Educational Specifications

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Purpose, Vision, Process

The San Diego Unified School District is the second largest school district in California with approximately 130,000 students receiving public school services within the District's 226 facilities. These facilities are spread throughout the District's approximate 208 square miles and its broad diversity of communities.

These are important times for public school students and staff in San Diego bringing transformational opportunities to the planning of learning environments. The District continues to proceed with a sequential transformation of its "ways of doing business" through the principles contained in "**Vision 2020**." This document was approved by the Board of Education in 2014 and establishes an overall strategy for a focused, long-term plan for student achievement.

Vision 2020 has profound implications for the delivery of educational services, instructional strategies, and for the facilities in which these services and strategies are provided to SDUSD students. To help facilitate the planning, design and implementation of enhancements and modifications to existing facilities, as well as the development of additional facilities, voters within the District have pledged financial support through the passage of various General Obligation Bond issues that continue to assist the District in these efforts.

Additionally, the District continues its pursuit of other facility funding opportunities in order to maximize and expedite campus and facility improvements in as many locations as possible within the most efficient time frames.

Purpose of this Document

The San Diego Unified School District maintains a strong commitment toward the utilization of very best practices and continuous improvement in all facets of its Facilities Planning and Construction Program. The challenges in doing so abound given the broad diversity of schools, programs and communities that exist in San Diego. It is essential that the District develop Educational Specifications that are well aligned with overall goals and directions the Board has established for the near and long term. These will help to guide the planning and design of important facility projects that will benefit our students, staff and community members for many years. The District see great benefits from the potential utility of this document given the diversity and complexity of future facilities projects throughout all regions of the District. In utilizing this document it is important to understand that there will be three distinctly different types of projects that will need to utilize the contents and recommendations herein: (1) Modernization projects (major and minor) at existing campuses; (2) Building replacement and/or new facility projects at existing campuses, and (3) Projects that pertain to new sites and associated facilities.

District staff feel strongly about the linkage between the quality of school facilities and achievement/well-being of SDUSD students. The District's Facility Planning and Construction website references that "Many studies point to better attendance, improved test scores and reduced disciplinary problems as evidence that the physical environment of a school can make a difference in education. As one looks at the results of research, findings link improved student achievement with building quality, newer or modernized buildings, improved lighting, thermal comfort, acoustics and indoor air quality. Studies also show a relationship between safe, secure, and well-maintained schools and performance, attendance and dropout rate. A physical environment can also symbolize certain qualities, values and personal experiences. A school structure can symbolize hope, opportunity or stability for students. Perhaps the greatest impact of safe, comfortable and inspiring schools is that they show students and teachers that they are respected and special individuals, and that education is a critical component of our society. It's important that students, teachers, parents and community members want to come to our schools."
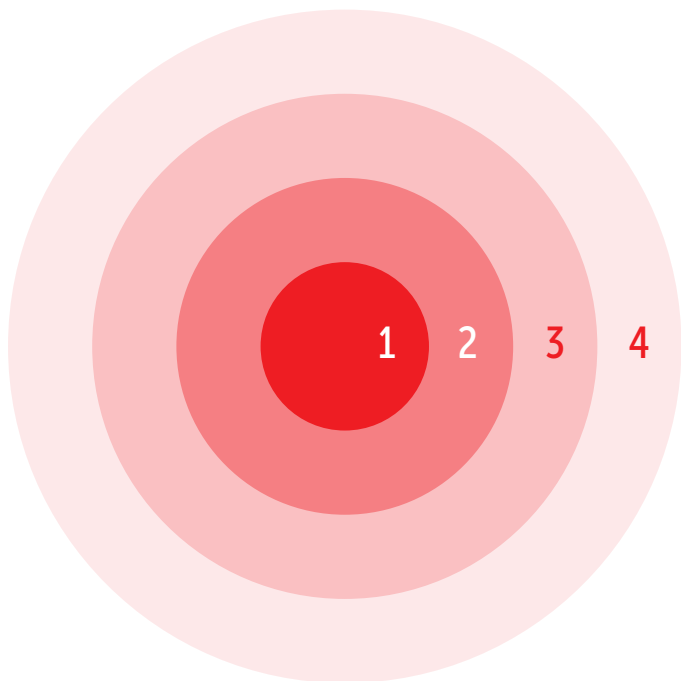
Throughout the preparation of this document, it

has been extremely apparent that staff members within the District's varied instructional support departments care deeply about the progress and well-being of all students within the San Diego Unified School District. It is, in part, because of this care and commitment that carefully crafted Educational Specifications have become so relevant and important. It Is the desire of the District for the Educational Specifications to provide clear and tangible insight for design professionals and educational practitioners within the District regarding the linkages that are expected between the District's facilities and the provision of the highest possible quality learning experiences for students

A larger perspective and expectation for the use of the Educational Specifications for the San Diego Unified School District is based in the notion that there are purposeful and strong connections between a variety of planning efforts, processes and documents that are in continual review and refinement – all of these are meant to work collaboratively – all with the intent of improving learning and teaching environments from unique perspectives and directions for all SDUSD students. These related processes and documents include: Vision 2020, i21

Hierarchy of Project Planning Documents for Facilities-Related SDUSD Projects

Now, LCAP (Local Control Accountability Program), SDUSD Design Guidelines, as well as the District's Design and Planning Standards document/s. Consequently, for the Educational Specifications to provide maximal benefit during the planning, design, construction and implementation phases of each respective facilities project, it is necessary to clearly understand the then-current relationship between the aforementioned documents and the Educational Specifications. It will be incumbent upon the design professional/s assigned to a project to coordinate closely with the assigned SDUSD Project Manager to ensure that this coordination occurs prior to and concurrent with the planning and design phases.

In summary, the Educational Specifications document is a tool that is used to describe the program and design requirements for all future school improvements in the District and will be a benchmark for evaluating the needs and configuration of existing sites so that future modifications to these sites are well-planned, aesthetically pleasing, highly functional and help to create facility equity throughout the San Diego Unified School District.

These educational specifications are intended to establish a baseline for understanding the educational programs offered throughout the District and to understand the programmatic needs that must be met through careful planning and/or renovation of the District's facilities. The Educational specifications represents only one of several documents that should be viewed as a suite of reference materials to be used in the design and planning of educational facilities. These resources are organized in the following manner:

- Visionary Documents
- Design & Planning Guides
- Technical Resources
- Project Management Resources

Each of these, along with the Educational Specifications provides critical guidance in the overall planning and implementation of these ideals.

4. "Visioning Documents:" Vision 2020, i21 Now, LCAP, Design Guidelines
3. SDUSD Educational Specifications
2. SDUSD Design Standards
1. Project Specific Planning and Construction Documents

The summative goals for the Educational Specifications process and document include:

- *To link the educational goals with the design of school facilities;*

- *To promote consistency of school facilities throughout the district;*

- *To be flexible and adjust to individual and community needs, and*

- *To reflect a collaborative effort with the groups involved in planning and designing, building, managing and using the facilities.*

Creating a responsive school environment is about making a thoughtful connection between learning and facilities. This document is intended to connect the educational, operational, administrative and functional goals of the District with the needs for new and modernized/reconstructed facilities.

In the end, effective school planning is about linking the educational practitioners with the school facility planners, designers and constructors – all with a sharp and common focus upon what is truly most important

Vision of the San Diego Unified School District

Since 2014, the Board of Education and staff within the District have committed extensive time and effort toward the development of a clear vision for the District's educational programs/services and instructional strategies. These analytic and planning efforts have resulted in the development of Vision 2020. Virtually all of the concepts included within Vision 2020 are aligned with critical attributes of 21st century educational research. However, the guiding principles within Vision 2020 have been carefully developed to clearly reflect the uniqueness of SDUSD's size, demographics, operational practices, a desire to develop schools as neighborhood learning centers, and to engage parents and community volunteers in the District's day-to-day business of education. All of these concepts have profound impacts upon the planning and design of facility improvements in the future. As such, it is critically important that all future facility design and redesign efforts are based upon and in alignment with the principles contained within Vision 2020.

THE FOCUS OF OUR WORK LEARNING CYCLE WITH A FOCUS ON LITERACY, MATH, EQUITY, & RELATIONAL LEADERSHIP

How do we develop students who take an active stance in their own learning and become actively literate, contributing members of society who make a positive difference in the world?

Cycle 1:
Aug. 15-Nov.12
How do we develop an academic, social and physical environment worthy of our children?

Cycle 2:
Nov. 13-Feb. 5
How do we create classrooms that are alive with collaborative conversations?

Cycle 3:
Feb. 6-April 15
How do we create the learning conditions that maximize the potential that lies within the variability of all learners?

Cycle 4:
April 16-June 24
How do we develop students who take an active stance in their own learning and the learning of others?

Summary of Presentation excerpt from 2016-2017 LCAP Goal 3 - Quality Leadership, Teaching and Learning

VISION 20/20

Mission Statement

ALL San Diego students will graduate with the skills, motivation, curiosity, and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

Quality Schools In Every Neighborhood

To prepare our students for the competitive global economy they will face in the years ahead, the San Diego Unified Board of Education has developed a focused, long-term plan for student achievement. It culminates with graduation of the Class of 2020. Vision 2020 is a community-based school reform plan that engages all parents, staff, students and community members. It will result in a high level of confidence in our public schools. Between now and 2020, we intend to develop a world-class school system for all of our students.

[Vision 2020](#) Quality Schools in Every Neighborhood focuses on five key areas:

- *Creating improved and broader measures of student achievement*

- *Developing schools as neighborhood learning centers*

- *Ensuring effective teaching in the classroom*

- *Engaging parents and community volunteers in the educational process*

- *Facilitating communication and support across the district*

Leadership within the SDUSD clearly understands that, in order to maximize the most effective utilization of future facility improvements, it is of critical importance to provide commensurate and well-designed professional development for instructional leaders at the site level. Therefore, the District has been involved in extensive training efforts directed at building principals and other instructional leaders to provide additional training and professional development opportunities. Shown below is a graphic taken from the District's LCAP presentation to the Board and community in June 2016 that clearly identifies the timing, structure and scope of this specific training element: Along with an extensive commitment by Board and District leadership toward the creation of a clear and specific vision for the future direction of educational programs and services, there has been extensive effort to identify recent trends in education that are well-aligned to what the District expects to accomplish in its schools in the coming years. To further identify and articulate the desired expectations for the delivery of programs and services within San Diego City schools, District leadership has endorsed a book written by Prakash Nair entitled "Blueprint for Tomorrow – Redesigning Schools for Student-Centered Learning." It is anticipated that the concepts contained within this book will be utilized at all sites in the District to clearly reflect concepts that must be considered in the planning and design of all future facility projects.

As design firms initiate future projects at District campuses, it will be expected that this book will be used as an integral resource to help shape the planning and design processes. Additionally, it will be expected that senior leadership and instructional leaders throughout the District will utilize the concepts contained in "Blueprint for Tomorrow" to help ensure that projects at respective schools are being planned and designed consistent with the concepts described by Prakash Nair.

The overriding principle contained within "Blueprint for Tomorrow" is that, in order to truly create a 21st Century learning environment, it is imperative to maintain a focus upon and commitment to the creation of teaching/ learning environments that promote and facilitate student-centered learning.

[Blueprint for Tomorrow](#) identifies four design principle imperatives that should drive the planning and design of all SDUSD projects:

- *Be welcoming (safe, nurturing, encouraging good citizenship)*

- *Be versatile (agile and personalized)*

- *Support varying and specific learning activities (multiple learning settings)*

- *Send positive messages (about identity and behavior)*

Additionally, "Blueprint for Tomorrow" identifies six educational strategies that the design principles should support:

- *Student-Centered Learning*

- *Technology Integration*

- *Teacher Collaboration*

- *Flexible Scheduling*

- *Positive School Climate*

- *Connection to the Environment, Community and Global Network*

Process Utilized in the Development of Educational Specifications for the San Diego Unified School District

The strategies and tasks required to develop educational specifications for elementary, middle, PK-8, and high schools within the San Diego Unified School District has resulted in a challenging and complex undertaking. The District has generously committed time and resources to the Educational Specifications developmental process – the breadth and quality of their involvement reflect the strong district-wide commitment to this project. In order to complete the Educational Specifications within the required schedule, it was necessary to utilize a wide range of approaches, strategies and techniques; these have included:

- *Extensive document review and analysis*

- *Broad-based site tours (schools within and outside of the SDUSD)*

- *Consultation and coordination with the District's instructional leadership*

- *Consultation with content-area subject matter experts*

- *Review of building plans, reports and associated construction documents*

- *Utilization of key District leaders in an "executive committee role" for the development of Educational Specifications*

- *Coordination with the District's Technical Advisory Group*

Executive Summary

The San Diego Unified School District's Facilities Planning and Construction (FPC) Division maintains an ongoing effort to respond to the facility needs throughout the District. With this comes an opportunity to address the needs of educational programs and implement innovative planning approaches that can respond to the present as well as future instructional needs of the District and it's students.

To support these strategies, the District works to efficiently utilize various funding resources as they become available. These include local General Obligation Bonds authorized by the community's passage of various Propositions over the years, applications to the Office of Public School construction (OPSC) for facility funding when the District meets the relevant elegibility criteria and various specialized funding sources based on specific design criteria such as California High Performance Schools (CHPS) funding for energy efficiency.

Despite these opportunities, it is also recognized that the extent of facility improvements that are needed for SDUSD schools far outweigh available funding. The District will continue to pursue all other available sources of State and federal funding to support the broadest long-term implementation of the constantly evolving Facilities Master Plan. These factors reinforce the reality that all available resources must be utilized as efficiently as possible through a well-crafted and focused long-term plan.

From a planning perspective, the District faces both challenges and opportunities within its facilities improvement program. District instructional practices are rapidly evolving and present the need for creative approaches to project planning. It is the expectation of SDUSD Instructional Leadership that every effort will be made to transform learning spaces in all SDUSD classrooms from teacher-centered environments to student-centered environments. There concepts have profound facility planning implications for all current and future SDUSD facility projects.

The SDUSD Board of Education has developed a clear and ambitious vision for the District through its adoption of **Vision 2020.** This document states that "Between now and 2020 we intend to develop a world-class school system for all of our students." Vision 2020 further identifies five key areas that will require focus and dedicated commitment throughout the District, and will need careful consideration within the District's facility planning and implementation efforts:

- *Create improved and broader measures of student achievement*

- *Develop schools as neighborhood learning centers*

- *Ensure effective teaching in the classroom*

- *Engage parents and community volunteers in the educational process*

- *Facilitate communication and support across the district.*

The goals and aspirations identified within Vision 2020 are supported and more specifically delineated within the District's **i21 Now** plan and the recently revised District Guidelines document.

Leadership within the FPC has identified the need for improved alignment between the District's Educational Specifications and Design Standards documents and the visionary directives that are contained within Vision 2020, i21 Now, and the District Guidelines will be critical to achieving the Board's goals. To achieve this needed alignment the District has retained Baker Nowicki Design Studio (BNds) to up-date the District's Educational Specifications, as well as the existing District Design & Planning Standards.

To analyze, review and modify the Educational Specification and Design Standards, the District and BNds have employed an extensive and far-reaching process to engage a diverse group of District representatives. For the District to maximize the long-term benefits through the revised documents, it is recommended that they be reviewed and updated routinely. Regular updates will ensure appropriate responses to program and/or instructional delivery changes that will continue to evolve.

The Educational Specifications are generally organized by grade levels and school types: elementary (grades TK – 5), middle (grades 6-8, as well as K-8 schools), and senior high (grades 9-12). It is important to note that the vast majority of future projects will involve improvements within existing built conditions, while there will be a smaller pool of new facilities to be planned, designed and constructed. Given the wide range and types of facilities that currently exist in the SDUSD, it has can be a challenge to prepare a single set of educational specifications that will have universal applicability. With this in mind, it will be imperative for future planners/designers to commit the necessary time and resources at the commencement of projects to gain a full understanding of specific site/project conditions and the expected outcomes as project scope is finalized.   This will likely require the creation of site-specific educational specifications to help focus the initial project planning phase both quantitatively and qualitatively. Nonetheless, listed below are major planning ideals and concepts further described herein that are likely to be applicable to all projects:

- *It is expected that the Educational Specifications and District Design Standards are used in tandem during the planning and design of all SDUSD facility projects. They have been revised together and will work most effectively when used in tandem.*

- *Opportunities for students to strengthen critical thinking, problem solving and communication skills must be enhanced. Creating opportunities for student collaboration through careful and directed planning can greatly facilitate the creation of new learning areas that allow collaboration to more easily occur. Similarly, facilities must be provided to promote increased opportunities to strengthen collaborative efforts among staff members. The creation of Professional Centers is an important element to consider as project planning commences.*

- *"Learning can and should happen everywhere" epitomizes the SDUSD belief that all areas within a campus must be considered and utilized as learning spaces. The District's strong commitment to the use of technology is a major contributor toward enabling all areas of the campus to facilitate learning opportunities within our schools.*

- *All project planning must recognize the need for long-term flexibility in consideration of the constantly evolving programs and instructional strategies that we will continue to see. In general, it is believed that future designs should emphasize flexibility, adaptability and transformability over the long term to be able to efficiently and cost effectively respond to change.*

- *Planning for the utilization of flexible and movable furnishings in future projects should be a foundational project planning element to support the concepts of long-term flexibility and reduced costs associated with required future modifications*

- *The SDUSD Board of Education has clearly and decisively stated within its* Vision 2020 *document that all schools should seek to strengthen community connections. There are benefits for all students in all schools for this to become a top priority. The District's school facilities should function as true community*

assets and should be welcoming to the neighborhoods in which they exist. Schools can and should provide a broad and valuable range of services to its students, parents and community members.

- *A commitment to creating a stronger linkage and daily working relationship between the District's educational planning and facility planning is critically important. This collaboration between education and facilities is essential to the most effective use of District resources assure that modifications to our school facilities will have the most potential to positively impact student learning, achievement and overall development. Along with excitement and optimism comes significant responsibility - perhaps the greatest responsibility will be to create the type of collaboration within our project planning that we so strongly hope to see among our students and staff in their everyday learning activities.*

In summary, the overarching goals of the SDUSD Facilities Planning and Construction Division is to provide high quality educational spaces and places for students, staff and neighborhoods that:

- *Facilitate the development of students who are prepared to become more productive and contributing members of society;*

- *Allow students to be better prepared to enter a highly competitive global workforce with enhanced   collaboration and communication skills;*

- *Are able to easily adapt to changing instructional delivery methods and educational programs over time, and*

- *Foster the belief that SDUSD schools are important neighborhood assets – not just for students but for everyone that lives in the District's communities.*

For everyone who has been involved in the SDUSD facilities program in the past and will be in the future - thank you for your involvement and interest in the students and programs within the San Diego Unified School District. The District looks forward to many collaborative efforts to create Quality Neighborhood Schools through Student-Centered Learning!

3

Core Beliefs & Community Linkages

Core Beliefs of the San Diego Unified School District

The San Diego Unified School District is a unique and exciting public institution that is facing the complex challenges associated with providing top-quality services for its students while maintaining a laser-like focus on continuous improvement. The District's slogan "Quality Schools in Every Neighborhood" is a true testament of our deep commitment to providing students with the best technologically advanced classrooms. We are proud to be nationally ranked among the top of large school districts.

The District's Vision 2020 website states "Vision 2020 recognizes that we cannot be satisfied with current levels of achievement and that more needs to be done. At the time Vision 2020 was adopted, the District was making steady, incremental progress in standardized test scores. "Now we need to broaden the measures of student achievement to accurately reflect the skills we want our students to possess. Then we need to accelerate the achievement gains. Third, we need those gains to include ALL students from ALL backgrounds in our District." These statements are strong evidence as to the vital importance of linking well-conceived and well-planned future facility improvements to the emerging instructional practices of the District – all with the intent of fostering the District's stated mission: "Between now and 2020 we intend to develop a world-class school system for all of our students."

The core beliefs of the District are centered within its highly organized and widely articulated Vision 2020 plan – one that maintains as its focus a desire to better meet the needs of students. The plan reflects what is truly important within the District and is most clearly characterized through five identified vision statements:

VISION 1	Student Achievement	"Students will be critical and creative thinkers"
VISION 2	Schools as Neighborhood Learning Centers	"Clusters will ensure that there is K-12 continuity for neighborhood students"
VISION 3	Effective Teachers and Principals in Professional Learning Communities (PLC's)	"Teachers will be provided with useful data systems that allow them to improve the learning of each student"
VISION 4	Parents and Community Members Engaged in Learning	"Parents will be able to constantly monitor their child's performance in real time with appropriate technology."
VISION 5	Communication: Support and Guidance from District Leadership	"The District will facilitate ongoing communication with parents"

The five visions have significant and complex implications for the planning and design of future facility improvements throughout the District. **Vision 1** calls for the provision of differentiated learning spaces that will facilitate individual, small and large group activities to foster collaborative work to promote communication skills and solution development strategies. **Vision 2** identifies the need to carefully consider the spatial needs within a school beyond the typical context of "schooling only." **Vision 3** signals the importance of planning for and providing "technology rich" environments that facilitate the creation of Professional Learning Communities. **Vision 4** clearly states that parents and community members will be encouraged to be actively involved in local school activities – as "at school" participants and program supporters as well as frequent online connections to be an active partner in their child's educational program. **Vision 5** describes an overall school environment that seeks to establish strong working relationships in a school setting that is welcoming, accessible and has abundant personal and professional support; this will require careful site planning to ensure student safety and security within the context of a "larger neighborhood/community."

Community Linkages

The Board of Education has identified a strong desire to strengthen and/or recreate connections with local schools to their neighborhoods and local families. At the time that Vision 2020 was adopted in 2014, many students were attending schools outside their neighborhoods. It was perceived that many of the close neighborhood connections of the schools had been lost. Vision 2020 seeks to re-establish strong bonds between schools and their local communities.

The District's goal is "to achieve quality schools in every neighborhood through community-based school reform."

An implemented strategy within the SDUSD has been the development of "clusters." Vision 2020 states "schools will be organized into clusters for greater community cohesion. Each cluster consists of a high school supported by attendance from local elementary and middle school students. A major goal is to ensure that there is continuity for the neighborhood students in the pre-K to-12 program – with an overriding desire to renew support in and pride for neighborhood schools. To foster the implementation of the cluster concept, Cluster Councils have been created to further promote schools within their respective local community. The Council will work with schools, community and District staff to improve the quality of their neighborhood schools. To enhance the long-term effectiveness of the cluster concept implementation, close program planning and articulation will be required. Careful space planning will be needed to ensure spatial flexibility as programs and/or spatial needs change over time in response to emerging programmatic needs.

The implementation of the cluster concept appears to be an effective strategy to de-centralize the District to restore local interest in and support for neighborhood schools. However, the District recognizes that this approach must be measurable in order to assess its potential for positive impacts upon the delivery of education to students. Therefore, the District has created "Indicators of a Quality Neighborhood School" in order to more tangibly evaluate local schools and the restoration of community linkages – these are identified below:

VISION 2020 - INDICATORS OF A QUALITY NEIGHBORHOOD SCHOOL

- Access to a broad and challenging curriculum

- Quality teaching

- Quality leadership

- Professional learning for all staff

- Closing the achievement gap with high expectations for all

- Parent/community engagement around student achievement

- Quality support staff integrated and focused on student achievement

- Supportive environment that values diversity in the service of students

- High enrollment of neighborhood students

- Digital literacy

- Neighborhood center with services depending on neighborhood needs

- Safe and well-maintained facilities

HIGH SCHOOL CLUSTERS WITHIN THE SAN DIEGO UNIFIED SCHOOL DISTRICT

MIRA MESA

SCRIPPS RANCH

UNIVERSITY CITY

LA JOLLA

MADISON

SERRA

MISSION BAY

CLAIREMONT

KEARNY

HENRY

POINT LOMA

HOOVER

CRAWFORD

SAN DIEGO

LINCOLN

MORSE
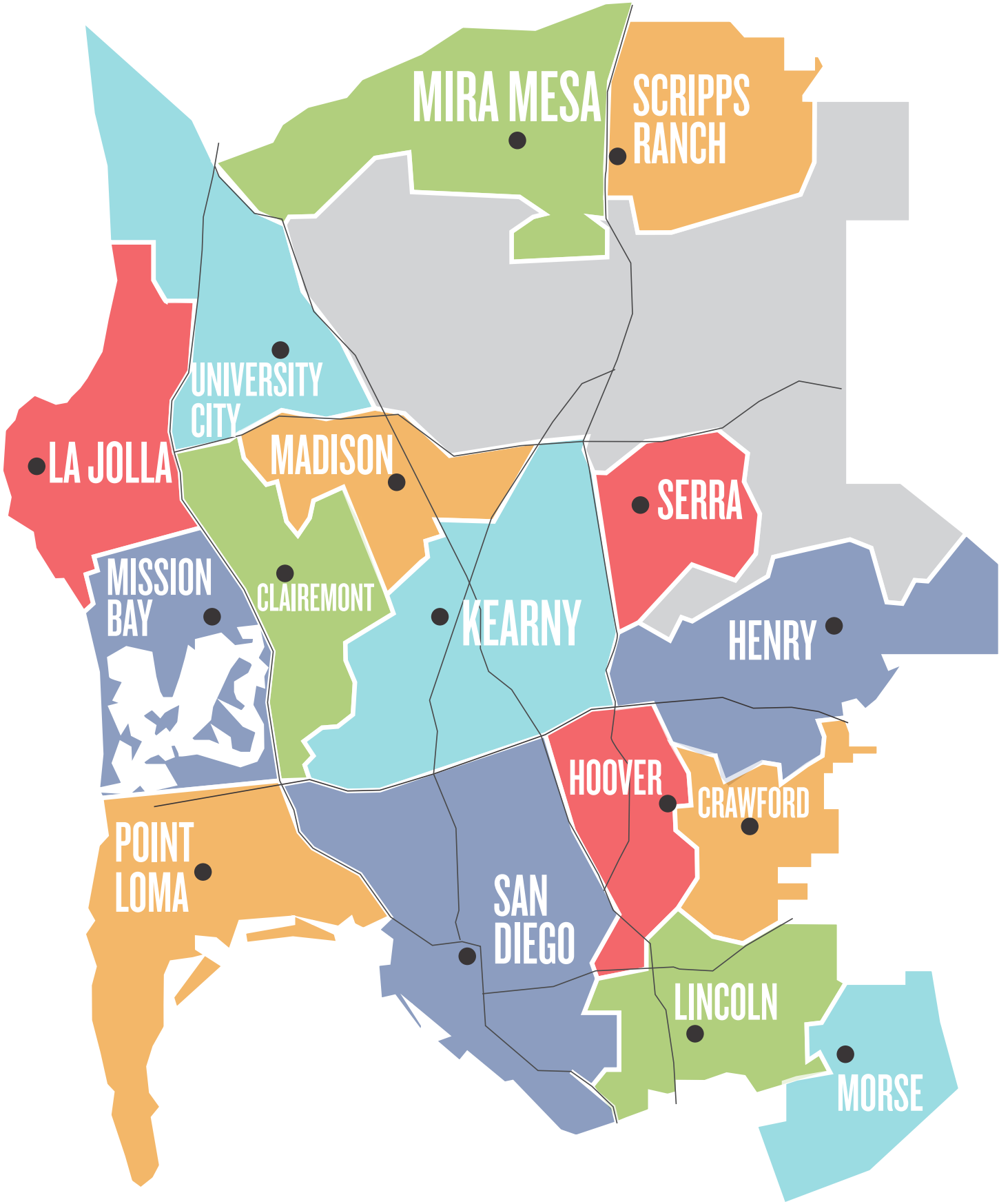
Foundational Planning Principles & Strategies

Foundational Planning Principles

As the District continues preparation for the planning and design phases of upcoming projects, a significant amount of discussion has occurred among participants of the SDUSD Educational Specifications developmental process relative to the identification of "Foundational Planning Principles." These ideals represent what is important to the District with regard to the optimal delivery of educational programs and instructional services to our students and, therefore, require careful and constant attention as new project plan development occurs – both on existing school sites and yet-to-be constructed school sites.

The District's school facilities planning efforts will:

- *Center on the desire for our schools to foster the development of productive, respectful and confident current and future citizens*

- *Respond to the needs of each student and facilitate/promote their successes*

- *Place value in professional development and ongoing collaboration among our staff members*

- *Acknowledge that the development of communication and collaboration skills will help our students more effectively enter a competitive global workforce*

- *Focus upon making all educational programs more relevant for our students – with the desire to better prepare them for college and/or career opportunities*

- *Seek to strengthen instructional support services for local schools with focused assistance directed through the respective area superintendents' offices*

- *Provide educational environments that are safe and secure and seek to make a "big" campus feel small and more intimate for our students and staff*

- *Carefully consider the District's commitment to the provision of collaborative spaces in projects at existing and new sites for both students and staff*

- *Support integrated teaching and learning at all grade levels building upon the Common Core concepts of communication, collaboration, critical thinking and creativity.*

- *Embrace the creation of school environments that are adaptable, over time, to emerging educational programs and instructional strategies – the provision of long-term flexibility within any SDUSD project is a MUST!*

- *Maintain a long-term/long range perspective upon the integration of educational, instructional and facility planning – once again with a planning and design eye, where possible, on the creation of flexible/adaptable spaces*

- *Employ "ground-up" thinking and planning in all projects within existing SDUSD sites; it makes no sense to create new and exciting above ground facilities that are inadequately supported by a site's existing infrastructure - create a prioritized implementation/phasing plan that represents thoughtful site improvement and construction sequencing*

- *Utilize "best practices" research in consideration of the optimal organizational plan for instruction and educational programs on existing and new campuses. Each project planning committee will need to analyze and selectively utilize those best practices in consideration of localized needs, opportunities and challenges in order to further the District's goal of providing "Quality Schools in every Neighborhood"*

- *Be financially resourceful and maintain a responsible implementation plan for all facilities improvement projects – there must be a clear and consistent focus upon the fact that, in most cases, our SDUSD taxpayers are funding our school facility projects and that significant fiscal responsibilities are associated with the utilization of all available resources*

SDUSD Facility Planning Strategies

The ongoing implementation of the extensive facilities planning, design and construction program within the San Diego Unified School District provides enormous opportunities that are accompanied by complex responsibilities. Through the continual demands associated with the District's far-reaching project list and a strong desire to continue timely and budget sensitive implementation, it could be easy to lose sight of strategic planning best practices that can serve to enhance overall program effectiveness. Given these practical realities, the planning strategies below provide a degree of insight into the District's expectations for the planning and design associated with each facilities-related project.

SDUSD Commitment to the Provision of Student-Centered Learning Spaces

Consistent with the vast majority of schools and classrooms throughout the United States, the typical campus within the San Diego Unified School District contains instructional spaces that were generally designed to facilitate a teacher-centered focus to the delivery of instruction. This type of instructional space is generally characterized by the teacher located at the front of the classroom, providing direct instruction for the majority of the school day to his/her students, who have generally been organized into rows of desks. The instructional day is often organized by established periods of time, with students generally moving through their day from subject to subject within organized time blocks. This instructional methodology has historically been utilized to deliver a predetermined quantity of material to students – often times contained with and accessed through hard-copy textbooks. Students were expected to assimilate this knowledge and, in turn, were assessed and evaluated for their abilities to demonstrate mastery of this "knowledge" and generally judged accordingly.

As a result of the implementation of the Common Core State Standards, ongoing research associated with 21st Century teaching and learning, and the pervasive use of and potential for a variety of technologies, the notion of delivering educational programs and instructional services within the District is continually evolving. There is a move to provide more environments that facilitate student-centered learning. This philosophical approach is based upon the student as an active participant in his/her learning. Student-centered learning allows for the student to direct their learning, maximize their own personal potential, and develop the requisite skills to apply theoretical knowledge to create solutions to real-life problems – all within physical settings that are more suitable for this type of applied learning. This strategic change for the delivery of instruction in recognition of how students best learn represents a significant and fundamental change as to how spaces need to be planned, constructed or modified and, ultimately, utilized. It is imperative for each design professional to be aware that this movement is in progress within the SDUSD, although it will continue to be a sequentially transformative process that will be explored, refined and implemented over time. At the initiation of each project it will be imperative for all participants to have a clear understanding as to how these concepts may impact and need to be incorporated into design packages.

Sequential Transformation Toward the Provision of Student-Centered Learning Environments

As the SDUSD seeks to provide new types of differentiated learning spaces within its upcoming projects, it is believed that the utilization of a "pilot project" approach (small projects within existing campuses to field test new ideas, programs, facilities) may likely be most practical and feasible given that new campus and/or major campus renovation opportunities are likely to be limited in the foreseeable future. Therefore, it will be incumbent upon the appointed design team for a given project to be resourceful when contemplating design solution alternatives – ones that include opportunities to incorporate elements reflective of emerging pedagogies and program delivery within the SDUSD.

Scope and Budget Development for the Design Team

As is the case with virtually all California public school districts, available resources to address current and future facility needs within the San Diego Unified School District are limited. When considering the number of facilities in the District and the breadth of needs that currently exist, the importance to carefully plan, design and construct all projects is essential. With this in mind, it is of utmost importance for the design team to clearly understand the available funding for each project prior to the initiation of planning and design. This type of understanding will enable all project participants to work together to create a project scope that is feasible and does not establish unrealistic expectations at the site level for the types of improvements that will occur through a completed project. This careful financial planning approach for each project is especially important in consideration of the District's strong desire to work toward the provision of equitable educational environments within all campuses

Provision of Equitable Facilities Throughout the District

As the District continues to implement its broad-based facilities improvement program throughout District boundaries, the creation of equitable facilities remains a major goal and driving force in overall planning, design and construction-related activities.

Consideration of and Inclusion of Community Services Within Select SDUSD Projects

A fundamental element within Vision 2020 is the desire to recreate strong neighborhood connections. This approach appears to have many benefits – not just for students but also for communities. This is especially evident given the number of current SDUSD campuses that provide some type of community service/s function/s within the school setting. As new projects are contemplated and initial planning commences, it will be very important to investigate the possibility, need or likelihood of utilizing space within the project site for the provision of some type of community service/s. This type of partnership between the District and local agencies can provide great benefits for all residents within a neighborhood and go along way toward recreating the community connections that are strongly valued and sought by the SDUSD.

Understanding Joint Use Issues on SDUSD Project Sites

The District has an extensive range of joint use relationships throughout its boundaries with a variety of agencies. These relationships reflect a willingness of SDUSD to share facilities – if and when a partnership makes sense for all involved parties. It is important to identify current and possible joint uses within a project site prior to the commencement of new planning.

Charter School Facilities

The San Diego Unified School District is fully committed to the provisions of Proposition 39 that were "introduced in the November 2000 ballot and amended California Education Code (EC) Section 47614, with the intent that public school facilities should be shared fairly among all public school pupils, including those in charter schools. EC Section 47614 requires that school districts make available, to all charter schools operating in their school district with projections of at least 80 units of average daily attendance (ADA), facilities that will sufficiently accommodate all of the charter's in-district students, and that facilities be 'reasonably equivalent' to other classrooms, buildings, or facilities in the district." The District carefully adheres to this requirement in coordination with its Office of Charter Schools.

As respective site analyses occur throughout the District it will continue to be important consider the facility needs of the District's charter schools. In some instances charter school programs may be compatible to share a site that concurrently operates a range of services and/or educational programs separate and distinct from those of the

charter school. In other instances it is preferable for the charter to function solely on a site or within a facility. In either case, future project planning efforts should continue to carefully consider opportunities to accommodate charter schools within the boundaries of the SDUSD. In all cases this will require a careful matching of program/facility needs with the availability of possible facility options.

Strengthening the Linkages and Connections Between SDUSD Planning and Design Documents

A major impetus behind the developmental process to update the District's Educational Specifications has been a desire and expectation to create logical and easy to understand connections between key District documents. Vision 2020 provides a far-reaching and more broad-based perspective of the District's goal to provide the highest quality educational programs and services for its students. i21 Now provides a more focused view of how technology can and will impact instructional strategies and educational programs, all with the intent to be clearly aligned with the broader ideals identified in Vision 2020. The District's Design Guidelines were developed at the end of 2014 and into 2015; this document resulted from the work of the i21 Now Committee and provides insight into Next Generation and 21st Century Learning and how these ideas/strategies may be incorporated into the San Diego Unified School District. The District's Educational Specifications are meant to provide more prescriptive directions for District planners, design professionals and educational practitioners as pertains to facility improvement projects of all types within the SDUSD. The major themes and ideas expressed within the Educational Specifications

are provided to give more specific direction about how facility improvement projects can work to support the emerging instructional strategies and educational programs of the District – all intended to be in full alignment with the "bigger picture" goals and aspirations identified in Vision 2020, i21 Now and the District's Design Guidelines. Lastly, the creation of updated District Standards will serve to provide more technical insight into the planning, design and engineering aspects of all SDUSD facility improvement projects, once again to be in full alignment with the aforementioned documents and to guide and support cost effective and high quality implementation of facility improvements.

While all of these documents offer a current reflection of educational thinking within the SDUSD, it is important that a District-wide commitment be made toward the development and utilization of a process to review, analyze and update each document in an organized and scheduled manner over the next several years to ensure planning documents that evolve with the District's commitment to and pursuit of continuous improvement.

Overall Design Considerations

Trends within the SDUSD and Implications For Design Themes

There is an expressed expectation within the San Diego Unified School District to strengthen the planning and implementation linkages between the District's professional educators and staff who are responsible for planning and constructing facility projects. As the District continues to plan and implement its extensive facilities program, it is important to remind all program participants that the majority of current and future projects will center around modifications to built conditions. In consideration of this reality, the District recognizes the need and complexity involved in the transformation of how instructional services and educational programs will be delivered in the future. As referenced within Vision 2020, this movement is focused upon the creation of student-centered learning environments in lieu of the more traditional teacher-centered environments that have dominated San Diego City Schools (and many schools throughout the U.S.) for many decades. This shift not only has an incredible impact upon required professional development content for instructional staff but it also has monumental impact upon how existing schools and spaces will be used and/or redesigned. This shift will continue to trigger important discussions about if and how school facilities should be modified

to accommodate learning that is more student-centered and consistent with elements identified within the District's **Design Guidelines**.

In order to facilitate a move toward the provision of 21st Century learning environments, **Blueprint for Tomorrow** identifies four criteria that are vitally important in school design:

- *The school must be welcoming and reflect a place that is safe and nurturing for students – one that encourages good citizenship. The behavior of students within a school setting is greatly influenced by the somewhat passive messages that the building can send to its users. The architect has broad opportunities in design to establish an overall atmosphere within the school setting that feels welcoming for students, staff and visitors to the school.*

- *The school's design must be versatile ,i.e., responsive, adaptable and personalized. A school building must be flexible enough to respond to programmatic and learning need changes in ways that are convenient rather than cumbersome and time-consuming for staff and all users. A personalized setting within a school allows for children to create a "sense of home" in the context of the larger school building in which they reside on a daily basis. This*

sense of home often occurs through a design that accommodates the varying needs and learning styles of students - each of whom are unique and distinctly different.

- *The physical plant and grounds must support a variety of specific learning activities. This goal is best described by the ideal learning commons (more traditionally referred to as the school library and or library/media center) that is able to concurrently facilitate a variety of learning activities. Conversely, other areas within an ideal school design are more prescriptive and focused – a good example would be a middle school band room or a high school black box theater.*

- *In its entirety, the school must transmit positive messages about behavior, as well as identity. The impacts that accrue from an energized and positive school climate cannot be overstated. A school's design can create an environment where students and adults truly want to spend time – as individuals or in small and/or large groups.*

General Design Considerations

The District's Design Guidelines identify major themes that form the framework and set the tone for designing 21st Century learning spaces in order to promote student success. To create high quality learning outcomes, SDUSD learning spaces must be "Technology Rich" and designed to support:

- *Direct Instruction*
- *Intervention*
- *Collaboration*
- *Differentiation*
- *Project Areas/Project Based Learning*
- *Assessment*
- *Linked Learning*
- *Hybrid and Blended Learning*
- *Project Lead the Way*

These instructional themes can be implemented through careful consideration of five important strategic concepts:

General Design Considerations

The School As A Community Asset

Each school within the San Diego Unified School District is a critical element in the overall fabric of its respective community; every school facilities improvement project should be initiated with this notion clearly in focus. It is the desire of the District to maintain school environments that are safe and secure but are also physically/visually inviting and welcoming for students, community members and visitors. The school is a special place of learning that symbolizes and represents the core values of the community. Learning is extended beyond the campus through ongoing relationships with businesses, organizations, and recreational groups. A welcoming environment throughout the campus encourages community involvement and allows for far-reaching learning opportunities beyond the traditional school day. In essence, the school is a dynamic place that is able to adapt to the changing/evolving needs of its students and community users. While all of these concepts are important and highly desirable from a community perspective, the ultimate site plan must be developed so that student safety and security are not compromised.

Collaboration and Communication

The ability to collaborate and communicate are essential skills that all students will need in order to survive in the global workplace. The learning environment should accommodate and reinforce these skills by creating opportunities for students, teachers, and the community to work together in ways that promote communication, problem solving and collaborative skills. Collaboration is essential for building relationships. The campus design must stimulate, rather than stifle, opportunities across all user groups for collaboration to occur. Collaborative activities are likely to consist of joint planning, implementation and evaluation. Consistent utilization of these strategies should be facilitated through the design of the site and its buildings; flexible and plentiful spatial opportunities should exist for planned and spontaneous group discussions and activities to occur.

Learning Strategies

Differentiated Learning

Students are individuals with unique learning requirements. To facilitate more effective, accelerated rates of learning, instructional spaces will respond to students' individual learning needs. These needs vary greatly and depend on skill and interest levels. Some students work best as individual learners, while others prefer 1-to-1, small group, or large social groupings. Spaces should be designed to accommodate specialized education.

The reconfiguration of existing spaces and the creation of new facilities should allow for many different learning experiences, day-to-day flexibility in use of space as well as program adaptability over time. From one perspective, spaces must be designed in a way that teachers and students are able to make the most of them; from another perspective, they must be flexible enough to be repurposed now and in the future. Instructional practices change over time, and spaces must have sufficient flexibility built into their design to meet shifting trends in teaching and learning.

Collaborative learning spaces need to flexibly adapt to accommodate the varying needs of students as they work together interactively within a group context or individually on assigned tasks. This adaptability might simply involve the rearrangement of furniture or it might mean transforming the physical environment by moving the boundaries and configuration of the space. It may also mean moving into another contiguous space entirely.

Collaboration also exists where students have access to peers of greater, equal, and lesser abilities;

where interactions between students and teachers occur in the daily routine; where investigation and exploration of information and activities is strongly encouraged; and where levels of adult supervision give students increased freedom for self-directed activities. These spaces may be determined by fixed features in the physical environment or be more intuitive in nature and design. The flexibility of these settings will be influenced by how students and teachers use the spaces at varying times.

Multiple Modalities

Due in large part to their diverse literacy needs, students need teachers to tailor the process and content of learning according to each student's learning style, interest, and readiness. In the past, many classroom teachers have relied mostly on instruction that tended to appeal to auditory learners. Many students, however, are not auditory learners, and they do not learn as effectively from lecturing/direct instruction. The introduction of technology into the classroom and Common Core requirements will likely prove to be invaluable in terms of making learning accessible to more students. Engaging students who are visual learners, auditory learners, kinesthetic learners and tactile learners in ways that are meaningful to them individually is paramount. Classroom configurations must provide spaces that can respond to a variety of concurrent instructional activities, including teambuilding events, small group collaboration, individual learning, research, exploration, project development, and peer presentations – all with the potential for one or more of these occurring simultaneously.

Multidisciplinary Teaching

Teachers should be encouraged to collaborate by synthesizing subject content across disciplines to enhance critical and integrated thinking skills. As teachers assemble lesson plans, they have opportunities to explore and integrate other subject matter while simultaneously receiving and providing expert peer input through collaboration. Students can be encouraged to make meaningful connections across subject areas such as English, mathematics, science, social studies, and career technical programs. Teachers can collaborate to plan and present lessons that center around a central, career–themed issue or problem.

Real-World Skill Development

The ability to prepare students to be competitive in the real world is key to the success of the 21st Century learning program. To achieve this goal, learning must be relevant and environments must accommodate hands-on instruction with opportunities for students to apply their knowledge while still providing a rigorous focus on core curricular competencies. Integrated curriculum shifts classroom instruction from passive to active, thereby engaging more students in the learning process. Students become the center of the learning experience by collaborating in real-life career focused projects and problems that connect to their current interests and future pursuits.

Celebration of Student Achievement

Student achievement is at the core of the educational process and should be celebrated. Display areas throughout the campus are desired to visually recognize the accomplishments of students. Displaying work can enhance the sense of campus ownership by students and staff and allow students to "connect" with spaces in which they learn and develop. Facilities and opportunities for display should be located in areas of "high traffic" where the potential for student recognition is enhanced.

Facilitation of Career/College Preparation and Placement

It is acknowledged that not all students will be on college-bound tracks. Therefore, the design of projects within SDUSD schools must carefully consider the inclusion of educational spaces that equally recognize and afford learning advancement for college-bound students, as well as prepare students for placement in technically oriented schools and/or employment opportunities after high school. The physical accommodation for active and practical learning activities and strategies must be a focused element within campus designs that are consistent with relevant career path opportunities.

Professional Learning Communities (PLC's)

Professional Learning Communities function as a conscious and committed group of educators, all who share a common desire to enhance their effectiveness as educational professionals to benefit students. In order to accommodate the activities associated with Professional Learning Communities, the establishment of a collaborative environment within the school setting is essential. Structured time occurs within the school day for teachers to work together in planning for instruction, opportunities are afforded for peer observations,

and a physical space is provided in close proximity to PLC team members. These factors serve to facilitate efficient and ongoing collaboration that occurs seamlessly; in essence, the entire culture of the environment can be transformed into one that is supportive and nurturing of the important work by and among educational professionals. To promote opportunities for teachers to enhance their professional skills, facilities must be provided that easily accommodate professional development activities.

Enhancing Student Engagement

The designs within upcoming projects should recognize and accommodate the immediacy with which most students expect to receive input and/or feedback to a learning inquiry or prompt. It is believed that the consistent and active engagement of students is enhanced when any "time lag" between a request for learning and the actual acquisition of learning is minimized. Outdated learning materials, instructional strategies and educational environments, along with any diminished access to the use of technology, tend to increase "learning lag." This lag in learning is diametrically opposed to a foundational educational goal of the San Diego Unified School District to provide vibrant educational environments where inquisitiveness, resourcefulness, persistence and creativity are valued. Therefore, project designs must be based upon contemporary research that encourages and promotes collaborative learning along with plentiful opportunities for the use of technology.

Small Learning Communities (SLC's)

Small Learning Communities provide an opportunity to create fairly autonomous student groups in order to create a true sense of "small" within the context of a larger learning environment. The number of students/staff that form an SLC can and should vary within different educational settings. This organizational structure provides for a much more personalized learning experience for students in that frequency and consistency of interactions with adults and fellow students within the SLC create a sense of belonging and familiarity that can have positive and dramatic impacts upon student development.

Professional Center

Environmental Strategies

Instructional and Spatial Fluidity

A move toward the creation and development of "educational communities," rather than the mere collection of individual classroom spaces, should be a primary design goal for all SDUSD projects. Instructional strategies and theories associated with the grouping of students, as identified within 21st Century learning research, should drive the planning and design process for school projects, when practical. Instruction and learning should occur in a more "free-flowing" manner in which there is much less of a commitment to rigid classrooms spaces. Teaching, learning and collaboration should be encouraged within and across all areas of the campus in consideration of both interior and exterior spaces. Assessment and verification of student learning should often involve active demonstration by students. Spatial planning and design implications will need to be carefully considered as a result of this pedagogical approach.

Flexibility of the Learning Environment

Based on the four themes identified in Blueprint for Tomorrow, one of the major shifts in the 21st Century School environment is the move from individual classrooms to the grouping of different size spaces into a neighborhood-like setting. The neighborhood provides space for a variety of large, medium, and small groups, one-to-one pairings, and individual learning. Formal and informal areas are accommodated with traditional whole class instruction, smaller group project areas, quiet areas, and a casual lounge environment. In addition, support for teachers is provided with staff planning, development and meeting areas. The focus of the neighborhood spaces is to reinforce team, collaboration, and project-based learning. Technology should be integrated and accommodated throughout these spaces and ALL areas of the campus.

Technology Can Change Everything!

The emergence of technology and its potential for impacts upon the form and function of public schooling is immense. A well-crafted plan for broader utilization of technology in schools has the potential to play a major role in any movement from teacher-centered learning (and the obsolete factory model of schools) to buildings that promote student-centered learning within studios, learning suites and small learning communities.

The SDUSD has placed a strong emphasis on providing students and teachers the latest in technology tools throughout its classrooms. Exciting plans exist to continually expand and refresh these efforts. To support student needs beyond the classroom walls, Innovation Centers are being created in the high schools to respond to increasing requests for online learning, independent study, and credit recovery. The presence of advanced technology is pervasive in all of the District's plans as they advance their efforts to create 21st Century learning environments. It is envisioned that the role and utility of a growing menu of technologies within SDUSD schools will continue to expand in direct response to the needs and interests of students, to enhance their long-term college and career readiness, and to help fully prepare them for their future role as citizens of our communities.

Multi-Sensory Components

Howard Gardner suggests in Multiple Intelligences: Best Ideas from Research and Practice that multi-sensory teaching improves student mastery of basic skills. Technology supports visual, auditory, and experiential learning; therefore, it is recommended that all instructional spaces have voice, video, and data accessibility. This access also enhances the flexibility of the learning environment to respond in the altered use of space.

Voice: Telephone and voice communications must occur in every classroom and workspace to support internal and external communications; audio enhancement and acoustical treatments can improve learning outcomes and should be provided in all spaces.

Video: Video distribution should be available in every learning studio and throughout the building with interactive video capabilities to support whole-group, small-group instruction and distance learning, providing access to a wide range of internal and external resources.

Data: Data retrieval capabilities in every classroom, throughout the building and extending through exterior environments, as well as Internet network capabilities to other external resources.

The Loft at Design 39 Campus - Ambient Qualities

Aesthetics

Ambient Qualities

Ambient qualities enhance the school environment and must provide proper systems for a high-quality learning experience including:

- *Natural and artificial low-glare lighting*

- *Systems, materials and finishes that promote healthy air quality*

- *Acoustical treatments and features to reduce noise and enhance learning*

- *HVAC systems that provide user comfort*

- *Active security systems and passive design features promoting student safety*

Aesthetics

The indoor and   outdoor   structures and spaces of   the school should be aesthetically pleasing, healthy environments. The facility should be inviting to the students emphasizing that each individual is important with spaces for the recognition of the accomplishments of students and others. The school should be a place for academic success, high self-esteem, social interaction, and physical safety. The facility layout should be easy to comprehend and should reflect how classes relate to one another to improve way finding.

Safety and Security

There is a high level of interest in maintaining an inviting and non-institutional environment while simultaneously providing a safe environment for students, staff, and the community who use the facility and adjacent support services. The organization of a campus can have a major impact on student behavior and safety. Building and site security can be addressed through the effective deployment of active as well as passive measures. School planning should be based on passive design concepts with applied active concepts where necessary and appropriate.

Planning for SDUSD facility-related projects should include the most current safety and security protocols and strategies, but should especially recognize and consider the District's highest priorities of:

- *Provision of a single point of entry to the campus is required.   Furthermore, careful interior planning is needed once visitors to the campus are inside the school. Initial staff contact with and screening of persons entering the facility is essential. Additionally, a well-conceived path of travel should be developed for visitors to proceed further into the campus if their entry is approved/justified by a qualified staff member. This may include a locking mechanism/entry system – controlled by staff - that controls visitor access to the interior of the campus. In essence, lobby entry planning should include a "double entry system."*

Safety & Security

- Alarm/emergency notification systems need to be standardized throughout the District and provide distinctive alerts to identify varying emergencies. On existing campuses, this may require replacement of existing emergency communication systems which are currently incapable of addressing these functions in order to promote system standardization and uniform procedures at all SDUSD schools.

- Perimeter fencing (10') is required to deter trespassing to limit access to the non-primary entrance to the school. Additionally, parking lot fencing is preferred on some sites and may need to be considered for staff vehicle parking areas; visitor parking areas do not require fencing.

- Safe dispersal areas must be planned within the campus perimeter such that campus security and student safety procedures are maintained

- Building transparency and windows help to facilitate staff supervision and visual control throughout the campus. However, the installation of window coverings/blinds should be provided to enhance safety through concealment in the event of an intruder to the school; this is especially important for buildings that have direct physical and/or visual access to the exterior of the campus

Careful consideration should be given to the need for appropriate lighting and sightlines to optimize supervision of campus entry points, circulation paths, student activity and assembly areas. Campus lighting plans need to consider potential impacts upon the effectiveness of video surveillance systems. Passive supervision by surrounding homes and streets is also important in ensuring a safe school environment.

All classroom door hardware on existing and new campuses shall allow locking by teachers from inside the classroom during emergencies. Additionally, emergency lock-down procedures should be reviewed for PA system protocols and system access from mobile devices by site staff.

Accommodations for data and power should be provided for security cameras on all campuses. Surveillance equipment for the campus shall be designed through careful project planning and coordination with District staff to ensure that all campus security elements are consistent with emerging/evolving District standards and approaches, as this is an area of high importance to the District.

The District's security, police and/or risk management staff should be actively utilized to review site and building designs within each respective project.

Sustainability

Sustainable schools are healthy for students, teachers and the environment. They are productive learning environments with ample natural light, high-quality acoustics and environmentally responsible systems. Sustainability will be a key factor in all design decisions regarding the creation of learning environments and accommodating operational effectiveness and efficiency of campuses. Student performance can be enhanced through the inclusion of delighting and other strategies. High performance attributes for the facilities will be sought and include using designs and materials that promote energy and water efficiency, maximize the widespread use of natural lighting, improve indoor air quality, utilize recycled materials and other building materials that emit a minimal amount of toxic substances, and create acoustical conditions that are conducive to optimal teaching and learning environments. Campus and building design will be consistent with concepts detailed in Collaborative for High Performance Schools (CHPS), Energy Star and LEED (Leadership in Energy & Environmental Design).

Renewable Energy

The District is committed to the considered utilization of a wide variety of existing and emerging renewable energy sources on school campuses. The design team shall consult with District staff as part of the preliminary project planning phase for each project to determine if the inclusion and use of one or more renewable energies is practical and recommended given site location, project resources/budget, etc.

Buildings as "Educational Tools/Resources"

Schools should provide an environment that will support and enhance the learning process, encourage innovation, foster positive human relationships and, in short, be used as a tool for learning. The school's materials, systems and overall environment should enhance opportunities for practical learning within a "real world" setting.

Sustainability:

1] Natural Light

2] Recycled Materials
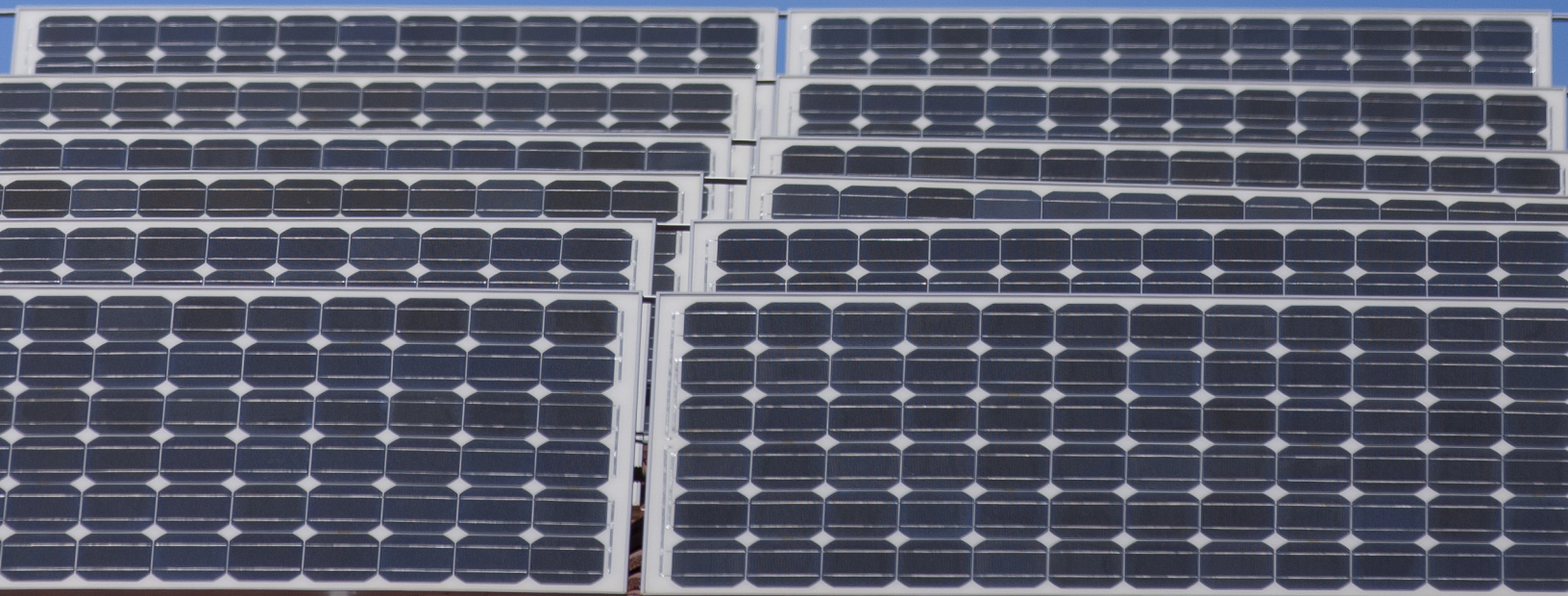
3] Non Toxic Odors, Zero VOC.

Photo-Voltaic Array

Campus & Site Strategies

Community Access and Joint-Use

Schools are a critical element in the overall fabric of communities that symbolize the core values of the community. This is especially true within the SDUSD given the stated goal of Vision 2020 to re-create community connections within neighborhood schools. Learning will be extended beyond the campus through ongoing relationships with businesses, organizations, and recreational groups. A welcoming environment throughout the campus will encourage community involvement and allow for far-reaching learning opportunities beyond the traditional school day.

While all of these concepts are highly desirable, student safety and security considerations include the ability to secure portions of the site while allowing community controlled access to selected spaces, buildings or activities.

Safe Routes to School

Inherent in the District's goal to create stronger neighborhood connections and to promote student attendance at neighborhood schools is the reality that more students may be walking to school. This will necessitate more focused planning on pedestrian access and safety as students walk to and from school. Student use of bicycles for transport to and from school is often encouraged – especially with the goal to promote the neighborhood school concept. An enclosed bike yard (chain link) is requested and should be located so that it is easily supervised. Close coordination will be required with local planning and traffic safety department representatives to ensure that **Safe Routes to Schools** guidelines are effectively implemented.

Shared Use Fields

Educational & Community Gardens

Administration Supervised Drop-Off

Campus Ingress/Egress/Drop-off & Pick-up of Students

Access points to the campus provide opportunities for the community to use and enjoy the school's facilities. However, the design of ingress and egress points within and around a school must meet a wide variety of vehicular and pedestrian users of the school – and their respective needs for safe access/departure. The following comments are provided with respect to preferred conditions on and around SDUSD school sites. It is preferred that specific parking areas will be provided separately for staff, students (when appropriate) and visitor parking. Staff supervision of the campus and traffic areas is critical to maintaining a safe and secure campus. It is important for there to be a visually obvious "front door" to the campus – an area that is readily understood by parents and visitors to the campus as the school entrance. A single point of entry to the campus is preferred by the District. It is important to avoid multiple access points into the campus around its perimeter for pedestrians as these can also serve as difficult-to-supervise points of entrance to the campus for unwanted visitors. Additionally, if community use of facilities (e.g. Performing Arts Center, Gymnasium/s, aquatic facilities, etc.) is going to occur, special site planning should be utilized to facilitate ease-of-access to any designated "joint use" facilities while providing a secure perimeter to the remainder of the campus.
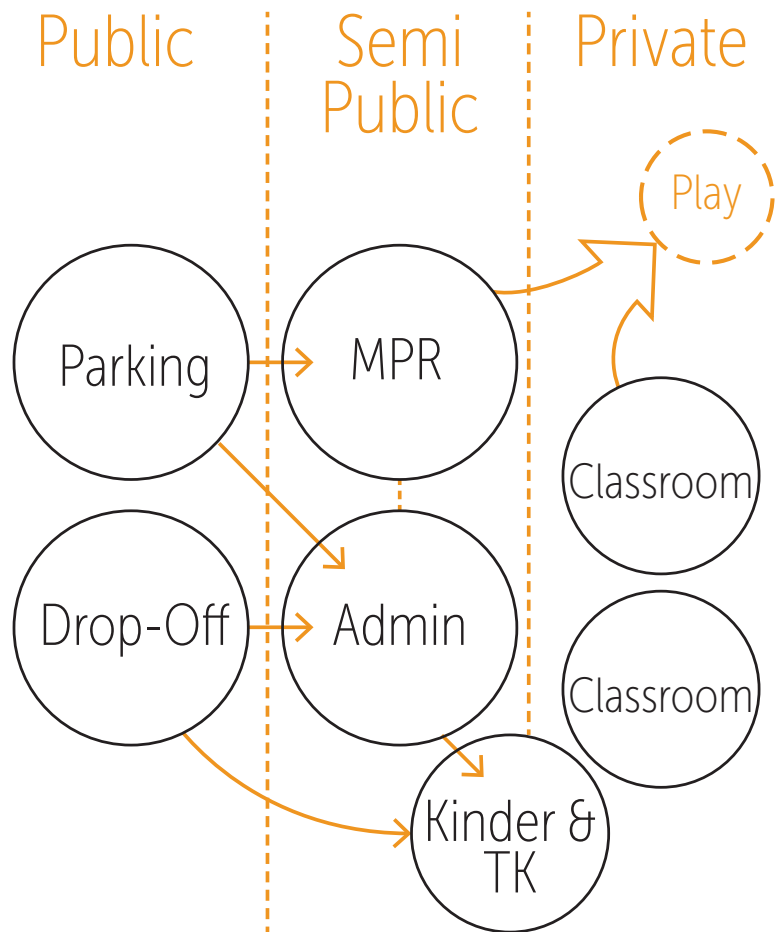
Parking and Circulation

Traffic circulation and access shall comply with CDE requirements for separation of busses and passenger vehicles. Careful planning should be exercised to insure safe and efficient traffic patterns that do not endanger pedestrians, provide for safe separation of site entry and exit points and properly separate busses, staff, visitors, students and service vehicles.

A separate bus loading and drop-off for students is needed and should be located for convenient access to the supervised campus entry point.

All parking areas and secure campus areas must be easily supervised and monitored by site staff, security, and law enforcement. Passive surveillance by surrounding residences and businesses can help to minimize security issues.

The campus relationship with the public should be designed with administrative control and supervision in transitioning public to private/academic. Student Entry should be supervised, while public entry should be securely accessed through the administration space. Public accessible campus functions on campus should reside in the semi-private region.

Public ⋮ Semi Public ⋮ Private

Play

Parking → MPR

Classroom

Drop-Off → Admin

Classroom

Kinder & TK

Service Areas

A wide range of services to the campus will need to be carefully considered during the design process and accommodated within the campus site plan; these include but are not limited to: Food service deliveries, supply/materials deliveries, emergency vehicles/equipment, District vehicles for grounds/maintenance, waste and recycling services, utility companies, etc.

Quads and Outdoor Learning Areas

A large central quad can be an integral component within the school's design. This area will accommodate a wide range of activities and functions and, in general, can serve as a significant unifying element for the school. The quad or academic commons can be a highly desirable destination point in the campus site design with outdoor areas that can be used for impromptu student or staff meetings. These areas will provide important loosely organized instructional spaces where continued opportunities for academic and social development can occur. Quads can provide important physical places to facilitate the collaborative theme and spirit that are vital for a school. The provision of utilities to these areas is desired to enhance the range of possible uses. Seat walls and/or benches can help to provide a degree of physical definition to each outdoor learning area, as well as to enhance the utility of each space. Shade for these types of areas should be considered – either in the form of a shade structure, shade trees or some other design feature. These types of areas must be easy for staff to supervise and maintain a safe and secure environment for students.

Service Access

Outdoor Learning/Quads

Playgrounds and Playfields

Playgrounds shall provide sufficient space and appropriate equipment to satisfy the school's educational program requirements and activities in order to meet State of California guidelines. Outdoor spaces are designed to

comply with all accessibility requirements. School playgrounds and playfields are, in many instances, also used for supervised afterschool programs and can be vailable for community use on evenings, weekends and school holidays.

Use of School Facilities to House Community Services

The San Diego Unified School District is strongly committed to the creation of schools that function as true neighborhood assets. This includes planning for and the provision of a far-reaching range of community services that are provided onsite within a variety of SDUSD school sites. One or more of the services/programs listed below are generally housed in site-based Wellness Centers:

- *Nursing Services*
- *Wellness/Health Education*
- *Financial Literacy Education*
- *Primary Care Clinic Services*
- *Family Planning/Pregnancy Care*
- *Probation/Police Services*
- *Mental Health*
- *Employment/Workforce Solution*
- *Tutoring*
- *Teen Alcohol & Drug Recovery*
- *Food Pantry*
- *Peer Mentoring*
- *Counseling & Guidance*
- *Housing Aid*
- *Prime Time/After School Programs*
- *Social Work/Case Management*
- *Clothing Donations*
- *Parent & Adult Education*
- *Medi-Cal Enrollment*
- *Legal Aid*
- *Athletics/Physical Activity Programs*

Playgrounds

Community Services

| **Educational Specifications**
San Diego Unified School District

Educational Programs & Instructional Strategies

Design Elements to Support Instructional Strategies and Implement SDUSD's Educational Programs

The San Diego Unified School District continues to modify physical environments wherever possible to transform existing traditional environments into modern learning spaces. The District will construct new facilities and modernize existing campuses utilizing 21st Century design guidelines. Learning environment designs will align with Vision 2020 to create facilities that best meet the current and future needs of students, teachers and communities.

The District's i21 Now final report outlines the following "guiding principles" that should be utilized within the planning and design phases of SDUSD facilities-related projects:

Learning environments should be community connected

- *Be accessible and welcoming*

- *Respect the fabric and culture of the respective neighborhood*

- *Have productive and informal gathering spaces*

- *Be a place of a community "experience"*

- *Be safe and comfortable*

Learning environments should be sustainable

- *Incorporate sustainable materials and strategies*

- *Be a teaching tool for both teachers and students*

- *Encourage behavior that supports sustainable practices through design*

Learning environments should be teacher supportive

- *Support collaboration and close/frequent interaction*

- *Be transparent and allow for teachers to share knowledge and experiences*

- *Allow for mentoring on site – Professional Development Coach*

- *Give students easy access to teachers*

- *Allow for flexibility in teaching modes/delivery of instruction*

Flexibility

Learning environments should be pedagogy driven

- *Allow for flexibility in modes of teaching*

- *Give real-world and relevant learning opportunities*

- *Create learning experiences for students that transition through modes of learning, from quiet areas of reflection and research to larger gathering spaces*

- *Learning environments should be student centered*

- *Support collaboration and interaction*

- *Allow for student ownership and choice*

- *Support independence and student motivation*

- *Accommodate opportunities for "the student to be the teacher"*

Common Core State Standards (CCSS)

Adopted in California in August 2010, the K-12 Common Core State Standards were developed through a State-led effort to establish consistent and clear educational standards for English Language Arts and mathematics, as well as literacy in History, Social Studies, Science and Technical subjects. California educators have joined a national movement to adopt common standards for English Language Arts and mathematics. The Common Core State Standards reflect the knowledge and skills that SDUSD students need in order to be successful in college and careers. The standards require that students gain knowledge systematically through reading, writing, speaking and listening. California is one of 45 states that have voluntarily adopted the Common

Core State Standards. High standards that are consistent across states provide teachers, parents and students with a set of clear expectations that are aligned to the expectations that accompany college and careers.

The standards promote equity by ensuring all students, no matter where they live, are well prepared with the skills and knowledge necessary to collaborate and compete with their peers in the United States and abroad. Common standards allow for collaboration among states on best practices and professional development. Common learning goals for students provide a clear vision for educators and parents. These learning goals help ensure that students:

- *Meet college and work expectations,*

- *Are prepared to succeed in a global economy and society and,*

- *Are provided with rigorous content and opportunities for the development of higher level thinking skills.*

Tests designed by Smarter Balanced Assessment Consortium (SBAC) replaced the California Standards Test (CST) in Spring 2015. These tests ask students to explain their thinking and apply their knowledge more than previously formatted multiple-answer tests. They also give parents and students accurate information about whether students are on track to graduate high school and are ready for college or the workplace.

Programmatic and Instructional Delivery-Related Issues

San Diego students look to SDUSD to prepare them for success in college, career and life. To be successful, they must have the right mix of knowledge and skills to be competitive with peers

from other educational settings, cities, states and countries. All students bring with them the potential to be powerful, creative learners; they have a wide range of unique talents and interests; and they are poised to direct their own lives and shape the world around them. Students come to the District with big hopes and unlimited potential exhibited daily in achievements inside and outside the classroom showing curiosity, confidence, civic engagement and leadership. The District can maximize this potential by creating access for all students to the best they can be by providing exemplary learning environments.

It is in this spirit and sense of responsibility that SDUSD can transform its school facilities into spaces that not only allow for but inspire 21st Century teaching and learning. What and how students learn and what and how teachers teach are changing daily, and are dramatically different from traditional methods of the past. The 21st Century learning environment is evolving to support the ways that children learn best – an environment that accommodates the unique instructional needs of every learner and supports the positive human relationships needed for effective learning and the promotion of ongoing personal and social development within all students.

Future trends in educational facilities support many of the concepts for 21st Century learning environments and mirror ideas contained within the **Center for Cities and Schools Elements for High Quality School Design for 21st Century Learning**.

For the 21st Century learning environment, new campuses as well as existing schools should be designed to reach beyond traditional classrooms. The learning environment of the 21st Century classroom should encompass a rich combination of media, technology, mobility, varied cultures, and virtual and real-life relationships. Students should occupy flexible spaces that are engaging, relevant and promote a sense of well being and belonging.

"Learning Happens Everywhere and at All Times"

The emergence of instructional strategies and improved wireless access to technology are having profound impacts throughout the SDUSD upon space planning, space utilization, program delivery and an increase in student engagement. The notion that instruction and learning are limited to classrooms simply does not apply in the District's schools. There is a strong belief that learning can and should happen everywhere and at any time throughout District campuses and beyond. The importance of providing opportunities for more impromptu learning in all areas of a school campus (both interior and exterior spaces) is growing daily. The opportunities for online learning by students while away from their school campus are being fully embraced and promoted as ways to foster engagement in the educational process for all students. The District's strong commitment to the provision of technological devices for every student creates the need for careful planning to provide indoor and outdoor charging facilities. The acknowledgment of each of these concepts needs to permeate the planning process for every upcoming facility improvement project.

There is a dedicated belief in and commitment to the value of providing strong neighborhood schools within the SDUSD. The District embraces opportunities to create meaningful community connections between its schools and local residents. There is an expectation for local schools to serve as cross-generational neighborhood learning centers that promote interaction between residents of all ages. Neighborhood elementary and middle schools provide students with individualized lesson plans, state-of-the-art computer technology and a foundation in the visual and performing arts. Attendance at a neighborhood school allows a child to develop bonds with neighbors that can follow them through their high school experience and beyond.   Each neighborhood high school offers a student-centered culture that provides students with access to rigorous academic content and programs that include college preparatory and advanced placement courses. Additionally, students within neighborhood schools have opportunities to participate in CIF athletic programs along with invaluable exposure to a range of career opportunities.   However, in order to supplement the notion of neighborhood schools, the District provides a broad and diverse range of educational options for Pre-K through grade 12 students. The District is strongly committed to the provision of school choice options for its students, and the Board has adopted implementing policies to logically and equitably govern the school choice process.

Educational Program Options for Pre-K/TK through Grade 8 Schools

Science, Technology, Engineering, Arts, and Math (S.T.E.A.M.) Magnet Schools

SDUSD currently operates multiple elementary and middle school sites throughout the District boundaries whose program emphases are focused upon S.T.E.A.M. or S.T.E.M. instructional strategies and curriculum.

Dual Language Programs

Several programmatic options are available for students in grades TK through eight who wish to acquire or strengthen second language skills in Spanish, French or Mandarin. Program options include Two-Way Spanish/English Immersion, One-way Foreign Language Immersion, or Developmental Bilingual (Biliteracy).

Visual and Performing Arts

Multiple campuses throughout the District offer instructional programs for students in all grades that focus on the development of skills in virtually all areas of the visual and performing arts.

International Baccalaureate (IB) Schools

Several school choice options exist for elementary and middle school age students who wish to pursue learning experiences that are grounded in the tenets of International Baccalaureate education. Programs generally include globally oriented themes that seek for students to become well-rounded citizens of the world.

Project Lead the Way

Project Lead The Way is a specialized cirriculum that provides transformative learning experiences through hands-on classroom environments. The program includes pathways computer science, engineering, and biomedical science, empowering students to develop the in-demand knowledge and skills they need to thrive.

Visual & Performing Arts

Educational Program Options for High Schools

Science and Technology

SDUSD currently operates multiple high schools that provide students highly focused programs in science and technology with curricular emphases in the biomedical, medical technology, geotechnical engineering, and Video Production/Broadcast Journalism pathways.

Visual and Performing Arts

Instructional programs for students at the San Diego School Of Creative and Performing Arts (SDSCPA) focus on the development of skills in a wide range of the visual and performing arts.

International Baccalaureate (IB) Schools

Multiple school options exist for high school students who wish to pursue learning experiences based upon International Baccalaureate education and offer students the potential to complete the coveted Diploma Programme.

Project Lead the Way

Project Lead The Way is a specialized cirriculum that provides transformative learning experiences through hands-on classroom environments. The program includes pathways computer science, engineering, and biomedical science, empowering students to develop the in-demand knowledge and skills they need to thrive.

Customized Educational Program Options

In addition to the aforementioned program offerings, SDUSD has a range of customized learning options for its students that include (but are not limited to) Independent Study for students in grades TK – 12, Early College for high school students, Online Learning for high school students and Gifted and Talented programs for students in grades 3 – 12 at numerous schools across the District

Elementary Schools

INTRODUCTION

Introduction

The organization of this section has been developed to provide generalized guidelines regarding the elementary school facilities that are required within the District. This section includes the following categories of facilities-related directives: (1) a description of programs and instructional services to be provided within the typical elementary school facility; (2) an overview of the types of activities and spaces that need to be accommodated; (3) desired spatial adjacencies in order to provide beneficial supplemental services; (4) Furnishings, Fixtures and Equipment (FF & E), and (5) a representative space diagram that identifies desired spatial relationships.

Utilization of This Section:

It must be recognized that the majority of future facility improvement projects for elementary schools throughout the SDUSD will occur within existing campuses. As such, built conditions will often limit and/or direct the conceptual planning in ways that are different from an opportunity to design a new campus or a new facility/addition at an existing site. With that in mind, the application of these educational specifications must be tailored to the unique conditions, needs and opportunities associated with each project.

General Requirements for SDUSD Elementary School Campuses/Facilities:

The following points must be considered regarding the organizational structure of the District's typical elementary school campus:

- *The foundational philosophy that provides the basis for formalized educational spaces within the campus is to provide an arrangement of teaching spaces grouped in order to more fully facilitate students AND teachers working in a highly collaborative environment, reflective of concepts associated with the effective utilization of Professional Learning Centers (PLC's).*

- *Flexible and technology-rich learning environments are required to encourage and support collaboration, project-based learning, small group activities, Project Lead the Way, and individualized learning – all accommodating to the greatest possible extent opportunities for both group and individual teaching and learning.*

- *Data and power needs to be provided in order to accommodate a wide range of technologies in all interior AND exterior spaces. Access and utilization of technology should be a fundamental tool within the learning experiences for all students in all places.*

- *Research studies have identified that the utilization/provision of natural light has positive impacts upon learning and student achievement.*

Elementary Schools

- Collaboration spaces need to be provided for students in a variety of locations throughout the campus and should accommodate utilization by a variety of grade level clusters. These spaces need to be located to facilitate concurrent utilization by multiple grade levels. Visual access into these spaces is required for instructional professionals in adjacent and/or neighboring spaces in order to effectively supervise collaborative activities without the requirement for additional staffing.

- Collaboration for staff needs to be accommodated through the provision of one or more professional centers in strategic locations throughout the campus. The professional center will become an important place where the instructional staff can conduct group and/or grade level planning, Professional Learning Community (PLC) activities, student assessment (verbal and quantitative) and generally provide a space for interaction and support among instructional professionals.

- Learning areas designed to support programs such as music, art and science should be strategically designed to promote shared experiences between grades.

- Parent/Community Centers need to be provided – most likely within the administrative area of the school facility. It is important that the Parent/Community Center location be easily accessed without compromising campus security. This space will serve a variety of functions throughout and beyond the regular operational house of the school. During the school day, parents and volunteers will utilize this space for a variety of functions such as planning, preparation and support for classroom activities, assistance with project

- planning/implementation and a variety of instructionally-related support efforts. Evening use of the facility could include educational programs for parents and/or community members, meetings, etc.

- Wellness Center – In some instances, a facility will be required within the campus to provide a variety of community services. The range of these services is identified/listed in Section 5. Any final decision as to whether or not a Wellness Center is required within the scope of each respective project will be made by the District.

- Paths of travel throughout the building areas on the elementary school campus should create separation between Pre-K, TK and Kindergarten, from the remainder of grades 1–5. This separation should allow the students in grades 1–5 to reach shared spaces or "common" areas without passing through the classroom areas for the Pre-K, TK and Kindergarten students.

- The location/s, layout/s and equipment for play areas should be planned with careful consideration for age appropriate use and the safe separation of ages as needed for student safety.

- At all times, student safety and security should be considered in the layout of all site features, buildings, and floor plans allowing for both passive and active supervision and monitoring for both passive and active supervision and monitoring.

Outdoor Learning Environments

Classroom

Program Description

Classrooms within the elementary campus will provide comfortable and "student friendly" learning environments for a variety of instructional strategies in the core curriculum content areas. Classrooms will provide a learning environment for the instruction of basic skills through direct instruction and hands-on/experiential activities. Classroom design should be as flexible as possible and allow for large group, small group and individualized instruction.

Activities and Spaces

Classrooms will be organized in a way that facilitates an interdisciplinary, student-centered approach to instruction with full integration and utilization of a wide range of technologies to enhance student learning. The classrooms and associated amenities must be flexible to accommodate a variety of instructional activities, including active and passive spaces, that acknowledge different types of learning styles by individual students.

- *Classrooms will accommodate flexible use and shall be designed to facilitate project based learning, as well as Science, Technology, Engineering and Math (STEM) or Science, Technology, Engineering, Arts and Math (STEAM) program implementation.*

- *Art and Science to be integrated into the curriculum, therefore, a "wet zone" with sink should be provided for messy activities.*

- *Interior windows should be provided to allow for visual connection between classrooms and collaborative learning space and to create a sense of openness throughout classroom clusters.*

- *Formal education for Pre-School/Pre-Kindergarten, Transitional Kindergarten and Kindergarten are becoming increasingly valued spaces within SDUSD elementary schools. Experiences for students within these learning environments help to pave the wave for early-age success and facilitate the transition for the system's youngest students into grades one and beyond. Pre-School facilities must be designed in ways the comply with State licensing and the California Code of Regulations – Title 5 and 22.*
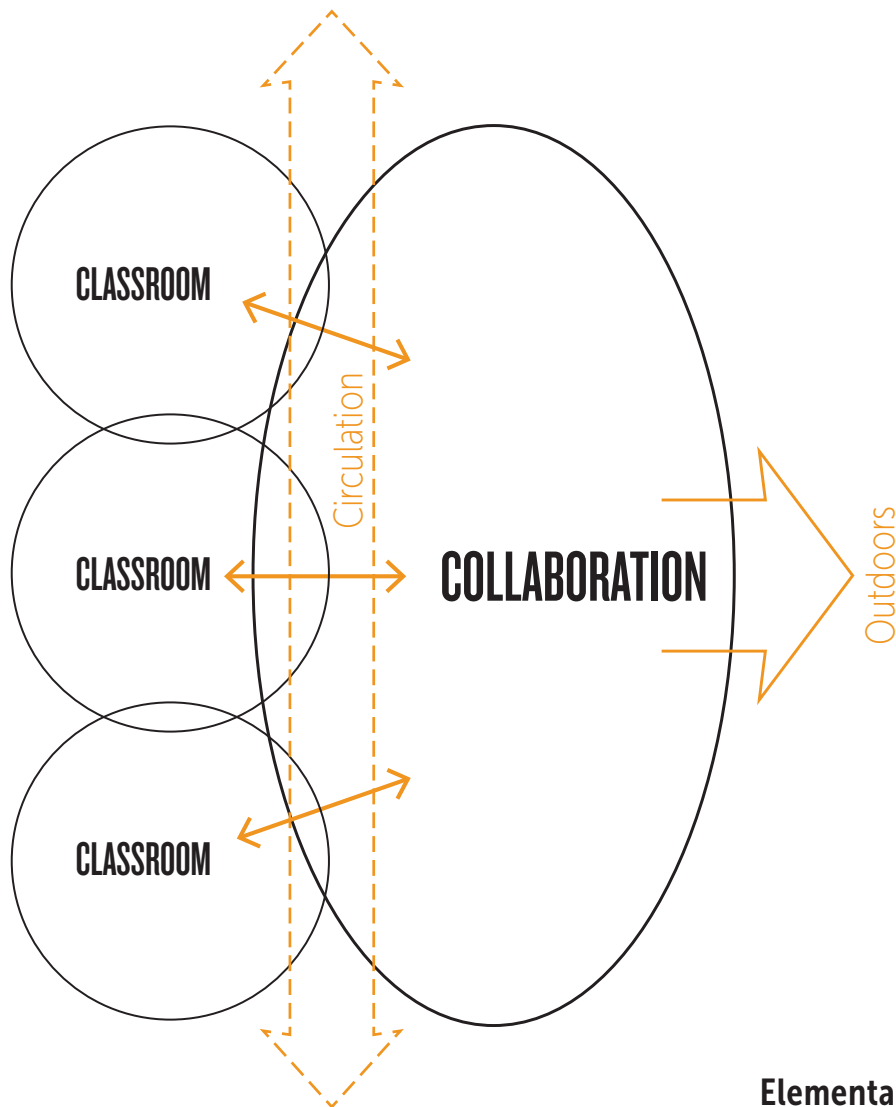
Adjacencies and Instructional Support Areas

- *Classrooms will be organized into learning houses (classroom pods) – generally to promote grade level coordination in planning and program implementation. Clustered classrooms will share staff resource areas, collaborative learning space/s, restrooms and multi-use labs.*

- *Each learning house will have an associated Collaboration Space. This space is to be central to the cluster and shall function as a multi-use breakout space and learning lab. The collaborative space should be designed to serve many functions including science, art, maker space and/or other project type uses. It should allow for multiple group presentations and demonstrations and should also support ways in which students can receive individualized instruction.*

- *Where possible, classrooms should share adjacency with an outdoor learning space.*

- *Pre-K, TK and Kindergarten learning areas should have direct access to dedicated toilets, staff workroom, age-appropriate play areas, and Shared Commons. Classrooms should be located near campus administration (when feasible from a site planning perspective), be adjacent to dedicated play yard/s and placed near the dedicated Kindergarten-age student drop-off area/s.*

- *For grades 1 - 5, without toilets in the classroom, small group restrooms with corridor-side group hand washing stations should be located within the learning house.*

- *Each learning house will include a shared staff support area including restroom, work/planning area and storage space. The teacher planning room will be a shared professional office space that is central to the cluster with easy oversight of the collaborative space, as spatially feasible.*

- *A resource space should be provided within each learning house, directly adjacent to (as is practical and feasible) the collaborative space.*
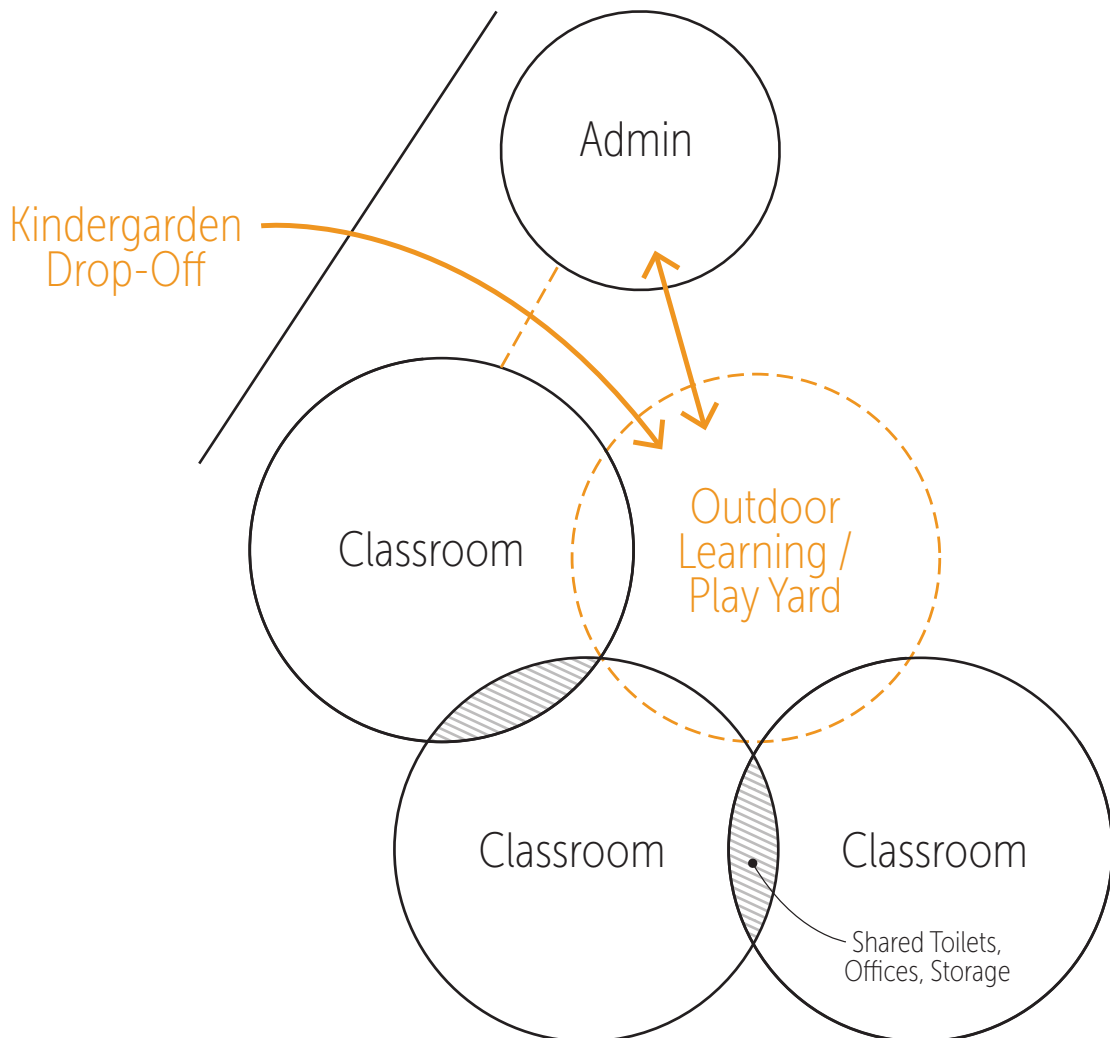
This room is intended to be a collaborative learning space for students to work in small groups and/ or in individualized study.

Furnishings, Fixtures and Equipment (FF&E)

- *All classrooms should include lockable storage for instructional materials and supplies, as well as counter areas for student work and display. Tackable wall surfaces will be provided in strategic locations to display student work and support instructional activities.*

- *Counter with base cabinets, flat file storage, mobile device charging stations are required. Mobile furnishings to provide flexibility including student desks and chairs, storage and file cabinets, and backpack storage units are to be provided in all core classrooms.*

- *Provide quality acoustic properties in all spaces and adjoining walls in order to facilitate the delivery of effective instructional programs and services.*

Elementary School "Village."

Admin

Kindergarden
Drop-Off

Classroom

Outdoor
Learning /
Play Yard

Classroom

Classroom

Shared Toilets,
Offices, Storage

Kindergadren Village

Collaboration Space

Program Description

The intent is that music, science and art can be taught through a project based instructional style in the classrooms and collaborative spaces; however, it is also necessary to provide additional designated spaces within the overall campus plan for use by music programs (one space), art/drama (one space) and makery (one space). These spaces should be located so that they can be shared by the different grade levels in the school, as well as being easily accessible from the teaching spaces within each learning house. One collaborative space shall be provided within each learning house.

The daily work of instructional professionals should be facilitated through the provision of one or more professional centers within the campus plan. Each center will accommodate short and long-term planning efforts for instructional staff to strengthen educational program development and the delivery of instructional services, individual and group student assessment, professional development and, in general, will foster an environment reflective of Professional Learning Communities.

Activities and Spaces

- *Areas within the Collaboration Space should accommodate direct instruction, demonstration, experimentation, presentation, research, collaboration and project development.*

- *Collaboration Spaces should be durable, flexible and encourage project-based learning.*

- *Professional Centers should be durable and flexible to promote effective daily and long-term instructional planning, program articulation and professional development activities.*

## Adjacencies and Support Areas

- *Collaboration Spaces and associated resource areas should be located within the typical learning house to support integrated learning opportunities.*

- *Each Collaboration Space should have an adjacent outdoor learning lab area, as is feasible within the campus' site plan.*

- *Professional centers should be located within the campus plan in or near learning houses.*

Furnishings, Fixtures and Equipment (FF&E)

- *All Collaboration Spaces should have adequate lockable storage for instructional materials and supplies, as well as counter areas for student work and display. Tackable wall surfaces will be provided in strategic locations to display student work and support instructional activities. Considerations shall include the provision of durable flooring.*

- *Planned flexibility of data and furnishings is important. Flexible use of the center of the Collaboration Space will include movable tables, power and utilities.*

- *The Professional Center will include planned flexibility for data and furnishings and will include tackable surfaces to support a diversity of instructional planning activities.*

Space Diagram
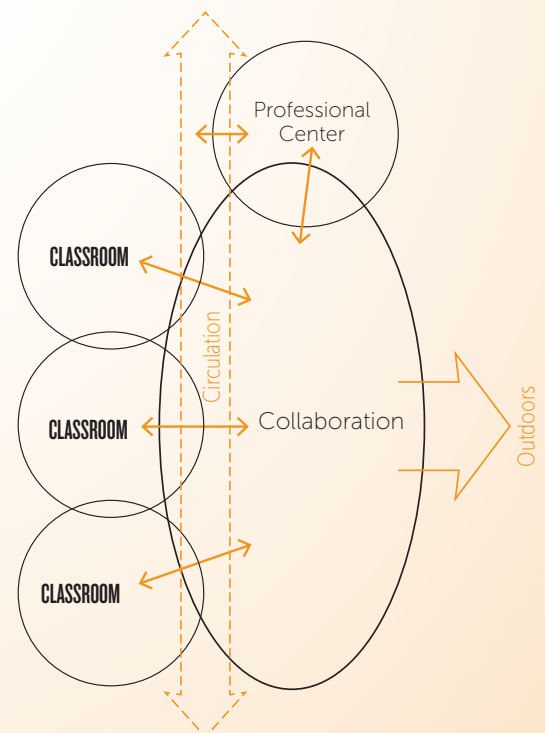
Learning Commons,

Program Description

The role, functions and utilization of what has traditionally be referred to as the "school library" is rapidly emerging and transitioning as an important facility within the move to create student-centered learning throughout the typical SDUSD elementary school campus. This facility is the heart of the school providing all students, teachers and parents access to digital and online resources. The Learning Commons provides an opportunity to increase partnering, mentoring and collaboration among students and teachers. Also, as a joint-use facility, the Learning Commons can provide an opportunity to engage parents and other community members in the learning process as a community resource. It no longer functions as a separate and unique entity within the school, but will support flexible and integrated learning activities, as well as supervised social development. There is a paradigm shift that needs to be considered in the design/development of this space. The Learning Commons should be a highly flexible space for collaboration, multimodal learning, socialization, and research and should provide access to mobile technologies in all areas. There should be a balance of digital and traditional resources within this area.

A digtal studio will be ideally located within the Learning Commons and will support computer-based programs, on-line learning and virtual instruction for staff and students. This will be where technology can be updated more frequently and can act as an "incubator" for teachers to learn how to implement new technology and apply it in their pedagogical practice. It will serve as a professional playground for the teachers as they develop their understanding of the technological resources, emerging instructional strategies and learning opportunities for all students – all with the intent to foster the ongoing creation of student-centered learning throughout the campus. This space should epitomize the belief that "learning happens everywhere and at any time."

Activities and Spaces

- *An area for large group instruction without obstruction is required.*

- *Opportunities for individual work/project-based learning should be accommodated.*

- *The Digital Studio will provide both fixed and mobile access to information technologies in an informal setting.*

- *The Digital Studio will be technology rich within a fluid plan that enables a variety of instructional activities for students, group and individual work, as well as a location to conduct staff development and staff meetings.*

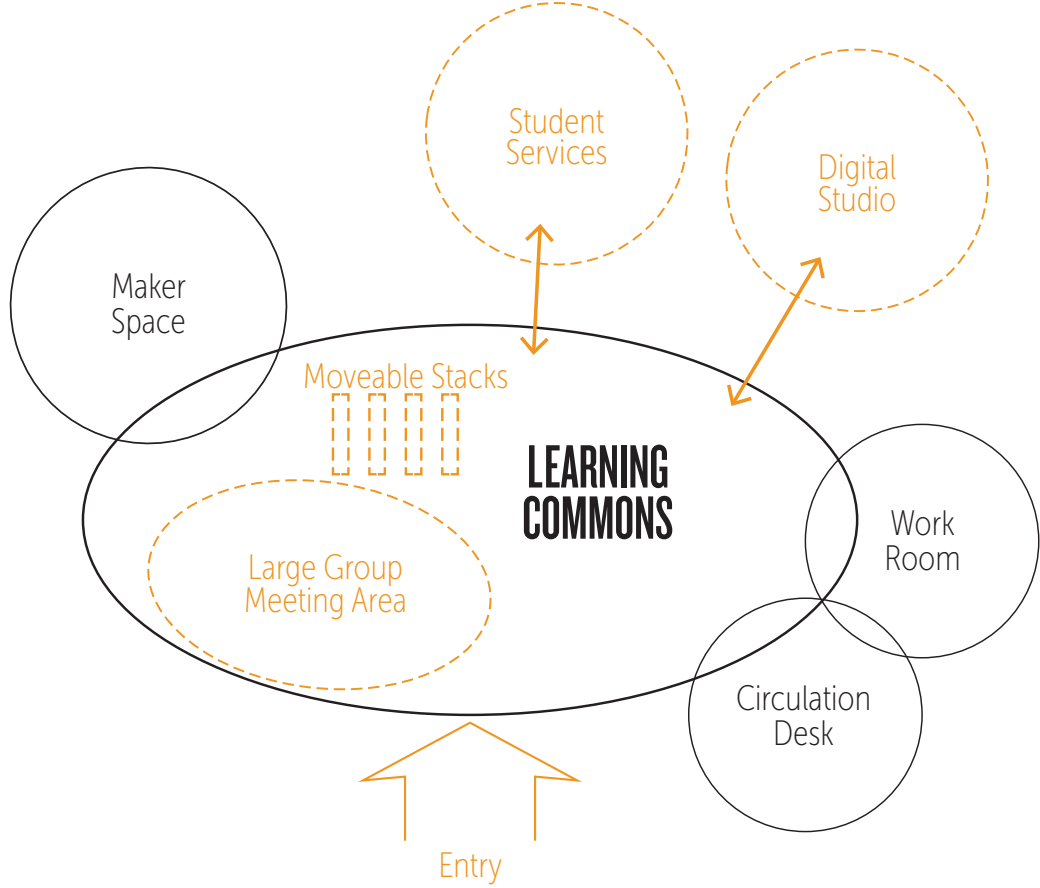## Adjacencies and Instructional Support Areas

- *The location of the Learning Commons should be central to the learning houses of the school and should be easily accessible by everyone on the campus.*

- *It is highly desirable for the MDF, Technology Control Room, Video Broadcasting Studio and Tech Office to be adjacent to or within the Learning Commons.*

- *The Learning Commons should be located adjacent to the Student Services Center (when feasible within the campus site plan) to provide a comfortable and safe environment for students to seek extra help. The facility could be open after school hours for tutoring, homework assistance, and utilization by parents and/or members of the community.*

- *Areas for research and small group work should be located away from the large group instruction and meeting area.*

- *The staff workroom, offices and storage rooms should be located centrally in conjunction with the circulation/help desk. The organization of the facility should allow "management" by a single individual with oversight of the entire space.*

- *The circulation/help desk should be located where it is easily accessible and provides ease of opportunity for staff/adult oversight and supervision of the entire space.*

- *The Digital Studio should have a strong sense of connectivity/opportunity to the Library/Learning Commons and should be located within or adjacent to this facility. The Gateway to Technology Program (GTT) / Maker Space should be adjacent to the Learning Commons.*

Furnishings, Fixtures and Equipment (FF&E)

- *The design of the Learning Commons should be equipped with movable shelving and furniture to allow for easy reconfiguration.*

- *Equipment should include LCD projectors, multiple projection and writing surfaces, flat screen monitors, video cameras and virtual instruction/broadcasting capabilities.*

- *Furniture should be fun, comfortable, flexible and mobile.*

- *Computer workstations should be set up for research and for group instruction. There should be workstations spaced periodically throughout the space as well as in one centralized area.*

- *Big book storage should be provided.*

Maker Space

Student Services

Digital Studio

Moveable Stacks

LEARNING COMMONS

Large Group Meeting Area

Work Room

Circulation Desk

Entry

Visual & Performing Arts

Program Description

The SDUSD has a strong commitment to providing a wide variety of visual and performing arts opportunities to its students in grades TK – 12. The Vision Statement for the Visual and Performaning Arts (VAPA) Program is Transforming Lives Through the Arts. The District has also established a Mission Statement for its VAPA Program – it is as follows: The San Diego Unified School District will promote artistic literacy, innovation, creativity, and excellence in the arts by providing a high quality, sequential, TK-12 arts experience for all students. By implementing District policies that support and sustain the arts as a core subject, the Visual and Performing Arts Department (VAPA) will support the highest quality arts education in dance, music, theatre, and visual arts, providing services in curriculum/instruction, professional development and community collaboration.

Guiding principles that direct the implementation of the District's VAPA Program are:

- *All students have equitable access to arts education.*
- *We find strength in diversity.*

Arts disciplines include dance, music, theater, and visual arts. The San Diego Unified School District currently provides instrumental music standards based instruction to students in fourth through twelfth grades. The current programmatic focus within elementary schools is for students to be offered either pull-out, exploratory or full grade level instrumental and/or vocal music program opportunities.

In addition, comprehensive planning is occurring to design an equitable delivery model for elementary VAPA instruction to include TK -3rd grade general music, dance, theater and visual arts. Grades 4 and 5 will include performing arts offerings including orchestra, band, choir, dance, theatre and visual arts.

The SDUSD Board of Education is strongly committed to expanding opportunities for elementary-age student development within the creative visual and performing arts, beyond the existing elementary magnet schools that offer a primary focus upon the visual and performing arts. Therefore, close coordination will be required with site and District planning staff at the onset of project-specific planning to fully understand the spatial requirements that will be needed to accommodate anticipated programmatic offerings and activities.

The Multipurpose Room will serve as a key and focal space for the school and community to strengthen community connections and should include a large open area that will accommodate at least one-third of the student enrollment for a performance/lecture. A raised platform for presentations and performances is required. A "welcoming " lobby with public restrooms should be provided to accommodate community utilization of the facility.
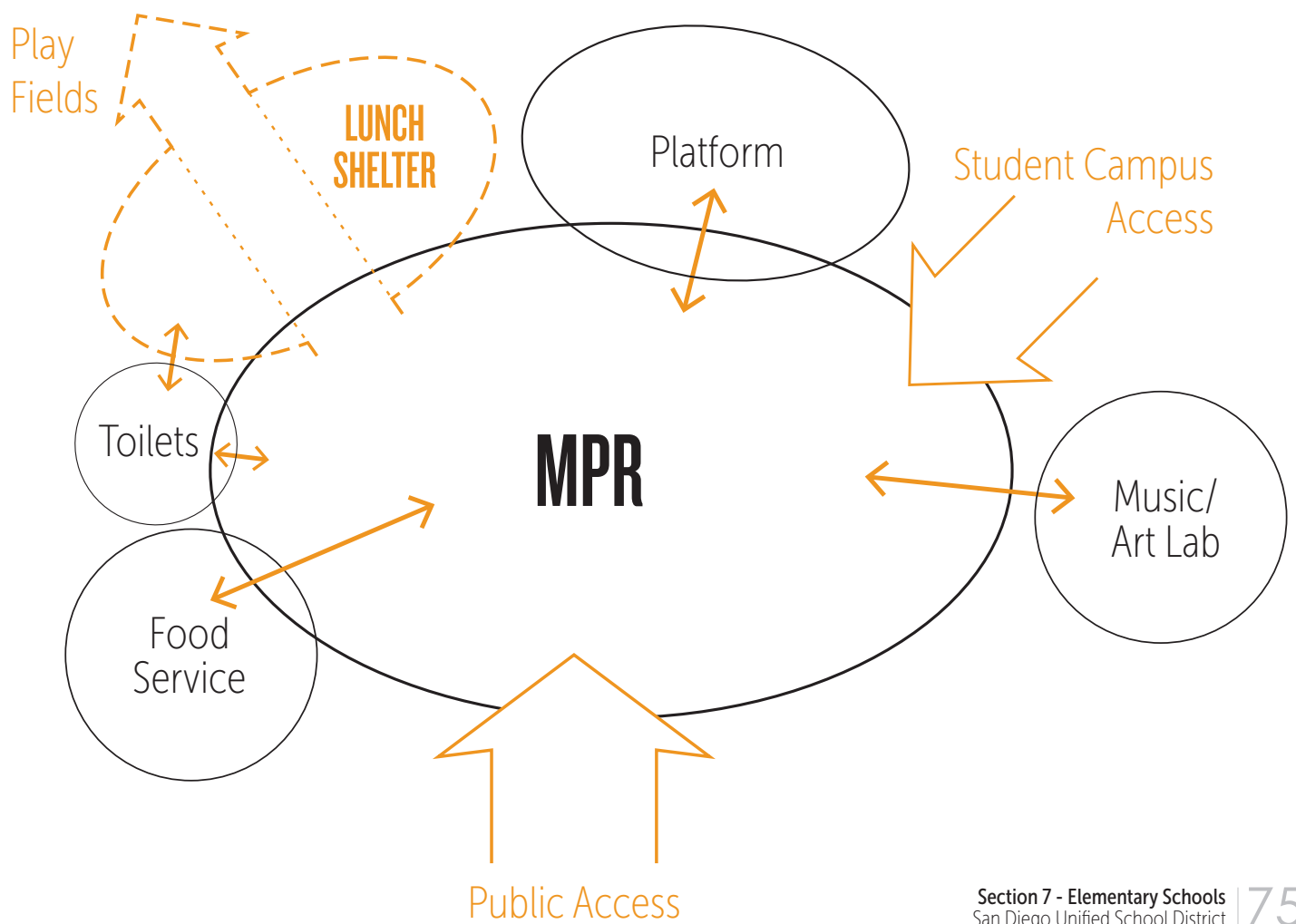
Activities and Spaces

- *Space should be provided to accommodate all VAPA disciplines (Music, Arts, Theatre, Dance). Guidelines are currently identified within the District's VAPA Strategic Plan.*
- *Auditorium-type/multi-use space is required for performances. This should include areas for the audience, platform for performances and, where possible, adjacent spaces for stagecraft and storage.*
- *The Multipurpose Room should promote the excellence of the District's Visual and Performing Arts Programs be flexible to accommodate seating for performances, banquet style seating with tables and chairs, open floor activities, and seminar- style instructional activities. High quality sound, lighting and acoustic systems are required. The auditorium should contain integrated technology that qualitatively supports performance and assembly activities.*
- *Provide spaces for display and celebration of student work products (galleries, display walls, etc.).*
- *Provide adequate storage within each identified VAPA program area on the campus.*
  1. *Theatre Arts – area for sets/prop storage*
  2. *Art – storage for supplies, materials, equipment and student projects*
  3. *Instrumental music – storage for instruments and other musical equipment*
- *Outdoor instructional space should be provided for performance and visual art programs.*

Adjacencies and Instructional Support Areas

- *Performance space should be located in a prominent location within the campus plan and in a location that is close to parking and public access for performances.*

- *There should be adequate acoustic separation between the performance space and more passive instructional spaces on the campus to prevent sound transmission.*

- *Storage should be provided within each instructional space for convenient access, use and security.*

- *Provide instruction space in close proximity to the performance space (if feasible/possible).*

- *If feasible, provide a rehearsal space that could be shared among disciplines.*

Furnishings, Fixtures and Equipment (FF&E)

- *Provide flexible and movable furnishings and equipment as identified with the District Standards document.*

- *Lighting, rigging, sound and other backstage equipment is critical in the performance area.*

- *Recording and play-back capabilities are desirable in performing arts instructional spaces.*

- *Technological capabilities should be consistent with District standards to ensure that all VAPA spaces can also serve as cross-curricular instructional spaces, when needed.*

- *Due to the multiple functions of the Multipurpose Room, it is important to consider durable finishes and the inclusion of acoustic qualities within the large space.*

- *The design of this space must allow flexible arrangement of furnishings with movable tables and chairs to support a variety of activities, assemblies , and a variety of other functions. Adequate storage for chairs, and tables should be provided to accommodate the seating requirement for at least one-third of the student enrollment.*

Play
Fields

LUNCH
SHELTER

Platform

Student Campus
Access

Toilets

MPR

Music/
Art Lab

Food
Service

Public Access

Physical Ed & Fitness

Program Description

While promoting a commitment to healthy lifestyles, the SDUSD recognizes that Physical Education programs are integral to supporting the needs and development of the whole child. Introducing children at a young age to the importance and benefits of personal fitness helps them become more physically fit, and promotes an active and healthy lifestyle, while having enjoyable physical experiences at school.

This is accomplished through playing various games to improve speed, agility, hand/eye coordination and flexibility. The outdoor playfields, hard courts, and MPR shall provide a variety of spaces in which fitness education can occur. All PE programs will carefully emphasize supervision of and security for students during times of community use.

Activities and Spaces

- *The PE program encompasses spaces for instruction and participation in physical activities as well as the potential for joint-use beyond the school day to provide community events, recreation and sports.*

- *An office for the PE teacher should be located in a way that provides easy visual supervision of student activities.*

- *Adequate indoor and outdoor storage should be provided for playground, PE/sports and exercise equipment.*

- *When and where feasible and practical, an outdoor covered facility should be provided to facilitate outdoor activity in inclement weather and to provide shade, as well as to facilitate after school opportunities/programs for students and the community.*

- *Student restrooms should be provided that allow convenient and supervised access from the playground.*

- *Hardcourt areas should include striping for age-appropriate fames and activities.*

- *Field areas should provide for multipurpose use to include soccer, softball, etc.*

- *A running track/path surrounding the field area should be provided.*

Adjacencies and Instructional Support Areas

- *As an active area of the facility the location of PE activities will require separation from other academic areas of the school. Creating separation between the PE activity spaces and the academic areas of the building will allow for the desired acoustical isolation from the noisier PE and fitness-related activities.*

- *Playground areas should be located immediately adjacent to the lunch area.*

Furnishings, Fixtures and Equipment (FF&E)

- *Play apparatus equipment should be sized appropriately for student population and age.*
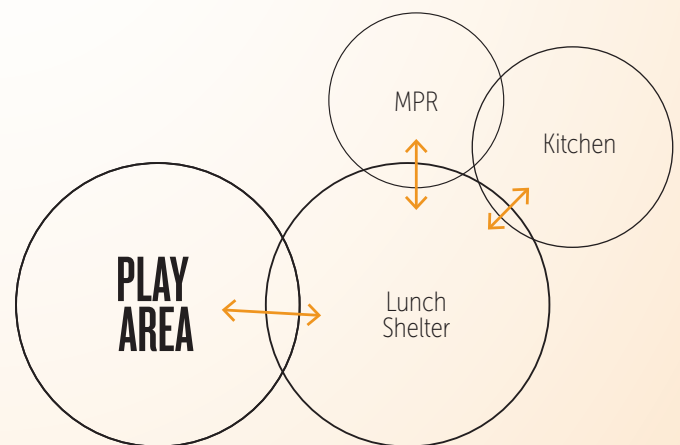
Food Services

Program Description

This facility will be designed to support multiple uses and programs including music and performing arts, indoor fitness activities, rainy day activities, and indoor dining. Additionally the MPR will serve various after hours community based programs throughout the entire year.

Healthy and appetizing meals are essential for physical well-being and academic achievement. There is a purposeful shift away from menus that rely heavily on processed foods to a system that will support high quality foods that are regionally sourced whenever available and practicable. Kitchens and serving spaces should support this transition to a transformed food service model and should be highly functional, energy efficient and should meet stated program requirements. The program will also integrate sustainable design strategies and features. Dining spaces must serve as a comfortable, welcoming environment for students to eat and socialize.

Activities and Spaces

- *Student queuing into the serving area should be located under a covered area to protect students from the weather and sun. There should be clear views into the serving room to better manage ingress and egress of students. Separate entrance and exits from the serving line should be one- way and flow into the serving area (not through serving windows).*

## Adjacencies and Instructional Support Areas

- *The food service, kitchen and delivery area must be located with easy site access for deliveries, trash collection and kitchen staff parking. The adjacent multipurpose area will need to provide convenient and supervised access to the public with adjacent parking.*

- *An outdoor lunch area with weather shelter is highly desired for student lunches and to support planned and/or informal outdoor learning activities and programs.*

- *Work space is to be provided for the onsite food service administrator as well as support areas for staff including toilet rooms, and dressing rooms.*

- *Food preparation, serving and support areas should follow District Standards for Food Services.*

Furnishings, Fixtures and Equipment (FF&E)

- *The school site kitchens are designed to fit pre-prepared central kitchen-supplied items that are heated at the elementary school campuses. In order to do this, the school's food service facility should have modern equipment, adequate space and the most efficient layout to optimize staff work flow, student access and serving.*

- *Dressing rooms must include staff lockers for personal item storage.*

Space Diagram
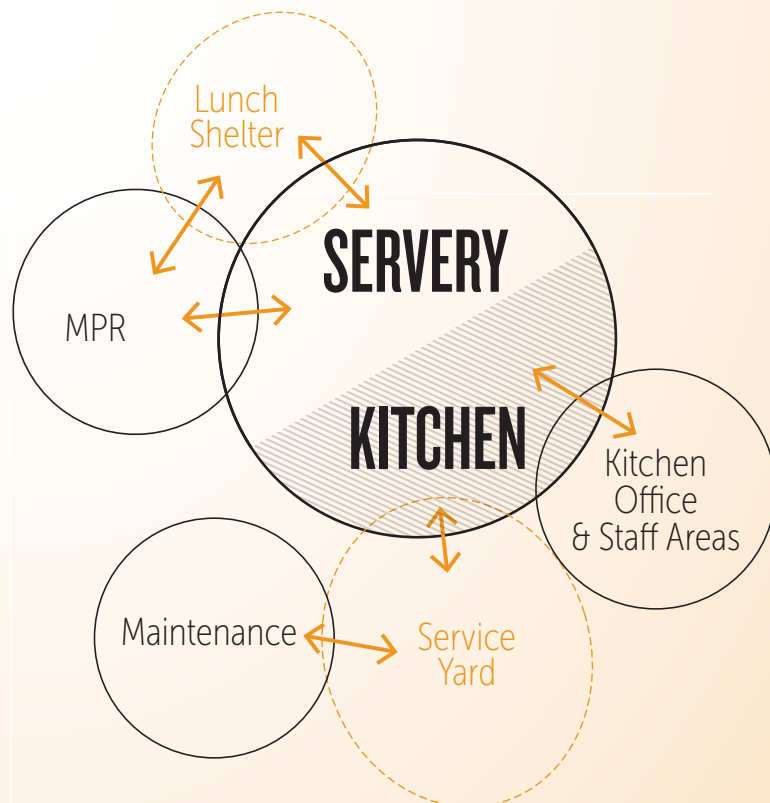
Welcome Center

Program Description

The administrative area within the typical SDUSD elementary school should serve as a Welcome Center and houses the school's administrative staff, and functions as the gateway and main control point to the campus. This area of the school has become increasingly important as the need for student safety and campus security must be maintained while, at the same time, there is a focused intent to build strong connections to the local neighborhood. All administration, attendance office, student services, health services, parent/community services and counseling services are provided in the administration area.

The student services center is a place for students to receive counseling and support for their overall well- being. Health services provide a critical link between academic achievement and a student's physical, social and emotional health. Health services programs provide primary prevention and treatment aimed at keeping students in school through appropriate screenings, early identification of children at risk for a variety of health-related concerns, and case management of students with chronic health needs.
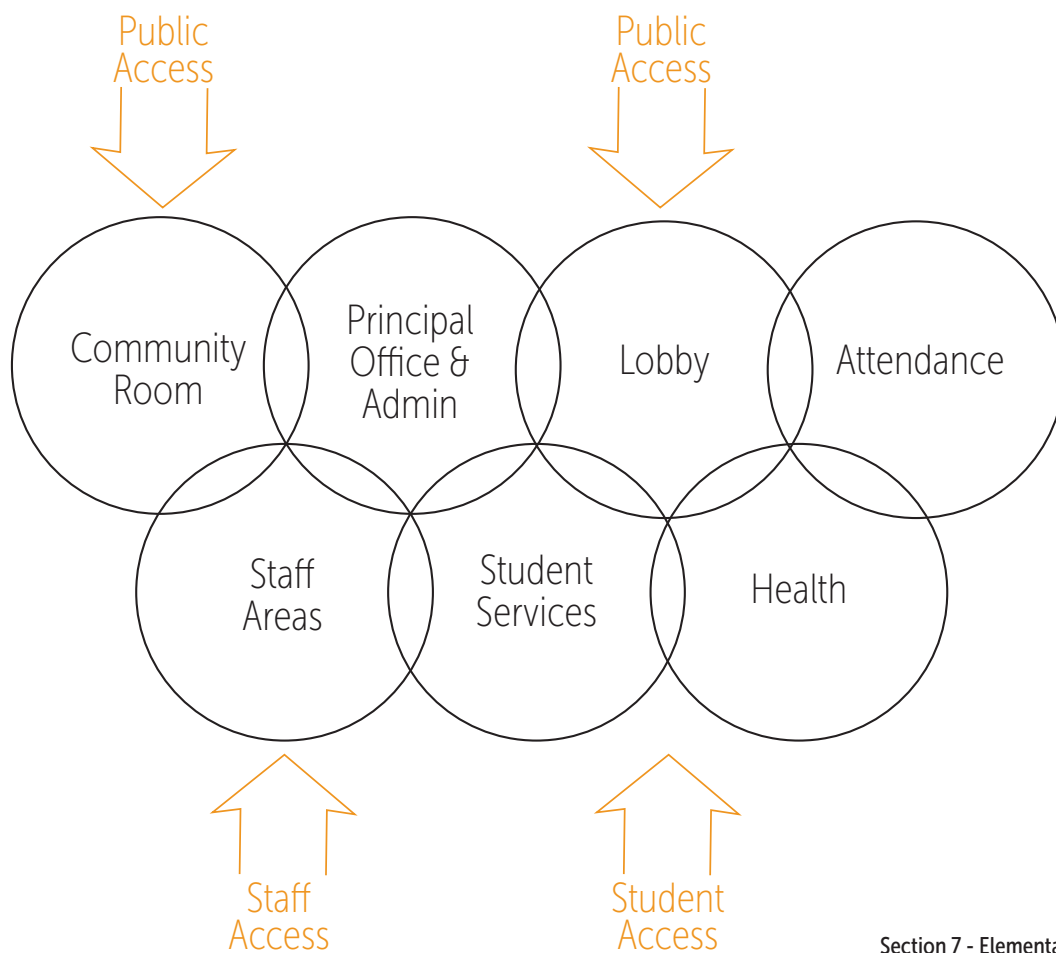
Activities and Spaces

- *The front entry lobby and reception areas provide the first point of welcome, contact and control for all visitors to the campus. It should be a convenient yet controlled access for parents, mentors, visiting professionals, vendors, etc.*

- *Circulation throughout the administrative facility, including the offices, conference rooms and work areas should provide a level of privacy to effectively accommodate visitor, parent and staff meetings.*

- *Privacy issues must be considered during allocation/assignment of spaces.*

- *Provide areas to display student work and create a school identity (electronic display is preferred).*

- *The Guidance Center will include private offices and meeting rooms for parent conferences and individual student counseling.*

- *Several office areas in this space will provide for more private counseling sessions. This area includes Speech Office, Psychologist Office, Support staff area, and an open Conference Room/ Learning Center Space for breakout activities and small meetings.*

- *Health office support areas include medical supply, locked equipment and medicine storage, restrooms, private treatment area and nurse work area.*

  - *Rest area with cots will be provided for students who are ill or under observation.*

- *The administrative suite should include a separate entrance/egress corridor remote from the reception area for secondary and more private use by staff and administrators.*

- *The staff workroom & lounge should include space for mail distribution to staff.*

- *Parent Centers are located at several schools throughout the District and, wherever possible, should be included within the school's physical plant configuration. Consideration should be given to support the function and services of the Parent Centers where they are in place and to provide for the potential addition of locations as needed.*

Adjacencies and Instructional Support Areas

- *The administration and reception area should have direct visual supervision of the vehicular drop off zone, campus, building entry and lobby area.*

- *Staff work rooms and office should be separated from visitor/parent meeting areas.*

- *Staff work room and lounge should be separate but adjacent.*

- *The Student Services area should be organized into a suite of spaces located off a main circulation area near the teaching and learning spaces. These areas should be located to support additional supervision in heavy circulation or socializing areas. This department should also provide clear and direct access from the main entrance for visitors.*

- *The health office should be located with easy access to the main exterior entrance and its location should easily accommodate emergency vehicle access.*

- *The health office should be located adjacent to the attendance office to facilitate communication, sharing of resources and back-up supervision by administration staff.*

- *IEP's and 504 meetings should be centralized to eliminate the need to cross campus.*

Furnishings, Fixtures and Equipment (FF&E)

- *All administrative spaces should have adequate lockable storage for materials and supplies.*

- *Planned flexibility of data and furnishings is important within the administrative areas in order to accommodate staffing and service changes that are likely to occur over time.*

- *Workroom will include storage for supplies and materials, as well as equipment for copy and assembly of documents and instructional materials.*

- *The staff lounge will include moveable furnishings and the kitchen area will include storage, sink, refrigerator, vending machines, etc.*

- *Cots will be provided for student/patient use in the Health Office.*

- *Secure storage for student health records and medicine storage is required.*

Public
Access

Public
Access

Community
Room

Principal
Office &
Admin

Lobby

Attendance

Staff
Areas

Student
Services

Health

Staff
Access

Student
Access

Building Services

Program Description

This section addresses the requirements for the building services, maintenance and systems. These requirements should be reviewed on a school by school basis to determine the most appropriate spaces and configuration for each site. In addition, it is of critical importance to review and utilize the District Standards document to ensure that current standards and specifications are included within the development of project plans.

Activities and Spaces

- *Facilities are required to provide custodial closets and accommodate the storage of supplies.*

- *Shipping, receiving and stocking of educational, administrative and maintenance supplies and materials requires consideration.*

- *Toilet rooms for students, staff, and public must be provided.*

- *Campus security services should be carefully addressed on each site in consideration of local conditions and needs.*

Adjacencies and Instructional Support Areas

- *Custodial closets should be spaced throughout the campus and on every floor (for campuses that include multi-story construction) in areas allowing the most convenient access.*

- *One custodial closet will be placed specifically in the vicinity of the dining space.*

- *Maintenance and operations spaces should be clustered in the service and receiving areas of the campus. Separate access to these areas should be provided for the custodial staff.*

- *Provisions for a loading dock should be considered individually for each project based on site accessibility and requirements of the school. Controlled access for deliveries is required.*

- *Restrooms to accommodate large group functions are to be placed at convenient locations throughout the school in proximity to the applicable spaces. The capacity of these toilet rooms will be based on Code requirements and the anticipated needs of each facility.*

- *Student restrooms should be convenient to classroom clusters as described above. Restrooms should be smaller capacity but in larger quantity decentralized throughout the facility, as is practical and feasible.*

- *Visiting resource staff need adequate and convenient parking.*

- *Staff toilet rooms should be should be located in convenient, accessible areas throughout the school and specifi cally adjacent to high teacher use areas such as staff workrooms, professional centers and lounge areas.*

Furnishings, Fixtures and Equipment (FF&E)

- *Finishes in building services areas should be durable, easily maintained and safe. All finishes should be coordinated with the District's Facilities Planning and Construction (FPC) and Physical Plant Operations (PPC) representatives. Selection should be in accordance with current standards and specifications as identified within the District Standards document.*

- *Accessories and fixtures should be designed to accommodate the expected level of use and in accordance with current standards and specifications as identified within the District Standards document.*

Middle School

INTRODUCTION

Format and Content

The organization of this section has been developed to provide generalized guidelines regarding the middle school facilities that are required within the District. This section includes the following categories of facilities-related directives: (1) a description of programs and instructional services to be provided within the typical middle school facility; (2) an overview of the types of activities and spaces that need to be accommodated; (3) desired spatial adjacencies in order to provide highly functioning instructional services; (4) Furnishings, Fixtures and Equipment (FF & E), and (5) a representative space diagram that identifies desired spatial relationships.

Utilization of This Section

The District currently operates their middle schools in a grades 6 – 8 configuration. Opportunities for exploratory learning are offered through elective classes. In some instances throughout the District, downsized middle school programs are combined with elementary programs to provide a K-8 grades campus. It must be recognized that the majority of future facility improvement projects for middle schools and/or K-8 schools in the SDUSD will occur within existing campuses. As such, built conditions will often limit and/or direct the conceptual planning in ways that are different from an opportunity to design a new campus or a new facility/addition at an existing site. With that consideration, the application of these educational specifications must be tailored to the unique conditions, needs and opportunities associated with each project. These specifications, while also being applicable to K-8 school projects, will focus upon future middle school project planning and design.

General Requirements for SDUSD Secondary School Campuses/Facilities:

The following points must be considered regarding the organizational structure of the District's typical middle school campus:

- *The foundational philosophy that provides the basis for formalized educational spaces within the campus is to provide an arrangement of teaching spaces grouped in order to more fully facilitate students AND teachers working in a highly collaborative environment, reflective of concepts associated with the effective utilization of Professional Learning Communities (PLC's).*

- *Flexible and technology-rich learning environments are required to encourage and support collaboration, project-based learning, small group activities, Project Lead the Way (PLTW), and individualized learning – all accommodating to the greatest possible extent opportunities for both group and individualized teaching and learning.*

- *Data and power needs are to be provided in order to accommodate a wide range of technologies in all interior AND exterior spaces. Access and utilization of technology should be a fundamental, reliable, and readily available tool within the learning experiences for all students in all places.*

Middle School

- Research studies have identified that the utilization/provision of natural light has positive impacts upon learning and student achievement.

- Collaboration spaces need to be provided for students in a variety of locations throughout the campus and should accommodate utilization by a variety of nearby instructional spaces. Collaboration spaces need to be located to facilitate concurrent utilization by multiple user groups. Visual access into these spaces is required for instructional professionals in adjacent and/or neighboring spaces in order to effectively supervise collaborative activities without the requirement for additional staffing. In essence, collaboration spaces must be inviting and highly transparent.

- Collaboration for staff needs to be accommodated through the provision of one or more professional centers in strategic locations throughout the campus. The professional center will become an important place where the instructional staff can conduct group and/or subject level planning, Professional Learning Community (PLC) activities, student assessment (verbal and quantitative) and generally provide a space for interaction and support among instructional professionals.

- The provision of a Parent/Community Center is a highly desired place within SDUSD middle schools. It is important that the Parent/Community Center be easily accessed without compromising campus security. This will serve a variety of functions throughout and beyond the regular operational hours of the school. During the school day, parents and volunteers will utilize this space for a variety of functions such as planning, preparation and support for classroom activities, assistance with project planning/implementation and a variety of instructionally-related support efforts. After school and evening use of the facility could include educational programs for students, parents and/or community members, meetings, etc.

- Wellness Center – In selected instances, a facility will be required within a middle school campus to provide a variety of community services. The range of these services are identified/listed in Section 5. Any final decision whether or not a Wellness Center is required within the scope of each respective project will be made by the District.

- Optimal security and safety provisions for students and staff are required in the planning and layout of all campus features (site and buildings). Development of building and floor plans should allow for passive and active supervision and monitoring throughout the campus.

Classroom

Program Description

Classrooms on the middle school campus will provide comfortable and "student friendly" learning environments accommodate a variety of instructional strategies in the core curriculum content areas of Math, Language Arts and Social Sciences. Classrooms will offer learning environments that encourage different types of student activity from large group instruction to Project Based Learning, small group work/discussion and individualized/project learning. Utilization of the classroom will focus upon the advancement of student skills in the areas of critical thinking, collaboration with peers, communication, and the development of problem solution strategies. Activities that focus upon practical/hands-on experiences will be emphasized as much if not more than those that more singularly focus upon knowledge acquisition.

Activities and Spaces

Classrooms within the middle school campus will be organized around a centralized and shared collaboration space. Classrooms should be arranged to open into the collaboration space, as well as into adjacent or nearby outdoor learning courtyards.

- *Classrooms will accommodate flexible use and shall be designed to facilitate project based learning, as well as Science, Technology, Engineering and Math (STEM) or Science, Technology, Engineering, Arts and Math (STEAM) program implementation.*

- *Classrooms will be technology rich to support all learning styles and have the ability to easily adapt to diverse student grouping strategies.*

- *The collaboration space is a flexible area that should anticipate the utilization of moveable and adjustable furnishings, as program offerings and spatial needs change over time; it should include minimal storage cabinets to more fully utilize the available area.*

- *Closely coordinated planning and design with the District's current technology standards is required with respect to power/data outlets, wireless technologies, and charging stations for mobile devices.*

- *Where feasible and practical, interior windows should be provided to allow for visual connection between classrooms and the collaborative learning space, and to create a sense of openness throughout classroom clusters.*

Adjacencies and Instructional Support Areas

- *Classrooms will be organized into "villages" and arranged around a centralized collaboration space. Restrooms for students and staff, as well as professional space for staff planning and coordination will be provided within the "village." Where possible, classrooms should share adjacency with an outdoor learning space.*

- *The collaboration space shall function as a multiuse breakout space and learning lab. The collaboration space should be designed to serve many functions including science, art, maker space and/or other project type uses. It should allow for multiple group presentations and demonstrations and should also support ways in which students can effectively function in an individualized learning mode.*

- *A resource space should be provided within each village, directly adjacent to (as is practical and feasible) the collaborative space. This room is intended to also function as a collaborative learning space for students to work in small groups and/or in individualized study. Focused planning should occur to facilitate physical linkages between indoor and outdoor learning. The design intent is to have the built environment encourage collaborative learning experiences and for learning to happen everywhere and at all times.*

Furnishings, Fixtures and Equipment (FF&E)

- *All classrooms should have adequate lockable storage for instructional materials and supplies, as well as counter areas for student work and display. Tackable wall surfaces will be provided in strategic locations to display student work and support instructional activities. Considerations shall include space to accommodate strategies for the efficient storage of student backpacks.*

- *Counter with base cabinets, flat file storage, mobile device charging stations are required. Mobile furnishings to provide flexibility including student desks and chairs, storage and file cabinets, and backpack storage units are to be provided in all core classrooms.*

- *Provide quality acoustic properties in all spaces and adjoining walls in order to facilitate the delivery of effective instructional programs and services.*
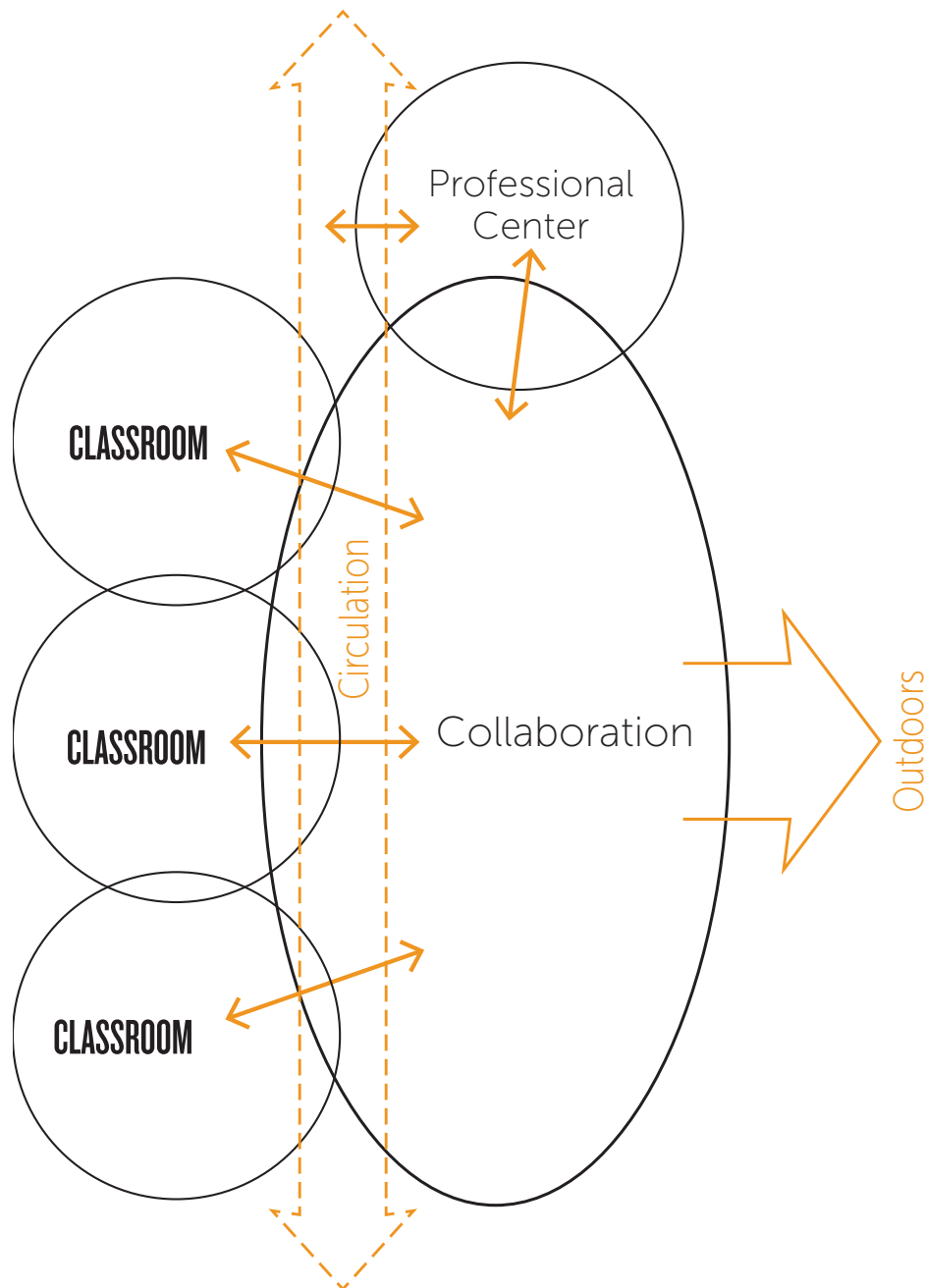
Science Facilities

Program Description

The core science program provides multi-disciplinary labs organized to maximize flexibility and are able to evolve as science instruction and school organization changes in the future. The flexible lab design allows for direct instruction, as well as experimentation and scientific research. Typical programs will include chemistry, biology, physics, engineering and general science. The lab environment shall facilitate an interdisciplinary, learner-centered instructional approach with full integration of technology and infrastructure that can adapt to changing instructional needs. The facilities and amenities must be flexible to accommodate a variety of instructional activities, providing active and passive spaces that encourage different types of learning groupings - from large lecture to small group and individualized work.

Activities and Spaces

- *Labs shall be technology rich to support all student learning styles, have the ability to support diverse scientific activities and encourage integrated teaching with visibility to adjoining shared collaboration areas.*

- *Prep./storage areas will be provided for scientific equipment and supplies with appropriate features and measures, as needed, to address security and safety.*

- *Exterior learning lab spaces should be provided (when practical and feasible within the respective site plan) to allow for outdoor scientific activities, research and experimentation.*
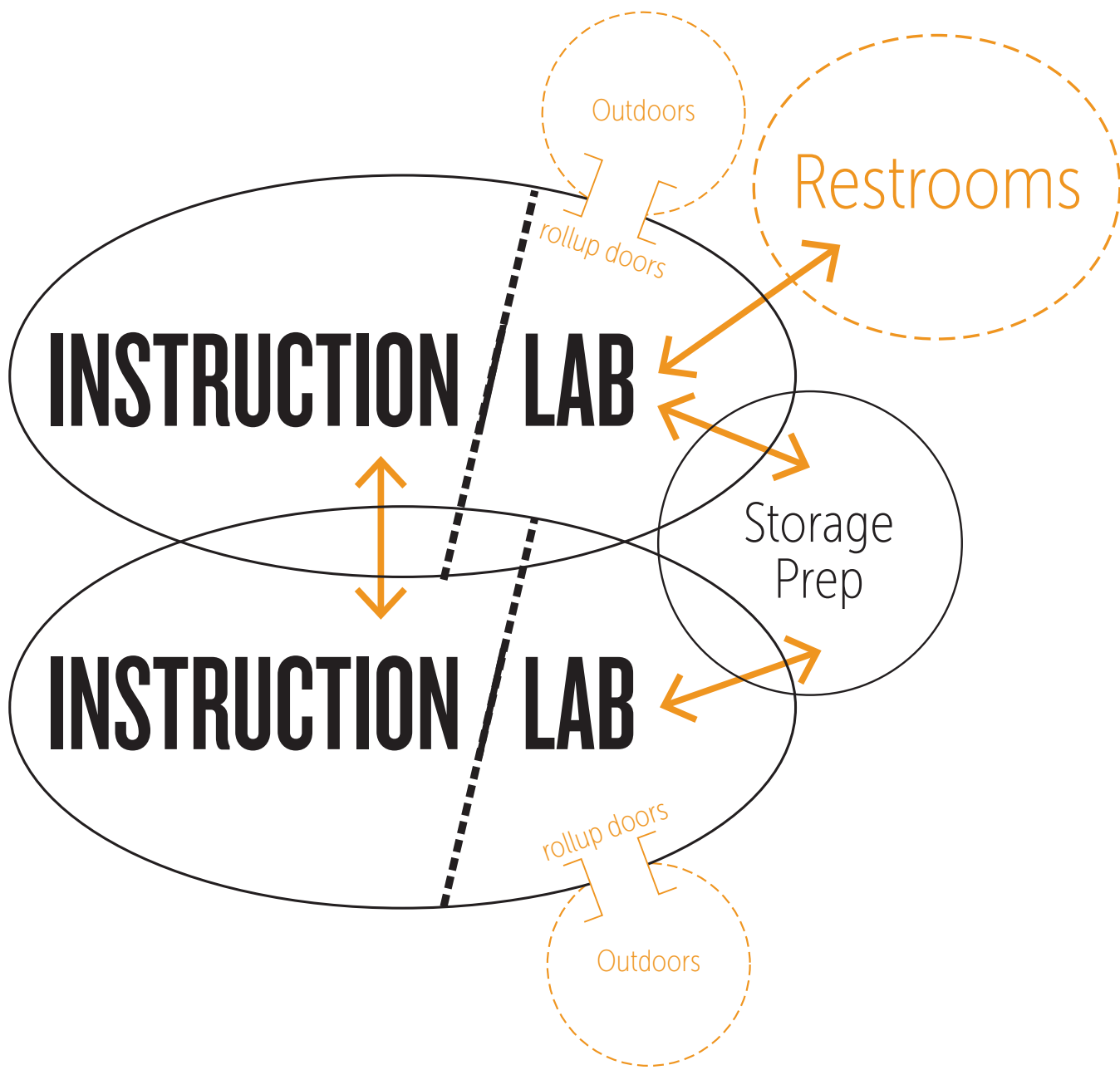
Adjacencies and Instructional Support Areas

- *To support various program needs and to create a space efficient/cost effective science area, science s are organized around shared storage and prep. areas.*

- *Labs should be within or adjacent to classrooms, allowing integration of project based and integrated learning activities.*

- *Restrooms for students and staff should be nearby. Outdoor learning labs shall be adjacent to the science facilities with clear supervision between spaces.*

Furnishings, Fixtures and Equipment (FF&E)

- *All science facilities should have adequate lockable storage for instructional materials and supplies, as well as counter areas for student work and display. Tackable wall surfaces will be provided in strategic locations to display and celebrate student work and support instructional activities. Considerations shall include space to accommodate backpack storage.*

- *Flexibility and adaptability of spaces will promote the use of movable/adjustable furniture.*

- *The direct instruction zone of each lab will be equipped and planned for flexibility and adaptability of spaces through the utilization of movable furnishings.*

- *Labs will be designed to accommodate 28-35 students with equipment to allow projection of data on walls and accommodations for student devices.*

- *Design should accommodate need for power, data, wireless technology, and charging stations for mobile devices to maximize flexibility (all in accordance with District Standards).*

- *Each lab will be equipped based on individual program needs which may include systems such as sinks, gas, lockable base storage cabinets, chemical resistant counters located around perimeter walls, and adjustable furniture and chairs.*

- *Fixed lab stations are not preferred.*

- *Prep Room will include refrigerator, chemical storage, chemical resistant counters, sink, lockable base and upper cabinets and fume hood.*

- *A sectional roll-up door with glass panels for visual connection to the outdoor learning spaces is desired.*

- *Provide quality acoustic properties conducive for instructional purposes to accommodate noise control in all areas.*

Outdoors

Restrooms

INSTRUCTION / LAB

rollup doors

Storage
Prep

INSTRUCTION / LAB

rollup doors

Outdoors

Collaboration Space

Program Description

The intent is that all subject matter can potentially be taught through a project based instructional style in the core classrooms, as well as being supported/expanded/enriched within adjacent collaboration spaces. One collaboration space shall be provided within each core classroom cluster and shall be easily accessible from all instructional spaces within each learning cluster.

The daily work of instructional professionals should be facilitated through the provision of one or more professional centers within the campus plan. Each center will accommodate short and long-term planning efforts for instructional staff to strengthen educational program development and the delivery of instructional services, individual and group student assessment, professional development and, in general, will foster an environment reflective of Professional Learning Communities.

Activities and Spaces

- *Areas within the Collaboration Space should accommodate direct instruction, demonstration, experimentation, presentation, research, collaboration and project development.*
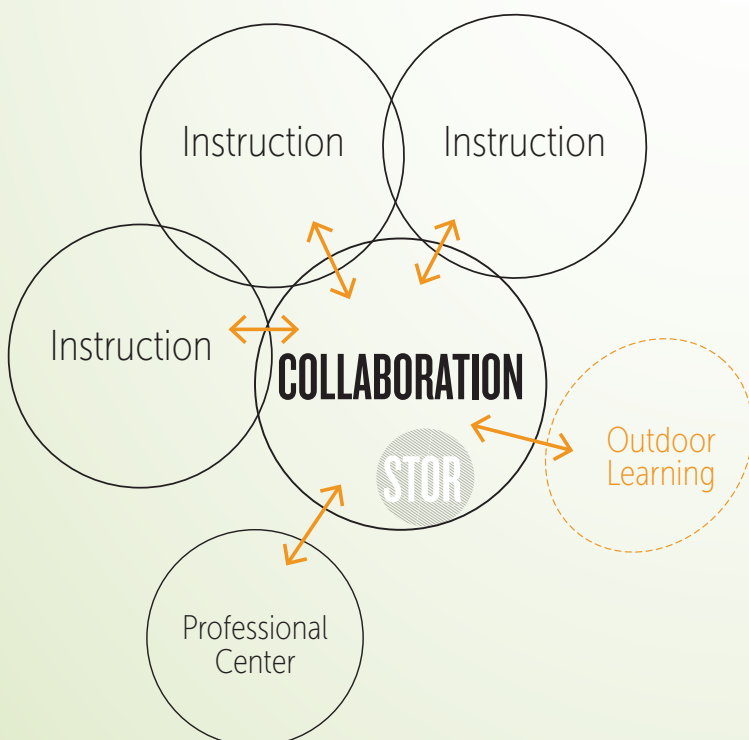

- *Collaboration Spaces should be durable, flexible and encourage project-based learning.*

- *Professional Centers should be durable and flexible to promote effective daily and long-term instructional planning, program articulation and professional development activities.*

Adjacencies and Instructional Support Areas

- *Collaboration Spaces and associated resource areas should be centralized within the typical core classroom cluster to support integrated learning opportunities.*

- *Each Collaboration Space should have an adjacent outdoor learning lab area, as is feasible within the campus site plan.*

- *Professional centers should be located within the campus plan in or near core classroom clusters.*

Furnishings, Fixtures and Equipment (FF&E)

- *All Collaboration Spaces should have adequate lockable storage for instructional materials and supplies, as well as counter areas for student work and display. Tackable wall surfaces will be provided in strategic locations to display student work and support instructional activities. Considerations shall include the provision of durable flooring.*

- *Planned flexibility of data and furnishings is important. Flexible use of the center of the Collaboration Space will include moveable tables, power and utilities.*

- *The Professional Center will include planned flexibility for data and furnishings will include tackable surfaces to support a diversity of instructional planning and professional development activities*

Maker Space

Program Description

Exploratory programs are designed to provide elective opportunities for students to find specialized areas of interest and aptitude as well as to facilitate the direct learning included in each program. The SDUSD Board of Education is also strongly committed to expanding opportunities for middle grades student development within the visual arts. Student participation in the visual arts programs is considered to be a key element within a child's overall middle school educational experience. Therefore, close coordination will be required with site and District planning staff at the onset of project-specific planning to fully understand the spatial requirements that will be needed to accommodate anticipated program offerings and activities for each middle school project.

- *Visual art classes may include art appreciation, drawing, painting and ceramics. Students recreate works of art or create original art using a variety of mediums including clay, pastels, tempera paint, and watercolors.*

- *A video production class may be offered in the Design Lab and is designed to teach students the skills needed to produce and edit digital video projects. They learn digital computer editing, sound mixing, lighting design and camera techniques. This class may be responsible for creating school video news programs.*

- *Journalism classes may be offered in the Design Lab that will explore the history of media and its current influence in the world. This class allows students to study current events as explored through the use of information media.*
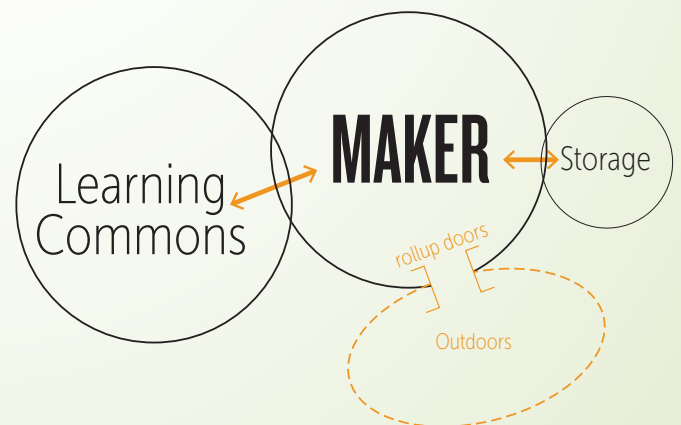
Activities and Spaces

- *The Makery is a large flexible space that can be used to support the video production and journalism programs with a technology rich environment and project-based work area. Additionally, this space may be allocated for use as a maker space and/or to support the delivery of a site-specific STEM or STEAM program.*

Adjacencies and Instructional Support Areas

- *This space shall include optimum transparency with views to the outdoor spaces to encourage collaborative learning experiences that may be easily supervised by instructional professionals.*
- *Each Lab should have an adjacent outdoor learning lab area or place for small groups to gather.*
- *The Makery, where possible, should be located near the Learning Commons.*

Furnishings, Fixtures and Equipment (FF&E)

- *Two Hot/Cold Industrial sinks are to be provided.*
- *Live feed to audio/visual in the Broadcast Room is required. Adjustable height tables with locking casters, flat green screen and anchor desk is required within the Broadcast Room.*
- *All Labs should have adequate lockable storage for instructional materials and supplies, as well as counter areas for student work and display. Tackable wall surfaces will be provided at strategic locations to display student work and support instructional activities. Considerations shall include space to accommodate backpack storage.*
- *Planned flexibility of data and furnishings is important.*
- *The Makery shall include storage racks and flat files to store materials and student projects.*
- *Display cases are to be provided inside and, if possible, visible from the exterior to exhibit student work products beyond the classroom.*

Multi-Purpose Room & Performing Arts

Program Description

The Multipurpose Room (MPR) should be designed to support multiple uses and programs, including a variety of performing arts, indoor fitness activities, rainy day activities, and indoor dining. The MPR should include a large open area that will accommodate at least one-third of the student enrollment for a performance/lecture. A raised platform for presentations and performances is required. A "welcoming " lobby with public restrooms should be provided to accommodate community utilization of the facility. The Multipurpose Room will serve as a key focal space for the school and community to further strengthen community connections.

The SDUSD has a strong commitment to providing a wide variety of performing arts opportunities to its students in grades TK – 12. The Vision Statement for the VAPA Program is Transforming Lives Through the Arts. The District has also established a Mission Statement for its VAPA Program – it is as follows: The San Diego Unified School District will promote artistic literacy, innovation, creativity, and excellence in the arts by providing a high quality, sequential, TK-12 arts experience for all students. By implementing District policies that support and sustain the arts as a core subject, the Visual and Performing Arts Department (VAPA) will support the highest quality arts education in dance, music, theatre, and visual arts, providing services in curriculum/instruction, professional development and community collaboration.

Guiding principles that direct the implementation of the District's VAPA Program are:

- *All students have equitable access to arts education.*

- *We find strength in diversity.*

The District provides a standards-based sequential course of study and instruction in the dramatic arts as well as technical theater for middle school through high school students. Theater students may participate in school-wide musicals and plays, assuming various roles as actor, director, playwright and/or technical crew.

Activities and Spaces

- *Space may need to be provided to accommodate all middle school performing arts disciplines (Music, Arts, Theatre/Drama, Creative Movement/Dance). This will be a site-specific/project- specific decision and will be determined by the District. Guidelines are currently identified within the District's VAPA Strategic Plan.*

- *Instrumental music classes include both band and string orchestras. Classes provide experiences ranging from programs designed for students who have not previously played an instrument, to students who are at an advanced level in their playing.*

- *The District's middle school choral music department offers instruction for vocal ensembles of all experiential/skill levels.*

- *The Multipurpose Room should promote the excellence of the District's performing arts programs, be flexible to accommodate continental style seating for performances, banquet style seating with tables and chairs, should accommodate open floor activities and seminar - style instructional activities and include an off-stage area for stagecraft and storage. High quality sound, lighting and acoustic systems are required.   The MPR should provide a platform for performances.*

- *Two dedicated spaces may be required for band/orchestra and choral, as well as an additional space for the drama program.*

- *Band/orchestra Spaces shall have two Practice Rooms, Instrument Storage and Music Office.*

- *Choral Space will have a robe storage area and be located near the MPR and Stage.*

- *The Practice Rooms in the band/orchestra spaces should have multiple uses; during performances these spaces can be used as a Green Room and during school hours can be combined to function as a Rehearsal/Ensemble Room. These spaces are to be acoustically sealed.*
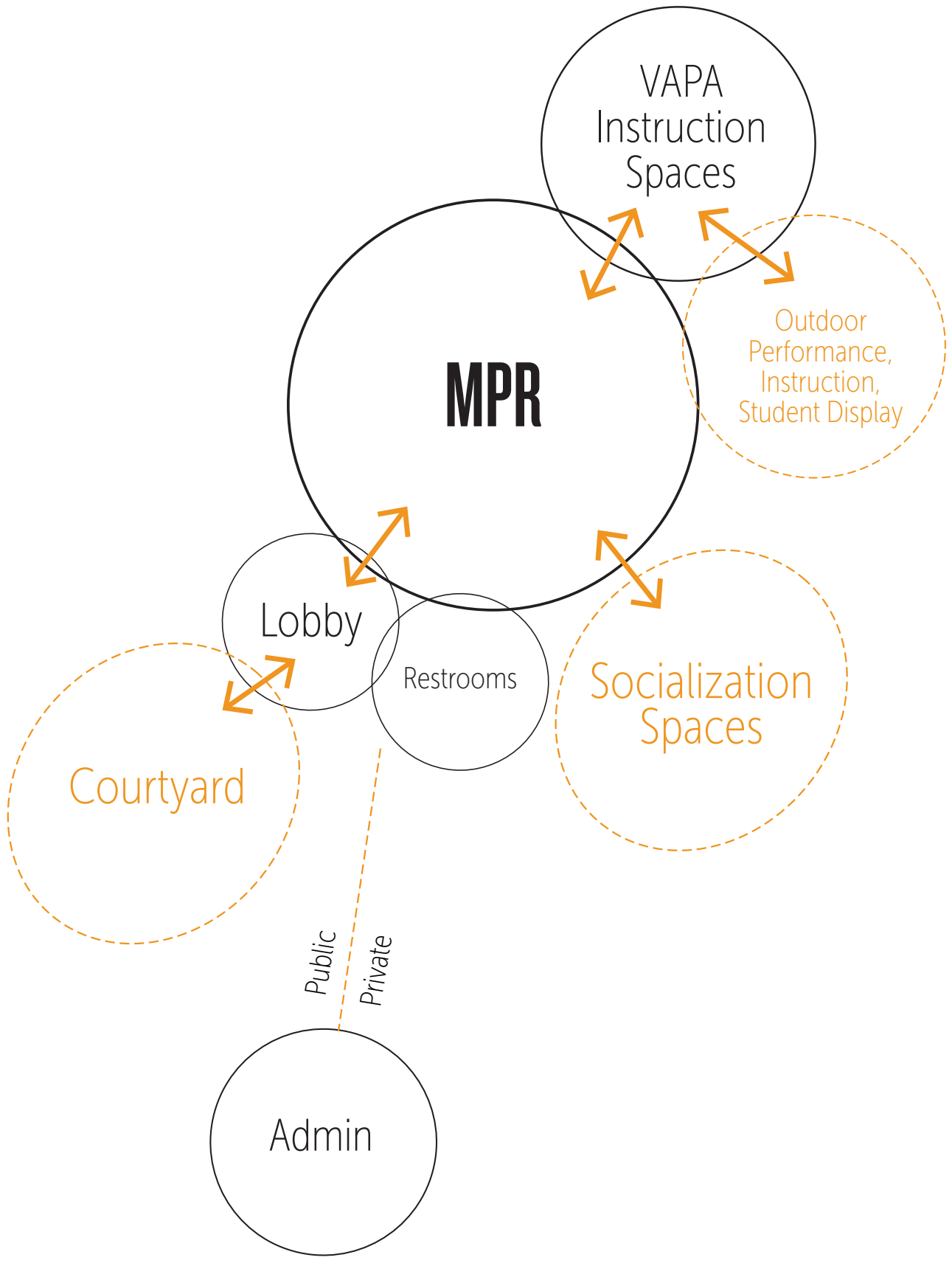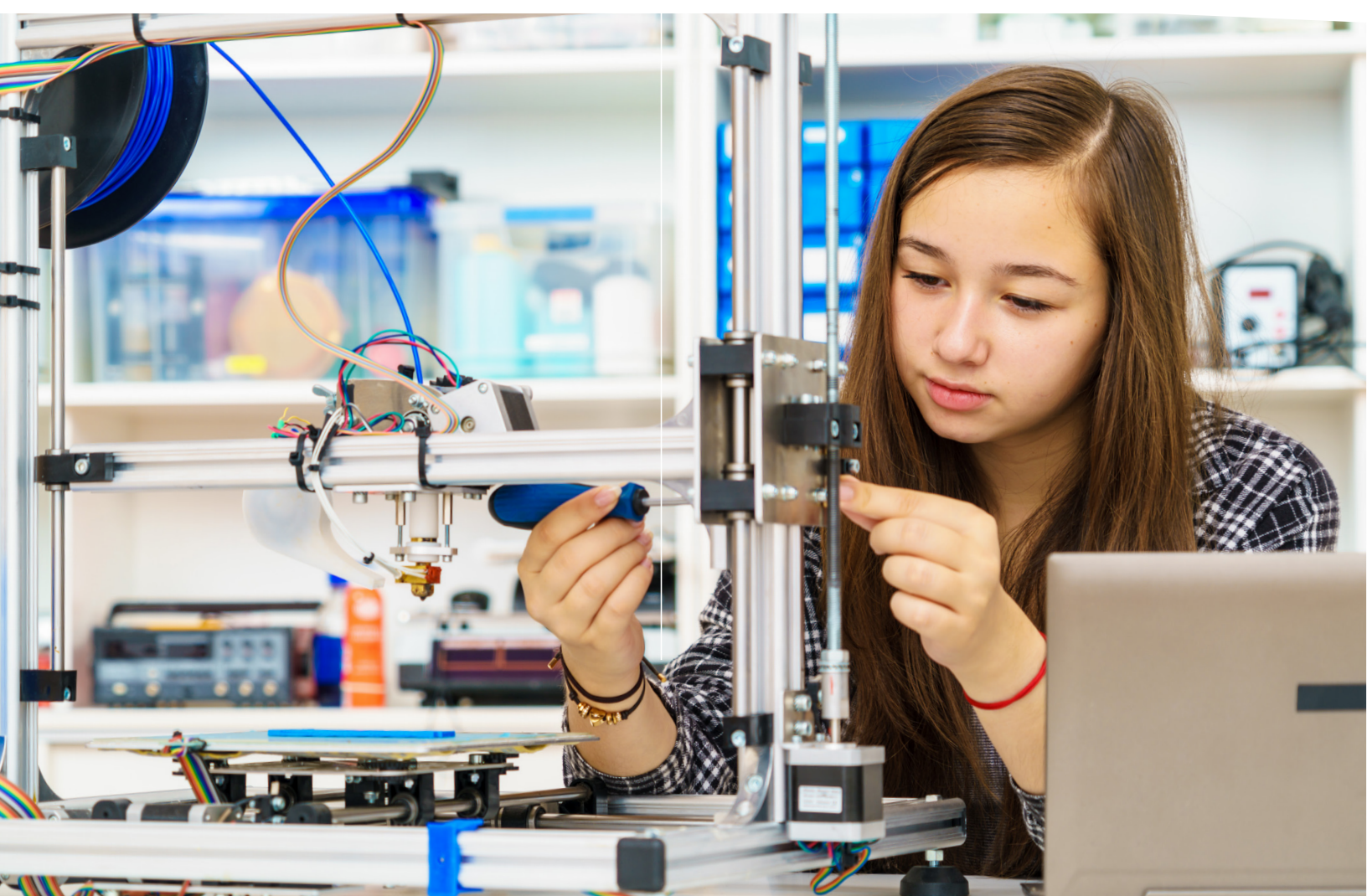
Adjacencies and Instructional Support Areas

- *The MPR should be located in a prominent location within the campus plan and in an area that is close to parking and public access for performances.*

- *A lobby should be provided that has, ideally, the ability to open onto a courtyard for use as a supplemental outdoor performance area and/ or to provide additional pre-function space.*

- *There should be adequate physical separation between the performance space and more passive instructional spaces on the campus to minimize sound transmission.*

- *Outdoor instructional space should be utilized (where feasible) to support and enhance performing arts programs.*

- *Storage should be provided within each instructional space for convenient access, use and security.*

Furnishings, Fixtures and Equipment (FF&E)

- *Provide flexible and movable furnishings and equipment as identified with the District Standards.*

- *Instrument shelving for various size instruments and locking cabinets is required.*

- *One Hot/Cold Industrial sink is to be provided in Band/Orchestra Room to clean instruments.*

- *Lighting, rigging, sound and other backstage equipment is critical in the performance area.*

- *Recording and play-back capabilities are desirable in performing arts instructional spaces.*

- *Technological capabilities should be consistent with District standards to ensure that all VAPA spaces will serve as cross-curricular instructional spaces, if/when needed.*

- *Due to the multiple functions of the Multipurpose Room, it is important to consider durable finishes and the inclusion of acoustic qualities within the large space.*

- *The design of this space must allow flexible arrangement of furnishings with movable tables and chairs to support a variety of activities, assemblies , and a range of other functions. Adequate storage for chairs and tables should be provided to accommodate the seating requirement for at least one-third of the student enrollment.*

- *Provide equipment as identified with the District Standards document. Technological capabilities should ensure that all performing arts spaces can also serve as cross-curricular instructional spaces, if/when needed.*

- *Video system in Choral Band/Orchestra Rooms to film rehearsals, document student rehearsal/ progress over time is required.*

VAPA
Instruction
Spaces

Outdoor
Performance,
Instruction,
Student Display

MPR

Lobby

Restrooms

Socialization
Spaces

Courtyard

Public

Private

Admin

Learning Commons

Program Description

The role, functions and utilization of what has traditionally been referred to as the "middle school library" is rapidly emerging and transitioning as an important facility to create student-centered learning throughout the typical SDUSD middle school campus. This facility should function as the heart of the school providing all students, teachers and parents access to digital and online resources. The Learning Commons provides an opportunity to increase partnering, mentoring and collaboration among students and teachers. Also, as a joint use facility, the Learning Commons can provide an opportunity to engage parents and other community members in the learning process as a community resource. The Learning Commons should no longer function as a separate and unique entity within the school, but should support flexible and integrated learning activities, as well as supervised social development. There is a paradigm shift that needs to be considered in the design/development of this space. The Learning Commons should be a highly flexible space for collaboration, multimodal learning, research, socialization, independent study and should provide access to mobile technologies in all areas. There should be a balance of digital and traditional resources within this rapidly transforming area.

The Innovation Lab will be ideally located within or adjacent to the Learning Commons and will support computer-based programs, on-line learning and virtual instruction for staff and students. This Lab will allow for frequent technology updates and will act as an "incubator" for teachers learning how to implement new technology and apply it in their pedagogical practice. It will serve as a professional playground for the teachers as they develop their understanding of the technological resources, emerging instructional strategies and provision of exciting learning opportunities for all students – all with the intent to foster the ongoing creation of student-centered learning throughout the campus. This space should epitomize the belief that "learning happens everywhere and at anytime."
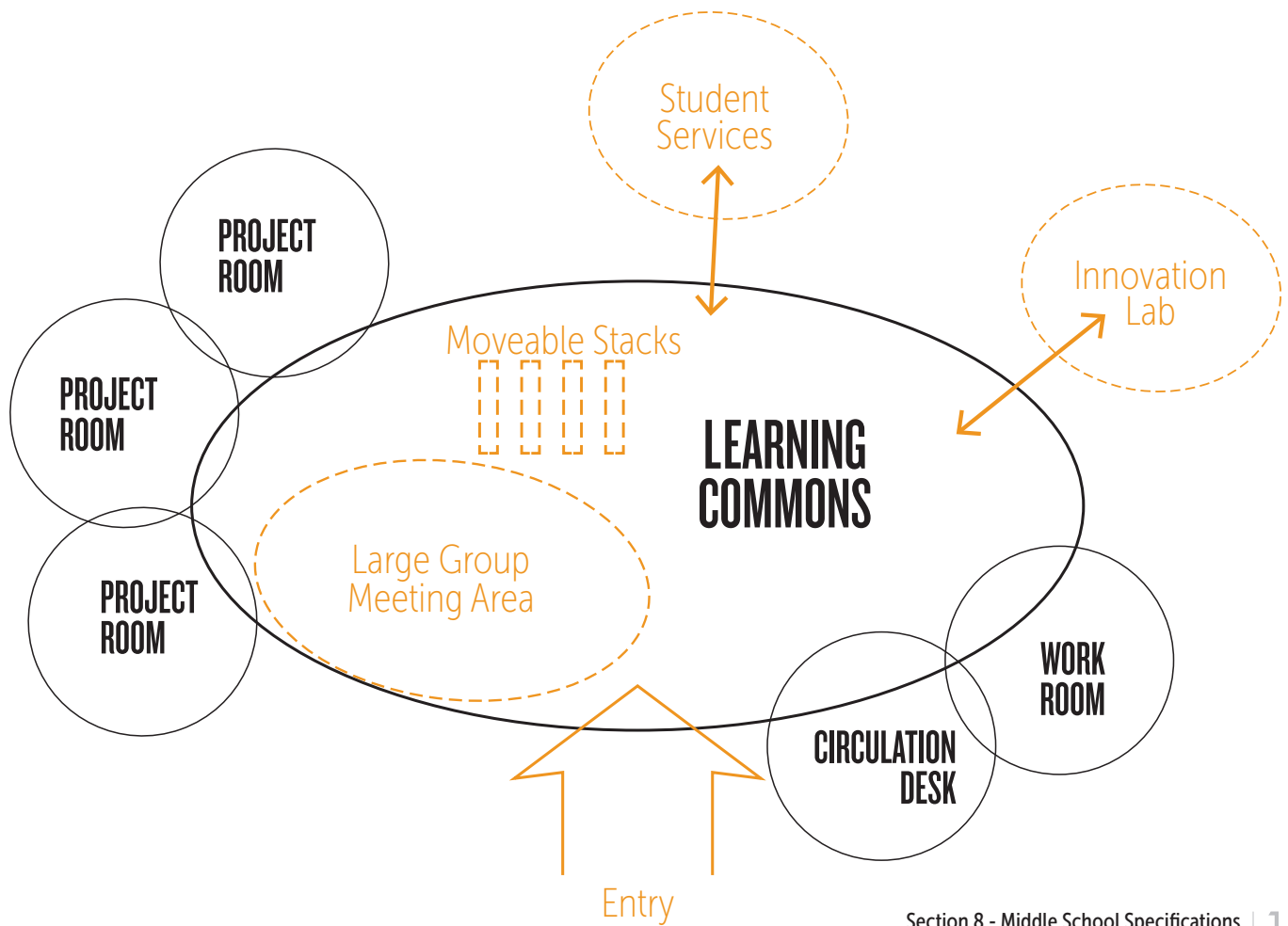
Activities and Spaces

- *An area for large group instruction without obstruction is required.*

- *Areas for research and small group work should be located away from the large group and meeting area.*

- *Opportunities for individual work/project-based learning should be accommodated.*

- *The circulation/help desk should be located where it is easily accessible and provides ease of opportunity for staff/adult oversight and supervision of the entire space.*

- *The staff workroom, offices and storage rooms associated with the Learning Commons should be located centrally in conjunction with the circulation/help desk. The organization of the facility should allow "management" by a single individual with oversight of the entire space.*

- *The Innovation Lab will provide both fixed and mobile access to information technologies in an informal and easily transformable setting.*

- *The Innovation Lab will be technology rich within a fluid plan that enables a variety of instructional activities for students, group and individual work, as well as a location to conduct staff development and staff/ professional planning meetings.*

Adjacencies and Instructional Support Areas

- *The location of the Learning Commons should be central to the learning areas/clusters of the school and should be easily accessible by everyone on the campus.*

- *It is highly desirable for the Main Distribution Frame (MDF), Technology Control Room, Video Broadcasting Studio and Tech Office to be adjacent to the Learning Commons.*

- *The Learning Commons should be located adjacent to the Administration/Student Services Center (when feasible within the campus site plan) to provide a comfortable and safe environment for students to seek extra help.*

- *The Learning Commons could be open after school hours to accommodate tutoring, homework/ special project assistance, and provide an opportunity of make-up work or credits. Therefore, this facility should be ideally located so as to provide convenient access and parking after school hours.*

- *The Innovation Lab should have a strong sense of connectivity/opportunity to the Learning Commons and should be located within or adjacent to this facility. The Gateway to Technology Program (GTT) could effectively be accommodated within the Innovation Lab.*

Furnishings, Fixtures and Equipment (FF&E)

- *The design of the Learning Commons should be equipped with a fl exible arrangement of movable shelving and furniture to allow for easy reconfiguration.*

- *Equipment should include LCD projectors, multiple projection and writing surfaces, flat screen monitors, video cameras and virtual instruction/broadcasting capabilities and be in accordance with District Standards.*

- *Furniture should be fun, comfortable, flexible and mobile.*

- *Computer workstations should be set up for research and for group instruction. There should be workstations spaced periodically throughout the space, as well as in one centralized area.*

PROJECT
ROOM

PROJECT
ROOM

PROJECT
ROOM

Student
Services

Innovation
Lab

Moveable Stacks

LEARNING
COMMONS

Large Group
Meeting Area

WORK
ROOM

CIRCULATION
DESK

Entry

Physical Education, Fitness, & Athletics

Program Description

Physical education programs are integral to enhancing each student's middle school experience. Engaging students at a young age to the importance of fitness helps them become more physically fit, and promotes an active and healthy lifestyle while having fun. This is accomplished through playing various games to improve speed, agility, hand/eye coordination, flexibility and stamina.

An indoor fitness lab could provide more opportunities and different activity offerings to support a more diverse PE program promoting lifelong wellness, and health knowledge. In addition, the outdoor playfields, hardcourts, and MPR shall provide a variety of spaces in which fitness education can occur. PE programs must, at all times, reinforce safety and supervision for students and security during times of use.

Activities and Spaces

- *The fitness lab should be an open flexible space to enable a variety of activities. It should have high ceilings, natural ventilation with mixed mode HVAC systems, and access to natural daylight with the capability of darkening the space, if needed. It should look and feel like an energizing and fun space. Stationary bikes, treadmills, ballet bars and mirrors, rubberized sports flooring, and media cabinets are needed in this space.*

- *The offices for PE teachers should be located to ensure easy visual supervision of all student activities.*

- *Locker rooms provide space for students to change clothing and store personal belongings while engaging in physical education or athletic events. Separate facilities for male and female students must be provided. The locker rooms should allow easy access to the exterior play fi elds. Privacy as well as easy supervision in the layout of the overall facility needs consideration.*

- *Student restrooms should be provided that allow convenient and supervised access from the hardcourt/playground areas.*

- *Hardcourt areas should include striping for age appropriate games and activities.*

- *Field areas should provide for multipurpose use to include soccer, softball, etc.*

- *The storage area provides storage for PE equipment, sports/exercise equipment, as well as for non-school community activities. The room should include a pair of doors for a minimum six-foot wide opening, directly adjacent to the PE facilities and, where possible, should include exterior doors for storage of equipment used on the fi elds by student and community user groups.*

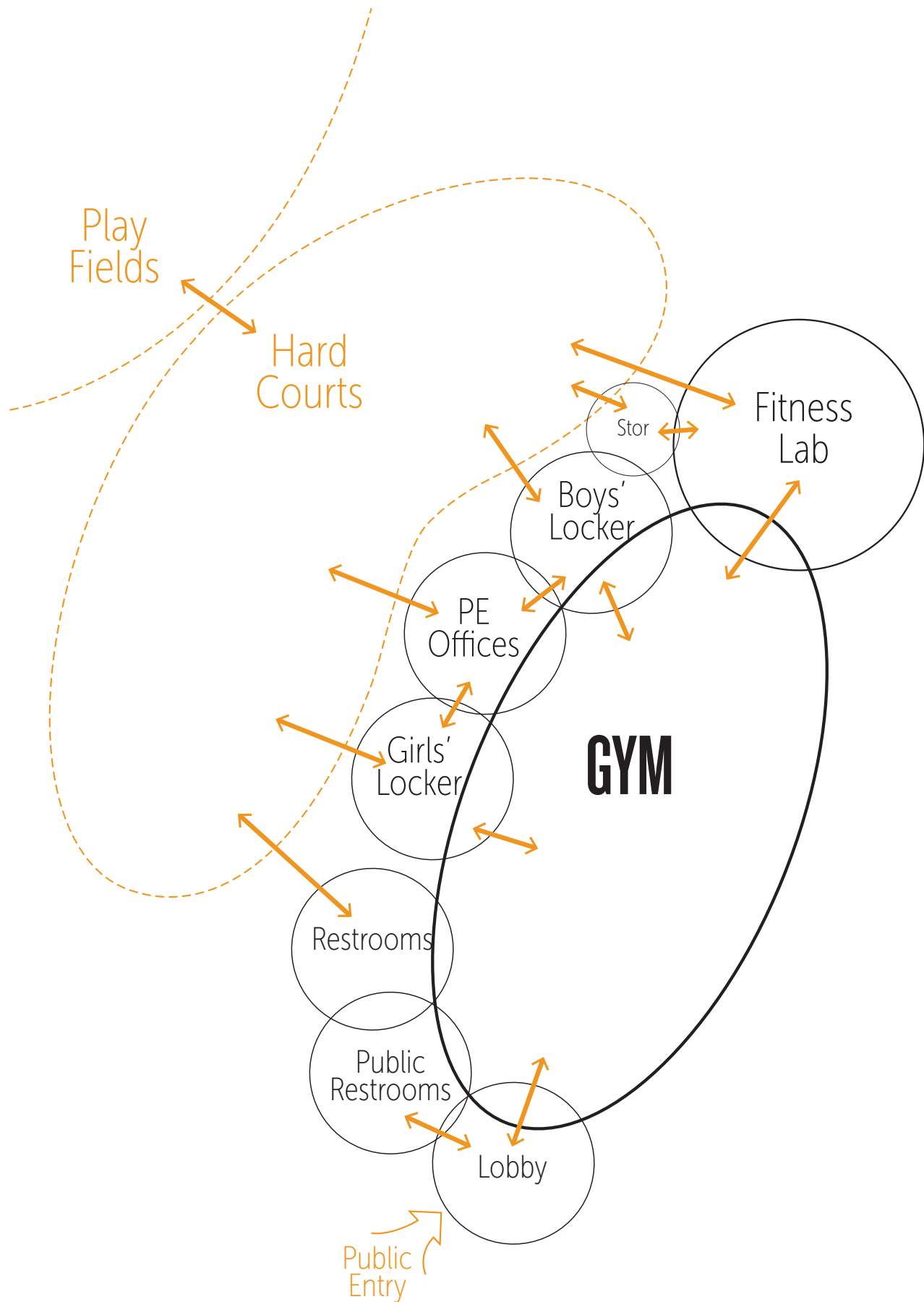- *A running track/path surrounding the field area should be provided.*

Adjacencies and Instructional Support Areas

- *As an active area of the campus, the location of this department will require separation from other academic areas of the school. Creating separation between the PE activity spaces and the academic areas of the building will create the desired acoustical isolation from the noisier PE/athletic activities.*

- *Access to restrooms should be adjacent to playfields and playgrounds.*

- *Hardcourt/playground areas should be located in close proximity to the outdoor lunch area.*

- *Male and female teacher restrooms with showers/changing areas in or near the PE facilities should be provided.*

Furnishings, Fixtures and Equipment (FF&E)

- *PE equipment and fitness apparatus equipment should be appropriately selected for intended programs, student population and age, and should be planned in accordance with District Standards*

Play
Fields

Hard
Courts

Stor

Fitness
Lab

Boys'
Locker

PE
Offices

GYM

Girls'
Locker

Restrooms

Public
Restrooms

Lobby

Public
Entry

LUNCH MENU

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Wk Of 3/25	Pepperoni & Cheese Pizza / Salad (Cooked Veg under 2 yrs) / Applesauce / Milk	Chicken with Rice / Broccoli / Fruit Cocktail / Milk	Shells w/ Meat Sauce / Bread & Butter / Salad (Cooked Veg under 2 yrs) / Pears / Milk	Bologna Sandwich / Mixed Vegetables / Apple Slices / Milk	Tuna Sandwich / Green Beans / Bananas / Milk
Wk of 4/1	Hot Dog / Baked Potato Slices / Peas / Pudding / Milk	Pancakes with Sausage / Berries / Applesauce / Milk	Turkey Sandwich / Vegetable Soup / Fruit Cocktail / Milk	Sloppy Joe on bread cubes / Corn / Peaches / Milk	Macaroni & Cheese / Green Beans / Pears / Milk
Wk of 4/8	Chicken Nuggets / Bread & Butter / Carrots / Pudding / Milk	Spaghetti with Meat Sauce / Salad (Cooked Veg under 2 yrs) / Applesauce / Milk	Tacos with lettuce and cheese / Corn / Corn Bread / Fruit Cocktail / Milk	Ham Sandwich / Vegetable Soup / Pears / Milk	Grilled Cheese Sand. / Tomato Soup / Apple Slices / Milk
Wk of 4/15	Macaroni & Cheese / Green Beans / Pudding / Milk	Chicken Sandwich / Vegetable Soup / Pears / Milk	Fish Sticks / Bread & Butter / Mixed Vegetables / Fruit Cocktail / Milk	Hot Dog / Bread & Butter / Corn / Peaches / Milk	Dinosaur Bologna Sandwich / Banana / Applesauce / Milk

Food Services

Program Description

Food services functions for SDUSD middle schools should anticipate both indoor/outdoor dining and social gathering. Food services facilities will be located in the Multipurpose Room area/facility. The Food Services area will conform to local health department standards and all equipment will be in accordance with District Standards.

Healthy and appetizing meals are essential for physical well-being and academic achievement. There is a purposeful shift away from menus that rely heavily on processed foods to a system that will support high quality foods that are regionally sourced whenever available and practicable. Kitchens and serving spaces should support this transition to a transformed food service model and should be highly functional, energy efficient and meet stated program requirements. The program will also integrate sustainable design strategies and features. Dining spaces must serve as a comfortable, welcoming environment for students to eat and socialize.

Activities and Spaces

- *The food services space and adjacent Multipurpose Room will provide flexible use for lunch activities during inclement weather as well as serve to after school programs and events.*

- *Student queuing into the serving area should be located under a covered space to protect students from the weather and sun. There should be clear views into the serving room to better manage ingress and egress of students. Separate entrance and exits from the serving line should be one-way and flow into the serving area.*

Adjacencies and Instructional Support Areas

- *The food services, kitchen and delivery area must be located with easy site access for deliveries, trash collection and kitchen staff parking. The adjacent Multipurpose Room will need to provide convenient and supervised access to the public with nearby parking.*

- *An outdoor lunch area with a weather shelter is highly desired for student lunches and to support planned and/or informal outdoor learning activities and programs.*

- *Work/office space is to be provided for the onsite food service administrator as well as support areas for staff, including restrooms, and dressing rooms.*

- *Food preparation, serving and support areas should follow District Standards for Food Services*

Furnishings, Fixtures and Equipment (FF&E)

- *The design of the MPR must allow flexible arrangement of furnishings with movable tables and chairs to support a variety of activities, assemblies, and functions. Adequate storage for chairs, and tables to accommodate at least one-third of the student population should be provided.*

- *Due to the multiple functions of the MPR, it is important to consider durable finishes and the inclusion of acoustic qualities within the large space.*

- *SDUSD middle school kitchens are designed to fit pre-prepared central kitchen supplied items that are heated at the sites. In order to facilitate this approach, the school's food services facility should have modern equipment (in accordance with District Standards), adequate space, and the most efficient space layout to optimize staff work flow and student access/serving.*

- *Staff dressing rooms must include lockers for personal item storage.*
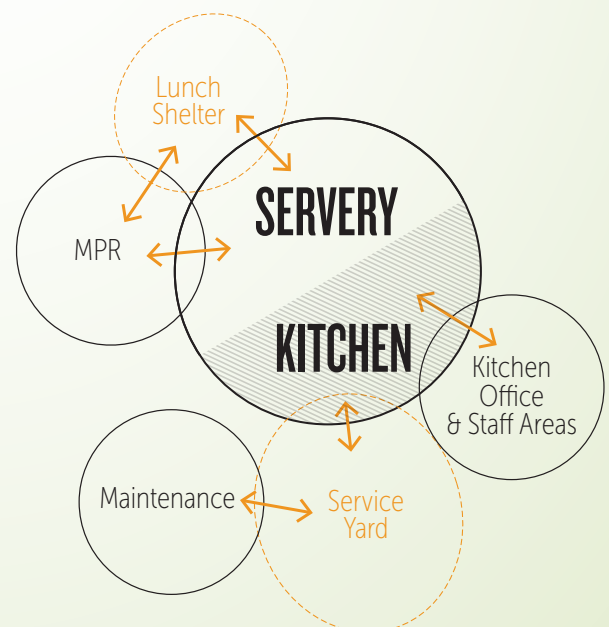
Welcome Center

Program Description

The main administration/student services area of the campus should serve as a Welcome Center and provide a front entry for public, administrative duties, conference, support services and enrollment, attendance and records storage. The administrative and student services facilities, which will be accessed by students, faculty, and the public, shall have clear delineation of "public" (e.g. Lobby and Waiting), "private" (e.g. Offices) and "semi-private" (e.g. Conference Room) types of spaces. This area of the typical SDUSD middle school has become increasingly important as the need for student safety and campus security must be maintained while there is, at the same time, a focused intent to build strong connections to the local neighborhood. All administration, attendance office, student services, health services, parent/community services and counseling services are provided in the administration/student services center.

The Counseling/Guidance Center is a place for students to receive academic, social and emotional support and guidance.

Health services support the link between a student's academic achievement and a student's physical and emotional/psychological well-being. Health services programs provide primary prevention and treatment that are focused upon keeping students in school through appropriate screenings and the early identification of "at-risk" issues.

Activities and Spaces

- *The front entry lobby and reception areas provide the first point of welcome, contact and control for all visitors to the campus. It should be a convenient yet controlled access for parents, mentors, visiting professionals, community members, and vendors, etc.*

- *Circulation throughout the administrative facility, including the offices, conference rooms and work areas should provide a level of privacy to effectively accommodate visitor, parent and staff meetings.*

- *Privacy issues must be considered during allocation/assignment of spaces.*

- *The Counseling/Guidance Center will include private offices and meeting rooms for parent conferences and individual student counseling.*

- *Several office areas in this space will provide for more private counseling sessions. These areas include the Speech Office, Psychologist Office, support staff area, Interventionists, and an open Conference Room/Learning Center Space for breakout activities and small meetings.*

- *Health office support areas include medical supply, locked equipment and medicine storage, restrooms, private treatment area and nurse work area.*

  - *Rest area with cots will be provided for students who are ill or under observation.*

- *Provide areas to display and celebrate student work and create a school identity (electronic display is preferred).*

- *The administrative center should include a separate entrance/egress corridor remote from the reception area for secondary and more private use by staff and administrators.*

- *The staff workroom and lounge should include space for mail distribution to staff.*

- *Parent/Community Centers are located at several schools throughout the District. Consideration should be given to support the function of these programs where they are in place and to provide for the potential addition of locations, as needed.*
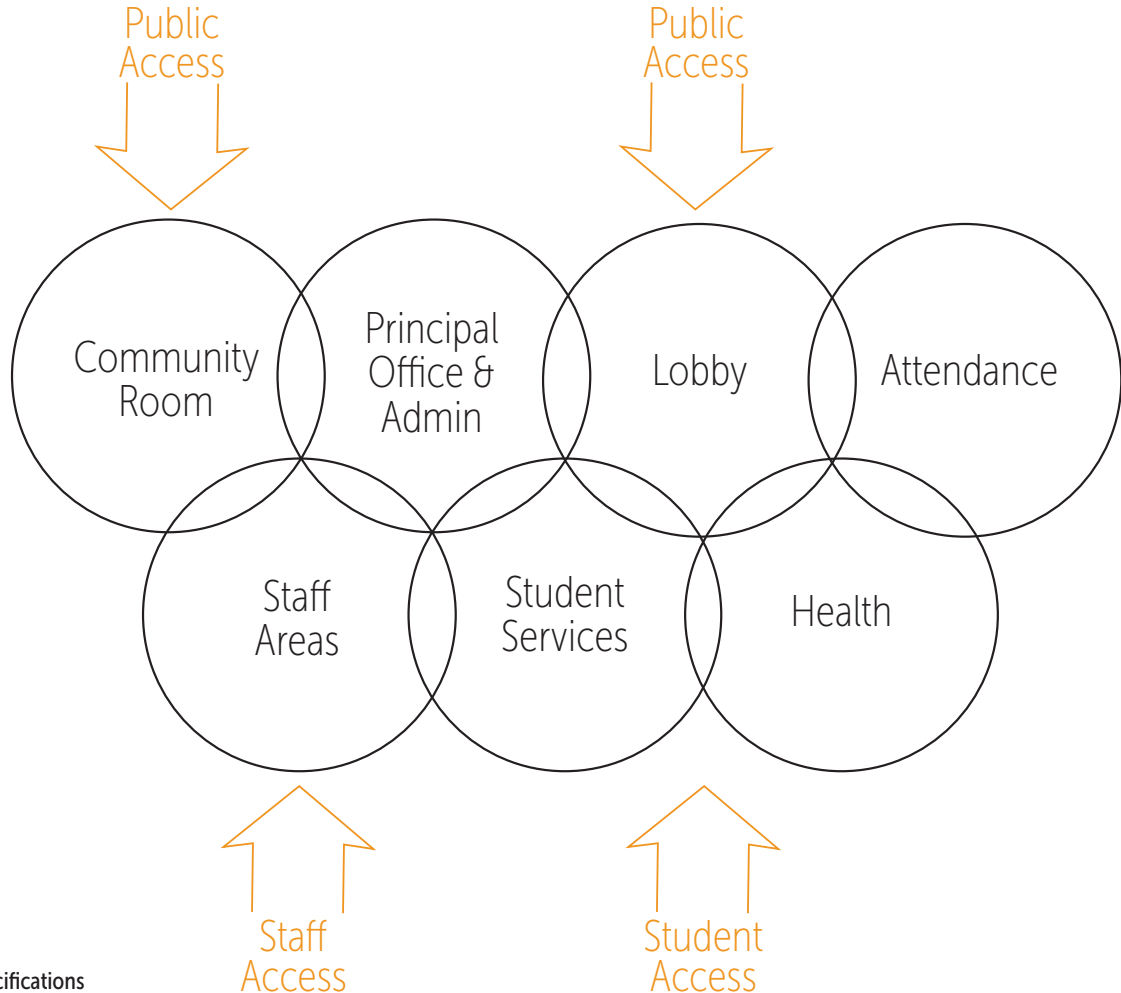
Adjacencies and Instructional Support Areas

- *The administration and reception area should have direct visual supervision of the vehicular drop off zone, campus and building entry/lobby area.*

- *Planned flexibility of data and furnishings is important within the administrative areas in order to accommodate staffing and service changes that are likely to occur over time*

- *Staff work rooms and office should be separated from visitor/parent meeting areas.*

- *Staff work room and lounge should be separate but adjacent.*

- *The Student Services area should be organized into a suite of spaces located off of a main circulation area near the teaching and learning spaces. These areas should be located to support additional supervision in heavy circulation or socializing areas. This department should also provide clear and direct access from the main entrance for visitors.*

- *The health center should be located with easy access to the main entrance and exterior. Consideration should be made to locate the health center to provide easy emergency vehicle access.*

- *The health center should be located adjacent to the attendance office to facilitate communication, sharing of resources and back-up supervision by administration staff.*

- *IEP's and 504 meetings should be centralized to eliminate the need to cross campus.*

Furnishings, Fixtures and Equipment (FF&E)

- *All administrative spaces should have adequate lockable storage for materials and supplies.*

- *Secure storage is required for student academic records.*

- *Cots will be provided for student/patient use. Secure storage for student health records and medicine storage is required.*

- *Planned flexibility of data and furnishings is important. Flexible use of the administration/ student services center should accommodate movable tables, power and utilities as staffing and/or programmatic services/needs change over time.*

- *The workroom will include storage for supplies and materials, as well as equipment for copy and assembly of documents and instructional materials.*

- *The staff lounge will include movable furnishings and kitchen area will include storage, refrigerator, sink, vending machines, etc.*

EXIT

Building Services

Program Description

This section addresses the requirements for the building services, maintenance and operational support systems. These requirements should be reviewed on a school by school basis to determine the most appropriate spaces and configuration for each site. In addition, it is of critical importance to review and utilize the District Standards document to ensure that current standards and specifications are included within the development of project plans.

Activities and Spaces

- *Facilities are required to provide custodial closets and accommodate the storage of supplies. It is especially important to locate these close to or within the core academic clusters and other learning facilities throughout the campus to facilitate the completion of daily cleaning/maintenance.*

- *Shipping, receiving and stocking of educational, administrative and maintenance supplies and materials requires consideration.*

- *Restrooms for students, staff, and public must be provided.*

- *Campus security services should be carefully addressed on each site in consideration of local conditions and needs.*

Adjacencies and Instructional Support Areas

- *Custodial closets should be spaced throughout the campus and on every floor (for campuses that include multi-story construction).*

- *One custodial closet will be placed specifically in the vicinity of the dining space.*

- *Maintenance and operations spaces should be clustered in the service and receiving areas of the campus. Separate access to these areas should be provided for the custodial staff.*

- *Provisions for a loading dock should be considered individually for each project based on site accessibility and requirements of the school. Controlled access for deliveries is required.*

- *Restrooms to accommodate large group functions are to be placed at convenient locations throughout the school in proximity to the applicable spaces. The capacity of these restrooms will be based on Code requirements and the anticipated needs of each facility.*

- *Student restrooms should be convenient to classroom clusters as described above. Restrooms should be smaller capacity but in larger quantity and decentralized throughout the facility, as is practical and feasible.*

- *Visiting resource staff need adequate and convenient parking.*

- *Staff restrooms should be located in convenient, accessible areas throughout the school and specifically adjacent to high teacher use areas such as staff workrooms, professional centers and lounge areas.*

- *Location of a security office should be evaluated based on the individual needs of each school and community. Security offices will require direct visual access to the exterior, and should be located for easy access to the main entrance and to areas of the highest use by the student population.*

Furnishings, Fixtures and Equipment (FF&E)

- *Finishes in building services areas should be durable, easily maintained and safe. All finishes should be coordinated with the District's Facilities Planning and Construction (FPC) and Physical Plant Operations (PPC) representatives. Selection should be in accordance with current standards and specifications as identified within the District Standards document.*

- *Accessories and fixtures should be designed to accommodate the expected level of use and in accordance with current standards and specifications as identified within the District Standards.*

High School

High School

INTRODUCTION

Format and Content

The organization of this section has been developed to provide generalized guidelines regarding the high school facilities that are required within the District. This section includes the following categories of facilities-related directives: (1) a description of programs and instructional services to be provided within the typical high school facility; (2) an overview of the types of activities and spaces that need to be accommodated; (3) desired spatial adjacencies in order to provide highly functioning instructional services; (4) Furnishings, Fixtures and Equipment (FF & E), and (5) a representative space diagram that identifies desired spatial relationships.

Utilization of This Section

The District currently operates their 16 senior high schools in a grades 9 - 12 configuration; there are several additional high schools that offer unique/specialized learning programs and settings for San Diego's high school-age students. While some of the District's senior high school campuses operate within a "traditional high school model," other schools operate through a "school within a school/academy model" or an organization of small learning communities. Additionally, one school is functioning as a "Linked Learning" demonstration school that includes four unique academies.

To complement the comprehensive academic programs at SDUSD high schools, various CTE programs/Career Pathways are offered at respective schools. The expansion and/or modified delivery and organization of these types of programs at existing and new campuses will be an important element of future project planning. In essence, it appears that a strong emphasis is being placed upon the provision of integrated learning opportunities for students where the more traditional core academic courses are being paired with real-world/practical learning activities – all focused upon better improving students' college and career readiness.

Given the overall transformative nature of program delivery within many of SDUSD's high schools, it is imperative at the onset of campus-specific project planning for the design team to establish a clear understanding of current programs and instructional delivery strategies in relation to anticipated and/or in-progress modifications.

General Requirements for SDUSD Secondary School Campuses/Facilities:

The following points must be considered regarding the organizational structure of the District's typical high school campus:

- o   *The foundational philosophy that provides the basis for formalized educational spaces of the campus is to provide an arrangement of teaching spaces grouped in order to more fully facilitate students AND teachers working in a highly collaborative environment, reflective of concepts associated with the effective utilization of Professional Learning Communities (PLC's).*

- *Flexible and technology-rich learning environments are required to encourage and support collaboration, project-based learning, small group activities, Project Lead the Way (PLTW), Linked Learning, and individualized learning – all accommodating to the greatest possible extent opportunities for increased college and career readiness for high school students.*

- *Data and power are to be provided in order to accommodate a wide range of technologies in all interior AND exterior spaces. Access and utilization of technology should be a fundamental, reliable, and readily available tool within the learning experiences for all high school students in all places.*

- *Research studies have identified that the utilization/provision of natural light has positive impacts upon learning and student achievement – use of this design feature is encouraged where possible.*

- *Collaboration spaces need to be provided for students in a variety of locations throughout the campus and should accommodate utilization by a variety of nearby instructional spaces. Collaboration spaces need to be located to facilitate concurrent utilization by multiple user groups. Visual access into these spaces is required for instructional professionals in adjacent and/or neighboring spaces in order to effectively supervise collaborative activities without necessitating a requirement for additional staffing. In essence, collaboration spaces must be inviting and highly transparent.*

- *Collaboration for staff needs to be accommodated through the provision of one or more professional centers in strategic locations throughout the high school campus. The professional center will become an important place where the instructional staff can conduct group and/or subject level planning, Professional Learning Community (PLC) activities, student assessment (verbal and quantitative) and generally provide a space for interaction and support among instructional professionals.*

- *The provision of a Parent/Community Center is a highly desired place within SDUSD high schools. In essence, this type of facility located within the high school campus may function as a key community "one-stop" asset for students, parents and community members of each high school's cluster. From this perspective, the inclusion of this facility on the high school campus may also help to increase familiarity and a sense of ease for younger students/families as they move toward matriculation into their neighborhood high school. It is important that the Parent/ Community Center be easily accessed without compromising campus security. This Center will serve a variety of functions throughout and beyond the regular operational hours of the school. During the school day, parents and volunteers will utilize this space for a variety of functions such as planning, preparation and support for classroom activities, assistance with project planning/implementation and a variety of instructionally-related support efforts. After school and evening use of the facility could include educational programs for students, parents and/or community members, meetings, etc.*

- *Wellness Center – In selected instances, a facility will be required on a high school campus to provide a variety of community services. The range of these services are identified/listed in Section 5. Any final decision whether or not a Wellness Center is required within the scope of each respective project will be made by the District. Furthermore, as individual project scopes are developed, it will be important to analyze the need for both a Parent/Community Center and a Wellness Center on the high school campus to avoid redundancy of space and possible services. It may be possible to combine these two facilities into one, to more effectively utilize and implement the "one stop" concept.*

- *Optimal security and safety provisions for students and staff are required in the planning and layout of all campus features (site and buildings). Development of building and floor plans should allow for passive and active supervision and monitoring throughout the campus.*

Standard Classroom

Program Description

The core academic program spaces include classrooms that are organized to maximize flexibility and are able to evolve as academies or small learning communities as school organization and instructional delivery evolves over time. A flexible arrangement of spaces allows for programs to be organized by grade, subject, discipline or multi-discipline, and by academy or by small learning community to fit the school's program needs. The typical classroom within a traditional high school setting should be able to house core curricular subjects in Mathematics, English Language Arts, History-Social Science, as well as courses in World Languages and Health.

In order to maximize learning, skill acquisition and the development of critical thinking capabilities that will better enable SDUSD students to succeed as citizens and in their future endeavors, the District's implementation of the Common Core State Standards (CCSS) suggests "that academic and vocational subjects should be combined and fully integrated as a fundamental element within a student's overall schooling experience." The District's Design Guidelines state "that student achievement and overall intellectual development will increase when students routinely apply their classroom learning to real life and workplace solutions."

The classroom environment shall facilitate an interdisciplinary/integrated learning and student-centered instructional approach with full integration of technology and infrastructure that can adapt to changing instructional and program needs. The facilities and amenities must be flexible to accommodate a variety of evolving instructional activities, providing active and passive spaces that encourage different types of learning styles; from large lecture to small group to individual work to project-based learning.

Central to the classroom villages will be a Professional Center that facilitates staff workstations for the instructional professionals. This area will encourage staff collaboration, provide space for work, meetings, conferences, staff development, and storage of instructional materials.

Activities and Spaces

- *To encourage collaboration among students and between students with staff, classrooms are organized in a grouping around a central, Collaboration Space.*

- *The Collaboration Space is a flexible area with moveable, easily grouped furnishings. A variety of activities including technical instruction, team teaching, breakout classes, small group work, presentations and informal meetings should be easily accommodated in this space. It can become a specialized space to support the surrounding classrooms (e.g., a Language Lab for World Languages classrooms) and could also serve as a collaborative teaming and meeting area for staff.*

- *A Professional Center shall be flexible in use/configuration, and utilize modular furniture systems. This space can be utilized for more formal teacher meetings, teacher-parent meetings, as well as teacher and student meetings. The space should be private enough for staff work and confidentiality, however allow for an open feeling to encourage students seeking mentorship and guidance. Spaces should include storage, a workroom and individual office suites for designated staff.*

- *Classrooms shall be technology rich to support all student learning styles, have the ability to support diverse grouping strategies, encourage interdisciplinary/integrated teaching while also providing visibility to adjoining classrooms and shared collaboration areas.*

- *Interior glazing should be utilized to allow for visual connection between classrooms and collaboration spaces, and to create an overall sense of openness between classrooms.*

Adjacencies and Instructional Support Areas

- *Classrooms are arranged around the Collaboration Space. Restrooms for students and staff, storage, the Professional Center and a resource room are provided in each classroom village.*

- *The centralized Collaboration Space shall function as a multi-functional breakout space and learning lab. The Collaboration Space should, where possible, share adjacency with an outdoor learning space.*

- *Design of spaces should provide optimum transparency between grouped activities with views to the exterior and outdoor classroom courts, where possible. The design intent is to have the built environment encourage collaborative learning experiences and for learning to happen everywhere throughout the campus setting.*

- *Small group restrooms with corridor-side group hand washing stations should be located within the village.*

- *The centralized Professional Center should be located, as is feasible, to have easy oversight of the Collaboration Space.*

- *A resource space should be provided with each village adjacent to the Collaboration Space. This room is intended to support the delivery of special education services, as well as possibly providing a learning space for other students working in a small group or individualized setting.*

Furnishings, Fixtures and Equipment (FF&E)

- *All classrooms should have adequate lockable storage for instructional materials and supplies, as well as counter areas for display and celebration of student work. Tackable wall surfaces will be provided in strategic locations to display student work and support instructional activities. Considerations shall include space to accommodate backpack storage strategies.*

- *Flexibility and adaptability of spaces will promote the use of movable and flexible furnishings.*

- *Design should accommodate the need for power, data, and wireless technology maximize flexibility.*

- *Counter with base cabinets, flat file storage, mobile device charging stations are required. Mobile furnishings to provide flexibility including student desks and chairs, storage and file cabinets, and backpack storage units are to be provided in all core classrooms.*

- *Provide quality acoustic properties in all spaces and adjoining walls in order to facilitate the delivery of effective instructional programs and services.*

Professional Center

CLASSROOM

CLASSROOM

CLASSROOM

Circulation

Collaboration

Outdoors
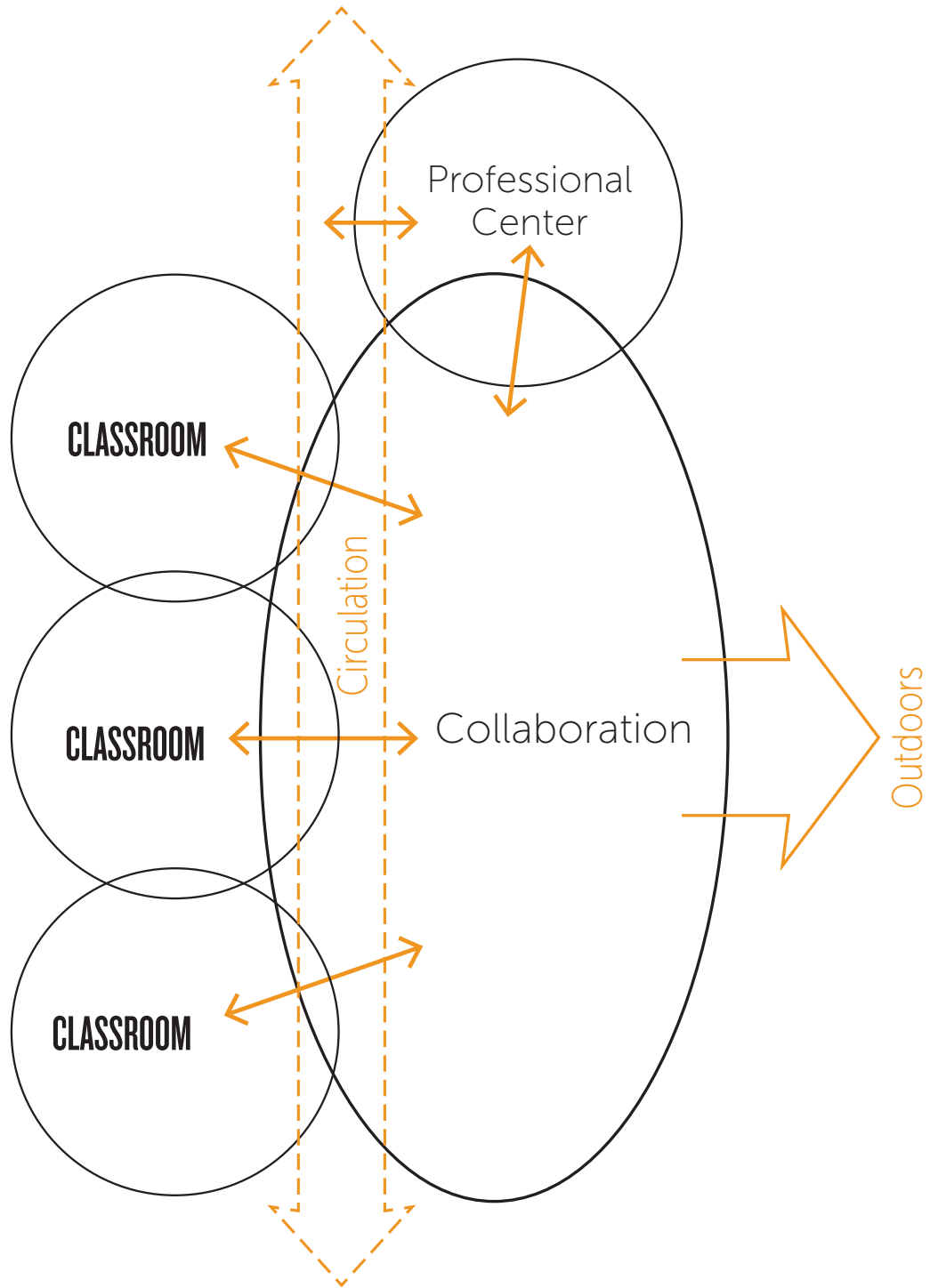
Science Facilities

Program Description

The core science program in SDUSD senior high schools should provide classrooms and labs organized to maximize flexibility and be able to evolve as science instruction and school organization changes in the future. There is great potential to combine science instruction and exploration with certain elements of contemporary College Career Technical Education (CCTE)/ Pathway programs. A flexible lab design will recognize this opportunity and will allow for direct instruction, as well as experimentation and scientific research. Typical current programs include chemistry, biology, physics, engineering and general science. However, the lab environment shall facilitate an interdisciplinary, student-centered instructional approach with full integration of technology and infrastructure that can adapt to changing instructional needs. The facilities and amenities must be flexible to accommodate a variety of instructional activities, providing active and passive spaces that encourage different types of learning groups - from large lecture to small group and individualized work.

Within the science facilities, there should be a distinction between Lab Spaces for exploration and experimentation and Knowledge Building Spaces for direct instruction and lecture. The proximity of these spaces should promote the integration and application of learning activities.

Activities and Spaces

- *Labs shall be technology rich to support all student learning styles, have the ability to support diverse scientific activities and encourage integrated teaching with visibility to adjoining shared collaboration areas. Labs do not need and are inhibited by the inclusion of fixed teacher demonstration table. Instead, the utilization of flexible/movable furnishings (with adjustable heights) will likely better serve the contemporary delivery of science instruction. Likewise, the inclusion of fixed lad station peninsulas should be carefully reconsidered as movable tables with locking wheels that may provide a more flexible environment for accommodating evolving science instruction.*

- *Preparation/storage areas will be provided for scientific equipment and supplies with appropriate features and measures, as needed, to address security and safety.*

- *Exterior learning lab spaces should be provided (when practical and feasible within the respective site plan) to allow for outdoor scientific activities, research and experimentation.*

- *Similarly, school gardens should be encouraged and located close to science facilities, as they offer instructional opportunities to multiple subject areas.*
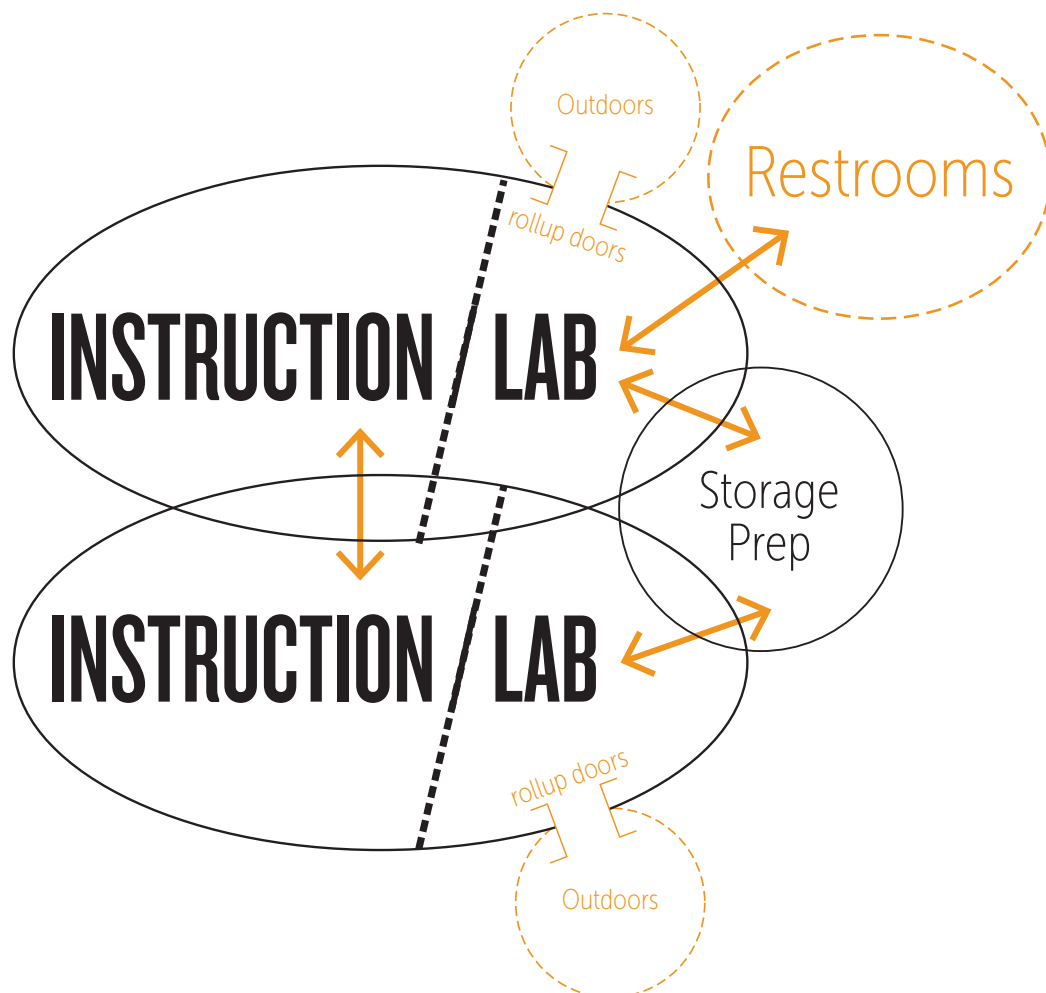
Adjacencies and Instructional Support Areas

- *To support various program needs and to create a space efficient/cost effective science area, science facilities should be organized around shared storage and preparation areas.*

- *Labs should adjacent to classrooms, allowing integration of project based and integrated learning activities.*

- *Restrooms for students and staff should be nearby. Outdoor learning labs shall be adjacent to the science facilities with clear supervision between spaces.*

Furnishings, Fixtures and Equipment (FF&E)

- *All science facilities should have adequate lockable storage for instructional materials and supplies, as well as counter areas for student work and display. Tackable wall surfaces will be provided in strategic locations to display and celebrate student work and support instructional activities. Considerations shall include space to accommodate backpack storage.*

- *Flexibility and adaptability of spaces will promote the use of movable/adjustable furniture.*

- Labs will be designed to accommodate 28-35 students with equipment to allow projection of data on walls and accommodations for student devices.

- Design should accommodate the need for power, data, wireless technology, and charging stations for mobile devices to maximize flexibility (all in accordance with District Standards). As possible, science equipment should be transitioned to low-voltage devices that will result in lower power requirements with the possibility for increased user flexibility and mobility.

- Each lab will be equipped systems as needed for each program such as with sinks, gas, compressed air, lockable base storage cabinets, chemical resistant counters located around perimeter walls, and adjustable furniture and chairs.

- Fixed lab stations are not preferred.

- Prep Room will include a refrigerator, chemical storage, secure waste storage, chemical resistant counters, sink, fume hood, lockable base and upper cabinets, and secure storage for chemicals and flamable materials.

- A sectional roll-up door with glass panels for visual connection to the outdoor learning spaces is desired.

- Provide quality acoustic properties conducive for instructional purposes to provide noise control in all areas.

- Outdoor garden areas require a sink, water, electricity and wireless access. Shade and seating in the garden area is required.

- Outdoor storage is required to support the use of these spaces for science and integrated learning activities.

Outdoors

Restrooms

rollup doors

INSTRUCTION / LAB

Storage Prep

INSTRUCTION / LAB

rollup doors

Outdoors

Collaboration Space

Program Description

The intent is that all subject matter can potentially be taught through a project based instructional style in the core classrooms, as well as being supported/expanded/enriched within adjacent collaboration spaces. One collaboration space shall be provided within each core classroom cluster and shall be easily accessible from all instructional spaces within each learning cluster.

The daily work of instructional professionals should be facilitated through the provision of one or more professional centers within the campus plan. Each center will accommodate short and long-term planning efforts for instructional staff to strengthen educational program development and the delivery of instructional services, individual and group student assessment, professional development and, in general, will foster an environment reflective of Professional Learning Communities.
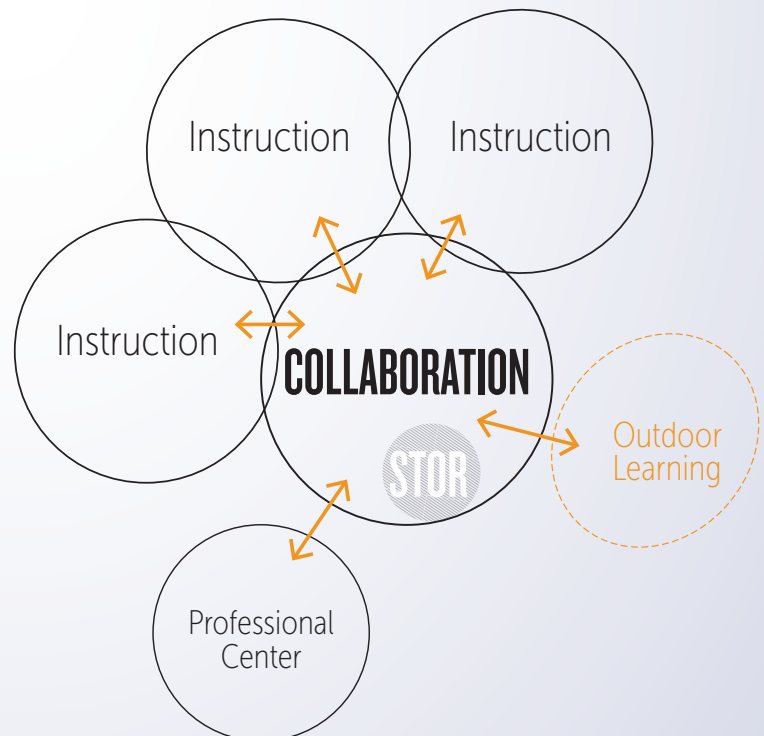
Activities and Spaces

- *Areas within the Collaboration Space should accommodate direct instruction, demonstration, experimentation, presentation, research, collaboration and project development.*

- *Collaboration Spaces should be durable, fl exible and encourage project-based learning.*

- *Professional Centers should be durable and flexible to promote effective daily and long-term instructional planning, program articulation and professional development activities.*

Adjacencies and Instructional Support Areas

- *Collaboration Spaces and associated resource areas should be centralized within the typical core classroom cluster to support integrated learning opportunities.*

- *Each Collaboration Space should have an adjacent outdoor learning lab area, as is feasible within the campus site plan.*

- *Professional centers should be located within the campus plan in or near core classroom clusters.*

Furnishings, Fixtures and Equipment (FF&E)

- *All Collaboration Spaces should have adequate lockable storage for instructional materials and supplies, as well as counter areas for student work and display. Tackable wall surfaces will be provided in strategic locations to display student work and support instructional activities. Considerations shall include the provision of durable flooring.*

- *Planned flexibility of data and furnishings is important. Flexible use of the center of the Collaboration Space will include moveable tables, power and utilities.*

- *The Professional Center will include planned flexibility for data and furnishings will include tackable surfaces to support a diversity of instructional planning and professional development activities*

College Career Technical Education (CCTE)

Program Description

The core curriculum for SDUSD senior high school students provides course offerings that are designed to facilitate progress toward meeting the UC a-g requirements, as well as those of the CSU system. This coursework is both rigorous and challenging and generally consumes five periods of the student's daily schedule.

The District also recognizes that not all students will pursue an extension of their formal education beyond high school and may instead choose to directly seek career placement. With the pedagogical direction in SDUSD classrooms moving to provide integrated learning for students throughout all coursework, the concept of how a student's "sixth hour of instruction" is scheduled becomes increasingly important to providing a meaningful and well-rounded program of learning.

These acknowledgements, along with the desire to provide increased opportunities for integrated learning, form the basis (in part) of the District's commitment to the provision of robust College Career Technical Education (CCTE) programs. There are currently approximately 16,000 SDUSD students in grades 7-12 who are taking CCTE courses and approximately 86% of SDUSD students will take at least one CTE course before graduating.

The District maintains a school choice option in which students may apply for attendance at a site other than their neighborhood high school if they wish to participate in a particular CCTE program or another type of specialized learning program.

Senior high schools within the District currently provide a wide array of CCTE programs – special efforts will continue to be made to disperse specific programs throughout SDUSD high school campuses with a desire to avoid program redundancy, where possible. These courses are designed and implemented in accordance with the standards of California's Career Technical Education Guidelines and Model Curriculum Standards.

Specific courses are designed to provide career pathways within one of the fifteen industry sectors listed below:

- *Agriculture and Natural Resources*
- *Health Science and Medical Technology*
- *Arts, Media, and Entertainment*
- *Hospitality, Tourism and Recreation*
- *Building and Construction Trades*
- *Information and Communication Technologies*
- *Business and Finance*
- *Manufacturing and Product Development*
- *Education, Child Development and Family Services*
- *Marketing Sales and Service*
- *Energy, Environment, and Utilities*
- *Public Services*
- *Engineering and Architecture*
- *Transportation*
- *Fashion and Interior Design*

The SDUSD also provides numerous programs for students through Project Lead the Way (PLTW). This is a nationally recognized program that provides a comprehensive approach to STEM (science, technology, engineering, and math) education. The PLTW curriculum is activity, project, and problem-based and gives students a chance to apply what they know, identify problems, find unique solutions, and lead their own learning.

The District also provides a variety of Military Science and Leadership programs. The Junior Reserve Officers Training Corps (JROTC) programs for each military service are available to all students in grades 9, 10, 11, and 12. The JROTC students in grades 9 and 10 earn physical education credit. Students in grades 11 and 12 may use their JROTC courses to earn elective credit toward the 44 total credits needed to graduate. The JROTC course of study is designed to provide students with personal character and leadership skills for career success. It emphasizes critical life skill development, importance of health and physical fitness/wellness, and the significance of oral and written communication skills.

Junior Reserve Officer Training Corps (JROTC) courses are currently offered at the following locations:

- *Army programs at Crawford, Hoover, Madison, Morse, and Lincoln High Schools, and the Kearny High and San Diego High Educational Complexes*
- *Navy programs at Patrick Henry, Point Loma, and Serra High Schools*
- *Air Force programs at Mira Mesa and Scripps Ranch High Schools*
- *Marine Corps program at University City High School*

While students may access one or more of the aforementioned programs to fill the sixth period of their schedule, there are a number of additional programs and courses in which they may enroll to complete their schedule and broaden their overall high school experience.

Activities and Spaces

Given the broad number and diversity of facility accomodations needed to support the variety of program offerings identified within this section, it is impractical to provide meaningful direction pertaining to activities and spaces, adjacencies and support areas, and furnishings, fixtures and equipment (FF&E) for each program.

Therefore, It will be necessary for the planning and design teams to work closely with District staff at the onset of project specific scope development to determine which, if any, of these types of programs will need to be accommodated.

However, from an overall design perspective, it is envisioned that most of the required spaces will have greater long-term value and utility to the school site if spaces are designed to be flexible and adaptable to allow for changes in program needs over time. It is likely that the acquisition of program-specific equipment and furnishings (ones that are flexible and movable) will be used to create the uniqueness of these spaces in order to cost effectively meet program needs. The benefit of this approach is the ability for the space to more easily transform if and when future program needs change.

Visual and Performing Arts

Program Description

The SDUSD has a strong commitment to providing a wide variety of visual and performing arts opportunities to its students in grades TK – 12. The Vision Statement for the VAPA Program is Transforming Lives Through the Arts. The District has also established a Mission Statement for its VAPA Program – it is as follows: The San Diego Unified School District will promote artistic literacy, innovation, creativity, and excellence in the arts by providing a high quality, sequential, TK-12 arts experience for all students. By implementing District policies that support and sustain the arts as a core subject, the Visual and Performing Arts Department (VAPA) will support the highest quality arts education in dance, music, theatre, and visual arts, providing services in curriculum/instruction, professional development and community collaboration. All schools in the SDUSD have visual and performing arts program offerings - these vary on a campus by campus basis; therefore, careful initial project planning will be required to ensure that scope is aligned with current and projected VAPA programs at each specific school site.

Guiding principles that direct the implementation of the District's VAPA Program are:

- *All students have equitable access to arts education.*

- *We find strength in diversity.*

The main theater within the typical SDUSD senior high school campus is intended to support all programs associated with the performing arts, the arts media and entertainment courses. This array of programs could include, but is not limited to drama/theater, dance, choir, instrumental band/orchestra and broadcast/video production. The main theater will also likely seek to accommodate additional events for the school such as a class/school assembly, rally and/or performance, and may be used by other entities outside the school such as non-school performing arts companies and/or a variety of community-related organizations.

Activities and Spaces

- *Instrumental music includes both band and string orchestras. Classes provide experiences ranging from programs designed for students who have not previously played an instrument, to students who are at an advanced level.*

- *The choral music department offers instruction for vocal ensembles of all levels.*

- *The visual art classes include art appreciation, digital graphics, drawing, painting and ceramics.*

- *Students recreate works of art or create original art using a variety of mediums including clay, pastels, tempera paint, and watercolors. These spaces should provide a "studio feel."*

- *In Journalism class, students explore the history of media, the contemporary approach to the delivery of news/information, and its current influence in the world. The class allows students to study current events as explored through the use of the daily newspaper and associated media.*

- *Dance courses teach the theory and practice of choreography, emphasizing dance techniques used in jazz, ballet, and modern dance. This may require the provision of a dedicated dance studio (to ultimately be determined by District staff).*

- *Learning spaces for these programs seek to be state-of-the art and are to be designed to meet professional industry standards both in the way the space performs functionally as well as having access to full integration of technologies to enhance student opportunities.*

- *The theater/performing arts center shall have fixed seating to accommodate 500 occupants with a sloped floor, cat walks, theatrical lighting, stage rigging, proscenium opening, control room, stage, receiving area near the scene shop and music room/recording studio, back-of-house student restrooms, costume storage, lobby and display cases, concessions, ticket booth, dressing rooms, green room and a black box/supplemental performance space (where physically and fiscally feasible within a site-specific project). Provision of a fly loft is not deemed as essential.*
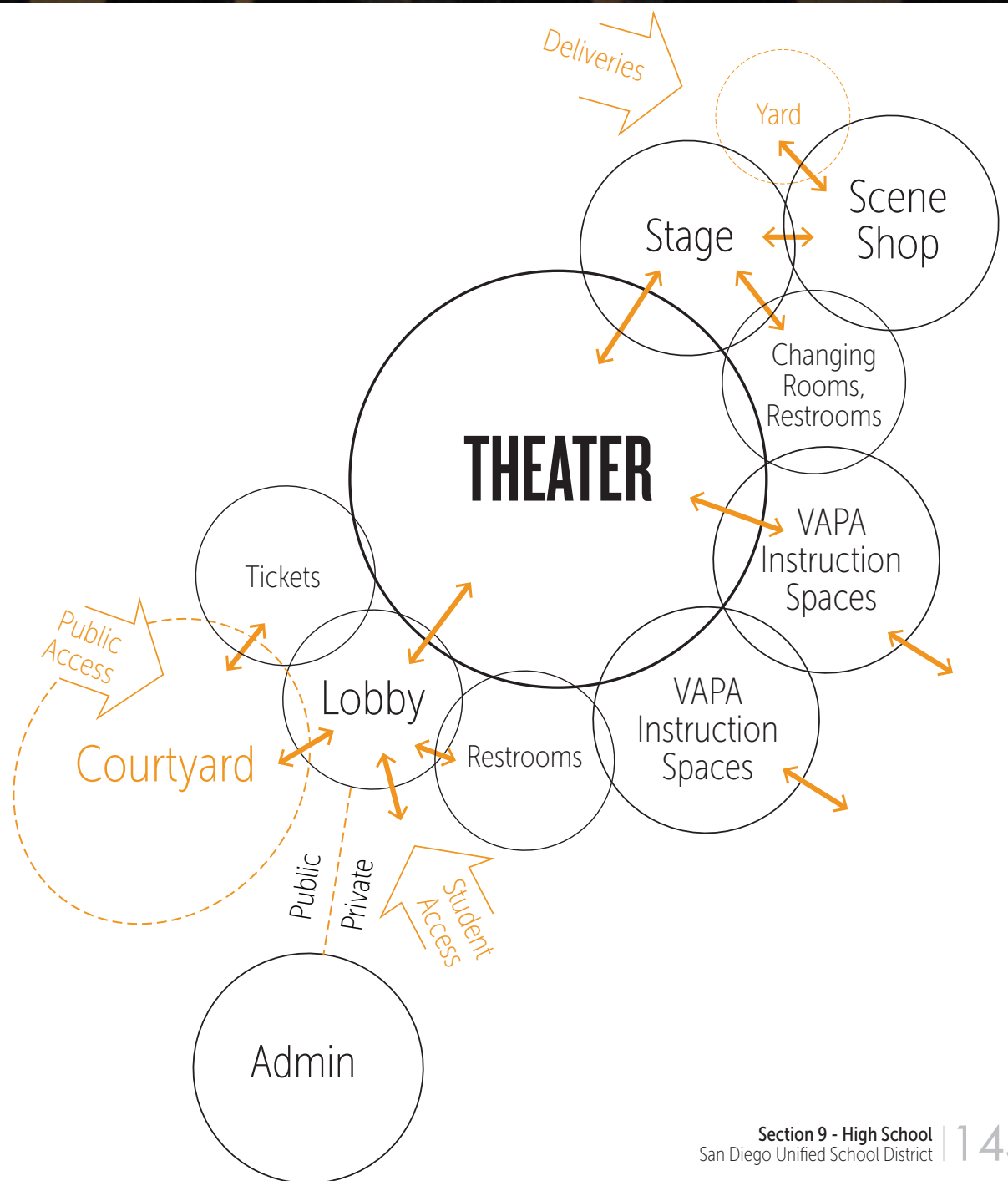
Adjacencies and Instructional Support Areas

- *Placement of the main theater should foster a strong sense of arrival for visitors and theater patrons. The theatre and associated facilities will serve as a key community facility/element and, therefore, should have adjacency to main parking and the "front" of the campus.*

- *Clearly defined and separated public and back-of-house service entries are required.*

- *The VAPA labs, classrooms and studios should be located in close proximity in order to promote program coordination and a sense of collegiality amongst VAPA students.*

- *The impact of adjacent facilities relative to the overall massing of performing arts facilities and the potential for noise transfer needs to be carefully considered.*

- *There should be a defined courtyard for public arrival and pre and post performance gatherings, as well as an area to accommodate outdoor performances.*

- *Support facilities are needed to accommodate digital music, instrumental music, choral music, dance, and theater support (scene shop/ construction lab, dressing rooms). A drama/ black-box theater space should be adjacent to the theater.*

- *Within the campus plan, it is optimal for VAPA programs to be located in close proximity to foster the development of a "VAPA student culture."*

Furnishings, Fixtures and Equipment (FF&E)

Given the unique and specialized nature of these facilities, extensive coordination is required with District staff to ensure that each project is planned and designed in consideration of specific project/ program requirements and in accordance with directives and specifications contained within the District Standards document and the District's most current Visual and Performing Arts Strategic Plan.

Deliveries

Yard

Stage ⟷ Scene Shop

Changing Rooms, Restrooms

THEATER

VAPA Instruction Spaces

Tickets

Public Access

Lobby

Courtyard

Restrooms

VAPA Instruction Spaces

Public

Private

Student Access

Admin

Learning Commons

Program Description

The role, functions and utilization of what has traditionally been referred to as the "high school library" is rapidly emerging and transitioning as an important facility to create student-centered learning throughout the typical SDUSD middle school campus. This facility should function as the heart of the school providing all students, teachers and parents access to digital and online resources. The Library/Learning Commons provides an opportunity to increase partnering, mentoring and collaboration among students and teachers. Also, as a joint use facility, the Learning Commons can provide an opportunity to engage parents and other community members in the learning process as a community resource. The Library/Learning Commons should no longer function as a separate and unique entity within the school, but should support flexible, integrated and collaborative learning activities, as well as supervised social development. There is a paradigm shift that needs to be considered in the design/development of this space. The Library/Learning Commons should be a highly flexible space for collaboration, multimodal learning, research, socialization, independent study and should provide access to mobile technologies in all areas. There should be a balance of digital and traditional resources within this rapidly transforming area.

The Innovation Center, in most cases, will be located within the Library/Learning Commons and will support computer-based programs, on-line learning and virtual instruction for staff and students. This Center will allow for frequent technology updates and will act as an "incubator" for teachers learning how to implement new technology and apply it in their pedagogical practice. It will serve as a professional playground for the teachers as they develop their understanding of the technological resources, emerging instructional strategies and provision of exciting learning opportunities for all students – all with the intent to foster the ongoing creation of student-centered learning throughout the campus.

Activities and Spaces

- *An area for large group instruction without obstruction is required and should be open and sized to accommodate two classes of students.*

- *Opportunities for individual work/project-based learning should be accommodated through the provision of smaller private rooms that are visually supervisable.*

- *The circulation/help desk should be located where it is easily accessible and provides ease of opportunity for staff/adult oversight and supervision of the entire space.*

- *A staff workroom, an office and a storage room associated with the Library/Learning Commons should be located centrally in conjunction with the circulation/help desk. The organization of the facility should allow "management" by assigned staff with oversight of the entire space.*

- *The Innovation Center will provide both fixed and mobile access to information technologies in an informal and easily transformable setting. Depending upon site and project-specific planning, this can occur within the Library/Learning Commons either within an enclosed space or an open allocation of space; however, it is preferable for the Innovation Lab to be located in the high school Library/Learning Commons.*

- *The Innovation Center will be technology rich within a fluid plan that enables a variety of instructional activities for students (including online learning/course work, credit recovery, etc.) through individual and group structures. The Gateway to Technology Program (GTT) could effectively be accommodated within the Library/Learning Commons or the Innovation Center.*

- *The Library/Learning Commons should be open after school hours to accommodate tutoring, homework/ special project assistance, and provide an opportunity for online course work and/or make-up work, as well as credit recovery efforts.*
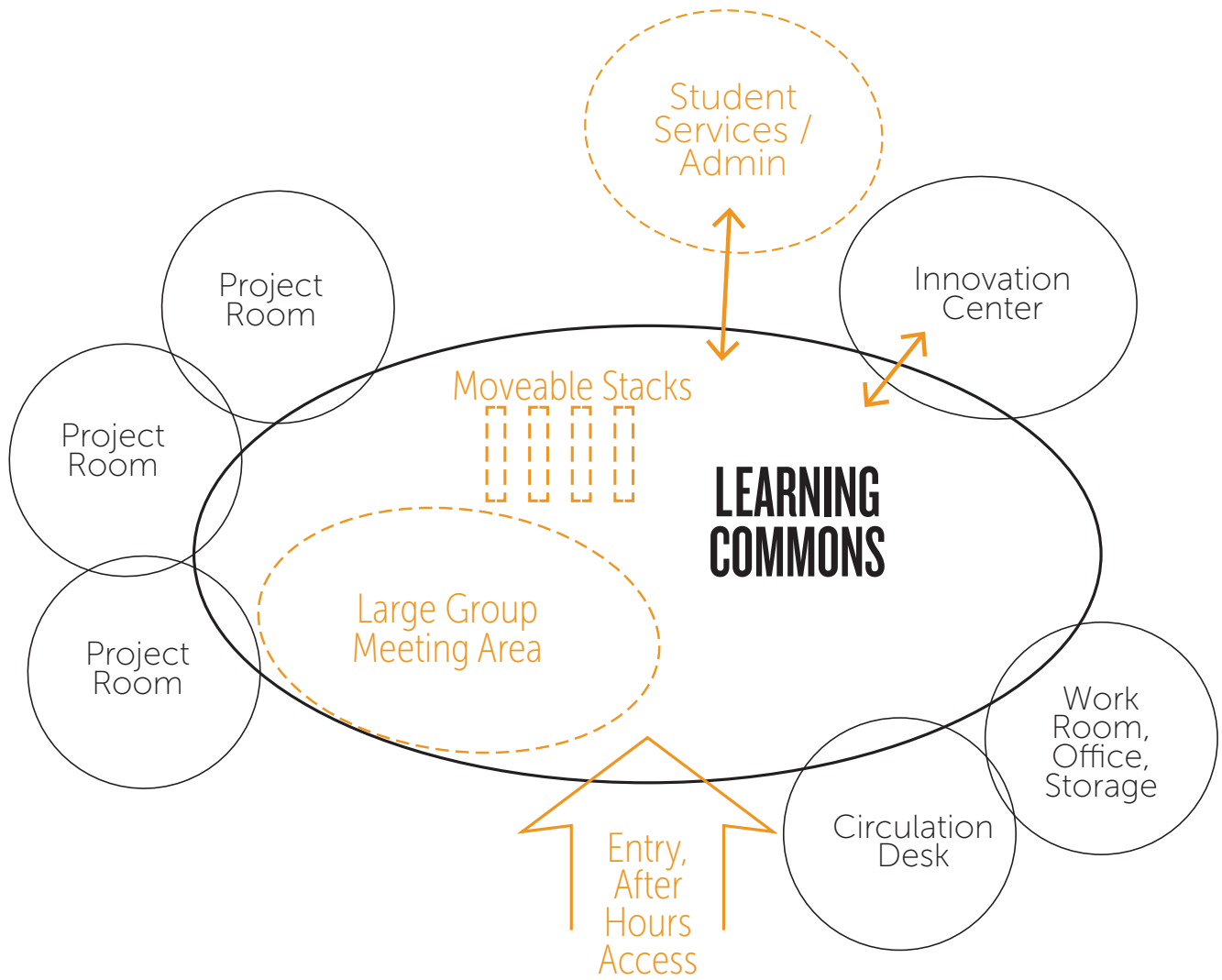
Adjacencies and Instructional Support Areas

- *The Library/Learning Commons should be located adjacent to the Administration, Student and Community Services Center and should be conveniently accessed after school hours without compromising campus security.*

- *The location of the Library/Learning Commons should be central to the villages of the school and should be easily accessible by everyone on the campus.*

- *Areas for research and small group work should be located away from the large group and meeting area.*

- *The Innovation Center should have a strong sense of connectivity/opportunity to the Library/Learning Commons and should, preferably, be located within this facility.*

Furnishings, Fixtures and Equipment (FF&E)

- *The Library/Learning Commons should be equipped with a flexible arrangement of movable shelving and furniture to allow for easy reconfiguration. Confirmation should be made as part of project-specific planning as to the number of "hard-copy" books that will need to be accommodated.*

- *Equipment within the Innovation Center may include LCD projectors, multiple projection and writing surfaces, flat screen monitors, video cameras and virtual instruction/ broadcasting capabilities and be in accordance with District Standards, as well as directives from staff representatives within the District's Integrated Technology Support Services (ITSS) department.*

- *Furniture should be comfortable, flexible and mobile.*

- *Computer workstations should be set up for research and for group instruction. There should be workstations placed periodically throughout the space, as well as in one centralized area.*

Student
Services /
Admin

Innovation
Center

Project
Room

Project
Room

Moveable Stacks

LEARNING
COMMONS

Project
Room

Large Group
Meeting Area

Work
Room,
Office,
Storage

Circulation
Desk

Entry,
After
Hours
Access

Student Commons

Program Description

The Student Commons will function as the hub of school spirit for the high school campus and provide a true "student-community space." From that perspective, the facility should be designed to encourage and facilitate staff and student interactions, relationships, rapport and school spirit.

It will be best utilized if it is accessible and available before, during and after the school day. This range of accessibility will require careful site planning to ensure that campus security provisions have been thoroughly analyzed, planned and implemented within any project-specific site and building plans.

The Student Commons should be adjacent to the Food Services facilities. The Student Commons should include a student gallery space and digital wall for displaying and celebrating student work/achievements and promoting current events at the school and/or within the community neighborhood.

As a gathering location, it is important that this space become a campus landmark for students – one that is welcoming, inviting, comfortable and contemporary in design and constructed conditions.

Activities and Spaces

- *The Student Union will be used for indoor dining by students during lunch periods (to be supplemented by exterior serving kiosks and dining areas), student award ceremonies, school and non-school banquets, etc.*

- *This will be an ideal setting for small and large group assemblies/meetings for both school and non-school purposes. This accessibility for use of the facility by the community will foster the development of community connection that is succinctly described within the District's Vision 2020 document.*

- *Informal and formal social gatherings will readily occur within this space. These will be in the form of group interactions before, during and after school and will include events ranging from random/impromptu meetings to organized social events (i.e., school dances, etc.)*

- *The Student Union will provide an ideal venue for individual, small and large group study – serving to epitomize the ideal that learning should happen everywhere throughout the campus and at any time.*

- *Presentations and performances will be conducted within this space and provide an ideal location for students to demonstrate newly acquired skills, knowledge and other school-related passions.*

- *Staff meetings – both formal and informal – will easily be accommodated within this space.*

- *Community utilization/activities (recreational groups, church activities, community social events, etc.) will be able to use this facility – once again as a strategy to bolster "community connection" for the high school.*

- *The ASB office and Student Store will include an accounting clerk workstation, activities storage room, ASB classroom, and Student store area that is capable of functioning with a retail mentality and arrangement of areas.*

Adjacencies and Instructional Support Areas

- *Physical layout of spaces should provide a clear "line of sight" to all student areas for supervision.*

- *The Student Commons should be located adjacent to or near the Food Services facilities.*

- *The Student Commons will be accessible to students during, before, and after school. It will have the ability to be secured from adjacent program spaces. A clear and logical path of travel should be provided to the Student Union from the front of the school to facilitate community/after school use.*

- *Associated Student Body (ASB) and Student Council are important organizations that plan and organize many of the student activities and events including school dances and community awareness projects. The ASB office and student store should be located in or adjacent to the Student Union to promote the ideal that the Student Union will function as the heart and hub of the high school campus.*

- *The design of the indoor dining area will need to be carefully planned to ensure an efficient relationship with the Food Services serving areas, as well as to work effectively (from service and supervision perspectives) with any outdoor kiosks and dining areas. The ability to facilitate student dining as efficiently as possible will be paramount.*

Furnishings, Fixtures and Equipment (FF&E)

- *The Commons will support collaboration through comfortable, flexible furnishings including movable multiple person, group-able tables and chairs, technology enabled soft furnishings, with charging and data connection.*

- *Equipment may include LCD projectors, multiple projection and writing surfaces, flat screen monitors, video cameras and virtual instruction/broadcasting capabilities.*

- *It will be important to coordinate FF&E items with District staff and its District Standards document, as well as to carefully coordinate with representatives from the Instructional Technology Support Services Department (ITSS).*

- *The Student Store adjacent to the ASB Space shall may provide a small retail function or pass through window for sale of school branded articles, event tickets, and school supplies. Space should accomodate a secure method to handle and manage funds recieved.*

STUDENT COMMONS

Quad

ASB

Outdoor Dining

Food Services
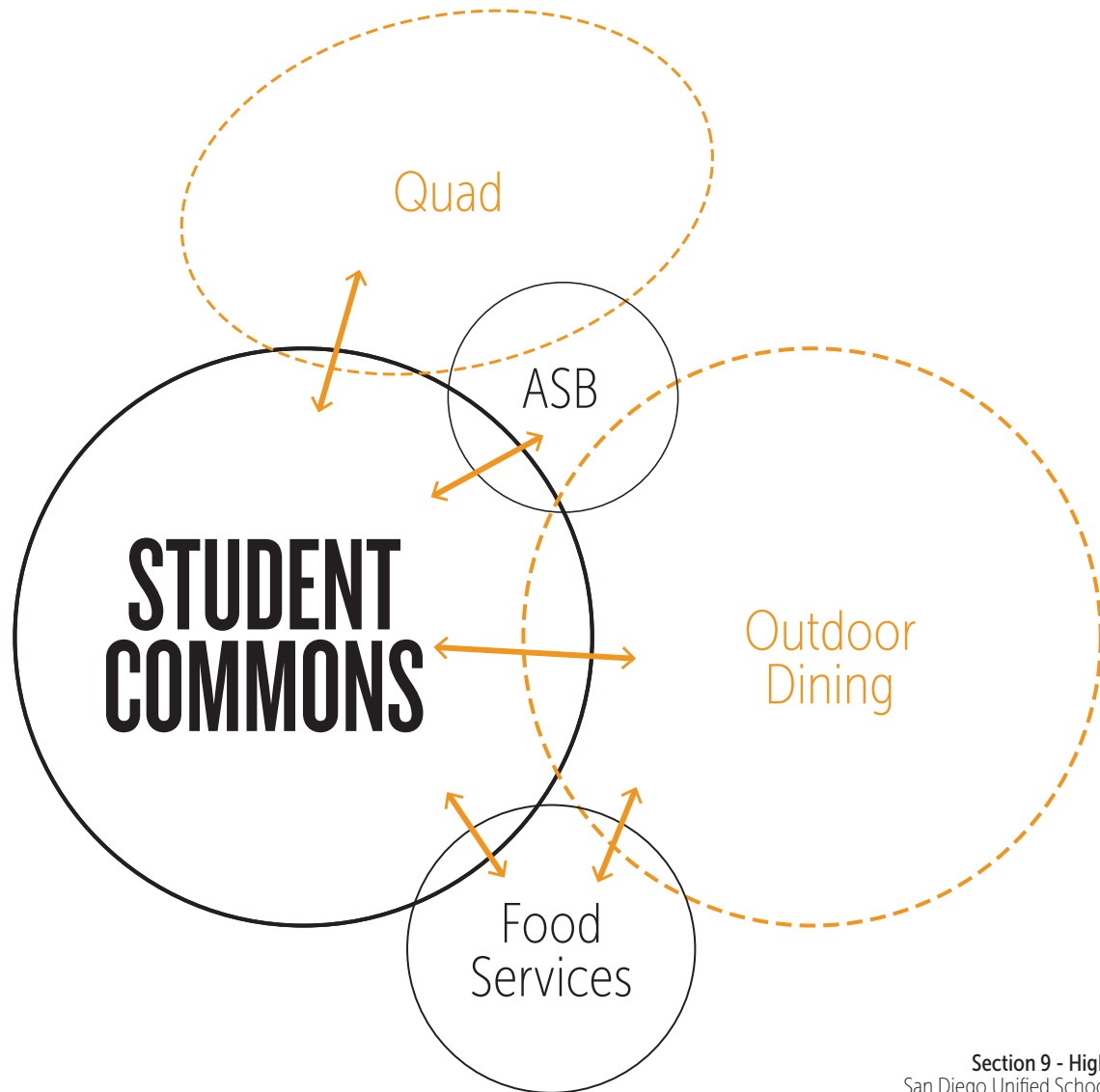
Physical Education, Fitness, & Athletics

Program Description

The San Diego Unified School District is fully committed to the holistic development of its students. This development is not limited to academic and cognitive development but also includes an equally strong commitment to the physical and social development of all students. Physical education programs are integral to supporting each student's high school experience. Introducing students of all ages to the importance of fitness helps them become more physically fit, and promotes an active and healthy lifestyle, while having fun. Athletic completion adds to school spirit and helps all students, spectators as well as participants, develop pride in their school. Therefore, the roles of physical education, fitness, and athletic programs require careful and thoughtful planning in consideration of the potential for modernized, reconstructed or new school facilities. To fully facilitate this commitment, it is important to determine the types, numbers and locations of physical education, fitness and athletic facilities that are required.

Physical education programs within the SDUSD are conducted in a variety of indoor and outdoor spaces. These spaces should be planned so that ongoing programmatic interrelationships can be efficiently accommodated – the time constraints associated with the typical class period are exacerbated with dressing out for PE "Travel" time between outdoor PE stations, the lockers rooms and indoor facilities must consider this reality as site plans are proposed, refined and constructed. The programs will include indoor fitness facilities that not only support a more diverse physical education program, but will provide the means for a strong athletic program. In addition, the outdoor playfields, hard courts, stadium and aquatic center shall provide a variety of spaces in which PE, fitness and athletic competitions can occur.

Activities and Spaces

- *The physical education, fitness and athletic programs will be supported by a variety of indoor and outdoor activity areas that have safe and appropriate surfaces to support the respective program and activity. These activities include but are not limited to:*

  - *Health and wellness programs*

  - *Individual and team sports in PE classes*

  - *Individual and team sports in competitive athletics*

  - *Organized youth and/or recreational sports user groups in a variety of fitness, sport, athletic endeavors*

- *The physical education facilities should support the facilitation of individual and team activities, sportsmanship and promote healthy lifestyles. A fitness lab will be used for aerobic, spin class, PE weight training, possible delivery of instruction, and should be supported by equipment that facilitates these activities.*

- *A gymnasium with lobby, concessions area, ticket booth, gym storage, shower/locker rooms (one for girls and one for boys), coaches' offices (including shower/locker facilities), PE offices, team room/s, weight room, fitness lab/s, wrestling room, football/soccer stadium with press box, stadium concessions/restrooms, and field storage facilities are required. If fiscally feasible, an additional/smaller gymnasium should be provided.*

- *Indoor spaces should be open flexible spaces to enable a variety of activities. They should have high ceilings, natural ventilation with appropriate HVAC systems, and natural daylight with the capability of darkening the space, if needed. The facilities should look and feel like energizing and fun spaces. There should also be indoor instructional spaces that facilitate education and activities in health issues, physical fitness, and training.*

- The fitness/exercise lab and classroom should be open flexible spaces to enable a variety of activities. It should have high ceilings, natural ventilation, and natural daylight with the capability of darkening the space, if needed. It should be able to serve as a direct instruction space for PE/health/fitness-related topics.

- The offices for the PE teachers should be located in a way that provides easy visual supervision of all student activities and relative ease of access to all PE, fitness and athletic facilities. The location of coaches' offices will need to be coordinated on a site/project specific basis. An office for the Athletic Director is required; however, its preferred location will be subject to District and individual campus direction and will require confirmation on a project/site specific basis.

- Locker rooms provide space for students to change clothing and store personal belongings while engaging in physical education, fitness or athletic events. It is necessary to provide separate facilities for male and female students. The locker rooms should provide easy access to the exterior play fields. Privacy for locker room users must be carefully considered, as well as the provision of easy supervision in the layout of the facility. Numbers of lockers for students will be determined in conjunction with District staff and will be in accordance with the current and anticipated enrollment at a given project site.

- The storage area provides storage for PE equipment and should be located in or adjacent to the Gymnasium. The room should include a pair of doors for a minimum 6-foot wide opening. Where possible, it should also include doors to the exterior for storage of equipment used on the fields.

- The Football/Soccer Stadium will provide areas for track & field events, football and soccer, spectator seating (seating capacities for home and visitor will need to be determined on a site/project specific basis) and supporting spaces for training, locker/dressing rooms, team rooms, instruction, concessions, restrooms areas as well as systems, spaces and security to support event management.

- The baseball/softball facilities will include fields for Varsity and JV competition for both boys' and girls' teams with equitable facilities. Support areas will include dugouts, team rooms, locker/dressing areas, concessions, restrooms as well as systems, spaces and security to support event management.

- An aquatic center may be included if justifued by program needs and budget. If so, it will include a pool designed for competitive swimming and water polo, team staging areas, locker/dressing rooms for teams, concessions, restrooms as well as systems, spaces and security to support event management.
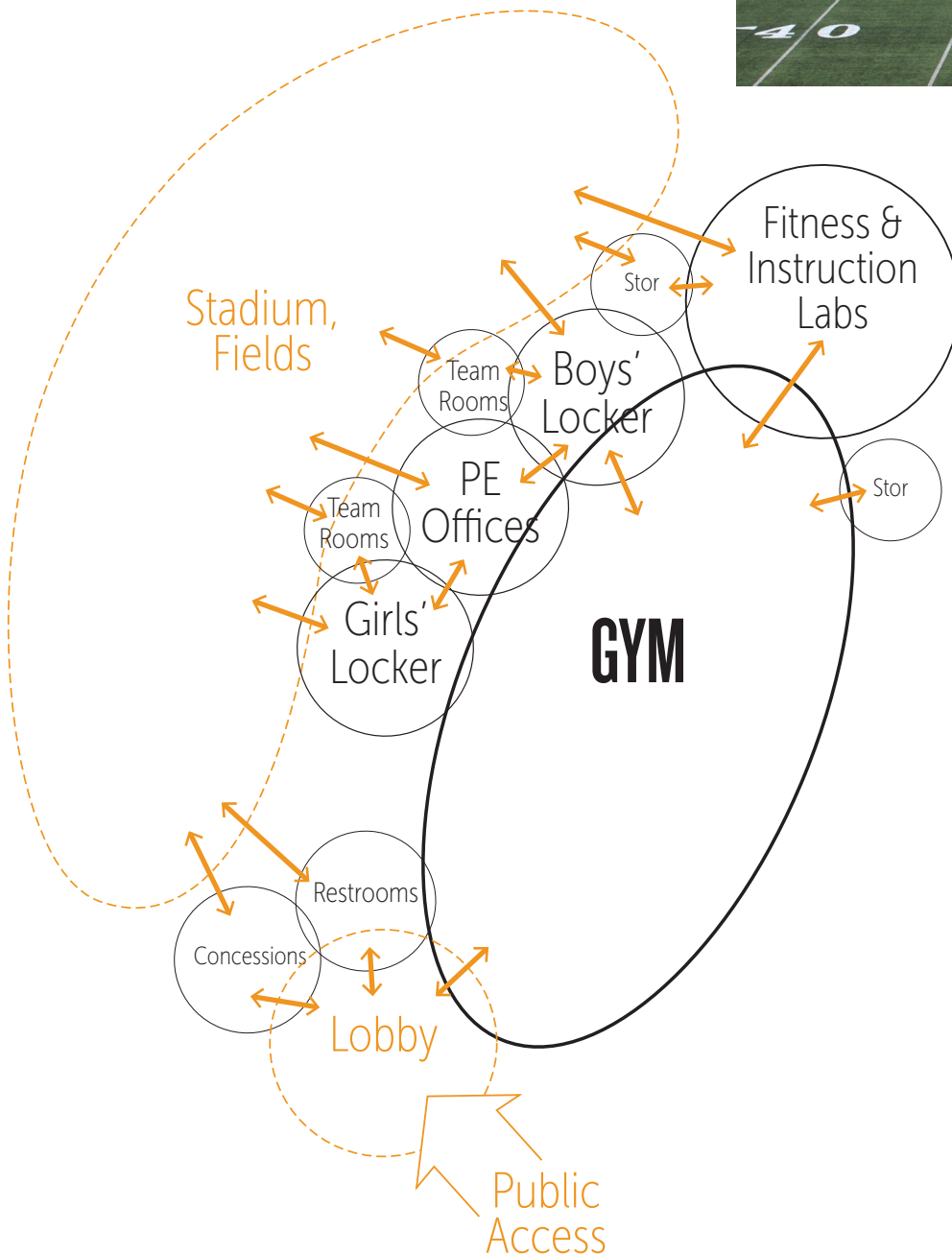
Adjacencies & Support Areas

- Direct public access for athletic and community events should be provided, without compromising security to the remainder of the campus.

- The Gymnasium must be located with convenient access to outdoor PE activities, fitness stations and fields. Additionally, the Gym must also be adjacent to adequate parking to support community, spectator and visiting team access to the facility.

- As is practical and feasible from a site planning perspective, all outdoor sports venues will be adjacent to convenient and adequate parking and bus drop-off areas.

- Adequate indoor and outdoor storage should be provided for sports, exercise and safety equipment, as well as for non-school community use/activities.

Furnishings, Fixtures and Equipment (FF&E)

The aforementioned list of spaces and facilities represents what may or may not be achievable at all campuses and/or within all projects due to physical and/or fiscal constraints. Therefore, once the project scope has been defined and approved for a specific project, it is recommended that the design team work closely with the District (and in accordance with the District Standards document) to determine the types and amounts of equipment that will be included within the final construction documents and specifications for the project. However, the following planning considerations should be followed for all projects:

- *The fitness lab should include stationary bikes, treadmills, ballet barres and mirrors, rubberized sports flooring, media cabinets and appropriate equipment.*

- *PE equipment and fitness apparatus equipment should be appropriately selected for the intended programs, student population and anticipated user groups.*

LUNCH MENU

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Wk Of 3/25	Pepperoni & Cheese Pizza Salad (Cooked Veg under 2 yrs) Applesauce Milk	Chicken with Rice Broccoli Fruit Cocktail Milk	Shells w/ Meat Sauce Bread & Butter Salad (Cooked Veg under 2yrs) Pears Milk	Bologna Sandwich Mixed Vegetables Apple Slices Milk	Tuna Sandwich Green Beans Bananas Milk
Wk of 4/1	Hot Dog Baked Potato Slices Peas Pudding Milk	Pancakes with Sausage Berries Applesauce Milk	Turkey Sandwich Vegetable Soup Fruit Cocktail Milk	Sloppy Joe on bread cubes Corn Peaches Milk	Macaroni & Cheese Green Beans Pears Milk
Wk of 4/8	Chicken Nuggets Bread & Butter Carrots Pudding Milk	Spaghetti with Meat Sauce Salad (Cooked Veg under 2 yrs) Applesauce Milk	Tacos with lettuce and cheese Corn Corn Bread Fruit Cocktail Milk	Ham Sandwich Vegetable Soup Pears Milk	Grilled Cheese Sand. Tomato Soup Apple Slices Milk
Wk of 4/15	Macaroni & Cheese Green Beans Pudding Milk	Chicken Sandwich Vegetable Soup Pears Milk	Fish Sticks Bread & Butter Mixed Vegetables Fruit Cocktail Milk	Hot Dog Bread & Butter Corn Peaches Milk	Dinosaur Bologna Sandwich Banana Applesauce Milk

Food Services

Program Description

Food services functions for SDUSD high schools should anticipate both indoor/outdoor dining and social gathering. The Kitchen/ Food Prep area will support food preparation, cooking, and food storage functions. The Food Services area shall conform to local health department standards and all equipment will be in accordance with District Standards.

Healthy and appetizing meals are essential for physical well-being and academic achievement. There is a purposeful shift away from menus that rely heavily on processed foods to a system that will support high quality foods that are regionally sourced whenever available and practicable. Kitchens and serving spaces should support this transition to a transformed food service model and should be highly functional, energy efficient and meet stated program requirements. The program will also integrate sustainable design strategies and features. Dining spaces must serve as a comfortable, welcoming environment for students to eat and socialize.

Activities and Spaces

- *The program includes a Food Court layout and a scramble layout with student access points from both the Student Commons and the outdoor eating areas to minimize congestion. The Food Service facility adjacent to the Student Commons and campus quad allows students multiple options to enjoy their lunch period and gather informally within easy supervision of the campus staff.*

- *A Staff Dinning area may be considered near the Food Service kitchen/servery to promote student and staff interaction.*

- *The Custodial Support Services will provide a centralized place for M&O to manage staff and store their supplies.*

- *The food serving/queuing and dining area should provide a pleasing and efficient environment. The facility will need to serve many students in a specified amount of time.*

- *Design of the serving area needs to provide multiple points of service, including a "build your own" salad bar area. The "food court" style serving layout may allow for more food choices and more efficient serving system.*

- *Branding strategies should be included in the design of food service points of sale to promote variety and encourage student participation.*

- *Provide adequate walk-in cooler and freezer space to accommodate daily food storage requirements; and dry storage areas to accommodate necessary deliveries. Adequate access for large trucks should be provided for deliveries and distribution.*

- *Production of menu items for the smaller kitchens will allow the District to replace vendor supplied processed foods with more controlled, recipe driven items that ensure nutritional standards required by Federal Guidelines.*
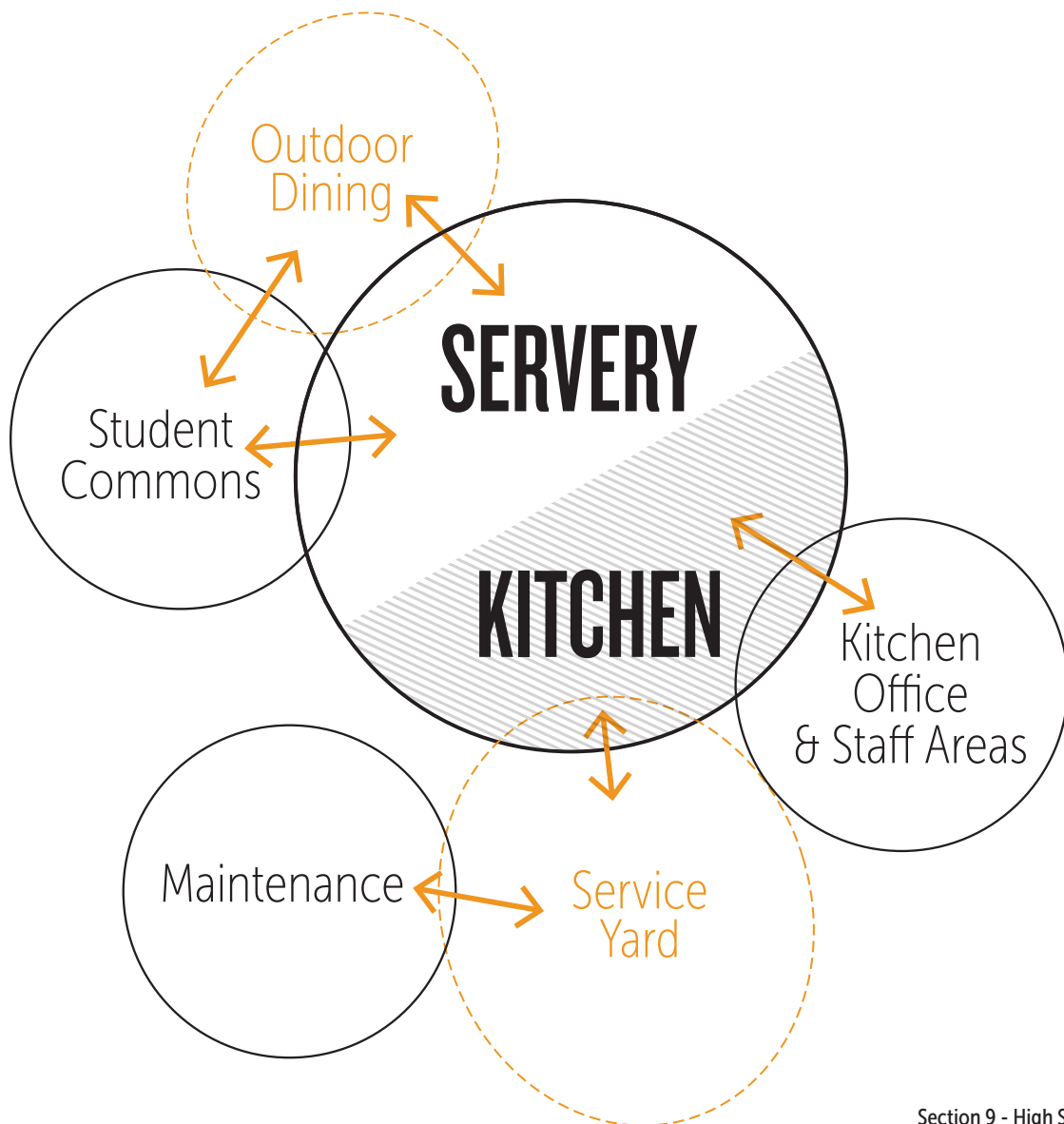
Adjacencies and Instructional Support Areas

- *The prep area will be immediately adjacent to the cooking area and have easy access to the walk-ins and dry storage.*

- *The Food Services facilities shall be near the Student Union and adjacent to driveway & loading dock for delivery vehicles.*

- *Facilities will include a lunch shelter, staff lounge, and staff workroom.*

- *Campus and academic quads and/or courtyards are to be adjacent to the Food Court area/s.*

Furnishings, Fixtures and Equipment (FF&E)

- *The cooking program will incorporate a blast chiller to bring bulk cooked products down to proper storage temperature for storage and offsite shipment.*

- *The cooking battery requires a Type I exhaust hood, exhaust system, make-up air and a fire suppression system.*

- *The prep area will have mobile work tables with sufficient electrical power to provide necessary service for table mounted equipment.*

- *The food preparation area will also be provided with multiple fixed tables with two compartment prep sinks.*

Outdoor Dining

SERVERY

Student Commons

KITCHEN

Kitchen Office & Staff Areas

Maintenance

Service Yard

Welcome Center

Program Description

The main administration, student and community services area of the campus should serve as a welcome center and provide a front entry for public, administrative duties, conference, support services and enrollment, attendance and records storage. There is a strong desire for all SDUSD campuses to serve as focal points within respective communities and to include resources that are accessible for parents and community members. The administrative, student and community services facilities, which will be accessed by students, faculty, and the public, shall have clear delineation of "public" (e.g. Lobby and Waiting), "private" (e.g. Offices) and "semi-private" (e.g. Conference Room) types of spaces. From an overall design and space planning perspective, it is also important to consider the need for spaces to aid in the de-escalation of emotionally-charged events that can often occur in high schools involving students, parents and/or community members. Careful and sensitive routing of spaces within the overall facility can help to ameliorate stressful events.

The Administration, Student and Community Services Center of the typical SDUSD high school has become increasingly important as the need for student safety and campus security must be maintained while also seeking to build strong connections to the local neighborhood. All administration, attendance office, student services, health services/Wellness Center, Parent/Community Center and counseling services are provided in the Administration, Student and Community Services Center. While it is acknowledged that administrative services and staffing are typically housed within a centralized manner at existing SDUSD senior high schools, there is a desire in the future to plan for the provision of "satellite" flex offices in strategic locations throughout the campus (perhaps one flex office within each village) in order to facilitate counselors, Vice Principals and support to more easily meet with students closer to their instructional environment.

The Counseling/Guidance Center is a place for students to receive academic, social, career/college planning, emotional support and guidance. Health services support the link between a student's academic achievement and a student's physical and emotional/psychological well-being. Health services programs provide primary prevention and treatment that are focused upon keeping students in school through appropriate screenings and the early identification of "at-risk" issues. Speech Therapist and Psychologist's offices are required, as is an office for an Interventionist. The provision of a Wellness Center can provide an array of important services to both students and community members.

Activities and Spaces

- *The front entry lobby and reception areas provide the first point of welcome, contact and control for all visitors to the campus. It should be a convenient yet controlled access for parents, mentors, visiting professionals, community members, and vendors, etc.*

- *Circulation throughout the administrative facility, including the offices, conference rooms and work areas should provide a level of privacy to effectively accommodate visitor, parent and staff meetings.*

- *Privacy issues must be considered during allocation/assignment of spaces.*

- *A principal's office is required, as are offices for assistant/vice-principals (subject to enrollment at a specific high school campus).*

- *An attendance office is required.*

- *A college and career center is required.*

- *The Counseling/Guidance Center will include private offices and meeting rooms for parent\ conferences and individual student counseling.*

- *Several office areas in this space will provide for more private counseling sessions. These areas include the Speech Office, Psychologist Office, support staff area, Interventionists, and an open Conference Room/Learning Center Space for breakout activities and small meetings.*

- Health office support areas include medical supply, locked equipment and medicine storage, restrooms, private treatment area and nurse work area. Rest area with cots will be provided for students who are ill or under observation.

- Provide areas to display and celebrate student work and create a school identity (electronic display is preferred).

- The administrative center should include a separate entrance/egress corridor remote from the reception area for secondary and more private use by staff and administrators.

- The staff workroom and lounge should include space for mail distribution to staff.

- It is desirable for the Main Distribution Frame (MDF), Technology Control Room, etc. to be Located within the Administrative facility.

- Parent/Community Centers and Wellness Centers are believed to be ideally located within the high school campus in order to promote the high school campus as a place of value, Importance and utility – for both students and community members.

Additionally, these facilities, when located on the neighborhood high school campus, can provide invaluable opportunities for younger age students to become more familiar with and comfortable in their future neighborhood high school setting. These facilities will not only accommodate school hour use by students, parents, volunteers, community members etc. but will also provide an invaluable location for after school meetings, educational classes, trainings and community services. As stated earlier, it will be important to include careful analysis and planning through District staff for the range of these types of programs and/or services that need to be considered and possibly included within the scopes of future high school facility projects.

Adjacencies and Instructional Support Areas

- The administration and reception area should have direct visual supervision of the vehicular drop off zone, campus and building entry/lobby area.

- Planned flexibility of data and furnishings is important within the administrative areas in order to accommodate staffing and service changes that are likely to occur over time.
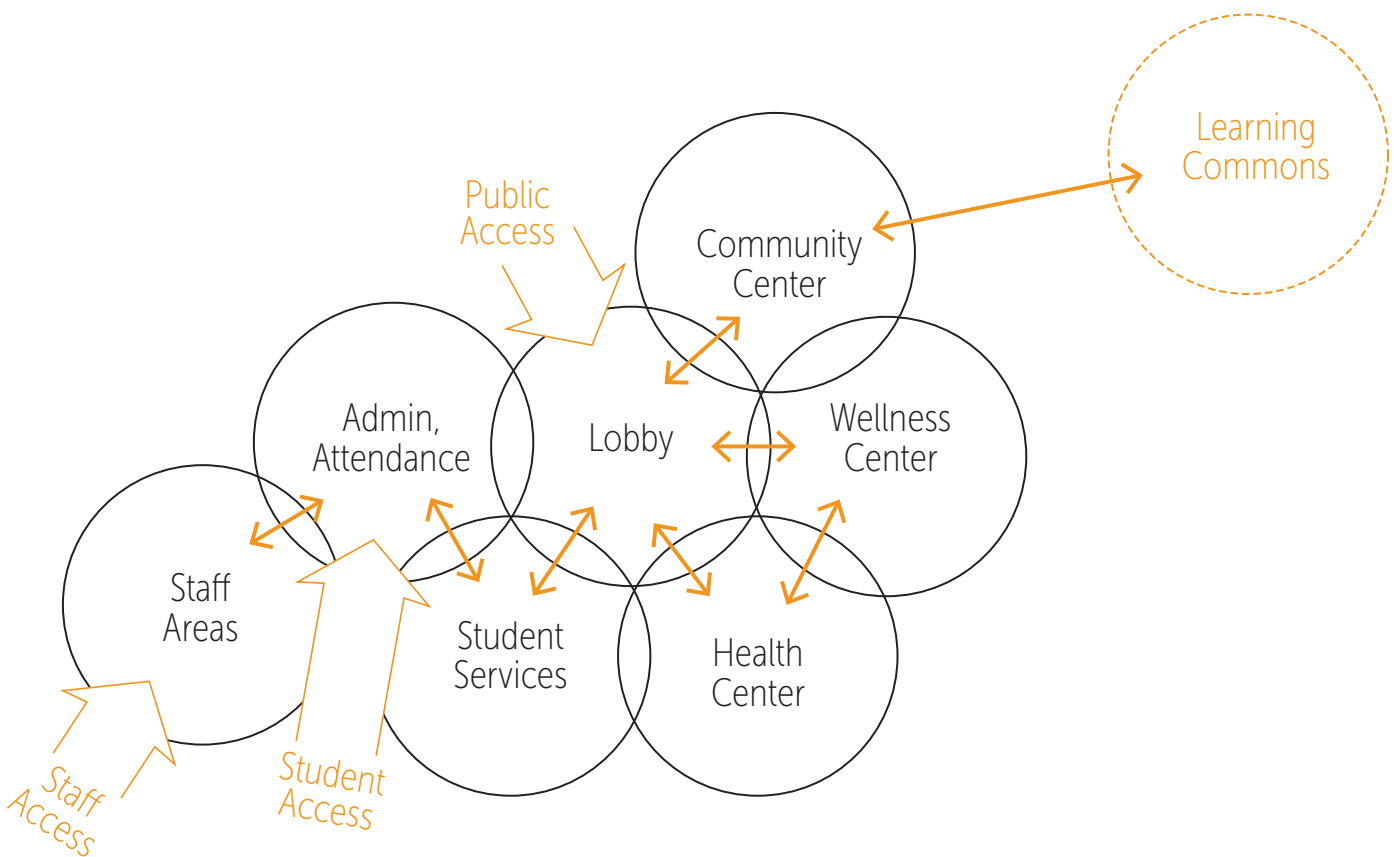
- The principal's office should be located away from the front counter but in close proximity to his/her clerical/support staff.

- Locations for assistant/vice-principal/s' office should be away from the front of the administrative center and more accessible to the interior of the campus plan in order to more readily support school operations, student activities and instructional program delivery (in essence, be able to more efficiently respond to and provide support within their respective area of responsibility).

- Staff work rooms and office should be separated from visitor/parent meeting areas.

- Staff work room and lounge should be separate but adjacent.

- The counseling/guidance area should be organized into a suite of spaces located off of a main circulation area near the teaching and learning spaces. These areas should be located to support additional supervision in heavy circulation or socializing areas. This department should also provide clear and direct access from the main entrance for visitors.

- The Health Center should be located with easy access to the main entrance and exterior, and should be adjacent to the attendance office to facilitate communication, sharing of resources and back-up supervision by administration or other qualified staff. Consideration should be made to locate the health center to provide easy emergency vehicle access.

- The Parent/Community Center should be located so that it is easily accessed by parents and

- community members without the need to enter the instructional areas of the school and is also close to parking.

- The Wellness Center (if included within a site/project-specific plan) should also be located so that it is easily accessible by parents and community members without the need to enter the instructional areas of the campus. As is the case with the Parent/Community Center, the Wellness Center should be located close to parking.

- Centralized administration and counseling should be located in close proximity; however, "satellite/de-centralized" flex office/s should be provided within each village.

- The college/career center should be centrally located and, if feasible, should be close to the Library/Learning Commons and Innovation Lab.

- In general, public areas should be separated from student discipline areas.

Furnishings, Fixtures and Equipment (FF&E)

- The guidance/counseling offices will include private space and meeting rooms for parent conferences, as well as for individual meetings with students.

- All administrative spaces should have adequate lockable storage for materials and supplies.

- Secure storage is also required for student academic records.

- Cots will be provided for student/patient use. Secure storage for student health records and medicine storage is required.

- Planned flexibility of data and furnishings is important. Flexible use of the administration/student services center should accommodate moveable tables, power and utilities as staffing and/or programmatic services/needs change over time.

- The workroom will include storage for supplies and materials, as well as equipment for copy and assembly of documents and instructional materials.

- The staff lounge will include movable furnishings and kitchen area will include storage, refrigerator, sink, vending machines, etc.

- The Parent/Community Center will include comfortable, flexible and movable furnishings, as well as large flat areas of document/instructional materials preparation, marker/projection boards and storage facilities to secure supplies and materials.

- Wellness Center furnishings and equipment will be contingent upon a determination of the actual services to be provided at the specific project site; this will be determined by District staff during initial project planning and scope development.

Building Services

Program Description

This section addresses the requirements for the building services, maintenance and operational support systems. These requirements should be reviewed on a school by school basis to determine the most appropriate spaces and configuration for each site. In addition, it is of critical importance to review and utilize the District Standards document to ensure that current standards and specifications are included within the development of project plans.

Activities and Spaces

- *Facilities are required to provide custodial closets and accommodate the storage of supplies.*

- *It is especially important to locate these close to or within the core academic villages and other learning facilities throughout the campus to facilitate the completion of daily cleaning, maintenance.*

- *Shipping, receiving and stocking of educational, administrative and maintenance supplies and materials requires consideration.*

- *Restrooms for students, staff, and public must be provided. Multiple sets of single occupancy restrooms are required within the campus plan (one adult and one student in each set) – the exact number is to be determined with District staff and will be based upon campus enrollment.*

- *Campus security services should be carefully addressed on each site in consideration of local conditions and needs.*

Adjacencies and Instructional Support Areas

- *Custodial closets should be spaced throughout the campus and on every floor (for campuses that include multi-story construction).*

- *One custodial closet will be placed specifically in the vicinity of the dining space.*

- *Maintenance and operations spaces should be clustered in the service and receiving areas of the campus. Separate access to these areas should be provided for the custodial staff.*

- *Visiting resource staff need adequate and convenient parking.*

- *Provisions for a loading dock should be considered individually for each project based on site accessibility and requirements of the school. Controlled access for deliveries is required.*

- *Restrooms to accommodate large group functions are to be placed at convenient locations throughout the school in proximity to the applicable spaces. The capacity of these restrooms will be based on Code requirements and the anticipated needs of each facility.*

- *Student restrooms should be convenient to classroom villages as described above. Restrooms should be smaller capacity but in larger quantity and decentralized throughout the facility, as is practical and feasible.*

- *Staff restrooms should be should be located in convenient, accessible areas throughout the school and specifically adjacent to high teacher use areas such as staff workrooms, professional centers and lounge areas.*

- *Location of a security office should be evaluated based on the individual needs of each school and community. Security offices will require direct visual access to the exterior, and should be located for easy access to the main entrance and to areas of the highest use by the student population.*

Furnishings, Fixtures and Equipment (FF&E)

- *Finishes in building services areas should be durable, easily maintained and safe. All finishes should be coordinated with the District's Facilities Planning and Construction (FPC) and Physical Plant Operations (PPC) representatives. Selection should be in accordance with current standards and specifications as identified within the District Standards document.*

- *Accessories and fixtures should be designed to accommodate the expected level of use and in accordance with current standards and specifications as identified within the District Standards.*

Special Education

INTRODUCTION

Program Overview

Inclusion for all students is a primary goal of the District's special education programs. The SDUSD, like many public school districts, is experiencing an increase in the number of students requiring special education programs and services. To facilitate these placements and services, and to provide minimal separation between the special education students and their general education peers, program spaces for special education should be interspersed throughout grade level configurations to allow all students to move seamlessly between their regular classrooms and any supporting breakout areas. These programs and the associated support services will be provided in a variety of settings, including regular education classes, resource rooms and self-contained classes.

Special education programs and services within the SDUSD are as listed below. The needs and programs of each site will be evaluated on a site-specific basis. Coordination is required with District staff to determine the program and space requirements for each project:

Program Summaries

- **Mild-Moderate (MM)/Resource Specialist Program (RSP)** - *This program provides services to students through targeted interventions (individually or in small groups) in order for them to access grade level standards in the general education environment.*
- **Medically-Physically Challenged Program (MPC)** - *This program provides students with multi-sensory opportunities to help them actively participate in their educational experience on the premise that each student is assured equal access to the educational options and provided to all students of the same age group.*
- **Deaf-Hard of Hearing Program (DHH)** - *This program provides students who are Deaf or Hard of Hearing instruction in English (spoken and/or written) and American Sign Language. All students are engaged in curriculum based on the California Standards with accommodations made based on each student's individually assessed needs.*

Special Education

- **Physically Handicapped Program (PH)** - *The purpose of the physical and health impairments program is to provide students access to a continuum of services in order to meet their educational and mobility needs - a portion of their day may be spent in a general education setting.*

- **Traumatic Brain Injury Program (TBI)** - *Students with traumatic brain injuries need a classroom setting that has access to assistive technology in order to participate in grade level instruction.*

- **Visually Impaired Program (VI)** - *The Visually Impaired Program provides student access to appropriate reading media that meet their individual needs, such as; Braille, recorded books, tactile graphics, large print, and low vision aids - all within a small group setting.*

- **Moderate-Severe Program (MS)** - *A placement for a student with an impairment in intellectual functioning, deficits in adaptive skills, and/or multiple disabilties or medical/physical conditions in which student receives services in a specialized setting over 50% of the day.*

- **Adapted Physical Education Program (APE)** - *A component of special education services, that is in addition to or in place of physical education, in which physical, recreational, and other therapists work with children who exhibit delays in motor development and perceptual motor skills.*

- **Early Childhood Special Education Infant Program (ECSE)** - *A placement for a preschool student with mild/moderate or moderate/severe needs.*

- **Learning Labs** - *Central classroom loaction for all students in the school where the students rotate through learning academic tasks utilizing physical movement.*

- **Pre-School Language Group (PLG)** - *A program for special needs students between the ages of 3-5. This is typically a parent drop off for small group and/or individualized instruction for preschool students with language deficiencies.*

Activities and Spaces

- Space should be considered within each classroom for one to one or small group support of special education students while they continue to participate in the larger group setting.

- Resource Specialist Program (RSP) spaces for "pull-out" support offerings should be included in the classroom village area to provide convenient access from the classroom. RSP includes a cap of 20-24 students within a classroom/caseload setting. This program is provided within a standard-sized classroom area.

- A resource space should be provided within each classroom village directly adjacent to the collaborative space. Each of these spaces shall be treated in a way to provide support to the special education program.

- The DHH, TBI, VI, MS, MM, RSP programs are typically housed in standard-sized classroom.

- PH and ECSE programs are typically housed in larger classrooms (consistent with kindergarten-sized rooms to increase space utility in the event of program and/or future need changes).

- The APE program can occur within an existing Multipurpose Room, stage, PE activity space, or outdoors.

- The MPC program typically requires two standard-sized classroom spaces – one is the instructional classroom and the other is used as the sensory room. A sensory room may also be required to support ECSE programs

- Action Based Learning Labs are generally held within a standard-sized classroom space to accommodate motor development and perceptual skill development. This space can also be used to support PE skill development for general education students.

- The PLG Program is generally conducted within a smaller classroom space or even within a larger office space in order to accommodate of small grouping of 3-5 year old students.

- Within the classroom village, spaces should be provided that provide low stimulation quiet areas for down time or break time between activities.

- Consideration may be given at the site specific design level for enlargement of some classrooms to more easily facilitate co-teaching in the classroom. This would allow instruction to occur almost entirely among the special education student's grade-level peers. This consideration must be done within the framework of the specific needs of the school and the associated budget.

SPECIAL ED   Storage / Offices / Toilets / Living Lab   SPECIAL ED
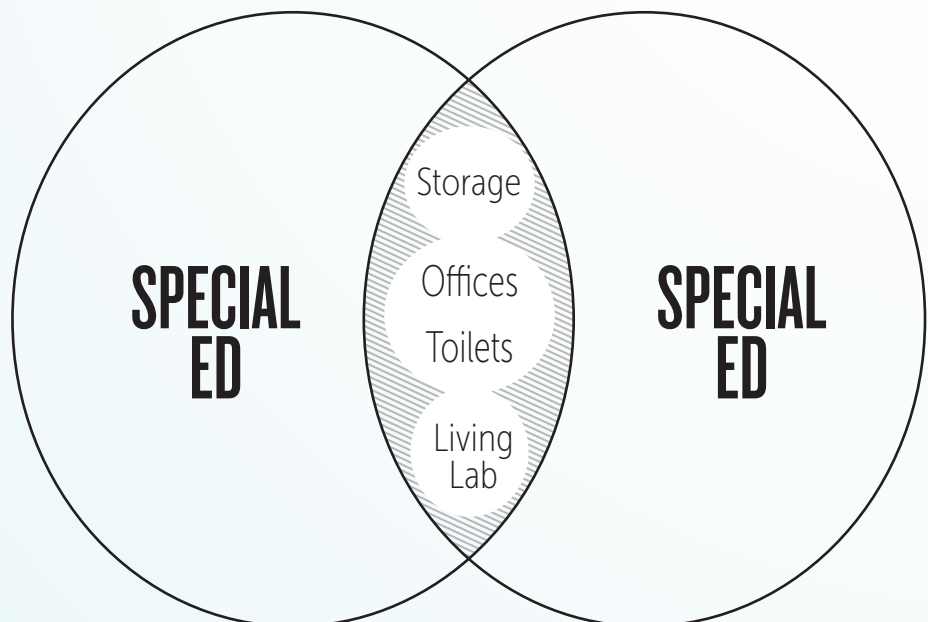
Adjacencies and Support Areas

- *Special education spaces and resource rooms should be located within the typical learning house so that ease of program delivery and support is facilitated and integrated learning for all students is accommodated. Facilities that house the MPC, PH, MS and ECSE programs should be located with ease of access to/from bus pick-up and drop-off. The PLG program should be located to promote ease of pick-up and drop-off for parents.*

- *An Activities of Daily Living Lab provides a space for students to learn hands on, every day skills, including cooking, baking, measuring, cleaning, etc. This lab will be equipped with a washer/dryer, full size refrigerator, two separate sinks with a divider , electric stove with exhaust hood and a microwave. This type of facility is generally required to support the MPC, PH, and MS programs.*

- *Restroom facilities should be provided within or in close proximity to facilities that house the MPC, PH and ECSE programs.*

- *Office spaces are required to support the MPC, DHH, PH, TBI, VI, MS, MM, RSP, APE, ECSE programs, as well as one for the Action Based Learning Lab. These offices can often be shared mong the various special education programs/services that are provided within a specific campus.*

- *Equipment storage for special education programs and services is often extensive and should be analyzed and planned on a project-by-project basis.*

Furnishings, Fixtures and Equipment (FF&E)

- *All classrooms should have adequate lockable storage for instructional materials and supplies, as well as counter areas for student work and display. Tackable wall surfaces will be provided in stretegic locations to display student work and support instructional activities. Considerations shall include space to accommodate backpack storage strategies.*

- *Spaces that accommodate the MPC, DHH, PH, TBI, VI, MS, MM, RSP, ECSE and PLG programs should be technologically equipped in accordance with District technology standards. In some instances, unique/additional technologies will be required to support program and service delivery.*

- *As part of the MPC and ESCE Programs, the sensory room will need to facilitate the utilization of a fiber optic waterfall, Hopsa Dress and/or flying trapeze – all of these equipments will require specific wall and/or ceiling-mounted structural provisions.*

- *Flexibility and adaptability of spaces will promote the use of movable/adjustable furniture.*

Given the unique and often complex nature of special education programs and services, and the resultant spatial and supporting facility and/or equipment needs that are associated with respective programs, close planning and coordination will be required between the design team, special education departmental representatives, and representatives from the FPC division to ensure project scope development is consistent with project-specific needs. It is important to ensure that appropriate spaces, facilities and equipment are provided while avoiding unnecessary and duplicative project expenditures.

Special Education
MILD / MODERATE

Program Description

Students receiving Mild/Moderate Specialized Academic Services supported by an Education Specialist..

Locations

Currently available at all school sites in SDUSD

Profile of Student Needs

Students receive small group instruction which can include: support in the general education setting supported by the Ed Specialist and/or Paraprofessional, separate setting multi-skills classes, applied classes, learning centers; and a separate setting testing environment.

Purpose:

To provide targeted interventions to students (individually or in small groups) in order for them to access grade level standards in the general education environment. In addition to provide space for students with testing in small groups accommodations written into their IEPs.

Design:

- *Instructional/Classroom Space: General education classroom which can include the standard sized classroom or slightly smaller. Classroom set up to accommodate teacher desk/work area and desks for small group instruction.*

- *Technology: i21 enabled, including Promethean or Smart Board, student computers or iPads, internet access, maintenance of i21 devices*

- *Living Skills Space: N/A*

- *Restroom Space: N/A*

- *Mobility Equipment: N/A*

- *Storage Space: storage for teacher materials (lockable filing cabinet, desk, book shelves)Mild / Moderate*

MODERATE / SEVERE

Program Description

Moderate/Severe Specialized Academic Services in a Separate Setting.

Locations

High Schools: Serra, Lincoln, University City, Mira Mesa, Morse, Kearny, Mission Bay, Point Loma, Clairemont, Madison, Patrick Henry, La Jolla, San Diego, Scripps Ranch, Crawford, Hoover

Middle Schools: Farb, Millenial Tech, Standley, Challenger, Bell, Wangenheim, Montgomery, Taft, Pacific Beach, Dana, Correia, Marston, Innovation, Pershing, Lewis, Muirlands, Roosevelt, Memorial Prep, Marshall, Mann, Wilson, Clark

Elementary Schools: Miller, Balboa, Kumeyaay, Baker, Tierrasanta, Chollas/Mead, Porter, Encanto, Valencia Park, Spreckels, Curie, Ericson, Hage, Sandburg, Salk, Linda Vista, Carson, Angier, Juarez, Sessions, Silver Gate, Dewey, Toler, Cadman, Hawthorne, Lindbergh/Schweitzer, Gage, Marvin, La Jolla, Grant K-8, Golden Hill, Perkins K-8, Garfield, Florence, Sherman, Burbank, Emerson-Bandini, Rodriguez, Dingeman, Miramar Ranch, Rolando Park, Oak Park, Marshall, Fay, Ibarra, Hamilton, Rowan, Franklin, Central

Profile of Student Needs

Students receive whole and small group instruction in a separate setting classroom for at least 50% of their instructional day; Students may need access to specialized technology and adaptive equipment in order to access their environment.

Purpose:

To provide students access to quality instruction that is based on alternate standards in order to improve educational outcomes in: educational, social, and independent living domains. Students should have access and opportunities to be with general education peers in order to promote and generalize academic and social skills.

Design:

- *Instructional/Classroom Space: classroom set up to accommodate teacher desk/work area; seating and desks for small group and large group instruction; desks should be handicapped accessible and variable; large floor space to allow for adaptive equipment; extra electrical outlets*

- *Technology: i21 enabled, including Promethean or Smart Board, student computers or iPads, internet access, maintenance of i21 devices*

- *Living Skills Space (not mandatory, but desirable): 1 full size refrigerator; 1 stove with oven range; 1 microwave; 1 split sink with hot/cold water and foot pedals; cabinet space to store food, dishes, and cookware; drawers to store cooking and eating utensils; washer dryer (side by side only); (minimum one per site; if more than one classroom is using facility it needs to be centrally located and easily accessible to students)*

- *Restroom Space: 1 restroom that is handicapped accessible with a toilet and changing table; hoyer lift (restroom should still be handicapped accessible with the changing table and hoyer lift in restroom); access to sink with hot/cold water and foot pedals; motion sensor soap dispensers; minimum one designated handicapped accessible shower area on site.*

- *Mobility Equipment: designated storage area for classroom that is able to house adapted equipment including: Supine and/or Prone Standers, Supported Seating devices, wheelchairs; Gait Trainers, Hoyer Lifts, etc.*

- *Storage Space: Storage space to include a locked cabinet above the sink for cleaning supplies; area to house mobility equipment and miscellaneous items such as brooms, vacuums, etc.*

Special Education

MEDICALLY AND PHYSICALLY CHALLENGED (MPC)

Program Description

Medically and Physically Challenged (MPC) Setting

Locations

High School: Clairemont, Lincoln, Mission Bay

Middle Schools: CPMA, Wilson

Elementary Schools: Field, Foster, Lindbergh/Schweitzer, L/S (ECSE), Kimbrough, Kimbrough (ECSE)

Profile of Student Needs

Students need small group and whole group instruction that allows for utilizing adaptive positioning equipment in order to maximize engagement in classroom activities; students need access to materials and specialized equipment in order to integrate sensory needs into learning; students need access to safe areas to perform minor medical procedures such as g-tube feedings

Purpose:

To provide students with a multi-sensory approach to curriculum based on alternative standards; giving students the tools to actively participate in their educational experience, on the premise that each student, regardless of disability, is assured equal access to the educational options and supports provided to all students of the same age group. This program is based on the principles and beliefs that all students can learn, all students benefit from learning with their peers, and that a stimulating environment inspires students to learn through their own actions.

Design:

- *Instructional/Classrooom Space: air conditioning; classroom set up to accommodate teacher desk/work area; at least one wall that has perforated hard board (Pegboard) on hinged frames with latches for a sensory wall; very large floor space to accommodate specialized equipment; extra electrical outlets; separate space for sensory*

*room ***If there is not a kitchen area in the classroom, the classroom will still need: 1 full sized refrigerator for food and medical supplies*

- *Sensory Room: accessible from within the instructional space; black lights fluorescent tubes for lighting; walls painted a dark color; extra electrical outlets; no windows; reinforced ceilings to mount equipment from ceiling; very large floor space to accommodate specialized equipment*

- *Technology: i21 enabled, including Promethean or Smart Board, student computers or iPads, internet access, maintenance of i21 devices*

- *Living Skills Space: 1 full size refrigerator; 1 stove with oven range; 1 microwave; 1 split sink with hot/cold water and foot pedals; cabinet space to store food, dishes, and cookware; drawers to store cooking and eating utensils; washer dryer (side by side only); (minimum one per site; if more than one classroom is using facility it needs to be centrally located and easily accessible to students).*

- *Restroom Space: 1 restroom that is handicapped accessible with a changing table; Rifton Support Changing station; hoyer lift; access to sink with hot/cold water and foot pedals; motion sensor soap dispensers; storage space located within restroom to store hygiene materials and extra student clothing; must be accessible from within the classroom; minimum one designated handicapped accessible shower area on site.*

- *Mobility Equipment: designated storage area for classroom that is able to house adapted equipment including: Supine and/or Prone Standers, Supported Seating devices, wheelchairs; Gait Trainers, Hoyer Lifts, etc., accessible from within the classroom*

- *Storage Space: Storage space to include a locked cabinet above the sink for cleaning supplies; area to house mobility equipment and miscellaneous items such as brooms, vacuums, etc*

DEAF AND HARD OF HEARING (DHH)

Program Description

Moderate/Severe Specialized Academic Services in a Separate Setting.

Locations

High Schools: Madison

Middle Schools: CPMA going to Innovation

Elementary Schools: Lafayette, Whitman, Alcott

Profile of Student Needs

Separate classroom that functions as a typical classroom unless students have physical limitations in addition to a hearing impairment. Students with cochlear implants may need tennis balls on the bottom of chairs. Students with hearing loss will need access to amplification systems within the classroom.

Purpose:

To provide students who are Deaf or Hard of Hearing instruction in English (spoken and/or written) and American Sign Language. All students are engaged in curriculum based on the California Standards with accommodations made based on each student's assessed needs.

Design:

- *Instructional/Classroom Space: Classroom set up to accommodate teacher desk/work area and desks for small and whole group instruction; classroom needs to be equipped with amplification devices and closed captioning.*

- *Technology: i21 enabled, including Promethean or Smart Board, student computers or iPads, internet access, maintenance of i21 devices, DVD/TV closed captioned, Flashing lights in addition to bells, Video phone provided to student/staff (Convo/Purple/Sorenson-IT support needed for installation & ethernet port), Amplification (Lightspeed), iPad technology, Phonak, Cochlear cables for access to i21 classroom*

- *Living Skills Space: N/A*

- *Restroom Space: N/A*

- *Mobility Equipment: N/A*

- *Storage Space: storage for teacher materials (lockable filing cabinet, desk, book shelves)*

Special Education

PHYSICAL AND HEALTH IMPAIRMENTS (PHI)

Program Description

Physical and Health Impairments (PHI) Setting

Locations

High Schools: Clairemont

Middle Schools: CPMA

Elementary Schools: Lindbergh/Schweitzer

Profile of Student Needs

Student's disability impacts production/processing, fine/gross motor deficits, self-help needs, material manipulation. This impact may require separate setting where instruction can best meet student needs. These students may be included in general education for a percentage of the school day, however need a classroom as a home base and for storage of any equipment.

Purpose:

The purpose of the physical and health impairments setting is to provide students access to a continuum of services in order to meet their educational and mobility needs.

Design:

- *Instructional/Classroom Space: larger desks that are able to accommodate a height for students in wheel chairs; larger floor space with flush flooring (not carpeting) to accommodate for mobility devices, instructional, and living skills space; teacher desk and workspace area*

- *Technology: i21 enabled, including Promethean or Smart Board, student computers or iPads, internet access, maintenance of i21 devices*

- *Living Skills Space: 1 full size refrigerator; 1 stove with oven range; 1 microwave; 1 split sink with hot/cold water and foot pedals; cabinet space to store food, dishes, and cookware; drawers to store cooking and eating utensils; washer dryer (side by side only); (minimum one per site; if more than one classroom is using*

facility it needs to be centrally located and easily accessible to students)

- *Restroom Space: 1 restroom that is handicapped accessible with a changing table; Rifton Support Changing station; hoyer lift; access to sink with hot/cold water and foot pedals; motion sensor soap dispensers; storage space located within restroom to store hygiene materials and extra student clothing; must be accessible from within the classroom; minimum one designated handicapped accessible shower area on site (can share access with other classrooms)*

- *Mobility Equipment: wheelchairs, standers, gait trainers, and or walkers, storage both inside and outside of classroom (that is covered from the elements)*

- *Storage Space: Storage space to include a locked cabinet above the sink for cleaning supplies; area to house mobility equipment and miscellaneous items such as brooms, vacuums, etc.*

TRAUMATIC BRAIN INJURY (TBI) SERVICES

Program Description

Traumatic Brain Injury (TBI) Services.

Locations

Clairemont, Ericson, Whittier

Profile of Student Needs

Students need a classroom setting that has access to assistive technology in order to participate in grade level instruction.

Purpose:

The purpose of Traumatic Brain Injury Services is to provide students access to a continuum of services in order to meet their educational needs.

Design:

- *Instructional/Classroom Space: Classroom set up to accommodate teacher desk/work area and larger sized desks for small and whole group instruction; larger floor space with flush flooring; lighting that can be controlled with a dimmer*

- *Technology: i21 enabled, including Promethean or Smart Board, student computers or iPads, internet access, maintenance of i21 devices*

- *Living Skills Space: N/A*

- *Restroom Space: N/A*

- *Mobility Equipment: N/A*

- *Storage Space: storage for teacher materials (lockable filing cabinet, desk, book shelves)*

Special Education

VISUALLY IMPAIRED (VI) SERVICES

Program Description

Visually Impaired (VI) Services

Locations

Bay Park, Clairemont

Profile of Student Needs

Students need a classroom setting that has access to assistive technology in order to participate in grade level curriculum.

Purpose:

The purpose of Visually Impaired Services is to provide students access to a continuum of services in order to meet their educational and mobility needs. Students need access to appropriate reading media that meet their individual needs, such as; Braille, recorded books, tactile graphics, large print, and low vision aids.

Design:

- *Instructional/Classroom Space: Classroom set up to accommodate teacher desk/work area and larger sized desks for small and whole group instruction; sound proof room for Braille embosser within the classroom; lighting that can be controlled with a dimmer*

- *Technology: i21 enabled, including Promethean or Smart Board, student computers or iPads, internet access, maintenance of i21 devices, Amplification, Mirror Image Promethean Board (LanSchool), enough electrical for all chargers and connections, Lights w/Dimmer*

- *Living Skills Space: N/A*

- *Restroom Space: N/A*

- *Mobility Equipment: N/A*

- *Storage Space: A designated room that has bookshelves to house and store braille books. An area for a braille machine, screen enlargers, storage for teacher materials (lockable filing cabinet, desk, book shelves)*

ADAPTED PHYSICAL EDUCATION (APE)
OCCUPATIONAL THERAPY (OT)
PHYSICAL THERAPY (PT)
SPEECH AND LANGUAGE (SLP)

Locations

These itinerant staff members provide services to students at multiple school sites. Each site will have these service providers on campus supporting students. Most of these staff members need an office space to meet with small groups of students, conduct individual testing, store files in a locked space. These staff members will be going in to classrooms to work with students in their educational environment. Depending on the school and number of students, the needs will vary.

Profile of Student Needs

The needs of students, resulting from an identified Federally Handicapping Condition, may require specialized services from providers in order to receive educational benefit.

Purpose:

The purpose is to address student need, requiring support from individuals who have been trained in various disciplines, in order to gain access to academics or other needs arising from an identified disability.

Design:

- *Office/Instructional/Classroom Space: Classroom set up to accommodate teacher desk/work area and desks for small group instruction; Space can be shared amongst Related Service Providers as long as each provider has a desk and small storage space, including a locking filing cabinet.*

- *Technology: Internet access*

- *Living Skills Space: N/A*

- *Restroom Space: N/A*

- *Mobility Equipment: N/A*

- *Storage Space: shelving to store equipment*

Special Education

ACTION BASED LEARNING LAB

Locations

Alcott, Cadman, Chesterton, Chollas/Mead, Dewey, Dingeman, Ericson, Field, Fletcher, Florence, Gage, Garfield, Grant, Hage, Hearst, Hickman, Jefferson, Johnson, Juarez, Kearny, Kimbrough, Lafayette, Lee, Linda Vista, Lindbergh/Schweitzer, Marshall, Mason, Miramar Ranch, Miller, Mission Bay High School, Montgomery Middle, Morse, Nye, Pacific Beach Middle, Paradise Hills, Perry, Rowan, Sandburg, Silver Gate, Walker, Whitman, Whittier

Profile of Student Needs

Students need access to a room that is able to accommodate participation in gross and fine motor activities with academic tasks.

Purpose:

The purpose of the action based learning lab is to provide an area for students that integrates movement and academics in a highly structured space to support individual sensory needs.

Design:

- *Instructional/Classrooom Space: typical general education sized classroom with minimal seating and desks for a small group*

- *Technology: N/A*

- *Living Skills Space: N/A*

- *Restroom Space: N/A*

- *Mobility Equipment: N/A*

- *Storage Space: small area with shelves to store equipment for Learning Lab which can include: balls, bean bags, jump ropes, paint, markers, paper, etc.*

Conclusions and Recommendations

The continuing overall execution of the District's Capital Improvement program will require careful and purposeful planning in consideration of the complexities, diversity and scale of school facilities that exist within the District. Nonetheless, these These conditions provide a powerful opportunity for the District to develop innovative changes to the planning of learning environments.

The transformational nature of the District's efforts to implement 21st Century learning strategies will have far-reaching positive impacts on future generations of students. In order to achieve the "world class system" for its learing communities as stated within **Vision 2020**, all involved parties and departments will require a universal commitment to linking their efforts into a highly focused and purposeful direction.

Recognition should be given to the fact that every future facilities project, regardless of size, will provide a physical platform to showcase transformative instructional strategies and the delivery of educational programs. The goal will be to provide innovative environments to best facilitate 21st Century learning learning and instruction.

Listed below are some of the more significant and compelling conclusions and recommendations that have resulted from the team's efforts to prepare this document:

1. *The majority of upcoming projects within the District will occur within existing campuses and, for the most part, will involve modifications to built conditions. This will require future planning and design teams to site adapt the Educational Specifications in consideration of site-specific factors identified in each respective project.*

2. *As the San Diego Unified School District proceeds through an era of significant pedagogical transformation (re-thinking and re-tooling how efforts can best be advanced to create a "world class" school system by 2020) the practice of planning, designing and constructing will place a premium upon the development of facilities that afford flexibility, adaptability and transformability over the long term and are able to efficiently and cost effectively respond to change.*

3. *In conjunction with the creation of spaces that provide long-term flexibility, the necessity remains to identify and make creative use of flexible and movable furnishings. This will become an increasingly important strategy in the project implementation and utilization phases to most effectively accommodate evolving programs and emerging teaching and learning strategies.*

4. *As the SDUSD continues to implement facility-related changes, the PRIMARY focus for all involved parties must be upon providing school site and plant improvements that have strong and positive impacts upon the degree and quality of student engagement. We want students to be active, enthused and dedicated learners. School facilities should facilitate and promote this goal. Similarly, the ideal that "learning can happen everywhere and at any time" should be embraced.*

5. *It should be a routine goal within each site and District organizational structure (from the classroom level to the District Education Center) to utilize principles associated with Professional Learning Communities. From a facilities perspective and to promote implementation effectiveness, this should include a commitment within schools to the create Collaboration Spaces and Professional Centers.*

6. *The utility and value of the Educational Specifications is not limited to project planning and design professionals; it should also be used as an instructional and participatory resource for site principals and their staffs as they become involved in facility projects at their respective schools.*

Conclusions and Recommendations

7. *Physical changes to school environments are costly, complex and time consuming. These same factors relate to adjustments that will be required by the users of these transformed and new spaces. As such, a concurrent commitment must be made by the District to provide professional development/training to ensure that instructional professionals understand how to best utilize their new learning environments to most positively support their students.*

8. *A District-wide commitment has now been initiated to create "document alignment" for the District's key visionary, directional and planning documents (Vision 2020, i21 Now, Design Guidelines, Educational Specifications and District Standards). As these documents are modified or new ones are created, it will be important to maintain a long-term commitment to document alignment. This type of alignment is essential and is consistent with the fundamental implementation concepts associated with Local Control Accountability Program (LCAP) and Local Control Funding Formula (LCFF) that seek to connect expenditure decisions with potential impacts upon students.*

9. *To strengthen neighborhood "connections," the District should employ strategies that enable schools to more fully function as key community assets. These strategies should allow for extended hours of community access to facilitate additional services and/or programs for students and community members.*

10. *An organizational commitment should be made to strengthen the operational and functional linkages between District Departments to maximize learning condition improvements for students.*

11. *It is imperative that there is clear definition of project budget and scope at the onset of planning for all design teams and for all of the project planning participants. An emphasis must be placed upon project scope prioritization throughout the planning process so that, at the conclusion of planning and design, the creation of an arrangement of priorities is logical and efficient to achieve.*

12. A concluding but routine question for every facility program participant should be "How is my work making things better for students while supporting the District's goal to become a world class system?"