LOS ALTOS HIGH SCHOOL

2026 A4LE Project Awards



QUATTROCCHI KWOK
ARCHITECTS

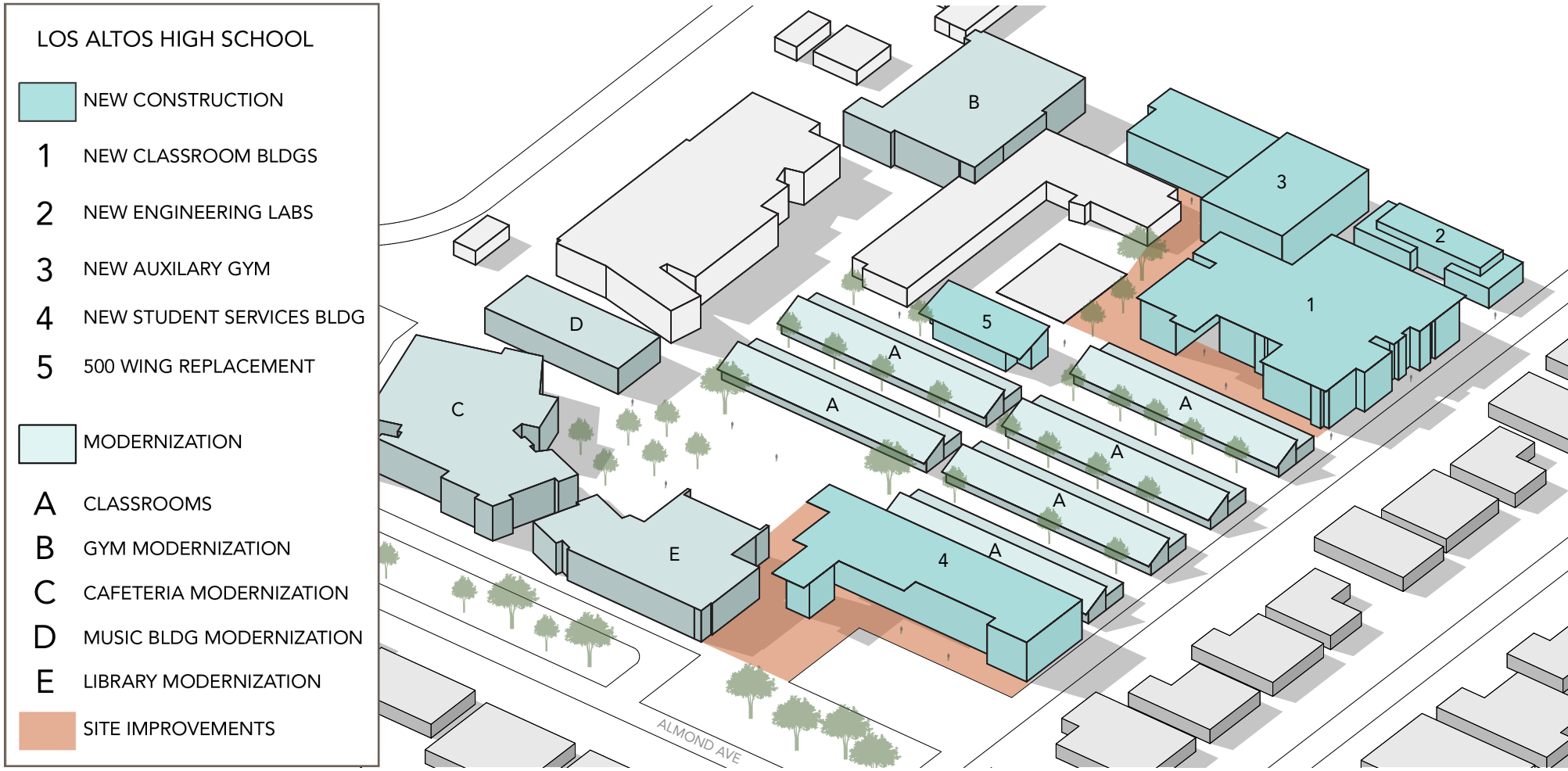


The Los Altos High School Transformation Project reimagines a legacy mid-century campus into a flexible, student-centered learning environment that supports academic innovation, student wellness, career technical education, athletics, and community engagement. Located in the heart of Silicon Valley, Los Altos High School serves a diverse and high-achieving student population within the Mountain View-Los Altos High School District (MVLAHSD). As enrollment increased beyond 2,200 students, the campus faced significant challenges related to aging facilities, limited capacity, fragmented circulation, and outdated learning environments that no longer reflected contemporary educational practices.

Originally organized around a 1960s-era finger plan, the campus lacked the flexibility, connectivity, and infrastructure necessary to support collaborative and interdisciplinary learning. Aging portable classrooms and obsolete facilities created inequities in the student experience and limited opportunities for innovation, student support services, and community engagement.

The project establishes a new vision for the campus centered on adaptability, inclusivity, and future-ready learning. Through strategic campus planning and a combination of new construction and modernization, the transformation creates a cohesive educational environment that supports multiple learning styles, strengthens student belonging, and connects academic programs to real-world experiences.

The Los Altos High School transformation demonstrates how a constrained and aging suburban campus can evolve into a vibrant educational environment that reflects the aspirations of its students, district, and community. The project advances the core values of educational equity, adaptability, community engagement, wellness, sustainability, and learner-centered design while creating a campus prepared to serve future generations of learners.



NEW CONSTRUCTION PROJECTS:

Custom Classroom Building (39,267 SF)
- 22 General Education Classrooms
- 3 Science Classrooms
- 1 Culinary Arts CTE Classroom
- Staff Collaboration Space

Engineering Wing (4,612 SF)
- Wood and Metal Fabrication Studio
- Digital Fabrication Studio
- Digital Modeling and CAD Studio

Auxiliary Gymnasium (12,843 SF)
- Full-Size
- Multi-Purpose Athletic Space

Student Services Building (25,750 SF)
- Student Union
- College and Career Center
- Administration Offices
- Mental Health and Academic Counseling Services
- Flex Classroom

500 Wing - Physical Education and Pool Pavilion (2,502 SF)
- 2 Athletic Spaces
- Athletic Director's Office

Total Cost: $73.3M

CONTEXT

MOUNTAIN VIEW-LOS ALTOS HIGH SCHOOL DISTRICT (MVLAHSD) COMMUNITY

Located in the heart of Los Altos, Mountain View-Los Altos High School District serves a diverse and highly engaged community that spans the cities of Mountain View, Los Altos, and surrounding neighborhoods within the broader Silicon Valley region. The district reflects the economic and cultural complexity of the Bay Area, serving families connected to the technology, education, healthcare, and service sectors.

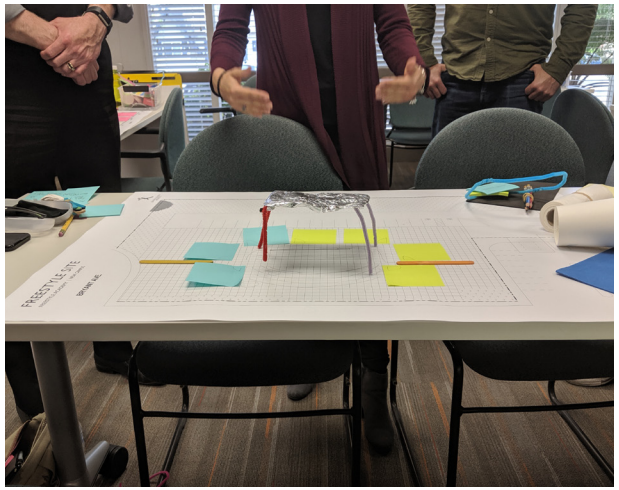
While the community benefits from significant economic opportunity and educational attainment, it also faces increasing challenges related to housing affordability, equity, and access to student support services. Los Altos High School's student population represents a broad range of cultural backgrounds, identities, and learning needs, reinforcing the district's commitment to inclusion, wellness, and academic excellence.

The transformation project was shaped by this context, creating a campus that supports collaboration, flexibility, sustainability, and belonging while reflecting the values and aspirations of a forward-looking public-school community.



STAKEHOLDERS

The community engagement process for the MVLAHSD Facilities Master Plan was intentionally structured as a collaborative, inclusive, and transparent dialogue with students, teachers, staff, administrators, and community stakeholders. Through a series of campus-based workshops, open discussions, presentations, and stakeholder meetings conducted throughout 2017, the planning team gathered broad input to ensure the resulting master plans reflected both educational priorities and the unique culture of each campus.



Stakeholder Design Thinking Workshop

MOUNTAIN VIEW LOS ALTOS HIGH SCHOOL DISTRICT
Education Specifications

LOS ALTOS HIGH SCHOOL SITE DESCRIPTION AND ANALYSIS



Context

201 Almond Avenue, Los Altos, CA 94022

Date School Opened: 1955
Total Enrollment 2015: 2,039 students
Number of Classrooms: 89
Number of Portable classrooms: 6
Size: 30.5 acres

The school site is unfenced along the street frontage at Almond Drive. It is fenced on the east and west sides, adjacent to private residences. At the north end, there are numerous gates at the chain link fence which allow access to the fields.

CHALLENGES

The process began with a foundation of research that included demographic projections, comprehensive facilities assessments, and the development of an Educational Specification (Ed Spec). These studies established a shared understanding of projected enrollment growth, existing campus deficiencies, and evolving teaching methodologies, particularly the increasing importance of project-based and collaborative learning environments. Community meetings then translated these findings into site-specific conversations focused on daily campus experience, educational delivery, wellness, accessibility, and long-term campus identity.

AVAILABLE ASSETS

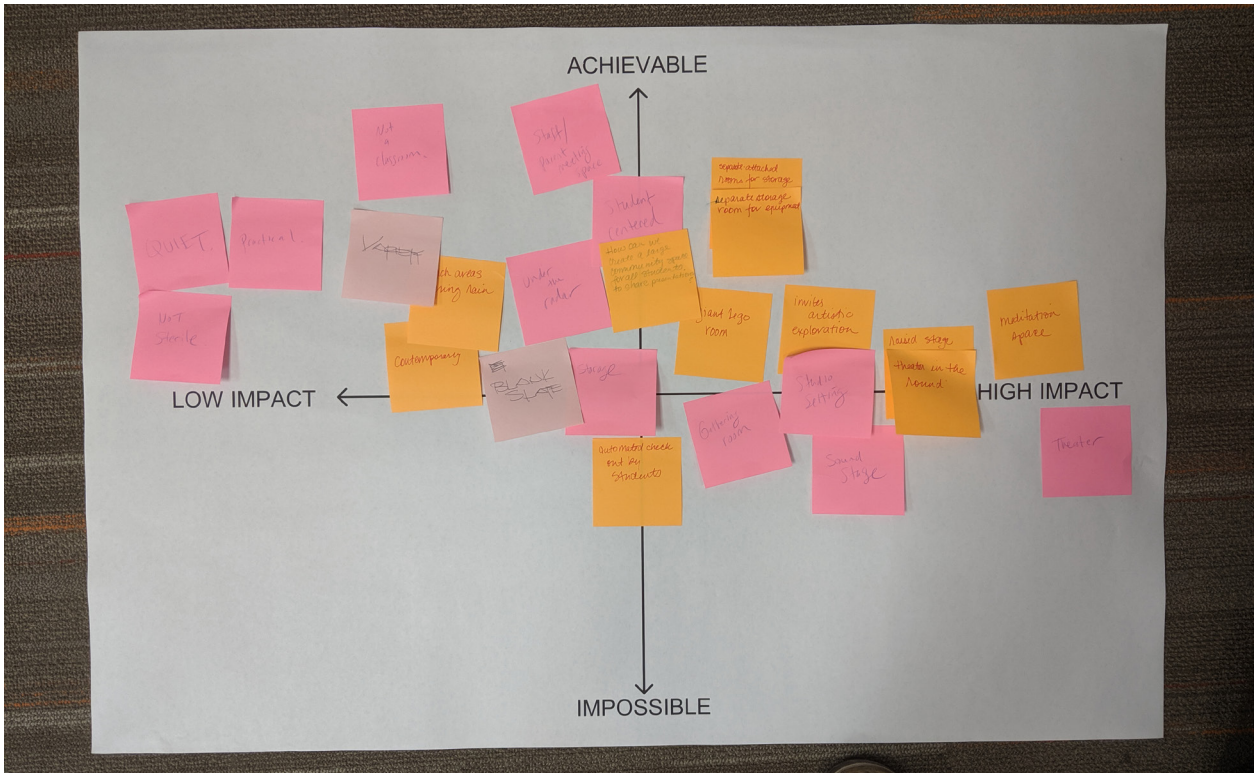
The design process recognized and built upon the many existing assets of Los Altos High School, leveraging both the physical character of the campus and the strength of its educational community. Mature trees, established courtyards, and the school's open campus framework provided a strong foundation for preserving a sense of identity and continuity while introducing new learning environments. Existing athletic facilities, performing arts programs, and student gathering spaces were maintained and enhanced to support the school's longstanding culture of academic achievement, student leadership, and extracurricular engagement.

The project also capitalized on the campus's central role within the broader Los Altos community, where school facilities regularly serve families, local organizations, and civic events beyond the instructional day.

Modernization efforts strategically integrated new all-electric buildings, expanded outdoor learning opportunities, sustainable infrastructure, and accessible community-centered spaces while respecting the scale, landscape, and social fabric that have made the campus a valued community asset for generations.

Student Engagement Session





PROCESS

VISIONING PROCESS

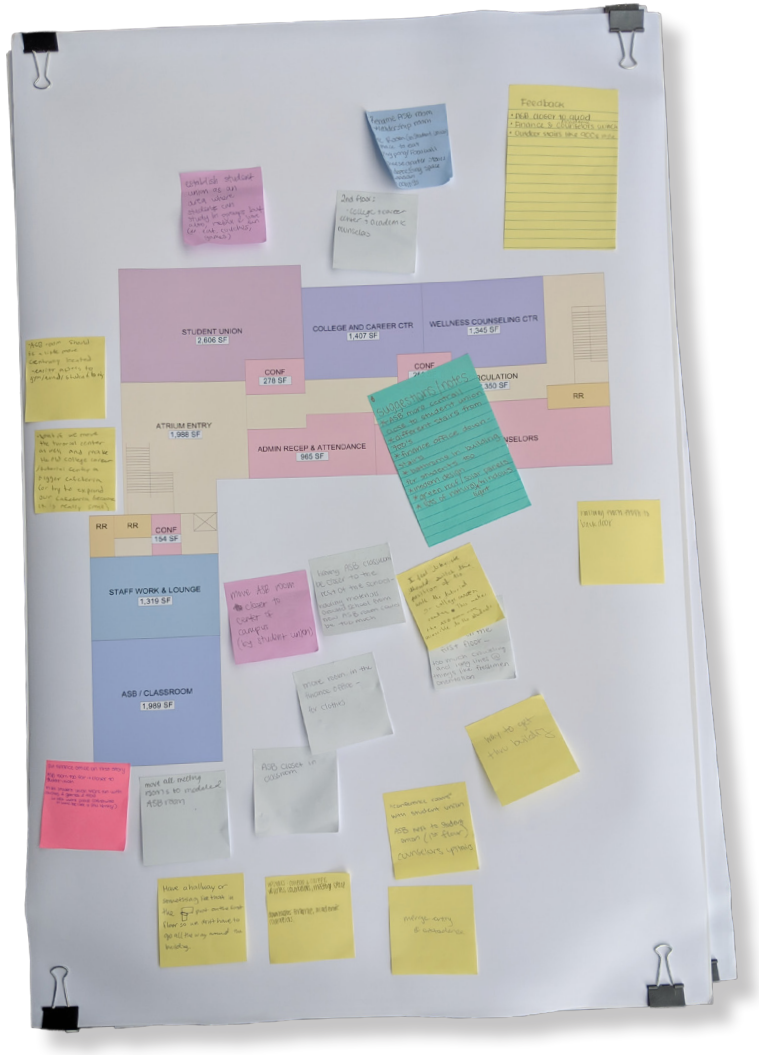
Engagement sessions at Los Altos High School encouraged open-ended discussion and invited participants to identify strengths, challenges, and aspirations for their campuses.

Stakeholders consistently emphasized the importance of creating welcoming campus entries, improving wayfinding, enhancing safety for pedestrians and cyclists, and preserving the schools' connection to the surrounding community. Participants also expressed strong interest in creating student-centered environments that support wellness, collaboration, and flexibility while maintaining the character and openness of the campuses.

Teachers and academic departments provided detailed feedback regarding classroom functionality, instructional flexibility, technology integration, acoustics, storage, and furniture needs. Conversations highlighted the need for larger and more adaptable learning environments capable of supporting a range of teaching modalities, including project-based learning, engineering, robotics, performing arts, and special education programs. Staff also identified opportunities for improved collaboration spaces, outdoor learning environments, and more integrated support facilities for counseling, wellness, and student services.

VALUE OF PROCESS AND PROJECT TO COMMUNITY AT LARGE

As planning advanced, additional meetings allowed the community to review emerging concepts, ask questions about implementation, and provide ongoing feedback regarding priorities, phasing, construction impacts, and operational concerns. This iterative process helped build consensus while ensuring the master plans remain responsive to evolving community needs and district goals. Stakeholders input directly informed priorities related to classroom modernization, athletic facilities, student services, campus safety, accessibility improvements, outdoor learning, and long-term flexibility.



Ultimately, the engagement process established a shared vision for future-ready campuses rooted in educational equity, student wellness, community identity, and adaptable learning environments. The resulting master plans reflect not only technical and operational requirements, but also the values, aspirations, and lived experiences of the MVLA community.

DIVERSITY, EQUITY, AND INCLUSION

Student wellness and inclusivity emerged as central themes throughout the engagement process, which was intentionally structured to promote diversity, equity, and inclusion across all stakeholder groups. Outreach efforts were designed to ensure participation from students, families, faculty, staff, and community members representing a broad range of cultural backgrounds, learning needs, and lived experiences within the MVLAHSD community. Student voice was prioritized through targeted workshops, surveys, classroom discussions, and leadership group meetings that encouraged participation from traditionally underrepresented populations, including students receiving specialized academic, counseling, and wellness support services.

Engagement activities were offered in multiple formats to reduce barriers to participation and create more equitable opportunities for feedback. These conversations revealed a strong desire for counseling and wellness services that were easily accessible improving support for students' academic, emotional, and social well-being. Stakeholders also emphasized the importance of inclusive campus circulation, universal accessibility, gender-inclusive and all-access restrooms, safe gathering spaces, and opportunities for informal peer interaction. These DEI-driven priorities directly informed project decisions, resulting in a campus environment designed to foster belonging, visibility, accessibility, and wellness for all students.

CONTEXT

BUILDINGS AND SITE

The transformation of Los Altos High School establishes a forward-looking educational environment that supports academic achievement, career readiness, student wellness, and community engagement through a diverse collection of new campus facilities and learning spaces.

Classroom Building

At the heart of the campus transformation is a new custom steel-framed classroom building designed to serve as the primary hub for academic instruction and collaborative learning. The facility includes twenty-two general education classrooms, three science classrooms, a Culinary Arts Career Technical Education classroom, and dedicated staff collaboration space. Designed with flexibility and adaptability in mind, the building supports evolving educational models through technology-rich learning environments, abundant natural daylight, and flexible instructional spaces that encourage both individual and group learning experiences.

Engineering Wing

Complementing the academic core is a new Engineering Wing focused on hands-on, career-connected learning opportunities. The facility includes wood and metal fabrication studios, a digital fabrication studio, and a digital modeling and CAD studio. These spaces are designed to mirror contemporary industry environments, allowing students to engage with advanced tools, fabrication technologies, and real-world problem-solving experiences that prepare them for future careers in engineering, manufacturing, and design.

BEFORE



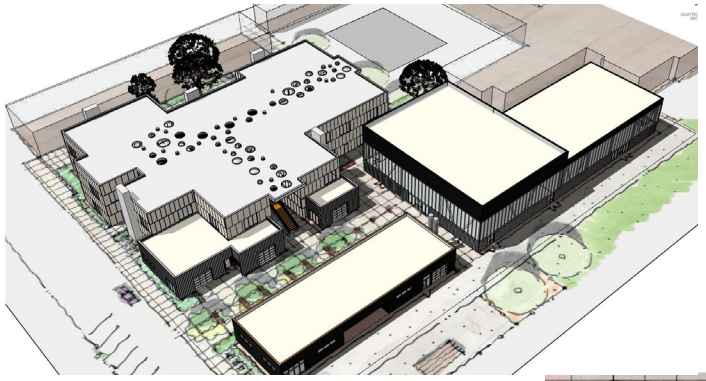
Portable Classroom Buildings



General Classroom



CTE Lab





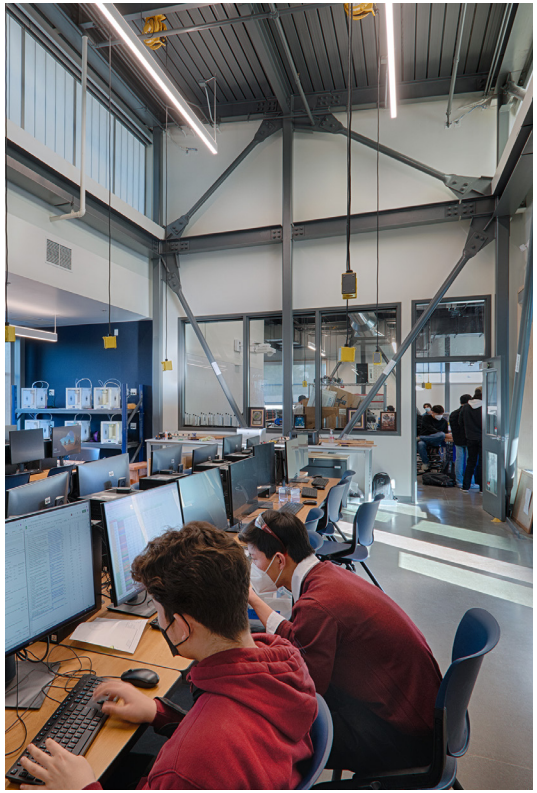


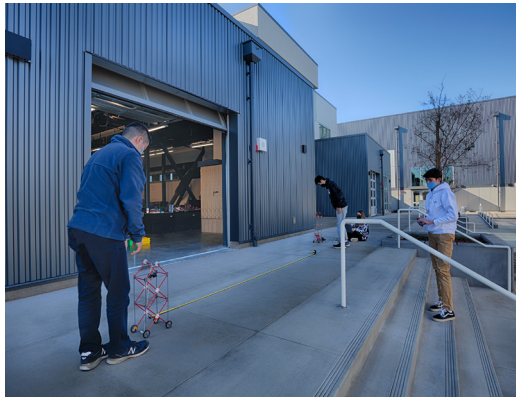
Classroom Building Renderings



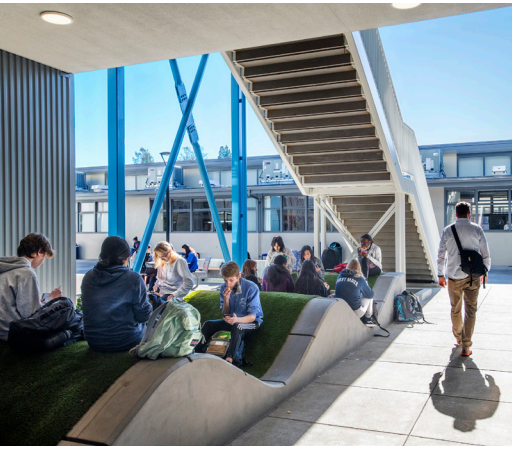
Classroom Building Site Plan and Floor Plan (First Floor)















New Classroom Building and Engineering Wing

Student Services Building

The new Student Services Building creates a centralized hub dedicated to student support, campus culture, and community connection. The facility houses a student union, college and career center, administration offices, mental health and academic counseling services, and a flexible classroom space. By consolidating these programs into a single accessible location, the building strengthens student engagement and reinforces a culture of wellness, inclusion, and academic support across campus.

Auxiliary Gymnasium

Athletics and student wellness are supported through the addition of a new Auxiliary Gymnasium designed as a full-size multi-purpose athletic facility. The gymnasium expands opportunities for physical education, team practices, school events, and recreational activities while providing additional flexibility to support a broad range of student and community uses.

500 Wing: Physical Education and Pool Pavilion

The campus improvements also include a new Physical Education and Pool Pavilion that supports athletic programming and aquatics-related activities. The pavilion includes two athletic spaces along with the Athletic Director's office, providing functional support for physical education instruction, athletic operations, and student wellness initiatives.

BEFORE

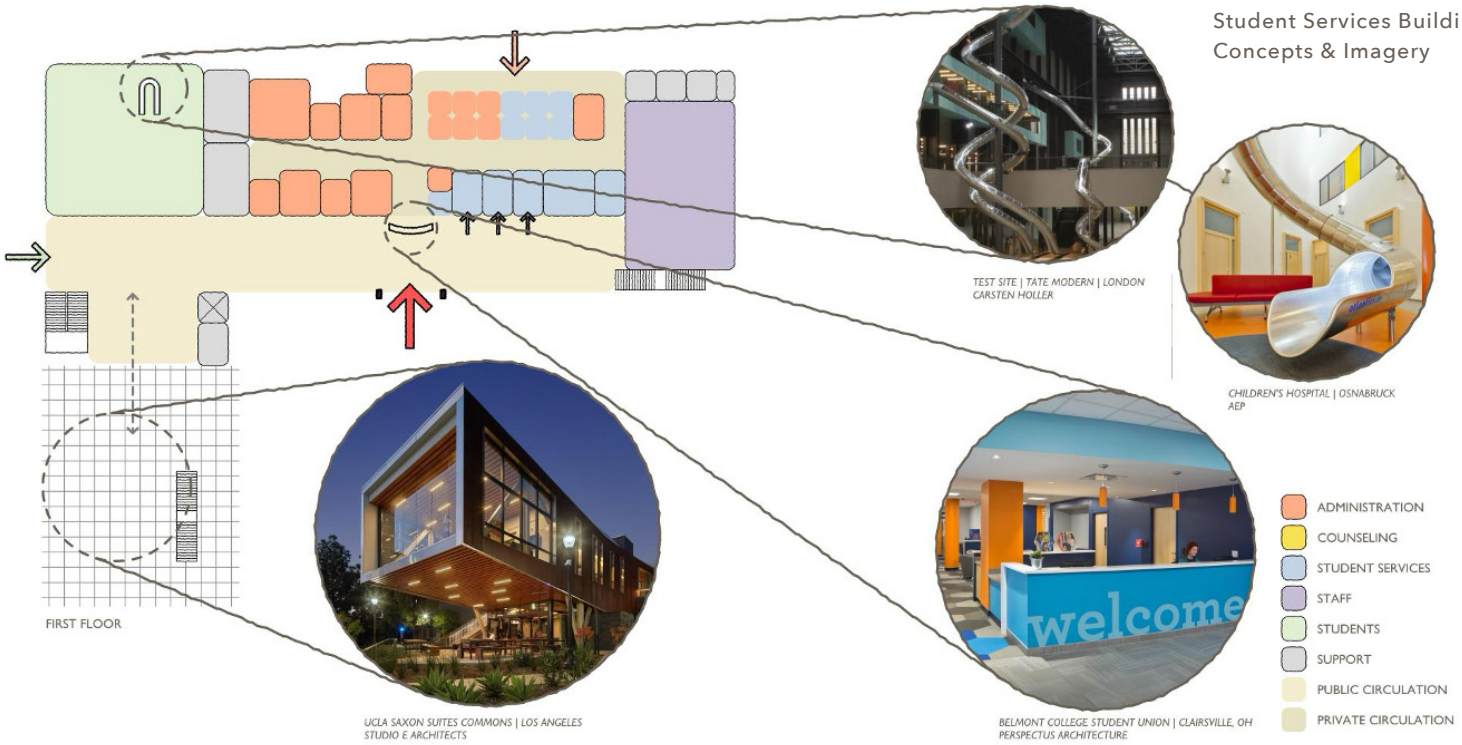


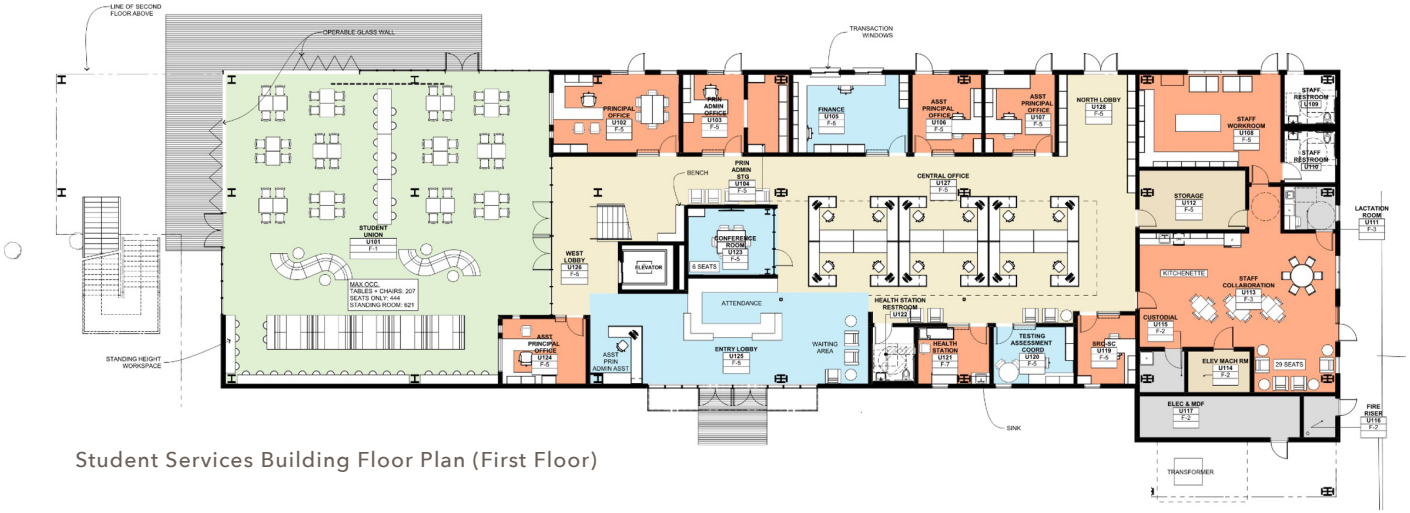
Administration Building


Small Gymnasium


Pool Building

Student Services Building Concepts & Imagery

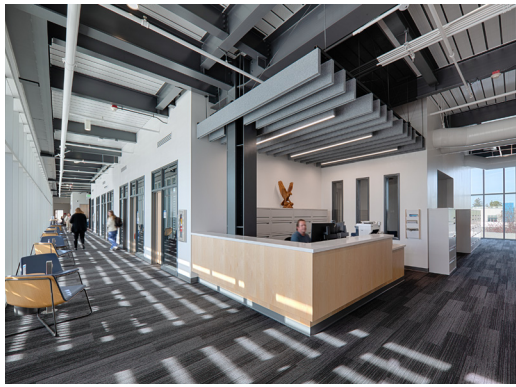


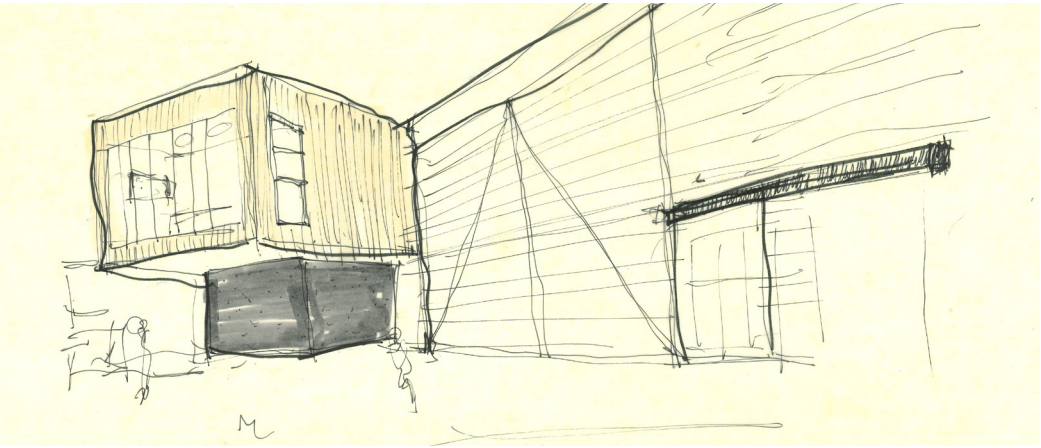


Student Services Building Floor Plan (First Floor)



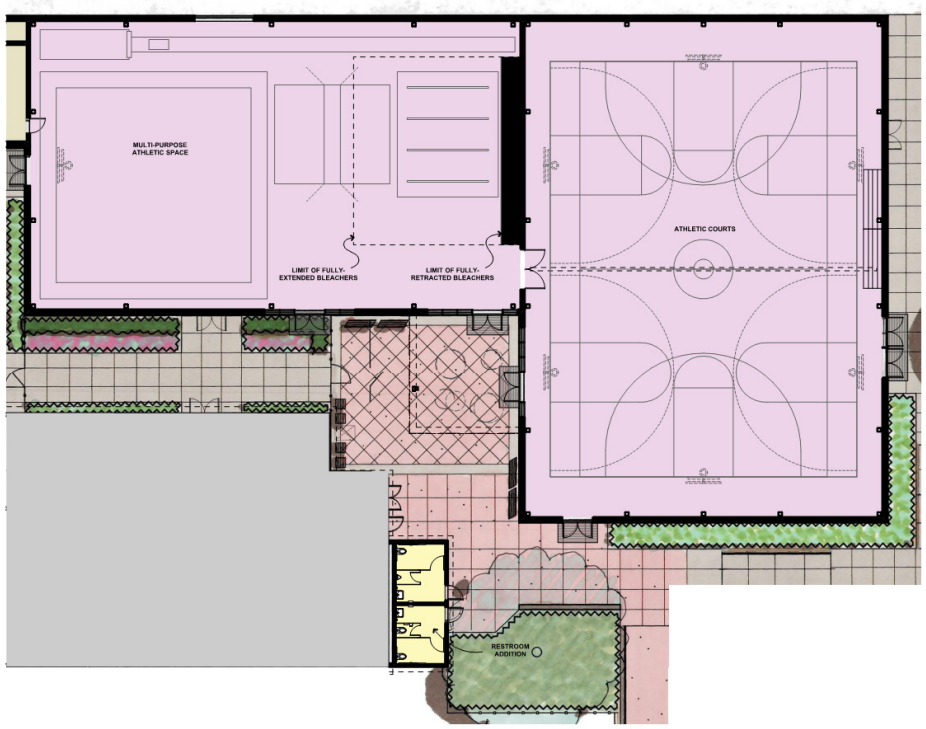


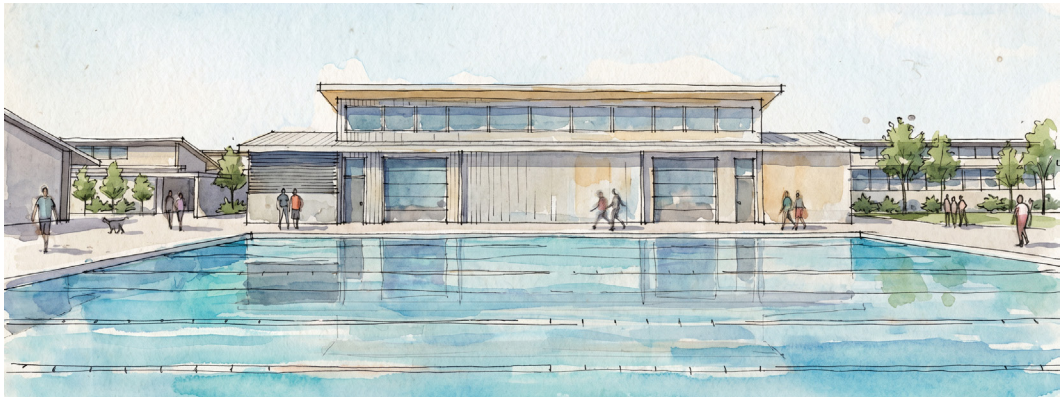






New Student Services Building











New Auxiliary Gym





New 500 Wing: PE and Pool Pavillion

Overall Site

The transformation of Los Altos High School was guided by a comprehensive campus planning strategy that strengthened the relationships between academic buildings, student-centered outdoor spaces, and shared community resources. The overall campus organization reinforces a clear and intuitive circulation network anchored by a series of interconnected courtyards, pedestrian pathways, and landscaped open spaces that encourage movement, visibility, and social interaction throughout the school day.

New classroom and student-support facilities were carefully positioned to preserve the campus's open character while creating stronger connections between core academic programs, athletics, performing arts, dining, and student commons areas.

Outdoor learning environments, shaded gathering spaces, and flexible collaboration zones are distributed across the site to extend educational opportunities beyond the classroom and support a variety of formal and informal uses. The landscape design integrates native planting, stormwater biofiltration, bicycle infrastructure, and expanded tree canopy to create a cohesive and sustainable campus environment that prioritizes wellness, environmental stewardship, and walkability.

Vehicular access, student drop-off areas, and service functions were organized to improve safety and reduce conflicts with pedestrian circulation, reinforcing the campus as a student-focused environment.

LARGER CONTEXT OF THE COMMUNITY

Los Altos High School serves as both an educational campus and a significant civic destination within the broader Los Altos community. Located within an established residential neighborhood and closely connected to local streets, parks, and community amenities, the campus functions as an active public gathering place well beyond the instructional day. The transformation project strengthened this relationship by creating a more welcoming, accessible, and community-oriented campus environment that supports a wide range of public activities and shared experiences.



Ribbon Cutting Ceremony

Athletic facilities host football games, track meets, aquatics events, and community recreation programs that bring together students, families, alumni, and residents from across the Mountain View–Los Altos High School District.

Performing arts venues support theater productions, music performances, assemblies, and public events that reinforce the school's role as a cultural hub for the community.

Outdoor plazas, landscaped courtyards, and gathering areas provide flexible spaces for celebrations, student showcases, fundraising events, and informal neighborhood use, helping the campus maintain a strong civic presence throughout the year.

The site design emphasizes openness and connectivity, reinforcing visual and physical relationships between the campus and surrounding neighborhood while maintaining student safety and campus identity. Enhanced pedestrian circulation, bicycle infrastructure, and improved public-facing entries strengthen accessibility for students and visitors arriving from nearby residential areas.

The campus landscape and architectural character were carefully integrated with the scale and rhythm of the surrounding community, creating a modern educational environment that remains grounded in the identity of Los Altos.

RESPONSE

INSPIRATION AND MOTIVATION

Collectively, these new facilities transform the campus into a modern learning environment that reflects the innovative spirit of Silicon Valley while supporting the educational, social, and emotional needs of a diverse student population. Through flexible learning spaces, career-focused instructional environments, and student-centered support facilities, the project creates a cohesive and future-ready campus designed to inspire learning, collaboration, and community connection for generations to come.



Flexible Classroom



INNOVATIVE ENVIRONMENT

The design of Los Altos High School was intentionally shaped to create an inspiring, student-centered environment that supports focus, collaboration, wellness, and a strong sense of connection to the campus community. Architectural decisions were guided not only by functionality and performance, but also by the desire to create spaces that positively influence how students and staff feel, interact, and learn throughout the day.

The academic buildings utilize structural steel systems that enabled long-span, flexible learning environments while also supporting enhanced acoustic performance, reducing noise transfer between classrooms and creating calmer, more focused educational settings. This flexibility allows classrooms to support a wide range of instructional models, from traditional lectures to collaborative group work, project-based learning, presentations, and informal discussion. Movable furnishings and adaptable room layouts empower students and teachers to reconfigure spaces based on evolving educational needs, fostering engagement, creativity, and student agency.

The Student Services Building further reinforces these goals through a perimeter circulation strategy that emphasizes transparency, daylight, and continuous visual connection to the outdoors. Circulation paths overlook landscaped courtyards and gathering areas, transforming hallways into social and restorative spaces that encourage movement, interaction, and informal connection throughout the day.



Access to natural light, views of greenery, and direct relationships to outdoor spaces contribute to student wellness while reducing the institutional character often associated with administrative and support functions. Warm material palettes, open commons, shaded exterior seating, and interconnected indoor-outdoor environments collectively create a campus atmosphere that feels welcoming, uplifting, and human-scaled.

FOSTERING DIVERSITY, EQUITY, AND INCLUSION

The physical environment at Los Altos High School was intentionally designed to advance diversity, equity, and inclusion through accessible planning, equitable program distribution, and welcoming shared spaces that support all students. Student services, counseling, wellness resources, and collaborative learning environments were centrally located and highly visible to normalize access and foster belonging, while all-gender and all-access restrooms, intuitive wayfinding, barrier-free circulation, and flexible gathering spaces ensure the campus is inclusive and navigable for students of varying identities, abilities, and needs. The design also emphasizes transparency, connection to nature, and shared social spaces that encourage interaction across diverse student groups and reinforce a campus culture centered on dignity, visibility, and community.



All-Gender Restrooms

SUSTAINABILITY AND WELLNESS

Sustainability and wellness were foundational to the design vision for Los Altos High School and were intentionally integrated into the campus planning, architecture, and student experience from the earliest stages of the project. The all-electric campus was conceived as both a high-performance learning environment and a visible expression of the district's commitment to environmental responsibility, supported by a 1.2-megawatt solar photovoltaic system that contributes renewable energy across the campus. Targeting LEED Gold certification, the project incorporates daylight-filled learning environments, natural views, energy-efficient systems, stormwater bio-filtration landscapes, and expanded bicycle infrastructure that collectively promote healthier lifestyles and environmental stewardship.

These sustainable strategies were not treated as isolated technical features, but as integral components of the educational experience – shaping how students move through the campus, connect with outdoor spaces, and understand the relationship between the built environment and personal well-being. Shaded courtyards, outdoor gathering areas, walkable circulation paths, and strong indoor-outdoor connections support physical activity, social interaction, and mental wellness while reinforcing a campus culture centered on sustainability, resilience, and health.











CONTEXT

EDUCATIONAL VISION AND GOALS OF THE SCHOOL

Los Altos High School has cultivated a culture of academic excellence distinguished by high student achievement, strong college and career readiness outcomes, and a commitment to preparing students for success in an increasingly complex and rapidly evolving world. The educational environment reflects the rigor, innovation, and high expectations characteristic of Silicon Valley while recognizing that exceptional student performance is best supported through learning environments that foster collaboration, creativity, wellness, and belonging.

The transformation of Los Altos High School was directly guided by the Educational Specifications and strategic priorities of the Mountain View–Los Altos High School District, which define a vision centered on equity, academic excellence, college and career readiness, and the development of adaptable, future-ready learners. The Ed Specs establish concrete goals for learning environments that support high levels of student achievement across all demographic groups, expand access to rigorous academic and career-technical pathways, and ensure inclusive supports that address the full range of student needs.

These goals are translated into the facility through flexible, technology-rich classrooms that support interdisciplinary learning, collaboration, and individualized instruction, as well as expanded student support spaces that integrate academic counseling, wellness services, and equitable access to resources. Program outcomes such as increased engagement in STEM pathways, strengthened college readiness, and improved student wellness are reinforced through spatial strategies that prioritize adaptability, visibility, and connection.

By aligning directly with the district's Ed Spec vision, the project transforms institutional goals into a physical campus that actively enables equity-driven instruction, student agency, and high-quality teaching and learning experiences.

RESPONSE

SUPPORTING CURRICULUM

The campus modernization was envisioned as a direct response to the evolving needs of high-achieving students and educators. New instructional facilities provide flexible, technology-rich environments that support a broad range of learning styles, teaching methodologies, and interdisciplinary opportunities. General education classrooms and specialized science labs are designed to support inquiry-based instruction, advanced coursework, collaborative learning, and hands-on experimentation, enabling students to engage deeply with academic content in environments that encourage curiosity and innovation.

Career Technical Education spaces, including Culinary Arts and Engineering programs, expand opportunities for applied learning and real-world skill development. Fabrication labs, digital modeling studios, and advanced technical learning environments allow students to explore engineering, design, manufacturing, and emerging technologies through experiential learning. These programs strengthen pathways to both higher education and future careers, reinforcing the school's commitment to preparing students for leadership in a global economy driven by innovation and technology.







CTE Spaces

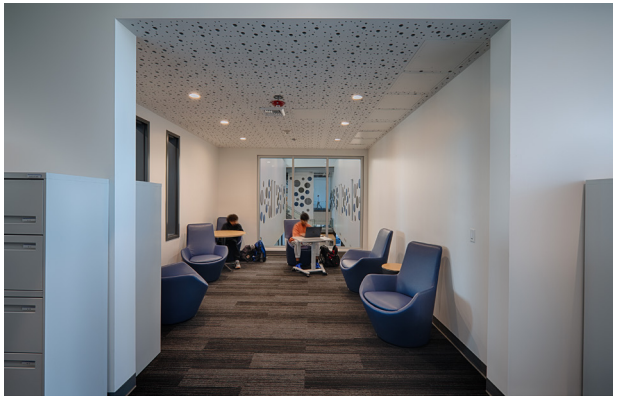
SUPPORTING A VARIETY OF LEARNING & TEACHING STYLES

Equally important to academic achievement is the recognition that student success depends upon access to comprehensive support systems and opportunities for connection. The new Student Services Building centralizes critical resources including academic counseling, mental health services, college and career guidance, and flexible student gathering spaces. By creating accessible and welcoming support environments, the campus fosters a culture in which students feel connected, supported, and empowered to succeed both academically and personally.

Collaborative staff workspaces further strengthen the educational environment by encouraging interdisciplinary coordination, professional collaboration, and integrated student support among educators and counselors. These spaces help foster a cohesive educational community focused on continuous improvement and student-centered learning.

The learning environments at Los Altos High School were intentionally designed to support a wide range of teaching methodologies and learning styles, reflecting the district's emphasis on flexibility, collaboration, and student-centered instruction. Classrooms feature movable furniture, adaptable layouts, and integrated technology that allow spaces to shift seamlessly between direct

instruction, seminar discussions, project-based learning, independent study, and small-group collaboration. Writable wall surfaces and flexible presentation areas encourage interactive learning and visible thinking, while breakout alcoves, collaboration zones, and adjacent commons spaces provide opportunities for informal peer engagement and individualized support outside the traditional classroom setting.



The structural steel framing system enabled larger, more adaptable classroom footprints capable of accommodating both lecture-style instruction and hands-on studio or workshop configurations. Strong indoor-outdoor connections and access to shaded exterior learning environments further expand instructional opportunities beyond the classroom, supporting experiential learning, wellness, and informal gathering throughout the campus.

ADAPTABLE AND FLEXIBLE ENVIRONMENT

Athletic and wellness facilities also play a critical role in supporting the whole student. Expanded gymnasium and physical education spaces provide opportunities for recreation, teamwork, physical health, and school engagement, reinforcing the understanding that student wellness is foundational to academic performance and personal development.

Together, the new campus environments create a holistic educational ecosystem that supports the intellectual, emotional, social, and physical needs of students. The transformation of Los Altos High School reflects the belief that exceptional educational outcomes are achieved not only through rigorous academics, but through environments intentionally designed to inspire learning, foster innovation, and provide every student with the support needed to thrive.

Flexibility and adaptability were achieved through intentional architectural and systems-based strategies that allow learning environments to evolve with changing instructional and programmatic needs. Classrooms are organized with movable furniture, mobile storage, and writable surfaces that support rapid transitions between lecture, seminar, collaborative group work, and independent study configurations. Select learning areas incorporate operable partitions that enable spaces to expand or contract for larger presentations, team teaching, or breakout instruction, while distributed power and data connections support technology-rich environments without fixed seating constraints.



Structural steel framing systems were selected to create long-span, column-free interiors, providing a durable framework that accommodates future reconfiguration without major structural modification. Shared spaces such as the auxiliary gymnasium are designed for dual use, supporting physical education during the school day and transforming into community event space, assembly hall, or competition venue after hours through flexible seating and lighting systems.



INNOVATIVE EDUCATIONAL ENVIRONMENT

The educational environment advances several innovative design strategies that intentionally blur the boundaries between traditional instruction, real-world application, and student support systems. Industry-standard fabrication and engineering tools are embedded within the learning environment, allowing students to engage in authentic design-build processes that mirror professional practice, from digital modeling to physical prototyping in dedicated maker and CTE spaces. This integration of advanced technology within everyday learning environments represents a shift from isolated "specialty labs" to fully embedded, interdisciplinary learning ecosystems.

A further innovation is the co-location of counseling, academic advising, and wellness services alongside the student commons, intentionally positioning support services within the social heart of the campus to normalize access and encourage early, proactive engagement. This spatial strategy reinforces a holistic educational model where academic, emotional, and post-secondary planning support are not separate systems but interconnected components of daily student life. Together, these approaches support project-based learning, cross-disciplinary collaboration, and student agency in ways that reflect a contemporary, future-oriented model of secondary education.



Support Services

Educational Specifications Recommendations

EDUCATIONAL GOALS & OBJECTIVES

A key educational outcome of the project is the creation of new, flexible, and technology-rich learning environments that elevate instructional quality and better support the school's high-achieving student body. New classroom buildings provide adaptable spaces for collaborative learning, project-based instruction, and advanced academic engagement. Expanded science classrooms, engineering and fabrication studios, and Career Technical Education facilities in culinary arts and digital design strengthen hands-on, real-world learning pathways that prepare students for college and career success. These spaces are designed to support evolving instructional practices while maintaining high academic expectations.

The transformation of Los Altos High School was explicitly aligned with the Educational Specifications and district strategic plan goals of the Mountain View–Los Altos High School District, which prioritize expanding college and career readiness, increasing equitable access to rigorous coursework, strengthening STEM and CTE pathways, and improving student wellness and engagement outcomes.

These objectives were translated directly into the facility program through targeted spatial strategies: science classrooms and laboratory spaces were designed to increase access to hands-on inquiry learning and support higher participation in AP-level science courses through improved lab capacity and flexible configurations for experimentation and group investigation.

The engineering and CTE-focused learning environments reinforce district goals to expand career technical education pathways by providing adaptable maker and project spaces that support design thinking, prototyping, and applied learning aligned with industry-relevant skills. Similarly, collaborative classrooms and seminar spaces were structured to support district-wide goals for increased college readiness by enabling discussion-based instruction, interdisciplinary projects, and writing-intensive coursework.

RECOMMENDATION: Future planning on the high school sites should consider the development of a student space to function as the hub of a school. Rather than separate buildings dedicated to separate functions, a "student union" could include access to all types of counseling (academic, collegiate, wellness) as well as the library, tutoring center, cafeteria, support services, and a space for students to gather. As a part of this, the creation of quiet device-free spaces should be considered.

RECOMMENDATION: New construction should create enhanced opportunities for collaboration by rethinking the physical isolation of the traditional classroom and creating collaborative group areas and links between spaces.

RECOMMENDATION: Create a dedicated space for students to work on projects (robotics, visual arts, other projects).

RECOMMENDATION: Master planning should evaluate the functional advantages of replacing or enhancing small gyms with a fieldhouse or auxiliary gym.

RECOMMENDATION: Provide an over-sized dedicated PE classroom. When classes are not in session, the room can be used for team meetings, film review, coaches' meetings, etc. However, the room must remain flexible.



Student services and counseling spaces were strategically integrated to advance equity and wellness objectives identified in the Ed Specs, ensuring that academic, emotional, and college/career advising resources are accessible and destigmatized. Together, these facility elements operationalize the district's stated educational goals by directly linking spatial design decisions to measurable outcomes in access, achievement, engagement, and post-secondary readiness.

SCHOOL DISTRICT GOALS

The project advances district goals by modernizing aging infrastructure and delivering long-term, adaptable facilities that support educational excellence and operational efficiency. Purpose-built learning environments allow for interdisciplinary teaching, stronger staff collaboration, and integrated student support systems. The inclusion of centralized student services—including counseling, mental health support, college and career readiness, and flexible student gathering spaces—strengthens the district's commitment to whole-student success and equitable access to resources.

The transformation of Los Altos High School was guided by specific, Board-adopted priorities of the district, including the Facilities Master Plan goals to create safe, equitable, and future-ready learning environments; the Strategic Plan commitment to "high levels of academic achievement for all students"; and bond program objectives focused on modernizing aging infrastructure, expanding STEM/CTE opportunities, and improving wellness and student support systems.

These goals are directly expressed in the project through science and engineering classrooms designed to expand access to laboratory-based learning and increase participation in AP and advanced coursework, supporting the district's academic achievement and college readiness targets.

Flexible collaboration spaces and reconfigurable classrooms advance the Strategic Plan emphasis on student-centered instruction and 21st-Century skill development.

Student services and counseling hubs, integrated at the heart of the campus, directly support equity and wellness goals by improving access to academic advising, mental health resources, and college/career planning.

Facility-wide upgrades—such as all-electric systems, expanded daylighting, and improved circulation—fulfill bond commitments for sustainable, modernized campuses that support long-term operational efficiency and student well-being.

COMMUNITY GOALS

Community goals are also advanced through the creation of a campus that functions as both an educational and civic asset. Upgraded athletic facilities and expanded multi-use spaces support school events, extracurricular programs, and broader community engagement. The campus improvements reinforce Los Altos High School's role as a central gathering place that reflects community values of education, wellness, and student opportunity.

The project reflects the priorities expressed through an extensive community engagement process with students, families, staff, and residents where key themes consistently included improved campus safety and security, more welcoming and legible campus entries, expanded access to student support services, and greater community use of facilities beyond the school day. In response, the campus was reorganized to clearly define secure, intuitive access points while maintaining openness for community engagement, ensuring both safety and accessibility. Student wellness and support services were centralized and made highly visible to reduce barriers to access, directly addressing stakeholder concerns about equitable and stigma-free support.

Athletic facilities, performing arts venues, and outdoor commons were designed for flexible after-hours use, enabling continued community access for sports, performances, and public gatherings, consistent with the district's goal of strengthening the school's role as a civic hub. Together, these design responses translate community-identified priorities into a campus that is safer, more welcoming, and more fully integrated into the daily and civic life of Los Altos.

UNINTENDED RESULTS AND ACHIEVEMENTS

Several meaningful unintended outcomes emerged through the design and implementation process. The integration of student support services into a centralized hub has improved visibility, access, and coordination of counseling and wellness resources. The collaborative planning process also strengthened partnerships among educators, administrators, and stakeholders, resulting in more responsive, flexible, and student-centered environments than initially anticipated. Additionally, improved campus organization and gathering spaces have contributed to increased student interaction, school pride, and a stronger sense of belonging.

GOOD STEWARDSHIP

The project demonstrates strong stewardship of public investment through durable construction systems, efficient spatial planning, and long-term adaptability. Flexible, multi-purpose facilities maximize the utility of academic, athletic, and support spaces while reducing redundancy and improving operational efficiency. These strategies ensure that the campus will continue to meet evolving educational needs while protecting long-term capital investments.

Delivered as a phased bond program investment aligned with district Facilities Master Plan priorities, some aging campus facilities were modernized in lieu of full replacement, significantly reducing overall lifecycle costs while addressing deferred maintenance needs across instructional, athletic, and support spaces.

The integration of all-electric building systems and a 1.2-megawatt solar photovoltaic array is projected to generate substantial long-term utility savings and reduce exposure to volatile energy costs, while high-performance building envelopes, daylighting strategies, and efficient HVAC systems further reduce ongoing operational expenses.

Careful phasing of construction allowed the campus to remain operational throughout the project, minimizing educational disruption and avoiding the additional costs associated with temporary relocation. Together, these strategies demonstrate a fiscally responsible investment that maximizes educational value, extends the useful life of district assets, and delivers a high-performing Next Generation learning environment within prudent public budget stewardship.







SUSTAINABILITY & WELLNESS OUTCOMES

Sustainability and wellness are foundational to the project and are fully integrated throughout the campus. All new buildings are all-electric, eliminating on-site fossil fuel use and significantly reducing greenhouse gas emissions. A 1.2-megawatt solar photovoltaic system provides renewable energy that supports the campus as a whole, reinforcing energy resilience and long-term operational savings. The project is designed to achieve LEED Gold certification, reflecting a high standard of environmental performance.

Additional sustainability strategies include bio-filtration systems for stormwater management, reducing runoff impacts and improving water quality, as well as extensive daylighting strategies that enhance indoor environmental quality and reduce energy demand. Expanded bicycle infrastructure encourages alternative transportation and supports healthy, low-carbon commuting options for students and staff. Accessibility and inclusion are further advanced through the incorporation of all-gender restrooms distributed throughout the campus, ensuring equitable and welcoming facilities for all users.

Together, these outcomes establish a modern, resilient, and inclusive campus that integrates high-quality education, environmental responsibility, and student wellness. The result is a forward-looking learning environment that supports academic excellence while serving as a model for sustainable and equitable school design.

Student and staff wellness were foundational performance outcomes embedded directly into the design through environmental, spatial, and programmatic strategies. Extensive daylighting throughout classrooms and shared learning spaces improves visual comfort, circadian rhythm alignment, and student concentration, while high-performance building systems enhance indoor air quality to support respiratory health and overall cognitive performance.

The new gymnasium and PE pavilion expand equitable access to physical activity, supporting both structured athletics and informal movement throughout the day, reinforcing the connection between physical health and academic success.

The centralized Student Services building was intentionally positioned and organized to normalize access to counseling, academic advising, and mental health resources, reducing stigma by integrating these supports into the daily student experience rather than isolating them as separate or secondary functions.

Outdoor learning environments, shaded gathering areas, and walkable campus connections further extend opportunities for restorative breaks and social interaction, contributing to reduced stress and improved emotional well-being. Together, these strategies establish a campus environment that actively supports physical, emotional, and cognitive wellness as essential outcomes of the educational experience.