

# West Park High School

## Phase 1

Roseville Joint Union High School District



A4LE SOUTHERN CALIFORNIA CHAPTER

2021 AWARD OF EXCELLENCE



# EXECUTIVE SUMMARY

The challenge: create a new **nimble, student-centered high school** that ensures the success of students today yet is future-proof. This design stemmed from investigating the environments from the world beyond school. A campus of **interconnected environments** unites formal and informal learning spaces with space for community. **The Collaborative Learning Suites** provide adaptable, diverse spaces that enable multiple learning styles to be facilitated easily. Collaborative Learning Suites are linked to a **Nexus** of shared learning, community, and support spaces. Minimizing solid walls combined with an extensive use of glass maximizes flexibility to create environments where **learning is dynamic, visible, and celebrated**.

The principal has been engaged in the **Design Process** from day one, understands the school's concept, and has implemented strategies that support the built **educational environments**. The principal has hand picked the staff to support the **guiding principles** set forth in design and leads the staff in an innovative and engaging environment for students. The principal has also worked with the furniture dealer to design the spaces to be collaborative, interactive, and flexible to support different learning modalities. The furniture dealer is working with the school staff on training and use of the spaces to ensure the use aligns with the **Vision** outlined by the District.





# SCOPE OF WORK AND BUDGET



## Scope of Work

The scope of this project included the design and construction of a new **1,200 student** high school, with future expansion to accommodate 2,400 students. Phase 1 included site development and construction of **192,436 SF** of academic, administrative, and athletic spaces. The extended campus features a gymnasium building named Panther Arena, with a competition basketball court,

fitness and dance, auxiliary gym, weight/cardio equipment room, locker rooms, and additional dining options with a grill/concessions. The new outdoor recreation areas include a 4,500-seat football/soccer stadium, track and field, a varsity baseball field, a practice field, and a varsity softball field. Supporting buildings include a concession/restroom structure, maintenance building, and storage facilities.

Two future phases include three additional Collaborative Learning Suites buildings, an aquatic center, a performing arts center, a multipurpose building including a student union, black box theater, research commons, broadcasting, maker lab, media labs, and performance space, and additional parking.

**The campus will be a centerpiece of the community!**

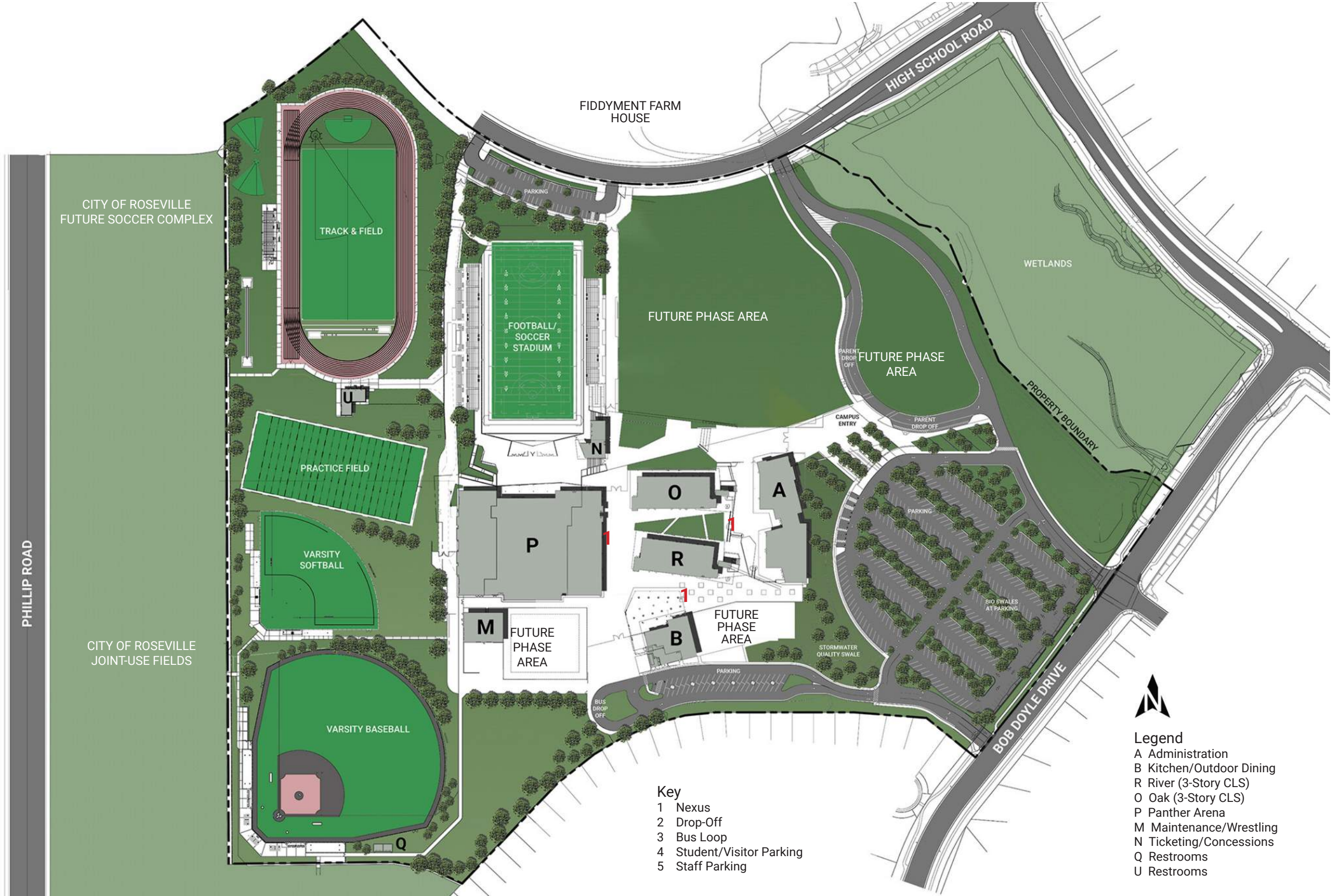
## Budget

Budget: \$122,775,000  
**Construction Cost: \$122,440,910**  
Cost per Square Foot: \$638/SF

Phase 1 costs associated with campus buildings shown in the image above. Phase 2 has started construction and includes two additional classroom buildings and the multipurpose building.



# CONTEXT





# SCHOOL & COMMUNITY ENGAGEMENT

## the COMMUNITY

The Westpark Area in West Roseville is a fast-growing area just northeast of Sacramento, California. The site is located in the **Fiddymment Farms** area, once a large ranch growing **pistachios**. The team worked to make a strong connection to the old **Fiddymment Ranch House** to the north of the site which was placed on the National Register of Historic Places in 2010. The City of Roseville plans to ensure the property is protected and preserved by creating a public place where the community can enjoy the incredible piece of Roseville’s past as the **Historic Ranch Center**.

### Learning Opportunities

The School District, in partnership with the Historical Society and the City, are creating a program enabling their students to take a leading role in future field trip-type programs for elementary students and will comply with the educational curriculum guidelines for the Historic Ranch Center.

Connecting to the protected **WETLAND** to the east was seen as an important program for science. Students will be able to walk to the riparian habitat to study and interact with nature.

### CHALLENGES on the site.

The **waste water treatment facility, recycling center**, and the **power plant** to the west of the site were all taken into consideration when laying out the campus. All the sports fields were placed as a buffer between all the academic buildings and the industrial belt. While the academic buildings do tower three stories in the center of the site, all major views are to the north and east to the mountain ranges beyond and not focused on the industry.

The scale of the buildings around the edges are lower to **respect the housing** in the neighborhoods. A buffer of parking and landscaped area to the south gives distance from the housing fence line to the buildings.

## CONTEXTUAL VIEW



## WEST PARK HIGH SCHOOL PHASE 1

Roseville Joint Union High School District

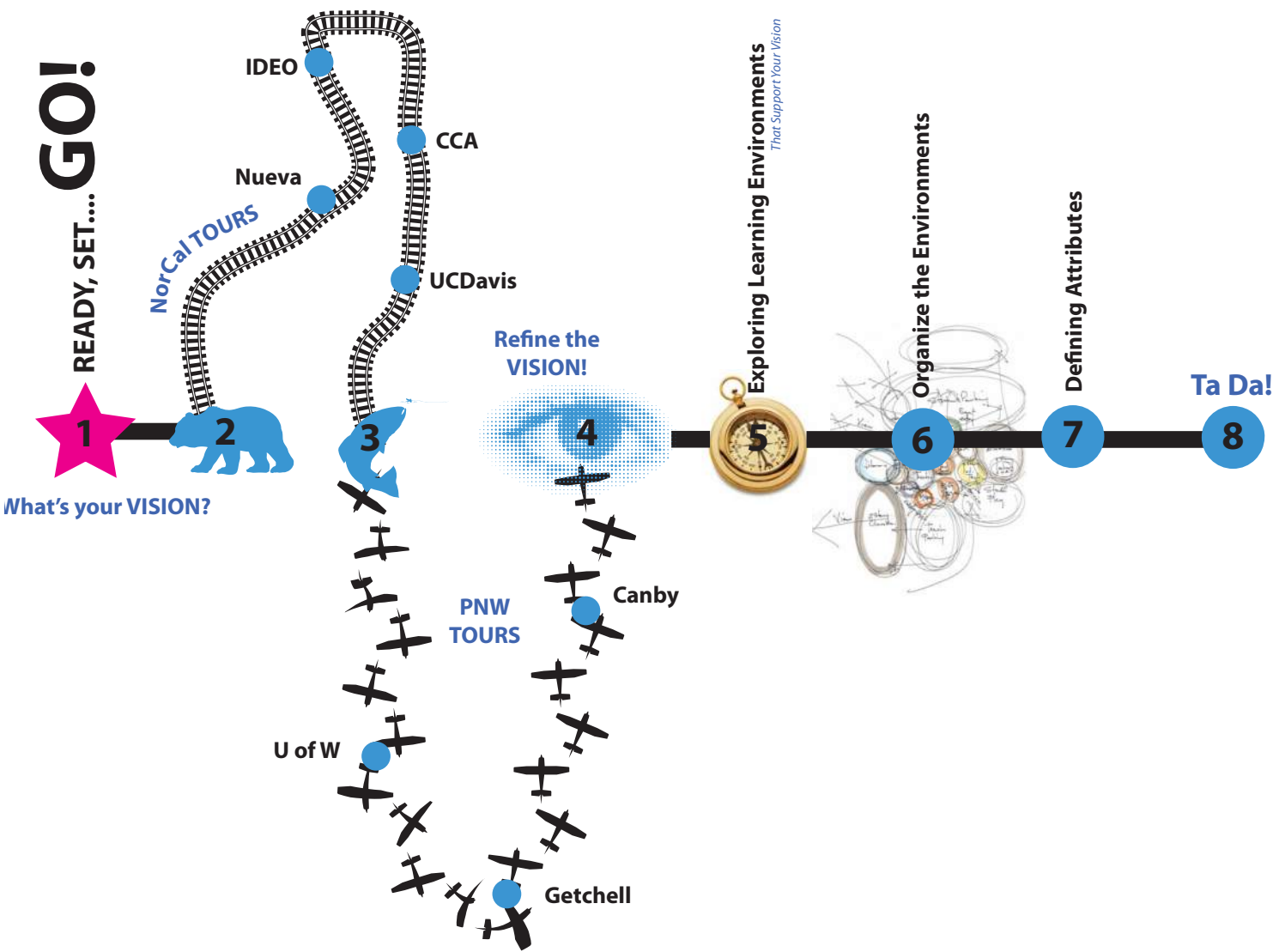


# SCHOOL & COMMUNITY ENGAGEMENT

## the PLANNING PROCESS

Roseville Joint Union High School District is a highly successful school district planning for growth with this new school and fulfilling a need to win back students who were leaving for a neighboring district. The challenge was to support its break from its facility norms to create a new **nimble, student-centered high school that serves as a cultural center for the community** and meets the challenges of today, and yet can easily evolve for the future. The West Park High School, Phase 1 campus must create an environment that ensures student success beyond school, nurturing lifelong learners.

To take the educational environment to the next level, the project team engaged client stakeholders in a **journey of discovery** that looked beyond traditional school experiences. This rigorous investigation focused on the world beyond high school and asked, “**what environments are we preparing our students for?**” To accomplish this, the team toured examples from industry, higher education, and other facilities to experience outstanding examples of innovation, collaboration, and technology.



## the STAKEHOLDERS

The **Core Team**, primary decision makers, included a Board of Trustees member; the Superintendent; Assistant Superintendents of Business Services, Personnel Services, Curriculum and Instruction; the Director of Facilities; and the Director of Technology.

The **Expanded Stakeholder Group** was made up of a large cross section of Administrators, Department Chairs, and Teachers from the District's five existing high schools.

The **Steering Committee** was a group of community members and parents engaged to share the design and receive comments.





# SCHOOL & COMMUNITY ENGAGEMENT

## VISION

The Core Team established four guiding principles described below to serve as drivers for the design of the new high school.



### DYNAMIC LEARNING OPPORTUNITIES

Learning is pervasive and diverse. The spatial, psychological, physiological, and behavioral realms of the human experience are all addressed. Different students can learn different things from different people in different places in different ways and at different times. Every member of the learning **community** (student, teacher, and staff) contributes to an environment of holistic and multi-faceted learning.

DYNAMIC LEARNING OPPORTUNITIES abound through BUILDING RELATIONSHIPS in an environment of  
**STUDENT ACHIEVEMENT**  
COLLABORATION and TRANSPARENCY

the school is the centerpiece of the **COMMUNITY!** EXPECTATIONS ARE HIGH, students and staff have a **SENSE of BELONGING**  
**WOW! watch us SOAR**  
and feel empowered to **EFFECT CHANGE** in an environment of **TRUST & RESPECT**

### BUILDING RELATIONSHIPS

Partnerships are the foundation of learning. An environment of **trust and respect** allows every student and staff member to feel a **sense of belonging**. **Collaboration** between all members of the learning community will allow everyone to feel empowered to **effect change**. Personal connections between students and staff will be the foundation that ensures **expectations are high**.

### TRANSPARENCY

Learning is open, visible, and celebrated. The learning purpose of the school is showcased to the **community** and students. Students, staff, and parents feel welcome and safe. A stimulating and exciting place to learn is created by numerous areas for formal and informal learning that are easily monitored. Natural lighting and interesting sight lines enhance the learning environment, develop an indoor-outdoor connection, and create a sense of drama.

### COMMUNITY

The school will be a critical element in the overall fabric of the **community**. It will be a beacon of learning that symbolizes the values of the community. Learning will be extended beyond the campus through **relationships** with businesses, organizations, industries, and recreational groups. A welcoming environment will encourage community engagement and expand **diverse learning opportunities** beyond the traditional school day.

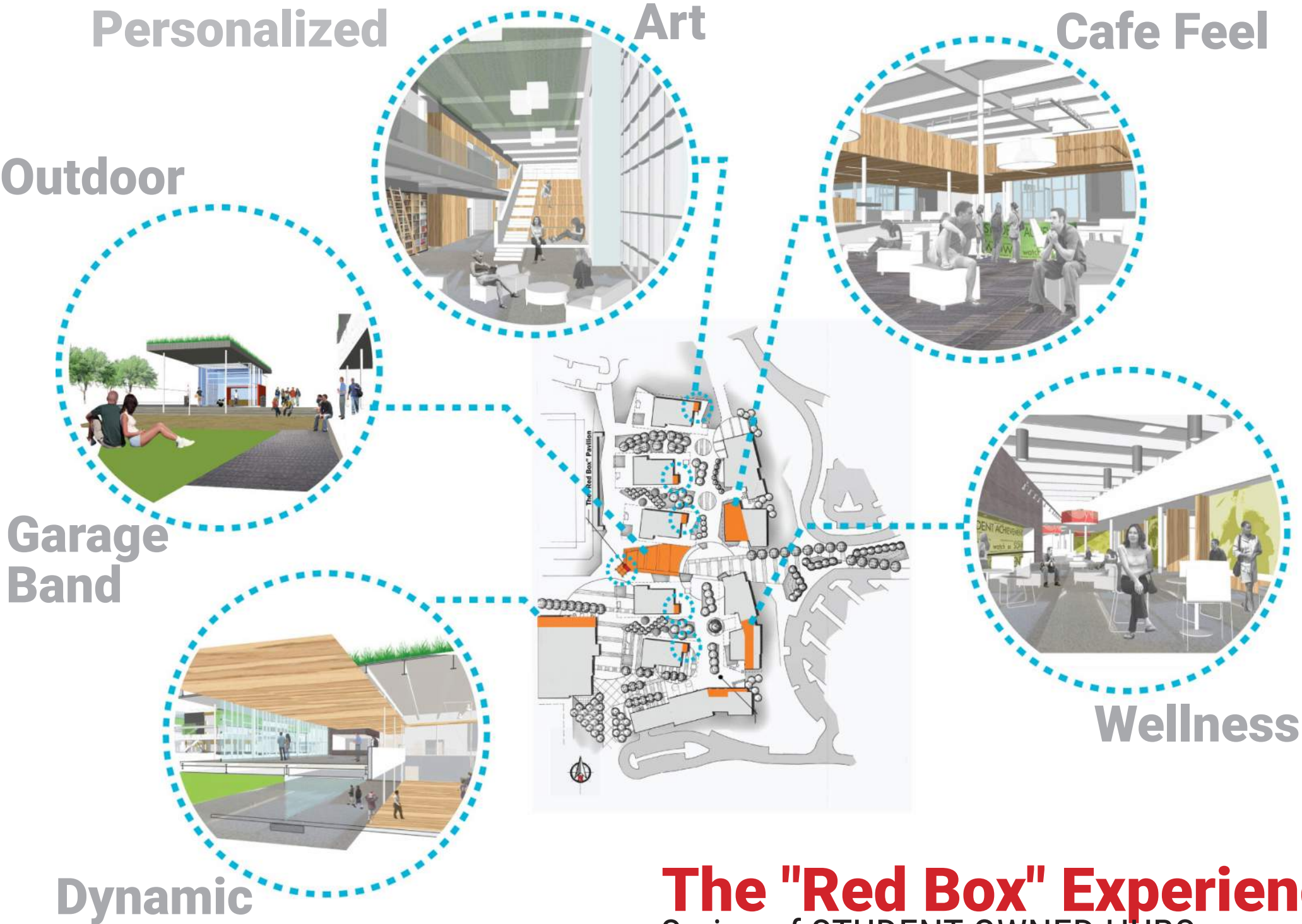


# SCHOOL & COMMUNITY ENGAGEMENT

*"We want places to hang out!"*

## Student Workshop ESTABLISHING the **SOUL** OF THE SCHOOL

The team engaged a student group, made up of student representatives from the district's five existing high schools, in a brainstorming session to determine what the soul of the school should be, and to ask them, "what do you need?" The concept of student-owned "hubs" interwoven in every building throughout the campus came from the students wishes.



**The "Red Box" Experience**  
Series of STUDENT OWNED HUBS



# EDUCATIONAL ENVIRONMENT

## Dynamic Learning Opportunities - Collaborative Learning Suites (CLS's)



1



2

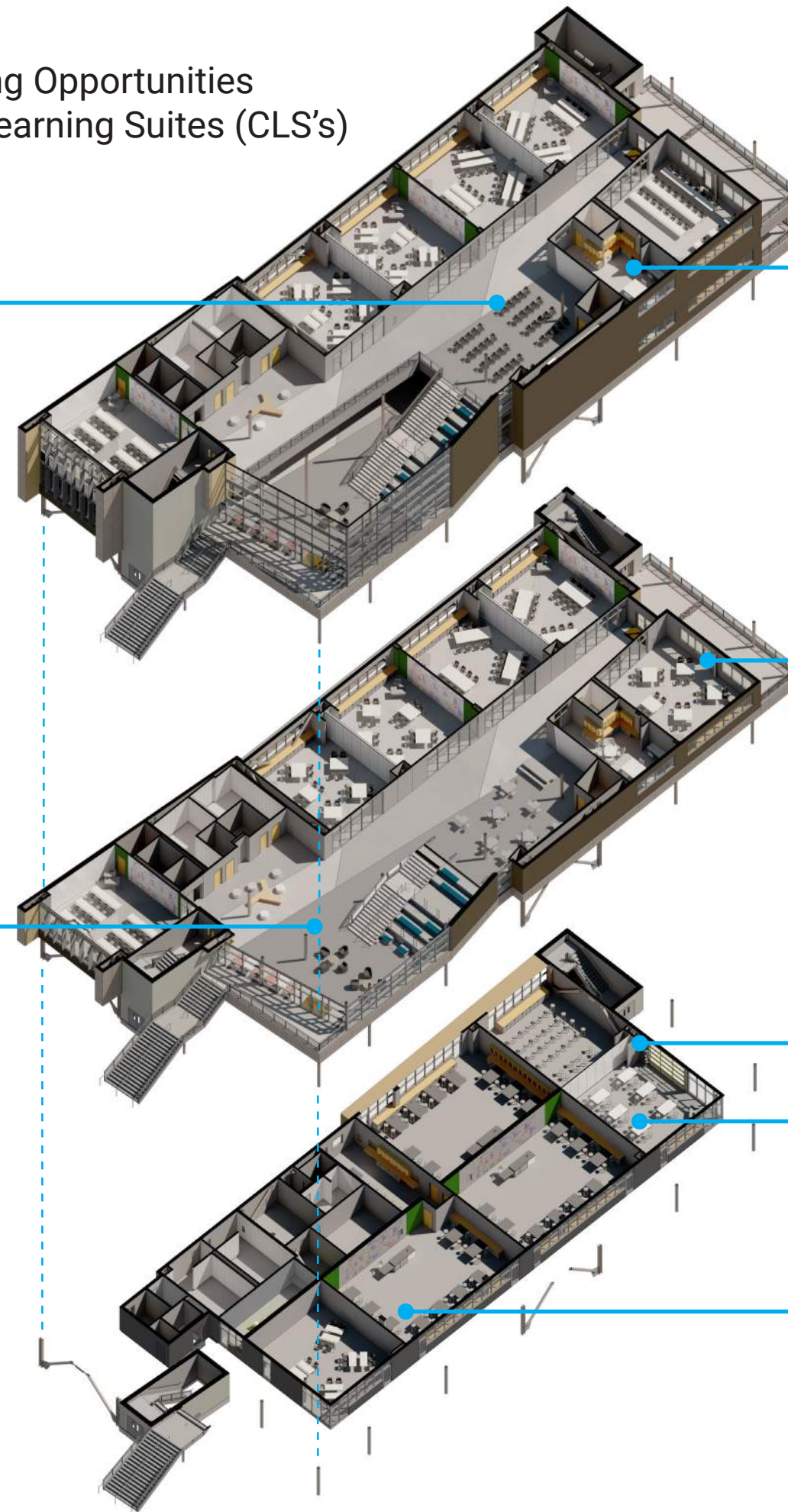


3

- 2 The open student common areas on the 2nd and 3rd floors allow for multiple configurations of large and small groups, informal and formal collaboration, and presentations.

- 1 The CLS Student Hub incorporates a learning stair and soft seating to provide an informal student-focused environment. Each CLS has its own color scheme identity.

The three-story Collaborative Learning Suites (CLS) in Phase 1 provide students and teachers with groupings of adaptable, diverse spaces that enable multiple learning styles to be facilitated easily.



Staff Collaboration and Workspace on each floor.

3 Access to outdoor learning patios.

Operable partition and roll-up door expand the learning environment.

Applied learning such as Robotics, Fine Arts, and Engineering occupy a highly transparent corner on the ground floor showcasing learning to the students and community with access to covered outdoor learning.

Science Labs share a central prep space and exit directly to the outdoors.



# EDUCATIONAL ENVIRONMENT

The new high school immerses learners and mentors in an environment developed to foster relationships. This environment of trust and respect is the basis of high expectations that are critical to the advancement of learning in today's schools, where the teacher is a "guide on the side" and no longer the "sage on the stage." This design breaks away from traditional spatial boundaries to create a campus of interconnected environments in plan and section that unite formal and informal learning spaces engaging with the community in a sustainable culture.

During the design process, the Core Planning Group was able to visualize what the educational spaces looked like in three dimensions.





# EDUCATIONAL ENVIRONMENT



## Flexibility/Adaptability

The campus environments were all designed for flexibility and the ability to adapt to any learning or teaching style over time. Teachers and students are empowered to easily and quickly adapt the classrooms for multiple teaching modalities—individual, team, and collaboration; as well as

multiple learning activities—presentation, self-directed work, small group work, project/build work, including lecture.

The furniture and fluid technology support both self-directed and collaborative research.

The second and third floors of River and Oak Buildings have two sets of classrooms with operable partitions to expand into one another, as seen in the images at the right of this page.



Operable Partition Open



Operable Partition Closed



Science Lab



# PHYSICAL ENVIRONMENT

Over ten years in the making, West Park High School has been a much-needed facility in the West Roseville area, since the development began. Roseville Joint Union High School District is planning for growth with this new school, fulfilling a need to win back students who were leaving for a neighboring district.





# PHYSICAL ENVIRONMENT

"WINDOW SHOPPING YOUR FUTURE" TRANSPARENCY



The Collaborative Learning Suites (CLS) provide small- and large-group learning spaces, workshop spaces, and shared collaboration areas. Minimizing solid walls combined with transparency in the CLS's maximizes flexibility, creating environments where learning is dynamic, visible, and celebrated. This is a place where learners and mentors are highly engaged and inspire each other, going "window shopping for their future!"



# PHYSICAL ENVIRONMENT

The ground levels of Oak and River have raw open space for the CTE, science, and art classes to use, while the upper floors are the active classroom spaces. Each CLS has its own identity, with a name and its own color palette. The CLS's are linked to and rise from the "Nexus," an intentionally diverse mix of spaces – including dining, information resources, performing arts, wellness, fitness, and transaction environments – where school and community actively engage. The Nexus concept also enables applied learning to function in a more realistic environment with direct community interaction with learning spaces opening directly to the outside.

## NEXUS

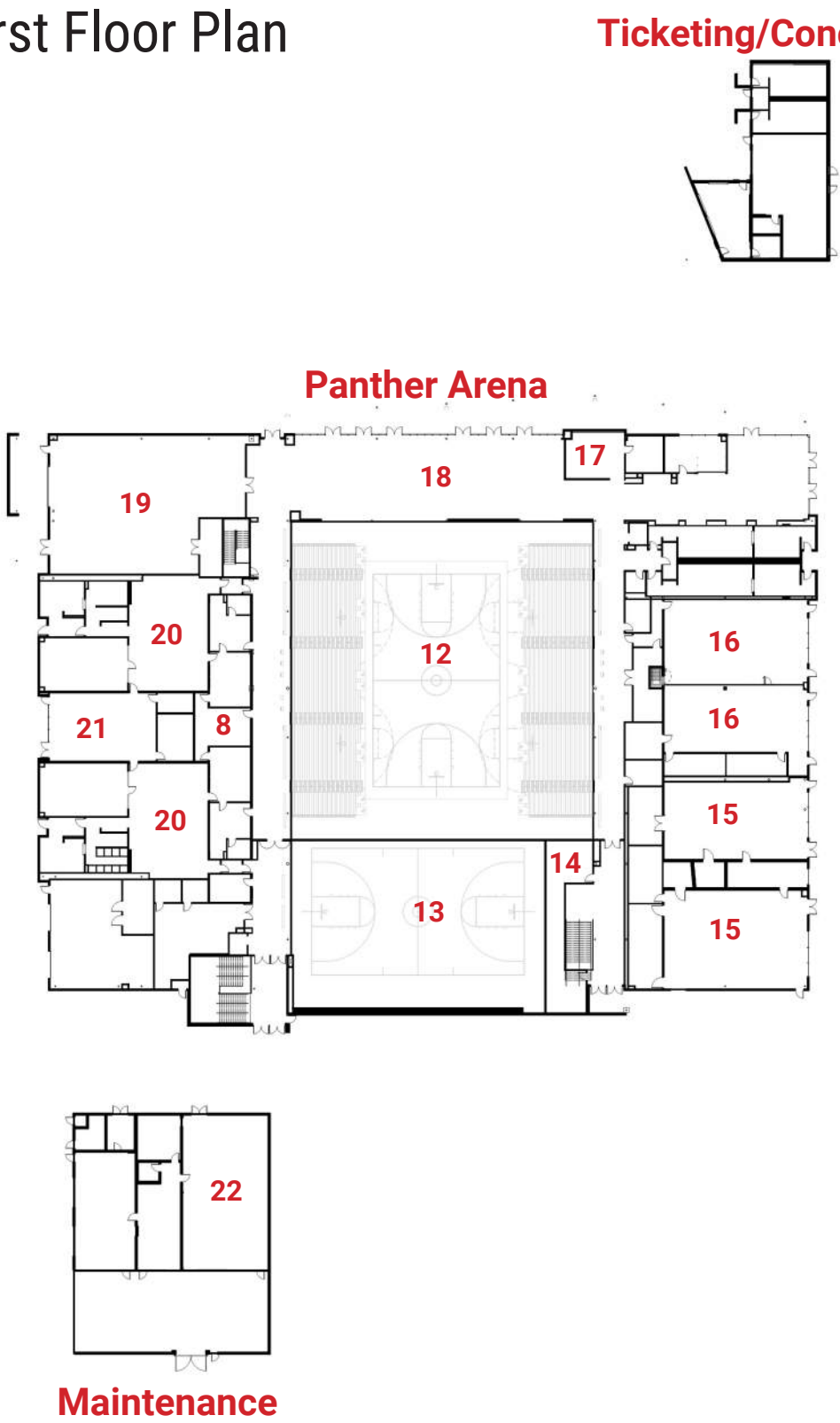
**nex•us** [nek-suhs]  
*noun, plural nex•sus•es, nex•us*

- 1. a means of connection; tie; link.
- 2. a connected series or group.
- 3. the core or center, as of a matter or situation.

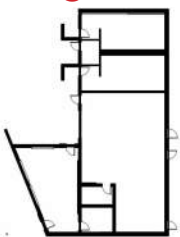
### Legend

- |                       |                   |
|-----------------------|-------------------|
| 1 Main Lobby          | 12 Gymnasium      |
| 2 Counseling          | 13 Aux Gymnasium  |
| 3 Career Center       | 14 Fitness        |
| 4 Student Hub         | 15 Music          |
| 5 Media Commons       | 16 Dance          |
| 6 Wellness Center     | 17 Panther Grill  |
| 7 Kitchen             | 18 Dining         |
| 8 Staff Collaboration | 19 Weight Room    |
| 9 Science Lab         | 20 Locker Room    |
| 10 CTE/Art Lab        | 21 Training Room  |
| 11 Classroom          | 22 Wrestling Room |

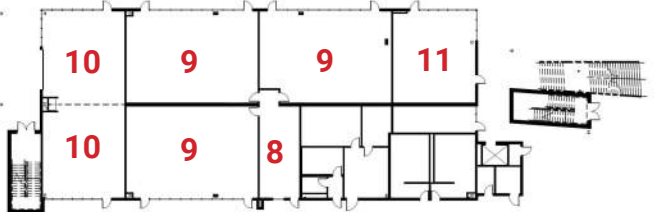
### First Floor Plan



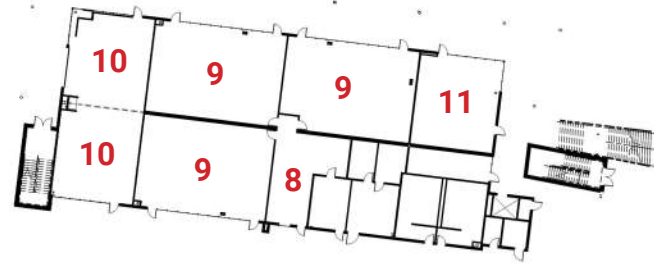
### Ticketing/Concessions



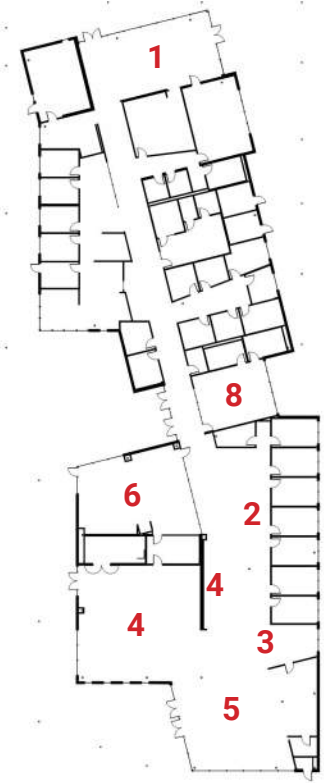
### Oak (CLS)



### River (CLS)



### Administration



### Student Commons

### Outdoor Dining





# PHYSICAL ENVIRONMENT

## Indoor/Outdoor Connections

Each Collaborative Learning Suite has an adjacent outdoor learning space that is multi-purpose yet intentional to support multiple CTE programs. These areas provide well dispersed outdoor collaborative and social engagement opportunities as well. These spaces are an extension of the CTE labs. Outdoor spaces also simply serve the purpose of providing stress relief and individual space for brain breaks.



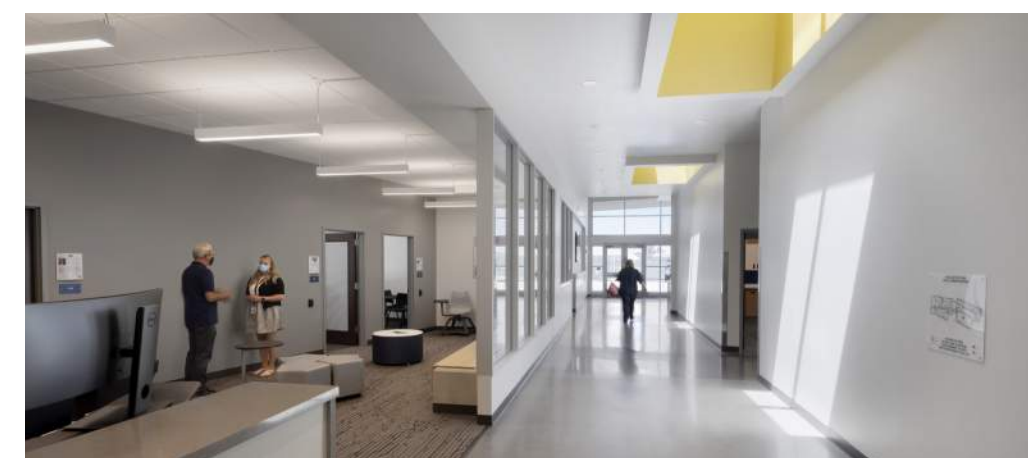


# PHYSICAL ENVIRONMENT



## Transparency

Transparency is everywhere on this campus, inside and out, with ample natural daylight and vistas. It's one of the project's guiding principles. Transparency is used to visually connect spaces for programmatic synergies while providing clear sight lines for passive supervision by adults. The entire environment makes the learning that is taking place explicit so learners can inspire each other – “window shopping for their future.”





# PHYSICAL ENVIRONMENT

*"We Value People | We Love to Learn"*

Students should feel welcome and valued as soon as they step through the front doors or gates onto campus. The message the architecture conveys is "this school was made for you." Marker walls throughout the campus provide staff and students the ability to exchange ideas and connect with each other. Some walls have become areas to leave inspirational messages, drawings, or notes to staff to show how much they are appreciated. The Wellness Center, shown on the bottom right image, serves as another space for students to connect.



**WEST PARK HIGH SCHOOL PHASE 1**



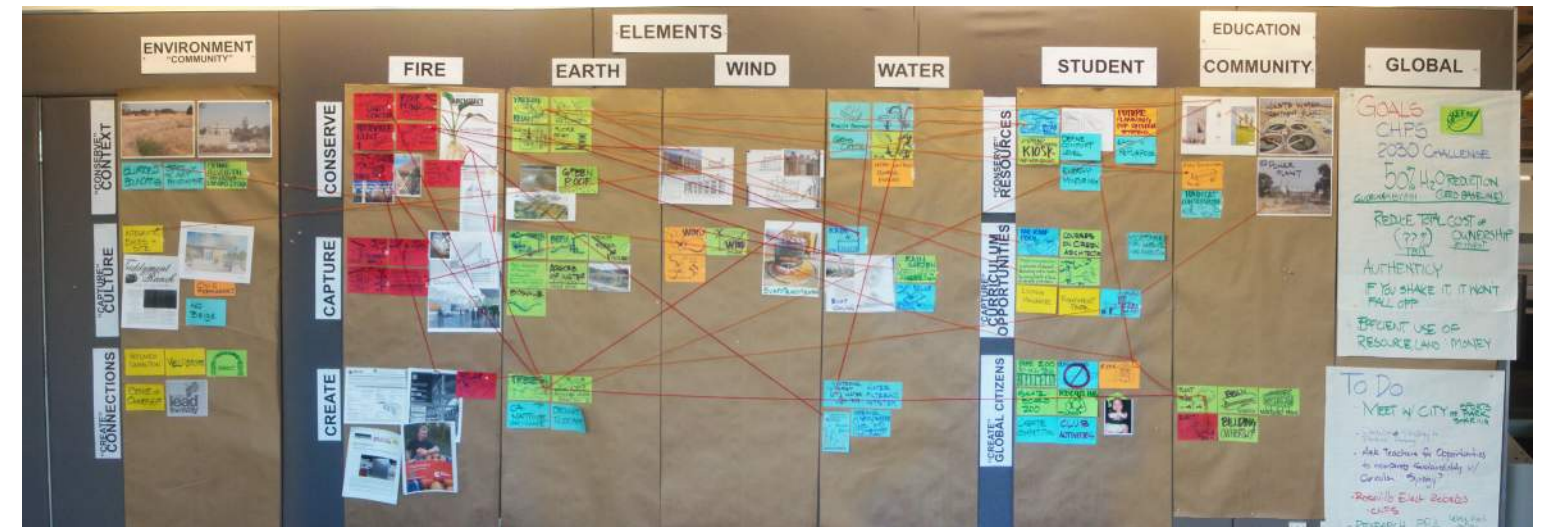
Roseville Joint Union High School District



# PHYSICAL ENVIRONMENT

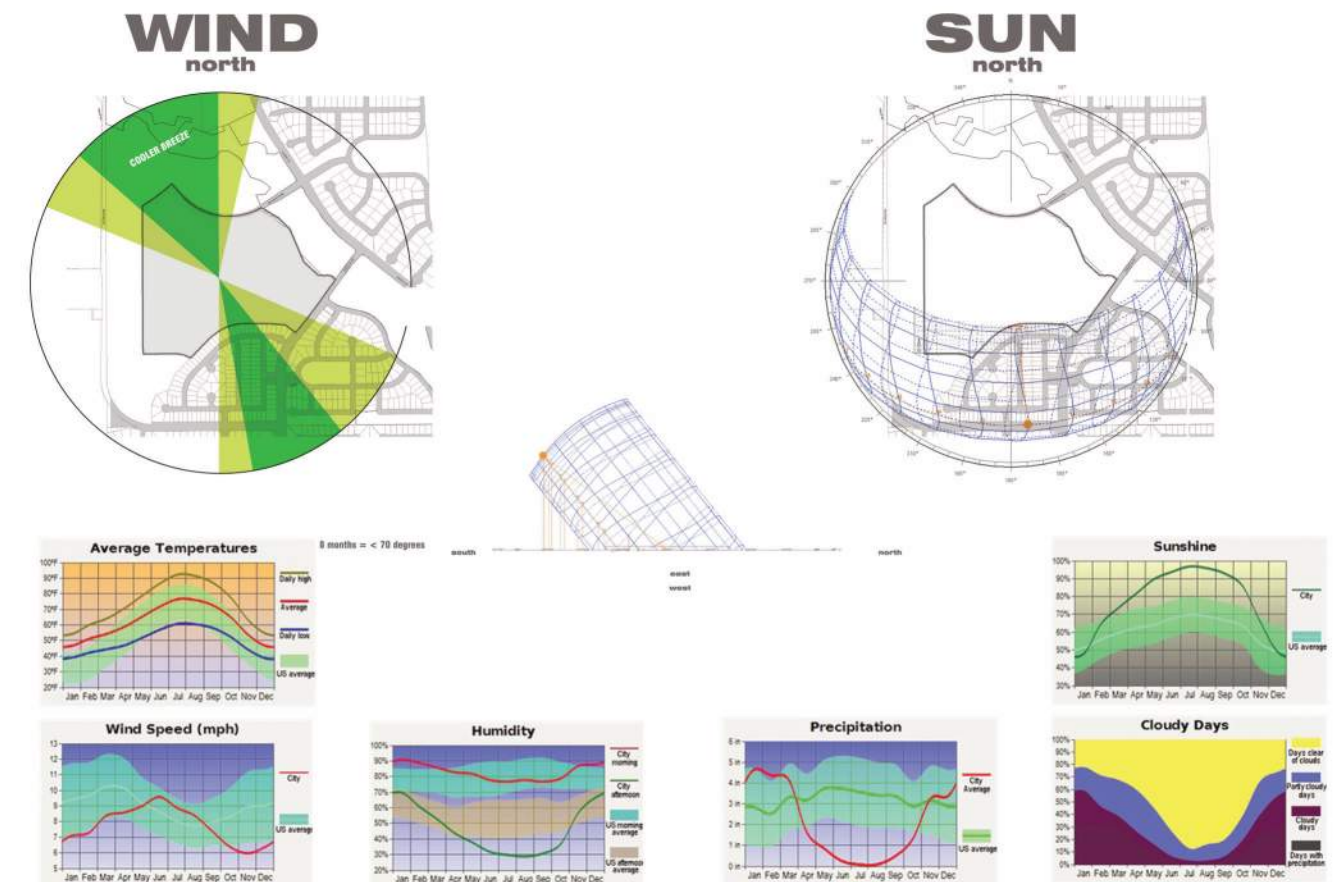
## Sustainability

## Integrated Design + Sustainability Workshop



### High Performance:

The CLS buildings are in the center of the site, oriented to minimize western and eastern sun exposure, and to tower above the surrounding buildings. The gymnasium massing and recessed football/soccer stadium are kept low to the ground to minimize their impact on the surrounding community. The main entry to the campus has a direct learning connection to the protected wetlands. The sports fields give a lush green buffer to the wastewater treatment facility, recycling center, and power plant. Bioswales and rain gardens serve as learning tools. Natural daylighting and exterior shading devices create thermal comfort. The large expanse of glazing provides vistas to nature. Research has proven the benefits of biophilic design such as improved performance on math and reading, the ability to restore “focused attention” throughout the day, and creative thinking patterns.





# RESULTS OF THE PROCESS

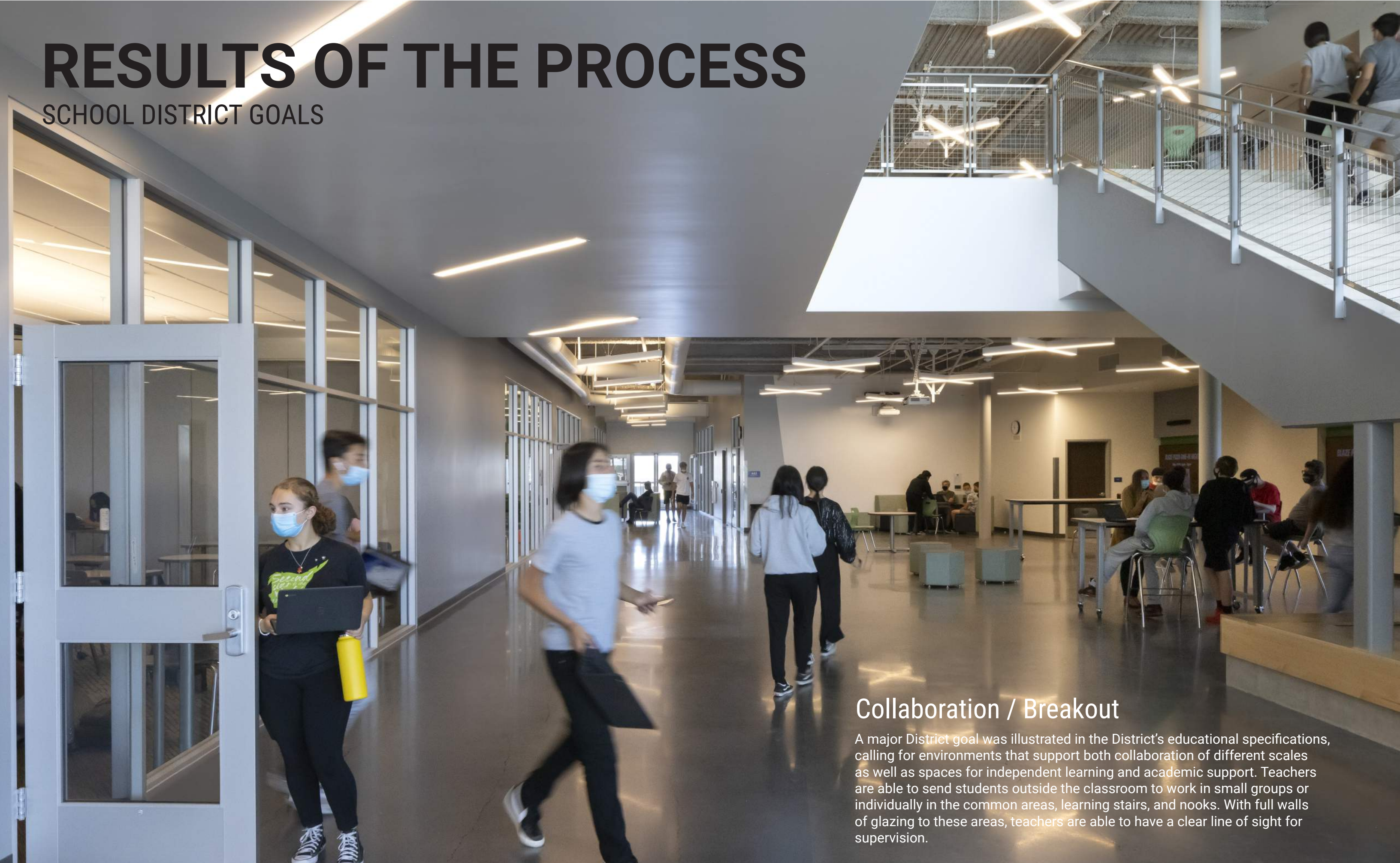


The Administration is the entry to a welcoming environment that will encourage community engagement and expand diverse learning opportunities beyond the traditional school day. The Administration building includes a Student Wellness Center for supporting the whole student. The environment supports EVERY student and takes pride in making all feel **WELCOME**.



# RESULTS OF THE PROCESS

## SCHOOL DISTRICT GOALS



### Collaboration / Breakout

A major District goal was illustrated in the District's educational specifications, calling for environments that support both collaboration of different scales as well as spaces for independent learning and academic support. Teachers are able to send students outside the classroom to work in small groups or individually in the common areas, learning stairs, and nooks. With full walls of glazing to these areas, teachers are able to have a clear line of sight for supervision.



# RESULTS OF THE PROCESS

SCHOOL DISTRICT GOALS



**WEST PARK HIGH SCHOOL PHASE 1**

Roseville Joint Union High School District



# RESULTS OF THE PROCESS

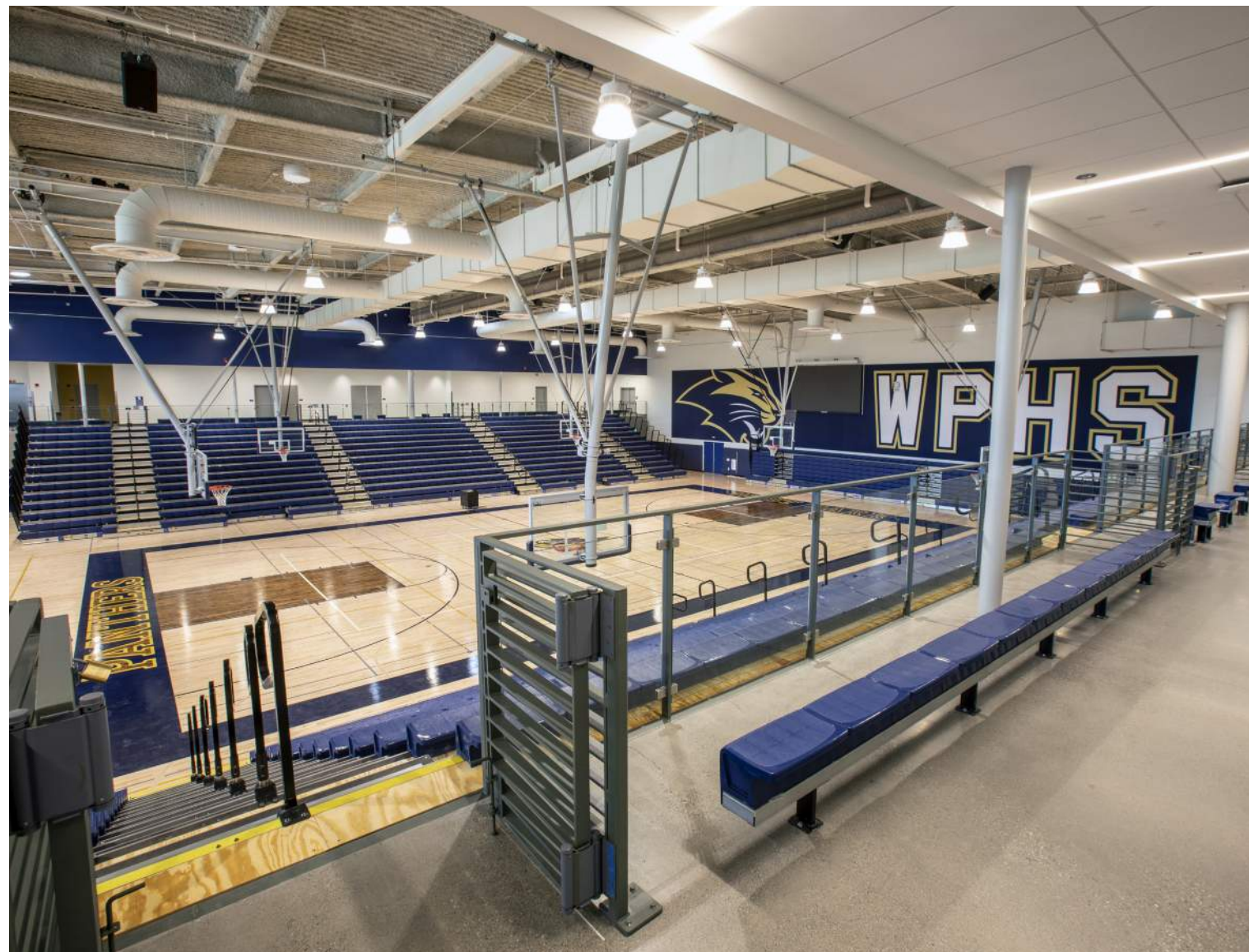
## COMMUNITY GOALS

### Panther Arena

Athletics are important to West Park High School, the School District, and the Greater Community of West Roseville.

**Panther Arena** sits just south of the main stadium and overlooks the field of play with north-facing full height glass. The two-story arena's massing is kept low to the ground to minimize its impact on the surrounding community with the main hard court on the same level as the recessed stadium field outside. The building houses the main gymnasium seating 2000 and the auxiliary gymnasium that seats 250. Unique to this building is the Panther Grill that serves as concessions during games and as an added servery during school lunch periods. The Grill sits on the upper concourse and serves a dining/gathering area overlooking the hard courts to the south and the stadium field to the north – a venue that is sure to be the attraction at any sports event happening on campus. Tubular skylights throughout the gyms offer an abundant amount of daylight with the ability to close them to darken the space. The dining area also looks into a state-of-the-art weight room for all athletes. This weight room has a garage door that opens to the outside with a covered patio area. All athletic programs have access to a centralized training room with direct access to all the locker rooms and to all exterior venues.

Coming in 2022 will be a new swimming pool that will sit just to the south of the gymnasiums.





# RESULTS OF THE PROCESS

## COMMUNITY GOALS

### Football/Soccer Stadium and Sports Fields

The main north-south circulation spine between Collaborative Learning Suites and the administration opens to the north of the site to connect to the old Fiddymment Ranch House, planned to be a city community center. A secondary spine between the academic buildings and the Panther Arena/Stadium also opens to the north connecting to the farmhouse property. These public thoroughfares connect the community from the north into the campus.

Sports are very important to this community. The shift in how we watch sports is reflected in the state-of-the-art sports facilities. This will be the first school in the District where track and field are separate from the main stadium, giving fans visual access right up onto the playing field. The experience starts above the field at the ticketing booth and then fans are filtered down to either the home or visitor side of the stadium. Each side has their own access to concession windows and restrooms. Designed for football, lacrosse and FIFA-regulation soccer, the stadium will accommodate 4,500 spectators and is recessed into the ground. The track and field stadium is to the west of the main stadium and has its own bleachers and areas for pop up canopies. To the south is a practice field, varsity softball, and baseball fields. To the west of the athletic fields is a linear city park that is set up for joint-use with the high school. The city site has the JV baseball and softball fields, along with tennis courts to be used by the school. The sports fields give a lush green buffer to the wastewater treatment facility, recycling center, and power plant. Currently in design is the aquatic center that will sit just south of Panther Arena.

On their land to the west of West Park High School, the City of Roseville has a junior varsity baseball and softball field along with future tennis courts that will be **Joint-Use** with the school site. The City is also planning a Soccer Complex to the west and northwest of the school site.







**WEST PARK HIGH SCHOOL PHASE 1**

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