6 EDUCATIONAL VISION

MALIBU MIDDLE HIGH SCHOOL
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

LPA

6.0-1 Contents

The Educational Vision document clearly and concisely describes the various learning activities in each space provided in the program for both the Middle School and High School. A space program describes spatial relationships and special features needed to support each activity. Each space program identifies the square footages and the ideal space adjacencies through a written description, space diagram, and inspirational visioning images. These space diagrams are used in conjunction with the proposed master plan for determining area takeoffs for the cost estimate.

Each space program provides a guideline and a basis for the master plan assumptions used in the proposed project recommendations for new construction and reconfiguration. The space programs are based on an assumed school size in order to determine the recommended size of the core spaces such as the Administration, Library, Multipurpose Room and other student support spaces. The square footages shown within the diagrams are net areas only. Circulation and support square footage factors were calculated for cost estimating purposes. See Section 5.0 “Program Development” for square footages associated with circulation and support spaces. For more specific proposed projects and cost estimates, refer to Section 7 ,“Campus Plan” and Section 8, “Implementation.”

Background

In 1994, California Department of Education (CDE) formalized regulations governing standards on the design and construction of new school facilities. Included are requirements for the submittal of educational specifications (Facility Standards/ Design Guidelines) – see California Code of Regulations, Title 5, Section 14034. The requirements are delineated in the Education Code Section 39101 (c) and California Code of Regulations, Title 5, Section 14030 (a). Specific school design standards are contained in California Code of Regulations, Title 5, Section 14001, 14010 and 14030.

In 2009, CDE added a Plan Summary form for those projects applying for new construction funds from the State Allocation Board for a new school or additions to an existing school. In July 2010, all Educational Specifications (Facility Standards/ Design Guidelines) were required to be approved by the District’s governing Board and submitted to CDE as part of any application for funding.

There is a recognition at the State level that school design, as we know it, requires re-visioning. There is also acknowledgment that the Title 5 Education Code may restrict the new form that school designs may take to support 21st Century learners. CDE’s requirement for the Plan Summary Form, provided by the local education agency, allows for dialogue about what is needed to support educational programs for today‘s and tomorrow’s learners. Ultimately the development of a lasting and sustainable vision that supports the goals of the District’s educational program, depends upon a well thought out Educational Vision.

6.0 General Guidelines

6.0-3 Educational Vision Purpose

Adjacencies shown in the diagrams were determined for the ideal program placement but may vary based on existing conditions or programmatic specific solutions. Once projects are released to proceed into the next phase of design, a School Site Committee should be formed to perform a more in-depth analysis of the impact of site specific constraints and program specific needs. This analysis may result in solutions that deviate from the educational program standards described in this document. The design team should inform District leadership of any significant deviations identified or proposed prior presenting these solutions or options to the School Site Committee members. It is expected as the District's vision changes over time, this document will be updated to reflect the changes, but the overall guiding principles would remain intact.

The purpose of design guidelines are to ensure the following:

A Common Baseline

To guide a consistent approach in developing the proposed master plan improvements.

Common Goals

To engage site stakeholders in a participatory process in developing their vision.

Outcome Focused

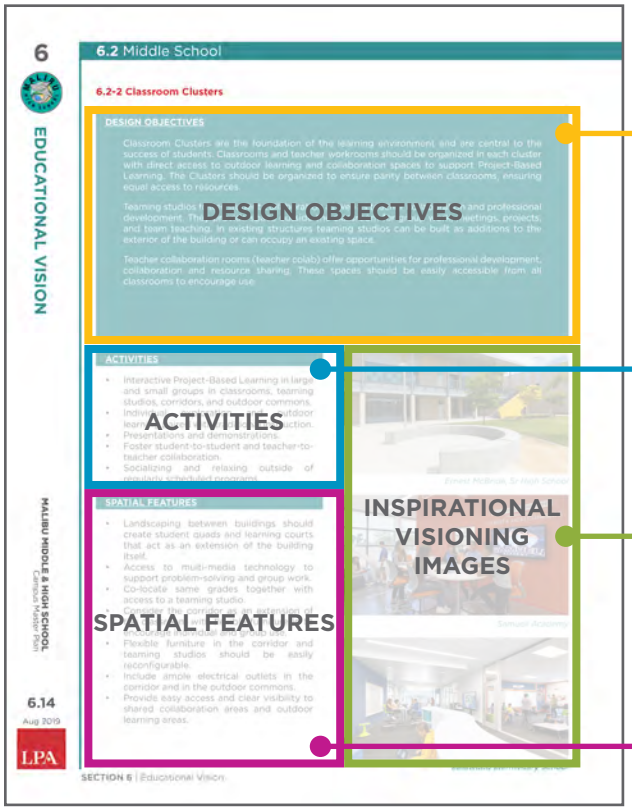
To serve to document the educational intent behind program delivery and goals.

Continuous Improvement

As a tool for the reevaluation, adjustment and measurement of the plan over time.

6.0-4 Space Program Description

Design Objectives, Activities, Spatial Features



Design Objectives

- Provides a narrative of the general room characteristics and feel of the space.
- Correlates the qualities of the space with specific program activities.

Activities

- Illustrates the functional goals of the space.
- Describes types of activities and user needs.
- Outlines how the program is delivered.

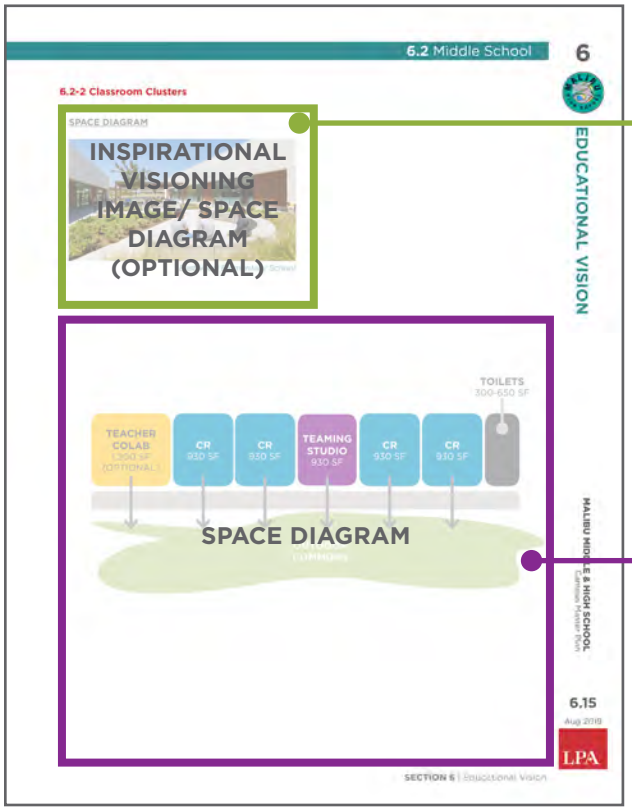
Inspirational Visioning Images

- Provides inspirational images of the space program.
- Illustrates how the program could be envisioned in a real world example.

Spatial Features

- Describes specific room features.
- Includes information such as furniture, finishes and equipment that help support program functions.

Space Diagram



Inspirational Visioning Images

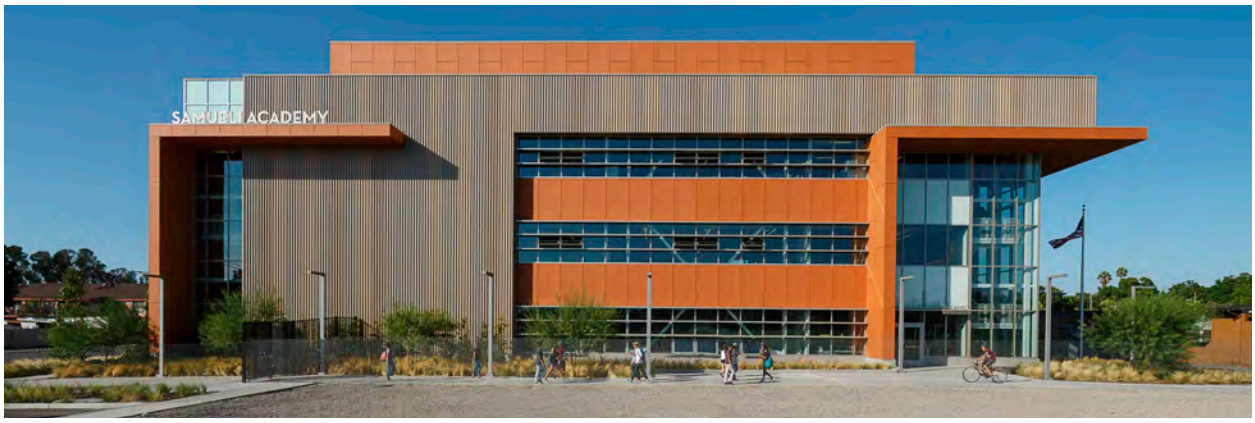
- Provides optional inspirational images of the space program.
- Images illustrate how the program could be envisioned in a real world example.
- Smaller diagrams provide graphic representation of context for the larger diagram.

Space Diagram

- Shows a graphic representation of the spaces and how they are organized as a group.
- Depicts ideal adjacencies and connections between spaces.

6.1-1 Site Access

Pedestrian and vehicular points of entry to the campus provide visitors their first look at a school site. These spaces are the face of the school to the surrounding community and provide the initial impression of the overall campus character. Consider using key landscape and/or building features to aid in wayfinding and orientation of visitors, staff, and students.



Samueli Academy

By Bicycle

Provide lockable bike racks for 10% of the student population. Bike parking should be secured with perimeter fencing that is locked during school hours to deter vandalism. This area should also accommodate other modes of transportation such as scooters and skateboards.

On Foot

Pedestrian arrival shall be enhanced at key locations of entry to the site. These include student drop-off locations, entry to student gathering areas, performing arts and multipurpose facilities, and shared athletic space. Community use of these facilities after hours will require wayfinding signage and exterior lighting.

By Car

Entry points create a sense of arrival through open views to the campus at key locations. The vehicular arrival should be from a main roadway connecting the campus to the immediate community. The entry shall include clear signage that leads to the appropriate parking or drop-off areas.

Signage

In addition to signage used for pedestrian and vehicular approach, appropriate signage should be provided to direct users towards major program elements in the school.

Tarbut V'Torah

Pleasanton Elementary School

Ernest McBride, Sr High School

6.1 Site Considerations

6.1-2 Safety + Security

Safety and Security is an important aspect of a school campus. Striking the right balance of a welcoming environment to students, faculty, staff and the community while maintaing a safe and secure campus for students and staff to learn and teach is the goal. This balance can be achieved through both passive and active design strategies. The site should have the ability to lock down.

Chavez Elementary School

Campus Organization

Organize the campus to avoid areas that may be difficult to supervise and keep sight lines in mind. Orient buildings to allow for natural daylighting, an important component contributing to a positive learning environment.

Stacey Middle School

Front Entry

The front of the school is the face of the campus for the community and starts to define the overall campus character. This first impression should be inviting, without looking institutional, while conveying a safe learning environment. Utilize architectural features and landscaping to achieve these goals.

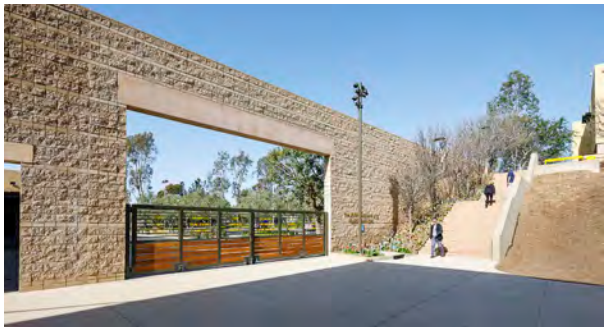
Campus Perimeter

Utilize passive strategies to secure the campus perimeter by using buildings to create the campus edge. In other areas, install strategic fencing and gates to secure or limit access to and through the campus. Community-facing fencing and gates should be nicer looking (e.g. CMU or steel). Each point of access should be highly visible.

Hector Godinez High School

Access & Surveillance

Implement key card access to all classrooms and campus buildings with the capacity to automatically lock or unlock all doors remotely. Install video surveillance of campus.



Tarbut V'Torah

6.1-3 Drop-off + Parking

Parking lot and drop-off locations provide staff, parents, students, and visitors a final destination for vehicles before the users enter the campus on foot. Parking lot and drop-off designs should follow local requirements for stall width, drive aisle width and shade.

Tarbut V'Torah

Drop-Off Design

The site should have an on-site area to accommodate parent drop-off with a pass lane, at a minimum of 200 feet in drop-off length. Drop-off lanes should be clearly labeled with appropriate pavement markings and/or signage to avoid confusion.

The drop-off areas will have higher traffic volume during morning drop-off and afternoon pick-up. Limit pedestrian and vehicular crossing points, utilizing appropriate barriers and make sure pedestrian walk areas are identified with unobstructed visibility.

Parking Lot Design

Provide a wheel stop for each parking stall where stalls are head-on to pedestrian areas, fencing, walls, building and planting areas or other obstructions. Consider speed bumps and/or speed tables in parking areas where driveways exist to protect pedestrians crossing aisles.

Visitor parking lots should be directly connected to buildings or areas that have short-term visitors, such as Administration.

Adequate shade for cooling of automobiles and pavement can be achieved by providing approximately one tree for every 4-10 stalls.

Helix Charter HS

San Marcos High School

Beckman High School

6.1 Site Considerations

6.1-7 Outdoor Learning

DESIGN OBJECTIVES

Outdoor spaces adjacent to classrooms can function for small group breakout activities. They can be utilized by teachers and students as an extension of the indoor learning environment, for activities including 'hands-on' art and science activities, reading, discussion, and other collaborative activities.

Include spaces for both active group and passive individual learning to support various learning styles. Spaces should allow "messy" multipurpose areas for student experimentation, dependent upon age group. Shade should be provided by utilizing adjacent buildings, trees, shade structure(s) and/or other design features in order to maximize the use of the space.

Environmental considerations should include drought resistant plants/vegetation. The spaces should be inviting and engaging – utilize different paving/floor materials and vegetation opportunities to design the passive and active spaces. Classrooms within the vicinity may be affected by noise levels while the learning court is in use, therefore screen buffer planting may be useful in alleviating noise transfer to other spaces.

ACTIVITIES

- Active and passive learning in group and individual settings.
- Instructional lessons extended into spaces outside the classroom.
- Independent or group exploration doing hands-on projects including: art, engineering and robotics, science, etc.

Tarbut V'Torah

SPATIAL FEATURES

- Include a variety of furniture types to allow for flexible use of space.
- Include group tables and individual type furniture to accommodate different uses and densities of students.
- Outdoor areas need to be monitored and have visual boundaries, but should allow students to experience the space freely.
- Design areas for easy visibility and supervision from adjacent classrooms.
- Use vegetation to designate learning spaces. Include open green space and hard spaces.
- Include seat walls and writable surfaces.
- Provide exterior drinking fountains and restroom facilities nearby.

Eastwood Elementary School

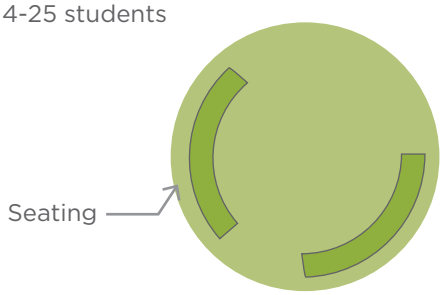
Brea High School

6.1-7 Outdoor Learning

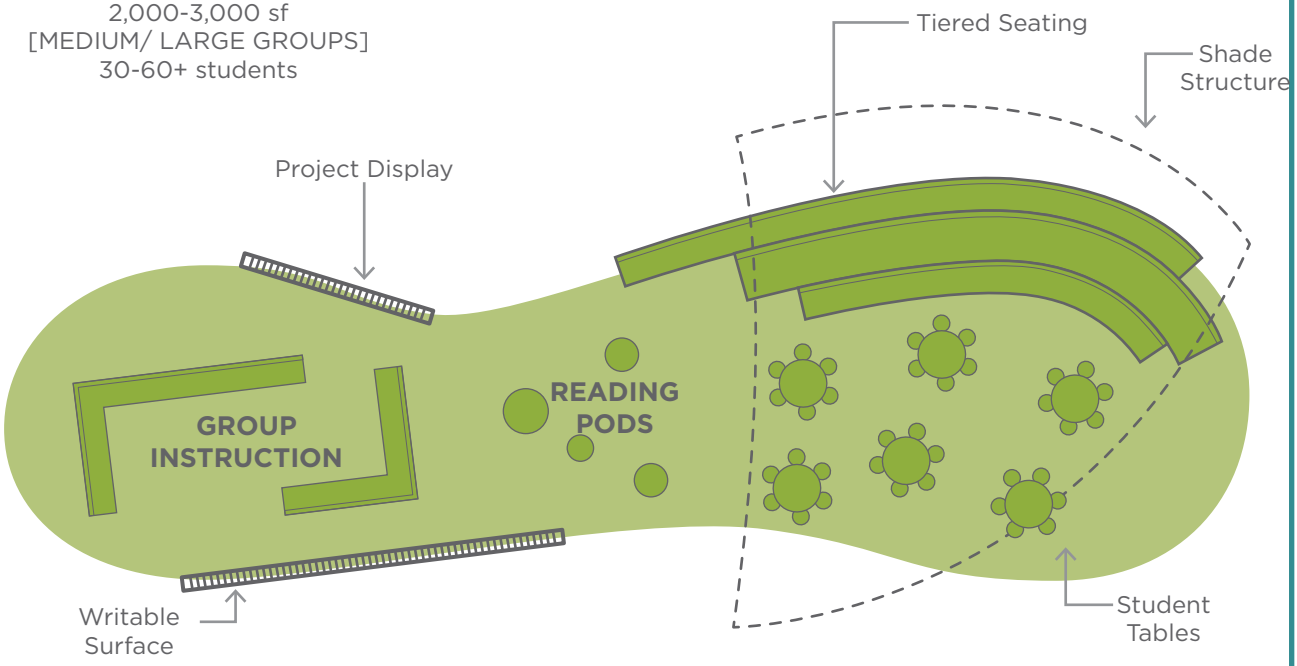
SPACE DIAGRAM

Mark Day School by EHDD

ESHA OBSERVATION DECK
400-2,000 sf
[SMALL/ MEDIUM GROUPS]
4-25 students



OUTDOOR COMMONS
2,000-3,000 sf
[MEDIUM/ LARGE GROUPS]
30-60+ students



ADJACENT BUILDING

6.2 MIDDLE SCHOOL

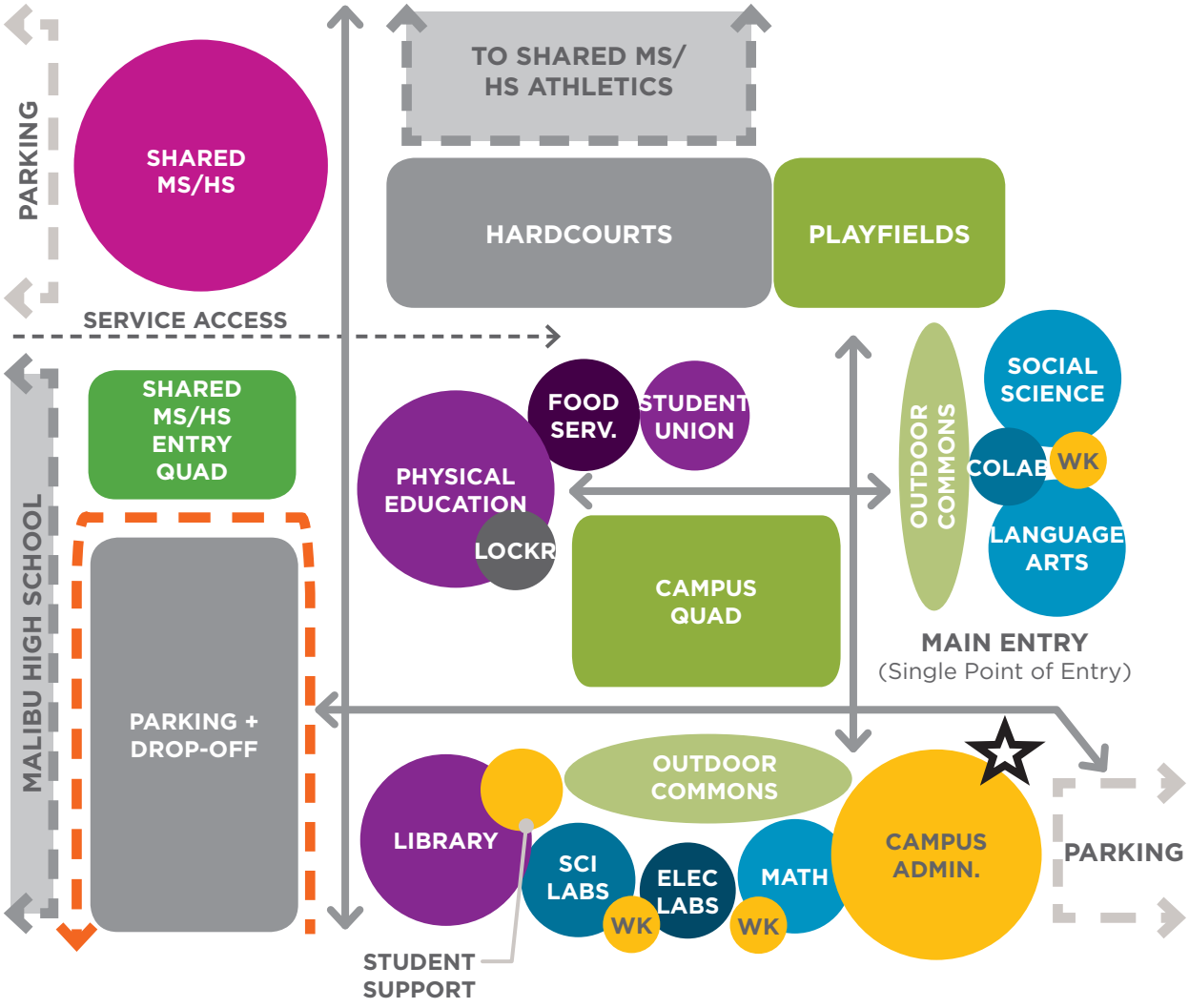
6.1-1 Overall Campus

A safe environment creates opportunities for passive security strategies and active solutions. Students and teachers should feel safe anywhere on the campus grounds. Supervision, lines of sight, and circulation should be evaluated when organizing buildings and site elements. Avoid creating areas where supervision could be obscured. The main Administration office defines the front of the school. Signage and features can be used to facilitate wayfinding throughout the campus.

Drop-off and pick-up times are when access to the school could become congested. Evaluate site entry/exit points, vehicular and pedestrian circulation to minimize conflicts and create a clear, flow of traffic.

The shared MS/HS Performing Arts Center will be utilized for school events, and therefore will need access by the community and should be located near parking. The Library is a hub for student gathering and should be centrally located for ease of access.

This campus diagram provides a layout that demonstrates the design considerations stated within these pages.



6.2 Middle School

6.2-2 Classroom Clusters

DESIGN OBJECTIVES

Classroom Clusters are the foundation of the learning environment and are central to the success of students. Classrooms and teacher workrooms should be organized in each cluster with direct access to outdoor learning and collaboration spaces to support Project-Based Learning. The clusters should be organized to ensure parity between classrooms and equal access to resources.

Teaming Studios foster student collaboration as well as teacher collaboration. They provide space outside the classroom intended to create a community of learning, including cross-disciplinary instruction, group work, and team teaching. The space will also serve as a gathering area to socialize. Ease of access and clear visibility for supervision are important considerations.

Teacher Colabs offer opportunities for professional development, collaboration and resource sharing. These spaces should be easily accessible from all classrooms to encourage use.

Landscape between buildings should create student quads and outdoor commons that act as an extension of the classrooms and building. Classroom Clusters should be oriented and massed with consideration for energy efficiency and minimal environmental impact.

ACTIVITIES

- Interactive Project-Based Learning in large and small groups in classrooms, teaming studios, and outdoor commons.
- Individual exploration and outdoor learning paired with traditional instruction.
- Presentations and demonstrations.
- Foster student-to-student and teacher-to-teacher collaboration.
- Socializing and relaxing outside of regularly scheduled classes.

SPATIAL FEATURES

- Furniture should be agile, adjustable, and easily movable.
- Consider mobile whiteboards and stools for flexibility.
- Provide lockable cabinets for larger format product and tool storage.
- Finishes should contribute to the acoustical qualities of the space.
- Provide areas that allow the display of student work and writable surfaces.
- Use color and appropriate lighting strategies to create open, inspiring spaces.
- Utilize carpet flooring for whole-group area and resilient flooring in high-traffic areas or where appropriate.
- Technology should support teacher mobility, using a wireless connection to link the teacher's laptop to a screen. Wireless access throughout. Include adequate outlets around the space.

Ernest McBride, Sr High School

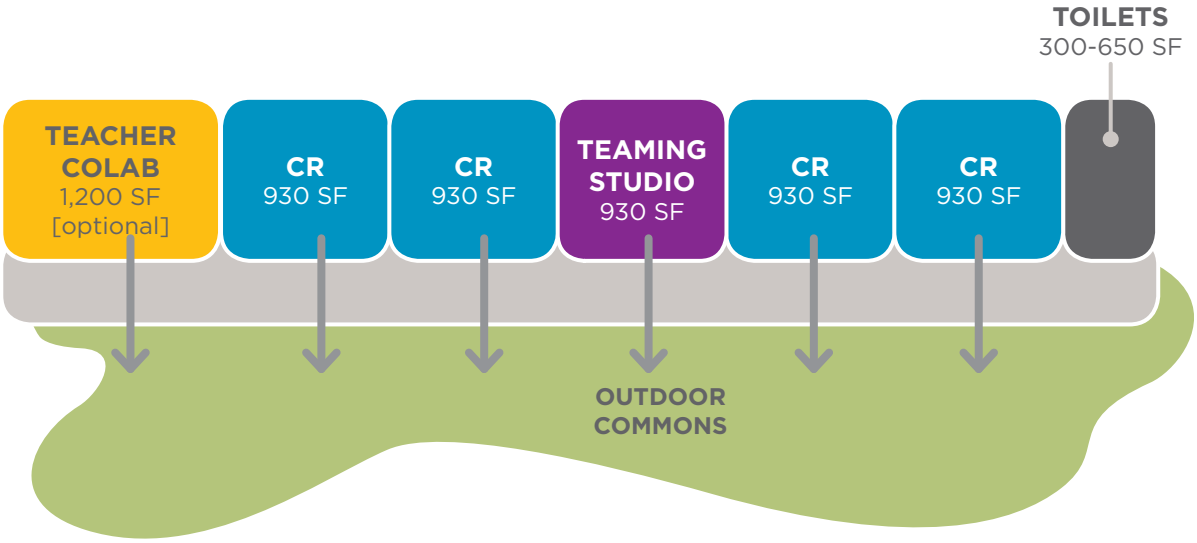
Samueli Academy

Eastwood Elementary School

6.2-2 Classroom Clusters

SPACE DIAGRAM

Eastwood Elementary School



6.2 Middle School

6.2-3 Classrooms

DESIGN OBJECTIVES

Classroom spaces should be open, inviting and engaging – utilize color and appropriate lighting strategies. Classrooms should be acoustically separated from each other and organized in a cluster with direct access to outdoor learning areas and collaborative spaces with ease of visibility.

Design flexible classrooms with the ability to support multiple learning zones: whole group zone, collaboration/small group zone, hands-on design zone, independent/quiet zone, outdoor learning zone. A small group breakout room, connected to classrooms and an adjacent Teaming Studio, may be included for additional group work space. All zones should be supported with mobile technology through a multitude of electrical outlets and data port locations with wireless Internet access.

Thermal comfort should be supported through high-efficiency ventilation systems, the ability to operate windows and improve air circulation through the use of ceiling fans.

Rooms should be day-lit supplemented with high-efficiency fixtures that balance indirect/direct light to reduce shadows and glare and provide even illumination. Lighting should be occupant-controlled around projection through shading devices and separate switches.

ACTIVITIES

- Interdisciplinary Project-Based Learning and workshop teaching with full-integration of technology.
- Whole-class lecture, small group, and individual work.
- Hands-on/tactile learning in collaborative groups or independent learning.
- Core subject instruction: Language Arts, Social Studies, Mathematics.
- Material preparation and project storage.

SPATIAL FEATURES

- Furniture should be agile, adjustable, easily movable. Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Consider mobile whiteboards and stools for flexibility.
- Provide presentation spaces for instructors and students alike.
- Finishes should contribute to the acoustical qualities of the space.
- Provide areas that allow the display of student work and writable surfaces.
- Use color and appropriate lighting strategies to create open, inspiring spaces.
- Utilize carpet flooring for whole-group area and resilient flooring in high-traffic areas or where appropriate.
- Technology should support teacher mobility, using a wireless connection to link the teacher's laptop to a screen. Wireless access throughout. Include adequate outlets around the space.

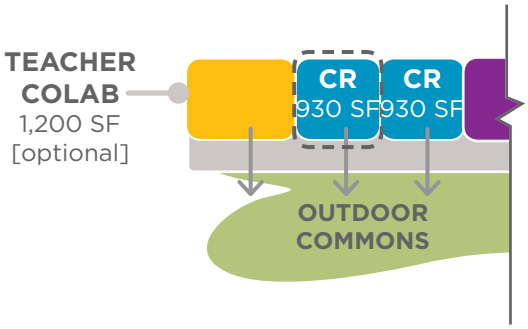
Eastwood Elementary School

Samueli Academy

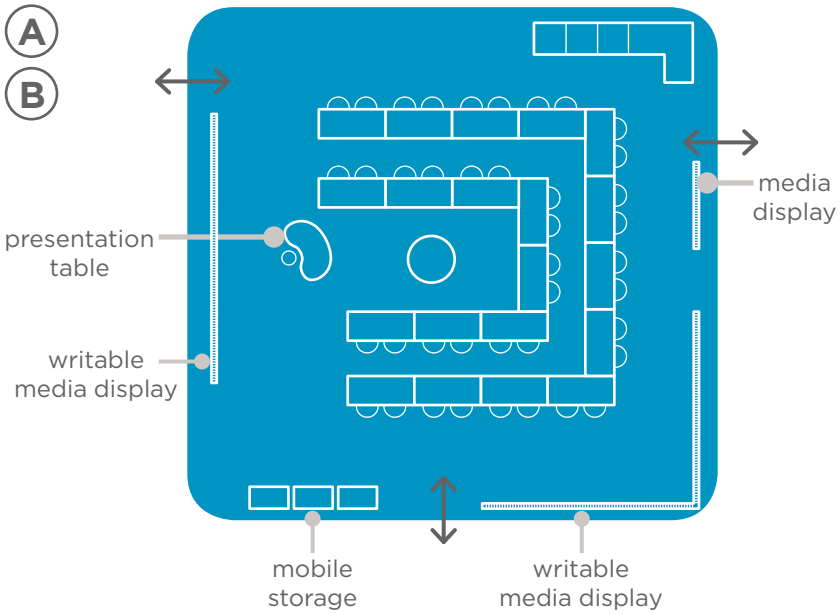
Stacey Middle School

6.2-3 Classrooms

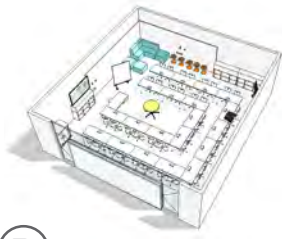
SPACE DIAGRAM



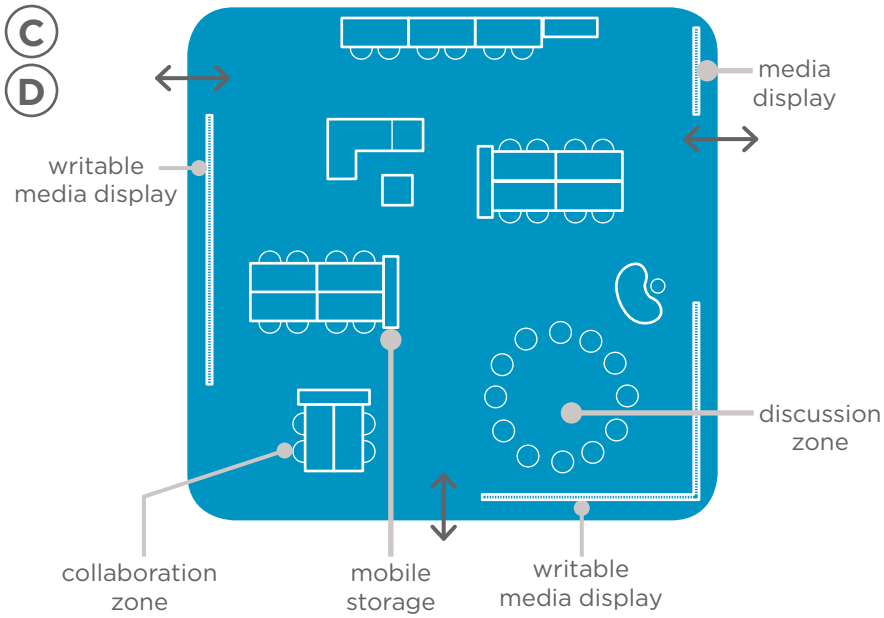
FLEXIBLE CLASSROOM CONFIGURATIONS



A LECTURE



B DISCUSSION



C ZONED

D SMALL GROUP

6.2 Middle School

6.2-4 Special Education

DESIGN OBJECTIVES

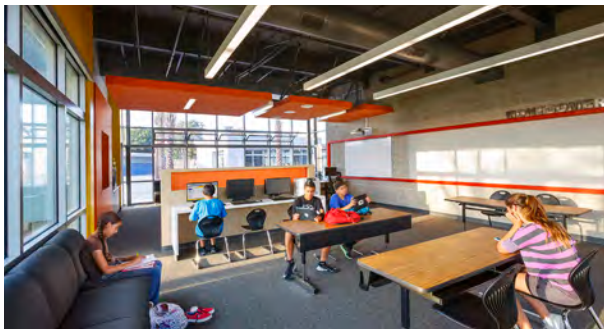
A Learning Center with dedicated office spaces for Counseling, a Psychologist, a Speech Pathologist and an IEP Conference Room shall be provided. Offices should be large enough for a desk and small group workspace. Offices should have the ability to open up to a shared Small Group Area to accommodate larger groups and space needs.

Specialized Academic Instruction (SAI) classrooms shall be integrated within the classroom clusters. Classroom spaces should be open, inviting and engaging – utilize color and appropriate lighting strategies. Classrooms should be acoustically separated from each other and organized in a cluster with direct access to outdoor learning areas and collaborative spaces with ease of visibility.

Design flexible classrooms with the ability to support multiple learning zones: whole group zone, collaboration/small group zone, hands-on design zone, independent/quiet zone, outdoor learning zone. All zones should be supported with mobile technology through a multitude of electrical outlets and data port locations with wireless Internet access.

ACTIVITIES

- Individualized learning, student-centered planning.
- Specialized training or support.
- Consultation, tutoring and meetings.
- Assessment and instruction in the least restrictive environment.

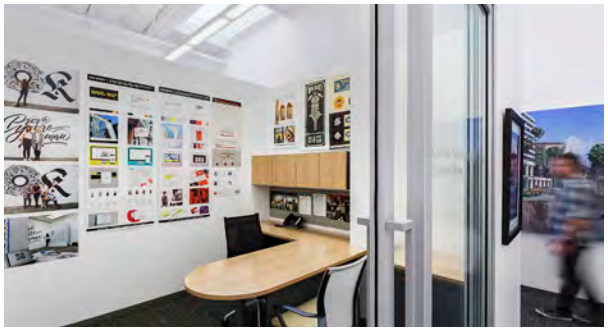


Montgomery Middle School

SPATIAL FEATURES

- Furniture should be agile, adjustable, easily movable. Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Consider mobile whiteboards and stools for flexibility.
- Provide presentation spaces for instructors and students alike.
- Finishes should contribute to the acoustical qualities of the space.
- Provide areas that allow the display of student work and writable surfaces.
- Use color and appropriate lighting strategies to create open, inspiring spaces.
- Utilize carpet flooring for whole-group area and resilient flooring in high-traffic areas or where appropriate.
- Technology should support teacher mobility, using a wireless connection to link the teacher's laptop to a screen. Wireless access throughout. Include adequate outlets around the space.

Johnson Middle School

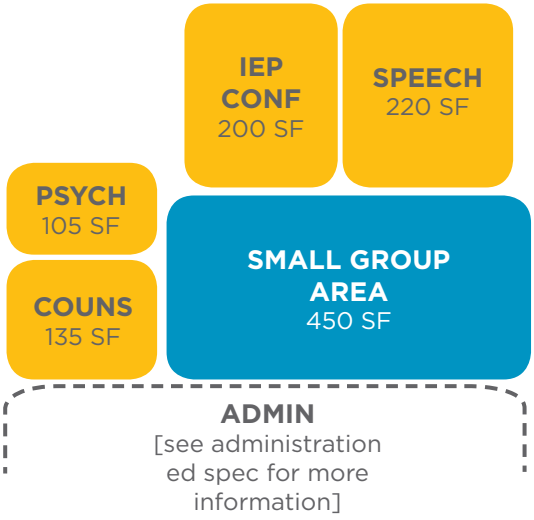


Laguna College of Art and Design

6.2-4 Special Education

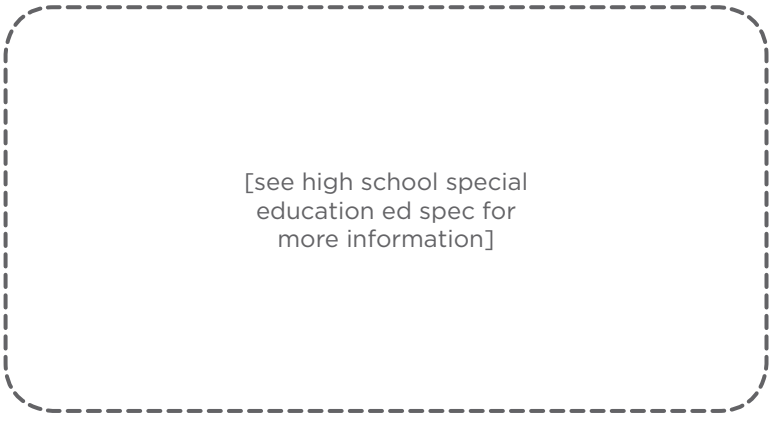
SPACE DIAGRAM

LEARNING CENTER



SAI CLASSROOM

SHARED MS/HS SDC & OT/PT SUPPORT



6.2 Middle School

6.2-5 STEAM Labs

DESIGN OBJECTIVES

STEAM Labs should be lively and exciting environments, encouraging students to explore their curriculum. Create an environment where students feel comfortable to take risks and push their boundaries without the fear of failure. Inspire curiosity, discovery; foster individual interest and investigation. Lab space should support lecture and demonstration with clear visibility from all lab stations to the instructor's desk. Mobile lab stations allow the space to be reconfigured for small group work or group labs. Lab space should allow for hands-on experimentation and lecture. Extend the classroom to the outdoors where possible.

Science Labs should be located in pairs with a shared Prep Room and Storage space between. Lab design should enable supervision to all student work areas. Where possible, collocate Science Labs with other teaching spaces to support team-teaching opportunities. Support collaboration with inclusion of a gallery area for project display and presentations.

Create opportunities for natural daylighting and natural ventilation with operable windows while providing light control with shades and side channels. Incorporate storage space for equipment and materials within the Lab and in Shared Prep Rooms. Use appropriate exhaust systems to flush out odors in the spaces that use laboratory chemicals for experiments.

ACTIVITIES

- Whole group, direct instruction and demonstrations.
- Small group work/Working in teams.
- Hands on experimentation.
- Observations and documentation.
- Applying skills in a project-based scenario or real world problem solving.
- Research.
- Presentation of projects and ideas.

Tarbut V'Torah

SPATIAL FEATURES

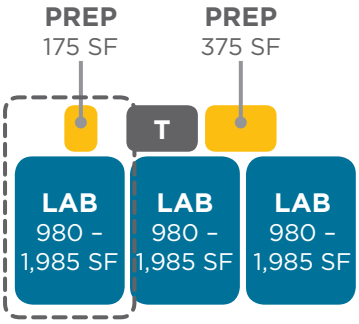
- Use flexible, mobile furniture to support active learning. Include lockable cabinets for secured storage, writable wall surfaces and operable partitions where possible.
- Sinks with counter top space should be grouped with seating.
- Flooring should be resilient and durable, able to resist acids and stains, encouraging use for creative endeavors and "messy" work.
- Energy efficient lighting and natural daylighting, with task lighting at work areas.
- Acoustical ceiling and finishes to reduce reverberation time.
- Allow for technology connectivity, with multiple presentation areas and digital screens on all walls.
- Wifi access throughout, including adjacent outdoor learning spaces.
- Locate utilities at ceiling or perimeter of classroom.

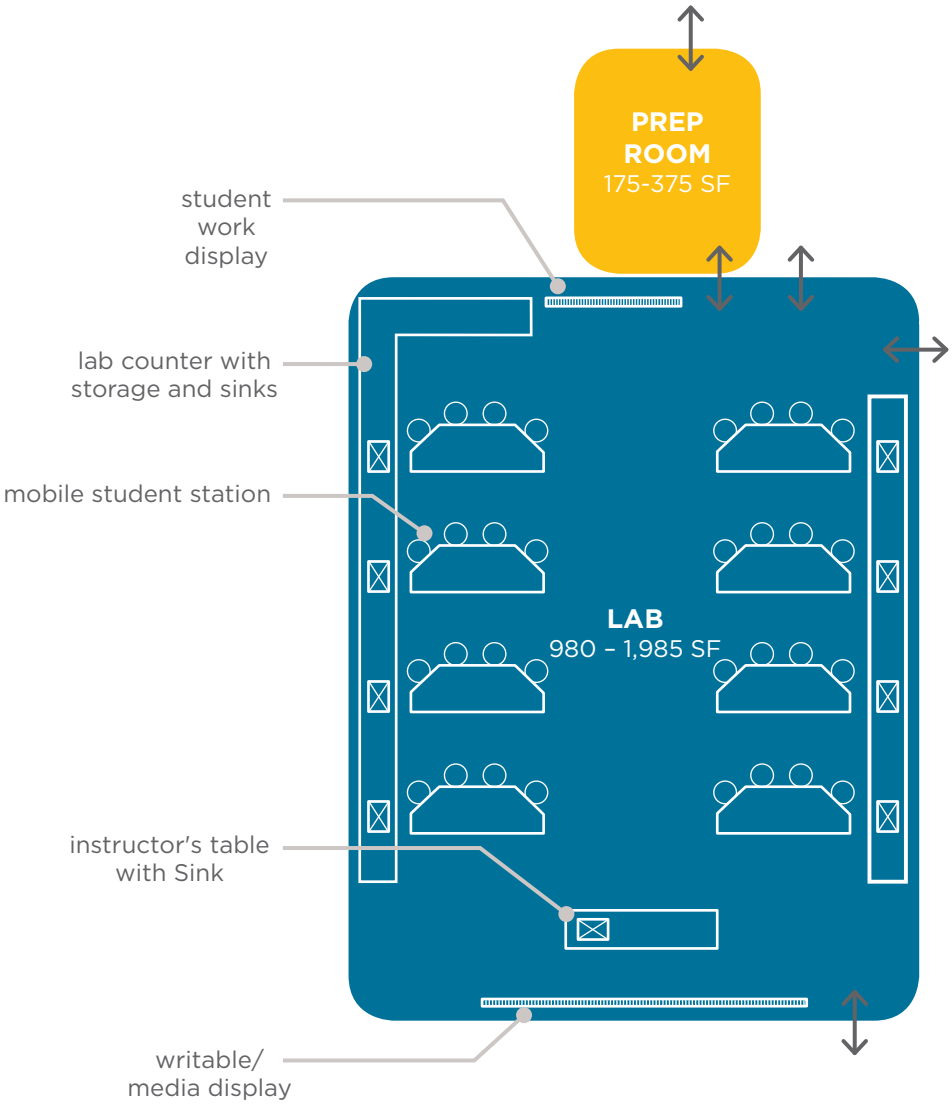
Stacey Middle School

Samueli Academy

6.2-5 STEAM Labs

SPACE DIAGRAM





6.2 Middle School

6.2-6 Administration

DESIGN OBJECTIVES

Administration is the first point of contact for many students, staff, and visitors arriving at school. This space should be welcoming and inviting while also establishing the school's identity and pride. The entry point to the campus should be obvious to visitors and parents. Visitors enter a lobby/reception space with a comfortable waiting area. Mobile displays showcase student work and school activities. The reception desk provides the first point of contact with visitors and establishes the single-point-of-entry.

Administration spaces should be accessible to visitors while clearly defining public and private space. Both the Health Office and Parent Center should be easily accessible from inside the Administration building as well as the exterior. The Principal's office should be easily accessed from the lobby.

The Staff Work and Lounge should be fluid spaces that allow for social interaction and professional collaboration. These two spaces should be connected with a flexible partition separating the spaces when needed. Utilize mobile furniture to allow the space to open up and accommodate larger events and meetings. There should be access for staff through the work area/lounge to an enclosed, outdoor patio.

ACTIVITIES

- Act as the "Front Door" to the school, community, and public.
- Administrative duties, conference, discipline, health support, counseling and student support.
- Staff support, collaboration and access to materials.
- Consultation and meetings.
- Parent resource access.
- Promote collaboration.

Hawthorne Elementary School

SPATIAL FEATURES

- Use standing and sitting desks for reception and workrooms.
- The Health Office should include casework with a work area and lockable storage cabinets for student medicine as well as a refrigerator with ice maker. Include ceiling-hung privacy curtains to separate the cot area.
- Office and conference areas should have carpet. The Health Office and workrooms should have resilient flooring.
- Ceilings should be primarily acoustic with limited areas of dropped hard lid.
- Balance direct/indirect lighting with natural daylighting for energy efficiency. Control natural daylighting with shading devices.
- Provide soft, comfortable seating in the lobby waiting area and staff lounge.
- Utilize the lobby, hallways and common areas for display of student work and announcements on digital displays.

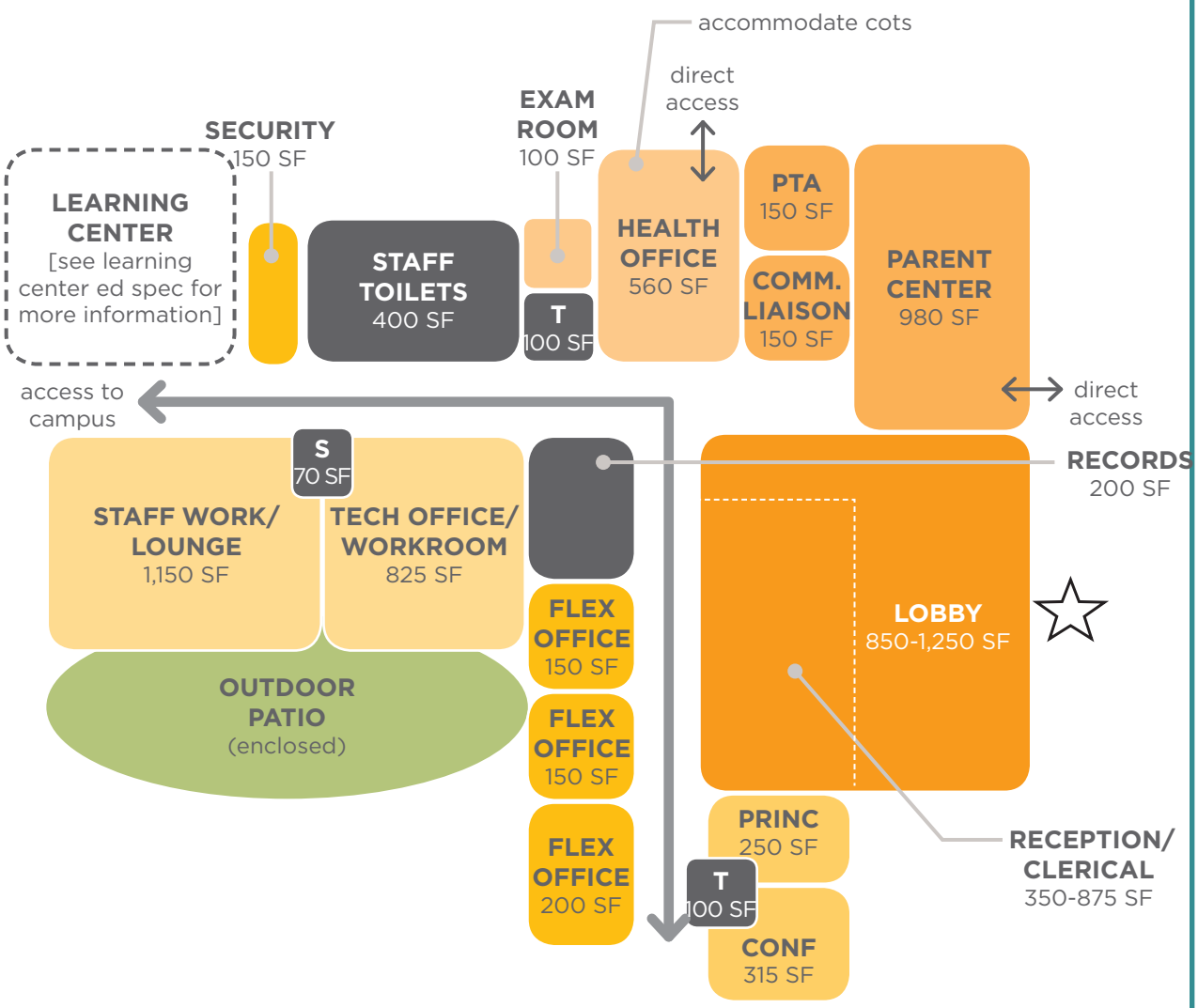
Arcadia High School

Arcadia Education Center

6.2-6 Administration

SPACE DIAGRAM

Hector Godinez High School



6.2 Middle School

6.2-7 Library Media/Resource Center

DESIGN OBJECTIVES

The Library is seen as the hub for activities; a place that students and staff can gather for multiple functions. Locate the library centrally and near the front of the campus for public access. Consider before and after school access for student clubs and community meetings. Evolve Library spaces into 21st Century learning environments via full technology integration, connections with outdoor environments, space for Project-Based Learning, and a variety of furniture options. Include space within the Library for an Innovation Lab; an Innovation Lab is a non-scheduled, technology-rich space that can be used for class instruction or professional development.

The Library is a space for individual heads-down study, group research projects, presentations, and content creation. It is also a space that can transform into a Professional Development area or a community meeting area. Display student work throughout.

Create a variety of spaces/zones to support multiple, concurrent activities and allow for diverse-sized groups. Separate 'quiet' focused study zones from louder, open spaces while maintaining easy supervision across all spaces. Group Study Rooms allow students to do focused work and can also be used for staff meetings/conferences.

ACTIVITIES

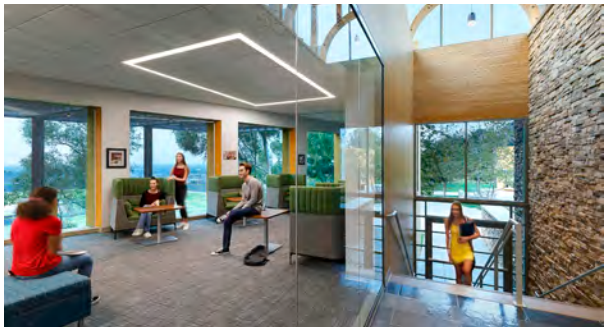
- Research, quiet reading, group instruction, individual/small group work/study, technology exploration.
- Access information and create content.
- Quick find information and long-term, deeper understanding activities.
- Professional development, community meetings, after school club meetings.
- Display student work and learning/ informational material.

Johnson Middle School

SPATIAL FEATURES

- Create open, bright spaces with natural daylighting and high ceilings.
- Develop inviting, 'cafe-like' spaces where students want to be.
- Use low to mid-height shelving for ease of student access and to create direct sight lines for supervision. Use mobile book shelving for flexibility.
- Use flexible, varied , easily movable seating and tables; comfortable, soft seating with access to power and wireless technology.
- Finishes should accommodate activities and contribute to acoustic qualities; include materials that absorb sound such as carpet for whole-group areas and resilient flooring at storage areas and the workroom.
- Integrate technology with wireless access throughout. Include LED interactive displays, projector and screen at large gathering area, and AV system with broadcasting.

Montgomery Middle School

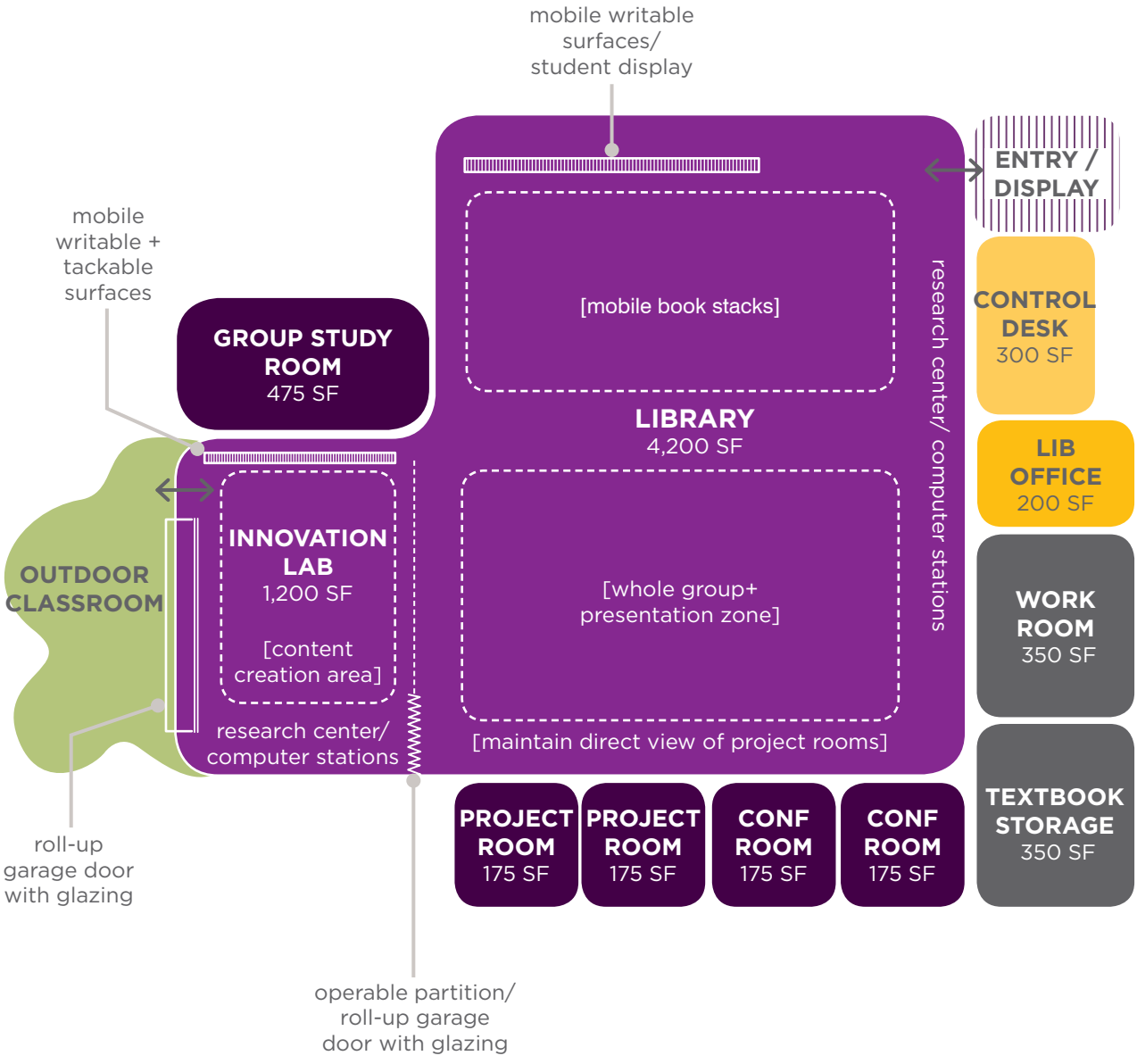


Sage Hill High School

6.2-7 Library Media/ Resource Center

SPACE DIAGRAM

Montgomery Middle School



6.2 Middle School

6.2-8 Gymnasium/Physical Education

DESIGN OBJECTIVES

Physical Education programs are integral in supporting students' middle school experience and should encourage students to value the importance of fitness and help them develop lifelong healthy habits. It is important to provide a safe, durable environment that is also energy-efficient.

PE/Athletic facilities are often used by the community, therefore it is important to have aesthetically pleasing facilities that demonstrate school pride. Instilling a sense of school pride can be achieved through paint, finishes, graphics, signage, and display of awards/trophies. Utilize durable, easily cleanable finishes.

The gymnasium should include a fitness room, locker rooms, and a PE staff office. Group the PE office and staff shower with the student locker rooms and student toilets for supervision purposes. Restrooms and drinking fountains should be easily accessible to students and visitors, therefore additional restrooms should be located near the lobby. Hardcourts and playfields should be located adjacent to the gymnasium/physical fitness building.

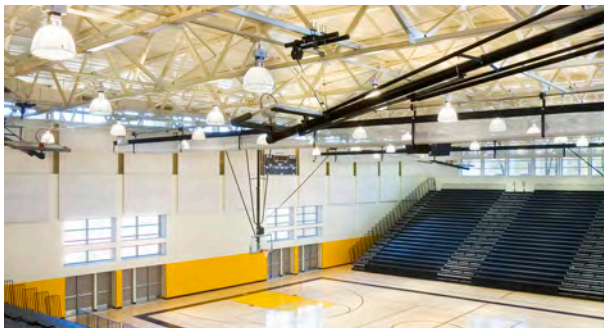
ACTIVITIES

- Support physical education activities/ fitness. Indoor Physical Education classes and activities such as, but not limited to: wrestling, weight lifting, yoga, dance.
- Changing and other preparation for physical education.
- Staff lesson planning.
- Physical education classes.
- Recreational fitness activities.
- Community activities.

Johnson Middle School

SPATIAL FEATURES

- Open to structure, high ceiling, natural daylit space.
- Flooring should be resilient, durable, and easy to clean. Polished concrete flooring in Locker Rooms.
- Bench seating; multi-tier lockers that accommodate backpacks.
- Proper ventilation and exhaust system in locker room area; consider operable windows.
- Provide mobile chairs that remain within chair/ equipment storage when not in use.
- Finishes should contribute to the acoustical qualities of the space; include materials that absorb sound.
- Ceiling height should allow for recreational activities such as basketball.
- Include lighting appropriate for testing, presentations, assemblies, or community events.

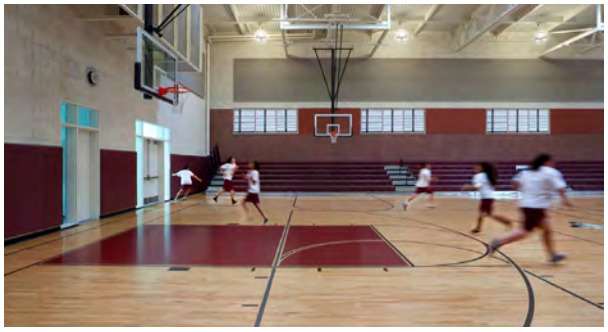


Hector Godinez High School

San Marcos High School

6.2-8 Gymnasium/ Physical Education

SPACE DIAGRAM



Paramount High School

6.2 Middle School

6.2-9 Maker Space

DESIGN OBJECTIVES

A Maker Space accommodates electives with a technology focus, including multi-media studies and graphic media. It is a space for hands-on, "real world" scenario exploration for students to experience possible career applications. These technology-rich spaces should be bright and energetic inciting creativity.

The Maker Space should be an open, flexible space that can accommodate multiple zones, including a large group area, specialized technology zone, and an individual/group work zone. The large group area should have flexible furniture and a teaching station for lectures, discussion and presentation. A specialized technology zone should be able to accommodate curriculum specific technologies and tools. These spaces should be modeled after professional environments, engaging and inspiring students in those fields of study. Provide working surfaces and ample electrical outlets for each student to have access to a computer in the individual group/work zone.

Showcase student work to the rest of campus through exterior glazing, controlled by shading devices. Increase ventilation rates for paint use and operable windows for improved occupant comfort.

ACTIVITIES

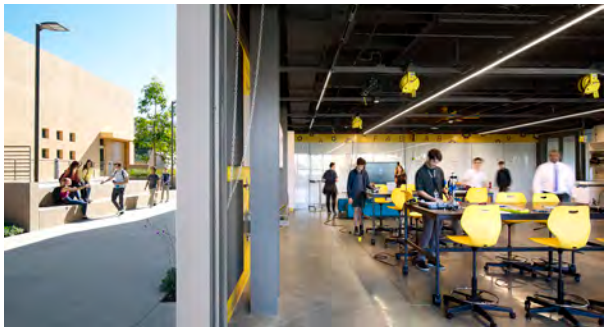
- Large group instruction and demonstration.
- Group and individual project-based learning.
- Discussion of design theory and principles of design.
- Presentation of projects and media.
- Digital illustration and painting, photo manipulation.
- Cross-collaboration with other classes/ fields of study.

South Tahoe High School

SPATIAL FEATURES

- Provide reconfigurable furniture for flexibility to open the full space.
- Include storage (mobile where possible) for materials and in-progress projects.
- Student tables and chairs should have the ability to adjust height.
- Counter areas should be deep for large paper storage, paper cutters, light tables, and other equipment.
- Flooring should be resilient, durable, and easy to clean.
- Provide writable and tackable surfaces throughout the space as wall finishes and as mobile boards.
- Include presentation equipment with mobile presentation station.
- Include computer stations away from "messy" art space for digital illustration and photography.
- Consider industry-standard equipment such as 3D printers or and/or laser cutters.

South Tahoe High School

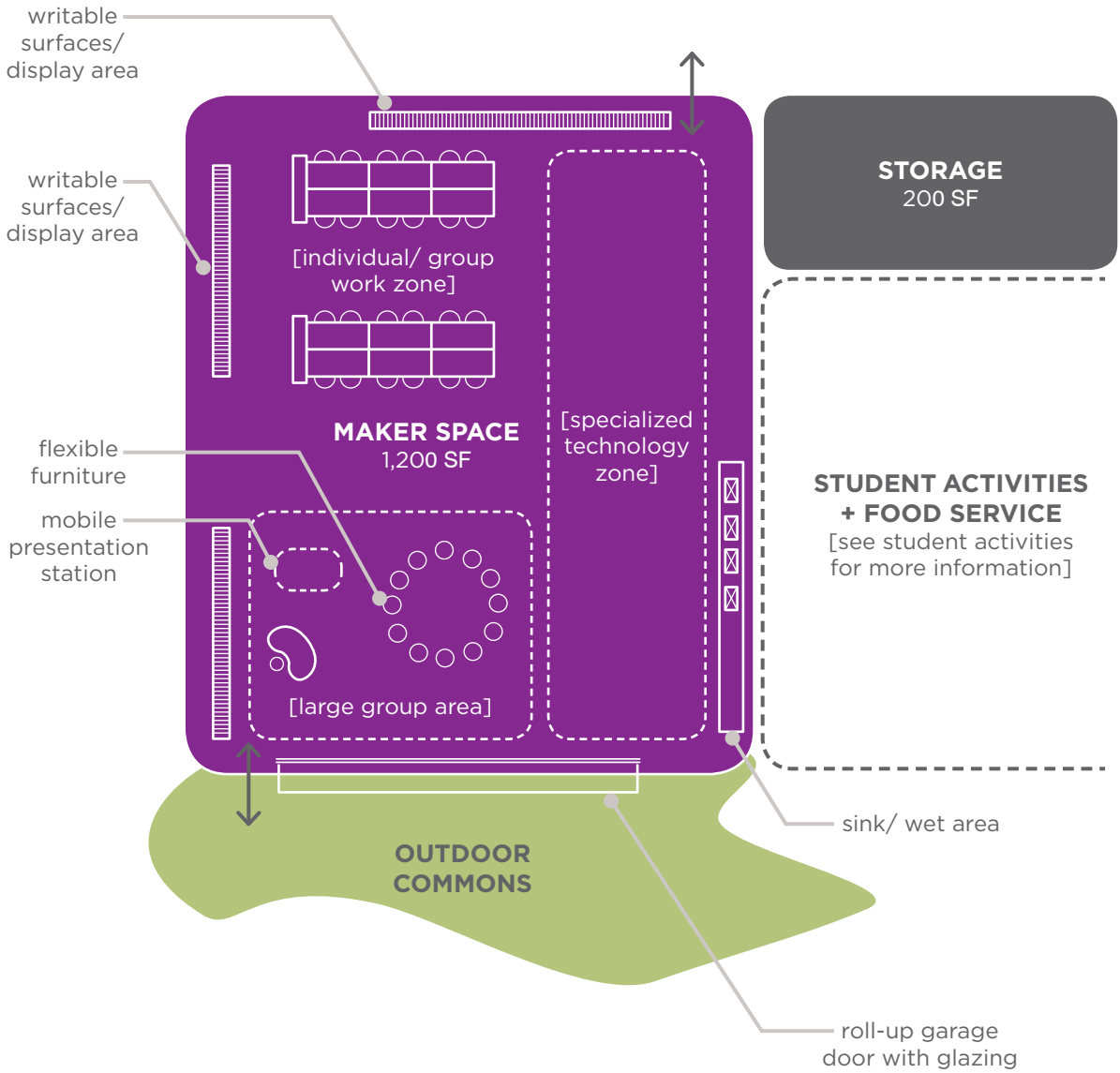


Tarbut V'Torah

6.2-9 Maker Space

SPACE DIAGRAM

Tarbut V'Torah



6.2 Middle School

6.2-10 Student Activities + Food Service

DESIGN OBJECTIVES

It is important to create a flexible, 'cafe-like' food court space that instills a sense of school pride. Consider use before and after school hours by locating the food court near parking. Implement security/safety measures and separate storage for community use. Service and delivery access should be considered. Avoid conflicts with pedestrian access.

The kitchen will accommodate food warming functions with some fresh food options. The queuing system should allow for a quick flow through the serving lines into the dining area. Extend indoor space into a covered, outdoor seating area. There should be access to restrooms and drinking fountains from the food court.

The student store/vending should be accessible from the food court and the exterior. Provide a clear 'line of sight' to all student areas for supervision. Controlled natural daylighting with views to the exterior as well as soft, ambient indirect lighting should be incorporated.

ACTIVITIES

- Food Service/Indoor student dining.
- Community use/social gathering.

Montgomery Middle School

SPATIAL FEATURES

- Create open, bright spaces with natural daylighting and high ceilings.
- Cafe-style tables and chairs with the ability to fold, stack and store.
- Resilient, durable and easy to clean flooring (e.g. resilient or polished concrete).
- Plan space for trash collection and recycling.

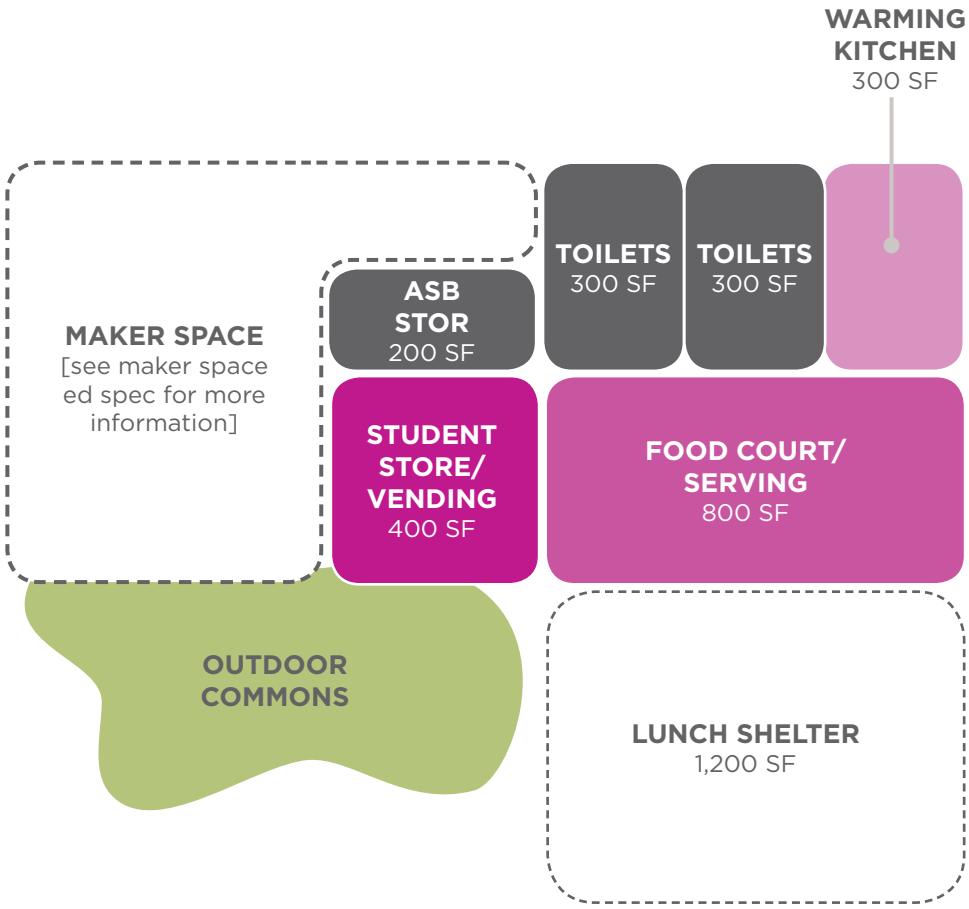
Johnson Middle School

Hector Godinez High School

6.2-10 Student Activities + Food Service

SPACE DIAGRAM

San Marcos High School



6.3 HIGH SCHOOL

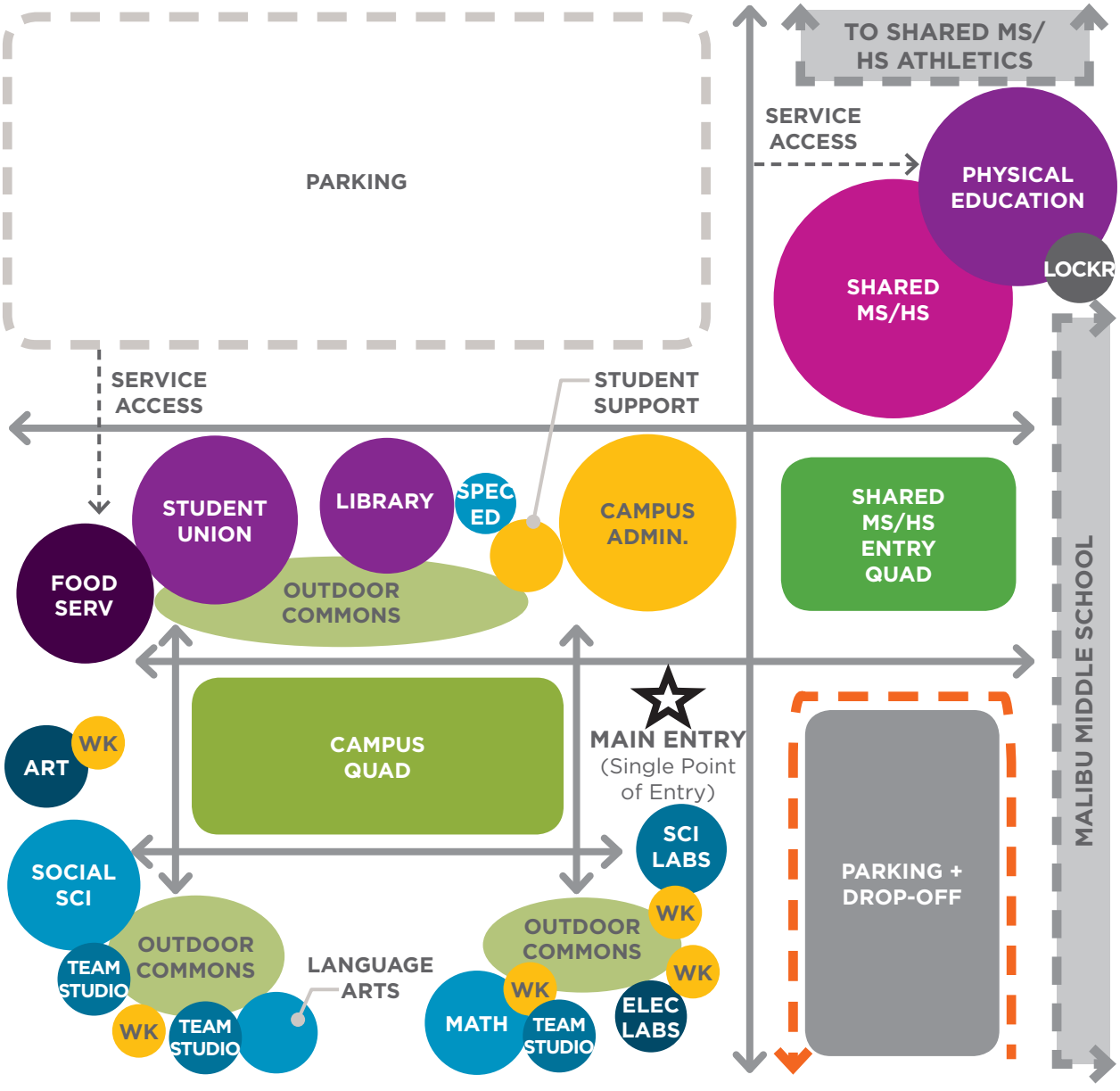
6.3-1 Overall Campus

A safe environment creates opportunities for passive security strategies and active solutions. Students and teachers should feel safe anywhere on the campus grounds. Supervision, lines of sight, and circulation should be evaluated when organizing buildings and site elements. Avoid creating areas where supervision could be obscured. The main Administration office defines the front of the school. Signage and features can be used to facilitate wayfinding throughout the campus.

Drop-off and pick-up times are when access to the school could become congested. Evaluate site entry/exit points, vehicular and pedestrian circulation to minimize conflicts and create a clear, flow of traffic.

The shared MS/HS Performing Arts Center will be utilized for school events, and therefore will need access by the community and should be located near parking. The Library is a hub for student gathering and should be centrally located for ease of access.

This campus diagram provides a layout that demonstrates the design considerations stated within these pages.



6.3 High School

6.3-2 Classroom Clusters

DESIGN OBJECTIVES

Classroom Clusters are the foundation of the learning environment and are central to the success of students. Classrooms, Teaming Studios, and teacher workrooms should be organized in each cluster with direct access to outdoor learning and collaboration spaces to support Project-Based Learning. The clusters should be organized to ensure parity between classrooms and equal access to resources.

Teaming Studios are open environments for collaboration and social interactions shared amongst a group of classrooms. These spaces are intended to support Project-Based Learning including group work, meetings and team teaching. Colabs provide smaller scale spaces between classrooms for small group work and projects. Each pair of classrooms should have shared access to a Colab. Teacher Colabs offer opportunities for collaboration and resource sharing. These spaces should be fluid, welcome, and easily accessible from all classrooms.

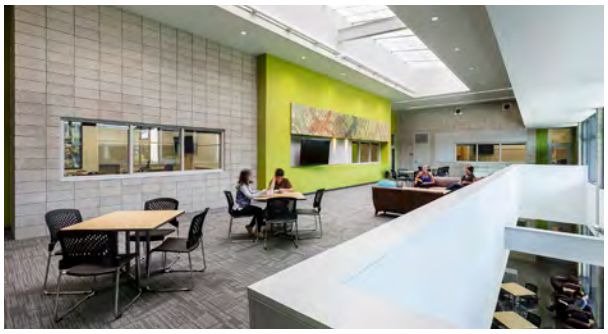
Landscape between buildings should create student quads and outdoor commons that act as an extension of the classrooms and building. Classroom Clusters should be oriented and massed with consideration for energy efficiency and minimal environmental impact.

ACTIVITIES

- Exploration and Project-Based Learning.
- Instructional lessons, group and individual work, large and small group presentations, and meetings.
- Interdisciplinary, active and passive, learner-centered instruction.
- Collaborating and communicating between students, their peers and teachers.
- Relaxing and socializing when regularly scheduled programs are not occurring.

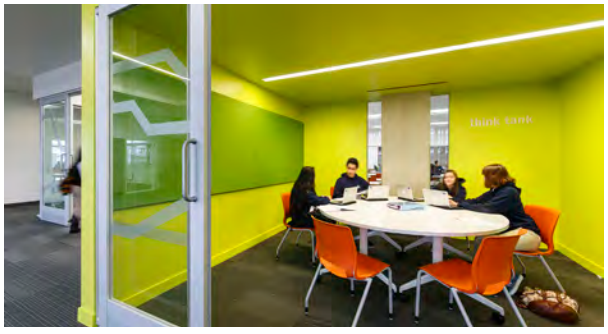
SPATIAL FEATURES

- Furniture should be agile, adjustable, and easily movable.
- Consider mobile whiteboards and stools for flexibility.
- Provide lockable cabinets for larger format product and tool storage.
- Finishes should contribute to the acoustical qualities of the space.
- Provide areas that allow the display of student work and writable surfaces.
- Use color and appropriate lighting strategies to create open, inspiring spaces.
- Utilize carpet flooring for whole-group area and resilient flooring in high-traffic areas or where appropriate.
- Technology should support teacher mobility, using a wireless connection to link the teacher's laptop to a screen. Wireless access throughout. Include adequate outlets around the space.



Ernest McBride, Sr High School

Menlo Atherton High School

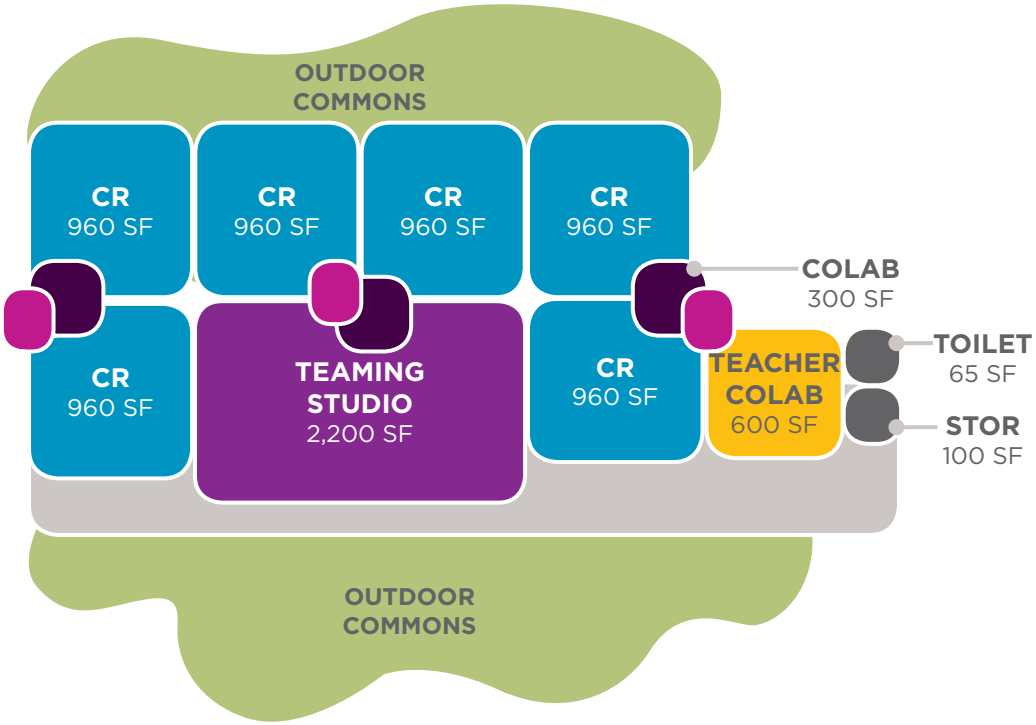


E3 Civic High School

6.3-2 Classroom Clusters

SPACE DIAGRAM

San Marcos High School



6.3 High School

6.3-3 Classrooms

DESIGN OBJECTIVES

Classroom spaces should be open, inviting and engaging – utilize color and appropriate lighting strategies. Classrooms should be acoustically separated from each other and organized in a cluster with direct access to outdoor learning areas and collaborative spaces with ease of visibility.

Design flexible classrooms with the ability to support multiple learning zones: whole group zone, collaboration/small group zone, hands-on design zone, independent/quiet zone, outdoor learning zone. A small group breakout room, connected to classrooms and an adjacent Teaming Studio, may be included for additional group work space. All zones should be supported with mobile technology through a multitude of electrical outlets and data port locations with wireless Internet access.

Thermal comfort should be supported through high-efficiency ventilation systems, the ability to operate windows and improve air circulation through the use of ceiling fans.

Rooms should be day-lit supplemented with high-efficiency fixtures that balance indirect/direct light to reduce shadows and glare and provide even illumination. Lighting should be occupant-controlled around projection through shading devices and separate switches.

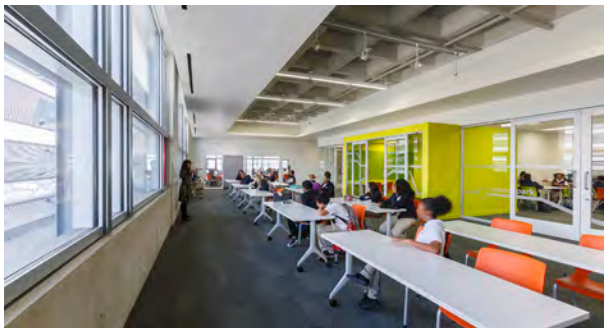
ACTIVITIES

- Core subject instruction: Language Arts, Social Studies, Mathematics/Science (when not able to be located in STEAM/STEM clusters)
- Instructional lessons, group/individual work, active/passive learning.
- Interdisciplinary, individualized Project-Based Learning.
- Collaborating and communicating between students, their peers and teachers.

Samueli Academy

SPATIAL FEATURES

- Furniture should be agile, adjustable, easily movable. Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Consider mobile whiteboards and stools for flexibility.
- Provide presentation spaces for instructors and students alike.
- Finishes should contribute to the acoustical qualities of the space.
- Provide areas that allow the display of student work and writable surfaces.
- Use color and appropriate lighting strategies to create open, inspiring spaces.
- Utilize carpet flooring for whole-group area and resilient flooring in high-traffic areas or where appropriate.
- Technology should support teacher mobility, using a wireless connection to link the teacher's laptop to a screen. Wireless access throughout. Include adequate outlets around the space.

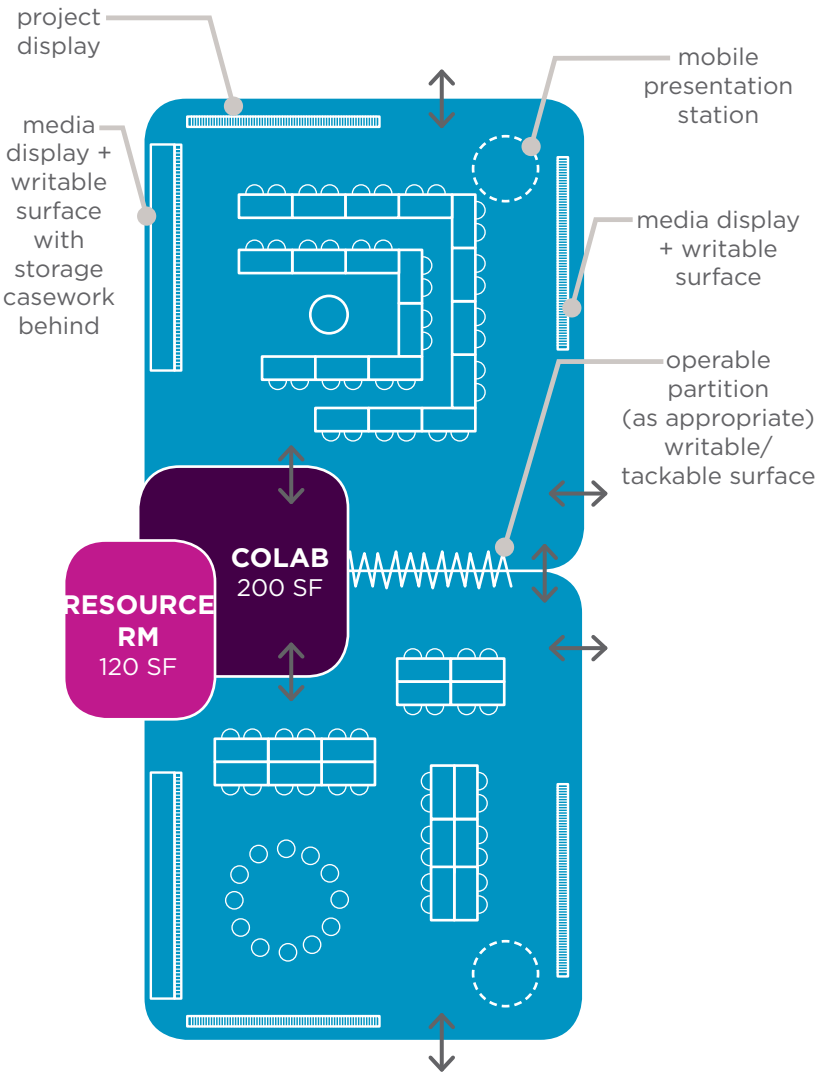


E3 Civic High School

South Tahoe High School

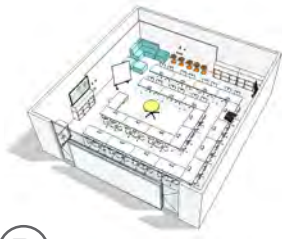
6.3-3 Classrooms

SPACE DIAGRAM



FLEXIBLE CLASSROOM CONFIGURATIONS

A LECTURE



B DISCUSSION

C ZONED

D SMALL GROUP

6.3 High School

6.3-4 Teaming Studio/ Colab/ Resource Room

DESIGN OBJECTIVES

Teaming Studios foster student collaboration as well as teacher collaboration. They provide space outside the classroom intended to create a community of learning, including cross-disciplinary instruction, group work, and team teaching. The space will also serve as a gathering area to socialize. Ease of access and clear visibility for supervision are important considerations.

Teacher Colabs offer opportunities for professional development, collaboration and resource sharing. These spaces should be easily accessible from all classrooms to encourage use.

Resource Rooms provide storage for project-based learning materials, tools and other resources that readily available and easily accessed.

Landscape between buildings should create student quads and outdoor commons that act as an extension of the Classrooms and Teaming Studios.

ACTIVITIES

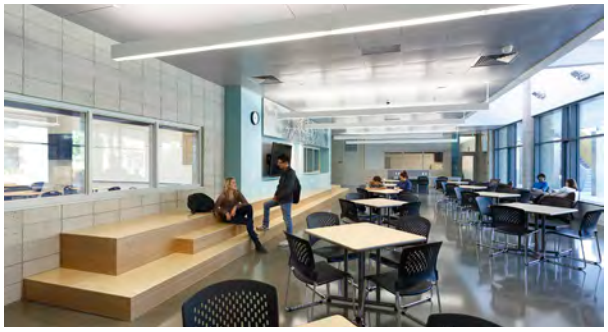
- Large group activities.
- Hands on instruction and experimentation.
- Small group break out sessions.
- Group presentation and project testing.
- Specialized/individual instruction.
- Co-teaching/collaborative projects.

E3 Civic High School

SPATIAL FEATURES

- Include a variety of seating types, soft furnishings or stools to encourage mobility throughout the space.
- Include mobile storage and keep built-in casework to a minimum.
- Include presentation spaces for instructors and students alike.
- The space should have resilient flooring for project based activities.
- Finishes should contribute to the acoustical qualities; include materials that absorb sound.
- Colabs should be visually connected but acoustically separated.
- Integrated technology (audio systems, wireless access) should be provided. Include digital screens at group areas and large projection at class discussion space.
- Provide areas for display of both project-based work as well as 2D/3D objects.

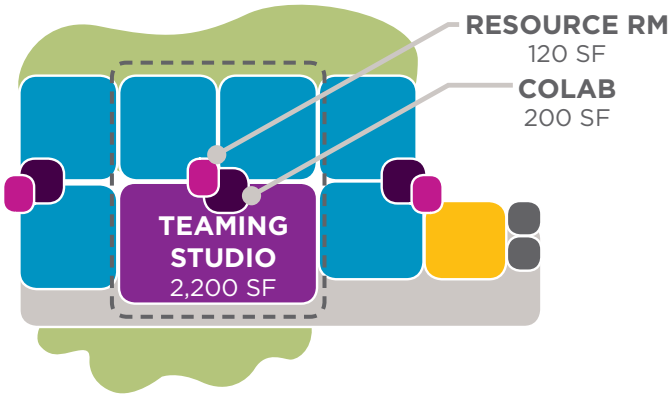
Samueli Academy

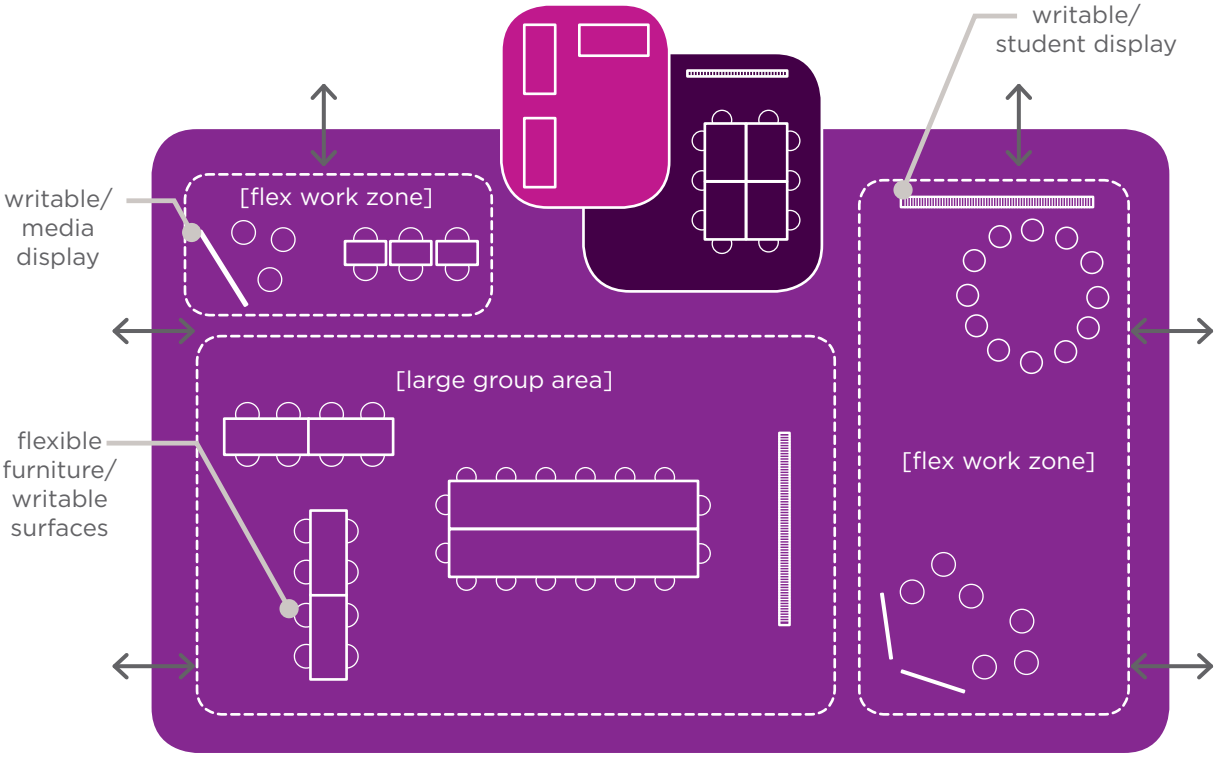


Ernest McBride, Sr High School

6.3-4 Teaming Studio/ Colab/ Resource Room

SPACE DIAGRAM





6.3 High School

6.3-5 Special Education Classrooms

DESIGN OBJECTIVES

Specialized Academic Instruction (SAI) classrooms shall be integrated within the classroom clusters. Classroom spaces should be open, inviting and engaging – utilize color and appropriate lighting strategies. Classrooms should be acoustically separated from each other and organized in a cluster with direct access to outdoor learning areas and collaborative spaces with ease of visibility.

Design flexible classrooms with the ability to support multiple learning zones: whole group zone, collaboration/small group zone, hands-on design zone, independent/quiet zone, outdoor learning zone. All zones should be supported with mobile technology through a multitude of electrical outlets and data port locations with wireless Internet access.

Thermal comfort should be supported through high-efficiency ventilation systems, the ability to operate windows and improve air circulation through the use of ceiling fans.

Rooms should be day-lit supplemented with high-efficiency fixtures that balance indirect/direct light to reduce shadows and glare and provide even illumination. Lighting should be occupant-controlled around projection through shading devices and separate switches.

ACTIVITIES

- Individualized learning, student-centered planning.
- Specialized training or support.
- Consultation, tutoring and meetings.
- Assessment and instruction in the least restrictive environment.

Ernest McBride, Sr High School

SPATIAL FEATURES

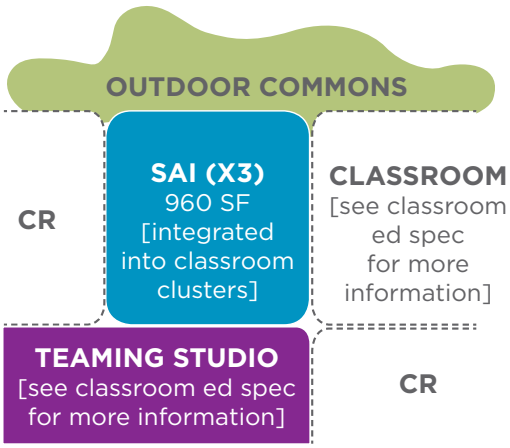
- Furniture should be agile, adjustable, easily movable. Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Consider mobile whiteboards and stools for flexibility.
- Provide presentation spaces for instructors and students alike.
- Finishes should contribute to the acoustical qualities of the space.
- Provide areas that allow the display of student work and writable surfaces.
- Use color and appropriate lighting strategies to create open, inspiring spaces.
- Utilize carpet flooring for whole-group area and resilient flooring in high-traffic areas or where appropriate.
- Technology should support teacher mobility, using a wireless connection to link the teacher's laptop to a screen. Wireless access throughout. Include adequate outlets around the space.

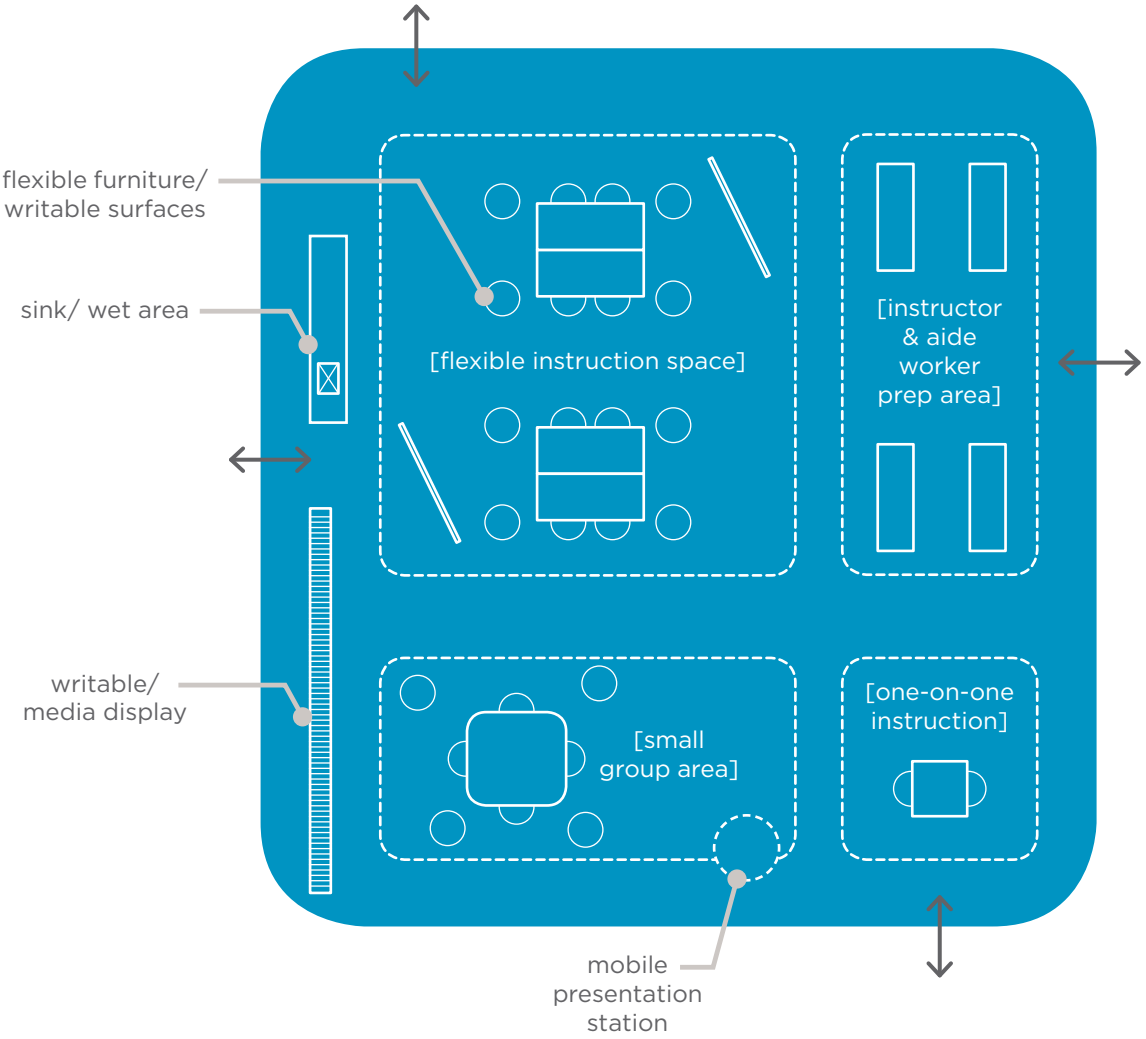
Menlo-Atherton High School

Errington Learning Center by HCMA

6.3-5 Special Education Classrooms

SPACE DIAGRAM





6.3 High School

6.3-6 Special Education/ Student Support Services

DESIGN OBJECTIVES

Student Support Services accommodate a variety of students including those with visual or hearing impairments, behavioral or social emotional challenges, or disabilities in learning, speech, mobility and/or cognition. These spaces should be inviting, engaging, and located within proximity to all other resources on campus in order to support a fully integrated experience for students with special needs.

The Structured Therapeutic Education Program (STEP) classroom supports students with emotional issues. Counseling services and a conference room should be provided with direct access to the classroom. Create an open and inviting atmosphere with ample visibility within and throughout the counseling suite and classroom.

The Living Skills space should be set up in an apartment-like setting including a residential kitchen and laundry area. Equipment includes a sink, refrigerator, stove, oven, microwave, washer, and dryer. This space should be large enough for 4-5 people.

The Learning Center has an IEP Conference Room, and flex office spaces for counselors, psychologists, or other support staff who may be traveling between the Middle and High School campuses. Offices should be large enough for a desk and small group workspace.

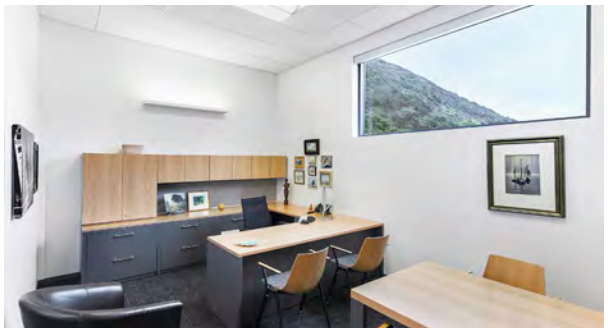
ACTIVITIES

- Individualized learning, student-centered planning.
- Specialized training or support.
- Consultation, tutoring and meetings.
- Assessment and instruction in the least restrictive environment.
- Working with assistive technology and communication devices for those in need.

Grossmont High School

SPATIAL FEATURES

- Flexible furnishings, both soft and hard that could include, but not limited to bean bag chairs, hanging swing, tables and chairs; writable surfaces and tackable walls to support small-group instruction.
- Finishes should accommodate the activities. Carpeting in Offices/ Conference Rooms, Classrooms, Focus Rooms; resilient flooring at support spaces. Include materials (ceiling and wall finishes) that reduce reverberation time.
- Use calming colors and finishes with minimal patterning.
- Focus rooms should have high-acoustical separation and visual connection to the classroom but not to exterior, with ability to darken space.
- Use dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.
- Include a sink and wet area in the OT/PT Classroom.



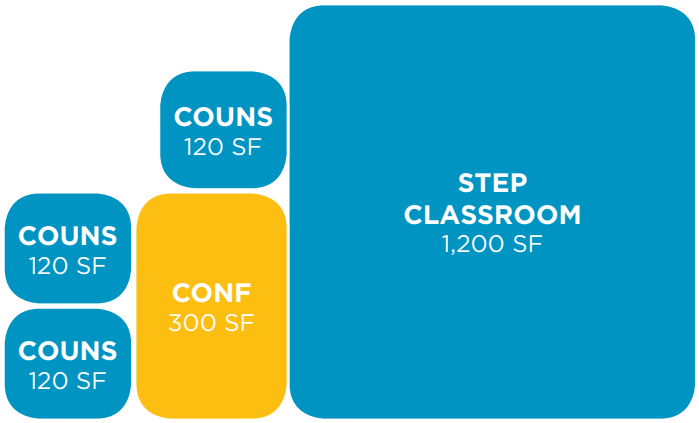
Laguna College of Art + Design

Errington Learning Center by HCMA

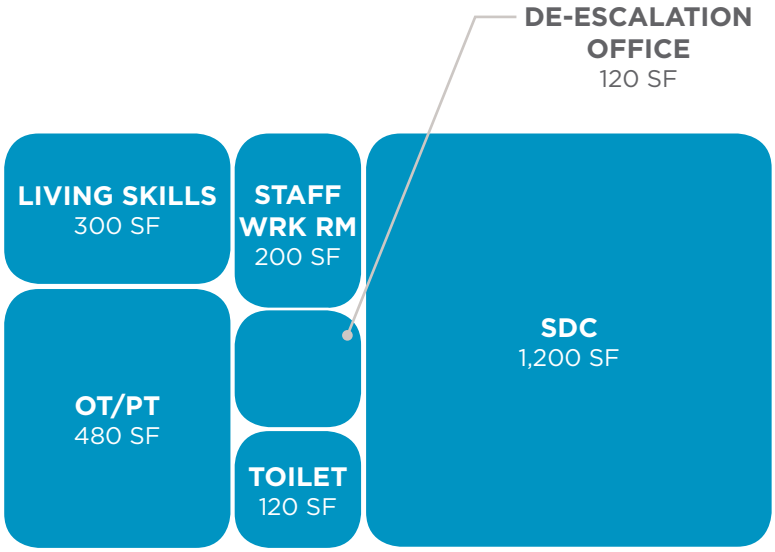
6.3-5 Special Education/ Student Support Services

SPACE DIAGRAM

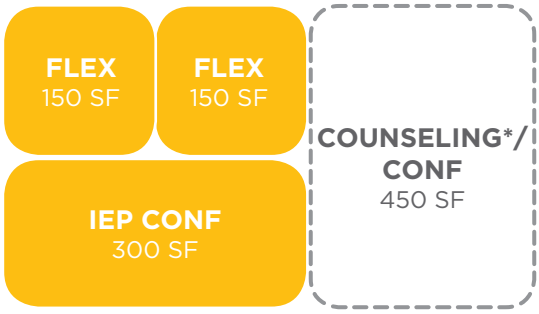
HS SPECIAL EDUCATION



SHARED MS/HS SDC & OT/PT SUPPORT



LEARNING CENTER



*[optional location for Counseling near Student Union; see Student Union ed spec for more information]

6.3 High School

6.3-7 STEM Labs

DESIGN OBJECTIVES

STEAM Labs should be lively and exciting environments, encouraging students to explore their curriculum. Create an environment where students feel comfortable to take risks and push their boundaries without the fear of failure. Inspire curiosity and engage students in pursuing interest in the field of study by fostering individual interest and investigation.

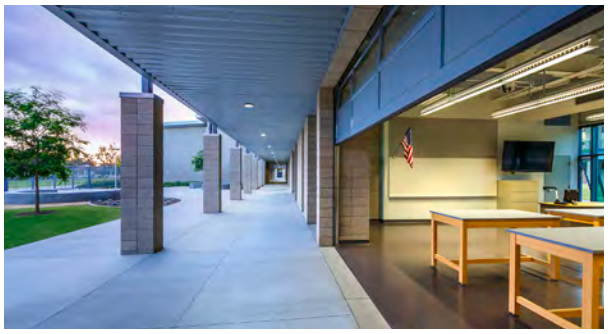
Lab space should support lecture and demonstrations with clear visibility from all lab stations to the instructor's desk. Mobile lab stations allow the space to be reconfigured for small group work or group labs. Lab space should allow for hands-on experimentation and lecture. Extend the classroom to the outdoors where possible.

Labs should be located in pairs with a shared Prep Room and Storage space between. Lab design should enable supervision to all student work areas. Where possible, collocate Science Labs with other teaching spaces to support team-teaching opportunities.

Plan for areas to display student work and ongoing projects; celebrate the process. Incorporate storage space for equipment and materials within the Lab and in Shared Prep Rooms. Use appropriate exhaust systems to flush out odors in the spaces that use laboratory chemicals for experiments.

ACTIVITIES

- Interdisciplinary, project-based learning.
- Self-directed study/ research and collaboration in small/ large teams.
- Lab demonstrations, instruction, and hands on experimentation.
- STEM-based projects, building, crafting.
- Observations and documentation.
- Applying skills in a project based scenario or real world problem solving.
- Presentation of projects and ideas.



Ernest McBride, Sr. High School

SPATIAL FEATURES

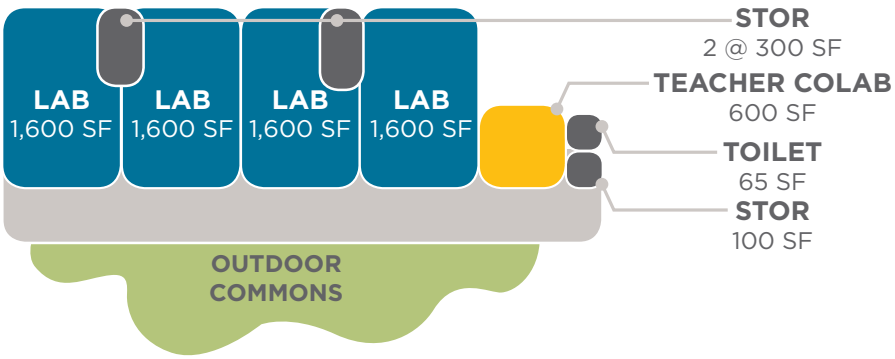
- Use flexible, mobile furniture to support active learning. Include lockable cabinets for secured storage, writable wall surfaces and operable partitions where possible.
- Sinks with counter top space should be grouped with seating.
- Flooring should be resilient and durable, able to resist acids and stains, encouraging use for creative endeavors and "messy" work.
- Energy efficient lighting and natural daylighting, with task lighting at work areas.
- Acoustical ceiling and finishes to reduce reverberation time.
- Allow for technology connectivity, with multiple presentation areas and digital screens on all walls.
- Wifi access throughout, including adjacent outdoor learning spaces.
- Locate utilities at ceiling or perimeter of classroom.

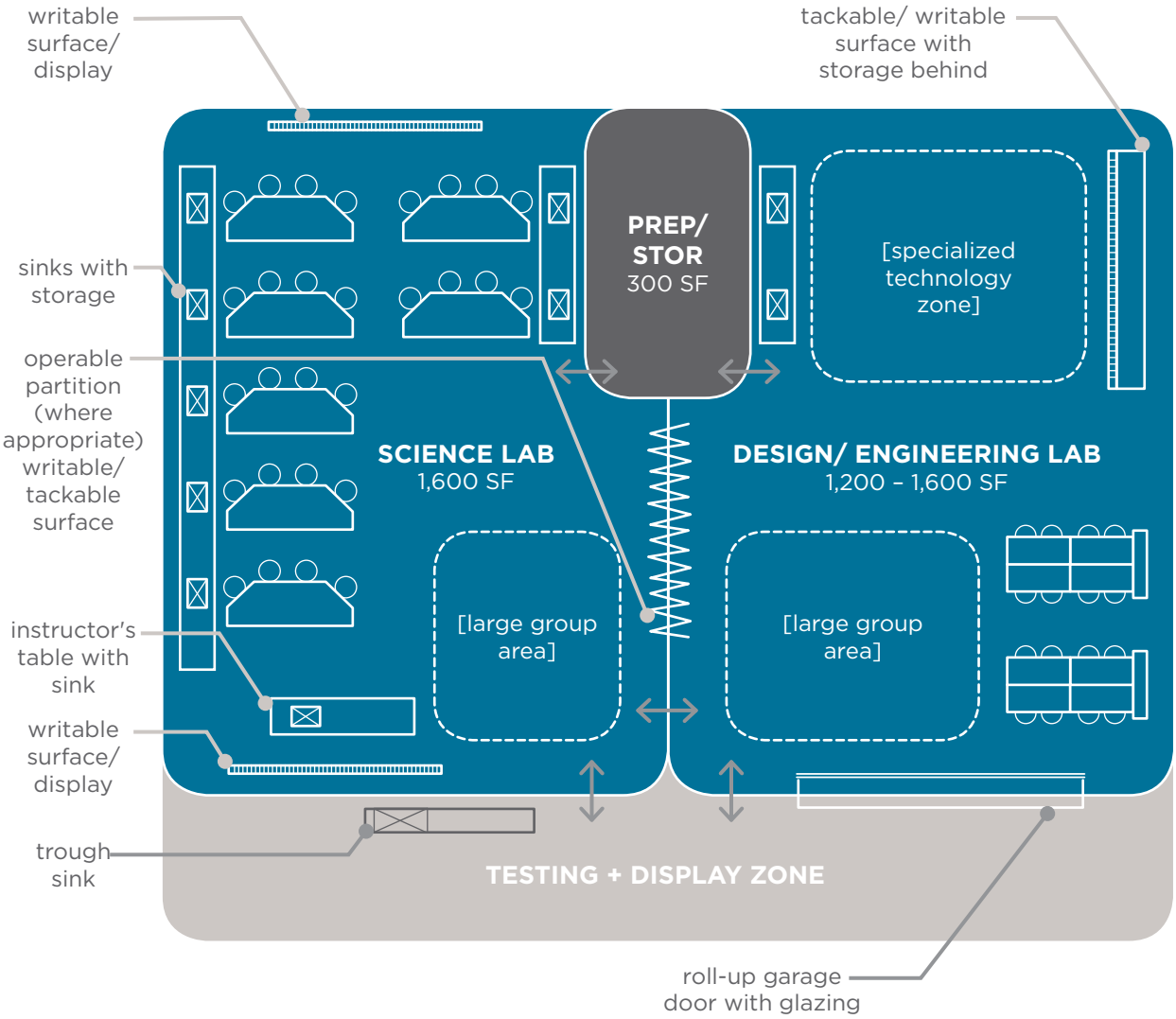
Ernest McBride, Sr. High School

San Marcos High School

6.3-7 STEM Labs

SPACE DIAGRAM





6.3 High School

6.3-8 Visual Arts

DESIGN OBJECTIVES

The Art Classrooms should be interactive and inspiring, inciting creativity and imagination in students. Create an open, flexible classroom environment with space and infrastructure that will respond to changing technology and program needs. Art classrooms should be connected, creating a large studio to allow team-teaching, collaboration and cross-disciplinary projects. The space should allow ideas to flow between classrooms.

Arts Classrooms should create hands-on, 'real-world' scenarios for students to experience possible career applications. Create an environment where students feel comfortable to take risks and push their boundaries without the fear of failure. Inspire curiosity and discovery; foster individual interest and creative investigation. Display student work through exterior glazing and/or gallery space (indoor and outdoor). Extend the classrooms to the outdoors where possible.

Incorporate storage space for materials and ongoing projects within the classroom and Storage Room. Use appropriate exhaust systems with increased ventilation rates and operable windows to flush out odors in spaces that use materials (e.g. paints/glazes) with strong odors.

ACTIVITIES

- Large group instruction and demonstration.
- Group/individual Project-Based Learning.
- Presentation of artwork, curation of art exhibits.
- 2D arts including drawing/sketching/painting/mixed media.
- 3D arts including ceramics.
- Cross-collaboration with other classes/fields of study.

San Marcos High School

SPATIAL FEATURES

- Adjustable height workstations to allow for sitting or standing height.
- Multiple sinks for project cleanup and hand washing.
- Display areas inside and outside of the classroom to showcase student work.
- Deep counter areas for large paper storage, paper cutters, light tables, and other equipment.
- Resilient, durable flooring that is easy to clean and will resist paint spills.
- Acoustical ceiling and finishes to reduce reverberation time and increase speech intelligibility.
- Natural daylighting and views with interior occupant control, blackout for controlled lighting for still-life set-ups, etc.
- Increased ventilation rates for paint use and operable windows for improved occupant comfort.
- Lockable project and material storage.

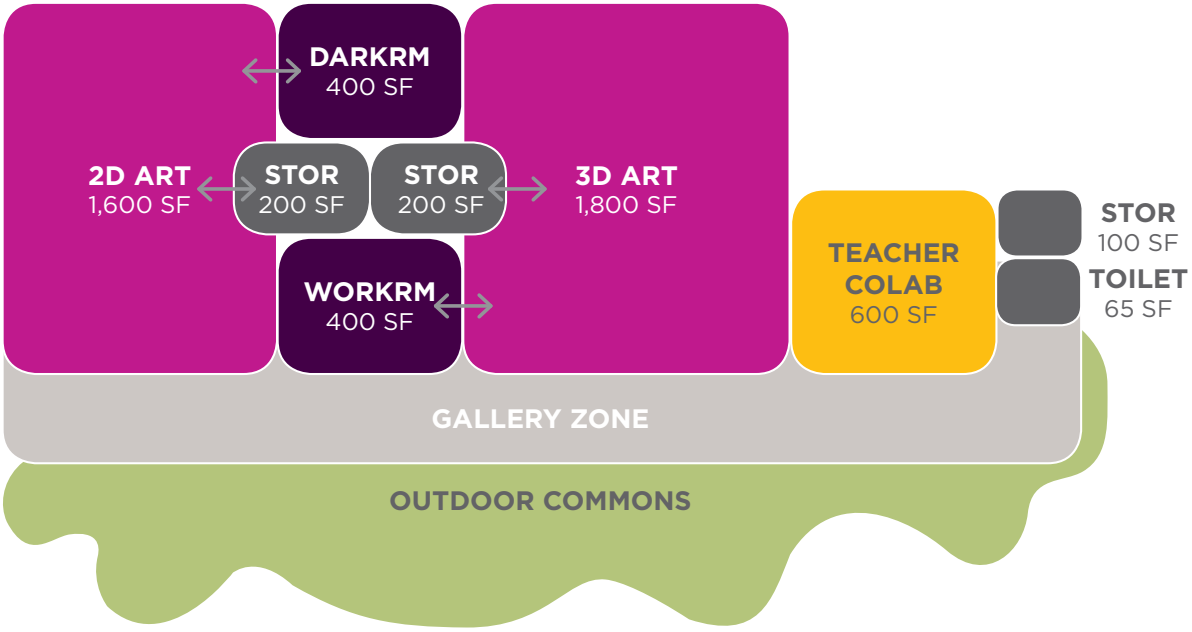
Samuel Champion High School

Lynch High School by Perkins + Will

5.3-8 Visual Arts

SPACE DIAGRAM

Tarbut V'Torah



6.3 High School

6.3-9 Performing Arts Center (PAC) – Theatre [Middle & High School Shared]

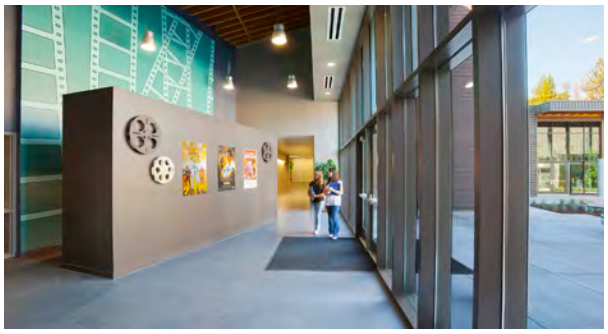
DESIGN OBJECTIVES

The Theatre is part of a larger Performing Arts Center (PAC) inclusive of performing arts classrooms. The PAC, a shared Middle and High School space, allows students to explore and display their creative and performance abilities. The entry court and lobby should be obvious to visitors and parents. These spaces should feel welcoming while celebrating school pride and student work. While the PAC will serve students first, it should have the ability to serve the larger Malibu community.

The Theatre should be an accessible space designed with sight lines and acoustics in mind. Considerations include integrated audio-visual systems, technology, lighting equipment, and systems controls. The back of house scene shop and storage areas will accommodate props, costumes, and other tools and materials. The scene shop may serve many functions including a loading dock, production area, and shop space. Include roll-up doors from the exterior to the shop space and the shop space to the stage for ease of moving large materials and sets.

ACTIVITIES

- Creating, practicing, performing, collaborating.
- Large group performances for drama, music, dance, choir, assemblies, lectures, large group meetings, community events.
- Hands-on experience through rehearsals and after-school performances.
- Development of technical abilities and improvisation techniques.

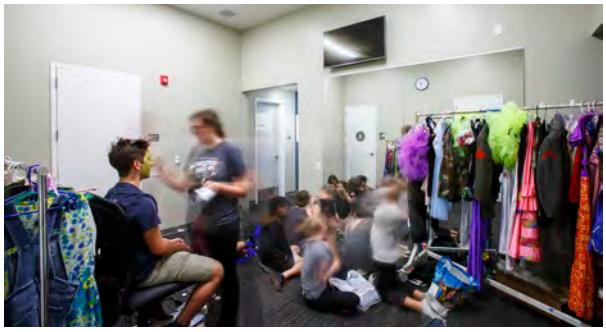


South Tahoe High School

SPATIAL FEATURES

- Lobby finishes should account for durability and acoustics, while maintaining a welcoming first impression.
- Acoustical treatment of the walls and ceilings should reflect the types of performances anticipated. Where possible, include provisions for adjustable acoustics to allow users to further control the space.
- Stage flooring should be masonite.
- Scene Shop flooring should be sealed concrete.
- Other flooring should be resilient to handle higher traffic.
- The Orchestra Pit should have a removable cover.

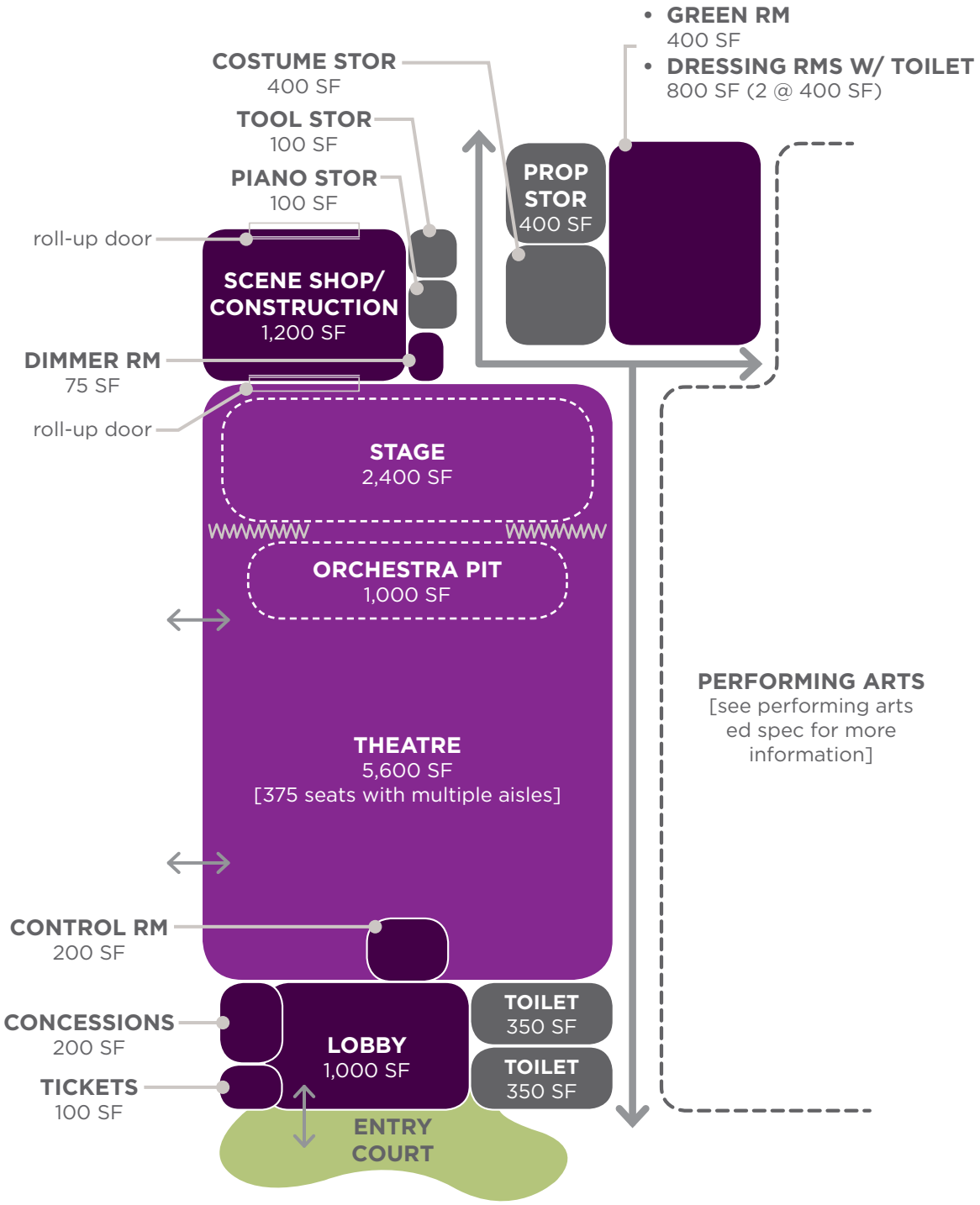
Helix Charter High School



Corona del Mar High School

6.3-9 Performing Arts Center (PAC) – Theatre [Middle & High School Shared]

SPACE DIAGRAM



6.3 High School

6.3-10 Performing Arts Center (PAC) – Classrooms [Middle & High School Shared]

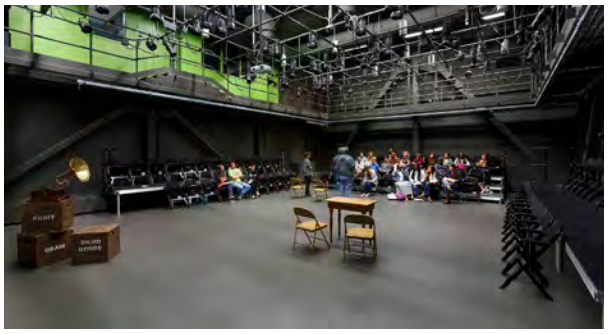
DESIGN OBJECTIVES

Performing Arts classrooms inspire students to explore their voice, instrument, creative and performance abilities. Classrooms and practice rooms should be flexible to support multiple uses including emulating the performance environment. Include a variety of spaces for large, small, and individual practice as well as storage space for materials, music stands, instruments, and uniforms.

Performing Arts classrooms should ideally be located adjacent to the theatre to form a larger Performing Arts Center (PAC) dedicated to exposing students to the variety of possibilities and opportunities in the arts.

ACTIVITIES

- Practice/instructional spaces for drama, band, orchestra, choir, and video production.
- Hands-on experience through rehearsals.
- Development of technical abilities and improvisation techniques.
- Collaborating and communicating between students, their peers and teachers.



Helix Charter High School

SPATIAL FEATURES

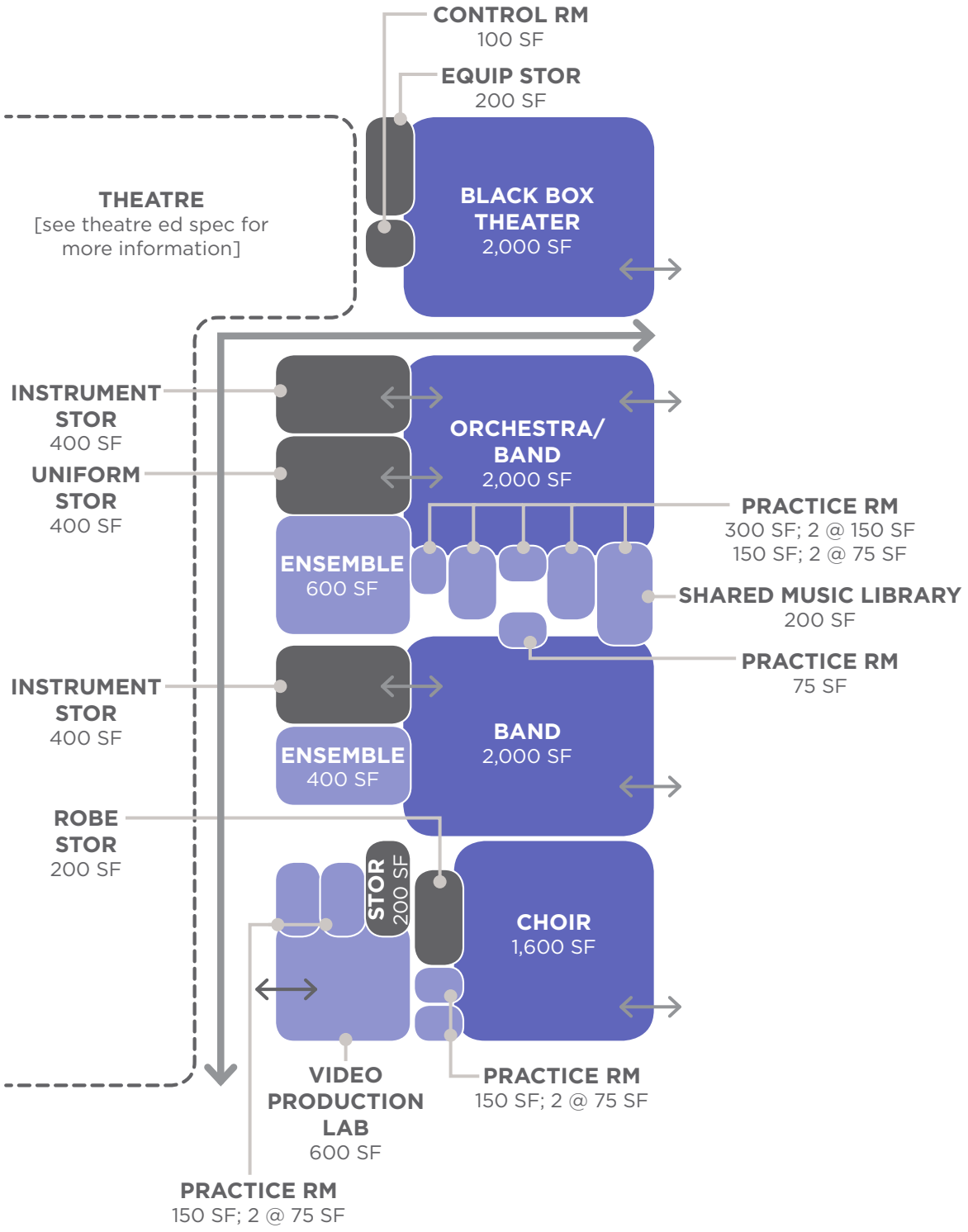
- Select furniture based on the needs of the specific program. Use mobile and durable furniture for easy reconfiguration and storage.
- Consider portable risers for choir to facilitate flexibility.
- Include sinks in Band and Choral rooms for instrument repair/cleaning.
- Use appropriate finishes at walls and ceilings for enhanced acoustics. Acoustical treatment at ceiling/exposed decks and walls to reduce background noise levels to 40dBa or less.
- Resilient flooring.
- Consider blackout shades and curtains in spaces that need light control.
- Adjustable lighting with levels for classroom use as well as performance use in the Black Box.
- Typical classroom technology and Audio/Visual (AV) system with integrated, multi-media projection and speaker systems.

San Marcos High School

South Tahoe High School

6.3-10 Performing Arts Center (PAC) – Classrooms [Middle & High School Shared]

SPACE DIAGRAM



6.3 High School

6.3-11 Gymnasium/ Physical Education

DESIGN OBJECTIVES

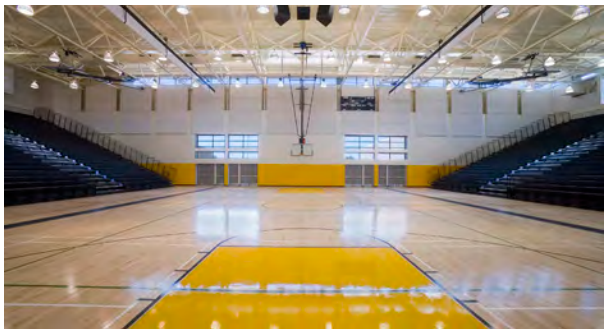
The Gymnasium and supporting spaces are for learning, training and practicing various athletic and physical education (PE) programs. The design should allow for community use including dedicated storage. These spaces should help instill a sense of school pride through color, graphics, signage, and display. Incorporate display for awards and event schedules (can be digital) in the Lobby/Hall of Champions.

Design the Gymnasium with the proper acoustics and durability. Provide ample storage for athletic equipment. Coaching offices should be elevated and have supervision over Locker Room areas. Locker facilities should have access to other PE/ athletic spaces and should include adequate space for lockers that accommodate student backpacks.

Provide Team Rooms for Athletics separate from PE. Include a training room, fitness room with sports flooring and adequate equipment storage. Team rooms provide a space for the visiting team to meet, change, and discuss game-play. The Training Room serves as a sports therapy space and could include padded tables/benches, a cold tub, an ice machine, medical supply storage, and a space/room for a desk with computer station. The Team and Training Rooms should have minimal windows and be well ventilated.

ACTIVITIES

- Physical education and athletics.
- Wrestling, weight training, dance/ aerobics/ fitness.
- Instructional activities.
- Assemblies and large group presentation.
- Community use.
- Health instruction.



Hector Godinez High School

SPATIAL FEATURES

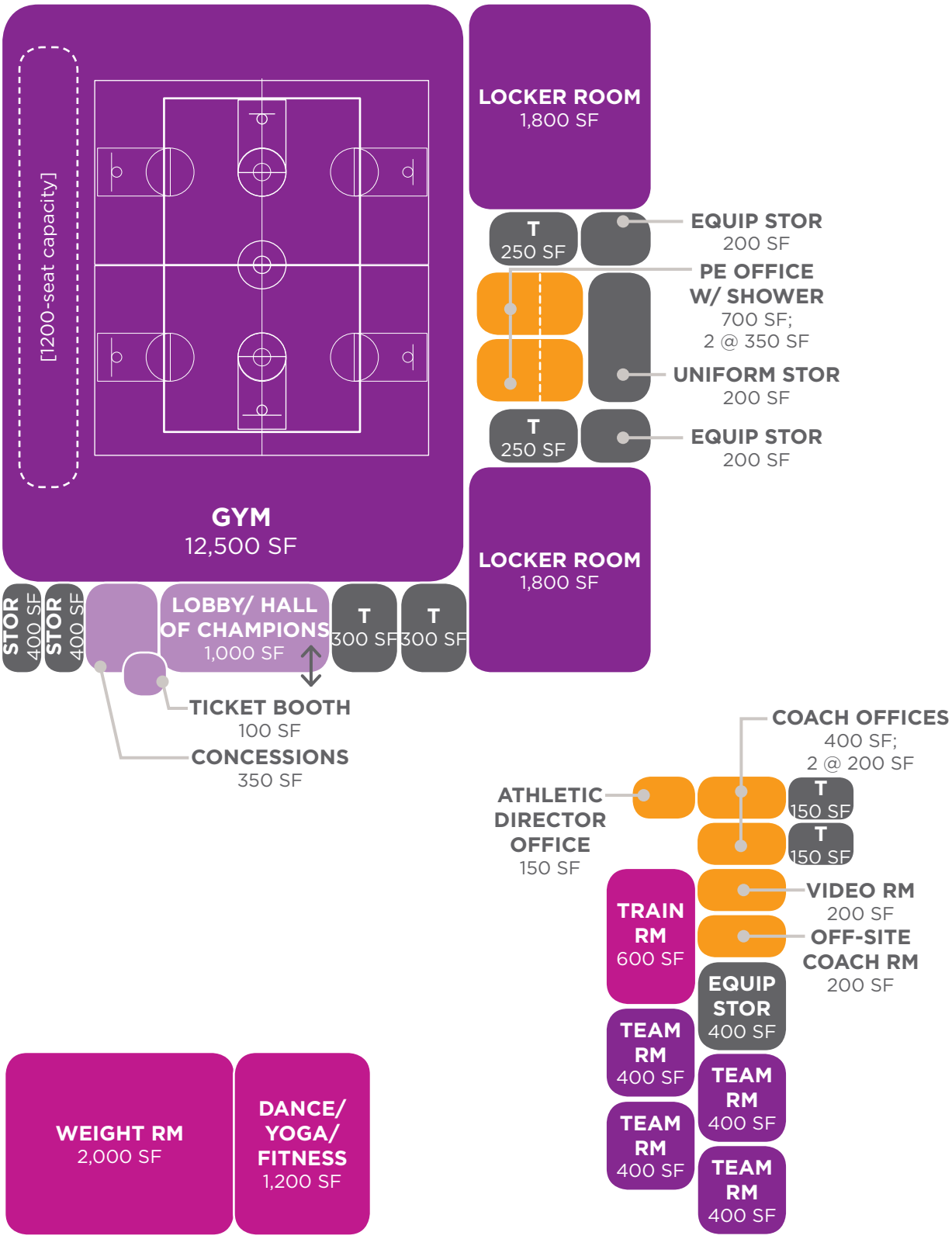
- Furniture and equipment for each space to be provided based on need of activity.
- Bench seating in the Team/ Training Rooms; padded tables in the Training Room with storage cabinets.
- Provide ample writable wall surfaces within the Team/ Training Rooms.
- The Training Room should have an ice machine, sink, therapy tub, and computer work station.
- Ceilings should be acoustically absorptive and durable. Consider acoustical wall treatment to mitigate noise.
- Resilient, durable and easy to clean flooring. Sprung wood flooring at Gymnasiums. Polished concrete at locker rooms. Rubber flooring at weight rooms.
- Adjustable lighting balanced with natural daylighting; consider use of tubular skylights.
- Audio-Visual systems for presentation capabilities.

College of the Desert

San Marcos High School

6.3-11 Gymnasium/ Physical Education

SPACE DIAGRAM



6.3 High School

6.3-12 Aquatic Center [Middle & High School Shared]

DESIGN OBJECTIVES

The Aquatics Center is a facility that celebrates the physical education and athletics programs of Malibu Middle & High School and builds school pride. This space is used regularly by students, staff, school aquatics teams, club sports, and the community before, during, and after school. The facilities include a 50-meter pool, spectator bleachers, dedicated school locker rooms, and separate community locker rooms. It is important to ensure easy access and clear signage to the Aquatic Center for visitors while maintaining a safe and supportive environment for students to practice, train, and hone their aquatics skills.

ACTIVITIES

- Aquatic sports (i.e. swimming, water polo) for school and community use.
- Team practices.
- Athletic competitions/meets.
- Physical education instruction.
- Changing, showering, and personal storage.

Albany High School

SPATIAL FEATURES

- Locker rooms should have bench seating and personal storage lockers.
- Provide diving blocks and flag rows for competition swimming.
- Swimming lane lines.
- Ensure a slip-resistant pool deck.
- Locker rooms should have slip-resistant epoxy flooring.
- Swimming pool pace clock attached to building, and an additional portable clock.
- Digital scoreboard.
- Pool utility building contains heater, pump, chemical storage and pool equipment.

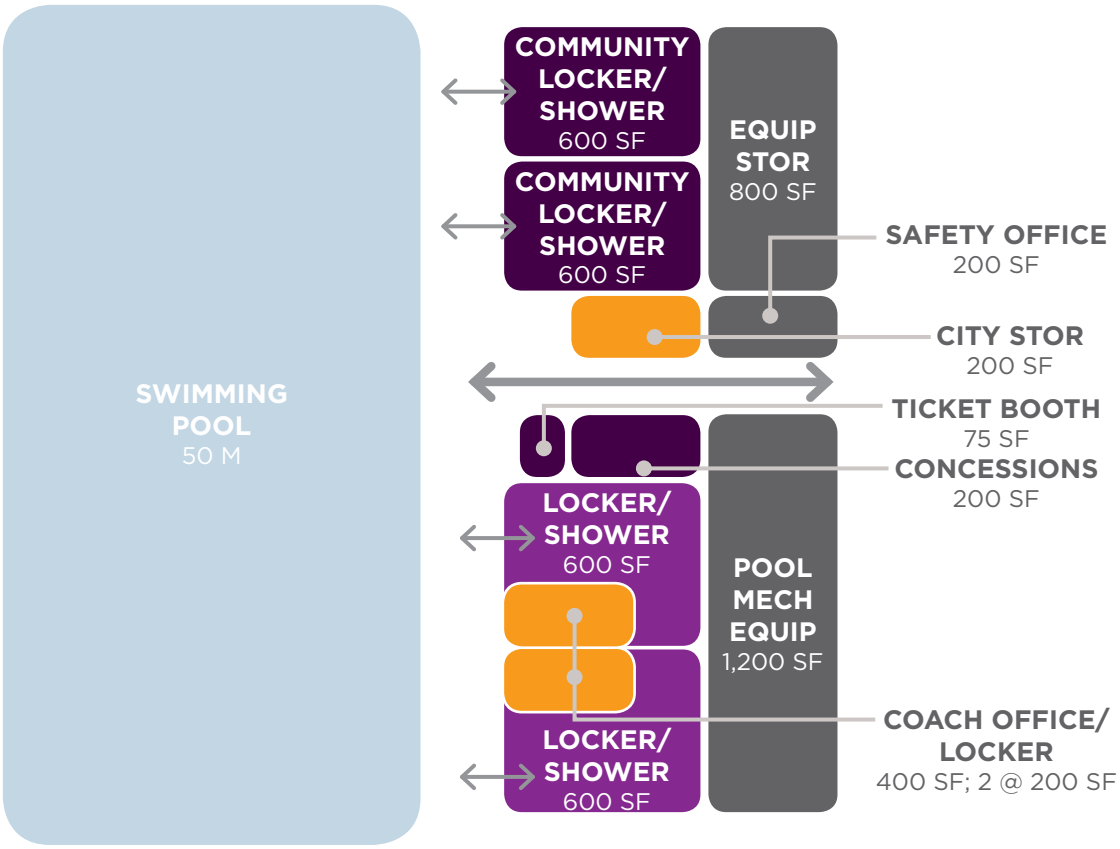
Marlborough School

Paramount High School

6.3-12 Aquatic Center [Middle & High School Shared]

SPACE DIAGRAM

Albany High School



6.3 High School

6.3-12 Athletic Field Houses [Middle & High School Shared]

DESIGN OBJECTIVES

Athletic facilities should display a sense of school pride and provide a 'face' of the school for the community. Design aesthetically pleasing facilities that demonstrate school pride. Athletics at Malibu Middle & High School must be distributed across the campus at various levels with supporting Field Houses located in close proximity. One Field House must be located adjacent to the existing track and field to support athletics including soccer and football. A second Field House must be located at a higher elevation near the existing baseball and softball diamonds. These spaces provide support to both the school and community athletic practices and events; consider community access and safety.

The supporting Field House for the track and field includes storage for the campus and the community, ticket booths, concessions, and restrooms. Team and training rooms for this facility are located with the High School gymnasium.

The baseball/ softball Field House should include team rooms, restrooms, and storage for the school and community sports leagues.

ACTIVITIES

- Changing and storing personal items.
- Showering and restroom uses.
- Group discussion and lecture.

San Marcos High School

SPATIAL FEATURES

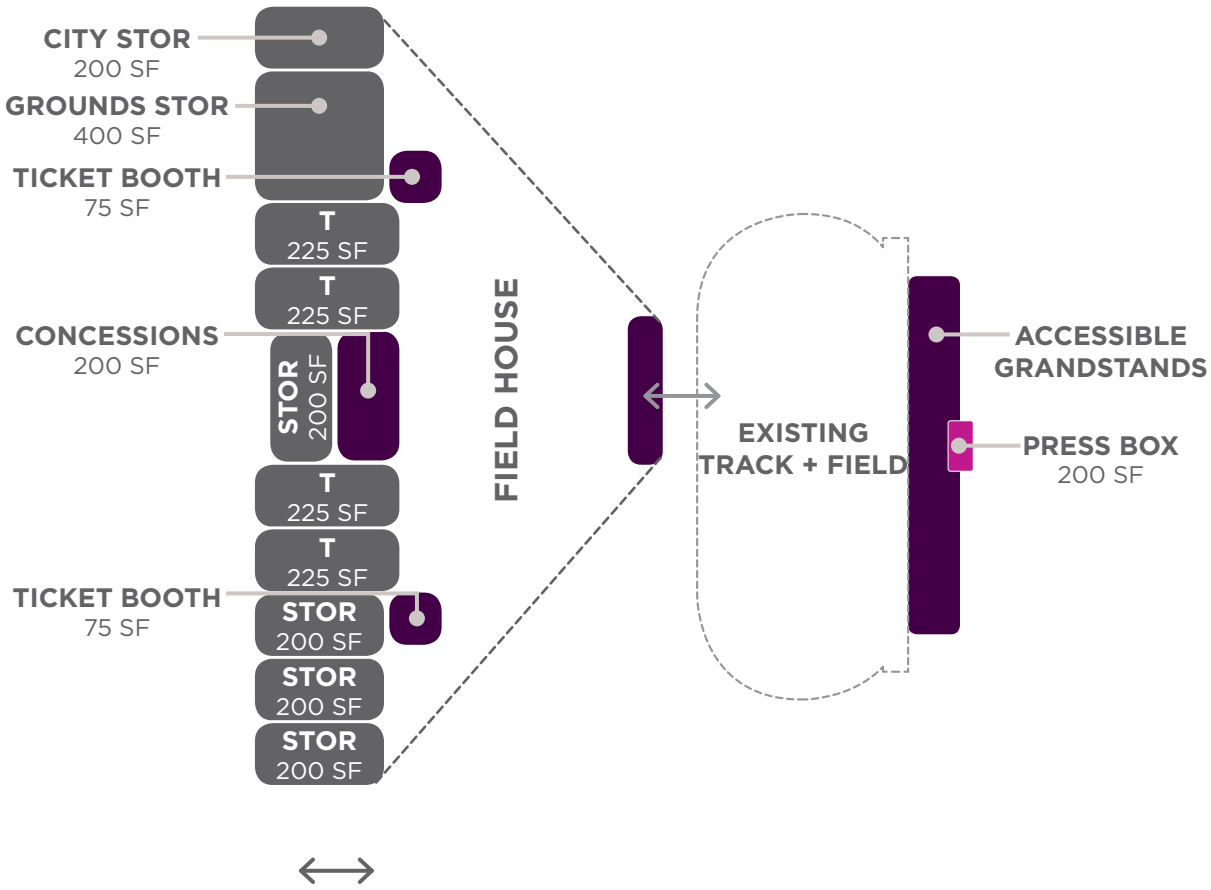
- Bench seating in the Team Rooms.
- Provide ample writable wall surfaces within the Team Rooms.
- Within the Team Rooms, consider including a monitor with playback capabilities for game film review.
- Finishes shall be easy to maintain and easy to clean.
- Concrete floors finished with epoxy.
- FRP, large format ceramic tile, or other washable wall surface.
- Painted gypsum board or lay-in ceiling.
- POS station at transaction window for the concessions. Under counter refrigerator, microwave, and other concession equipment. Fixed marker board.
- Sitting height counter with clear floor space for chairs for the press box.
- Computer station and printer with AV system in the press box.

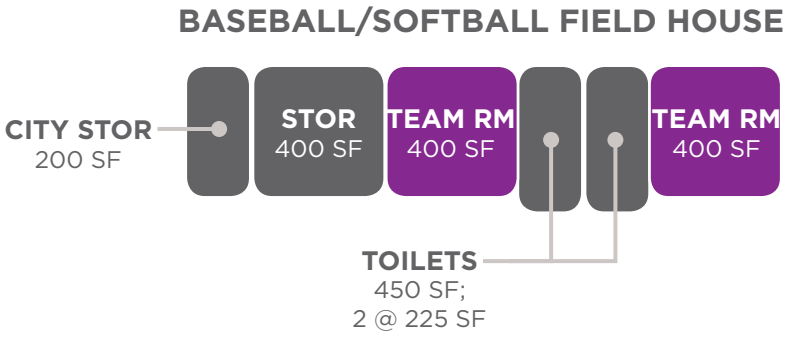
Paramount High School

Rio Hondo Community College

6.3-12 Athletic Field Houses [Middle & High School Shared]

SPACE DIAGRAM





6.3 High School

6.3-13 Administration

DESIGN OBJECTIVES

Administration is the first point of contact for many students, staff, and visitors arriving at school. This space should be welcoming and inviting while also establishing the school's identity and pride. The entry point to the campus should be obvious to visitors and parents. Visitors enter a lobby/reception space with a comfortable waiting area. Mobile displays showcase student work and school activities. The reception desk provides the first point of contact with visitors and establishes the single-point-of-entry.

Administration spaces should be accessible to visitors while clearly defining public and private space. Both the Health Office and Parent Center should be easily accessible from inside the Administration building as well as the exterior. The Principal's office should be easily accessed from the lobby.

The Staff Work and Lounge should be fluid spaces that allow for social interaction and professional collaboration. These two spaces should be connected with a flexible partition separating the spaces when needed. Utilize mobile furniture to allow the space to open up and accommodate larger events and meetings. There should be access for staff through the work area/lounge to an enclosed, outdoor patio.

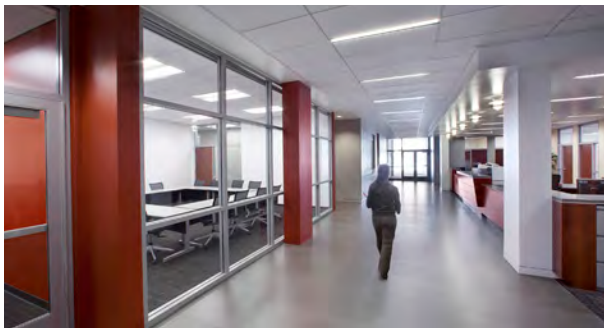
ACTIVITIES

- Act as the "Front Door" to the school, community, and public.
- Administrative duties, conference, discipline, health support, counseling and student support.
- Staff support, collaboration and access to materials.
- Consultation and meetings.
- Parent resource access.
- Promote collaboration.

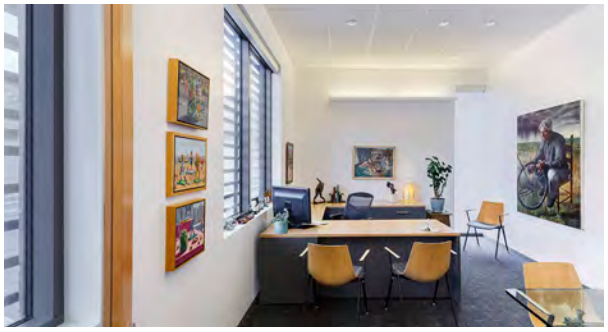
Hector Godinez High School

SPATIAL FEATURES

- Use standing and sitting desks for reception and workrooms.
- The Health Office should include casework with a work area and lockable storage cabinets for student medicine as well as a refrigerator with ice maker. Include ceiling-hung privacy curtains to separate the cot area.
- Office and conference areas should have carpet. The Health Office and workrooms should have resilient flooring.
- Ceilings should be primarily acoustic with limited areas of dropped hard lid.
- Balance direct/indirect lighting with natural daylighting for energy efficiency. Control natural daylighting with shading devices.
- Provide soft, comfortable seating in the lobby waiting area and staff lounge.
- Utilize the lobby, hallways and common areas for display of student work and announcements on digital displays.



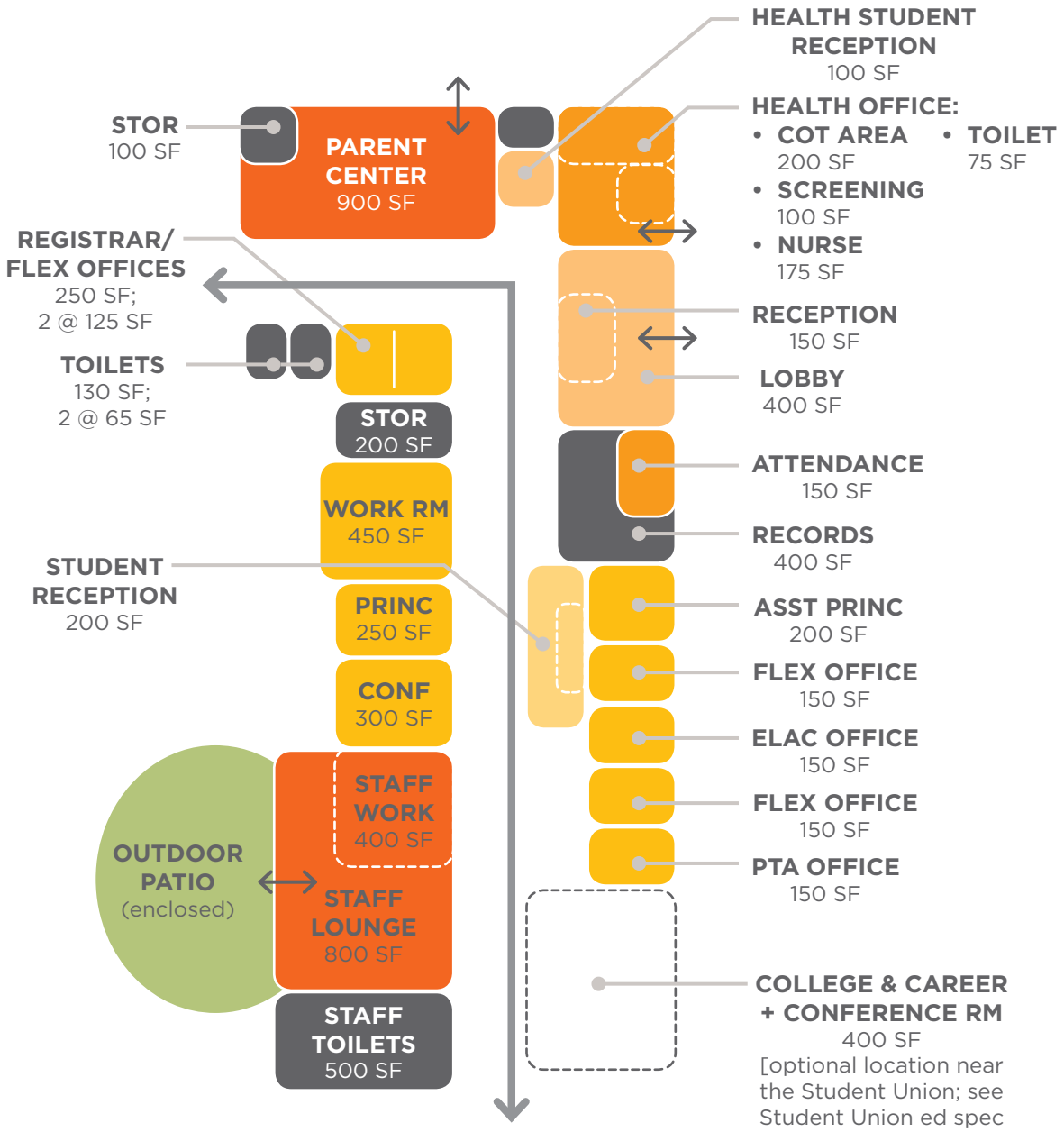
Arcadia High School



Laguna College of Art and Design

6.3-13 Administration

SPACE DIAGRAM



6.3 High School

6.3-14 Library Media/ Resource Center

DESIGN OBJECTIVES

Today's libraries are active hubs that support 21st Century Learning environments via full technology integration, connections with outdoor environments, and a variety of furniture options. The library is a lively space acting as a central resource center supporting collaboration, creativity, inquiry, and the development of critical thinking skills. It is a space for students to study individually, work in groups, create content, and present work in small or large groups. Students should be able to "leave their mark" via student display areas. Consider adjacency to other central spaces such as the Student Union and/ or Learning Center.

Additionally, this space can be used by faculty and staff for Professional Development, by the community, and for events. Furniture, storage, and technological support should be flexible to reconfigure the space to support the wide variety of activities that may occur. As libraries change over time with changes in technology, this flexibility will help support future needs.

Include spaces for both physical library resources and digital media accessed via laptops, tablets, and other hand held devices. Technology walk-up stations should be easily accessible upon entering the library and should include walk-up areas for printing stations.

ACTIVITIES

- Group instruction, collaborative research, technology exploration, and presentations.
- Quiet reading.
- Independent study.
- Content creation.
- Professional development.
- Community meetings.

Fremont High School

SPATIAL FEATURES

- Consider book stacks on locking casters for flexibility.
- Provide areas of mobile, soft seating for reading.
- Provide mobile tables and chairs for small group study.
- Flooring should be carpet, durable, and easy to clean.
- Utilize wood surfaces.
- Finishes should contribute to the acoustical qualities of the space; include materials that absorb sound.
- Disperse writable/tackable wall surfaces throughout.
- Provide visibility into the group rooms for supervision.
- Presentation technology with audio/voice amplification.
- Convenience outlets dispersed throughout.
- Mobile writable surfaces

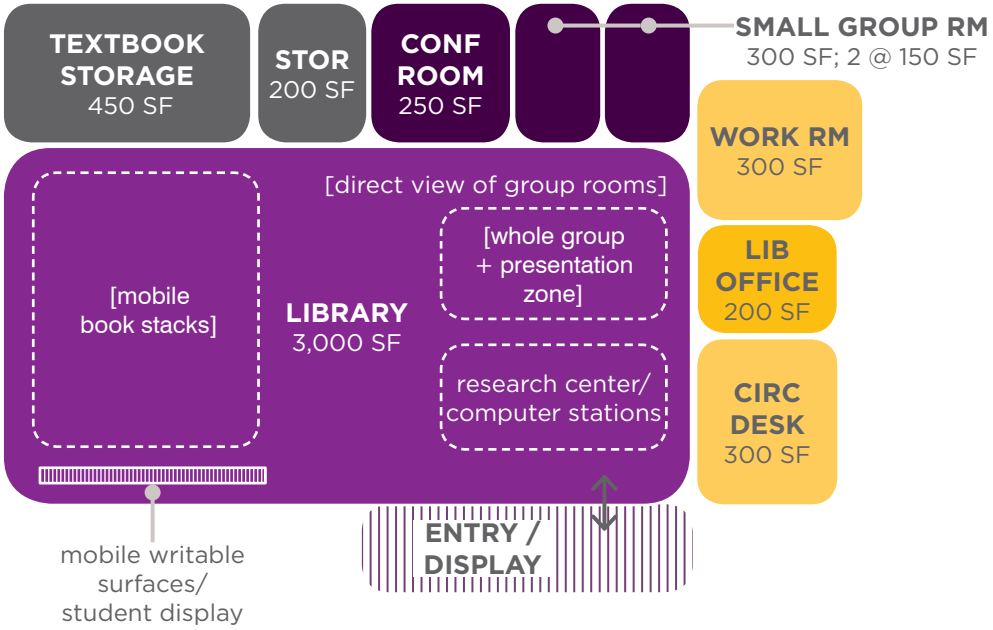
Ernest McBride, Sr. High School

Sage Hill High School

6.3-14 Library Media/ Resource Center

SPACE DIAGRAM

Sage Hill High School



6.3 High School

6.3-15 Student Union

DESIGN OBJECTIVES

The Student Union is the main 'campus hub' for the school, where students and staff can study, meet and work before, during, and after school. The space should promote student and staff interaction in a comfortable, stimulus-rich environment that will support multiple concurrent activities. Provide a highly flexible space for collaboration and multi-modal learning.

As the 'campus hub', the Student Union should provide an indoor eating area to supplement the outdoor eating areas and lunch shelter; tables and seating for dining with access to Food Service should be included. The Coffee Bar should be accessible from both the inside and outside.

Locate supporting programs, such as ASB, College & Career Services and Counseling, near the Student Union to provide an environment where students can engage with each other and staff in both open and private environments.

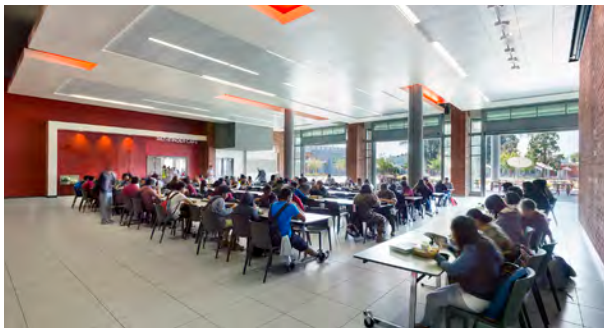
ACTIVITIES

- Student dining.
- Collaboration and multi-modal learning.
- Student, staff, and community gatherings.
- Promoting collaboration and social interactions between students and staff.
- Displays of student work.
- Promotion of current events at the school.
- Counseling, college & career advising and planning.

San Marcos High School

SPATIAL FEATURES

- Comfortable, soft seating with access to power/ wireless Internet for personal devices.
- Recycling area for storage and collection of recyclables.
- Display area for clubs and activities.
- Polished concrete at Student Union. Carpet at Library. Tackable/ writable wall surfaces.
- Acoustically absorptive finishes as necessary to maintain an environment that supports concurrent activities.
- Audio-Visual systems and display screens for presentation capabilities.
- Food service area to conform to health department standards and equipment to be verified by the District.

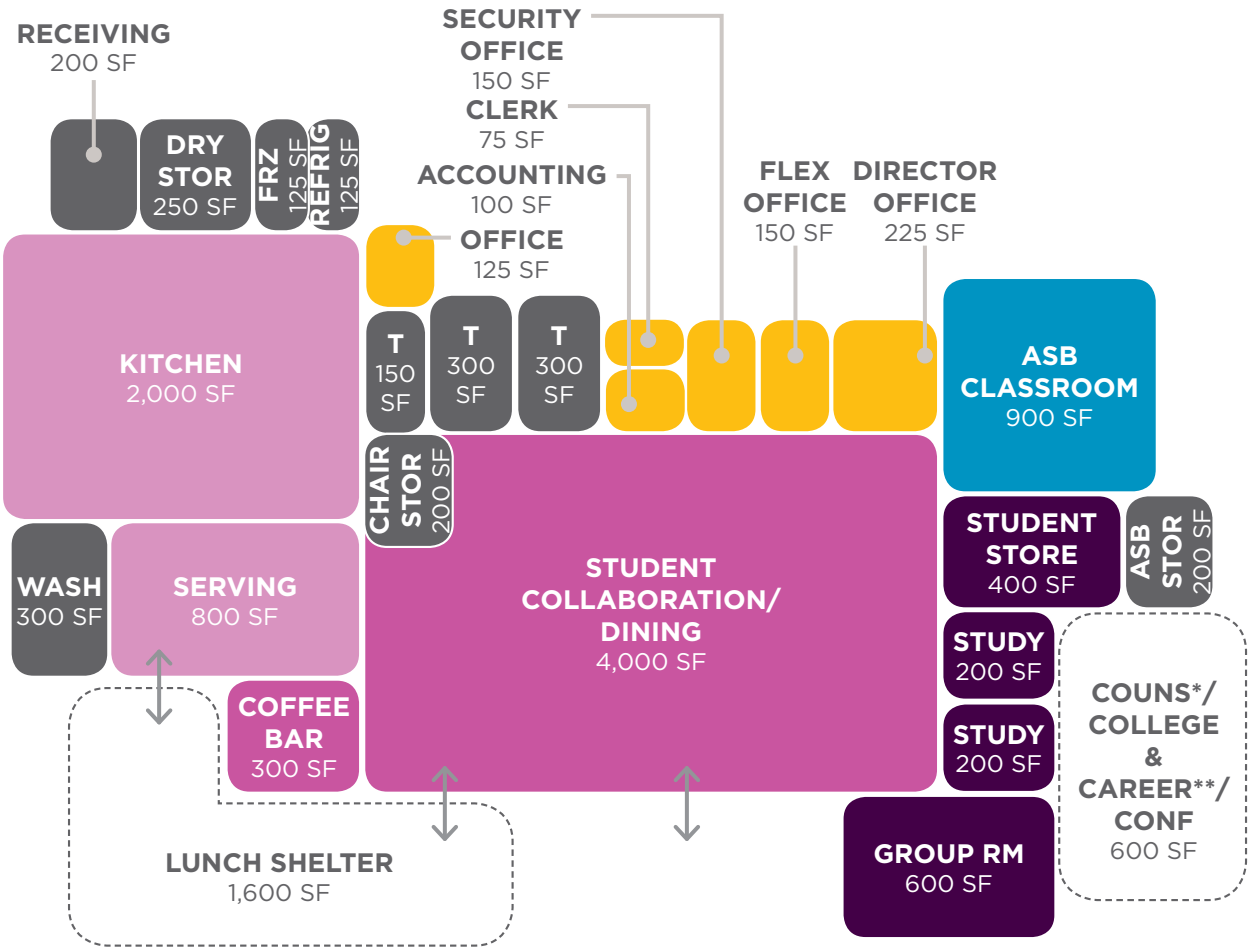


Fremont High School

Hector Godinez High School

6.3-15 Student Union

SPACE DIAGRAM



*[optional location for Counseling located near Learning Center; see Special Education/ Student Support Services ed spec for more information]

**[optional location for College & Career near staff offices; see Administration ed spec for more information]