

Summerwind Trails K-8 School

Beaumont Unified School District

Summerwind Trails K-8 School is the first K-8 school at Beaumont Unified School District. This campus is located in the Summerwind Ranch Development, in the City of Calimesa.

In response to fast-growing developments in this area, Summerwind Trails School is offering flexible spaces that are compatible with a myriad of instructional programs. Spaces are easily adaptable for accommodating changes in use, technology and instructional pedagogy.



2020 AWARD OF EXCELLENCE
A4LE SOUTHERN CALIFORNIA CHAPTER

Executive Summary

Concept

Our team's design for the new campus creates an upper "Academic Campus" and lower "Athletic Campus". The Administration Building anchors the Academic Campus while classroom buildings and Multipurpose Room/Food Service building structures form an inner central park where all grades of students can play, study, congregate, and teacher/staff can easily supervise.

This "Central Park" is the green belt of the campus that separates the lower grade and the upper grade classroom buildings, but also ties all the building structures together.

The building forms are simple and are inspired by the surrounding mountains.

Project Goals and Outcomes



Single entry point to access the campus to ensure safety and security.



Easily adaptable spaces transform from an operations-centric model to a student-centric one.



Daylighting and indoor air quality enrich the learning process.



Move to Learn reflecting research that shows strong correlations between physical movement and increased brain function.



Push-in model where learning comes to the learner and specialized instruction is delivered to core learning environments.



Collaborative Environment that re-thinks community connections and allows opportunities for parent involvement.



Scope of Work and Budget

Project Scope

The 90,621 SF single-story campus will serve 1,166 students in grades TK-8 at full capacity. Incorporated in the plans for this new K-8 school are six TK/kindergarten classrooms, two flex labs, 32 standard classrooms with shared flex space, four special education classrooms, a student learning center, a multipurpose room and administration space.

With the sensitive approach to material and construction budget, the building utilizes rectilinear and rational geometry, similar building materials, and assembly is applied throughout with **highlighted accent color** and different details.

Project Budget: \$35 million

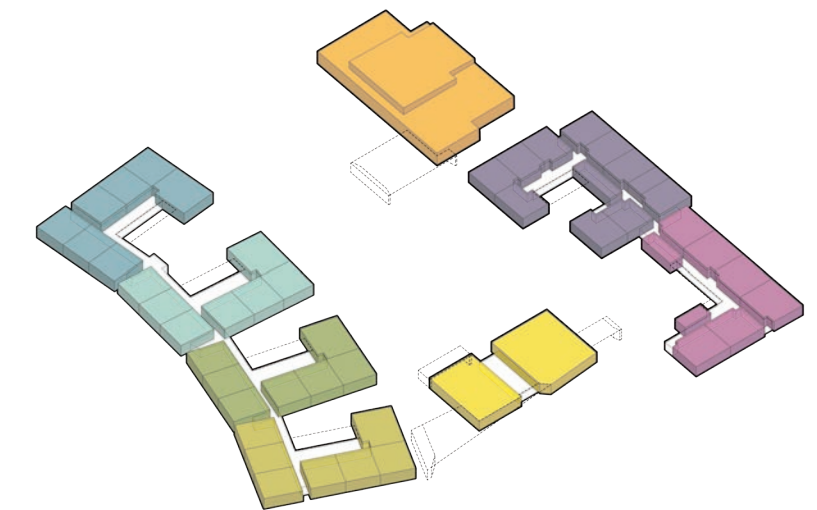


Project Materials and Colors



Site Plan Legend

- A **Building 1** | Administration and Library
- B **Building 2** | Kindergarten and Classrooms
- C **Building 3** | Classrooms
- D **Building 4** | MPR and Food Service



Wayfinding via Colors

School and Community Engagement

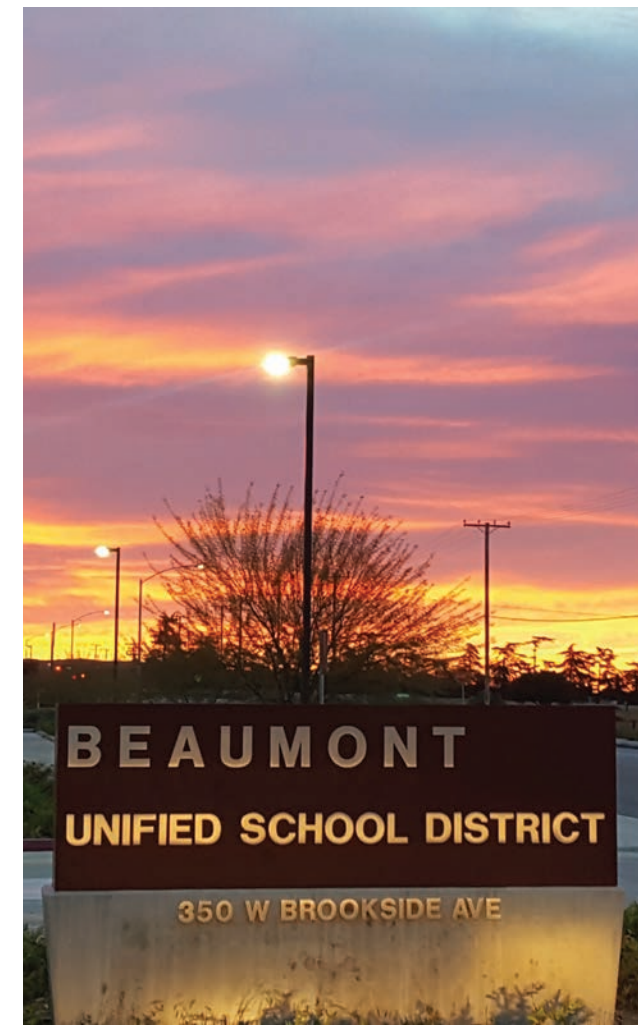
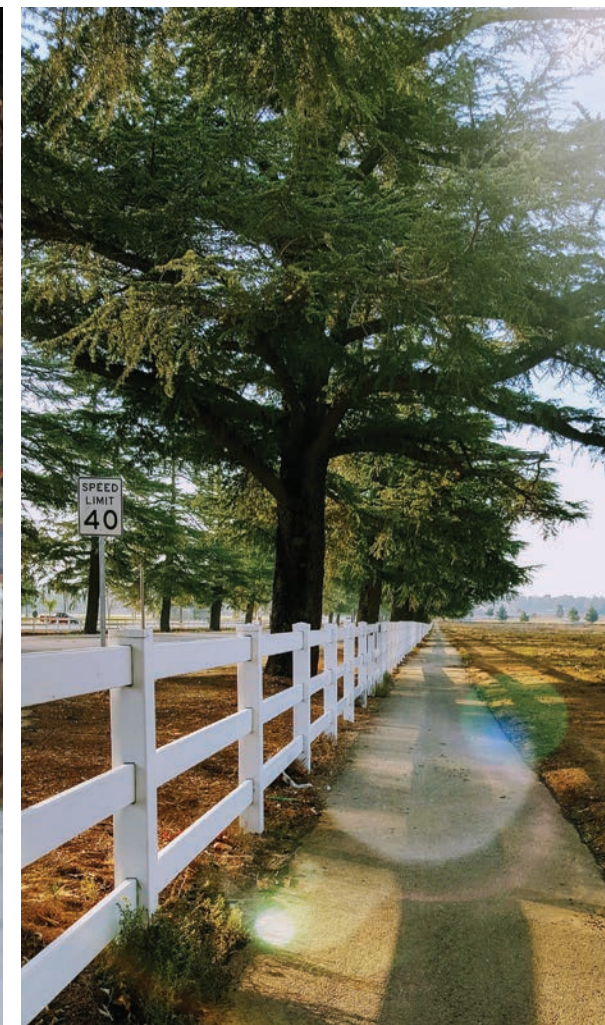
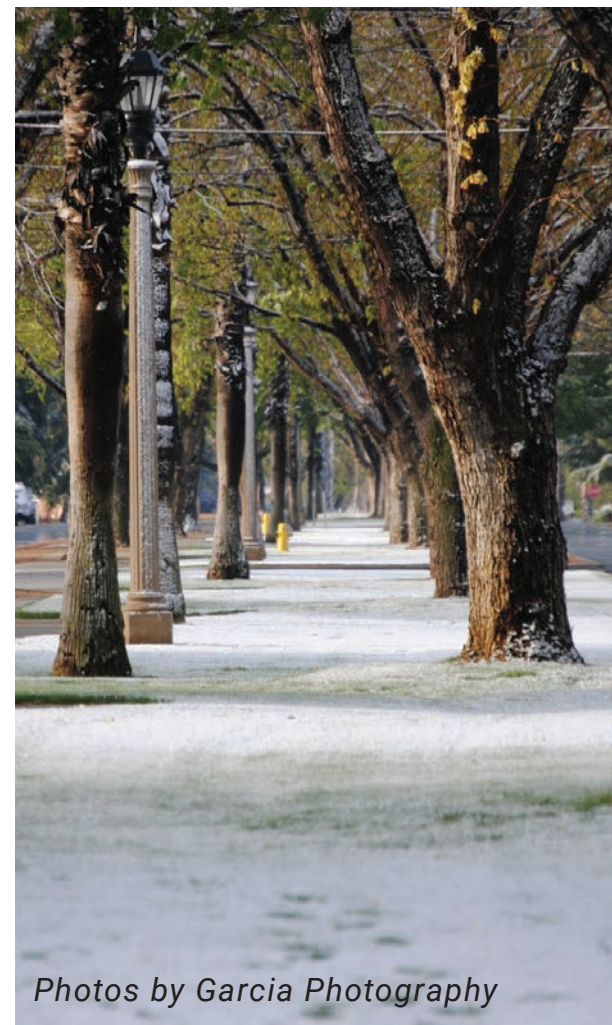
Community

Located at the peak of the San Geronio Pass between San Bernardino and Palm Springs, the City of Beaumont was founded at the turn of the 20th century.

Beaumont is home to several generations of these early settlers who enjoy the small-town atmosphere with proximity to urban areas.

The City of Beaumont is one of the fastest-growing cities in Southern California. When founded, the town served as a welcome “stopping-off point” for early travelers making their way from the Mohave Desert to Los Angeles and later for Los Angeles residents eager to vacation in Palm Springs. However, some folks drawn by the beautiful mountain vistas, clean crisp air, and the abundance of cherry and apple orchards decided to put down roots.

The Beaumont Unified School District was established on March 9, 1953. It currently operates 12 school sites. **The District is expected to grow approximately 10.71% by 2021-22.**



Photos by Garcia Photography

School and Community Engagement

Stakeholders

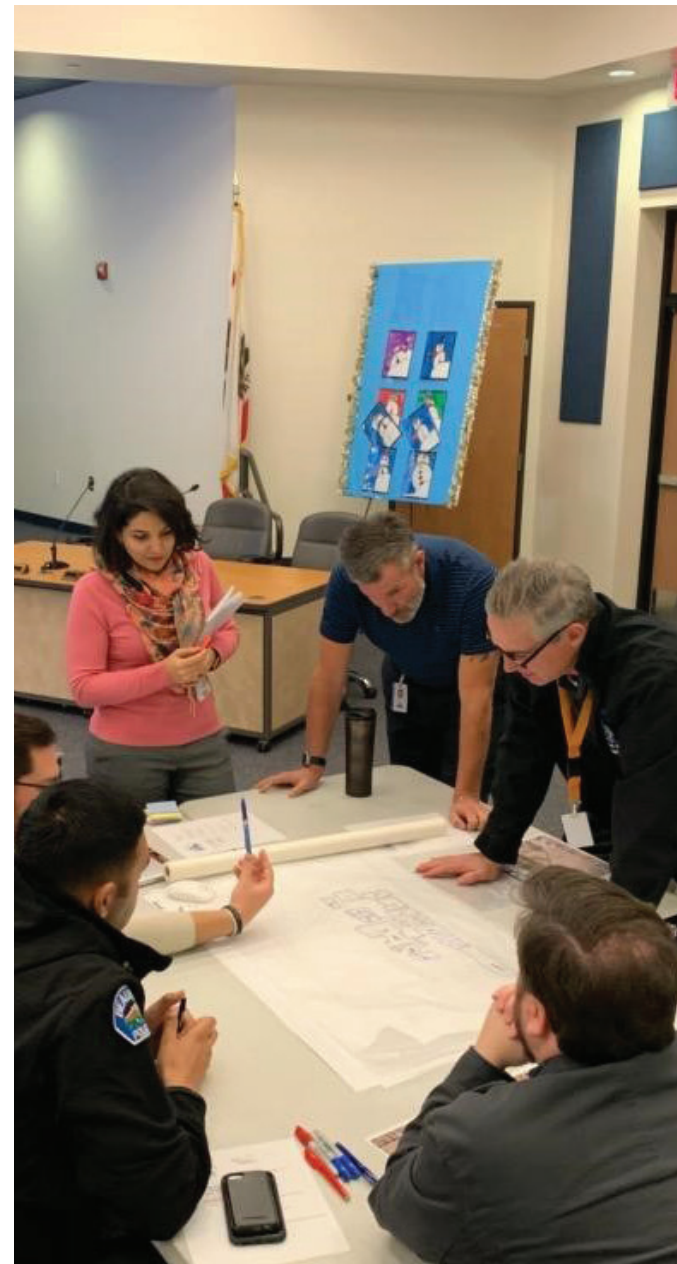
Since this campus is on a greenfield site in a new development area, and **at the time of design no homes were even present in the area**, community engagement was narrowly focused on teachers, district administrators, and some students from nearby schools.

To gather all available community voices the design team held **design planning meetings** throughout the **schematic design phase**. Lessons learned from the district's most recent elementary school campus development helped the team identify appropriate scenarios.

Once initial community members' voices were gathered, the design team moved on to a more **focused group meeting** set-up with different stakeholders. **Specific questions were prepared for each of these meetings.**

Focused group meetings initiated towards the end of schematic design phase helped the design team identify initial challenges. Once these ideas were translated into design solutions, **focused group meetings were held once again** to check the results before moving into detailed drawings.

The quick decision-making ability of the district played a huge role in staying on target during a tight schedule.



- ✓ Engage All Users/ Stakeholders
- ✓ Focused Group Meeting
- ✓ Initial Design
- ✓ Share Progress | Challenge the Design
- ✓ Confirm Revisions with Stakeholders
- ● ● Perform Post Occupancy Studies

School and Community Engagement

Challenges

Inclusion is a state mandated requirement, but implementing it proved to be challenging.

Summerwind Trails is **the first campus** within the district that offers close adjacency of these programs to the rest of the classrooms. This model will serve as an incubator for other campuses.

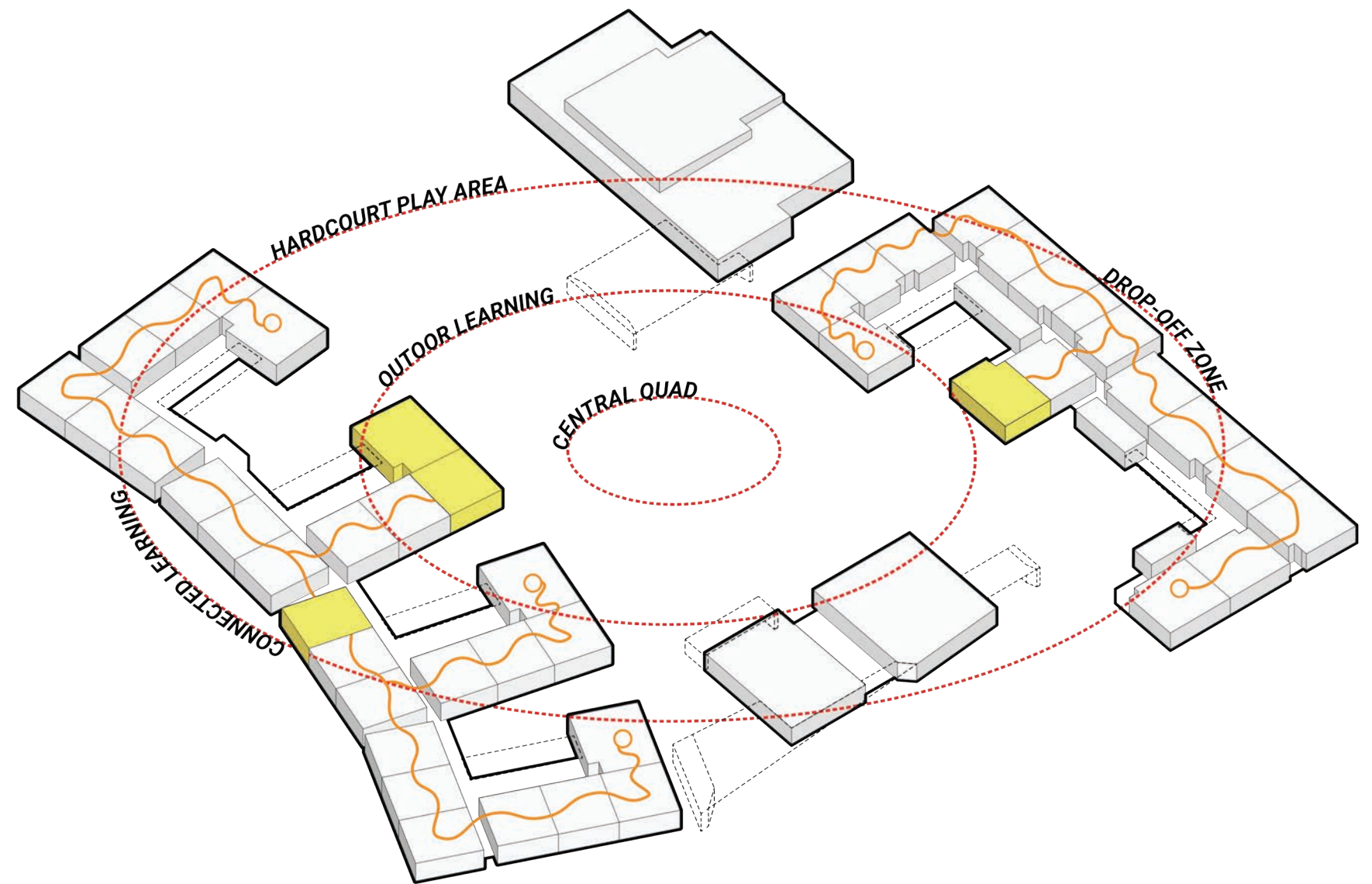
The district had a strong desire, rather than isolating students with special needs in a stand-alone program tailored to their needs, to **integrate special education programs throughout the school** allowing students to integrate with other students/classes as they are able, and receive special services as needed **without losing access to other programs.**

This meant designing access to all school spaces for those with visual, audio, and orthopedic challenges, and integrating storage space for the adaptive equipment required by many of these students.

"This is incredible. I've never sat next to a spec teacher. We were always in our own little island, and would never talk."

- SPECIALIST

- *Sense of Belonging*
- *Interaction with Same Age Group*
- *Celebrate Success Together*
- *Mentor and Learn from Each Other*



Integrated Special Day Classes

Educational Environment

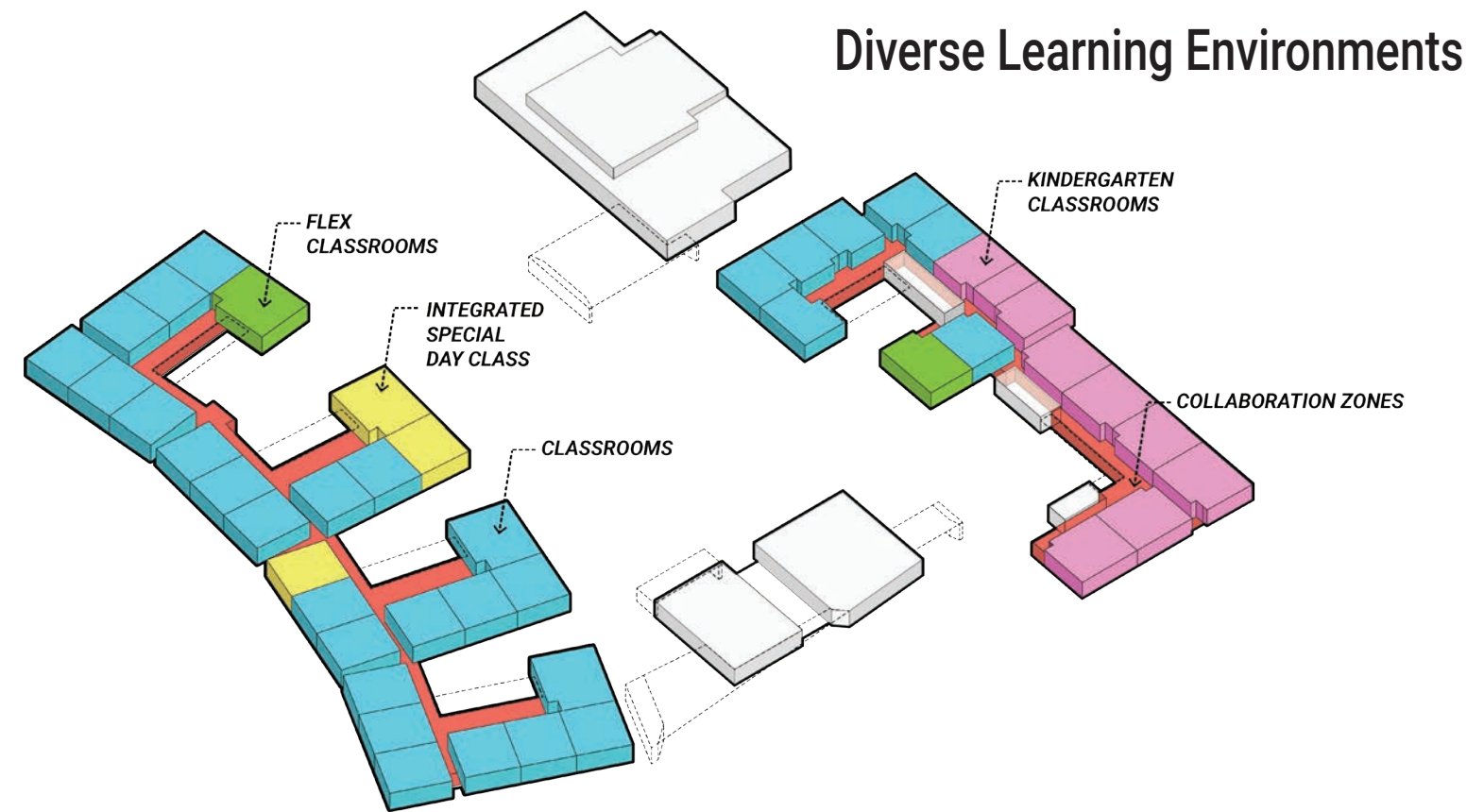
Educational Vision and Goals

Teaching/learning methods used in the district reflect the latest research and successful practices in place in the educational community. Specific methods employed are adjusted to meet the needs of the individual student.

Examples of the most commonly used methods include:

- **Whole class lecture and discussion**
- **Cooperative learning groups**
- **Activities that encourage investigation and discovery**
- **Laboratory groups**
- **Individual, small group, flexible classroom groupings**
- **Inclusion/equal access for special needs and second language learners**
- **Large groups - combined classes or a "house" comprised of two to six classes**
- **Supervised spaces to encourage mentorship between different grade levels**

Provisions are made to support large-group as well as small-group instruction, traditional pencil and paper activities, and the development and use of multimedia research and instructional presentations.



...A vital part of planning this facility is the need to provide space to make those moves safely and without disturbing other students and teachers.

Educational Environment

The school projects a welcoming yet secure environment to students, parents, and visitors entering the site. The entry to the campus is from a single point requiring all visitors to check in with staff prior to entering campus.

The library/media center hub is near the center of campus with close, easy access from all classrooms. The media center is not envisioned as a traditional library but rather one of multiple technology areas, a story nook, a small stack area, with flexible furniture and small collaboration rooms.

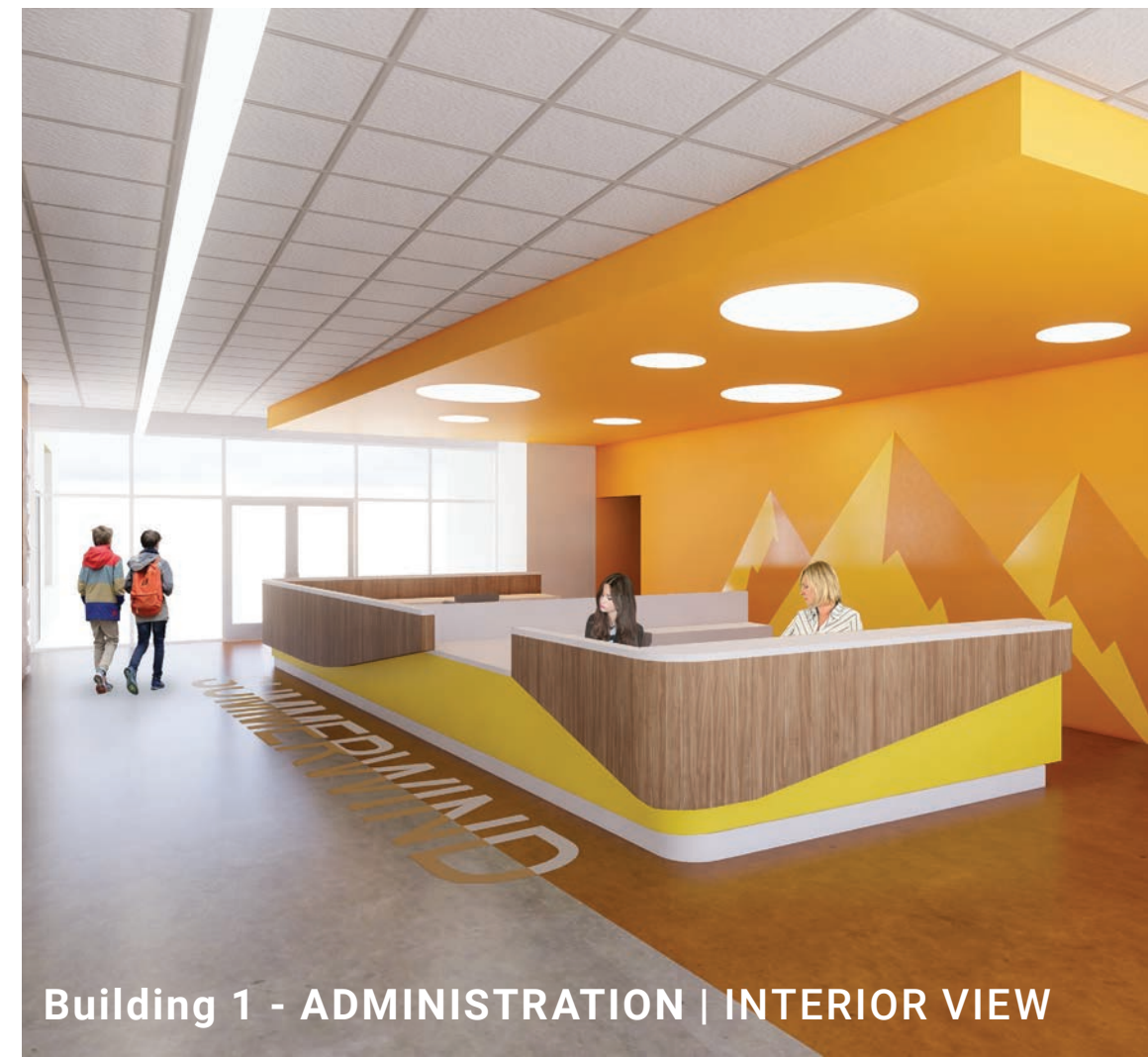
Daylighting and indoor air quality are important factors that affect the learning process. Access to high quality daylight has been shown to positively effect brain function. Ensuring good indoor air quality is also believed to reduce illness and improve alertness. The more students are prepared for learning, the more learning can happen.



Building 1 - ADMINISTRATION | PLAN VIEW



Building 1 - MEDIA CENTER | INTERIOR VIEW



Building 1 - ADMINISTRATION | INTERIOR VIEW

Educational Environment



Building 1 | ADMIN+MEDIA Center

Educational Environment

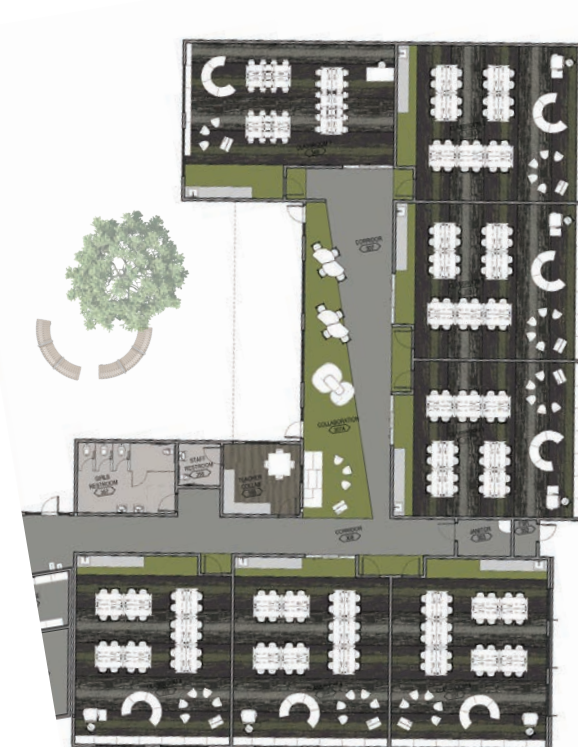
The Shared Commons is a **flexible space with movable, group-able furnishings**. It accommodates a variety of activities including computer instruction, team teaching, and small group work.

The space includes a design for floor outlets, wireless technology, and charging stations for mobile devices to maximize flexibility.

Classrooms are designed to have the ability to open up into the Collaboration and Outdoor Learning Areas. They can support **diverse grouping strategies, encourage interdisciplinary teaching with visibility to adjoining classrooms, and shared collaboration areas**.

Diversity in learning spaces accommodates future pedagogical change and allows for a plurality in learning styles. Breakout spaces allow specialists to work with students directly outside their classrooms.

Through **Biophilic Design** the emphasis on connection to nature and outdoor learning is enhanced through adjacent play areas, daylight and operable windows that provide experiential connections for these young learners. Given its significant impact on learning, indoor environmental quality received diligent attention, including details such as temperature, air quality, daylighting and acoustics.

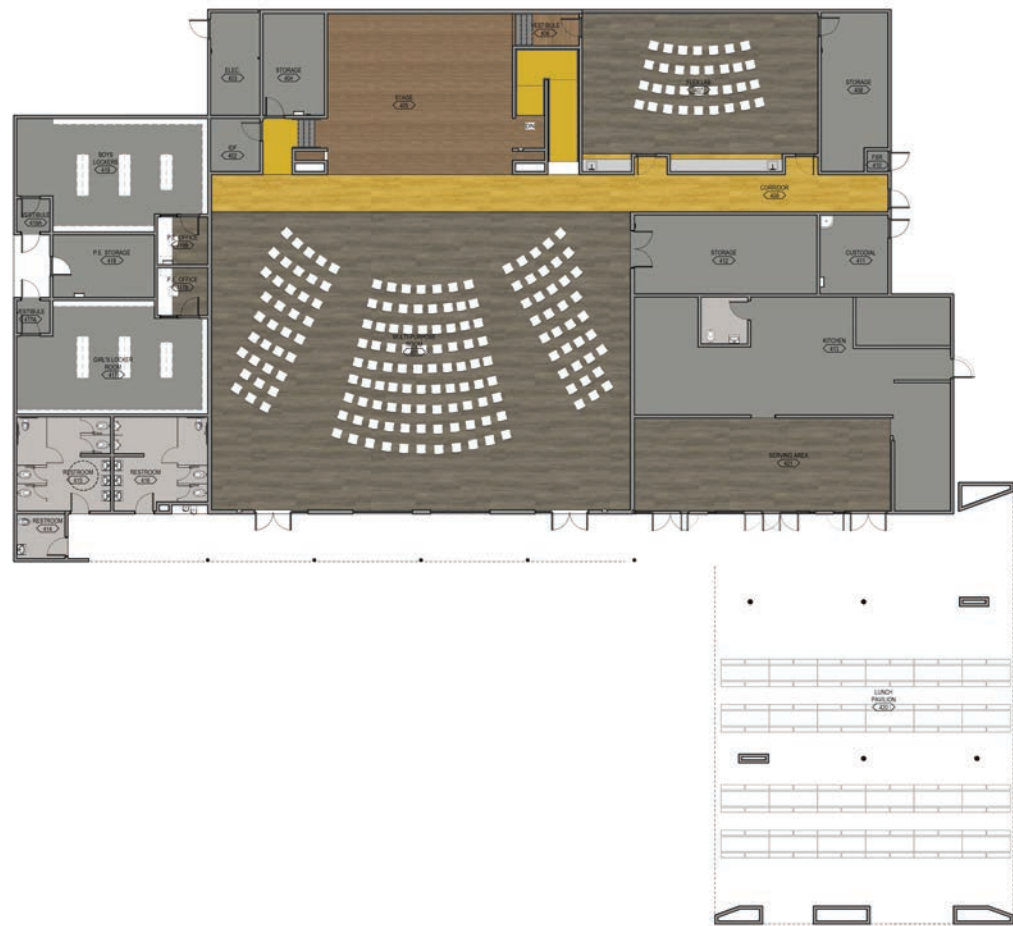


Educational Environment

A multi-purpose room can be subdivided, and can accommodate **technology, performing arts and music.**

This room is adequately sized to support the various events held at the school, has good sound and acoustic qualities for music and spoken presentations.

The MPR provides direct backstage access to the music classroom, enhanced stage lighting and access to technology to enhance large group presentations.



Educational Environment

Community use, now that housing is starting to be developed quickly, is a very important aspect of this K-8 facility.

Organized youth sports teams such as Little League baseball and AYSO soccer make extensive use of field areas during the spring, fall and winter months. The Parent Teacher Student Association, Girl Scouts and Boy Scouts often use district schools for after school programs.

This project was the beginning for **the District to Re-think community connections**, allowing opportunities for parents to be involved and partner with educators and utilize resources at the facility. Closely connected creative spaces support the curriculum and inspire the **“learning through play”** nature of this age group.



Physical Environment

LEARNING SPACES

Connectivity of classrooms to the collaboration area and outdoor learning spaces offers diversity in learning spaces. This will allow for a **variety of teaching methods** to be used with consideration of different student learning levels.

DAYLIGHTING AND VISUAL CONNECTION

The benefits of natural daylighting and its connectivity to higher performing learning spaces is inevitable. However, there is a balance in opening the educational spaces while maintaining privacy and minimizing distraction. Interior classrooms have a **visual connectivity** to interior courtyards to bring a sense of safety and transparency for the users.

Window shades are also in place depending on the orientation of classrooms to avoid over-exposure to natural daylighting.

PLAY AND CHILD DEVELOPMENT

Close proximity of learning spaces to play areas provides ease of access and encourages movement throughout the daily schedule. Transitioning from indoor spaces to outdoor courtyards and to the central quad provides a fluid flexibility and creates an active learning environment. **Full height windows** provide continuous and unobstructed supervision between all of these spaces.

MASSING DESIGN

The staggering presence of San Geronio Mountain and the San Bernardino Mountain Range create a vibrant and beautiful landscape above the City of Calimesa.

With adjusted building heights, slopes, and sharp angles, the mass of the buildings implies the movement and mimics characteristics of the site's natural context.

Furthermore, every piece of the school environment is designed specifically to **the size of this age group**. It was important to **limit the building's footprint** and scale to make the environment more approachable for K-8 students.



Massing Design



Visual Connection | Play and Child Development



Learning Space

Physical Environment

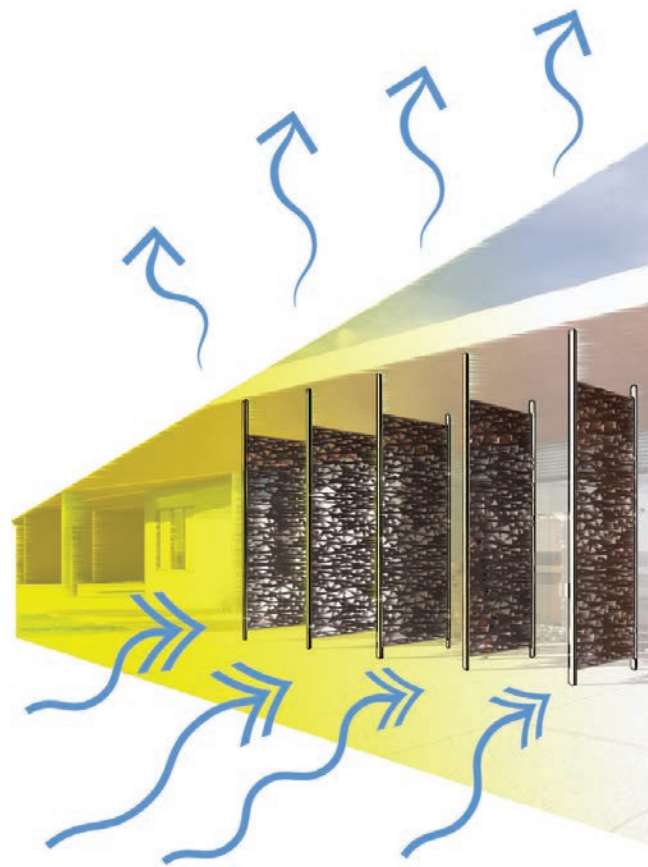
PREVAILING WINDS

This site is located in a high wind load area. Entries to buildings were planned to block the wind into the interior areas.

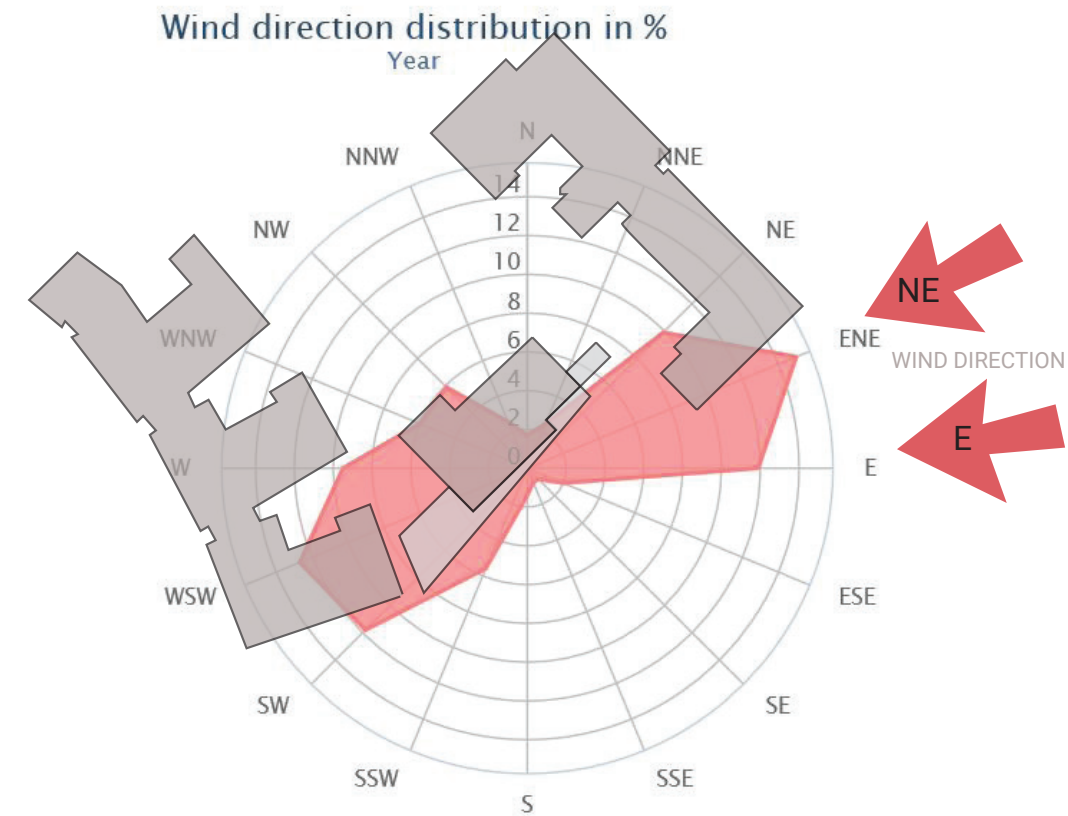
Wind screens are used to protect the entrance of the campus against intense prevailing winds flowing across both the central quad and striking the front of the school.

Functionally, the wind screens protect students, staff and visitors from dangerous winds slamming the doors of the school's storefront entry.

The design and the perforated material allow the administrative staff to have a clear view of anyone approaching the front door.



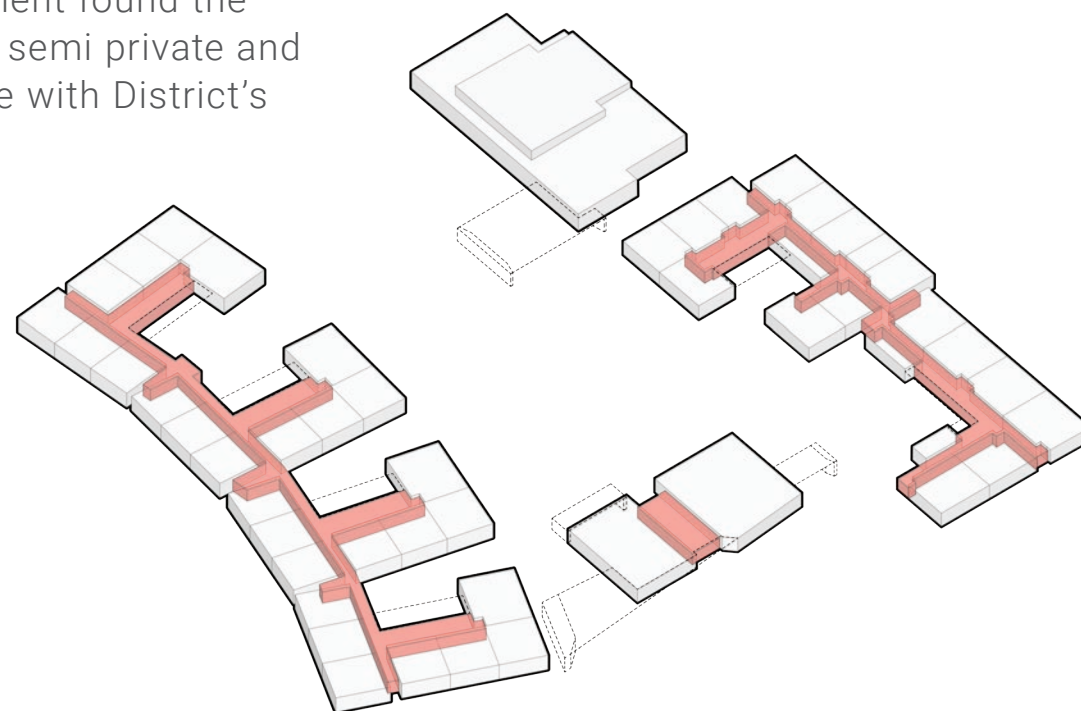
Most Intense Wind Direction



SAFETY AND SECURITY

In addition to a **single point of entry** to this campus, **continuous interior corridors** connect the classrooms at Buildings 2 and 3.

This series of supervised connections have **electronic access capabilities**. The risk management department found the **hierarchy of entries** from outdoor space to semi private and classrooms very accommodating and in line with District's safety goals.



Continuity of Circulation



View from Administration into Parking Lot

Results of the Process and Project

- *Sense of Belonging*
- *Inspiration and Motivation*
- *Active Mentorship*
- *Diverse Learning Spaces*
- *Colorful Wayfinding Systems*
- *Fostering a Welcoming Approach for Community*

The District and **the Community** are very excited for the completion of this campus.

The educators of special needs programs are looking forward to using the spaces and equipment provided specifically for the needs of their students.

Since this is the first K-8 campus at this district, everyone is excited to see how **Mentorship between different age groups will play a role in students' lives.**

The design team is counting down the days to summer 2021 for the grand opening of this campus.

“
The design really lends itself to a family-kind of community, and I think it has huge impact.
”

- EDUCATOR





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