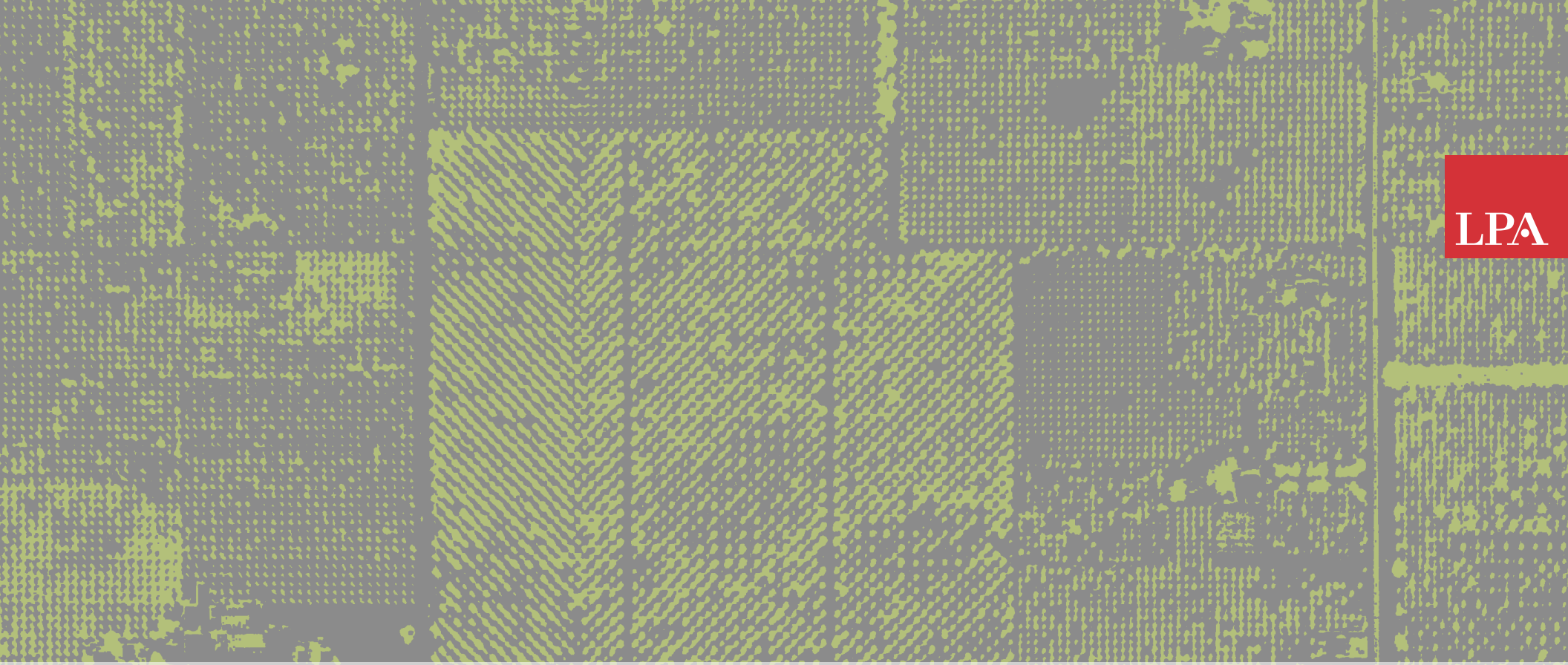


EDUCATIONAL PROGRAM VISION

SPACE DIAGRAMS

2020 | FACILITIES MASTER PLAN

CUPERTINO UNION SCHOOL DISTRICT

DESCRIPTION | CLASSROOMS

design objectives & characteristics

The Kindergarten Classroom typology is ripe with spaces that support young students entering a structured education. Necessities such as restrooms are directly accessible from the classroom space. Teachers and aids are also supported by direct access to work, conference, and storage spaces.
The classroom space is highly flexible, allowing a variety of group sizes and activities to occur simultaneously.
These classrooms should have direct access to the Kindergarten Play Yard.
This model can also be applied to Transitional Kindergarten and Preschool programs.

program activities

- Project-based learning
- Hands-on, tactile, kinesthetic learning
- Collaborative group, team, and independent learning
- Critical foundational skills, strategies, and experiences

furniture, finishes, & equipment

- Provide a variety of furniture choices that allow seated and standing work options. The furniture should be durable and support individual, small group, and large group collaboration.
- The furniture should be sized appropriately for the intended age group.
- Furniture variety can include wobble chairs and cushions, floor seating options, with a mix of hard and soft seating.
- Consider low bookshelves on lockable casters at the classroom library area.
- Presentation technology should include a short-throw, laser projector at the presentation wall and a mobile lectern with a document camera and laptop station.
- Disperse writable and tackable surfaces throughout, creating areas for group discussion and the display of student work.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Wet area should include a sink with bubbler.
- Flooring should be durable and easy to clean. Utilize carpet in the classroom at all areas except the wet area and support spaces which should have a resilient or vinyl composition tile (VCT) flooring.

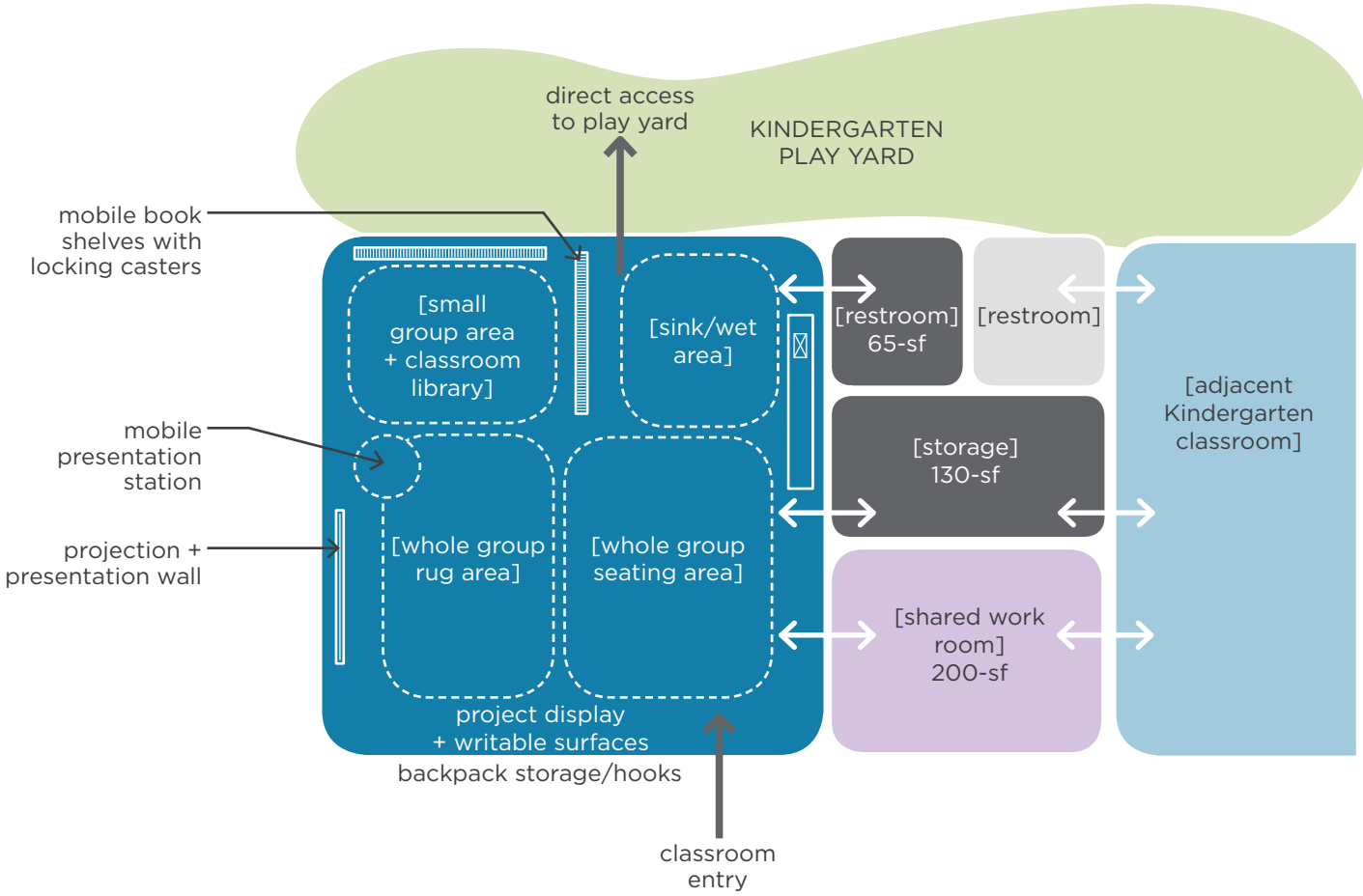

various learning zones


sink/wet area, Tarbut V' Torah Lower School


wobble chairs

DIAGRAM | CLASSROOMS
space statistics

sizing: 1,350 sf, min.
loading ratio: 24:1
intended school type: elementary school, k-8 school



DESCRIPTION | CLASSROOMS
design objectives & characteristics

Create a dynamic, flexible environment that can adapt to meet the learner's needs and styles.
Provide resources and materials to assist the students in their self-directed, project-based learning process.
Provide access to adjacent spaces for cross-collaboration between students and teachers in neighboring classrooms as well as access to outdoor learning environments.

program activities

- Interdisciplinary, learner-centered instruction with full-integration of technology
- Project-based learning
- Self-directed, personalized learning
- Large lecture, small group, and individual work
- Cross-collaboration with neighboring classrooms
- Indoor/outdoor learning integration
- 6th grade Wheel curriculum

furniture, finishes, & equipment

- Provide a variety of furniture choices that allow seated and standing work options. The furniture should be durable and support individual, small group, and large group collaboration.
- Presentation technology should include a short-throw, laser projector at the presentation wall and a mobile lectern with a document camera and laptop station.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Wet area should include a sink with bubbler.
- Flooring should be durable and easy to clean. Utilize carpet in the classroom at all areas except the wet area which should be a resilient or vinyl composition tile (VCT) flooring.

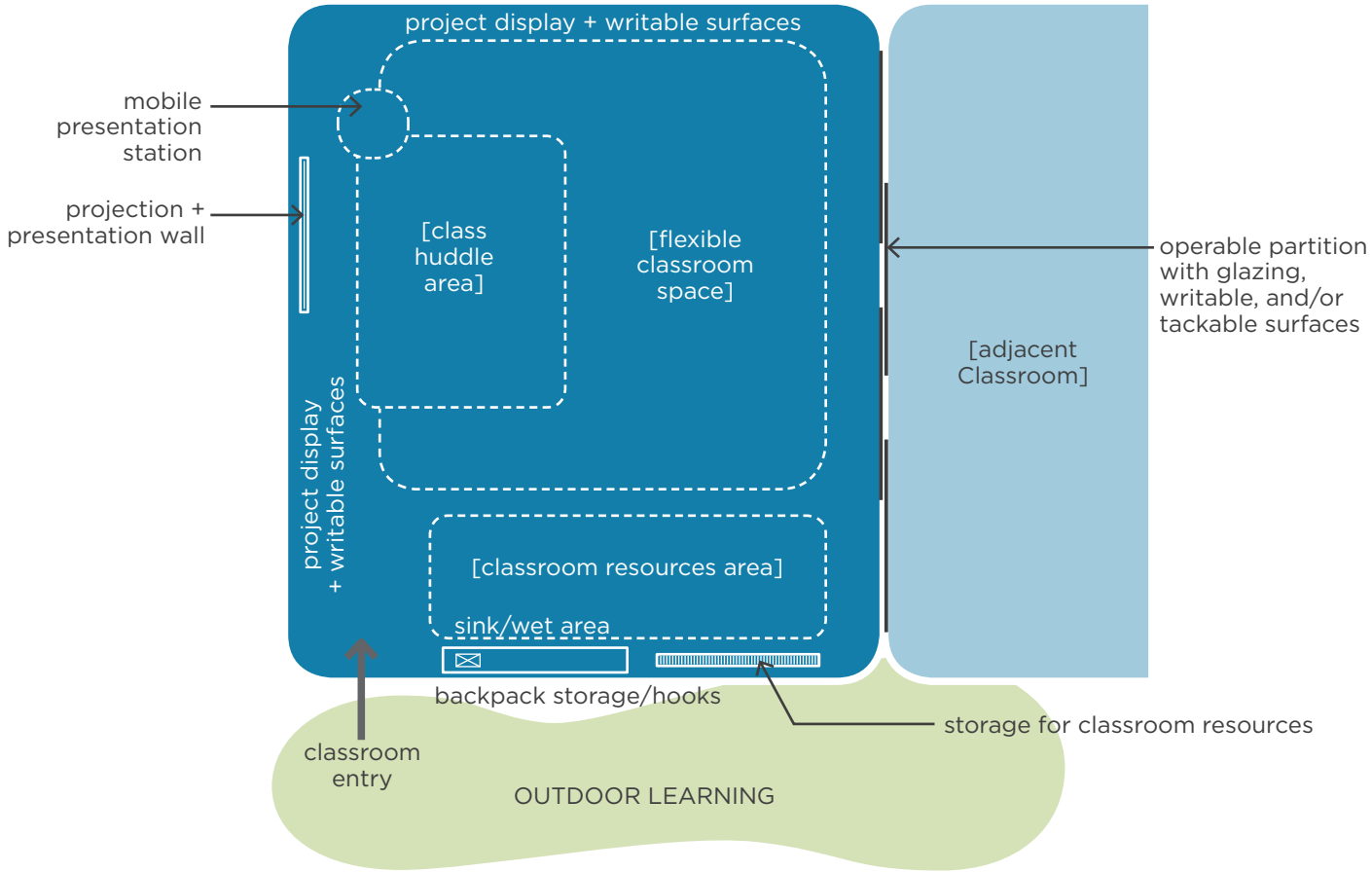

flexible furniture, Tarbut V'Torah Lower School


small group furniture configuration, Samueli Academy


whole group furniture configuration, Samueli Academy

DIAGRAM | CLASSROOMS
space statistics

sizing: 960-sf, min.
loading ratio: 24:1 @ grades K-5; 25:1 @ grades 6-8
intended school type: all



DESCRIPTION | CLASSROOMS
design objectives & characteristics

Create a dynamic, flexible environment that can adapt to meet the learner's needs and styles. Furnishings should accommodate whole-group instruction, one-on-one instruction, and area(s) to calm an escalated student.
Provide resources and materials to assist the students in their self-directed, project-based learning process.
Provide access to adjacent spaces for cross-collaboration between students and teachers in neighboring classrooms as well as access to outdoor learning environments.

program activities

- Whole-group instruction
- Small group and individual work
- Respite / cool-down
- Student assessment
- IEP (Individual Educational Program)
- One-on-one instruction
- Student-centered planning
- Comprehensive Autism Program (CAP)
- Development and improvement of communication and language skills
- Life skills

furniture, finishes, & equipment

- Provide a variety of furniture choices that allow seated and standing work options. The furniture should be durable and support individual, small group, and large group collaboration.
- Presentation technology should include a short-throw, laser projector at the presentation wall and a mobile lectern with a document camera and laptop station.
- Provide assistive technology and communications devices as appropriate for those in need.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work.
- Select colors and furnishings that create a welcoming, calm environment; consider elements that reflect the student community's cultures.
- Ceilings and finishes should be of acoustically absorptive material.
- Wet area should include a sink with bubbler.
- Flooring should be durable and easy to clean. Utilize carpet in the classroom and calm room. The flooring within the kitchenette, storage, and restrooms should a resilient or vinyl composition tile (VCT).
- Consider the inclusion of standard kitchen and laundry appliances for the application of a life skills program.
- Special considerations should be given to equipment provided within the restrooms, to ensure a lift and/or changing table can be accommodated.
- Include dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.



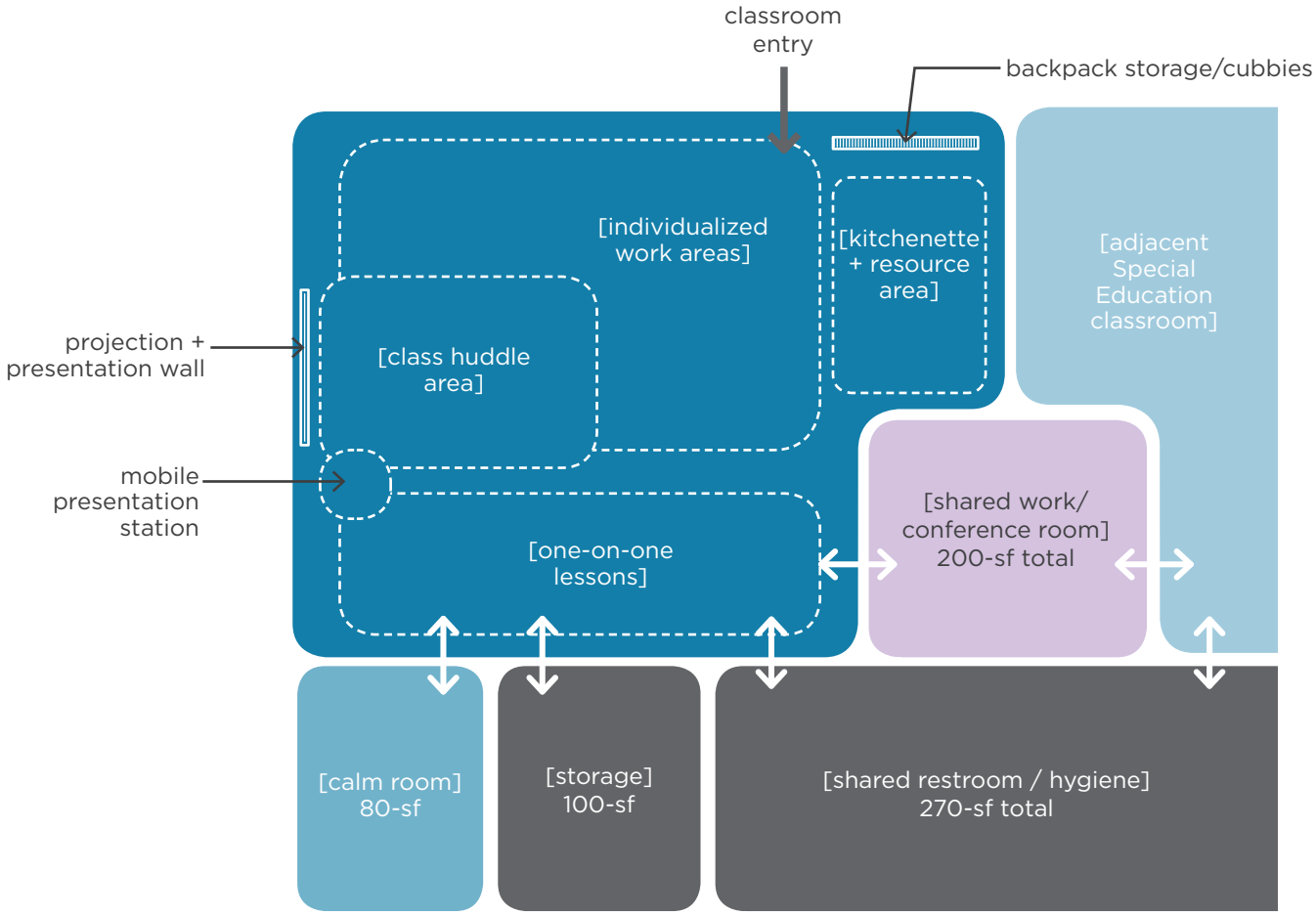
individual and small group learning


calm room, Grossmont High School


life skills, Grossmont High School

DIAGRAM | CLASSROOMS
space statistics

sizing: 1,375-sf
loading ratio: ratio
intended school type: all



DESCRIPTION | ELECTIVES

design objectives & characteristics

This is an area for wet or messy exploration, investigation, and creation. Its resources and materials are more robust than those provided within the general classrooms and should be designed with elementary art and science in mind.
Accommodate and support Next Generation Science Standards for Elementary.
Provide access to adjacent indoor and outdoor spaces for the opportunity to expand and spill out into these spaces.
Locate with adjacencies to the Design + Innovation Lab and Music spaces for full STEAM integration.

program activities

- Large group instruction and demonstration
- Group and individual learning that is project-based and exploratory
- Creation and presentation of artwork
- 2D drawing, sketching, painting, mixed media
- 3D art sculpting
- Science-based experimentation and creative exploration

furniture, finishes, & equipment

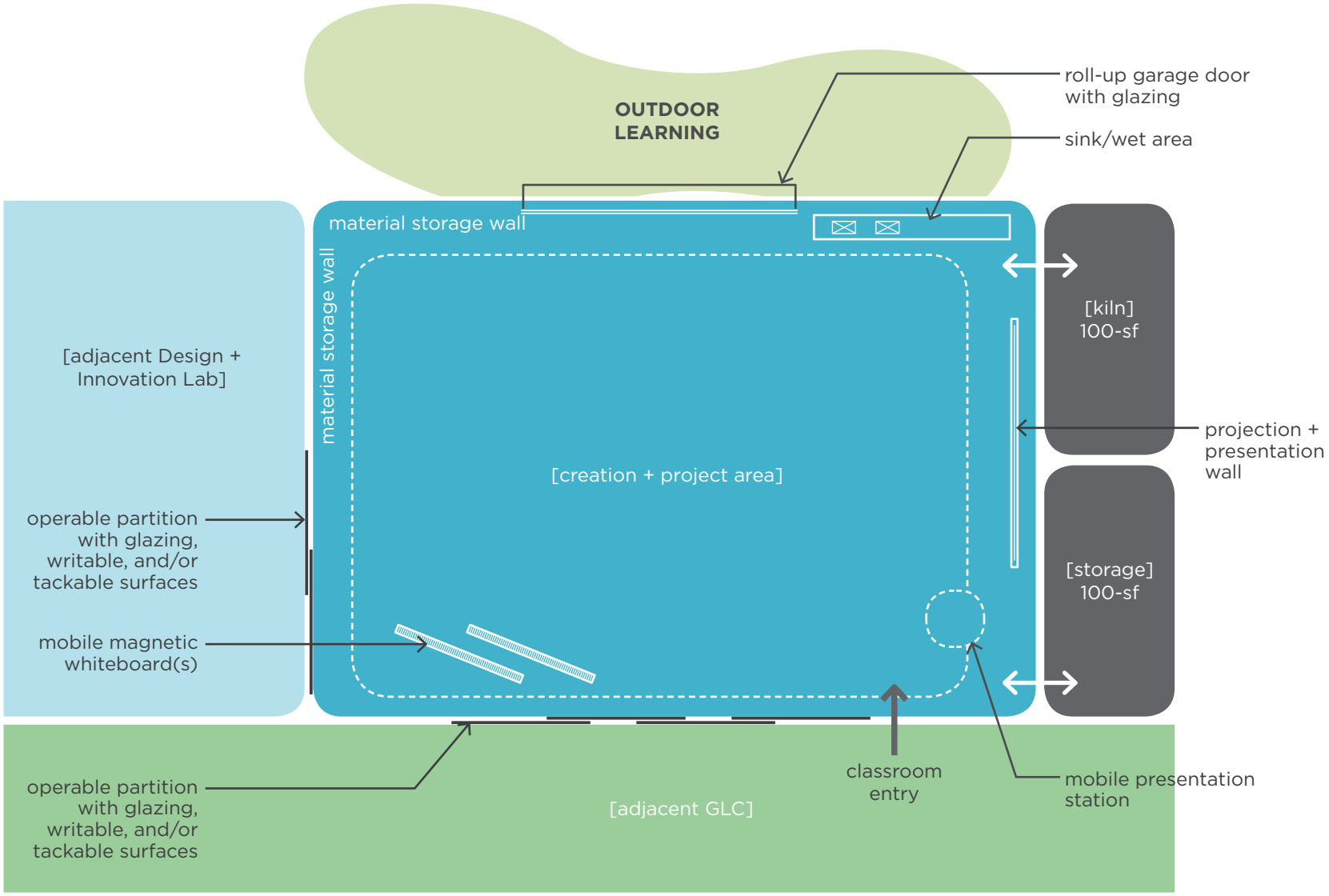
- Provide a variety of furniture choices that allow seated and standing work options. The furniture should be durable and support individual, small group, and large group collaboration.
- Presentation technology should include a short-throw, laser projector at the presentation wall and a mobile lectern with a document camera and laptop station.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work. Consider mobile, magnetic white boards.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Wet area should include a sink with bubbler. Consider multiple sinks and area(s) to dry art/science-related materials.
- The kiln should be sized and ventilated appropriately to meet current building code.
- Materials and equipment should be stored efficiently and in a way that is accessible to students (where appropriate). Consider peg-board walls and other storage solutions that create flexibility with regards to storage organization.
- Flooring should be durable and easy to clean. Utilize slip-resistant resilient or vinyl composite tile (VCT) flooring throughout.
- Provide an increased ventilation rate and operable windows to account for paint use and improve occupant comfort.
- Provide this room with its own electrical shut-off switch.


Pleasanton Elementary School



DIAGRAM | ELECTIVES
space statistics

sizing: 1,200-sf
loading ratio: unloaded
intended school type: elementary school, k-8 school



DESCRIPTION | ELECTIVES

design objectives & characteristics

This is an area for wet or messy exploration, investigation, and creation. Its resources and materials are more robust than those provided within the general classrooms and should be tailored specifically to the visual arts. Provide access to adjacent indoor and outdoor spaces for the opportunity to expand and spill out into these spaces.

program activities

- Large group instruction and demonstration
- Group and individual learning that is project-based and exploratory
- Creation and presentation of artwork
- 2D drawing, sketching, painting, mixed media
- 3D art sculpting

furniture, finishes, & equipment

- Provide a variety of furniture choices that allow seated and standing work options. The furniture should be durable and support individual, small group, and large group collaboration.
- Presentation technology should include a short-throw, laser projector at the presentation wall and a mobile lectern with a document camera and laptop station.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work. Consider mobile, magnetic white boards.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Wet area should include a sink with bubbler. Consider multiple sinks and area(s) to dry art related materials.
- The kiln should be sized and ventilated appropriately to meet current building code.
- Materials and equipment should be stored efficiently and in a way that is accessible to students (where appropriate). Consider peg-board walls and other storage solutions that create flexibility with regards to storage organization.
- Storage area should accommodate student projects in-progress as flat file drawers, wire racks for 2D art and/or open shelving for 3D art.
- Flooring should be durable and easy to clean. Utilize slip-resistant resilient or vinyl composite tile (VCT) flooring throughout.
- Provide an increased ventilation rate and operable windows to account for paint use and improve occupant comfort.
- Provide this room with its own electrical shut-off switch.

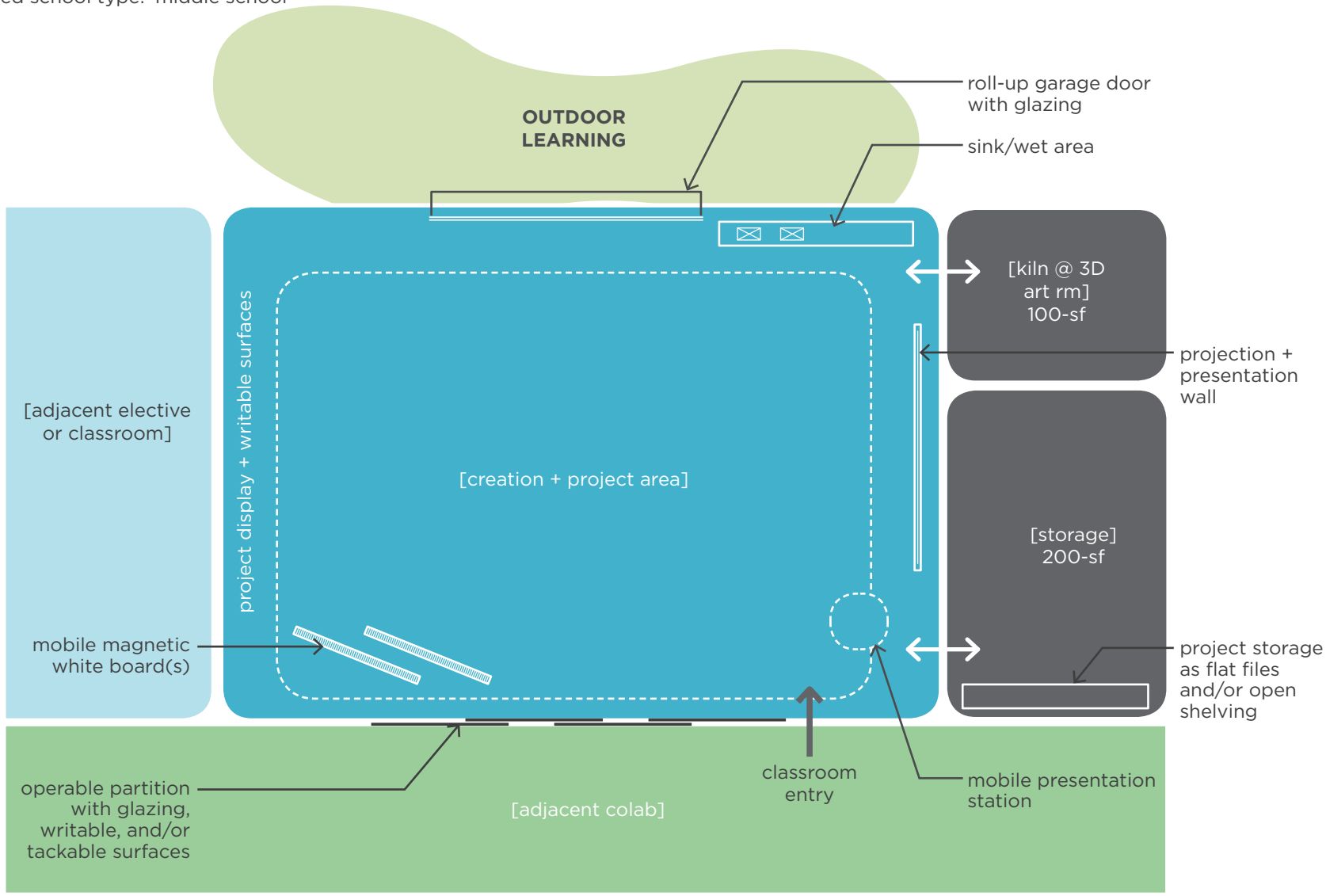

Stacey Middle School


Samuel V. Champion High School


connection to other spaces, Cumberland High

DIAGRAM | ELECTIVES
space statistics

sizing: 1,600-sf
loading ratio: 25:1
intended school type: middle school



DESCRIPTION | ELECTIVES

design objectives & characteristics

Nurture a student's interests in food and cooking with an environment that is safe, welcoming, and supportive.
Consider an adjacency and direct connection with the school garden for farm-to-table cooking.
Tie into on-site compost program, if applicable.

program activities

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

furniture, finishes, & equipment

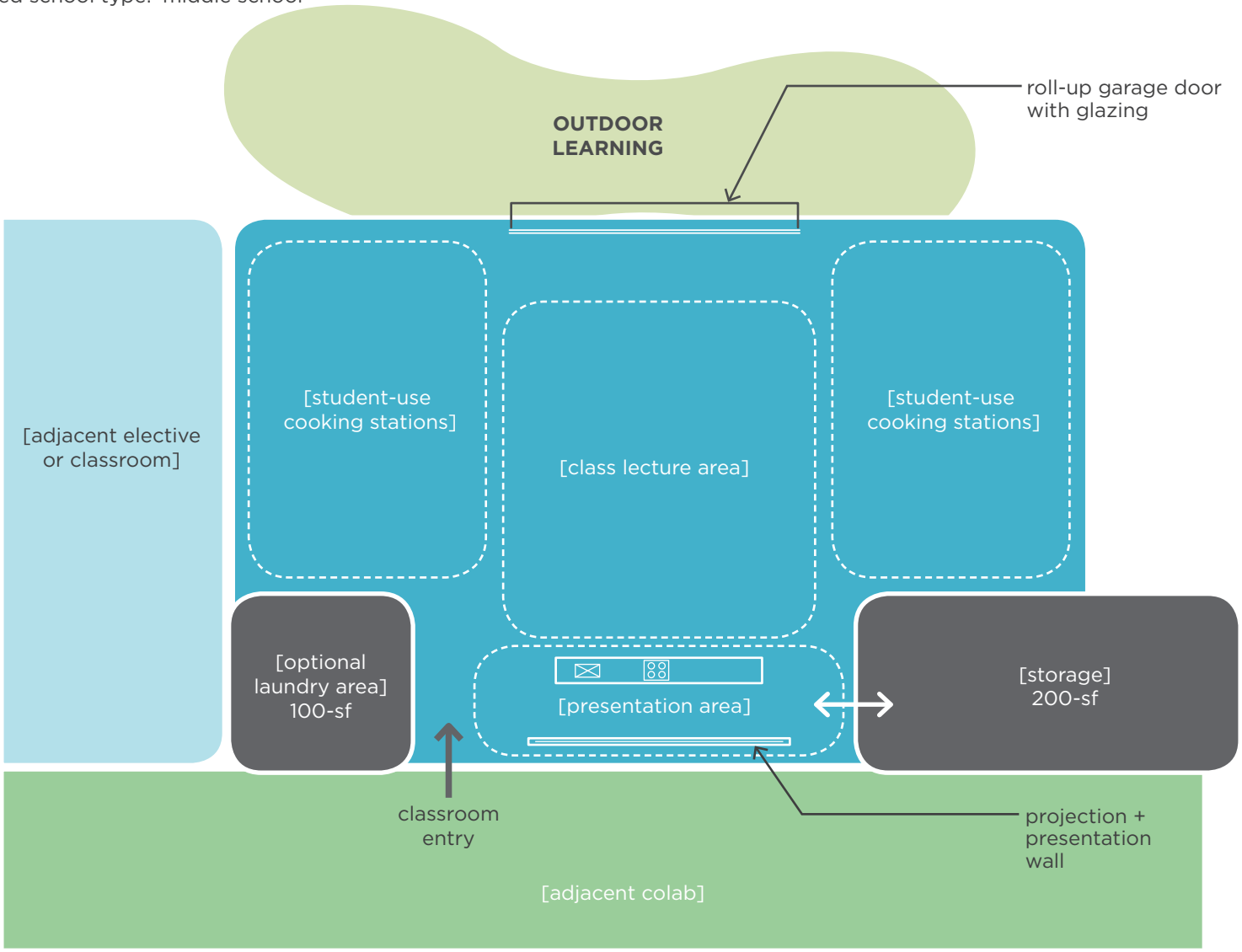
- Provide a variety of furniture choices that allow seated and standing work options. The furniture should be durable and support individual, small group, and large group collaboration.
- Presentation area should be equipped with a food prep demonstration table cooking range with digital projection of the work surface to the lecture space. A double oven, refrigerator, and dish washer should also be located with the teacher's presentation station.
- Presentation technology should include a short-throw, laser projector at the presentation wall and a mobile lectern with a document camera and laptop station.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work. Consider creative solutions such as writable and/or magnetic cabinet surfaces.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Student cooking stations should include an electric oven with stove-top, ventilation hood, microwave, sink, and cabinets for basic cooking tools. Each station should have wall-mount electrical outlets at the primary working surface.
- Optional: include a washer and dryer for class/instructor use.
- Flooring should be durable and easy to clean. Utilize carpet in the classroom at all areas except the wet area which should be a resilient or vinyl composition tile (VCT) flooring.
- Provide this room with its own electrical shut-off switch.



Brea Olinda High School

DIAGRAM | ELECTIVES
space statistics

sizing:	1,600-sf
loading ratio:	ratio
intended school type:	middle school



DESCRIPTION | ELECTIVES
design objectives & characteristics

This is an area for dry exploration, investigation, and creation. Its resources and materials are more robust than those provided within the general classrooms and should be designed with elementary programs in mind.
Design an open, flexible classroom with space and infrastructure that will respond to changing technology, equipment, and program needs.
Provide access to adjacent indoor and outdoor spaces for the opportunity to expand and spill out into these spaces.
Locate with adjacencies to the Art/Science and Music spaces for full STEAM integration.

program activities

- Large group, small group, and individual instruction
- Project-based learning and student-driven inquiry
- Technology-based exploration such as robotics, robot testing, and computer programming
- Light construction and assembly

furniture, finishes, & equipment

- Provide a variety of furniture choices that allow seated and standing work options. The furniture should be durable and support individual, small group, and large group collaboration.
- Presentation technology should include a short-throw, laser projector at the presentation wall and a mobile lectern with a document camera and laptop station.
- Provide electrical outlets at the floor and walls where heavy equipment will remain for long periods of time.
- Provide electrical outlets that drop down from the ceiling in spaces of high flexibility as necessary where equipment will be used.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work. Consider mobile, magnetic whiteboards.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Wet area should include a sink with bubbler.
- Materials and equipment should be stored efficiently and in a way that is accessible to students (where appropriate). Consider peg-board walls and other storage solutions that create flexibility with regards to storage organization.
- Flooring should be durable and easy to clean. Utilize slip-resistant resilient or vinyl composite tile (VCT) flooring throughout.
- Provide an increased ventilation rate and operable windows to account for equipment use and improve occupant comfort.
- Provide this room with its own electrical shut-off switch.

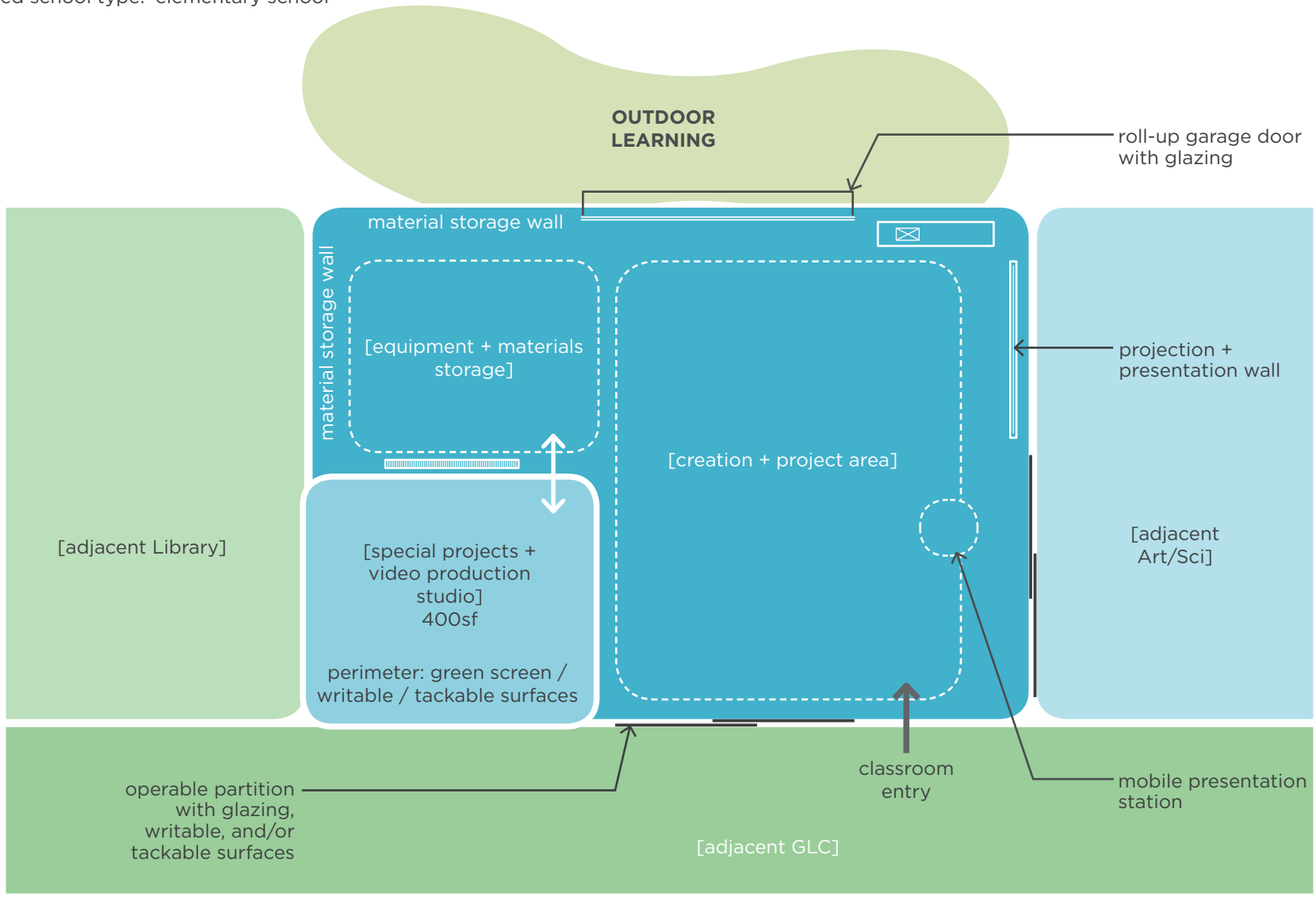






DIAGRAM | CLASSROOMS
space statistics

sizing:	1,200-sf
loading ratio:	unloaded
intended school type:	elementary school



DESCRIPTION | ELECTIVES
design objectives & characteristics

This is an area for dry exploration, investigation, and creation. Its resources and materials are more robust than those provided within the general classrooms and should be designed with elementary programs in mind. Design an open, flexible classroom with space and infrastructure that will respond to changing technology, equipment, and program needs.
Provide access to adjacent indoor and outdoor spaces for the opportunity to expand and spill out into these spaces.

program activities

- Large group, small group, and individual instruction
- Project-based learning and student-driven inquiry
- Technology-based exploration such as robotics, robot testing, and computer programming
- Light construction and assembly
- Light video production and editing

furniture, finishes, & equipment

- Provide a variety of furniture choices that allow seated and standing work options. The furniture should be durable and support individual, small group, and large group collaboration.
- Presentation technology should include a short-throw, laser projector at the presentation wall and a mobile lectern with a document camera and laptop station.
- Provide electrical outlets at the floor and walls where heavy equipment will remain for long periods of time.
- Provide electrical outlets that drop down from the ceiling in spaces of high flexibility as necessary where equipment will be used, including the video production area.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work. Consider mobile, magnetic whiteboards.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Wet area should include a sink with bubbler.
- Materials and equipment should be stored efficiently and in a way that is accessible to students (where appropriate). Consider peg-board walls and other storage solutions that create flexibility with regards to storage organization.
- Flooring should be durable and easy to clean. Utilize slip-resistant resilient or vinyl composite tile (VCT) flooring throughout.
- Provide an increased ventilation rate and operable windows to account for equipment use and improve occupant comfort.
- Video production area can be created with walls containing windows or curtains. Wall color should be green.
- Provide this room with its own electrical shut-off switch.

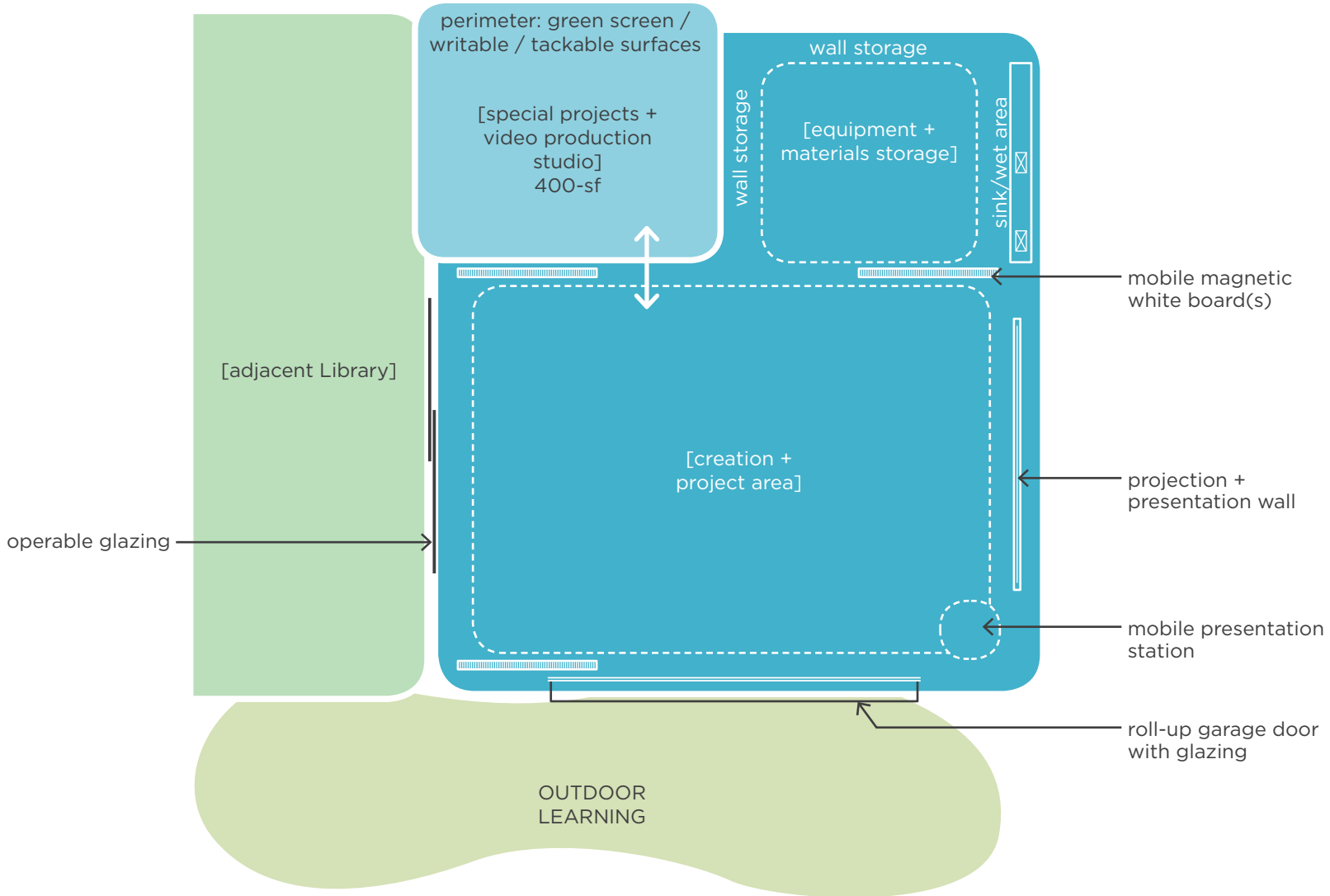

creative storage solutions, Stauffer Middle School


video production area, Stacey Middle School


library adjacency, Douglas Park Elementary

DIAGRAM | ELECTIVES
space statistics

sizing: 1,600-sf
loading ratio: unloaded
intended school type: K-8 school, middle school



DESCRIPTION | ELECTIVES
design objectives & characteristics

Design as an extension of the stage for convenience during performances.
Special considerations should be given to acoustics; creating an appropriate acoustical balance within the space as well as acoustical separation from the adjoining spaces. This includes acoustical separation from the assembly space, to prevent sound transfer when it is not desired.

program activities

- Large group instruction and demonstration
- Small group and individual practice
- Musical experimentation and testing
- Rehearsal

furniture, finishes, & equipment

- Provide minimal furniture including chairs and music stands. Consider portable risers to support row configurations.
- Presentation technology should include a short-throw, laser projector at the presentation wall and a mobile lectern with a document camera and laptop station.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Finishes should contribute to the acoustical qualities of the space; select materials that absorb sound.
- Wet area should include a sink with bubbler.
- Flooring should be durable and easy to clean. Utilize carpet in the classroom at all areas except the wet area which should be a resilient or vinyl composition tile (VCT) flooring.

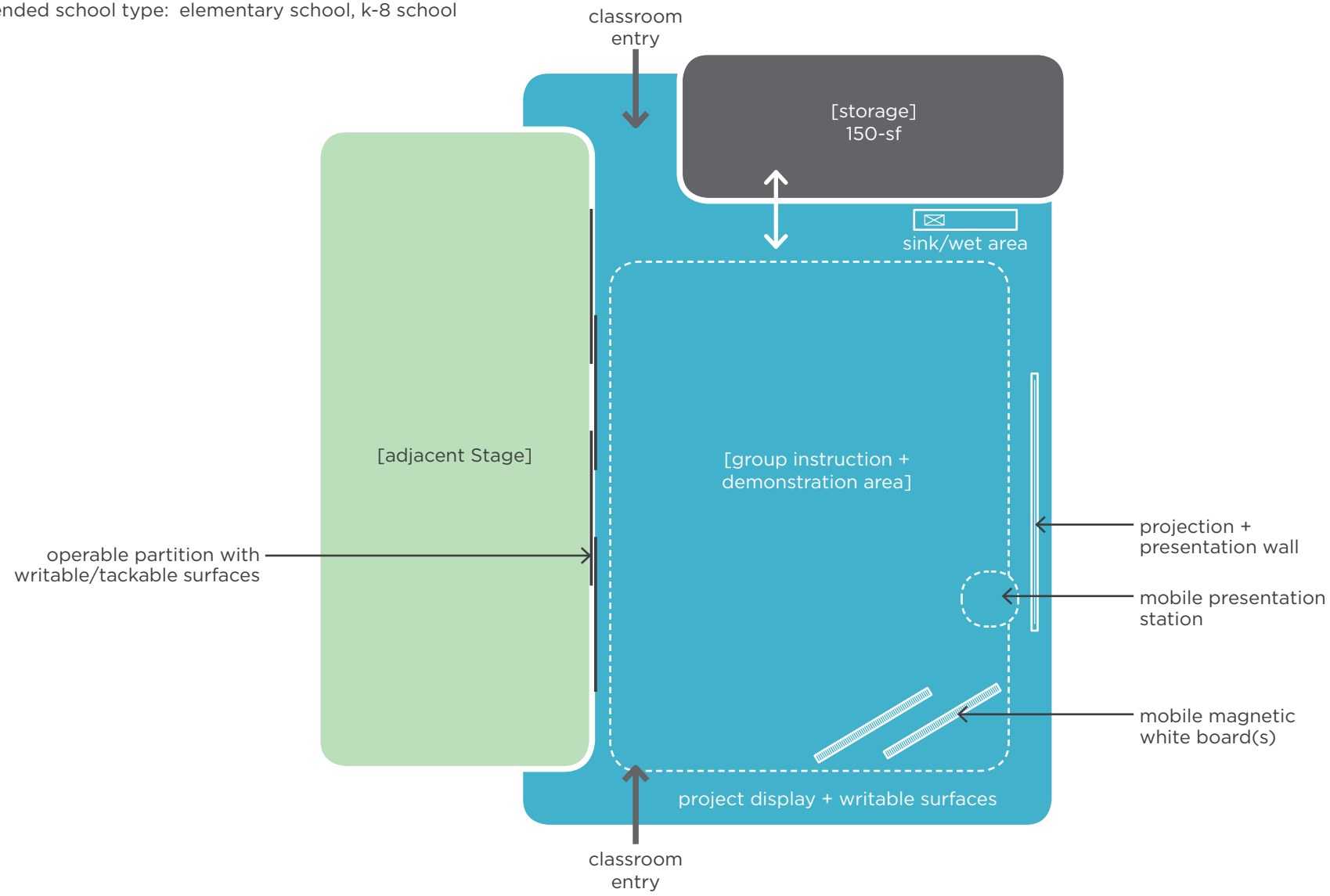

stage integration, Helen Keller Elementary School


Top of the World Elementary School


Cedarwood Elementary School

DIAGRAM | ELECTIVES
space statistics

sizing: 1,200-sf
loading ratio: not loaded
intended school type: elementary school, k-8 school



DESCRIPTION | ELECTIVES

design objectives & characteristics

Design as an extension of the stage for convenience during performances.
Special considerations should be given to acoustics; creating an appropriate acoustical balance within the space as well as acoustical separation from the adjoining spaces. This includes acoustical separation from the assembly space, to prevent sound transfer when it is not desired.

program activities

- Large group instruction and demonstration
- Small group and individual practice
- Musical experimentation and testing
- Rehearsal

furniture, finishes, & equipment

- Provide minimal furniture including chairs and music stands. Consider portable risers to support row configurations.
- Presentation technology should include a short-throw, laser projector at the presentation wall and a mobile lectern with a document camera and laptop station.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Finishes should contribute to the acoustical qualities of the space; select materials that absorb sound.
- Wet area should include a sink with bubbler.
- Flooring should be durable and easy to clean. Utilize carpet in the classroom at all areas except the wet area which should be a resilient or vinyl composition tile (VCT) flooring.

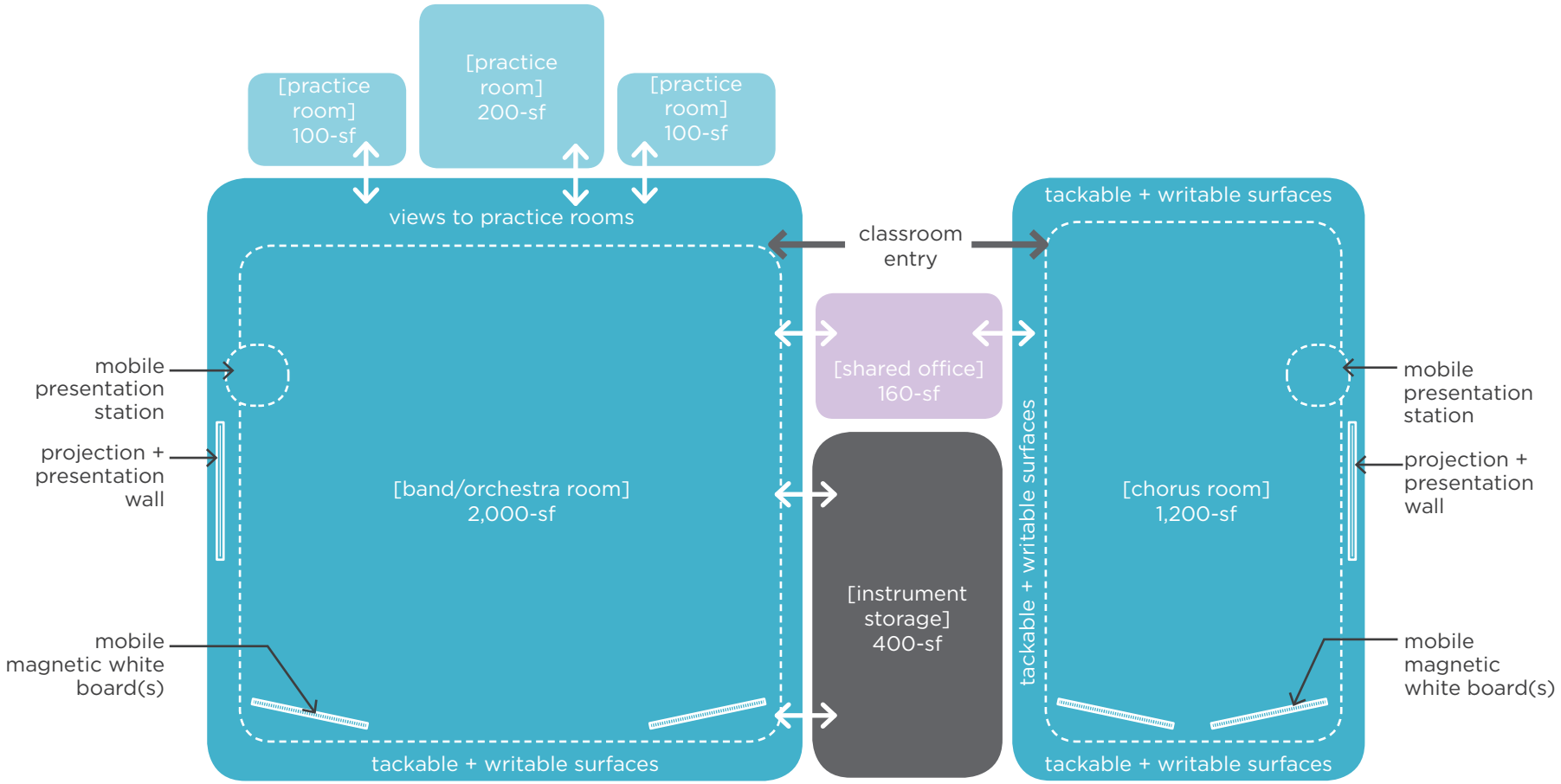

San Marcos High School


Arcadia High School


mobile lectern from Lakeshore Learning

DIAGRAM | ELECTIVES
space statistics

sizing: 2,000-sf @ band/orchestra + practice rooms, shared office, and storage; 1,200-sf @ choir + shared office
loading ratio: ratio
intended school type: middle school



DESCRIPTION | ELECTIVES
design objectives & characteristics

Science Labs should be open, inviting, and engaging with a sense of discovery that inspires curiosity and exploration.
Science Labs 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, presentation, or project work.
The design should support and accommodate Next Generation Science Standards (NGSS).
Science Prep area should have direct access to the lab space and ensure the safe storage and disposal of chemicals in use.

program activities

- Large group instruction and demonstration
- Individual and small group project-based learning and investigation
- Project-based learning
- Cross-collaboration with other fields of study
- Indoor/outdoor learning integration

furniture, finishes, & equipment

- Provide a variety of furniture choices that allow seated and standing work options. The furniture should be durable and support individual, small group, and large group collaboration.
- All work surfaces should be chemical resistant and science grade.
- Presentation technology should include a short-throw, laser projector at the presentation wall and a mobile lectern with a document camera and laptop station.
- Presentation area should be equipped with a demonstration table lab station with digital projection of the work surface to the lecture space.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Provide power/data/gas at each lab station and at teacher's demonstration table, as required by NGSS.
- Flooring should be durable and easy to clean. Utilize resilient or vinyl composition tile (VCT) flooring.
- Provide this room with its own electrical shut-off switch.

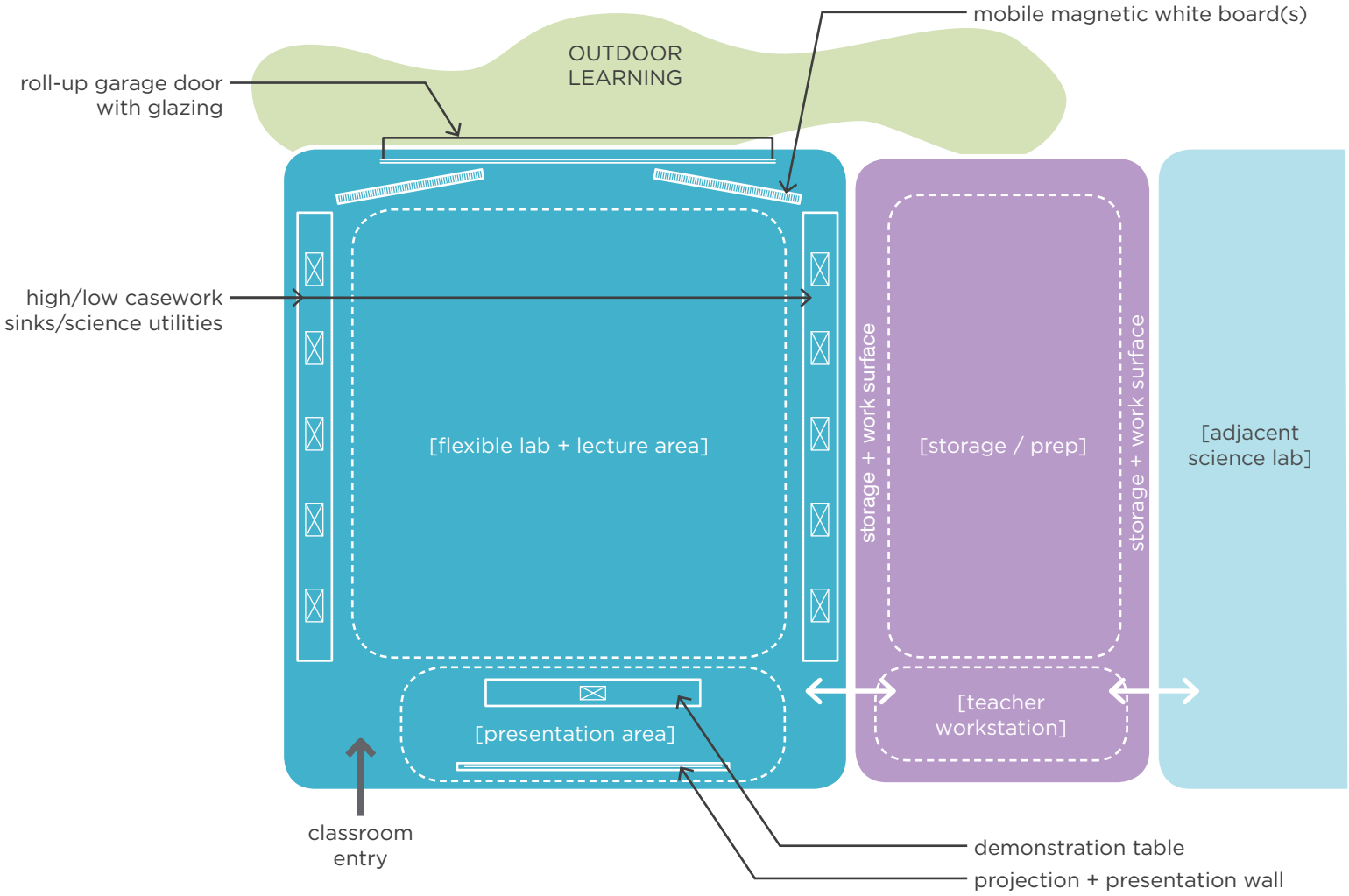

Heron K-8 School


perimeter work stations, Thurston Middle School


Stauffer Middle School

DIAGRAM | ELECTIVES
space statistics

sizing: 1,260-sf lab + 400-sf shared prep room
loading ratio: 25:1
intended school type: middle school



DESCRIPTION | ELECTIVES
design objectives & characteristics

Create a dynamic environment that enables students to personalize their own challenging learning experience as they identify, research, analyze, and design solutions for complex problems.
Provide an opportunity to expand into adjacent outdoor learning areas.
Ensure a safe environment that is well ventilated and does not disrupt neighboring classes.

program activities

- Industrial arts
- Large group instruction and demonstration
- Individual woodcraft and construction
- Hands-on technical skills

furniture, finishes, & equipment

- Provide furniture that is durable and allows the students to sit or stand while working.
- Presentation technology should include a short-throw, laser projector at the presentation wall and a mobile lectern with a document camera and laptop station.
- Provide electrical outlets at the floor and walls where heavy equipment will remain for long periods of time.
- Provide electrical outlets that drop down from the ceiling in spaces of high flexibility as necessary where equipment will be used.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Wet area should include a sink with bubbler.
- Flooring should be durable and easy to clean. Utilize resilient or vinyl composition tile (VCT) flooring.
- Increase ventilation rates and use operable windows for occupant comfort and well-being.
- Materials and equipment should be stored efficiently and in a way that is accessible to students (where appropriate). Consider peg-board walls and other storage solutions that create flexibility with regards to storage organization.
- Provide this room with its own electrical shut-off switch.

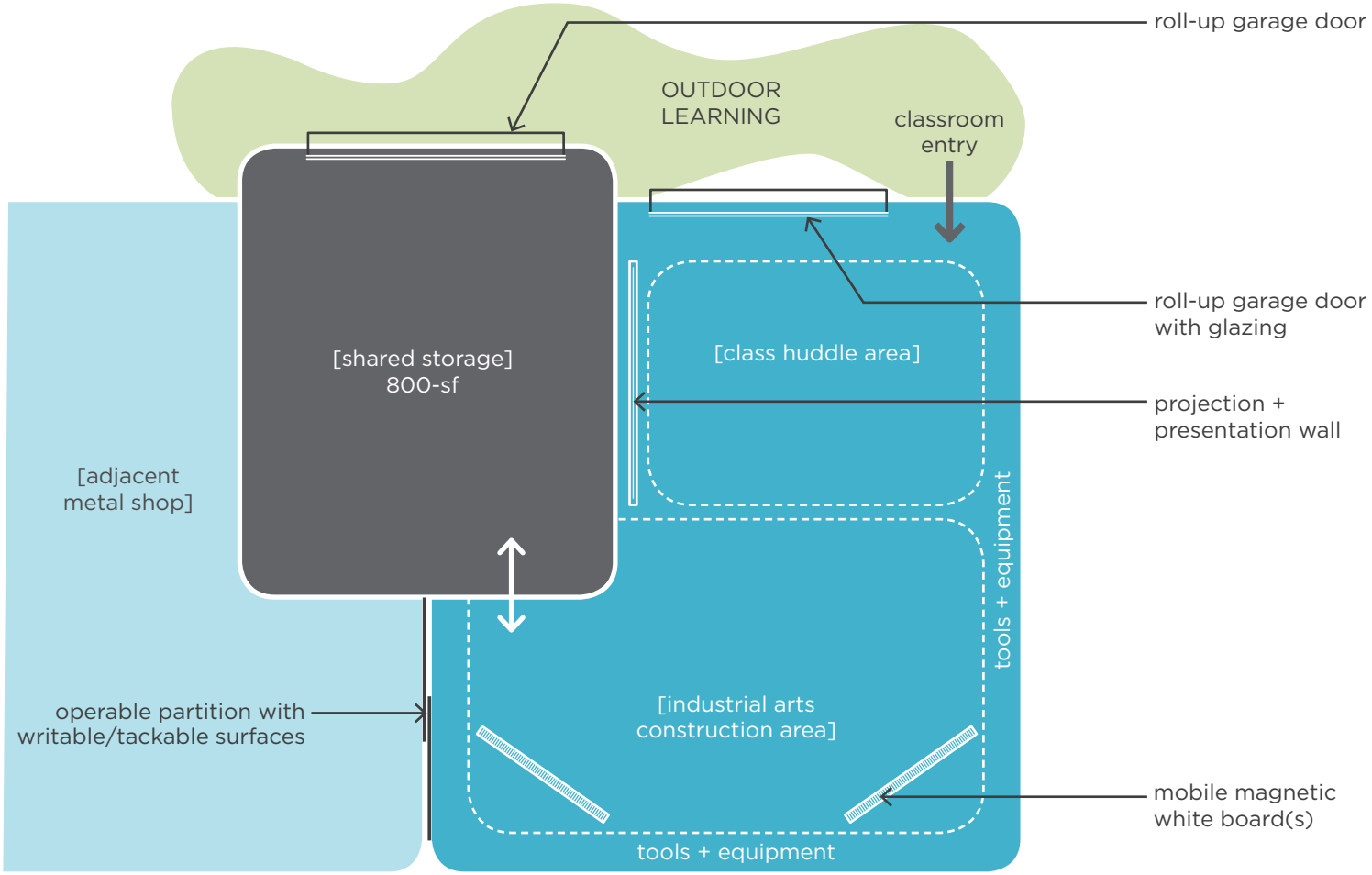

Boerne Middle School


outdoor connection, Ernest McBride Sr High School


Monarch School

DIAGRAM | ELECTIVES
space statistics

sizing: 2,000-sf shop + shared storage room
loading ratio: 25:1
intended school type: middle school



DESCRIPTION | ELECTIVES
design objectives & characteristics

Create a dynamic environment that enables students to personalize their own challenging learning experience as they identify, research, analyze, and design solutions for complex problems.
Provide an opportunity to expand into adjacent outdoor learning areas.
Ensure a safe environment that is well ventilated and does not disrupt neighboring classes.

program activities

- Industrial arts
- Large group instruction and demonstration
- Individual metal fabrication
- Hands-on technical skills

furniture, finishes, & equipment

- Provide furniture that is durable and allows the students to sit or stand while working.
- Presentation technology should include a short-throw, laser projector at the presentation wall and a mobile lectern with a document camera and laptop station.
- Provide electrical outlets at the floor and walls where heavy equipment will remain for long periods of time.
- Provide electrical outlets that drop down from the ceiling in spaces of high flexibility as necessary where equipment will be used.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Wet area should include a sink with bubbler.
- Flooring should be durable and easy to clean. Utilize resilient or vinyl composition tile (VCT) flooring.
- Increase ventilation rates and use operable windows for occupant comfort and well-being.
- Materials and equipment should be stored efficiently and in a way that is accessible to students (where appropriate). Consider peg-board walls and other storage solutions that create flexibility with regards to storage organization.
- Provide this room with its own electrical shut-off switch.

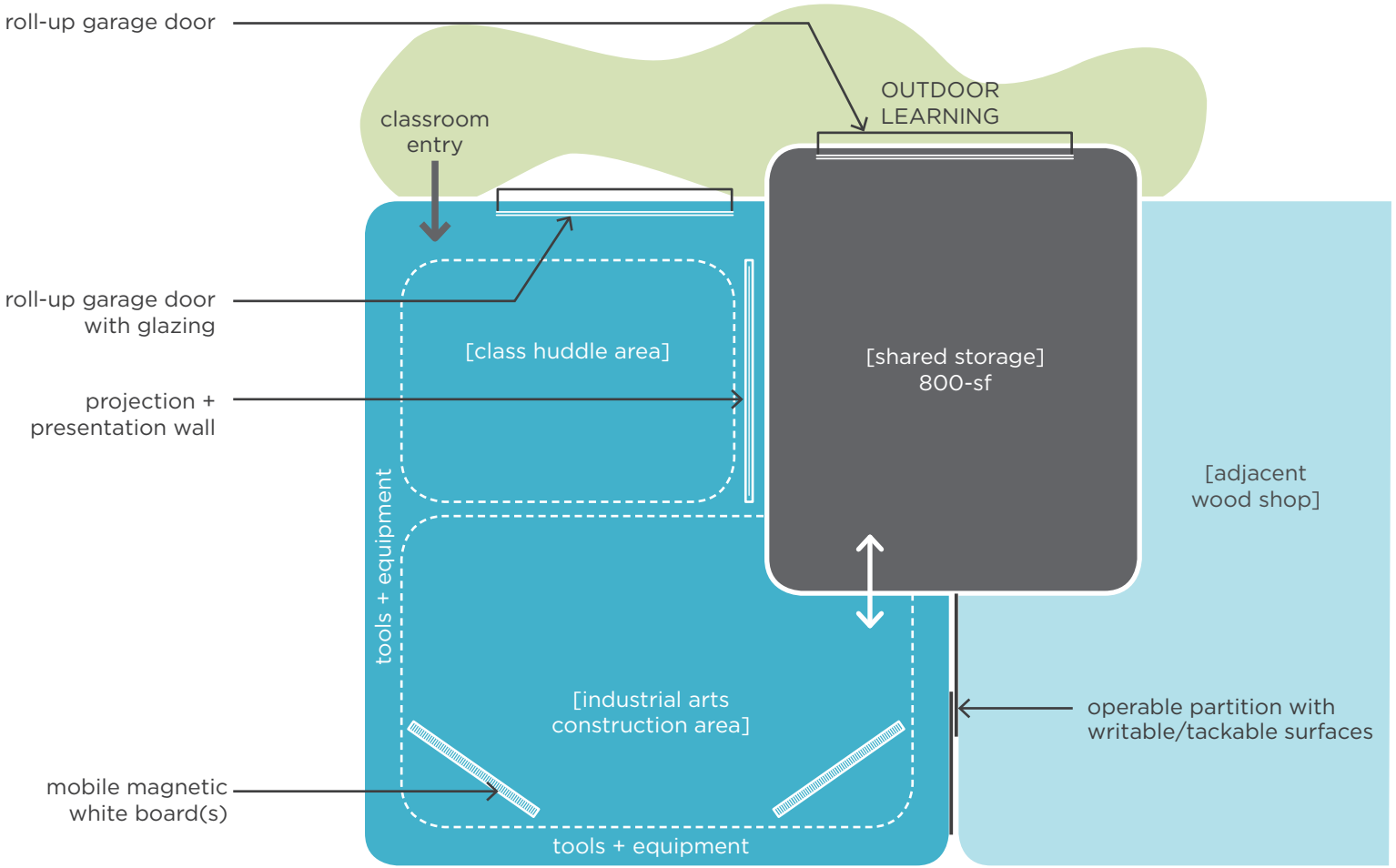

Boerne Middle School


outdoor connection, Ernest McBride Sr High School


flexible work space, Monarch School

DIAGRAM | ELECTIVES
space statistics

sizing: 2,000-sf shop + shared storage room
loading ratio: 25:1
intended school type: middle school



DESCRIPTION | STUDENT SERVICES

design objectives & characteristics

The Learning Center is a suite of offices for the program activities listed, providing students with learning support.
Create a welcoming space where students feel safe, comfortable, and supported.
Provide individual, confidential offices that share a central space for small groups.

program activities

- Individual Education Plan (IEP) assessment
- One-on-one instruction
- Small group instruction
- Tutoring
- Counseling
- Therapy
- Testing and observation

furniture, finishes, & equipment

- Workstations should have a comfortable, ergonomic design. Considerations for sit/stand furniture should be taken.
- Utilize mobile furniture that can be rearranged easily and with minimal effort, accommodating individual and group meetings within the shared space.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Flooring should be carpet that is durable and easy to clean.
- Provide assistive technology and communications devices as appropriate for those in need.
- Include dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.



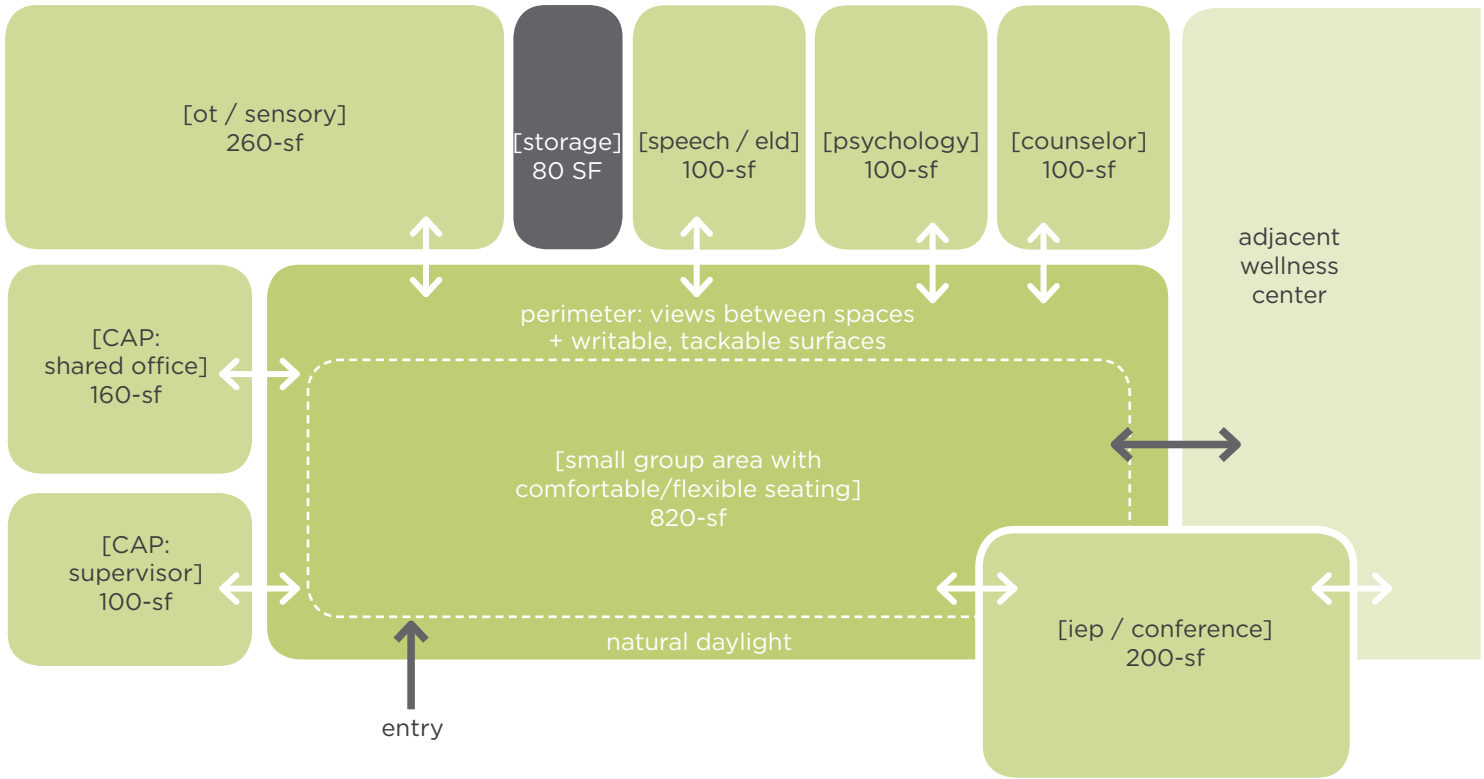
counseling office, Montgomery Middle School


shared space, Montgomery Middle School


flexible furniture, 310 Commerce

DIAGRAM | STUDENT SERVICES
space statistics

sizing:	1,920-sf
loading ratio:	not loaded
intended school type:	all



DESCRIPTION | STUDENT SERVICES

design objectives & characteristics

The Wellness Center is a suite of offices for the program activities listed, providing students with wellness and mental health support.
Create a welcoming space where students feel safe, comfortable, and supported.
Provide individual, confidential offices that share a central space for small groups.

program activities

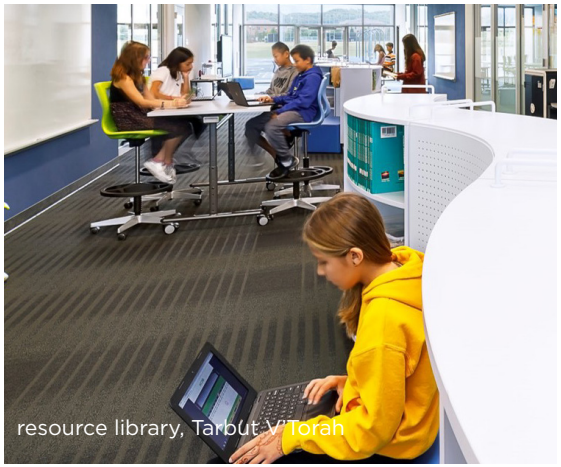
- Mental health support
- Health counseling
- Focus and respite
- Meditation and mindfulness
- Conflict resolution
- Wellness resource library

furniture, finishes, & equipment

- Workstations should have a comfortable, ergonomic design. Considerations for sit/stand furniture should be taken.
- Utilize mobile furniture that can be rearranged easily and with minimal effort, accommodating individual and group meetings within the shared space.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Flooring should be carpet that is durable and easy to clean.
- Provide assistive technology and communications devices as appropriate for those in need.
- Include dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.



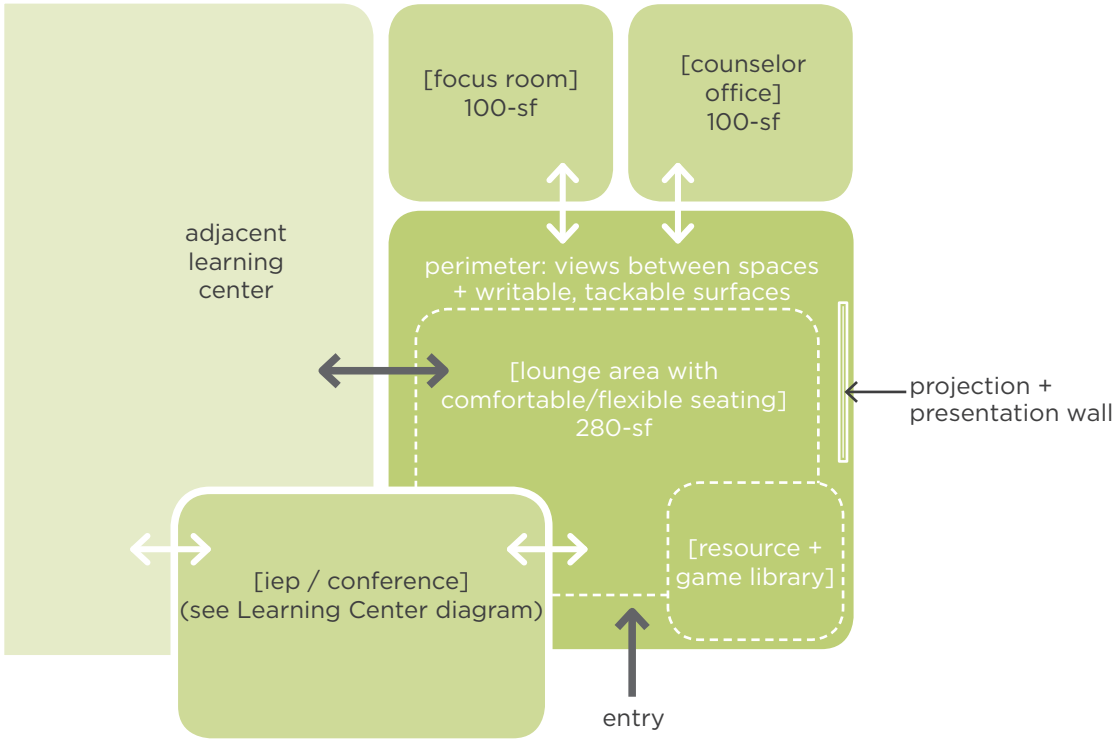
counseling office, Montgomery Middle School


resource library, Tarbut V'Torah


flexible furniture, 310 Commerce

DIAGRAM | STUDENT SERVICES
space statistics

sizing:	480-sf
loading ratio:	not loaded
intended school type:	elementary school, K-8 school



DESCRIPTION | STUDENT SERVICES

design objectives & characteristics

The Wellness Center is a suite of offices for the program activities listed, providing students with wellness and mental health support.
Create a welcoming space where students feel safe, comfortable, and supported.
Provide individual, confidential offices that share a central space for small groups.

program activities

- Mental health support
- Health counseling
- Focus and respite
- Meditation and mindfulness
- Conflict resolution
- Wellness resource library
- Yoga, Tai Chi, and other low-impact movement classes

furniture, finishes, & equipment

- Workstations should have a comfortable, ergonomic design. Considerations for sit/stand furniture should be taken.
- Utilize mobile furniture that can be rearranged easily and with minimal effort, accommodating individual and group meetings within the shared space.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Flooring should be carpet that is durable and easy to clean.
- Provide assistive technology and communications devices as appropriate for those in need.
- Include dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.


calm/focus room

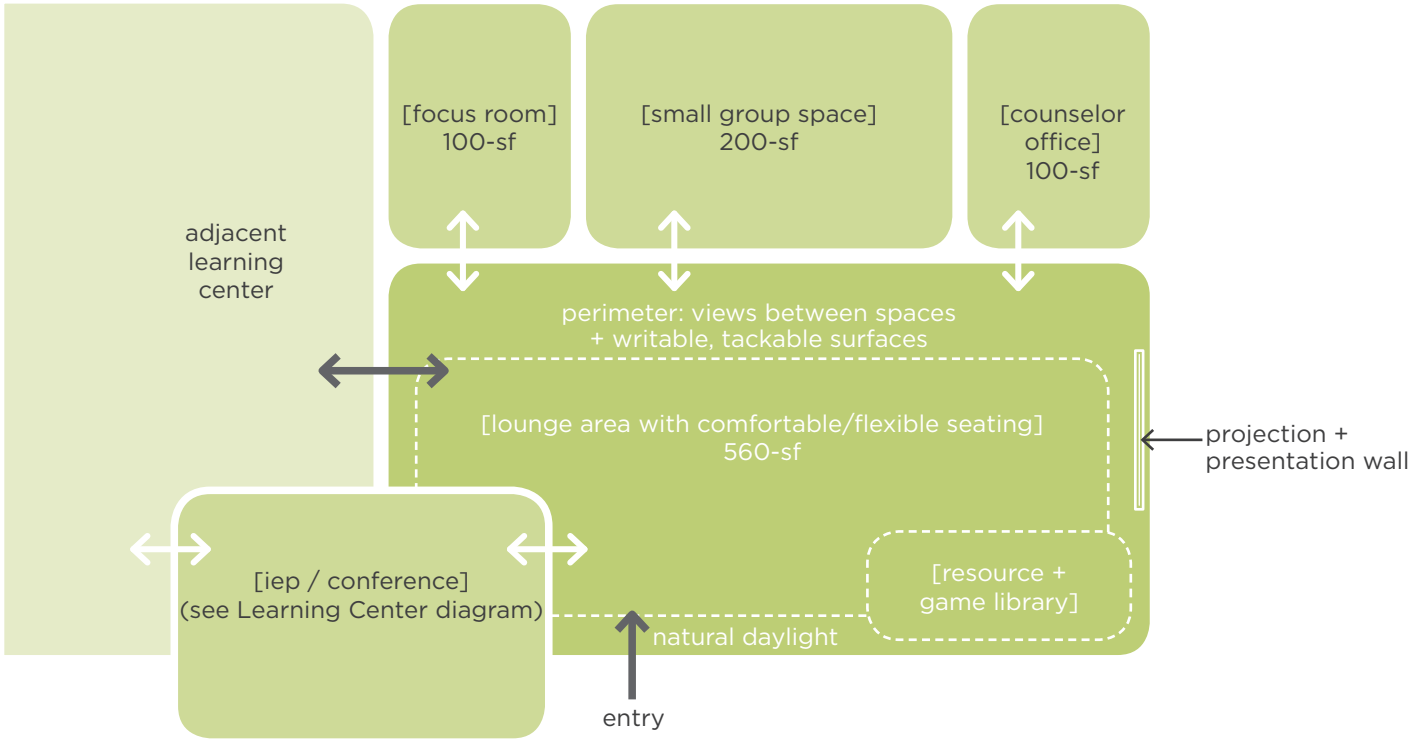


resource library, Arcadia High School


flexible furniture, resource library

DIAGRAM | STUDENT SERVICES
space statistics

sizing:	960-sf
loading ratio:	not loaded
intended school type:	middle school



DESCRIPTION | SHARED SPACES
design objectives & characteristics

Areas of collaboration (Colab) act as an extension of the classroom, supporting group work between students within a single classroom and between full classes.
Locate Colabs so they are directly accessible to multiple classrooms. Try to avoid co-mingling Colabs with corridors required for exiting.
Colabs should be highly flexible with varied furniture styles.
Consider including resources and materials similar to those within a Design + Innovation Lab, to create a mini-creation zone.
Ensure visibility between Colab and adjacent spaces.

program activities

- Small group interaction
- Personalized instruction
- Active and passive learning activities
- Pull-out individual or small group meetings

furniture, finishes, & equipment

- Provide a variety of furniture choices, including soft furniture that allow seated and standing work options. The furniture should be durable and support individual, small group, and large group collaboration.
- Technology can be limited in these areas, but must include wireless internet coverage.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Flooring should be resilient or vinyl composition tile (VCT) that is durable and easy to clean.

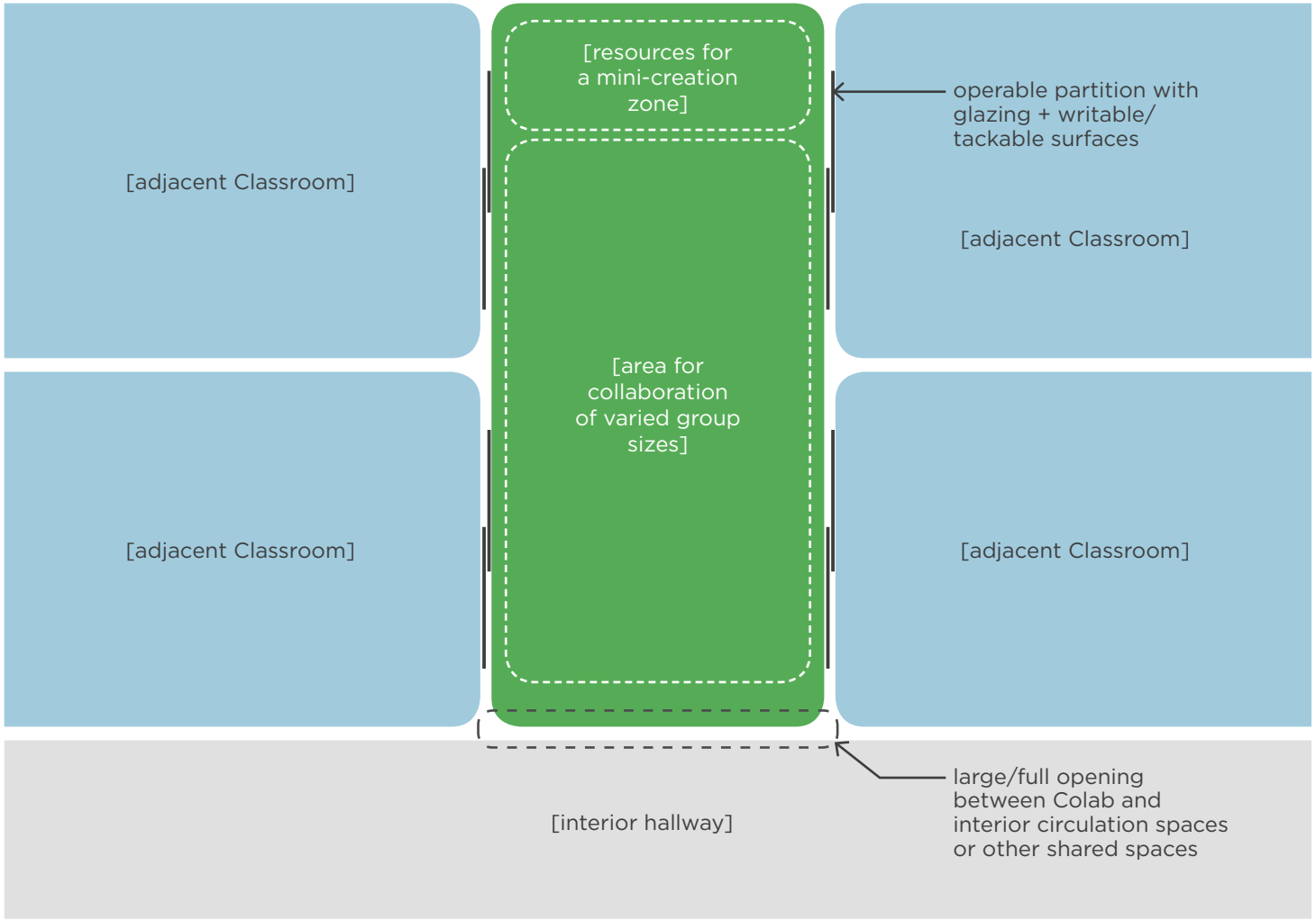

as classroom extension, Eastwood Elementary


classroom connection, Oliphant Elementary


as activity space, Tarbut V'Torah

DIAGRAM | SHARED SPACES
space statistics

sizing:	450-sf min.
loading ratio:	not loaded
intended school type:	all



DESCRIPTION | SHARED SPACES
design objectives & characteristics

The GLC brings together a site's assembly, food service, library, and elective programs. It is a highly active space that enables social interactions within the school community and should celebrate the school's unique cultures and characteristics.

The assembly space sits at the heart of the GLC, providing the electives with the ability to visually and physically connect and expand into. Ideally, the GLC has the capacity to hold all students at the site for whole-school assemblies.

Due to the diverse array of large-group activities within this space, full integration of internet and presentation technology should be provided.

program activities

- Assemblies
- Large group presentation
- Large group testing
- Elementary electives: art/science, design and innovation lab, and music
- School library
- School Site Instructional Technology Specialist services and support
- Food service: preparation and meal distribution
- 'Rainy-Day' uses such as indoor dining and physical education

furniture, finishes, & equipment

- Furniture should be highly flexible and adaptable, with the ability to support multiple purposes and activities. Furniture should be able to store out of the way of the assembly space.
- Presentation technology at the stage should include a short-throw, laser projector with retractable screen and a mobile lectern with a document camera and laptop station. Include a sound amplification system with microphone and speakers.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Flooring should be durable and easy to clean, and will vary depending upon the space and its intended program activities.
- Finishes should contribute to the acoustical qualities of the space; include materials that absorb sound.


open beam ceiling, Hawthorne Elementary


assembly, Lakeview Elementary School


servery, Oliphant Elementary School

DIAGRAM | SHARED SPACES
space statistics

sizing: varies by design capacity
loading ratio: not loaded
intended school type: elementary school, K-8

	ELEMENTARY SCHOOL DESIGN SIZE			
	3 cr/grade	4 cr/grade	5 cr/grade	6 cr/grade
Assembly (@ 10-sf/student, min.)	4,320	5,760	7,200	8,640
Library: shared space (1,000-sf per 350 students)	1,230	1,645	2,140	2,470
Library: storage and office	750	750	750	750

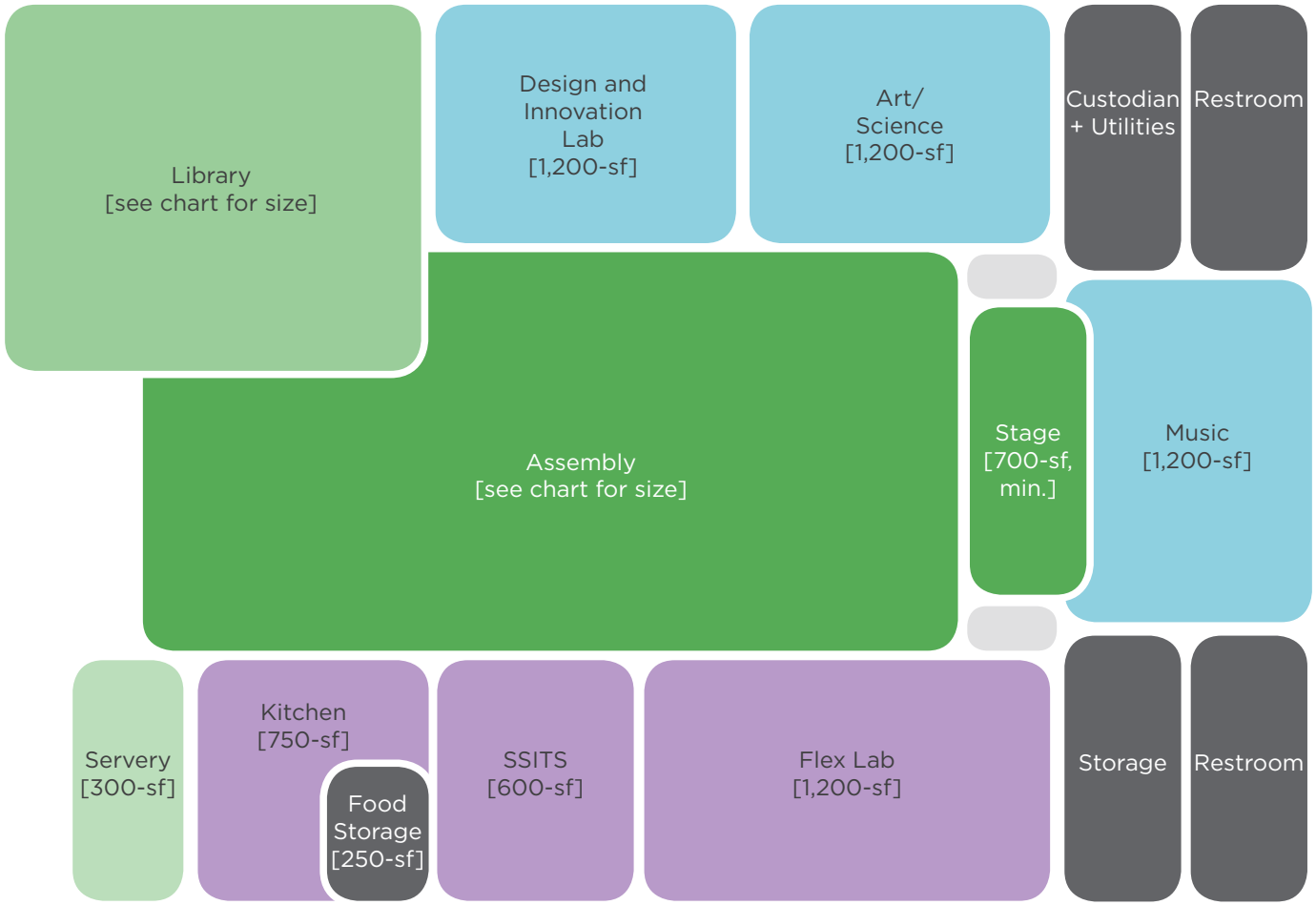
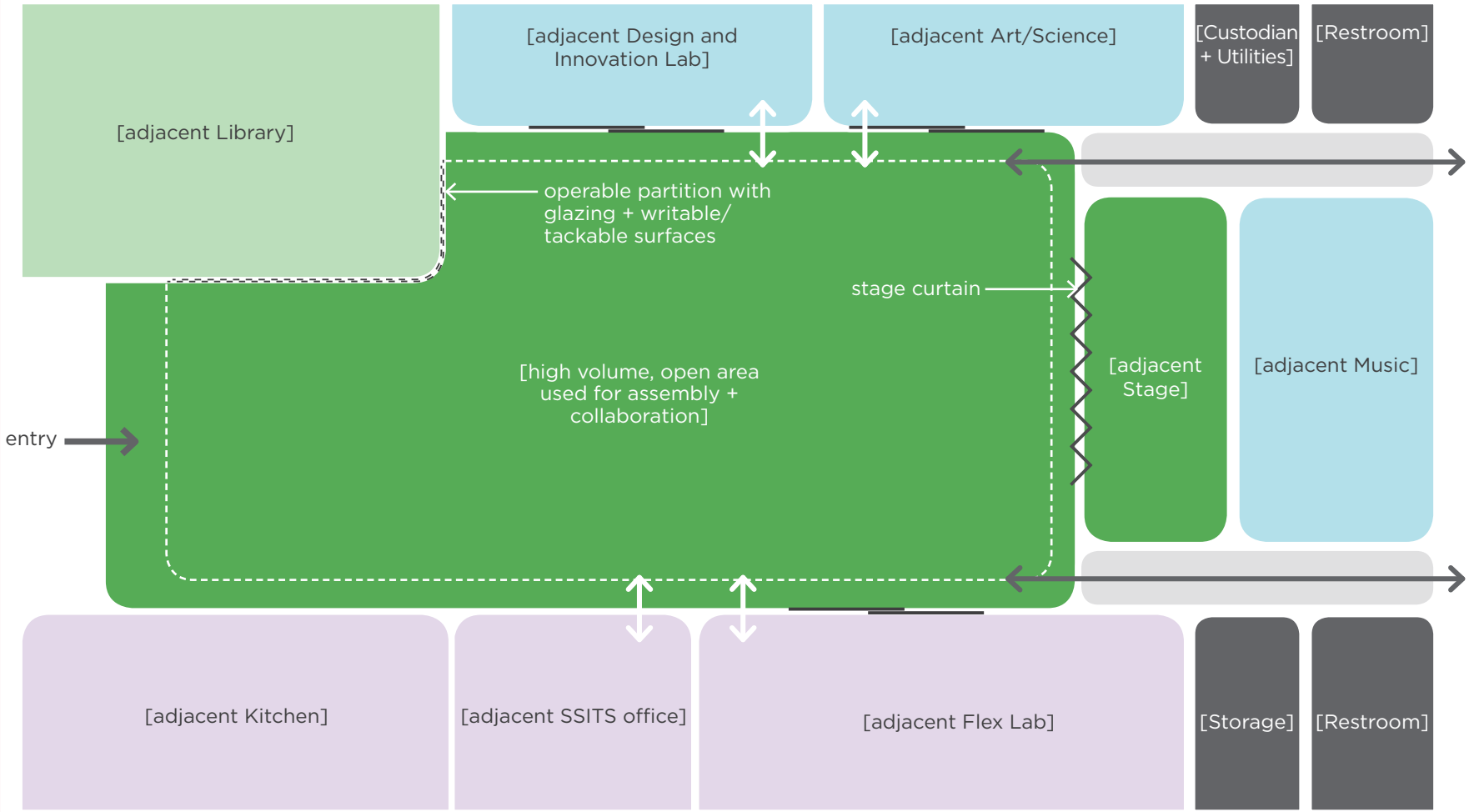


DIAGRAM | SHARED SPACES
space statistics

sizing: varies by design capacity
loading ratio: not loaded
intended school type: elementary school, K-8 school



DESCRIPTION | SHARED SPACES

design objectives & characteristics

Food service functions (operated by the district's Student Nutrition Services department) should be easily accessible by vehicle and within close proximity to student dining area(s).
Avoid locating student access points next to restroom access points.
Ensure the adjacent, exterior areas are clear of obstacles and promote clear queuing and student circulation.
Students should have a clear path of travel from food service facilities to student dining areas.
Aim for rectilinear floor plans that maximize efficiency in design and function.

program activities

- Food storage and meal preparation
- Meal distribution
- Food sales
- Student queuing

furniture, finishes, & equipment

- Office workstation should have a comfortable, ergonomic design. Considerations for sit/stand furniture should be taken. Work station should include lockable storage.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Utilize resilient or vinyl composition tile (VCT) flooring that is durable and easy to clean.
- Finishes should be easy to clean and contribute to the acoustical qualities of the space; include materials that absorb sound.
- Incorporate opportunities to post menus and other announcements via tackable surfaces or LCD screen(s).
- Student serving area should have point-of-sale equipment.

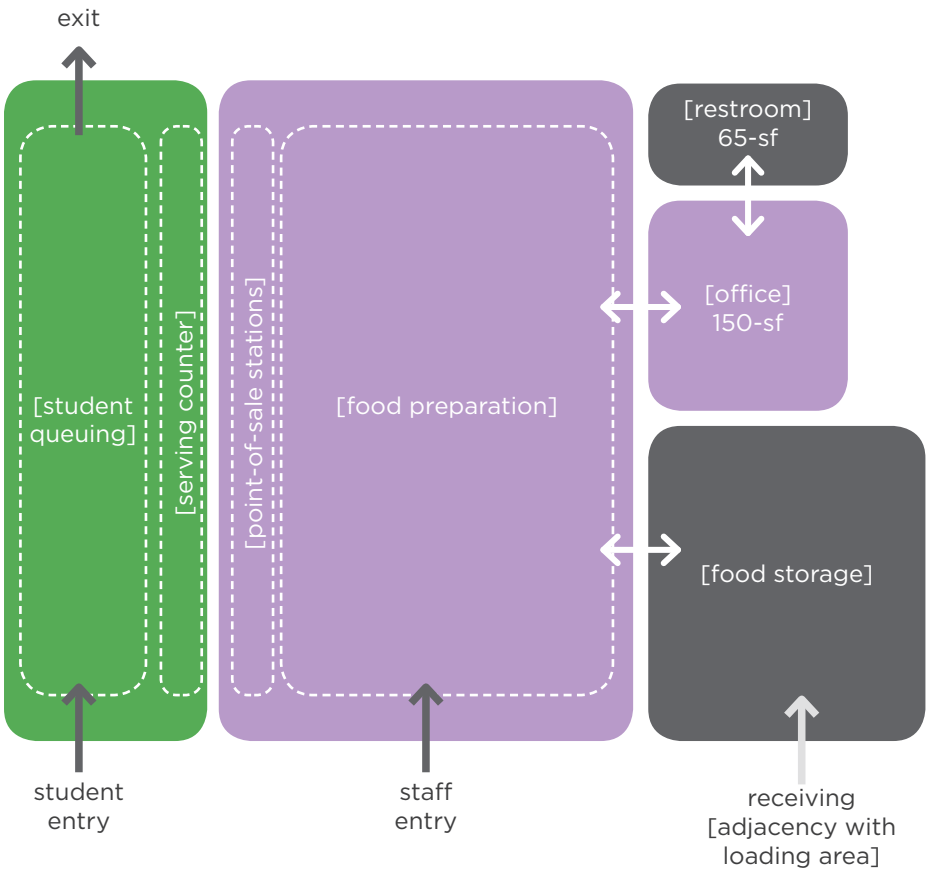

kitchen, Montgomery Middle School


servery, Cupertino Middle School


servery, Oliphant Elementary School

DIAGRAM | SHARED SPACES
space statistics

sizing:	1,300-sf
loading ratio:	not loaded
intended school type:	all. note: diagram below is intended for elementary and k-8 schools. see the Student Union for food service diagram at the middle schools.



DESCRIPTION | SHARED SPACES

design objectives & characteristics

The Library is a space where students can access content for leisure and research various subjects as part of their curriculum. As part of the GLC, the Library should be able to join together with the Assembly space but also have the ability to close itself off from other areas, to create a quiet space for the Library itself.
The area for book stacks should incorporate furniture / soft seating for reading within the layout.

program activities

- Small group and individual research
- Group instruction
- Quiet reading
- Partner and group reading
- Parent groups and community meetings

furniture, finishes, & equipment

- Provide a variety of furniture choices that allow seated and standing work options with a mix of soft and hard seating. The furniture should be durable and support individual, small group, and large group collaboration.
- Circulation desk workstation(s) should have a comfortable, ergonomic design. Considerations for sit/stand furniture should be taken.
- Book stacks should be at a 3-shelf height appropriate for Elementary students and on locking casters for flexibility.
- Technology can be limited to wireless internet coverage and district-provided student devices.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Flooring should be carpet that is durable and easy to clean.
- Finishes should contribute to the acoustical qualities of the space; include materials that absorb sound.
- Provide copy/printing capabilities within the staff work room.



Pleasanton Elementary School


varied furniture, Long Beach Library

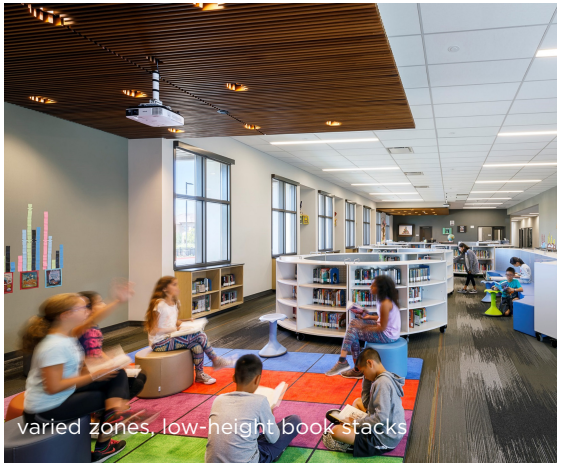

varied zones, low-height book stacks

DIAGRAM | SHARED SPACES
space statistics

sizing: varies by design capacity
loading ratio: not loaded
intended school type: elementary school, K-8 school

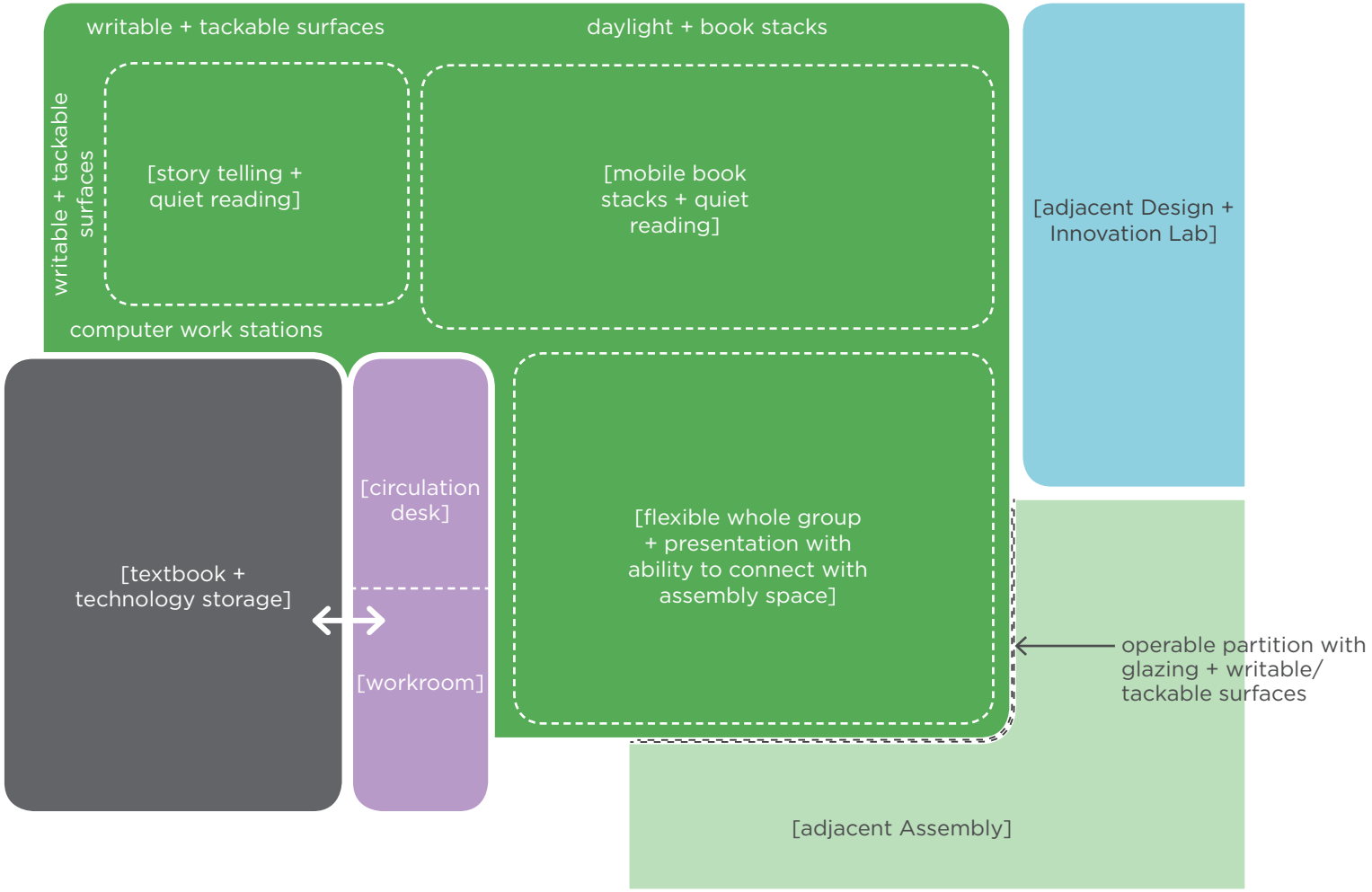
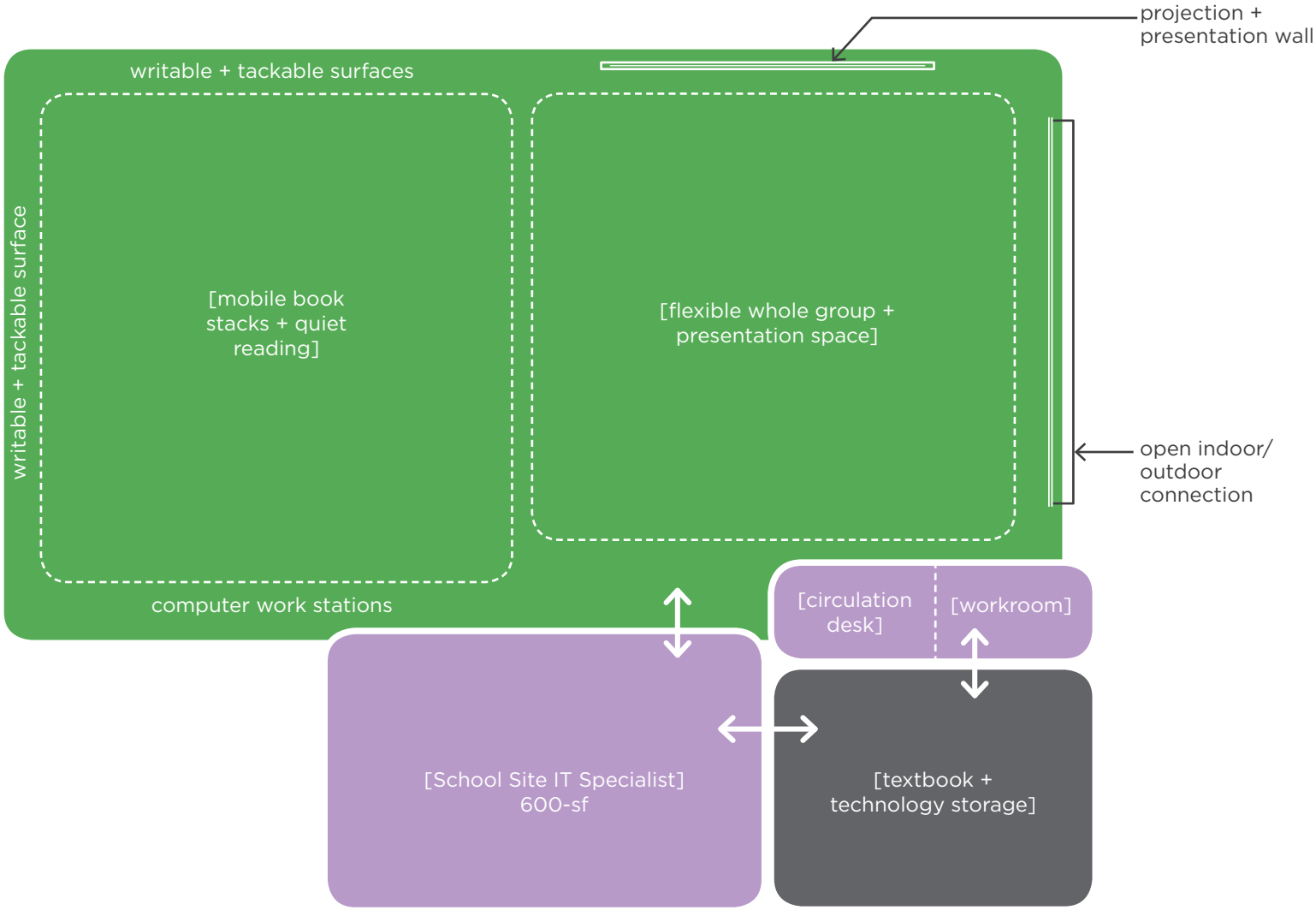


DIAGRAM | SHARED SPACES
space statistics

sizing: 4,000-sf student space + 500-sf storage + 200-sf staff work space
loading ratio: not loaded
intended school type: middle school



DESCRIPTION | SHARED SPACES
design objectives & characteristics

Create a central hub that balances 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.
Provide students with a dining experience where food can be enjoyed.
All students should be accommodated to dine within the indoor Student Union or its adjacent lunch shelter, protected from inclement weather.
Due to the diverse array of large-group activities within this space, full integration of internet and presentation technology should be provided.

program activities

- Student gathering
- Independent and group activities
- Student dining
- Food service: preparation and meal distribution
- Parent and community meetings

furniture, finishes, & equipment

- Provide a variety of cafe-style furniture choices that allow seated and standing dining options. The furniture should be durable and support individual, small and large groups.
- Presentation technology should include a short-throw, laser projector with retractable screen (or other form of digital display) capable of hard-wired and wireless connection to a laptop or other device. Include a sound amplification system with microphone and speakers.
- Disperse writable and tackable surfaces throughout, creating opportunities for students to take ownership of his or her learning with areas for group discussion and the display of student work.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Utilize resilient or vinyl composition tile (VCT) flooring that is durable and easy to clean.
- Finishes should contribute to the acoustical qualities of the space; include materials that absorb sound.

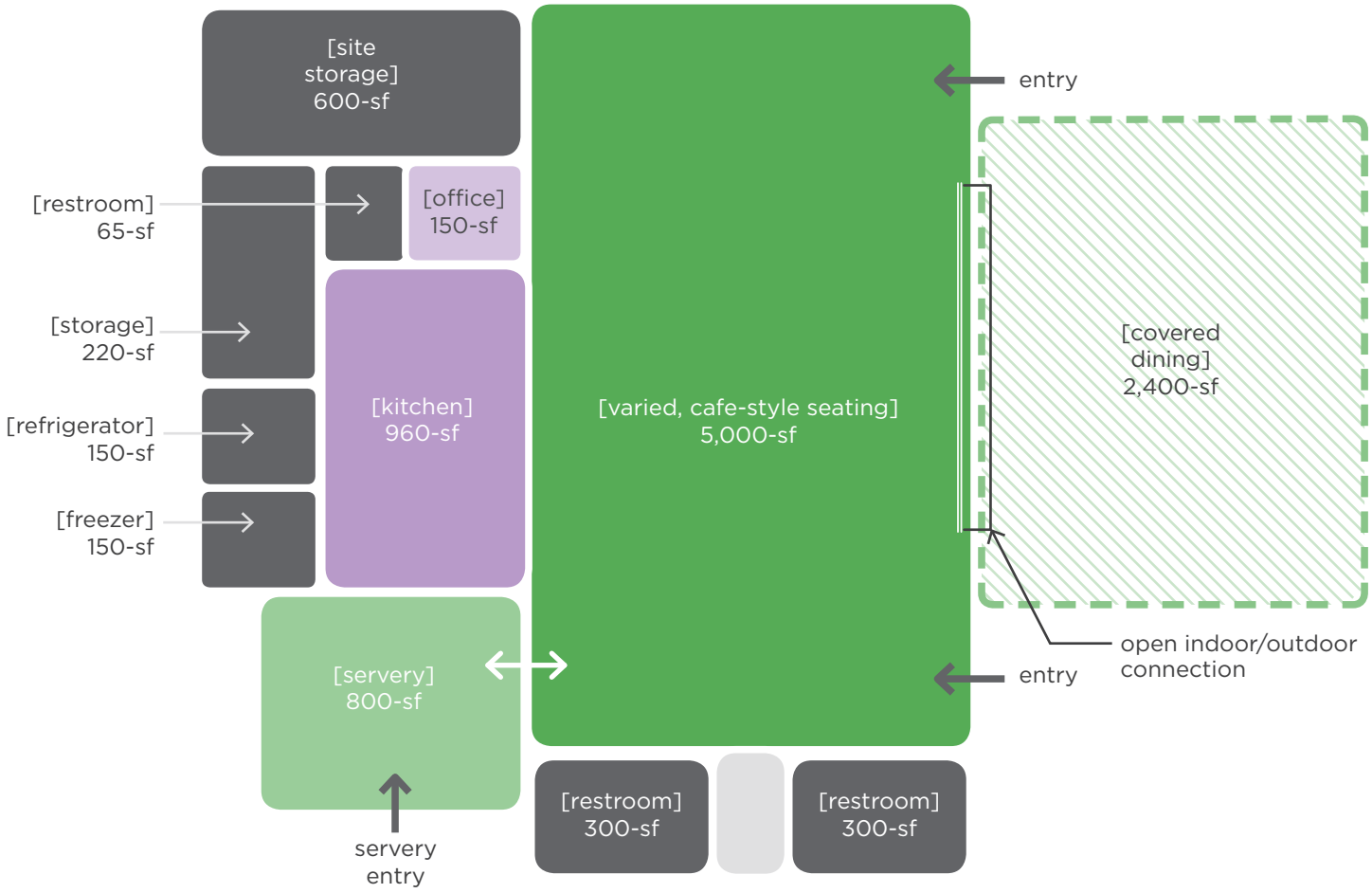

servery, Montgomery Middle School


cafe-style seating, e3 Civic High School


varied seating, e3 Civic High School

DIAGRAM | SHARED SPACES
space statistics

sizing:	8,500-sf
loading ratio:	not loaded
intended school type:	middle school



DESCRIPTION | SHARED SPACES
design objectives & characteristics

The Event Center houses the site's athletics program and provides the school with an all-student assembly area. The space should accommodate basketball and other indoor court athletics, then transform into a performance space with retractable bleacher seating and chairs.

program activities

- Team sports practice and competition
- Assemblies and presentation
- Physical education instruction
- Musical and theatric performances
- Community events

furniture, finishes, & equipment

- Assembly/performance seating should be accommodated through retractable, tiered seating with built-in theater seats, augmented with stand-alone chairs that can be placed as needed. All furnishings should be able to clear and store out of the way of other activities.
- Presentation technology should include a short-throw, laser projector with retractable screen (or other form of digital display) capable of hard-wired and wireless connection to a laptop or other device. Include a sound amplification system with microphone and speakers.
- Include casework in the lobby for the display of club activities and awards.
- Select colors that create a welcoming environment and celebrate school pride and the student community.
- Flooring should be resilient or gym flooring that is durable and easy to clean.
- Finishes should contribute to the acoustical qualities of the space; include materials that absorb sound.


mat/wrestling room, San Marcos High School


sporting events, Serra Catholic K-8 School

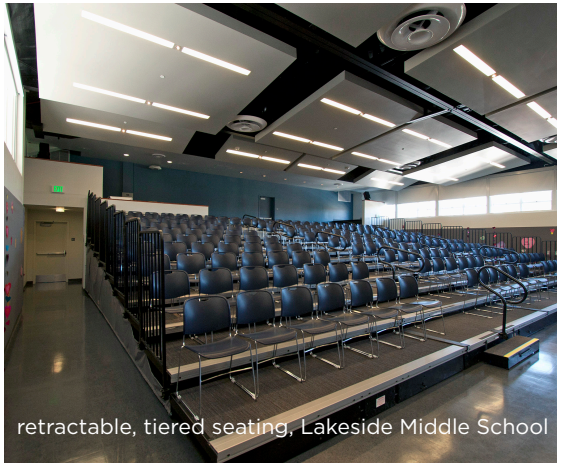
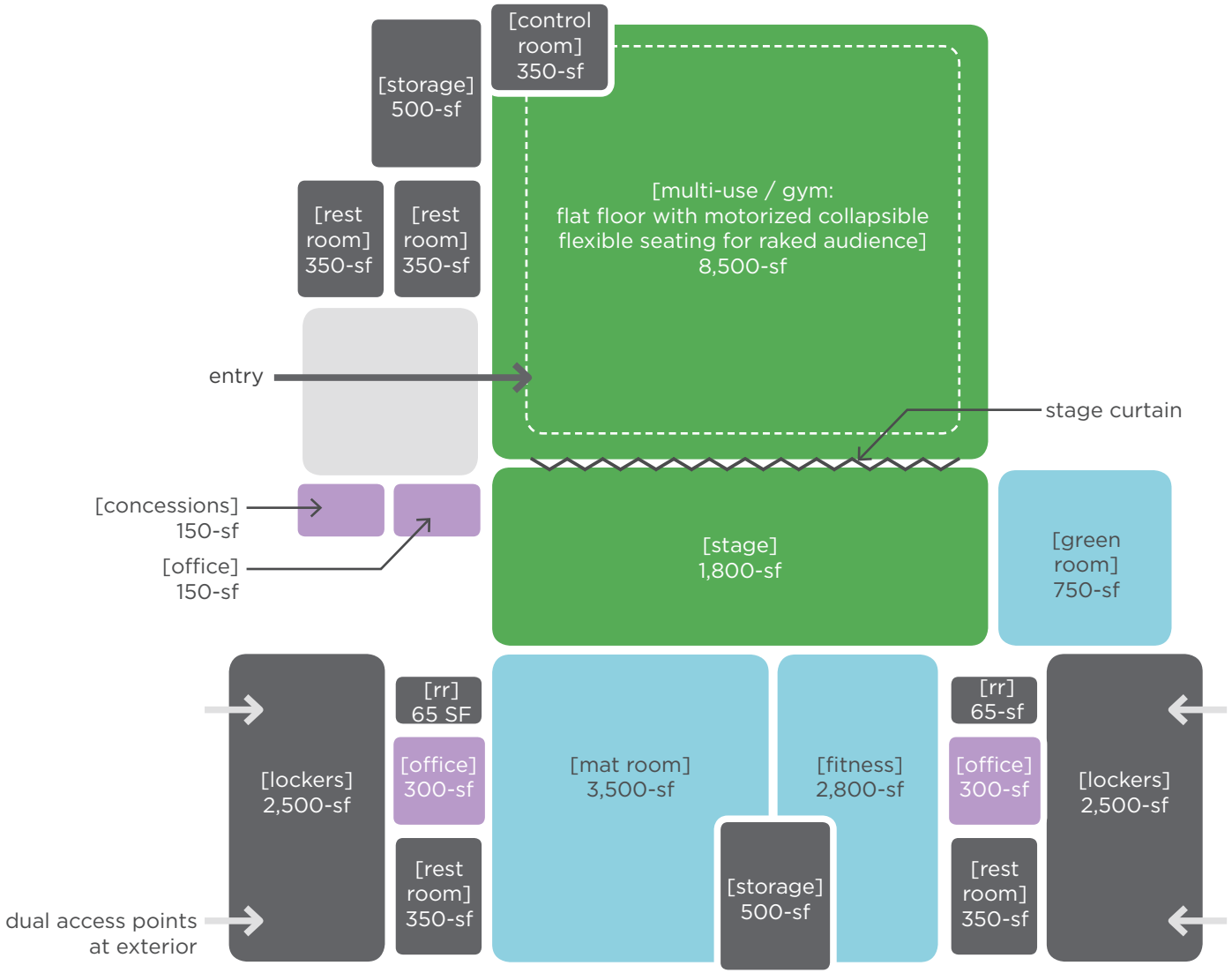

retractable, tiered seating, Lakeside Middle School

DIAGRAM | SHARED SPACES
space statistics

sizing: approx. 26,000-sf
loading ratio: not loaded
intended school type: middle school



DESCRIPTION | ADMINISTRATION + FACULTY

design objectives & characteristics

This should be a welcoming, inviting, and obvious presence to visitors and parents as the single point of entry.
Provide visibility into various spaces, while allowing confidentiality through the use of operable shades and acoustic separations.

program activities

- Front entry and check-in
- Conference and discipline meetings
- Staff/teacher resources
- Staff/teacher collaboration
- Attendance and enrollment
- Records storage
- Health services

furniture, finishes, & equipment

- Workstations should have a comfortable, ergonomic design. Considerations for sit/stand furniture should be taken. Work stations should include lockable file storage.
- Include casework, counter work area, lockable storage cabinets, and an ice maker at the Health Office. Consider a ceiling-mounted curtain for privacy at the cot area.
- Conference Rooms should have presentation technology including a short-throw, laser projector and screen with the ability to connect to computer or laptop.
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Flooring should be carpet that is durable and easy to clean. Utilize resilient flooring where appropriate such as near sink areas and in the Health Office.
- Finishes should contribute to the acoustical qualities of the space; include materials that absorb sound.
- Include task lighting at staff workstations.
- Faculty work area should have copy/printing capabilities.
- Faculty work area should have high and low casework for resource storage, and clear, counter work space.
- Consider using digital display(s) in the lobby area for announcements.


welcoming presence, Lakeview Elementary



reflect school community, Pleasanton Elementary



private office, Montgomery Middle School

DIAGRAM | ADMINISTRATION + FACULTY
space statistics

sizing: approx. 3,000-sf based on site-specific needs
loading ratio: not loaded
intended school type: elementary school, K-8 school

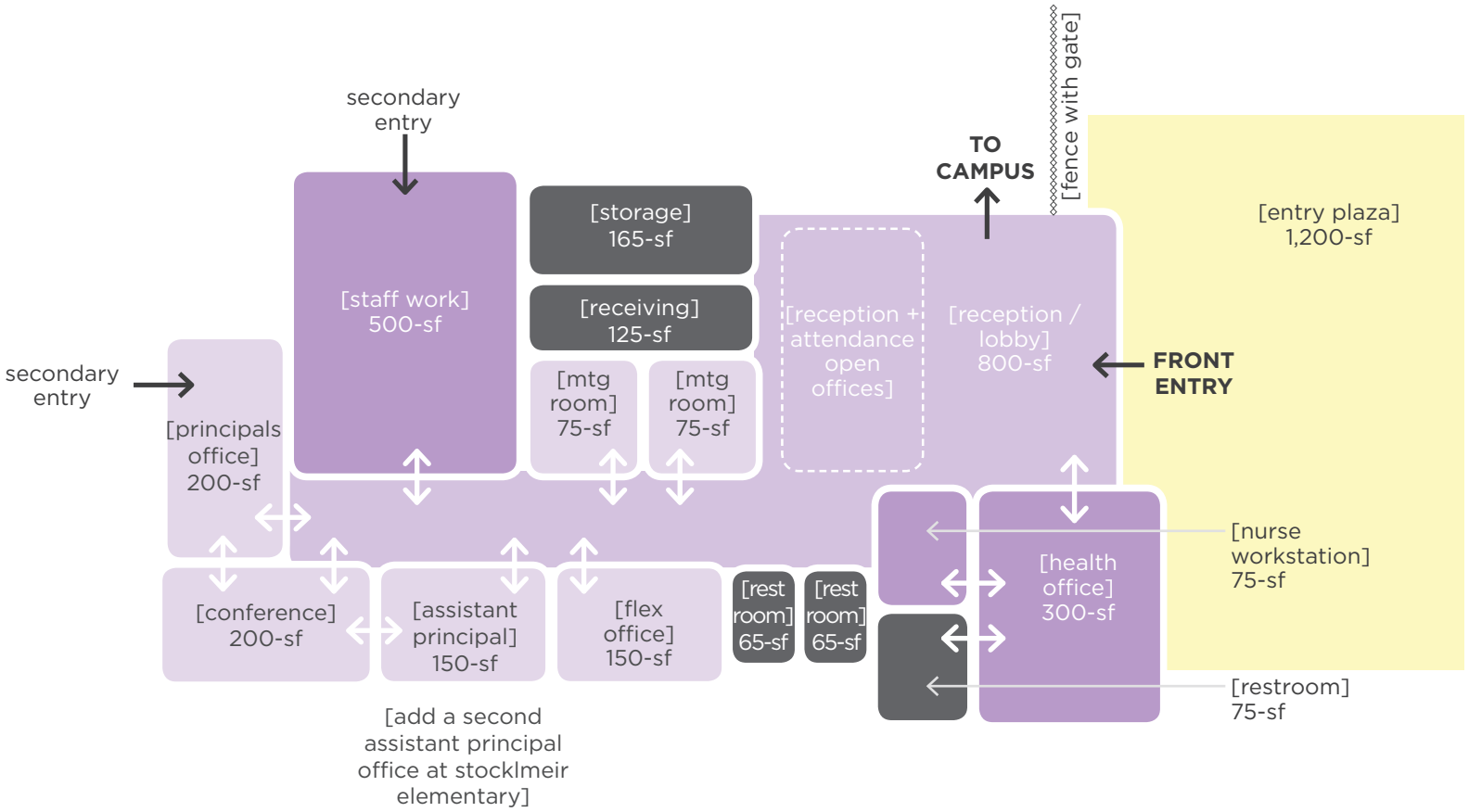
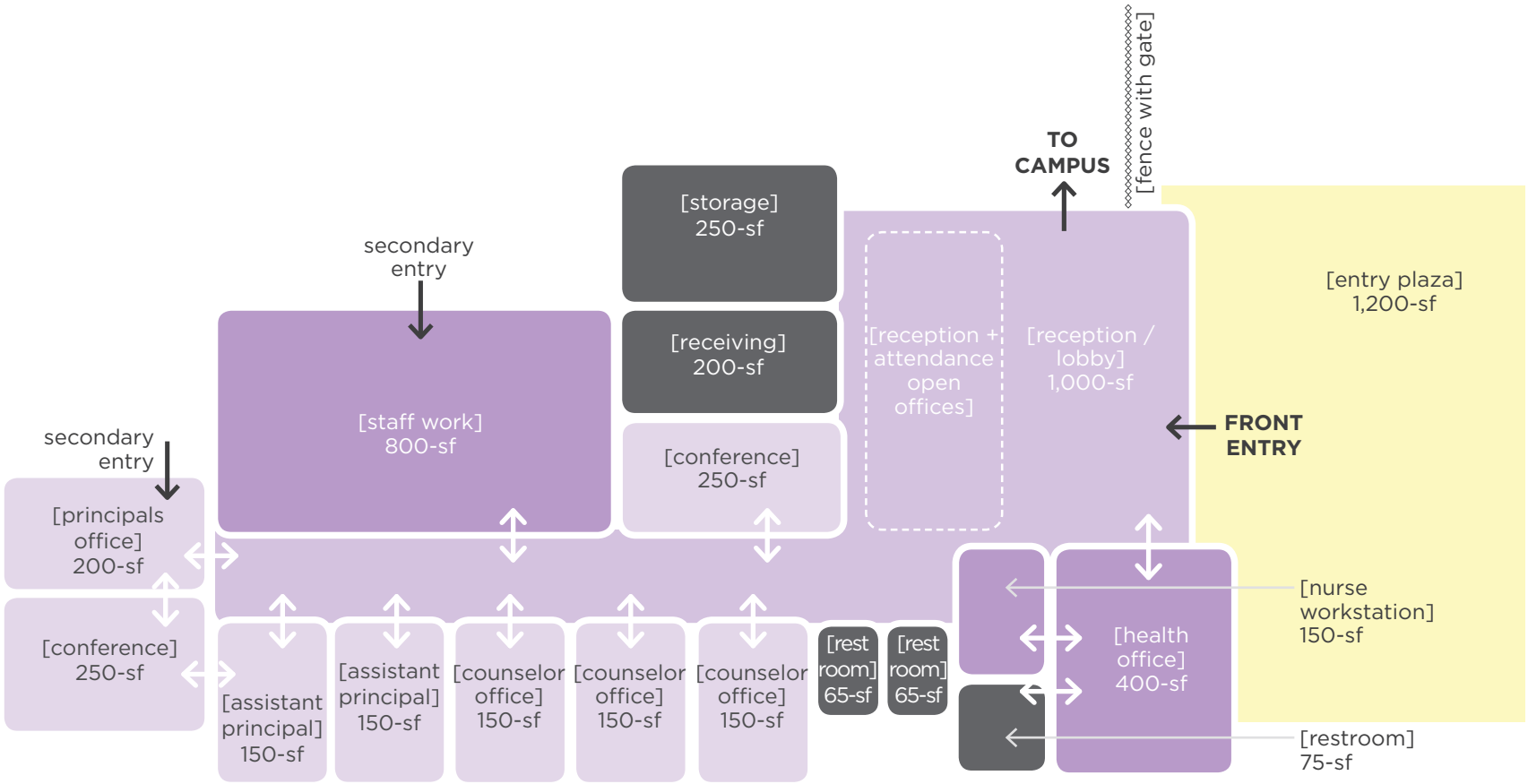


DIAGRAM | ADMINISTRATION + FACULTY

space statistics

sizing:	approx. 4,450-sf
loading ratio:	not loaded
intended school type:	middle school



DESCRIPTION | ADMINISTRATION + FACULTY

design objectives & characteristics

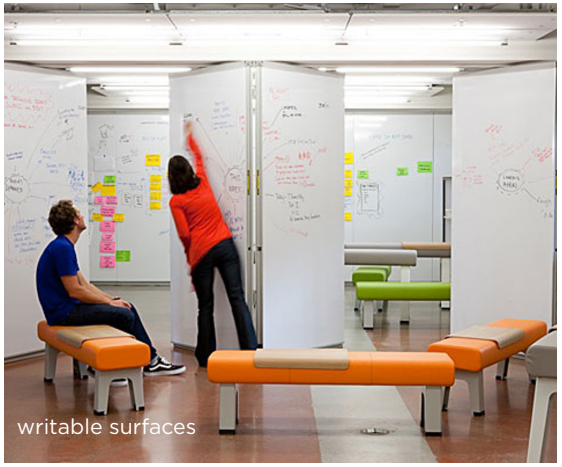
This is a highly flexible space with furniture that accommodates informal dining and professional development activities.
This space should accommodate all site staff in a classroom-like setting for professional development.

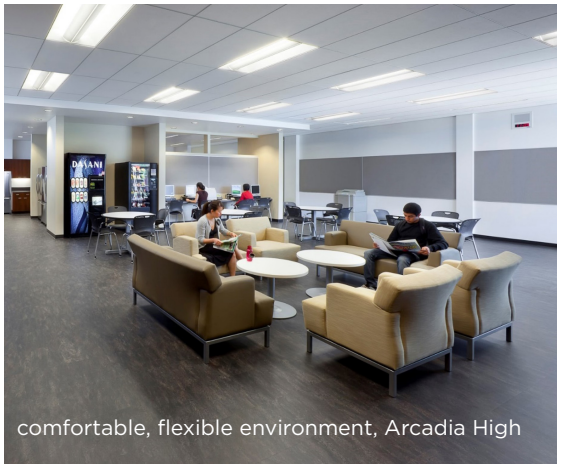
program activities

- Individual, small-, and large-group dining
- Professional development
- Collaborative planning/grading
- Personal cooking/food preparation

furniture, finishes, & equipment

- Utilize mobile furniture that can be rearranged easily and with minimal effort, accommodating individual and group meetings.
- Select colors and furnishings that create a comfortable, relaxing environment where teachers can de-stress.
- Presentation technology should include a short-throw, laser projector at the presentation wall and a mobile lectern with a document camera and laptop station.
- Flooring should be carpet that is durable and easy to clean. Utilize resilient flooring at the kitchenette.
- Finishes should contribute to the acoustical qualities of the space; include materials that absorb sound.
- Ensure lighting is adjustable and accommodates presentations.
- Disperse writable and tackable surfaces throughout, creating opportunities for group discussion and the sharing of ideas.

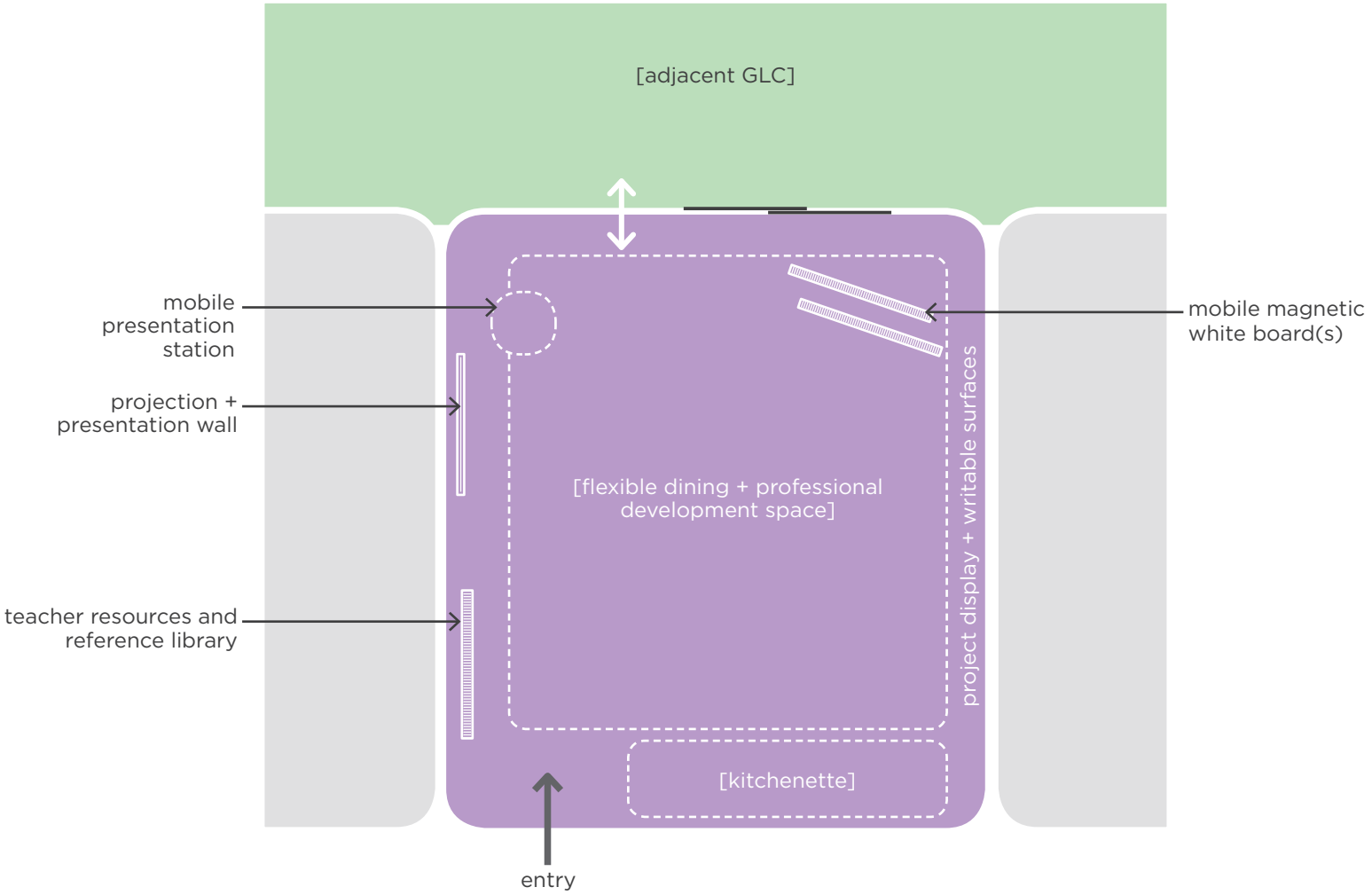

writable surfaces


comfortable, flexible environment, Arcadia High


comfortable, flexible environment, 310 Commerce

DIAGRAM | ADMINISTRATION + FACULTY
space statistics

sizing: 1,200-sf, min.
loading ratio: not loaded
intended school type: all



DESCRIPTION | OUTDOOR LEARNING + PLAY

design objectives & characteristics

Embrace all areas of the school as learning spaces by revitalizing the outdoor areas between classroom wings.
This area enables students and teachers to expand beyond the classroom walls and utilize outdoor environments as part of the day's lessons.
This area is highly durable, able to withstand sun and rain.
Allow space for indoor furniture to be brought outside.

program activities

- Classroom and elective instructional activities
- Large lecture, small group, and individual work
- Cross-collaboration with adjacent uses
- 6th grade Wheel curriculum
- Project-based learning
- Unstructured social interactions and play
- Informal dining

furniture, finishes, & equipment

- Provide access to wireless internet and outlets for the integration of devices.
- Include areas of shelter through trees and/or shade structures.
- Provide durable, weather-proof materials.
- Provide built-in seating where appropriate such as concrete seat walls and benches.
- 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.
- Include writable surfaces such as chalkboards at student-height.

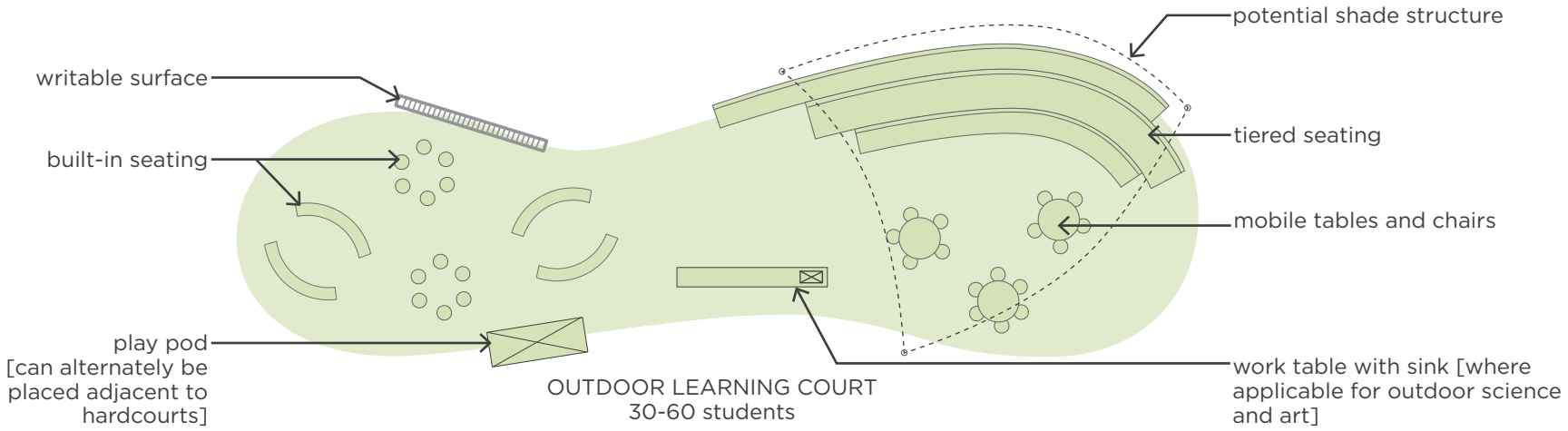

small group areas - Larson Vistas

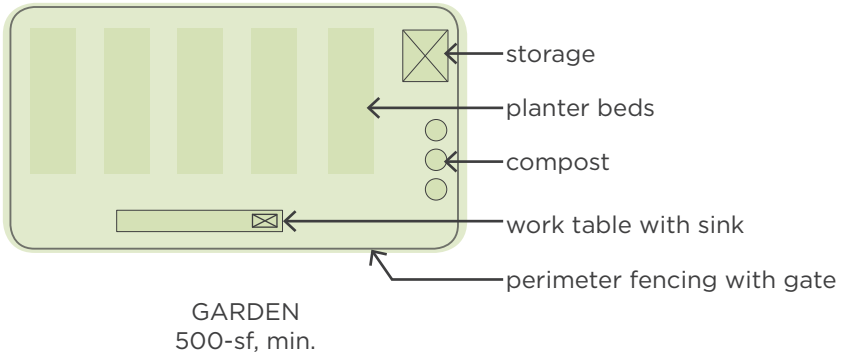

outdoor classroom, Santa Fe Springs Library


outdoor classroom, Oliphant Elementary School

DIAGRAM | OUTDOOR LEARNING + PLAY
space statistics

sizing: varies based on space available
loading ratio: not loaded
intended school type: all





DESCRIPTION | OUTDOOR LEARNING + PLAY

design objectives & characteristics

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 Kindergarten classrooms should have direct access to a single, shared the play yard, sized to accommodate all Kindergarten students.
Considerations for supervision should be taken, designing the yard as one contiguous space.
Create a comfortable environment for students to dine outdoors.

program activities

- Kindergarten 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

furniture, finishes, & equipment

- Provide access to wireless internet and outlets for the integration of devices.
- Include a shade structure over picnic tables at an area no less than 1,200-sf.
- Provide durable, weather-proof materials.
- Provide built-in seating where appropriate such as concrete seat walls and benches.
- 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.
- Include writable surfaces such as chalkboards at student-height.
- Play structure should be appropriate for the Kindergarten age group and have a rubberized surface at the ground plane.
- Play yard must be fenced or otherwise protected from traffic or other hazards. Fencing must be at least 4-ft in height and incorporate gate(s) with panic hardware.
- Provide a drinking fountain and, optionally, a water bottle filling station.



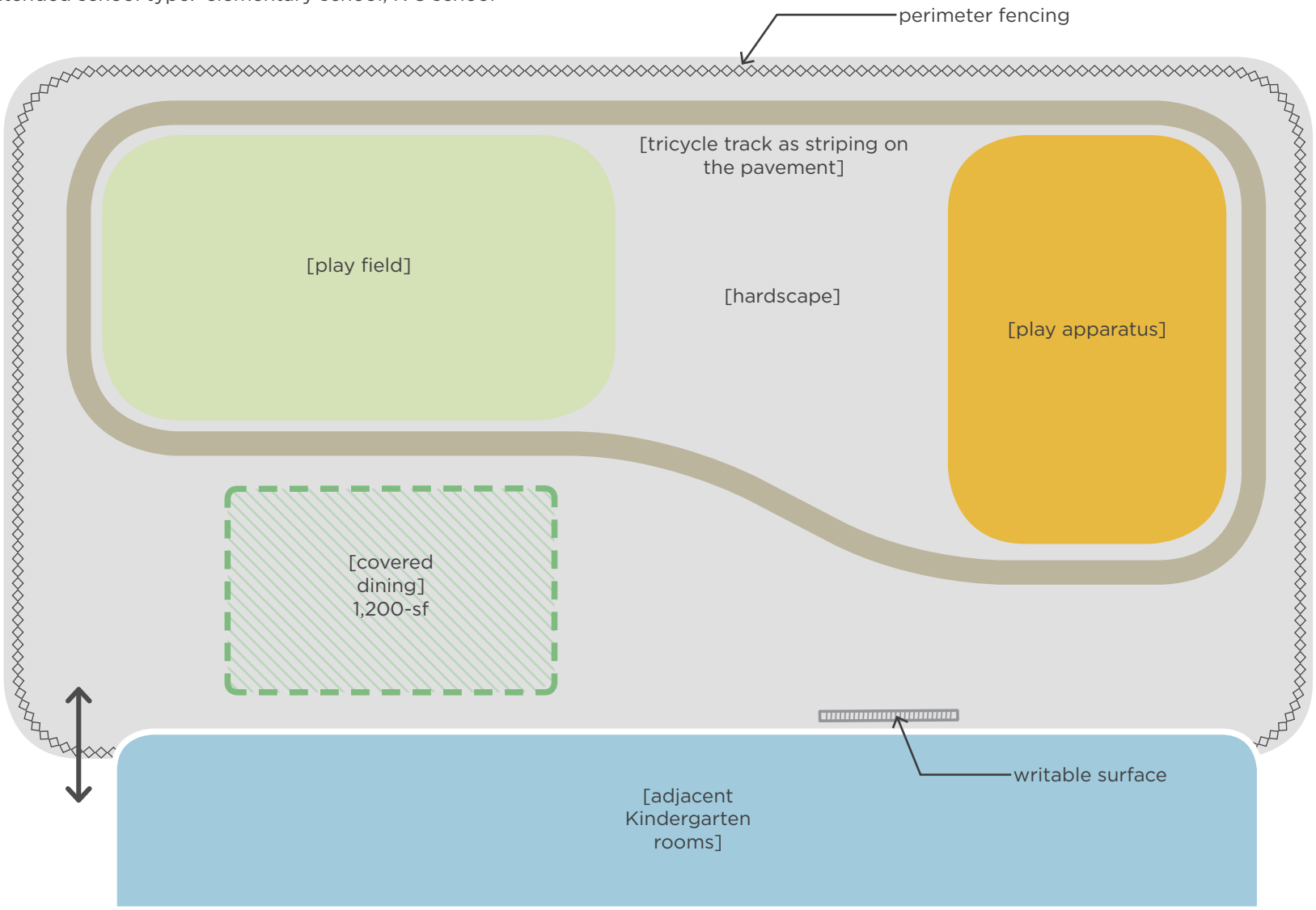
tricycle track, Tarbut V'Torah


dining and play, Almond Elementary School


writable surfaces, Oliphant Elementary School

DIAGRAM | OUTDOOR LEARNING + PLAY
space statistics

sizing: minimum 75-sf per student (design capacity)
loading ratio: not loaded
intended school type: elementary school, K-8 school



DESCRIPTION | OUTDOOR LEARNING + PLAY

design objectives & characteristics

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. Considerations for supervision should be taken.
Create a comfortable environment for students to dine outdoors.
Provide the opportunity for students to build and create on their own.

program activities

- Unstructured social interactions and play
- Student dining
- Fundamental skills development
- Tag and running games
- Ball games such as basketball
- Loose parts play
- Quiet, individual activities such as reading or studying
- Student-led exploration of design and innovation
- Physical education
- Assemblies and other large gatherings

furniture, finishes, & equipment

- Provide access to wireless internet and outlets for the integration of devices.
- Include a shade structure over picnic tables at an area no less than 2,400-sf.
- Provide durable, weather-proof materials.
- Provide built-in seating where appropriate such as concrete seat walls and benches.
- 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.
- Include surfaces and finishes that students can interact with such as writable surfaces like chalkboards and green walls for video production.
- Also known as “Play Pods,” incorporate one or more areas where light building materials and scraps such as cardboard are available to students. Ensure the Play Pod can store the materials in a lockable container where materials can be protected from rain and sun.
- Play structure should be appropriate for the intended age group and have a rubberized surface at the ground plane.
- For an Elementary School campus, provide one play apparatus for lower primary grades 1-3 and one play apparatus for upper primary grades 4-5. Each apparatus area should be no less than 3,200-sf.
- Provide a drinking fountain and, optionally, a water bottle filling station.
- Hardcourts should include at least one ball wall.
- Hardcourts should be striped for a variety of court activities including basketball, volleyball, and miscellaneous games. Include equipment such as basketball hoops as appropriate.
- Hardcourts sizing:
  - 60-sf per student in grades 1-3
  - 106-sf per student in grades 4-6
  - 75-sf per student in grades 7-8

Note: The sizes indicated are aspirational and will vary based on site-specific constraints.


loose parts play, Scrapstore


hardcourts, Top of the World Elementary School


playground, Oliphant Elementary School

DESCRIPTION | OUTDOOR LEARNING + PLAY

design objectives & characteristics

This space should accommodate a variety of athletic activities in a safe and well-maintained area.
Design a ground plane that has sufficient drainage and is free of tripping hazards.
Considerations should be given to specific athletics that the school community takes interest in, such as striping for a cricket pitch.

program activities

- Unstructured social interactions and play
- Fundamental skills development
- Tag and running games
- Track and field activities
- Ball games such as soccer
- Physical education
- Assemblies and other large gatherings

furniture, finishes, & equipment

Elementary School and K-8:
- Playfields should be natural turf.
- Provide an asphalt-paved running track at the field perimeter.

Middle School:
- Field should be synthetic turf.
- Provide a rubberized perimeter running track.


synthetic turf field

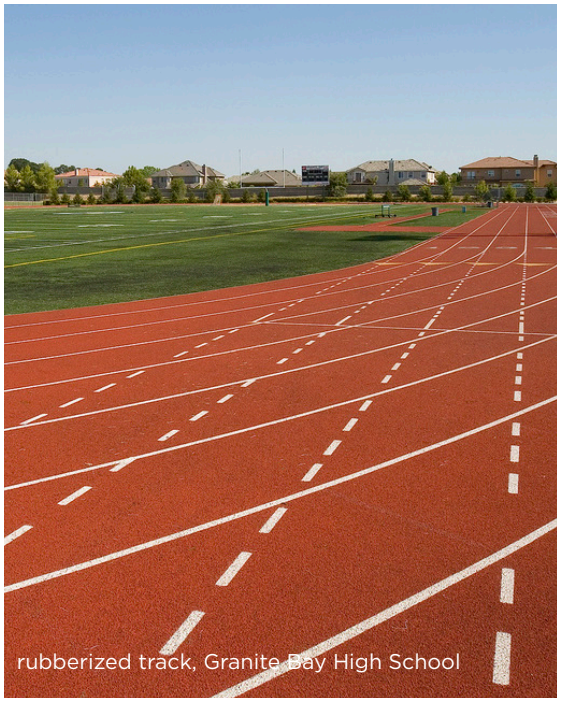

rubberized track, Granite Bay High School

DIAGRAM | OUTDOOR LEARNING + PLAY
space statistics

sizing:	see diagram
loading ratio:	not loaded
intended school type:	middle school

