SECTION 2
DESIGN GUIDELINES

SITE DESIGN GUIDELINES

GENERAL REQUIREMENTS

The CUSD Educational Specifications are based on the requirements of the California Department of Education and Title 5 Standards. The most significant of these requirements in regard to site design are summarized below:

PLACEMENT OF BUILDINGS

- Locate buildings to optimize the compatibility of the various functions on campus and the patterns of pedestrian flow around and within buildings.
- Ensure that the site layout meets the instructional, security and service needs of the educational programs.
- Locate restrooms for convenient access from learning spaces, to minimize the need for supervision.
- Buildings should be oriented to maximize natural daylighting and passive heating and cooling techniques to reduce the mechanical heating and cooling systems and enhance energy performance.

DROP-OFF, PICK UP AND PARKING PLANNING PRINCIPLES

Below is a list of best practices when renovating campuses to improve drop-off, pick-up and parking keeping pedestrians safe:

- Include at least one designated student drop-off and pick-up area with a passing lane, no shorter than 200 feet in length clearly labeled with appropriate curb striping, pavement markings, and signage.
- Separate parking, drop-off / pick-up, bus loading areas, and parking areas to ensure the safety of students entering and exiting the school.

- The design of pedestrian areas should be more developed in targeted areas, such as drop-off locations and waiting areas where students can gather before class begins.
- Provide enough parking spaces for staff and visitors: a minimum of 2.25 parking stalls per teaching station, and accessible spaces to meet ADA code.
- Reducing pedestrian and vehicular crossing
- Use appropriate barriers
- Clearly mark pedestrian walking zones and vehicular driving zones
- Speed bumps are recommended for moderating vehicular speed in drop-off and parking areas to further protect pedestrians
- Provide signage at relevant locations for simple wayfinding

SERVICE AREAS AND MAINTENANCE SERVICE POINTS

Service areas are crucial to the functions of the campus. Such areas include:

- Storage Areas
- Parking for CUSD vehicles
- Parking for maintenance equipment
- Delivery zones for food service and supplies
- Waste and recycling enclosures
- Compost areas (if a campus has a composting program)

Service areas should be designed for high traffic, heavy equipment, storage and removal of waste and recycling. These areas should be dispersed throughout the campus and be adjacent to the buildings they serve. Because deliveries are typically scheduled for early mornings or in the evening, adequate lighting should be provided to these areas.

One service point should be located at the front of the campus and other service points throughout the campus should be contained to maintain student safety and promote circulation efficiency. Below is a list of guidelines:

- Provide direct access from the street to delivery/utility vehicles area minimizing crossing over outdoor learning areas or student gathering areas, the field areas, or the drop-off zone.
- Provide adequate space for large vehicles to maneuver in and out for waste/recycling pick up and food service and supply deliveries.
- Durable 'Heavy Traffic" vehicular pavement and/or asphalt concrete pavement should be installed for the entire access way.
- Maintenance service points should include a covered storage area for equipment and machinery that is separated from the campus center.
- Isolate the trash pickup area with fencing or other barriers from foot traffic areas.
- Trash and recycling enclosures must be covered and include proper drainage.

A covered trash bin washing area should be included in the trash enclosures with a curb enclosed drain and hose bib

- Trash and recycling bins should have their own lids so that odors do not flow to other areas.
- To encourage student and faculty recycling efforts and to create an easy pick up route for maintenance staff, recycling collection areas should be places at the edges of buildings.

LANDSCAPE DESIGN GUIDELINES

OUTDOOR LEARNING ENVIRONMENTS

- Outdoor Learning Environments are an integral part of space needed for 21st century learning in Southern California's climate. These shaded outdoor areas should be designed to promote engagement, exploration, and discovery.
- Locate directly adjacent to learning studios for space to serve as break-out space, with a direct connection to the indoor learning studio activities, including art and science projects, reading, and small group discussion.
- Provide a mix of permanent concrete seat walls and seating options throughout the campus.
- Provide shade using adjacent buildings, shade structures, trees, or other design features.
- Provide wireless access points for students to use laptops and tablets outside.
- Mitigate potential noise transfer to adjacent spaces and learning studios through screening and buffer planting.
- Provide signature design features such as artwork made by students and local artists.
- Create a natural environment throughout the outdoor-commons areas with extensive use of landscaping and native plantings.

FIELD AREAS AND HARD COURTS

- Field areas shall include space to support the physical education (PE) program, unstructured recreational activities during nutrition breaks, and athletics programs, as described further below:
- Provide adequate physical education teaching stations to accommodate course requirements for the planned enrollment
- Provide clear sight lines of the play fields to facilitate supervision
- Provide direct access to hard courts and play fields from the food service and fitness areas
- Provide a multi-purpose field to accommodate activities such as softball and soccer
- Utilize landscaping to provide areas of shade
- Provide striping of paved hard-court areas for basketball and volleyball.
- Locate exterior drinking fountains throughout.
- Locate restroom facilities with exterior access in a visible and easily supervised area.

SCHOOL GARDENS

- Provide ADA compliant pathways, minimum 5 feet wide, with a stabilized decomposed granite (DG) surface.
- Provide a pollination and natives garden area, either in-ground or using galvanized steel troughs
- Provide a composting area served by drip irrigation. See details at: https://www.rodalesorganiclife.com/garden/how-to-build-compost-bin
- Provide a 10'x14' storage shed for garden equipment and supplies.
- Provide outdoor teaching space that will accommodate one class of students. Include a presentation and 3 tables for 15 students

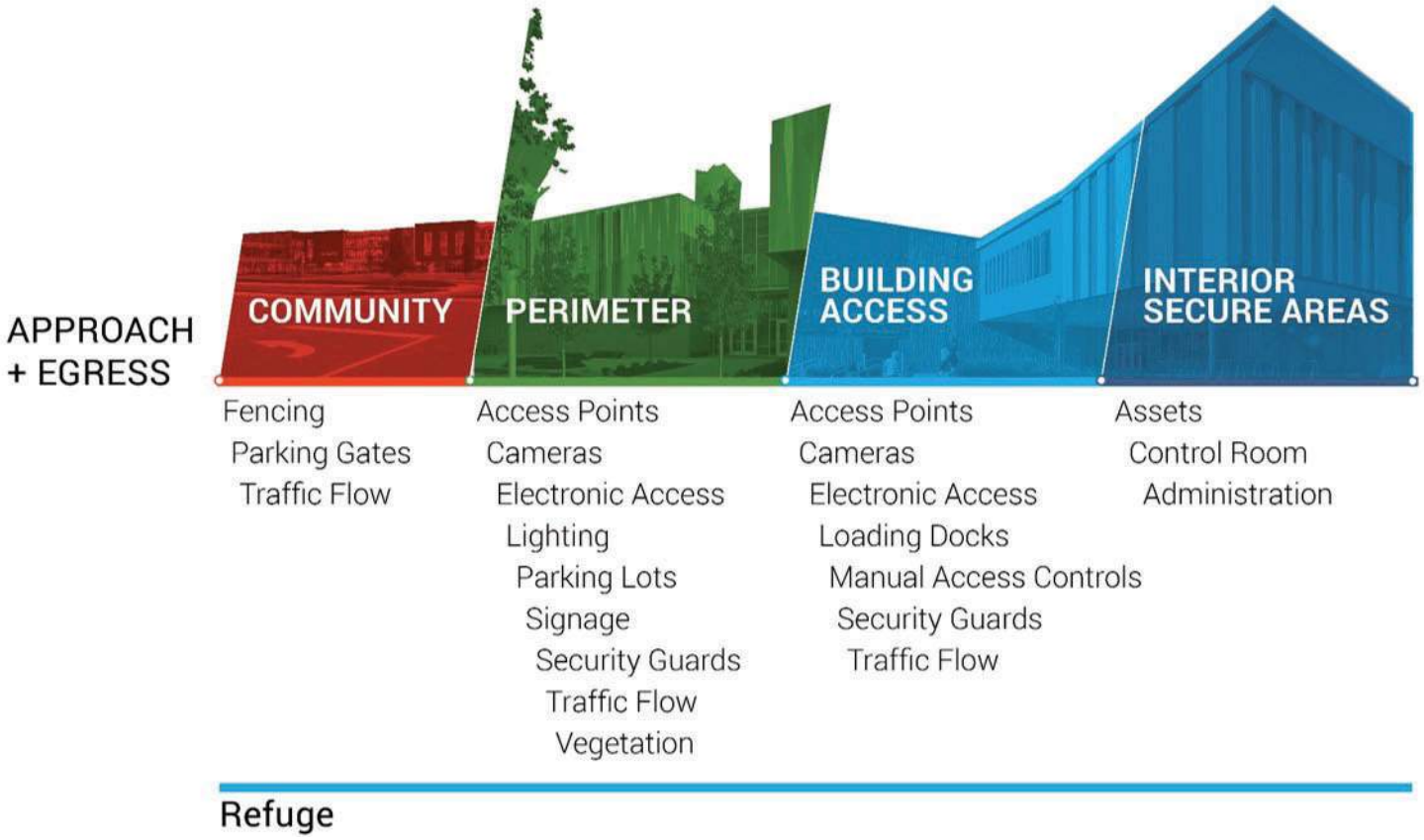
CAMPUS SAFETY & SECURITY

A natural territorial reinforcement example is perimeter fences set back so there is a no man's land that would make a person walking in that zone stand out as an intruder.

The Campus Perimeter will have multiple secured supervised entry points including drop off/pick up zones when students arrive and leave. The Admin building will serve as a centralized, secure single point of entry/exit for check-in/check-out, during school time. The design of Campus Perimeter areas shall consider the "community" aspect in their design and secure perimeters shall be designed as enhancements to the campus rather than barriers.

When school is in session, the Admin building becomes the secured single point of entry.

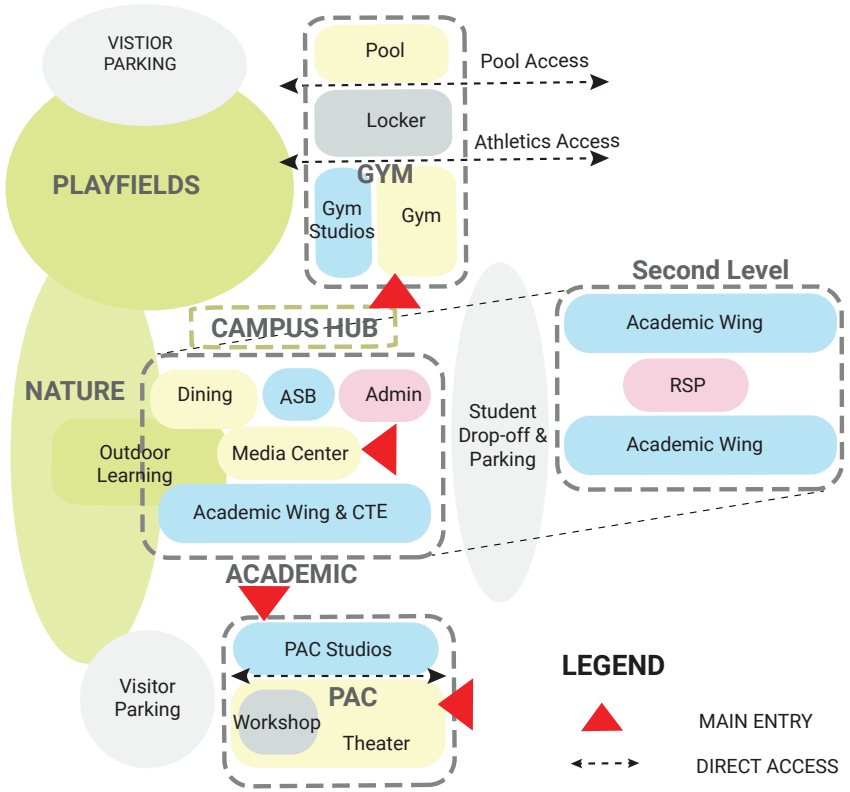
Visitor check-in and badging in a welcoming entry.



The diagram above shows how the approach to physical security is also holistic, made up of layers starting from the public side going into the interior of buildings.

BUILDING DESIGN CONCEPTS

KEY PLAN



Compton High School will be designed to include a two story academic building, a single story Performing Arts Center and a single story Gym building based on the new high school Educational Specifications. The intent is to create collaborative learning environments where students are afforded a variety of educational opportunities. Through the programming and design process the District identified the following concepts as key drivers for this project: As a part of the design process for the school, the committee identified the following concepts:

- Creating a welcoming yet secure environment for the parents and visitors entering the site. The entry of the campus should be from a single point so all visitors will need to check in with staff prior to entering campus. There will be other supervised points of entry to campus that will be open during the beginning and the ending of the school day.
- Media Center as the heart of the campus and an extension of learning studios and labs, by locating it between the Academic Wings on the ground level for community access afterhours as well.
- Creation of academic core areas with collaboration spaces immediately adjacent and visible from learning studios. Work areas for instructors shall be within these collaboration spaces to support additional supervision of student us. Academic core areas should include flexible spaces for art, science or a future designated instructional program.
- Collaboration Zones immediately adjacent and visible from Learning Studios, Seminar Rooms and Teacher Collaboration Workrooms
- A light filled and open food service area with direct access to the outdoor dining and outdoor learning areas

- A single-story gym building in close proximity to the academic core, large enough to accommodate a basketball cross-court, fitness program, locker rooms, and an aquatics center.
- A single-story Performing Art Center in close proximity to the academic core that accommodates a Theater for 900 visitors, studios and support spaces adequate for the dance, drama, music and video broadcasting programs.
- A design that reflects the ethos of CUSD and its community.
- Community use is a very important aspect of Compton High School. Organized youth sports teams make extensive use of field areas during the spring, fall and winter months.

BIOPHILIC DESIGN BENEFITS FOR TEACHER AND STUDENT WELLNESS AND SUCCESS

Spending time in nature or even having a brain break with views of nature, helps students restore "focused attention" throughout the day.

Biophilic Design which incorporates natural materials, natural light, vegetation, nature views and other experiences of the natural world into the built environment is another way to keep students and teachers engaged and mentally and physically healthy.

Studies have shown:

- Lower blood pressure and stress hormones
- Improved physical health, including sleep patterns, heart rate, and even dental decay
- Improved teacher mental restoration leading to increased retention
- More positive attitudes about school
- Improved performance on math and reading
- The ability to restore "focused attention" throughout the day
- Creative thinking patterns
- Higher end-of-semester grades