

SCHOOLS BUILT IN THE 1950'S & 60'S

Many of HUSD's schools were built in the 1950's and 1960's during a period of rapid growth for the city and where HUSD peaked in 1966 with enrollment at 30,126. Presently, 18 of HUSD's 31 school sites are more than 60 years old.

- Over the past 60 years, the educational environment and instructional practices have changed dramatically from teachers lecturing in class and multiple-choice tests determining a student's grade to the teacher being a facilitator to create deeper learning experiences and utilizing multiple measures to assess students.
- Libraries were not built for elementary or middle schools .
- The approach of a local school being the hub for integral student and family services was not incorporated into standard school design.
- Schools generally were designed for much smaller enrollments than today, requiring temporary portable classrooms across many campuses.
- Multi-purpose Rooms for eating and play were not designed for these larger enrollments, requiring multiple lunch periods.
- Outdoor areas for social interaction and playgrounds were built for the "average" student and not based on inclusive design.
- Trash enclosures and collection were not thought out, therefore these areas were often disorganized and unkempt.
- Safety, security, and student pick-up and drop-off have been evolving topics for the school community.

EQUITY IN SCHOOL FACILITIES

Over time, some of the observed deficiencies in school design have worsened, creating inequities across HUSD's 31 school sites for student access to modern learning environments and family support service opportunities. This Facilities Master Plan (FMP) Update will specifically address these inequities and will recommend improvements in many areas of HUSD's facilities to provide equitable learning opportunities for all of its students. Further, this FMP Update will look more broadly at opportunities to enhance teacher engagement and effectiveness, community engagement and partnerships, educational program enrichment, and financial and environmental sustainability.

CONDITION OF SCHOOL FACILITIES AND LEARNING

It is widely recognized that the condition of school facilities and the learning environment has a direct correlation to educational outcomes.

Structurally sound and well-maintained schools can help students feel supported and valued. Students are generally better able to learn and remain engaged in instruction and see a reduction in the number of absences. Teachers are better able to facilitate learning in well-maintained classrooms that are well-lit, clean, spacious, and heated and air-conditioned properly. In contrast, when classrooms are too hot, too cold, unkempt, dust-filled, or poorly ventilated, students and teachers suffer.

Decades of research confirm that the conditions and qualities of school facilities affect students, teachers, and overall academic achievement. Researchers at the Harvard School of Public Health concluded that "the evidence is unambiguous — the school building influences student health, thinking, and performance." In a review of literature on this topic, researchers at the U.S. Department of Education found, on average, a difference in student achievement between above-standard buildings and substandard buildings to be 5 to 17 percentile points.

Further, the review found significant correlations between poor structural, conditional, and aesthetic attributes of school buildings (including lighting, temperature and thermal comfort, acoustics, and indoor air quality) and low student learning and achievement, significantly reduced daily attendance and increased dropout rates.

A 2017 study led by a University of Michigan environmental health researcher found that improved ventilation and indoor air quality at schools improved teachers' self-reported job satisfaction.

Properly planned, designed, and maintained ("educationally inspiring") schools promote the health, well-being, and performance of children and adults in schools and even encourage children to want to come to school, which in turn predicted higher standardized test scores.

STRUCTURE GENERATES BEHAVIOR

To achieve HUSD's Vision and Mission of creating an engaging and equitable educational experience, delivered in a safe and supportive environment, this FMP Update will utilize a phrase recognized in Architecture "Form Follows Function", Biology "Structure Determines Function" and Engineering "Structure Generates Behavior".

To produce the desired Behavior (Educational Outcomes), we have to build the proper Structure (Schools). In the context of K-12 education, Structure is made up of everything within the physical school environment experienced by students, teachers, staff, families and community. A school with the proper Structure, will naturally Function to encourage student, teacher and community engagement, resulting in the desired educational outcomes.

This FMP Update will look at the various spaces and facilities needs at all HUSD school sites to determine what modernization and improvements are necessary to create the proper Structure at all school sites. Specifically, focus will be given to the following areas:

- Welcoming appearance and school "front door".
- Engaging 21st Century, equitable classroom environments with the proper infrastructure, technology, WiFi and furniture systems.
- Special program spaces such as Science and VAPA.
- Properly-sized TK/Kinder classrooms with restrooms and attached play areas.
- Inclusive play areas and play structures.
- Outdoor learning spaces with WiFi coverage.
- Health and safety systems such as clean air, hot water, drinking water, clean restrooms.
- Building envelope and systems to provide a conducive learning environments.
- Site safety and security such as proper fencing, visitor check-in, surveillance cameras, fire alarm and public address.
- Accessibility and path of travel improvements.

PEOPLE, PEDAGOGY, AND PLACE

This FMP Update explicitly recognizes the correlation between People (Social Emotional Factors & Engagement), Pedagogy (Teaching Pedagogy and Academic Achievement), and Place (Physical Environment). Below is an image of how they each are essential to achieving the mission of delivering engaging and equitable educational experiences, delivered in safe and support environments.

