RANCHO SANTA FE SCHOOL DISTRICT
R. ROGER ROWE SCHOOL

MASTER PLAN

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Prepared by: Webb Cleff Architecture and Engineering
December 10, 2015

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EXECUTIVE SUMMARY

In January, 2015, the Rancho Santa Fe School District embarked upon a process to create a district wide facility master plan. The district is comprised of a single school – kindergarten through eighth grade – approximately 7.4 acres. The horizon of this master plan is long range – approximately 10 to 20 years. The facility master plan also includes a section for immediate needs.

The school is densely populated and has through the years made significant modifications in their programs to accommodate the small site. This study evaluates the following:

1. Demographic Trends
2. Facilities Needs Assessment for Educational Spaces
3. Facilities Needs Assessment for Athletics

The District staff worked closely with each teacher, program director, and principal at both the middle school and elementary school level to establish guiding principals for the future education of Rancho Santa Fe School students. The guiding principals generated both general and specific types of spaces the district envisions for current curriculum as well as the future. Once spaces were defined and deficiencies identified, this master plan document presents options for future spaces as well as the needs for future land acquisition.

This document identified approximately 6 un-housed programs as well as a significant deficiency in the athletics program spaces currently occupied by both schools. The goal of this document is to provide a basis for the district to beginning short and long range funding deficiencies as well of opportunities. A follow up document is recommended as the board identifies funding opportunities as well as creates priorities for the needs identified herein.

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MASTER PLAN

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SECTION I - EDUCATIONAL SPECIFICATIONS

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SECTION I - EDUCATIONAL SPECIFICATIONS

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A. OVERVIEW

This Elementary and Middle School Master Plan and Educational Specifications document is organized into distinct sections, containing information necessary for the planning, design, and construction of new school facilities. Those sections are as follows:

➢ **Executive Summary** – The Executive Summary is an overview of the content of the R. Roger Rowe K-8 School Educational Specification document.

➢ **Demographic Trending** – Historical Population from 1997 through current and trending.

➢ **Educational Approach** – The District's goals and approach to individualized learning.

➢ **Technology** – This section provides an understanding of how technology will be integrated into the curriculum and the facility.

➢ **Safety and Security**– This section reflects an overview of the Safety and Security Plan.

➢ **Site Issues** – Any special circumstances or considerations are important when designing future improvements for this school. The design, traffic flow, lighting, landscaping, and parking issues are all addressed in this section.

➢ **Aesthetics**– This section describes the visual appeal of existing and new spaces for our K-8 school.

➢ **Community Use Alternatives**–Understanding community needs and integrating those needs into school facilities is an important aspect for all school districts. Various uses and programs are described in this section.

➢ **General Design Requirements/Program Areas**– A summary of the types, number, and sizes of each instructional and support space (i.e. pace requirements) is included with spatial relationship illustrations for each program area.

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B – EXECUTIVE SUMMARY

The elementary and middle school facility must fulfill a primary requirement: provide a unique and transitional learning environment. The facility should be designed and spatially organized to serve the program. At the same time, the design and construction methodology must include a high degree of flexibility to accommodate program changes in the future. At the same time, the elementary and middle school building must be organized in a manner which ensures a sense of belonging and a personalized educational experience for each student, designing small communities within the larger community. Clear and safe separation exist between grade group levels, including Lower Grade Elementary (K-2), Upper Grade Elementary (3-5) and Middle (6-8).

The educational specifications are a description of spaces listed in the space requirements chart. New additions and renovated K-8 facilities will need to be able to accommodate a variety of instructional concepts and program delivery options.

A key planning parameter in the creation of the Elementary and Middle School Educational Specification is desired size of the school and the need for flexibility. To ensure this, the space requirements provide spaces for 850 total students. These space requirements are designed to be broken down into an elementary school and middle school community.

Figure B-1

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C – DEMOGRAPHIC TRENDING

Up to 1997, the district enrollment was fairly stable. The school reached its peak enrollment in 2002 through 2004 at approximately 850 students. Beginning in 2000, many portable buildings were added to the campus to accommodate the growing number of students. During this time, the District entered and qualified for an overcrowding relief grant as well as modernization money. The District examined the possibility of adding a K-6 school at another location to accommodate the number of students. In 2002 and 2008 a bond proposal for a second school site was presented to the public and failed. A subsequent survey revealed that the community was committed to having the campus remain a K-8 campus in its current location.   At that time, a bond was passed and much of the school was reconstructed to accommodate the peak population of 850 students. During the economic downturn, the student population dropped to 1997 numbers at 687. As the economy grows, similar to the growth in 2001 through 2004, the trend for growth may increase.
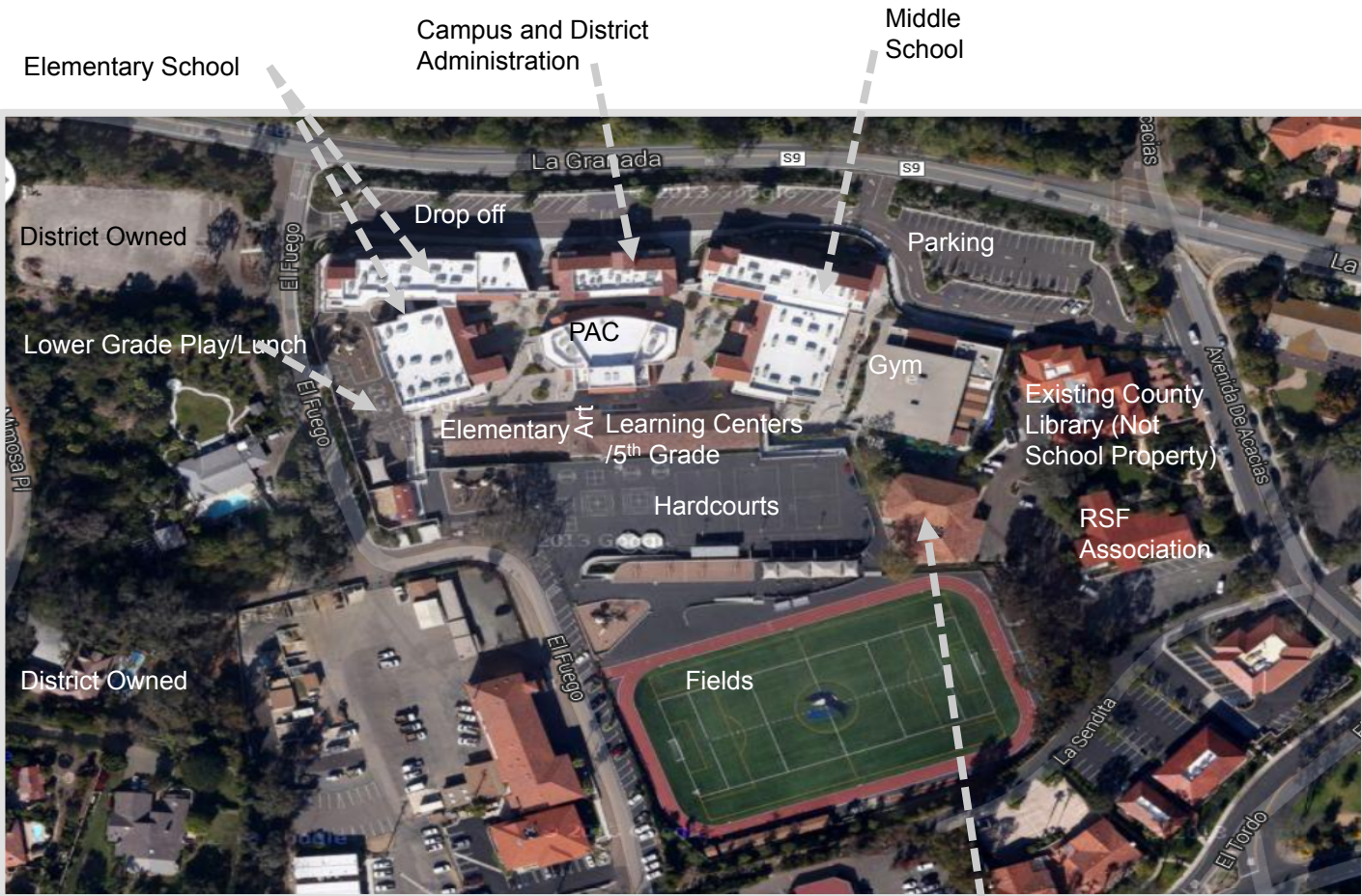
Demographic Trending
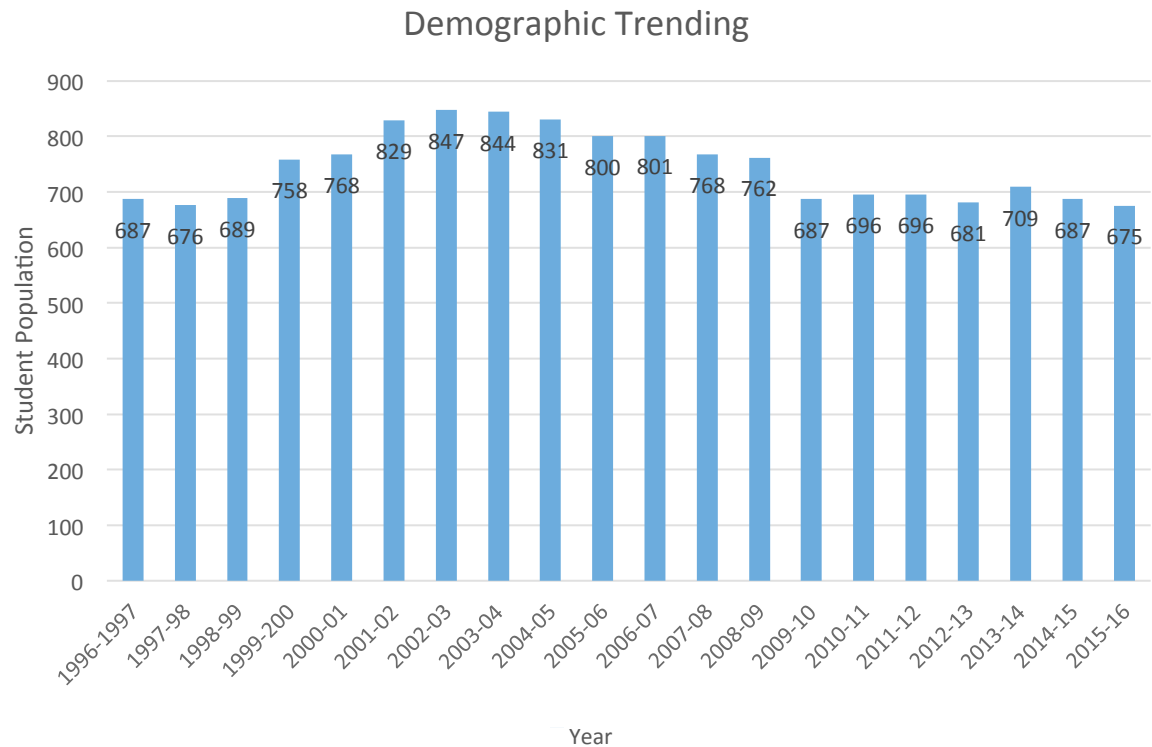
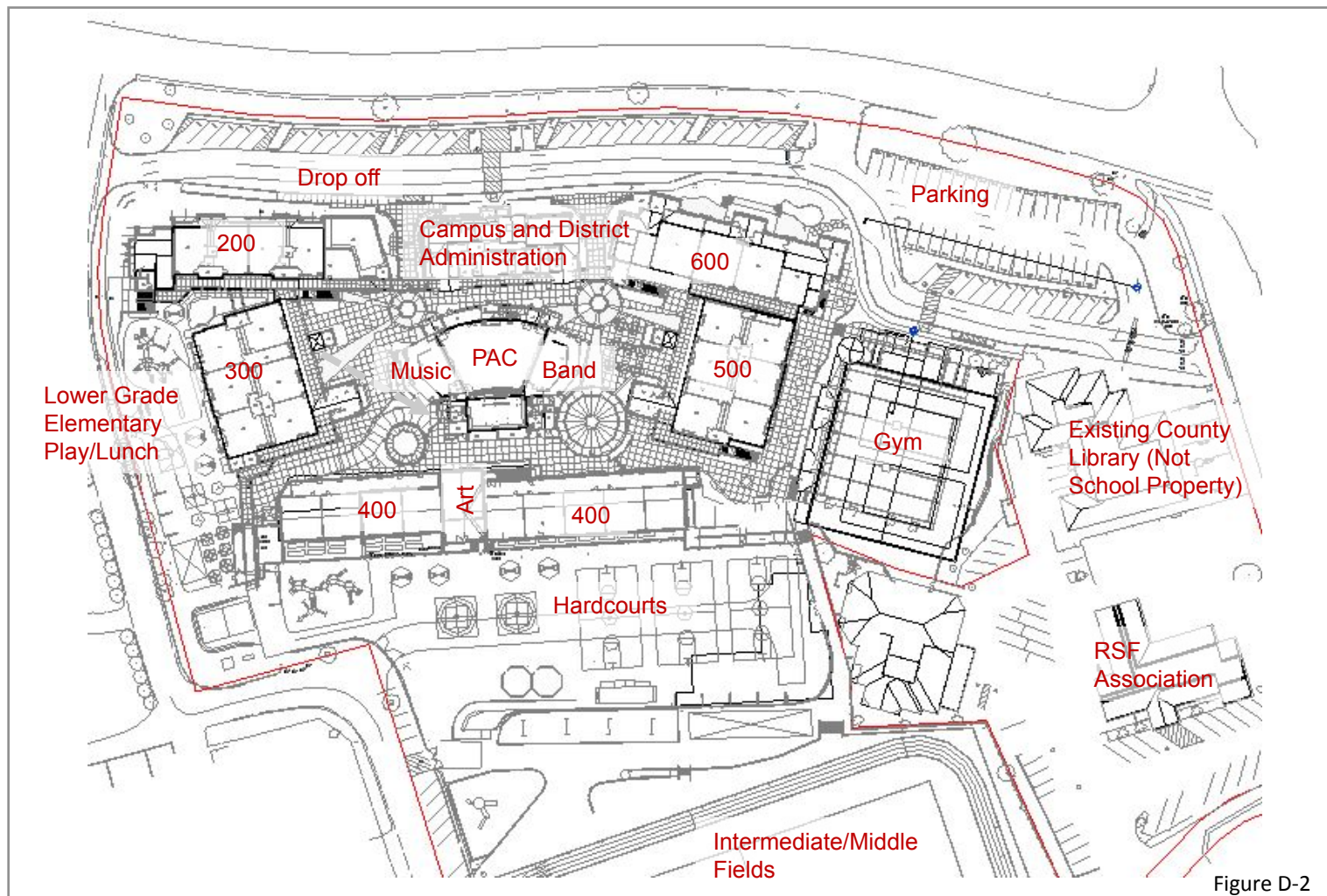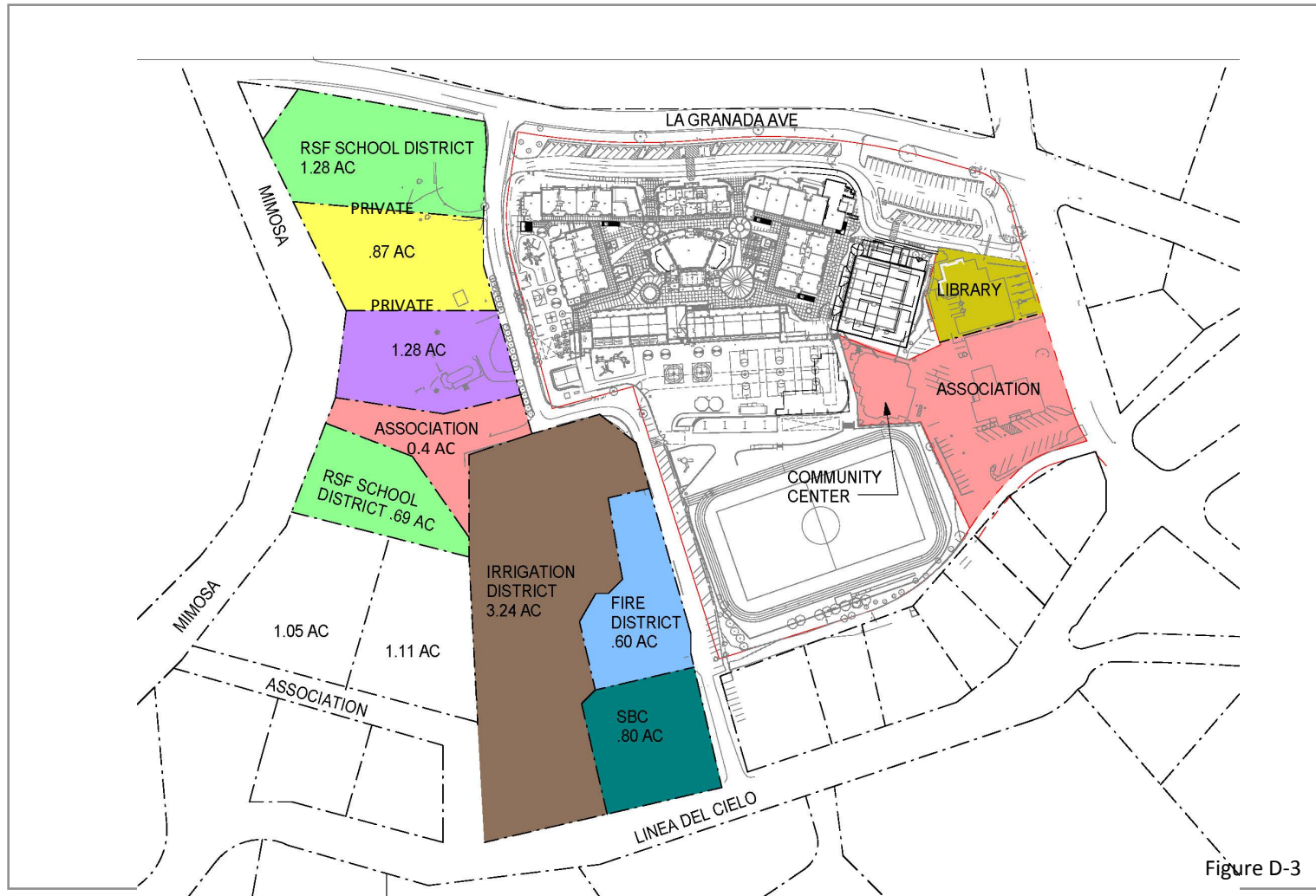# D – SITE SUMMARY - AERIAL

Figure D-1 - Existing Community Center (Not School Property)

D – SITE SUMMARY – CAMPUS MAP

Figure D-2

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D – SITE SUMMARY – CAMPUS AND SURROUNDING PROPERTIES

LA GRANADA AVE

RSF SCHOOL DISTRICT
1.28 AC

MIMOSA

PRIVATE
.87 AC

PRIVATE
1.28 AC

LIBRARY

ASSOCIATION
0.4 AC

ASSOCIATION

RSF SCHOOL
DISTRICT .69 AC

MIMOSA

1.05 AC

1.11 AC

ASSOCIATION

IRRIGATION
DISTRICT
3.24 AC

FIRE
DISTRICT
.60 AC

COMMUNITY
CENTER

SBC
.80 AC

LINEA DEL CIELO

Figure D-3

E – CURRICULUM

Overview

Instructional programs in the Rancho Santa Fe School District are committed to helping each child meet the academic and intellectual competencies expected at each grade level and become active, engaged learners in a classroom setting. Our District is committed to making certain that the programs provided are rigorous and meet the individualized needs of each child.

Each grade level builds on skills and knowledge children have learned in preceding years. It encourages critical thinking, creativity, and respect for self and others. Expectations are modified or expanded to meet a child's needs and abilities.

Curriculum standards set by the California Department of Education are the starting point of what all grade-level students are expected to know and be able to achieve by the end of a school year. Key concepts and rigorous standards are included.

We are dedicated to preparing our students for their future educational experiences. Below you will find a brief overview of each content area:

1) Mathematics

The emphasis in math is to provide students with the conditions supported by the most current research on mathematics instruction. This instruction involves explicit teaching of skills and strategies, teacher modeling, and supported student practice. Instruction follows a logical progression through the year and across grade levels. Individual instruction is tailored to the learner based on the teacher's ongoing assessment. Our program emphasizes rigor: a balance of conceptual understanding, procedural skill and fluency, and application with equal intensity. Instruction progresses through stages, from concrete to representational to abstract, to ensure students have a thorough understanding of the math concepts. The elementary school mathematics curriculum problem-solving skills. Please see section B - FUTURE GROWTH/EXPANDED PROGRAMS EDUCATIONAL SPACES

In addition to our regular education classes, we also offer advanced mathematics courses in grades 3rd-8th. For students needing additional academic support, mathematics intervention is available.

E – CURRICULUM

2) Language Arts

Reading – The emphasis in reading workshop is to provide students with the conditions supported by the most current research on reading instruction. This instruction involves explicit teaching of skills and strategies, teacher modeling, and supported student practice. Whole class instruction is aligned to state standards and follows a logical progression through the year and across grade levels. Individual instruction is tailored to the learner based on the teacher's ongoing assessment. The structure of workshop remains the same as students progress through the grade levels. This predictable structure provides a supportive environment in which new learning takes place. The workshop begins with a 10-15 minute "mini-lesson" in which the teacher introduces and explicitly teaches skills and strategies related to the unit of study. Students then move into independent reading time in accessible, high-interest text. During this time, teachers pull students 1:1 or in small groups providing individualized instruction. The workshop closes with a share of new learning, either whole class or with peers.

Literacy support teachers co-teach during their reading block in very classroom in grades K-5th grade. These teachers work in collaboration with the classroom teachers to provide intervention, on-level and above-level academic support to our students in reading.

In both sixth and seventh grades, teachers will be drawing from vocabulary from Latin and Greek Roots: A Study of Word Families. The program is etymology based with the dual goals of retaining word learned as well as expanding students' vocabularies. The units are organized by root meaning, with the entire word list focused around four Greek or Latin roots. Two vocabulary words are presented for each root. Each unit is followed by exercises related to that unit's word list. Summative assessments will be given on a regular basis.

In the eighth grade, students will be drawing vocabulary words from the context of their in-class and nightly reading. They will be responsible for identifying the original context of the word, researching its part of speech and definition, and using it in an original sentence. The idea is that the process reflects the way advanced learners navigate challenging texts and acquire new vocabulary. Students will be assessed on their ability to use their self-selected words in context.

For students needing additional academic support, reading intervention is available.

Writing – The emphasis in writing workshop is to provide students with the conditions supported by the most current research on writing instruction. This instruction involves explicit teaching of skills and strategies, teacher modeling, and supported student practice. Whole class instruction is aligned to state standards and follows a logical progression through the year and across grade levels. An equal emphasis is based on each type of writing outlined by the standards (Informative/Explanatory, Narrative, and Opinion). Individual instruction is tailored to the learner based on the teacher's ongoing assessment. The structure of workshop remains the same as students progress through the grade levels.

E – CURRICULUM

3) Science

The elementary and middle school standards provide the foundational skills and knowledge for students to learn core concepts, principles, and theories of science at the high school level. The standards are organized in sets under broad concepts. The elementary school standards call for early introduction of science facts. The Investigation and experimentation standards allow students to make a concrete association between science and the study of nature as well as provide them with many opportunities to take measurements and use their basic mathematical skills. The middle school science standards, with emphasis on the disciplines at each grade level, raise the bar substantially for students. A significant feature is the focus on earth science in the sixth grade, life science in the seventh grade, and physical science in the eighth grade.

4) History-Social Science Content Standards (K-5)

Chronological & Spatial Thinking - Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. Students correctly apply terms related to time, including past, present, future, decade, century, and generation. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Research, Evidence & Point of View - Students differentiate between primary and secondary sources. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation - Students summarize the key events of the era they are studying and explain the historical contexts of those events. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. Students identify and interpret the multiple causes and effects of historical events. Students conduct cost-benefit analyses of historical and current events.

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E – CURRICULUM

5) History-Social Science Content Standards (6-8)

Chronological & Spatial Thinking – Students explain how major events are related to one another in time. Students construct various time lines of key events, people, and periods of the historical era they are studying. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Research, Evidence, & Point of View – Students frame questions that can be answered by historical study and research. Students distinguish fact from opinion in historical narratives and stories. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation – Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns. Students recognize the role of chance, oversight, and error in history. Students recognize that interpretations of history are subject to change as new information is uncovered. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

E – CURRICULUM

School-wide Positive Behavioral Supports– Our philosophy is to combine strong academic performance AND strong character development in order to instill a culture of respect, love, kindness, compassion, leadership and responsibility throughout every element of the educational mix. Programs that support our Kind to the Core Initiative are:

➢ POSITIVE DISCIPLINE (K-5): A program designed to teach students how to have a sense of significance and belonging (www.positivediscipline.com). The program's goal is to teach young people to become responsible, respectful and resourceful members of their school and community.

➢ *SECOND STEP* CURRICULUM (K-5): Each grade level focuses on developmentally appropriate ways to foster social-emotional skills such as empathy, emotion management, and problem solving. Additionally, students have the opportunity to learn more about self-regulation and executive functioning skills.

➢ BUILDING LEADERS FOR LIFE (Grades 6-8): Educational programs/speakers/and hands on events that ignite healthy inner growth and support the positive identity of young people.

➢ THEMED SERVICE LEARNING BY CLASS (Grades K-5): Each grade level will be assigned and take ownership of a particular theme of community service. By the time your child completes the 8th grade, they will have worked with senior citizens, animals, Rady Children's Hospital, branches of the military, helping local families in need, and helping others globally. Supported through class activities: 2 grade level events throughout the year and through Student Council who will plan and lead several philanthropic events to help those less fortunate (e.g., canned food drive)

➢ PHILANTHROPY AND SERVICE LEARNING MIDDLE SCHOOL (Grades 6-8): Lead and participate in a variety of philanthropic activities in collaboration with local non-profit organizations and "The Philanthropy Club Foundation." http://thephilanthropyclub.org/

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F – TECHNOLOGY

As we advance further into the 21st century, technology is becoming more and more integrated into our society. Smart phones are now commonplace, tablets are replacing or substituting for computers and laptops, and social media has become second nature. The rapid and widespread adoption of these technological innovations has completely changed the way we conduct our daily lives, including how knowledge is digested and taught in our classrooms. We focus on how technology can benefit our students.

Technology can be defined as any tool that can be used to help promote human learning, including – but not limited to – calculators, tablets (such as an iPad), Smart Boards, video cameras, digital cameras, Smart Phones, and, of course, the computer. These are all innovations that have helped countless people during regular daily activities, but they can also have a profound impact on classroom learning.

Overall, integrating technology into the classroom helps prepare our students for the elaborate world they will face going forward, but there are also four specific benefits to using technology in the classroom:

➢ **It can keep students focused for longer periods of time.** The use of computers to look up information/data is a tremendous time saver, especially when used to access a comprehensive resource like the Internet to conduct research. This time-saving aspect can keep students focused on a project much longer than they would with books and paper resources, and it helps them develop better learning through exploration and research

➢ **It makes students more excited to learn**. When technology is integrated into school lessons, learners are more likely to be interested in, focused on, and excited about the subjects they are studying. Subjects that might be monotonous for some – like math and science – can be more engaging with virtual lessons, tutoring, and the streaming of educational videos.

➢ **It enables students to learn at their own pace.** With the integration of technology, students are able to get direct, individualized instruction from the computer. This form of supplemental teaching allows them to be engaged with the information at times that are most convenient for them and helps them become more self-directed in the learning process. It also gives the teacher more time to accomplish classroom objectives, while freeing them up to help the students who might be struggling with certain lessons.

➢ **It prepares students for the future.** By learning to use technology in the classroom, both teachers and students will develop skills essential for the 21st century. But more than that, students will learn critical thinking and workplace skills they will need to be successful in their future. Education is no longer just about learning and memorizing facts and figures; it's about collaborating with others, solving complex problems, developing different forms of communication and leadership skills, and improving motivation and productivity.

F – TECHNOLOGY, cont.

The following is our approach to the use of technology in the classroom:

iPads

In kindergarten through fourth grade, students have access to iPads in each classroom at a 2:1 ratio, for personalized learning, creativity, and collaborating. In grades 5-8, each student is issued an iPad for use during the school year. The iPads are used both at school and at home. See Technology tab on the District web site for policies, frequently asked questions and usage agreements.

Student Information System (SDOL)

The SDOL student information system is where you will find information regarding your child's schedule, attendance, and report cards. You will also receive both child-specific e-mails and general informational messages from this system. Once you have provided a valid e-mail address on the emergency card to the school office in person, your SDOL account will be activated thus activating your Canvas account.

Canvas Learning Management System

Students, parents and teachers use Canvas as our learning management system. Canvas serves as the primary communication and learning tool for students. Teachers post announcements, homework, calendar items and online learning assignments on Canvas. Parents can receive announcements and news through Canvas via email, text message, Facebook or Twitter. In addition, students and teachers can communicate after school hours. Canvas also provides an app for iOS and Android available in the iTunes store and the Google Play store. Once installed, point your app to rsf.instructure.com.

Computers

Recognizing that technology is an integral component in education and contributes to and promotes life-long learning, the RSF Education Foundation and the School District sponsor our educational technology program. Each classroom is equipped with hardware and software that enables teachers and students to share and have access to electronic media. Student computer skills such as keyboarding, word processing, online safety, and project-based learning are taught at every grade level.

In addition to computers in the classrooms, the RSF Education Foundation-funded Computer Labs are comprised of current computer technology. Students use the lab for individual and collaborative writing, developing and creating multimedia projects, and publishing activities related to curriculum concepts for audiences inside and outside the classroom. Through the use of the Internet, multi media authoring, and curriculum-based software, students will be better prepared for the challenges they will face in secondary education and beyond.

Technology Services for Parents

The SDOL student information system allows real-time visibility to parents for information on their student. Canvas on the Web or via the app allows parents to see class-specific information regarding their student. Informational support for parents is also included in the Parent Page in the Parents menu at rsfschool.net

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G – SAFETY AND SECURITY – PASSIVE SECURITY

There is a high interest in maintaining an inviting and deinstitutionalized environment, while simultaneously providing a safe environment for students, staff, and community who use the facility and adjacent support services. The organization of a building will have a major impact on student behavior and safety concerns.

Building security can be addressed in an active or a passive manner: active security is based on security systems; passive security is based on program design, building configuration, and community participation.

The school should be based on passive concepts with applied active concepts where necessary. If we deal with the symptoms of the problem, we tend to focus on the active security procedures that can be implemented. If we deal with the cause of the problem, we are likely to address most of these issues through passive or program and building configuration solutions.

Teams of teachers having responsibility for the same students improve the student/teacher relationship and results in greater continuity and monitoring of student safety. Continual oversight and monitoring of the campus by all staff, parents, and students is key to maintaining strong passive security.

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G – SAFETY AND SECURITY – ACTIVE SECUTITY

Where passive security strategies fail, active security is essential. During the original modernization and reconstruction, several security cameras were installed to assist with security through the campus. These cameras assist with student safety and security during the day, assist with parking lot observation and serve as night security. There are several locations which need additional cameras to complete the security network. The following is a graphic of the locations:
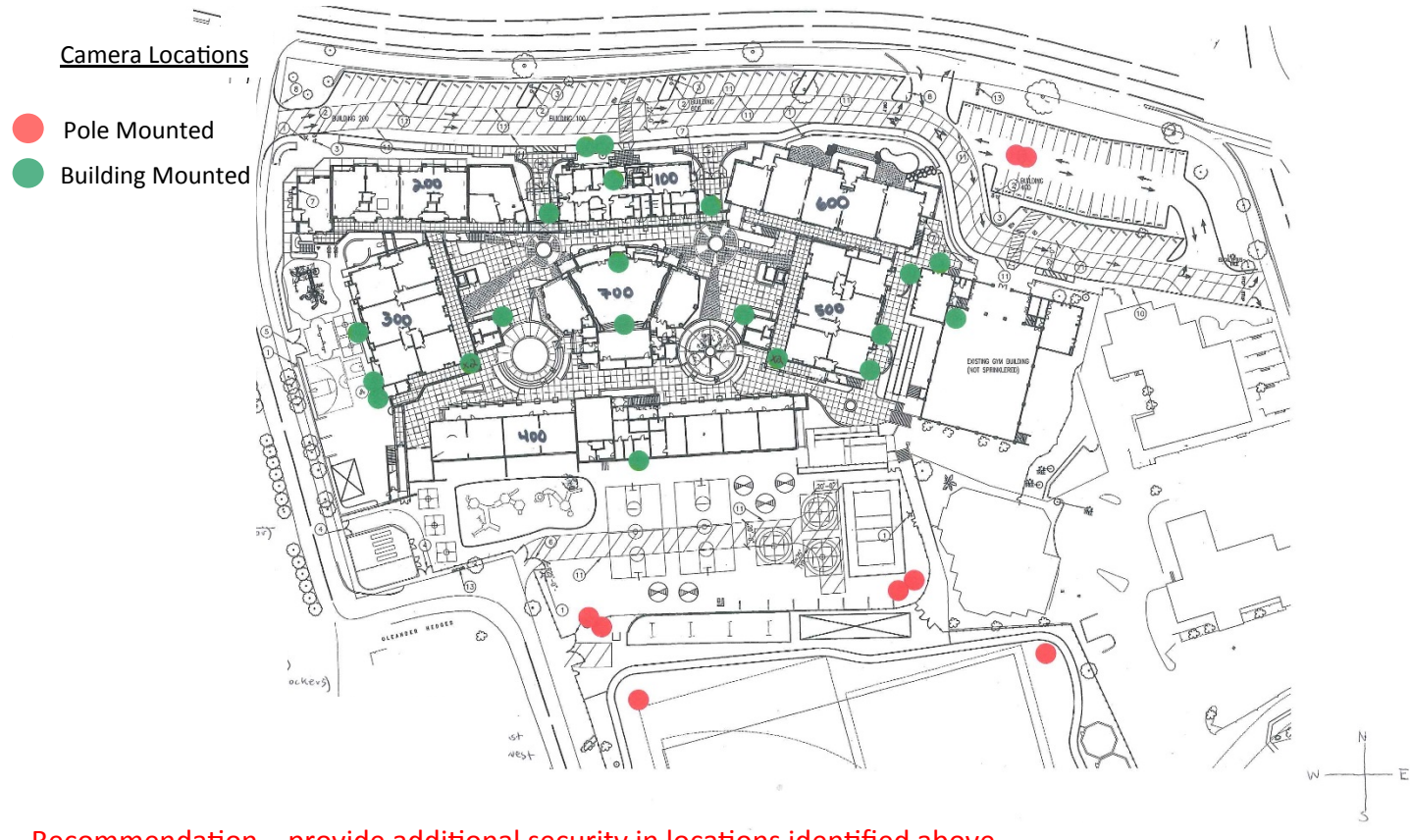
Camera Locations

● Pole Mounted

● Building Mounted

Recommendation – provide additional security in locations identified above.

Figure G-1

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H – COMMUNITY USAGES

Understanding community needs and integrating those needs into school facilities is an important aspect for all Rancho Santa Fe School District. In addition, the District recognizes and supports the California Civil Center Act, which focuses on the frame work for allow community usage of public schools. Several examples of on-going community usages are as follows:

Gymnasium - The District has an on going agreement with the Rancho Santa Fe Community Center.   Some of the Community Center use programs are:

- ➤ Boys Junior Dunkers – boys basketball league
- ➤ Girls Junior Dunkers – girls basketball league
- ➤ Summer Camp – Open to all age appropriate children
- ➤ Youth Camp – Open to all age appropriate children

Field – The District also supports community use of the fields. Some of the programs are:

- ➤ Rancho Santa Fe Attack Soccer
- ➤ Rancho Santa Fe Club Lacrosse

The Performing Arts Center is available for community use. Several theater companies have elected to use this facility and the District encourages this joint use.

In addition to use during the school year, our staff provides summer programs are highly supported at the school. Some of the summer camp programs are as follows:
- ➤ Volleyball
- ➤ Basketball
- ➤ Drawing from Nature
- ➤ Sea of Art
- ➤ Kindergarten Readiness
- ➤ Theater Camp
- ➤ The Write Start for High School
- ➤ The Write Start for Middle School
- ➤ Flag Football

The Facilities Use Request Form is available on the District's website at http://rsfschool.net/community-resources/

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H – PARENT PARTNERS – RANCHO SANTA FE EDUCATIONAL FOUNDATION

The Rancho Santa Education Foundation has been our community partner for many years. Many programs available in our school is due to their continued efforts and partnership.

With the belief that success should have no limits, our mission is to support the R. Roger Rowe School by nurturing growth, presenting opportunities and providing inspiration for our children, faculty and school community. The Rancho Santa Fe Education foundation functions purely because of parent and community support. This is an extraordinary group of parents and community partners who come together each year to help provide an outstanding education for our children.   For the past 17 years our school has benefited from a public-private partnership between parents and the School District.   In 2015, the Educational Foundation will contribute approximately 13% to the school's annual operating budget. The District is a single school district, so every dollar contributed is directly applied to only one school.

The Rancho Santa Fe Education Foundation is the fuel behind many of the programs that make the R. Roger Rowe School so different from other public schools. Our annual grant keeps us with an average of 18 rather than 32 children in each class.   It is what provides for focused attention on our students, exceptional teachers, unique facilities, the arts, athletics, science, technology and a host of inspiring opportunities.

The Rancho Santa Fe School District is incredibly grateful to the RSF Education Foundation for their continued support of focused academics, small class sizes, and robust enrichment.

I – GENERAL DESIGN REQUIREMENTS

1. SITE AND COMMON AREAS

➢ New facilities and additions to existing facilities are required to meet emergency shelter requirements unless specifically exempted. All facilities shall also meet Fire Zone 7A.

➢ Provide landscaping and irrigation in accordance with new water restriction guidelines. If available, provide reclaimed water to all irrigation. This is a future goal and dependent on the Santa Fe Irrigation District

➢ New facilities and additions shall complement existing architecture.

➢ Play fields are to be designed so as to be free of obstructions or hazards, such as inlets and area drains.

➢ Provide site design to meet the requirements of all local environmental permitting agencies.

➢ Provide 6' high decorative metal perimeter fencing, to match existing to enclose all student occupied areas of the campus and to enclose all mechanical equipment, transformers, and elsewhere as required herein.

➢ Provide a one-way parent pick-up driveway at the front of the school, designed to allow for future use by buses.

➢ Dumpster area and mechanical service area(s) are to be concrete paved and, where possible, hidden from view.

➢ Parking lots provide designated parking areas for staff, parents, and visitors. Visitor parking is located at the front of the school, outside of the perimeter security fence. One-way traffic flow is provided in parking areas.

➢ Elementary and Middle Schools provide parking for 110 staff/faculty members and 25 visitors.

➢ Provide bicycle rack(s) and concrete pad(s) for 10 bicycles.

➢ Provide shading devices to screen south and west facing windows from direct solar gain or provide equal alternate sun control.

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I – GENERAL DESIGN REQUIREMENTS, cont.

1. SITE AND COMMON AREAS, cont.

➤ Provide a sidewalk along the front of the school, from property line to property line, and also provide sidewalks leading from the public sidewalk to the main entry of the school.

➤ Provide group and staff toilet rooms as required by code for the given occupancy, and elsewhere as required herein.

➤ Provide middle school lockers - one per student. Provide exterior grade lockers with weather protection. Lockers should be in cloe proximity to the gym/PE facilities.

2. WALLS, CEILINGS, FLOORS, ROOFS

➤ Exterior walls are to be cavity wall construction, unless other structural components are more beneficial, e.g. block walls at gymnasiums.

➤ Partitions shall be non-structural and removable.

➤ Tackable wall surfaces shall be provided in each classroom on 2 of the most open walls.

➤ All plaster exterior plaster is to match or complement the existing plaster texture.

➤ Provide solid ceilings in all toilet rooms.

➤ Provide a standard acoustical ceiling system throughout, except where otherwise noted herein. Minimum ceiling height is to be 9'-0" above finished floor except where otherwise noted herein.

➤ Provide teaching walls with triple sliding marker boards and book storage to match existing.

I – GENERAL DESIGN REQUIREMENTS, cont.

2. WALLS, CEILINGS, FLOORS, ROOFS, cont.

➢ Provide floor finishes as follows, unless otherwise noted herein. Floor materials are to be heavy duty and intended for K-12 use:
   ❖ Elementary and Middle School Schools: Instructional spaces, teacher planning areas, work rooms, storage rooms – carpet to match existing quality, with vinyl tile in wet areas.
   ❖ All school auxiliary spaces:
   ❖ PAC (and all related spaces), offices, secretarial areas and conference rooms – carpet to match existing. Provide integral walk-off mats at core spaces that open to the exterior.
   ❖ Faculty dining rooms, multi-purpose room – polished vinyl tile over concrete.
   ❖ Interior corridors – carpet to match exist.
   ❖ Student toilet rooms – ceramic wall tile and polished colored concrete floors
   ❖ Mechanical and electrical rooms, custodial closets – sealed concrete.
   ❖ Elsewhere as required herein.

➢ All interior walls and partitions are to be finished with semi-gloss paint unless otherwise required herein.

➢ Roof drainage is to be accomplished using interior roof drains which discharge directly into the storm sewer system. Avoid the use of parapet walls, gutters and downspouts unless specifically approved.   All downspouts shall be exposed copper.

3. DOORS AND WINDOWS

➢ Interior doors are to be solid core wood with dual pane glass to match existing doors, paint or stain grade. Exterior doors are to be hollow metal or other approved material for janitorial and electrical spaces.

➢ All doors to be 3' wide x 7' high except as otherwise required herein. Non-standard door sizes are only allowable at entrances for architectural purposes.

➢ Exterior windows are required in all offices and instructional spaces, unless otherwise noted herein. Do not provide exterior windows in storage rooms, clinics, corridors or gymnasiums. Unless otherwise directed, provide vertical blinds at all windows except in student dining rooms and reception areas.

I – GENERAL DESIGN REQUIREMENTS, cont.

3. DOORS AND WINDOWS, cont.

➢ Windows are to be heavy duty, commercial grade, operable, unless a fixed window is required by code. Windows are wood to match existing windows.

➢ Provide passage hardware on all single-occupant student toilet room doors.

➢ Exterior doors are to be covered by a walkway canopy or building overhang OR recessed a minimum of 3' from the exterior face of the building. Alternately, eyebrow canopies that extend a minimum of 3' from the face of the building are acceptable only where one of the above options is not possible.

➢ Doors leading to instructional spaces shall match existing doors.

4. EQUIPMENT AND SPECIALTIES

➢ All lockers are to be provided with sloped tops and a hasp for an owner-provided padlock unless otherwise noted herein. At middle school provide one (1) locker per 7th and 8th grade student and 6th grade students share lockers. Future lockers shall be a minimum of 12" wide x 24" high x 12" deep, triple-tiered, bottom mounted 8" above the floor.

➢ Provide accessories as required. Provide electric hand dryers in lieu of paper towel dispensers in each group toilet room. District may provide electric paper towel dispensers. Provide soap and paper towel dispensers at each sink and lavatory throughout the facility for new spaces.

➢ Instructional aids are to be provided as required herein, mounted on interior partitions only, if possible.

➢ Casework is to match existing casework, including teaching wall with book storage behind a triple sliding marker board. Provide sink and base cabinet in each room. Provide specialty casework based on program requirements of particular space.

I – GENERAL DESIGN REQUIREMENTS, cont.

4. EQUIPMENT AND SPECIALTIES, cont.

➢ Toilet partitions are to be solid homogenous plastic, floor mounted, with a minimum 1 ½" anti-grip head rail at student toilets and wood louvered doors with full height wall partitions in staff toilet rooms, to match existing.

➢ Provide one building number sign at each building, located so as to be visible from the primary circulation path. Signs shall match existing.

➢ Provide site and room signage in accordance with CDE standards and applicable codes.

➢ Provide a roof hatch and interior ships ladder where the roof is greater than 12' above grade if HVAC equipment is located on the roof.

➢ Exterior railings are to be galvanized, painted steel to match existing railings.

5. HVAC AND PLUMBING

➢ Provide HVAC systems in accordance with CBC standards. System design must take into account additional loads generated by owner-furnished equipment, such as computers.

➢ Plumbing fixtures are to be provided in accordance with CDE standards.

➢ Provide water supply, drainage, gas supply, and exhaust as required for all equipment listed herein.

➢ Provide electric water coolers in common areas, number as required by code.

➢ The domestic water system is to allow for building isolation. Also, provide individual valves at each plumbing fixture to allow for servicing of fixtures.

➢ Exterior, non-recessed, keyed-type hose bibs are required approximately every 150' along building exteriors. Hose bibs should not be located adjacent to sidewalks.

➢ Where required, provide handicapped accessible sinks, lavatories, electric water coolers, toilets and bathtubs.

I – GENERAL DESIGN REQUIREMENTS, cont.

5. HVAC AND PLUMBING, cont.

➢ Provide hose bibs and floor drains in all group toilet rooms, air handler rooms, roofs, and elsewhere as required herein. Do not provide hose bibs and floor drains in single occupant toilet rooms unless otherwise required herein.

➢ Any gas installation must be provided with a lockable cut-off valve inside a fenced enclosure.

➢ Avoid supplying conditioned air directly into interior corridors which open directly to the exterior. Doors will be open for extended periods during class changes. The preferred solution is to transfer air into the corridors from adjacent spaces.

➢ Urinals are to be the low water usage type.

➢ Provide a Honeywell energy management system, to be interacted over the data network, providing measurement, control and communication capabilities. (Honeywell is the Board-approved District standard).

6. LIGHTING, POWER AND LOW VOLTAGE SYSTEMS

➢ Provide new transformer(s) in locations that are accessible from paved driveways and in locations that have been **coordinated with and expressly approved** by SDGE in accordance with Code. It is the design professional's responsibility to obtain approval.

➢ Provide an interior lighting system throughout, automatically controlled with manual override switches, in accordance with SDHC standards.

➢ Provide lighting in the parking areas for after-hours activities. Driveways are to be lit only where required by code. The minimum level of lighting necessary for safety is to be provided.

➢ Provide exterior building and walkway lighting where required, automatically controlled in accordance with code. Exterior lights which need to remain on during the school day, as in exterior corridors or other sheltered areas, shall be separately controlled from other exterior lights.

➢ Provide emergency generator connections elsewhere as required herein.

I – GENERAL DESIGN REQUIREMENTS, cont.

6. LIGHTING, POWER AND LOW VOLTAGE SYSTEMS, cont.

➢ Provide an IP type clock in each space where required herein. Install owner-provided projectors and mounting brackets in each instructional space, conference room, media center and elsewhere as noted herein, unless specifically directed otherwise. The built-in speaker on the owner-provided projectors will be adequate in most cases. Provide a pair of speakers connected to the projector where specifically directed.

➢ Provide a data network system in accordance with SDHC standards. Data outlets are not to be located under windows except where any other placement would interfere with the use of a tackable wall. In no case should computers block emergency egress.

➢ Provide the following minimum number of data, power and AV outlets, except where otherwise noted herein:
   Instructional Spaces (Classrooms, Labs, Resource Rooms, etc.)
   ❖ Provide six (6) data outlets for student use, with three (3) adjacent quadraplex power outlets, located so as to accommodate six (6) to eight (8) side-by-side 30" wide workstations. Provide a minimum of one accessible station.
   ❖ Provide a duplex data outlet to serve the teacher computer, with an adjacent duplex power outlet, located as directed on the teaching wall.
   ❖ Provide a duplex data outlet to serve the projector and IP clock, with an adjacent duplex power outlet, located over the markerboard, if possible.
   ❖ Provide audio/video connections for local communication between the projector and the teacher computer, located adjacent to the projector data outlet and the teacher data outlet. District standard is Extron-PoleVault.
   Offices, Teacher Planning Areas, Workrooms and Planning/Material Storage Rooms
   ❖ Provide one (1) quadraplex voice/data outlet (1 voice and 3 data jacks) and an adjacent quadraplex power outlet.
   Administrative areas
   ❖ Provide one (1) duplex voice/data outlet and adjacent quadraplex power outlet for each staff member.
   ❖ Provide a wireless access point for every classrooms, and located in corridors and/or common areas and elsewhere as needed to provide coverage in all core spaces.

➢ Provide appropriate power for equipment listed herein and as necessary for each specialty space.

➢ Provide convenience outlets evenly distributed around each room. Do not provide outlets in toilet rooms, corridors or exterior spaces unless specifically required herein.

➢ Provide a duplex outlet above each countertop.

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I – GENERAL DESIGN REQUIREMENTS, cont.

6. LIGHTING, POWER AND LOW VOLTAGE SYSTEMS, cont.

➢ Provide a duplex outlet at each built-in workstation.

➢ Provide a VoIP telephone system unless otherwise directed.

➢ Provide a security system in accordance with existing system.

➢ Provide a fire alarm system in accordance with existing system.

➢ Provide an intercom system in accordance with existing system. At elementary school, provide exterior speakers to cover the main playfield and bus pick-up areas only. At upper grade elementary and middle schools, provide exterior speakers to cover all common areas. Intercom handsets in instructional spaces are to be located adjacent to the marker board, where required.

➢ Provide security cameras compatible with existing system. All camera placements shall be approved by District IT Director.

➢ Provide lightning protection systems only where specifically requested.

➢ All new conduit and wiring is to be concealed except where specifically approved. Use of wiremold or similar raceways is specifically prohibited.

J – CLASSROOM SPACES

1. LOWER GRADE ELEMENTARY (K-2)

KINDERGARTEN - PROGRAM REQUIREMENTS

Refer to the project-specific Schedule of Spaces for student stations, square footage, and any requirements that may differ from the prototype requirements listed below.

At the time of construction, 5 total kindergarten rooms were required and constructed. Due to class fluctuations, only three rooms are being used as kindergarten classrooms.   As the school has implemented state-mandated common core, two auxiliary kindergarten classrooms have been converted to specialty spaces. See Figure I-1.

Kindergarten Classrooms:
3 Classrooms
2 Teacher Planning/Collaboration Area
3 Student Toilet Rooms

Auxiliary Kindergarten Classrooms:
Teacher Training – This space is the only space in the school/district available for teacher training on a regular basis. Common core required on-going teacher training. If this space must be converted to kindergarten in the future, an additional teacher training space will be required. Parent Support Room – This space has been converted to a parent support space. It is also used a flex space for additional teacher training, district or school meetings, including IEP meetings.   Similar to teacher training above, if this space is needed for kindergarten in the future, an additional space would be required.

Additional Support Spaces for Kindergarten:
K-2 Play – This provides CDE required play space for kindergarten students. Scheduling has been required to separate Kindergarten from 1st and 2nd grade students during lunch and recess. **This shared space is under the size recommended by CDE. Recommend future addition of land for play area.**

K-2 Lunch – This covered lunch area provides space for kindergarten students to eat their lunch and snack. Scheduling has been required to separate Kindergarten from 1st and 2nd grade students during lunch and recess.

K-4 Science – See full description on 1st – 2nd.

K-2 Art, Music, Drama, Computer, Public Speaking – See full description in Item K below.

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J – CLASSROOM SPACES

1. LOWER GRADE ELEMENTARY (K-2), cont.

1st and 2nd - PROGRAM REQUIREMENTS

Refer to the project-specific Schedule of Spaces for student stations, square footage, and any requirements that may differ from the prototype requirements listed below.

The first grade and 2nd grade program builds on skills and knowledge children have learned in preceding years. It encourages critical thinking, creativity, and respect for self and others.   Expectations are modified or expanded to meet a child's needs and abilities.

1st and 2nd Grade Classrooms:
8 Classrooms
2 Teacher Planning/Collaboration Areas
2 Student Toilet Rooms (1 each for boys and girls)

Science Lab: The K-4 science program is a wonderful introduction to the basics of science. Students learn about all aspects of science: life, earth and physical. Students come to science lab once a week and partake in inquiry learning activities as well as hands-on experiments and exploration of practical applications in the science field. Simultaneously, students also spend time each week working on science content and vocabulary with their homeroom teachers. We are proud the amount of science and science lab that our young elementary students experience at our school. Major science concepts that each grade level studies:

➢ **Kindergarten**: Senses, Types of Animals, Water & Land Forms, Earth's Resources, Plant Parts
➢ **1st Grade**: Plants & Animals in Habitats, Weather & Seasons, Solids, Liquids & Gases
➢ **2nd Grade**: Rocks & Fossils, Earth's Resources, Plants & Animal Life Cycles, Motion & Sound

Additional Support Spaces for 1st and 2nd :
K-2 Play – This provides CDE required play space for 1st and 2nd grade students. Scheduling has been required to separate Kindergarten from 1st and 2nd grade students during lunch and recess. **This shared space is under the size recommended by CDE. Recommend future addition of land for play area.**

K-2 Lunch – This covered lunch area provide space for 1st and 2nd grade lunch and snack. Scheduling has been required to separate Kindergarten from 1st and 2nd grade students during lunch and recess.

K-2 Art, Music, Drama, Computer, Public Speaking – See full description in Item K below.

J – CLASSROOM SPACES
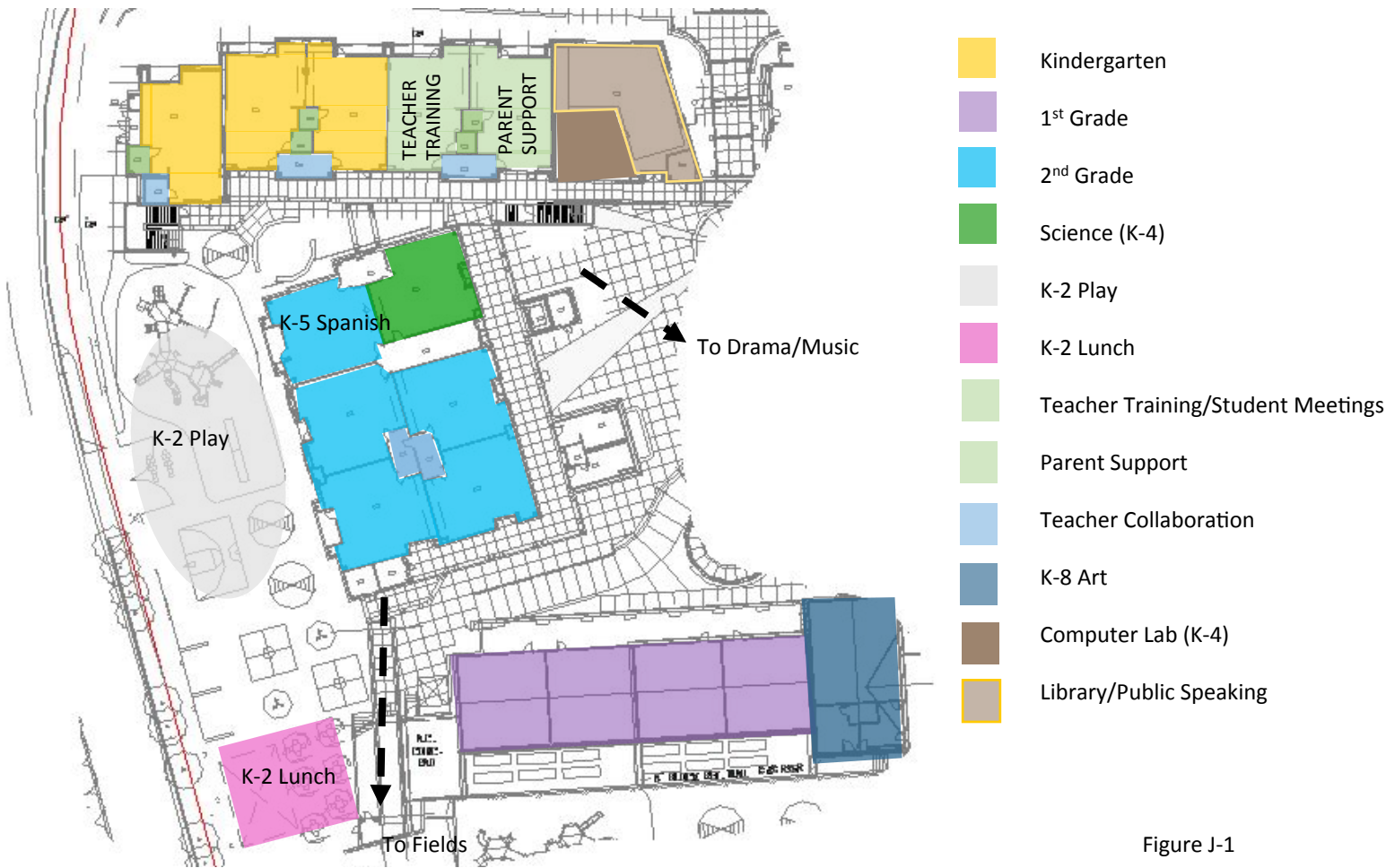## 1. LOWER GRADE ELEMENTARY (K-2), cont. - _KINDERGARTEN - PROGRAM REQUIREMENTS_

TEACHER TRAINING

PARENT SUPPORT

To Drama/Music

K-5 Spanish

K-2 Play

K-2 Lunch

To Fields

Kindergarten

1st Grade

2nd Grade

Science (K-4)

K-2 Play

K-2 Lunch

Teacher Training/Student Meetings

Parent Support

Teacher Collaboration

K-8 Art

Computer Lab (K-4)

Library/Public Speaking

Figure J-1

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J – CLASSROOM SPACES
2. UPPER GRADE ELEMENTARY (3-4)

3rd and 4th - PROGRAM REQUIREMENTS

Refer to the project-specific Schedule of Spaces for student stations, square footage, and any requirements that may differ from the prototype requirements listed below.

The 3rd and 4th grade program builds on skills and knowledge children have learned in preceding years. It encourages critical thinking, creativity, and respect for self and others. Expectations are modified or expanded to meet a child's needs and abilities.

3rd and 4th Grade Classrooms:
9 Classrooms (four - 3rd grade and five - 4th grade)
5 Teacher Planning/Collaboration Areas
2 Student Toilet Rooms (1 each for boys and girls)

Science Lab: The K-4 science program is a wonderful introduction to the basics of science. Students learn about all aspects of science: Life, Earth and Physical.   Students come to science lab once a week and partake in inquiry learning activities as well as hands-on experiments and exploration of practical applications in the science field. Simultaneously, students also spend time each week working on science content and vocabulary with their homeroom teachers. We are proud the amount of science and science lab that our young elementary students experience at our school. Major science concepts that each grade level studies:

- ➢ **3rd Grade**: Biomes, Adaptations, Matter, Energy, the Solar System
- ➢ **4th Grade**: Food Webs, Ecosystems, Rocks & Minerals, Earth's Surface Changes, Electricity, Magnetism

Additional Support Spaces for 3rd and 4th:
3rd and 4th Play Areas – This provides CDE required play space for 3rd and 4th grade students. The play spaces for the whole school is under the CDE recommended size. **This shared space is under the size recommended by CDE. Recommend future addition of land for play area.**

3rd and 4th Lunch – This covered lunch area provide space 3rd and 4th grade students for lunch.

3rd and 4th Art, Music, Drama, Computer – See full description in Item K below.

J – CLASSROOM SPACES

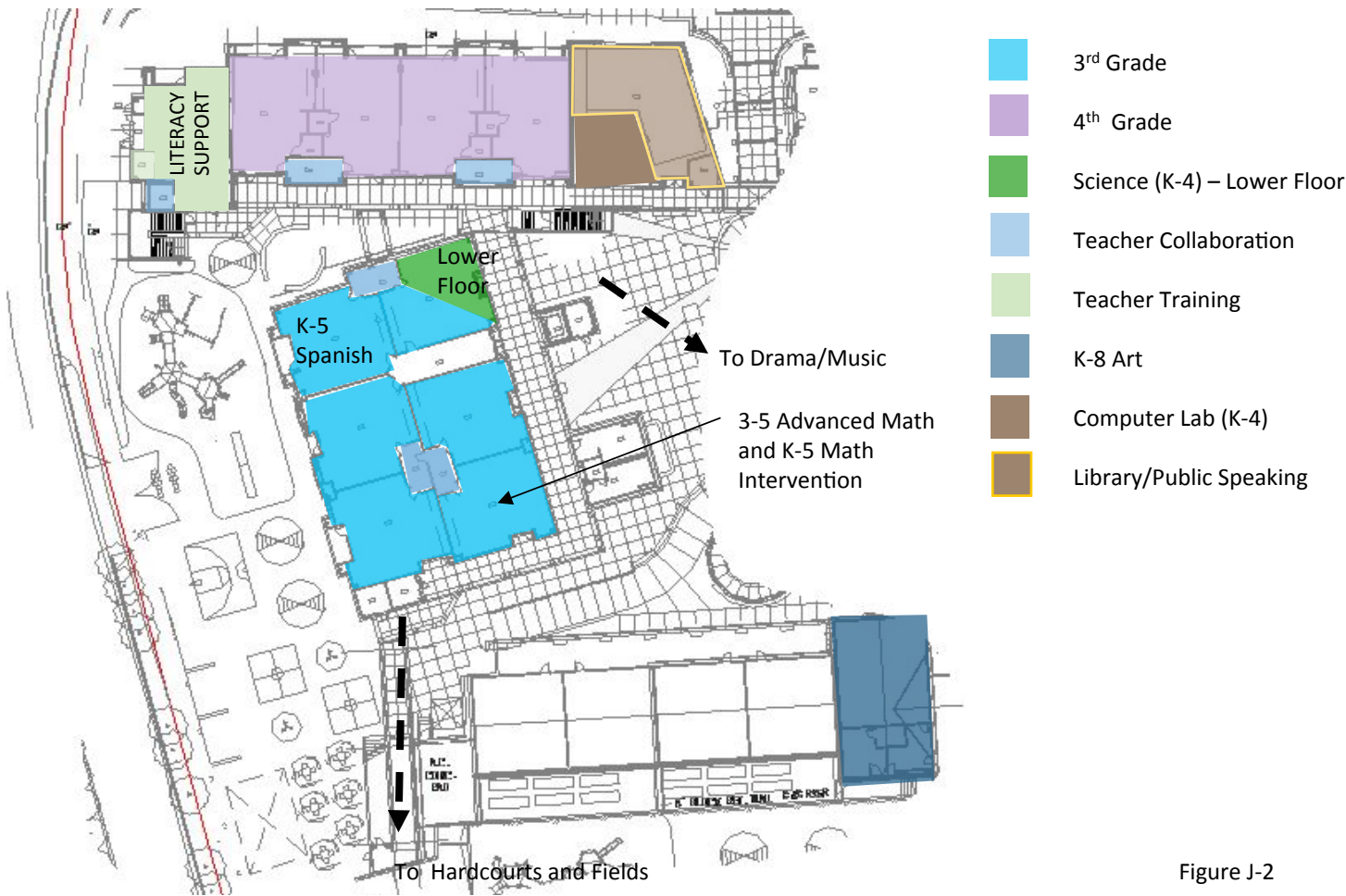## 2. UPPER GRADE ELEMENTARY (3-4), cont. - 3rd and 4th *PROGRAM REQUIREMENTS*

LITERACY SUPPORT

Lower Floor

K-5 Spanish

To Drama/Music

3-5 Advanced Math and K-5 Math Intervention

To Hardcourts and Fields

■ (cyan)	3rd Grade
■ (purple)	4th Grade
■ (green)	Science (K-4) – Lower Floor
■ (light blue)	Teacher Collaboration
■ (light green)	Teacher Training
■ (slate blue)	K-8 Art
■ (brown)	Computer Lab (K-4)
■ (outlined)	Library/Public Speaking

Figure J-2

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J – CLASSROOM SPACES

3. UPPER GRADE ELEMENTARY (5)

5th Grade - PROGRAM REQUIREMENTS

Refer to the project-specific Schedule of Spaces for student stations, square footage, and any requirements that may differ from the prototype requirements listed below.

The 5th grade program builds on skills and knowledge children have learned in preceding years. It encourages critical thinking, creativity, and respect for self and others. Expectations are modified or expanded to meet a child's needs and abilities.

The 5th grade program, although technically part of the upper grade elementary school, collaborates and interacts with the middle school program. The circulation spaces, science spaces and other support spaces are physically connected to the middle school. It is for that reason, it has been shown as an element on its own.

5th Grade Classrooms:
5 Classrooms
2 Student Toilet Rooms (1 each for boys and girls)

Science Lab: In the classroom students will conduct hands on labs and online simulations. They will investigate and explore a broad spectrum of an integrated science curriculum that will prepare them for the three years of middle school science. We will explore the microscopic world of CELLS and the growth of PLANTS, how the HUMAN BODY functions with the network of systems, atmospheric conditions of WEATHER and WATER, an introduction of CHEMISTRY in terms of matter, atomic level and periodic table, and finally the macro scale of our SOLAR SYSTEM. Students come to class with questions and leave with many more. This is what we hope and expect; students will develop a strong investigative and inquisitive mind.

Additional Support Spaces for 5th :
5th Play – This provides CDE required play space for 5th grade students.   The play spaces for the whole school is under the CDE recommended size. **This shared space is under the size recommended by CDE. Recommend future addition of land for play area.**

5th grade Lunch – This covered lunch area provides space to 5th grade students for lunch.

Art, Music, Drama, Computer, Public Speaking, Ocean Science – See full description in Item K below.

J – CLASSROOM SPACES

3. UPPER GRADE ELEMENTARY (5), cont. - 5th GRADE *PROGRAM REQUIREMENTS*

Legend:

- 5th Grade
- Science 5th
- Teacher Collaboration
- K-8 Art
- Music
- Computer Lab (5-8)
- Drama
- Public Speaking

NOTE: SEE PAGE I-J2 and I-K14
for K-5 Spanish

To K-5 Spanish

To Hardcourts and Fields

Figure J-3

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J – CLASSROOM SPACES
4. MIDDLE SCHOOL

6th, 7th and 8th Grade - PROGRAM REQUIREMENTS

Refer to the project-specific Schedule of Spaces for student stations, square footage, and any requirements that may differ from the prototype requirements listed below.

6th, 7th, and 8th Grade Classrooms:
21 Classrooms
4 Student Toilet Rooms (2 each for boys and girls)

Science Labs: 6th grade science - Now more than ever, it is crucial for our students to have a deeper appreciation of the world around them. The 6th grade science curriculum is all about our Earth – the land, water, air, and materials we use each and every day. Students come to science three times a week and participate in labs, read current and relevant texts, and build 21st Century Learning Skills in critical thinking, collaboration, creativity, and communication. Bringing together students and the science community, we strive to ignite a passion for learning. Major concepts include layers of the earth, plate tectonics, earthquakes and volcanoes, heat energy in our atmosphere, ocean science, and natural resources.

7th and 8th grade science - Students are challenged in the way they view their world in this class. Physical Science in the 8th grade exposes students to the subatomic level of Chemistry and Matter. Hands-on labs are conducted using Pasco lab equipment on the 12 student desktops in the classroom. That's at least 1 computer for every pair of lab students. Online simulations and labs are also conducted in class using our hardware. Physics is a major content area in the class, focusing on Force and Motion. Many labs are conducted for students to gain an understanding of their physical surroundings. These experiences will culminate in our annual trip to Knott's Berry Farm amusement park where students will spend the entire day out of class and in the seats of physic-defying rollercoasters. Students wear force sensing accelerometers to collect data as they ride and produce a lab report on their experiences when they return to school. The year ends with the study of Astronomy. We look to the night sky with sophisticated telescopes on loan from Mr. Warner (a former NASA Teacher in Space Program member). We will investigate different cosmic properties and theorize the possibility of time travel.

8th Grade Physical Science is also taught at the advanced level. Students who are at the higher math level or have a strong passion for scientific investigation should enroll in Advanced Physical Science.

J – CLASSROOM SPACES

4. MIDDLE SCHOOL, cont.

Additional Support Spaces for 6th, 7th, and 8th :

6th, 7th and 8th Play – This provides CDE required play space for 6th, 7th and 8th grade students. The play spaces for the whole school is under the CDE recommended size. **This shared space is under the size recommended by CDE. Recommend future addition of land for play area.**

6th, 7th and 8th grade Lunch – This covered lunch area provide space 6th, 7th and 8th grade students for lunch.

Art, Music, Drama, Computer, Public Speaking, Robotics, Dance and Physical Education – See full description in Item K below.
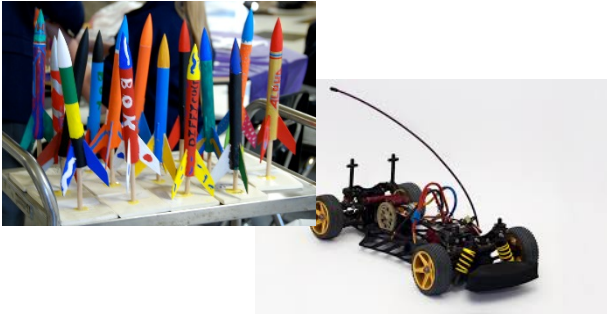
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J – CLASSROOM SPACES

4. MIDDLE SCHOOL, cont. – 6th, 7TH AND 8TH Grade - PROGRAM REQUIREMENTS

2nd Floor

2nd Floor

- 🟨 6th, 7th and 8th Grade
- 🟥 6th, 7th and 8th Grade Science
- 🟦 Teacher Collaboration
- 🟦 Robotics
- 🟩 Spanish (Space is undersized)
- 🟪 K-8 Art
- 🟩 Music
- 🟧 Computer Lab (5-8)
- 🟪 Drama
- 🟫 Special Ed

Figure J-5

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J – CLASSROOM SPACES

4. MIDDLE SCHOOL, cont.

Specialty Science Programs - PROGRAM REQUIREMENTS

Robotics Labs:
2 Classrooms (one classroom is shared with Advanced Physical Science and one is shared with general education/physical science)

Curriculum and Goals:
➢ Master the principles of robotics as they learn to build and program autonomous robots.
➢ Examine the mechanical and programming aspects using Lego Education's We-Do, NXT, EV3 and Tetrix kits.
➢ Learn to program with graphical software developed by National Instruments using We-Do, NXT-G, EV3 and Labview languages progressively from grades 1-8.
➢ Advanced students learn to build more powerful robots made with metal components and programmed with sophisticated languages such as ROBOT-C developed by the Robotics Institute at Carnegie Mellon, this text-based language is similar to ones used in the robotics industry today.

Robotics Programs Offered:
JUNIOR FLL ROBOTICS (Grades 1-3 after school club):
➢ Use Lego "We-Do" kits as they assemble a variety of age appropriate robots and learn the basic principles of computer programming.
➢ 1st grade introduces simple machine principles using fun activities with computer programming.
➢ 2nd and 3rd grade delves into more complex simple machine principles and computer programming.
➢ Grade level teams coached by parents enter the Junior First Lego League Expo.
➢ Students share their ideas and creations with other schools and clubs according to a specific theme or topic.
➢ Preparation for Expo is integrated into this club.
➢ Learn how to calculate gear ratios and determine the mechanical advantage of simple machines using levers, pulleys, incline planes, and screws
➢ These principles are an essential foundation for FLL Robotics grades 4-8.

FLL ROBOTICS (Grades 4-8 after school club):
➢ Grade level teams coached by parents enter into the First Lego League Contest where they compete with clubs and schools throughout Southern California.
➢ Grade level teams coached by parents enter into the First Lego League Contest where they compete with clubs and schools throughout Southern California.
➢ Develop a sense of teamwork and camaraderie as they hone both their robotic and presentation skills to meet a variety of challenges.

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J – CLASSROOM SPACES
4. MIDDLE SCHOOL, cont.

Specialty Science Programs - PROGRAM REQUIREMENTS, cont.

Robotics Lab, cont.

FTC ROBOTICS (Grades 6th-8th)
The First Tech Challenge (FTC) program delves into more advanced engineering and programming concepts. Students are challenged to design robots using metal components from Tetrix kits to compete in a 12' by 12' arena. During the contest, robots compete in both autonomous and "teleopp" modes using a game controller. They must work cooperatively and competitively as they are paired up with other teams to accomplish the tasks set before them.

Middle School Elective:
ROBOTICS COURSES-MS (Grades 7-8):
➢ Year-long elective and trimester enrichment courses are offered in which students build and program autonomous and remotely controlled robots.
➢ Using both graphical and text based programming languages; students are confronted with a number of challenges and friendly competitions.
➢ Learn to use a plethora of sensors (light, color, touch, sound, ultrasonic, and gyroscopic) to navigate obstacle courses and accomplish the tasks set before them.
➢ Build underwater ROV's constructed of PVC pipe, electrical control boxes, and motorized propellers to power them through the water, navigating the depths using underwater cameras lit with LEDs.

SPACES REQUIRED:
Currently, the robotics program nationwide is very popular. The current philosophy of the scientific education community encourages this type of multilevel learning as preparation for high school, college and future careers in science. The spaces required for both the class as well as the club are highly space consuming. The robotics lab is shared with Advanced Physical Science lab and the space is overcrowded.   In addition, a classroom space is currently being used for both teaching as well as accommodating the club's activities. The robotics lab has displaced a Spanish classroom, which is now being accommodated in a space intended for literacy support and other pull out activities.   **It is the recommendation of this master plan to expand the Advanced Physical Science classroom to provide an additional space for robotics. This will free up a 6th-8th classroom for Spanish.**
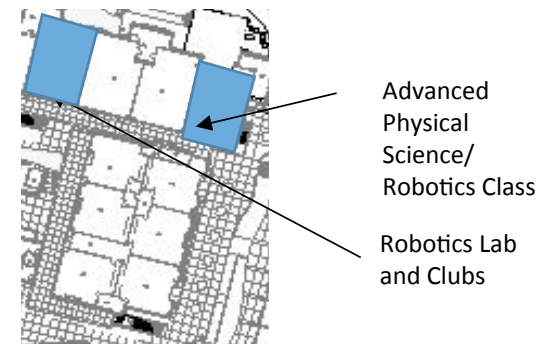

Advanced Physical Science/ Robotics Class

Robotics Lab and Clubs

Figure J-6

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K – SUPPORT SPACES

1. ADMINISTRATION

This two story building is the anchor and hub of the campus. The bottom floor of the building houses the elementary school and middle school administration staff, reception, work rooms, technology, staff toilets, K-8 health suite and several collaboration rooms/conference rooms.

The upper floor of the building houses the District Administration, including the Superintendent, Director of Special education, administrative staff, business office, human resources, staff toilets and the K-8 staff lounge.

There are several administrative/support functions that are not housed in the Administration building. These are as follows:
- ➢ Teacher Training
- ➢ Parent Support/IEP Room
- ➢ Psychologist

The building has reached its limit of spaces. As discussed in the Kindergarten Classroom Educational Specification, if the Kindergarten grows in the near future, which is likely (see Demographic Trending), the Parent Support/IEP room will be the first program to be displaced.

It is recommended that a canvas of existing parents and the community take place approximately one year prior to the current school year to determine the need for the additional space. Due to design and review requirements, it takes a minimum of a year to get a new facility constructed. Temporary housing for the Parent Support/IEP Room should be considered. Possible locations, include the hardcourts, or possibly the adjacent property. See Page II-C2 for recommended expansion
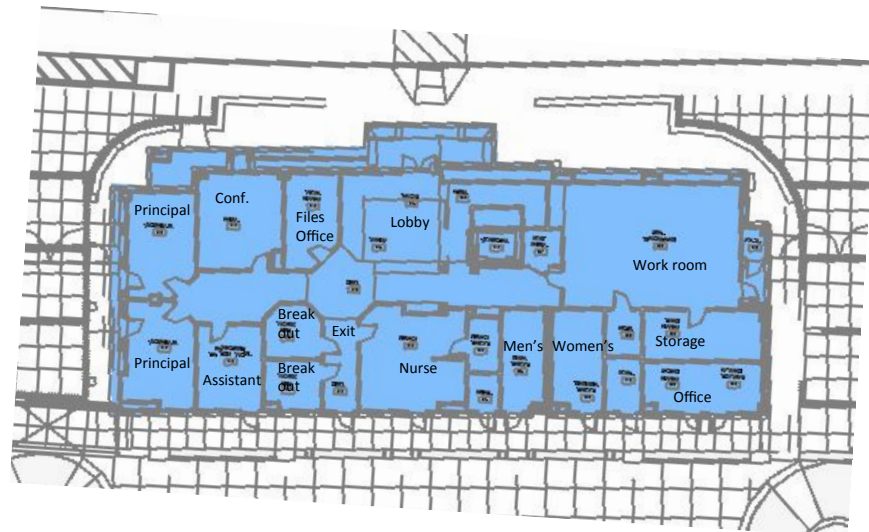
K – SUPPORT SPACES

2. MUSIC AND BAND

Music Classes:
Music is part of the K-5 Exploratory Wheel, with students rotating through during the school year. Students in grades 6th-8th may elect to participate in a variety of music electives, such as Choir, Instrumental Music, Drama/Music Theatre and Keyboard and Composition. If you have any questions, please contact our music teacher by using the "Parents" or "About Us" menus on the District website.

Choir:
Choir is open for students in Grades 1 through 8. It meets on Friday mornings at 7:00 a.m. in the band room. Choir is under the direction of Mr. RC Haus at rhaus@rsf.k12.ca.us.

Instrumental Music Program:
The RSF Education Foundation and the Rancho Santa Fe School District offer many opportunities for students in grades 1st-8th students to grow as a musician.*
The program includes:
➤ Beginning Band
➤ Advanced Band
➤ Beginning Strings
➤ Orchestra

Students will learn:
➤ To play a variety of instruments
➤ Study theory
➤ Read music
➤ Perform in various concerts and festivals
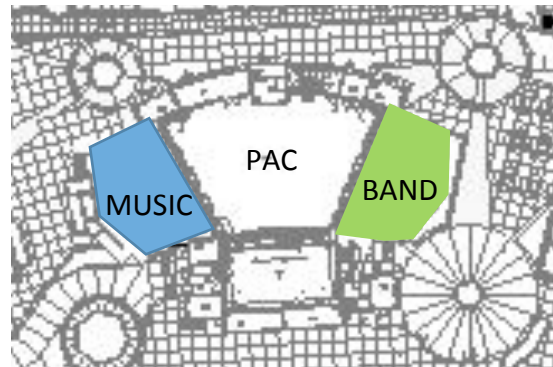
The Music and Band program is conducted in the music and band rooms and each program shares the PAC for rehearsals and concerts

Band and Orchestra meet before school in the mornings at 7:00 a.m. or 7:50 a.m. two to three times a week, depending on which group a student joins. In addition to the weekly practices and periodic performances, the band/orchestra is a great place to make friends and learn many skills (i.e. listening, teamwork, on-stage performance, etc.).

Note: Rooms 203 and 204 are also used for music education at the elementary school level.

K – SUPPORT SPACES

3. ART

Each year students enjoy a wonderful opportunity to develop and learn about a variety of art media. Art will be part of the rotation in grades K-5th. Students in grades 6th-8th may sign up for Art as an elective or Enrichment class. The Art Program is based on the California Standards for the Visual and Performing Arts and is integrated with classroom curriculum. The Art Program here at R. Roger Rowe offers students of all grade levels and abilities numerous opportunities to explore their creativity and help them to become stronger critical thinkers. Throughout the year student art work can be seen on display around the school, in places such as the library and front office and of course all over the Art Room! And at the end of the year, during Ocean Week Open House there is a school art show in which each student gets to chance to show off their wonderful art.

K-5 Art

The K-5th art program has students visiting the art room two times a week during their elective rotation. All art projects are based on California Visual Art Standards for the appropriate grade level. Students learn about artists and art movements, while having the opportunity to work in a variety of mediums. Emphasis is put on the process rather than the end product and our motto is, "There is no wrong in Art!" At the end of the school year each student has a piece on display in the school art show.

Middle School Art Electives

Art Studio - Content objective for class: For those students who have enjoyed art in their K-5th rotations and now want the opportunity to learn more about the visual arts through discussion, research and hands on creation. This course includes a variety of art projects using several different mediums such as pen and ink, collage and clay. It also includes the opportunity to work with a guest artist and create paintings for the *Hearts for Healing* project. Throughout the year this class will allow students to demonstrate their growing artistic skill set and knowledge of the visual arts, including, but not limited to the elements and principles of art, as well as artistic masters and art movements. At the end of this year long course students will have the opportunity to display two to three of their favorite projects in the school Art Show.

K – SUPPORT SPACES
## 3. ART (cont.)

Advanced Art Studio - This class is for the serious art student, who is not afraid to challenge himself or herself artistically and interested in learning about the visual arts through deeper discussions, research, and peer critiques. In this course more focus is placed on craftsmanship and ability for students to "think like an artist". Throughout the year students will work both independently and collaboratively to complete complex art projects, in a variety of different mediums which demonstrate their growing artistic skill set and knowledge of the visual arts, including, but not limited to the elements and principles of art, as well as artistic masters and art movements.   At the end of this year long course students will have the opportunity to display two to three of their favorite projects in the school Art Show.

Recommendation – The existing facilities are adequate. No improvements are recommended.

K-4th GRADE ENTRY

5th GRADE/MIDDLE SCHOOL
ENTRY (SHARED WITH K-4th)

ART

K RET. WALL   GAS RISER

4' WIDE
GATE

WC AE
Webb Cleff Architecture
and Engineering
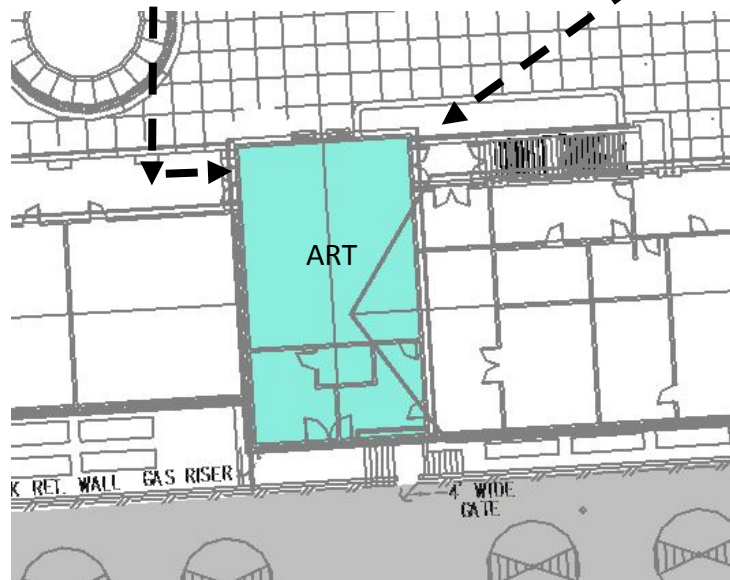
K – SUPPORT SPACES
4. DRAMA/PAC/MPR

Drama Program (Elementary/Middle School):

The RSF Theater Arts Program focuses on a wide range of drama activities and performances to help all students. Through theater students gain:
- ➢ Knowledge and skills needed to express their ideas in a positive and creative way
- ➢ Develop their ability to communicate their thoughts and feelings
- ➢ Gain understanding concerning the world around them
- ➢ Relate confidently with others in collaborative drama activities
- ➢ Build confidence performing and speaking in front of audiences

ELEMENTARY SCHOOL students learn:
- ➢ The basics of role-playing
- ➢ Body movement
- ➢ Characterization
- ➢ Performing for audiences
- ➢ Beginning scriptwriting

MIDDLE SCHOOL drama program offers enrichment classes and electives for students wanting to further their performance skills.

ENRICHMENT classes include the following:
- ➢ Film Acting
- ➢ Improvisation
- ➢ Acting Studio

WC AE
Webb Cleff Architecture
and Engineering

K – SUPPORT SPACES

4. DRAMA/PAC/MPR, cont.

Drama Program (Elementary/Middle School), cont.:

The **Advanced Drama Elective** is a year-long elective in which students will perform in various one-act and full length drama productions. This elective focuses on a variety of different theater styles and projects including performing in one-act plays, skits, and improvisation. Students will be able to create their own characters and scripts and see them come to life on stage in front of their peers. Students will learn various acting techniques and vocabulary that will help enhance their performance skills on stage.

Middle School students will learn and develop the following skills:

➢ Gain a knowledge of theater throughout our history and everyday lives
➢ Creation and analysis of characters and their motives
➢ Create stories, scripts, improvisations, and skits
➢ Learn the elements that comprise the backstage process of organizing theater productions
➢ Perform for audiences
➢ Develop skills in giving and receiving positive feedback and critiques

WC AE
Webb Cleff Architecture
and Engineering
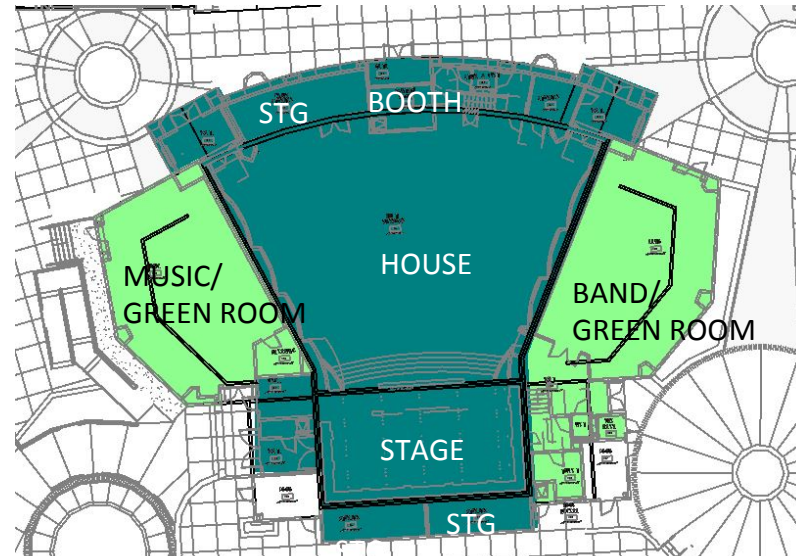
K – SUPPORT SPACES
4. DRAMA/PAC/MPR, cont.

PAC/MPR

THE RSF PLAYERS

An after school drama program for all 5th-8th graders interested in being a part of a unique theater family that works on various theater productions to be performed for the school and community. Students will audition for the various productions and will meet two days a week after school from 3:00 p.m.-5:00 p.m. in the Performing Arts Center (PAC). The RSF Players is a dynamic and creative environment for students to further their acting skills, learn the basics of teamwork, positive feedback, self-reflection and to build confidence through rehearsals and performances. If your child loves entertaining and being in the spotlight or prefers to work backstage on the technical crew team, then the RSF Players is the place to be.

The PAC/MPR is also available for community usage. Several groups have conducted on-going theater performances and will be encouraged to do so.

The facility is used for presentation of guest lecturers, school assemblies, board meetings and other similar functions as needed. The facility at this time is adequate for its intended purposes. Occasionally, additional expenditures are necessary for a particular type of program either for drama class or for the RSF Players. These are considered incidental to these programs and not a significant capital improvement.

WC AE
Webb Cleff Architecture
and Engineering

K – SUPPORT SPACES
5. PHYSICAL EDUCATION/GYM

Rancho Santa Fe School is situated on approximately 7.4 acres of land. For an elementary school and middle school with a master planned population of 850 students, the total recommended CDE acreage is approximately 17 to 20 acres. The site is considered by the state to be significantly impacted. Specialized scheduling has been implemented to ensure the students are receiving the CDE mandated physical education time. At this time, the District is landlocked, however if possible, future acquisition of land is very high on the District's priority list. Any additional land acquired adjacent to the District, would be dedicated to fields and support spaces.

In spite of the land deficiencies, Rancho Santa Fe Athletics has been a source of great success and pride for both our students and community. The goals of the athletics program are to promote exceptional educational instruction, emphasizing participation, sportsmanship, teamwork, leadership, self-confidence, and respect, preparing students for a life-long appreciation of sports and physical fitness.

Athletic Physical Education:
Sixth, seventh and eighth graders have the opportunity to be enrolled in Athletic P.E. during each trimester when they are involved in one of the below mentioned sports. The following is a summary of the sports available to students.

Fall Sports	Grade Level	Winter Sports	Grade Level	Spring Sports	Grade Level
Girls Volleyball	4 to 8	Boys Basketball	6 to 8	Girls Basketball	6 to 8
Flag Football	6 to 8	Boys Soccer	7 to 8	Tennis	7 to 8
Cross Country	6 to 8	Girls Soccer	7 to 8	Track & Field	6 to 8
Golf	6 to 8	Wrestling	5 to 8	Boys Volleyball	6 to 8
				Lacrosse	6 to 8

K – SUPPORT SPACES
5. PHYSICAL EDUCATION/GYM, cont.

Independent Study Physical Education (I.S.P.E.):
We support and appreciate after-school activities, and encourage students to participate in them. For the most part, however, these outside sports do not take the place of the regular physical education class, which offers an introduction to diverse sporting activities in the context of a cooperative classroom environment. Students are encouraged to participate in the on-campus physical education program, especially at the 6th-8th grade levels. Only students who compete in athletic activities at a high level of activity and competition will be eligible for I.S.P.E.

Students accepted into the I.S.P.E. program will be held responsible for maintaining their programs and keeping up communications between their individual coaches and the I.S.P.E. Coordinator/Athletic Director. The I.S.P.E. contract is available on the website or at the school office; it explains the criteria to qualify for the I.S.P.E. program and includes the dates that each assignment must be submitted to the coordinator. Please note your child will not be enrolled in the class until the contract has been submitted and approved. Students that have not turned in their contract or made an athletic selection will be assigned to General P.E. until it is submitted, approved and their schedule changed.

The District believes that accountability for meeting agreed-upon objectives is of prime importance. Individuals are selected based upon their ability to handle the individual responsibility. Please understand that due to the independent nature of the program, a large part of the grade that your son/daughter receives will be based upon his/her accomplishments of the agreed objectives, and his/her communicating this information to the I.S.P.E. Coordinator in a timely fashion.

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and Engineering
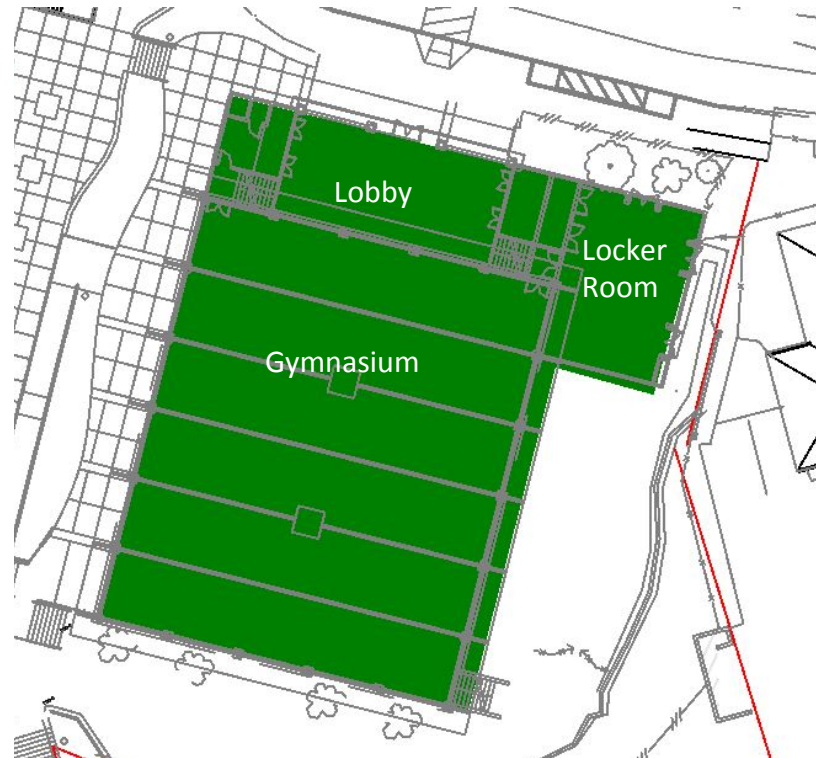
K – SUPPORT SPACES
5. PHYSICAL EDUCATION/GYM, cont.

Gymnasium:

The gymnasium is the oldest building on campus. Although the exact dates of construction are open for discussion, the facility is old and is need of significant upgrades and/or replacement. A comprehensive facilities needs analysis was conducted and is included in its entirety in this document.

The gym is one of the most utilized buildings on campus both during the school year and over the summer. Due to the significant lack of available land for play, many activities are centered around the gym. This, along with the community and shared usages, puts considerable strain on an existing building that is in need of significant repair.

In addition to the repair requirements, the facility provides limited opportunity for accessible accommodations. Structurally the building cannot support the addition of an elevator, and the toilet rooms are such that they cannot be modernized in their current location.

It is the recommendation of this master plan to either replace or modernize the facility in the near future. More information on options explored by the facility needs assessment team can be found in this document.
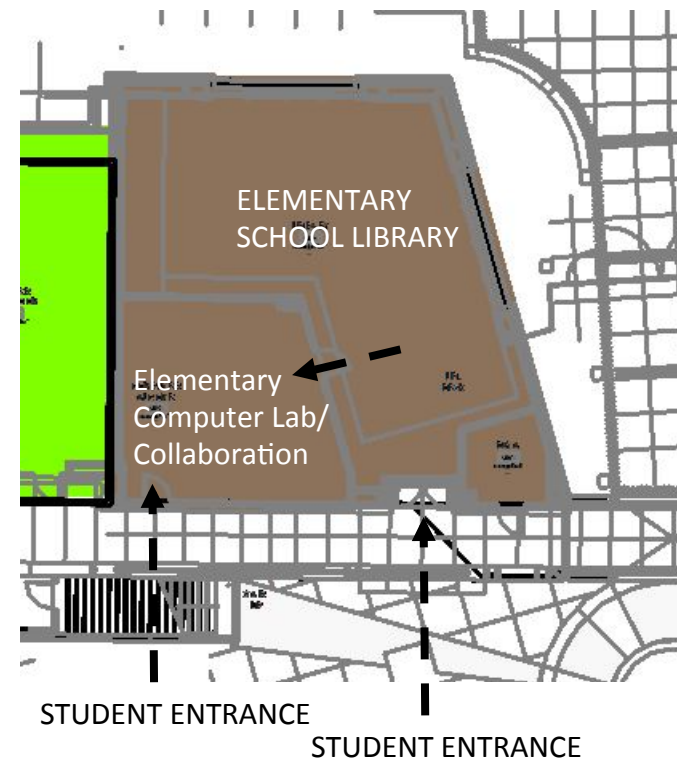
WC AE
Webb Cleff Architecture
and Engineering

K – SUPPORT SPACES
6. COMPUTER CLASS AND LABS

Elementary School:

Computer Lab - The computer lab is a pull out space accessible for grades K-4th. Teachers accompany classes into the computer lab for specialized projects. The lab is also open during lunch and other times for individual usage.

The Elementary Computer Lab works in conjunction with the library. These spaces together create a multidimensional learning environment. This lab is also used for the California Assessment of Student Performance and Progress Testing (Smarter Balanced Assessment Consortium-SBAC)

ELEMENTARY SCHOOL LIBRARY

Elementary Computer Lab/ Collaboration

STUDENT ENTRANCE

STUDENT ENTRANCE

WC AE
Webb Cleff Architecture and Engineering

K – SUPPORT SPACES
6. COMPUTER CLASS AND LABS
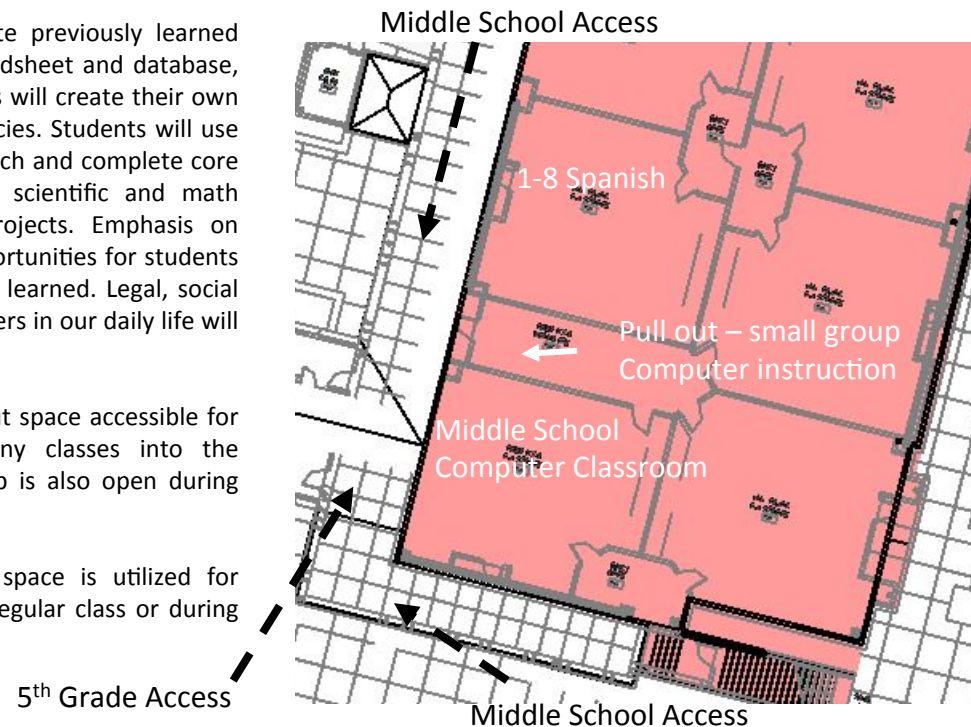
Middle School

Introduction to Computers - Students taking this elective will be introduced to various basic computer skills. They will learn how to use and understand basic computer related terms, identify basic computer hardware components and peripheral devices, i.e. keyboard, mouse, printer, CD-ROM. Students will also be introduced to basic word-processing skills which will include correct use of the keyboard and will have the opportunity to practice on a daily basis. Students will be introduced to spreadsheet skills and will create simple multi-media presentations. Correct terminology related to hardware, software and applications will be introduced and reinforced throughout the semester. This course will prepare students for Intermediate level technology courses in middle school. They will understand the legal, social and ethical issues related to the use of computers in our daily life.

Advanced Computing - Students will integrate previously learned tools, i.e. word processing, multi-media, spreadsheet and database, into a cumulative web design project. Students will create their own web page, which will showcase their proficiencies. Students will use appropriate technology skills to conduct research and complete core curriculum projects, e.g. historical research, scientific and math investigations, and language arts writing projects. Emphasis on desktop publishing will provide additional opportunities for students to demonstrate application of skills previously learned. Legal, social and ethical issues related to the use of computers in our daily life will continue to be reinforced.

Computer Lab - The computer lab is a pull out space accessible for grades 5th through 8th. Teachers accompany classes into the computer lab for specialized projects. The lab is also open during lunch and other times for individual usage.

Pull Out – Small Group Instruction – This space is utilized for specialized projects and small groups during regular class or during computer lab usage.

Middle School Access

1-8 Spanish

Pull out – small group Computer instruction

Middle School Computer Classroom

5th Grade Access

Middle School Access

WC AE
Webb Cleff Architecture and Engineering

K – SUPPORT SPACES

7. LIBRARY

ELEMENTARY SCHOOL (K-6th)

Rancho Santa Fe Library is to provide materials on curriculum subjects and personal interests in print and non-print formats, to support education and research in an intellectually and culturally open environment, to encourage students and staff to become effective users of ideas and information, to collect, organize, and facilitate access of information in print and non-print formats, and to promote life-long reading and learning both for pleasure and for information.

Printed books still play a critical role in supporting learners, but digital technologies offer additional pathways to learning and content acquisition. Students and teachers no longer need a library simply for access. Instead, the RSF library has become a place that encourages participatory learning and allows for co-construction of understanding from a variety of sources. In other words, instead of being an archive, libraries are becoming a **learning commons**.

The co-instruction environment can be seen in the collaboration between the elementary computer lab and the library space. These spaces, together create a multidimensional learning environment.

Elementary School Public Speaking Program (in Library)

Public Speaking is an essential skill for all students to acquire.   Providing students with an opportunity to communicate their thoughts, ideas, and opinions is critical to the overall success and development of a student. Students completing Public Speaking should be able to do the following:

> - Set a clear and specific goals for a presentation.
> - Analyze your audience to determine their needs and wants.
> - Generate key ideas to shape the content of your presentation.
> - Write a presentation that is tailored to your audience.
> - Reinforce your presentation with supporting material.
> - Create powerful visual aids to add impact to your presentation.
> - Practice delivering an impressive presentation.
> - Use proper language to make your message more credible.
> - Use gestures, facial expressions, and movement to enhance delivery.
> - Evaluate the success of your presentation.

ELEMENTARY SCHOOL LIBRARY

ELEMENTARY COMPUTER LAB/COLLABORATION

STUDENT ENTRANCE
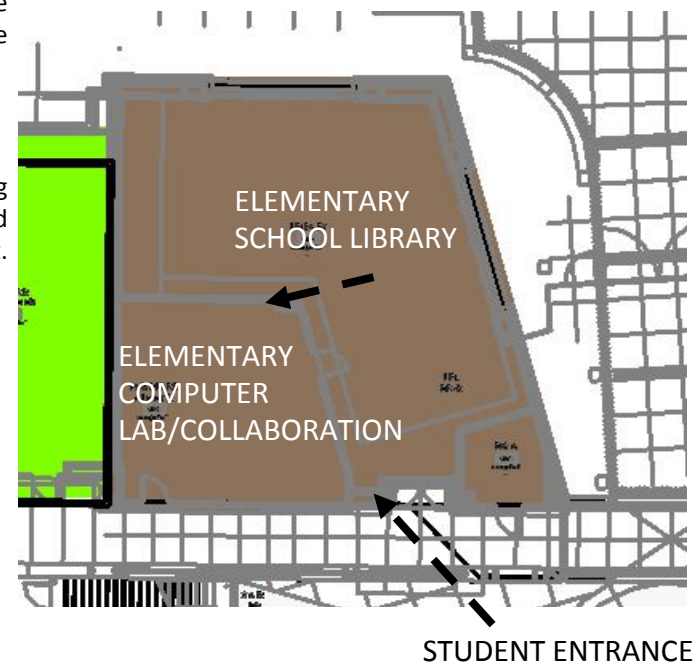
K – SUPPORT SPACES

8. K-5 SPANISH – ELEMENTARY SCHOOL (K-5)

Rancho Santa Fe School District added K-5 elective classes during the 2015-16 school year. This is intended to be an introductory course for students. Elementary Spanish is a 12 week course designed to expose students to the Spanish language. The students engage in the Spanish lessons twice a week.

Teaching **P**roficiency through **R**eading and **S**torytelling (TPRS) is the primary method used in the elementary program. This method of language instruction was developed by Blaine Ray and based on the work of Dr. James Asher. The method is also based on Dr. Stephen Krashen's Input Hypothesis, with a focus on using Comprehensible Input Spanish. TPRS involves a mixture of reading and storytelling to assist students in acquiring Spanish in an engaging way in a classroom setting. Using this method, the teacher does not actually tell a story to the class. The teacher asks the students for input as to what will happen and they decide and create a story together while acquiring the language. In each story-asking session, students focus on several target terms involving the most high frequency vocabulary and grammar used in the Spanish language. Our elementary Spanish teachers have been certified in this specific method of foreign language instruction.

Research shows that a word does not become a permanent part of our vocabulary until we have heard or seen it 70-150 times. In order to allow for those repetitions, the teacher will be asking the class repetitive review questions, as well as expanding on the story each class session.

The story the class designs will be funny, silly, and creative in order to keep the story interesting while allowing for all of the repetitions needed to acquire the particular high frequency Spanish vocabulary and grammar of focus.

In addition to TPRS, students will explore the Spanish language by learning vocabulary, expressions and culture through songs, interactive activities, writing, and the TPR (**T**otal **P**hysical **R**esponse) method, which involves the combination of language and physical movement. The goal of the elementary Spanish program is to expose students to a solid introduction of Spanish, which will enable them to move more quickly and confidently through the foundational elements of the middle school Spanish program should they choose this elective in grades six, seven, or eight


5th Grade Spanish
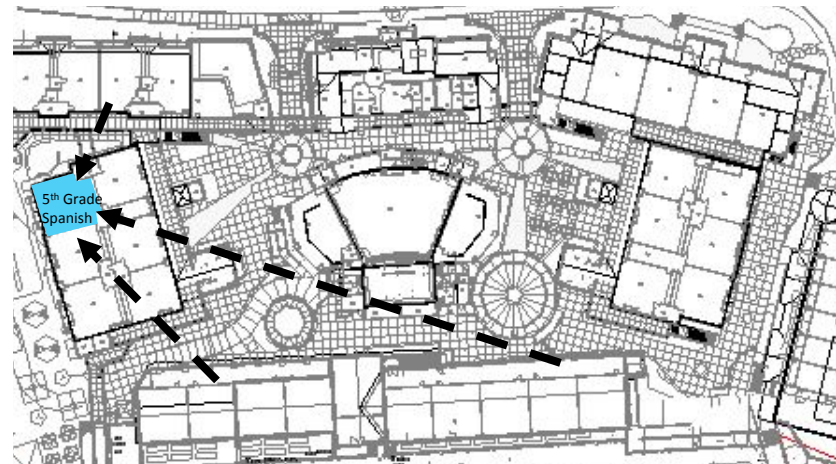
STUDENT ENTRANCE

K – SUPPORT SPACES
9. MIDDLE SCHOOL LENDING LIBRARY

MIDDLE SCHOOL LENDING LIBRARY (5th THROUGH 8th)

Similar to the K-4 Library, Middle School Lending Library is to provide materials on curriculum subjects and personal interests in print and non-print formats, to support education and research in an intellectually and culturally open environment, to encourage students and staff to become effective users of ideas and information, to collect, organize, and facilitate access of information in print and non-print formats, and to promote life-long reading and learning both for pleasure and for information.

The space size limits the function of the Lending Library to check-out only. Collaboration/Learning Commons for the middle students is done in other spaces.

LENDING LIBRARY

STUDENT ENTRANCE

WC AE
Webb Cleff Architecture
and Engineering
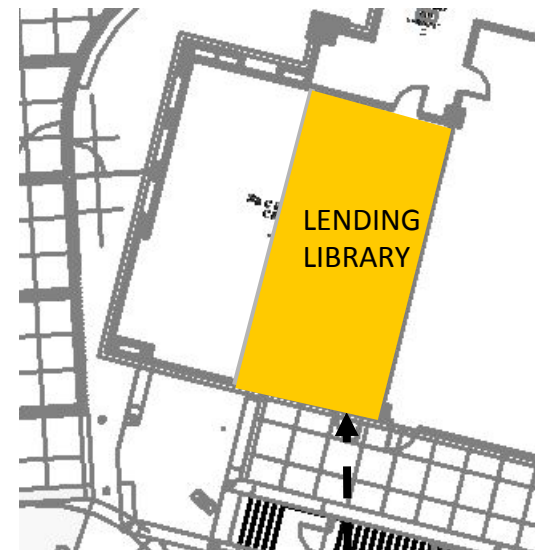
SECTION II – FACILITIES NEEDS ASSESSMENT – EDUCATIONAL SPACES

A.   Recommendations from the Educational Specs and Immediate Needs

    1. Security Upgrades
    2. Advanced Physical Science/Robotics Classroom Expansion

B.   Future Growth/Expanded Programs Educational Spaces

    1. Advanced Math
    2. Middle School Spanish
    3. Elementary Spanish Classroom
    4. Computer Lab
    5. Elementary Science Lab
    6. Ancillary Programs and Meetings/Teacher Training/Parent Support/Student Group Meetings

C.   Acquisition of Adjacent Properties

WC AE
Webb Cleff Architecture
and Engineering

A - RECOMMENDATIONS FROM THE EDUCATIONAL SPECS AND IMMEDIATE NEEDS

1.   Additional Security Cameras

2.   Advanced Physical/Robotics Classroom Expansion

WC AE
Webb Cleff Architecture
and Engineering

1 – SECURITY UPGRADES

As shown in G above, the following locations are desired locations for security upgrades. The project will be designed and constructed within the next school year. The approximate cost is $60,000-$80,000.

Camera Locations

● Pole Mounted

● Building Mounted

Figure G-1

WC AE
Webb Cleff Architecture
and Engineering

2 – CLASSROOM SPACES

MIDDLE SCHOOL – Advanced Physical Science/Robotics Expansion

As discussed in Section I-K, the Robotics program has displaced a middle school classroom – Spanish. The Spanish program is now housed in a multitude of classrooms in the middle school and needs a classroom of its own. The following are conceptual programming for an expanded Advanced Physical Science Program which would accommodate the Robotics Program.

DOUBLE DOORS

OPEN STORAGE – HIGH AND LOW
COMPETITION PRACTICE RING
CLOSED STORAGE

TEACHER AREA

SINK AREA (SUPERVISED)

FTC AREA

SHOP

4 – 48" X 84" FLL TABLES

ROBOT GARAGE (INCREASED
CAPACITY AND PROVIDE
ADDITIONAL POWER

64" X 54" TABLES (EXIST.)

PAINT BOOTH WITH VENTILATION
AND ROLL UP GARAGE DOORS

FLL AREA

OPEN STORAGE

COMPUTER STATION (15)
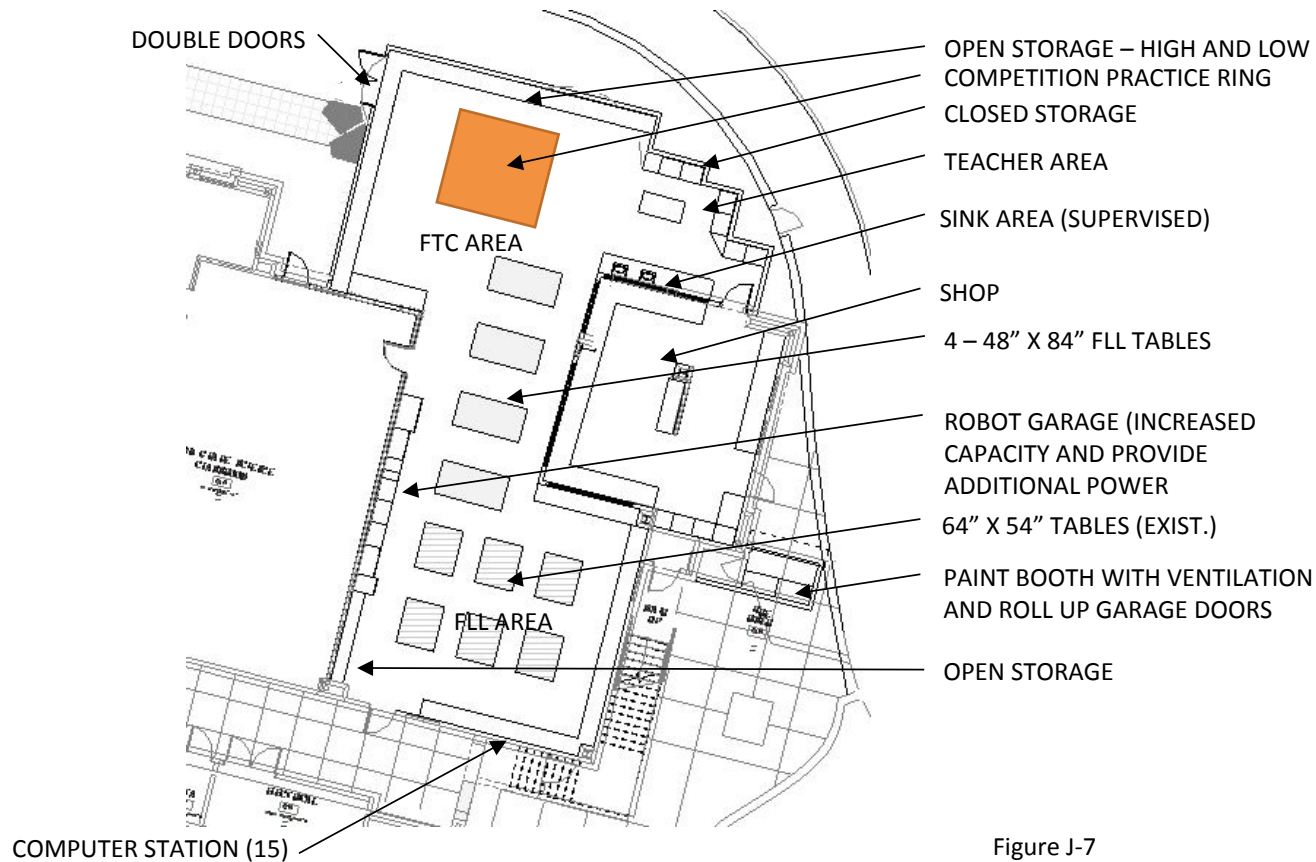
Figure J-7

2 – CLASSROOM SPACES

MIDDLE SCHOOL – Robotics Lab Expansion Area

OPEN STORAGE

COMPETITION PRACTICE RING

DOUBLE DOORS TO COURTYARD

TEACHER DESK

SINK AREA (SUPERVISED) PROVIDE PAINT SEPARATOR

FTC AREA

CLOSED STORAGE, TYPICAL TEACHER'S AREA (SOME DEEP STORAGE REQUIRED)

BELOW WINDOW EVERYDAY TOOL STORAGE

TOOL RACKING
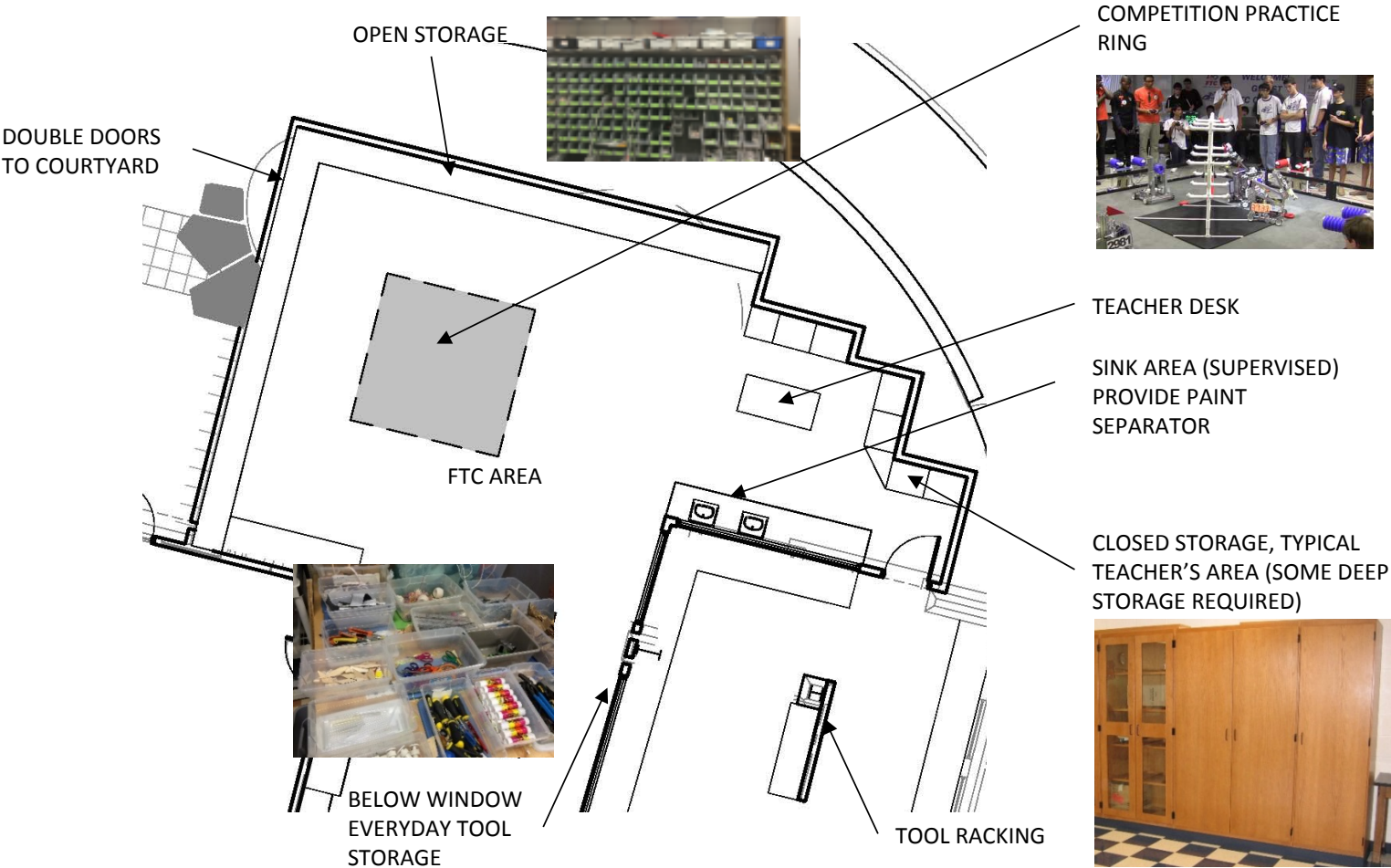
FIGURE J-8 - ROBOTICS – FTC/TEACHER WORK AREA

WC AE
Webb Cleff Architecture and Engineering

2 – CLASSROOM SPACES

MIDDLE SCHOOL – <u>Shop Expansion Area</u>

SHOP AREA

ENTRY (SUPERVISED)

WINDOWS
270 DEGREE SUPERVISION

TOOL RACKING AND ELECTRICAL
PANEL (TO REMAIN)

WORK AREA

WORK BENCH (OUTDOOR)

STORAGE

COMPUTER

ROLL UP GARAGE DOOR

PAINT STATION (2)

NEW ADDITION

STAIR UP

FIRE RISER

FIGURE J-9 – SHOP EXPANSION AREA

WC AE
Webb Cleff Architecture
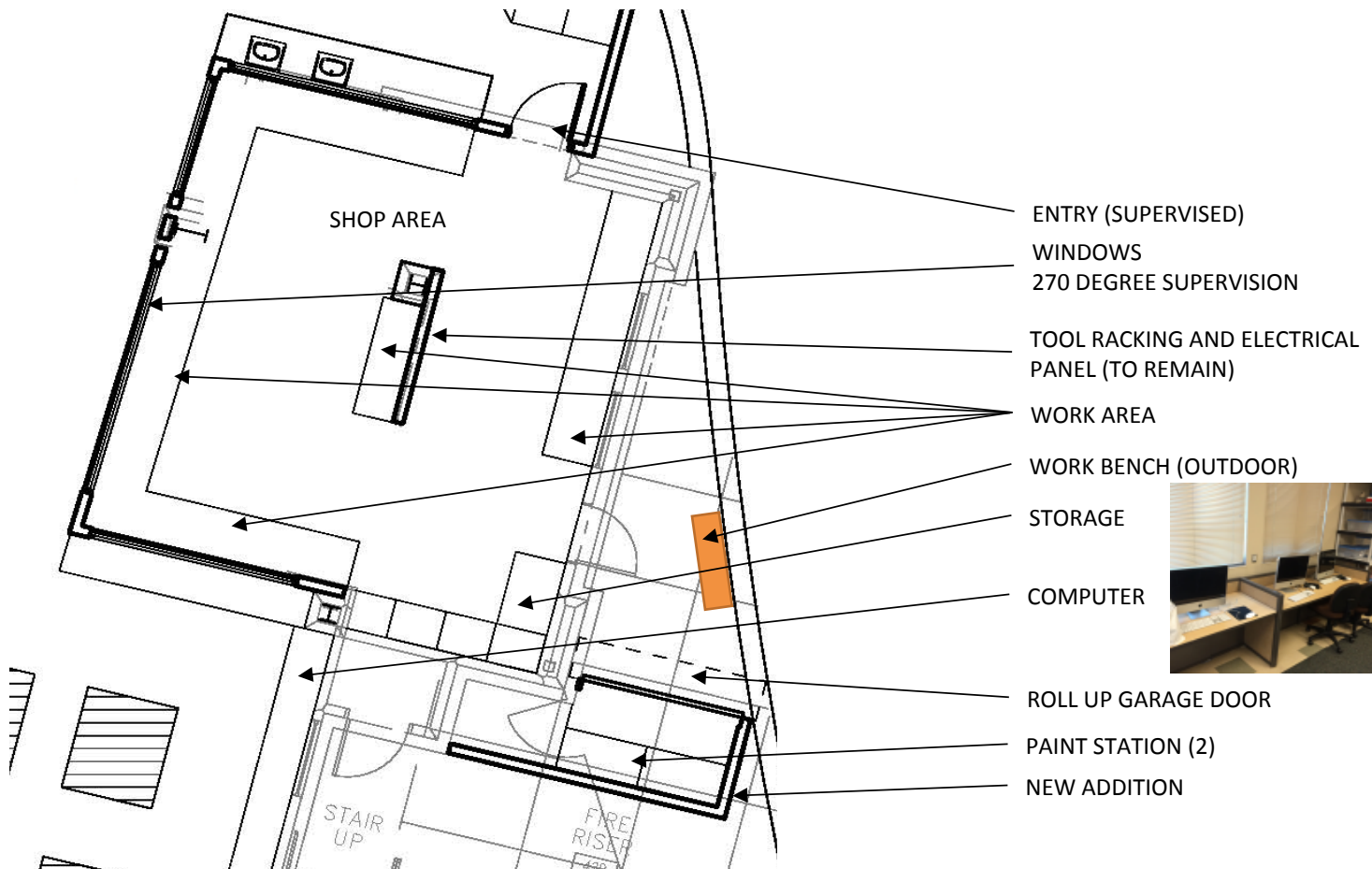and Engineering

B - FUTURE GROWTH/EXPANDED PROGRAMS EDUCATIONAL SPACES

The following is a summary of future growth and expansion programs anticipated both in the near future and when the school returns to the master plan capacity of 850.

1. Advanced Math – Advanced Math was a program added after the replacement of the existing school was completed. Currently this space occupies one of the classrooms which would be used as a middle school classroom should the school population return to 850. At such time, this program would be un-housed.
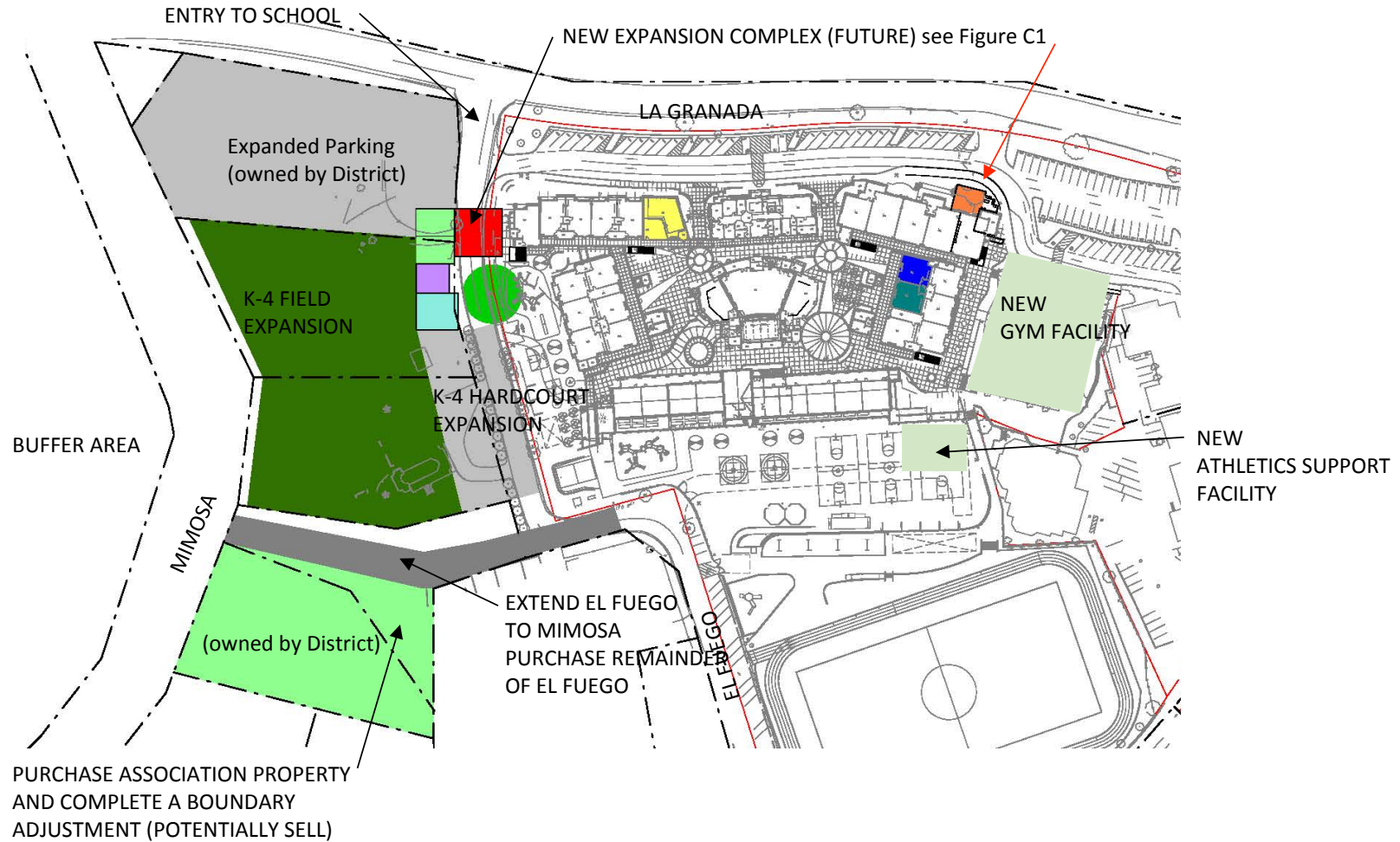
    Advanced Math courses offered:

Grade 3-Advanced 3	Grade 5-Accelerated 5/6	Grade 7-Advanced 7
Grade 4-Advanced 4	Grade 6-Accelerated 6/7	Grade 8-Integrated Honors 1

2. Middle School Spanish – Middle School Spanish, as discussed in Section I above, is currently being housed in a small room intended for administrative functions, such as literacy support. This program is essential to the curriculum of the K-8 school and is considered inadequately housed.

3. Elementary Spanish Classroom – This program is currently being housed in one of the classrooms intended for elementary school education. When the school returns to the master planned capacity, this program will be unhoused.

4. Computer Lab – The Computer Lab, as discussed in Section I above this program is currently occupying one of the classrooms which would be used as a middle school classroom should the school population return to 850.   At such time, this program would be unhoused.

5. Elementary Science Lab/FLL Jr./Robotics Class – Although there is an elementary science lab, that serves K-4, the space is over-utilized, and a portion of the elementary school needs to be accommodated in other spaces. An additional science lab for either K-2 or 3-4 is needed for the future.

6. Ancillary programs and meetings/Teacher Training/Parent Support/Student Group Meetings – These spaces currently occupy kindergarten classrooms. When the kindergarten rooms are needed, these programs are unhoused.

7. Elementary Spanish – it is now our hope to add elementary Spanish to the current enrichment wheel. The addition of this program would generate the need for an additional classroom space.

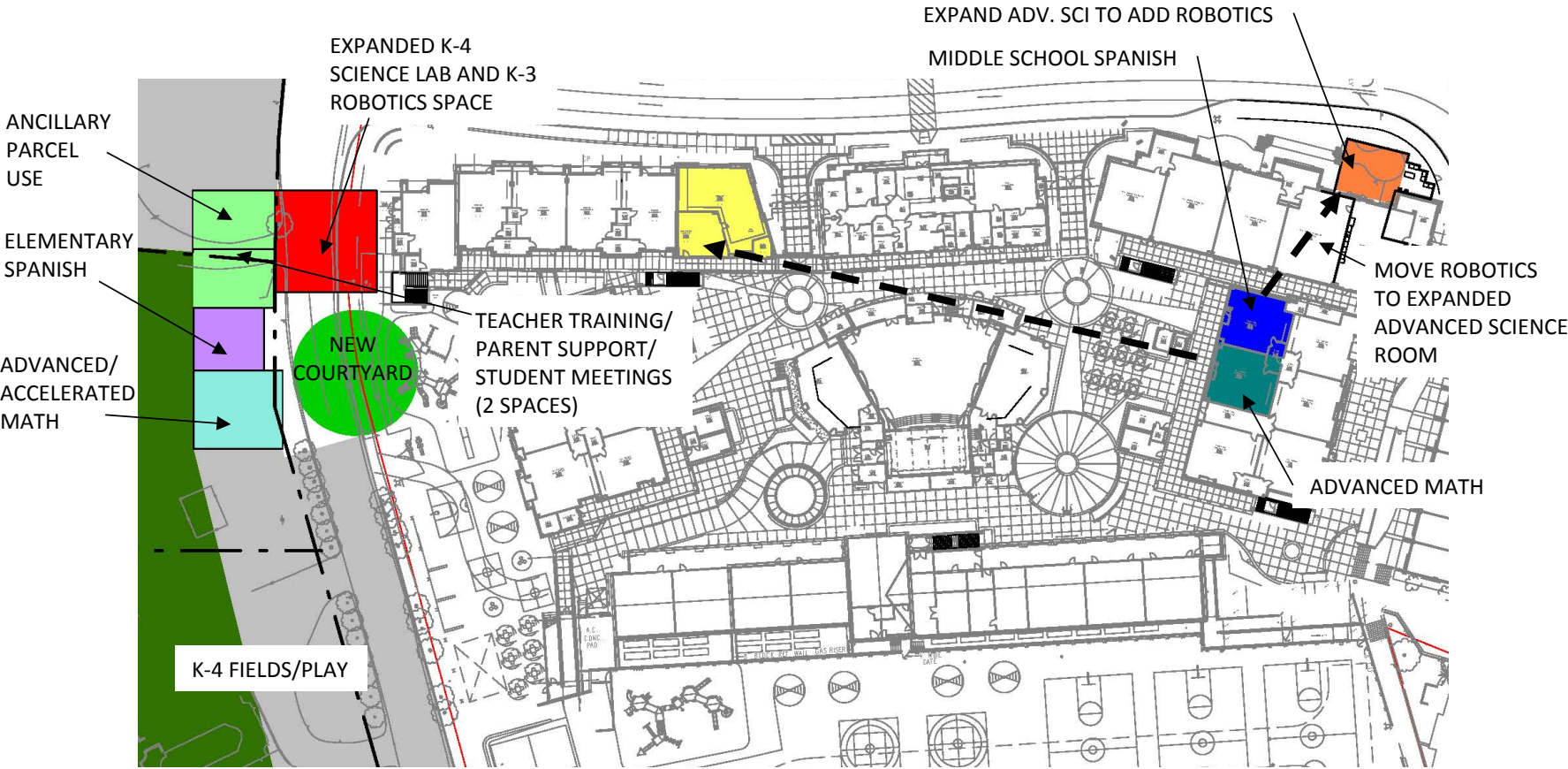See Section C – Acquisition of Additional Properties for Recommended Layouts

WC AE
Webb Cleff Architecture
and Engineering

C) ACQUISITION OF FUTURE PROPERTIES

The following is a recommended plan for accommodating current needs, growth, expansion and resolution of CDE guidelines for site size.

ENTRY TO SCHOOL

NEW EXPANSION COMPLEX (FUTURE) see Figure C1

LA GRANADA

Expanded Parking
(owned by District)

K-4 FIELD
EXPANSION

NEW
GYM FACILITY

K-4 HARDCOURT
EXPANSION

BUFFER AREA

MIMOSA

NEW
ATHLETICS SUPPORT
FACILITY

(owned by District)

EXTEND EL FUEGO
TO MIMOSA
PURCHASE REMAINDER
OF EL FUEGO

EL FUEGO

PURCHASE ASSOCIATION PROPERTY
AND COMPLETE A BOUNDARY
ADJUSTMENT (POTENTIALLY SELL)

WC AE
Webb Cleff Architecture
and Engineering

C - ACQUISITION OF FUTURE PROPERTIES

The following is a recommended plan for accommodating current needs, growth, expansion and resolution of CDE guidelines for site size.

EXPAND ADV. SCI TO ADD ROBOTICS

MIDDLE SCHOOL SPANISH

EXPANDED K-4 SCIENCE LAB AND K-3 ROBOTICS SPACE

ANCILLARY PARCEL USE

ELEMENTARY SPANISH

ADVANCED/ ACCELERATED MATH

NEW COURTYARD

TEACHER TRAINING/ PARENT SUPPORT/ STUDENT MEETINGS (2 SPACES)

MOVE ROBOTICS TO EXPANDED ADVANCED SCIENCE ROOM

ADVANCED MATH

K-4 FIELDS/PLAY

SECTION III – FACILITIES NEEDS ASSESSMENT/ RECOMMENDATOINS – ATHLETIC SPACES

A.   Facility Needs Assessment – Gymnasium and Athletic Programs   Appendix A

B.   Recommendations – Athletic Spaces
            Option 1: Modernize Existing Gym with Additions
            Option 2: New 2-Court Gym at Existing Site
            Option 3: New 3-Court Gym at Existing Site
            Option 4: New 3-Courty Gym at Existing Site and Hardcourt

A - FACILITY NEEDS ASSESSMENT

Facility Needs Assessment – Gymnasium and Athletic Programs

Appendix A – Under
Separate Cover

B - RECOMMENDATIONS –ATHLETIC SPACES

EXECUTIVE SUMMARY

The facility needs assessment was conducted to evaluate the existing Rancho Santa Fe School gymnasium. The evaluation was formatted on the California Department of Education facility needs assessment outline. The major areas of evaluation consisted of evaluation of existing building condition, building code compliance, educational and program deficiencies, and Americans with Disabilities Act compliance.

The existing gymnasium serves as both one standard teaching station on normal occasions and sometimes as many as three teaching stations on rain days. During rain days, the existing facility is physically undersized. Special teaching programs and physical educational activities are instituted during these times. This practice is typical throughout the county during rain days.
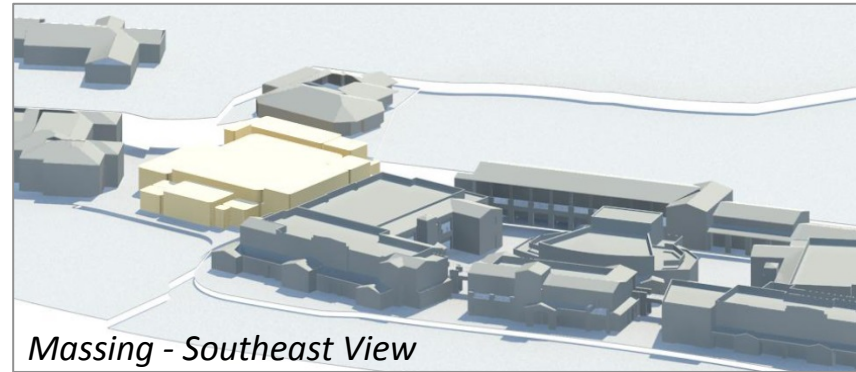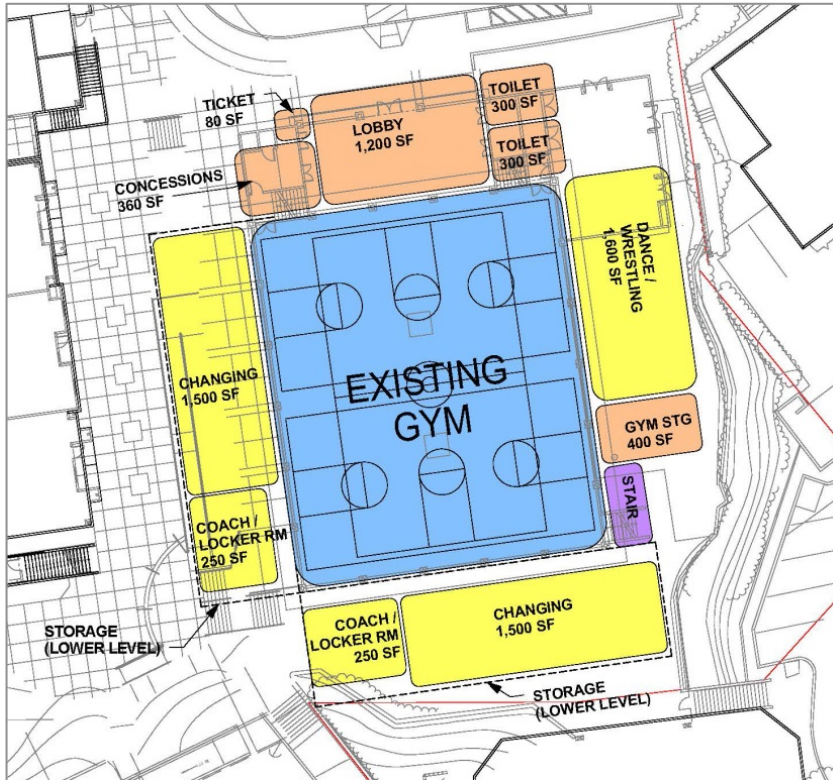
The existing size of two of the teaching stations – the field and hard-courts are significantly undersized for a middle and elementary school physical education program. In 2010, a waiver was granted by the California Department of Education to continue the physical education program on the existing site, which is approximately 20% of the recommended site size for middle school and elementary school. In general, the existing teaching stations are adequate from a size standpoint.

➢ Dance/Wrestling Room: An in-depth look at the standards shows that there is a significant requirement for a dance component. Currently, the dance component is being carried out in Room 204 (teacher training room) or the PAC, which competes with other activities. A separate dance space would alleviate this conflict.
➢ Wrestling currently occurs in the Community Center because the Community Center uses the school gym for their Jr. Dunkers basketball program from November through March.
➢ Changing Rooms/Locker Supervision – CDE standards require supervision of all changing facility spaces. This is currently provided by the teacher being present in the changing rooms. This deficiency could be alleviated by the addition of a coaches office in the changing room – one for each PE teacher.
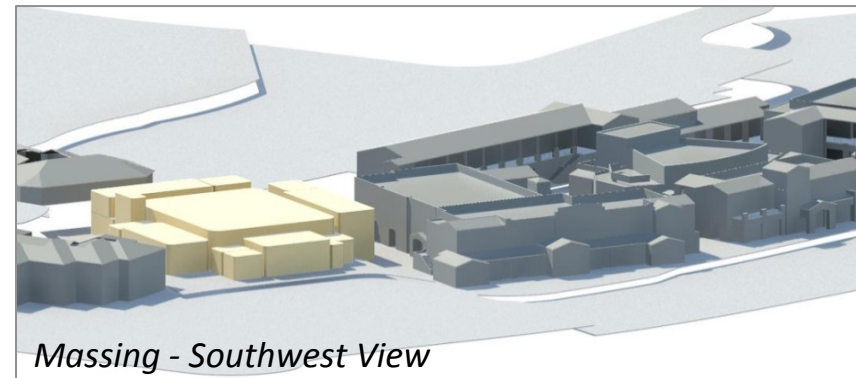
WC-AE met with District staff to review the future program and subsequently developed four options for evaluation by the board of directors for moving forward. In summary the options are as follows:

➢ *OPTION 1 – KEEP EXISTING FACILITY AND MODERNIZE*
➢ *OPTION 2 – NEW FACILITY – 2 COURT GYM*
➢ *OPTION 3 – NEW FACILITY – 3 COURT GYM AT EXISTING SITE*
➢ *OPTION 4 – NEW FACILITY – 3 COURT GYM AND AND HARD COURTS*

OPTION 1: Modernize Existing Gym with Additions

TICKET 80 SF
LOBBY 1,200 SF
TOILET 300 SF
TOILET 300 SF
CONCESSIONS 360 SF
DANCE / WRESTLING 1,600 SF
CHANGING 1,500 SF
EXISTING GYM
GYM STG 400 SF
STAIR
COACH / LOCKER RM 250 SF
STORAGE (LOWER LEVEL)
COACH / LOCKER RM 250 SF
CHANGING 1,500 SF
STORAGE (LOWER LEVEL)
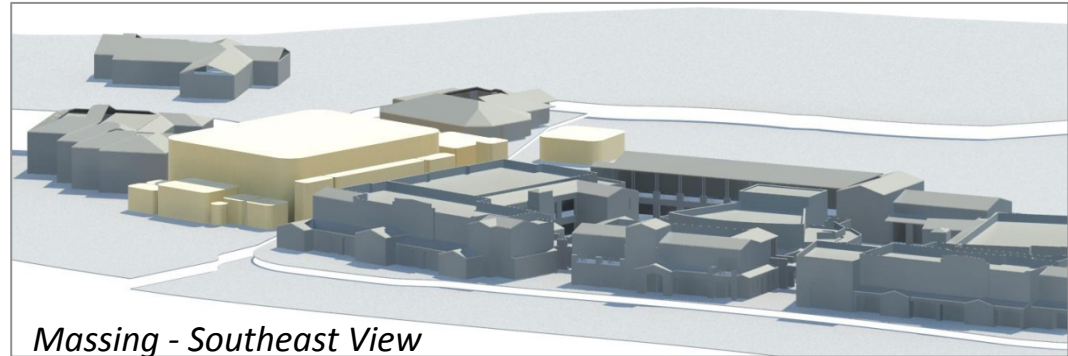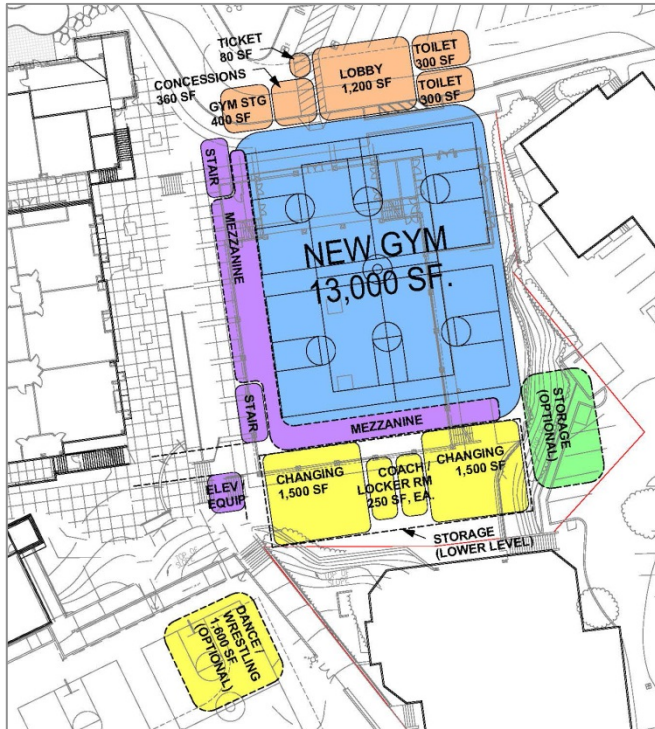

Massing - Southeast View

Massing - Southwest View

Advantages:
- ACCOMMODATES THE PROGRAM
- REDUCED COST
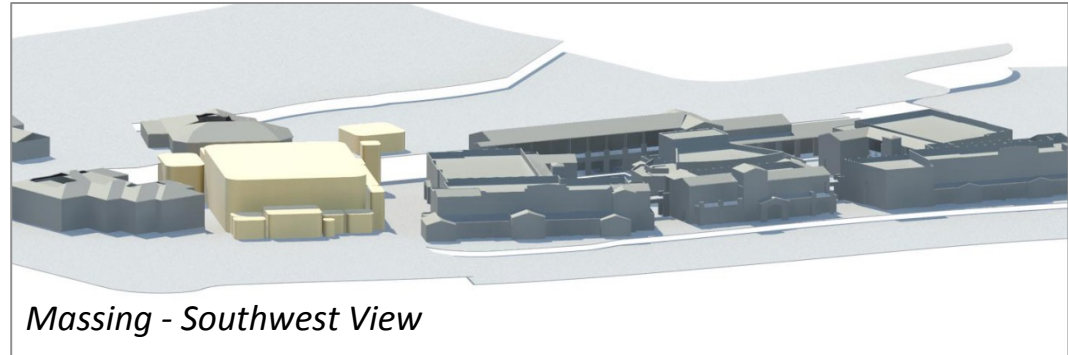- MAINTAINS EXISTING SPACE
- LEAST IMPACT ON SURROUNDNG AREAS

Disadvantages:
- PROVIDES ONLY 1 NON-REGULATION SIZE COURT
- HEIGHT OF GYM IS TOO SHORT
- NO BLEACHERS
- NO IMPROVED ACCESS TO FIELD
- NO STUDENT LOCKERS
- DANCE SHARES WITH WRESTLING

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OPTION 2: New 2-court Gym at Existing Site

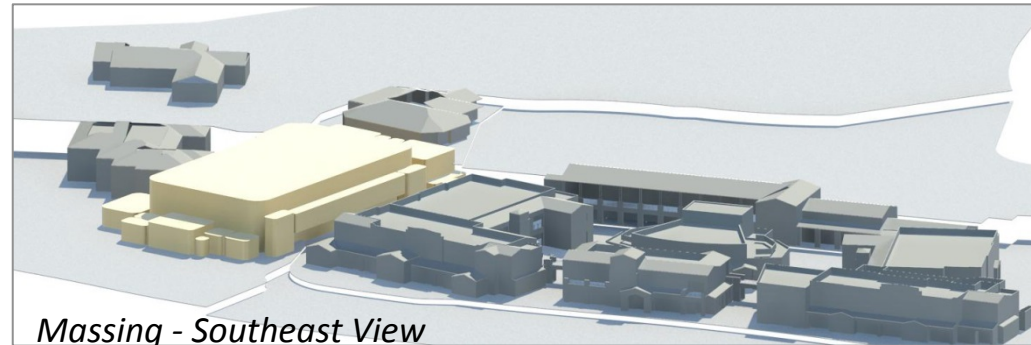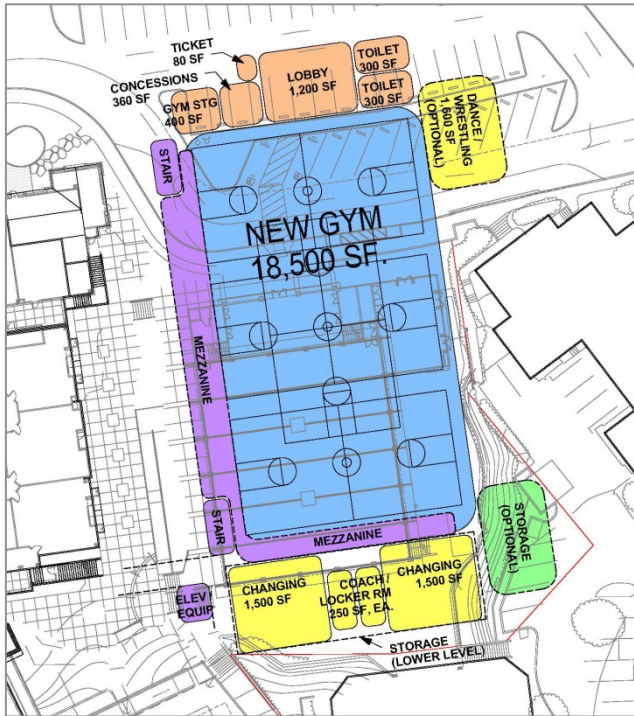*Massing - Southeast View*

Massing - Southwest View

Advantages:
- ACCOMMODATES PROGRAM
- PROVIDES 2 REGULATION SIZE COURTS
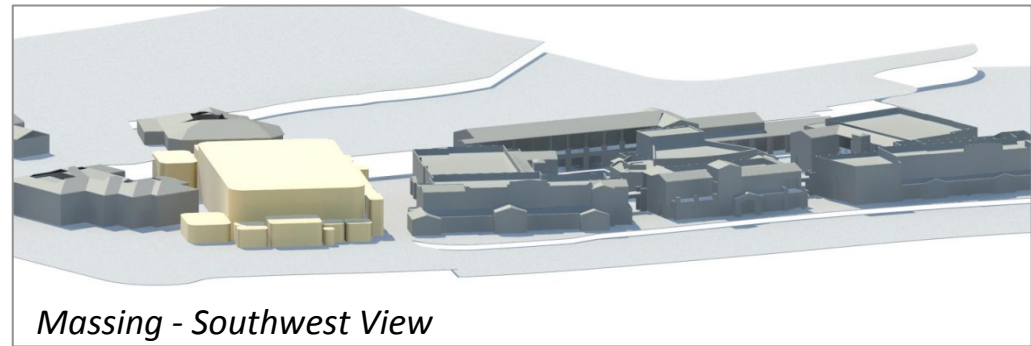- PROVIDES BLEACHERS
- MAINTAINS EXISTING SPACE

Disadvantages:
- LOSS OF PARKING (10-12 SPACES)
- DEFICIENT 1 REGULATION SIZE COURT
- DANCE/WRESTLING SPACE LOCATED AT HARDCOURT
- REQUIRES NEW RETAINING WALL
- DANCE/WRESTLING DISSOCIATED WITH REST OF FACILITY

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OPTION 3: New 3-court Gym at Existing Site

TICKET 80 SF
CONCESSIONS 360 SF
GYM STG 400 SF
LOBBY 1,200 SF
TOILET 300 SF
TOILET 300 SF
DANCE / WRESTLING 1,600 SF (OPTIONAL)
STAIR
MEZZANINE
NEW GYM 18,500 SF.
STAIR
MEZZANINE
STORAGE (OPTIONAL)
ELEV. EQUIP.
CHANGING 1,500 SF
COACH / LOCKER RM 250 SF, EA.
CHANGING 1,500 SF
STORAGE (LOWER LEVEL)

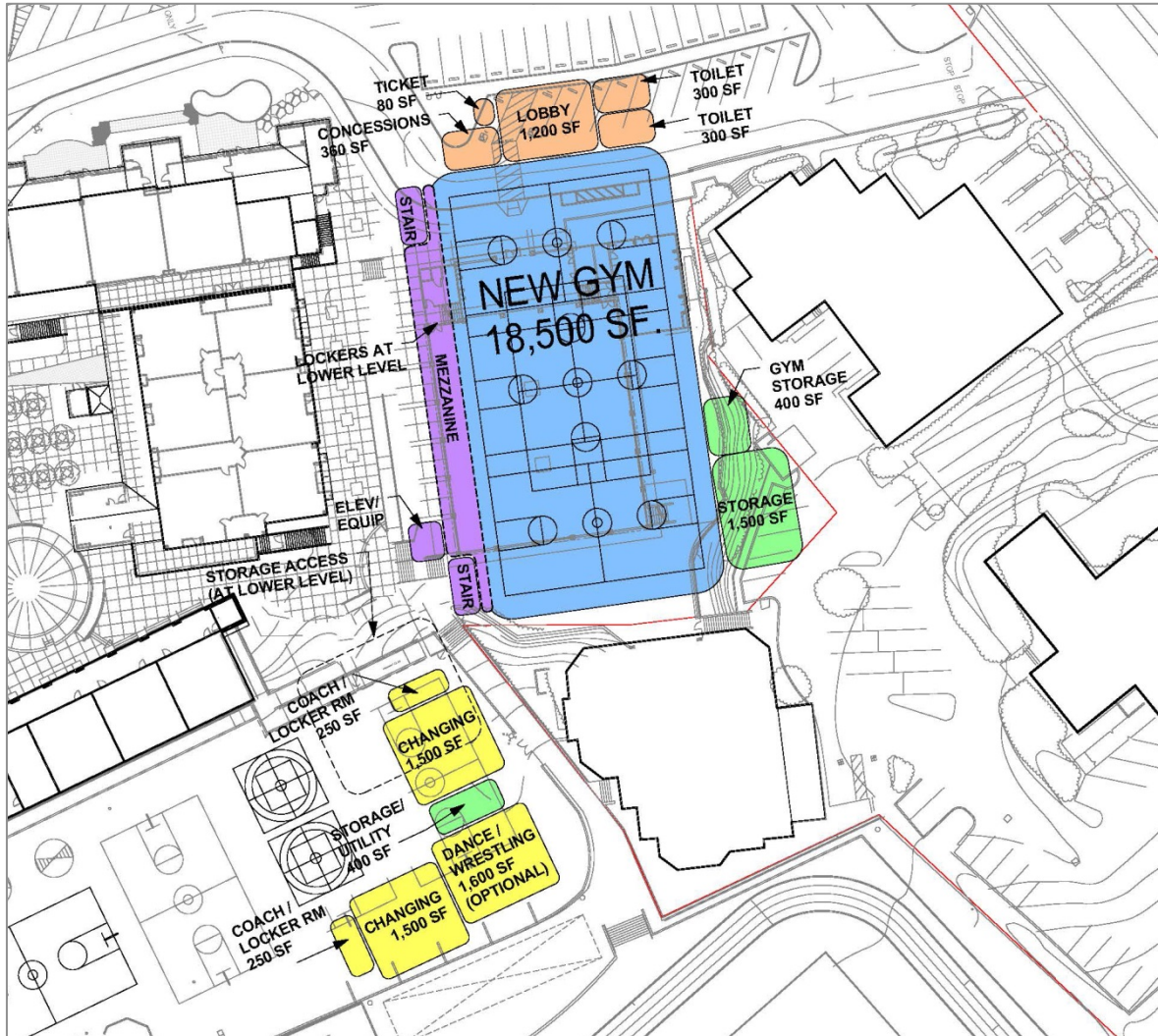

Massing - Southeast View

Massing - Southwest View

Advantages:
- ACCOMMODATES PROGRAM
- PROVIDES 3 REGULATION SIZE COURTS
- PROVIDES BLEACHERS
- MAINTAINS EXISTING SPACE

Disadvantages:
- LOSS OF PARKING (28 SPACES)
- REQUIRES NEW RETAINING WALL
- DISPROPORTIONATE SCALE
- DANCE/WRESTLING ROOM BLOCKS ENTRY TO LIBRARY

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OPTION 4: New 3-court Gym at Existing Site and Hardcourt

Within the site plan:
- TICKET 80 SF
- CONCESSIONS 360 SF
- LOBBY 1,200 SF
- TOILET 300 SF
- TOILET 300 SF
- STAIR
- LOCKERS AT LOWER LEVEL
- MEZZANINE
- NEW GYM 18,500 SF.
- GYM STORAGE 400 SF
- STORAGE 1,500 SF
- ELEV/ EQUIP
- STORAGE ACCESS (AT LOWER LEVEL)
- STAIR
- COACH / LOCKER RM 250 SF
- CHANGING 1,500 SF
- STORAGE / UTILITY 400 SF
- DANCE / WRESTLING 1,600 SF (OPTIONAL)
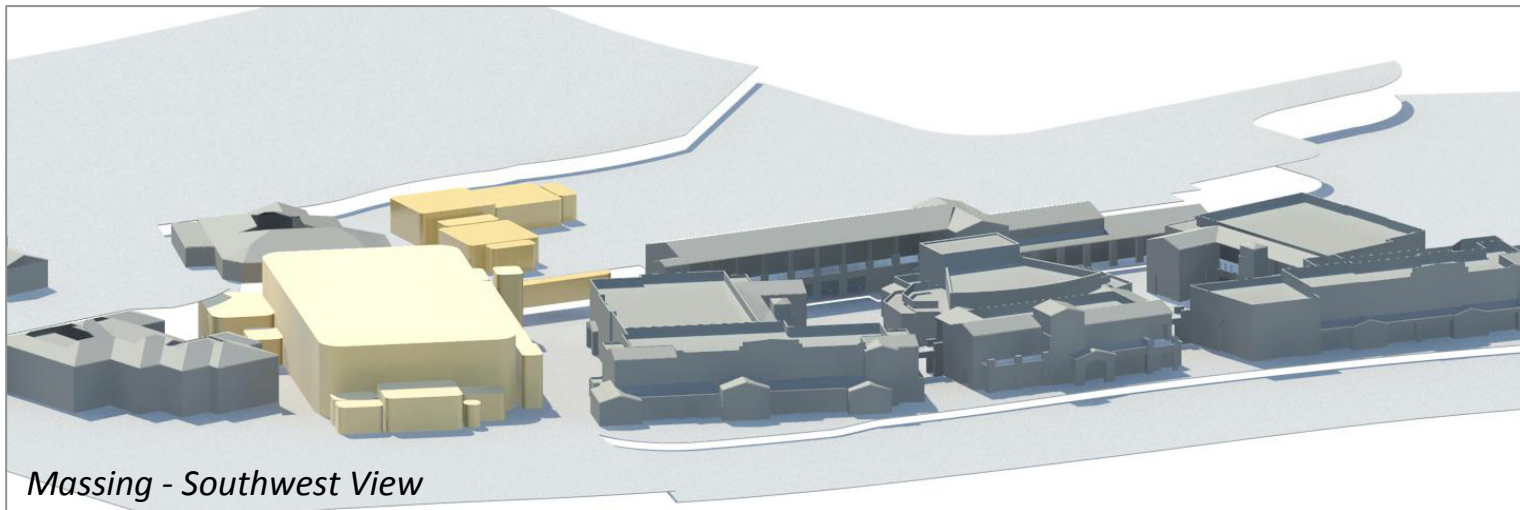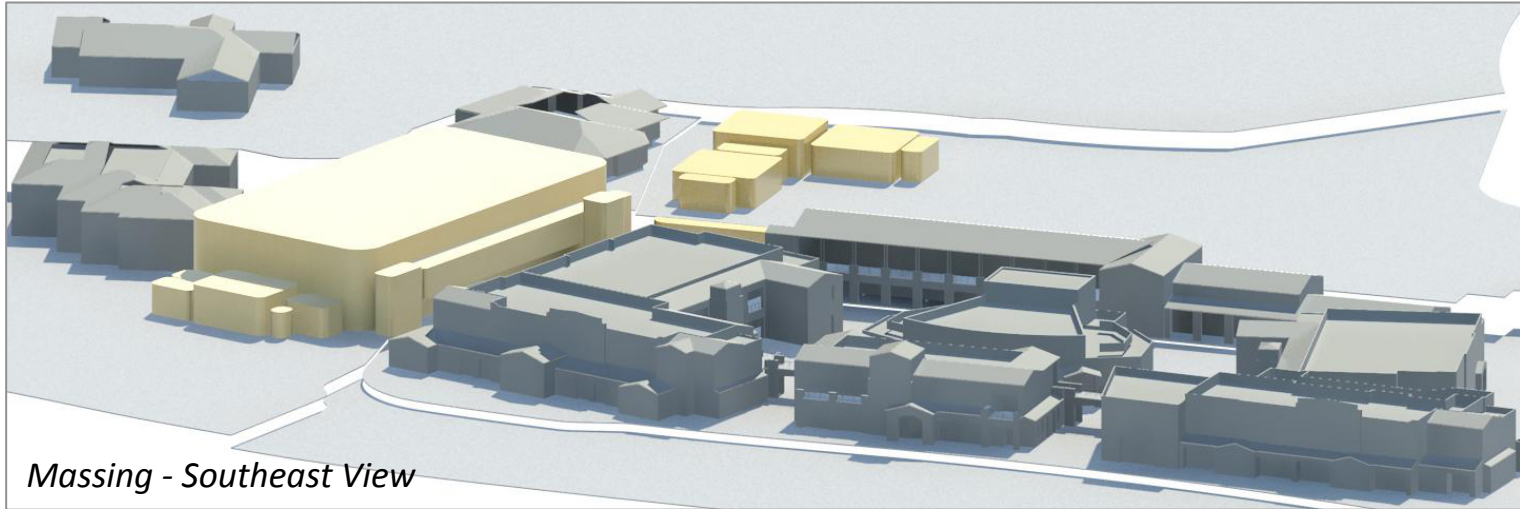- CHANGING 1,500 SF
- COACH / LOCKER RM 250 SF

Advantages:
- ACCOMMODATES PROGRAM
- PROVIDES 3 REGULATION SIZE COURTS
- PROVIDES BLEACHERS
- MAINTAINS EXISTING SPACE
- DUAL USAGE OF TOILET SPACES FOR HARDCOURT, FIELDS AND GYM.

Disadvantages:
- LOSS OF PARKING (7)
- REQUIRES NEW RETAINING WALL
- DISPROPORTIONATE SCALE
- HIGHER COST FOR SUBTERRANEAN STORAGE
- HIGH COST OF INFRASTRUCTURE DUE TO DISASSOCIATED BUILDINGS

OPTION 4: New 3-court Gym at Existing Site and Hardcourt

Massing - Southeast View

Massing - Southwest View

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PLAN VIEW - **2-COURT** GYMNASIUM AND LOCKER ROOM FACILITY

PLAN VIEW - **3-COURT** GYMNASIUM AND LOCKER ROOM FACILITY

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FRONT ELEVATION – **EXISTING** GYMNASIUM

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FRONT ELEVATION – 2 COURT GYMNASIUM

FRONT ELEVATION – 3 COURT GYMNASIUM

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APPENDIX A

A.   Facility Needs Assessment – Gymnasium and Athletic Programs   Under Separate Cover