

# 2016 Exhibition of School Planning and Architecture

## **menlo park small high school**

category: design concept

sequoia union high school district

menlo park | ca

# menlo park small high school

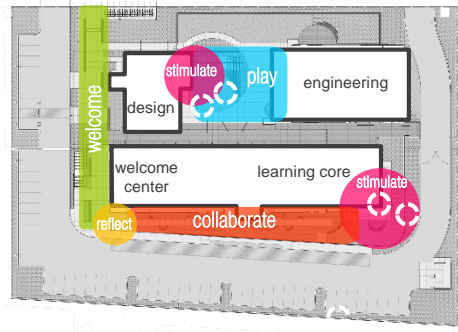
technology, engineering + design



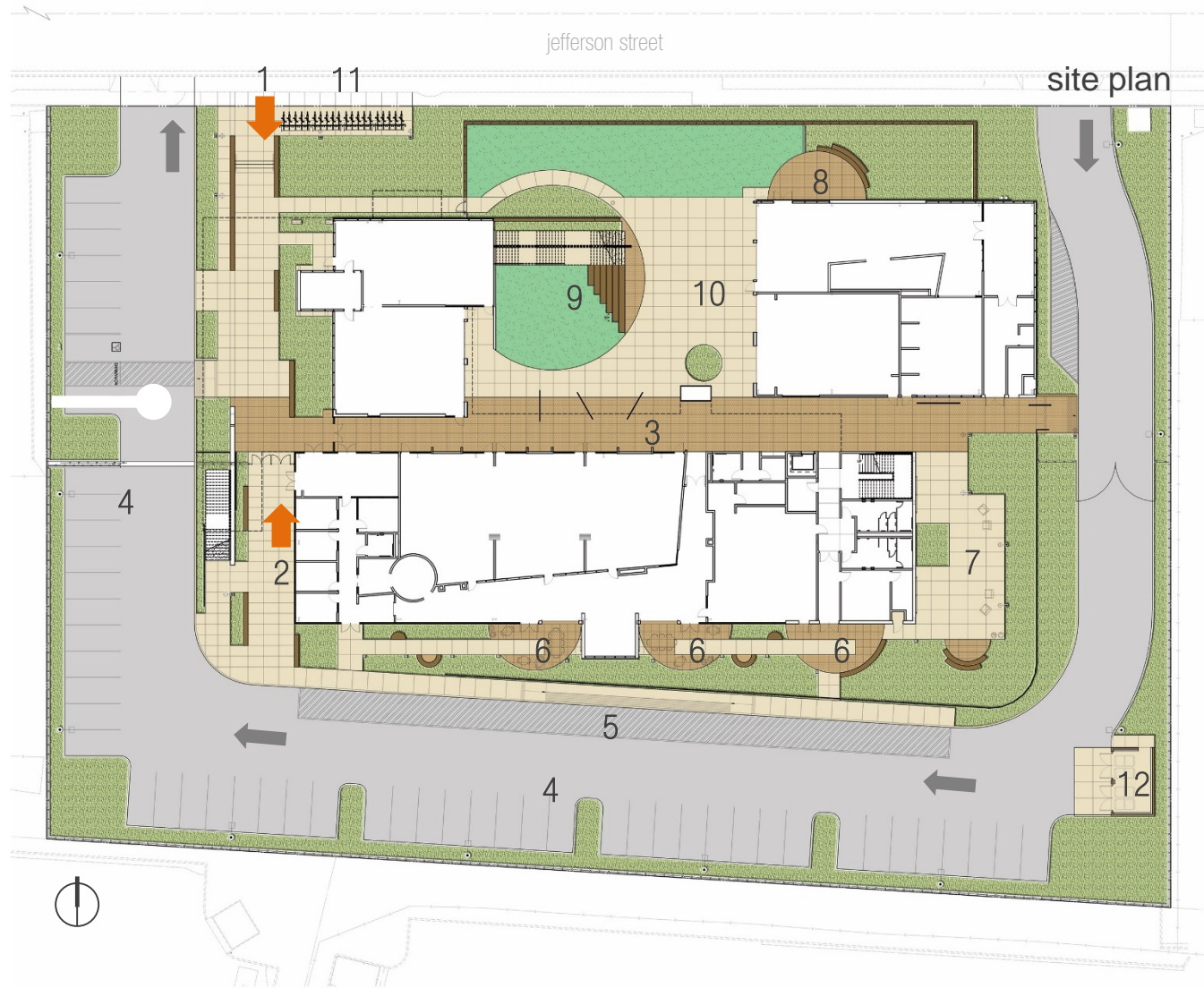
# menlo park small high school

maximizing outdoor space for learning

## exterior zoning



1. public entry
2. faculty/student entry
3. welcome walk
4. parking
5. drop off
6. share space
7. maker yard
8. outdoor lab
9. amphitheater
10. celebration court
11. bike racks
12. trash enclosure







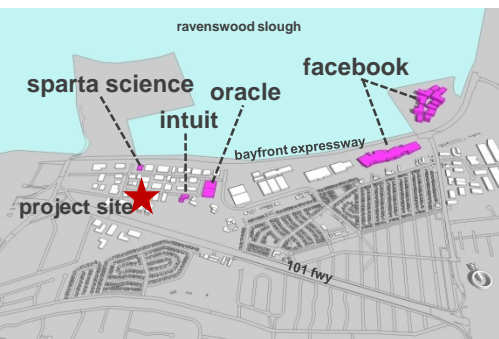
## community environment | campus programming

Exploring community relationships revealed an opportunity to connect on a deeper level with the surrounding context of the school environment. A City Library, multiple outdoor parks and walking trails and a close community center were all highlighted elements on the path to creating students with a true sense of place, an appreciation

for their community and an opportunity for a more efficient programming strategy.

The small site suggested a vertical campus, the gift of these neighboring community resources allowed for more learning space on site and a design that engages the community it sits within.





## community environment | industry relationships

The planning and programming response directly related to the site of the new small high school. This industrial park area has been undergoing a significant neighborhood transition into an innovation cluster. With high-tech neighbors, Menlo Park Small High School is in the center of the hub.

sharing the educational opportunities within became a driving design strategy for the campus, both organizationally and architecturally. The design celebrates the innovation of the community while creating moments throughout campus for mentoring and access to the industries greatest talent.

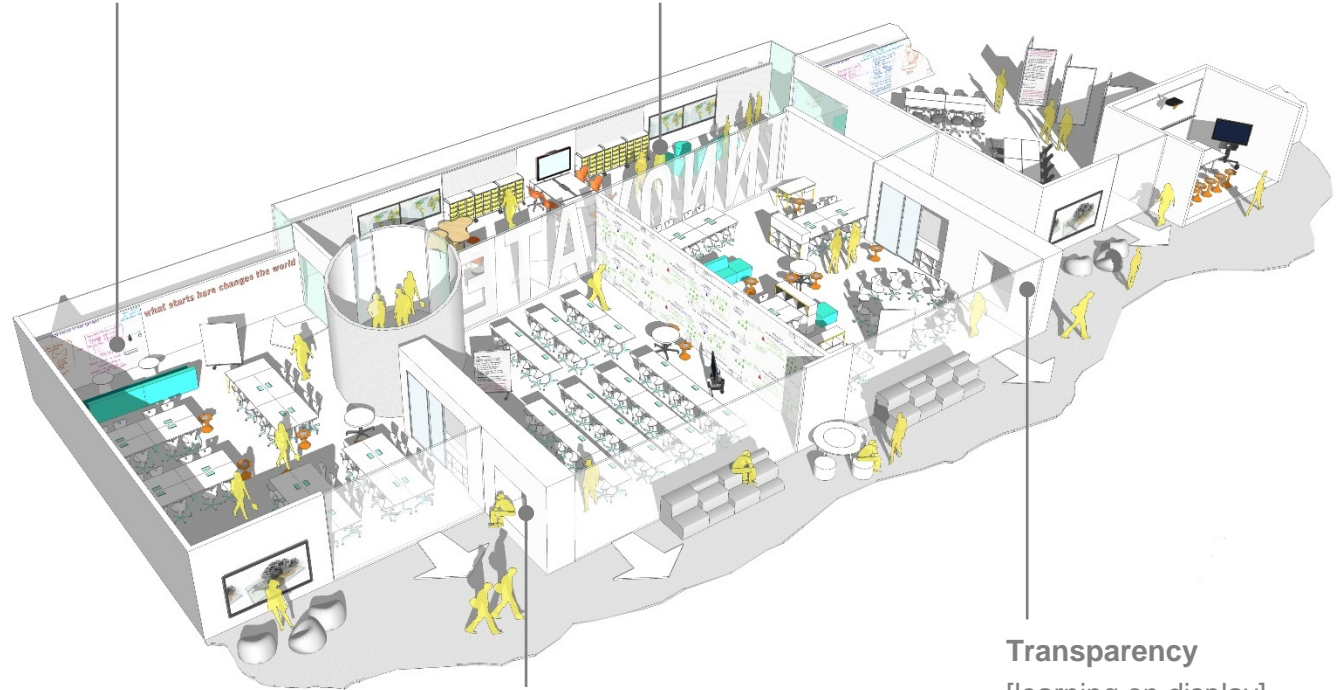
Therefore, engaging the community and





**1200 SF Learning Studios**  
[allows for active learning]

**Collaboration**  
[faculty + student collaboration]



**Personalization**  
[unique spaces for all types of learners]

**Transparency**  
[learning on display]

## program innovation | learning institutes

At the core of this Technology, Design and Engineering high school is the learning cluster: a 'Junior Institute' for 9<sup>th</sup> & 10<sup>th</sup> grade and a 'Senior Institute' for 11<sup>th</sup> & 12<sup>th</sup>. The idea that students are both connected to the larger community and to their cohort set up this double sided studio organization. Each Institute is a flexible space with (3)

1200 SF Classrooms (Learning Studios). This larger size allows for various team activities and project work to occur in one space without a break in momentum. Additionally, space for focus or quiet reflection, space for active or mobile learning and space for various team projects can all be accommodated in these flexible rooms.



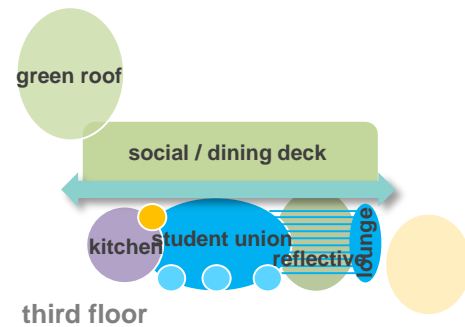
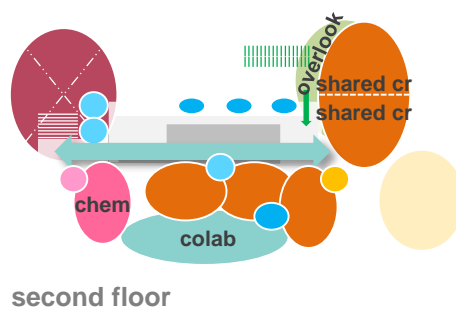
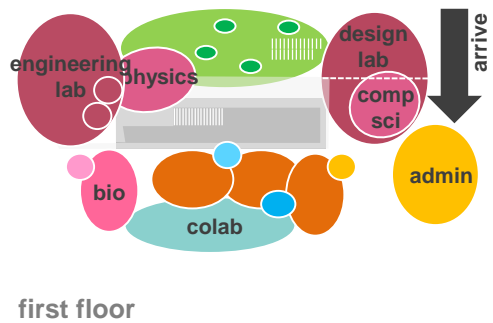
## program innovation | learning outside the box

The vertical campus created program opportunities that allow the exterior to be an extension of the learning space and create a campus courtyard that students circulate through, around, and above. This 7<sup>th</sup> wonder-space of the outdoors joins the studios, colab, labs, student activities center, think tanks and the huddle space as some ways to provide scale and flexibility to

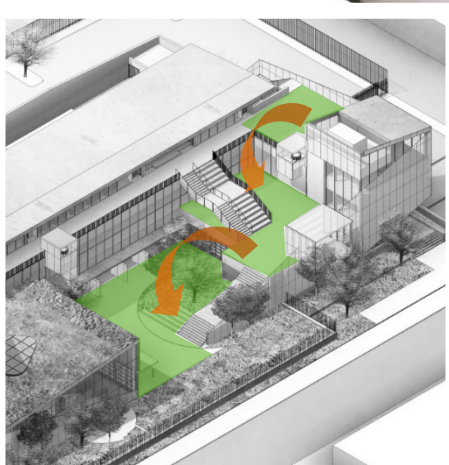
students with diverse learning preferences, and instructors with various teaching possibilities. Outdoor Learning Moments:

- Writable + Pivoting Panels
- Green Roof
- Amphitheater Seating
- Outdoor Classroom
- Outdoor Labs









## physical environment | vertical campus green

The design of the New Small High School should reflect an innovative and collaborative spirit. An outward focused campus invites community, business and institutional partnerships to drive technology based education. A glazed north facade orients to the public side and places a premium on making visible the daily activities of the innovative educational

process.

With space at a premium, functional, flexible and multi-use exterior spaces serve a variety of activities from small group study to whole school gatherings. The signature characteristic of the campus is a tiered, vertical internal courtyard that offers the school a large space for assembly, events, recreation and social activities.



## OUR NEXT GENERATION OF LEARNERS ARE...

comfortable with technology and with the system of the ways that games are designed - with a long term goal and no penalties for failure. As long as they can see a 'need' to learn something or to solve a problem, they will continue

to make attempts and fail through many iterations.

## THE LEARNING ENVIRONMENT SHOULD...

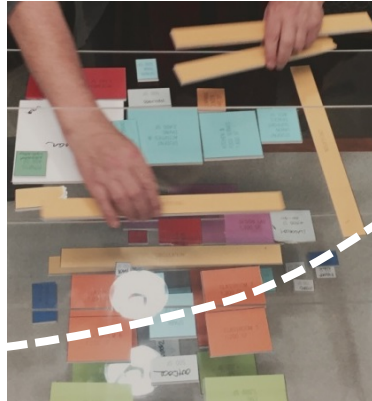
be designed to encourage student experimentation but also built so that students can observe how adults in the school develop professional relationships and work together to solve problems.

## MY VISION FOR THE NEW SCHOOL IS...

A place in which both students and staff feel safe to think, fail and revise their approaches.



1



- 1 imagine
- 2 discover
- 3 research
- 4 explore
- 5 create

## planning process | immersive experience

The planning process began with the team defining the characteristics of the learner profile that would attend this school. Through that process, the team was asked to imagine how might the environment support that type of learner. To discover where the district was in terms of 21<sup>st</sup> century learning and teaching, everyone

participated in this activity with a spectrum from Traditional to Transformed. The district toured and researched case study projects and gave observational reflections. Seeing the spaces in real life was key in the process. Post tours, the process included visual listening and beginning massing ideas.



## planning process | community engagement

### curriculum committee

group to determine learning and teaching activities aligned with technology, engineering, and design

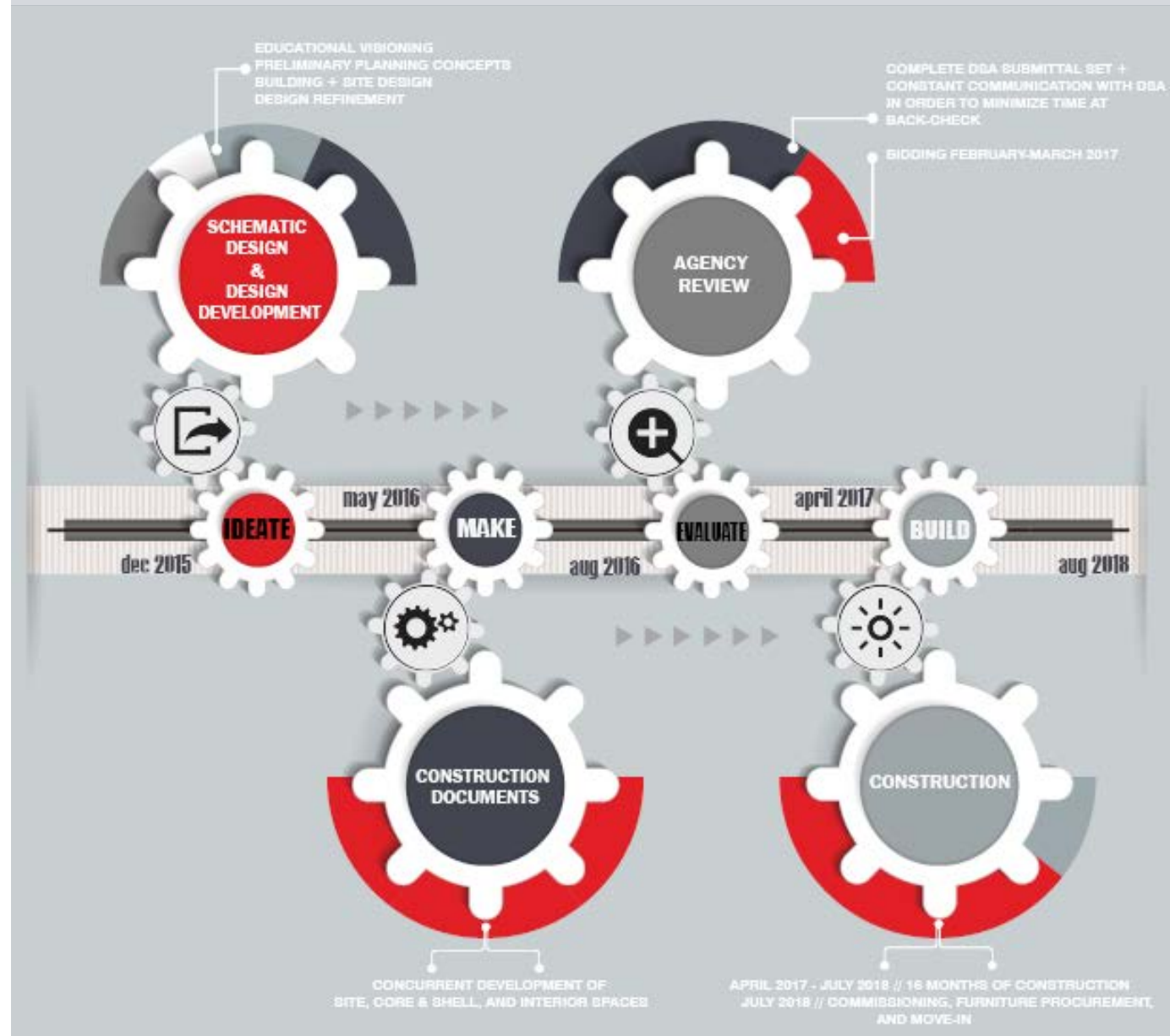
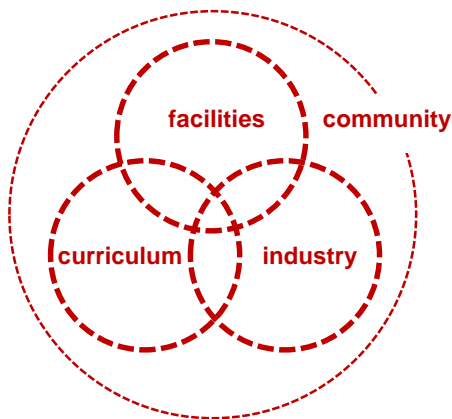
### industry committee

create opportunities for community connections and industry mentoring – *real world experience*

### facility committee

team to determine how the buildings support learning

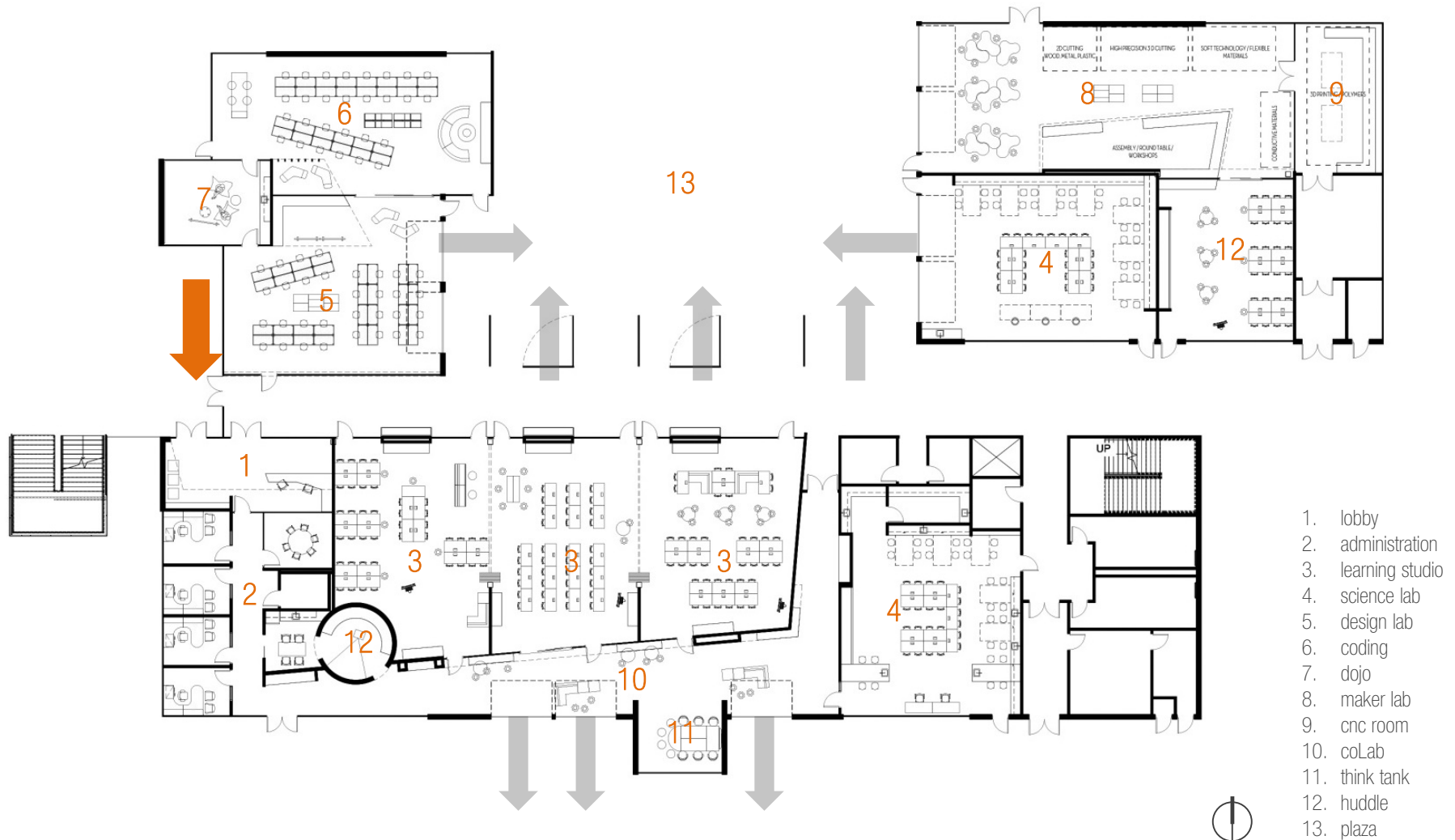
- Chief Facilities Director, SUHSD
- Facilities Project Manager, SUHSD
- Director of Professional Development & Curriculum, SUHSD
- Instructional Technology Specialist, SUHSD
- Instructional Coaches, SUHSD



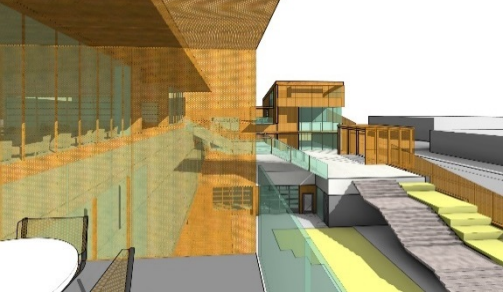


# first floor plan

making connections with industry + community

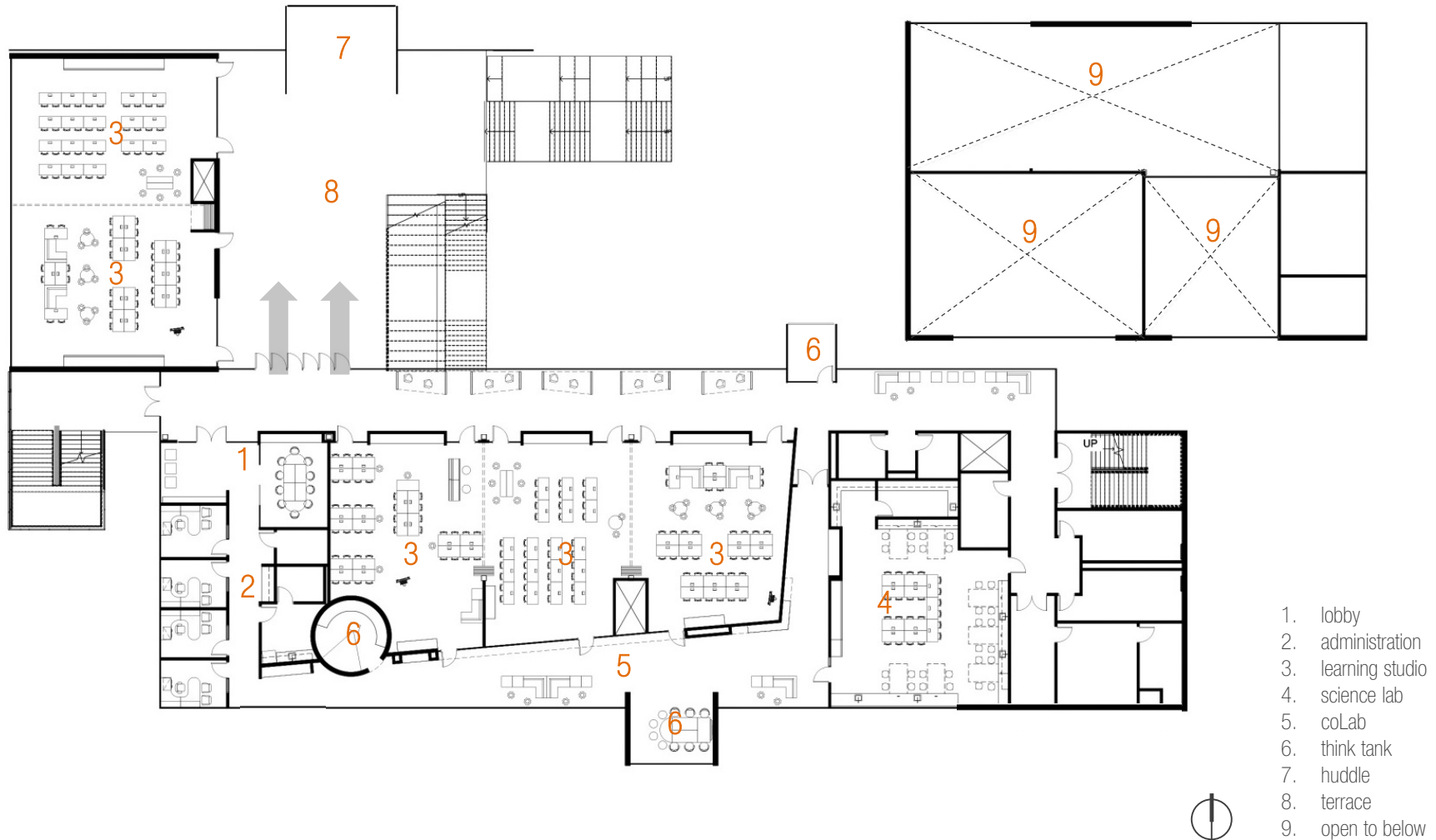






# second floor plan

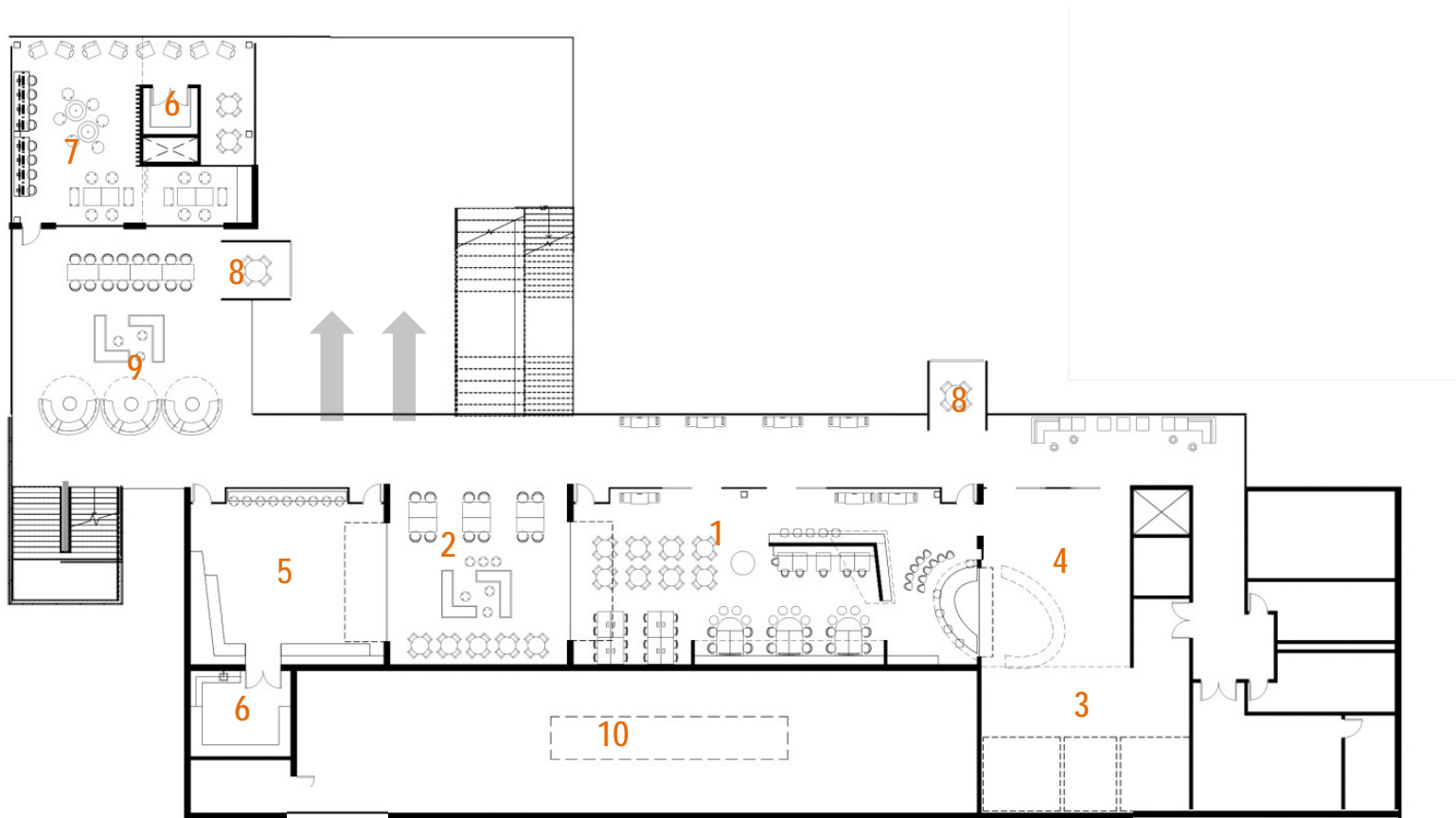
multi-level collaboration of a campus community





# third floor plan

celebrate community in an engaging learning deck



1. activity/dining
2. dining deck
3. kitchen
4. grab & go
5. performing arts
6. storage
7. research lounge
8. think tank
9. terrace
10. mechanical





# Exhibition of School Planning and Architecture Project Data

Submitting Firm :	LPA, inc
Project Role	Planner, Architect, Engineering
Project Contact	Wendy Rogers, CTO
Title	Design Principal
Address	5161 California Ave #100
City, State or Province, Country	Irvine, CA
Phone	949-261-1001
Joint Partner Firm:	n/a
Project Role	
Project Contact	
Title	
Address	
City, State or Province, Country	
Phone	
Other Firm:	n/a
Project Role	
Project Contact	
Title	
Address	
City, State or Province, Country	
Phone	
Construction Firm:	n/a
Project Role	
Project Contact	
Title	
Address	
City, State or Province, Country	
Phone	

# Exhibition of School Planning and Architecture Project Details

<b>Project Name</b>	Menlo Park Small High School
<b>City</b>	Menlo Park
<b>State</b>	California
<b>District Name</b>	Sequoia Union High School District
<b>Supt/President</b>	James Lianides
<b>Occupancy Date</b>	August 2018 (Estimate)
<b>Grades Housed</b>	9-12
<b>Capacity(Students)</b>	400 students
<b>Site Size (acres)</b>	2.7 acres
<b>Gross Area (sq. ft.)</b>	44,000 sf
<b>Per Occupant(pupil)</b>	110 sf per occupant
<b>gross/net please indicate</b>	gross
<b>Design and Build?</b>	Design
<b>If yes, Total Cost:</b>	\$33 Mil (Estimated)
<b>Includes:</b>	Estimated Construction Cost (no soft cost)
<b>If no,</b>	
<b>Site Development:</b>	Not known at this time
<b>Building Construction:</b>	Not known at this time
<b>Fixed Equipment:</b>	Not known at this time
<b>Other:</b>	
<b>Total:</b>	\$33M (Estimate)