



DISTRICTWIDE FACILITIES ASSESSMENT 2022
WOODLAND JOINT UNIFIED SCHOOL DISTRICT

EDUCATIONAL SPECIFICATIONS
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Background

There is a recognition at the State level that school design, as we know it, requires revisioning. There is also acknowledgement 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 developed Educational Vision.



Contents

Provided in this section are space programs for Elementary, Middle, High, and Adult Schools. The space programs identify the square footages that are used in the proposed facilities plan diagrams and are used in determining area takeoffs for the cost estimates.

The purpose of the space programs provide a guideline and a basis for the Districtwide Facilities Plan assumptions used in the proposed project recommendations 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 this Educational Specification 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 right are used to described each of the space program components.

PROGRAM ACTIVITIES

Provides a description of the functional goals of the space.

Describes the types of activities and user needs.

Describes how the program is delivered.

DESIGN OBJECTIVES

Describes general room characteristics and feel of the space.

Correlates the qualities of the space with specific program activities.

SPATIAL FEATURES

Describes possible room features such as furniture, finishes and equipment that help support program functions.

SPACE DIAGRAM

Shows a graphic representation of the spaces and how they could be organized as a group.



In 1994, California Department of Education (CDE) formalized regulations governing standards on the design and construction of new school facilities. Included in these regulations 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 participate in the process and express their site-specific program needs. Suggestions on how to improve or tailor this document for site-specific needs are critical as specific implementation plans are developed. 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 space program diagrams following are suggested program placement but may vary from site to site based on existing conditions or programmatic-specific solutions.

Once projects are authorized to proceed into the next phase of design, the impact of site specific constraints and program specific needs will be assessed. This analysis may result in solutions that deviate from the educational program standards described in this document. It is expected that as the District's vision changes over time, this document would be updated to reflect these changes, while maintaining the overall guiding principals of the Educational Vision and the Districtwide Facilities Plan.

DOCUMENT PURPOSE

The purpose of design guidelines is to ensure the following:

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





ARRIVAL

Pedestrian and vehicular points of entry to the campus provide visitors the first look at a school site. These spaces are the face of the school to the surrounding community and provide the initial impression of the overall campus character.



Safety and Security

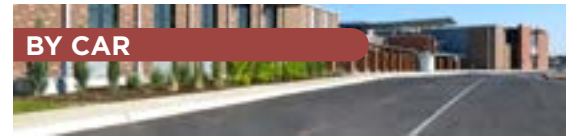
Schools should be designed and built as safe campuses that maintain an inviting environment. Students and teachers should feel safe anywhere in the school buildings and on the campus grounds. A secure environment is one that creates opportunities for natural surveillance and provides clearly defined and controlled access. Security technology can be used to enhance passive security strategies.

The organization of a building should always take into consideration supervision and circulation. For example, restrooms accessed from the outside should be easily supervised from the hardcourts and/or playfields. Evaluate and design areas in which students can line up and/or congregate before they enter their classrooms; make supervision easy by limiting visual obstacles. Provide easy entry and access to classrooms.

Adequate lighting at parking and exterior circulation areas allow for safe, after-hours staff and maintenance access. Lighting shall be considered as part of the family of site furnishings and relate to the architectural style. Metal poles, if appropriate, or fixtures mounted to canopy structures can be considered.

Provide a system of covered walkways between buildings where interior circulation is not provided.

BY CAR



Entry points create a sense of arrival through open views to the campus at key locations. The vehicular arrival should be from a main roadway connecting the campus to the immediate community. The entry shall include clear signage that leads students, staff and visitors to the appropriate parking or drop-off areas.

ON FOOT



Pedestrian arrival shall be enhanced at key locations of entry to the site. These include student drop-off locations, entry to playground areas where students will gather prior to entering their classes, multi-purpose facilities, and shared field space. Community use of these facilities after hours will require specific way-finding signage.

SIGNAGE



In addition to signage used for pedestrian and vehicular approach, appropriate signage should be provided to direct towards major program elements in the school. In particular, visitors and new students will require clear way-finding to the Administration building.

DESIGN



Consider using key landscape and/or building features to aid in way-finding and orientation of visitors as well as staff and students.



PARKING & DROP-OFF



Drop-Off

The site should have an on-site area to accommodate parent drop-off with a pass lane, ideally at a minimum of 200 feet in drop-off length. Lanes and drop-off should be clearly labeled with appropriate pavement markings and/or signage to avoid confusion.

In addition, to alleviate on-site congestion, the site should be ideally surrounded on three sides by public streets in order to provide multiple safe drop-off areas or zones.

The drop-off areas will tend to have high traffic during morning drop-off and afternoon pick-up times, and therefore circulation and safety is of utmost importance. Limit pedestrian and vehicular crossing points, utilizing appropriate barriers, and make sure pedestrian walk areas are identified with unobstructed visibility.

A separate drop-off with visitor parking for Kindergarten and Transitional Kindergarten is ideal. This dedicated drop-off shall have direct and visible access to the TK/K play area which is adjacent to their respective classrooms. The configuration should allow parents to either drop-off and watch their child enter the campus or park and walk their child in.



Parking lots hold a support function to the campus. Parking lot locations provide staff and visitors a final destination for vehicles, before the users enter the campus on foot.

Visitor parking lots should be directly connected to buildings or areas that have short-term visitors, such as Administration and Kindergarten or Child Care.

Adequate shade for cooling of autos and pavement can be achieved by providing approximately one tree for every 4-10 stalls.

Limit pedestrian and vehicular crossing points.

Parking lot design should follow local requirements for stall width, drive aisle width and shade. Provide a wheel stop for each parking stall where stalls are head-on to pedestrian areas, fencing, wall, building and planting areas or other obstructions. Consider speed bumps and/or speed tables in parking areas where driveways exist to protect pedestrians crossing aisles.

A secured bicycle and skateboard storage area should be accommodated. This area should be located near highly visible areas, to deter vandalism. Racks should be provided to allow locking of these transportation devices. Provide lockable racks for 10% of the student population.



OUTDOOR AREAS

The built environment should be integrated within its natural context in a way that promotes harmony between mechanical and natural systems as well as the users that will inhabit the space. Designing in this way will provide increased efficiencies and user wellbeing, ultimately leading to the longevity of the overall facility.



Building Orientation & Shade Structures

Place buildings to optimize natural daylight and reduce solar heat gain on the building's mechanical heating and cooling systems. The design of the buildings should consider the impact of prevailing wind and solar patterns relative to the overall building energy performance.

The lunch area is used primarily for eating and socializing. The space may also be used for informal teaching or gathering throughout the school day.

A sheltered structure is required for optimum use of this exterior space during inclement weather. Outdoor dining should protect from rain as well as provide shade. The shelter or building component should fit within its architectural context.

Shade should also be provided at the main hardcourt areas, providing relief during recess and PE class.

Tables and seating shall be durable and appropriate for large groups and sustained use, vandal-resistant and comply with the Division of the State Architect's (DSA) accessibility requirements for seating.

FIELDS

Playfields shall include space to support the physical education (PE) program. Provide direct access to hardcourts and playfields from the indoor/outdoor eating areas and the PE Room. The grass area shall accommodate a variety of sports activities including soccer. Utilize landscaping to provide areas of shade.

COURTS

Paved hardcourt areas shall include striping for a variety of games including circles, four-square, basketball, handball, hopscotch, tether ball, etc. Exterior drinking fountains shall be located throughout. Exterior access to restroom facilities, located in a visible and easily supervised area, shall be made available.

BUILT

An age-appropriate play structure, adequate in size to accommodate its users, shall allow for climbing, sliding, walking, and hanging activities. Safe, recycled rubberized surface shall be placed underneath this play area. Shade should be provided either by landscaping or shade structure(s).

EARLY CHILDHOOD

A separate play area for Transitional Kindergarten and Kindergarten shall be provided adjacent to the TK/Kindergarten classrooms and shall have an age-appropriate play structure, a grassy area, and a paved area for tricycles and interactive striping. In addition, provide a shaded area with benches and tables for snack and lunch.



SERVICE AREA

Provide service areas that accommodate the appropriate amount of storage spaces, parking for District vehicles and maintenance equipment, food service delivery, support delivery, waste / recycling enclosures and composting areas as needed for the campus.



Location Considerations

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 are to be adjacent to the buildings they service. 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. Service locations should be accessible to staff at the front of the school and limit circulation interruptions.

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

RECYCLE

Recycling collection stations should be incorporated at the ends of classroom/ building wings to facilitate student recycling efforts and allow for easy pick up by maintenance staff at the end of the day. Bins should be well placed and should have covers so that odors will not permeate into other areas.

SHELTER

Service areas require covered space that can accommodate storage of maintenance equipment. These areas are to 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.

ENCLOSURE

Waste and recycling enclosures shall be covered and shall contain a can wash area. This can wash shall have a curb enclosed drain complete with a hose bib. Provide drainage for the entire enclosure. Use sturdy vehicular concrete pavement and/or asphalt concrete pavement for the entire length of access to the enclosure for stability.

ACCESS

Wide access ramps shall lead from the parking area to the delivery door of the Food Service building.

COMPOST

If there is available space at the site, provide an area for on-site composting of excess plant material wherever possible and if supported by staff and/or incorporated into the educational program at the garden.



RESTROOMS & CUSTODIAL SPACES

Adequate restrooms for students and staff shall be placed in various locations throughout the campus, ensuring convenient accessibility. The restrooms should be furnished with durable finishes and fixtures that are easy to maintain.



Restroom Design Objectives

Restroom locations and plumbing fixture counts should meet code requirements as well as the following requirements:

Finishes:

- Floors/Walls: Large format ceramic/porcelain tile; slope to drain tile floors with trap primers
- Ceiling: Painted gypsum board
- Casework: No counter tops at student restrooms

Equipment & Accessories:

- Solid phenolic partitions, floor & wall mount
- Single mirrors per each lavatory sink
- No recessed trash receptacles
- Jumbo roll toilet paper dispensers, except at ADA and staff
- Soap dispensers at each lavatory sink
- Women's restrooms to have napkin dispensers and napkin disposal (staff); MS, HS, Adult School (staff & student)
- Men's & Women's staff stalls to have toilet seat cover dispensers
- Electric hand dryers (student)
- Paper towel dispensers (staff)

Electrical:

- Dedicated circuit to GFI receptacles
- Electric hand dryers to be push button only, no IR sensors

Plumbing:

- Recessed hose bib with locking cover
- Clean out above all urinals
- Hot and cold water at all lavatories/sinks, per code
- All restrooms to have ball valve shutoff (in recessed areas provide access panel)
- Low-flow plumbing fixtures
- 1 pint urinals

CUSTODIAL SPACES

Place custodial closets in various locations throughout the campus for convenience of access to equipment and supplies.

Finishes:

- Floors: Sealed concrete
- Walls: FRP panels (minimum height to top of faucet), painted gypsum board
- Ceiling: Painted gypsum board

Equipment & Accessories:

- Shelving with 4 foot depth
- Mop and broom hangers

Electrical:

- Dedicated circuit to GFI receptacle
- All electrical fixtures, sprinklers, etc. protected by metal cage

Plumbing:

- Hot and cold water at sinks
- All electrical fixtures, sprinklers, etc. protected by metal cage



Activities

- Instructional lessons, group and individual work.
- Independent exploration and learning on projects including: arts and crafts, science labs, etc.
- School garden and the Farm to Fork integration into curriculum.



Design Objectives

Outdoor spaces adjacent to classrooms can function for small group sessions. They can be utilized by teachers and students as an extension of the indoor learning environment, for activities including 'hands-on' art and science activities, reading, discussion, other collaborative activities and even outdoor play.

Include spaces for both active, group and passive, individual learning to support various learning styles. Spaces should allow "messy" multipurpose areas for student experimentation, dependent upon age group.

Shade shall be provided by utilizing adjacent buildings, trees, shade structure(s) and/or other design features in order to maximize the use of the space.

Environmental considerations should include drought resistant plants/vegetation.

The spaces should be inviting and engaging – utilize different floor materials and vegetation opportunities to design the passive and active spaces.

Classrooms within the vicinity may be affected by noise levels while the learning court is in use, therefore screen buffer planting may be useful in alleviating noise transfer to other spaces.

FURNITURE

Furniture should vary. Include a variety of types to allow for flexible use of the space. Include group tables and individual type furniture to accommodate different densities of students and purposes.

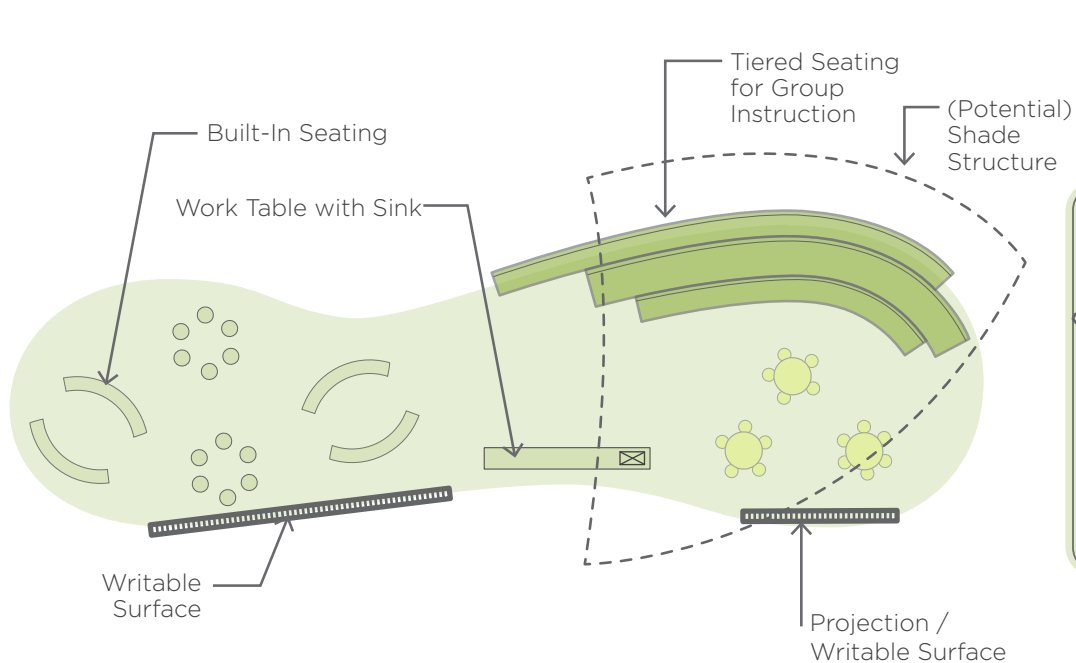
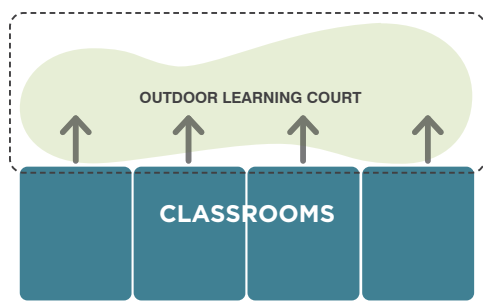
FINISHES

Outdoor areas need to be monitored and have visual boundaries, but should allow children to experience the space freely. Some spaces will rely on vegetation for designation of space. Include open green space, as well as hard space, for students to experience individual activities and play.

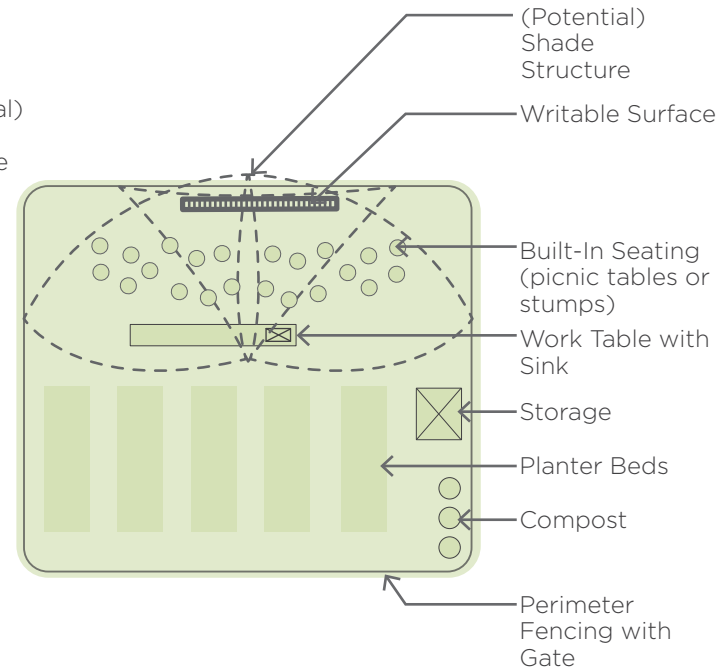
EQUIPMENT

These areas are typically low-tech spaces with limited seating, enhanced with shade trees, and buffered by planting. Include projection and writable surfaces as appropriate to enable group work and presentation.

The outdoor teaching areas can be themed to relate to areas of study. For example, a space with sundials and angular, concrete seat walls could be used by a math class to study geometry.



OUTDOOR LEARNING COURT
with potential components



GARDEN
500-sf, min.



NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Implementation Plan diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).



FURNITURE

Provide a variety of furniture options that allow seating and standing options. The furniture should be durable and support mobility for individual work as well as small and large group collaboration.

Consider some furniture that allows for seated movement, especially in the lower primary grade levels.

Furniture should be able to store easily out of the way such as 'nesting' desks and chairs.

FINISHES

Finishes should enhance the students' ability to learn and share ideas.

Writable and tackable surfaces should be utilized as appropriate. This could be implemented by the use of mobile, magnetic white boards, for example.

Writable surfaces should be at a height appropriate for the intended student groups.

TECHNOLOGY

Presentation technology should include an LCD monitor on a mobile stand or mounted at the presentation wall. Technology should be capable of wireless streaming content and wireless or hard-wired connection to a laptop or desktop computer.

A mobile lectern with a document camera and laptop station should supplement the presentation display equipment.

Voice amplification is optional within the classrooms and small learning spaces but should be provided within large assembly and shared areas such as the Multi-Purpose Room and Library.

Design Objectives

Unless noted otherwise in the specific space-type descriptions, use this page for district-wide strategies regarding furniture, finishes, and technology implementation.

Tackable surfaces supporting the display of announcements and student work can be mounted on the walls at a height above the writable surfaces.

Finishes should enhance the acoustic qualities of the space, aiming to reduce noise.

Technology should support classroom flexibility. Ceiling-mounted power drops are appropriate where equipment moves frequently throughout the room, such as in the Industrial Arts and CTE spaces. Floor- and wall-mounted power outlets are appropriate when it supports a stationary piece of equipment that is expected to remain in its place long-term.

Infrastructure should include:

- 2 drops near the teaching wall
- 2 drops near the teacher's desk
- 2 drops for wireless internet at the center of the classroom
- 2 drops at the back wall



All drops should have a home run back to a central IDF.

Provide wireless access points to cover outdoor learning environments.

Provide an IP-based network for all systems including EMS, clock, intercom, and fire alarm. Each site should have a unified fire alarm system.



Introduction

In an effort to provide healthy environments and act as a good steward of the environment, the district and its stakeholders are interested in exploring and implementing sustainable strategies that:

- increase energy efficiency,
- lower energy usage,
- conserve natural resources,
- reduce environmental impacts, and
- reduce operating and maintenance costs.

In doing these things, the district can also look for teachable moments for their students.



Design Objectives

Create an environment that is socially, economically, and environmentally sustainable.

For new construction, consider pursuing CHPS Verified (Collaborative for High Performance Schools), or LEED Certification (Leadership in Energy and Environmental Design) or at a minimum, meet LEED best practices for modernization projects.

SAFE & HEALTHY ENVIRONMENTS

Specify materials, products, and systems that are sustainable, durable, and easy to maintain. Apply biophilic design strategies with goals of increasing user comfort and decreasing stress levels.

Eliminate materials that may be harmful to the environment in terms of harvesting and transportation.

Eliminate materials that may be harmful to the occupants in terms of off-gassing, user comfort, etc.

ENERGY EFFICIENCY

Life-cycle planning and decision making; consider the long-term impacts when selecting materials.

Building design that is responsive to local climate and solar orientation.

Consider 'solar-ready' construction and install solar (photo-voltaic/PV) panels where feasible and in a location that will not prohibit the implementation of the facilities plan concept. Consider locations that serve a dual purpose such as shade over parking, play, or dining areas.



Implement safety and security measures including improvements to pedestrian and vehicular circulation, replacing door hardware, addition of security systems (passive and active strategies), and reorganizing campuses to ensure the main point of campus entry is easily located and secure.

Educate staff and administration on sustainable environments and practices, and create teachable topics for students of every grade level.

Include Battery Energy Storage Systems (BESS) where feasible. Utilize passive design strategies such as building orientation to maximize daylighting and natural ventilation.

Balance natural daylighting with energy efficient LED fixtures and lighting controls.

Regulate climate controls. Provide personalized thermal comfort, increase cognitive performance, and reduce HVAC/ electrical loads through the use of Ceiling Fan-Integrated Air Conditioning strategies.



EDUCATIONAL VISION DOCUMENT

ELEMENTARY SCHOOL



TRANSITIONAL KINDERGARTEN & KINDERGARTEN

Activities

- Project based learning
- Hands-on/tactile-kinesthetic learning
- Group and team learning
- Art, science, or music lessons
- Collaborative group learning
- Outdoor exploration



Design Objectives

The spaces should be open, inviting and engaging – utilize color and appropriate lighting strategies. In areas that are dedicated to small group or individual focus, consider lowering ceilings to provide a sense of scale. Use flexible and easily reconfigurable furnishings to allow for a variety of learning activities. A sink and wet area should be provided for crafts and clean-up.

Spaces should have a visual and physical connection to the outdoors, with furnished, covered outdoor areas for activities. Consider an outdoor use sink and landscape features to encourage exploration.

A shared workroom provides storage space and can be utilized for 1 on 1 / small group activities. Provide visual access into this space while maintaining acoustical separation. Classrooms should have direct access to student restrooms.

Environmental considerations should include high indoor air quality, efficient HVAC systems, potentially individually controlled, opportunities for natural ventilation and balanced daylighting with efficient lighting systems.

Classrooms should be acoustically separated with high-performing acoustics. Classrooms should meet minimum acoustic rating with background noise less than 35 dB and reverberation time of 0.6 seconds.

FURNITURE

Furniture should vary based on activity. Utilize easily move-able / group-able tables and chairs. Include a variety of different / adjustable-height seating options, e.g. soft furnishings and stools.

Disperse writable surfaces throughout, to create spots for small-group break-out or enable small-group instruction.

FINISHES

The space should have a zone of resilient flooring near the sink area for snacks and project based activities.

Utilize carpet in a majority of the classroom, selecting carpet based on the District's flooring policy language.

Place an area rug at the whole group zone.

The finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

EQUIPMENT

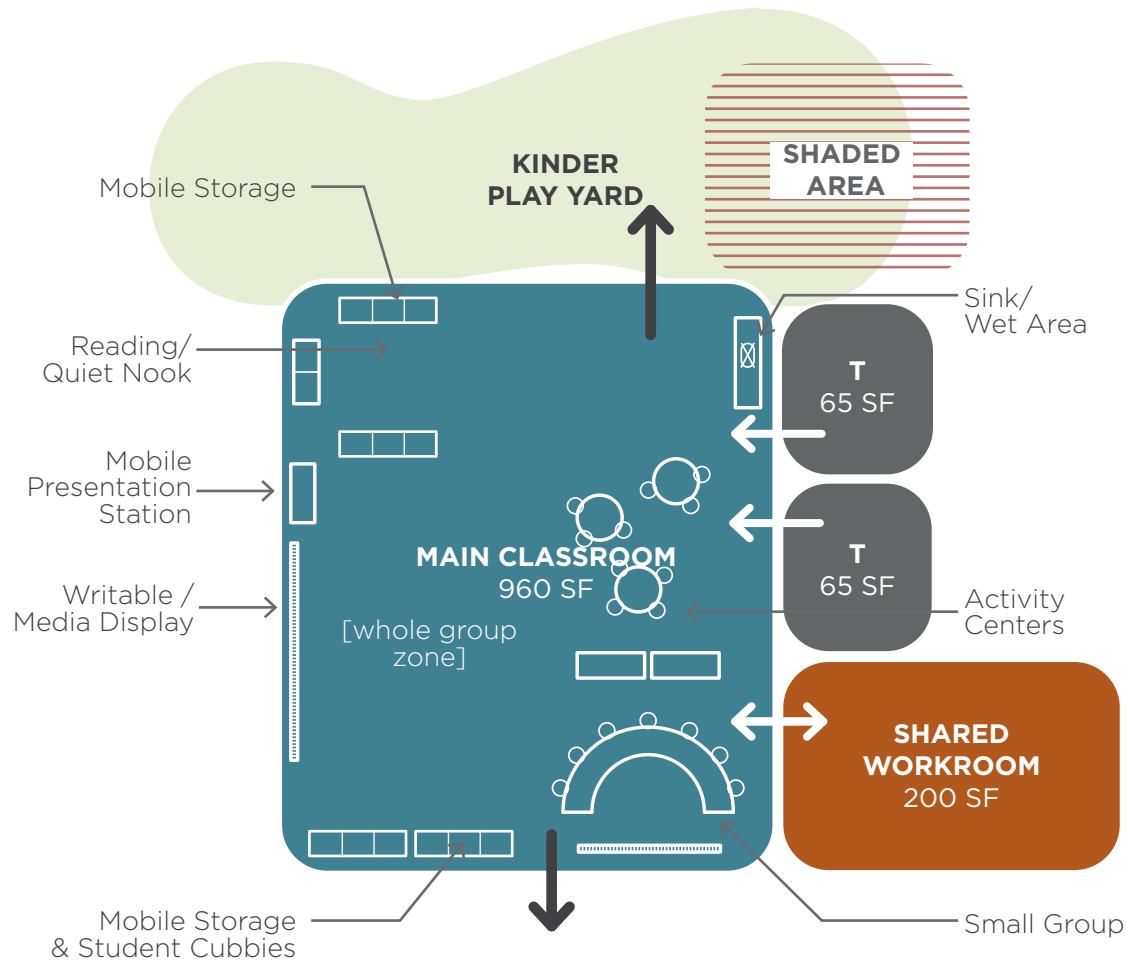
Integrated technology (audio systems, wireless access) should be provided.

Include natural + adjustable lighting with temperature controls within individual classrooms.

Sink with bubbler or water bottle filling station.



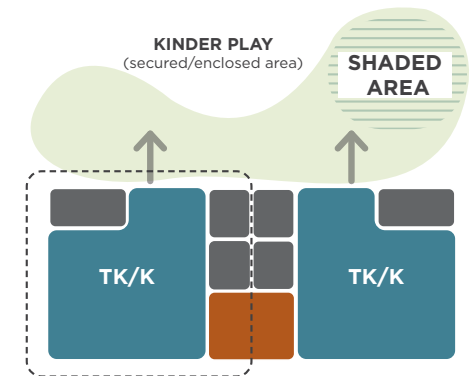
TRANSITIONAL KINDERGARTEN & KINDERGARTEN



Spaces & Sizing

Main Classroom	1,120 sf
Shared Workroom	100 sf per cr
Student Toilets	2 @ 65 sf each
Storage	100 sf
Total Per Classroom	1,350 sf

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).





PLAY YARD: TRANSITIONAL KINDERGARTEN & KINDERGARTEN

Activities

- Early childhood curriculum
- Large lecture, small group, and individual work
- Project-based learning
- Unstructured social interactions and play
- Student dining
- Fundamental skills development
- Tag and running games
- Tricycling



Design Objectives

This space should accommodate a variety of play and learning activities, providing a balance of soft landscaping such as turf and hard surfaces such as concrete.

Children should be able to play and explore in an area that is protected and stimulating.

All TK and Kindergarten classrooms should have direct access to a single, shared the play yard, sized to accommodate all TK/Kindergarten students.

Considerations for supervision should be taken, designing the yard as one contiguous space.

Create a comfortable environment for students to dine outdoors, protected from sun and rain.

Prioritize planting material that is native or adapted, water-efficient, and low maintenance. Unless linked to curriculum, do not select vegetation that produces large amounts of litter that would require high levels of maintenance.

FURNITURE

Provide durable, weather-proof materials; built-in seating where appropriate such as concrete seat walls and benches.

Include writable surfaces such as chalkboards at student-height.

Include a shade structure over picnic tables at an area no less than 1,200-sf.

FINISHES

Provide access to wireless internet and outlets for the integration of devices.

Provide a drinking fountain and, optionally, a water bottle filling station.

Play yard must be fenced or otherwise protected from traffic or other hazards.

Fencing inboard to the campus must be at least 4-ft in height and incorporate gate(s) with panic hardware. Kindergarten fencing that occurs at the school campus perimeter should be full-height (6-ft).

EQUIPMENT

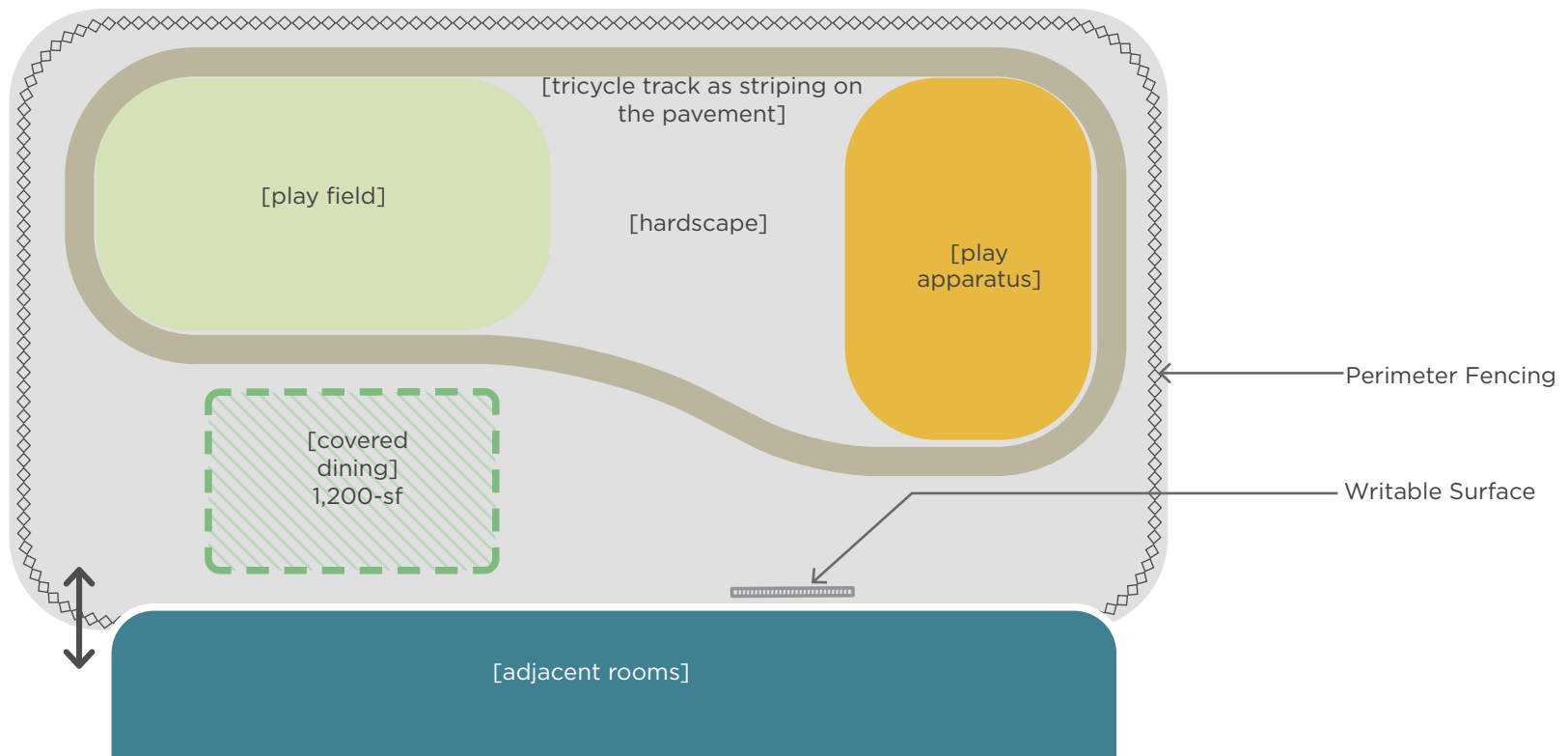
Play structure should be appropriate for the intended age group and have a rubberized surface at the ground plane.



PLAY YARD: TRANSITIONAL KINDERGARTEN & KINDERGARTEN

Spaces & Sizing

Ideal play yard should equate to a minimum sizing of 75 sf per student based on long-term planned Transitional Kindergarten and Kindergarten classrooms.





CLASSROOMS

Activities

- Interdisciplinary, learner-centered instruction with full-integration of technology
- Active and passive learning activities
- Large lecture, small group, and individual work
- Core subject instruction: Language Arts, Social Studies, Mathematics, and Science
- The teacher circulates to monitor and engage with students
- Teacher-led and student-led presentations



Design Objectives

Support the WJUSD Graduate Profile by encouraging 'student talk' and the expression of ideas and inquiries.

These spaces should be open, inviting and engaging – utilize color and appropriate lighting strategies. Classrooms should be acoustically separated from each other and organized in a cluster with direct access to an outdoor learning area. Windows and classroom layout should allow for visibility across classroom space to exterior.

Design classrooms to be flexible, allowing them to configure to support the following: whole group zone, collaboration and small group zone, hands-on design zone, independent/quiet zone, outdoor learning zone. A sink and wet area should be provided for crafts and clean-up.

Mobile technology use should be supported through a multitude of electrical outlets and a combination of data port locations, with wireless internet access available with the ability to expand capacity in the future.

Thermal comfort should be supported through high-efficiency ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.

Rooms should be daylit and supplemented with high-efficiency fixtures that balance indirect/direct light to reduce shadows and glare and provide even illumination. Lighting should be occupant-controlled around the presentation area, through shading devices and separate switches.

FURNITURE

Furniture should provide students with choice and accommodate multiple learning styles and activities. Include a variety of types, soft furnishings or stools to encourage mobility throughout the space.

Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.

FINISHES

The space should have resilient flooring for project based activities.

The finishes should contribute to the acoustical qualities; include materials that absorb sound.

Disperse writable surfaces throughout, with spots for gathering and small-group break-out. Movable whiteboards can support small-group instruction.

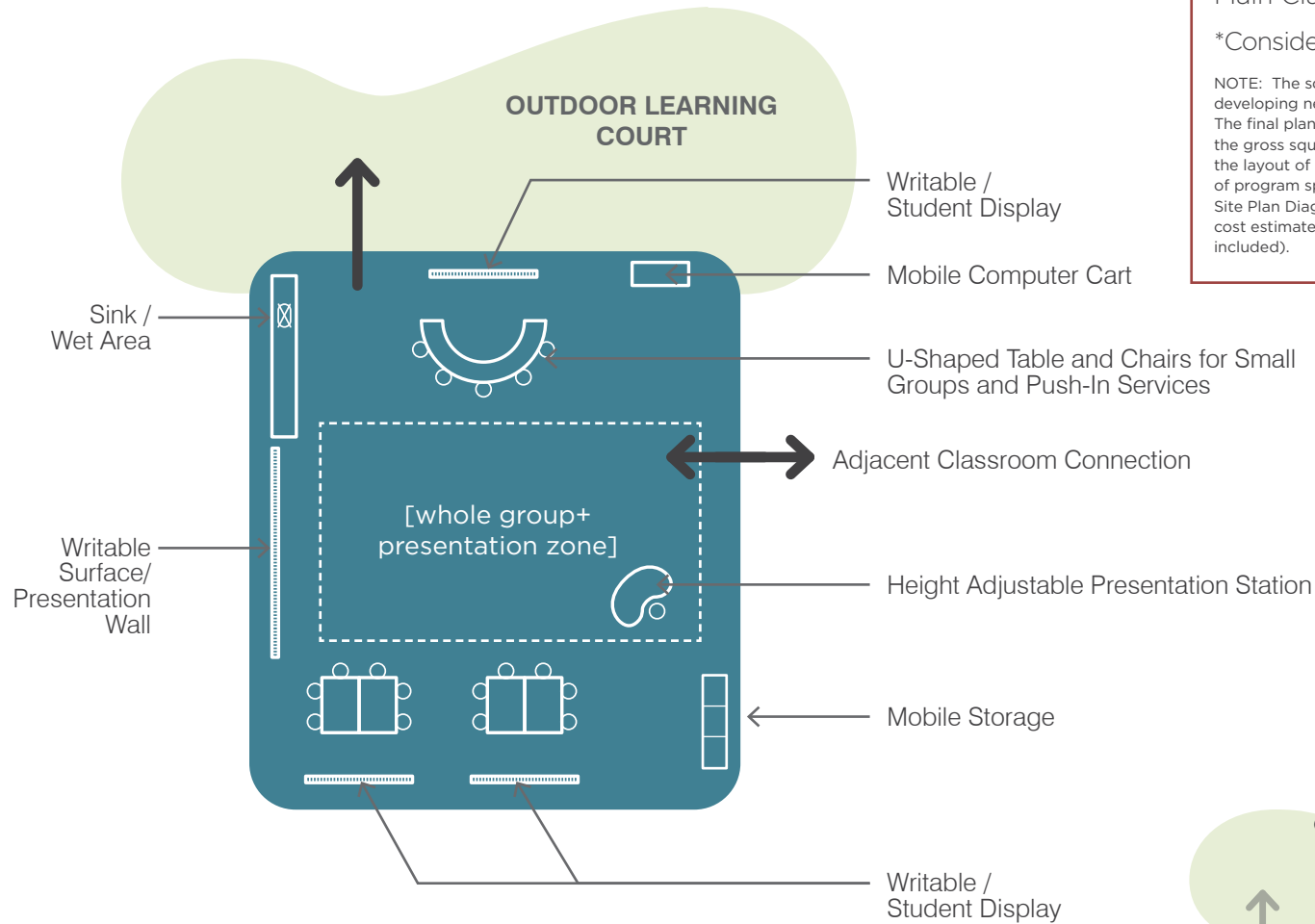
EQUIPMENT

Integrated technology (audio systems, wireless access) should be provided.

Include natural and adjustable lighting with temperature controls within individual classrooms.

Sink with bubbler or water bottle filling station.

CLASSROOMS

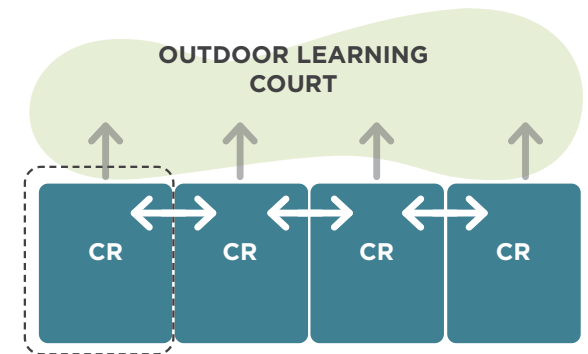


Spaces & Sizing

Main Classroom 960 sf*

*Consider sizing for grades 3-5 at 1,200 sf

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).



SPECIAL EDUCATION

Activities

- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development and improvement of communication and language skills
- Assistive technology and communications devices, as needed
- Instructional program includes transition planning, collaborative learning, hands-on labs, teacher-facilitated activities, small group work, individual work
- Social-Emotional education



Design Objectives

Open classroom learning environment supporting a variety of activity zones surrounding a collaborative learning zone.

Moderate/Severe Special Education classrooms should include a quiet, separate focus room for students to recompose and a joint-use workroom that can accommodate 1 on 1 and small group speech and OT sessions. Provide visual connectivity to the classroom from this room, but maintain acoustic privacy.

Collaborative team teaching in which a special education teacher and a general education instructor teach a class together for both general and special education students.

Instructional support provided by a special education teacher.

Integrate special education into campus "Least Restrictive Environment" to have full inclusion of special education students on campus.

FURNITURE

Flexible, varied, and easily reconfigurable furnishings that can accommodate teaching, crafts and labs, group work and individual work.

Mobile partitions can be helpful in reducing distractions, increasing privacy, and creating zones throughout the room.

FINISHES

Flooring should be carpeted in learning spaces, focus rooms, and therapy spaces. Flooring should be resilient in restroom and storage areas.

Finishes should be highly absorptive to increase acoustics and include acoustical ceiling and wall treatments.

Calming colors and finishes with minimal patterning.

EQUIPMENT

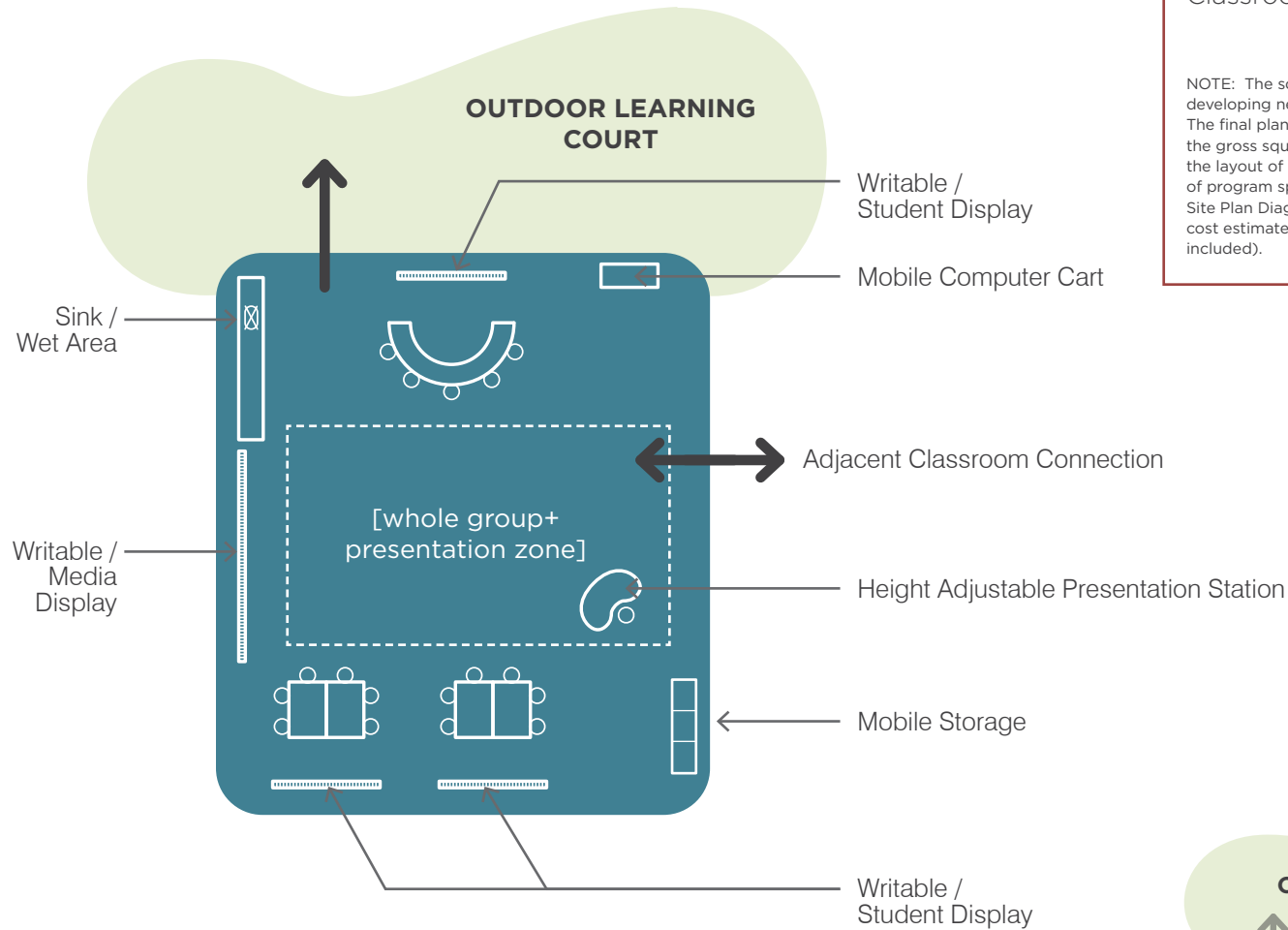
Structural grid/support above acoustic ceiling for ability to hang therapy equipment.

Lighting with dimming capabilities and a high color rendering index (CRI 85 or higher) to reduce student sensitivities.

Integrated technology (audio systems, wireless access) should be provided.



SPECIAL EDUCATION: MILD/MODERATE CLASSROOM



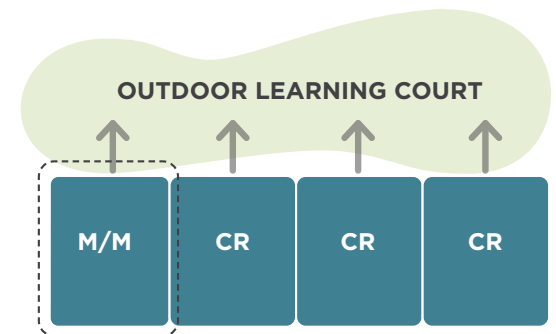
NOTE: MILD / MOD. Classrooms same as and grouped with core instruction classroom spaces

Spaces & Sizing

Classroom

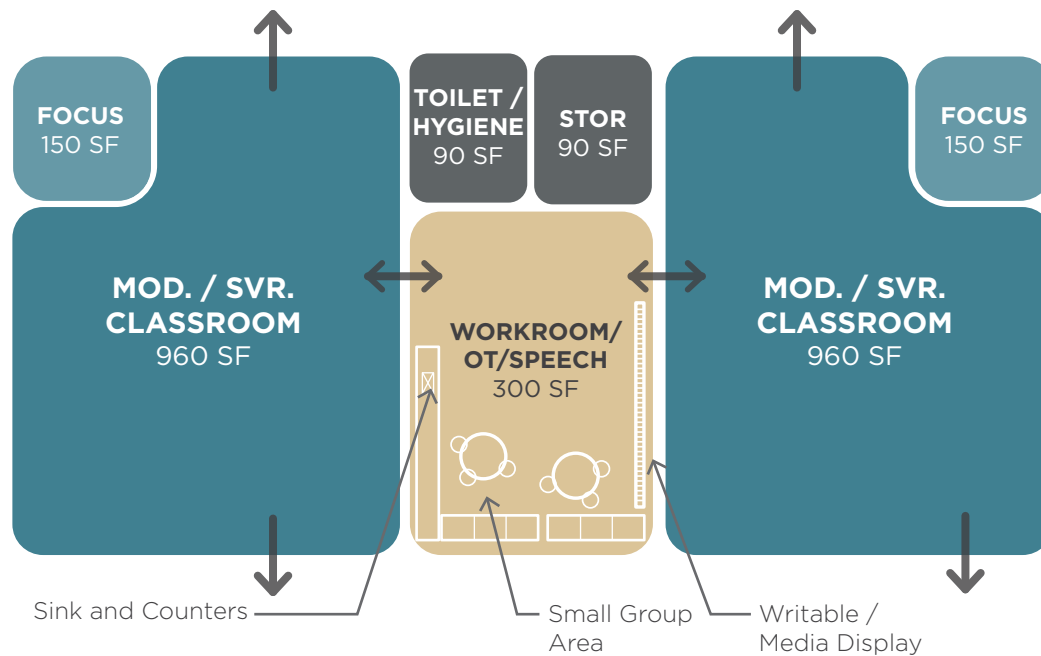
960 sf

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SPECIAL EDUCATION: MODERATE/SEVERE CLASSROOM



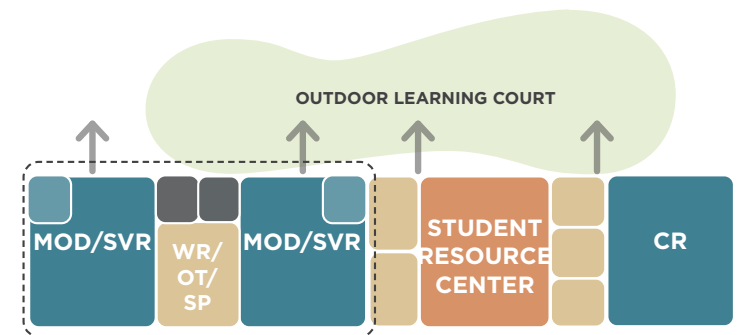
NOTE: Refer to General Education Classroom diagram for the Moderate / Severe Classroom components.

Spaces & Sizing

Main Classroom	960 sf
Workroom/OT/Speech	150 sf per cr
Student Toilets/Storage	90 sf each
Focus Room/Area	150 sf

Total Per Classroom 1,350 sf

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).





ART/SCIENCE

Activities

- Learner-centered instruction
- Large group instruction and demonstration
- Individual project-based learning and investigation
- Elementary science lab experimentation, arts-based education & creative exploration
- Cross-collaboration with other fields of study
- Showcase and presentation of student work



Design Objectives

Spaces should be open, inviting, and engaging with a sense of discovery that inspires curiosity and exploration. The space should enable cooperative learning and allow a variety of activities happening concurrently.

The lab should have a large teaching area with plenty of working space as well as smaller flexible space(s) that can be configured to support small group work, with writable surfaces in both. Provide the ability to display student work.

Labs should be visually and physically connected to the outdoors. Adjacent outdoor areas shall be treated as an extension of the classroom, with finishing that support classroom activities.

The layout and design of the lab should allow for visibility to outdoor spaces for supervision.

Thermal comfort should be supported through high-efficiency ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.

Rooms should be daylit and supplemented with high-efficiency fixtures that balance indirect/direct light to reduce shadows and glare and provide even illumination. Lighting should be occupant-controlled around the main presentation wall, through shading devices and separate switches.

FURNITURE

Agile, durable furniture that will support arts, crafts, and small science project experimentation at seated and standing heights, and flexible furniture for group breakout spaces.

A mix of built-in storage and mobile storage solutions. Built-in storage can be open shelving that accommodates storage bins. Mobile storage units are intended for student use, supporting the flexibility of the classroom.

FINISHES

Flooring should be resilient, durable, and easy to clean.

A mix of tackable and writable wall surfaces for display of student work and the sharing of ideas.

The Video Production zone should have green walls or green curtains.

Operable windows for natural ventilation and increased occupant comfort.

Acoustical ceiling system.

EQUIPMENT

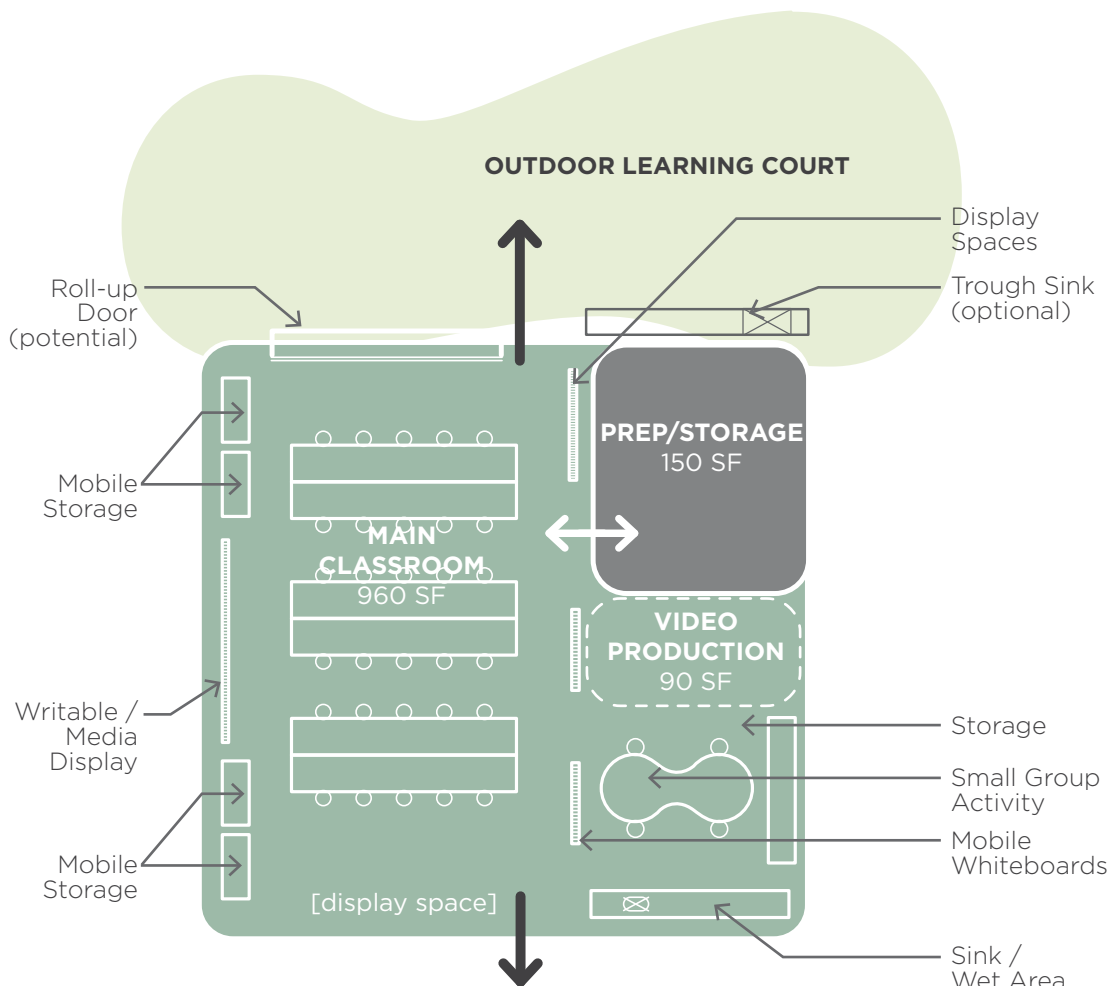
High-efficiency indirect/direct lighting with daylighting controlled by shading devices, blackout capability for projects requiring controlled light.

Flexible power and data, consider power cord reels at ceiling to respond to changing configurations and technology/equipment needs.

Multiple sinks with a drying rack for project cleanup.



ART/SCIENCE



Spaces & Sizing

Main Classroom	960 sf
Prep/Storage Room	150 sf
Video Production Nook	90 sf
Total Area	1,200 sf

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).



MUSIC

Activities

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



Design Objectives

Spaces should be open, inviting, and engaging with a sense of discovery that inspires curiosity and exploration.

Music classrooms include a large group music area for full class practice, with small group music areas for individual exploration.

Labs should be visually and physically connected to the outdoors. Adjacent outdoor areas shall be treated as an extension of the classroom, with finishing that support classroom activities. If possible and in a location that supports performances, the adjacent outdoor space can become an amphitheater stage.

The layout and design of the lab should allow for visibility to outdoor spaces for supervision.

Ideal location is at the Multi-Purpose Room with stage access.

Thermal comfort should be supported through high-efficiency ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.

Rooms should be daylit supplemented with high-efficiency fixtures that balance indirect/direct light to reduce shadows and glare and provide even illumination. Lighting should be occupant-controlled around projection, through shading devices and separate switches.

FURNITURE

Utilize flexible, mobile furniture to support row configurations for chorus.

FINISHES

The finishes contribute to the acoustical qualities; include materials that absorb sound.

The space should have resilient flooring.

EQUIPMENT

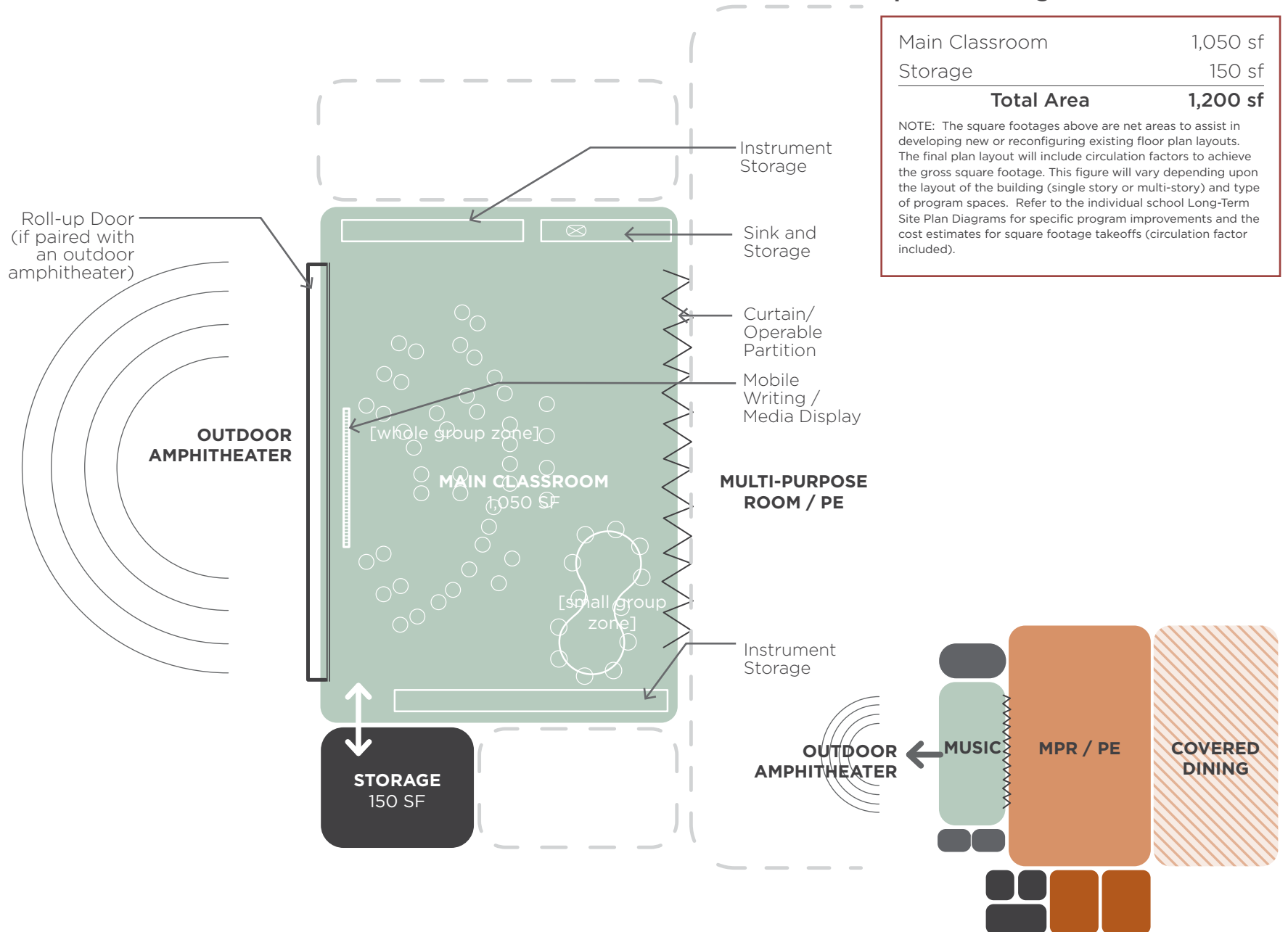
Locking cabinets for instrument storage.

Accessible sinks at each for cleaning instruments.

Display area for upcoming shows and awards.



MUSIC





STUDENT RESOURCE CENTER

Activities

- One-on-one instruction
- Small group instruction
- Tutoring, counseling
- Conferences and meetings
- Individual Education Program (IEP) meetings
- Testing and observation



Design Objectives

The Student Resource Center is a hub of student services, providing access to Counselors, Psychologists, Speech, and other specialists. Counselors' offices are arranged around a group space with tables and chairs for small group meetings and break-out sessions.

Maintain a visual connection into each space and ensure acoustical privacy between rooms.

Integrate technology within each space.

The Student Resource Center is ideally located within or adjacent to the main Administration or Library while maintaining proximity to the Special Education Classrooms.

Ability to control lighting, shading and views to exterior.

FURNITURE

Offices should have ergonomic workstations for the counselors, secured storage, open shelving, and a small table with chairs for student meetings. The small table should be sized appropriate to the students who will be using it.

Conference rooms should have a table to accommodate large group meetings.

The RSP/Small Group space should be treated like a classroom, with a variety of flexible furniture including soft seating.

FINISHES

Writable wall finishes or markerboards.

Acoustical ceiling with high acoustical separation between spaces.

Carpet or other soft flooring.

Calming colors and finishes with minimal patterning.

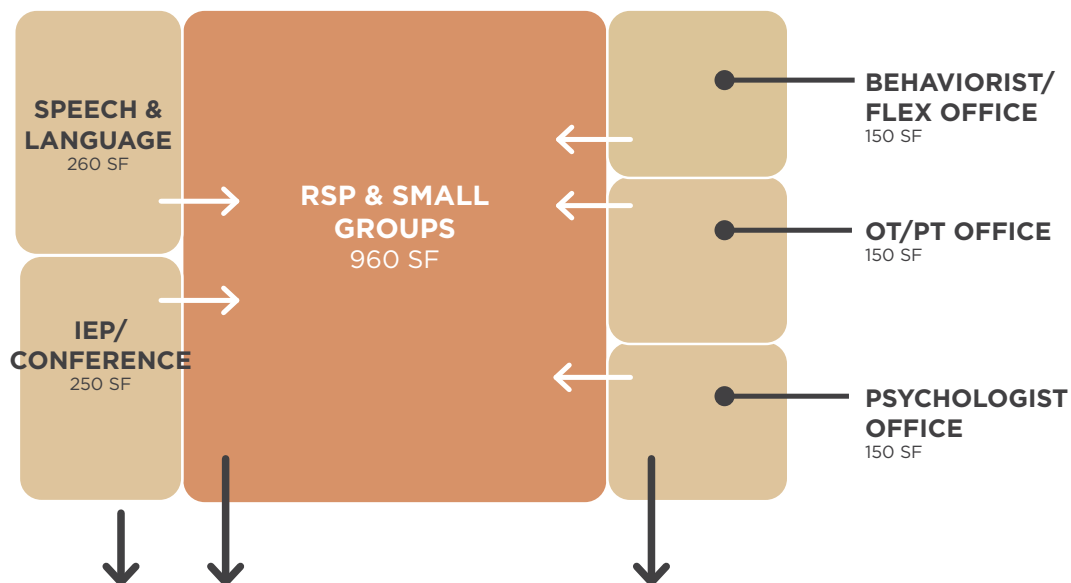
EQUIPMENT

Dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.

Digital monitors for sharing or working at computer stations.



STUDENT RESOURCE CENTER



NOTE: See General Education Classroom for details on space recommendations in the RSP & Small Groups space.

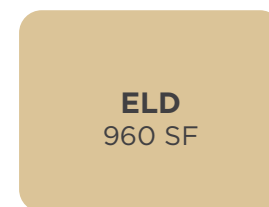
Spaces & Sizing

RSP & Small Groups	960 sf
Speech & Language	260 sf
IEP/Conference	250 sf
Confidential Offices	3 @ 150 sf each

Total Area **1,920 sf**

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).

OTHER SUPPORT SPACE based on specific site needs



One adjacent to Student Resource Center additional spaces w/ core instruction

See General Education Classroom for details on space recommendations.



LIBRARY

Activities

- Research, quiet reading, group instruction, individual / small group work / study, story-telling, technology exploration
- Access information and create content
- Display of student work and learning / informational material
- Professional Development



Design Objectives

The Library can be seen as the 'hub' on a school campus; a place that students and staff can access for multiple functions. The Library should be an enriching and imaginative environment. If possible, this space should be centrally located on the campus, close to the Student Resource Center.

The Library is comprised of varied sized zones to accommodate concurrent activities.

Consider before / after school hour access for parents and/or students.

Locate close to parking for community events.

FURNITURE

Whole-Group and Presentation Zone - treated similar to a General Education Classroom as an instructional area, with tech and flexible furniture.

Reading Nook - soft seating with an area rug.

Research Center - a row of computers or laptop docking stations at seated student height.

Book Stacks: mobile book stacks at a low height, appropriate for the grades served and supportive of supervision.

Throughout - comfortable seating with access to power/wireless internet for personal devices.

FINISHES

Acoustically absorptive finishes, including ceilings, floors and walls as necessary to maintain a quiet environment with multiple group activities occurring.

Provide a mix of writable and tackable wall surfaces, incorporate mobile solutions as appropriate.

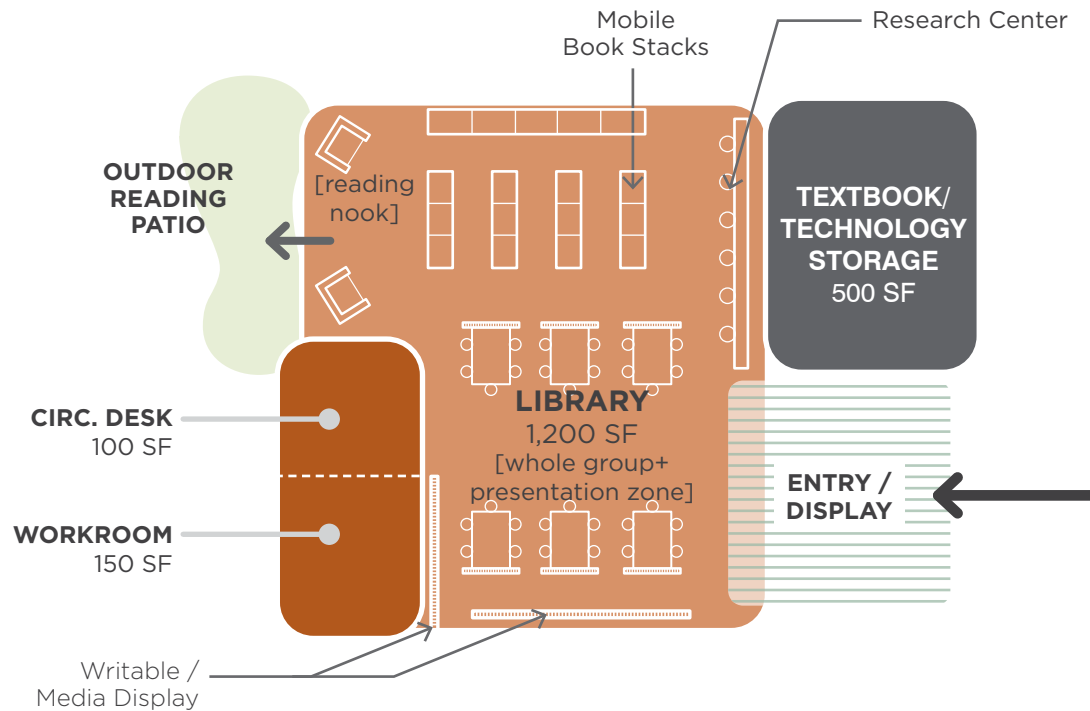
EQUIPMENT

Research center - computer counter available for students to search for books or online information.

Presentation spaces for instructor and students.



LIBRARY



Spaces & Sizing

Main Library Space	1,200 sf
Circulation Desk	100 sf
Workroom	200 sf
Textbook/Tech Storage	500 sf
Total Area	2,000 sf

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MULTI-PURPOSE ROOM (MPR)

Activities

- Assemblies and large group presentations
- Community Use
- Food Service: kitchen and serving
- Social gathering
- Overflow instructional activities for PE/ Fitness, Music, or flexible classroom
- After school programs



Design Objectives

This Multi-Purpose Room (MPR) should be the optimal space to accommodate different large format uses. The space should easily transform from a performance space to a dining space to an activity space.

The space should inspire students and instill a sense of school pride through color, graphics, signage, and display areas.

Locate adjacent to parking for service access and to accommodate after school events.

Access to restrooms adjacent to lunch areas.

Shade/covered areas at exterior for dining.

Ample storage for chairs, tables, and instructional equipment.

Food Service area should have easy access and queuing system that flows through serving lines and to the dining area.

FURNITURE

Provide storage to accommodate the activities listed. In addition to the dedicated chair storage for assemblies, provide storage for crafts that would typically be associated with project development and community events.

Recycling area for collection and storage of recyclables.

Display area for non-sports related clubs and activities.

FINISHES

Ceilings should be acoustically absorptive, durable and appropriate for dining areas. Acoustical wall panels may be necessary to control sound during large events.

Flooring should be resilient, durable, and easy to clean.

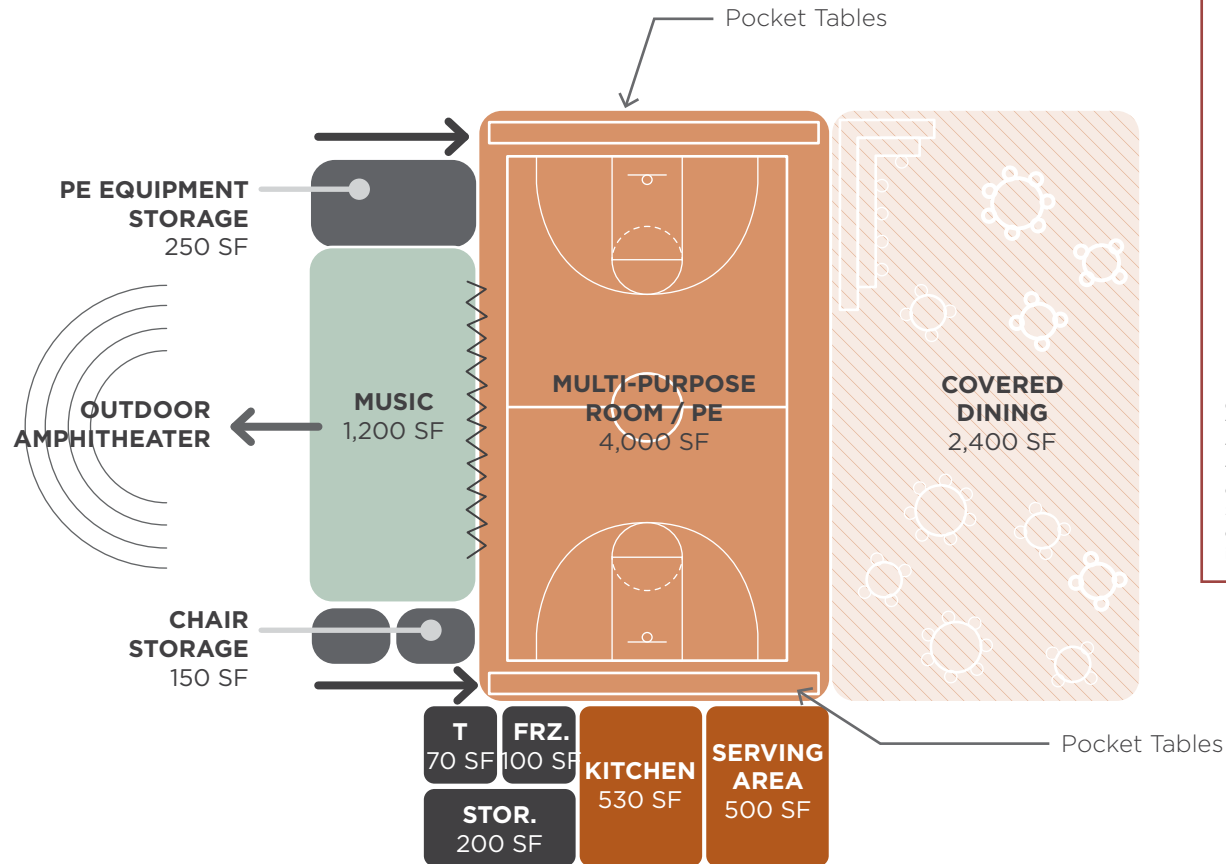
EQUIPMENT

Food service area to conform to health department standards and equipment to be verified by District.

Provide quality sound, lighting, and acoustic systems, with adjustable lighting for testing, presentation, assembly, or community events.



MULTI-PURPOSE ROOM (MPR)



Spaces & Sizing

Multi-Purpose Room	4,000 sf
Kitchen	530 sf
Kitchen Storage	300 sf
Staff Toilet @ Kitchen	70 sf
Student Serving Area	500 sf
PE Equipment Storage	250 sf
Chair Storage	150 sf
Music Room/Stage	1,200 sf
Total Building Area	7,000 sf

Lunch Shelter 2,400 sf

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ADMINISTRATION

Activities

- Check-in, front entry, "Welcome Center"
- Administrative duties
- Conference
- Discipline meetings
- Counseling
- Health support
- Staff collaboration and professional development
- Attendance, enrollment, supply/records storage
- Parent meetings and assistance



Design Objectives

Administration is the first point of contact for many parents, students, staff, and visitors arriving at the school. This space should establish the school's identity and pride.

The entry should be a welcoming, obvious presence to visitors and parents, and should be a defined, single-point entry. The school's perimeter fencing should be incorporated into the design of the Administrative entry, deterring visitors from bypassing the Administration office.

Create an area for student work and announcement display.

Clearly define the public spaces like the lobby and waiting area. Limit access to private staff spaces.

The Principal's Office should have views and direct access to the campus interior.

Encourage staff communication and collaboration by creating welcoming areas with soft furniture, varied lighting, views to exterior, and amenities such as coffee machines.

FURNITURE

Ergonomic casework at standing and seated working heights for reception and workrooms.

Nurse's Office should include casework with work area and lockable storage cabinets for student medicine and refrigerator with ice maker. Include cubicle curtains at ceiling to separate the cot area.

FINISHES

Carpet flooring in office/conference areas, resilient flooring in workrooms and nurse's office.

Ceilings should be primarily acoustic with limited areas of dropped hard lid.

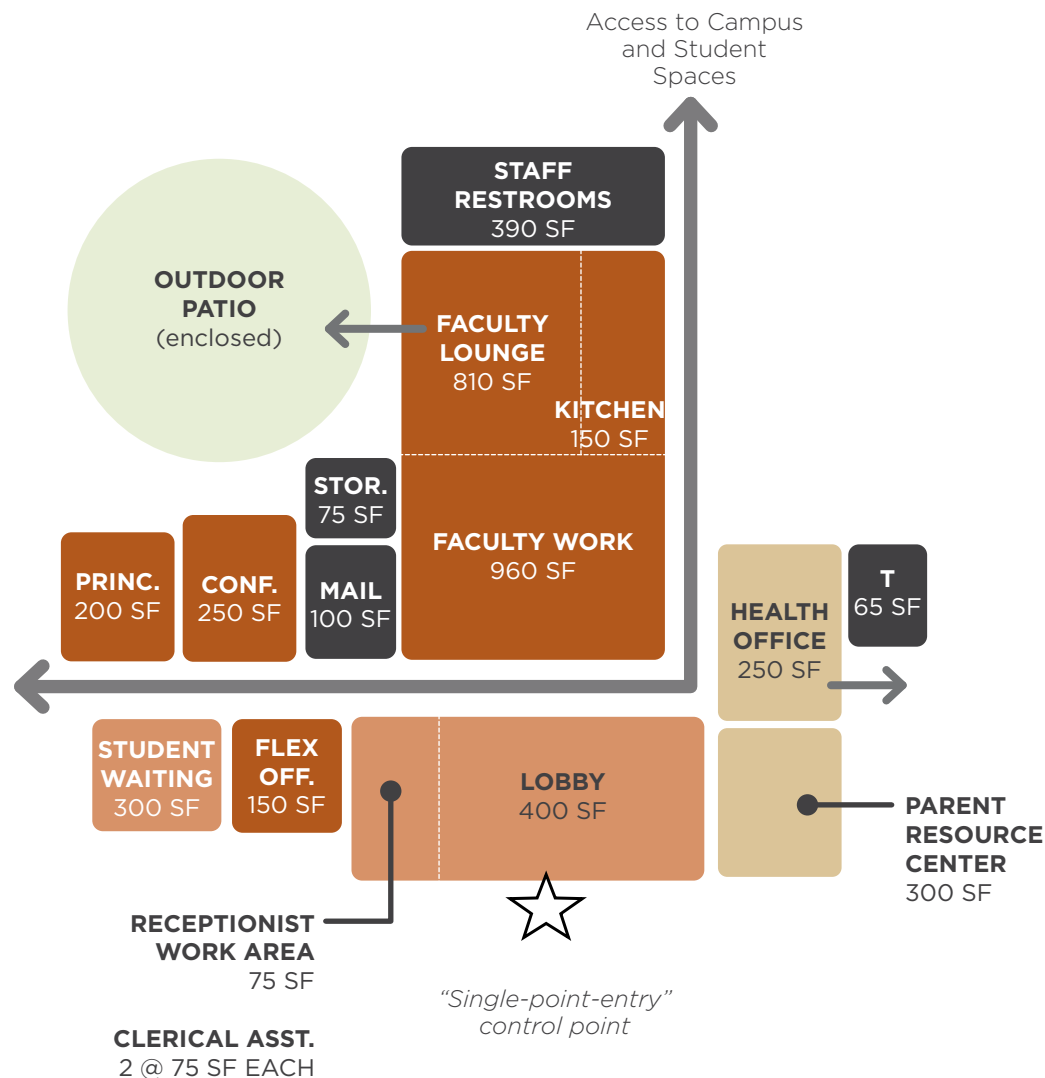
EQUIPMENT

An energy-efficient mix of indirect and direct lighting, with natural daylight and shading devices for personal control.

Digital display area for announcements, student work, etc.



ADMINISTRATION



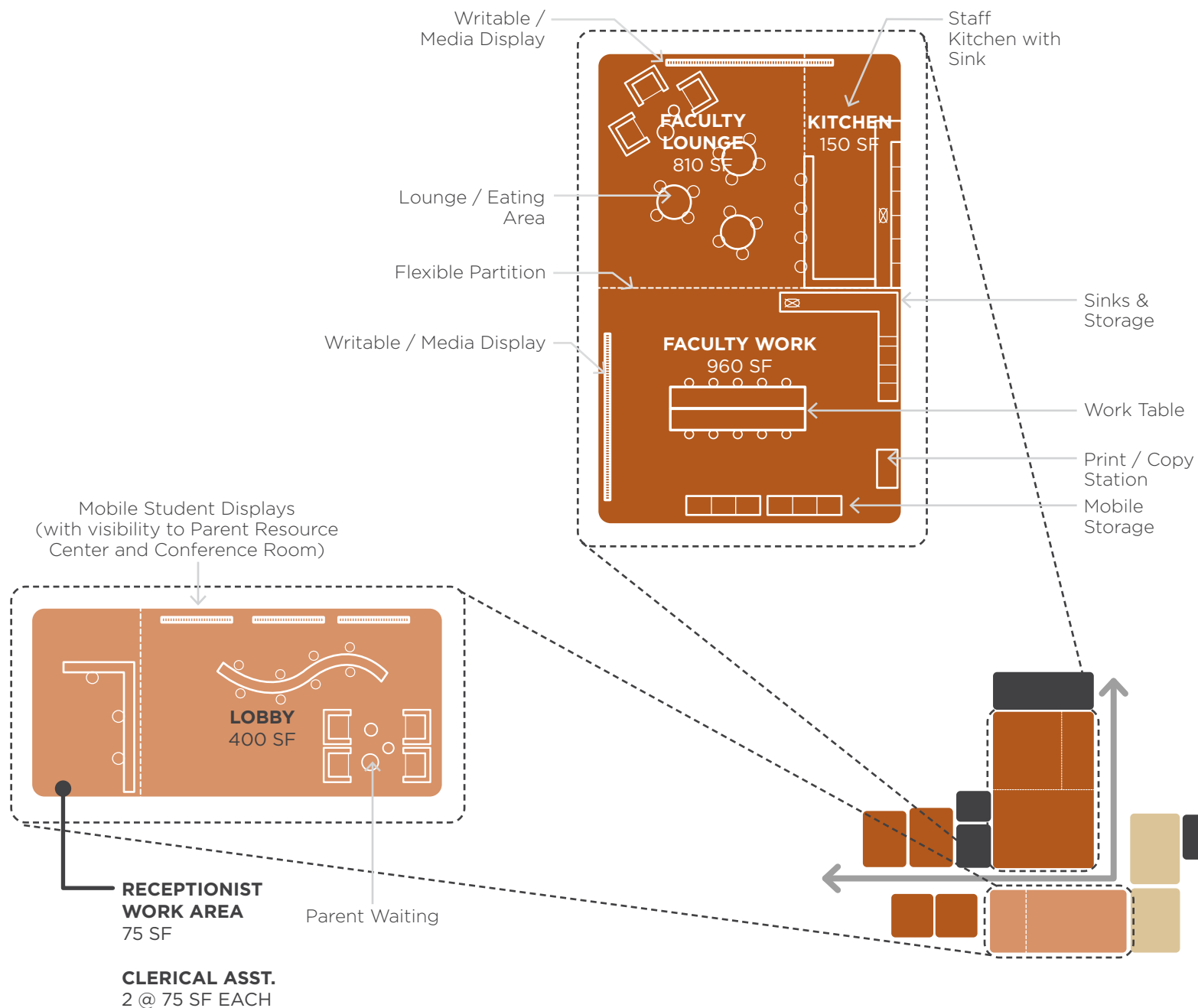
Spaces & Sizing

Lobby	400 sf
Parent Resource Center	300 sf
Health Office	250 sf
Toilet @ Health Office	65 sf
Principal Office	200 sf
Conference Room	250 sf
Flex Office	150 sf
Student Waiting	300 sf
Faculty Work Room	960 sf
Faculty Lounge	810 sf
Kitchen @ Lounge	150 sf
Mail Room	100 sf
Storage	75 sf
Staff Restrooms	390 sf
Total Area	4,400 sf

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ADMINISTRATION





EDUCATIONAL VISION DOCUMENT

MIDDLE SCHOOL





CLASSROOMS

Activities

- Interdisciplinary, learner-centered instruction with full-integration of technology
- Active and passive learning activities
- Large lecture, small group, and individual work
- Core subject instruction: Language Arts, Social Studies, Mathematics, and non-lab Science
- The teacher circulates to monitor and engage with students
- Teacher-led and student-led presentations



Design Objectives

Support the WJUSD Graduate Profile by encouraging 'student talk' and the expression of ideas and inquiries.

These spaces should be open, inviting and engaging – utilize color and appropriate lighting strategies. Classrooms should be acoustically separated from each other and organized in a cluster with direct access to an outdoor learning area. Windows and classroom layout should allow for visibility across classroom space to exterior.

Design classrooms to be flexible, allowing them to configure to support the following: whole group zone, collaboration and small group zone, hands-on design zone, independent/quiet zone, outdoor learning zone. A sink and wet area should be provided for crafts and clean-up.

Mobile technology use should be supported through a multitude of electrical outlets and a combination of data port locations, with wireless internet access available with the ability to expand capacity in the future.

Thermal comfort should be supported through high-efficiency ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.

Rooms should be daylit and supplemented with high-efficiency fixtures that balance indirect/direct light to reduce shadows and glare and provide even illumination. Lighting should be occupant-controlled around the presentation area, through shading devices and separate switches.

FURNITURE

Furniture should provide students with choice and accommodate multiple learning styles and activities. Include a variety of types, soft furnishings or stools to encourage mobility throughout the space.

Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.

FINISHES

The space should have resilient flooring for project based activities.

The finishes should contribute to the acoustical qualities; include materials that absorb sound.

Disperse writable surfaces throughout, with spots for gathering and small-group break-out. Movable whiteboards can support small-group instruction.

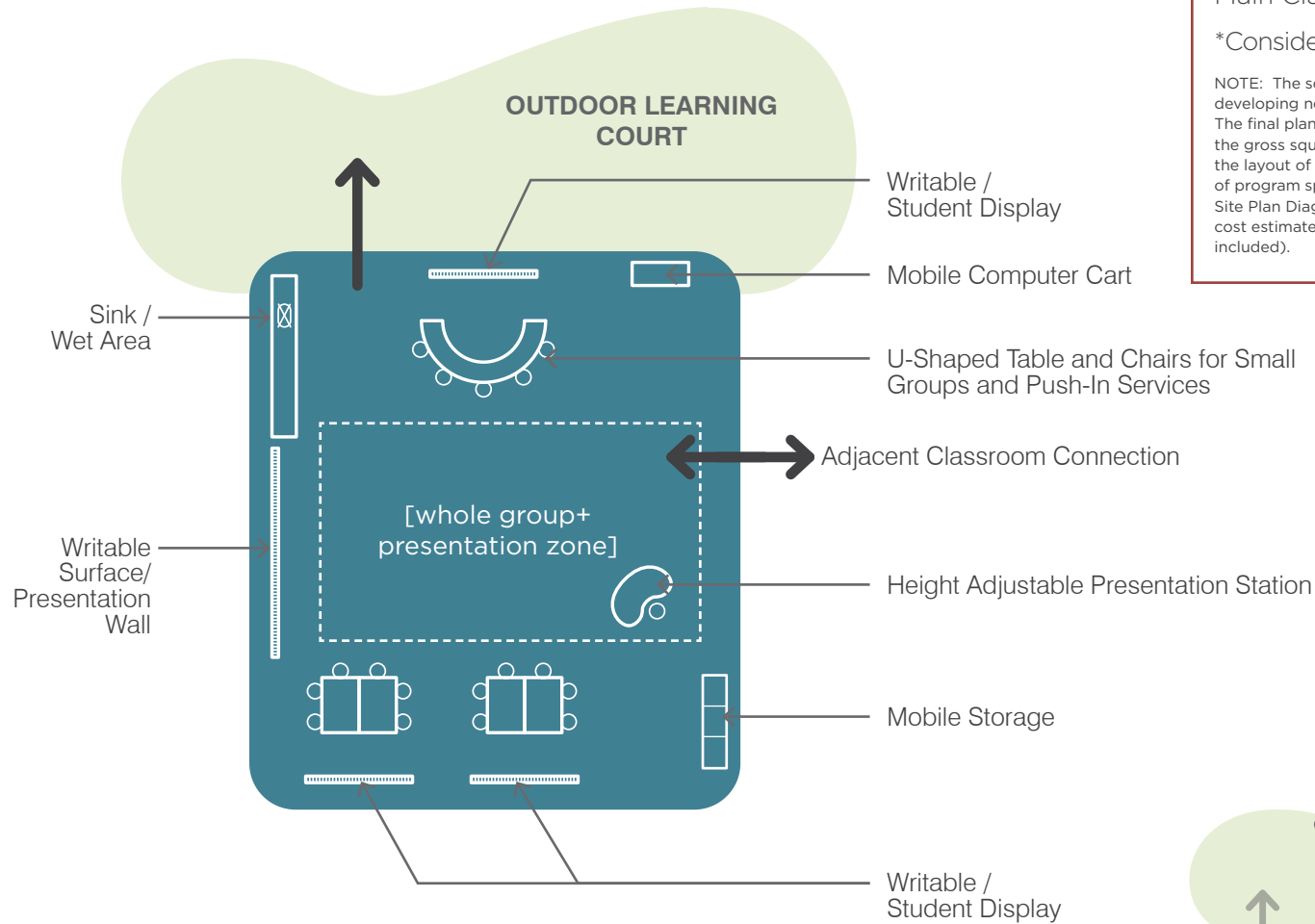
EQUIPMENT

Integrated technology (audio systems, wireless access) should be provided.

Include natural and adjustable lighting with temperature controls within individual classrooms.

Sink with bubbler or water bottle filling station.

CLASSROOMS



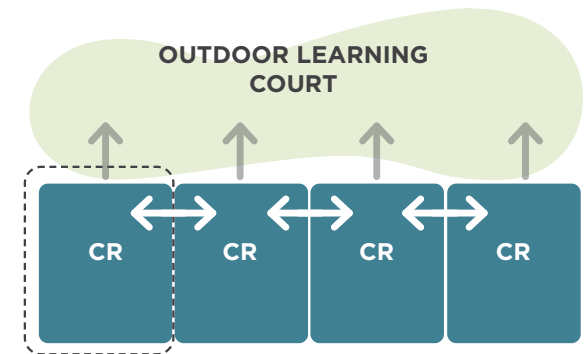
Spaces & Sizing

Main Classroom

960 sf*

*Consider sizing at 1,200 sf

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SPECIAL EDUCATION

Activities

- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development and improvement of communication and language skills
- Assistive technology and communications devices, as needed
- Instructional program includes transition planning, collaborative learning, hands-on labs, teacher-facilitated activities, small group work, individual work
- Social-Emotional education
- Life skills



Design Objectives

Open classroom learning environment supporting a variety of activity zones surrounding a collaborative learning zone.

Moderate/Severe Special Education classrooms should include a quiet, separate focus room for students to recompose and a joint-use workroom used to teach Life Skills such as cooking, dishwashing, and laundry. Provide visual connectivity to the classroom from this room, but maintain acoustic privacy.

Collaborative team teaching in which a special education teacher and a general education instructor teach a class together for both general and special education students.

Instructional support provided by a special education teacher.

Integrate special education into campus "Least Restrictive Environment" to have full inclusion of special education students on campus.

FURNITURE

Flexible, varied, and easily reconfigurable furnishings that can accommodate teaching, crafts and labs, group work and individual work.

Mobile partitions can be helpful in reducing distractions, increasing privacy, and creating zones throughout the room.

Life Skills - provide, at minimum, a dining table with chairs, open shelving, and a counter/work surface

FINISHES

Flooring should be carpeted in learning spaces, focus rooms, and conference spaces. Flooring should be resilient in life skills, restrooms, and storage areas.

Finishes should be highly absorptive to increase acoustics and include acoustical ceiling and wall treatments.

Calming colors and finishes with minimal patterning.

EQUIPMENT

Structural grid/support above acoustic ceiling for ability to hang therapy equipment.

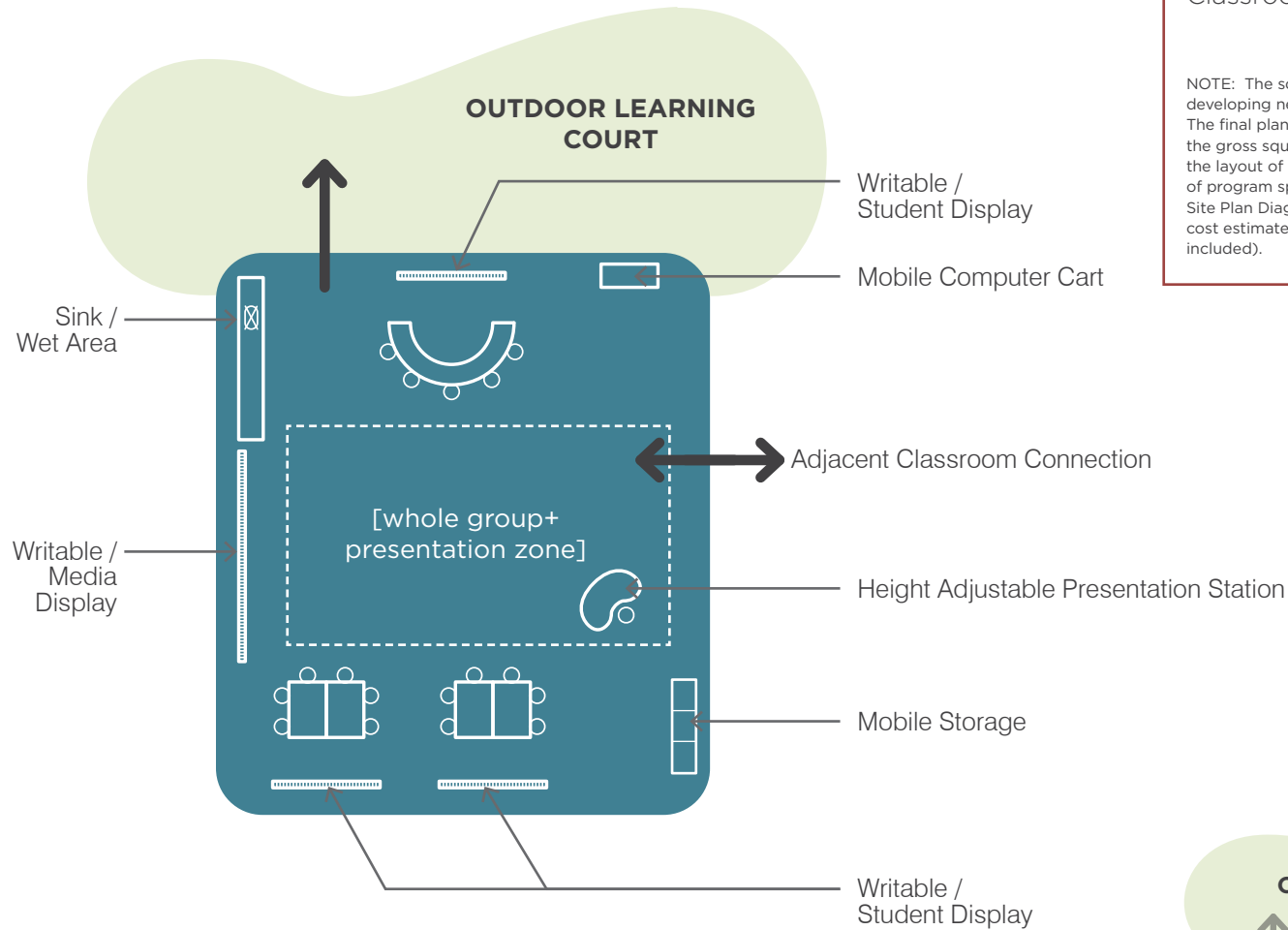
Lighting with dimming capabilities and a high color rendering index (CRI 85 or higher) to reduce student sensitivities.

Integrated technology (audio systems, wireless access) should be provided.

Life Skills - provide, at minimum, a kitchenette with refrigerator, microwave, stove/oven, and dishwasher as well as laundry appliances (washer/dryer).



SPECIAL EDUCATION: MILD/MODERATE CLASSROOM



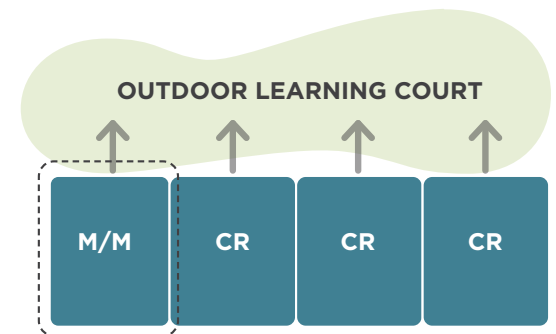
NOTE: MILD / MOD. Classrooms same as and grouped with core instruction classroom spaces

Spaces & Sizing

Classroom

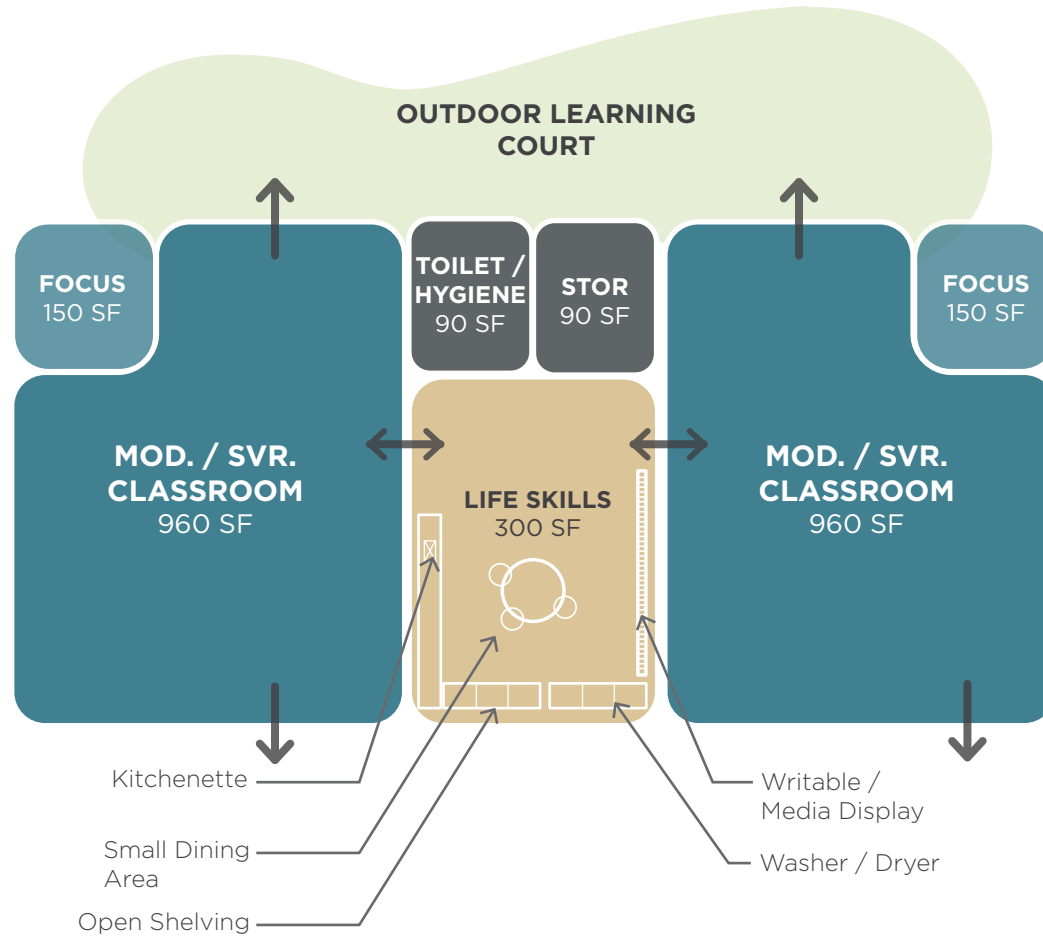
960 sf

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SPECIAL EDUCATION: MODERATE/SEVERE CLASSROOM



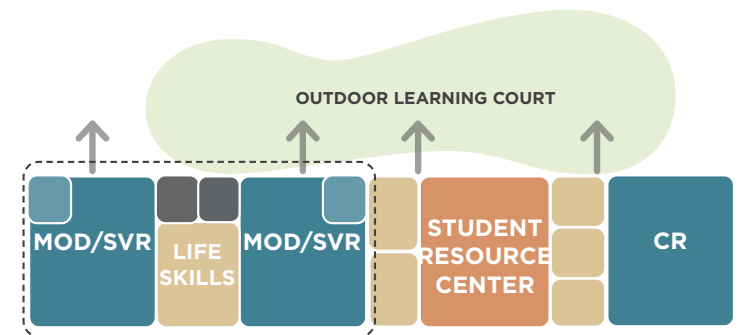
NOTE: Refer to General Education Classroom diagram for the Moderate / Severe Classroom components.

Spaces & Sizing

Main Classroom	960 sf
Life Skills	150 sf per cr
Student Toilets/Storage	90 sf each
Focus Room/Area	150 sf

Total Per Classroom 1,350 sf

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).





SCIENCE

Activities

- Interdisciplinary, project-based learning
- Self-directed study, team-based project collaboration
- Science-based projects, building, crafting and investigation



Design Objectives

Spaces should be representative of the exploration of curriculum activities, inspiring and engaging students to pursue interests in the field of study.

Support team-teaching opportunities through collocation, diverse shared support spaces.

Support collaboration with inclusion of a gallery area for project display and presentations.

Shared small group break-out rooms connect adjacent Science Labs and allow for group work and collaboration.

Preferably located Science Labs on the ground floor for direct access to outdoor learning and gardens.

Lab design should enable supervision to all student work areas.

FURNITURE

Flexible, mobile furniture to support active learning.

Refrigerator with freezer.

Locking cabinets for secured storage.

Sinks with counter top space with grouped seating.

Writable wall surfaces and operable partitions.

FINISHES

Flooring should be resilient and durable, able to resist acids and stains, encouraging use for creative endeavors and “messy” work.

Energy efficient lighting and natural daylighting, with task lighting at work areas.

Acoustical ceiling and finishes to reduce reverberation time.

EQUIPMENT

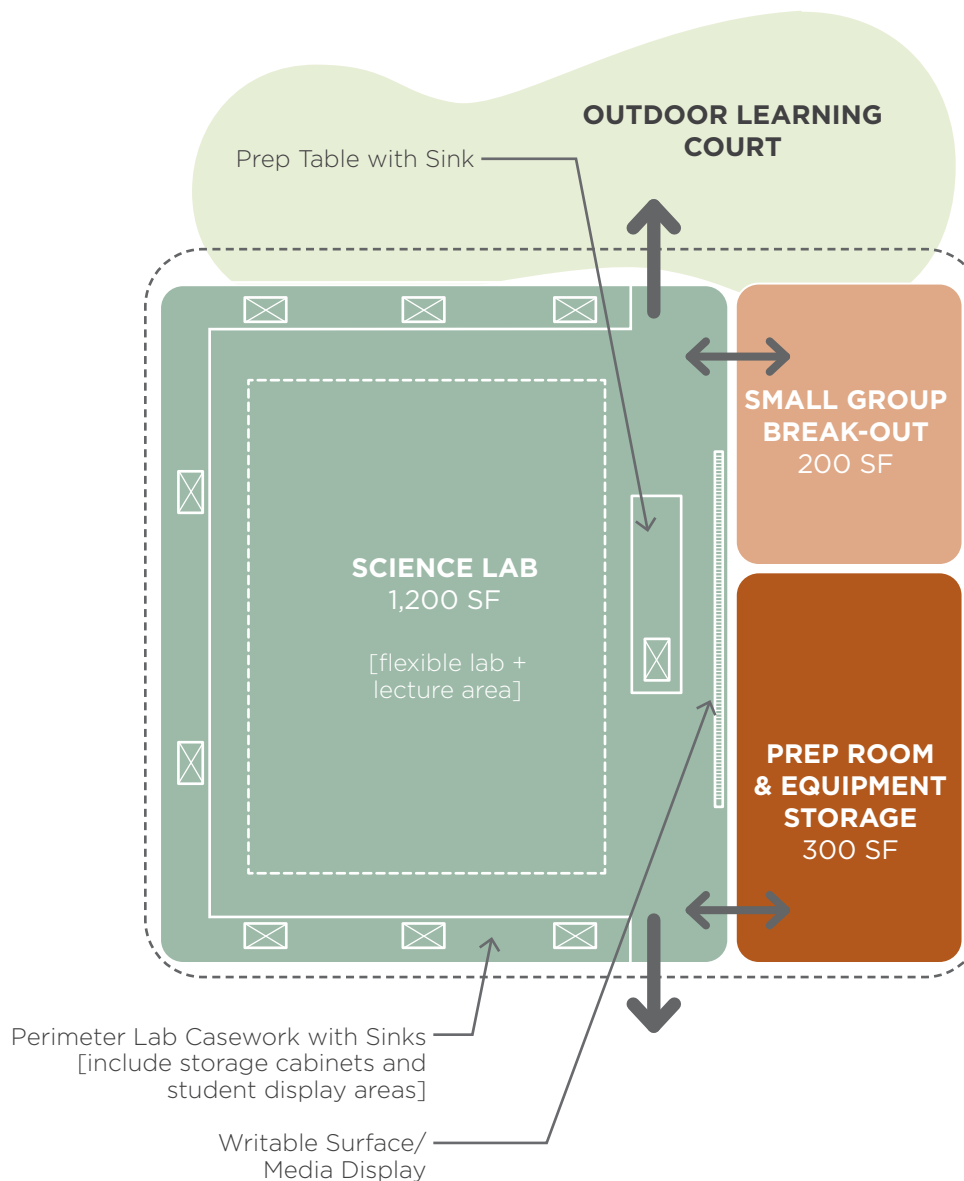
Allow for technology connectivity, with stand-up workstations/tables, multiple presentation areas, digital screens on all walls.

Wifi access throughout, including adjacent outdoor learning spaces.

Locate utilities at ceiling or perimeter of classroom.



SCIENCE

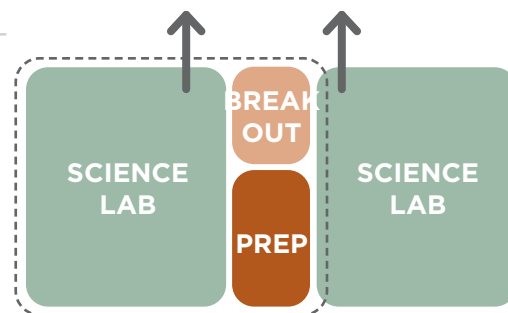


Spaces & Sizing

Main Classroom	1,200 sf
Small Group Breakout	100 sf per cr
Prep Room & Storage	150 sf per cr
Total per Classroom	1,450 sf

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).

SCIENCE LAB





STUDENT RESOURCE CENTER

Activities

- One-on-one instruction
- Small group instruction
- Tutoring, counseling
- Conferences and meetings
- Individual Education Program (IEP) meetings
- Testing and observation



Design Objectives

The Student Resource Center is a hub of student services, providing access to Counselors, Psychologists, Speech, and other specialists. Counselors' offices are arranged around a group space with tables and chairs for small group meetings and break-out sessions.

Maintain a visual connection into each space and ensure acoustical privacy between rooms.

Integrate technology within each space.

The Student Resource Center is ideally located within or adjacent to the main Administration or Library while maintaining proximity to the Special Education Classrooms.

Ability to control lighting, shading and views to exterior.

FURNITURE

Offices should have ergonomic workstations for the counselors, secured storage, open shelving, and a small table with chairs for student meetings. The small table should be sized appropriate to the students who will be using it.

Conference rooms should have a table to accommodate large group meetings.

The RSP/Small Group space should be treated like a classroom, with a variety of flexible furniture including soft seating.

FINISHES

Writable wall finishes or markerboards.

Acoustical ceiling with high acoustical separation between spaces.

Carpet or other soft flooring.

Calming colors and finishes with minimal patterning.

EQUIPMENT

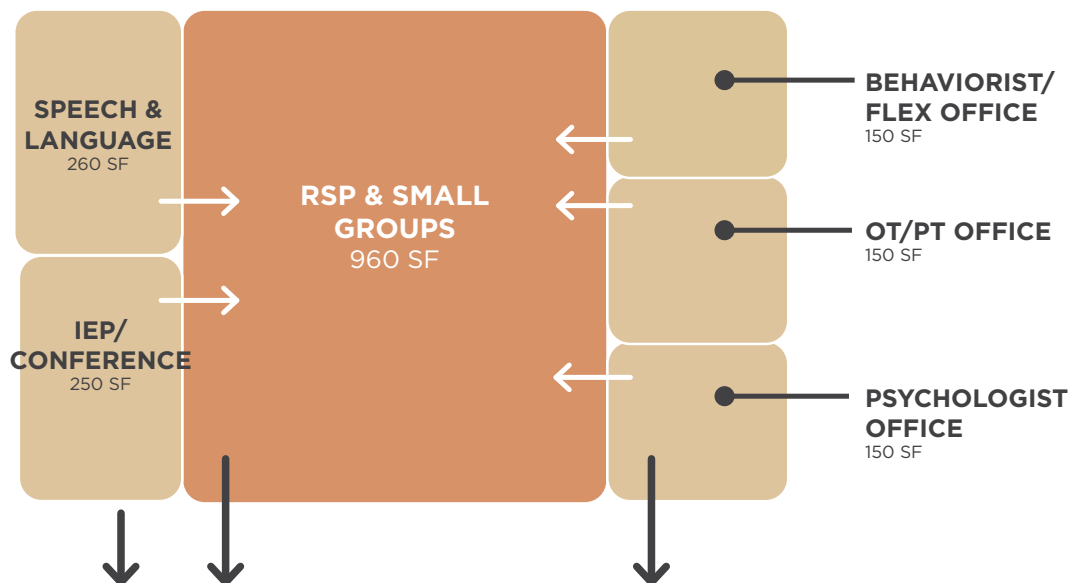
Dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.

Digital monitors for sharing or working at computer stations.

Device charging stations.



STUDENT RESOURCE CENTER



NOTE: See General Education Classroom for details on space recommendations in the RSP & Small Groups space.

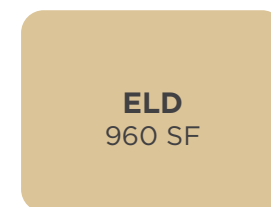
Spaces & Sizing

RSP & Small Groups	960 sf
Speech & Language	260 sf
IEP/Conference	250 sf
Confidential Offices	3 @ 150 sf each

Total Area **1,920 sf**

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).

OTHER SUPPORT SPACE based on specific site needs



One adjacent to Student Resource Center additional spaces w/ core instruction

See General Education Classroom for details on space recommendations.



WELLNESS CENTER

Activities

- Club meetings
- Yoga / light exercise
- Meditation
- Board / table games
- Peer-to-peer counseling



Design Objectives

The Wellness Center is a welcoming and inviting space where students feel safe visiting at their leisure to gain respite during their busy school day.

Maintain a visual connection into each office and group space and ensure acoustical privacy between rooms.

Integrate technology within each space, accommodating the use of wireless internet and device charging.

The Wellness Center is ideally paired with the College/Career Center or located within the Student Union. If co-located with the College/Career Center, there is opportunity to utilize an operable partition between spaces, to accommodate large-group activities for either center such as wellness yoga classes or guest career speakers.

Ability to control lighting, shading and thermal comfort.

FURNITURE

Offices should have comfortable seating with one small table per seat.

The Group space should have a variety of flexible furniture including soft seating and open shelving for games and resources.

FINISHES

Writable wall finishes or markerboards.

Acoustical ceiling with high acoustical separation between spaces.

Carpet or other soft flooring.

Calming colors and finishes with minimal patterning.

EQUIPMENT

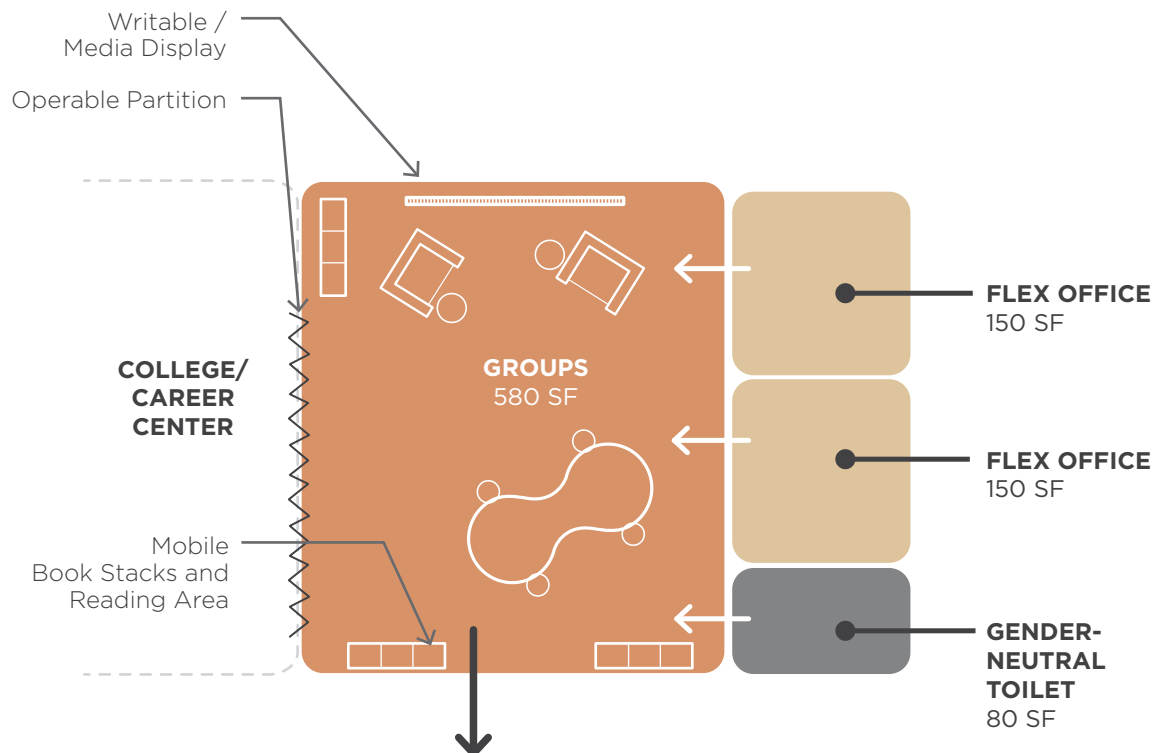
Dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.

Digital monitor(s) at the Group space with projected audio for streaming yoga or meditation sessions.

Device charging stations.



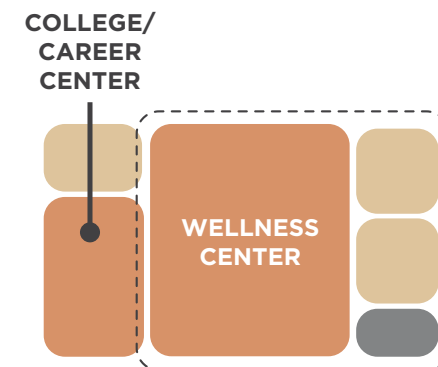
WELLNESS CENTER



Spaces & Sizing

Group Space	580 sf
Flex Office	2 @ 150 sf ea
Toilet	80 sf
Total Area	960 sf

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).





COLLEGE/CAREER CENTER

Activities

- One-on-one instruction
- Guidance, counseling
- Conferences and meetings
- Research



Design Objectives

The College/Career Center serves as a resource for students curious about their future path towards college and a career. Counselors' offices are arranged around a group space with tables and chairs for small group meetings and individually-led research.

Maintain a visual connection into each space and ensure acoustical privacy between rooms.

Integrate technology within each space.

The College/Career Center is ideally paired with the Wellness Center or within the Student Union. If co-located with the Wellness Center, there is opportunity to utilize an operable partition between spaces, to accommodate large-group activities for either center such as wellness yoga classes or guest career speakers.

Ability to control lighting, shading and views to exterior.

FURNITURE

Offices should have ergonomic workstations for the counselors, secured storage, open shelving, and a small table with chairs for student meetings. The small table should be sized appropriate to the students who will be using it.

Conference rooms should have a table to accommodate large group meetings.

The Small Group space should have a bay of computer stations or laptop docking stations and shelving for resources.

FINISHES

Writable and tackable wall finishes for announcements.

Acoustical ceiling with high acoustical separation between spaces.

Carpet or other soft flooring.

EQUIPMENT

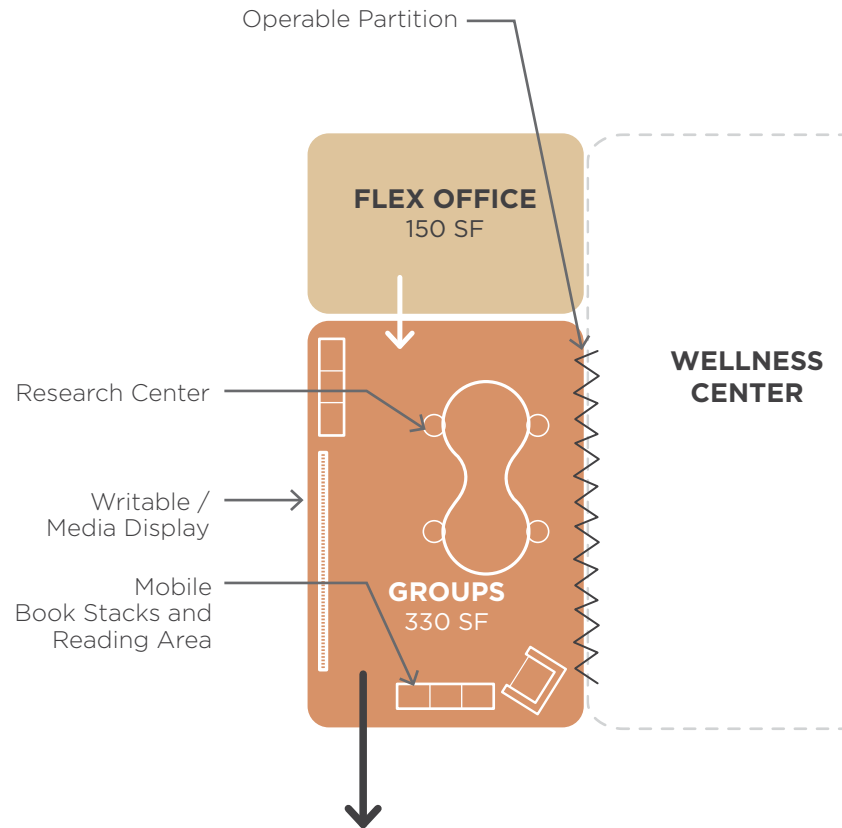
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Digital monitors for sharing or working at computer stations.

Device charging stations.



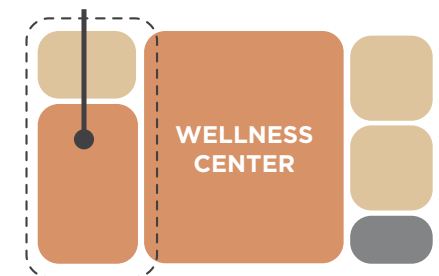
COLLEGE/CAREER CENTER



Spaces & Sizing

Group Space	330 sf
Flex Office	150 sf
Total Area	480 sf

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).

COLLEGE/
CAREER
CENTER



STUDENT UNION

Activities

- Social gathering
- Independent and group activities/games
- Student leadership group activities
- Club meetings
- Assemblies and large group presentations
- Food Service: kitchen and serving (optional)
- Overflow instructional activities for PE/ Fitness, Music, or flexible classroom
- After school programs



Design Objectives

The Student Union provides a hub of activity, balancing the academic spaces with social experiences.

This is a highly active space that enables social interactions within the school community and should celebrate the school's unique cultures and characteristics.

The space should inspire students and instill a sense of school pride through color, graphics, signage, and display areas.

Locate within the campus core with direct access to the main Quad and lunch shelter.

Ample storage for chairs, tables, and instructional / game equipment.

Food Service area (if provided) should have easy access and queuing system that flows through serving lines and to the dining area.

FURNITURE

Provide a variety of cafe-style furniture choices that allow seating and standing options that accommodate the activities listed. Furniture should be durable and support individual, small, and large groups.

Recycling area for collection and storage of recyclables.

Display area for sports, clubs, and other campus activities.

FINISHES

Ceilings should be acoustically absorptive, durable and appropriate for high activity areas. Acoustical wall panels may be necessary.

Flooring should be resilient, durable, and easy to clean.

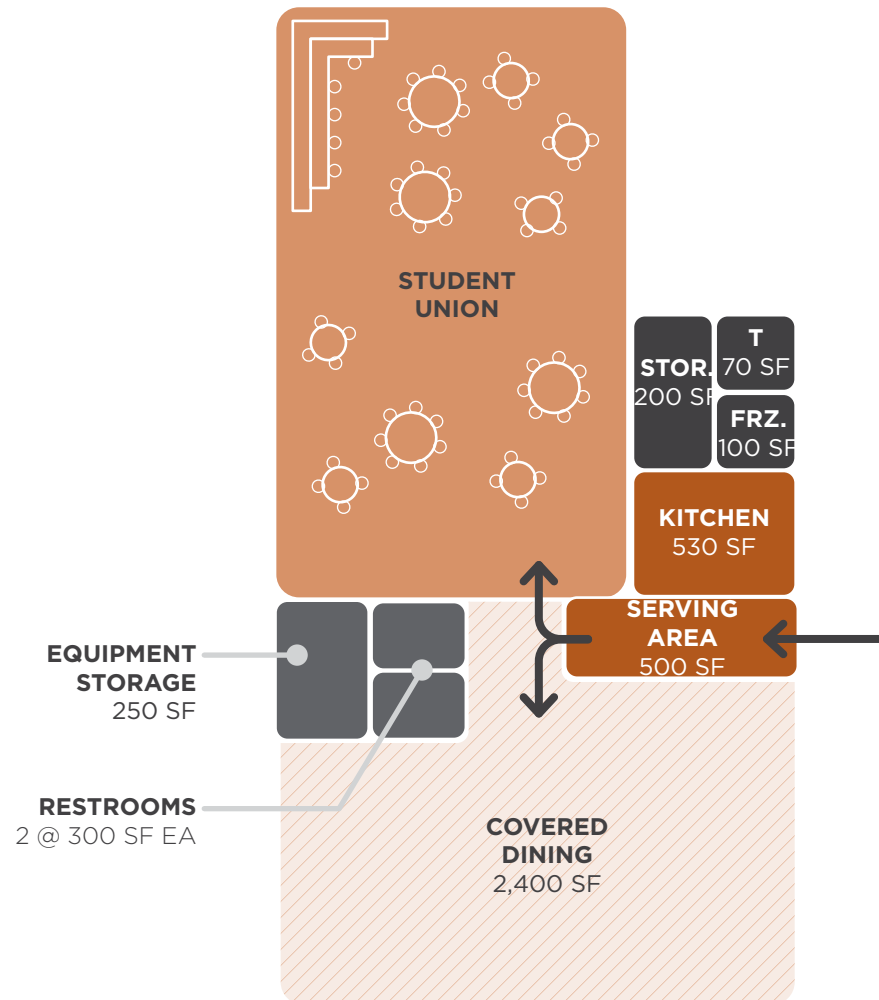
EQUIPMENT

If provided, the Food Service area should conform to health department standards and equipment to be verified by District.

Provide quality sound, lighting, and acoustic systems, with adjustable lighting for testing, presentation, assembly, or community events.



STUDENT UNION



Spaces & Sizing

Student Union	2,150 sf
Restrooms	600 sf
Equipment Storage	250 sf
Total Building Area	3,000 sf

Kitchen	530 sf
Kitchen Storage	300 sf
Staff Toilet @ Kitchen	70 sf
Student Serving Area	500 sf
Total Food Service Area	1,400 sf

Lunch Shelter	2,400 sf
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ADMINISTRATION

Activities

- Check-in, front entry, "Welcome Center"
- Administrative duties
- Conference
- Discipline meetings
- Counseling
- Health support
- Staff collaboration and professional development
- Attendance, enrollment, supply/records storage
- Parent meetings and assistance



Design Objectives

Administration is the first point of contact for many parents, students, staff, and visitors arriving at the school. This space should establish the school's identity and pride.

The entry should be a welcoming, obvious presence to visitors and parents, and should be a defined, single-point entry. The school's perimeter fencing should be incorporated into the design of the Administrative entry, deterring visitors from bypassing the Administration office.

Create an area for student work and announcement display.

Clearly define the public spaces like the lobby and waiting area. Limit access to private staff spaces.

The Principal's Office should have views and direct access to the campus interior.

Encourage staff communication and collaboration by creating welcoming areas with soft furniture, varied lighting, views to exterior, and amenities such as coffee machines.

FURNITURE

Ergonomic casework at standing and seated working heights for reception and office workstations.

Nurse's Office should include casework with work area and lockable storage cabinets for student medicine and refrigerator with ice maker. Include cubicle curtains at ceiling to separate the cot area.

Include secured storage for student files.

FINISHES

Carpet flooring in office/conference areas, resilient flooring in workrooms and nurse's office.

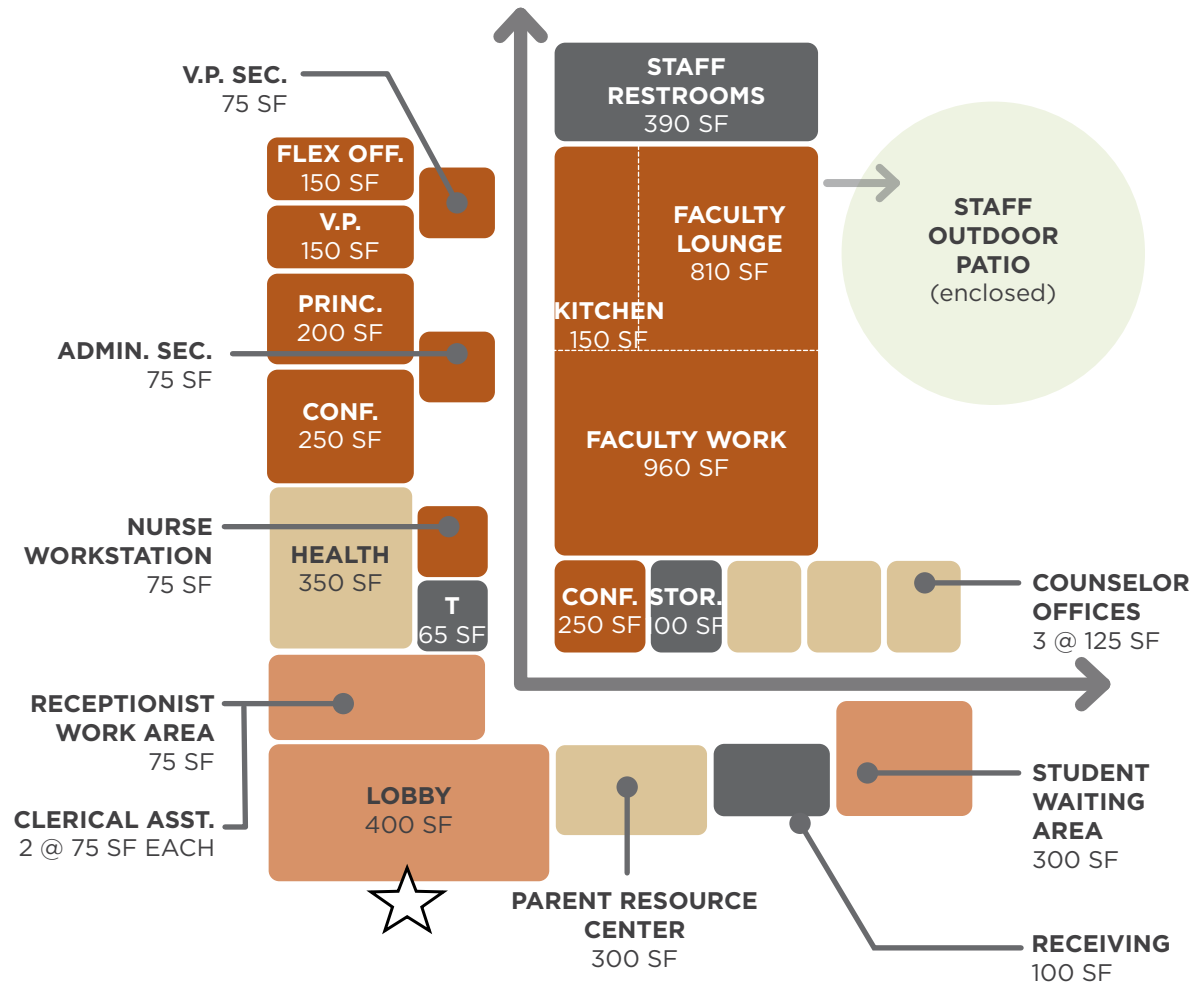
Ceilings should be primarily acoustic with limited areas of dropped hard lid.

EQUIPMENT

An energy-efficient mix of indirect and direct lighting, with natural daylight and shading devices for personal control.

Digital display area for announcements, student work, etc.

ADMINISTRATION



Spaces & Sizing

Lobby	400 sf
Receptionist	75 sf
Clerical Assistant	2 @ 75 sf ea
Parent Resource Center	300 sf
Health Office	350 sf
Nurse Workstation	75 sf
Toilet @ Health Office	65 sf
Principal Office	200 sf
Administrative Secretary	75 sf
Conference Room	250 sf
Vice Principal Office	150 sf
VP Secretary	75 sf
Flex Office	150 sf
Student Waiting	300 sf
Counselor Offices	3 @ 125 sf ea
Receiving/Mail Room	100 sf
Conference Room	250 sf
Faculty Work Room	960 sf
Faculty Lounge	810 sf
Kitchen @ Lounge	150 sf
Storage	100 sf
Staff Restrooms	390 sf

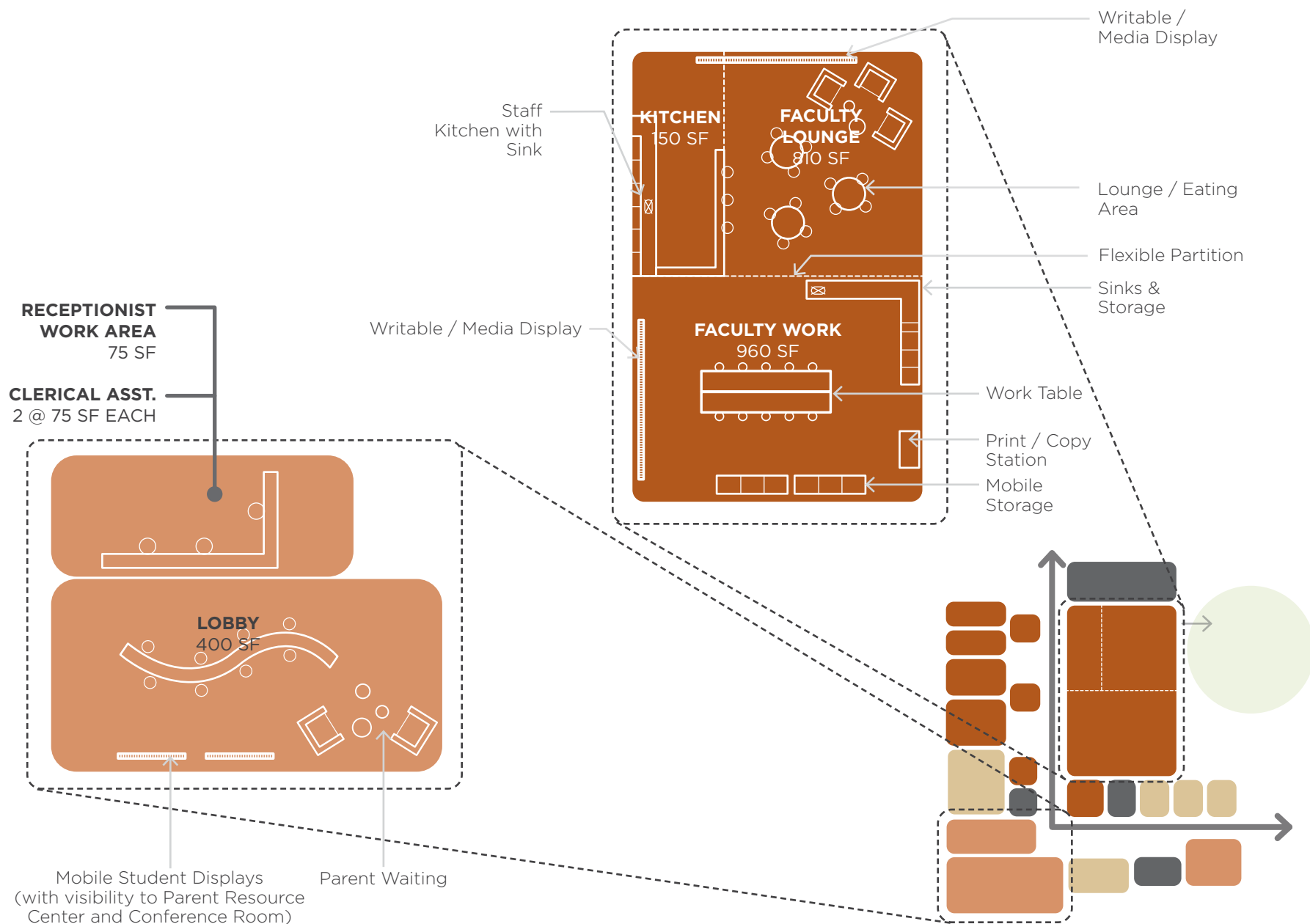
Total Area 5,750 sf

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ADMINISTRATION





EDUCATIONAL VISION DOCUMENT

HIGH SCHOOL

CASTILLO

WOODLAND
VALLEY

W



CLASSROOMS

Activities

- Interdisciplinary, learner-centered instruction with full-integration of technology
- Active and passive learning activities
- Large lecture, small group, and individual work
- Core subject instruction: Language Arts, Social Studies, Mathematics, and non-lab Science
- The teacher circulates to monitor and engage with students
- Teacher-led and student-led presentations



Design Objectives

Support the WJUSD Graduate Profile by encouraging 'student talk' and the expression of ideas and inquiries.

These spaces should be open, inviting and engaging – utilize color and appropriate lighting strategies. Classrooms should be acoustically separated from each other and organized in a cluster with direct access to an outdoor learning area. Windows and classroom layout should allow for visibility across classroom space to exterior.

Design classrooms to be flexible, allowing them to configure to support the following: whole group zone, collaboration and small group zone, hands-on design zone, independent/quiet zone, outdoor learning zone. A sink and wet area should be provided for crafts and clean-up.

Mobile technology use should be supported through a multitude of electrical outlets and a combination of data port locations, with wireless internet access available with the ability to expand capacity in the future.

Thermal comfort should be supported through high-efficiency ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.

Rooms should be daylit and supplemented with high-efficiency fixtures that balance indirect/direct light to reduce shadows and glare and provide even illumination. Lighting should be occupant-controlled around the presentation area, through shading devices and separate switches.

FURNITURE

Furniture should provide students with choice and accommodate multiple learning styles and activities. Include a variety of types, soft furnishings or stools to encourage mobility throughout the space.

Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.

FINISHES

The space should have resilient flooring for project based activities.

The finishes should contribute to the acoustical qualities; include materials that absorb sound.

Disperse writable surfaces throughout, with spots for gathering and small-group break-out. Movable whiteboards can support small-group instruction.

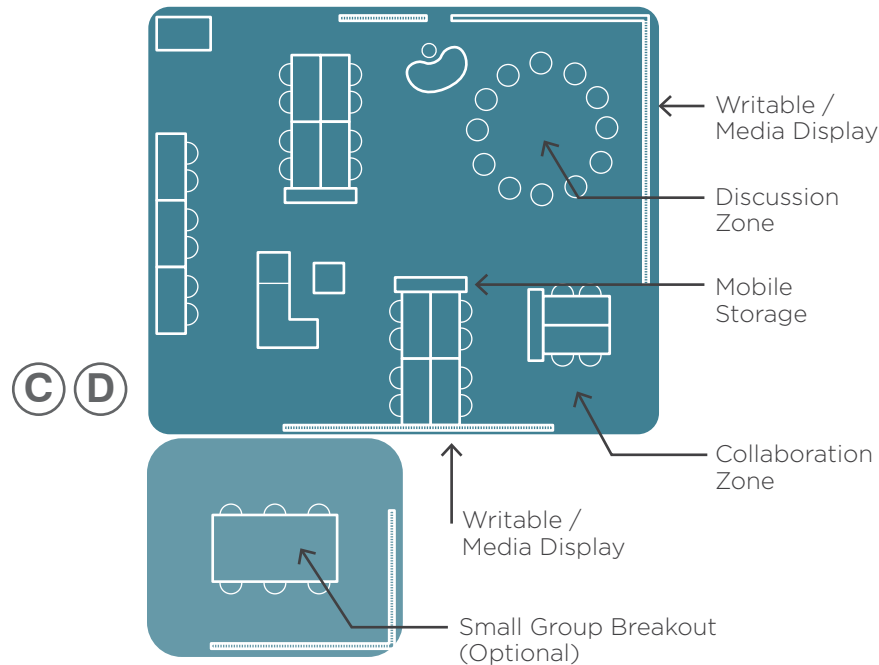
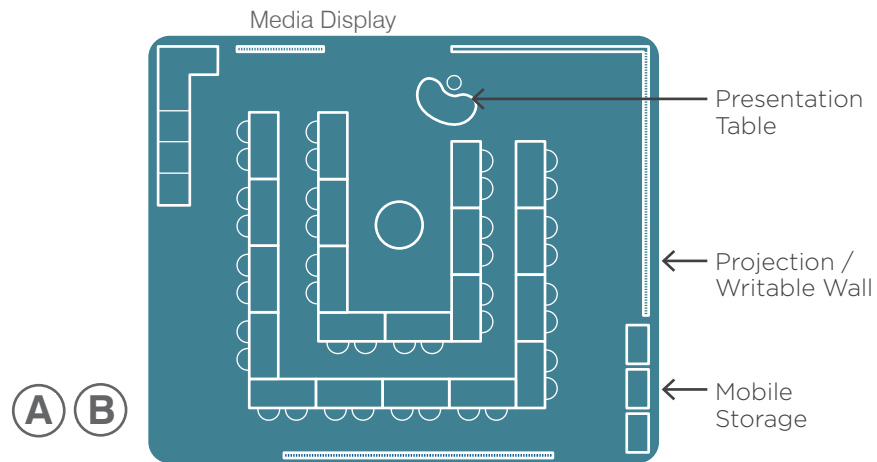
EQUIPMENT

Integrated technology (audio systems, wireless access) should be provided.

Include natural and adjustable lighting with temperature controls within individual classrooms.

Sink with bubbler or water bottle filling station.

CLASSROOMS



Spaces & Sizing

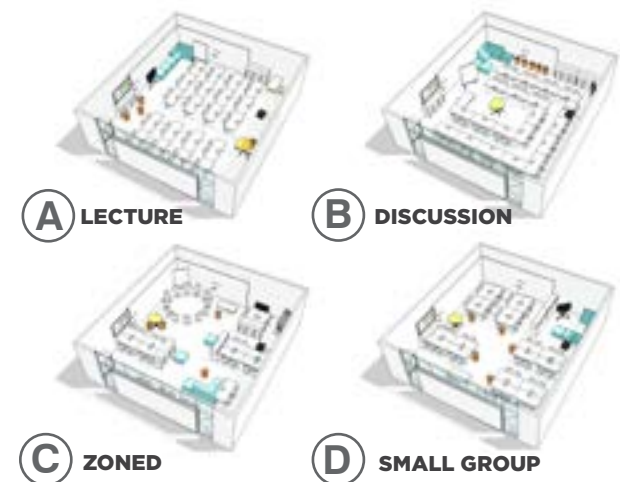
Main Classroom

960 sf*

*Consider sizing at 1,200 sf

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Utilize a diverse selection of flexible furniture where the same 'kit of parts' can be organized into various configurations:





SPECIAL EDUCATION

Activities

- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development and improvement of communication and language skills
- Assistive technology and communications devices, as needed
- Instructional program includes transition planning, collaborative learning, hands-on labs, teacher-facilitated activities, small group work, individual work
- Social-Emotional education
- Life skills



Design Objectives

Open classroom learning environment supporting a variety of activity zones surrounding a collaborative learning zone.

Moderate/Severe Special Education classrooms should include a quiet, separate focus room for students to recompose and a joint-use workroom used to teach Life Skills such as cooking, dishwashing, and laundry. Provide visual connectivity to the classroom from this room, but maintain acoustic privacy.

Collaborative team teaching in which a special education teacher and a general education instructor teach a class together for both general and special education students.

Instructional support provided by a special education teacher.

Integrate special education into campus "Least Restrictive Environment" to have full inclusion of special education students on campus.

FURNITURE

Flexible, varied, and easily reconfigurable furnishings that can accommodate teaching, crafts and labs, group work and individual work.

Mobile partitions can be helpful in reducing distractions, increasing privacy, and creating zones throughout the room.

Life Skills - provide, at minimum, a dining table with chairs, open shelving, and a counter/work surface

FINISHES

Flooring should be carpeted in learning spaces, focus rooms, and conference spaces. Flooring should be resilient in life skills, restrooms, and storage areas.

Finishes should be highly absorptive to increase acoustics and include acoustical ceiling and wall treatments.

Calming colors and finishes with minimal patterning.

EQUIPMENT

Structural grid/support above acoustic ceiling for ability to hang therapy equipment.

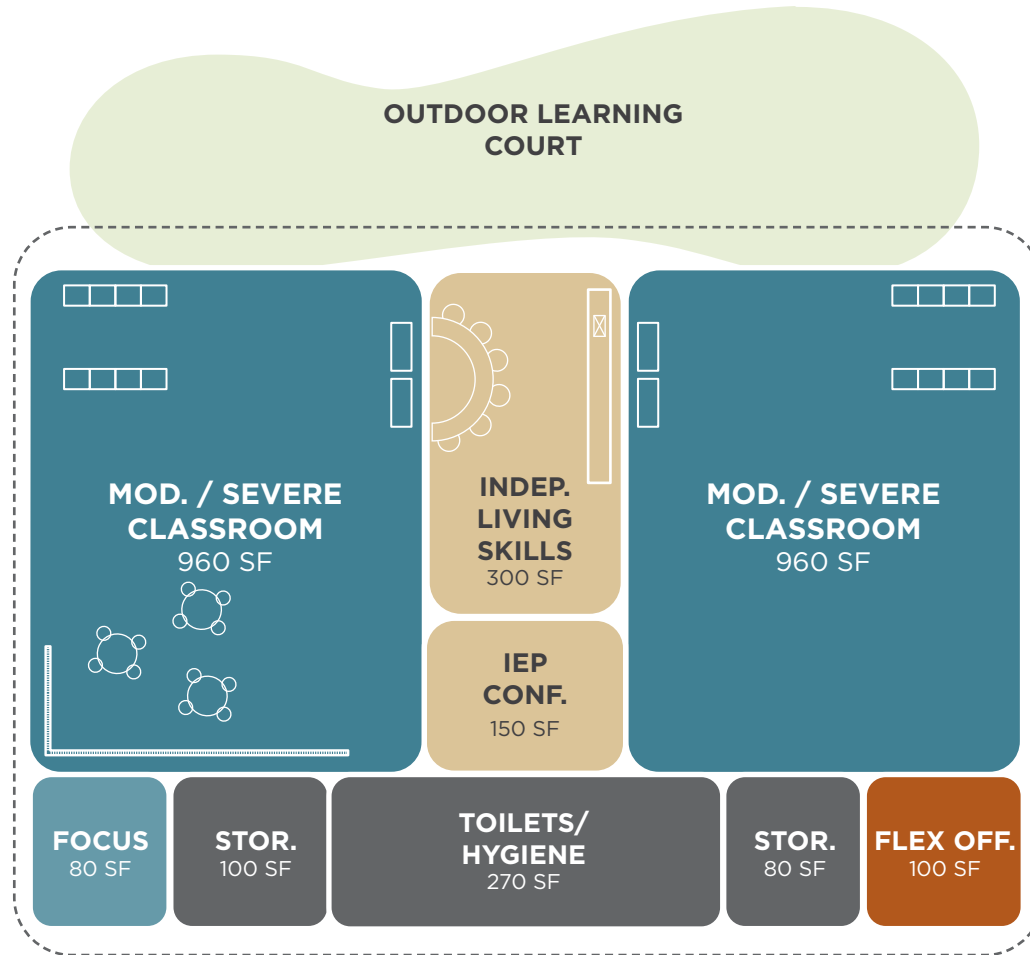
Lighting with dimming capabilities and a high color rendering index (CRI 85 or higher) to reduce student sensitivities.

Integrated technology (audio systems, wireless access) should be provided.

Life Skills - provide, at minimum, a kitchenette with refrigerator, microwave, stove/oven, and dishwasher as well as laundry appliances (washer/dryer).



SPECIAL EDUCATION: MODERATE/SEVERE CLASSROOM



NOTE: Refer to General Education Classroom diagram for the Moderate / Severe Classroom components.

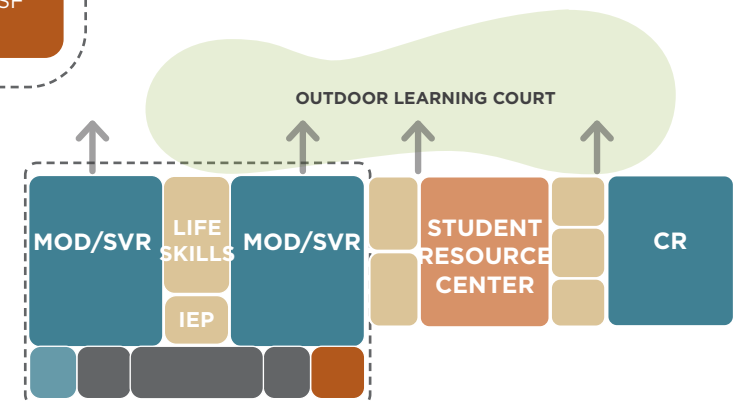
General Education Classroom design standards can also be used for the Mild/Moderate program spaces.

Spaces & Sizing

Main Classroom	2 @ 960 sf ea
Independent Living Skills	300 sf
Toilets/Hygiene	270 sf
IEP/Conference	150 sf
Focus Room/Area	80 sf
Flex Office	100 sf
Storage	180 sf

Total Per Classroom Pair 3,000 sf

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SCIENCE Activities

- Interdisciplinary, project-based learning
- Self-directed study, team-based project collaboration
- Science-based projects, building, crafting and investigation



Design Objectives

Spaces should be representative of the exploration of curriculum activities, inspiring and engaging students to pursue interests in the field of study.

Support team-teaching opportunities through collocation, diverse shared support spaces.

Support collaboration with inclusion of a gallery area for project display and presentations.

Shared small group break-out rooms connect adjacent Science Labs and allow for group work and collaboration.

Preferably located Science Labs on the ground floor for direct access to outdoor learning and gardens.

Lab design should enable supervision to all student work areas.

FURNITURE

Flexible, mobile furniture to support active learning.

Refrigerator with freezer.

Locking cabinets for secured storage.

Sinks with counter top space with grouped seating.

Writable wall surfaces and operable partitions.

FINISHES

Flooring should be resilient and durable, able to resist acids and stains, encouraging use for creative endeavors and “messy” work.

Energy efficient lighting and natural daylighting, with task lighting at work areas.

Acoustical ceiling and finishes to reduce reverberation time.

EQUIPMENT

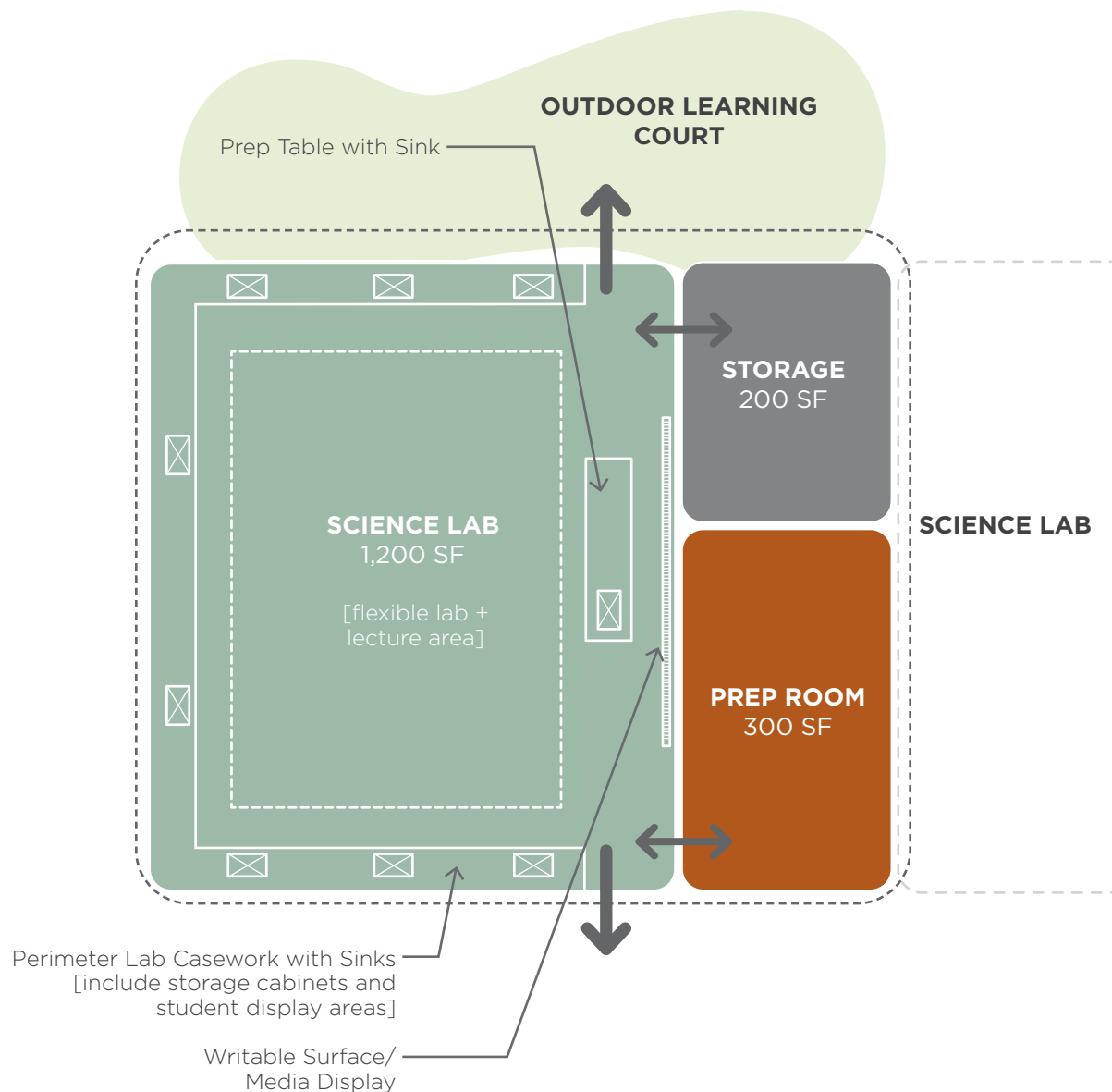
Allow for technology connectivity, with stand-up workstations/tables, multiple presentation areas, digital screens on all walls.

Wifi access throughout, including adjacent outdoor learning spaces.

Locate utilities at ceiling or perimeter of classroom.



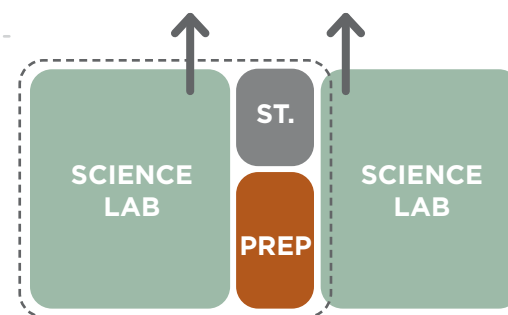
SCIENCE



Spaces & Sizing

Main Classroom	1,200 sf
Prep Room	150 sf per cr
Storage	100 sf per cr
Total per Classroom	1,450 sf

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STUDENT RESOURCE CENTER

Activities

- One-on-one instruction
- Small group instruction
- Tutoring, counseling
- Conferences and meetings
- Individual Education Program (IEP) meetings
- Testing and observation



Design Objectives

The Student Resource Center is a hub of student services, providing access to Counselors, Psychologists, Speech, and other specialists. Counselors' offices are arranged around a group space with tables and chairs for small group meetings and break-out sessions.

Maintain a visual connection into each space and ensure acoustical privacy between rooms.

Integrate technology within each space.

The Student Resource Center is ideally located within or adjacent to the main Administration or Library while maintaining proximity to the Special Education Classrooms.

Ability to control lighting, shading and views to exterior.

FURNITURE

Offices should have ergonomic workstations for the counselors, secured storage, open shelving, and a small table with chairs for student meetings. The small table should be sized appropriate to the students who will be using it.

Conference rooms should have a table to accommodate large group meetings.

The RSP/Small Group space should be treated like a classroom, with a variety of flexible furniture including soft seating.

FINISHES

Writable wall finishes or markerboards.

Acoustical ceiling with high acoustical separation between spaces.

Carpet or other soft flooring.

Calming colors and finishes with minimal patterning.

EQUIPMENT

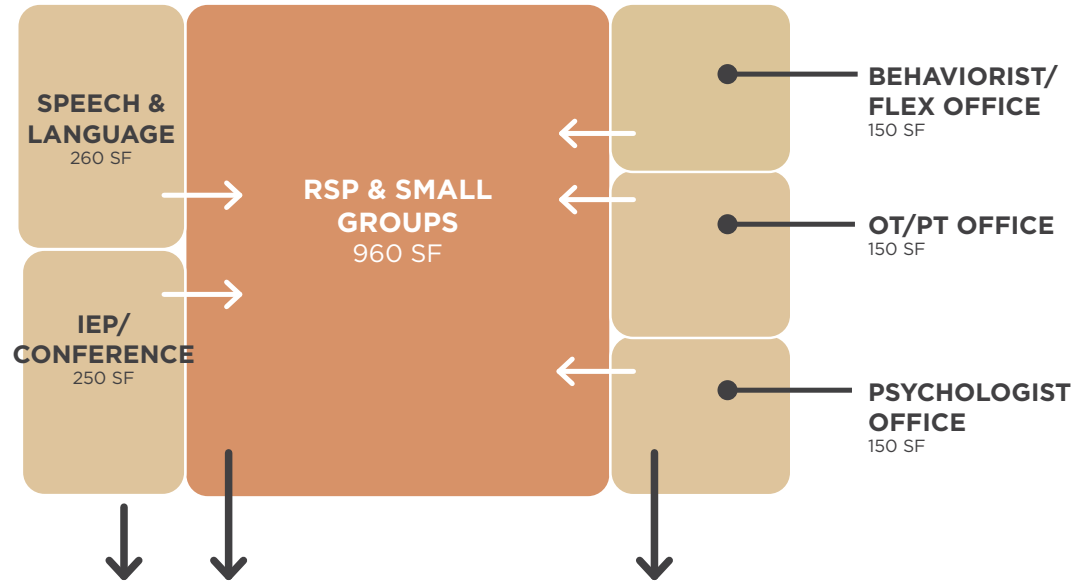
Dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.

Digital monitors for sharing or working at computer stations.

Device charging stations.



STUDENT RESOURCE CENTER



NOTE: See General Education Classroom for details on space recommendations in the RSP & Small Groups space.

Spaces & Sizing

RSP & Small Groups	960 sf
Speech & Language	260 sf
IEP/Conference	250 sf
Confidential Offices	3 @ 150 sf each

Total Area **1,920 sf**

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OTHER SUPPORT SPACE based on specific site needs



One adjacent to Student Resource Center additional spaces w/ core instruction

See General Education Classroom for details on space recommendations.



WELLNESS CENTER

Activities

- Club meetings
- Yoga / light exercise
- Meditation
- Board / table games
- Peer-to-peer counseling



Design Objectives

The Wellness Center is a welcoming and inviting space where students feel safe visiting at their leisure to gain respite during their busy school day.

Maintain a visual connection into each office and group space and ensure acoustical privacy between rooms.

Integrate technology within each space, accommodating the use of wireless internet and device charging.

The Wellness Center is ideally paired with the College/Career Center or located within the Student Union. If co-located with the College/Career Center, there is opportunity to utilize an operable partition between spaces, to accommodate large-group activities for either center such as wellness yoga classes or guest career speakers.

Ability to control lighting, shading and thermal comfort.

FURNITURE

Offices should have comfortable seating with one small table per seat.

The Group space should have a variety of flexible furniture including soft seating and open shelving for games and resources.

FINISHES

Writable wall finishes or markerboards.

Acoustical ceiling with high acoustical separation between spaces.

Carpet or other soft flooring.

Calming colors and finishes with minimal patterning.

EQUIPMENT

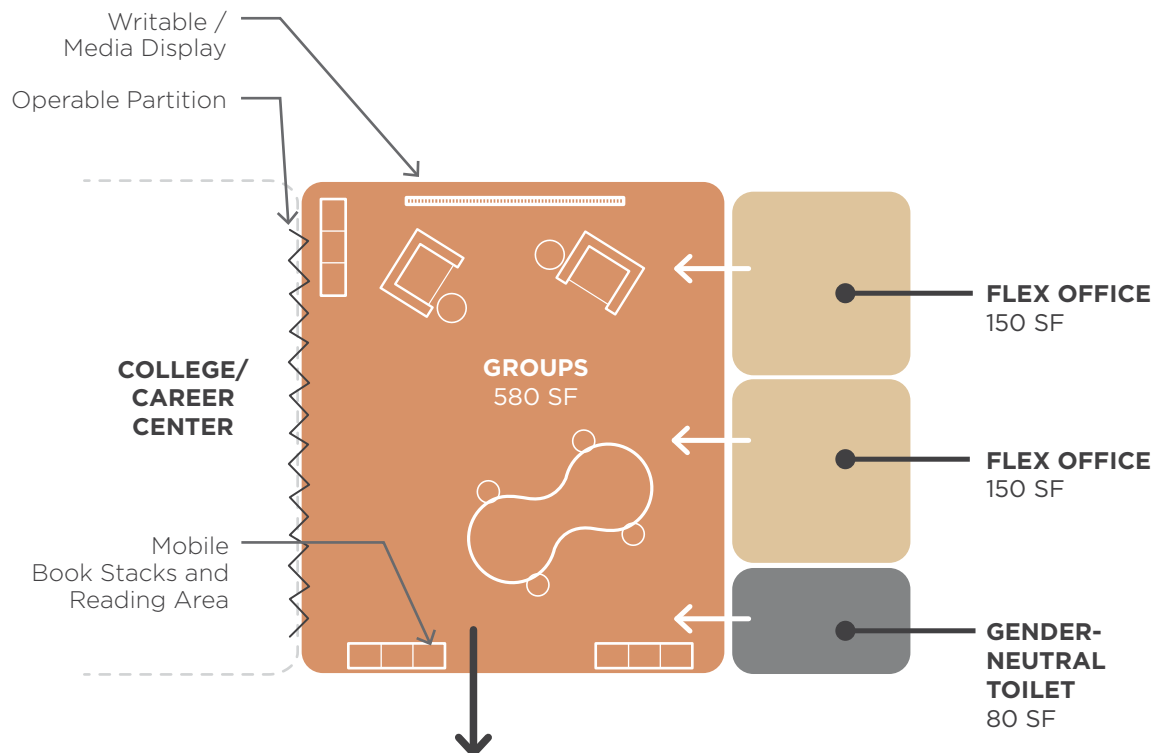
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Device charging stations.



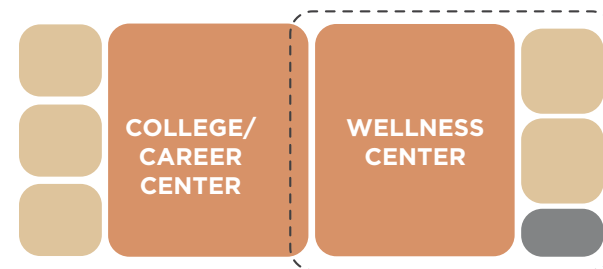
WELLNESS CENTER



Spaces & Sizing

Group Space	580 sf
Flex Office	2 @ 150 sf ea
Toilet	80 sf
Total Area	960 sf

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COLLEGE/CAREER CENTER

Activities

- One-on-one instruction
- Guidance, counseling
- Conferences and meetings
- Research



Design Objectives

The College/Career Center serves as a resource for students curious about their future path towards college and a career. Counselors' offices are arranged around a group space with tables and chairs for small group meetings and individually-led research.

Maintain a visual connection into each space and ensure acoustical privacy between rooms.

Integrate technology within each space.

The College/Career Center is ideally paired with the Wellness Center or within the Student Union. If co-located with the Wellness Center, there is opportunity to utilize an operable partition between spaces, to accommodate large-group activities for either center such as wellness yoga classes or guest career speakers.

Ability to control lighting, shading and views to exterior.

FURNITURE

Offices should have ergonomic workstations for the counselors, secured storage, open shelving, and a small table with chairs for student meetings. The small table should be sized appropriate to the students who will be using it.

Conference rooms should have a table to accommodate large group meetings.

The Small Group space should have a bay of computer stations or laptop docking stations and shelving for resources.

FINISHES

Writable and tackable wall finishes for announcements.

Acoustical ceiling with high acoustical separation between spaces.

Carpet or other soft flooring.

EQUIPMENT

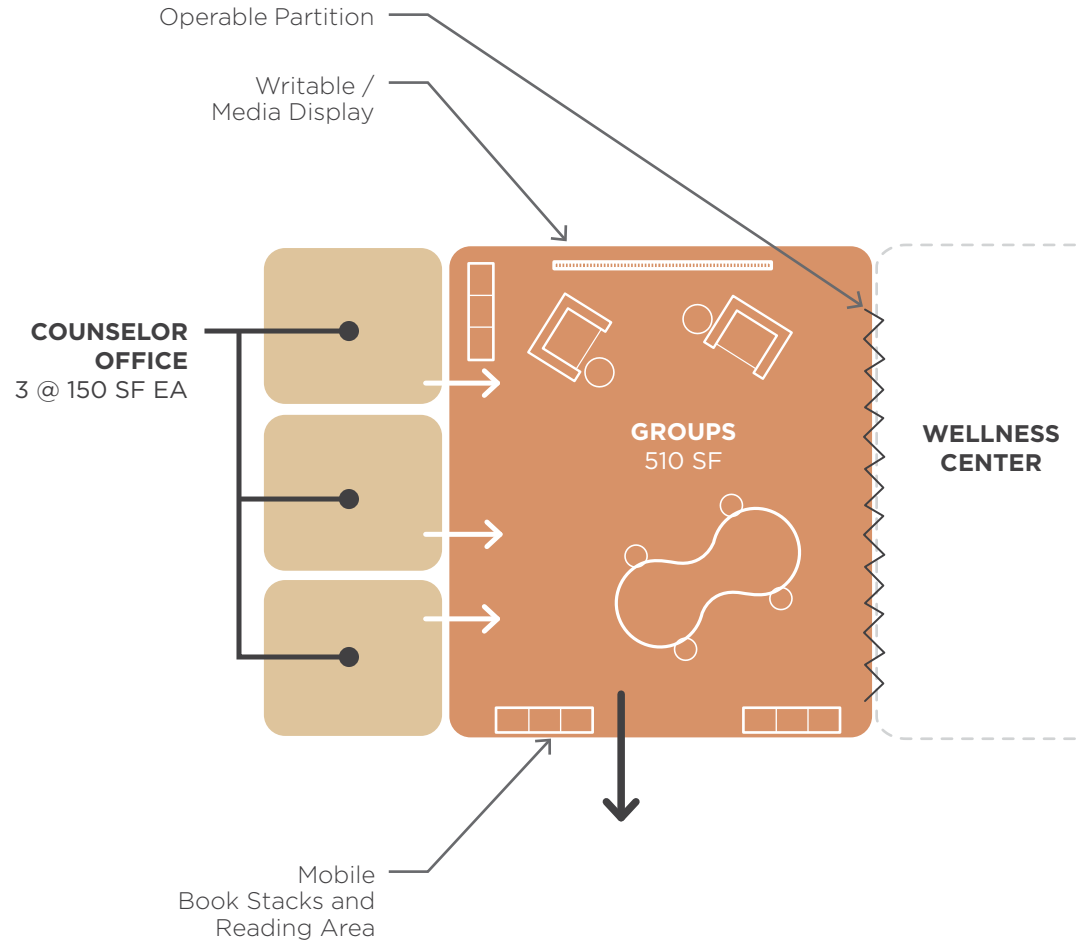
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Device charging stations.



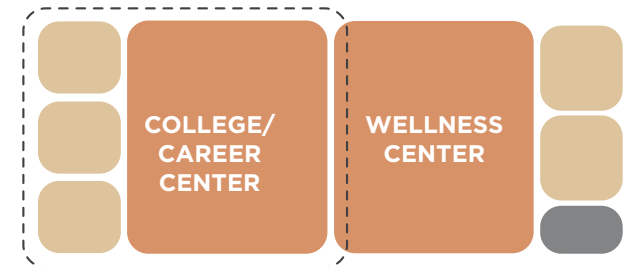
COLLEGE/CAREER CENTER



Spaces & Sizing

Group Space	510 sf
Counselor Offices	3 @ 150 sf ea
Total Area	960 sf

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Long-Term Site Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).





STUDENT UNION

Activities

- Social gathering
- Independent and group activities/games
- Student leadership group activities
- Club meetings
- Assemblies and large group presentations
- Overflow instructional activities for PE/ Fitness, Music, or flexible classroom
- After school programs



Design Objectives

The Student Union provides a hub of activity, balancing the academic spaces with social experiences.

This is a highly active space that enables social interactions within the school community and should celebrate the school's unique cultures and characteristics.

The space should inspire students and instill a sense of school pride through color, graphics, signage, and display areas.

Locate within the campus core with direct access to the main Quad and lunch shelter.

Ample storage for chairs, tables, and instructional / game equipment.

FURNITURE

Provide a variety of cafe-style furniture choices that allow seating and standing options that accommodate the activities listed. Furniture should be durable and support individual, small, and large groups.

Recycling area for collection and storage of recyclables.

Display area for sports, clubs, and other campus activities.

FINISHES

Ceilings should be acoustically absorptive, durable and appropriate for high activity areas. Acoustical wall panels may be necessary.

Flooring should be resilient, durable, and easy to clean.

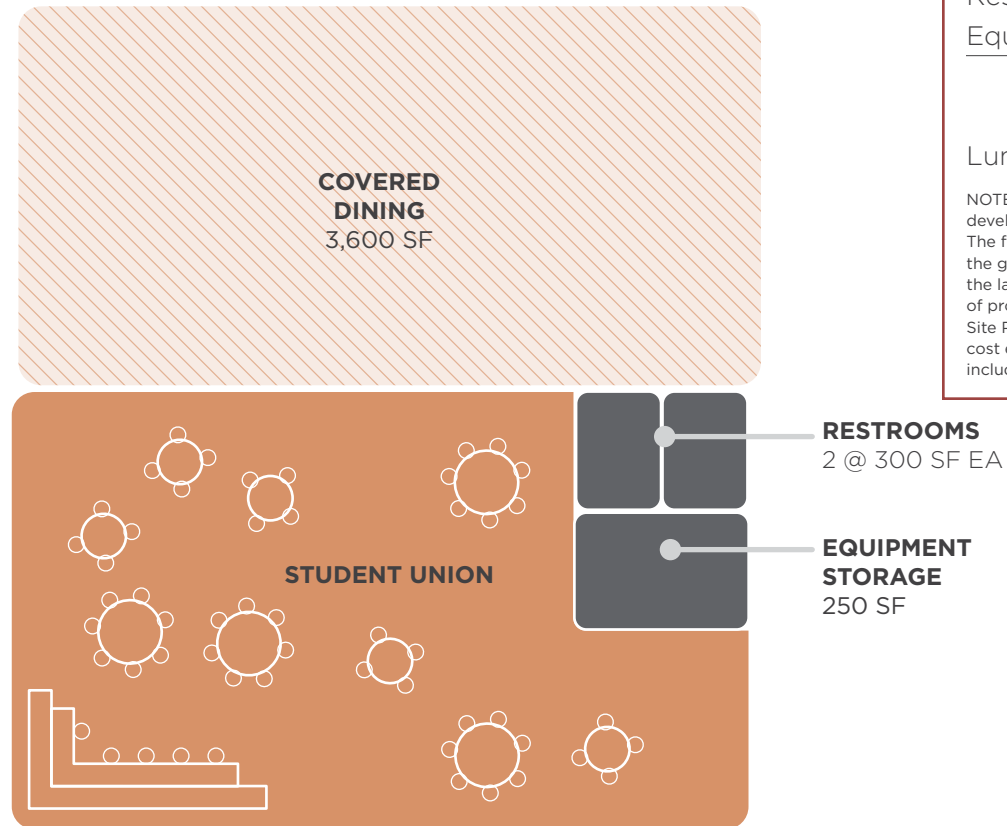
EQUIPMENT

If provided, the Food Service area should conform to health department standards and equipment to be verified by District.

Provide quality sound, lighting, and acoustic systems, with adjustable lighting for testing, presentation, assembly, or community events.



STUDENT UNION



Spaces & Sizing

Student Union	2,150 sf
Restrooms	600 sf
Equipment Storage	250 sf
Total Building Area	3,000 sf

Lunch Shelter 3,600 sf

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FOOD SERVICE

Activities

- Food preparation
- Food storage
- Dishwashing
- Food distribution: via walk-up windows, via serving lanes
- Point-of-sale



Design Objectives

The Food Service areas of a school site should be an aesthetically pleasing environment, acknowledging that the enjoyment of any meal begins with the eyes.

Design of the Food Service area should boost the WJUSD Food Service program and reflect school pride.

The Food Service area should have easy circulation, access, and queuing system that flows through serving lines efficiently as they travel to dining areas.

Outdoor queuing lines should be protected from sun and rain.

Menus should be clearly visible from a distance.

FURNITURE

The Office within the Kitchen should have an ergonomically designed workstation and secured locker storage for the belongings of Kitchen staff.

Recycling area for collection and storage of recyclables.

FINISHES

Ceilings should be acoustically absorptive, durable and appropriate for high activity areas. Acoustical wall panels may be necessary.

Flooring should be resilient, durable, and easy to clean.

All finishes should be in compliance with the Health Department requirements.

EQUIPMENT

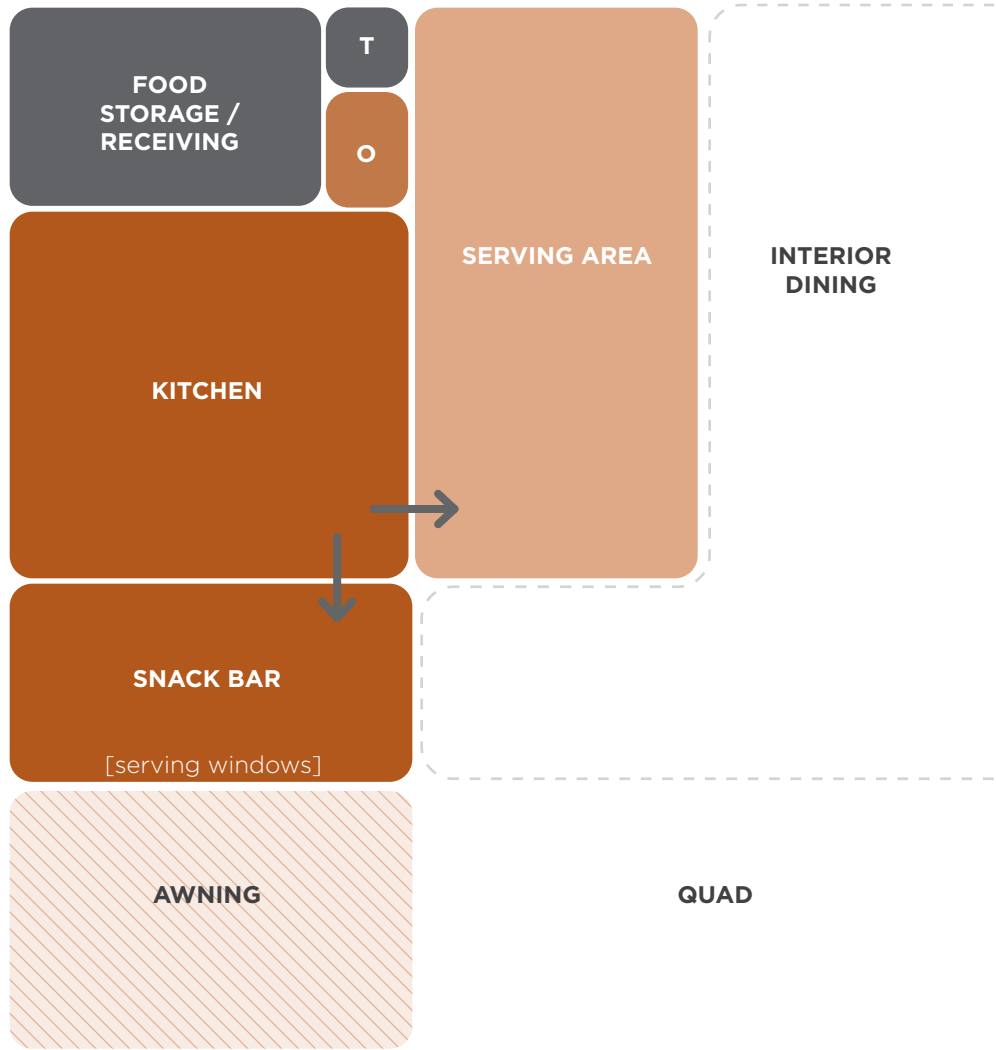
Equipment to be verified by District and conform to Health Department standards.

Provide quality lighting and acoustic systems.

Consider digital displays for menus.



FOOD SERVICE



Spaces & Sizing

Kitchen	2,300 sf
Food Prep / Scullery	1,650 sf
Storage	725 sf
Office	100 sf
Toilet	75 sf
Receiving	100 sf
Serving Area	1,400 sf
Snack Bar	500 sf
Total Area	4,200 sf

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ADMINISTRATION

Activities

- Check-in, front entry, “Welcome Center”
- Administrative duties
- Conference
- Discipline meetings
- Counseling
- Health support
- Staff collaboration and professional development
- Attendance, enrollment, supply/records storage
- Parent meetings and assistance



Design Objectives

Administration is the first point of contact for many parents, students, staff, and visitors arriving at the school. This space should establish the school's identity and pride.

The entry should be a welcoming, obvious presence to visitors and parents, and should be a defined, single-point entry. The school's perimeter fencing should be incorporated into the design of the Administrative entry, deterring visitors from bypassing the Administration office.

Create an area for student work and announcement display.

Clearly define the public spaces like the lobby and waiting area. Limit access to private staff spaces.

The Principal's Office should have views and direct access to the campus interior.

Encourage staff communication and collaboration by creating welcoming areas with soft furniture, varied lighting, views to exterior, and amenities such as coffee machines.

FURNITURE

Ergonomic casework at standing and seated working heights for reception and office workstations.

Nurse's Office should include casework with work area and lockable storage cabinets for student medicine and refrigerator with ice maker. Include cubicle curtains at ceiling to separate the cot area.

Include secured storage for student files.

FINISHES

Carpet flooring in office/conference areas, resilient flooring in workrooms and nurse's office.

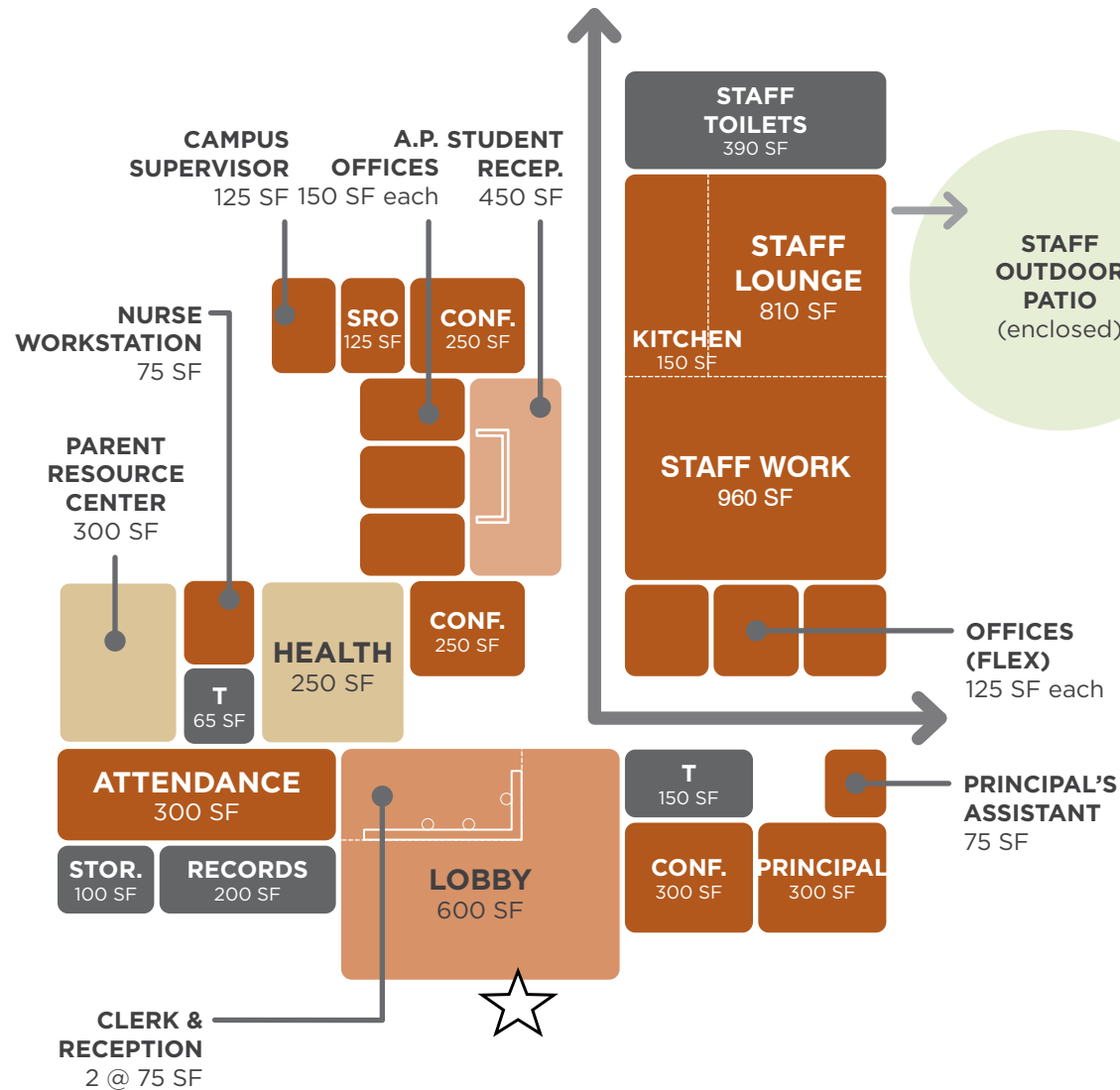
Ceilings should be primarily acoustic with limited areas of dropped hard lid.

EQUIPMENT

An energy-efficient mix of indirect and direct lighting, with natural daylight and shading devices for personal control.

Digital display area for announcements, student work, etc.

ADMINISTRATION



Spaces & Sizing

Lobby/Reception/Clerk	600 sf
Attendance	300 sf
Records Room	200 sf
Storage	100 sf
Parent Resource Center	300 sf
Health Office	350 sf
Nurse Workstation	75 sf
Toilet @ Health Office	65 sf
Principal Office	300 sf
Main Conference Room	300 sf
Administrative Secretary	75 sf
Vice Principal Offices	3 @ 150 sf ea
Campus Supervisor	125 sf
Security Resource Officer	125 sf
Student Waiting	450 sf
Flex Offices	3 @ 150 sf ea
Conference Rooms	2 @ 250 sf ea
Visitor Restrooms	150 sf
Faculty Work Room	960 sf
Faculty Lounge	810 sf
Kitchen @ Lounge	150 sf
Storage	100 sf
Staff Restrooms	390 sf

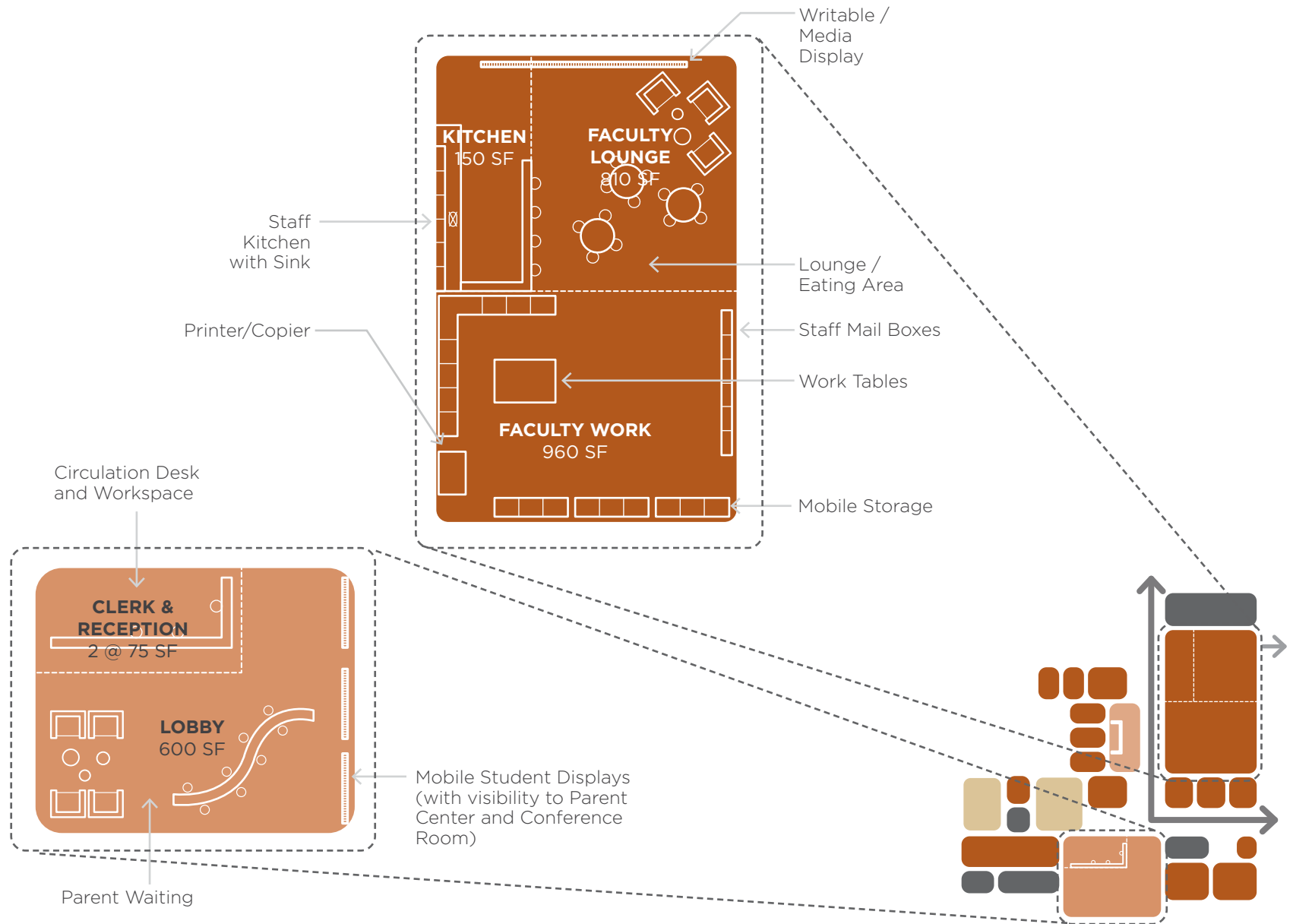
Total Area 7,150 sf

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ADMINISTRATION





PRACTICE GYMNASIUM

Activities

- Instructional activities
- Assemblies and large group presentations
- Overflow instructional activities for PE/ Fitness, Music, or flexible classroom
- After school programs
- Team practices
- Community use



Design Objectives

The Gymnasium host the school's sports team practices and games, PE classes and other PE activities, and assemblies. Utilize graphics, signage and colors in this space that inspire school pride and sense of identity.

The Gymnasium should have direct access to exterior the playfields / outdoor fitness areas. Locate the Gym near parking to accommodate after school access for games, practice, and events.

Integrate proper sound system and A/V equipment with lockable control area.

Utilize acoustic absorption at high elevation on walls and ceilings (acoustical roof decking), high-impact acoustic panels at walls with wall padding below.

Energy-efficient lighting and mechanical systems, utilizing natural daylighting should be used where possible along with ceilings fans for improved occupant comfort.

Provide a display area for team sports and student accolades.

FURNITURE

Retractable seating for large assemblies at the Gymnasium.

Display area for event scheduling.

FINISHES

Provide a resilient athletic wood flooring system with colored striping for multiple sports.

Ceilings should be acoustically absorptive and durable.

Acoustical wall panels may be necessary to control acoustics during large events.

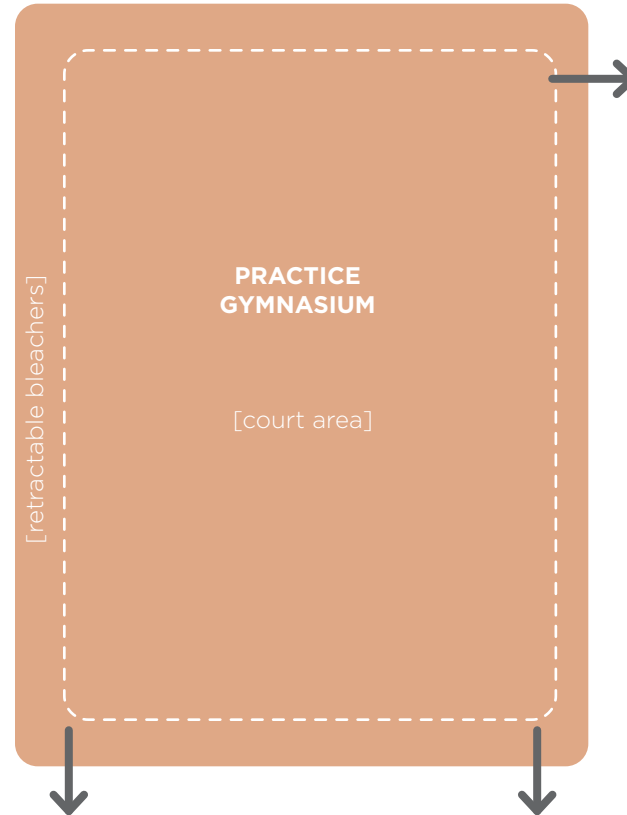
EQUIPMENT

Provide Audio-Visual and lighting systems for presentations at the Gymnasium.

Outfit the Gymnasium with retractable basketball hoops, volleyball posts and nets, wall padding, scoreboard system with shot clocks and scorer's table connection, etc.



PRACTICE GYMNASIUM



Spaces & Sizing

Practice Gymnasium	10,000 sf
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CAREER AND TECHNICAL EDUCATION

Activities

- Large group instruction and demonstration
- Group and individual industry-based education
- Discussion of design theory and principles of design
- Guest speakers and demonstration
- Hands-on creation and repair
- Cross-collaboration with other classes/ fields of study
- Small-scale farming
- Display and sales of goods and products



Design Objectives

Career and Technical Education (CTE) spaces are classroom spaces for students to learn through hands-on, "real-world" scenarios and to experience possible career applications.

Create an open, flexible classroom environment that replicate industry-standard environments, with space and infrastructure that will respond to changing technology and program needs.

Showcase student work in these programs to the rest of campus through exterior glazing, controllable through shading devices.

Co-locate related programs on site with applicable related fields of study per diagram.

FURNITURE

Adjustable height workstations to allow for sitting or standing height.

Multiple sinks for project cleanup and handwashing.

Display areas in and outside of the classroom to showcase student work.

Deep counter areas for large paper storage, paper cutters, light tables, and other equipment.

FINISHES

Resilient, durable flooring that is easy to clean and will resist paint spills.

Acoustical ceiling system.

EQUIPMENT

Provide industry-standard technology and equipment appropriate to CTE elective.

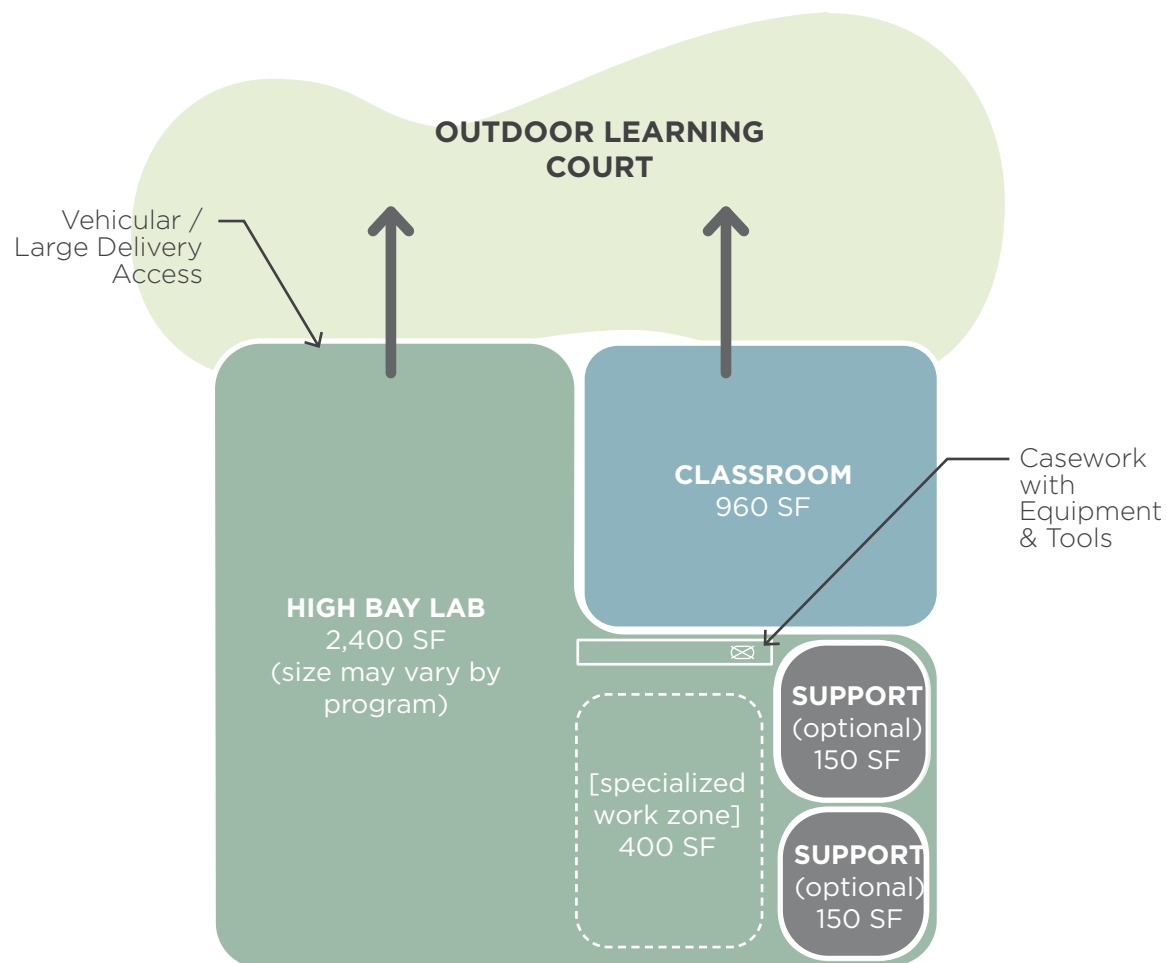
Natural daylighting and views with interior occupant control.

Increased ventilation rates and operable windows for improved occupant comfort.

Lockable project and material storage.



CAREER AND TECHNICAL EDUCATION: HIGH BAY LAB



Spaces & Sizing

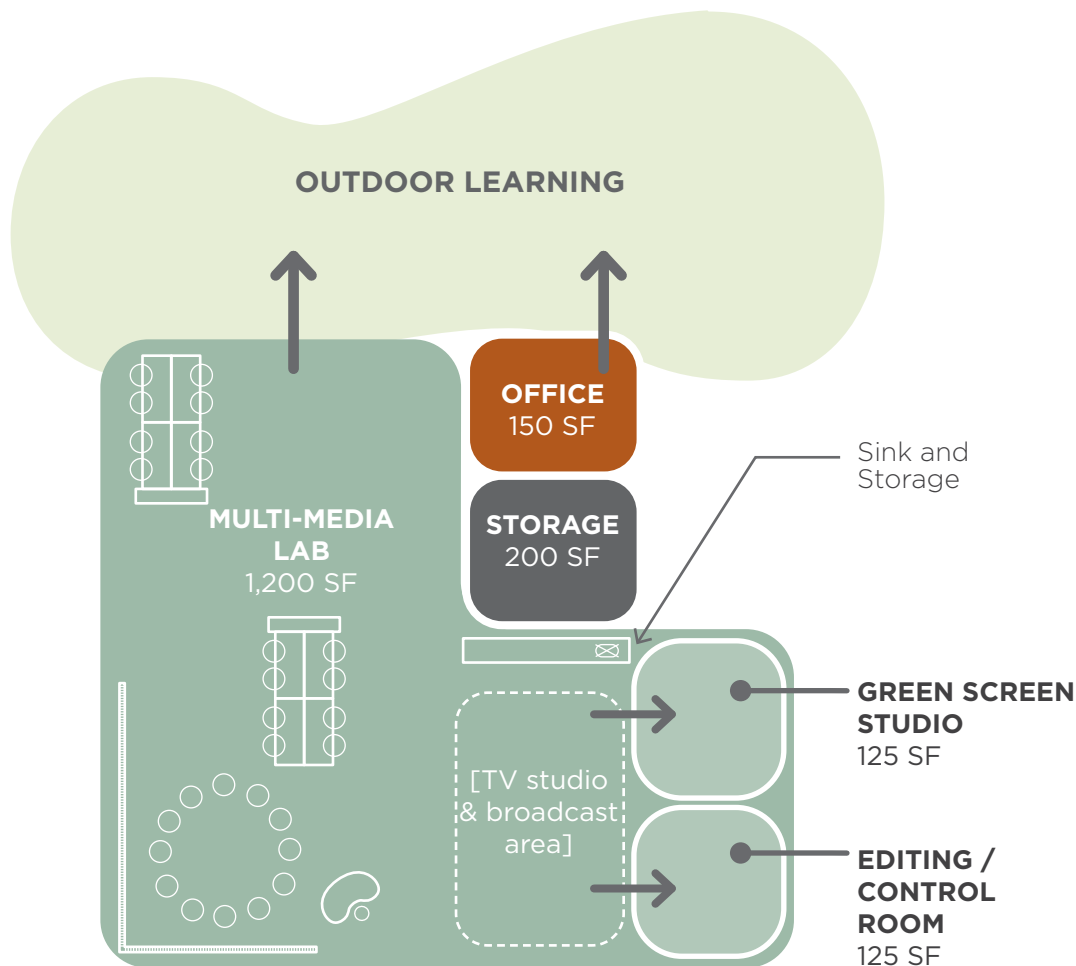
Main Lab Area	2,400 sf
Main Classroom Area	960 sf
Total Area	3,360 sf

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CAREER AND TECHNICAL EDUCATION: MULTI-MEDIA, BROADCAST, AND PRODUCTION LAB



Spaces & Sizing

Main Classroom Area	1,200 sf
Green Screen Studio	125 sf
Editing/Control Room	125 sf
Office	150 sf
Storage	200 sf

Total Area 1,800 sf

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