

The image features a white background with several black graduation caps with red tassels falling from the top. At the bottom, the hands and arms of graduates in black gowns are visible, some reaching up and others clapping. The text is centered and reads:

**FOLSOM CORDOVA**  
UNIFIED SCHOOL DISTRICT

**Folsom Ranch  
High School  
educational  
specification**

**March 2019**





## 01. Introduction



## 02. Planning Considerations



## 03. Space Requirements and Relationships





# 01.

## Introduction



# Introduction

The growth experienced in the Folsom Cordova Unified School District will necessitate the construction of two new high schools over the next 25 years. It is anticipated that these schools will serve the growing Folsom and Rancho Cordova communities south of Highway 50.

The California Department of Education (CDE) requires that school districts with state funded new construction projects develop and submit educational specifications (ed specs) for state approval. *Educational specifications are interrelated statements that communicate to the architect, the public, and other interested parties what educators believe is required for a proposed educational facility to support a specific educational program. They serve as the link between the educational program and the school facilities, translating the physical requirements of the educational program into words and enable the architect to visualize the educational activity to be conducted so that the architectural concepts and solutions support the stated educational program.*

From this definition the following two aspects of the educational specification emerge:

## **Educational Program (instructional matters)**

The educational program describes the curriculum, learning support programs, activities, and persons to be served; defines educational requirements; and represents local community consensus on educational priorities. It should be prepared by educators and should not prematurely suggest architectural solutions.

## **Building / Architectural Program (physical requirements of instruction)**

The building / architectural program deals with the numbers of students to be housed, numbers and kinds of spaces required and areas, spatial relationships, materials, and special features (e.g., use of technology in the classroom) needed to serve the requirements of the educational program. The architect may lead in the development of the building program, but needs guidance from educators in interpreting requirements and determining priorities.

Educational specifications are a part of the total planning process, a natural outgrowth of a comprehensive facilities master plan. They rely on many elements of the District facilities master plan, but pertain to a specific project or group of projects.

Rainforth Grau Architects has facilitated the development of educational specifications for the new Folsom Cordova Unified School District high schools through a series of workshops and information gathering sessions that began in September 2017 and concluded in June 2018. This educational specification process has defined the architectural issues and requirements that the design process for the new high schools must address.

The FCUSD educational specification process was subdivided into four phases:

**1 Visioning Workshops** The initial workshops introduced participants to the Educational Specification purpose and process, reviewed elements of the District's existing facilities, discussed evolving educational programs, trends and design issues, and explored various examples of architectural solutions. Desirable facility characteristics and program needs were established.

**2 Focus Group Meetings** Focus Group meetings gave stakeholders an opportunity to discuss the details of each individual space including usage, activities, equipment requirements, and adjacency needs.

**3 Data Interpretation and Organization** Information gathered during the workshops and meetings was analyzed, evaluated, and documented. Preliminary space programs, spatial relationship diagrams, and educational specification data sheets were developed and reviewed.

**4 Final Document Preparation** District feedback and comments were incorporated into the final educational specification document.







# The Process

October 26, 2017  
**Visioning Workshop 1**

November 8, 2017  
**Visioning Workshop 2**

December 7, 2017  
**Student Support Services**

December 11, 2017  
**Career Technical Education / Electives**

December 18, 2017  
**Visioning Workshop 3**

February 8, 2018  
**Health Services**  
**Performing Arts**

March 2, 2018  
**Core Curriculum**  
**Science**

March 12, 2018  
**Administration and Counseling**  
**Media Center**

March 14, 2018  
**Food Service**

March 23, 2018  
**Maintenance and Transportation**

April 18, 2018  
**Visual and Performing Arts (VAPA)**

April 19, 2018  
**Multipurpose and Student Activities**

May 23, 2018  
**Physical Education**

June 15, 2018  
**Joint-use**

# Acknowledgments

The development of the Folsom Cordova Unified School District Folsom Ranch High School Educational Specification was a collaborative effort of many stakeholders whose participation and contributions were critical to the successful creation of this document. The following individuals are recognized for their contributions:

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Teacher

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Nurse

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**Jim Plaskett**

ETIS

**David Stone**

ETIS

**Joint-use**

**Cody Bateson**

City of Folsom

**Derik Perez**

City of Folsom







# 02. Planning Considerations

# District Mission, Educational Goals, and Educational System

## Vision Statement

Guided by the highest expectations, Folsom Cordova Unified School District provides our students with a broad range of rigorous educational opportunities. Staff enables students to reach their full potential and successfully meet the demands and opportunities of a highly technological 21st Century.

Students graduate with a core of knowledge and skills that become the building blocks for lifelong learning. They graduate with a positive attitude and the leadership, character, and academic skills necessary to excel in a global arena.

Families are an integral part of the educational process. In recognition of this important role, family involvement is actively sought, encouraged, and welcomed.

Business and community partnerships greatly enhance students' learning experiences and educational opportunities. Partnerships offer students opportunities to apply their learning to real-world situations.

Schools serve as community hubs, places where the community gathers to celebrate and improve learning and to enjoy art, music, sports, public speaking, drama, and other school-related activities. The use of school facilities by the community is encouraged.

School facilities are a reflection of the entire community. We provide students with the educational tools to meet the technological demands of the future and the social skills to function in a culturally diverse society.

## Educational Goals

The Governing Board's primary responsibility is to act in the best interests of every student in the district. The Board also has major commitments to parents/guardians, all members of the community, employees, the State of California, laws pertaining to public education, and established policies of the district. To operate effectively and create a positive organizational culture, the Board promotes a unity of purpose and governs within Board-adopted policies and procedures which keep the District focused on learning and achievement for all students.

The Board of Education is strongly committed to the District's mission of *'providing excellence in educational programs that carry high expectations for each student's achievement and success.'* To that end, the Board adopted four goals on June 18, 2015 to guide the District's ongoing student achievement:

- Goal 1:** All students will receive high quality classroom instruction and have access to curriculum which promotes college and career readiness.
- Goal 2:** Increase student engagement and provide a safe, healthy, and positive learning environment.
- Goal 3:** Increase parent and community engagement.
- Goal 4:** Student progress and educational outcomes will be monitored for success using CAASPP test results.

Supporting each goal, the Board continues to identify specific performance measures to focus efforts. These performance measures are not all inclusive, but are chosen to target limited time, energy, and resources on outcomes aligned to the District’s mission and goals. The Board believes in ongoing, incremental improvement and understands that meaningful and measurable change takes time. Maintaining a consistent and sustained focus on goals and corresponding performance measures builds capacity over time to achieve the outcomes desired for students, staff, and the community.

The Superintendent and the Leadership Team continue development of operational objectives for each performance measure, determine baseline performance levels, and initiate strategies and action plan to meet five-year improvement targets. The District is committed to a monitoring and data system to provide regular and necessary information to staff which should inform progress towards meeting student achievement goals. Progress towards achieving the District goals and performance measures will be regularly reported to the community at board meetings.

**Folsom Cordova Unified School District is committed to providing excellence in educational programs that carry high expectations for each student’s achievement and success.**



# General Considerations

The following design parameters were established during the visioning workshops for new high school facilities in the Folsom Cordova Unified School District.

## School Population

**Grade configuration:** 9th Grade through 12th Grade

**Student Enrollment:** 2,100

**Future Expansion:** 2,280

## Site

**Location:** 55.6 acre site located at the corner of Mangini Parkway and Oak Avenue Parkway in the Folsom Ranch Development.

**Site size:** Ideally, 58 usable acres, minimum of 52.7 acres per CDE standards for site development.

**Parking:** 980 stalls (800 student, 160 staff, and 30 visitor), 100 bicycles, and 50 skateboards / scooters.

**Fields / Courts:** Minimum of 25.3 acres per CDE standards for site development.

**Vehicular circulation:** Maintain separation of parent drop-off zones and bus drop-off zones.





## Vision (*The 4 big questions*)

**Why Change?**

**Who are the students we are designing our schools for?**

**Where is the District, and where should they be, on several key issues?**

**What does the FCUSD SWOT (Strengths, Weaknesses, Opportunities, and Threats) look like?**

**“Preparing students for jobs that don’t exist yet, using technology that hasn’t yet been invented, in order to solve problems that we don’t even know are problems yet.”**

Richard Riley  
US Secretary of Education (1993-2001)

## Why Change?

The first significant question that we must ask ourselves as we begin the Educational Specification process is **Why Change?**

The Core Group discussed:

- » Vista del Lago High School: We’ve already outgrown how we use our school. We have no opportunity for collaboration. The design is not flexible. Two teachers can’t work together. We need to think 10-20 years down the road as everything inevitably changes.
- » Flexibility is key. Curriculum always changes. Educational delivery always changes.
- » Group believes that the need for collaboration will not change.
- » Accommodate multiple delivery methods
- » CTE....the need? Shell space so that it can change?
- » Accommodate small groups, PBL, teacher is not just up front





## Who are the students we are designing our schools for?

Significant changes in demographics, students' learning styles, technology, social media, and the expectations of the learning experience are having a profound effect on schools.

The composition of students is becoming more racially and ethnically diverse. As noted in The Western Interstate Commission for Higher Education's 2012 report *Knocking at the College Door: Projections of High School Graduates* the proportion of non-white public high school graduates is expected to increase by more than 7% during the 10 years from 2009 to 2019. This will be largely in the number of Hispanic and Asian students bringing the total to 45% of all graduates.

The digital revolution has altered the way that parents and their children experience the world around them. They are connected and accustomed to having a vast amount of information readily available. Today's children have transitioned from receivers of knowledge to participants in the creation of content. They communicate in different ways than previous generations while interacting across a much larger network of people. There is now an expectation of nearly instant feedback to their thoughts and ideas.

- » Designing different spaces for different uses at different times is a great idea.
- » Accommodate the increasing diversity of our students including special education.



# Where is the District, and where should they be, on several key issues?

The members of the Core Team identified where they believed the District currently was on a continuum of key educational issues and then subsequently identified where they thought the District should be going.

This process was intended to highlight areas of alignment and identify topics requiring the greatest attention.

## **Focus on Teaching or Learning?**

Is instruction organized around teachers and instruction or students and learning?

## **Group or Individual Teaching and Learning?**

Does teaching and learning focus on groups of students or individuals with their special needs and interests?

## **Traditional Teaching vs. Digital Learning?**

Is instruction primarily based on teachers and texts or on digital resources?

## **21st Century Thinking Skills**

Does instruction focus primarily on knowledge skills or does it include the application of those skills to real-world problems relevant to students?

## **Assessment**

Does assessment focus primarily on knowledge skills or the application of knowledge to the solution of real-world problems?

## **Learning Focus**

Does instruction focus on academic concepts and theories or the application of those in real-world conditions?

## **Application of Learning**

Is learning focused on academic concepts and theories or the application of those real-world conditions?

## **Responsibility for Learning**

Does the school have a passive or active role in the teaching and learning process? Does the student have a real responsibility for their own learning and the management of their time?

## **Time - School Year**

Does the school operate nine months per year or all year? Is the year organized in fixed increments of time (terms, semesters, quarters, etc.), or does it accord flexibility?

## **Time - School Day**

Is the school day fixed in length? Is the school day divided into fixed increments (periods, blocks, etc.)? Are those increments marked by bells? Is the specific use of every hour stipulated?

**Student Learning Spaces**

Do students work in spaces ‘owned’ by teachers (classrooms, labs, etc.) or do they have individual places in which to do the work of learning?

**Spatial Flexibility**

Does the spatial organization of the school and its facility contribute to long term flexibility to accommodate changes in program and methods of instruction?

**Scalability - School Size**

Does the school’s instructional methods and learning environment require a small or large enrollment? Will the concepts be functional at widely varied enrollment?

**Special Education**

Are special needs students generally integrated into the mainstream student population or are they segregated into specialized learning environments?

**External Support**

Does the school’s organization and facility accommodate external support (parent volunteers, federal programs, etc.)?

**Community Activities**

Does the size of the school, the nature of its instructional programs, and the use of time permit or support extensive community activities?

**Emotion**

Does the school’s physical environment convey a sense of playfulness or is it a serious place?



**Focus on Teaching or Learning?**



Student Centered

**Group or Individual Teaching and Learning?**



Individual Teaching and Learning

**Traditional Teaching vs. Digital Learning**



Digital

**21st Century Thinking Skills**



Content + Problem-Solving Skills

**Assessment**



Content + Problem-Solving Skills

**Learning Focus**



21st Century Literacies

**Application of Learning**



Real-World Relevance

**Responsibility for Learning**



Student

**Time - School Year**



Flexible

**Time - School Day**



Flexible

**Student Learning Spaces**



Personal Workspaces

**Spatial Flexibility**



Responsive, Flexible

**Scalability - School Size**



Small Enrollment

**Special Education**



Segregated

**External Support**



Extensive

**Community Activities**



Minimal

**Emotion**

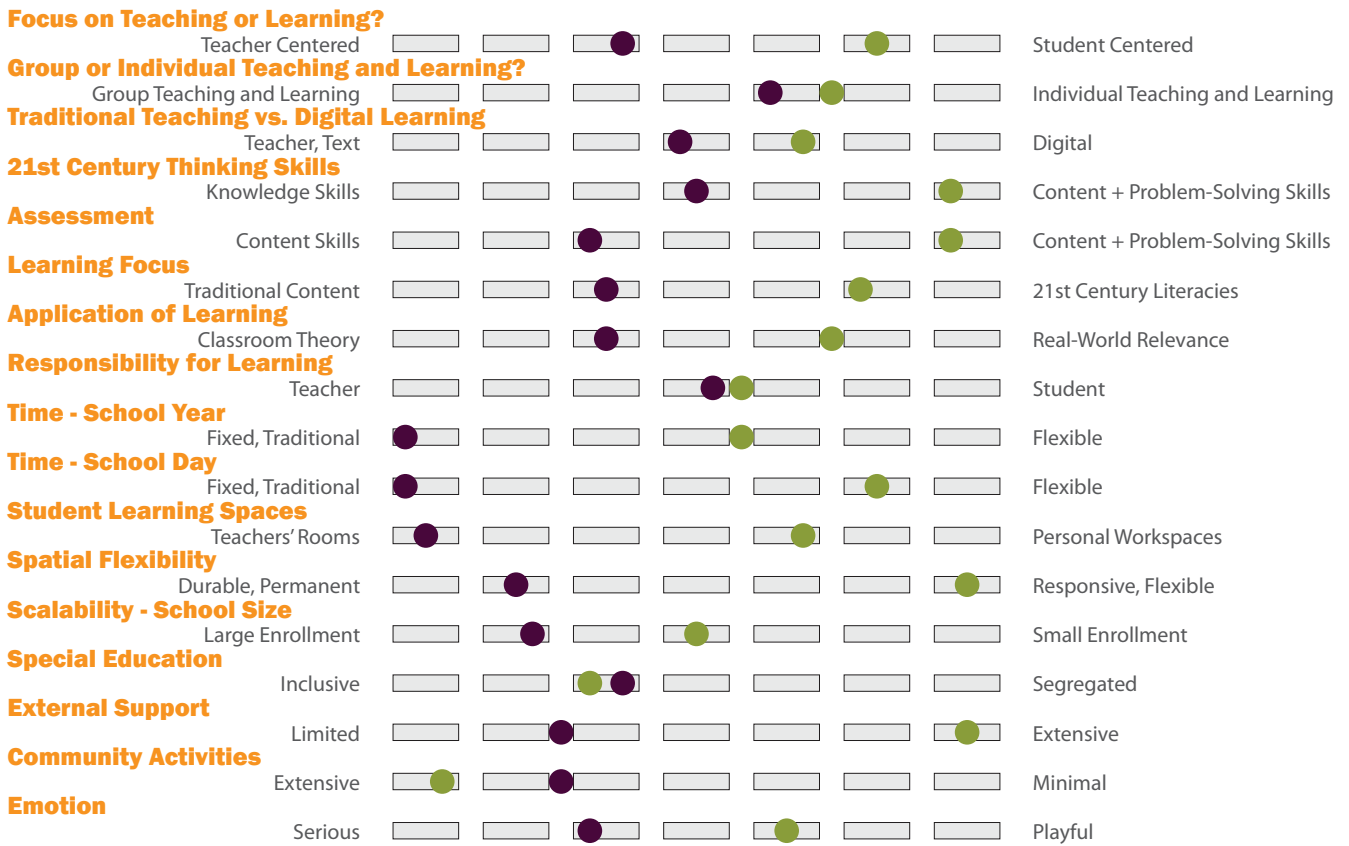


Playful

# Key Educational Issues *Where we are...*







# Key Educational Issues *Where we are going...*



\* Adapted from 'Teaching the Digital Generation: No More Cookie-Cutter High Schools' by Frank S. Kelly, Ted McCain, and Ian Jukes

# Project Concepts

The goal of the Folsom Cordova Unified School District secondary schools is to graduate all students college and career ready. The high school is designed to educate the whole child by addressing the unique developmental needs of young adolescents while they navigate technological advances, constant social connectivity, and college and career opportunities, to become productive citizens and future leaders.

The Common Core State Standards represent an ideal high school education with emphasis on collaboration, creation, synthesis, and articulation, by providing opportunities for students to engage in their learning. The high school embraces the dual characteristics of high-quality, content-area-focused, data driven instruction while at the same time, offers a richly supportive developmental environment for students through diverse coursework opportunities, character education activities, and mentoring.

The high school will create an environment of educational excellence through a challenging, standards-based education program that uses a variety of instructional strategies and activities, to ensure educational access for all students, and at the same time create a nurturing environment where all students feel emotionally, intellectually, and physically safe.

The Folsom Ranch High School campus embraces the continuation of the key educational concepts identified during the Folsom Ranch Elementary School Prototype educational specification process in 2015. Because of the different school organizational structure at the elementary school, the students coming to this campus will be accustomed to a different educational experience with a high level of student-centric connectivity and collaboration. The committee has determined that it is important to maintain that organizational continuity throughout the student’s educational career.

A “commons” social gathering space will be the connecting hub of the campus linking the Multipurpose, Media Center, and Gymnasium functions where larger group interaction and activities will occur. Administrative functions will be at the center of this hub, providing direct supervision of the spaces and activities. A single point of entry for the public through the Office with clear public and school based zones will also link to these spaces. The administrative team, educators and school staff will focus on ensuring student safety, comfort and community while enhancing the articulation of curriculum and instruction.

# Nurturing holistic learning by connecting students

Key concepts driving the design of the campus include the following:

## Flexible and Agile

Developing learning environments that are easily adaptable to changing student populations, educational programs, and delivery of student services is critically important.



## Student Centric

Provide student spaces developed for socialization and interaction that are diverse in activity and size to foster feelings of emotional safety, belonging and inclusion.



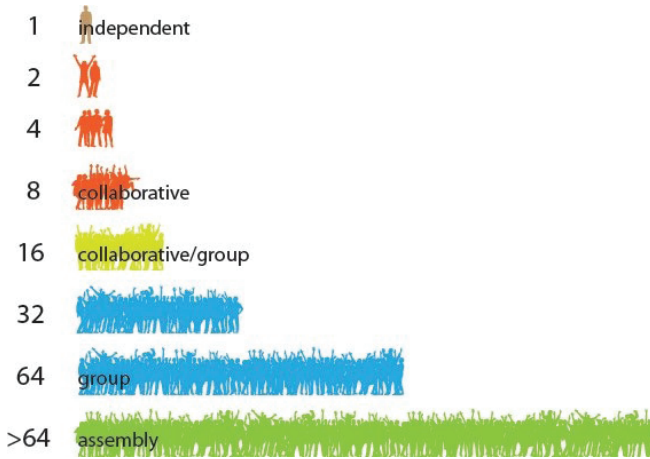
## Collaborative

The learning environment should create opportunities for student, teachers, and the school community to develop the collaboration and communication skills that are required to build relationships and thrive in the global workplace.

## Connections

Provide services and spaces that connect the students and engage them in the education process; facilitating academic and social/emotional growth.

### Planning Considerations



## Transparency

Transparency is a key element in establishing learning environments that support collaboration and community by allowing for a greater sense of connection.

## Safety

Development of safe, secure and peaceful environments for students, staff and visitors. This will include diverse, inclusive spaces to ensure the physical and emotional safety of the students.



## Community

Provide services and spaces to promote community that will allow students to feel safe, comfortable and familiar within their surroundings.



## Professional Learning Communities

A result oriented process used to strengthen the focus on learning, create a collaborative culture and collective responsibility.

With either grade alike or content alike teams determining guaranteed and viable curriculum that all students will learn.

Identifying what the students will learn, how their learning will be evaluated and what to do when they don't learn or already know the content.

Builds a foundation to examine data and provide interventions so that all students achieve the pre-established goals.

## Design Capacity

The desired permanent project capacity is for 2,100 high school students, with an overflow capacity of 180 students. Design capacity is based on optimal classroom loading, which is not typically achievable due to varying class sizes and special program requirements. Actual loading is dependent on classroom utilization and program classroom loading.

As teaching station counts and space needs change based on instructional organization of the day, this educational specification sizes program based on a six period day structure. As this is the most restrictive structure, it provides the most versatility to the facilities for other instructional methodologies that may be implemented in the future, such as a block or modified block schedule.

## Unique Site Features / Conditions

Unique features of this site are the inter-relationship and close proximity to high traffic collector streets and abutting White Rock Expressway. Traffic congestion, noise, and air quality from these adjacencies are of concern, especially from the south.

Attention must be given to traffic patterns and flow. Controlled entrances and exits for both vehicles and pedestrians must be carefully resolved to ensure a safe environment.

## Campus Organization

Due to the size of the school, the challenge will be to provide services to students and staff that are close in proximity and quickly accessed, without creating bottleneck circulation, congestion and supervision problems.

This campus will be structured by departments. Student connections can be fostered by intervention schedules and advisory group meetings. Because instructional organization will always vary, having flexibility is the biggest driver. Making sure the classroom ratios are clustered together in a method that allows structural change over time is important.

Both centralized and decentralized support spaces will need to be provided. Due to the school size, it is impossible to adequately service everyone from one central location. In contrast, to only provide services in decentralized locations would inhibit collaboration with other staff and students. By blending the two concepts, the school will be able to benefit from both the smaller more intimate gathering support spaces and the larger school collective. The organization of the programs on the site will be similar to the support spaces. Programs will organize around a central social gathering area. The curricular programs will subdivide the core area, creating smaller more quiet gathering areas that can be focused around pathways or departments.

Regardless of hot seating due to space restrictions, a teacher who teaches multiple grade coursework or multiple instructors sharing a single instruction space, there will always be some percentage of staff that will require workspace outside of a classroom space for their prep period. Approximately 25% of the staff is on prep on any given period of the day. Statistically there is about 12% that is hot seated outside of their classroom. Hotel style work spaces in close proximity to the instructional areas should be provided to accommodate this mobile group of staff.

## Gathering Areas / Quad

A gathering place for students is important to the overall cohesiveness of the school. An indoor and/or an outdoor gathering space for casual gathering, informal performances, dining and rallies, should be provided. This space will be central within the campus, but placed such that the noise does not disrupt academic activities. Smaller gathering, sitting, waiting and instructional areas will also be created on campus to allow different size groups to interact in smaller settings.

## Architectural Character and Identity

School is an important component in the development and maturation of a child. Transitioning through each grade level brings the child one step closer to their adult life.

The school needs to embrace the students and nurture them through this developmental process. The public, parents, staff and students, need to be connected and comfortable in this environment, to promote learning and social/emotional development.

The campus design should reflect the vision of providing a student centric nurturing environment for learning. As a focal point of the community, the schools need to reflect the importance of education, and provide a place for community connection and pride.

## Neighborhood Integration

The issues of scale for the neighborhood are critical to properly integrate the school in its local environment. As a focal point centered within the development, located on a highly traveled road, the school needs to integrate and represent the ideals of the surrounding community.

## Phasing Considerations

Due to funding and initial need, there is potential that construction of this project may be phased. A phasing plan would be developed and incorporated during the planning and design process to logically allow future construction during occupancy. The core facilities necessary to run the school would be built in the first phase, and expand in future phases as growth demands. Support facilities and specialized uses would be added as student enrollment grows adequate to support such programs.

## Security

- » Limited, controllable points of entry
- » Buildings utilized as both security walls and passageways to the campus interior
- » Interior campus secured from exterior intruders
- » Supervisable gathering areas within the interior campus
- » No classroom entrances fronting the public frontage
- » Clear lines of sight to monitor students during the day and observe the site after hours

- » Minimized areas of refuge / hiding, such as interior stairwells and corridors
- » Strategic and sufficient lighting to promote visibility, safety, and reduce vandalism
- » Video surveillance capabilities with central monitoring system

Exterior night lighting will be provided at the building core and parking lots. Athletic field lighting will be required at the stadium and soccer field. Lighting should focus the light source on the area needing illumination and minimize the broadcast effect of general illumination.

## Public Access

Public access and the monitoring and control of public access to school sites is always of concern. With heightened needs for security and safety, it is even more important that public access be regulated and focused. The design of the campus needs to minimize the points of entry to the campus and locate them in easily supervised and controlled locations.

While the public is invited onto the campus for activities, the separation of public from students must be clear and obvious during the school day. Use of the campus facilities after the school day must likewise be controlled and supervised.

## Open vs. Closed campus

A closed campus is planned. Except for approved offsite activities, students are required to remain on site during the entire day. The site should therefore provide all services to accommodate the students' needs.



## Building Types (single building, multistory)

The largest concern at the high school level is providing enough space for the students to freely move, either during passing time or breaks. Noise, confinement and student safety threats are large concerns with a single building organization. These concerns would need to be vetted and resolved in order to consider a single building model at the high school level. When land is limited, or topography is extreme, multistory has benefit to conserve space for other exterior program needs. In particular allowing more space to be dedicated to parent drop off and parking needs. So regardless of the single building model, there may be multistory buildings for this campus. However, multistory construction can create issues for circulation of students and equipment and can cost 10%-15% more than traditional single story structures. The option to consider a multistory solution needs to be maintained during the planning and design process to provide flexibility in the overall project solution.

## Relocatable Components

Relocatable components lack the quality and long-term durability of permanent facilities. The design capacity of the school will be planned in permanent buildings (budget dependent). The overflow capacity totaling 180 students will be housed in relocatable classrooms. The site should be designed to include locations and utility stubs for these potential future classrooms.

## Energy Efficiency/Sustainable Design

The facilities shall be designed to maximize efficiency and conservation while creating healthy learning environments. During planning and design, a whole-project approach, which optimizes building systems and technologies, shall be utilized to create an integrated high performing design solution.

## Flexibility

The campus organization must be developed to maximize flexibility. Many programs will not be fully developed until after the campus is built and utilized. Care should be taken to provide support for current instructional needs without limiting future possibilities. Accommodating change in the instructional areas by utilizing standardized classroom design will allow a variety of curriculum to be taught in these spaces, which will accommodate classroom reassignments and department size fluctuations.

Flexibility within the spaces also requires that building systems are flexible. As individual uses change, demands on power, lighting, heating and cooling may also change. Buildings must have program flexibility to work with departmentalized, grade level or academy/cluster organizations. Spaces need to accommodate different curriculum, teaching styles and student's needs. Often schools end up with more students than originally intended or planned. Classrooms need to be large and flexible enough to accommodate up to 37 students or current teacher / student ratios.

## Technology

No other area single area continues to challenge school facility planning as technology. With its' constantly changing nature, those building schools of the future are tasked with designing around concepts flexible enough to support tomorrow's technologies.

*Key concepts to be taken into account in this educational specification include:*

- » The physical environment of our classrooms must meet the evolving demands of curriculum and instruction that emphasize the role student's play in making connections and developing ideas, solutions, and questions. Classrooms need to be active learning environments that allow for students to work in different capacities to solve problems, create collaboratively, and discover ideas and information.



- » Wireless technology and portable devices now bring the internet not just to every classroom, but also to every student individually in the classroom. Mobile device friendly environments coupled with robust presentation options, supporting video and sound, are needed to create a classroom experience that is fully connected.
- » Our students and our teachers no longer “connect” occasionally to find information, but technology must be fully integrated into the daily operations of every classroom. We no longer will access specific spaces to access technology, but constant connectivity will be the norm.
- » Our learners will be asked to access the curriculum, create, collaborate, and demonstrate learning in unprecedented ways. It is vital that our infrastructure supports accessibility for all devices, resources, audio/visual presentation systems and the critical interconnectivity provided by a robust underlying wired and wireless network infrastructure.

The infrastructure and backbone of the school’s network must be scaled to allow for the evolution needed to meet the continuously growing demand for network resources.

### **Class Size Reduction (CSR)**

The Board of Education makes determination for funding and implementation of Class Size Reduction. Currently there are no provisions for CSR at the high school level. While smaller class sizes require less space, it would not be the district’s intent to provide smaller classrooms to accommodate class size reduction. Therefore, full size classrooms will be provided throughout. If CSR is implemented in the future, teaching stations would be accommodated in relocatable classrooms.

### **Year Round Education (YRE)**

Year Round Education has not been implemented and is not desirable. Only under severe budgetary constraints would this system be implemented. Therefore, this document does not incorporate provisions for Year Round Education.

### **Community Use / Joint Use**

Schools are center to the community. The facilities must be designed to support the educational program first, but also be able to support use by others. Special consideration needs to be given to how the facilities are scheduled and how the public will access the spaces without disrupting the operation of the school. Athletic fields, Gymnasium, Media Center, Multipurpose and Classrooms all have varying demands for outside use.

Specifically, this project will be enhanced by sharing and expanding athletic facilities and increasing the size of the gymnasium to support use by the community. The pooling of resources has significant benefits for the students as well as the community at large.

### **Business Partnerships**

There is also a benefit to interact and develop partnerships with local businesses. These partnerships provide inspiration, role models and connections between students and the community. They generate opportunities and interest levels that might not normally occur. They provide potential future staff resource pools for local businesses (investing in the future) and expand the educational potential by gaining educational resources and expertise from industry and businesses.



## Maintainability

It is the goal to maintain a safe and healthy environment for students and staff in an efficient manner to conserve monetary and labor resources. A receiving area with easy access for delivery trucks should be in close proximity to custodial and food service spaces. The maintenance yard will be less visible to students and parents for security and neatness in relation to the campus.

Building systems should be designed to meet code and efficiency requirements, but kept as simple and straightforward as possible to facilitate use by maintenance staff. High volumes, stairwells and corridors should be designed with maintainability in mind. Devices, lighting and equipment must be in serviceable reach by ladder or lift. Doorways and corridors need to be designed to accommodate the transport of the lift through the spaces.

## Parking, Vehicle Access, and Circulation

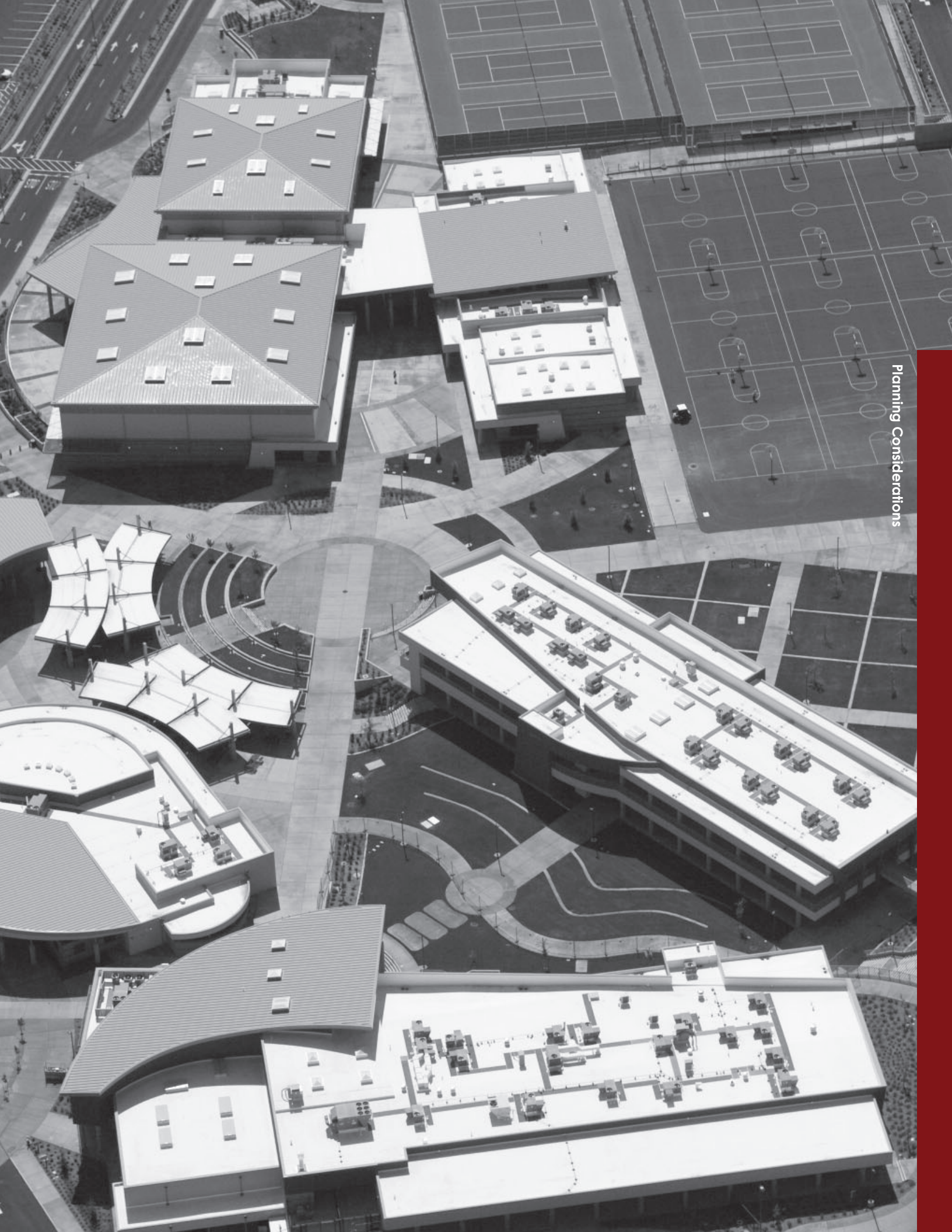
Vehicle management is critical to the success of the site layout. Coordinating the vehicular flow with that of the surrounding development and adjacency to White Rock Expressway will help control traffic and reduce congestion, thereby minimizing the impact on the surrounding neighborhoods. There is a four mile walk radius for high school students. Pedestrian access needs to be considered when crossing vehicular ingress and egress areas. There are many points of conflict and potential for injury. There has been some discussion on including pedestrian bridges or under crossings to better separate pedestrians and traffic.

Major circulation components include: buses, parent drop-off, staff parking, visitor parking, student parking, deliveries, fire access, pedestrians and bicycles. A drop-off zone should be provided for 6-7 buses plus 3-4 special education buses. Bus drop off needs to be separated from parent drop off. Special education buses need close proximity to student entrances to the campus; preferably separated from the other bus zone. There should be bus loading in close proximity to the athletic facilities for sporting events after hours. Medians and fences will be provided to control pedestrian traffic and not impede vehicular flow with bus stopping signs. Due to the site location near high traffic streets, buses will be brought on to the campus in lieu of a bus turnout.

During the buildout of the neighborhoods, the bell schedules between the high school and middle school need to be coordinated due to longer times required to transport students out of their permanent attendance boundaries and possible combined high school / middle school busing needs.

The parent drop-off area should be maximized and spread out to allow easy access and ample waiting zones. Parent drop-off overflowing onto major off-site streets is not desirable. However, it is unlikely that the site can accommodate all traffic demands at peak hours. Buses would prefer not to have to pass parent drop areas when arriving and departing. There should be enough storage capacity to house 100 bicycles and an area to secure +/- 50 skateboards and scooters, in a supervised location.

Parking must be easily supervised and should be located adjacent to the campus entrance as well as close to the gymnasium and multipurpose for event parking. Additional event parking may be accommodated with overflow parking on the hard courts. Approximately 800 student parking stalls, 160 staff parking stalls, and 30 visitor spaces should be provided. Visitor spaces should be adjacent to the Administration entrance for check-in. Parking should be separated from parent drop-off to ease congestion. It is preferred that staff and visitor parking and circulation / entry points do not coincide or overlap with student parking entry points.



# Core Curriculum

## English

### Philosophy

The English department works as a Professional Learning Community to provide all students with the opportunity to participate in a comprehensive 4-year English program. Each grade level course is divided into units and centered around reading, writing, listening, and speaking. Each subsequent course builds on the previous years' learning and continues to add depth and rigor. Students are engaged in learning that requires the critical thinking, problem solving, and collaboration demanded of 21st century learning, with an emphasis on meaning making, effective expression, content knowledge and language development. Students at all grade levels are offered the opportunity to participate in advanced courses.

### Objectives

The English department will work together as a Professional Learning Community to deliver curriculum that continues the development of critical thinking and essential skills that were established in earlier grades. All students participate in four years of English, in sequential order, that focus on the development of students' reading, writing, listening and speaking skills. For those who seek a course that offers amplification in those same areas, honors courses are available.

### Function

The English classrooms should be designed to foster student collaboration and movement. Classrooms will need adequate space for students to easily transition between small group learning and whole class learning - with work spaces that can be easily moved or adjusted to meet the needs of the class.

### Relationships

Because of the collaborative nature of the PLC, the English department will require meeting space for teachers. Ideally, there is a central teacher work, collaboration, and storage area with classrooms built off of this centralized area.

- » Maximum class size is 37. At Mather, there were 58 standard classrooms provided for core instruction. This number will be verified at the general committee level.
- » Classrooms need to be organized in a fashion that allows for future flexibility to cluster by departments, grade level or academies. However, all of the current high schools are organized by departments with professional learning communities. The key is to provide as much flexibility in the physical arrangement of classrooms to provide for change over time to structure in a variety of ways.
- » There was discussion about the effectiveness of the past "project rooms" versus a connected "collaboration space". The group agrees that a detached Project Room would not be beneficial and mostly wasted space. They would prefer that space go into the individual classrooms. However, for the most part, the group likes the idea of clustering around a collaboration space similar to the elementary school. Due to the quantity of students, circulation space should be defined outside of the working zones.
- » The ratio of classrooms to shared collaboration space needs to be identified, as too many classes sharing the space will be unsuccessful due to too many demands. Math would prefer larger classrooms rather than collaboration space.

- » Workspace for instructors needs to be provided near the instructional areas.
- » Having centralized, departmental storage outside of the classrooms as a shared resource would be beneficial.
- » There should be meeting space near the instructional spaces for teacher and PLC meetings.
- » The complications of teachers workstations being tethered to walls needs to be addressed. Wireless solutions?
- » Multimedia and AV should be provided in every classroom. Sunlight on AV surfaces must be addressed.
- » Spaces should have higher ceilings and light colors with viewing windows; no caves.
- » No water is needed in the core classrooms.
- » There should be a single staff lounge on campus, with a few workroom spaces throughout the campus.
- » Storage of backpacks within the instructional space needs to be solved. They hinder movement if stored at the desk.
- » Carpet is preferred.
- » Lots of magnetic whiteboard space should be provided, plus the ability to pin posters and students work.
- » Types of storage: project storage, poster based work, general use bookshelves and file cabinets. More than Folsom High School, but not as much as Vista del Lago (one tall cabinet versus a learning wall). The perception is that the learning wall takes up too much space within the classroom.
- » Provide locations for secure chrome cart charging stations.
- » Make sure there is adequate climate control within the classrooms.



# Core Curriculum

## World Language

### Philosophy

To provide a facility that encourages interactive communication / activities for second language learning.

### Objectives

In order to offer all levels of World Language, each area needs not only to have its own comprehensive area, but also to be connected closely together.

### Function

The ability to configure desks to work in a variety of scenarios. Be able to use multimedia to provide instruction: computers with speaking and listening capabilities, sound systems, document cameras, DVD / Blue Ray, voice recorders, etc.

### Relationships

A facility where language teachers can work closely together (similar to current facility). Also, (proximity) access to administration building and teacher work area.



# Core Curriculum

## Mathematics

### Philosophy

The High School Mathematics PLC will provide a high quality mathematics program, which is essential for all students, by providing an educational experience that prepares students for college and career. The program will provide a focused, and coherent mathematics curricula, instruction, and assessments that promote conceptual understanding and reasoning as well as skill fluency. The educational experience will involve cooperative learning, metacognitive instruction, and mastery learning, that accommodates student diversity.

### Objectives

The emphasis is on students understanding mathematical concepts and achieving deeper learning. Students will learn to “do math” through real-world situations and focus on fewer topics that are connected in a coherent progression within and across grade levels.

The Standards for Mathematical Practice will be embedded in lessons to help students learn to think like mathematicians, to apply mathematics to solve real-world problems, to be resourceful, to reason about numbers, and to explain and defend their solutions and the strategies used to find the solution.

In grades nine through twelve, students are presented with a rigorous and challenging curriculum that prepares them for 21st century careers and college. The Integrated Pathway presents common mathematics topics from all six conceptual categories: Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Modeling. Integrated Mathematics I, II, and III prepare students for more advanced mathematics courses such as Trigonometry, Pre-calculus, AP Calculus, and AP Statistics.

### *Course Level Major Focus Areas for Instruction and Learning*

**Integrated Math I** instructional time should focus on six critical areas:

- » Extend understanding of numerical manipulation to algebraic manipulation
- » Synthesize understanding of function
- » Deepen and extend understanding of linear relationships
- » Apply linear models to data that exhibit a linear trend
- » Establish criteria for congruence based on rigid motions
- » Apply the Pythagorean Theorem to the coordinate plane

**Integrated Math II** instructional time should focus on five critical areas:

- » Extend the laws of exponents to rational exponents
- » Compare key characteristics of quadratic functions with those of linear and exponential functions



- » Create and solve equations and inequalities involving linear, exponential, and quadratic expressions
- » Extend work with probability
- » Establish criteria for similarity of triangles based on dilations and proportional reasoning.

**Integrated Math III** instructional time should focus on four critical areas:

- » Apply methods from probability and statistics to draw inferences and conclusions from data
- » Expand understanding of functions to include polynomial, rational, and radical functions
- » Expand right triangle trigonometry to include general triangles
- » Consolidate functions and geometry to create models and solve contextual problems

### **Higher Mathematics Courses: Advanced Mathematics**

Students who successfully complete the Integrated Math Pathway are prepared for more advanced mathematics courses that may include but are not limited to:

- » AP Statistics
- » Pre-calculus
- » AP Calculus (AB/BC)
- » Trigonometry
- » Financial Algebra

### **Function**

The structure of the mathematics department is of a PLC, with a focus on the four critical questions:

- » What should students know and be able to do?

- » How will teachers know when students have learned it? How will students know when they have learned it?
- » What will teachers do when students haven't learned it?
- » What will teachers do when students already know it?

The purpose of the Mathematics PLC is to build a collaborative culture to promote continuous adult and student learning. The Mathematics PLC will respond to the needs of each student in a timely, directive, and systematic way using high leverage team actions, to erase inequities in student learning experiences. Teacher collaboration will focus on, but is not limited to, common lesson planning, effective teaching strategies, common formative assessments, common summative assessments, and data analysis, which will guide the team to make decisions for mathematics learning, on a daily basis.

### **Relationships**

The Every Student Succeeds Act includes a 'nonacademic' measure of school and student success. Students are most successful when school culture promotes positive student relationships with educators, school staff, and peers. Building a school culture that creates a safe, caring, supportive environment will facilitate students' growth during, and post-high school.





# Core Curriculum

## Social Studies

### Philosophy

Social studies challenges students to critically think by analyzing information from multiple perspectives while studying Geography, World Cultures, US History, Government and Economics, as well as a number of social science electives and aims to prepare students for college, career and civic life. Through inquiry-based learning, students will develop critical 21st century skills such as recognition and evaluation of competing points of view, use of factual evidence to support the construction of an argument, and how to identify and act upon societal changes. The social studies department and the school should also emphasize common values to be established by the members of the learning community.

### Objectives

During the course of the student's four required courses of history/social science, they will develop a rich and deep understanding of the prescribed content. Students will use an inquiry-based approach that emphasizes the enduring, thematic questions of history and provides relevant connections to today to explore the historical content. Students will do this while developing discipline-specific literacy skills, including the reading of primary and secondary sources and the synthesis of evidence drawn from these sources into grade-level performance tasks. Instruction will be done with a focus on content, literacy, inquiry and citizenship and will encourage active learning with access to multiple perspectives through data, presentations, speakers, and discussion for students to contribute to the learning community.

### Function

History and the social sciences are first and foremost disciplines based in literacy. Students will discover contributions, commonalities, and unique characteristics of the world cultures, US history and Government and Economics through the exploration of historical texts and other media. Proficient interaction with informational text is the most relevant to students' future college, career and civic readiness.

### Relationships

History and Social Science should exist in conjunction with other subjects: language arts, math, science and art. Making connections across the disciplines allows students to develop a deeper understanding of each subject area. History is uniquely able to foster these across curricular connections as it helps students understand the evolution and societal impact of each of these subjects while building student comprehension of informational text.



# Core Curriculum

## Science

### Philosophy

The Science Department provides the opportunity for students to study the four core domains of science: earth science, biology, chemistry, and physics. Each course is divided into instructional segments centered on questions about observations of a specific phenomenon. It is through this inquiry-based approach that students engage in the content area while applying literacy and math skills to explore scientific readings and investigations. Courses are offered in a sequence to support students for college and/or career readiness. Upperclassmen are encouraged to continue their exploration of science through elective courses. For students seeking a deeper understanding of curricula in the core subject areas, advanced courses are also offered.

### Objectives

The Science Department will work together as a Professional Learning Community to deliver curriculum that continues the development of critical thinking and processing skills that were established in the earlier grades. All students begin as freshmen in a biology course that integrates relevant earth and space science concepts. The sequential years provide opportunities to take chemistry and physics courses with appropriate earth and space science concepts integrated within. As an upperclassman, students have the opportunity to enroll in advanced courses in chemistry, physics, and biology, as well as elective courses.

### Function

The science laboratories should be designed to promote hands-on, inquiry-based activities, while also maintaining a safe environment that is appropriate for the grade level and subject matter. Classrooms will need adequate utilities and space for activities. Lab stations should be designed to support multiple electronic devices, including computers and probe ware. The room layout should promote flexible seating arrangements as students shift from classroom discussions to laboratory activities. All classrooms should have the opportunity to interact with outdoor spaces for activities.

### Relationships

The science department should be self-contained to facilitate sharing and storing materials. The department should be an integral part of the school, and available to interact with other departments and areas of the campus.

- » Maximum class size is 37. At Mather, there were 11 science classrooms provided. In a quick loading exercise, it was agreed that this is in the range of being the correct number even when science will be required for all grades.
- » Regardless of whether there is a 9th grade center, science will be grouped together for sharing of resources and supplies.
- » In the current high schools there are only two chemistry labs, which limits the course offerings for chemical based electives. It was agreed to outfit four classrooms for chemistry (fume hood, gas (two cocks per station), and water) that would support Chemistry, AP coursework, Forensics, and Environmental Science.
- » If more than four chemistry labs are needed, a portable fume hood could be provided and used in one of the Physics spaces.
- » Three classrooms will be configured to support Physics curriculum (high ceilings, hooks, water, gas (2 cocks per station)).
- » The remainder of the classrooms will be outfitted for Bioscience and General Science curriculum. All labs to have sinks and adequate exhaust.
- » No distilled water is needed.
- » Vacuum needs will be provided via mobile desktop unit.
- » Power needs to be provided for computer needs as well as 9-10 1,100 watt hotplates being used simultaneously.
- » Laptops are 1:1, stored in carts, and used within the science curriculum.
- » Ceiling drop power wheels could be beneficial to promote flexibility of use at the center of the classroom.
- » Versatility is important.

- » Do not like wheels on the chairs or tables. Need to have stable surfaces for experiments and chemical use.
- » Would prefer to have marker board upper cabinets to glass face cabinets.
- » There should be a minimum of nine lab stations provided. 10 would be ideal.
- » There needs to be a one to one ratio of sinks to lab tables.
- » The group likes the idea of having mobile lab tables in lieu of fixed peninsulas for ultimate flexibility even if the majority of the time the tables are tethered to the fixed perimeter casework.
- » Having the ability to latch / lock the tables to the perimeter counter for stability during experiments would be preferred. The group prefers rectangle shaped labs, not like the octagons at VdLHS. They want a bank of drawers adjacent to the tables, but a small quantity. They no longer assigned to students.
- » It was agreed that there was no need for a fixed instructors table within the lab. These rarely get used and are most typically used as a desk. A location on the side of the room with water and gas is adequate. A mobile demonstration table would be used.
- » Due to the quantity of labs, there was discussion about breaking them up into two groupings to improve circulation around the spaces, reduce exiting issues within the prep space and keep the prep space to a reasonable functioning size. It was agreed that Physics and Chemistry (or physical science courses) should be grouped together and Biology and other science elective courses to be grouped together.
- » If there is multistory construction, there is a desire to be on the first floor due to access to the exterior, but there is benefit to being on the second floor for ease of ventilation needs.
- » In the Prep Space, there needs to be vented chemical storage. Typically this is three vented cabinets plus a cabinet for acids and flammables. There was discussion about having a locked room similar to FHS, but ultimately agreed that the cabinets would be acceptable.
- » The Prep Space in a no student zone. So there was discussion in regards to student circulation and / or collaboration space versus classroom connection to the prep room. If a larger building model is considered with interior circulation, science could become buried to the interior and have difficulty with daylighting.
- » There was discussion on whether the student circulation spaces could be collaboration spaces, but this will be dependent upon the allocation and square footage demands overall on the campus.
- » The special education population needs to be given consideration within the design of the lab environment and appropriate levels of features as well as activities.
- » An enclosed outdoor instructional yard is desired, near a garden and / or hydroponics.
- » There is a connection between Physics and CTE, in particular Project Lead the Way. Perhaps linked via the enclosed outdoor yard.



# Student Support Services

## Philosophy

Student Support Service believes that all students can learn and should have equal access to the general education curriculum and environment. We believe that students should only be removed from a general education setting when the student is unable to make reasonable academic progress in that setting. We value inclusion and place students in the least restrictive environment that is appropriate to a student's individual learning needs and Individualized Education Program (IEP) goals.

## Objectives

In order to prepare all students for life after high school, special education services offers direct support services for student's social and academic development leading to greater independence and life fulfillment.

## Function

Special education courses should include curriculum support classes at all grade levels and in 10, 100, and 1000 level classes as needed. Access to technology is essential to support complete access to the curriculum. In addition, there should be access to a private phone area, locking cabinets, bathroom facilities, changing rooms, testing room, and an IEP meeting room.

## Relationships

We need access to and coordination with all departments, driven by student needs.

Typically, special education classes have been allocated to spaces smaller than typical classrooms due to their smaller class size. This methodology fixes the location of the classroom and limits the flexibility to integrate the support into the appropriate core curriculum as the special education enrollment fluctuates from year to year. Therefore, full size classrooms will be provided throughout. This allows special education the flexibility to change locations from department to department as the demand is needed.

- » The capacity planned for this school is the same as for Mather HS (2,100 students). Previously, three special education classrooms were allocated. The group agreed that seemed to be in the appropriate range, understanding the population is always fluctuating.
- » There are broad concerns about special needs students accessing multistory buildings. The need to address transport down the stairs during an emergency is important (gurneys versus wheelchairs). Additionally, the reliability of elevators for day to day traveling is a significant obstacle.
- » Speech is generally provided at a group level currently, rarely one on one.
- » The objectives of student support services is to expand contracted mobility, provide ADA access and navigate the entire environment.
- » ED – Emotionally Disturbed programs have less facilities needs than some of the other special education programs. These spaces typically like to be on the fringe of the campus to have access to exterior de-escalation space and less noise around their environment. It would be beneficial to be near the therapist / counseling spaces.
- » Need to identify what parent services are available to them, perhaps a kiosk in the lobby of the administration for resource access.
- » Math and English (department) core classrooms are the strongest link of general education to special education classrooms.
- » Differences between the information provided in 2004 versus how student support services operates today.
- » Resource Specialist Program (RSP) is now called Learning Resource Center (LRC)
- » Severely Handicapped is now called Independent Living Skills (ILS)
- » Emotionally Disturbed (ED) is now called Counseling Enriched Program (CEP)
- » The adoption of MFT Therapists and social workers on site.
- » SDC is a self-contained classroom for CEP or mild/mod population
- » Studies Skills Class has been added to the program

- » There needs to be locations to house the MFT Therapists and group activities.
- » Storage of equipment is important at the ILS classrooms.
- » Special Ed restrooms need to have adult diapering and shower facilities (HS and MS levels). It should have access outside of the classroom space so it can be used by a broader population without disrupting the classroom instruction.
- » Special Education Spaces need to be located in close proximity to busing. Most if not all students are bused and require supervision to and from the bus.
- » ILS program will be similar to what was noted in the Mather Ed Spec and on a lower level if the building is multi-story
- » There is no longer a need for a separate motor room (Occupational Therapy). This is occurring within the ILS spaces. There is a need for a storage room for the equipment and a small work space for the therapist in close proximity to the ILS instructional space.
- » The Studies Skills Class (SSC) is loaded on average 1:28. There needs to be wall space for graphic displays of calendars, etc. 75% of the special ed population will have a studies skills class in the schedule. SSC is a different space than the LRC space. SSC is one period out a student's schedule. There really isn't an LRC being used at the high school level.
- » Self-contained classes average 12-15 students, Autism classes range in 8-12 tops.
- » Space for two MFT Counselors should be provided at the high school. They should be located in proximity to the CEP/ED students. These spaces should be similar to small group spaces, with a capacity of 8-10 max. Even though there is one for special ed and one for general ed, moving forward, these spaces should be housed in close proximity for improved collaboration. A good location for these spaces is adjacent (but not within) the counseling space within the Administration. Also being located next to the College and Career Clerk is beneficial. There should be sensitivity to the signage of these spaces to maintain the private nature of those visiting.
- » The College and Career Clerk also needs a space similar to a small group space with a capacity of 8-10.
- » Speech Therapist similarly needs a small group space with 8-10 capacity max.
- » Psychologist will have an office to serve a maximum of 1-3. This will be one full time position.
- » Approximately 10% of the school's population will be special education. 14-15% of the population will have IEPs (roughly 300 students).
- » To support IEPs there should be three spaces. Room 304 was flagged as a good set-up. Having these three spaces within the Administration would be ideal. Possibly grouped together to provide larger space as well as three smaller spaces. These spaces need to be in close proximity to printing.



# Career Technical Education / Electives

## Philosophy

The Career Technical Education (CTE) Programs are designed to prepare students for college and career readiness. Students are offered opportunities in the 15 Industry Sectors and 58 Career pathways as defined by the State of California.

## Objectives

To effectively prepare students for life after high school, CTE programs will provide students with opportunities to pursue higher education and prepare them for skilled entry level positions. The CTE programs will include the 11 Elements of High Quality CTE courses with rigorous curriculum that is aligned with Common Core and CTE State Standards, as well as industry specific pathway standards. The CTE curriculum provides project-based, hands-on opportunities for authentic learning. The courses are A-G and articulated with the local community colleges when appropriate.

## Function

The CTE Programs provide students with high quality technical and academic instruction. Students are also provided opportunities to develop employment, leadership, and teamwork skills. The programs provide opportunities for exploration and guidance in career pathways, participation in Career Technical Student Organizations, work based learning, mentorships, community service, job shadows, and support from business partners.

- » On average, one high school will support 5-6 CTE pathways, 5 is more likely. Because these programs can fluctuate, it is very difficult to pinpoint exactly which programs will be offered so far into the future. Therefore the approach will be to provide flexible lab/instruction spaces that can be more specifically improved to curriculum specifics once the opening date of the school becomes closer.
- » Spaces need to include flexible tables with fluid space that includes instructional space and build space, with storage for projects in process (can last 3-4 days at a time).
- » There needs to be teacher prep space near but away from the classrooms as many of these spaces are shared between teachers. The idea of a room with hotel spaces for teacher workspace, possibly even student work spaces as well as small group breakout space was discussed as a potential.
- » There does need to be personal storage space for teacher's confidential files such as IEPs, etc.
- » Media / Production is likely to occur in every high school.
- » Three general computer specific spaces will be included for curriculum such as computer programming, web design, animation and music production.
- » There are likely three categories for CTE pathways. The more hands-on curriculum like Metals, Woods, Construction and Engineering, the more math and science based pathway of Engineering (PLTW) and the more artistic / theoretical pathways of Culinary, Medical, Nursing, Media Production, Animation, Programming, etc.



- » Fire Science might be a pathway to consider.
- » The idea of having a general access Maker Space at the high school is unrealistic due to staffing, safety and ownership.
- » There is some benefit to having CTE and elective spaces located next to each other, but not all collaborate and it is not a requirement. It is more important to have the programs located to the resources they most need, such as outdoor working space and delivery access.
- » CTE programs are typically expensive due to the nature of equipment being provided, so security of the spaces is important.
- » Computer Program classes will have need for project work space and storage space.
- » CTE programs are typically louder than other instructional spaces and noise sensitivity should be considered in placement on the campus.



# Performing Arts

## Philosophy

Students will have the opportunity to discover their own skills in dance, music or theatre while performing on stage acting, behind the scenes supporting the actors or in the technical booth working the audio and visual components.

## Objectives

To prepare students for performances, recording, and life-long learning. The performance space needs to provide a place where students can practice acting and technical skills.

## Function

Music course offerings include Orchestra, Jazz, and Concert Choir.

Spaces should be provided for a 60 piece orchestra and 60 student choir – Be acoustically sound and infused with technology.

The drama classroom should be capable of housing up to 40 students and large enough to accommodate 9-10 tables with chairs. The classroom should also have a small platform “stage” for student performances, a place for books and cabinets for prop and costume storage. The key here is a large space with a lot of storage and a designated performance area.

## Relationships

There was discussion in regards to whether this school should have a theater or a black box based on the facilities offered at other district schools. There is a significant cost to maintaining a theater plus coordination required with community joint use. The group thinks the school should have a theater and not a black box to offer the most options for the campus performance spaces.

## Theater

- » Should have around 600 seats, to be able to sit a full class in one session.
- » No full orchestra pit is needed. Music could even perform in an alcove to the side of the stage.
- » The stage / rigging at CHS is complex and not working with how they continue to use stage props, this school should have a fly.
- » There should be room to have/store orchestra shells.
- » There should be a theater manager’s office
- » There should be a loading dock (leveler?)
- » Keep the lighting high in the work spaces for the most flexibility.

## Music

- » To be sized for 60 in orchestra
- » There will be no provisions for marching band at this campus
- » Three practice rooms able to fit 3-4 with instruments
- » Band storage cabinets are within the Music Room, but percussion storage should be in a separate room
- » Instrument storage needs to include cellos and trombone storage (larger lockers)
- » Programs prefer to have individual uniform and music storage
- » Concert Attire Storage to hold 150 outfits, including dresses and tuxedos
- » Music Library should have 20 cabinets for band and choir music
- » Music Room should not have risers

## Choir

- » Space to have fixed risers
- » Two practice rooms, one for four people and one to fit a piano plus 15-20 standing

- » Sized for choir of 60
- » Guitars will also be taught in the space; sized for 40
- » Programs prefer to have individual uniform and music storage
- » Choir Storage should hold 300 robes
- » Provide one piano in Choir, one in large practice room, and one electric or one piano in small practice room

#### Drama

- » Classroom could be programmed as a small black box
- » Drama storage needs to be larger than prior programs
- » Drama room to have practice stage configuration
- » Drama room has a dual use as a green room

#### Dance / Color Guard / Flags

- » Classes and teams to be housed in the Gym and / or MP



# Visual Arts

## Philosophy

All students will be able to participate to discover their self-expression for the 21st century through the high schools opportunities in fine art, drawing, sketching or using a computer. Art education offers students the ability to develop their own critical and creative thinking skills.

The Visual Arts Department will offer students a variety of visual art experiences, including drawing, painting, sculpture, digital art, 3-D design, art history, and photography. Students should have a safe, comfortable environment to explore their ideas and their own creative potential. All students, regardless of college or career goals can benefit from a rich experience in the visual arts because it develops critical thinking and problem-solving skills that they may use in all areas of study.

## Objectives

In order to provide students with an enriching art education, a variety of art electives must be offered. Each art elective should have an advanced level of study offered to students. This will allow students to challenge themselves with more rigorous and challenging projects and will prepare those students who plan on pursuing art at the college or university level.

## Function and Relationships

Art classrooms should be in the same area. Placing them close to the other arts – Drama, Music and Dance – would be best. Art teachers should have access to each other’s rooms with the ability to collaborate and team teach. A central Art Dept. book, curriculum and video library is needed. Each room should have its own supply area, however; just as a theater and stage are necessary for music and drama, an art gallery or designated area to display student work is essential for the visual arts. Technology should be available to all art rooms since much of art is now partnered with computers.

- » Digital Art is essential in today’s fine art curriculum. It was discussed as to whether it is really a fine art or it is a CTE program. From an instructor point of view the only difference is a CTE credential. The group felt it should stay in fine arts as there is daily interaction with the other fine art disciplines.
- » The remodeled Digital Art space at FHS is functioning well with flexible furniture and larger monitors for viewing work. This should be reviewed.
- » The Fine Art programs are part of VAPA and have a relationship with the performing arts curriculum, there would be benefit of have these programs located near each other on the campus.
- » The Fine Arts programs need to have delivery access for supplies and materials.

### Displaying Student Work

- » There is a desire to display student work to help show off talent to the Public as well as entice students to join the Program.
- » These displays should accommodate 2D, 3D and digital art. They should be secure, loaded from the inside and placed in visible locations. There have been issues with exterior display cases experiencing vandalism.
- » Some of these display areas should reside in public meeting spaces such as the Admin, Library, Conference Rooms, etc. to showcase to parents and visitors.
- » 3D Art room to have access to exterior enclosed yard through large door
- » In 3D Art, provide large item storage and material storage
- » In 2D Art, provide portfolio and flat slat storage
- » Incorporate a gallery space at campus to display student work

### Miscellaneous Program Items

- » Backdoors from all classrooms should open to a secure covered yard.
- » Storage is key. None of the three existing high schools have enough. Especially for “in progress” student work. Vista del Lago’s Ceramic’s Storage is the best.
- » Skylights for natural daylight are welcome.
- » Never place power in the floor. It gets dirty and damaged. Overhead is better. There was an additional request for wall power every 24” and power to every desk area for activities such as soldering.
- » The spaces may benefit from power on overhead wheels for furniture flexibility.
- » There should be 4-6 sinks in the 2D, 3D and Ceramics classrooms.
- » In 2D art every student has a canvas. This presents a space issue. The use of mobile walls is resolving the issue currently. If this solution is pursued storage for these walls should be considered.
- » Provide high ceilings for 3D Art



# Physical Education

## Philosophy

The indoor and outdoor Physical Education facilities shall provide a safe, appropriate learning environment for all students as they practice age appropriate movement and social skills, led and evaluated by Physical Education staff members.

Age appropriate apparatus shall be available for students to challenge themselves to the eventual state of self-motivation. The long-term goal is to provide enough of a sampling of physical activities that each student will select at least one of those activities to enjoy and practice for a lifetime of physical growth and healthy living.

## Objectives

Through daily physical activity, student will:

- » Exercise in a group and learn to exercise independently.
- » Be subjected to games with values that shall be followed to assist in the development of cooperative and appropriate social behavior.
- » Acquire strength, improve flexibility, and improve cardiovascular endurance for the purpose of performing efficiently today, with the goal of functioning efficiently for a lifetime.
- » Demonstrate responsibility for their own behavior and responsibility for the respect of sportsmanship and others.
- » Learn that physical movement is meant to be appreciated.

## Function

Outdoor teaching stations shall include stenciled numbers on the black top surface in rows of five: i.e. 1-5, 6-10, etc., and up to the number 40-45. This should be duplicated at least six times on the black top. The gymnasium shall accommodate every physical education student, every day, during inclement weather. These indoor and outdoor facilities must be able to accommodate after school athletics.

Storage must be adequate to store equipment that will support a wide range of team and individual activities.

## Relationships

The Gymnasium needs to be located close to parking and bus loading for visitors and visiting teams. The Gym could be in proximity to the multipurpose but separation of activities would be necessary to avoid distractions between students at lunch versus students in class. PE activities should also be located away from other instructional space to avoid disruptions. Lavatories shall be located in an area that will be available to all students during class time or during an athletic event but also in a way that clearly maintains a locked locker room. Storage should be located in reasonable proximity to the athletic fields, track, blacktop, weight room and gymnasiums.

- » Cafeteria / snack bar need to be located away from the gymnasium. The tennis courts and track need to be located adjacent to gym and locker room facilities.
- » PE class sizes range from 40-45, but more on the 45 side.

- » Having exterior covered connection between the gyms and the lockers rooms is preferred for improved supervision.
- » Ventilation and ability to darken daylight features is very important.
- » The Athletic Director's office is being moved to the Administration area.

#### Main Gymnasium

- » There should be bleacher capacity for 2,100 students and roughly 100 staff. This can be split equally on two sides of the main court layout. As with Mather, the preference is to have this capacity obtained without overlap to the main court.
- » There should be enough space between the bleachers (including the pop-outs for stairs) to the court to provide for spectator circulation behind the scorers table and team seating (in the range of 10 feet).
- » Striping should include:
  - Main court basketball at 94 x 55 feet
  - Two cross courts at 84 x 50 feet with five feet between and a minimum of 2 1/2' around the perimeter (with divider curtain in between)
  - Main court volleyball, 6-8 PE courts and three mid-courts for tournaments
  - 10 badminton courts
- » Wrestling will occur in the main gym during tournaments.
- » There was a suggestion (like Newark Memorial) to provide a +/-6' platform at the back side of bleachers for use of spotlights and equipment. The advantage being it creates a storage space underneath for large sized items like floor protection mats.
- » Provide visual connection between lobby and courts.

#### Auxiliary Gymnasium

- » There should be bleacher capacity for 500 on a single side.
- » There should be enough space between the bleachers (including the pop-outs for stairs) to the court to provide for spectator circulation behind the scorers table and team seating (in the range of 10 feet).
- » Striping should include:
  - Main court basketball at 94 x 55 feet
  - Two cross courts at 84 x 45 feet (with divider curtain in between)
  - Main court volleyball, 6 PE courts and three mid-courts for tournaments
  - As many badminton courts as will fit in the space
- » Wrestling will occur in this space for meets and tournaments

#### Lobby

- » No ticket booth is needed. None of the existing schools use their booths. Tables within the lobby will be used, as tickets have to be checked at the doors to the Gym. However, thought needs to be given on how to secure incoming cash without an enclosed space.
- » Shared lobby between the gyms is ok, but there is concern about crowd control between spaces when multiple events are ongoing)
- » Public Restrooms will be off of the lobby
- » Lobby should be sized to handle 200-300 people and some table seating for eating.
- » The snack bar will be connected to the lobby, with typical snack bar packaged food. 1-2 people will service this space.
- » It would be beneficial to have the lobby connected to functional, covered outdoor space (securable for dances).



- » There was discussion of whether there would be benefit of the PE Classroom tying into the lobby space to open up and create a larger space for activities. Due to access limitations, this may be difficult to accomplish.
- » Provide adequate space for trophy display

#### Gymnasium Storage

- » There should be defined storage for both the main and auxiliary gyms. Items to store include scoreboard table, game poles (volleyball, badminton), chairs, interior sport team storage, floor protection mats (this is a significant consumer of storage space).
- » Consideration needs to be given to SPED equipment storage. There are bikes and equipment they use within the space.
- » It was noted that Athletic storage really needs to be separate space from PE storage even for the Gyms.
- » There needs to be storage space for the scorers table and chairs on carts that do not limit the access of other items being stored in the space.
- » The Aux gym storage should include space for mat storage
- » Cheer mats will be stored where they practice. Due to ceiling height restrictions (20-25') this will likely occur in the multipurpose. Tournaments occur in the Gym.

#### PE / Athletic Storage

- » Adequate storage needs to be provided for all teams. Football pads and helmets tend to take over the space and other teams struggle to find storage.
- » Athletic storage should be a separate space from PE and each team should have a secure space. At VdLHS PE storage has been taken over by cart storage. Cart storage needs to be considered in the overall campus design. Sometimes containers are used.

#### Dance / Wrestling

- » It was agreed that these to program elements should remain combined. A stand-alone wrestling room would not get any daytime use.
- » There needs to be dance storage separate from mat storage. Mat storage should have the mop sink contained within.

- » A fixed dance bar would be ideal, but needs to be coordinated with the risks of wrestling activities. If portable is used, storage needs to be provided.

#### PE Classroom

- » It was agreed that there is a need for an instructional space for PE beyond the other program spaces. This is in addition to what was provided at Mather.
- » The group likes the size and functionality of the classroom space just added at FHS.
- » The classroom should have connection to the gyms and restrooms. A large overhead coiling door connection would be beneficial.
- » It needs to have storage for wrestling mats and adaptive PE (balls and minimal sized equipment). Cheer mats, if the space is tall enough for practice. There is a potential conflict with storing Cheer mats in the MPR where the cheerleaders practice versus storing them in the Gym area where they compete. In any case transporting mats needs to be accommodated.

#### PE Locker Rooms

- » There should be 750 small lockers per side with 250 changing lockers per side. Changing lockers to be large enough to accommodate backpacks and clothes.
- » The idea of consolidating the small lockers at the perimeter and having the changing lockers in the middle addresses sight line issues for supervision, because they can be lower.
- » There is a preference to provide +/- six showers per side with privacy. It is believed if privacy is provided, they will be utilized more.
- » Provide doors that swing in direction of travel (in and out) for better movement.
- » PE Locker space should be secured separately from the restrooms and the team rooms. VdLHS has worked pretty well.
- » Lockers are preferred to be 4'-0" high with seats attached
- » Provide double doors that swing one way in and out

#### Staff PE Offices

- » Provide for four staff per side.
- » Each side to have one restroom and one shower (separate from each other) with locker space.



### Coaches Workspace

- » A coaches workspace is needed to accommodate five people per side.
- » They should be connected to the team rooms, with door and window supervision.
- » There should be storage space for their personal belongings.
- » Provide alarm pad and zoning to accommodate coach access. Do not place in hard to reach areas.

### Team Locker Rooms

- » Provide 200 lockers per side. There should be +/- 70 lockers for varsity football. Title IX requirements need to be reviewed to determine if less lockers could be provided on the female side and still meet equity standards.
- » Provide adequate ventilation. There also needs to be space for drying out pads and uniforms.

### Training

- » There needs to be a separate training space. To accommodate male and female staff and students simultaneously.
- » No space for whirlpool is required.
- » Should have four tables, with 15-20 people using the space at once.
- » The VdLHS space works well. This is especially so as VdLHS has a training CTE pathway that provides student trainers to assist with students.

### Weight Room

- » Able to accommodate 45-50 students
- » Provide 24 stations (8' x 8' footprint)
- » USA weight lifting requires minimum of 3' between stations.
- » Need open area approximately 12' wide for speed and agility drills.

### Fields

- » Stadium with synthetic turf, all weather track, press box, and sound system. The visitor and home entrances and support facilities should be split. Provide 2,750 capacity at home and 1,500 for the visitors.
- » There needs to be adequate separation of soccer from the long jump pits.

- » Need for two soccer fields. One within the stadium and one dedicated field with synthetic turf. The dedicated soccer field should have lighting as well as the stadium to accommodate the winter sports. The field should be able to be zoned so it could be used for revenue. Provide space for bleacher seating (portable bleachers).
- » Flag football to be three cross fields on the football field.
- » Two softball fields (skinned, dugouts, scorers box, storage, and seating for 200) Two baseball fields (skinned paths, dugouts, scorers box, storage, and seating for 300)
- » The preference is to have baseball and softball in close proximity to each other near a restroom facility.
- » Provide space for batting cages and bullpens.
- » Provide drinking fountains at each field.
- » There needs to be storage for softball, baseball and track equipment. Currently schools have multiple storage containers to accommodate.
- » Provide striping for lacrosse at both the dedicated field and the stadium.
- » Provide scoreboards at stadium, soccer, baseball, and softball fields.

### Hardcourts

- » 12 basketball courts
- » Four volleyball courts not overlaid with other courts if space allows
- » Eight tennis courts
- » One tennis practice wall
- » Four hockey courts overlaid on basketball (One basketball is equal to one hockey court)
- » Striping for dot drills and ladders



# Media Center

## Philosophy

The District is committed to providing access to information resources to improve and enhance the educational, cultural and recreational pursuits of students by encouraging and promoting an appreciation for life long reading and learning.

## Objectives

- » To provide intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective cognitive strategies.
- » To provide physical access to information through:
  - A carefully selected and systematically organized local collection of diverse learning resources and a systematic procedure for acquiring information and materials from outside the Media Center.
- » To provide learning experiences that encourages students and others to become discriminating consumers and skilled creators of information.
- » To provide resources and activities for learning that represents a diversity of experiences, opinions, languages, social and cultural perspectives and promotes intellectual freedom.
- » To provide additional school and community meeting spaces.

## Function

The Media Center will be the hub of the campus. It will be used for staff meetings, advisory meetings, a hang-out spot before school, staff collaboration, team teaching, simulations, and guest speakers beyond more traditional library activities.

## Relationships

- » The Media Center needs to include space for two classes of students each period for instructional activities.
- » Before school and during the day, individual students will utilize the Media Center on their own, as needed.

- » The Media Center needs to include space for staff members to support teacher and student activities (with additional support from student assistants).

## Media Center

- » The target volume count should be 10,000 volumes.
- » Mather's library was designed as public library, so many of the components are not applicable to this new high school. The discussion at the ed spec level is essentially starting over unlike some of the other program elements.
- » The staffing count was undetermined at the meeting. The preference would be to have two staff; including a Librarian
- » Reference material has mostly converted to electronic media, however, there should be some space dedicated to the material that remains.
- » Stacks should be around the perimeter of the space and hiding spots should be minimized.
- » There needs to be textbook storage within the library, as textbooks are still centrally stored.
- » It is likely that book sensor controls will not be needed going forward.
- » There needs to be space for laptop charging stations and storage.
- » There could be meetings with needs for up to 100 people. But in general, the Media Center should be sized to accommodate 70 (two classes) in a table layout. This number could include soft seating options.
- » Soft seating areas should have charging stations.
- » It is preferred that there is still a single point of entry to this space and separated from other spaces for monitoring of students within.
- » The idea of a small group fish bowl space for 4-6 people was discussed and the group did not see a need and thought it actually a liability.
- » There should be a place for 5-6 computer terminals for printing resources.
- » The preference is to locate the circulation desk in the center of the space for improved interaction and supervision. There were some mixed views on this.

- » The primary workspace would be at the circulation desk, but a separate workroom is also needed.

#### Textbook Storage

- » There is more need to process, distribute, and temporarily store consumables more than textbooks, however there is need for both.
- » Distribution at the beginning of the year is roughly a one month process and occurs within the Media Center. An exterior checkout window would not work.

- » There are approximately eight volumes of consumables x's 2,100 students per subject. There is need for a receiving and storage area to stage consumables. They arrive on pallets.
- » English novels should also be stored centrally. Target about 12,600 volumes.
- » Textbook are still checked out per student. Target about 21,000 volumes.



# Multipurpose / Student Activities

## Multipurpose

### Philosophy

Provide a place on campus where students can gather, socialize, get academic and other support. The facility could also be used as a parent resource center and community center.

### Objectives

The Student Union can provide support, arts, recreation, enrichment, access to health and social services, and vocational experiences during school hours, after school, on weekends, and during school breaks.

### Function

Provide a facility for district and community partners (for example, Boys and Girls Club, Parks and Recreation, businesses, post-secondary schools, heritage language groups, etc.) to offer programs, services, and experiences to students and their families.

### Relationships

Integrate the services and resources of the district and broader community to nurture relationships and enhance educational and personal growth of the students. Provide a space that is easy to access and can be functionally changed from within to meet varying needs.

- » The group would like to see a stage within this space.
- » The group prefers the idea of a variety of seating like banquets and high tops, but there is clean-up concerns (efficiency of custodial) about separate tables and chairs.
- » The multipurpose space needs to be able to support cheer with light locations and ceiling heights.
- » Would like to see roll-up doors connecting the indoor and outdoor dining.
- » The custodial closet should be oversized to provide space for mop sink, cart, supplies and the riding scrubber equipment.
- » Student restroom access should be within the MP, but not near unmonitored exits
- » Whether it be completely indoors or a blend of indoor and weather protected covered outdoor dining, there needs to be seating capacity for half of the student population; so, a minimum of 1,050 seats.
- » The goal is to provide 550 seats interior and 500 in outdoor covered dining.
- » Assembly target will be 1,000, however this is typical derived from the dining number as that is more restrictive.
- » Having connection to an outdoor plaza and/or amphitheater is desirable. The layout at VdLHS works really well.
- » Having space between the seating and circulation of the multi is beneficial. The example given was the outdoor seating at FHS compared to VdLHS.
- » Having adequate cover for the outdoor dining makes it more versatile. The shade and seating for example is limited at CHS.
- » There is a need to have space within the multi for presentations, lectures and rentability needs. It was discussed whether this needed to be a formal stage built with a proscenium or whether this could be a more mobile flexible feature (like VdLHS). The group seemed to think flexible would be adequate.
- » The group prefers the idea of a variety of seating like banquets and high tops, but there are clean-up concerns (efficiency of custodial) about separate tables and chairs.

- » It was reconfirmed that ASB and Student Accounts would be located in the Admin. The organization of VdLHS adjacent to the student union works really well for having staff group together plus easy student access.
- » The group sees value in creating a student union space.
- » It was agreed that because most purchasing is handled on line. There will be no designated space for a student store or student store storage (most things are direct shipped).
- » If there are items / needs that need to be sold, a table could be setup in the student union (such as dance tickets).



## Student Activities

### Philosophy

To provide leadership development which emphasizes ethics, integrity and collaborative decision-making. It aims to enhance the quality of education by involving students in activities and programs outside the classroom that builds citizenship and encourages self-esteem.

### Objectives

To offer and support a wide variety of opportunities and programs for student involvement. Co-curricular and extra-curricular activities / programs: Student Government / Leadership, clubs, rallies, assemblies, dances, lunch-time activities, school-wide functions, student recognition, new student orientation, athletics, music and drama.

### Function

Oversee all of the non-curricular programs, co-curricular and extra-curricular activities, master calendar, expenditures, fund-raising and compliance with District and State policies and regulations.

### Relationships

Multipurpose / Student Union, Gym, Student Activities Room, Snack Bar, Student Accounts, Student Store, Director of Student Activities Office, sports fields, outdoor gathering and stage.

- » Class sizes can be large, up to 50 students. This needs to be treated as a pullout space, as the activities and use are not really compatible with other curriculum.
- » ASB should be located centrally, with independent access and a relationship to the multipurpose.
- » It was agreed that because yearbook and journalism have become more digital, that there are no longer any special needs to pinpoint a location. These programs can be taught in a typical classroom or be grouped with media broadcasting or however the instructional assignments get balanced.
- » There is a need to have a community outreach space within the administration for brochures, access to Infosnap and announcements.

## Food Service

### Philosophy

*“Nothing is more important than the welfare of our children and proper nutrition comes first in attaining this welfare.”*

Harry Truman

While the approach towards food has changed drastically with scientific and technological breakthroughs in health and nutrition and in new food manufacturing methods, School Food Services must keep in step with these changes and produce the quality food that our children deserve.

Times have changed and School Food Services must do the same.

### Objectives

Working within the confines of the USDA regulations, provide meals that are acceptable to any student who wants to participate in the National School Lunch/School Breakfast Programs. The kitchen area, including receiving, storing, preparation and serving are integral to producing great meals. Meals must be served in an area that is inviting and appealing to all students.

### Function

The School Food Services plays an important role in nutrition education. The facility must be able to bridge food services and education. The facility must reflect the latest trends in food and food technology. Access to power and layout must be flexible. Children have very limited meal times and the flow of the serving area has to take this time constraint into consideration. We have to remember that we will have to change more frequently in the future than we did in the past.

### Relationships

It is an undeniable truth that good nutrition contributes to one’s ability to learn! Hungry children find it difficult to concentrate and learn, therefore Food Service is an integral part of every child’s school day, and enhances their learning experience.

School Food Services and Cafeterias must be regarded as important contributors to education and not the last and least respected department in the system.

### Central Food Service Facility

- » Mather High School was programmed to have space for storage and deliveries to other district campuses. To prepare for this campus, it was agreed that a centralized facility will be built in the campus. Therefore it will not be necessary to provide extra storage space within the high school kitchen to support other campuses. The goal would be to construct the centralized food service storage facility before this campus is occupied.

### Production Kitchen and Serving

- » For planning purposes of teaching station count, a six period day will be utilized.
- » Similar to Mather HS the capacity of this school will be 2,100 students.
- » The food service structure will be set up to support two lunch periods.
- » Whether it be completely indoors or a blend of indoor and weather protected covered outdoor dining, there needs to be seating capacity for half of the student population; so a minimum of 1,050 seats.
- » There needs to be a separate area for student queuing at the food service lines. At a minimum, the counter and kitchen equipment must be secured from the multipurpose. If fixed stanchions are used, then the space is not flexible and the entire food service area could be secured from the multi. The secured area needs to include the condiments section.
- » The preference is to have fixed stanchions for line control. However, there are cleanability concerns to resolve.
- » There should be 7-8 transaction stations to serve the students. The goal is to serve roughly 350 meals per lunch (700 total) in less than 10 minutes.
- » There is a preference to have organized tighter line structure to keep the flow of students orderly.
- » There is no preference of flow of students after they have received their meals. They could exit back out of the food court to outside or flow into the multi. There does not need to be a one way in, one way out.
- » Would like to have digital menu boards plus digital signs for POS stations to identify food at each line.

- » There needs to be a staff restroom for the kitchen staff.
- » There should be a locker room with 10-15 lockers. Half size is okay.
- » There needs to be an office for one staff member (with space for a safe).
- » There needs to be dry storage, refrigeration and freezer space to store a week's worth of supplies.
- » There should be 4 double stack ovens, a steamer, and no tilt skillet.
- » The laundry room should have space for stand-alone washer and dryers. Stacking models break too easy. There needs to be space for soiled linens.
- » Bottle filling stations to be provided (chilled and filtered).
- » Prefers no food display cases. Just a counter with food items stored behind in coolers and warmers.
- » There needs to be a space to store chemicals away from the food prep area.

### Multipurpose Items

- » The group would like to see a stage within this space.
- » The group prefers the idea of a variety of seating like banquets and high tops, but there is clean-up concerns (efficiency of custodial) about separate tables and chairs.
- » The multipurpose space needs to be able to support cheer with light locations and ceiling heights.
- » Would like to see roll-up doors connecting the indoor and outdoor dining.
- » The custodial closet should be oversized to provide space for mop sink, cart, supplies and the riding scrubber equipment.
- » Student restroom access should be within the MP, but not near unmonitored exits.



# Administration / Health Services

## Philosophy

The administration provides support for students, staff, parents and the community at large. It is composed of the principals, assistant principals, counselors, clerical and support staff. The building should be a pleasant and welcoming atmosphere for members of the public as well as students and employees.

## Objectives

- » Enhanced staff collaboration, sharing of staff, support spaces, and resources
- » Focusing public access to campus “funneling traffic”
- » One stop shopping for parents and community members

The objectives are to provide leadership and support for instruction and other areas related to student success at school. Leadership insures a quality educational program and ancillary services. Issues such as budget, facility usage, records, personnel management, student health, counseling, and guidance services are all included.

## Function

The building provides services to keep the school functioning smoothly, as described above under “Objectives”. It is a place where staff can meet and interact, check their mail, have access to a copy machine and other instructional support equipment. It is a place where students can come to get counseling and health services, and provides a “user friendly” venue for parents who come for meetings or to pick their children up before the end of the school day.

## Relationships

Administrative and student support services should be located in a central area to the campus, have convenient parking and be easily identifiable and close to the front of the school property for ease of access. This is the public entrance to the school.

## Administration

- » To promote collaboration and student support, administrative and counseling functions should be housed in close proximity to each other, but with separation for types of activities.
- » Provide hotel spaces for 2-3 transient workers within the Administration space.
- » A lactation room is required. This could be one of the hotel spaces, located off of the staff lounge.
- » Space for student assistants need to be provided in each area.
- » The District CTE Coordinator will not have work space at the campus.
- » Allocate space for PTO storage within one of the storage rooms.
- » Having an exterior window for attendance would be beneficial.
- » Provide a space for suspension in the Assistant Principal’s area.
- » The SRO officer needs an office and should be located near the APs.
- » Walking into a reception desk is ideal. It helps direct people properly. A clerk needs to be assigned with receptionist duties and located in this space. Having a gatekeeper set-up is more important than having multiple clerks in the front to split duties (like VdLHS).
- » AP’s need to have waiting space to hold students awaiting discipline.
- » Records/Registrar should be towards the front of Administration to have easy access for parents.
- » There will not be a student store at the high school. This methodology is obsolete. Items are purchased online.
- » The Accounts Clerk and ASB Clerk need to reside in the Admin and be in a shared space.
- » There will be an Admin Assistant for the AP’s that should be as gatekeeper to the waiting space.
- » At least one MFT should be in Counseling. The SPED MFT would benefit from having their space near the CEP Classrooms, however, this would limit the flexibility of classroom assignments long term. This needs to be discussed at the general committee level.



- » Speech / Psych need to be in Admin but they have acoustical separation requirements. They could be located in proximity to Counseling but not within the space, as students can have escalation issues which can be disruptive.
- » There is no longer a need for a dedicated space for the Career Center. The Career Clerk will need an office and space to use occasionally for meetings and hosting college events. This could be accommodated in the Media Center or flex IEP conference room spaces.
- » Having a “one-stop-shop” student services support area like the Student Union at VdIHS is very beneficial. This potentially could be integrated into the commons space.
- » The staff mailboxes should reside in the Staff Lounge. Mailboxes should be set so they are accessible (not too high) without using a step stool.
- » Include a counter in the records room to review files
- » One AP office must be adjacent to in-house suspension
- » Reception must have visual connection to HS and have a separated entry for students from campus
- » Bookkeeper must have outside access to receive packages
- » Copy Center to have mailboxes

## Health Services

- » Health Services resources will include a LVN, RN and Health Assistant.
- » Provide a minimum of six AEDs: Admin, portable, Theater, central to the campus, Stadium and the Gym.
- » There are activities involving IEPs and Counseling, but there does not have to be direct access.
- » There should be overflow seating for 4-5 in the reception / lobby area.

## Nurse’s Office

- » Space for one workspace with seated meetings space for 2-3. There may be groups larger, but likely impromptu and standing.
- » Include a tall storage cabinet and space for one four drawer filing cabinet. Less filing space is required due to going paperless.
- » Include space for clear 10 feet space (+ standing space) for vision screening

## Nurse’s Toilet

- » Sink to have hot and cold water.
- » Space for a scale
- » Should this space include provisions for future SPED use?
- » Include small lockable cabinet storage with individual locked storage for student catheter storage.

## Health Room

- » Include one workstation
- » Minimum space for three cots
- » Provide space for 4-6 chairs
- » Sink with hot and cold water
- » Full size refrigerator/freezer with ice maker
- » Locked storage for medicines and medical supplies (upper cabinets)
- » Locked storage for first aid supplies and feminine hygiene products
- » Locker storage for “alphas” and basket storage for consumables
- » Binder and book shelf storage in close proximity to the medicine storage.
- » Provide a private zone for insulin/blood sugar testing; including a storage cabinet for student supplies and snacks. Counter area is necessary, sink access is not.
- » Storage space for a wheel chair.



# Counseling

## Philosophy

The mission of the Counseling program is to provide a comprehensive, developmental, counseling program addressing the academic, career and personal / social development of all students. As professional school advocates, school counselors provide support to maximize student potential and academic achievement. In partnership with educators, parent/guardians and the community, school counselors facilitate the support system to ensure all students have the opportunity to access and are prepared with the knowledge and skills necessary to contribute at the highest level as productive members of society.

## Objectives

The goal of the Counseling program is that students will acquire the attitudes, knowledge, and skills in the areas of academic, career, and personal / social development that will contribute to effective learning in school and in life: Skills for learning and motivation to continue to learn.

- » A realistic self-concept and a healthy self-respect.
- » Healthy interpersonal relations / respect for others.
- » Responsible behavior in the school, family and community.
- » An understanding of themselves, the world of work, and the realistic integration of one with the other.

## Function

Each counselor needs a private area to conduct confidential business. There needs to be easy access to the counselors by parents, students, and staff. Individual counselors should have offices large enough to meet with three or four students/family members at a time. As we meet on a regular basis with larger groups (IEP / SST meetings) of 10–20 people, there needs to be at least one large meeting space to conduct meetings. All offices and conference rooms will be constructed in such a way as to ensure student/family confidentiality and privacy. There will also be two dedicated meeting areas that are available for use by outside counseling professionals, CPS workers, police officers, etc. that come to the campus to meet with students.

## Relationships

Counselors work closely with Administration, Psychologists, Attendance, and Teaching staff. The Counseling Department would be composed of Counselors, Marriage and Family Therapists, Clerical Support, Speech, and the school Psychologist. This department should be located for ease of connectivity to the student population as well as to the front of the campus for ease of wayfinding for parental interactions.

- » A Small Group should be provided to support group activities with students.
- » One of the hotel spaces should be located in close proximity to the counseling department.
- » Speech and Psychology should be located within the administration area in close proximity to counseling. However, there needs to be distinct acoustical separations.
- » Speech Therapist similarly needs a small group space with 8-10 capacity max.

- » Psychologist will have an office to serve a maximum of 1-3.
- » Space for two MFT Counselors should be provided. They should be located in proximity to the CEP / ED students. These spaces should be similar to small group spaces, with a capacity of 8-10 max. Even though there is one for special ed and one for general ed, moving forward, these spaces should be housed in close proximity for improved collaboration. A good location for these spaces is adjacent (but not within) the counseling space within the Administration. There should be sensitivity to the signage of these spaces to maintain the private nature of those visiting.
- » To support IEPs there should be two spaces. One dedicated and one shared conference space. These spaces need to be in close proximity to printing.



# Joint Use

Opportunities for children and adults to be more physically active through the sharing of facilities by the Folsom Cordova Unified School District and the city of Folsom.

## Classrooms

- » No direct classroom needs at the high school.
- » If classroom space ends up being needed, security access and alarm pad locations need to be coordinated.
- » The location for Teen Council meetings was discussed and it was suggested that this could occur in the ASB room.

## Multipurpose

- » There are no City joint-use needs for the Multipurpose.

## Media Center

- » There are no City joint-use needs for the Media Center.

## Theater

- » There are no City joint-use needs for the Theater.

## Aux and Main Gymnasias

- » There is not a lot of City storage requirements at the high school level. There is some overlap use of equipment. A small storage space separate from the school storage would be beneficial.
- » Organizationally the storage space should have access to both gyms (similar to VdLHS).
- » There should be a divider curtain between the cross courts at both the main and aux gyms.

## Exterior Facilities / Athletics

- » The City is planning an aquatic center in the Mangini Ranch area. This site will not have a pool.
- » There are no additional facility needs beyond existing Program.







# 03.

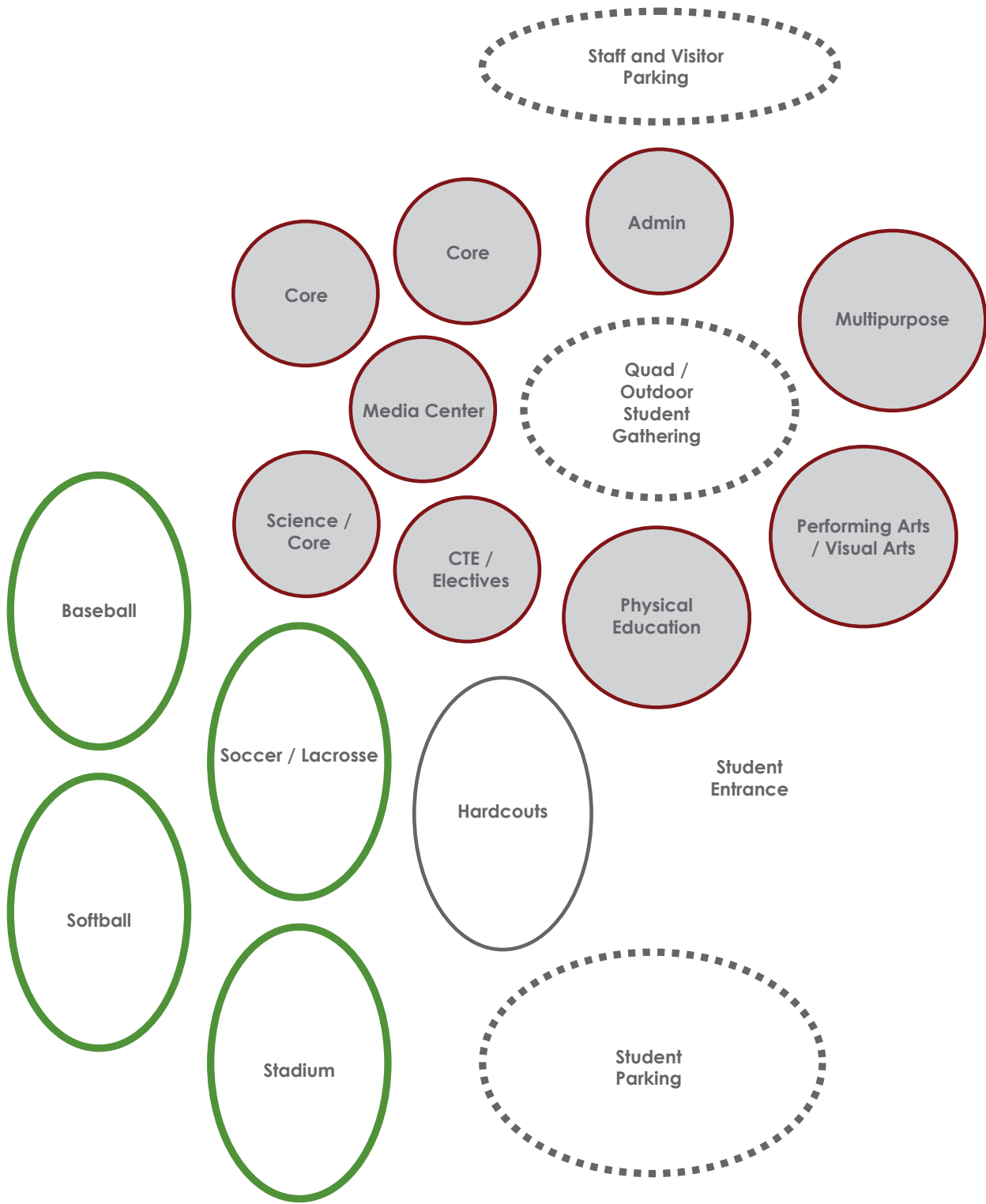
## Space Requirements and Relationships

# Site Diagram

Mangini Parkway

Space Requirements

Oak Avenue Parkway





School Component Summary	Teaching Stations	State Loading	FCUSD Loading	Proposed Square Footage
Core Classrooms	50	1308	1425.5	65,242
Science Classrooms	11	297	324.5	21,000
Career Technical Education / Electives	9	243	265.5	24,800
Performing Arts	3	81	88.5	28,590
Visual Arts	4	108	118	7,270
Physical Education	1	27	40	57,765
Media Center	0	0	0	8,660
Multipurpose / Student Activities	0	0	0	27,800
Administration / Counseling	0	0	0	12,775
Stadium / Conc / PE Facilities	0	0	0	11,000
Support Spaces	0	0	0	33,520
<b>Subtotal</b>		2,064	2,262.0	298,422
Less Exterior Space				-18,500
				279,922

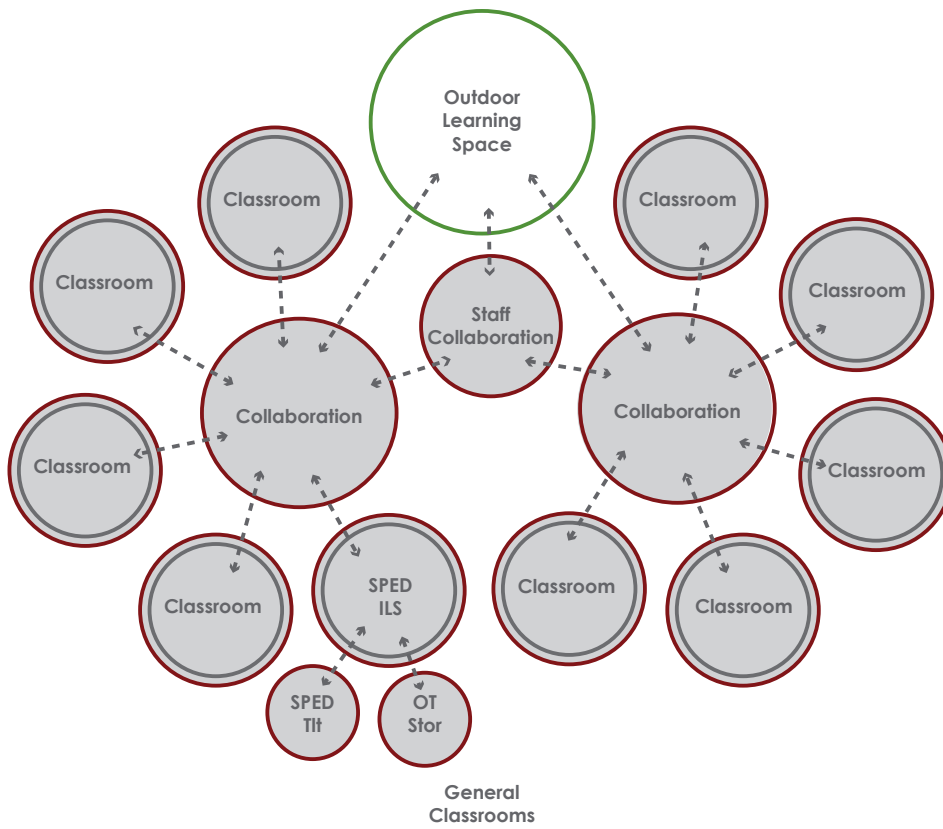
Single Building Configuration	
Circulation for single building (15%)	41,988
<b>Subtotal</b>	340,410
Covered overhangs (15%)	51,061
<b>Total</b>	391,471

Campus Plan Configuration	
Covered overhangs (30%)	83,977
<b>Total</b>	382,398

STAFFING	
INSTRUCTIONAL	
Teachers	77
Special Education	5
Instructional Aides	25
Bilingual Aides	3
Librarian	2
ADMINISTRATIVE	
Principal	1
Assistant Principal	4
Admin Assistant and Clerk	6
Athletic / Activity Director	2
Nurse	1
Health Assistant	1
Counselor	5
MFT	2
Psychologist	1
Speech Therapist	1
OPERATIONAL	
Custodian / Field Staff	10
Food Service	8
Campus Monitor	4
Resource Officer	1
<b>STAFFING TOTAL</b>	<b>159</b>



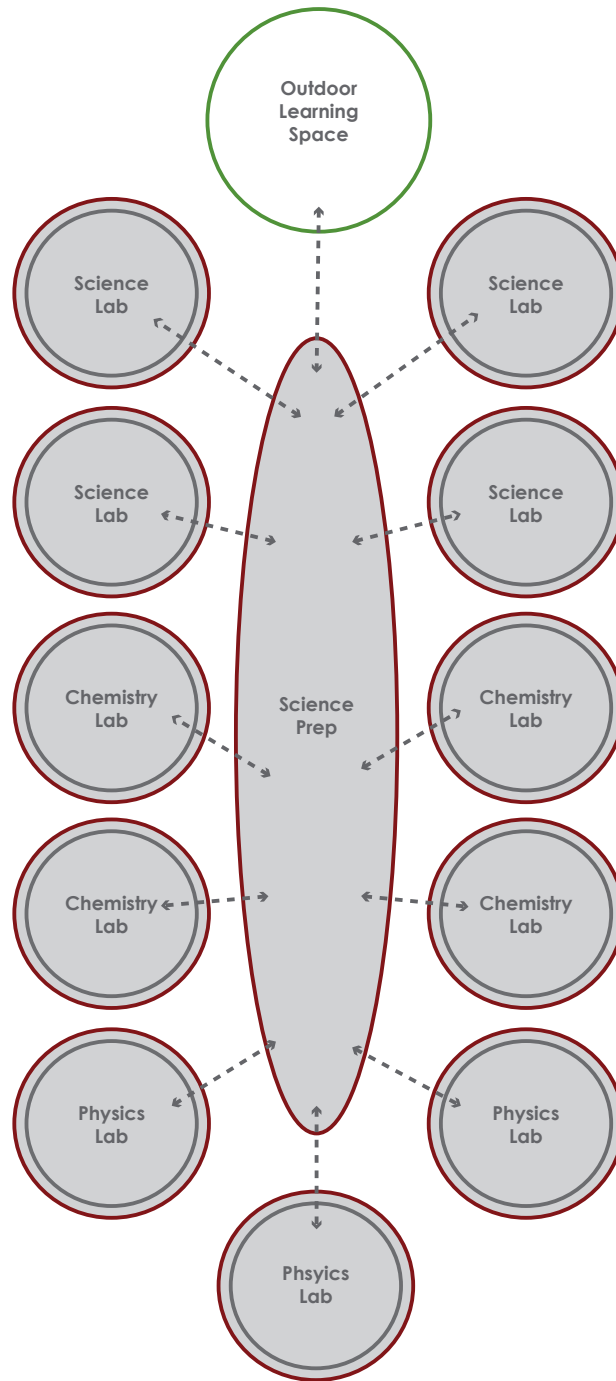
# Core Curriculum



SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
<b>CORE CLASSROOMS</b>								
<b>GENERAL CLASSROOMS</b>								
English	12	27	29.5	12	324	354	960	11,520
Intensive English / Effective Reading	2	27	29.5	2	54	59	960	1,920
World Language	5	27	29.5	5	135	147.5	960	4,800
Mathematics	10	27	29.5	10	270	295	960	9,600
Advanced Classes	6	27	29.5	6	162	177	960	5,760
Social Studies	9	27	29.5	9	243	265.5	960	8,640
Drivers Ed / Health	3	27	29.5	3	81	88.5	960	2,880
Special Education	3	13	13	3	39	39	960	2,880
OT Storage Room	1						400	400
SE Toilet Room / Shower	1						175	175
Collaboration (1 per 3 teaching stations)	16.7						1,000	16,667
<b>CORE EDUCATION SUBTOTAL</b>	<b>68.7</b>			<b>50</b>	<b>1,308</b>	<b>1,425.5</b>		<b>65,242</b>



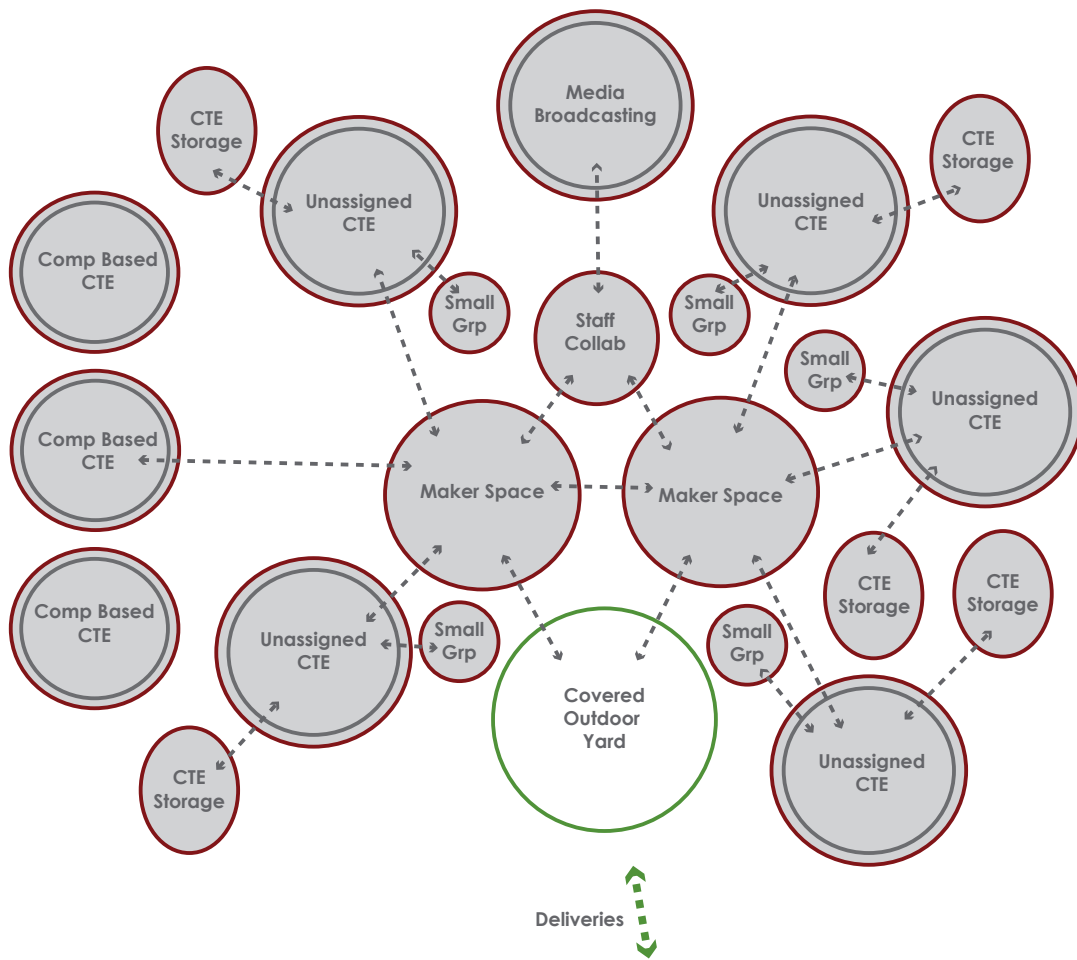
# Science



SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
<b>CORE CLASSROOMS - SCIENCE</b>								
<b>SCIENCE</b>								
Science	11	27	29.5	11	297	324.5	1,800	19,800
Science Prep / Storage	1						1,200	1,200
<b>SCIENCE SUBTOTAL</b>	<b>12</b>			<b>11</b>	<b>297</b>	<b>324.5</b>		<b>21,000</b>

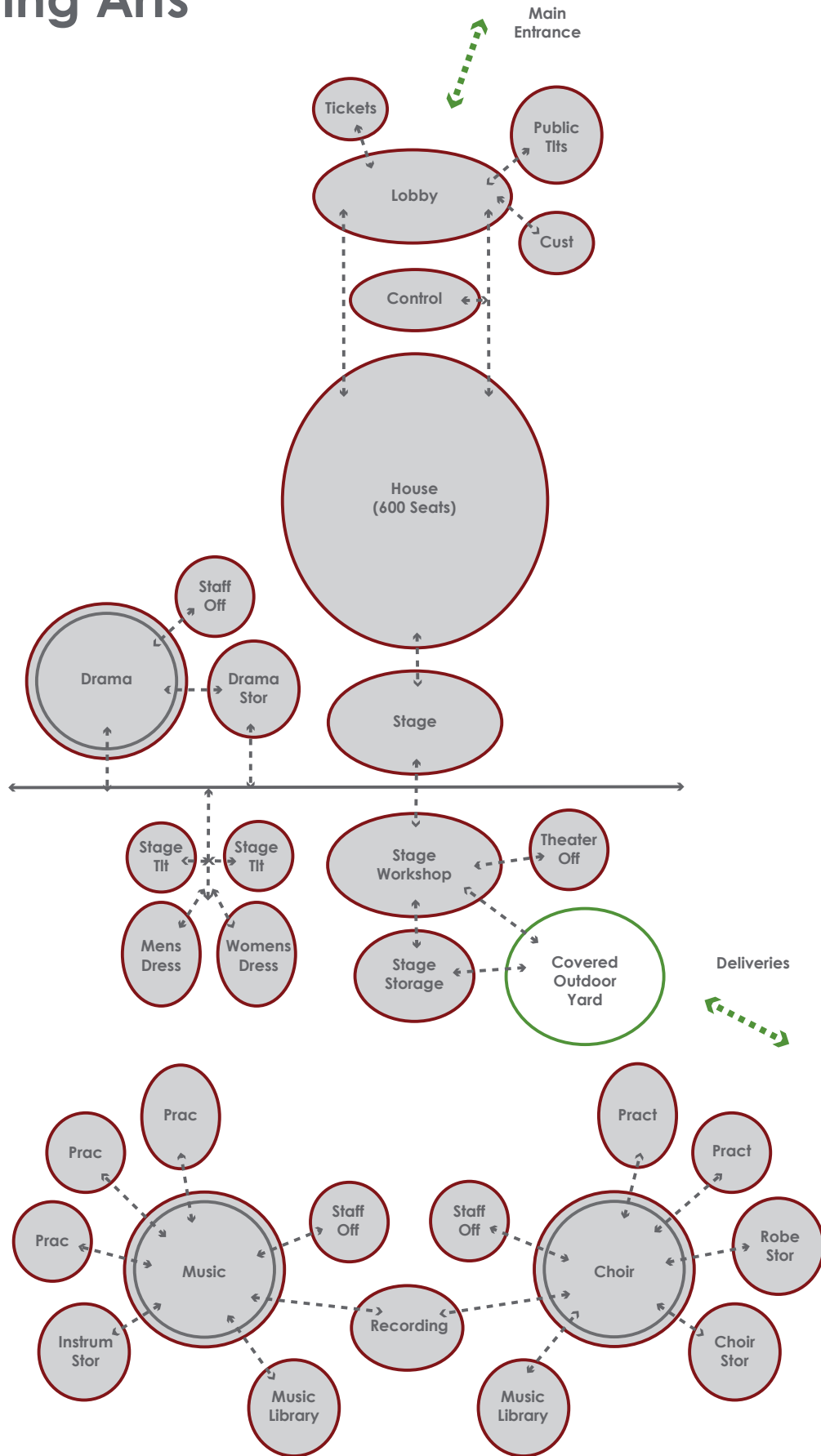
# Career Technical Education / Electives

Space Requirements



SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
<b>CTE / ELECTIVES</b>								
CTE / ELECTIVES								
Computer based CTE	3	27	29.5	3	81	88.5	1,500	4,500
CTE Elective	5	27	29.5	5	135	147.5	2,400	12,000
Media Broadcasting	1	27	29.5	1	27	29.5	3,200	3,200
Small Group Breakout 1 per CTE	5						250	1,250
Project Storage 1 per CTE	5						200	1,000
Staff Prep Space	1						850	850
Collaboration Space (Maker Space)	2						1,000	2,000
<b>CTE / ELECTIVES SUBTOTAL</b>	<b>22</b>			<b>9</b>	<b>243</b>	<b>265.5</b>		<b>24,800</b>

# Performing Arts

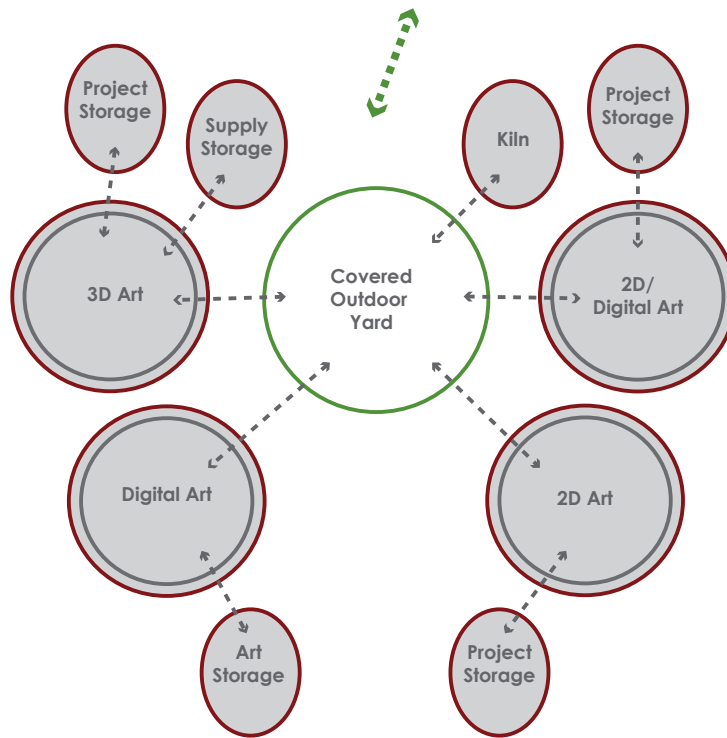




SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
<b>PERFORMING ARTS</b>								
<b>PERFORMING ARTS</b>								
Lobby	1						2,200	2,200
Public Toilet	2						400	800
Control Room	1						250	250
House Seating (600 seats)	1						5,400	5,400
Stage (full fly)	1						3,200	3,200
Stage Manager Office	1						120	120
Stage Workroom	1						1,500	1,500
Stage Storage (orchestra shell)	1						400	400
Backstage Circulation and Support	1						3,600	3,600
Drama	1	27	29.5	1	27	29.5	1,600	1,600
Drama Office	1						100	100
Drama Storage	1						600	600
Toilet Room	2						90	180
Dressing Room	2						500	1,000
Choir	1	27	29.5	1	27	29.5	1,700	1,700
Choir Practice Room	2						200	400
Choir Storage	1						200	200
Choir Office	1						120	120
Uniform Storage	1						600	600
Recording	1						300	300
Music	1	27	29.5	1	27	29.5	2,500	2,500
Music Practice Room	3						200	600
Instrument Storage	1						500	500
Music Library	2						300	600
Music Office	1						120	120
<b>PERFORMING ARTS SUBTOTAL</b>	<b>32</b>			<b>3</b>	<b>81</b>	<b>88.5</b>		<b>28,590</b>



# Visual Arts

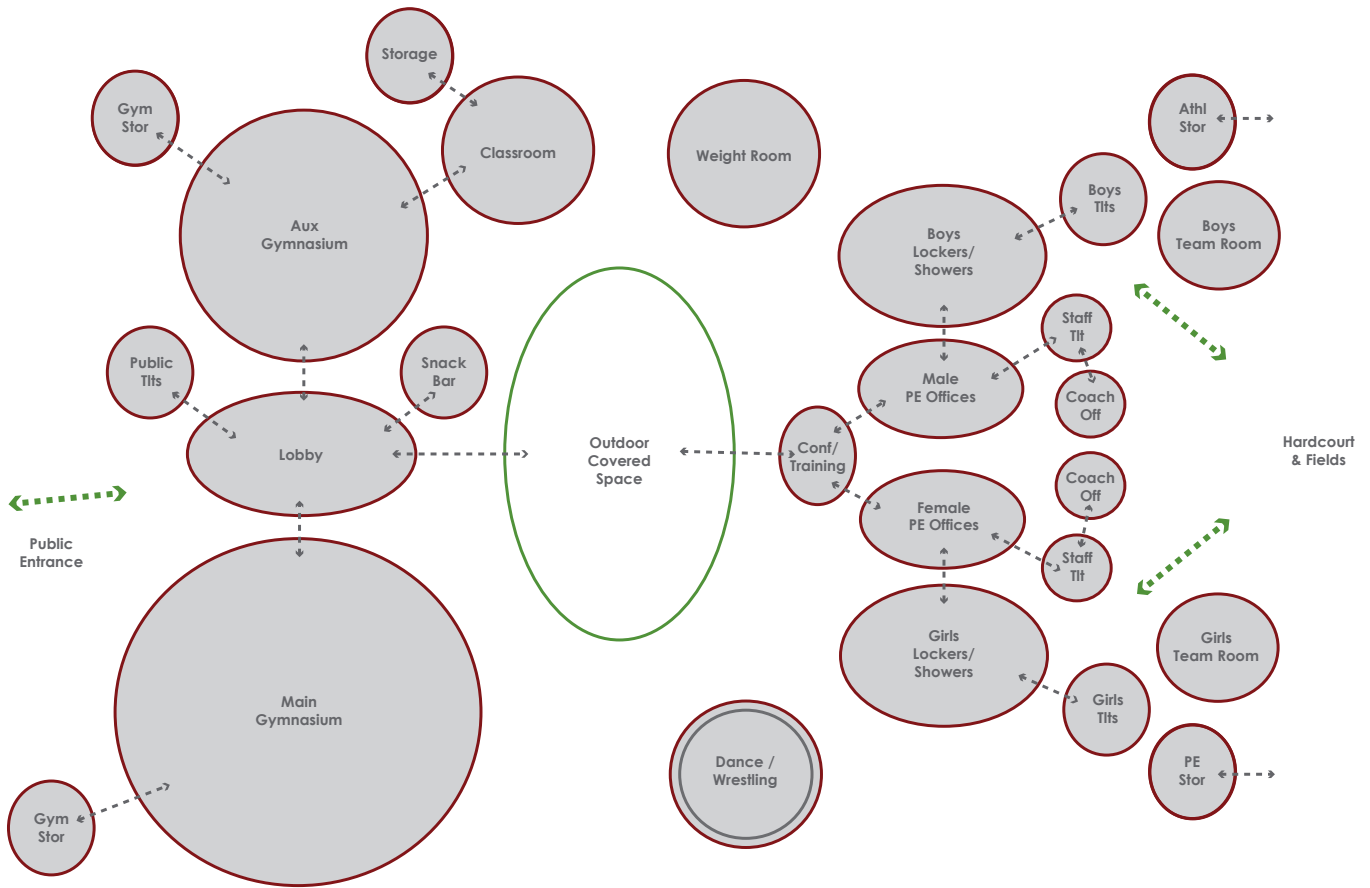


SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
<b>VISUAL ARTS</b>								
VISUAL ARTS								
2D Art	1	27	29.5	1	27	29.5	1,500	1,500
2D Art Storage	1						180	180
3D Art	1	27	29.5	1	27	29.5	1,900	1,900
3D Art Storage	1						180	180
Kiln	1						150	150
2D / Digital Art	1	27	29.5	1	27	29.5	1,500	1,500
Art Storage	1						180	180
Digital Art	1	27	29.5	1	27	29.5	1,500	1,500
Digital Art Storage	1						180	180
<b>VISUAL ARTS SUBTOTAL</b>	<b>9</b>			<b>4</b>	<b>108</b>	<b>118</b>		<b>7,270</b>



# Physical Education

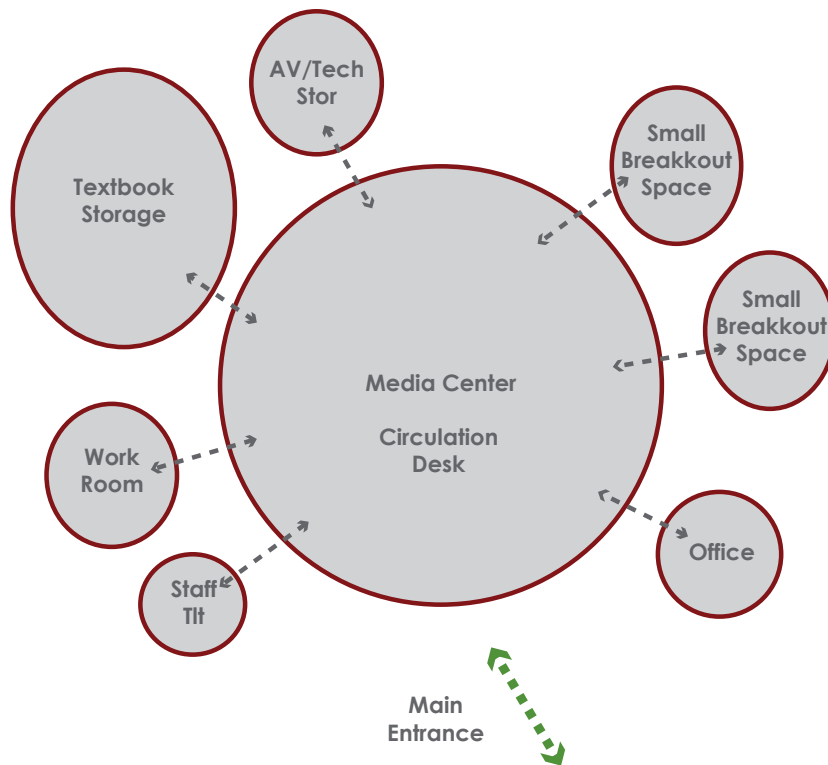
## Space Requirements



SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
<b>PHYSICAL EDUCATION</b>								
PHYSICAL EDUCATION								
Main Gymnasium	1						19,000	19,000
Main Gymnasium Storage	1						800	800
Lobby	1						3,000	3,000
Lobby Toilets	2						350	700
Snack Bar	1						200	200
Auxilliary Gymnasium	1						10,000	10,000
Auxilliary Gymnasium Storage	1						400	400
Auxilliary Gym Mat Storage	1						800	800
Dance / Wrestling	1						4,200	4,200
Classroom	1	27	40	1	27	40	3,300	3,300
Classroom Storage	1						175	175
Weight Room	1						3,000	3,000
PE Storage	1						800	800
Athletics Storage	1						800	800
City Storage	1						800	800
Training Room	1						400	400
Boys Team Room	1						1,500	1,500
Girls Team Room	1						1,500	1,500
Boys Lockers / Showers	1						1,700	1,700
Girls Lockers / Showers	1						1,700	1,700
Boys Toilets	1						500	500
Girls Toilets	1						500	500
Male Staff Office	1						500	500
Female Staff Office	1						500	500
Male Staff Toilet / Shower	1						270	270
Female Staff Toilet / Shower	1						270	270
Conference Room	1						250	250
Coach Office	2						100	200
<b>PHYSICAL EDUCATION SUBTOTAL</b>	<b>30</b>			<b>1</b>	<b>27</b>	<b>40</b>		<b>57,765</b>



# Media Center



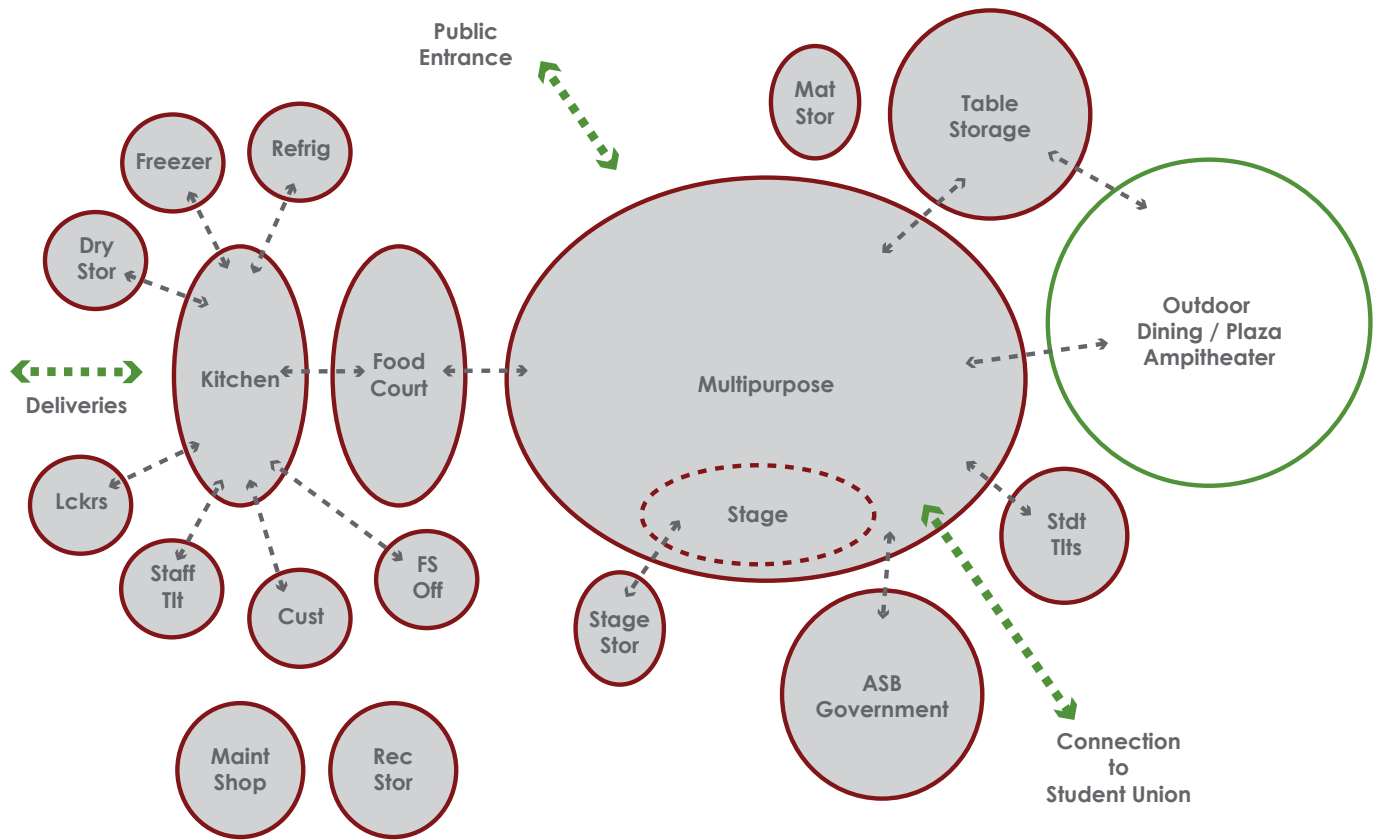
**SPACE / FUNCTIONAL AREA**

	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
<b>MEDIA CENTER</b>								
<b>MEDIA CENTER</b>								
Entry	1						120	120
Small Group	2						300	600
Reading / Stacks / Reference	1						4,500	4,500
Group Instruction	1						1,000	1,000
Circulation Desk	1						200	200
Office	1						150	150
Workroom	1						300	300
AV / Tech Storage	1						200	200
Textbook Storage	1						1,500	1,500
Staff Toilet	1						90	90
<b>MEDIA CENTER SUBTOTAL</b>	<b>11</b>			<b>0</b>	<b>0</b>	<b>0</b>		<b>8,660</b>



# Multipurpose / Student Services

Space Requirements



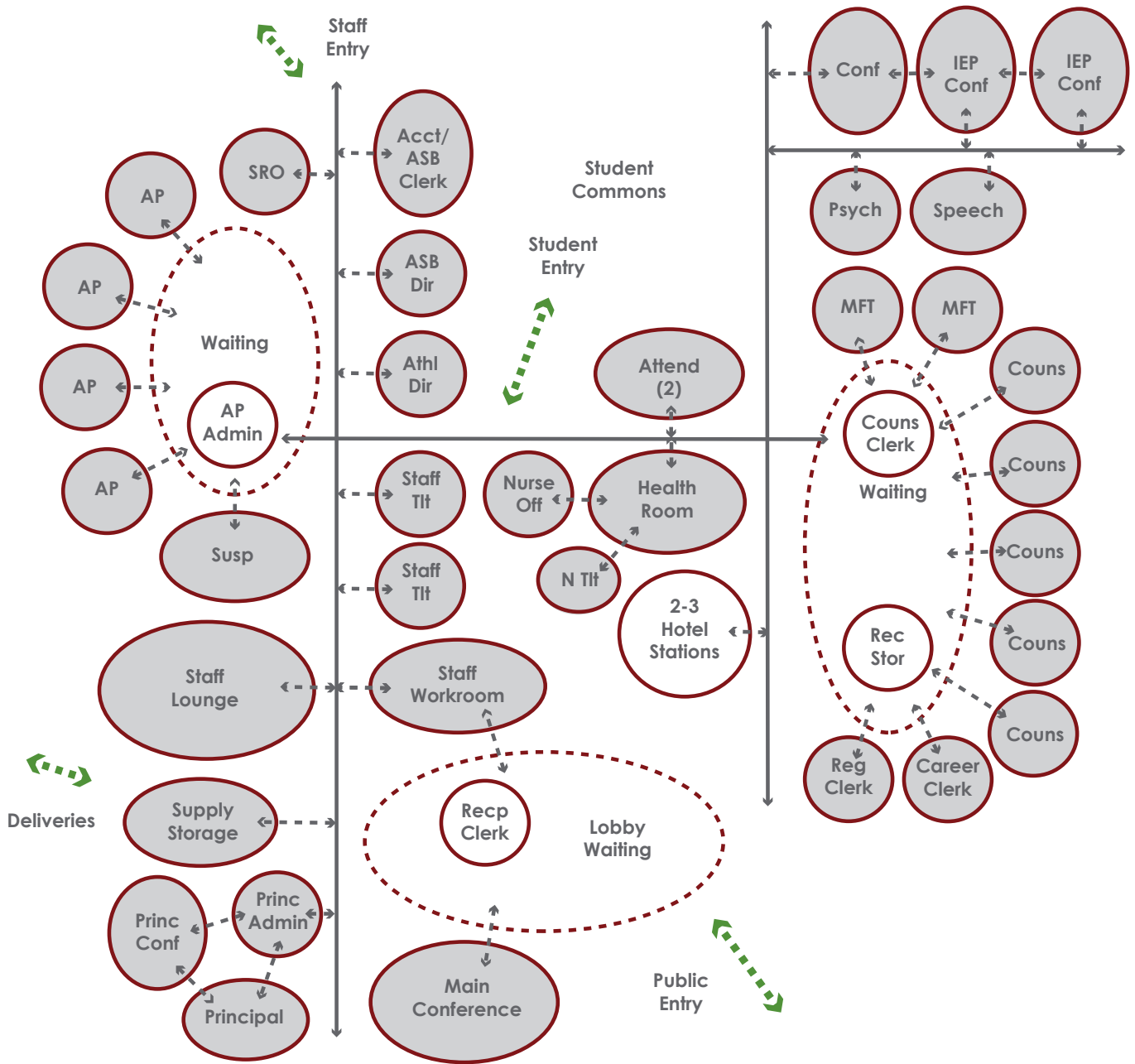


SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
<b>MULTIPURPOSE</b>								
Multipurpose	1						8,250	8,250
Stage	1						750	750
Mat Storage	1						200	200
Maintenance Shop	1						1,000	1,000
Receiving / Storage	1						600	600
Student Toilets	2						500	1,000
ASB / Government	1						1,500	1,500
Production Kitchen (Support Spaces)	1						2,700	2,700
Food Court	1						1,800	1,800
Outdoor Dining	1						7,500	7,500
Storage (tables, chairs)	1						2,500	2,500
<b>MULTIPURPOSE SUBTOTAL</b>	<b>12</b>			<b>0</b>	<b>0</b>	<b>0</b>		<b>27,800</b>



# Administration / Health Services

Space Requirements



SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
<b>STUDENT SERVICES</b>								
<b>ADMINISTRATION</b>								
Reception	1						300	300
Main Conference Room	1						400	400
Administrative Assistant	1						150	150
Principal	1						200	200
Principal Conference	1						200	200
Assistant Principal	4						120	480
AP Admin / Waiting	1						350	350
In-house Suspension	1						300	300
Resource Officer	1						150	150
Student Accounts Clerk / ASB	1						220	220
Attendance (2 clerks)	1						400	400
Athletic Directors Office	1						120	120
Activities Directors Office	1						120	120
Health Room	1						300	300
Nurse's Office	1						150	150
Nurse's Toilet	1						90	90
Registrar	1						100	100
Records / Cum Storage	1						350	350
IEP Conference Room	3						400	1,200
Psychologist Office	1						120	120
Speech Office	1						200	200
MFT Counselor	2						200	400
Counselor	5						120	600
Counseling Clerk / Waiting	1						450	450
Career Center Clerk	1						100	100
ETIS Workspace	1						100	100
Hoteling Workspace	1						275	275
Staff Lounge	1						700	700
Copy Center / Workroom	1						450	450
Supply Storage	1						400	400
Staff Toilets	4						100	400
Student Commons	1						3,000	3,000
<b>ADMINISTRATION SUBTOTAL</b>	<b>45</b>			<b>0</b>	<b>0</b>	<b>0</b>		<b>12,775</b>



# Support Spaces

## Student Toilets

- » Disbursed throughout the site.
- » Exact locations determined by the site configuration.

## Staff Support and Staff Toilets

- » Disbursed through the site.
- » Exact location determined by the site configuration.

## Custodial (general)

- » Administration needs custodial storage and paper storage.
- » With stockless ordering, there is need for less storage, but more deliveries.
- » Space for centralized storage, receiving yard, and office space with workroom, dumpsters, and storage containers.
- » Field equipment storage in closer proximity to fields, possibly linked with track.
- » Custodial Closets to have floor sinks not mop sinks (Keith has details).
- » Auto scrubbers: small is 20 inches, medium is 24-26 inches and large (riding) is 28 inch and above. They wouldn't go larger than 32 inches.
- » The idea of warehouse high rack storage was discussed. This would require a lift or forklift, but would enable an increase in storage more efficiently.
- » The custodial closets need to have space for a 16 gallon tank for site mixed chemicals.

## Site

- » Storage of golf carts and utility vehicles has significantly increased over time. There should be storage space for +/- three vehicles in various locations on the campus. Most of the vehicles are electric and will require charging stations in their storage area. One for Admin, one for Custodial, and one for the SRO.
- » There will be no grounds storage on site. The equipment will be trucked in.
- » There needs to be additional storage provided on site for extra furniture, equipment, and extra custodial supplies. Items include carpet machine, handheld vacuums, and extra mops.

## Multipurpose Area

- » The Maintenance Shop and Receiving yard works well located near the multipurpose. There should be work and storage space in the yard. The work area should include training space for 5-6 with a monitor to view videos. There should be a desk area provided for ordering supplies.
- » This area should also include a power wash station for cans as well as cleaning equipment. This should have a floor drain and grease trap.
- » There should be space in the multi area to store a large auto scrubber with an oversize door.

## Administration

- » No special custodial needs, just a standard custodial closet.

## Media Center

- » There should be space to store a carpet machine.

## CTE and Specialty Classrooms

- » Will likely need an oversized custodial closet as there may be larger equipment used to clean the spaces.

## Standard Classrooms

- » No special custodial needs, just a standard custodial closet.

## Gymnasium

- » Will require an oversized custodial closet with storage for one small scrubber for the locker rooms and one medium scrubber for the Gymnasium.
- » Need extra storage shelving and space to store blowers.
- » Access to exterior is required.

SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
<b>SUPPORT SPACES</b>								
SUPPORT SPACES								
Student Toilets	70						80	5,600
Electrical	1						4,500	4,500
Mechanical	1						2,000	2,000
Custodial	1						3,500	3,500
Circulation (minor adjacencies)	1						7,500	7,500
Staff Support	1						9,000	9,000
Staff Toilets	14						80	1,120
Transgender Toilets	3						100	300
Stadium Conc / Press / Field House	1						6,000	6,000
Ext PE Field Facilities	1						5,000	5,000
<b>SUPPORT SPACES SUBTOTAL</b>	<b>94</b>			<b>0</b>	<b>0</b>	<b>0</b>		<b>44,520</b>

# Program Summary

SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
<b>CORE CLASSROOMS</b>								
<b>GENERAL CLASSROOMS</b>								
English	12	27	29.5	12	324	354	960	11,520
Intensive English / Effective Reading	2	27	29.5	2	54	59	960	1,920
World Language	5	27	29.5	5	135	147.5	960	4,800
Mathematics	10	27	29.5	10	270	295	960	9,600
Advanced Classes	6	27	29.5	6	162	177	960	5,760
Social Studies	9	27	29.5	9	243	265.5	960	8,640
Drivers Ed / Health	3	27	29.5	3	81	88.5	960	2,880
Special Education	3	13	13	3	39	39	960	2,880
OT Storage Room	1						400	400
SE Toilet Room / Shower	1						175	175
Collaboration (1 per 3 teaching stations)	16.7						1,000	16,667
<b>CORE EDUCATION SUBTOTAL</b>	<b>68.7</b>			<b>50</b>	<b>1,308</b>	<b>1,425.5</b>		<b>65,242</b>
<b>CORE CLASSROOMS - SCIENCE</b>								
<b>SCIENCE</b>								
Science	11	27	29.5	11	297	324.5	1,800	19,800
Science Prep / Storage	1						1,200	1,200
<b>SCIENCE SUBTOTAL</b>	<b>12</b>			<b>11</b>	<b>297</b>	<b>324.5</b>		<b>21,000</b>
<b>CTE / ELECTIVES</b>								
<b>CTE / ELECTIVES</b>								
Computer based CTE	3	27	29.5	3	81	88.5	1,500	4,500
CTE Elective	5	27	29.5	5	135	147.5	2,400	12,000
Media Broadcasting	1	27	29.5	1	27	29.5	3,200	3,200
Small Group Breakout 1 per CTE	5						250	1,250
Project Storage 1 per CTE	5						200	1,000
Staff Prep Space	1						850	850
Collaboration Space (Maker Space)	2						1,000	2,000
<b>CTE / ELECTIVES SUBTOTAL</b>	<b>22</b>			<b>9</b>	<b>243</b>	<b>265.5</b>		<b>24,800</b>

SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
<b>PERFORMING ARTS</b>								
PERFORMING ARTS								
Lobby	1						2,200	2,200
Public Toilet	2						400	800
Control Room	1						250	250
House Seating (600 seats)	1						5,400	5,400
Stage (full fly)	1						3,200	3,200
Stage Manager Office	1						120	120
Stage Workroom	1						1,500	1,500
Stage Storage (orchestra shell)	1						400	400
Backstage Circulation and Support	1						3,600	3,600
Drama	1	27	29.5	1	27	29.5	1,600	1,600
Drama Office	1						100	100
Drama Storage	1						600	600
Toilet Room	2						90	180
Dressing Room	2						500	1,000
Choir	1	27	29.5	1	27	29.5	1,700	1,700
Choir Practice Room	2						200	400
Choir Storage	1						200	200
Choir Office	1						120	120
Uniform Storage	1						600	600
Recording	1						300	300
Music	1	27	29.5	1	27	29.5	2,500	2,500
Music Practice Room	3						200	600
Instrument Storage	1						500	500
Music Library	2						300	600
Music Office	1						120	120
<b>PERFORMING ARTS SUBTOTAL</b>	<b>32</b>			<b>3</b>	<b>81</b>	<b>88.5</b>		<b>28,590</b>
<b>VISUAL ARTS</b>								
VISUAL ARTS								
2D Art	1	27	29.5	1	27	29.5	1,500	1,500
2D Art Storage	1						180	180
3D Art	1	27	29.5	1	27	29.5	1,900	1,900
3D Art Storage	1						180	180
Kiln	1						150	150
2D / Digital Art	1	27	29.5	1	27	29.5	1,500	1,500
Art Storage	1						180	180
Digital Art	1	27	29.5	1	27	29.5	1,500	1,500
Digital Art Storage	1						180	180
<b>VISUAL ARTS SUBTOTAL</b>	<b>9</b>			<b>4</b>	<b>108</b>	<b>118</b>		<b>7,270</b>



SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
<b>PHYSICAL EDUCATION</b>								
<b>PHYSICAL EDUCATION</b>								
Main Gymnasium	1						19,000	19,000
Main Gymnasium Storage	1						800	800
Lobby	1						3,000	3,000
Lobby Toilets	2						350	700
Snack Bar	1						200	200
Auxilliary Gymnasium	1						10,000	10,000
Auxilliary Gymnasium Storage	1						400	400
Auxilliary Gym Mat Storage	1						800	800
Dance / Wrestling Classroom	1	27	40	1	27	40	4,200	4,200
Classroom Storage	1						175	175
Weight Room	1						3,000	3,000
PE Storage	1						800	800
Athletics Storage	1						800	800
City Storage	1						800	800
Training Room	1						400	400
Boys Team Room	1						1,500	1,500
Girls Team Room	1						1,500	1,500
Boys Lockers / Showers	1						1,700	1,700
Girls Lockers / Showers	1						1,700	1,700
Boys Toilets	1						500	500
Girls Toilets	1						500	500
Male Staff Office	1						500	500
Female Staff Office	1						500	500
Male Staff Toilet / Shower	1						270	270
Female Staff Toilet / Shower	1						270	270
Conference Room	1						250	250
Coach Office	2						100	200
<b>PHYSICAL EDUCATION SUBTOTAL</b>	<b>30</b>			<b>1</b>	<b>27</b>	<b>40</b>		<b>57,765</b>
<b>MEDIA CENTER</b>								
<b>MEDIA CENTER</b>								
Entry	1						120	120
Small Group	2						300	600
Reading / Stacks / Reference	1						4,500	4,500
Group Instruction	1						1,000	1,000
Circulation Desk	1						200	200
Office	1						150	150
Workroom	1						300	300
AV / Tech Storage	1						200	200
Textbook Storage	1						1,500	1,500
Staff Toilet	1						90	90
<b>MEDIA CENTER SUBTOTAL</b>	<b>11</b>			<b>0</b>	<b>0</b>	<b>0</b>		<b>8,660</b>



SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
<b>MULTIPURPOSE</b>								
<b>MULTIPURPOSE</b>								
Multipurpose	1						8,250	8,250
Stage	1						750	750
Mat Storage	1						200	200
Maintenance Shop	1						1,000	1,000
Receiving / Storage	1						600	600
Student Toilets	2						500	1,000
ASB / Government	1						1,500	1,500
Production Kitchen (Support Spaces)	1						2,700	2,700
Food Court	1						1,800	1,800
Outdoor Dining	1						7,500	7,500
Storage (tables, chairs)	1						2,500	2,500
<b>MULTIPURPOSE SUBTOTAL</b>	<b>12</b>			<b>0</b>	<b>0</b>	<b>0</b>		<b>27,800</b>
<b>STUDENT SERVICES</b>								
<b>ADMINISTRATION</b>								
Reception	1						300	300
Main Conference Room	1						400	400
Administrative Assistant	1						150	150
Principal	1						200	200
Principal Conference	1						200	200
Assistant Principal	4						120	480
AP Admin / Waiting	1						350	350
In-house Suspension	1						300	300
Resource Officer	1						150	150
Student Accounts Clerk / ASB	1						220	220
Attendance (2 clerks)	1						400	400
Athletic Directors Office	1						120	120
Activities Directors Office	1						120	120
Health Room	1						300	300
Nurse's Office	1						150	150
Nurse's Toilet	1						90	90
Registrar	1						100	100
Records / Cum Storage	1						350	350
IEP Conference Room	3						400	1,200
Psychologist Office	1						120	120
Speech Office	1						200	200
MFT Counselor	2						200	400
Counselor	5						120	600
Counseling Clerk / Waiting	1						450	450
Career Center Clerk	1						100	100
ETIS Workspace	1						100	100
Hoteling Workspace	1						275	275
Staff Lounge	1						700	700
Copy Center / Workroom	1						450	450
Supply Storage	1						400	400
Staff Toilets	4						100	400
Student Commons	1						3,000	3,000
<b>ADMINISTRATION SUBTOTAL</b>	<b>45</b>			<b>0</b>	<b>0</b>	<b>0</b>		<b>12,775</b>



SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	FCUSD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	FCUSD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
<b>SUPPORT SPACES</b>								
<b>SUPPORT SPACES</b>								
Student Toilets	70						80	5,600
Electrical	1						4,500	4,500
Mechanical	1						2,000	2,000
Custodial	1						3,500	3,500
Circulation (minor adjacencies)	1						7,500	7,500
Staff Support	1						9,000	9,000
Staff Toilets	14						80	1,120
Transgender Toilets	3						100	300
Stadium Conc / Press / Field House	1						6,000	6,000
Ext PE Field Facilities	1						5,000	5,000
<b>SUPPORT SPACES SUBTOTAL</b>	<b>94</b>			<b>0</b>	<b>0</b>	<b>0</b>		<b>44,520</b>
				<b>TS</b>	<b>Students</b>			
<b>TOTAL GROSS FACILITY</b>				<b>78</b>	<b>2,064</b>	<b>2,262</b>	<b>298,422</b>	
<b>CIRCULATION AND SERVICES</b>								
<b>SINGLE BUILDING CONFIGURATION</b>								
Circulation for Single Building	15%							44,763
Covered Overhangs	15%							51,478
				<b>TS</b>	<b>Students</b>			
<b>SINGLE BUILDING TOTAL GROSS FACILITY</b>				<b>78</b>	<b>2064</b>	<b>2262</b>	<b>394,663</b>	
<b>FACILITY EFFICIENCY (TOTAL NET / TOTAL GROSS)</b>								<b>75.6%</b>
<b>Gross Sq.Ft. / Student</b>								<b>174.5</b>
<b>CAMPUS PLAN CONFIGURATION</b>								
Covered Overhangs	30%							89,527
				<b>TS</b>	<b>Students</b>			
<b>CAMPUS PLAN TOTAL GROSS FACILITY</b>				<b>78</b>	<b>2064</b>	<b>2262</b>	<b>387,948</b>	
<b>FACILITY EFFICIENCY (TOTAL NET / TOTAL GROSS)</b>								<b>76.9%</b>
<b>Gross Sq.Ft. / Student</b>								<b>171.5</b>

**Folsom Cordova  
Unified School District  
is committed to  
providing excellence in  
educational programs  
that carry high  
expectations for each  
student's achievement  
and success.**



rga rainforth  
grau  
architects