

THE GRANT HIGH CAMPUS DESIGN PROJECT

"The Green Side of Grant"

AN INSIDE-OUT APPROACH OF CREATING A MORE BEAUTIFUL, GREENER LEARNING ENVIRONMENT

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A Senior Project
Presented to the Faculty of the
Landscape Architecture Department
University of California, Davis
in Partial Fulfillment of the Requirement for the
Degree of Bachelors of Science of
Landscape Architecture
Accepted and Approved by:

Faculty Committee Member, Patsy Eubanks Owens

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Submitted by:

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Abstract

We know that our immediate physical environment can directly affect our thoughts, feelings, and perceptions, yet we often fail to follow through on this knowledge in one of its most key applications, K-12 public schools. The argument here could be made that there just isn't enough money to design, build, and maintain such a place at your school. There may not be, if you are thinking about the traditional method of public school redevelopment, but the Grant High School Campus Design Project sets out to prove that if you are passionate about creating a more positive environment for your students, teachers and staff, and in thinking creatively of ways to accomplish this goal, there may be a solution for every public school to be able to create a truly beautiful and inspiring educational environment which will in turn transform the behavior and performance of the students and teachers alike.

Acknowledgements

I want to give a big thanks to Professor Patsy Owens for guiding me through this project.

I want to give a big thanks to Daniela Tavares and Ann Marie Kennedy for being so enthusiastic, helpful, supportive and patient with me as I have been figuring it all out. They are the real energy and geniuses behind this project and it has been fun to work together with them on this.

I want to also give a big thanks to my wife Christy for her support and great advice as I've talked it all through with her.

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Introduction

Problem

The Grant High campus landscape suffers from an ailment that, unfortunately, many of our public schools suffer from; bad design, old age, and neglect. Because of this it is ugly, uninspiring, and uncomfortable. We know that our physical environment has a strong and direct influence on our thoughts, feelings, and perceptions and therefore directly affects our behavior and performance. A poor campus environment will continue to foster poor behavior and poor performance. We can't afford to let this cycle continue.

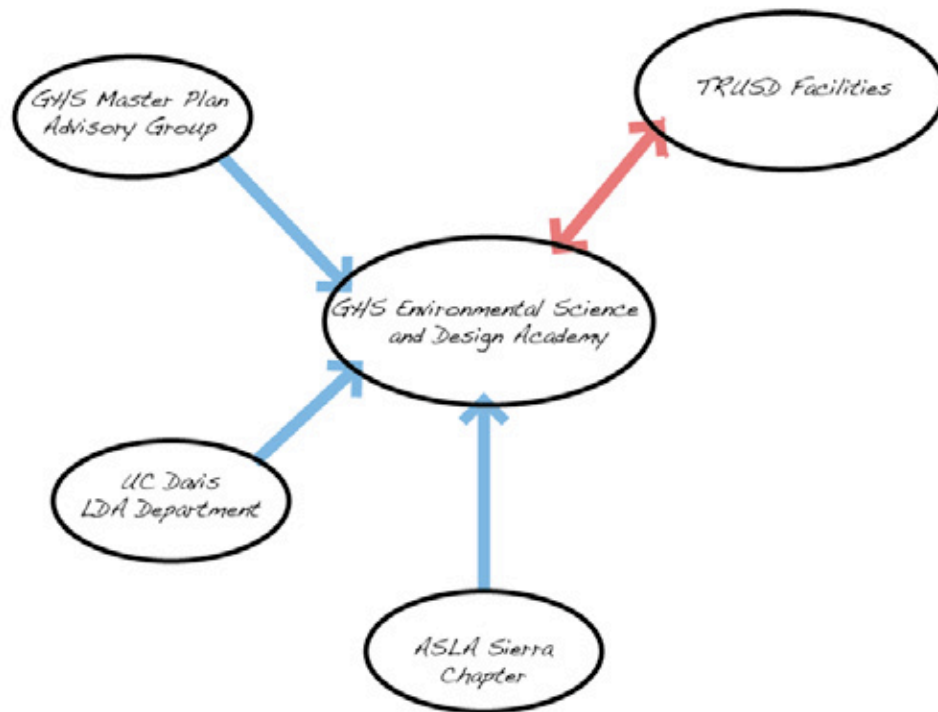
How then, can we redevelop our public school's campuses to be a place that is beautiful, inspiring, and an enjoyable place to be? A place that fosters learning, appropriate behaviors, pride and positive performance from students, teachers, and staff? The Grant High Campus Design Project explores a unique way to accomplish this. It is an alternative or, as I like to put it, an 'inside-out' approach as opposed to the traditional 'outside-in' approach.

Approach

The Grant High Campus Design Project began as a UC Davis Landscape Architecture studio project to collaborate with the students from the Grant High Environmental Design class on creating a new master plan for the campus. The work that we did during this collaboration then evolved into and set the foundation for a long-term curriculum based project to improve the campus incrementally.

The Mission of the Grant High School Campus Design Project is to fully integrate the redevelopment efforts of the Grant High School Campus into the yearly

curriculum of the Environmental Science and Design Academy at Grant High, and coordinate these efforts with the Twin Rivers Unified School District, the Grant High Campus Design Project Advisory Group, UC Davis Landscape Architecture Department, and other potential partners. Below is a graphic that represents the collaborative approach.

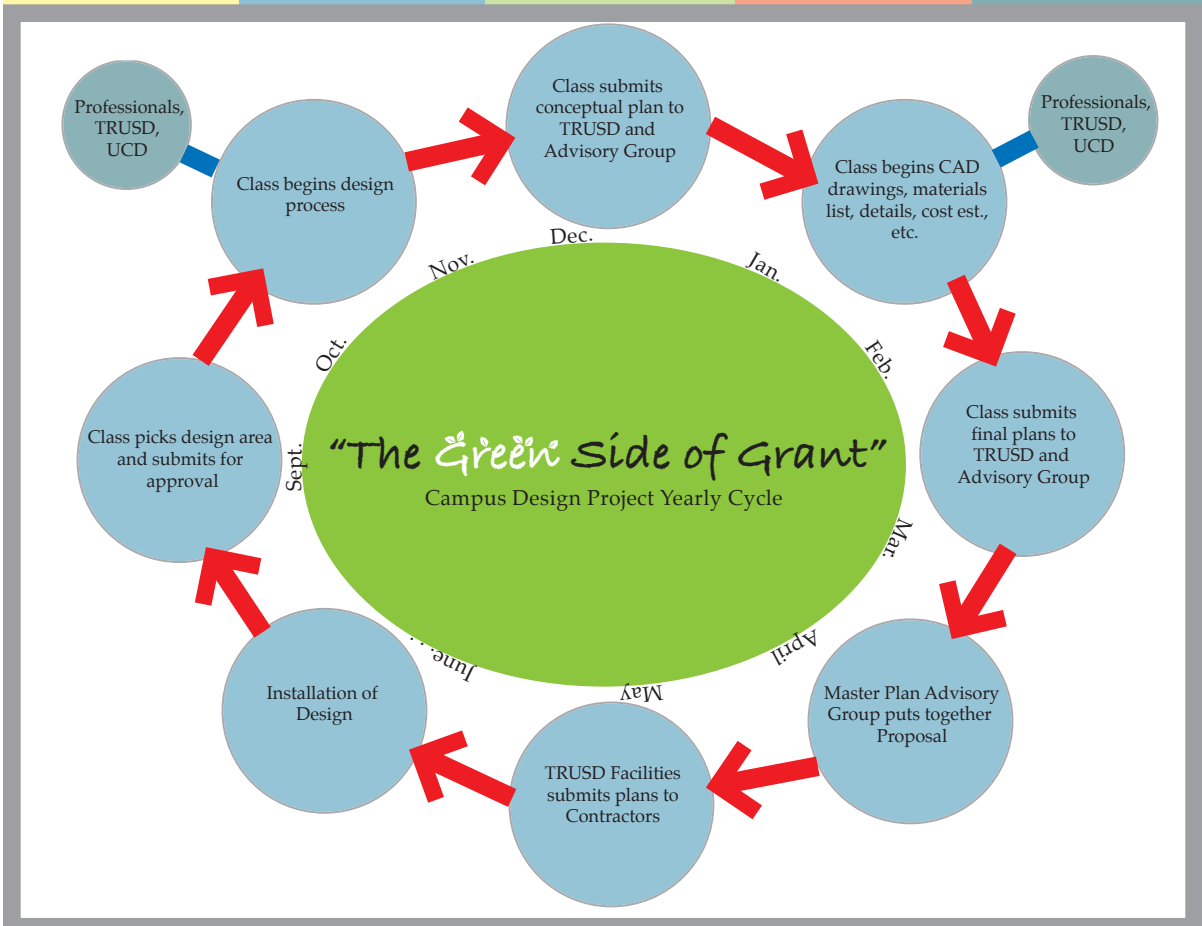


By integrating the goals and efforts of these separate groups to accomplish the common goal of creating a better campus, we can create an efficient and effective system. Below is a table that shows the players and their roles in this system and then a graphic that shows what a yearly cycle for one design area could look like.

PLAYERS AND ROLES

"The Green Side of Grant"

ASLA SIERRA CHPTR.	UCD LDA DEPARTMENT	ADVISORY GROUP	GHS ES&D ACADEMY	TRUSD FACILITIES
<ul style="list-style-type: none"> - HELP WITH FUNDING - HELP WITH IMPLEMENTATION (CAT PROJECTS) 	<ul style="list-style-type: none"> - HOLD A UCD/GHS DESIGN CHARRETTE AT THE BEGINNING OF EACH SCHOOL YEAR TO JUMP START THE DESIGN PROCESS. - ASSIST IN PRODUCING CAD DRAWINGS AND CONSTRUCTION DETAILS. 	<ul style="list-style-type: none"> - PROVIDE PROFESSIONAL SUPPORT THROUGH DESIGN REVIEWS, CONSULTATIONS, AND FINAL CAD DRAWINGS, CONSTRUCTION DETAILS, AND COST ESTIMATES. - ACTIVELY SEEK AND APPLY FOR FUNDING THROUGHOUT SCHOOL YEAR. - COMPILE, WRITE AND SUBMIT PROJECT PROPOSAL EACH YEAR. - OVERSEE PROCESS AND MAKE SURE THAT GOALS ARE MET AND TIMELINE ADHERED TOO. - BE THE OFFICIAL ENTITY THAT REPRESENTS THE GRANT HIGH SCHOOL CAMPUS DESIGN PROJECT AND COMMUNICATES WITH FUNDERS, ORGANIZATIONS, BUSINESSES, TRUSD, ETC. 	<ul style="list-style-type: none"> - REVIEW MASTER PLAN AND DESIGN GOALS. - GO THROUGH DESIGN PROCESS FOR DESIGN AREA. - CREATE CONCEPTUAL DESIGN AND SUBMIT FOR APPROVAL. - CREATE CAD DRAWINGS, COST ESTIMATES, CONST. DETAILS, MATERIALS LIST, ETC. - SUBMIT FINAL PLANS FOR APPROVAL. - ASSIST WITH DESIGN IMPLEMENTATION 	<ul style="list-style-type: none"> - PROVIDE RELEVANT INFORMATION FOR EACH DESIGN AREA. - REVIEW DESIGNS - APPROVE DESIGNS - HELP WITH FINANCIAL FEASIBILITY (BUDGET/SUPPORT) - CONTRACT WITH CONTRACTORS - ENSURE MAINTENANCE SUPPORT



Project

The Senior Project has 3 main components: 1. A GHS Campus Design Project Proposal that sets forth the players and process in the GHS Campus Design Project, "The Green Side of Grant." 2. A Conceptual Master Plan that shows the campus defined into design areas, with major circulation routes, general notes, analysis, design goals, and any other pertinent information, and 3. Design Booklets for each design area that will contain an aerial of the design area, a sheet for site analysis, a sheet for notes and ideas, and examples of suggested designs for that area.

These three components will act as the guiding documents for the Grant High School Campus Design Project and the Environmental Design and Science Academy's yearly curriculum.

“Planting Seeds”

UC Davis Landscape Architecture Studio

This project really began Spring quarter 2008. It started in a design studio with Professor Patsy Owens. The course was focused on community participation in the design process and worked with an Environmental Design class from the Environmental Science and Design Academy at Grant Union High School in Del Paso Heights, California.

At the onset of the project we saw great potential for the project becoming more than just an academic exercise. There was real potential to collaborate on a project that would plant the seeds of change at this high school. Together with the students in Ms. Tavares’ Environmental Design class, we conducted research, including interviews and surveys with students and staff, observed how the campus is used, and hosted design charrettes with the students to generate ideas and a new vision for the Grant High School campus. This resulted in two documents, “Planting Seeds” and “GHS Photo Survey,” containing background information, research, and final designs. Below are the cover pages for both reports.



Film Project

Along with the research and design process I saw an opportunity to create something that would convey the message of what we were doing in this project to a wider audience. I contacted a film student, Matt Rapore, at UC Davis and he agreed to collaborate with me on creating a short film documenting our process and efforts.

For the next six weeks we filmed the students, the campus, the work, and the interviews which resulted in a fabulous persuasive documentary of our project. With the Research Document, Final Designs, and the Short Documentary Film, we had a set of very persuasive pieces that we felt that we could now present to others to gain approval and support. The video is meant to be persuasive as a call for support. It acts as an introductory piece to show the overarching problem and how the project is seeking to solve those problems. It has been used in all of our presentation meetings and has been enthusiastically accepted. A copy of the DVD will be in the back of this report, or you can also find it on the Grant High Environmental Science and Design Academy's website as well as on youtube.com under "Grant High Campus Design Project."

A Look at Funding

During the 2008 UC Davis Landscape Architecture studio, Elizabeth Bowler (another student in the course) and I decided that we wanted to take a look at how one could go about funding the GHS campus improvements. In researching the opportunities for funding the implementation phase of the Grant High School Campus Design Project, we came up with the following:

- Grant Foundations targeting teen health, environmental health, education, school facilities/programs, etc. are great opportunities for fundraising. These can be found in both private foundations as well as public agencies. The difficulty in

obtaining this type of funding is the skill and time involved researching foundations and writing grant applications.

- Alternative fundraising methods such as local businesses, both large and small, are great contacts that often have a desire to help the community and have a budget set aside for charitable donations. Someone who can contact and approach these businesses about the fundraising, as well as someone who can write a good donation application is needed.
- Donations of free supplies and services from local service and supplier businesses are also great opportunities. Businesses such as landscaping companies, irrigation companies, nurseries, landscape supply companies, etc. are examples of such contacts. Again, you will need someone skilled in presenting such proposals to companies.
- Tax and bond money for school improvements are not likely due to a tight school district budget.

After only a small amount of time looking we already had a few leads on good fundraising opportunities. The Fish and Wildlife Department has a foundation to provide funds for urban schools to create natural habitat areas on school campuses. We contacted them and they expressed interest in working with Grant High. The Sacramento Housing and Redevelopment Authority have also expressed interest in continuing to help Grant High with improvements on their school campus. The SHRA has already been extremely helpful in funding a couple campus improvement projects for Grant High including a new perimeter fence as well as some new perimeter landscaping. The Sacramento Tree Foundation has advertised their goal of distributing thousands of trees in the community, and are very interested in donating them to schools. Lastly, the Grant High Alumni Association is

also willing to help out in whatever ways that it can to contribute in this great campus improvement project.

In July 2008 Grant High became a part of a new School District, the Twin Rivers Unified School District. With the creation of the new district we saw an opportunity to involve the school superintendent with the project that the Grant High Environmental Science and Design Academy was doing.

The Process

Upon the completion of the studio project, I decided that I wanted to continue to work on the Grant High Campus Design Project. The next step was the presenting the ideas to the school board, school staff, and potential funders. This required putting together the boards with the final designs, editing the movie in a way that better suited a presentation, putting together power point presentations and arranging and facilitating several meetings. During this process, I worked closely with Daniela Tavares, Ann Marie Kennedy, and Patsy Owens.

Presentations

We knew that the first people we wanted to present to were the superintendent and school board. First, however, we presented the work to Principal Murray. We showed him our film about the project as well as the documents that we produced. He quickly set up a meeting where we could meet with the Superintendent, Frank Porter. Daniela Taveres, Ann Marie Kennedy, Patsy Owens and I, presented the project with Frank Porter, Mr. Murray, and Vice Principal Darris Hinson all in attendance.

The project was received with lots of enthusiasm and the Superintendent was thrilled to support it and see how he could fit it into his district wide missions. He offered some ideas of where we could gather further funding and support and thought that we should also meet with the Sacramento Tree Foundation to see how we could partner with them.

Later in summer 2008, we met with the Sacramento Tree Foundation and the Superintendent. They also received the project with enthusiasm and were thrilled to partner with the district and with the Grant High Campus Design Project by

donating trees and putting on educational events about urban forests for the students and community.

In addition, Ms. Kennedy, Ms. Tavares, Professor Owens and I, met with Carolyn Kolstad from the Fish and Wildlife Department, who is part of a state program to bring natural habitat into educational environments and which just recently came to the Sacramento area. She was also very happy to work with us and help gather funding for our project. She explained that we needed to put together a proposal that shows the designs and how they relate to bringing habitat into the school, along with a cost estimation so that they can see what parts they would be able to fund.

With the new school year and the new district and district offices for the Twin Rivers District, we were asked to present our project to an audience that included the Del Paso Height's Chamber of Commerce. Again, Daniela, Ann Marie, Grant High Students and I presented the project. It was the featured presentation at the event and was well received. Making the business leaders in the community aware of the project was an eventful and important step in our process of gathering support that will hopefully benefit us even more down the road.

The new school year also brought in a new set of students into Ms. Tavares's Environmental Design class. To bring them up to speed and have them begin working on some projects, I presented a power point presentation showing the work that was done the previous year along with some of the results. We then talked about the next steps for the class and what we would be working on this year.

We also had another meeting with Carolyn from the Fish and Wildlife Department who also brought a colleague to take a look at the site. I walked them around the site and they gave me advice and insight into the project and continued

to be excited about the project. Their advice included making sure that we meet with the Facilities Department in the beginning phases of design development, because they will have much of the information on what can and cannot happen on the site. They also saw the big field area south of main campus as one of the greatest potential sites for bringing habitat into the school and doing something really neat that could make a big impact on the school and community.

Now that our project was gaining momentum, we knew that we needed to start focusing and making realistic steps to achieve our vision. To do this, we set up a meeting with the district facilities team to discuss the project in terms of maintenance, implementation, campus functionality, etc. After a couple meetings with them we decided to have a presentation meeting where I would deliver a keynote address on our project and lead a discussion on the Master Plan Efforts for the Grant High School Campus between the Twin Rivers Unified School District, the Environmental Science and Design Academy at Grant High School, and UC Davis's Landscape Architecture Program and my senior project. In attendance were representatives from the facilities department in the Twin Rivers District, the architecture firm KPG, the Sacramento Tree Foundation, as well as Vice Principle Darris Hinson, and teachers Ann Marie Kennedy, and Daniela Tavares. This was a big step in the process because it helped solidify our collaborative efforts with the School District's Facilities Department and excite them about the project as well as get all of their input on various aspects of the campus design. Their input also gave us a clearer direction and understanding of our opportunities and limitations for our designs. Most of the information that we gathered from them is depicted on the Master Plan Campus Analysis.

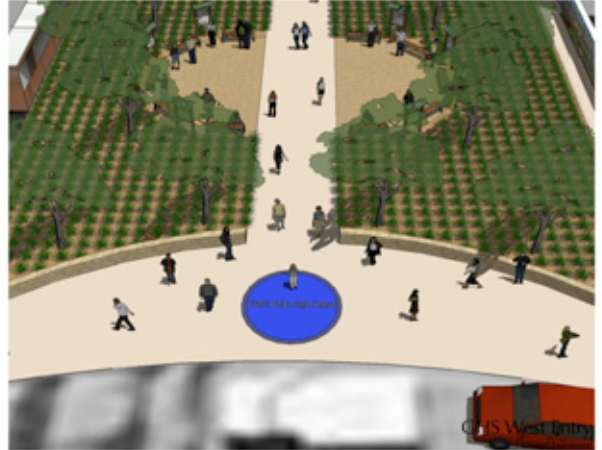
After all of these meetings, we felt that we had the full support from the Grant High Administration, the School District, and key players that could help get us started. We have had many meetings since then to discuss details and specifics, but these were the crucial meetings that put our project on the priority list of all the

key players. The excitement and enthusiasm from all parties also led to an urgency to see something happen.

The West Campus Entry - The Demo Project

With this momentum and sense of urgency as well as the desire from the Fish and Wildlife Department to have a demonstration project soon, we decided that we should try to get a small project rolling as soon as possible to act as our catalyst for the whole GHS Campus Design Project. We wanted something that would be visible, have high impact, and yet still be a manageable sized project to fund. We chose the entrance to the West Campus of Grant High.

The students and I worked on creating designs for the West Campus and then I eventually put together a conceptual design based on our ideas. Ms. Tavares and one of her professional support staff put together a cost estimation and we presented it to the Facilities Department. They approved our design and we are in the process of submitting our design proposal to the Fish and Wildlife Department and others. The hope is that this demonstration project will gather the funding and support it needs so that we can excite the students, teachers, staff, and the whole community and then take this success and replicate it throughout the campus. Below are some three dimensional renderings of the conceptual design of the West Campus Entry.



Setting up the System - “The Green Side of Grant”

The intent of the work conducted in my senior project is to develop a sustainable process whereby other portions and components of the master plan can be further developed, approved, and implemented.

The Proposal - The Vision of a “Sustainable System” Approach

The GHS Campus Design Project Proposal is a document that sets forth the players and process of the Project. This is the real vision behind the whole project. This is the system that can be set in place to create a sustainable redevelopment effort from the inside, out.

The approach that the Grant High School Campus Design Project is taking to the redevelopment effort of their campus is a unique one. It seeks to fully integrate the redevelopment efforts of the Grant High School Campus into the yearly curriculum of the Environmental Science and Design Academy at Grant High, and coordinate these efforts with the Twin Rivers Unified School District, the Grant High Campus Design Project Advisory Group, UC Davis Landscape Architecture Department, and other potential partners. In this way, the students and staff are empowered in the campus improvement process. They have the responsibility of designing, looking for funding, and installing those designs. You can imagine the sense of hope, pride, and ownership this will create amongst the students, staff, and community.

The professional world of Landscape Architecture takes on a more educational and consultative role and empowers students with knowledge and skills and gives them the opportunity to actively design their environment, instead of being the active designer. This carries the “user as the designer,” approach to an

even more literal level. This type of inside-out approach to the design of an environment expands the roles of professional Landscape Architects, broadens the audience of Landscape Architectural ideas, and provides a more efficient and effective redevelopment system for public schools.

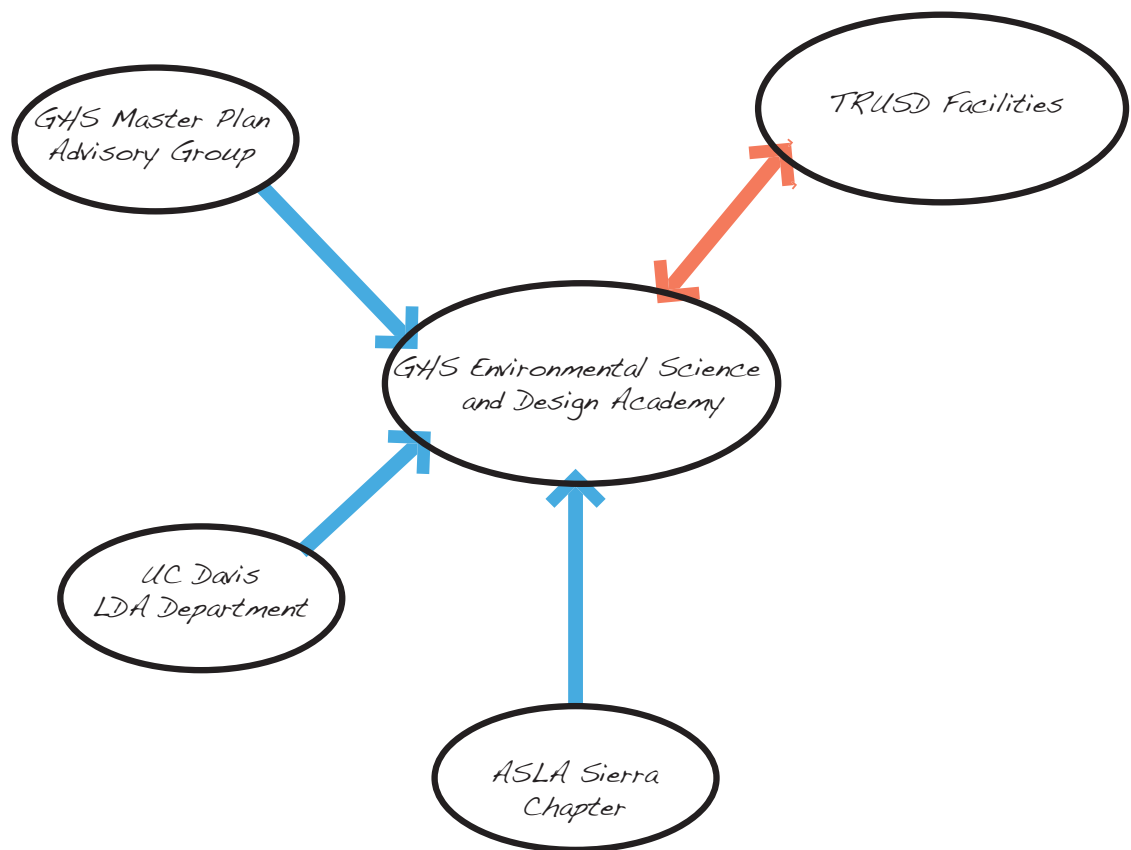
The creation of the document involved a long process of discussion and revision. It was important to create a document that every party could accept and understand. It needed to make a somewhat complex system as simple and realistic as possible so that each player could quickly understand their responsibilities in this system and buy into them.

THE GRANT HIGH CAMPUS DESIGN PROJECT PROPOSAL

"The Green Side of Grant"

AN INSIDE-OUT APPROACH OF CREATING A MORE BEAUTIFUL, GREENER LEARNING ENVIRONMENT

MISSION STATEMENT: TO INTEGRATE THE REDEVELOPMENT EFFORTS OF THE GRANT HIGH SCHOOL CAMPUS INTO THE YEARLY CURRICULUM OF THE ENVIRONMENTAL SCIENCE AND DESIGN ACADEMY, AND COORDINATE THESE EFFORTS WITH THE TWIN RIVERS UNIFIED SCHOOL DISTRICT, THE GRANT HIGH MASTER PLAN ADVISORY GROUP, UC DAVIS LANDSCAPE ARCHITECTURE DEPARTMENT, AND OTHER PARTNERS.



DANIEL LEININGER'S SENIOR PROJECT

MASTER PLAN DESIGN GUIDELINES:
A GUIDING DOCUMENT FOR THE GHS
DESIGN PROJECT.



SCHEMATIC MASTER PLAN WHICH:

- DESIGNATES DESIGN AREAS
- CONVEYS BASIC RESEARCH FINDINGS AND GENERAL SITE ANALYSIS
- SPECIFIES MASTER PLAN DESIGN GOALS
- SPECIFIES DESIGN AREA'S DESIGN GOALS ALONG WITH EXAMPLES

PLAYERS AND ROLES

"The Green Side of Grant"

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<ul style="list-style-type: none"> - HELP WITH FUNDING - HELP WITH IMPLEMENTATION (CAT PROJECTS) 	<ul style="list-style-type: none"> - HOLD A UCD/GHS DESIGN CHARRETTE AT THE BEGINNING OF EACH SCHOOL YEAR TO JUMP START THE DESIGN PROCESS. - ASSIST IN PRODUCING CAD DRAWINGS AND CONSTRUCTION DETAILS. 	<ul style="list-style-type: none"> - PROVIDE PROFESSIONAL SUPPORT THROUGH DESIGN REVIEWS, CONSULTATIONS, AND FINAL CAD DRAWINGS, CONSTRUCTION DETAILS, AND COST ESTIMATES. - ACTIVELY SEEK AND APPLY FOR FUNDING THROUGHOUT SCHOOL YEAR. - COMPILE, WRITE AND SUBMIT PROJECT PROPOSAL EACH YEAR. - OVERSEE PROCESS AND MAKE SURE THAT GOALS ARE MET AND TIMELINE ADHERED TOO. - BE THE OFFICIAL ENTITY THAT REPRESENTS THE GRANT HIGH SCHOOL CAMPUS DESIGN PROJECT AND COMMUNICATES WITH FUNDERS, ORGANIZATIONS, BUSINESSES, TRUSD, ETC. 	<ul style="list-style-type: none"> - REVIEW MASTER PLAN AND DESIGN GOALS. - GO THROUGH DESIGN PROCESS FOR DESIGN AREA. - CREATE CONCEPTUAL DESIGN AND SUBMIT FOR APPROVAL. - CREATE CAD DRAWINGS, COST ESTIMATES, CONST. DETAILS, MATERIALS LIST, ETC. - SUBMIT FINAL PLANS FOR APPROVAL. - ASSIST WITH DESIGN IMPLEMENTATION 	<ul style="list-style-type: none"> - PROVIDE RELEVANT INFORMATION FOR EACH DESIGN AREA. - REVIEW DESIGNS - APPROVE DESIGNS - HELP WITH FINANCIAL FEASIBILITY (BUDGET/SUPPORT) - CONTRACT WITH CONTRACTORS - ENSURE MAINTENANCE SUPPORT

SENIOR PROJECT PRODUCTS

"The Green Side of Grant"

TO BE DELIVERED TO GRANT HIGH SCHOOL

F
E
B

1. PROJECT ROLES AND RESPONSIBILITIES

A DOCUMENT THAT SETS FORTH THE POTENTIAL PLAYERS, THEIR ROLES AND RESPONSIBILITIES IN THE GHS CAMPUS DESIGN PROJECT, "THE GREEN SIDE OF GRANT".

M
A
R
C
H

2. MASTER PLAN DIAGRAM

A PRESENTATION SIZE DIAGRAM THAT SHOWS THE CAMPUS SEPARATED INTO DESIGN AREAS, WITH MAJOR CIRCULATION ROUTES, GENERAL NOTES, ANALYSIS, DESIGN GOALS, AND ANY OTHER PERTINENT AND IMPORTANT INFORMATION.

A
P
R
I
L

3. DESIGN ANALYSIS FOR EACH DESIGN AREA

A STANDARD SIZE DOCUMENT FOR EACH DESIGN AREA THAT INCLUDES SPECIFIC DESIGN GOALS, SITE ANALYSIS, IMPORTANCE OF SITE AND ITS' CURRENT AND PROSPECTIVE USES, AND EXAMPLE DESIGNS.

TO BE DELIVERED TO UC DAVIS

M
A
Y

4. FINALIZE AND COMPILE SENIOR PROJECT WRITTEN DOCUMENT

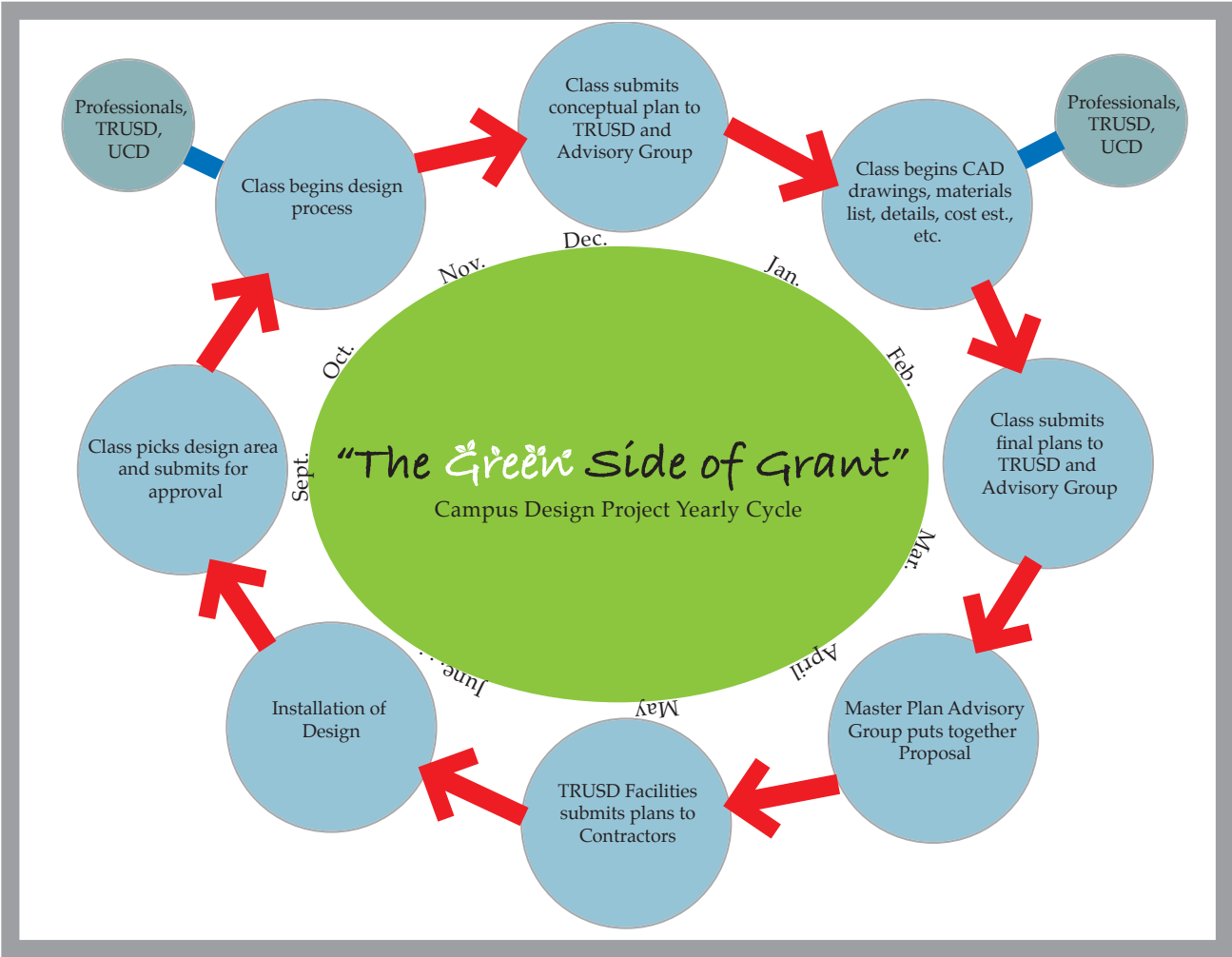
A STANDARD SIZE DOCUMENT SETTING FORTH MY SENIOR PROJECT PROCESS, RESEARCH, GOALS, OUTCOMES, AND PRODUCTS.

J
U
N
E

5. KEYNOTE PRESENTATION

CREATE A KEYNOTE PRESENTATION EXPLAINING MY SENIOR PROJECT FOR THE FINAL PRESENTATION

TIMELINE



YEARLY SCHEDULE

"The Green Side of Grant"

S E P	1. Daniela's Class specifies area to be designed and submits for consent and approval from GHS Master Plan Advisory Group, TRUSD, and Grant High Principle.
O C T	2. Class begins Design Process 2a. Landscape Architecture Professionals from the Master Plan Advisory Group, UC Davis Students, and TRUSD Facilities come in for periodic design reviews.
N O V	
D E C	3. Submit chosen Conceptual Design to Master Plan Advisory Group, and TRUSD facilities.
J A N	4. Class begins CAD drawings, Cost Estimations, Site Materials, Details, etc. 4a. Landscape Professionals from the Master Plan Advisory Group, UC Davis Students, and TRUSD Facilities come in for periodic design reviews.
F E B	
M A R	5. Submit Final Plans to Master Plan Advisory Group and TRUSD Facilities for Final Approval. 5a. Final Plans will also include how the installation process will break up between professional contractors and students and community with the help of ASLA Sierra Chapter.
A P R I L	6. Master Plan Advisory Group puts together and submits official proposal to potential funding opportunities.
M A Y	7. TRUSD Facilities submits Final Plans to professional contractors.
J U N E	8. Installation of Design by Students, Community, UCD ASLA, Sierra Club, and professional contractors. 6a. Installation progress should be monitored by TRUSD Facilities and the Master Plan Advisory Group.

MASTER PLAN ADVISORY BOARD SHOULD BE CONSTANTLY SEEKING FUNDING OPPORTUNITIES, AND FORMING RELATIONSHIPS AND PARTNERSHIPS WITH BUSINESSES, ORGANIZATIONS, FOUNDATIONS, ETC. THEY SHOULD ALSO BE THE ENTITY FOR WHICH COMMUNICATION BETWEEN THESE RELATIONSHIPS OCCUR.

The Conceptual Master Plan and Design Goals

The Conceptual Master Plan shows the campus separated into design areas, with major circulation routes, general notes, analysis, design goals, and any other pertinent information. To create the conceptual master plan and design goals I drew on the information and ideas from the UC Davis Landscape Architecture studio project and meetings I had with the Twin Rivers School District Facilities Director. I then applied this to a Campus Analysis, Conceptual Master Plan, and set of Campus Design Goals.

During this process, and using my observations during the Landscape Architecture Studio, I came up with a few general design problems that I feel should be addressed.

- Grant High used to be two different schools, but now that it is one school there needs to be some innovative design solutions to connect the West Campus and Main Campus in a way that will unite the two campuses both physically and mentally.
- The campus is currently not addressing the real circulation patterns of the students. Careful attention should be given to the circulation maps that are in the “Planting Seeds,” document. The most crucial of these being the circulation over the middle fields.
- There are currently very few comfortable places to sit, relax, eat, or hang out on campus. There are also very few trees, and little vegetation or quality hardscape.
- Currently, the campus uses chain link fences to control circulation. This sends a very negative message to the students. I know that it is necessary in many cases to control circulation, but other solutions should be considered that aren’t as demeaning and distrusting.



GHS CAMPUS ANALYSIS



GHS CONCEPTUAL MASTER PLAN

ENTRANCE SPACE
QUAD/GATHERING SPACE
WALK/PROMENADE
COURTYARD/GARDEN SPACE
FIELD/PARK...


 NORTH

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DESIGN FOR STUDENTS AND STAFF

GHS CAMPUS DESIGN PROJECT GOALS

- INVITING
- PLACES TO BE PROUD OF
- BEAUTIFUL
- PLACES TO THINK
- SAFE
- CLEAN
- GREEN
- FUN
- PLACES TO EAT
- COMFORTABLE
- PLACES TO HANG OUT

DESIGN FOR EDUCATION

GHS CAMPUS DESIGN PROJECT GOALS

- EXCITING
- INSPIRING
- INTERESTING
- ENGAGING
- PLACES TO STUDY
- CLEAN
- INTERACTIVE
- HANDS ON
- INNOVATIVE
- COMFORTABLE
- OUTDOOR CLASSROOMS

DESIGN FOR NATURE

GHS CAMPUS DESIGN PROJECT GOALS

- NATURAL HABITAT
- RESPONSIBLE
- WATER CONSERVATION
- NATIVE PLANTS
- BEAUTIFUL
- ENVIRONMENTALLY FRIENDLY
- ECOSYSTEMS

DESIGN FOR COMMUNITY

GHS CAMPUS DESIGN PROJECT GOALS

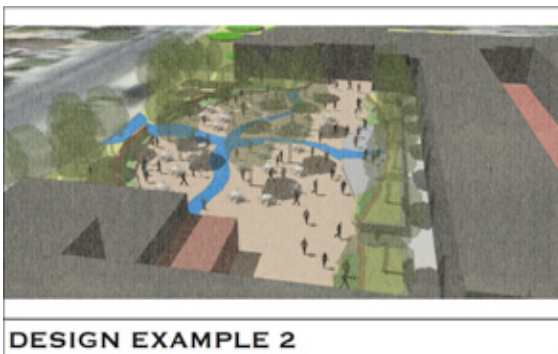
- OPEN
- RECREATION
- ACCESSIBLE
- ACTIVITIES
- SAFE
- MARKETS
- PLAY
- PERFORMANCES
- MIXED USE

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GHS DESIGN GOALS

The Design Area Booklets

The Design Area Booklets are booklets for each of the design areas that will be used by the students in their design process. They contain an aerial photo specifying the design area, an aerial to be used for design analysis, an aerial to be used for design ideas and goals, and some example designs from the UC Davis students in the UC Davis Landscape Architecture studio. Below is an example set.



Design Area 2 - The West Campus Quad

This area is just begging to be turned into a fabulous quad area where students can eat their lunch, relax and hangout. I don't think it should continue as an entrance, and I think that creating a visual buffer of trees between the quad space and the street will create a more intimate and safe feeling space. I believe it should contain seating areas, shade and some exciting elements. I believe that it could be a good area for a little stage where mini performances could be put on. I also think that the space can be designed in such a way that it could also be an educational landscape. One of my design ideas was to use the Twin Rivers theme and create a landscape that was an interpretation of Geography of California with the Twin Rivers, and Del Paso Heights as a point of reference. Different paving could be used for the rivers and regional landscape, and seat walls could represent the Pacific Mountain Range and the Sierra Mountain Range. This should be an inviting and enjoyable place to spend your lunch time, as well as have the opportunity to be used as an outdoor class for a lesson in California Geography.

Design Area 3 - The West Campus Courtyards

These courtyards have great potential to be many different things. One potential is to create some traditional courtyard spaces that are intimate and quiet. They could have more private and protected seating areas mixed in with some small group seating areas. They also have the opportunity to become demonstration gardens for horticulture classes, outdoor work and display areas for art classes, outdoor experiments for biology classes, etc. They could have historical themes for the history classes or english themes for the english classes. Since the spaces are so close to the classrooms there are a lot of opportunities to use these spaces for more than we think a traditional landscape environment can offer. These spaces could be

used in the teaching of subjects to provide a more well rounded learning experience and blur the lines of where education takes place.

Design Area 4 - The West Campus Entry Space

This is an odd little space, but already has so much going for it with the existing trees that it has great potential for a wonderful space. The one design issue is its visibility from the street which gives it a feeling of vulnerability. However, if it is designed in such a way that separates and shields the space from the street it can become an intimate and reflective place. Since the Teachers' Lounge has a door that opens directly onto the space, one idea is to make it an outdoor lounge for the teachers to use. Maybe a patio area and some garden seating can be put in around the big existing tree on site. Another idea is to turn it into a sit-down outdoor classroom where the seats are interspersed natural stones and a chalkboard is hung on a rock wall. It could be where teachers could periodically take their classes to mix things up, get them out of the classrooms and into a different setting and hold special lessons.

Design Area 5 - East of the Geo Garden

Since this space is right against the GEO Garden and won't be used as a parking lot anymore, I think it is a good idea to try to incorporate the GEO garden program into this space somehow. There has been interest in it into a teachers' outdoor lounge for the teachers in that area. It could also be created as another lounge area for students in between their classes. In any case, it would be neat to see this area connect with the GEO garden.

Design Area 6, 8 & 17 - West Campus Walk, Campus Promenade and Main Campus Walk

I think that the design areas 6, 8 and 17 could easily be seen as one project as they are the back bone of the circulation throughout the whole campus. The obvious things that these circulation routes need are shade, new paving, and seating. I think that it's linear forms lend to a more formal design approach and can give the walk a sophistication and collegial feel that will remind the students of where they are and what they are doing. I think that it should be a sophisticated design that will awe visitors and inspire pride in the students, teachers and staff as they walk it every day.

Design Area 7 - West Fields

The West Fields have an opportunity to be designed to serve both the community and the students. It is already being used in the mornings and evenings by the community as a walking track, and on the weekends the field is used by community football leagues. The field and track are in bad shape and are definitely not fit for a pleasurable experience for the users. There is an opportunity to be creative with the walking loop and perimeter of the fields. You can make a nature walking loop experience with even some educational elements to it that can be used both by the community and the school. You can create more natural seating areas around the fields for the casual Saturday games and weekday practices. There are many designs that can satisfy the needs of the community and the school. By so doing we can foster the image of the school being the center of the community and being a green gem in the city.

Design Area 9 - The South Fields

This is probably the biggest opportunity for the Grant High Campus to create something wonderful. There are many different ideas that could be good for this area. I think that it is very important to consider the circulation that happens through this space and also how this space will relate to the campus as well as the community face. Some general ideas I have for this space is to create a nature experience that is able to be enjoyed by the community as well as the students, teachers, and staff. It can be both beautiful and educational. Opportunities abound in bringing in natural habitat as well recreational space. It can act as a lesson in watershed management and collect all the onsite water. Maybe a portion could be a community park with barbeque pits and picnic tables. Maybe there could be an outdoor amphitheater for both school and community events. The idea here is that this is a very exciting opportunity that can include programs for the community as well as the students. By so doing, Grant High can become that center of community that educational institutions should be. And, the more that the school can do for the community, the more the community will be willing to do for the school.

One last note, is that I don't think that the tennis courts should stay there. If courts are a part of the program, I propose putting in more basketball courts than tennis courts.

Design Area 10 - The Bus Station

A lot of students take the bus and there is currently no proper amenities for a bus pick up and drop off station. Besides improving the parking lot for the football games, this site needs to be designed in a way that reacts to the fact that it is a bus station zone. Some amenities should include seating, shade from trees or structures, pleasant landscaping, and loading and unloading zones. It is also important here to

consider the circulation that is happening when students get off the buses and go to class and students getting to the bus after school. Most of this happens through the South Fields that were discussed above.

Design Area 11 - The Oak Tree Garden

This was designated as a separate area for two reasons; to create something that would make sure it inhibited cars from crossing from south of campus to north of campus and vice versa, and to provide a garden experience around the beautiful existing oak tree that breaks up the bus station and north parking lot pavements.

Design Area 12 - Middle Quad

This site is the heart of the campus. It has been used as a parking lot for teachers all this time, but will soon no longer be. This site is perfect to create a quad or plaza type space that bridges and unites the two campuses. It can be the common quad for lunch and between classes for programs such as eating, relaxing, hanging out, performances, etc, while also serving as an easy circulation transition between campuses. It should be exciting and comfortable. It should be like the living room of the campus while at the same time being the circulation hub.

Design Area 13 - East Plaza

I think that this space should act as an entry plaza for the East side of Main Campus. I think that it should be a place where students can sit, relax and hang out before and after school. Since it borders the basketball gym I think it should also act as an entry plaza for the gym. It should be appropriate for crowds and heavy circulation as well as elements that show the school's pride in their basketball team.

Design Area 14 - Main Campus West Plaza

This space is mainly a circulation space but has the available space to be made into a plaza or large courtyard. It can be used as both a visually pleasing transition zone as well as providing seating and shade for hanging out in between classes.

Design Area 15 & 16 - The Main Campus Courtyards

Unlike some of my recommendations for the West Campus courtyards, I think that the Main Campus courtyards should provide that quiet retreat space that so many need during school. I think it should be a traditional courtyard space with beautiful small spaces to sit and relax.

Design Area 18 - Main Campus Entry

The Main Campus Entry has a lot to offer because of its historical building and existing mature trees. What the main campus needs is simply an updated entry space that is both logical and compliments the beauty of the old building.

Beyond Grant High

What I've learned

It has been very rewarding to have been apart of the project at its' inception and see it through to the point where things are really happening. As students we often work purely on theoretical projects, so it has been inspiring to work with real users and real clients. It has given me some great insight and experience to how these projects really happen. I have been a part of the meetings, presented our proposals in front of all the players, and had to come up with real solutions of how to achieve the vision. I'm really happy to have had that type of exposure into the system.

There were some frustrating times too. You feel like people get so caught up in the beaurocratic red tape that you begin to lose hope that anything will get done. It often takes a long time to get feed back and reach consensus and conclusions. Not having experience in the school system way of doing things made it a learning experience for me that was sometimes difficult to understand or get used too. At the same time, I have been very lucky to have worked with very motivated people on all sides of the desk. All the players involved really want to see this happen and it is inspiring to see their passion and motivation. The challenge right now is that we can't work fast enough, which is a good challenge to have.

For a long time I have been disappointed in the way most of our public schools look and I thought that nothing would ever be able to be done about it. I went to high school in a place that lacked physical beauty and always wished that I could redesign and revitalize the school campus. The connection between student and teacher performance and behavior to the quality, interest, and beauty of their

physical surroundings is so evident that I have often wondered why we aren't doing more about it.

What I hope to see is that the Grant High Campus Design Project, "The Green Side of Grant," will be able to show other public high schools an alternative model of revitalizing their campus that comes from within and empowers and teaches the students lessons of life that will benefit them for the rest of their lives. I have high hopes that this will turn into something great and that the students, teachers and staff will start transforming their environment into something wonderful and special.

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