



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.

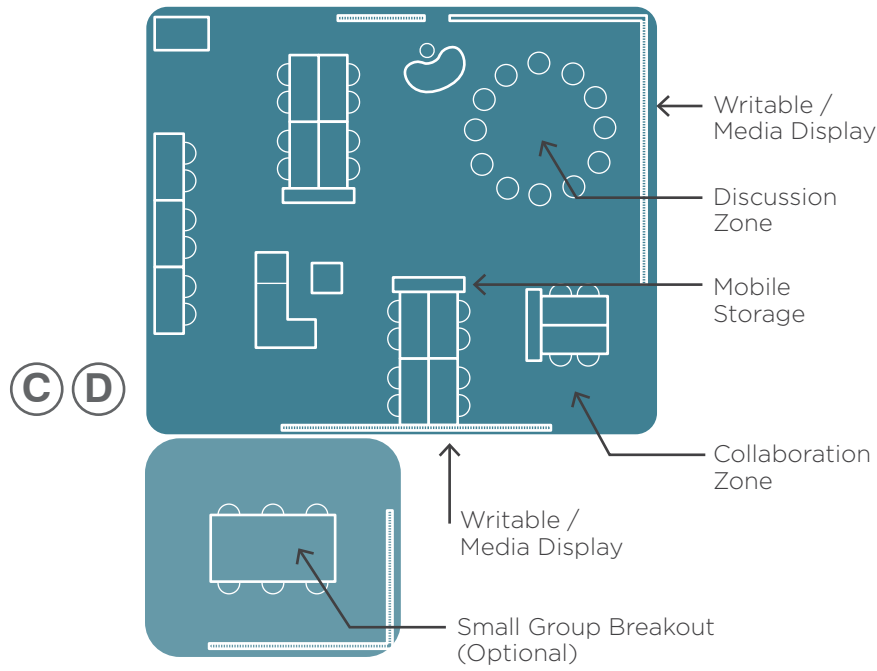
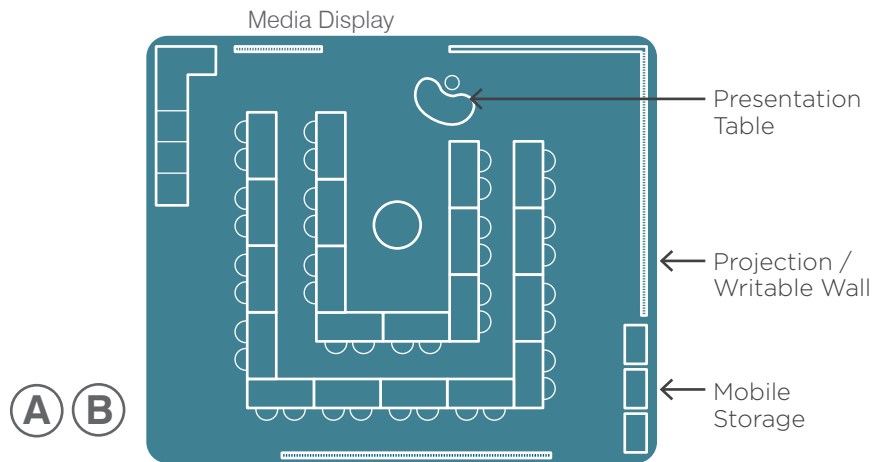
EQUIPMENT

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

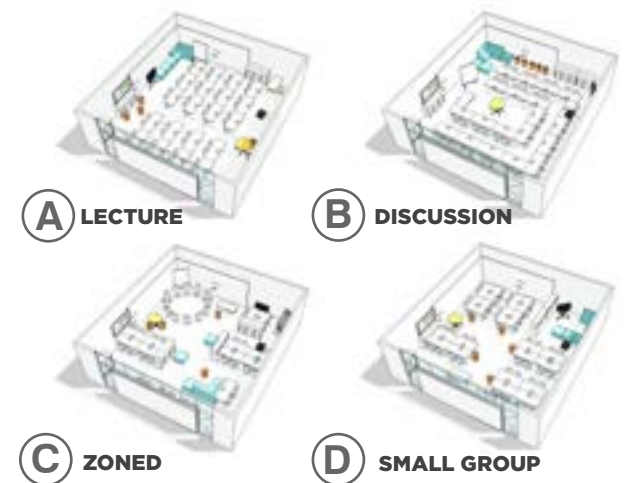
Main Classroom

960 sf*

*Consider sizing at 1,200 sf

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).

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

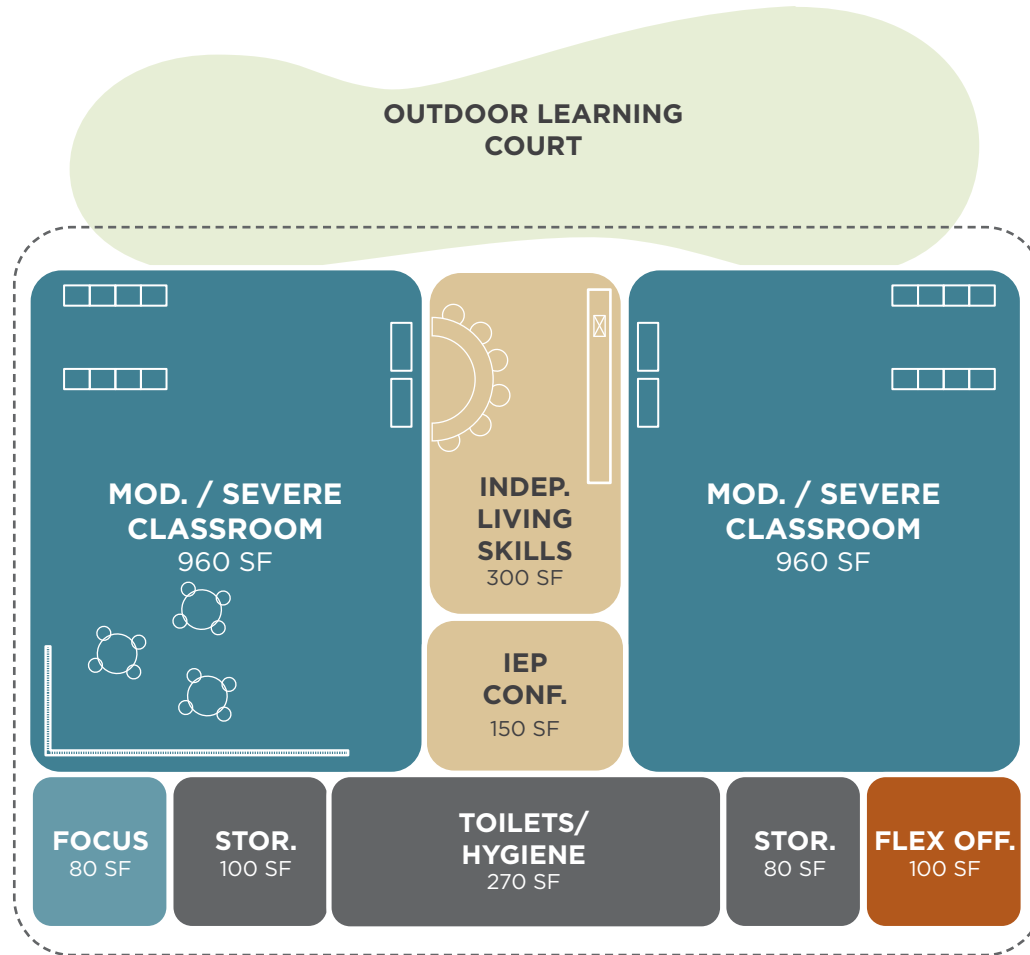
Structural grid/support above acoustic ceiling for ability to hang therapy equipment.

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



Spaces & Sizing

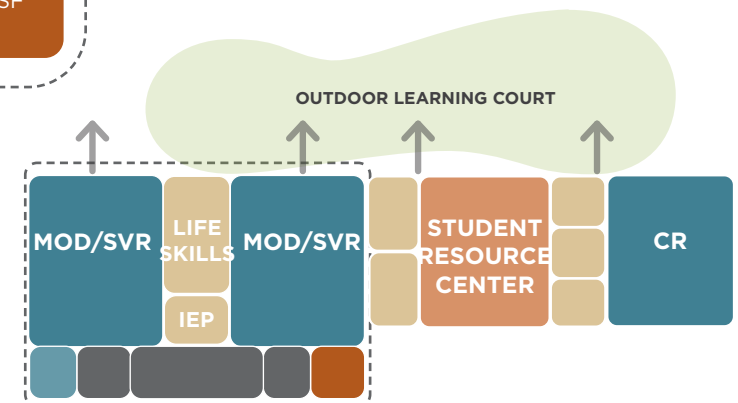
Main Classroom	2 @ 960 sf ea
Independent Living Skills	300 sf
Toilets/Hygiene	270 sf
IEP/Conference	150 sf
Focus Room/Area	80 sf
Flex Office	100 sf
Storage	180 sf

Total Per Classroom Pair 3,000 sf

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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.



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

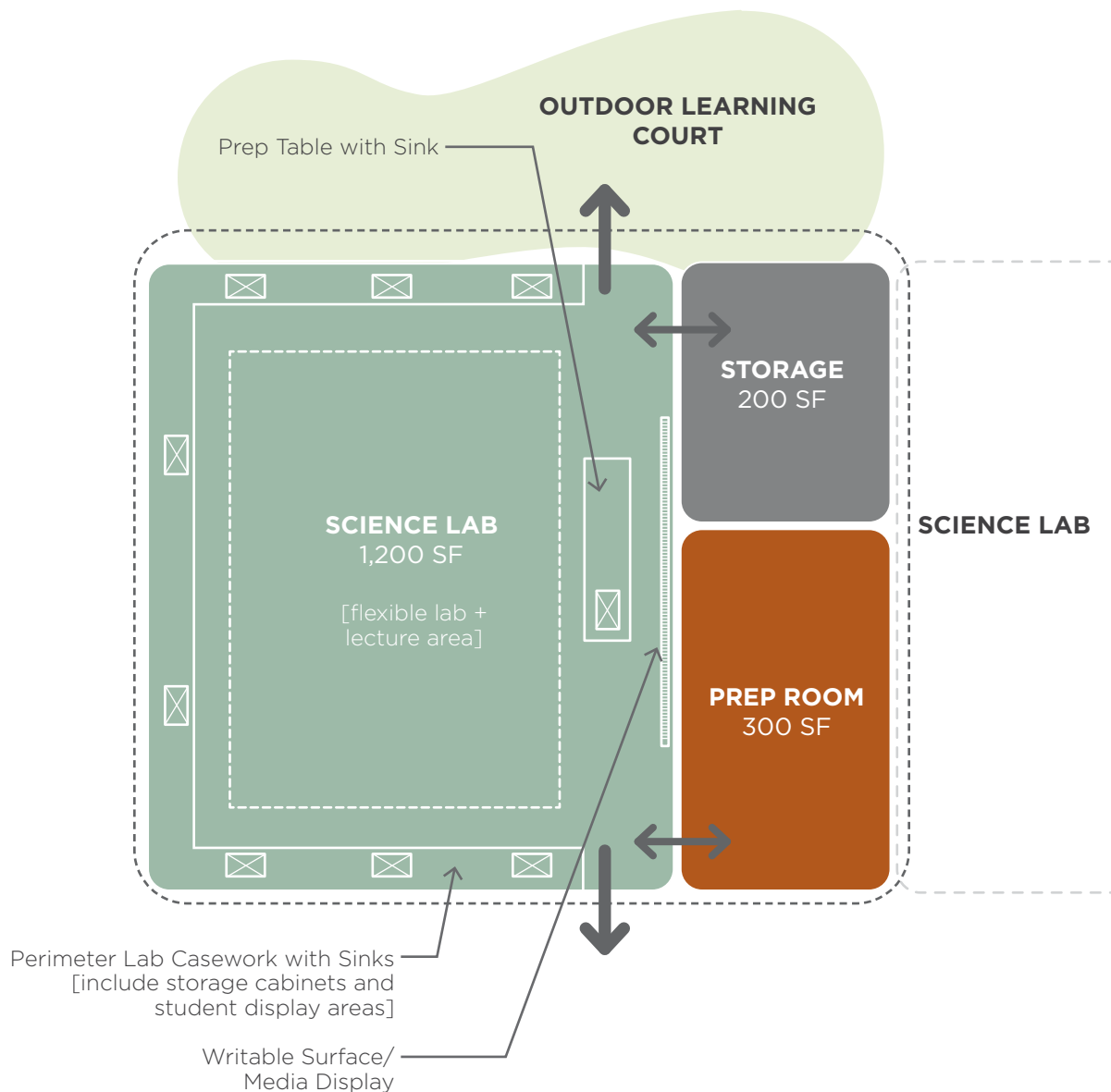
Allow for technology connectivity, with stand-up workstations/tables, multiple presentation areas, digital screens on all walls.

Wifi access throughout, including adjacent outdoor learning spaces.

Locate utilities at ceiling or perimeter of classroom.



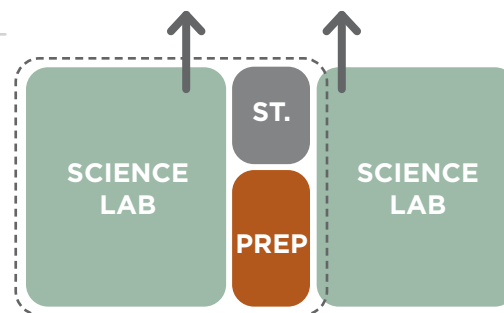
SCIENCE



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

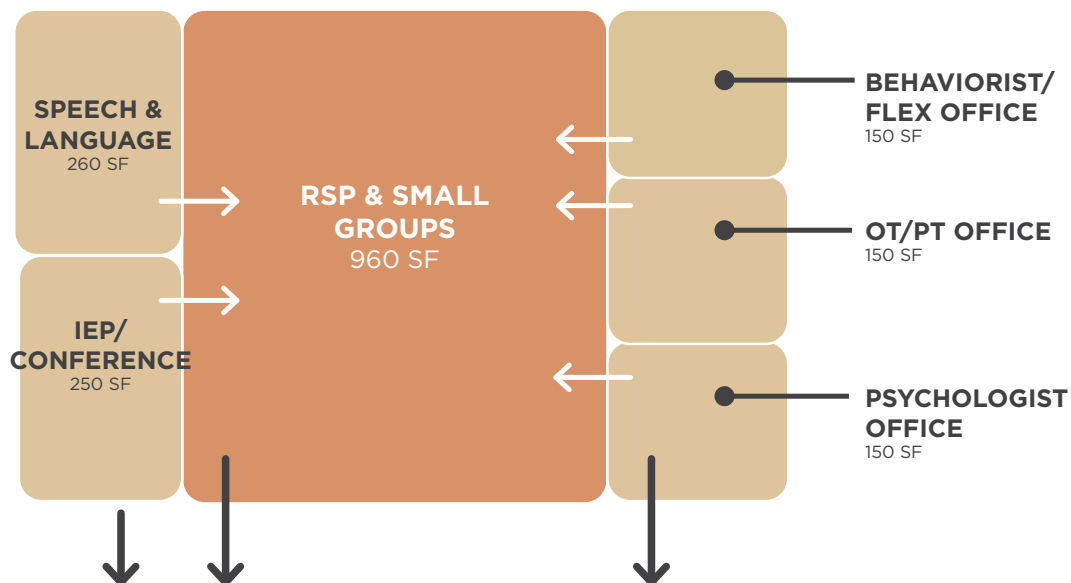
Dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.

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.

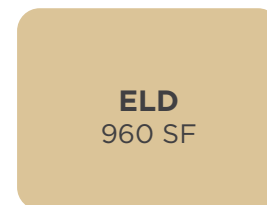
Spaces & Sizing

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

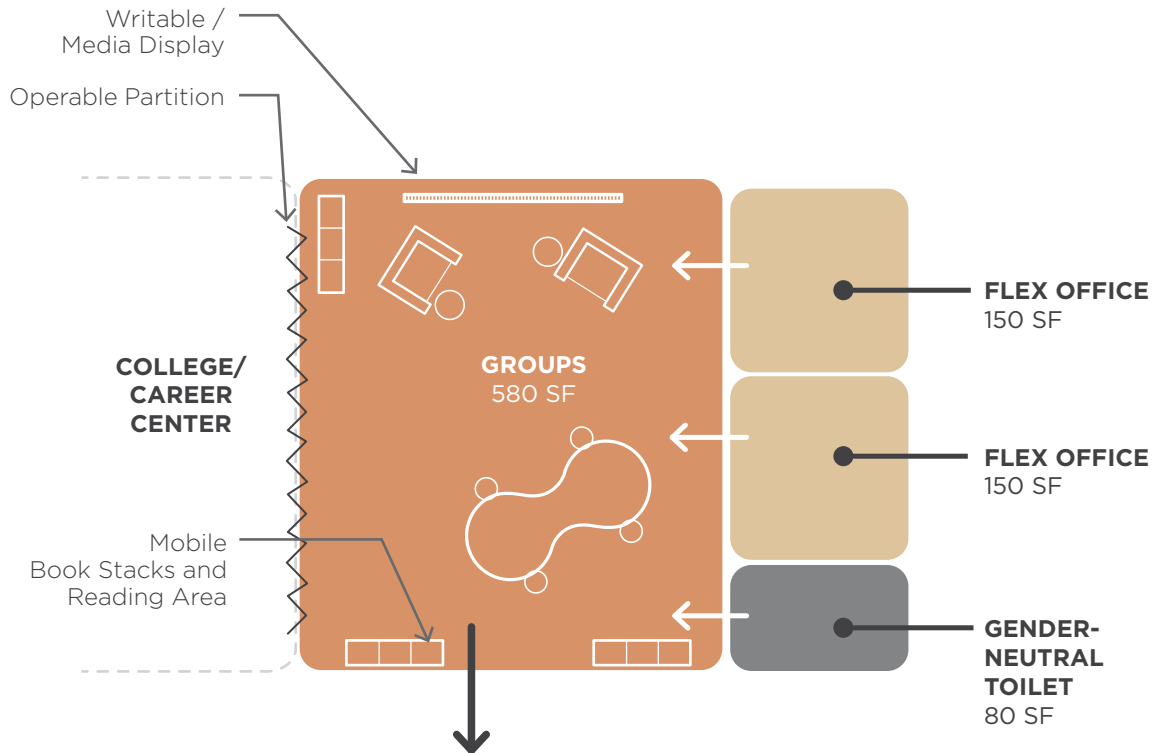
Dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.

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

Device charging stations.



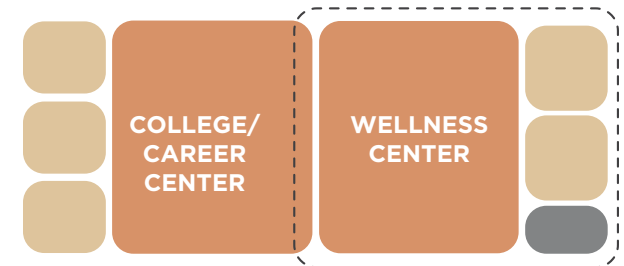
WELLNESS CENTER



Spaces & Sizing

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

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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

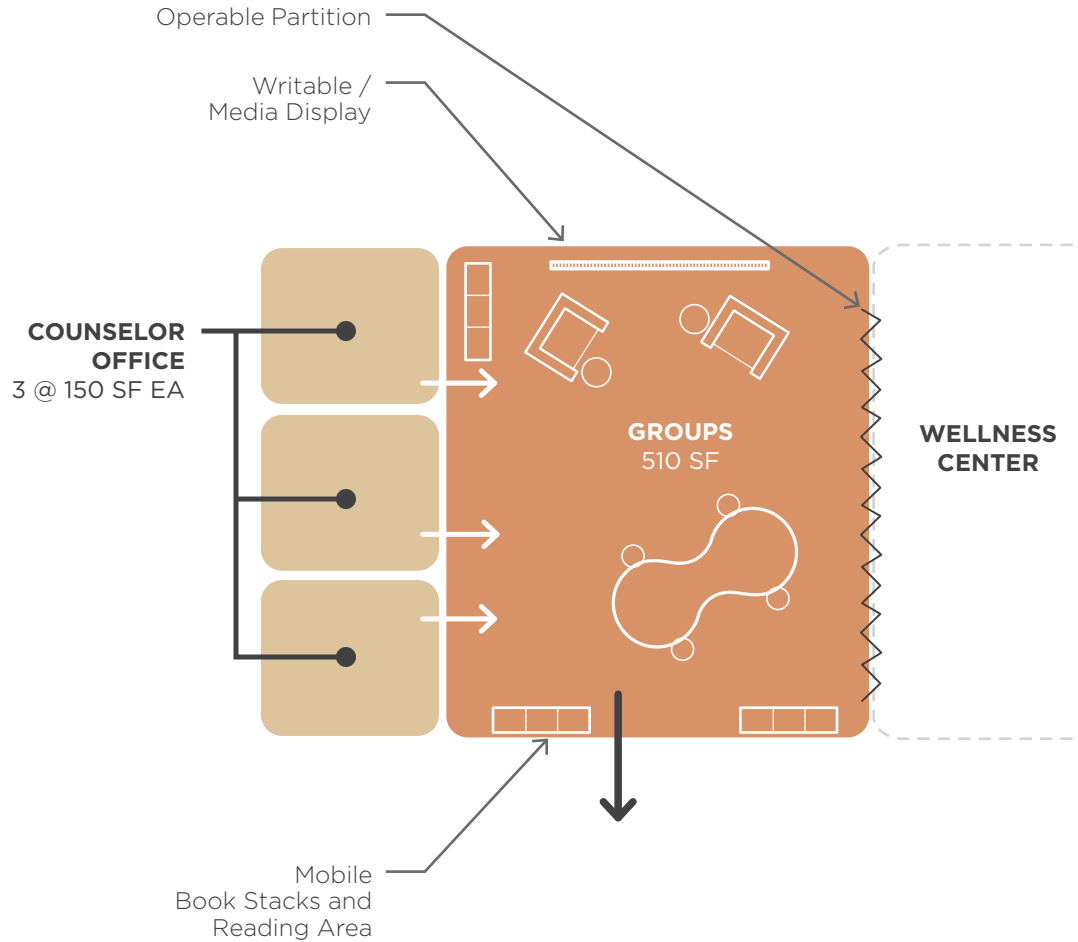
Dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.

Digital monitors for sharing or working at computer stations.

Device charging stations.



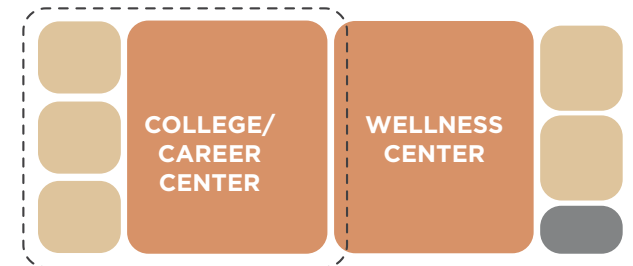
COLLEGE/CAREER CENTER



Spaces & Sizing

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

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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.

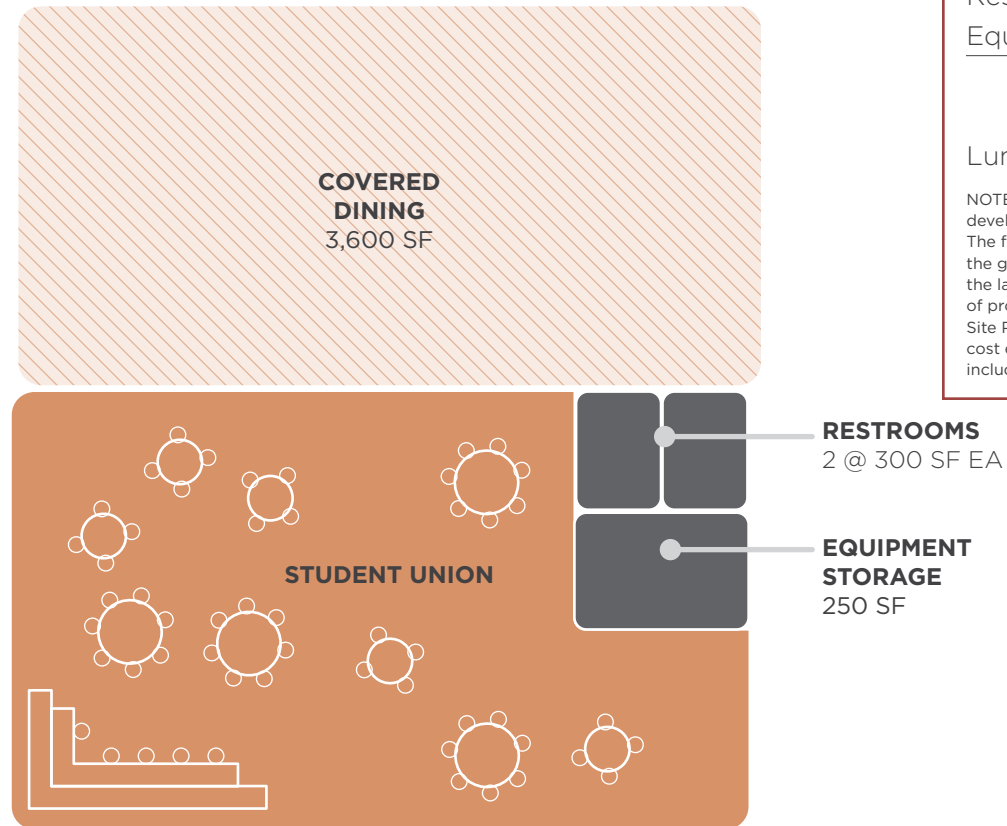
EQUIPMENT

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

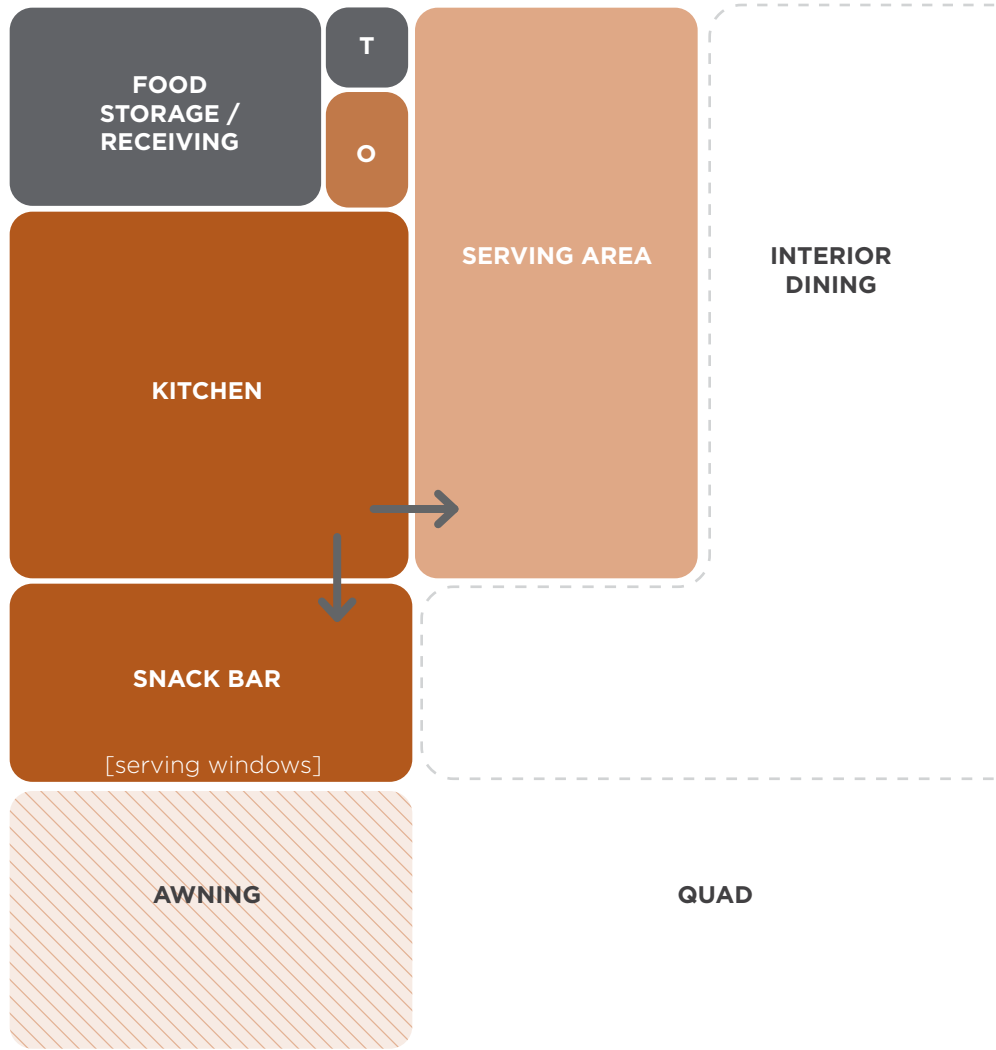
Equipment to be verified by District and conform to Health Department standards.

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.

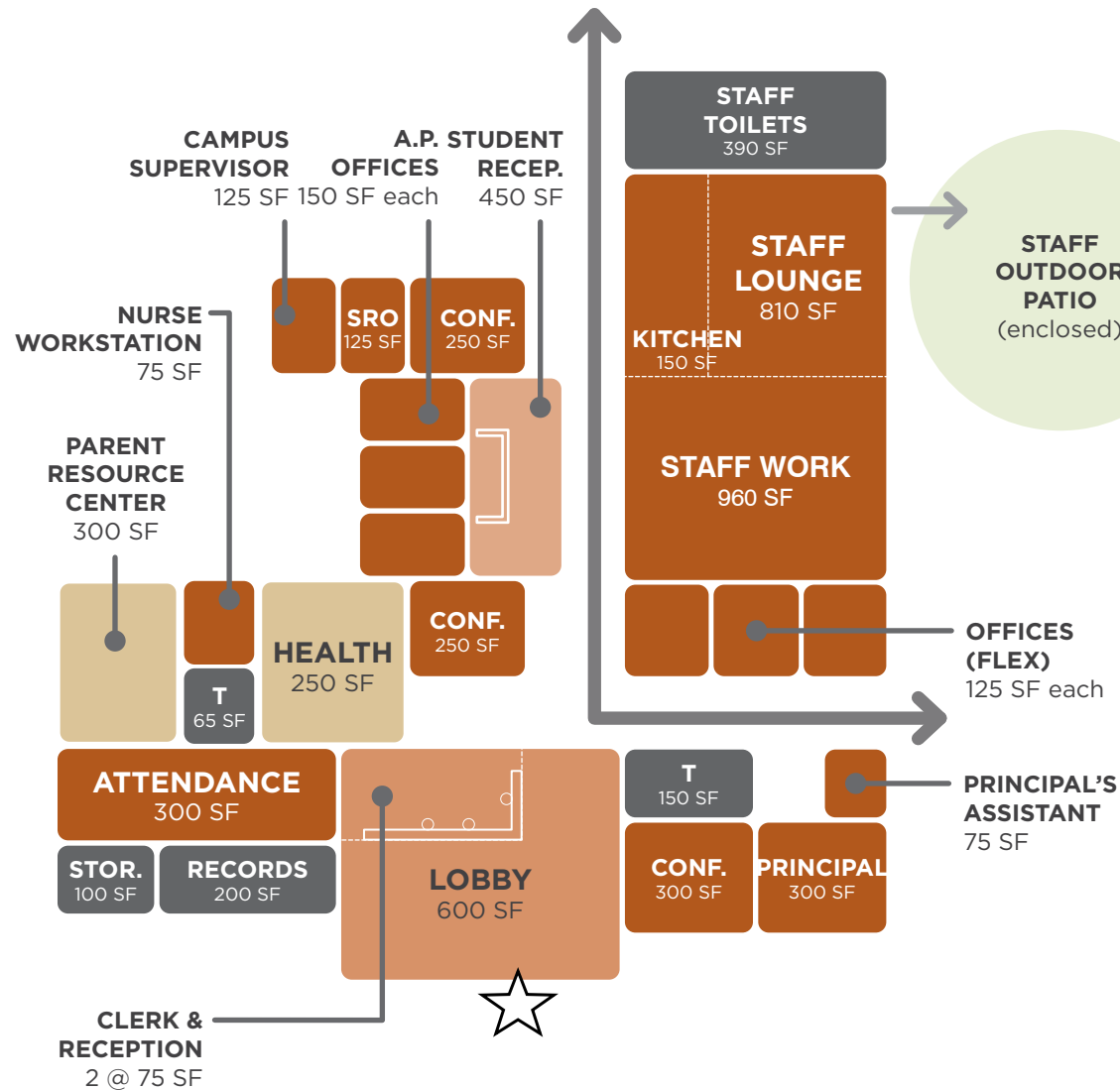
Ceilings should be primarily acoustic with limited areas of dropped hard lid.

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

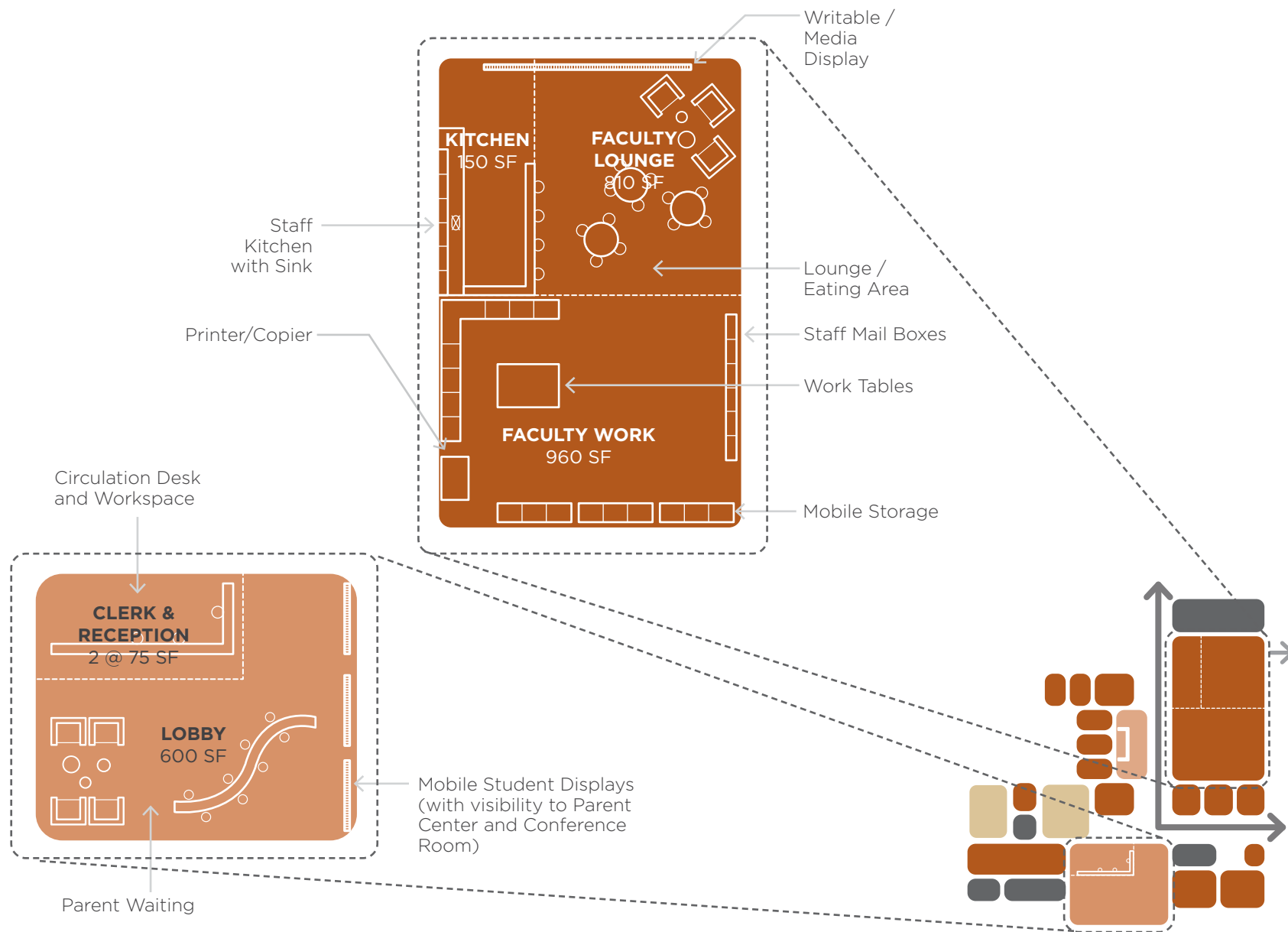
Total Area 7,150 sf

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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.

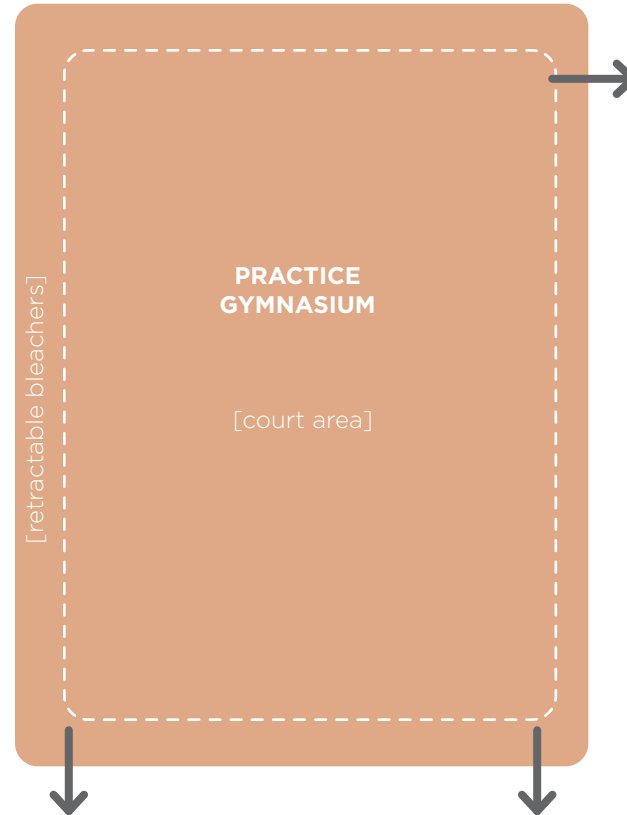
EQUIPMENT

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.

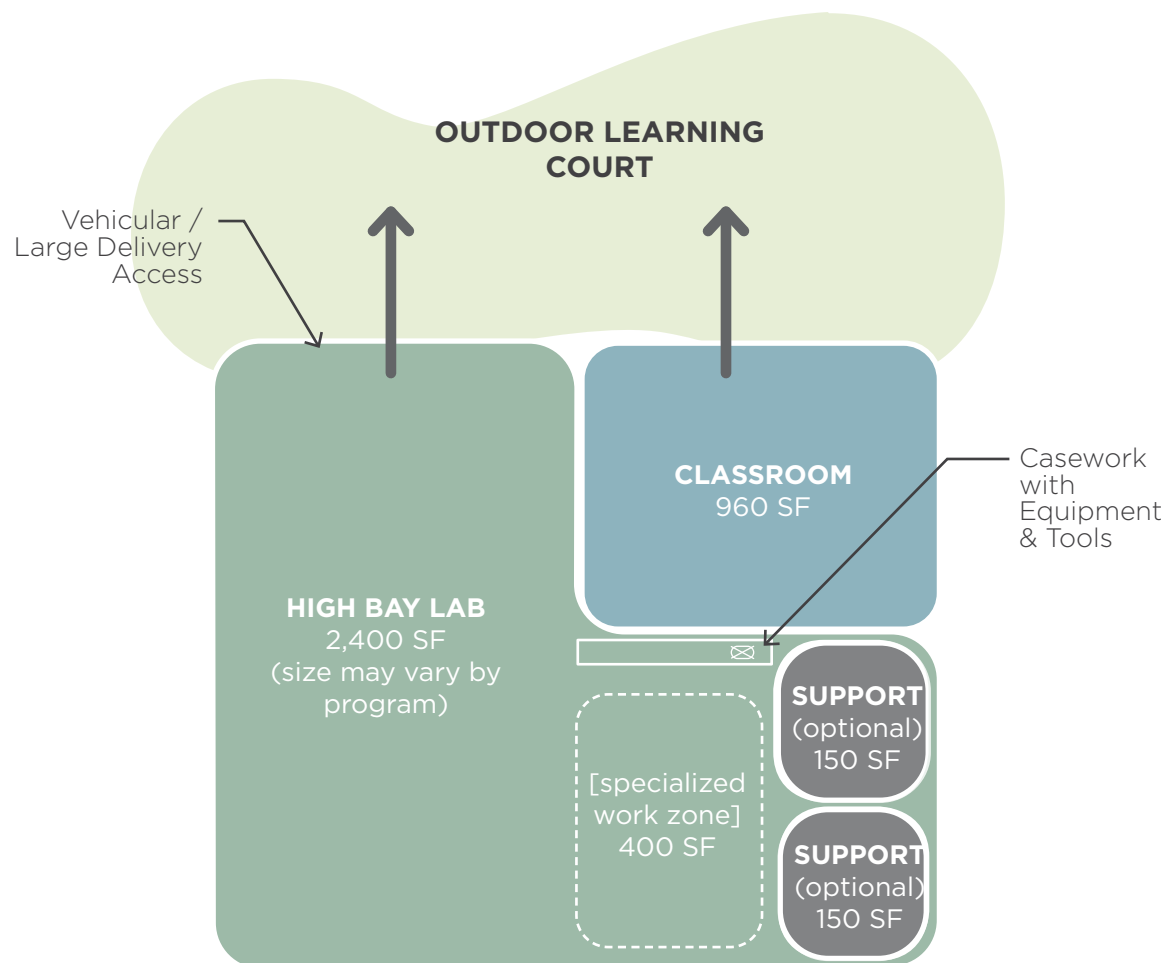
Natural daylighting and views with interior occupant control.

Increased ventilation rates and operable windows for improved occupant comfort.

Lockable project and material storage.



CAREER AND TECHNICAL EDUCATION: HIGH BAY LAB



Spaces & Sizing

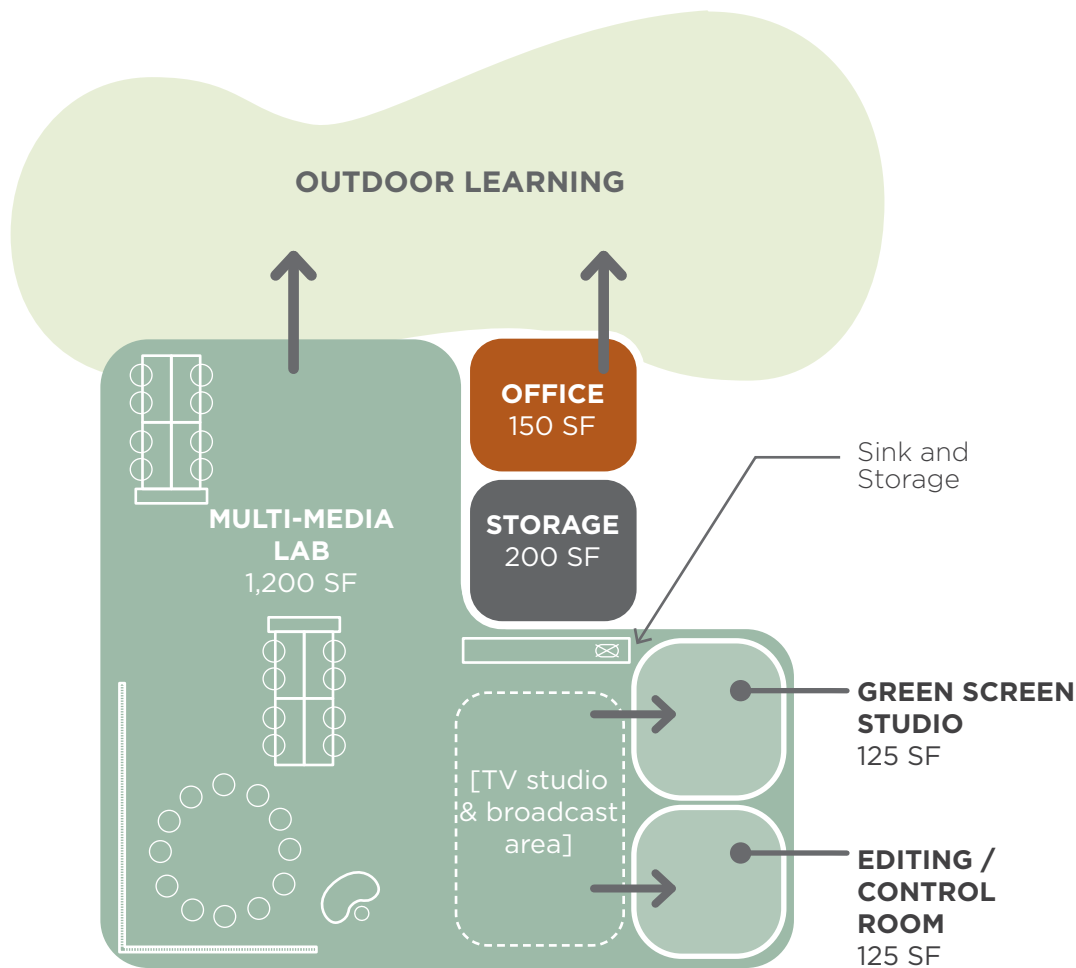
Main Lab Area	2,400 sf
Main Classroom Area	960 sf
Total Area	3,360 sf

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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

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).

