

3

EDUCATIONAL SPECIFICATIONS





Inspiring Our Learners of Today
Orange Unified School District



PURPOSE

The purpose of design guidelines is to ensure the following:

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

BACKGROUND

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

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

IMPLEMENTATION

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

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



Tradition Elementary School



Johnson Middle School



Piedmont Hills High School

OUSD MASTER PLAN

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

OUSD is committed to four Focus Areas in order to achieve their Mission and Vision:

Excellence in Academics and Leadership
Leading with a positive growth mindset, all Orange Unified staff emphasizes meaningful, productive interactions and practices that create equitable, high-quality learning environments.

Dedicated and Engaged Communication
Strong and effective communication builds trust and promotes positive relationships. Orange Unified will effectively communicate with schools, students, staff, parents, and the community in a timely, relevant, and consistent way that promotes optimal student outcomes.

Genuine Wellness and Safety
A safe and respectful environment is essential to student success. By knowing each student's name, face and story, Orange Unified promotes a culture that nurtures the emotional health, safety, and well-being of students, staff, and parents.

Efficient Utilization of Fiscal Capital
It is imperative for the district to operate efficiently and effectively with the limited resources available to meet the organization's educational goals and operational needs

OUSD CORE VALUES

INTEGRITY

We embrace a culture of ethical and transparent decision making and actions.

EQUITY

We promote inclusive and culturally relevant environments by supporting the social-emotional and intellectual needs of all.

RESPECT

We advocate for strong compassionate relationships that appreciate the unique qualities of our diverse community.

EXCELLENCE

We strive for the highest in all endeavors by deliberately pursuing continuous growth and innovation.



OUSD LCAP GOALS

1. All students will receive a 21st Century education provided by credentialed teachers and support staff, access to standards-aligned materials and facilities maintained in good repair.
2. All students are provided with resources, materials, services and instruction by highly trained teachers. The training provided is focused on developing 21st Century teaching and learning through the implementation of the California State Content Standards and corresponding frameworks with an expanding focus on the integration of technology.
3. All students will have access to 21st Century courses and programs that enhance college and career opportunities, such as Advancement via Individual Determination (AVID), Online Courses (including Accelerated Math Pathway), Expository Reading Writing Course (ERWC), Advanced Placement (AP), College Board approved A-G courses, Career Technical Education (CTE) resources and Science, Technology, Engineering, Arts and Mathematics (STEAM) programs.

FACILITIES MASTER PLAN ALIGNMENT

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

1. The Educational Specifications look at each individual space type as well as site features to define the ideal configuration when facilities are repaired or improved in the future. These specifications are intended to provide parity among school sites as improvements are made.
2. A better work environment attracts and retains highly qualified staff. The Educational Specifications specifically look at classroom and administrative environments, inclusive of access to daylight, acoustic quality, technology, safety and security as well as spaces for collaboration in order to provide the best work environment.
3. Orange Unified School District offers an array of exemplary programs, including Innovation Labs, Visual and Performing Arts Classrooms, STEAM and CTE Pathways, and Dual Immersion Language Programs to name a few. The Educational Specifications highlight these spaces with the intent to provide a level of equity to the facilities as improvements are made. Opportunities for indoor and outdoor collaboration are also included in the Educational Specifications as a means to support all students in a variety of environments.

3.1 EDUCATIONAL VISION INTRODUCTION



OUSD LCAP GOALS

4. Students will demonstrate increased student achievement in all subject areas: English Language Arts, Math, Science, Technology, Social Sciences, Visual and Performing Arts, Physical Education, World Languages and Career Technical Education.
5. All parents will have opportunities to participate in workshops, activities, stakeholder engagement trainings, utilize resources and services, as well as, provide input in decision-making practices at the District and schools, with an emphasis on English Learners, Low Income, Special Education, Gifted and Talented Education (GATE), and Foster Youth students, to become true partners in their child's education.
6. All students will participate in engaging college and career pathway programs, technology, digital literacy, and resources and support systems that will increase student attendance.
7. All students will have access to resources, services and programs that provide a safe and motivating learning experience that fosters school connectedness.

FACILITIES MASTER PLAN ALIGNMENT

4. School facilities can heavily affect the physical and mental health of students. Access to daylight, thermal comfort, outdoor environments and feelings of school pride all contribute to student comfort and performance. The Educational Specifications illustrate the characteristics and qualities of the built environment to promote high levels of learning and achievement.
5. The Facilities Master Plan process itself is one way the District is engaging parents, staff and community members. LPA has sought input from District Leadership in addition to School Site Committees comprised of parents and staff to establish the vision for the future of OUSD. Additional outreach will occur with the community during the process to understand the needs of the District as a whole as well as site specific needs. A Facilities Master Plan page has been added to the District's website to communicate the process and the needs to all stakeholders interested in learning more about the future of facilities in the District.
6. Orange Unified School District offers a variety of programs, including college and career pathway programs and programs that engage students in technology and digital literacy. The Educational Specifications highlight these spaces and the need for appropriate classroom technology systems and outlets for charging devices. Amenities such as adjacent Outdoor Learning Courts with shade, seating and the potential for outdoor sinks are included as well to contribute to idea that learning happens everywhere.
7. The Educational Specifications include spaces that support school connectedness, including Multi-Purpose Rooms and Libraries where students can gather and interact outside their classroom environments. Additionally, the Educational Specifications include a Learning Resource Center to provide dedicated space for student support. Acoustically sensitive offices for speech pathologists, psychologists, and counselors as well as a conference room and small group space provide space for the social and emotional support of students.



CATEGORIES

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

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

RE-VISIONING

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

CONTENT

Provided in this section are space programs for Elementary, K-8, and Middle Schools. The space programs identify the square footages that are used in the proposed master plans and are used in determining area takeoffs for the cost estimates.

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

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

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



Eastvale STEM Academy



Oliphant Elementary School



Monarch School

OUSD believes in creating a safe, equitable, and innovative educational community for each of their scholars. To promote OUSD's core foundational values of: equity, integrity, respect, and excellence; a student-centered core must be curated.

To be student-centered, OUSD learning spaces must be:

- Flexible and multi-modal
- Nature-connected
- Explorative and creative
- Student-owned and teacher-supportive
- Functional and technology-rich
- Holistic and Reflective

Flexible & Multi-Modal Gathering

Student-centered spaces provide opportunities for student choice and have the flexibility to accommodate multiple uses. In larger spaces, multiple concurrent activities may need to be supported. Spaces should have areas that accommodate a range of gathering sizes to support different groups within the school and the community. A mix of open collaborative spaces as well as quiet, focused spaces provide a balance of intentional, shared gathering areas and individual, reflective, deep learning areas. Walls can be multi-use (write-able, project-able, tack-able, storage, able to open up). And lastly, the spaces should be flexible enough to adapt to future changes over time.

Nature-Connected Spaces

Children gravitate toward the outdoors. Therefore, spaces should be nature-connected with ample opportunities for exploration and learning. Outdoor spaces are an extension of the interior learning environment. A community garden or park-like environment encourages student ownership and parent involvement. Windows allow natural daylight into the space and provide views where teachers and students can take a moment

to re-focus. Make sure to incorporate shade and the ability for supervision into the outdoor design.

Exploratory & Creative Space

Students are learning to understand and navigate in the age of innovation. Design spaces that promote future-ready thinking and hands-on learning and expand the notion of classroom as a "learning lab". Incorporate makerspaces, film making studios and science labs at middle/high schools; spaces to build, explore, practice and compete. The focus should be on process, with in-progress work displayed either on walls or in digital format. Use imagery in the space to help students make connections to real-world challenges and industries.



Tarbut V'Torah



Piedmont Hills High School



Hugo Reid Elementary School

Student-Owned & Teacher-Supportive

Successful learning environments are places of belonging. Create opportunities for students to be the guardian and caretaker of their own space or student-maintained space (e.g. garden, art space, shared work features). Social spaces for students are just as important as academic spaces to create a sense of belonging. The library, student union, or quad are central gathering spots for interaction, student-focused experiences, and peer mentorship. Student work can contribute to the schools' aesthetics and build on the students' sense of place. These spaces can support students at different times during the day. Equally as important, is to create spaces for teachers to collaborate and continue their own journey of professional learning in support of students.

Functional & Technology-Rich

Digital technology is a central tool for future-ready learning environments. A comprehensive system is integrated and seamless with WiFi access throughout. It is easy to use, intuitive, and student-interactive. Learning spaces offer technology-enhanced options for collaboration by both students and teachers. Additional hotspots

extend coverage to all areas, including outdoor learning areas. Technology also attends to the needs of Special Education students including communication assistance.

Holistic and Reflective

A student-centered environment accounts for both the mental and physical well-being of its inhabitants. Healthy academic environments refresh the mind and spirit. Consider the creations of places where fun is visible in the learning. Relaxing and smaller therapeutic calming spaces integrated throughout campus provide havens for students to plan and gather their thoughts. A variety of areas (playgrounds, wellness centers, restorative circle spaces, labyrinth-like landscaping) serve the diverse needs of students, teachers, and staff. Improved food serving spaces at many of the older school sites allow for restoration and nourishment.

Shared Learning Spaces

A collaborative and communal learning environment requires a variety of spaces for stakeholder interaction. These include spaces such as Administration and Staff Collaboration, Student Services, Multi-Purpose Rooms, Food Service,

Library, STEAM/Makerspace, Gymnasiums, Auditorium. Shared spaces welcome the OUSD student while balancing a diverse set of stakeholder and should encompass being:

- Aesthetically welcoming and enticing to students and community
- Functionally connected with appropriate adjacencies
- Balanced including individual, small group, and communal gathering
- Connected to nature
- Flexible, varied, and multi-functional



Pleasanton Elementary School



Olinda Elementary School



Oak Grove High School

GOAL

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

SAFETY & SECURITY STRATEGIES

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

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

DESIGN PARAMETERS

Listed below are five categories to consider when planning and designing for a secure and safe campus:

ENTRY: The main entry to the campus should identify a clear 'front door'. This is the single-point of entry for visitors. Entry points should be clearly defined by signage and/or site and building features, and create a sense of arrival. The main entry should be welcoming as it is a first impression for the community.

PARKING: Provide adequate parking for staff and visitors. There should be areas for short-term visitor parking: near Administration, Kindergarten and Preschool (if applies). Parking should also be near Multi-Purpose Rooms (MPRs) for performance and community events.

DROP-OFF: Design safe drop-off/pick-up zones with continuous flow. Incorporate areas for student and parent waiting. When possible, sites should have on-site bus drop-off and parent drop-off. Evaluate providing separate drop-offs to alleviate high traffic and congestion during drop-off and pick-up times.

WAYFINDING: Design campuses that have a clear flow and easy wayfinding. Consider using key landscape and/or building features along with signage to aid in wayfinding and orientation of visitors as well as staff and students. Digital message boards in appropriate locations can be used to facilitate communication with the community.

CAMPUS PERIMETER: Utilize passive strategies as much as possible to secure the perimeter of the campus by using buildings to create the campus edge. In other areas, utilize fencing and gates to secure the perimeter. Fencing and gates towards the front of the school should be nicer looking (e.g. CMU or steel).



Oliphant Elementary School



Eastwood Elementary School



Oliphant Elementary School

OBJECTIVES

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

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

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

FEATURES:

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

LANDSCAPING:

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

PHYSICAL EDUCATION AND PLAY:

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



Montgomery Middle School



West Valley College Facilities Building



Oliphant Elementary School

SERVICE AREAS

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

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

CUSTODIAL

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

RESTROOMS

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

DESIGN PARAMETERS

SERVICE: Service areas require covered space that can accommodate storage of maintenance equipment. These areas should be sheltered and screened from the campus core as they often require large vehicle circulation for waste pick-up and delivery of food and supplies.

CUSTODIAL: Finishes for these spaces should include: sealed concrete for floors, FRP panels or painted gypsum board for walls, and painted gypsum board for the ceiling. These spaces require appropriate storage for equipment - consider having shelving with 4 foot depth and hangers for items like mops and brooms.

RESTROOMS: Considerations for restroom spaces are as follows: floors/walls should be large format ceramic/porcelain tile (slope to drain the tile floors with trap primers), ceilings should be painted gypsum board, solid phenolic partitions that are floor and wall-mounted, and single mirrors per lavatory sink.



**EDUCATIONAL SPECIFICATIONS
ELEMENTARY SCHOOLS**

LPA

3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

PRESCHOOL



DESIGN OBJECTIVES

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

Each classroom space connects to an adjacent classroom via a workroom, highlighting the importance of collaboration and storage space. Provide direct access to student restrooms. The outdoor play area

should include adequate shade and proper play equipment storage. Consider the scale of younger children in the design of both indoor and outdoor environments.

Preschool facilities should meet all CDE and State licensing requirements.

SPATIAL FEATURES

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

ACTIVITIES

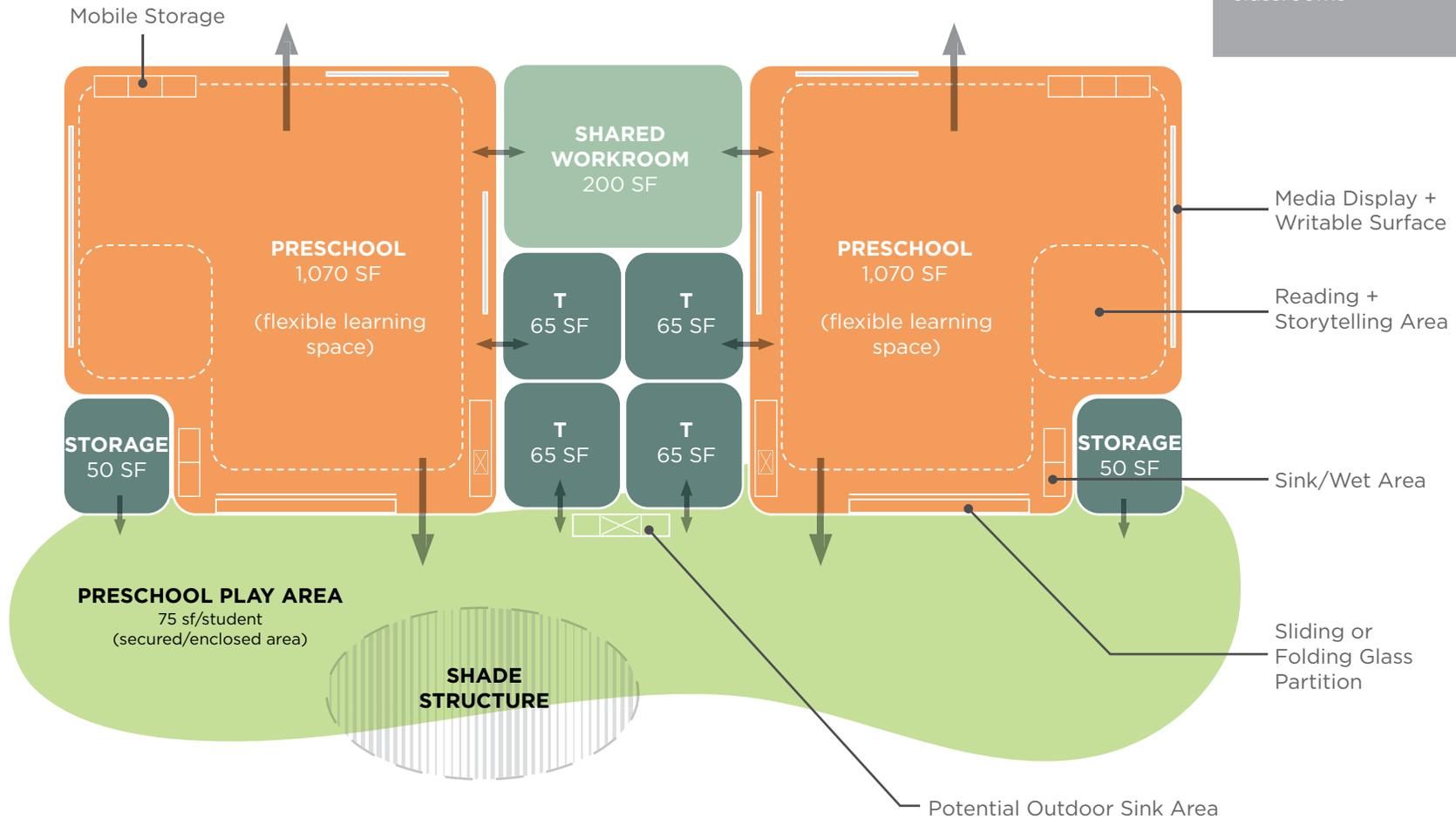
- Interdisciplinary, learner-centered instruction
- Development of critical foundational skills, strategies and experiences
- Collaboration
- Active and passive learning activities
- Instructional lecture, small group, and individual work
- Art, science, music - tactile learning
- Exploring

3.2 EDUCATIONAL VISION
ELEMENTARY SCHOOLS

PRESCHOOL SPACE DIAGRAM

ORGANIZATION

Group Preschool classrooms with Transitional Kindergarten and Kindergarten classrooms



3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

TRANSITIONAL KINDERGARTEN & KINDERGARTEN



DESIGN OBJECTIVES

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ACTIVITIES

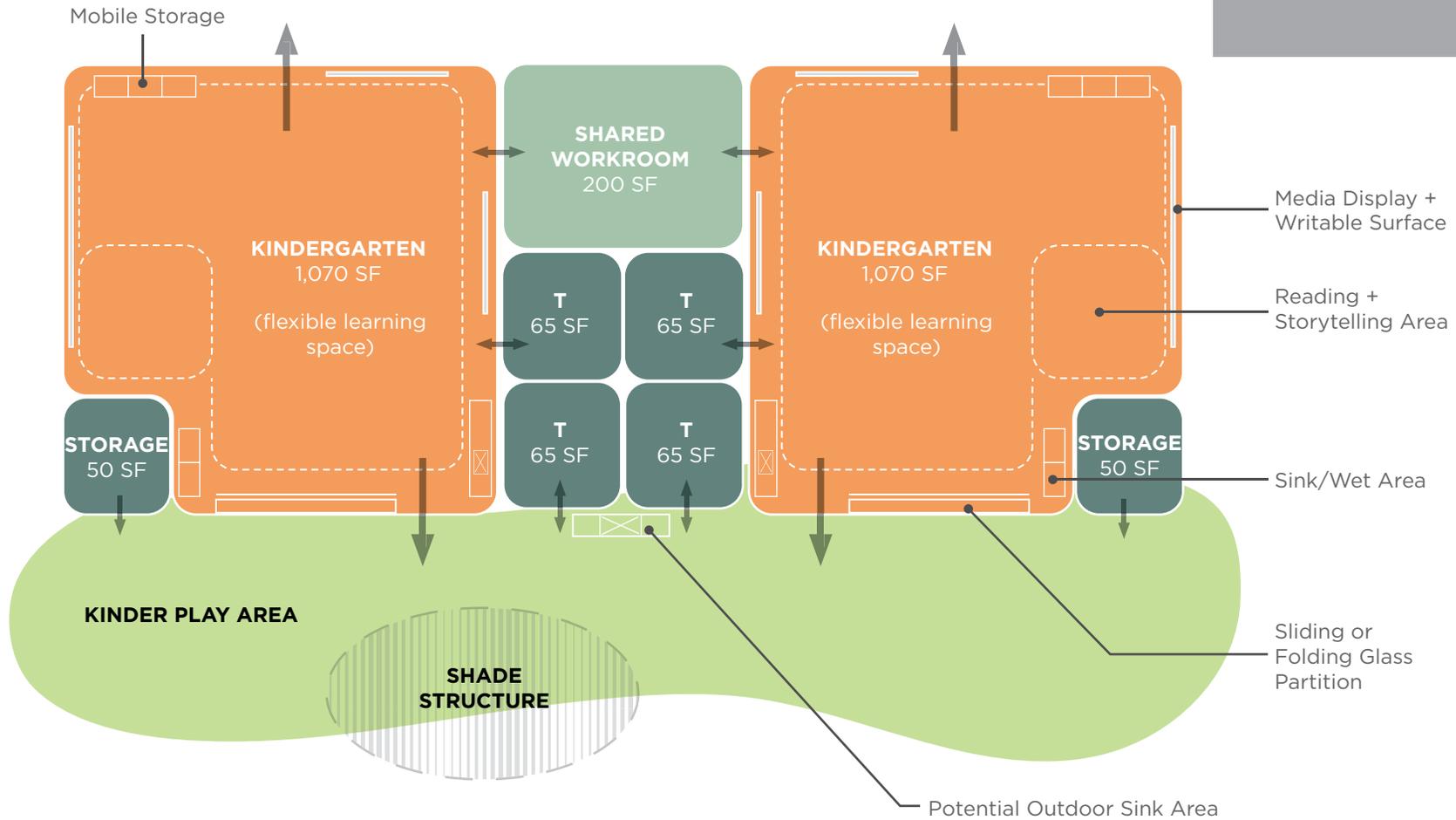
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- Instructional lecture, small group, and individual work
- Art, science, music - tactile learning
- Exploring

3.2 EDUCATIONAL VISION
ELEMENTARY SCHOOLS

TRANSITIONAL KINDERGARTEN & KINDERGARTEN SPACE DIAGRAM

ORGANIZATION

Group Kindergarten classrooms with Transitional Kindergarten and Preschool



3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

TYPICAL CLASSROOM



Eastwood Elementary School



Tarbut V'Torah

DESIGN OBJECTIVES

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

Each classroom should be acoustically separated from each other and organized in a cluster with direct access to a collaboration space (interior or exterior).

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

SPATIAL FEATURES

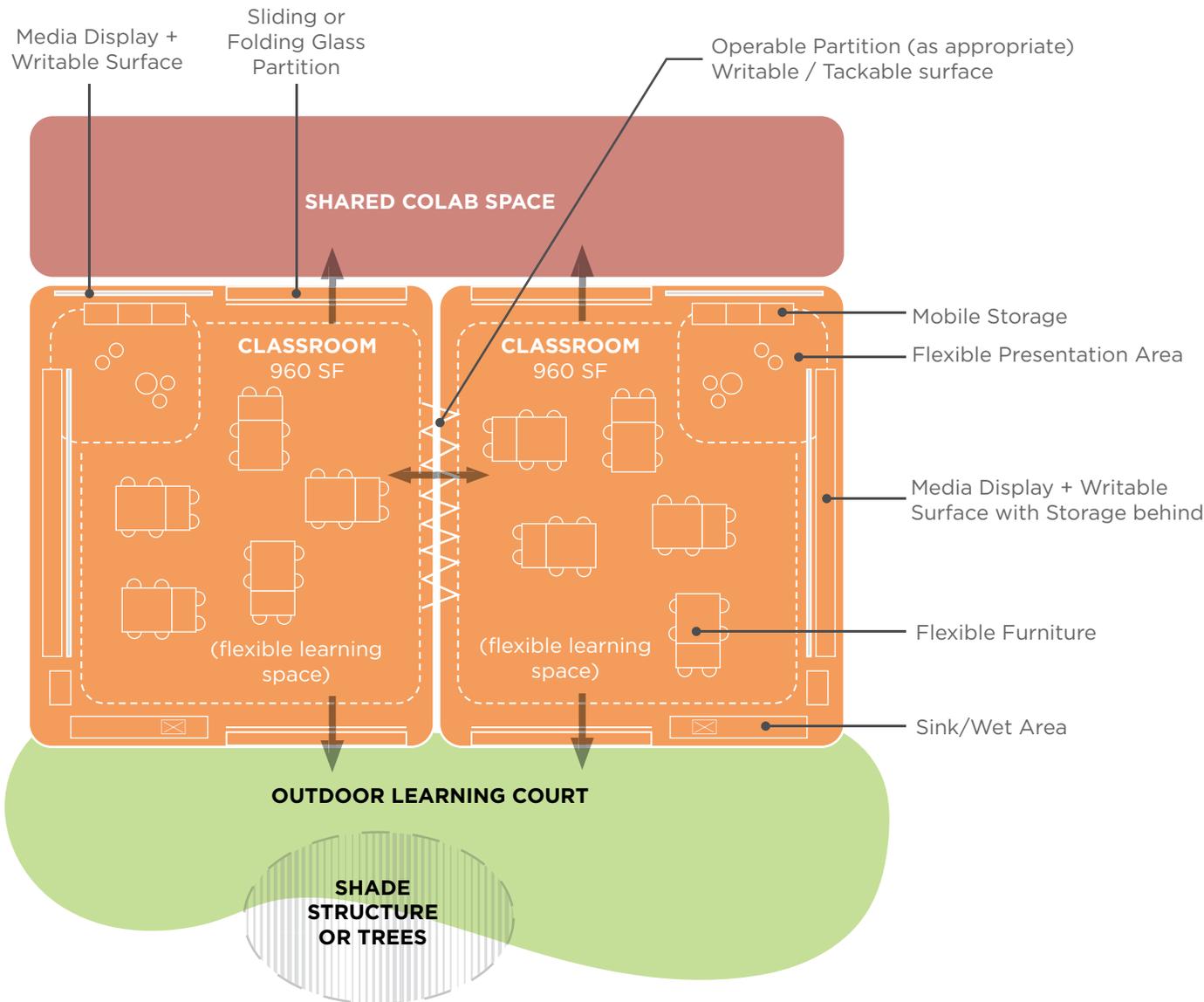
- Furniture should be adjustable, easily movable and sized appropriately for the student age group: consider combinations of furniture that promote focused learning and cool down/relaxation.
- Use color and lighting strategies to create open, inspiring spaces. Visual access to the outdoors.
- Provide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

ACTIVITIES

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

3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

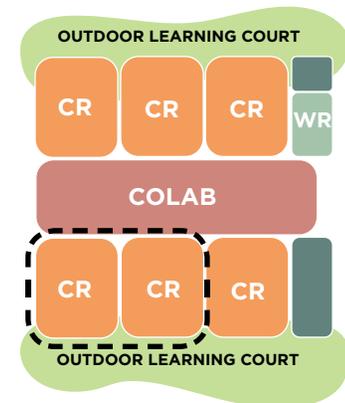
TYPICAL CLASSROOM SPACE DIAGRAM



ORGANIZATION

Group Classrooms together in pods that open into shared collaboration space.

KEY PLAN:



3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

COLLABORATION SPACES (INDOOR + OUTDOOR)



DESIGN OBJECTIVES

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

Interior Colabs should be equipped with mobile technology that is supported with multiple electrical outlets, integrated wireless infrastructure, and designed with flexible furniture to create different types of learning zones and activities. Materials and finishes should be highly durable and easy

to maintain. Acoustical treatment of the space should be considered to account for noise levels adjacent to classroom spaces.

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

SPATIAL FEATURES

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

ACTIVITIES

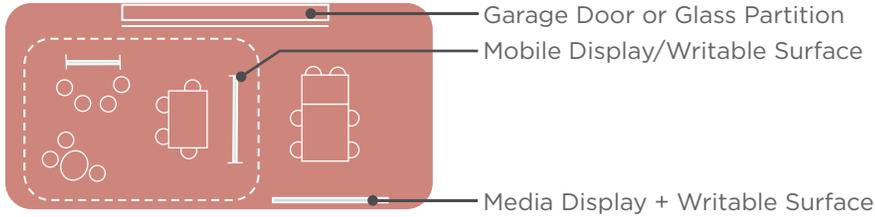
- Exploration: Active and Passive Learning
- Instructional lessons, group collaboration, individual work, 1 on 1 instruction
- Messy learning and experimentation
- Outdoor exploration
- Interdisciplinary, learner-centered instruction
- Active and passive learning
- Collaborating and communicating between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

3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

COLLABORATION SPACE DIAGRAM

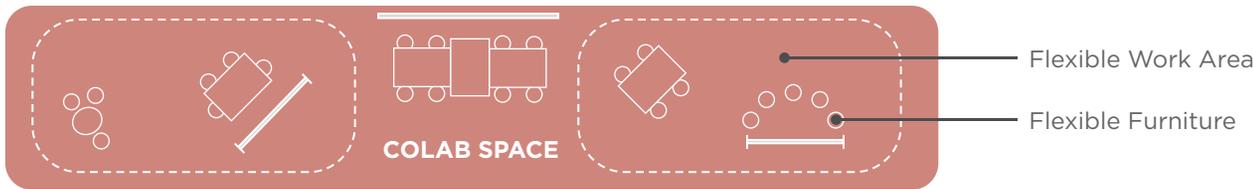
ORGANIZATION

COLAB SPACE (A):

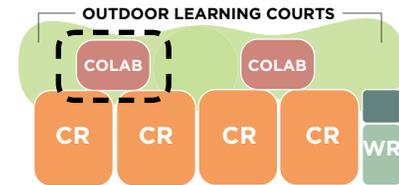


Collaboration spaces are located centrally or adjacent to classroom clusters and near teacher workrooms to support student and teacher interaction.

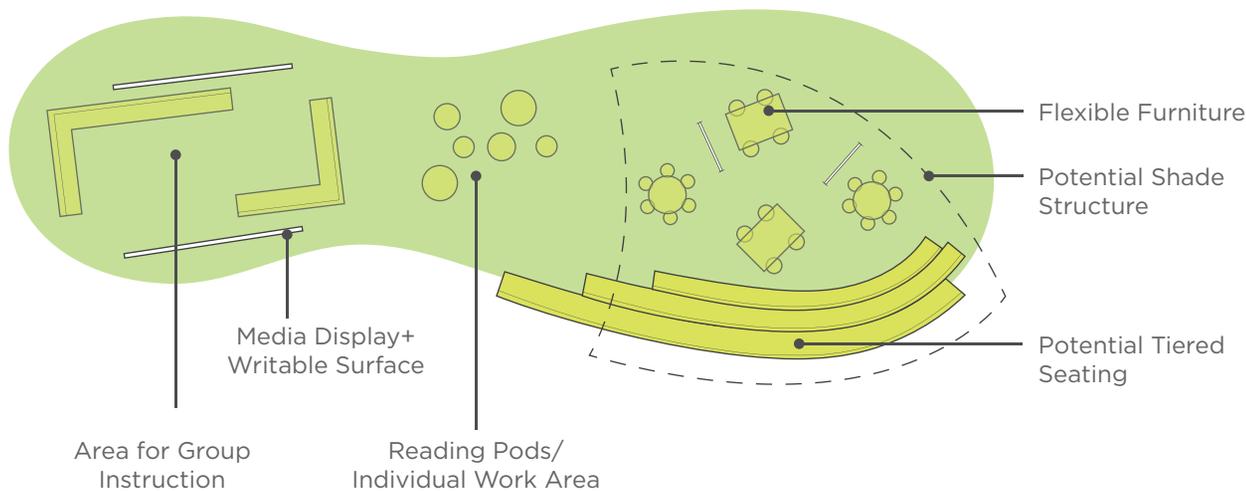
COLAB SPACE (B):



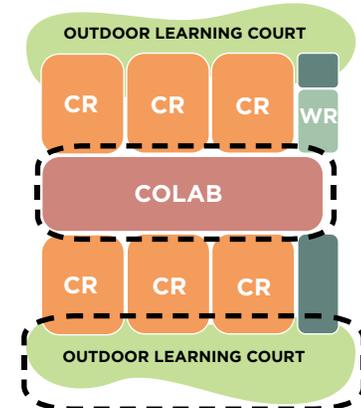
KEY PLAN (A):



OUTDOOR LEARNING COURT



KEY PLAN (B):



3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

INNOVATION LAB



Tarbut V'Torah



Menchaca Elementary School



Pleasanton Elementary School

DESIGN OBJECTIVES

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

The lab should have physical and visual access to the exterior, extending lessons outdoors. The outdoor space should provide shade with considerations

for an outdoor sink or wet area, and environmentally conscious landscaping to promote experimentation and learning.

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

SPATIAL FEATURES

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

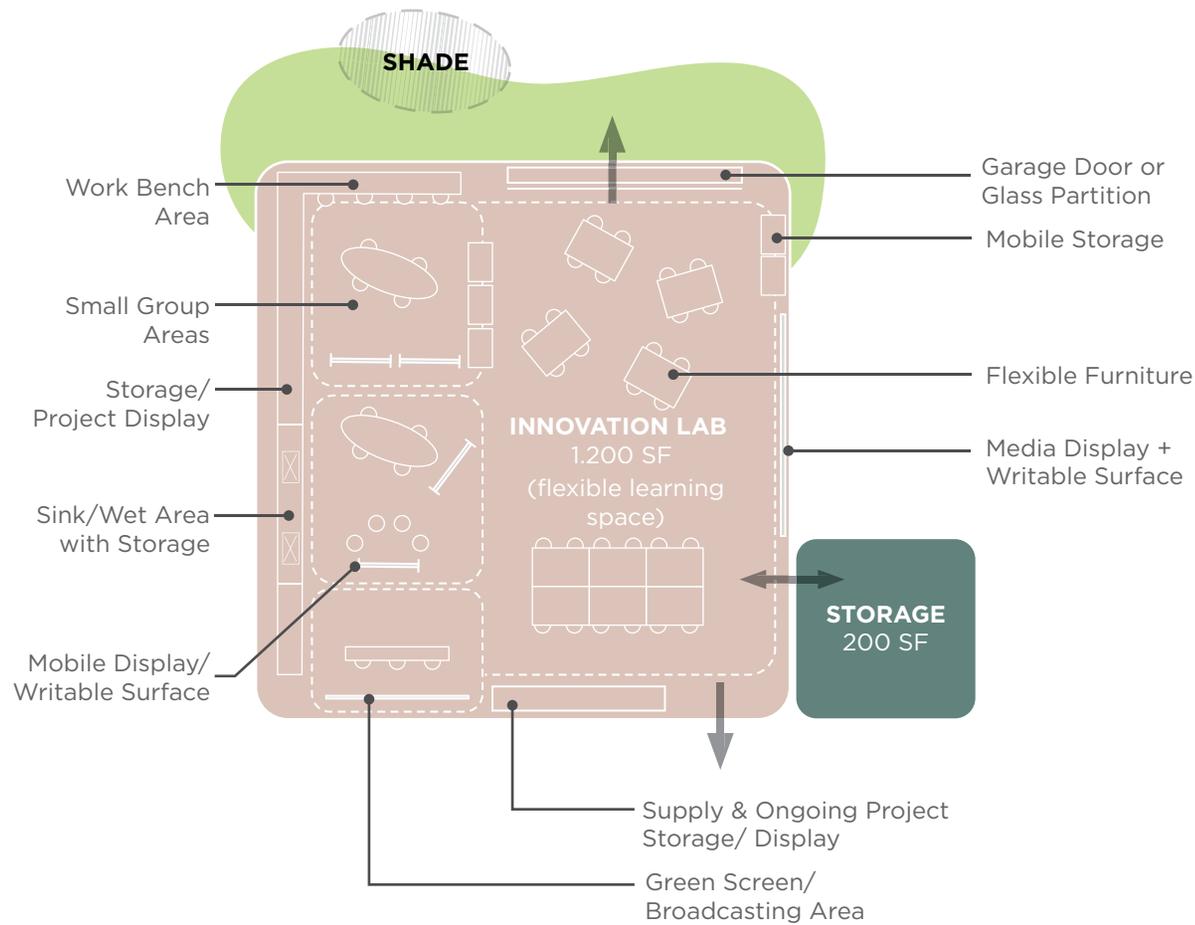
ACTIVITIES

- Exploration, active and interactive learning
- Instructional demonstrations
- Group work, collaboration, and presentation
- Individual work and exploration
- Hands-on and project-based learning
- Showcase, display and presentation of student work

3.2 EDUCATIONAL VISION
ELEMENTARY SCHOOLS

INNOVATION LAB SPACE DIAGRAM

ORGANIZATION



Centrally locate for ease of access by all students. Space should ideally be near the Library to allow for research and idea generation activities or near After School programs for shared use opportunities.

KEY PLAN:



VISUAL AND PERFORMING ARTS (VAPA) SUITE



Cambridge Elementary School



Menchaca Elementary School



Tarbut V Torah

DESIGN OBJECTIVES

The VAPA Suite (Visual & Performing Arts) houses Art, Orchestra/Strings, and Band. The VAPA Suite should be located near the MPR and have access to the exterior - allowing for natural daylighting and the possibility of extending the classrooms outdoors.

The Art space should include a large teaching area that is flexible for large group, small group, and individual work settings. Furniture should be flexible, durable, and appropriately sized for the students. Support spaces and features should include: adequate storage for a variety of projects, tools, and supplies,

multiple (4-6) wet areas and sinks for project clean up, and durable finish materials supporting easy clean up.

Both the Orchestra/Strings and Band rooms should include a large group area for full class practice and small group areas for individual development. Space for proper instrument storage, movable furniture, and a sink for instrument repair should be included. Finish materials should contribute, to the acoustical qualities of the space including materials that absorb sound. Whole group areas should include resilient flooring.

SPATIAL FEATURES

- Flexible, mobile furniture supporting row configurations for instrumental and vocal programs, group learning, project based work, and individual work
- The finishes contribute to the acoustical qualities; include materials that absorb sound.
- The space should have resilient flooring
- Variable storage for safe keeping of instruments, project supplies, and materials
- Accessible sinks/Wet areas: cleaning instruments/projects, allowing for messy work
- Tackable wall surfaces for display of student work.
- Operable windows for natural ventilation and increased occupant comfort.
- Flexible power and data, consider power cord reels at ceiling to respond to changing configurations and technology and equipment needs.

ACTIVITIES

- Large group instruction and demonstration
- Group and individual project-based learning and investigation
- Messy and creative exploration
- Cross-collaboration with other fields of study
- Showcase and presentation of student work
- Instrument storage/use
- Music/Performance rehearsals

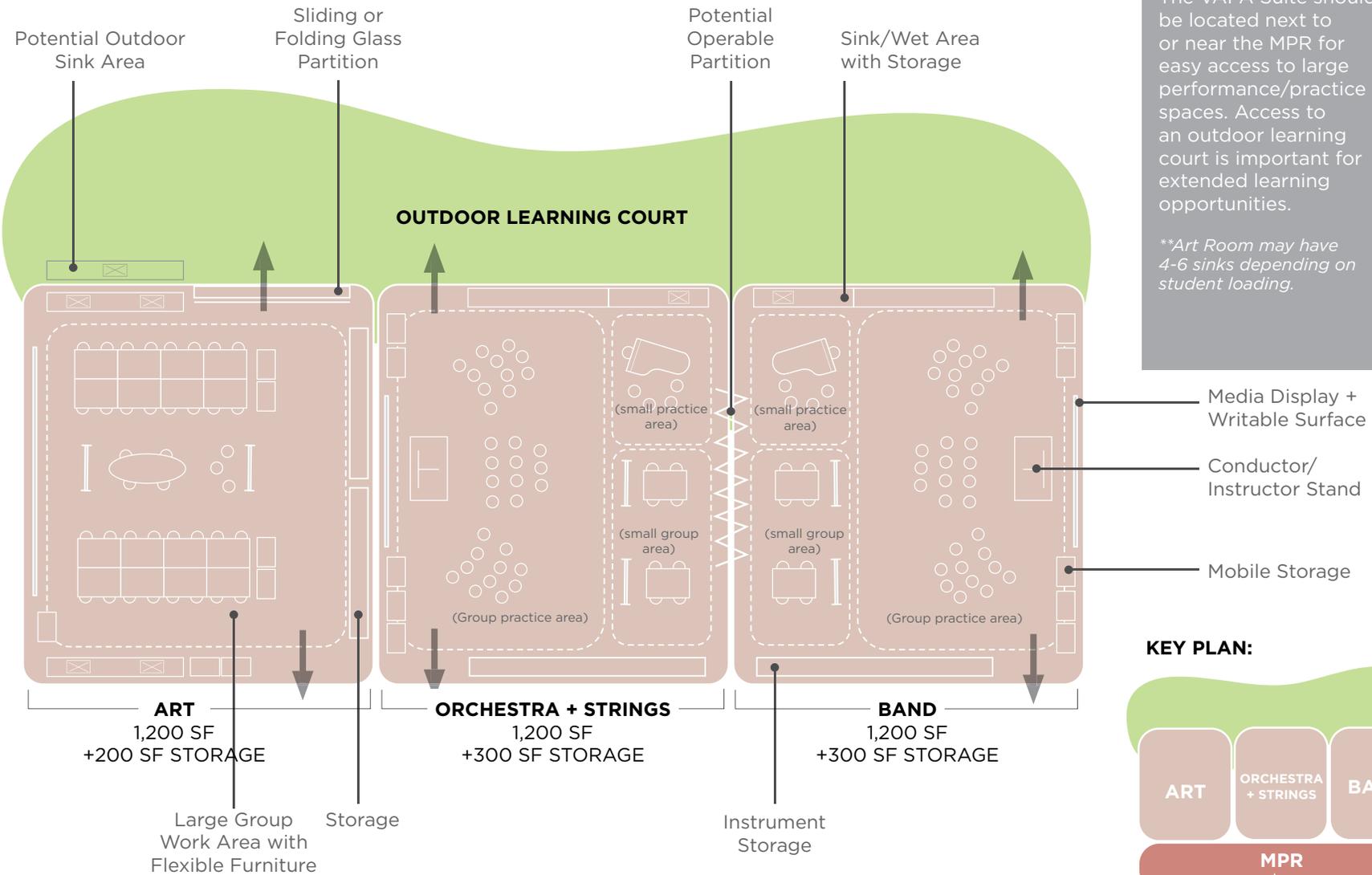
3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

VAPA SUITE SPACE DIAGRAM

ORGANIZATION

The VAPA Suite should be located next to or near the MPR for easy access to large performance/practice spaces. Access to an outdoor learning court is important for extended learning opportunities.

***Art Room may have 4-6 sinks depending on student loading.*



3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

SPECIAL EDUCATION AND LEARNING RESOURCE CENTER (LRC)



DESIGN OBJECTIVES

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

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

recompose themselves for learning.

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

SPATIAL FEATURES

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

ACTIVITIES

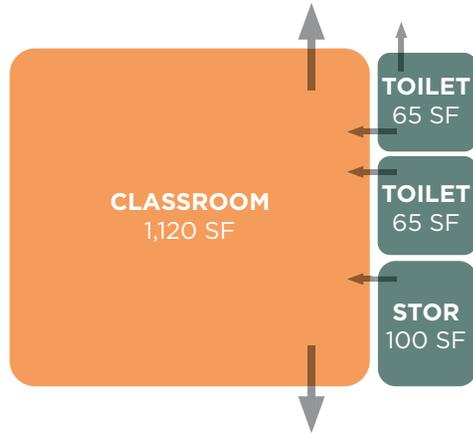
- Individualized learning, student-centered planning
- Specialized support (some students spend up to half a day in the Learning Resource Center)
- Use of assistive equipment and/or devices
- Development and improvement of skills (communication, language, motor)
- Consultation, tutoring and meetings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

3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

SPECIAL EDUCATION & LRC SPACE DIAGRAMS

ORGANIZATION

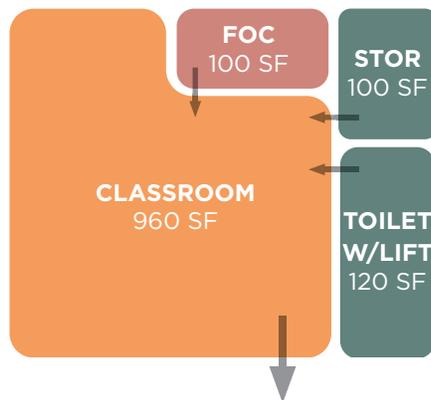
MILD/MODERATE PRESCHOOL



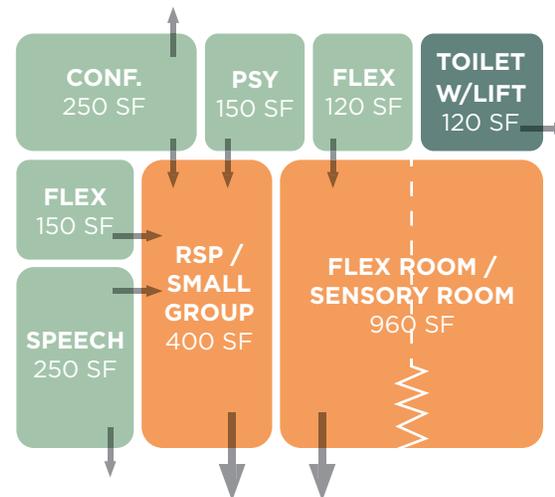
MILD/MODERATE PROGRAMS



MOD/SEVERE PROGRAMS



LEARNING RESOURCE CENTER (LRC)



Special Education programs vary at each site depending on the need of that particular school community.

Mild/Moderate & Mod/Severe Programs should be located with General Education Classrooms of grade-level peers.

The Learning Center should be located near the Library or central to the campus for ease of student access and support.

3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

ADMINISTRATION



DESIGN OBJECTIVES

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

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

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

SPATIAL FEATURES

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

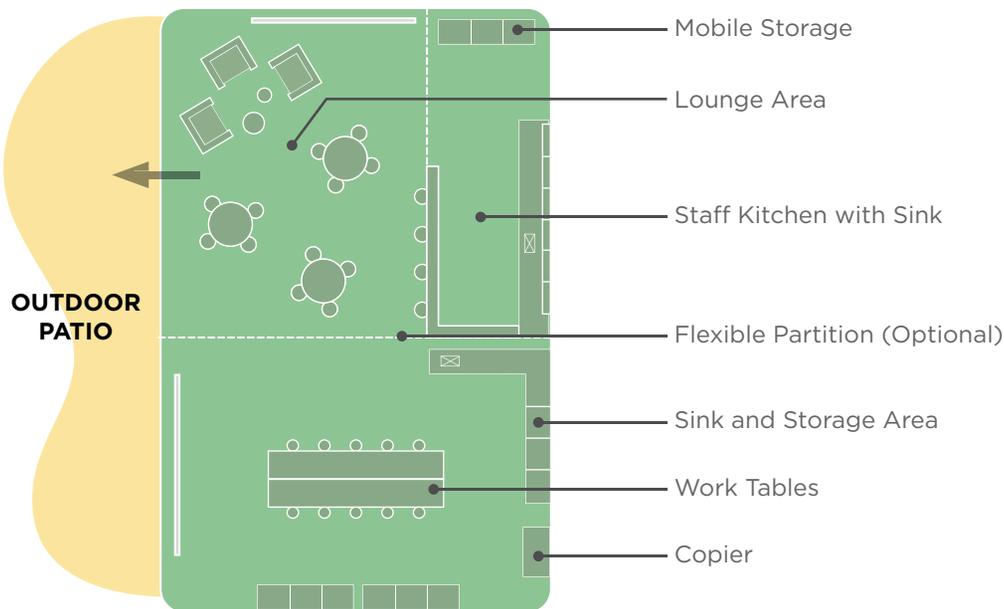
ACTIVITIES

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

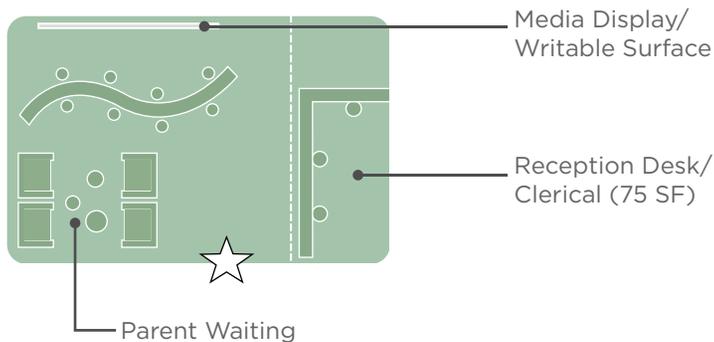
ADMINISTRATION SPACE DIAGRAM

ORGANIZATION

STAFF LOUNGE + WORKROOM



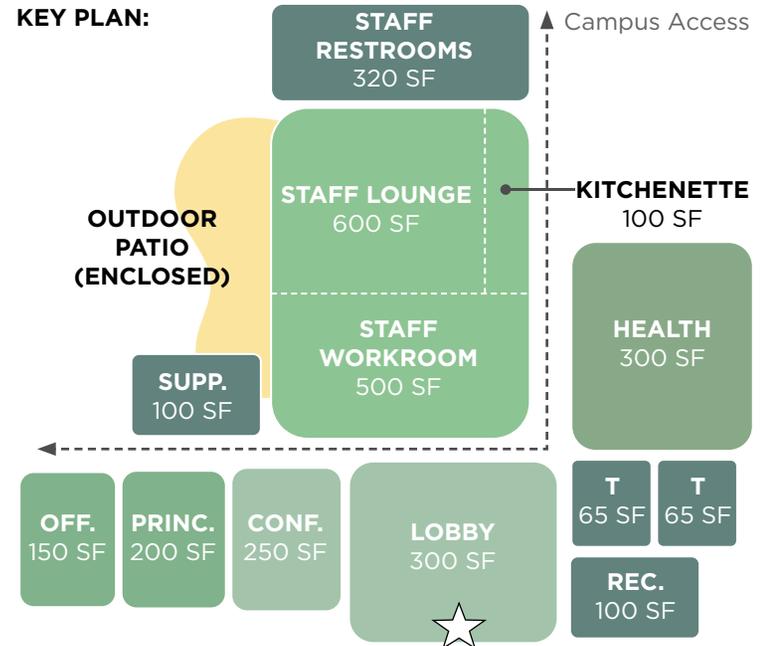
LOBBY



Administration building should be the main public entry of the school. Organize more 'public' functions (Health and Conference Room) near the Reception/ Lobby area. Locate more 'private' functions (Offices and Staff Work) towards the interior.

Provide students access from the campus interior.

KEY PLAN:



LIBRARY



Eastwood Elementary School



Pleasanton Elementary School

DESIGN OBJECTIVES

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

The Media Center should be designed to support concurrent activities of different noise levels and different sizes in a variety of spaces/zones, including a large group area for an entire class, a reading/storytelling

area, a research area and a Tech Zone with a green screen. Additionally, appropriate storage for textbooks and technology, as well as a workroom for storage book repairs/processing should be included.

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

SPATIAL FEATURES

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

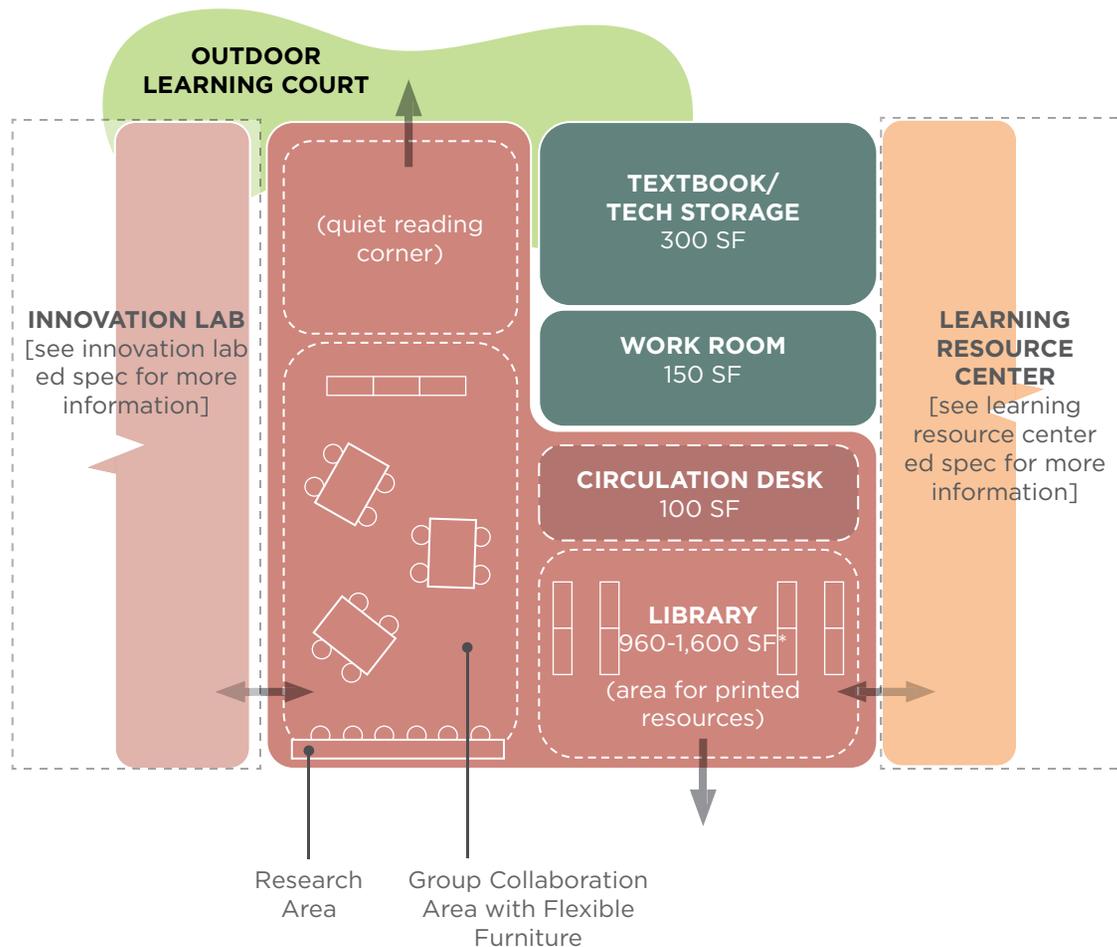
ACTIVITIES

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

3.2 EDUCATIONAL VISION
ELEMENTARY SCHOOLS

LIBRARY SPACE DIAGRAM

ORGANIZATION



Centrally locate, near front of school for after school hours and community access.

Potential Library adjacencies with the Innovation Lab and Learning Center.

**SF based on Enrollment: Accommodates a population range of 480-800 students.*

MULTI-PURPOSE ROOM (MPR)



Eastwood Elementary School



Potranco Elementary School



Tradition Elementary School

DESIGN OBJECTIVES

The MPR is a space intended for multiple uses, allowing easy transitions from a performance/assembly space to an activity space to a dining space during inclement weather. It should be flexible - accommodating for a range of quiet, intimate activities to large, active ones.

The ideal location is near parking for after hours and community event access - service and delivery access should be considered to avoid conflicts with pedestrian traffic.

The design of the MPR should instill a sense of school pride through the use of color and display of awards and student work. The space should be

bright with natural daylight, but allow for controls to darken the room for a presentation. An adjacent outdoor space with covered seating should be provided for dining. In addition, consideration for an outdoor stage and amphitheater where space permits should be taken into account.

Support spaces include storage for chairs, tables, and performance needs, a kitchen to accommodate food warming, a queuing system for food service, and access to restrooms.

Security, safety measures, and separate storage should be considered for community use both before and after school hours.

SPATIAL FEATURES

- Open, high ceilings.
- Incorporate natural daylighting with the ability to control it for presentations and security.
- Durable and flexible furniture: tables and chairs that have the ability to stack and store.
- Acoustically designed space to accommodate large group activities. Use absorbent ceiling/wall materials to reduce reverberation time.
- Resilient and durable flooring.
- Integrated technology with wireless access throughout. Large projection; built-in audio-visual system, sufficient access to power. Adjustable lighting to accommodate a variety of event types.
- Plan space for trash collection and recycling.

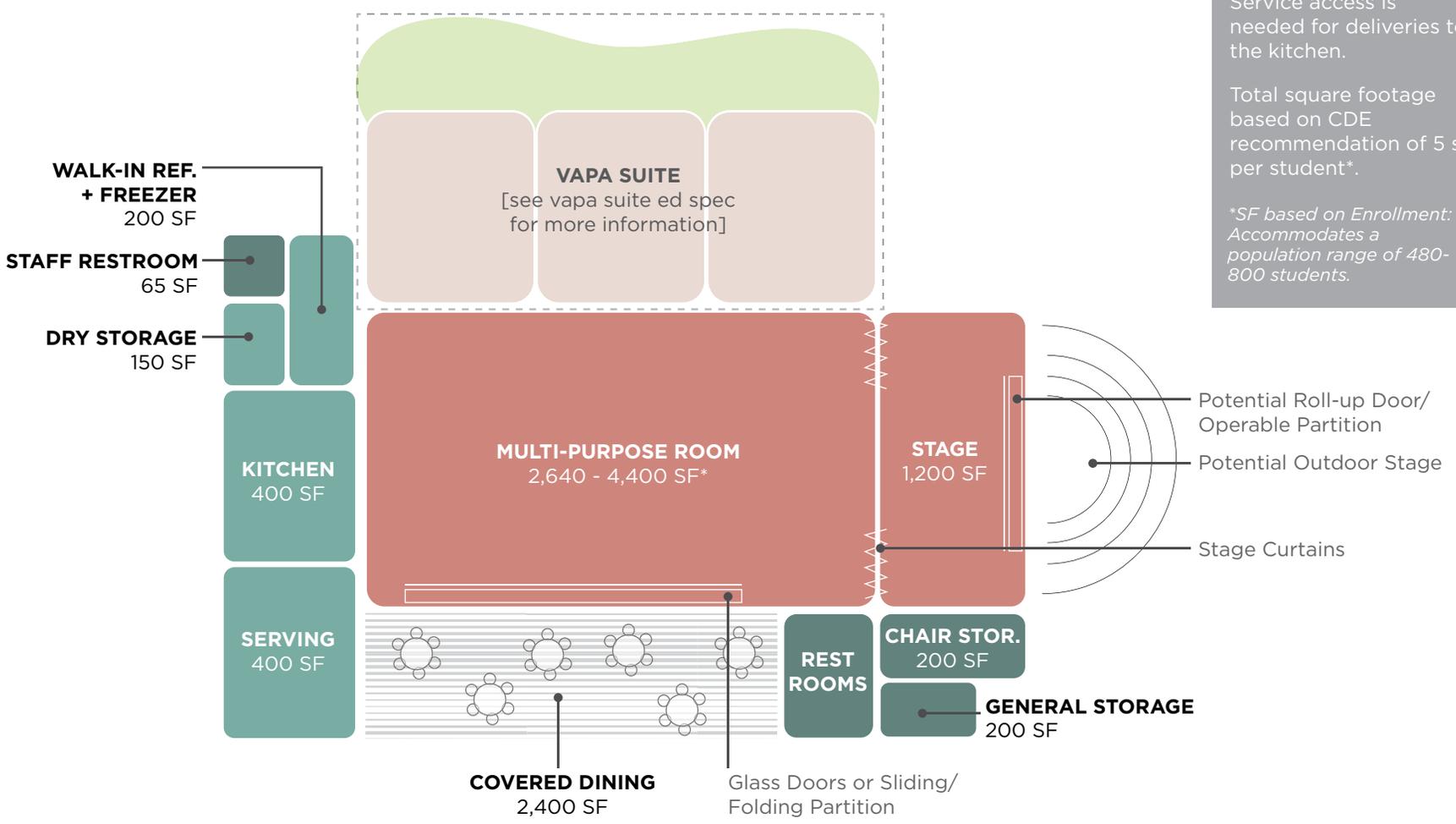
ACTIVITIES

- Assemblies and large group presentations
- Innovation and Book Fairs / Author Visits
- Student activities and collaboration
- Food Service / Indoor Student Dining
- Community Use
- Instructional activities to support physical education, music and drama

**3.2 EDUCATIONAL VISION
ELEMENTARY SCHOOLS**

MULTI-PURPOSE ROOM SPACE DIAGRAM

ORGANIZATION



The Multi-Purpose building should be centrally located and near parking for community events. Service access is needed for deliveries to the kitchen.

Total square footage based on CDE recommendation of 5 sf per student*.

**SF based on Enrollment: Accommodates a population range of 480-800 students.*

3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

AFTER SCHOOL PROGRAMS



Menchaca Elementary School



Van Raub Elementary School



Van Raub Elementary School

DESIGN OBJECTIVES

Orange Unified offers two types of After School programs:

CARES Expanded Learning Program is a parent-paid program, staffed by District personnel, and offers care from 7am to 6pm, as well as camps throughout the year.

The After School Education and Safety Program, known as ASES, is provided by contracted programs such as the Boys and Girls Club, Camp Fire, THINK Together and the YMCA.

The After School Program spaces are student-centered and should foster a sense of curiosity and exploration. The space should be flexible in order to provide opportunities for large and small groups, as well as individual, focused learning.

The space should have physical and visual access to the exterior for supervision purposes. Multiple sinks for ease of clean up, storage systems to accommodate materials and projects, and areas to display student work should be provided.

SPATIAL FEATURES

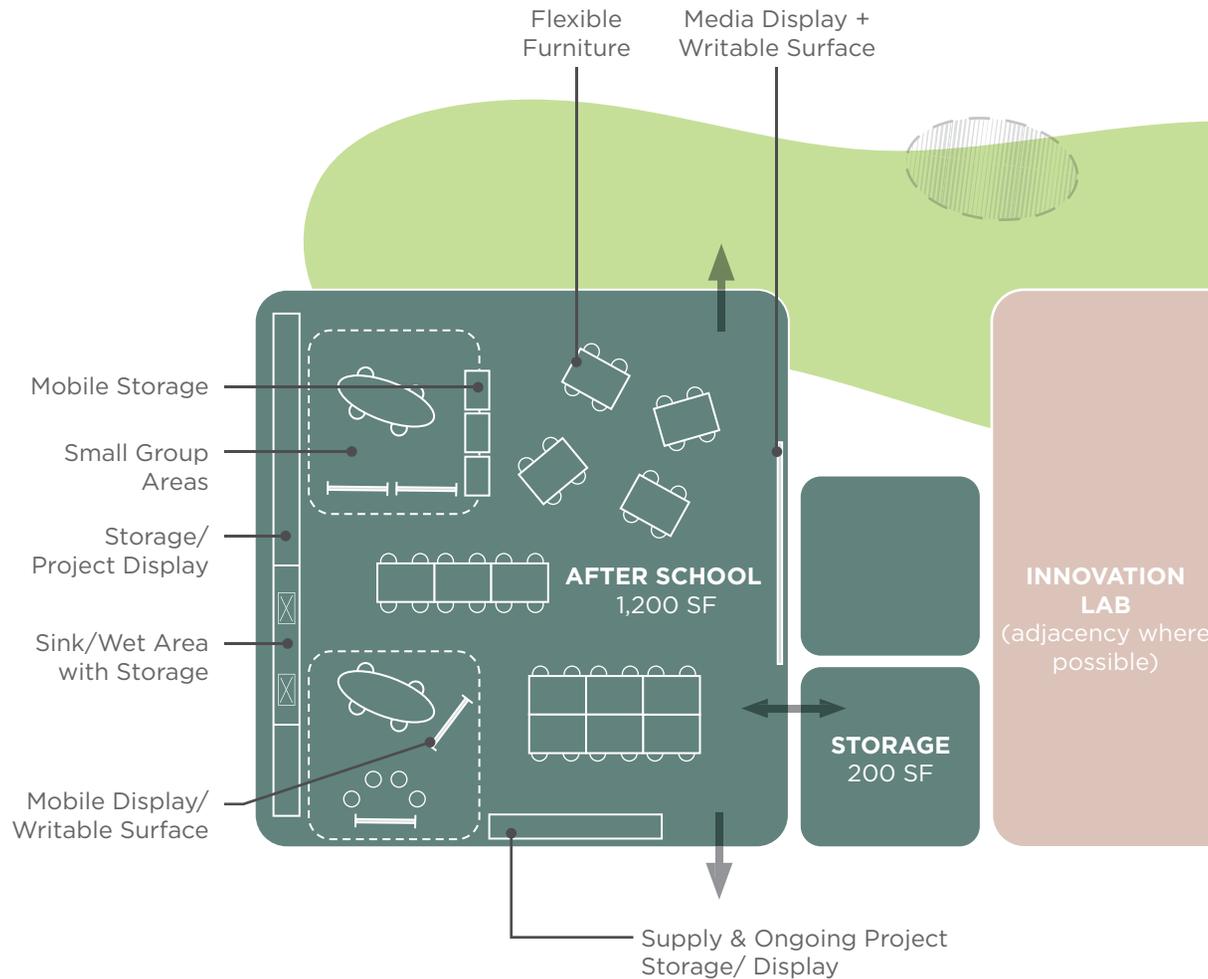
- Bright with natural daylight. Visual and physical access to the outdoors.
- Flexible, adjustable, easily moveable furniture, sized appropriately for the student age groups.
- Tackable and writable wall surfaces for student work display and presentation.
- Finish materials and flooring that are resilient, durable, and easy to maintain.
- Combination of secure and open storage supporting a variety of projects and supplies.
- Integrated technology to support mobility, collaboration, and work.

ACTIVITIES

- Exploration, active and interactive learning
- Group work and collaboration
- Individual work
- Hands-on and project-based learning
- Showcase and display student work

3.2 EDUCATIONAL VISION
ELEMENTARY SCHOOLS

AFTER SCHOOL PROGRAMS SPACE DIAGRAM



ORGANIZATION

Locate near parking for ease of access by students and parents before and after school.

Ideally adjacent to the Innovation Lab for shared use opportunities. Restroom access is needed.

KEY PLAN:





EDUCATIONAL SPECIFICATIONS
K-8 SCHOOLS

LPA

3.3 EDUCATIONAL VISION K-8 SCHOOLS

PRESCHOOL



St. Monica's Primary (Ken Woodman - No. 42 Architects)



Gluck Child Care Center



Environmental Nature Preschool

DESIGN OBJECTIVES

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

Each classroom space connects to an adjacent classroom via a workroom, highlighting the importance of collaboration and storage space. Provide direct access to student restrooms. The outdoor play area

should include adequate shade and proper play equipment storage. Consider the scale of younger children in the design of both indoor and outdoor environments.

Preschool facilities should meet all CDE and State licensing requirements.

SPATIAL FEATURES

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

ACTIVITIES

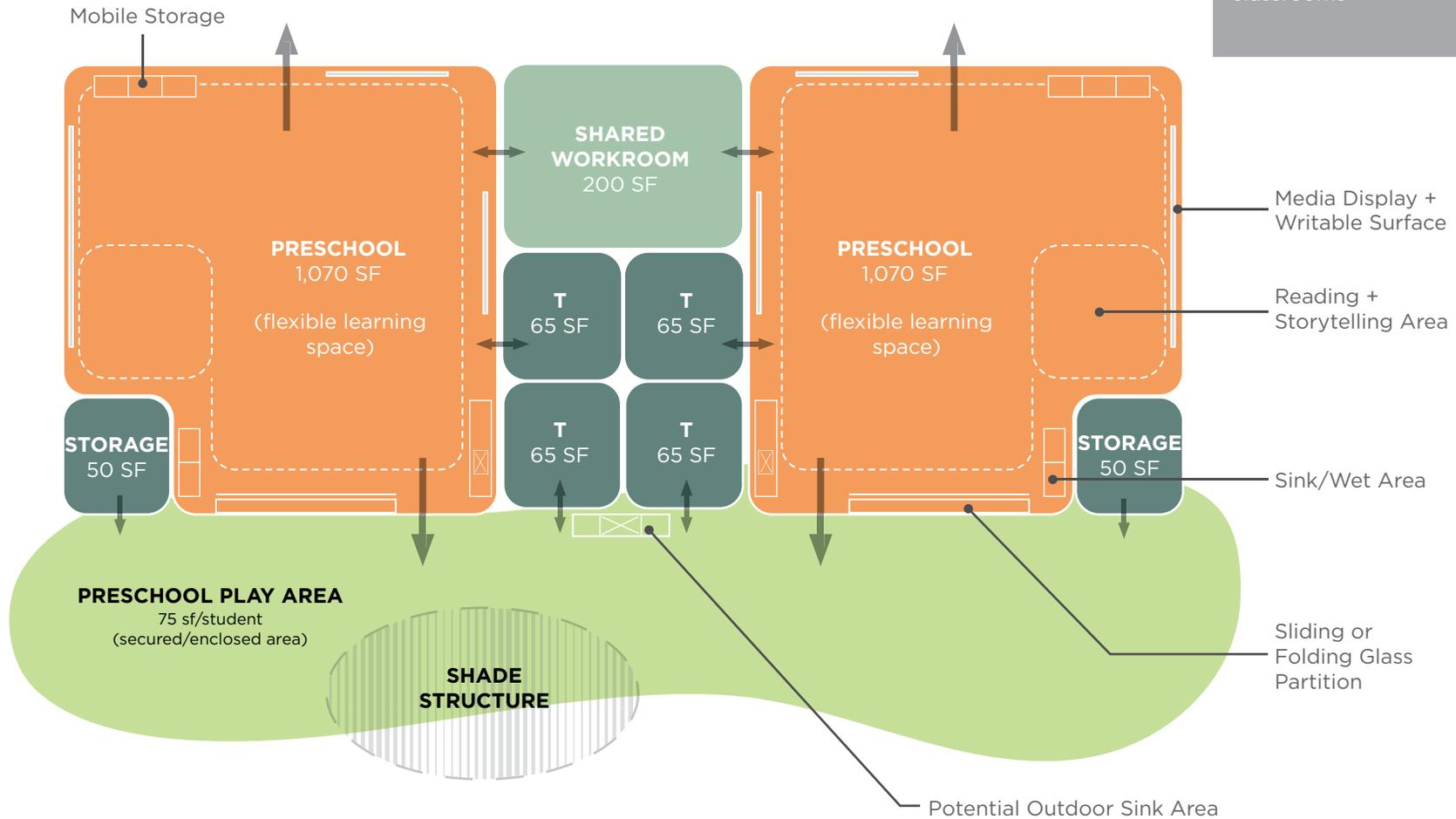
- Interdisciplinary, learner-centered instruction
- Development of critical foundational skills, strategies and experiences
- Collaboration
- Active and passive learning activities
- Instructional lecture, small group, and individual work
- Art, science, music - tactile learning
- Exploring

3.3 EDUCATIONAL VISION K-8 SCHOOLS

PRESCHOOL SPACE DIAGRAM

ORGANIZATION

Group Preschool classrooms with Transitional Kindergarten and Kindergarten classrooms



3.3 EDUCATIONAL VISION K-8 SCHOOLS

TRANSITIONAL KINDERGARTEN AND KINDERGARTEN



DESIGN OBJECTIVES

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

Each classroom space connects to an adjacent classroom via a workroom, highlighting the importance of collaboration and storage space. Provide direct access to student restrooms. The outdoor play area

should include adequate shade and proper play equipment storage. Consider the scale of younger children in the design of both indoor and outdoor environments.

SPATIAL FEATURES

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

ACTIVITIES

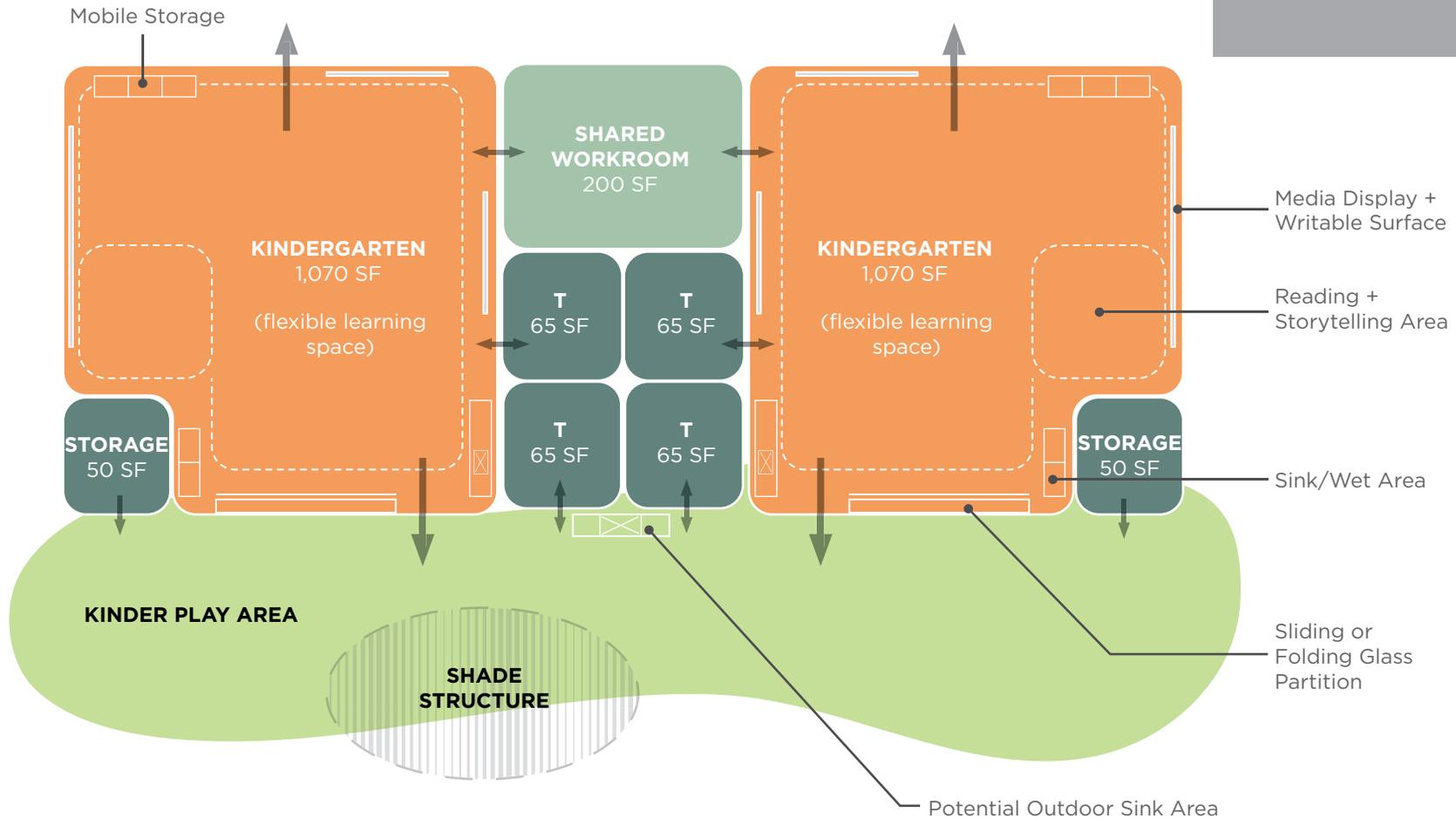
- Interdisciplinary, learner-centered instruction
- Development of critical foundational skills, strategies and experiences
- Collaboration
- Active and passive learning activities
- Instructional lecture, small group, and individual work
- Art, science, music - tactile learning
- Exploring

3.3 EDUCATIONAL VISION
K-8 SCHOOLS

TRANSITIONAL KINDERGARTEN & KINDERGARTEN SPACE DIAGRAM

ORGANIZATION

Group Kindergarten classrooms with Transitional Kindergarten and Preschool



3.3 EDUCATIONAL VISION K-8 SCHOOLS

TYPICAL CLASSROOM



DESIGN OBJECTIVES

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

Each classroom should be acoustically separated from each other and organized in a cluster with direct access to a collaboration space (interior or exterior).

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

SPATIAL FEATURES

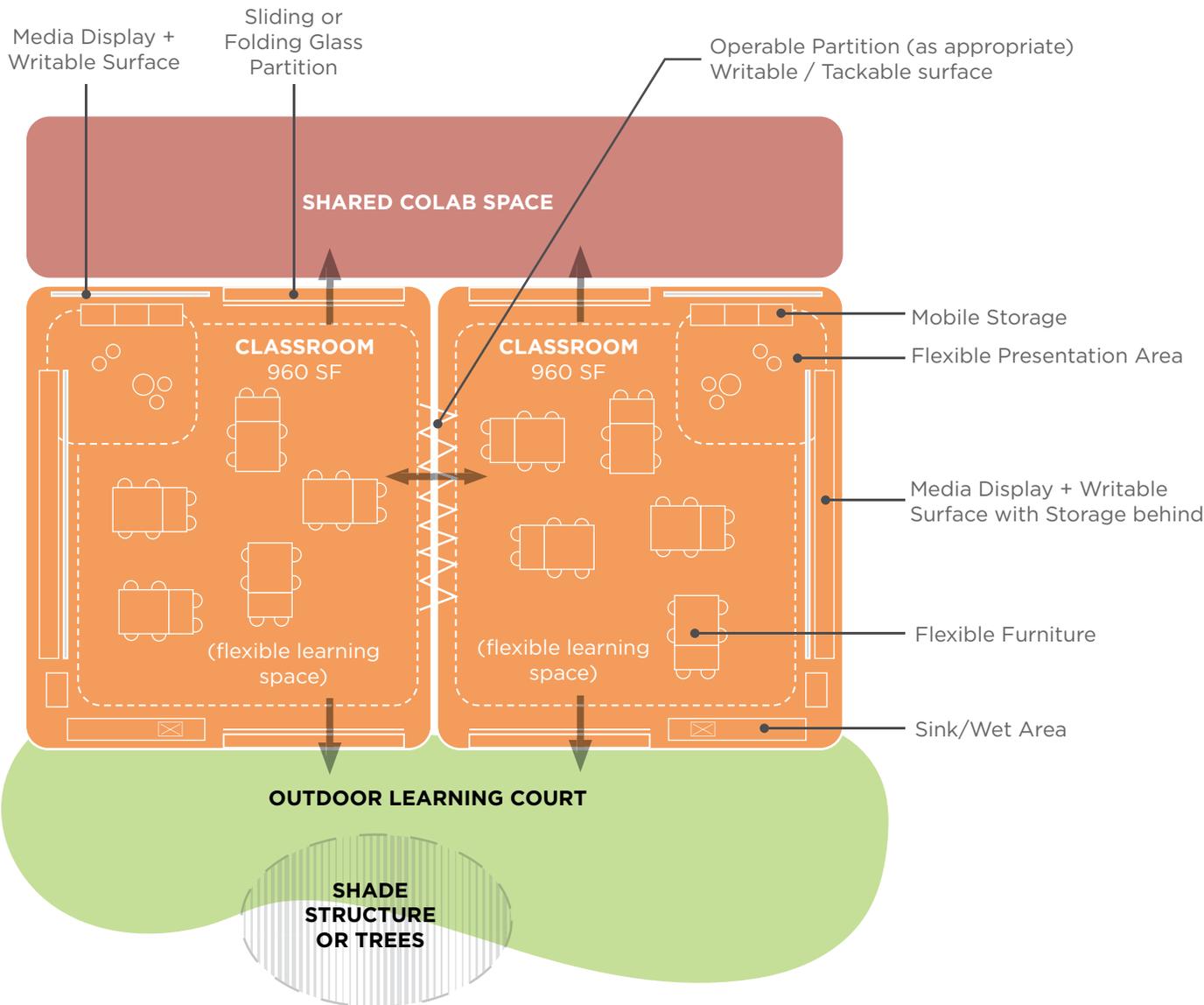
- Furniture should be adjustable, easily movable and sized appropriately for the student age group: consider combinations of furniture that promote focused learning and cool down/relaxation.
- Use color and lighting strategies to create open, inspiring spaces. Visual access to the outdoors.
- Provide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

ACTIVITIES

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

3.3 EDUCATIONAL VISION K-8 SCHOOLS

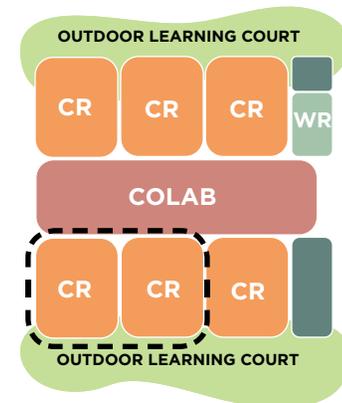
TYPICAL CLASSROOM SPACE DIAGRAM



ORGANIZATION

Group Classrooms together in pods that open into a shared collaboration space.

KEY PLAN:



3.3 EDUCATIONAL VISION K-8 SCHOOLS

COLLABORATION SPACES (INDOOR + OUTDOOR)



DESIGN OBJECTIVES

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

Interior Colabs should be equipped with mobile technology that is supported with multiple electrical outlets, integrated wireless infrastructure, and designed with flexible furniture to create different types of learning zones and activities. Materials and finishes should be highly durable and easy

to maintain. Acoustical treatment of the space should be considered to account for noise levels adjacent to classroom spaces.

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

SPATIAL FEATURES

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

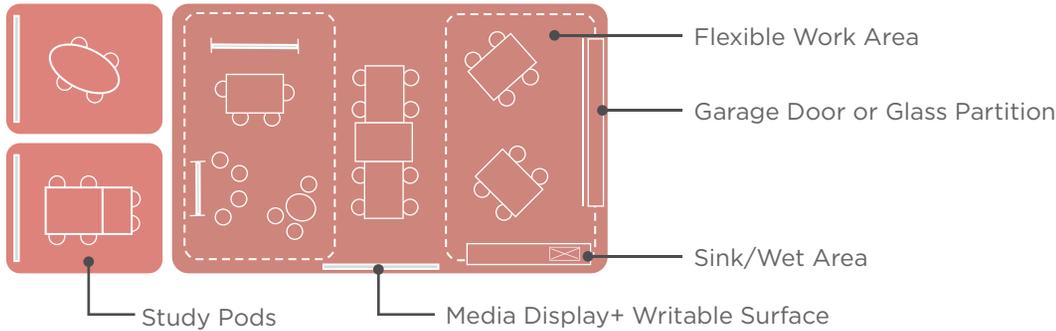
ACTIVITIES

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

3.3 EDUCATIONAL VISION K-8 SCHOOLS

COLLABORATION SPACE DIAGRAM

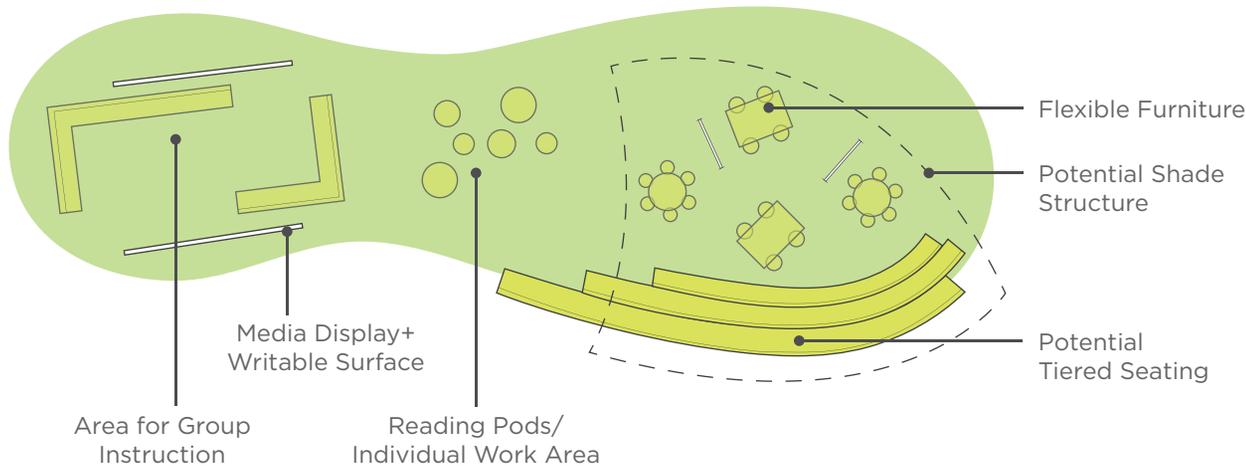
COLAB SPACE (A):



COLAB SPACE (B):



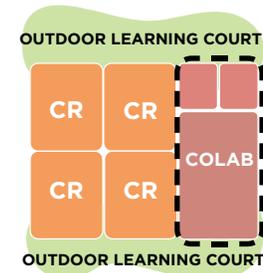
OUTDOOR LEARNING COURT



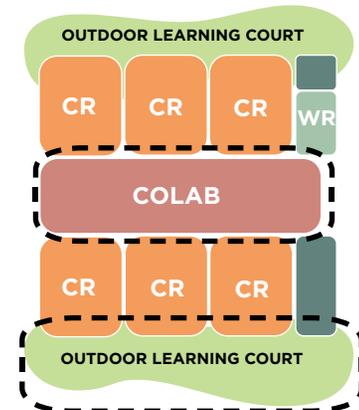
ORGANIZATION

Collaboration spaces are located centrally or adjacent to classroom clusters and near teacher workrooms to support student and teacher interaction.

KEY PLAN (A):



KEY PLAN (B):



3.3 EDUCATIONAL VISION K-8 SCHOOLS

INNOVATION LAB



DESIGN OBJECTIVES

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

The lab should have physical and visual access to the exterior, extending lessons outdoors. The outdoor space should provide shade with considerations

for an outdoor sink or wet area, and environmentally conscious landscaping to promote experimentation and learning.

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

SPATIAL FEATURES

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

ACTIVITIES

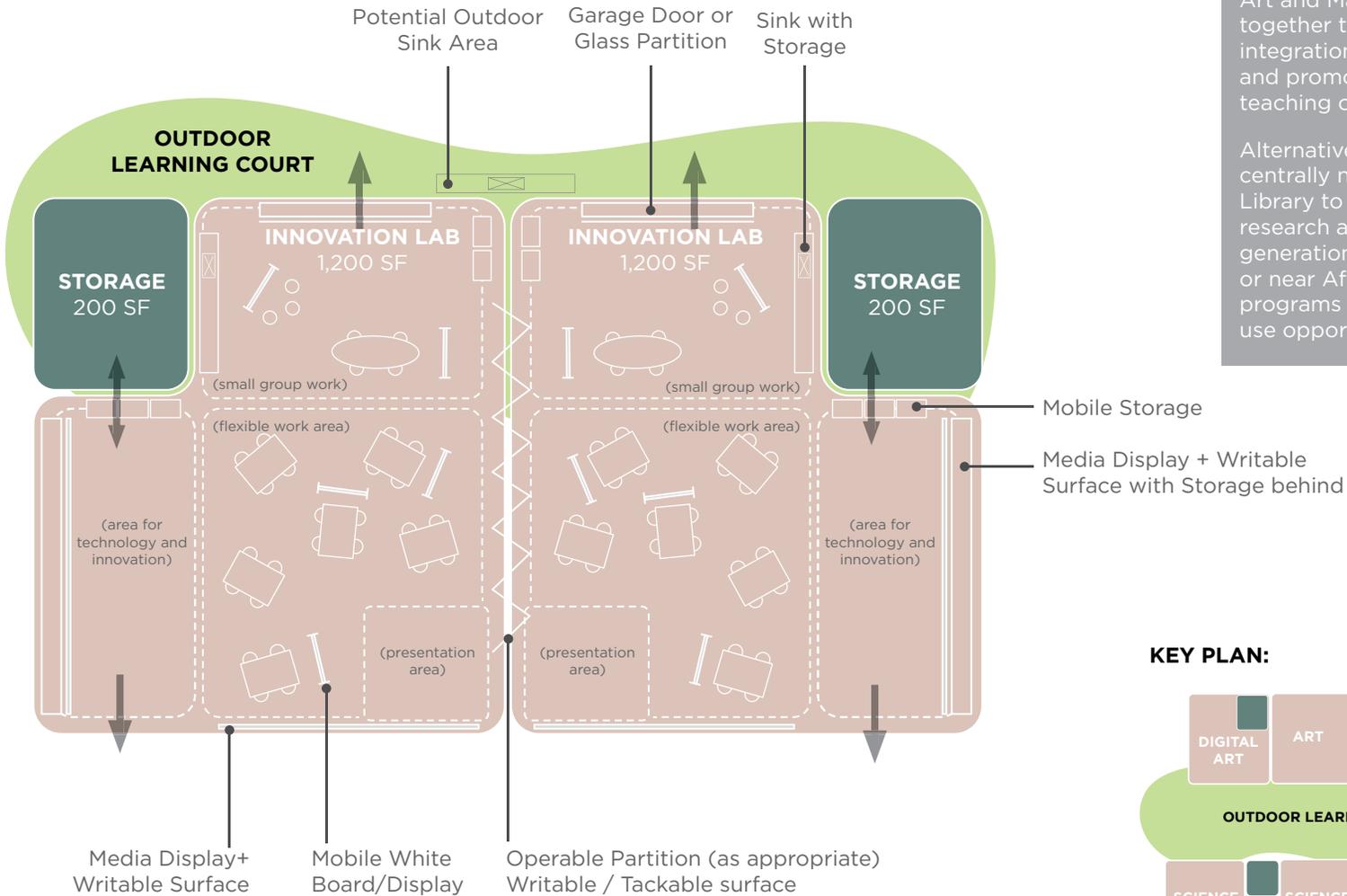
- Exploration, active and interactive learning
- Instructional demonstrations
- Group work, collaboration, and presentation
- Individual work and exploration
- Hands-on and project-based learning
- Showcase, display and presentation of student work

INNOVATION LAB SPACE DIAGRAM

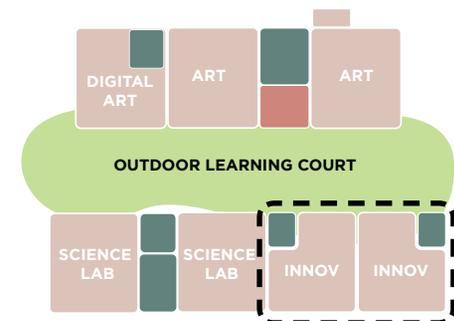
ORGANIZATION

Cluster Science, Engineering/ Robotics, Art and Math programs together to facilitate integration of subjects and promote team teaching opportunities.

Alternatively, locate centrally near the Library to allow for research and idea generation activities or near After School programs for shared use opportunities.



KEY PLAN:



3.3 EDUCATIONAL VISION K-8 SCHOOLS

SCIENCE LAB



DESIGN OBJECTIVES

Science Labs should be open and engaging environments that encourage a sense of discovery. These spaces should inspire curiosity and exploration, and be a place where students can be innovative and messy. The labs should be designed to for flexibility and adaptability to support a variety of programs dependent on need.

Science Labs should be located in pairs with a shared Prep Room and Storage space in between. The labs and the prep room should have access to sinks for experimentation and clean up needs. The labs should have physical and visual access to the exterior allowing for bright, natural

daylighting as well as an opportunity for the classroom to extend outdoors.

Technology should be integrated and flexible to support different working environments. Materials and finishes should be durable and easy to clean. Furniture should be flexible and mobile to support collaboration and allow for the spaces to be reconfigured for small group work or labs.

SPATIAL FEATURES

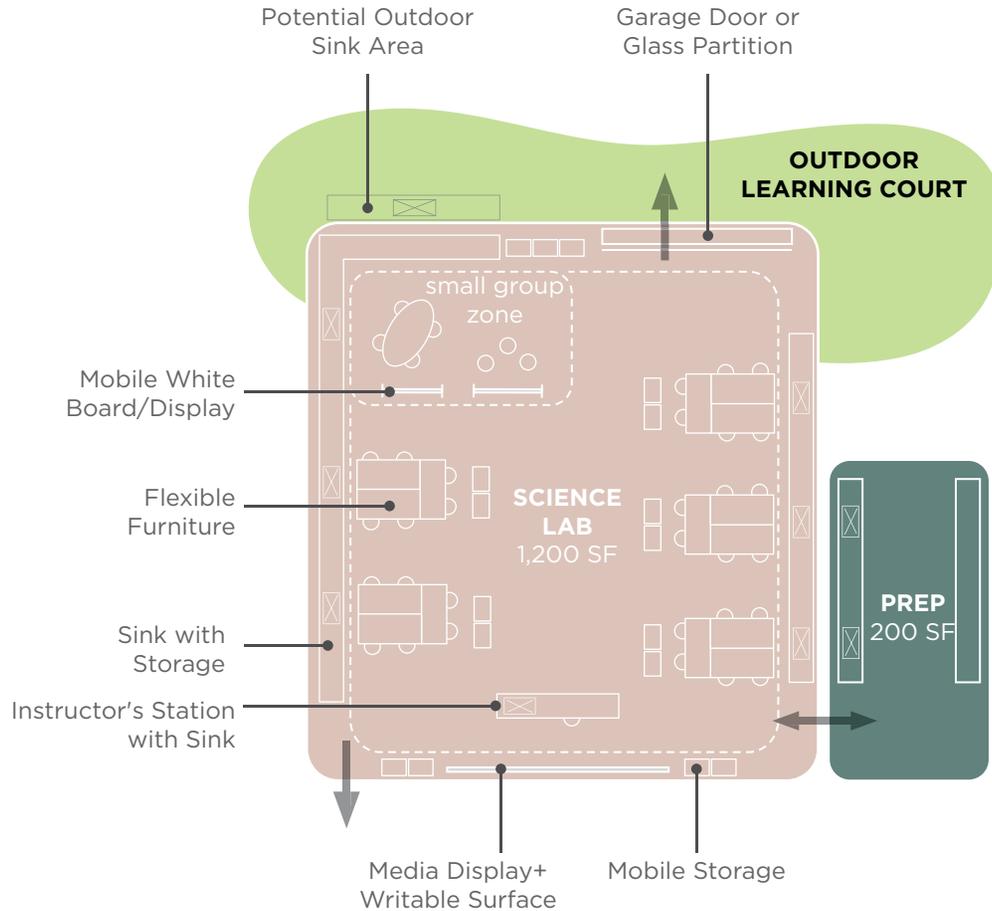
- Bright with natural daylight. Visual and physical access to the outdoors.
- Provide flexible furniture and space to support science experimentation and demonstration.
- Tackable walls and digital boards/projection for student work display and presentation.
- Finish materials and flooring that are durable and easy to clean (e.g. resilient or polished concrete flooring).
- Secure storage cabinets, a slat wall system, and open shelving for easy access to supplies and projects.
- Integrated technology to support teacher and student mobility, collaboration, and work.
- Many flexible data/power outlets, consider ceiling power cord reels.

ACTIVITIES

- Exploration, active and interactive learning
- Large group instructional demonstrations, group and individual work
- Science experimentation and exploration
- Outdoor exploration
- Hands-on and project-based learning
- Showcase, display and presentation of student work

3.3 EDUCATIONAL VISION
K-8 SCHOOLS

SCIENCE LAB SPACE DIAGRAM

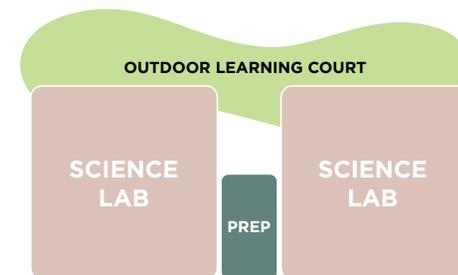


ORGANIZATION

Cluster Science, Engineering/ Robotics, Art and Math programs together to facilitate integration of subjects and promote team teaching opportunities.

Science Labs should be located in pairs with adjoining prep and storage rooms.

KEY PLAN:



3.3 EDUCATIONAL VISION K-8 SCHOOLS

ELECTIVE LAB



DESIGN OBJECTIVES

Elective Labs should be flexible to allow programs to change and evolve over time. These environments should inspire curiosity and discovery, foster individual interest and investigation and make students feel comfortable to take risks without the fear of failure.

Elective Labs should be designed as open and flexible with space to accommodate changing technological and infrastructure needs of the program. Include areas for lecture, demonstration and hands-on applications. Plan for areas to display student work and ongoing projects, with an emphasis on celebrating the process itself. Incorporate storage space for equipment, tools

and materials. Materials and finishes should be durable and easy to clean. Consider connections to the outdoor learning environment and how the lab environment could expand and grow into the outdoor space for experimentation and messy projects.

SPATIAL FEATURES

- Select furniture based on the needs of the program.
- Finishes should accommodate the activities. The space could have resilient flooring/polished concrete or carpet depending on the program activities.
- The finishes contribute to the overall acoustical quality of the space; include materials that absorb sound.
- Provide technology and equipment to support program needs.
- Labs should receive the typical classroom technology package in addition to their specialized needs.
- Adequate access to power outlet.

ACTIVITIES

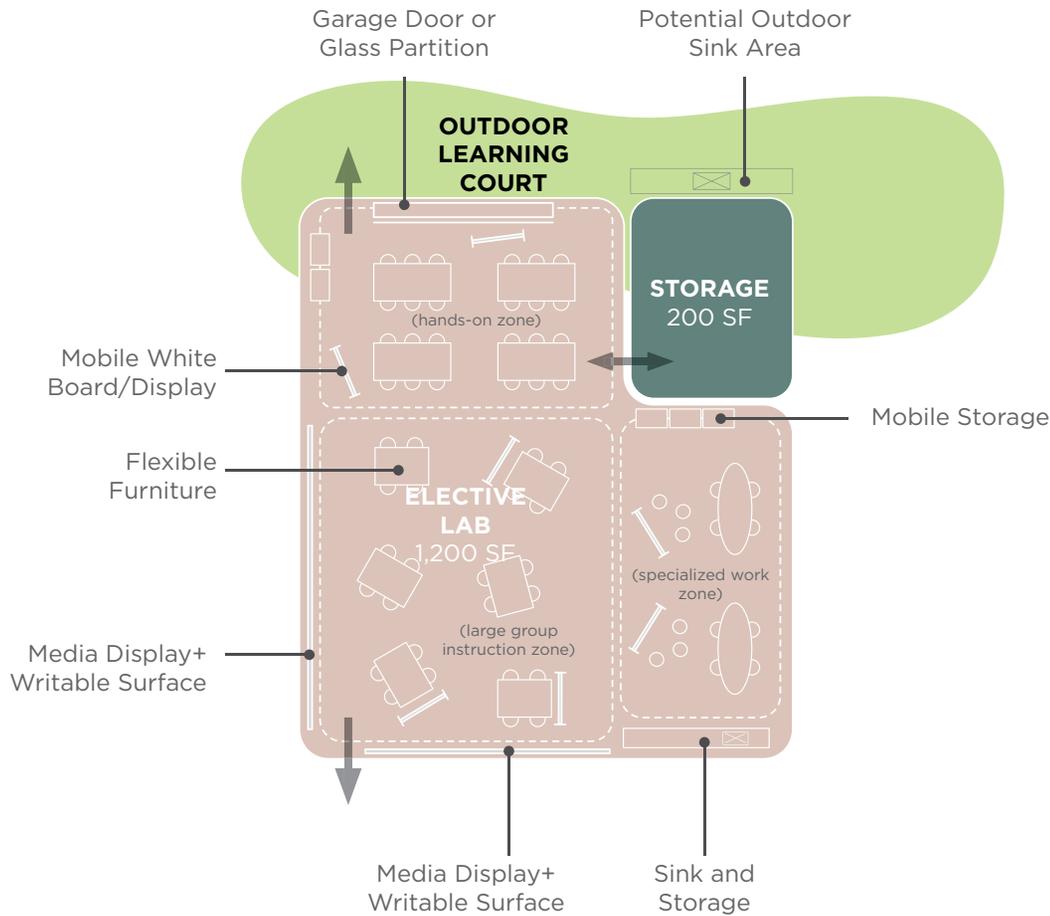
- Hands-on learning for technical skills training
- Student-led project-based learning
- Interdisciplinary technical projects relating to other coursework
- Applying skills in a project-based scenario or real world problem solving
- Practicing the (4) C's: collaborate, create, critical thinking and communicate
- Collaboration with other classes and/or fields of study

3.3 EDUCATIONAL VISION
K-8 SCHOOLS

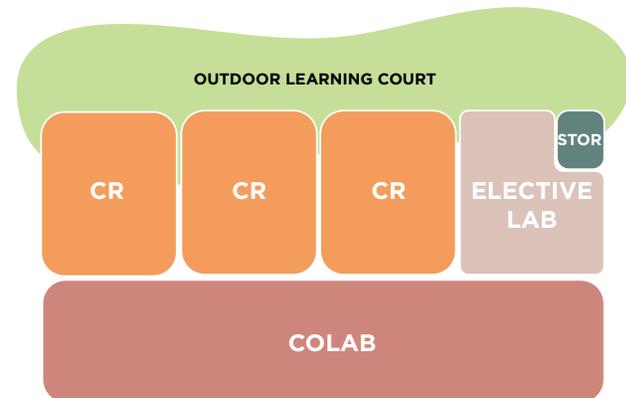
ELECTIVE LAB SPACE DIAGRAM

ORGANIZATION

Consider collocating Elective Labs with classroom spaces to allow for collaboration and interdisciplinary learning.



KEY PLAN:



3.3 EDUCATIONAL VISION K-8 SCHOOLS

VISUAL AND PERFORMING ARTS (VAPA) SUITE



Bishop Lynch High School (Perkins + Will)



Cambridge Elementary School



Cambridge Elementary School

DESIGN OBJECTIVES

The VAPA Suite (Visual & Performing Arts) houses Art, Orchestra/Strings, and Band. The VAPA Suite should be located near the MPR and have access to the exterior - allowing for natural daylighting and the possibility of extending the classrooms outdoors.

The Art space should include a large teaching area that is flexible for large group, small group, and individual work settings. Furniture should be flexible, durable, and appropriately sized for the students. Support spaces and features should include: adequate storage for a variety of projects, tools, and supplies,

multiple (4-6) wet areas and sinks for project clean up, and durable finish materials supporting easy clean up.

Both the Orchestra/Strings and Band rooms should include a large group area for full class practice and small group areas for individual development. Space for proper instrument storage, movable furniture, and a sink for instrument repair should be included. Finish materials should contribute, to the acoustical qualities of the space including materials that absorb sound. Whole group areas should include resilient flooring.

SPATIAL FEATURES

- Flexible, mobile furniture supporting row configurations for instrumental and vocal programs, group learning, project based work, and individual work
- The finishes contribute to the acoustical qualities; include materials that absorb sound.
- The space should have resilient flooring
- Variable storage for safe keeping of instruments, project supplies, and materials
- Accessible sinks/Wet areas: cleaning instruments/projects, allowing for messy work
- Tackable wall surfaces for display of student work.
- Operable windows for natural ventilation and increased occupant comfort.
- Flexible power and data, consider power cord reels at ceiling to respond to changing configurations and technology and equipment needs.

ACTIVITIES

- Large group instruction and demonstration
- Group and individual project-based learning and investigation
- Messy and creative exploration
- Cross-collaboration with other fields of study
- Showcase and presentation of student work
- Instrument storage/use
- Music/Performance rehearsals

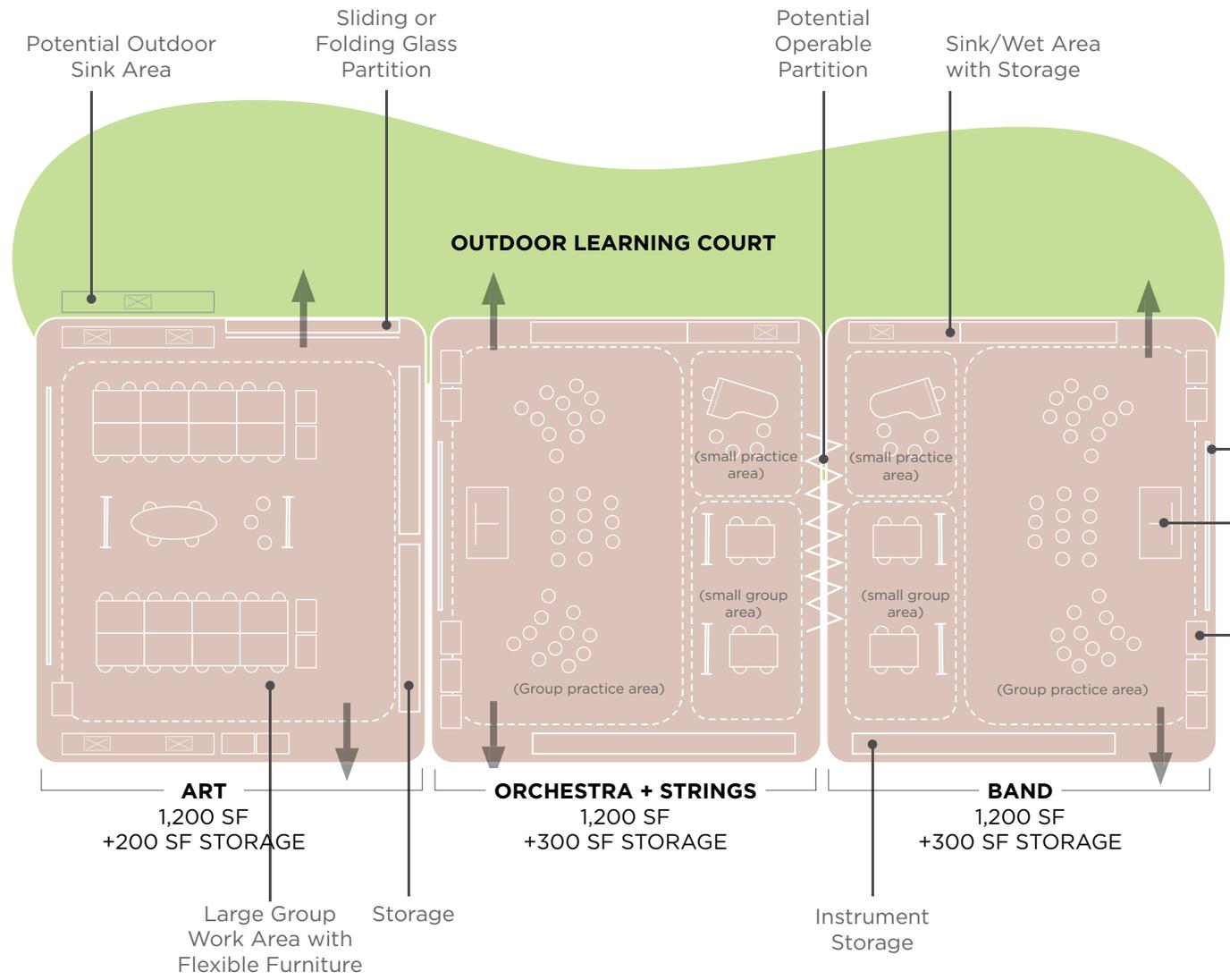
**3.3 EDUCATIONAL VISION
K-8 SCHOOLS**

VAPA SUITE SPACE DIAGRAM

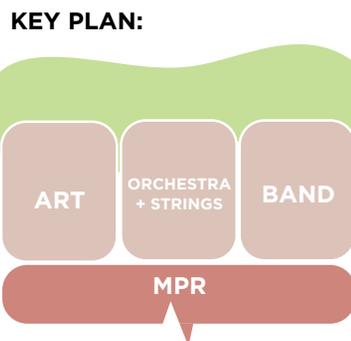
ORGANIZATION

The VAPA Suite should be located next to or near the MPR for easy access to large performance/practice spaces. Access to an outdoor learning court is important for extended learning opportunities.

***Art Room may have 4-6 sinks depending on student loading.*



- Media Display + Writable Surface
- Conductor/ Instructor Stand
- Mobile Storage



SPECIAL EDUCATION AND LEARNING RESOURCE CENTER (LRC)

Faison School for Autism (Baskerville)



CSU Northridge

DESIGN OBJECTIVES

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

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

recompose themselves for learning.

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

SPATIAL FEATURES

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

ACTIVITIES

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

3.3 EDUCATIONAL VISION K-8 SCHOOLS

SPECIAL EDUCATION & LRC SPACE DIAGRAMS

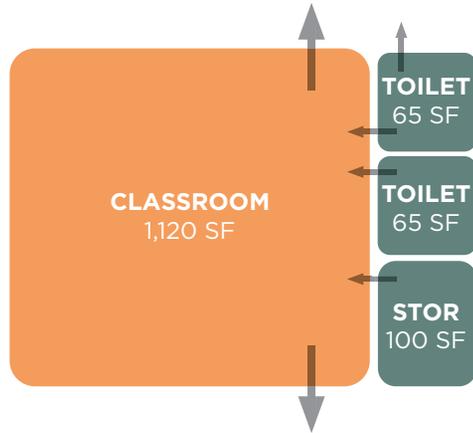
ORGANIZATION

Special Education programs vary at each site depending on the need of that particular school community.

Mild/Moderate & Mod/Severe Programs should be located with General Education Classrooms of grade-level peers.

The Learning Center should be located near the Library or central to the campus for ease of student access and support.

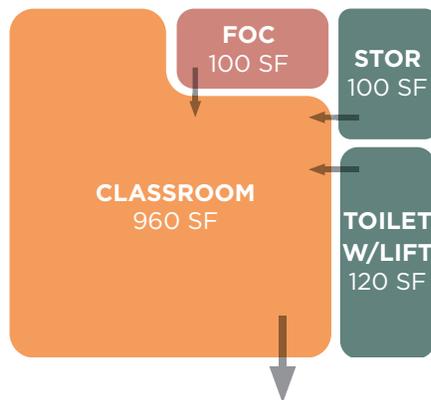
MILD/MODERATE PRESCHOOL



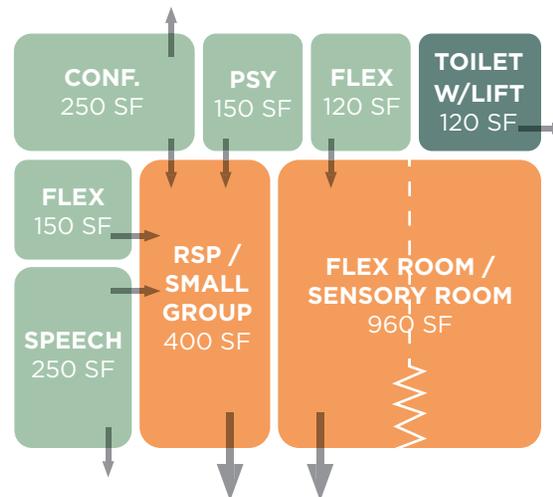
MILD/MODERATE PROGRAMS



MOD/SEVERE PROGRAMS



LEARNING RESOURCE CENTER (LRC)



3.3 EDUCATIONAL VISION K-8 SCHOOLS

ADMINISTRATION



DESIGN OBJECTIVES

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

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

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

SPATIAL FEATURES

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

ACTIVITIES

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

3.3 EDUCATIONAL VISION K-8 SCHOOLS

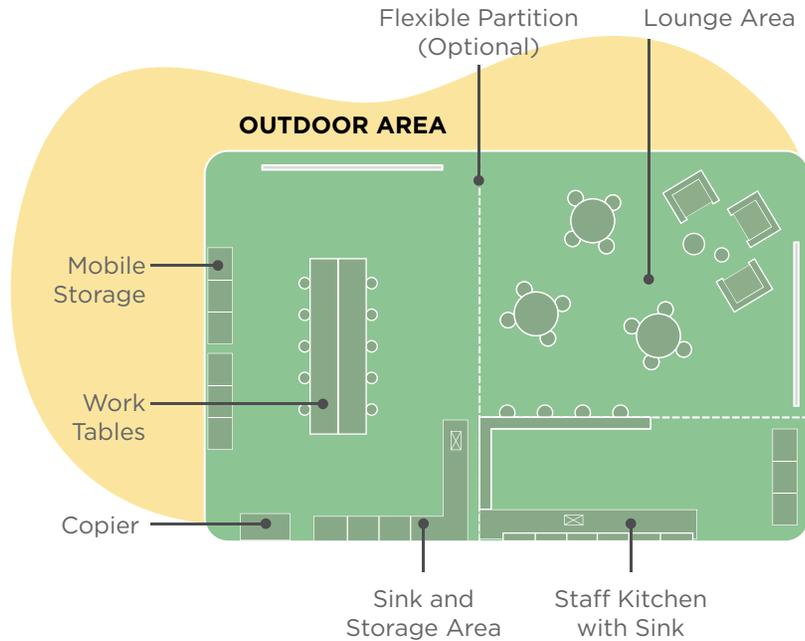
ADMINISTRATION SPACE DIAGRAM

ORGANIZATION

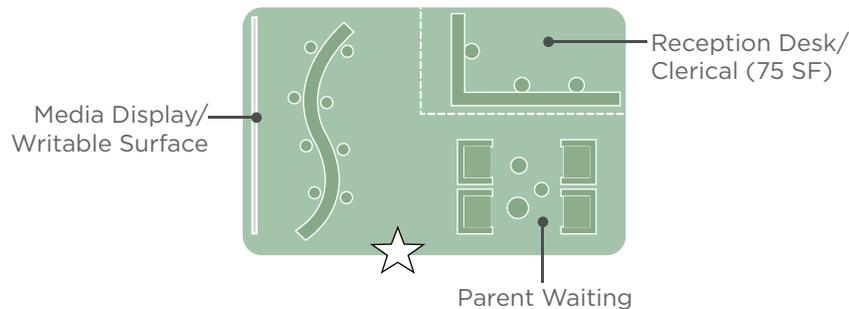
Administration building should be the main public entry of the school. Organize more 'public' functions (Health and Conference Room) near the Reception/ Lobby area. Locate more 'private' functions (Offices and Staff Work) towards the interior.

Provide students access from the campus interior.

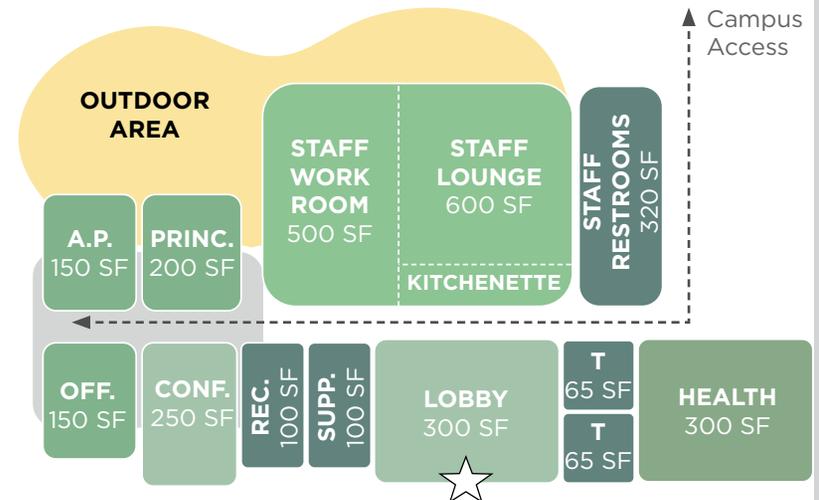
STAFF LOUNGE + WORKROOM



LOBBY



KEY PLAN:



LIBRARY



Hugo Reid Elementary School



Tradition Elementary School



Van Raub Elementary School

DESIGN OBJECTIVES

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

The Media Center should be designed to support concurrent activities of different noise levels and different sizes in a variety of spaces/zones, including a large group area for an entire class, a reading/storytelling

area, a research area and a Tech Zone with a green screen. Additionally, appropriate storage for textbooks and technology, as well as a workroom for storage book repairs/processing should be included.

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

SPATIAL FEATURES

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

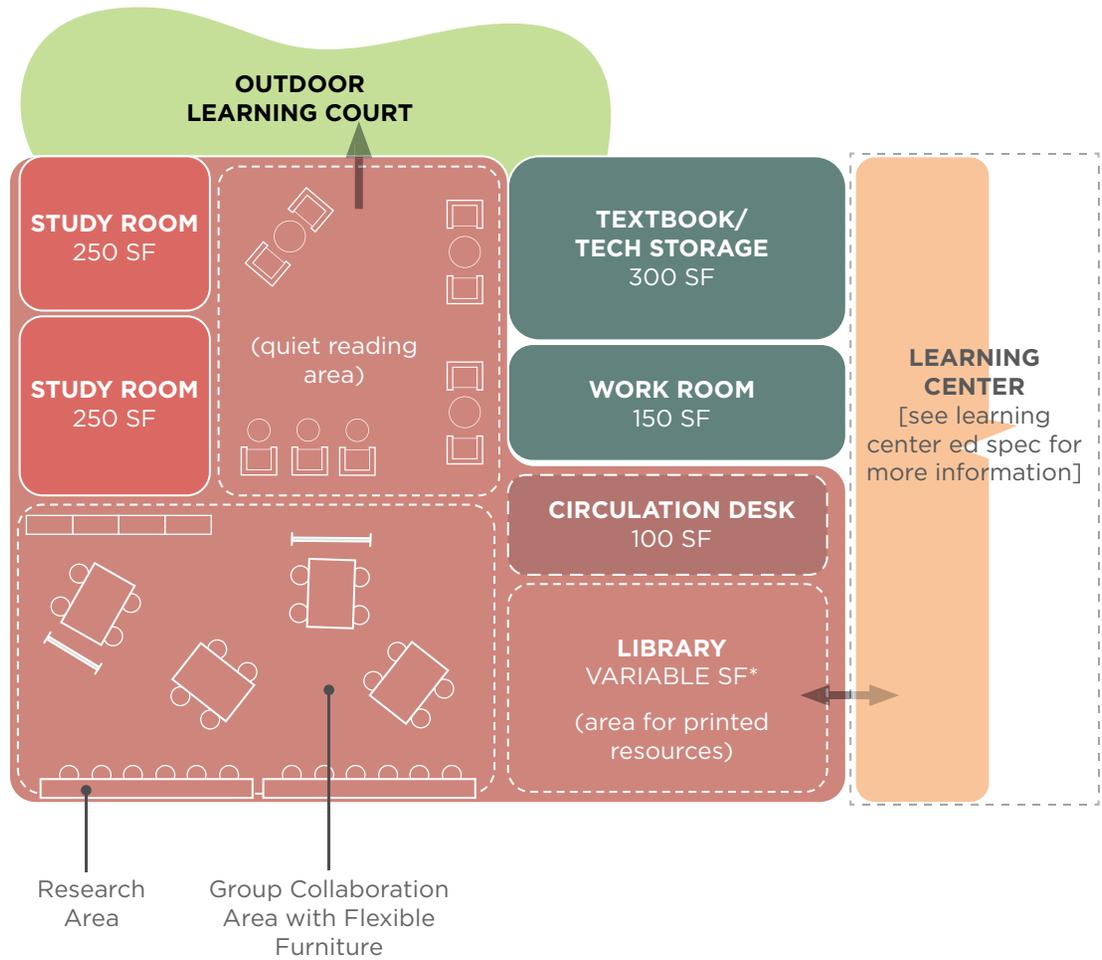
ACTIVITIES

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

3.3 EDUCATIONAL VISION
K-8 SCHOOLS

LIBRARY SPACE DIAGRAM

ORGANIZATION



Centrally locate, near front of school for after school hours and community access.

Potential Library adjacencies with the Innovation Lab and Learning Center.

**SF based on Enrollment: Accommodates a population range of 900-1000 students.*

3.3 EDUCATIONAL VISION K-8 SCHOOLS

MULTI-PURPOSE ROOM (MPR)



DESIGN OBJECTIVES

The MPR is a space intended for multiple uses, allowing easy transitions from a performance/assembly space to an activity space to a dining space during inclement weather. It should be flexible - accommodating for a range of quiet, intimate activities to large, active ones.

The ideal location is near parking for after hours and community event access - service and delivery access should be considered to avoid conflicts with pedestrian traffic.

The design of the MPR should instill a sense of school pride through the use of color and display of awards and student work. The space should be

bright with natural daylight, but allow for controls to darken the room for a presentation. An adjacent outdoor space with covered seating should be provided for dining. In addition, consideration for an outdoor stage and amphitheater where space permits should be taken into account.

Support spaces include storage for chairs, tables, and performance needs, a kitchen to accommodate food warming, a queuing system for food service, and access to restrooms.

Security, safety measures, and separate storage should be considered for community use both before and after school hours.

SPATIAL FEATURES

- Open, high ceilings.
- Incorporate natural daylighting with the ability to control it for presentations and security.
- Durable and flexible furniture: tables and chairs that have the ability to stack and store.
- Acoustically designed space to accommodate large group activities. Use absorbent ceiling/wall materials to reduce reverberation time.
- Resilient and durable flooring.
- Integrated technology with wireless access throughout. Large projection; built-in audio-visual system, sufficient access to power. Adjustable lighting to accommodate a variety of event types.
- Plan space for trash collection and recycling.

ACTIVITIES

- Assemblies and large group presentations
- Innovation and Book Fairs / Author Visits
- Student activities and collaboration
- Food Service / Indoor Student Dining
- Community Use
- Instructional activities to support physical education, music and drama

3.3 EDUCATIONAL VISION K-8 SCHOOLS

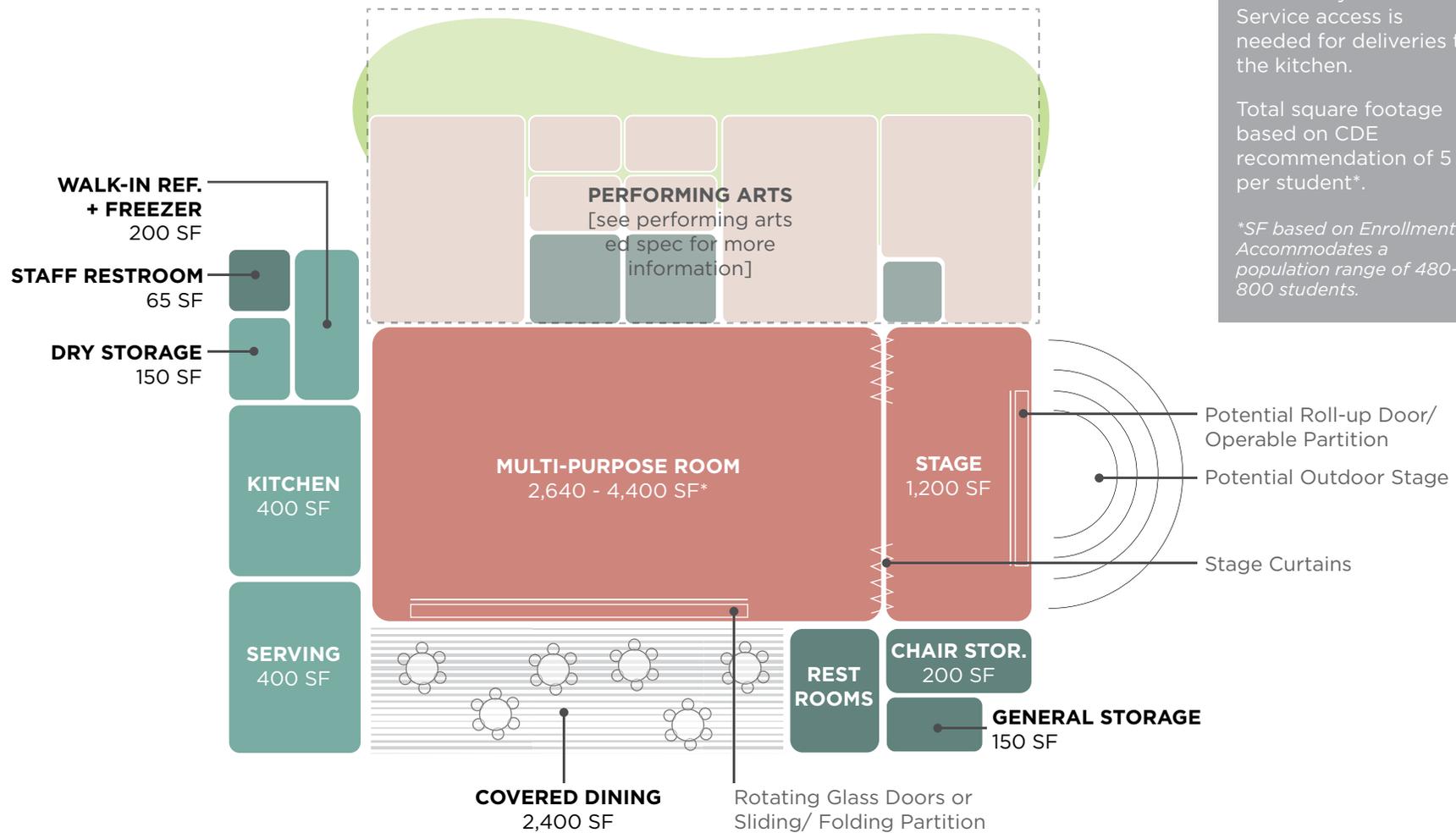
MULTI-PURPOSE ROOM SPACE DIAGRAM

ORGANIZATION

The Multi-Purpose building should be centrally located and near parking for community events. Service access is needed for deliveries to the kitchen.

Total square footage based on CDE recommendation of 5 sf per student*.

*SF based on Enrollment: Accommodates a population range of 480-800 students.



3.3 EDUCATIONAL VISION K-8 SCHOOLS

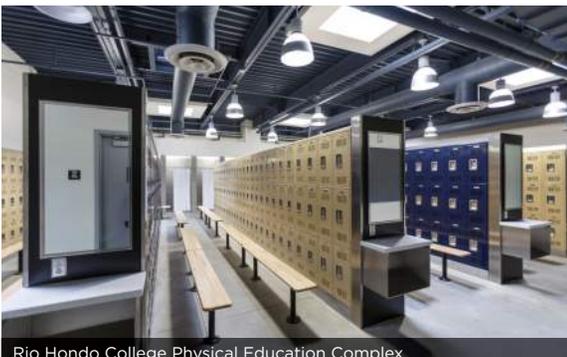
LOCKER ROOMS



Paramount High School



Rio Hondo College Physical Education Complex



Rio Hondo College Physical Education Complex

DESIGN OBJECTIVES

The Locker Rooms should be located near hardcourts and playfields for easy access by students and staff in physical education classes.

These spaces should be properly ventilated and bright with natural daylighting. Due to the high-use nature of these spaces, durable finishes that are easy to clean should be used throughout. Consideration for sightlines should be taken into account when determining the layout of the lockers and support spaces.

Offices should allow for supervision of the Locker Rooms. The storage spaces should provide a service opening to distribute equipment, supplies

and uniforms. Access to drinking fountains/ water bottle filling stations should be considered.

SPATIAL FEATURES

- Open structure, high ceiling, natural daylit space.
- Polished concrete flooring in locker rooms.
- Bench seating; multi-tier lockers that accommodate backpacks.
- Proper ventilation and exhaust system in locker room area; consider operable windows.
- Space should be branded/painted to encourage school spirit.

ACTIVITIES

- Support physical education activities / fitness
- Changing and other preparation for physical education / fitness
- Staff lesson planning

3.3 EDUCATIONAL VISION K-8 SCHOOLS

LOCKER ROOMS SPACE DIAGRAM

ORGANIZATION

The Locker Rooms should be located near or adjacent to existing playfields, hardcourts, or play areas for ease of access to physical education space.



3.3 EDUCATIONAL VISION K-8 SCHOOLS

AFTER SCHOOL PROGRAMS



DESIGN OBJECTIVES

Orange Unified offers two types of After School programs:

CARES Expanded Learning Program is a parent-paid program, staffed by District personnel, and offers care from 7am to 6pm, as well as camps throughout the year.

The After School Education and Safety Program, known as ASES, is provided by contracted programs such as the Boys and Girls Club, Camp Fire, THINK Together and the YMCA.

The After School Program spaces are student-centered and should foster a sense of curiosity and exploration. The space should be flexible in order to provide opportunities for large and small groups, as well as individual, focused learning.

The space should have physical and visual access to the exterior for supervision purposes. Multiple sinks for ease of clean up, storage systems to accommodate materials and projects, and areas to display student work should be provided.

SPATIAL FEATURES

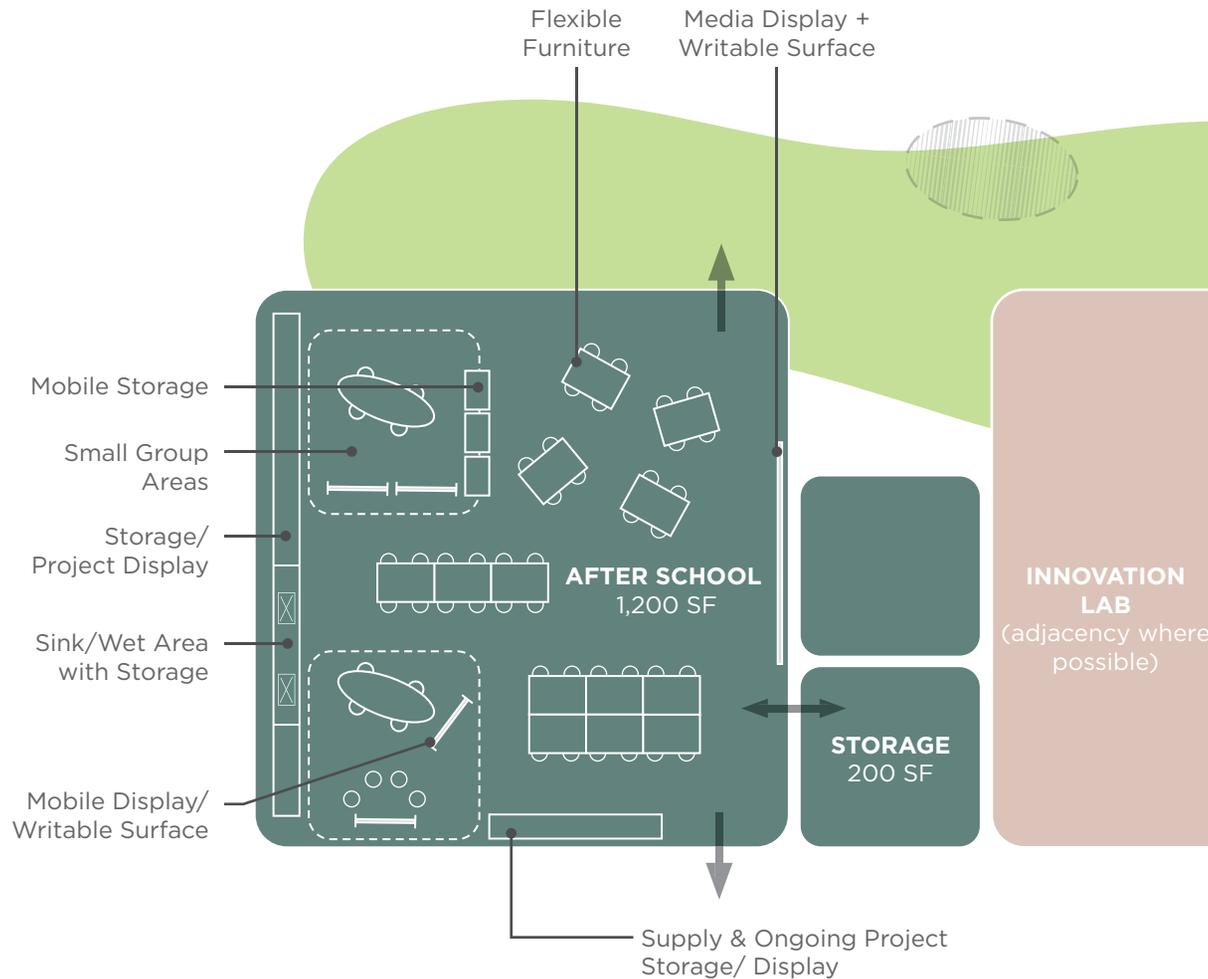
- Bright with natural daylight. Visual and physical access to the outdoors.
- Flexible, adjustable, easily moveable furniture, sized appropriately for the student age groups.
- Tackable and writable wall surfaces for student work display and presentation.
- Finish materials and flooring that are resilient, durable, and easy to maintain.
- Combination of secure and open storage supporting a variety of projects and supplies.
- Integrated technology to support mobility, collaboration, and work.

ACTIVITIES

- Exploration, active and interactive learning
- Group work and collaboration
- Individual work
- Hands-on and project-based learning
- Showcase and display student work

3.3 EDUCATIONAL VISION
K-8 SCHOOLS

AFTER SCHOOL PROGRAMS SPACE DIAGRAM



ORGANIZATION

Locate near parking for ease of access by students and parents before and after school.

Ideally adjacent to the Innovation Lab for shared use opportunities. Restroom access is needed.

KEY PLAN:





EDUCATIONAL SPECIFICATIONS
MIDDLE SCHOOLS

LPA

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

TYPICAL CLASSROOM



e3 Civic High School



Eastvale STEM Academy



Samueli Academy

DESIGN OBJECTIVES

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

Each classroom should be acoustically separated from each other and organized in a cluster with direct access to a collaboration space (interior or exterior).

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

SPATIAL FEATURES

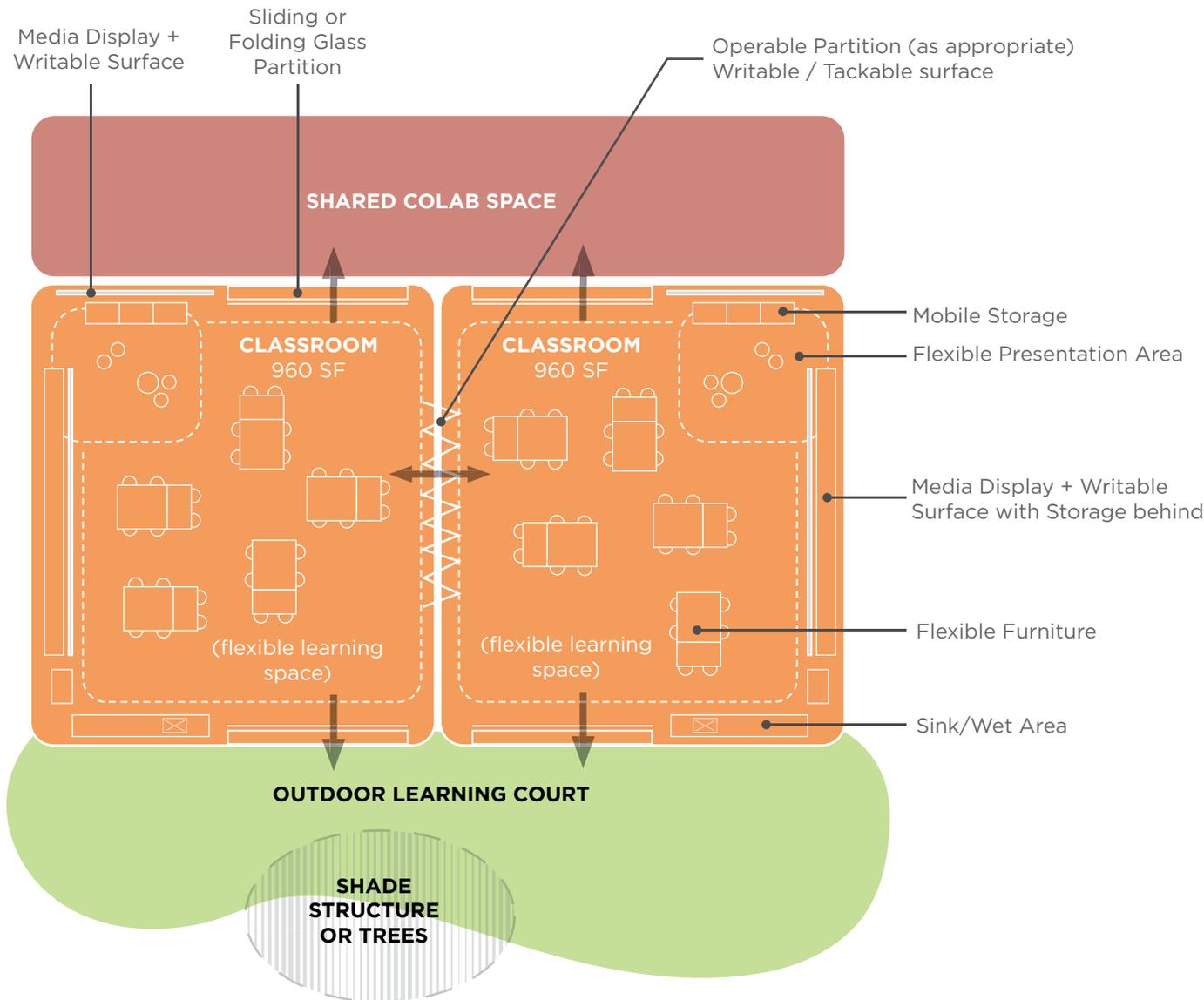
- Furniture should be adjustable, easily movable and sized appropriately for the student age group: consider combinations of furniture that promote focused learning and cool down/relaxation.
- Use color and lighting strategies to create open, inspiring spaces. Visual access to the outdoors.
- Provide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

ACTIVITIES

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

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

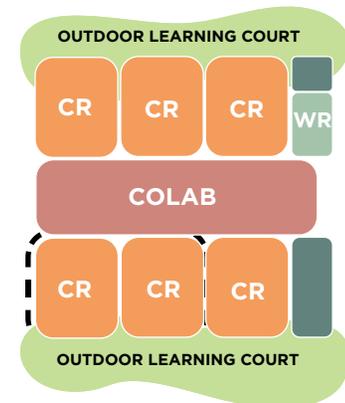
TYPICAL CLASSROOM SPACE DIAGRAM



ORGANIZATION

Group Classrooms together in pods that open into a shared collaboration space.

KEY PLAN:



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

COLLABORATION SPACES (INDOOR + OUTDOOR)



DESIGN OBJECTIVES

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

Interior Colabs should be equipped with mobile technology that is supported with multiple electrical outlets, integrated wireless infrastructure, and designed with flexible furniture to create different types of learning zones and activities. Materials and finishes should be highly durable and easy

to maintain. Acoustical treatment of the space should be considered to account for noise levels adjacent to classroom spaces.

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

SPATIAL FEATURES

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

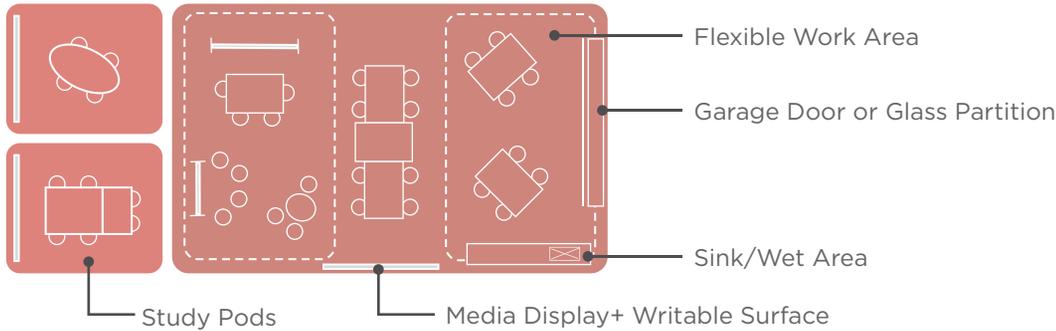
ACTIVITIES

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

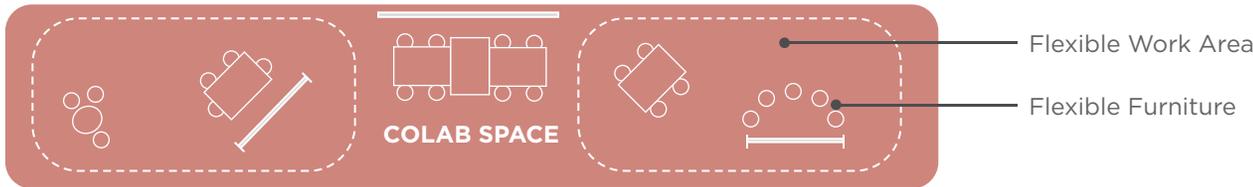
3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

COLLABORATION SPACE DIAGRAM

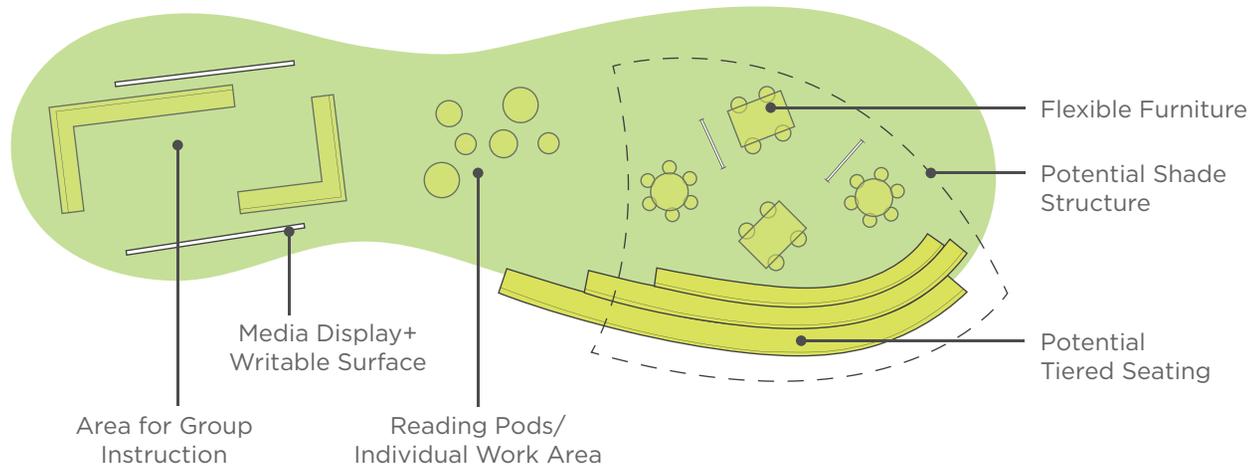
COLAB SPACE (A):



COLAB SPACE (B):



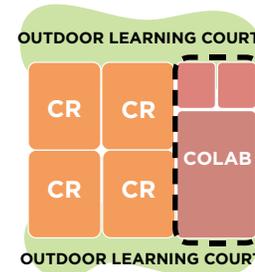
OUTDOOR LEARNING COURT



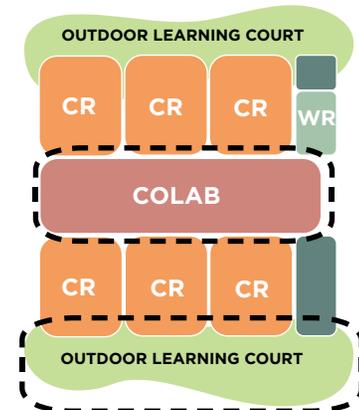
ORGANIZATION

Collaboration spaces are located centrally or adjacent to classroom clusters and near teacher workrooms to support student and teacher interaction.

KEY PLAN (A):



KEY PLAN (B):



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

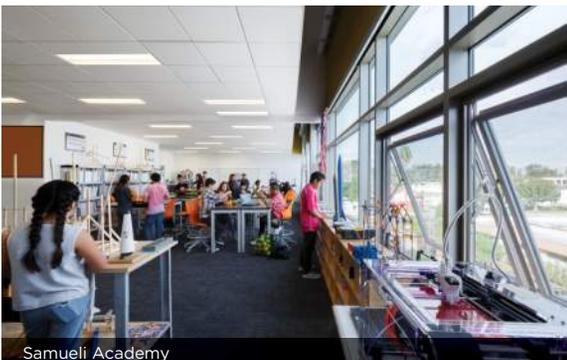
INNOVATION LAB



Stauffer Middle School



Johnson Middle School



Samueli Academy

DESIGN OBJECTIVES

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

The lab should have physical and visual access to the exterior, extending lessons outdoors. The outdoor space should provide shade with considerations

for an outdoor sink or wet area, and environmentally conscious landscaping to promote experimentation and learning.

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

SPATIAL FEATURES

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

ACTIVITIES

- Exploration, active and interactive learning
- Instructional demonstrations
- Group work, collaboration, and presentation
- Individual work and exploration
- Hands-on and project-based learning
- Showcase, display and presentation of student work

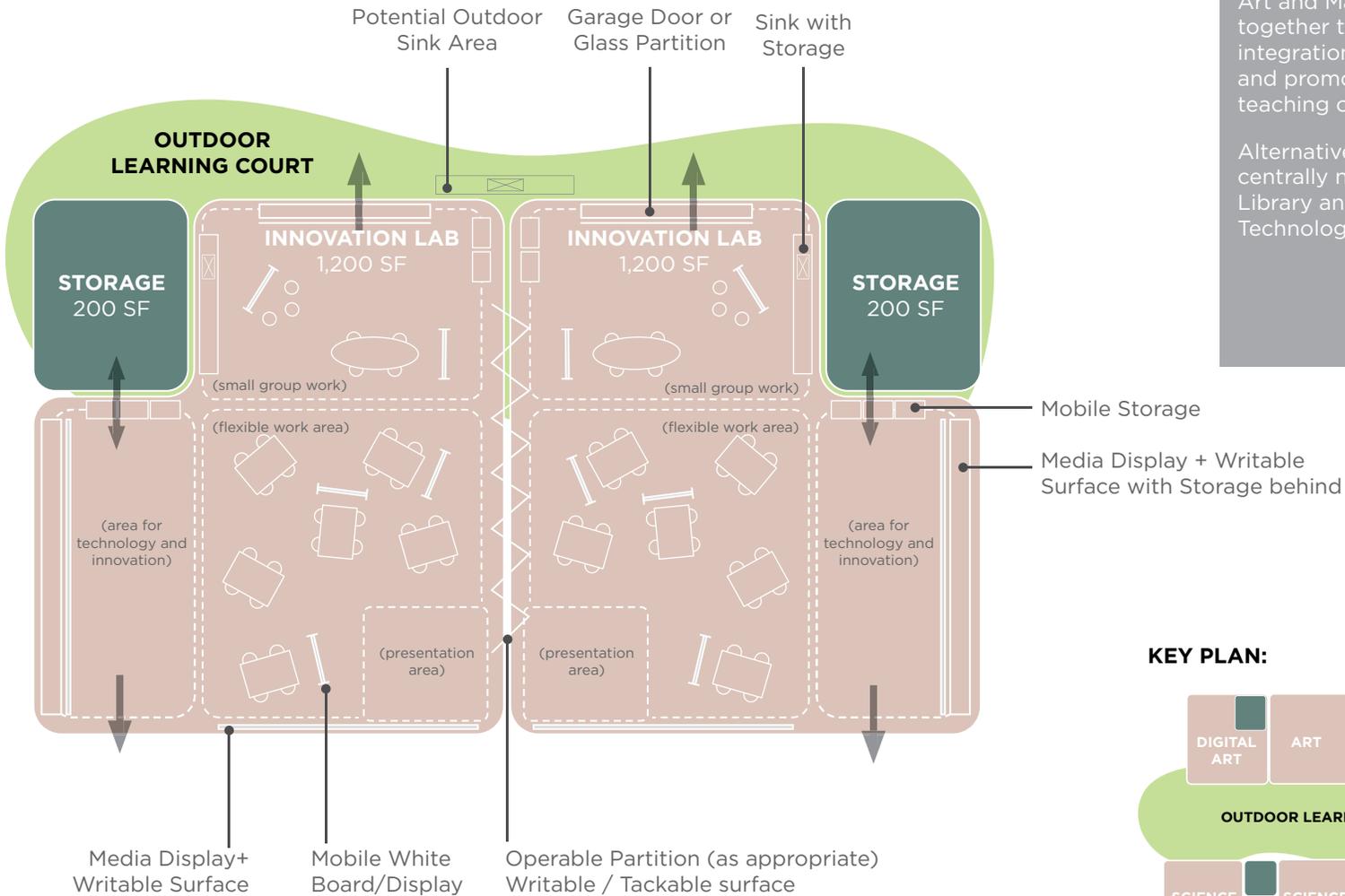
3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

INNOVATION LAB SPACE DIAGRAM

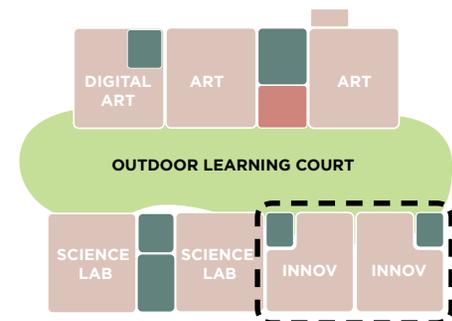
ORGANIZATION

Cluster Science, Engineering/ Robotics, Art and Math programs together to facilitate integration of subjects and promote team teaching opportunities.

Alternatively, locate centrally near the Library and Innovation/ Technology Lab.



KEY PLAN:



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

SCIENCE LAB



DESIGN OBJECTIVES

Science Labs should be open and engaging environments that encourage a sense of discovery. These spaces should inspire curiosity and exploration, and be a place where students can be innovative and messy. The labs should be designed to for flexibility and adaptability to support a variety of programs dependent on need.

Science Labs should be located in pairs with a shared Prep Room and Storage space in between. The labs and the prep room should have access to sinks for experimentation and clean up needs. The labs should have physical and visual access to the exterior allowing for bright, natural

daylighting as well as an opportunity for the classroom to extend outdoors.

Technology should be integrated and flexible to support different working environments. Materials and finishes should be durable and easy to clean. Furniture should be flexible and mobile to support collaboration and allow for the spaces to be reconfigured for small group work or labs.

SPATIAL FEATURES

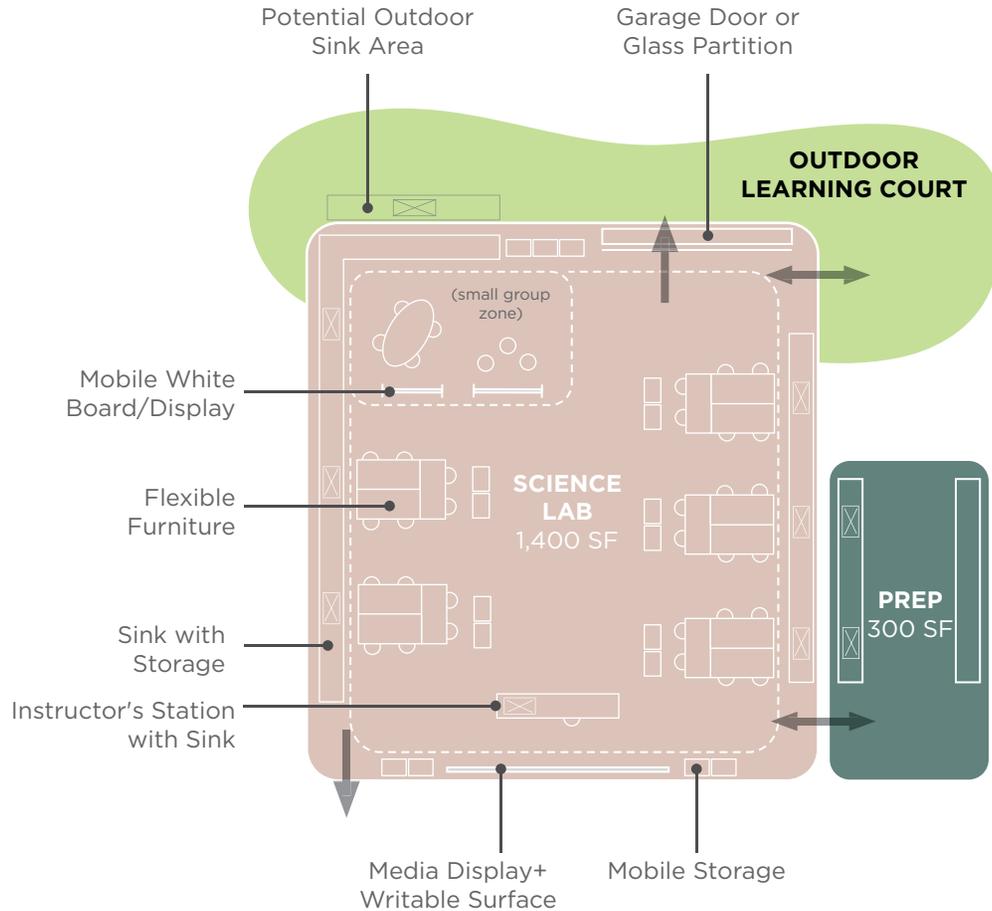
- Bright with natural daylight. Visual and physical access to the outdoors.
- Provide flexible furniture and space to support science experimentation and demonstration.
- Tackable walls and digital boards/projection for student work display and presentation.
- Finish materials and flooring that are durable and easy to clean (e.g. resilient or polished concrete flooring).
- Secure storage cabinets, a slat wall system, and open shelving for easy access to supplies and projects.
- Integrated technology to support teacher and student mobility, collaboration, and work.
- Many flexible data/power outlets, consider ceiling power cord reels.

ACTIVITIES

- Exploration, active and interactive learning
- Large group instructional demonstrations, group and individual work
- Science experimentation and exploration
- Outdoor exploration
- Hands-on and project-based learning
- Showcase, display and presentation of student work

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

SCIENCE LAB SPACE DIAGRAM

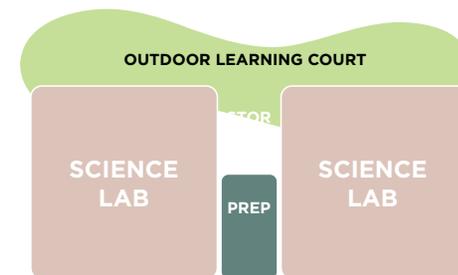


ORGANIZATION

Cluster Science, Engineering/ Robotics, Art and Math programs together to facilitate integration of subjects and promote team teaching opportunities.

Science Labs should be located in pairs with adjoining prep and storage rooms.

KEY PLAN:



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

ELECTIVE LAB



Samuelli Academy



South Tahoe High School



Menlo-Atherton High School

DESIGN OBJECTIVES

Elective Labs should be flexible to allow programs to change and evolve over time. These environments should inspire curiosity and discovery, foster individual interest and investigation and make students feel comfortable to take risks without the fear of failure.

Elective Labs should be designed as open and flexible with space to accommodate changing technological and infrastructure needs of the program. Include areas for lecture, demonstration and hands-on applications. Plan for areas to display student work and ongoing projects, with an emphasis on celebrating the process itself. Incorporate storage space for equipment, tools

and materials. Materials and finishes should be durable and easy to clean. Consider connections to the outdoor learning environment and how the lab environment could expand and grow into the outdoor space for experimentation and messy projects.

SPATIAL FEATURES

- Select furniture based on the needs of the program.
- Finishes should accommodate the activities. The space could have resilient flooring/polished concrete or carpet depending on the program activities.
- The finishes contribute to the overall acoustical quality of the space; include materials that absorb sound.
- Provide technology and equipment to support program needs.
- Labs should receive the typical classroom technology package in addition to their specialized needs.
- Adequate access to power outlet.

ACTIVITIES

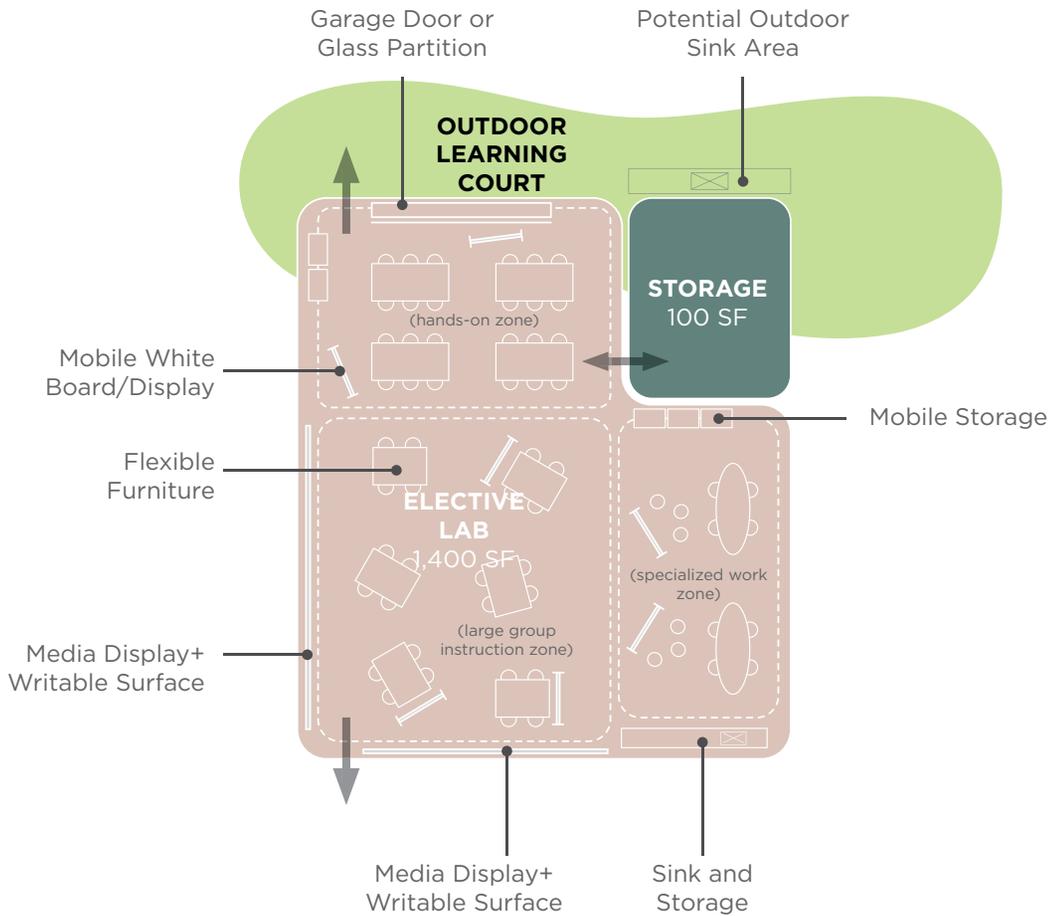
- Hands-on learning for technical skills training
- Student-led project-based learning
- Interdisciplinary technical projects relating to other coursework
- Applying skills in a project-based scenario or real world problem solving
- Practicing the (4) C's: collaborate, create, critical thinking and communicate
- Collaboration with other classes and/or fields of study

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

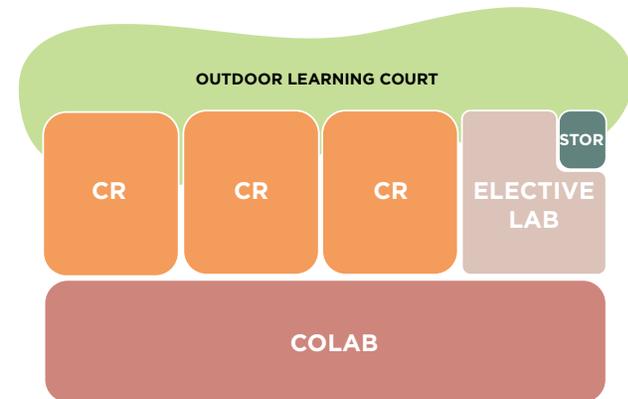
ELECTIVE LAB SPACE DIAGRAM

ORGANIZATION

Consider collocating Elective Labs with classroom spaces to allow for collaboration and interdisciplinary learning.



KEY PLAN:



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

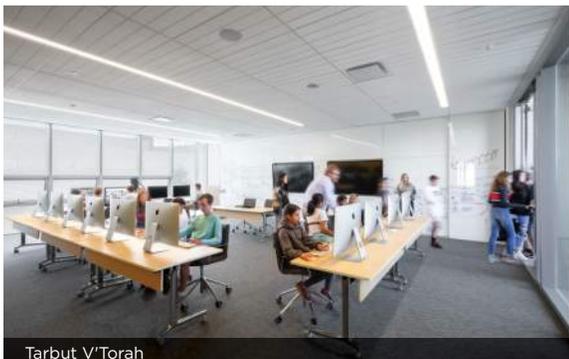
ART (PHYSICAL + DIGITAL)



San Marcos High School



Samueli Academy



Tarbut V'Torah

DESIGN OBJECTIVES

The Art Labs should be open, inviting and engaging spaces, with natural daylight. The spaces should inspire curiosity and discovery, while fostering individual interests and investigation.

The labs should have physical and visual access to the exterior, extending lessons outdoors. The outdoor space should provide shade with considerations for an outdoor sink or wet area.

Support spaces and features should include: multiple sinks for ease of clean up, direct access to a secure storage room for materials and projects, appropriate storage systems to accommodate different projects and supplies within the lab spaces, and areas to display student work. A gallery space that can be used for pin-ups as well as showcase student work to the rest of the campus should be considered.

SPATIAL FEATURES

- Adjustable height workstations to allow for sitting or standing height.
- Multiple sinks for project clean up and handwashing.
- Deep counters for large paper storage, paper cutters, light tables, and other equipment.
- The space should have resilient, durable flooring that is easy to clean.
- Acoustical ceiling and finishes to reduce reverberation time to allow for concurrent activities.
- Tackable wall surfaces for display of student work.
- Operable windows for natural ventilation and increased occupant comfort.
- Flexible power and data, consider power cord reels at ceiling to respond to changing configurations and technology and equipment needs.

ACTIVITIES

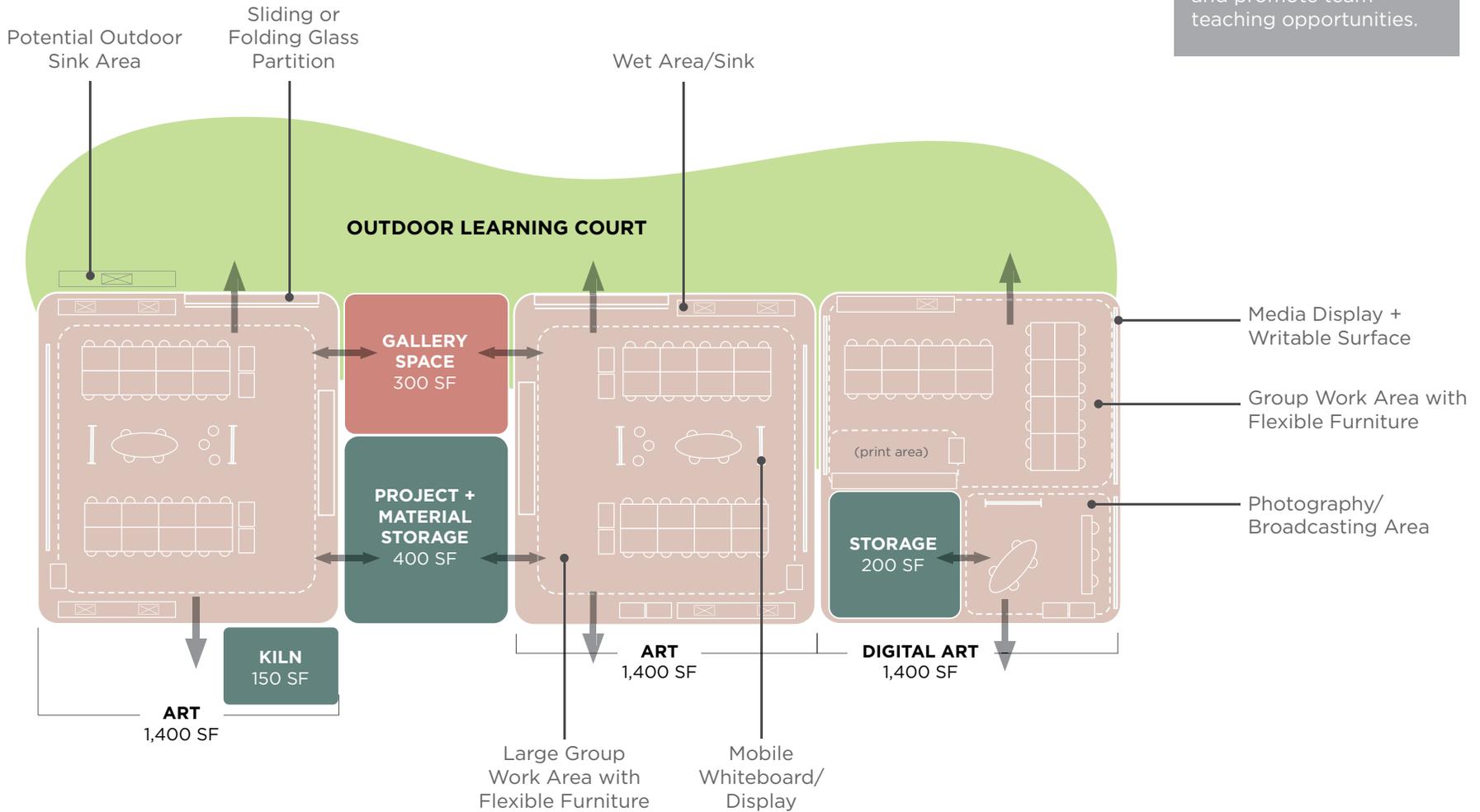
- Large group instruction and demonstration
- Group and individual project-based learning
- Presentation of artwork, curation of art exhibits
- 2D drawing / sketching / painting / mixed media
- Digital illustration and painting, photo manipulation
- Showcase and presentation of student work

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

ART (PHYSICAL + DIGITAL) SPACE DIAGRAM

ORGANIZATION

Cluster Science, Engineering/ Robotics, Art and Math programs together to facilitate integration of subjects and promote team teaching opportunities.



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

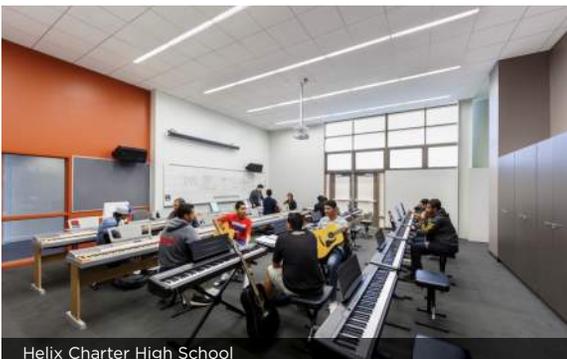
PERFORMING ARTS



Corona del Mar High School



Helix Charter High School



Helix Charter High School

DESIGN OBJECTIVES

The Performing Arts Classrooms should inspire creativity and interactive learning and allow students to explore their voice, instrument, creative and performance abilities. These spaces should be flexible and acoustically isolated for instruction and participation in music and drama programs.

The Music Classrooms should have a large group music area for full-class practice and small group music areas for individual development and 1 on 1 instruction. Included within the classrooms and the adjacent storage areas should be places for adequate instrument storage and a wet area with a sink for instrument cleaning and repair. Selected

finish materials should accommodate, contribute to, and support the acoustical qualities of the spaces.

The Drama Classroom should have a large group instructional area for full-class instruction, practice and rehearsals and emulate aspects of the performance environment.

Celebrate students by providing space to display awards as well as upcoming performances and events, both physically and digitally.

SPATIAL FEATURES

- Include easily movable chairs and music stands that can be stored efficiently as needed.
- Finishes should contribute to the acoustical qualities of the space. Include finish materials that can absorb sound.
- Combination of secure and open storage for instruments, music stands, props and supplies.
- Provide an accessible sink for instrument cleaning/repair.
- Operable windows for natural ventilation and increased occupant comfort.
- Integrated technology to support teacher and student mobility, collaboration, and work.

ACTIVITIES

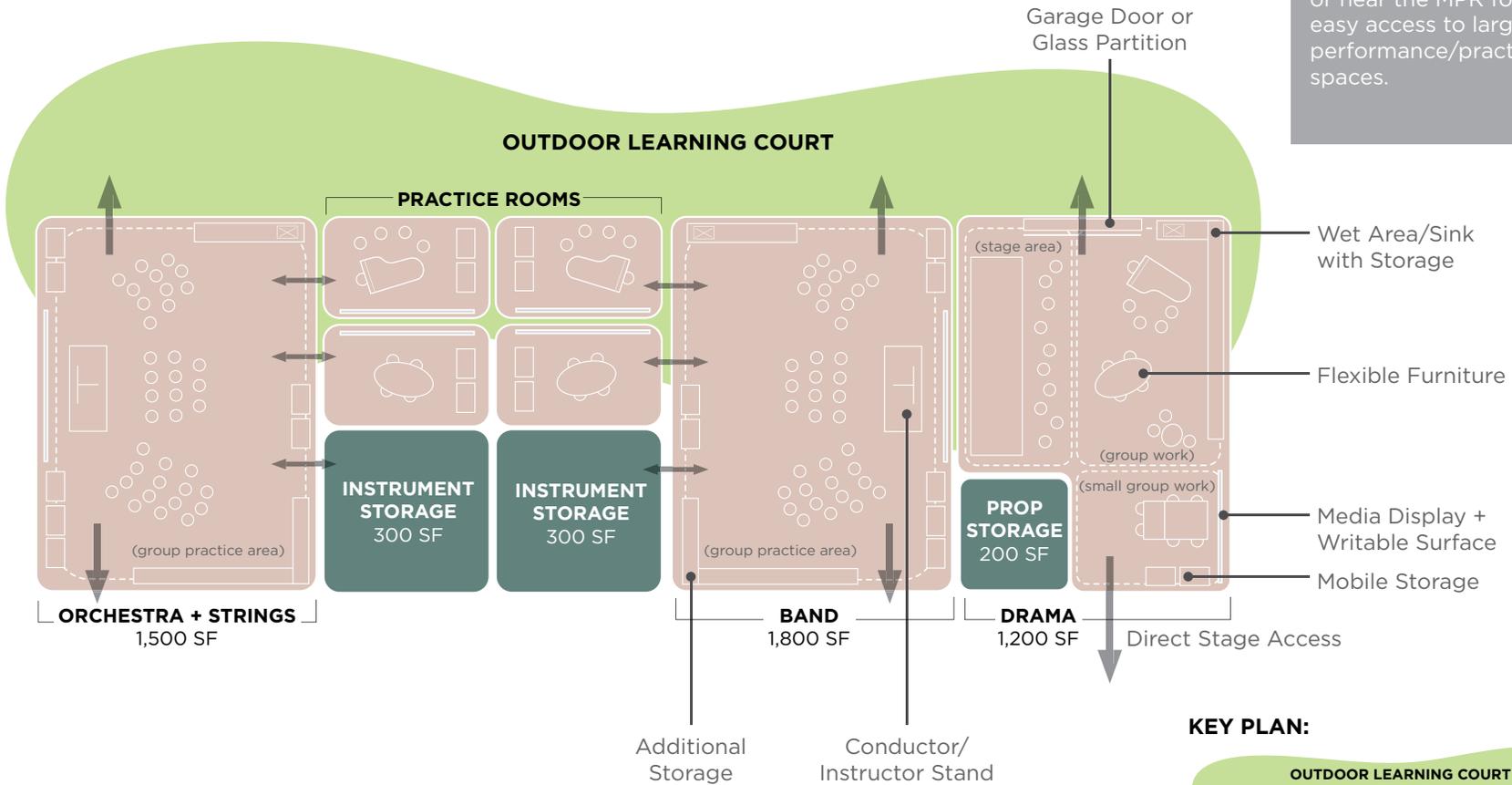
- Large group instruction and demonstration
- Small group and individual practice / ensemble
- Instrument and prop storage
- Developing technical abilities and improvisation techniques
- Creating and collaboration
- Hands-on experience through rehearsals
- Display of awards and event announcements

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

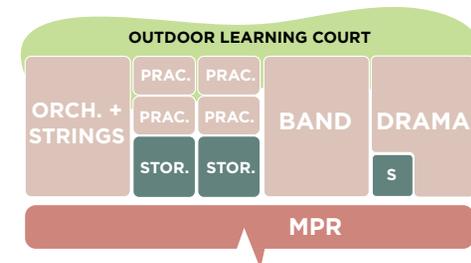
PERFORMING ARTS SPACE DIAGRAM

ORGANIZATION

The VAPA Suite should be located next to or near the MPR for easy access to large performance/practice spaces.



KEY PLAN:



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

SPECIAL EDUCATION AND LEARNING RESOURCE CENTER (LRC)



DESIGN OBJECTIVES

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

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

recompose themselves for learning.

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

SPATIAL FEATURES

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

ACTIVITIES

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

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

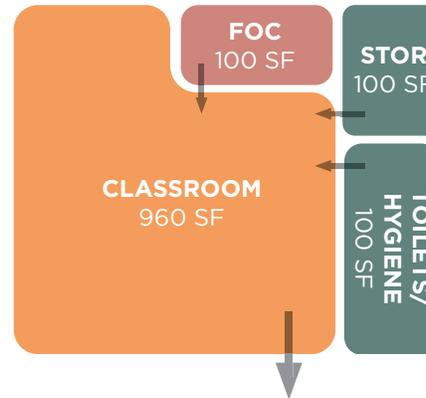
SPECIAL EDUCATION & LRC SPACE DIAGRAMS

ORGANIZATION

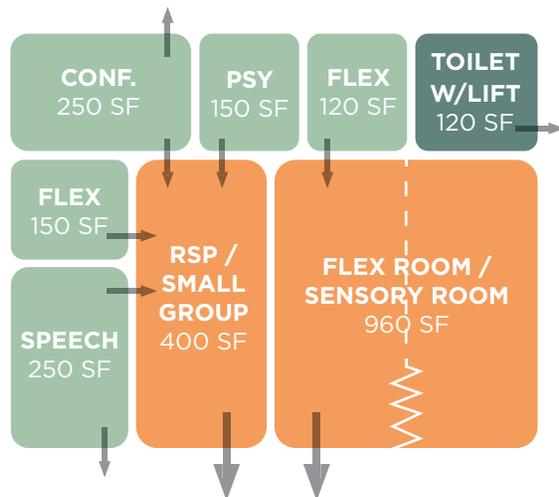
MILD/MODERATE PROGRAMS



MOD/SEVERE PROGRAMS



LEARNING RESOURCE CENTER (LRC)



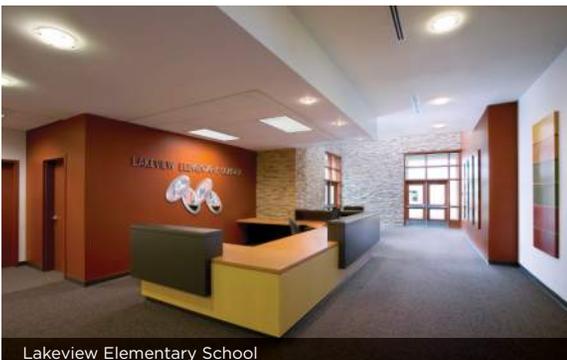
Special Education programs vary at each site depending on the need of that particular school community.

Mild/Moderate & Mod/Severe Programs should be located with General Education Classrooms of grade-level peers.

The Learning Center should be located near the Library or central to the campus for ease of student access and support.

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

ADMINISTRATION



DESIGN OBJECTIVES

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

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

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

SPATIAL FEATURES

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

ACTIVITIES

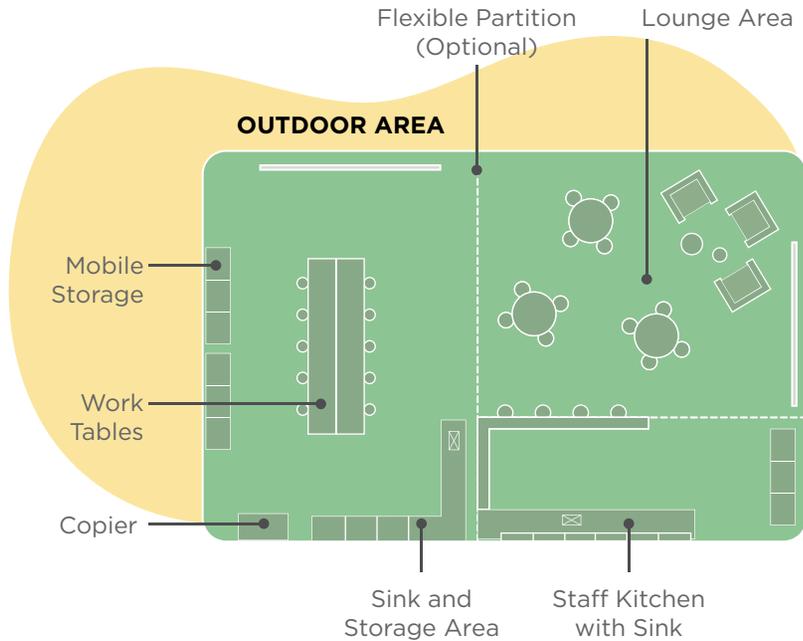
- "Front door" to the school community and the public
- Administrative duties, conference, discipline, health support, counseling and student support
- Staff support - collaboration and access to materials
- Consultation and meetings
- Parent resource access

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

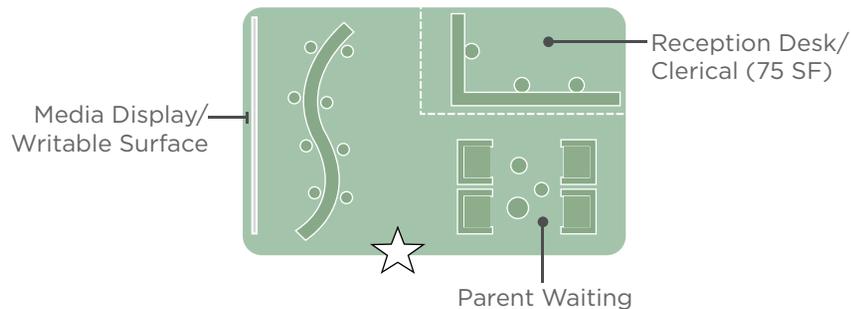
ADMINISTRATION SPACE DIAGRAM

ORGANIZATION

STAFF LOUNGE + WORKROOM



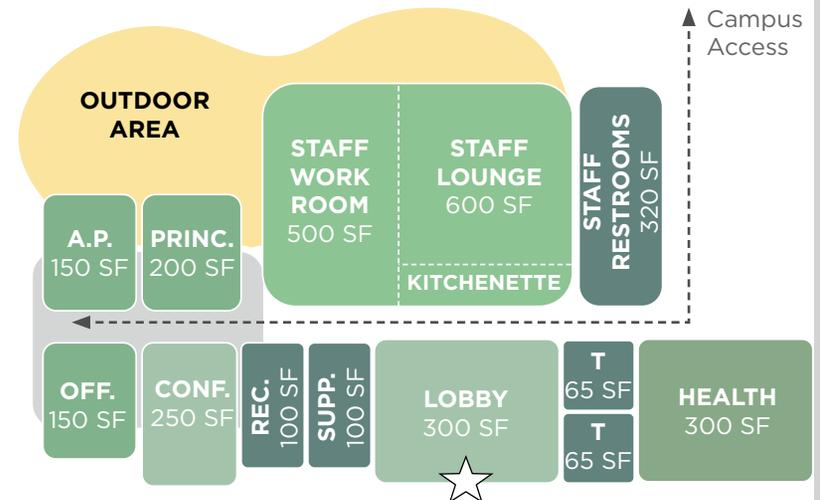
LOBBY



Administration building should be the main public entry of the school. Organize more 'public' functions (Health and Conference Room) near the Reception/ Lobby area. Locate more 'private' functions (Offices and Staff Work) towards the interior.

Provide students access from the campus interior.

KEY PLAN:



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

LIBRARY



DESIGN OBJECTIVES

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

The Media Center should be designed to support concurrent activities of different noise levels and different sizes in a variety of spaces/zones, including a large group area for an entire class, a reading/storytelling

area, a research area and a Tech Zone with a green screen. Additionally, appropriate storage for textbooks and technology, as well as a workroom for storage book repairs/processing should be included.

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

SPATIAL FEATURES

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

ACTIVITIES

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

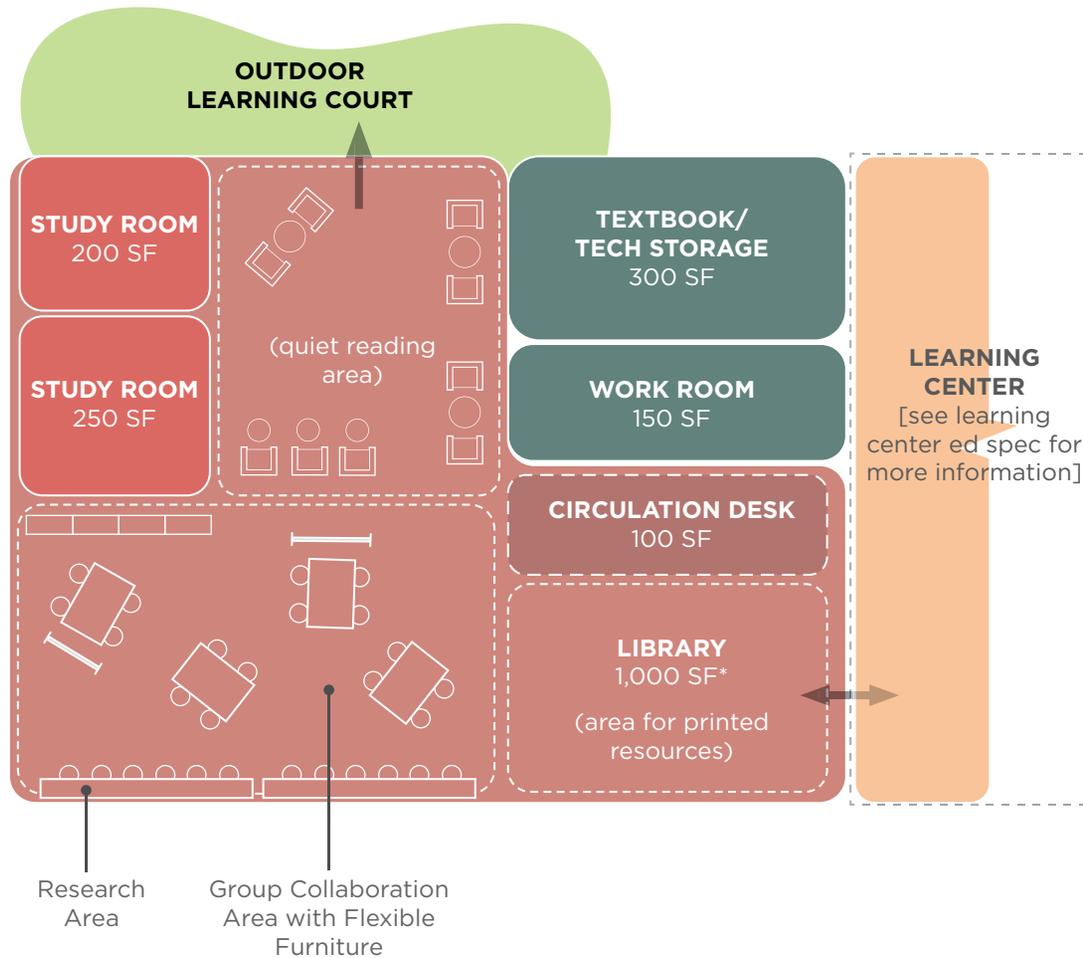
3.4 EDUCATIONAL VISION
MIDDLE SCHOOLS

LIBRARY SPACE DIAGRAM

ORGANIZATION

Centrally locate, near front of school for after school hours and community access.

**SF based on Enrollment: Accommodates a population range of 900-1000 students.*



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

MULTI-PURPOSE ROOM (MPR)



San Marcos High School



Fabra Elementary School



Montgomery Middle School

DESIGN OBJECTIVES

The MPR is a space intended for multiple uses, allowing easy transitions from a performance/assembly space to an activity space to a dining space during inclement weather. It should be flexible - accommodating for a range of quiet, intimate activities to large, active ones.

The ideal location is near parking for after hours and community event access - service and delivery access should be considered to avoid conflicts with pedestrian traffic.

The design of the MPR should instill a sense of school pride through the use of color and display of awards and student work. The space should be

bright with natural daylight, but allow for controls to darken the room for a presentation. An adjacent outdoor space with covered seating should be provided for dining. In addition, consideration for an outdoor stage and amphitheater where space permits should be taken into account.

Support spaces include storage for chairs, tables, and performance needs, a kitchen to accommodate food warming, a queuing system for food service, and access to restrooms.

Security, safety measures, and separate storage should be considered for community use both before and after school hours.

SPATIAL FEATURES

- Open, high ceilings.
- Incorporate natural daylighting with the ability to control it for presentations and security.
- Durable and flexible furniture: tables and chairs that have the ability to stack and store.
- Acoustically designed space to accommodate large group activities. Use absorbent ceiling/wall materials to reduce reverberation time.
- Resilient and durable flooring.
- Integrated technology with wireless access throughout. Large projection; built-in audio-visual system, sufficient access to power. Adjustable lighting to accommodate a variety of event types.
- Plan space for trash collection and recycling.

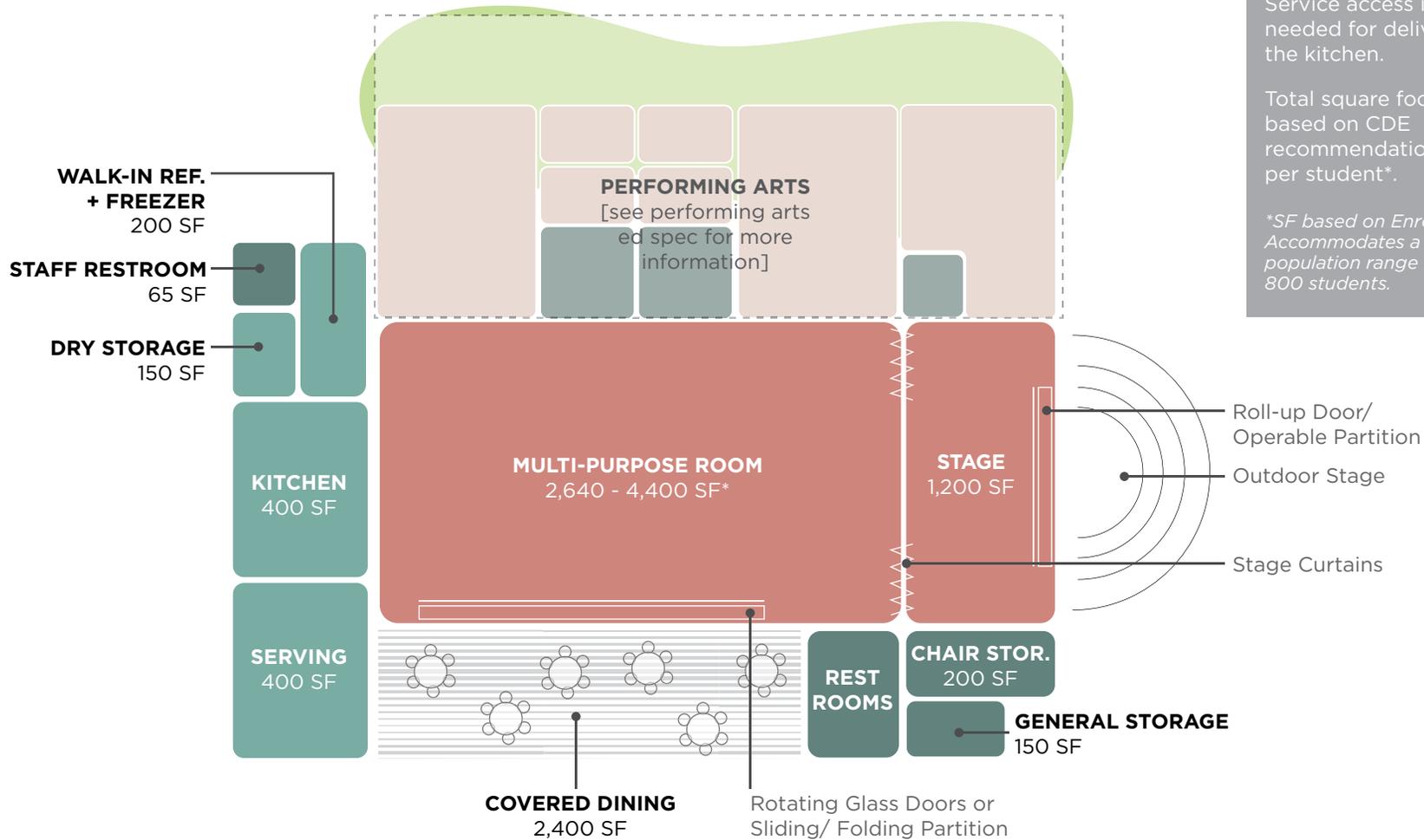
ACTIVITIES

- Assemblies and large group presentations
- Innovation and Book Fairs / Author Visits
- Student activities and collaboration
- Food Service / Indoor Student Dining
- Community Use
- Instructional activities to support physical education, music and drama

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

MULTI-PURPOSE ROOM SPACE DIAGRAM

ORGANIZATION



The Multi-Purpose building should be centrally located and near parking for community events. Service access is needed for deliveries to the kitchen.

Total square footage based on CDE recommendation of 5 sf per student*.

*SF based on Enrollment: Accommodates a population range of 480-800 students.

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

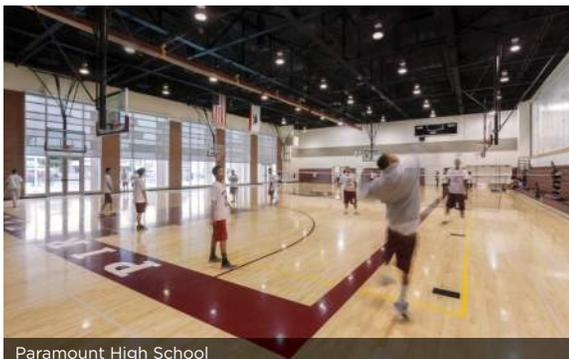
GYMNASIUM



Pleasanton Elementary School



Nimitz Middle School



Paramount High School

DESIGN OBJECTIVES

The Gym should be located near the parking lot, closer to the front of the school in consideration for after hour activities and community accessed events. Additionally, it should be placed next to or near locker rooms, hardcourts, and playfields.

This space should be properly ventilated, bright with natural daylighting, and designed in a way that encourages school spirit. Areas to display and celebrate student work and achievement (trophies, banners, and awards) should all be considered. The Gym should contain graphics and vibrant paint that promotes liveliness and school pride.

This space should support activities ranging from large school gatherings and community town halls, to physical activities. Because this area is of high use by large groups of people, the gym should have durable, easy to maintain finishes. The gym should have integrated technology with wireless access throughout to support a variety of events.

Important things to consider are access to restrooms, access to drinking fountains/water bottle filling stations, an open and inviting lobby space, proper storage space for equipment, and space for ticketing.

SPATIAL FEATURES

- Open structure, high ceiling, natural daylit space.
- Polished concrete flooring in locker rooms.
- Bench seating; multi-tier lockers that accommodate backpacks.
- Proper ventilation and exhaust system in locker room area; consider operable windows.
- Lobby space should be open and inviting - welcoming to students, staff, and community members.
- Space should be branded/painted to encourage school spirit.
- Integrated technology and wireless access throughout. Infrastructure to support small to large gatherings.
- Areas that showcase student and school achievements (trophies, banners, awards, etc.).

ACTIVITIES

- Support physical education activities / fitness
- Changing and other preparation for physical education / fitness
- Staff lesson planning
- Physical education classes
- Recreational fitness activities
- Large school gatherings
- Community use

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

GYMNASIUM SPACE DIAGRAM

ORGANIZATION

The Gymnasium should be located near parking for community events. It would ideally be placed near the locker rooms.

Locate near or adjacent to existing playfields and hardcourts for ease of access to physical education space.



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

AFTER SCHOOL PROGRAMS



Stacey Middle School



Menlo-Atherton High School



Cumberland Academy High School

DESIGN OBJECTIVES

Orange Unified offers two types of After School programs:

CARES Expanded Learning Program is a parent-paid program, staffed by District personnel, and offers care from 7am to 6pm, as well as camps throughout the year.

The After School Education and Safety Program, known as ASES, is provided by contracted programs such as the Boys and Girls Club, Camp Fire, THINK Together and the YMCA.

The After School Program spaces are student-centered and should foster a sense of curiosity and exploration. The space should be flexible in order to provide opportunities for large and small groups, as well as individual, focused learning.

The space should have physical and visual access to the exterior for supervision purposes. Multiple sinks for ease of clean up, storage systems to accommodate materials and projects, and areas to display student work should be provided.

SPATIAL FEATURES

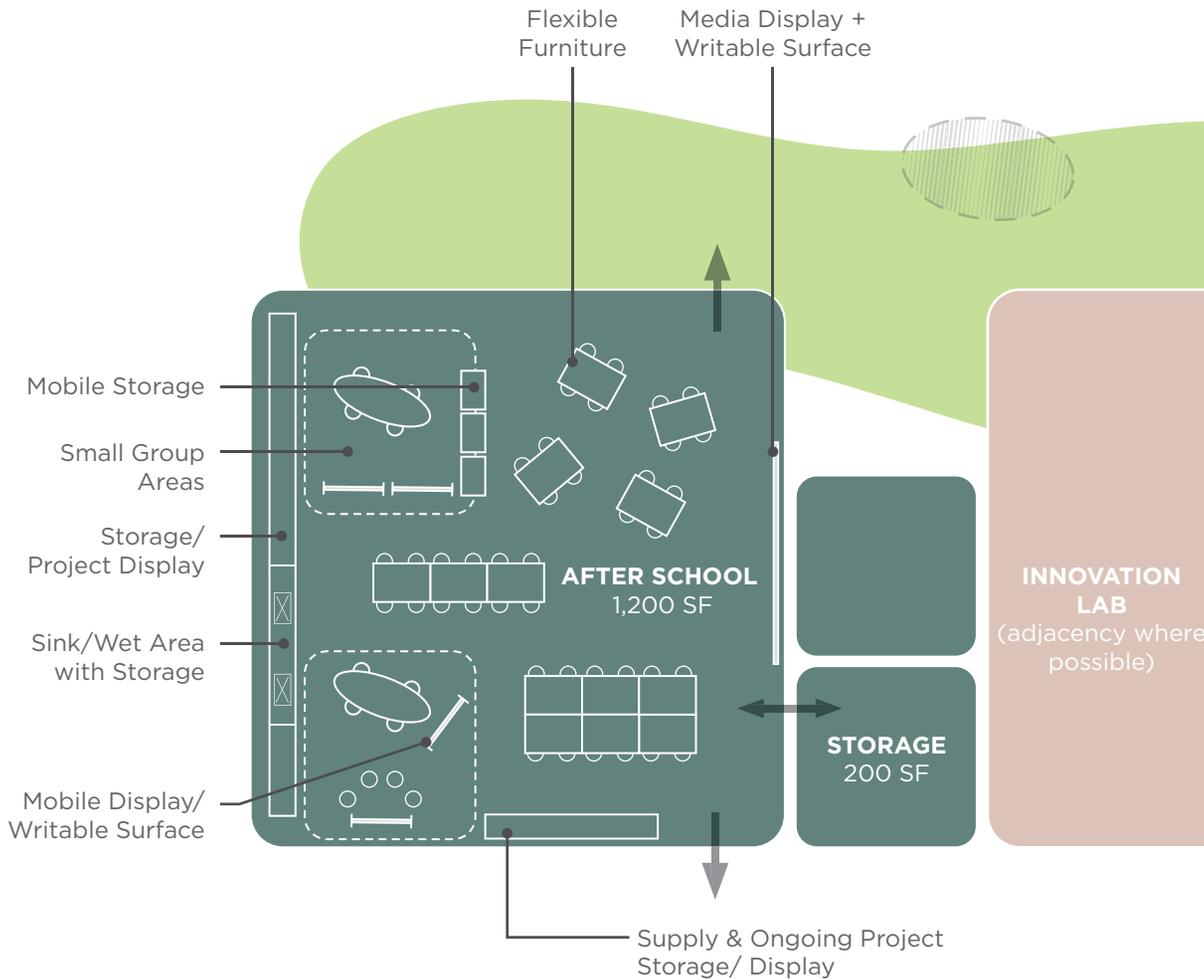
- Bright with natural daylight. Visual and physical access to the outdoors.
- Flexible, adjustable, easily moveable furniture, sized appropriately for the student age groups.
- Tackable and writable wall surfaces for student work display and presentation.
- Finish materials and flooring that are resilient, durable, and easy to maintain.
- Combination of secure and open storage supporting a variety of projects and supplies.
- Integrated technology to support mobility, collaboration, and work.

ACTIVITIES

- Exploration, active and interactive learning
- Group work and collaboration
- Individual work
- Hands-on and project-based learning
- Showcase and display student work

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

AFTER SCHOOL PROGRAMS SPACE DIAGRAM



ORGANIZATION

Locate near parking for ease of access by students and parents before and after school.

Ideally adjacent to the Innovation Lab for shared use opportunities. Restroom access is needed.

KEY PLAN:

