK - Free Write

Name: Genesis Gonzalez 12/16/21 P.1

Directions: Pick ONE prompt and respond in the box below.

Prompt #1 - Significance

What is the most significant event to you that you think should DEFINITELY be on the history walk AND WHY? Explain.

Sentence Starter:

The event that I think should definitely be on the history walk is...

Prompt #2 - Time Travel

Based on what you learned here today, if you could visit any time period in the history of Boyle Heights & Roosevelt, what would it be and why? What would you see? Who would you talk to? What would you want to bring back to 2021 and why?

Sentence Starter:

Time travel is really cool. I step into my machine and it takes me back to...

The events I think should definitely be on the history walk are the 1940s Japanese American student experience and also the 1968 student walkouts. I think it's important to tell the stories of students of color because Roosevelt currently is predominantly ~~white~~ students of color. Seeing people of color on the history walk & acknowledging/talking about their struggles connects to how we see ourselves & our people today. In all honesty, we see white people & white history so often in our classes and most don't feel connected to any of it.

“The events I think should definitely be on the history walk are the 1940s Japanese American student experience and also the 1968 student walkouts. I think it’s important to tell the stories of students of color because Roosevelt currently is predominantly students of color. Seeing people of color on the history walk & acknowledging/ talking about their struggles connects to how we see ourselves & our people today.”



Student Engagement

"I feel like history is a big part of our community and learning about it is always great [because] we have to remember where we came from."

"I think this is important to highlight the different groups that have lived in RHS. Although there is currently no BSU, it should serve as a reminder to us all."

1981

A class of 2000 community history students from students in the area. A group of students and staff from the community and their parents and grand kids learning in the classroom.

Howard Stern teaches his first History of Black History class

I feel like history is a big part of our community and learning about it is always great bc we have to remember where we came from.

There is a lot of stuff about the school and how it developed in there and many important parts happen during that time.

I think many of us can relate to the equality issues.

There is a lot of stuff about the school and how it developed in there and many important parts happen during that time.

I think many of us can relate to the equality issues.

Wow!

I didn't know this reminds me of the "Bury My Love" & "Me" class.

1980

Black Student Union, student club

I think this is important to highlight the different groups that have lived in the RHS and how it's important to BSU, it should serve as a reminder to us all.

Remember Black History

It's not just the BSU but the history from different cultures, classes, and more.

I would like to learn more about how RHS was created and how it happened to the Black community.

What is the history of the BSU @ RHS? This would be important to include.

Live with other social justice groups? G.S.A.

MURAL #1 - GYMNASIUM

Kalli Arte Collective

Local artists, RHS Alumni

Selected through community process

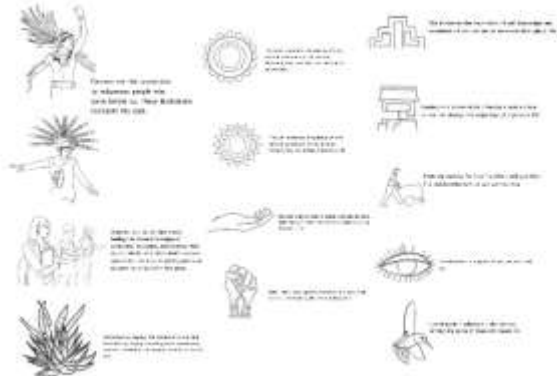
Theme: Reimagination



MURAL #1 - GYMNASIUM



MY CULTURE - OUR STORY - OUR PAST - MY FUTURE



Who went to your high school? What does that mean to you?

Jefferson High School

Founded in 1916 - the fourth oldest high school in LAUSD

Notable African American alumni are known for breaking racial barriers in fields including politics, sports, music, and dance, including:

- Ralph Bunche, Educator, Nobel Peace Prize
- Woody Strode, actor and football player
- Alvin Ailey, choreographer
- Barry White, Producer, singer-songwriter
- Dexter Gordon, jazz saxophonist
- Art Farmer, jazz trumpet player
- Etta James, blues singer

Adjacent to Central Avenue, home to Los Angeles' vibrant jazz scene of the 1930s

Produced more jazz musicians and composers than any other high school west of the Mississippi



Existing Site



Jefferson High School

New Buildings:

- General and Specialty Classrooms
- Wellness Center
- Gymnasium

Modernization:

- Administration
- Classrooms
- Library

Sitework:

- Quad
- Baseball field

Project Team:

- HMC Architects



Existing Campus



Movement and Measurement

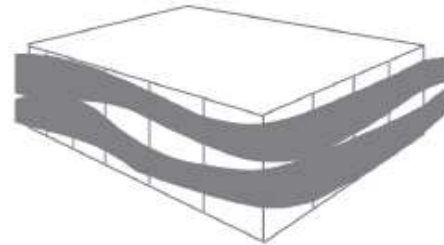
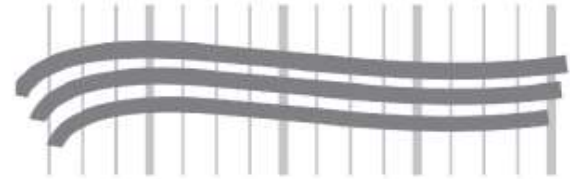
DESIGN CONCEPT

- Our Heritage & Our Future
- Movement & Measurement
- Streamline Moderne

SITE DESIGN

- Dynamic site forms
- Oriented to lead from the historic campus entry
- Framing the view to downtown
- Journey of education & growth

Academics / Arts / Athletics / Activism / Flow / Rhythm









DEMOCRATS



**What brings the community to your school?
Performances, Athletics, other events?**

Crenshaw High School

- Opened in 1968
- In Hyde Park/Leimert Park neighborhood
- Adjacent to the Crenshaw Boulevard commercial corridor “the heart of African American commerce in Los Angeles”

Project Scope:

- Auditorium
- Performing Arts Classrooms
- Food Services and Lunch Shelter

Project Team:

NAC Architecture



Performing Arts at Crenshaw

- Legacy Visual and Performing Arts Program
- Renowned Crenshaw High School Elite Choir
- Choir performed at Community Meetings and Groundbreaking
- Project to replace aging and inadequate MPR with Performing Arts Center















GUCCI
S.S. THE SUMMIT



The problem of beige

Too much ain't enough

TOO MUCH AIN'T ENOUGH

Lone Star Cafe
The Biggest and Best Beefy Sandwich in Houston

NO COMMERCIAL TRAFFIC

BIKE LANE

CONSUMERS' CORNER



FRESH



ICON



OCLAST



THE

EDGE



NEST



LESS



VINTAGE



NEVER GETS OLD



VERY



BAD



BADDEST



LUSH



AND WILD



DESIGNED



UN PLANNED



ALIVE



AND WELL



COUNTER



CULTURED



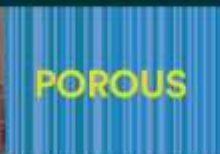
PIONEER ING



JOY



CONTEM PORARY



POROUS



XS



XL



VENICE



OCEANIC



EASY





VHS



CONDOS

ROWING
NOT
DRIFTING

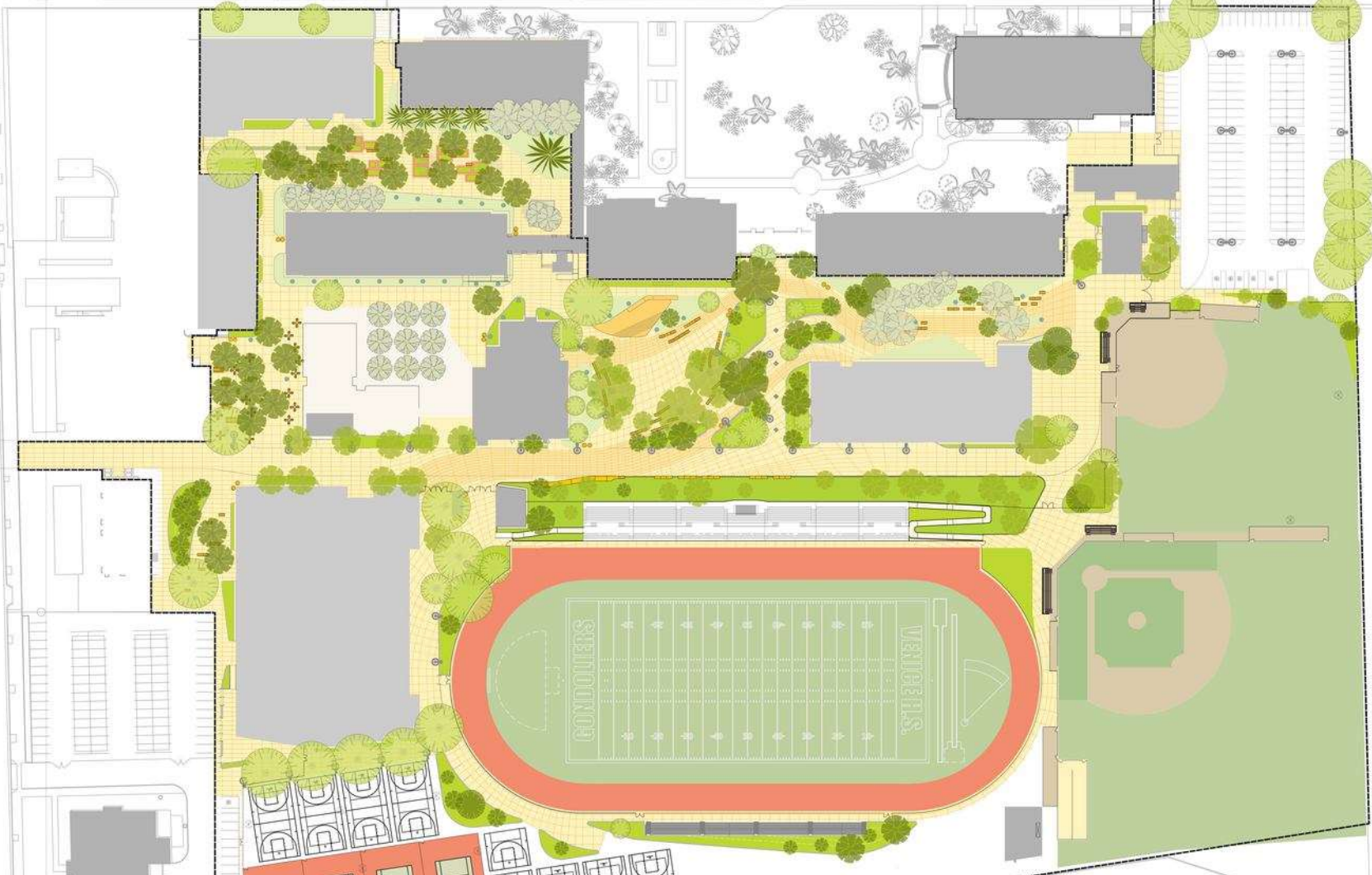


VENICE HIGH SCHOOL
VENICE HIGH SCHOOL
VENICE HIGH SCHOOL
VENICE HIGH SCHOOL



Room for everyone.





- PLANTING MATERIALS**
- TURF FIELD
 - LAWN
 - PLANTING
- MATERIAL LEGEND**
- SCORED EXPOSED AGGREGATE CONCRETE, FINE GRAIN
 - SCORED EXPOSED AGGREGATE CONCRETE, LARGE GRAIN
 - CONCRETE
 - ASPHALT
 - DECOMPOSED GRANITE FIELD DG
 - SYNTHETIC RUBBER TRACK
- FURNITURE**
- MODULAR PRECAST CONCRETE BENCH 2'x6'
 - PICNIC TABLE
 - FREESTANDING DINING TABLE AND CHAIRS
 - TRASH / RECYCLING
 - PRECAST CONCRETE BASED DEMONSTRATION PLOT 4'x4'x2'
 - PRECAST CONCRETE BASED DEMONSTRATION PLOT 4'x8'x2'
 - PRECAST CONCRETE BASED DEMONSTRATION PLOT 8'x8'x2'
 - MEMORIAL PLAQUE
 - DECK PLATFORM
 - 5'-0" DIAMETER STANDARD TREE WELL WITH DECOMPOSED GRANITE
 - 6" CONCRETE BASED PLANTER
 - BOLLARD LIGHT FIXTURE
 - POLE LIGHT FIXTURE
 - FENCE LINE
 - SCOPE OF WORK LIMIT
 - EXISTING TREE TO REMAIN
 - PROPOSED TREE

VENICE HIGH SCHOOL





Venice High School Los Angeles Unified School District



Yes, and



WHAT DO YOU HEAR IF YOU LISTEN WELL?

EVOLUTION OF EAST LOS ANGELES HOUSING



COURTYARD VERNACULAR

SUBURBAN VERNACULAR

EAST L.A. VERNACULAR

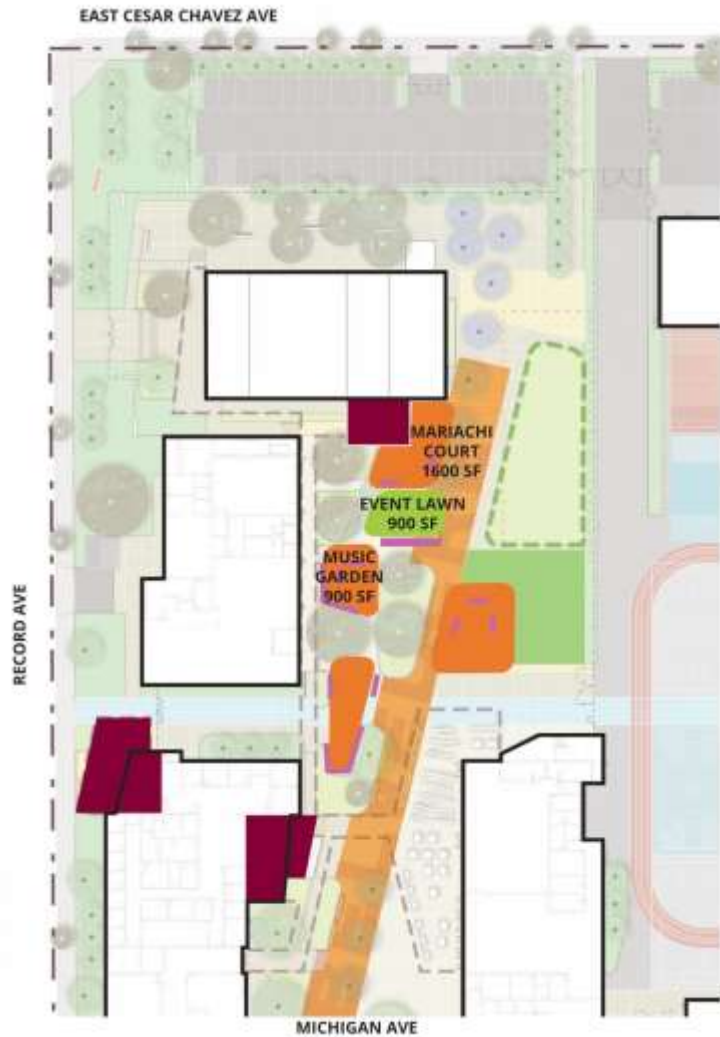




A campus of
named places

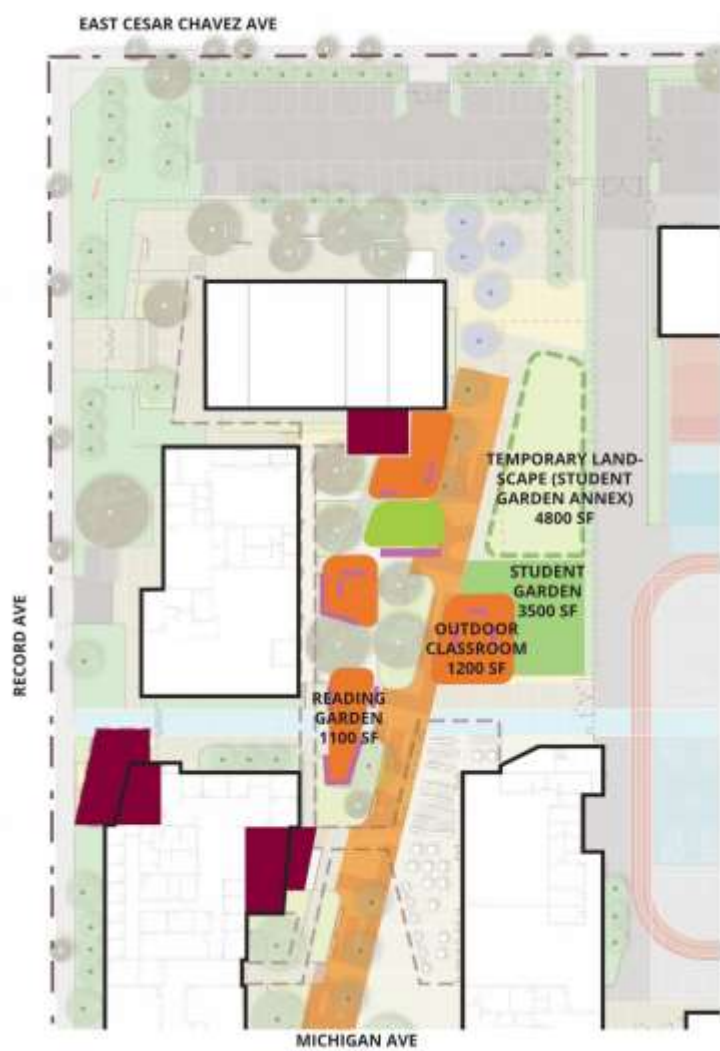


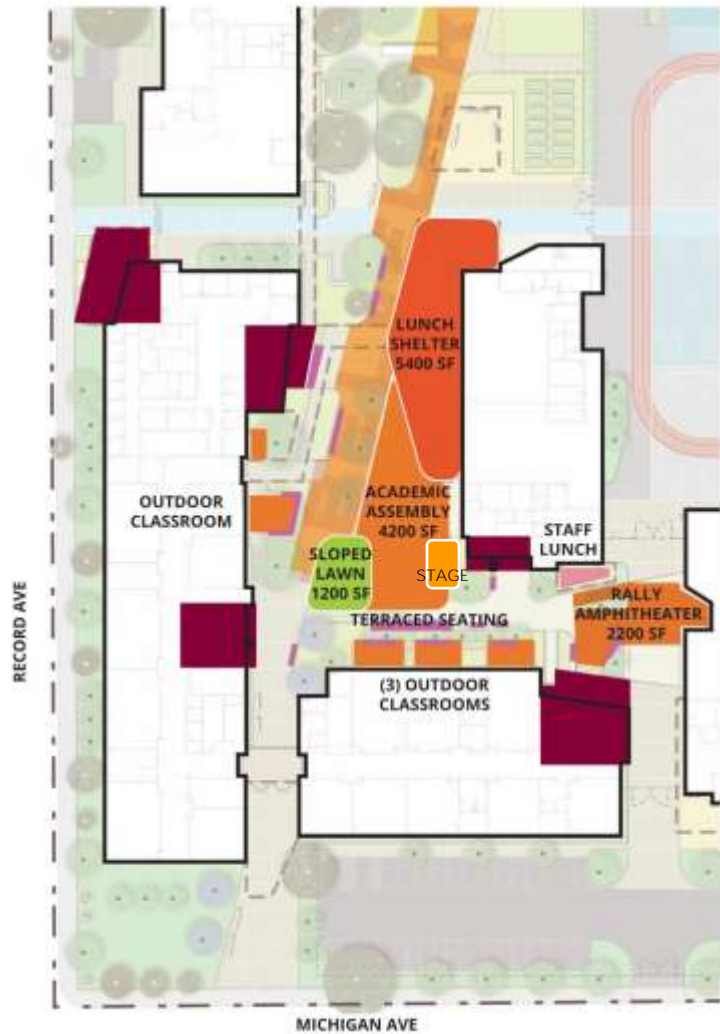
ARTS PLAZA





ARTS PLAZA









Participation Movement

HANDS-ON KIT



THANK YOU
FOR
PARTICIPATING!

Hello!

**BELVEDERE
MIDDLE SCHOOL**
GRAPHIC DESIGN
FOR YOUR SCHOOL

We are excited to work with you



Brooke Irish & Juliette Bellocq
Handbuilt Studio
837 N. Spring St., 3rd Fl.
Los Angeles, CA 90012

PRESENTATION

Discover simple graphic design techniques to create rich images and help us design your school!

SHAPES AND RHYTHMS

B B : | E 4 L A V |
D B | | R R : | 4 M
V | | 4 S | C 4 H :
[O B | I | A Y · P
P · | | A A N | L -

SHAPES AND RHYTHMS



DINING HALL



STEP 1

What are fruits and vegetables you like to eat?

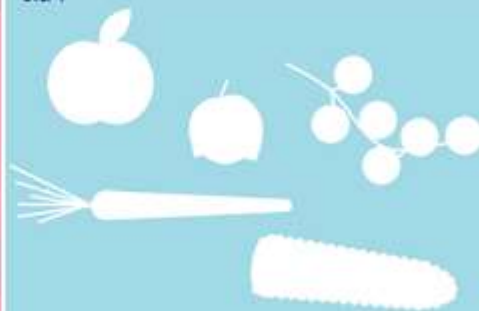
What do you and your family look for at the market?

Are you growing food at home or at school? What do you grow?

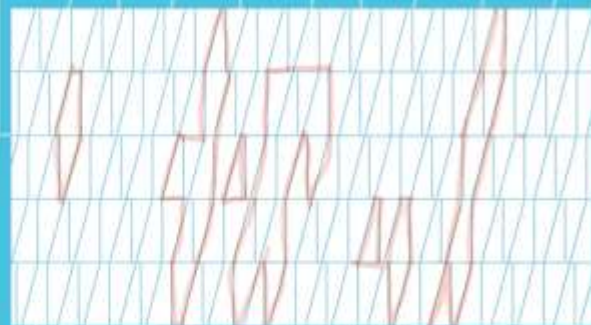
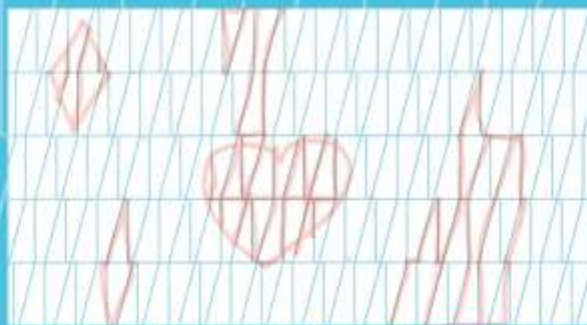
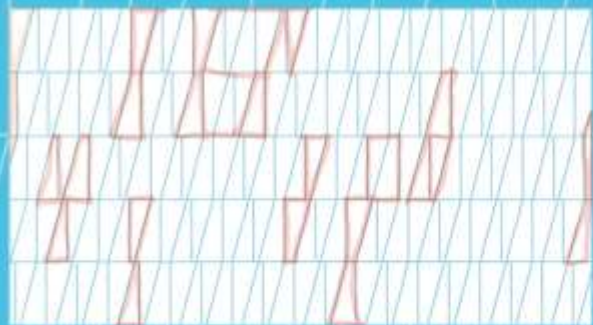
Is there a fruit or vegetable that you've always wanted to grow yourself?

Is there a dish that you like to cook? What goes into it?

STEP 1



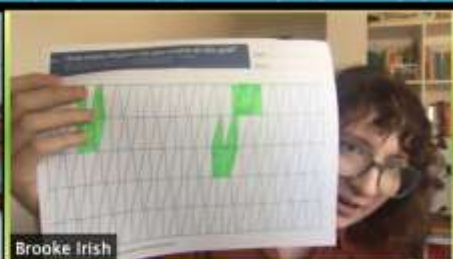
STUDENTS WORK



STUDENTS WORK



Juliette Bellocq



Brooke Irish



Jessica Flores



Alok Deshpande



VILLALOBOS-ORDÓÑEZ, ALEXA



GUZMAN, ERNESTO



Tae Kim



Castellanos, Veronica

KATELYN NGUYEN

KATELYN NGUYEN

ROSAS LOPEZ, M...

ROSAS LOPEZ, MARIELA

Guelsy Gomez

Guelsy Gomez



Tae Kim

From Castellanos, Veronica to Everyone: (2:48 PM)

That looks beautiful!

From Castellanos, Veronica to Everyone: (3:34 PM)

School pride is very important for our school

From KATELYN NGUYEN to Everyone: (3:04 PM)

okay talking about food makes me hungry

From VILLALOBOS-ORDONEZ, ALEXA to Everyone: (3:07 PM)

this is quite a DELICIOUS conversation

What are the sounds of Belvedere?

Laughter, talking, bells and more

What makes a place special?

The emotion it creates. The fun, the happiness.

Where do you like to read?

In a quiet, cold, windy space.

What makes a school beautiful?

The art and the students!

Who at Belvedere inspires you the most?

I think my film teacher inspires me most.

Did any of your family go to school at Belvedere?

They did.

TOMATOES

(and stolen tomatoes!)

ORANGES (mentioned a lot)

APPLES

GRAPES

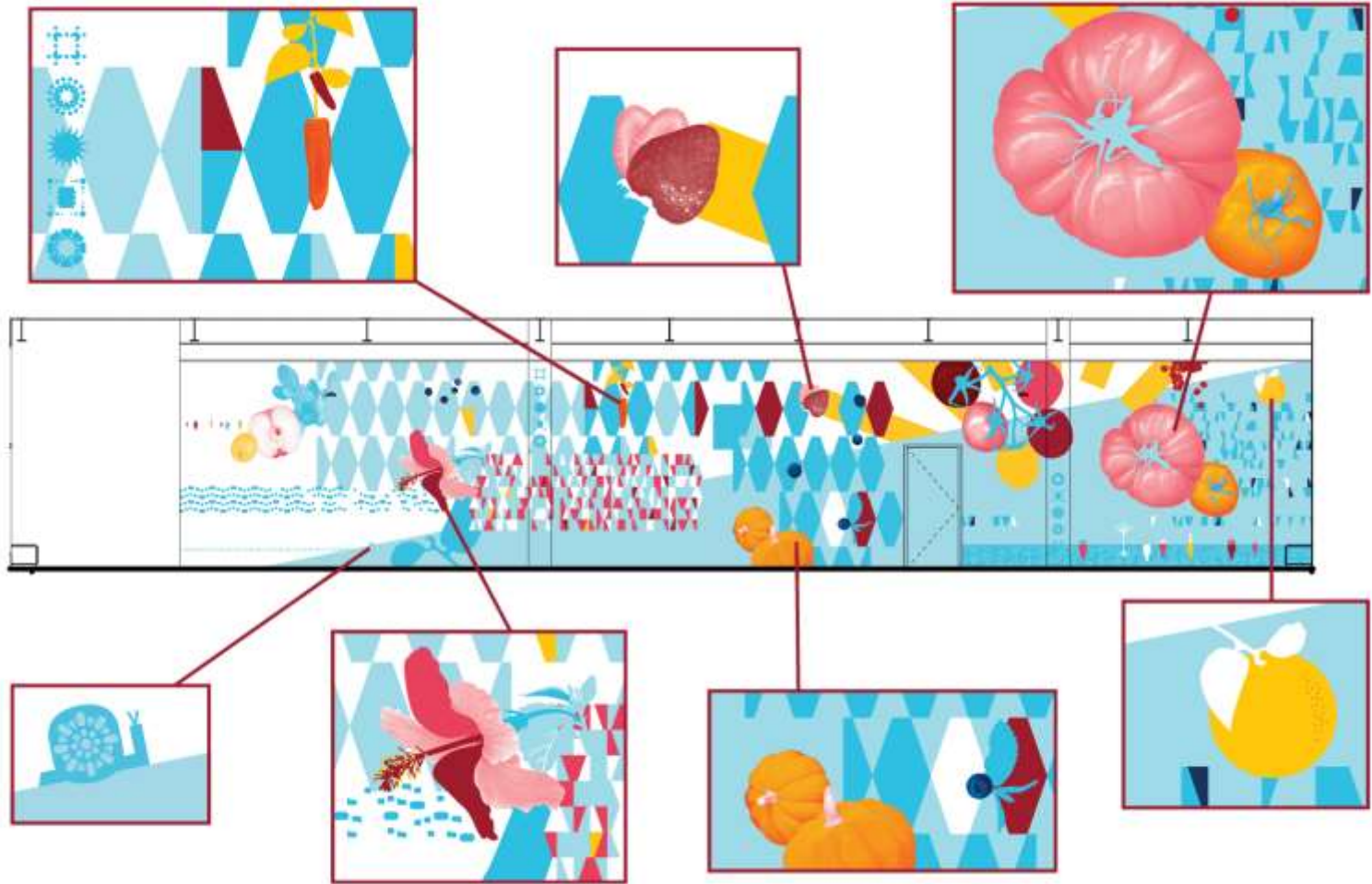
CHILI PEPPERS

PUMPKINS

STRAWBERRIES

and of course, **CAMPUS HIBISCUS**

and **FRENCH SNAILS**

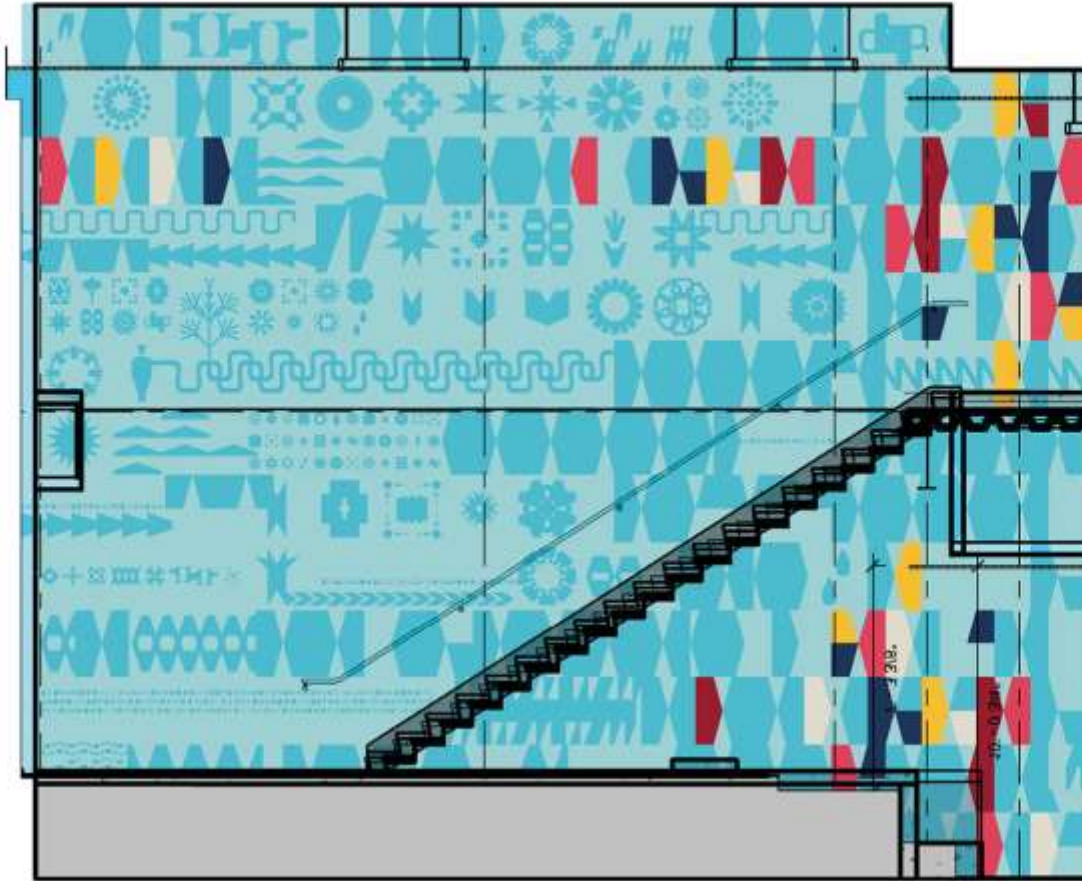


BELVEDERE MIDDLE SCHOOL

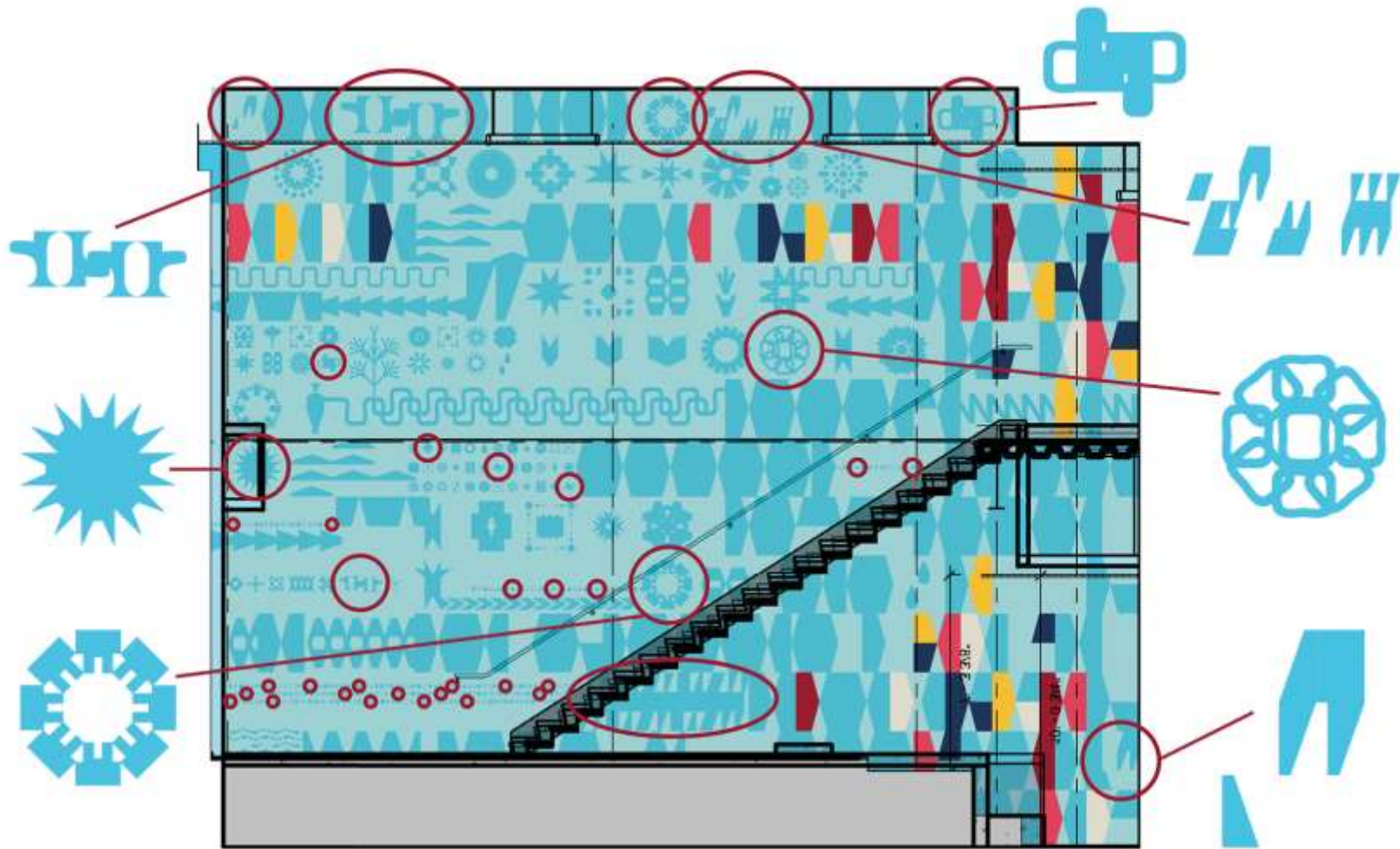




Belvedere Middle School Los Angeles Unified School District



Belvedere Middle School Los Angeles Unified School District



Belvedere Middle School Los Angeles Unified School District

CAJON HIGH SCHOOL TODAY



CAJON HIGH SCHOOL TODAY



THE LAST GREAT IDEAS



*39th STREET SCHOOL
CITY OF SAN BERNARDINO SCHOOL DISTRICT
ARCHITECT - C. K. ALLEN - A. I. A.*

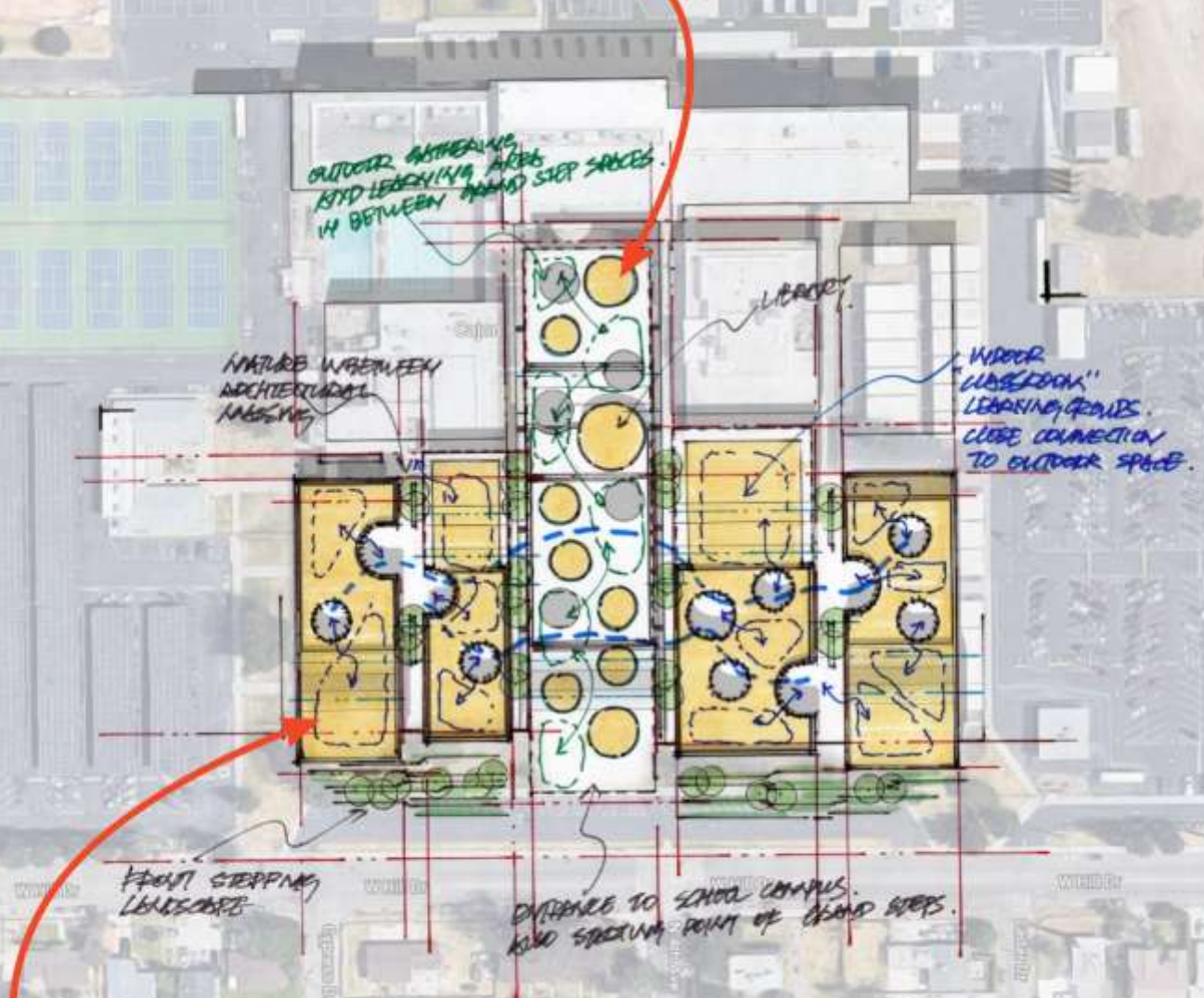
EXISTING
CLASSROOM
BUILDING

This is an aerial photograph of a school campus. The image is annotated with several elements: two large rectangular areas with grey roofs are labeled 'EXISTING CLASSROOM BUILDING'; a central area with a reddish-pink roof is outlined with a dashed red line and labeled 'Site Boundaries'; and a red arrow in the bottom right corner points north. The campus is surrounded by a parking lot at the bottom and some greenery on the left and right sides.

Site Boundaries

EXISTING
CLASSROOM
BUILDING





OUTDOOR GATHERING
BYD LEARNING AREAS
14' BETWEEN BOARD STUD SPACES.

NATURE BETWEEN
ARCHITECTURAL
LANDINGS

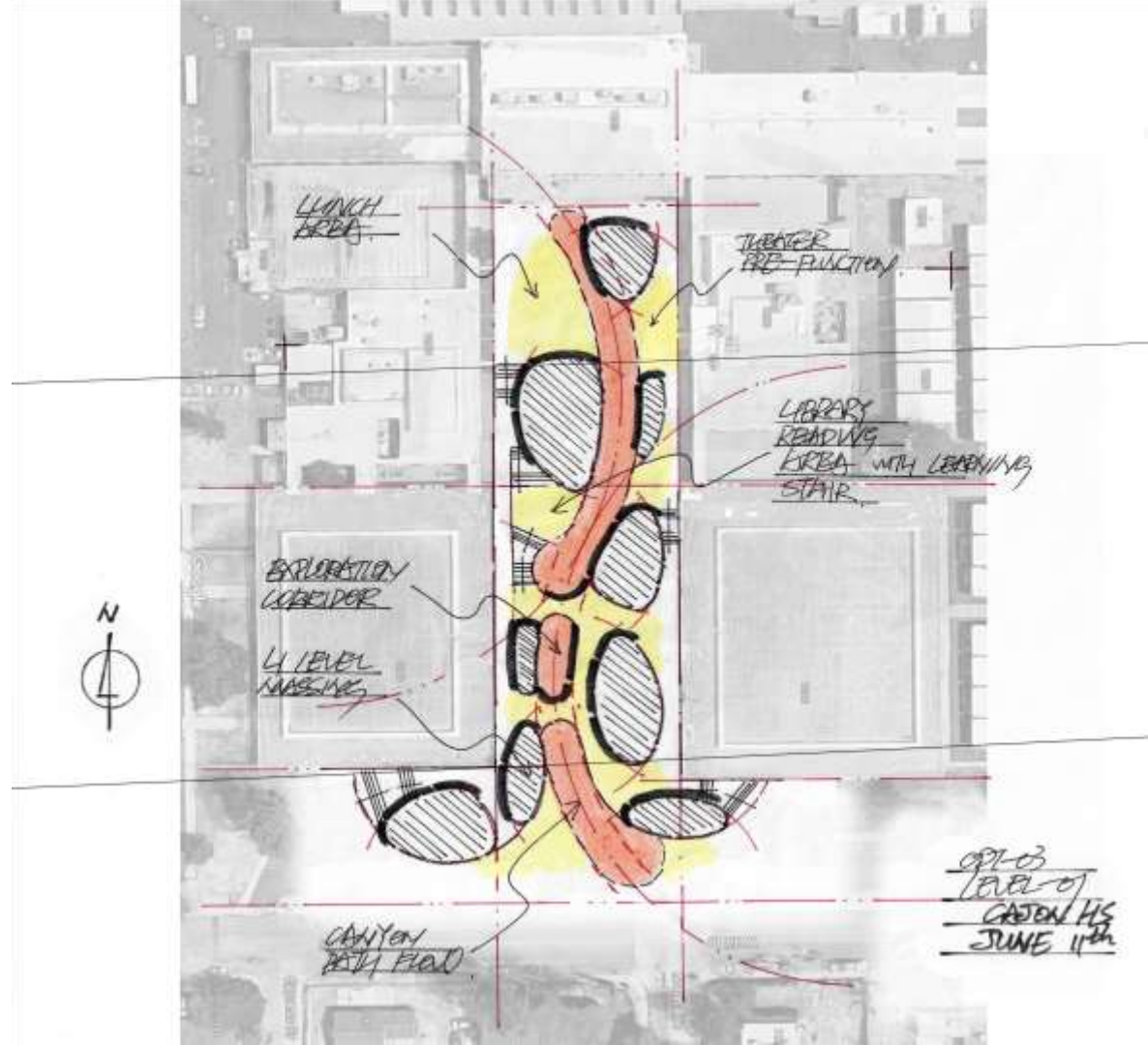
LEADER

WIDER
"CLASSROOM"
LEARNING GROUNDS.
CLOSE CONNECTION
TO OUTDOOR SPACE.

FRONT STEPPING
LANDSCAPE

ENTRANCE TO SCHOOL CAMPUS.
ROAD STOPPING POINT OF BOARD STUDS.

GROUND LEVEL
LEVEL -01
CATEN HK
JUNE 8th.



097-03
LEVEL 01
CANTON HS
JUNE 11th



**WELCOME
TO
COWBOY
CANYON**

CAJON HIGH SCHOOL

NAC



COWBOY CANYON

CAJON
HIGH
SCHOOL





LOWER LEVEL PLAN (AT EXISTING PARKING)



UPPER LEVEL PLAN (AT EXISTING CLASSROOMS)



Expect Unexpected





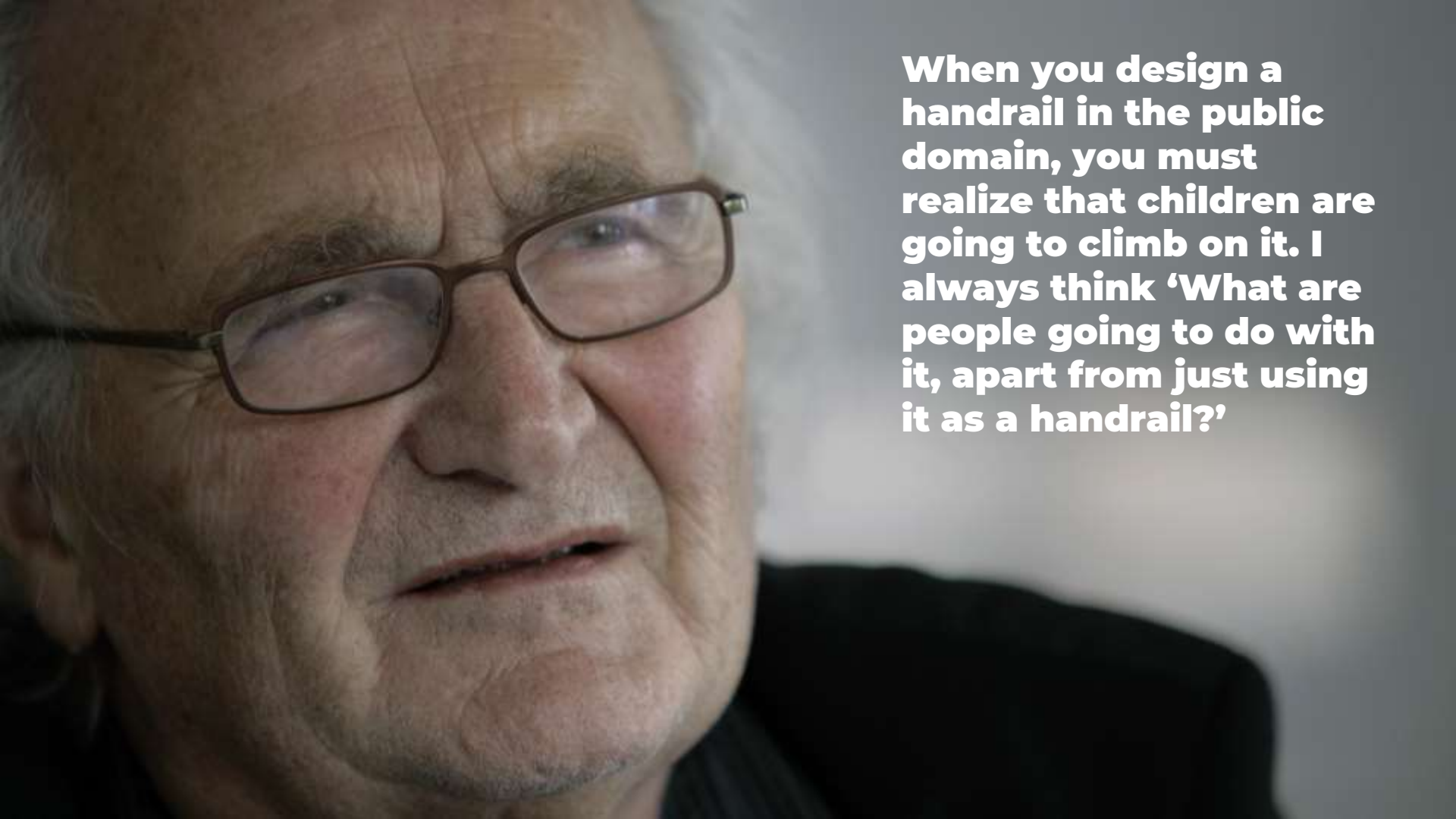


The problem of beige



Specificity + Serendipity





When you design a handrail in the public domain, you must realize that children are going to climb on it. I always think 'What are people going to do with it, apart from just using it as a handrail?'

**Who changed schools while in high school?
What were you hoping for in the new place?**

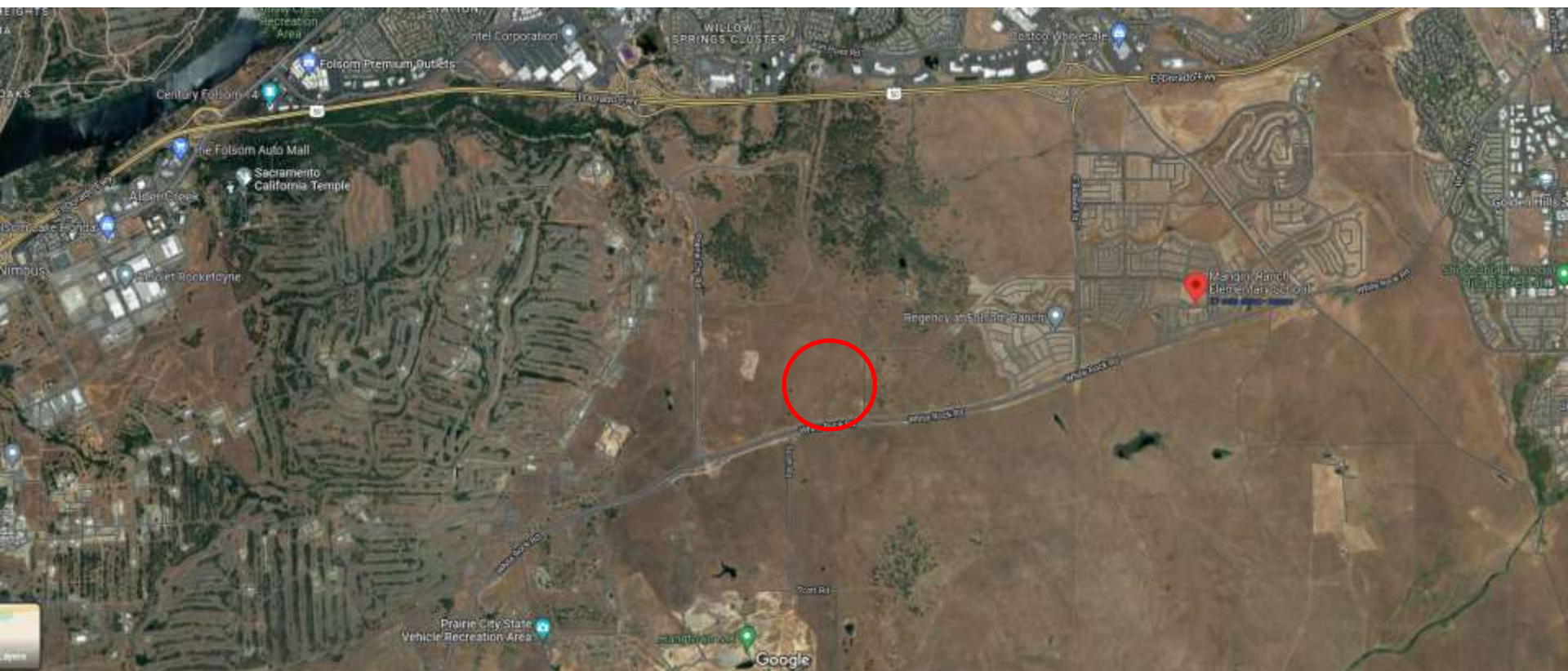
CITY HONORS SCHOOL









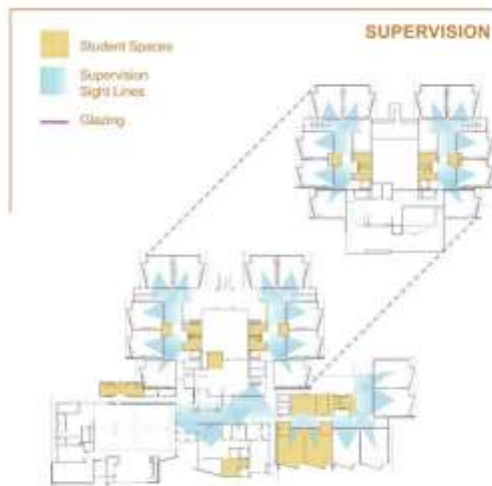


MANGINI RANCH ELEMENTARY SCHOOL



Transparency + Collaboration

The 25 classrooms and five building wings feature extensive interior glazing and large glass operable walls. These design features allow the option for classrooms to fully connect to the corridors and common spaces. The glazing provides for effective and non-intrusive instructor supervision, promoting breakout group activities and self-directed learning.



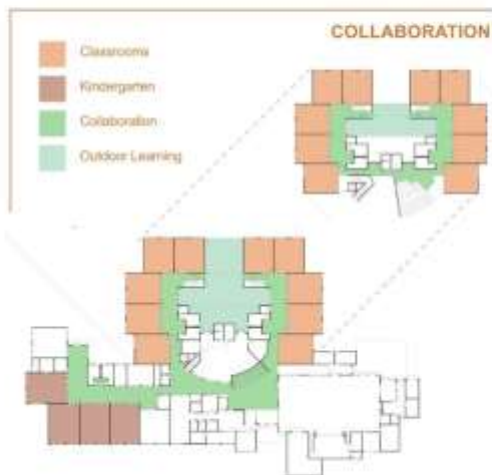
Outdoor Learning + Flexibility

Mobile furnishings and operable partitions provide a high degree of flexibility. Classrooms are connected by collaboration spaces, including smaller, break-out spaces that accommodate project-based activities. Instructional spaces are extended by several outdoor learning environments, including a Learning Bridge and Outdoor Classroom.

Technology + Student Services

Technology that supports anytime, anywhere learning is available throughout campus via wireless connectivity, interconnected monitors, and device compatibility inside and out. The Media Center provides a dedicated space for reading, digital research, independent study, group instruction and larger group meetings.

Mangini Ranch ES has been built to nurture the whole student. Wellness and support services are easily accessed to ensure an overall sense of safety, belonging and positive experience for each student.



WIDE OPERABLE WALLS CONNECT CLASSROOMS TO COMMON SPACES

4

Fourth Grade Wing (California History)





Entry Historical Graphics Showcase Folsom History

The Commons welcomes students, parents, and staff into a large, inspiring space featuring a rich combination of natural textures and colors. The centerpiece is the gathering staircase, a hub for students.

The region encompassing Folsom has a rich history—early pioneers, the transcontinental railroad, the gold rush, the pony express, ranching and agriculture.

SPACES THAT CONNECT TO THE ENTRY COMMONS >>>

Mangini Ranch ES pays tribute to Folsom's past with large wall graphics that span the entry lobby and classroom wings connecting local historic images to day-to-day student learning. Imagery throughout the entry and wings aligns with the state grade level curriculum guidelines, enabling active learning.

WING GRAPHICS CONNECT WITH STATE CURRICULUM >>>



Site + Context

To meet the growth needs of Folsom, California, the new residential community of Folsom Ranch is being built south of Highway 50. Mangini Ranch is the first elementary school built to serve this community, many of whose residents are new to the area and of diverse ethnicities.

The school takes its design inspiration from the landscape of Folsom, where the rolling fields and pastures begin their transformation into the foothills and the mountains of the Sierra Nevada range beyond.



THE HEART OF A NEW COMMUNITY



1. Main Entry
2. Kindergarten Entry / Drop-off
3. Learning Bridge
4. Outdoor Classroom
5. Play Area
6. Hard Courts
7. Field
8. Courtyard
9. Outdoor Dining



Outdoor Learning



Learning Bridge



Frontage Entry



WANDORI RANCH
ELEMENTARY SCHOOL

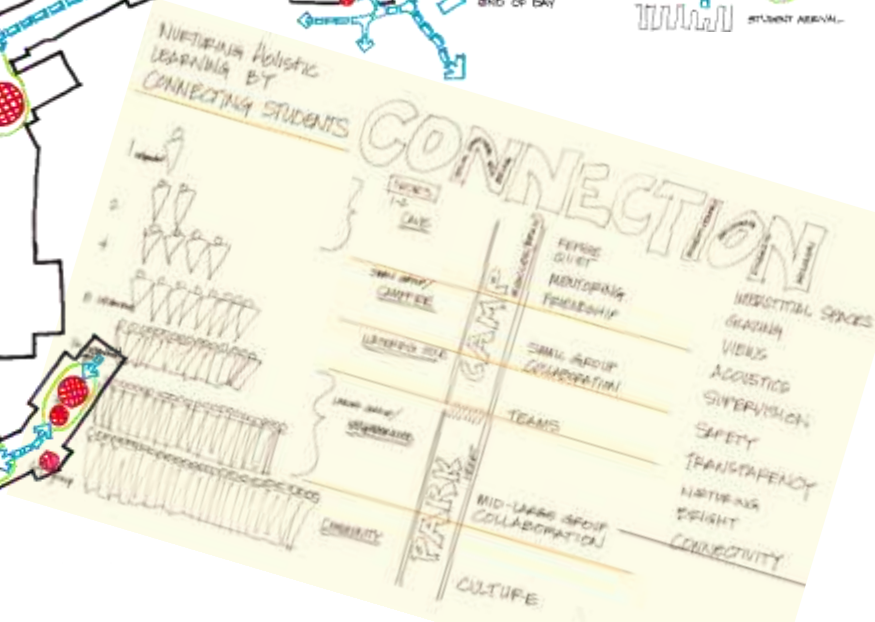
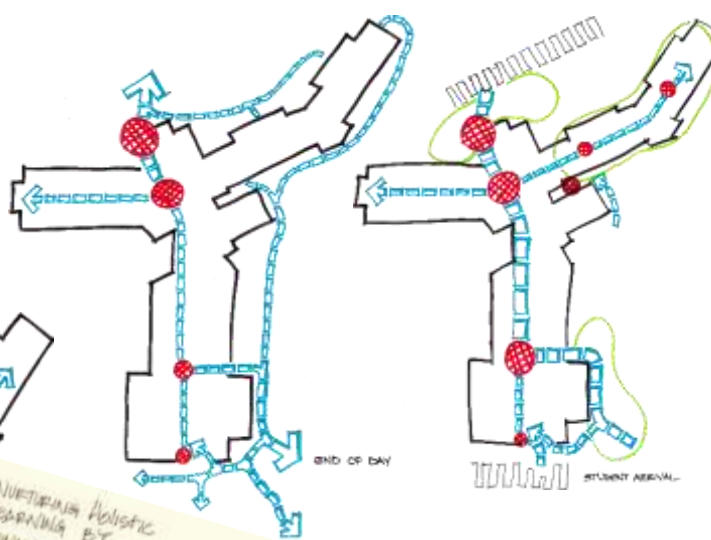
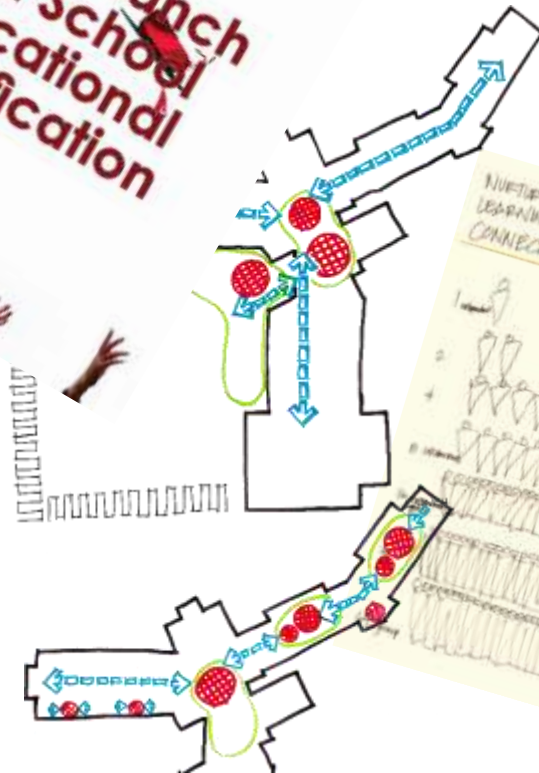
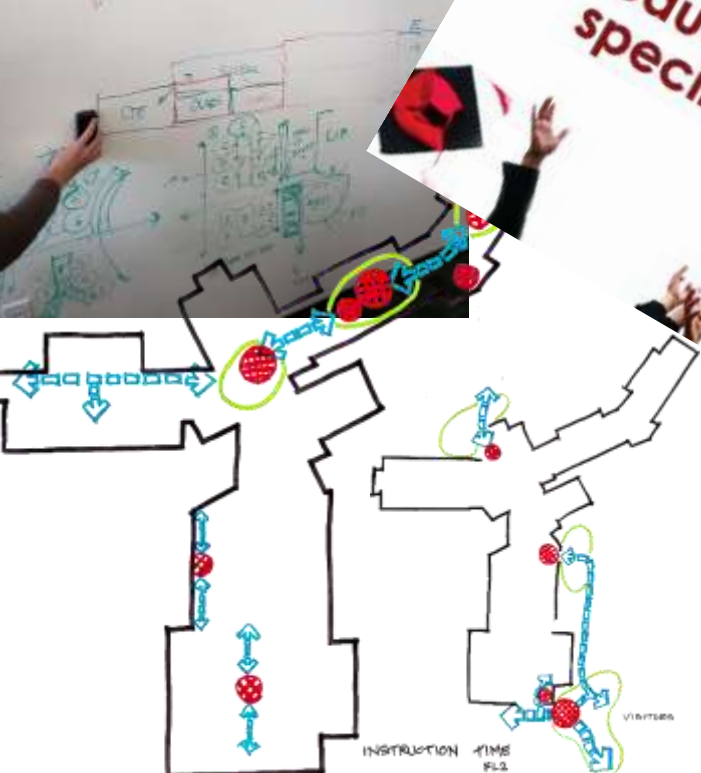
FOLSOM RANCH HIGH SCHOOL





FOLSOM CORDOVA
UNIFIED SCHOOL DISTRICT

Folsom Ranch High School
educational specification



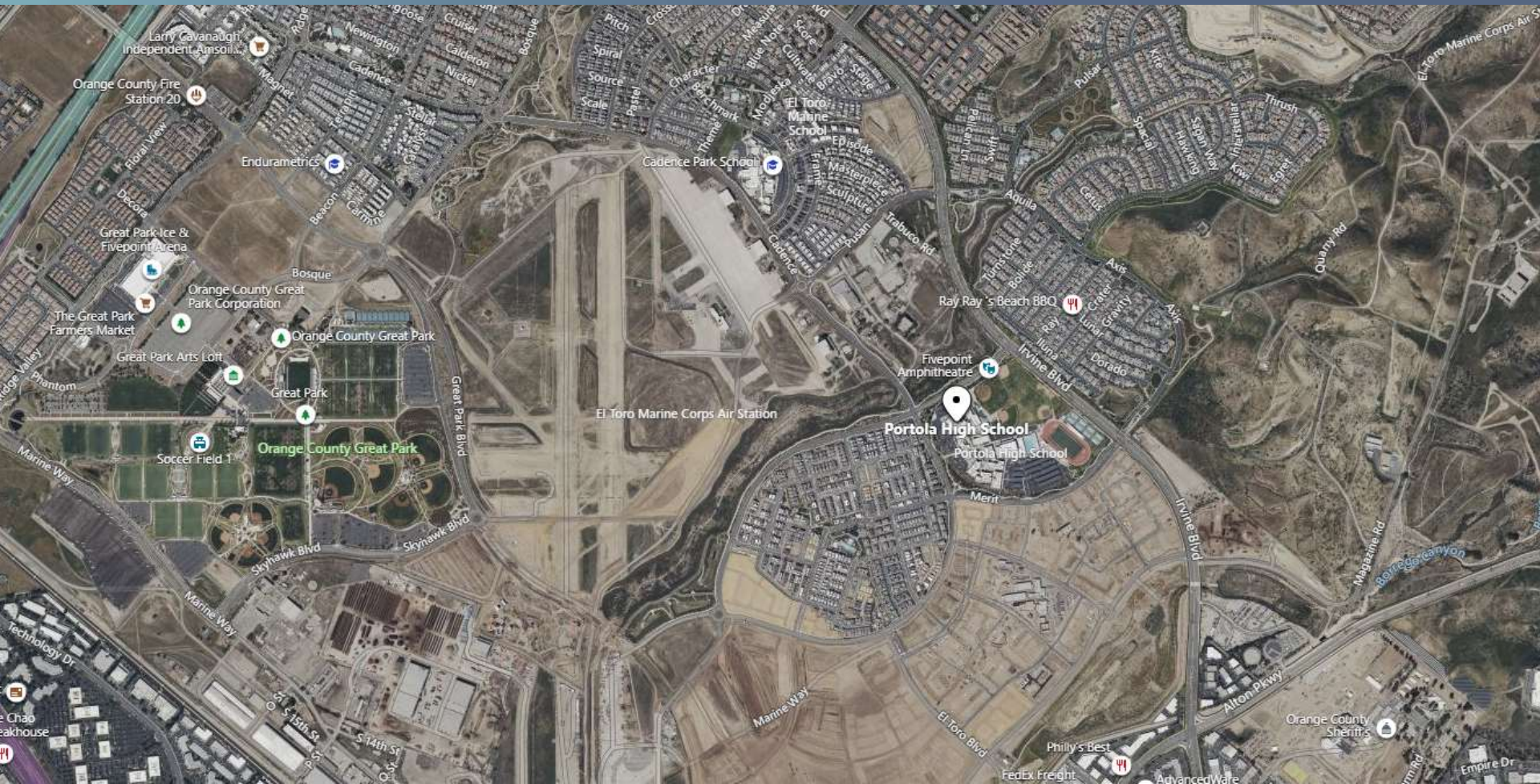








PORTOLA HIGH SCHOOL



LEARNING HAPPENS EVERYWHERE

Tina Murphy, Visual & Performing Arts Teacher:

"The staff collaboration spaces work great since we decided to have an interdisciplinary model for the classroom layouts (not by department). This decision has changed not only where we teach and where our offices are, but positively affected how we work together as a team. These spaces have helped us learn more about true interdisciplinary collaboration than any of us thought it would when we first arrived on campus. So we are learning from each other, we are learning from the students, and we continue to learn from the space itself."

-  Outdoor Collaboration Zones
-  Student Collaboration Zones
-  Staff Collaboration Zones



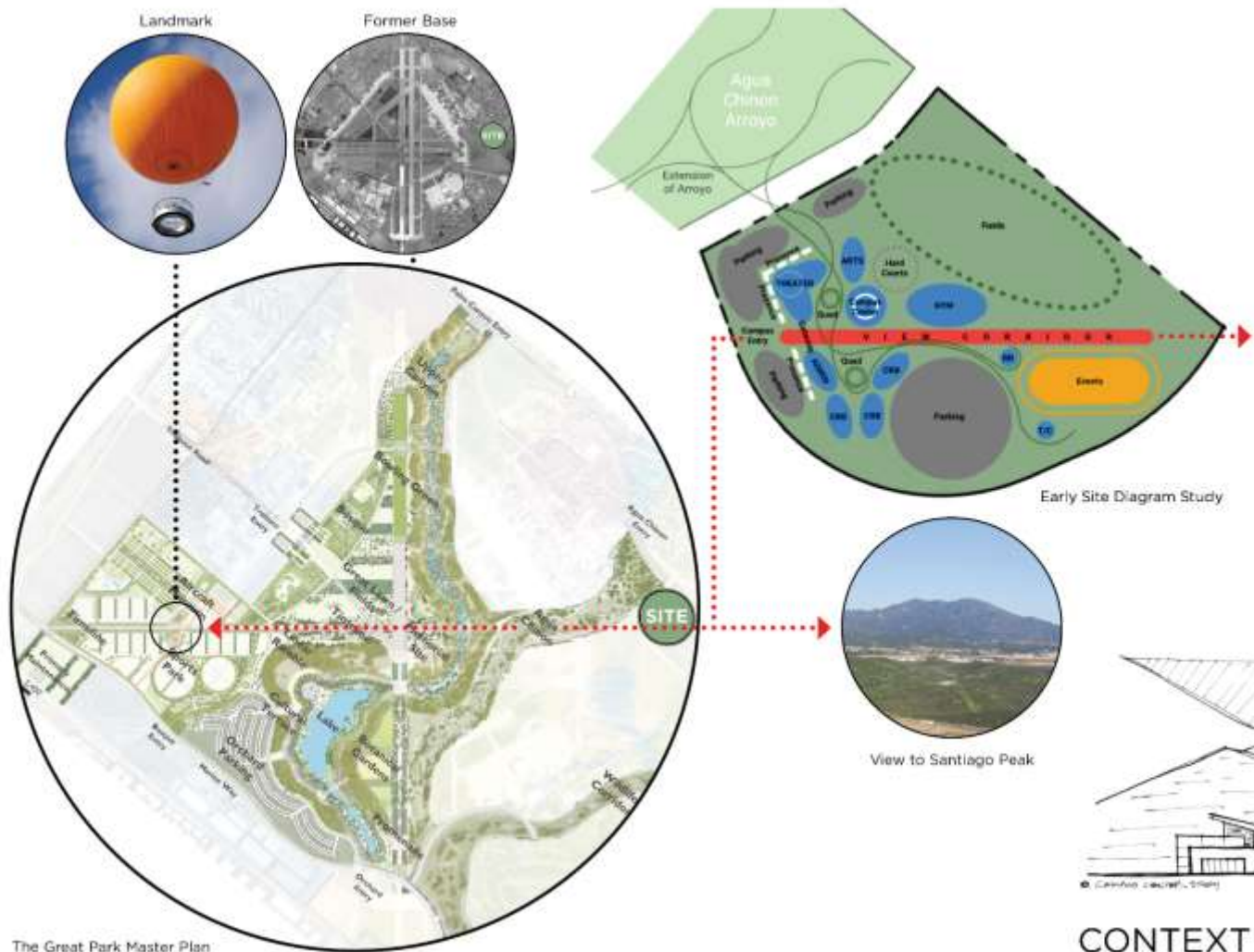
1 Student Collaboration Zone



1 Outdoor Student and Staff Collaboration Zone



2 Student Collaboration Zone



The Great Park Master Plan

CONTEXT



- 01 Administration
- 02 Dining
- 03 Performing Arts
- 04 Electives
- 05 Campus Center
- 06 Classrooms
- 07 Science
- 08 Gymnasium
- 09 Lockers
- 10 Aquatic Center
- 11 Restrooms and Concessions
- 12 Varsity Softball
- 13 Varsity Baseball
- 14 Multi-Use Fields
- 15 Stadium
- 16 Tennis Courts
- 17 Student Parking
- 18 Staff/Arts/Sports Parking
- 19 Visitor Parking
- 20 Photovoltaic Array





Thank you.



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