



CAMPUS PLAN



MALIBU MIDDLE HIGH SCHOOL
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT



Figure 7.0-1 Malibu Middle & High School Proposed Master Plan

- Middle School**
 - 1. core classrooms
 - 2. administration
 - 3. special education
 - 4. library
 - 5. science
 - 6. electives
 - 7. locker rooms
 - 8. physical education
 - 9. student activities
 - 10. food service
 - 11. lunch shelter
 - 12. multi-purpose room
- High School**
 - 13. administration
 - 14. stem
 - 15. stem
 - 16. science
 - 17. core classrooms
 - 18. lunch shelter
 - 19. Visual And Performing Arts
 - 20. special education
 - 21. food service
 - 22. student activities
 - 23. library
 - 24. career center
 - 25. custodial services
 - 26. main gymnasium
 - 27. locker rooms
 - 28. dance/weight
- Shared Uses**
 - 29. performing arts
 - 30. theater
 - 31. shared special education
 - 32. wellness center
 - 33. pool
 - 34. aquatic center/ athletics lower field house
 - 35. press box
 - 36. athletics upper field house
- Other**
 - 37. boys & girls club



7.1-1 Proposed Master Plan Overview

The plan organizes the campus land uses in three defined areas: Middle School core, High School core, and shared amenities. This consolidation of uses results in a more efficient use of available land while enhancing independent identities for each area and improving wayfinding. The pronounced topography found on site is also utilized to emphasize this concept by creating “terraces” for each defined area.

At the center of the campus, the plan proposes the Performing Art Center along with an arrival plaza to serve as a welcoming entry and as a bridge connecting both schools.

A leveled academic quad is proposed for each campus and becomes the main organizing element for the academic cores. This important space will become the “heart” of each school and hub of educational and social activities while providing access to surrounding buildings.

Street traffic circulation is improved by including a centrally located on-site drop-off zone for buses and parents away from Morning View Drive.

Campus traffic circulation is greatly enhanced by redirecting traffic to a perimeter campus road leading to new surface parking lots with a total capacity for more than 400 vehicles.

The shared amenities area houses new athletic facilities including a new competition gym, a new aquatics center and the boys and girls club.

Additionally, the site features a pedestrian trail system that starts along the ESHA on the west and connects to a larger system of existing walking trails around the equestrian center and surrounding hills. This feature has the potential to serve as an educational tool as well as a community amenity.

The campus plan outlines the demolition of all currently existing buildings with the exception of recently completed buildings 1 and 2.

Figure 7.1-1 Proposed Master Plan Core Campus





7.1-2 Middle School

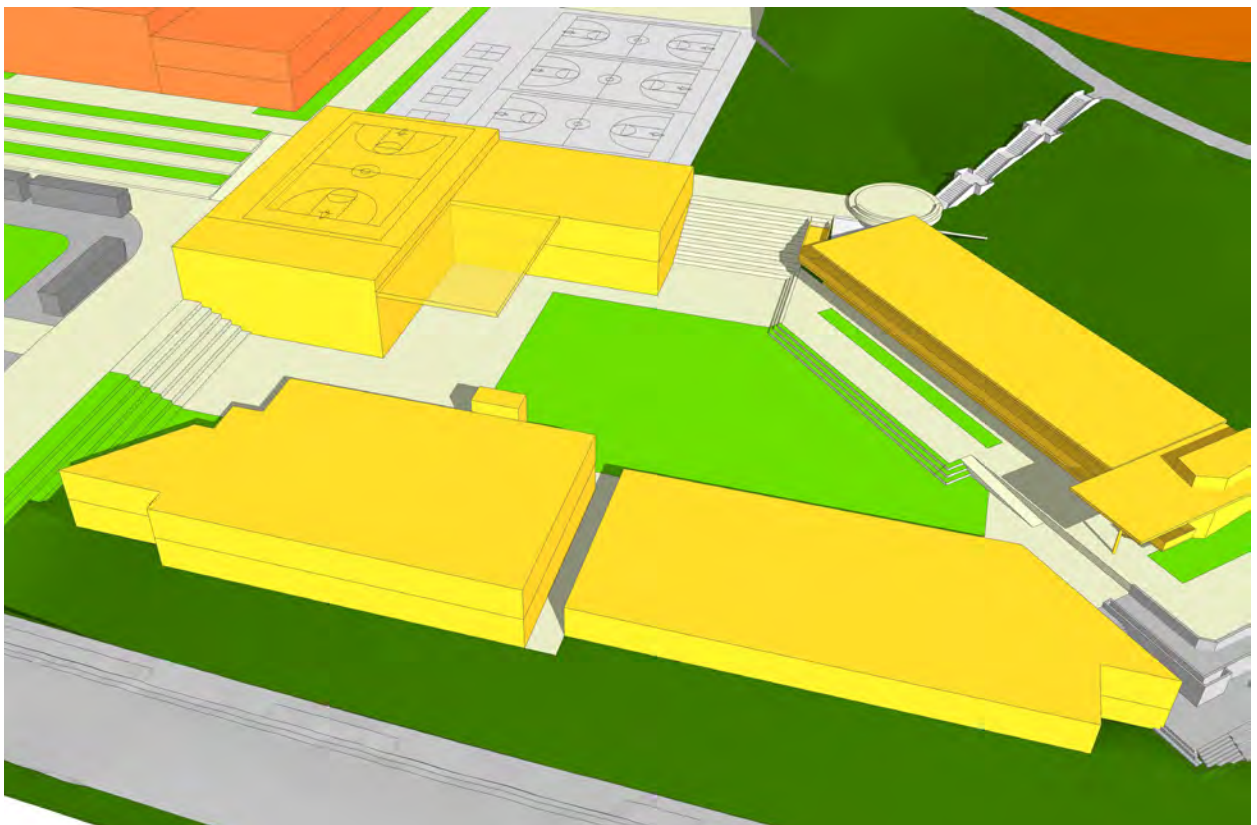
The proposed location of the middle school is on the lowest topographical level of the site. It creates an independent academic environment for its students. A leveled academic quad in the middle becomes the main organizing element. The future multi-purpose and locker room building forms an edge to the north and also provides an accessible path of travel to the elevated hardcourts area to the north.

The site grading transitions to the north and west are opportunities for circulation connectors to the rest of campus and for outdoor gathering elements like amphitheaters, seating, and slides.



Tarbut V'Torah Community Day School
By LPA

Figure 7.1-2 Core Middle School Facilities



7.1-3 High School

The high school's location is on the west side of campus adjacent the ESHA with close proximity to the largest surface parking lot. The main entry is proposed on the east wing next to the arrival plaza and adjacent the administration suite. A leveled academic quad in the middle becomes the main organizing element providing access to the surrounding 2-story academic buildings.

The future lunch shelter is housed on the 2nd level of the west wing, taking advantage of ocean views and serving as a picture window for the quad. The transition from quad to shelter is an opportunity for gathering elements like stairs and amphitheaters.

The site grading transition to the north is taken up by the 2-story academic building that forms an edge to the parking lot.



Sheldon Square, London
By Sidell Gibson

Figure 7.1-3 Core High School Academic Facilities

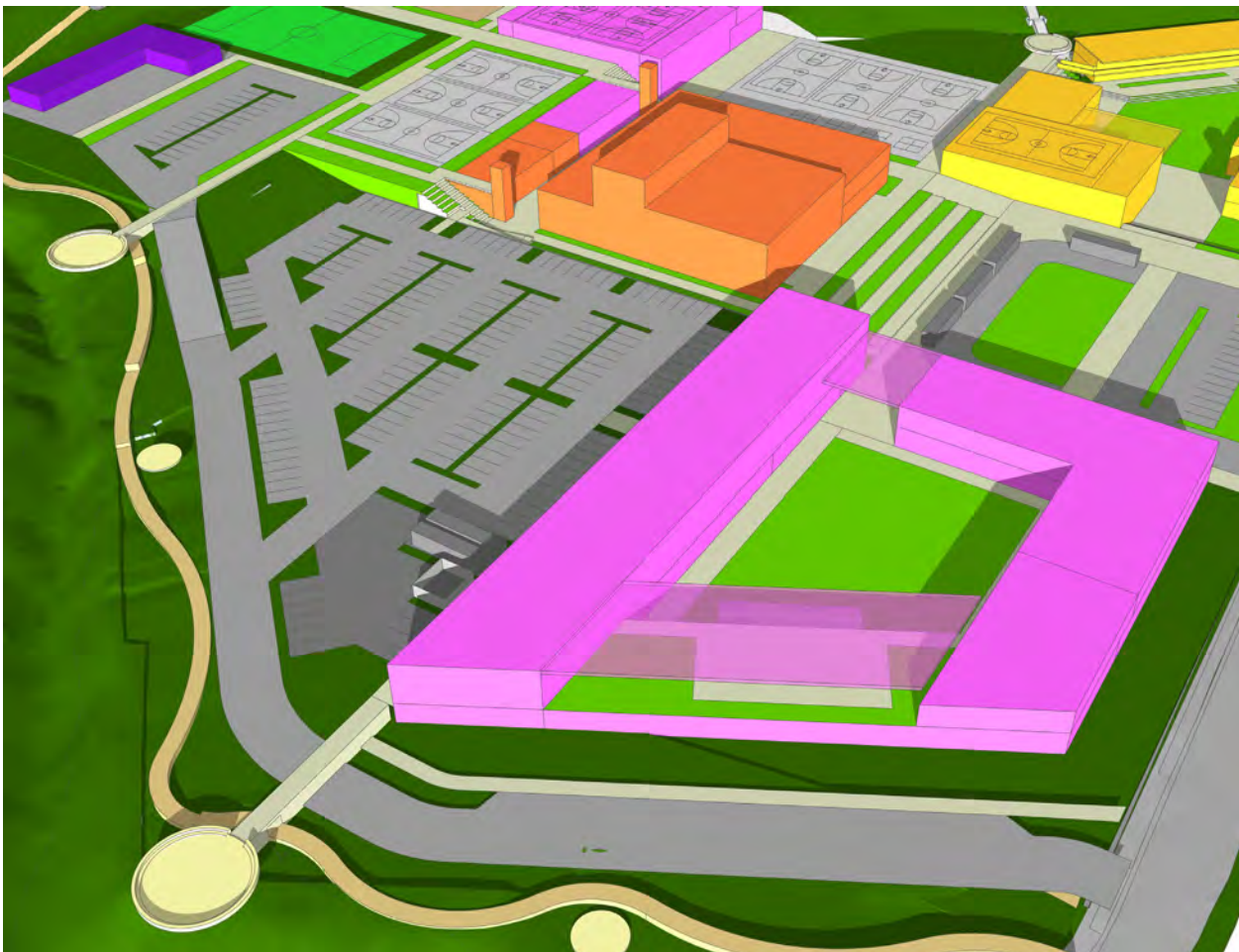


Figure 7.2-1 Distinct Middle School and High School with Shared Facilities

This diagram illustrates the basic organization concept of the high school and middle school campuses. It was determined early on in the design that the stakeholders vision was to create a middle school and high school with unique identities, allowing for students to take ownership of their campuses including a separate central quad. It is understood that the two schools would have access shared facilities such as the new Performing Arts complex.

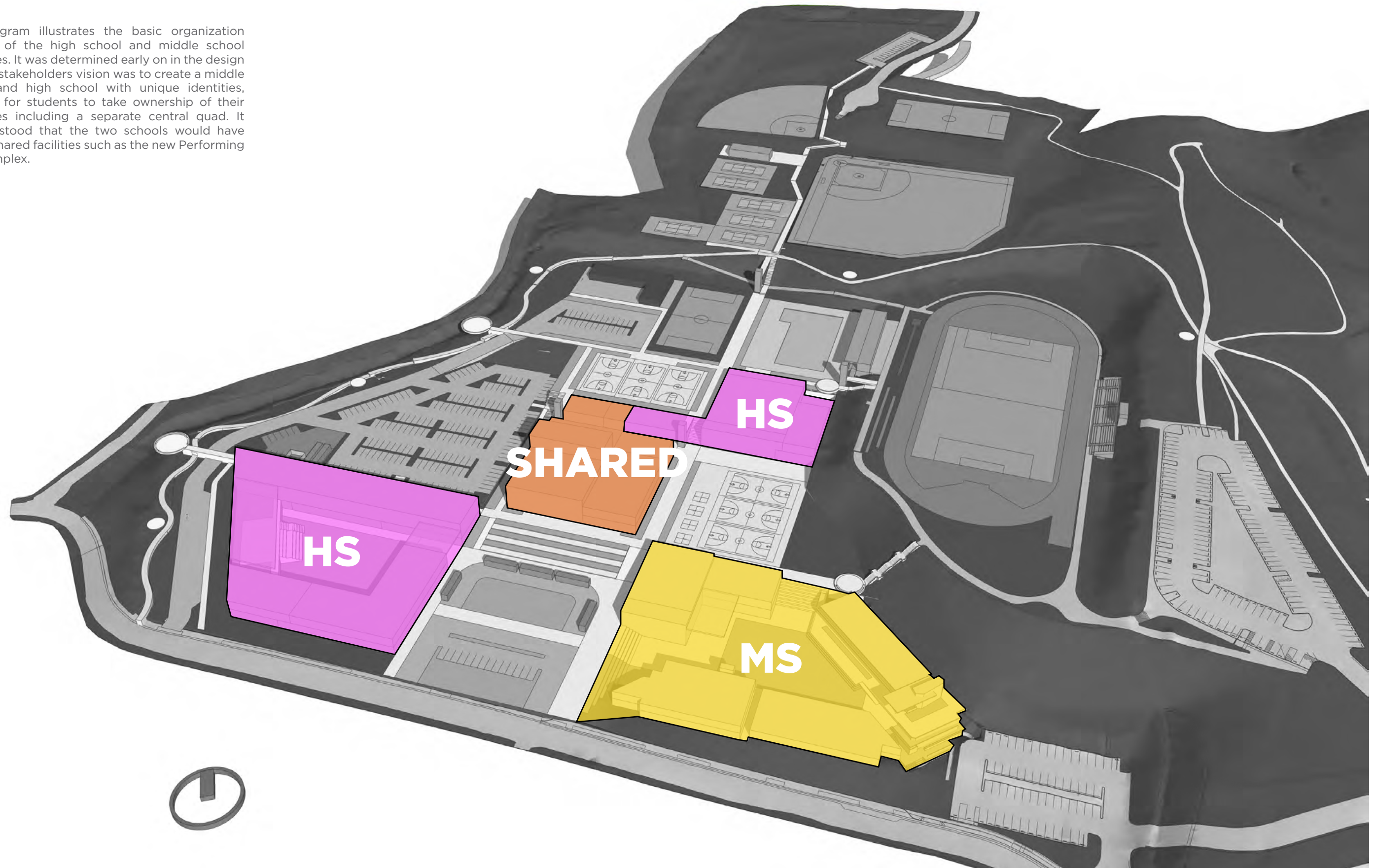




Figure 7.2-2 Topography

One of the challenges of the Malibu MS/HS campus is the significant change in elevation across the site, both east to west and north to south. This diagram illustrates the elevation changes. The numbers represent the approximate pad elevations (above sea level). These elevations were taken in consideration for the final campus plan that establishes terraced pads that can translate into the construction phasing approach.

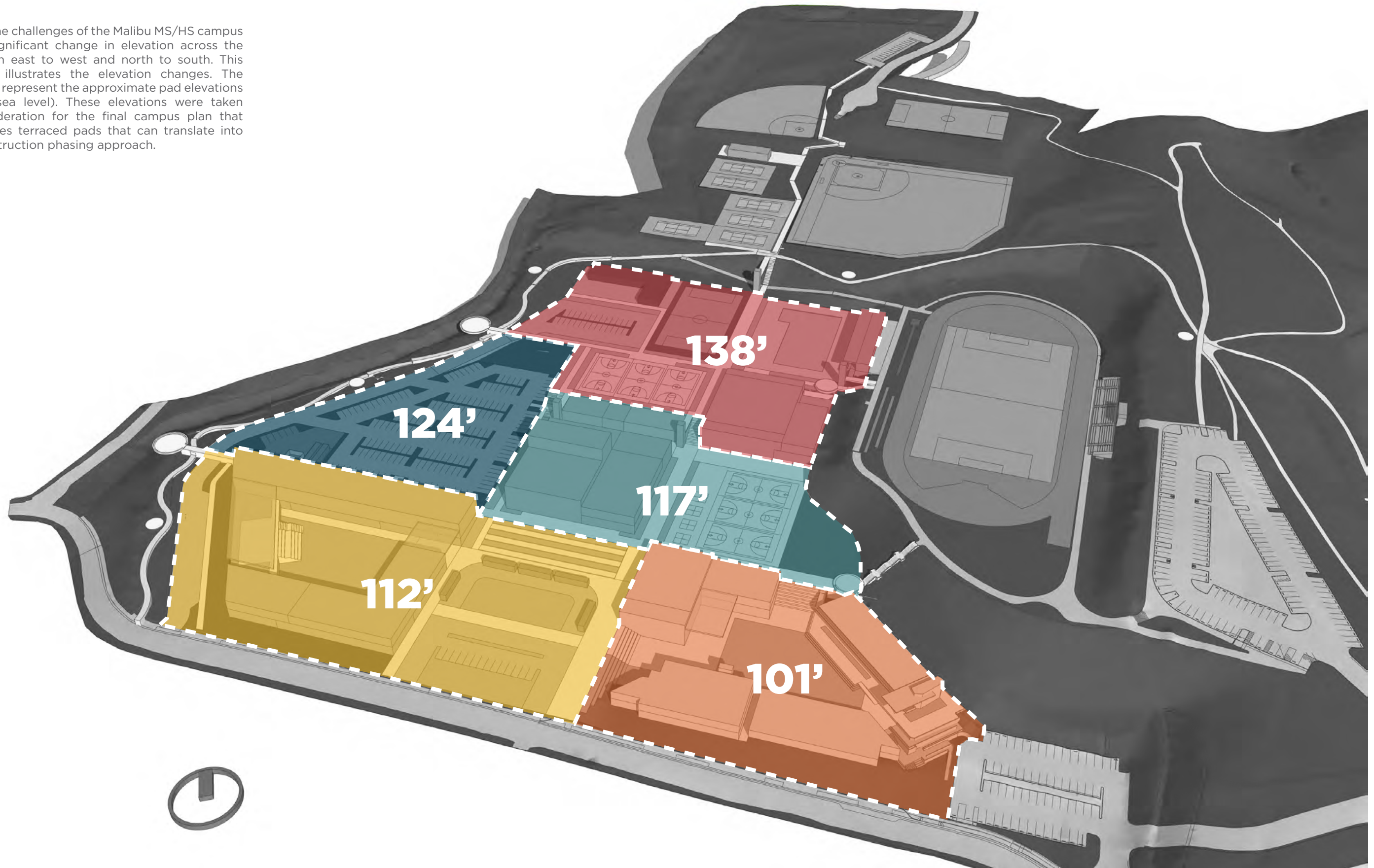




Figure 7.2-3 Vehicular Circulation + Parking

The Campus Plan provides for a distribution of parking on all sides of the Campuses, with the largest parking lot serving the high school students. A small convenience lot for visitors is located below the drop off zones that can serve both the Middle School and High School.

A total of 451 parking stalls are currently indicated.

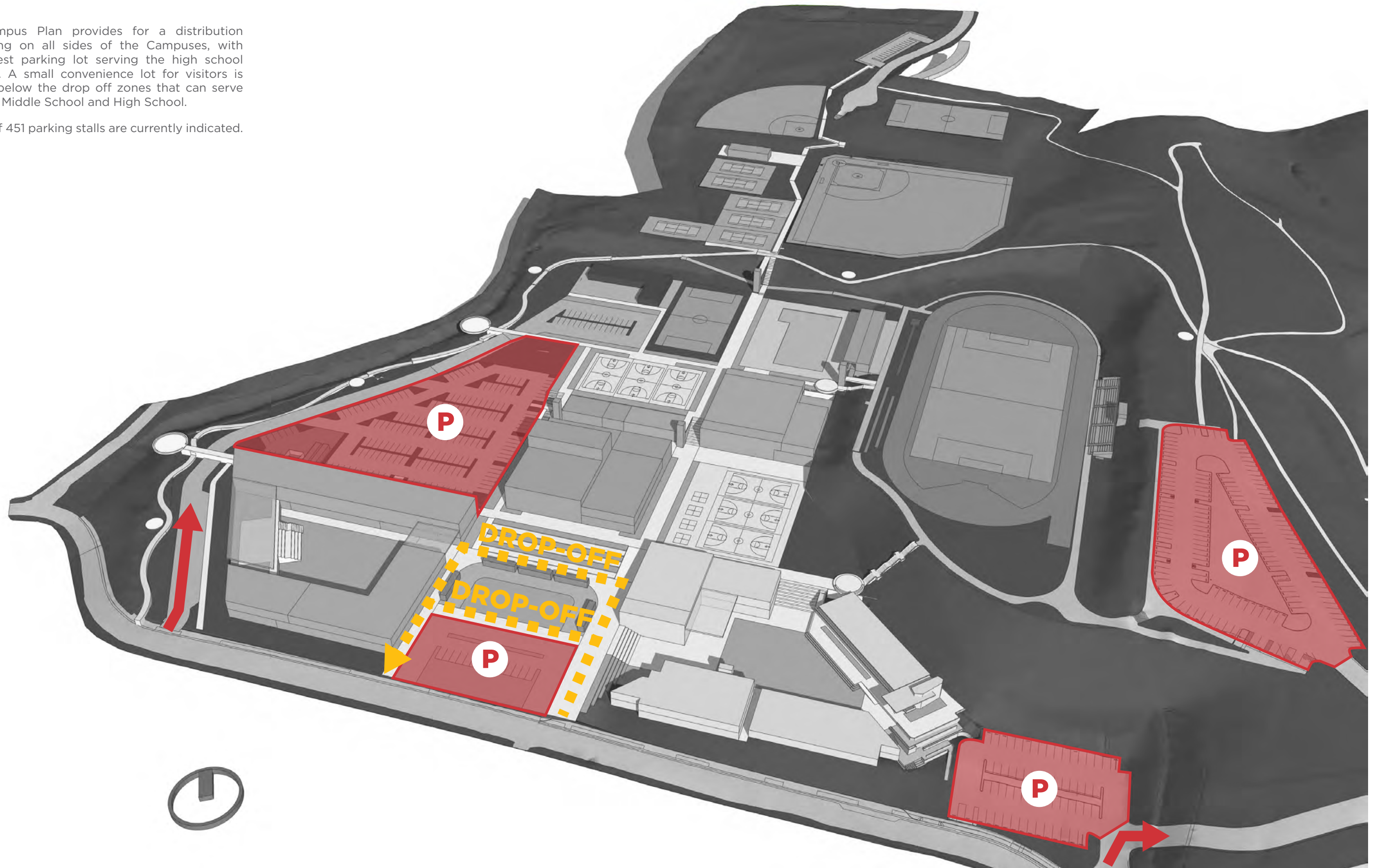


Figure 7.2-4 Pedestrian Circulation

The Campus Plan has clearly delineated pedestrian circulation patterns, both north/ south and east/ west directions. All circulation as indicated are wheel chair accessible via a network of either ramps and/ or elevators, connecting the parking lots with athletic and educational facilities throughout the campuses.

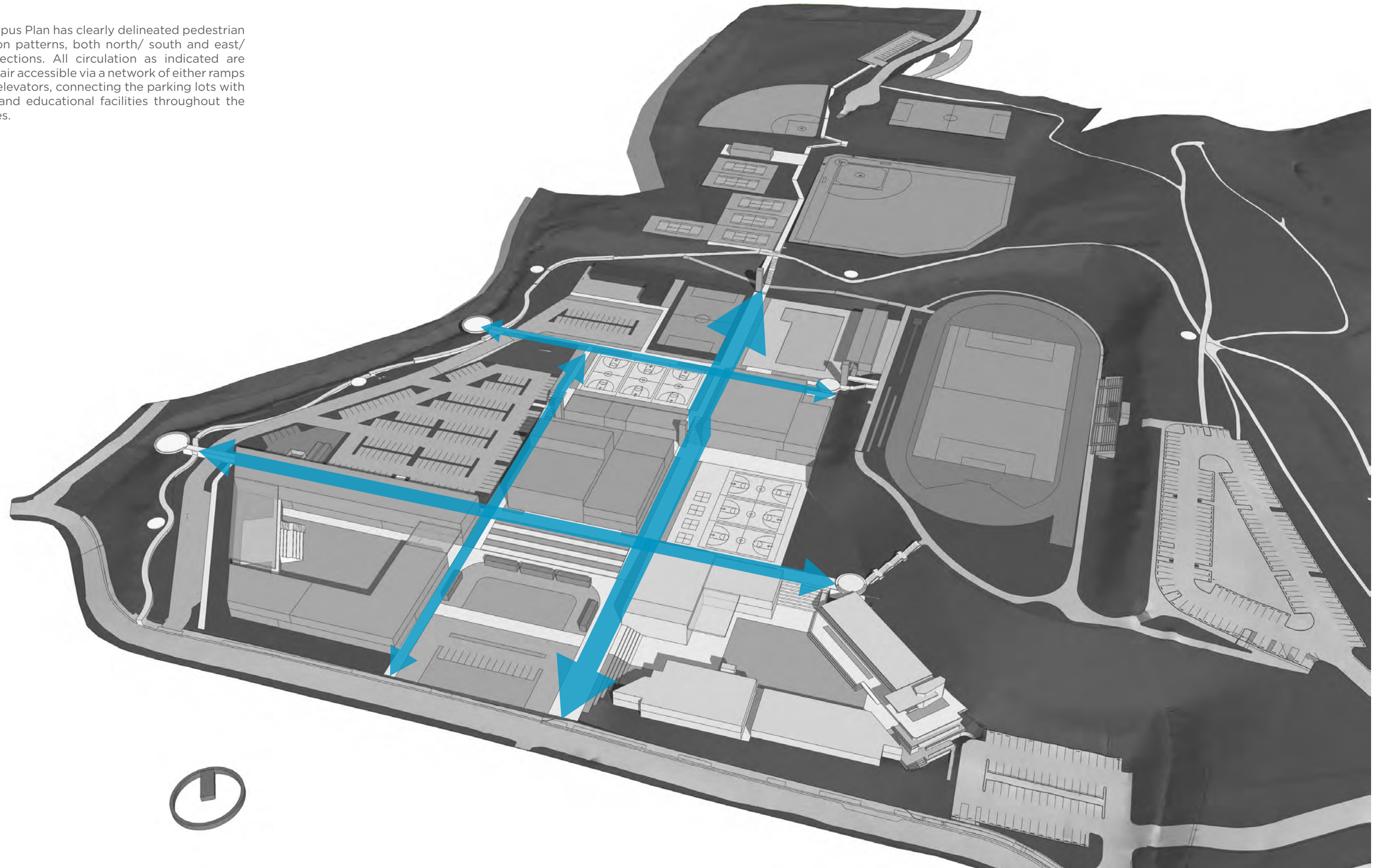




Figure 7.2-5 Security + Fencing

This diagram suggests an approach to providing a closed campus with a series of fences and gates. The ornamental fencing along with the proposed buildings will allow the main high school and middle school campuses to be closed off during school days reinforcing a single point of entry for each school.

-  Ornamental Fencing
-  Chain Link Fencing
-  Building Edge

