
2022 FACILITIES MASTER PLAN

PETERSON MIDDLE SCHOOL
LAURELWOOD ELEMENTARY SCHOOL
BRYAN OSBORNE NATURE CENTER
DISTRICT FARM

JUNE 2022

ACKNOWLEDGEMENTS



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01

INTRODUCTION



Society, the economy, the environment, and the world of work have all changed dramatically... **requiring a significant redesign of educational systems to address current needs**, enabling students and adults to succeed, today and into the future.

Santa Clara Unified School District



EXECUTIVE SUMMARY

PURPOSE

The purpose of the Peterson Middle School, Laurelwood Elementary School, Bryan Osborne Nature Center and District Farm Master Plan is to document the process and provide a road map for the Santa Clara Unified School District that:

- / Establishes a process for collecting the valuable input from the community including District staff, School site staff, parents, neighbors, students and consultants.
- / Assesses, defines, and prioritizes current and future facility needs at each site.
- / Provides a plan for the expenditure of Measure BB funds (Laurelwood School and Peterson Fields), and develops a roadmap for future funded projects.
- / Develops cost estimates and plans needed to acquire future funding for the identified facility priorities.
- / Provides project phasing plans to ensure the highest facility priorities are addressed first. This information will be used to develop detailed design and construction plans as funds become available.
- / Establishes a “living” document that will be regularly updated with progress made so it can continue to reflect “current” conditions, providing an accurate picture of remaining needs.
- / Aligns the future development of the campuses with the stated Core Values in Vision 2035:
 - Students First
 - Excellence Through Continuous Improvement
 - Integrity and Ethical Stewardship
 - Connected Families and Collaborative Community
 - Equity and Social Justice
 - Empathy and Respect

KEY FACILITIES ISSUES

Measure BB, passed by the SCUSD community, provides funding for the future new Laurelwood Elementary School and the Peterson Middle School fields. Locating these projects required a thoughtful and engaged process with a myriad of key stakeholders, including District staff, site staff, and the community.

The master planned site also includes the District Farm and Bryan Osborne Nature Center; rich assets to the students of the District and to the SCUSD community at large. Special attention in the master planning process was given to provide equal access to spaces, critical to the stated Core Values in Vision 2035.

The master plan sought to allow opportunities to connect the programs within the site, and the community to the site through connected pathways and open spaces with rich opportunities for outdoor learning.

The existing infrastructure, including existing buildings, utility connections, and solar array all played a part in the location of the key elements in the master plan.

SANTA CLARA UNIFIED SCHOOL DISTRICT'S VISION & MISSION

The Peterson Laurelwood Master Plan is developed to support Santa Clara Unified School District's Vision and Mission as described below:

VISION

Graduates of Santa Clara Unified School District will be resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

MISSION

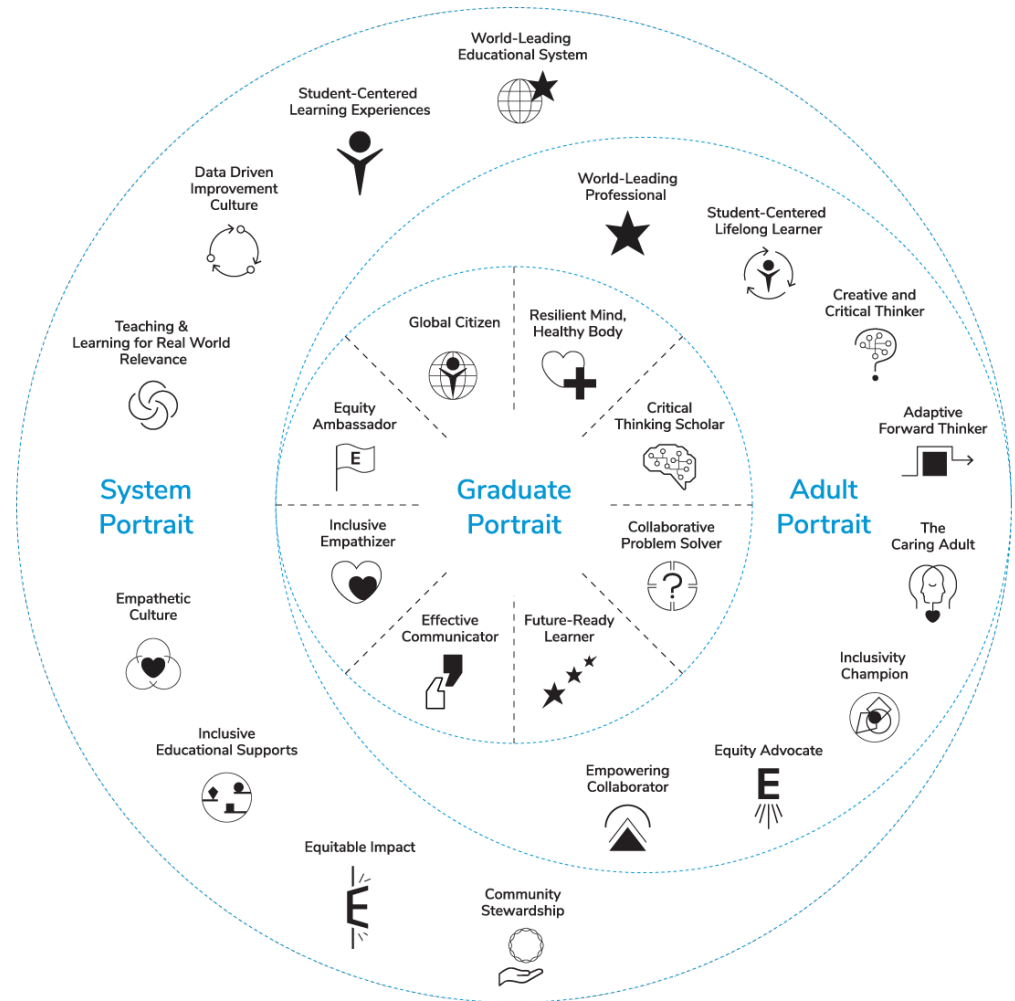
The mission of Santa Clara Unified School District is to provide equitable, engaging, and innovative educational experiences so that each student thrives in a global society.

VISION 2035

The core values in SCUSD's Vision 2035 provides a “north star,” guiding the approach in the development of the Peterson / Laurelwood master plan. Consistent feedback received in the stakeholder and community engagement process directly aligns with the characteristics of the graduate portrait.

- / **RESILIENT MIND / HEALTHY BODY** links to spaces focused on wellness, outdoors and connections to nature.
- / **GLOBAL CITIZENS** links to community gathering spaces, connections to the farm, robust technology.
- / **CRITICAL THINKING SCHOLAR** links to spaces that support exploration, flexibility, and hand-on learning.
- / **COLLABORATIVE PROBLEM SOLVER** links to group teaching and collaboration spaces, “think tanks” and structured connections between Peterson and Laurelwood.
- / **FUTURE READY LEARNER** links to environmental science spaces, real time data and virtual experiences.
- / **EFFECTIVE COMMUNICATOR** links to gathering spaces, project display spaces, formal and informal presentation spaces.
- / **INCLUSIVE EMPATHIZER** links to all-gender restrooms, peaceful, restorative spaces, and flexible and adaptable spaces.
- / **EQUITY AMBASSADOR** links to social emotional support spaces and universally accessible spaces.

The subsequent steps in the master plan further develop the spaces and the connections between the spaces through the lens of the graduate portrait.





02

EXISTING CONDITIONS



We are forward-looking and future-ready.

We evolve by scanning the horizon for exemplary practices, inspiring fresh ideas, and adapting to our ever-changing world to meet our student's and educators' learning needs, now and in the future.

Santa Clara Unified School District

EXISTING CONDITIONS

SITE ASSESSMENT

NEIGHBORHOOD

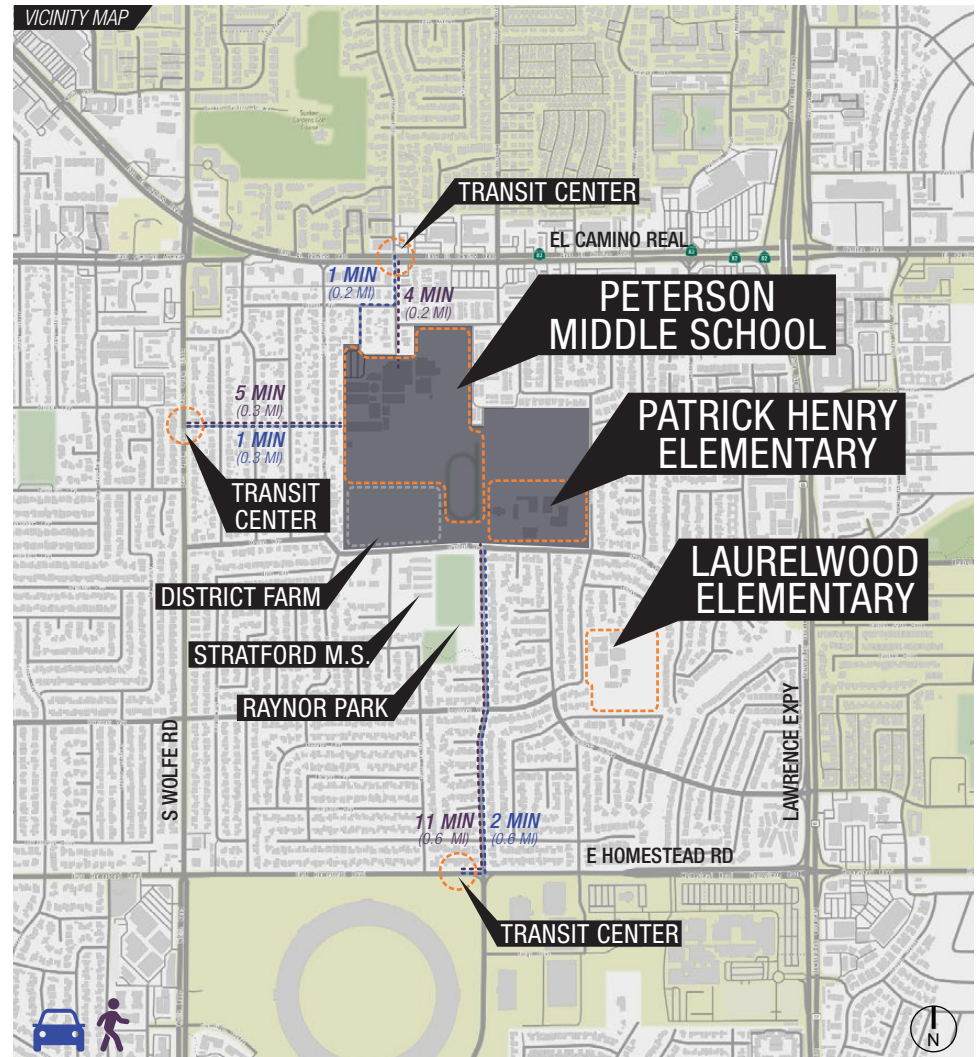
Located just north of Apple Park, the Peterson - new Laurelwood campus sits within an area of Sunnyvale, CA, bordered by El Camino Real and East Homestead Road on the north and south, and South Wolfe Road and the Lawrence Expressway on the east and west. The area is comprised primarily of single-family homes, with a few multi-family housing units.

TRAFFIC

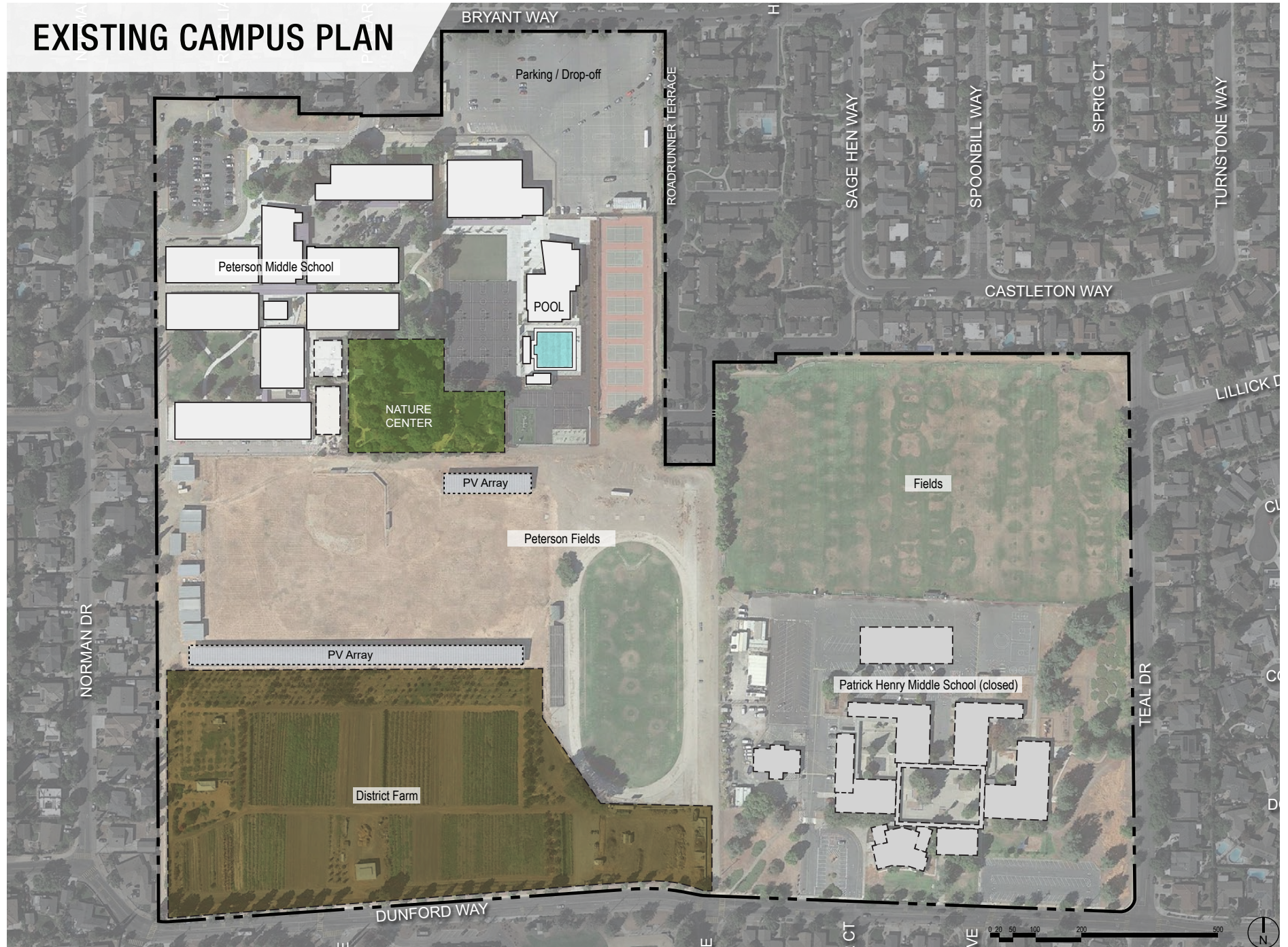
The neighborhood streets surrounding the campus become congested during drop-off and pick-up times, prompting the District to hire Fehr & Peers to conduct a traffic engineering study to guide in the planning efforts. The former Stratford Middle School, located just south of the campus is currently transitioning over to an independent charter school, and discussions will commence with their leadership to study the impact of their school on the traffic.

SITE ACCESS

Safe access to the site was also explored for those students biking and walking. As students enter the broader campus, safe access points were identified where students would not need to cross a vehicular path once they enter. Within 1 mile of the site are bus-stops to the north, south, and west. Raynor Park is also within walking distance.



EXISTING CAMPUS PLAN



EXISTING CONDITIONS

SITE SURVEY

The master plan team conducted a visual survey of the site to observe the different key areas.



PHOTO 1 - DISTRICT FARM



PHOTO 2 - DISTRICT FARM



PHOTO 3 - NATURE CENTER



PHOTO 4 - PETERSON



PHOTO 5 - PETERSON



PHOTO 6 - PATRICK HENRY



PHOTO 7 - PETERSON FIELDS



PHOTO 8 - PATRICK HENRY TREE GROVE

03

PLANNING PROCESS



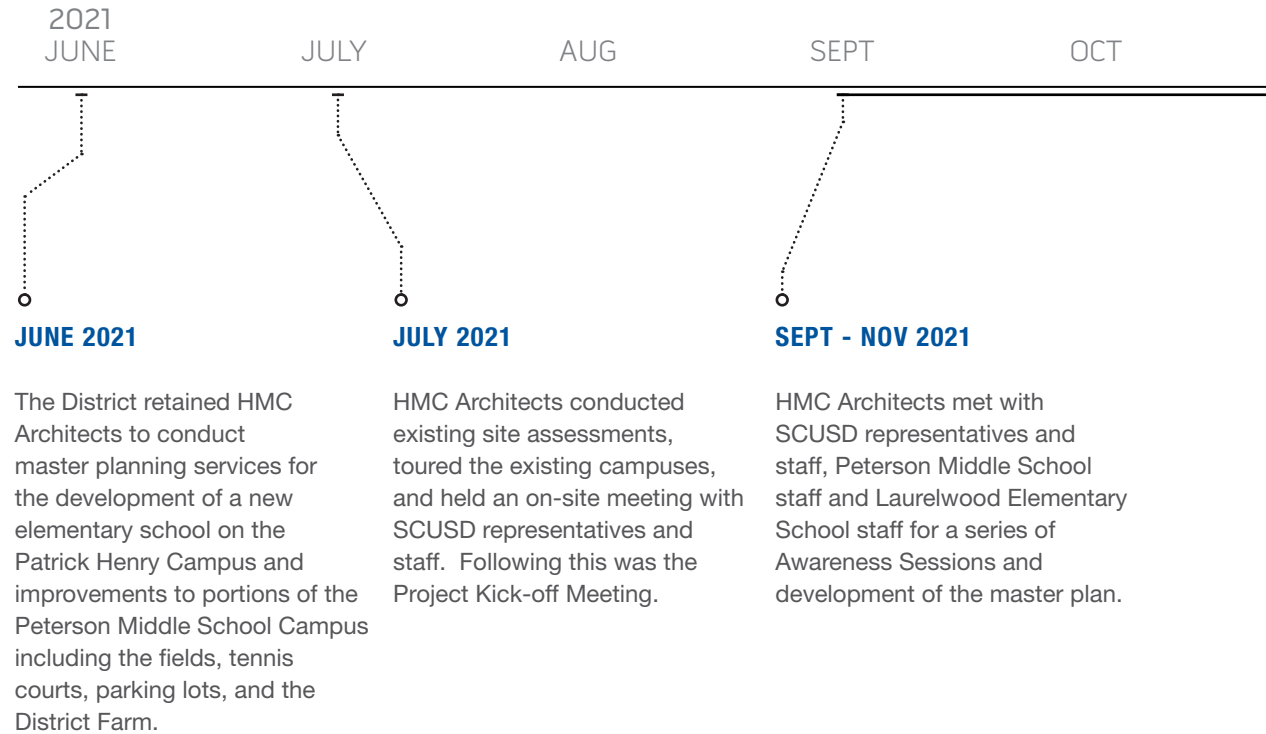
Through support, engagement, involvement, and collaboration, we leverage our multiple perspectives and collective genius, **develop better solutions, and deepen our shared commitment to success.**

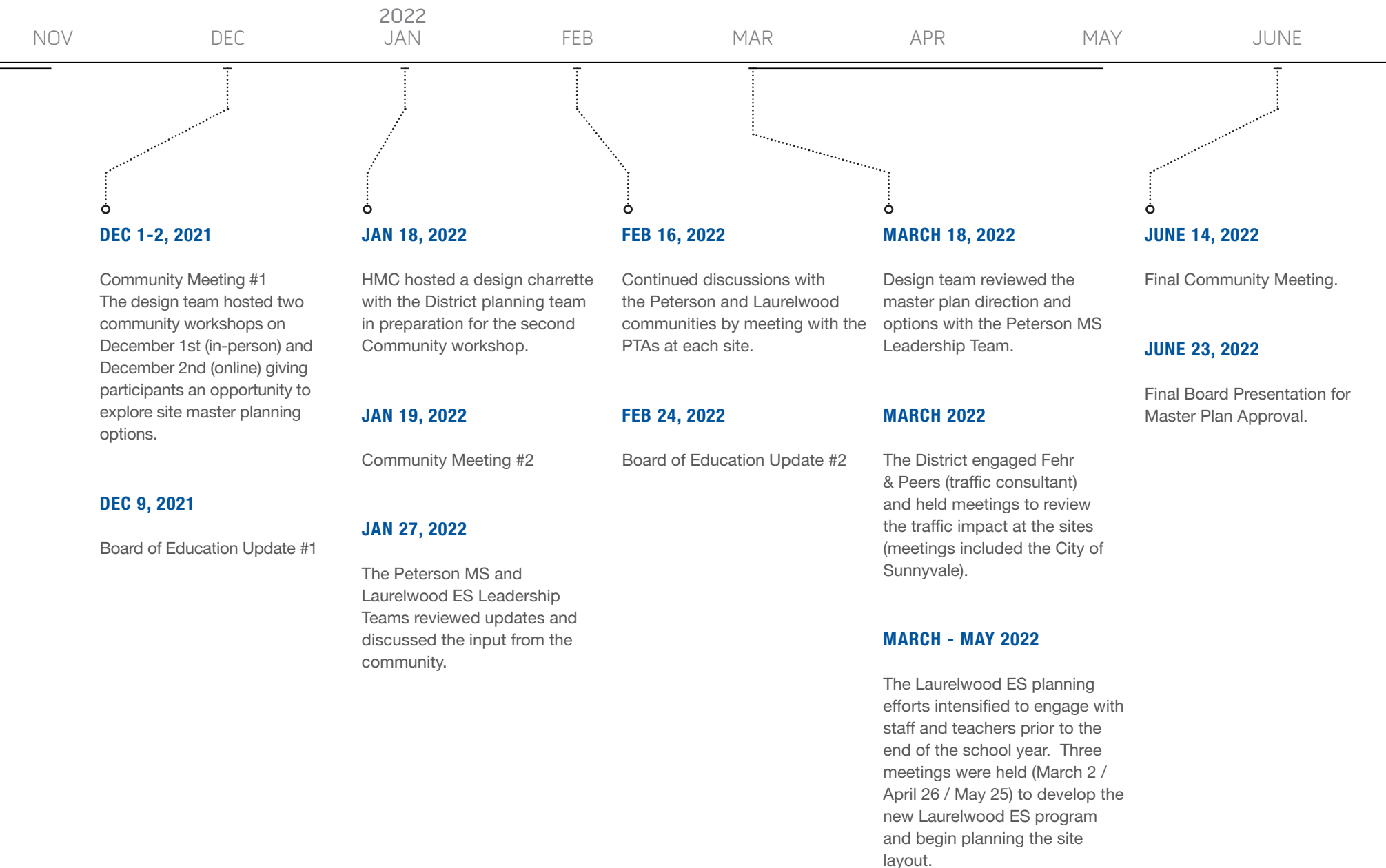
Santa Clara Unified School District

PLANNING PROCESS

CAMPUS MASTER PLANNING TIMELINE

In developing the master plan it is important to develop a plan that the community supports. This requires intentional engagement with a multitude of stakeholders, including District leadership, staff at the sites, teachers, neighbors, parents, and the Board of Trustees. The Facility Development and Planning team organized each meeting and event, creating various avenues for gathering information, receiving feedback, and guiding the process. Due to COVID-19, a majority of the meetings were held via ZOOM. The detailed steps taken in this planning process are identified in the adjacent timeline.





PLANNING PROCESS

AWARENESS SESSIONS

To guide the planning process, we invited over 80 stakeholders to participate in thirty “Awareness Sessions” (held via ZOOM) to help the master plan team become more familiar with current operations and understand aspirations for the future. These Awareness Sessions laid the groundwork for the development of the master plan. Several groups were invited to participate in a second round of sessions, providing critical feedback as options were developed and refined. The participants involved in the process are as listed on the Acknowledgments page of this document.



PLANNING PROCESS

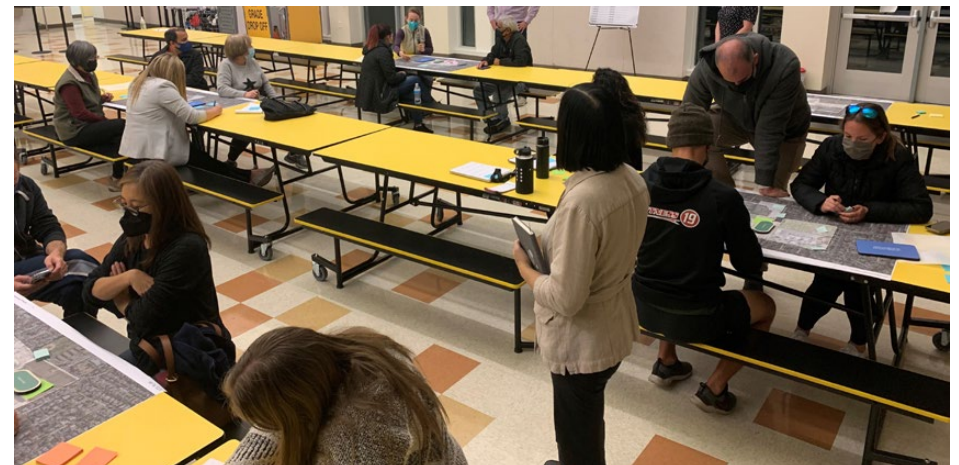
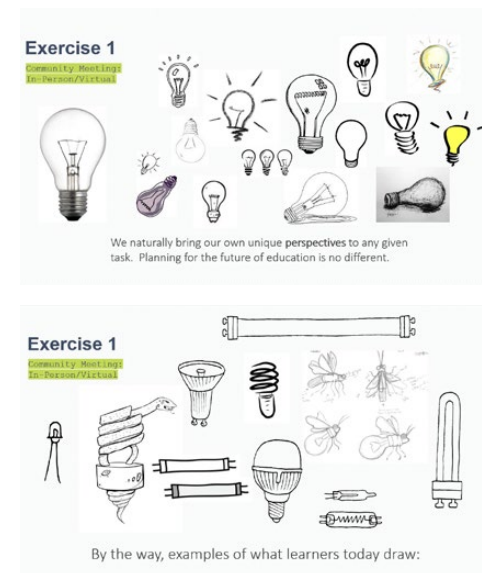
COMMUNITY ENGAGEMENT

The community was actively engaged in the master plan process through three planned community outreach meetings. The initial meeting was held both in person on December 1, 2021 in the Peterson cafeteria (approximately 30 people attended) and online on December 2, 2022 (approximately 95 people attended) to maximize participation during the pandemic. Planned activities were designed to promote thinking “outside-the-box,” priming the groups for exploring any and all ideas. Participants were broken up into groups with site maps, and scaled blocks of the new Laurelwood Elementary School and Peterson field (see group collaboration exercise images, page 3.6), to discuss the optimal locations of programs on the site. The work was photographed, leading to the first conceptual planning for the site. The outcomes were shared with the Board of Education on December 9, 2021.

In addition to community meetings, discussions were held with Peterson and Laurelwood leadership and options were developed considering the community’s input. As the first options were designed, the District engaged with each site’s PTA for their input and feedback, allowing further refinement of the options.

A second community meeting was held on January 19, 2022 (approximately 65 people attended) where three options were shared, each with unique and interchangeable components. Comments were noted, polls were taken (online), and it led to further refinement and the development of two options. Again, the community comments were taken to Peterson and Laurelwood leadership teams and their PTAs. This was followed by a second update to the Board of Education on February 24, 2022.

The final design of the master plan was shared with the community in an online community outreach meeting on June 14, 2022 (approximately 30 people attended).





COMMUNITY OUTREACH MEETING GROUP COLLABORATION EXERCISE - DECEMBER 1, 2021

TRAFFIC IMPACT

The Peterson and Patrick Henry campuses reside in the center of a suburban neighborhood. The existing Laurelwood campus and the Stratford School site (home to a private school) are nearby, and combined with the traffic at Peterson, the neighborhood is near gridlock during drop-off and pick-up. The District hired Fehr & Peers to conduct traffic studies to analyze the congestion and provide recommendations for easing traffic. The City of Sunnyvale Traffic Department was also engaged in these discussions. The resulting recommendations led to the siting of the new Laurelwood Elementary School at the corner of Dunford Way and Teal Drive. By developing two drop off lanes on campus at both streets, the traffic will be pulled off the streets and onto campus, minimizing traffic backing up beyond adjacent intersections. The student entry to the campus from the drop-off lanes was discussed with a recommendation to locate the entries near the ends of the drop-off lane, allowing for queuing to occur onsite rather than in the neighborhoods.

At Peterson Middle School, similar traffic issues have impacted the site for years. Parents drop off and pick up kids throughout the neighborhood, often blocking driveways and creating issues with the neighbors. The recommendations were to maintain the entry off Rosalia Avenue with an exit-only lane at Poplar Avenue, eliminate the connection between Poplar Avenue and Bryant Way and create a bicycle and pedestrian-only zone, and add a long drop-off lane on the east edge of campus (replacing the tennis courts) to pull cars out of the neighborhood and into campus. The plan will create a new campus entry portal between the gym and new pool, with a generous amount of parking to support school and community functions.

Bus traffic was also discussed with Fehr & Peers. The Nature Center and the Farm host many events throughout the year and are a prime spot for District field trips. A new Environmental Education Center planned in the future will certainly increase bus traffic to the campus. A combination bus loop and parking area will be planned west of the Peterson fields, again pulling traffic off the neighborhood streets. This bus loop and parking can also serve both the Laurelwood and Peterson campuses.

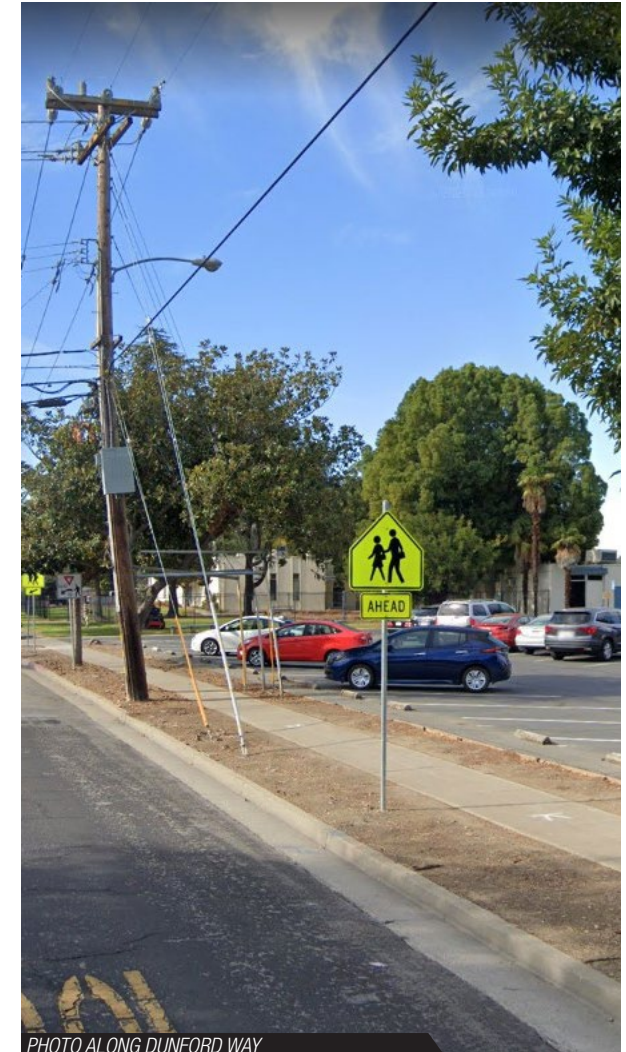


PHOTO ALONG DUNFORD WAY

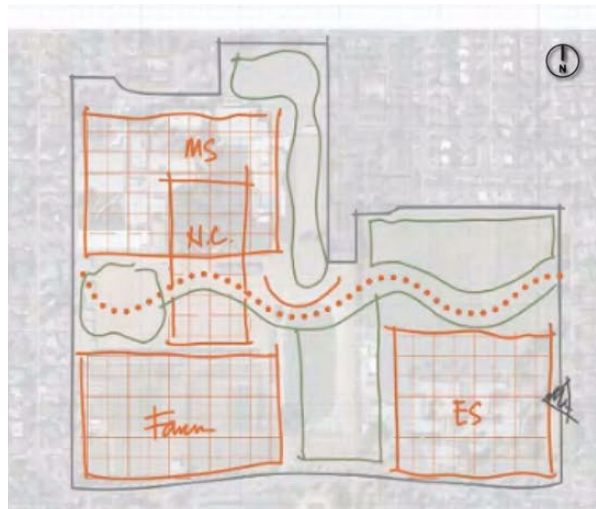
PROCESS OUTCOMES

The property includes four key elements that require both distinction and connectivity. While the optimal placement of the new elementary school needed to be determined, the Farm, the Nature Center, and Peterson Middle School are anchored in their current locations - in other words, these elements should remain in their current locations, albeit with some adjustments and enhancements outlined in the Master Plan. The Environmental Education Center location should serve to connect the Farm to the Nature Center, and thus suggests a location between the two.

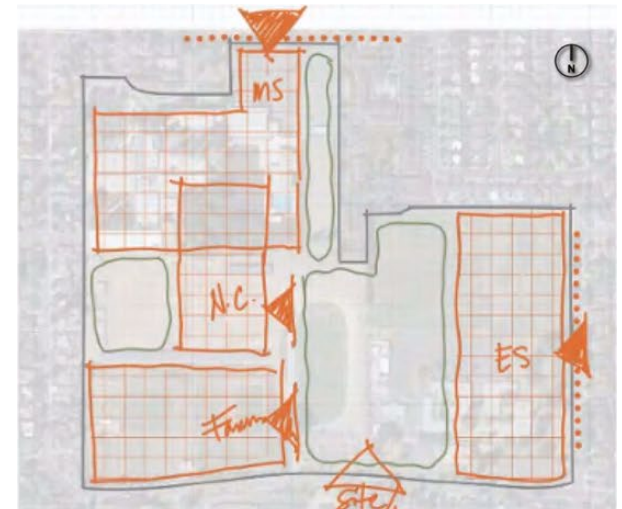
The initial master planning effort explored strategies for locating the new elementary school and integrating it with the other elements of the site. The three diagrams illustrate some initial thoughts on ways to solve this puzzle. Loosely defined, these concepts were further explored until the preferred master plan strategy was selected.



Site Concept A
Learning Park



Site Concept B
Nature Walk



Site Concept C
Identity

SITE CONCEPT A - LEARNING PARK

The Learning Park concept organizes the major site elements around a central open space that would serve as a hub of activity with pathways and access to each feature on the site.



SITE CONCEPT B - NATURE WALK

The Nature Walk concept outlines a pathway through the site from which all major site elements could be accessed. The meandering pathway is both a strong connector and a reference to the environmental focus of the site.



SITE CONCEPT C - IDENTITY

The Identity concept defines separate “fronts” for each of the four key elements. These frontage elements serve to identify each component with design features that offer aesthetic “curb-appeal” identities for each. This strategy is a particular corrective action for Peterson Middle School which is difficult to see from adjacent access roads.





04

SITE MASTER PLAN



We believe that achieving high performance and full potential for both the organization and the individual comes from a relentless commitment to excellence and **the courage to adapt, change, and improve based on results.**

Santa Clara Unified School District

PREFERRED MASTER PLAN

Several rounds of feedback from District representatives, school faculty, and the community helped inform the direction of the master plan. Numerous iterations were produced in response to each round of comments. The preferred master plan is a result of the efforts of all parties involved in this process. The key areas of the site are described below.

PETERSON MIDDLE SCHOOL

Peterson Middle School currently does not have a strong street presence and wayfinding is not clear. This was recognized as an opportunity for a pedestrian boulevard along the front of the school and a new administration building to allow better clarity when approaching the school and enhance curb appeal.

Existing parking lacks clear direction and access points. There is also a need for parking to be expanded into the site for the community to better access the site amenities. After exploring various configurations, parking was best suited to be reorganized and expanded to the east side of Peterson Middle School. To further improve access to the fields, parking extends southwards while the tennis courts moved north. The tennis courts relocation was also an opportunity to correct the orientation of the courts. While previously they were in an east/west orientation they are now in the more ideal north/south.

LAURELWOOD ELEMENTARY SCHOOL

The new Laurelwood Elementary School is located on the southeast corner of the site maintaining the location of the buildings of the closed Patrick Henry Campus. The master plan for this school campus is further described in later pages.

BRYAN OSBORNE NATURE CENTER

The Nature Center has potential to be an even greater District asset. To achieve this, a parking lot has been added to allow better access along with a drop-off loop. A new facility with a supporting outdoor learning area allows the Nature Center to be an interactive learning experience for students. With the proximity of the Nature Center to the north and the District Farm to the south, this facility creates a wholistic outdoor learning environment of the preservation and cultivation of nature. The outdoor plaza areas also provide an opportunity for the District to gather and hold events.

DISTRICT FARM

The District Farm maintains its location but gains the addition of a farm amenities building with parking. The District Farm is widely viewed positively by the community, and having the farm amenities building allows for the continued success of the farm and an identifiable point of access for any community engagements.

PETERSON LAURELWOOD 2022 MASTER PLAN



PHASING PLAN

The buildout of the master plan is envisioned to take place over five distinct phases. Implementing the various elements of the master plan with minimal impact to the continued operation was considered when developing the phasing plan. The phases are identified and broken down into subparts within each phase.

Phase 1 is the only phase funded by Measure BB and includes the Peterson track and field, the demolition of the existing Patrick Henry buildings, and building the new Laurelwood Elementary school. All other phases will be subject to future funding.

Phase 2 is focused on improvements to Peterson Middle School. This includes developing enhanced pedestrian and bike paths to connect the school to Teal Drive and Elizabeth Way, adding multiuse fields, track and field amenities such as a fieldhouse with restrooms and concessions, bleachers and new tennis courts. Improvements also include a new parking lot with enhanced drop-off and the development of a large play area for students in Special Education. Additionally, much needed accessibility improvements at the Nature Center are included in this phase.

Phase 3 will include modernizations and addition to the Peterson Campus Administration. The new administration space will have a direct view of students and parents entering campus from Rosalia Avenue and Bryant Way, and from the newly developed parking lot and drop-off lane from the east. Improvements will also be made to the small science building adjacent to the Nature Center.

Phase 4 is focused on improvements to the District Farm and the development of the new Environmental Education Center, which will create a bridge between the Farm and the Nature Center. These improvements may occur at anytime and are not subject to the development of prior phases.

Phase 5 is reserved for a future District need and will be subject to future planning efforts when a use is determined.

PHASING LEGEND

- Phase 1**
- Phase 1A Track and field
 - Phase 1B Enhanced pathway from Dunford Way to Peterson MS near Quail Ave
 - Phase 1C New Laurelwood ES (includes demolition of existing Patrick Henry buildings)
 - Phase 1D Temporary Maintenance Storage Area
Final location to be determined

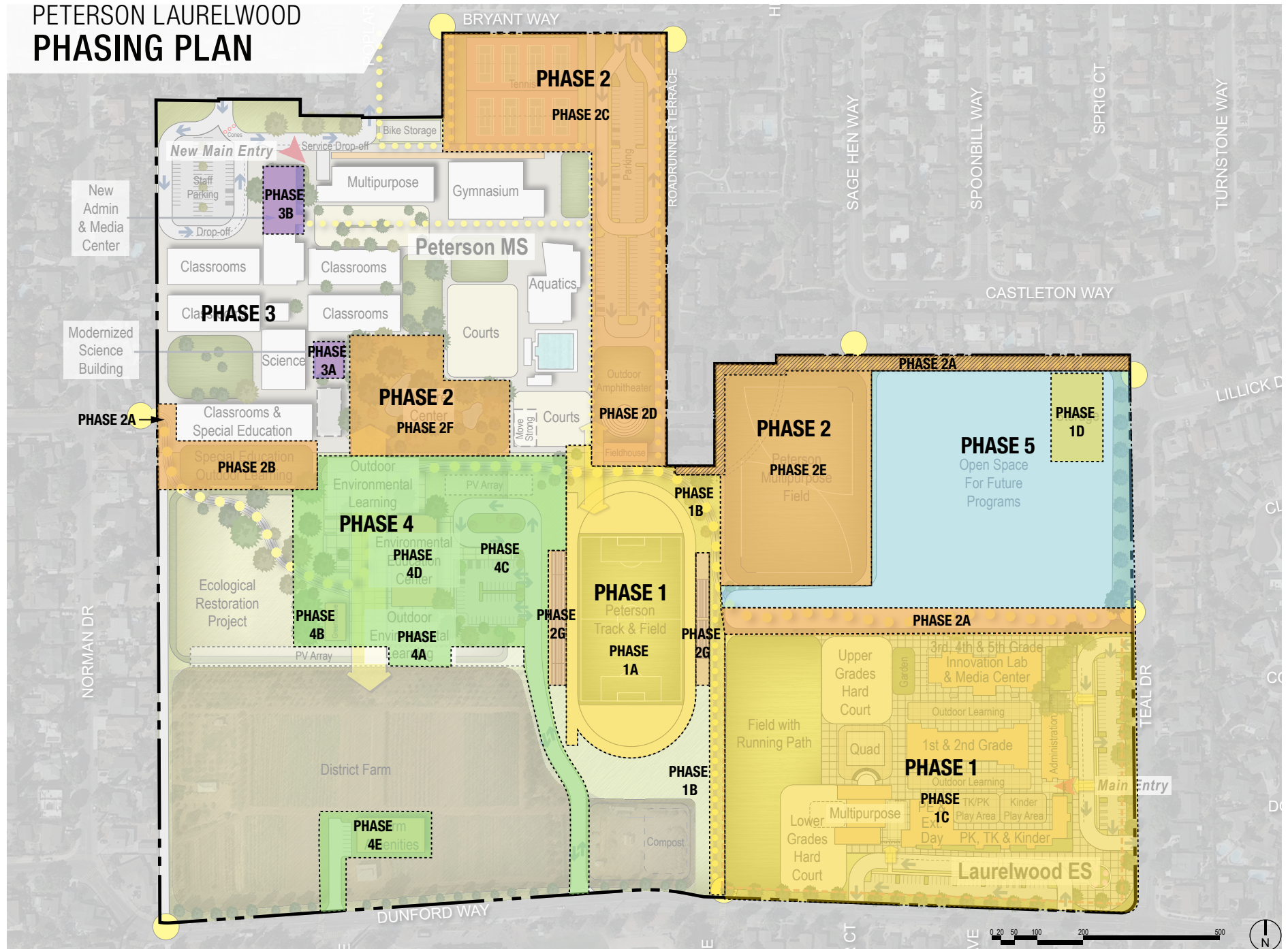
- Phase 2**
- Phase 2A Enhanced Pedestrian pathway from Teal Dr. and open pedestrian pathway to Peterson MS at Elizabeth Way
 - Phase 2B Special Education Outdoor Learning Area
 - Phase 2C Parking Lot and Tennis Courts
 - Phase 2D Field House (Restroom, Concession, Storage) and Amphitheater
 - Phase 2E Multiuse Fields
 - Phase 2F Nature Center ADA
 - Phase 2G Bleachers at track and field

- Phase 3**
- Phase 3A Modernize Small Science Building
 - Phase 3B Administration expansion

- Phase 4**
- Phase 4A Outdoor Learning Areas under the solar panels
 - Phase 4B Construct Greenhouse
 - Phase 4C Parking Lot and Bus Loop for Environmental Center and Peterson fields
 - Phase 4D Environmental Center (CTE classrooms, Professional Development Rooms and Gathering Spaces)
 - Phase 4E Farm Amenities Building/ Food Storage

- Phase 5 - Open Space for Future Programs**
- Phase 5A TBD

PETERSON LAURELWOOD PHASING PLAN



SITE PROGRAM ELEMENTS

The property includes a multitude of past, current, and future potential features. During the master planning effort, site components were identified, categorized and organized into the proposed site master plan based on key functional criteria of each component.

A listing of site elements to include in the program was developed, and is included in this section of the master plan document. Wherever possible, site program elements are sized and quantified, however it is anticipated that further exploration and refinement of site program areas will occur during design phases and implementation of the site master plan. While numerous issues were discovered and considered during the process, the key criteria driving the arrangement and organization of the resulting site master plan include:

- / Pedestrian access & circulation
- / Vehicular access, circulation, and traffic
- / Safety, control, and security during various hours of operation
- / User groups, both on-site and visitors
- / Environmental considerations such as daylight, shading, prevailing winds, etc.
- / Existing physical parameters (locations of buildings, trees, parking areas, solar panels, plantings, etc.)
- / Adjacent property characteristics and uses
- / Future uses and expansion potential
- / Construction feasibility and phasing
- / Aesthetics and “curb-appeal”

The following is a program of site elements and features included in the master plan that are not a part of the Peterson MS or new Laurelwood ES campus. These spaces include the District Farm, Bryan Osbourne Nature Center, a future Environmental Education Center, and other miscellaneous site amenities. These programs cover nearly 40 acres and 30,000 square feet of proposed buildings. Each program area is defined in more detail in the following pages. The areas and buildings are located within the master plan on the next page.

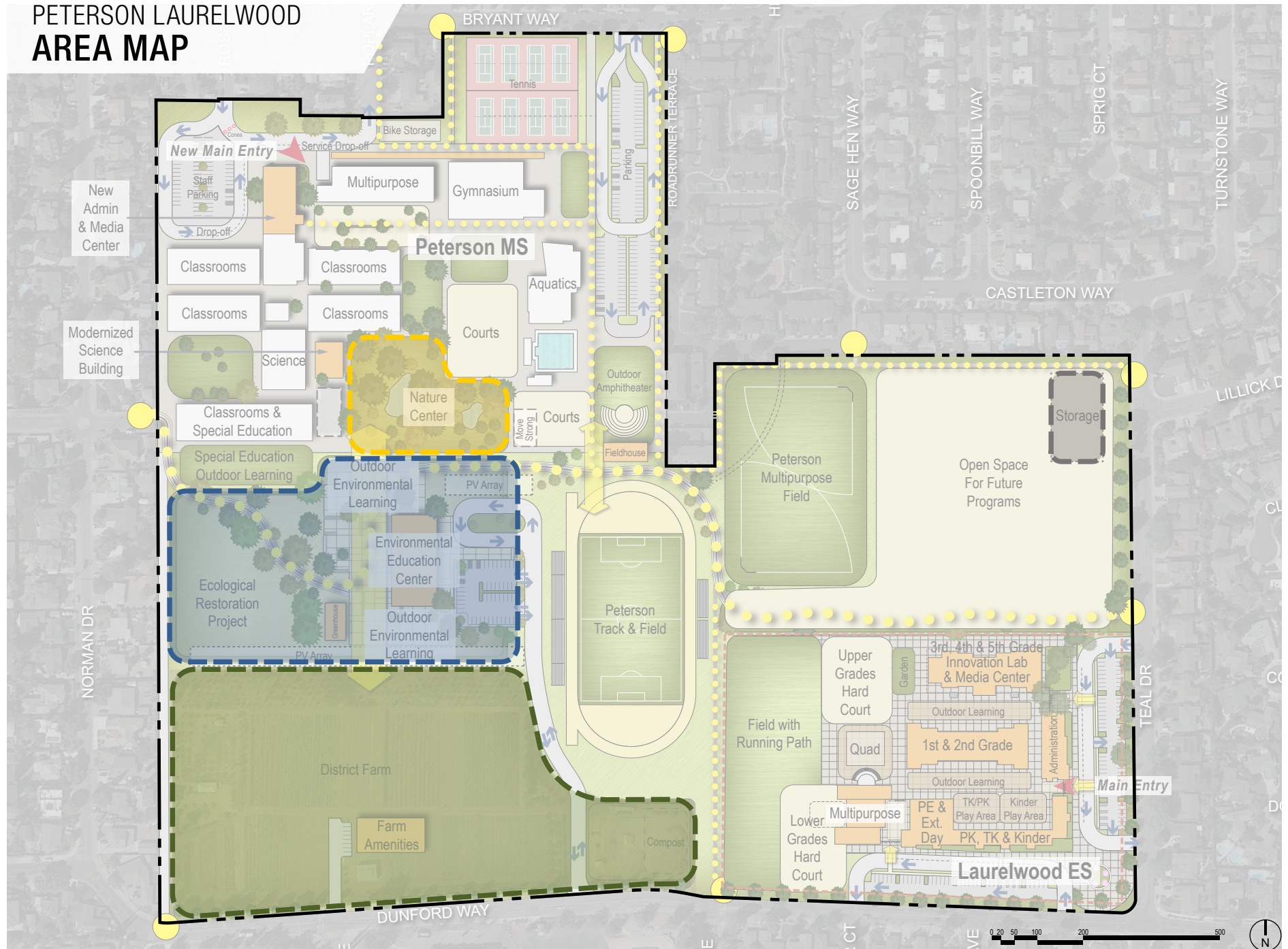
AREA SUMMARY

		Interior Area (NSF)	Exterior Area (Acres)
		Estimated	Estimated
1.0	Environmental Education Center	19,080	6.75
2.0	District Farm	8,100	13.55
3.0	Nature Center - Outdoor Areas	0	1.20
4.0	District Maintenance / Amenities	0	1.00

NOTE: Square-footage and acreage are approximate - TBD during design phases for each component.

	Interior Area (NSF)	Exterior Area (Acres)
Estimated Site Amenities	27,180	22.50

PETERSON LAURELWOOD AREA MAP



SITE PROGRAM ELEMENTS *(cont.)*

ENVIRONMENTAL EDUCATION CENTER

An Environmental Education Center is proposed for the site to highlight the existing Nature Center and District Farm and to support hands-on learning and community engagement. The Environmental Education Center will facilitate connections among the Nature Center, the Farm, the two schools, and other site activities while also inviting participation from other SCUSD schools through field trips, camps, educational activities, exhibits and events. It is anticipated that the Environmental Education Center will house administrative and visitor support spaces as well as space for the staging and storage of science learning kits that are used throughout the District.

DISTRICT FARM

Two important features currently existing on the site are the District Farm and the Bryan Osborne Nature Center. These features will remain integral to the site and support activities both during and after school hours.

The District Farm includes long-term and short-term plantings that support the District's nutrition program. It also serves as a hands-on learning

area for students throughout the district. For the master plan, this element is enhanced with support facilities to aid in the farm's maintenance and operations, as well as events and activities for learners of all ages to enjoy.

BRYAN OSBORNE NATURE CENTER

The Nature Center is a dense, landscaped area that is beloved by students and teachers throughout the district, particularly at Peterson Middle School, through which the Nature Center is currently accessed. The intent of the master plan is to allow access to this feature without disrupting the operations and security of the middle school, while also allowing easy access for other visitors.

With the addition of the Environmental Learning Center to the site, the Nature Center will enjoy new support spaces, enabling it to function as a true District-wide asset.

OTHER SITE AMENITIES

Additional site amenities include support spaces, fields, and vehicular areas that will serve various site programs as well as operations and maintenance of the site.

A Fieldhouse is proposed to serve outdoor play fields and other activities where participants require restrooms, drinking fountains and space to store equipment. It should be located with easy access to the track and fields. Locating groundskeeping equipment here will streamline the servicing of the outdoor fields and walking paths.

It is important to note that the sizes and quantities of these areas are estimated, and further verification and refinement is required as specific components are designed and implemented.

DISTRICT MAINTENANCE / AMENITIES

Storage space for supplies and equipment used district-wide currently exists on the site. Storage is primarily housed in mobile storage units, containers, which are grouped together. The proposed site master plan includes storage for these items. Additional outside area is required for storage of un-used portables. These areas should be easily accessible by maintenance and operations staff, yet visually screened from other site amenities.

(Detailed program is included in appendices)

05

LAURELWOOD MASTER PLAN



Santa Clara Unified prides itself on having teachers, classified employees, and administrators who are dedicated, experienced professionals who **care about each student's well-being and academic preparation.**

Santa Clara Unified School District

NEW LAURELWOOD ELEMENTARY SCHOOL

The new Laurelwood Elementary School program and planning was developed in collaboration with District and Laurelwood leadership teams and teachers. The design team went through an iterative process, which evaluated different design options on two potential site locations:

1. Existing Patrick Henry Campus
2. Existing soccer fields north of the existing Patrick Henry Campus

TRAFFIC CONTROL

Traffic is one of the key factors the design team took into consideration when evaluating the new school location. To reduce potential traffic congestion and ease traffic circulation on and off-site, the traffic consultant recommended two parking and drop-off areas for the new school. The two drop-off areas provide longer queuing space on site, allow for better traffic flow on and off-site, and provide easier access for parents who park and walk their children to the classrooms (particularly the younger age groups). Hence, the existing buildings location on the Patrick Henry Campus was selected since it fronts two public streets and has the ability to accommodate two parking and drop-off areas. It also provides easier access for parents who live to the south, eliminating the need to turn left from Teal Drive.

CAMPUS PLANNING

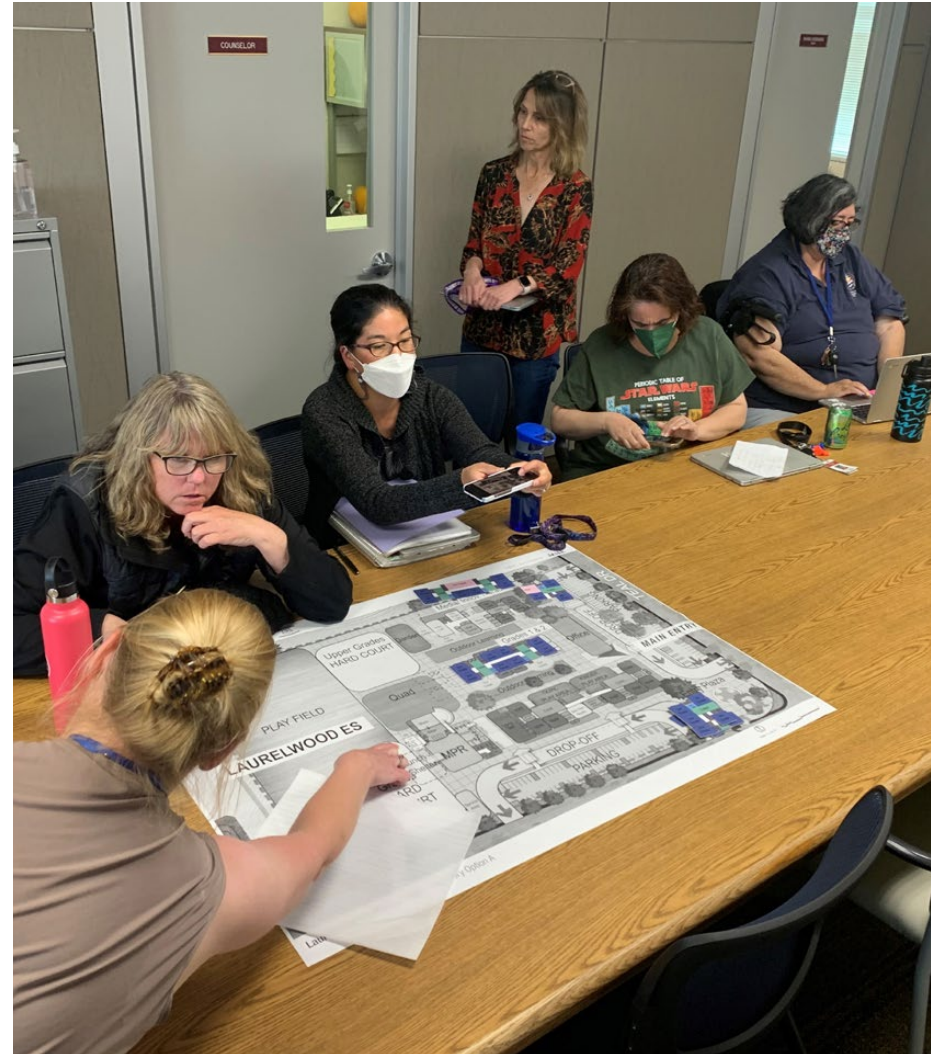
Once the site location was determined, the design team worked closely with the stakeholders on the planning of the new Laurelwood Campus. Different planning configurations of the school were explored and the stakeholders discussed different classroom cluster options in order to create inspirational learning environments, improve supervision and safety, and optimize sustainable design strategies for the campus.



SITE ORGANIZATION

The campus features three classroom buildings, an administration building and a multipurpose building. The administration, multipurpose (MP), and Transitional Kinder (TK)/Pre-Kinder (PK)/Kinder/Physical Education Classroom (PE)/Extended Day buildings form the perimeter of the campus and face the two drop-off and parking areas for ease of access. The main school entrance is adjacent to the administration building along Teal Drive and the secondary entrance is between the MP and TK, PK, and PE Extended Day programs along Dunford Way. The buildings and fenced areas between the buildings create a secure perimeter along Teal Drive and Dunford Way while perimeter fencing around the field and hardcourt areas secure the rest of the campus.

The campus is organized in a linear fashion in order to optimize solar orientation, building performance, and natural daylighting. In addition, the buildings are carefully placed to preserve existing trees. The cluster of existing trees on the north-east named “Parent Grove” will provide shade to the campus and a comfortable place where parents can gather while waiting for students. The linear outdoor learning, open quad, field and hardcourt areas provide unobstructed views of the campus for continuous supervision.



NEW LAURELWOOD ELEMENTARY SCHOOL *(cont.)*

One of the key planning features is the integration between the indoor and outdoor areas where each classroom and collaboration area have direct access to the outdoors. Hence, linear outdoor learning areas are adjacent to the buildings. The classroom clusters are organized per grade and are designed to have a shared collaboration area in the center. The collaboration areas open to the outdoor learning areas both on the north and south sides and will be supported with restrooms, sinks, storage, wi-fi and other features. In addition, the special education program is integrated and distributed throughout the campus and has direct access to the outdoor learning areas. Creating a flexible indoor-outdoor learning environment is very important to be able to facilitate different modalities of learning and will be further studied during the next stage of the design.

To preserve valuable real-estate and to closely align with California Department of Education site development guidelines, a two-story building on the north side of the site is preferable to a one-story building. The two-story building, adjacent to the Parent Grove, features the innovation lab, library/media center, and classroom clusters for the 3rd, 4th and 5th grades. The first floor interconnects special education, staff collaboration space, innovation lab, 3rd grade cluster, and the library/media center spaces. The second-floor features 4th and 5th grade clusters, which are interconnected with outdoor learning decks with views to the campus. In addition, the outdoor learning decks are connected to the outdoor learning area on the first floor via exterior stairs.

(Detailed program is included in appendices)



LAURELWOOD ELEMENTARY SCHOOL 2022 MASTER PLAN



SUSTAINABILITY AND NET-ZERO ENERGY

The new Laurelwood Elementary School will be designed with sustainability at heart and will target Net-Zero Energy performance. The approach to sustainable design starts with the right sizing of the building program. The master planning process involved studying different planning options to maximize indoor-outdoor connections, reduce circulation areas, and identify multi-use spaces. For example, extended day space can be subdivided into three separate classrooms or used as a large open space for physical education activities. Utilizing spaces for multiple functions results in more efficient use of space, reduced construction costs, and lower carbon footprint.

Harvesting natural elements and taking advantage of the local climate to design indoor and outdoor spaces will be a priority. Passive strategies will be focused on first, before evaluating complementary active building systems. Passive strategies utilize what nature provides to keep buildings comfortable without the need for purchased energy. One of the key passive strategies is proper building orientation. The buildings are oriented along the east/west axis to maximize building envelope efficiency and optimize daylight into the learning environment. Through further studies, the next stage of the project development will explore design strategies that:

- / Maximize roof's solar orientation for photovoltaic panels and solar energy harvesting
- / Evaluate solar shade structures
- / Reduce heat gain through shading and overhangs by protecting south glazing, limiting glazing on east and west facades and maximizing glazing on the north.
- / Strategically locate skylights, clerestory and transom windows to balance natural daylight and increase thermal comfort inside the learning environments
- / Evaluate other sustainable passive design strategies (ex. natural ventilation, passive solar, thermal mass, etc.)
- / Explore rainwater collection potential and sustainable building materials

Evidence-based design will guide solutions. Passive design strategies play an important part in optimizing building performance and creating healthy learning environments. Research proves that exposure to natural light increases creativity and improves student test scores, attendance and behavior. People who worked in places with ample natural light tend to be 15% more creative and have 20-25% higher test scores.



06

APPENDICES

APPENDIX A

DETAILED SITE PROGRAM

Potential Site Master Plan Elements

HMC Architects

Estimated Site Amenities

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DRAFT: **06.15.22**

NOTE: Square-footage and acreage are approximate - TBD during design phases for each component.

1.0		Environmental Education Center		19,080		6.75 acres		(Exterior area summary is shown in acres)	
1.1		Offices / Administration / Support		Qty.	Net Area	Interior Net Area	Approximate Exterior Area (SF)	NOTES	
	.01	Reception / Information	1	300	300			adjacent/openable to Exhibit area	
	.02	Offices	4	120	480			Environmental Center, Camp, Nature Center, +1 for growth	
	.03	Storage Rooms	1	200	200				
	.04	Break Room / Kitchenette	1	100	100				
	.05	Conference Room	1	300	300				
	.06	Deliveries / Receiving	1	100	100				
	.07	Storage / Maintenance	1	300	300				
	.08	Custodial	1	100	100				
	.09	Staff Restrooms	2	100	200				
Parking	.10	Staff Parking	4	350	0		1,400		
					2,080		1,400		
1.2		Visitor Amenities		Qty.	Net Area	Interior Net Area	Exterior Area (SF)	NOTES	
	.01	Gathering Plaza	1	1,000	0		1,000		
	.02	Day Lockers	1	300	300			verify quantity of lockers, area is allowance	
	.03	Grouped Restrooms	2	350	700				
	.04	Gender Neutral Restrooms	4	100	400			some accessible from outside	
	.05	Vending Area	1	100	100			areas for healthy drink & snack machines	
	.06	Handwashing Stations	1	100	100			access from outdoor picnic area	
	.07	Outdoor Access Storage Area	1	200	200			also used for Farm Camp	
	.08	Outdoor Picnic Area (partially covered)	1	4,000	1,200		2,800		
	.09	Presentation Area / Amphitheater (partially covered)	1	6,000	1,000		5,000	May or may not be with the Environmental Center (+/- 350)	
Parking	.10	Parking / Bus Parking	1.5	43,560	0		65,340	VERIFY size required	
					4,000		74,140		
1.3		Educational / Event Spaces		Qty.	Net Area	Interior Net Area	Exterior Area (SF)	NOTES	
	.01	Exhibit Area	1	500	500				
	.02	Training Room (dividable)	1	2,400	2,400				
	.03	Classroom / Lab	3	1,200	3,600			set up like a science lab	
	.04	Training Room Storage	1	100	100				
	.05	Multi-Purpose Event Space	1	4,000	4,000				
	.06	MPR Storage	1	200	200			table/chair storage, modular stage, etc.	
	.07	Demonstration / Teaching Kitchen	1	1,500	1,500				
	.08	Kitchen Storage	1	200	200				
	.09	Outdoor Food Washing / Prep Stations	1	500	0		500	gated, partially covered/shaded	
	.09	Farm Camp Space - "Base Camp"	1	500	500			day lockers, adjacent to Classroom, easy access to outside	
	.10	Exterior Open Areas (estimated)	5.0	43,560	0		217,800	including area of solar panels	
					13,000		218,300		
1.4		Science Center - FOSS/STEM Kits		Qty.	Net Area	Interior Net Area	Exterior Area (SF)	NOTES	
	.01	Open Work Area	1	1,600	1,600				
	.02	Storage	1	1,000	1,000				
	.03	Deliveries / Pickup	1	800	200		600		
	.04	Coordinator Office	1	200	200				
					3,000		600		

Potential Site Master Plan Elements

HMC Architects

Estimated Site Amenities

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NOTE: Square-footage and acreage are approximate - TBD during design phases for each component.

2.0	District Farm	8,100	13.6 acres	(Exterior area summary is shown in acres)	
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2.1 Farm Spaces		Qty.	Net Area	Interior Net Area	Approximate Exterior Area (SF)	NOTES
.01	Long-term Plantings / Orchard	2	43,560	0	87,120	keep current size/location
.02	Short-term Plantings	10	43,560	0	435,600	keep current size/location
.03	Farm Greenhouse	1	5,000	2,500	2,500	
				2,500	525,220	
2.2 Farm Educational Facilities		Qty.	Net Area	Interior Net Area	Exterior Area (SF)	NOTES
.01	Mini Farm / Demonstration Area	0.5	43,560	0	21,780	also used for Farm Camp
.02	Farmer's Market Stand	1	1,500	200	1,300	
.03	Potting Shed / Seedlings	1	1,000	500	500	
.04	Chicken Coop	1	1,000	100	900	
.05	Outdoor Classrooms	4	1,000	0	4,000	locate near or under existing solar panel structures
Parking .06	Visitor Parking	4	350	0	1,400	include EV charging stations
.07 Bus Parking / Dropoff (Included with Environmental Center (1.0))				-		
				800	29,880	
2.3 Farm Maintenance Facilities		Qty.	Net Area	Interior Net Area	Exterior Area (SF)	NOTES
.01	Equipment Storage	1	5,000	2,500	2,500	
.02	Farm Staging Area / Refrigeration	1	2,000	2,000	0	
.03	Office	1	150	150		
.04	Office Storage	1	50	150		
Parking .05	Deliveries / Parking	0.25	43,560	0	10,890	VERIFY size required
				4,800	13,390	
2.4 Shared Farm/District Maintenance		Qty.	Net Area	Interior Net Area	Exterior Area (SF)	NOTES
.01	Landscaping / Groundskeeping Materials	0.25	43,560	0	10,890	
.02	Compost Areas	0.25	43,560	0	10,890	easy access by tractor and trucks
				0	21,780	

3.0	Nature Center - Outdoor Areas	0	1.2 acres	(Exterior area summary is shown in acres)	
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3.1 Outdoor Nature Center		Qty.	Net Area	Interior Net Area	Approximate Exterior Area (SF)	NOTES
.01	Natural Environments - Current	1	43,560	0	43,560	keep current size/location
.02	Natural Environments - Future Expansion	0.20	43,560	0	8,712	Enhancements for ADA
				0	52,272	
3.2 Operations / Offices		Qty.	Net Area	Interior Net Area	Exterior Area (SF)	NOTES
.01	Included with Environmental Center			-		
				0	0	

Potential Site Master Plan Elements

HMC Architects

Estimated Site Amenities

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NOTE: Square-footage and acreage are approximate - TBD during design phases for each component.

4.0	School Play Areas	2,800	14 acres	(Exterior area summary is shown in acres)
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4.1	Fieldhouse	Qty.	Net Area	Interior Net Area	Approximate Exterior Area (SF)	NOTES
.01	Handwashing Area / Drinking Fountains	1	100	0	100	covered area
.02	Grouped Restrooms	2	300	600	0	
.03	Gender-Neutral Restrooms	2	100	200	0	
.04	Peterson Storage	1	1,200	1,200	0	
.05	General Storage	1	200	200	0	
.06	Concessions / Vending	1	200	200	0	
.07	Groundskeeping Equipment for P/L Fields	1	400	400	0	
			2,800		100	

4.2	Play Areas - Peterson	Qty.	Net Area	Interior Net Area	Exterior Area (SF)	NOTES
.01	Peterson Courtyard / Commons	1	50,000	0	50,000	existing to remain (SF is rounded)
.02	Track & Field	1	150,000	0	150,000	
.03	MP Field / Baseball / Softball	2	85,000	0	170,000	about 2 acres each
.04	Tennis Courts	8	6,800	0	54,400	
.05	Peterson Hardcourts	1	60,000	0	60,000	existing to remain (SF is rounded)
.06	Move Strong Equipment Area & Play Aparatus Area	2	3,000	0	6,000	existing to remain (SF is rounded)
			0		490,400	

4.3	Play Areas - Laurelwood	Qty.	Net Area	Interior Net Area	Exterior Area (SF)	NOTES
.01	Outdoor Learning Areas	2	10,000	0	20,000	existing to remain (SF is estimated)
.02	Quad Area	1	10,000	0	10,000	
.03	Hardcourts - Upper Grades	1	50,000	0	50,000	one per school
.04	Hardcourts - Lower Grades	1	5,000	0	5,000	2 for Laurelwood
.05	Kinder / TK Play Areas	2	6,000	0	12,000	adjacent to fields & MPR, possible after hours access (commu
.06	Laurelwood Garden	1	6,000	0	6,000	adjacent to fields & MPR, possible after hours access (commu
			0		103,000	

5.0	District Maintenance / Amenities	0	1.00 acres	(Exterior area summary is shown in acres)
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5.1	District Storage Units	Qty.	Net Area	Interior Net Area	Exterior Area (SF)	NOTES
.01	Open Space for Mobile Storage Units	0.50	43,560	0	21,780	Screened and/or Fenced area
.02	Outdoor Space to Store Unused Portables	0.50	43,560	0	21,780	Screened and/or Fenced area
			0		43,560	

Potential Site Master Plan Elements

Estimated Site Amenities

DRAFT: 06.15.22

NOTE: Square-footage and acerage are approximate - TBD during design phases for each component.

AREA SUMMARY

		Interior Area (NSF)	Exterior Area (Acres)
		Estimated	Estimated
1.0	Environmental Education Center	19,080	6.75
2.0	District Farm	8,100	13.55
3.0	Nature Center - Outdoor Areas	0	1.20
4.0	School Play Areas	2,800	13.62 (not including school parking areas)
5.0	District Maintenance / Amenities	0	1.00

NOTE: Square-footage and acerage are approximate - TBD during design phases for each component.

	Interior Area (NSF)	Exterior Area (Acres)
Estimated Site Amenities	29,980	36.12 (Not including Peterson or Laurelwood building SF)

APPENDIX B

DETAILED LAURELWOOD PROGRAM

New Laurelwood Elementary

Facility Space Program

06.16.22

SUMMARY

1.00 LEARNING COMMUNITIES		Net S.F.	# T.S.	Capacity
1.01	PK / TK & Kinder	14,000	8	160
1.02	1-5 Learning Communities	31,500	23	615
1.03	SpEd / Learning Support	5,800	3	39
		51,300	34	814
2.00 LEARNING ACTIVITIES		Net S.F.	# T.S.	Capacity
2.01	Library / Innovation Lab	5,000	0	0
2.02	PE / Extended Day	4,100	0	0
		9,100		
3.00 LEARNING COMMONS		Net S.F.	# T.S.	Capacity
3.01	Commons / Multipurpose	8,700	0	0
3.02	Kitchen / Supports	2,300	0	0
3.03	Performance (Stage Only)	1,900	0	0
		12,900		
4.00 OFFICES & SUPPORT		Net S.F.	# T.S.	Capacity
4.01	Main Office	2,700	0	0
4.02	Teacher Support Areas	1,500	0	0
4.03	Wellness Center	1,500	0	0
4.04	Health Suite	600	0	0
4.05	PTA / Volunteer Support	300	0	0
		6,600		
5.00 BUILDING SUPPORT (est.)		Net S.F.	# T.S.	Capacity
5.01	Maintenance / Custodial	1,300	0	0
5.02	Utilities / Infrastructure	2,600	0	0
		3,900		

		Total Net S.F.	# T.S.	capacity @ 100%
NET AREA TOTAL		83,800	34	814

		1.24	Gross Area/Student
GROSS AREA ESTIMATE		104,000	130

Calculated Gross Area per Student:

130.0

20,200 GSF calc.

NOTE: Gross area is calculated at 130sf/student (800x130=104,000gsf).

The grossing factor shown above is a calculation based on the current program's NET areas.

New Laurelwood Elementary

Facility Space Program

06.16.22

1.0 LEARNING COMMUNITIES

Teaching Stations are shown in **Bold** text.

1.01	PK/TK & Kinder	Qty.	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES
.01	PK Learning Studio	1	1,350	1,350	1	20	PK capacity does not add to the 800-student capacity target
.02	TK Learning Studios	2	1,350	2,700	2	40	
.03	Student Restrooms - Individual	4	60	240	-	-	1 with outside access
.04	Small Group / Workroom	1	250	250	-	-	1 shared between 2 studios
.05	Storage	1	120	120	-	-	
.06	Outdoor Storage	1	200	200	-	-	
.07	PK Check-in, Reception, Workroom	1	750	750	-	-	
.08	Kinder Learning Studios	5	1,350	6,750	5	120	
.09	Small Group / Work Rooms	3	250	750	-	-	1 shared between 2 studios
.10	Student Restrooms - Individual	6	60	360	-	-	1 with outside access
.11	Storage and/or Work Area	1	150	150	-	-	
.12	PK/TK/K Staff Restrooms	3	60	180	-	-	1 with outside access
.13	Outdoor Storage	1	200	200	-	-	
			14,000		8	160	

1.02	1-5 Learning Communities	Qty.	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES
.01	Learning Studios (1-2)	10	960	9,600	10	250	
.02	Learning Studios (3)	5	960	4,800	5	125	
.03	Learning Studios (4-5)	8	960	7,680	8	240	
.04	Small Group Rooms	5	125	625	-	-	
.05	Student Restrooms (single stall)	10	75	750	-	-	grouped & all gender, plus single occupancy, 4 accessible from outside
.06	Student Restrooms (grouped)	6	200	1,200	-	-	
.07	Storage Areas	5	120	600	-	-	may be combined
.08	Collaboration Commons - Grades 1 & 2	2	1,000	2,000	-	-	activity space: SF per grade - may be combined
.09	Collaboration Commons - Grade 3	1	1,000	1,000	-	-	activity space: SF per grade - may be combined
.10	Collaboration Commons - Grades 4 & 5	2	1,000	2,000	-	-	activity space: SF per grade - may be combined
.11	Staff Collaboration Rooms	2	250	500	-	-	staff collaboration / workroom for grades 1-5
.12	Shared Book Rooms	2	185	370	-	-	1 per building, for book sets and other grade-level resources
.13	Staff Restrooms	5	75	375	-	-	1 per grade level
			31,500		23	615	

1.03	SpEd / Learning Support	Qty.	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES
.01	SAI Rooms	3	1,350	4,050	3	39	dividable spaces, locate 1 with PK/TK/K Classrooms
.02	RSP (K-5)	2	500	1,000	-	-	resource / related services
.03	Storage / Work Room	2	100	200	-	-	
.04	Restroom / Changing	2	100	200	-	-	1 per SAI classroom
.05	Occupational / Physical Therapy	1	200	200	-	-	
.06	Sensory Room	1	150	150	-	-	
			5,800		3	39	

Subtotals for	LEARNING COMMUNITIES	(square feet)	# T.S.	Capacity
	NET AREA TOTALS	51,300	34	814

New Laurelwood Elementary

Facility Space Program

06.16.22

2.0 LEARNING ACTIVITIES

Teaching Stations are shown in **Bold** text.

2.01 Library & Innovation Lab		Qty.	Net S.F.	Total Net S.F.	NOTES
.01	Library / Media Center	1	3,000	3,000	+/- 10 books/student, space also for staff meetings
.02	Innovation Lab	1	1,350	1,350	near garden
.03	Lab Supply / Equip Storage	1	100	100	
.04	Library Storage / Teacher Resources	1	550	550	also storage for technology (chromebooks, cords, etc)
.05	Circ Desk/Technology Help Desk		150	-	included within Media Center area
.06	Book Exchange Area (open to hallway)		50	-	included within Media Center area
				5,000	
2.02 PE & Extended Day		Qty.	Net S.F.	Total Net S.F.	NOTES
.01	PE Activity Space			-	space included with Extended Day program
.02	PE Office	1	150	150	visibility to outdoor PE area, for 2 people
.03	PE Storage	1	250	250	
.04	Outdoor PE Equipment Storage	1	200	200	flexible shelving, direct access to outdoor PE area
.05	Extended Day / PE Activity Space	1	3,000	3,000	dividable into 3 spaces. cluster with PK/TK rooms and check-in area
.06	Extended Day Restrooms	4	75	300	2 with outdoor access
.07	Staff Workroom	1	100	100	
.08	Extended Day Storage	1	100	100	
				4,100	
Subtotals for LEARNING ACTIVITIES					(square feet)
NET AREA TOTALS					9,100

New Laurelwood Elementary

Facility Space Program

06.16.22

3.0 LEARNING COMMONS

3.01 Commons / Multi-Purpose		Qty.	Net S.F.	Total Net S.F.	NOTES
.01	Multi-Purpose Room	1	6,000	6,000	easy access to playground, without disrupting classroom space
.02	Lunch Shelter (counted at 1/3 area)	0.33	4,800	1,600	
.03	Table / Chair Storage	1	300	300	included with main office listing
.04	General Storage	1	200	200	
.05	Restrooms (Gendered, Grouped)	2	200	400	
.06	Family Restroom	1	75	75	
.07	Custodial Room	1	125	125	
.08	PTA Storage			-	
				8,700	
3.02 Kitchen & Supports		Qty.	Net S.F.	Total Net S.F.	NOTES
.01	Food Services Kitchen	1	1,200	1,200	
.02	Dry Storage	1	200	200	
.03	Walk-in Freezer & Refrigerators	2	150	300	
.04	Scullery	1	250	250	
.05	Cafeteria Director Office	1	60	60	
.06	Kitchen Staff Lockers / Restroom	2	100	200	
.07	Hand Wash Stations / Drinking Fountains	2	20	40	
.08	Kitchen Custodian	1	50	50	
				2,300	
3.03 Performance (Stage Only)		Qty.	Net S.F.	Total Net S.F.	NOTES
.01	Stage / Platform	1	1,600	1,600	small platform area from stage to outdoor amphitheater
.01a	Ramp access to stage platform	1	100	100	
.02	Platform Storage	1	150	150	
.03	AV Equipment Closet	1	50	50	
.04	Outdoor Performance Platform			-	
				1,900	
Subtotals for LEARNING COMMONS		(square feet)			
NET AREA TOTALS		12,900			

New Laurelwood Elementary

Facility Space Program

06.16.22

4.0 OFFICES & SUPPORT

4.01 Main Office	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Welcome Center / Waiting Area	1	500	500	
.02 Secretary / "Front Desk"	1	100	100	
.03 Principal's Office	1	200	200	sized to support small meetings, visibility to front door/vestibule
.04 Assistant Principal Office	1	150	150	
.05 EL SAT Office	1	150	150	
.06 Workstations: Clerk, Attendance	2	75	150	with secretary
.07 Large Conference Room	1	250	250	access from main office and from commons.
.08 Counselor	2	125	250	
.09 Testing	1	100	100	near Asst. Princ., secure storage for testing materials, prep, etc.
.10 Storage	1	100	100	
.11 Workroom / Mailroom	1	350	350	shared by main office, teachers, & student services
.12 Kitchenette / Coffee	1	50	50	
.13 Staff / Visitor Restrooms	4	75	300	
.14 PA Alcove	1	20	20	verify technology
.15 Lost and Found Alcove	1	30	30	rolling storage/clothing racks
			2,700	
4.02 Teacher Support Areas	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Staff Lounge / Lunchroom w/ Kitchenette	1	1,150	1,150	with kitchenette. NOT in same area as the school office/admin
.02 Storage / Workroom	1	125	125	
.03 Nursing / Mother's Room	1	75	75	also accessible for visitors
.04 Staff Restrooms	2	75	150	
			1,500	
4.03 Wellness Center	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Student Services Offices	4	150	600	
.02 Literacy / Reading Coach	1	200	200	
.03 Storage	1	20	20	
.04 Itinerant Staff Coworking Space	1	240	240	
.05 Wellness Offices	2	120	240	
.06 Wellness Conference Room	1	150	150	
.07 Wellness Center Small Waiting Alcove	1	50	50	
			1,500	
4.04 Health Suite	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Health / Treatment / Cots	1	300	300	sink (H+C water), refrigerator & ice machine, 2 cots min (divider curtains)
.02 Nurse Office	1	100	100	privacy for phone calls and conversations
.03 Restroom / Changing	1	100	100	
.04 Secured Storage Closet	1	80	80	
.05 Washer / Dryer Closet	1	20	20	all meds to be double-locked
			600	
4.05 PTA / Volunteer Support	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Conf / Parent Volunteer Room	1	200	200	
.02 PTA Storage / Workroom	1	100	100	with sink, access from outside, near multipurpose
			300	
Subtotals for OFFICES & SUPPORT			(square feet)	
NET AREA TOTALS			6,600	

New Laurelwood Elementary

Facility Space Program

06.16.22

5.0 BUILDING SUPPORT (est.)

5.01	Maintenance/Custodial	Qty.	Net S.F.	Total Net S.F.	NOTES
	.01 Storage	6	80	480	
	.02 Custodial Closets & Supplies	6	80	480	
	.03 Outdoor Maintenance Equip Stor.	1	220	220	
	.04 Receiving Area	1	120	120	
				1,300	

5.02	Utilities/Infrastructure	Qty.	Net S.F.	Total Net S.F.	NOTES
	.01 MDF Room	1	150	150	estimated - to be fine-tuned during design / systems selection
	.02 IDF Room	5	100	500	"
	.03 Mechanical Room	6	100	600	"
	.04 Electrical Room	6	150	900	"
	.05 Fire Riser Room	5	50	250	"
	.06 Elevator & Machine Room	1	200	200	"
				2,600	

Subtotals for	BUILDING SUPPORT (est.)	(square feet)
	NET AREA TOTALS	3,900