SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

Draft 2
April 2019

Executive Summary

Education is evolving with new developments in technology and the expectations of the 21st century work force. The Santa Monica – Malibu Unified School District is actively changing the learning delivery systems and expectations for student outcomes to align with these changes. This Districtwide Educational Specifications is being developed to outline this direction and to provide guidance on developing the future learning environments.

The district approach to educational delivery has continued to evolve over time to incorporate technology as a tool for instruction, to address learning modalities that develop 21st century skills, and to meet state testing requirements. This district model for future learning is shifting to a project centered learning approach that will expand and further instructional strategies currently in place, and will address future learning that is flexible, adaptable, and project centered in its delivery.

This approach, combined with new learning tools and resources, will require a shift from instructional design of the past that was defined by a traditional teacher-at-the-front-of-the-classroom style of learning, to one that provides for rotational learning within the classroom, incorporating a variety of project based learning experiences that allow for individualized, small group, and large group instruction to occur simultaneously. In addition, new resource spaces will provide for project based learning that will be led by same grade instructional teams and provided with additional resources outside the classroom for larger project based exercises. All spaces will require enhanced flexibility, mobility and access to technology and resources in real-time, where instructors and students may shift seamlessly between programs and instructional opportunities.

This robust learning model is intended to bring future ready learning to the forefront of the SMMUSD approach and to nurture students that are equipped with knowledge and skills that prepare them for jobs of the future.

As the district begins the process of evaluating and prioritizing future new construction and modernization projects, the educational specifications will be utilized to define the specific types of learning environments that provide the flexibility and resources to meet the requirements of a new project based approach to learning and instruction.

The Educational Specifications are a blueprint for a standard. They paint an aspirational goal for learning and the facilities. However, it fully acknowledges that every space and facility will not be able to be transformed to meet this rubric, nor should they. As much support as the we have from the citizens of Santa Monica and Malibu, substantial funds are not available to change all school facilities. The Educational Specifications (Ed Specs) instead are a guide and blueprint, better a touchstone, to shift the physical learning environments. By using the Ed Specs as the beginning of the conversation rather the end, the school and classroom planning can move us towards these goals while still maintaining the much needed individuality of our successful schools.

The Districtwide Educational Specifications were developed through a comprehensive, year-long process that engaged district leadership, educational leadership, teachers, staff, user groups, M&O, students and community, to arrive at an informed and well represented set of goals and objectives for the design of future learning environments at Santa Monica-Malibu Unified School District. This process was overseen by an Educational Specifications Steering Committee, comprised of educators and leadership, focused on defining the district vision for future learning and the environments that support that vision.

Acknowledgements

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Board of Education
Dr. Richard Tahvildaran-Jesswein, *President*
John Kean, *Vice President*
Craig Foster
Oscar dela Torre
Maria Leon-Vasquez
Laurie Lieberman
Ralph Mechur

Office of the Superintendent
Dr. Ben Drati, *Superintendent*
Dr. Jacqueline Mora, *Assistant Superintendent Educational Services*
Dr. Mark Kelly, *Assistant Superintendent Human Resources*
Melody Canady, *Business & Fiscal Services*

Facilities Use Committee
Jerry Gibson
Karin Hassenger
Chris Neier
Brian Part
Tom Whaley

Educational Specifications Steering Committee
Dr. Jacqueline Mora, *Assistant Superintendent Educational Services*
Dr. Devon Smith, *Learning and Innovation*
Carey Upton, *Chief Operations Officer*
Steve Massetti, *Bond Program Manager*
Barbara Chiavelli, *Pre-Construction Manager*
Florence Culpepper
Mark Kelly
Kevin Klaus
Bertha Roman
Susan Samarge-Powell
Deanna Sinfield

Elementary School Planning Committee
Ashley Benjamin
Reham Dabash
Pamela Herkner
Sheri Hynding
Lori Orum

Middle School & High School Planning Committee
Martha Chacon
Arielle Gleicher
Irene Gonzalez-Castillo
Amanda Levey
Jessica Rishe
Karen Tomita
Hillary Weissman

Food Service User Group
Richard Marchini

Library User Group
Michael Atkins
Dana BartBell
Susan Bodok
Amy DiDario
Carol Garcia Ramirez
Sandy Grant
Diane Greenseid
Andrea Jarvis
Bertha Roman
Sarah Ryan
Shannon Sea
Bridget Sullivan
Pui Yin Tse
Christine Tooham

Safety & Transportation User Group
Neal Abramson
Gary Bradbury
Roosevelt Brown
Tara Brown
Jerry Gibson
Mark Kelly
Tristan Komlos
Neil Perlmutier

Special Education User Group
Miriam Brock
Pam Kazee

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Overview

District Overview

Santa Monica-Malibu Unified School District (SMMUSD) serves the coastal communities of Santa Monica and Malibu, California. The District is located in Los Angeles County and serves 11,000 students in preschool through 12th grade in 10 elementary schools, two middle schools, one middle / high school, one comprehensive high school, a continuation high school and a K - 8th grade alternative school. The district is also home to 11 early childhood education centers and an adult school.

U.S. News and World Report has named both Santa Monica High School and Malibu High School as Top High Schools in the nation and state, awarding a silver medal to SAMOHI with the ranking of 606 in the nation and 105 in the state and a gold medal to Malibu High School for rankings of 279 and 45, respectively in 2017.

Three schools have been recognized as National Blue Ribbon Schools: Edison Language Academy, Will Rogers Learning Community and Lincoln Middle School. Lincoln Middle School has earned the Gold School designation in 2015 and is one of nine schools recognized as a California Distinguished School. The others are: Franklin, McKinley, Roosevelt, Will Rogers, Webster and Point Dume elementary schools, Malibu and Santa Monica high schools.

The SMMUSD mission statement guides the work of the Excellence through Equity program, which has been used as an organizational and prioritization guide in establishing the district's educational specifications. The plan includes the following priorities:

- All graduates are ready for college and careers
- English learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum
- All students engage in schools that are safe, well-maintained and family-friendly

SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT

Mission Statement

Extraordinary achievement for all while simultaneously closing the achievement gap.

Vision Statement

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multi-lingual communicators and global citizens. We are a richly varied community that values the contribution of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

Students attending Santa Monica High School and Malibu High School have a graduation rate of approximately 95%, with the majority of students moving forward with post-secondary education options.

The district is currently updating its specialized learning programs and career technical education curriculum offerings to align with 21st century jobs and skills, which include a growing Science, Technology, Engineering, Art, and Math (STEAM) program that will begin at early elementary grades and extend to a diversified and robust program at the high school level. In addition, the district is considering substantial curricular updates to the visual, performing arts, and music programs to better align with local industry and internship, as well as building additional career pathways, such as business/banking/entrepreneurship, green engineering technology, professional music development, visual arts/graphics, culinary/hospitality, and entertainment/film/gaming, that correlate with the local communities of business and industry, along with post-secondary options to meet the demands of 21st century careers.

Similarly, extra-curricular programs in athletics, visual arts, performing arts, nutrition and wellness, all represent signature programs for the district. Additional structuring is underway to better integrate a whole child approach to learning that focuses on social and emotional wellbeing, in addition to instructional achievement. Building this holistic, comprehensive approach will begin at the kindergarten level and extend through to twelfth grade.

SMMUSD is proud to be supported by the Santa Monica Education Foundation (SMEF), along with separate non-profit funding sources provided for the Malibu educational system. SMEF is an independent 501(c)(3) nonprofit organization that exists solely to raise funds for programs at Santa Monica schools. Each year, annual donations and the Ed Foundation's endowment fund millions of dollars of programs for students, including visual and performing arts, STEAM, instructional assistants, student wellness, library support and other enrichment programs.

Bond programs recently approved by the District in 2018 include Santa Monica Measure SMS for $485M, along with Malibu Measure M for $195M. Both bond measures will implement necessary classroom repairs and renovations, along with 21st century educational upgrades to learning spaces. Past measures have included Measure BB, which was approved in 2006 for $268 million and Measure ES in 2012 for $385 million. Local voters also passed Measure Y/YY in 2010 and Measure GSH/GS in 2016, along with Measure R parcel tax in 2008. The district appreciates the support of the communities it serves.

Santa Monica High School
Santa Monica, CA

Educational Purpose & Planning Process

These specifications are based on the core values of SMMUSD, are education driven, and are designed in conjunction with educators and leadership from the district. Educational specifications outline the physical requirements needed to support the educational curriculum and programs offered. An educational specification is intended to define the criteria for new construction and modernization efforts, quantify core instructional programs as well as specialized learning opportunities, and is intended to create equity and parity throughout the district.

The development of this educational specification document began in winter 2017, and was guided by district level leadership, in conjunction with the educational specifications steering committee. This educational specifications document is intended to work in conjunction with future facilities master planning efforts to be conducted in 2018-2022, as well as to align with upcoming capital improvements projects intended by the district. The document defines the programmatic and spatial requirements for instructional programs based on the district's composition, including type of academic program and number of students.

It is the intention of the district to retool its facilities to align with learning models that are project based and are aligned with 21st century jobs and skills. Modernization and new construction efforts are intended to address the way progressive next generation learning occurs in the 21st century by focusing in instructional models that are project, discovery and inquiry based in their approach. These models take into account the collaborative approaches that are revolutionizing the way integrated learning progression is delivered, as well as being aligned with the way business and industry interact with career and technical skills. Due to current instructional retooling efforts by the district, certain learning areas including numerous specialized middle and high school programs, as well as career technical programs have been excluded from this document while redevelopment of curriculum occurs. These unique program areas will be developed as part of future facilities master planning efforts and in conjunction with the development of unique programs at each school.

This document draws upon the collaboration and investment of several partners including District Leadership, the Educational Specifications Steering Committee, Elementary School Planning Committee, Middle and High School Planning Committee, as well as numerous user focus groups, user groups and site visit interviews. The educational specifications documents this information and provides a road map for modernization and new construction required by California Code of Regulations, Title 5.

Objectives for the SMMUSD Educational Specifications include:

- **Establish Future Instructional Delivery That Aligns to Goals of the SMMUSD LCAP and Excellence Through Equity Initiative:** Whole child approach including project and inquiry based learning, college bound and distance learning, as well as next generation science and specialized learning opportunities, including projects to build equity and parity within the district.
- **Provide 21st Century Learning Environments That Encourage Individual, Small Group and All Class Collaboration That Embraces the Unique Programs at SMMUSD:** Include areas outside of the classroom as inclusive of the learning experience, extending facilities, community and the "community based learning."
- **Design Spaces for Students to Function at the Highest Level:** This includes right sizing campuses, the inclusion of preschools at all elementary schools across the district, improved classroom sizes, improved classroom configurations and adjacencies designed for project based learning, as well as technology that is robust and easily adaptable to future technologies.
- **Enlist Results Driven Approach to Student Success:** Utilize student success strategies in development of educational environments, demonstrate compliance with state standards, and incorporate highly effective, high performing learning environments deigned for progressive, adaptable learning strategies.
- **Increase Student Engagement as Part of a Project Based Learning Model:** Include flexible environments and flexible furniture that supports a wide variety of learning and collaboration modalities.
- **Enhance Student and Family Access to Resources to Increase Student Success:** Maximize access to programs and services throughout the district, including clearly defined support pathways, promote programs that help students to become college and career ready, including building community partnerships.
- **Improve Technological Infrastructure to Support Learning Spaces Designed for 21st Century Skills**
- **Provide Safe and Secure Schools Designed with a Whole Child Approach to Learning Aligned with SMMUSD Vision**
- **Provide Healthful Learning Environments Aligned with District Sustainability Goals and Designed to Contribute and Improve Student Performance**
- **Provide a Road Map Designed to Align With Future Facilities Master Planning:** Communicate instructional environment design intent for future projects to build equity and parity within the district.

The educational specifications that follow provide visual representations of defined needs and planning scenarios to address those needs. These guidelines, in conjunction with individualized solutions developed by future design teams, will reflect the vision described herein and further the mission of SMMUSD's educational goals and planning efforts.

Edison Language Academy
Santa Monica, CA

District Maps & Attendance Areas

Santa Monica Elementary Schools

The map illustrates locations for elementary schools in the Santa Monica district boundary lines. Currently there are eight elementary schools in Santa Monica. While all share an overriding district-led approach to instruction, each offers a unique culture separate from other campuses. Following are the eight schools identified on the map with a brief description of the learning environment:

- **Edison Language Academy**
  All students from PK through fifth grade learn in Spanish and English with the goals of (1) developing proficiency in both languages, (2) mastering curriculum in all other areas, and (3) becoming multicultural learners - proud of their own identities and cultures and respectful of others.

- **Franklin Elementary School**
  Franklin Elementary is committed to inspiring and equipping every student to become life-long learners and positive contributors to society through high expectations and rigorous academics, engaged and individualized instruction, and supported by a strong community that is committed to student success.

- **Grant Elementary School**
  Grant's strength is a compilation of outstanding teaching, incredible parent involvement, and wonderful students. The school's diversity reflects the greater Santa Monica population. The Grant team has a saying, "We have a little bit of everything." The teaching staff works in grade level and data terms to analyze student work and determine strategies to enhance best teaching practices.

- **McKinley Elementary Academy**
  McKinley is a school where diversity is valued, developing the whole Child is a focus, collaboration and teamwork area a norm, and a positive school community and student learning is a priority. McKinley is unique in that they supplement the core curriculum with additional sciences, visual arts, theater, music, physical education, and library for all students. It is McKinley's goal to foster students talents and interests, engage students in learning and promote critical thinking and creativity.

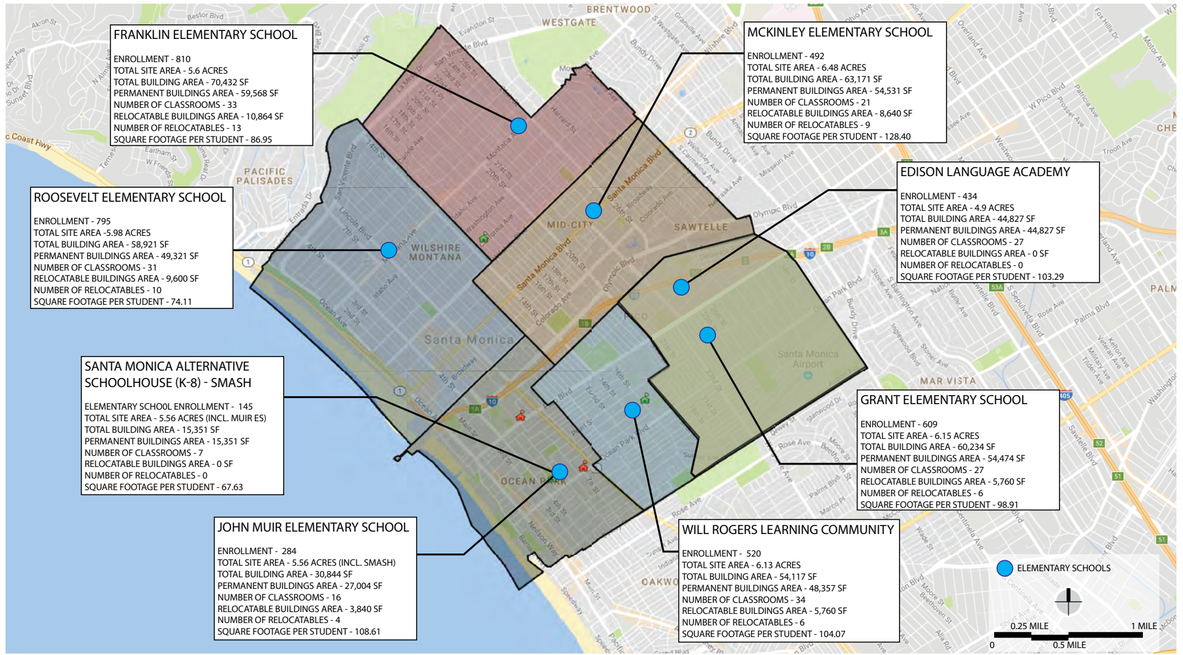
- **John Muir Elementary School**
  Muir focuses on challenging all learners to go beyond their expectations. The diversity of the school is recognized, celebrated, and embraced. All children learn to master all areas of academic performance, and are actively involved in both the visual and performing arts.

- **Will Rogers Elementary School**
  Will Rogers is a STEM school that is engaged in an inquiry-based learning approach that spans disciplines and is culturally responsible. Educators are focused on inspiring, educating and valuing all learners.

- **Roosevelt Elementary School**
  Roosevelt Elementary utilizes a whole child approach to learning, embracing both the instructional needs, as well as the social and emotional needs of students. Roosevelt values the spirit of diversity and embraces the local community as active participants in a child's education.

- **Santa Monica Alternative School (SMASH) (K-8)**
  SMASH strives to help children become active citizens in a democracy that is still being shaped. Students learn to participate in the ethical, moral, creative, and thoughtful ways that embrace learning and help to develop critical thinkers.

SMMUSD District Service Area -
Santa Monica Elementary School Locations



Malibu Elementary Schools

There are currently three elementary schools located in Malibu. While this Educational Specification was in development, the Board of Education adopted a plan to combine Juan Cabrillo Elementary School and Point Dume Marine Science School into one school on the Point Dume campus beginning in the fall of 2019. While the new school develops its core principles, this document will treat the two separately.

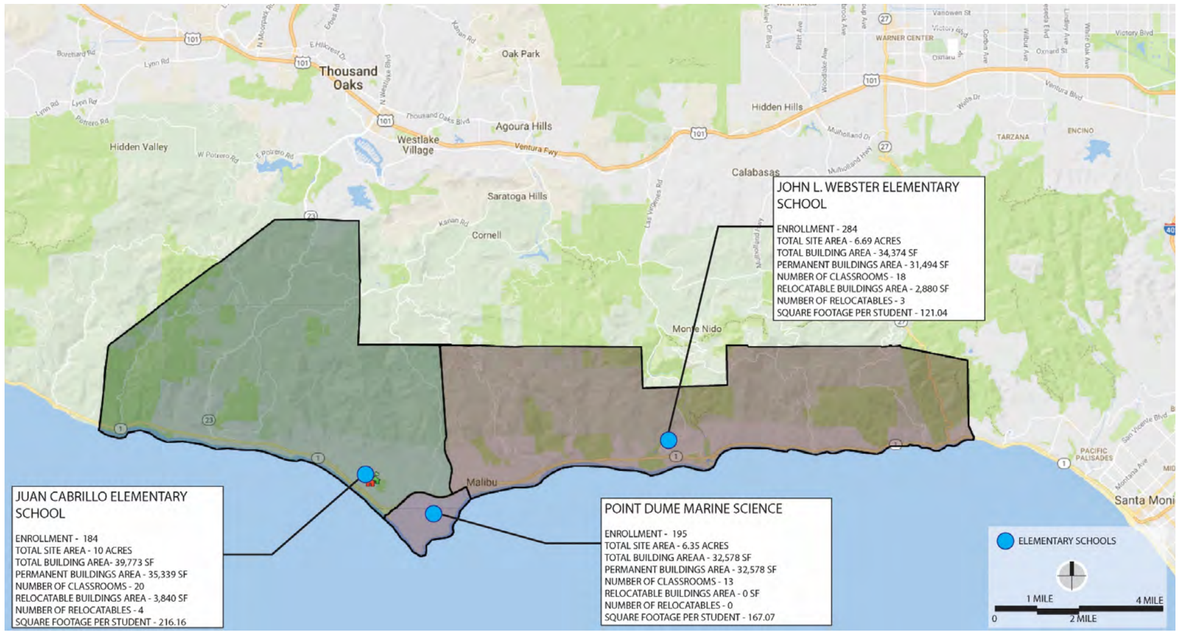
Following are the schools identified on the map with a brief description of the learning environment:

- **Juan Cabrillo Elementary School**
  At Cabrillo, children are focused on problem-solving and critical thinking as part of a project based learning approach that incorporates creativity and innovation into curriculum. Through such strategies as inquiry, differentiation, and integration, students learn to problem solve, and process answers on their own, rather than having them given to them. Students build on the principles of collaboration, communication, cooperation, creativity and critical thinking in results oriented environments. The school also values sustainability, along with a compassionate, kind and caring learning envirnment for all.

- **Point Dume Marine Science School**
  Point Dume follows the principals of rigor, relevance and positive relationships as the foundation of meaningful, interesting and relevant instructional experiences. Students are provided with well rounded academic programs that bridge classroom learning with the real world. Similarly, after school programs provide students with a wide variety of enrichment activities. Point Dume has an integrated marine and environmental science program that begins in kindergarten. The school's environmental science goal is to model sustainability for our planet, including reduce, reuse and recycling as active programs on campus. The school's relationship goal is to make every student feel important and included.

- **John Webster Elementary School**
  Webster's students take great pride in their school, in their learning, where it is abuntantly clear that everyone around them cares deeply and in themselves, because they are immersed in an environment where it is abundantly clear that everyone around them cares deeply about their happiness and success. Teachers provide a stimulating and challenging curriculum as they strive to ignite the passion for learning that lives in every student. Webster students master the new California standards, develop higher level thinking skills, and connect their learning to the real world in all areas of academic study, the arts, technology, and character development. Music, dance, and visual arts are a high priority and work to further the educational experience. Connecting learning to the real world is a hallmark of the educational experience.

SMMUSD District Service Area -
Malibu Elementary School Locations



Santa Monica Middle Schools and Alternative Schools

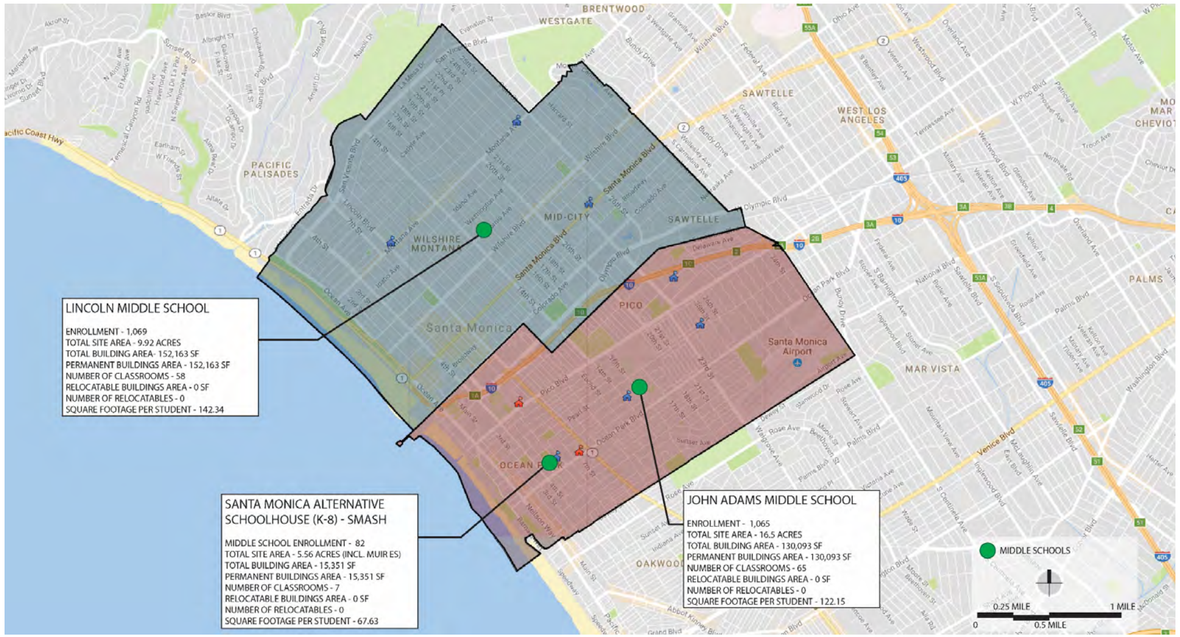
The map illustrates locations for middle schools and alternative schools within the Santa Monica district boundary lines. Currently there are two middle schools and one alternative school in Santa Monica. While all share an overriding district-led approach to instruction, each offers a unique culture separate from other campuses. Following are the three schools identified on the map with a brief description of the learning environment:

- **John Adams Middle School**
  The mission of John Adams Middle School is to provide a dynamic, multi-faceted, educational experience which allows each student to maximize his/her potential academically, socially, emotionally, and physically. John Adams programs are based on shared decision-making by interested community members, parents, teachers, counselors, and administrators to meet the unique needs of a diverse, early adolescent population. Building a caring community of students, John Adams focuses on character building that includes trustworthiness, respect, responsibility, fairness, caring and citizenship.

- **Lincoln Middle School**
  Lincoln Middle School teachers, staff, students, and community work together in a nurturing environment to help students be resourceful, life-long learners; effective, multi-lingual communicators and global citizens. The school is comprised of a richly diverse community of learners, all working together in a nurturing environment to become visionary, versatile learners, that values the contributions of all its members. Lincoln assists all students in their pursuit of academic achievement and personal health, and supports student's exploration of intellectual, artistic, technological, physical and social expression. Student focus is on creating visionary, versatile learners who recognize and solve complex problems through reflection, informed risk-taking, critical evaluation and artistic exploration. Students build a working knowledge and appreciation of academics, aesthetics, personal wellness, and self as well as an understanding of the needs of others. In addition, Lincoln is committed to creating global citizens who are life long learners who are equipped with effective, multilingual communication skills.

- **Santa Monica Alternative School (SMASH) K-8**
  SMASH K-8 school is comprised of a learning community intended for students and adults where there is joyful and meaningful learning, where children and adults are researchers and co-creators. Healthy, happy, learned and impactful students learn what is essential through inquiry, reflection and play. It is essential that students at SMASH learn creativity, collaboration, be committed and non complacent. The school is committed to an inquiry-based learning approach, built on the ideals that children become intelligent learners that inspire others within and beyond school walls.

SMMUSD District Service Area -
Santa Monica Middle & Alternative School



Malibu Middle Schools & High Schools

The map illustrates the location for one combined middle school and high school within the Malibu district boundary lines. While both share an overriding district-led approach to instruction, each offers a unique culture separate from other campuses. While this Educational Specification was in development, the Board of Education adopted a plan to more formally divide Malibu Middle School and Malibu High School into two separate schools on the Malibu High School and Juan Cabrillo Elementary School campuses. Beginning in the fall of 2019, the two schools will have separate principals, use separate areas for primary instruction and share facilities for additional instruction. While the two schools develop separately, this document will treat them as one school.

Following is the school's brief description of the learning environment:

- **Malibu Middle & High School**
  Malibu Middle School and High School strive to be a collaborative community that respects individuals, sets high expectations, encourages critical thinking, and fosters a passion for learning and creative expression. Students develop skills that nurture maturity, humanity and scholarship. Students focus on analyzing all types of information critically and learn to respond appropriately. Instruction is focused on synthesizing ideas, learning to communicate and collaborate effectively, and to use technology responsibly. All students also learn to show respect for themselves and others, exhibit honesty and integrity, and demonstrate environmental and civic responsibility. Malibu students learn to demand excellence from themselves, while also learning to develop high quality work and achieve success in a rigorous academic setting.

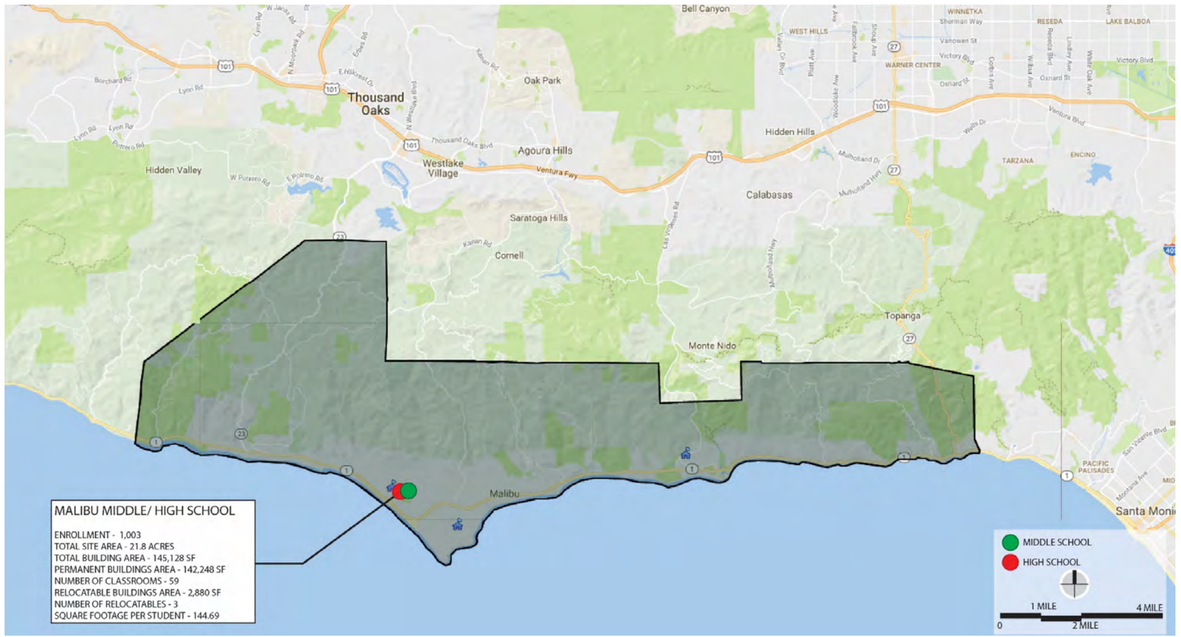
Santa Monica High Schools

The map on the following page illustrates the location of two high schools located within the Santa Monica district boundary lines. Following is a brief description of each school's the learning environment:

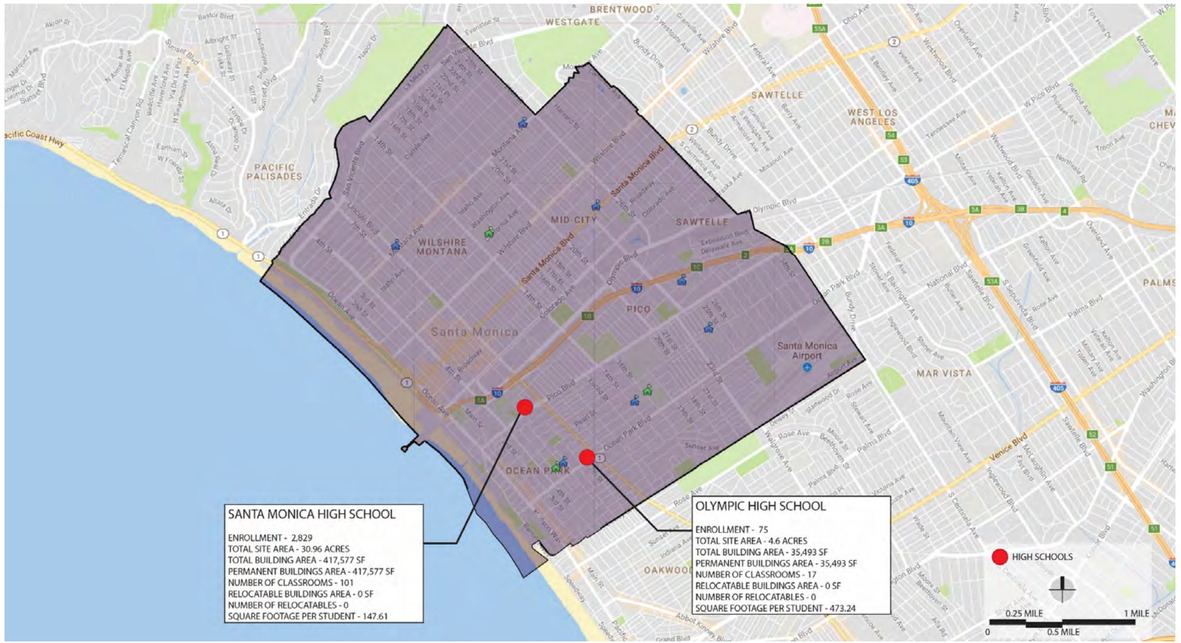
- **Santa Monica High School (SAMOHI)**
  SAMOHI students are divided among five small learning communities, called 'houses'. Each house is comprised of approximately 600 students, one administrator, and two advisors. The student body of 3,000+ reflects a diverse cultural and socio-economic community. In addition to these learning communities, there are a number of special programs on campus, designed to further the educational experience. These include AVID, Project Lead the Way Engineering Pathway, along with Career Technical Education (CTE) programs that include Marketing and Retail, Virtual Business and Entrepreneurship. SAMOHI also offers dual and concurrent enrollment courses for high school and college credit through a partnership with Santa Monica College. SAMOHI is widely recognized for students who have earned outstanding achievement through National Merit Scholarships. Similarly, students in visual and performing arts programs, along with athletics at the school have been recognized for outstanding achievement among their peers.

- **Olympic High School**
  Olympic High School provides effective, alternative educational opportunities, while increasing student potential by teaching the building blocks necessary for life-long learning and success. Olympic is the continuation high school for the Santa Monica-Malibu Unified School District. Students who enroll are behind in academic credits, and are provided with the opportunity to thrive in a smaller learning environment, and benefit from a diverse curriculum. Students receive individualized instruction tailored to their specific needs, with a strong emphasis on a standards-based curriculum, intensive guidance/counseling, and project based learning.

SMMUSD District Service Area -
Malibu Middle & High School Locations



SMMUSD District Service Area - Santa Monica High School Locations



Current Enrollment: Elementary, Middle & High Schools

The 2018-2019 district enrollment chart below is a current snapshot of the district distribution by grade and location.

SMMUSD District Service Area 2018-2019 School Year - Student Enrollment by Campus

City	School		ITC	Pre	Sea	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
SM	Edison	ES			Y	24	71	72	66	68	67	71								439
SM	Franklin	ES					127	118	100	137	132	139								753
SM	Grant	ES			Y	19	90	96	99	93	84	94								575
SM	Muir	ES					47	43	50	47	45	47								279
MAL	Cabrillo	ES			Y	13	18	24	29	23	30	41								178
SM	McKinley	ES		Y		22	70	66	71	90	61	90								470
MAL	Point Dum	ES					20	24	33	29	32	30								168
SM	Roosevelt	ES				23	121	118	133	113	116	139								763
MAL	Webster	ES				8	35	43	50	35	39	50								260
SM	Rogers	ES		Y		22	76	78	69	90	76	98								509
SM	SMASH	ES					22	25	25	22	26	24								144
SM	SMASH	MS											29	26	26					81
SM	Adams	MS		Y									334	347	345					1026
SM	Lincoln	MS		Y									402	351	338					1091
MAL	Malibu	MS											109	105	108					322
MAL	Malibu	HS														129	148	145	152	574
SM	Olympic	HS		Y												2	7	30	26	65
SM	Samohi	HS	Y													732	721	640	705	2798
SM	Wash Wes	Pre		Y																
						131	697	707	725	747	708	823	874	829	817	863	876	815	883	**10495**

K-5th	4538		Santa Monica	8993	86%
6th-8th	2520		Malibu	1502	14%
9th-12th	3437				

Campus Acreage and Building Square Footage

As a component of equity and parity amongst schools within the district, consideration should be given to overall campus acreage as it relates to square footage of building area and overall acreage of campuses when determining impacted school locations. As part of future facility master planning efforts consideration should also be given to improved instructional facilities that include removing programs that occur in relocatable buildings and their possible re-programming and inclusion into new construction components on campuses. Highlighted below are campuses most impacted by acreage to building ratio and portable construction. Those campuses most impacted with highest priority include Franklin Elementary School (13 portables), Roosevelt Elementary School (10 portables), and McKinley Elementary School (9 portables).

SMMUSD
Campus & Building Acreage Inventory

City	School		Permanent buildings	Relocatable buildings	Total Site/Area	Classrooms	Relocatables	Total	Site Acres
SM	Edison	ES	44,827	0	44,827	27	0	27	4.90
SM	Grant	ES	54,474	5,760	60,234	27	6	33	6.15
SM	Rogers (1)	ES	48,357	5,760	54,117	34	6	40	6.13
SM	Muir	ES	27,004	3,840	30,844	16	4	20	5.56
SM	SMASH	ES/MS	15,351	0	15,351	7		7	
SM	Franklin	ES	59,568	10,864	70,432	33	13	46	5.60
SM	McKinley	ES	54,531	8,640	63,171	21	9	30	6.48
SM	Roosevelt	ES	49,321	9,600	58,921	31	10	41	5.98
MAL	Webster	ES	31,494	2,880	34,374	18	3	21	6.60
MAL	Point Dume	ES	32,578	0	32,578	13	0	13	6.10
MAL	Cabrillo (2)	ES	35,933	3,840	39,773	20	4	24	5.33
SM	Adams	MS	130,093	0	130,093	65	0	65	16.42
SM	Lincoln	MS	152,163	0	152,163	58	0	58	9.92
MAL	Malibu (2)	MS/HS	142,248	2,880	145,128	59	3	62	29.39
SM	Olympic	HS	35,493	0	35,493	17	4	21	4.23
SM	Samohi	HS	417,577	0	417,577	101	0	101	26.18
SM	Wash West	Pre	22,492	0	22,492	5	0	5	
SM	Wash East	Lease	8,572	0	8,572	7	0	7	2.76
SM	Wash South	CDS/FIP	15,507	0	15,507	0	0	0	
SM	Lincoln CDC	CDS/SpEd	4,945	0	4,945	2	0	2	0.34
			1,382,528	54,064	1,436,592	561	62	623	148.07

1 Does not include 0.6 Acres of Church Property
2 Does not include swing space

Square Footage Per Student

In addition to campus and building acreage inventory, a ratio has been established to verify schools with the highest density and lowest square foot per student based on site acreage/building acreage category. The schools most impacted include Roosevelt Elementary School at 74.11 sf/student, Franklin Elementary School at 86.95 sf/student and Grant Elementary School at 98.91 sf/student.

It is important to note that other schools within the district include campuses such as Cabrillo Elementary School with 216.16 sf/student and Olympic High School at 473.24 sf/student. Schools currently impacted vary considerably in the equity and parity of facilities compared to schools with expansive space and buildings, with increased opportunities offered to students.

SMMUSD
2018-2019 School Year - Square Footage Per Student

City	School		Total SF	Classrooms	Students	SF/Student	Site Acres	Acre/Student
SM	Edison	ES	44,827	27	439	102.11	4.90	0.01116
SM	Grant	ES	60,234	33	575	104.75	6.15	0.01070
SM	Rogers	ES	54,117	40	509	106.32	6.13	0.01204
SM	Muir	ES	30,844	20	279	110.55	5.56	0.01103
SM	SMASH	ES/MS	15,351	7	225	68.23		
SM	Franklin	ES	70,432	46	753	93.54	5.60	0.00744
SM	McKinley	ES	63,171	30	470	134.41	6.48	0.01379
SM	Roosevelt	ES	58,921	41	763	77.22	5.98	0.00784
MAL	Webster	ES	34,374	21	260	132.21	6.60	0.02538
MAL	Point Dume	ES	32,578	13	168	193.92	6.10	0.03631
MAL	Cabrillo	ES	39,773	24	178	223.44	5.33	0.02994
SM	Adams	MS	130,093	65	1026	126.80	16.42	0.01600
SM	Lincoln	MS	152,163	58	1091	139.47	9.92	0.00909
MAL	Malibu	MS/HS	145,128	62	896	161.97	29.39	0.03280
SM	Olympic	HS	35,493	21	65	546.05	4.23	0.06508
SM	Samohi	HS	417,577	101	2798	149.24	26.18	0.00936
SM	Wash West	Pre	22,492	5				
SM	Wash East	Lease	8,572	7			2.76	
SM	Wash South	CDS/FIP	15,507	0				
SM	Lincoln CDC	CDS/SpEd	4,945	2			0.34	
			1,436,592	561	10495		148.07	

Future Planning the District: Educational Specifications Model School

The educational specifications are intended to provide both a planning guide, and instructional design model for future modernization and new construction work. They are a standard to assess the current schools and plan for improvements. For the planning component a “model school” criteria has been contemplated for elementary and middle schools to establish a pathway forward that addresses equity and parity amongst all district schools. These model schools represent considerations in terms of instructional delivery, as well as fiscal responsibility. For instructional delivery purposes it is important that a school be of a size that balances the number of students so that same grade collaboration is productive, so that the size can support a number of specialized and added services needed to inspire and transform learning, and of a size that is manageable relative to the age of students, number of staff and size of campus.

Future planning within the district may consider various options to balance student populations and facilities. Balancing the schools may include reconfiguring existing school populations and/or consolidating undersized schools. It also might include reimagining the use of the schools to gain the greatest benefit from the facilities.

CAVEAT: The model school described below will not be fully implemented at any one school. It should be considered more of a menu or kit of parts to make each school ideal.

Following is the criteria for model schools within the district for elementary and middle schools, along with common themes found amongst all campuses that should be considered in future planning efforts.

District Elementary Schools: PK to Fifth Grade Campus Capacity, Ratios & the Model School

An ideal elementary school size might accommodate 600-700 students, a potentially optimal number both for instructional delivery and fiscal responsibility. This model provides improved access to instruction, collaboration, as well as access to resources that bring improved equity and parity among district schools. While only one elementary school in the district fits within that ideal, consideration should need to be given to either balance the schools to optimize instruction or to gain similar benefits through other means. The following student-teacher ratios apply to this capacity goal:

SMMUSD Elementary Schools	
# of Schools	11
Capacity	600 - 700 Students
Student Teacher Ratio By Grade	PK / TK = 1:20 Kindergarten - 2nd Grade = 1:24 (Goal 1:20) 3rd - 5th Grade = 1:30

Common Themes Amongst District Elementary School Learning Environments

- **PK Instruction:** All elementary schools will be designed to include PK instruction as part of a whole child approach to learning. Programmatically, these instructional areas benefit from adjacency to TK and kindergarten functions for shared use of drop-off, as well as access to outdoor areas designed for younger learners.

- **Campus Planning:** As part of future master planning efforts, portables on existing campuses will be areas to consider for new building construction. A review of overall campus planning at each school will be required, considering the ability to meet model school requirements, adjacencies of educational programs, programmatic uses for outdoor areas, and use of clear organizational plans. Each campus site will provide a cohesive and safe campus design that includes sight lines and perimeter areas as components of safe and secure campus environments. Additional considerations as follows:
  - Campus security planning strategy
  - Perimeter fencing, security and visibility
  - Efficiency and location of student drop-off areas
  - Efficiency and location of PK, TK and kindergarten drop off
  - Main campus entrances, way finding, and security at front door
  - Program adjacencies across campus
  - Campus planning and organization (sight lines, blind corners, outdoor instructional space opportunities)
- **Impacts of Project Based Learning Environments on Classroom Size:** Elementary classrooms within the district currently range from 900-1200 sf. The range of mobility and flexibility required to accommodate new 21st century learning modalities will require that over time all classroom sizes become larger, with typical elementary school classrooms sized at 1200 sf. In addition, larger group teaming areas, both indoors and out are required to extend the classroom learning environment to access a broader variety of spaces. Future new construction will meet these new standards for instructional delivery.

- **Built-In Long Term Flexibility for Support and Specialized Instructional Areas:** Elementary science and art classrooms may be programmed and equipped to serve intermittently as impromptu maker spaces.

- **Zoned, Flexible Classrooms:** Elementary classrooms use a zoned classroom model, each dedicated to a specific use and are based on a project based learning approach that is collaborative and interactive.

- **Teaming Areas Among Groups of Classrooms:** Elementary classrooms require additional amenities, resources, and space to maximize project based learning, including break-out spaces, as well as space for collaboration at various scales.

- **Two Multipurpose Spaces at Each Campus:** Elementary schools will incorporate a performing arts multipurpose facility and a second culinary cafe/nutrition multipurpose facility to address increase program uses and expanded whole child instruction.

- **Libraries That Serve as Central Hubs on Campus:** Libraries must be expanded to accommodate a variety of 21st instructional programs and support, as well as serve as central project based learning hubs on campuses.

- **Outdoor Athletics, Including Fields and Hard Surface Sport Areas**

- **Programmed Outdoor Instructional Space:** Expand learning environments with flexible indoor/outdoor instruction.

Elementary Model School: Future Planning by Room Type

Campus Capacity		Building & Site Requirements	
Capacity	600-700 Students	Parking	56 Stalls

	QTY	STUDENT TEACHER RATIO	TOTAL STUDENT COUNT	SF/EACH	TOTAL SF	
Academic Core						
PK	1	1:20	20	1,350	1,350	
T-K	1	1:20	20	1,350	1,350	
Kindergarten	3	1:24	72	1,350	4,050	
1st Grade	4	1:24	96	1,200	4,800	
2nd Grade	4	1:24	96	1,200	4,800	
3rd Grade	4	1:30	120	1,200	4,800	
4th Grade	4	1:30	120	1,200	4,800	
5th Grade	4	1:30	120	1,200	4,800	
Special Education	3	1:8	24	1,200	3,600	
Total	**25**		**688**		**34,350**	
Specialized/Flexible						
Teaming Area	4	--	--	2,200	8,800	1 for Every 6 Classrooms
Block Classrooms - 4	--	--	--	--	--	Use Inventory From Above
Flex Science/Art	2	1:30	--	1,400	2,800	Distributed as Campus Hubs
Maker Lab	2	1:30	--	2,000	4,000	
Multipurpose	1	400	--	5,200	5,200	Including Flex Sports
Cafe/Culinary	1	400	--	8,000	8,000	Including Full Service Kitchen
Flex Music	2	1:30	--	960	1,920	
Library	1	--	--	7,900	7,900	
Total					**38,620**	

	QTY	STUDENT TEACHER RATIO	TOTAL STUDENT COUNT	SF/EACH	TOTAL SF	
Support						
Administration	1	--	--	4,330	4,330	
Other						
B/G Restrooms	--	--	--	2,200	8,800	1 for Every 6 Classrooms
Staff Restrooms	--	--	--	--	--	Use Inventory From Above
M/E/P Service Rooms	--	1:30	--	1,400	2,800	Distributed as Campus Hubs
MDF	--	1:30	--	2,000	4,000	
Circulation (15%)	--	400	--	5,200	5,200	Including Flex Sports
Total					**23,760**	
Outdoor Instructional						
Early Childhood Play	--	--	--	75/student	3,000	
Kinder Play	--	--	--	75/student	5,400	
Elementary Play	--	--	--	100/student	57,600	Included, Outdoor Learning
Lunch Shelter	--	--	--	--	1,800	
Outdoor Performance	--	--	--	--	5,200	
Cafe Garden	--	--	--	--	5,000	
Parking	--	--	--	--	58 Stalls	

District Middle Schools: Sixth Grade - Eighth Grade Campus Capacity, Ratios & the Model School

The model middle school in Santa Monica might be sized to accommodate 1100-1200 students, an optimal number both for instructional delivery and fiscal responsibility. This model provides improved access to instruction, and collaboration, as well as access to resources that bring improved equity and parity among district schools. While both middle schools in Santa Monica fit within that ideal, both SMASH and Malibu Middle have differing programs to optimize the operations of the school. The following student-teacher ratios apply to this capacity goal:

SMMUSD Middle Schools	
# of Schools	4
Capacity	1100 - 1200 Students
Student Teacher Ratio By Grade	6th - 8th Grade = 1:34

Common Themes Amongst District Middle School & High School Learning Environments

- **Campus Planning:** As part of any future master planning efforts, a comprehensive review of overall campus planning at each school will be required. Campus designs will optimize each school's ability to meet model school requirements, adjacencies of educational programs, programmatic uses for outdoor areas, and clear organizational plans for each campus. Planning will also provide cohesive and safe campus configurations, and consider sight lines and perimeter areas as components of safe and secure campus environments. Additional considerations as follows:
  - Campus security planning strategy
  - Perimeter fencing, security and visibility
  - Efficiency and location of special needs drop-off areas
  - Efficiency and location of middle school drop-off areas
  - Main campus entrances, way finding, and security at front door
  - Program adjacencies across campus
  - Campus planning and organization (sight lines, blind corners, outdoor instructional space opportunities)
- **Impacts of Project Based Learning Environments on Classroom Size:** The range of mobility and flexibility required to accommodate new 21st century learning modalities will require that over time all classroom sizes become larger, with typical general instruction classrooms sized at 1200 sf.
- **Teaming Zones:** To better support project based learning, additional amenities, resources and spaces will be required for learning at various scales as well as for collaborative teaming and social space.
- **Indoor/Outdoor Flexibility:** Increase programming opportunities at outdoor areas for flexible outdoor instruction, teaming and collaboration.
- **STEM for Middle Schools:** Flex STEM, as a specialized hub on campus, will be designed to accommodate both core instruction as well as flexible specialized programs, such as robotics and technology, that can adapt over time as learning evolves.
- **Specialized Programs and Career Tech Education at High Schools:** Consider program adjacencies as new specialized instruction is being designed, along with flexible instructional design that can easily adapt as industry and business specialization evolve.
- **Partnerships with Community, Local Business, Industry & Higher Education:** Design specialized instructional areas with partnering in mind that can accommodate mentorship, lectures, competitions, weekend and summer programs easily.
- **Adaptable Pathways from Middle Schools to Specialized Learning at High Schools:** When designing middle school specialized learning areas, consider progressive models that build interconnectivity between specialized learning at middle schools and high schools. Consider how they interface, what is shared, along with evolution over time.
- **Teaming Areas Among Groups of Classrooms:** Middle school classrooms require additional amenities, resources, and space to accommodate project based learning such as break-out spaces, as well collaboration at various scales, including co-curricular instruction.
- **Reconfigured and Better Equipped Multipurpose Culinary Cafe:** Middle schools will incorporate full service on-site food preparation, as well as culinary instruction, gardening and science programs, fostering a whole child approach to learning.
- **Libraries That Serve as Central Hubs on Campus:** Libraries must be expanded to support a variety of 21st instruction and support, as well as serve as central project based learning hubs on campuses.
- **Built In Long Term Flexibility into Support and Specialized Instructional Areas:** Inclusive of program components as well as technology and infrastructure.

Middle School Model School:
Future Space Planning by Room Type

Campus Capacity		Building & Site Requirements	
Capacity	1100-1200 Students	Parking	85 Stalls
Building SF	90,730 SF		

	QTY	STUDENT TEACHER RATIO	TOTAL STUDENT COUNT	SF/EACH	TOTAL SF	
Academic Core						
6th Grade	11	1:34	374	1,200	13,200	
7th Grade	11	1:34	374	1,200	13,200	
8th Grade	11	1:34	374	1,200	13,200	
Special Education	4	1:8	32	1,200	4,800	
Total	**37**		**1,154**		**44,400**	
Specialized/Flexible						
Teaming Studio	6	--	--	2,200	13,200	1 for Every 6 Classrooms
Block Classrooms - 4	--	--	--	--	--	Use Inventory From Above
Science & STEM	4	1:35	--	1,400	5,600	Distributed as Campus Hubs
Arts/Graphics/Ceramics	2	1:35	--	2,200	4,400	
Flex Maker Lab	2	1:45	--	2,200	4,400	
MPR/Culinary Cafe	1	550	--	8,000	8,000	Including Full Service Kitchen
Flex Music/Dance	2	1:45	--	1,400	2,800	
Library	1	--	--	5,600	5,600	
Total	**25**		**688**		**49,170**	

	QTY	STUDENT TEACHER RATIO	TOTAL STUDENT COUNT	SF/EACH	TOTAL SF	
Support						
Administration	1	--	--	5,720	5,720	
Other						
B/G Restrooms	--	--	--	2,200	8,800	1 for Every 6 Classrooms
Staff Restrooms	--	--	--	--	--	Use Inventory From Above
M/E/P Service Rooms	--	1:30	--	1,400	2,800	Distributed as Campus Hubs
MDF	--	1:30	--	2,000	4,000	
Circulation (15%)	--	400	--	5,200	5,200	Including Flex Sports
Total					**23,760**	
Other						
Gymnasium MS Athletics(Outdoor) Performance Theater Outdoor Performance Lunch Shelter Cafe Garden	Athletic and performance program areas, along with other specialized site specific programs to be developed during facilities master planning phase with district leadership and campus leadership for each specific campus site.					

2

Pedagogy & Instructional Approach

SMMUSD & the District Vision 2019-2023

As part of the Santa Monica-Malibu Unified School District outlook for 2018-2022, of highest priority is the evolution and development of curriculum, instruction and the built environment that ensures students are well prepared and well qualified to compete for 21st century jobs, with an emphasis on critical thinkers and innovators.

Focus for the district will utilize an integrated learning progression model that ties the learning experience from the earliest years of PK through to high school in a linear format that grows and evolves as each student matriculates through to graduation. This represents a new step for the district, bringing students on earlier in the learning process, so that they are engaged and well prepared for their educational life at SMMUSD. With curriculum fully integrated from PK through twelfth grade, the district will utilize an instructional model that pairs a whole child approach to learning with a progressive project based learning model. These approaches, working together, are intended to provide for the social, emotional, and academic well-roundedness of all students, and are complemented by a highly collaborative student-led approach to education that is essential for 21st century jobs and skills.

This approach to learning is tied directly to the vision, values, and goals of the Excellence Through Equity Initiative and Local Control Accountability Plan (LCAP) and intended to pair the highest needs of the district with measurable outcomes.

As the district works to re-imagine its curriculum, new resources such as modernized and new campus facilities, along with updated technology, equipment and furniture, will be necessary to support and execute the instructional vision. In addition, the district will work to build partnerships with local industry and business, along with local higher education resources to equip students for 21st century jobs, and careers within the local community. Priorities include the following:

- **Excellence Through Equity Initiative:** The Local Control Accountability Plan (LCAP) highlights the district priorities for years 2016-2019. The educational specifications are intended to echo the goals and priorities of the district in their design. While the LCAP identifies over thirty priorities, the fundamental goals include (1) all graduates are ready for college and careers, (2) English learners will become proficient in English while engaging in a rigorous, standards-aligned core curriculum, and, (3) all students will engage in schools that are safe, well maintained and family friendly. (Refer to Appendix A).

- **Inclusion of Preschools in all Elementary Schools:** Incorporating early learning as part of the district model provides students with the benefits of early integration, with focus on social and emotional learning. Young learners become better prepared for kindergarten, and begin with a model for success through the enrichment of preschool.

- **Balancing District Schools: T**he district currently operates 16 K-12 schools, along with 15 preschool and daycare locations. Among this community of schools, facilities can vary greatly in terms of size of campus, number of students served, and number over-crowded and under-populated schools. Balancing the district demonstrates accountability, fiscal responsibility and, perhaps most importantly, a commitment to education that maximizes access to collaboration, specialized instruction, instructional resources and improved instructional outcomes.

- **Classroom Sizes & Layouts:** District priorities include. removing portables on impacted campuses and replacing with permanent construction, providing larger class sizes designed to accommodate a project based learning model that includes individual, small group and all class collaboration, coupled with new project based resources that include flexible collaboration zones, innovation spaces and push-in/pull-out opportunities for providing individual instruction and support.

- **Specialized Learning, Career Technical Education & Distance Learning:** By building a progressive learning model for students, the district will create the foundation for learning pathways early in the K-5 experience, with specialization continuing to be refined throughout middle and high school years. The district will work to develop and align its pathways with 21st century jobs and skills. Career technical education and specialized learning will better align with local industry, including business, technology, hospitality, film and entertainment, green technologies, graphics, gaming and 3D design. These specialized programs will involve integration of distance learning that includes collaboration with global leaders and institutions. Dual/concurrent enrollment will be developed to align students with college-level instruction early, and with demonstrated success prior to graduation.

- **Support Multiple Pathways That Enable Students to Be College & Career Ready / Transparent Access to Services:** Resources including counseling, parent engagement, local business and community development, along with push-in/pull-out programs will continue to be designed to provide robust access to college and career readiness that includes curriculum, social services, tutoring and counseling services. Access to resources and services designed for 21st century college and career readiness that are on-time, and available on-demand provide added incentives to guarantee student success both at graduation and beyond.

- **Technology as an Integrated Component of Student Success - Creating Tech Savvy Individuals:** Integrated technology is provided at all levels to produce tech literate students. Students have the opportunity to initiate their own learning, as well as lead, collaborate and learn using technology tools. In addition to utilizing technology as an educational tool, students are able to pursue programs of academic achievement and intellectual growth that are designed to foster tech savvy leaders of the future, utilizing STEAM based programs, along with CTE based around the enterprise of technology.

- **Joint Use Facilities:** Building a project based learning experience involves engaging industry experts, business leaders, and competitions on a global scale. Joint use facilities in this context extend far beyond sharing facilities for community events. Project based learning may include evening, weekend and summer maker labs, robotics forums, coding hackathons, and other unique events. These events may be tied to global or regional competitions, may include leadership by local innovators, may involve internships and joint instruction facilities, and are intended to bridge learning with innovation.

- **Website Dashboard:** The district will continue to enrich and develop its online presence, tools and resources for students, teachers and parents. Learning tools including customizable apps, and other information rich content will continue to be developed. In addition, project based learning is designed to develop critical thinkers, both at schools and online. Today's learners demand content that utilizes multimedia platforms. Their success, which may include educational chat rooms, Facebook, Instagram and other platforms represent access points where the district may consider educational platforms to demonstrate student success, activate community, deliver just-in-time content to students, as well as deliver instruction.

- **Alternative Forms of Education and Schools:** Alternative forms of education, both at the continuation school, and beyond will be considered by the district as ways to provide nuanced, individualized instruction, including distance learning and online instruction opportunities that bring instruction out the traditional modes of delivery into a 21st century platform that may be virtual and global.

SMMUSD SPOTLIGHT

Project Based Learning and Early Education at SMMUSD

As part of the early learning foundation, Reggio Emilia inspired environments serve to foster curiosity, critical thinking, and collaboration. From the layout to the intentional selection of materials, students are seen as competent, responsible, and contributing members of the learning environment. Students are owners of their learning through exploration and discovery, utilizing a self-guided, yet facilitated, curriculum.

In this example, PK students engage in collaboratively exploring the use of 3D shapes by building a layered cake. Students work together to design and create the final product over the course of several activities allowing all students to contribute to the design and final product.

Examples include:

- Creative curriculum and provocations/inquiry learning experiences
- Seaside PK and Bridges TK programs at Edison, Grant and Cabrillo

Defining the Unique Culture and Vision of SMMUSD: Vision, Values & Priorities

Shared Values	• **Student-Centered:** We make decisions and allocate resources with "students first" in mind. • **Equity:** We meet our students where they are and provide the necessary resources and attention to make all students successful. • **Engagement:** We engage students in meaningful, rigorous and relevant educational experiences where they are inspired, supported, challenged and motivated. • **Collaboration:** We are stronger when we collaborate, dialogue and listen to each other in a civil, productive way, to improve outcomes for our students. • **Diversity:** We respect and value our diverse student and staff population as an integral part of our learning community. • **Civility:** We work and dialogue with each other in a respectful manner, setting the example for our students of how civil discourse leads to positive outcomes.
District Priorities	**Student Achievement** • Provide inclusive, engaging and culturally responsive Tier 1 instruction to our diverse PK through 12th grade student population. • Align our curriculum to the California standards. • Work in highly-effective teams to support teaching and learning. • Integrate college and career readiness, technology and 21st century skills throughout the curriculum. • Implement an ethnic studies/American culture curriculum such that all high school students have a common academic experience prior to graduation.

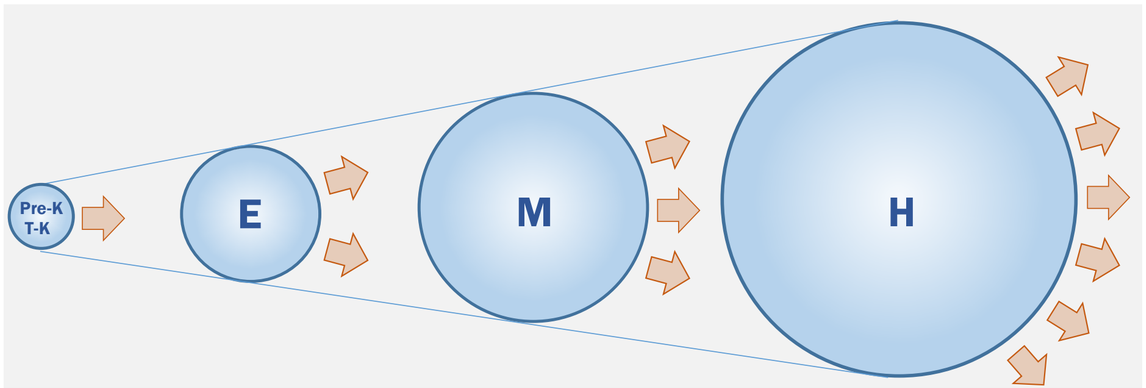
	• Implement a set of early warning indicators aligned to multi-tiered systematic responses.
	Human Resources Development • Recruit a highly qualified staff that mirrors our student demographics. • Retain staff by providing a positive work climate, recognition and effective evaluations. • Collaborate with SMMCTA, SEIU, and other partners to build staff capacity. • Support and develop effective schools and district leadership through coaching.
	School Connectedness • Include anti-bullying and social-emotional supports within the curriculum. • Strengthen health and wellness services to our students. • Create positive school climate and school connectedness. • Develop systems that support positive student behavior and implement restorative means of correction.
	Resource and Facility Management • Develop a long term facility plan. • Ensure facilities are safe, sustainable and well maintained. • Prepare our school communities for emergencies and disasters. • Attain and maintain a balanced and fiscally responsible budget.
	Parent and Community Partnerships • Engage families meaningfully to support student learning with an emphasis on historically under-represented parents. • Communicate news and information to staff, parents and the community. • Collaborate with city, education, business and philanthropic partners. • Provide quality parent and community service throughout the district.

SMMUSD Instructional Delivery Model for the Future

The district approach to delivering a progressive 21st century education begins with a broad look at how the integration of a whole child approach, paired with a progressive project based learning model is defined and cultivated within the academic framework.

SMMUSD's model approach to education is to engage students early and often, utilizing a large variety of learning modalities, with a framework that builds upon itself throughout a student's academic life and beyond. This I**ntegrated Learning Progression** model, illustrated below, begins with early PK instruction at all elementary schools. This first step is modeled on a Reggio Emilia inspired approach to learning and is designed to build a child's social and emotional skills to prepare them for life ahead.

Within the integrated learning progression model, instruction actively utilizes numerous learning modalities to achieve learning proficiency that is aligned with competitive models. Disciplinary core ideas for this model include gathering and synthesizing information, utilizing text, models, oral communication, data collection (print and digital), empirical evidence, multimedia and visual displays. In addition, this learning model is designed for grades to build on one another, through an active development process that includes revisiting existing models to describe, test and predict results. Areas where the district is focused are identified as follows:



- **Integrated Learning Progression & the Whole Child Approach:** A whole child approach to education is defined by policies, practices, and relationships that ensure each child, in each school, in each community, is healthy, safe, engaged, supported, and challenged. It engages all stakeholders including educators, families, policymakers, and community members in defining a culture that fosters and focuses on each child's development. This whole child strategy includes a broad array of implementation measures designed to respond to factors influencing long-term success and achievement. These areas include culture and curriculum, instructional strategies, family engagement, critical thinking and social-emotional wellness.

- **Linear Connectivity Across the Learning Continuum:** Early learners are focused on building a strong foundation based on core competencies (English/language arts, math, social studies and science, art, music). While these competencies continue to develop and build over a child's K-12 academic life, additional specialized, technical, athletic and other programs are introduced at the middle school level, so that students may be exposed to new areas of learning and interest. Later, high school exposes students to broader resources and elective curriculum, where learning becomes individually focused on a student's unique skill set. Across this entire learning continuum, the district's instructional model, as well as built environment, reinforces this linear progression and access to resources.

- **Multi-Modal Instructional Approach to Learning:** The project based learning model utilizes a combination of modalities including text, model, oral, data collection, multimedia, visual display, and an evidence based approach for students to synthesize information and acquire knowledge.

- **A Mix of Pedagogy & Spatial Planning:** Utilizing evolving learning environments, instructors can adapt and evolve instructional delivery regularly, creating flexible, dynamic environments that may be modified easily over time, designing not just for today, but for the future.

- **Curriculum That Adequately Prepares Students:** The district will regularly monitor and audit curriculum at all grade levels to keep pace with improvements in learning models and delivery approach that is relevant to today's learners.

- **Produce Outcomes That Keep Pace with Future Career Trends:** Core competencies and specialized learning are regularly audited by the district, both the approach to learning, as well as resources and new developments in industry and career fields. This includes programs paired with the local community, business and industry, as well as dual-enrollment with local college partners.

- **Highly Collaborative & Interactive Environments That Provide Global Connectivity:** Environments will be designed to be easily adaptable, nimble and highly responsive to changes in trends, both in learning, as well as the industry and career marketplace. This includes connecting students with peers in a globally connected environment.

- **Environments Designed to Accommodate Long Term Resiliency and Adaptability to Meet Changing Educational Goals & Needs**

- **Utilize Strategies That Simulate Real World Synthesis of Information:** Twenty-first century learning synthesizes real world information as an integrated component in curriculum and outreach.

- **Dynamic "Non-Classroom" Environments:** A student-led approach to learning will require adaptable learning environments that provide zones of instruction, as well as collaborative spaces at various scales to support project-based activities.

- **Measurable Outcomes That Correlate to LCAP Goals:** All goals of the educational specifications are tied back to the prioritized needs expressed in the LCAP to produce measurable outcomes, both in student, as well as staff performance.

Next Generation Progressive Project Based Learning and the SMMUSD Challenge

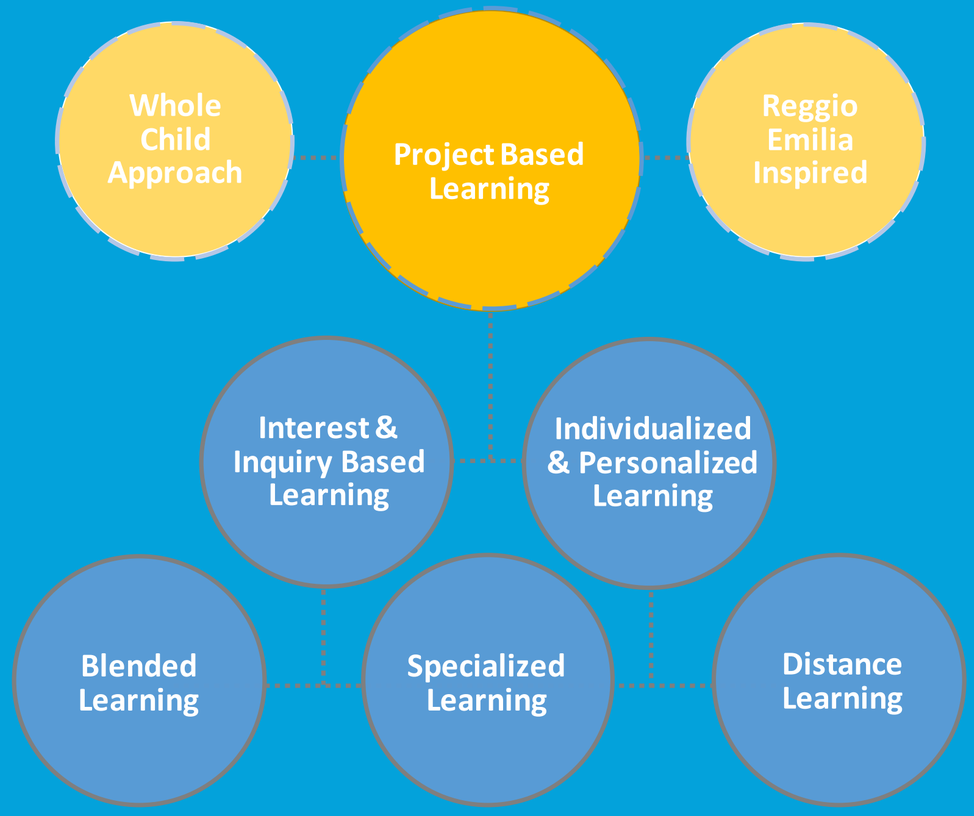
As the district continues to lead the region in areas of progressive learning, the challenge becomes how to adapt and broaden existing physical resources so that both modernization and new construction efforts reinforce instructional goals of a progressive model in a tailored, specific way, while also giving consideration to future learning, keeping pace with the marketplace and job demands of the future. This district model approach to next generation learning will use three primary components designed to respond to numerous goals of the LCAP and the district's Excellence Through Equity Initiative as follows:

- **Project Based Learning**
- **Whole Child Approach**
- **Early Access to Social-Emotional Learning Modeled on Reggio Emilia Approach**

These foundational priorities will utilize additional learning tools and platforms to support and inform project based dialogue. These will include the following:

- **Interest & Inquiry Based Learning**
- **Individualized / Personalized Learning**
- **Specialized Learning**
- **Blended Learning**
- **Distance Learning**

What follows is a description of how these different approaches are both defined by the district, as well as the various ways in which they may be implemented in different collaborative approaches.



Next Generation Progressive PBL & the 21st Century

21st C Environments That Correlate With 21st C Curriculum

Next generation learners are project centered and require a variety of spaces for collaboration at different scales, access to new and innovative resources for oral and written communication and presentations, as well as robust and varied technology platforms with which to fluidly transition. Methods of instruction have adapted to build on flexibility in learning that is student-led with teachers and support serving as coaches throughout project based exercises. Classrooms, labs, specialized learning and innovation spaces for the future are all required to transition from a traditional teacher-led, front-of-the-classroom model, to a decentralized multi-zoned instructional model that provides a variety of spaces to enrich a collaborative culture for project based work. This is an important distinction, and a shift from how we currently understand classroom design. Environments will no longer be defined by a singular room configuration with seating facing one instructional wall. The SMMUSD environments that will support the type of learning described require places where students can effortlessly transition between learning environments to pursue and develop their individual passions. Students will have access to broader and deeper resources where they can explore their interests through flexible learning and hands-on project areas, empowering them to create and learn both inside and outside the classroom.

Maker spaces, technology labs, STEM labs and skills labs will be incorporated throughout the academic core and community spaces to ensure students have ample opportunities to engage in both self-directed and teacher-supported hands-on learning and exploration.

Project Based Learning

Project Based Learning (PBL) is an authentic learning experience achieved through deep engagement with high interest, relevant, real-world curriculum-related projects over an extended period of time. Students then demonstrate their knowledge and skills through a public product or presentation. It is often interdisciplinary and/or interest-based with differentiation existing in instruction, demonstration, and content.

PBL can be:

- **Individual or collaborative**
- **Driven by interests, inquiry, and/or individuals' strengths and needs**

Delivering a Whole Child Approach to Learning

Maximizing a Student's Abilities to Learn

A whole child approach to learning addresses both the physical and emotional needs of students and is intended to build and inspire well-rounded, life-long learners who are knowledgeable, emotionally and physically healthy, civically active, artistically engaged, prepared for economic self-sufficiency and ready for adulthood. For the SMMUSD instructional model a whole child approach to learning is woven into every aspect of curriculum and instructional delivery. While this model will continually evolve, following are initial areas for consideration that directly impact the built environment across school campuses:

- **Nutrition & Health Education:** All schools will participate in integrated science, physical health and food delivery programs that begin with locally-sourced, fresh foods, including large culinary gardens on each SMMUSD campus, full-service kitchens providing hot meal service on each campus, as well as food science planting areas and instructional programs that include culinary and science based projects to support healthy students.
- **Physical Education:** SMMUSD is committed to robust sports programs, as well as physical education curriculum that begins in early elementary grades and extends through 12th grade. Physical education significantly contributes to students' well-being and is an instructional priority for the district, designed as an integral component of any student's educational experience. High quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves students' self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement.
- **Health and Social Services:** SMMUSD offers a wide variety of health and social services to students, as well as health resources for parents. Student services include counseling, psychological and other services that occur in a variety of spaces on campus to build the health and well being of each student. Transparent access for parents to services and resources should be considered as part of campus designs.
- **Visual & Performing Arts:** The district will continue its commitment to music programs as both curriculum requirement, as well as contributor to a whole child experience that includes social/emotional well-being, designed to support healthy students. Music provides students a way to uniquely express themselves, develop strong interpersonal skills, and learn skills necessary for success. The district's commitment to quality music and visual arts education includes curriculum at all grade levels designed for students to participate and build life long skills that contribute to well-rounded, productive citizens. The district has been widely recognized as one of the best communities for music education through its demonstrated exceptional efforts maintaining music education as part of the core curriculum.
- **Indoor and Outdoor Health:** The district is committed to innovations in sustainability as part of the culture of this community. Buildings will not only contribute to sustainable practice, but are tasked to demonstrate leadership in new building health innovation.
- **Safe and Secure Campuses**

Whole Child Approach

A Whole Child approach emphasizes each child's potential as a whole person, rather than focusing solely on specific areas of academic achievement, talent or ability. This model also addresses the social and emotional needs of individuals through programs that teach skills related to problem solving, risk-taking, interpersonal relations, and self-esteem.

Early Learning as a Foundation

SMMUSD believes the strength and success of a student begins with a foundation of early learning experiences. At its core is an assumption that relationships are central, and that play is one of the primary contexts for learning. Intentional teaching enhances children's learning experiences, and family coupled with community partnerships creates meaningful connections. The following are essential components to SMMUSD early learning:

- **SMMUSD Aligned:** Early learning classrooms are part of the PK-12 pathway at SMMUSD. Teaching in PK is based on the California Preschool Curriculum Framework (CPCF) and California Content Standards. The connections with the standards include the understanding that learning is integrated, andthat intentional teaching enhances children's learning experiences.

- **Reggio Inspired:** Reggio inspired early learning environments foster curiosity, critical thinking and collaboration. From the layout to the intentional selection of materials, students are seen as competent, responsible and contributing members of the learning environment. Students are owners of their own learning through exploration and discovery utilizing a self-guided, yet facilitated curriculum.

- **STEAM Enhanced:** When young children have the opportunity to explore and investigate, their learning is integrated with the world around them. With STEAM enhanced environments students can participate in investigations, visual and performing arts, and utilize technology as a support mechanism to deepen their understanding.

PBL & Enhanced Learning Tools

Project based learning utilizes real world problem solving as a way for students to assimilate information and develop creative solutions. Learning frequently takes place in collaborative groups, and can use a wide variety of technology, tools and resources to formulate outcomes and evaluate progress. Project based learning takes students beyond the textbook and involves activities that can include interviews, internet based investigation, guest speakers, exhibits and models and may utilize additional learning approaches that are specialized to respond to a particular type of problem that is proposed. Because of this broad spectrum platform, project based learning frequently draws on these resources. SMMUSD has incorporated a number of additional learning approaches into the instructional model, designed to supplement project based learning. These include inquiry based learning, interest based learning, blended learning, specialized learning, distance learning, individualized and personalized learning. While each of these supplemental approaches is nuanced and designed for particular types of problem solving, the environments that support these approaches are all under the larger heading of the project based learning model. In addition, some of these approaches become more robust and highly articulated as students move up in grades. For example, specialized learning and the development of individual areas of interest separate from core curriculum begin to be introduced at the middle school age level, with the intent of providing students with an to new interest areas early in sixth grade instruction. Utilizing the district's integrated learning approach, high school grade level students see the development of specialized learning opportunities in middle school transformed into highly specialized learning opportunities as they matriculate through the district program. What follows are district definitions for how these supplemental approaches will be addressed under the project based learning model.

Inquiry Based Learning

Inquiry based learning is a teaching and learning approach which prioritizes questions, ideas, analysis, and creative problem solving to drive instruction and/or reach a conclusion. Inquiry can be student or teacher generated.

Examples include:

- **Case studies**
- **Group projects**
- **Research projects**
- **Field work / scientific research**

Interest Based Learning

Interest based learning is an instructional approach where students' interests drive curriculum decision-making. Instruction can be with individual learners and small groups.

Examples include:

- **Genius hour**
- **20% time**
- **Mini projects**
- **Other passion based strategies facilitating student voice and choice**

Inquiry and interest based learning prioritizes a student's point-of view to focus on investigating an open question or problem. These modes of learning provide benefits that can help to distill complex learning challenges. Benefits of the models include reinforcing curriculum content, providing a deeper level of knowledge on subject matter, activating the brain for other activities that follow, creating collaboration and leadership skills amongst groups of learners, and, depending on whether inquiry or interest based, may be either teacher-directed or student-led on content and curriculum.

A blended learning model, as defined below, utilizes digital media and classroom instructional methods in an interwoven learning approach where internet, and computer driven activities are equally weighted with verbal instruction and in-class collaboration.

Blended Learning

Blended learning is a formal education approach in which a student learns, at least in part, through digital and online media with some element of student choice and control over time, place, path and/or pace. Blended learning includes exploration into flexible seating and purposeful use of data driven digital tools that allow students and teachers to personalize learning.

Examples include:

- **Rigorous personalized curriculum**
- **Technology that increases student engagement and enhances the learning experience**
- **Learning environments that adapt to student needs**
- **Small group teacher and student interactions**

Specialized/Career Learning

Specialized/career learning are pathways that combine academic and career-oriented instruction (could be considered "work based learning").

Examples include:

- **STEM (Science, Technology, Engineering and Mathematics programs)**
- **STEAM (Science, Technology, Engineering, Art, and Mathematics programs)**
- **STEMM (Science, Technology, Engineering, Mathematics, and Medical programs)**
- **Career Technical Education (CTE) pathways**
- **Leaving to Learn opportunities (field experience)**
- **Internships / apprenticeships / mentorship**
- **College / career exploration (field trips, guest speakers)**

Specialized learning programs are currently being modernized and developed to align with current and future workplace and industry demands. STEM programs are a form of specialized learning that is introduced at middle school level with program opportunities expanding at the high school level. Areas currently being studied for high school students include business/banking/entrepreneurship, film, green engineering technology, professional music development, visual arts (3D visualization, VR, graphics), culinary and hospitality management, as well as entertainment (coding and gaming). The district is working to build programs that are connected with local community, industry and business to create robust content that makes use of local resources

In addition, the district is working to partner with local higher education teams to build dual and concurrent enrollment programs that may be co-taught, both at college andhigh school facilities, in an enriched collaborative environment.

Distance learning represents a future target area or educational delivery. As defined below, the district will be targeting test programs where distance learning may provide benefits, including opportunities in global learning and further reaching specialized programs, that may only be facilitated via online engagement and instruction.

Distance Learning

As a new and emerging area of K-12 instruction, distance learning offers opportunities for technologically mediated instruction to be offered at a distance for remote instruction. Distance learning can include fully online programs, often in conjunction with dual enrollment programs, as well as programs that are combined, frequently offering lecture remotely and lab exercises at school.

As an emergent form of learning, the district will be evaluating courses best suited for this approach, essentials of instructional quality, achievement verification, technology success tools, and other factors, to test and define where this approach pairs best with district curriculum.

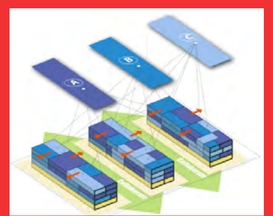
Individualized Learning

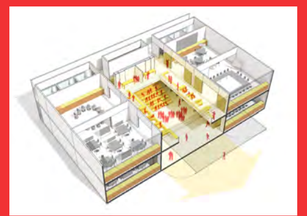
Individualized learning is an instructional approach to curriculum decision making, technology, and instructional pace based on students' needs.

Examples include:

- **Rich, self paced curriculum**
- **Around-the-clock, anywhere, anytime access**
- **Technology that enriches the learning experience**
- **Learning environments that adapt to student needs**
- **Frequent skill checks that guide programs**
- **Parent partner**
- **One-on-one teacher and student interactions**

Adaptable & Reconfigurable Design Model





As the district initiates the adoption and integration of a project based learning model, unique challenges and opportunities will exist for both existing buildings, as well as new facilities. With the goal of bringing equity and parity amongst all schools, both in terms of adequately sized and adequately equipped facilities, existing campus plans will need to be reconsidered based on their planning and evolution over time, along with re-population of campuses based on rightsizing the district. Configurations will be required to strategically target best program usage, and priortization areas for new construction.

For all campuses, planning must take into consideration safety and security, along with community planning that aligns with a progressive project based learning model. Significant rework of existing outdoor areas, including outdoor classroom program areas, along with outdoor main space areas will require programming aligned with learning areas designed for various types of use.

Following are areas for considerations for both existing and new facilities:

Learning Model Challenges & Strategies for Existing Facilities

Adapting Existing Buildings: Existing buildings at SMMUSD include a large variety of classroom sizes and support facilities. Many campus plans have evolved over time, and include spaces for instruction that may utilize modular construction, along with undersized and oversized spaces used to meet demand. This long term evolution, in many instances, has created decentralized campuses where visibility, adjacency, space utilization and teaming is no longer optimized. In addition, new learning approaches require that classrooms become larger, with increased needs for teaming spaces, break out spaces, resource and storage areas, all designed to accommodate project based learning. Planning teams will need to consider the following:

Master Planning That Reconsiders Long-Term Campus Design: With the evolution of campuses over time, campus adjacencies, outdoor shared spaces, sight lines and security, along with efficiencies can become comprimised. All future planning efforts must consider a holistic look at campus plans for each school when considering future work. Strategically identifying and locating new buildings on campus, replanning open areas, and maximizing adjacencies of program use, all combined, have the ability to drastically transform existing facilities into dynamic areas of learning.

Making Classroom and Specialized Learning Spaces Work: When adding teaming areas to classroom blocks, consider removing existing classrooms at the ends of buildings where space may be opened up for large teaming studios, or at intermediate areas of large block plans. Additionally, consider corridor spaces, existing supply/storage areas and under-utilized space as opportunites where small group collaboration, niche areas and break-out space may be integrated.

Selecting Programs That Are Easily Adaptable to Existing Facilities: During master planning efforts, consider program components that become nodes of activity on campus, such as maker spaces, science/art labs and multipurpose spaces. Areas such as general classrooms, in many instances, may utilize outdoor adjacent areas for extending the classroom which can maximize project based learning without reconfiguring entire campuses.

Learning Model Challenges & Opportunities for New Facilities

Building In Flexibility for the Future: For some campuses impacted sites create challenges for outdoor sports, science and collaboration. Teams will need to consider maximizing efficiencies to make better use of available space. Right-sizing the district, in some instances, will free up valuable space, and consolidate facilities. This may include transforming single story buildings to new two story facilities to create new centers for learning. Other considerations are as follows:

Highly Collaborative Program Adjacencies: Maximize and make best use of highly collaborative programs and their relationship to adjacent spaces. For some collaborative programs, evening, weekend and summer programs may require that these spaces work as perimeter activity nodes on campus so that these spaces may be easily used during off-school times. Additionally, consider how these spaces become areas of social connectivity for students. Areas such as maker labs, STEM labs, and others, benefit from shaded outdoor areas and indoor/outdoor use where students can congregate for lunch, have club meetings, and have opportunities to discuss work outside of regular class times.

Fixed Program Elements vs. Movable: Of high priority to the district is the ability to transform and adapt programs easily over time, to best respond to 21st century demands. When planning any new facility within the district, consider the ease of transforming more transitional types of shared use facilities. Building design will consider structural grids, structural frames, M/E/P systems adaptability, and other non-moveable items into the flexibie potential of a building long-term and its ease of conversion to future programs.

Design for Safety, Security & Community: All schools within the district are challenged by drop-off and pick-up. All future planning will consider open visibility across large campus areas, including minimizing corners, alleys and spaces behind buildings. Many schools are similarly challenged with inadequate way finding systems, improper signage and identity at the ‘front door’ of the campus, challenges of visitor and staff parking, along with queuing for parent drop-off/pick-up each day.

3

Elementary Schools

PK, TK & Kindergarten - Fifth Grade Learning Model

Flexible, adaptable learning environments are key attributes of a project based learning experience and are a criteria to be considered for learning spaces. These spaces, in conjunction with interactive public spaces and transparent access to technology, whether indoors or out, are essential for new environments.

With new California state standards requiring a variety of strategies and tools for students to synthesize information, the 'Next Generation' instructional model, along with STEAM and STEAM initiatives, will define new ways of interaction, learning and making. New project and inquiry based learning will be based on a highly flexible approach, that is designed not just for today's student, but that is adaptable to evolution and change.

It is expected that as instructional design evolves, spaces will be easily navigable toward adopting new technologies and integration.

As the district moves from a traditional classroom to a progressive project based learning classroom, class sizes, support spaces, community areas and collaboration zones will require more space from school design of the past. For example, standard classrooms will move from a 960 square foot standard classroom to a 1200 square foot classroom. Where classrooms may have been previously unsupported by break out spaces and support zones, the inclusion of these new spaces will provide shared collaboration areas, new resource tools, technology and display.

Campus Migration & the SMMUSD Community

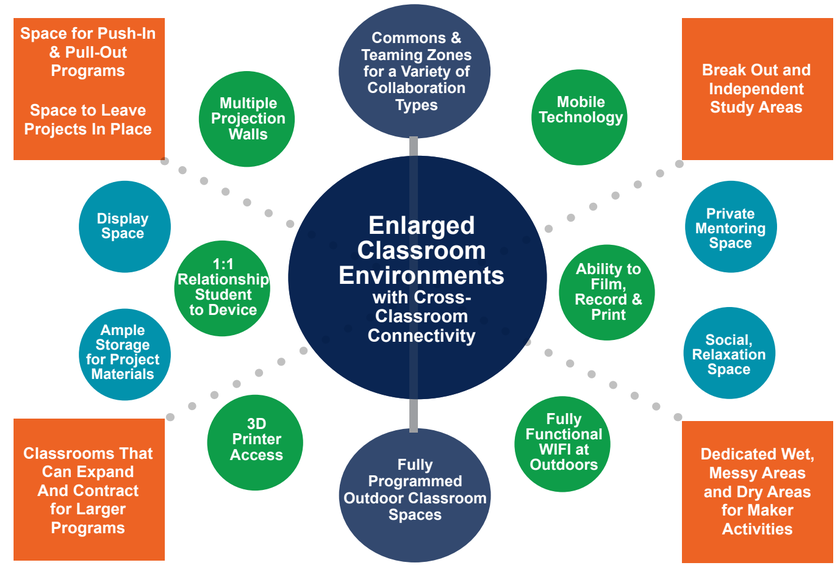
In addition to the physical requirements of spaces, as outlined in these educational specifications, SMMUSD environments are a reflection of the children, parents, and teachers who live and learn here. As mentioned, campus planning, building program, and building adjacencies are all important considerations for 21st century learning. In addition, the unique character of the SMMUSD community is important to consider:

- Campus designs that promote and encourage the 'community' to invest in the success of its students.
- Natural materials and sustainable measures that work, that contribute to student success and reinforce the health and wellness components of a whole child approach to education.
- Environments that emphasize, reinforce and foster the creative potential of students

Districtwide Campus Configuration Goals

- **Equip All Elementary Schools with PK:** Maximize whole learning experience with early immersion into instructional approach and programs.
- **Adopt Planning / Learning Model:** Include a model for learning areas, common areas, support and specialized learning, collaboration zones, and outdoor spaces that may be implemented on all elementary school campuses that embrace a progressive project based learning approach.
- **Develop Safety & Security Measures:** Provide enhanced descriptions of district policy regarding overall campus security, access, drop-off and pick-up protocol for all campuses.
- **Define Space Program & Requirements for Future Learning Environments:** Include minimum standards for room size, adjacencies, doors and windows, flexibility, daylighting/views, technology, acoustics, plumbing, display, shared and support area requirements
- **Define Broader Campus Adjacencies:** Define adjacencies relative to instructional zones and larger campus access to amenities and programs.

Flexible Project Based Learning Requirements



PK, TK & Kindergarten PBL Classrooms

Early learning, for both PK and TK, is designed around the Reggio Emilia learning philosophy, which engenders and compliments the overriding project and inquiry based learning model adopted by the district. For early learners, instruction is student-centered, utilizing self directed and experiential learning in the approach to engagement. Learning environments embody this model and demonstrate the methodology to instruction.

These learning environments employ the following principles:

- **Inquiry Based:** The layout and physical space is designed to foster encounters, communication and relationships. Organization of space into small centers throughout the classroom allows students to interact and engage with materials, tasks and exploration within the classroom. Consideration is given to how resource materials are organized, stored and easy availability at a height appropriate to young learners. The program is centered on a “learning by doing” approach.

- **Learning Centers:** Classroom and outdoor environments are organized by exploration and project based exercises. Examples of environments include: observational painting or drawing activities, discovery activities (such as a nature walk, or water play), sensory exploration, observation (of living creatures), exploration of new materials (rocks, magnets, etc.). Therefore, ample space for low height storage, display, group based activities and instruction are important considerations in the configuration of space.

- **Natural Materials:** Environmental emphasis is placed on natural, every day and real life material. Display of both student work and real world inquiry based examples provide a rich context for students to work in.

Goals & Objectives for Early Learning

- **Education and the Whole Child Approach:** A commitment to early learning is at the forefront of the district’s educational model, which extends learning and student services beyond the standard scope of core instructional competencies. A whole child model recognizes that a child’s academic achievements can not be separated from his/her mental health. Fundamental to this is the inclusion of social and emotion learning as aspects of a child’s development.

  All elementary schools will include PK and TK as part of the early instruction offered, with the intent that a linear, progressive learning model begins in early years. Engaging students prior to kindergarten allows for the development of social and emotional learning skills that provide a foundation for easy transition into kindergarten.

  Campus planning will give consideration to whole child health and development, location and types of support, including family and community services. Consideration will also be given to location of PK classrooms, parent check-in, parking and outdoor play areas. Existing campuses use a variety of organizational strategies, some with separate facilities dedicated to PK, and others that are integrated and adjacent with kindergarten to allow for ease of access to amenities that are unique to young learners.

- **Learning Environment:** Environments for PK, TK and kindergarten are similar, with kindergarten representing a more transitional approach, including more structure and progression in learning, to a more defined project and inquiry based approach that aligns with first and second grade students. PK and TK follow the Reggio Emilia model specifically. All early learners are provided with outdoor instructional areas as well as outdoor play zones that are separate and distinct from other areas of campus. Outdoor areas include areas for art, water play, digging, animal habitats, apparatus play, tricycle areas, outdoor lunch and snack areas, gardening, and other areas for discovery.

  Considerations for the Reggio Emilia classroom include the following:

  - Areas of the classroom are equipped with opportunities for curiosity and creativity, including demonstration areas, tool and supply areas, and interactive learning.
  - Classroom zones are not fixed, instead they are evolving learning environments that empower students creativity, curiosity, exploration and response
  - Open access to outdoors for students to move freely between programs.
  - Outdoor areas of inquiry and creativity are equally important as indoor classroom environments and may include habitats, outdoor art and physical dexterity.

- **Flexibility & Mobility:** When possible, all furniture, storage and other support components will be flexible and movable. The classroom is designed to support multiple learning modalities and the ability for the space to adapt quickly to fluid transitions in learning models is integral to the success of the learning environment.
- **Security & Safety:** PK, TK and kindergarten classrooms require separate entrance and check-in from other grades, separate restrooms and separate outdoor play areas.

Campus Adjacencies & Resources

Reception & Receiving: PK, TK and kindergarten require a separate dedicated entrance for pick-up and drop-off that is secure from other student areas. Drop-off area requires dedicated parking for parents to walk children into class.

- A dedicated reception and office area is required near the drop-off/pick-up area allowing students to be ushered inside the security envelope and/or queue for parent pick-up. This reception area also requires adult restrooms and a parent center. Visual access and observation of the drop-off/pick-up area to the interior reception and office area should be expansive and facilitate ease of viewing.

Instructional Environment: Provide opportunities for instructor, one assistant and one volunteer engaged in learning activities simultaneously within the classroom. PK specific environments are focused on social and emotional learning, These environments are intended to foster self awareness, self management, social awareness, relationship skills and decision making. For kindergarten learners environments further these skills, as well as establish pathways to elementary learning models utilizing whole group, teacher directed, small group, one-on-one instruction, cooperative learning, discovery and inquiry based exercises.

- Same grades co-located with pairs of classrooms sharing interior instructor access, restrooms and resource space.
- All PK, TK and kindergarten classrooms will located on the ground floor.
- Provide interactive instructional walls at two walls of the classroom that include joined white board surfaces to maximize projection area. Instructional walls will be equipped with interactive tools, along with bi-directional screen sharing, wireless presentation mirroring and audio controls for internet based instruction. Instructional walls will also included rewritable surfacing that extends to lower areas of the wall for younger learners to engage in activities at the teaching wall.
- Provide areas of tackable surfacing at two instructional walls to display learning. Tackable surface not to exceed 25% of wall area.
- Restrooms must be connected to classrooms to comply with state requirements. Same grade students may share restrooms, however, grades may not intermingle. For example, kindergarten and TK can not share space at the same time.
- Early learners actively utilize floor area for sitting and group activities. Consider design of rug areas to coincide with instructional centers of the room. Main teaching wall will include rug space immediately adjacent for instruction with students sitting on the floor.
- PK and TK students eat all meals and snacks in the classroom or in outdoor areas adjacent to the classroom. Provisions including supply storage, sink access and limited refrigeration are required.
- Natural ventilation and access to daylight and views are important design components of the classroom and will include operable windows along one wall and roll-up doors to access outdoor learning space.
- Include access and availability to hand held devices and headphones in the classroom as learning tools.
- Zoned area of the classroom and outdoor learning area to include area dedicated to wet activities, including sink and prep space.
- Classrooms are intended to be adjacent to outdoors with dedicated outdoor classroom space that is approximately 500-800 square feet in size. Dedicated outdoor classroom space to be accessed via provided roll-up doors to outdoor classroom areas.
- Include ample electrical outlets within the classroom, as well as multiple outlets in outdoor classroom area to maximize technology access and flexibility.
- Provide roller shades for privacy at all roll up doors and windows.
- All planning and design efforts must take into consideration all aspects of site visibility and supervision of both indoor and outdoor areas.

Outdoor Classroom Space: Existing elementary campuses are low scale and provided with ample outdoor areas adjacent to classrooms. To maximize usage of these areas, they must be programmed, designed and equipped for daily usage so that set-up and take-down time is not required. Additionally, the spaces must be designed to provide adequate shade, seating and instructional equipment so that their usability is maximized.

- Outdoor instructional area to include permanent shade covering or canopy structure to maximize indoor/outdoor usage.
- Outdoor classroom area and roll-up door locations must be adjacent to the interior side of the campus and not facing out toward the street or public zone.
- Outdoor classroom and play area to include a definable, secure perimeter, that obscures visibility for those individuals outside the play area.
- Outdoor classroom and play area will be well defined and provide ease of observation and supervision for instructors. This includes adjacent classroom areas that provide ample expansive glass for teachers to see from the classroom to the outdoor area.
- Space to include an outdoor teaching wall, either fixed or movable to facilitate instruction and teaming exercises.
- Area to include a variety of easily movable seating. Outdoor furniture must be chained, fixed, or have adequate storage for small seating to be easily moved to storage or into classroom.
- Provide outdoor sink and work surface for project based exercises.
- Outdoor learning space may be used for gardening, cooking, water appropriate activities, sand area, arts, individual, small group and all class instruction.

Space Program Description

Capacity: Students — **20**

Capacity: Instructional
1 Instructor, 1 Aide, 1 Volunteer

Classroom: — **1,150 sf**

Zoned for 4-6 Learning Zones
2 Interactive Instructional Walls
Clearly Defined Wet Area with Sink & Bubbler
Roll-Up Doors to Outside Classroom

Ancillary: Shared Between 2 Classrooms

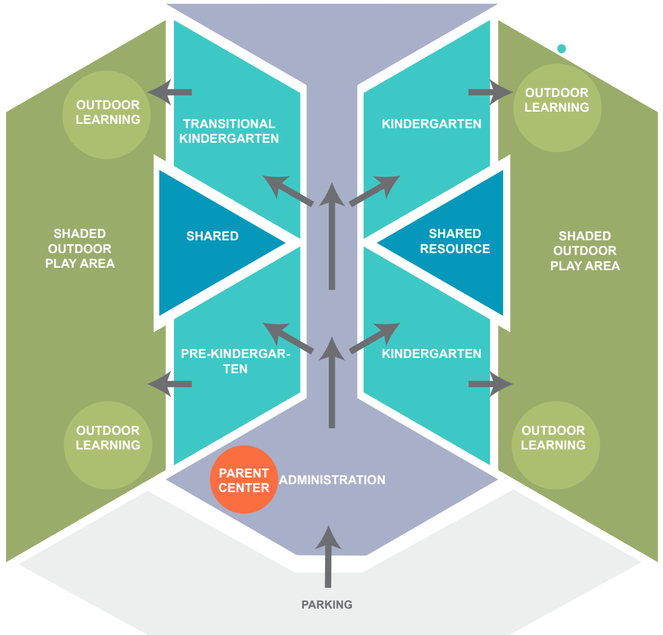
Resource Rooms: Supplies, Refrigeration, Sink — **80 sf**
Student Restroom: 2 W/C, 2 Sink — **120 sf**

Total **1,350 sf**

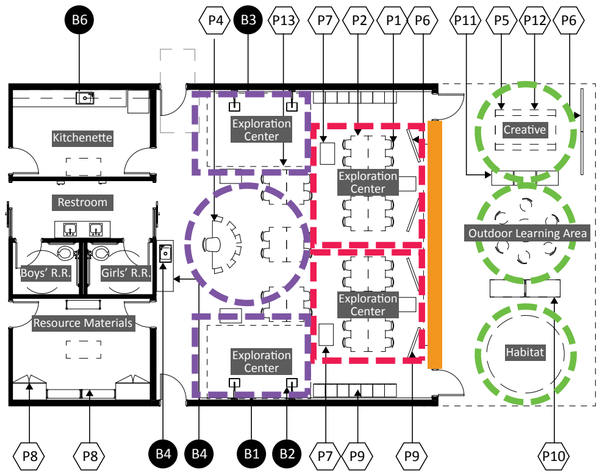
Other

Outdoor Classroom — **500 sf**
Permanent Outdoor Canopy or Shade Structure
Sink With Counter
Outdoor Equipment Storage
Outdoor Classroom Adjacency to Dedicated Outdoor Play Area

Instructional Planning Diagram



Floor Plan



Legend

P1	Movable seating
P2	Movable tables
P2A	Movable chairs
P3	Mobile Instructor podium with workstation including storage and
P4	Mobile shelving and storage systems
P5	Lounge seating
P6	Mobile collaboration white board
P7	Mobile storage bins and resource carts
P8	Mobile lateral file storage system
P9	Mobile circular table units
P10	Mobile project rack
P11	Project and outdoor storage racks
P12	Bench Seating
P12	Instructional Rug
B1	Primary collaboration wall
B2	Interactive instructional display
B3	Secondary collaboration wall with interactive instructional display
B4	Sink with bubbler at appropriate student height
B5	Mill work
B6	Tackable surface

Technology

Interactive Classroom Technology	Minimum (2) wall mounted interactive display Include bi-directional screen sharing with multi-touch interaction and note capture capabilities. Large-scale digital annotation Wall HDMI input connection Wall AV control panel Ceiling speakers
Data	Wireless access point: Faceplate with (2) CAT6 at +96" AFF Display: Faceplate with (2) CAT6 at +66" AFF (for each display) as noted, minimum (2) displays Spare: Faceplate with (2) CAT6 at 18" AFF Security Camera: Faceplate with (1) CAT6 at 96" AFF Projector: Faceplate with (2) CAT6 at ceiling Instructor Desk: Faceplate with (6) CAT6 floor box
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as front and rear zoning of classroom. Include daylighting and lighting solutions to support a variety of learning models.
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging	Laptop & tablet recharging station
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Audio	Integrated audio amplification system.
Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Finishes & Features

Flooring	Carpet tiles, with resilient floor tiles at wet areas. Provide rugs for instruction at teaching walls.
Wall Base	Rubber
Ceiling	Acoustic ceiling tile, acoustic baffles, or other that comply with NRC of 0.70 or higher. Minimum ceiling height 10'-0". Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35.
Walls	Interior walls between classrooms must extend full height to the underside of deck. Combination painted gypsum board, magnetic rewritable surfacing and tackable surfacing recommended at wall surfaces. Rewritable surfacing shall be paint applied material. Tackable surfacing will be self-healing mat.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Plumbing	Child accessible sink with bubbler required in classroom. Shared restrooms required between pairs of classrooms that includes 2 toilets and 2 sinks for young learners.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

1st-2nd Grade PBL Classrooms

General classroom environments for first and second graders will be designed as active project based learning centers utilizing an open plan classroom approach for rotational learning exercises. These classrooms are designed to facilitate progressive next century project and inquiry based learning and are intended to function as the active learning center for students, with additional push-in/pull-out opportunities available on campus, as well as larger, more specialized learning spaces available as a resource outside the classroom.

Currently, the district organizes elementary learners by grade, which is the preferred organizational model for elementary school campuses. Support, shared and specialized learning opportunities are intended to participate actively in the educational collaboration process and are designed to be positioned as shared nodes and hubs that are dispersed across campus to create active collaboration and social centers throughout.

Many existing SMMUSD elementary schools already provide oversized classrooms for first through third grade, however, most are designed using a traditional 960 sf classroom model. As campuses begin to modernize, new project based learning environments will require additional space within the classroom, specialized learning and resource areas that are designed to facilitate zoning for learning of various size and scale, with open access to resources and spaces for projects to be left in place.

- **Rotational Learning:** Design to provide for a flexible zoned classroom that supports a variety of learning modalities and that is changeable and adaptable over time. Current zoning includes four zones in each classroom. These zones will provide for both open visual and physical access across the entirety of the classroom, and will provide all students with the best seat, while also allowing the instructor easy lines of sight. Consideration will be given to learning that occurs on the floor.

- **Classroom Instruction and the Whole Child Approach to Visual Arts, Performing Arts and Athletics:** The integration of visual/performing arts, along with athletics begins early and is sustained throughout a child's early learning process, extending through 12th grade. All elementary school students participate multiple times a week in visual/performing arts and athletic instruction as part of the regular instructional day. Currently, music programs are delivered at the start of the day in multiple general classrooms rooms throughout campus. Classes designated for this morning activity will be equipped with enhanced acoustics and storage to accommodate equipment required for instruction. Planning consideration will also be given to the storage of instruments. Students bring instruments to school on designated instructional days and store instruments in school hallways outside of classrooms. Classroom instruction will take into account the need for movement, acoustics, instrument, and performance storage that is necessary to support these programs.

- **Flexibility & Mobility:** All furniture and other support components will be considered as flexible and movable. The classroom is designed to support multiple learning modalities including lecture, project, discussion and independent work/study. The ability for the space to adapt quickly to fluid transitions in learning models is integral to the success of the learning environment. This includes furniture such as movable storage, to avoid any in-place storage that may not be easy to move or maneuver over time. Perimeter walls of the classroom will provide in-wall storage, rewritable wall surfacing, pin-up area, exterior glazing and roll-up doors to the outdoor learning space.

- **Student-Centered:** A student driven approach to learning in the classroom is focused on self-directed zoned instructional learning areas. These areas support different types of project and inquiry based learning and are intended to provide a variety of furniture configurations to support and maximize flexibility. While these four areas have been categorized above, it is important to consider that over time these zones may change to adapt to other types of learning opportunities.

- **Work in Progress Areas:** The classroom is intended as the primary project based learning area for students on campus. Projects will include spaces for leaving work in place, to minimize set-up and take-down times during class. These areas are intended to make best use of storage for supplies and resources, wet activity zone and space to leave working projects for several days that may be art based, science based, technology based or for other usages.

- **Extending the Classroom:** The district currently has expansive areas available around classrooms at most campuses. These areas immediately adjacent to the classroom will be designed as outdoor instructional space. Preference is for roll-up doors with glazing at classrooms, exterior canopy structures (permanent), a combination of fixed perimeter seating with flexible furniture dispersed, outdoor instructional wall (either fixed or movable), along with other features, such as access to water, supplies and tools. The outdoor areas will be regularly used as classroom space and should be considered as fully programmed space, to minimize set-up and take-down times.

- **Support, Breakout and Common Areas:** Areas where same grade classrooms are located will be provided with additional spaces that improve flexibility and opportunities for different types of learning to occur. These areas will include teaming areas, push-in and pull-out, small group areas, private areas for individuals, social and mentor space. Central access to tools and supplies, hubs for technology, projection and rewritable areas, as well as individual spaces for decompressing, study and recreational time will be included.

Campus Adjacencies & Resources

Project Based Learning Model: Elementary school classrooms will be designed with same grades co-located, and provided with interspersed support, break-out and teaming areas included to maximize flexibility and collaboration among student groups.

The classroom learning environment begins with a project based learning approach that is defined by larger classroom sizes that provide increased flexibility and space where multiple instructional opportunities can exist simultaneously. Similarly, classrooms will be provided with adjacent outdoor instructional spaces that is programmed for learning and contained for ease of observation and instructional delivery. This additional space allows the classroom to potentially double in size from a traditional classroom model and increases access to discovery opportunities and space for various learning modalities to be actively used.

First and second grade classrooms will be supported by additional broader and deeper resources for instructors, through the addition of maker labs, science/art labs, resource areas and teaming spaces that accommodate collaboration, push-in and pull-out programs. These areas are designed to be shared among groups of classrooms with a block of every six classrooms sharing a teaming area. Maker labs, science and art classrooms are intended for specialized learning and longer term projects, for access to special tools and resources, and to provide opportunities for teaming with other students and instructors. Design considerations include the following:

Spatial Relationships

- All first and second grade classrooms will be located on the first floor. Every two classrooms will be interconnected, with shared storage/ resource space and shared outdoor storage.
- Same grades co-located with pairs of classrooms sharing interior access.
- Teaming Studio: For each group of six classrooms, a 2,200 square foot teaming area will be included that is intended for breakout programs, impromptu learning and social learning, In addition, the space will include smaller areas designed for speech, literacy, coaching, and individual instruction, that will include dedicated external areas.
- Consider existing campus corridor spaces as an extension of the classroom. Corridors may be used for pull-out and small group instruction. Additionally, expanded corridor spaces may be considered for shared instruction. Social spaces may also be included as a way to activate interconnectivity between classrooms and project based learning. These spaces may be designed with seating areas, rewritable surfaces, niche spaces and areas for small groups.
- Classrooms will be adjacent to outdoors with dedicated outdoor classroom space that is approximately 500-800 square feet in size. Dedicated outdoor classroom space to be accessed via roll-up doors to outdoor classroom areas. Full visibility from interior classroom to outdoor learning space is essential for supervision.
- When new classroom buildings are being designed, it is optimal to consider the overall classroom grid and structural system. Freedom to move interior walls over time, should learning modalities or strategies change that require other types of configurations, represent optimal flexibility of building structures for the district. Consider maximizing efficiency of systems that are designed for reconfiguration of interiors over time.

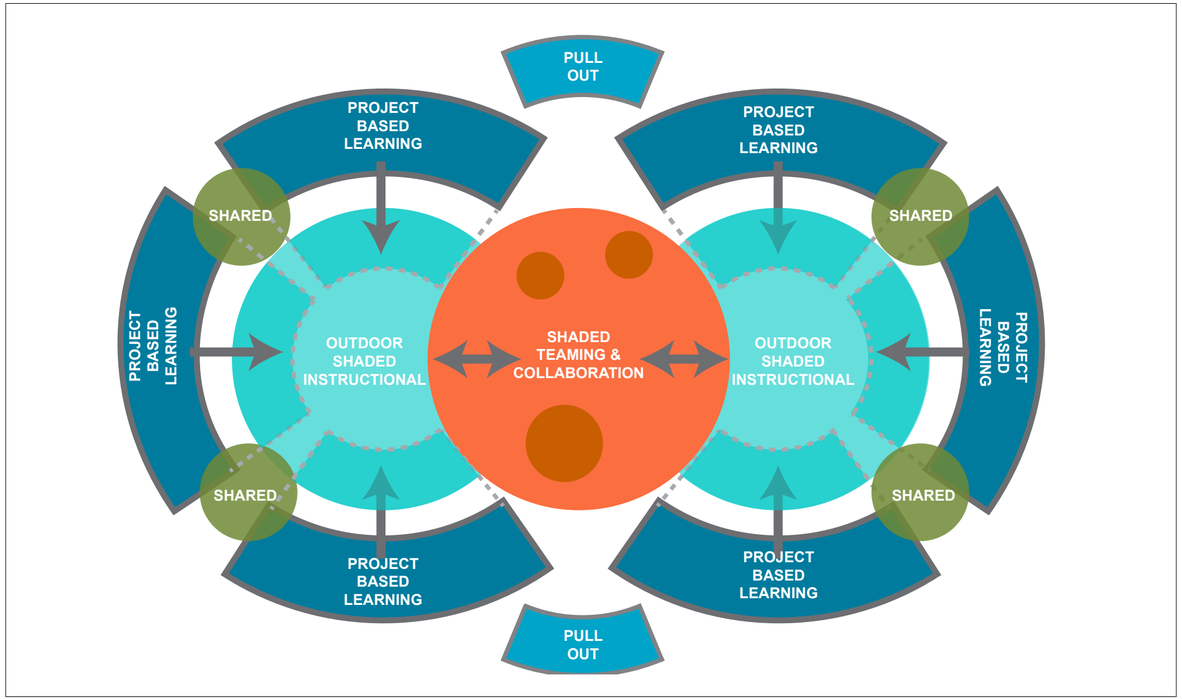
Classroom Design Considerations

- Classrooms are intended as flexible, adaptable spaces designed to support a variety of learning modalities. Individual classrooms are to be designed into four distinct zoned areas of the classroom that include mini-lessons, individual work, digital lab and creative space. While the current model will support this intended zoning, the design should also be considered for mobility and long term flexibility. Perimeter areas will be fully programmed, with the interior 'open area' of the classroom designed for movement, with furniture including desks, seating, instruction walls, storage and supplies on casters so that all components within the space may be reconfigured easily for individual, small group and all class instruction.
- First and second grade students actively utilize floor area for sitting and group activities. Consider design of rug areas to coincide with instructional centers of the room. Main teaching wall will include rug space immediately adjacent for instruction with students sitting on the floor.
- Provide interactive instructional walls at two walls of the classroom that include joined white board surfaces to maximize projection area. Instructional walls will be equipped with interactive tools, along with bi-directional screen sharing, wireless presentation mirroring and audio controls for internet based instruction. Instructional walls will also include rewritable surfacing that extends to lower areas or younger learners to engage in activities at the teaching wall.
- Provide area of tackable surfacing not to exceed 25% of wall area.
- Zoned area of the classroom and outdoor learning area to include area dedicated to wet activities, including sink and prep space.
- Include 1:1 access and availability to hand held devices and headphones in the classroom. Hand held devices are currently administered via technology cart. Design for cart location and electrical connectivity.
- Include ample electrical outlets within the classroom, as well as multiple outlets in outdoor classroom area to maximize technology access and flexibility.
- Include enhanced acoustics to allow zoned areas of classroom to exist simultaneously without distraction.
- WIFI design must include seamless access within the classroom as well as all outdoor classroom areas to maximize flexibility and usage.
- Natural ventilation, access to daylight and views, operable windows and roll-up doors are important design components of the classroom.
- Provide lighting controls and roller shades for privacy, security and flexible instruction. Include shades at all roll-up doors and windows.
- Provide backpack storage areas.
- Provide ample visual access from classroom for effective viewing and listening from classroom areas to corridor and outdoor areas.

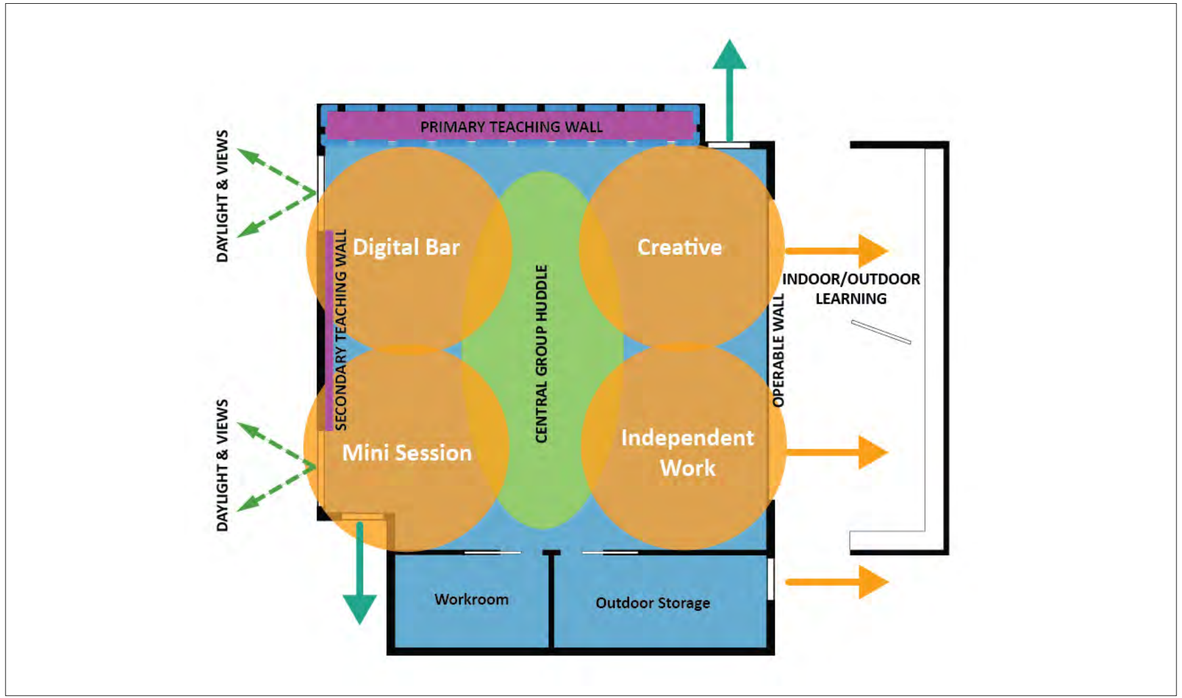
Outdoor Classroom Space

- Outdoor instructional area to include permanent shade covering or canopy structure to maximize indoor/outdoor usage.
- Outdoor classroom area and roll-up door locations must be adjacent to the interior side of the campus and not facing out toward the street or public zone.
- Outdoor classroom to include a definable perimeter, which may include a permanent seat wall or hedgerow, as a way to define the edge of the space and to make observation and supervision easier to control.
- Space to include an outdoor teaching wall, either fixed or movable to facilitate instruction and teaming exercises.
- Area to include a variety of easily movable seating to provide for various learning modalities. Outdoor furniture must be chained, fixed, or have adequate storage for small seating to be easily moved to storage or into classroom.
- Outdoor learning space may be used for gardening, cooking, water appropriate activities, arts, science experiments, individual, small group and all class instruction. Provide outdoor sink, water source, and work surface.

Same Grade Adjacency Diagram



Classroom Program Diagram



Space Program Description

Capacity: Students **24**

Capacity: Instructional

1 Instructor, 1 Aide/Volunteer or Guest Speaker
Co-Learning Instructor
SPED Aides

Classroom: **1,200 sf**

Organized for 4 Learning Zones
2 Interactive Instructional Walls
Clearly Defined Wet Area with Sink & Bubbler
Roll-Up Doors to Outside Classroom

Ancillary: Shared Between 2 Classrooms

Resource Room: Supplies, Refrigeration, Sink **80 sf**
Storage: Indoor/Outdoor PBL **60 sf**

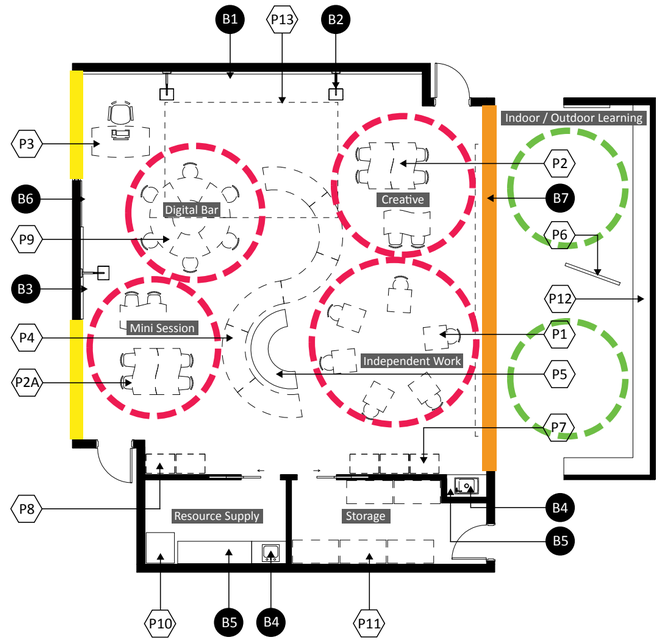
Total 1,340 sf

Other

Outdoor Classroom **500-800 sf**

Permanent Outdoor Canopy or Shade Structure
Sink With Counter
Outdoor Equipment Storage
Outdoor Classroom Adjacency to Dedicated Outdoor Play Area

Floor Plan



Legend

P1	Movable seating
P2	Movable tables
P2A	Movable chairs
P3	Mobile Instructor podium with workstation including storage and
P4	Mobile shelving and storage systems
P5	Lounge seating
P6	Mobile collaboration white board
P7	Mobile storage bins and resource carts
P8	Mobile lateral file storage system
P9	Mobile circular table units
P10	Mobile project rack
P11	Project and outdoor storage racks
P12	Bench Seating
P12	Instructional Rug
B1	Interactive instructional wall
B2	Interactive instructional wall
B3	Secondary collaboration wall with ultra short throw projection
B4	Sink with bubbler at appropriate student height
B5	Mill work
B6	Tackable surface

Technology

Interactive Classroom Technology	Minimum (2) interactive instructional walls Include bi-directional screen sharing with multi-touch interaction and note capture capabilities. Large-scale digital annotation Wall HDMI input connection Wall AV control panel Ceiling speakers
Data	Wireless access point: Faceplate with (2) CAT6 at +96" AFF Display: Faceplate with (2) CAT6 at +66" AFF (for each display) as noted, minimum (2) displays Spare: Faceplate with (2) CAT6 at 18" AFF Security Camera: Faceplate with (1) CAT6 at 96" AFF Projector: Faceplate with (2) CAT6 at ceiling Instructor Desk: Faceplate with (6) CAT6 floor box
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as front and rear zoning of classroom. Include daylighting and lighting solutions to support a variety of learning models.
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging	Laptop & tablet recharging station to accommodate all hand held classroom devices.
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

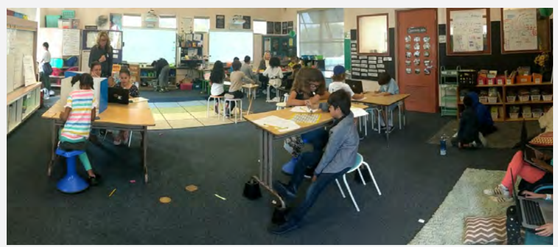
Finishes & Features

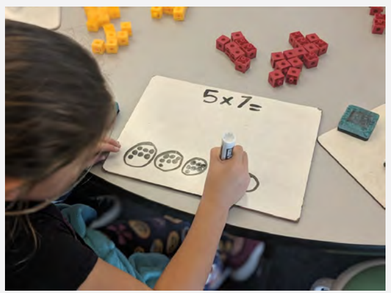
Flooring	Carpet with resilient floor tiles at sink and wet prep areas. Provide rug at main teaching wall and main activity space in the classroom.
Wall Base	Rubber
Ceiling	Acoustic ceiling tile, acoustic baffles, or other that comply with NCR of 0.70 or higher. Minimum ceiling height 10'-0". Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35.
Walls	Interior walls between classrooms must extend full height to the underside of deck. Combination painted gypsum board, magnetic rewritable surfacing and tackable surfacing recommended at wall surfaces. Rewritable surfacing shall not be paint applied material. Tackable surfacing will be self-healing mat.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Plumbing	Child accessible sink with bubbler required in classroom.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

SMMUSD SPOTLIGHT

Blended Learning Environments for Elementary School Students at SMMUSD

Teachers incorporate a blended learning approach that uses data driven digital programs to target and personalize learning for students. Teachers have designed their learning environments to include spaces for teacher mini lesson, independent practice, digital content area and future ready activities that incorporate creativity, collaboration, communication, and critical thinking.





3rd-5th Grade PBL Classrooms

General classroom environments for third through fifth graders are intended as active project and inquiry based learning centers. These spaces will utilize an open plan concept with a variety of learning opportunities, that include sitting desks, standing desks, standing work, both fixed and movable white boards, digital hub collaboration areas and complimentary outdoor space of appropriately the same size and program as the interior classroom.

Classrooms will take into account the unique characteristics of third through fifth grade students, who represent transitional learning from early grades to middle school, with attention provided for adaptable seating configurations and space outside the classroom dedicated to gathering and instruction, along with enhanced social opportunities and space for individual and small group engagement.

For all students, the elementary school classroom represents the active learning center, with additional resources connected to shared instructional spaces such as science/art lab, flexible maker lab, multipurpose, and other specialized zones of campus. Currently, the district organizes elementary learners by grade, which is the preferred organizational model for elementary school campuses. Support, shared and specialized learning opportunities are designed to participate actively in the educational collaboration process and are designed to be positioned as shared nodes on campus. Co-located same grade students will be provided with resource spaces that include centralized teaming pods for every six classrooms, as well as access to maker spaces, art and science. Additional push-in/pull-out opportunities will be provided on campus for larger, more specialized learning as a resource outside the classroom.

Many existing campuses provide oversized classrooms for elementary grades, however, many also use a traditional 960 sf classroom model. As campuses begin to modernize existing facilities, and new classroom buildings are developed, these new project based learning environments will require additional space within the classroom, moving toward an ideal

classroom size of 1200 sf. In addition, all classrooms will be designed with fully programmed outdoor space for adjacent outdoor instruction. Classrooms will be designed to facilitate zoning of the classroom for project based learning of various size and scale, with open access to resources and space for projects to be left in place. Ideally, perimeter areas of the classroom will be well programmed, with all central open space available for flexible furniture configurations, devoid of obstructions.

All classrooms in the K-5 community will be designed in groupings of 5-6 classrooms, with each grouping sharing a centralized teaming area that is immediately adjacent to the classrooms they serve. This teaming area is designed for larger same grade activities, specialized learning by individual classrooms, as well as social space and decompression space for students.

Goals & Objectives

- **Interactive Project Based Learning:** Design to provide for a flexible zoned classroom that support various learning modalities, and include opportunities for sitting and standing collaboration and learning. Current zoning includes independent work zone, mini lesson zone, creative zone and digital zone.

- **Student-Centered:** A student driven approach to learning in the classroom is achieved through the use of zoned instructional learning areas. These areas support different types of project and inquiry based learning and are intended to provide a variety of furniture configurations to support and maximize flexibility.

- **Instructional Areas:** Two walls of the classroom will be dedicated to interactive white board technology. These walls may be used by the instructors or by students during collaborative exercises. Both walls will be equally weighted in terms of importance in the space. Neither should be considered a primary or secondary location, both are primary and used actively as part of collaborative exercises.

- **Extending the Classroom:** Areas immediately adjacent to the classroom will be designed as outdoor instructional space. Preference is for roll-up doors, exterior canopy structures (permanent), a combination of fixed perimeter seating with flexible furniture dispersed, outdoor instructional wall (either fixed or movable), along with other features, such as access to water, supplies and tools. The outdoor areas will be regularly used as classroom space and should be considered as fully programmed space.

- **Flexibility & Mobility:** All furniture and other support components will be considered as flexible and movable within the classroom. Considerations for outdoor classroom areas should include fixed perimeter seating that does not require storing or tethering to fixed elements, with movable instructional walls and other components quickly moved from indoors to out.

Campus Adjacencies & Resources

- **Project Based Learning Model:** Elementary school classrooms will be designed with same grades co-located, and provided with interspersed maker labs, teaming zones, and break-out areas designed to facilitate a project and inquiry based learning model .

  The classroom space begins with a project based learning approach that is defined by larger classroom sizes that provide increased flexibility and space where multiple instructional opportunities can exist simultaneously. Similarly, classrooms are provided with adjacent outdoor instructional space that are programmed for learning and contained for ease of observation. This additional space allows the classroom to potentially double in size from a traditional classroom model and increases access to discovery learning and space for various learning modalities to be actively used in the learning approach.

  Elementary school classrooms will be supported by additional broader and deeper resource for instructors, through the addition of teaming zones, maker labs, resource areas, and spaces that accommodate break-out programs, push-in and pull-out programs. These areas are designed to be shared among groups of classrooms. Maker labs and flexible science/art labs are intended for specialized learning and longer term projects.

Spatial Relationships

- Same grades co-located with pairs of classrooms sharing interior access.

- Teaming Studio: For each group of six classrooms, a 2,200 square foot teaming area will be included that is intended for breakout programs, impromptu learning and social learning, In addition, the space will include smaller areas designed for speech, literacy, coaching, individual instruction as well as other pull-out programs.

- When possible, first floor classrooms will be adjacent to outdoors with dedicated outdoor classroom space Dedicated outdoor classroom space to be accessed via roll-up doors to outdoor classroom areas. Full visibility from interior classroom to outdoor learning space is essential for supervision.

- When outdoor classroom space is not available, or for second floor conditions, consider existing campus corridor spaces as an extension of the classroom. Corridors may be used for pull-out and small group instruction. Additionally, expanded corridor spaces may be considered for shared instruction. Social spaces may also be included as a way to activate interconnectivity between classrooms and project based learning. These spaces may be designed with seating areas, rewritable surfaces, niche spaces and areas for small groups.

- When new classroom buildings are being designed, it is optimal to consider the overall classroom grid and structural system. Freedom to move interior walls over time, should learning modalities or strategies change that require other types of configurations, represent optimal flexibility of building structures for the district. Consider maximizing efficiency of systems that are designed for reconfiguration of interiors over time.

Classroom Design Considerations

- Classrooms are intended as flexible, adaptable spaces designed to support a variety of learning modalities with the large center portion of the classroom flexible and adaptable. Perimeter areas will be fully programmed, with the interior ‘open area’ of the classroom designed for movement, with furniture including desks, seating, instruction walls, storage and supplies on casters so that all components within the space may be reconfigured easily for individual, small group and all class instruction.

- Provide interactive instructional walls at two walls of the classroom that include joined white board surfaces to maximize projection area. Instructional walls will be equipped with interactive tools, along with bi-directional screen sharing. wireless presentation mirroring and audio controls for internet based instruction. Instructional walls will also include rewritable surfacing that extends to lower areas or younger learners to engage in activities at the teaching wall.

- Classes designated for music activities will be equipped with enhanced acoustics and storage to accommodate equipment required for instruction, including other VAPA needs, which may include performance, movement, role play, etc. Planning consideration will also be given to the storage of instruments.

- Provide area of tackable surfacing not to exceed 25% of wall area.

- Include 1:1 access and availability to hand held devices and headphones in the classroom. Hand held devices are currently administered via technology cart. Design for cart location and electrical connectivity.

- Include ample electrical outlets within the classroom, as well as multiple outlets in outdoor classroom area to maximize technology access and flexibility.

- Include enhanced acoustics to allow zoned areas of classroom to exist simultaneously without distraction.

- WIFI design must include seamless access within the classroom as well as all outdoor classroom areas to maximize flexibility and usage.

- Natural ventilation , access to daylight and views, operable windows and roll-up doors are important design components of the classroom.

- Provide lighting controls and roller shades for privacy, security and flexible instruction. Include shades at all roll up doors and windows.

- Provide backpack storage outside the classroom in corridor area.

- Provide ample visual access from classroom for effective viewing and listening from classroom areas to corridor and outdoor areas.

Outdoor Classroom Space

- Existing elementary campuses within the district are low scale and are provided with ample outdoor areas adjacent to classrooms. To maximize usage of these areas, they must be programmed, designed and equipped for daily usage so that set-up and take-down time is not required. Additionally, the spaces must be designed to provide adequate shade, seating and instructional equipment so that their usability is maximized.

- Outdoor classroom area and roll-up door locations must be adjacent to the interior side of the campus and not facing out toward the street or public zone.

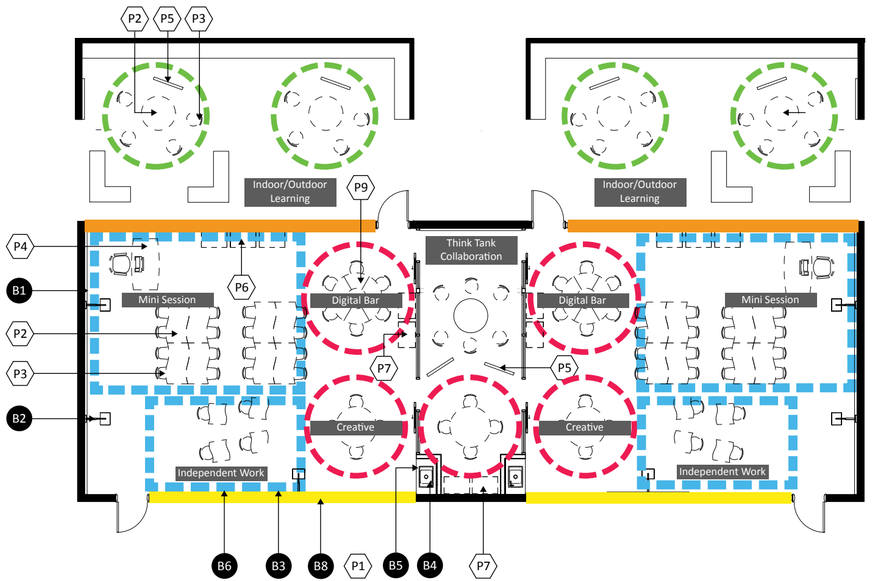
- Outdoor classroom to include a definable perimeter, which may include a permanent seat wall or hedgerow, as a way to define the edge of the space and to make observation and supervision easier to control.

- Space to include an outdoor teaching wall, either fixed or movable to facilitate instruction and teaming exercises.

- Area to include a variety of easily movable seating to provide for various learning modalities. Outdoor furniture must be chained, fixed, or have adequate storage for small seating to be easily moved to storage or into classroom.

- Outdoor learning space may be used for gardening, cooking, water appropriate activities, arts, science experiments, individual, small group and all class instruction. Provide outdoor sink, water source, and work surface.

Floor Plan

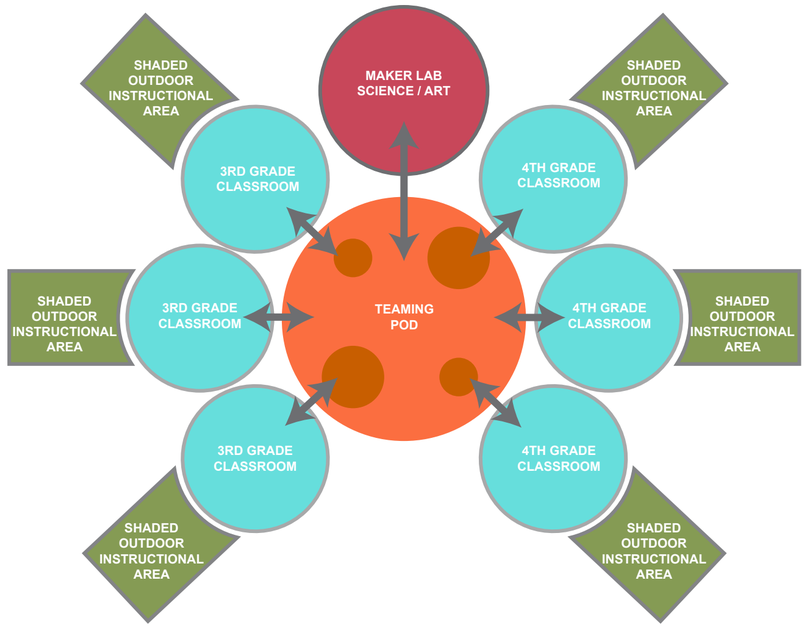


Legend

P1	Movable seating
P2	Movable tables
P3	Movable chairs
P4	Instructor podium
P5	Mobile white board
P6	Mobile storage
P7	Mobile files
P8	Mobile circular tables
P9	Bench seating

B1	Primary instruction
B2	Interactive Instructional wall
B3	Interactive instructional wall
B4	Sink
B5	Mill work
B6	Tackable surface
B7	Marker board
B8	Clerestory glazing

Instructional Planning Diagram



Space Program Description

Capacity: Students — **30**

Capacity: Instructional
1 Instructor, 1 Aide, 1 Volunteer

Classroom: — **1200 sf**

Organized for 4 Learning Zones
2 Interactive Instructional Walls
Roll-Up Doors to Outside Classroom

Total 1,200 sf

Other

Think Tank — **200 sf**

Outdoor Classroom — **500 sf**

Permanent Outdoor Canopy or Shade Structure
Sink With Counter
Outdoor Equipment Storage
Outdoor Classroom Adjacency to Dedicated Outdoor Play Area

SMASH
Santa Monica, CA

Technology

Interactive Classroom Technology	Minimum (2) interactive instructional walls Include bi-directional screen sharing with multi-touch interaction and note capture capabilities. Large-scale digital annotation Wall HDMI input connection Wall AV control panel Ceiling speakers
Data	Wireless access point: Faceplate with (2) CAT6 at +96" AFF Display: Faceplate with (2) CAT6 at +66" AFF (for each display) as noted, minimum (2) displays Spare: Faceplate with (2) CAT6 at 18" AFF Security Camera: Faceplate with (1) CAT6 at 96" AFF Projector: Faceplate with (2) CAT6 at ceiling Instructor Desk: Faceplate with (6) CAT6 floor box
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as front and rear zoning of classroom. Include daylighting and lighting solutions to support a variety of learning models.
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging	Laptop & tablet recharging station
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Audio	Integrated audio amplification system.
Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Finishes & Features

Flooring	Carpet with resilient floor tiles at sink and wet prep areas.
Wall Base	Rubber
Ceiling	Acoustic ceiling tile, acoustic baffles, or other that comply with NRC of 0.70 or higher. Minimum ceiling height 10'-0". Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35.
Walls	Interior walls between classrooms must extend full height to the underside of deck. Combination painted gypsum board, magnetic rewritable surfacing and tackable surfacing recommended at wall surfaces. Rewritable surfacing shall not be paint applied material. Tackable surfacing will be self-healing mat.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Plumbing	Child accessible sink with bubbler required in classroom.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

Elementary Block Classrooms

Instructional block classrooms are intended to build in additional flexibility for each SMMUSD campus to enable more robust project based learning, and will be included at all elementary and middle schools. These spaces are intended to provide large, flexible, open, opportunities on campuses for events, conferences, student competitions, etc., and used on an on-demand basis.

Each campus will be outfitted with one block of four classrooms that are interconnected by retractable interior walls to increase campus flexibility and provide additional large group meeting and collaboration space. This will allow for anywhere from 2-4 classrooms to be ganged together for larger functions.

While these spaces may double as maker, robotics, and other usages, their primary intent is to serve other on-demand functions, and as such, may not be equipped with all of the amenities that would be found in a typical maker environment.

In some instances, such as middle schools, where school programs are specialization becomes more defined, it may become beneficial to utilize rooms other than general classrooms to provide the instructional block. For example, a school that is heavily weighted in innovation and maker activities may consider a flexible science, art and maker lab together to create a large creative hub that can serve broader functions such as competitions and summer programs for larger groups of students to work on large collaborative projects.

Regardless of programs being combined, the instructional block is ideally located on the first floor on campus, with roll-up doors to outdoor instructional space, along with adjacency to campus perimeter for ease of access. Additionally, instructional blocks will include rooms with sinks, as well as ample floor or drop-down outlets through the center open space of the room to facilitate convenient reconfiguration.

SMMUSD SPOTLIGHT

Blended Learning Environments at SMMUSD

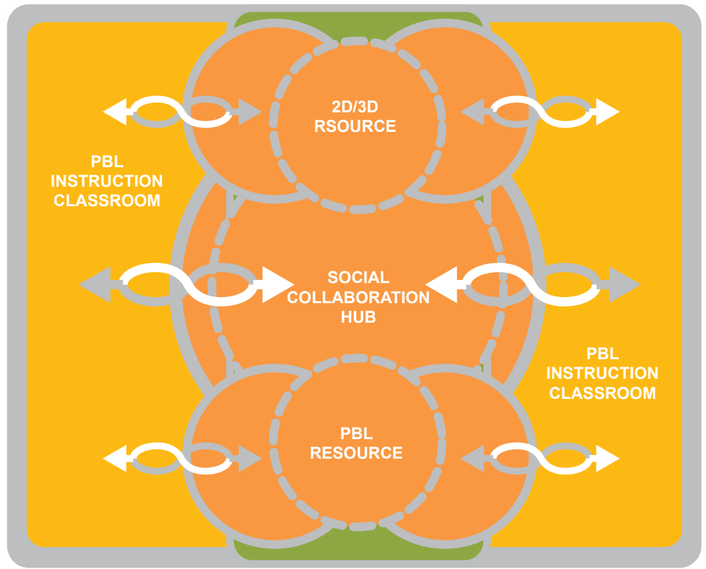
Blended learning uses data driven digital programs to target and personalize learning for students. These learning environments include soft and flexible seating areas where the use of hand held devices may be integrated into mini lesson, independent practice, and collaborative activities.

Elementary Teaming Studio

Teaming studios form the primary support space for expanded project based learning exercises outside of the classroom, and provide a broader variety of resources to students. These spaces are intended to turn lessons into action through communication and visualization of concepts, through the use of expanded learning modalities that include student work with video, graphics, construction and assembly, coding and apps, data analysis, and synthesis of concepts.

An important component of learning and the teaming studio is access. These core instructional spaces will be paired with every six same-grade classrooms on campus to create a community of learning, and will be used for interdisciplinary instruction, push-in/pull-out programs, project lay-down area, workshop space and will serve as the center shared space between groupings of classrooms. This will allow for multiple classes to come together for group activities that reinforce the learning model. The teaming space will be located in an open community area immediately adjacent to the same grade classrooms and should be considered as an expandable and contractible space that is highly flexible, and may also serve as a central student gathering area fir socializing and decompression. The space should be equipped with flexible teaming furniture as well as comfortable seating for down times such as reading a book, working one-on-one, playing games and other activities. Sliding doors, roll-up doors and other flexible methods used to connect classrooms to this shared area should be considered. This space will be equipped with a variety instructional resources that may include green screen production studios, tinkering space, display space, genius bars, three dimensional printers, color printers, and wet activity areas, along with small group and large group collaboration areas.

Instructional Planning Diagram



Space Program Description

Capacity: Students **40-45**

Capacity: Instructional

2 Instructor, 2 Aide, 2 Volunteer

Teaming Studio: **2200 sf**

Social Collaboration Hub:

Organized for Collaboration Zones
1 Interactive Instructional Wall
Tackable Wall Surfacing
Rewritable Wall Surfacing

Furnishings: Provide a variety of seating including soft seating, lounge, movable chairs and tables, movable white boards and movable storage and resource bins

2D/3D Resource:

2D / 3D printer station
Photography and filming zone
Production tables, chairs and bins

PBL Resource:

Clearly Defined Wet Area with Sink & Bubbler
Ample storage for PBL resources
Resources to leave projects in place
2D / 3D display areas

Point Dume Marine Science Elementary School
Malibu, CA

Technology

Interactive Classroom Technology	Wall mounted interactive instructional display Include bi-directional screen sharing with multi-touch interaction and note capture capabilities. Large-scale digital annotation Wall HDMI input connection Wall AV control panel Ceiling speakers
Data	Wireless access point: Faceplate with (2) CAT6 at +96" AFF Display: Faceplate with (2) CAT6 at +66" AFF (for each display) as noted, minimum (2) displays Spare: Faceplate with (2) CAT6 at 18" AFF Security Camera: Faceplate with (1) CAT6 at 96" AFF Projector: Faceplate with (2) CAT6 at ceiling Instructor Desk: Faceplate with (6) CAT6 floor box
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as front and rear zoning of classroom. Include daylighting and lighting solutions to support a variety of learning models.
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging	Laptop & tablet recharging station
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Audio	Integrated audio amplification system.
Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Finishes & Features

Flooring	Carpet with resilient floor tiles at sink and wet prep areas.
Wall Base	Rubber
Ceiling	Acoustic ceiling tile, acoustic baffles, or other that comply with NRC of 0.70 or higher. Minimum ceiling height 10'-0". Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35.
Walls	Interior walls must extend full height to the underside of deck. Combination painted gypsum board, magnetic rewritable surfacing and tackable surfacing recommended at wall surfaces. Rewritable surfacing shall not be paint applied material. Tackable surfacing will be self-healing mat.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Plumbing	Child accessible sink with bubbler required.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

Elementary Science & Art Instructional Areas

Flexible science and art instructional areas are considered hub spaces on elementary school campuses, due to both their specialized program opportunities, as well as for their cross-over and co-instructional use with maker labs and general classroom instruction. For elementary school students this represents one of the few instructional core areas outside of the general classroom environment, and likewise represents a first introduction into STEM and STEAM related programs that are intended to correlate to middle and high school programs as each student moves through their educational pathway. Science and arts programs are integrated as part of the project based elementary school learning experience and provide students with opportunities to engage in various forms of visual expression and creative thinking, often including science related curriculum, and vice versa. These spaces utilize a wide variety of materials and resources including mixed media (paints, paper, clay, charcoal, pastel), as well as three dimensional works and graphics. For science based programs students focus on exercises to understand the natural world, which may include experiments, models, tinkering spaces, genius spaces, outdoor environments, and may similarly involve making and meaning projects, including three dimensional work.

Flexible science and art classrooms for elementary schools at SMMUSD are intended as spaces that are checked out by instructors. These spaces may include teaming exercises between same grade instructors, and may have coordinated activities both in science and in art occurring in the space simultaneously. These classrooms are intended to be zoned for different uses, as wet activities and dry activities will frequently occur simultaneously. The space will also utilize outside areas surrounding the classroom both for instruction and project based exercises, and will provide opportunities to showcase both 2D and 3D work in outdoor areas.

Goals & Objectives

Science and art instructional areas will be located on the first floor and shared amongst all grades K-5. These instructional areas will be centrally located for ease of access.

- **Learning Environment:** Elementary science and art instructional spaces are intended as adaptable instructional environments, either permanently staffed or scheduled by teachers and staff on an intermittent basis. The lab environment similarly is intended for demonstrations and specialists visiting the campus. The space will be utilized for group instruction, research, student projects, cooperative learning, project display, teleconferencing, dry science, discovery and inquiry based projects and demonstrations.

- **Interactive Collaboration:** In addition to maximizing experiential learning opportunities, the lab space is intended to focus on project solutions that are team based with the ability for easy adaptation over time. Large expansive open work areas, with easy access to electrical, tool, supply and technology areas will facilitate transition from project to project.

- **Learning by Doing:** All furniture and other support components will be considered as flexible and movable. Items such as movable white boards should be included to facilitate group problem solving activities. In addition, tool and supply carts that are mobile should be provided at each station, along with electrical drop downs that support a variety tools and technology. The environment is designed to support multiple learning modalities including lecture, project, discussion and independent tinkering. Perimeter walls of the classroom will provide expansive in-wall storage and check-out areas, rewritable wall surfacing, pin-up area for 2D and 3D projects (25% of overall wall surface, technology support area, wet zones, ample exterior glazing and/or skylights for lab related projects, and roll-up doors to canopied outdoor learning space that is equipped to support and extend the learning environment.

- **Foster Innovation & Creativity:** A student driven approach to learning in specialized learning areas includes areas designed to support different types of project and inquiry based learning. All equipment and furniture is intended to provide a variety of configurations to support and maximize collaborative opportunities. While these four areas have been categorized above, it is important to consider that over time these zones may change to adapt to other types of learning opportunities.

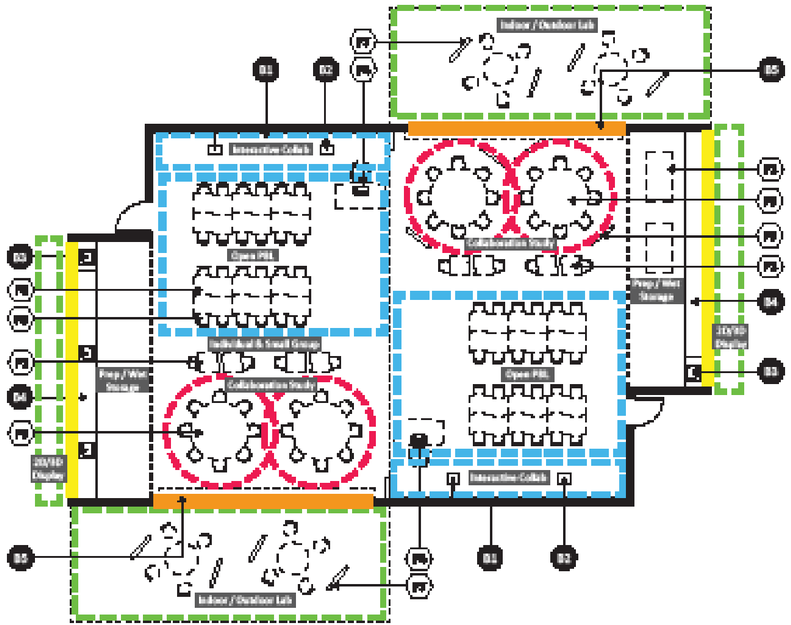
- **Workshop, Summer Program & Exhibit Space:** Flexible science/art classrooms will include spaces for leaving work in place, along with providing for both science and art projects to occur simultaneously. These spaces will include opportunities for presentations and workshops with local business and industry, as well as exhibit space to showcase student work. These areas are intended to make best use of project based learning storage for supplies and resources, wet activities, and incorporate enhanced technology based tools that will include 3D printers, 2D color printers, virtual reality, graphics, videos, green screen, and team presentations.

- **Build Relationships & Specialized Resources With Local Industry:** Science/Art lab spaces are ideally located at perimeter areas where major hubs of learning and activity occur. The space provides an ideal resource for the district to host weekend competitions, host local industry for events or co-curricular activities and summer courses that may include collaboration with local colleges or business.

- **Link Progressive Learning Model from K-12th Grade:** Science and art learning environments will be provided at elementary, middle, and high schools within the district. This will include the development of STEAM programs at the middle and high school grade levels.

While these spaces are considered integrated with classroom curriculum, these project based experience environments are considered 2D/3D innovation labs that are intended to link curriculum to project based learning exercises. These environments will provide space for groups to construct and consider work, with space for discussion and collaboration, as well as space for display, competition, and rework of ideas.

Floor Plan

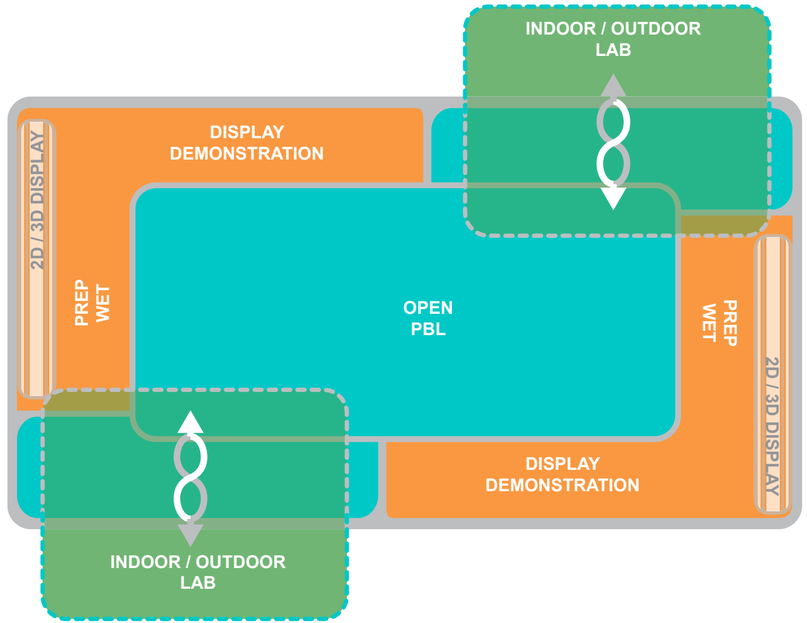


Legend

P1	Movable seating
P2	Movable tables
P3	Movable chairs
P4	Mobile Instructor podium with workstation including storage and
P5	Mobile collaboration white board
P6	Mobile circular tables
P6	Mobile collaboration white board

B1	Interactive instructional wall
B2	Interactive instructional wall
B3	Sink at appropriate student height
B4	Millwork
B5	Operable wall with glass

Instructional Planning Diagram



Space Program Description

Capacity: Students	**30-32**
Capacity: Instructional	
1 Instructor, 1 Aide, 1 Guest Speaker or Volunteer	
Classroom:	**1000 sf**
Perimeter Storage, Wet Areas, Demonstration Areas & Counter Space With Open Central Space for Flexible Furniture	
2 Interactive Instructional Walls	
Clearly Defined Wet Area with Sink & Bubbler	
Ancillary: Workroom & Resource	
2 Wet Rooms & Production	**200 sf**
Total	**1,200 sf**

Other

Outdoor Classroom	**500-800 sf**
Permanent Outdoor Canopy or Shade Structure	
Sink With Counter	
Outdoor Equipment Storage	
Outdoor Classroom Adjacency to Dedicated Outdoor Play Area	

Millwork

Millwork	Provide 2'-0" deep upper and lower cabinets at production wet rooms. Include ADA compliant sink with bubbler, height appropriate for student use. Provide sinks at adequate height for art and science production work by elementary school students.

Technology

Interactive Classroom Technology	Minimum (2) interactive instructional walls Include bi-directional screen sharing with multi-touch interaction and note capture capabilities. Large-scale digital annotation Wall HDMI input connection Wall AV control panel Ceiling speakers
Data	Wireless access point: Faceplate with (2) CAT6 at +96" AFF Display: Faceplate with (2) CAT6 at +66" AFF (for each display) as noted, minimum (2) displays Spare: Faceplate with (2) CAT6 at 18" AFF Security Camera: Faceplate with (1) CAT6 at 96" AFF Projector: Faceplate with (2) CAT6 at ceiling Instructor Desk: Faceplate with (6) CAT6 floor box
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as front and rear zoning of classroom. Include daylighting and lighting solutions to support a variety of learning models.
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging	Laptop & tablet recharging station
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Audio	Integrated audio amplification system.
Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Finishes & Features

Flooring	Resilient floor tiles
Wall Base	Rubber
Ceiling	Acoustic ceiling tile, acoustic baffles, or other that comply with NRC of 0.70 or higher. Minimum ceiling height 10'-0". Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35.
Walls	Interior walls between classrooms must extend full height to the underside of deck. Combination painted gypsum board, magnetic rewritable surfacing and tackable surfacing recommended at wall surfaces. Rewritable surfacing shall not be paint applied material. Tackable surfacing will be self-healing mat.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Plumbing	Utility sinks at instructional perimeter, minimum 6 required.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

Special Education Classrooms

Special education programs are designed to accommodate students with multiple needs, including orthopedic challenges, cognitive, autism spectrum, speech and hearing impaired, as well as a wide variety of other specialized needs. It is the intent of the district to provide a fully integrated experience for special needs students, including integrating them with non-disabled peers throughout their educational experience. This includes sharing all of the fundamental resources used by any child on campus, including regular integration into general classroom environments, specialized learning, and outdoor activities.

Students working within the special education curriculum at the district benefit from regular engagement with all school instruction, and are also provided with individualized curriculum designed for each child's specific needs. As such, special education classrooms are included on each campus. They are provided with additional tools and resources separate from the general classroom environment and are intended to enrich the learning experience for students.

Special Education Classroom

- Special education classrooms are approximately 1500 square feet in size. The classroom will include both individual as well as small group instruction. In addition to the classroom instructor, students within the special education program have assigned individual assistant's who work with them during class instruction. Additionally, many students may have special equipment required for moving around within the space. Thus, it is important to allow adequate space around all furniture and equipment, being careful not to overpopulate any of the special education spaces with too much furniture, to allow for the additional staff and physical movement of students.

  The general classroom will be designed with a variety of learning centers to accommodate SAI intensive instruction, social skills, structured therapeutic education and life skills.

  Inquiry Based: The layout and physical space is designed to foster encounters, communication and relationships. Organization of space into small centers throughout the classroom space allows students to interact and engage with materials, tasks and exploration within the classroom. Consideration will be given to how resource materials are organized, stored and easily available at a height appropriate to young learners. The program is centered on a "learning by doing" approach.

  Learning Centers & Life Skills: Classroom and outdoor environments are organized by exploration and project based exercises. Classroom space will be arranged for small group and individual instruction, as well as for the instruction of life skills. Outdoor areas will be provided immediately adjacent to special education classrooms and will include ample shade and privacy so that instruction, decompression and individualized instruction may be performed outdoor

Physical Therapy, Speech Therapy, Psychology & Other Push-In Services

- Physical therapy, speech therapy, psychology and other services are a regular instructional activity for many special needs children. This function occurs within the special needs classroom area, within individual private rooms, and may occur in outdoor adjacent spaces. While physical therapy may occur in the main classroom, often students will require privacy for their independent therapy. Provide for areas within workroom and outdoor area where a therapist may work with students individually and privately, as well as space designed for a range of motion and a variety of equipment.

Pull-Out Programs

- Pull-out programs are provided to allow students to receive individual instruction and tutoring independent from the general classroom environment. Therapy rooms, work rooms and offices are all considered flexible opportunities for pull-out programs, as well as other areas on campus including RSP, nurse, mental health counseling and others.

Conferencing, Workroom & Office Space

- Spaces immediately adjacent and observable from the classroom will include 2 spaces for conferencing, office and individualized instruction. One room will be designed at 500 sf and utilized for staff office as well as conferencing to include up to approximately 6-8 individuals. This space will be utilized for individualized educational program meetings, parent conferences, and will also serve as swing space for therapists, psychologists, etc. The second room will be sized at approximately 150 sf and will provide space for individualized instruction between instructor-student and may also serve as a decompression space for students to allow for emotional deescalation, social and emotional support.

Service & Support

- Additional service and support areas are required within the special needs environment to support daily instruction. These include a storage and equipment room, along with a separate restroom facility. The storage and equipment room will be designed to accommodate instructional materials, physical therapy mats, supplies, and a washer and dryer. The bathroom provided to the special education classroom will include toilet, sink and full-service shower, including hoyer lift, changing table, and adequate space for an assistant to be in the space at all times, including within the shower area. Provide storage within the bathroom/shower area to accommodate towels, paper towels, and other needed supplies to assist students.

Extending the Classrooms

- Special education classrooms will be located on the first floor and will be equipped with private outdoor classroom area that can be used for outdoor physical therapy activities, as well as outdoor classroom instruction. These areas will be provided with permanent shade canopy to maximize utilization of the space. Ideally, restroom facility will provide for both in class out outdoor instruction access.

Campus Adjacencies & Resources

- **Project Based Learning Model:** Special education classrooms will be designed utilizing an enhanced elementary school classroom model with the classroom space designed as a project based learning environment, that is defined by larger classroom sizes and that provides increased flexibility and space where multiple instructional opportunities may exist simultaneously. Students within the program will utilize a variety of push-in and pull-out services and resources around the campus and thus require an optimal, centralized location on campus designed to make efficient use of movement between spaces.

  Ideal adjacency for special needs classrooms include direct access to drop-off and pick-up areas with provisions for parking to accommodate support and aide workers, as well as being located with ease of access to general classrooms, multipurpose, library and all daily use programs on campus. The SMMUSD instructional model for special needs students utilizes a completely immersive approach, with students integrated into general classroom instruction as much as possible, and that is tailored to each student's needs while providing an enriched experience for all students that includes the benefits of fully integrated student interaction and engagement.

  Classrooms will be designed to support 8 students in a classroom at a time, with the potential for 8 students, 8 adults, and 8 support personnel. In addition, students within the classroom engage in a broad spectrum of activities that require additional space to maneuver, space for learning tools and equipment, and access to additional resources not provided in a general classroom.

Students within the program engage in both one-on-one instruction, as well as group interaction. Students in the classroom may have a wide variety of needs, from low incidence disabilities to those with significant need. Design considerations include the following:

General Access

A number of general access areas should be considered in the design and location of special education classrooms. Following is a list of general considerations:

- **Drop-Off & Pick-Up:** A dedicated drop-off and pick-up area will be well defined to accommodate special education student bus as well as parent and aide assistance. These areas will be safe and secure including either areas for drop-off to occur securely off the street, or to include street-side drop off with adequate security controls that slow traffic. Way finding,at all drop-off and pick-up locations will be clearly identifiable.

  Drop-off and pick-area will be located as close as possible to special education classrooms and primary amenities. Area should not be integrated into main student drop off area to avoid congestion. Area should also not be integrated with any service area drop-off locations on campus to avoid trucks and other vehicles obstructing availability of access for special needs students.

- **Parking:** Co-locate parking availability with nearest adjacency to special needs programs on campus to accommodate aides, volunteers and regularly scheduled push-in/pull-out programs. Additionally, make ADA accessible parking as close as possible.

  ADA parking will also be provided in all public parking lots of campus with ease of adjacency to multipurpose, administration and other primary shared campus services.

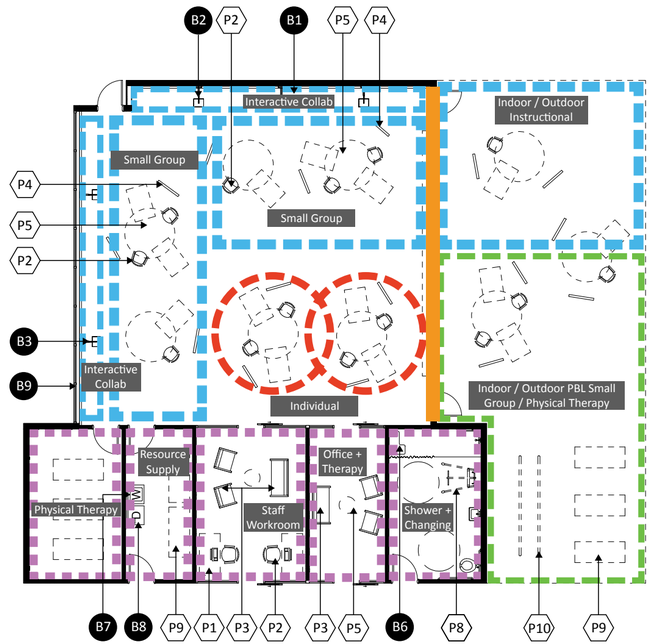
- **Administration and Other Special Services:** Special education students often require more frequent use of special services on campus and can benefit from adjacency with administrative services functions that include nurse, flex office areas for psychology, speech therapy, etc.

- **Special Education Classroom Locations On Campus:** Special education students participate in a fully integrated and immersive process at SMMUSD. Their position and adjacency within the campus plan is an important consideration, to make a wide range of amenities easily available. Special education students should be located with ease of access to shared and specialized programs, particularly access to regular campus lunch service as well as to outdoor play. Special education students may require additional time to reach these important shared faculties, and can thus benefit from a more direct adjacency to these areas. Main play areas for all-student activities will include play equipment that can accommodate special education students with a variety of disabilities, and provide them in well dispersed, active areas that are integrated into main play areas.

- **Corridors and General Campus Access:** Special education programs include students with visual and hearing impairments, as well as students who may require wheelchairs and other equipment to assist in movement. Design consideration and campus planning will consider their ease of mobility around campus both independently as well as with peers. Consider this access as it relates to the size and scale of the elementary school student.

- **Nutrition, Dining & Food Service:** Special education students will have adjacency to culinary cafe for shared lunch. Students, both special needs and general students benefit from a shared, fully inclusive model that integrates special needs students into the general student population whenever possible. Location of the culinary cafe in close proximity to special education programs allows for students to participate without being encumbered by short time frame between lunch and class time.

Floor Plan

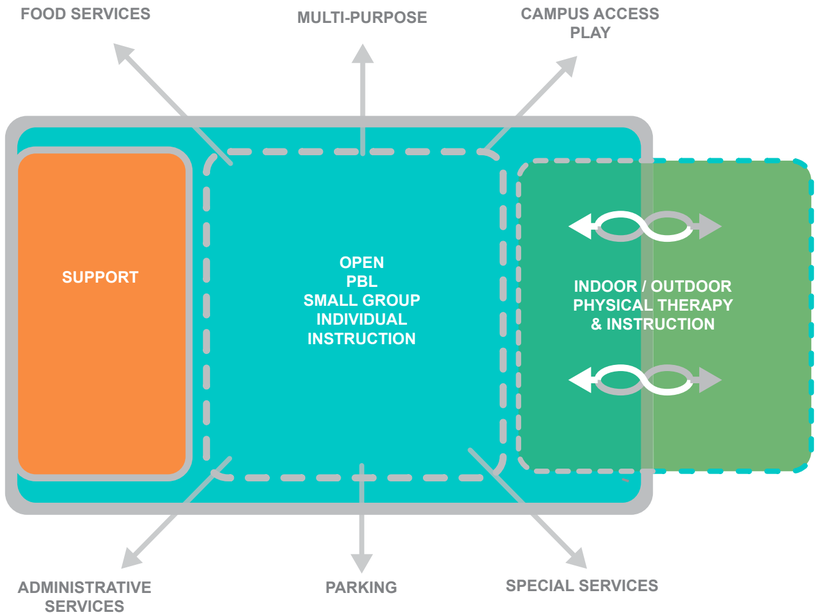


Legend

P1	Movable seating
P2	Movable chairs
P3	Lounge seating
P4	Mobile collaboration white board
P5	Mobile circular tables
P6	Mobile storage bins and resource carts
P7	Mobile lateral file storage system
P8	Hoyer lift
P9	Physical therapy table
P10	Physical therapy exercise bars

B1	Primary instruction
B2	Interactive instructional display
B3	Secondary instructional display
B4	Sink with bubbler at appropriate student height
B5	Millwork
B6	Accessible shower
B7/8	Washer/dryer
B9	Clerestory glazing

Instructional Planning Diagram



Space Program Description

Capacity: Students	**8**
Capacity: Instructional	
1 Instructor, 8 Aide, 1 Volunteer	**10**
Classroom:	**800 sf**
Organized for Individual & Small Group	
2 Interactive Instructional Walls	
Roll-Up Doors to Outside Classroom	
Support Space:	
Staff Workroom: Include mobile teacher workstations as well as lounge seating. Space will accommodate parent/teacher conferences, instructor prep area, and impromptu student push-in space..	**200 sf**
Office/Deescalation: Dual purpose push-in office as well as soft, flexible space for when students require time alone.	**100 sf**
Shower/Restroom: Restroom to include changing table, full size shower with hoyer lift, toilet and sink facilities to accommodate student and one assistant including at shower area.	**100 sf**
Physical Therapy: Therapy workroom	**200 sf**
Resource/Supply: Workroom to accommodate therapy mats, therapy equipment and wheelchair storage, instructional supplies, and washer/dryer facilities including towel and product storage.	**100 sf**
Total	**1,500 sf**
Outdoor Classroom	
Permanent Outdoor Canopy or Shade Structure	**500 sf (min.)**
Outdoor Classroom & Outdoor Physical Therapy Zones	

SMASH
Santa Monica, CA

Technology

Interactive Classroom Technology	Minimum (2) interactive instructional walls Include bi-directional screen sharing with multi-touch interaction and note capture capabilities. Large-scale digital annotation Wall HDMI input connection Wall AV control panel Ceiling speakers
Data	Wireless access point: Faceplate with (2) CAT6 at +96" AFF Display: Faceplate with (2) CAT6 at +66" AFF (for each display) as noted, minimum (2) displays Spare: Faceplate with (2) CAT6 at 18" AFF Security Camera: Faceplate with (1) CAT6 at 96" AFF Projector: Faceplate with (2) CAT6 at ceiling Instructor Desk: Faceplate with (6) CAT6 floor box
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as front and rear zoning of classroom. Include daylighting and lighting solutions to support a variety of learning models.
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging	Laptop & tablet recharging station
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Audio	Integrated audio amplification system.
Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Finishes & Features

Flooring	Carpet throughout with resilient floor tiles at sink and wet prep areas. Provide rugs at main instructional area and in therapy and group activity area.
Wall Base	Rubber
Ceiling	Acoustic ceiling tile, acoustic baffles, or other that comply with NRC of 0.70 or higher. Minimum ceiling height 12'-0". Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35.
Walls	Interior walls between classrooms must extend full height to the underside of deck. Combination painted gypsum board, magnetic rewritable surfacing and tackable surfacing recommended at wall surfaces. Rewritable surfacing shall not be paint applied material. Tackable surfacing will be self-healing mat.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Plumbing	Child accessible sink with bubbler required in classroom. Adult sink and shower area required in support area.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

Maker Labs

Maker labs represent one of the most highly fluid, transitional spaces for learning on school campuses. Lab environments for elementary schools are designed to build relationships between learning, exploration and making, incorporating both physical and digital tools that allow students to collaborate on project based instruction. These spaces provide a broad spectrum of resources for “learning by doing” activities, typically team centered, and facilitate physical collaboration.

Spaces will provide for a variety of learning opportunities, and are considered a high use hub on campus, ideally located for ease of access during regular class hours, as well as during lunch, and for use by after school programs. These spaces will utilize an open plan, centered on student collaboration and group projects that may encompass a variety of tools and resources. Perimeter spaces will be designed to house all of the equipment, tools, wet and dry prep zones that support project learning. Labs will include a complimentary outdoor space of appropriately the same size and program as the interior space to take projects outdoors, and expand available lay down space. Consideration will be given to ample flexibility to allow for different types of programs to migrate into and out of the space over a long period of time with ease of transition to new curriculum.

Maker activities will pair learning with science, visual arts, performing arts, health and nutrition, as well as supporting core curriculum instruction. Projects will include a variety of traditional, non-traditional, and digital tools. Physical tools may include art and paper supplies, weaving and sewing, sculpture, robotics, 3d visualization, filming, as well as other tinkering tools.

Goals & Objectives

- **Interactive Collaboration:** In addition to maximizing experiential learning opportunities, the lab space is intended to focus on project solutions that are team based with the ability for easy adaptation over time. Large expansive open work areas, with easy access to electrical connections, tools, supplies and technology areas will facilitate transition from project to project.
- **Learning by Doing:** All furniture and other support components will be flexible and movable. Items such as movable white boards should be included to allow students to break up into groups for problem solving activities. In addition, tool and supply carts that are mobile should be provided at each station, along with electrical connections that support a variety tools. The environment is designed to support multiple learning modalities including project, discussion and independent tinkering. Perimeter walls will provide expansive in-wall storage and check-out areas, rewritable wall surfacing, pin-up area for three dimensional projects (25% of overall wall surface), technology support area, wet zones, ample exterior glazing and/or skylights for lab related projects, and roll-up doors to an canopied outdoor learning space that is equipped to support and extend the learning environment.
- **Foster Makers and Innovators:** A student driven approach to learning is approached through the use of perimeter zones of activity, supply, demonstration and collaboration. These areas support different types of project and inquiry based learning and are intended to provide a variety of furniture configurations to support and maximize flexibility. Perimeter areas will be well equipped resource spaces, including tool and supply check-out, tinkering lab, think tank with 3D demonstration area inclusive of virtual reality, technology workshop and innovation space, as well as mobile lab components.
- **Workshop Environment:** Projects will include spaces for leaving work in place to minimize set-up and take-down times during class. These areas are intended to make best use of storage for supplies and resources with space to leave working projects that may be art based, science based, or technology based for later use.

  Characteristics of the lab will reinforce the high-use, high-adaptability nature of the space, with planning considered for long term use that supports a large variety of instruction. Space may include open ceilings for ease of access to electrical raceways, ample natural light, water and abuse resistant surfaces, roll-up doors, and programmed outdoor areas for expanded instruction.
- **Build Relationships & Specialized Resources:** Adjacency is an important factor in locating lab spaces. Spaces are ideally located at perimeter areas of general classroom instruction, working as hubs for learning and activity. Additionally, these spaces may fulfill a broader flexibility for multi-classroom collaboration and social interaction.

Project Based Learning Model: The maker space lab will consist of a large open plan studio space designed as the primary collaborative project based activity area and will also include a collaboration zone instructional area, technology hub, along with resource space. This lab is intended to be largely open, flexible with unobstructed space designed for multi-use, and high use activities. The space will be shared by the entire school community and will be assigned space Tools, equipment and supplies are intended to be at the touch for ease of access.

Spatial Relationships

- Lab will be located on the first floor and adjacent to core instructional areas when possible.
- Consider corridor spaces as an extension of the lab area. This may include display and pin-up areas outside the lab to promote student success, areas of expansive glass where students passing by can view the types of innovation taking place, as well as small group seating areas that may be used outside the lab for collaboration and discussion.
- The lab space will provide adjacent outdoor space, roll-up doors and indoor/outdoor seating that promotes an atmosphere of social and innovative opportunity.
- Dedicated outdoor classroom space to be accessed via roll-up doors to outdoor classroom areas. Providing full visibility from interior classroom to outdoor learning space is essential for supervision.
- Labs will be located to promote open access including early morning, lunch time and after school use.

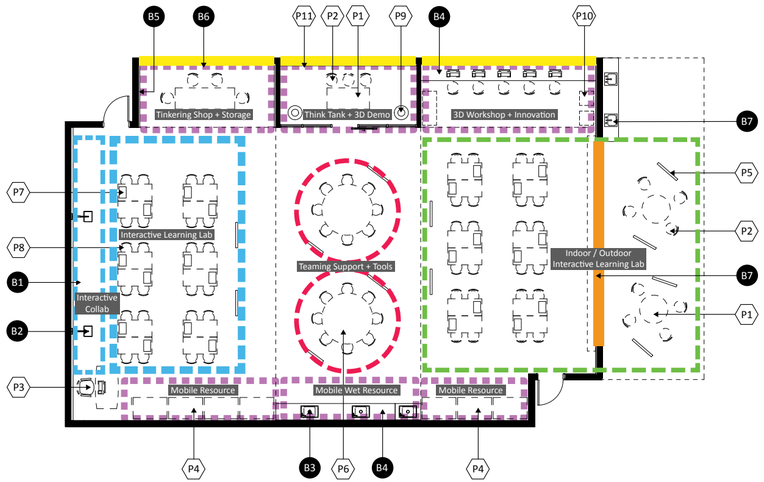
Lab Design Considerations

- Maker lab will accommodate up to 35 students. Space will consist of large open studio space with student collaboration and instruction area, along with resource space and outdoor instructional area.
- The open studio is intended as a highly flexible, adaptable space that is capable of supporting a variety of functions while also allowing for the development of new programs and uses for the space in the future.
- Open studio space is to be zoned and will include open teaming lab, tinkering shop, think tank, 3D demonstration, 3D innovation workshop, along with mobile resource and mobile wet resource components. Perimeter support includes open, secure and non-secure storage and equipment check-out area, along with technology, printing, access to laptops, printers and supply/storage.
- Provide interactive instructional walls at one wall of the classroom that includes seamless white board surface to maximize projection area. Instructional walls will be equipped with interactive tools, along with audio controls for internet based instruction. Instructional wall will also included rewritable surfacing that extends to lower areas of the wall for younger learners to engage in activities at the teaching wall.
- Provide area of tackable surfacing not to exceed 25% of wall area.
- Zoned area of the classroom and outdoor learning area to include area dedicated to wet activities, including sink and prep space.
- Include 1:1 access and availability to hand held devices and headphones in the classroom as learning tools. Hand held devices are currently administered via technology cart. Design for cart location and electrical connectivity.
- Include ample electrical outlets within the classroom to accommodate access at movable workstations, as well as multiple outlets in outdoor classroom area to maximize technology access and flexibility.
- WIFI design must include seamless access within the classroom as well as all outdoor classroom areas to maximize flexibility and usage.
- Natural ventilation and access to daylight and views are important design components of the lab and will include operable windows along one wall, roll-up doors to access outdoor learning space
- Provide visual access from classroom for effective viewing and listening from classroom areas to corridor and outdoor areas.
- Provide lighting controls and roller shades for privacy, security and flexible instruction. Include shades at all roll up doors and windows.
- Provide backpack storage outside the classroom in corridor area.

Outdoor Classroom Space

- Existing elementary campuses within the district are low scale and are provided with ample outdoor areas adjacent to classrooms. To maximize usage of these areas, they must be programmed, designed and equipped for daily use so that set-up and take-down time is not required. Additionally, the spaces must be designed to provide adequate shade, seating and instructional equipment so that their usability is maximized.
- Outdoor instructional area to include permanent shade covering or canopy structure to maximize use.
- Outdoor lab area and roll-up door locations must be adjacent to the interior side of the campus and not facing out toward the street or public zone.
- Outdoor lab to include a definable perimeter, which may include a permanent seat wall or hedgerow, as a way to define the edge of the space and to make observation and supervision easier to control.
- Space to include an outdoor teaching wall, either fixed or movable to facilitate instruction and teaming exercises.
- Area to include a variety of easily movable seating to provide for various learning modalities. Outdoor furniture must be chained, fixed, or have adequate storage for small seating to be easily moved to storage or into classroom.
- Provide outdoor sink and work surface for project based exercises.

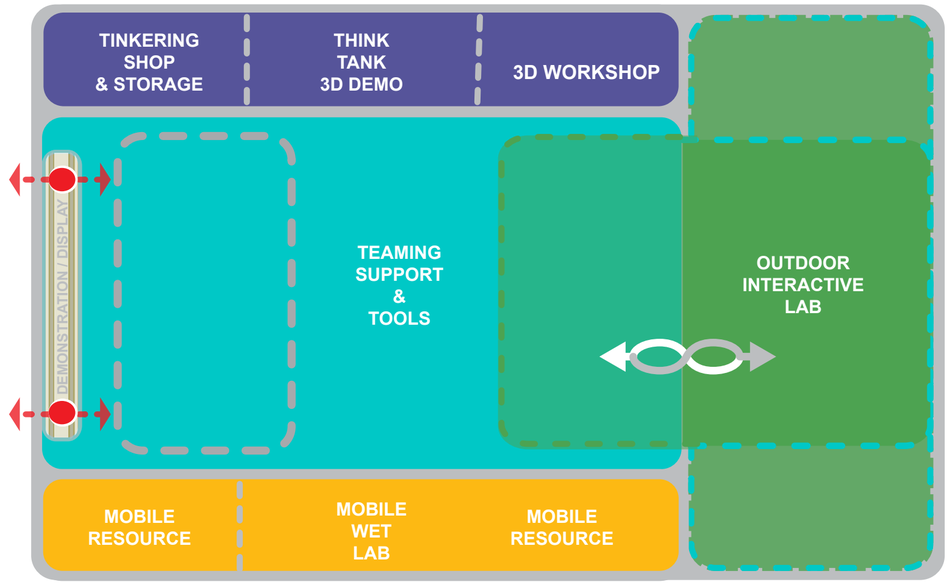
Floor Plan



Legend

P1	Movable tables
P2	Movable chairs
P3	Mobile Instructor podium with workstation including storage
P4	Mobile shelving and storage systems
P5	Mobile collaboration white board
P6	Mobile circular tables
P7	Adjustable height tables with mobile storage bins
P8	Mobile adjustable height chairs
P9	Technology: video camera system
P10	Technology: 2D/3D Printers
P11	Green screen
B1	Primary instruction
B2	Interactive instructional wall
B3	Sink with bubbler at appropriate student height
B4	Mill work
B5	Tackable surface
B6	Secondary collaboration wall
B7	Operable wall with glass
B8	Outdoor sink

Instructional Planning Diagram



Space Program Description

Capacity: Students	**30-35**
Capacity: Instructional	
1 Instructor, 1 Aide, 1 Volunteer	
Open Studio:	**1200 sf**
Open Teamimg & Support Area	
Perimeter Tinkering Shop & Storage	
Perimeter Think Tank & 3D Demonstration	
Perimeter 3D Workshop	
Perimeter Mobile Resource & Mobile Wet Resource	
Roll-Up Doors to Outdoor Classroom	
Collaboration Zone (Group Instruction/Social):	**300 sf**
1 Interactive Instructional Wall	
Display & Pin-Up Area	
Collaborative Lounge Seating	
Resource	**300 sf**
Tools, Supplies and Project Based Storage - May be Integrated into Open Area or May be Enclosed Storage Room	
Include Areas for Display of Work Either Inside or Outside of the Classroom	
Total	**1,800 sf**
Other	
Outdoor Instructional Zone	**500 sf (min)**
Permanent Outdoor Canopy or Shade Structure	
Sink With Counter	
Outdoor Equipment Storage	

Technology

Interactive Classroom Technology	Wall mounted interactive display Include bi-directional screen sharing with multi-touch interaction and note capture capabilities. Large-scale digital annotation Wall HDMI input connection Wall AV control panel Ceiling speakers
Data	Wireless access point: Faceplate with (2) CAT6 at +96" AFF Display: Faceplate with (2) CAT6 at +66" AFF (for each display) as noted, minimum (2) displays Spare: Faceplate with (2) CAT6 at 18" AFF Security Camera: Faceplate with (1) CAT6 at 96" AFF Projector: Faceplate with (2) CAT6 at ceiling Instructor Desk: Faceplate with (6) CAT6 floor box
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as front and rear zoning of classroom. Include daylighting and lighting solutions to support a variety of learning models
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging	Laptop & tablet recharging station to accommodate all hand held classroom devices.
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Audio	Integrated audio amplification system.
Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Perimeter Casework & Storage

Open Studio Perimeter Storage	Lockable cage with shelving and peg board for tools and equipment for check-out. Lockable cabinets for larger format product and tool storage. Open shelving areas for access to bins and supplies. Work counters with base cabinets and electrical access. Peg boards and/or pin-up areas above counter area. No upper cabinets preferred.
Open Studio Perimeter Wet Areas	Work counters with utility sinks (minimum 4 sinks) and below cabinet storage.
Resource Room	Open adjustable shelving, floor-to-ceiling.
Safety	Provide eye wash station and first aid cabinet.

Finishes & Features

Flooring	Resilient floor tiles, rubber flooring, resilient sheet flooring, or sealed concrete at open studio areas. Carpet tile or rugs at collaboration zone.
Wall Base	Rubber
Ceiling	Exposed ceiling, acoustic ceiling tile, acoustic baffles, or other that comply with NRC of 0.70 or higher. Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35.
Walls	Interior walls must extend full height to the underside of deck. Combination painted gypsum board, magnetic rewritable surfacing and tackable surfacing recommended at wall surfaces. Rewritable surfacing shall not be paint applied material. Tackable surfacing will be self-healing mat.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Electrical	Provide ceiling mounted electrical supply cords in open studio space on regular grid for flexible configuration.
Plumbing	Minimum 4 utility sinks to be provided along room perimeter walls.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

Library

Libraries are one of the central social, resource,and joint use areas on campus. While libraries were once considered 'quiet space' today they are active hubs and provide robust learning resources and opportunities for social interaction. Elementary school libraries in the district are all currently undersized to perform the functions required by 21st century learning environments. Spaces are required to perform a variety of functions and include environments that support a variety of study and social opportunities. Key attributes of these spaces include the following:

- **Individual Space:** The layout and physical space is intended to foster encounters, research, communication and relationships. Organization of space into small centers throughout the library allow students to interact and engage with materials, tasks and exploration. Small spaces, such as niches, corners, and individual seating pods will be considered in the design to provide individual quiet spaces for students. Consider how resource materials are organized, stored and easily available at a height appropriate to young learners.
- **Individual Shared Space:** Open areas will include spaces for individual independent study that is located in open, shared environments.
- **Large Group Open Instructional Area:** The open area of the library will include a designated zone for group instruction that can accommodate an individual class. This instructional area will include interactive instructional wall, sound system, soft seating and floor seating for students. In addition to instruction, the areas will be utilized for story time and group movies.
- **Large Group Open Study:** Open areas of the library will include spaces where groups of various sizes may congregate for collaboration, instruction, for small group work on project based exercises, as well as interactivity via laptop and hand held devices. Large open areas of the library will provide zones for display of project based work, as well as areas for library display.

- **Group Study Private:** A variety of small study rooms will include areas for 2-4 students and rooms that may accommodate up to 8-10 students. These enclosed rooms will include access to both the main library, as well as individual access from main campus. These spaces will include full height glazing along main library side to facilitate ease of supervision. Spaces will also include rewritable instructional wall and tackable surfacing. These spaces are designed for small group study, individualized tutoring, teacher conference, as well as commuting spaces for specialists such as speech therapists and others.
- **Book Stacks & Resources:** SMMUSD is committed to a library that is sourced with books, in combination with technology. Physical book inventory will comprise approximately 70% of the library resource area. Stacks will include display areas for featuring new selections on offer as well as adequate signage for organizing library resources. Book stacks will be low height so that staff may see over for ease of oversight in the larger library area.

Goals & Objectives

- **Instruction & Community:** Instructional and community areas of the library are intended to be flexible, particularly in the large open area of the library. The intent of this is to provide not only for daily use activities, but for flexible conferences, community based events, as well as provide options for long term reconfiguration designed to freely adjust to future library needs as technology and digital media adapt and change over time. When possible, furniture, storage and other support components will be flexible and movable.

  In addition, students will utilize the main instructional area for group work including project based exercises that require interaction with others. The area should be designed as a multi-purpose, adaptable zone that includes pin-up and display for collaboration and display of student work.
- **Virtual Library:** While elementary libraries within the district will focus primarily on physical library resources, digital media including laptop, tablet and hand held devices will also be used in library spaces. Libraries will include quick, targeted access to computers, including walk-up areas for students, along with printing station access. In addition, technology carts will include access for 30-35 students to tablets at any given time.
- **Inventory & Instructional Support:** The library functions as a primary resource center for teachers and staff as well as students. Libraries will serve as the singular repository on campus for textbook storage and instructional storage spaces. Instructional storage is a recurring resource space for instructor use, where instructional modules are stored by grade and may be checked out on a regular basis from the librarian. In addition to physical workbooks, textbooks and study materials, the space requires areas for cart storage, technology storage and access to other materials and supplies for project based exercises. These specialized areas will be designed more as active workrooms than storage space and should be designed to maximize organization of tools and supplies for easy check-in/check-out.

Additionally, regular deliveries of inventory and instructional materials are made to libraries and require separate public access from the main administrative offices.

- **Push-In/Pull-Out Programs & Student Services:** A number of private rooms will be included in libraries designed to accommodate between 2-10 students. While some spaces are intended for general student use, other private rooms are intended as spaces to be checked out by staff for speech therapy, counseling, and other uses. Ideally, these rooms will have access to both the interior library, as well as access to outside campus circulation, allowing students to receive services without being required to enter the library to do so, thus providing a degree of privacy to students.
- **Exhibits, Joint-Use, Evening and Weekend Access:** Many libraries within the district are used for exhibitions and are available for joint-use rental by the community. Libraries will be designed to maximize flexibility to accommodate a number of different types of events. Access to the exterior side of campus is preferred for one of the entrances to the library to allow for evening and weekend events that do not require opening the entire campus to access.

Campus Adjacencies & Resources

Project Based Learning Model: Information literacy and digital citizenship are foundational elements of any library. In addition, they offer unique resources for inquiry and project based learning. These spaces support both class instruction as well as student's individualized interest areas and represent a fundamental intersection for inquiry, research and collaboration. In addition to guiding informational inquiry and development of critical thinking skills, these spaces will be designed to connect instruction with experts, encourage teamwork and creativity while offering a laboratory type environment, as well as opportunities to display and curate student work.

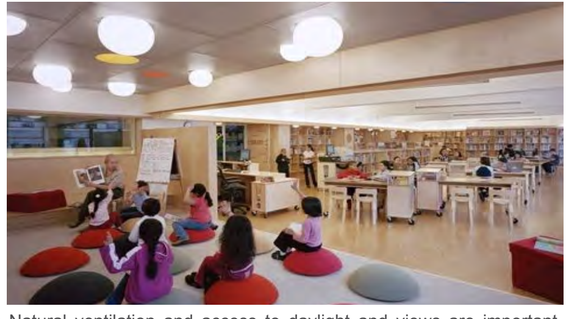
Spatial Relationships

- Libraries will be located at perimeter areas of campus and will provide ease of access both for students and the larger community. Placement of the library will give consideration to the ease of joint-use opportunities with the community as well as filming and other rental opportunities, and for evening and weekend access and events.
- Elementary school libraries are serviced by a single librarian. Visibility throughout the library will be maximized with line of sight across the entire library, as well as clear sight lines from circulation desk and librarian office. Shelving is ideally placed around perimeter of space to maximize line of sight and library flexibility. Shelving in interior areas of space will be a maximum of 4'-6" in height to facilitate visibility.
- Circulation desk to be centrally located for ease of visibility across entire library. Library office and workroom to be immediately adjacent to circulation desk with ample glazing for visibility from offices and workrooms to library study areas.
- Open study areas and reading zones will accommodate a variety of easily movable seating and tables (preferably on casters). Tables should provide for a combination of low and high activities as well as for individual and small group. Furnishings will include soft seating, and provide for a variety of individual and small group options.
- Small study rooms will optimize adjacency with interior doors to library as well as secondary entrance doors to exterior corridor areas for shared use with day staff for speech therapy, tutoring, etc. Provide enhanced acoustics with sound deadening in these locations.
- Restrooms adjacent to library areas will be in separate spaces and corridors to minimize disruption to library area.
- Avoid locating computer labs, break rooms, staff workrooms and other independent functions adjacent to or in combination with library spaces.

Design Considerations

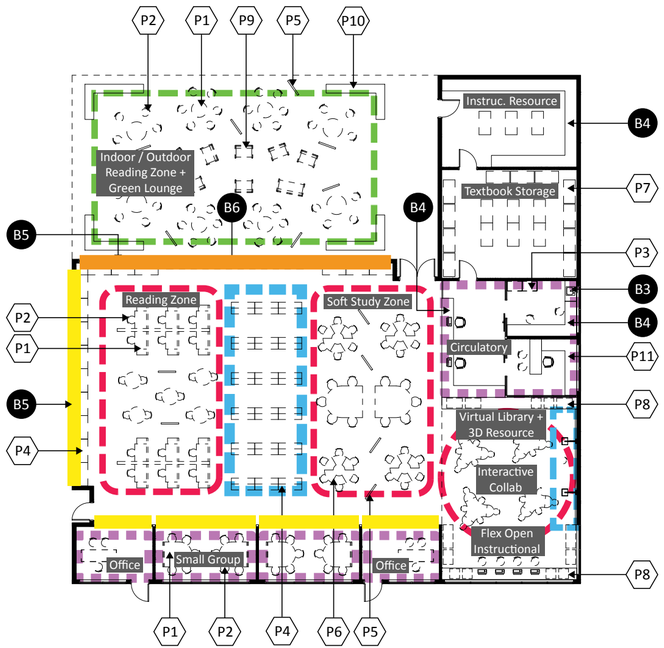
- In addition to research and independent study, the library is considered an extension of lab and maker environments. Space will be included in the library for project teaming and collaboration that may include opportunities for experts to visit a engage with students, whether physical or via video conferencing.
- Resources specific to connected learning, including creative teamwork and research will also be included, with access and availability to hand held devices, headphones, recording devices and/or green screen areas, 3D printer area, and space for building and testing prototypes.
- Ample display areas will be included to provide for demonstration and inquiry, as well as for display of student work at the conclusion of projects. These display areas may include space for curated displays of public, parent and student view. Library spaces connected with campus entrances may include display in parent centers and administration areas for work resulting from high quality project based learning.

- Provide flexibility to accommodate a variety of team sizes including large group instruction, small group instruction, group work, one-on-one, computer, teaming, and demonstrations.
- Provide open instructional area with interactive instructional wall technology and floor area with rugs to accommodate up to 35 students.
- Include access and availability to hand held devices and headphones as learning tools. Hand held devices are currently administered via technology cart. Design for cart location and electrical connectivity.
- Circulation desk to include ample storage for student check out materials and supplies, as well as long student queuing lines. Cubbies with bins on student side of counter at student height are ideal.
- Textbook and instructional material storage areas will be located adjacent to shipping/receiving area for direct access to deliveries.
- Provide nook and comfort spaces, including individual quiet space for reading, as well as spaces that encourage students to focus and spend time reading.



- Natural ventilation and access to daylight and views are important design components and will include operable windows and ample visual access to outdoor learning space.
- Include ample electrical outlets to maximize technology access and flexibility.
- WIFI design must include seamless access within the library as well as all outdoor reading areas to maximize flexibility and usage.
- Provide lighting controls and roller shades for privacy, security and flexible instruction. Include shades at all roll up doors and windows.

Floor Plan

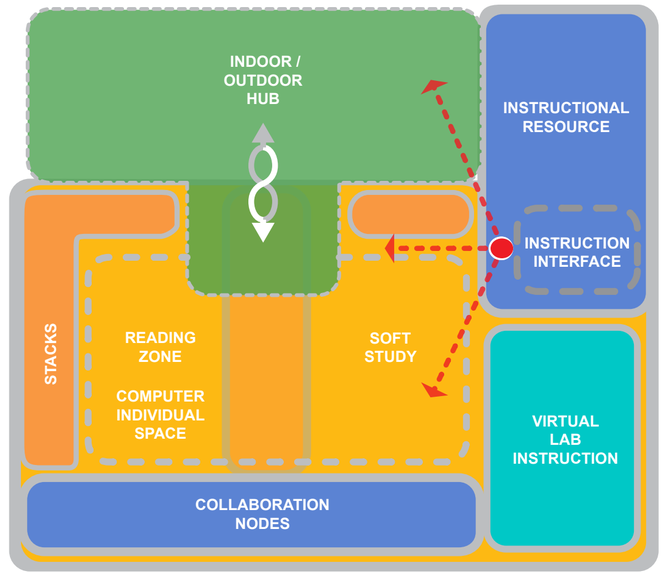


Legend

P1	Movable tables
P2	Movable chairs
P3	Mobile lateral file storage system
P4	Book shelves
P5	Mobile collaboration white board
P6	Mobile circular table units
P7	Mobile metal shelving
P8	Technology equipment zone -2D/3D
P9	Lounge chairs
P10	Bench seating
P10	Mobile L-shaped tables

B1	Primary collaboration - interactive display
B2	Secondary interactive display
B3	Sink with bubbler at appropriate student height
B4	Millwork
B5	Clerestory windows
B6	Operable wall with glass

Instructional Planning Diagram



Elementary School Library Adjacency Diagram

Space Program Description

Main Stacks:	**3300 sf**
Perimeter Shelving (Max 4-'6" high)	
Instructional Area:	
Accommodate 50-60 Students	**1600-1800 sf**
Located Within the Open Area of the Library	
1 Interactive Instructional Walls	
Provide Rugs & Soft Seating Options	
Computer Stations:	
4-6 walk-up tablets with printer access near library entrance	
10 permanent computer stations within library open area	
Individual Study Rooms:	
Accommodate up to 2 students	**80 sf/each**
Small Study Rooms:	
Accommodate up to 4 students	**100 sf/each**
Large Study Rooms:	
Accommodate up to 10 students and 1 staff	**200 sf/each**
1 wall equipped with rewritable surfacing	
1 wall equipped with tackable surfacing	
Provide ample space for storage in large study rooms to accommodate small group crafts and project based resources	

Circulation Desk:	**100 sf**
Desk to accommodate 2 staff	
Provide for sitting and standing position with visibility and clear lines of sight Adjacent to librarian office	
Book check-out with queuing for 25	
Book drop	
Include cubbies in desk for student supplies and check-out Include self-service check-out counter	
Librarian Office:	
Unobstructed view to open area of library	**180 sf**
Librarian Workroom:	
Work counter for book repair, storage, sink and area for 1 additional staff	**100 sf**
Textbook Storage Room:	**960 sf**
Instructional Storage Room:	**200 sf**
Staff & Public Restrooms:	**140 sf**
2 individual restrooms	
Student Restrooms	**360 sf**
Total	**7,900 sf**
Other	
Outdoor Library Reading Room	**800-1,000 sf**
Maximize Relationships to Outdoor Area	

Technology

Interactive Classroom Technology	Minimum (2) interactive instructional zones Include bi-directional screen sharing with multi-touch interaction and note capture capabilities. Large-scale digital annotation Wall HDMI input connection Wall AV control panel Ceiling speakers
Data	Wireless access point: Faceplate with (2) CAT6 at +96" AFF Display: Faceplate with (2) CAT6 at +66" AFF (for each display) as noted, minimum (2) displays Spare: Faceplate with (2) CAT6 at 18" AFF Security Camera: Faceplate with (1) CAT6 at 96" AFF Projector: Faceplate with (2) CAT6 at ceiling Instructor Desk: Faceplate with (6) CAT6 floor box
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as front and rear zoning of classroom. Include daylighting and lighting solutions to support a variety of learning models.
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging	Laptop & tablet recharging station
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Audio	Integrated audio amplification system.
Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Finishes & Features

Flooring	Carpet throughout main library. Resilient floor tiles and/or sealed concrete in storage areas.
Wall Base	Rubber
Ceiling	Main Library: Acoustic ceiling tile, acoustic baffles, or other that comply with NRC of 0.70 or higher. Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35. Include enhanced acoustics at open instructional classroom area.
Walls	Interior walls must extend full height to the underside of deck. Include additional measures for sound deafening at individual and group study rooms to ensure usability. Combination painted gypsum board, magnetic rewritable surfacing and tackable surfacing recommended at wall surfaces. Tackable surfacing will be self-healing mat.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Plumbing	Staff restroom including 1 toilet and 1 sink to be provided.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

Multipurpose & Performing Arts

The district currently utilizes a variety of different models for elementary school multipurpose areas that include campuses with separate multipurpose and cafeteria facilities as well as facilities with combined all-student cafetorium. The long term goal for the district utilizes a two building approach to performance/dance/visual arts and food service functions, with a multipurpose building serving as primary performance space, instructional classroom and performing arts facility, and separate multipurpose culinary cafe space that serves daily food service functions, as well as providing opportunities for instructional classroom and after-school programs. Both buildings are to be equipped with an "every space is a learning space" approach.

Elementary school multipurpose buildings offer three primary functions:

- Performance space designed to accommodate performing arts functions such as choral, instrument, musical, and dance
- Instructional classroom, including choral, instrument, dance, general instruction and specialized instruction
- Large meeting space and exhibition space

For the primary role as performance space, the following criteria applies to the functionality of the space.

Learning & Instruction

Assembly Area & Platform

- Main performance space to accommodate approximately 60% of overall student population by school and be designed to optimize acoustics, both for performance as well as instruction.
- Main performance space will utilize movable seating. While the primary responsibility of the space is for event, performance and practice functions, the space will regularly be utilized as a collaboration space, meeting area, instructional classroom, exhibit space, as well as space for evening, weekend and summer programs. Stacking chairs, mobile project tables, collaborative seating, movable instructional walls, all provide especially useful resources for impromptu learning and information sharing.
- The assembly area will accommodate a variety of flexible functions and may require that the space be divided at times to host more than one program at a time. A retractable folding wall and enhanced acoustics are required within the space to subdivide programs. Additionally, assembly areas will be equipped with floor outlets provided on a regular grid to maximize flexibility and use of the space.
- Accommodating indoor/outdoor events is an important flexible asset of the space and will require retractable/roll-up doors at exterior walls that provide for doubling the size of the space during certain types of events. These indoor/outdoor spaces will require canopies and/or permanent shade structures at outdoor areas adjacent to retractable wall. These outdoor areas will also be equipped with outdoor projection, sound and acoustic solutions to maximize utilization and flexibility.
- The main performance space will be regularly utilized for classroom instruction and will include adequate storage for instructional seating, tables and equipment. Consider ease of set-up and take down for reconfiguration of space as part of any solution or strategy.
- A performance platform will include curtain, lighting, sound, projection.

Instruction & Support

- **Instrument, Choral and Music Classrooms:** Areas located behind the stage area will include choral and music classrooms, as well as practice areas. Flexibility, expandability and interconnectivity of the performance stage and classroom spaces, all designed for flexible instruction, will both maximize and make best use of performance prep and rehearsal opportunities.
- **Visual/Performing Arts and the Whole Child Approach:** The district will continue its commitment to music programs as both curriculum requirement, as well as contributor to a whole child experience that includes social/emotional well-being, designed to support healthy students. The integration of visual arts, dance, theater, performance and music into the foundation of instruction within the elementary curriculum begins early and is sustained throughout a child's learning process extending through 12th grade. The arts can be used to express children's identity and heritage. In addition, these programs help students to identify with their culture, while also developing their cognitive well-being and inner self-worth. Integration of these programs into regular curricular activities represents a holistic, artistic, integrated and forward thinking 21st century approach to understanding developmental connections between music and child development creates learners that are socially, emotionally, creatively, physically and linguistically aware.

  All elementary school students at SMMUSD participate multiple times a week in instrument and music instruction, visual, and performing arts as part of the regular class day. Currently, music programs are delivered at the start of the day in multiple rooms throughout campus. The multipurpose space is designed in conjunction with regular classroom music instruction and is intended to be equipped for plays, music performances, graduation and other special events. Music classrooms located within the multipurpose building are intended as specialized learning spaces and compliment the weekly music instruction on campus. Refer to instructional classroom sections for instrument and music requirements at classroom spaces.

Edison Language Academy
Santa Monica

Campus Adjacencies & Resources

- Multipurpose buildings are stand alone facilities designed as flexible instructional hubs on campus with connectivity to the larger community and neighboring instructional spaces.
- Preferred locations include exterior street side access with adjacency to parking for events, along with evening and weekend use that does not require the entire facility to be opened in order to access the building for an event or special use.
- Consider relationship of indoor/outdoor assembly space relative to other buildings and facilities on campus. Multipurpose building could benefit from adjacency with STEM programs for shared programmatic indoor/outdoor access. Likewise, these facilities can benefit from larger outdoor shared use with gardens and culinary cafe functions.

Assembly Area Considerations

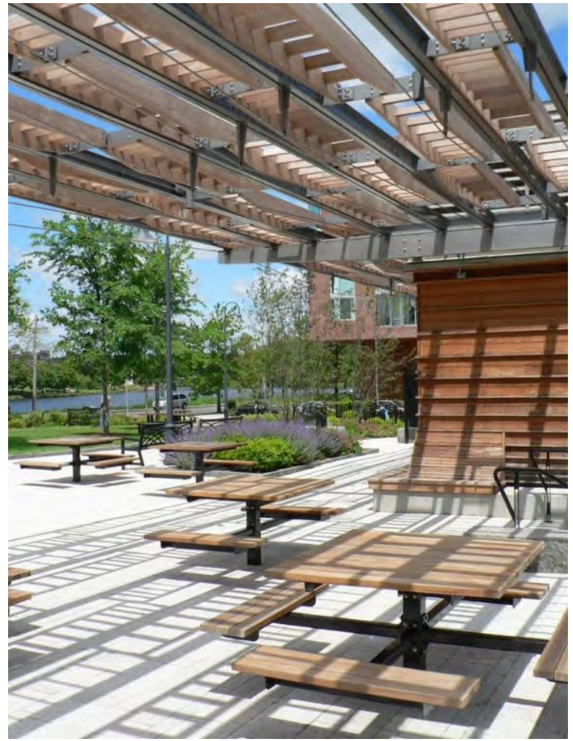
- The primary function of the assembly area is to accommodate performance functions. Elementary schools will host functions that may involve same grade classes or a number of specialized groups together, however, the district does not utilize the space for all-campus functions or events. The space will be utilized to accommodate up to 50-60% of the student population.
- Assembly area will routinely be utilized as 1-2 instructional classroom spaces. Provide retractable wall within assembly area to allow space to be subdivided for different programmatic needs. Provide adequate storage adjacent to instructional zones to allow for easy storage of tables, chairs, technology, technology carts, movable instructional walls, mobile furniture and other instructional needs.
- Walls of assembly area to provide for retractable indoor/outdoor access to outdoor assembly spaces. Additional considerations include rewritable surfacing for regular class instruction, ample technology for regular instruction, spaces for display and adequate acoustics that maximize usage for both performance and daily classroom activities.
- Every effort should be made to create a space that is highly flexible and adaptable where set-up and take-down times are minimized.
- Provide flexibility to accommodate a variety of learning modalities and team sizes including large group instruction, small group instruction, group work, one-on-one instruction,
- Consider adjacency and functionality of music and performance instructional classroom spaces in conjunction with stage use and access, including storage and access to .....

Stage Considerations

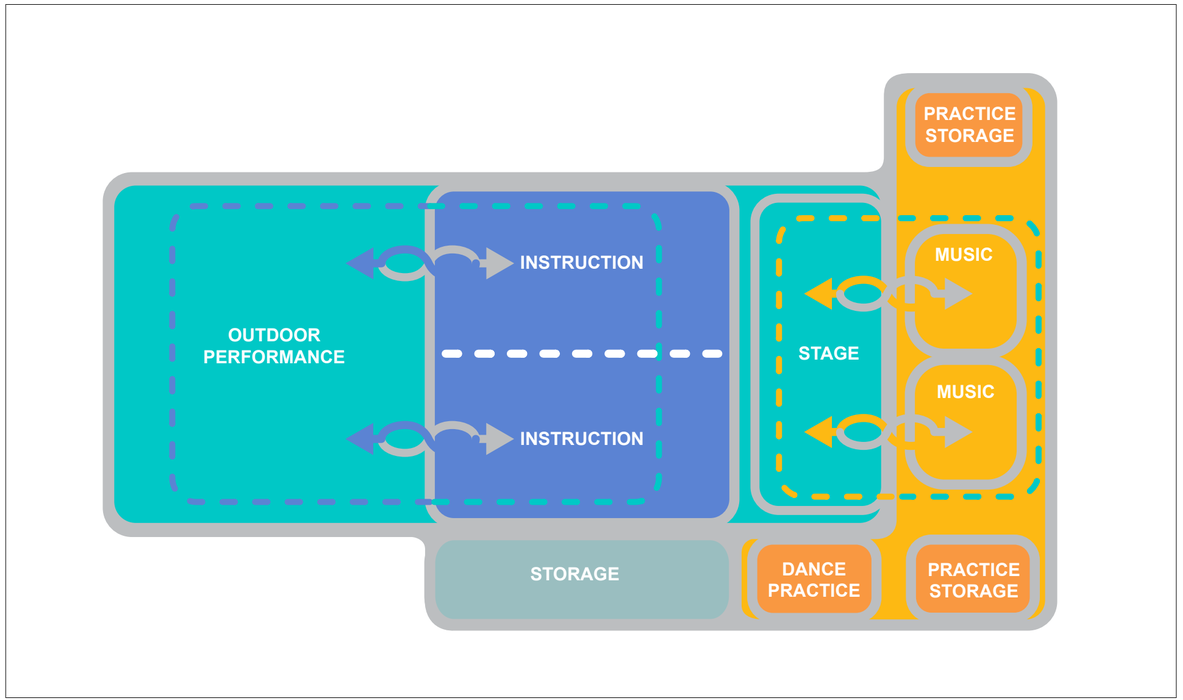
- The primary function of the stage is for events, productions (including school plays and music events), movies and other functions. In addition, the stage area will be regularly used for class instruction. Consider adjacency to music classrooms, including functionality and flexibility that pairs with regular class instruction in these spaces. Consider retractable walls between classrooms and stage to expand performance and instructional opportunities.
- Performance platform area will include sound, lighting, curtains, adjacent areas to stage for prop and set prep, projection and technology, as well as access to platform from the rear of the platform as well as the front of the platform.

Music Classroom Considerations

- Music classrooms include individual and small group practice rooms. These practice rooms may be shared between instrumental and choral music, or may be equally divided between the two. The practice rooms shall be acoustically isolated from adjacent spaces and from one another. They should be designed to control access to allow visual supervision by a music instructor.
- Music classrooms will accommodate approximately 30-35 students.



Instructional Planning Diagram



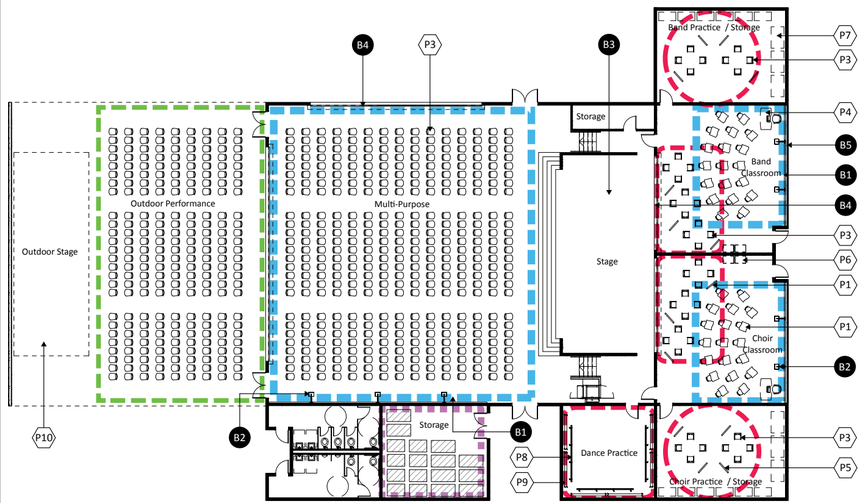
SMMUSD SPOTLIGHT

Outdoor Learning and Performance at SMMUSD

Interest based learning includes student voice and choice. Students interested in the performing arts can often benefit from the use of outdoor space as a way to work through performance, with the added benefit of maximizing access to daylight, views and natural ventilation. Additionally, spaces designed for outdoor performance have the potential to become active spaces during lunch, before, and after school for students to benefit from performance and dance as a way to achieve wellness.

In this image, students at SMMUSD are highly interest in movement, and in this case, yoga. Here students use room adjacent outdoor space for a 'yogabulary' activity in which Greek and Latin roots were reinforced with yoga poses.

Floor Plan A

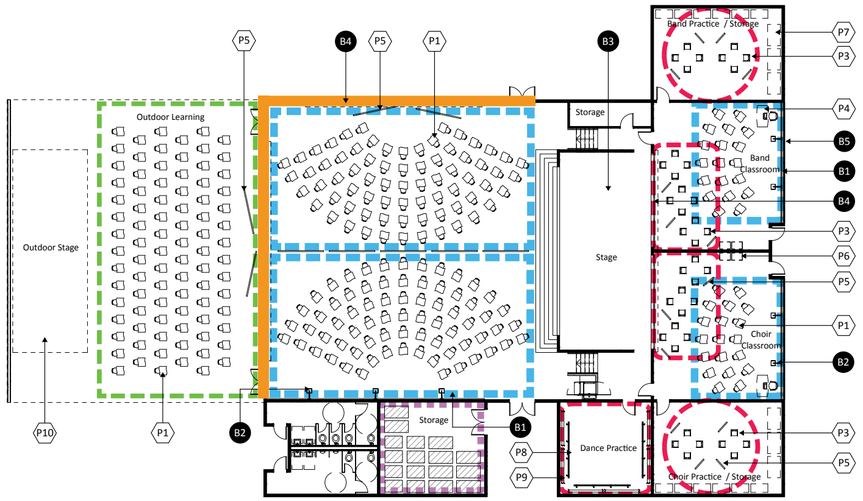


Legend

P1	Movable seating
P2	Movable tables
P3	Movable chairs
P4	Instructor podium
P5	Mobile collaboration white board
P6	Mobile storage bins
P7	Mobile metal shelving
P8	Mobile ballet bars
P9	Mobile mirrors

B1	Interactive instructional wall
B2	Secondary instructional wall
B3	Performance stage
B4	Operable wall with glass
B5	Clerestory glazing

Floor Plan B



Legend

P1	Movable seating
P2	Movable tables
P3	Movable chairs
P4	Instructor podium
P5	Mobile collaboration board
P6	Mobile storage bins
P7	Mobile metal shelving
P8	Mobile ballet bars
P9	Mobile mirrors

B1	Interactive instructional wall
B2	Secondary instructional wall
B3	Performance stage
B4	Operable wall with glass
B5	Clerestory glazing

Space Program Description

Capacity: Multipurpose 1 - Auditorium Focus Approximately 400 Students	**400**
Assembly Space Seating for 400	**4,000 sf**
Stage, Including Proscenium 20'-0" H	**1,800 sf**
Music & Choir Classroom Provide access to stage and to corridor	**1,400 sf**
Storage - Sheet Music, Costumes, Instruments	**100 sf**
Band/Music/Choir Classroom Provide access to stage and to corridor	**1,400 sf**
Storage - Sheet Music, Costumes, Instruments	**100 sf**
Custodial	**80 sf**
Lobby Restrooms	**280 sf**
Total	**11,960 sf**

Other

Outdoor Performance Permanent Outdoor Canopy or Shade Structure Immediate Adjacency to Assembly Space & Platform Designed to Double Size of Multipurpose Space for Large Events	**3,000 sf**

Equipment

Stage	Front stage curtain Rear wall stage projection Rear wall curtain Rear wall architectural treatment or roll-up door to music classrooms for integrated music and stage instruction Adjustable ceiling mounted stage lighting system with remote controls Autonomous public address and sound system
Assembly Area	Front, rear and side speaker system integrated with multi-media projection and speaker system. Enhanced acoustics to accommodate both performance as well as general instruction Black-out curtains at all interior glazing Electrical floor monuments provided on regular grid throughout assembly area to accommodate regular class instruction, conference, and charette activities
Music Classrooms	Speaker system integrated with multi-media projection and speaker system. Enhanced acoustics to accommodate both performance as well as general instruction Black-out curtains at all interior glazing

Technology

Interactive Classroom Technology	Minimum (2) interactive instructional zones Include bi-directional screen sharing with multi-touch interaction and note capture capabilities. Large-scale digital annotation Wall HDMI input connection Wall AV control panel Ceiling speakers
Data	Wireless access point: Faceplate with (2) CAT6 at +96" AFF Display: Faceplate with (2) CAT6 at +66" AFF (for each display) as noted, minimum (2) displays Spare: Faceplate with (2) CAT6 at 18" AFF Security Camera: Faceplate with (1) CAT6 at 96" AFF Projector: Faceplate with (2) CAT6 at ceiling Instructor Desk: Faceplate with (6) CAT6 floor box
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as front and rear zoning of classroom. Include daylighting and lighting solutions to support a variety of learning models.
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging	Laptop & tablet recharging station
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Finishes & Features

Flooring	Resilient flooring at assembly area, resilient wood flooring at stage, carpet at music classrooms.
Wall Base	Rubber
Ceiling	Combination gypsum board, acoustic ceiling tile, acoustic baffles, or other that comply with NRC of or higher. Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35. Include enhanced acoustics at open instructional classroom area.
Walls	Impact resistant gypsum board, interior wall finish upgrade material such as acoustic baffles and/or other architectural features. Enhanced acoustics at assembly space must take into account daily use as flexible instruction environment divisible into two sections via retractable wall.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Plumbing	Provide immediate adjacency to public and student restrooms, along with janitor's closet with mop sink.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

Culinary & Cafe

Dining, Nutrition & the Whole Child

Dining areas of campuses are often under-programmed and under-utilized spaces, challenged by flexibility and usability. Twenty-first century cafe and culinary spaces at SMMUSD are intended as enriching spaces that provide not just for dining, but make best use of the types of specialized resources that are available in a culinary setting. This area of enrichment represents a new, long term commitment by the district to improve the quality and types of foods offered to students, while also reinvigorating the delivery system.

The whole child approach to dining and nutrition learning at SMMUSD includes food, food science, gardening and composting, and culinary as important aspects of foundational learning. Food serves as an area for exploration and discovery from farm-to-table so that students can better understand our natural resources, better understand food and culture, and better connect with aspects of mindfulness, physical and emotional health. It is also a unique place where students can connect with the local community, local farmers, sustainability and organics, as well as connect with Santa Monica's rich history with its local farmer's markets and their easy access to the great chefs of Los Angeles.

Campuses within the district were originally built with a one school-one kitchen approach, with on-site daily food prep and delivery. Over time, this model was modified with the district utilizing a central kitchen style approach to food preparation and delivery for the entire district, with SAMOHI serving as the central kitchen location for the district. With new emphasis on fresh, local ingredients, sustained by campus gardens, the district will begin migrating to a model of single school-single kitchen, with each campus growing organic fruits and vegetables on campus that are prepared and served at an on-site facility.

The activities included in each of these various program types emphasize different aspects of the physical environment. These various types of activity are quantifiable and can be categorized as follows:

- **Social Hub:** For students, lunch is an active time of day intended for loud, energy-centric activities, a time to blow off steam as well as a time to test social and emotional learning skills. The cafe as social hub can also be thought of as a place for after school programs, events and art shows, and summer instructional programs. Furniture for the space should be highly flexible and provide a variety of seating configurations, including cafe style seating, areas for smaller groupings of students as well as flexible tables that can be used for culinary instruction and classroom type instruction.

- **Learning Lab:** The culinary cafe represents not just a cafe lunch-time experience, but also an area where unique opportunities for learning exist outside the general classroom. Roll-up doors from the food prep to food servery area, along with roll-up doors from the main space to the food servery area maximize flexibility for culinary instruction that utilizes the existing kitchen in conjunction with large areas for instruction and student food prep. Consider full height glass walls partitioning the kitchen and the main cafe space, so students can visually connect with their food in new ways.

- **Nutrition and Dining:** When not used for dining, the cafe is intended as an active specialized learning center on campus. The nutrition program is centered on a "learning by doing" approach, which includes student participation in gardening, as well as food prep and cooking activities integrated into science, art and general instruction programs. The food servery and food prep areas, as well as areas of the main cafeteria will regularly be used for dining, prep and instruction by students in the food sciences areas. This will include developing social skills related to team building, support and nurturing of fellow students.

- **The Great Outdoors:** The outdoors fulfills three distinct roles as related to cafe and dining.

  The first is the general access students have during lunch-time from meal service to outdoor play. Consider the location of outdoor play areas to dining for ease of supervision and access, along with areas to congregate, play and eat in the shade.

  The second is the relationship of the cafe to outdoor social hubs. Many campuses within the district have outdoor barbeque's (used on a weekly basis), and intermittently provide outdoor live music during lunch. Consider the public areas adjacent to the dining area, including flexible walls for indoor-outdoor activities, and outdoor areas that minimize set-up and take-down for these regular outdoor functions.

  Last is the relationship of the expansive outdoor cooking garden and student gardens to the culinary kitchen and cafe. The garden's role is to provide regular, fresh fruits and vegetables to the kitchen and for culinary classroom instruction. The garden and composting areas should be with walking distance from the cafe and kitchen.

Campus Adjacencies & Resources

Overall Spatial Relationships

All elementary schools within the district will be equipped with two multipurpose buildings, one that serves performing arts and one that serves dining, food service and nutrition. In addition to their primary functions, both building programs will support daily meeting and learning.

These facilities are intended to be located at perimeter areas of campus with ease of access for shared community use, delivery, including trash collection and food delivery. While neither building is intended to accommodate the entire elementary school population, they are intended to accommodate same grade and/or multi-grade activities simultaneously. Planning teams will consider options that address either locating multipurpose buildings at separate hub locations on campus, as well as options that involve co-locating these buildings with shared outdoor space, event space and pre-function that both unites and separates the facilities based on function.

Multi-Use, Delivery & the Perimeter of Campus

- Daily food service and trash collection services will require adjacency to exterior side of campus with immediate delivery access to cafe multipurpose building with controlled access to other parts of campus. Trucks should be able to either safely deliver curbside with dedicated parking lane, or dedicated on-site parking and drop off for trucks and deliveries. Security cameras and buzzer are required at access points from exterior side of campus into kitchen and delivery area.

Culinary Kitchen & the Garden

- The main food service areas, including food servery, food prep and grill/main kitchen areas will serve multiple program needs. First, the kitchen will include full-service food preparation and food delivery daily to all students on meal programs at campus. Second, these areas will serve as instructional areas, including the cafe main space for student programs involving nutrition, food, food science, gardening and composting, and culinary.
- A large culinary garden will be provided on campus designed as production garden and will include organic fruits and vegetables to be used daily in food preparation for lunch time student meal service. The culinary garden may be co-located with the cafe multipurpose building and may include additional student gardens, such as raised bed science areas and assigned classroom garden space, and/or located separately on campus, with dedicated classroom gardens having direct adjacency to classrooms are required.
- The culinary garden will be designed with both students and production in mind. The garden area will provide wide aisles and areas where students can congregate and receive instruction within or near the garden area. Provide adequate fencing around culinary garden with secure controls to manage daytime, evening and weekend access.
- Depending on the location of the production garden to the cafe, a tool shed may be located either at the garden site, or a tool and supply storage room may be incorporated into the floor plan of the cafe with exterior access for garden work.

Cafe Main Space & Instruction

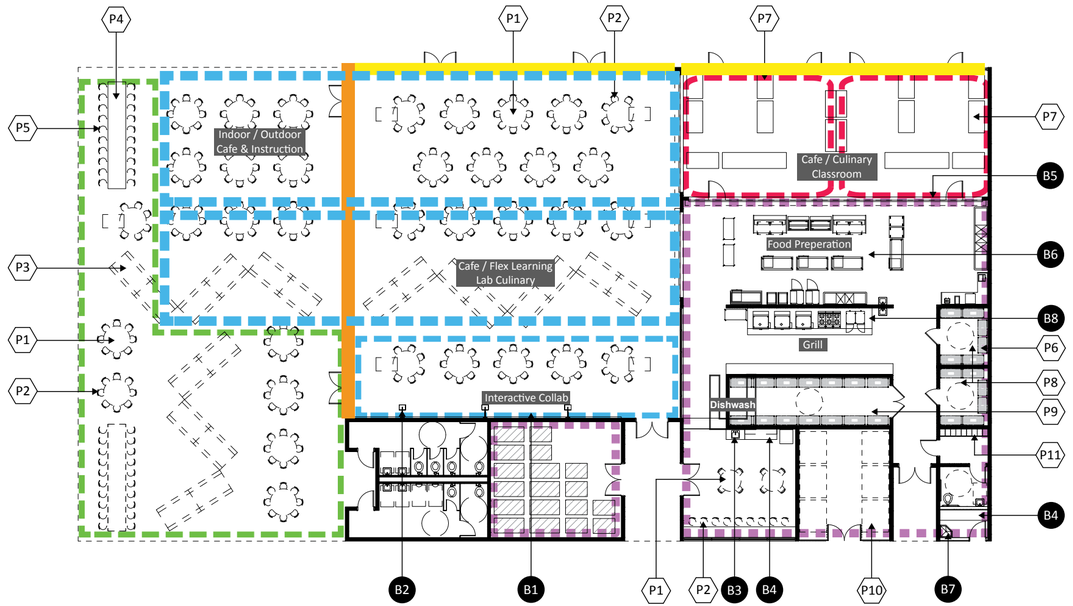
- The cafe main space is considered an active learning area on campus. The space will be considered for both daily dining and instruction, as well as for after school programs, evening and weekend programs, summer and athletic usage. The space will be easily adaptable with adequate resources and storage available within the building footprint to service these functions.
- Provide interactive instructional wall along one wall of the cafe main space that includes seamless painted instructional surface to maximize interactive white board projection area. Instructional wall will be equipped with interactive tools. wireless presentation and audio controls for internet based instruction.
- The cafe main space is intended to provide for highly flexible, adaptable activities. Include expansive roll-up door to outside area, including permanent canopy structure, and programmed with exterior furnishings that can adapt from dining to instruction.
- Within the cafe main space, Include access and availability to hand held devices as learning tools including charging station. Hand held devices are currently administered via technology cart. Design for cart location and electrical connectivity.
- Include ample electrical outlets along interior walls of the multipurpose cafe space, as well as a floor monuments well dispersed within the open area to accommodate special programs, STEM workshops, etc. Also, provide multiple outlets in outdoor covered area to maximize technology access and flexibility.

- WIFI design must include seamless access within the multipurpose area, food service area, and outdoor canopied area to maximize flexibility and usage.
- Provide lighting controls that include dimming zones for instructional wall area. Include roller shades at all roll up doors and windows.

Dining, Outdoor Dining & Outdoor Play

- Outdoor dining and outdoor instruction area to be provided with roll-up door locations adjacent to the interior side of the campus and not facing out toward the street or public zone.
- Outdoor dining and instructional area to include permanent shade covering or canopy structure to maximize indoor/outdoor usage.
- Area to include a variety of easily movable seating to provide for various functions. Outdoor furniture must be chained, fixed, or have adequate storage for small seating to be easily moved to storage.
- Outdoor learning space may be used for gardening, cooking, water appropriate activities, arts, individual, and group instruction.
- Space to include an outdoor teaching wall, either fixed or movable to facilitate instruction and teaming exercises. Provide water access at outdoor instructional area.

Floor Plan



Legend

P1	Movable seating
P2	Movable tables
P3	Movable chairs
P4	Instructor podium
P5	Mobile collaboration white board
P6	Mobile storage bins and resource carts
P7	Mobile shelving
P8	Mobile ballet bars
P9	Mobile mirrors

B1	Primary interactive instructional wall
B2	Secondary interactive instructional wall
B3	Performance stage
B4	Operable wall with glass
B5	Clerestory glazing

Space Program Description

Capacity: Multipurpose 2 - Culinary Cafe Focus Approximately 400 Students	**5160**
Storage - Movable Furniture	**200 sf**
Custodial	**80 sf**
Kitchen (Full Service)	**2180 sf**
Student Food Service	350 sf
Food Prep Kitchen	400 sf
Grill & Oven Kitchen	400 sf
Walk-In Refrigerator	100 sf
Walk-In Freezer	100 sf
Dish Washing Station	100 sf
Dry Storage	250 sf
Office	100 sf
Staff Restroom, Locker & Changing Facilities	80 sf
Teacher & Staff Dining	400 sf
Restrooms	**280 sf**
Outdoor Dining	**2630 sf**
Total	**8,000 sf**

Other

Outdoor Campus Garden — **1/2 Acre**

Equipment

Equipment	**Air Curtain** **Employee Lockers** **Mop Sink and Chemical Storage Shelving** **Dry Storage Shelving** **Walk-In Refrigerator** **Walk-In Freezer** **Work Tables** **Prep Sink** **Mixer** **Hand Washing Sink** **4 Compartment Dish Washing Station** **Compartment Utensil Sink** **Exhaust Hood - Type 1** **Fire Suppression System** **Combination Oven/Steamer** **Double Convection Oven** **Tilting Skillet, 40 Gallon** **Open Burner Range with Oven** **Heated Holding Cabinet**
Student Food Service	**Pass-Through Refrigerator** **Pass-Through Heated Cabinet** **Hot Food Counter** **Cold Food Counter** **Flat Top Counter** **Milk Cooler** **Cashier Counter** **Condiment Counter**

Technology

Technology	Minimum (2) interactive instructional zones. Front, rear and side speaker system integrated with multi-media projection and speaker system.
Interactive Classroom Technology	Provide joined and seamless white board areas minimum 24'-0" in length along side wall of assembly space for regular use as instructional classroom Provide interactive white board technology including large-scale digital annotation
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as zoning for four quadrants to accommodate instructional teaching wall and stage instruction. Include daylighting and lighting solutions to support a variety of performance configurations including outdoor.
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging Station	Laptop & tablet recharging station for up to 35 devices with charging cart storage and recharging possible from main storage.
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Integrated Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Finishes & Features

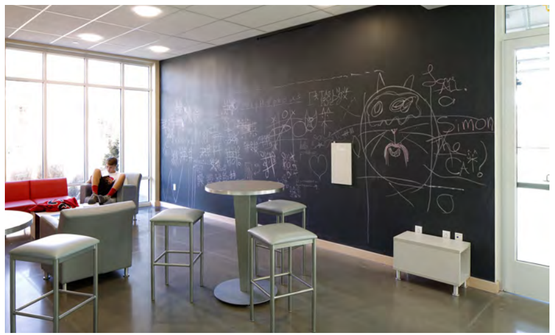
Flooring	Resilient flooring at assembly area, health department approved flooring at all kitchen service areas.
Wall Base	Rubber
Ceiling	Combination gypsum board, acoustic ceiling tile, acoustic baffles, or other that comply with NRC of or higher. Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35. Include enhanced acoustics at open instructional classroom area.
Walls	Impact resistant gypsum board, interior wall finish upgrade material such as acoustic baffles and/or other architectural features. Enhanced acoustics at assembly space must take into account daily use as flexible instruction environment divisible into two sections via retractable wall.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Plumbing	Provide immediate adjacency to public and student restrooms, along with janitor's closet with mop sink.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

Administration & Support

Main administration for each campus serves as the primary resource hub for teachers and staff as well as for parents and students. Administration must be located centrally, and serve as control center for campus access. This includes both daily campus functions as well as security and emergency access. Resources available within administration include: main office check-in, parent center, principal's office, assistant principal's office, nurse's office and conferencing space for parent/teacher conference, specialized consultation, campus MDF, phone, fire, and PA central controls. Other amenities available include staff workroom and lounge, conference space, public and staff restrooms.

The main administration office serves important functions during regular class hours, before and after school, that include an important role in campus security. The goal of the district is to provide adequate security controls at the campus "front door" while also providing the appearance of an open and accessible school that embraces the community. Additional planning considerations include:

- Clear lines of sight and ease of visibility from all public areas of administration and offices to front of campus and interior campus areas.
- Accommodate flow of public drop-off and pick-up at main entrance including queuing and separate space for parents to congregate. Areas for parents to congregate may include outdoor shaded areas or seating just outside the campus perimeter and away from the main campus front doors, to facilitate flow of traffic in and out of campus, while providing opportunities for parent meet-ups.
- Circulation and flow of public and staff traffic flow through administration will include secure check-in for public with controlled access to interior of campus. Entrance door will be provided with security buzzer and camera with controls at front desk. Provide separate access to administration for staff that is divisible from public access areas.



- Provide clear signage and way finding systems from campus exterior to main campus entrance. Provide a comprehensive system across the entirety of the campus that is united in color, font, and approach that visually directs individuals in a coherent system across campus.

Campus Adjacencies & Resources

- **Main Reception Counter:** Staff workstations will be located at the main reception counter, and designed to accommodate two individuals. The main counter will be separate from the general clerical operations in the open office. The reception counter will be designed as the main check-in area and will include computer connectivity for laptop as well as printing station and driver's license security check device. The main counter will also accommodate the main switchboard operations, as well as public announcement system. Individuals at the main counter will have full visibility to the front door and main street access. Operational controls at the main reception include a fully locked campus after morning drop-off. All individuals will be stopped at the administration front door and must buzz in to reception via speaker and entrance security camera. Staff at the main reception desk will be provided with security controls to the main gate including buzzer access, and visibility to the main entrance. Once checked in to reception, visitors must enter the campus through a secure door with buzzer access from administration front desk onto campus.
- **Main Lobby:** The main lobby area will be designed to accommodate 10-15 individuals. This space will have adjacency to parent center and conferencing space.
- **Parent Center:** A parent center will be located near the main entrance and may be designed in coordination with a parent outdoor congregation space. The parent center will be used for meetings, clubs, tutoring/advising, as well as for after school and weekend functions. Optimal adjacency will provide a lockable entrance that may be accessed after hours that limits access onto the main campus.

- **Support Staff & Open Office Configuration:** The open office area is intended as a flexible zone for back-up support of the main reception counter, and will provide support staff workstations, volunteer services area, lay-down space for in-house clerical operations, as well as impromptu meeting and conferencing space. Areas for low-height filing storage as well as printer and computer connectivity are important features of the space. Flexible seating and tables should be provided
- **Private Offices:** Private offices will be provided in the main administration area to accommodate the principal, assistant principal, including shared conference area. Offices to be provided at exterior walls with high visibility to school grounds.

- **Teacher & Staff Workroom:** A workroom will be provided with immediate access to both the administrative staff, as well as teachers. Ease of access to the workroom is important for between class times so that teachers can easily access the central supply area without entering through multiple intervening spaces for access. The workroom is intended for copying, assembling, binding and will also provide ample storage for supplies.

- **Teacher & Staff Lounge:** A staff lounge will be provided immediately adjacent to the staff workroom and will provide access for break, lunch and collaboration activities among staff. Lounge areas may also be considered adjacent to student food service. Lounge areas will be provided separate from teacher workrooms, to provide adequate space for teachers and staff to decompress and relax away from general work functions.

- **Health Center:** The student health center will be located within the main administration area and will include nurse's office, health aid office, exam room, boys and girls cot rooms, and student restroom. The health center will be centrally located to provide ease of access for students, as well as parent pick-up. Situations arise when the health center may not be fully staffed, therefore, visibility and direct access from the main reception counter and support staff areas is an important feature of the space for ease of supervision when a staff member is not present in the main exam area.

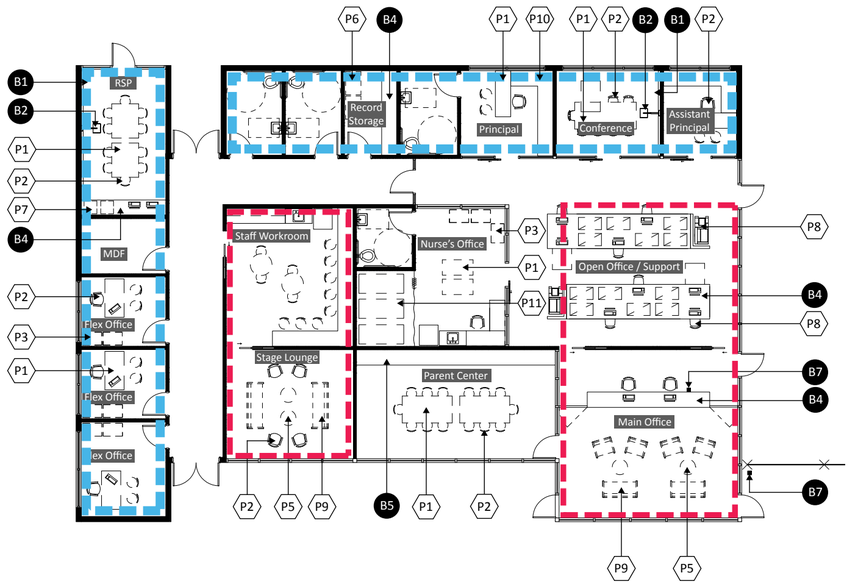
- **Resource Specialist:** A resource specialist office and student support area will be included for collaboration with 8-10 students at any given time. The specialist office will have immediate access from the main campus.

- **Itinerant Offices:** Between 2-4 offices will be provided as swing space for specialists on campus on an intermittent basis. These offices, along with resource specialist office will have a separate entrance from the main administration so that students may report to these areas throughout the day as assigned. Alternatively, office may be well dispersed across campuses to provide for office, as well as small group meeting space.

- **MDF Data Center:** The MDF room provided at the main administration area will serve as the main distribution center for the entire campus. The room will be secure, well ventilated, and have separate access and security controls.

- **Records Storage:** A central records storage room will be include in the administration area for student file storage. The room will be secure and provided with enhanced security controls.

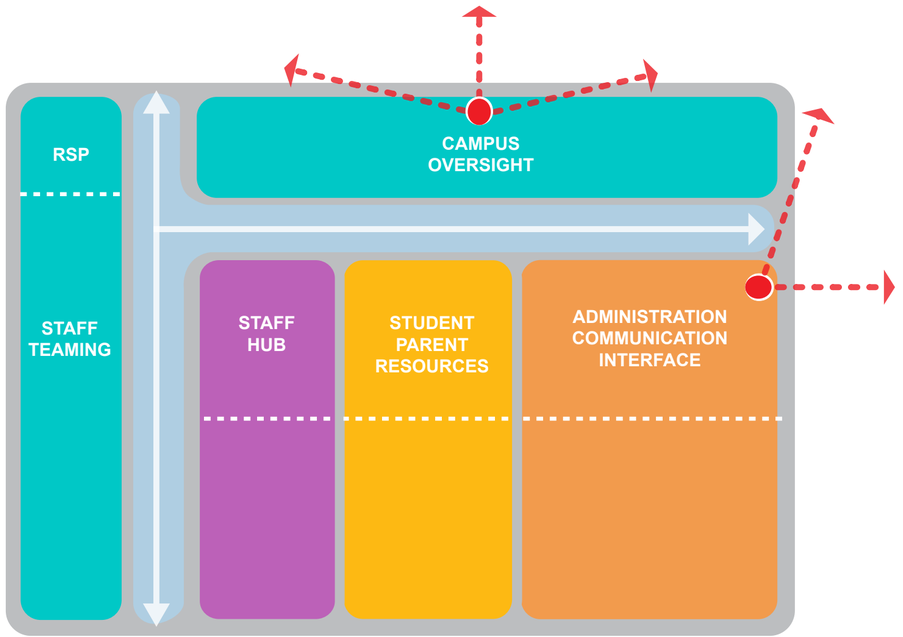
Floor Plan



Legend

P1	Movable tables
P2	Movable chairs
P3	Mobile lateral file storage
P4	Mobile collaboration board
P5	Mobile circular tables
P6	Mobile shelving
P7	Copy and production
P8	High production copy
P9	Lounge chairs
P10	L-shaped tables
P11	Nursing couch
B1	Primary collaboration wall
B2	Ultra short throw projection
B3	Sink with bubbler at appropriate student height
B4	Millwork
B5	Millwork
B6	Refrigerator
B7	Entrance security control buzzer and security camera

Planning Diagram



Space Program Description

Capacity	**600-700 Student Population**
Public Waiting	**400 sf**
Parent Center / Conference	**200 sf**
Clerical Front Office	**250 sf**
Principal's Office (with restroom)	**220 sf**
Principal's Conference Room	**200 sf**
Accommodate 6-8 Individuals	
Assistant Principal's Office	**160 sf**
Counselor Office (2)	**220 sf**
Itinerant Offices (4)	**100 sf / office**
Available for Parent/Teacher, Speech, Therapy, and Other Intermittent Resources Required On Campus	
Records Storage, Filing & Supply Storage	**200 sf**
Open Office Work Area	**400 sf**
Volunteer Work Area/Impromptu Meeting	
File Storage	
Printer & Computer Access	
MDF Data Center	**140 sf**
Circulation (+/- 10% of Overall Area	**300 sf**

Health Center	**400 sf**
First Aid Center: Sink, Medical Storage, Refrigerator, Ice Machine, Eye Chart	
Girl's Cot Room	
Boy's Cot Room	
2 - Unisex Restrooms	
Lockable Storage	
Health Aid Office	**100 sf / office**
Teacher & Staff Workroom	**200 sf**
Teacher & Staff Lounge	**300 sf**
Faculty Restrooms	**160 sf**
Men	
Women	
Custodian	**80 sf**
Total	**4,330 sf**

Technology

Conference Room Technology	Provide joined and seamless white board areas 16'-0" to 24'-0" in length. Provide interactive white board technology including large-scale digital annotation.
Data	Main distribution racks and systems controls for information technology infrastructure to support entire campus to be located at administration.
Intrusion Alarm & Centralized Alarm System	Ceiling mounted motion detector along with centralized alarm controls for the entire campus to be provided from main administration offices front desk. Reception front desk to be programmed with software for security camera access.
Main System Controls	All main system controls to be located within main administration area, including, but not limited to the following: - Main switchboard to be located at reception desk - Public address system for campus to be managed from main administration office
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Integrated Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Finishes & Features

Flooring	Broadloom carpet throughout administration. Resilient floor tiles at wet areas. High traffic area ad main administration lobby to be provided with tile, concrete or other high wear walk off material.
Wall Base	Rubber
Ceiling	Combination acoustic ceiling tile and gypsum board ceilings, as well as other decorate ceiling systems may be considered at administration area. Partitions to meet STC of at least 50. Windows to meet STC of at least 35. Include enhanced acoustics at offices areas requiring privacy.
Walls	Interior walls must extend full height to the underside of deck to isolate sound transmittance. Combination painted gypsum board, magnetic rewritable surfacing and tackable surfacing recommended at wall surfaces. Tackable surfacing will be self-healing mat.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown. Vision panel not required at storage, M/E/P areas and restrooms.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Plumbing	Mens and womens staff restroom including a minimum of 3 toilet and 2 sink to be provided for each sex.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

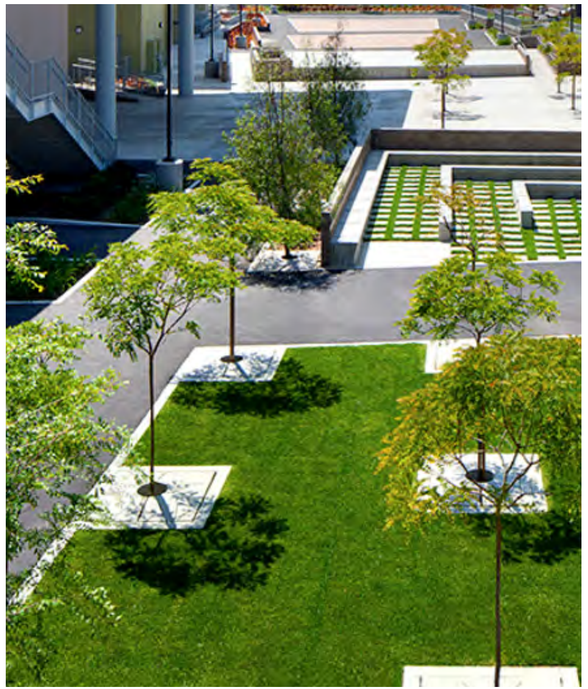
Outdoor & Intermediate Spaces

As part of a whole child approach the district has made a commitment to providing learning opportunities of various sizes and with a variety of opportunities distributed across campuses, both to enrich the hands-on approach to learning required in project based exercises, as well as to provide environments that build the mental and physical health of students.

For elementary school students, there are a variety of objectives to be achieved by various outdoor experiences as follows:

- Strengthen motor skills
- Provide stress relief
- Generate visual-motor skill integration
- Strengthen verbal and social skills
- Create well programmed outdoor spaces that compliment indoor project based learning
- Increase attention and cognitive abilities
- Provide healthful opportunities for mind-body balance including access to sunshine and fresh air

As part of any campus improvement project, areas adjacent to indoor programmed space should be considered opportunities to introduce outdoor learning. Ideally, a variety of well dispersed opportunities are provided on each campus and correlate to the areas which they are adjacent. These spaces are intended to be diverse, both in size and design. Consider areas for discovery, instruction, vigorous play, messy project space, and areas where loud voices can occur. Consider the intent of the space and if students will be spending time learning in the area, where shade canopies and furniture make anytime access possible. Fewer, well programmed, well equipped spaces are always preferred when budget and scope are concerns.



Goals & Objectives

- **Outdoor Gardens:** Currently, many campuses within the district are equipped with student planting beds and composting areas. The future model for the district includes fruit, vegetable and herb gardens to be provided on each campus to supply regular fresh produce to the campus kitchen as a component of the whole child approach. The intent of these gardens is two fold, (1) provide learning opportunities to students that may include science, nutrition and culinary cooking opportunities, and (2) provide ongoing seasonal produce to the school kitchen.

  With this in mind, each campus should give consideration to location of existing planting beds, and requirements designed to meet campus kitchen requirements (refer to nutrition section for size and adjacency requirements for kitchen garden). In many instances, it may make practical sense to retain existing beds for science purposes and focus the kitchen garden on larger production and culinary specific educational opportunities. On campuses where the intent is to create one centralized garden area to serve all functions, consideration should be given to zoning the garden to better delineate student test areas from higher production zones, along with providing outdoor classroom instructional area near the centralized garden for ongoing outdoor instructional opportunities.

Campuses will provide a broad variety of the spaces for outdoor learning. For SMMUSD, each campus may be programmed to respond to the unique needs of the users or campus configuration, or may have unique characteristics in instructional scope that provide for a variety of space considerations. Spaces to consider include:

- **Quiet Spaces**
- **Environmental Stewardship Education**
- **Social Spaces**
- **Physical Activity Zones**
- **Dramatic Spaces**
- **Art & Creativity Areas**
- **Animal & Local Habitats**

4

Middle & High Schools

Middle & High School Learning Model

Flexible, adaptable learning environments are key attributes of a project based learning experience are a criteria to be considered for learning space within the district. These spaces, in conjunction with interactive public spaces and transparent access to technology, whether indoors or out, are essential.

With new California state standards requiring a variety of strategies for students to gather and synthesize information in the 'Next Generation' instructional model, along with STEAM and STEAM initiatives that define new ways of interaction, learning and making, new project and inquiry based learning is intended as a highly flexible approach, that is designed not just for today's student, but that is adaptable to evolution and change.

It is expected that as instructional design evolves, spaces will be easily navigable toward adopting new technologies and integration.

As the district moves from a traditional classroom and instructional model to a progressive project based learning model class sizes, support spaces, community areas and collaboration zones will require more space from school design of the past. For example, standard classrooms will move from a 960 square foot standard classroom to a 1200 square foot classroom. Where classrooms may have been previously unsupported by break out spaces and support zones, the inclusion of these new spaces will provide shared collaboration areas, new resource tools and technology and display.

Campus Migration & the SMMUSD Community

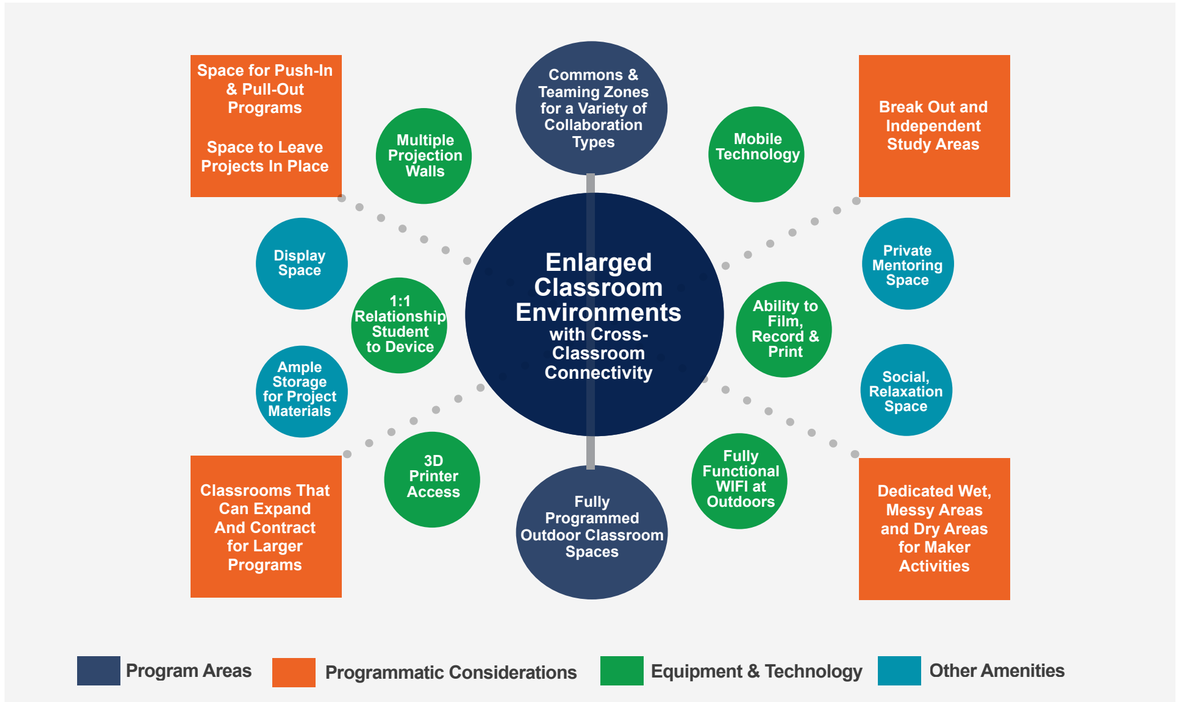
In addition to the physical requirements of spaces, as outlined in these educational specifications, SMMUSD environments are a reflection of the children, parents, and teachers who live and learn there. As mentioned, campus planning, building program, and building adjacencies are all important considerations for 21st century learning. In addition, the unique character of the SMMUSD community is important to consider:

- Campus designs that promote and encourage the 'community' to invest in the success of its students
- Emphasize natural materials and employ sustainable measures that work, that contribute to student success and reinforce the health and wellness components of a whole child approach to education
- Create environments that emphasize, reinforce and foster the creative potential of students

Districtwide Campus Configuration Goals

- **Adopt Planning / Learning Model:** Include a model for learning areas, common areas, support and specialized learning, collaboration zones, and outdoor spaces that may be implemented on all elementary school campuses that embraces a progressive project based learning approach.
- **Define Space Program & Requirements for Future Learning Environments:** Include minimum standards for room size, adjacencies, doors and windows, flexibility, daylighting/views, technology, acoustics, plumbing, display, shared and support area requirements
- **Define Broader Campus Adjacencies:** Define adjacencies relative to instructional zones and larger campus access to amenities and programs.
- **Develop Safety & Security Measures:** Provide enhanced descriptions of district policy regarding overall campus security, access, drop-off and pick-up protocol for all campuses.

Flexible Project Based Learning Requirements



6th-8th Grade PBL Classrooms

General classrooms for middle schools are designed as project based learning centers intended for individual, small group and large group collaboration that can coexist in the space simultaneously. Classrooms are intended to be highly adaptable, flexible spaces that can be easily reconfigured with little to no set-up time and include embedded technology that provides for 1:1 tablet technology, interactive white board areas, speaker systems, and connectivity for future technology. Classroom square footages have been increased to 1200 SF to provide for these types of interaction and collaboration activities. In addition, design consideration will be given to long term programming and use of the space. When possible, blocks of classrooms will include a structural layout that allows for rooms to easily expand or reconfigured in the future.

Learning Centers: Classrooms will be grouped with every 6 classrooms supported by a central teaming studio. Individual classrooms will be interconnected by doors in groups of 2. Pairs of classrooms and/or individual classrooms will be provided with small break out space for small group discussion (refer to pg. 162-163 for Model A and Model B options). The teaming studio is intended as a shared environment for larger project based work and break-out sessions. These areas will include a variety of seating options, provide ample storage for instructional resources and supplies, and include a sink with wet area and unisex restroom. When classrooms occur on the first floor consideration will be given to indoor/outdoor learning via retractable walls as well as fully programmed and furnished outdoor environments designed to maximize functionality and use.

Environment: Middle school represents transitional grades to high school where more focused, independent learning occurs. All interior furnishings will be on casters, including storage via rolling bins/carts. Color palette and finishes will be commensurate with higher grades, promote academic excellence, and utilize natural materials and recycled materials when possible.

Goals & Objectives

- **Interactive Project Based Learning & the Teaming Studio Approach:** Flexibility both in the classroom as well as outside the classroom is designed to maximize the collaborative possibilities, both for individual classes as well as larger project teaming exercises across disciplines. The instructional model for middle school general classrooms joins groups of classrooms with one teaming commons. This approach is designed to break down the size of the campus so that students feel part of a cohesive group, and to encourage individual accountability through paired relationships with a smaller number of teachers and students. This approach is supported by the primary instructional space, the classroom, along with small group break out areas that may be specific to a classroom or may be shared between paired classrooms. Additional breakout spaces outside of classrooms and within the larger teaming studio area provide for lay down space, increased opportunities for video conferencing, filming and other multi-media approaches to problem solving, as well as space for individualized attention and support services including pull-out and push-in programs. This model maximizes the potential for multi-modal learning with zones dedicated to facilitating multiple educational experiences.

- **Flexibility & Mobility:** All furniture and other support components will be considered as flexible and movable. The classroom is designed to support multiple learning modalities including lecture, project, discussion and independent work/study. The ability for the space to adapt quickly to fluid transitions in learning models is integral to the success of the learning environment. This includes furniture such as movable storage, to avoid any in-place storage that may not be easy to move or maneuver over time. Perimeter walls of the classroom will provide storage, rewritable wall surfacing, pin-up area, exterior glazing and roll-up doors to the outdoor learning space.

Campus Adjacencies & Resources

Project Based Learning Model: Middle school classrooms will be designed with same grades co-located, and provided with interspersed support and break-out areas to maximize flexibility and allow for instructor teaming.

The classroom space itself begins with a project based learning approach that is defined by larger classroom sizes provided with central open space to accommodate a variety of furniture configurations. Classrooms located on the first floor will be provided with adjacent outdoor instructional spaces that is programmed for learning, with contained borders for ease of observation and instructional delivery. This additional space allows the classroom to potentially double in size from a traditional classroom model and increases access to discovery opportunities and space for various learning modalities to be actively used.

Middle school classrooms will be supported by additional broader and deeper resource for instructors, through the addition of maker labs, resource areas and teaming spaces that accommodate break-out and push-in/pull-out programs. Labs are intended for specialized learning, longer term projects, for access to special tools and resources, and to provide opportunities for teaming with other students and instructors. Design considerations include the following:

Spatial Relationships:

- Same grades co-located with pairs of classrooms sharing interior access.
- Teaming Studio: For each group of six classrooms, a 2,200 square foot teaming area will be included that is intended for breakout programs, impromptu learning and social learning, In addition, the space will include smaller areas designed for speech, literacy, coaching, individual instruction as well as other pull-out programs.
- Consider corridor spaces as an extension of the classroom. Corridors may be used for pull-out and small group instruction. Additionally, expanded corridor spaces may be considered for teaming pod areas of shared instruction. Social spaces may also be included as a way to activate interconnectivity between classrooms and project based learning. These spaces may be designed with seating areas, rewritable surfaces, niche spaces and areas for small group collaboration.
- When new classroom buildings are being designed, it is optimal to consider the overall classroom grid and structural system. Freedom to move interior walls over time, should learning modalities or strategies change that require other types of configurations, represent optimal flexibility of building structures for the district. Consider maximizing efficiency of systems that are designed for reconfiguration of interiors over time.

Classroom Design Considerations:

- Classrooms are intended as flexible, adaptable spaces designed to support a variety of learning modalities. Individual classrooms are to be designed for zoned activities, small and large group Perimeter areas will be fully programmed, with the interior 'open area' of the classroom designed for movement. Furniture including desks, seating, portable instruction walls, portable storage and supplies are required to be on casters so that all components within the space may be reconfigured easily for individual, small group and all class instruction.
- Small group instructional break out areas will be included adjacent to classroom space to provide one-on-one instruction, computer instruction, team teaching, demonstration and presentation prep.
- Provide interactive instructional walls at two walls of the classroom that include joined white board surfaces to maximize projection area. Instructional walls will be equipped with interactive tools, along with bi-directional screen sharing. wireless presentation mirroring and audio controls for internet based instruction. Instructional walls will also included rewritable surfacing that extends to lower areas of the wall for younger learners to engage in activities at the teaching wall.
- Provide area of tackable surfacing not to exceed 25% of wall area.
- Include 1:1 access and availability to hand held devices. Hand held devices are currently administered via technology cart. Design for cart location and electrical connectivity.
- Include ample electrical outlets within the classroom, as well as multiple outlets in outdoor classroom areas to maximize technology access and flexibility.
- WIFI design must include seamless access within the classroom as well as teaming studio.
- Natural ventilation and access to daylight and views are important design components of the classroom and will include operable windows along one exterior wall, as well as wall that adjoins teaming studio.
- Include natural daylight and views from all regularly occupied spaces.
- Provide lighting controls and roller shades for privacy, security and flexible instruction. Include shades at all roll up doors and windows.
- Provide visual access from classroom to small group instruction room for effective viewing and listening as well as from classroom areas to corridor and outdoor areas.

Teaming Studio:

- Immediate adjacency from classrooms directly to teaming area.
- Immediate adjacency from small group instruction areas of classroom to teaming studio. Provide door from small group instruction to teaming area to serve both push-in and pull-out programs.
- Design to support a variety of learning activities that may occur collectively or in groups of various sizes. Provide mobile materials, storage and lightweight furniture for increased flexibility and to create a variety of different zones.
- Provide space for students to relax and socialize when regularly scheduled programs are not in place.
- Include opportunities for large group presentations to occur.
- Design to include ability for same grade level all student meetings to occur simultaneously.
- Include fixed mill work and/or storage areas that allow for projects to remain "in progress".
- Provide technology opportunities that include filming, green screen, graphics, internet research and project creation, as well as large scale interactive presentations.
- Include areas for pinup, display and critique, including opportunities for 3D work display.
- Provide area for walk-up printer station, 3D printer and ample outlets to accommodate future technology needs well distributed around space.

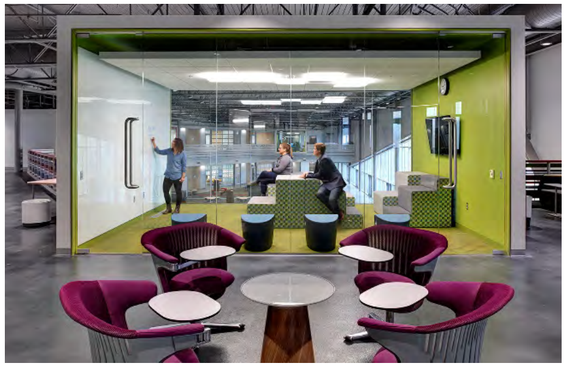
9th-12th Grade PBL Classrooms

Program Overview

General classrooms and the high school experience at SMMUSD includes increased focus in individualized learning and specialization within the district model. All general classrooms will be designed as project based learning centers intended for individual, small group and large group collaboration that can coexist in the space simultaneously, with an emphasis on break-out spaces, collaboration and social zones for interaction. Classrooms are intended to be highly adaptable, flexible spaces that can be easily reconfigured with little to no set-up time and include embedded technology that provides for 1:1 tablet technology, interactive white board areas, speaker systems, and connectivity for future technology. Classroom square footages have been increased to 1200 SF to provide for these types of interaction and collaboration activities. In addition, design consideration will be given to long term programming and use of the space. When possible, blocks of classrooms will include a structural layout that allows for rooms to easily expand or reconfigured in the future.

Learning Centers: Paired groups of two classrooms will include either a single small break-out space to be shared between the two classrooms, or will include areas immediately outside the classroom where small groups can congregate for collaboration. Individual classrooms will be interconnected by doors in groups of two.

In addition, classrooms will be grouped with every 6 classrooms supported by a central teaming studio. The teaming studio is intended as a shared environment for larger projects and break-out sessions and is shared among all 6 classrooms.. These areas will include a variety of seating options, and will provide ample storage for instructional resources and supplies. When classrooms occur on the first floor consideration will be given to indoor/outdoor learning via retractable walls as well as fully programmed and furnished outdoor environments designed to maximize functionality and use.

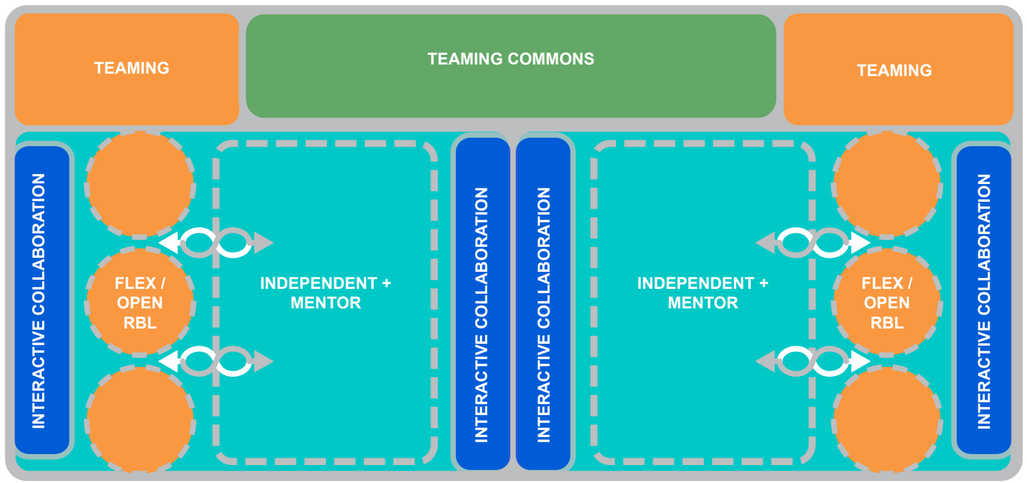


Goals & Objectives of the Space

- **Interactive Project Based Learning & Teaming Studio:** Flexibility both in the classroom as well as outside the classroom is designed to maximize the collaborative possibilities, both for individual classes as well as larger project teaming exercises across disciplines. The instructional model for general classrooms joins groups of six classrooms with one teaming commons. This approach is designed to break down the size of the campus so that students feel part of a cohesive group and to encourage individual accountability through paired relationships with a smaller number of teachers and students. This approach is supported through the primary instructional space, the classroom, along with small group break out areas that may be specific to a classroom or may be shared between paired classrooms. Additional breakout spaces outside of classroom and within the larger teaming studio area provides for lay down space, increased opportunities for video conferencing, filming and other multi-media approaches to problem solving, as well as space for individualized attention and support services including pull-out and push-in programs. This model maximizes the potential for multi-modal learning with zones dedicated to facilitating multiple educational experiences.

- **Flexibility & Mobility:** All furniture and other support components will be considered as flexible and movable. The classroom is designed to support multiple learning modalities including lecture, project, discussion and independent work/study. The ability for the space to adapt quickly to fluid transitions in learning models is integral to the success of the learning environment. This includes furniture such as movable storage, to avoid any in-place storage that may not be easy to move or maneuver over time. Perimeter walls of the classroom will provide in-wall storage, rewritable wall surfacing, pin-up area (25% of overall wall surface, and exterior glazing and roll-up doors to the outdoor learning space.

Instructional Planning Diagram

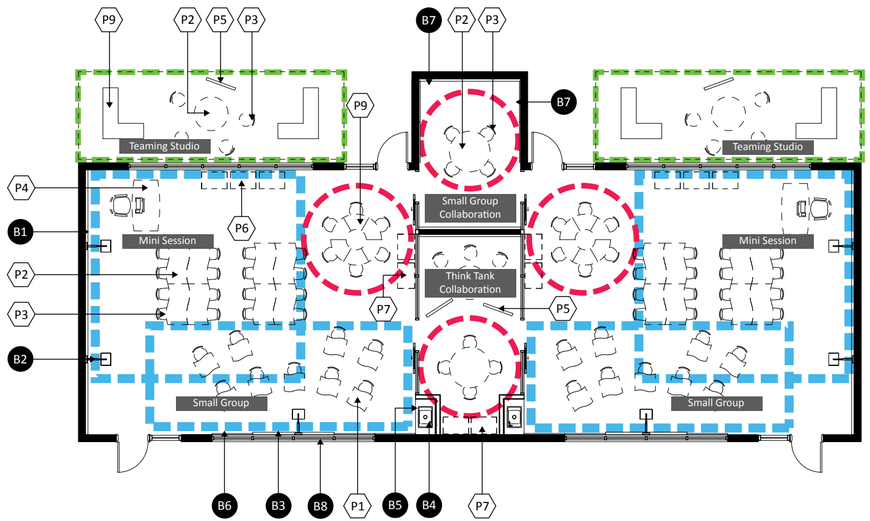


SMMUSD SPOTLIGHT

Interest Based Learning in Middle School

Interest based learning involves strategies that facilitate student voice and choice. For example, students may wish to use '20% time' or a 'genius hour' to build a tower alone and apply engineering concepts to their approach. Or, a small group of students might choose to engage in problem-solving through a puzzle competition. Indoor and outdoor spaces help facilitate various forms of interest

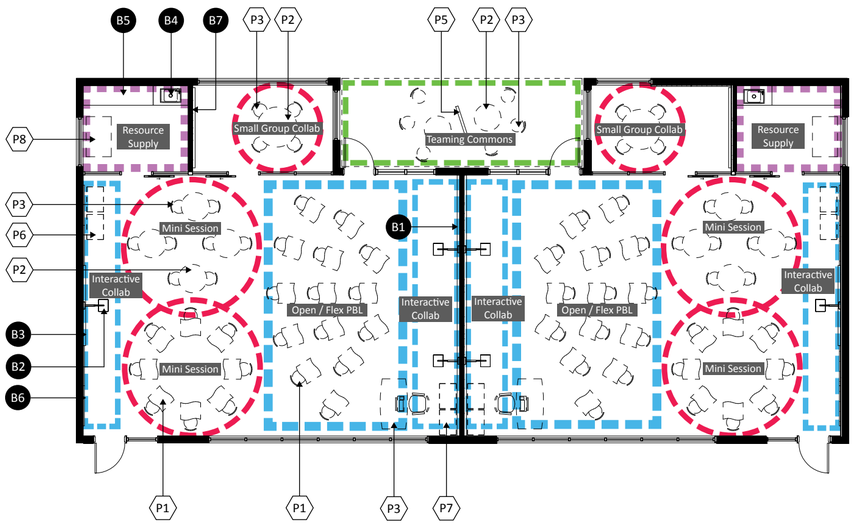
Floor Plan - Type A



Legend

P1	Movable seating
P2	Movable tables
P3	Movable chairs
P4	Instructor podium
P5	Mobile white board
P6	Mobile storage
P7	Mobile files
P8	Mobile circular tables
P9	Bench seating
B1	Primary collaboration
B2	Interactive instruction wall
B3	Secondary collaboration nteractive instruction wall
B4	Sink
B5	Millwork
B6	Tackable surface
B7	Marker board
B8	Clerestory glazing

Floor Plan - Type B



Legend

P1	Movable seating
P2	Movable tables
P3	Movable chairs
P4	Instructor podium
P5	Mobile white board
P6	Mobile storage
P7	Mobile files
P8	Mobile project rack
B1	Primary collaboration wall
B2	Ultra short throw
B3	Secondary collaboration wall with ultra short throw
B4	Sink
B5	Mill work
B6	Tackable surface
B7	Marker board
B8	Clerestory glazing

Space Program Description

Capacity: Students **35**

Capacity: Instructional

1 Instructor, 1 Aide/Volunteer or Guest Speaker

Classroom: **1,040 sf**

2 Interactive Instructional Walls

Roll-Up Doors With Outdoor Classroom Connectivity (When Possible)

Provide Interconnectivity Between Groups of 2 Classrooms

Ancillary: Shared Between 2 Classrooms

Small Group Collaboration Room **100 sf**

Resource Room **60 sf**

Program Specific - Either Shared Between 2 Classrooms or Individual Breakout Space Per Classroom (Refer to Diagrams) for Approach Options

Total **1,200 sf**

Other

Outdoor Classroom **500-800 sf**

When Classrooms Occur on First Floor, Consider Outdoor Classroom Area Adjacent to Classroom, Including Roll-Up Door, Permanent Outdoor Canopy or Shade Structure, Outdoor Classroom Furnishings and Landscape

Perimeter Casework & Storage

Open Studio Perimeter Storage	Provide lockable cabinets for larger format product and tool storage when space permits. Provide open shelving areas for access to bins and supplies or via movable storage carts.
Resource Room	Open adjustable shelving, floor-to-ceiling.

Technology

Interactive Classroom Technology	Minimum (2) interactive instructional walls Include bi-directional screen sharing with multi-touch interaction and note capture capabilities. Large-scale digital annotation Wall HDMI input connection Wall AV control panel Ceiling speakers
Data	Wireless access point: Faceplate with (2) CAT6 at +96" AFF Display: Faceplate with (2) CAT6 at +66" AFF (for each display) as noted, minimum (2) displays Spare: Faceplate with (2) CAT6 at 18" AFF Security Camera: Faceplate with (1) CAT6 at 96" AFF Projector: Faceplate with (2) CAT6 at ceiling Instructor Desk: Faceplate with (6) CAT6 floor box
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as front and rear zoning of classroom. Include daylighting and lighting solutions to support a variety of learning models
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging	Laptop & tablet recharging station
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Audio	Integrated audio amplification system.
Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Finishes & Features

Flooring	Resilient floor tile
Wall Base	Rubber
Ceiling	Acoustic ceiling tile, acoustic baffles, or other that comply with NRC of 0.70 or higher. Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35.
Walls	Interior walls between classrooms must extend full height to the underside of deck. Combination painted gypsum board, magnetic rewritable surfacing and tackable surfacing recommended at wall surfaces. Rewritable surfacing shall not be paint applied material. Tackable surfacing will be self-healing mat.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

6th-18th Grade PBL Block Classrooms

Program Overview

Instructional block classrooms are intended to build in additional flexibility for each SMMUSD campus to enable more robust project based learning, and will be included at all elementary and middle schools. These spaces are intended to provide large, flexible, open, opportunities on campuses for events, conferences, student competitions, etc., and used on an on-demand basis.

Each campus will be outfitted with one block of four classrooms that are interconnected by retractable interior walls to increase campus flexibility and provide additional large group meeting and collaboration space. This will allow for anywhere from 2-4 classrooms to be ganged together for larger functions.

While these spaces may double as maker, robotics, and other usages, their primary intent is to serve other on-demand functions, and as such, may not be equipped with all of the amenities that would be found in a typical maker environment.

In some instances, such as middle schools, where school programs are specialization becomes more defined, it may become beneficial to utilize rooms other than general classrooms to provide the instructional block. For example, a school that is heavily weighted in innovation and maker activities may consider a flexible science, art and maker lab together to create a large creative hub that can serve broader functions such as competitions and summer programs for larger groups of students to work on large collaborative projects.

Regardless of programs being combined, the instructional block is ideally located on the first floor on campus, with direct adjacency, and roll-up doors, to outdoor instructional space, along with adjacency to campus perimeter for ease of access. Additionally, instructional blocks will include rooms with sinks, as well as ample floor or drop-down outlets through the center open space of the room to facilitate convenient reconfiguration.

SMMUSD SPOTLIGHT

Blended Learning in Middle School

Transformation of learning spaces through the incorporation of flexible seating and targeted instructional spaces is a component of creating project based learning environments that provide for a wide range of interaction.

The utilization of dual projection screens is effectively used where students and teachers can display relevant spanish language content in both projected and fixed settings where learning is reinforced.

This image illustrates a transformed space that incorporates a digital media bar at SMMUSD for use in classroom spanish

Middle & High Teaming Studio

Program Overview

Middle and high school teaming environments can take many forms, depending on curriculum, specialized instruction and adjacency model being used, as well as the building type they are being considered for. As part of the project based learning model for the district, teaming studios are a valuable resource for providing additional, larger break out areas for co-teaching and cross-discipline integrated instruction, as well as for providing essential collaboration space for large blocks of general classrooms.

An important component of learning and the teaming studio is access. Core instructional classroom spaces will be teamed, with every six same-grade classrooms on campus provided with an group teaming studio, designed to create a community of learning, including cross-disciplinary instruction, This will allow for multiple classes to come together for group activities that reinforce the learning model. The teaming space will be located immediately adjacent to the same grade classrooms and should be considered as an expandable and contractible space that is highly flexible, while also serving as central student gathering area to socialize and decompress. The space should be equipped with flexible teaming furniture as well as comfortable seating for down times such as reading a book, working one-on-one, playing games and other activities. Sliding doors, roll-up doors and other flexible methods used to connect classrooms to this shared area should be considered.

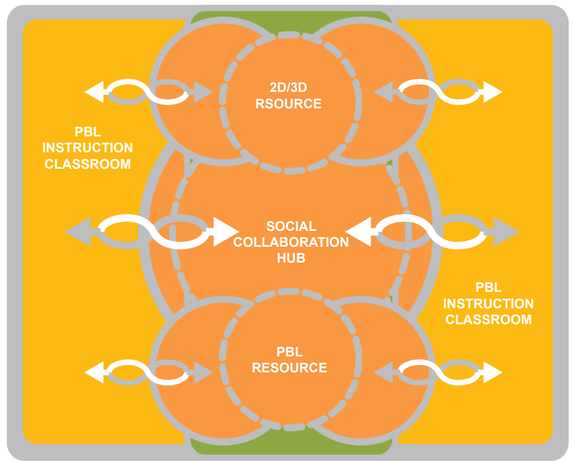
Additionally, teaming studio environments may be considered, when appropriate, amongst groups of science classrooms, STEM environments, visual arts, business, technology, and other large areas of specialized instructional work. These broader teaming areas may break teaming into spaces of various size and scale, as well as may provide new resource areas and areas for larger student gathering in specialized instructional buildings.

The example that follows is intended for groupings of general classrooms. Consider expanding and building on this model for specialized classroom

Goals & Objectives

- **Flexible Action Based Space:** Design to provide for a flexible action zones that support various learning modalities and that are changeable and adaptable over time. Action spaces are designed for students to move, interact and to collaborate with others using a variety of tools. In order to facilitate group projects, as well as heads-down work, teaming studio areas will be equipped with both production areas as well as active listening zones. Including areas such as filming and green screen, 2D / 3D printers, material storage and supplies along perimeter areas allows for students to move from center areas to periphery areas of service and production. Center areas will be equipped with movable white boards for zoning space as well as for small group collaboration, as well as quiet spaces for reading a book, space to decompress, as well as space for pull-out programs from classrooms.
- **Interactive Hub:** Teaming studios are designed to be shared and are spaces where classes can come together and work in teams. Consider areas where classrooms join to teaming studio areas. Consider rewritable glass walls, as well as roll-up doors from classrooms to teaming areas that encourage transparency and expansion of the learning environment beyond the classroom. Provide areas for display of both project based work, as well as 2D and 3D objects. Also consider how the space may be used between class times and at lunch as a place for clubs to meet, for students to work independently, or for students to work on developing projects outside of class time.
- **Furniture that Moves:** All furniture and other support components will be considered as flexible and movable. The studio is designed around concepts of collaboration and production that may include lecture, discussion and independent work/study. The ability for the space to adapt quickly to fluid transitions is integral to the success of the environment. This includes furniture such as movable storage, to avoid any in-place storage that may not be easy to move or maneuver over time.
- **Student-Centered:** Student collaboration is the central focus of the teaming studio. Provide ample space around production zones and action areas for students to move fluidly between these two functions. Consider a variety of seating types that allow students to easily pick up and go from one action to another. Provide pin-up space and ample rewritable surfacing for small groups to function well. Consider semi-enclosed perimeter areas for pull-out programs to co-exist in the space simultaneously with group activities.
- **Work in Progress Areas:** Provide perimeter storage and/or storage closets that allow project based learning materials to be stored and used frequently. Provide adequate space for tools and resources to be actively used and easy to access.

Instructional Planning Diagram



Space Program Description

Capacity: Students **60-65**

Capacity: Instructional

2 Instructor, 2 Aide, 2 Volunteer

Teaming Studio: **2200 sf**

Social Collaboration Hub:

Organized for Collaboration Zones

1 Interactive Instructional Wall
Tackable Wall Surfacing
Rewritable Wall Surfacing

Furnishings: Provide a variety of seating including soft seating, lounge, movable chairs and tables, movable white boards and movable storage and resource bins

2D/3D Resource:

2D / 3D printer station

Photography and filming zone
Production tables, chairs and bins

PBL Resource:

Clearly Defined Wet Area with Sink & Bubbler
Ample storage for PBL resources
Resources to leave projects in place
2D / 3D display areas

Technology

Interactive Classroom Technology	Minimum (2) interactive instructional walls Include bi-directional screen sharing with multi-touch interaction and note capture capabilities. Large-scale digital annotation Wall HDMI input connection Wall AV control panel Ceiling speakers
Data	Wireless access point: Faceplate with (2) CAT6 at +96" AFF Display: Faceplate with (2) CAT6 at +66" AFF (for each display) as noted, minimum (2) displays Spare: Faceplate with (2) CAT6 at 18" AFF Security Camera: Faceplate with (1) CAT6 at 96" AFF Projector: Faceplate with (2) CAT6 at ceiling Instructor Desk: Faceplate with (6) CAT6 floor box
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as front and rear zoning of classroom. Include daylighting and lighting solutions to support a variety of learning models.
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging	Laptop & tablet recharging station
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Audio	Integrated audio amplification system.
Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Finishes & Features

Flooring	Carpet with resilient floor tiles at sink and wet prep areas.
Wall Base	Rubber
Ceiling	Acoustic ceiling tile, acoustic baffles, or other that comply with NRC of 0.70 or higher. Minimum ceiling height 10'-0". Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35.
Walls	Interior walls must extend full height to the underside of deck. Combination painted gypsum board, magnetic rewritable surfacing and tackable surfacing recommended at wall surfaces. Rewritable surfacing shall not be paint applied material. Tackable surfacing will be self-healing mat.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Plumbing	Student accessible sinks
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

Intermediate Spaces

Program Overview

Middle and high school intermediate spaces and spaces for impromptu learning may include corridors, re-purposed spaces such as storage areas, lobby and foyer areas, and other underutilized areas of campus. These spaces may be crafted from existing underutilized space, may make best use of adaptable transitional areas of campus, and/or can be programmed new spaces. Ideally designed to augment other project based learning areas, social spaces on campus and resource areas, the intent of these spaces can be varied and may be programmed for such opportunities as the following:

- **Independent Learning & Study:** Small, individualized spaces designed for a single person or two individuals. These may include niche areas in walls, as well as small sitting and collaborative areas. These spaces include areas of quiet reflection and study, areas for one-on-one mentoring and intimate social space. These areas may be included along corridors, as part of larger group spaces that are provided with sound control, and may be included in libraries, lobbies, foyers and outdoor areas. Amenities in these areas will include comfortable fixed or movable seating, outlets for laptop or hand held devices, and will have full WIFI connectivity.

- **Student-Centered Small Group:** Small group areas may be utilized for independent study, small group collaboration, small group study or interactive learning discussions and activities. These spaces may be designed for sitting and/or standing activities and can include rewritable surfacing, tackable and/or magnetic surfacing and are ideally provided with acoustics and/or enclosed walls to allow for collaboration to take place. Any enclosed or semi-enclosed spaces will require full visibility provided by glazing for easy observation by others. Furniture may include comfortable seating, tables and work surfaces. Spaces will include limited technology such as WIFI and access to electrical outlets for laptop and or hand held devices.

Goals & Objectives

- Areas will provide flexible space outside of the classroom environment that are designed to facilitate a variety of learning modalities.
- Impromptu learning and intermediate spaces will provide clustering and break-out space outside the classroom and near teaming studio spaces to increase flexible break-out opportunities.
- Well equipped intermediate spaces increase flexibility and usage. Consider WIFI access electrical connectivity, along with rewritable surfacing at all small and independent spaces.
- Provide controlled and enhanced acoustics at intermediate spaces that allow students to collaborate without acoustical interference
- Include space of various sizes and scale that can accommodate 1-2 students, as well as those that may support 8-10 students.
- Include outdoor areas as spaces for consideration. such as outdoor corridor opportunities, canopied areas, and areas with adjacency to learning gardens and outdoor classrooms.
- Appropriately locate quiet zones and active, loud intermediate spaces where they are of best use.

Special Education Classrooms

Program Overview

Special education programs at the district are designed to accommodate students with multiple needs, including orthopedic challenges, cognitive, autism spectrum, speech and hearing impaired, as well as a wide variety of other specialized needs. Students are provided with a fully integrated experience, immersing them n all aspects of learning, and in an environment that is inclusive, sharing all of the fundamental resources used by any child on campus. This includes regular integration into general classroom environments, specialized learning, and outdoor activities where all students benefit from each individuals contribution.

Students working within the special education curriculum at the district benefit from daily engagement with all school instruction, and are provided with separate, individualized curriculum designed for each child's specific needs. As such, special education classrooms are included on each campus. They are provided with additional tools and resources separate from the general classroom environment and are intended to enrich the learning experience for students in these programs

Program offerings include the following:

- General education with specialized academic instruction
- Alternate kindergarten
- SAI intensive
- SAI social skills
- Structured therapeutic education
- Positive behavior support
- Life skills

General Classroom

- Special education classrooms are approximately 1200 square feet in size, and are designed to accommodate up to 8 students each. The classroom will include both individual as well as small group instruction. In addition to the classroom instructor, students within the special education program have assigned individual assistant's who work with them during class instruction. Additionally, many students may have special equipment required for moving around within the space. Thus, it is important to allow adequate space around all furniture and equipment, being careful not to overpopulate any of the special education spaces with too much furniture, to allow for the additional staff and physical movement of students.

- Special education programs on campuses are a vital part of the school community. Students in these programs are integrated into general classroom and same grade instruction as part of every day learning. These spaces will be incorporated into standard classroom blocks, and be centrally located to facilitate ease of access to outdoor play, lunch room, visual arts, performing arts, and all general curriculum.

Life Skills Lab

- Beginning in middle school and continuing on to high schools, many students spend a portion of class time working on life skills exercises to build independence. Classrooms will be designed with a daily living component within or adjacent to the multi-use classroom space. The daily living component will include a small residential kitchen with stove, dishwasher, microwave oven, sink and counter top, all ADA accessible.

Physical Therapy, Speech Therapy, Psychology & Other Push-In Services

- Physical therapy is a regular requirement for many special needs students. This function occurs within the special needs classroom area, within individual private rooms, and may occur in outdoor adjacent spaces. Provide areas designed with range of motion in mind. While physical therapy may occur in the main classroom, often students will require privacy for their independent work. Provide for areas within workroom and outdoor area where therapist may work with students individually and privately.

Staff Workroom, Conferencing & Office Space

- Spaces immediately adjacent and observable from the classroom will include two spaces for conferencing, office and individualized instruction. One room will be designed at 500 sf and utilized for staff office as well as conferencing to include up to approximately 6-8 individuals. This space will be utilized for individualized educational program meetings, parent conferences, and will also serve as swing space for therapists, psychologists, etc. The second room will be sized at approximately 150 sf and will provide space for individualized instruction between instructor-student and may also serve as a decompression space for students to allow for emotional deescalation, social and emotional support.

Service & Support

- Additional service and support areas are required within the special needs environment to support daily instruction. These include a storage and equipment room, along with a separate bathroom facility. The storage and equipment room will be designed to accommodate instructional materials, physical therapy mats, supplies, and a washer and dryer.

  The restroom ill include toilet, sink and full-service shower, including hoyer lift, changing table, and adequate space for an assistant to be in the space at all times, including within the shower area. Provide storage within the bathroom/shower area to accommodate towels, paper towels, and other needed supplies to assist students.

Extending the Classrooms

- Special education classrooms will be located on the first floor when possible, and will be equipped with private outdoor classroom area that can be used for outdoor physical therapy activities, as well as outdoor classroom instruction. These areas will be provided with permanent shade canopy to maximize utilization of the space. Ideally, restroom facility will provide for both in class out outdoor instruction access.

Campus Adjacencies & Resources

- **Project Based Learning Model:** Special needs classrooms will be designed utilizing an enhanced middle/high school classroom template. Special needs classrooms are to be integrated into general classroom blocks distributed amongst all grade levels. The classroom space utilizes a project based learning approach that is defined by larger classroom sizes that provide increased flexibility and space where multiple instructional opportunities may exist simultaneously. Students within the program utilize a variety of push-in and pull-out programs and resources around the campus and thus require optimal adjacencies to make efficient use of movement between spaces.

  Ideal adjacency for special needs classrooms provide direct access to a drop-off and pick-up area, parking for support and aide workers, as well as ease of access to nurse and special services, dining and outdoor play areas. The SMMUSD model utilizes a completely immersive approach that is tailored to each student's needs and provides an enriched experience for all students that includes the benefits of fully integrated student interaction and engagement.

  Classrooms will be designed to support 8 students in a classroom at a time, with the potential for 8 students, 8 adults, and 8 support personnel. In addition, students within the classroom engage in a broad spectrum of activities that require additional space to maneuver, space for learning tools and equipment, and access to additional resources not provided in a general classroom.

  Students within the program engage in both one-on-one instruction, as well as group interaction. Students in the classroom may have a wide variety of needs, from low incidence disabilities to those with significant need. Focus areas also include life skills and secondary life

General Access: A number of general access areas should be considered in the design and location of special education classrooms. Following is a list of general considerations.

- **Drop-Off & Pick-Up:** A dedicated drop-off and pick-up area for special education students will be well defined to accommodate bus, parent and aide assisted drop-off. These areas will be safe and secure including either areas for drop-off to occur securely off the street, or to include street-side drop off with adequate security controls that slow traffic, and that are well signed. Way finding at all drop-off and pick-up locations will be clearly identifiable.

  Drop-off and pick-areas will be located as close as possible to special education classrooms and primary amenities. Areas should not be integrated into main student drop off area to avoid congestion. Areas should also not be integrated with any service area drop-off locations on campus to avoid trucks and other vehicles obstructing availability of access for special needs students.

- **Parking:** Co-locate parking availability with nearest adjacency to special needs programs on campus to accommodate aides, volunteers and regularly scheduled push-in/pull-out programs. Additionally, make available ADA accessible parking as close as possible.

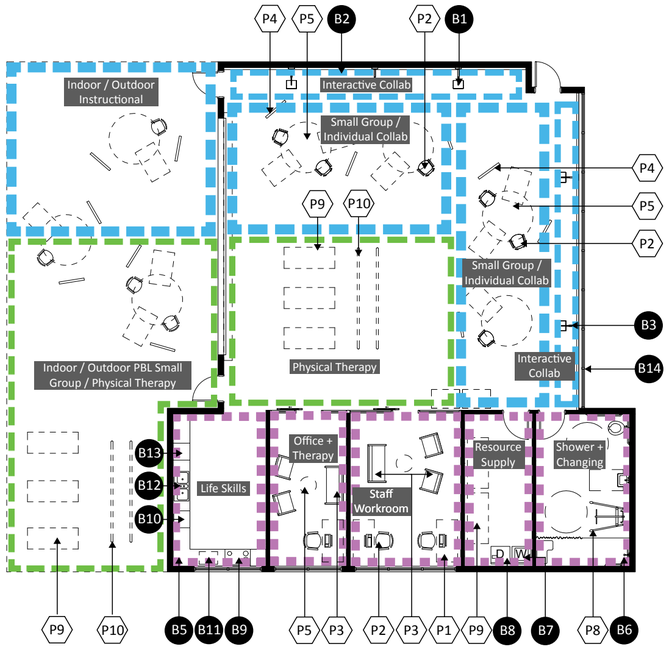
  ADA parking will also be provided in all public parking lots of campus with ease of adjacency to multipurpose, administration and other primary shared campus services.

- **Administration and Other Special Services:** Special education students often require more frequent use of special services on campus and can benefit from adjacency with administrative services functions that include nurse, flex office areas for psychology, speech therapy, etc.

- **Special Education Classroom Locations On Campus:** Special education students participate in a fully integrated and immersive process at SMMUSD. Their position and adjacency within the campus plan is an important consideration, in order to make a wide range of amenities easily available. Special education students should be located with ease of access to shared and specialized programs, particularly access to regular campus lunch service as well as to outdoor play. Special education students may require additional time to reach these important shared facilities, and can thus benefit from a more direct adjacency to these areas. Main play areas for all-student activities will include play equipment that can accommodate special education students with a variety of disabilities, and provide them in well dispersed, active areas that are integrated into main play areas.

- **Corridors and General Campus Access:** Special education programs include students with visual and hearing impairments, as well as students who may require wheelchairs and other equipment to assist in movement. Design consideration and campus planning will consider their ease of mobility around campus both independently as well as with peers. Consider this access as it relates to the size and scale of middle and high school students.

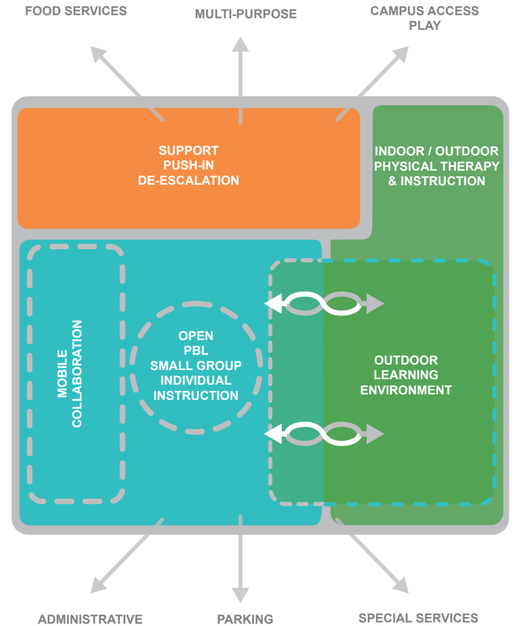
Floor Plan



Legend

P1	Movable tables
P2	Movable chairs
P3	Lounge seating
P4	Mobile collaboration white board
P5	Mobile circular tables
P6	Mobile storage bins and resource carts
P7	Mobile file storage system
P8	Hoyer lift
P9	Physical therapy table
P10	Physical therapy exercise bars
B1	Primary instruction
B2	Interactive instructional wall
B3	Secondary collaboration with interactive instructional wall
B4	Sink with bubbler at appropriate student height
B5	Millwork
B6	Accessible shower
B7/8	Washer / dryer
B9	Oven with cook top
B10	Dishwasher
B11	Microwave
B12	Service sink
B13	Refrigerator

Instructional Planning Diagram



Space Program Description

Capacity: Students	**8**
Capacity: Instructional 1 Instructor, 8 Aide, 1 Volunteer	**10**
Classroom: Organized for Individual & Small Group 2 Interactive Instructional Walls Dedicated Life Skills Area: Small Kitchen, Stove, Dishwasher, Microwave, Sink, Counter and Cabinets at Dedicated Wet Zone Roll-Up Doors to Outside Classroom	**1200 sf**
Support Space:	
Staff Workroom: Include mobile teacher workstations as well as lounge seating. Space will accommodate parent/teacher conferences, instructor prep area, and impromptu student push-in space..	**400 sf**
Deescalation Office: Dual purpose push-in office as well as soft, flexible space for when students require time alone.	**120 sf**
Workroom/Restroom: Workroom to accommodate therapy mats, therapy equipment and wheelchair storage, instructional supplies, and washer/dryer facilities including towel and product storage. Restroom to include changing table, full size shower with hoyer lift, toilet and sink facilities to accommodate student and one assistant including at shower area.	**120 sf**
Outdoor Classroom Permanent Outdoor Canopy or Shade Structure Outdoor Classroom & Outdoor Physical Therapy Zones	**500 sf (min.)**

Perimeter Casework & Storage

Open Studio Perimeter Storage	Lockable cabinets for product and tool storage when possible. Open shelving areas for access to bins and supplies.
Resource Room	Open adjustable shelving, floor-to-ceiling.
Safety	Provide hoyer lift at shower.

Technology

Interactive Classroom Technology	Minimum (2) interactive instructional walls Include bi-directional screen sharing with multi-touch interaction and note capture capabilities. Large-scale digital annotation Wall HDMI input connection Wall AV control panel Ceiling speakers
Data	Wireless access point: Faceplate with (2) CAT6 at +96" AFF Display: Faceplate with (2) CAT6 at +66" AFF (for each display) as noted, minimum (2) displays Spare: Faceplate with (2) CAT6 at 18" AFF Security Camera: Faceplate with (1) CAT6 at 96" AFF Projector: Faceplate with (2) CAT6 at ceiling Instructor Desk: Faceplate with (6) CAT6 floor box
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as front and rear zoning of classroom. Include daylighting and lighting solutions to support a variety of learning models.
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging	Laptop & tablet recharging station
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Audio	Integrated audio amplification system.
Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Finishes & Features

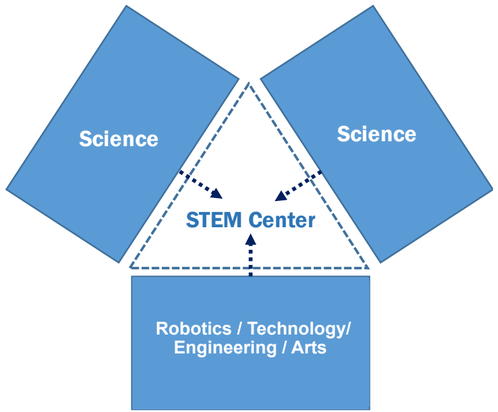
Flooring	Resilient floor tile
Wall Base	Rubber
Ceiling	Acoustic ceiling tile, acoustic baffles, or other that comply with NRC of 0.70 or higher. Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35.
Walls	Interior walls between classrooms must extend full height to the underside of deck. Combination painted gypsum board, magnetic rewritable surfacing and tackable surfacing recommended at wall surfaces. Rewritable surfacing shall not be paint applied material. Tackable surfacing will be self-healing mat.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Plumbing	Plumbing at single restroom to include sink, toilet and shower facility. Life skills area of classroom plumb for sink, refrigerator and washing machine.
Casework	Internal plywood structure with laminate finish.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

Science & STEM Labs

Program Overview

Middle school and high school science and STEM lab environments provide both core curriculum, as well as innovation tracks for learning. Learning in these areas include a broad project based experience that includes additional learning components such as guest lecturers, large demonstrations, competitions, dual/concurrent enrollment, boot camps, hackathons, internships, as well as partnership workshop labs with local business and industry. These environments have the intended function to (1) provide instruction that supports project based science programs including both general science and chemistry, (2) provide resources and instructional lab spaces that support technology, robotics, as well as teaming with arts based programs for collaborative STEM based projects, and (3) provide a broad introduction to the variety of STEM specialization to be offered through high school level curriculum. These environments are intended to connect learners with experts and professionals to empower these communities of students both in science and STEM, as well as provide them with opportunities that turn science and STEM thinking into entrepreneurs. Additionally, students are introduced to 21st century career fields, making these spaces enriching experiential learning opportunities, ones that will require flexibility and adaptability over time to keep pace with industry and college-ready career tracks.

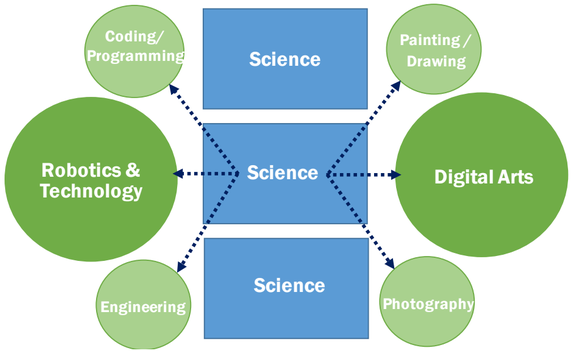
Science and STEM labs will incorporate a broad curriculum based on 21st century innovation in combination with core competencies. Traditional instruction tools will include lab space, lab workrooms, demonstration areas, workroom and storage for supplies. These elements will be designed at the periphery of an open plan space intended for flexibility of functions over time. Labs are intended as working spaces, with set up for collaboration intended as flexible to accommodate co-curricular project based learning. These spaces may include roll-up doors and retractable walls that allow spaces to expand during workshops and lectures with local industry and higher education leaders. Shared areas for science and STEM will be highly adaptable and designed to accommodate either large lecture/workshop environments, while also capable of hands-on learning labs, designed with ample storage for tools and supplies, as well as robust interactive media that allows for multiple project groups to have access to technology during lab time.



Goals & Objectives

Considerations for organizing these environments include:

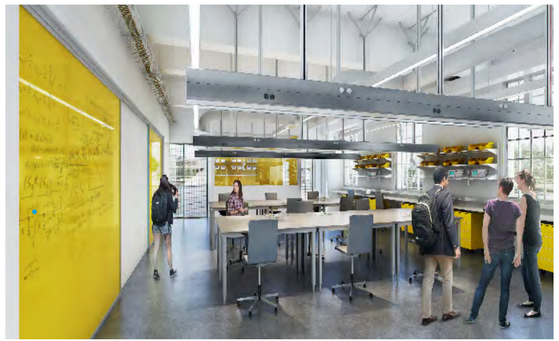
- **Interactive Project Based Learning:** Design to provide for a flexible lab environments that support various learning modalities and that are changeable and adaptable over time. Provide perimeters with interactive technology, wet walls with chemistry and general science tools and experiment reference materials, as well as retractable walls where lab space integrates with larger STEM lab environments. Lab environments will provide for independent research, individual and group experimentation, and laboratory skills development.



- **Flexible 21st Century Model Interface:** Curriculum for STEM programs involves activities related to exploration and experimentation. Intended users will include science, math and arts programs. Classrooms and STEM lab spaces are designed to accommodate 35 students at a time. The STEM lab will serve core curriculum, as well as elective curriculum, and may be used for share resource areas combined with maker labs and other teaming zones on campus. Providing flexibility that is designed for science, with perimeter areas dedicated to more focused work will allow for a variety of programs to adapt easily to the space.

- **Integrated Learning Progression:** Integrated science and STEM is a new growth area for the district and may involve different types of specialization on each campus. Middle school programs will be designed to pair with high school offerings, with more opportunities for varied programs and specialization at high school level.

- **Connectivity with Local Industry and Business:** STEM environments will be focused on project based learning with broader enrichment programs integrated into project specific work. This will include broader connectivity with local business and industry and will include guest speakers, internships, demonstrations, mini-sessions, weekend programs, summer programs and other types of technology integration. Areas will include ample space for set-up and take-down of short term projects designed for co-leadership with business and industry. This may include areas where temporary or interactive demonstrations may take place, areas for digital media and coding activities with local industry, as well as space for dual/concurrent enrollment programs with local higher education resources.



Campus Adjacencies & Resources

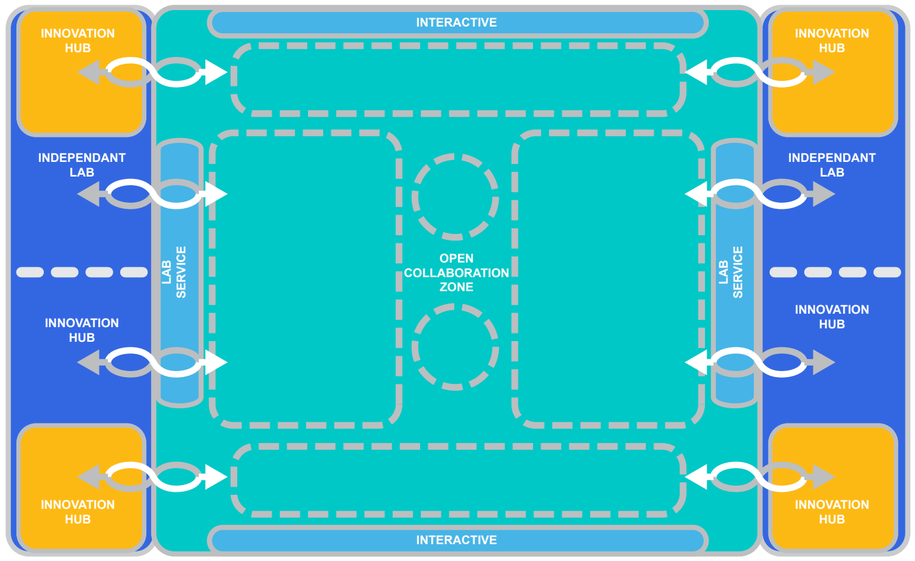
Spatial Relationships:

- Co-locate science and STEM programs including technology, computer, and robotics. When possible, include arts programs in adjacency model.
- When possible, provide access to STEM and open lab environments on first floor for access to indoor/outdoor collaboration and event space.
- Consider corridors and open interior areas as an extension of the classroom, lab and project based learning area. Consider open areas for teaming, shared instruction, social space, as well as for large gathering. Consider enlarged transition areas, such as traditional corridor spaces, as potential program space, which may include rewritable surfacing, areas for display, tackable wall surface, movable furnishings, and when possible, retractable walls to classrooms to provide flexibility for group activities.
- When lab classrooms are located on first floor, consider adjacent outdoor area for programmed instructional space with indoor/outdoor use. Full visibility from interior classroom to outdoor learning space is essential for supervision.
- When new classroom buildings are being designed, it is optimal to consider the overall classroom grid and structural system. Freedom to move interior walls over time, should learning modalities or strategies change that require other types of configurations, represent optimal flexibility of building structures for the district. Consider maximizing efficiency of systems that are designed for reconfiguration of interiors over time.

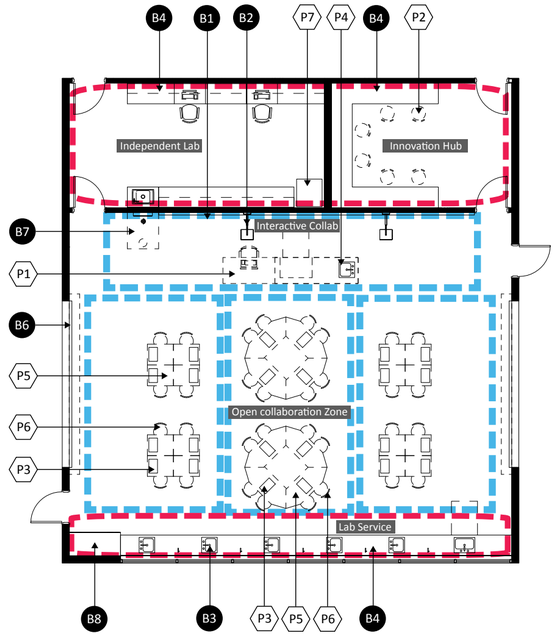
Lab Design Considerations:

- Labs are intended as flexible, adaptable spaces designed to support a variety of learning modalities. Perimeter areas will be fully programmed, with the interior 'open area' of the lab designed for movement, with furniture including lab desks, seating, portable instruction walls, portable storage and supplies to be on casters so that all components within the space may be reconfigured easily for individual, small group and all class instruction.
- General science, chemistry workrooms, digital labs, resource and materials storage areas may be considered as spaces of connectivity between lab rooms and used as shared resources. Provide transparency between workspaces and open instructional areas.
- Provide electrical access either via ceiling with pull-down electrical capacity, or via floor outlets on a regularly space grid within the space. When instructional area includes outdoor learning component, include similar electrical access grid at exterior area.
- Provide interactive instructional walls at two walls that include seamless white board surfaces to maximize projection area. Instructional walls will be equipped with interactive tools, along with b and interactive wall technology. Include bi-directional screen sharing, wireless presentation mirroring and audio controls for internet based instruction.
- Lab instructional station will be movable, and included as part of furniture system.
- Include 1:1 access and availability to hand held devices as learning tools. Hand held devices are currently administered via technology cart. Design for cart location and electrical connectivity.

Instructional Planning Diagram



Floor Plan



Legend

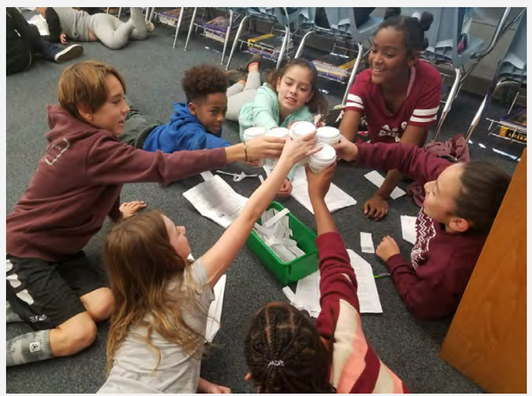
P1	Seating on casters
P2	Tables on casters
P3	Instructor podium with workstation including storage and seating on casters
P4	Mobile shelving and storage systems
P5	Lounge seating
P6	Mobile collaboration white board
P7	Mobile storage bins and resource carts
P8	Mobile lateral file storage system
P9	Circular table units on casters
P10	Mobile project rack
P11	Project and outdoor storage racks

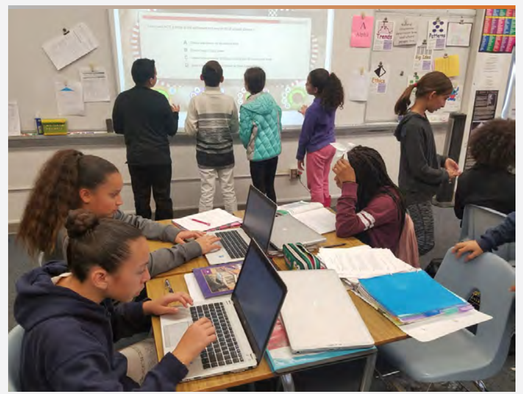
B1	Primary collaboration
B2	Interactive instructional wall
B3	Secondary collaboration with interactive instructional wall
B4	Sink with bubbler at appropriate student height
B5	Sink accessories
B6	Operable wall with glass

SMMUSD SPOTLIGHT

Inqiry Based Learning at SMMUSD Middle & High Schools

Open spaces and easily-moved furnishings can help facilitate creative learning opportunities like this inquiry based group project. Here, students participate in a ‘Greek Symposium’ as they recline, celebrate, and explore ancient and current philosophy, culture, and political issues of the day.





Space Program Description

Capacity: Students	**35**
Capacity: Instructional 1 Instructor, 1 Aide, 1 Volunteer	
General Science Lab / Chemistry Lab	**1,200 sf**
Water, Gas & Equipment Access Along Perimeter Walls	
2 Interactive Instructional Walls	
Perimeter Mill work Storage	
Eyewash and Shower	
Chemistry Lab (Addtl. Requirements)	
Fume Hood	
Secure Chemical Storage	
Ancillary: Shared Between 2 Classrooms	
Innovation Lab : Used for tinkering, coding, enhanced technology and is focused on team work.	**200 sf**
Independent Lab: Used for individualized, focused work that may include technology as well as lab resources.	**200 sf**
Lab Service	
Wet service wall intended for general science or chemistry. Service area includes service sinks, gas connections, fume hood and eyewash. Wet wall also includes supply and project based storage.	**80 sf**

Perimeter Casework & Storage

Open Studio Perimeter Storage	Lockable shelving and storage for science tools and equipment for check-out. Lockable cabinets for larger format product and tool storage. Open shelving areas for access to bins and supplies. Work counters with base cabinets and electrical access. Peg boards and/or pin-up areas above counter area. No upper cabinets preferred.
Open Studio Perimeter Wet Areas	Work counters with utility sinks (minimum 4 sinks) and below cabinet storage.
Resource Room	Open adjustable shelving, floor-to-ceiling.
Safety	Provide eye wash station with deluge shower and first aid cabinet.

Technology

Interactive Classroom Technology	Minimum (2) interactive instructional walls Include bi-directional screen sharing with multi-touch interaction and note capture capabilities. Large-scale digital annotation Wall HDMI input connection Wall AV control panel Ceiling speakers
Data	Wireless access point: Faceplate with (2) CAT6 at +96" AFF Display: Faceplate with (2) CAT6 at +66" AFF (for each display) as noted, minimum (2) displays Spare: Faceplate with (2) CAT6 at 18" AFF Security Camera: Faceplate with (1) CAT6 at 96" AFF Projector: Faceplate with (2) CAT6 at ceiling Instructor Desk: Faceplate with (6) CAT6 floor box
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as front and rear zoning of classroom. Include daylighting and lighting solutions to support a variety of learning models.
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging	Laptop & tablet recharging station
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Audio	Integrated audio amplification system.
Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Finishes & Features

Flooring	Resilient flooring
Wall Base	Rubber
Ceiling	Acoustic ceiling tile, acoustic baffles, or other that comply with NRC of 0.70 or higher. Minimum ceiling height 10'-0". Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35.
Walls	Interior walls between classrooms must extend full height to the underside of deck. Combination painted gypsum board, magnetic rewritable surfacing and tackable surfacing recommended at wall surfaces. Rewritable surfacing shall be paint applied, seamless material. Tackable surfacing will be self-healing mat.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Plumbing	Provide for combination eyewash and deluge shower. Waste lines will include corrosion resistant piping above grade, stainless steel below grade. Do not connect condensate drain lines for HVAC into laboratory waste system. Provide hot and cold water at all lab sink areas.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

Flexible Maker/ STEM Labs

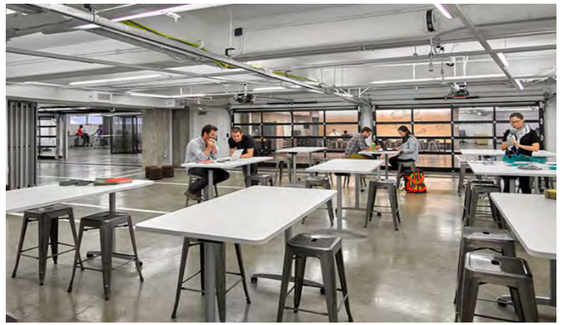
Program Overview

Maker labs are intended as active project and inquiry based learning centers that serve as a resource for a variety of programs to supplement general instruction, as well as provide a linear, direct connection to specialized learning opportunities that will be offered at SMMUSD high schools. The intent of these spaces are to provide a broad spectrum of experiential learning opportunities in a way that both supports opportunities at the high school level, as well as provide flexibility for the evolution of new programs that have connection to timely real-life applications.

These spaces will utilize an open plan concept with a variety of learning zone support areas. Active learning activities may include exploration, experimentation, as well as collaboration, for the development of strong communication and team building skills. To support these flexible environments spaces will need to include flexible sitting/standing desks (accommodate standing work at either fixed or movable stations) white boards (both fixed and movable), digital hub collaboration, technology support and tinkering areas, tool storage and check out areas, and include complimentary outdoor space of appropriately the same size and program as the interior classroom.

Learning activities will primarily serve introductory STEM and arts integration activities including technology, robotics, engineering, graphics, virtual reality and 3D environments. Exercises will focus on maker activities, while also supporting the physical presentation of ideas which may include workshop, filming, digital media, 3D printing, modeling and other physical, hands-on applications and approaches.

These lab areas represent active learning hubs for students and are considered high use activity spaces on any campus. Locations for these spaces will be central and service the broader student population. They will be located to optimize all-day access including lunch, after school, evening and weekend use. Labs will be positioned as shared nodes on campus that are well distributed for equal access.



Goals & Objectives

- **Interactive Collaboration:** The lab space is intended to focus on project solutions that are team based with the ability for easy adaptation over time. Large expansive open work areas, with easy access to electrical, tool, supply and technology areas will facilitate transition from project to project.

- **Foster Makers and Innovators:** The maker lab includes a central open innovation hub intended for project based work. Smaller, focused work and resource areas include a tinkering shop, think tank, 3D workshop and mobile resources areas. These areas support different types of project and inquiry based learning and are intended to provide a variety of furniture configurations to support and maximize flexibility. Perimeter areas will be well equipped resource spaces, including tool and supply check-out, 2D printing, 3D printing and demonstration area inclusive of virtual reality, technology workshop and innovation space, as well as mobile lab components.

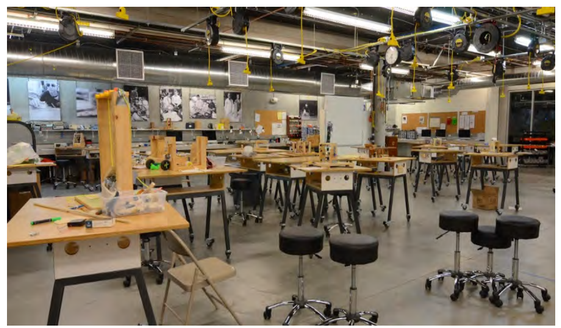
- **Link Progressive Learning Model from K-12th Grade:** Maker lab environments will be provided at elementary schools, middle schools and high schools within the district. While the spaces are all considered adaptable and flexible for ease of transition project based experiences, all spaces are considered innovation labs that are intended to link curriculum from kindergarten through twelfth grade.

Learning by Doing: Furniture and other support components will be considered as flexible and movable. Items such as movable white boards should be included to facilitate group problem solving activities. In addition, tool and supply carts that are mobile should be provided at each station, along with electrical drop downs that support a variety tools and technology. Perimeter walls will provide in-wall storage and check-out areas, rewritable wall surfacing, pin-up area for three dimensional projects, technology support areas, wet zones, ample exterior glazing and/or skylights for lab related projects. When possible, provide roll-up doors to an canopied outdoor learning space that is equipped to support and extend the learning environment.

Campus Adjacencies & Resources

- **Open Innovation Hub:** Open labs are intended as flexible, adaptable spaces designed to support a variety of learning modalities. The open lab environment represents the central work space for students and should be open and flexible. Perimeter areas will be fully programmed, with the interior 'open area' of the classroom designed for movement, with furniture including desks, seating, portable instruction walls, portable storage and supplies are required to be easily movable so that all components within the space may be reconfigured quickly for individual, small group and all class instruction. Flexible access to electrical will be available across the open lab environment, whether via floor monuments or ceiling access.

- **Tinkering Shop:** An enclosed room within the lab area will be included to be utilized for robotics and technology based experimentation and investigation. The space will be outfitted to accommodate tinkering exercises including ample storage and bins for resources, along with lockable equipment check-out..



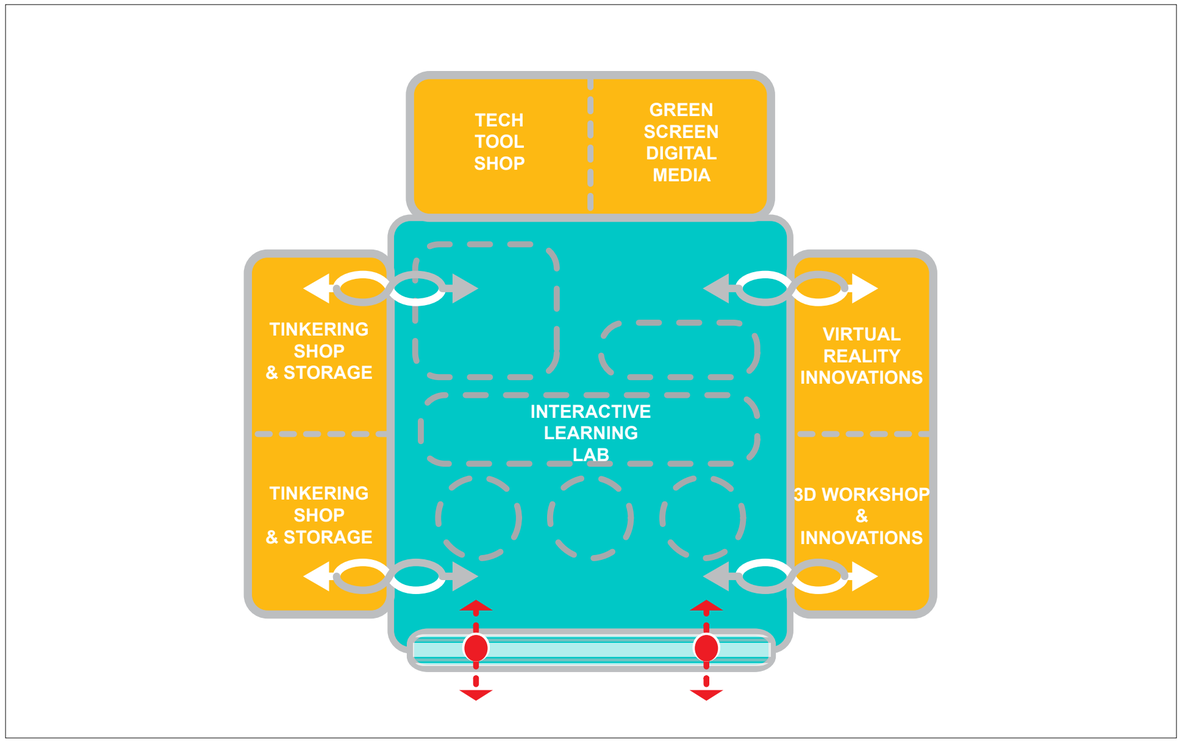
- **High-Tech Hub:** Intended as a key resource space within the lab, the technology hub is equipped with laptops, printers, recharging station, 3D printers, color printers and other devices intended to facilitate production and visualization exercises.

- **3D Workshop - VR & Green Screen Lab:** An enclosed room within the lab area will be included to be utilized for technology based experimentation and investigation. The space will be designed to include filming, green screen, lighting and audio, as well as provisions to accommodate virtual reality, 3D and color printing.

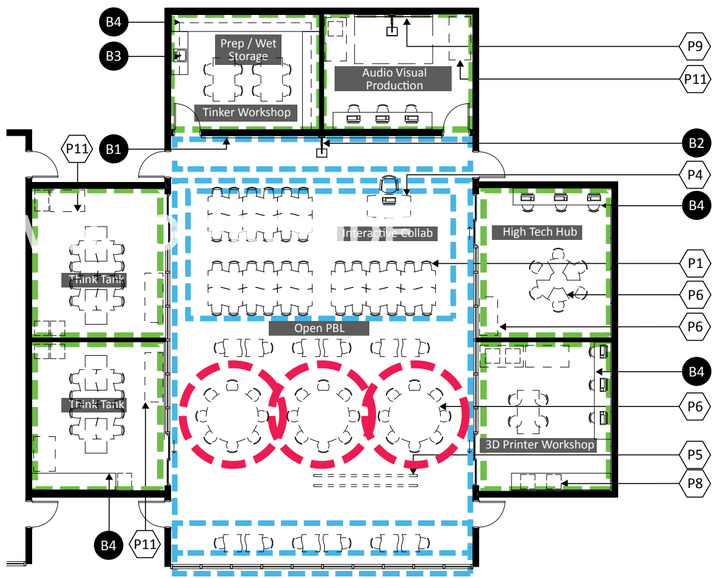
- **Think Tank:** An enclosed room within the lab area will be included to be utilized for think tank activities and will include flexible seating rewritable wall surfacing, tackable surfacing and will be provide with enhanced acoustics to mitigate noise from the open lab.

- **Group Media Hub:** One area of the perimeter will include huddle space for instruction and quick collaboration among all students. Provide one interactive instructional wall within open innovation hub that includes seamless rewritable white board surfaces to maximize projection area. Huddle wall will be equipped with interactive tools and audio controls for internet based instruction.

Instructional Planning Diagram



Floor Plan



Legend

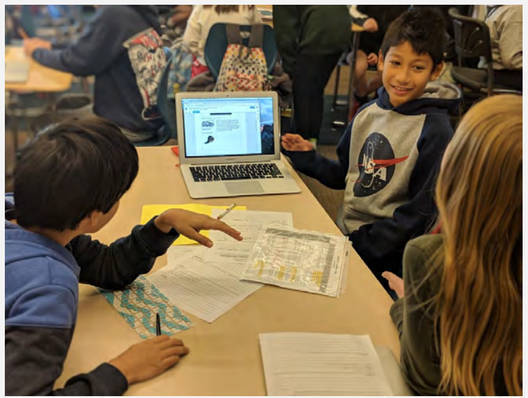
P1	Movable seating
P2	Movable tables
P3	Adjustable chairs
P4	Mobile instructor podium with workstation including storage and seating
P5	Mobile collaboration white board
P6	Mobile circular tables
P7	Mobile instructional storage
P8	Technology - 2D/3D printers
P9	Retractable green screen wall
P10	Technology cart
P11	Mobile storage bins and resource carts

B1	Primary collaboration
B2	Interactive instructional wall
B3	Utility sink
B4	Millwork
B5	Operable wall with glass

SMMUSD SPOTLIGHT

Individualized Learning at SMMUSD Middle & High Schools

Adaptive learning environments allow students to work at their own pace while utilizing digital and physical tools to assess their understanding and enrich their overall learning experience. Additionally, online tools are available around the clock to increase students' access.



Space Program Description

Capacity: Students	**40-45**
Capacity: Instructional	
1 Instructor, 1 Aide, 1 Volunteer	
Open Innovation Hub:	**1,600 sf**
Perimeter Project Resource Stations & Storage	
Perimeter Technology Zone	
Roll-Up Doors to Outside Classroom	
Collaboration Zone (Group Instruction/Social):	
1 Interactive Instructional Wall	
Display & Pin-Up Area	
Collaborative Lounge Seating	
Resource Rooms	**200 sf/each**
Tinkering Shop	
Think Tank	
3D Workshop	
Total	**2,200 sf**
Other	
Outdoor Instructional Zone	**500 sf (min)**
Permanent Outdoor Canopy or Shade Structure	
Sink With Counter	
Outdoor Equipment Storage	

Technology

Interactive Classroom Technology	Minimum (2) interactive instructional walls Include bi-directional screen sharing with multi-touch interaction and note capture capabilities. Large-scale digital annotation Wall HDMI input connection Wall AV control panel Ceiling speakers
Data	Wireless access point: Faceplate with (2) CAT6 at +96" AFF Display: Faceplate with (2) CAT6 at +66" AFF (for each display) as noted, minimum (2) displays Spare: Faceplate with (2) CAT6 at 18" AFF Security Camera: Faceplate with (1) CAT6 at 96" AFF Projector: Faceplate with (2) CAT6 at ceiling Instructor Desk: Faceplate with (6) CAT6 floor box
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as front and rear zoning of classroom. Include daylighting and lighting solutions to support a variety of learning models.
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging	Laptop & tablet recharging station to accommodate all hand held classroom devices.
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Audio	Integrated audio amplification system.
Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Perimeter Casework & Storage

Perimeter Storage	Lockable cage with shelving and peg board for tools and equipment for check-out at TInkering Shop. Lockable cabinets for larger format product and tool storage. Open shelving areas for access to bins and supplies. Work counters with base cabinets and electrical access. Peg boards and/or pin-up areas above counter area. No upper cabinets preferred.
Resource Room	Open adjustable shelving, floor-to-ceiling.
Safety	Provide first aid cabinet.

Finishes & Features

Flooring	Resilient floor tiles, rubber flooring, resilient sheet flooring, or sealed, epoxy coated concrete at open studio areas. Carpet tile or rugs at collaboration zone.
Wall Base	Rubber
Ceiling	Exposed ceiling, acoustic ceiling tile, acoustic baffles, or other that comply with NRC of 0.70 or higher. Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35.
Walls	Interior walls must extend full height to the underside of deck. Combination painted gypsum board, magnetic rewritable surfacing and tackable surfacing recommended at wall surfaces. Rewritable surfacing shall not be paint applied material. Tackable surfacing will be self-healing mat.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Electrical	Provide ceiling mounted electrical supply cords in open studio space on regular grid for flexible configuration.
Plumbing	Minimum 4 utility sinks to be provided along room perimeter walls.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

3D Design/ Art & Ceramics

Program Overview

Visual arts programs are designed to broaden students visual language which includes art, graphics, art history, product design, industrial design, innovation through co-curricular program integration, as well as building awareness of 21st century skills and careers that utilize the visual arts as a way to identify and communicate business, brand and product. The visual arts program within SMMUSD at the middle school level is intended as an introductory component to the wide array of choices that will be available within the visual arts programs at the high school level.

Visual arts courses may occur as singular instructional programs focused on the fundamentals of the arts, or may be paired in conjunction with STEM/STEAM, or business programs for co-curricular programs such as 3D virtual environments paired with coding, game design and others. Visual arts programs may include painting and drawing, ceramics, stage design, printmaking, photography, digital and 3D design, graphic arts, packaging and product design, and web based design.

Visual arts classrooms will utilize an open plan concept, designed to allow students to put theory into practice using studio space, small workshop spaces, and computer lab areas as spaces for creative investigation. As a critical component in the 21st century learning model, all arts classrooms will include flexible design to accommodate a variety of activities. Activities within the main open areas may include projection and instruction, reading and demonstration, wet and dry production areas, digital and specialized equipment areas, as well as places for prep, drying, lay-down and storage. Perimeter areas will be well programmed and include break out spaces and shared resource spaces designed as shared use areas with adjacent art classrooms.

Goals & Objectives

- **Specialized Program Interconnectivity:** Visual arts programs may benefit from adjacency with other specialized curriculum, or may work as a stand alone facility. Co-location may pair visual arts with maker labs, or pair with science and STEM programs to provide for more nuanced type instructional opportunities. Additionally these programs can be co-located at perimeter areas of campus to provide for evening and weekend programs, workshops, summer programs, ease of outside lecture and local industry partnership on campus.

- **Integrated Learning Progression:** Visual arts programs within the district follow a continuum of education that is included in the integrated learning progression model for the district. Programs on offer at the middle school serve as an enhanced model building on the elementary school introduction to the arts, and likewise are the starting point for the larger variety of offerings that are on offer at the high school level. Across this entire continuum of care, visual arts spaces will both demonstrate the programs on offer at SMMUSD, as well as connect with amenities and production at the high school level.

- **Flexible 21st Century Model Interface:** The 21st century learning model requires that specialized programs such as visual arts, STEM, robotics, technology, and others, become more rapidly responsive to changes in the workplace, changes in industry and areas for higher education specialization. Arts spaces must be highly adaptable and able to transition easily to accommodate shifts in industry, including introduction of new technology and software, and hardware resources, as well as instruction in new career pathways and soft skills.

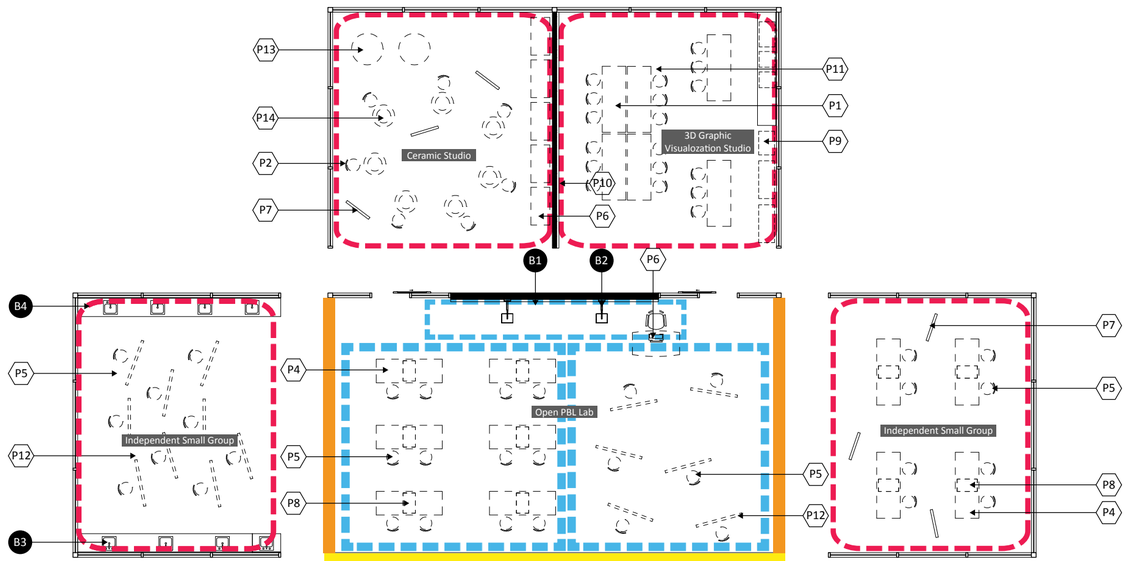
- **Interactive Project Based Learning:** The visual arts open lab environment is designed to function with a focus on a specific arts medium, but can also function with independent stations where multiple arts media may be utilized simultaneously. Zoning of the room will consider wet areas with wet instruction, dry instruction zones, as well as technology, equipment and support. Independent small group break out spaces will be provided adjacent to the open lab area and may be shared with adjoining art labs. These small group areas are designed for focused work, project specific small group and will be flexible, including tackable surfacing and rewritable surfacing for collaboration and pin-up.

- **3D Graphics Visualization Studio:** Adjacent to the open lab environment will be a break-out zone for 3D graphics and visualization. This area will be programmed to accommodate graphics instruction, as well as 3D printing, virtual reality, and 2D color printing.

- **Sculpture/Ceramics Studio:** A ceramics studio will be included for project based work adjacent to the open lab environment and will include kiln, drying racks and work tables for student activities. Provide ample space either within or directly outside of the art lab to display 3D student work.

- **Connectivity with Local Industry and Business:** Specialized learning and the arts program within the district will be paired in the future to include integration with local business and industry, along with local arts programs to provide hands-on twenty-first century learning with real world teaming opportunities. This approach is inclusive of the integrated learning progression model for the district is mirrored at the high school level with additional opportunities for internships, dual/ concurrent enrollment, as well as teaming with local higher education facilities and instruction. Visual arts spaces will take into consideration space opportunities for guest speakers, demonstrations, weekend programs, summer programs, and integration with community events.

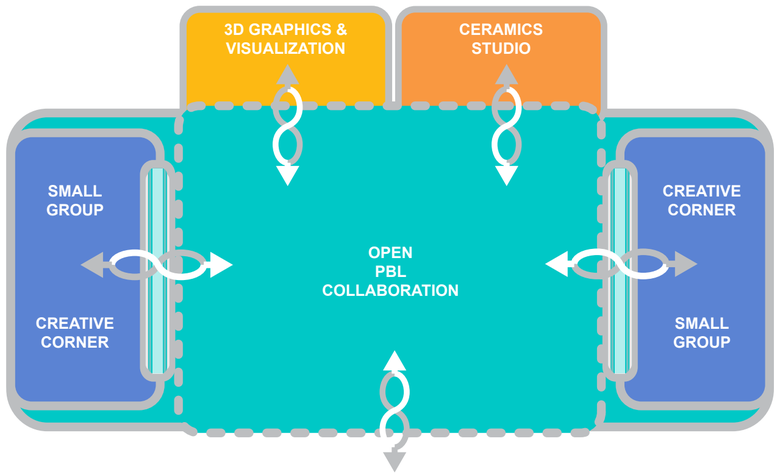
Floor Plan



Instructional Planning Diagram

Legend

P1	Movable tables
P2	Movable chairs
P3	Mobile instructor podium
P4	Mobile adjustable height tables
P5	Mobile adjustable chairs
P6	Storage shelving
P7	Mobile collaboration white board
P8	Mobile storage bins
P9	Technology - 2D/3D printers
P10	Digital media
P11	Digital interactive media
P12	Art easel
P13	Kiln
P14	Pottery wheel
B1	Primary collaboration wall
B2	Ultra short throw projection
B3	Sink
B4	Millwork



Space Program Description

Capacity: Students	**30-35**
Capacity: Instructional 1 Instructor, 1 Aide	
Open Studio: Perimeter Project Resource Stations & Storage Clearly Defined Wet Zone - Open Connectivity to Small Group Collaboration Area Roll-Up Doors to Outside Classroom	**1,500 sf**
Independent Small Group: 1 Interactive Instructional Wall Display & Pin-Up Area Collaborative Seating	**300 sf**
Ceramics/Sculpture Studio Including Area for Work-in-Progress & Supply Storage	**200 sf**
3D Graphics Visualization Studio **Tools, Supplies and Project Based Storage**	**200 sf**
Total	**2,200 sf**
Other	
Outdoor Instructional Zone Permanent Outdoor Canopy or Shade Structure Sink With Counter Outdoor Equipment Storage	**500 sf (min)**

Technology

Interactive Classroom Technology	Minimum (2) interactive instructional walls Include bi-directional screen sharing with multi-touch interaction and note capture capabilities. Large-scale digital annotation Wall HDMI input connection Wall AV control panel Ceiling speakers
Data	Wireless access point: Faceplate with (2) CAT6 at +96" AFF Display: Faceplate with (2) CAT6 at +66" AFF (for each display) as noted, minimum (2) displays Spare: Faceplate with (2) CAT6 at 18" AFF Security Camera: Faceplate with (1) CAT6 at 96" AFF Projector: Faceplate with (2) CAT6 at ceiling Instructor Desk: Faceplate with (6) CAT6 floor box
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as front and rear zoning of classroom. Include daylighting and lighting solutions to support a variety of learning models.
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging	Laptop & tablet recharging station to accommodate all hand held classroom devices.
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Audio	Integrated audio amplification system.
Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Perimeter Casework & Storage

Perimeter Storage	Lockable shelving Lockable cabinets for larger format product and tool storage. Open shelving areas for access to bins and supplies. Work counters with base cabinets and electrical access. Peg boards and/or pin-up areas above counter area. No upper cabinets preferred.
Open Studio Perimeter Wet Areas	Work counters with utility sinks (minimum 4 sinks) and below cabinet storage located at perimeter studio area in Small Group Collaboration area.
Resource Areas	Open adjustable shelving, floor-to-ceiling.
Safety	Provide first aid cabinet.

Finishes & Features

Flooring	Resilient floor tiles, rubber flooring, resilient sheet flooring, or sealed concrete at open studio areas. Carpet tile or rugs at collaboration zone.
Wall Base	Rubber
Ceiling	Exposed ceiling, acoustic ceiling tile, acoustic baffles, or other that comply with NRC of 0.70 or higher. Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35.
Walls	Interior walls must extend full height to the underside of deck. Combination painted gypsum board, magnetic rewritable surfacing and tackable surfacing recommended at wall surfaces. Rewritable surfacing shall not be paint applied material. Tackable surfacing will be self-healing mat.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Electrical	Provide ceiling mounted electrical supply cords in open studio space on regular grid for flexible configuration.
Plumbing	Minimum 4 utility sinks with access to Open Lab and minimum 2 utility sinks located at Ceramic Studio.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

Performing Arts & Music

Program Overview

Performing arts classrooms at district middle schools incorporate dramatic arts, instrument, choir and dance. These instructional spaces may be considered as part of a larger performing arts complex that includes an auditorium facility, and may also be considered as separate classroom facilities that include adjacency to a performing arts facility. Spaces will be utilized for the following:

- Mini-performance with small black box attributes of space designed to accommodate performing arts functions such as choral, instrument, musical, dance and dramatic arts
- Instructional classroom design for use as flexible choral, instrument, dance, general and specialized instruction
- Performance practice rooms for small groups and individual practice

Performing Arts and the Whole Child Approach: The integration of music into the foundation of instruction within the SMMUSD curriculum is sustained throughout a child's learning process extending through 12th grade. Music is used to express identity and heritage. Music teaches students to belong to a culture, and it develops their cognitive well-being and inner self-worth. Music-making represents a holistic, artistic, integrated and forward thinking 21st century approach to understanding developmental connections between music and child development that create learners that are socially, emotionally, creatively, physically and linguistically aware.

All middle school students at SMMUSD participate in instrument and music instruction as part of the regular class day. Music classrooms lare intended as specialized learning spaces and compliment the weekly music instruction on campus.

For the primary role as performance space, the following criteria applies to the functionality of the space:

Learning & Instruction

- **Instrument, Choral and Music Classrooms:** Classrooms will include flexible use with interconnectivity provided between classrooms for use as small performance venue. Rooms will be designed for flexible choral and music, dramatic arts and dance, as well as practice areas. Flexibility, expandability and interconnectivity will both maximize and make best use of performance prep and rehearsal opportunities.

The performance classrooms will accommodate a variety of flexible functions and may require that the space be divided at times to house more than one program at a time. A retractable or folding wall, along with enhanced acoustics and recording capabilities are required within the space. Additionally, spaces will be equipped with floor outlets provided on a regular grid to maximize flexibility and use of the space.

Accommodating indoor/outdoor events is an important flexible asset of the space and will require retractable/roll-up doors at exterior walls that provide for doubling the size of the space during certain types of events. These indoor/outdoor spaces will require canopies and/or permanent shade structures at outdoor areas adjacent to retractable wall. These outdoor areas will also be equipped with outdoor projection, sound and acoustic solutions to maximize utilization and flexibility.

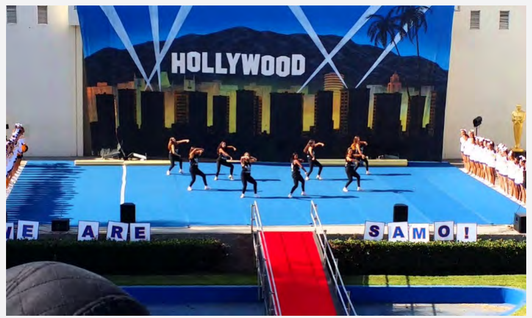
Performance spaces will be regularly utilized for classroom instruction and will include adequate storage for instructional seating, tables and equipment. Consider ease of set-up and take down for reconfiguration of space as part of any solution or strategy.

Music classrooms include individual and small group practice rooms. These practice rooms may be shared between instrumental and choral music, or may be equally divided between the two. The practice rooms shall be acoustically isolated from adjacent spaces and from one another. They should be designed to control access to allow visual supervision by a music instructor.

SMMUSD SPOTLIGHT

Specialized Learning at SMMUSD Middle & High Schools

Theatrical spaces like Barnum Hal and the outdoor performance amphitheater at SAMOHI allow students to study careers in the arts as demonstrated by members of the Santa Monica High School CTE dance program.



- **Dramatic Arts Classrooms:** Dramatic arts classrooms provide instruction via seat work, improvisation, and rehersal. Students participate via individual, small group, and large group projects whether via lecture, demonstration, role play, production meetings, and other forms of expression.

  Additionally, the class will be used for introduction to theatrical technical skills, including scene building, theater lighting, costume, prop building, and sound.

  Dramatic arts classrooms will be optimally sized between 1,500-1,800 square feet, and will serve both instruction as well as theatre arts laboratory.

  Considerations for design and location of these classrooms will take into consideration the following:

  - Proximity to main performance space as well as other arts education spaces provide for noise level that exceeds general classroom instruction.
  - Equipped with mock stage and lighting, along with proper storage for props, costumes, and other instructional materials.
  - Provided with room darkening capabilities, along with room dimming capabilities.
  - Equipped with sound dampening properties that may include acoustic baffles, and other measures to contain mock production sounds.
  - Flexible furniture that provides for all-class instruction to be moved when working in collaborative groups.

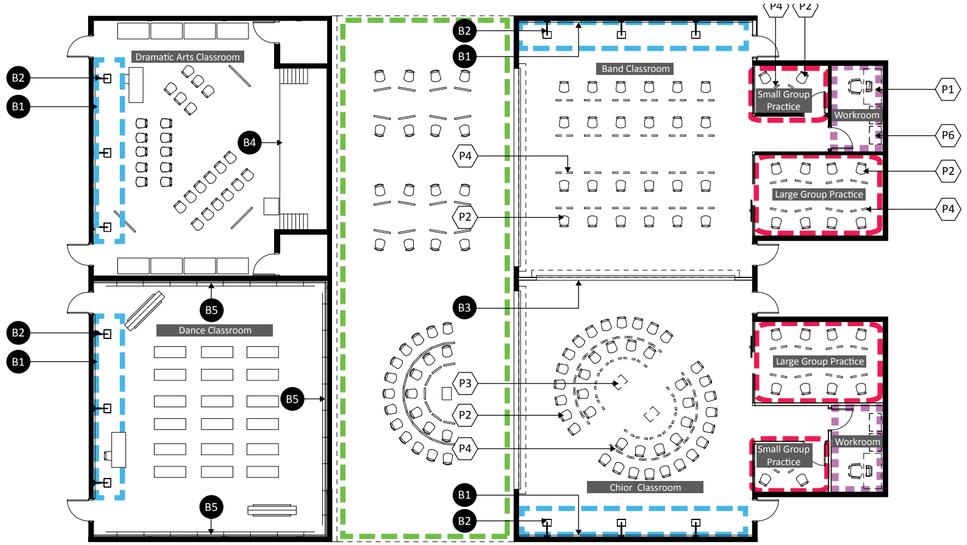
- **Dance Classrooms:** Dance instruction for middle school students may incorporate introductions to modern dance, ballet, jazz, hip hop, tap and will also be utilized for health and wellness functions including yoga, meditation, and other functions before school, after school and during lunch.

  The space will be flexible in nature to accommodate a range of different types of interpretive dance, as well as all class instruction.

  Dance classrooms will be optimally sized between 1,200-1,500 square feet and will be located near other performing arts and/or athletics functions.

  Dance classroom spaces will include mirrored wall surfaces, exercise bar on 3 walls, flooring with cushioned foam backing to prevent injury, and adequate natural lighting. In addition flexible, mobile seating and flexible, mobile storage units will be provided to maximize long-term flexibility for the space.

Floor Plan

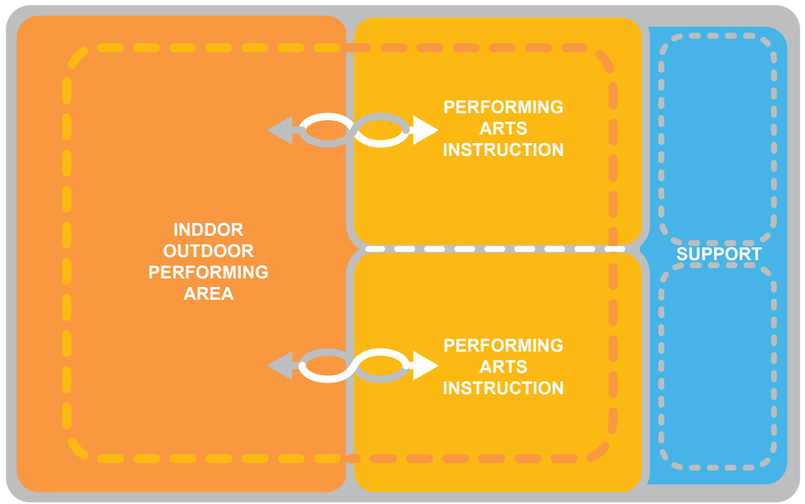


Instructional Planning Diagram

Legend

P1	Movable tables
P2	Movable chairs
P3	Mobile Instructor podium with workstation including storage and seating
P4	Musician stand
P5	Mobile collaboration white board
P6	Mobile storage bins and resource carts

B1	Primary collaboration
B2	Interactive instructional wall
B3	Operable wall with glass
B4	Mock stage
B5	Mirror wall with exercise bar



Space Program Description

Capacity	**35-45**
Music/Choir/Band Classrooms Retractable interior wall between classrooms Flexibility for indoor/outdoor performance	**1,400 sf**
Storage - Sheet Music, Costumes, Instruments	**200 sf**
Practice Rooms	**80 sf/each**
Dance/Dramatic Arts Classroom Retractable interior wall between classrooms Flexibility for indoor/outdoor performance	**1,400 sf**
Storage - Costumes, Movable Mirrors & Props	**200 sf**
Practice Rooms	**80 sf/each**
Other	
Outdoor Performance Permanent Outdoor Canopy or Shade Structure Immediate Adjacency Designed to Double Size of Spaces for Large Events	**1,400 +**

Equipment

Classrooms	Speaker system integrated with multi-media projection and speaker system. Enhanced acoustics to accommodate both performance as well as general instruction Black-out curtains at all interior glazing Electrical floor monuments provided on regular grid throughout assembly area to accommodate regular class instruction, conference, and charette activities

Technology

Interactive Classroom Technology	Minimum (2) interactive instructional walls Include bi-directional screen sharing with multi-touch interaction and note capture capabilities. Large-scale digital annotation Wall HDMI input connection Wall AV control panel Ceiling speakers
Data	Wireless access point: Faceplate with (2) CAT6 at +96" AFF Display: Faceplate with (2) CAT6 at +66" AFF (for each display) as noted, minimum (2) displays Spare: Faceplate with (2) CAT6 at 18" AFF Security Camera: Faceplate with (1) CAT6 at 96" AFF Projector: Faceplate with (2) CAT6 at ceiling Instructor Desk: Faceplate with (6) CAT6 floor box
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as front and rear zoning of classroom. Include daylighting and lighting solutions to support a variety of learning models.
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging	Laptop & tablet recharging station
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Audio	Integrated audio amplification system.
Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Finishes & Features

Flooring	Broadloom carpet
Wall Base	Rubber
Ceiling	Combination gypsum board, acoustic ceiling tile, acoustic baffles, or other that comply with NRC of or higher. Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35. Include enhanced acoustics at open instructional classroom area.
Walls	Impact resistant gypsum board, interior wall finish upgrade material such as acoustic baffles and/or other architectural features. Enhanced acoustics at assembly space must take into account daily use as flexible instruction environment divisible into two sections via retractable wall.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Plumbing	Provide immediate adjacency to public and student restrooms, along with janitor's closet with mop sink.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

Library

Program Overview

Libraries today are considered one of the social centers on campus, offering access to group spaces for project based work, access to technology and printers, as well as serving the fundamental role of the library, to act as resource center for printed and digital materials. While libraries were once considered 'quiet space' today they are active and provide robust learning resources and opportunities for social interaction. Current middle school libraries in the district, in some instances, are undersized to perform the functions required by 21st century learning environments. Spaces are required to perform a variety of functions and environments are required to support a variety of study opportunities. In the library, students take control of their learning experience through discovery, analysis and information sharing. In addition to traditional book stacks and study tables, a number of different types of spaces are required to ensure adequate project based activity spaces are available to students for active learning to occur. These include the following:

- **Individual Space:** Designed to foster quiet, contemplative work, individual spaces should be designed into small centers throughout the library. Small spaces, such as niches, corners, and individual seating pods will be considered in the design to provide individual quiet spaces for students. Consider how resource materials are organized and stored around these areas to maximize privacy in an open setting through the use of low height furniture and flexible, movable wall units.

- **Individual Shared Space:** The library will include spaces for individual independent study that is located in open, shared environments, as well as small conferencing spaces that can be checked out and shared for 2-10 students.

- **Group Study Open:** Open areas will include spaces where groups may congregate to collaborate and interact, both for social exchange as well as to develop project based work. Large open areas will be designed so that learning can happen everywhere utilizing flexible,, easy to configure furnishings and equipment. By including movable desks, chairs, informal seating, flexible walls and equipment, students are equipped to take charge of their learning experience, whether in small or large teaming arrangements.

- **Large Group Instructional Area:** An enclosed area of the library will include a designated area for group instruction that can accommodate up to two individual classes. These instructional areas are intended to be checked out for instruction where project based learning in the library is required as an essential component of the exchange. In addition, the space will be used for tutoring lab and early morning and afternoon study hall, movies and conferencing space. The space will include interactive instructional walls, sound system, and flexible seating. The space will require adjacency to technology area provided with 2D and 3D printing access. It is also intended that the space can be used outside of regular school hours, therefore, a separate door from the main library entrance is required to the interior side of campus as well as the exterior side of the campus.

- **Group Study Private:** A variety of small study rooms will include areas for 2-4 students and rooms that may accommodate up to 8-10 students. These spaces will include full height glazing along main library side to facilitate ease of supervision and will include additional sound deafening properties to ensure their usability in the library area. Spaces will include rewritable surfacing and tackable surfacing. These spaces are designed for small group study, individualized tutoring, teacher conference spaces, video spaces, as well as commuting spaces for specialists such as speech therapists and others.

- **Book Stacks & Resources:** SMMUSD is committed to a library that is sourced with books, in combination with technology. Physical book inventory will comprise approximately 70% of the library resource area. Stacks will include display areas for featuring new selections on offer as well as adequate signage for organizing library resources. Stacks around the perimeter of the library may extend up to 6'-0". Stacks located in the interior of the library will not extend above 4'-6" to provide for ease of visibility and supervision by library staff.

Goals & Objectives

Information literacy and digital citizenship are foundational elements of any library. In addition, they offer unique resources for inquiry and project based learning. These spaces support both class instruction as well as student's individualized interest areas and represent a fundamental intersection for inquiry, research and collaboration. In addition to guiding informational inquiry and development of critical thinking skills, these spaces will be designed to connect instruction with experts, encourage teamwork and creativity while offering a laboratory type environment, and opportunities to display and curate student work.

- **Instruction & Community:** Instructional and community areas of the library are intended to be flexible, particularly in the large open area of the library. The intent of this is to provide not only for daily use activities, but for flexible conferences, community based events, as well as provide options for long term reconfiguration designed to freely adjust to future library needs as physical library, technology and digitial media adapt and change over time. When possible, furniture, storage and other support components will be flexible and movable.

  In addition, students will utilize the main instructional areas for group work including project based exercise that require interaction with others. The area should be designed as a multipurpose, adaptable zone that includes pin-up and display for collaboration, multimedia including movies, as well as access to the technology center of the library that includes 2D and 3D printing, technology carts and check out.

- **Virtual Library:** While libraries within the district will focus primarily on physical library resources, digital media including laptop, tablet and hand held devices will also be used in library spaces. Libraries will include quick, targeted access to computers, including walk-up areas for students and printing station access. Technology walk-up stations immediately adjacent to library entrance doors will be included to provide quick access for students during lunch and between classes to print out assignments or to perform quick research. In addition,

technology carts will include access for 60-70 students to tablets at any given time.

- **Inventory & Instructional Support:** The library functions as a primary resource center for teachers and staff as well as students. Libraries will serve as the singular repository on campus for textbook and instructional storage. These specialized areas will be designed more as active workrooms than storage space and should be designed to maximize organization of tools and supplies for easy check-in/check-out.

- **Push-In/Pull-Out Programs & Student Services:** A number of private rooms will be included in libraries designed to accommodate between 2-10 students. While some spaces are intended for general student use, other private rooms are intended as spaces to be checked out by staff for speech therapy, counseling, and other uses. Ideally, these rooms will have access to both the interior library, as well as access to outside campus circulation, allowing students to receive services without being required to enter the library to do so, thus providing a degree of privacy to students.

- **Security & Safety:** Middle school libraries within the district are active resource and social spaces. Libraries can become overcrowded at times and difficult to supervise. As teams begin planning for new library spaces, consideration should be given to corner areas and hard to see areas that may require additional visibility. Consideration should also be given to installing traffic counters that allow staff to track occupancy and limit or stop admittance to library spaces during peak periods.

- **Public Access, Early Hours & Late Afternoon Student Use:** Libraries will require both interior side and exterior campus side entrances. Along the exterior side of campus library staff will receive regular deliveries of inventory for instructional use. Additionally, the public side entrance may receive evening and/or weekend access for public use, clubs or other student groups. Instructional rooms within the library will be made accessible for early and late afternoon student access for study hall.

- **Flexibility & Mobility:** When possible, furniture, storage and other support components will be flexible and movable. The library is designed to support a wide variety of services and the ability for the space to adapt quickly ensures that this important hub of campus stays relevant with current instruction delivery and research trends.

Campus Adjacencies & Resources

- Libraries will be located at perimeter areas of campus and will provide access from interior side of campus as well a street-side access. Placement of the library will give consideration to the ease of joint-use opportunities with the community as well as filming and other rental opportunities, and for evening and weekend events.

- Consider library planning in relationship to main campus entrances as well as main dining areas. Library spaces are intended to be frequented both before and after school, as well as during lunch time. Proximity that reduces walking times at lunch hour will promote hub activities and social connectivity.

- Circulation desk to be centrally located for ease of visibility across entire library, with views to all entrances/exits, and views to all study and resource rooms. Provide ample glazing for visibility from offices and workrooms to library study areas. Provide ample queuing area at circulation desk for 20-30 students to queue at any one time.

- Areas of study, stacks, social space and research are interwoven with niche areas and areas for small group and independent study equally distributed throughout the plan. Open study areas and reading zones will accommodate a variety seating and tables options (preferably on casters). Tables should provide for a combination of low and high activities as well as for individual and small group. Furnishings will include soft seating, seating for movement and provide for a variety of individual and small group options.

- Small study rooms will optimize adjacency with interior doors to library as well as secondary entrance doors to exterior corridor areas for shared use with day staff for speech therapy, tutoring, etc.

- Restrooms adjacent to library areas will be in separate spaces and corridors to minimize disruption to library area.

- Avoid locating computer labs, break rooms, staff workrooms and other independent functions adjacent to or in combination with library spaces.

- In addition to research and independent study, the library is considered an extension of lab and maker environments. Space will be included in the library for project teaming and collaboration that may include opportunities for experts to visit and engage with students, whether physical or via video conferencing. Larger study rooms and instructional rooms will be designed to accommodate instruction, including access to project based learning resources, as well as enhanced technology to accommodate graphics, multi-media, and video recording including green screen and sound.

- Areas adjacent to libraries, including corridors, entrances, lobbies and outdoor reading rooms provide opportunities to exhibit and display project based work resulting from high quality project based learning. Consider locations that provide opportunities for display to occur.

- Provide flexibility to accommodate a variety of team sizes including large group instruction, small group instruction, group work, one-on-one, computer, teaming, and demonstrations.

Resources:

- Circulation desk to include ample storage for student check out of materials and supplies. Provide space for librarian and two assistants, including both standing and sitting positions at counter.

- Central book stacks comprise 70% or library space. Stacks located in central areas will be no higher than 4’-6” in height to provide for clear visibility across the entire library for ease of supervision.

- Include robust access and availability to technology, including held devices, printers, 3D printing, filming, green screen, virtual reality, and graphic production within the library. Hand held devices are currently administered via technology cart. Design for cart location and electrical connectivity. Include a minimum of two areas for walk up access at main library entrances, as well as two technology stations within the library for printing and check-out of resources and equipment. Provide at small study rooms access for filming, green screen and virtual reality exercises.

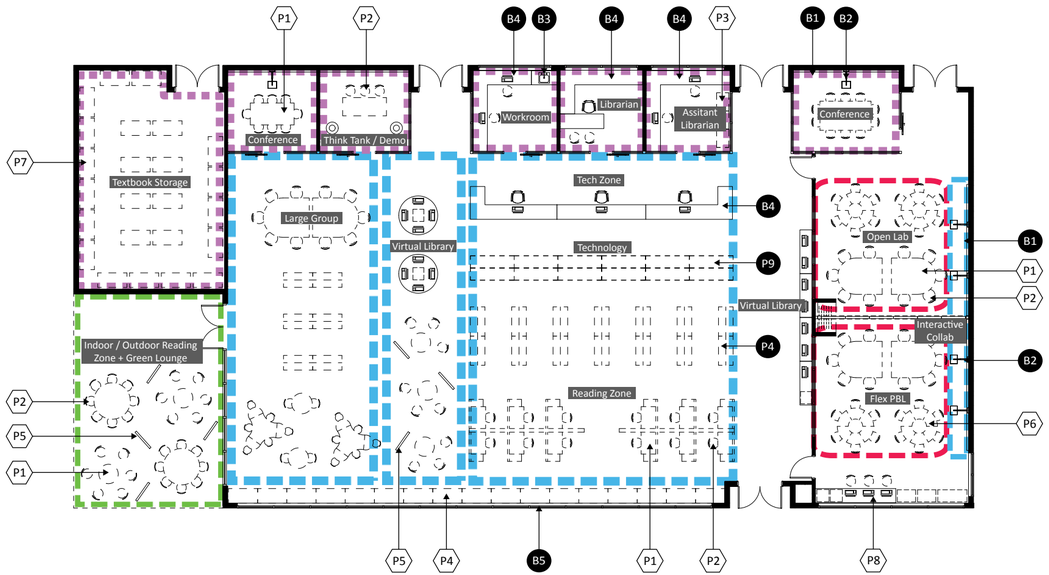
- Textbook and instructional material storage areas will be located adjacent to shipping/receiving area for direct access to deliveries.

- Include ample electrical outlets around entire library, including large expansive open areas to maximize technology mobility and flexibility.

- WIFI design must include seamless access within the library as well as all outdoor reading areas to maximize flexibility and usage.

- Natural ventilation and access to daylight and views are important design components and will include ample visual access to outdoor learning space and public areas.

Floor Plan

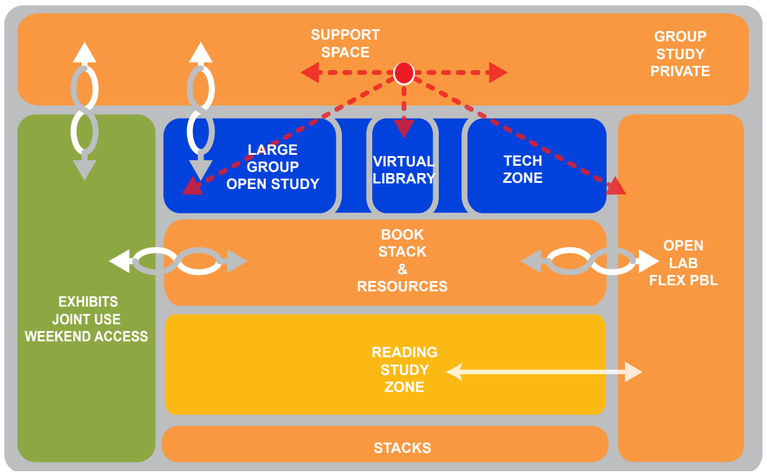


Legend

P1	Movable tables
P2	Movable chairs
P3	Mobile lateral file storage
P4	Book shelves
P5	Mobile collaboration white board
P6	Mobile circular table units
P7	Mobile library shelving
P8	Technology equipment zone
P9	Cafe style seating

B1	Primary collaboration
B2	Interactive instructional wall
B3	Sink
B4	Millwork
B5	Clerestory glazing

Instructional Planning Diagram



Space Program Description

Open Library:	**2,700 sf**
Individual Study Small Group Study & Collaboration Areas Individual & Small Group Soft Seating	
Computer Stations:	
8-10 walk-up tablets with printer access near library entrance	
Main Stacks:	
Interior Shelving (Max 4-'6" high) Perimeter Shelving (Max 7-'6" high)	
Individual Study Rooms:	
Accommodate up to 2 students	**80 sf/each**
Small Study Rooms:	
Accommodate up to 4 students	**100 sf/each**
Large Study Rooms:	
Accommodate up to 8 students and 1 staff	**200 sf/each**
1 wall equipped with rewritable surfacing	
1 wall equipped with tackable surfacing	
Provide ample space for storage in large study rooms to accommodate small group crafts and project based resources	
Classroom/Maker/Tutoring Lab:	
1 wall equipped with rewritable surfacing	**1,200 sf**
1 wall equipped with storage & display	
Lab areas will be available before and after school via separate entrance from main library	

Circulation Desk:	**150 sf**
Desk to accommodate 2-3 staff	
Provide for sitting and standing position with visibility and clear lines of sight Adjacent to librarian office	
Book check-out with queuing for 25	
Book drop	
Include self-service check-out counter	
Tablet & Laptop Charging Stations & Check-Out	
Librarian Office:	
Unobstructed view to open area of library with workspace for 2 individuals	**260 sf**
Librarian Workroom:	
Work counter for book repair, storage, sink and area for 2 additional staff	**240 sf**
Textbook Storage Room:	**400 sf**
Instructional Storage Room:	**200 sf**
Total	**5,600 sf**
Other	
Outdoor Library Reading Room	**800-1,000 sf**
Maximize Relationships to Outdoor Area for Outdoor Reading Opportunities	

Technology

Interactive Classroom Technology	Provide joined and seamless white board areas 16'-0" to 24'-0" in length at instructional classroom/tutoring center within library. Include multi-touch interaction and note capture capabilities at both the Open Studio and in Small Group Collaboration rooms. Include large-scale digital annotation.
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as zoning of classroom to accommodate instructional teaching wall. Include daylighting and lighting solutions to support a variety of learning models
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging Station	Laptop & tablet recharging station for up to 35 devices.
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Integrated Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Finishes & Features

Flooring	Combination carpet tile and floor tiles. Flooring will provide relative quite walking surface. Flooring will provide stain resistance. Resilient floor tiles and/or sealed concrete in storage areas.
Wall Base	Rubber
Ceiling	Main Library: Acoustic tile, baffles, or other that comply with NRC of 0.70 or higher. Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35. Provide enhanced acoustics as main gathering areas.
Walls	Interior walls must extend full height to the underside of deck. Combination painted gypsum board, magnetic rewritable surfacing and tackable surfacing recommended at wall surfaces. Tackable surfacing will be self-healing mat. Walls will be sound deadening at breakout rooms, both small and large.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown.
Windows	Dual insulated glazing units to meet minimum STC of 35. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

Multipurpose - Culinary & Cafe

Program Overview

Dining and nutrition programs within the district are designed to support and engage a whole child approach to learning and education, while simultaneously contributing to the continuum of care a student receives. This area of enrichment represents a new, long term commitment by the district to improve the quality and types of foods offered to students, but also to enrich the delivery system with new opportunities for student projects, culinary instruction and science based programs that build on the fundamentals of sustainable agriculture and bio-systems.

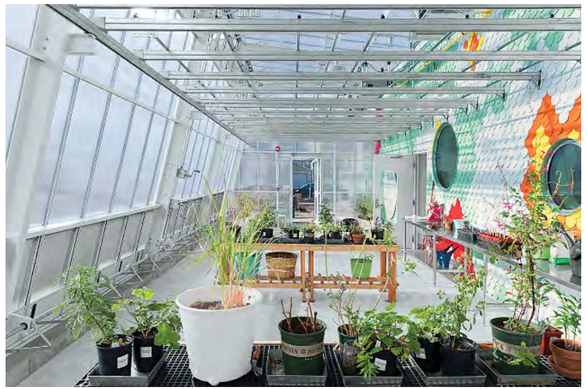
Dining areas of campuses are often under-programmed and under-utilized spaces, challenged by flexibility and usability. Twenty-first century cafe and culinary spaces are intended as enriching spaces that provide not just for dining, but make best use of the types of specialized resources that are available in a culinary setting. This area of enrichment represents a new, long term commitment by the district to improve the quality and types of foods offered to students, while also reinvigorating the delivery system.

Existing middle school campuses in Santa Monica currently operate with stand alone dining facilities on both Lincoln and JAMS sites. District schools were originally built with a one school-one kitchen approach, with on-site daily food prep and delivery. Over time, this model was modified with the district utilizing a central kitchen style approach to food preparation and delivery for the entire district, with SAMOHI serving as the central kitchen location for the district. With new emphasis on fresh, local ingredients, sustained by campus gardens, the district will begin migrating back to a model of single school-single kitchen, with each campus growing organic fruits and vegetables on campus, along with all food prep and fresh meal service prepared and served at each school's on-site facility.

The whole child approach to dining and nutrition learning at SMMUSD includes food, food science, gardening and composting, and culinary as aspects of foundational learning. Food serves as an area for exploration and discovery from farm-to-table so that students can better understand our natural resources, better understand food and culture, and better and better connect with aspects of mindfulness, physical and emotional health. It is also a unique place where students can connect with the local community, local farmers, sustainability and organics, as well as connect with Santa Monica's rich history with its local farmer's markets and their easy access to the great chefs of Los Angeles.

Middle school campuses will utilize a blended model for food service that exists somewhere between the elementary and high school approach to dining. For elementary school students, choices, queuing and delivery is expedited, minimizing decision making for young students. For high school students a "food court" approach to dining is currently being implemented by the district, that is designed to provide multiple healthy walk-up stations for students to make selections and receive food quickly during lunch times.

Goals & Objectives



For middle school systems, a hybrid model, one which provides students with limited options as well as traditional service line will be utilized, to both maximize delivery time for students wishing to purchase pre-packaged foods, salad bar or smoothie station, and those who wish to obtain hot meal service.

- **Learning Lab:** The culinary cafe represents not just a cafe lunch-time experience, but also an area where unique opportunities for learning exist outside the general classroom. Roll-up doors from the food prep to food servery area, along with roll-up doors from the main space to the food servery area maximize flexibility for culinary instruction that utilizes the existing kitchen in conjunction with large areas for instruction and student food prep. Consider full height glass walls partitioning the kitchen and the main cafe space, so students can visually connect with their food in new ways.
- **Nutrition and Dining:** When not used for dining, the cafe is intended as an active specialized learning center on campus. The nutrition program is centered on a "learning by doing" approach, which includes student participation in gardening, as well as food prep and cooking activities integrated into science, art and general instruction programs. The food servery and food prep areas, as well as areas of the main cafeteria will regularly be used for dining, prep and learning by students in the food sciences area as well as developing social skills related to team building, support and nurturing of fellow students.
- **The Great Outdoors:** The outdoors fulfills three distinct roles as related to cafe and dining. The first is the general access students have during lunch-time from meal service to outdoor space. Consider the location of outdoor play to dining for ease of supervision and access, along with areas to congregate, play and eat in the shade. The second is the relationship of lunch time, and the cafe as a social hub. Many campuses within the district have outdoor barbeque's (used on a weekly basis), and intermittently provide outdoor live music during lunch. Consider the public areas adjacent to the dining area, with use of flexible walls for indoor-outdoor activities, and outdoor areas that minimize set-up and take-down for these regular outdoor functions. Last is the relationship of the expansive outdoor cooking garden and student gardens to the culinary kitchen and cafe. The garden's role is to provide regular, fresh fruits and vegetables to the kitchen and for culinary classroom instruction. The garden and composting areas should be with walking distance from the cafe and kitchen.
- **Flexible Instruction, Conference & Event:** The multipurpose culinary cafe will be utilized intermittently for larger events, such as teacher conferences and summer programs. The large open area of the multipurpose room, in conjunction with canopied outdoor areas, will be well equipped to serve larger instructional events and support community services.

Campus Adjacencies & Resources

Overall Spatial Relationships:

All middle schools within the district will be equipped with one multipurpose culinary cafe building that is designed to serve dining, food service and nutrition, as well as instruction and conference. These facilities are intended to be located at perimeter areas of campus with ease of access for deliveries street-side, including trash collection and food delivery. While these multipurpose buildings are not intended to accommodate the entire middle school population at any one time, they are intended to accommodate up to 60% of the student population simultaneously. Planning teams will consider options that address either locating multipurpose buildings at separate hub locations on campus, and include shared outdoor space for outdoor events.

Multi-Use, Delivery & the Perimeter of Campus:

- Daily food service and trash collection services will require adjacency to the exterior side of campus with immediate delivery access to cafe multipurpose building, and provide controlled access to other parts of campus. Trucks should be able to either safely deliver curbside with dedicated parking lane, or be provided with dedicated on-site parking and drop off for trucks and deliveries. Security cameras and buzzer are required at access point from exterior side of campus into kitchen and delivery area.

Culinary Kitchen & the Garden:

- The main food service areas, including food servery, food prep and grill/main kitchen areas will serve multiple program needs. First, the kitchen will serve full-service food preparation and food delivery daily to all students on meal programs at campus. Second, these areas will serve as instructional areas, including the cafe main space for student programs involving nutrition, food, food science, gardening and composting, and culinary.
- A large culinary garden will be provided on campus designed as production garden and will include organic fruits and vegetables to be used daily in food preparation for lunch time student meal service. This culinary garden may be co-located with the cafe multipurpose building with additional student gardens into the programmed garden, such as raised bed science gardens and assigned classroom garden space, and/or located at separate areas on campus, with dedicated classroom gardens where direct adjacency from the classroom are desired.
- The culinary garden will be designed with both students and production in mind. The garden area will provide wide aisles and area where students can congregate and receive instruction within or near the garden area. Provide adequate fencing around culinary garden with secure controls to manage daytime, evening and weekend access.
- Depending on the location of the production garden to the cafe, a tool shed may be located either at the garden site, or a tool and supply storage room may be incorporated into the floor plan of the cafe with exterior access for garden work.

Cafe Main Space & Instruction:

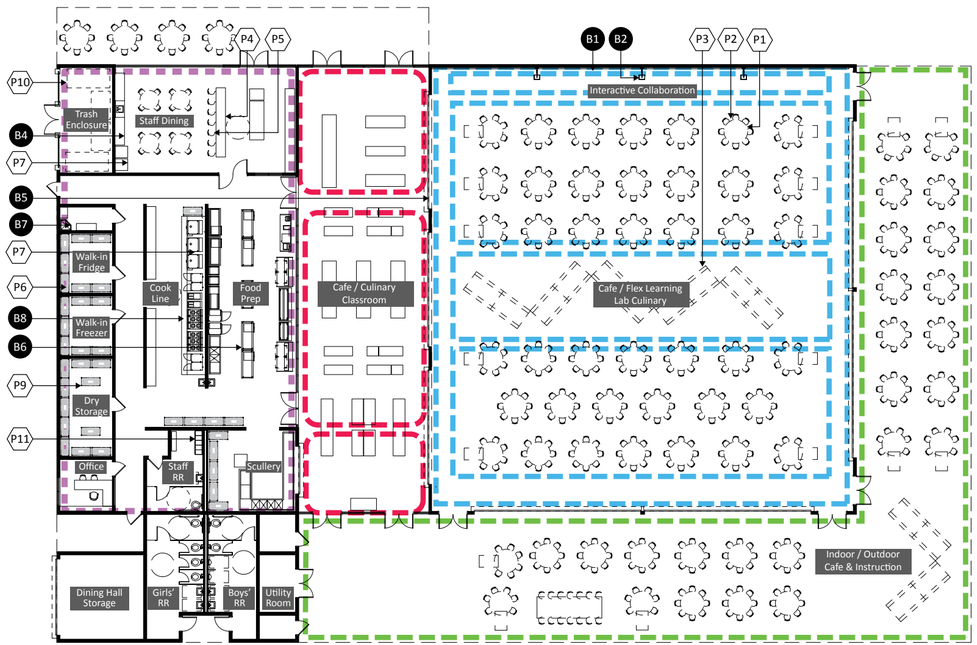
- The cafe main space is considered an active learning area on campus. The space may be considered for daily dining and instruction, as well as for after school programs, evening and weekend programs, as well as for summer and athletic usage. The space will be easily adaptable with adequate resources and storage available within the building footprint to service these functions.
- Provide interactive instructional wall along one wall of the cafe main space that includes seamless painted instructional surface to maximize interactive white board projection area. Instructional wall will be equipped with interactive tools. wireless presentation and audio controls for internet based instruction.
- The cafe main space is intended to provide for highly flexible, adaptable activities. Include expansive roll-up door to outside area, including permanent canopy structure, and programmed with exterior furnishings that can adapt from dining to instruction.
- Within the cafe main space, Include access and availability to hand held devices as learning tools including charging station. Hand held devices are currently administered via technology cart. Design for cart location and electrical connectivity.
- Include ample electrical outlets along interior walls of the multipurpose cafe space, as well as a floor monuments well dispersed within the open area to accommodate special programs, STEM workshops, etc. Also, provide multiple outlets in outdoor covered area to maximize technology access and flexibility.

- WIFI design must include seamless access within the multipurpose area, food service area as well as outdoor canopied area to maximize flexibility and usage.
- Provide lighting controls that include dimming zones for instructional wall area. Include roller shades at all roll up doors and windows.

Dining, Outdoor Dining & Outdoor Play:

- Outdoor dining and outdoor instruction area to be provided with roll-up door locations adjacent to the interior side of the campus and not facing out toward the street or public zone.
- Outdoor dining and instructional area to include permanent shade covering or canopy structure to maximize indoor/outdoor usage.
- Area to include a variety of easily movable seating to provide for various functions Outdoor furniture must be chained, fixed, or have adequate storage for small seating to be easily moved to storage.
- Outdoor learning space may be used for gardening, cooking, water appropriate activities, arts, individual, and group instruction.
- Space to include an outdoor teaching wall, either fixed or movable to facilitate instruction and teaming exercises. Provide water access at outdoor instructional area.

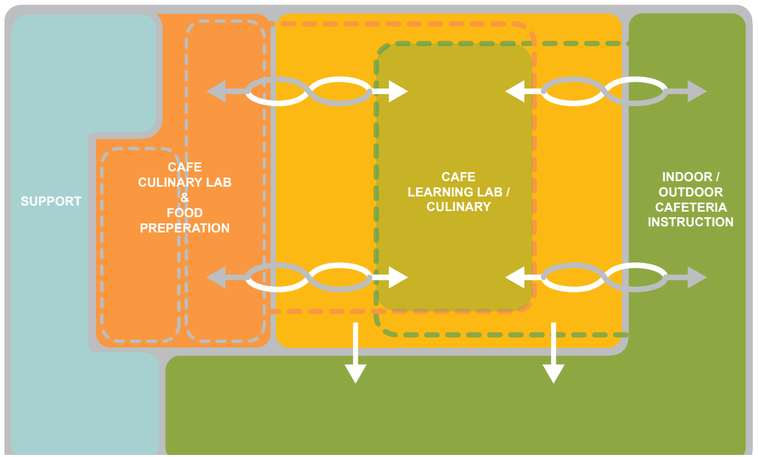
Floor Plan



Instructional Planning Diagram

Legend

P1	Mobile tables
P2	Mobile chairs
P3	Mobile bench
P4	Mobile cafe tables
P5	Mobile cafe seating
P6	Storage shelving
P7	Cafeteria service line
B1	Primary collaboration
B2	Interactive instructional wall
B3	Sink
B4	Millwork
B5	Operable wall with glass
B6	Cafeteria equipment
B7	Mop sink
B8	Kitchen hood



Space Program Description

Multipurpose - Culinary Cafe Capacity: Approximately 550 Students	**5,185 sf**
Storage - Movable Furniture	**200 sf**
Custodial	**80 sf**
Kitchen (Full Service)	**1,885 sf**
Servery - Food Service	500 sf
Food Prep Kitchen	350 sf
Grill & Oven Kitchen	300 sf
Walk-In Refrigerator	100 sf
Walk-In Freezer	100 sf
Dish Washing Station	100 sf
Dry Storage	300 sf
Office	125 sf
Staff Restroom, Locker & Changing Facilities	80 sf
Teacher & Staff Dining	300 sf
Restrooms	**280 sf**
Total	**8,000 sf**

Other

Outdoor Dining	**2,630 sf**
Outdoor Campus Garden	**Acreage (TBD)**

Equipment

Equipment	**Air Curtain** **Employee Lockers** **Mop Sink and Chemical Storage Shelving** **Dry Storage Shelving** **Walk-In Refrigerator** **Walk-In Freezer** **Work Tables** **Prep Sink** **Mixer** **Hand Washing Sink** **Dish Washing Station** **Compartment Utensil Sink** **Exhaust Hood - Type 1** **Fire Suppression System** **Combination Oven/Steamer** **Double Convection Oven** **Tilting Skillet, 40 Gallon** **Open Burner Range with Oven** **Heated Holding Cabinet**
Student Food Service	**Pass-Through Refrigerator** **Pass-Through Heated Cabinet** **Hot Food Counter** **Cold Food Counter** **Flat Top Counter** **Milk Cooler** **Cashier Counter** **Condiment Counter**

Technology

Technology	Interactive multi-media projection at side wall of assembly area. Front, rear and side speaker system integrated with multi-media projection and speaker system.
Interactive Classroom Technology	Provide joined and seamless white board areas minimum 24'-0" in length along side wall of assembly space for regular use as instructional classroom Provide interactive white board technology including large-scale digital annotation
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as zoning for four quadrants to accommodate instructional teaching wall and stage instruction. Include daylighting and lighting solutions to support a variety of performance configurations including outdoor.
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging Station	Laptop & tablet recharging station for up to 35 devices with charging cart storage and recharging possible from main storage.
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Integrated Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Finishes & Features

Flooring	Resilient flooring at assembly area, health department approved flooring at all kitchen service areas.
Wall Base	Rubber
Ceiling	Combination gypsum board, acoustic ceiling tile, acoustic baffles, or other that comply with NRC of or higher. Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35. Include enhanced acoustics at open instructional classroom area.
Walls	Impact resistant gypsum board, interior wall finish upgrade material such as acoustic baffles and/or other architectural features. Enhanced acoustics at assembly space must take into account daily use as flexible instruction environment divisible into two sections via retractable wall.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Plumbing	Provide immediate adjacency to public and student restrooms, along with janitor's closet with mop sink.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

Administration & Support

Program Overview

Main administration for each campus serves as the primary resource hub for teachers and staff as well as for parents and students. The goal of any administration space within the district is to create a community culture of support, openness and transparency. Similarly, for staff, administrative spaces demonstrate professionalism, organization, support and academic success.

Administration must be located centrally, and serve as central control point for campus access. This includes both daily campus functions as well as security and emergency access. Resources available within administration include: main office check-in, parent center, principal's office, assistant principal's office, nurse's office and conferencing space for parent/teacher conference, as well as specialized consultation, campus MDF, phone and PA central controls. Other amenities available include staff workroom and lounge, conference space, public and staff restrooms.

The main administration office serves important functions during regular class hours, before and after school, that include an important role in campus security. The goal of the district is to provide adequate security controls at the campus "front door" while also providing the appearance of an open and accessible school that embraces the community. Additional planning considerations include:

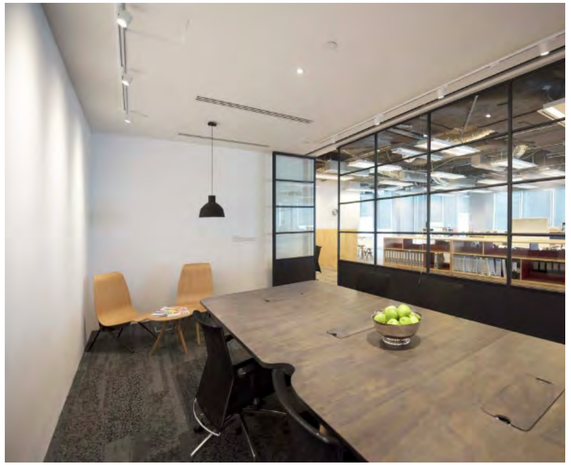
- Clear lines of sight and ease of visibility from all public areas of administration and offices to front of campus and interior campus areas.
- Accommodate flow of public drop-off and pick-up at main entrance including queuing and separate space for parents to congregate.
- Demonstrate an open, and inviting atmosphere at the campus 'front door' while also providing for safe and secure school environments.

- Circulation and flow of public and staff traffic flow through administration will include secure check-in for public with controlled access to interior of campus. Provide separate access to administration for staff that is separate from public access areas.
- Provide clear signage and way finding systems from campus exterior to main campus entrance. Campus way finding will provide a comprehensive system across the entire campus that is united in color, font, and approach to graphics that visually directs individuals in a coherent system across campus.

Goals & Objectives

- **Main Reception Counter:** Staff workstations will be located at the main reception counter, and designed to accommodate two individuals. The main counter will be separate from the general clerical operations in the open office. The reception counter will be designed as the main check-in area and will include computer connectivity for laptop as well as printing station and driver's license security check device. The main counter will also accommodate the main switchboard operations, as well as public announcement system. Individuals at the main counter will have full visibility to the front door and main street access. Operational controls at the main reception include a fully locked campus after morning drop-off. All individuals will be stopped at the administration front door and must buzz in to reception via speaker and entrance security camera. Staff at the main reception desk will be provided with security controls to the main gate including buzzer access, visibility to the main entrance security camera. Once checked in to reception, visitors must enter campus through secure door from administration onto campus.
- **Main Lobby:** The main lobby area will be designed to accommodate 10-15 individuals. This space will have adjacency to parent center and conferencing space. The lobby is intended as a warm and welcoming place on campus, with comfortable seating and ease of viewing to the street and of individuals approaching the building. Adjacency with the parent center ensures overflow during morning drop-off can be accommodated without disrupting activities at the main reception.
- **Parent Center:** A parent center will be located immediately adjacent to the main lobby and will be used for parent functions, as well as serving as the overflow space during morning drop-offs for parents that wish to congregate and socialize at drop-off and pick-up times. The parent center will also be located adjacent to the staff lounge to share access to resources such as food service prep and supplies for events.

- **Support Staff & Open Office Configuration:** The open office area is intended as a flexible zone for back-up support of the main reception counter, and will provide support staff workstations, volunteer services area, lay-down space for in-house clerical operations, as well as impromptu meeting and conferencing space. Areas for low-height filing storage as well as printer and computer connectivity are important features of the space. Flexible seating and tables should be provided and designed for charging and plug-in of devices.
- **Private Offices:** Private offices will be provided in the main administration area to accommodate the principal, assistant principal and shared conference area. Offices to be provided at exterior walls with high visibility of school facilities.



- **Teacher & Staff Workroom:** A staff workroom will be provided with immediate access to both the administrative staff, as well as teachers. Ease of access to the workroom is important for between class times so that teachers can easily access a central supply area without entering through multiple intervening spaces for access. The workroom is intended for copying, assembling, binding and will also provide ample storage for supplies.

- **Teacher & Staff Lounge:** A staff lounge will be provided immediately adjacent to the staff workroom, with interconnectivity between the two spaces allowing for impromptu conversations and meeting among staff. The space will provide a second option for staff at break and lunch other than the staff dining area adjacent to the multipurpose building. The lounge space will be provided with soft seating, cafe or bench style seating, views, natural daylight and will be an uplifting place for staff to congregate. The space may provide additional amenities such as shelving, enhanced materials and is intended as a space that treats teachers and staff as professionals. Ideally, the lounge will be located adjacent to the parent center so that the spaces can be used together as overflow for teacher luncheons, parent conferences, as well benefiting from access to shared resources such as for food prep or event food service.

- **Health Center:** The student health center will be located within the main administration area and will include nurse's office, health aid office, exam room, boys and girls cot rooms, and student restroom.

The health center will e centrally located to provide ease of access for students, as well as parent pick-up. Situations arise when the health center may not be fully staffed, therefore, visibility and direct access from the main reception counter and support staff areas is an important feature of the space for ease of supervision when no one is present in the main exam area.

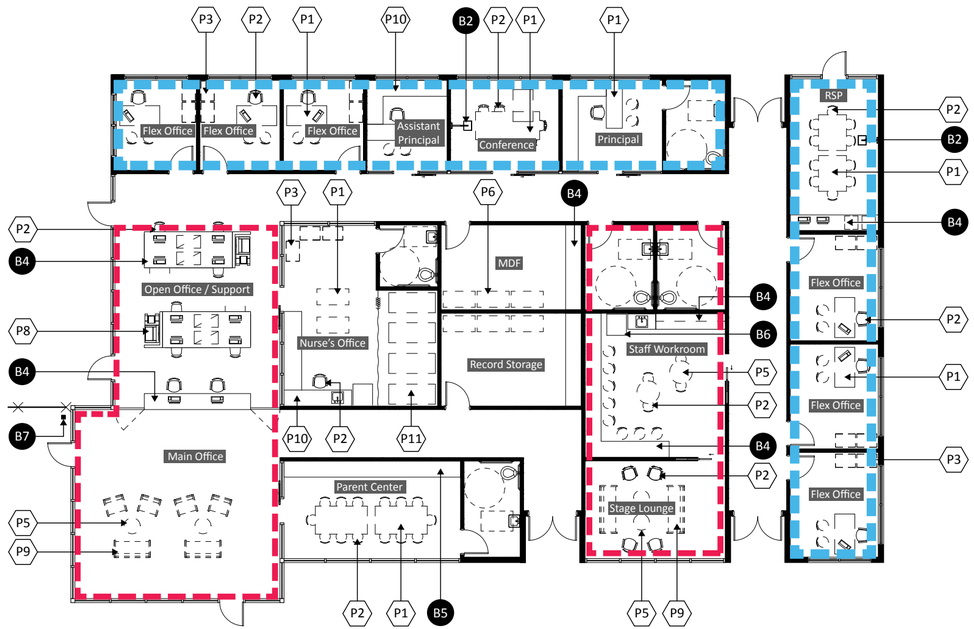
- **Resource Specialist:** A resource specialist office and student support area will be included for working with 8-10 students at any given time. The specialist office will have immediate access from the main campus

- **Telecommuting Offices:** Between 2-3 offices will be provided as swing space for specialists on campus on an intermittent basis. These offices, along with resource specialist office will have a separate entrance from the main administration so that students may report to these areas throughout the day as assigned.

- **MDF Data Center:** The MDF room provided at the main administration area will serve as the main distribution center for the computer network for the entire campus. The room will be secure, well ventilated, and have separate access and security controls.

- **Records Storage:** A central records storage room will be include in the administration area for student file storage. The room will be secure and provided with security controls.

Floor Plan

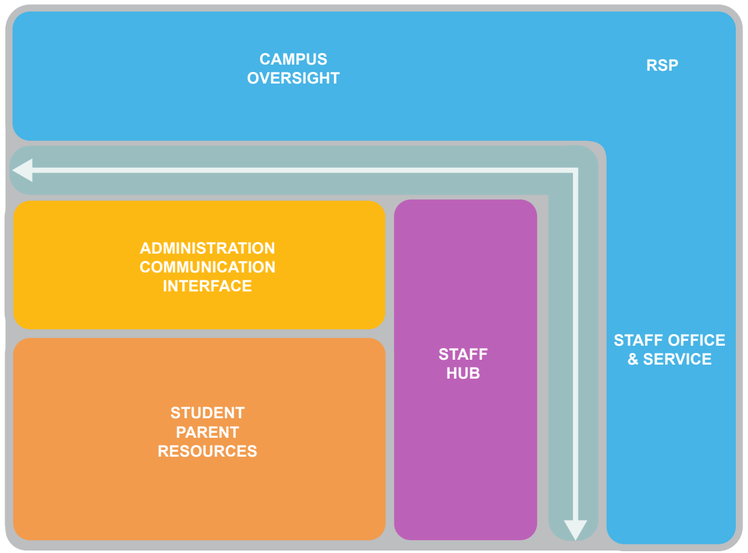


Legend

P1	Movable tables
P2	Movable chairs
P3	Mobile lateral file storage
P4	Mobile collaboration white board
P5	Mobile circular tables
P6	Mobile shelving
P7	Printer
P8	High capacity copy machine
P9	Lounge seating
P10	L-shape tables
P11	Nursing cot

B1	Primary collaboration
B2	Interactive instructional wall
B3	Sink
B4	Millwork
B5	Shelving
B6	Refrigerator

Instructional Planning Diagram



Space Program Description

Capacity	**1100-1200 Student Population**
Public Waiting	**400 sf**
Administrative Front Office 2 - Clerical Front Desk 4 - Open Office Workstations	**500 sf**
Open Office Work Area Volunteer Work Area/Impromptu Meeting File Storage Printer & Computer Access	**200 sf**
Principal's Office (with restroom)	**200 sf**
Principal's Conference Room Accommodate 6-8 Individuals	**150 sf**
Assistant Principal's Office	**160 sf**
Office 2-Counselor, 1-Advisor, 1-Psychologist (100 sf each)	**400 sf**
Itinerant Offices (5) Available for Parent/Teacher, Speech, Therapy, and Other Intermittent Resources Required On Campus	**500 sf**
Parent Center / Conference	**450 sf**
Records Storage, Filing & Supply Storage	**250 sf**
MDF Data Center	**240 sf**
Circulation (+/- 10% of Overall Area	**470 sf**

Health Center Nurse's Office First Aid Center: Sink, Medical Storage, Refrigerator, Ice Machine, Eye Chart 4-Girl's Cot 4-Boy's Cot 1-Toliet / Changing Room	**800 sf**
Teacher & Staff Workroom	**200 sf**
Teacher & Staff Lounge	**400 sf**
Staff / Public Restrooms Men Women	**320 sf**
Custodian	**80 sf**
Total	**5,720 sf**

Technology

Conference Room Technology	Provide joined and seamless white board areas 16'-0" to 24'-0" in length at conference and parent center. Include multi-touch interaction and note capture capabilities Include large-scale digital annotation.
Lighting	Provide energy efficient LED lighting throughout. Include daylighting and lighting solutions to support a variety of learning models
Data	Main distribution racks and systems controls for information technology infrastructure to support entire campus to be located at administration.
Intrusion Alarm & Centralized Alarm System	Ceiling mounted motion detector along with centralized alarm controls for the entire campus to be provided from main administration offices front desk. Reception front desk to be programmed with software for security camera access.
Main System Controls	All main system controls to be located within main administration area, including, but not limited to the following: - Main switchboard to be located at reception desk - Public address system for campus to be managed from main administration office
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Integrated Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Finishes & Features

Flooring	Broadloom carpet throughout administration. Resilient floor tiles at wet areas. High traffic area ad main administration lobby to be provided with tile, concrete or other high wear walk off material.
Wall Base	Rubber
Ceiling	Combination acoustic ceiling tile and gypsum board ceilings, as well as other decorate ceiling systems may be considered at administration area. Partitions to meet STC of at least 50. Windows to meet STC of at least 35. Include enhanced acoustics at offices areas requiring privacy.
Walls	Interior walls must extend full height to the underside of deck to isolate sound transmittance. Combination painted gypsum board, magnetic rewritable surfacing and tackable surfacing recommended at wall surfaces. Tackable surfacing will be self-healing mat.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown. Vision panel not required at storage, M/E/P areas and restrooms.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Plumbing	Mens and womens staff restroom toilet and sink, nursing room sink
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

Outdoor Learning Environments & Intermediate Spaces

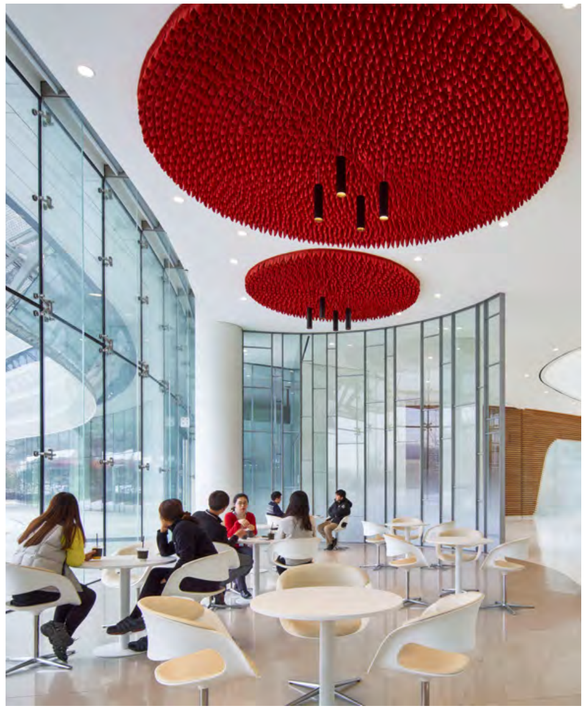
Program Overview

As part of a whole child approach the district has made a commitment to providing learning opportunities of various sizes and with a variety of opportunities distributed across campuses, both to enrich the hands-on approach to learning required in project based exercises, as well as to provide environments that build the mental and physical health of students.

For middle and high school students, there are a variety of objectives to be achieved, as follows:

- Facilitate student-centered collaboration
- Provide stress relief and individual space for “blowing off steam”
- Generate creative skill integration
- Strengthen teaming, engagement, and social skills
- Provide break-out space that compliments project based learning and is equipped with resources, technology and display
- Provide healthful opportunities for mind-body balance including access to sunshine and fresh air

As part any campus improvement project, areas adjacent to indoor programmed space should be considered opportunities to introduce a variety of well dispersed outdoor teaming and social engagement opportunities. These spaces are intended to be diverse, both in size and design. Consider areas for discovery, instruction, messy project space and areas where loud voices can occur. Consider the intent of the space and if students will be spending time learning in the area. Fewer, well programmed, well equipped spaces, are always preferred when budget and scope are concerns.



Goals & Objectives For Outdoor Areas

Outdoor areas of all campuses will be maximized to provide for a variety of uses that may include social space, small group instruction, instructional gardens, large all grade gathering, outdoor performance and other uses.

Currently, many campuses within the district are equipped with student planting beds and composting areas. The future model for the district includes fruit, vegetable and herb gardens to be provided on each campus to supply regular fresh produce to the campus kitchen as a component of the whole child approach. The intent of these gardens is two fold, (1) provide learning opportunities to students that may include science, nutrition and culinary cooking opportunities, and (2) provide ongoing seasonal produce to the school kitchen.

Outdoor areas will also provide for a variety of instructional and social opportunities. Following are opportunities to consider:

- **Physical Activity Zones**
- **Dramatic Spaces**
- **Art & Creativity Areas**
- **Animal & Local Habitats**
- **Quiet Spaces**
- **Social Spaces**
- **Environmental Stewardship Education**
- **Discovery Areas**
- **Club Activity Spaces**
- **Craft Corner**
- **Reading Spaces**
- **Maker Display**

Sustainability

Future planning and design efforts will incorporate the objectives set forth in the **Santa Monica-Malibu Unified School District Districtwide Plan for Sustainability 2019**.

The sustainability plan identifies key areas of focus by the district as follows:

- Climate
- Education & Engagement
- Energy Efficiency & Renewables
- Water
- Solid Waste
- Food, Nutrition & Wellness
- Green Building & Operations

Areas of particular focus that will require coordination with the execution of the educational specifications physical building requirements include the following:

Next Generation Science Standards (NGSS): The district is currently implementing NGSS that includes environmental curriculum as part of core science instructional programs. Future planning will demonstrate alignment with these programs and feature sustainability literacy as part of any building design. This may include outdoor demonstration stations that feature building performance and or environmental performance achievement.

School Gardening Program: As part of all future master planning efforts on elementary school campuses, each school will be equipped with gardens that provides both student instructional beds and outdoor learning labs, as well as expansive planting areas that provide food to each school's on-site, full-service kitchen. School gardening beds may be provided as part of a larger school garden, or may be designed separately in areas of adjacency to school classrooms and maker lab environments. Campuses that currently have gardening programs in place will require revitalization plans that may require relocation, enhanced management strategies, composting areas, and access to resources that make these areas viable as a daily instructional resource.

Water Conservation: Water conservation is integrated into the NGSS instruction and provides opportunities for buildings and outdoor environments to demonstrate and/or provide lab opportunities that feature conservation and preservation of water resources. Consider implementing water conservation strategies that may also be featured on-campus as a learning tool and/or resource.

Extra-Curricular Engagement Programs: The district includes student opportunities for further environmental engagement that include 'Grades of Green' school programs, 'Grades of Green' youth corps programs, as well as energy education programs. When considering demonstration and/or engagement with the physical environment, consider the location of these programs as easy-to-use resources for after school and summer programs.

Energy Management & Solar: Building performance, including energy management, solar, LED lighting, and energy efficient equipment are all included in district sustainability. Science, STEM and maker labs may all provide opportunity zones for demonstrating a building's energy performance, including interactive tools that allow real-time tracking of building energy usage, as well as apps and tools that can allow classes to use the building as a platform for learning.

Landscaping, Irrigation & Stormwater Management: The district includes water conservation goals as part of its sustainability plan. Use of indigenous planting materials, irrigation drip systems, and stormwater management strategies are all areas where learning and awareness may occur. Consider the use of school sites as nature sites where the California landscape may be taught on-site through the design and implementation of outdoor landscape resources as well as water management strategies that may be demonstrated or measured real-time as a student learning tool.

Alternative Transportation: All campuses are required to provide ample bicycle parking for students and staff, as well as skateboard and alternative transportation storage. Providing safe pathways around schools that are dedicated, and clearly marked are important consideration when reviewing campus safety to/from school. Future campus planning must consider current access to school sites, wayfinding systems and security controls that will benefit safe passage for all students.

Food, Nutrition & Wellness: All campuses will move from a central kitchen model for nutrition to an on-campus full-service kitchen approach to food delivery that incorporates hot-meal service that capitalizes on fresh and local produce as part of its core delivery strategy. Campus fresh food gardens will be provided at each school site and will include ease-of-use/adjacency to instructional programs and multipurpose spaces that allow for student instruction in culinary programs. When designing and configuring new on-site kitchens, please refer to the district resource document '**SMMUSD Food Service Master Plan**'.

Green Building & Operations: Buildings must comply with the Collaborative for High Performance Schools (CHPS) rating system. The educational specifications take into account the requirements for CHPS approved low-emitting buidling materials, daylighting, and other performance criteria related to material performance such as furniture and fixtures, interior paints and coatings, interior adhesives and sealants, and flooring. However, a comprehensive review of all systems will be required to meet CHPS guidelines and performance criteria. In addition, the district embraces the concepts of the WELL building stanndards as an additional criteria for performance. Specifications for manufacturers and product selection may be clarified in the **SMMUSD Design Guidelines and Construction Specifications**.

Campus Safety & Security

Program Overview

Where safety and security are concerned, SMMUSD focuses on two areas of implementation, (1) prevention, and (2) physical protection strategies.

The goals surrounding prevention include: reduction of school social factors that contribute to violent behavior, identification of students who are at risk for violent behavior, and effective intervention to prevent acts of violence. Strategies for engagement include:

- Improve on positive educational environments free of bullying, harassment, and discrimination.
- Detection and intervention of bullying, harassment, abuse and other adverse behaviors.
- Identification of students at risk for violent behavior and intervention to address needs.
- Threat assessment of students exhibiting indicators for imminent violent behavior and intervention to prevent adverse behavior.

The goals for physical protection include: enhancing features that deny or impede campus access to a perpetrator of violence, establishing entrance controls that screen out potential perpetrators, and enhancing facilities that provide effective refuge from attack.

To accomplish this, campuses will provide a balance of inwardly and outwardly focused efforts to maximize school safety. Design of new campuses, as well as existing campus modernization projects will take into consideration the following areas for enhanced safety and security controls.

- Site Circulation
- Pick-Up & Drop-Off
- Campus Parking
- Campus Perimeters
- Campus 'Front Door'
- Secondary Points of Entry
- Building Access and Controls

Site Circulation

- Pedestrian and bicycle circulation patterns at the perimeter of campuses are intended to connect easily and safely to school property. Crosswalks and pathways will be clearly marked and identified for students biking to/from school. Bike racks will be provided in accordance with sustainability requirements.
- Campus, perimeter, building and access signage will form a comprehensive way finding system around campus that is easy to follow, identify and understand and that will provide for safety of students, as well as provide clear identification of visitor entrance areas.
- Bus loading/unloading zones will be located near the primary entrance at each campus. Areas for special needs buses will be clearly identified, with all bus parking identified as no parking zones. Drop-off zones will be provided with safe and secure access to sidewalks and entrances.
- Internal site circulation around play areas will be protected from vehicular and unnecessary pedestrian traffic to provide for a safe and secure school environment.

Pick-Up & Drop-Off

- SMMUSD schools are located in well populated neighborhoods, with most students arriving via car, bus, or by walking or bicycle. School gates for campus access are generally open at the beginning and end of school days, with safety protocols including manned gates at all entrances to campus, as well as staff curbside at the main vehicular drop-off to facilitate traffic flow during drop-off and pick-up times. Future design efforts will facilitate the ability to separate car traffic from pedestrian traffic in these high use areas.

Parking

- All campuses require parking for teachers and staff that complies with minimum requirements (refer to model school matrix). In addition, parking for a limited number of volunteers, and part-time staff are required. Preferred locations for parking lots are adjacent to the main campus entrance and/or located next to larger specialized functions on campus, primarily the multipurpose, performing arts or athletics areas. Parking for special needs staff is required to be located adjacent to special needs classrooms for ease of access.

Campus Perimeter

- **Campus Lighting:** In addition to required path of travel lighting, main shared use and high use areas will be considered as part of any new construction and/or modernization project. Areas where path of travel lighting is required, preferred solutions are under-awning solutions, bollard or walkway lights. Lights in parking lots and at main entrances are required as part of general campus security controls. Centralized lighting controls that allow for ease of reconfiguration are required for general facilities maintenance. Any exterior lighting solutions under consideration require a comprehensive lighting study to verify solutions that minimize light pollution to comply with sustainability requirements.
- **Campus Fencing:** As a general rule, fencing is intended to reduce and deter individuals from getting in, it is not intended as a visual or physical barrier that solves all security problems. Fencing will provide a seamless enclosure around the perimeter of the campus, with height of fence considered on a school-by-school basis.

District Fencing Standards Include:

- Campus layout utilizes perimeter fencing to establish primary natural access control.
- Fencing allows for natural surveillance into the interior of the site.
- Fencing is of upgraded material, such as wrought iron or tight mesh to discourage attempts at entry through scaling the fence. Areas of perimeter fencing where high fences are required, such as athletic areas, may utilize chain link.
- Gates, both pedestrian and vehicular will be of similar construction.
- Perimeter fencing and landscaping at visitor entrances will be clearly defined, well-marked and provided with adequate signage.
- Signage along the perimeter should direct visitors to the main entry and office.
- Areas of joint use should be capable of separation from the rest of the campus through the use of fencing, gates and/or landscaping.
- Trees and other landscaping should be maintained so that they do not allow access to the campus by climbing.
- Perimeter fencing and gates should be locked when the campus is not in use.
- Maximum 5 lbs. of force to operate pedestrian gates.
- Maximum 15 lbs. of force to operate vehicular gate.
- Where panic hardware occurs, hardware must not be easily defeated from the locked side.

5

Appendix

Appendix A - Campus Maps

Edison Language Academy

Grade Levels Served:	Pre-K thru 5th
Gross Site Acreage:	4.9 Acres
Enrollment:	434
Total Building Area:	44,827 SF
Permanent Building Area:	44,827 SF
Number of Classrooms:	27
Relocatable Building Area:	0 SF
Number of Relocatables:	0
Square Footage Per Student:	103.29

- PARKING
- CIRCULATION
- CLASSROOM
- SUPPORT
- ADMINISTRATION/ STUDENT SERVICES
- LIBRARY
- CAFETERIA
- KINDERGARTEN/PRESCHOOL AFTER SCHOOL CARE
- AUDITORIUM
- GYM
- TURF

Edison Language Academy
Santa Monica

Franklin Elementary School

Grade Levels Served:	Pre-K thru 5th
Gross Site Acreage:	5.6 Acres
Enrollment:	810
Total Building Area:	70,432 SF
Permanent Building Area:	59,568 SF
Number of Classrooms:	33
Relocatable Building Area:	10,864 SF
Number of Relocatables:	13
Square Footage Per Student:	86.95

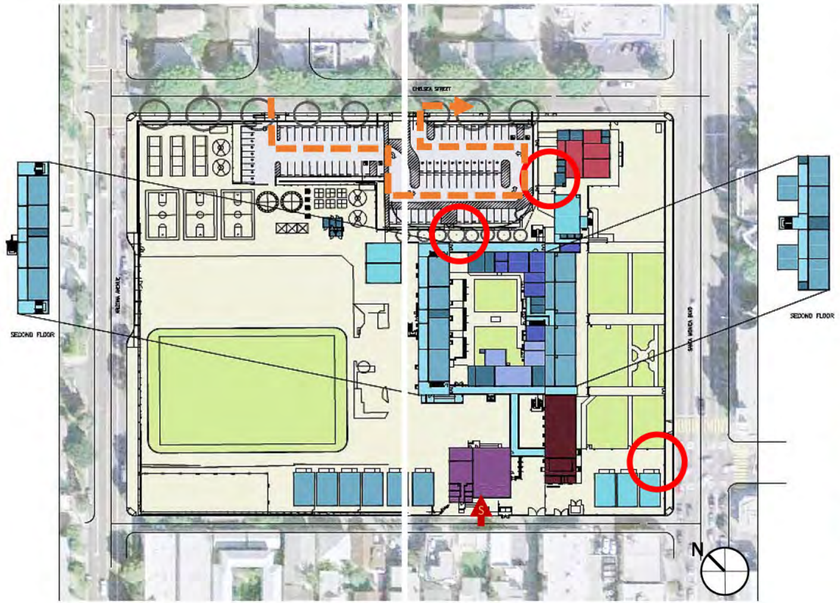
- PARKING
- CIRCULATION
- CLASSROOM
- SUPPORT
- ADMINISTRATION/STUDENT SERVICES
- LIBRARY
- CAFETERIA
- KINDERGARTEN/PRESCHOOL AFTER SCHOOL CARE
- AUDITORIUM
- GYM
- TURF

Grant Elementary School

Grade Levels Served:	Pre-K thru 5th
Gross Site Acreage:	4.41 Acres
Enrollment:	609
Total Building Area:	60,234 SF
Permanent Building Area:	54,474 SF
Number of Classrooms:	27
Relocatable Building Area:	5,706 SF
Number of Relocatables:	6
Square Footage Per Student:	98.91

- PARKING
- CIRCULATION
- CLASSROOM
- SUPPORT
- ADMINISTRATION/ STUDENT SERVICES
- LIBRARY
- CAFETERIA
- KINDERGARTEN/PRESCHOOL AFTER SCHOOL CARE
- AUDITORIUM
- GYM
- TURF

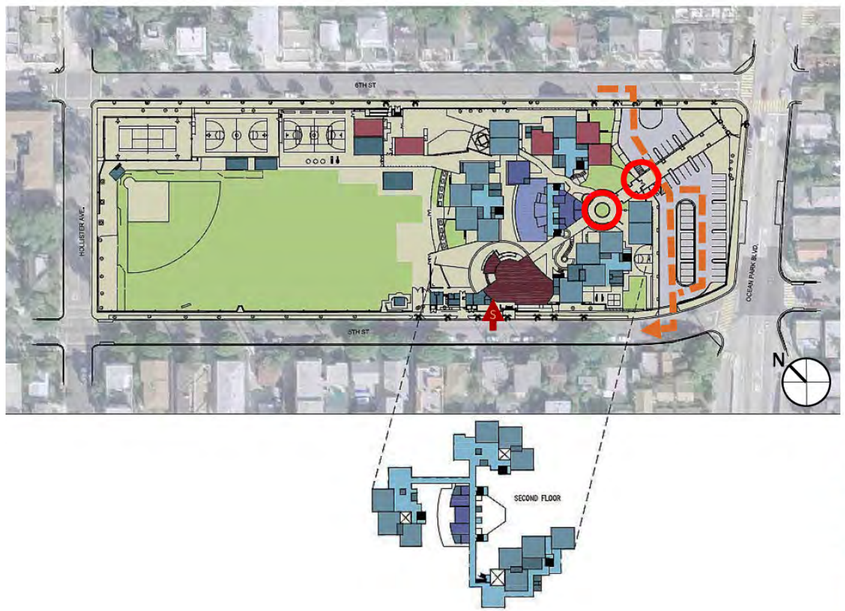
McKinley Elementary School



Grade Levels Served:	Pre-K thru 5th
Gross Site Acreage:	5.06 Acres
Enrollment:	492
Total Building Area:	63,171 SF
Permanent Building Area:	54,531 SF
Number of Classrooms:	21
Relocatable Building Area:	8,640 SF
Number of Relocatables:	9
Square Footage Per Student:	128.40

- PARKING
- CIRCULATION
- CLASSROOM
- SUPPORT
- ADMINISTRATION/ STUDENT SERVICES
- LIBRARY
- CAFETERIA
- KINDERGARTEN/PRESCHOOL AFTER SCHOOL CARE
- AUDITORIUM
- GYM
- TURF

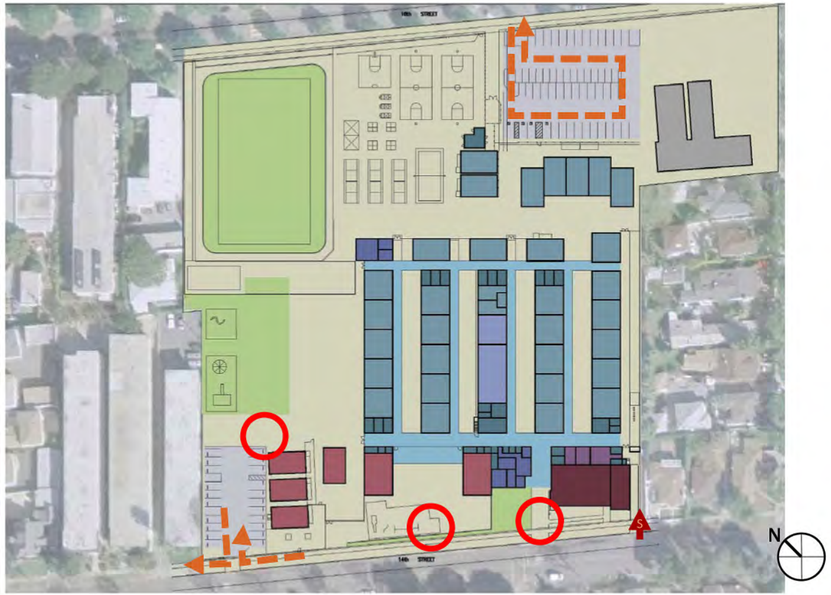
John Muir Elementary School / Santa Monica Alternative Schoolhouse (SMASH)



Grade Levels Served:	Pre-K thru 5th
Gross Site Acreage:	5.56 Acres*
Enrollment:	284
Total Building Area:	30,844 SF
Permanent Building Area:	27,004 SF
Number of Classrooms:	16
Relocatable Building Area:	3,840 SF
Number of Relocatables:	4
Square Footage Per Student:	108.61

- PARKING
- CIRCULATION
- CLASSROOM
- SUPPORT
- ADMINISTRATION/ STUDENT SERVICES
- LIBRARY
- CAFETERIA
- KINDERGARTEN/PRESCHOOL AFTER SCHOOL CARE
- AUDITORIUM
- GYM
- TURF

Will Rogers Learning Community School



Grade Levels Served:	Pre-K thru 5th
Gross Site Acreage:	6.13 Acres
Enrollment:	520
Total Building Area:	54,117 SF
Permanent Building Area:	48,357 SF
Number of Classrooms:	34
Relocatable Building Area:	5,760 SF
Number of Relocatables:	6
Square Footage Per Student:	104.07

- PARKING
- CIRCULATION
- CLASSROOM
- SUPPORT
- ADMINISTRATION/ STUDENT SERVICES
- LIBRARY
- CAFETERIA
- KINDERGARTEN/PRESCHOOL AFTER SCHOOL CARE
- AUDITORIUM
- GYM
- TURF

Roosevelt Elementary School

Grade Levels Served:	Pre-K thru 5th
Gross Site Acreage:	5.98 Acres
Enrollment:	795
Total Building Area:	58,921 SF
Permanent Building Area:	49,321 SF
Number of Classrooms:	31
Relocatable Building Area:	9,600 SF
Number of Relocatables:	10
Square Footage Per Student:	74.11

- PARKING
- CIRCULATION
- CLASSROOM
- SUPPORT
- ADMINISTRATION/ STUDENT SERVICES
- LIBRARY
- CAFETERIA
- KINDERGARTEN/PRESCHOOL AFTER SCHOOL CARE
- AUDITORIUM
- GYM
- TURF

Juan Cabrillo Elementary School

Grade Levels Served:	Pre-K thru 5th
Gross Site Acreage:	3.20 Acres
Enrollment:	184
Total Building Area:	39,773 SF
Permanent Building Area:	35,339 SF
Number of Classrooms:	20
Relocatable Building Area:	3,840 SF
Number of Relocatables:	4
Square Footage Per Student:	216.16

- PARKING
- CIRCULATION
- CLASSROOM
- SUPPORT
- ADMINISTRATION/ STUDENT SERVICES
- LIBRARY
- CAFETERIA
- KINDERGARTEN/PRESCHOOL AFTER SCHOOL CARE
- AUDITORIUM
- GYM
- TURF

Point Dume Marine Science School

Grade Levels Served:	Pre-K thru 5th
Gross Site Acreage:	3.98 Acres
Enrollment:	195
Total Building Area:	32,578 SF
Permanent Building Area:	32,578 SF
Number of Classrooms:	13
Relocatable Building Area:	0 SF
Number of Relocatables:	0
Square Footage Per Student:	167.07

- PARKING
- CIRCULATION
- CLASSROOM
- SUPPORT
- ADMINISTRATION/ STUDENT SERVICES
- LIBRARY
- CAFETERIA
- KINDERGARTEN/PRESCHOOL AFTER SCHOOL CARE
- AUDITORIUM
- GYM
- TURF

Webster Elementary School

Grade Levels Served:	Pre-K thru 5th
Gross Site Acreage:	2.75 Acres
Enrollment:	284
Total Building Area:	34,374 SF
Permanent Building Area:	31,494 SF
Number of Classrooms:	18
Relocatable Building Area:	2,880 SF
Number of Relocatables:	3
Square Footage Per Student:	121.04

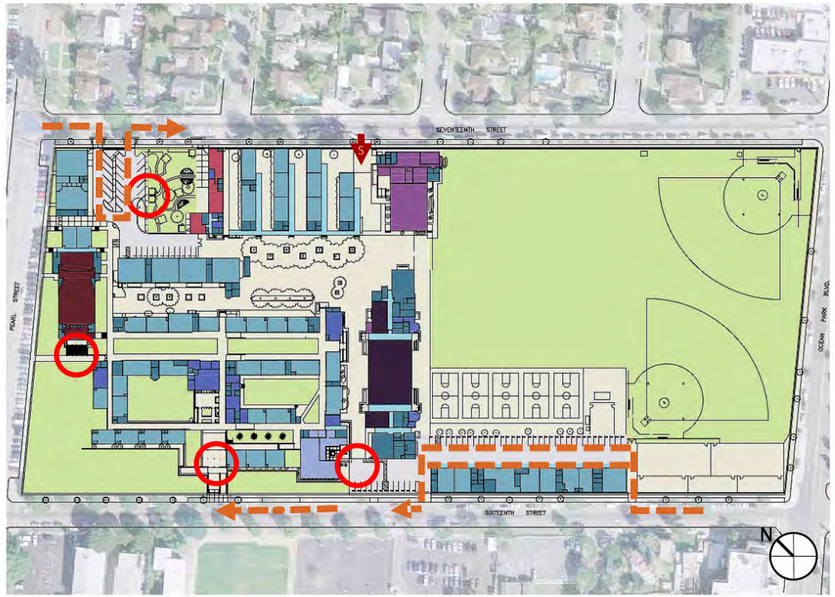
- PARKING
- CIRCULATION
- CLASSROOM
- SUPPORT
- ADMINISTRATION/ STUDENT SERVICES
- LIBRARY
- CAFETERIA
- KINDERGARTEN/PRESCHOOL AFTER SCHOOL CARE
- AUDITORIUM
- GYM
- TURF

Point Dume Marine Science School

Grade Levels Served:	Pre-K thru 5th
Gross Site Acreage:	3.98 Acres
Enrollment:	195
Total Building Area:	32,578 SF
Permanent Building Area:	32,578 SF
Number of Classrooms:	13
Relocatable Building Area:	0 SF
Number of Relocatables:	0
Square Footage Per Student:	167.07

- PARKING
- CIRCULATION
- CLASSROOM
- SUPPORT
- ADMINISTRATION/ STUDENT SERVICES
- LIBRARY
- CAFETERIA
- KINDERGARTEN/PRESCHOOL AFTER SCHOOL CARE
- AUDITORIUM
- GYM
- TURF

John Adams Middle School (JAMS)



Grade Levels Served:	6th thru 8th
Gross Site Acreage:	11.14 Acres
Enrollment:	1,065
Total Building Area:	130,093 SF
Permanent Building Area:	130,093 SF
Number of Classrooms:	65
Relocatable Building Area:	0 SF
Number of Relocatables:	0
Square Footage Per Student:	122.15

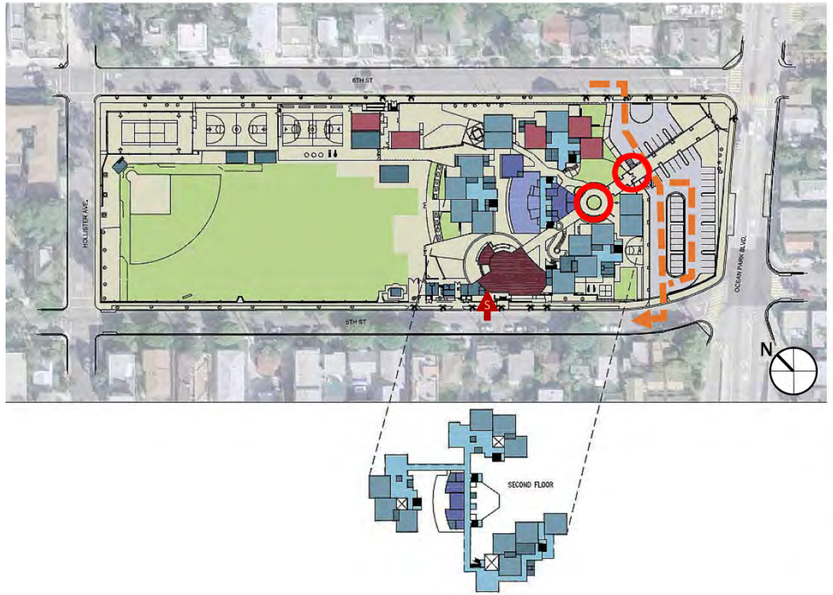
- PARKING
- CIRCULATION
- CLASSROOM
- SUPPORT
- ADMINISTRATION/ STUDENT SERVICES
- LIBRARY
- CAFETERIA
- KINDERGARTEN/PRESCHOOL AFTER SCHOOL CARE
- AUDITORIUM
- GYM
- TURF

Lincoln Middle School

Grade Levels Served:	6th thru 8th
Gross Site Acreage:	9.92 Acres
Enrollment:	1,069
Total Building Area:	152,163 SF
Permanent Building Area:	152,163 SF
Number of Classrooms:	58
Relocatable Building Area:	0 SF
Number of Relocatables:	0
Square Footage Per Student:	142.34

- PARKING
- CIRCULATION
- CLASSROOM
- SUPPORT
- ADMINISTRATION/ STUDENT SERVICES
- LIBRARY
- CAFETERIA
- KINDERGARTEN/PRESCHOOL AFTER SCHOOL CARE
- AUDITORIUM
- GYM
- TURF

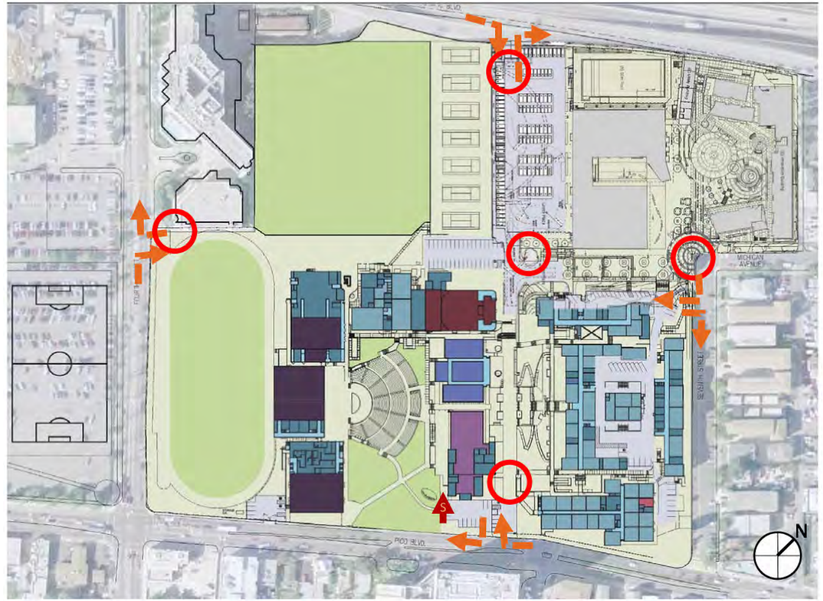
Santa Monica Alternative Schoolhouse (SMASH)



Grade Levels Served:	6th thru 8th
Gross Site Acreage:	5.56 Acres*
Enrollment:	82
Total Building Area:	30,844 SF
Permanent Building Area:	27,004 SF
Number of Classrooms:	16
Relocatable Building Area:	3,840 SF
Number of Relocatables:	4
Square Footage Per Student:	67.63 ES/MS

- PARKING
- CIRCULATION
- CLASSROOM
- SUPPORT
- ADMINISTRATION/ STUDENT SERVICES
- LIBRARY
- CAFETERIA
- KINDERGARTEN/PRESCHOOL AFTER SCHOOL CARE
- AUDITORIUM
- GYM
- TURF

Santa Monica High School (SAMOHI)



Grade Levels Served:	9th thru 12th
Gross Site Acreage:	30.96 Acres
Enrollment:	2,829
Total Building Area:	417,577 SF
Permanent Building Area:	417,577 SF
Number of Classrooms:	101
Relocatable Building Area:	0 SF
Number of Relocatables:	0
Square Footage Per Student:	147.61

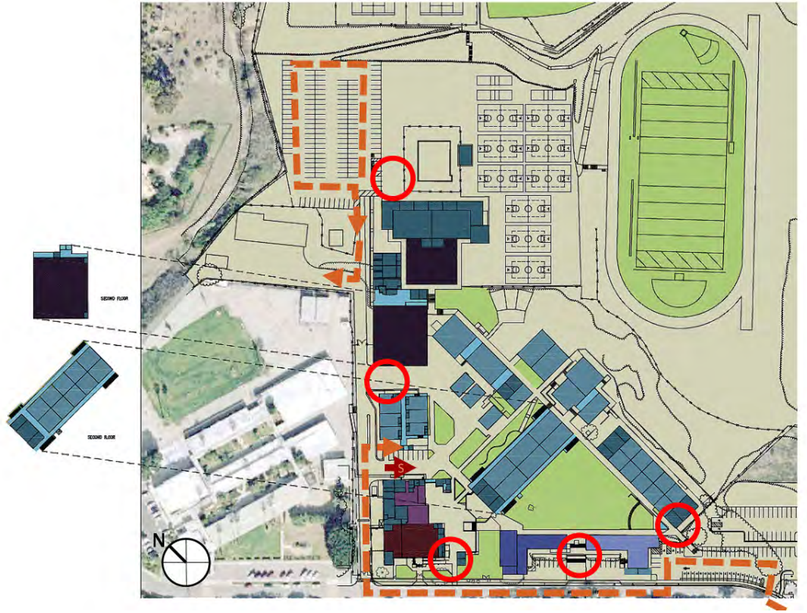
- PARKING
- CIRCULATION
- CLASSROOM
- SUPPORT
- ADMINISTRATION/ STUDENT SERVICES
- LIBRARY
- CAFETERIA
- KINDERGARTEN/PRESCHOOL AFTER SCHOOL CARE
- AUDITORIUM
- GYM
- TURF

Olympic High School

Grade Levels Served:	9th thru 12th
Gross Site Acreage:	4.6 Acres
Enrollment:	75
Total Building Area:	35,493 SF
Permanent Building Area:	35,493 SF
Number of Classrooms:	17
Relocatable Building Area:	0 SF
Number of Relocatables:	0
Square Footage Per Student:	473.24

- PARKING
- CIRCULATION
- CLASSROOM
- SUPPORT
- ADMINISTRATION/ STUDENT SERVICES
- LIBRARY
- CAFETERIA
- KINDERGARTEN/PRESCHOOL AFTER SCHOOL CARE
- AUDITORIUM
- GYM
- TURF

Malibu Middle School / Malibu High School



Grade Levels Served:	6th thru 8th
Gross Site Acreage:	21.8 Acres*
Enrollment:	377
Total Building Area:	145,128 SF
Permanent Building Area:	142,248 SF
Number of Classrooms:	59
Relocatable Building Area:	2,880 SF
Number of Relocatables:	3
Square Footage Per Student:	144.69*

- PARKING
- CIRCULATION
- CLASSROOM
- SUPPORT
- ADMINISTRATION/ STUDENT SERVICES
- LIBRARY
- CAFETERIA
- KINDERGARTEN/PRESCHOOL AFTER SCHOOL CARE
- AUDITORIUM
- GYM
- TURF

Appendix B - Leadership, Teacher & Staff Surveys

As part of an all-inclusive input process, surveys were distributed across all campuses to teachers, instructional leadership and district staff. The survey process included the 'Draft Educational Specifications' section pertaining to each teacher's grade level instruction, along with a series of questions directing them to provide additional input that may further enhance future educational design delivery in the future. A summary of questions and overview of responses are as follows:

Survey Questions

1. **Do the campus adjacencies and spatial relationships described maximize access to teaming and resources?** If no, please describe adjacencies that may improve project based learning and instructional delivery.
2. **Regarding overall campus planning, are there other improvements that could be made at your school site that would better support the overall community?** If so, please describe other areas for improvement.
3. **A space program has been provided that describes the physical area required to support instruction. In your opinion, have all of your space needs been accommodated?** If no, please describe additional space that may be required.
4. **The floor plan provided illustrates how the future learning environment will be configured and equipped. Will this layout support your project based learning needs?** If no, please provide additional thoughts/suggestions.
5. **With respect to technology, does the layout and configuration provided support your project based learning needs?** If no, please describe future technology needs.
6. **Regarding furniture and finishes, are there other items not described that would benefit your instructional approach?** If so, please describe.
7. **Regarding campus support spaces, are there areas at your school site that are needed that do not currently exist or are provided that are not adequately equipped for you to perform?** If so, please describe.
8. **With long term planning in mind, are there any new program spaces that will be required in the future to support your curriculum and instructional needs?** If so, please describe.
9. **Please provide any additional feedback that may improve the physical environment and project based learning at SMMUSD.**

Responses to survey items follow.

Campus Adjacencies & Spatial Relationships

Adjacencies that may improve project based learning and instructional delivery according to teachers:

PK, TK & Kindergarten	• Campus program and classrooms are dispersed across campus currently. Reconfigure for same grades to be co-located • Outdoor learning and play areas are currently undersized. Increase size and secure observation
1st & 2nd Grade	• Provide group learning spaces outdoors (patio and garden areas) • Resource areas are spread across campus, including restrooms and shared resources. Need well dispersed specialized learning and resource zones.
3rd, 4th & 5th Grade	• Provide opportunities for classrooms to open to one another for team teaching. • Remove portables. These rooms provide no adjacencies for team teaching and are not provided with outdoor space to take projects outside the classroom • All campuses need indoor physical education space. • Multipurpose spaces are undersized and could be better equipped for other functional uses.
6th, 7th & 8th Grade	• Adjacencies across entire campuses need to be rethought. Existing adjacencies do not work well for project based learning model. • No opportunity space currently exists for teaming. Same grade adjacencies do not exist. • Provide retractable walls to maximize teaming.
9th, 10th, 11th & 12th Grade	• Provide space for students to work in groups. • Provide space for larger equipment, video, green screen and poster work. • Provide space for ceramics, photo, digital design, painting, drawing and gallery space.

Campus Planning

Planning improvements that may increase project based learning and instructional delivery opportunities according to teachers:

PK, TK & Kindergarten	• John Adams Preschool: Significant upgrades are needed. • Increase playground and green space. • Increase tree and shade structures on campus. • Provide school offices at entry gate. Provide parent centers and areas for them to congregate a.m./p.m. • Increase parking.
1st & 2nd Grade	• Provide space for all school assemblies and special events. Improve parking. • Increase workrooms and collaboration areas for teachers.
3rd, 4th & 5th Grade	• Some existing campuses have no planning approach. • Provide more canopies and shaded areas for hands-on activities outdoors. • Provide parent rooms for nursing infants. Increase number of restrooms on campus. • Provide outdoor student sink areas at cafeterias. • Provide continuous covered walkways to all buildings.
6th, 7th & 8th Grade	• Provide adequate play space for middle school students. (soccer, football, frisbee, walking, and other activities for lunch time sports and social activities) • Improve cafeteria layouts for multi-group instruction. • Improve sound absorption in hallways so that spaces can be used for break-out and small group. • Improve technology access across campus.
9th, 10th, 11th & 12th Grade	• Provide more collegiate experience on campus. • Provide on-campus parking for all staff. • Provide more direct pathways across campus. • Provide more communal spaces with tables and couches.

Instructional Support Space

Additional spaces that may be required to support instruction according to teachers:

PK, TK & Kindergarten	• Increase white board areas. • Provide covered outdoor areas for painting and messy projects. • Increase staff restroom number and locations across campus • Provide formal meeting and collaboration spaces in multiple locations on campus and with adequate technology and projection. • Increase storage for books, materials, backpacks and outdoor equipment storage.
1st & 2nd Grade	• Dedicate space for student construction projects. • Increase work room spaces. • Increase power connections throughout, with classrooms not dependent on wall outlets for flexibility.
3rd, 4th & 5th Grade	• Provide rug areas on floor for all third graders. • Provide overflow space for meetings. Few if any meeting spaces exist on campus. • Increase storage areas for project based materials and books.
6th, 7th & 8th Grade	• Existing classrooms are all too small. For PBL space is needed to move around with entirely reconfiguring learning space. • Increase teacher and student storage. Increase display space. • Provide student in-wall storage for backpacks and supplies. • Increase power connections in classrooms (in floors).
9th, 10th, 11th & 12th Grade	• Provide space to hang and display work. • Provide meeting spaces for teachers and students, with space of various sizes.

Future Learning Environments

The following additional amenities were suggested by teachers to further enhance the new PBL environments planned by the district:

PK, TK & Kindergarten	• Provide alternatives to floor seeting (3-seat benches, etc...) • Provide dedicated tech space in the classroom (dedicated desktop computers). • Provide Reggio Atelier for Art and Design.
1st & 2nd Grade	• Provide light weight furniture rather than furniture on casters. • Provide air conditioning at all campuses. • Provide roller shades on glass doors. • Improve room acoustics.
3rd, 4th & 5th Grade	• Provide plenty of space for movement. • Have smaller class sizes (proven to increase student performance). • Mitigate noise, both inside and outside the classroom. Include quiet spaces in classrooms.
6th, 7th & 8th Grade	• Provide noise control in open areas. • Provide teacher training. This is the most important aspect of PBL success. • Prefer lightweight furniture to furniture on casters.
9th, 10th, 11th & 12th Grade	

Technology

The following additional technology recommendations were suggested by teachers to further enhance learning environments planned by the district:

PK, TK & Kindergarten	• Mount interactive instructional walls at student height. • Provide technology assistance on demand. District technology resources are too limited. • Provide 1:1 relationship of student to device. • Provide telecom connection from teacher to main office.
1st & 2nd Grade	• Increase technology resource staff.
3rd, 4th & 5th Grade	• Provide computer bar areas with space for students to work. • Technology work needs to occur in other areas than just desks. • Increase printer areas provided and provide headphone storage spaces. • Significantly increase the number of floor outlets.
6th, 7th & 8th Grade	• Provide tables and furniture that has built in connectivity. • Increase white board space. • Provide dedicated area for students to securely store personal devices. • Provide equipment security controls. • Improve campuswide wifi.
9th, 10th, 11th & 12th Grade	• Provide floor outlets to increase flexibility with movable furniture. • Improve outdoor connectivity. • Repair technology that does not work in a timely manner.

Furniture & Finishes

The following additional enhancements were recommended by teachers::

PK, TK & Kindergarten	• Provide tackable and rewritable surfacing at student height. • Floor finishes suggest one-third carpet and 2-thirds carpet tile. Provide for wet areas. • Provide exploration of nature opportunities year round. • Provide built-in cubbies, both indoors and out.
1st & 2nd Grade	• Adaptive PBL type environments will require teacher training. • Include movable white boards as part of furniture options. • Provide furniture that is designed for movement.
3rd, 4th & 5th Grade	• Provide sitting and standing desk opportunities. • Utilize tech carts at interactive walls. • Provide classroom reading area furniture.
6th, 7th & 8th Grade	• Provide lockable teacher storage. • Middle school students love sitting on the floor. Provide ample floor seating options. • Prefer lightweight furniture to furniture on casters.
9th, 10th, 11th & 12th Grade	• Provide movable desks and movable chairs. • Provide sitting, standing and cafe style desks. • Provide collaboration seating.

Campus Support

The following additional campus support recommendations were suggested by teachers:

PK, TK & Kindergarten	• Increase storage throughout campus. • Provide covered areas that can support all students on rainy and hot days. • Single cafeteria/auditorium configuration does not meet demand.
1st & 2nd Grade	• Increase restrooms. • At outdoor classroom areas provide sinks for wet and messy projects.
3rd, 4th & 5th Grade	• Increase outdoor play space. • Increase number of staff restrooms and distribute well across campus. Increase janitor spaces. • Improve teacher lounge/workroom areas. Consider more than one location on campus. • Increase green space for students. • Campuses lack support space.
6th, 7th & 8th Grade	• Provide teacher lounge spaces separte from workrooms, copy spaces, etc. • Provide spaces where an entire grade level can congregate.
9th, 10th, 11th & 12th Grade	• A student center/student union should be at the heart of the campus. • Improve outdoor connectivity and spaces for students to congregate, work, and study.

New Program Spaces

The following additional program areas were recommended by teachers to further support PBL environments:

PK, TK & Kindergarten	• Provide faculty lounges that can accommodate more staff. • Include student exploration walls, similar to California Science Center. • Provide more training in Teachers College. • No tandem parking for teacyers.
1st & 2nd Grade	• Provide maker labs. • Increase performing arts spaces. Increase visual and performing arts resource spaces • Provide campus display spaces outside the classroom.
3rd, 4th & 5th Grade	• Provide collaboration and assembly rooms. • Provide opportunities for sensory gyms. • Increase music classroom spaces.
6th, 7th & 8th Grade	• Provide outdoor amphitheater spaces. • Provide opportunities for filming and video production. • Provide dedicated maker environments.
9th, 10th, 11th & 12th Grade	• Provide film, video, green screen, prop, animation spaces. • Adopt recreational athletics programs.

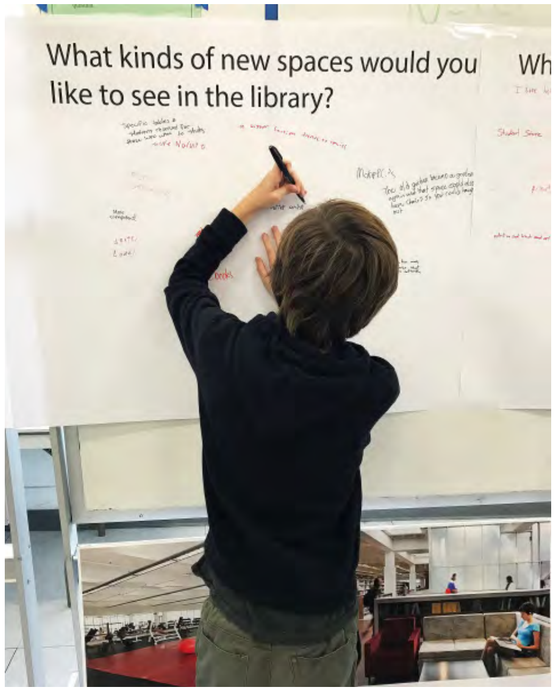
Physical Environment

The following additional physical environment recommendations were suggested by teachers:

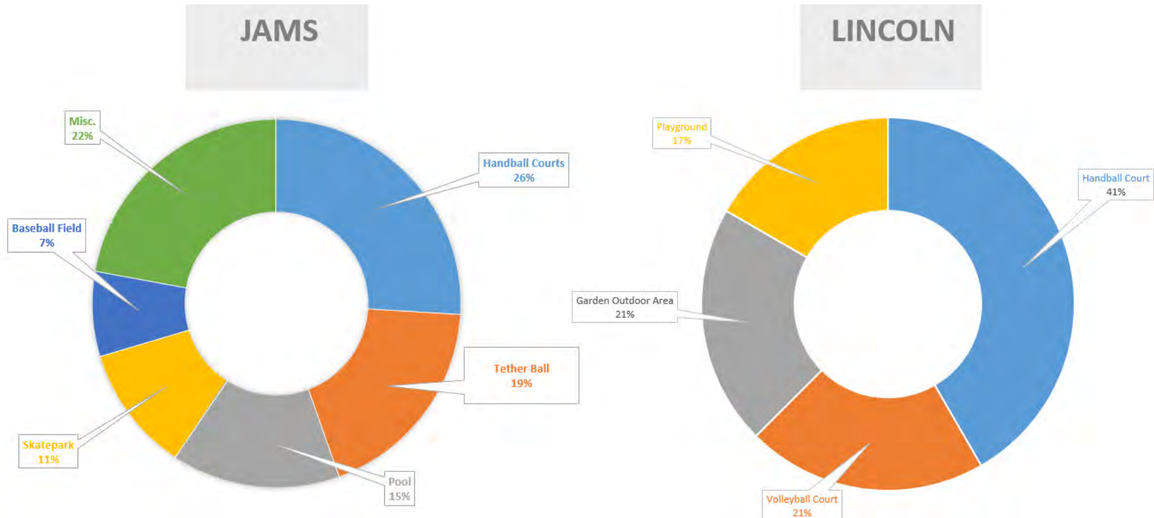
PK, TK & Kindergarten	• Balance security needs with the need to make parents feel welcome and valued. • Provide ample teacher training to gain proficiency with technology on a regular basis. • Increase utilization of calming colors.
1st & 2nd Grade	• Increase event space that can be used for other programs. • Provide spaces for parents to congregate before and after school, include parent centers.
3rd, 4th & 5th Grade	• Design office spaces for support staff (specialists, language support, etc.) • Create work share committee with SMMCTA.
6th, 7th & 8th Grade	• Provide for safe and secure campuses (street altercations/violence) • Provide science quad for outdoor classroom and gathering.
9th, 10th, 11th & 12th Grade	• Increase campus ‘greening’ with increased planting, outdoor tables and chairs, open space design, etc. • Provide for yoga, recreational dance, mindfulness, mediation and other health and wellness strategies.

Appendix C - Student Surveys

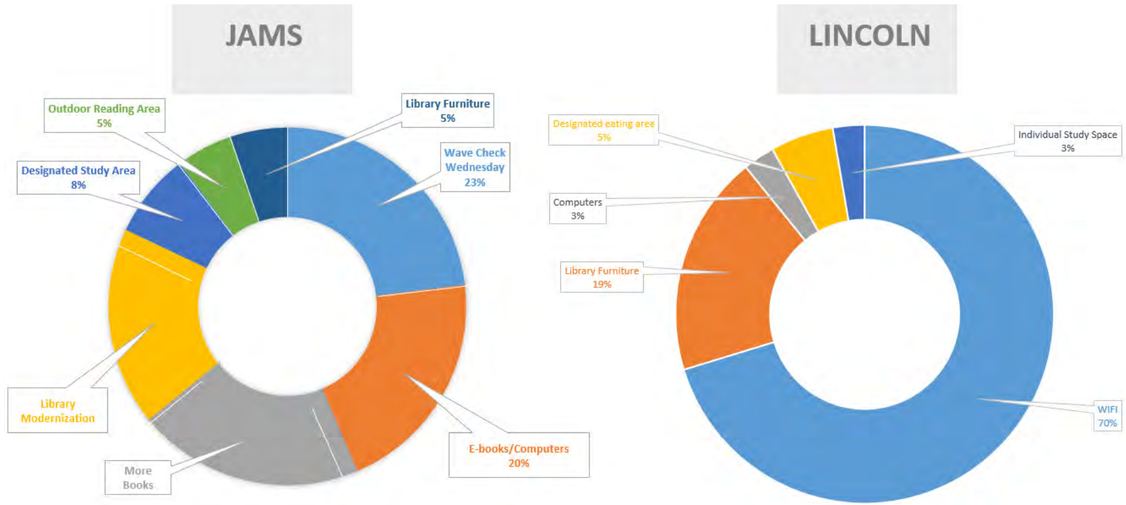
Student surveys were conducted at John Adams Middle School and Lincoln Middle School via interactive lunchtime engagement. The purpose of the surveys were to better understand future students needs as well as to recognize and understand any current deficiencies that exist on campus according to a student's viewpoint. Approximately 400-500 students participated in the survey. The results of these surveys are as follows:



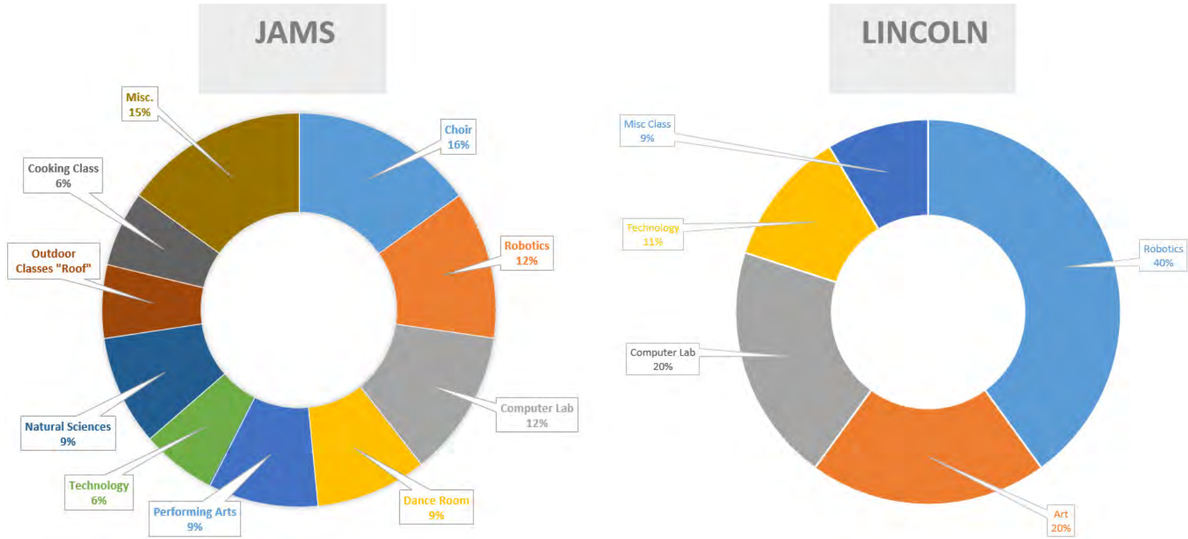
What kinds of new outdoor spaces would you like to see on campus?



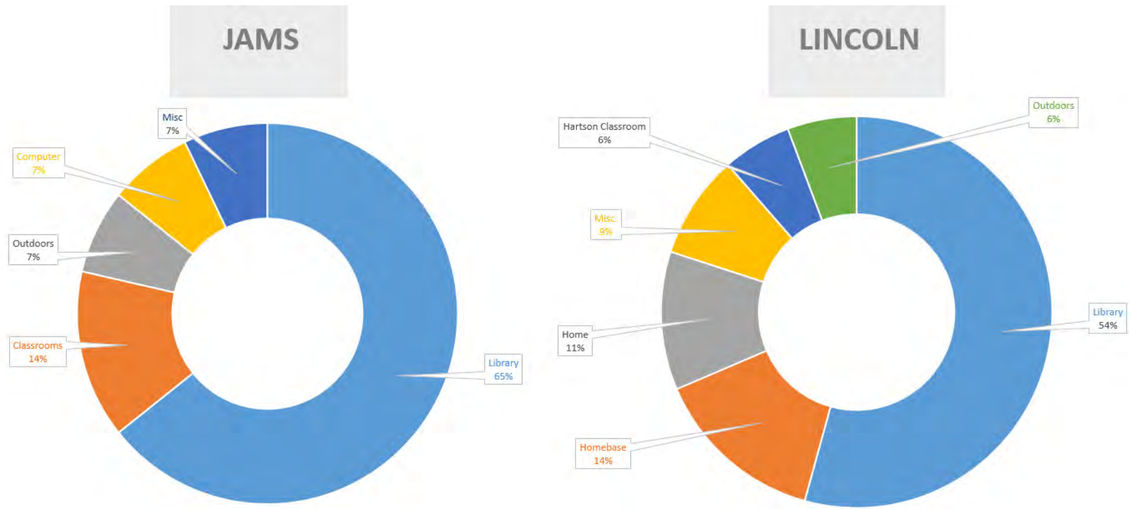
What kinds of new spaces would you like to see in the library?



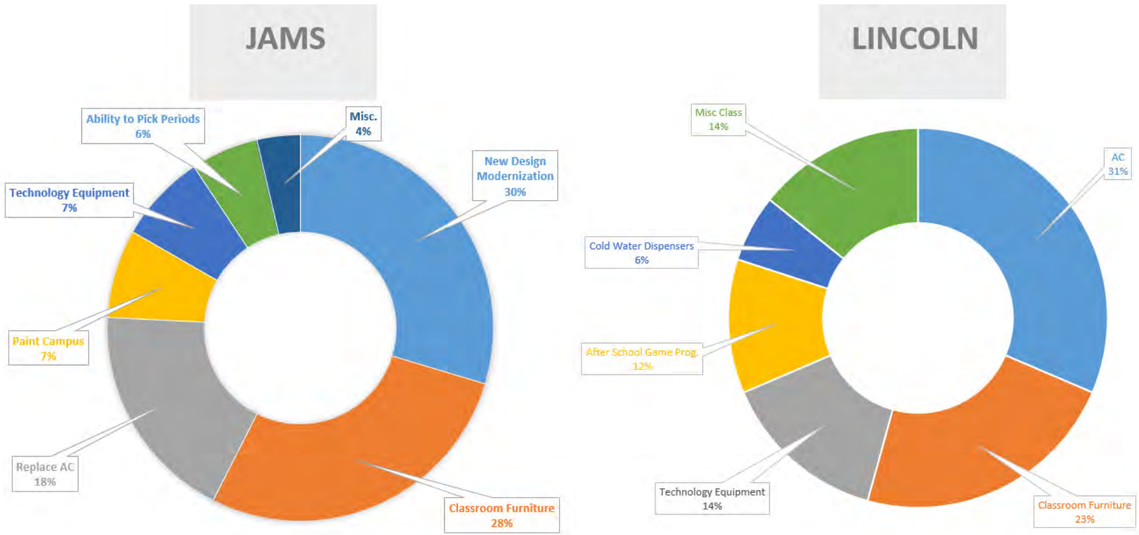
What kinds of new labs and specialized learning areas would you like to have on campus?



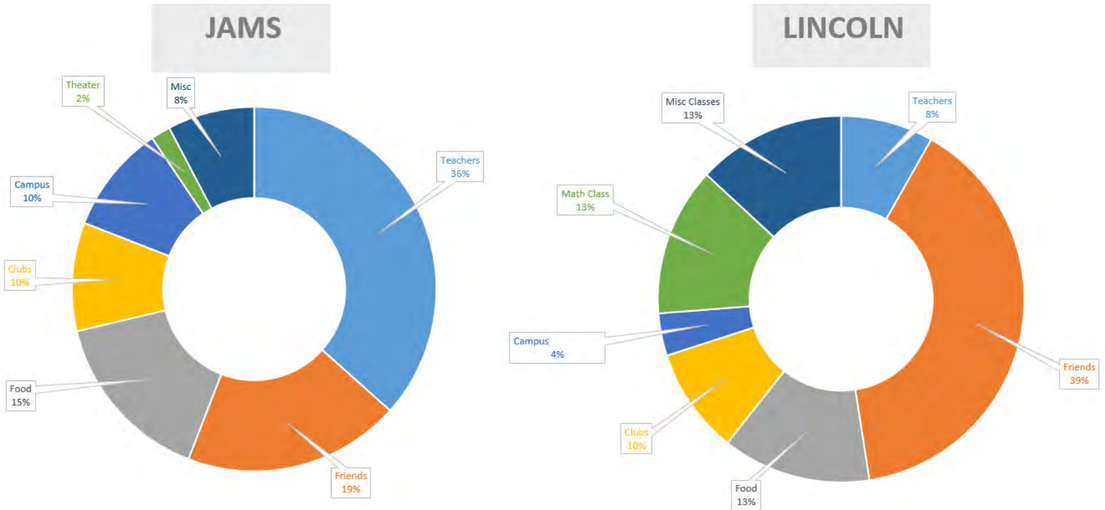
Where is your favorite place to study at school?



If you could change anything about your classroom layout/design what would it be?



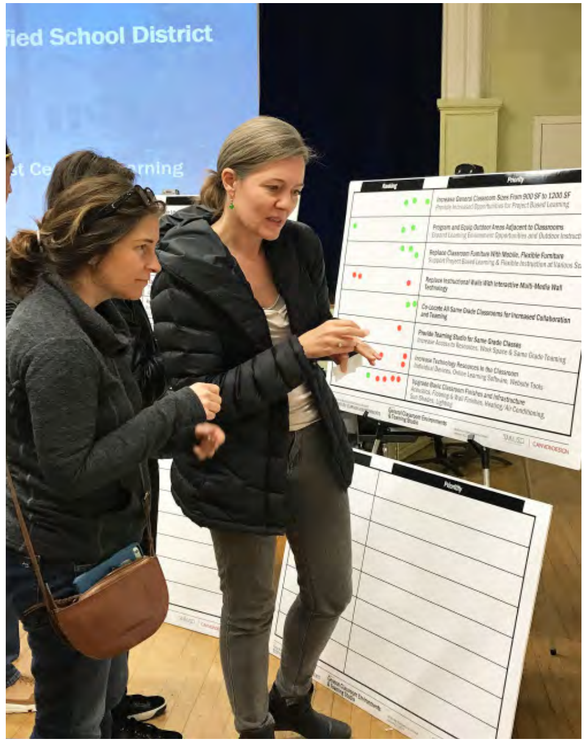
What do you love most about your school?



Appendix D - Community Input

Community input was received at McKinley Elementary School, Webster Elementary School, and JAMS Middle School, Input was received from community member regarding campus sites, general classrooms, specialized classrooms, and health and wellness. Sessions focused on an overview of new construction and modernization prioritization and timetable, an introduction to 21st century learning environments, and in interactive session focused on the four category areas mentioned above.

A summary of input for each category type are represented on the following response pages.



Campus Sites - Recommended Strategies

Following is a compiled list of overriding concerns received by the community regarding campus sites:

- **Pick-Up / Drop-Off:** District and schools should actively implement and encourage “walking” as a way to ease congestion. District schools largely serve their local communities, where walking is possible and could significantly reduce car traffic. In addition to an active plan, increase area available to lock bikes at campuses. Additionally, some campuses do not provide bike parking in reasonable locations relative to entrance.
- **Secure Perimeters:** Maintain perimeter fencing at all campuses where bent fencing and small openings occur.
- **Site Area:** As campus populations have expanded over time, many schools have used was previously outdoor play areas to accommodate large modular buildings. Recommended to consolidate modular buildings into new construction projects and recapture open play space for students.
- **Secure Entrances:** Providing enhanced badging with scanned driver’s licenses and photo badge for temporary visitors will increase safety. Additionally, providing electronic locks on all exterior doors and gates will increase the tracking of individuals on campus.
- **Campus Front Door:** Increase protocol and enforcement of safety at the campus front door. During high traffic times, monitor doors to prevent door hold-open where many people can enter without being securely admitted and badged.
- **Campus Security Alarms:** Security systems are frequently old and outdated. Improve technology.
- **Innovative Play:** Many campuses are utilizing old, outdated play structures. Recommend more innovate approaches that contribute to students overall health and wellness. Also, ensure that all outdoor play is fully accessible for all students.
- **Parent Centers & Space for Parents to Congregate:** Providing a programmed space for parents to congregate outside of the school walls, but within the secure perimeter, would greatly reduce crowding at campus entrances at pick-up and drop-off.
- **Public and Community Use Spaces:** Campuses are most successful where shared space for PTA meetings, events, etc. is accessed street side and that does not require individuals to enter the campus to access event space, or that require one to step inside the school fence to enter the space.
- **Outdoor Sustainable Products:** Verify when outdoor products that advertise sustainability are proposed that they really work. The District has installed outdoor cork and outdoor recycled rubber play surfaces that can not be cleaned well, do not adhere well and pull up from the adhered surface creating health and safety hazards.
- **Campus Gardens:** In order for campus gardens to thrive, individuals other than teachers must be assigned to the daily maintenance of these spaces. Additionally, gardens could include more drought tolerant and California planting that are easier to maintain and that address health and wellness without being “planting gardens.”

General Classrooms - Recommended Strategies

Following is a compiled list of overriding concerns received by the community regarding general classrooms:

- **Fixed Furniture:** It was expressed that the need for ‘literal movement’ in the classroom is an important factor of health and wellness, as well as student focus. General consensus is that there is a strong need for movable furniture and regular reconfiguration of the classrooms to aid in student performance.
- **Furniture Types:** There is a strong desire to enhance the zoning of classrooms with a variety of table and seating types. This could include bean bags, zen spaces, niches, standing desks, wiggle seating, and others. It is also widely felt that to better accommodate the zoning and variety of classroom space that is desired will require larger classroom square footage to accomplish this. Many classrooms are undersized, and produce tight spaces that are neither comfortable, nor facilitate a variety of project based learning.
- **Adjacency and Movement:** Students of all ages should be engaged on regular movement outside the classroom, and not remain in one space for an entire morning or afternoon, or both. It was expressed that all students should be regularly moving from classroom to shared space, to specialized learning environments to increase productivity, health and wellness.
- **Adjacency and Expanded Classrooms:** Integrated environments. that incorporate roll-up doors, doors between classrooms, and direct connectivity to shared instructional space will all benefit the learning environment. Also consider retractable walls between classrooms, movable walls,and movable rewritable surfaces to maximize flexibility. Consider large canopied areas outside of classrooms to make the outdoor area more usable.

  Additionally, where classrooms nave adjacent outdoor space, these areas are ideal for small raised gardens where teachers and students can regularly use and to provide pride of ownership by the classroom group. Consider butterfly capture gardens, backpack space and display space outside the classroom.
- **Storage:** Increase in-wall concealed storage as well as storage closets for ease of use to access blended learning materials, project based learning resources, and others.
- **Visibility:** Increase visibility from inside classroom to outdoors. Many teachers utilize outdoor space and are unable to monitor well from inside the classroom. In particular, be sure to remove blind corners and niche areas where students can not be seen from inside the classroom.
- **Wifi and Student Performance:** Study the long term affects of an ‘all wifi campus’. Consider wired zones of campus and wifi zones to increase health and wellness.

Specialized Learning Recommended Strategies

Following is a compiled list of overriding concerns received by the community regarding specialized learning environments:

- **Maker Labs & Digital Fabrication Studios:** Include community and outside organizations with opportunities to mentor, donate, and engage with students that may be interested in these types of careers.
- **After School Care:** Students engaged in after school programs utilize the school environment as not just a place for learning, but a place that also represents a 'home away from home'. Care and consideration for these spaces and how students engage with all day campus life should provide for additional opportunities for students to socialize and engage after the school day is complete.
- **Dual/Concurrent Enrollment & CTE:** Community college access, career resources and specialization offer different types of opportunities in Santa Monica and Malibu. It is recommended that a separate committee be established for each to better define the specialized programs that will occur, as well as to engage how community college course work and access occurs in the Malibu environment.
- **Collegiate Environments:** It is recommended that for high school students a more collegiate atmosphere and curriculum be provided to better prepare students for what lies ahead. Student unions, club spaces, conferencing spaces, study and collaboration spaces were all offered as new opportunities for both campus quads and building program.
- **Recreational Athletics:** The district currently provides substantial athletic opportunities for students. Areas for development may include recreational athletics programs for students who are not on a sports team to engage in health and wellness on campus, including programs on offer during lunch time for those students who want to participate. These programs may include dance, fitness, yoga, and others.
- **Music & Performing Arts:** Increase the size of program areas as well as types of offerings within this specialized area of instruction.
- **Office Environments:** Increase flexibility, provide multiple locations on campus and provide an adequate number of offices that take into account specialists that are on campus to meet with students.

Health & Wellness- Recommended Strategies

Following is a compiled list of overriding concerns received by the community regarding campus sites:

- **Food:** Provide healthy, nutritious meals and snacks, along with fresh filtered water.
- **Restrooms:** Restroom design needs to improve universally across all campus. Leaky plumbing creates wet and unsanitary floors, often serving as a deterant for student use.

  Safety and security in the restrooms is a concern. Many campuses have restroom doors that do not lock or do not shut. Large spaces under doors and partitions allow students to take photos under the door, creating an unsafe and stressful environment for students.
- **Decompression Spaces:** Provide more spaces for relaxation, reflection and gathering with friends, both indoors and out. Provide n a variety of locations and a variety of types to allow students to blow off steam.
- **Noise Control:** Provide adequate acoustics in both classrooms and shared spaces. Multipurpose, cafeteria and shared use areas should provide students with a respite from instruction, with environments that do not feel chaotic and loud. A balance of environments that can provide for 'letting off steam' as well as those that provide opportunities for quiet time allow all students to thrive.

Malibu Middle/High School
Malibu, CA

Appendix E - Local Control Accountability Plan

DISTRICT PRIORITIES 2016 - 19

Student Achievement

· Provide inclusive, engaging and culturally-responsive Tier I instruction to our diverse, PreK-12 student population.*

· Align our curriculum to the California standards.*

· Work in highly-effective teams to support teaching and learning.

· Integrate College and Career Readiness, Technology and 21st Century Skills throughout the curriculum.*

· Implement an ethnic studies/American culture curriculum such that all high school students have a common academic experience prior to graduation.

· Implement a set of early warning indicators aligned to multi-tiered, systematic responses.*

Human Resources Development

· Recruit a highly-qualified staff that mirrors our student demographics.*

· Retain staff by providing a positive work climate, recognition and effective evaluations.*

· Collaborate with SMMCTA, SEIU, and other partners to build staff capacity.*

· Support and develop effective school and district leadership through coaching.*

School Connectedness

· Include anti-bullying and social-emotional supports within the curriculum.*

· Strengthen health and wellness services to our students.

· Create positive school climate and school connectedness.*

· Develop systems that support positive student behavior and implement restorative means of correction.*

Resource and Facility Management

· Develop a long-term facility plan.

· Ensure facilities are safe, sustainable and well-maintained.

· Prepare our school communities for emergencies and disasters.

· Attain and maintain a balanced and fiscally-responsible budget.

Parent and Community Partnerships

· Engage families meaningfully to support student learning with an emphasis on historically under-represented parents.*

· Communicate news and information to staff, parents and the community.*

· Collaborate with city, education, business and philanthropic partners.

· Provide quality customer service throughout the district.

LCAP Goals
1. All graduates are ready for college and career.
2. English Learners will become proficient in English while engaging in a rigorous, standards-aligned core curriculum.
3. All students engage in schools that are safe, well-maintained and family friendly.

LCAP Priorities

SMMUSD MISSION

Extraordinary achievement for all while simultaneously closing the achievement gap.

SHARED VALUES

Student-Centered
We make decisions and allocate resources with "students first" in mind.

Equity
We meet our students where they are and provide the necessary resources and attention to make all students successful.

Engagement
We engage students in meaningful, rigorous and relevant educational experiences where they are inspired, supported, challenged and motivated.

Collaboration
We are stronger when we collaborate, dialogue and listen to each other in a civil, productive way, to improve outcomes for our students.

Diversity
We respect and value our diverse student and staff population as an integral part of our learning community.

Civility
We work and dialogue with each other in a respectful manner, setting the example for our students of how civil discourse leads to positive outcomes.

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Addressing Equity through the LCAP: Update, Renewal, Review

State of Our Schools – Spring 2017

District Programs & Highlights

- Three schools recognized as "National Blue Ribbon Schools"
  - Edison LA, Will Rogers LC, Lincoln MS
- Malibu and Santa Monica High Schools ranked among best schools in CA
  - MHS ranked #45 in U.S. News' 2017 list of Best Public High Schools in CA – "Gold Medal" school status
  - Samohi ranked #105 in U.S. News' 2017 list of Best Public High Schools in CA – "Silver Medal" school status
- Lincoln MS named "2015 Gold Medal" school
- Nine schools recognized as "California Distinguished Schools"
  - Franklin Elem. School
  - McKinley Elem. School
  - Lincoln Middle School
  - Roosevelt Elem. School
  - Will Rogers Learning Community
  - Point Dume Marine Science School
  - Webster Elem. School
  - Malibu High School
  - Santa Monica High School

2

Community Support (Thank You!)

- Successfully passed four general obligation bond measures
- Successfully passed six parcel tax Measures since 1984
- Strong working relationship with the cities of Santa Monica and Malibu resulting in substantial source of revenue with the following:
  - Transaction use tax measures (Measures Y/YY &Measures GS/GSH)
  - Master use agreements with Santa Monica and with Malibu
- Parent Teacher Association (PTA)
  - Provides leadership, advocacy, communication and funding to the District
  - Over 8,000 members volunteer approximately 200,000 hours annually
- Santa Monica-Malibu Ed Foundation (SMMEF)
  - Non- profit established in 1982 dedicated to preserving, supporting, & enhancing a comprehensive range of programs within the District
  - Raises funds in support of literacy, arts, & other needs for all students

3

Equity Report Findings

- Despite an excellent track record, SMMUSD schools have wide and persistent disparities in academic achievement and long-term academic outcomes.
- Prior efforts have failed to reduce disparities or produced sustainable improvements in academic outcomes for vulnerable student populations.
- Prior equity initiatives were not well implemented, systematically evaluated or well understood.

4

Why Prior Efforts Failed

- Lack of **consistent** implementation of systems, structures, processes and practices
- Failure to build capacity in support of equity because prior initiatives were **abandoned**
- **Isolation and fragmentation** across and within school sites, creating divergent approaches to key initiatives
- Lack of a **coherent and cohesive focus** related to teaching and learning
- A ***culture of opposition*** among some staff

5

Moving from Insight to Action

Equity Report called for a plan that would:

- Focus on student learning
- Be clear and well-communicated
- Provide increased transparency and accountability
- Engage all stakeholders regularly
- Establish ongoing cycle of program evaluation and continuous improvement
- Be connected to resources

6

"Equity Through LCAP"

SMMUSD Equity Report Recommendations

1. Focus on Students
2. Move to Cohesion, Collaboration, and Accountability
3. Leaders as Collaborative, Problem-Solvers
4. Vision-driven Cycle of Continuous Evaluation and Improvement

LCAP Process Demands

1. Focus on Student Achievement and Equity
2. Accountability Across Eight State Priority Areas
3. Engagement of All District Stakeholders
4. Ongoing cycle of evaluation

7

LCAP 2017-2020: Summary of Key Process Changes

- Consolidated 27 goals into 3
- Build school leadership capacity: Principals, School Leadership Teams, and PLC Teams
- Implement Lag, Lead and Student Success metrics
- Establish LCAP as the one "Excellence through Equity" Plan
- Align LCAP and SPSA processes

8

Review of Annual LCAP Adoption Cycle

1. Consultation: Students, Parents, Staff, Principals, SMMCTA, SEIU (District Advisory Committee)
2. Feedback: DELAC, Parent Advisory Committee (PAC), DACs, Community
3. Public Hearing
4. Adoption of LCAP and District Budget
5. Submission to LACOE
6. Post to www.smmusd.org

9

SMMUSD LCAP Goal One: All graduates are ready for college and careers.

ACCOMPLISHMENTS:

- Curriculum guidelines 100% aligned with CA ELA & Math standards
- Text adoptions for ELA and Math complete or in process
- 71% of ALL students Meet/Exceed Standard ELA (CAASPP); 60% M/E in Math
- Increase of 3% of 11th graders "Ready" or "Conditionally Ready" in Math (EAP)
- Increase of 7% since 2013 of seniors with 3, 4 or 5 on one AP (51%)
- 21% of seniors graduate with at least on dual enrollment course

10

SMMUSD LCAP Goal One: All graduates are ready for college and careers.

NEEDS:

- Interim assessments in ELA/Math with release time for review of student results
- Develop RTI for Math and a Multi-Tiered System of Support for Grades 6-12
- Develop senior remedies in math for students who are not yet college-ready
- Increase parent understanding of college and career readiness PreK-12

11

SMMUSD LCAP Goal One: All graduates are ready for college and careers.

NEEDS (cont.):

- Establish a framework for building coherence, collaboration, clarity, and mutual accountability for teaching and learning.
- Incorporate culturally relevant and socio-emotional instruction in all classrooms.
- Collaborate with counseling staff to evaluate the processes of counseling services against the American School Counseling Association national model and establish processes to enhance counseling services.

12

SMMUSD LCAP Goal Two: English Learners will become proficient in English while engaging in a rigorous, standards-aligned core curriculum.

ACCOMPLISHMENTS:

- EL annual "progress toward proficiency" at 71% -- higher than the State's goal
- Exceeding state target for annual progress by more than 10%
- Decline in LTEL rate from 25% to 12% since 2013
- Standardized enrollment, identification and reclassification of ELs
- Implemented English 3D to students at risk of becoming long-term ELs

13

SMMUSD LCAP Goal Two: English Learners will become proficient in English while engaging in a rigorous, standards-aligned core curriculum.

NEEDS:

- Align reclassification data with appropriate, rigorous metrics
- Embed ELD standards in curriculum guides
- Train teachers in designated and integrated ELD
- Develop an EL Master Plan
- Meet regularly with EL administrators
- Extend the school day for ELs in middle school so that they can participate in both ELD and an elective.

14

SMMUSD LCAP Goal Three: All students engage in schools that are safe, well-maintained and family-friendly.

ACCOMPLISHMENTS:

- 14 schools receiving Good/Exemplary rating on FIT
- New Coordinator of Family Engagement
- Implementing Olweus curriculum district-wide
- Successful first summer of Windows, Paint and Floors projects at Cabrillo, Rogers and Grant
- Coordinator of Student and Parent Engagement and Director of Assessment trained in Dr. Epstein's Parent and Community Partnership model

15

SMMUSD LCAP Goal Three: All students engage in schools that are safe, well-maintained and family-friendly.

NEEDS:

- Chronic absence rate requires attention
- Suspension rate disproportionality
- Require early warning indicator system
- Interim metrics for attendance/suspension
- Develop a process of establishing common language and understanding of implicit bias as it pertains to curriculum and instruction, school climate, parent and engagement, and hiring practices
- Establish a curriculum through freshmen Seminar that explores the American experience through the perspective of all Americans
- Continue to build on the parent engagement framework

16

Visible Evidence of Student Learning

Higher Order Thinking Skills	Students gradually released to complete DOK 3 & 4 level tasks that require: • use of analysis, evaluation, logic, reasoning, problem solving and justifying • transfer of learning to new contexts via planning and creativity
Close and Analytic Reading	Students read/observe with a clear purpose and prompt that requires: • annotation, source-dependent questions, multiple readings and notetaking • evidence-based conversations and completion of a writing-to-learn task
Communicate using Precise Academic Language	Students speak and write precisely using academic language that requires: • effective use of content and domain specific vocabulary • productive discourse connected to prompts, starters, frames and scaffolds • conveying understanding, sharing ideas and critiquing the reasoning of others
Structured Collaborative Conversations	Students effectively work in pairs or groups in a clearly defined task that requires: • accountability for roles, responsibilities and completion of task steps/process • structured academic discourse to critique and justify using evidence
Evidence-based Arguments	Students develop claims, conjectures and hypotheses that require: • analyzing information and applying reasoning to justify with evidence • constructing, applying and justifying mathematical/scientific models
Evidence-based Writing	Students clearly communicate through a range of writing that requires: • short responses and process writing (prewrite, draft, revise, edit and publish) • responding to narrative, informational and argumentative prompts • justifying opinions, reasoning and solutions with evidence

Interpersonal Outcomes that Will Lead to Improved Academic Success

1. demonstrate self-awareness, confidence, family pride, and positive social identities;
2. express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections;
3. increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts;
4. demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

Social Justice Standards

IDENTITY

- Students will develop positive social identities based on their membership in multiple groups in society.
- Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- Students will recognize that people's multiple identities interact and create unique and complex individuals.
- Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

21

Social Justice Standards

DIVERSITY

- Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- Students will respond to diversity by building empathy, respect, understanding and connection.
- Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

22

Social Justice Standards

JUSTICE

- Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
- Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

23

Social Justice Standards

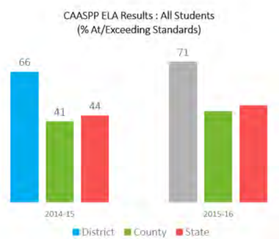
ACTION

- Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
- Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
- Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

24

All PreK-12 students engage in a rigorous, relevant and standards-aligned curriculum.

Appendix A: Goal 1 Data



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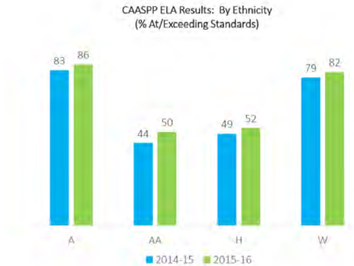

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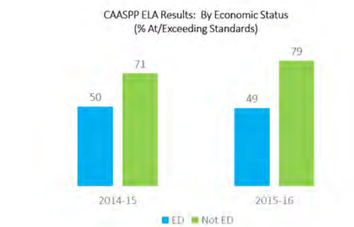

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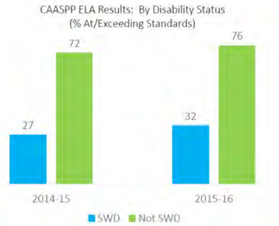

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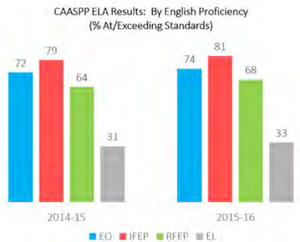

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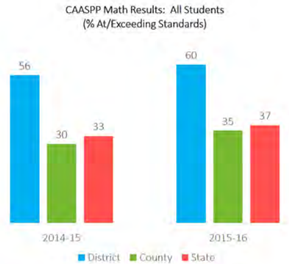

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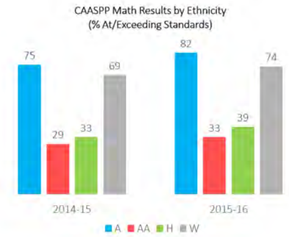

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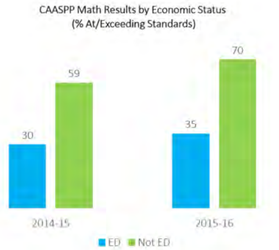

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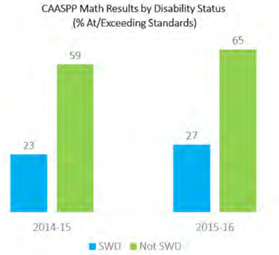

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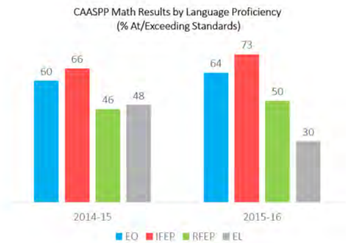

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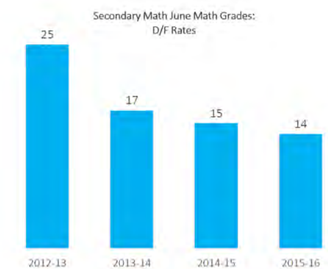
All students are ready for college and careers.

Appendix B: Goal 2 Data



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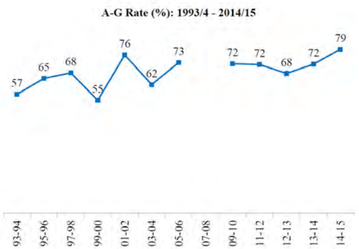

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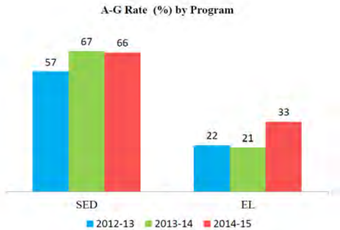

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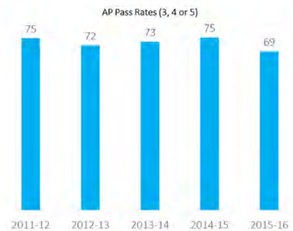

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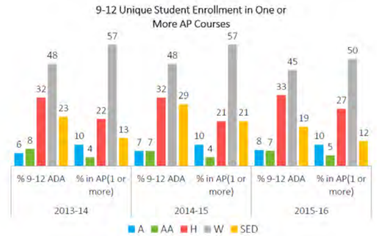

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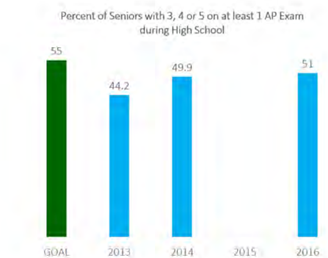

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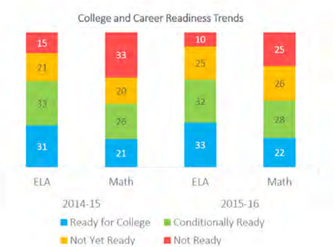

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8th Grade Drop-Out Rate				
	2011-12	2012-13	2013-14	2014-15
Rate	0.4	0.1	0.3	0.0
Dropouts	4	1	3	0
Total 8th grade class	941	896	881	877

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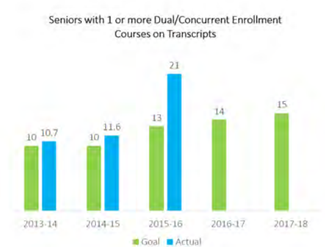

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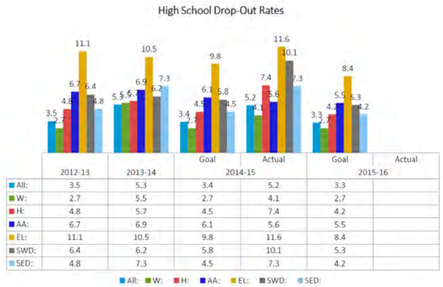

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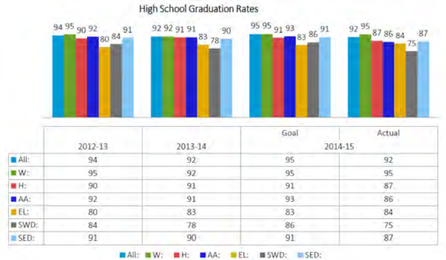

	2012-13	2013-14	Goal 2014-15	Actual 2014-15
All:	94	92	95	92
W:	95	92	95	95
H:	90	91	91	87
AA:	92	91	93	86
EL:	80	83	83	84
SWD:	84	78	86	75
SED:	91	90	91	87

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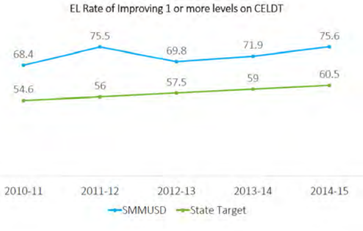

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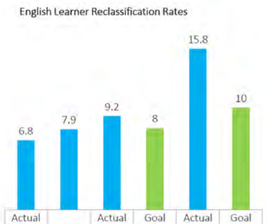
English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.

Appendix C: Goal 3 Data

SMMUSD



	Actual 2012-13	2013-14	Actual 2014-15	Goal 2014-15	Actual 2015-16	Goal 2015-16
SMMUSD	6.8	7.9	9.2	8	15.8	10

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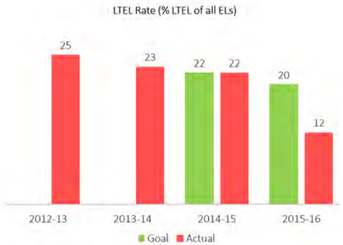

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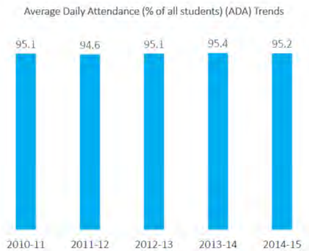
All students engage in schools that are safe, well-maintained and family-friendly.

Appendix D: Goal 4 Data



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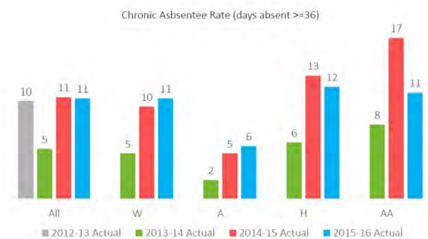
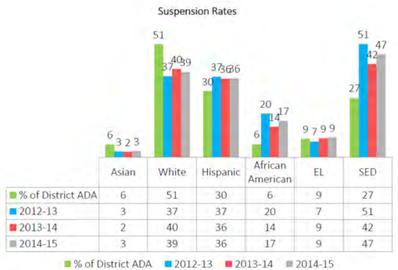


55



	Asian	White	Hispanic	African American	EL	SED
% of District ADA	6	51	30	6	9	27
2012-13	3	37	37	20	7	51
2013-14	2	40	36	14	9	42
2014-15	3	39	36	17	9	47

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SMMUSD Expulsion Rate Trends				
	2011-12	**2012-13**	**2013-14**	**2014-15**
Students Expelled	4	4	0	4
District Enrollment	11,468	11,417	11,347	11,289
Percent Expelled	0.03	0.04	0.00	0.04

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