SAUGUS UNION SCHOOL DISTRICT

Educational Specifications

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Section 01

District Background and Development Process

The SUSD landscape

A Mountain View student engaged in reading

DISTRICT BACKGROUND

The Saugus Union School District is located in Santa Clarita Valley in Northern Los Angeles County and serves families in an area of approximately 94 square miles. Currently, there are approximately 10,000 students attending 15 schools. The District offers preschool programs on 15 campuses and have approximately 530 preschoolers enrolled.

The District was established in 1908 with the first school being Saugus Elementary School, which was closed in 1978. The oldest school currently serving students in the District was constructed in 1958 and the newest school opened in 2010. Emblem Academy re-opened in 2013, so there is a wide variety of elementary school facility campus layouts that have been developed over the 55 year span.

The District has a reputation of academic success with the schools consistently receiving recognition for performance. Fourteen of the District's schools have been recognized as California Distinguished Schools, many of them more than once. In 2012 - 2013 one school received the Title I National Academic Achievement award. In addition, five schools have been recognized as National Blue Ribbon Schools. Academic Performance Index (API) scores have been consistently strong with all schools over the state goal of 800. In 2012-2013 the API was 876. All demographic areas of student performance continue to show improvement. The approach the District takes as a partner in educating each child is holistic and comprehensive, taking into consideration multiple factors that affect each child's

development and success. Instruction is tailored to each child's learning style to maximize success for each student.

The District has an active parent participation movement at all sites with School Site Councils and Parent Teacher Organizations supporting community and educational needs at each school, with parents and the neighborhood communities believing that the education and development of every child is a collaborative effort of the school, family, and community. The District seeks community input and support to create an open environment which encourages excellence and success for all children. With the active involvement of the community, each of the schools is seen as an integral, valued part of the neighborhood fabric, a place for student-centered learning and development, as well as community activities.

Despite campuses of varying age, each with specific attributes and challenges, the existing schools demonstrate the District's commitment to safe and nurturing environments with both teachers and parents expressing appreciation for the supportive "family feeling" atmosphere maintained at each site. Embarking on an Educational Specifications process to assist in identifying the environmental guidelines and goals for the future of each school site is a testimony to the District's proactive and dedicated approach to ensuring it continues to provide a safe and supportive cultural and physical environment for all students well into the future.

DEVELOPMENT PROCESS

On November 4, 2014, the Saugus Union School District community approved Measure EE, $148 million dollar bond to improve the District's school facilities. Before implementation of the projects, the District decided to develop District Educational Specifications to augment their 2013 Facilities Needs Plan and help guide project development for identified projects in the recently passed bond measure, as well as plan for long-term facilities that will be addressed in the future.

The District then held three interactive worksessions with a broad stakeholder committee which included teachers, principals, parents, administrators, and community members, as well as Board representation. During the worksessions, the committee explored the educational approach and culture desired at a 21st century school. District Guiding Principles were developed, which aligned with the District's Mission and Vision. Guiding criteria for the physical environments and spaces of school sites was discussed and developed based on these Guiding Principles. While it was recognized by everyone that not all spaces and criteria would be able to be incorporated into all schools immediately, the criteria will help establish a direction for future planning of both the re-development of existing school sites, as well as for any new schools in developing areas.

A list of spaces with targeted square footages was developed for an elementary school to serve as space guidelines to include on each site. Since a focus of the current bond measure project list is to provide Science/ STEM labs, specific criteria for these labs were identified.

SUSD Educational Specification worksessions

The committee discussed design issues and considerations for sites including security, technology, environmental stewardship and sustainable practices, flexibility and adaptability, furniture, and student needs, which are reflected in this document. Recommendations were made to the Leadership Committee. Ultimately, the Educational Specifications are presented to the Board of Education for approval.

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Section 02

District Guiding Principles

Saugus Union School District Students engaged in learning

GUIDING PRINCIPLES

The Educational Specifications Committee discussed the desired cultural and physical environment for the elementary schools of Saugus Union School District and then developed District Guiding Principles that aligned with the District's Mission and Vision to articulate the principles of the cultural and physical environment.

District Mission Statement:
The Saugus Union School District in partnership with the home and community is committed to excellence in elementary education.

District Vision:
Academic and Personal Success for Every Child

District Core Values:
Respect • Integrity • Learning • Teamwork • Enthusiasm

Guiding Principles
- Provide safe, secure, and caring school environments for the Saugus Union community

- Construct nimble and adaptable teaching and learning environments with enough space to support all types of educational activities, including:
    - Direct presentation
    - Hands on learning
    - Quiet concentration
    - Personal interaction with a focus on the whole child
    - Allowing for student choice on how they best learn and feel comfortable at school

- Promote a dynamic and engaging school experience where collaboration, critical thinking, meaningful communication and creativity to foster powerful learning and development for both students and staff

- Create outdoor learning spaces that are comfortable, safe, and conducive for learning, social well-being, and play

- Develop a sustainable and environmentally responsible approach to teaching, learning, and living

- Build a flexible technology infrastructure that supports growth, change, and learning that is easily accessible to everyone

- Ensure equity within Saugus Union School District while respecting each campus's individual culture, personality, and vision

- Cultivate a community of respect, pride, inspiration and high expectations of each other who provide environments that celebrate student work with learning on display and where students and staff are excited to come to school every day

Section 03

Planning Overview and Design Guidelines

Envisioning students engaged in learning

THE INTEGRAL RELATIONSHIP BETWEEN ENVIRONMENT AND BEHAVIOR

Although it is often said "A good teacher can teach and mentor anywhere," today's on-going research suggests a correlative relationship between the conditions and design of school facilities and behavior and learning. An individual's relationship with spaces and their surroundings can not only improve the quality of the individual's experience in that space, but most behavioral scientists believe a physical environment can also effect, motivate, and support behavior.

Learning is a complex activity that tests students' motivation, mental concentration, and physical condition. There have been many studies that point to better attendance, improved test scores, and reduced disciplinary problems as evidence that the physical environment of a school can make a difference in a student's educational experience. As one looks at results of the research, findings link improved student achievement with building quality, good lighting, thermal comfort, acoustics, and indoor air quality. Studies also show a relationship between safe, secure, and well maintained schools and performance, attendance, and drop-out rate. The physical setting of a school can provide both students and staff with a sense of comfort and well-being creating a desire to want to be at that school.

The physical environment created for learning has a great opportunity to guide and encourage the type of transparent culture envisioned in the Design Guiding Principles. Elements of the physical environment can either support or hinder desired culture and behavior creating patterns for the way we act as well as interact with others. For example, if we want to foster communication and interactive dialog, we need to reinforce that with small areas for informal conversations and impromptu learning spaces both indoors and outside. If we want to encourage flexible group project work and teaming, the furniture, acoustics, and available space need to allow for a variety of group arrangements. Providing transparency through glass and more visible learning areas emphasizes the desire for transparency and open sharing among teachers, students, and administration on the campus. It also promotes sharing of work and accomplishments and allows for students learning from observing each other.

The flexibility of space and furnishings can encourage creative approaches to learning and team work rather than restricting process, thought, and project development. Students need to feel empowered to re-arrange and create a space to suit the needs of project development and learning styles.

Personalization of space also allows individuals to take ownership of that area which leads to both a sense of responsibility and pride. Research shows that when students participate in the creation of a space, students actively partake in maintaining their school. In addition, personalization of an environment can provide students with a sense of identity and belonging.

It may be as simple as a young child noting that he or she is part of the blue pod or is part of a theme classroom. Some say it is this personalization that will give a space a human scale rather than create an institutional feeling. Individuals feel at home in a personalized space and will relax and respond differently than when they feel they are in a more sterile or formal environment. Student work display, art, gardens, personalized signage and graphics, as well as color, are all ways to include learner-focused identity and personalization.

The same type of space does not support all the types of activities that take place during a day of learning. While interaction and collaboration are often needed for group work, quieter places for individuals to focus on a complex task are just as important. Individuals have different learning styles and their special needs and modes of concentration vary. A school environment needs to be sensitive to the needs of all individuals to allow for every student to have the opportunity to realize their potential. Gathering areas for students to present their work to larger groups need to be available at all times to encourage presentations and open discussion. Storage space and locations for project storage will not only keep spaces neater and safer for circulation, but will help both students and staff remain organized as they approach their work.

Location is a component of the physical environment that impacts human behavior and interactive patterns. Providing adjacencies and proximity for those that should collaborate and team is important to encourage the desired interaction. A defined smaller area where the same group of people gather and work allows for increased interaction with the same people promoting familiarity and comfort, just as with a smaller neighborhood.

A physical environment can also symbolize certain qualities, values, and personal experiences. A learning facility has the opportunity to symbolize hope, opportunity, or stability for students or create negative feelings as well. Perhaps one of the biggest impacts of safe, comfortable, and inspiring schools is that they communicate a message to students that they are respected and special individuals and that their personal success is important to their community.

Inspirational image for a safe and welcoming school

Image showing organizational principals for an elementary campus layout

GENERAL CAMPUS ORGANIZATION

The main entrance to the school should be located adjacent to the Administration Office so that visitors, including parents, must come through Administration to sign in and enter on to the campus. This secured main entry should be obvious to visitors and designed so it can be locked at desired times of the day. The campus access points are important cues for building interface for the users, but also need to be developed with security of the campus and occupants in mind. Everyone should immediately recognize where the main entrance is located. The entry provides a first impression and communicates a message about the school. It should welcome both visitors and students. Other entries to the campus should be developed with visual cues as well and labeled with signage. On many of the existing campuses the main entry may be different than a larger entry that is open in the morning for students to enter the campus. The student entry should be sized to allow large groups of students (20-30) to flow through the entry at a given time period without crowding.

The school should be zoned to allow for public use with controlled access points from more private school spaces and functions. As existing campuses are modified with new or modified buildings, consideration should be given to the access to various functions for security. Public use spaces such as the Multipurpose Facility, Administration, the Media Center, and play fields would ideally have entrances that could be accessed after school hours without allowing access to the entire campus. These areas should also be located close to accessible parking.

Classrooms would ideally be arranged around an outdoor common space with views from the Administration into this open common area with clear sight lines. This will provide a safe and secure space for students as access to the campus is controlled and the common areas are visible to administrative leadership. Ideally, primary grades would be grouped together, and if possible, the lower grades would be close to Kindergarten to allow for some cross grade classes and sharing. The Kindergarten classrooms should have their own play area and, when possible, separate drop off area where parents can park and walk students to the playground or classroom without crossing vehicular circulation. Upper grades would also be grouped together as existing sites allow.

The drop-off/pick-up zone is one of the most challenging areas of a school where students live outside of a walkable neighborhood. When possible, the zone should be located away from parking to avoid pedestrian circulation crossing the vehicular drop-off zone. This crossing not only slows down the efficiency of the student drop-off process, but also creates a major safety hazard for students and parents. The drop-off zone should be located away from busy streets and intersections, as vehicles will back up beyond the drop-off lane on the site.

Consider sheltered student circulation and opportunities for socialization both inside and outside buildings. These are great areas for student display and impromptu gathering and learning spaces.

Images showing ways spaces can be flexible for multiple activities

FLEXIBILITY AND ADAPTABILITY

Providing flexibility for any educational facility should be standard design practice. While it is difficult to know how our world, technology, culture and public education may change in the next 15-20 years, we do know it will change. While there are certain grade configurations established for the schools now, these may change in the future. Any new building structure and partition systems between rooms should allow for easy future layout modifications. Site master plans should allow for school expansion for increased enrollment or additional programs at a site.

Changes in needs for SUSD schools and classrooms will not only occur from year to year, but also from day to day, to support learning that will be so critical for the implementation of the California Standards. Spaces and furnishings should provide flexibility for easy modification throughout the day to accommodate a variety of activities and instructional methods created for different topics and projects. Class size will vary depending on current funding, technology tools, and curriculum delivery. The groups of students who use the school originally may be totally different than those who use it in the future, so art, colors and cultural references should be able to be modified in the future.

Consider loose furnishings in classrooms and offices to provide storage and support current technology and instruction methods rather than fixed casework. This will lend itself to adapting to future change. Mobile but durable furniture will also allow staff to reconfigure learn-

ing spaces to individual students' learning styles and support all students in the way they best learn. Flexible furnishings and even storage units will empower students and teams to personalize their space providing another opportunity to create a sense of ownership in their educational journey. Tables and chairs should be able to easily move from a group presentation configuration to small group discussions and individual focused work. While there is a focus on collaboration on project work, students still need to have quiet space for individual quiet focus and study. Since most facilities at schools will be existing classrooms, utilizing flexible furnishings and storage is an easy way to upgrade all of the spaces to align with the Guiding Principles without major structural changes and new construction.

Common spaces throughout the school should also be adaptable for multi-use to maximize the usage of all square footage. Indoor dining spaces should be planned to support a multitude of school and community activities such as presentations and performances, school fairs, project sharing, and dances. Spaces ideally should allow for community use and parent support. Mobile tables on casters and light weight, high density stacking chairs can provide flexibility as well as comfort, but storage for these items should be included to assist with the flexibility of the space. Even outdoor spaces, including dining areas, should allow for flexibility and shared use.

Opportunity for creating a friendly but secure entry for the school where visitors are routed through the administration

Check in point at the Administration reception

Avoid landscaping where students or intruders can hide

SAFETY AND SECURITY

SUSD wishes to provide a warm and nurturing school environment, while also providing a safe and secure campus for all students, staff, and parents. Both active and passive security design features can be used to create a safer school environment. The layout and zoning of the school will lay the foundation for securing the school, providing limited but friendly access points with clear open spaces for observation and control.

Large curves in buildings, hidden alcoves, large bushes and other large landscaping features provide potential hiding spaces for both school intruders and students and should be avoided. Exterior spaces between multiple small buildings also create areas which are difficult to supervise. Student circulation between classes, lunch, and recess are often periods of student disruption so proximity of spaces, to limit circulation, and create open circulation pathways that can easily be monitored, are important to the security of the school. The position of the Administration and Principal's Office for control of the site and entry is critical. Everyone who enters the site should have to pass through the Administration Office for access to the rest of the campus.

Active security systems may include surveillance cameras, access hardware, motion detectors, and alarm systems. The District will strive to provide each campus with up-to date approaches that are appropriate for each school along with appropriate fencing, but much of the security and safe feeling of the campus will be provided by creating personalized learning environments where students and staff know each other as well as parents coming on campus. An atmosphere of familiarity, trust and respect is a critical element in creating a safe and secure learning environment.

Possibilities for design and furnishings

DESIGN AND FURNITURE APPROACH

The design layout and redevelopment of all schools should center on the educational concepts of direct instruction, arts integration, and hands on application projects and the integration of the California Standards in the curriculum. The type of furniture, technology, and equipment used in the school will be important to support the learning activities, curriculum, and desired district culture outlined in the Guiding Principles. The following guidelines should be considered.

- Include mobile tables and furniture that support collaboration. Classrooms and labs are developed around the concept of collaboration between student teams as well as staff. Furniture on lockable casters is beneficial. Students and staff in the classroom should be empowered to re-arrange the learning environment to meet the current learning and project needs for that day. The furniture should allow for personalized learning environments to be created for all learning styles. While furniture for teaming is important, furniture also needs to be provided for more independent, quiet work, and direct instruction.

- Provide ample electrical power throughout all rooms to support technology and equipment. Power for charging stations for laptop carts, interactive pad carts, and other technology tools should be included in the design. Consideration of management of electrical cords and cable must be included in the design layout and furniture selection. Cords can be a major tripping hazard in classrooms and labs.

- Provide easy access to the latest technology tools for all students and staff in all locations.

- Allow the physical learning space to go beyond the classroom and extend into circulation pathways with social interactive nodes, display, and transparency to observe students as they work. Corridor space and outdoor space should be an extension of the classroom with windows to the classrooms and labs when possible. Space supporting informal large and small group presentations should be included throughout the school. This can be accomplished with light-weight stacking chairs, mobile vertical writing surfaces, and mobile laptop supports.

- When possible, include classrooms that open up to each other with doors or movable walls and are adjacent to small group spaces and outdoor learning labs, which assist in creating flexible project areas that support multiple learning styles.

- Consider mobile storage units which can be easily modified or replaced in the future as technology and storage needs evolve rather than fixed casework. Storage units on casters can provide dividers to create smaller teaming spaces within a larger space.

- Develop gathering areas with emphasis on spaces to support small groups of 3-8 and groups of 30-40 students. This encourages more student participation and interaction rather than always having to meet in a large assembly space.

Opportunities for sustainable materials, daylighting, natural ventilation, and organic gardens can create a high performance school

HIGH PERFORMANCE AND ECOLOGICALLY RESPONSIBLE

The District wants to provide high performance, economically operational schools for their students and community and raise the ecological consciousness of their students and staff through the development of sustainable facilities. The design or redesign of each school should consider creative and effective opportunities for sustainable building practices that can assist in balancing the carbon footprint, controlling waste production, and water conservation.

Facility designs or redesigns should consider design features that will incorporate sustainable practices and develop environmental awareness in the school curriculum. Examples include a food garden, exposed sections of building systems of the facility, recycling/reuse bins and composts and rainwater collection systems.

A high performance school should be:
• Healthy, safe, and secure
• Thermally, visually, and acoustically comfortable
• Energy, material, and water efficient
• Environmentally responsive to the site, climate, and community
• Easy and cost effective to operate
• A teaching tool
• A community resource

Student needs should be a focus of design
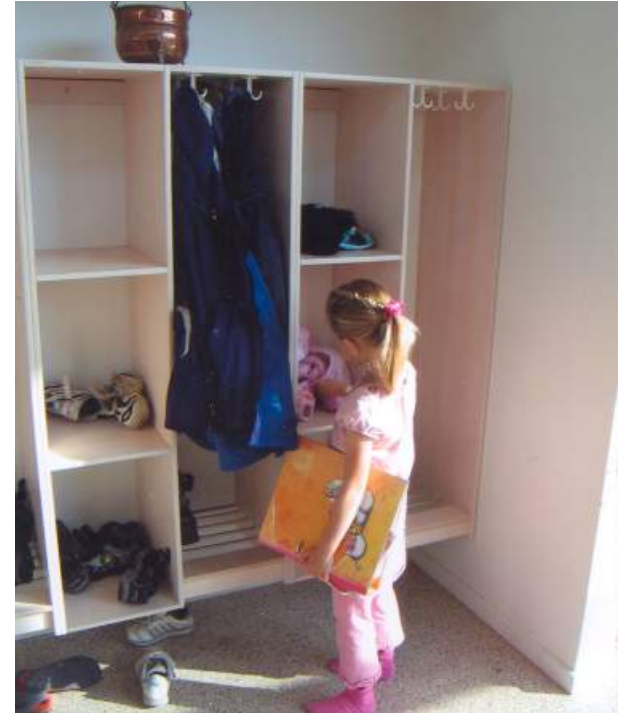
STUDENT FOCUSED

A school organization and design should be developed with the focus on meeting student needs and creating an environment that will both nurture and stimulate the learners. While educational facilities should support the teachers and staff and provide spaces that serve the community, the school's primary user who must perform every day is the student. Too often the students do not have a voice in the development of the design and the adults involved in the process can have a different perspective on what they would like to see in a facility. Color, lighting, scale, and aesthetics should relate to the students.

One of the District's goals is to maximize student potential. Spaces should support a variety of learning styles of students. We know all students learn in different ways. Students need to do independent work and participate in large and small group instruction. Learning spaces need to allow for hands on projects and encourage students to explore subjects beyond what the initial requirements may be.

Most of today's students are competent using a variety of technology tools and will expect to use such tools in their daily learning. Spaces should have the latest technology tools as part of the environment with one-to-one devices. Technology can also support the students in sharing their projects with both their local and global community. This can expand the reputation of each school and the District beyond the walls of the local community.

Student considerations include:
- Storage for students' personal belongings, including hooks, cubbies for backpacks and coats
- Appropriate restroom facilities where students can ensure personal hygiene
- Quiet or semi-private spaces to allow students privacy to express their emotions
- Comfortable furniture that supports ergonomics for a particular age group
- Plenty of space to move without being crowded
- Spaces to display their work in a professional manner
- Easy access to food service that allows for time to eat and visit with friends
- Covered spaces from weather conditions for circulation and play
- Indoor and outdoor spaces where students can socialize and relax

Existing SUSD sites

APPLICATION OF SPACE STANDARDS TO EXISTING SITES

Redeveloping existing campuses for new educational concepts requires a different approach than designing a new school and site. Existing conditions including street and site access, location of utilities, and permanent structures, as well as locations for interim student housing, must be considered in the redevelopment plan. The space standards and design guidelines are meant as a target to develop parody among schools and create improved learning spaces that will support the Educational Vision and Goals of the District and 21st century learning.

Each of the District's existing sites is different and will need to be analyzed on a site by site basis for the exact approach and strategy to implement the guidelines. In addition, individual sites may have specific needs or issues that need to be addressed that are specific to that site or neighborhood. As each site is planned for redevelopment, enrollments should be verified, but in most cases the existing sites require the addition of core spaces to serve the identified enrollment goal of approximately 750 students. Ideally, each site should have a school specific long-range site master plan showing phased redevelopment, understanding that total redevelopment of a site will have many phases and take many years to complete. The advantage of having an identified long-range campus site plan is that it guides expenditures of resources on each site toward an ultimate vision and can assist in avoiding expenditures of valuable district resources on structures that may ultimately be removed. As each site is analyzed, the existing permanent site

structures and site attributes should be analyzed for how to best align economically viable and prudent projects in a long-range redevelopment plan with the intent of the Educational Specifications. For example, in some schools the Small Group Rooms to support independent or small team project work, tutoring, or small meetings, may need to be created within a classroom space with flexible dividers or in an outdoor space adjacent to a classroom. Spaces such as a Flex Lab, or additional field or parking space could be planned for in a long-range master plan, but would not be built until funds are available.

Loose furnishings, loose equipment, and mobile storage are an easy way to upgrade the existing facilities and will make a big impact in supporting the implementation of the educational approach to implement the California Standards. New furnishings that allow for easy reconfiguration and project based learning will allow for an existing school to align with the intent of the Educational Specifications without major construction being required.

Section 04

Space Guidelines

GENERAL CAMPUS

Highlands Elementary School

General Campus for K-6 -approximately 750 Students

PROGRAM SPACE OF A TYPICAL SUSD ELEMENTARY SCHOOL

Academic Core

Special Education

Library/Media Center

Science/STEM Lab + Special Focus Areas

Physical Education

Food Service

Administration

Custodial

GENERAL DESIGN GUIDELINES FOR EXISTING CAMPUSES

Redeveloping existing campuses for new educational concepts requires somewhat of a different approach than designing a new school and site. Existing conditions including street and site access, location of utilities and permanent structures, as well as locations for interim student housing, must be considered in the redevelopment plan. The space guidelines are meant as a target to develop parity among schools and create improved learning spaces that will support the District's Educational Vision and Guiding Principles.

Each of the District's existing sites is different and will need to be analyzed on a site by site basis for the exact approach and strategy to implement the space guidelines. In addition, individual sites may have specific needs or issues that need to be addressed that are specific to that site or neighborhood. Some school sites may have a special educational focus such as an arts program and will need specialty spaces to support that program. As each site is planned for redevelopment, enrollments should be verified, but in most cases the existing sites require the addition of core spaces to serve current populations. Ultimately, each site should have a school specific long-range site master plan showing phased redevelopment.

The relationship site diagram on the adjacent page is meant to show general ideal relationships between functions and spaces on a campus. This is meant to be used as a planning guide understanding that existing site layouts and constraints will need to be considered as new projects are planned for near and long-term future development.

Future considerations and possibilities

RELATIONSHIP DIAGRAM
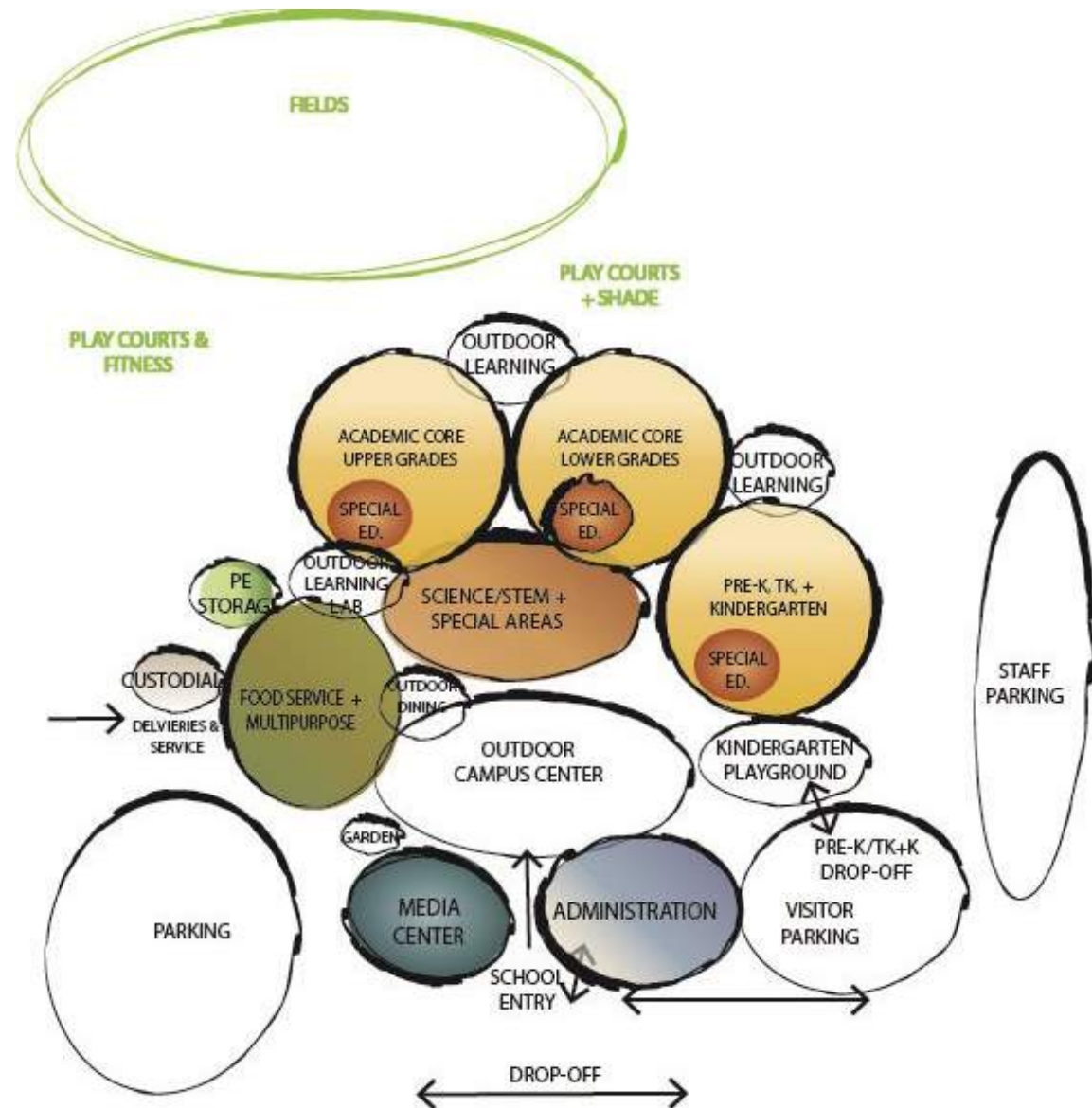
AC ACADEMIC CORE

SE SPECIAL EDUCATION

MC MEDIA CENTER

SP SPECIALTY FOCUS AREAS

FS FOOD SERVICE

PE PHYSICAL EDUCATION

AD ADMINISTRATION

CU CUSTODIAL

ACADEMIC CORE SPACES

AC
SE
MC
SP
FS
PE
AD
CU

Academic Core

PROGRAM SPACE	Targeted SQ. FT.
TK + Kindergarten classrooms* (includes restrooms & storage)	1,350
Grades 1-6 classrooms	960
Flex lab could be a space added in the future to support a variety of project-based curriculum	1,200
Small group rooms between classrooms (larger space in an extended learning area can also support this need)	120
Outdoor learning space	-

The classroom learning environment should be learner focused while also supporting the staff. Student loading may vary throughout the life of the school depending on current educational philosophies, economic conditions, and grade level ranging from 24 -32 students. The classroom design should be flexible to adapt to multiple curriculum and delivery models and support to a variety of activities that could change throughout the week or the day. Mobile, durable, and ergonomic furniture that is easy to move and reconfigure should be considered, however it is important that the furniture is stable. Furniture should also support a variety of learning styles and physical comfort. The environment should be media and technology-rich and easily accessible everywhere in the school. The classroom should be designed in such a way to allow for adaption to media and technology forms in the future and include ample supporting power. Consideration should be given to the secure storage and charging of technology and media devices and tools.
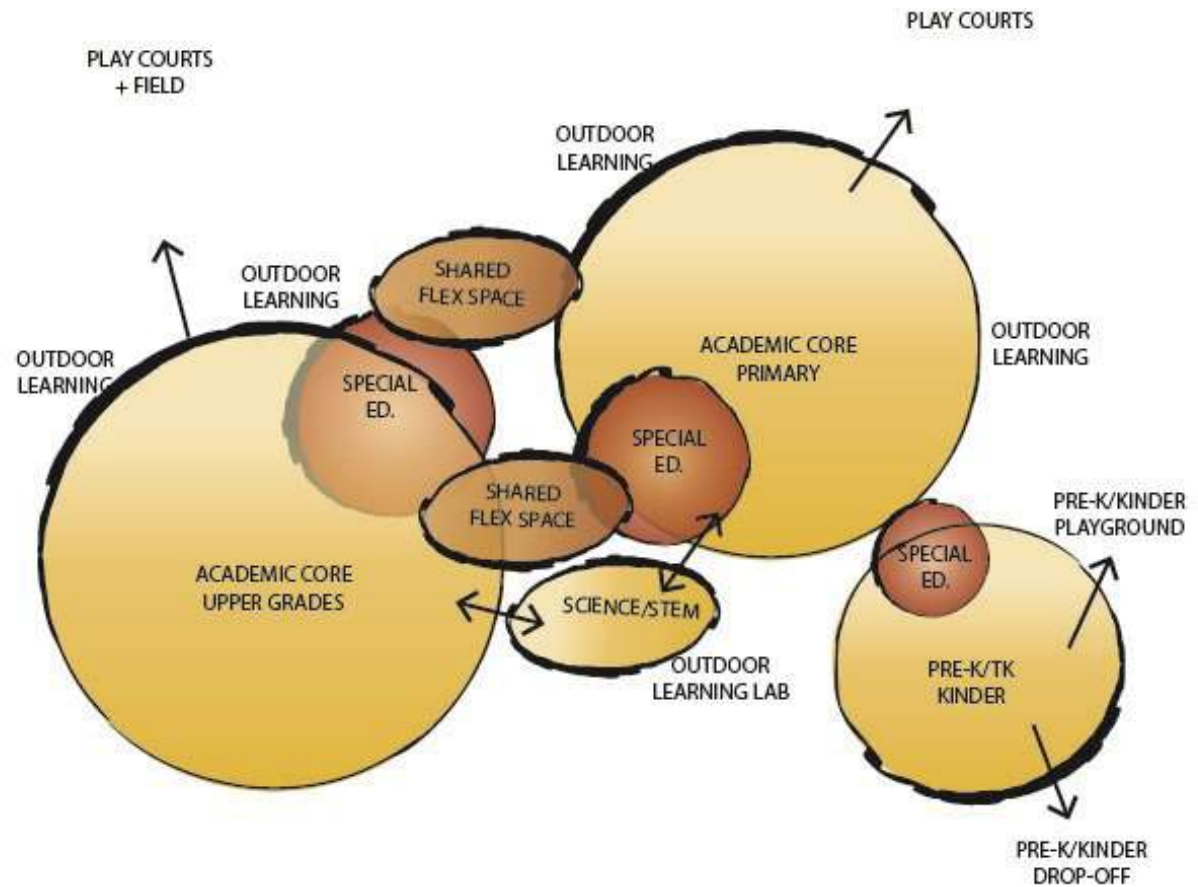
Learning activities will include direct presentation for large and small group instruction, teaming, and independent work with an emphases on collaboration, exploration, and communication of concepts and ideas. Adjacent outdoor learning areas with tables, seating and water can extend the learning space. While direct class instruction may exist in a presentation mode, students will also be engaged with projects and hands-on learning, group reading, art, science, and oral arts. Student project work will often require water and clean up, so sinks in each classroom would be beneficial. The academic area should display and store student projects both completed and in process and provide organized storage for project materials. Ideally, the classroom environment would provide either a nook, alcove or partitioned area for quiet focused work and individual or small group pull out work. This could either be in the classroom, a small group room shared among classrooms, or in a corridor or extended learning area. Visual connections to these areas, as well as to other learning spaces for supervision and observation, will be important. Some classrooms should consider a physical connection joining learning spaces to allow for cross-age and collaborative teaching, as well as providing for a larger instructional area for bigger groups and multi-class discussion. The learning environment should include lots of natural daylighting, exterior views and good acoustic control. Ideally classrooms would include a voice amplification system.

Considerations and future possibilities

RELATIONSHIP
DIAGRAM

PLAY COURTS

PLAY COURTS
+ FIELD

OUTDOOR
LEARNING

OUTDOOR
LEARNING

SHARED
FLEX SPACE

OUTDOOR
LEARNING

ACADEMIC CORE
PRIMARY

OUTDOOR
LEARNING

OUTDOOR
LEARNING

SPECIAL
ED.

SPECIAL
ED.

PRE-K/KINDER
PLAYGROUND

SHARED
FLEX SPACE

SPECIAL
ED.

ACADEMIC CORE
UPPER GRADES

SCIENCE/STEM

OUTDOOR
LEARNING LAB

PRE-K/TK
KINDER

PRE-K/KINDER
DROP-OFF

AC
SE
MC
SP
FS
PE
AD
CU

OUTDOOR LEARNING SPACE

GENERAL CONCEPT AND ACTIVITIES

The concept of the outdoor learning space is to provide a supplement and alternative to indoor learning environments. Research has shown that the natural outdoor learning environment has positive benefits for learning and academic performance. These positive impacts of outdoor activities are particularly strong when they are an integral part of all curriculum. Outdoor learning space not only brings a sense of respite and calm, positively impacting the stress levels of both students and teachers, but also provide the perfect open environment for experiential learning. Southern California can provide a wonderful opportunity to use outdoor space for learning environments providing natural laboratories for science, agriculture awareness, as well as core academic subjects. Outdoor learning environments create a strengthened relationship with our natural world as we strive to develop a culture of prudent environmental stewardship with our youth. It is the natural classroom that can promote environmental literacy.

These outdoor learning spaces on the campus can expand the typical school learning environment beyond the built classroom providing additional space for large and messy projects, movement and dance, or just having a quieter space for team collaboration or quiet reading. These spaces can be in various locations over the campus, but sight lines and supervision need to be considered with placement. Ideally some of these spaces would be located just outside the classrooms, as well as

adjacent to the Science/STEM Lab, to allow students to easily access the outdoors. Since the Santa Clarita Valley can experience warmer weather during the summer and fall, shade and wind protection should be considered when placing these areas on the campus. Planting and hardscape should also be considered in the development of these areas to maximize the use. If the area gets too much direct sun or is too hot, it will not serve its pupose. Also consider including water, power, and wireless Internet access in these areas to maximize the use.

SPECIAL EDUCATION

Special Education Spaces K-6 for 750

PROGRAM SPACE	Targeted SQ. FT.
SDC non-severe classroom	960
SDC severe classroom (includes restroom/support and life skills lab)	1360
Resource specialist	250
Speech/language	250
Storage for OT, PT, + special services	300

The District provides Special Education services for students Pre-kindergarten through 6th grade. The District is committed to providing 21st century learning opportunities to all students including those with special needs. The District provides a continuum of special education services that provides access to the general education curriculum. The majority of students are able to receive special education services at their neighborhood school.   Program support and services include but are not limited to, specialized academic instruction, speech and language, occupational and physical therapy, counseling and adaptive physical education as authorized by the Individualized Education Program. Many of these services are provided in the students' home-based classroom setting or an adjacent area.

For those students with identified severe disabilities, schools have been identified in the District to provide services to meet their educational needs. These facilities should be designed to accommodate students with special life-skill lab settings, as well as special restroom facilities which include a shower, changing area, and storage for personal hygiene items. Consideration should also be given to providing a sensory room.

Considerations and future possibilities

RELATIONSHIP
DIAGRAM
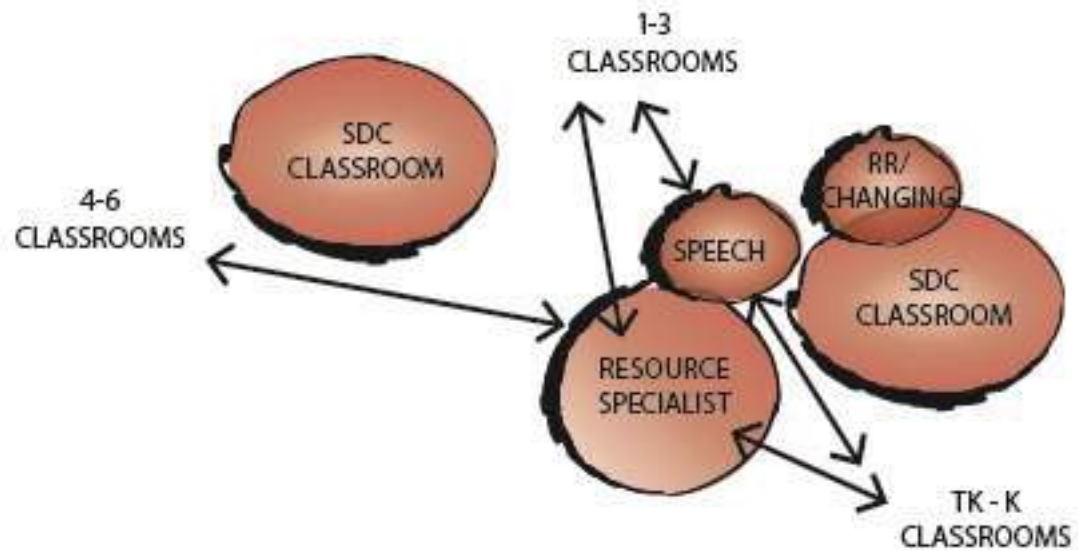
LIBRARY/MEDIA CENTER

Library/Media Center

PROGRAM SPACE	Targeted SQ. FT.
Main reading/circulation room	3,200
Workroom/office/storage	200
MDF	300
Textbook/technology storage	400
Outdoor reading garden	Varies

The library/media center would ideally be a central focus and potential gathering space for the school easily accessible to all grades. It would house all types of printed media and children's books, as well as a variety of technology media and tools. The infrastructure for technology should provide flexibility for technology changes and development in the future. This space should be inviting and encourage children to want to read, as well as provide a hub for exploration and research. While the space should be technology-rich with the latest tools for seeking, sharing, and documenting information and ideas, it should also be a space where young students and teachers can read together in a group and older students can share ideas with each other and collaborate on projects.

The space would house the printed book collection with display areas for students to easily select books for reading and check out. The circulation support desk should have good site lines of the entire room. It would be beneficial for the adjacent workroom to have a secure area for portable technology tool charging and windows to the main room for visual connection. Ideally, there would be an area with interactive boards or media screens for an entire class to meet for presentations that could also be used for school and community meetings. Furniture in the Library/Media Center should allow the space to support a variety of activities and groupings including team and independent work. Consider mobile book shelving to allow for re-configuration in the future and mobile tables that can be brought together or moved out of the way depending on the current activities in the space. Students may use this space for homework or tutoring before and after school.

Consider an adjacent controlled outdoor reading garden which can expand the size of the interior space. This space should include either trees or a structure for shade and the space should have flexible seating.

Considerations and future possibilities

RELATIONSHIP DIAGRAM

ACADEMIC CORE
UPPER GRADES

ACADEMIC CORE
TK-PRIMARY GRADES

ENTRY

OUTDOOR
READING GARDEN

CIRCULATION
DESK

LIBRARY/
MEDIA CENTER

STAFF
ACCESS

TEXTBOOK +
TECHNOLOGY
STORAGE

WORK ROOM
&
STORAGE

MDF
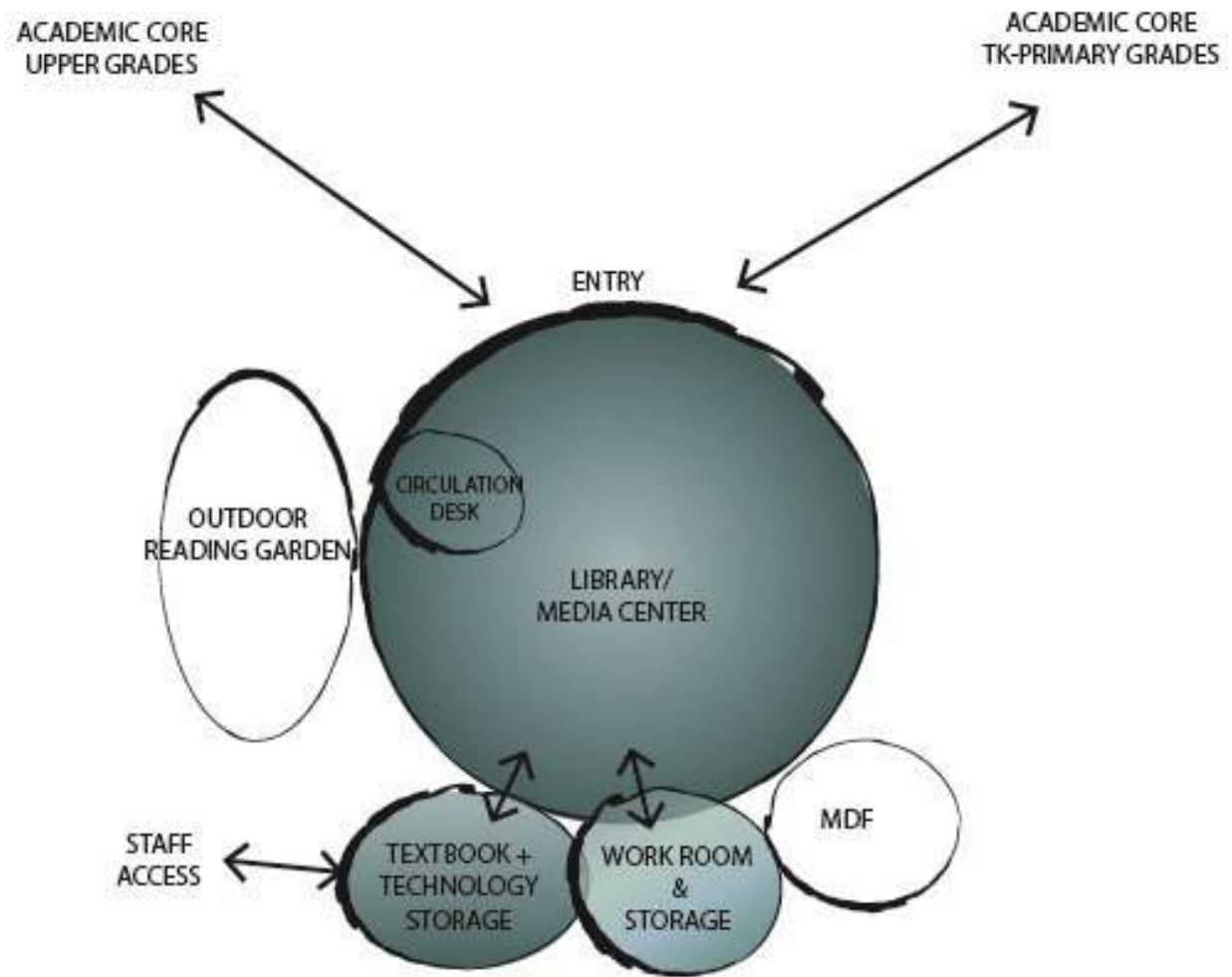
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SCIENCE/STEM + SPECIALTY SPACES

Science/STEM + Special Focus Spaces

PROGRAM SPACE	Targeted SQ.FT.
Science/STEM Lab	960-1,350
Shared Science prep/storage	300
Art lab/Maker Space	1,350
Art storage	200
Music/band	1,350

All SUSD schools should include a Science/STEM lab. This instructional space will be used primarily as a flexible shared project room and laboratory for instruction for grades 1– 6. The lab will be used for science instruction during certain times of the day, but should be flexible to allow instruction and hands-on project work in other subject areas of focus such as robotics and other STEM topics. This lab should support instruction in the Next Generation Science Standards and advancement of the science program for preparatory coursework for the science curriculum in middle school. Other subjects such as art and environmental awareness could also be taught in the lab.

The design of this laboratory should be flexible and open, with the majority of furniture loose in the center of the classroom and fixed casework with power and sinks along the perimeter. Power could be placed in pull-down receptacles over movable tables in the center of the space. Although some direct presentations and lectures will take place in the room, the lab will primarily be used for hands-on learning and project work. Access to the outdoors should be considered for integrated outdoor learning in science projects and expanded space for the development and construction of large projects. An outdoor lab space will also support investigation into our natural environment. Students can use the adjacent outdoor areas for a variety of activities. Ideally there could be a large open connection, such as an overhead garage door or rolling door to allow for the flow between the indoor and outdoor lab. Water, Internet access, and power should be provided in this outdoor area.

Students should have access to current technology devices as well as presentation tools. Ideally, an alcove or space adjacent to the lab with a visual connection could support research with current technology devices that may range from computers with science and technology support programs, flat screens for shared research, books, and other research tools. Secure storage should also be adjacent to the lab for some items requiring controlled access, but the majority of storage should be in secure casework in the lab.

Considerations and possibilities

©Weird, Unsocialized Homeschoolers

SPACE DESCRIPTION

Considerations and possibilities

SCIENCE/STEM LAB

GENERAL CONCEPT AND ACTIVITIES

- Teacher/guest speaker direct instruction
- Student presentations
- Hands on investigation and lab work Considerations and future possibilities

- Individual and groups work
- A variety of project work
- Integration of latest technology tools
- Space to support multiple subjects including science, STEM and art

PRIMARY AND SECONDARY USES

- Students
- Teachers
- Guest speakers

RELATIONSHIP AND ORGANIZATION

Ideally this space would be located central to the 1-6 classrooms with easy access to project storage and an outdoor lab area. Exact location on existing campuses will depend on existing site conditions.

FEATURES OF THE SPACE

- Accommodations for safety equipment: fire extinguisher, first aid kit, master disconnect valve for gas
- Secured storage areas for any volatile, flammable, and corrosive chemicals that is in accordance with the District's Hazardous Materials Storage Policy

- Appropriate ventilation for hazardous materials that emit noxious fumes, including purge system
- Two exits if over 1,000 sq. ft.
- Alcove or partitioned area for research library
- Adjacent room for equipment/supply storage with windows to lab

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards or markerboard paint on walls
- Tackable wall surface or tackboard
- Display cases
- Consider flat screen display monitors on walls

FLOORING

- Resilient flooring

WINDOWS / DOORS

- Exterior windows that provide maximum natural day light without heat gain
- Shading devices - consider sensors
- Doors (2) with vision panel in door
- Dual cylinder classroom lock for safety
- Consider overhead or sliding doors connecting to outdoor lab space

CASEWORK

- Perimeter counters with epoxy resin countertops/integral sinks with storage cabinets above and below
- Wall cabinets for science equipment - consider depth required for microscopes
- Teacher demo station with integral computer workstation and sink
- Tall cabinets for equipment + student project storage

LIGHTING

- Natural daylighting - maximize
- Overhead fixtures - indirect, where possible
- Energy efficient light switches with split controls
- Light sensors

PLUMBING

- Deep lab sinks with hot and cold water
- Dishwasher connection
- Floor drain

ELECTRICAL

- 3 duplex receptacles on each wall in addition to power for computers/technology
- Duplex receptacles above casework and demo station
- Consider power in floor under lab tables or on pull down cords above table
- Power for all equipment

HVAC

- Energy efficient HVAC unit pack
- Manual exhaust

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 5-6 computer drops for student use
- 1 computer drop for teacher use at demo station
- 1 permanently mounted short throw digital projector or other presentation tool such as an interactive board
- Rough-in for wall mounted large flat screen monitors (to potentially be added now or in the future)
- Teacher's audio sound-field system

FURNITURE AND EQUIPMENT FOR THE SPACE

- Movable lab tables with resin tops and locking casters
- Stools or chairs - adjustable for different grades
- Mobile cart for lab supplies and/or plants, animal cages, etc. that is earthquake stabilized
- Computer workstations for research area
- Shelving for research area
- Dishwasher
- Consider washer/dryer for washing of lab coats, etc.
- Small refrigerator
- UV goggle cabinet

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FOOD
SERVICE

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Food Service/Multipurpose Space

PROGRAM SPACE	Targeted SQ. FT.
Multipurpose room	4,500
Stage	960
Production storage + sound system	300
Food service + kitchen	2,000
Food storage	400
Table & chair storage	300
Outdoor covered dining	5,000

The food service and dining areas should support the District's commitment to providing students with nutritionally sound and freshly prepared food options in a pleasing dining environment. The service and space should allow each student enough time to eat their food peacefully without feeling rushed. This should be set up in indoor speed lines at ergonomically appropriate heights for elementary school children. Small service windows should be avoided. Children's social habits and needs do vary, so ideally, the school would provide different types of spaces where students feel comfortable eating and can relax for the short break in the day. Creating a dining space that can adapt to different size groups and activities provides sensitivity for those students who may not feel comfortable eating in a large group at a large group table. Consider round tables with easier accessed seats or small tables at a higher height to provide students options. Spreading students out over larger areas or placing tables in a garden type setting outside can help with acoustics and student behavior. The outdoor dining space should be covered by a shade structure. Both indoor dining and exterior dining space should be set up to allow multiple uses of this space.

The multipurpose room will be used for a variety of activities and purposes including assemblies, student performances, PE activities in inclement weather, dining in inclement weather and community presentations and gatherings. The stage should include performance lighting, curtains, and an appropriate sound system, as well as a mounted projection system and technology connections. There should be storage space for performance items as well as for tables and chairs. The location of the multipurpose facility should ideally be positioned to allow for easy public/parent access to the facility without the need to have direct access to the entire internal campus.

Considerations and possibilities

RELATIONSHIP DIAGRAM
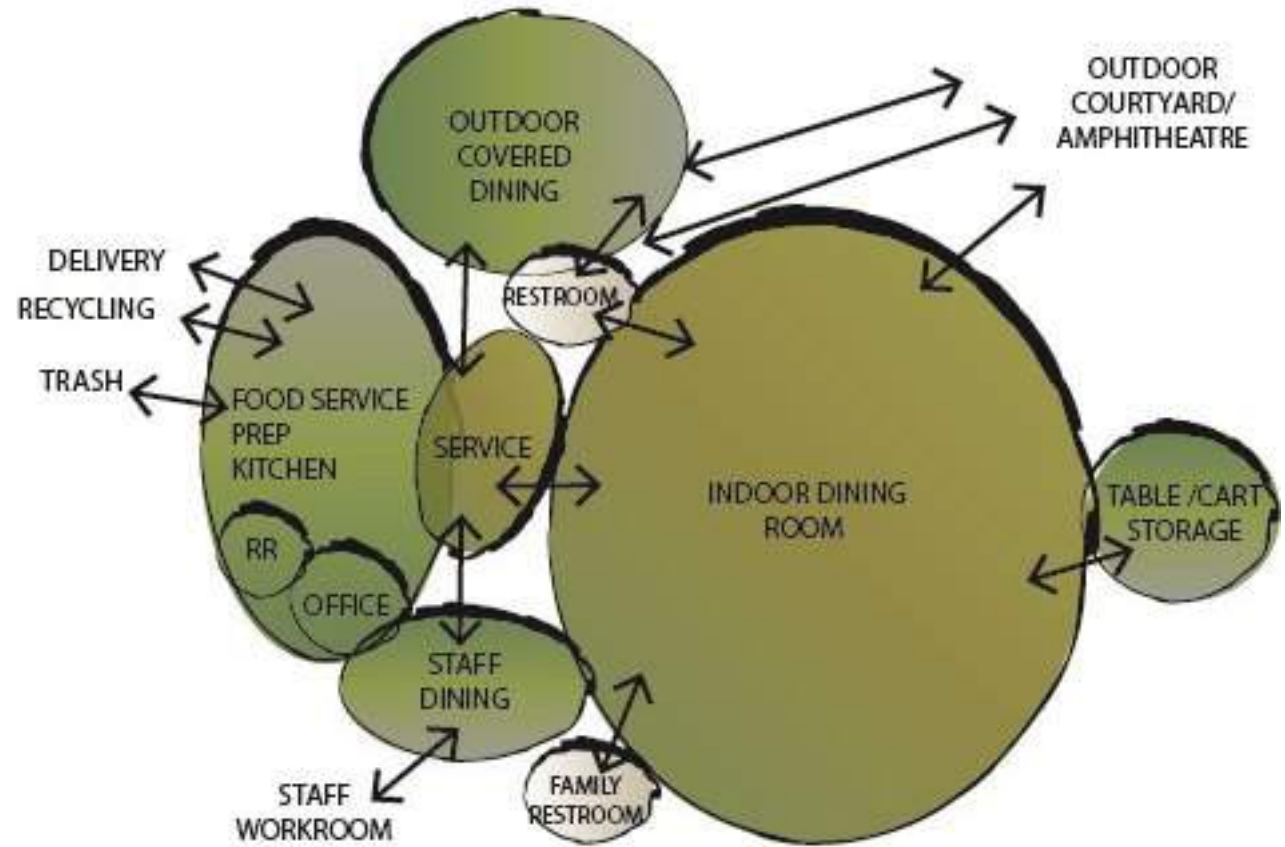
PHYSICAL EDUCATION

Physical Education

PROGRAM SPACE	Targeted SQ. FT.
PE storage & adaptive PE	400
Outdoor field & court space with shade and drinking water close	

PE activities at the elementary schools will align with the state PE standards and the District's objective to encourage the development of healthy, life-long learners with an understanding and appreciation for the importance of physical health. Most physical education classes will take place outside with both team and individual physical activities. Introduction and instruction for these activities may occur outside or in the multipurpose room. Identifying areas for PE equipment storage is important. Too often PE equipment storage is ignored and equipment is placed in corridors or stairways blocking exits and creating safety hazards.
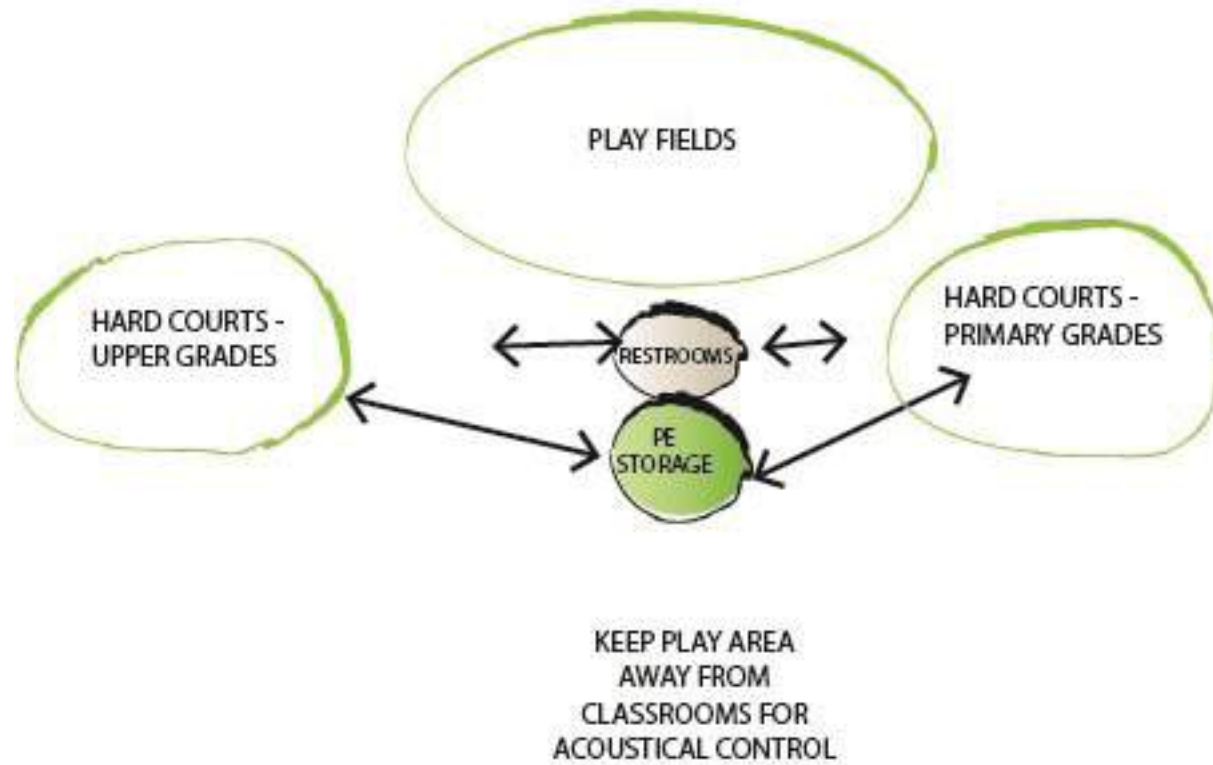
Both outdoor hardcourts and turfed fields should be included to support both the PE program and recess at each school site. Ideally court space and fields should be designed on the site to allow for both recess and a PE class to take place at the same time. The outdoor PE and recess space should be separated from the outdoor dining area, but have a direct circulation path connecting the two spaces for outdoor play before and after lunch. Consider including a track and fitness stations on each site. Access to drinking fountains and water bottle refilling stations should be provided close to the field and court areas.

Considerations and possibilities - outdoor space is critical to PE

RELATIONSHIP DIAGRAM

PLAY FIELDS
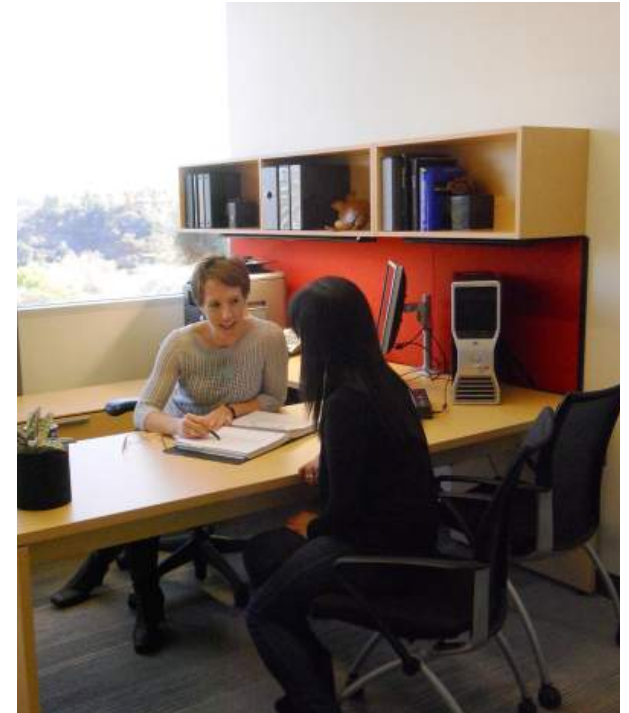
HARD COURTS - UPPER GRADES

HARD COURTS - PRIMARY GRADES

RESTROOMS

PE STORAGE

KEEP PLAY AREA
AWAY FROM
CLASSROOMS FOR
ACOUSTICAL CONTROL

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ADMINISTRATION

Administration

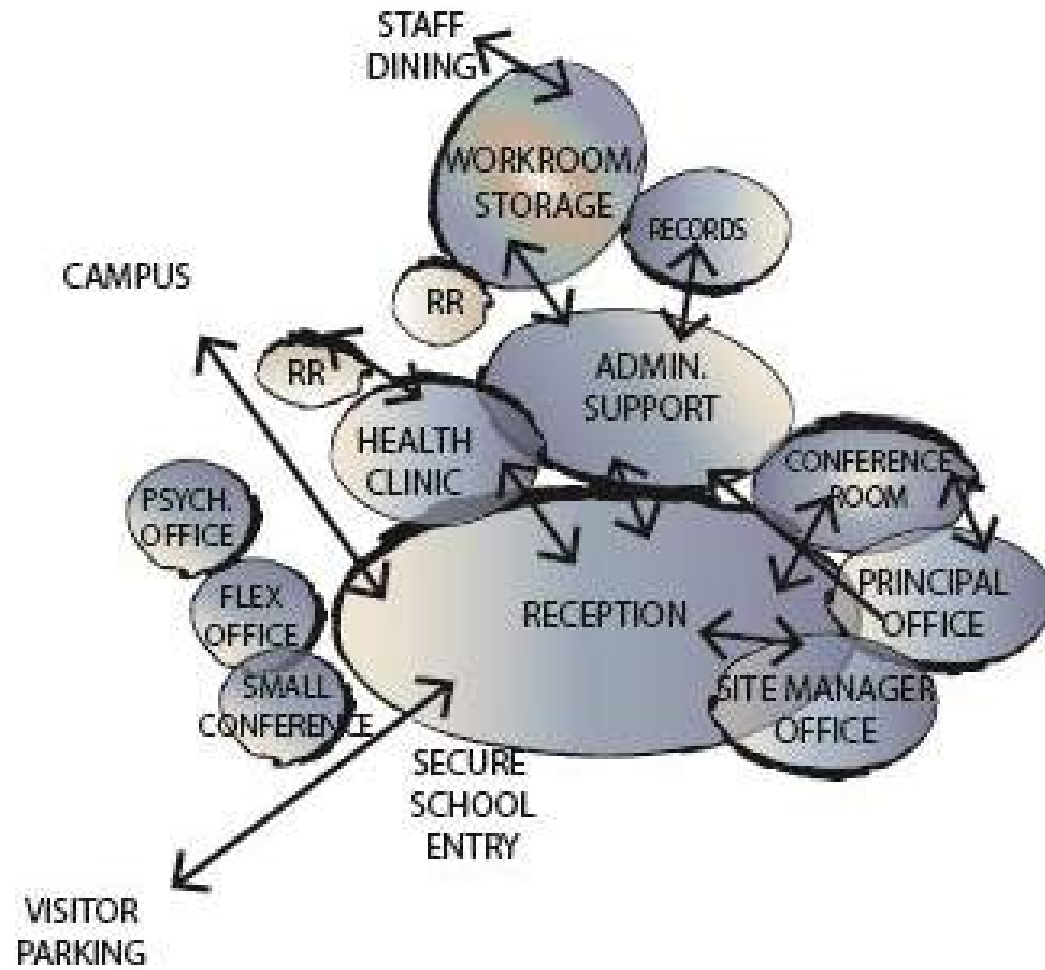| PROGRAM SPACE	Targeted SQ. FT.
Reception with support staff or greeter	375
Principal's office	200
Office manager's office	125
Main conference room	325
Administrative support staff area	200
Psychologist's office	150
Flex office/small meeting room	150
Staff workroom/storage/copy	450
Records	175
Staff dining/lounge	700
Small conference room	200
Health clinic with restroom	450
Parent room w/workspace (if space is available in existing schools)	425
Administration restrooms	170

Considerations and possibilities

The administration area is the first place where visitors should come when checking into the school, before proceeding throughout the site. It also will probably be the entrance point for parents to meet the administrative staff. This space therefore provides a first impression, so it should reflect a welcoming and professional appearance. The school receptionist/administrator will have a workspace in this area which should be neat and organized. There may also be other support staff or student helpers in this area at times. This space will be the secure entrance point to the school campus once school has started, so the layout of the space should allow for a direct connection to the campus interior without going through other spaces. All visitors sign in at the administration reception and get visitor passes. The principal's office should support the leadership role for the school and should communicate a professional environment. In addition to working in this space, the principal will meet with parents, students, other administrators, and staff in small group conference settings. Ideally the principal's office would have direct line of sight to the exterior entry to help monitor for security. There should also be a separate conference room in the area, as well as secure record storage and a clinic.

RELATIONSHIP
DIAGRAM

STAFF
DINING

WORKROOM/
STORAGE

RECORDS

CAMPUS

RR

RR

ADMIN.
SUPPORT

HEALTH
CLINIC

CONFERENCE
ROOM

PSYCH.
OFFICE

PRINCIPAL
OFFICE

FLEX
OFFICE

RECEPTION

SMALL
CONFERENCE

SITE MANAGER
OFFICE

SECURE
SCHOOL
ENTRY

VISITOR
PARKING

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CUSTODIAL

Custodial Space

PROGRAM SPACE	Targeted SQ. FT.
Office/secure storage/records room	175
Custodial/building storage	300
Flammable storage	100
Custodial rooms	80

Custodial and building storage space is often not thought of in the building program, but is very important to assist in the cleaning and maintenance of the school facility. Custodial rooms would ideally be included in all buildings when possible to allow for close proximity of cleaning supplies and equipment. These rooms should include floor sinks, mop racks and shelving for restroom and cleaning supplies. The school should include a head custodian office space where maintenance manuals and building information is stored. There is always a shortage of storage in the facility, so often cargo containers are placed on the school site. If cargo containers need to be added to a school, consider locating them in a place that will not block supervision sight lines or interfere with PE or recess activities.

Considerations and possibilities

RELATIONSHIP
DIAGRAM

DELIVERIES

RECEIVING/STORAGE

MAINTENANCE/
REPAIR

FLAMMABLE
STORAGE

OFFICE/
SECURE
STORAGE

CAMPUS

CUSTODIAL ROOMS
THROUGHOUT FACILITY

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