

JOHN ADAMS MIDDLE SCHOOL CAMPUS MASTER PLAN

Santa Monica - Malibu Unified School District

2020.10.31

JOHN ADAMS MIDDLE SCHOOL

BERLINER ARCHITECTS



PROJECT TEAM

Client

Santa Monica - Malibu Unified School District

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JAMS ENTRY COURTYARD

JOHN ADAMS MIDDLE SCHOOL (JAMS)

“The mission of John Adams middle school is to provide a dynamic multi-faceted, educational experience which allows each student to maximize his or her potential academically, socially, emotionally, and physically. JAMS programs are based on shared decision making by interested community members, parents, teachers, counselors, and administrators to meet the unique needs of a diverse student population. Building a caring community of students, JAMS focuses on character building that includes trustworthiness, respect, responsibility, fairness, caring and citizenship.”

(From SMMUSD Educational specifications)

INTRODUCTION

Berliner Architects conducted numerous teacher interviews along with four workshops that resulted in a comprehensive understanding of JAMS Campus’s vital relationship with its surrounding community, faculty, and student body. The following is a result of this collaborative design process conducted during the year 2020.

Before the 1960s, the neighborhood was much larger and was an important African-American enclave on the Westside, but when the Santa Monica Freeway opened in the 1960s, it resulted in the destruction of many residences and the relocation of a large number of families. This is the most ethnically diverse area of Santa Monica, but this diversity is under threat as the area is rapidly becoming gentrified. While the city of Santa Monica has a very low crime rate compared to surrounding communities, the Pico neighborhood has higher crime rates than the rest of the city, Making John Adams Middle School (JAMS) a critical fabric of the community. JAMS is made up of one and two story buildings and is located in the Pico district of Santa Monica and is adjacent to Santa Monica College. The campus contains multiple courtyards while the main circulation is made up of exterior corridors that are mostly covered. JAMS serves grades 6 - 8. One of the main goals of the master planning effort was to

redevelop the existing exterior courtyards into outdoor learning environments that are conducive to project based learning. This concept was driven by the recommendations in the education specifications contained within the 2019 Education Master Plan. The Plan’s main goal is to update its specialized learning programs and career technical education curriculum offerings to align with 21st century jobs and skills, which include growing science, technology, engineering, art, math and STEAM programs. Along with the continuation of the JAMS Science magnet that has been active on the campus for 28 years and is widely respected in the community. The campus lends itself to provide such spaces with its underutilized outdoor areas that can become collaborative spaces for such programs to thrive. The goal of the master planning effort is to propose projects which align with the 2019 Education Master Plan and fall within the existing measure of the SMS bond funds passed by Santa Monica taxpayers in 2018

JAMS COURTYARD



PROJECT LOCATION & ADJACENCIES

JOHN ADAMS Middle School (SMMUSD)
 2425 16th Street
 Santa Monica, CA 90405

John Adams is situated within a neighborhood of mostly single family residences, and many of its students walk to school. Across from the campus to the West is Will Rogers Learning Community, to the North is Santa Monica Community College and at to the South is the Boys and Girls Club. The multitude of diverging programs and educational institutions creates a high rate of traffic during morning and afternoon hours. A new

performing arts complex is under construction and is located in the North lawn area of the campus. It is being built in partnership with Santa Monica College with plans for joint community use. Along with the new arts complex, there is public use of the athletic field during after school hours and this in turn leads to pedestrian traffic through the campus during those uses which leads to safety concerns for the campus and its student body.

1. Low density housing surrounds the campus to the East along 17th street, mostly one-story residences with a few 2-story residencies



2. Santa Monica Community College is adjacent to JAMS campus along Pearl Street.



4. Boys and Girls Club is located at the south end of the campus



3. Will Rogers Learning Community is located across from JAMS's front entry creating traffic during pick up and drop off hours.

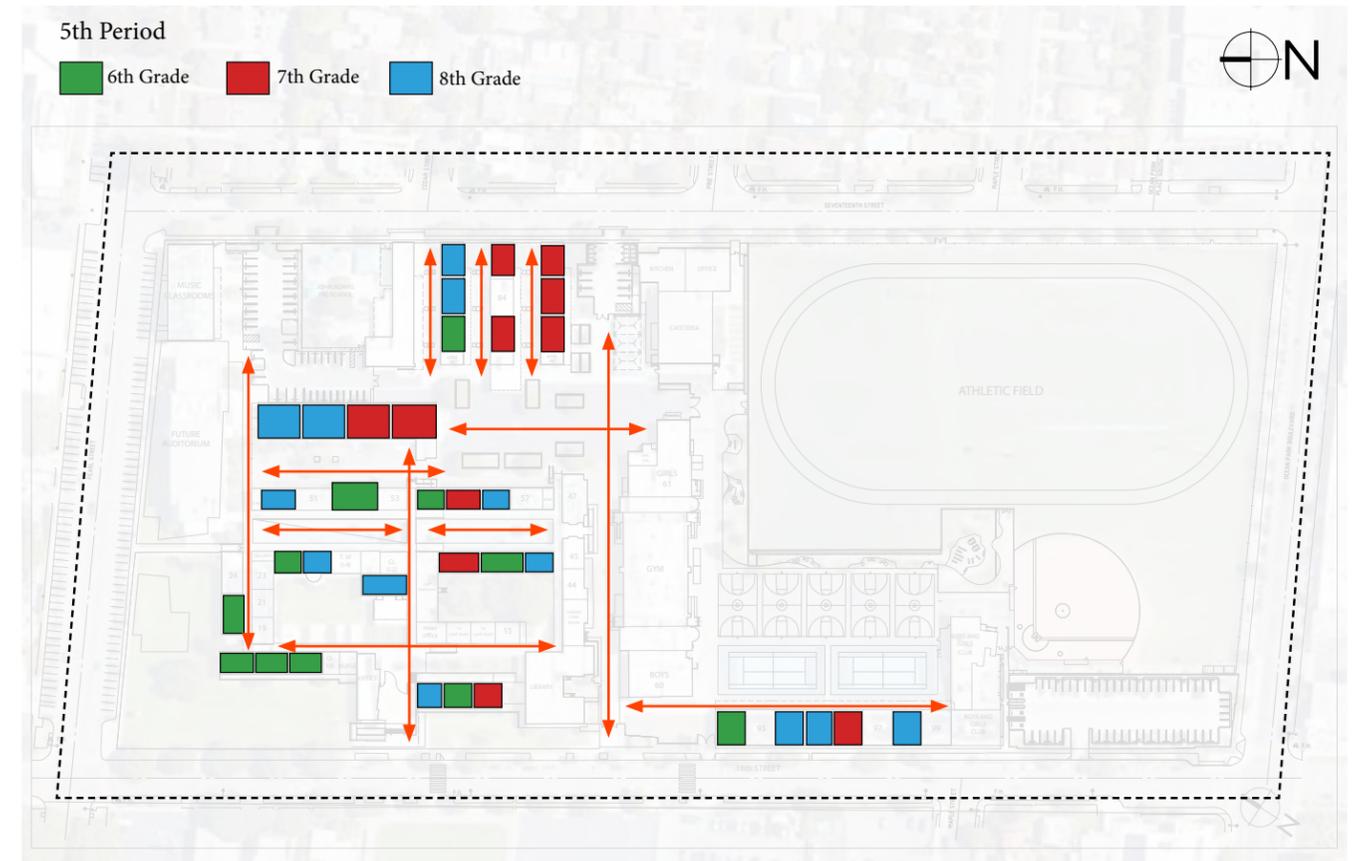
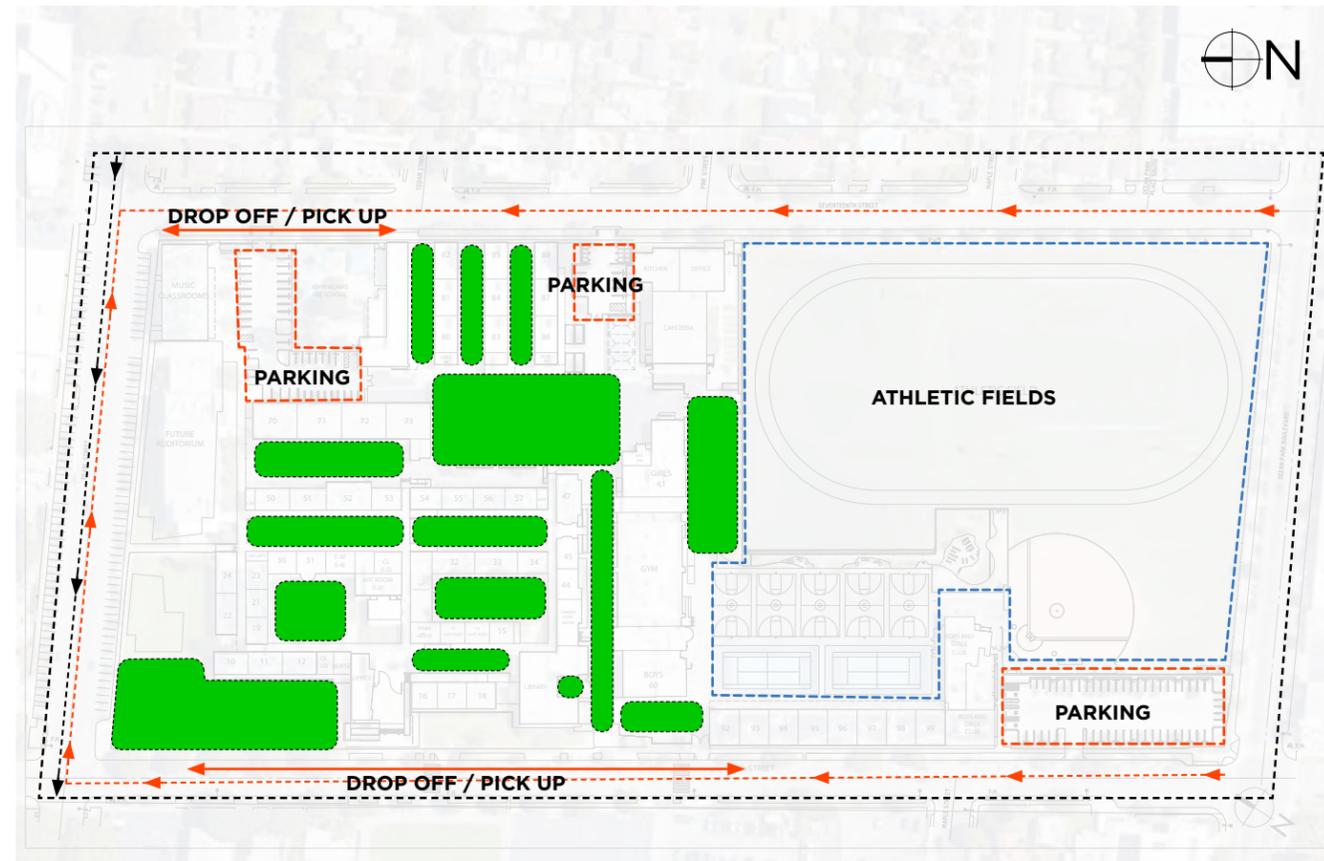


5. Athletic field is shared with SMC and community during after school hours.



CAMPUS ANALYSIS

JAMS is situated within a unique area, where residential homes and educational institutions surround the campus. This has led to some traffic congestion and concern for the student body during drop-off and pickup hours. It has also created an opportunity for cross-pollination for JAMS and its neighborhood environment. JAMS's campus has many outdoor spaces that are currently underutilized which could lend themselves to outdoor learning spaces.



Open Space

During our walk we noticed that the campus enjoys many outdoor spaces that could provide opportunities for outdoor learning. There are a number of mature trees within some of these courtyards and at the main quad of the campus. There is a linear courtyard between four of the classroom buildings that is mostly paved with a few planters. Where the main science building is located, there is a vegetable garden that is utilized by the students. The library courtyard is underutilized and is used for storage. The athletic field is located South of the campus and is used by both SMC and the community.

Vehicular Circulation and Parking

Student drop-off and pickup occurs at two locations. One along 16th street where the main entry to the campus is located and one along 17th street where the Music Building is located (this is due to students dropping off their instruments). There are three parking areas, as well as limited street parking, for staff and guests. One is located next to the Music Building, and the other is located next to the Cafeteria. Both are located along 17th Street. Due to limited parking some staff and guests park at the Boys and Girls parking lot, along 16th street

Circulation

During our walk through the campus it became obvious to the team that there is no clear indication of how to navigate through the campus due to a lack of wayfinding signage or visual cues. There seemed to be one main path that ran across the campus from 16th street to 17th street, however the main office and guest entry does not lie along this main artery. Once you enter the campus, through the main office, the pathway through campus in any direction tends to terminate at dead ends. There is a lack of one clear circulation path that starts at the Main Office and runs through to 17th Street

Grade Location

With the lack of wayfinding and signage, new students tend to have trouble locating their classrooms. This is a particular concern with the 6th grade students. Also, the classrooms associated with various grades are scattered throughout the campus, and there is no sense of cohorts organized around grades. Consolidating the classrooms into cohorts based on grades, will facilitate the implementation of the Education Specifications goals of Project Based Learning. Locating different subject matter classrooms adjacent to each other will make it easier for teachers to collaborate, reduce travel time between classes. This will also allow for classrooms to be joined by movable partitions.



WORKSHOP 1 TEAM DISCUSSION

PRIMARY FINDINGS FROM TEACHER INTERVIEWS

1. Science - Kristin Jurewicz

- Need common spaces where teachers can plan and collaborate
- Science classrooms should have natural light
- Science classes should project JAMS's status as a Science Magnet
- Common areas where projects that are in-process can be left - stored are needed

3. Music - Sean Garnreiter, Angela Woo

- A space on campus for outside performances would be welcomed
- Music is a signature program at JAMS
- The music teachers collaborate all the time - team teach
- Eliminate terraced floors in music classrooms, so that they are more flexible and can be reconfigured as needed.

5. Physical Education - Jeanette Asher

- Under-utilized space in the existing locker rooms and showers
- Smaller common room within gym is too small for their needs
- After school and on weekends, the gym and fields are not typically available for school events, these spaces are used by community at these times

2. Art - Jennifer Joyce

- Natural light for art room is essential
- Art has done some project based learning with math and engineering
- Schedule does not allow for time outside of class to do planning and collaboration with other teachers
- The 90's building could lend themselves to project based learning

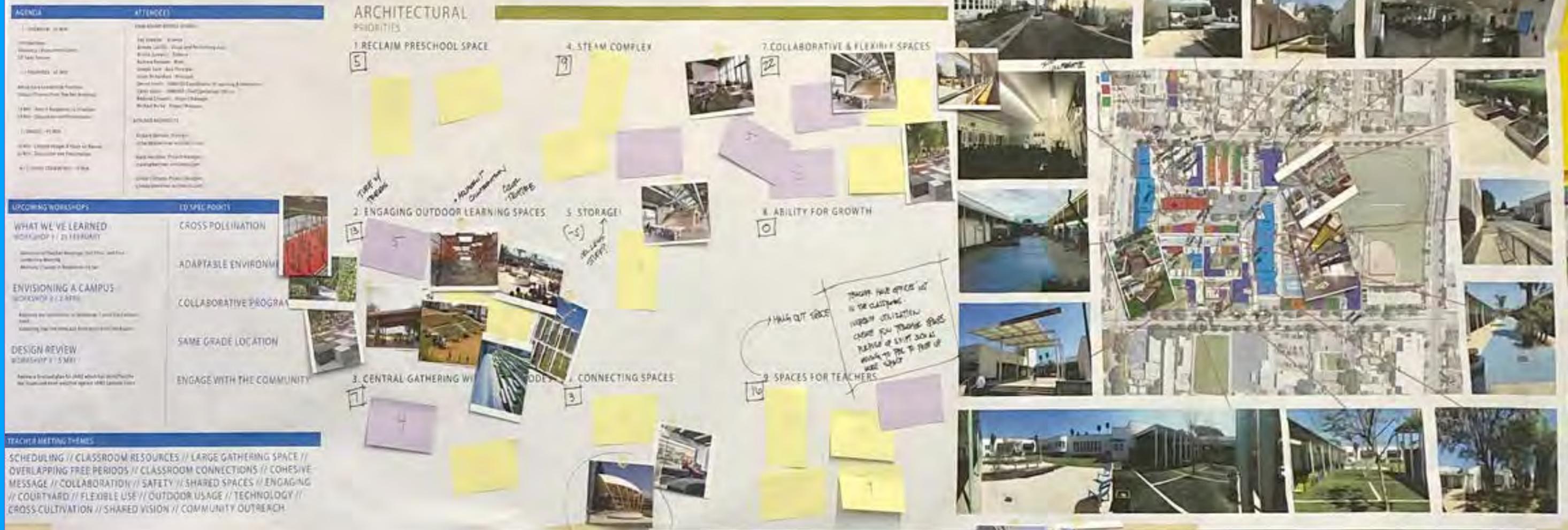
4. Library - Andrea Jarvis

- Need the existing (heavy) furniture to be replaced by new flexible furniture
- Existing courtyard at the library that is currently being used to store old equipment can be remodeled to provide an engaging space that the library opens onto

CAMPUS ASSESSMENT - TEACHER INTERVIEWS

Berliner conducted a number of one on one interviews with JAMS faculty members. The information gleaned from these interviews was essential in establishing Berliner's understanding of the needs and opportunities of the campus and its community. Below are some of the key takeaways from these interviews which informed the Master Planning process.

YOUTH-CENTERED SPACE
ESSENCE OF COMMUNITY
COURTYARD SPACE **EMPOWER**
OUTDOOR **PROJECT BASED LEARNING**
COMMON SPACE
LIGHT **MULTI-PURPOSE**
SCHOOL CULTURE **FLEXIBILITY**



WORKSHOP 1 VISIONING BANNER

CAMPUS ASSESSMENT - WORKSHOPS

Workshop 1, the group was presented with hundreds of images which ranged from those that were bright and full of movement to quiet and meditative. From this grouping, the participants pinned on the board individual images which spoke to them and told the group the reason why. What follows are some of the primary takeaways.

Need for Flexible Spaces

Providing flexible classrooms was a common request from workshop participants. Creating spaces that can be reconfigured for different uses and the ability to combine classrooms for team teaching was asked for. Teacher offices and work rooms close to classrooms would support collaboration and project based learning.

Outdoor Spaces

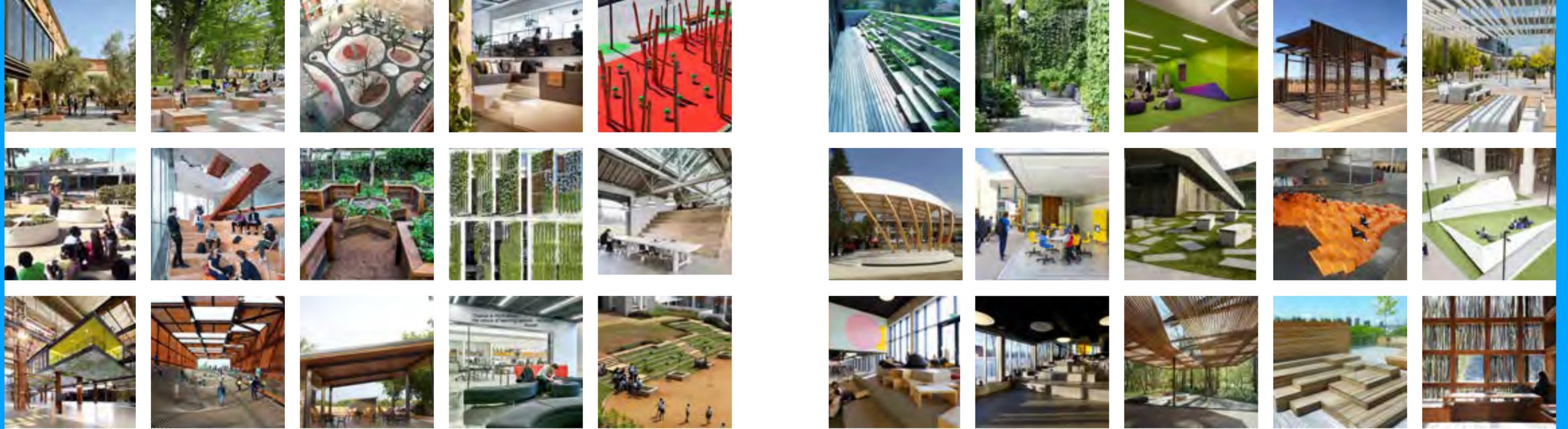
There are multiple outdoor spaces at JAMS that can support outdoor learning. These spaces can become extensions of classrooms and encourage project based learning curriculum. Outdoor spaces designed with seating, adequate shade and shielding from the wind can facilitate collaboration, a commons for each grade serving all grade meetings, and identify the entry to the grade neighborhood through signage and branding

STEAM COMPLEX

Building upon the success of the JAMS Science Magnet, a new redesigned STEAM complex adjacent to the Main Quad was discussed. This could include outdoor science labs and vegetable gardens that support project based learning. Because of the special needs of the science classrooms and maker spaces, consolidating them in a central location for all grades is desirable. The location of the existing science classrooms are easily accessible from all parts of campus and grades and redeveloping them by adding more classes and teacher support spaces would be beneficial.

6th Grade and Wayfinding

There needs to be a better wayfinding system throughout the campus, particularly for the incoming 6th graders. One good idea would be to create a 6th Grade Cohort to provide a sense of place and ownership. Based on the feedback from teachers, 6th graders find it difficult to navigate the campus due to a lack of signage and the fact that the classes assigned to certain grades are scattered throughout the campus and do not form coherent cohorts or neighborhoods.



CONCEPTS & IMAGERY

Workshop 1, along with placing pinned individual images which spoke to them, the participants were also asked to identify priorities within three broad categories: Architecture, Education, and Community. Below are the priorities that came out of this exercise.

ARCHITECTURE

- Engage outdoor learning spaces
- Reclaim pre-school
- Central Gathering with small nodes
- STEAM Complex
- Storage
- Connections Spaces
- Collaborative and Flexible
- Ability for Growth
- Spaces for teachers

EDUCATION

- Students engaged and challenged
- Project Based Learning

COMMUNITY

- Maker Space for students and community
- Inspiring place to be
- Connected school culture
- Campus inviting to larger community

WORKSHOP 1 CONCEPT AND IMAGERY



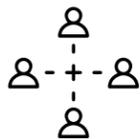
GENERAL DESIGN PRINCIPLES AND APPROACH

Using these design principles projects proposed for the campus will embody the qualities of the 21st Century Learning Environments as defined in the SMMUSD Education Specifications.



1. COLLABORATIVE + FLEXIBLE SPACES (WHOLE CHILD APPROACH AND SMALL LEARNING COMMUNITIES)

- Classroom Clusters/Learning Centers
- Co-Location of Same Grade Classrooms
- Agile and PBL Classrooms
- Flexibility and Mobility
- Independent and Small Group Learning



2. CAMPUS IDENTITY, CONNECTING SPACES, WAYFINDING AND BRANDING (INCREASED SCHOOL UTILIZATION AND EASE OF USE FOR THE LARGER COMMUNITY)

- Defined Campus Adjacencies
- Building Connections and Community
- Outdoor Learning and Intermediate Spaces
- Safety and Access



3. ENGAGING OUTDOOR SPACES (HEALTH AND WELLNESS, SUSTAINABILITY AND EXTENDED LEARNING)

- Outdoor Learning and Intermediate Spaces
- Breakout Spaces
- Healthful Opportunities for Mind-Body Balance



4. CENTRAL GATHERING SPACE "QUAD" (CAMPUS COHERENCE AND IDENTITY)

- Community and Connection
- Identity and Ownership



5. MULTI-PURPOSE DINING/CAFÉ (HEALTH AND WELLNESS)

- Twenty-first century cafe as enriching space
- Connections to Outside



6. MAKER SPACES FOR STUDENTS & COMMUNITY (NEXT GEN SCIENCE AND PBL)

- Science and Flexible Maker/STEM Labs
- Teaming Studios- Flexible, Action-Based Spaces



7. SPACES FOR TEACHERS (PROFESSIONAL LEARNING COMMUNITIES)

- Professional and Collaborative Spaces
- Teacher and Staff Workrooms



8. FLEXIBLE LIBRARY (ACTIVE AND ROBUST LEARNING CENTER/RESOURCE)

- Library as Social Center and Hub
- Furniture Flexibility and Connection to Outside
- Street-Side Access



9. VARIETY OF GATHERING SPACES (WHOLE CHILD APPROACH)

- Intermediate Spaces for Independent and Small Group Learning
- Outdoor Learning and Intermediate Spaces



10. PLACES FOR DISPLAY ON CAMPUS (SUPPORT FOR PROJECT-BASED DELIVERY)

- Student Centered and Project Based Learning
- Arts Integration

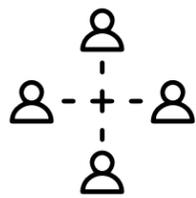
WORKSHOP 1 PRIORTIES EXERCISE





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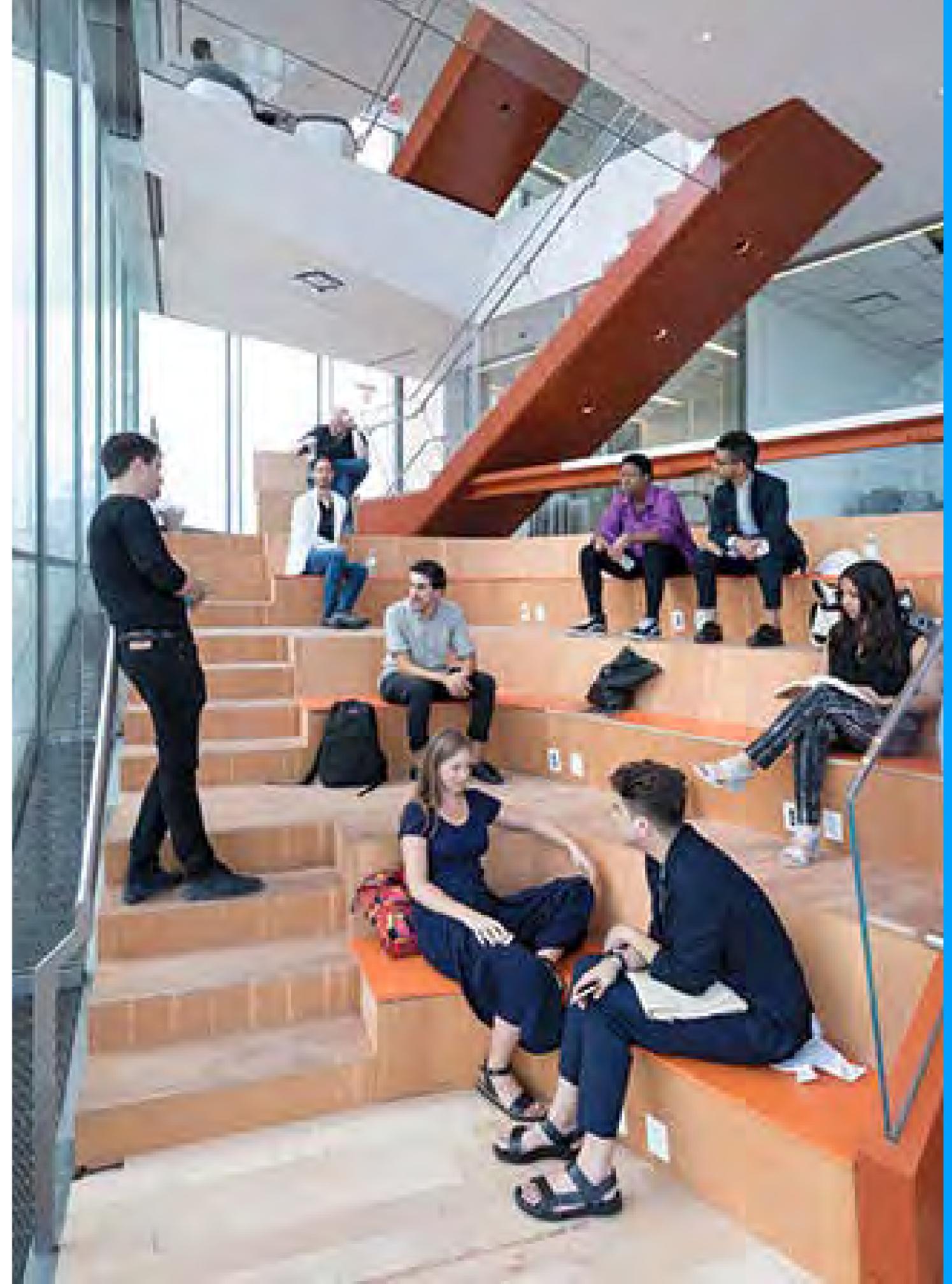
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4 CENTRAL GATHERING SPACE “QUAD” (CAMPUS COHERENCE AND IDENTITY)

- Community and Connection
- Identity and Ownership



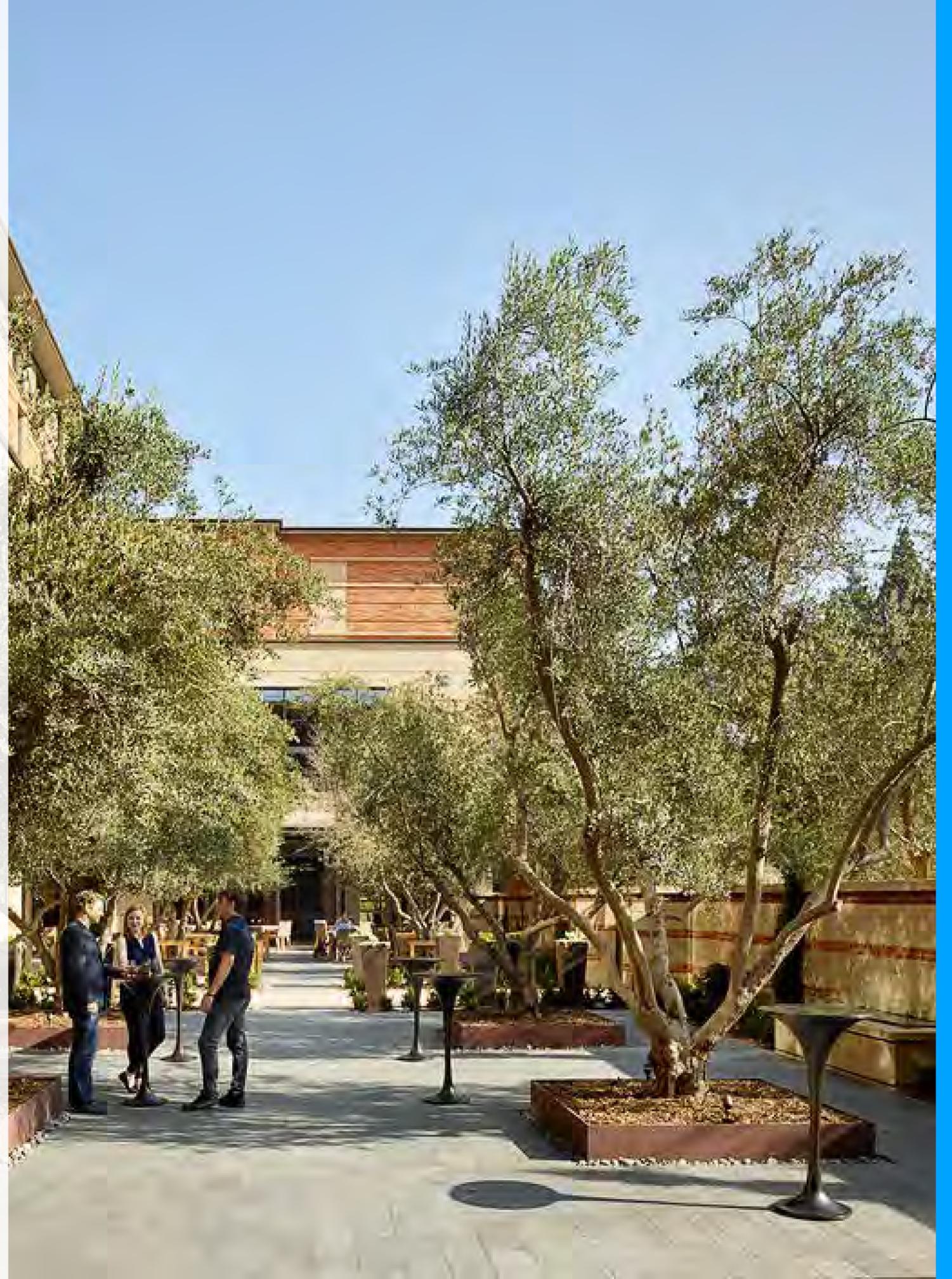
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WORKSHOP 1 CAMPUS DESIGN DISCUSSION

TEAM SOLUTIONS

Based on what we heard in Workshop 2, Berliner identified the priority projects to be analysed and developed at JAMS. To begin this process, we started by asking the following important questions about the campus: What are the important adjacencies? Where is the front? Is there more than one entrance? What areas are inclined to provide great outdoor spaces? Below is a list that Berliner believes are the main goals for the future of JAMS to be successful

JAMS CAMPUS PRIORITIES (WORKSHOP 1)

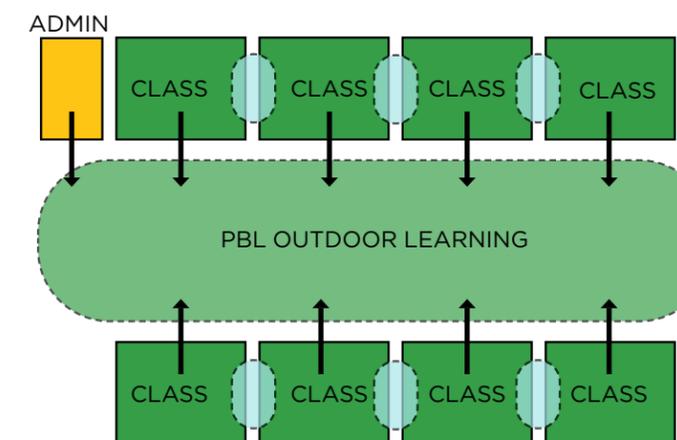
- Create space for teachers
- Engaging outdoor programmed spaces
- Collaborative and flexible spaces
- Maker space for students and community
- Drop-off / Pick-up locations and points of Entry/Security
- Central gathering space (quad)
- Library (furniture flexibility) and connection to the outside as well as redesign interior of library
- Gym / MPR reconfigure
- Cafeteria, connection to the outside and renovation of interior
- STEAM Complex accomodating science programs and maker spaces with appropriately sized classrooms and support spaces
- Consolidate parking / limit vehicles through campus
- Relocate Preschool to elementary school campus adn re-purpose site for campus use
- Music building renovation or replacement

TAKEAWAYS

- After identifying projects based on the campus priorities, we also listed campus wide requirements that can be incorporated into these new projects
- The use of project based learning to foster new outdoor spaces and classroom layouts
- Design based on sustainability to increase wellness in classroom environments
- Taking advantage of shared programming in order to provide collaborative spaces
- New wayfinding and branding that reinforces school identity and visibility. This will provide opportunities for students to get involved with the art program.
- Organizing adjacencies by grade and increase school utilization by taking teacher offices out of classrooms and providing shared teacher lounges.
- Some areas at the campus will need facility upgrades and repairs.
- Connecting spaces through clear entries to the campus. This will provide greater school security during school hours, and provide a clear entry for the larger community to navigate through the campus.



Secondary entry and outdoor space preliminary sketch



classroom layout with outdoor learning shared space concept

Next Steps

The following pages expand upon the lessons learned from teacher interviews and three workshop - visioning sessions: one at JAMS ,and two, due to the pandemic, via zoom meetings. They highlight the potential of the site to better understand the long-term visioning of JAMS.

CAMPUS EXPLORATIONS

The following schemes explore the potential of the campus through three options: Small, Medium, and Large - which range in their scale of interventions into the campus.

SMALL

During the site walk, assessment, and workshops, there was a common concern as to how to best utilize the open space that exists on campus. We began to identify potential outdoor spaces that are adjacent to classrooms as well as proposing new furniture for greater classroom flexibility

MEDIUM

In the Medium scheme we included all of the moves in the Small scheme and then proposed some additional interventions. Per our discussions with faculty and the administration we concluded that it would be beneficial to provide a 6th Grade Cohort which would establish a sense of place for these students

and encourage the inter-disciplinary cross-pollination described in the educational specifications. At the same time, we proposed greater transparency into these classrooms by adding fenestration and new garage doors which will open out to outdoor spaces. Such design moves will provide an opportunity for project based learning to take place inside and outside. We also proposed movable partitions within the classrooms that are adjacent to one another in order to maximize classroom size if needed. We have also provided a new lounge and teacher offices that can be used for planning and collaboration. We also began to strengthen the main pedestrian circulation path (Main Street) through the campus by renovating the canopy and walkway that runs East and West through the campus.

This axis would be reinforced with new wayfinding, graphics, and skylights along the existing canopy. The new axis would also provide a clear path to the STEAM classrooms, where most of the of the science classrooms are currently located. This new STEAM complex would also provide outdoor science classrooms (requested by the science teachers) which will allow for outdoor group projects, and demonstrations.

LARGE

In the Large scheme we include all of the proposals from Small and Medium and provided additional interventions. A new STEAM Complex two story building is proposed along with a new outdoor Science Deck.

The Cafeteria is renovated and includes a new outdoor deck area which is shaded by a canopy. The Eighth Grade courtyard is enhanced with new seating and pathways to the library to take advantage of this existing shaded open space with mature trees that

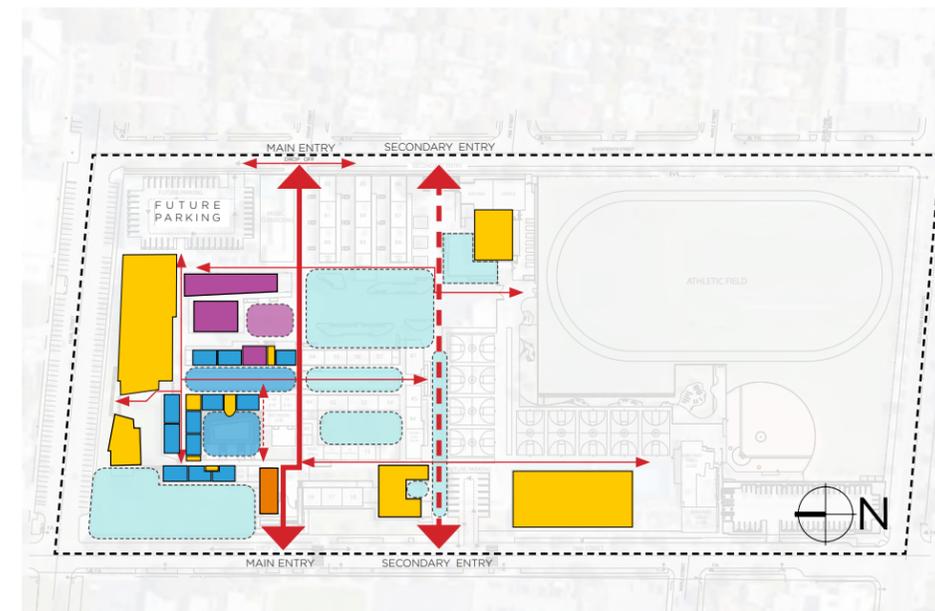
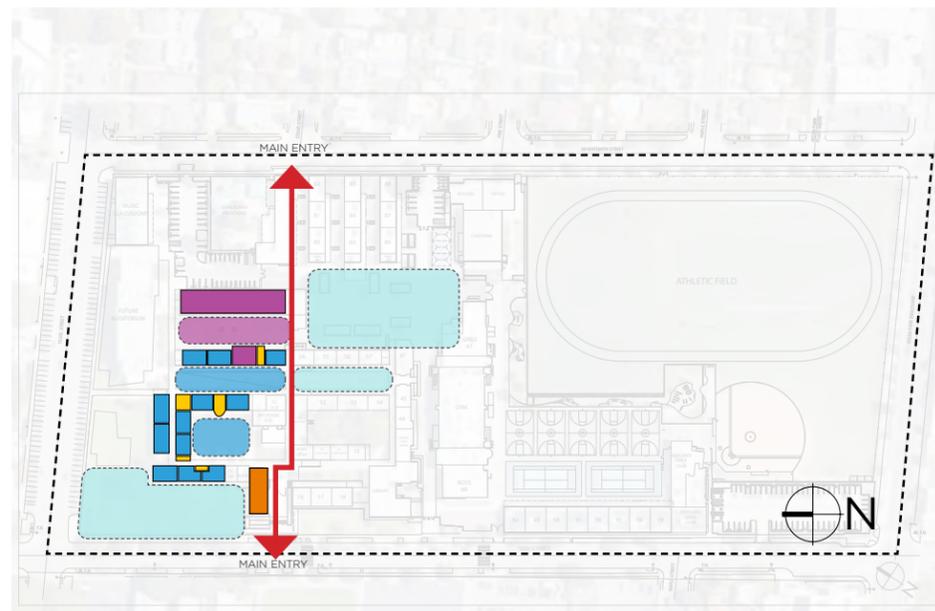
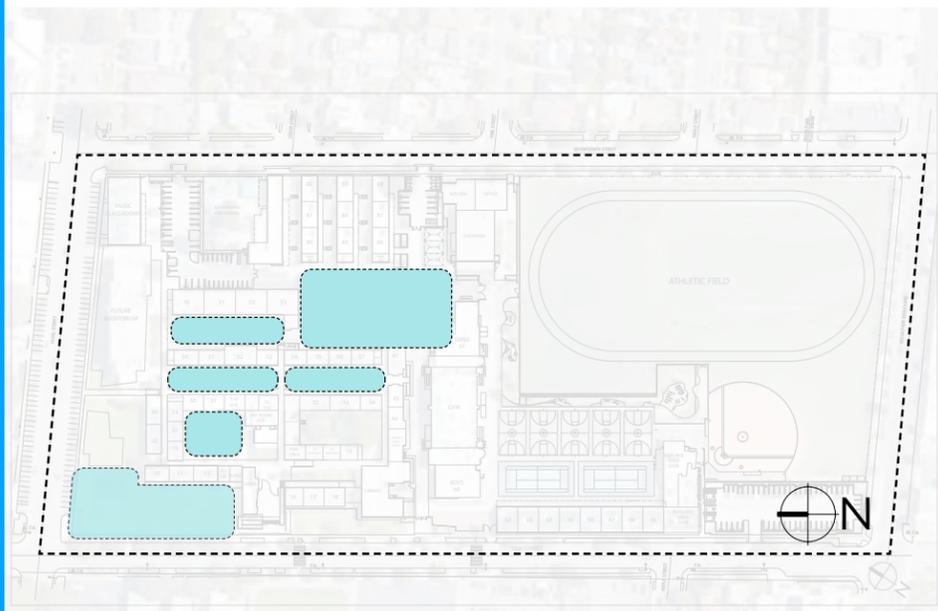
is currently underutilized. A new Main Quad layout is proposed to take advantage of the new outdoor STEAM Building and Science Deck. We Remove the 90's building and relocate they gym in that area in order to create a more cohesive athletic department campus layout. In so doing, we open up the campus for the Secondary Entry for the community that is anchored on both ends with new open spaces at the library and cafeteria.

With these proposed interventions, the campus has two main entries for different users. In the process, these new axial walkways provide East and West pathways improving the circulation of the campus and alleviating confusion as to how to navigate the campus. In this scheme we have also proposed a future relocation of the Music Building to the current site of the Preschool. This move pushes the Music Building into the heart of the campus, adjacent to the new STEAM building and the Main Quad and also allows the parking to be pushed out to the edge of campus.

SMALL

MEDIUM

LARGE



- Focus on Outdoor Learning Environments
- Small Interventions (New Classroom Furniture / Repairs / Facility Upgrades)

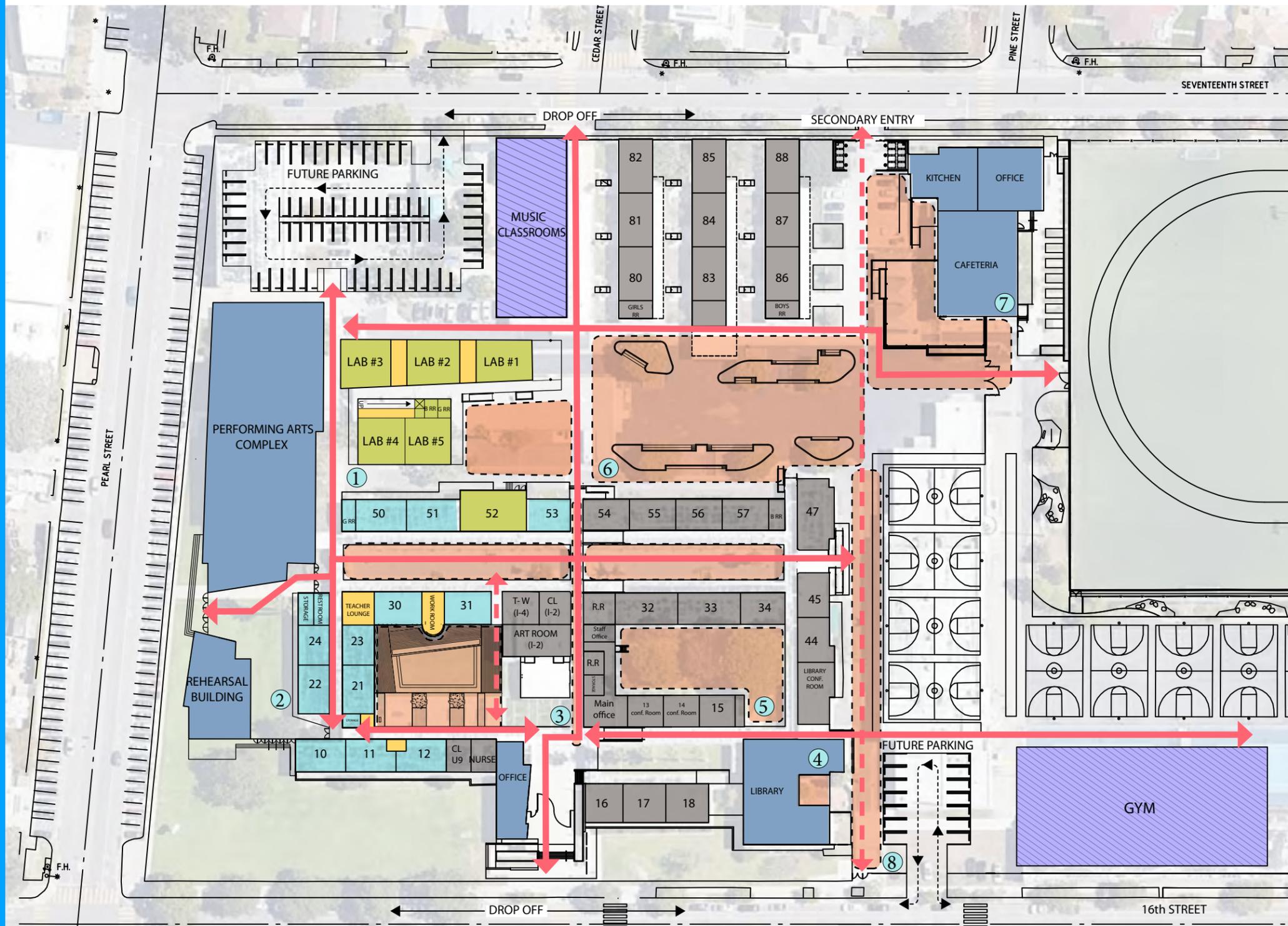
- Everything from Small +
- Create 6th Grade Cohort
- Establish STEAM Complex
- Establish Campus Entry Axis

- Everything from Medium +
- Create Secondary Entry for Community and Defining Clear Campus Axis Throughout
- Outdoor Spaces @ Library + Cafeteria
- New Eighth Grade Quad and Main Quad
- Relocation of Gym to 90's Building Location
- Refine Drop off & Pick up

6th GRADE
 ADMIN
 STEAM
 SHARED USE
 OUTDOOR SPACE
 CAMPUS CONNECTIONS

PRIORITIZED PROJECTS FOR THE JAMS CAMPUS

Per our site exploration and schemes we began to design specific projects and spaces and set priorities for each project based on the needs of the faculty and student body that was gathered during our workshops and interviews. The following slides are ordered in terms of the priority assigned by the design team, school staff, administration and the community. That is, number one, the new STEAM Building was deemed to be the highest priority project for JAMS.



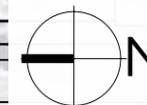
PRIMARY FOCUS PROJECTS

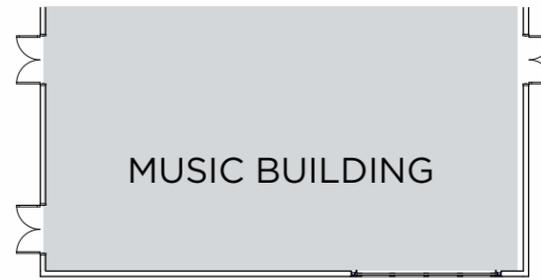
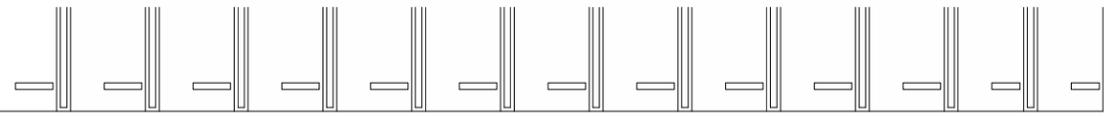
1. STEAM Complex
2. 6th Grade Cohort
3. Reinforcing Axis from Entrance through the Campus
4. Library and Courtyard Redesign
5. Eighth Grade Courtyard
6. Main Quad
7. Cafeteria and Outdoor Dining Area
8. Community Entry

LONG RANGE PROJECTS

- Future GYM Building
- Future Relocation of Music Building
- Consolidation of Parking
- Future Relocation of Pre-School

■ SHARED USE
 ■ STEAM
 ■ 6TH GRADE COHORT
 ■ FUTURE MUSIC & GYM BUILDINGS
 ■ EXISTING CLASSROOMS
 ↕ CAMPUS CONNECTIONS





1. NEW STEAM COMPLEX

5 / LABS

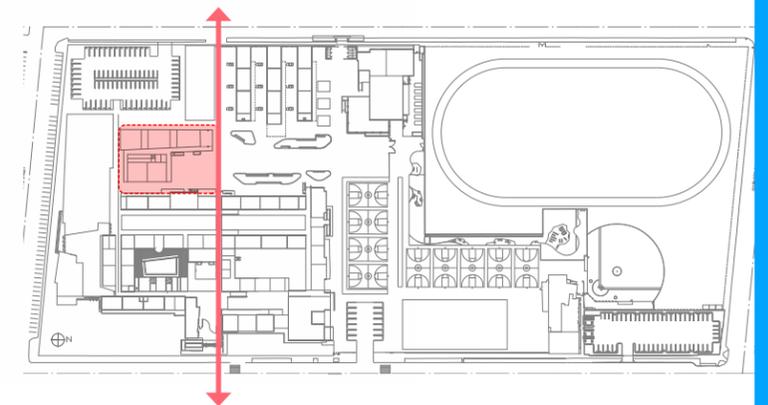
3/ DEDICATED OFFICE/STORAGE SPACES FOR TEACHER USE

FLEXIBILITY

- Flexible furniture that can be arranged to accommodate individual learning as well as team work and can adapt to different size classrooms.
- (2) moving partitions to expand learning environment into two classrooms.
- Larger high tables on casters that can be moved around depending on the project.
- Furniture can be moved out to the Science Porch for projects.
- Standardized furniture so when classrooms open up to each other they feel like one large classroom.

OUTDOOR SPACE

- Covered science porch for displays and lectures.
- Garage doors that open towards the deck walkway for extension of classroom to the outdoors.
- Outdoor lab counters and sinks
- Demonstration and learning gardens and bioswales
- Porch steps informal seating
- Stormwater green infrastructure
- Heat Island reduction from Shade Trees and Vegetation



MUSIC BUILDING



NEW STEAM COMPLEX SECOND FLOOR

4 / LABS

2/ DEDICATED OFFICE/STORAGE SPACES FOR TEACHER USE

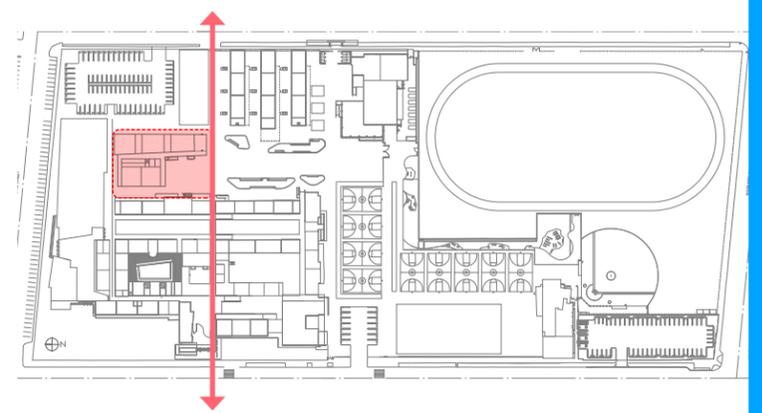
1/ TEACHER LOUNGE

FLEXIBILITY

- Flexible furniture that can be arranged to accommodate individual learning as well as team work and can adapt to different size classrooms.
- Larger high tables on casters that can be moved around depending on the project.
- Furniture can be moved out to the Science Porch for projects.
- Standardized furniture so when classrooms open up to each other they feel like one large classroom.

OUTDOOR SPACE

- Covered balcony for displays and lectures.
- Garage doors that open towards the balcony for extension of teachers lounge





NEW STEAM COMPLEX



2. 6TH GRADE COHORT

13 CLASSROOMS

- (6) moving partitions
- (1) Science Classroom

1 TEACHER LOUNGE

- Small kitchen
- Soft seating

2 TEACHER OFFICES

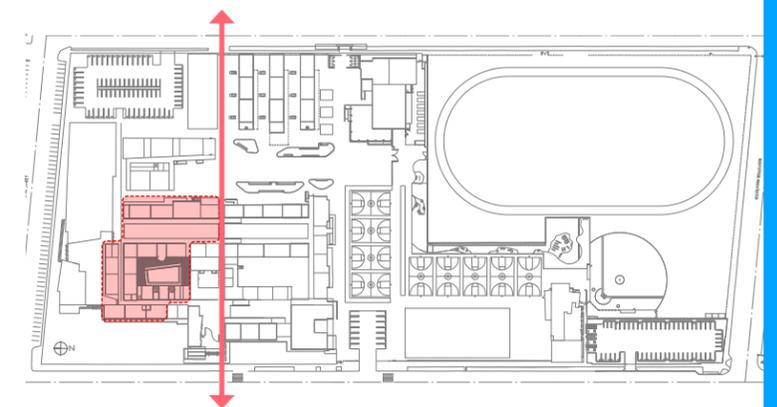
- 3-4 working spaces

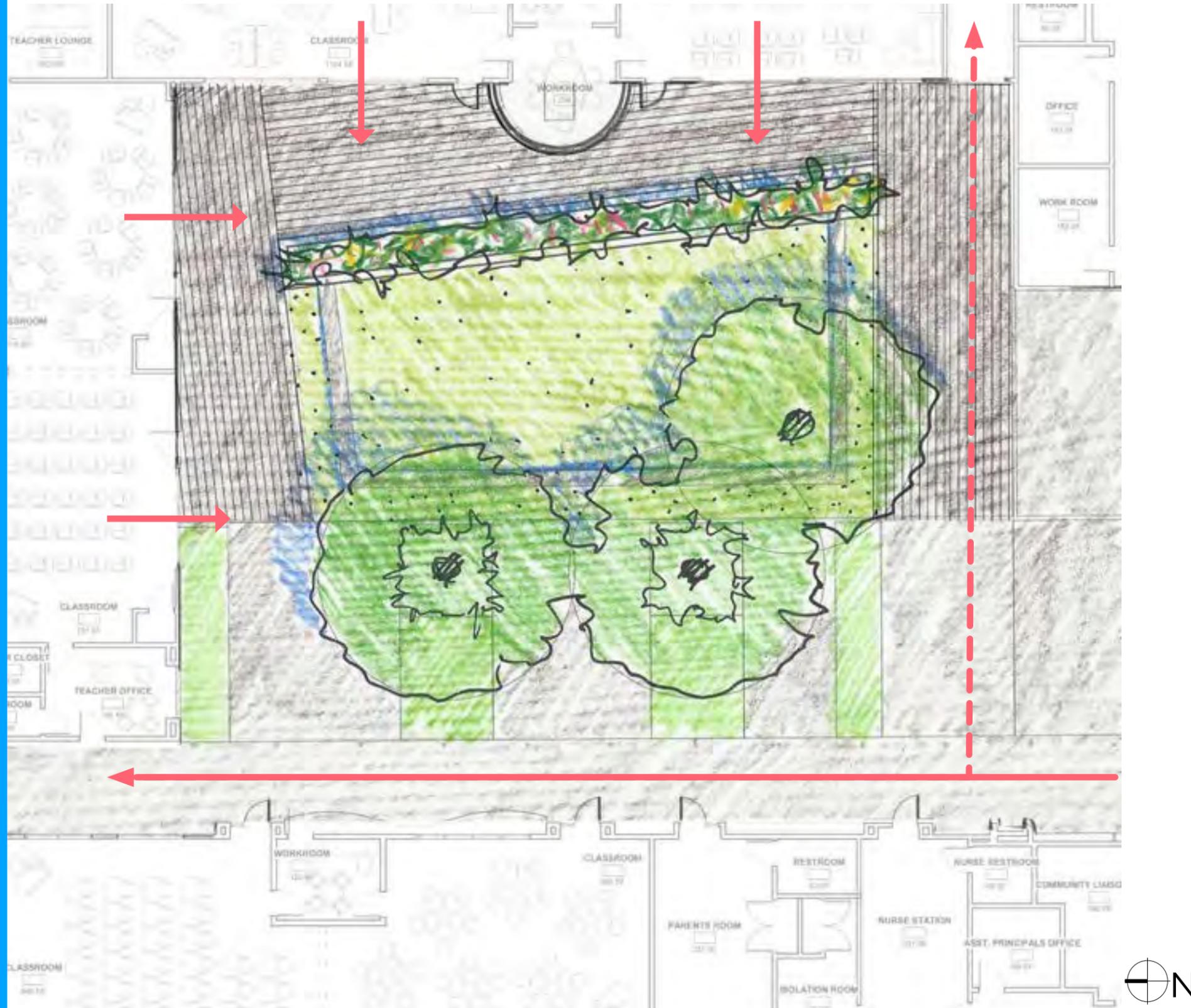
3 BREAKOUT SPACES

- 8-10 students each

EXTERIOR COURTYARD

- Courtyards with Collaboration spaces.
- Pass through between 6th grade courtyard and linear courtyard.
- Glazing to maximize transparency.
- Garage doors that open towards the entry courtyard creating outdoor learning spaces.





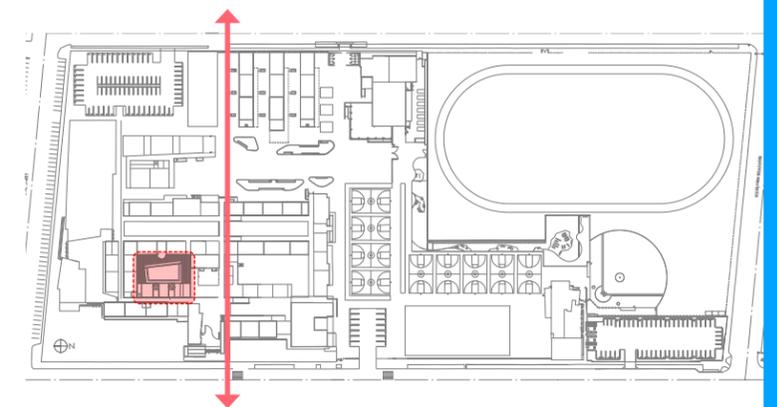
6TH GRADE COHORT COURTYARD

OUTDOOR SPACE

- Garage doors that open towards the courtyard creating outdoor learning spaces.
- Perimeter deck provides outdoor space for classes, gatherings and performances.
- Seating along perimeter of lawn.

SITE IMPROVEMENTS

- Gradual multi use lawn slopes from existing paving to raised planter for seating and other uses.
- Large shade trees provide shaded seating and reduce heat island.
- Shaded seating in existing plaza.
- Pass through between 6th grade courtyard and linear courtyard.





6TH GRADE COHORT COURTYARD

LINEAR COURTYARD

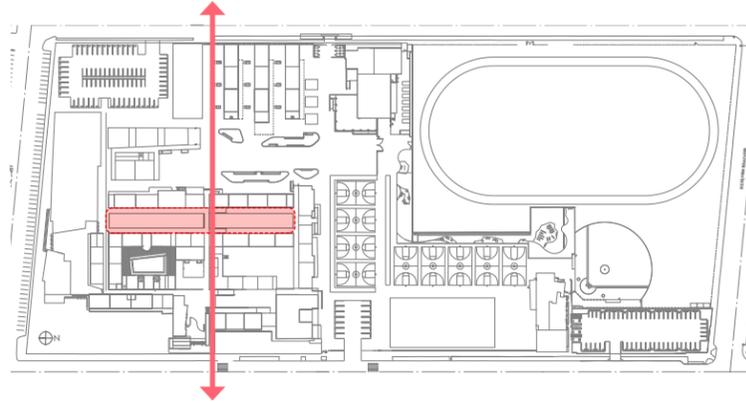
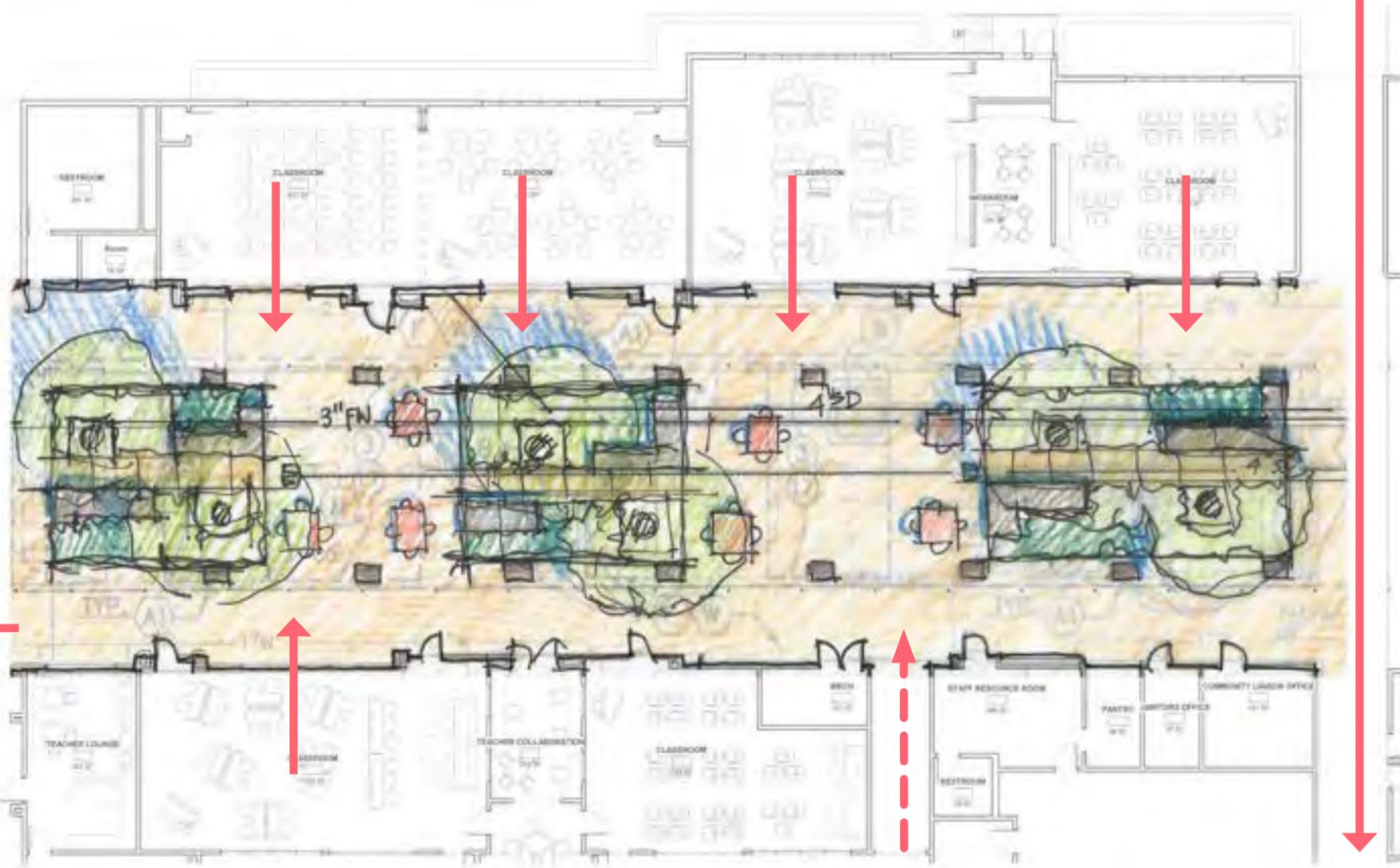
OUTDOOR SPACE

- Garage doors that open towards the courtyard creating outdoor learning spaces.
- Fixed and movable seating for classroom and casual uses.

SITE IMPROVEMENTS

- Reduced paving/increased planting area to reduce heat island and glare.
- Planting areas provide bio swale filtration and permeability.
- New large shade trees provide shaded seating areas and can reduce GHG emissions produced in cooling.
- Increased bio diversity in planting areas.

PERFORMING ARTS COMPLEX



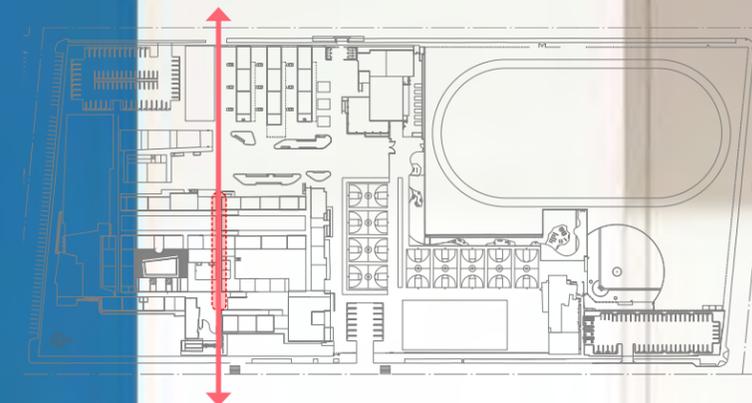
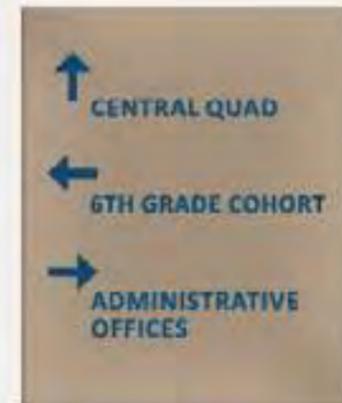


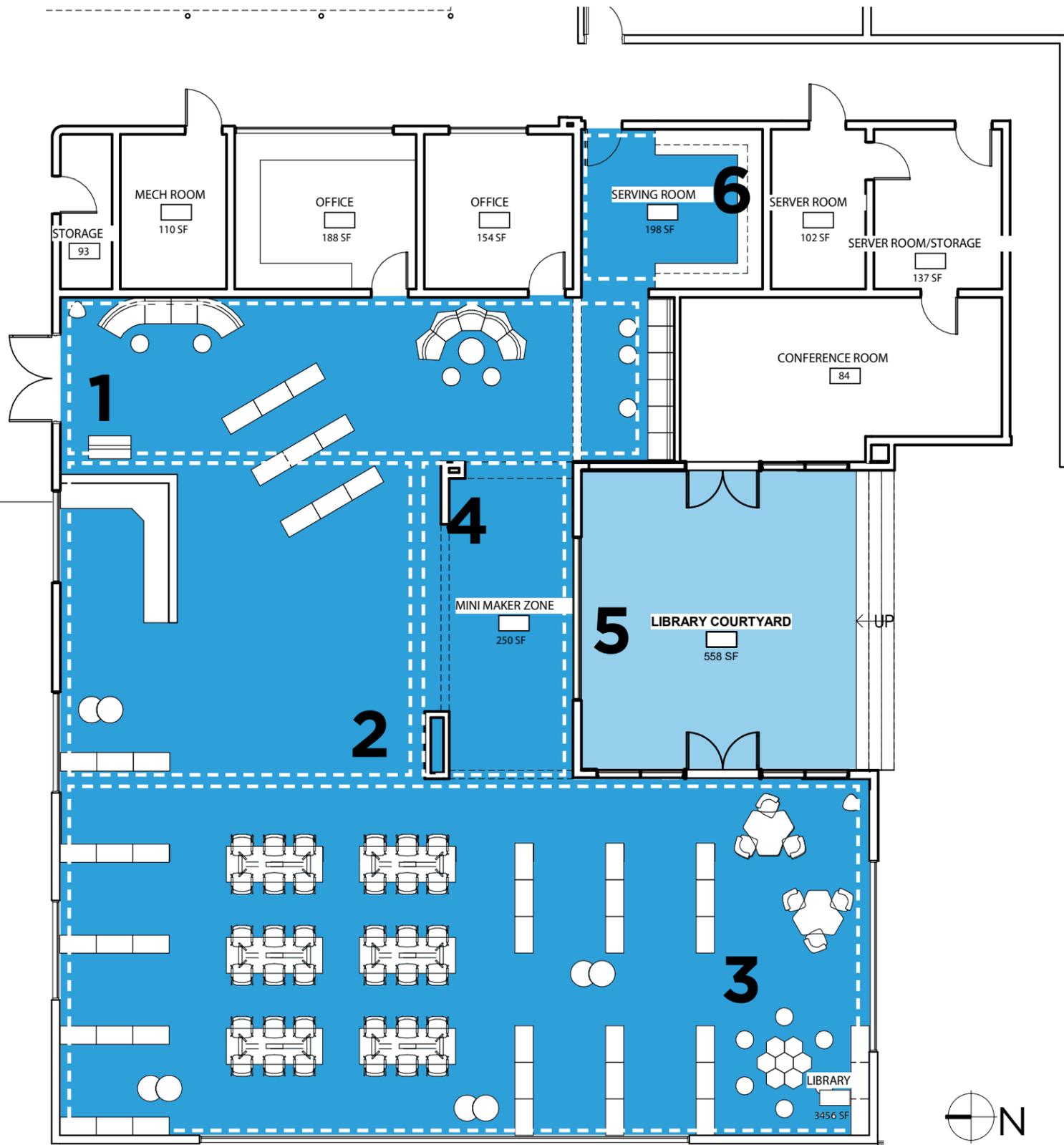
L I N E A R C O U R T Y A R D

3. CAMPUS ENTRY

WELCOMING APPROACH

- Create openings along main axis walkway canopy in order to provide natural light and define path.
- Create mural along pathway to enforce main axis and as part of new campus wayfinding.





4. LIBRARY

1 / ENTRANCE GALLERY

- Display of books and recent student work

2 / BREAKOUT SPACE

- Flex space for additional book display, if needed
- Can serve as 'breakout' space for the mini maker zone

3 / FLEX SPACE

- (2) moving partitions
- Tables that easily fold
- SMART screen (existing)

4 / MINI MAKER LAB

- Small project space
- Scissors/paper/2D & small 3D making

5 / EXTERIOR COURTYARD

- Lunch tables
- Messy table

6 / KITCHEN

- Minimal upgrades
- Working sink!

7 / OVERALL IMPROVEMENTS

- Assisted hearing + speakers
- Pinnable Wall Space along edges

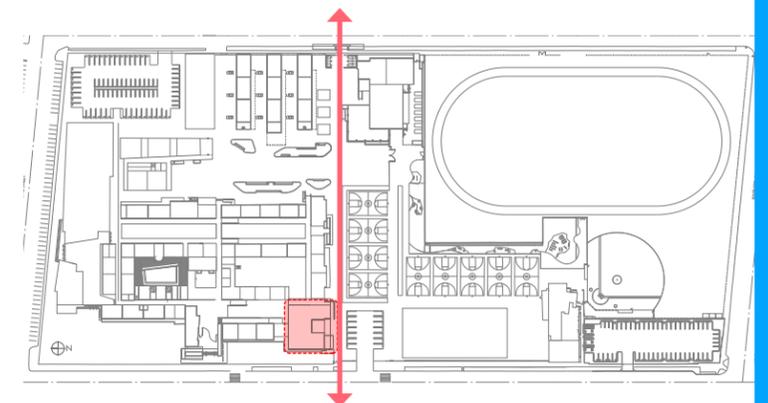
LOW HEIGHT BOOK DISPLAY SHELVES



SOFT LOUNGE SEATS



TABLE SEATING



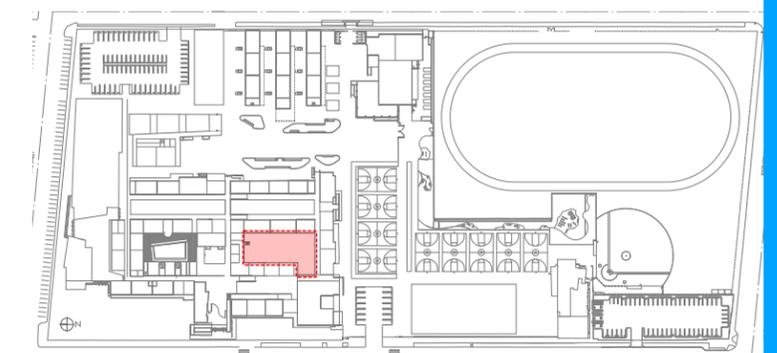


LIBRARY

5. 8TH GRADE COURTYARD

SITE IMPROVEMENTS

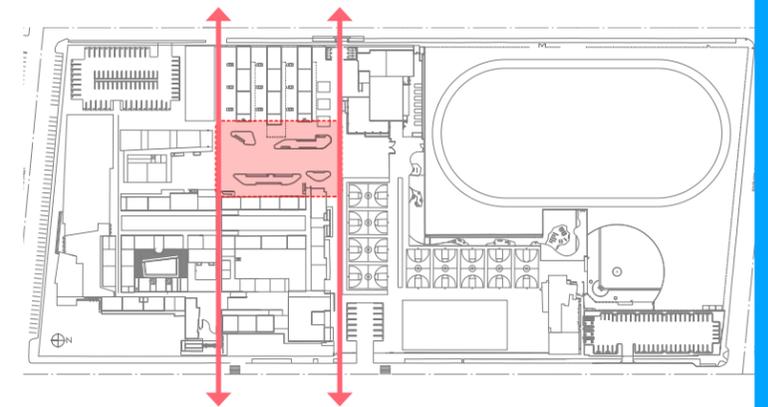
- Preserve Mature Ash trees
- Minimize new paving in tree rootzones
- Provide accessible walkway to courtyard
- Provide seating in the shade of the trees
- Replace turf in shade areas with more shade tolerant and permeable planting
- Renovate existing planting and irrigation



6. CENTRAL QUAD

SITE IMPROVEMENTS

- Consolidated planters with native planting to increase shade and bio diversity.
- Solar reflective paving coating over existing asphalt and additional shade trees to reduce heat island.
- Potential storm water collection and re-use in campus cistern.
- Built in seating for campus wide events and a variety of seating options for casual student gatherings.
- New pavers adjacent to STEAM building porch in order to indicate primary entry and pathway.





CENTRAL QUAD



7. CAFETERIA

FLEXIBILITY

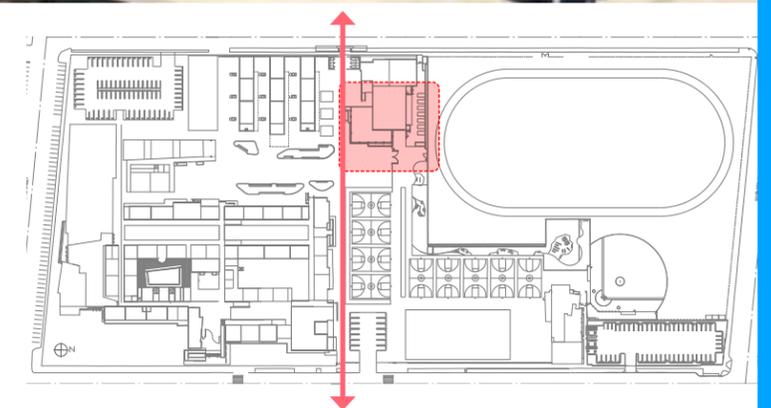
- Private dining room for students requiring more intimate dining space, which can also accommodate private meetings.
- Various seating arrangement, between large lunch bench seating to round banquet seating layout to lounge seating clusters in the middle, providing freedom of choice to students that they find comfortable.

OUTDOOR SPACE

- Outdoor dining porch set up with both round tables and square tables. Square tables can be brought together or pulled apart as needed to allow students to gather in bigger or smaller groups.
- Trellis to run along the outdoor deck area and attached solar panels to provide shade and store energy for school electricity use.

SITE IMPROVEMENTS

- Large shade trees, within planters to provide shade and reduce heat island.
- Existing garden planters to remain.



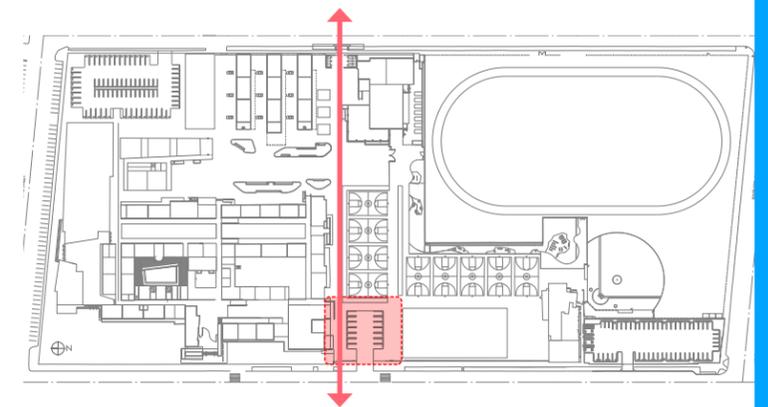
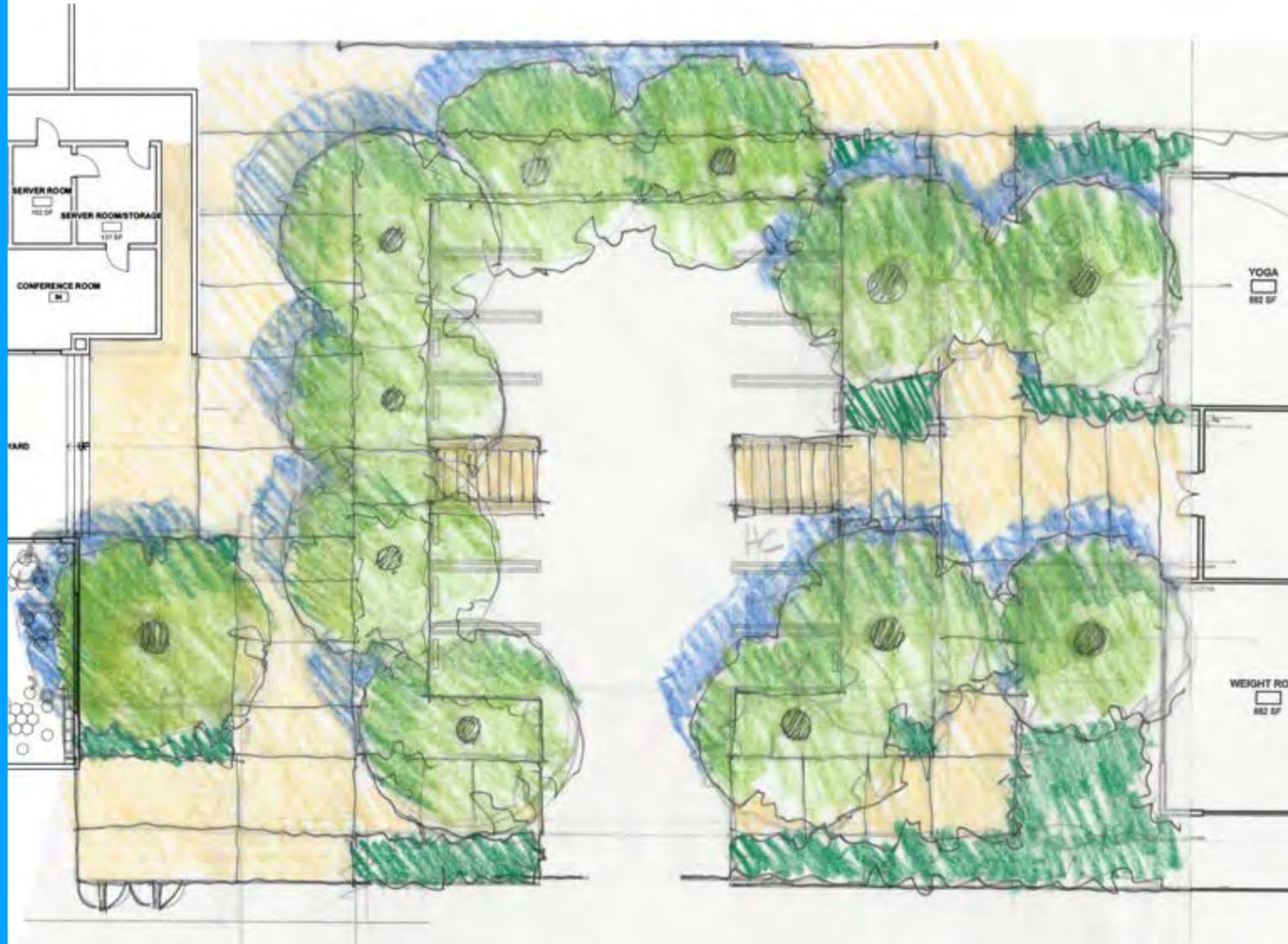


C A F E T E R I A

8. SECONDARY, COMMUNITY ENTRY AT 16TH STREET

SITE IMPROVEMENTS

- Provide Shade over parking pavement and walkways.
- Provide walkways to gym and library from parking lot.
- Provide planting on perimeters of parking lot and buildings to increase permeable areas.



COHESIVE IDENTITY

JAMS campus provides opportunities to create unique outdoor spaces that reinforce school identity, collaboration, and project based learning. With Small, Medium, and Large interventions the JAMS campus, with its “good bones”, can be retooled to encourage and promote 21st Century educational models as described in the District’s Educational Specifications and embraced by the school faculty, staff, and community.

