

All offices and public areas will be equipped with a clock and intercom speaker and Voice over Internet Protocol (VoIP).

In the lobby and reception area, one workstation may be integrated into the counter unit or directly adjacent with the person utilizing this workstation serving as the school's receptionists. For future, a networked computer for public access will be available at one side of the counter.

An attendance window will be located at the end of the office, opposite the front door, in close proximity to the attendance technician's workspace as an option for the future. The interior area beneath the windows will be designed as a counter top on which to prepare attendance documents. Built-in filing cabinets will be constructed beneath the counter. The attendance windows will open out to exterior attendance lines where students will come conduct attendance or registration business.

A self-contained health office, as described in the previous section, is to be located near the entrance to facilitate parents' access when picking up students who are ill.

A counter area/break space for staff that contains cabinets, sink, and counter space for: microwave, refrigerator, coffee pot and other equipment.

Specific Requirements for Designated Areas

Program Area	Educational Specification Requirement
School Office	Located at entry point to Campus Located to maximize supervision of student activity areas All areas carpeted
Lobby Area	Project display and or trophy case Seating for six (6-12) people Large screen monitor
Public Counter	Located at public entrance Solid surface counter Project work space or adjacent for two (2) student assistants and staff

	<p>VoIP handset</p> <p>Plentiful outlets</p> <p>Built-in filing cabinets</p> <p>Wiring for public access computer with networking</p>
Administrative Assistant to Principal	<p>Located near Principal</p> <p>VoIP super handset</p> <p>Computer, printer workspace with networking</p> <p>Electrical outlets</p> <p>Desk (stand-up option) with two (2) side chairs</p> <p>Two extra workstations</p> <p>Two (2) file cabinets</p> <p>Computer-printer table</p>
Principal's Office	<p>VoIP super handset</p> <p>Electrical outlets on all walls and data access on two</p> <p>Computer, printer workspace with networking</p> <p>Executive desk (stand up option) and credenza</p> <p>Computer-printer table</p> <p>4-person conference table</p> <p>Two (2) Bookcases</p> <p>Adjacent to adjoining conference room</p>
Principal's 12-Person Conference	<p>Matte-finish magnetic whiteboard,</p>

Room	<p>interactive short throw projector</p> <p>VoIP handset</p> <p>Video conferencing capabilities</p> <p>Electrical outlets on all walls</p> <p>Space for table and 12 chairs</p>
Two (2) Assistant Principals' Offices	<p>(2) Offices</p> <p>Waiting area for 4-6 students, common to all offices and away from public reception area</p> <p>VoIP handset</p> <p>Video conferencing capabilities</p> <p>Executive desk (stand up option) with credenza</p> <p>Computer table and printer</p> <p>4-person conference table</p> <p>Two (2) bookcases</p>
Future Dean Office or other Administration Office (1)	<p>VoIP handset</p> <p>Video conferencing capabilities</p> <p>Executive desk (stand up option) with credenza</p> <p>Computer table and printer</p> <p>4-person conference table</p> <p>Two (2) bookcases</p>
Three (3) Administrative Assistants Space; one is future	<p>Three (3) desks (stand up option) with data connection</p>

	<p>Computer table</p> <p>VoIP handsets</p> <p>Four (4) file cabinets</p> <p>Two (2) bookcases</p>
Security Officer's Office for two (2) staff and possibly one (1) future staff	<p>Two (2) desks (stand up option) and workstations with data connections</p> <p>Space and equipment to view security footage</p> <p>Storage and power for charging walkie talkies</p> <p>One (1) bookcase</p> <p>2 VoIP handsets</p>
One (1) Athletic Director's Office	<p>Tackable wall surfaces</p> <p>One (1) desk</p> <p>Computer printer table</p> <p>4-person conference table</p> <p>One (1) bookcase</p> <p>Cabinets for awards and supplies</p> <p>Ample electrical outlets</p> <p>Space and electricity for small refrigerator</p> <p>VoIP handset</p>
Partnership Office for Community Services	<p>One (1) desk</p> <p>Computer printer table</p> <p>4-person conference table</p> <p>Ample electrical outlets</p>

	VoIP handset
Future Attendance/Registrar Office and Windows	<p>Separate lockable office</p> <p>Accessible to VP's offices</p> <p>Desk (stand up option)</p> <p>6'-8' workspace</p> <p>Side table for computer-printer</p> <p>Eight (8) file cabinets</p> <p>VoIP handset</p>
Workroom	<p>Shelving</p> <p>Work counters</p> <p>Storage cabinets</p> <p>Minimum (10) electrical outlets</p> <p>Counter w/sink</p> <p>Lockable cabinet</p> <p>Staff mailboxes (175)</p> <p>Dedicated wall for a copy w/duplicating and laminating machines</p>
Health Office or Nurses Area	<p>A treatment area with a sink, counter, locking cupboards</p> <p>Wiring for a refrigerator, ice machine</p> <p>A handicap-accessible restroom, with changing area for disabled students</p> <p>Space for two health cots</p> <p>A large observation window with closable blinds will be situated so that the area is easily supervised in the</p>

	<p>absence of the health clerk.</p> <p>If possible, 10 foot vision screening area</p> <p>Desk for nurse if not separate office</p> <p>Restroom</p>
Storage Room(s)	<p>Ample shelving for large boxes of supplies and other items (podium, graduation gowns)</p> <p>Area for historical record storage (different than alumni archives)</p>
Records Retention Room	Six (6) attendance file cabinets
Alumni Room and Historic Records Room	Room for storage, archives and display
Staff and Public Restrooms	Gender neutral per code when single occupancy
Break Room	<p>A break space for staff</p> <p>Cabinets</p> <p>Sink</p> <p>Counter space for: microwave, refrigerator, coffee pot and other equipment</p>

SPACE PROGRAM: ADMINISTRATION

Administration	Number	Square Feet	Total
Reception, Lobby and Counter	1	500	500
Principal Office	1	200	200
Principal Conference Room for 12	1	300	300
Space for 4-6 students awaiting APs	1	150	150
Assistant Principal Office	2	150	300
Future Dean Office	1	150	150
Athletic Director Office	1	150	150
Security Office	1	150	150
Admin. Assistant to Principal	1	150	150
Admin. Assistant to AP Space including 1 future	3	80	240
Partners' Office	1	150	150
Student Assistants Workspace	2	80	160
Nurses Station/Restroom	1	250	250
Future Attendance/Registrar	1	150	150
Staff Work Room, Mailboxes (175)	1	400	400
Alumni Storage Room	1	150	150
Office Supply Storage	1	150	150
Historic Records Storage	1	200	200
Restrooms	2	125	250
Break Room	1	300	300
Custodian	1	75	75
Total Administration			4,525

STUDENT SERVICES CENTER

Vision

The Student Services Center houses a comprehensive guidance and student services program. The offices of the school counselors, school psychologist, therapists, career technician, registrar, data processor/attendance, counseling secretary, community liaison, and AVID coordinator are located in this area. Together, these staff members work with students in the areas of academic guidance, college and career preparation, and personal and social development. The vision is for a large open space central hub surrounded by student services' offices.

The Student Services Center facilitates communication among students and guidance staff members, as well as among parents, students and staff in order to promote student's academic, emotional, and social success.

Trends

The Student Services team provides guidance and support to students and their parents, and serves as a resource for teachers. The Student Services Center includes two conference rooms: a large conference room for 20 and another conference room for 12. Design of the office is flexible to allow for multiple uses and groupings.

Anticipated Use

The Student Services team supports students' academic success, college and career preparation, and social and emotional development in a number of ways. Counselors and support staff help to reduce barriers to learning, assist with the development of an educational plan for each student, and provide school and community based options, interventions, and referrals for students and families when appropriate. Student Services includes clerical and other task duties such as: answering phones, scheduling appointments, computer data and administrative work, preparing reports, maintaining student records, operating copy and other duplicating machines, supervising the waiting area, contacting parents when necessary, maintaining an inventory of office supplies, and completing other duties as assigned.

School counselors meet with students and parents in private offices for purposes of academic or post-secondary planning and guidance, or social and emotional support. The school psychologist maintains a private office. Therapists work from offices near the counselors' offices. All offices and workspaces are equipped with computer workstations that meet District technology standards.

The Career Center provides online and print resources for students researching colleges and careers. It is large enough to accommodate 36 people sitting at chairs and tables, as well as up to 18 individual computer stations. This capacity will allow teachers to bring their entire class to the Career Center for presentations, as well as for post-secondary research and planning. The size of the Career Center will also

allow groups of students to access resources during their lunch hour or before and after school. The career center counselor will maintain an office in the career center.

Orientation and Relationship

The school's Student Services Center is a hub of activity for students and for parents. As such, it should be easily accessible for both. The Student Services building should be located near the front of the school, directly accessible from the visitors' parking lot and direct adjacent to the school office. The Administrative Office and Student Services Center will be combined into one two-story structure with interior hallways. This type of shared office facility would not only provide "one-stop" service for parents, but also would promote increased staff efficiency in serving the needs of students.

The public reception counter should be located near the areas entrance, as should the large conference room. The counselors' offices, therapists' offices, psychologist's office, second conference room, and Career Center should surround a central hub.

The layout of offices within Student Services should allow for easy access. The building should include a restroom, centrally located, a locked file room for student records, and a work area with dedicated space for copy machines. In addition, a waiting area for a minimum of twelve students is to be included in the Student Services Center layout.

Specific Requirements for Designated Areas

Program Area	Educational Specification Requirement
Receptionist/Public Counter	Located at public entrance Reception area for twelve (12) Solid surface counter Project work space VoIP handset Plentiful outlets Area for two (2) student assistant workspaces Work table and chairs Wiring for public access computer with

	networking
Counseling Offices (4)	<p>Open to central work area</p> <p>Desks (stand up option)</p> <p>Two (2) files cabinets</p> <p>One (1) bookcase</p> <p>Space for four to eight (4-8) visitors</p> <p>VoIP handsets</p> <p>Door w/ window covered w/mini-blinds</p>
Counseling Secretary	<p>Located near public counter and counseling offices</p> <p>VoIP super handset</p> <p>Computer, printer workspace with networking</p> <p>Electrical outlets</p> <p>Desk (stand-up option) with two (2) side chairs</p> <p>6'-8' workspace</p> <p>Two (2) file cabinets</p> <p>Computer-printer table</p>
Therapists (4); one (1) is future	<p>Desk, stand up option</p> <p>Two (2) files cabinets</p> <p>One (1) bookcase</p> <p>Space for four (4) visitors</p> <p>VoIP handsets</p> <p>Door w/ window covered w/mini-</p>

	blinds
Psychologist Office (1)	<p>Desk, stand up option</p> <p>Printer table</p> <p>Two (2) file cabinets</p> <p>One (1) bookcase</p> <p>Four (4) visitors chairs and table</p> <p>VoIP and handset</p>
Data Processing Office	<p>Desk (standup option)</p> <p>Printer table and counter workspace</p> <p>Records file room adjacent</p> <p>One (1) bookcase</p> <p>Four (4) cabinets for attendance</p> <p>VoIP handset</p>
Registrar Office or space	<p>Desk (standup option)</p> <p>Computer-printer table</p> <p>6'-8' workspace</p> <p>Two (2) file cabinets</p> <p>Electrical and data outlet</p> <p>VoIP handset</p>
AVID Office/Flex Office	<p>Desk, stand up option</p> <p>Two (2) file cabinets</p> <p>One (1) bookcase</p> <p>VoIP and handset</p>

Community Liaison Office	<p>Desk, stand up option</p> <p>Computer printer table</p> <p>4-person conference table</p> <p>One (1) bookcase</p> <p>Ample electrical outlets</p> <p>VoIP handset</p>
Conference Rooms (2)	<p>1 conference room for 20</p> <p>1 conference rooms for 12 people</p> <p>Table with seating for 20 persons; table with seating for 12</p> <p>Counter with sink</p> <p>Matte-finish magnetic whiteboard, interactive short throw projector</p> <p>Electrical outlets on all walls and in back of sink counter</p> <p>Computer outlets</p> <p>Storage Cabinets</p> <p>VoIP</p> <p>Video and teleconference</p>
Career Center	<p>Tables w/seating for minimum of 36</p> <p>VoIP handset</p> <p>Video conferencing capability</p> <p>Overhead projection screen or Magnetic whiteboard and short throw projector and data wiring</p> <p>Up to eighteen (18) computer stations</p>

	<p>Desk</p> <p>8-10 file cabinets</p> <p>Ample storage and display space; locking storage</p>
Student Records File Room (2) one confidential, and one students may work within	<p>Adjacent to data processor office</p> <p>One room to accommodate fourteen (14) file cabinets</p> <p>Second room to accommodate twelve (12) file cabinets</p>
Work Room	<p>Shelving</p> <p>Work counters</p> <p>Storage cabinets</p> <p>Minimum (10) electrical outlets</p> <p>Counter w/sink</p> <p>Lockable cabinet for key storage</p> <p>Dedicated wall for a copy w/duplicating and laminating machines</p>
Counter Space for Staff break	<p>Sink, cabinets, and counter space for microwaves, refrigerator, coffee pot, etc.</p>
Restrooms	<p>Located in central location in building</p>

SPACE PROGRAM: STUDENT SERVICES

Student Services	Number	Square Feet	Total
Reception for 10-12, Counter	1	250	250
Central Open Work Area Includes 2 Student Assistants	1	300	300
Counseling Office	4	150	600
Therapist Office	3	150	450
Psychologist Office	1	150	150
Data Processing Office	1	120	120
Registrar Space	1	120	120
Community Liaison Space	1	120	120
Counseling Secretary Space	1	120	120
AVID Office/ Flex	1	120	150
Career Center / Study Area	1	960	960
Large Conference Room for 20	1	600	600
Conference Room for 10-12	1	300	300
Students Records Room	1	150	150
Counter for micro, coffee, sink	1	120	120
Work Room, Storage for Supplies	1	150	150
Restrooms – 2 all gender	2	75	150
Study Area	1	150	150
File Area	1	200	200
Electrical Room	1	75	75
Machine Room	1	75	75
Total			5,310

STUDENT COMMONS (CAFETERIA)

Vision

The vision is to move from a cafeteria space limited in its offerings and appeal to a student commons (“Commons”) space that provides *all* students with a place to dine, hang out, study, relax, socialize, conduct student government and business, and collaborate with each other and with teachers and staff.

Trends

Traditional dining halls with serving lines and large foldup tables are being replaced by more open, interactive environments that have a variety of seating possibilities including table and chair groupings for 4-6 students to dine together, soft furnishings to relax and socialize, and counter height tables and chairs to study and use technology. Students are using Commons as places to relax, socialize, be entertained, work in small groups or alone, and to escape the rigor of their academic lives.

High school Commons with cafeterias are replicating those found on college campuses today, where institutional dining is disappearing and being replaced by café styled spaces where food is made to order and “grab-and-go”, and there is ample daylighting, and connection to outdoor eating. Commons are inviting contemporary spaces adorned with student art and providing display areas for campus-wide events and clubs.

Changes in nutrition requirements, as well as students’ involvement in making decisions regarding healthy food choices, have an impact on the design and operation of the food services function of the Commons. In order to promote nutritional choices in support of a healthy lifestyle, students should have access to a variety of fresh food choices that meet their nutritional requirements.

Student Voice

The first student voice session was held at SRHS on June 6, 2017. The student leaders indicated the Commons should be for every student and a place to encourage interaction. The students indicated that a student commons should have an area with nice, comfortable chairs (like the one area in the library) and an outside covered patio or balcony for dining. They provided input that the architecture should be appealing and interesting, and suggested the following: charging stations; space for posters for clubs, activities and a community board; large screen monitors; student artwork area; small group areas with white boards, and tables and chairs; space to talk and to study; and, an adjacent gardening area with chickens. They suggested native plants for the landscape area and a “pet relief” program where puppies could be brought into the school during finals.

On October 6, 2017, the ASB class provided the following input on the Commons:

- Include a quad space for students to do their homework

- Would spend time in the Commons if their friends were hanging out there
- Should have high ceilings
- Provide areas for comfortable and nice lounge seating
- Provide large tables for large groups to interact
- Provide a variety of table sizes
- Current cafeteria is loud, too small and crowded. Need to address acoustical issues
- Suggest that floor be large marble circle in the center of the space for dining and carpet around the perimeter for lounge area
- Provide computer workstations and printers
- Provide electrical outlets throughout so students can charge their phones
- Provide a bulletin board for announcements
- Add vending machines
- Provide Wi-Fi
- Suggest rooms for club meetings (28 clubs on campus)
- Provide a dashboard to monitor the amount of solar power being captured and building power use
- Provide a display board

For the exterior of the Commons:

- Provide tables for seating
- Want to see trees in the quad
- Include shaded areas with seating underneath
- Provide shade structure for rain protection so students can be outside on rainy days
- Provide a space for outside rallies
- Benches grouped together so larger groups can interact
- Currently there are not enough benches
- Seniors hang out on the senior steps in front of the main building; this area should remain in use for seniors
- Lined up benches do not allow for large groups to sit together; suggest benches be across from each other
- Like the solar panels and solar parking shade structures
- Recommend the AD building remain as is

Anticipated Use

The Commons and its adjoining areas are used to accommodate a variety of uses, including students' and staff's food preparation and service, dining and Commons seating, assembly and meeting seating, and student government and activities planning. This facility is most heavily used by and for students: for breakfast and lunch service, for student activities, and for large meetings, and even performances. The Commons complex houses the multipurpose area, kitchen, food service areas including receiving, and Associated Student Body (ASB) store.

In addition to site use, community groups outside of school hours may use the Commons often. To maximize student seating for lunches and meetings, and parent and community seating for evening and weekend events, the central Commons room should be approximately 4,500 square feet, and should seat a minimum of 300 students for meals. A covered area designated for outdoor seating, with food service available from portable carts as staffing allows, should augment indoor seating.

The food service program, housed within the Commons complex, serves the nutritional needs of both staff and students. A central kitchen area serves as the hub for food preparation and service. The central kitchen is separately specified by CINI Little International.

Orientation

Due to the large number of activities that take place in the Commons and adjoining areas, this facility is located as an integral part of the rest of the school. The main student entrances to the building open out on to a central quad leading to classrooms, allowing students easy access to and from the Commons structure.

Since this facility is used for a variety of events and activities after hours and on weekends, it is located near parking for school and community use and is located near other major buildings that require access to parking: the school office and student services center. The safety of users should be of paramount concern in planning circulation patterns to and from parking areas.

Student restrooms and water refilling stations are located within proximity to the main building. Restrooms are large enough to accommodate the number of students who use them during the busy lunch times. Single occupancy restrooms are gender neutral per building code. For purposes of student safety and security, the entrances and exits to the restrooms open to the outside and are clearly visible from the Commons. These student restrooms also serve as public and community restrooms during evening events and during community meetings.

The custodial office may be accessed from an exterior entrance. The office is wired for both telephone and networked computer access to enhance communication with teachers and site and district administration. The custodial storage area is directly accessible from the delivery and receiving area.

The student food services “speed” lines are accessible from both the front and back of the main kitchen to allow for easy staff access to restock food as needed during meal times. Consideration should be given to incorporating a salad bar station into one area of the speed line to promote student access to fresh fruits and vegetables.

As an alternative to speed lines, the District may consider a food court and “grab and go” options for students and staff.

All food service points of sale throughout the complex have wireless access with redundancy through data outlets to allow for the computerized sale of lunches.

Display signs for menu items are to be installed inside the snack bar in full view of patrons.

The student store is located in proximity to the Common's quad to maximize students' access.

Specific Requirements for Designated Areas

Since the Commons will be used frequently for meetings, presentations, and performances, it should have a built-in sound system and a large automatic video screen installed at one end of the room. Large monitors for school news and events are strategically placed throughout the Commons. In addition, its construction should allow for the display of school banners, posters, and student artwork through the inclusion of mountable wall strips placed around the room or tackable surfaces.

The Commons should be an open, interactive environments that has a variety of seating possibilities including tables and chair groupings for 4-6 students to dine together, soft furnishings to relax and socialize, and counter height tables and chairs to study and use technology.

The delivery and receiving area should also be designed in proximity to the custodial office and storage room. This area should be easily accessible from the main public street or from an internal roadway on the campus. Access should be designed not to impede the traffic flow on campus or block parking. In addition, this receiving area should be located to the side or back so that it is not visible from the main school entrance and does not impede traffic flow in and out of the main parking lot.

The ASB student store is located near the central student entrance to the Commons, and its design will allow students to move quickly from a single entrance through a single service line to select and pay for items. Built-in Formica-topped glass front counters will allow both display and storage of merchandise. The area behind these counters will be wide enough to allow a minimum of three student workers (as the program grows) to move freely to assist students with selection and purchase immediately. A sink and counter-top unit of approximately 12 feet will be built-in on the wall immediately behind the work area. Above this counter will be built-in shelves for additional product display. Networked computer jacks will be provided to allow for two computerized cash registers on the main counter, as well as a workstation for the Student Store manager in the adjacent office. Both rooms of the Student Store will have wiring for telephones and a clock/intercom unit.

A separate, locking manager's office will be located adjacent to the sales area. This office will be large enough to accommodate a desk and computer. In addition, the room will be constructed with a minimum of four full height locking storage cabinets for secure storage merchandise. A large glass window will separate the office space from the sales area for purpose of supervision.

Adequate storage should be designed into the Commons to allow for the storage of chairs and tables within close proximity to the central space.

Program Area	Educational Specification Requirement
Commons	<p>To be used for cafeteria-style, large group activity, and small group activities (4-6 person seating)</p> <p>4,500 square feet (approximately) to accommodate sit- down dining for 300</p> <p>Acoustical insulation</p> <p>Sound system</p> <p>Mountable wall strips for student displays</p> <p>Portable staging</p> <p>Storage for folding chairs and tables; portable staging</p> <p>Technology charging Stations</p> <p>Large screen monitors (2-4)</p> <p>Portable whiteboards</p> <p>Automatic projection screen</p> <p>VoIP clocks/intercom (2-4)</p> <p>Variety of soft furnishings; tables and chairs; and counter areas with technology access</p> <p>Wiring for exterior doors equipped with back stops or automatic closing</p>
Outdoor Eating Area	<p>Adjoins Commons</p> <p>Covered</p> <p>Large enough to accommodate table</p>

	<p>seating for 75 students</p> <p>Equipped with wiring support installation of beverage vending machines</p> <p>Includes designated space and wiring for food service carts</p> <p>Located to provide line of sight supervision from inside Commons</p>
Student Store	<p>Outside covered access (if possible)</p> <p>Counter space w/display cases</p> <p>Service line flowing through space</p> <p>“In” and “Out” doors</p> <p>Counter w/sink and multiple outlets behind service counter</p> <p>Built-in shelves above back counter</p> <p>Refrigerator</p> <p>(2) Computers/cash registers</p> <p>VoIP handset</p> <p>Electrical outlets (numerous)</p> <p>Space and utilities for self service items</p> <p>Clock/Intercom</p> <p>Separate lockable storage area</p> <p>Shelving for material and supplies</p> <p>(4) Full height locking storage</p> <p>Desk</p> <p>VoIP handset</p>

	Networked computer Filing cabinet Glass window between store
Food Prep Area Central Kitchen	Under separate specification
Custodial Storage	
Custodial Workroom	
Storage	Storage for chairs and tables

SPACE PROGRAM: COMMONS

Commons	Number	Square Feet	Total
Commons	1	4,600	4,600
ASB Student Store/Storage/Office	1	600	600
Electrical	1	75	75
Restrooms – 2	2	125	250
Restroom All Gender	1	75	75
Landing Study Area	1	450	450
Commons Storage	1	450	450
Total			6,500

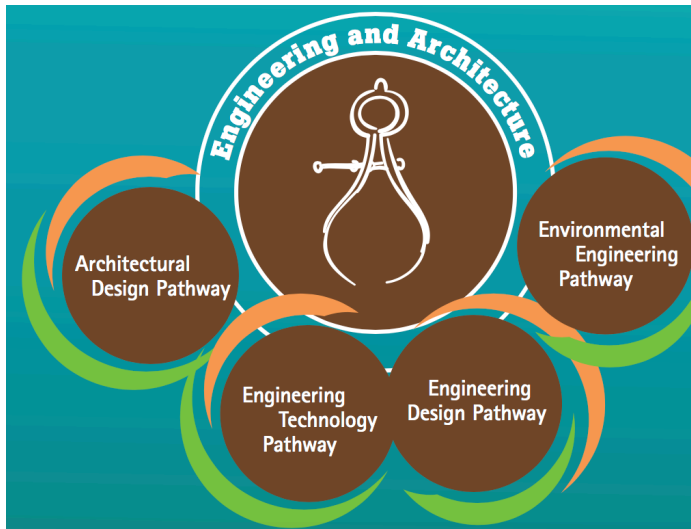
SCIENCE TECHNOLOGY ENGINEERING ART MATH (STEAM)

Vision

The new STEAM building vision is for a student-centered space that enhances CTE offerings and builds STEAM interdisciplinary and project based learning possibilities.

The educational direction is to support the existing Engineering pathway and create flexibility for new college and career paths for SRHS students while linking such sectors to the common core and next generation science standards.

Trends



Engineering and Architecture

"This sector is designed to provide a foundation in engineering and architecture sector pathways and occupations for students in California. Students are engaged in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and career preparation in pathways that emphasize real-world, occupationally relevant experiences of significant scope and depth."

~California Department of Education (CDE), CTE Model Curriculum

High schools across the state are implementing stand-alone career academies that are based on the California CTE curriculum standards, particularly with the advent of CTE Facilities Program. This program was instituted to enhance CTE educational opportunities to provide students with the skills and knowledge necessary for high-demand technical careers.

Anticipated Use

The space will house two science labs and science teacher prep areas, general purpose classrooms, engineering and fabrication lab, ceramics and photo classrooms and a darkroom.

Educational Process

Curriculum in this area is evolving from teacher-direct instruction of discrete skills to student-centered learning.

Teachers who individualize instruction will use a number of strategies to promote students' mastery of concepts. In addition to providing individual instruction to students, pair students who are working on similar projects, and provide tutorials

for students who need additional instruction. Instruction is delivered in the classroom and lab settings.

Orientation

The STEAM building will be a central campus focus and adjacent to existing science and academic classrooms to provide possibilities for interdisciplinary teaching within the new building and within the entire school.

Curriculum

For the CTE curriculum, each pathway is a sequence of CTE courses that integrate academic and career skills that prepare student for career entry. A program sequence in CTE has three parts: (1) an introductory or foundations course, (2) one or more concentration courses, and (3) a capstone course. Many capstone courses meet the A-G requirements for preparation to enter the University of California or the California State University System.

SRHS will build on the successful engineering academy and will build in the possibility of other academy program supported by the new STEAM building.

Science labs will provide for Next Generation Science Standards and together with the adjacency of flexible classrooms be available for a variety of curriculum, programs, and interdisciplinary instruction.

The Visual and Performing Arts Content Standards for California Public Schools (2001) outlines subject area standards that provide a foundation for instruction, including ceramics and fine art photography. SRHS will review art curriculum integration for STEAM interdisciplinary program delivery.

Academic rigor is a basic characteristic of a comprehensive education in the arts, including the following:

- Learning through active practice, rehearsal, and creation or performance of works in the arts
- Reading about the arts and artists
- Researching, writing, and communicating about the arts
- Reflecting on the arts in thoughtful essay or journal writing on one's observations, feelings, and ideas about the arts
- Participating in arts criticism on the basis of observation, knowledge, and criteria

The major elements of the new National Core Arts Standards include: Philosophical Foundations/Lifelong Goals, Artistic Processes, Anchor Standards, and Performance Standards with the overarching function being nurturing the ultimate goal of artistic literacy.

Fabrication Lab and Engineering Academy Classroom

The fabrication lab is to support the Engineering Academy and also have planned flexibility for other hands-on learning, STEAM and potential future uses. This flexibility includes electrical drops on tracts from the ceiling, concrete flooring, roll up exterior door, and interior and exterior storage areas. Also programmed are properly ventilated and conditioned rooms for metal fabrication, wood fabrication, plastic fabrication, and 3D and laser printers. Laptops will also be used in the lab so ample wireless connectivity is important.

Science Classroom Area Layout

The science classrooms will accommodate individual and group work, lab investigation, and must ensure student safety. Therefore, these classrooms will be larger than the average classroom, with layouts that are flexible, safe, and provide good line-of-site while allowing student movement. There should be plenty of natural light and fresh air. The science classrooms should be a minimum of 1,300 square feet including storage and teacher preparation areas (*CA Title 5*). It will include 8 lab stations on the perimeter for four students each station.

Each science classroom will have eight lab stations against the perimeter wall with a sink. Mobile furniture will create the lab station for students. Each station should also have electrical outlets data outlets for laptops.

Each science classroom will have a learning wall with tall cabinets at each side of bookshelves and whiteboards in the center with matte finish for short throw projectors. One wall will have all tackable surfaces, base cabinets, sinks, counter space that is chemically resistant, and overhead cabinets. Other walls should have tackable surface and one electrical charging station for devices.

The teacher demonstration area should have space for a demo table with a sink and gas, and ample electrical outlets, and allow for the flexibility of setting up the mobile teacher desk on either side. The demo table should include lockable storage and have a chemically resistant counter.

Student storage will be needed for large projects, display boards, and equipment. There should be one fume hood for the two science labs, a hot water baths

Science Classroom Preparation and Equipment Storage Area

In order to provide students with a program that meets State Standards, it is necessary to provide the science department with a large amount of supplies and equipment. There should be one prep room for every two science rooms. There should be space for staff desks, filing cabinets, phones, computers, duplicating equipment and supplies. It will have a counter with sink, area for a refrigerator, chemical storage cabinet, full height cabinets, and electrical outlets for biotechnical equipment.

Safety of student work areas, teacher prep areas, and storage areas should meet State safety codes. Equipment, such as eyewash stations, should be easily accessible.

All counters should be covered with a heat and acid-resistant covering. Flooring should be non-slip vinyl or a similar product.

The prep rooms should be accessible from the science classrooms with storage for a variety of equipment both large and small.

Ceramics Room

The ceramics room of approximately 1,800 square feet will be located with access to an indoor kiln room. Construction should allow for one (1) cone six electric and two (2) cone 10 gas-powered kilns. The ceramics classroom will have a concrete floor with floor drain and clay trap. Natural daylighting of the room is important.

There will be student display areas within the classroom and it will have adequate space for both students' worktables and 20 electric pottery wheels/workstations. There are five computer and printer stations within the room.

In addition, the ceramics room will be equipped with 1,000 lineal feet of deep shelving for approximately 5 feet per student (192 students: 6 sections of 32 students) for storage of art work in progress.

Separate glaze-making and glaze-using area, as well as a humidity controlled wet clay area, are needed. The glaze area shall allow for display of glazes for students to easily see and access. Metal bins for dry mixing glazes with counter space for five gallon buckets is needed. The glazing area shall be ventilated.

One 10-foot clay-wedging table is specified with storage underneath. A clay recycling area is provided. A gas line to the classroom will support a compressor and airbrush. The airbrush station is adjacent to the glazing area and includes appropriate ventilation and counter workspace.

The room will include hot water, trough style sinks with four (4) faucet areas, counters with traps and a large dish and other equipment drying area.

A rollup door is specified for clay and other deliveries. A clay recycling area is provided.

The classroom will include instructional technology per the District standard and roadmap.

Photography Classroom

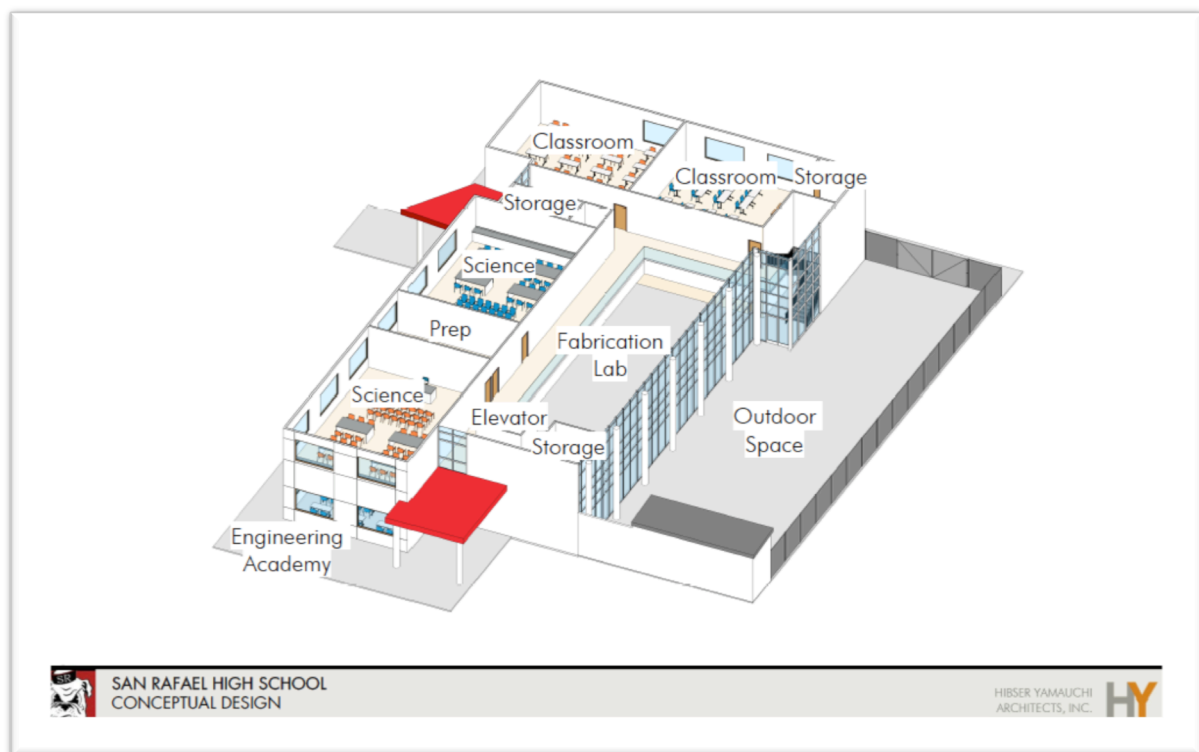
The photography classroom will be minimum of 960 square feet and have tables and chairs for up to 36 students. The room will include hot water, trough style stainless steel sinks with four faucet areas capable of holding 11 by 14 inch trays in the sink. Lockable cage type chemical storage is required together with storage for processing canisters and charging bags to load film. Lockable cabinets for camera storage and a variety of cabinet sizes are needed for photography equipment.

including backdrops, lights, and tripods. A light table is required. Deep counter space for paper cutters and dry mounting equipment are needed. Flat file drawers for matte paper and film are specified together with bookshelves. Area is needed for drying film.

There shall be space for recycling chemicals and accessing 55 gallon barrels. Daylighting is also important in this room.

Dark Room

The 500 square foot darkroom will have black walls and ceiling, ample counter space, running water, and a dark lighting system. Entry into the darkroom will occur through a “light-tight”, air lock double door. A completely black film loading room is needed. The ventilation system will be designed to avoid a concentration of chemical odors. Counter space for 10-12 enlargers with storage space below is provided. In addition counter space for paper, paper cutters and dark room tools is required.



Conceptual Design for STEAM Building, HY Architects

Specific Requirements for Designated Areas

Program Area	Educational Specification Requirements
Fabrication Lab	<p>Instruction technology per standard</p> <p>VoIP handsets</p> <p>Electrical drops from ceiling on tracks</p> <p>Concrete floor</p> <p>Roll-up door</p> <p>Separate and appropriately ventilated and conditioned rooms for metal, wood and plastic fabrication</p> <p>Separate and appropriately conditioned rooms for 3-D printing and laser printing</p> <p>Storage areas for materials, tools (tool crib) and student work</p> <p>Connection to outdoor space and additional fenced storage areas</p>
Science Labs (2)	<p>8 lab stations for 34-36 students</p> <p>Open areas in the enter of classroom for mobile student furniture</p> <p>Student lab stations equipped with: Sink</p> <p>Chemical resistant counter tops</p> <p>Electrical outlets</p> <p>All safety equipment required by code including eye wash and deluge shower Moveable work stations</p> <p>Student display areas</p> <p>Teaching wall</p>

Science Prep Area	<p>Counters with sink</p> <p>Refrigerator space</p> <p>Chemical storage cabinet</p> <p>Full height cabinets</p> <p>Storage cabinet for flammable and acid chemicals</p> <p>Electrical and data outlets above all counter space</p> <p>VoIP handset</p>
Classrooms (4) including Engineering	<p>Instructional Technology per standard</p> <p>See General Classroom Section for requirements</p>
Ceramics	<p>Instructional Technology per standard</p> <p>In studio kiln are for one (1) electric and two (2) gas kilns. Outdoor or other space for two future kilns for growth</p> <p>1,000 lineal fit of shelving for work in progress</p> <p>Gas for compressor</p> <p>Concrete floor with counter sunk drains</p> <p>Area and electrical for 20 pottery wheel workstations</p> <p>Separate glaze-making booth and glaze using area (could be separated by half wall or other room dividing structure)</p> <p>Clay wedging area with one (1) 10 foot wedging table with storage underneath</p> <p>A “hot box” – heated drying cabinet with shelving</p>

	<p>HEPA filter</p> <p>Built-in dry shelving</p> <p>Separate work in progress cabinet space for up to 30 advanced art students</p> <p>Clay damp room area with humidity controls and storage for supplies</p> <p>Hot water sinks trough style with four (4) faucets and clay traps</p> <p>Electrical outlets on all walls for heat dryers and counter space</p> <p>Counter with dish drying area</p> <p>Lockable teacher storage</p>
Photography Room	<p>Tables and chairs for 36 students</p> <p>Four (4) stainless steel tough sinks</p> <p>Lockable chemical storage</p> <p>Photography equipment and supply storage</p> <p>Light table and deep counter space for paper cutters and mounting equipment</p> <p>Flat file drawers</p> <p>Bookshelves</p> <p>Area for drying film</p>
Dark Room	<p>Black walls and ceilings</p> <p>Ample counter space for 10-12 enlargers with storage underneath</p> <p>Counter space for paper, paper cutters and dark room tools</p>

	<p>Running water and stainless steel free standing sink (existing)</p> <p>Dark lighting system</p> <p>Print drying rack</p> <p>Entry into the darkroom will occur through a “light-tight”, air lock double door</p> <p>The ventilation system will be designed to avoid a concentration of chemical odors</p> <p>Completely black loading room</p>
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SPACE PROGRAM: STEAM BUILDING

STEAM Building	Number	Square Feet	Total
Central Fabrication Lab	1	1,870	1,870
Materials Storage	1	100	100
Science Labs	2	1,260	2,520
Science Prep	1	360	360
Ceramics	1	1,800	1,800
Kiln Area	1	100	100
Ceramics Storage	1	300	300
Photography	1	1,000	1,000
Dark Room	1	500	500
Classrooms	5	960	4,800
Classroom Storage	1	450	450
Toilets	2	120	240
Total			14,040

PHYSICAL EDUCATION (Modernization)

Vision

Physical Education for the twenty-first century moves beyond the traditional competitive “games and sports” approach. The principal focus of the physical education curriculum is that all students— regardless of ethnicity, gender, native language, race, religion or ability – be given opportunities to succeed in physical education and develop a lifelong commitment to physical activity for both health and pleasure. Additionally, the physical education curriculum emphasizes a variety of cognitive, affective, and psychomotor teaching and learning strategies.

Trends

In addition to traditional physical education equipment, textbooks, workbooks, and more conventional printed materials, resources in physical education include large screen projections of televised or videotaped images. Physical education teachers are encouraged to incorporate a variety of instructional media and appropriate instructional technology into their teaching. As instruction moves from team centered sports and competition to individual fitness, educational equipment must reflect this changing focus. For example, heart monitors can provide students with feedback on their heart rates while they perform cardiovascular exercise. Journals can be utilized to develop goals setting for both short-term goals in a specific class and long-term goals for lifetime fitness.

Anticipated Use

San Rafael High School’s stadium is the first phase of modernization to the campus from Measure B. In subsequent phases of the program, addressing deficiencies in the physical education complex is desired, including: the locker room expansion to meet increased enrollments and physical education requirements; addition of a multi-purpose fitness room; added storage; and, improvements to the visitor’s team room.

Specific Requirements for Designated Areas

Program Area	Educational Specification Requirements
Locker Rooms	An additional 175 lockers for each boys and girls and remodel existing locker rooms for better functionality Arrange such that lockers can be assigned per 7 periods and not have students accessing same row Remodel of PE offices

	<p>Instruction technology per standard</p> <p>VoIP handsets</p>
Multipurpose Room	<p>60 by 60 square feet</p> <p>Roll-up door to the outside at least 8 by 10 foot wide for mat and weight equipment movement</p> <p>Full wrestling mat space</p> <p>Amplified sound system</p> <p>Electrical and data outlets</p> <p>12-15 foot ceilings</p> <p>Sports flooring</p> <p>8 by 10 entry into gym for mat and equipment movement</p> <p>HVAC</p>
Visitors Team Room	<p>Benches</p> <p>Sport cubbies</p>
Storage	400 square feet of storage

SPACE PROGRAM: PHYSICAL EDUCATION

PHYSICAL EDUCATION	Number	Square Feet	Total
Locker Room Addition	1	500	500
Multipurpose Room Addition	1	2,400	2,400
Storage	1	400	400
Total			3,200