Educational Specifications for
Mather High School
and Morrison Creek Middle School

Maximizing Educational Potential
Through Extended Opportunities

June 2005
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Educational Specifications  Mather High School / Morrison Creek Middle School

Definition of the Educational Specifications

Educational specifications are inter-related statements that communicate to the architect, the public, and other interested parties what educators believe is required of a proposed educational facility to support a specific educational program.

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

From this definition the following two aspects of the educational specification emerge:

- **Educational Program (instructional matters)**
  The educational program describes the curriculum, learning support programs, activities, and persons to be served; defines educational requirements; and represents local community consensus on educational priorities. It should be prepared by educators and should not prematurely suggest architectural solutions.

- **Building/Architectural Program (physical requirements of instruction)**
  The building/architectural program deals with the numbers of students to be housed, numbers and kinds of spaces required and areas, spatial relationships, materials, and special features (e.g., use of technology in the classroom) needed to serve the requirements of the educational program. The architect may lead in the development of the building program, but needs guidance from educators in interpreting requirements and determining priorities.

Educational specifications are a part of the total planning process, a natural outgrowth of a comprehensive facilities master plan. They rely on many elements of the District facilities master plan, but pertain to a specific project or group of projects.
Educational Specifications  Mather High School / Morrison Creek Middle School

Oversight and Main Committees

Oversight Committee

Debbie Bettencourt, FCUSD Deputy Superintendent/CFO
Janie DeArcos, FCUSD Assistant Superintendent of Secondary Curriculum
DeAnn Kamilos, Mitchell MS – Principal
Jackie Levy, CHS – Principal
Richard Shaw, FCUSD Board Member
Ed Short, FCUSD Board Member
Matt Washburn, FCUSD Director of Facilities
Dennis Willeford, Mills MS – Principal

Main Committee

David Black, CHS, Parent
Steven Grenzow, CHS – Student
Mary Sebastien, Parent
Chris Almeida, CHS – Industrial Arts
Cindy Evans, CHS – Counselor
Jackie Levy, CHS – Principal
Charlie Linebarger, CHS – Vice Principal
Linda Woodard, CHS – Business
Joan Storck, FMS – Administrative Assistant
Peter Maroon, FHS – Teacher/Athletic Director
Keri Phillips, FHS – Vice Principal
Jill Shafer, FHS – Physical Education
Ann Erbeznik, Mills MS – PE, Dept. Chair
Johanna Harder, Mills MS – Special Education
Nancy McDonald, Mills MS – Counselor
Dee Stayner, Mills MS
Dennis Willeford, Mills MS – Principal
Sue Bertram, Mitchell MS – Science
DeAnn Kamilos, Mitchell MS – Principal
Melanie Northrop, Mitchell MS – Language Arts
Michael Shepherd, Mitchell MS – Music

Guy Anderson, Bond Oversight Committee
Steve Canada, The HLA Group
Greg Foell, Cordova Parks and Recreation District
Dan Skoglund, City of Rancho Cordova
Debbie Bettencourt, FCUSD Deputy Superintendent/CFO
Kelly Calhoun, FCUSD Director of Technology & Info. Systems
Janie DeArcos, FCUSD Asst. Superintendent of Secondary Curriculum
Richard Shaw, FCUSD Board Member
Matt Washburn, FCUSD Director of Facilities

Jeffrey Grau, RGA – Principal Architect
Teri Jamison, RGA – Associate Architect
Tim DeWitt, RGA – Associate Architect
Gabriel Won, RGA – Project Manager
Subcommittees

Admin/Counseling
- Holli Ahlstron
- Kathy Barnes
- Kelly Calhoun
- Connie Daeschner
- Cindy Evans
- Christine Faulkner
- Leslie Forshaw
- DeAnn Kamilos
- Jackie Levy
- Charlie Linebarger
- Melissa Means
- Jean Orbanosky
- Roger Parker
- Shelley Raffaelli
- Billie Schwartz
- Terry Tolman
- Dennis Willeford
- Jill Wolfe
- Steve Wright

Core (Middle School)
- Sue Bertram
- Paul Hatcher
- Joyce Martin
- Melanie Northrop
- Arlene Schulte

Core (High School)
- Dale Bernard
- John Bliss
- Megan Cook
- Nadine Cronkhite
- Eric Lancaster
- Charlie Linebarger
- Chad Portney
- Glenn Reagan
- Roseann Roman
- Bob Schlegel

Fine Arts
- Mindy Andrus-Gerger
- Kathryn Donovan
- Diane Lee Goldman
- Dee Hutchison
- DeAnn Kamilos
- Kristy Kraushar
- Charlie Linebarger
- Jon Maloney
- Anthony Milersky
- Kevin Sims

Food Service
- Robin Jones
- Al Schieder

Library
- Kelly Calhoun
- DeAnn Kamilos
- Jackie Levy
- Charlie Linebarger
- Cheryl Phillips
- Chris Pierman
- Ruth Scribner
- Dennis Willeford

PE (High School)
- Ward Andrus
- Dennis Demmer
- Jackie Levy
- Charlie Linebarger
- Eric McCaughn
- Max Miller
- Erva Watts

PE (Middle School)
- Mike Dobson
- Ann Erbezink
- Laurel Storrs
- Laurie Towne
- Hulan Washington

Performing Arts
- Kathryn Donovan
- Jackie Levy
- Charlie Linebarger
- John Maloney
- Kevin Sims

School to Career
- Construction Tech.
- John Adair
- Chris Almeida
- Maria Balbierz
- Tom Clapp
- Janie DeArcos
- Vonda Derryberry
- Randy Gourley
- Denny Higgins
- Bob Jarman
- Jackie Levy
- Mike White

School to Career
- Media Production
- Kelly Calhoun
- Sandi Hathaway
- Doug Niva
- Rebecca Sloan
- Dennis Willeford

Health & Fitness Academy
- Janie DeArcos
- Mary Ann Delleney
- Jackie Levy
- Peter Maroon
- Patti Morton
- Wes Muller

Special Education
- Pam Bartlett
- Sue Gamache
- Jackie Levy
- Coline Lucas
- Amy Namisnik
- Holly Schumaker
- Jennifer Stuck

Site O & M
- Jay Bittner
- John Butler
- Chuck Libly
- Alan Mastin
- Panya Patamabomol
- Psui Paw
- Grant Smith

Technology
- Kelly Calhoun
- Tom Clapp
- Paul Hatcher
- Don Isbell
- DeAnn Kamilos
- David Knight
- Charlie Linebarger
- Dale Waldo
- Linda Woodard
Mission Statement:

- Folsom Cordova Unified School District is committed to providing excellence in educational programs that carry high expectations for each student’s achievement and success.

Vision Statement:

- Guided by the highest expectations, Folsom Cordova Unified School District provides our students with a broad range of rigorous educational opportunities. Staff enables students to reach their full potential and successfully meet the demands and opportunities of a highly technological 21st century.

- Students graduate with a core of knowledge and skills that become the building blocks for lifelong learning. They graduate with a positive attitude and the leadership, character and academic skills necessary to excel in a global arena.

- Families are an integral part of the educational process. In recognition of this important role, family involvement is actively sought, encouraged and welcomed.

- Business and community partnerships greatly enhance students’ learning experiences and educational opportunities. Partnerships offer students opportunities to apply their learning to real-world situations.

- Schools serve as community hubs, places where the community gathers to celebrate and improve learning and to enjoy art, music, sports, public speaking, drama and other school-related activities. The use of school facilities by the community is encouraged.

- School facilities are a reflection of the entire community. We provide students with the educational tools to meet the technological demands of the future and the social skills to function in a culturally diverse society.
Educational Specifications  Mather High School / Morrison Creek Middle School

Project Concepts

Project Vision

The goal of the Folsom Cordova Unified School District secondary schools is to graduate all students by providing a student-centered learning environment that promotes academic achievement and personal responsibility. Our vision is to prepare all students for successful transitions to middle school, high school, college, careers and other postsecondary options. All students will complete a common set of middle and high school courses that will provide them with the skills and knowledge they need for college and work. Students may participate in programs such as smaller learning communities or academies that will provide opportunities to apply what is learned in the classroom to real world situations.

The Morrison Creek Middle / Mather High School campus represents an innovative new approach to educational facilities design for our district. This project seeks to maximize the benefits to our students by:

- Providing seamless transitions through middle and high school (a critical issue for student success)
- Improving communication for staff and articulation of instruction across grade levels
- Sharing potential joint use facilities otherwise unavailable to middle school students, while
- Maintaining a safe and orderly campus for students of all ages

Though on a large, single site, Morrison Creek Middle and Mather High are two separate schools, both in identity and purpose. The site’s innovative design maintains a distinct physical and visual separation between campuses. The administrative teams and school staff will focus on ensuring student safety while enhancing the articulation of curriculum and instruction. The schools will be structured in such a way that there are clear lines of supervision from the principal and vice principal offices in the joint administrative building to the respective middle and high school campuses. The Joint-Use Library, Performing Arts Complex, Multipurpose and Administrative buildings will serve as demarcation between the two campuses. Middle and high school students will have separate entrances and exits into the campus and the sixth grade students will be housed in a separate “village” that allows them to be present on the campus, but still have a period of time to be relatively “sheltered” from older students while transitioning to the new environment.
### Educational Specifications
*Mather High School / Morrison Creek Middle School*

#### Project Concepts (cont.)

**Key concepts driving the design of the campus include the following:**

**Easing Grade Level Transitions:**
- **Transitions**
  Each new grade level transition creates exposure to and interaction with more students, different teachers and new surroundings. The goal is to streamline and ease this transition to minimize anxiety and reduce isolation for the students, while fostering a more positive educational experience.
- **Adaptation**
  Students strive to adapt and recreate their identities in their new surroundings.
- **Comfort**
  There is a need to establish environments where students feel comfortable and safe.
- **Familiarity**
  Familiarity with their environment will help maintain consistency and comfort.
- **Connections**
  Provide services and spaces that connect the students and engage them in the educational process.

**Adjacent High School / Middle School Sites:**
- **Flexibility**
  Students have the ability to access upper level courses.
- **Familiarity**
  Students are comfortable within their surroundings.
- **Relationships**
  Better articulation between staff of different grade levels and the ability to maintain connections from middle school through high school.
- **Collaboration**
  The ability to easily share information between high school and middle school staff.
- **Resources**
  Expanded resources for special activities, events and athletics.
- **Safety**
  Student safety and security is maintained in all areas of the campus. Middle and high school students have no common areas where they mix, and very limited opportunities for unsupervised direct contact with students from the other campus.

**Small Learning Communities:**
- The ability to create a small school environment within a larger campus.
- A structure to gradually, deliberately move students into increasingly complex environments as they transition from elementary school to middle school to high school.
- Allows teachers to know their students better and collaborate across disciplines to support individual student needs.
Design Capacity

The desired permanent project capacity is for 900 middle school students and 2,100 high school students, with an overflow capacity of 200 at the middle school and 200 at the high school. Design Capacity is based on optimal classroom loading, which is not typically achievable due to varying class sizes and special program requirements. Actual loading is dependent on classroom utilization and program classroom loading.

Unique Site Features / Conditions

Unique features of this site are the inter-relationships between the high school and middle school campuses, the close proximity to the community park, and the central placement within the master planned development.

Site development will need to focus on how to enhance interaction and harmony between the two schools without increasing congestion and supervisory issues. Activities adjacent to the park will need to be mindful of the adjacent park use and how to control, supervise and monitor student and public crossover between the two.

Multiple High School Philosophy

With the development of a second high school, consideration must be given during planning and implementation to providing equivalent facilities and opportunities at both campuses. It is not the intent to provide identical programs at each site, but rather to provide equivalent, yet different, opportunities expanding the options and choices for all students to participate in specialized curriculum. Core curriculum necessary for all students will be provided at both sites. Specialized programs will be offered at one location. General parity will be maintained at both sites.

Campus Organization

Due to the size of the schools, the challenge will be to provide services to students and staff that are close in proximity and quickly accessed, without creating bottleneck circulation, congestion and supervision problems.

Both centralized and de-centralized support spaces will need to be provided. Due to the sizeable population, it is impossible to adequately service everyone from one central location. In contrast, to only provide services in de-centralized locations would inhibit communication with other staff and students. By blending the two concepts, the schools will be able to benefit from both the smaller more intimate gathering support spaces and the larger school collective. The organization of the buildings on the site will be similar to the support spaces. Both the high school and middle school will focus around separate large social gathering areas. The buildings will subdivide the core area, creating smaller more quiet gathering areas that can be focused around grade level clusters, academies or departments.
Gathering Area/Quad

A gathering place for students is important to the overall cohesiveness of the campus. An outdoor gathering space for casual gathering, informal performances, dining and rallies, will be provided at both the high school and middle school sides. This space will be central within the campus, but placed such that the noise does not disrupt academic activities. Smaller gathering, sitting, waiting areas will also be created on campus to allow different size groups to interact in smaller settings.

Architectural Character and Identity

School is an important component in the development and maturation of a child. Transitioning through each grade level brings the child one step closer to their adult life. The schools need to embrace the students and nurture them through this developmental process. The public, parents, staff and students, need to be connected and comfortable in this environment, to promote learning and development.

The campus design should support and reflect the blending and unification of the transitions through grade levels. Students need to know where they have been and what they have accomplished at the same time being able to understand what lies ahead and where they need to go. As a focal point of the community, the schools need to reflect the importance of education, and provide a place for community connection and pride.

School Heritage and Traditions

Creating and maintaining traditions connect the staff and students with the history and accomplishments of the staff and students of the past. Traditions instill school pride and community. There is a need to be able to celebrate and promote school accomplishments and establish academic and athletic traditions. Methods and places where these achievements can be displayed need to be integrated into this campus.

Neighborhood Integration

The issues of scale for the neighborhood are critical to properly integrate the school in its local surrounding and environment. As a focal point centered within the development, located on a highly traveled road, the schools need to integrate and represent the ideals of the surrounding community.

Phasing Considerations

Due to funding and initial need, the construction of this project will be phased. The phasing plan needs to be developed and incorporated during the planning and design process to logically allow future construction during occupancy. The core facilities necessary to run the school will be built in the first phase, and expand in future phases as growth demands. Support facilities and specialized uses will be added as student enrollment grows adequate to support such programs.
Educational Specifications Mather High School / Morrison Creek Middle School

Project Concepts (cont.)

Security

Limited, controllable points of entry
Buildings utilized as both security walls and passageways to the campus interior
Interior campus secured from exterior intruders
Supervisable gathering areas within the interior campus
No classroom entrances fronting the public frontage
Clear lines of sight to monitor students during the day and observe the site after hours
Minimized areas of refuge / hiding, such as interior stairwells and corridors
Strategic and sufficient lighting to promote visibility and safety and reduce vandalism
Video surveillance capabilities with central monitoring system

Exterior night lighting will be provided at the building core, parking lots and at multiple athletic fields. Lighting for the building core, parking lots and athletic fields should focus the light source on the area needing illumination and minimize the broadcast effect of general illumination.

Public Access

Public access and the monitoring and control of public access to school sites are always of concern. With heightened needs for security and safety, it is even more important that public access be regulated and focused. The design of the campus needs to minimize the points of entry to the campus and locate them in easily supervised and controlled locations.

While the public is invited on to the campus for the joint-use library and other activities, the separation of public from students must be clear and obvious during the school day. Use of the campus facilities after the school day must likewise be controlled and supervised.

Open vs. Closed campus

A closed campus is planned. Except for approved offsite activities, students are required to remain on site during the entire day. The site should therefore provide all services to accommodate the students’ needs.
**Technology**

Perhaps no other area single change has impacted school facility planning as technology. With its’ constantly changing nature, those building schools of the future are challenged with designing around concepts that may or may not work with tomorrow’s technologies.

Some key concepts stand out that will be of great importance to this educational specification include:

**Space Considerations:** The concept of the personal computer is changing, and devices that serve these functions keep getting smaller. Handheld computers of a variety of types will play an increasing role in instruction in the future, as costs are reduced and applications increase. In the near future, every student will use a small transportable computer as an integral part of their educational program.

Today’s computer technologies do, for the most part, require careful consideration of how to design rooms that fit enough computers for classroom use, take into account student supervision issues, and provide as much flexibility as possible for future changes. Additionally, adequate space must be provided for the infrastructure needs to support the networks of the future. Space for servers, switches, routers, cabling (data, voice, video, etc.) will be required.

**Wireless Technologies:** Wireless technologies are becoming faster and more reliable, and will play a larger role in the school of the future. The flexibility of moving the technology to access the network from a variety of locations on campus may be an invaluable tool in reducing the cost and improving the efficiency of adding more users to the network.

**Curriculum Considerations:** Whether technology can be fully integrated into the daily operations of every classroom, or whether the school wants more space dedicated to whole group instruction with dedicated technology available to every student at once, will be an important decision driving how much dedicated computer lab classroom space will be needed.

Additionally, all classrooms need to be designed to include some standard equipment that will be typical teaching tools of the future, including a teacher computer, projection system and large screen that can be seen by every student in the classroom. This projector will need to be able to access data from a variety of sources, including video, sound, and projection of a computer with Internet access and other instructional resources.
Educational Specifications  Mather High School / Morrison Creek Middle School

Project Concepts (cont.)

“Distance Learning:” Additionally, Internet or “web-based” curriculum, which can provide individualized instruction to students in a variety of topics from virtually anywhere, will have a powerful impact on how classroom space is designed and allocated. For example, if there are a large group of students all wanting to learn about a number of different topics for which there are no local instructors, those students can be accommodated in a centralized lab, each accessing curriculum on a different topic, while being supervised and evaluated in their progress by a single teacher.

Voice, Video, Data: Future technologies look to merge voice, video and data resources. It is anticipated that the infrastructure and backbone of the school’s network must be scaled to allow for substantial growth, not only for the number of students, but for the changing demands of future applications, as well as yet undefined new ideas.

Building Types (single building, multi-story)

Single story buildings are preferred if site constraints permit. However, where land is limited, or topography is extreme, two-story structures may need to be considered. Two story buildings save site area, but can create issues for circulation of students and equipment, reduce interaction between teachers, and can cost 10%-15% more than traditional single story structures. Multi-story construction issues include efficient use of land, cost of construction, vertical circulation, program demands, supervision and security, energy efficiency and others. The option to consider multi-story solution needs to be maintained during the planning and design process to provide flexibility in the overall project solution.

Relocatable Components

Relocatable components lack the quality and long-term durability of permanent facilities. The design capacities of the schools will be planned in permanent buildings (budget dependent). The overflow capacities totaling 400 students will be housed in relocatable classrooms. The schools will be designed to include locations and utility stubs for these potential future classrooms.

Energy Efficiency/Sustainable Design

The facilities shall be designed to maximize efficiency and conservation while improving the learning environment. During planning and design, a whole-project approach, which optimizes building systems and technologies, shall be utilized to create an integrated sustainable design solution.

New regulations and codes are requiring that newly constructed facilities are more energy efficient and sensitive to the environment. Several programs (LEED and CHPS) have been developed to promote these features in buildings. Such concepts include improved day lighting, alternate power generation and sustainable building products.
Educational Specifications  Mather High School / Morrison Creek Middle School

Project Concepts (cont.)

**Flexibility**

The campus organization must be developed to maximize flexibility. Many programs will not be fully determined until after the campus is built and utilized. Care should be taken to provide support for current instructional needs without limiting future possibilities. Accommodating change in the instructional areas by utilizing standardized classroom design will allow a variety of curriculum to be taught in these spaces, which will accommodate classroom reassignments and department size fluctuations.

Flexibility within the spaces also requires that building systems are flexible. As individual uses change, demands on power, lighting, heating and cooling may also change. Buildings must have program flexibility to work with both departmentalized and academy/cluster organizations. Spaces need to accommodate different curriculum, teaching styles and student’s needs. Often schools end up with more students than originally intended or planned. Classrooms need to be large and flexible enough to accommodate up to 35 students or current teacher/student ratios.

**Class Size Reduction (CSR)**

The facility is being planned to accommodate limited Class Size Reduction. The Board of Education will make an annual determination for funding and implementation. Class Size Reduction will be planned for ninth grade English, with classrooms loaded at 20:1. While smaller loading requires less space, it is not the district’s intent to provide smaller classroom spaces due to the uncertainty of the long-term future of the program. Therefore, full size classrooms will be provided throughout. The additional classrooms required for CSR loading will be incorporated into the permanent construction of the school. Any increase to Class Size Reduction (i.e. math) implemented in the future would be accommodated in relocatable classrooms.

**Year Round Education (YRE)**

Year Round Education has not been implemented and is not desirable. Only under severe budgetary constraints would this system be implemented. Therefore, this document does not incorporate provisions for Year Round Education.
Community Use / Joint Use

The school as a center for community is amplified by combining the middle school and high school on one site and the locating adjacent to a large regional community park. It centralizes multiple facilities that many users within the community will want to access. The facilities must be designed to support the educational program first, but also be able to support use by others. Special consideration needs to be given to how the facilities are scheduled and how the public will access the spaces without disrupting the operation of the school. Athletic fields, Gymnasiums, Library, Theater, Multipurpose and Classrooms all have varying demands for outside use.

Specifically, this project will be enhanced by sharing and expanding athletic facilities with the adjacent park, increasing the size of the middle school gymnasium and creating a joint-use library with the community. The pooling of resources has significant benefits for the students as well as the community at large.

Business Partnerships

There is also a benefit to interact and develop partnerships with local businesses. These partnerships provide inspiration, role models and connections between students and the community. They generate opportunities and interest levels that might not normally occur. They provide potential future staff resource pools for local businesses (investing in the future) and expand the educational potential by gaining educational resources and expertise from industry and businesses.

High School and Middle School Joint-Use

To support the vision of the project, provide maximum opportunities for the students and allow collaboration and pooling of limited and valuable resources, several programs will have combined use for both middle school and high school. A larger single joint-use public library will offer more resources, staff and expanded hours for students to use. The multipurpose spaces will be separate but will be supported by a single kitchen facility to economize on equipment, space and staff. The performing arts complex will have a theater to be used by both the high school and middle school and the performing arts classrooms will be arranged to share staff and resources between the high school and middle school. The most prominent combined use will be the administration and counseling facilities. The middle school and high school administrative and counseling support spaces will be adjacent to provide optimum opportunities for staff collaboration, student connections and single source access for parents.

Mentoring

Proximity of the middle school and high school will provide connections between the students. It will allow high school students to foster responsibility, promote leadership and accountability, by being role models to the middle school students, as well as the opportunity to provide mentoring and tutoring services.
Educational Specifications  Mather High School / Morrison Creek Middle School

Project Concepts (cont.)

Site Maintenance

It is the goal to maintain a safe and healthy environment for students and staff in an efficient manner to conserve monetary and labor resources. A central shipping and receiving area will have easy access for trucks in relation to the Kitchen and Operations. The maintenance yard will be less visible to students and parents for security and neatness in relation to the campus. To adequately service a campus of this magnitude and provide ownership to the joint-use facilities, a facilities manager will need to be established to oversee the whole site. The site maintenance and support staff will more successfully and economically service the facility as a single school site.

Central Food Service Distribution Center

As growth continues in this development, there will be an increased demand for food services at district campuses. Since this site is centrally located, it has been identified as the candidate to support these additional services. A centralized distribution center will be incorporated into the design of this site, coordinating with other kitchen and maintenance delivery activities.

Parking, Vehicle Access and Circulation

Vehicle management is critical to the success of the site layout. There is a need to provide multiple entrances/exits for student, staff and community from adjacent streets, as well as from the parking areas to the building core. Coordinating the vehicular flow with that of the surrounding development will help control traffic and reduce congestion, thereby minimizing the impact on the surrounding neighborhoods.

Major circulation components include: buses, student parking, parent drop-off, staff parking, visitor parking, deliveries, fire access, pedestrians and bicycles. A drop-off zone should be provided for 4 buses at the middle school and 5 buses at the high school. These drop-off areas need to be separated from each other. Parent drop-off needs to be provided at both the high school and middle school. The parent drop-off areas should be maximized and spread out to allow easy access and ample waiting zones. Parent drop-off overflowing onto major off-site streets is not desirable. However, it is unlikely that the site can accommodate all traffic demands at peak hours. There should be enough storage capacity to house 75 bicycles at the high school, 50 bicycles at the middle school and an area to secure skateboards, in a supervisable location.

Approximately 675 student parking stalls should be provided in one lot on the high school side. The parking must be easily supervised and should be located adjacent to the campus entrance as well as close to the gymnasium for event parking. Additional event parking may be accommodated with overflow parking on the hard courts. Approximately 235 staff parking stalls (160 for high school and 75 for middle school) should be provided, spread out for multiple access points to the campus. It is preferred that staff and visitor parking and circulation/entry points do not coincide or overlap with student parking entry points. Additional parking may be required to service the public access to the library. Approximately 85 visitor parking stalls (60 for high school and 25 for middle school) located adjacent to the Administration, should be provided.
Educational Specifications  *Mather High School / Morrison Creek Middle School*

**Site Relationships**

**Relationship of Program Spaces:**
Site Relationships
Relationship of Program Spaces:
### Educational Specifications  
*Mather High School / Morrison Creek Middle School*

**Program Identification Square Footage Allocations:**

<table>
<thead>
<tr>
<th>School Component</th>
<th>Number of Teaching Stations - MS</th>
<th>Number of Teaching Stations - HS</th>
<th>Proposed Square Footage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Grade Small Learning Community</td>
<td>9</td>
<td>0</td>
<td>10,720</td>
</tr>
<tr>
<td>Core 7th Grade</td>
<td>9</td>
<td>0</td>
<td>10,720</td>
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<tr>
<td>Core 8th Grade</td>
<td>10</td>
<td>0</td>
<td>11,680</td>
</tr>
<tr>
<td>Electives 7th-8th Grade</td>
<td>3</td>
<td>0</td>
<td>4,100</td>
</tr>
<tr>
<td>MS Physical Education</td>
<td>1</td>
<td>0</td>
<td>22,495</td>
</tr>
<tr>
<td>HS/MS Multipurpose/Student Activities</td>
<td>0</td>
<td>0</td>
<td>24,100</td>
</tr>
<tr>
<td>HS/MS Administration / Counseling</td>
<td>0</td>
<td>0</td>
<td>11,860</td>
</tr>
<tr>
<td>Joint-Use Library</td>
<td>0</td>
<td>0</td>
<td>20,950</td>
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<tr>
<td>HS/MS Performing Arts</td>
<td>1</td>
<td>3</td>
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<tr>
<td>HS Visual Arts</td>
<td>0</td>
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<td>HS Physical Education</td>
<td>0</td>
<td>1</td>
<td>46,750</td>
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<tr>
<td>HS School to Career</td>
<td>0</td>
<td>9</td>
<td>15,600</td>
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<tr>
<td>9th Grade Small Learning Community</td>
<td>0</td>
<td>18</td>
<td>22,140</td>
</tr>
<tr>
<td>Core 10th-12th Grade</td>
<td>0</td>
<td>43</td>
<td>50,660</td>
</tr>
<tr>
<td>Support Spaces</td>
<td>0</td>
<td>0</td>
<td>39,740</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>78</td>
<td>322,895</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Food Service Distribution Facility</th>
<th>Stadium Concessions / Press Box</th>
<th>Ext. PE Field Facilities (dugouts, stor., etc.)</th>
<th>Covered Walks (@ 25% of area - 1/3 for OPSC)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2,400</td>
<td>2,300</td>
<td>5,000</td>
<td>81,899</td>
<td>414,494</td>
</tr>
</tbody>
</table>

**Target Square Footage is 297,000 Square Feet.**
This is based on approximately 85 s.f. per MS student and 105 s.f. per HS student
Educational Specifications  Mather High School / Morrison Creek Middle School
Program Component

Core Curriculum (Middle School)

Definition: Language Arts

- Philosophy:
  The English department offers students a solid foundation in English Language Arts using standard-aligned textbooks and curriculum. Teachers throughout the district use a common pacing plan that incorporates all of the grade-level content area standards. The standards-based program prepares students for success in high school.

- Objectives:
  In order to prepare students for success in high school and beyond, the core curriculum is enhanced through a variety of support classes (for students who struggle with the grade level text) and intensive intervention classes (for students reading two or more years below grade level). In addition, honors classes are available for advanced students.

- Function:
  All teachers have annotated teacher editions and a set of the ancillary teaching materials. In addition to a centrally located work area, teachers have access to novels, books, and supplies. Telephones, computers, and teacher storage is available in all individual classrooms.

- Relationships:
  Access to other departments for interdisciplinary planning and curriculum is driven by staff. Each site will set regularly scheduled common planning time and department meetings.
Program Component

Core Curriculum (Middle School)

Definition: Mathematics

- Philosophy:

  The Mathematics department offers students courses that will give them the foundation of mathematical ability from which they can continue their mathematical education in high school and the future. Each student will learn the concepts, skills, and reasoning strategies in the California Mathematics Content Standards and prepare them for a variety of state assessments.

- Objectives:

  The mathematics department offers students the courses Math Course 1 & 2, Transition to Algebra and Algebra 1. By the end of Math Course 2 students will have studied the seven strands of mathematics and the California Mathematics Content Standards in-depth in preparation for either Transition to Algebra or Algebra 1. Those areas studied will include number sense, Algebra and functions, measurement and geometry, statistics, data analysis and probability. By the end of Transition to Algebra, the students have been provided with additional preparation to help them succeed in a full year Algebra 1 course. The pace will allow students to investigate topics in greater depth as well as spend significant time reviewing the key 7th grade mathematics content standards. Teachers will use discovery, technology, and extended projects to help students understand the concepts of Algebra 1. By the end of Algebra 1 students have learned to reason symbolically and thus the complexity and types of equations and problems that they solve increases. Key content includes understanding, writing, solving, and graphing linear and quadratic equations. Students will be able to computer monomial and polynomial expressions.

- Function:

  Mathematics department meetings are held at least once a month to coordinate units of instruction and study the results of the district benchmark assessments.

- Relationships:

  The mathematics department will be working with the other core academic subjects, science, language arts and social science in the alignment of curriculum, instruction and assessment practices that are consistent with the California content and performance standards.
Program Component

Core Curriculum (Middle School)

Definition: Social Studies

- Philosophy:
  The Social Studies Department offers students the opportunity to study ancient civilizations and the creation of a new nation. Students study the impacts and contributions of civilizations from the prehistoric time of man, 3 billion BC, to the age of industrialization in the United States.

- Objectives:
  6th grade students study the birth of civilization to 500 BC including:
  - early humans and the development of societies;
  - the civilization of Mesopotamia;
  - early civilizations of the East, China and India
  - ancient Egypt
  7th graders study civilizations existing in the time span of 500 AD to the 1800s including:
  - the empires of ancient Africa
  - Islam
  - Asian Civilizations
  - Civilizations of the Americas
  - ancient Israel
  - ancient Greece
  - the rise and fall of the Roman Empire
  - Medieval societies of Japan and Europe
  - The European Renaissance
  - The Enlightenment
  - The Age of Exploration

- Function:
  The purpose of the course of study is to allow students to discover contributions, commonalities and unique characteristics of the world's historic civilizations that interact or have had an influence on western civilization. Adequate materials, sources, and interactive projects and activities must be present in order for students to garner the full value of the subject.

- Relationships:
  Social Studies should exist in conjunction of the other core subjects; language arts, math, and science. Experiential learning, projects, research of historical events, and primary documents are key elements to the success of social studies. Novels, plays and short stories that allow the students a better understanding of time, place and experience are valuable pieces to the science. Study of timelines and cultural universals are also essential. Research as to why incidents occurred, how relationships developed and/or failed, and the impact of natural and manipulated habitats all provide students with insight as to the rise and fall of social structures.
**Educational Specifications** *Mather High School / Morrison Creek Middle School*

**Program Component**

**Core Curriculum (Middle School)**

---

**Definition: Science**

- **Philosophy:**

  Middle School Science provides students with an opportunity to experience earth, physical, and life sciences in an integrated format. Sixth grade focuses on earth science, seventh grade on life science and eighth grade on physical science, with each grade level making connections between its primary area and the other branches of science. Middle School Science should be experienced in a hands-on manner to fit developmental needs of this age level, and to allow students from diverse backgrounds opportunities to build a foundation of knowledge that can be expanded on when the student enters high school.

- **Objectives:**

  Middle School Science is offered to all students. Students in special programs are offered curriculum that meets state content standards, but in a modified format to meet the needs of the student.

- **Function:**

  The science laboratories should support hands-on activities appropriate to the middle school level. Science rooms should provide enough space for laboratory workstations and direct instruction away from the workstations. Workstations should have access utilities such as water and electricity, and provision should be made for computers at each workstation. Science laboratories should include areas for storing materials away from the instructional space. An outdoor area for life and earth science activities is also desirable.

- **Relationships:**

  Science laboratories should be grouped by grade level to allow for sharing and storage of materials. If grade level core classrooms are grouped, science laboratories should be included in the group. IF core curriculum classrooms are not grouped by grade level, science laboratories can be grouped to allow for easier storage and sharing of materials across grade levels.
Program Component 6th Grade Small Learning Community (Middle School)

Definition:

- Philosophy:
  Transition for sixth grade students from the elementary school to the middle school can be eased by providing a sheltered environment in a small learning community. Sixth grade students need time to adjust from the smaller, self-contained environment of the elementary school to the larger, more self-directed middle school setting. Program, facility design, scheduling, and all other elements of the sixth grade program are developed around easing this difficult and challenging transition year.

- Objectives:
  We will provide a safe and orderly environment that maximizes the opportunity for learning and social development. Sixth grade students in a small learning community will establish stronger relationships with fewer teachers and still reap the benefits of a joint use facility for some of the Electives and Physical Education courses.

- Function:
  The unique developmental needs of this age group will be addressed in the building design by creating a sequestered community where the students are protected while still able to participate in supervised activities designed to further develop their articulation to the seventh grade.

- Relationships:
  The sixth grade small learning community will be built near the front of the campus in close proximity to the joint use Library, Administration building, and middle school parking lot in an effort to ease travel throughout the campus. The Physical Education facility will be located one building away and the bus loop and dining area will be across the quad with clearly designated travel paths.
## Educational Specifications
*Mather High School / Morrison Creek Middle School*

**Program Component**  6th Grade Small Learning Community (Middle School)

### Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space</th>
<th># of T.S.</th>
<th>Sq. Ft.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>2.0</td>
<td>2,600</td>
<td>Not all science classes require a lab space.</td>
</tr>
<tr>
<td>Science Prep Storage</td>
<td></td>
<td>200</td>
<td>The typical science class has 36 students.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2.0</td>
<td>1,920</td>
<td>A science classroom should have a minimum of 3 sinks for cleanup.</td>
</tr>
<tr>
<td>Language Arts / English</td>
<td>2.0</td>
<td>1,920</td>
<td>In the science and art project room, there could be a movable partition.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2.0</td>
<td>1,920</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>1.0</td>
<td>960</td>
<td></td>
</tr>
<tr>
<td>Project Room</td>
<td></td>
<td>1,200</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS**  9.0  10,720
## Educational Specifications  
**Mather High School / Morrison Creek Middle School**

### Program Component  
**Core – 7th Grade (Middle School)**

### Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space</th>
<th># of T.S.</th>
<th>Sq. Ft.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>2.0</td>
<td>2,600</td>
<td>Science should be on an outside edge so they do not disturb other classes.</td>
</tr>
<tr>
<td>Science Prep Storage</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Mathmatics</td>
<td>2.0</td>
<td>1,920</td>
<td></td>
</tr>
<tr>
<td>Language Arts / English</td>
<td>2.0</td>
<td>1,920</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>2.0</td>
<td>1,920</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>1.0</td>
<td>960</td>
<td></td>
</tr>
<tr>
<td>Project Room</td>
<td></td>
<td>1,200</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS**  
9.0  
10,720
**Educational Specifications** *Mather High School / Morrison Creek Middle School*

**Program Component**

**Core – 8th Grade (Middle School)**

Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space</th>
<th># of T.S.</th>
<th>Sq. Ft.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>2.0</td>
<td>2,600</td>
<td></td>
</tr>
<tr>
<td>Science Prep Storage</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Mathmematics</td>
<td>2.0</td>
<td>1,920</td>
<td></td>
</tr>
<tr>
<td>Language Arts / English</td>
<td>2.0</td>
<td>1,920</td>
<td></td>
</tr>
<tr>
<td>Intensive English / Effective Reading</td>
<td>1.0</td>
<td>960</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>2.0</td>
<td>1,920</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>1.0</td>
<td>960</td>
<td></td>
</tr>
<tr>
<td>Project Room</td>
<td></td>
<td>1,200</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS**

|          | 10.0 | 11,680 |

Science should be on an outside edge so they do not disturb other classes.
Educational Specifications Mather High School / Morrison Creek Middle School

Program Component 6th Grade Small Learning Community (Middle School)

Relationship of Program Spaces: Quad
Educational Specifications  *Mather High School / Morrison Creek Middle School*

**Program Component**

Core – 7th and 8th Grade (Middle School)

Relationship of Program Spaces: Quad

![Diagram showing the relationship of program spaces for 7th and 8th grade students at Mather High School / Morrison Creek Middle School.](image-url)
Program Component  Electives – 7th and 8th Grade (Middle School)

**Definition:**

- **Philosophy:**
  Middle School Electives focus on individual and cooperative learning to enable students to gain both functional skills in a variety of subjects and a greater perspective of the world around them. They are immersed in hands on learning opportunities in an active, engaging environment that sets the stage for their high school experience and exposure to potential career choices.

- **Objectives:**
  The students may be exposed to Art, Computer Applications, Home Economics, Multi-Media Production, Music, Technology, or any other subjects dictated by contemporary society. Facility design needs to be specific for the needs of specialized subjects, yet provide flexibility for future needs. Middle school programs should transition directly to the high school offerings.

- **Function:**
  Elective facilities should have the space, storage and infrastructure to support the equipment and hardware needed to provide the specialized instruction for the various subjects. This requires dedicated spaces designed for each subject's individual requirements. As elective programs are product oriented, sufficient space should be provided for displaying student work.

- **Relationships:**
  To assist with the expense of specialized equipment, dedicated spaces that may not have sufficient student enrollment for full day use, and articulation with the high school programs, some elective courses may be better served in shared or adjacent spaces with the high school. Safe traffic patterns that avoid grade level mixing should be considered when placing the other dedicated spaces.
Educational Specifications  *Mather High School / Morrison Creek Middle School*

**Program Component**  
**Electives – 7th and 8th Grade (Middle School)**

**Identification of Program Spaces:**

<table>
<thead>
<tr>
<th>Defined Space</th>
<th># of T.S.</th>
<th>Sq. Ft.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unassigned Elective (foreign language)</td>
<td>1.0</td>
<td>1,300</td>
<td></td>
</tr>
<tr>
<td>Technology / Computer Lab</td>
<td>1.0</td>
<td>1,300</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1.0</td>
<td>1,500</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS** | 3.0   | 4,100  |
Educational Specifications  Mather High School / Morrison Creek Middle School

Program Component  Electives – 7th and 8th Grade (Middle School)

Relationship of Program Spaces:
Program Component

Physical Education (Middle School)

Definition:

- Philosophy:
  The indoor and outdoor Physical Education facilities shall provide a safe, appropriate learning environment for all students as they practice age appropriate movement and social skills, led and evaluated by masterful Physical Education staff members.

  The facility shall accommodate all students and athletes as they practice their education "of" the physical, "about" the physical and "through" the physical. These facilities shall also be sites that encourage large group presentations and productions for students. Community members shall be able to reserve the building for positive gatherings for youth and adults alike.

  Age appropriate apparatus shall be available for students to challenge themselves to the eventual state of self motivation. The long-term goal is to provide enough of a sampling of physical activities that each student will select at least one of those activities to enjoy and practice for a lifetime of physical growth and healthy living.

- Objectives:
  Through daily physical activity, student will:
  - Exercise their bodies and learn to exercise independently.
  - Be subjected to games with values that shall be followed to assist in the development of cooperative and appropriate social behavior.
  - Acquire strength, improve flexibility and improve cardio-vascular endurance for the purpose of performing efficiently today, with the goal of functioning efficiently for a lifetime.
  - Learn to cross reference their entire daily curriculum.
  - Demonstrate responsibility for their own behavior and responsibility for the respect of others.
  - Learn that physical movement is meant to be appreciated.
  - Learn the appreciation of participation and that of being a spectator.

- Function:
  Outdoor teaching stations shall include stenciled numbers on the black top surface...rows of five: i.e. 1-5, 6-10, etc., and up to the number 55. This should be duplicated at least four times on the black top. The gymnasium shall accommodate every P.E. student, everyday, during inclement weather. These indoor and outdoor facilities must be able to accommodate after school athletics.

- Relationships:
  Lavatories shall be located in an area that will be available to all students during class time or during an athletic event but also in a way that clearly maintains a locked locker room. The athletic director's office could be located in this building. A ticket booth and snack bar cubicle could be located in this building.
Educational Specifications  *Mather High School / Morrison Creek Middle School*

**Program Component**  
**Physical Education - Interior (Middle School)**

**Identification of Program Spaces:**

<table>
<thead>
<tr>
<th>Defined Space</th>
<th># of T.S.</th>
<th>Sq. Ft.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnasium</td>
<td></td>
<td>12,000</td>
<td>Provide 1 main volleyball court and 4 smaller crosscourts that share poles.</td>
</tr>
<tr>
<td>Athletic Storage</td>
<td></td>
<td>400</td>
<td>Provide 1 main regulation basketball court and 3 30'x60' crosscourts.</td>
</tr>
<tr>
<td>PE Storage</td>
<td></td>
<td>400</td>
<td>Incorporate 1 divider curtain in the gym between 2 basketball crosscourts.</td>
</tr>
<tr>
<td>Mat Storage</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Hardcourt Storage</td>
<td></td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Weight Room / Health Classroom</td>
<td>1</td>
<td>1,800</td>
<td></td>
</tr>
<tr>
<td>Lobby</td>
<td></td>
<td>1,400</td>
<td>In the Boys and Girls Locker Room, provide 600 smaller lockers and 40 team lockers for each side. Locker Room showers should have gang showers.</td>
</tr>
<tr>
<td>Lobby Toilets</td>
<td></td>
<td>700</td>
<td>Provide 1 toilet and 1 shower for each Staff Toilets / Shower Room.</td>
</tr>
<tr>
<td>Tickets</td>
<td></td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Concession</td>
<td></td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Boy's Lockers/Showers</td>
<td></td>
<td>1,500</td>
<td></td>
</tr>
<tr>
<td>Girl's Lockers/Showers</td>
<td></td>
<td>1,500</td>
<td></td>
</tr>
<tr>
<td>Boy's Toilets</td>
<td></td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Girl's Toilets</td>
<td></td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Male Staff Offices</td>
<td></td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Female Staff Offices</td>
<td></td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Male Staff Toilets / Shower</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Female Staff Toilets / Shower</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Athletic Director Office</td>
<td></td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Staff Conference Room / Training</td>
<td></td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Laundry</td>
<td></td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>SUBTOTAL</td>
<td>1</td>
<td>22,495</td>
<td></td>
</tr>
</tbody>
</table>
Educational Specifications  Mather High School / Morrison Creek Middle School

Program Component  Physical Education – Interior (Middle School)

Relationship of Program Spaces:

- **HARDCOURTS**
- **MAIN PUBLIC ENTRY**
- **FIELDS**
- **GYMNASIUM**
- **TOILET**
- **BOYS LOCKER/SHOWERS**
- **GIRLS LOCKER/SHOWERS**
- **STAFF OFF.**
- **CURTAIN**
- **PE STORAGE**
- **ATHL. STORAGE**
- **LAUN**
- **MAT STOR.**
- **WEIGHT/HEALTH**
- **BOYS TOILET**
- **STAFF TLT.**
- **STAFF TLT.**
- **GIRLS TOILET**
- **LOBBY**
- **CONC.**
- **TICK**
- **TICKET WINDOW**
- **ATHL. DIR.**
- **BLEACHERS THIS SIDE**
Identification of Program Spaces:

**Outdoor Facilities**

- **Fields:**
  1 soccer field 90x160 yard area (1 within track, 1 overlaid to ballfields)
  1 football field 80x120 yards within track
  2 softball fields skinned infield, with dugouts and scoreboards
  Drinking fountains at each field
  Track

- **Hardcourts:**
  12 basketball courts 50’ x 84’ with volleyball courts overlaid
  10 volleyball courts
  Apparatus area
Educational Specifications  Mather High School / Morrison Creek Middle School

Program Component  Special Education (HS and MS)

Definition:

- Philosophy:

  The Special Education Department believes that all students should have equal access to the regular education curriculum and environment. We emphasize inclusion and utilize the least restrictive environment that is appropriate to a student’s individual needs.

- Objectives:

  In order to prepare all students for life after high school, the special education department offers direct support services for social and academic development, which leads to greater independence. Services offered should articulate to this site, middle schools, local community support services and institutes of higher education.

- Function:

  Special Education courses should include study skills classes at all grade levels and RSP core courses as needed. Access to computer labs is essential to support cross-curricular support and authentic learning opportunities. In addition, there should be access to a private phone area, locking cabinets, testing room and an IEP meeting room.

- Relationships:

  We need access to and coordination with all departments, driven by student needs.

  Typically, RSP has been allocated to spaces smaller than typical classrooms due to their smaller class size. This methodology fixes the location of the classroom and limits the flexibility to integrate the support into the appropriate core curriculum as the RSP enrollment fluctuates from year to year. Therefore, full size classrooms will be provided throughout. This allows RSP the flexibility to change locations from department to department as the demand is needed.
Educational Specifications *Mather High School / Morrison Creek Middle School*

Program Component

Special Education (HS and MS)

Relationship of Program Spaces:

**HS**
- **10TH - 12TH CORE CLASSROOMS**
  - RSP W/IN TYP. CLASSRM.
  - SDC
  - STAFF WORKRM
  - TEST
  - NOT @ 9TH GRADE

**MS**
- **7TH - 8TH CORE CLASSROOMS**
  - RSP W/IN TYP. CLASSRM.
  - SDC
  - STAFF WORKRM
  - TEST
  - SE Classrooms not in 6th Grade Small Learning Communities

**ADMIN IEP CONFERENCE**

**Testing:** IEP Binders to be stored close to testing in a locked, but accessible area.

RSP ration 1:20
Educational Specifications  
*Mather High School / Morrison Creek Middle School*

**Program Component**  
Special Education - Classrooms (HS and MS)

**Relationship of Program Spaces:**

- **OFFICE**
- **TIMEOUT AREA**
  - **WINDOW**
- **ED CLASSROOM**
  - ED (Emotionally Disturbed)
  - Autism
- **SH CLASSROOM**
  - SH/ILS (Severely Handicapped)
  - (Independent Life Skills)
  - KITCHENETTE
  - HOT+COLD WATER
  - DISHWASHER AND WASHER / DRYER
  - ACCESS TO RESTROOM W/ CHANGING TABLE, BUT NOT IN CLASSROOM
- **SDC CLASSROOM**
  - SDC (Special Day Class)
  - EXTRA STORAGE FOR MULTIPLE BOOKS / LEARNING MATERIAL

- **STORAGE**

- **RESTROOM**

• ALL SPECIAL EDUCATION CLASSROOMS SHOULD BE LOCATED CLOSE TO BUSING.
• ON EXT. OF CAMPUS TO PROVIDE OPEN SPACE FOR BREAKOUT/TIMEOUT.
Educational Specifications  Mather High School / Morrison Creek Middle School

Program Component  Multipurpose/Student Activities (HS and MS)

**Definition – Student Union/Multipurpose:**

- **Philosophy:**
  
  Provide a place on campus where students can gather, socialize, get academic and other support. The facility could also be used as a parent resource center and community center.

- **Objectives:**

  The Student Union can provide educational support, arts, recreation, enrichment, access to health and social services, and vocational experiences during school hours, after school, on weekends, and during school breaks.

- **Function:**

  Provide a facility for district and community partners (for example, Boys and Girls Club, Parks and Recreation, businesses, post-secondary schools, heritage language groups, etc.) to offer programs, services, and experiences to students and their families.

- **Relationships:**

  Integrate the services and resources of the district and broader community to nurture relationships and enhance educational and personal growth of the students.
Program Component  Multipurpose/Student Activities (HS and MS)

**Definition – Student Activities:**

- **Philosophy:**

  To provide leadership development which emphasizes ethics, integrity and collaborative decision-making. It aims to enhance the quality of education by involving students in activities and programs outside the classroom that builds citizenship and encourages self-esteem.

- **Objectives:**

  To offer and support a wide variety of opportunities and programs for student involvement. Co-curricular and extra-curricular activities / programs: Student Government / Leadership, clubs, rallies, assemblies, dances, lunch-time activities, school-wide functions, student recognition, freshman orientation, athletics, music and drama.

- **Function:**

  Oversee all of the non-curricular programs, co-curricular and extra-curricular activities, master calendar, expenditures, fund-raising and compliance with District and State policies and regulations.

- **Relationships:**

  Multipurpose / Student Union, Gym, Student Activities Room, Snack Bar, Student Accounts, Student Store, Director of Student Activities Office, sports fields, outdoor gathering and stage.
**Educational Specifications** *Mather High School / Morrison Creek Middle School*

**Program Component**  
**Multipurpose/Student Activities (HS and MS)**

**Definition – Food Service:**

- **Philosophy:**
  
  "To improve is to change, to succeed is to change often." ----Churchill

  While the approach towards food changed drastically with scientific and technological breakthroughs in health and nutrition and in new food manufacturing methods, School Food Services in general increased in bureaucratic complexity and the quality of food was left behind.

  Times have changed and School Food Services must also change.

- **Objectives:**
  
  Our concerns are food and people safety, development of healthful menu items, customer service, cost control, computerized menu planning and operation.

- **Function:**
  
  The School Food Services must play an important role in nutritional education. The facility should be able to bridge food services and education. The facility should reflect the latest trend in food and food technology. Access to power and layout must be flexible. We must remember that we will have to change more frequently in the future than we did in the past.

- **Relationships:**
  
  It is an undeniable truth that the right nutrition contributes to the ability to learn!

  School Food Services and Cafeterias should be regarded as one of the important contributors to education and not the last and least respected department in the system.
### Educational Specifications: Mather High School / Morrison Creek Middle School

#### Program Component: Multipurpose/Student Activities (HS and MS)

**Identification of Program Spaces:**

<table>
<thead>
<tr>
<th>Defined Space</th>
<th># of T.S.</th>
<th>Sq. Ft.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multipurpose HS (Includes Stage)</td>
<td></td>
<td>7,500</td>
<td>HS Multipurpose should have the capacity for 500 dining and 1000 assembly.</td>
</tr>
<tr>
<td>Multipurpose MS (Includes Stage)</td>
<td></td>
<td>4,500</td>
<td>MS Multipurpose should have the capacity for 300 dining and 600 assembly.</td>
</tr>
<tr>
<td>Student Store HS</td>
<td></td>
<td>200</td>
<td>HS covered outdoor dining should hold 300 students.</td>
</tr>
<tr>
<td>Student Store MS</td>
<td></td>
<td>150</td>
<td>MS covered outdoor dining should hold 200 students.</td>
</tr>
<tr>
<td>Snack Bar HS</td>
<td></td>
<td>550</td>
<td></td>
</tr>
<tr>
<td>Snack Bar MS</td>
<td></td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Student Accounts HS</td>
<td></td>
<td>225</td>
<td>Food Service:</td>
</tr>
<tr>
<td>Student Accounts MS</td>
<td></td>
<td>225</td>
<td>Staffing: 2100 HS = 9 Staff</td>
</tr>
<tr>
<td>Production Kitchen</td>
<td></td>
<td>3,500</td>
<td>900 MS = 6 Staff</td>
</tr>
<tr>
<td>Food Court HS</td>
<td></td>
<td>900</td>
<td>Provide 8 POS Stations @ HS.</td>
</tr>
<tr>
<td>Food Court MS</td>
<td></td>
<td>600</td>
<td>4 POS Stations @ MS.</td>
</tr>
<tr>
<td>Receiving / Storage</td>
<td></td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>Maintenance Shop</td>
<td></td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>Mat Storage</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Student Union (HS)</td>
<td></td>
<td>1,500</td>
<td></td>
</tr>
<tr>
<td>Student Union (MS)</td>
<td></td>
<td>1,500</td>
<td></td>
</tr>
<tr>
<td>Storage (Tables, Chairs)</td>
<td></td>
<td>800</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td>24,100</td>
<td></td>
</tr>
</tbody>
</table>
Program Component  Multipurpose/Student Activities (HS and MS)

Relationship of Program Spaces:
Program Component  Administration (HS and MS Shared Facilities)

**Definition:**

- **Philosophy:**
  
  The administration provides support for students, staff and parents. It is composed of the principals, vice principals, counselors, clerical and support staff for both the middle and the high school. The building should be a pleasant and welcoming atmosphere for members of the public as well as students and employees.

- **Objectives:**
  
  Enhanced staff collaboration  
  Sharing of staff, support spaces and resources  
  Focusing public access to campus “funneling traffic”  
  One stop shopping for parents  
  
  The objectives are to provide leadership and support for instruction and other areas related to student success at school. Leadership insures a quality educational program and ancillary services. Issues such as budget, facility usage, records, personnel management and student health, counseling and guidance services are all included.  

- **Function:**
  
  The building provides services to keep the school functioning smoothly, as described above under “Objectives”. It is a place where staff can meet and interact, check their mail, have access to a copy machine and other instructional support equipment. It is a place where students can come to get counseling and health services, and provides a “user friendly” venue for parents who come for meetings or to pick their children up before the end of the school day.

- **Relationships:**
  
  Having one large administration building shared by both middle and high school (although with distinct offices for the administrators of each school) will help further communication and coordination, both informal and formal, between the 2 school staffs. Parents will appreciate the convenience of having one location for all their children in grades 6-12. The building should be located in a central area between the two campuses, have convenient parking and be easily identifiable and close to the front of the school property for ease of access.
Educational Specifications Mather High School / Morrison Creek Middle School

Program Component Counseling (HS and MS Shared Facilities)

**Definition**

- **Philosophy:**
  
  The mission of the Counseling program is to provide a comprehensive, developmental, counseling program addressing the academic, career and personal/social development of all students. As professional school advocates, school counselors provide support to maximize student potential and academic achievement. In partnership with educators, parent/guardians and the community, school counselors facilitate the support system to ensure all students have the opportunity to access and are prepared with the knowledge and skills necessary to contribute at the highest level as productive members of society.

- **Objectives:**
  
  The goal of the Counseling program is that students will acquire the attitudes, knowledge and skills in the areas of academic, career and personal/social development that will contribute to effective learning in school and in life: Skills for learning and motivation to continue to learn.
  
  A realistic self-concept and a healthy self-respect.
  
  Healthy interpersonal relations/respect for others.
  
  Responsible behavior in the school, family and community.
  
  An understanding of themselves, the world of work, and the realistic integration of one with the other.

- **Function:**
  
  Each counselor needs a private area to conduct confidential business. There needs to be easy access to the counselors by parents, students, and staff. We meet on a regular basis and need places to conduct meetings.

- **Relationships:**
  
  Counselors work closely with Administration, Psychologist, Attendance, Teaching staff and Career Center. The Counseling Department would be composed of Counselors, Clerical Support and the school Psychologist.
## Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space</th>
<th># of T.S.</th>
<th>Sq. Ft.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td></td>
<td>500</td>
<td>Reception must have visual connection to HS and have a separated entry for students from campus.</td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td>400</td>
<td>One V.P. office must be adjacent and have view into In-House Suspension.</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td></td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Principal Conference</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Vice Principal (3)</td>
<td></td>
<td>360</td>
<td></td>
</tr>
<tr>
<td>V.P. Assistant / Waiting</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>In-House Suspension</td>
<td></td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Account Clerk</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Supply Storage</td>
<td></td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Main Conference</td>
<td></td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Nurse's Office</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Nurse's Toilet</td>
<td></td>
<td>75</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TOTAL: 3,465</td>
</tr>
</tbody>
</table>
## Educational Specifications  Mather High School / Morrison Creek Middle School

### Program Component

#### Administration (Middle School)

**Identification of Program Spaces:**

<table>
<thead>
<tr>
<th>Defined Space</th>
<th># of T.S.</th>
<th>Sq. Ft.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td></td>
<td>300</td>
<td>Reception must have visual connection to MS.</td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td>250</td>
<td>One V.P. office must be adjacent and have view into In-House Suspension.</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td></td>
<td>150</td>
<td>Bookkeeper must have outside access to receive packages.</td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Vice Principal (2)</td>
<td></td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>V.P. Waiting</td>
<td></td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>In-House Suspension</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Supply Storage</td>
<td></td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Small Conference</td>
<td></td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Nurse's Toilet</td>
<td></td>
<td>75</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 2,265
## Educational Specifications

**Mather High School / Morrison Creek Middle School**

### Program Component

#### Counseling / Shared Facilities

**Identification of Program Spaces:**

<table>
<thead>
<tr>
<th>Defined Space</th>
<th># of T.S.</th>
<th>Sq. Ft.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Toilets</td>
<td></td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Admin. Staff Lounge</td>
<td></td>
<td>1,200</td>
<td></td>
</tr>
<tr>
<td>Copy Center / Workroom</td>
<td></td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>Conference</td>
<td></td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Psychologist Office (2)</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Speech Office</td>
<td></td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>IEP Office</td>
<td></td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Resource Officer / Security Cam.</td>
<td></td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Registrar's Office</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Student Records Clerk</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Records / Cum Storage</td>
<td></td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>MS Counselor (2)</td>
<td></td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>MS Counselor Waiting</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>HS Counselors (5)</td>
<td></td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>HS Counselor Secretary</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>HS Counselor Waiting</td>
<td></td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Career Center</td>
<td></td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>ROP Center</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Work Experience Office</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Small Group</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>6,130</td>
<td></td>
</tr>
</tbody>
</table>

**GRAND TOTAL**

|                     | 0         | 11,860  |

Copy Center to have mailboxes.
Include a counter or table in the Records room so records can be viewed without removing them from the room.
Relationship of Program Spaces:
Educational Specifications  Mather High School / Morrison Creek Middle School

Program Component  Joint Use Library

Definition:

- **Philosophy:**
  The District, the City of Rancho Cordova and the County Library Services Department is committed to providing access to information resources to improve and enhance the educational, cultural and recreational pursuits of students and the general community, by encouraging and promoting an appreciation for life long reading and learning. By providing a joint-use library and maximizing resources, the entities are able to expand and improve school and public library services for student and community members.

- **Objectives:**
  To provide intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective cognitive strategies.
  To provide physical access to information through:
  - a carefully selected and systematically organized local collection of diverse learning resources and a systematic procedure for acquiring information and materials from outside the Library Media Center.
  To provide learning experiences that encourages students and others to become discriminating consumers and skilled creators of information.
  To provide resources and activities for learning that represents a diversity of experiences, opinions, social and cultural perspectives and promotes intellectual freedom.
  To provide a broader collection of library material including print and non-print components.
  To provide expanded family literacy and parenting materials, bilingual elements and inter-library loan materials.
  To provide additional school and community meeting spaces.
  To provide an enhanced level of service and extended hours on nights and weekends.
  To provide joint and cooperative staffing between the entities.
  To promote more community service volunteer opportunities on school campuses.

- **Relationships:**
  The Library needs to include space for 3 classes of students each period for instructional activities.
  Individual students will utilize the Library on their own, as needed.
  The Library needs to include space for staff members to support teacher and student activities (with additional support from student assistants).
  All student accessed space should be visible from the circulation counter.
## Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space</th>
<th># of T.S.</th>
<th>Sq. Ft.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry</td>
<td></td>
<td>1,000</td>
<td>The School needs 3 work areas (2 for HS and 1 for MS) within the Library.</td>
</tr>
<tr>
<td>Community Room (100 People Capacity)</td>
<td></td>
<td>2,000</td>
<td>Periodical section should include stuffed chairs with no couches.</td>
</tr>
<tr>
<td>Equipment Storage (for Community Room)</td>
<td></td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Small Group (16 to 20 People Capacity)</td>
<td></td>
<td>600</td>
<td>No student access to Toilets during school hours.</td>
</tr>
<tr>
<td>Public Toilets (2)</td>
<td></td>
<td>700</td>
<td>Book stacks should be along the perimeter of the the Reading Room, Computers and Reference.</td>
</tr>
<tr>
<td>Reading Room</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Stacks</td>
<td></td>
<td>9,000</td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Computers (3 Separated Groups of 20)</td>
<td></td>
<td>3,000</td>
<td>The Community Room should have a locked access through to the Main Library Area.</td>
</tr>
<tr>
<td>Children's Area</td>
<td></td>
<td>0</td>
<td>The Community Room should have a sink/kitchenette.</td>
</tr>
<tr>
<td>Children's Toilet</td>
<td></td>
<td>75</td>
<td>The Small Group Room will be used for the Boards Closed Session Meetings.</td>
</tr>
<tr>
<td>Checkout Workarea</td>
<td></td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Workroom</td>
<td></td>
<td>1,000</td>
<td>The Community Room will be used as a School Board Meeting Room along with its community use.</td>
</tr>
<tr>
<td>Book Drop</td>
<td></td>
<td>100</td>
<td>Provide an alcove from the Small Group Room to the Community Room.</td>
</tr>
<tr>
<td>Media Equipment Storage</td>
<td></td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>Staff Breakroom</td>
<td></td>
<td>300</td>
<td>The Textbook Storage will receive books, where they will process and distribute to the departments.</td>
</tr>
<tr>
<td>Staff Toilet</td>
<td></td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Textbook Storage (TBD)</td>
<td></td>
<td>1,500</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td>20,950</td>
<td></td>
</tr>
</tbody>
</table>
Educational Specifications  
*Mather High School / Morrison Creek Middle School*

**Program Component**  
*Joint-Use Library*

**Relationship of Program Spaces:**

- **MAIN ENTRY**
- **ENTRY**
- **COMMUNITY ROOM**
- **CHECK-OUT**
- **TEXTBOOK STOR.**
- **CHECK-IN STATION**
- **DELIVERY**
- **STAFF TLT.**
- **BRAKEN ROOM**
- **MEDIA STOR.**

**Stacks Around the Perimeter**
- **TABLES CHAIRS**
- **COMPUTERS (POD OF 20)**
- **REFERENCE (POD OF 20 COMPUTERS)**
- **COMPUTERS (POD OF 20)**
- **CHILDREN'S AREA**
- **MAIN LIBRARY AREA**
- **WORKROOM**
- **BOOK DROP**
- **EQUIP. STOR.**
- **SMALL GROUP**
- **STAFF TLT.**
- **TEXTBOOK STORAGE**
- **MAIN ENTRY**
**Educational Specifications** *Mather High School / Morrison Creek Middle School*

**Program Component**

**Performing Arts (HS and MS)**

**Definition Performing Arts:**

- **Philosophy:**

  Performing Arts, including Drama is an important part of the curriculum. It is important that students have an adequate performance space. A space with proper acoustics, lighting, sound and size. Theater students should feel that they have a performance place of their own, not a place that is constantly used for non-performance events.

- **Objectives:**

  The drama classroom needs to provide a traditional learning environment for students with room for desks, tables, computers, books...etc. A theatrical learning environment for students complete with a “stage area” and prop and costume storage.

  The performance space needs to provide an opportunity to work in a functional theater where students can practice acting and technical skills expected in post-graduate and professional institutions.

- **Function:**

  The drama classroom should be capable of housing up to 40 students and large enough to accommodate 9-10 tables with chairs. The classroom should also have a small platform “stage” for student performances, a place for books and cabinets for prop and costume storage. The key here is a large space with a lot of storage and a designated performance area.
Educational Specifications  
*Mather High School / Morrison Creek Middle School*

**Program Component**  
Performing Arts (HS and MS)

**Definition Music:**

- **Philosophy:**
  The Music Department offers courses in Recording, Jazz Band, Marching Band, Orchestra, and Concert Choir.

- **Objectives:**
  To prepare students for higher education and be skill ready for performances, recording, and life long learning.

- **Function:**
  Technology – House 100 piece band for the high school, 60 piece band for the middle school – 80 student choir at the high school, 50 student choir at the middle school – Be acoustically sound: Performance Venue Needed.

- **Relationships:**
  Choir, Band, and Drama should be interconnected.
## Educational Specifications

### Mather High School / Morrison Creek Middle School

#### Program Component

**Performing Arts (HS and MS)**

### Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space</th>
<th>MS</th>
<th>HS</th>
<th>Sq. Ft.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ticket</td>
<td></td>
<td></td>
<td>200</td>
<td>Costume Storage should hold 300 robes for choir and 150 uniforms for HS band with flags.</td>
</tr>
<tr>
<td>Lobby</td>
<td></td>
<td></td>
<td>1,500</td>
<td>Music Storage should have 20 cabinets for band and choir music.</td>
</tr>
<tr>
<td>Public Toilets (2)</td>
<td></td>
<td></td>
<td>800</td>
<td>Provide teaching wall in Choir room.</td>
</tr>
<tr>
<td>Control Room</td>
<td></td>
<td></td>
<td>420</td>
<td>Choir small practice rooms should hold 5-6 students.</td>
</tr>
<tr>
<td>Seating</td>
<td></td>
<td></td>
<td>5,000</td>
<td>Choir large practice rooms should hold 12-15 students.</td>
</tr>
<tr>
<td>Stage</td>
<td></td>
<td></td>
<td>2,000</td>
<td>Provide 1 piano in Choir, 1 in large practice room and 1 electric or 1 piano in small practice rooms.</td>
</tr>
<tr>
<td>Stage Workroom</td>
<td></td>
<td></td>
<td>800</td>
<td>If the choir room is exclusively a choir room, fixed risers should be used.</td>
</tr>
<tr>
<td>Stage Storage</td>
<td></td>
<td></td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>1</td>
<td></td>
<td>1,000</td>
<td>Band rooms should not have risers.</td>
</tr>
<tr>
<td>Drama Office</td>
<td></td>
<td></td>
<td>100</td>
<td>Band storage cabinets are within the Band room, but percussion storage should be in a separate room.</td>
</tr>
<tr>
<td>Drama Storage</td>
<td></td>
<td></td>
<td>250</td>
<td>HS Band small practice rooms should hold 3-4 students with instruments.</td>
</tr>
<tr>
<td>Toilet Rooms (2)</td>
<td></td>
<td></td>
<td>160</td>
<td>HS Band large practice rooms should hold 10 students with tubas or percussions.</td>
</tr>
<tr>
<td>Dressing Rooms (2)</td>
<td></td>
<td></td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Music Library</td>
<td></td>
<td></td>
<td>600</td>
<td>MS Band practice rooms should hold 6 students with instruments.</td>
</tr>
<tr>
<td>Choir</td>
<td>1</td>
<td></td>
<td>1,700</td>
<td>Drama room to be a typical classroom with mirrors.</td>
</tr>
<tr>
<td>Choir Practice Rooms - Small (2) &amp; Large (1)</td>
<td></td>
<td>600</td>
<td>Drama room has a dual use as a green room.</td>
<td></td>
</tr>
<tr>
<td>Choir Office</td>
<td></td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Recording</td>
<td></td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Uniform Storage</td>
<td></td>
<td></td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>HS Band (100 Students)</td>
<td>1</td>
<td></td>
<td>2,500</td>
<td></td>
</tr>
<tr>
<td>HS Band Practice Rooms - Small (2) &amp; Large (1)</td>
<td></td>
<td>600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS Instrument Storage</td>
<td></td>
<td></td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>HS Band Office</td>
<td></td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>MS Band (80 Students)</td>
<td></td>
<td>1</td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>MS Band Practice Rooms - Small (2)</td>
<td></td>
<td>240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS Band Instrument Storage</td>
<td></td>
<td></td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>MS Band Office</td>
<td></td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td>1</td>
<td>3</td>
<td>23,070</td>
<td></td>
</tr>
</tbody>
</table>
Program Component

Performing Arts (HS and MS)

Relationship of Program Spaces:

Educational Specifications Mather High School / Morrison Creek Middle School

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June, 2005
Program Component

Visual Arts (High School)

Definition Visual Arts:

- **Philosophy:**

  The Visual Arts Department will offer students a variety of visual art experiences, including drawing, painting, ceramics, sculpture, digital art, art history and photography. Students should have a safe, comfortable environment to explore their ideas and their own creative potential. All students, regardless of college or career goals can benefit from a rich experience in the visual arts because it develops critical thinking and problem solving skills that they may use in all areas of study.

- **Objectives:**

  In order to provide students with an enriching art education, a variety of art electives must be offered. Each art elective should have an advanced level of study offered to students. This will allow students to challenge themselves with more rigorous and challenging projects and will prepare those students who plan on pursuing art at the college or university level.

- **Function and Relationships:**

  Art classrooms should be in the same area. Placing them close to the other arts – Drama, Music and Dance – would be best. Art teachers should have access to each other’s rooms with the ability to collaborate and team teach. A central Art Dept. book, curriculum and video library is needed. Each room should have its own supply area, however; just as a theater and stage are necessary for music and drama, an art gallery is essential for the visual arts. Technology should be available to all art rooms since much of art is now partnered with computers.
**Educational Specifications**  
*Mather High School / Morrison Creek Middle School*

**Program Component**  
Visual Arts (High School)

### Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space</th>
<th># of T.S.</th>
<th>Sq. Ft.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2D Art</td>
<td>1</td>
<td>1,500</td>
<td>Provide high ceilings for 3D Art.</td>
</tr>
<tr>
<td>2D Art Storage</td>
<td></td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>3D Art</td>
<td>1</td>
<td>1,900</td>
<td>3D Art room to have access to exterior enclosed yard through large door.</td>
</tr>
<tr>
<td>3D Art Storage</td>
<td></td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Ceramics</td>
<td>1</td>
<td>1,900</td>
<td>In 3D Art, provide large item storage and material storage.</td>
</tr>
<tr>
<td>Ceramics Storage</td>
<td></td>
<td>250</td>
<td>In 2D Art, provide portfolio and flat slat storage.</td>
</tr>
<tr>
<td>Spray Booth</td>
<td></td>
<td>150</td>
<td>In Ceramics, provide 18 electric wheels.</td>
</tr>
<tr>
<td>Damp Room</td>
<td></td>
<td>175</td>
<td>The damp room needs to store 6 sections of 36 students' work.</td>
</tr>
<tr>
<td>Photography</td>
<td>1</td>
<td>1,400</td>
<td>Provide 1 electric and 1 raku (gas) kiln.</td>
</tr>
<tr>
<td>Photography Storage</td>
<td></td>
<td>100</td>
<td>Provide for 175 (35 students X 5 sections) lockers for student storage. They should be tall cabinets with individual shelves.</td>
</tr>
<tr>
<td>Dark Room</td>
<td></td>
<td>575</td>
<td>Provide for compressor and spray booth.</td>
</tr>
<tr>
<td>Dark Room</td>
<td></td>
<td></td>
<td>Journalism and Yearbook to be combined with Photo class.</td>
</tr>
<tr>
<td>Dark Room</td>
<td></td>
<td></td>
<td>Incorporate a gallery space to display student work.</td>
</tr>
</tbody>
</table>

**TOTALS**  
4  
8,310
Educational Specifications  Mather High School / Morrison Creek Middle School

Program Component  Visual Arts (High School)

Relationship of Program Spaces:

- DELIVERY ACCESS
- OUTDOOR YARD
  - KILNS / SHELTER
  - SPRAY BOOTH
- STAFF SUPPORT
  - 3D ART
  - 2D ART
  - COURTYARD
- PHOTO
- STOR.
- DARK ROOM
- DAMP ROOM
- MS CERAMICS
- STOR.
- STOR.
- STOR.

ACCESS TO COMPUTER LAB
Educational Specifications  
*Mather High School / Morrison Creek Middle School*

**Program Component**  
Physical Education (High School)

**Definition:**

- **Philosophy:**
  
  The Physical Education Facility needs to be able to accommodate physical education, integrated curricular areas and athletic needs.

- **Objectives:**
  
  Students should be able to:
  - Be competent in many movement activities
  - Understand how and why they move in a variety of situations and use this information to enhance their own skills
  - Achieve and maintain a health-enhancing level of physical fitness
  - Exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression.
  - Demonstrate responsible personal behavior while participating in activities
  - Demonstrate responsible social behavior while participating in movement activities and understand the importance of respect for all others
  - Understand the relationship between history and culture and games, sport, play and dance.

- **Function:**
  
  A teaching station for Physical Education must be able to accommodate 40 to 50 students. This school will be fielding an equal number of athletic teams as our current site.

- **Relationships:**
  
  Cafeteria / snack bar need to be located away from the gymnasium. The tennis courts and track need to be located adjacent to gym and locker room facilities.
Educational Specifications  
*Mather High School / Morrison Creek Middle School*

**Program Component**  
**Physical Education – Interior (High School)**

### Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space</th>
<th># of T.S.</th>
<th>Sq. Ft.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Gymnasium</td>
<td></td>
<td>17,000</td>
<td></td>
</tr>
<tr>
<td>Main Gymnasium Storage</td>
<td></td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>Lobby</td>
<td></td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>Lobby Toilets</td>
<td></td>
<td>700</td>
<td></td>
</tr>
<tr>
<td>Tickets</td>
<td></td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Snack Bar</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Auxiliary Gymnasium (300-500 capacity)</td>
<td></td>
<td>9,000</td>
<td>The Team Lockers should provide 65 lockers each. Large enough for football equipment.</td>
</tr>
<tr>
<td>Auxiliary Gymnasium Storage</td>
<td></td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Dance/Wrestling/Mat Storage</td>
<td>1</td>
<td>3,520</td>
<td>40 Junior Varsity lockers, 50 Freshman lockers (at football)</td>
</tr>
<tr>
<td>Weight Room</td>
<td></td>
<td>2,200</td>
<td></td>
</tr>
<tr>
<td>Athletics Storage</td>
<td></td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>PE Storage</td>
<td></td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>Boy's Team Lockers</td>
<td></td>
<td>1,500</td>
<td></td>
</tr>
<tr>
<td>Girl's Team Lockers</td>
<td></td>
<td>1,500</td>
<td></td>
</tr>
<tr>
<td>Boy's Lockers/Showerers</td>
<td></td>
<td>1,700</td>
<td></td>
</tr>
<tr>
<td>Girl's Lockers/Showerers</td>
<td></td>
<td>1,700</td>
<td></td>
</tr>
<tr>
<td>Boy's Toilets</td>
<td></td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Girl's Toilets</td>
<td></td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Male Staff Offices</td>
<td></td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Female Staff Offices</td>
<td></td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Male Staff Toilet / Shower</td>
<td></td>
<td>270</td>
<td></td>
</tr>
<tr>
<td>Female Staff Toilet / Shower</td>
<td></td>
<td>270</td>
<td></td>
</tr>
<tr>
<td>Athletic Director Office</td>
<td></td>
<td>120</td>
<td>Gym Storage off main floor.</td>
</tr>
<tr>
<td>Staff Conference Room</td>
<td></td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Coach (2)</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>1</strong></td>
<td><strong>46,750</strong></td>
<td></td>
</tr>
</tbody>
</table>

PE classes usually have 40-45 students.
Provide for a full-service snack bar.
Provide adequate space for trophy display in Lobby.
Lobby to be large enough to set up tables for eating.
Lockers are preferred to be 4'-0" high with seats attached to lockers.
Provide 750 lockers for each locker room, 6 to 1 (street locker)
Staff Offices should allow for 4 people each.
Provide 1 toilet and 1 shower for each Staff Toilet / Shower Room.

40 Junior Varsity lockers, 50 Freshman lockers (at football)
At Locker Rooms, provide double doors that swing one way in and out.
Need location to dryout pads and uniforms.
Incorporate Training area into the Team Lockers, which would include a cabinet, ice machine, table, place for whirlpool and sink.
Incorporate a Coaches workroom into the Team Lockers that is enough for 5 people.
Coaches area does not require a shower.

Auxiliary Gym needs storage for wrestling mats
At Main Gym: 94' main bb, 2 cross court bb, 10 badminton, 6/8 volleyball courts.
Educational Specifications  
**Mather High School / Morrison Creek Middle School**

**Program Component**  
Physical Education – Interior (High School)

**Relationship of Program Spaces:**

- MAIN ENTRY
- LOBBY
- AUXILIARY GYM
- MAIN GYM
- OUTSIDE ACCESS
- WEIGHT ROOM
- BOYS LOCKER/SHOWERS
- GIRLS LOCKER/SHOWERS
- BOYS TOILETS
- GIRLS TOILETS
- BOYS TEAM LOCKERS
- GIRLS TEAM LOCKERS
- P.E. STORAGE
- FIELDS & HARD COURTS
- TICKET WINDOW
- SNACK BAR
- LOBBY TOILETS
- AUX. GYM STORAGE
- MAIN GYM STORAGE
- 1,000
- 1,000
- 150
- 500
- Ticket
- Male Staff Off
- Female Staff Off
- Staff Conf
- Ath. Dir.
- Staff Toilets
- Staff Shower
- Staff Locker
- Ath. Locker
- 500
- 150
- 1,000

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04-753
June, 2005
Educational Specifications  
*Mather High School / Morrison Creek Middle School*

Program Component  
Physical Education – Exterior (High School)

Identification of Program Spaces:

*Outdoor Facilities*

- **Fields:**
  1. Football field Stadium (Synthetic) Bleacher Capacity: 2,750 home side, 1,500 visitor side
  2. Soccer fields 90x160 yard area (1 dedicated field, 1 field in stadium)
  3. Flag football (1 full-size football field split into 3 cross fields)
  2. Softball fields skinned infield, with dugouts, scoreboards and seating for 200
  2. Baseball fields, skinned paths, with dugouts, scoreboards and a minimum seating for 300 spectators
  Restroom access (Classroom cluster toilets with exterior access)
  Drinking fountains at each field
  Track (all weather)

- **Hardcourts:**
  12 basketball courts 50’ x 84” (2 groups of 6 with separation)
  4 volleyball courts not overlaid with other courts
  8 tennis courts
  1 tennis practice wall
  3 hockey courts overlaid on basketball courts (1 hockey court = 1 basketball court)
Program Component

School-to-Career (High School)

**Definition:**

- **Philosophy:**
  
  The School to Career Program is designed to teach students how to apply high levels of cognitive knowledge to real world unpredictable situations. Students are offered opportunities to pursue courses in the fields of Broadcast and Media Communications, Business and Computer Applications, Health and Fitness Academy, Foods and Nutrition, and Engineering and Construction Technology.

- **Objectives:**
  
  To effectively prepare students for life after high school, courses will be provided that will both prepare students to pursue higher education opportunities and/or prepare them for skilled entry level positions. Courses will be articulated at the site and with local community colleges, four-year universities and technical programs. Students in the career programs and academies will have an opportunity to explore their fields of interest through a hands-on, problem solving, technological, and team centered approach. Selected academic courses will coexist as an integrated program with designated school to career classes.

- **Function:**
  
  School to Career courses will be cross curricular and support other site programs as much as possible to provide students with authentic learning opportunities. Quality learning opportunities including senior project, job shadowing, mentor ships, internships, and service learning will be available for students. Partnerships with local businesses in the community are vital to providing students with the information necessary to make knowledgeable decisions about their future careers. Cross-curricular units reflecting SCANS skills will be part of the curriculum. Classes in these programs will need access to computer labs, a first-aid practicum room, a broadcasting facility, and a multi-use Construction Technology lab for effective program development.
### Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space</th>
<th># of T.S.</th>
<th>Sq. Ft.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering and Construction Technology</td>
<td>2</td>
<td>3,800</td>
<td></td>
</tr>
<tr>
<td>Media Communications</td>
<td>1</td>
<td>1,900</td>
<td></td>
</tr>
<tr>
<td>Computer Labs</td>
<td>3</td>
<td>4,200</td>
<td></td>
</tr>
<tr>
<td>Health and Fitness Academy</td>
<td>1</td>
<td>1,900</td>
<td></td>
</tr>
<tr>
<td>CAD/CAM</td>
<td>1</td>
<td>1,900</td>
<td></td>
</tr>
<tr>
<td>Foods and Nutrition</td>
<td>1</td>
<td>1,900</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS** 9 15,600
Educational Specifications  
*Mather High School / Morrison Creek Middle School*

**Program Component**  
School to Career (High School)

**Relationship of Program Spaces:**

- **Engineering & Construction Technology**
  - Classroom
  - Workshop
  - Computer Lab
  - Engineering Classroom
  - Tool Storage
  - Material Storage
  - Project Room

- **Health & Fitness Academy**
  - Health Lab
  - Classroom
  - Equipment Storage
  - Health Lab Classroom

- **Media Production**
  - Studio
  - Video Editing
  - Audio Editing
  - Media Production Equipment Storage

- **Food & Culinary Arts**
  - Foods Multi-Lab Classroom
  - Dress Storage
  - Computer Lab

- **Computer Science**
  - Computer Lab
  - CAD
  - CAM Storage

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June, 2005
Typical Computer Lab:

NO PROJECTION SCREEN.

PROJECT ON THIS MARKERBOARD

PRINTERS

SWITCH LIGHTING IN THIS AREA FOR PROJECTION

36 STATIONS

LCD PROJECTOR

TEACHER STATION

BACKPACK STO.

MARKERBOARD

LATERAL FILES

BELOW COUNTER
**Definition: Language Arts**

- **Philosophy:**
  
  The English department offers students a solid foundation in Language Arts, including reading, writing, speaking, listening, and viewing. The knowledge and skills provide the students with the keys to the college or career of their choice.

- **Objectives:**
  
  In order to prepare students for the life path they choose after high school, students must be offered the core curriculum of a comprehensive four-year English program. In addition, the English department would offer a group of elective classes including Advanced Placement, which would meet students’ more specialized career and college goals.

- **Function:**
  
  English classrooms should be in the same area in total or by class level, there must be a centrally located work area for teachers, including access to department books and supplies. Telephones, computers, and teacher storage must be available in all individual classrooms.

- **Relationships:**
  
  Access to other departments for interdisciplinary curriculum will be driven by staff. The Social Studies department should be in close proximity to make this feasible with our main partners.
Educational Specifications  
*Mather High School / Morrison Creek Middle School*

Program Component  
Core Curriculum (High School)

**Definition: World Language**

- **Philosophy:**
  
  To provide a facility that encourages interactive communication/activities for second language learning.

- **Objectives:**

  In order to offer all levels of World Language, each area needs not only to have its own comprehensive area, but also to be connected closely together.

- **Function:**

  The ability to move desks to work in a variety of scenarios. Be able to use multimedia to provide instruction: computers, sound systems, overhead, DVD, VCR, recorders, etc.

- **Relationships:**

  A facility where language teachers can work closely together (similar to current facility). Also, (proximity) access to administration building and teacher work area.
Program Component: Core Curriculum (High School)

**Definition: Mathematics**

- **Philosophy:**
  
  The mathematics department offers students a rigorous curriculum and extensive support to provide them with a strong foundation in mathematics. Students are equipped to pursue post-secondary education or enter the work force.

- **Objectives:**

  The mathematics department offers students the courses required for graduation in California: Algebra I, Geometry, Algebra II, Trigonometry, Pre-Calculus and Calculus.

- **Function:**

  The mathematics department meets at least monthly to coordinate curriculum, analyze student progress and plan interventions.

- **Relationships:**

  The mathematics department coordinates with other divisions to integrate instruction. Math departments district-wide collaborate to coordinate textbooks, pacing guides and common district assessments.
Program Component

Core Curriculum (High School)

**Definition: Social Studies**

- **Philosophy:**
  
  Social studies challenges students to critically think by analyzing information from multiple perspectives. The social studies department and the school should also emphasize common values to be established by the members of the learning community.

- **Objectives:**
  
  Encourage active learning with access to multiple perspectives through data, presentations, speakers, and discussion for students to contribute to the learning community.

- **Function:**
  
  To facilitate skill acquisition and application through debate, discussion and presentation.

- **Relationships:**
  
  Relationships are aided by clear facilities planning to direct interaction between students, students and faculty, faculty and faculty, faculty and administration. Facilities should be arranged closely to facilitate coordination of curriculum, school dialogue, and common values.
Definition: Health and Safety

哲学:

健康和安全部门为学生提供了学习在青少年时期做出关于其健康和福祉的选择的机会。驾驶教育教授学生正确的驾驶技术和责任感。急救单元也可以在整个生活中使用；灾难准备（如果发生紧急情况）和教授学生如何研究其选择的职业所需的职业研究也涵盖在内。

目标:

我们的目标是让我们的学生获得、解释并更好地理解基本健康信息，并利用这些信息来促进个人的健康和福祉。通过接受对自己的健康和福祉的责任，一个人可能能够避免有害行为。各种各样的嘉宾演讲者与学生交谈，使他们了解各种可能的职业。

功能:

健康和驾驶教育课程可以是跨学科的，尽可能支持其他课程，为学生提供真实的学习机会。与社区内的企业保持联系对于为学生提供他们可以做出明智决策的必要信息至关重要。

关系:

健康和驾驶教育的教室应该在一个区域，教师可以共享设备和视听材料。班级需要无障碍的计算机实验室来完成必要的项目。物理教育和可能的科学课程的近距离将是很有帮助的。

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June, 2005
Program Component  

Core Curriculum (High School)

**Definition: Science**

- **Philosophy:**
  
  The Science Department offers students the opportunity to study physical science, earth science, biology, chemistry, and physics. The sequence of courses can be varied to fit the needs of non-college bound and college bound students. In addition, students who are particularly interested can take advanced or AP classes.

- **Objectives:**
  
  The Science Department offers core classes to all students in Physical/Earth Science (at the 9th grade level) and Biology (at the 10th grade level). At the upper division level, courses are offered in chemistry, physics, and biology. Many of these classes are offered at different levels.

- **Function:**
  
  The science laboratories should support hands on activity based classes appropriate for the grade level and subject matter. Adequate utilities and space must be provided for activities. Lab stations should have computer capabilities, as more and more labs are computer based both in academic and business settings. The biology department does some outdoor activities in a natural setting.

- **Relationships:**
  
  The science department should be self-contained for reasons of sharing materials and storage. However, we should be an integral part of the school and available to integrate with others.
Education Specifications  Mather High School / Morrison Creek Middle School

Program Component  9th Grade Small Learning Community

**Definition**

- **Philosophy:**

  The purpose of the 9th Grade Small Learning Community is to meet the academic needs of incoming freshmen. In an effort to ensure high levels of learning, teachers and students will participate in a supportive environment designed to ease the transition from middle to high school. Core classes are English, science, mathematics and physical education. Electives include support academic classes, world languages, visual and performing arts, business and computers, and various technology offerings. 9th Grade Students would also be involved in traditional high school activities, such as rallies, assemblies and activities within the student union.

- **Objectives:**

  To promote high school success by providing a student-centered learning environment that bolsters 9th grade academic achievement and personal responsibility. Through a systems-wide approach, students will be supported in their efforts to maintain high levels of attendance, grades, deportment, and connectivity to the high school. Students who successfully master their core academic classes in grade 9 will be prepared to enroll in advanced courses in grades 10-12, including advanced placement, school to career, and specialized academies.

- **Function:**

  Geographic proximity for core academic classes  
  Flexibility in scheduling  
  Double dosing (core class and support class)  
  Common planning / professional collaboration  
  Common protocol, rules, and procedures  
  Integrated curricular projects  
  Mandatory tutoring / interventions  
  Increased parental involvement and notification

- **Relationships:**

  Students in advanced courses, physical education, and electives will take courses outside their cluster
### Educational Specifications  
**Mather High School / Morrison Creek Middle School**

### Program Component  
**9th Grade Small Learning Community**

#### Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space</th>
<th># of T.S.</th>
<th>Sq. Ft.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>4.0</td>
<td>6,000</td>
<td>Staff will teach more than just 9th grade science.</td>
</tr>
<tr>
<td>Science Prep Storage</td>
<td></td>
<td>300</td>
<td>Computer lab tutoring after school should be in the same place everyday.</td>
</tr>
<tr>
<td>Mathmematics</td>
<td>4.0</td>
<td>3,840</td>
<td>High need to share equipment throughout the science department.</td>
</tr>
<tr>
<td>9th gr. CSR / Advanced classes</td>
<td>1.0</td>
<td>960</td>
<td>Science should be in close proximity to 9th grade cluster.</td>
</tr>
<tr>
<td>Language Arts / English</td>
<td>4.0</td>
<td>3,840</td>
<td>Administration sees more 9th grade students than other grades (10th - 12th).</td>
</tr>
<tr>
<td>Intensive English / Effective Reading</td>
<td>1.0</td>
<td>960</td>
<td></td>
</tr>
<tr>
<td>9th gr. CSR / Advanced classes</td>
<td>2.0</td>
<td>1,920</td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td>1.0</td>
<td>960</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>1.0</td>
<td>960</td>
<td></td>
</tr>
<tr>
<td>Project Room (2)</td>
<td></td>
<td>2,400</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS**  
18.0  
22,140
Educational Specifications  
*Mather High School / Morrison Creek Middle School*

**Program Component**  
9th Grade Small Learning Community

**Relationship of Program Spaces:**

Diagram showing the relationship of program spaces in the 9th Grade Small Learning Community.
**Educational Specifications** *Mather High School / Morrison Creek Middle School*

**Program Component**  
Core – 10th through 12th Grade (High School)

**Identification of Program Spaces:**

<table>
<thead>
<tr>
<th>Defined Space</th>
<th># of T.S.</th>
<th>Sq. Ft.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>7.0</td>
<td>10,500</td>
<td><strong>Science classrooms need close proximity to share resources.</strong></td>
</tr>
<tr>
<td>Science Prep Storage</td>
<td></td>
<td>800</td>
<td><strong>Science should be designed to accommodate 36 students.</strong></td>
</tr>
<tr>
<td>Mathematics</td>
<td>6.0</td>
<td>5,760</td>
<td><strong>Yearbook and Journalism is typically taught by Language Arts.</strong></td>
</tr>
<tr>
<td>Advanced Classes</td>
<td>2.0</td>
<td>1,920</td>
<td></td>
</tr>
<tr>
<td>Language Arts / English</td>
<td>8.0</td>
<td>7,680</td>
<td></td>
</tr>
<tr>
<td>Intensive English / Effective Reading</td>
<td>1.0</td>
<td>960</td>
<td></td>
</tr>
<tr>
<td>Advanced Classes</td>
<td>1.0</td>
<td>960</td>
<td></td>
</tr>
<tr>
<td>Driver's Ed / Health</td>
<td>3.0</td>
<td>2,880</td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td>4.0</td>
<td>3,840</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>9.0</td>
<td>8,640</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>2.0</td>
<td>1,920</td>
<td></td>
</tr>
<tr>
<td>Project Room (4)</td>
<td></td>
<td>4,800</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>43.0</td>
<td>50,660</td>
<td></td>
</tr>
</tbody>
</table>
Program Component Core – 10th through 12th Grade (High School)

Relationship of Program Spaces: Typical Cluster
Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space</th>
<th># of T.S.</th>
<th>Sq. Ft.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Toilets (184 fixtures)</td>
<td></td>
<td>11,040</td>
<td>Student Toilets: Disbursed throughout the site.</td>
</tr>
<tr>
<td>Electrical</td>
<td></td>
<td>4,000</td>
<td>Exact locations determined by the site configuration.</td>
</tr>
<tr>
<td>Mechanical</td>
<td></td>
<td>2,000</td>
<td>Staff Support &amp; Staff Toilets: Disbursed through the site.</td>
</tr>
<tr>
<td>Custodial</td>
<td></td>
<td>2,000</td>
<td>Exact location determined by the site configuration.</td>
</tr>
<tr>
<td>Circulation</td>
<td></td>
<td>15,000</td>
<td>Custodial: Campus needs a overall plant manager.</td>
</tr>
<tr>
<td>Staff Support</td>
<td></td>
<td>4,800</td>
<td>Administration needs custodial stor. and paper stor.</td>
</tr>
<tr>
<td>Staff Toilets (12 fixtures)</td>
<td></td>
<td>900</td>
<td>With stockless ordering, there is need for less storage, but more deliveries.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Space for centralized storage, receiving yard, office space with workroom, dumpsters, storage containers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Field equipment storage in closer proximity to HS fields, possibly linked with stadium concessions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Provide storage under bleachers.</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>0</td>
<td>39,740</td>
<td></td>
</tr>
</tbody>
</table>
## Program Component

### Support Spaces

#### Staffing Requirements:

<table>
<thead>
<tr>
<th>Category</th>
<th>Staff</th>
<th>HS #</th>
<th>MS #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional</td>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counselors</td>
<td>4.2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Psychologist</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>Librarians/Clerks</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Specialists/Speech</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Special Education</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Volunteers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative</td>
<td>Principal</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Vice Principals</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Secretaries (Admin. Asst.)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Clerks</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Nurse</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>Operational</td>
<td>Lead Custodian</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Custodians</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Community Functions</td>
<td>Public Safety Officers</td>
<td>.5</td>
<td>.5</td>
</tr>
</tbody>
</table>