

MVLA

HIGH SCHOOL DISTRICT

EDUCATION SPECIFICATIONS



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ARCHITECTS

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- MVLA Adult Education

Appendix A – Meeting Minutes

FORWARD

Mountain View Los Altos High School District (MVLA) has selected Quattrocchi Kwok Architects to create a comprehensive Facilities Master Plan for the District. The first step in this process was a Facilities Assessment of each site to identify facility deficiencies and recommend improvements. The second step is the development of the Education Specifications. The third and final portion of the process will combine the findings of the assessments with the educational goals of MVLA into long-term Master Plans for each site.

The purpose of Education Specifications is to guide Facilities Planning across the District. The Ed Spec is intended to summarize the typical educational programs at each type of school and their facility's needs. It is intended to provide a standard level of facilities and to help ensure equity among campuses throughout the District. It is not intended to prescribe all facilities needs for any campus or to dictate how those needs should be met. This Education Specification will serve as a starting point for campus specific Master Planning processes to be undertaken at each site.

From the California Department of Education:

Educational specifications are interrelated statements that communicate (or specify) to the architect, the public, and other interested parties what educators believe is required for a proposed educational facility to support a specific educational program.

Educational specifications serve as the link between the educational program and the school facilities. They translate the physical requirements of the educational program into words and enable the architect to visualize the educational activity to be conducted so that the architectural concepts and solutions support the stated educational program.

Education Specifications are comprised of an Education Program and a Facilities Program. The Education Program describes the goals and aspirations for the high school in general terms of function and facilities. The Facilities Program provides depth and detail to the curricular objectives by describing spaces, adjacencies and amenities that support the Education Program. One could say that the Education Program is qualitative while the Facilities Program is quantitative.

ACKNOWLEDGEMENTS

The task of developing the MVLA Education Specifications could not have been accomplished without the dedication and contributions of the Principal, staff, teachers, and parents. The Design Team would like to take this opportunity to thank the following people for their contribution of time, leadership, and direction necessary to develop the following documents.

DISTRICT

Dr. Jeff Harding, Superintendent
Mike Mathiesen, Associate Superintendent

Los Altos High School

Wynne Satterwhite, Principal
Galen Rosenburg, Assistant Principal
Suzanne Woodfok, Assitant Principal
Ryan Carter, Counseling Coordinator
Kristin Castillo, Student Services Coordinator
Karen Dawson – Bowman AVID Dept. Coordinator
Stephen Hyne, “Big Dreamer”

Laraine Igancio, Math Dept Coordinator
Derek Miyama, Social Studies Dept Coordinator
Michael Mowl, English Coordinator.
Kiernan Raffo, Physical Education Extraordinaire
Erica Starks, Special Ed Dept. Coordinator
Greg Stock, Science Dept. Coordinator
Betty Yamasaki, Math Teacher

Mountain View High School

David Grissom, Principal
Lynne Ewald, Assistant Principal
Carmen Gomez, Assistant Principal
Kristin Bautista, Special Education Department
Coordinator
William Blair, Assistant Principal
Heather Boyle, Health Teacher
Lee Casem, AVID Department Coordinator
Lydia Conoway, Math Teacher
Diane Esparza, Special Education Teacher
Felicia Hancock, Social Studies Department
Coordinator
Sarah Hawthorne, Science Department Coordinator
Nicole Higley, Foreign Language Department
Coordinator

Tami Kittle, Physical Education Department
Coordinator
Jason Kneebone, Performing Arts Department
Coordinator
Susan Lamarche, Library Department Coordinator
Jim Levitt, Art Department Coordinator
Paige Price, English Department Coordinator
Seamus Quillinan, Special Education Teacher
Raudel Rivas, I.A., ELD Teacher
Kim Rogers, AVID Department Coordinator
Alma Ruelas, Community Liaison
Evan Smith, Math Department Coordinator
Huong Vo, Student Services Coordinator
Marcey Winawer, Math Teacher
Kathy Woods, Administrative Assistant
Lydia Zele, ELD Department Coordinator

Mountain View Los Altos Adult School

Keith Moody, Director
Brenda Harris, Assistant Director
Janie Garcia, ASE Coordinator (HSD,GED, YPP)

Kathy Quesada
Tammy Ramos, Administration
Connie Webb,

Alta Vista High School

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Coordinator
Lisa Falsetti, Instruction Aide, Math, English,
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Marciano Gutierrez, Social Science

Bonnie Michalek, English & Leadership/ASB
Todd Pearson, Math and Physical Education
Vinicio Rubalcava, Instructional Aide- English/IS
Lani Stevens, Special Education
Shannon Wernette, Social Science

Freestyle Academy

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Leo Florendo, Program Coordinator

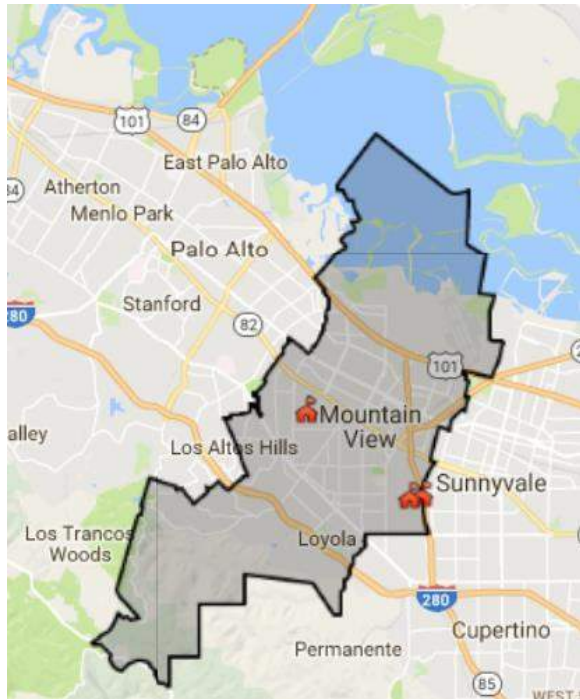
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QUATTROCCHI KWOK ARCHITECTS

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Justine Weigl, Intern Architect

INTRODUCTION

The Mountain View Los Altos High School District (MVLA) is located approximately 15 miles north of San Jose and 40 miles south of San Francisco. Two comprehensive high schools and three alternative programs serve the communities of Mountain View, Los Altos, and Los Altos Hills. These communities are home to a variety of high tech firms identified with the Silicon Valley. The population is racially diverse. Median incomes are higher than the



national median, but there is a full range of socioeconomic groups.

- Los Altos High School
- Mountain View High School
- Alta Vista Continuation High School
- Freestyle Graphics Academy
- MVLA Adult Education

Serving approximately 4,000 students, MVLA strives to provide all students with an education that incorporates the five guiding values

- Quality
- Empowerment
- Teamwork
- Personalized Caring Environment
- Continuous Improvement

Demographic studies prepared by Jack Schreder & Associates have shown that the District can expect growth in the student population. While the rate of growth is dependent on future planned developments in the communities served, it is anticipated that there will be approximately 600 new students within the next five years that will be housed on the existing school sites.

Table 18. Enrollment Projections by School

High Schools	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Los Altos High	2,039	2,094	2,201	2,239	2,306	2,350	2,360	2,312	2,255	2,226	2,188
Mountain View High	1,858	1,875	1,939	2,001	2,050	2,089	2,098	2,055	2,005	1,980	1,945
<i>High School Totals</i>	<i>3,897</i>	<i>3,969</i>	<i>4,140</i>	<i>4,240</i>	<i>4,356</i>	<i>4,439</i>	<i>4,458</i>	<i>4,367</i>	<i>4,260</i>	<i>4,206</i>	<i>4,133</i>
Alternative School	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Alta Vista High	96	104	109	111	114	118	118	118	115	113	109
Grand Total	3,993	4,073	4,249	4,351	4,470	4,557	4,576	4,485	4,375	4,319	4,242

APPLICABLE STANDARDS AND REGULATIONS

The Education Specification was developed in accordance with a variety of existing standards, requirements, and policies.

California Department of Education (CDE)

CDE and the California Education Code provide guidelines and standards for Educational Facilities. CDE reviews for appropriate design in the site and facility layouts, as well as verifying that the project meets several environmental benchmarks. CDE Preliminary Submittal of 1A Diagrams will occur after board approval of the master planning documents.

Where applicable the committee referred to these standards in developing the Ed Spec. It is the intent of the Ed Spec for all schools to comply with CDE facility recommendations wherever possible.

Collaborative for High Performance Schools (CHPS)

CHPS is a non-profit, national organization focused on making schools a better place to learn by facilitating the design, construction, and operation of high performance schools. Creating high performance facilities is a benefit

Collaborative for High Performance Schools (CHPS)												
New Project Scorecard: 2014 CA-CHPS Criteria™												
School Name:					Project #:							
Expected Completion:					Current Phase:							
School District:					Website:							
School Address:					City:		State:		Zip:			
School Contact:					Phone:		E-mail:					
Student Capacity:					Notes:							
Approximate Square Feet:												
Verification												
Is this the final CHPS Scorecard?												
Registered Principal Architect (Signature)					Project Manager (Signature)							
Name, Title, Date (Please print)					Name, Title, Date (Please print)							
Use this scorecard to track expected scores. Note that prerequisites have points associated with them even though they are required. This enables project teams to talk more meaningfully about the effort being put into each section of the Criteria. Prerequisite point columns are also highlighted for reference. Mark each credit as ready for review by using the appropriate column for each phase of the review. Key: C - CALGreen Mandatory Measures; T - Title 24 Energy Standards; P - Prerequisite; PS - CHPS Plan Sheet Required; CD - Construction Documents Required; A - Attachment Required												
Criteria	Title	Prerequisite	Possible Pts	Points Claimed	Responsible Team Member	Design Review Requirements	Ready for Design Review	Construction Review	Ready for Construction Review	Performance Review Requirements	Ready for Performance Review	Annotation
			250									
			20									
			82									
			69									
			22									
			23									
			17									
			17									

to the environment, the students and teachers that will use the facility, and to the financial well-being of the District. The Collaborative for High Performance Schools (CHPS) Best Practices Manuals and Criteria provide a guideline for

implementing high performance concepts in the design of school facilities. The CHPS guidelines encourage the design of schools to provide environments that are energy and resource efficient, provides a safe and healthy educational environment, and link the physical environment to the educational mission of the building. The CHPS Best Practices Manuals and Criteria also provide the flexibility needed to adapt these concepts to the specific context of each school campus and each projects' goals, scope of work, and budget. The CHPS criteria shall serve as a guideline for the development of Campus Master Plans and for the design of future facilities improvement projects.

Division of the State Architect (DSA)

Approval of project construction documents for all school renovations and additions are required from the Division of the State Architect. Requirements for California Building Code compliance, as well as the Americans with Disabilities Act (ADA) and requirements for emergency vehicle access will be addressed in the development of Campus Master Plans. All modernization or new construction projects will comply with the requirements of the current edition of the California Building Code as adopted by DSA. The Architect of Record (AOR) is to ensure that all documents are provided to achieve a certified project close-out in accordance with DSA requirements.

California Environmental Quality Act (CEQA)

A CEQA assessment will be concurrent with the Design Development Phase. Initial studies will be conducted as each project develops to assess possible environmental impacts and the steps required to mitigate them.

Fire Department

Approval is required from the local fire authority for emergency vehicle site access, hydrant locations, and fire flow. Preliminary discussions will be conducted with the Fire Department to define the project requirements for fire protection at the Schematic Design phase.

Geotechnical Investigation

Preliminary geotechnical recommendations for foundation design will be requested when the building locations are finalized. A final report will be included with the plan check submittal to the Division of the State Architect (DSA) and California Geological Survey (CGS).

EDUCATION SPECIFICATIONS

EDUCATIONAL GOALS

Mountain View Los Altos High School District Mission Statement

“We are committed to creating a community of learners with the knowledge, skills and values necessary to combine personal success with meaningful contributions to our multicultural and global society.”



Guiding Principles ¹

Quality

The district believes that every teacher, every classified staff member, and every administrator should set excellence of instruction and program as their number one priority. The district is committed to attracting, recruiting, and retaining enthusiastic, talented and caring faculty and staff to carry out our educational mission. We are committed to focusing the institution’s energy and resources on student learning and to their academic and personal development.

Empowerment

The district is committed to the professional and personal development of its staff members. This will be accomplished through workshop and conference attendance in an effort to bring about educational reform and to promote teacher-driven innovations grounded in research and practical experience.

Teamwork

The district makes the commitment of time and resources necessary to support staff development and training for curriculum planning and review. The district believes in fostering collegiality, respect, and cooperation among all students and staff.

Personalized, Caring Environment

We are committed to focusing on the development of each and every student, to providing honest feedback, support opportunities so that student can reach his or her potential.

Continuous Improvement

The Mountain View-Los Altos High School District has a long history of high standards and high test scores. The district is committed to an ongoing assessment of student progress and evaluation of effectiveness of programs and services. They are further committed to designing and implementing programs and interventions which encourage students to maximize their academic development and achievement.

¹ <http://www.mvla.net/District/Portal/AboutMVLA>

Primary educational goals of the district are to align curriculum across the two high school campuses, improve the academic performance of all students and enhance the opportunities as well as achievement of students in Science Technology, Engineering, and Math (STEM). To support these goals, the district needs facilities that support multiple means of instruction including lectures, project-based learning, large and small group work, and individualized work.

MVLA schools and program are ranked highly in national surveys. Education specifications mirror the high standards and expectations to form a narrative not only of how to teach the students of today but how to teach the students of tomorrow.

For the purposes of determining and monitoring the student capacity of each campus MVLA uses a standard number of students per classroom. These ratios are not intended to correlate to the actual number of students in a classroom at any one time or the maximum capacity of a classroom. They are a guideline used to track the overall capacity of school campuses. At the high schools, most classrooms are in use for all periods. Teachers frequently share classrooms. They spend their prep period in a classroom.

Typical Classroom Loading: 29-32 students
Ninth Grade English and Math: 20 students

Specialized teaching spaces such as PE Classrooms, Band, Chorus, etc., may be calculated at a higher ratio depending on the size of the space and the program.

The high schools are departmentalized by courses. In addition to the department heads there are four Teachers on Special Assignment (TOSA) focusing on math, science, literacy, and new teacher mentoring district wide. While collaboration is standard among teachers within a department, there is little scheduled collaboration between departments. There were several specific instances of cross curricular collaboration favorably mentioned during the Ed Spec meetings. When asked how collaboration can best be supported, many meeting attendees mentioned the need for large shared collaborative spaces and for campus layouts that encourage cross fertilization, rather than the physical isolation of some of the existing classroom wings.

21st Century Learning

The four basic components of 21st Century education are Communication, Collaboration, Critical Thinking, and Creativity, all of which are embedded in many aspects of the instructional program at MVLA. Proper design of facilities can support these goals. The design process should be built on these components as well.

Communication: Clear communication of the District's educational goals is important. Conversely, a clear explanation of design solutions is required of the architect.

Critical Thinking: As a part of the Educational Specification, there were a series of questions that were asked of the participants.

How are you teaching? How might they affect learning environments?

Lecture, small group, project based or technical?

Collaboration by grade level, subject, or ?

How do you want to teach?

What has changed in the last five years?

What would you like to do that you can't do now?

What kinds of facilities can best support the educational goals?

Collaboration: In the initial meeting phase a dedicated group of administrative and support staff as well as instructional staff gave honest and detailed feedback on their educational experience. During the Master planning phase, this collaboration should include outreach to parents, community members and students.

Creativity: Many of the Ed Spec meeting attendees shared examples of how they have adapted to the spaces that they have. As the district moves forward with design, synthesizing this information with creative solutions in planning and design will best serve the Educational and Facility needs of the District.

Instructional Approaches

Teaching methods include a wide variety of interactions:

- Teacher-led discussions
- Small-group learning, within the classroom
- Large-group learning

Math: lecture based

Visual Arts: project based

English: lower division/ELD: project based; upper division/seniors: small group. Projects include writing plans for schools of the future, envisioning future of education

World Language: Social Sciences: US history, World history, Civics, Psychology are taught using a combination of lecture and projects based learning.

Science: chemistry, biology, physics, environmental science are taught using a combination of lecture, experiments, hands-on learning

Publications: broadcast journalism, journalism, yearbook (falls under the art department)

Performing Arts: activity based implementation of theory.

Special Education

Special Education occurs at all sites in the District. Each campus has a unique population that is addressed in further detail; there are emotionally disturbed, handicapped and special education students with distinctive educational needs. All Special Ed programs have a need for classrooms, offices, and conference rooms. Planning should allow for therapy rooms, psychologists, therapists, and quiet rooms. Dedicated testing spaces are needed.

AVID (Advancement Via Individual Determination)

AVID is a program designed to prepare high school students for success in four-year colleges and universities. The program includes: ethnic minority, and/or low income, and/or first generation college students, and/or students who have special circumstances in their lives. AVID teachers remain with the same students all four years in high school

The core values of the AVID program include building classroom community, fostering academic excellence and leadership that catalyzes change in society. AVID also has a robust student mentor program that allows upper grade students to be tutors in AVID classes several days a week. Each campus has an AVID program that they will continue to support and detailed requirements will be addressed individually.

Physical Education

Physical education is mandatory for 9th and 10th grades, with approximately 40 students per class. The educational curriculum is seeing a shift towards more lifetime fitness activities rather than the traditional team sports. Program needs include space for indoor and outdoor activities. It is a continuing challenge to fit the programs within the available gyms at all high school campuses.

Sample classes: yoga, calisthenics, personal fitness, personal tracking, weights, aquatics, golf, badminton, team sports

Technology Plan

Mountain View Los Altos High School District sustains a strong technology background and supports fully integrated digital studies at each campus. The District has implemented a “Bring your Own Device” (BYOD) program in which students can check out a district-issued Chromebook or bring their own personal laptop.

SUSTAINABLE GOALS

Daylighting

Studies have shown that classrooms that provide appropriate day lighting are beneficial not only to a sense of well-being but to student achievement. Correct day lighting minimizes glare and can reduce the energy used by classroom lighting. Consideration of building orientation and balanced daylight are integral to the design solution.

Daylighting goals for this project are: Natural daylighting at classrooms and administrative spaces. For high schools, the visual links between inside and outside must be carefully managed to avoid noise and distraction for the students inside the classrooms.

Daylighting in activity spaces should avoid glare and / or heat gain. For example, diffused lighting in gyms can reduce light loads.

Sustainable Materials

Careful selection of materials in both the building and site development will support sustainable goals as outlined in the CHPS criteria.

Indoor Environmental Quality

A healthy indoor environment is provided through the selection of low-VOC materials, ensuring sufficient ventilation, and providing interiors that are easy to maintain. Proper attention to acoustics provides classrooms that let students learn with minimal distraction.

Specific materials should be selected to support Indoor Air Quality. These include low- VOC finishes for floors, walls, and ceilings.

While natural ventilation goals can be provided by operable windows, if this is not feasible alternatives can include mechanical solutions such as carbon dioxide sensors on the HVAC (heating, ventilation, air conditioning) system.

Energy Efficiency

The careful selection of lighting and mechanical systems, as well as carefully detailed building envelopes can reduce energy consumption. Saving on energy costs frees up funds to support educational programs.

Lighting requirements can include appropriate lighting levels, direct / indirect fixtures in classrooms and administrative areas, multiple switches, the use of occupancy sensors, automatic daylight controls.

Mechanical systems shall be designed to meet the necessary comfort levels and shall be selected for efficiency as well as ease of maintenance and life cycle costs.

An Energy Management System will support individual room controls.

Renewable Energy Systems

Mountain View Los Altos High School District used previous bond funds to install photo-voltaic canopies and battery backup systems at the two high school campuses. Additional improvement projects should continue to support and expand on PV potential.

Water Efficiency

The Division of State Architect has a Mandatory Water Efficiency Landscape Ordinance in effect, which requires new construction projects to mitigate the impact of landscape irrigation. Careful selection of plants with low water use can be used to offset irrigated turf areas. During the preliminary design phases the District should provide detailed guidance on locations where alternative surfaces can be used.

Commissioning

Commissioning provides objective oversight to ensure that the District's project requirements are addressed throughout design and construction. California Cal-Green requirements are for full commissioning on new buildings greater than 10,000 square feet. Smaller buildings and modernizations shall also have appropriate levels of commissioning integrated into project requirements.

DESIGN PRINCIPLES

Campus Visual Appearance

The visual appearances of school campuses are important. How campuses appear and how they relate to the community affect the connection between the school and its community. The initial impression that people get from the exterior of a school can have a lasting impact on their perception of that school and its value in the community. These impressions also have an impact on students and how they perceive schools and how much their community values their education. School campuses should present a warm and inviting, aesthetically appealing image to the community. Planning for each individual school should include the following components to improve the visual appearance of the school and the connection to its community:

SENSE OF ENTRY: Each school should have a single, main point of entry adjacent to the administration offices. The design of the entry shall be clear and inviting, leading people to that main entry point. This may include features of the building design or landscape design to make a compelling obvious entry.

SIGNAGE: The name of each school should be clearly identified with a monument or wall mounted sign. Messaging capabilities, such as notices regarding events and/or school schedules should be included wherever possible. Individual buildings should also be clearly marked (numbered) with signage. The accessible circulation path should be clearly identified.

FINISH MATERIALS: Durable and attractive finish materials should be used so that the facility can be maintained and the appearance kept up over the long term.

Campus Security

Student safety and Security is a primary concern and an important consideration in any facilities decision. Issues to be considered include preventing unauthorized access to schools during the school day while maintaining student safety on campus. There is a fundamental need to maintain the school as a safe place for students. School campuses also need to feel open and inviting for the community while maintaining security. With the open nature of the two high school sites, controlling the connection between the campus and the community and between spaces on each campus must be a careful balance of oversight and supervision on a day to day basis. More specific requirements for the other sites will be addressed in detail in the specific building program section. The following principal security requirements for all schools include:

VISUAL Lines of Sight: Administration offices should have a clear and direct line of sight for the visitor's entry. The open nature of many of the campuses is beneficial in this regard. Care should be taken to avoid designing areas that cannot be easily seen or controlled.

ACCESS TO FIELDS AFTER HOURS: Due to the large number of after-school and extra-curricular activities students should be able to use the fields safely at all hours. It is also important the field access be limited during school hours for student use without public community access.

COMMUNICATIONS: Each classroom on every campus shall have an effective and operational two-way communications system.

DOORS AND WINDOWS: All classroom doors should be provided with a window or sidelight to provide visibility of the outside of that door to support "defensible space" – the more that people are aware of

what is happening around them, the more likely it is that issues can be identified and addressed. All classroom doors should have security hardware that allows the classroom to be locked from the inside with a key. All windows (including those in entry doors) shall have functioning blinds which can be closed easily to prevent visibility into classrooms from the outside.

FIRE ALARM SYSTEM: All fire alarm systems are code-compliant although new construction will be brought up to the prevailing code as improvements are made (per DSA requirements). New alarm systems are addressable so that emergency services can easily identify the specific room or area of concern; accuracy of the FA programming is reviewed on an on-going basis.

Parking and Drop-off

In general, the following features should be provided:

Dedicated on-site parking lots should be provided for staff. This does not imply reserved or assigned spaces.

Each school should have designated parking for District Maintenance vehicles.

Food service delivery pathway should be separate from all student play areas if feasible.

Clearly marked and signed drop-off areas should be provided. Clear curb striping and signage should be provided to direct traffic flow. A safe route for students from the drop-off to the school should be provided to minimize or eliminate the need for students to cross vehicle traffic areas.

Campus Circulation

A clearly defined and accessible circulation path should be provided. This must not only accommodate the students during the day, visitors for after-hour activities such as back-to-school night or parent meetings must be able to navigate the campus easily and safely.

Other Site Amenities

Exterior Lighting - Provide night lighting throughout campus appropriate for evening use of all facilities.

Trash Collection - Place trash area in a well screened area close to the street and to mitigate crossing of trucks and students on campus.

Landscape & Irrigation - Provide drought resistant, durable and maximize low maintenance and indigenous plant materials wherever practical.

Bicycle Storage - Provide storage area for bicycles at areas that are easily accessed by students and away from vehicular traffic in lockable caged area.

Instructional Supplies – Adequate storage areas for seasonal and other classroom displays and supplies as well as large book rooms are beneficial. A central location can be efficient and reduce classroom clutter. This is in addition to the classroom built-in storage and the Staff Workroom

Administration

The Administration area should clearly serve as the point of entry to the school and should be architecturally dominant for a good impression and clear point of entry. It is the workplace of the school's staff and the primary hub of staff activity on campus. It is increasingly important that the Administration Staff have clear overview of the main campus entry point. When it is centrally located within the campus, it can provide good visibility of the campus for supervision and easy accessibility by the students.

One issue with the current configuration of both the LAHS and MVHS is that offices and support spaces are dispersed among multiple buildings. In addition to creating a physical isolation and confusing organization, this makes it difficult for staff to work collaboratively.

The staff room can be co-located with the Administration offices or elsewhere on campus as is appropriate.

Central Administration Building Finishes and Systems:

Daylighting:	Operable windows oriented to views and north light Use skylights in circulation and lobby spaces
Walls:	Durable surfaces suitable for hanging artwork in Lobby and Reception areas (alternate: locked display cases) Provide tackable surfaces in offices
Flooring:	Durable and quiet flooring in lobby and circulation spaces Carpet in offices and conference rooms
Lighting:	Direct / indirect lighting fixtures with daylighting controls in work areas
Acoustics:	Provide walls with sound attenuation between offices
Signal Systems:	Phone and data service to all workstations (Minimum of 2 locations within offices) Clock, bell, and fire alarm systems, including head end equipment

Classrooms / Learning Environments

Schools include a variety of learning environments which should be designed for maximum flexibility to accommodate changing educational programs, policy, and demographics.

Classrooms - The basic size for a classroom is 960 gross square feet per State CDE standards although 800 square feet is an allowable minimum. Classroom sizes vary according to school site and the age of the building. While the possibility for joining classrooms together into larger learning environments should be explored, the impact on the total number of classrooms available must be considered. Although a single exit door is sufficient for a standard classroom, where feasible a second exit should be provided in case of emergency.

All classrooms should provide the same amenities and be flexible, responsive, and adjustable. The general use classrooms include classrooms for Language Arts, Social Studies, and Math.

General use classrooms will be provided with the following standard amenities:

Wall Surface:	Full-height tackable surface, durable finishes.
Floors:	Resilient is easier to clean, Carpet is quieter. District should decide.
Ceiling:	Acoustical tile with gypsum soffits or accents
Lighting:	Direct/indirect pendant fixtures
HVAC	Individual room control, quiet, not to infringe on Classroom area

It is appropriate for the Educational Specifications to address the need for comfortable classroom environments because this affects the educational program. Windows should be easily operable for ventilation. Filtering and shading of direct sun should be provided to avoid heat gain.

In Ed Spec meetings staff said they wanted to be able to see nature directly outside the windows. Daylighting at many of the LAHS classrooms is very good. The high windows at LAHS allow natural light without the distraction of seeing outside. The lower windows at MVHS allow outside distractions, and subsequently many of the teachers keep the blinds closed, which is the direct antithesis of daylighting goals. There is also the question of how to secure a classroom in a shelter-in-place scenario. Again, high windows are a better solution. Some teachers mentioned that views to another building are not attractive. Three stage mechoshades were requested.

To increase teacher audibility, acoustic considerations for classrooms include both noise from outside the room and noise within the room. Interior common walls should be designed to reduce transmitted noise from adjacent spaces. It is more difficult to completely control noise from the outdoors because the utility of operable windows usually overrides the need for noise control. However, double glazed exterior windows allow a greater separation when desired. Within the classroom, finishes should be chosen and installed to minimize reverberation.

Moveable and adaptable furniture allows greater flexibility within the classroom. Each teacher prefers a slightly different environment – some prefer student desks while others prefer student tables. Tables and chairs on castors and the ability to stack furniture are important.

Science: Provide appropriately sized facilities, including lab and preparation spaces and infrastructure, to support a robust science curriculum. Fixed demonstration tables and fixed sinks tend to limit the ways in which a classroom can be used.

In addition to the traditional lab spaces, project based learning requires flexible functional spaces that can withstand dirt, sand, model making, and other creative and messy activities. These spaces should be co-located with the more traditional curricular spaces to encourage interaction. Surfaces and storage should be efficient and varied so that multiple types of labs can be set up simultaneously. Excessive setup and breakdown times adversely affect instructional time.

Computer Science: The computer and technology programs continue to expand and require classrooms large enough for students as well as secondary support equipment such as printers, storage and fabrication or work areas. Include a dedicated IDF room.

Visual Arts: A sufficient number of Art and Ceramics classrooms should be provided to meet student demand. Each should have finishes and materials appropriate for their use as well as adequate daylighting. Adequate storage for both materials and projects should be provided. This storage may include paints or glazes that require limited access. Any kiln should be appropriately installed with sufficient wall clearances and ventilation. Digital Media classrooms shall be provided with amenities similar to those of the Computer Science Classrooms.

Performing Arts: In addition to an instructional space, music programs require substantial storage for instruments, music, uniforms, risers. These spaces must have vehicle access for loading and unloading as well.

The drama and dance classrooms should be sized to allow students to move freely. While addressing instructional needs, they should also be appropriate for practicing. The preferred location for these classes is adjacent to the theater.

Performing Art classrooms should be supplemented with the following:

- Wall Surface: Dance: At least one wall with mirrors and a barre. Drama, mirrors and curtains.
- Floors: A sprung wood floor or other appropriately cushioned surface for dance.
- AV Systems: Integrated speakers and systems for music and speech.

Small Group Instruction: While school design and construction focus mainly on providing classroom space, today's educational programs frequently require a different kind of space. For example, small group break out spaces adjacent to classrooms are an integral part of 21st education planning. Small meeting rooms are also necessary for tutoring or conferences. Spaces should be provided to support pull out programs and groups of students working on projects. These spaces should be located adjacent to classrooms and be as easily supervised as possible from adjacent classroom spaces. They should be large enough to accommodate 6-10 people, approximately 200-300 square feet. Flexible furniture and a white board should be provided in each room.

Large Group Seminar or Collaboration: A dedicated double classroom-sized space should be available for scheduling by staff or students. In addition to flexible furniture that allows easy reconfiguration, the space should have the same presentation technology as a classrooms space. Secondary white boards can provide alternative groupings.

Outdoor Learning Spaces: Functional outdoor spaces should be provided throughout each campus. They should be easily visible for supervision. Seating and shaded areas should be located to avoid creating noise issues for classrooms, and quiet enough that everyone can hear the lessons. All outdoor areas shall be supported with wireless internet access although it has also been suggested that a no-device zone be created to encourage quiet time.

Special Education: Special education classrooms and support facilities shall be an integral part of the campus and not isolated or otherwise segregated. The same degree of flexibility and acoustic appropriateness mentioned elsewhere should be provided in all these spaces. Non-fluorescent lighting can be beneficial for special education learning.

All school sites need a Quiet Room, a restroom / changing area that is outside the existing student restrooms and storage for specialized equipment. Integrating an outdoor learning space for the Special Education students (minimal visual and acoustic distraction within a safe zone) should be a part of the planning discussion.

Support Spaces

Restrooms are required by the California Building Code and the California Department of Education reviews them for conformance with the Education Code. Minimum standards may not meet the requirements of the school staff or students due to the numbers during recess or breaks. The CBC requires all new restrooms to be accessible. At least one accessible restroom should be provided on each floor. Staff restrooms are required as well. It is increasingly important to provide a unisex restroom at each school campus for staff and students.

Storage space is necessary for both textbooks and equipment. Many of the existing storage rooms have been co-opted as offices or similar uses which forces storage into classrooms that negatively affects the usability of the space.

Library/Media Center

Libraries are still an important part of the educational experience as the trend to digital-based learning expands. They are becoming much more of an active and collaborative space. The room should provide a variety of work and study spaces for individuals, small groups, large groups, and classes. Mountain View and Los Altos High Schools each has a dedicated Library and a staff that fully supports state requirements for educational needs. Alta Vista Continuation High School Library needs are discussed in the Building program section of this document. All libraries reflect the requirements for the technology backbone and flexibility necessary to support wireless notebooks used by the students. Display for student work should be provided.

The libraries at Mountain View and Los Altos High Schools are in use every period of the school day as well as after school. It is occasionally difficult to balance the active needs of a library against the area required for things like textbook storage.

Multi-Purpose Room / Cafeterias

As their name implies, Multi-Purpose rooms support a wide variety of programs and activities. In addition to dining, the major uses are school programs, large group learning, performance, after school activities (Cheerleading, team meetings, etc.)

At Los Altos and Mountain View HS the MPR is predominantly a cafeteria space. At Alta Vista HS, the MPR is predominantly a meeting room. At Adult Education, the student lounge fulfills this need.

Design should determine a realistic number of seats for the high school dining space. Assuming 25% of the students use the cafeteria, a space of approximately 7,000 square feet is required. Currently LAHS and MVHS have about 2,800 square feet of dining. Adjacent outdoor eating areas can provide additional seating space. Shaded seating is preferred.

The A/V system should include equipment for large format video presentations, audio amplification, and playback. Acoustic treatment to allow the space to be effectively used is necessary.

Dedicated storage space for multiple programs should be provided.

Staff lounges are frequently co-located with the MPR although they can also be a part of the administration building.

Food Service

Food Service is addressed specific school programs.

Theaters

A Theater space is required for performances or large group gatherings. The Theater should have durable and comfortable finishes, an appropriate lighting and acoustical environment, a raised stage, and an up-to date Audio Visual system for performances that is simple to use and connect to for school and community use. In addition to the traditional performance venue, the theater should be adaptable for presentations to smaller groups.

Ideally seating for a single grade level of the student population (approximately 600 students at MVLA and LAHS) should be provided for assembly use. The current theaters are undersized and will be addressed in the site-specific building programs.

The theater is also a “learning space”. Full accommodation for student involvement in all aspects of presentations should be provided to support programs in theater staging, technical production, set design, etc. While the theaters should be accessible by the community for events, additional control of the access for outside groups should include the use of restrooms without allowing un-monitored access to classroom hallways.

Gymnasium and PE Spaces

The main Gymnasium spaces should be sized for competition basketball, badminton, and volleyball courts with bleachers sized for at least one half of the student population at the minimum. Gyms large enough for 2,000 students are larger (wider) than the existing large gym at either high school. ² Audio reinforcement for presentations is necessary.

Adjacent locker rooms and team rooms have adequate lockers to hold uniforms and backpacks. Locker rooms are laid out to provide adequate supervision of the locker room. Staff and coach offices are also provided.

A Physical Education Classroom space should also be provided, ideally adjacent to the Gym, fields and/or playground. This classroom could allow for group instructions, test taking, CPR training and other activities. A Weight Room can provide individualized training as a part of the educational program as well as team sports training.

The swimming pools have been upgraded for water polo and competitive swimming. They are also used for recreational programs.

FUTURE CONSTRUCTION

Master Planning for the multiple sites will incorporate the findings of the Facilities Assessments and the recommendations of the Education Specifications. New construction should be designed to enhance the District’s overall educational program goals. This may mean evaluating existing services, replacing existing spaces, adding classrooms for growth, or expanding programs. Each will have their own associated impacts. The reviews and discussions outlined in these documents will create a frame work for thoughtful and beneficial improvements throughout the District.

² Basketball Court 50’ x 84’ = 4,200 SF / 7 = 600 occupants in chairs. Twelve rows of bleachers would have to be provided on each side to seat 1400.

FACILITIES PROGRAM

Mountain View High School



Los Altos High School



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MOUNTAIN VIEW HIGH SCHOOL SITE DESCRIPTION AND ANALYSIS



Context

Date School Opened: 1959
Total Enrollment 2015: 1,848 students
Number of Classrooms: 94
Number of Portable classrooms: 9
Size: 33 acres



The school site is unfenced along the street frontage at Truman Avenue and Bryant Avenue. It is fenced on the east side adjacent to private residences. At the south end, there are numerous gates at the chain link fence which allow access to the fields. The central campus is open to the fields.

Site Access

Site development within the area of work must allow for full accessibility as required by the Americans with Disability Act and governing regulations of the Division of the State Architect. This includes parking, walks, fields, play areas, buildings, site courtyards, and gardens. Accessibility improvements identified in the civil portion of the Facilities Assessment will be required for each area of work as it is developed.

Additional areas of concern for future improvements are the tennis courts are susceptible to flooding.

Neighborhood traffic concerns include vehicle / bicycle conflicts. Creating a dedicated bike lane for students to use is recommended but will require discussion and collaboration with the City of Mountain View. Currently, there are bike routes, identified as Class III, which are shared roadways. These are usually appropriate on lower volume roadways; however, the number of vehicles during the hurried pick up and drop off are of concern. A Class II bike lane, with a striped lane for bike travel would have to be coordinated with the on-street parking currently available. A Class 1 dedicated and separated bike path is beyond the scope of this process.

Primary pedestrian access occurs on Truman and Bryant on the west and north, with gated pathways leading from adjacent neighborhoods on the east and south.

Primary vehicle access may be provided from Truman buses, parents, and teachers, including deliveries, trash etc. Student parking is accessible from Bryant.

An improved parent drop off zone is needed – it is constrained and having the parents drive through the parking lot at the same time as students leave school is not recommended.

Public access to the Theater, Library and Administration Buildings is unimpeded. Access to the fields is fenced and gated.

Building Density and Orientation

There is no easily recognizable front or sense of entry. It is difficult for new visitors to know where to go.

Wayfinding is difficult on the site due to the lack of signage. The original single story classroom wings are in long wings oriented east and west, creating an orthogonal grid of walks. The central gym anchors the campus. However, growth over the years has affected the initial layout of the campus. Newer two story buildings at the west edges create a barrier. Except for the newest wing at the northern edge, newer buildings have developed an architectural vocabulary that is closed off from adjacent streets.

The preferred orientation for new buildings is to have long building wings in an east-west axis, so that north daylight is maximized and minimizes east-west solar impacts. This also allows maximum control of south light.

Site Adjacencies

The open area available for expanding the campus, without affecting the fields or parking, is limited. Areas identified for future growth involve replacement of buildings. At the southeast corner the portable classroom buildings have been identified as potential candidates for removal. Relocating the tennis courts would allow new construction immediately adjacent to the existing campus. Finally, the original administration wing could be replaced to provide a new entry and administration building.

Exterior Teaching Spaces, Courtyards

Most of the spaces “between buildings” are well developed and attractive. The Central grass Quad serves as an organizing element and is the only large green space remaining on campus and should be protected. Master planning should examine ways to develop outdoor gathering spaces that encourage student groups.

Landscaping and Fields

Landscaping and fields are well kept. Landscape areas between classroom wings are constantly upgraded to withstand foot traffic. Alternatives to irrigated turf are under consideration.

LOS ALTOS HIGH SCHOOL SITE DESCRIPTION AND ANALYSIS



Context

201 Almond Avenue, Los Altos, CA 94022

- Date School Opened: 1955
- Total Enrollment 2015: 2,039 students
- Number of Classrooms: 89
- Number of Portable classrooms: 6
- Size: 30.5 acres



The school site is unfenced along the street frontage at Almond Drive. It is fenced on the east and west sides, adjacent to private residences. At the north end, there are numerous gates at the chain link fence which allow access to the fields.

The central campus is open to the fields.

Site Access

Site development within the area of work must allow for full accessibility as required by the Americans with Disability Act and governing regulations of the Division of the State Architect. This includes parking, walks, fields, play areas, buildings, site courtyards, and gardens. Accessibility improvements identified in the civil portion of the Facilities Assessment will be required for each area of work as it is developed.

Primary pedestrian access is from Almond street, with secondary pedestrian access from Jardin Drive through driveways and walkways.

Primary vehicle access is from Almond Avenue as well, with parking drive entries for students, buses, staff, and parents. Staff parking is accessed from the northeast corner of the property.

Public access to the Theater, Library and Administration Buildings is unimpeded. Access to the fields is fenced and gated.

Building Density and Orientation

There is no easily recognizable front or sense of entry. It is difficult for new visitors to know where to go.

Wayfinding is difficult on the site due to the lack of signage. The orthogonal east – west orientation of the original single story classroom wings is clear. However, growth over the years has affected the initial layout of the campus. Newer two story buildings at the south and west edges create narrow pathways between buildings, but without a strong focal point to serve as a guide or goal. Each newer building has developed an architectural vocabulary that is closed off.

Site Adjacencies

The open area available for expanding the campus, without affecting the fields or parking, is limited. Areas identified for future growth involve replacement of buildings. At the northeast corner the portable classroom buildings and small gym have been identified as potential candidates for removal. Removing the portable building that was the weight room would allow greater connection between the 900 building and the campus. Finally, the original A and D wings could be replaced to provide a new entry and administration building.

The narrow north south central hallway gets crowded.

The preferred orientation for new buildings is to have long building wings in an east-west axis, so that north daylight is maximized and minimizes east-west solar impacts. This also allows maximum control of south light.

Exterior Teaching Spaces, Courtyards

There are numerous spaces “between buildings” which are underutilized. The Central Quad serves as an organizing element but lacks shade. It is so open that it feels exposed. Master planning should examine ways to develop outdoor gathering spaces that encourage student group interaction.

Landscaping and Fields

Landscaping and fields are well kept. Landscape areas between classroom wings are constantly upgraded to withstand foot traffic. Alternatives to irrigated turf are under consideration.

INTRODUCTION

The Los Altos and Mountain View high school campuses are developed in a single case study for the facilities program. Not only are the campuses similar in size and building types, it is the District's desire to align curriculum across the two campuses. Therefore, many of the common elements are best addressed in a single document.

MVLA offers a full academic program, with core classes and electives designed to meet the needs and interests of each student. Current offerings are:

- Mathematics
- Computer Science/ Engineering
- Science
- History / Social Science
- English
- World Language
- English Language Development
- AVID
- Visual Arts
- Performing Arts
- Practical Arts / CTE
- Health Education
- Physical Education
- Student Government and Leadership

BUILDING & EDUCATIONAL PROGRAM

Administration Building

The Administration building is the primary point of contact for the public and houses administrative services for the students as well. The Central Administration should be prominently placed signifying the campus main entry and easily accessible to visitor parking. A loading zone for van and step truck delivery should be located nearby.

At both Los Altos HS and Mountain View HS the administration spaces have been carved out of available space and are dispersed in two buildings.

RECOMMENDATION: Master planning should consider creating a single administration building which serves as an entry and identity.

The design of the Administration spaces must balance accessibility and privacy. Some of the spaces need to work with the public (students, parents, or visitors) and others do not. Collaboration among the departments should be supported with appropriate adjacencies, circulation, and meeting spaces.

Reception and Lobby area is to be a welcoming and friendly space with a waiting area and a display area for student work, informational brochures, and bulletins. The reception counter will be located to provide a buffer for workstations and offices beyond the lobby area. A receiving room serves as a holding area for deliveries of school supplies until they can be inventoried and distributed to other parts of the campus. The receiving room will be supervised by the receptionist and should be located adjacent to the lobby area within easy access from the reception counter. A mailbox area for the administrative staff will be located near reception but secured from public access. A small work room should be immediately adjacent to the reception area.

The Principal's office is ideally located within easy access of the reception area but also with a good view to the campus interior. Additional offices are required for (three) Assistant Principals and a student services coordinator.

Seven Counselor offices are proposed in keeping with the existing staffing. However, if the campus population expands, an additional office may be required. A small waiting area might be provided.

Additional offices for administrative services such as Test Coordinator, Bi-lingual Community Liaison, Community Resources Coordinator, School Psychologist, Community Health Awareness Council, and Resource Officer should be provided. The size of these offices will range from 100 square feet to 160 square feet depending on the anticipated size of meeting groups.

Administration Area Allocations

The following is provided as an example of the areas recommended for Administration services. For comparison, LAHS has approximately 6,800 SF and Mountain View HS 7,700 SF but they are not contiguous spaces.

Reception	400
Receiving Room	200
Mail Room	100
Copy Print Room	240
Health Suite	440
Principal's Office	300
3 Assistant Principal	600
2 Coordinators	240
7 Counselors	840
Liaison	120
Psychologist	160
Resource Officer	120
Conference Room Small	240
Conference Room Large	400
Registrar and Records	280
Attendance	480
Book keeper	240
CHAC	120
Attendance	480
Restrooms	240
Mech / Elect	480
Subtotal	<u>6,720 SF</u>
With Circulation (25%)	8,400 SF

Conference Rooms should be located for easy access, but require visitors to pass through administration offices or functions. They should be acoustically separated from adjacent spaces. Multiple rooms of differing sizes are recommended.

Attendance Office must have an entry and counter for students to check in. Registrar Office and records room should be located close to the attendance office and reception. Book Keeper / Finance Office is included in the Administration wing. While the Attendance and Registrar offices need public access, the book keeper can be inside the administrative suite.

The Health Office is not to be confused with the spaces for the recommended wellness center. This is for students who are ill, or who require some sort of medical assistance. It consists of a health room, lockable nurse's office, toilet room and storage room and will be located next to the reception area. Windows into the health room will allow for supervision by the receptionist when the nurse is not on duty.

A Wellness Center provides counseling and support services for students focused on improving their health and well-being.

RECOMMENDATION: Academic and college counseling/resources should be located together to be a "one-stop shop" – right now this is disconnected from general counseling when they go together. Include a wellness center for mental health that could incorporate elements of the sensory room and quiet space for special education, but be available for all students.

Faculty Needs

In addition to administration staff needs, campus-wide needs include areas for staff prep, staff conference and a staff lounge. At least one large work room should be easily accessible from the campus and connected to the main Administration area. Satellite work rooms may be appropriate depending on the campus layout. Each work room should provide storage cabinets, and counters for materials and equipment, as well as space for large copiers and work tables. Several teachers share classrooms, and with each teacher having a prep period, some classrooms are needed for two prep periods/day so providing itinerant work cubicles could help with scheduling.

There are no collaborative spaces for teachers to meet. A common thread in the Ed Specs discussions is the need for multiple meeting rooms. Satellite conference rooms should be provided. Department offices should be discussed as well. While these can support in-department collaboration, how can they be leveraged to boost inter-departmental collaboration?

The Staff Lounge can be co-located with the Administration offices or elsewhere on campus as is appropriate. The lounge should be private and away from students. Programming meetings should discuss the probable number of staff lunching at any one time. Include a small kitchen area. Staff restrooms should be located nearby. To support healthy lifestyles the District may want to consider adding dedicated secure bike storage for staff as well as a shower. A dedicated lactation space has also been suggested.

It is important that both students and faculty have places to call their own.

Library Media Center

The existing libraries at LAHS and MVHS are large, with ample daylighting. Recent interior improvements which added window seats and flexible seating furniture, reduced stack space, and added study pods have been popular. These improvements have supported the shift to libraries as collaborative spaces, rather than academic retreats of traditional library imagery. The library provides a safe/comfortable space for students, particularly underclassmen. Other uses include meeting space for various clubs, music groups, PTSA, boosters although the lack of meeting rooms is limited. A continuing evaluation of the services and how they are provided to students should allow for the growing need for group spaces.

The libraries are in use every period and have extended hours after school. Primary research by students is on laptops, with teachers organizing more structured investigation on occasion. An extensive database of electronic media and research is available. AT MVHS the Librarian visits individual classes to teach research skills rather than holding them in the library (this could be flexible: classes could go to the library if there was a convertible space that could be set up for a presentation).

A common request from staff was for more flexible and easily convertible study space, as well as meeting rooms for differing group sizes. As noted elsewhere meeting rooms of differing sizes should be provided, not always in conjunction with the library. Librarians should be asked how much activity they can supervise and still support library needs.

ALA Library Bill of Rights for the library is currently a blueprint for how the library functions ¹

College and Career Center staff work with student counselors to support students at all grade levels in how to plan for college. This includes helping them to select the correct courses in high school, assistance in test preparation, and career exploration as well as the college application. The CCC works as a liaison between colleges and students.

Tutorial Centers are primarily available for drop-in tutoring with both students and adults. AT MVHS the center is open between 7:00 a.m. to 4:00 p.m. AT LAHS hours are 8:00 a.m. to 4:30 p.m. The current spaces cannot meet the demand – they are frequently at capacity.

RECOMMENDATION: Future planning on the high school sites should consider the development of a student space to function as the hub of a school. Rather than separate buildings dedicated to separate functions, a “student union” could include access to all types of counseling (academic, collegiate, wellness) as well as the library, tutoring center, cafeteria, support services, and a space for students to gather. As a part of this, the creation of quiet device-free spaces should be considered.

¹ https://en.wikipedia.org/wiki/Library_Bill_of_Rights

<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accessresources>

General Classrooms

When teachers were asked 'how do you teach', the answer was "that we still teach in classrooms. We want collaborative space, but the classroom is still important."

Some teachers are starting to move away from having a teacher space - the formal desk with computer. Some have adopted rolling furniture. Teachers would still like a personal space or "home base" within a classroom even if the physical desk goes away. In all cases flexibility and ease of use is important.

In order to support small groups within the classroom, multiple white boards are necessary. Future improvements could increase flexibility by providing varying screens that can support one person, small breakout groups, and groups of 8-10 students.

Storage within the classroom is still necessary. Students still print a lot especially at the end of the term. Even with digital media, wireless notebooks, there are reference materials, books, records, and equipment.

Technology is embedded within the classroom, but there are items/equipment that are hard to set up quickly between classes or which must remain in place for some time. Space is needed to store such items. Teachers had some specific requests to control student access to devices during the instructional period: a kill switch for Wi-Fi to get kids off devices; cellphone "locker" to have students drop phones into before class; places for students to plug in devices while not creating tripping hazards.

RECOMMENDATION: The District should develop common technology management guidelines to address staff concerns.

In addition to considering the design of the individual classroom, Master Planning should study the overall campus design and arrangement of classrooms. For example, collaboration is a prime component of 21st century education. Some examples of successful collaboration include Science & Art and Art & English (student narratives were illustrated by art students). Staff at MVHS Visual Arts currently has collaborations within the program, such as band/choir and dance/choir but would like to collaborate with world languages or history. Collaboration is hindered by the lack of space as well as the somewhat isolating layout of the finger plan classroom wings.

Doors between classrooms would allow teachers to move between the rooms.

RECOMMENDATION: Develop accessory spaces for breakout in small groups that can be supervised from the classroom.

RECOMMENDATION: Master planning on each site should develop flexible space(s) allowing two classes to be together with two teachers co-teaching (both inter- and intra-department).

RECOMMENDATION: New construction should create enhanced opportunities for collaboration by rethinking the physical isolation of the traditional classroom and creating collaborative group areas and links between spaces.

Science and Engineering Classrooms

Science (encompassing biology, chemistry, physics, biotechnology, environmental science) classrooms have a desk/lecture component and a lab component to their classroom setup, but need more counter space for multiple-day projects.

At both LAHS and MVHS the science buildings are relatively new and purpose built with large classrooms and a common prep area. However, there are still space issues. Science has a lot of storage needs. Within the classroom, it is difficult when multiple classes require a setup for labs cycling through during the day. Classrooms may have 36 stations, but since each room has multiple classes, it must be determined how project-based exploration for 100+ students can be supported.

Beyond the traditional lab and lecture setup there is a need for a space dedicated to projects, a place for students to “get messy”, a space that is easy to clean and maintain. An engineering lab shouldn’t be isolated from the other STEM classrooms.

RECOMMENDATION: Create a dedicated space for students to work on projects (robotics, visual arts, other projects).

Computer Science Classrooms

At least two dedicated classrooms for computer science and technology should be provided. These classrooms should be large enough for 36 desktop stations (with clear space for secondary devices such as notebooks as well) as well as secondary support equipment such as printers, storage and fabrication or work areas. Desktop stations are better suited to support the enhanced graphics and processing driven by technology. A robust audio visual system with speakers is necessary for presentations. Controlling light and glare is very important in these classrooms. Include a dedicated IDF room.

Expansion into robotics or activity based learning may require additional labs as described above.

Visual Arts Studios

Arts have expanded beyond the traditional two-dimensional fine arts of painting and drawing and three-dimensional ceramics into computer based digital media and fabrications. The latter two blend the lines between art and engineering. Oversized rooms with durable finishes and excellent daylighting are recommended for the traditional arts.

Building 900 at LAHS has new art classrooms. It was mentioned that storage is still lacking and the dark room for photography is in Building 700, which creates a conflict with the science department. Art studios at MVHS Building 100 are well designed although in need of updated finishes and fittings.

Areas for student display should be provided throughout the campus.

RECOMMENDATION: Explore additional ways to support cross collaboration between art and other departments.

Specialized Programs & Academies

Unique programs at LAHS programs include Culinary Arts, Auto shop, and a Robotics program each of which have classrooms developed to meet instructional needs. MVHS has Stagecraft and Broadcast as well. LAHS is considering developing a Design Engineering Academy. Academies are more than a cluster of classrooms. They must be developed with a strong thematic instructional program which integrates multiple classes to provide student exploration of the subject. They have their own identity and should be able to claim their own space.

RECOMMENDATION: If academies are to be developed, further programming and planning is required.

Special Education

Special Education programs teach a full range of academic as well as life skills. Both campuses offer a Resource Specialist Program, Crossroads, Workability 1, and Special Day Class. RSP provides additional academic support one period a day. Crossroads offers an independent study of academic, vocational and career/job training for special education students who do not fit the traditional academic six period day schedule. Workability 1 is available to all special education students for work opportunities and vocational education. Special Day classes are available for students who need more intensive support in academic areas, generally for three to four periods per day. Students are mainstreamed for electives and physical education.

LAHS currently has a population of 240 special education students, encompassing emotionally disturbed, handicapped, special education kids. Similar to AVID they provide a life skills class but not a full program.

Special education is taught in two ways: 1) co-teaching, where a special education teacher goes to a classroom to assist and 2) via a learning center, where a special education teacher is available in a dedicated room all day. LAHS does not currently have the space to set up a special education learning center.

MVHS provides a focused SDC Functional Life Skills program as well as an SDC Severely Handicapped Classroom. The Life Skills program needs kitchen and laundry facilities. Future program expansion could include a garden area for collaboration with the PE department. Students could maintain the garden to learn about nutrition and prepare meals. This would require a full-size kitchen.

Common needs for any Special education program include: a private office to take confidential calls; a breakout sensory room (quiet room); storage space; and therapy rooms. Offices for psychologists and therapists should be adjacent or easily accessible.

There are currently no testing facilities available for Special Ed.

RECOMMENDATION: At each campus create a Learning Center to house the Special Education programs.

RECOMMENDATION: In conjunction with other recommendations, master planning should consider providing dedicated meeting rooms which could be scheduled for testing. Concerns for administrative oversight by staff should be considered in the design and placement of such rooms.

AVID

AVID students and teachers are together for the full four years of high school. The program provides individualized assistance and support to ensure that the students have a successful high school career. Ideally AVID students have a dedicated classroom for their elective period.

At MVHS there is no dedicated AVID space for classes to cycle through, so teachers' rooms are typically used. When mentors and tutors are present to work with students, there is not enough space in the classroom to accommodate everyone

LAHS AVID rooms become homes for students and create a sense of place for the kids. They have the same space issues as MVHS.

RECOMMENDATION: AVID Program needs should be included in the planning for the recommended student union.

Campus -wide Support Spaces

A multiplicity of meeting spaces emerged as one of the most common requests from the Education Specification meetings. Meeting rooms can be used for individual student testing and should also work for presentation practices. Having these rooms would allow the library or cafeteria to remain available to the rest of campus. Rooms should be of all sizes: a room to seat anywhere from 4 to 40; a space that can hold a group of about 60-90 students; a space to gather a whole grade (400-500). The Theater doesn't work for small groups.

Creating a space large enough to gather the whole school (2,000) was requested, but this requires a building of approximately 14,000 square feet. Modernization of the big gymnasiums offers the best option for a solution. The same is true of providing a room large enough for testing.

Extra-curricular program needs include: after-school music; Folklorico dance; drama practices; peer-to-peer mentoring activities; meetings for various parent groups such as Chinese-speaking parents or Spanish-speaking parents, Parent Teacher Student Association; sports boosters; parent education speaker series (frequently must turn people away because the theater fills to capacity); cheerleading. These programs require after hour access.

Student access to spaces after hours is limited by security concerns.

Outdoor Spaces

Outdoor spaces can be developed to be as integral to the educational program as the traditional classroom, but also offer opportunities for disruption and distraction. To be successful, outdoor spaces must be easy to supervise from the adjacent classroom but at the same time cannot distract other classes.

LAHS Science currently uses an area by the football field/road for outside learning- it's far enough away from the other classroom buildings that it's not distracting to students inside or to the group that's outside All classrooms would like access to something similarly secluded/quiet.

It is important for the High School campuses to provide a wide variety of spaces for groups to congregate socially as well as academically. Greater use of the outdoor areas should be encouraged with new seating and landscaped areas. This must be balanced with the fact that students who want to use screen devices prefer to be in an area free from glare.

In addition to the active out door spaces, a quiet or meditative place could be created.

Currently there are no gardens on the campuses.

MVHS Health would like kitchen facilities and garden to allow for collaboration in a potential culinary arts program with nutrition.

MVHS Special Education would like to collaborate with the PE department through a community garden in which students would maintain the garden, learn about nutrition from the garden, and learn to prepare meals in a full-size kitchen.

RECOMMENDATION: As the District evaluates new programs and / or academies for the high school campuses consider adding (MVHS) or expanding (LAHS) the culinary program and providing a garden area.

Multi-Purpose / Food Service

Additional study is required to determine the correct size for the MPR / Cafeteria at the two high schools. While one large room may be best for the lunch period, it is difficult to use the room for other group sizes (anywhere from 4-8 to 60-90 students). The ability to use the room as a true multi-purpose space requires acceptable acoustics. Folding wall panels or other ways of dividing the space must create acoustical separation as well as physical.

Multiple uses require approximately 25 minutes for changing the set up. Adequate storage for programs is needed. A non-elevated presentation area equipped with a sound system, lighting, project screen (or monitor) and AV connections is recommended.

A large outdoor covered eating area with tables that can be used without blocking circulation should be provided, sized for the same number of students as the dining commons.

RECOMMENDATION: Consider cafeteria / MPR improvements in conjunction with other needs that have been expressed for large common meeting areas.

Food service “speed” lines at LAHS and MVHS are undersized and non-compliant with wheelchair access. The configuration is slow and cannot serve all students without affecting the remaining lunch period.

It is difficult to combine commercial kitchens with educational programs. Any culinary arts program should remain separate. The full-service kitchens have the appropriate equipment: refrigerators, freezers, prep lines, serving lines and dry food storage, as well as an office, lockers, toilet room, outdoor delivery area and access to trash areas. Kitchens at MVHS and LAHS will continue to be full prep kitchens.

RECOMMENDATION: Redesign the kitchen and food service program to be more flexible in offerings (perhaps like a food court) and to allow easy and fast access. Supplement with additional snack bars and / or carts.

Faculty dining rooms may also serve as staff lounges; the location can be determined by many factors such as adjacency to the administration buildings, or in a centralized location for teacher collaboration. Staff needs are described under Administration.

Theater & Performing Arts

Vibrant and multi-faceted programs at both LAHS and MVHS provide opportunities in music, choir, dance, drama, and stage craft. The theater is only one component of a successful performing arts program.

The theaters at LAHS and MVHS are seventeen years old, built at the same time as the Library and Multi-Use spaces. Both are a traditional arrangement of a performance stage with a proscenium wall and seating for

Sizing the Cafeteria:

- Dining 15 SF / Occupant
- Assembly 7 SF / Occupant
- Testing 36 SF / Desk

Existing:

LAHS 2,149 SF

MVHS 1,960 SF

approximately 375 in fixed seats. Although superficially similar, the stage at LAHS is 2,280 SF while that at MVHS is 4,380 SF. There is an elevated control room, tension grids and cat walks. Entries have the appropriate light locks. Back stage there are small dressing rooms and a cross-over corridor.

Currently, the Theater is too small for certain events. It can seat about one-fourth of the student population. Frequently it is too small for public presentations. There is not enough space for dance and performing arts groups to practice at the same time. For example, the current space works when instrumental is practicing but when choir partners with other groups/schools, there isn't enough room for everyone.

There is no scene shop and minimal storage.

Performing Arts Drama and Dance

Appropriately designed, adjacent and adequately sized drama and dance classrooms should be provided. When of appropriate size these can serve as secondary rehearsal spaces as well as green rooms for performances. Providing a "black box" for performing arts to rehearsals and performances could expand the program range.

Performing Arts Music and Chorus

Music rooms should be acoustically appropriate "dead" spaces that enable music learning and sound diagnostics with high ceilings, a variety of reflective surfaces and provide acoustic separation from each other. There is a band room at each campus but only LAHS has an appropriately designed choral room. MVHS uses a traditional classroom. Both schools have substantial storage space for instruments, music, and uniforms. However, the popularity of some of the programs such as marching band means that all storage is fully used.

While there is instructional space, there are few rehearsal spaces for music. Smaller practice rooms are full of equipment and uniforms.

RECOMMENDATION: Master planning should consider the possibility of reconfiguring, repurposing, and/or expanding the existing MPR / Theater buildings at each campus to create an integrated performing arts community within the school. Additional programming should determine functional needs for the number of occupants, balanced against the limited area available.

Physical Education

Each campus has both a large gym and a small gym. Large gyms were built in the 1950s with the original campus construction and upgraded seismically approximately fifteen years ago. The small gym at Los Altos High School is of an undetermined age. The large gyms are used for instructional purposes as well as competition play. Smaller gyms are more appropriate for practice and instruction. Locker rooms at both sites have been recently updated and weight rooms have been added. Swimming Pools have also been recently refurbished.

The Facilities Assessment listed several suggested improvements for the gyms including new fully accessible motorized bleachers at LAHS, better daylighting, sound amplification systems, and better HVAC systems as well as roof and building envelope repair. Refer to the campus specific site analysis for additional comments.

Overall the PE curriculum is seeing a shift towards more lifetime fitness rather than traditional learning of a sport, with indoor and outdoor activities. These include yoga, calisthenics, personal fitness, personal tracking, weights, aquatics, golf, and badminton as well as traditional team sports. Stress management techniques such as yoga and

stretching are taught as part of the health program; this could be incorporated into the P.E. facilities or be a part of the student union wellness center.

When it is raining, it is difficult for the P.E. program to find enough space for the students. Lesson plans are frequently thrown out and changed when it rains and the classes can't be outdoors. Additional scheduling conflicts are created when the gyms get reserved and used for testing, because they offer large unencumbered areas required for placing desks in accordance with testing standards. Neither site has a dedicated P.E. Classroom. Lectures can be in any open classroom, but not P.E. activities.

Small gyms at each site are less than regulation basketball court size with almost no side clearances.

MVHS is contemplating adding a wrestling program. Competitive cheer has no place to practice.

RECOMMENDATION: Master planning should evaluate the functional advantages of replacing or enhancing small gyms with a fieldhouse or auxiliary gym.

RECOMMENDATION: Provide an over-sized dedicated PE classroom. When classes are not in session, the room can be used for team meetings, film review, coaches' meetings, etc. However, the room must remain flexible.

FACILITIES PROGRAM

Alta Vista High School



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INTRODUCTION

Mission Statement: To provide a rigorous learning environment that is safe, caring and flexible so that our students can graduate high school prepared to successfully transition to college and career.

Alta Vista High School provides an education program in accordance with the requirements of the California Education Code, which ensures that at-risk students graduate from high school. In addition to the academic program for graduation credits there are numerous intensive guidance and counseling services. This is a program that also serves students from the Palo Alto Unified School District. Although the number of students has fluctuated, a need for the programs and services provided will remain.

Teaching methods are unique to the campus, with lectures interspersed with self-directed projects. Collaboration is school wide due to the size and focus of the program. Almost all classes are mixed grade except the 12th grade track.

SITE DESCRIPTION AND ANALYSIS

Context

The campus is located to the east of Mountain View HS and the District Office. It is accessed off Bryant Avenue through a long driveway which leads to a dedicated parking lot. Signage at the street identifies the school. The campus is fenced on the east and south edges, which front private residences. To the west, a fence separates the school from the adjacent fields. The east edge borders the freeway sound wall. A gate secures the access drive west of the MPR.

Utilities

Existing utility services were installed in 2004 during the initial construction. Verification of electrical service would be required for a major expansion of the campus. Technology backbone upgrade is recommended.

Site Access

Site development within the area of work must allow for full accessibility as required by the Americans with Disability Act and governing regulations of the Division of the State Architect. This includes parking, walks, fields, play areas, buildings, site courtyards, and gardens. The pedestrian access side walk from Bryant street has excessive cross slope.

Student drop-off is designated at the front of the school. Minor improvements in finish grading are required to prevent ponding.

An access drive west of Building M allows Emergency Vehicle access to the center of the campus, with a turn around on the basketball court.



The school is a closed campus and edges are securely fenced to prevent public access.

Building Density and Orientation

There are five existing buildings which surround a small central courtyard .

A – Administration

C,D & E – Classrooms (10 including library and computer lab)

M - Multi-Purpose Room, with restrooms and kitchen.

The preferred orientation for new buildings is to have long building wings in an east-west axis, so that north daylight is maximized and minimizes east-west solar impacts. This also allows maximum control of south light.

Site Adjacencies

Available expansion areas for the campus are limited. The area indicated on the site image could be used for an expansion of this or other District programs. The code requires there be a minimum of 20 foot yards from the existing warehouses. Fencing and campus control must be expanded. If additional area is required, the District may opt to relocate the softball field adjacent to the campus.

Exterior Teaching Spaces, Courtyards

An exterior garden space and chicken house should be preserved. The interior courtyard quad has no shade and few tables. Physical Education program occurs on the basketball court and the MVHS softball field.

BUILDING AND EDUCATIONAL PROGRAM

Future planning for the Alta Vista Continuation High School site should continue to support the unique educational and student-focused programs that develop their educational, physical and emotional wellbeing. When looking at providing new spaces, an emphasis on flexibility and adaptability of spaces within an efficient and well-balanced building program is essential.

Administration

The Administration office is appropriately located; however, expanding program needs have taken over and reassigned many of the original offices and storage spaces and there is an overall shortage of conference rooms and meeting spaces. Classrooms are dedicated and cannot accommodate all of the targeted services that are provided on differing days to differing numbers of students.

- Administrative Needs -
 - Office Manager
 - Principal's Office
 - Coordinator Offices
 - Conference Rooms, at least one for 12-15 people and multiple for 4-6 people
 - Itinerant offices for supplementary programs
 - Storage
- Staff Needs
 - A dedicated staff lounge

Classrooms / Learning Environments

Students use Chrome books every day with the google classroom. For example, the math teacher has never had a set of math textbooks. Resources are "pushed out" to the students. A strong technology and wireless backbone is essential. The District has been proactive in supporting technology.

Conversely, there is a need to have a transition space without computers, in which the student use manipulatives as a part of their project based learning.

The classrooms are 960 square feet. Interiors are well daylit, with tackable wall surfaces, and sufficient lineal feet of built in casework. In order to support large group instruction, small group instruction and individualized project based learning, flexible furniture and adequate storage for materials is necessary. Specialized programs with more equipment require dedicated storage. Some teachers prefer traditional desks while others do not.

RECOMMENDATION: Develop dedicated storage areas for equipment that will not be co-opted.

RECOMMENDATION: Install more exterior picnic tables that can be supervised from the classroom.

RECOMMENDATION: The District should continue to upgrade and replace classroom furniture.

Program / Student Needs

In order to support the number of supplementary support services, spaces for counselors and support groups are needed. Small rooms for targeted interventions should not be set up as classrooms. These could be incorporated into a wellness center that includes a quiet zone and college and career counseling. A food pantry and showers could also be provided.

RECOMMENDATION: Future planning at AVHS should look at supporting integrated services in a wellness center.

AVHS has the same need for standardized testing as other high schools with specific requirements for spacing and privacy that are difficult to achieve within the areas available.

RECOMMENDATION: As discussed for the comprehensive high school sites, planning should develop alternatives for providing a flex space large enough for 50-60 people. This could be in a shared facility, created through the reconfiguration / joining of existing classrooms, or the MPR scheduling could be mitigated administratively.

AVHS is a closed campus with little activities for the students during the lunch hour.

RECOMMENDATION: Develop additional onsite Campus recreation center activities / spaces. These could be incorporated into P.E. needs as well.

Support Spaces

Provide adequate storage on campus for multiple programs.

In addition to the existing restrooms, provide a unisex restrooms for students.

Library Media Center

The Library is the size of a standard classroom and has been compromised by attempts to provide break out spaces and the fact that it is used for storage. Stacks are not needed, and are used mostly for textbook storage. Most teacher libraries are within the classroom.

Library to be used for after-school tutoring center.

The current computer lab set up should be updated to reflect the use of wireless notebooks and be adaptable for additional classroom space.

RECOMMENDATION: Analyze the existing use of the rooms on campus and develop more flexible usable multi-functional spaces. Ex: library spaces that could also be used for an after school tutoring center.

Multi Purpose / Food Service

The MPR should be available to the school for meetings and presentations. It is used for graduations. The kitchen, although sizeable, is just a warming kitchen.

RECOMMENDATION: In order to alleviate a district-wide need for meeting spaces as well as specific AVHS needs for meetings and testing areas, it is suggested that a meeting room for 50 -60 occupants be constructed that can be shared.

RECOMMENDATION: A prep kitchen, which could be used by science for cooking or a NEW Life Skills program which teaches the students how to prepare healthy food choices.

Physical Education

Due to the limited size of the campus, P.E. is constantly adapting the schedule and location to work with the spaces that are available. Programming conflicts at the MPR limit the use.

RECOMMENDATION: Create a P.E. space /classroom with storage. Include a small locker/ changing room, which could be designed to provide support for Health services.

FACILITIES PROGRAM

Freestyle Academy

of

Communication, Arts & Technology



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INTRODUCTION

The Freestyle Academy of Communication Arts & Technology is a dedicated arts program available to juniors and seniors from Mountain View, Los Altos, and Alta Vista Continuation high schools. Their goal is *“to prepare students to live, learn, and work successfully in today's knowledge-based digital society, (the) emphasis at Freestyle Academy will be on developing 21st Century Skills”*.¹

Current enrollment is 144, projected to expand to 160 with 60% Mountain View students and 40% Los Altos students. Staff would like a 50/50 split between the schools. The current location (adjacent to MVHS) makes it easier for MV students to enroll at Freestyle. The school operates in two 3-period rotations, i.e. students are at Freestyle for the morning periods 2/3/4 or afternoon periods 5/6/7 and at their home campus for other classes (math, science, etc.) the duration of the day. The available space constrains actual enrollment.

All classes are project based. Lectures typically occur at the beginning of a new unit (four units/year), but shift heavily and quickly into project mode and focus on projects as the end of a unit approaches. Collaboration occurs within the campus. Collaboration with outside resources is difficult because of transportation challenges.

SITE DESCRIPTION AND ANALYSIS

Context

The Freestyle Academy is currently housed in five aging portable classroom buildings. The Facility Assessment identified several critical facilities needs; although even if these were implemented the campus would be less than ideal. The Education Specification assumes a campus replacement that fully supports the vision and educational program unique to Freestyle. The final location and layout of the campus will need to be developed in the Master Planning phase.



Utilities

A new campus will need an ample electrical service, and a strong technology backbone. It is recommended that the new campus have an Automatic Fire Suppression System, which may require a new fire water service.

¹ <http://freestyleacademy.rocks/21stCenturySkills.php>

Site Access

Site development within the area of work must allow for full accessibility as required by the Americans with Disability Act and governing regulations of the Division of the State Architect. This includes parking, walks, fields, play areas, buildings, site courtyards, and gardens.

Currently MVHS students can walk across the parking lot to the Academy. LAHS students must find other transportation options to attend class. Any new site needs to be easily reached by all high school students. The need for parking or drop off will be shaped by the final location of the Freestyle campus and should be discussed in the Master Planning process.

Public access for presentations or meetings should be controlled. The edges of the campus should be secure.

Building Density and Orientation

The staff loves the personality of the spaces that have been created for the Freestyle program. It was noted that the challenges presented themselves as opportunity for creativity. Any new classroom building should not feel sterile or impose order or design. The idea of a neutral space that could be adapted as need was suggested, even a “warehouse” type of space if each program has an appropriately tailored space in terms of size, acoustics, and equipment.

The preferred orientation for new buildings is to have long building wings in an east-west axis, so that north daylight is maximized and minimizes east-west solar impacts. This also allows maximum control of south light.

Site Adjacencies

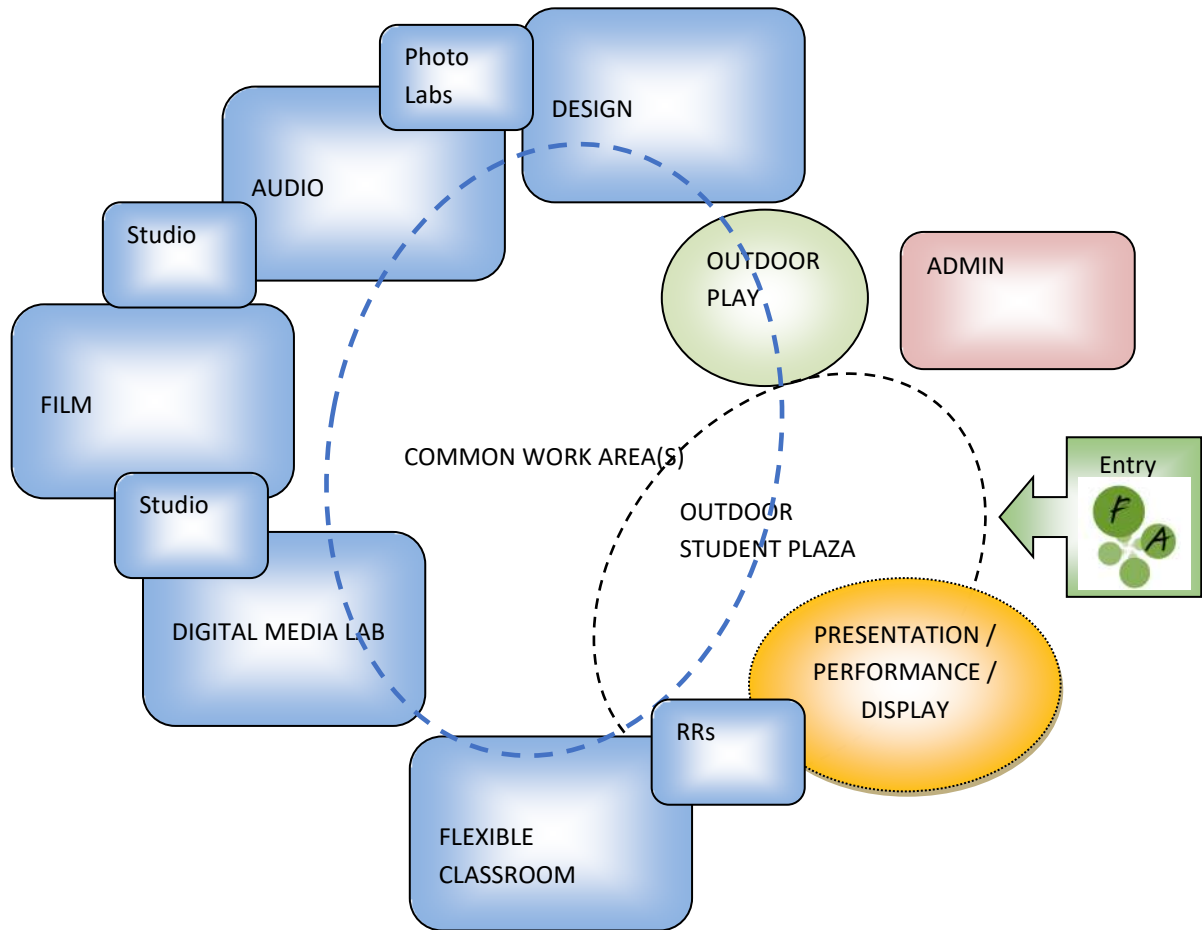
When selecting the campus location, a balance between access and isolation is needed. As an Academy, Freestyle has its own separate identity and would like to maintain it. On the other hand, students need to be able to get to classes easily from their respective high schools.

Exterior Teaching Spaces, Courtyards

The existing courtyard has been adopted by the students and staff and is a diverse, somewhat quirky space. The same quality of space should be continued in any new design work. More detail follows in the Other Campus Concerns portion of the Educational Building Program.

BUILDING AND EDUCATIONAL PROGRAM

Master Planning should discuss each Program Space in detail.



Academy Area Allocations

The following are guidelines for areas to fully meet the educational program of Freestyle Academy.

Audio CR & Lab	1200 SF + Recording Studio 400 SF +Control Room 200 SF + Storage
Video CR & Lab	1200 SF + Recording Studio 600 SF + Control Room 200 SF + Storage
Digital Media CR & Lab	1200 SF + Recording Studio 400 SF + Storage
Design CR	1200 SF +Photo Labs and Work Area 350 SF + Storage
Flexible CR	960 SF

Administration

There is no central gathering space for the teachers nor are offices provided within the academy campus.

RECOMMENDATION: A small administration space for Principal and staff should be provided in accordance with the general requirements for Administration offices including a small staff lounge with a kitchenette. This should be the location for the campus MDF and service equipment as well.

Classrooms / Learning Environments

English is taught at Freestyle versus the home campus because this is where the brainstorming and content is developed. A good foundation in English is crucial to the projects that occur in the classes. Classes are typically around 20 students but may need to accommodate more students in the future.

Design includes all print media: Photography (digital only), Photoshop, Illustrator. In addition to a classroom, there are several support spaces needed. This includes storage for cameras and equipment. A production printing area with cutting and gluing machines would support the student presentation requirement. Several small photography studios would allow more students to work simultaneously.

Electives (students select one to follow):

- Film: includes production theory, short and long narratives, documentary.
- Digital Media: includes websites (java, CSS, wordpress, etc.), audio engineering, recording (music, video, podcasts).
- Fall 2017: Animation class will be added.

Film and Production Classroom shall have an adjacent Recording Studio with an Audio Recording Control Room, each accessible from each other. The recording studio should have a green screen curtain, space for cameras and a tension grid and lights. Height is the most crucial dimension overall to have room overhead for lights and curtains.

Digital Media shall have an acoustically isolated audio recording studio and a control room with windows into the recording studio and be large enough for 6-8 students. Master planning and programming should consider smaller rooms and multiple smaller studios for simultaneous recordings.

Digital Media needs a classroom sized for computers. To meet the need for audio engineering functions, a second small audio recording room may be provided, if scheduling a shared production studio with film is not feasible.

All spaces need a strong technology background and robust wireless interface.

RECOMMENDATION: Provide new classroom labs and studios as noted.

Program / Student Needs

A flexible space, not a dedicated classroom, is needed as a student commons. It can allow for collaboration, brainstorming, demonstrations, or dining. It should be adaptable “on the fly” with moveable furniture.

One challenge the campus has is that it is difficult to find spaces for the student presentations. While they have rented off site locations, having a space on campus for exhibitions and performances would support the educational program. Students want people to see how and where the content and media was produced. This

needs to be large enough for both the student presenters and audience members, so planning should size it for 300.

RECOMMENDATION: Create a common shared space that can link the various classrooms, such as an atrium, gallery, or open lobby. Provide multi-media presentation opportunities. Consider including a small stage or performance space for spontaneous performances, either here or in the outdoor quad.

Support Spaces

Restrooms are required by the California Building Code and the California Department of Education reviews them for conformance with the Education Code. The CBC requires all new restrooms to be accessible. Staff restrooms are required as well. It is increasingly important to provide a unisex restroom at each school campus for staff and students.

Dedicated storage areas adjacent to the classrooms should be provided rather than central storage areas. This requires individual responsibility in keeping them organized.

Other Campus Concerns

Students have freedom to move around, but must be supervised. An outdoor area can provide spaces for both small groups and the full student population. Picnic tables, loungers, and shade should be provided. The large outdoor area should have full AV presentation capabilities. All areas shall have full wireless capability.

Options to consider include an outdoor play area to inspire creativity, appropriate for the high school students and a device free, no wireless, area for either quiet contemplation or conversation.

FACILITIES PROGRAM

MVLA Adult Education



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INTRODUCTION

Mission Statement: *“The Adult School is committed to serving adult learners who will gain the knowledge, skills, and proficiency necessary to achieve personal goals in employment, secondary education, and English language skills in order to become self-reliant and productive members of the community.”¹*

MVLA Adult Education provides numerous services to students in grades 9-12 as well as adults. Instructional methodology includes small group, lecture, project based, software centric and hands on learning. Students attend Adult Ed instead of a community college because they need more support or are in search of shorter, more focused educational programs. There is a variety of academic backgrounds. Adult Ed serves Palo Alto Unified students as well. More than 4,500 clients receive instruction and other services administered from the site on Moffett Boulevard.

Core programs for the Adult Education Center are Career Technical Education (CTE), English as a Second Language (ESL), and the High School/GED program.

- The Career Technical Education program incorporates both onsite and offsite programs. These include classes in health services, technical and network support, computer skills, programming, and accounting. There are also online courses available.
- English as a Second Language and Citizenship classes are provided. Google ESL for custodians occurs on their site.
- High School/GED program
 - High school diploma – classes for the completion of credits for a diploma, students grades 9-12
 - General Education Degree (G.E.D.) – educational programs that prepare students to take the test for the California High School Equivalency Certificate. May be taken by persons who are eighteen years or older.

Additional programs that are administered by the AEC include:

- Special Education for the 19-22 age group.
- Instructors for older adult classes at the senior center and partners in several other off site programs. They collaborate with Stanford Children’s hospital.
- Parenting Classes
- Alta Vista Opportunity program is currently housed at this location as well, but will be moving elsewhere in the 2017-2018 school year.

In addition to providing education services, the site is a Pearson testing center, an approved test center for several medical exams, and provides fingerprinting services for the entire District.

¹ http://www.mvla.net/MVLA_Adult_Education/Portal/Abou-US

Schedule is 8 a.m. to 9 p.m. but due to their student demographics the actual schedule is heavily weighted toward morning and evening classes, with fewer classes in the afternoon. They would like to add more evening classes, but no space is available.

Collaboration among the staff is school wide, due to the size and focus of the program. Instructors identify pathways, help students transition through adult education, and counsel on funding and transition services for those who move on to a community college. Cross collaboration between students and classes is limited by the physical layout; no space is big enough for two classrooms.

SITE DESCRIPTION AND ANALYSIS

Context

The building is in a commercial district at the corner of Moffett Boulevard and Cypress Point Drive. A parking lot is at the east side of the building. There are two main entrances that address pedestrian access along Moffett Boulevard as well as visitors entering the building from the parking lot. The Administration Office is located at the front of the building adjacent to Moffett Boulevard. This allows for good overview of site visitors from the Moffett entrances, although visitors entering from the parking lot are not easily seen.



Utilities

Existing utility services were installed in 1990 during the initial construction. Verification of electrical service would be required for a major expansion of services. Technology backbone upgrade is recommended.

Site Access

Site development within the area of work must allow for full accessibility as required by the Americans with Disability Act and

governing regulations of the Division of the State Architect. This includes parking, walks, buildings, and site courtyards. The Facility Assessment identified areas requiring improvement.

Parking is an ongoing issue at the campus. The schedule is heavy in morning and evening classes and each student arrives independently. Neighboring businesses do not like students using their parking lots. The site is centrally located and public bus service is available. A local shuttle has limited hours between 10:00 a.m. – 6:00 p.m.

RECOMMENDATION: Develop an offsite parking lot with a dedicated shuttle for students. This would need careful review for viability in terms of cost and schedule. Frequently the students are coming from work and might not have an extra fifteen minutes to drive to the shuttle location.

Alternatively, find a way to provide another 50 spaces immediately adjacent to the site.

Property edges are securely fenced much like the surrounding commercial properties.

Building Density and Orientation

A two-story building is oriented NE/SW as shown in the attached google image.

Site Adjacencies

Available on-site expansion areas for the campus are limited. Streets are along two edges of the property, businesses on the remaining two. An Emergency Vehicle Access drive leading to Moffett must be maintained.

Exterior Teaching Spaces, Courtyards

Apart from a playground at the Childcare classrooms there are no exterior spaces on the campus.

BUILDING AND EDUCATIONAL PROGRAM

Future planning for MVLA Adult Education site should continue to support the unique educational programs. The District should carefully evaluate the course schedules to determine the need for additional classroom spaces. There are severe physical constraints. When looking at providing new spaces, an emphasis on flexibility and adaptability of spaces within an efficient and well-balanced building program is essential. It may be necessary to look at off site solutions as well.

A thorough Master Planning process to address educational program goals is recommended to ensure that program and facility goals meet expectations.

Administration

The Administration office is appropriately located although it was suggested that it could be remodeled for efficiency and to modify the front service counter to be less of an intimidating barrier.

A dedicated staff lounge is provided with a couple of computer resource work stations. However, considering each classroom might have two or three teachers assigned over the course of the day, without prep periods, it is a little small. There is no dedicated prep area.

Classrooms / Learning Environments

The classrooms average 800 square feet which is acceptable since classes are not loaded at 30 students. Interiors are well daylight, with tackable wall surfaces, and built in casework.

There are 16 classrooms. The IT classroom was divided into two spaces, both of which are inadequate. Another classroom has been subdivided for offices and support spaces. The second-floor conference room is frequently co-opted for instructional needs.

RECOMMENDATION: Future Planning must look at alternatives for creating additional classrooms for transition courses such as expository writing, or to expand the ESL program to add more high-level fee-based programs.

To support large group instruction, small group instruction and individualized project based learning, flexible furniture and adequate storage for materials is necessary. Specialized programs with more equipment require dedicated storage.

RECOMMENDATION: Master Planning should look at creating a suite with a dedicated conference room supported by flexible meeting spaces. Include dedicated storage areas for equipment.

A strong technology and wireless backbone is essential. Classroom AV systems should be upgraded to be teacher friendly with reliable wi-fi.

Program Needs

In order to continue and expand upon the success of the Licensed Vocation Nurse Program, a large 3-4 bed lab and classroom space is needed.

To support the number of supplementary support services, spaces for counselors and support groups are needed.

RECOMMENDATION: A tutoring center.

The Pearson Testing Center has limited flexibility for use by other teachers since standards do not allow the posting of any materials other than instructions. The room has tables which can convert from monitor to table top.

RECOMMENDATION: Consider alternatives for providing a space large enough to accommodate testing. This could be in a shared facility or created through the reconfiguration / joining of existing classrooms.

Student Lounge

Current Student Lounge acoustics are poor. Acoustic panels or better use of the space should be considered.

RECOMMENDATION: Study reconfiguring the space to be more efficient and environmentally comfortable, perhaps adding a second floor. Develop more spaces for students outside the classroom.

Other Campus Concerns

Once a year there is a career fair with 30-40 vendors. This is very difficult at this site, especially because of the additional parking load.

RECOMMENDATION: As discussed at other sites, create an oversized meeting space that can be shared district-wide.

APPENDIX A

MEETING NOTES



QUATTROCCHI KWOK
ARCHITECTS

March 23, 2017

Mountain View Los Altos HSD

Mountain View High School - Education Specifications Meeting #1

Mountain View HS Room #116, 2pm

Attendees: Bautista, Blair, Block, Boyle, Casem, Conoway, Esparza, D., Ewald, Faught, Gomez, Grissom, Hancock, Hawthorn, Higley, Kittle, Kneebone, Lamarche, Levett, Mathiesen, Price, Quillinan, Rivas, Rogers, Ruelas, Smith, E., Valdez, Vo, Winawer, Woods, Zele

AGENDA

- Facilities Assessment overview
- Intro to 21st century learning environments
- Open discussion - education

Introductions

Facilities Assessment Overview

- Facilities Assessment conducted Fall 2016 by QKA
- Available on MVLA District website: District Services and Departments > Business Services
http://www.mvla.net/files/user/519/file/10_10_16%20Facilities%20Assessment%20Report.pdf

Open Discussion

- What are the courses in your departments? Do you teach through lectures, is your class more project-based, or is there another method you are using to teach? Is there currently any collaboration with other departments and would you like there to be more collaboration?
 - Math: lecture based
 - Visual Arts: project based
 - English: lower division/ELD: project based; upper division/seniors: small group
 - Projects include writing plans for schools of the future, envisioning future of education
 - Social Sciences: US history, world history, civics, psychology
 - Science: chemistry, biology, physics, environmental science
 - Taught using a combination of lecture, experiments, hands-on learning

- World Language: French, Spanish, Mandarin, Japanese
- Publications: broadcast journalism, journalism, yearbook (falls under the art dept)
- Performing Arts: drama, dance
- Physical Education: yoga, calisthenics, personal fitness, personal tracking, weights, aquatics, golf, badminton, team sports
 - Limited by availability of facilities during inclement weather. Lesson plans are frequently thrown out and changed when it rains and the classes can't be outdoors
 - Facilities also frequently get reserved and used for testing
 - WORKING: dedicated PE classroom. When health classes are not in session, the room can be used for team meetings, film review, coaches' meetings, etc.
- Special Education: vocational, life skills (kitchen and laundry facilities), sensory room, quiet space, flexible space, garden
- Is there currently any collaboration with other departments and would you like there to be more collaboration?
 - Science has collaborated with art with positive/fun results
 - Art has collaborated with English (student narratives were illustrated by art students)
 - ELP and art collaboration
 - NEED: large space for two full classrooms to collaborate
 - Visual Arts would like to collaborate with world languages or history; currently has collaborations within, such as band/choir and dance/choir
 - Limited by the amount of rehearsal space available (ex: at one point 10% of the student body was in marching band, making it difficult to collaborate with other groups)
 - NEED: large enough rehearsal space to allow cross-collaborations between groups
 - Special Ed would like to collaborate with the PE department through a community garden in which students would maintain the garden, learn about nutrition from the garden, and learn to prepare meals in a full-size kitchen
 - NEED: major kitchen
- What are programs and items that are unique to MVHS?
 - Health is not taught in a science room
 - WOULD LIKE: kitchen facilities and garden to allow for collaboration in a potential culinary arts program with nutrition

- Stress management techniques are taught, but some of the more physical techniques (i.e. yoga, stretching) are hard to teach due to the limited size in classrooms – not enough room for 30-35 kids to stretch
- AVID Program: there is no dedicated AVID space for classes to cycle through, so teachers’ rooms are typically used. When mentors and tutors are present to work with students, there is not enough space in the classroom to accommodate everyone
- Counseling and resources are not located together
- ESL students coming in are tested in offices – no dedicated space for them
- WOULD LIKE: a dedicated space for students to work on projects (robotics, visual arts, other projects) after school hours that do not require an adult from the school to unlock a building to let them in
- WOULD LIKE: more space for dance/performing arts groups to practice at the same time
- WOULD LIKE: academic and college counseling/resources should be located together to be a “one-stop shop” – right now this is disconnected from general counseling when they go hand-in-hand
- WOULD LIKE: a wellness center for mental health that could incorporate elements of the sensory room and quiet space for special education, but be available for the student population
- Co-teaching classes: would like to do this, but there currently isn’t a classroom big enough to hold two full classes
- Wayfinding is difficult: campus is large (estimated that students walk an average of 1.5 miles/day) and signage isn’t very clear
- Centralized space: incorporate more outdoor space
- After School Activities – how is the campus/facilities being utilized outside of school hours?
 - Music, folklorico, drama practices, peer-to-peer mentoring activities
 - Reiterated the need for a sheltered space that students can use without an adult present
 - Meetings for various parent groups: Chinese-speaking parents, Spanish-speaking parents, Parent Teacher Student Association, sports boosters
 - Meetings that are open to the community as well: parent education speaker series (frequently has to turn people away because the theater fills to capacity)
 - Cheerleading practice needs space
 - Cafeteria is too small to host some of these activities and doesn’t have good acoustics

- Support Space
 - Several teachers share classrooms, and with each teacher having a prep period, some classrooms are needed for two prep periods/day and there isn't space to accommodate that
 - No collaborative space for teachers to meet
 - Prep periods occur in classrooms instead of other spaces where collaboration could occur
 - Library
 - Bill of Rights for the library is currently a blueprint for how the library functions
 - Displays student art work
 - Meeting space for various clubs, music groups, PTSA, boosters
 - Observed that while there is a lot of outdoor space, students who want to use devices like to be in an area free from glare
 - Functions as a safe/comfortable space for some students and lots of underclassmen
 - Librarian comes to individual classes to teach research skills rather than classes going to the library (this could be flexible: classes could go to the library if there was a convertible space that could be set up for a presentation)
 - Tutorial center is too small and constantly fills up
 - Stacks are sufficient for now (library just went through a weed-out of books during modernization)
 - Hours: 7am-4pm, extended hours 4-6pm
 - WOULD LIKE: flexible/easily convertible space
 - Faculty Lounge
 - Examples of buildings the faculty would like to emulate:
 - Monta Vista HS Student Union, Fremont UHSD
 - <https://www.kitchell.com/portfolio/monta-vista-high-school-student-union-building-measure-b/>
 - <http://www.mercurynews.com/2014/04/30/monta-vista-high-unveils-impressive-new-campus-center/>
 - Monte Vista HS Student Center, San Ramon Valley USD
 - <https://www.steinberg.us.com/education/monte-vista-high-school-workday-learning-center/>
 - <http://patch.com/california/danville/monte-vista-highs-workday-student-center-receives-honor-award-0>
 - <http://macconnell.a4le.org/2016/pdf/MonteVistaHS.pdf>

- Cupertino HS Student Union, Fremont UHSD
 - http://aiare.org/design_awards/cupertino-high-school-student-union/
- Fremont staff lounge (which school and is it Fremont USD or Fremont USHD?)
- Multi-Use/Cafeteria/Dining
 - Dining room is too small, students can't make it through the line and eat in the allotted time for lunch
 - Noisy, hard to use for meetings due to poor acoustics
 - Kitchen is undersized, no room for a culinary arts program
 - ~150 students eat in the cafeteria, another ~150 eat in their cars, the rest are scattered throughout classrooms/spaces on campus/go off-campus for lunch
 - Used for cheer, after-school activities, theater rehearsals
 - NEED: covered outdoor space to eat lunch
 - NEED: better acoustics so it can be a functional space for meetings or rehearsals
 - WOULD LIKE: blackbox for performing arts to rehearse
- Campus
 - Quad and accessibility
 - Back parking lots is inaccessible
 - Planting areas around trees can be hazardous to wheelchairs which can tip into these areas
 - Kids in wheelchairs have difficulty navigating the lunch line and lunch area
 - Tennis courts: areas of major flooding
 - Gym(s)
 - Space is at a premium – groups compete over using the space
 - Would like to have a space large enough to host the entire student body at once
 - Office is hard to find, confusing
 - Beautiful campus, but doesn't promote collaboration
 - Could use outdoor amphitheater? Outdoor classroom?
 - Love the small "family feel" campus has, students feel safe, have small pockets across the campus where kids can hang out without feeling like they're being watched in a fishbowl
 - Outdoor spaces should support a variety of groups and group sizes
 - NEED: designated drop-off zone
 - NEED: dedicated bike lane for students to use
 - Teachers feel students would use this and have heard them asking for it

- How are you making your classrooms work?
 - Would like more whiteboard space
 - Would like more flex space
 - Special education: needs private office to take confidential calls
 - Breakout sensory room: bean bags, weights, yoga mats, rocking chair
 - Lacks storage space
 - Would like to move away from fluorescent lighting
 - Air conditioning is loud in some classrooms
 - Student storage
 - “locker shortage” - some students choose not to use their lockers, contributing to shortage
 - Team room lockers – problem during crossover season when multiple sports need access to lockers
 - Teacher space within classrooms has shrunk
 - Some teachers have mitigated this by getting rid of desks, using rolling furniture, using less paper
 - Classrooms aren’t set up to accommodate new technology
 - No room for whiteboards/easels, so windows get covered up by these items
- Technology
 - Still need cabinets for paper?
 - Students do still print a lot, especially at end of term
 - WOULD LIKE: killswitch for wifi to get kids off devices!
 - WOULD LIKE: cellphone “locker” to have students drop phones into at the beginning of class
- Other Items
 - Don’t want carpet in classrooms due to spills/food
 - Department retreats: don’t have a space to meet and currently have to meet off-campus
 - Classrooms are too dark, need more daylighting
 - Issue of safety/distractions and how to secure a classroom while still allowing natural light
 - NEED: space for AP testing (large space since it requires a certain distance between each student during testing)
 - WOULD LIKE: collaborative space between classrooms, similar to Los Altos HS
 - NEED: storage of all kinds
 - NEED: identify all support staff/functions and adequately program it

- NEED: place to publicly display student art
- WOULD LIKE: nature space with pond (meditative space, pond could be used for science)
- WOULD LIKE: green roof, PV panels, strong incorporation of sustainability
- WOULD LIKE: more benches and meditative spaces on campus
- Views from classrooms
 - Would like better views (not to another building)
 - 3-stage mechoshades in all classrooms
- Shelter-in-place drills/safety: some classrooms don't really have an escape route or plan
- WOULD LIKE: room for culinary arts, robotics, auto shop
- WOULD LIKE: larger theater space (current capacity: 375). The current space works when instrumental is practicing but when choir partners with other groups/schools, there isn't enough room for everyone
- Questions
 - Is the design restricted by local ordinances?
 - Schools are not bound by a local ordinance, but working closely with the community is key to get neighbors on board with the design of the school and campus
 - Field lights on the football field?
 - Board and bond issue
 - must go through CEQA
 - What is the projected population growth?
 - Demographer estimates 600 student increase over 5 years between MV and LA HS
 - Potential for 1000 new students from a proposed development, at which point discussions of a new school could occur
 - What are the minimum square footage requirements for a classroom and do the rooms meet that?
 - Minimum has stayed the same at 800SF
 - Recommended has increased to 960SF
 - Only other written size is for kindergarten rooms at 1350SF
 - MVHS rooms meet the minimum, could be discussions of how to rework the current buildings to accommodate larger rooms
 - Could there be room for on-site childcare for faculty and/or student children?
 - A program does exist at a preschool across the street

- NEED: lactation space

NEXT STEPS

- Education Specification meetings with other district schools

ACTION ITEMS

- Meeting minutes emailed for distribution.

MVHS Course List 2014-15

Mathematics	English	Visual Arts
AP Calculus AB	AP English Lang	AP Studio Art 3D
AP Calculus BC	AP English Lit	AP Studio Art Draw
AP Statistics	American Lit H	AP Art 2D
Geometry H	Survey Comp/Lit	Art Survey
Algebra II H	Survey Comp/Lit SDAIE	Ceramics I
Trig/Math Analysis H	Comp/World Lit	Drawing I
MultiVariable Calculus C H	Comp/World Lit SDAIE	Painting I
Algebra I	American Lit Survey	Photography I
Geometry	Soc & Pol in Lit	Photography II
Algebra II	Philos in Lit	Performing Arts
Trig/Math Analysis	IntroJournalism	Intro to Music
Calculus	Journalism	Madrigals
Math Mastery	Exp. Read+Wri I	Chamber Choir
Math Lab	World Language	A Cappella
Algebra I Enhanced	AP French Lang	Marching Band
Alg II Enhanced A	AP Spanish Lang	Jazz Dance
Alg II Enhanced B	AP Spanish Lit	Adv Jazz Dance
Algebra Skills	AP Japanese Lang	Symphonic Band
Computer Science/Engineering	AP Chinese Lang	Wind Ensemble
AP Computer Science A	French III H	Chamber Ensemble
Intro Computer Science	French V H	Jazz Ensemble
PreEngineering	Spanish II H	Orchestra
EngineerTech I	Spanish III H	Symphony Orchestra
EngineerTech II	Spanish III H for Spanish Speakers	Acting I
Robotics	French I	Acting II
Architectural Design	French II	Stagecraft
Science	French III	Stagecraft II
AP Biology	Spanish I	Practical Arts/CTE
AP Chemistry	Spanish II	Yearbook
AP Physics I	Spanish III	Commercial Art
AP Physics C: M	Spanish IV	Broadcasting
AP Environmental Science	Spanish for Spanish Speakers	Construction
Biology H	Japanese I	Health Education
Chemistry H	Japanese II	Health
Life Science	Japanese III	Non-Departmental
Life Science SDAIE	Mandarin Chin I	Student Gov't
Earth Science	Mandarin Chin II	Leadership
Biology	Mandarin Chin III	Rally
Chemistry	Mandarin Chin IV	PE and Sports
Physics	English Language Development	Grade 9 PE
History/Social Science	ELD I Lit	Grade 10-12 PE F
AP European History	ELD I Oral	Grade 10-12 PE S
AP World History	ELD II Lit	Sports
AP US History	ELD II Oral	
AP Psychology	ELD III Lit	
World Studies	ELD IV Lit	
World Studies SDAIE	AVID	
Cont World Issues	Pre AVID ELD	
CWI SDAIE	AVID Frosh	
US History	AVID Soph	
Civics/Econ	AVID Junior	
World Study Skills	AVID Senior	
	AVID Tutor	



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ARCHITECTS

March 29, 2017

Mountain View Los Altos HSD

Adult Education - Education Specifications Meeting #1

Attendees: see attached sign-in sheet

AGENDA

- Facilities Assessment overview
- Open discussion - education

Introductions

Overview

- Facilities Assessment conducted Fall 2016 by QKA
 - Available on MVLA District website: District Services and Departments > Business Services
http://www.mvla.net/files/user/519/file/10_10_16%20Facilities%20Assessment%20Report.pdf
- Education Specification: opportunity for architecture to look at the how and why of teaching
 - Explore 21st century learning
 - Where do you see yourself going?
 - We want to look at how to shape spaces around how you teach
 - Goal of ed spec is to translate the language of education into the language of buildings

Adult Education Programs

- Mission Statement: *The Adult School is committed to serving adult learners who will gain the knowledge, skills, and proficiency necessary to achieve personal goals in employment, secondary education, and English language skills in order to become self-reliant and productive members of the community.*
- Adult Education services are provided for students in grades 9-12 and adults.
 - Students attend Adult Ed instead of a community college because they need more support or are in search of shorter, more focused educational programs. There is a variety of academic backgrounds.
 - Special Education for the 19-22 age group.

- Also serves Palo Alto Unified students.
- The Career Technical Education program incorporates both onsite and offsite programs. These include classes in health services, technical and network support, computer skills, programming, and accounting. There are also online courses available. (For a complete list of classes, see attachment from web site.)
 - Common core requirements for career readiness has boosted their student enrollment. Jobs in health are predicted to increase in the next decade.
 - Adult Ed provides instructors for older adult classes at the senior center and partners in several other off-site programs. They collaborate with Stanford Children's hospital.
- English as a Second Language and Citizenship classes are provided.
 - Google ESL for custodians occurs on their site.
- High School/GED
 - High school diploma – classes for the completion of credits for a diploma, students grades 9-12
 - General Education Degree (G.E.D.) – educational programs that prepare students to take the test for the California High School Equivalency Certificate. May be taken by persons who are eighteen years or older.
- Parenting Classes
 - Childcare Center, serves parenting classes in the morning and closes at 3:30.
- In addition to providing education services, the site is a Pearson testing center, an approved test center for several medical exams, and provides fingerprinting services for the entire District.
- The Alta Vista Opportunity Program is housed at this location, although it doesn't have to be at this site.
- Schedule is 8 a.m. to 9 p.m. but due to their student demographics the actual schedule is heavily weighted toward morning and evening classes, with fewer classes in the afternoon.
 - They would like to add more evening classes, but no space is available.

Open Discussion

- Teaching methods are unique to the subject matter.
 - ESL is small group and project based.
 - Instruction includes lecture, software programs, and hands on learning.
- Collaboration is school wide, due to the size and focus of the program.
 - Instructors identify pathways, help students transition through adult education, and counsel on funding and transition services for those who move on to a community college.

- ESL and Healthcare collaborated on a program to benefit both. However, since each has their own classroom it was a little challenging.
- What is working and what isn't working?
 - The success of the various programs has created scheduling difficulties with the limited number of classrooms in the building. For example, there used to be 10 ESL classrooms. They would like to add more high-level fee-based programs.
 - The IT classroom was divided into two spaces, both of which are inadequate. Would like to offer more IT Hardware and IT Network/ Security classes but need more room – both a lab (computer hardware, not just software) and classroom. They could also provide entry level training for industry help desks.
 - The Pearson Testing Center has limited flexibility for use by other teachers since standards do not allow the posting of any materials other than instructions. The room has tables which can convert from monitor to table top.
 - Currently each classroom has at least two teachers in it, ESL has three per day. There are anywhere from 14-37 teachers, the staff room has resource computers but there is no prep area and no prep time. (Note, there are 16 classrooms total)
 - Conference room is frequently used for programs such as Alta Vista, for classes and for parent groups.
 - WOULD LIKE: dedicated conference space supported by flexible meeting spaces
 - NEED: Licensed Vocational Nurse Program needs a Lab and Classroom that is larger (3-4 beds) with the same equipment as existing.
 - NEED: one or two classrooms for transition courses such as expository writing.
 - NEED: tutoring center
 - NEED: facility equipment technology in rooms upgraded to be teacher friendly with reliable wi-fi.
 - WOULD LIKE: storage
 - WOULD LIKE: more flexible furniture throughout.
- Digital Media
 - Technology is integrated into all courses.
 - Many of the courses are software based.
- Gathering spaces
 - Current Student Lounge acoustics are terrible. Acoustic panels or better use of the space should be considered.
 - Once a year there is a career fair with 30-40 vendors. This is very difficult at this site, especially because of the additional parking load.

- Office
 - Redo the front office for efficiency and space. Recommendations include getting rid of the “DMV” like barrier.

Campus

- Moffett Boulevard site is a good central location adjacent to public transportation.
- Parking is an on-going challenge.
 - A satellite parking area with a dedicated shuttle might be feasible. Students frequently come directly from work and may not have the extra 15-20 minutes such a service would require. The local shuttle doesn't start until 9:00 a.m. which is too late.
 - Another 50 spaces needed.
- Few bikes are used, but minimal bike areas are provided.
- There are no usable outdoor areas for the students.
- PV carports have been suggested for the parking lot, but this would require the removal of the trees.
- WOULD LIKE: A third story!

NEXT STEPS

- Next step is to write an education specification for the district based on input from all the schools

ACTION ITEMS

- Meeting minutes emailed for distribution.
- QKA and MVLA to verify if students / programs must be in a DSA certified building.
 - A: Yes, per <http://www.dgs.ca.gov/dsa/Programs/progProject/projsubmitplanning/juris.aspx>

Medical Office Assistant – National Certification

- Day Class
- 7 weeks; 4 sessions/week; 4 hours each
- Cost: \$175.00
- Certified by National Center for Competency Testing (NCCT)

Medical Record Specialist – National Certification

- Consists of two consecutive courses:
Electronic Health Record Keeping (7 weeks, day class)
Medical Billing and Coding (7 weeks, day class)
- Cost: \$175.00 per class
- Certified by National Center for Competency Testing (NCCT)

Nursing Assistant (CNA) – State Certification

- Day and Evening Program
- 180 hours. Duration between 8 and 14 weeks.
- Cost: \$ 625.00
- Certified by CA Department of Public Health

Continuing Education Classes for CNA

- **Home Health Aide** (32 hours CEUs), 48-hour course (2 weeks), \$130.00; State Certification
- **Acute Care** (75 hours CEUs), 116-hour course (6 weeks), \$260.00
- **Workshops for CNA License Renewal** once a month on Fridays (6 CEUs per workshop)

Medical Assistant – National Certification

- Day Class
- 375 hours plus 160 hours externship. Duration approx. 6 months
- Cost: \$950.00
- Certified by National Center for Competency Testing (NCCT)

Healthcare IT Technician - Career Pathway

- Consists of two courses:
Technical Support Specialist
Medical Office Assistant
- Cost: \$175.00 per class
- School Course Certificate

Technical Support Specialist

- CompTIA Industry Certification Preparation Courses – consists of two courses:
All About PC Hardware (A+220-901)
Operating Systems, Security and Cloud Computing (A+ 220-902)
- 2 evenings/week at 4 hours/night
- Cost: \$90.00 per course

Network Support Specialist

- CompTIA Industry Certification Preparation Course
- 2 evenings/week at 4 hours/night
- Cost: \$175.00

Introduction to C++ and Game Programming

- 2 days/week at 2.5 hours/day
- Cost: \$70.00

Introduction to Software Engineering using Python

- 2 evenings/week at 2 hours/day
- Cost: \$70.00

Computer-aided Design (CAD) and 3D Printing

- 2 evenings/week at 2.5 hours/night
- Cost: \$70.00
- School Course Certificate

General Accounting Clerk

- Consists of four courses:
Accounting 1A
Accounting 1B
QuickBooks
Payroll
- 2 evenings/week each course at 3 hours/night
- Cost: \$70.00 per course
- School Program Certificate

Small Business Administration

- How to start and manage a small business
- 2 evenings/week at 2 hours/night
- Cost: \$70.00
- School Program Certificate

Computer Skills Certification Classes

- Applications: **Word, Excel, PowerPoint, Outlook, Keyboarding, Google Apps**
- Two 3-hour afternoon sessions/week, ongoing enrollment
- Cost: \$69.00 per application and certification

Online Career Training Courses

- Online coursework, weekly face-to-face meeting with instructor, twice weekly learning lab access
- Cost: \$99.00 per class
- Five courses offered:
Introduction to Business Principles and Management
Introduction to Hospitality, Tourism, and Recreation
Office Applications I: Microsoft Word, PowerPoint, and Publisher
Office Applications II: Microsoft Excel and Access
Online Keyboarding

Name

Affiliation

MVLA
Adult School

BRENDA HARRIS MVLA AE

TAMMY RAMOS "

Kathy Quesada

Connie Webb - " -

Janie Garcia ASE Coordinator (HSD, CEO, YPP)

Keith Moody



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March 29, 2017

Mountain View Los Altos HSD

Alta Vista Continuation HS - Education Specifications Meeting #1

Attendees: see attached sign-in sheet

AGENDA

- Facilities Assessment overview
- Intro to 21st century learning environments
- Open discussion – education

Introductions

Overview

- Facilities Assessment conducted Fall 2016 by QKA
 - Available on MVLA District website: District Services and Departments > Business Services
http://www.mvla.net/files/user/519/file/10_10_16%20Facilities%20Assessment%20Report.pdf
- Education Specification: opportunity for architecture to look at the how and why of teaching
 - Explore 21st century learning
 - Where do you see yourself going?
 - We want to look at how to shape spaces around how you teach
 - Goal of ed spec is to translate the language of education into the language of buildings

Open Discussion

- *Mission Statement: To provide a rigorous learning environment that is safe, caring and flexible so that our students can graduate high school prepared to successfully transition to college and career.*
- Alta Vista Continuation High School provides an education program in accordance with the requirements of the California Education Code, which ensures that at-risk students graduate from high school. In addition to the academic program for graduation credits there are numerous intensive guidance and counseling services. This is a joint program with Palo Alto High School.
- Teaching methods are unique to the campus. Lectures are every two weeks, with anywhere from 7-16 self-directed projects within the unit.

- Health Science has a computer in which they log in with access to supplies and labs.
- Social science is lecture based with document research as the focus.
- Math is a software based curriculum, in a 1 - 1 or 1 - 2 group setting.
- Flexible, movable furniture has been placed in one classroom and has proven popular with students and teachers.
- Collaboration is school wide, due to the size and focus of the program.
 - Collaboration is necessary; it allows for a shared knowledge of students, for problem solving, and for resource allocation.
 - Almost all classes are mixed grade except the 12th grade track.
 - Common math programs.
- What is working and what isn't working in the educational classrooms?
 - Some of the classroom purposes are obsolete, notably the computer lab. Students use Chrome books and the current configuration is for desk top. The "school refusal" program is administered in this room.
 - AVCHS has the same need for standardized testing as other high schools; specific requirements for spacing and privacy are difficult to achieve within the areas available.
 - NEED: space large enough to accommodate testing
- Digital Media
 - Eleven years ago, they had no computers. Now they use them every day with the google classroom. For example, the math teacher has never had a set of math textbooks.
 - Resources are "pushed out" to the students.
 - This put a lot of pressure on the tech personnel.
 - Conversely, there is a need to have a transition space without computers, in which the student use manipulatives as a part of their project based learning.
 - In spaces for targeted intervention, any teaching white board and screen are awkward.
- Gathering spaces
 - Current Multi-Purpose Room
 - It is used for graduations. There are limits on what can be placed in the space.
 - The District uses it for meetings, which sometimes conflicts with campus needs. Example is that P.E. has no alternative space for rainy days. The need for a 50-60 person meeting space has been brought up at the MVHS Ed Specs meeting as well.
 - The existing conference rooms in the administration building have been filled by staff.
 - There is no staff lounge.

- There is no outdoor area big enough for the students to gather (only a couple of tables). There is no covered outdoor eating area.
- Overall, the campus is short on conference rooms and meeting spaces. Classrooms are dedicated and cannot accommodate all of the targeted services that are provided. These are provided on differing days to differing numbers of students depending on the focus.
- NEED: smaller scale conference rooms and / or itinerant offices for supplementary programs, especially if they are accessible and flexible at different times of the day.
- WOULD LIKE: a dedicated staff room.
- Outdoor learning spaces
 - Science has a living garden and chickens that they would like to preserve.
 - Outdoor picnic benches that can be supervised from the classrooms are used.
- Teacher space within classrooms – some prefer traditional desks while others do not.
- Physical Education
 - P.E. has a single basketball court and borrows the MVHS softball fields. This creates programming issues later in the school day The MPR is used for rainy day P.E. which only works if it is available.
 - WOULD LIKE: more storage
 - WOULD LIKE: dedicated P.E. space / classroom.
 - WOULD LIKE: a locker room – which could be leveraged to provide support for some of the secondary services such as Health?
- Library/Media Center
 - The Library has been compromised by attempts to provide break out spaces and the fact that it is used for storage.
 - Independent study English takes up half of the stacks and small library.
 - Stacks are not needed, used mostly for textbook storage.
 - Most personal libraries live within the classroom.
 - Library to be used for after-school tutoring center.
 - NEED: a more flexible usable library space
- Other Items
 - Storage needs: Notably science and P.E. equipment.
- Kitchen
 - Although a good-sized room, it is currently just a warming kitchen.
 - WOULD LIKE: a prep kitchen, which could be used by science for cooking or a NEW Life Skills program which teaches the students how to prepare healthy food choices.

- Campus
 - AVCHS is a closed campus and the students get bored with 45 minute lunches.
 - WOULD LIKE: Some campus recreation center activities / spaces.
 - NEED: Shaded areas with more picnic tables (at least one half of student population).
 - WOULD LIKE: A dedicated wellness center for students to meet with counselors and support groups. They occasionally provide food for students. Showers could also be beneficial. One example cited was at Redwood HS in Marin County.
 - Quiet decompression spaces to be staffed by current staff roles.
 - College and Career counseling could also be provided.
 - If the campus needs to expand, it might be feasible to move the softball field and capture the area between the field and warehouse buildings.

NEXT STEPS

- Next step is to write an education specification for the district based on input from all the schools

ACTION ITEMS

- Meeting minutes emailed for distribution.



QUATTROCCHI KWOK
ARCHITECTS

Date: March ²⁹ 28, 2017

Mountain View Los Altos HSD

Education Specification AYHS

Attendees:

Name Affiliation

Name	Affiliation
Todd Pearson	Math and Physical Education
Vinicio Ebalcava	Instructional Aid - Eng / IS
Bonnie Michalek	English & Leadership / ASB
Wendy Dowling	Math, Art, Health, Advisory, WASC coord.
Lisa Falsetti	Instructional Aide Math/English/Advisory
Lani Stevens	Special Education
Shannon Werneke	Science
Marciano Gutierrez	Social Science



QUATTROCCHI KWOK
ARCHITECTS

March 30, 2017

Mountain View Los Altos HSD

Freestyle - Education Specifications Meeting #1

Freestyle Academy Staff Room, 12pm

Attendees: see attached sign-in sheet

AGENDA

- Facilities Assessment overview
- Intro to 21st century learning environments
- Open discussion – education

Introductions

Facilities Assessment Overview

- Facilities Assessment conducted Fall 2016 by QKA
- Available on MVLA District website: District Services and Departments > Business Services
http://www.mvla.net/files/user/519/file/10_10_16%20Facilities%20Assessment%20Report.pdf

Open Discussion

- How does the Freestyle program work?
 - Arts program available to district students (Mountain View, Los Altos, Alta Vista)
 - Open to juniors and seniors only
 - Current enrollment: 144, projected '17-'18 enrollment: 160
 - 60% Mountain View students, 40% Los Altos students
 - Would like a 50/50 split between the schools. The current location (adjacent to MVHS) makes it easier for MV students to enroll at Freestyle
 - Two mandatory classes for all Freestyle students: English and Design
 - English is required at Freestyle versus the home campus because this is where the brainstorming and content is developed. A good foundation in English is crucial to the projects that occur in the classes
 - Design includes all print media: Photography (digital only), Photoshop, Illustrator

- Electives (students select one to follow):
 - Film: includes production theory, short and long narratives, documentary
 - Digital Media: includes websites (java, CSS, wordpress, etc.), audio engineering, recording (music, video, podcasts)
 - Third elective being added in Fall 2017: Animation
- Operates in two 3-period rotations, i.e. students are at Freestyle for the morning periods 2/3/4 or afternoon periods 5/6/7 and at their home campus for other classes (math, science, etc.) the duration of the day
- Most seniors were juniors in the program
 - Gets about 4-6 new seniors/year
 - Some juniors don't return as they realize Freestyle isn't for them
- Class sizes
 - Design and English classes are typically around 20 students
 - Elective art classes are 14-18 students
- Classes are all project-based
 - Lectures typically occur at the beginning of a new unit (four units/year), but shift heavily and quickly into project mode and become all about the projects as the end of a unit approaches
- Lots of collaboration occurs within the campus
 - Have had a professional panel that seniors presented projects to
 - Less successful with internships and field trips – this is a product of both the industry having space/time available to host trips and the logistics of getting freestyle students out for a field trip
 - Frequency of guest speakers on campus is very rarely
- CHALLENGE: space on campus for exhibitions/performances
- WOULD LIKE: theater/enclosed space
 - Currently rent out the high school theaters, Computer History Museum (really enjoy having exhibitions in the space because of getting into the community and what the space offers)
 - Have rented space from Microsoft and Nvidia, but it was too small and didn't suit their needs
 - Other exhibitions have been held on campus
 - Students want people to see how and where the content and media was produced
- VISION: Freestyle students get excited about going to school at Freestyle

- Freestyle doesn't overlap art offerings with the main campuses – attitude of “not wanting to step on each other's toes”
- How are you making your classrooms work for you now?
 - LOVE: the personality that the current buildings have and the creativity they inspire
 - FEAR: getting a brand-new building that feels sterile and doesn't inspire creativity
 - Challenges of the current buildings present themselves as opportunity for creativity
 - LOVE: the sense of community that the buildings inspire – Freestyle students really feel at home here
 - Film classes
 - Green screen curtain isn't big enough
 - Built studio space with scaffolding and lights would be awesome
 - Height is the most crucial dimension overall to have room overhead for lights, curtains, etc.
 - Quiet space for recording
 - Currently can hear the freeway, MVHS bells/students/cars
 - WOULD LOVE: smaller rooms and multiple smaller studios for simultaneous recordings
 - WOULD LOVE: space for projector and own theater
 - WOULD LOVE: outdoor (preferably) area to congregate as a school, but also would need a projector for presentations (some Freestyle-wide gatherings have presentations, so A/V capabilities would need to be worked into such a space)
 - WOULD LOVE: several photography studios
 - NEED: storage for cameras, equipment
 - NEED: production printing area, cutting and gluing machine area, exhibition production area
 - Students have a lot of freedom to move around, but teachers also need to be able to keep an eye on things
 - Lounge seating is great for collaboration and creativity and is flexible for a variety of situations including brainstorming and eating lunch
 - Flexible space to circle up is good, area to show and demonstrate large pieces of equipment
- How has teaching changed in the past five years and how will it change over the next five and beyond?

- Teachers feel that the technology will be what changes the most
 - Need a solid tech backbone in the classrooms
 - Currently some rooms have good tech, overall the network is unreliable; Freestyle is moving to a new digital storage solution for 2017-2018 which will help with space
- WOULD LOVE: play areas to inspire creativity (i.e. playground, treehouse)
- WOULD LOVE: small stage area for spontaneous performance
 - Dugout theater?
 - SF MOMA space
 - Large flex space that could be worked on the fly instead of static architect-designed space
- Enrollment
 - Currently constrained by space
 - Would like to grow, but wouldn't want to grow much past 200 students
 - Would like to offer game design, which in turn would probably attract more students and increase the wait list
- Campus
 - Signage is difficult to find
 - Campus is hidden – good and bad
 - Like the hidden/secure feeling, but does make it difficult for visitors to find
 - Freestyle is separate from the other campuses and likes to maintain its own identity
 - For many students, Freestyle provides a fresh start and they want to maintain that feeling
 - Transportation is the main issue – part of the reason more MVHS students are enrolled is due to the Freestyle campus being adjacent to MVHS
 - NEED: faculty room
 - NEED: sinks/faucets in classrooms
 - CASE STUDY: Woodside CTE
 - 2005: was thought that Freestyle would be at Moffatt Field or Foothills College
 - Needs to be equally accessible by MV and LA
 - MV and LA have slightly different schedules so there are always scheduling issues
 - D School?

- DO NOT WANT: to become its own school with math and science
 - Could get 200 students easily – currently have a wait list of 30-40 students
- Could you replicate Freestyle on the LA campus?
 - Yes, but would want similar separation that Freestyle currently has from MVHS
- Do we want a different Academy on LA campus?
 - Engineering and robotics? Medical academy?
 - Academy culture would need to be preserved

NEXT STEPS

- Education Specification meetings with other district schools
- Draft narrative will form the backbone of planning, incorporating comments from all the schools

ACTION ITEMS

- Meeting minutes emailed for distribution.



QUATTROCCHI KWOK
ARCHITECTS

Date: March 30, 2017

Mountain View Los Altos HSD – Freestyle

Education Specification

Attendees:

Name

Affiliation

Name	Affiliation
Leo Florendo	Freestyle Academy
LESLIE PARKINSON	FREESTYLE ACADEMY - DESIGN TEACHER
MATT TAYLOR	FREESTYLE ACADEMY - FILM PRODUCTION
Bill Pierce	Principal



QUATTROCCHI KWOK
ARCHITECTS

March 30, 2017

Mountain View Los Altos HSD

Los Altos - Education Specifications Meeting #1

Los Altos Room #507, 12pm

Attendees: see attached sign-in sheet

AGENDA

- Facilities Assessment overview
- Intro to 21st century learning environments
- Open discussion - education

Introductions

Overview

- Facilities Assessment conducted Fall 2016 by QKA
 - Available on MVLA District website: District Services and Departments > Business Services
http://www.mvla.net/files/user/519/file/10_10_16%20Facilities%20Assessment%20Report.pdf
- District has also performed a demographic assessment
 - Need to be mindful of growth - projected to have a population increase of 600 students over 5 years, district-wide
- Education Specification: opportunity for architecture to look at the how and why of teaching
 - Explore 21st century learning
 - Where do you see yourself going?
 - 4 Cs: Communication, Critical Thinking, Collaboration, Creativity. How do they influence how you teach?
 - We want to look at how to shape spaces around how you teach
 - Goal of ed spec is to translate the language of education into the language of buildings

Open Discussion

- What is working and what isn't working in the educational classrooms? Are you collaborating?

- Short on conference room and meeting space
- Academic counseling has expanded - need more space
- WOULD LIKE: ability to have two classes together with two teachers co-teaching (both inter- and intra-department)
 - Ex: environmental science and civics would like to collaborate
 - Potential for sliding walls between classrooms? One large space to hold two classes?
- Currently, collaboration does occur within the departments
 - Collaboration across departments doesn't happen but not necessarily because of facility limitations
 - Would like for that flexibility to exist
 - Would like to collaborate beyond departments
 - Science currently does have a common hallway that students can collaborate in (other departments meet in classrooms)
 - WOULD LIKE: department offices, division of faculty/student spaces - i.e. places for the kids to call their own and places for the teachers to call their own
- Teaching methods
 - Teacher-led discussions
 - Small-group learning
 - Large-group learning
 - Hearing can become a problem with small group (~4 students) break-outs
 - Flexible, movable furniture would be great to help facilitate more break-out groups (one teacher currently has movable furniture and loves it)
- Would it help to have doors between classrooms?
 - Consensus feeling was that the teachers would use it to move between classes more than the classes would use to move back and forth and it wouldn't generate the kind of collaboration they desire
- Presentation areas
 - WOULD LIKE: Multiple presentation spaces for presentation practice
- WOULD LIKE: Places for students to plug in devices while not creating tripping hazards
- NEED: good wireless network for the campus
- Large gathering spaces
 - Teachers feel they have a need for a space that can hold a group of about 60-90 students that doesn't shut down the library or cafeteria to the rest of campus. The theater (capacity: 375) technically can hold this amount but feels impersonal.

- Cafeteria: large, but unused for meetings due to acoustics
 - LAHS is also on one single lunch period, and any changeover to convert the cafeteria to/from another use before/after lunch takes approximately 25 minutes
 - Not enough space to hold all the students during lunch and students look for other places to eat
- NEED: space large enough to accommodate AP testing
- NEED: flexibility for different group sizes (anywhere from 4 to 8 to 60), spaces to gather a whole grade (400-500), space to gather the whole school (2000)
- NEED: rehearsal space for music
- NEED: smaller scale conference rooms, especially if they are accessible and flexible at different times of the day
- How do you feel about outdoor learning spaces? Would you use them? Do you use them now?
 - Outdoor learning spaces are hard to supervise and can be disruptive (both to classes in the building close by an outdoor learning space and to the students outside as noise/hearing the teacher becomes an issue)
 - Some classes do utilize outdoor learning, but the current facility arrangement can't handle more than 1-2 classes outside before it becomes disruptive to classes in the buildings
 - Students seem to lose focus when outside
 - Starts to generate a competitiveness between classes when students inside the building see classes outside and want to know why they can't go outside either
 - Would use outdoor learning spaces if they could magically be quiet
- Teacher space within classrooms - how are you using it and do you see it going away?
 - Classroom is starting to move away from having a teacher space - the formal desk with computer
 - While students and teachers are using technology, students still get overwhelmed by the digital and have stepped back to paper
 - Teachers would still like a personal space or "home base" within a classroom even if the physical desk goes away
 - Having a large teacher space takes away from the flexibility of the classroom
 - Need to consider the future: how will the digital natives teach?
- "Project Building"
 - Discussion of a space dedicated to projects, a place for students to "get messy", space that is easy to clean and maintain
 - Makerspace for design and building classes

- Teachers are invested in technology, but there are items/equipment that is hard to set up quickly between classes or requires an extended use and space is needed to store such items
- Science (encompassing biology, chemistry, physics, biotechnology, environmental science) classrooms have a desk/lecture component and a lab component to their classroom setup, but need more counter space for multiple-day projects
- Space issue is about both storage and having multiple classes requiring setup for labs cycling through during the day
- NEED: more space for small group collaboration within a class
- Science currently uses an area by the football field/road to go outside - it's far enough away from the other classroom buildings that it's not distracting to students inside or to the group that's outside - science classes use this, but all classrooms would like access to something similarly secluded/quiet
- To answer, 'how we teach', the answer is that we still teach in classrooms. We want collaborative space, but the classroom is still important.
- Physical Education - how is it taught and what are the spaces used?
 - Mandatory for 9th and 10th grades, approximately 40 students per class
 - Lots of outdoor activities
 - Utilize both gyms but they get cramped quickly
 - Will use open classrooms when available, but doesn't have a dedicated PE classroom
 - No meeting space
 - NEED: large space for kids that are moving and doing activities
 - WOULD LIKE: wellness center with a place for mindfulness and yoga
 - There is a dance studio, but it's small and would be too small for a PE class
 - WOULD LIKE: fieldhouse, which would allow for more flex space for classes
 - Overall PE curriculum is seeing a shift towards more lifetime fitness rather than the traditional curriculum of learning a sport
- Special Education
 - Currently there is a population of 240 special education students, encompassing emotionally disturbed, handicapped, special education kids
 - NEED: therapy rooms, space for psychologists and therapists
 - Special education is taught in two ways: co-teaching, where a special education teacher goes to a classroom to assist and via a learning center, where a special education teacher is available in a dedicated room all day (currently do not have the space to set up a special education learning center)

- Special education teaches all academics, a life skills class (full life skills program is at MVHS)
- There is a quiet room (that isn't very quiet!) - need for a more functional one
- NEED: better testing space or a testing center, rather than sending kids out into the hallway
- AVID-like skills program
- Library/Media Center
 - Currently used every period
 - NEED: more study space within the library
 - New pods were recently put in place that are very popular
 - Kids research mainly on laptops, some teachers bring them in for book research on occasion
 - Kids with a free period must be in the library, so there are always people in the library
 - Library is already starting to shift in function towards being a student union and is becoming a collaborative space
 - WOULD LIKE: Student Union
 - Looking for a student-gearred space to function as the hub of the school - something that would encompass all types of counseling (academic, collegiate, mental), wellness, a library, support services, hangout space (especially during inclement weather), offices
 - Need to evaluate the services and how the services are provided to students
 - Include an area free from digital devices?
- Other Items
 - Windows at LAHS are higher, which allow natural light without the distraction of seeing what else is outside
 - WOULD LIKE: seeing more nature directly outside the windows
 - WOULD LIKE: a quiet, meditative space or outdoor garden to practice mindfulness
 - WOULD LIKE: have student group collaborative writing spaces around rooms for breakout
 - WOULD LIKE: flexibility of varying screens that can support one person, small breakout groups, and groups of 8-10 students
 - Restrooms
 - The current locations aren't good, they aren't easily accessible nor easily supervised

- WOULD LIKE: materials that are durable and low-maintenance, that look clean and are easy to keep clean
 - Storage: still need to store items like textbooks, records, equipment, props, ASP, theater storage, costumes
- Campus
 - No easily recognizable front or sense of entry
 - Identification of wayfinding
 - Value of a quad?
 - This space could be more intimate, have more outdoor seating
 - Campus as a whole is a mishmash of old and new buildings
 - There are several underutilized spaces around the campus
 - Would like it to be softer and not as utilitarian
 - Main arterial gets really crowded during the class changes
 - Theater is used a lot by both the school and the community and it's small
 - Spaces don't feel well-thought out
 - Administration is scattered in two separate spaces
 - Class sizes
 - Restriction on 9th grade english and math of 20:1 ratio (district standard)
 - Classrooms must support a variety of sizes as the classes cycle through
 - AVID rooms become homes for students and create a sense of place for the kids
- Unique LAHS programs
 - Culinary Arts
 - Auto shop
 - Computer Science
 - developing a Design Engineering Academy
- Performing Arts
 - Choral (one classroom)
 - Music (one classroom)
 - No drama room (drama does have a classroom, but it's never used because it's too small for drama)
 - Photography dark room is in the science building and the science department wants this room back
 - 900 building gave up storage for more classrooms and now is lacking storage

NEXT STEPS

- Los Altos is the final education specification meeting
- Next step is to write an education specification for the district based on input from all the schools

ACTION ITEMS

- Meeting minutes emailed for distribution.



QUATTROCCHI KWOK
ARCHITECTS

Date: March 30, 2017

Mountain View Los Altos HSD – Los Altos HS

Education Specification

Attendees:

Name

Affiliation

Wynne Sattenwhite	Admin (Principal)
Erica Starks	SpEd (Dept Coord.)
RYAN CARTER	Counseling Coordinator
Betty Yamasaki	Math teacher
Laraine Ignacio	Math Dept. Coordinator
DEEAK MIYAHARA	Social Studies Department Coordinator
Stephen Itine	As Wynne says "Big Dreamer"
Galen Rosenbom	Asst. Principal
Greg Stehr	Swimming Dept. coord.
Kiernan Raffo	Physical Education Extraordinaire
Kristin Castillo	Student Services Coordinator
Michael Maul	English Coordinator
Heleen Dawson-Bowman	AVID Department Coordinator
Suzanne Woodfolk	Asst. Principal

LAHS Course List 2014-15

Mathematics	English	Visual Arts
AP Calculus AB	AP English Lang	AP Studio Art Draw
AP Calculus BC	AP English Lit	AP Art 2D
AP Statistics	World Lit H	Drawing I
Geometry H	Survey Comp/Lit	Drawing II
Algebra II H	World Literature	Drawing III
Trig/Math Analysis H	Amer Lit Survey	Painting I
MultiVariable Calculus C H	English Lit Survey	Photography I
Algebra 9	Film Analysis	Photography II
Algebra I	Soc & Pol in Lit	Digital Photo
Geometry 9	Global Connec A	Performing Arts
Geometry	Global Connec B	Acting I
Algebra II	Journalism	Acting II
Trig/Math Analysis	Exp. Read+Wri I	Jazz Dance
Calculus	Survey Skills	Advanced Jazz Dance
Statistics	Survey Skills SDAIE	Practical Arts/CTE
Math Lab	World Lit Skills	Yearbook
Algebra I Enhanced	World Skills SDAIE	Broadcasting
Computer Science/Engineering	World Language	Culinary Art I
AP Computer Science A	AP French Lang	Culinary Art II
Intro Computer Science	AP Spanish Lang	Auto Tech
Intro to Engineering Design	AP Latin Vergil	Health Science
Robotics	AP Chinese Lang	Health
Science	French III H	Non-Departmental
AP Biology	Spanish II H	Student Gov't
AP Chemistry	Spanish III H	Rally
AP Physics I	French I	Supervised Study
AP Physics II	French II	Dance Team
AP Phys C: E&M	French III	PE/Sports
AP Environmental Science	Spanish I	PE Grade 9
Biology H	Spanish II	Gr 10-12 PE F
Chemistry H	Spanish III	Gr 10-12 PE S
Life Science	Spanish IV	Sports
Biology	Latin I	
Biotechnology	Latin II	
Chemistry	Latin III	
Environmental Science	Latin IV	
Forensics	Mandarin Chin I	
History/Social Studies	Mandarin Chin II	
AP European Hist	Mandarin Chin III	
AP US History	Mandarin Chin IV	
AP Gov Pol US	English Language Support	
AP Microeconomics	Acad Lang SDAIE	
AP Psychology	AVID	
World Studies	AVID Frosh	
Cont World Issues	AVID Soph	
US History	AVID Junior	
Civics	AVID Senior	
Economics	AVID Sr Sem	
Psychology	AVID Tutor	
World Study Skills		
World Study Skills SDAIE		