



Encinitas Union School District
EDUCATIONAL SPECIFICATIONS



PURPOSE

The purpose of design guidelines is to ensure the following:

- **A Common Baseline**
To guide a consistent approach in developing each school site master plan proposed improvements.
- **Common Goals**
To engage District stakeholders in a participatory process in developing their vision.
- **Outcome Focused**
To document educator's intent for program delivery and goals.
- **Equitable Quality**
To be used for assessing existing facilities and budgeting projects for a long-term financial plan.
- **Continuous Improvement**
As a tool for the reevaluation, adjustment and measurement of the plan over time.

BACKGROUND

In 1994, California Department of Education (CDE) formalized regulations governing standards on the design and construction of new school facilities. Included are requirements for the submittal of educational specifications (Facility Standards / Design Guidelines) – see California Code of Regulations, Title 5, Section 14034. The requirements are delineated in the Education Code Section 39101 (c) and California Code of Regulations, Title 5, Section 14030 (a). Specific School design standards are contained in California Code of Regulations, Title 5, Section 14001, 14010 and 14030.

In 2009, CDE added a Plan Summary form for those projects applying for new construction funds from the State Allocation Board for a new school or additions to an existing school. In July 2010, all Educational Specifications (Facility Standards/ Design Guidelines) were required to be approved by the District's governing Board and submitted to CDE as part of any application for funding.

IMPLEMENTATION

Even though this document represents a district-wide guideline, it is important that when these guidelines are implemented, that the administrators, faculty, students and community at each site are allowed to validate their site-specific program needs. If a school design team has suggestions on how to improve or tailor this document for their site-specific needs, these suggestions should be brought to the attention of District leadership in charge of facility planning prior to designing it. It is understood that the degree of consistency between the site-specific solutions and the district-wide educational specifications may vary from site to site.

Adjacencies shown in the diagrams following were determined for the ideal program placement but may vary from site to site based on existing conditions or programmatic specific solutions. Once projects are released to proceed into the next phase of design, a school site committee shall be formed to analyze the impact of site specific constraints and program specific needs. This analysis may result in solutions that deviate from the educational program standards described in this document. The design team should inform the District leadership of any significant deviations identified or proposed prior to the presentation of these solutions or options to the school site or committee members. It is expected as the District's vision changes over time, this document would be updated to reflect these changes, but the overall guiding principles remain intact.

EDUCATIONAL VISION INTRODUCTION



EUSD MASTER PLAN

A major challenge when creating a District facilities master plan is aligning the physical learning environment with the desired educational approach. To tackle this challenge, Encinitas Union School District (EUSD) engaged in an educational visioning process to inform the master plan and create a framework for improving the educational spaces across the District. The District assembled groups of key individuals to collaborate with LPA in a series of focus group meetings to create a set of visionary guidelines for the future of EUSD's education. The main ideas and themes resulting from this process are documented here.

EUSD is focused on the following four pillars:

- Academic Excellence
- 21st Century Learning
- Health and Wellness
- Environmental Stewardship

These pillars are the basis for engaging all students in purpose, power, passion and play.

EUSD is a 'Green' Centered District and strives for innovation in the programs they offer and the level of personalization they provide students.

Personalized learning is a focal point in the delivery of curriculum. Every student has access to a device for digital learning and teachers have flexibility in how they use standards to bring out the best in each student. Each year, the District issues a survey asking 'What Matters to You?'. The intent of the survey is to gauge the current passions and interests of students to determine what programs to offer, where to spend funds, and what books to purchase that align with those interests.

Social and emotional support is another area of focus for the District. The TRAC (Teambuilding, Regulation, Acceptance, and Community) Program is built around five core competencies: self awareness, self management, responsible decision making, relationship skills, and social awareness. EUSD wants students, staff, and parents to feel safe, valued and that what matters to them matters.

EUSD FOUR PILLARS

ACADEMIC EXCELLENCE

21ST CENTURY LEARNING

HEALTH AND WELLNESS

ENVIRONMENTAL
STEWARDSHIP



EUSD LCAP GOALS

1. Demonstrate high levels of learning in English Language Arts, Math, Science and History/Social Science.
2. Foster parent, staff, and community engagement by involving them in District activities and keeping them informed through various communication forms in order to enhance learning.
3. Improve and maintain safe, green and innovative learning environments and promote health and wellness.
4. Train and retain highly qualified staff to facilitate the personal and academic success of each student.
5. Ensure exemplary programs, a wide variety of high quality learning resources, and engaging opportunities to provide personalized learning for the unique needs of diverse groups.

FACILITIES MASTER PLAN ALIGNMENT

The Facilities Master Plan takes into account the District's Local Control Accountability Plan (LCAP) Goals. To that end, the following information indicates how each LCAP goal is aligned with the Facilities Master Plan.

1. School facilities can heavily affect the physical and mental health of students. Access to daylight, thermal comfort, outdoor environments and feelings of school pride all contribute to student comfort and performance. The Educational Specifications illustrate the characteristics and qualities of the built environment to promote high levels of learning.
2. The Facilities Master Plan process itself is one way the District is engaging parents, staff and community members. LPA has sought input from District Leadership in addition to School Site Committees comprised of parents and staff to establish the vision for the future of EUSD. Additional outreach will occur with the community during the process to understand the needs of the District as a whole as well as site specific needs. A Facilities Master Plan website has been created to communicate the process and the needs to all stakeholders interested in learning more about the future of facilities in the District.
3. The Educational Specifications look at each individual space type as well as site features to define the ideal configuration when facilities are improved in the future. These specifications are intended to provide parity among school sites as improvements are made. Consideration for sustainable practices, the continued implementation of EUSD's Green Initiatives, and the safety and security of campuses are all taken into account.
4. A better work environment attracts and retains highly qualified staff. The Educational Specifications specifically look at classroom and administrative environments, inclusive of access to daylight, acoustic quality, safety and security as well as spaces for collaboration in order to provide the best work environment.
5. Encinitas Union School District offers an array of exemplary programs, including Science/Maker Labs, Music Classrooms, Nutrition Labs, Yoga Classrooms and Outdoor Gardens to name a few. The Educational Specifications highlight these spaces with the intent to provide a level of equity to the facilities as improvements are made. Opportunities for indoor and outdoor collaboration as well as Learning Resource Centers are also included in the Educational Specifications as a means to support all students and their unique needs.

EDUCATIONAL VISION

INTRODUCTION



Montgomery Middle School



Marlborough School



Samueli Academy

EUSD GREEN INITIATIVES

In 2009, a district Green Team was formed by the Superintendent. The team was comprised of interested parents, staff and community members and resulted in the following Green Initiatives:

- Chemical-Free Cleaning
- Daylit Schools
- Educational Farms
- Environmental Education
- High Efficiency Hand Dryers
- Hydration Stations
- Rain Collection
- School Gardens and Orchards
- Solar Powered Schools
- Waste Diversion and Food Scrap Composting
- Walk to School Programs and Idle-Free Zones

The initiatives shown to the right specifically pertain to facilities and the built environment and should be considered when modernizing, renovating or building new facilities.



Daylit Schools

Introducing a large quantity of natural light into the built environment reduces the reliance on artificial lighting, in turn reducing energy costs. Natural light has an impact on improving student wellbeing. A study showed that greater exposure to natural light has led to students becoming more attentive and less distracted. Light levels also have a significant effect on student health. Too little light and students and staff will suffer from reduced performance; too much light will create glare and increase strain on the eyes. Design features such as light shelves, skylights, and solar tubes help distribute an even amount of sunlight throughout a space¹.



Educational Farms

EUSD is home to the nation's first certified organic school farm, the Farm Lab DREAMS Campus. This hands-on, innovative indoor and outdoor educational campus provides students with experiences that demonstrate the interconnectedness of nutrition, agriculture, and ecology.



High Efficiency Hand Dryers

All existing student restrooms have high efficiency hand dryers, drastically reducing the consumption of paper towels. Replacing paper towels with hand dryers not only saves money, it reduces the quantity of waste being sent to the landfill.



Hydration Stations

Hydration Stations encourage the use of refillable water bottles instead of single-use plastic bottles. By using reusable water bottles, students and staff are able to reduce landfill waste, ocean pollution, and our carbon footprint.



Rain Collection

Rainwater harvesting is the collection and storage of rainwater for reuse on site. These systems reduce potable water use, decrease ongoing operating costs for schools and prevent stormwater runoff that would negatively impact the environment. As a visual reminder, these systems contribute to the educational environment by helping students understand the value of rain, the

EDUCATIONAL VISION

INTRODUCTION



essential role of water on Earth, water conservation, as well as an awareness of the local climate.



School Gardens and Orchards

Students spend a majority of their time indoors, in classrooms with doors closed, blinds drawn, to remove any possibilities of outside distraction. Studies have shown that exposure to nature and green spaces have beneficial effects on health. The presence of the nature and green spaces has a restorative effect on our mental wellbeing. It can dispel mental fatigue that builds up during the day. This can be extremely helpful for students who have high workloads. Walking outdoors between classes can refresh their minds and refocus them on upcoming tasks². The more stimulating the environment is to a person, the better the restorative effect on their minds.



Solar Powered Schools

EUSD installed solar panels at all nine elementary schools during the summer of 2016. The panels cut the District's energy costs significantly and serve as a great teaching tool for students to learn about power generation and renewable energy sources. Any future construction will need to comply with the California Green Code, which require provisions for solar-ready structures.

- ¹ "Lighting and Daylighting Design." Sustainability Workshop. Autodesk Education Community, n.d. Web. 24 Feb. 2016.
- ² Howell, Andrew J., Raeylne L. Dopko, Holli-Anne Passmore, and Karen Buro. "Nature Connectedness: Associations with Well-being and Mindfulness." Elsevier (n.d.): 1-6. Science Direct, 21 Apr. 2011. Web. 2 Mar. 2016.

EDUCATIONAL VISION INTRODUCTION



La Costa Elementary School



El Camino Creek Elementary School



Park Dale Lane Elementary School

CATEGORIES

The categories listed below are used to describe each of the space program components:

- **DESIGN OBJECTIVES**
Describes general room characteristics and correlates the qualities of the space with specific program activities.
- **SPATIAL FEATURES**
Describes possible room features such as furniture, finishes, and equipment.
- **ACTIVITIES**
Provides a list of types of activities and functional goals of the space.
- **IMAGERY**
Giving a visual precedent and inspiration of how the space may look.
** Note: All copyrighted architectural photography represents LPA projects, unless otherwise noted and credited.*
- **SPACE DIAGRAM**
Shows a graphic representation of the spaces and how they could be organized as a group.

RE-VISIONING

There is a recognition at the State level that school design, as we know it, requires re-visioning. There is also acknowledgment that the Title 5 Education Code may restrict the new form that school designs may take to support 21st Century learners. CDE's requirement for the Plan Summary Form, provided by the local education agency, allows for dialogue about what is needed to support educational programs for today's and tomorrow's learners. Ultimately the development of a lasting and sustainable vision that supports the goals of the District's educational program, depends upon a well thought out Educational Vision.

CONTENT

Provided in this section are space programs for Elementary Schools. The space programs identify the square footages that are used in the proposed master plans and are used in determining area takeoffs for the cost estimates.

The purpose of each space program is to provide a guideline and a basis for the master plan assumptions used in the proposed project recommendations at each school site for new construction and reconfiguration. The programs are based on an assumed school size in order to determine the recommended size of the core spaces such as the Administration, Library, Multi-Purpose Room and other student support spaces. These programs are to be used as a guideline and may not be typical for each school.

The square footages shown within the diagrams are net areas only. Circulation and support square footage factors will need to be added in to determine gross area. For more specific proposed site projects, refer to the individual schools' proposed plans and the cost estimates. The areas in the cost estimate include circulation and support square footage factors (gross areas) calculated for the specific scheme presented in the proposed plan.

One of the main purposes of the Educational Vision document is to describe clearly and concisely the various learning activities in each space, the spatial relationships and special features to support these activities. The categories listed to the left are used to describe each of the space program components.

EDUCATIONAL VISION SITE CONSIDERATIONS



GOAL

The District's goal is to create safe school campuses while maintaining environments that are collaborative and welcoming to the community. The front of the school is the face of the campus for visitors, community and students, and starts to define the overall campus character. This first impression of campus should be inviting and welcoming, yet convey a safe learning environment without looking institutional. Utilize architectural features and landscaping to achieve these goals.

SAFETY & SECURITY STRATEGIES

Site security shall be balanced with passive and active design strategies. Design schools and buildings with the ability to secure the perimeter. Perimeter fencing and gates can be paired with security systems and a web-based notification system to assist in monitoring. Sites should have the ability to lock down. At a minimum, all exterior doors should be alarmed and a security system in place with cameras in appropriate locations.

Organize the campus to avoid areas that may be difficult to supervise. Keep sight lines in mind when evaluating window locations and visual obstacles. Provide adequate lighting at parking and exterior circulation areas for safe, after-hours use.



DESIGN PARAMETERS

- **ENTRY:** The main entry to the campus should identify a clear 'front door'. This is the single-point of entry for visitors. Entry points should be clearly defined by signage and/or site and building features, and create a sense of arrival. The main entry should be welcoming as it is a first impression for the community.
- **PARKING:** Provide adequate parking for staff and visitors. There should be areas for short-term visitor parking: near Administration, Kindergarten and Preschool (if applies). Parking should also be near Multi-Purpose Rooms (MPRs) for performance and community events.
- **DROP-OFF:** Design safe drop-off/pick-up zones with continuous flow. Incorporate areas for student and parent waiting. When possible, sites should have on-site bus drop-off and parent drop-off. Evaluate providing separate drop-offs to alleviate high traffic and congestion during drop-off and pick-up times.
- **WAYFINDING:** Design campuses that have a clear flow and easy wayfinding. Consider using key landscape and/or building features along with signage to aid in wayfinding and orientation of visitors as well as staff and students. Digital message boards in appropriate locations can be used to facilitate communication with the community.
- **CAMPUS PERIMETER:** Utilize passive strategies as much as possible to secure the perimeter of the campus by using buildings to create the campus edge. In other areas, utilize fencing and gates to secure the perimeter. Fencing and gates towards the front of the school should be nicer looking (e.g. CMU or steel).



EDUCATIONAL VISION

OUTDOOR SPACES



Eastwood Elementary School



Oliphant Elementary School



Oliphant Elementary School

OBJECTIVES

Spaces should be nature-connected. Outdoor areas adjacent to classrooms should be seen as an extension of the indoor learning environment. Spaces should be interesting with a variety of textures, but usable by all students. Provide a variety of scale and size of spaces. Furnish with a balance of moveable furnishings and built-in site features that allow for small group work. Incorporate features that will excite children to learn. Link features to program curriculum such as sun angles, water features, and bioswales. It is important to provide shade, utilizing trees or shade shelters.

Lunch typically occurs at an outdoor, covered lunch area near the Multi-Purpose Room (MPR) and hardcourts. This area should have a sun and rain shelter and can be utilized as an extension of the MPR for eating, socializing, large group gatherings and other informal activities.

Outdoor areas should promote health and wellness. There should be appropriately-sized hardcourt and playfield areas provided to encourage physical education and various play activities. Encourage exploratory and kinesthetic learning. Incorporate activities students can engage in. Age-appropriate play structures should be included.

FEATURES:

- Provide exterior drinking fountains and restroom facilities nearby.
- Design areas for easy visibility and supervision from adjacent classrooms.
- Gardens can be opportunities for learning and a way to engage the community.
- Seat walls, writable surfaces, and shade should be provided as an extension of the classroom.

LANDSCAPING:

- Review with District for current standards and preferred planting palettes. Use drought tolerant planting.
- Consider adopting reclaimed water systems and water efficient irrigation systems that detect weather and soil moisture .

PHYSICAL EDUCATION AND PLAY:

- Balance hardcourt and playfield areas to support physical education program.
- Age-appropriate play structure(s), adequate in size to allow for climbing, sliding, walking, hanging and active play.
- A separate Kindergarten play area, adjacent to the Kindergarten classrooms, should also have an age-appropriate play structure and equipment, a paved area for riding tricycles and a grass area.
- Use safe, recycled rubberized surfacing underneath all play equipment.
- Provide shade with landscaping and shade structures.

EDUCATIONAL VISION

SCHOOL GARDENS



El Camino Creek Elementary School



Ocean Knoll Elementary School



Park Dale Lane Elementary School

DESIGN OBJECTIVES

School Gardens bring the classroom to the outdoor environment. They allow students to deepen their understanding of lessons learned, develop life skills, participate in science experiments, and take part in growing delicious food.

A shaded outdoor seating area that can accommodate a full class should be provided, including a teacher demonstration area with a writable surface. A deep outdoor sink for cleaning tools and crops should be provided in addition to hose bibs in proximity to raised planter beds and in-ground planting. Incorporate features that will excite children to learn and make healthful food choices.

SPATIAL FEATURES

- Seating area to accommodate a class with a teacher demonstration area.
- Maintain a natural aesthetic.
- Include sufficient storage for tools and outdoor equipment.
- Include a deep outdoor sink for cleaning tools and crops.

ACTIVITIES

- Interdisciplinary, learner-centered instruction
- Development of critical foundational skills, strategies and experiences
- Active and passive learning activities
- Instructional lecture, small group, and individual work
- Study of agriculture and environmental sciences
- Experimentation



SERVICE AREAS

Service areas are high traffic areas for heavy machinery and equipment, including areas for the storage and removal of trash and recycling. Service areas may be spread throughout the campus, as they should be adjacent to the buildings they serve. Adequate lighting is required for early morning and evening deliveries. The design of these service areas shall anticipate maintenance service points, limiting the quantity of access in order to promote student and staff safety.

Provide an adequate quantity of durable and easily serviceable trash and recycling containers adjacent to heavy-use areas (e.g. at exit and entry points, fields and large assembly areas).



CUSTODIAL

Custodial support and equipment are highly important to the maintenance and function of a school campus. Thoughtful placement of these spaces are key in creating a working educational environment. Place custodial closets in various locations throughout the campus for convenience of access to equipment and supplies.



RESTROOMS

Adequate restrooms for student and staff shall be placed in various locations throughout the campus. Furnish restrooms with durable finishes that are easy to clean and maintain. Restroom locations and plumbing fixture counts should meet code requirements.



DESIGN PARAMETERS

- **SERVICE:** Service areas require covered space that can accommodate storage of maintenance equipment. These areas should be sheltered and screened from the campus core as they often require large vehicle circulation for waste pick-up and delivery of food and supplies.
- **CUSTODIAL:** Finishes for these spaces should include: sealed concrete for floors, FRP panels or painted gypsum board for walls, and painted gypsum board for the ceiling. These spaces require appropriate storage for equipment - consider having shelving with 4 foot depth and hangers for items like mops and brooms.
- **RESTROOMS:** Considerations for restroom spaces are as follows: floors/walls should be large format ceramic/porcelain tile (slope to drain the tile floors with trap primers), ceilings should be painted gypsum board, solid phenolic partitions that are floor and wall-mounted, and single mirrors per lavatory sink.

EDUCATIONAL VISION

PRESCHOOL



Environmental Nature Center Preschool



Grossmont High School Child Care



Southwestern College Child Development Center

DESIGN OBJECTIVES

For students that are starting and developing their perceptions of school, these classrooms should encourage a nurturing, inclusive, and collaborative environment. These spaces should be open, engaging, and bright with natural daylight. Flexible furnishings allow for a variety of learning activities.

Each classroom space connects to an adjacent classroom via a workroom, highlighting the importance of collaboration and storage space. Provide direct access to student restrooms. The outdoor play area should include adequate shade and proper play equipment storage. Consider the scale of younger children in the design of both indoor and outdoor environments.

Preschool facilities should meet State licensing requirements.

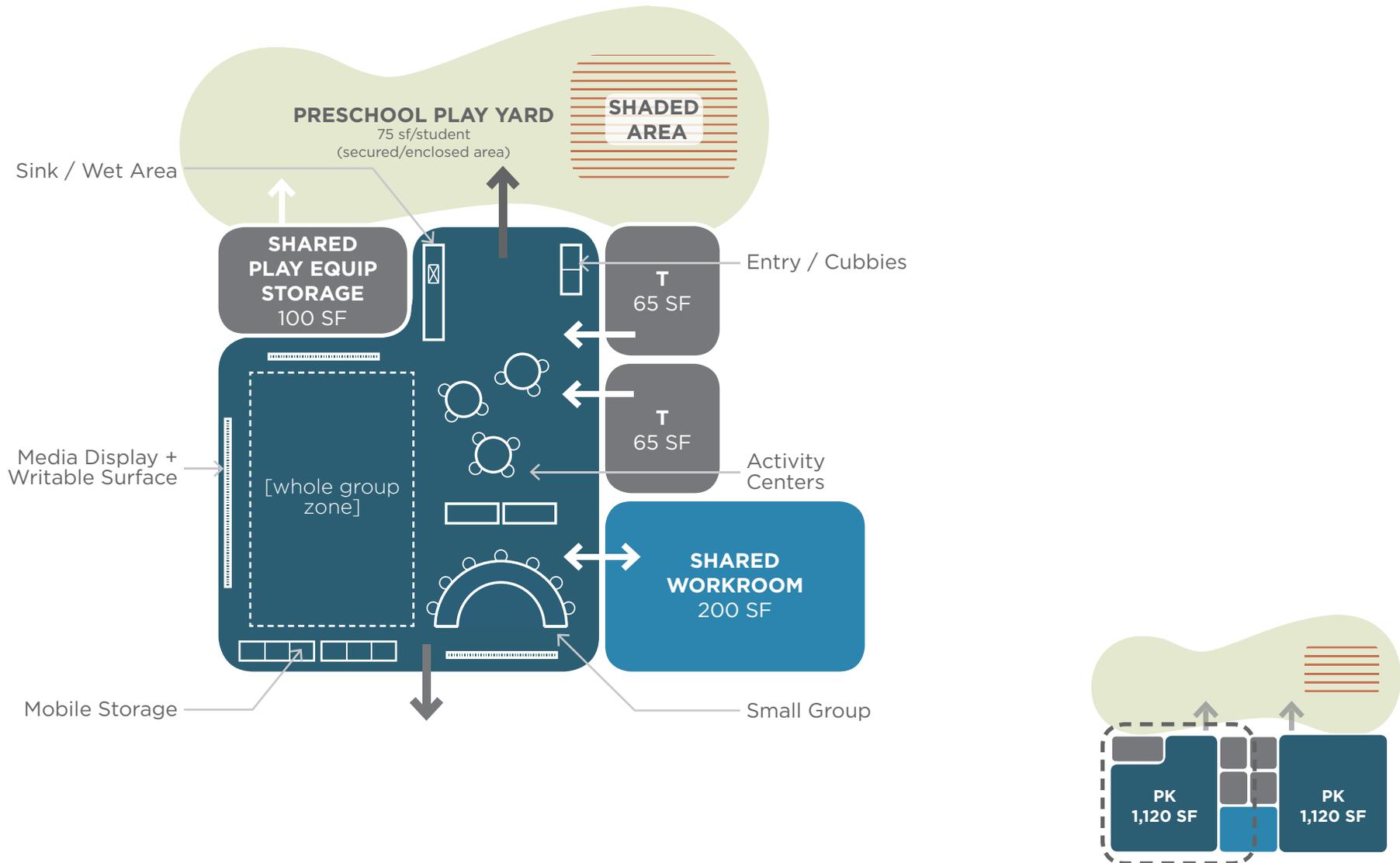
SPATIAL FEATURES

- Furniture should be adjustable, easily movable and sized appropriately for the student age group.
- Use color and lighting strategies to create open, inspiring spaces. Visual access to the outdoors.
- Provide areas that allow the display of student work (tackable material) and writable surfaces.
- Include sufficient storage that is appropriate in scale for both students and staff (eg. cubbies, wall storage, casework).
- Finishes should contribute to the acoustical qualities of the space. Utilize resilient flooring near the throughout the classroom to allow for messy activities with area rugs to define various zones.
- Technology should support teacher and student mobility with sufficient power sources and wireless access.

ACTIVITIES

- Interdisciplinary, learner-centered instruction
- Development of critical foundational skills, strategies and experiences
- Collaboration
- Active and passive learning activities
- Instructional lecture, small group, and individual work
- Art, science, music - tactile learning
- Exploring

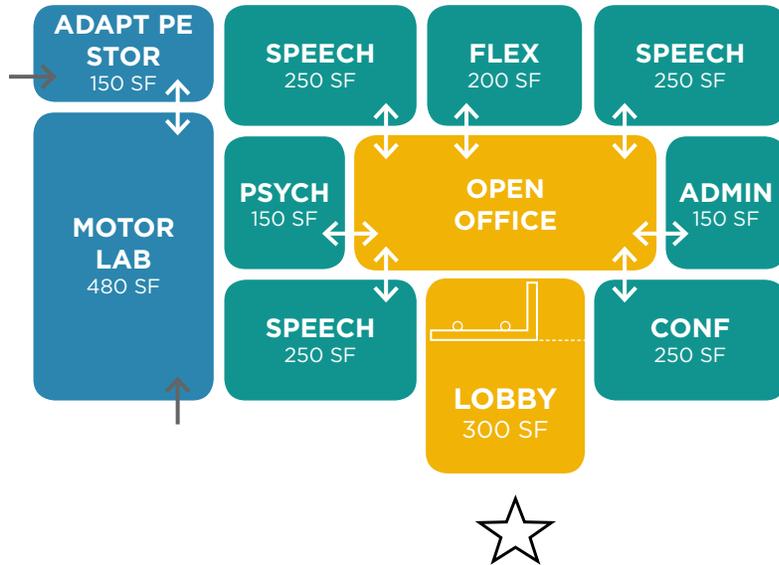
SPACE DIAGRAM



EDUCATIONAL VISION

PRESCHOOL SUPPORT SERVICES

SPACE DIAGRAM



EDUCATIONAL VISION

KINDERGARTEN



Tradition Elementary School



Tarbut v'Torah



Oliphant Elementary School

DESIGN OBJECTIVES

For students that are starting and developing their perceptions of school, these classrooms should encourage a nurturing, inclusive, and collaborative environment. These spaces should be open, engaging, and bright with natural daylight. Flexible furnishings allow for a variety of learning activities.

Each classroom space connects to an adjacent classroom via a workroom, highlighting the importance of collaboration and storage space. Provide direct access to student restrooms. The outdoor play area should include adequate shade and proper play equipment storage. Consider the scale of younger children in the design of both indoor and outdoor environments.

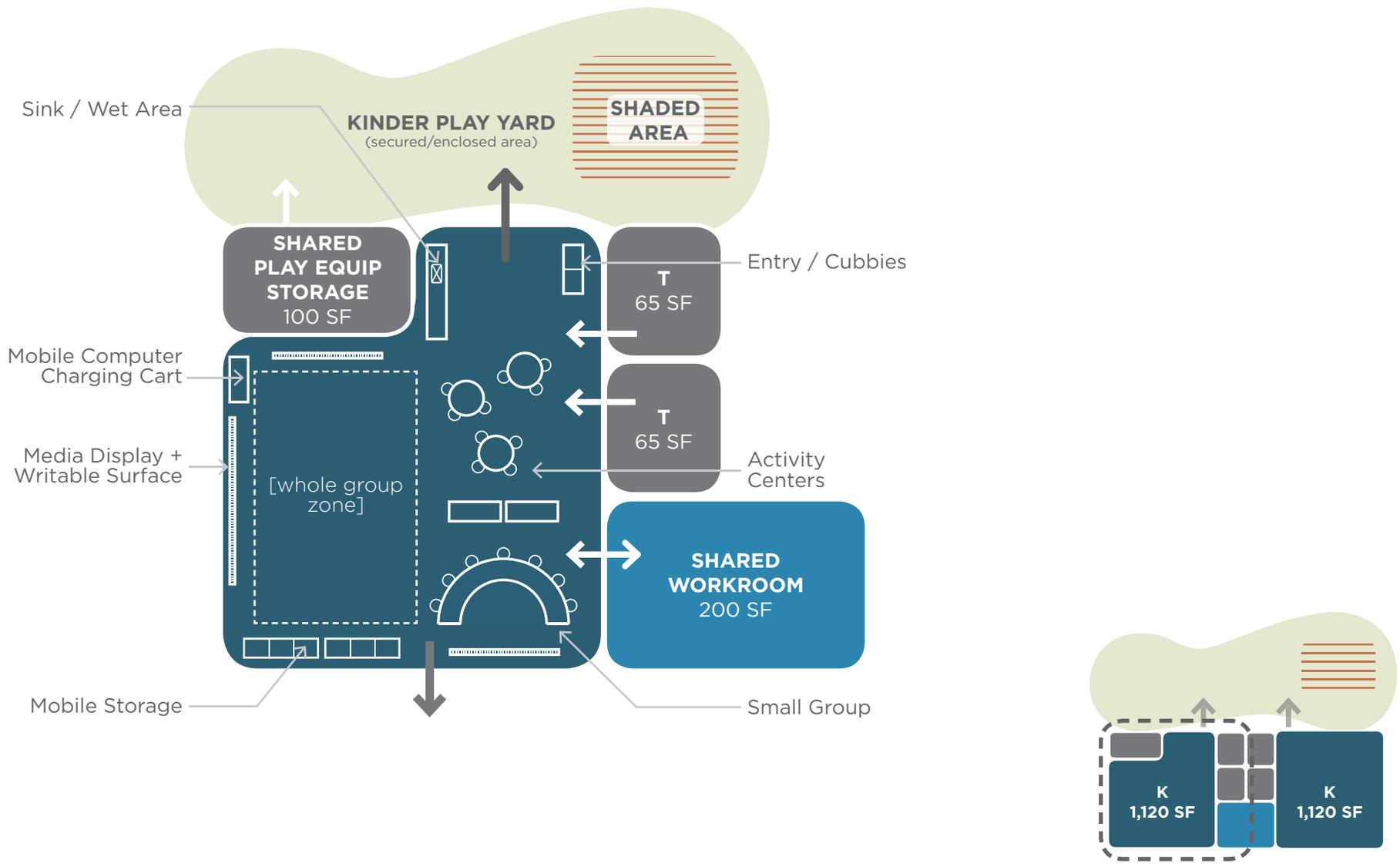
SPATIAL FEATURES

- Furniture should be adjustable, easily movable and sized appropriately for the student age group.
- Use color and lighting strategies to create open, inspiring spaces. Visual access to the outdoors.
- Provide areas that allow the display of student work (tackable material) and writable surfaces.
- Include sufficient storage that is appropriate in scale for both students and staff (eg. cubbies, wall storage, casework).
- Finishes should contribute to the acoustical qualities of the space. Utilize resilient flooring near the throughout the classroom to allow for messy activities with area rugs to define various zones.
- Technology should support teacher and student mobility with sufficient power sources and wireless access.

ACTIVITIES

- Interdisciplinary, learner-centered instruction
- Development of critical foundational skills, strategies and experiences
- Collaboration
- Active and passive learning activities
- Instructional lecture, small group, and individual work
- Art, science, music - tactile learning
- Exploring

SPACE DIAGRAM



EDUCATIONAL VISION

TYPICAL CLASSROOM



Eastwood Elementary



Tarbut v'Torah | photo credit: LA Digital Photo



Tarbut v'Torah

DESIGN OBJECTIVES

These spaces should be open, inviting and engaging with natural daylighting. Included in this student centered area are flexible, easily reconfigured furnishings to allow for a variety of learning activities. Storage opportunities that support both faculty and students (a balance of built-in casework with mobile storage) should be planned for. Walls should be 'usable' (writable, tackable, display) maximizing learning spaces and providing places to celebrate student work.

Each classroom should be acoustically separated from each other and organized in a cluster with direct access to a collaboration space (interior or exterior). Connection to a shared Colab space encourages both student and staff collaboration as well as team-teaching opportunities.

Classrooms should have visual and physical connection to the outdoors: providing an extension of the classroom outdoors. The exterior environments should provide shade, thoughtful landscaping, and durable furnishings to encourage learning and exploration - consider an outdoor sink.

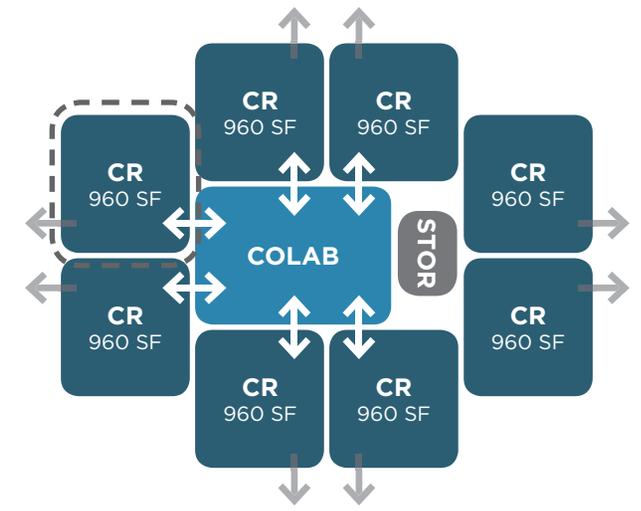
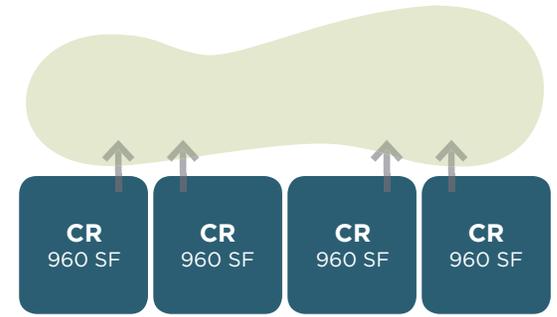
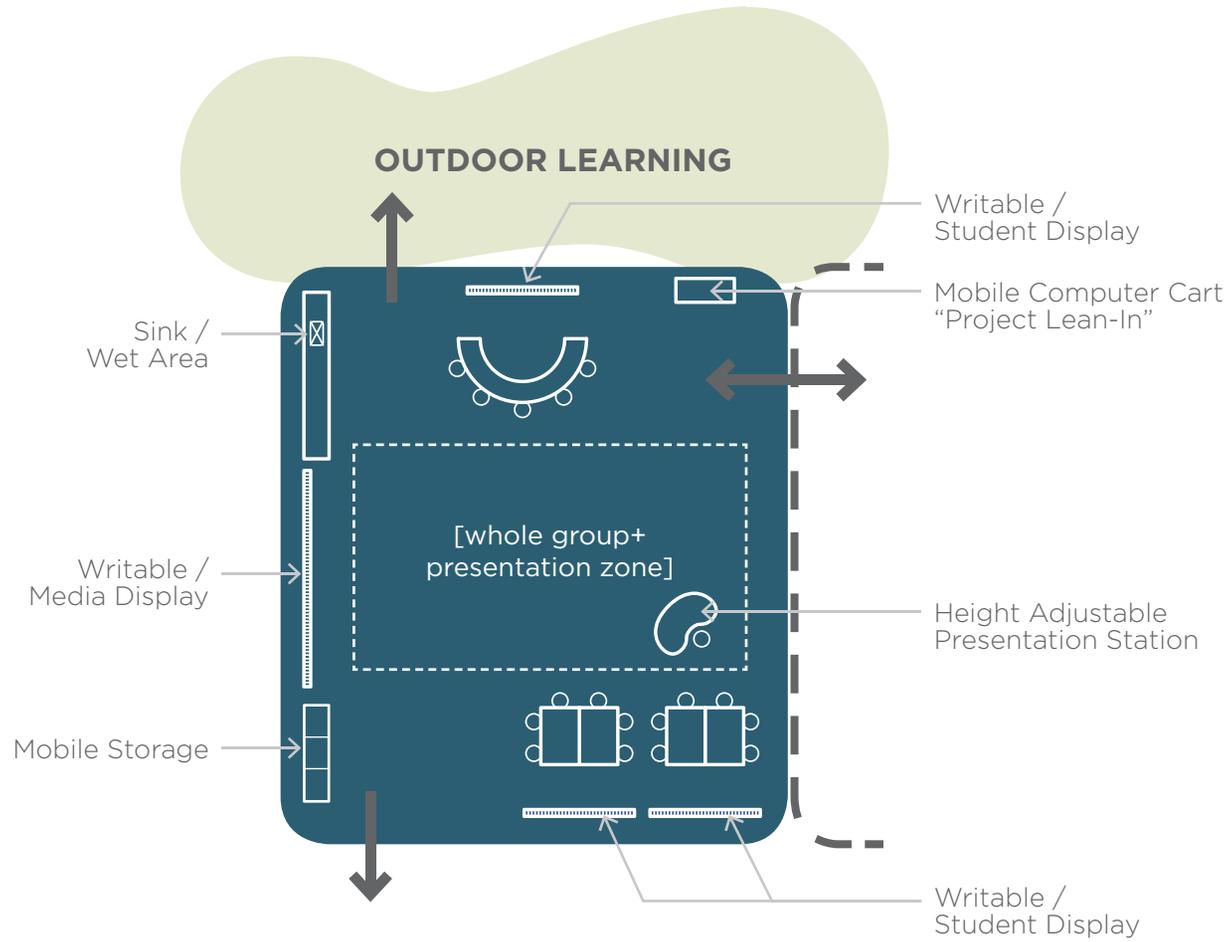
SPATIAL FEATURES

- Furniture should be adjustable, easily movable and sized appropriately for the student age group: consider combinations of furniture that promote focused learning and cool down/relaxation.
- Use color and lighting strategies to create open, inspiring spaces. Visual access to the outdoors.
- Provide display spaces to celebrate student work and writable surfaces. Include sufficient storage that is appropriate in scale for both students and staff (eg. cubbies, wall storage, casework).
- Finishes should contribute to the acoustical qualities of the space. Utilize carpet flooring for whole-group areas and resilient flooring near the sink and doors.
- Technology should support teacher and student mobility with sufficient power sources and wireless access.

ACTIVITIES

- Exploration: Active and passive learning
- Instructional lessons: Whole group learning and individual work
- Lounging and decompressing
- Developing their perception of school
- Project art/crafts
- Interdisciplinary, learner-centered instruction
- Collaborating and communicating between students, their peers and teachers

SPACE DIAGRAM



EDUCATIONAL VISION

COLLABORATION SPACES (INDOOR + OUTDOOR)



Eastwood Elementary School



Oliphant Elementary School



Tarbut v'Torah

DESIGN OBJECTIVES

Collaboration spaces (Colabs) exist indoors and outdoors, located near classroom clusters, and are open, inviting, and engaging. They should be able to accommodate a range of activities from large group work to small intimate study or 1 on 1 instruction.

Interior Colabs should be equipped with mobile technology that is supported with multiple electrical outlets, integrated wireless infrastructure, and designed with flexible furniture to create and accommodate different types of learning zones and activities. Materials and finishes should be highly durable, easy to maintain, vibrant and colorful. Acoustical treatment of the space should be considered to account for noise levels adjacent to classroom spaces.

Exterior Colabs should be seen as an extension of the classroom. These spaces can be utilized by teachers for hands-on art and science activities, reading, discussions, “messy” experimentation, or outdoor play. The spaces should be designed to house active-group and passive-individual learning. Acoustics, shading, durable furniture, and thoughtful landscaping should all be considered.

SPATIAL FEATURES

- Furniture should be adjustable, easily movable, durable and sized appropriately for the student age group - consider mobile whiteboards and stools for flexibility.
- Use color and appropriate lighting strategies to create open, inspiring spaces.
- Provide areas that allow the display of student work (tackable material) and writable surfaces.
- Finishes should contribute to the acoustical qualities of the space.
- Technology should support teacher and student mobility with sufficient power sources and wireless access.
- Outdoor designs should consider environmentally conscious planting, an outdoor sink, seat walls, sightlines for easy supervision, proper tree shading or shade structures, and connection to the adjacent classrooms.

ACTIVITIES

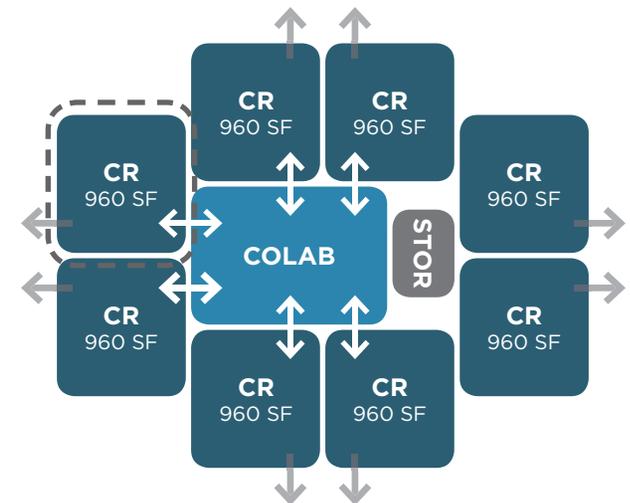
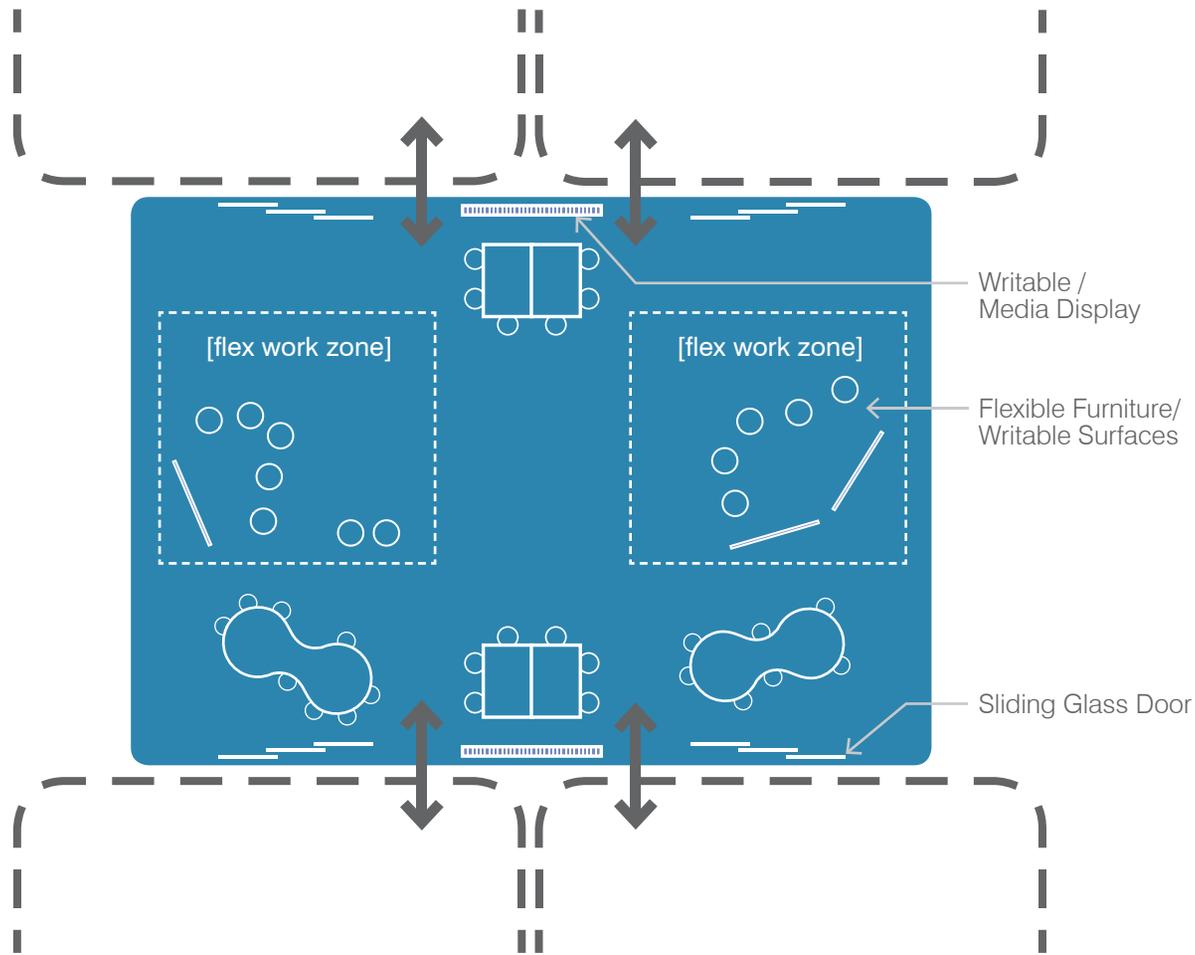
- Exploration: Active and Passive Learning
- Instructional lessons, group collaboration, individual work, 1 on 1 instruction
- Project art/crafts
- Messy learning and experimentation
- Outdoor exploration
- Interdisciplinary, learner-centered instruction
- Active and passive learning
- Collaborating and communicating between students, their peers and teachers

EDUCATIONAL VISION

COLLABORATION SPACES (INDOOR)



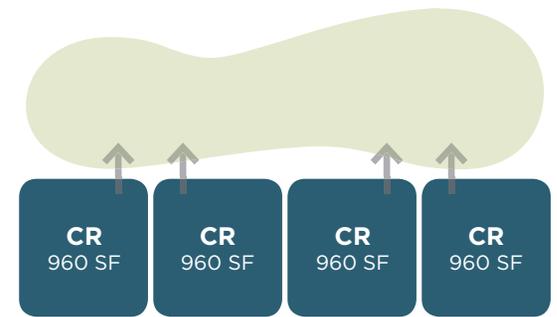
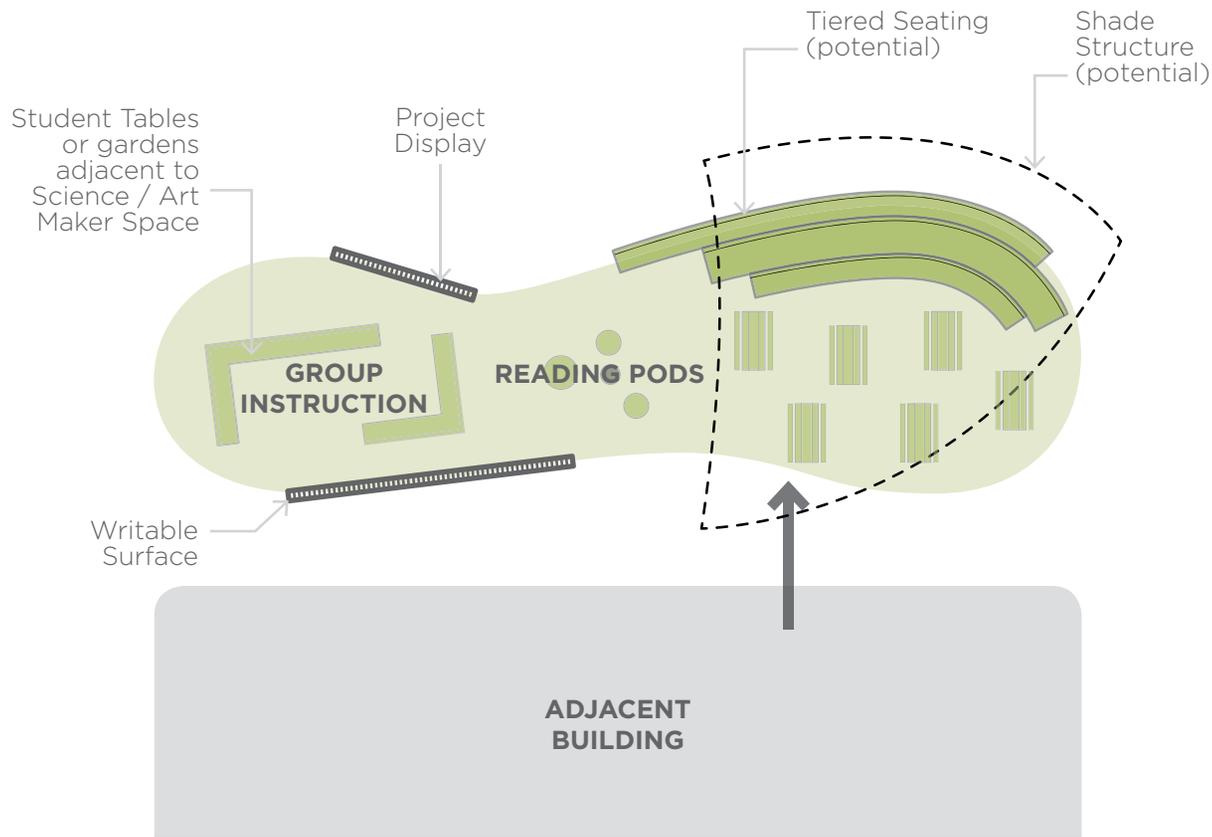
SPACE DIAGRAM



EDUCATIONAL VISION

COLLABORATION SPACES (OUTDOOR)

SPACE DIAGRAM



EDUCATIONAL VISION

ART | SCIENCE | STEAM LAB



DESIGN OBJECTIVES

The Art | Science | STEAM Lab is a student-centered space that should foster a sense of discovery, curiosity, and exploration. The lab should be flexible in order to provide opportunities for innovative, messy work as well as individual, focused learning. It should support small group work and large group demonstration/presentation.

The lab should have physical and visual access to the exterior, extending lessons outdoors. The outdoor space should provide shade with considerations for an outdoor sink or wet area, and environmentally conscious landscaping to promote experimentation and learning.

Support spaces and features should include: multiple sinks for ease of clean up, direct access to a secure storage room for materials and projects, appropriate storage systems to accommodate different projects and supplies, and areas to display student work (physical and digital).

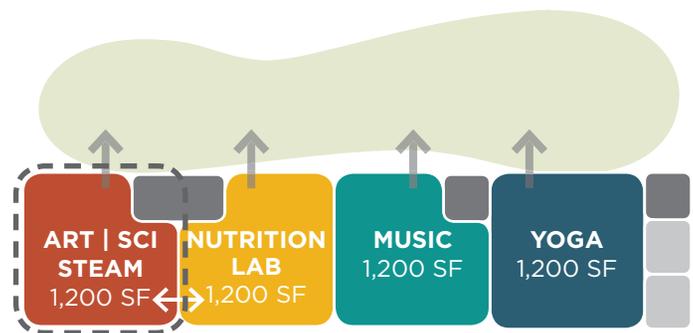
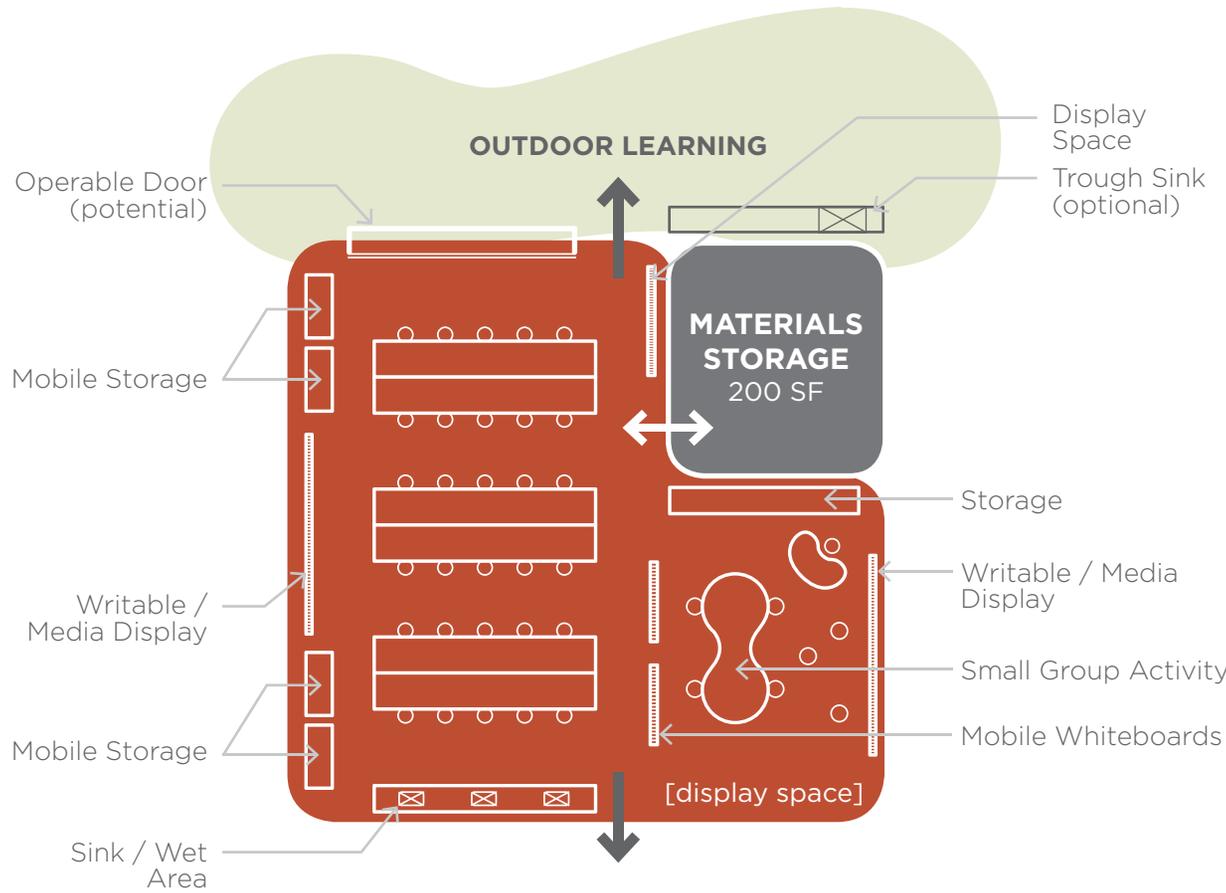
SPATIAL FEATURES

- Bright with natural daylight. Visual and physical access to the outdoors.
- Flexible, adjustable, easily movable furniture, sized appropriately for the student age group: large group work tables, mobile whiteboards, writable walls.
- Tackable walls and digital boards/projection for student work display and presentation.
- Finish materials and flooring that are resilient, easy to maintain, and clean.
- Combination of secure and open storage supporting a variety of projects and supplies.
- Integrated technology to support teacher and student mobility, collaboration, and work.
- Provide space to support and hold new digital/maker technology (eg. 3D printers, CNCs, laser cutters)
- Many flexible data/power outlets; consider ceiling power cord reels.

ACTIVITIES

- Exploration, active and interactive learning
- Instructional demonstrations
- Group work, collaboration, and presentation
- Individual work and exploration
- Project art/crafts, beginning science experimentation
- Outdoor exploration
- Hands-on and project based learning
- Showcase, display and presentation of student work

SPACE DIAGRAM



EDUCATIONAL VISION

NUTRITION LAB



DESIGN OBJECTIVES

The Nutrition Lab should nurture a student's interest in food and cooking within an environment that is safe, welcoming and supportive. The lab should be flexible in order to provide opportunities for different types of lessons, from demonstration to hands-on activities.

The lab should have physical and visual access to the exterior, extending the classroom outdoors. Ideally, the Nutrition Lab would be located near the school garden to further support the idea of farm-to-table cooking and healthy lifestyle choices.

Support spaces and features should include: multiple sinks, a dishwasher, direct access to a secure storage room for supplies, and appropriate storage systems to accommodate different equipment and materials.



SPATIAL FEATURES

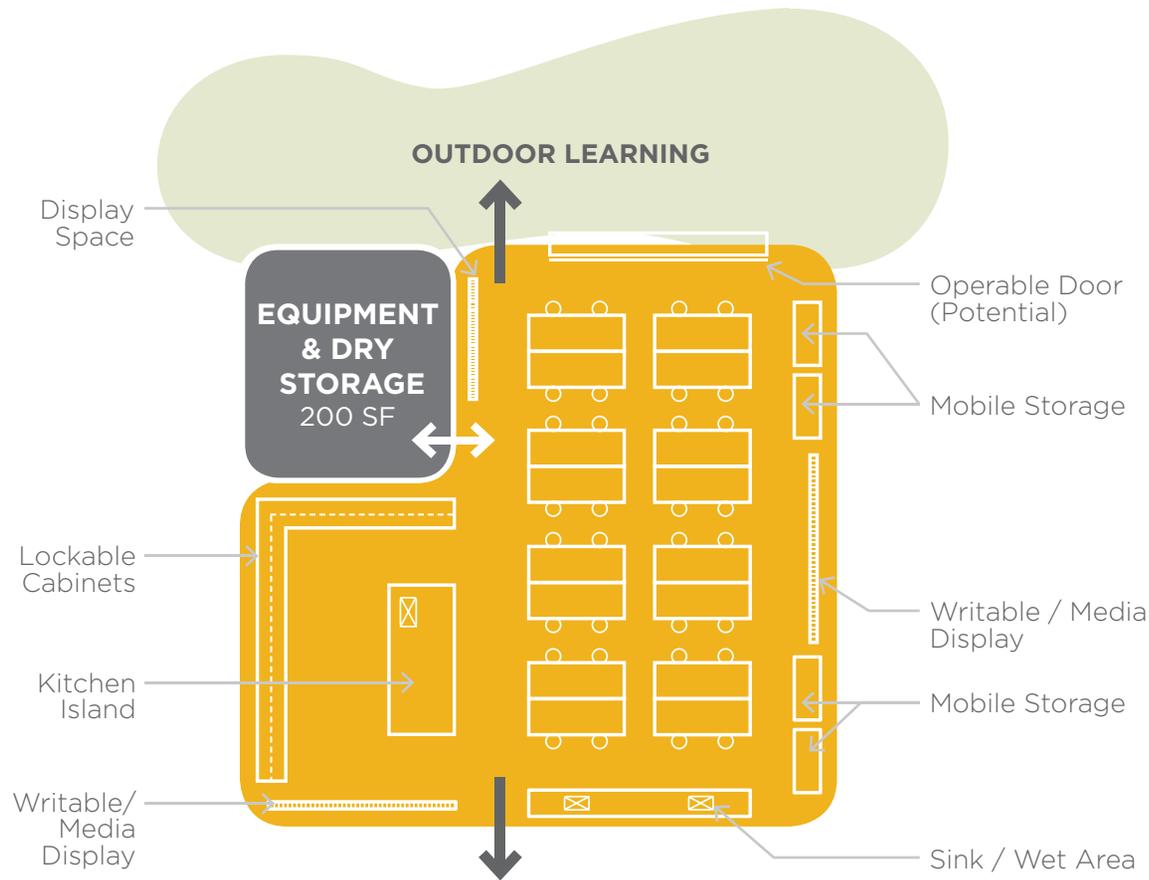
- Visual and physical access to the outdoors, ideally the school garden.
- Adjustable furniture that allows for seated and standing options of varying student age groups: large group work tables and mobile whiteboards.
- Teacher demonstration area should be equipped with a food prep demonstration table, a sink, a residential cooking range with hood, an oven, a refrigerator and a dish washer.
- Perimeter sinks should be provided for students.
- Finish materials and flooring that are resilient, easy to maintain, and clean.
- Combination of secure and open storage for supplies and equipment.
- Integrated technology to support teacher and student mobility, collaboration, and work.
- Many flexible data/power outlets, consider ceiling power cord reels .



ACTIVITIES

- Large group instruction and demonstration
- Small group cooking and meal preparation
- Food and cooking safety

SPACE DIAGRAM



EDUCATIONAL VISION

MUSIC CLASSROOM



Cambridge Elementary



Tarbut V' Torah



Menchaca Elementary School

DESIGN OBJECTIVES

The Music Classroom should be an open and inviting environment inspiring creativity and interactive learning. This space should be flexible and acoustically isolated for instruction and participation in music enrichment programs.

The space should have a large group music area for full class practice and small group music areas for individual development and 1 on 1 instruction. Included in the space should be a place for proper instrument and material storage and a wet area/sink for instrument cleaning and repair. Selected finish materials should accommodate, contribute, and support the acoustical qualities of the space.

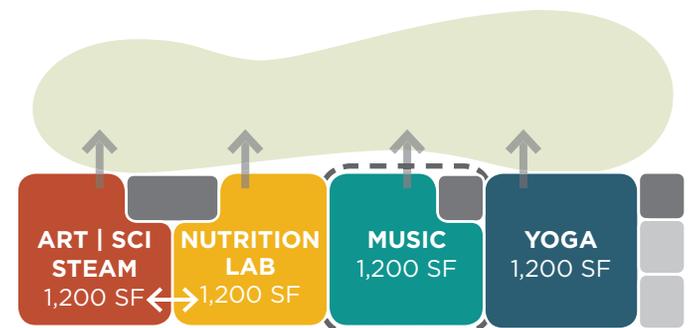
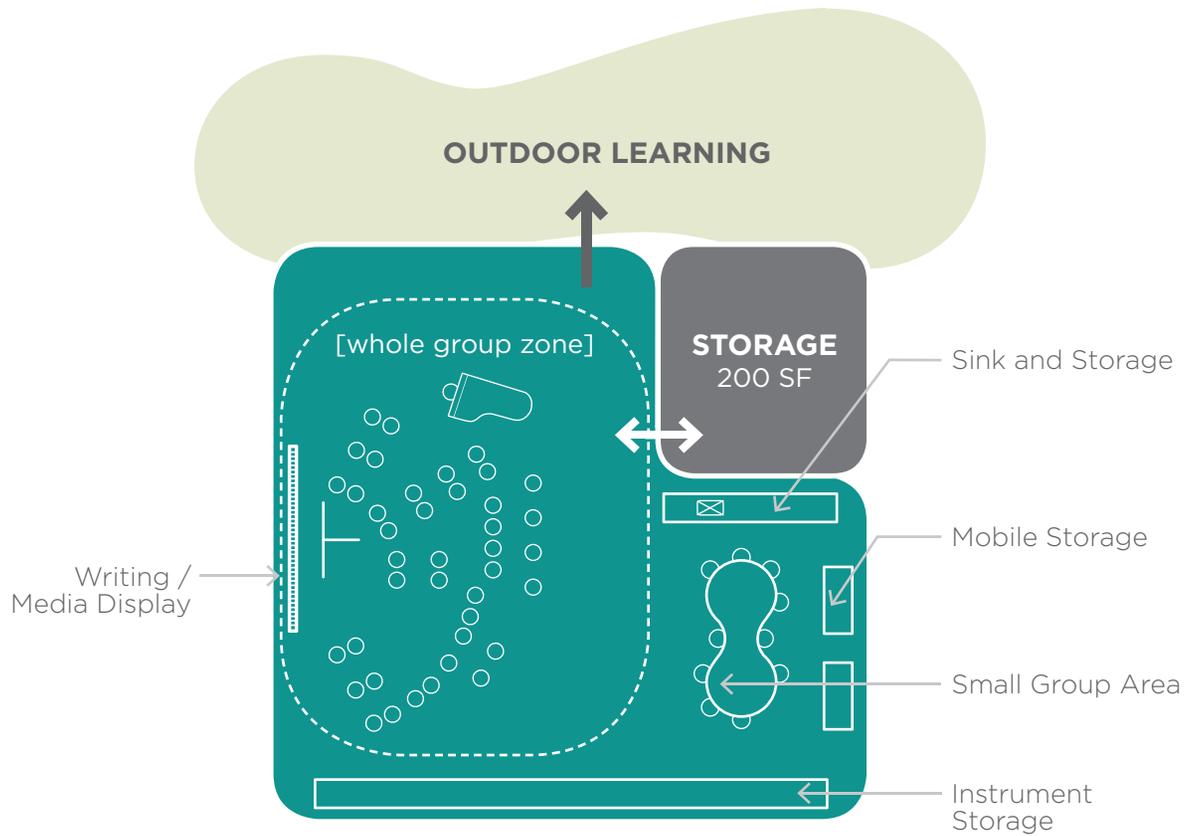
SPATIAL FEATURES

- Flexible, mobile furniture supporting row configurations for instrumental and vocal programs, group learning and individual work.
- Tackable walls for educational display.
- Finish materials and flooring that are resilient, easy to maintain, and clean.
- Finishes should contribute to the acoustical qualities; include materials that absorb sound.
- Combination of secure and open storage for instruments, music stands and supplies.
- Provide an accessible sink for instrument cleaning/repair.
- Operable windows for natural ventilation and increased occupant comfort.
- Integrated technology to support teacher and student mobility, collaboration, and work.

ACTIVITIES

- Large group instruction and demonstration
- Instrument storage
- Hands-on experience through rehearsals
- Display of awards and event announcements

SPACE DIAGRAM



EDUCATIONAL VISION

YOGA STUDIO



Tarbut v' Torah



Marlborough School

DESIGN OBJECTIVES

The Yoga Studio should be an open, flexible space that enables adequate space for yoga mats and students to practice poses comfortably. The space should include an HVAC system with adequate air changes in addition to the option of natural ventilation. Access to daylight should be provided with capabilities to darken the space as needed for breathing exercises.

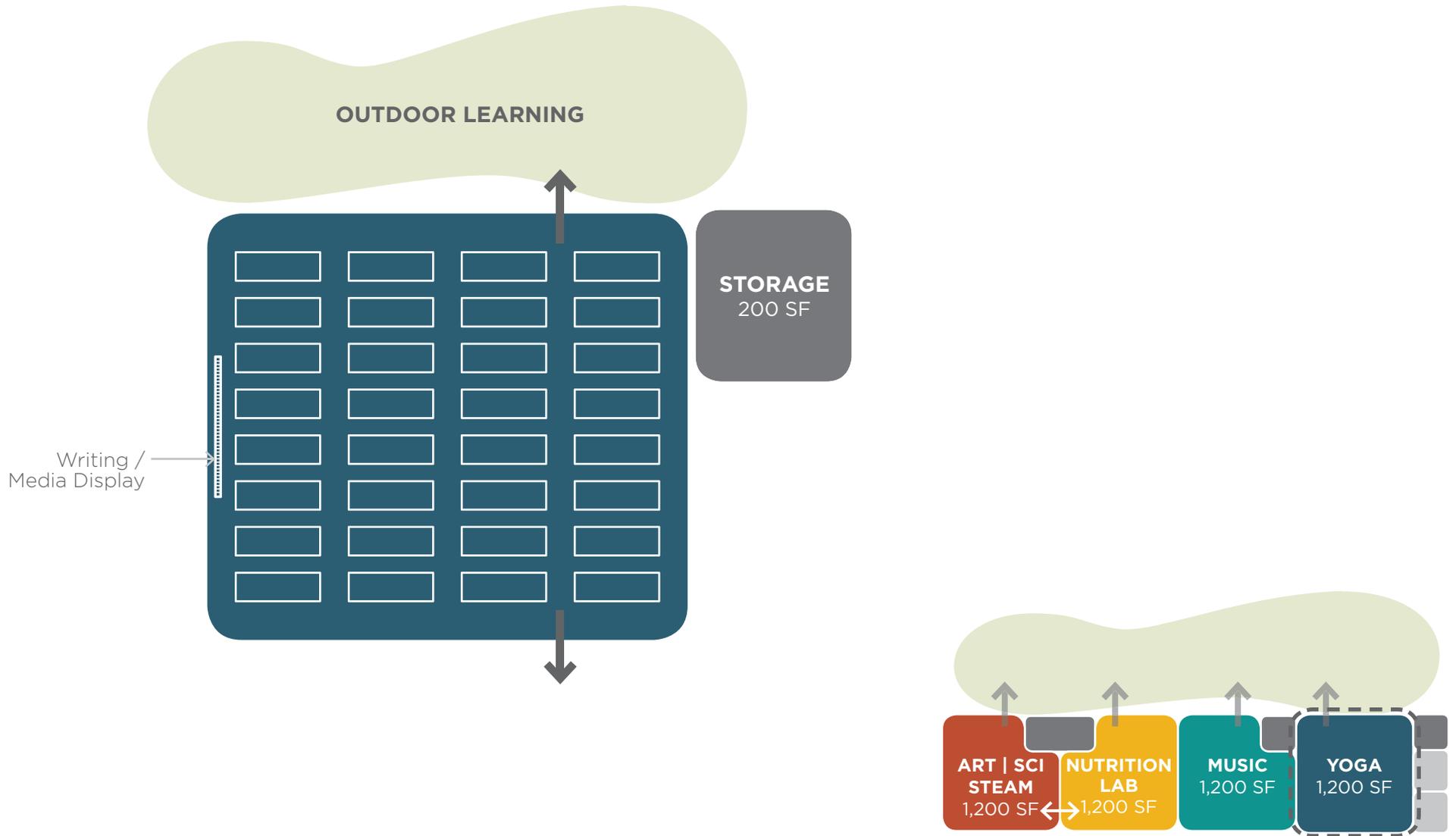
SPATIAL FEATURES

- Visual and physical access to the outdoors.
- Finish materials and flooring that are resilient, easy to maintain, and clean.
- Secure storage for equipment.
- Integrated technology to support teacher demonstrations.
- Wall-mounted yoga mat cleaner.

ACTIVITIES

- Instructional demonstrations
- Physical movements balanced with character education
- Breathing exercises

SPACE DIAGRAM



EDUCATIONAL VISION

SPECIAL EDUCATION & LEARNING RESOURCE CENTER



DESIGN OBJECTIVES

Special Education should provide an open, nurturing learning environment that has the ability to support a variety of activity zones. Special Education classrooms should be integrated into the campus in the “Least Restrictive Environment” enabling equity and access for students with disabilities.

Students with more significant disabilities should be provided a specialized classrooms with direct access to appropriate toileting facilities, a focus room, and dedicated storage room. Focus rooms provide a calm area for students to decompress and recompose themselves for learning.

Additionally, a Learning Resource Center (LRC) should be integrated into each campus as an additional support space for students. Each LRC should be designed with a small group work area which can be used for targeted Education Specialist support, a conference room, and dedicated office spaces for a speech pathologist, psychologist, and a flex space for confidentiality. Office spaces should be large enough for a desk and a small group workspace. Offices should be visually and physically connected to the adjacent classroom spaces.

SPATIAL FEATURES

- Furniture should be varied, movable, adjustable, and sized appropriately for the student age group.
- Finishes should accommodate instruction and student need. Carpeting in offices, classrooms, and focus rooms; resilient flooring near sinks and doors and at support spaces. Include materials that reduce reverberation.
- Writable surfaces and tackable walls; mobile whiteboards to support small-group instruction.
- Use calming colors and dimmable lighting strategies with high color rendering index balanced with natural daylighting.
- Technology and equipment should be equitable to the typical classroom technology and equipment package.

ACTIVITIES

- Individualized learning, student-centered planning
- Specialized support (some students spend up to half a day in the Learning Resource Center)
- Use of assistive equipment and/or devices
- Development and improvement of skills (communication, language, motor)
- Consultation, tutoring and meetings
- Assessment and instruction in the least restrictive environment

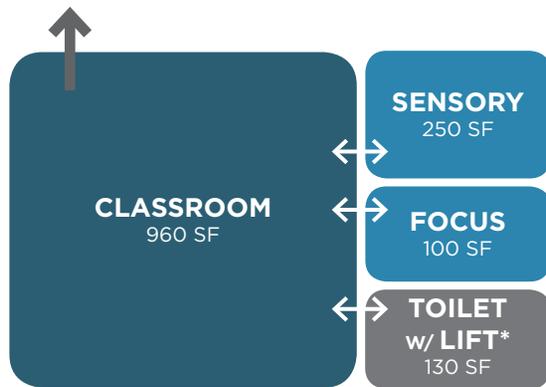
EDUCATIONAL VISION

SPECIAL EDUCATION & LEARNING RESOURCE CENTER



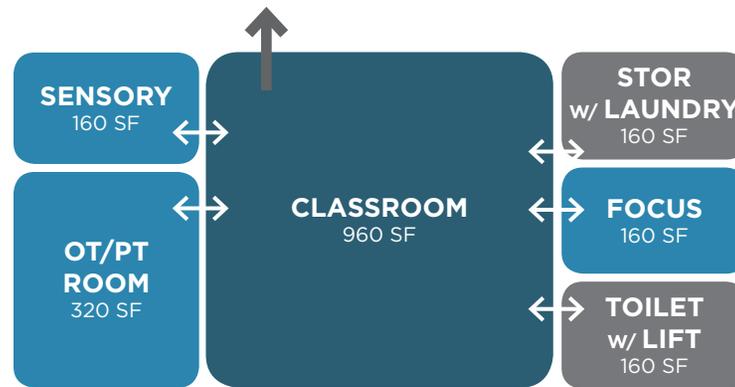
SPACE DIAGRAM

SDC PROGRAMS

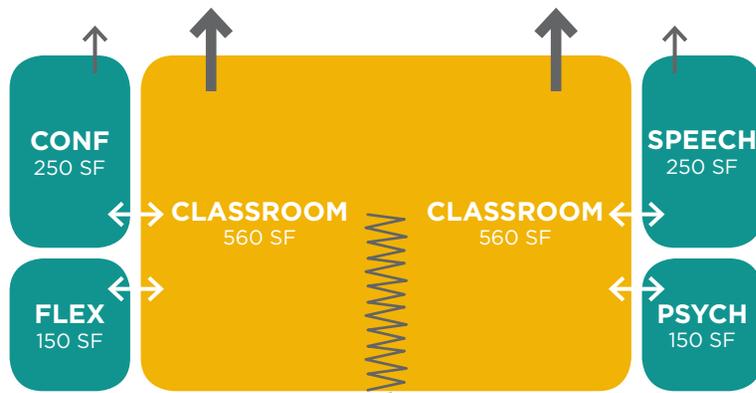


*Minimum of one toilet with changing table and lift per site

MOD/SEVERE PROGRAMS



LEARNING RESOURCE CENTER



Flexible Partition



Pleasanton Elementary School



Eastvale STEM Academy



Menchaca Elementary School

DESIGN OBJECTIVES

Administration is the first point of contact for many students, staff, and visitors arriving at the school. This space should be welcoming and inviting while also establishing the school's identity and pride. The entry point to campus should be obvious to visitors and parents, and should create a single-point of entry. Visitors should enter into a lobby/reception space with comfortable seating for waiting and digital displays showcasing student work and information.

Administration spaces should be accessible to visitors while clearly defining public and private space and should provide flexible options for different levels of privacy and openness. The Staff Workroom should have a copy area available to volunteers while the Staff Lounge should be located to ensure privacy for staff to come together and collaborate.

The Health Office should be easily accessible from both inside the Administration building and the outdoors.

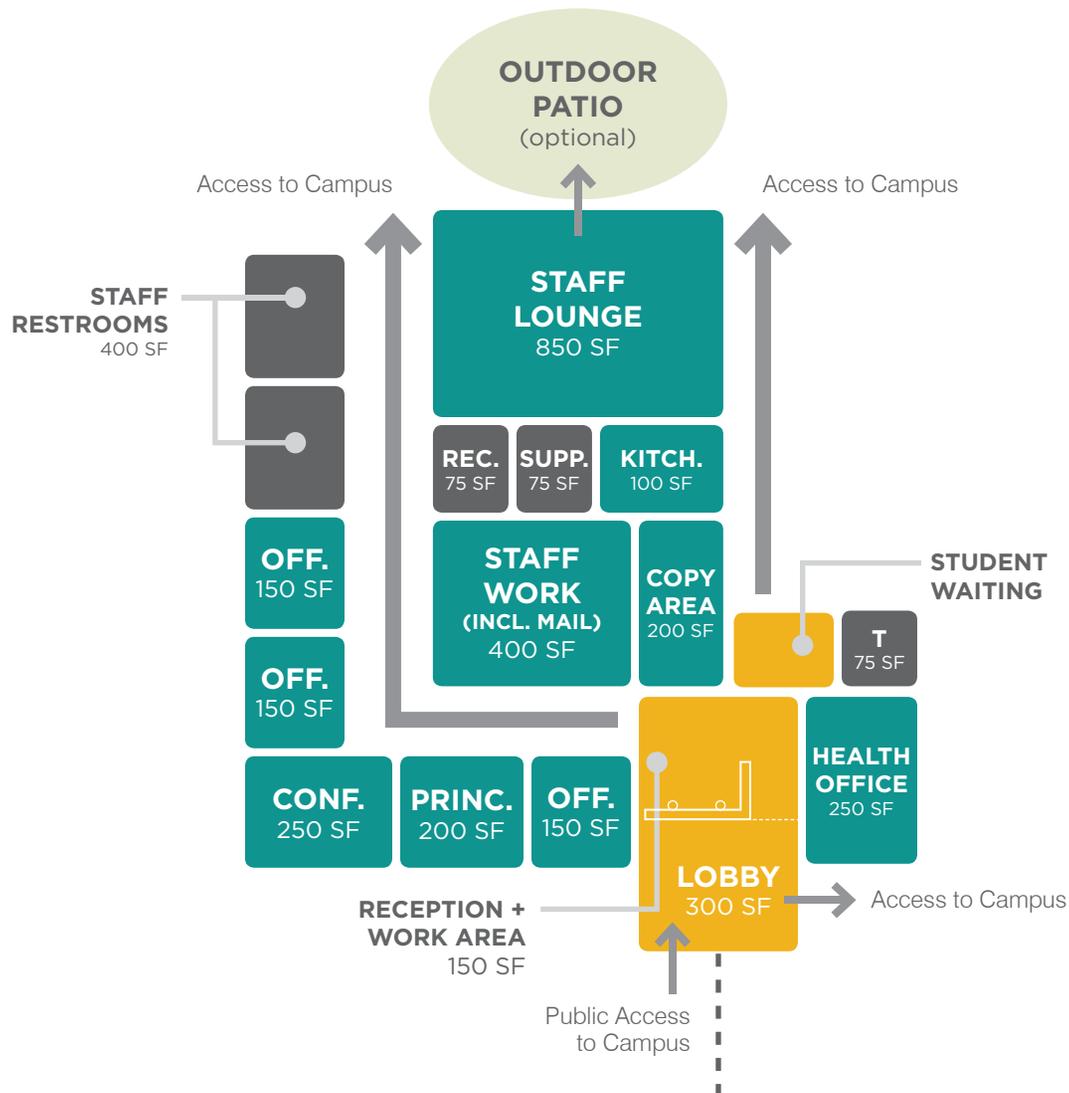
SPATIAL FEATURES

- A variety of flexible and durable furniture to support different public and staff functions.
- Nurse office to have min. 2 cots, lockable storage cabinets, under-counter refrigerator with ice maker. Ceiling mounted curtains to separate cot areas.
- Finishes should contribute to the acoustical qualities of the spaces.
- Carpet in offices and conference areas. Resilient flooring in the workroom, lounge and Nurse's Office.
- Tackable and writable surfaces on walls for collaboration and display of student work.
- Integrated technology with wireless access to support administrative activities. Digital displays for announcements and student work.

ACTIVITIES

- "Front door" to the school community and the public
- Administrative duties, conference, discipline, health support, counseling and student support
- Staff support - collaboration and access to materials
- Consultation and meetings
- Parent resource access

SPACE DIAGRAM



GOALS FOR RECONFIGURATION:

- Provide a secure public waiting and reception area.
- Provide separate waiting areas for public and students.
- Provide an adequately-sized conference room.
- Provide a Screening/Exam Room at the Health Tech Office.
- Provide a Staff Workroom that has a copy area available to parent volunteers.
- Provide a Staff Lounge separate from the Staff Workroom to provide privacy for staff.



DESIGN OBJECTIVES

The Media Center can be seen as the 'hub' on a school campus; a place that students and staff can access for a variety of functions. The Media Center should be an enriching and imaginative environment. If possible, this space should be centrally located on campus.

The Media Center should be designed to support concurrent activities of different noise levels and different sizes in a variety of spaces/zones, including a large group area for an entire class, a reading/storytelling area, a research area and a Tech Zone with a green screen. Additionally, appropriate storage for textbooks and technology, as well as a workroom for storage book repairs/processing should be included.

Finish materials should promote the acoustical quality of the space, be colorful to foster imagination and creativity, and highly resilient. It should have visual and physical access to the exterior offering controlled daylighting and outdoor learning possibilities.

SPATIAL FEATURES

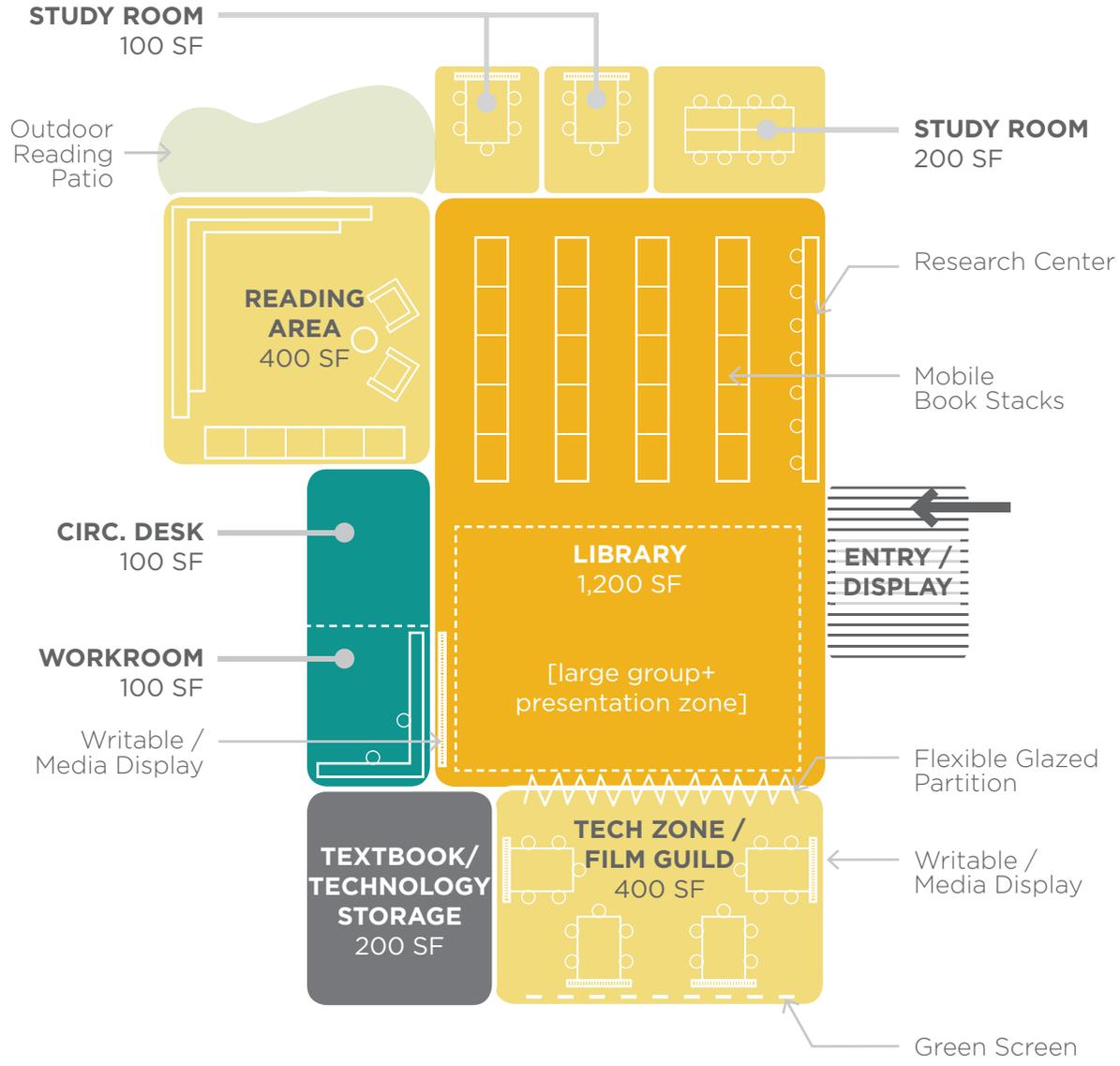
- Flexible, appropriately scaled furniture with a variety of finishes (eg. soft) to accommodate different zones (eg. study, collaboration, storytelling)
- Finishes to accommodate activities and contribute to acoustical qualities; include materials that absorb. Carpet flooring for large group area and resilient flooring at storage and workroom.
- Access to integrated power and technology: wireless access throughout, LED interactive displays, projector and screen at large gathering area, adequate access to power outlets, and AV system with broadcasting.
- Integrated circulation area to properly service visitors, teachers, and students.
- Mobile adjustable shelving for technology and book storage that is appropriately sized for students.

ACTIVITIES

- Research, testing, quiet reading, group instruction, collaboration, individual/small group work/study, storytelling, technology exploration
- Information access and content creation
- Quick find information and long-term, deeper understanding activities
- Professional development, community meetings, after school club meetings
- Display student work and learning/informational material
- Library processing
- Presentations and demonstrations
- Club meetings, including the Film Guild

EDUCATIONAL VISION LIBRARY | MEDIA CENTER

SPACE DIAGRAM



EDUCATIONAL VISION

FOOD SERVICE | STUDENT DINING



Oliphant Elementary School



Tradition Elementary School



Johnson Middle School

DESIGN OBJECTIVES

The Kitchen is the receiving area where the District's Central Kitchen delivers food for each school site on a daily basis. This space should have easy access for deliveries that does not conflict with student traffic and circulation. The Kitchen should conform to Health Department standards and equipment should be confirmed by the District.

The Serving Area is where students will select their food from the daily options available. This space should provide structure to the queuing process with data ports and electrical outlets located at the designated points-of-sale. Consideration for the acoustical qualities of this space should be considered.

Finish materials should promote cleanliness, durability and resilience.

SPATIAL FEATURES

- Consider access to the Kitchen for deliveries; delivery access should not conflict with student circulation.
- The Serving Area should have easy access and an organized queuing system that flows through serving lines and into exterior (or interior as they apply) dining areas.
- Finish materials and flooring that are resilient, easy to maintain, and clean.
- Provide access to restrooms adjacent to eating areas.
- Provide shade/covered areas at the exterior for dining. Consider the acoustical qualities of these outdoor spaces to allow for announcements.

ACTIVITIES

- Warming and preparation of food
- Food distribution to students
- Eating
- Socializing and building school community

EDUCATIONAL VISION
FOOD SERVICE | STUDENT DINING



SPACE DIAGRAM

