SAN RAFAEL CITY SCHOOLS

PROJECT SPECIFIC EDUCATIONAL SPECIFICATIONS

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EDUCATIONAL SPECIFICATIONS

TERRA LINDA HIGH SCHOOL

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School Facility Consulting

TERRA LINDA HIGH SCHOOL
EDUCATIONAL SPECIFICATIONS
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INTRODUCTION

The purpose of the *project specific* Educational Specifications is to provide guidance to the design professionals on the educational and programmatic needs of Terra Linda High School (TLHS).

Place matters. We know through research that clean air, ample day lighting, and a small, quiet, comfortable, and safe learning environment is important for students' academic achievement and well-being. School design has the power to reach the whole learner—cognitive, physical and emotional—when educators and students are thoughtfully engaged in the planning process. Beginning with an educational vision and ending with activities and spaces that engage students, Educational Specifications are designed to communicate the programmatic, functional, spatial, and environmental requirements of TLHS Measure B projects.

School and classroom design should facilitate twenty-first century learning that prepares students for college, careers, and community. Project-based learning, personalized instruction, blended learning, and other twenty-first century teaching methods should be well supported in the design of San Rafael's high schools. Student mastery of content as well as the "Four Cs"—critical thinking, communication, collaboration, and creativity—are the foundation of the District's educational goals that begin this document.

In 2015 the voters in the San Rafael City Schools (SRCS) approved Measures B, a $161 million bond measure for the high school district. These funds, together with other capital funds, will provide capital improvements to the high schools and include significant funding directed at creating safe, innovative learning environments and instructional technology to support twenty-first century learning. Additional classrooms and labs will reduce overcrowding at TLHS and will meet the growing demand for hands-on Science, Technology, Engineering, Arts, and Math (STEAM) classes. The new Commons and Library complex will create informal and formal collaborative spaces for *all* students and staff.

The District wishes to acknowledge the many teachers and staff that contributed to the development of this document (see Acknowledgments). Through both survey and on-site meetings, and guided by the principal, the District developed these educational guidelines for TLHS.

Not all recommendations within the Educational Specifications will be realized due to budget, site, or other constraints. The Educational Specifications are intended to serve as a guideline for the school's programmatic needs and to allow the design professionals flexibility in addressing the site's unique requirements.

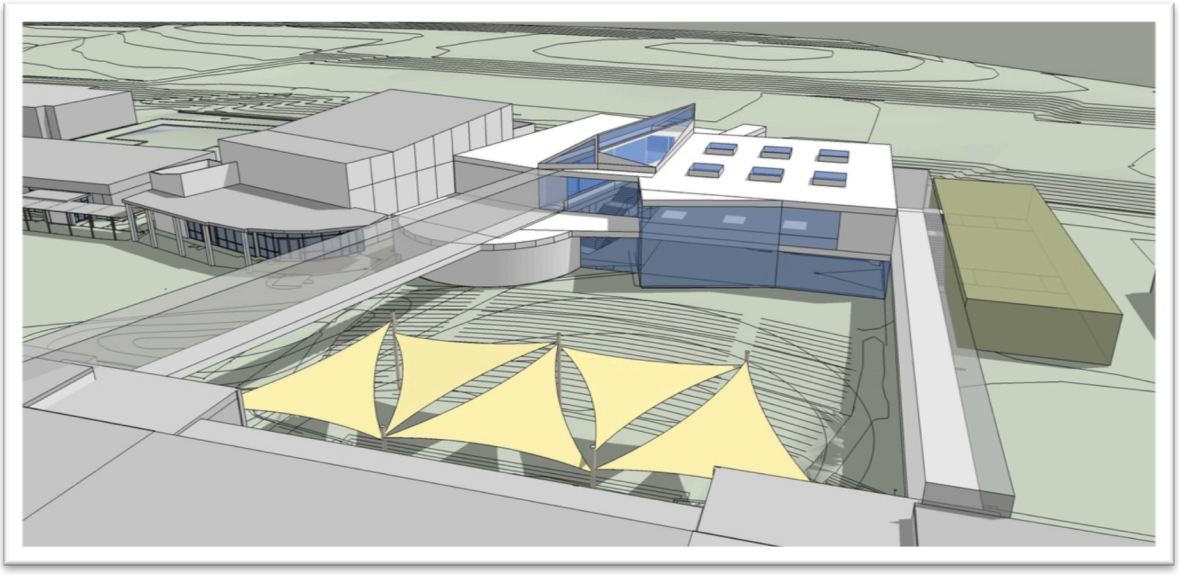
EDUCATIONAL SPECIFICATIONS HIGHLIGHTS

The TLHS Educational Specifications encompass educational requirements for the Measure B projects that will occur on the campus over the next five years including an Innovation Hub for Career Technical Education (CTE) and STEAM, a student Commons, new library, new performing arts building, including a black box theater and music and drama classrooms, and a competition gym. Highlights of these specifications include:

Innovation Hub
The vision for the Innovation Hub is to construct a student-centered space that enhances CTE offerings and builds STEAM interdisciplinary and project based learning possibilities.

The educational direction is to expand college and career paths for TLHS students in the Information and Communication Technologies (ICT) industry sector while linking such pathways to the common core and next generation science standards. The existing library, career center, computer lab and surrounding classrooms will be reconfigured into the Innovation Hub. The Hub will be a media rich space to support an articulated pathway in information support and services, networking, software and systems development, or games and simulation or a combination of these pathways. The Hub will also be poised for the Arts, Media and Entertainment (AME) CTE industry sector with the inclusion of digital arts classrooms, green room, media control room, audio sound booth and media arts spaces.

Student Commons



Terra Linda High School Commons concept image, HED DLM Architects

The vision is to move from a cafeteria space limited in its offerings and appeal to a

student commons ("Commons") space that provides *all* students with a place to dine, hang out, study, relax, socialize, conduct student government and business, and collaborate with each other and with teachers and staff.

High school Commons with cafeterias are replicating those found on college campuses today, where institutional dining is disappearing and being replaced by café styled spaces where food is made to order and "grab-and-go," and there is ample daylighting and connection to outdoor eating. Commons are inviting contemporary spaces adorned with student art and providing display areas for campus-wide events and clubs.

The Commons complex houses the multipurpose area, kitchen, staff-dining lounge (in 2nd story), Associated Student Body (ASB) store and activity area, Career Center with student lounge (2nd story) and security office.

New Library, Computer Lab and Collaborative Spaces
The new Library together with the Commons will be the hub of the school—a vibrant student-focused place where there are spaces to meet, to relax and read interesting books and materials in comfortable furniture, where food is available and there is access to the internet and areas to put group projects together—think a combination of an independent bookstore and a Starbucks. Together with the main spaces, there will be four separate glassed-in student collaborative spaces where students can work on projects or receive peer-to-peer tutoring.

Competition Gym
The vision is to build a competitive sport gymnasium (gym) and all school meeting space. TLHS's existing gym's shower locker and team room will be expanded by the construction of a second 1,200 capacity competition gym. The new physical education building contains a gym, a physical education classroom, athletic team rooms, physical education and athletic storage rooms, coaches' offices, a conference room, athletic training room, the athletic director's office, and a lobby with concessions area.

Performing Arts
TLHS is reconstructing its Performing Arts areas for the music and drama programs. The complex will house a new black box theatre, a drama classroom, and vocal and instrumental music classroom with adjoining practice areas and teacher offices.

Instructional Technology
As part of the educational specifications process, the District developed a four-year road map for instructional technology that includes a Standard Classroom Model that will have a PC-based desktop for teachers, a document camera, a project display (interactive short throw), and an enhanced classroom audio system. The IT specifications also quantify the number of data drops and wireless access points for each classroom, provide charging station areas, and lay the groundwork for reliable

campus-wide Wi-Fi connectivity. Technology is ever changing and will require frequent review, planning, and amendments to the Educational Specifications over time.

High School Learning Spaces (Classrooms)
Classroom learning spaces are the foundation of the school campus, and are the spaces where transformative learning takes place throughout the grades. Learning happens throughout the campus—in the outdoor spaces, the multipurpose room, library, and specialty spaces—but is centered in the classroom with the classroom teacher. During the educational specifications process, teachers and staff guided the preparation of the size and content of the classroom space, including instructional technology, flooring, cabinetry, utilities, and furniture and equipment emphasizing stand-up desks for a movement rich environment.

Teacher and Student Collaborative Space
The vision is to provide teachers collaboration spaces when remodeling and modernization opportunities occur. More and more, teachers desire space where they can collaborate with their peers, incubate ideas and exchange best practices outside of regular classroom space. Collaborative and small group instruction spaces for students are also specified in this document. Collaborative spaces in education are taking many forms—from private breakout rooms, to nooks within hallways and under stairs, to nodes comprised in sunken floor areas—and can be used by teachers, staff, students, and community partners. The Specifications address these spaces in the Innovation Hub, Commons and Library.

Sustainability
Through the work of the District's Sustainability Committee, Facilities Department and program management team, it is recommended that SRCS adhere to the Collaborative for High Performance Schools (CHPS) design standards under the CHPS Designed™ recognition program. CHPS standards help make schools energy, water and material efficient, well-lit, thermally comfortable, acoustically sound, safe, healthy, and easy to operate.

General Standards
The Educational Specifications include standards, developed with the Maintenance and Operations and Facilities Department teams, for doors, windows, floors, roofs restrooms, landscaping, security, fencing, parking and bus areas. These standards will both assist with parity across the SRCS campuses and efficiency in operations.

ACKNOWLEDGEMENTS

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TLHS AND SRCS MISSION, VISION, PRINCIPLES, AND GOALS

Terra Linda High School MISSION

"WE ARE THE TROJANS"

The San Rafael City Schools community ensures that every student receives an empowering education. High expectations and skillful individualized instruction enable all students to embrace their own learning, think critically, and experience success. Our welcoming school climate ensures our diverse community of students, families, staff, and community members are treated with dignity and respect, creating opportunities for participation, engagement and support. Every student graduates ready for college and/or a career, able to take responsibility for a future that includes life-long learning.

SRCS Mission
Lifting Student Achievement. Every student, every day.

SRCS Vision
Every student will be a confident learner, an effective communicator, a critical thinker, and a positive contributor to the global community.

SRCS Education Principles
Every student has a fundamental right to a quality education that supports their path to achieve their full potential.

Students thrive in physically and emotionally safe environments that are conducive to learning for all.

Our community has a shared responsibility for everyone's success and encourages everyone's participation.

We value integrity, honesty, and truthfulness, and believe in the inherent dignity and worth of every individual.

Goals from the Local Control Accountability Plan (LCAP)
Each student receives rigorous instruction and support and is held to high expectations so that they can foster critical thinking, collaboration, creativity, and communication skills to master the Common Core State Standards while continuing to be college, career, and community ready.

Provide all staff with differentiated professional development with a focus on collaboration, alignment, and high-quality staff retention and support, to maximize student learning and achievement.

Manage our resources responsibly, transparently, and in alignment with District goals and priorities so that the District is able to focus its efforts to move the needle for student success.

Develop and implement highly effective two-way systems that allow staff, students, and families to feel safe and included so that they can participate fully in student learning and the school community.

Establish effective systems and welcoming environment that allow staff, students, and families to feel safe and included so that they can participate fully in student learning and the school community.

The 2017 high school LCAP highlights include:

- Implementing Canvas, a learning management system
- Enhancing Student Voice
- Increasing Parent Engagement, and
- Building More Inclusive Schools

MASTER FACILITIES PLAN INSTRUCTIONAL GOALS

The District engaged in a facilities master planning process in 2015. Goals for facility standards, sustainability, technology, maintenance and operations, and parity were established. Goals for facilities to support curriculum were discussed both at the site committee level and at the district level during the master planning process. "From the individual sites, the most common concern is not having enough space for administration and counseling, pull out programs and break out spaces. At the district level, the focus is on providing adequate space for specialty curriculum. These concerns highlight the need to provide science or other multi-use classrooms at the elementary sites and improved career technical education spaces at the middle and high schools that more adequately prepare those spaces to be flexible in accommodating future programs." [i]

The vision that upgraded facilities must provide environments that allow learning to occur in any space was also articulated during the master planning process. "Cafeterias should be more like commons with Wi-Fi access ubiquitous and supportive of 1:1 student to device ratios." [ii]

The Master Facilities Plan articulated, "that all telephone and clock and bell systems be migrated to a Voice Over Internet Protocol (VoIP) system for better controllability. Data infrastructure, both in terms of cabling and appropriate MDF and (or) IDF closets with appropriate cooling and power, is imperative for a robust infrastructure that will continue to meet the requirements of technology-heavy instruction that is anticipated as the United States moves into the twenty-first century.

As new buildings are developed, the following requirements should be taken into consideration with respect to classrooms:

- AV systems should be integrated into the room
- Short-throw projectors are to be used with whiteboards designed for display; projectors should be wireless capable
- Voice amplification for teachers to improve the instructional environment…
- …All spaces (indoor and outdoor) should have robust wireless access so that all spaces can be part of the learning environment." [iii]

DESIGN GUIDING PRINCIPLES

The following design guiding principles were developed by the Educational Specifications Executive Committee and confirmed by the Educational Specifications Survey administered in early May 2017.

Guiding Principle #1: Learning Environments

- Create twenty-first century learning environments which:
    - Are flexible
    - Are engaging
    - Are technologically up-to-date
    - Facilitate student-teacher interaction in the education process
    - Enhance collaborative learning and working
    - Accommodate different teaching styles
    - Allow for learning anywhere, anytime
- Be student and teacher friendly—design learning spaces with:
    - Well-insulated walls and quiet mechanical systems
    - Individual environmental controls
    - Flexible use of wall surfaces including tackable surfaces
    - Modern, comfortable furniture
    - Low-emitting materials

Guiding Principle #2: Safety and Security

- Design schools with pleasing aesthetics that are welcoming and secure:
    - Design structures, fences, and site amenities to:
        - Maintain safety
        - Prevent unauthorized access
        - Deter vandalism

- Limit opportunities to gain access to roofs and second stories

Guiding Principle #3: Community Focus

- Create schools to serve as neighborhood centers by:
    - Creating easy access zones without allowing full campus access
    - Making designated rooms (library, multipurpose and performing arts) accessible on evenings and weekends for joint use of facilities by the community
    - Making schools available to serve a wide audience for extended learning concepts

Guiding Principle #4: Architectural Quality

- The appearance and overall character of each school should be:
    - Pleasing and stimulating to students, teachers, families, and the surrounding community
    - Welcoming and attractive places to visit or to spend the day
    - Easy to understand how to enter and exit buildings with ease, and how to navigate the campus with attractive signage (wayfinding)

TLHS CAPITAL PROJECT

San Rafael City Schools is investing in its schools through the voter-approved Measure B capital program, including the following projects at TLHS:

Phase I:	HVAC for Academic Buildings
Phase II:	Student Commons, Kitchen, Staff Dining, and Career Center
	New Library Media Center, Maker Space and Outdoor Library Patio
	Performing Arts: Music, Drama and Black Box Theater
	Innovation Hub Created in Former Library and Surrounding Classrooms
	Exterior Plaza Linking Existing and New Buildings
Phase III:	New Gymnasium, Physical Education Classroom, Athletic Director and Coaches Offices, Team Rooms, Training Room
	Visual Arts: Ceramics and Art Classroom New or Modernized

EDUCATIONAL PROGRAM AND REFORM

Over the last decade, California adopted the Common Core State Standards, created a sea change in how schools are funded with the Local Control Funding Formula, adopted Next Generation Science Standards, and new English Language Development Standards, and identified ten essential elements of quality schools through the Quality Schooling Frameworks. Each of these initiatives continues to shape SRCS's educational programming and the capital program supports necessary to deliver high-quality education to all SRCS high school students. Together with English Language Development, literacy is a top priority of the SRCS at all grade levels.

San Rafael City Schools administers many programs to improve student achievement, literacy, and college-going rates including Title 1 and Advancement Via Individual Determination (AVID).

Common Core State Standards (CCSS)
California adopted the CCSS in 2010 for both mathematics and English-language arts. The standards are rigorous, research-based, and designed to prepare every student for success in college and the workforce. The standards are internationally benchmarked to ensure that California students are able to compete with students around the globe.

CCSS: English-Language Arts and Literacy in History/Social Science, and Technical Subjects
The standards set requirements not only for English Language Arts (ELA) but also for literacy in history and social studies, science, and technical subjects. The standards specify the literacy skills and understanding required for college and career readiness in multiple disciplines.

The CCSS for ELA are divided into four strands: reading, writing, speaking and listening, and language. The standards are organized by grade span for high school.

At each high school grade span, the reading strand includes standards for both literature and informational text. Literature encompasses a broad range of cultures, periods, and genres. Informational texts include biographies and autobiographies; writing about history-social sciences, science and the arts; technical texts; and digital sources.

The writing standards call for students to write for a variety of purposes and to use technology to produce and publish their writing. Students learn to express ideas, work together, and listen carefully to integrate and evaluate information. Skills are not learned in isolation, but in connection with reading analyzing grade-level texts and topics. Technology is used to gather and present information.

Students who are college and career ready in ELA demonstrate independence, build strong content knowledge, respond to the varying demands of audience, task purpose and discipline, comprehend as well as critique, value evidence, use technology and digital media strategically and capably, and come to understand other perspectives and cultures. [iv]

CCSS: Mathematics

The high school standards identify the mathematics that all students should study to be college and career ready. The standards are organized by conceptual categories: number and quantity, algebra, functions modeling, geometry, and statistics and probability. In addition, the CCSS include standards for Algebra 1, Calculus, Advanced Placement Probability and Statistics. The CCSS is consistent with the goal that all students succeed in Algebra 1.

Students are expected to apply mathematical ways of thinking to real world issues and challenges to construct sound mathematical arguments and to be precise in their mathematical communications.

English Language Development (ELD) Standards

The California ELD Standards, adopted in 2012, are aligned with the CCSS for ELA Standards. They describe key knowledge, skills, and abilities in core areas that students who are learning English as a new language need to achieve success in grade-level academic content. These standards provide a foundation for English learners in kindergarten through grade 12 so that each learner can gain access to academic subjects, engage with them and meet the state's subject matter standards for college and career readiness.

Next Generation Science Standards (NGSS)

In 2013 California adopted the NGSS for K–12. The NGSS identifies scientific and engineering practices, crosscutting concepts, and core ideas in science that all K–12 students should master to prepare for success in college and twenty-first century careers. Increasingly, more jobs will require Science Technology Engineering and Math (STEM) skills than in the past. The NGSS provides a strong science education that equips students with the ability to think critically, analyze information, and solve complex problems—skills needed to pursue opportunities within and beyond STEM fields. NGSS is intended for students to develop an in-depth understanding of content and gain knowledge and develop skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives.

High-quality education standards allow educators to teach effectively, moving their practice toward how students learn best—in a hands-on, collaborative, and integrated environment rooted in inquiry and discovery. Teaching based on the NGSS calls for more student-centered learning that enables students to think on their own, problem-solve, communicate, and collaborate—in addition to learning

important scientific concepts.[v]

Science Technology Engineering Art and Math (STEAM)
San Rafael City Schools is focused on improving STEAM education within its core academics. "Bolstering the STE[A]M workforce is not the only reason to concern ourselves with these issues. Exposure to high-quality STE[A]M experiences can inspire wonder and curiosity in students about the natural and human-constructed worlds and motivate them to want to learn more. Study of the STE[A]M disciplines can foster students' ability to think critically about issues in a world that is now dominated by science and technology. Successful STE[A]M learning develops in young people the ability to make rational decisions for themselves, their families and their communities." [vi]

Career Technical Education (CTE) Standards
In 2013 California updated its 2005 CTE standards to align with Common Core – each standard is now aligned with one or more Common Core English language arts and mathematics standards, Next Generation Science Core Ideas and history/social studies standards. According to the California Department of Education, the revised standards will help CTE programs keep pace with the new economic and educational opportunities in California and are designed to assist California districts and schools in developing high-quality curriculums and instruction to help ensue that students are career and college ready. Across the 15 industry sectors are 11 anchor standards: Academics, Communications; Career Planning and Management; Technology; Problem Solving and Critical Thinking; Health and Safety; Responsibility and Flexibility; Ethics and Legal Responsibilities; Leadership and Teamwork; Technical Knowledge and Skills; and, Demonstration and Application.

Currently, TLHS operates CTE programs in Engineering and Technology Design and Basic and Advanced Auto Shop and Pathways.

Quality Schooling Frameworks (QSF)
The California Department of Education's QSF is a set of ten "interrelated elements with students learning and thriving at its center. QSF elements are research-based and they describe universal features of quality schooling that remain relatively constant despite the rapidly changing context of twenty-first century schools. Students Learning and Thriving—the aim of QSF—represents outcomes that Californians envision their public-school system will achieve for its students. These outcomes include not only academic outcomes based on the California state standards across all subject areas, but those outcomes that will ensure our students lead healthy lifestyles, are engaged members of our democracy, are prepared for the world of work, and are able to make good ethical decisions." [vii]

The ten (10) QSF elements are: Assessment, Culture and Climate, Curriculum, Equity, Family and Community, Instruction, Leaders, Professional Learning, Resource Alignment, and Teachers.

Local Control Funding Formula and Local Control Accountability Plan
Landmark legislation established the Local Control Funding Formula (LCFF) in 2013–14, and it replaced the previous kindergarten through grade 12 finance system that had been in existence for roughly 40 years. The LCFF establishes base, supplemental, and concentration grants in place of the myriad of previously existing K–12 funding streams, including revenue limits, general purpose block grants, and most of the fifty-plus state categorical programs that existed at the time.

School districts must write a Local Control Accountability Plan (LCAP) to explain their goals and strategies for improving achievement for all students. Districts receive extra money for each student who is low-income, an English learner, or a foster youth. The plan must detail how these funds will be used to increase and improve services specifically for these students. The LCAP will spell out the strategy and goals for three years. The school district must then develop a budget that matches spending to the goals outlined in the plan.

SRCS's LCAP goals are enumerated in the Mission section of this document and concentrate on improving literacy for all students.

Title 1
Title I is a K–12 program that provides additional academic support and learning opportunities for students at schools with high percentages of socioeconomically disadvantaged children. The program is intended to help ensure that all students meet state academic standards.

Advancement Via Individual Determination (AVID)
AVID's goal is to prepare all students for college, starting with the core elective class and expanding schoolwide.

The AVID Elective class targets students in the academic middle, who have the desire to go to college and are capable of completing rigorous curriculum. Typically, AVID Elective students will be the first in their families to attend college, and many are from low-income or minority families.

Middle and high school teachers collaborated with college professors to develop the AVID curriculum based on rigorous standards and on best teaching practices in writing, inquiry, collaboration, organization, and reading. It is supported by state and national content standards. AVID curriculum is used in the AVID Elective and content-area classes in AVID schools to guide teachers and students, while planning strategies for success, by focusing on time management and study skills.

EDUCATIONAL SPECIFICATIONS SURVEY

An Educational Specifications Survey was sent to all SRCS staff on April 28, 2017. Eighty-six staff members responded, and all school sites were represented including all three high schools. A summary of the survey results is in Exhibit A. Staff were asked open-ended questions about what two to five features of the physical learning environment are most important and most engaging for student learning, and what two to five features are most important for staff satisfaction and comfort.

Around the topic of student learning environments, six themes emerged:

- Comfortable temperatures and HVAC
- Cleanliness
- Plentiful daylighting
- Access and placement of technology
- Mobile and adjustable furniture
- Space to configure different types of learning environments.

Similarly, the same themes emerged for staff job satisfaction and comfort with an emphasis on collaborative space.

A series of questions were asked about what type of facilities should SRCS consider as it plans and implements the bond program. Consensus results included:

- Flexible spaces that facilitate student-teacher interaction and allow for collaboration and interdisciplinary and team teaching are strongly supported whereas transparent spaces are not.
- Instructional technology, movement rich environments, good aesthetics, outdoor learning spaces, and a variety of teaching spaces, including libraries, are strongly supported.
- Safe and secure schools are a top priority for staff.

Staff was asked to rank the top five technology tools that would have the greatest impact on student learning. The top five choices included:

- The ability to access the internet anywhere on campus
- Chromebooks for every student (grades 3–12)
- Adaptive learning software geared to adjust levels of difficulty or content based on student needs
- Interactive projectors
- Interactive large screen monitors.

There were other open-ended questions on twenty-first century learning environments with thoughtful responses that emphasize students and teachers thrive in environments that inspire them and of which they can be proud.

OVERARCHING TRENDS

Flexible Design

The CDE's Flexible Learning Environments Best Practices document advises that "learner-centered classrooms should be designed to accommodate different teaching and learning formats, including: individual study and reflection; one-on-one instruction; peer-to-peer discussion; small group work; teacher directed instruction; and student presentation." A flexible classroom is fundamental to an instructor's ability to adapt to various learning styles. As enumerated in the best practice, one way to understand flexibility is through five properties that support constructive teaching pedagogy: fluidity, versatility, convertibility, scalability, and modifiability.

Mobile and flexible seating allows for cooperative learning and easy classroom transitions. Paragonic.com

"Well-made, comfortable furniture in a large, naturally lighted room are the basics a teacher needs. She/he can organize and design the space from that basic foundation. A teacher likes the opportunity to be creative with their arrangement of the space. Teacher autonomy within the space is very important to utilize the teacher's knowledge and creativity to serve her/his kids."

~Teacher, SRCS Educational Specifications Survey

Flexible schools also provide space outside the classroom for collaborative learning, such as:

- Learning studios with abundant daylight, flexible furniture and space for group projects;
- Open areas, such as atriums and learning "streets"—instead of corridors—to encourage social interaction;
- Project rooms with high celings, work tables, and specialized equipment for inventing, creating, and building;
- Multiage rooms where students can mix and match according to interest and aptitudes; and
- Outside learning where students work on community service projects, and use community sites, such as museums and libraries, like classrooms. [viii]

Innovative school designs may incorporate rolling or sliding doors and movable interior walls that allow linked classrooms to work in common areas or on outdoor learning projects. "Shared learning spaces foster a sense of community as students work in teams on such areas as STEAM," according to the best practice document.

Gen7 STEAM modular classrooms—open to the outside

"… technology, hands on learning, and gardening should be considered for our children's overall academic and social emotional needs."

~Teacher, SRCS Educational Specifications Survey

Engaging Technology
Engaging with technology will equip students with future-focused skills. The Educational Specification Survey summarized earlier in this document and the Instructional Technology chapter highlight the importance of access to Wi-Fi throughout the campuses and instructional technology as a tool for personalized learning. Technology is no longer solely addressed within a computer lab; rather it is available throughout the building design.

Connectivity to Outdoors
The best practices document summarizes that outdoor learning is integrated with standards-based academic subjects and should be utilized as more than a stand-alone learning option. Outdoor learning increases academic learning, and exposure to nature has social, emotional, and physical benefits for students. Sun and rain shelters are important components of campus design for outdoor learning.

Outdoor Learning Space, DLM HED Architects

Social Spaces
School design has the power to reach the whole learner—cognitive, physical, and emotional. Social spaces for students to gather informally, play, talk with their classmates, and develop as individuals is as important as the formal learning environments.

Commons and Social Space, DLM HED Architects

Collaboration

Collaborative learning environments foster peer-to-peer interaction and allow teachers to facilitate student learning and professionally mentor other teachers across the campus. Collaborative learning spaces call for flexible furniture to allow versatility and easy modification from large group instruction to small group instruction and quiet spaces to maker spaces.

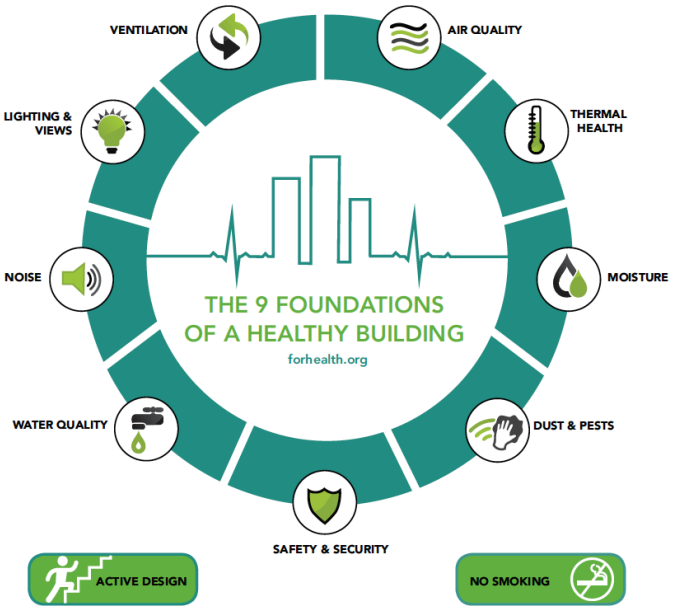
> *"I think the most effective learning environments are the ones where students are proud to be. Simple things such as natural lighting, high ceilings and adequate storage can contribute to aesthetically appealing environments that students and teachers enjoy. More sophisticated environments include furniture specific to student needs (ex: standing computer workstations, small group areas, and interactive projectors or smart-boards). I think the most successful use of the bond would be to implement as many supports as possible from both of these areas."*
>
> *~Teacher, SRCS Educational Specification Survey*

SUSTAINABILTY AND HEALTHY BUILDINGS

Sustainability
The SRCS will adhere to The Collaborative for High Performance Schools (CHPS) design standards under the CHPS Designed™ recognition program. CHPS standards are designed to help school districts in every community across the country reduce operating costs, achieve higher student performance, increase daily attendance, retain quality teachers and staff and minimize environmental impact by designing and modernizing schools utilizing the CHPS scorecard about all aspects of high performance school design, construction and operation. CHPS develops tools that help make schools energy, water and material efficient, well-lit, thermally comfortable, acoustically sound, safe, healthy, and easy to operate. CHPS also addresses low emitting material types and provides a high performance product database.

Healthy Buildings
In 2016, the Healthy Buildings team at Harvard released The 9 Foundations of a Healthy Building, which synthesized 30 years of scientific evidence into nine fundamental building factors that influence health and performance. The 9 Foundations provides a valuable framework for thinking about school facilities in the United States and other developed nations.

Architectural teams, in addition to the CHPS standards above, should consider the framework of these nine foundations as they approach each SRCS project:



(*9Foundations.ForHealth.org*)

INSTRUCTIONAL TECHNOLOGY

Vision

This instructional technology specification is a summary of the roadmap included as Exhibit B. It is a compilation of State of California and regional research focused on integrating technology into everyday instructional delivery at SRCS. The District technology standards and roadmap create benchmarks for technology use by all teachers and staff. Sources that contributed include the State Blueprint for California Education Technology, State Frameworks, The Consortium of School Networking (CoSN), the District's LCAP and the District's 2015 Facilities Master Plan. It is noted that the collective opinion is that students will control more of their learning through personalized learning. The tools of technology will aid in this type of learning as teachers and students monitor and design the learning specific to the students' needs. The 2015 Facilities Master Plan set the groundwork by listing the technology tools needed in a standard classroom.

Technology enhances strong student learning by providing students with greater access and rich opportunities, through powerful instructional models supporting:

- Differentiation of instruction
- Self-directed and teacher-directed learning
- Student centered learning developing student ownership of his/her learning
- Blending of curriculum and technology
- Highly complex instruction and learning
- Flexible and responsive instructional practices
- Increased teacher productivity, collaboration, efficiency, and efficacy

Trends

The CoSN publishes an annual report geared toward technology trends spanning five years. This report, called the NMC/CoSN Horizon Report, offers a guide to the future, as trends become reality. The 2016 K–12 CoSN Education report charts long-term and short-term trends, including:

- Redesigning learning spaces to accommodate more immersive, hands-on activities, and rethinking how schools work to keep pace with the demands of the twenty-first century workforce and equip students with future-focused skills.
- In the short-term, the rise of coding and programming skills as literacy emerged. These skills will bolster problem solving, creativity, and critical thinking skills. [ix]

District Technology Standards—Classroom and Office Spaces

- Standard Classroom Model will have PC-based desktop, document camera, projector display (interactive ultra-short-throw), and enhanced audio system (voice amplification with priority page system adjustment)
- Matte-finish magnetic whiteboards
- Classrooms equipped counter-level access of three (3) duplex outlets for charging six (6) Chromebooks
- Mobile device for all classroom teachers
- Cloud-based applications (move from on-site server applications)
- Google Suite services
- Learning Management System (such as Canvas or Google Classroom)
- Nine (9) (3 locations x 3 drops) cat 6a plenum rated network data drops
- One (1) IP-based speaker/clock combo
- One (1) VoIP basic handset
- One (1) wireless access point—minimum Meraki MR42
- One (1) audio/visual connection plate, including audio adjustment-off-set front of the room and includes; USB, HDMI, mini (3.5) data connections
- Other staff or office set up: PC desktop (optional laptops for administration); VoIP super handset; printers as determined at each site

Classrooms will be modernized with displays and projectors so teachers and students are able to quickly and seamlessly show their work on the classroom screen. Spaces must be retooled to create collaborative and flexible working environments.

District Technology Standards—Other Spaces

- Libraries will function more like media centers. As the District moves to 1:1 there will be a reduction of mini labs in the library so those spaces can be used for small group areas.
- Mini project stations should be designed that allow for quiet zones that allow for video production.
- All common or courtyard spaces must have wireless connectivity to support after-hours access.

Spaces will be retooled to create collaborative and flexible working environments. The demand for more digitally produced work invokes the need for mini video production environment so students can demonstrate their work.

HIGH SCHOOL LEARNING SPACES (CLASSROOMS)

Vision and Program Statement
The SRCS community ensures that every student receives an empowering education. High expectations and skillful individualized instruction enable all students to embrace their own learning, think critically, and experience success. Our welcoming school climate ensures that our diverse community of students, families, staff, and community members are treated with dignity and respect, creating opportunities for participation, engagement and support. Every student graduates ready for college and/or a career, able to take responsibility for a future that includes life-long learning.

Trends
Personalized learning continues to be a dominant trend for education, including the differentiation of lessons for students of different skill levels and efforts to help students move at their own pace. Increasingly, students are given more control over their learning through technology and other means to help with how they learn best, what motivates them, and their academic goals.

Increasingly, students work cooperatively and learn collaboratively in cross-age level groups and mixed-age groupings. Critical thinking, decision-making, problem solving, and other important life skills associated with utilizing a wide variety of information resources are integral to the entire educational process.

Curriculum / Anticipated Use
These specifications are for classrooms dedicated to English, Social Science, World Language, English Language Development, and Mathematics. Square footage of specialty areas will vary according to the instructional needs of each area as defined in these specifications.

Curriculum includes:

- Common Core
    - English Language Arts (Reading, Writing, Listening, and Speaking)
    - Mathematics
- Science and Health
- History and Social Science
- Visual and Performing Arts
- Physical Education
- Technology and Computer Skills
- English Language Development

Educational Process
The teaching and learning activities for the high school grades are done in many settings.

Students do individualized desk work, whole group learning with the teacher, small, flexible group work, and special projects that relate to real life within the community. Individuals and groups are in tutoring sessions. Demonstrations and breakout sessions are conducted. Workspaces with hands-on materials are utilized. Student work and special projects are amply displayed for numerous purposes. Student access to material areas and display areas is critical to instruction.

Teachers circulate around the classroom space to monitor individual student needs, work with various flexible groups, give small group demonstration lessons, conference with students on a one-on-one basis as well as instruct the whole group for certain periods of time.

Orientation and Relationship
In TLHS classrooms are clustered by department. Classrooms which comprise the new Innovation Hub discussed in the next section are clustered interdisciplinary to facilitate STEM learning and CTE offerings.

Space Requirements
The high school learning space should include the following:

- 960-1,200 square feet
- Adjacent area for small group instruction
- Nano or another adjustable wall between classrooms for interdisciplinary instruction as budget allows
- Connection to outside for outdoor instruction
- Floor to ceiling magnetic whiteboard on teaching wall or whiteboard at student height with storage below
- Resilient adhesive floors that meet California Green Standards
- Blinds for windows

Technology (See Instructional Technology Section and Exhibit B)

Display
- Mobile whiteboard(s) (option)
- Tackable wall surfaces floor to ceiling

Cabinetry/Storage
- Backpack storage
- Two (2) to four (4) full height, double door, lockable storage units (could be mobile), one (1) with wardrobe area to hang teacher's coat
- Two (2) or three (3) built-in book cases (could be mobile)

Utilities

- One (1) deep sink per classroom with drinking fountain and hot water (counters and cabinets adjacent to sink)
- Minimum two (2) electrical outlets per each wall
- Charging zone for Chromebooks and other devices (see Instructional Technology standards section)
- Climate control thermostat
- Light switch panel located near main classroom door

Furniture and Equipment

- Standup student desks or other easily configured modular tables and chairs for 36 students
- Soft furnishings as needed
- Basic VoIP handset

TEACHER COLLABORATIVE SPACE

Vision and Program Statement
The vision is to provide teacher collaboration spaces when remodeling and modernization opportunities occur.

Trends
More and more, teachers desire space where they can collaborate with their peers, incubate ideas and exchange best practices outside of regular classroom space. Collaborative spaces in education are taking many forms—from private breakout rooms, to nooks within hallways and under stairs, to nodes comprised in sunken floor areas—and can be used by teachers, staff, students, and community partners.

Anticipated Use
The collaborative teacher areas are private and enclosed settings for one to six people. These areas might be used for staff, parent, or student meetings, for evaluation functions, or as quiet rooms for students.

Orientation and Relationship
Teacher collaborative spaces should be near academic wings.

Space Requirements
Teacher collaborative spaces will range from 200 to 500 square feet and should be enclosed spaces with transparency to the adjoining academic classroom areas. Within these spaces might be movable chairs around a movable table (or tables), soft seating, or fixed countertops. Since these spaces might be used for a variety of meetings, they should integrate hardwired computers, short-throw interactive projects, or LCD screens. These are also settings where teachers and learners could use their laptops, tablets, or handheld devices.

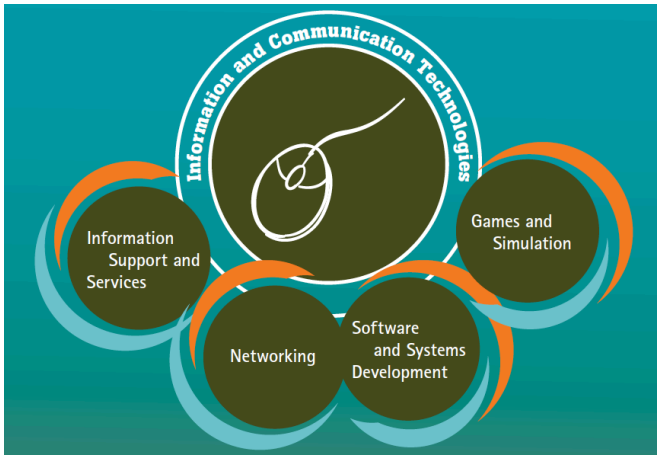
Collaborative space examples: Utah school example and Amazon headquarters, Seattle, Washington, HED Amazon photo credit

INNOVATION HUB - CAREER TECHNICAL EDUCATION (CTE) AND SCIENCE TECHNOLOGY ENGINEERING ART AND MATH (STEAM)

Vision

The vision for the Innovation Hub is to construct a student-centered space that enhances CTE offerings and builds science, technology, engineering, art and math (STEAM) interdisciplinary and project based learning possibilities.

The educational direction is to expand college and career paths for TLHS students in the Information and Communication Technologies (ICT) industry sector while linking such pathways to the common core and next generation science standards. The existing library, career center, computer lab and surrounding classrooms will be reconfigured into the Innovation Hub, a media rich space to support an articulated pathway in either information support and services, networking, software and systems development, or games and simulation or a combination of these pathways. The Hub will also be poised for the Arts, Media and Entertainment (AME) CTE industry sector with the inclusion of digital arts classrooms, green room, media control room, audio sound booth and media arts spaces.



ICT Pathways

"Information and Communication Technologies (ICT) have expanded the need for employees who can understand, manage, and support all rapidly emerging evolving, and converging computer, software, networking, telecommunications, Internet, programming, and information systems…

AME Pathways

…New technologies are also constantly reshaping the boundaries and skill sets of many arts career pathways. Consequently, core arts-sector occupations demand constantly varying combinations of artistic imagination, metaphoric representation, symbolic connections, and technical skills."

~California Department of Education (CDE), CTE Model Curriculum Standards

Trends
The information technology (IT) industry has had a revolutionary impact on the economy and on society. According to the CDE, the IT sector contains some of the fastest-growing industries, such as software publishing, Internet publishing, service provider's Web search portals, and data processing services. Of all the career industries, the AME sector requires perhaps the greatest cross-disciplinary interaction because the work in this sector has a propensity to be largely project-based, requiring both independent work and interdependent management skills for career success, according to the CDE.

High schools across the state are implementing stand-alone career academies that are based on the California CTE curriculum standards particularly with the advent of the CTE Facilities Program. This program was instituted to enhance CTE educational opportunities to provide students with the skills and knowledge necessary for high-demand technical careers.

Anticipated Use
The existing library, career center, computer lab and surrounding classrooms will be reconfigured into the six-classroom Innovation Hub. This Hub will be a media rich space to support articulated pathways in information and communication technologies and media arts and open possibilities for STEAM interdisciplinary teams, which include math, physics, digital arts, and technology. The Hub also provides for enclosed collaborative spaces for teachers and students.

Educational Process
Curriculum in this area is evolving from teacher-direct instruction of discrete skills to student-centered learning. In intermediate and advanced computer technology courses, for example, students are often encouraged to work at their own pace, demonstrating mastery of individual instructional modules in areas such as spreadsheet development, word processing, database design, multimedia presentation, and Internet research and publishing. Students, who master all instructional standards, may work toward industry certification from companies such as Nortel and Microsoft. Teachers who individualize instruction in this way use a number of strategies to promote students' mastery of concepts. In addition to providing individual instruction to students, teachers pair students who are working on similar projects, and provide tutorials for students who need additional instruction.

Orientation
The Innovation Hub is in the center of the school's academic learning spaces bridging the English language arts, mathematics and science and arts departments with an interdisciplinary space to enhance the CTE and STEAM options for students.

Curriculum
Each career pathway is a sequence of CTE courses that integrate academic and

career skills that prepare student for career entry. TLHS will offer a sequenced CTE program in the ICT industry sector. A program sequence in CTE has three parts: (1) an introductory or foundations course, (2) one or more concentration courses, and (3) a capstone course. Many capstone courses will meet the A-G requirements for preparation to enter the University of California or the California State University System.

TLHS will build on the existing computer programming sequencing from beginning computer programming to AP Computer Science Principles and the new Video Game Development Studio in collaboration with 2K Next Level Foundation. Possible sequencing could be:

Information Technology Sector

Introductory	Concentration	Capstone
Introduction to Programming	AP Computer Science A	3D Programming**
Computer Science Essentials*	AP Computer Principles	Selected Topics in Computer Principles
Physics	AP Physics	Robotics Engineering*

Art and Media Sector

Introductory	Concentration	Capstone
Intro to Graphic Design	Graphic Design II	3D Animation**
Digital Photography or Digital Media Art I*	Journalism	Advanced Digital Media Production*
	Yearbook	

* New courses; ** Cross-sector; Room usage color coded

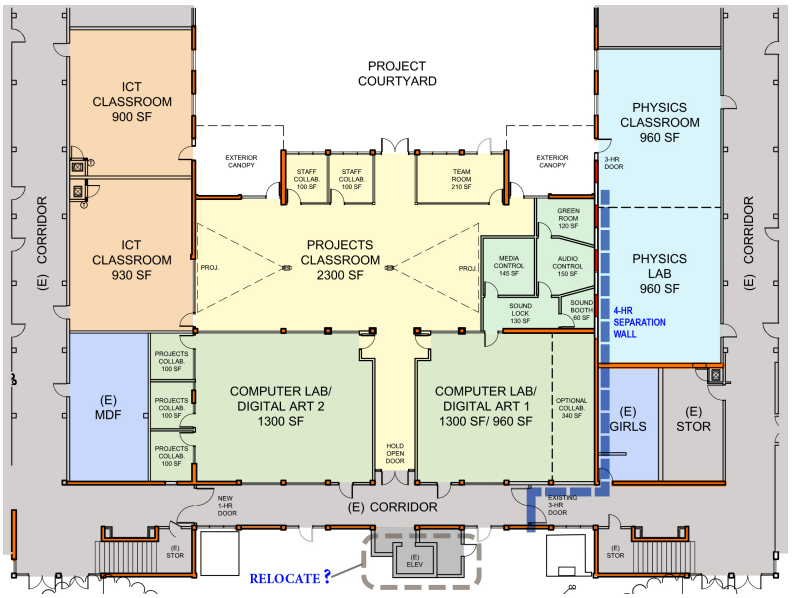
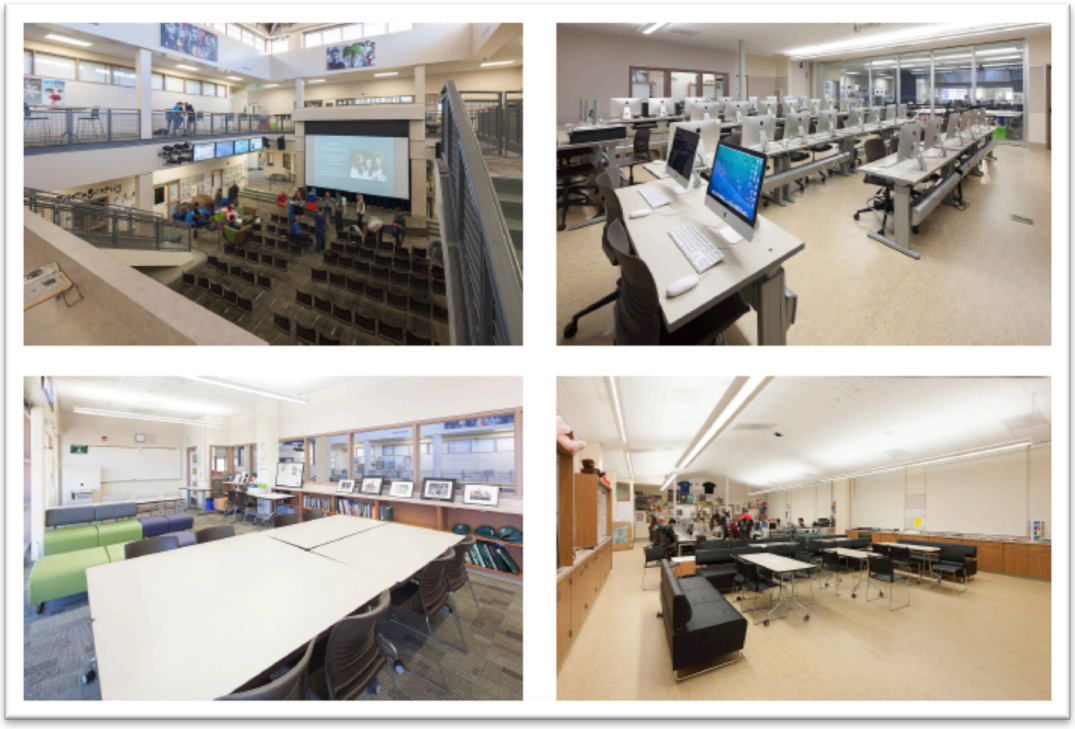


Diagram of proposed Innovation Hub, DLM HED Architects

Specific Requirements for Designated Area



DLM HED Architects, example areas for Innovation Hub – Projects Classroom

Program Area	Educational Specification Requirements
Technology Hub (reconfigured library, career center, computer lab, plus additional classroom out of library space)	The learning environment layout and spaces are versatile and include small to large spaces, multi-purpose, conference, meeting, group learning, and storage capabilities Tables and chairs for 60 Soft furnishings Large screen monitors Distance learning capability providing access to video conferencing Ceiling mounted electrical access for flexible classroom/lab configuration and use

	Roll-up door to an outdoor academic quad Teacher and student collaborative areas (see Collaborative Space Section) Concrete flooring
Physics Classroom and Lab	Instructional technology per District standard Sink in counter if possible Under counter cabinetry for storage of physics equipment Moveable tables and chairs for 36 students
ICT Classrooms (2) – already adjacent to Hub	Instructional technology per District standard Group based learning design (tables and chairs, configurable for groups of two, three or four) Fixed laptop storage for 36 17- inch screen laptop computers Networked smart projector with capacity of broadcasting laptop screens Lots of draw space
Computer Lab/ Digital Art I	Instructional technology per District Standard Computer stations for 36 computer 3 Collaborative Rooms, Project space adjacent Storage Cabinetry or room for photo equipment
Computer Lab/ Digital Art II	Instruction technology per District standard Computer stations for 36 computers

	Adjacent Green and Control Room(s)
Green Room and Media Control Room	See below example
Audio Sound Room and Sound Booth	Adjacent to Green and Media Rooms

Example Green and Control Room

Innovation Hub (Remodel) Square Footage

Space	Square Footage
New Projects Classroom	2,300
Physics Lab and Classroom	1,920
Expanded Computer Lab/Digital Art	1,300
New Computer Lab/Digital Art	1,300
2 Remodeled Classrooms Into ICT	1,830
2 Staff Collaboration Spaces	200
1 Student Collaboration Space	210
Green Room	120
Media Control Room	145
Audio Control Room	150
Sound Booth and Sound Lock	190
Total	**9,665**

PHYSICAL EDUCATION – NEW GYMNASIUM COMPLEX

Vision
The vision is to build a competitive sport gymnasium and all school meeting space. The principal focus of the physical education curriculum is that all students—regardless of ethnicity, gender, native language, race, religion or ability—be given opportunities to succeed in physical education and develop a lifelong commitment to physical activity for both health and pleasure. Additionally, the physical education curriculum emphasizes a variety of cognitive, affective, and psychomotor teaching and learning strategies.

Trends
The trends in high school physical education encourage life-long fitness and are more and more incorporating fitness rooms with climbing walls, ropes courses, cardio vascular machines and yoga offerings.

Physical education teachers are encouraged to incorporate a variety of instructional media and appropriate instructional technology into their teaching. As instruction moves from team centered sports and competition to individual fitness, educational equipment must reflect this changing focus. For example, heart monitors can provide students with feedback on their heart rates while they perform cardiovascular exercise. Journals can be utilized to develop goals setting for both short-term goals in a specific class and long-term goals for lifetime fitness.

Anticipated Use
TLHS's existing gymnasium (gym), shower locker and team room will be expanded by the construction of a second competition gym. The new physical education building contains a gym, physical education classroom, athletic team rooms, physical education and athletic storage rooms, coaches' offices, a conference room, athletic training room, the athletic director's office, and a lobby with concessions area.

Community use of the gym will be extensive, and, therefore, wayfinding signage from well-lit parking lots is important.

Orientation
The physical education building should be located near the largest parking lot(s) to facilitate use and access. The outdoor facilities and play fields should be located as close to the physical education buildings as possible.

Curriculum
The major emphases of study in the ninth grade are fitness and team sports. Ninth grade is a stage at which students are able to synthesize much of what they have learned in the earlier grades, including knowledge of human growth development and physiology. Affiliation, a feeling of being connected and involved, is of primary

importance to ninth graders. Individuals are able to coalesce as a team and focus on the needs and contributions of other team members. The ninth grade physical education courses may include: wellness and fitness for life, volleyball, tennis, wrestling, self-defense, weight training, softball, dance, and soccer.

At grades ten through twelve, students are capable of choosing the physical activities they want to pursue. Opportunities may focus on individual or team sports of choice such as dance and personal defense. The tenth through twelfth grade physical education elective classes may include: cardio-vascular conditioning, tennis, racquetball, pickle ball, badminton, team handball, floor hockey, aerobics, golf, line dancing, archery, volleyball, flag football, basketball, and weight training.

Specific Requirements for Designated Area

All indoor physical education facilities are to be air-conditioned.

Gym

The gym is located in proximity to substantial parking and existing locker rooms. The gym needs to have two retractable main glass backboards, four retractable glass side backboards, and a resilient maple wood flooring system that will be striped for one 94-foot long basketball court with school logo at center court, a 10-foot safety zone at each end and 5-feet on each side, one main competition volleyball court, three competition cross volleyball courts and two auxiliary cross basketball courts. The floor needs to have all the floor plates and sleeves installed to accommodate the specified court. Two hydration stations are to be installed at each end of the gym. The gym is to have Wi-Fi and Bluetooth capabilities.

The bleachers on both sides of the gym should contain seating for approximately 1,200 spectators and be motorized to allow them to be opened or closed by one person. The gym must be equipped with a quality sound system that provides surround sound pointing downward with outlets on both sides and both ends of the facility. Two multi-sport scoreboards will be mounted on the walls at each end of the gym with outlets on one side of the gym. Two shot clocks will be on the backboards. One duplex outlet needs to be installed on each side, centered at the top of the bleachers for filming of events. Other data requirements to be located at both ends of the gym include: phone jacks, networked computer outlets, two wall mounted clocks and intercom systems. A scoring table is to be located on the team bench side of the bleachers, centered in the front with data outlets and access to scoreboard mechanics. Space for pendants and team rosters is to be provided on walls.

A storage room with two 4-foot wide doors, directly accessible from the inside of the main gym, needs to be large enough to accommodate basketball equipment and volleyball equipment (including nets and posts). The storage area is to have wire mesh dividers.

The gym must be Americans with Disabilities Act (ADA) compliant.

Lobby/Concessions Room/Ticket Booth
Located in lobby area of the gym is the concession room, which needs to be large enough to contain all the necessary equipment, storage, and accessibility to provide a food selling counter and food service for all extracurricular events that are hosted in the gym. The concessions room needs to have the appropriate number of duplex outlets, a networked computer outlet, a phone outlet, and a clock. A ticket booth is required at the public entry to the gym.

Physical Education Classroom
Located in proximity to the gym, the physical education classroom needs to be larger than typical classrooms to seat 40-50 students, and otherwise contain the standards for regular classrooms with instructional technology.

Athletic Training Room/Office
The athletic training room should be wired for a networked computer and a phone outlet, be equipped with a clock, an intercom connection, a whirlpool that has the proper electrical outlet and hot and cold water supply, and enough space to accommodate a trainer's table, four taping tables, storage cabinets for training supplies, a sink, and an electrical outlet and water source for an ice machine that is large enough to meet the supply and replacement demands of the athletic and physical education departments. The cement floor needs to contain a drain.

Athletic Director's Office
The athletic director's office should be located to allow visitors direct outside access and allow the athletic director access to the physical education offices. The location of the office also needs to allow for easy access to the training room and the athletic team rooms. The office should have enough space for three staff workstations and should be equipped with networked computer outlets, four duplex outlets, and have a carpeted floor and a clock. The athletic uniform storage room and restrooms are adjacent to the athletic director's office.

Athletic Team Rooms
Three athletic team rooms (one male, one female, one visitor) need to be located in the gym. Each needs to contain 20 vented athletic lockers, fixed benches in front of the lockers, a clock, and a mounted whiteboard that can be viewed easily from anywhere in the room. These rooms must be well ventilated and have inside access to the main gym.

Coaches Offices
Two coaches offices are to be located in proximity to the athletic director's office, athletic training and team rooms. An eight-person conference room is adjacent to the coaches' offices.

Program Area	Educational Specification Requirements
Gym Lobby	Display area Concessions area with counter for selling and back counter with area for refrigerator, hot dog roaster, nacho maker, heating plates and lockable storage, sink, running water Numerous outlets for concessions equipment VoIP and handset Clock
Gym	Bleachers for 1,200 total, motorized Layout per above Scoring table area with technology access and integrated power Two multi-sport scoreboards Shot clocks on the glass backboards High quality sound system Maple floor Mounted defibrillator Two hydration stations Wi-Fi and Bluetooth capability
Physical Education (Health) Classroom	40-50 student capacity Instructional Technology per Standard Tables and chairs for 50
Athletic Director's Office	Desk space and data access for three (3) staff members

	VoIP and three (3) handsets
Trainer Room	Data outlets for computer Whirlpool with proper electrical and hot and cold water supply Trainer's table Four taping tables Built-in storage cabinets for training supplies Ice machine and water outlet Sink and counter area Cement floor with drain
Coaches Offices (2)	Area for desk, data outlets, VoIP handsets Area for 4-person table and chairs
Conference Room	Table and chairs for eight people Matte finished whiteboard Short -throw projector Counter space VoIP and handset
Team Rooms (3) – Boys, Girls, Visiting	Well-ventilated 20 lockers each, open faced Benches Whiteboard, short throw projector mounts Carpeted
Storage	Directly accessible to gym Wire mesh dividers 4 foot wide doors

	Accommodates basketball equipment, volleyball equipment, and other storage needs
Uniform Storage Room	Adjacent to athletic director's office Check with athletic director for system needed to store uniforms
Laundry Room	An industrial washer and industrial dryer
Restrooms (if single occupancy, all gender)	Boys and girls, staff, public
Data/Electrical/Custodial	

Gym Square Footage

Area	Square Footage
Gym	10,000
Concessions/Lobby/Ticket Booth	600
P.E. Classroom	1,000
Athletic Director Office (3 staff)	300
Trainer Room/Office	450
Coaches Offices (2@150)	300
Conference Room	400
Team Rooms (3@400: boys, girls, visitors)	1,200
Laundry	80
Athletic Uniform Storage	300
Restrooms	495
Storage	800
Data/Electrical/Custodial	175
15% Circulation and Support	2,422
Total	**18,522**

VISUAL AND PERFORMING ARTS

Vision
Arts education provides students with unique knowledge and meaning based on inventions, imagination, and human judgment. The study of dance, music, theatre, and the visual arts guides students to experience and understand a universal language that speaks to the rich diversity of our multicultural society.

Whether students study the traditional disciplines of the arts, or engage in newer forms of artistic expression represented through computer generated visual design, video, or cinematography, they are exposed to the following instructional strands: artistic perception, creative perception, historical and cultural context, aesthetic valuing, and connection, relationships and applications.

TLHS is reconstructing its Visual and Performing Arts areas for the music, drama, ceramics, and two-and-three dimensional art classes. The ceramics and art classrooms may remain in existing location and be upgraded as needed.

Trends
Educational technology has had a great impact on arts education. In the visual arts, for example, digital photography, graphic arts, video production, and cinematography have become mainstream parts of the curriculum. In both instrumental and vocal music, students compose and arrange music using digital and electronic technology when appropriate. In theatre and dance, students utilize state of the art technology in set design, staging, and production. As stated in the Visual and Performing Arts Content Standards for California Public Schools, "[t]echnology is recognized as an essential tool that enhances learning and expression in all the arts disciplines and provides for expanded forms of expression in digital and electronic media." Virtual Reality technology is also beginning the visual and performing arts sectors as well as library services.

Another goal for arts education is to promote academic rigor through active practice, reading, researching, and writing about the arts, and participating in arts criticism. In addition, guiding students to make connections between all areas of the arts, and across subject areas, is a key focus of the standards.

Anticipated Use
TLHS is reconstructing its Visual and Performing Arts area for the music, drama, ceramics and two-and-three dimensional art classes into two new building area an art and performance courtyard. The ceramics and art classrooms may remain in existing location and be upgraded as needed. Digital and graphic arts will be located in the Innovation Hub.

Orientation
The Visual and Performing Arts complexes will be separate, yet adjacent buildings

on TLHS campus. The Performing Arts and Theatre complex houses the black box theatre, a drama classroom, a vocal and music classroom with adjoining practice areas and teacher offices. This complex will be located adjacent to the Performing Arts Theater. The visual arts program will either relocate or be enhanced within its current configuration.

These areas should have connection, by a corridor or some other visual method, to the academic areas of campus.

Curriculum
The Visual and Performing Arts Content Standards for California Public Schools (2001) outlines subject area standards that provide a foundation for instruction.

Academic rigor is a basic characteristic of a comprehensive education in the arts, including the following:

- Learning through active practice, rehearsal, and creation or performance of works in the arts
- Reading about the arts and artists
- Researching, writing, and communicating about the arts
- Reflecting on the arts in thoughtful essay or journal writing on one's observations, feelings, and ideas about the arts
- Participating in arts criticism on the basis of observation, knowledge, and criteria

The major elements of the new National Core Arts Standards include: Philosophical Foundations/Lifelong Goals, Artistic Processes, Anchor Standards, and Performance Standards with the overarching function being nurturing the ultimate goal of artistic literacy.

Classes for the music program currently include wind ensemble, string orchestra, choir, jazz band, and beginning piano. Classes for drama include two sections each of beginning and advanced drama. Classes for ceramics and art are Art, Advanced Art, and AP Art and a full day schedule of Ceramics classes.

Specific Requirements for Designated Area

Performing Arts
The Performing Arts building should be located near the school's main parking lot to provide patron parking for special events, as well as direct access to the black box theatre from the parking lot. The back of the building should be accessible to an interior campus road to allow for the delivery and transport of theatre production materials and musical equipment.

Black Box Theater, Control Booth, Dressing Rooms, Backstage
The entrance to the black box theatre should face the center or "quad" of the

campus. A ticket sales booth may either be included as part of the black box theater building or located in the nearby Commons or Performing Arts Theater. The area of the 150-seat black box theater and the control booth should be approximately 2,250 square feet. Public restrooms should be incorporated into the design of the Performing Arts building, or located in proximity to the building. The lobby could be designed for access through the Commons building.

The black box theatre design should provide maximum flexibility for the staging of theatre and musical productions. Flexibility for a "green screen" and other media arts functions should be considered within this design for multiple use of this space where possible. Seating should be situated on moveable portable risers, which accommodate individual padded folding chairs. The floor of the theatre should be constructed of wood to allow theatre sets to be safely and securely positioned on the stage. In addition, the floor should be able to be repainted, and when necessary, parts of it replaced.

An elevated control both of approximately 150 square feet will be accessed either by stairs, or by a lift as required by code for individuals with disabilities. The control booth will be located such that the entire stage area may be viewed from the booth, nearest the backstage area. This booth will contain the computerized controls for both the theatre's grid lighting system, as well as the its built-in sound system. It should be noted that prior to the installation of the lighting and sound systems, District officials and the building contractors should confer with an outside consultant, as well as a current district theatre teacher, to ensure that the specifications for light and sound adequately meet program needs.

Theatrical curtains will be installed on the walls of the theatre, including the opening leading to the backstage area. The doorway to the backstage will be of ceiling height and substantial width to allow for the movement of sets and props into and out of the theatre proper.

The backstage area will be accessible from the outside through an oversized automatic roll-up door or ten foot door that will open onto a fenced outdoor compound. This compound will be immediately accessible to a paved road to allow vehicles access from the theatre area to public roads. The proximity of the performing arts theater to the black box theater will provide access to additional resources for set construction. The interior of the backstage area will be large enough to support set construction and will be equipped with sufficient power outlets to support the use of multiple power tools at one time. Two private, lighted dressing rooms, each equipped with hot water sinks and full-length mirrors and one full all gender restroom per code, will be located in the backstage area. Built within the theatre complex will be adequate storage for costumes, props, and set materials. A mechanized costume storage rack may be considered. Speakers and a clock will be installed in the backstage area so that actors can hear their cues to enter the stage area.

Drama Classroom/Green Room

The backstage area will also lead to a drama classroom that can be used for classroom instruction during the day and act as a greenroom during special performances. The classroom will be equipped similar to standard classrooms on campus including instructional technology and will be equipped with either chairs and tables or student desks to facilitate instruction. This classroom will be different from other classrooms in that it will be connected to the theatre sound system. During performances, this feature will "cue" students in the greenroom to prepare for their performance. Another difference will be the size of the classroom. At approximately 1,000 square feet, this classroom will be larger than a regulation classroom to allow for presentations and rehearsals during classroom instruction when the theatre is in use.

Music Room

The Performing Arts building will also house the instrumental music classroom and could also serve for focus music in the future. This classroom will be oversized, at approximately 1,800 square feet, to allow for the use of portable choir risers, a conducting station for the teacher, and use of accompanying musical instruments, such as a piano. There will also be sufficient space for students to sit in chairs during non-performance aspects of instruction.

Primary consideration will be given to the acoustics of the room, particularly the prevention of slap echo and standing wave problems through the installation of acoustic shells. As all other classrooms, the music room will be equipped with space for a teacher desk with computer workstation, a data jack to allow for a ceiling-mounted short-throw projector, and a matte finished magnetic whiteboard with music staves and mounted projection screen on one wall of the room. This room will have additional electrical outlets on all walls to support the use of stereos and electronic instruments. A walk-in storage room for music equipment, instruments and supplies will be included as part of the design of the room.

The doors of the music room will be large enough to allow for large instruments to be moved in and out for performances. The location of the room will also provide for vehicle access to accommodate the transportation of instruments and equipment to off-campus events.

Office for Music and Drama Teachers

The music room will lead to a teacher's office. This office will be built with windows to allow full viewing of instruction in both classrooms (music and drama) from inside the office. The office will be large enough to accommodate workspace for two teachers and will be outfitted with phone and data jacks to allow VoIP phone and computer use. The office will be equipped with built-in sheet music storage cabinets. These cabinets should be made of metal and should be constructed with pullout shelving that facilitates the filing, organization, and access of the sheet music.

Practice Rooms

Around the perimeter of the music room will be three private practice rooms. These rooms will be built with windows so that the teacher can supervise the students at all times. In addition, there will be a separate locking instrument and room of approximately 480 square feet.

Visual Arts

The current art classrooms will either be remodeled or relocated to a building adjacent to the Performing Arts Complex, Commons, and Industrial Technology classrooms. Visual Arts classrooms include digital and graphic arts (which will be located in the Innovation Hub), a ceramics room, and a general art classroom. All rooms should be built with skylights and/or clerestory windows to allow for natural light, as well as ventilation of chemicals used in art instruction, and include a chemical hood in each room.

As the Visual Art building is designed, consideration should be given to aesthetic features. As this building and the Performing Arts complex and Commons will form the cultural center of the campus, consideration should be given to the creation of circular, concrete "arts court" between the buildings. This area could be encircled with columns or arches and would serve as a gathering place during performance intermissions, as the venue for informal theatrical and musical performances, and as the location of open-air showings of student artwork that can be locked, enclosed and protected from inclement weather. One area of the courtyard also might serve as a location in which to display student sculptures.

Ceramics Room

The ceramics room of approximately 1,800 square feet will be located with access to a covered, fenced, locking kiln shed. Construction should allow for three electric and two gas-powered kilns.

The classroom itself will be built with a concrete floor with counter sunk drains. It will have adequate space for both students' worktables and 20 pottery wheels/workstations. In addition, it will be equipped with drying shelves and display areas for student work. Display areas are lighted and well secured. There will be in-room storage for art work in progress including horizontal and vertical built-in cabinets to store work for 165 students. Separate glaze-making and glaze-using area, as well as a humidity controlled wet clay area, are needed. A gas line to the classroom will support a compressor and airbrush.

The room will include hot water, trough style sinks with four (4) faucet areas, counters with traps and a dish drying area. The door to the classroom should be easily pushed open for delivery of 25 pounds of clay. There will be a clay recycling area. The classroom will include instructional technology per the District standard and roadmap.

General Art Classroom

The general art classroom of approximately 1,800 square feet will be large enough to accommodate flat work tables or individual drafting style tables for a class of 36 students and an area for five easels. A garage door opening to an outside work area is desired.

The classroom walls will be tackable to allow for the display of student work. The room will be equipped with eight (8) hot water or four (4) industrial style hot water sinks to facilitate the preparation of materials and supplies as well as clean up. Lockable storage cabinets and flat storage shelving will be included in the room. Counters should be 36 inches wide to accommodate paper cutters and a printing press. The room will adjoin a separate, locking storage room for materials and supplies.

The room is to have concrete floors with a central drain. There will be in-room storage for art work in progress including horizontal and vertical built-in cabinets to store work for 165 students. An area of the classroom will have metal shelving for storing oil paint. A ventilation hood for printmaking is required.

The classroom will include instructional technology per the District standard and roadmap.

Dark Room

If the existing fine arts classrooms are modernized, then a dark room should be added. The darkroom will have white walls and ceiling, ample counter space, running water, and a dark lighting system. Entry into the darkroom will occur through a "light-tight", air lock double door. The ventilation system will be designed to avoid a concentration of chemical odors.

Office of Art Teachers

Central to the visual arts classrooms will be a teachers' office large enough to accommodate two-three teachers. This office will be built between two classrooms and will be constructed with large windows on both sides in order to observe and supervise classroom instruction. Locking doors will lead from the office to each classroom. The office shall have area for flat files, fie cabinet and matte board storage as well as display area and tackable surfaces.

Program Area **Performing Arts**	**Educational Specification Requirements**
Black Box Theater	Includes control booth Adjacent dressing rooms (2), storage room and restroom

	Access to the outside for set construction and delivery Built in flexibility for "green screen" and other media arts applications are considered Sound system TBD, includes soundboard and audio playback devices in the control booth Light design system TBD, includes light board, controller and dimer in the control booth Wood floor Curtains Padded chairs for 160 Public restrooms (could be in Commons) Ceiling height at least 13 feet in theater Ticket booth (could be in Commons)
Drama Classroom and Green Room	Slightly Larger than regular classroom Also serves as green room Communication to the stage area Tables and chairs for 36 students Teacher desk space Instruction Technology per standard Pull down screen Ceiling height at least 10 feet
Music Classroom	1,800 square feet Space for portable risers

	Floor electrical connections for 16 keyboards Teacher Conducting Station (mobile) Acoustics to prevent echo and waves Built in microphones for recording Mobile furniture for 40 for flexibility Instructional Technology per standard
Practice Rooms (3)	100 square feet Soundproofed and visible from classroom and teacher's office Ability to record in practice rooms
Instrument and Sheet Music Storage	480 square feet Instrument storage could be part of classroom with lockable cages Space for 12 file cabinets for music storage
Music Office	Space for 2 teachers May also contain music storage file cabinets

Performing Arts Square Footage

Area - Drama	**Square Footage**
Black Box theater for 150	2,300
Control Room	430
Drama Classroom	1,160
Dressing Rooms (2@110)	220
Storage	440
Lobby (shared with Commons)	
Restrooms (shared with Commons)	
Data/Electrical Custodial	175
15% Circulation	709
Subtotal Drama	**4,725**
Area - Music	**Square Footage**

Music Classroom	1,790
Music and Drama Office	100
Practice Rooms (3@90)	270
Instrument Storage	330
15% Circulation	374
Subtotal Music	**2,864**
Total Performing Arts	**7,589**

Program Area **Visual Arts**	**Educational Specification Requirements**
Ceramics Classroom	1,800 square feet Instructional Technology per standard Fenced, weatherproof, locking outside area for five (5) kilns: three (3)electric, two (2) gas; able to access area with wheel cart from classroom to kiln area Gas for compressor Concrete floor with counter sunk drains Area and electrical for 20 pottery wheel workstations Separate glaze-making and glaze using area (could be separated by half wall or other room dividing structure) Wet clay area with wire and book shelves Two (2) built-in wedging tables A "hot box" – heated drying cabinet with shelving HEPA filter Built-in dry shelving Lighted and secure display

	36 lockers for student work Damp room area with humidity controls and storage for supplies Hot water sinks trough style with four (4) faucets and clay traps Electrical outlets on all walls Counter with dish drying area Lockable teacher storage
General Arts Classroom	1,800 square feet Instructional technology per standard and ensure that projector is centered in room visible by all students Space for flat work tables and chairs for 36; work tables are 36 inches deep Lighted and secure display space (could be outside) Whiteboard space for either mobile or moveable like a folding wall Space for 5 easels Exhaust hood for printmaking or chemicals Hot water sinks (4-8 depending on type) 36 lockers for student work 36-inch wide counters to accommodate paper cutter and printing press Concrete floors with drain Locking storage area Variety of cabinetry including pull out, shelves and horizontal storage

	Metal shelving for oil paints and supplies with doors Data outlets and counter for 10 computers
Teacher(s) Office	Space for two (2) teachers' desks (standup option) Data connection for two computers Lockable storage Tall storage area Book shelves Adjustable size storage area for frames, large canvases and matte boards Deep, flat surface at least 36 inches wide Sink Area for flat files, file cabinets and matte boards Display area
Dark Room (if remodel existing fine arts)	Black walls and ceilings Ample counter space Running water Dark lighting system Entry into the darkroom will occur through a "light-tight", air lock double door The ventilation system will be designed to avoid a concentration of chemical odors.

Fine Arts Square Footage

Area – Fine Arts Classroom	Square Footage
Classroom	1,800
Storage	100
Shared Office	150
15% Circulation and Support	308
Subtotal	**2,358**
Area - Ceramics	**Square Footage**
Music Classroom	1,800
Music and Drama Office	80
Practice Rooms (3)	100
Instrument Storage	175
15% Circulation and Support	323
Subtotal	**2,478**
Area – Dark Room	**Square Footage**
f	**450**
Fine Arts Total	**5,286**

STUDENT COMMONS (CAFETERIA)

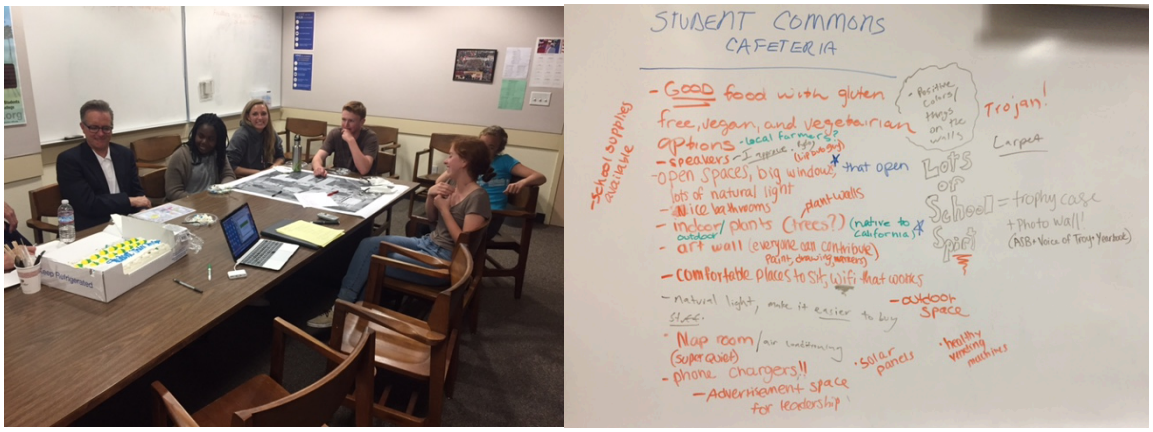
Vision
The vision is to move from a cafeteria space limited in its offerings and appeal to a student commons ("Commons") space that provides *all* students with a place to dine, hang out, study, relax, socialize, conduct student government and business, and collaborate with each other and with teachers and staff.

Trends
Traditional dining halls with serving lines and large foldup tables are being replaced by more open, interactive environments that have a variety of seating possibilities including table and chair groupings for 4-6 students to dine together, soft furnishings to relax and socialize, and counter height tables and chairs to study and use technology. Students are using Commons as places to relax, socialize, be entertained, work in small groups or alone, and to escape the rigor of their academic lives.

High school Commons with cafeterias are replicating those found on college campuses today, where institutional dining is disappearing and being replaced by café styled spaces where food is made to order and "grab-and-go", and there is ample daylighting, and connection to outdoor eating. Commons are inviting contemporary spaces adorned with student art and providing display areas for campus-wide events and clubs.

Changes in nutrition requirements, as well as students' involvement in making decisions regarding healthy food choices, have an impact on the design and operation of the food services function of the Commons. In order to promote nutritional choices in support of a healthy lifestyle, students should have access to a variety of fresh food choices that meet their nutritional requirements.

Student Voice
A student voice session was held at TLHS on May 11, 2017. The student leaders indicated the Commons should be for every student and a place to encourage interaction. The students indicated that a student Commons should be a space with lots of natural light, positive colors, comfortable chairs, open spaces, big windows that open, indoor plants, an art wall, display spaces (for ASB, yearbook, and Voice of Troy), Wi-Fi, outdoor space, nap pods or a super quiet room and phone charging area. Food options should include gluten free, vegan, and vegetarian options.



TLHS student voice session, 2017

Anticipated Use

The Commons and its adjoining areas accommodate a variety of uses, including students' and staff's food preparation and service, dining and Commons seating, assembly and meeting seating, and student government and activities planning. This facility is most heavily used by and for students: for breakfast and lunch service, for student activities, and for large meetings, and even performances. The Commons complex houses the multipurpose area, kitchen, food service areas including receiving, staff-dining lounge, Associated Student Body (ASB) store (could be located in Performing Arts Theater ticket booth area), ASB activity area, Career Center with student lounge and security office.

In addition to site use, community groups outside of school hours may use the Commons often. To maximize student seating for lunches and meetings and parent and community seating for evening and weekend events, the central Commons room should be approximately 4,500 square feet, and should seat a minimum of 300 students for meals. A covered area designated for outdoor seating, with food service available from portable carts as staffing allows, should augment indoor seating.

The food service program, housed within the Commons complex, serves the nutritional needs of both staff and students. A serving kitchen area serves as the hub for food preparation and service. The serving kitchen is separately specified by CINI Little International (see Exhibit C).

Orientation

Due to the large number of activities that take place in the Commons and adjoining areas, this facility is located as an integral part of the rest of the school. The main student entrances to the building open out onto a central quad leading to classrooms, allowing students easy access to and from the Commons structure.

Since this facility is used for a variety of events and activities after hours and on weekends, it is located near parking for school and community use and is located near other major buildings that require access to parking: the school office, student

services center, main gym, and performing arts building. The safety of users should be of paramount concern in planning circulation patterns to and from parking areas.

Student restrooms and water refilling or hydration stations are located within proximity to the main building. Restrooms are large enough to accommodate the number of students who use them during the busy lunch times. Single occupancy restrooms are all gender per code. For purposes of student safety and security, the entrances and exits to the restrooms open to the outside and are clearly visible from the main quad, as well as from the Commons. These student restrooms also serve as public and community restrooms during evening events and during community meetings.

The custodial office can be accessed from an exterior entrance. The office is wired for both telephone and networked computer access to enhance communication with teachers and site and District administration. The custodial storage area is directly accessible from the delivery and receiving area.

The student food services "speed" lines are accessible from both the front and back of the main kitchen to allow for easy staff access to restock food as needed during meal times. Consideration should be given to incorporating a salad bar station into one area of the speed line to promote students access to fresh fruits and vegetables.

As an alternative to speed lines, the District may consider a food court and "grab and go" options for students and staff.

All food service points of sale throughout the complex are connected to Wi-Fi with redundancy through data outlets to allow for the computerized sale of lunches. Display signs for menu items are to be installed for full view of patrons.

The student store is located in proximity to the Common's quad to maximize student access.

Specific Requirements for Designated Areas

Since the Commons will be used frequently for meetings, presentations, and performances, it should have good acoustics, a built-in sound system and a large automatic video screen installed at one end of the room. Large monitors for school news and events are strategically placed throughout the Commons. In addition, its construction should allow for the display of school banners, posters, and student artwork through the inclusion of mountable wall strips placed around the room or tackable surfaces.

The Commons should be an open, interactive environment that has a variety of seating possibilities including table and chair groupings for 4-6 students to dine together, soft furnishings to relax and socialize, and counter height tables and chairs to study and use technology.

The delivery and receiving area should also be designed in proximity to the custodial office and storage room. This area should be easily accessible from the main public street or from an internal roadway on the campus. Access should be designed not to impede the traffic flow on campus or block parking. In addition, this receiving area should be located to the side or back so that it is not visible from the main school entrance and does not impede traffic flow in and out of the main parking lot.

ASB Activities Space

The ASB activities space will be located in the Commons and provide space and storage for ASB activities and for conducting student government class.

ASB Student Store

The ASB student store is located near the central student entrance to the Commons or can be run through the existing ticket booth area of the Performing Arts building. Its design will allow students to move quickly from a single entrance through a single service line to select and pay for items. Built-in Formica-topped glass front counters will allow both display and storage of merchandise. The area behind these counters will be wide enough to allow a minimum of three student workers (as the program grows) to move freely to assist students with selection and purchase immediately. A built-in sink and counter-top unit of approximately 12 feet will be built-in on the wall immediately behind the work area. Above this counter will be built-in shelves for additional product display. Networked computer jacks will be provided to allow for two computerized cash registers on the main counter.

Career Center

The Career Center will be located in the Commons on the first or second floor and should have ample display space, data connections for 5-10 computer stations, space for the career counselor's desk and tables and chairs for 36 students as well as soft furnishings.

Staff Dining and Collaboration

A staff dining and collaboration room is located in the Commons building with the capacity for 45 at any one time. The room shall include sink and counter space for plugging in of coffee machines, microwaves and other small appliances as well as a space for a refrigerator. Soft furnishings and tables and chairs to seat 45 are provided together with tackable wall surfaces for notices and art. Staff restrooms should be located nearby.

Security Office

An office for security personnel is located in the Commons to provide supervision of the Commons and campus. This office has space for two desks, screens for campus monitoring and space to charge technology equipment.

Adequate storage should be designed into the Commons to allow for the storage of chairs and tables within proximity to the central space.

Program Area	Educational Specification Requirements
Commons	To be used for cafeteria-style, large group activity, and small group activities (4-6 person seating) 4,500 square feet (approximately) to accommodate sit-down dining for 300 Acoustical insulation Sound system Mountable wall strips for student displays Portable staging Technology charging stations Large screen monitors (2-4) Automatic projection screen VoIP clocks/intercom (2-4) Portable whiteboards Variety of soft furnishings; tables and chairs; and counter areas with technology access Wiring for exterior doors equipped with back stops or automatic closing
Security Office	Adjacent to the Commons Desk (standup option) for two staff Large screen monitors for campus supervision

	Charging areas for technology equipment
Staff Lounge / Development	Seating for 45; soft furnishings Counter space for: Microwave ovens (2), coffee pots, other plug-in equipment Sink Refrigerator Technology Bulletin boards or tackable surface Restrooms located nearby Access to outside seating Clock/Intercom VoIP handset
Student Store	Outside covered access (if possible) Counter space w/display cases Service line flowing through space "In" and "Out" doors Counter w/sink and multiple outlets behind service counter Built-in shelves above back counter (2) laptops/cash registers and drawer VoIP handset Electrical outlets (numerous) Space and utilities for self service items Clock/Intercom
ASB Space in connection with student store	Linked to outside or Commons space

	Portable speaker system TV monitor Ample storage and cabinets for poster making and other ASB activities Floor to ceiling matte finished magnetic whiteboard Clock/Intercom
Career Center and Student Lounge	Tables with seating for minimum of 25; soft furnishings Overhead projection screen or Magnetic whiteboard, short-throw projector, and data wiring (5-8) Computer stations Desk area for Coordinator (4-6) File cabinets VoIP and handset; Video conferencing capability Ample storage and display space; lockable storage Nano wall between Career Center and student lounge
Outdoor Eating Area	Adjoins Commons Covered Large enough to accommodate table seating for 75 students Equipped with wiring support installation of food carts Includes designated space and wiring for food service carts Located to provide line of sight supervision from inside Commons

Food Prep Area Central Kitchen	See Exhibit C
Custodial Storage	200 square feet
Custodial Workroom	75 square feet
Storage	Storage for chairs and tables

Commons Square Footage

Area	**Square Footage**
Cafeteria / Student Commons	4,350
Security Office	150
Career Center/ Student Lounge (2nd floor)	2,200
Student Store / ASB Projects Cafe	340
Staff Lounge/ Development (2nd floor)	1,450
Staff Patio (2nd floor)	730
Commons Restrooms (staff/student/public)	320
15% Circulation	1,431
Total	**10,971**

Kitchen per CINI Little International

Area	**Square Footage**
Kitchen	1,400
Walk-In Refrigerator	150
Walk-In Freezer	145
Dry Storage	400
Cleaners Store Room	8
Laundry Room	30
Staff Break Room/Lockers	125
Food Service Office	260
Servery	510
Receiving	130
Kitchen Staff Restrooms	335
Data/Electrical/Custodial	175
15% for Circulation	453
Total	**4,121**

LIBRARY MEDIA CENTER

Vision

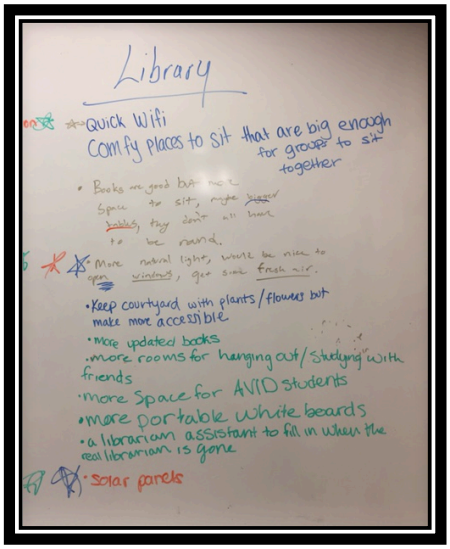
The vision is for the Library together with the Commons to be the hub of the school—a vibrant student-focused place where there are spaces to meet, to relax and read interesting books and materials in comfortable furniture, where food is available and there is access to the internet and areas to put group projects together—think a combination of an independent bookstore and a Starbucks.

The library is centered on six education and social pillars:
1) Reading and browsing;
2) Individual research;
3) Project production space;
4) Group collaboration spaces;
5) Easy access to technology; and
6) Adjacent eating space, possible rooftop garden and seating area.

The mission of the library and media program is to ensure that students and staff are effective users of ideas and information. The entire school community, including students, teachers, support staff, parents, and local organizations, uses the library media center. It is the point of contact with all available information systems outside the school campus. The central function of the library media center facility is the housing, circulation, and centralized distribution of the collection of information resources and equipment used in implementing the school's curriculum. It is an instructional space used for independent study, small groups, and whole-class learning activities. Staff meetings, workshops, and community events occur here.

Student Voice

A student voice session was held at TLHS on May 11, 2017. The student leaders indicated the Library should have lots of natural light, operable windows, comfy places to sit that are big enough for group to work together, access to portable white boards, quick WiFi, contemporary books and a variety of seating arrangements. They suggest an accessible library courtyard with plants and seating areas, and solar panels for the roof.



Student voice session, 2017

Trends
School libraries have evolved from simply providing print materials to offering rich selections of print, media, and digital resources; from teaching students how to search a card catalog to teaching students strategies for searching a variety of print, media, and digital resources; from teaching basic reading literacy to teaching information literacy—the ability to access, evaluate, use, and integrate information and ideas effectively. [x]

Virtual Reality software is becoming available for library services and can transport students back in time to historical events and allow them to experience other scenarios such as deep-sea diving or archeological digs.

Anticipated Use – Teaching and Learning Activities

- Whole class instruction and application of library and reference skills in all curricular areas
- Peer to peer tutoring
- Individual and small group projects
- Selection and checkout of library materials for research or pleasure
- Recreational and leisure reading
- Displays of student work such as writing and art projects
- Electronic research using computers, direct access to the internet, and other equipment
- Video and multimedia production projects
- Access to outside research databases via the school. District network and internet connections

Orientation and Relationship
The library is centrally located on the school campus and is an academic and social hub. It is adjacent to the Commons, the Performing and Fine Arts areas and central quad. Nearby areas include restrooms. There is adequate signage from the parking lot to the Library for the public to access this area safely.

Curriculum
Classroom instruction in the core curriculum is enriched with library materials that are current, accurate, interesting, and representative of a wide variety of cultures and viewpoints. Students develop library and reference skills that contribute to lifelong learning. Appreciation of literature is increased so that reading becomes an activity of choice for students.

Media services incorporate national standards for information literacy. *Information Power, Building Partnerships for Learning*, from the American Association of School Librarians and Association for Education Communications and Technology, outlines nine standards for information literacy that guide the work of Library Media Centers including:

1. Students access information efficiently and effectively
2. Students evaluate information critically and competently
3. Students use information accurately and creatively
4. Students are independent learners and information literate, pursuing information related to personal interest
5. Students appreciate literature and other creative expressions of information
6. Students strive for excellence in information seeking and knowledge generation
7. Students contribute positively to the learning community and society, recognizing the important of information to a democratic society
8. Student practice ethical behavior in regard to information and information technology
9. Students participate in groups to pursue and generate information

Space Needs

A central area for seating and large group activities accommodates chairs and tables for 60. A soft furnishing area accommodates 24 students. Three to four individual study areas or six to eight (6-8) person conference rooms with glass walls facing the library are situated on the perimeter of the central space. Study carousals for individual study are available throughout. A makerspace is adjacent to the central library area. It is important for the librarian to have visual access to all spaces. There are technology charging stations throughout. A "laptop bar" is envisioned with space for 15-20 students and could also be located in the patio area.

Built-in cabinetry around the perimeter of the space holds 8,000 to 9,000 books that are new, current and relevant to high school student interest and curriculum. Moveable, low shelving can augment the built-in cabinetry while keeping the central library space open.

The library's circulation desk will be wired for 1-2 computers that will support current District library inventory and check out software and have VoIP and a handset. The desk will be of adequate size to allow two employees to work comfortably at the same time. On the end of the counter facility in the library foyer will be a built-in book drop. A theft prevention system will be installed at the edge of the counter leading to the exit doors. A workspace for the librarian is to be provided

A textbook storage room is provided in the library with ample shelving to accommodate texts.

A computer lab and production room (makerspace) adjoin the library. In the makerspace a student should have access to whatever is needed to finish a library research project including all the tools and paper products. It is suggested that large work tables be provided in the center of the space with cabinets on the walls full of

supplies necessary for projects, including a variety of cabinetry similar to an art room.

An outside patio augments the library space and has tables and seating space for up to 50 students.

Program Area	**Educational Specification Requirement**
Library Central Space	Tables and chairs space for 60 Soft furnishing space for 25 "Computer bar" area Sturdy, adjustable, perimeter non-pressboard shelving; sufficient shelf space for no fewer than 9,000 volumes. Perimeter shelving with a maximum height of 5 feet. Space for some portable shelving is also provided divided into sectional units that can be placed appropriately throughout the reading area Two (2) PC based computers with barcode scanners and printer for library management system at the circulation desk Large 8-foot pull-down screen with matte finish mounted on ceiling near main seating area to be used for overhead projector, video, and other visual presentations Blinds for all windows Wall outlets throughout library for power Charging stations Adequate lighting with maximum adjustability

	Anti-static stain resistant carpeting
Library – Student Conference/Work rooms	Three (3) student conference rooms with floor to ceiling matte boards on one wall and tackable surfaces on the other Glass wall to the main library Instructional technology including short-throw projector
Student Project and Production Space	Open space for project development Instruction technology per District standard Counter space for projects with storage below on one wall Sink in counter space Resistant flooring (not carpeted)
Computer Lab	Space for 36 computers Teacher workstation at rear of classroom Instruction technology per District Standard Student work stations with small hand rails 6 inches to 8 inches on the side for private workspace Power, data access and charging hookup at each station
Librarian Work Space	Work table and desk for library staff Locking storage cabinets for supplies and valuables Power available for staplers, bulk erasers, laminators and other machinery VoIP handset Numerous outlets

Textbook storage space	Textbook storage room with adequate shelves to store textbooks.
Library patio	Space for 50 tables and chairs
MDF Room	

Area	**Square Footage**
Library	3,500
Collaborative Conference Rooms (4@180)	1,080
Computer Room	1,010
Production Space (Maker Lab)	1,010
Workroom / Textbook Storage	510
Storage	105
Library Patio	700
15% for Circulation and Support	1,187
Total	**9,102**

OPERATIONS—MAINTENANCE AND CUSTODIAL

GENERAL MAINTENANCE

- Doors
  - All interior doors to classrooms are to be wood, solid core, with vision-lite windows.
  - Exterior doors, depending on location, are to be either
    - hollow metal
    - storefront
    - FRP (fiberglass, reinforced polyester)
  - Hardware
    - Locksets – Schlage Primus with card readers for exterior
    - Panic hardware Von Duperin
    - Columbine-style locking
  - Closures are Norton
  - Interior doors have kick plates
- Classroom and office casework are to be laminated particleboard (aka Melamine). No drawers should be wider than 30 inches. All drawers over 24 inches wide to have full extensions and wrap around knuckle hinges.
- No plastic handles or pulls. Metal handles and pulls only, with through-the-face mounting.
- Multipurpose Room storage areas should have a 4-foot high FRP wainscoting.
- Where applicable, all other architectural areas should not be skateboard attractive.
- All speakers on the exterior of site buildings must be installed under an overhang or include a water-resistant cover. All exterior speakers must be manufactured and approved for outdoor use.
- Ceilings are T-Bar, suspended, with 2 foot x 4 foot removable panels in classrooms (Check brand and style with M&O department).
- "Hard lids" should be utilized in toilet rooms, storage and utility areas.
- Interior wall surfaces where painted are washable semigloss.
- Exterior drinking fountains are vandal proof and have bottle fillers with hydration stations without water filters.
- Door hardware is Schlage Primus at all campuses with card readers at exterior doors that shall have crash bars and Columbine locks.
- Hallways: protective wainscot FRP or laminate with top trim.

Flooring

- Carpet only in the office, library, and some areas as noted in specification.
- Resilient flooring in all spaces except above.
- Resilient floors to meet Cal Green Standards.

Restrooms

- All restroom walls are covered with tile, which may terminate at 8 feet.
- Each site should have a restroom capable of accommodating full inclusion students, including space for a changing table and a lift station (either portable or with built-in bracing to support the load).
- There should be hose bibs in the restrooms.
- All electrical outlets should be GFIs, regardless of the location within the restroom.
- Student restroom floors should be tile.
- Restrooms are equipped with solid phenolic partitions.
- Falcon waterless urinals (TBD model).
- Globe electric hand dryers without hush kit.
- Haws electric flushometers.
- Two (2) center floor drains with cleanouts.
- Glass with stainless steel frame mirrors.
- Waxie toilet paper dispensers.
- Individual porcelain wall hung sinks.
- Motion activated Haws faucets.
- Waxie Toilet paper dispenser–large double-roll.
- Stainless steel soap dispensers, bulk fill.
- Cold water only is supplied to the student restrooms.

Exterior

- For each building, there must be a cold-water hose bib on the roof to provide for easier maintenance of HVAC units, insulated or otherwise protected for freeze protection.
- Building exteriors are of stucco, hardi plank with tile accents.
- Signage for the buildings is embedded in concrete so the letters cannot be removed, popped out or defaced.
- Building identification signage is required: die cast, aluminum systems.
- Stewart marquees that are digital and wireless.
- Building exterior finish materials adjacent to playgrounds must be of a durable construction to withstand balls.

Locks (See above door specification)

- All multi-purpose rooms, and library rooms shall have doors with exit device style hardware with the capability to be locked from the interior. A keyed dogging mechanism should be provided.
- Door locks are high security “Kaba” or equivalent.

Roofs

- Roof access should be from the interior of the building (custodial closets).

- Flashing should be stainless steel, low maintenance.

Electrical

- 2 foot by 4 foot drop in light fixtures with electronic ballast.
- Multipurpose Room wall-mounted light fixtures should include wire guards or be ball resistant.
- Floor box receptacles are to be discouraged, but when necessary shall be floor mount and not monument style.
- All classrooms should have A/B switching.
- Exterior lighting to include only vandal resistant covers.
- All exterior lighting shall be controlled via photocell sensors.

CUSTODIAL

Custodial Supply Storage Room/Office

- Utility and mop sink with hot and cold water supplies is installed and surrounded by tile.
- Heating and ventilation system is part of a centralized system for the site.
- There are no less than 400 linear feet of adjustable shelving for supply storage.
- Center floor drain is installed.
- Adequate electrical outlets and lighting are supplied and wired on a separate circuit.
- Walls are covered with appropriate material to allow for hanging tools and storing supplies.
- Access is by way of a 3 foot walk-through door and an 8 foot steel roll-up door for loading and unloading supplies.
- Location is planned to ensure close accessibility to the site equipment and the supply loading and unloading area.
- Entire area of storage room is included in the planning of fire sprinkler system.
- Site security alarm system encompasses storage room.
- A separate controlled ventilator fan is included in the service area.
- Computer and phone jacks are near a desk area.
- There is a lockable cabinet.
- There is a flame-resistant cabinet.

Custodial Supply Closets

- Floor space of each individual closet is no less than 75 square feet.
- Utility and mop sink with hot and cold water supplies is installed.
- Custodial room wall and mop sinks should be sealed and tiled for a minimum of 24 inch around and above the faucet and tubs.
- There are no less than 20 linear feet of adjustable shelving for supply storage.

- Adequate electrical outlets and lighting are supplied.
- Walls are covered with appropriate material to allow for hanging tools and storing supplies.
- There are custodial supply closets in each wing.
- Access is by way of 3 foot walk-through door.
- All custodial closets are to be ventilated with motorized fan.

OPERATIONS—GROUNDS, SECURITY AND TRANSPORTATION

GROUNDS

Landscaping

- Fully automatic Furo I Central irrigation system installed to service all turf and planter areas over entire site.
- All planter areas near walkways or in quad are raised. Grade level planters are next to lawn areas.
- All landscape shrubs and trees are selected from common nursery stock that is easily replaceable.
- Type of grass is determined after soil analysis and is drought resistant.
- All trees and shrubs submitted on landscape plans are free of thorns, do not bear any fruit or berries, and do not attract bees or other insects.
- Trees and shrubs do not interfere with
    - any field activities;
    - any vehicular traffic on campus;
    - the visual ingress and egress of students, staff or visitors accessing the school site;
    - line of sight supervision from the site administration.
- Attractive native plants and available drought tolerant plants are used.
- The site is well planned and graded for drainage.
- All backflow regulators are to include a lockable, insulated cover.
- Trees are planted to avoid shutting out light from exterior fixtures.

SECURITY

Alarm Systems

- Master panels are centrally located and easily accessible. One (1) keypad is in the main school office. Multipurpose rooms and gyms should contain separate alarm system and keypad to facilitate evening and weekend events at this location without disarming the entire school campus.
- A perimeter alarm system that does not indicate which door is open is acceptable.
- System permits coded or user card access and provides a record of openings and closings.
- Motion detectors that cover all exterior windows should be included. The zone of coverage should cover possible areas of entry.
- Childcare facilities should be included on the District alarm system.
- Bay Alarm is the preferred security alarm vendor.

Fencing

- Fencing with lockable gates should be provided on the interior perimeter of the campus.

- Fencing from the community with controlled and lockable access points should be provided for the fields and hard court areas.
- Panic bars are required on street exit gates.

Windows

- No louvered windows or Plexiglas windows are installed in any building or doorway on campus.

Roofs

- Many creative methods are used to discourage intrusion onto the roofs. For example, covered walkways next to buildings can be cantilevered so supports and downspouts are recessed and not available for shinning.

TRANSPORTATION

Walkers Travel Path

- Walking students have a safe, direct path to travel from their homes to the school.
- Streets leading to the school site from all directions have crosswalks for students' safety.
- Streets have sidewalks leading to the school site.

Bicycle Area

- Bicycle parking area is in a separate area, NOT adjacent to either the auto or bus parking areas.
- Bicycle ingress and egress avoids having the students travel through either the auto or bus parking areas.
- Enough racks appropriate to site size (ask principal) for bicycles are installed and bolted in place.
- Entire bicycle rack area is surfaced with asphalt.
- Bicycle rack area is encircled with a six (6) foot high anti-climb fence (as appropriate to site size) with a double gate at least eight (8) feet wide when fully opened.

Bus Parking

- Length of the zone is adequate for number of buses that serve site.
- Red curb markings.
- School and principal office should have direct visual access to the bus-loading zone.
- Kindergarten classrooms should have direct visual access to the bus-loading zone.
- School access from the bus zone is a direct path of travel so students can be viewed from the bus to the school and classrooms.
- No crosswalks are allowed within the bus zone to discourage "walking students" from entering the bus zone.

- Appropriate street lighting for security and safety purposes.
- Extra wide sidewalks leading up to the bus zone, running the full length of the bus zone to allow adequate space for students to line up during the loading process.

Auto Parking

- Adequate parking appropriate to school and staff size.
- Adequate parking for visitors, five (5) spaces.
- Designated loading and unloading area within the auto parking area for parent traffic. Appropriate curb markings for loading only, discourages actual parking of visitor vehicles and enhances safety for students as they enter the school grounds from their vehicles.
- Auto parking area is located away from bus loading area, preferably not on the same street.
- Clear signs direct visitor-parking area and parent loading area.
- Parking spaces are marked or identified appropriately for "visitor" and "handicap."

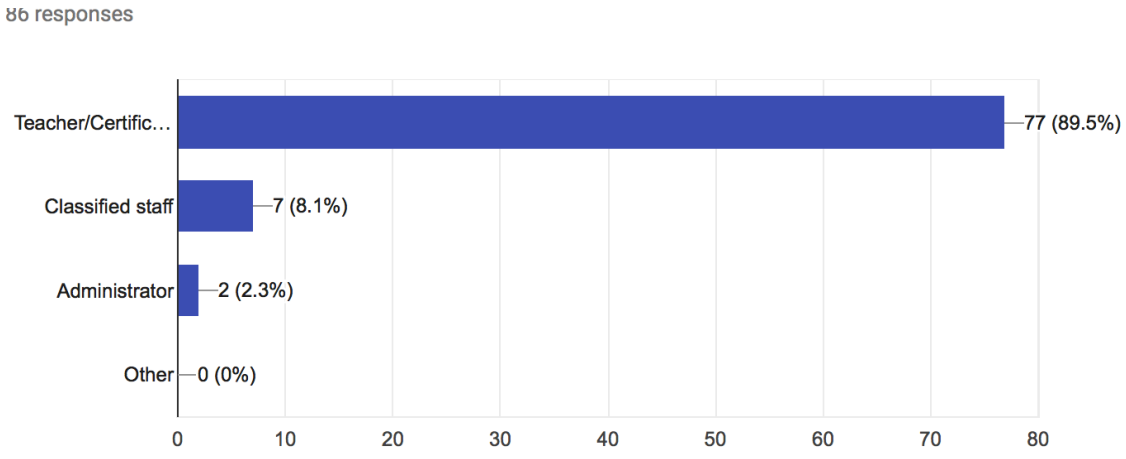
CDE Requirements

- Buses do not pass through staff parking areas to enter or exit school site unless a barrier is provided that prevents vehicles from backing directly into the bus loading area.
- Parent drop off area is adjacent to school entrance and separate from bus area and staff parking.
- Vehicle traffic pattern does not interfere with foot traffic patterns. Foot traffic does not have to pass through entrance driveways to enter school. Crosswalks are clearly marked to define desired footpath to school entrance.
- Parking stalls are not located so vehicles must back into bus or loading areas used by parents. Island fencing or curbs are used to separate parking areas from loading and unloading areas.
- To provide equal access to ensure the purposes of the least restrictive environment, bus drop students with disabilities is in the same location as for able bodied students.

APPENDICES

Exhibit A
San Rafael City Schools – Educational Specification Survey Results
May 2017

Please indicate your role.



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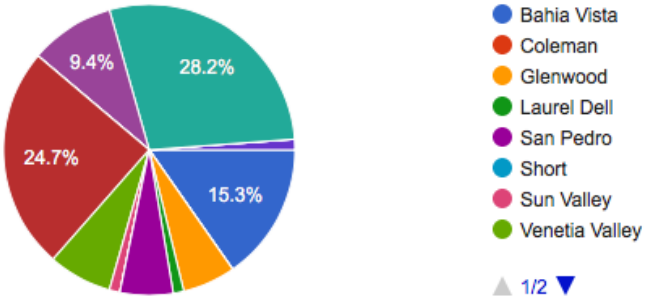
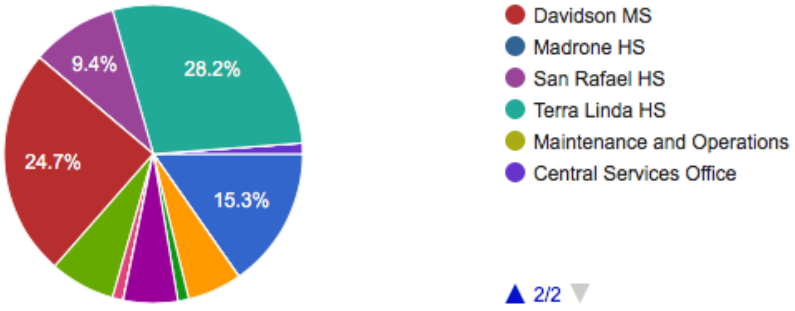




3. What 2-5 features of the physical learning environment ARE MOST IMPORTANT to student learning?

Teaching walls, spaces to show student work and charts, storage,

Access to materials (math manipulatives, classroom library, etc.) and a variety of learning spaces (tables, floor space, desks, etc.).

room to move around, mounted interactive projectors, the matte whiteboard at the district office made for markers and projection

lots of windows; access to outdoors; deep sinks with hot water; plenty of storage; large classroom.

Comfort, adequate space, acoustics, lighting (no glare)

air conditioning in classrooms, covered play area for kids, updated outdoor patio tables, and hook up projectors to ceilings in 1st floor classrooms.

Community, Comfort, Space (personal)

1. Large area for meetings, circle time, on the carper area. 2. Different areas around the classroom to create different spaces for center time. 3. A lot of electrical outlets for iPad/Chromebook charging stations. 4. Large outside area. 5. Multi-purpose room and/or gym for physical activity, assemblies, rainy day recess inside, etc.

Clean organized learning spaces with lighting, technology, sound proofing. Easy access to library and other educational supports. Design that encourages pride of ownership and upkeep by students and staff.

Air conditioning, Increased locker room capacity, well thought-out and organized technology spaces

comfortable temperature, movable student desks/tables for collaboration, easy viewing of board/projector screen

Brightness, Colors, comfortable

Overhead projectors, enough room that students can maintain at least a small area of personal space, sufficient whiteboard space that is visible from any area of the room

classrooms free of water damage and mold.

Classroom/Quiet breakout rooms (which we don't have right now)/a beautiful yard

Lots of natural light, A/C, lots of whiteboard space that is easily visible for students, overhead projection to present notes/student work, reliable working Wi-Fi/internet.

1. Shape & size of room for maximum visibility at any vantage point 2. Ability to keep a comfortable temperature, either through heating/ AC or building materials 3. Natural light (although if windows are too big, it gets very hot in the classroom).

proper desks/chairs,

temperature, space, safe

Lots of whiteboards, Overhead projectors Places to put student work Lots of Wi-Fi bandwidth comfortable chairs

-air conditioning -student work stations that support the use of one-to-one computer technology

Document Reader White Board

air conditioning and space in classrooms

Air conditioning, a clean room with no mold or mildew issues

temperature of the classroom and number of desks in the room

Adequate Technology Useable outdoor space Nice bathrooms spacious classrooms organic/fresh lunches

Safe open group learning spaces Access to technology 7 am- 9 pm Clean, updated facilities

AC, No Bullying, and teacher support

Storage, Small Group Workspace, Natural Lighting, 2 doors, adequate space for student desks

Enough space, cleanliness/modern, updated technology, SPACE!

Music - floor space, storage space and practice rooms in that order.

enough space/big enough room, good lighting, comfortable room temperature, good desks/tables/chairs, clean air (no mold, etc.)

temperature, lighting, space for students and teacher to move around freely

Enough room/space for up to 35 students Air circulation maximizing clean air classroom environment Adequate shelving for teacher/lesson materials Adequate technology/whiteboard space for learning

Comfort. Technology. Aesthetics.

Bright, warm environment, lots of wall space for charts, graphs, closet and drawer space for storage for books, art supplies, files, class materials, etc., heating/cooling systems, both student and teacher access to bathrooms/sinks. Etc., clean white walls, not that yucky off-yellow or green that usually gets painted in classrooms, whiteboards

table space for students to lay out projects and for me to lay out supplies for students, light (quality of light crucial!), wall space for display, ample space for students to move through the studio to different work centers, better/more sinks!

Appropriate bandwidth for WIFI, classroom temperature (enough windows that open or AC/heater that can be controlled by each classroom, covered area on yard to protect from heat/rain

Classrooms and collaborative spaces like the library

enough space, enough light, enough whiteboard space, technology that works & is optimally set up (example: the doc camera is all the way in the back of the room right now), AIR CONDITIONING - thank you for getting this!

ICT/STEM building, student commons, library, technology improvements, collaborative spaces for students to work

Large enough to hold up to 35 students while maintaining safety both in the classroom and the laboratory (I teach science), flexible for individual or group work, temperature and light control for comfort and ease of seeing the projector.

1). Ample space to meet the students personal and educational needs. No one should feel like they are learning on an airplane. 2) Sound isolation is key for many students to develop a focused state of mind. 3) Cleanliness, including mold, bacteria, etc. 4) Heating and air conditioning systems that work and don't force some kids to freeze while others are sweating 5) The space should be adaptable to individual teachers and learning styles

Functional and reliable technology devices, complete Wi-Fi coverage with plenty of bandwidth, comfortable furniture, easily navigated rooms, sinks and water faucets in every room

1. Wall and/or bulletin space to hang anchor charts and display student work. 2. Big windows/natural light with shades to help see the screen. (Dark rooms are depressing. 3. AC and heat. Airy well ventilated room. 4.Removable wall (allows opportunities to team teach) 5. Multimedia equipment (smart board) with classroom chrome books, computers, etc.

Adequate space in classroom for student movement, temperature control, minimal distractions from campus activities (PE classes, lunch, etc.), adequate internet connection speed, desks/tables that "fit" a variety of body types

1. Square room-NOT a rectangle so that all students can access learning resources on the wall 2. Light (nice windows) 3. Tile floor NOT carpet 4. Sink and water fountain in the classroom 5. A LARGE room with lots of space and storage

A well-compensated teacher, a clean classroom, clean campus, and maintained landscapes

We have a science teacher in a classroom without a sink. None of the science classrooms have the basic required safety equipment. The biology prep room has a leaking sink that has not been repaired. We need some upgrades to the science space, and we need adequate funding for lab consumables so that we can have a rigorous science program. Science classes are being cut at a time when we need more students entering STEM degrees/careers. The district needs to take a critical look at how they are undermining the science department.

space, natural lighting, carpet, standing desks, advanced technology

flexibility w/ regards to use options, natural lighting, ventilation and climate control, cleanliness/sanitation, enough outlets/portals to facilitate twenty-first century learning

Well ventilated classroom and enough equipment like computers.

cleanliness, appearance, useful space

heat, AC,

heat/AC

Comfortable classroom setting, furnishings.

enough SPACE: school way too crowded! safe routes to walk/bike to school. more bike racks. AC in more spaces.

Room temperature - when classrooms are too hot, students can focus and learn; we need AC! Seating arrangements

Furniture that can be configured multiple ways within a class period. Comfortable air temperature. Lots of board space. A reliable projector system. A reliable sound system.

air conditioning/cross ventilation (outside air) /cool temps in classroom, plenty of plugs for fans, twenty-first century desks and chairs, amazing technology and library spaces, music/science space.

1.Temperature of the room, students and teachers cannot work in a room that is over 80 degrees 2. Ventilation 3. clean bathrooms that the students feel comfortable using

space, circulation/heat/air conditioning, seating, ample whiteboard space, room for technology

Air conditioning!

Comfortable temperature, good natural light

Enough chairs and desks or tables for each student. Projectors and computers that work in each room. Enough materials to do hands-on laboratories.

Students should be physically and emotionally comfortable.

Clean, well maintained, mold free, and healthy environment.

Appropriate temperature inside the classrooms; windows that open enough to provide adequate circulation and cool-down; space for students to safely and comfortably move around in the classroom.

Climate control and cleanliness

Air condition and ceiling mounted projectors and more computers and tablets in the classroom

Physical comfort and safety (free from severe heat and cold and danger), adequate space for students to move around freely and to access materials, easier access to technology (ceiling mounted projector instead of projector cart), and easy access to bathrooms and water

Space to both work in groups as well as space where kids can work independently, easy viewing of projected materials from all locations in the room, access to electrical plugs for tools the kids or teachers may use, different seating options for different styles of learners, access to technology (Chromebooks, iPads, etc.)

Space for small group intervention Temperature Functional Furniture Computers High quality Playground material

table groups large table for guided reading rug area natural light - windows Bulletin Board wall space

Some sort of temperature control - natural or not windows and light

good lighting, comfortable working spaces, clean & uncluttered spaces,

Temperature, Lighting, Personal space availability.

AC, comfort, room, clean and safe

Adaptability of the space, ability to reconfigure easily and effectively.

having space for CTE Projects

4. What 2-5 features of the physical learning environment BEST SUPPORT student engagement in the learning process?

same as above

same as above

Furniture that is flexible, accessibility to technology,

Plenty of open wall space for anchor charts and bright windows.

chrome carts in every room, internet that is reliable, desks that are large enough for 8th graders

Good lighting & natural light; enough space for tables and table groups; flexible space for different groupings of tables or easels; instruction areas (whiteboards, projector screen) easily visible from student work areas.

tables (not desks), good work space

Community (conducive learning environment), Comfort, Access to materials

1. Large carpet meeting area 2. Large whiteboards for student access.

All students can easily see and hear instruction. Adequate space for storage of classroom and personal items.

centralized student information center, properly funded athletic program, school facilities to be proud of

this seems repetitive from question 3

whiteboards, paint colors

Flexible seating options (i.e., standing desks)

light, bright, and welcoming classroom environment, windows, air conditioning

Air conditioning, different types of seating

Flexibility to allow easy transitions from lecture style to student presentation to student collaboration project based learning. Windows/natural light and aesthetically pleasing environment - someplace you would want to be.

Anything that allows students to be comfortable and free of distractions. Simple design, good chairs/ desks, students can see, don't hear noise from other classrooms.

access to the internet, Chromebook and projectors

temperature, spacing

whiteboard areas for students to work access to Wi-Fi so students can access technology

I would love to have the physical space and the classroom furniture to support one-to-one technology. I have seen student work stations that have computer connectors build into the furniture and on wheels so that the room can easily change configurations and support the chrome books.

Easy access to laptops/tech, smaller classes, air conditioning

Same as above

desks set up in a communal environment, interactive projectors

spacious classrooms flexible seating/furniture outdoor learning spaces organic/fresh lunches

Teacher support

large mobile whiteboard, computer area designated for technology, enough space to have multiple collaborative groups occurring simultaneously, sound system and appropriate technology for projecting multimedia

Enough space, cleanliness/modern, updated technology, SPACE!

Air conditioning. Size of the room.

arrangement of desks/tables, good view of teacher's demonstrations (e.g., mounted projectors with big screens), and the things I listed in the previous answer

desks and chairs that can easily be moved around, assess to technology

tables instead of desks with comfortable seating Screen/whiteboard location for easy viewing

same

Space for students to move around and engage in other areas than just the desk, user friendly technology/infrastructure for both teacher and students, rug or carpeted space for floor activities, student accessible storage for art supplies, etc.

again: light, space to work, space to move around, organized open shelving and storage that is student accessible.

Tables rather than desks and access to technology

See #3. Desks that aren't broken

Cafeteria, library, student commons, STEM/ict building. Student voice and classroom visits and presentations along with my newsletter are my primary places to access student ideas.

See prior answer,

1) Sound isolation 2) Quality lighting with variable settings 3) Technology usage should be considered in the design. Students' physical placement in the classroom should not be dictated by where the projector has to go to meet district emphasis on the use of technology 4) Each classroom should be designed with the active use of computer technology in mind, including ample charging stations and storage for said technology

Functional and reliable technology, facilities maintained to not just function but look cared for, ability to navigate room to interact with students easily, lots of places to display work and announcements, lack of distractions (like tons of low windows).

1. Multimedia equipment 2. Wall and bulletin space 3. computers

Space allows for flexible grouping and alternative class configuration, technology availability - student computers and speedy connection

See above

A well-compensated teacher, open space and clean classrooms, open space campus with shade and protection from the elements.

Collaborative spaces, furniture that can be easily rearranged for different groupings

open space to learn and move, options for desks to meet academic and emotional needs, resources for different learning styles such as computers, iPad, chrome books, etc.

ventilation and climate control, flexible use options, multiple display areas/whiteboards/screens
their ability to access resources, enough space for each resource (counselor, specialists, etc.) inviting spaces
space, light
light and space
Teachers and their essential tools.
safe and flexible spaces. more space!
Room temperature Seating arrangements
See the above
air conditioning/outside air/cool temps in classroom, technology and library spaces, twenty-first century desks and chairs,
1. Comfortable temperature 2. adequate space for materials and furniture 3. Cleanliness to be healthy
seating arrangement, room for activities, ample whiteboard space, room for technology
Air conditioning!
Large rooms with breakout space - couches, tables, computers, etc.
Clean, modern, usable rooms. Air conditioning. Modern electronic science equipment that will expand to a university setting.
Working in a classroom with good ventilation.
Classrooms that have doors and windows that function, roofs that don't leak, and heaters that work.
Appropriate temperature inside the classrooms; windows that open enough to provide adequate circulation and cool-down; space for students to safely and comfortably move around in the classroom.
Organization and modernization
Air condition, ceiling mounted projectors and more computers and tablets in the classroom
Adequate storage and wall space that students can interact with, easy access to technology (various spaces for computers throughout the room, rather than just upon one wall)
Access to technology, flexible seating and collaborative grouping, ability to view necessary materials from every seat, extra spaces for maker activities
Space/furniture for small group instruction Temperature Functional furniture
Mounted document camera Areas for students to work in small groups air-conditioning
room design that allows for different desk configurations
Technology, Variety of surfaces and set-ups.
safe and bully free
whiteboard space, collaborative space
hands on learning of CTE Programs

5. What 2-5 features of the physical learning environment are related to STAFF JOB SATISFACTION?

Technology tools that work, work stations, storage
Organizational areas (shelves, cabinets, closets), ease of technology (i.e. teacher computer, document camera, printer, phone in close proximity).
interactive projectors, doc cams
Sinks with hot water, natural light, large room, plenty of storage options, access to outdoors.
Comfort, adequate space, acoustics, lighting (no glare)
same

Community, Support, Appreciation

Large classrooms, lots of storage, clean and organized rooms and layouts. Rooms that allow for different areas of learning and flexible seating (think stations and Starbucks).

Spaces/furniture which are easy to organize, reorganize and clean up. Close access to sinks and water for cleanup.

parking (organized, enforced, plentiful), air conditioning, better use of the staff room (how can we get more teachers to use)

n/a

Fast internet and computer,

Air conditioning, lots of storage, room to display student work, light and bright welcoming environment, enough whiteboard space that is clearly visible to students

Air conditioning and areas set up for technology

collaborative peers/understanding and supportive principal/clean and safe school

Environmental controls (A/C, heat, etc...), working technology (Wi-Fi, ceiling mounted overhead projector, etc...), classroom flexibility to accommodate different teaching styles (lecture, student presentation, group work, everyone can easily see the board)

Having rooms that work well (don't have to fight the layout,), comfortable temperature (it is hard to teach when you are overheated), lots of storage and surfaces for materials.

Safety, spacious, storage

bathrooms that are clean, well lit, and have ventilation areas for staff to meet and consult in small groups

Air conditioning. It is difficult for staff and students to focus on the lesson when they are sitting in a classroom that is over 90 degrees.

Lack of Air Conditioning hinders student learning and job satisfaction

air conditioning, smaller classes, and um, air conditioning

Air conditioning, a clean room with no mold or mildew issues, putting the insulation back in the ceiling so that we don't all hear each other's teaching through the wall

digital support for teaching and computer systems that are up to date

Modern classrooms Equitable technology Modern bathrooms

Inviting staff lounge; clean modern toilets

Teachers valued by District

accessible technology (electrical outlets available, efficient Wi-Fi connection, printers), accessible bathroom, natural lighting, storage, appropriate classroom furniture (desks, small group tables, bookshelves, computer tables)

Enough space, cleanliness/modern Enough space, cleanliness/modern, updated technology, SPACE!, updated technology, SPACE!

Sink with drinking faucet. Space for a portable Digital chalkboard

good natural lighting, comfortable room temperature, clean air (no mold, etc.), quiet HVAC system, enough space for storage of materials and equipment

easy access windows, enough space for PD room, community room, conference room, plenty of office space, heat and air conditioning

Ample work/desk space Freedom of movement in classroom to assist with PBL

Comfort. Technology.

Bright comfortable rooms, lots of storage options, heating/cooling systems in place, uncrowded rooms/room to move, wall space to hang charts, graphs, as needed, easy access to technological infrastructure

light, space to display student work, storage space!!! my own computer would be nice...

staff room that can support the bandwidth and space necessities of color copier, multiple printers, workspace counter, sitting area to eat/meet, enough parking for our volunteers/parents/teachers/other staff

Staff lounge and renovated classrooms

enough desk/drawer space, shades & windows that work

HVAC!!!!!!!!!! Faculty room for collaboration, technology improvements

Ergonomically designed teacher workspace. Technology in the right place to be controlled while in front of the class without obstructing the student's views. Good, controllable temperature and lighting, and the correct safety equipment installed in the right places.

1) Ample storage for several years of projects, lesson plans, and supplies. 2) Enough space so that we do not literally have to step over students to move about the room 3) Natural lighting whenever possible 4) Climate control and air quality 5) I never want to feel like I have reached the limit of what I can accomplish do to the room(s) I work in.

Functional and reliable technology, facilities maintained to not just function but look cared for, ability to navigate room to interact with students easily, decent storage, ability to easily interact with colleagues

1. AC and heat 2. Cleanliness 3. Well ventilated rooms 4. Shades for windows 5. Cabinets for storage

Ease of technology use, adequate storage space for materials, close proximity to photocopiers & teaching supplies

See above

A well-compensated teacher, an entrance to the front of the school as it was originally designed to set the tone for the day.

We were given safety training, but then not supplied with any of the safety equipment necessary to meet basic requirements of a lab. The science department is frustrated that we are responsible for student safety, yet we are not provided with the basic facilities/equipment.

natural lighting, safe campus, state of the art equipment

ventilation and climate control, adequate storage for mixed items (drawers, shelves, cupboards), natural lighting, multiple display areas/whiteboards/screens to facilitate versatile teaching

We should have a reliable internet and phone connection.

cleanliness, sufficient work space, sufficient space/privacy for counselors/other specialists: speech/RSP/etc.

Lots of natural light in the classroom

access to students

Access to students

Team work and appreciation.

more and better staff bathrooms! bigger faculty room and outdoor eating area that's actually inviting. more tables outside with shade!

Room temperature Classroom furniture (desks, chairs)

Heating and cooling system Hot water in the bathroom

cool temps in classrooms and staff areas, enough plugs for fans, fast internet available at all times, twenty-first century desks, chairs and technology, enough staff bathrooms

1. comfortable temperature, cool enough to not be sweating in the classroom on warm days and warm enough in the winter 2. Clean classrooms, bathrooms and break rooms

space, room for activities, circulation/heat/air conditioning, seating, ample whiteboard space, room for technology, space for desk/work area

Air conditioning!

Proximity to and shared space with colleagues (e.g. department lounge),

Electronics that work consistently and can be repaired. Science supplies that are accessible.
Having good ventilation and a comfortable temperature in the classroom.
Classrooms and buildings that do not smell of mold, that have been maintained and do not have liquid running down the walls from leaking ceilings.
Cannot be satisfied with my job when I know my students are suffering because of excess heat and poorly placed technology.
Climate control and appropriate technology
Air condition and ceiling mounted projectors and ability to access the internet anywhere on campus
Physical comfort and safety (free from severe heat and cold and danger), adequate storage for materials, easy access to technology (ceiling mounted projector), wall space
A large enough room to arrange desks/tables in different formations, mounted projectors that are connected to doc cameras at teacher's workstations, walls into which you can staple work or posters, access to electrical outlets in multiple places in the room. Wall mounted Chromebook storage would also be nice. The carts are HUGE! Also, the campus should have extra small group meeting/work rooms that can be supervised from outside by a teacher in an adjoining room. (Like Coleman's anterooms.)
All the above
better internet access
physical closeness to colleagues that we work with common areas pleasant outside areas to sit closeness to copiers, mail, etc.
well-designed space (form following function), use of natural materials, tech support, storage, space (as in enough)
all of the above, Organized Storage Space, A variety of Display Space
small class sizes
Functioning presentation technology, ability to post physical items to walls, natural light
being able to have the space to do all CTE Projects

6. What 2-5 features of the physical learning environment IMPROVE STAFF'S overall senses of physical comfort?

Technology, work stations
Enough faculty restrooms to share during limited breaks, a comfortable staff room to eat lunch.
space, no cords to trip over, sink, STORAGE STORAGE STORAGE, printers, laptops,
non-student spaces with sinks with hot water; natural area in classroom for teacher personal space (for desk, etc.); natural light; windows that open.
Comfort, adequate space, acoustics, lighting (no glare)
air conditioning is a must in our school
Positive mood & support
Lots of storage and large classrooms.
Water stations, access to work space (copier, staplers, etc.)
same as above
n/a
windows, air conditioning, clean classroom
I already took this survey, I forgot to add air conditioning.
Air conditioning, water fountains/sinks in the classroom, phones by the desks (not across the room), multiple doors from both inside the building and outside
Air conditioning and spacious classroom

being able to set the temp to what is comfortable for my students and myself/ desks, seats, and tables that are comfy for kids

Environmental controls (A/C, heat, etc...), working technology (Wi-Fi, ceiling mounted overhead projector, etc...)

Air conditioning, natural light, space for personal belongings, maybe some kind of fence around campus (so we don't have to worry about campus intruders).

Learning spaces within and outdoor experience

technology that enables staff to write on whiteboard electronically desks that are not metal, ugly, and don't have sharp jagged corners

A working heating system and air conditioning. The windows in my class room are not double paned and are very drafty in the winter. In the summer, my room cooks at over 90 degrees making it difficult for me and students to concentrate.

air conditioning

Air conditioning, a clean room with no mold or mildew issues, spraying for bugs so we don't have cockroaches running across my desk or the floor during class lessons

cooling and heat that work. no overcrowding of desks

Modern classrooms Modern Bathrooms

Dependable access to technology; teaching space for all; clean non-descript space that can be used by any teacher

AC and equal pay

Smartboard or large interactive projector, quick staff room, copy room and bathroom access from classroom, comfortable chairs for small group instruction, natural lighting, storage and organizational systems in place (shelving units, behind the whiteboard storage, cabinets)

Enough space, cleanliness/modern, updated technology, SPACE!, AC

air conditioning and heat.

good natural lighting, comfortable room temperature, clean air (no mold, etc.), quiet HVAC system

same as above

Air conditioning Quiet Heater/Ventilation

Air Conditioning. Technology

All of the above!

a welcoming staff-only lounge, not always filled with students using it as extra classroom! more, nicer bathrooms.

A/C, enclosed campus, covered walkways from one end of the campus to the other (currently we cannot go to the MU and be protected from the elements), appropriate bandwidth to support twenty-first century teaching

AC and the ability to create flexible learning spaces

Air conditioning! Again, thank you. Things that work; things that aren't broken. Enough work & shelf space.

HVAC - all I hear about Faculty room Collaboration space Tutorial space

See #5

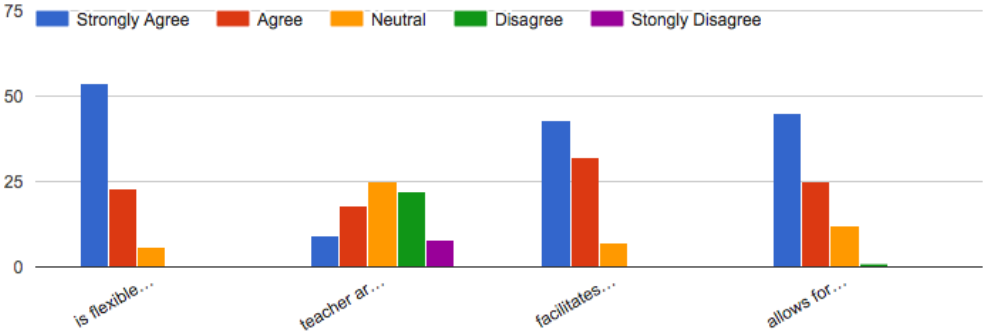
1) Rooms and spaces equipped with professional office supplies, not just the cheapest things we could find at IKEA 2) Clean, cold water should be available everywhere on campus (i.e., filtered water bottle filling stations) 3) A campus designed to accommodate rainy days in the winter. Currently, rain means that I will be wet most of the day due to the current layout 4) Quality restrooms with warm water in the faucets

Access to staff restrooms, navigable rooms, A/C in classrooms, comfortable furniture, natural light

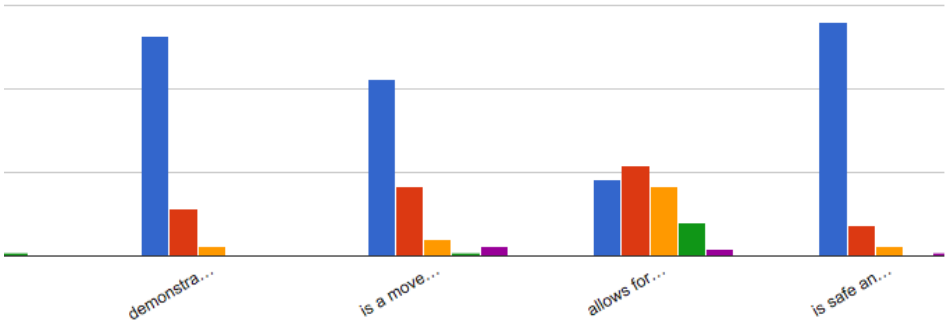
1. Air Conditioning and heat (but not over-heated....) Control thermostat 2. Cleanliness and well ventilated 3. Natural light and shades

neutral teaching area - can adequately teach left or right handed, close proximity to restrooms, area for small coffee pot/refrigerator, pleasant environment- clean, natural light, etc., efficient heating/cooling system
See above
A well-compensated teacher, clean campus including the surrounding neighborhood, quality food on the campus.
A nice faculty lounge. Good ventilation.
comfort, lighting, safe campus
ventilation and climate control, natural lighting (fluorescents are damaging to eyes), adequate restrooms to meet needs of large staff with same exact use times (between classes)
We are in need of furniture like tables, computers. safe, file cabinets and chairs.
clear access, defined/designated spaces, free space
Plentiful restrooms, Window blinds that close correctly and completely in case of lockdown
besides heat and AC, ergonomic desk/computer set ups.
ergonomic computer set up,
Classroom not too hot, not too cold. Knowing someone is there to help.
better/more bathrooms!
Room temperature
See the above
cool temps in classroom, enough staff bathrooms
1. Temperature 2. Ventilation 3. Cleanliness
space, circulation/heat/air conditioning, seating, ample whiteboard space, room for technology, space for desk/work area
Air conditioning!
Proper ventilation.
Well maintained buildings.
Appropriate room temperature; enough physical space to move around inside the classrooms without tripping over electrical cords from the projectors on the tables; enough whiteboard and wall space for instruction and displaying student work; printers and copiers that work on a consistent basis; immediate access to internet at all times.
Climate control and available technology
Air condition!!!!
Adequate heating and air-conditioning during severe weather, security cameras on campus operating during non-student hours
1) SPACE in the classroom! My classroom in Sun Valley's two-story is so cramped that it makes it hard for small groups to work. 2) Mounted projectors connected to doc cameras. As it is now, I have to constantly raise and lower my projector on a table. 3) Natural light. 4) Insulation under the carpet - we stand all day.
All of the above
air conditioning mounted document camera
natural light, adequate lighting, sound proofing, air flow, design
Temperature, Lighting, Flexibility of a space
AC and heat
Natural light, dedicated teacher space, air conditioning
Temperature, Lighting, Flexibility of a space
AC and heat
Natural light, dedicated teacher space, air conditioning
being able have storage accommodate all tools need to teach CTE

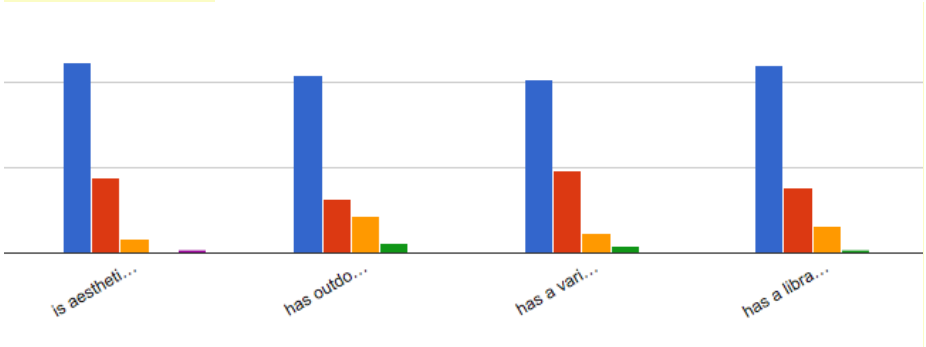
7. What type of school facilities should SRCS consider as it plans and implements the bond program initiatives? A facility that:



-is flexible and can adapt to changing educational practices.
-teacher areas are open and transparent (i.e. glass walls)
-facilitates maximum student-teacher interaction.
-allows for collaboration, interdisciplinary and team teaching (such as STEAM, Science/Tech/Engineering/Art/Math).



-demonstrates effective implementation of instructional technology.
-is a movement-rich environment, including flexible and varying types of furniture.
-allows for and encourages community use.
-Is safe and secure.



-is aesthetically pleasing and stimulating
-has outdoor learning spaces both formal and informal.
-has a variety of teaching spaces for varying group sizes.
-has a library/media center for gathering, reading, discussing, and research.

8. General comments related to Question 7. What type of school facilities should SRCS consider as it plans and implements the bond program initiatives?

I heard math got removed from the STEAM building. That is strange.

Designing spaces that incorporate technology in a flexible way would be great. Good Wi-Fi, smart boards as well as whiteboards in all spaces so that groups could utilize various spaces interchangeably. Maximum interaction between faculty/staff and students, but with places faculty/staff can get away.

Flexibility is key. Hard to know what the future brings, but having the flexibility and openness to change is important.

A library and media center and meeting spaces should be separate and distinct.

The wireless internet accessibility could be improved in gym facility. There are pockets of space in the building where wireless doesn't work...

It would be nice to see outdoor learning space be incorporated. Obviously, being safe and secure is the top priority. Having time to plan is always important.

Having the students and myself feeling safe and secure is the most important. This year, we have not felt that way with the air quality issues in the 10's wing, moldy ceiling tiles, mildewed insulation, etc.

STEAM

An outdoor/indoor stage and auditorium where students can sit outside when weather permits for assemblies would be a wonderful way to take advantage of the beautiful weather as a community.

Music rooms need specific features

None of the choices in question 7 mentions the things I wrote about in earlier questions: clean air, comfortable temperatures, good (natural) lighting. Perhaps the committee is thinking that they are "givens" or "prerequisites" but they most certainly are not at DMS. We have moldy classrooms and buildings. We have classrooms that can hit 100 degrees in hot weather. We need more than "aesthetically pleasing" work spaces.

The fundamentals must be put first and foremost. Wi-Fi that is strong and that can handle many users at once.

Skip the "glass walls!" re: #2

more display space that is well designed and can be used and seen by all

We currently use the benches outside the 100 wing as an outdoor classroom. I would love to see a space for an outdoor classroom with seating to take its place in the rebuild.

I do not personally prioritize or even endorse STEAM, but I do believe in collaborate learning environments and interdisciplinary teaching. Also, I don't think that glass walls will help students focus, but I feel it is EXTREMELY important that a teacher be able to monitor their entire classroom from their personal work space. I also think that classrooms should be open to observation without creating a distraction for students.

We need state of the art multimedia equipment to prepare our students for twenty-first century.

Well-made, comfortable furniture in a large, naturally lighted room are the basics a teacher needs. She/he can organize and design the space from that basic foundation. A teacher likes the opportunity to be creative with their arrangement of the space. Teacher autonomy within the space is very important to utilize the teacher's knowledge and creativity to serve her/his kids.

At this time the campus is not maintained and the entrance to the school is uninspiring.

technology, hands on learning, and gardening should be considered for our children's overall academic and social emotional needs

Overall, it seems that this school is suffering from the "broken window effect." If students felt they were entering a modern, clean, colorful facility each day, they would likely feel more motivated, especially those who are coming from rougher neighborhoods. There are classrooms with paint peeling chipped and broken windows, rotten wood around door frames, stained carpet and ceiling tiles... all of this makes it a pretty gloomy place to learn. A facelift is definitely needed.

both flexibility of spaces and aesthetically pleasing spaces are important to me

Classrooms are extremely hot and stuffy. Fans in the classroom do not work, neither does leaving windows open. We need air conditioning in order to have a classroom environment conducive to learning.

Technology doesn't work miracles.

Large library, science, music, technology, tutoring spaces, outdoor shaded space for gatherings

1. up to date and well functioning cooling and heating systems

In order to have effective teaching/learning you must have a building that allows one to have air conditioning as needed. It is IMPOSSIBLE to teach or even be in a room that is 90degrees and students are vomiting and have nosebleeds! This is truly inhumane!

What does open and transparent teaching areas mean? I want to be able to hide sometimes!

Before investing money into new buildings fix/ repair the existing buildings. There are many classrooms and hallways with leaking ceilings, mold dripping down the walls, dry rot, doors that need to be repaired or replaced, counter tops that are ripped and broken, sinks that do not work, ceiling tiles that have been missing for months, windows that do not open and some rooms even have black, pink and brown tiles from growing mold. Having a maintained and healthy environment is a must on all levels.

1: Bahia Vista was not built to support changing educational practices: many of us have our overhead projectors on standing tables (not on the ceiling) which means a dedicated spot in the center of the room that is dangerous for students and leads to students tripping on cords and knocking equipment on the floor. 2: We understand that our budget could not support air conditioning when the school was built-in 2006. Upstairs classrooms get as high as the upper 90's when the outside temperature goes above 80. The push-out windows don't allow for proper air circulation and fans do nothing. Children get nose bleeds, headaches, vomit, and can't think!

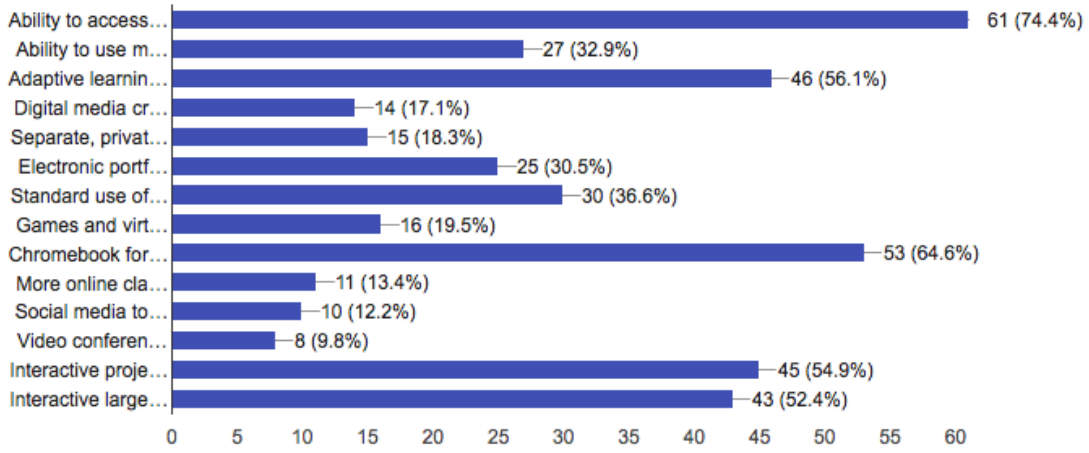
Beautiful school; awful design!

Regarding technology, having a ceiling mounted projector would make a huge difference in the effectiveness of utilizing technology when teaching.

Variety of learning spaces

up grading all CTE program is a must

9. Imagine you are designing the ultimate school. Which of these tools would have the GREATEST positive impact on student learning? Select up to five.



-Ability to access the internet anywhere on campus
-Ability to use my own device
-Adaptive learning software geared to adjust levels of difficulty or content based on student needs
-Digital media creation tools (video/audio) to make movies
-Separate, private-like, space for digital media creative
-Electronic portfolios for students
-Standard use of learning management or digital exchange system for teacher/student interaction
-Games and virtual simulation systems to enhance instruction
-Chromebook for every student, grades 3-12
-More online classes, with tutor support
-Social media tools for collaboration and communications
-Interactive projectors
-Interactive large screen monitors

10. Is there anything else you wish to share with the Educational Specification Committee about twenty-first century learning environments?

internet concurrently.

Adobe Creative Suite available in some classrooms and all computer areas. Tablets (like Wacom Tablets) available to be checked out or used by various classes. More than one extra computer in each classroom. Fast, reliable Wi-Fi and hardwired networks!

Computers/tablets (not Chromebooks) for every student, funding to internet access for students with home access, better broadband and Wi-Fi access, interdisciplinary courses, elimination of periods (longer full block schedules), restructure school day (only 6 periods with daily advisories), more teacher collaborative time for PLC, ability to project individual screens to group or class screens,

Ipad for every student Grades K-3

Thank you for your work!

Chromebooks for all students and flexible seating options

Math instruction requires students to be able to write down and show their work. There is software that allows students to write on tablets with a stylus. this form of technology is better suited for math instruction compared to every student having a Chromebook.

the more interactive the better, don't commit to any one technology that boxes you into a single vendor

We need a better lunch program. Not prepackaged food. Organic, local food

Tried to get Prism Walls

I think the most effective learning environments are the ones where students are proud to be. Simple things such as natural lighting, high ceilings and adequate storage can contribute to aesthetically appealing environments that students and teachers enjoy. More sophisticated environments include furniture specific to student needs (ex: standing computer workstations, small group areas, and interactive projectors or smart-boards) I think the most successful use of the bond would be to implement as many supports as possible from both of these areas.

I like flat floor spaces for music rooms, not tiered seating.

You must have a robust internet and Wi-Fi system in place along with stronger cell service.

I know most of this won't happen, but please remember to gear your thinking to who will be using the space, not just what the latest technology is or trend is spouting. Kids need a bright, cheery, comfortable, space, with room to move around. Not gaudy or fancy! Teachers need wall and whiteboard space and storage! Old or young, we all want to feel safe and secure at school!

support staff and students in green/recycling efforts

Before we consider any of the above, we need Wi-Fi that can support it. Currently, having the wireless printers using bandwidth is an issue. Once that is resolved, I would love to see any/all of the above.

Sorry - I could just pick 5 on that last question. You all rock! Thanks for all your support! Go SRCS. I'm ready to start phone calling for our next bond

If we want to strongly implement technology practices in our schools, then we need to design facilities prepared to adapt to new waves of technology that will inevitably be coming in the next few years. I strongly recommend that the technology adaptations that will be applied to our campus designs be designed in a way that we have ample space to expand those technologies, and not to over-invest on the technologies we are currently working with. Chromebooks will get us through testing now, but we will need a whole new system in a matter of years. It is crucial that our campuses are designed to adapt, and are not static to the current trend of educational technologies.

Teachers and students need to be in environments that they feel proud of (clean), inspire them to learn and physically comfortable (not too hot or too cold and well ventilated).

The design of the school needs to inspire teachers and students as they walk onto, drive into, and cycle onto the campus. Opening up the front of the school as the entrance would be a great step in that direction.

We must adapt and change with our students. We do not want to be left behind and find our students choosing other schools over ours. Change is progress.

twenty-first century learning environments will only extend as far as the school campus, unless there is also a community effort to improve remote accessibility so that students can use their chromebooks for homework and access learning tools.

Thanks for your communication!

While "high tech" is great I hope the "human touch" will not be forgotten

Our classrooms at Bahia Vista are very hot during heat waves- no drinking fountains in classrooms, no cross ventilation (windows open only inches and single doors open to a closed in hallway) no shade structures currently outside, no shade trees, limited drinking fountains outside. Hot temperatures are not conducive to student learning, student health (bloody noses, vomit, headaches), healthy of elderly volunteers, and staff morale. If the classroom is hot, nothing else matters. Design schools so that they can have cross-ventilation, shady areas, and stay under 80 degrees. That is number 1 priority.

All students and teachers deserve to work and learn under decent, comfortable conditions

Refer back to answer from #8

It's very difficult for students to concentrate and do their best work when the classroom is overly hot.

It would be good to do a survey of each building to really see the condition, healthy environments are of the utmost importance. Teachers and students spend long hours at school, we want to make sure that they are in environments that promote learning and are healthy environments.

None of the above can possibly matter if our learning environment doesn't support the health and safety of our students. Please see comments above. Thank you!

Children cannot learn in hot classrooms, especially on very hot days. Air condition is a must! Also, all projectors should be mounted on the ceiling. It is very dangerous to have the cords on the floor where students and elderly volunteers can trip over. This is a safety issue!

Before our students can become twenty-first century learners, we need to consider their basic needs. During the most recent heat wave we had many students vomiting due to heat exhaustion, and having persistent nose bleeds. It is extremely difficult to teach students who are suffering in a classroom that is 90 degrees. I believe that in order to best assist our students as growing twenty-first century learners, we must first determine if we are meeting their very basic needs of comfort and safety.

All proposals should be run by teachers currently in the classroom.

Thank you for seeking feedback

Since my projector for my document camera is on my desk, rather than being mounted to the ceiling, I am afraid that the loose cords will cause my second grade students or my elderly volunteers to trip. Also, because the projector is angled to the side, the image always projects unevenly, which is distracting to students. Because Bahia Vista is a two-story building, we need air-conditioning. Many students feel nauseous or have nose bleeds on hot days. There should be equity across the schools.

My classroom is 84 degrees on hot days. Students can not focus or give their best. We are all uncomfortable and sweating. Some are getting sick with headaches, including myself. An air conditioned environment is imperative to a productive and healthy learning environment.

I tried to get TL prism walls, but the company did not comply.

Exhibit B

SAN RAFAEL CITY SCHOOLS
TECHNOLOGY STANDARDS and ROADMAP 2016-19

This roadmap is a compilation of State of California and regional research focused on integrating technology into everyday instructional delivery at San Rafael City Schools (SRCS). Additionally, these district technology standards and roadmap create benchmarks for technology use by all teachers and staff. Sources that contributed to this analysis include

- The State Blueprint for California Education Technology
- State Frameworks
- The Consortium of School Networking (CoSN)
- The District's Local Control and Accountability Plan (LCAP), and
- The District's 2015 Facilities Master Plan.

It is noted that the collective opinion is that students will control more of their learning through personalized learning. The tools of technology will aid in this type of learning as teachers and students monitor and design the learning specific to the student's needs. The 2015 Facilities Master Plan set the groundwork by listing the technology tools needed in a standard classroom.

STATE PLAN

The State of California has offered some guidance for the use of technology in schools. Empowering Learning: A Blueprint for California Education Technology indicates*, "Education technology will be as effective and productive a tool in the school environment as it is in the world beyond schools."* SRCS can use the Call to Action as part of its own model for creating a Technology Roadmap.

> ***STATE PLAN - Call to Action:*** *Facilitate the infusion of 1:1 computing in school, after school and in the home; provide devices, Internet access, new digital curriculum materials, capacity for ongoing diagnostic assessment, professional development and network support, and institute an open standard for the exchange of educational information (p.13, A Blueprint for Great Schools).*

EDUCATION FRAMEWORK WITH TECHNOLOGY

"Technology pervades modern society. It impacts most aspects of the personal and academic/professional lives of youth and adults. Furthermore, it has the potential to substantially support the achievement of many of the twenty-first century skills discussed previously in this chapter: Its wise use demands critical thinking, it expands and enriches opportunities for communication and collaboration, it is a powerful tool for creativity and innovation, and it can contribute to global awareness and competence. Furthermore, technology as a tool for learning and expression can contribute to progress in each of the themes of the CA CCSS for ELA/ELD and the CA ELD Standards: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills." (Excerpt from the State Education Frameworks)

FUTURE TRENDS

The Consortium of School Networking (CoSN) publishes an annual report geared toward technology trends spanning five years. This report, called the NMC/CoSN Horizon Report, offers a guide into the future as trends become reality. The 2016 K-12 Education report charts long-term and short-term trends, including:

> ...redesigning learning spaces to accommodate more immersive, hands-on activities, and rethinking how schools work in order to keep pace with the demands of the 21st workforce and equip students with future-focused skills.

> ...In the short-term, the rise of coding and programming skills as a literacy emerged. These skills will bolster problem-solving, creativity, and critical thinking skills. (NMC/CoSN Horizon Report: 2016 K-12 Education, Page 1)

DISTRICT LCAP- TECHNOLOGY

The following items specify the funding allocations to support Instructional Technology

Elementary

Goal 2

- Action 4 d) Continue training and support for implementation of educational technology tools (Tech Jedis.)
- Action 5 e) 1:1 Chromebook: Enrich the Chromebook ratio as we move toward 1:1 with a focus on middle school to support implementation of ELA/ELD digital curriculum.

Goal 3

- Action 6 b) Purchase computers and/or tablets to maintain or improve student device ratio for targeted population.
- Action 7 c) Purchase computers and/or tablets and/or video projectors to replace outdated hardware devices for staff.

High School

Goal 2

- Action 2 b) Continue to implement CCSS-aligned units of instruction and assessments which will be uploaded to an online repository for teachers to access district-wide--purchase Canvas as LMS. Provide support for the creation of student ePortfolio beginning 2017-18, 9th grade class.

Goal 3

- Action 4 b) Continue to purchase computers and/or tablets all high schools to maintain or improve student device ratio.
- Action 5.c) Continue to purchase computers and/or tablets to replace outdated hardware devices for staff as needed. Purchase video projectors (and additional replacement bulbs) for staff as needed.

2015 SRCS MASTER FACILITIES PLAN

While some of the District's infrastructure is in good shape, a greater amount needs substantial upgrade and expansion. It is the goal of the District to provide an educational environment that supports a 1:1 student to device ratio. Additionally, it is the intent that all telephone and clock/bell systems be migrated to a Voice over Internet Protocol (VoIP) system for better controllability. Also, data infrastructure both in terms of cabling and appropriate MDF/IDF closets with appropriate cooling and power is imperative for a robust infrastructure that will continue to meet the requirements of technology-heavy instruction.

As new buildings are created, the following requirements should be taken into consideration:

1. Audio/visual systems should be integrated into the classroom.
2. Short-throw projectors to be used with whiteboard designed for display. Projectors should be wireless capable.
3. Voice amplification should be used for teachers to improve the instructional environment.
4. Teachers to have both tablets and laptops with docking stations.
5. All spaces (indoor and outdoor) should have robust wireless access so that all spaces can be part of the learning environment.

DISTRICT TECHNOLOGY STANDARDS AND ROADMAP

CLASSROOM TOOLS
Technology enhances strong student learning by providing students with greater access and rich opportunities, through powerful instructional models supporting:

- Differentiation of instruction
- Self-directed and teacher-directed learning
- Student Centered Learning- developing student ownership of their learning
- Versatility of use of program/tools
- Blending of curriculum and technology
- Highly complex instruction and learning
- Flexible and responsive instructional practices
- Increased teacher productivity, collaboration, efficiency and efficacy

To implement these models, our technology roadmap needs to dramatically increase student access to instructionally appropriate mobile devices. New instructional models will incorporate digital materials and some content will be available completely online. "Cloud-based" tools, such as Google Suite and the Canvas learning management system, will allow students, teachers, and parents access to class resources from anywhere and at anytime. Base standards will guide our growth and success as we increase our integration of technology into our everyday learning.

DISTRICT TECHNOLOGY STANDARDS
CLASSROOM (regular) • Standard Classroom Model will have PC-based desktop, document camera, projector display (interactive ultra short-throw), enhanced audio system (voice amplification) • Matte-finish magnetic whiteboards • Classrooms equipped counter-level access of (3) duplex outlets for charging 6 Chromebooks • Mobile device for all classroom teachers • Cloud-based applications (move from on-site server applications) • Google Suite services • Learning Management System (such as, Canvas or Google Classroom) • VoIP basic handset *OTHER STAFF OR OFFICE SET -UP* • PC desktop (optional laptop for administrators) • VoIP super handset • Printers as determined at each site

SYSTEM STANDARDS
DATA CENTER & NETWORK STANDARDS *BICSI 002 and TIA 942 compliant* **Data Center Requirements** POWER: Dedicated electrical power panel for all equipment racks and AC units with automated power transfer switch. TrippLite 8k units with additional batteries, run time of 4 hour minimum. Two additional units with power distributed between the units. Units configured to do weekly self-test. TEMPERATURE: Dedicated AC unit targeted at 60 degrees, not to exceed 80 degrees, scaled to appropriate size allowing for further server room expansion. LAYOUT: Rack system must be Cisco/Meraki compliant. Egress for all rack system must have no less than 36" clearance from walls or structures. EQUIPMENT: Switches-- Current Meraki. Firewall-- Meraki MX600 with Advance Security Features. Fiber Aggregation-- Meraki MS425 series. Cable standard-- Cat 6a plenum rated

Main Distribution Frame (MDF)
Secure room (where exceptions approved enclosure.) Power with TrippLite with additional battery packs, minimum of 60 minutes run time with weekly self test. Meet Data Center Temperature requirements. Mounted below the switch w/ SNMP card. Cisco ISR4451-AX w/6K Akamai & WAAS. Firewall & Fiber standards.. Switches-- Current Meraki. Cable standard-- Cat 6e plenum rated.

Intermediate Distribution Frame (IDF)
Secure room (where exceptions approved enclosure XXX.) Power with TrippLite APC 1500, minimum of 30 minutes run time with weekly self test. Meet Data Center Temperature requirements, wherever possible, ensure vented doors. If used mounted below the switch w/ SNMP card. Fiber terminated at top of rack or enclosure. Cable standard Cat 6e plenum rated.
High port density, shall be above 96 and low port density 96 ports or less, all Meraki brands

Classrooms
(9) (3 locations x 3 drops) Cat 6a plenum rated- Network Data Drops
(1) IP-Based Speaker/Clock Combo
(1) VoIP basic handset
(1) Wireless access point- minimum Meraki MR42
(1) Audio/visual connection plates, including audio adjustment- off-set front of the room and includes: USB, HDMI, Mini (3.5) data connections
(1) Voice enhancement system with priority page system adjustment

LEARNING ENVIRONMENTS
Classrooms will be modernized with new displays/projectors and the capability for teachers and students to easily and seamlessly show their work on the classroom screen. Spaces must be retooled to create collaborative and flexible working environments. The demand on more digitally-produced work invokes the need for mini video production environment so student can demonstrate their work. Also, other common spaces should be reevaluated to allow for small and large group configuration. An example of this is noted in the Schools Planning & Management: Reimagine Your Media Center, https://webspm.com/articles/2016/12/01/media-center.aspx?m=1

> *Identifying your media center's role in the overall learning ecosystem is a crucial first step. The media center's primary function is not to simply archive research materials. Information, through mobile devices, is literally everywhere.*
> *If your community wants to create workspace for multimedia or STEM projects, or a quiet space for independent study, or a social place for small group activities, or a large instruction area to bring whole classes together, can your media center meet those needs*?

COMMON SPACES

- Libraries will function more as media centers. As we move to 1:1 there will be a reduction of mini labs in the library so those spaces can be used for small group areas.
- Mini stations should be designed that allow for quiet zones or video projection zones.
- All common or courtyard spaces must have wireless connectivity to support after-hours access.

PROFESSIONAL DEVELOPMENT
Teachers must be supported through a range of professional learning opportunities in order to increase the adoption of electronic media. This includes the piloting and selection of curriculum and various technologies that can be used not only in the classroom, but as an extension to the students' learning day. As a model toward digital delivery of curriculum, teachers must be invited to learn at

the level that best suits their knowledge and experience using technology. We will create opportunities to learn and engage that include, recorded or virtual learning courses that allows for repeat viewing of a topic, and designing course delivery that includes proven outcomes rather than seat time. Staff members will be the owner of their learning.

Teacher and staff technology-delivery professional development includes:

- Video conferencing using Google Hangout or Go-To Meeting format
- Webinars through various learning environments and recorded trainings by SRCS coaches
- Google learning collaboration tool designed to discuss SRCS initiatives
- Using the "Flipped Classroom" model for professional development or staff meetings
- Certifying teachers with Google Classroom

ROADMAP			
2016-17	**2017-18**	**2018-19**	**2019-20**
• Design and implement a robust wireless network • Continue expansion of 1:1 program • Create demo site for 1:1 model • Prepare for increased bandwidth utilization • Create more virtual learning opportunities for staff, ie Go-To Meeting • Maintain four-year refresh cycle for all staff computers	• Continue expansion of 1:1 program • Create an additional demo site for 1:1 model • Create instructional models: makerspace, flipped or blended classrooms • Issue mobile device to all classroom teachers • Move all secondary schools to a learning management system • Create demo sites for interactive technology and enhance audio systems • Maintain four-year refresh cycle for all staff computers • Increase Internet bandwidth • Create a redundant and load-balanced network • Evaluate more technology-delivery professional development for training sessions	• Continue expansion of 1:1 program • Create 1:1 model at Middle Schools • Move all primary classroom to learning management system • Maintain four-year refresh cycle for all staff computers • Create instructional models for Robotics and Virtual Reality labs • Support additional online learning tools • Replace current phone system with Voice over Internet Protocol (VoIP) • Create a financial model to support non-construction classrooms to be updated • Move server base to cloud services	• Create 1:1 model at High Schools • Maintain four-year refresh cycle for all staff computers • Update non-construction classroom to standard class model

Exhibit C

Food Service Specification
CINI•LITTLE INTERNATIONAL, INC

1. Scope
   A. The foodservice design brief narrative and outline specifications are intended to provide general direction for the design and initial cost budgeting for the school kitchen, servery and storage located on the ground level, within the school facility. Proposed Sq. Ft r providing support for minor dining activities.

      1) School Kitchen – 1400 Sq. Ft. (Ground Level).
      2) Servery – 510 Sq. Ft. (Ground Level) - Request 2 POS and 1 Servery Line
      3) Walk in Refrigerator – 150 Sq. Ft. (Ground Level).
      4) Walk in Freezer – 145 Sq. Ft. (Ground Level).
      5) Dry Storage Room – 400 Sq. Ft. (Ground Level).
      6) Cleaners Store Room – 8 Sq. Ft. (Ground Level).
      7) Laundry Room – 30 Sq. Ft. (Ground Level).
      8) Foodservice Staff Break Room & Lockers – 125 Sq. Ft. (Ground Level).
      9) Foodservice Office – 260 Sq. Ft. (Ground Level). - 2 work stations
      10) Receiving Area – 130 Sq. Ft. (Ground Level).
      11) Foodservice Male Toilet– 165 Sq. Ft. (Ground Level).
      12) Foodservice Female Toilet– 170 Sq. Ft. (Ground Level).
      13) Commons Storage - 190 Sq. Ft. (Ground Level)

      Note: the above Sq. Ft can provide support to external dining activities.

Endnotes

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[i] (San Rafael City Schools Master Facilities Plan, 2015, page 2.11–12)
[ii] (San Rafael City Schools Master Facilities Plan, 2015, page 2.11–12)
[iii](San Rafael City Schools Master Facilities Plan, 2015, page 2.11–12)
[iv] (CDE website) Introduction to Common Core State Standards, page 6
[v] (NGSS webpage, http://www.nextgenscience.org).
[vi] (How Cross-Sector Collaborations are Advancing STEM learning, Traphagen and Traill, February 2014, page 9 http://www.noycefdn.org/documents/STEM_ECOSYSTEMS_REPORT_140128.pdf)
[vii] (CDE website, http://www.cde.ca.gov/qs/ab/)
[viii] (Hanover Research, School Structures that Support twenty-first century Learning (Washington, DC, 2011, and Susan Black "Achievement by Design" American School Board Journal, October 2007) 39–41 http://www.asbj.com/mainmenucategory/archive/2007/october/achievementbydesign.aspx)
[ix] (NMC/CoSN Horizon Report: 2016 K–12 Education, Page 1 https://www.nmc.org/publication/nmc-cosn-horizon-report-2016-k-12-edition/)
[x] (California Department of Education, Model School Library Standards for California Public Schools K–12, September 27, 2011, introductions. http://www.cde.ca.gov/be/st/ss/documents/librarystandards.pdf)