SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Santa Monica - Malibu Unified School District

Educational Specifications – Executive Summary

August 29, 2018

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AGENDA

SMMUSD Educational Specifications

- Overview & Findings
- District Development Considerations
- Pedagogy & Instructional Delivery Model
- Schedule

Participants & Stakeholder Involvement

Elementary & Preschool Planning Group

Dr. Ashley Benjamin
Barbara Chiavelli
Reham Dabash
Dr. Pamela Herkner
Sheri Hynding
Dr. Jacqueline Mora
Lori Orum
Bertha Roman
Carey Upton

Middle & High Planning Group

Martha Chacon
Barbara Chiavelli
Amy Cordes
Arielle Gleicher
Dr. Irene Gonzalez-Castillo
Dr. Jacqueline Mora
Jessica Rishe
Bertha Roman
Kathy Staib
Karen Tomita
Carey Upton
Hillary Weissman

SMMUSD Board of Education

Steering Committee

Barbara Chiavelli
Florence Culpepper
Dr. Mark Kelly
Kevin Klaus
Steve Massetti
Dr. Jacqueline Mora
Bertha Roman
Dr. Susan Samarge-Powell
Deanna Sinfield
Dr. Devon Smith
Kathy Staib
Carey Upton

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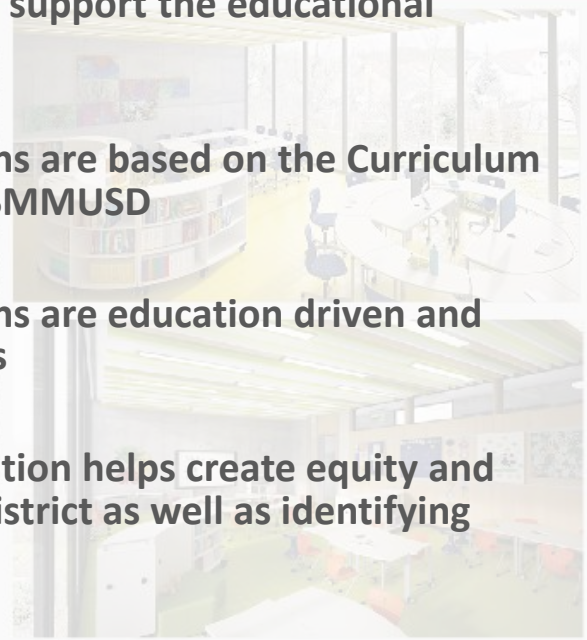
User & Focus Groups

Facilities Use
(Performing Arts & Athletics)
Food Services
Library Services
Safety & Transportation
(Security, Pick-Up & Drop-Off)
Special Education
Technology

Site Visits – Evaluation & Interviews

Purpose of an Educational Specification

- Educational Specifications outline the physical requirements needed to support the educational curriculum/program
- Educational Specifications are based on the Curriculum Goals & Core Values of SMMUSD
- Educational Specifications are education driven and established by Educators
- An Educational Specification helps create equity and parity throughout the District as well as identifying specialized programs



- The Educational Specifications documents this information and provides a roadmap for modernization and new construction
- Educational Specifications define learning environment criteria that includes program components, spatial requirements, adjacencies (campus and within learning areas) and functional requirements
- Required by California Code of Regulations, Title 5

Purpose & Outcomes of the SMMUSD Educational Specification

- **Establish Future Instructional Delivery That Aligns to Goals of SMMUSD LCAP and Excellence Through Equity Initiative**
  Whole School Approach, Next Generation Science, Student Centered Learning, College Bound and Distance Learning
- **Provide 21st Century Learning Environments That Encourage Individual, Small Group and All Class Instruction That Embraces the Unique Programs at SMMUSD**
  Including Facilities as Part of the Extended Experience for Students & Community and the "Community Learning Experience"
- **Design Spaces for Students to Function at the Highest Level**
  Right Sizing Campuses, Inclusion of Preschools in Elementary Schools, Classroom Sizes & Layouts, Technology
- **Enlist Results Driven Approach to Student Success**
  Student Success Strategies, Demonstrate Compliance with State Standards, Contribute to Measurable Outcomes
- **Enhance Student and Family Access to Resources to Increase Student Success**
  Maximize Access to Programs and Services Throughout the District, Including Support Pathways to Become College & Career Ready, Community Partnerships, Flexible Joint Use Opportunities, Parent Access to Services & Support

Components of the SMMUSD Educational Specification

Contents

SMMUSD Educational Specifications – Process Outcome

Academic Instructional Space

1st - 2nd Grade Project Based Learning Environments

Program Overview

General classroom environments for first and second graders will be designed as active project based learning centers utilizing an open plan classroom approach for rotational learning exercises. These classrooms are designed to facilitate progressive next century project and inquiry based learning and are intended to function as the active learning center for students, with additional push-in/pull-out opportunities available on campus, as well as larger, more specialized learning spaces available as a resource outside the classroom.

Currently, the district organizes elementary learners by grade, which is the preferred organizational model for elementary school campuses. Support, shared and specialized learning opportunities are intended to participate actively in the educational collaboration process and are designed to be positioned as shared nodes and hubs that are dispersed across campus to create active collaboration and social centers throughout.

Many existing SMMUSD elementary schools already provide oversized classrooms for first through third grade, however, most are designed using a traditional 960 sf classroom model. As campuses begin to modernize existing facilities, and new classroom buildings are developed, these new project based learning environments will require additional space within the classroom, specialized learning and resource areas that are designed to facilitate zoning for learning of various size and scale, with open access to resources and spaces for projects to be left in place.

- **Rotational Learning:** Design to provide for a flexible zoned classroom that supports a variety of learning modalities and that is changeable and adaptable over time. Current zoning includes four zones of classroom. These zones will provide for both open visual and physical access across the entirety of the classroom, and provide all students with the best seat, while also allowing the instructor easy lines of sight. Consideration will be given to learning that occurs on the floor. For early learners, many activities occur at the floor, which will be taken into consideration in the design of these spaces, both indoor and out.

- **Classroom Instruction and the Whole Child Approach to Music:** The integration of music into the instructional model at SMMUSD begins early and is sustained throughout a child's early learning process and extends through 12th grade. All elementary school students participate multiple times a week in instrument and music instruction as part of the regular instructional day. Currently, music programs are delivered at the start of the day in multiple general classrooms rooms throughout campus. Classes designated for this morning activity will be equipped with enhanced acoustics and storage to accommodate equipment required for instruction. Planning consideration will also be given to the storage of instruments. Students bring instruments to school on designated instructional days and store instruments in school hallways outside of classrooms. While the district standard is for all backpack and instruments to be stowed in corridors, better accommodations could be made long term to integrate this into the planning of facilities to maximize circulation in corridors while also providing for student storage.

- **Flexibility & Mobility:** All furniture and other support components will be considered as flexible and movable. The classroom is designed to support multiple learning modalities including lecture, project, discussion and independent work/study. The ability for the space to adapt quickly to fluid transitions in learning models is integral to the success of the learning environment. This includes furniture such as movable storage, to avoid any in-place storage that may not be easy to move or maneuver over time. Perimeter walls of the classroom will provide in-wall storage, rewritable wall surfacing, pin-up area, exterior glazing and roll-up doors to the outdoor learning space.

- **Student-Centered:** A student driven approach to learning in the classroom is focused on self-directed zoned instructional learning areas. These areas support different types of project and inquiry based learning and are intended to provide a variety of furniture configurations to support and maximize flexibility. While these four areas have been categorized above, it is important to consider that over time these zones may change to adapt to other types of learning opportunities.

- **Work in Progress Areas:** The classroom is intended as the primary project based learning area for students on campus. Projects will include spaces for leaving work in place, to minimize set-up and take-down times during class. These areas are intended to make best use of storage for supplies and resources, wet activity zone and space to leave working projects for several days that may be art based, science based, technology based or for other usages.

- **Extending the Classroom:** The district currently has expansive areas available around classrooms at most campuses. These areas immediately adjacent to the classroom will be designed as outdoor instructional space. Preference is for roll-up doors at classrooms, exterior canopy structures (permanent), a combination of fixed perimeter seating with flexible furniture dispersed, outdoor instructional wall (either fixed or movable), along with other features, such as access to water, supplies and tools. The outdoor areas will be regularly used as classroom space and should be considered as fully programmed space, to minimize set-up and take-down times.

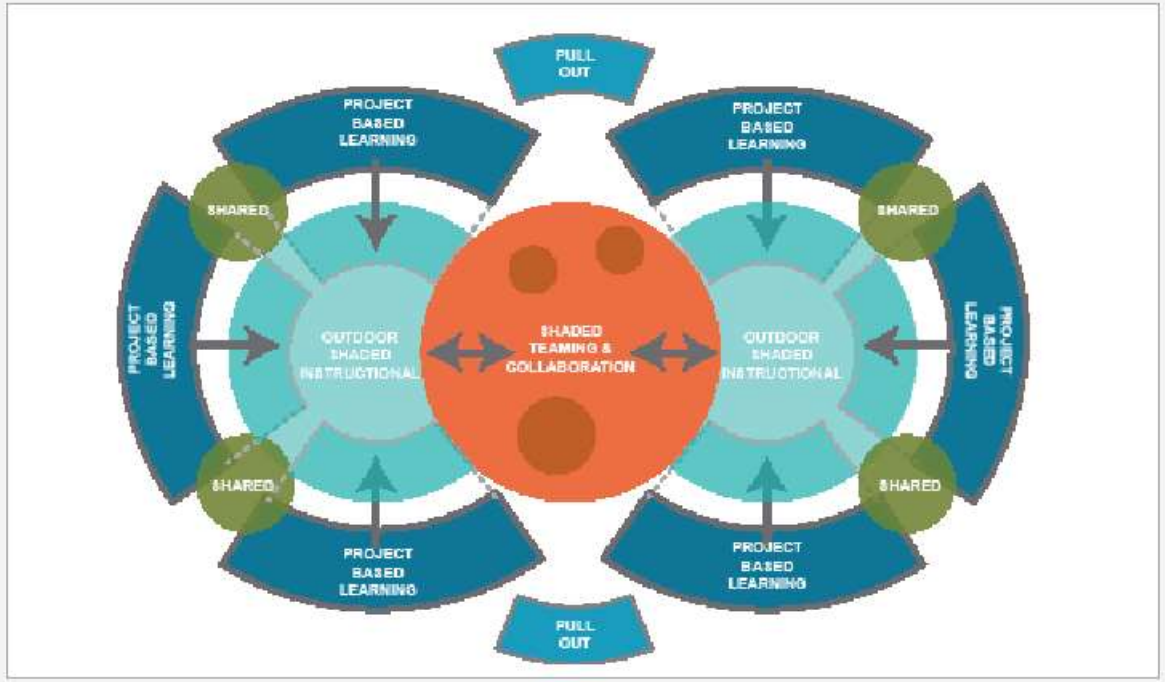
- **Support, Breakout and Common Areas:** Areas where same grade classrooms are located will be provided with additional spaces that improve flexibility and opportunities for different types of learning to occur. These areas will include teaming areas, push-in and pull-out small group areas, private areas for individuals, social and mentor mentoring a, central access to tools and supplies, hubs for technology, small group access to projection and rewritable areas, as well as individual spaces for decompressing, study and recreational time.

SMMUSD Educational Specifications: Process Outcome

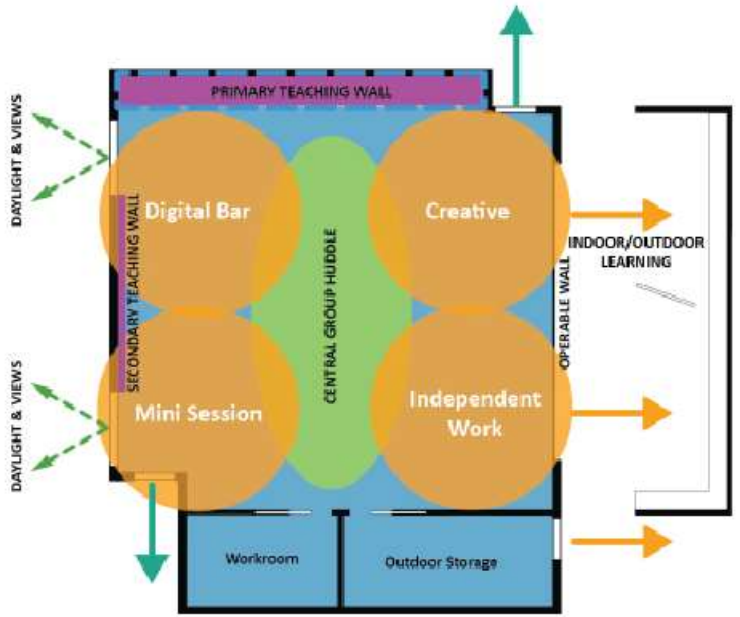
SMMUSD Elementary Schools

1st - 2nd Grade Project Based Learning Environments

Same Grade Adjacency Diagram



Classroom Program Diagram



SMMUSD Educational Specifications: Process Outcome

SMMUSD Elementary Schools

1st - 2nd Grade Project Based Learning Environments

Space Program Description

Capacity: Students	**24**
Capacity: Instructional	
1 Instructor, 1 Aide/Volunteer or Guest Speaker	
Classroom:	**1,200 sf**
Organized for 4 Learning Zones	
2 Interactive Instructional Walls	
Clearly Defined Wet Area with Sink & Bubbler	
Roll-Up Doors to Outside Classroom	
Ancillary: Shared Between 2 Classrooms	
Resource Room: Supplies, Refrigeration, Sink	80 sf
Storage: Indoor/Outdoor PBL	60 sf
Total	**1,340 sf**
Other	
Outdoor Classroom	**500-800 sf**
Permanent Outdoor Canopy or Shade Structure	
Sink With Counter	
Outdoor Equipment Storage	
Outdoor Classroom Adjacency to Dedicated Outdoor Play Area	

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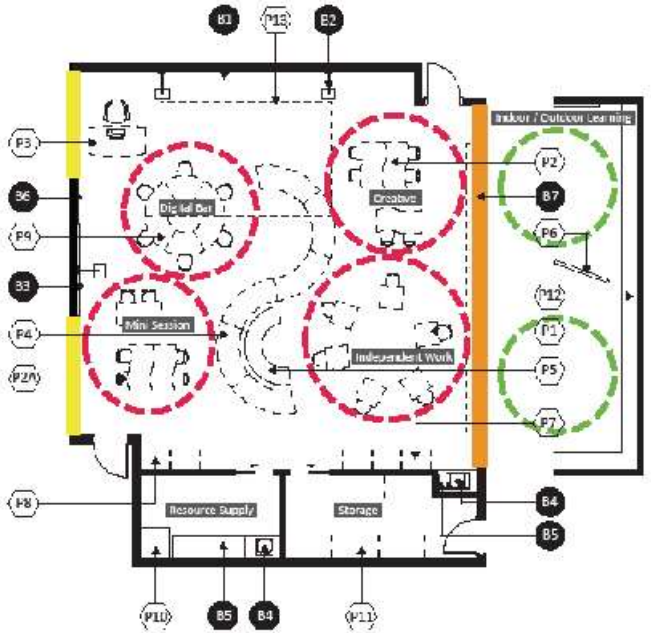
Floor Plan



Legend

P1	Moveable seating
P2	Moveable tables
P2A	Moveable chairs
P3	Mobile Instructor podium with workstation including storage and
P4	Mobile shelving and storage systems
P5	Lounge seating
P6	Mobile collaboration white board
P7	Mobile storage bins and resource carts
P8	Mobile lateral file storage system
P9	Mobile circular table units
P10	Mobile project rack
P11	Project and outdoor storage racks
P12	Bench Seating
P12	Instructional Rug
B1	Primary collaboration wall
B2	Ultra short throw projection
B3	Secondary collaboration wall with ultra short throw projection
B4	Sink with bubbler at appropriate student height
B5	Mill work
B6	Tackable surface

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Common Themes: Elementary Schools

- Pre-K for All Elementary Campuses
- Evolution of Campuses Over Time
  - Addition of Portables – The Campus Plan & Adjacencies
  - Safe & Secure Environments
- Consistency of Instructional Spaces Across the District
  - General Classroom Sizes
  - Technology, WIFI: Instructional Spaces & Outdoors
- Elementary Schools – Focused Pathways
- Classroom Sizes Will Increase to Accommodate a Variety of Learning Modalities
- Elementary Classrooms are Zoned for Specific Uses
- Increased Flexibility & Mobility is Needed in Classrooms for Project Based Work

Common Themes: Elementary Schools

- Programmed Outdoor Space Adjacent to Classrooms Will Increase Program Opportunities
- Teaming Areas Can Provide Additional Amenities, Resources, Space for Pull-Out Programs, and Learning at Various Scales
- Science / Art Classrooms Can Be Programmed as Maker Spaces to Provide for New Uses
- Libraries Are Central Hubs On Campus and Are Undersized and Require 21st Century Approach to Resources & Amenities
- Separate Multipurpose and Cafeteria at Each Campus Increases Program Usage

Common Themes: Middle & High Schools

- Program Adjacencies on Campuses Need to be Reconsidered to Maximize Programs
- Classroom Sizes Will Increase to Accommodate a Variety of Learning Modalities
- Technology & the Teaching Wall - A Project Based Learning Approach
- Breakout Space Between Classrooms & In Corridors at Existing Buildings Can Provide Additional Flexibility and Opportunity
- Increased Flexibility & Mobility is Needed in Classrooms for Project Based Work
- Indoor/Outdoor Flexibility Can Increase Program Opportunities
- Teaming Areas Can Provide Additional Amenities, Resources, Space for Pull-Out Programs, and Learning at Various Scales
- STEM, STEAM, STEMM For Middle & High Schools – Define Program Requirements

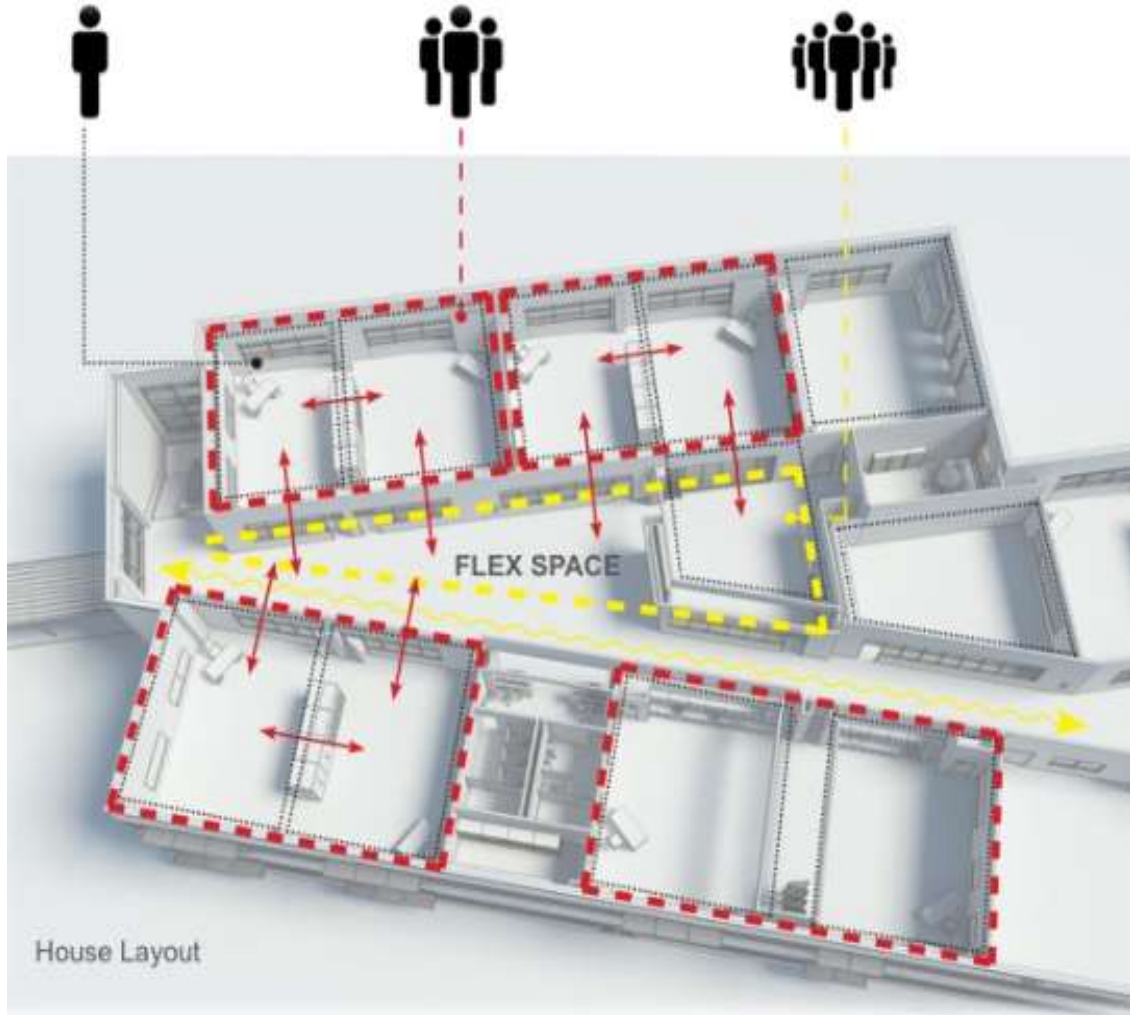
Common Themes: Middle & High Schools

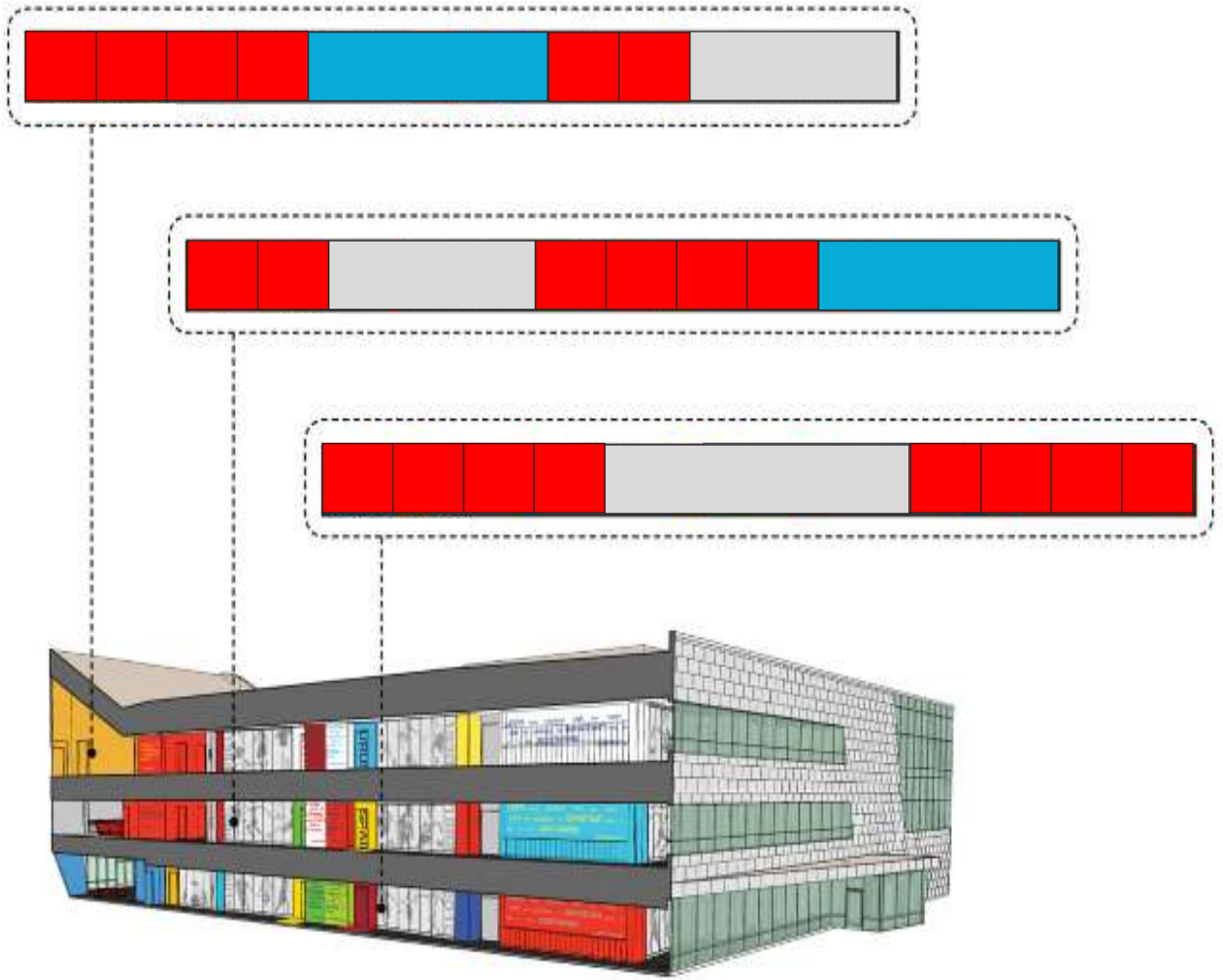
- Program Cafeteria Spaces to Accommodate a Variety of Uses
- High School Specialized Learning & Career Technical Education
  - Business, Banking & Entrepreneurship
  - Film
  - Green Engineering Technology
  - Professional Music Development
  - Visual Arts (3D Visualization, VR, Graphics)
  - Culinary & Hospitality Management
  - Entertainment: Coding, Gaming
- Adaptability & Pathways from Middle School to Specialized Learning at High Schools
- Partnerships with Community: Local Business, Industry & Higher Education
- Distance Learning
- Athletics – Middle & High School

Common Themes: Campus Sites

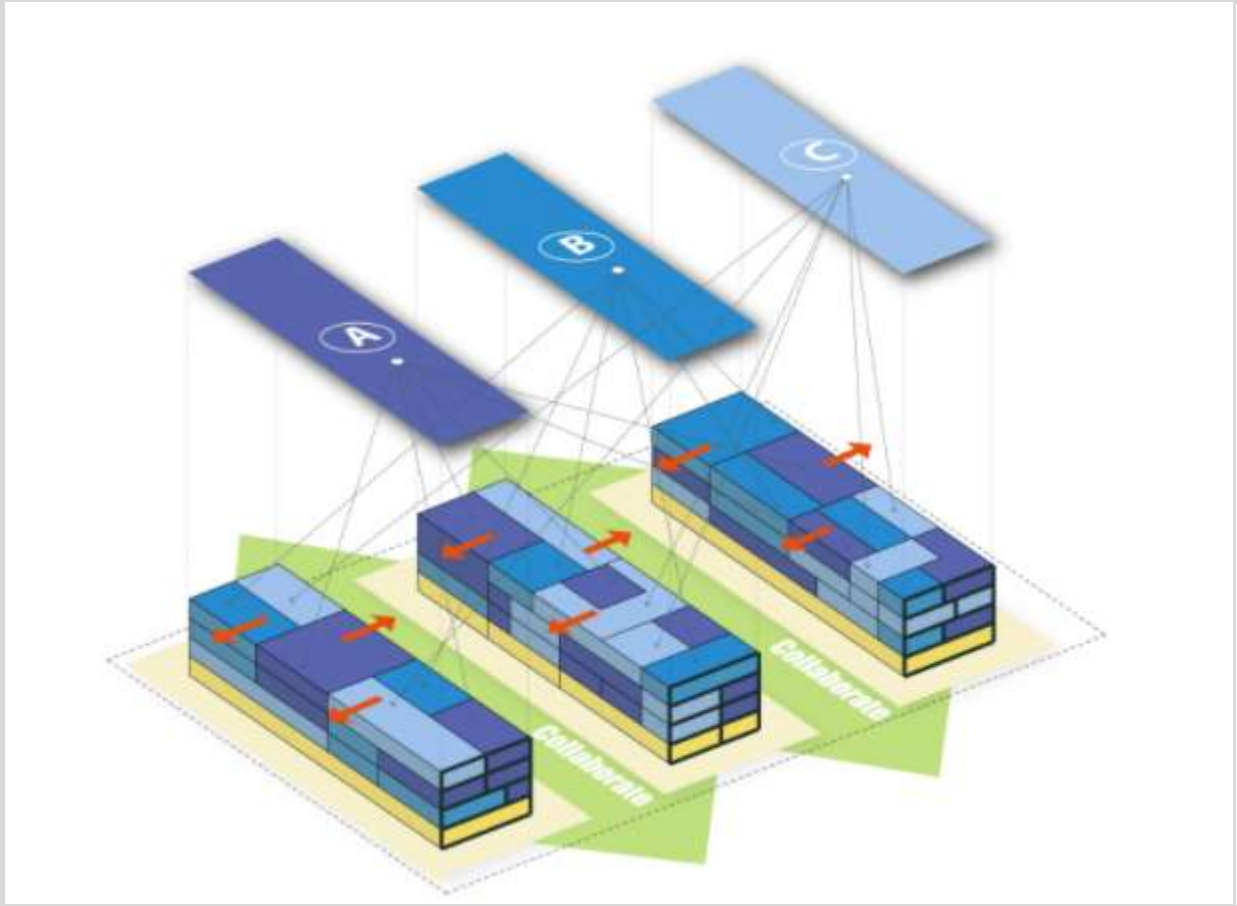
- Perimeter Fencing, Security & Visibility
- Pre-K, T-K and Kindergarten Play Areas, Drop-Off & Pick-Up
- Main Campus Entrances, Wayfinding & Security at Front Door
- Building Security & Access
- Food Service & Nutrition – Whole Child Approach Districtwide & Campus Gardens
- Reconsider Adjacencies in Future Planning – Define Criteria
- Reconsider Campus Planning In Future to Reduce Blind Corners and Areas That Are Difficult to Supervise
- Right Size Overcrowded Campuses & Consider Consolidation of Small Schools

A 21st Century Building Perspective – Reconfiguring Existing Campuses

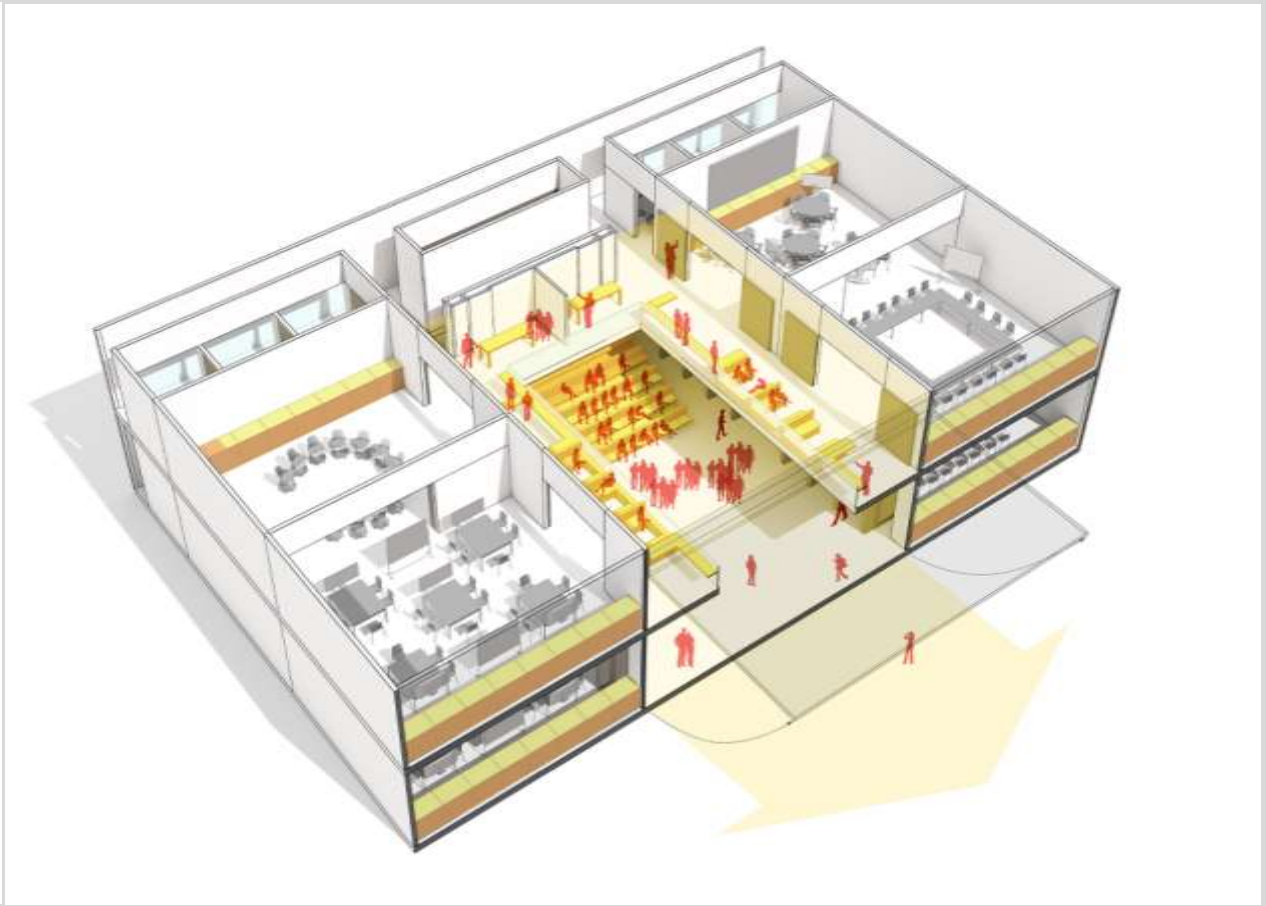




A 21st Century Building Perspective – Reconfiguring Existing Campuses



Integrated Planning & Interspersed Nodes of Learning

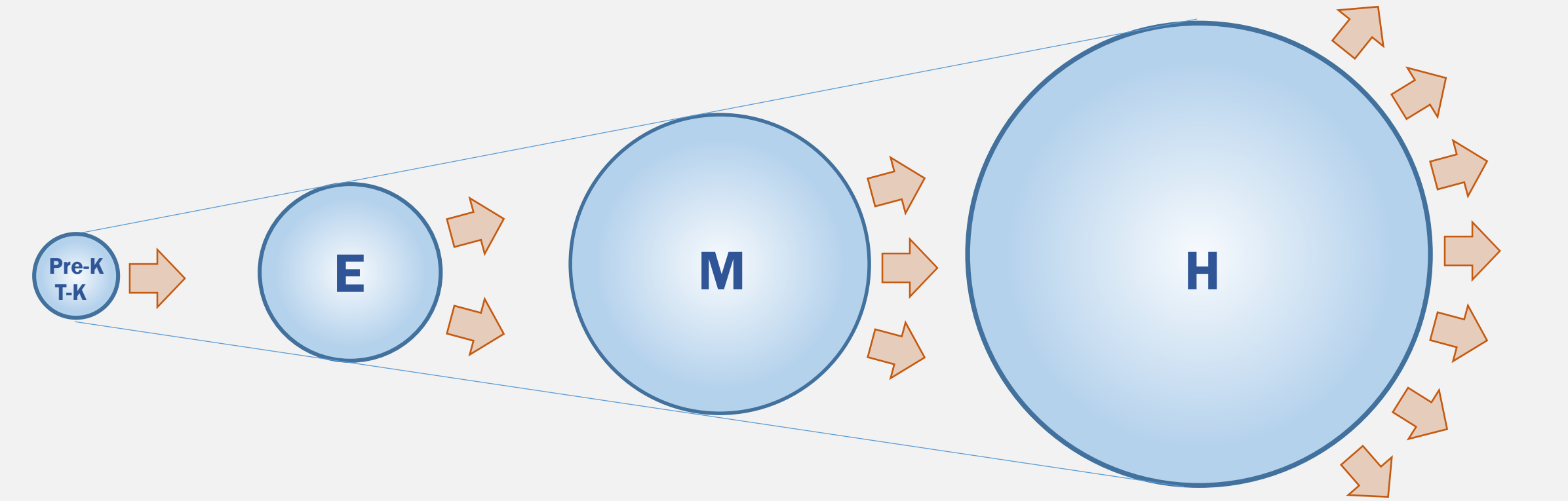


Modules, Challenge Spaces & Assessment Spaces

SMMUSD Future Delivery Model

Nurturing a New Kind of Student

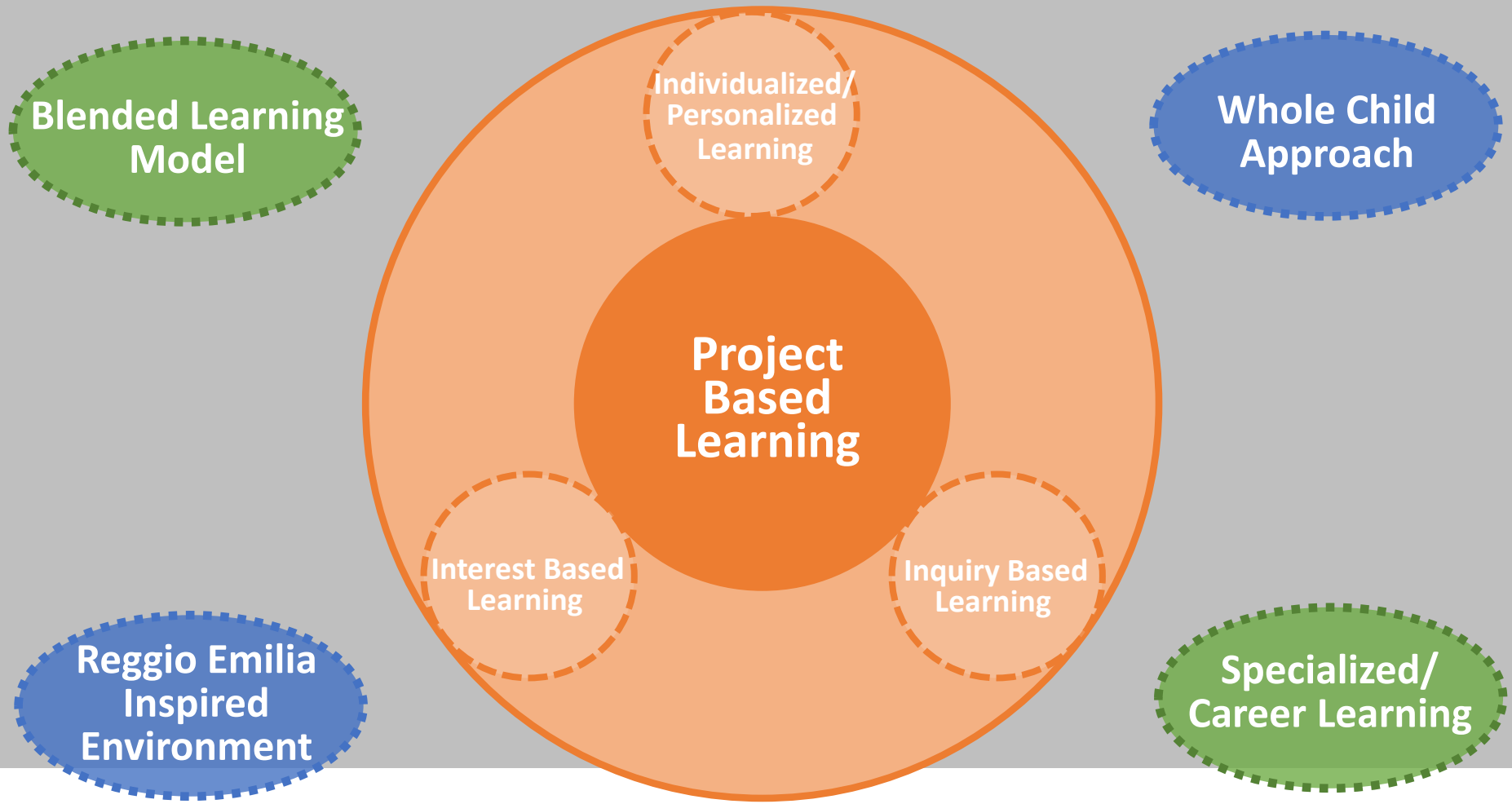
Integrated Learning Progression



- Integrated Learning Progression & Whole Child Approach
- Linear, Demonstrable Connectivity
- Multi-Modal : Text, Model, Oral, Collect Data,
- Multimedia, Visual Displays, Evidence
- A Mix of Pedagogy & Spatial Planning
- Dynamic “Non-Classroom” Environments

- Highly Collaborative & Interactive: Nimble, Responsive, Connecting With Peers/Globally Connected
- Utilize Strategies That Simulate Real World Synthesis of Information
- Curricula That Adequately Prepares Students
- Produce Outcomes That Keep Pace With Future Career Trends

Learning Model & the Future of SMMUSD



Planning / Learning Model for the Future

Reggio Emilia Inspired Environment

A pedagogy described as student-centered and constructivist that utilizes self directed, experiential learning in relationship driven environments. A Reggio Inspired philosophy is based on the principles of respect, responsibility, social development and community through exploration and discovery utilizing a self-guided, yet facilitated, curriculum.

Whole Child Education

This emphasizes each child's potential as a whole person, rather than focusing solely on specific areas of academic achievement, talent or ability. This model also addresses the social and emotional needs of individuals through programs that teach skills related to problem solving, risk-taking, interpersonal relations and self esteem.

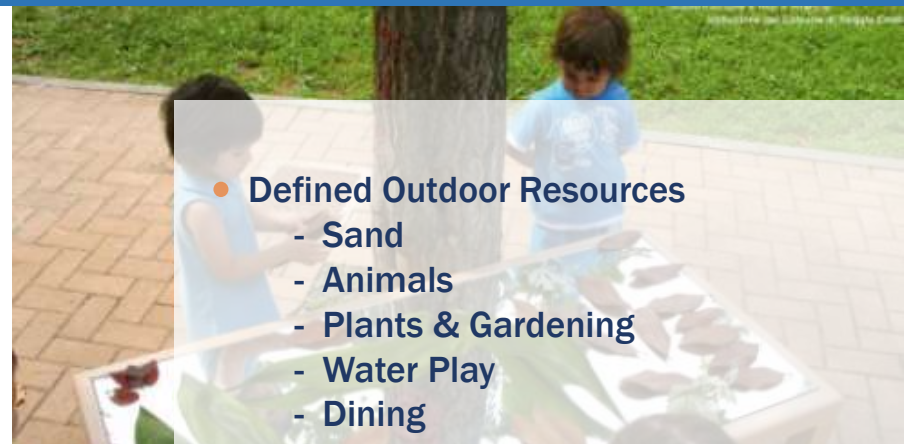
Reggio Emilia Inspired Environment

Pre-K Environments

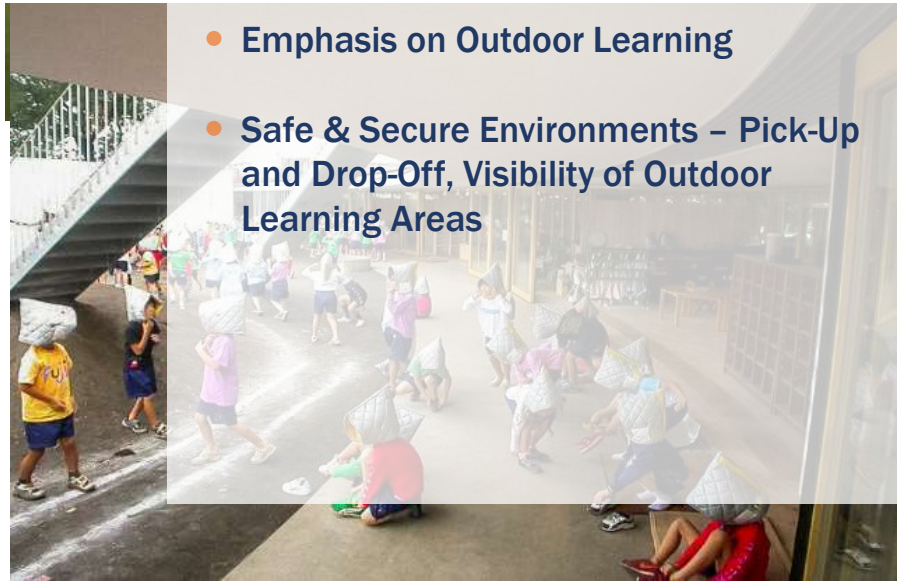
- Emphasizes the Role of the Environment to Evoke a Child's Curiosity, Creativity & Wonder
- Focus Is On Social & Emotional Learning
- Natural Materials
- Direct Connectivity – Indoor / Outdoor
- Zoned for a Variety of Activities & Resources
- Easy Access to a Variety of Materials - Foster Spontaneous Learning, Individual Study and Multi-Age Group Project Work
- District Model is Observable

Reggio Emilia Inspired Environment

Pre-K Environments



- Defined Outdoor Resources
  - Sand
  - Animals
  - Plants & Gardening
  - Water Play
  - Dining



- Emphasis on Outdoor Learning
- Safe & Secure Environments – Pick-Up and Drop-Off, Visibility of Outdoor Learning Areas

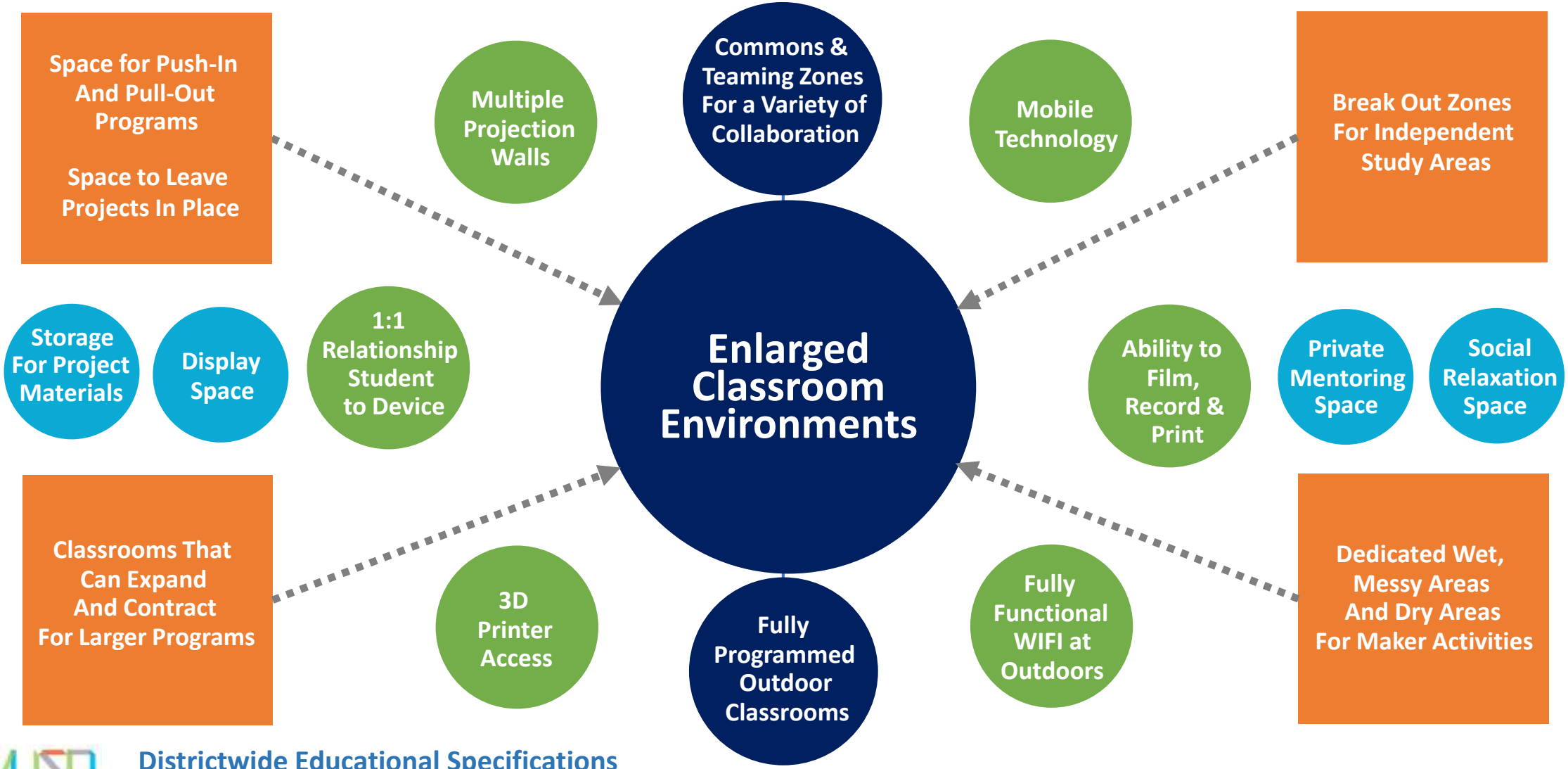
Planning / Learning Model for the Future

Project Based Learning

Utilizing real-world scenarios, challenges, and problems, students work individually and in groups to address an engaging, intricate curriculum-related question or challenge. Driven by critical thinking, it is often interdisciplinary and encourages students to take a rewarding-yet-challenging road to skill building and knowledge acquisition. Students gain useful knowledge and skills that increase during their designated project periods. The goal of using complex questions or problems is to develop and enhance student learning by encouraging critical thinking, problem solving, teamwork and self management. A project's proposed question drives students to make their own decisions, perform their own research, and review their own and fellow students' process/projects.

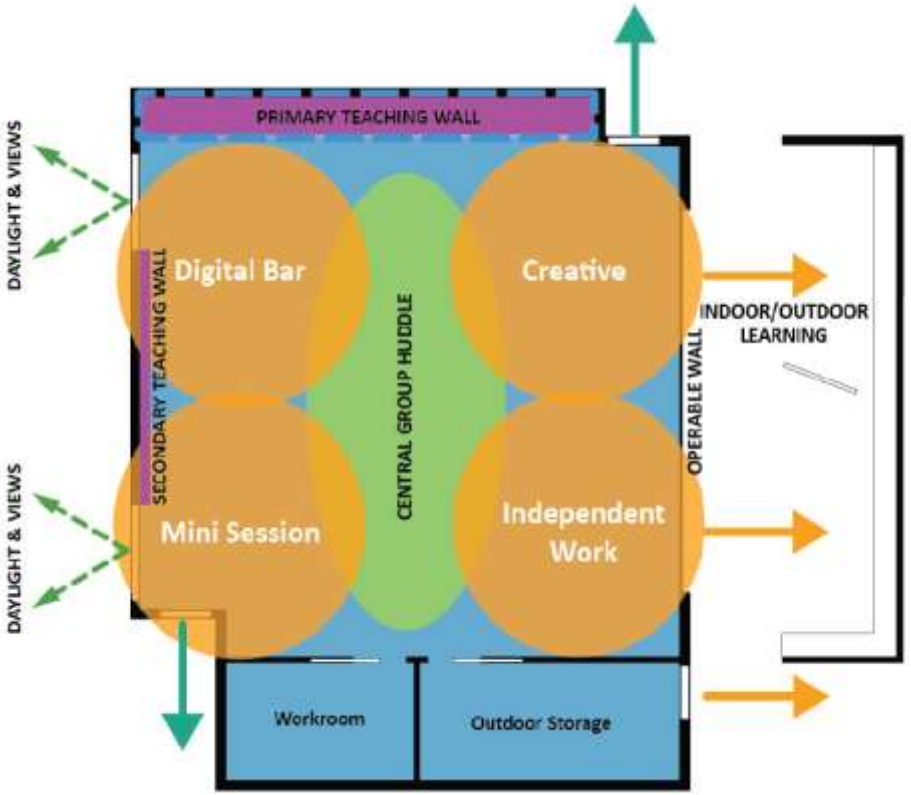
In addition to finding resources, developing project timelines, and learning to overcome obstacles, students have the opportunity to publicly display their work. Displaying their completed projects in public gives students the chance to grow their public speaking and presentation skills while explaining their project's outcome to individuals outside the classroom.

Planning / Learning Model for the Future



Project Based Learning

PBL & Elementary School Environments



- Flexible Open Plan Environments
- May Include Active Learning, Inquiry Based Learning, As Well As a Range of Learning Modalities
- Utilize Adaptable Classrooms Designed for Individual, Small Group and All Class Instruction
- Create Perimeter Wall Service Display, Instruction, Supply & Storage
- Include Teaming Studios for Same Grade Collaboration
- Open Classrooms Require Moveable Furnishings & Storage for Flexible Use
- Zoned for a Variety of Activities

Project Based Learning

PBL & Elementary School Environments

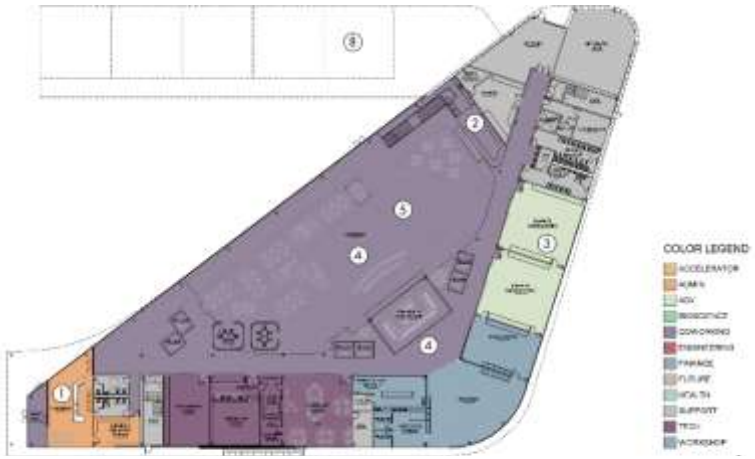
Project Based Learning

PBL & Elementary School Environments

- Connection of Early Learning Model to Elementary Grades
- Children Control Their Learning Through a Range of Experiences
- Support Discovery With Sensory Rich Spaces
- Zoned for a Variety of Activities
- Easy Access to a Variety of Materials That Foster Spontaneous Learning, Individual Study and Multi-Age Group Project Work

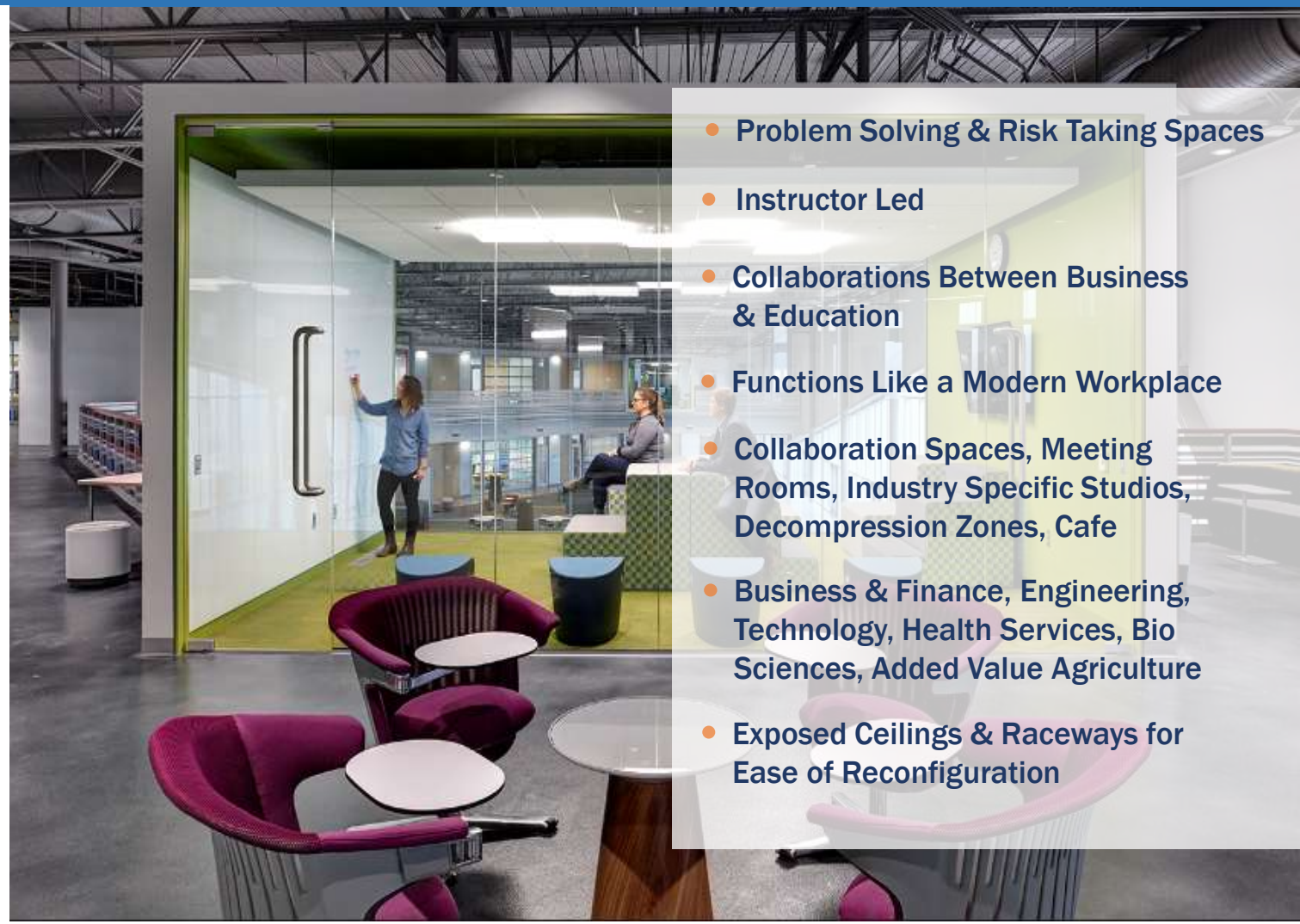
Project Based Learning

PBL & High School Environments



Project Based Learning

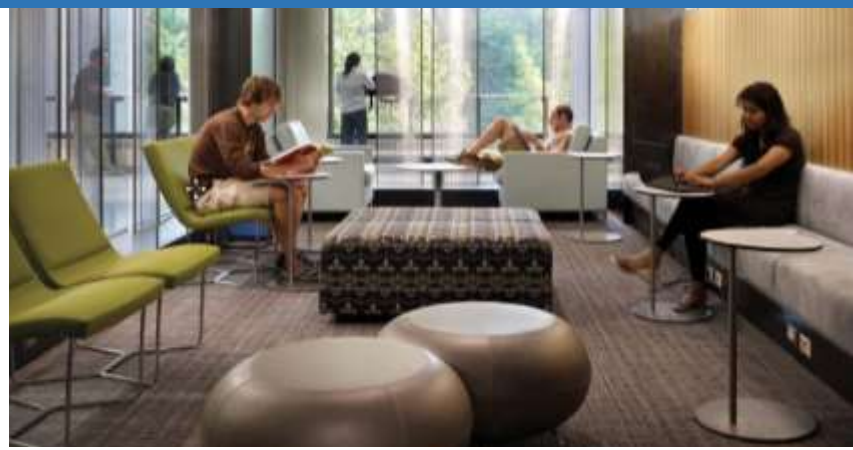
PBL & High School Environments



- Problem Solving & Risk Taking Spaces
- Instructor Led
- Collaborations Between Business & Education
- Functions Like a Modern Workplace
- Collaboration Spaces, Meeting Rooms, Industry Specific Studios, Decompression Zones, Cafe
- Business & Finance, Engineering, Technology, Health Services, Bio Sciences, Added Value Agriculture
- Exposed Ceilings & Raceways for Ease of Reconfiguration

Project Based Learning

Middle & High School Environments



Project Based Learning

Special Education Environments

- Integrates Special Education Students Into Regular Classroom Activities
- Centrally Located For Ease of Access to Classroom, Specialized & Support Facilities
- Includes Physical Therapy & Life Skills Spaces
- Provides Specialist & Conferencing Areas As Well As Decompression Space
- Includes Individual, Small Group and All Class Instruction as Well As Indoor / Outdoor Instruction

Planning / Learning Model for the Future

Interest Based Learning

Interest based learning uses children's interests as the basis for curriculum decision-making, which ensures that teaching responds to children's strengths, abilities and interests, leading to engagement in learning. Interest based learning can be delivered through individualized and small group instruction. Interest based learning involves students driving their own learning through Genius Hour, 20% time, mini projects, reflection personalized PBL and other passion based strategies facilitating student voice and choice.

Planning / Learning Model for the Future

Inquiry Based Learning

Inquiry is a learning and teaching method that prioritizes student questions, ideas and analysis. From a student point-of-view, inquiry based learning focuses in investigating an open question or problem. They must use evidence-based reasoning and creative problem-solving to reach a conclusion, which they must defend or present. From a teacher point-of-view, inquiry-based teaching focuses on moving students beyond general curiosity into the realms of critical thinking and understanding.

Using methods such as guided research, document analysis and question-and-answer sessions, inquiry activities may take the form of:

- Case Studies
- Group Projects
- Research Projects
- Field Work (Science Lessons)
- Unique Exercises Tailored to Students

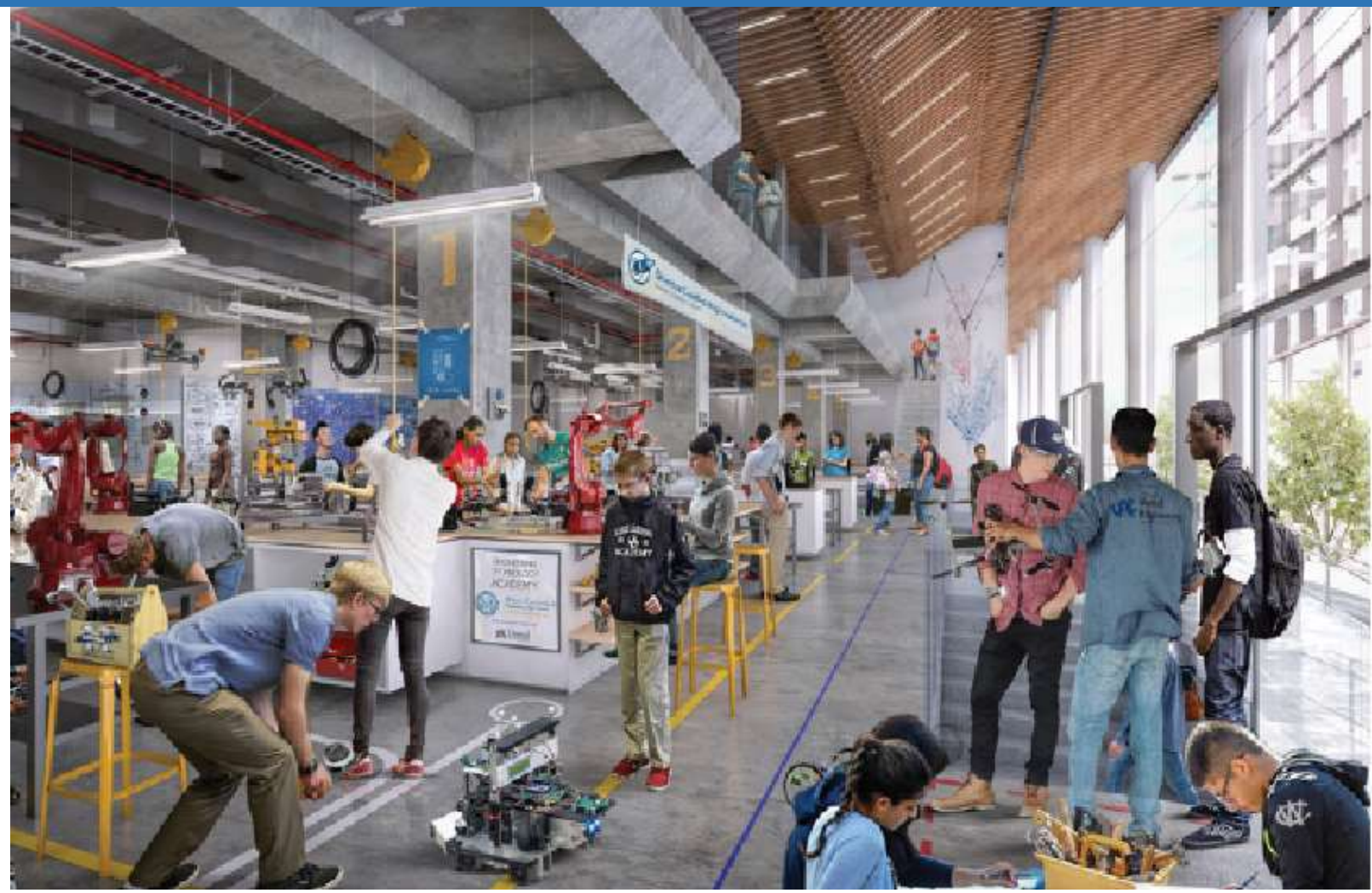
Project Based Learning

Maker Lab Environments

- Demonstrate Innovation in New Instructional Pathways
- Build In Flexibility for Programs and Technology to Adapt Easily Over Time
- Include Areas for Pin-Up, Display and Team Reviews to Occur
- Locate Strategically on Campus as a Hub for After School, Weekend & Summer Programs
- Partner With Outdoor Work Areas & Social Spaces to Encourage Hub Approach
- Provide Ample Resource, Supply & High Performance Areas to Accommodate Tinkering and Genius Lab Activities

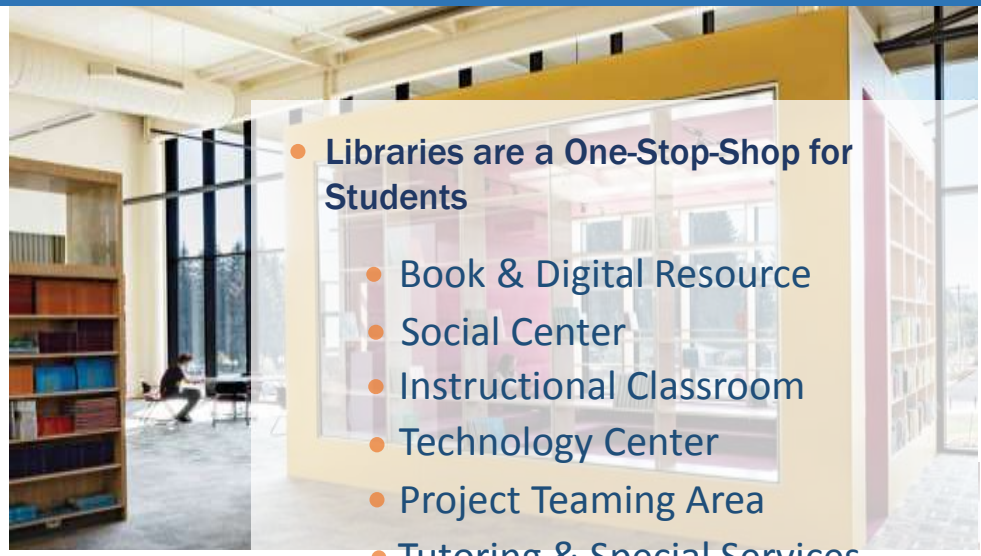
Project Based Learning

Maker Lab Environments



Project Based Learning

Library Environments



- **Libraries are a One-Stop-Shop for Students**
  - Book & Digital Resource
  - Social Center
  - Instructional Classroom
  - Technology Center
  - Project Teaming Area
  - Tutoring & Special Services

- **Design for Hub Based Solutions, Along With Zoning for Quiet & Individual Work as Well as Social Environments**
- **Serves as Repository for Campus Instructional Materials, Technology & Textbook Storage**

Project Based Learning

Library Environments

Project Based Learning

Multipurpose & Performing Arts Environments

- District Model Will Separate Performing Arts Functions from Culinary Functions
- Multipurpose Spaces Will Be Designed As High Use Areas Designed For Daily Class, Teaming & Workshop/Maker Activities

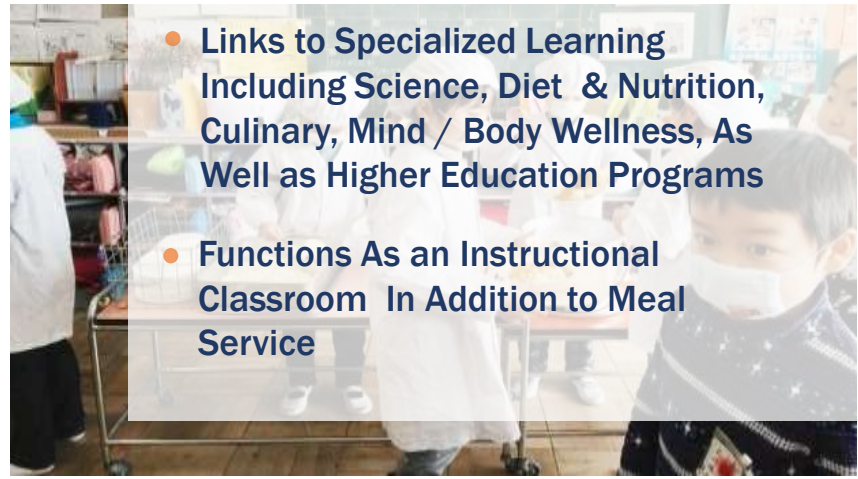
- Performing Arts Spaces Will Include Performance Area for +/- 400, As Well As Music, Instrument, Dance & Drama
- Will Be Designed To Support All School Music Instructional Programs

Multipurpose & Performing Arts Environments

Project Based Learning

Culinary / Café Environments

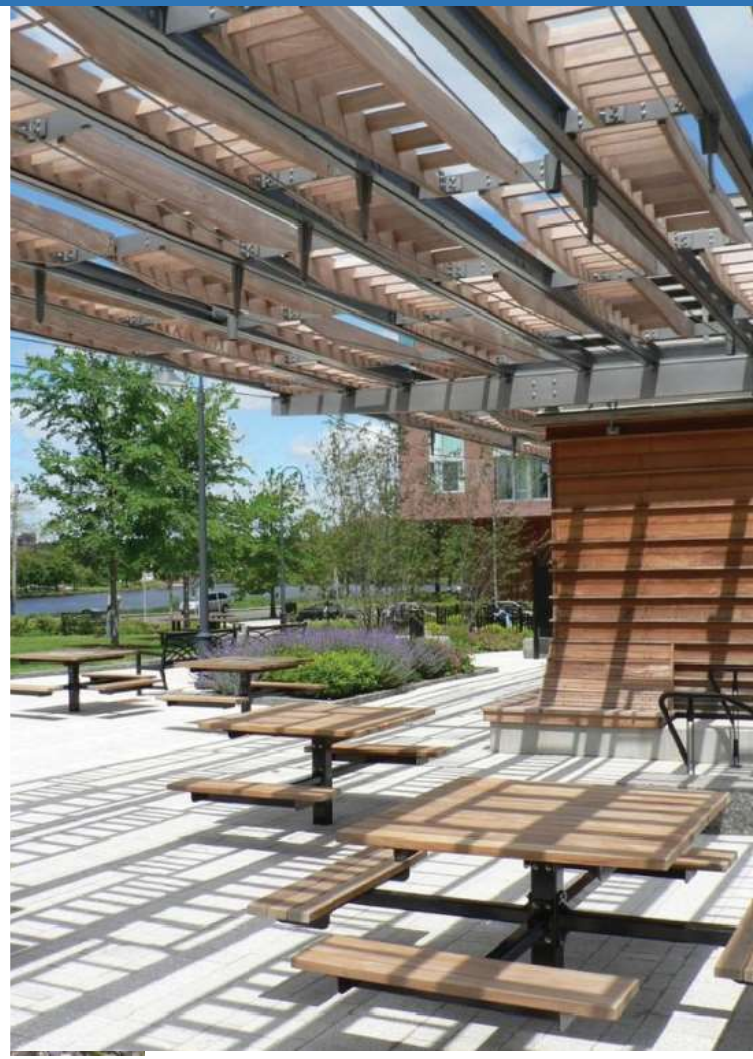
- **Supports Food Delivery & Instruction**
  - Fresh, Healthy Daily Meal Service
  - Instructional Learning Lab
  - Connection to Community Programs
  - On-Site Food Cultivation
  - Social Hub



- **Links to Specialized Learning Including Science, Diet & Nutrition, Culinary, Mind / Body Wellness, As Well as Higher Education Programs**
- **Functions As an Instructional Classroom In Addition to Meal Service**

Project Based Learning

Culinary / Cafe Environments



Project Based Learning

Outdoor Learning Environments

- Create a Sense of “Place” or “Places”
- Generate Outdoor Environments at Various Scales, Including Spaces That Foster Learning as Well as Social Gathering
- Promote Natural Habitats, Including Science & Exploration Areas
- Include Mind & Body Wellness in an Integrated All-Campus Approach
- Reinforce the “Community” Approach of the School
- Provide Shaded Areas And Furnishings That Promote Use

Project Based Learning

Outdoor Learning Environments

Planning / Learning Model for the Future

Specialized / Career Learning

Specialized learning allows students to focus on building knowledge in a variety of disciplines outside of, and in conjunction with, common core competencies. Specialized learning includes both academic and career-oriented instruction, and may provide students wih the opportunity to gain work experience through internships. Specialized learning provides a wide range of learning experiences spanning many different career tracks, fields, and industries.

Learning is offered at middle school and high school levels, with outreach efforts underway designed to pair specialized learning with local community, business, and industry, as well as partner with local colleges. The district will include specialized learning facilities at SMMUSD high schools, along with STEM programs at all middle and high schools.

Science & STEM Environments

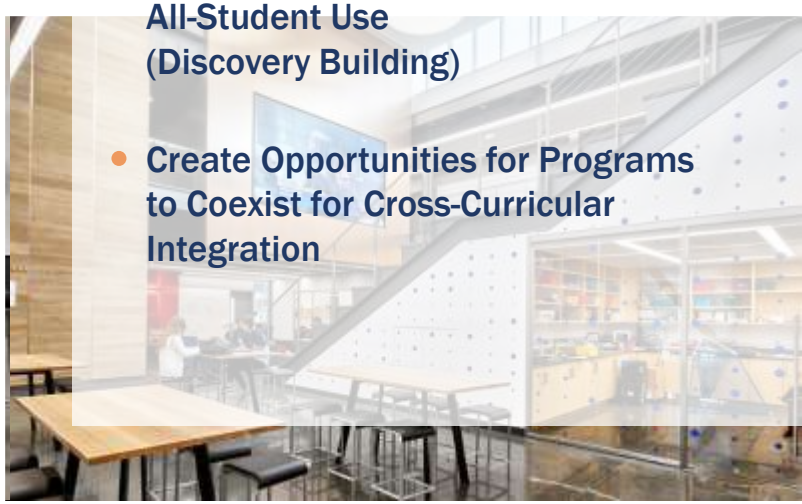
Typologies

- Multi-Modal Instruction
- Simulation
- Practice
- Technology
- Research & Independent Study

- **Maximize Adjacencies for STEM or STEAM Applications, Marine Sciences & Others**
- **Utilize Robust and Highly Flexible Technology**
- **Generate Flexible Instruction & Support Zones**

Science & STEM Environments

- Ideally Aligned with Specialized Learning
- Provide Shared Collaboration Areas Among Programs
- Include Maker Labs and Other General Instruction Components To Encourage All-Student Use (Discovery Building)

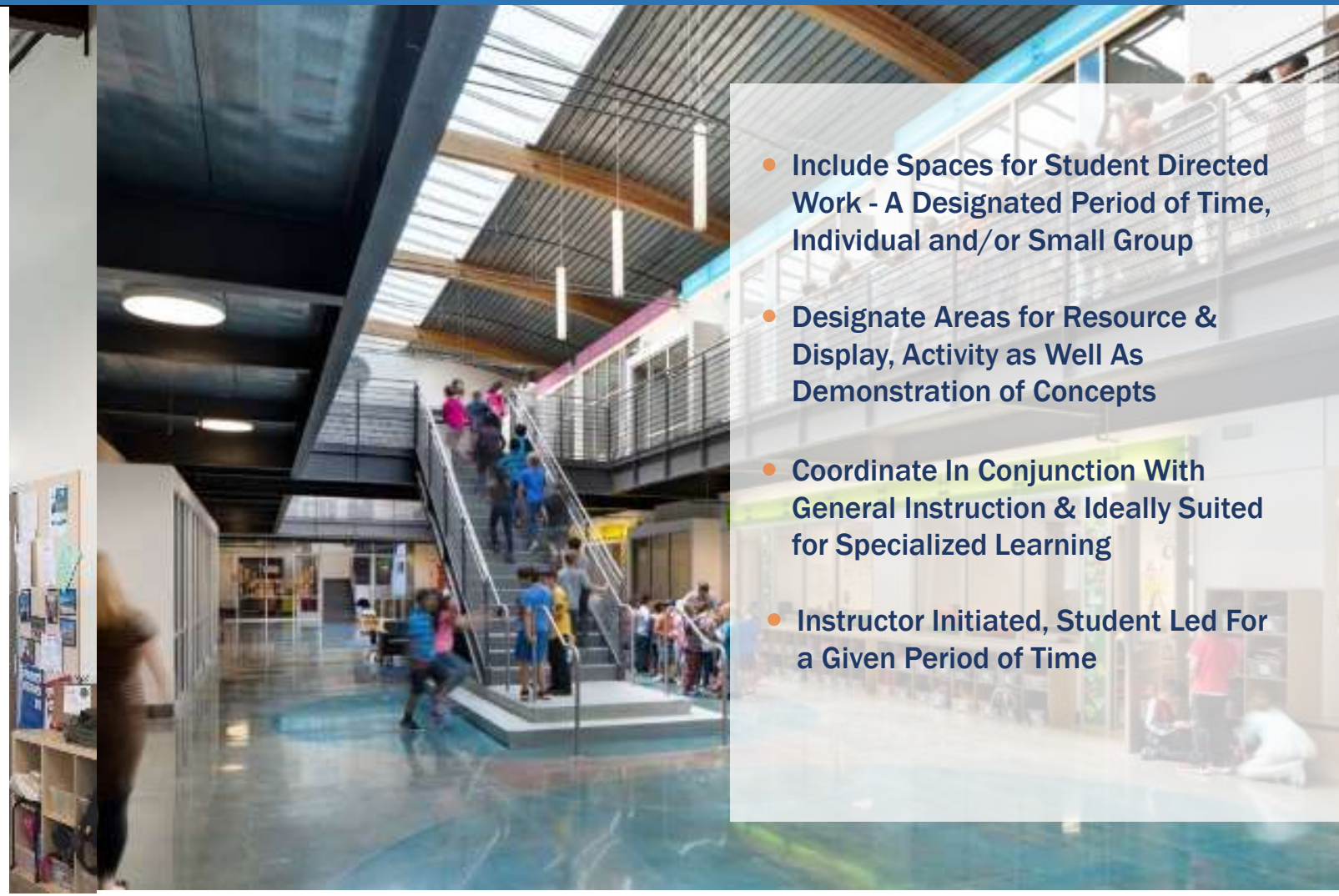


- Create Opportunities for Programs to Coexist for Cross-Curricular Integration

STEM & STEAM Lab Environments

Inquiry & Interest Based Learning

Elementary School Environments



- Include Spaces for Student Directed Work - A Designated Period of Time, Individual and/or Small Group
- Designate Areas for Resource & Display, Activity as Well As Demonstration of Concepts
- Coordinate In Conjunction With General Instruction & Ideally Suited for Specialized Learning
- Instructor Initiated, Student Led For a Given Period of Time

Inquiry & Interest Based Learning

Middle School Environments

- Areas of Open Plan Allow for Interest Based Projects to Evolve Over Time, Be Easily Dismantled and for Spaces to Reconfigure Easily Based on Learning
- Well Equipped Maker Spaces Provide Flexible, Adaptable Zones for Work
- Provide Space to Display Work

Planning / Learning Model for the Future

Blended Learning

Blended learning is an instructional delivery program that combines the use of digital tools with face-to-face teacher practices. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path and pace, driven by data. While students still attend schools with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is also used in professional development and training settings.

Blended learning proposes a highly differentiated and contemporary approach, not only to educational institutes and students, but also to businesses and corporate organizations. A contextualized blend of classroom training with digital platform integration is a sought after option for learning and development.

Blended learning is sometimes used in conjunction with “personalized learning”, “individualized learning” and “differentiated instruction”.

Planning / Learning Model for the Future

Individualized/Personalized Learning

Individualized learning, or individualized instruction, is a method of teaching in which content, instruction technology and pace of learning are based upon the abilities and interest of each learner.

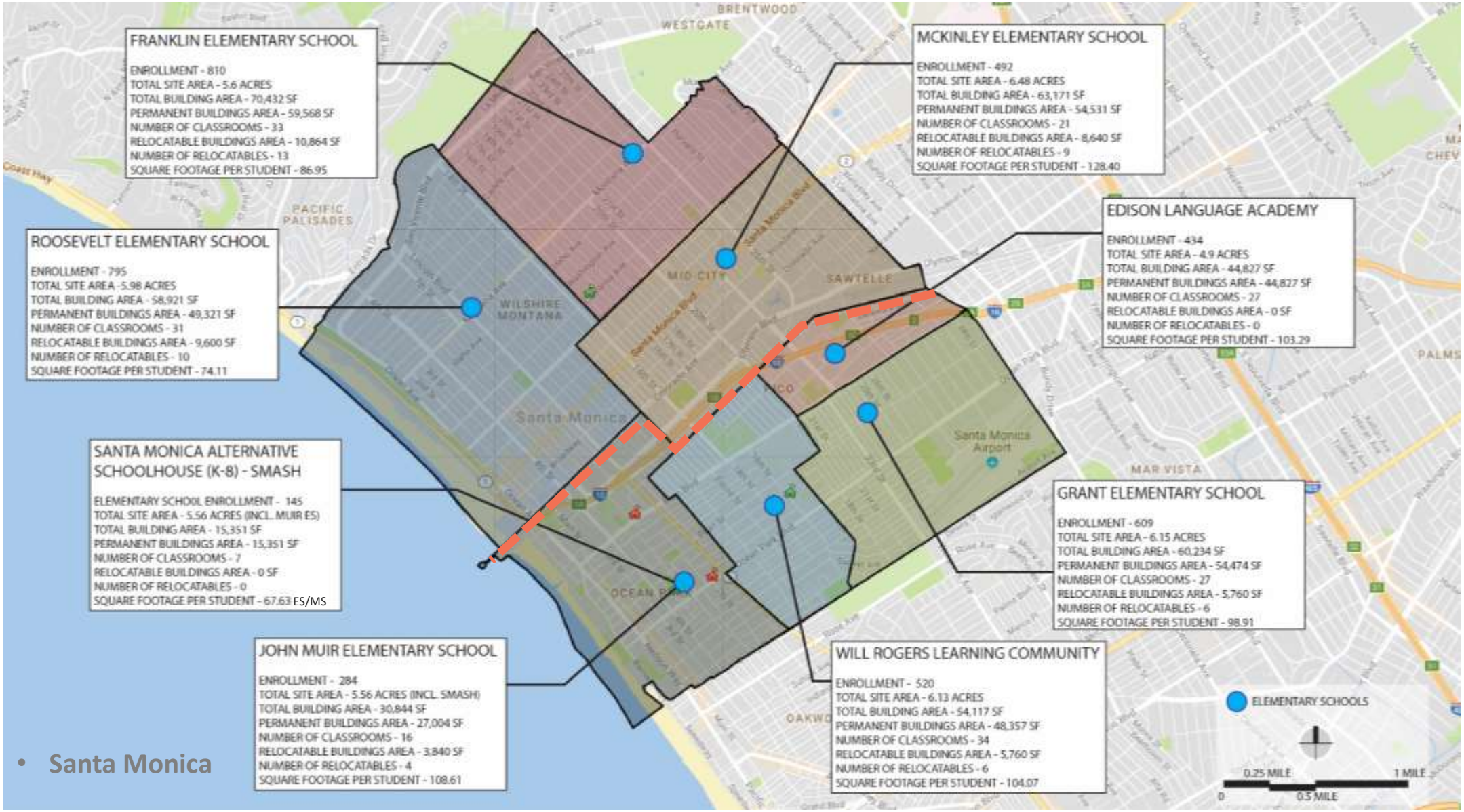
Components include:

- **Rich, self paced curriculum**
- **Around-the-clock, anywhere, anytime access**
- **Technology that enriches the learning experience**
- **Learning environments that adapt to student needs**
- **Frequent skill checks that guide programs**
- **Parent Partner**
- **One-on-one teacher and student interactions**

BLENDED/INDIVIDUALIZED LEARNING

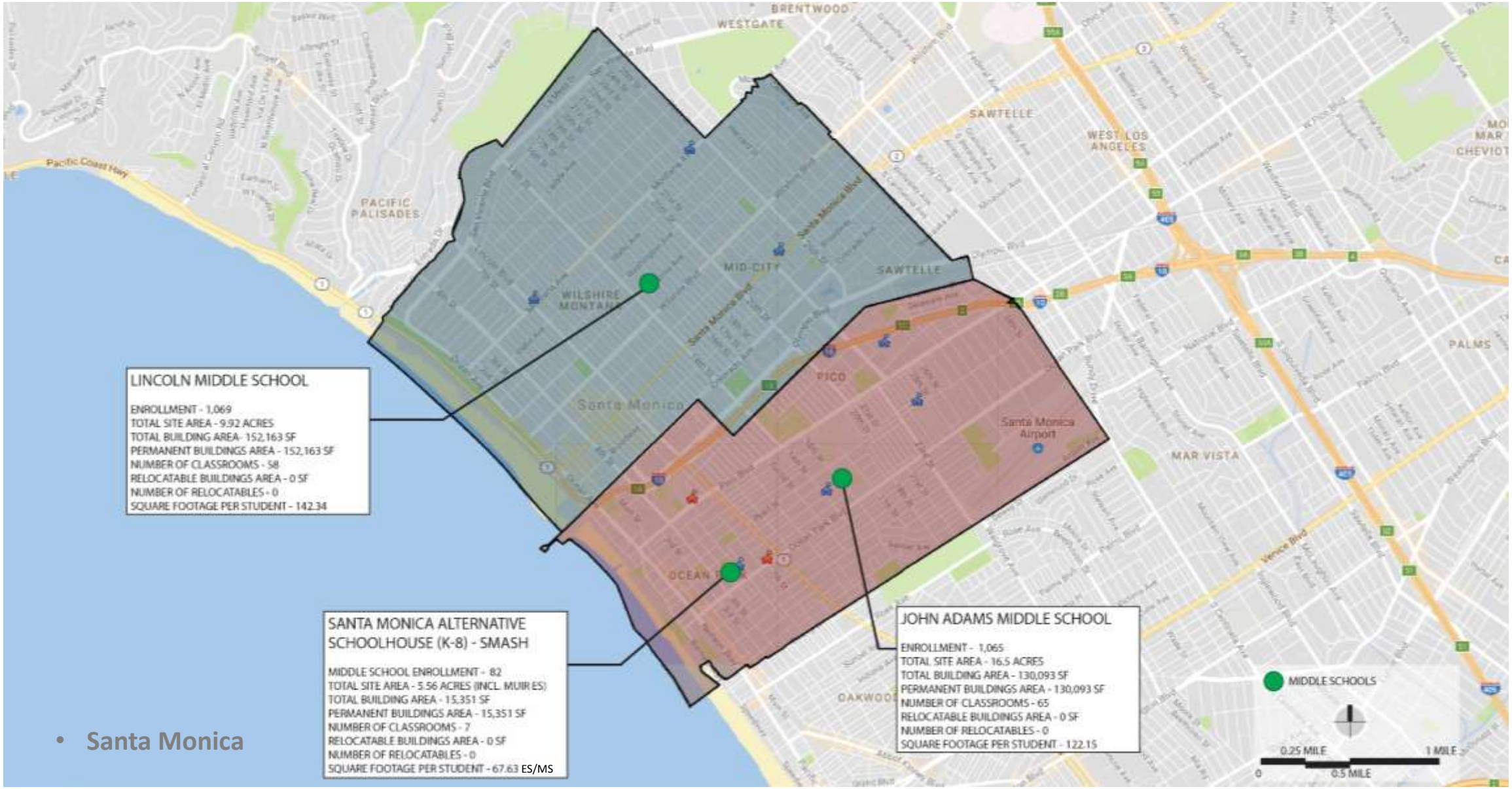
Schedule

	SMMUSD Educational Specifications
DRAFT REVIEW PERIOD BY INTERNAL LEADERSHIP (CAREY & BARBARA) REVIEW GROUPS: SENIOR LEADERSHIP, STEERING COMMITTEE, ELEMENTARY PLANNING GROUP, MIDDLE/HIGH PLANNING GROUP, USER GROUPS	BEGINS JULY 30 – SEPTEMBER 3
COMMUNITY MEETINGS	OCTOBER 3 – SANTA MONICA (ELEMENTARY) OCTOBER 10 – SANTA MONICA (MIDDLE/HIGH) OCTOBER 11 – MALIBU
INCORPORATE COMMUNITY INPUT	OCTOBER 11-15
ISSUE FINAL EDUCATIONAL SPECIFICATIONS REPORT	OCTOBER 15-19
BOARD REVIEW	NOVEMBER 15



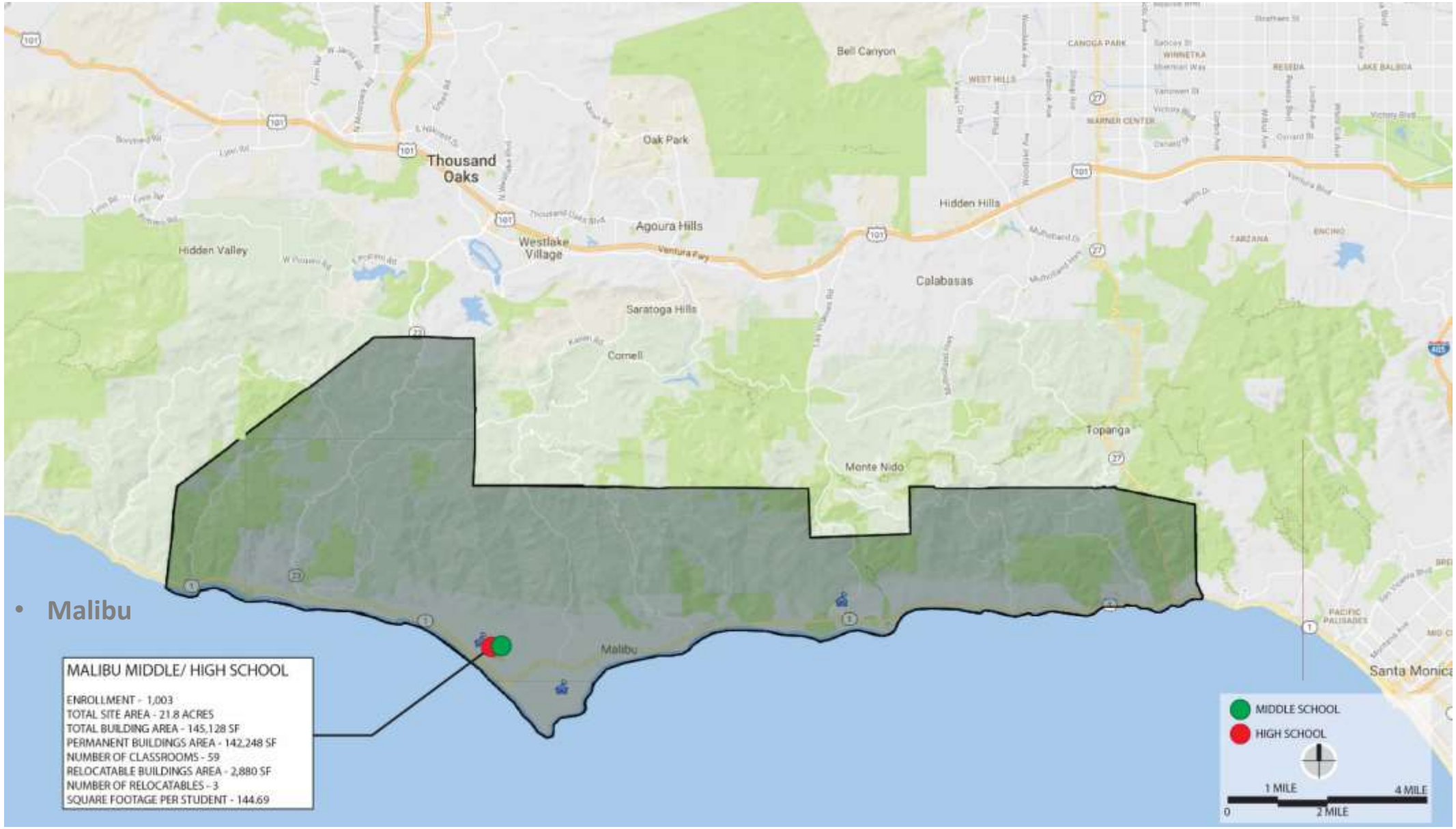
- Santa Monica


Bell Canyon
Thousand Oaks
Oak Park
Hidden Hills
Agoura Hills
Westlake Village
Hidden Valley
Saratoga Hills
Cornell
Calabasas
Monte Nido
Malibu
Santa Monica
JOHN L. WEBSTER ELEMENTARY SCHOOL
ENROLLMENT - 284
TOTAL SITE AREA - 6.69 ACRES
TOTAL BUILDING AREA - 34,374 SF
PERMANENT BUILDINGS AREA - 31,494 SF
NUMBER OF CLASSROOMS - 18
RELOCATABLE BUILDINGS AREA - 2,880 SF
NUMBER OF RELOCATABLES - 3
SQUARE FOOTAGE PER STUDENT - 121.04
JUAN CABRILLO ELEMENTARY SCHOOL
ENROLLMENT - 184
TOTAL SITE AREA - 10 ACRES
TOTAL BUILDING AREA- 39,773 SF
PERMANENT BUILDINGS AREA - 35,339 SF
NUMBER OF CLASSROOMS - 20
RELOCATABLE BUILDINGS AREA - 3,840 SF
NUMBER OF RELOCATABLES - 4
SQUARE FOOTAGE PER STUDENT - 216.16
POINT DUME MARINE SCIENCE
ENROLLMENT - 195
TOTAL SITE AREA - 6.35 ACRES
TOTAL BUILDING AREAA - 32,578 SF
PERMANENT BUILDINGS AREA - 32,578 SF
NUMBER OF CLASSROOMS - 13
RELOCATABLE BUILDINGS AREA - 0 SF
NUMBER OF RELOCATABLES - 0
SQUARE FOOTAGE PER STUDENT - 167.07
ELEMENTARY SCHOOLS
1 MILE
4 MILE
0
2 MILE



- Santa Monica

- Santa Monica


Bell Canyon
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Oak Park
Hidden Hills
Agoura Hills
Westlake Village
Hidden Valley
Calabasas
Saratoga Hills
Cornell
Topanga
Monte Nido
Malibu
Santa Monica
MALIBU MIDDLE/ HIGH SCHOOL
ENROLLMENT - 1,003
TOTAL SITE AREA - 21.8 ACRES
TOTAL BUILDING AREA - 145,128 SF
PERMANENT BUILDINGS AREA - 142,248 SF
NUMBER OF CLASSROOMS - 59
RELOCATABLE BUILDINGS AREA - 2,880 SF
NUMBER OF RELOCATABLES - 3
SQUARE FOOTAGE PER STUDENT - 144.69
MIDDLE SCHOOL
HIGH SCHOOL
0
1 MILE
2 MILE
4 MILE

- **Malibu**