



EDUCATIONAL SPECIFICATIONS

ELEMENTARY AND MIDDLE SCHOOLS

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HED

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INTRODUCTION

The Elementary and Middle School Educational Specification is a design guideline for the educational and programmatic needs to support Mt. Diablo Unified School District's (MDUSD) goals for teaching and learning.

Every time a new project is planned, whether it is a renovation or a new building, these design guidelines will be used by the team of architects, engineers and MDUSD stakeholders collaborating on the project planning to both inspire creative design solutions and provide standards to seek parity district-wide. The Educational Specifications will expedite the planning and design process and guide project budgets. Every time a project is planned and built, the Educational Specifications will be tested, therefore, they are a living document that will evolve as pedagogy evolves.

School and classroom design should facilitate 21st century learning that prepares students for college, careers, and community. Student-centered learning focused on projects, experiential learning, and student use of technology should be well supported in the design of Mt. Diablo Unified School District's schools.

In 2018, the voters in the Mt. Diablo Unified School District approved Measure J, a \$150 million bond measure called the "School Safety and Classroom Improvement Measure" which will be used to improve student safety and security measures; replace outdated electrical, mechanical, and plumbing systems; and upgrade career tech and science, engineering, and technology classrooms and labs. These funds, together with other capital funds, will provide capital improvements to the schools and other District facilities and includes funding directed at creating safe, innovative learning environments and instructional technology. The Educational Specification will guide these and future investments.

Not all recommendations within the Educational Specification will be realized due to budget, uniqueness of specific site designs, and other constraints. The Educational Specification is intended to serve as a guideline for district programmatic needs and to allow the design professional's flexibility in addressing each site's unique requirements while providing broad standards for parity.

Additionally, square footages and other quantitative measures referenced within this document are a reflection of California Department of Education standards, acknowledging that the median amount of square footage per

student being built nationally and regionally over time has increased, and that existing facilities may meet prior, but not current requirements. The Title 5 standards by which projects are evaluated by CDE allow variation in program delivery in response to the varies educational needs of Districts throughout the state. For example, a school that serves a student population with extensive needs for intervention and remediation services will have different facility needs than a school without such demands.

School design is in response to the educational program provided by a District and the aim of this Educational Specification is to provide guidelines for the design of schools utilizing the CDE guidelines while acknowledging that existing facilities may meet prior, not current guidelines. In so much as possible, when new facilities are constructed or modernization funds allow, modifications and increases of square footage to provide campus parity, meet CDE guidelines and also align with the campus program needs are recommended.

Additional information may be found on CDE's website:
<https://www.cde.ca.gov/>

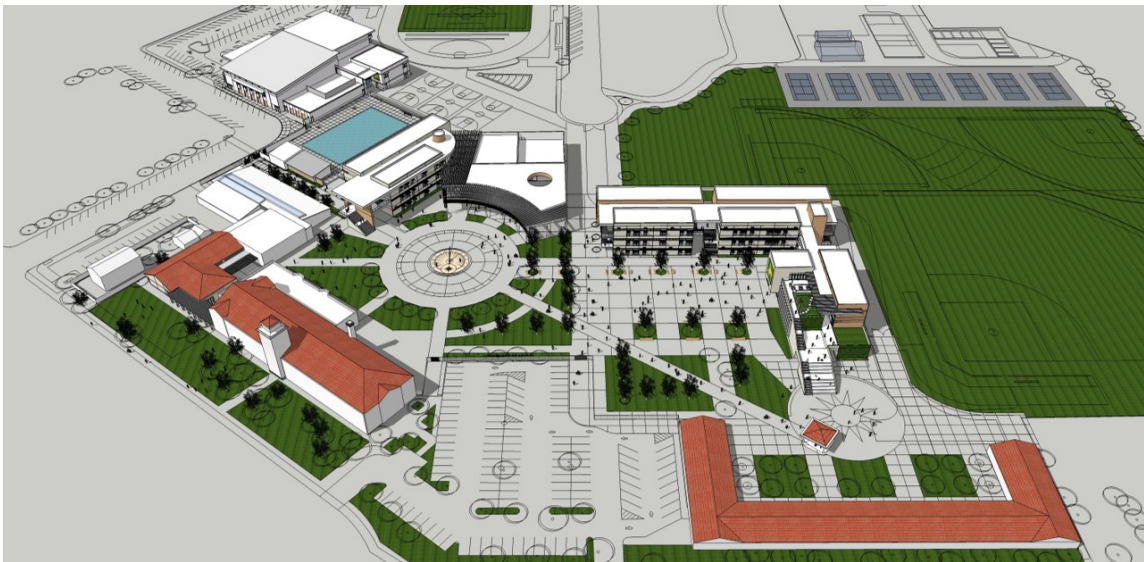


Image 1: Campus Planning Concept

EDUCATIONAL SPECIFICATION HIGHLIGHTS

The Educational Specification encompasses a broad range of spaces to support learner-centered education in MDUSD. While all areas are important to the delivery of educational services, the following areas are highlighted.

Parity

A major component of the educational specification process and work is to consider parity throughout each campus grade configuration. The 2018 Facility visioning process aimed to provide parity with other district projects and should be validated in future planning. This means that if a specific program space was provided at one campus, it should be provided at all campuses when possible. Parity also includes flexibility for school sizes. For instance, all schools require a multipurpose room, but the size of that room depends on the number of students served, therefore a square foot per student or range of area is recommended in the specification. Parity does not mean that schools will look alike or have exactly the same space, but that each school should be able to serve like functions.

Instructional Technology

In 2021, MDUSD developed the 2021-2031 Strategic Technology Plan as a long-range roadmap for instructional technology. The plan envisions flexible and technology-rich learning environments that reflect the technological world outside the classroom. Instructional Technology outlines a vision for learning and teaching that provides students with meaningful opportunities to engage with real-world technology to support standards mastery and become college and career ready.

This Educational Specification includes a chapter on Instructional Technology that quantifies the number of data drops and wireless access points for each classroom, provides charging station areas, and lays the groundwork for reliable campus-wide Wi-Fi connectivity. Technology is ever changing and will require frequent review, planning, and amendments to the Educational Specification over time.

Sustainability

In 2004, MDUSD's Board approved a mandate that projects adhere to the Collaborative for High Performance Schools (CHPS) design standards under the CHPS Designed™ recognition program to the maximum extent possible based on the unique scope of each site. CHPS standards are designed to reduce operating costs, achieve higher student performance, increase daily attendance,

retain quality teachers and staff, and minimize environmental impact by designing and modernizing schools utilizing the CHPS scorecard. CHPS standards help make schools energy, water and material efficient, well lit, thermally comfortable, acoustically sound, safe, healthy, and easy to operate.

Community Room / Wellness Center

The Educational Specification recommends at least one space allowing for Community Use on each campus which could also be a Wellness Center. Community spaces foster strong partnerships between teachers, staff, families, administrators, students, and community partners through open dialogue, inclusive spaces, ongoing learning, and shared responsibilities that drive and unify the school community. Family and community engagement is key to a healthy and thriving school. At the elementary level, some sites may create spaces where outside support providers and community resource partners may meet with students and families to provide support. Middle schools may designate spaces as Wellness Centers where counselors are located, social workers might meet with students and families and outside community and resource partners can further assist.

Learning Spaces (Classrooms)

Classroom learning spaces are the foundation of the school campus, and are the spaces where transformative learning takes place throughout the grades. Learning happens throughout the campus — in the outdoor spaces, the multipurpose room, library/media center, and specialty spaces — but is centered in the classroom with the classroom teacher. When Learning Spaces are designed or redesigned, an emphasis on flexibility in configuration, teaching and learning with technology, and adaptability will promote student-centered instruction.

ACKNOWLEDGMENTS

Executive Committee

Dr. Lisa Gonzales, Chief Business Officer

Jennifer Sachs, Chief of Educational Services

Melanie Koslow, Director of Maintenance & Operations

Robert Sidford, Director of Technology and Innovation

MDUSD MISSION, VISION, PRINCIPLES, AND GOALS

Mt. Diablo Unified School District makes facility and educational specification decisions based on critical state and local guidance documents.

Mission

We graduate students prepared for college, career, and civic responsibility.

Vision

We will raise all of our students' ability to read, write, and think critically through engaging, rigorous, standards-based instruction.

We will improve all of our students' physical health, emotional well-being, and sense of responsibility to self and the community.

We will instill determination in all of our students to persevere in reaching their goals.

Goals from the Local Control Accountability Plan

- Goal 1: All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career.
- Goal 2: High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready.
- Goal 3: Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning and academic achievement
- Goal 4: Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families and staff.

K-12 MDUSD Graduate Profile

The MDUSD Graduate is a(n):

Effective Communicator: Is proficient in writing, speaking and listening adapted to audience, task, purpose and discipline.

Community Contributor: Uses acquired cultural awareness and sensitivity to work in teams to share ideas and responsibilities, solve problems, and achieve shared goals.

Complex Thinker: Thinks critically and creatively by identifying problems, assessing evidence and solutions and draws on multiple perspectives when approaching complex issues and adapting to challenges. Applies knowledge and skills while investigating, interpreting and analyzing information in order to develop and implement creative solutions to complex problems.

Effective & Ethical User of Technology: Ethically and thoughtfully employs a variety of digital media and technology to communicate, analyze and organize information, and create products and solutions.

Self-Directed Learner: Independently seeks and uses resources including teachers, peers, print and digital references with perseverance and endurance to engage in new learning toward academic, professional and personal goals.

Global Citizen and Responsible Worker: Demonstrates integrity, adaptability, and ethical behaviors by acting responsibly and working effectively in an ever-changing society.

Health & Wellness Advocate: Demonstrates a commitment to physical and mental well-being of self and others to make positive and healthy choices.

MASTER FACILITIES VISIONING INSTRUCTIONAL GOALS

The District engaged in a facilities master visioning process in 2018 and identified the following Educational Program Vision:

MDUSD educators are moving toward a flexible learning environment that supports student choice and wellness.

- Ubiquitous and functional technology supports 21st century learning needs.
- Flexible and agentic furniture supports innovative teaching goals and student choice.
- Dynamic indoor spaces support a variety of classroom grouping arrangements and attend to student wellness.
- Outdoor spaces support a variety of learning and play needs and provide an essential connection to the natural environment.
- Specialized spaces support the unique needs and interests of the student.
- Campus-wide spaces welcome and inspire the learning community and provide healthy choices.

Overarching Themes:

Core learning spaces are places of...

- Communication and Collaboration
- Exploring and Developing
- Experimenting and Creating
- Guiding and Facilitating
- Relating and Understanding

In an environment that offers...

- Ample Space and Movement
- Connection to Nature
- Flexibility and Variety
- Leading Edge Technology
- Safety and Wellness

With a learning experience that unfolds and develops over time...

- Elementary School as a place of exploration and experimentation
- Middle School as a place of engagement and collaborative community
- High School as a place of active dialogue and deeper understanding
- Special Education as a place of support and opportunity

DESIGN GUIDING PRINCIPLES

The following design guiding principles were developed by the Educational Specifications Executive Committee:

Guiding Principle #1: Learning Environments

- Create 21st century learning environments which:
 - Are flexible
 - Are student-centered
 - Are engaging
 - Are technologically up-to-date
 - Facilitate student-teacher interaction in the education process
 - Enhance collaborative learning and working
 - Accommodate different teaching styles
 - Allow for learning anywhere, anytime



Image 2: Flexible Learning Environment

- Student and teacher friendly—design learning spaces with:
 - Well-insulated walls and quiet mechanical systems
 - Individual environmental controls
 - Flexible use of wall surfaces including tackable surfaces
 - Flexible deployment of mobile and portable technologies focusing on student use
 - Modern, comfortable furniture
 - Low-emitting materials

Guiding Principle #2: Safety and Security

- Design schools with pleasing aesthetics that are welcoming and secure:
 - Design structures, fences, and site amenities to:
 - Maintain safety
 - Prevent unauthorized access
 - Deter vandalism
 - Limit opportunities to gain access to roofs and second stories

Guiding Principle #3: Community Focus

- Create schools to serve as neighborhood centers:
 - Make designated rooms (library/media center, multipurpose and performing arts) accessible on evenings and weekends for joint use of facilities by the community
 - Make available to serve a wide audience for extended learning concepts

Guiding Principle #4: Architectural Quality

- The appearance and overall character of each school should be:
 - Pleasing and stimulating to students, teachers, families, and the surrounding community
 - Welcome and attractive places to visit or to spend the day
 - Easy to understand how to enter and exit buildings with ease, and how to navigate the campus with attractive signage (wayfinding)

EDUCATIONAL PROGRAM

Over the last two decades, California adopted the Common Core State Standards, created a sea change in how schools are funded with the Local Control Accountability formula, adopted Next Generation Science Standards and new English Language Development Standards, and identified ten (10) essential elements of quality schools through the Quality Schooling Frameworks. Each of these initiatives continues to shape MDUSD's educational programming and the capital program supports necessary to deliver high-quality education to all MDUSD students.

MDUSD offers a rich and diverse array of educational program offerings that inform the space types, organization, and spatial characteristics of the Educational Specifications:

International Baccalaureate (IB) Programme

MDUSD is the only school district in the county to offer this prestigious program. The IB Programme is aimed "to do more than other curricula by developing inquiring, knowledgeable, and caring young people who are motivated to succeed" (www.ibo.org). Ygnacio Valley High School is finishing its 5th year with the IB programme with Oak Grove Middle school, Sequoia Elementary School, and Monte Gardens Elementary School pursuing full approval as an International Baccalaureate World School.

Advancement Via Individual Determination (AVID) Program

MDUSD is implementing AVID on a district-wide level. This nationally-acclaimed program is a college preparatory program which helps students learn the skills to be successful in school and college and close the opportunity gap. Middle and High schools within MDUSD offer this program, with implementation spreading to eleven Elementary Schools.

Dual Language

Multiple sites house dual language programs that offer rich, meaningful, and highly effective programs to help students become bilingual and biliterate with high levels of proficiency in both languages.

CARES After School – Extended Learning Programs

CARES is an after school program running through 17 MDUSD school sites and serving over 2,175 students through TK to the 12th grade in historically underserved communities. CARES is a unique collaborative between the Mt. Diablo USD, City of Concord Parks & Recreation, and Bay Area Community Resources, supported by strong community partners and school site administration.



OVERARCHING TRENDS

Flexible Design

The California Department of Education’s “Flexible Learning Environments” document advises that “learner-centered classrooms should be designed to accommodate different teaching and learning formats, including: individual study and reflection; one-on-one instruction; peer-to-peer discussion; small group work; teacher directed instruction; and, student presentation.” A flexible classroom is fundamental to an instructor’s ability to adapt to various learning styles. As enumerated in the best practice, one way to understand flexibility is through five properties that support constructive teaching pedagogy: fluidity, versatility, convertibility, scalability, and modifiability.



Image 3: Mobile and flexible seating for collaboration and easily adaptable learning environments

Flexible schools also provide space outside the classroom for collaborative learning, such as:

- Learning spaces with abundant daylight, flexible furniture and space for group projects;
- Open areas, such as atriums and outdoor learning “streets” to encourage social interaction;

- STEAM spaces / Makers spaces with work tables, and specialized equipment for inventing, creating, and building;
- Multi-use rooms where students can mix and match according to interest and aptitudes; and
- Outside learning where students work on community service projects, and use community sites, such as museums and libraries, like classrooms.

Innovative school designs may incorporate rolling or sliding doors and movable interior walls that allow linked classrooms to work in common areas or on outdoor learning projects. Shared learning spaces foster a sense of community and student ownership of learning as students work in teams on engaging project and problem-based activities.

Engaging Technology

Students must directly engage with technology to acquire future-focused skills. The Instructional Technology chapter highlights the importance of access to robust Wi-Fi throughout the campuses and instructional technology as a tool for student-centered learning. Technology is no longer solely addressed within a computer lab; rather it is integrated into instruction to maximize access and opportunities for students and families, and available throughout the building design.

Connectivity to Outdoors

The best practices document summarizes that outdoor learning is integrated with standards-based academic subjects and should be utilized as more than a stand-alone learning option. Outdoor learning increases academic learning, and exposure to nature has social, emotional, and physical benefits for students. Sun and rain shelters are important components of campus design for outdoor learning.

Social Spaces

School design has the power to reach the whole learner—cognitive, physical, and emotional. Social spaces where students gather informally should be considered formal and informal learning environments to collaborate, play, talk with their classmates and develop as individuals.

Collaboration

Collaborative learning environments foster peer-to-peer interaction and allow teachers to facilitate student learning and professionally mentor other teachers across the campus. Collaborative learning spaces call for flexible furniture to allow versatility and easy modification from large group instruction to small group instruction and quiet spaces to maker spaces.

SUSTAINABILITY AND HEALTHY BUILDINGS

Resource Conservation, Decarbonization and All-Electric

In line with local and global decarbonization initiatives, projects should replace outdated infrastructure with electric vs gas and maximize the renewable energy potential of each project, including providing the infrastructure to allow for future renewables.

Mt. Diablo Unified School District’s ongoing commitment to environmental stewardship and resource conservation and management has been a prominent focus of the Measure C approved in 2010, which has provided for a district-wide solar program, and the use of high-efficiency and low-flow fixtures throughout the District.

The District’s solar program involved the installation of ground-mounted and/or parking structures at 51 sites, creating one of the largest K-12 district installations in the country.

MDUSD’s Site Solar Production website offers a link to the energy dashboard for each installation throughout the district. The cumulative energy generated, along with the utility cost savings, are shown in the lower left of each dashboard page. Each page also details the surface area, number of modules, and power capacity of each location, along with the cumulative energy generated for that individual site and the data equivalent for the reduction of greenhouse gas emissions.

Sustainability

The Mt. Diablo Unified School District is committed to providing healthy, high performance schools that provide a context for learning and that adhere to The Collaborative for High Performance Schools (CHPS) design standards under the CHPS Designed™ recognition program. CHPS standards are designed to help school districts in every community across the country reduce operating costs, achieve higher student performance, increase daily attendance, retain quality teachers and staff and minimize environmental impact by designing and modernizing schools utilizing the CHPS scorecard to ensure high performance school design, construction and operation. See Section below on High Performance building characteristics.

Healthy Buildings

The role that buildings can play in human health and well-being has never been more evident or important.¹ Providing educational environments that allow users to thrive is an imperative for all improvement projects.

Architectural teams, in addition to the CHPS standards above, should consider

¹ WELL Building Standards: <https://v2.wellcertified.com/en/wellv2/overview>

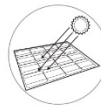
planning principles that enhance connectivity, active design and imbedded educational opportunities.

High Performance Buildings have the following characteristics:²

- a. **Optimal Lighting & Daylighting:** Research has repeatedly shown that students learn 20 to 30% faster in classrooms that take full advantage of daylight and optimum electric lighting. Daylight and electric light should be integrated, and glare eliminated. Lighting should be "designed," not simply specified.
- b. **Healthy Indoor Environment:** A healthy indoor environment is essential. According to the Environmental Protection Agency, indoor air is frequently up to five times more polluted than outside air. Children are particularly susceptible to indoor pollutants. The key factors are proper ventilation using outside and filtered air and low-emitting materials such as flooring, ceiling tiles and paint.
- c. **Comfort:** Classroom comfort includes thermal, visual, and acoustic comfort. Thermal comfort ensures that students and staff are neither hot nor cold. Visual comfort means lighting that makes visual tasks easier and visual stimulation and a connection to the out-of-doors using eye level windows. Acoustic comfort means teachers and students can hear one another because ventilation system and outdoor and indoor noise are minimized.
- d. **Energy Efficiency:** Energy efficiency saves money while conserving nonrenewable resources and reducing pollution. Space conditioning systems should use high efficiency equipment, be "right sized" for the estimated demand, and include controls that boost system performance. Lighting systems should be high efficiency, optimize the number of light fixtures, incorporate controls that ensure peak system performance, be equipped with demand response technology, and successfully integrate artificial and natural lighting sources. Building shells should integrate and optimize insulation, glazing, shading, thermal mass, air leakage, and light-colored exterior surfaces.
- e. **Water Efficiency:** Reducing indoor and landscaping water use minimizes the use of this scarce resource and saves money. Indoor strategies include water efficient toilets, high-efficiency urinals and ultra-low flush valves, faucets, showerheads and appliances. Landscaping strategies include drought tolerant plants and water efficient irrigation systems.

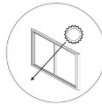
² From the Los Angeles Unified School District Design Guide

- f. **Storm Water Management:** Minimizing and cleaning stormwater runoff can further reduce water demand and help clean the Pacific Ocean.
- g. **Outdoor Surfaces and Spaces:** Where practical schools should incorporate cool roofs, landscaping, teaching gardens, and high albedo paving materials in order to minimize heat island effects. Care must be exercised to minimize glare.
- h. **Environmental Materials:** Schools should incorporate materials and products that are durable, nontoxic, grown sustainably, have a high-recycled content, and can easily be recycled. Properly specified materials that can meet these goals include flooring, ceiling tiles, insulation and concrete containing fly ash.
- i. **Waste Management:** Schools should be designed with appropriate spaces for the storage and collection of recyclables. Construction and demolition waste should be recycled to the maximum extent feasible.
- j. **Easy to Maintain & Operate:** Schools should be easy to use and maintain. Surfaces and equipment should be durable. Teachers should have control over classroom temperature and lighting, and, along with Maintenance and Operations staff, be trained in their effective use.
- k. **Commissioned:** Buildings systems Commissioning help ensure that schools operate as intended and designed. Commissioning tests and verification, and necessary activities to fine-tune key building system promote improved performance so that the building and/or systems reach the highest levels of efficiency possible.
- l. **Schools That Teach:** Permanent educational displays that describe the school's high-performance features further enhance learning. Schools can be tools that illustrate a wide spectrum of scientific, mathematic, and social issues. For example, mechanical and lighting systems can illustrate energy use and conservation, and daylighting systems can help students understand the sun's daily and yearly movements.
- m. **Community Resource:** The most successful schools have a high level of parent and community involvement. Involvement can be enhanced by designs that facilitate the school's use for neighborhood meetings and other community needs.



HARVEST ENERGY FROM THE SUN
Photovoltaic Panels

PV panels are provided on south facing roofs and on the parking lot canopy. They can provide as much as 60% power offset.

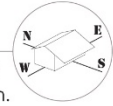


LETTING DAYLIGHT IN
Clerestories, Skylights, and Windows

Using daylight reduces energy use and opens up the classroom to its surrounding environment.

BUILDING ORIENTATION

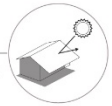
North-South Facing Building



Classrooms either face north or south to take advantage of natural ventilation.

SHADE FROM THE HEAT

Large Roof Overhangs



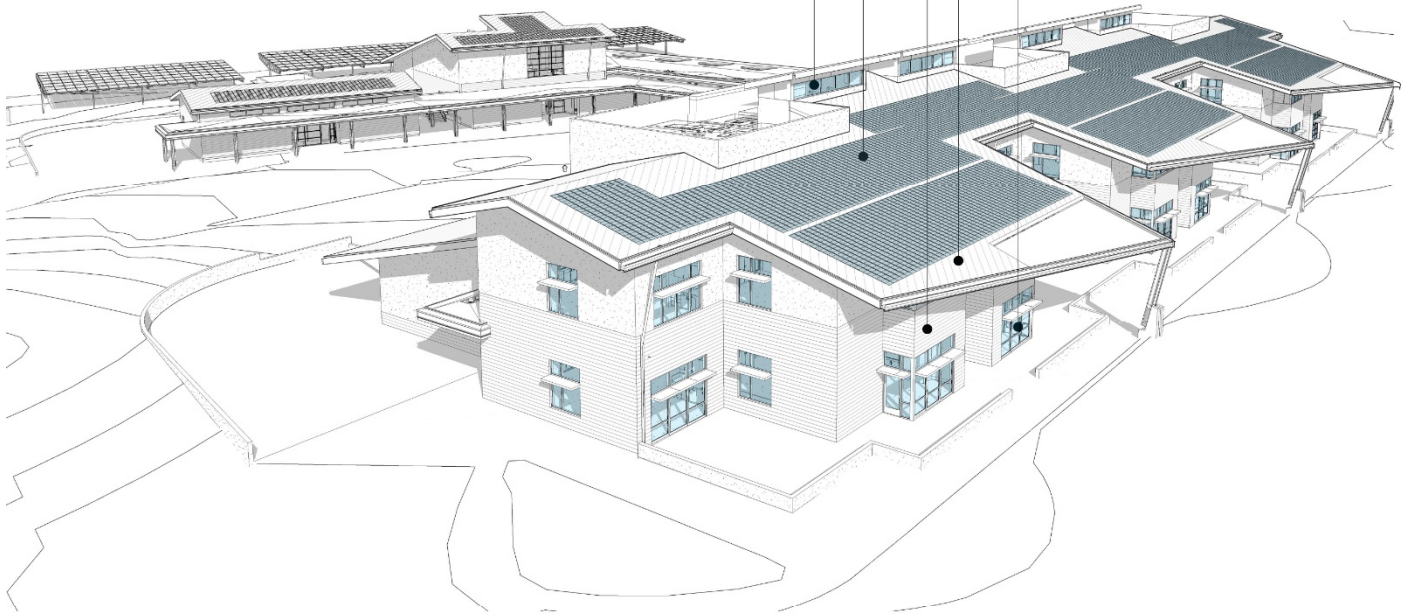
Overhangs on the east, west, and south facades block light to prevent heat gain in classrooms.

NATURAL VENTILATION and DAYLIGHT

Operable Windows



Windows that can open and close allow air from the outside to move through the building.



What makes a Building Healthy?

The broad, north-sloping site allows for an ideal building orientation, with teaching spaces facing either north or south. Most of the classrooms within the stepped footprint have two exposures, facilitating cross ventilation. While each classroom will be cooled and heated by its own rooftop package unit, air distribution systems have been designed to provide displacement ventilation throughout all the teaching spaces. Photovoltaic panels are provided on south facing roofs as well as the parking canopy, and could provide as much as 60% power offset.

Image 4: Sustainable Building Features

INSTRUCTIONAL TECHNOLOGY

Vision

This instructional technology specification reflects the priorities established in the MDUSD 2021-2031 Strategic Technology Plan:

1. Empower teachers to provide relevant, rigorous, and meaningful instructional opportunities through technology.
2. Provide students with regular, meaningful opportunities to engage with the modern world through technology to become college and career ready.
3. Ensure the District can maintain the necessary technologies and support systems to ensure every student graduates ready to thrive in a technology-rich world.

This Education Specification for Instructional Technology is a compilation of State of California and regional research focused on integrating technology into everyday instructional delivery at MDUSD. The district technology standards and roadmap create benchmarks for technology use by all teachers and staff. Sources that contributed include the State Blueprint for California Education Technology, California State Frameworks, The Consortium of School Networking (CoSN), ISTE (International Society for Technology in Education), and the District's Local Control Accountability Plan (LCAP). Through this Education Specification, MDUSD intends that increasingly students will control more of their learning including through technology.

Technology enhances student-centered learning by providing students with greater access and rich opportunities through powerful learning and teaching models that support:

- student centered learning that empowers student ownership of their learning,
- self-directed and teacher-directed learning,
- differentiated, accessible instruction in support of curricular goals and student needs,
- student-centered use of technology in locations throughout schools and off campus, and
- flexible and responsive instructional practices.

Trends

The Consortium of School Networking's (CoSN)'s Driving K-12 Innovation Series, CoSN has noted the 2023 State of the World (context) as follows:

Hurdles (barriers)

- Attracting and Retaining Educators and IT Professionals
- Designing Effective Digital Ecosystems
- Digital Equity

Accelerators (mega-trends)

- Building the Human Capacity of Leaders
- Learner Agency
- Social and Emotional Learning

Tech Enablers (tools)

- Artificial Intelligence
- Untethered Broadband & Connectivity
- Rich Digital Ecosystem

A prior report charted the following long and short term trends, which are still relevant today:

- Redesigning learning spaces to accommodate more immersive, hands-on activities, and rethinking how schools work to keep pace with the demands of the 21st century workforce and equip students with future-focused skills.
- In the short-term, the rise of coding and programming skills as literacy emerged. These skills will bolster problem-solving, creativity, and critical thinking skills.



In keeping with these principles, learning environments and District Technology Standards shall be developed to the extent possible according to the priorities listed below.

Classrooms and Learning Spaces

Classrooms and other learning spaces, both interior and exterior, will be envisioned to facilitate student-centered learning and the ubiquitous use of technology controlled by students. As 1:1 technology schools, all secondary students and those in most grades in elementary schools will have regular 24/7 access to technology. To support this:

- learning spaces will focus on wireless-first connectivity. Spaces will be retooled as possible to create collaborative and flexible working environments that allow for small and large group teaching and learning;
- all learners and teachers will have mobile devices issued to them for their own use 24/7;
- learning spaces will be equipped with one (1) large interactive panel for teacher and student use. These interactive panels will be cart-mounted (unless this is impossible) to facilitate student and teacher use throughout the learning spaces, and to show and interact with their work in collaborative and flexible working environments;
- students and teachers will have accessible software and cloud-based applications, including a learning management system, that enhance productivity, learning and collaboration;
- counter-level access to multiple outlets will allow for charging of student devices in all indoor learning spaces;
- printers will be deployed to learning spaces as necessary, with the understanding that student and teacher activities will be increasingly digital, and that the vast majority of printing should occur by sending jobs to more efficient copiers in central locations; and
- sufficient District-standard (currently Category 6a) data drops will be installed to support
 - Wireless Access Points (WAPs) sufficient to meet national broadband recommendations for all occupants (currently two (2) drops per WAP),
 - one VoIP handset (currently one (1) drop per handset),
 - one (1) IP-based speaker/clock combo (currently one (1) drop),
 - two locations for a teacher station, each with two (2) drops.

Offices and Administrative Spaces

Offices and administrative spaces serve unique needs in schools and should be equipped with wireless, similar to the rest of the school, and robust wired networking to allow administrative functions on a variety of technologies. Office and administrative spaces should be equipped with:

- PC desktops for all staff (with optional laptops for administration),
- copiers and printers sufficient to meet the needs of staff,
- Wireless Access Points (WAPs) sufficient to meet national broadband recommendations for all occupants (currently two (2) drops per WAP),
- one VoIP handset per staff member (currently one (1) drop per handset),
- additional drops sufficient for printers and control systems.

Specialized Learning Spaces

Specialized learning spaces, such as those dedicated to CTE programs, will focus on wireless-first connectivity, however each space will be provided with wired connectivity as required to support the program and for adequate use of the space. It is intended that, to the extent practicable, specialized learning spaces will be envisioned to create collaborative and flexible working environments that allow for small and large group teaching and learning. In addition to the criteria for Classrooms and Learning Spaces, specialized learning spaces may be outfitted with

- specialized audio-visual equipment suitable for the program,
- specialized printing equipment suitable for the program, and
- increased wired networking to facilitate specialized equipment and computer equipment suitable to the program.

Media Centers

At upper grade configurations and in Middle Schools and High Schools, libraries will function primarily as media centers. To the extent possible, media centers will be designed and equipped with technologies for student use, display of student work, and collaborative small group areas.

Outside Spaces

Outside spaces, such as courtyards, and areas in proximity to other learning spaces will have wireless connectivity to support learning and teaching to the extent possible to support extending learning beyond the classroom.

SITE DESIGN AND SAFETY AND SECURITY

The MDUSD Educational Specifications are based on the requirements of the California Department of Education and Title 5 Standards. The most significant of these requirements with regards to site design are summarized below:

Placement of Buildings:

- Locate buildings to optimize the compatibility of the various functions on campus and the patterns of pedestrian flow around and within buildings.
- Ensure that the site layout meets the instructional, security and service needs of the educational programs
- Locate restrooms for convenient access from playground and classrooms, to minimize the need for supervision.
- Locate student entry points from playground to classrooms to facilitate supervision.
- Buildings should be oriented to maximize natural daylighting and passive heating and cooling techniques to reduce the mechanical heating and cooling systems and enhance energy performance.

Campus Safety and Security

Strategically locating the Administrative building at the front of the campus as the clear Main Entry of the school is important to allow school administrators to function as gatekeeper of the campus, ensuring campus security while supervising students within the campus.

MDUSD campuses should be safe yet welcoming. Landscape design, fixed outdoor seating walls and ornamental fencing can contribute to this.

Crime Prevention through Environmental Design, CPTED, strategies should be implemented to reduce crime within the MDUSD community:

- Natural surveillance – adequate lighting and landscaping techniques are important factors in the “see and be seen” approach to prevent crime
- Natural access control – use walkways, fencing, lighting, signage and landscape to direct people and vehicles to and from entries
- Natural territorial reinforcement – clearly define private areas from public areas to deter trespassers
- Maintenance – fix problems within the physical environment as quickly as possible

Security cameras and other means of technology can be used to improve passive security measures.

Exterior supervision and circulation should be a considerable influence in the design and organization of the campus buildings. For example, shaded project terraces should have a visual connection to the adjacent learning spaces, so that students can be supervised from inside while they are outdoors. At the Elementary School level, outdoor spaces should be designed so students can gather or play outside of learning spaces before class begins.

Transparency makes it easier for staff to recognize outside threats or inappropriate behavior among students, allowing staff to react to the situation faster and engage in emergency procedures if needed.

Sufficient lighting in parking areas and outside circulation zones increases student and faculty safety, especially after hours.



Image 5: Elementary Campus Entry/Drop-Off

Drop-off and Parking

Drop off zones and parking lots play a vital role in the function of the school campus. Each MDUSD school campus should include at least one designated student drop off area with a passing lane and provide adequate parking for students, teachers, staff, and visitors. If the site permits, three sides of the campus' perimeter should be directly adjacent to public streets to break-up on-site traffic and provide safer drop off areas. Lanes and student drop off zones

should be clearly labeled with appropriate curb striping, pavement markings, and signage.

Circulation and pedestrian safety is a critical design factor for drop off and parking areas, especially because of the traffic congestion during morning drop off and afternoon pickup times. Pedestrian safety in the drop off area and parking lots can be maintained by using the following design methods:

- Separate parking, drop off, bus loading areas, and parking areas to ensure the safety of students entering and exiting the school³
- Provide enough parking spaces for staff and visitors and accessible spaces to meet ADA code.
- Parking distributed throughout the campus can be a good solution to avoid having the front of the school be a large parking lot.
- Reducing pedestrian and vehicular crossing
- Use appropriate barriers
- Clearly mark pedestrian walking zones and vehicular driving zones
- Provide signage at relevant locations for simple way-finding
- Limit visual obstructions in the drop off areas
- Speed bumps are recommended for moderating vehicular speed in drop off and parking areas to further protect pedestrians.

Auto Parking

- Adequate parking for visitors, five (5) spaces.
- Appropriate curb markings 'for loading only', discourages actual parking of visitor vehicles and enhances safety for students as they enter the school grounds from their vehicles.
- Auto parking area is located away from bus loading area, preferably not on the same street.
- Clear signs direct visitor-parking area and parent loading area.
- The District is committed to reduce schools and staff dependency on carbon fuel sources and envisions the use of Electric Vehicles Charging Stations (EVCS) in its facilities parking lots – Refer to CalGreen Requirements and discuss with the District on projects

Visitor parking should be directly adjacent to buildings that have temporary visitors, such as the Administration building, Pre-K, TK, and Kindergarten areas. When possible, Pre-K, TK, and Kindergarten should have their own dedicated drop off zone with visitor parking, so that parents can either supervise their children entering the campus or park and escort them to their learning studios. This separate drop off area should have access to the Pre-K, TK, and Kindergarten play areas that are also adjacent to their respective learning

³ CDE requirements: Article 4; 14030b <https://www.cde.ca.gov/ls/fa/sf/title5regs.asp>

studios.

Adequate shade for cooling of autos and pavement can be achieved by providing trees or PV panels that serve as shade structures.

Parking zones should comply with the local parking requirements for stall and drive aisles dimensions and shading. Parking blocks should be provided for parking stalls facing pedestrian walkways, fencing, walls, building and planting area or other obstructions.

It is recommended that bicycle, scooter, and skateboard storage should be provided for 10% of the student population or more as required by CalGreen⁴. To discourage vandalism and theft, this type of parking should be in a highly visible area and offer racks to lock and secure them.



Image 6: ES/MS Outdoor Play Area

Pedestrian and vehicular entry points serve as the campus' identifier within the

⁴ California Green Building Standards Code: 5.106.4 Bicycle Parking

local community – it should be welcoming and inviting. The main entry needs to balance creating an inviting atmosphere as well as separating the public from student areas.

Each point of entry within a campus should create a sense of arrival and strategically frame views based on the school's core values. The main vehicular entry should connect the main road and local community to the campus. The main entry should be clearly defined and guide students, faculty members, and visitors to parking and drop off areas. A signature element should be incorporated into the main entry's design that reflects the school's ethos.

Provide a system of covered walkways between buildings where interior circulation is not provided. The design of pedestrian areas should be more developed in targeted areas, such as drop-off locations and waiting areas where students can gather before class begins. Provide covered walkways between buildings where interior circulation is not provided.

The administration building should be located nearby the main entry and act as a buffer between the public realm and student areas. Adequate signage is required throughout the campus, so new students can easily navigate throughout an unfamiliar campus and visitors can easily access facilities intended to be shared with the community. Landscaping or unique building features should be considered as a way-finding technique.

Service areas are crucial to the functions of the campus. Such areas include:

- Storage Areas
- Parking for MDUSD vehicles
- Parking for maintenance equipment
- Delivery zones for food service and supplies
- Waste and recycling enclosures
- Compost areas (if a campus has a composting program)

Service areas should be designed for high traffic, heavy equipment, storage and removal of waste and recycling. These areas should be dispersed throughout the school's campus and be adjacent to the buildings they serve. Because deliveries are typically scheduled for early mornings or in the evening, sufficient lighting should be provided to these areas. The Food Service building should have wide access ramps to connect the parking area to the delivery door.

The campus design should plan for maintenance service points. One service point should be located at the front of the campus and other service points throughout the campus should be contained to maintain student safety and

promote circulation efficiency. Below is a list of best practice guidelines:

- Provide direct access from the street to delivery/utility vehicles area without crossing over play areas or student gathering areas, the field areas, or the drop-off zone.
- Locate vehicular access to delivery and service areas shall be located to provide vehicular access that does not jeopardize the safety of students and staff. (This space will also require adequate space for large vehicles to maneuver in and out for waste/recycling pick up and food service and supply deliveries.)
- Durable vehicular pavement and/or asphalt concrete pavement should be installed for the entire access way.
- Maintenance service points should include a covered storage area for equipment and machinery that is separated from the campus center.
- Isolate the trash pickup area with fencing or other barriers from foot traffic areas.

Trash and recycling enclosures must be covered and include proper drainage. A covered trash bin washing area should be included in the trash enclosures with a curb enclosed drain and hose bib. Trash and recycling bins should have their own lids so that odors do not fill other areas. To encourage student and faculty recycling efforts and to create an easy pick up route for maintenance staff, recycling collection areas should be placed at the edges of buildings.

Outdoor Learning Environments (See Also Dedicated Outdoor Learning)

- Outdoor Learning Environments are an integral part of the MDUSD educational philosophy. These outdoor areas should be designed to promote engagement, exploration, and discovery.
- Locate directly adjacent to classrooms for space to serve as break-out space, with a direct connection to the indoor classroom activities, including art and science projects, reading, and small group discussion
- Provide a mix of permanent concrete seat walls and movable seating throughout the campus and near the lunch kiosks
- Provide shade using adjacent buildings, shade structures, trees, or other design features.
- Provide wireless access points for students to use laptops and tablets outside.
- Mitigate potential noise transfer to adjacent spaces and classrooms through screening and buffer planting

- Provide signature design features such as artwork made by students and local artists
- Create a natural environment throughout the outdoor commons areas with extensive use of landscaping and native plantings



Image 7: Outdoor Learning

Lunch Areas

- The lunch area is an outdoor activity space, that is used mostly for eating and socializing during the mid-day break. The space may also be used for other learning activities, such as project based learning.
- Provide seating near lunch kiosks
- Provide shelters from rain and sun, for optimal year-round use of the space. Coordinate the size of the shelters to accommodate school enrollment per lunch schedules established by the school.
- Locate the shelter adjacent to the Café and/or MPR and playground.
- Coordinate the design of the shelter or building component and accessories with its architectural context
- Provide durable, vandal-resistant tables and seating, appropriate for large groups and compliant with ADA accessibility requirements (round tables are ideal for socializing).
- Provide an adequate quantity of durable and easily serviceable trash and recycling containers adjacent to heavy-use areas, including at exit and

entry points, fields and large assembly areas

- Lighting shall be considered as part of the family of site furnishings and relate to the architectural style. Metal poles, if appropriate, or fixtures mounted to canopy structure can be considered. Metal poles with 360-degree solar array (ClearWorld or similar) are encouraged with placement to avoid shade. Low bollards are also preferred.
- Provide exterior drinking fountains with bottle fillers.
- Provide WIFI



Image 8: ES/MS Outdoor Learning/Dining Area

Field Areas and Hard Courts⁵

- Field areas shall include space to support the physical education (PE) program, unstructured recreational activities during nutrition breaks, and athletics programs, as described further below:
- Explore joint use of the outdoor facilities with other public agencies
- Provide adequate physical education teaching stations to accommodate course requirements for the planned enrollment
- Provide clear sightlines of the playfields to facilitate supervision
- Provide direct access to hardcourts and playfields from the food service and fitness areas
- Provide a multi-purpose field to accommodate activities such as softball and soccer

⁵ CDE requirements: Article 4; 14030c <https://www.cde.ca.gov/ls/fa/sf/title5regs.asp>

- Utilize landscaping to provide areas of shade
- Provide striping of paved hardcourt areas for basketball and volleyball.
- Locate exterior drinking fountains with bottle fillers throughout.
- Locate restroom facilities with exterior access in a visible and easily supervised area.

School Gardens

- Provide an area of raised planter beds to accommodate a full class of students. Beds to be 20-24" high and 4 feet wide, to be gardened from both sides. Provide a drip watering system with shut-off valves.
- Provide ADA compliant pathways, minimum 5 feet wide, with a stabilized decomposed granite (DG) surface.
- Provide a pollination and natives garden area, either in-ground or using galvanized steel troughs
- Provide a composting area served by drip irrigation.
- Provide a 10'x14' storage shed for garden equipment and supplies.
- Provide outdoor teaching space that will accommodate one class of students. Include a presentation and 3 tables for 15 students
- Provide power for a potential hydroponics tower, the irrigation controller, the shed and for laptops used at the tables.
- Provide multiple hose bibs so that all areas of the garden may be reached by a 25-foot hose
- Provide a double outdoor sink for cleaning and prepping produce
- Provide an outdoor storage area for soil amendments and wheelbarrows

DEDICATED OUTDOOR LEARNING SPACES

Program Description

Outdoor Learning Environments are an integral part of the MDUSD educational philosophy.

Orientation and Relationship

These outdoor areas should be designed to promote engagement, exploration, and discovery.

- Locate directly adjacent to classrooms for space to serve as break-out space, with a direct connection to the indoor classroom activities including art and science projects, reading, and small group discussion
- Provide limited seating, including a mix of seat walls and movable seating
- Provide shade using adjacent buildings, shade structures, trees, or other design features.
- Mitigate potential noise transfer to adjacent spaces and classrooms through screening and buffer planting
- Provide design features such as sun-dials, or art-work representing native flora and fauna, to inspire potential connections with areas of study.
- Provide shading

Technology (See Instructional Technology Section, Page 22)

Utilities

- WIFI sufficient to facilitate connectivity for anticipated student capacity
- Lighting
- Sink (if required by Program)
- Electrical (if required by Program)
- Utilities necessary for any optional planting beds

Furniture and Equipment

- A variety of fixed and flexible seating

ELEMENTARY AND MIDDLE SCHOOL LEARNING SPACES (CLASSROOMS)

Program Description

The teaching and learning activities for the elementary and middle school grades are done in many settings. Students do individualized desk work; whole group learning with the teacher; small, flexible group work; and center activities and special projects that relate to real life within the community. Individuals and groups are in tutoring sessions and engage with technology both individually and collaboratively. Demonstrations and breakout sessions are conducted. Workspaces with hands-on materials are utilized. Student work and special projects are amply displayed for numerous purposes. Student access to material areas and display areas is critical to instruction.

Teachers circulate around the classroom space so as to monitor individual student needs, work with various flexible groups, give small group demonstration lessons, conference with students on a one-on-one basis as well as instruct the whole group for certain periods of time or by grade level.

Orientation and Relationship

Classrooms are arranged in grade level and mixed age clusters in elementary to facilitate the collaboration of students and teachers so that they may function as learning teams. Classrooms should be clustered around a shared common space. In middle school, classrooms are clustered by department.

Space Requirements

The elementary and middle school learning space should include the following:

- Minimum 960 square feet⁶
- Adjacent indoor area for small group instruction
- Second exit to adjacent classroom or exterior
- Operable partition between classrooms for interdisciplinary instruction as budget allows
- Connection to outside for outdoor instruction
- Magnetic whiteboard on teaching wall or magnetic whiteboard at student height with storage below
- Option for teaching wall with magnetic sliding whiteboard and storage behind
- Resilient adhesive floors that meet California Green Standards

Technology (See Instructional Technology Section, Page 22)

⁶ CDE requirements: Article 4; 14030.g <https://www.cde.ca.gov/ls/fa/sf/title5regs.asp>

Display

- Interactive display panels, on carts wherever possible to promote student and teacher use
- Tackable wall surfaces floor to ceiling

Cabinetry/Storage

- Backpack storage—either cubbies or hooks for 34 students either inside or immediately outside elementary classrooms
- Two (2) to four (4) full height, double door, lockable storage units (could be mobile), one (1) with wardrobe area to hang teacher's coat
- Two (2) or three (3) built-in bookcases (could be mobile), height appropriate to developmental age

Utilities

- One (1) deep sink per classroom with drinking fountain and hot water (counters and cabinets adjacent to sink)
- Minimum two (2) electrical outlets per each wall
- Charging zone for Chromebooks and other devices (see Instructional Technology standards section)
- Climate control thermostat
- Light switch panel located near main classroom door

Furniture and Equipment

- Small mobile desk/tables
- Mobile chairs
- Teacher workstation with chairs



Image 9: ES/MS Educational Environment

ELEMENTARY AND MIDDLE SCHOOL LEARNING SPACE FOR SCIENCE, TECHNOLOGY, ENGINEERING, ART, AND MATH (STEAM) AND/OR SPECIALTY PROGRAMS LABS/SHOP

Program Description

The vision is for each elementary and middle school to have a flexible classroom, maker space to support STEAM curriculum, or music room and to serve as a space for unique programmatic needs of each school. The Mt. Diablo Unified School District is focused on improving Science, Technology, Engineering, Art, and/or Math education within its core academics.

Many elementary school districts are addressing STEAM through maker spaces and spaces with the flexibility to delivery STEAM activities before and after school. Diversity and equity in STEAM continues to be a top educational priority throughout the state. Similarly, music and the arts are a priority for MDUSD students.

Curriculum and Anticipated Use

This space is intended to allow for a variety of uses and curriculum and could be identified as a STEAM Lab, Maker Spaces, Industrial Arts Lab, Innovation, Technology Lab or music room with utilities as required to support the curriculum/use. Designing spaces of this type for adaptability with regards to infrastructure is important to ensure these types of spaces can function to serve a variety of evolving needs.

Orientation and Relationship

The flexible classroom is located adjacent to outdoor learning space and central to other classrooms on the campus.

Space Requirements

The space requirements of this learning space are the same as those for the Elementary Learning Spaces (Classroom) section; however, **without** extensive built- in cabinetry to allow for the versatility, fluidity and the ability to adapt for future uses. A sink with countertops adjacent and storage below, robust electrical outlets and resilient adhesive floors that meet California Green Standards and instructional technology will also allow this space to be used in a variety of manners.

Utilities

- Sink(s)
- Electrical wall and drops as needed
- WIFI
- Increased air circulation as required by use

TK AND KINDERGARTEN LEARNING SPACES (CLASSROOMS)

Program Description

Primary students in elementary schools need an educational environment that is positive, safe and conducive to learning. Children in grades TK and Kindergarten are given many opportunities to learn. These children will engage in many learning settings while adjusting to their new school environment and peers. Within each school, a variety of approaches occur simultaneously to deliver and facilitate each student's individualized learning program. Children at this level must have opportunities to work within individual, small group, and large instructional strategy settings. Thus, students will have numerous opportunities to become actively engaged in learning and to gain further understanding of others, the value of cooperation and collaboration, and a love of learning that will last a lifetime.

TK and Kindergarten students use manipulatives and have rich, hands-on experiences. The curriculum is a developmental, early primary program where children are challenged at their own level and beyond. An emphasis is being placed on literature and literature-based programs. There is also an emphasis on large and small cooperative group learning and multi-age groupings for instruction and assessment.

Orientation and Relationships

TK and Kindergarten classrooms are close to the school entrance and office with a bus arrival and departure area and parent drop-off area near the entrance of the Kindergarten rooms. There is a playground and a courtyard area with supervision capabilities from classrooms where possible. The TK and Kindergarten include restrooms which are easily supervised from the classroom.

Windows, whiteboards, sinks, drinking fountains/faucet, toilet fixtures, and furniture are appropriate heights for Kindergarten and primary-aged students.

Students move around the flexible space in the room in small and large groups. Students also work independently throughout the classroom.

Space Requirements

The Kindergarten area requires more space because of the physical development of the child. The children need the larger areas for large-muscle development activities, music, dance, quiet activities, and art, but most importantly, the use of

large and small motor manipulatives. The TK and Kindergarten classroom reflects a child-centered, multi-dimensional program. The size of the classroom is not less than 1,350 square feet including shared student restrooms, storage, teacher workroom, and wet/dry areas.

The space should include the following:

- Minimum 1,350 square foot classroom⁷
- Magnetic whiteboard on one wall or whiteboard at student height with storage below
- Option for teaching wall with magnetic sliding whiteboard and storage behind
- Resilient adhesive floors that meet California Green Standards
- Roller window coverings for windows
- Windows are low enough for children to see out yet allowing space for furniture and equipment
- Easily supervised restrooms

Technology (See Instructional Technology Section, Page 22)

Display

- Interactive display panels, on carts wherever possible to promote student and teacher use
- Tackable wall surfaces

Cabinetry/Storage

- Each child has his or her own cubby along with a hook at appropriate height above to hang coats
- Two (2) to four (4) full height, double door, lockable storage units (could be mobile); one (1) with wardrobe for hanging teacher coat
- Two (2) or three (3) built-in book cases (could be mobile)
- Abundant storage space, both built-in and portable, for the large manipulatives required for this age group
- There are large drawers or individual slots for posters, big books, and charts
- Shelves are deep and open for frequent use of manipulative materials

Utilities

- A deep sink has a drinking fountain and a foot pedal on the sink for ease in washing hands.
- There are adequate electrical outlets throughout the room, with a

⁷ CDE requirements: Article 4; 14030.h.2 <https://www.cde.ca.gov/ls/fa/sf/title5regs.asp>

- minimum of three (3) per wall
- Charging station zone or Chromebooks and other devices (see Instructional Technology section)
- Climate control thermostat
- Light switch panel located near main classroom door

Furniture and Equipment

- Standup student desks or other easily configured modular tables and chairs for 34 students
- Library shelves are movable so that the centers can be arranged according to the instructional need
- VoIP Handset

Outdoors

- A playground area for TK and separate Kindergarten use only
- Playground area includes age-appropriate equipment to develop the upper body muscles and large motor skills as well as fine motor coordination for balance and running.
- Outdoor shading
- Exterior drinking fountain
- Outdoor furniture for seating



Image 10: Early Education Environment

STUDENT SUPPORT PROGRAMS AND SERVICES

Program Description

The common thread connecting all the special needs programs is to provide appropriate access for all students to the general curriculum. Such programs should work collaboratively to seamlessly meet student needs rather than in a piecemeal or duplicative way. The space for these programs can be shared and must be flexible.

Not all services will exist in any one school but, if the need for them arises, they must be provided. Therefore, appropriate facilities must be considered in planning.

Vision

Special support programs work together to deliver services based on student needs rather than program description. The vision for each site is based on the unique needs and priorities of the community that the school supports.

These federal, state, and general fund programs include Special Education, Title I, Title IV, ASES, CPA, CTEIG and UPK grants, and English language development. Ideally, future funding and building resources come through joint use with other agencies such as private industry and county services already serving the local community needs.

Support programs and services include a variety of activities supplemental to, or in lieu of, the general education program. Typically, they are provided to address students' learning rates or styles, which do not respond adequately to the general program. They may also address the needs of students from homes where a language other than English is spoken.

Reflecting changes in society, more and more children require specialized support. In addition to students who are eligible for special education programs and services, there is a growing population of students with a wide range of needs that require support service.

Since the aim of support programs and services is to enable students to succeed in general education, all core subject matter is taught. Also, social and emotional learning and study skills are included. Some services, such as Occupational Therapy, Physical Therapy, and counseling address functional skills or other areas. These student needs must be met before academics can be approached. Modifications in materials, manipulatives, and computers may be necessary to accommodate individual needs.

A description of support programs and services follows.

Teaching and Learning Activities

In self-contained or pullout settings students may work individually or in small groups. A higher adult-to-student ratio necessitates space for co-occurring multiple activities. The varying skill levels of students served at any given time also calls for space for the adults to move among individuals and groups to aid and monitor independent workers and students coming and going. Provision for noise attenuation and ventilation is included.

With the increasing trend for students to be fully included in general education classrooms, an additional adult may provide services to a single student or a small group of mainstreamed students within a general education classroom.

Orientation and Relationship

An area where spaces can be created to house the necessary support programs and services is essential. Not all programs and services will exist at a specific site.

Support spaces are located near the general education classrooms to provide convenience and ease of supervision as students move between support spaces and classrooms.

The responsibility for monitoring ill students often falls to office staff. The space for ill students has an adjacent restroom and has a lockable cabinet and/or refrigerator for medications. The campus has a restroom for use by students with disabilities requiring toileting assistance and (or) a lift station.

PROGRAMS

Special Education Academic Programs

Children with special needs are provided a full continuum of program options to accommodate individual student's characteristics, needs, abilities, and interests within the least restrictive environment.

Space needs include one-on-one testing and instruction, confidential meeting space, space for small groups, and classroom size facilities. Due to specific learning disabilities of some students, it is necessary to provide acoustic insulation and good lighting, as well as access to telephones, intercoms/radios, and administrators. Toileting may be required. ADA accessible access and full ventilation are particularly needed. Flexible space is needed in schools to provide for changing needs of students and programs.⁸

⁸ CDE requirements: Article 4; 14030.h.3 <https://www.cde.ca.gov/ls/fa/sf/title5regs.asp>

Special Day Class

Special Education serves students academically through self-contained classrooms (SDCs) for students requiring a more intense (more than 50% of the day) level of service. The classrooms may house students with learning or language deficits who are typically ambulatory and able to move about a campus independently. The self-contained classroom may also house students with severe disabilities requiring a need for adequate space for wheelchairs and gurneys. Close-by and accessible restrooms are essential for such classrooms. A classroom designed for severely disabled typically serves students from several feeder schools. Some classrooms may require special features including an enclosed student restroom, an area for a washer and dryer setup, and a “home” kitchen area for basic student instruction.

Special day classrooms are at least the same size as regular education classrooms and are properly equipped for the students who will occupy the space, for their ages, and for the types of disabling conditions. The square footage allowance in Ed Code 17047(a)⁹ is used as a guidance for the design of the classroom space and other space on the campus to support the special education program such as speech, psychologist, counseling, and conference. A conference area is available for the annual Individualized Education Program (IEP) meetings for each student. SDCs are distributed throughout the campus with age appropriate regular education classrooms. A cluster of two SDCs may be considered if support or auxiliary services (example bathroom, feeding, physical, or occupational therapy) are needed to serve the students throughout the day.¹⁰

Resource Specialist Program (RSP)

Students who can function adequately in a general classroom for more than half of their school day are served through RSP. Students may receive services in a resource room or learning center where they go for special help. The resource specialist or instructional assistant may also go into their classrooms to provide supplemental help there.

Resource Specialist space is provided between 240 and 960 square feet depending on the number of students served.

Special education also includes numerous services, which provide support of various types to students in general education classes and special education programs. These include the following:

Speech and Language

⁹ General Education Code: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=17047.

¹⁰ CDE requirements: Article 4; 14030.h.3.G <https://www.cde.ca.gov/ls/fa/sf/title5regs.asp>

Language, Speech and Hearing (LSH) services see students individually or in groups of up to about six students. These students frequently have poor auditory processing and comprehension skills. Depending on the student's assessed need, services may be provided either in the classroom or a quiet environment.

Each school will have a Speech and Language space that includes a desk area for the therapist and small group instruction area for four (4) to six (6) students and should be a minimum of 200 square feet.

Psychological and Counseling Services

The school psychologist tests students individually and counsels students individually or, less frequently, in small groups. Conversations with parents in person-to-person meetings and telephone conversations are confidential. A private, quiet space with minimal distractions is essential.

Each school will have a psychologist space that includes a desk area for the psychologist and a small group instruction area for four (4) to six (6) students and should be a minimum of 150 to 200 square feet.

Each site should have two (2) additional counseling offices for intervention programs. These offices include a desk area for the interventionist and small group instruction area for four (4) to six (6) students, and should be a minimum of 150 to 200 square feet.

Health Services

The Health Services staff treats individual children and interviews and counsels parents and teachers. A private space is needed, preferably in the administrative office complex, to house a health station including a cot, small office space, and lockable cabinetry.

Additional Services

Services under this umbrella include adapted physical education, occupational therapy, physical therapy, vision impaired services, specialized nursing, and mental health support. All services may be provided at a school if such services are part of a student's individualized educational program.

They occur in a classroom or shared space. In some cases, they may require privacy. The requirements of these services vary, affecting the amount and type of space needed.

Space Needs (as the Program requires)

- Movable walls and partitions create smaller spaces, some of which should be soundproof
- Ample space and storage are needed for multiple adults that will be sharing the areas
- Restroom facilities and sinks with tempered hot water and electrical outlets are readily accessible when necessary to meet specific program needs
- ADA compliance in spaces to allow maximum accessibility

Technology (See Instructional Technology Section, Page 22)

Cabinetry/Storage

- Flexible, movable, and ample
- Lockable storage, including teacher coat closet, and adjustable open shelving
- Adjustable student cubbies
- Ample storage space is essential due to the multitude of materials and equipment that are used to teach all grade levels with a host of special needs
- Powered for charging

Utilities

- Hot and cold water where necessary to meet specific program needs
- Ample outlets
- Full access telephones and intercom systems
- Sinks with drinking fountains
- Below counter plumbing does not interfere with wheelchair access

Furniture and Equipment

- Movable tables, desks for teachers and students
- VoIP handsets
- Ample outlets
- Moveable room dividers
- Tackable walls, and magnetic whiteboards with sliding bulletin boards that move over the whiteboards when not in use
- Lockable file cabinets on wheels
- Bookshelves
- Lockable coat closet for staff
- Specific requirements will vary as the special needs vary

ELEMENTARY & MIDDLE SCHOOL OFFICE—Reception

Program Description

The school office complex serves as the information center and is an integral part of the school environment; therefore, it has an inviting, interactive, and problem solving orientation. The main entry of the building provides the opportunity to welcome and inform all students and visitors to the campus.

As a community outreach and family health resource support, the school office provides information and resources. The focus on community and school partnerships requires a welcoming atmosphere and space to facilitate cooperative working relationships. Home and school communication is maximized with computer and video capabilities. The office space is flexible for multiple uses and various groupings.

The information disseminated from the office team supports and enhances knowledge of programs available at the school for parents, visitors, students, and staff.

Teaching and Learning Activities

Generally, there will be a school secretary, office manager and clerks (as allowed by hiring formula). The office team is responsible for meeting and greeting parents, teachers, students, and visitors daily. The office is a space where design must be for safety. Other duties of the clerical staff include: data entry, bookkeeping, making bank deposits, filing, answering phones and intercom, registering, enrollment, attendance and other computer work, using copy machines, maintaining student records, receiving visitors, supervising waiting area, monitoring student injuries and illnesses, maintaining inventory of office and classroom supplies, monitoring intercom/radios, check-in and check-out of student devices, sorting school mail, preparing reports, and completing other activities as needed.¹¹

Technology

- Technology needs in the office require multiple networking jacks
- Copy and digital duplicating machines
- Printers networked and shared
- Other new technology as trends dictate

Display

- Tackable walls for student work displays
- Monitor in the reception area for school news display

¹¹ CDE requirements: Article 4; 14030.k.2 <https://www.cde.ca.gov/ls/fa/sf/title5regs.asp>

- Glass case outside offices to post notices
- Check-in station for visitors/parents (window to the outside when possible)

Cabinets and Storage

- Lockable file cabinets for cumulative student records as well as other confidential information
- A built-in safe which includes lockable drawers
- Lockable storage closet for office supplies
- Adjustable open shelving space
- Fireproof cabinets for permanent records
- Lockable cabinet(s) in Health Clerk station

Utilities

- Sinks with hot and cold water in Health Clerk station
- Voice Over Internet Protocol (VoIP) system for telephone and clock and bell
- One (1) analog phone line for emergencies
- Electrical outlets: multiple wall, floor, and counter

Furniture and Equipment

- Refrigerator, freezer, icemaker in the Health Clerk station and in office area for office staff
- Copier, paper cutter and trimmer
- Room for a cot in the Health Clerk station
- VoIP super handset

ELEMENTARY & MIDDLE SCHOOL OFFICE—Administrative Team: Principal and Vice Principal

Program Description

The offices of the principal and vice principal (if applicable) work together as an integral part of the overall school environment. They radiate a friendly, professional atmosphere with flexible spaces for individual and group conferences. Security, privacy, and collaboration potential are important aspects of the office designs.

The administrative team provides leadership and support to teachers. The principal's office is multifunctional to accommodate site-based management, leadership team, technology, and community partnership activities. Management of school security and student safety is addressed in the design.

Teaching and Learning Activities

The principal provides instructional leadership, school management, and facilitation for educational reform, and supervision of curricular and student outcomes.

The administrative team works with students, parents, staff, and community members to plan, monitor, and communicate curricular goals. Communication and professional growth opportunities are monitored through conferencing.

Orientation and Relationship

The principal's office is situated for internal observation of the campus for students and school functions. When possible, a conference room able to seat no fewer than eight (8) people is located near the principal's office. Phone, video, and full technological capabilities are provided. This office is accessible to the public and the staff. All interior doors have windows, when possible.

Space Requirements

- Office should be 200 square feet and accommodate an executive or stand-up desk, credenza, filing cabinet, bookcases, computer workstation and printer, and a small table able to comfortably seat four (4) people
- Computer station
- Windows allow a line of sight for supervision of students
- Walls have tackable surfaces
- The Conference Room accommodates up to eight (8) people. It provides collaborative space for parents, teachers, and administrators. It has an monitor/projector, matte whiteboard, computer and video

capabilities, and phone.

Technology

- Each staff member will have access to mobile computer.
- Wireless access point and network drops

Cabinets/Storage

- A lockable closet/cabinet
- Bookshelves, drawers and file storage

Utilities

- Plentiful electrical outlets on all walls and the counter are necessary.
- Voice Over Internet Protocol (VoIP) system for telephone and clock and bell
- One (1) analog phone line for emergencies

Furniture and Equipment

- Include all necessary furniture and equipment to meet the professional standards of the administrative complex. Consider the most efficient, space saving, and flexible furniture to best utilize space.
- Space for table and four (4) chairs in principal's office
- VoIP super handset

ELEMENTARY & MIDDLE SCHOOL OFFICE—Staff Collaborative Space (Workroom)

Program Description

The staff workroom provides areas that focus on a variety of activities of professional preparation including research, planning—both independently and collaboratively—preparing materials, and reflective and interactive activities. Both parents and staff members utilize the staff workroom.

The staff workroom facilitates the preparation of materials by both parents and staff using the latest technological tools. Trends indicate that the workroom will also be used for staff research, professional development and training.

Activities

The activities in the staff workroom include a variety of interactions that require the need for quiet areas as well as areas for machine use.

Orientation and Relationships

The staff workroom should be adjacent to the school office providing easy access by office staff and near the staff lounge. Floor space is large enough to accommodate several small tables at which to work and sit in comfort.

Space Requirements

- 400 to 500 square feet
- Counter space to accommodate a variety of small office machines
- Racks for accommodating butcher paper

Technology

- WIFI

Cabinetry/Storage

- Counters are of comfortable height for staff to prepare materials and use machinery
- Counters with laminated surfaces and storage cabinets underneath are built-in
- Upper casework is deep enough to store paper and other supplies
- Counter space has open and closed cabinets beneath
- Wall space accommodates the large equipment and cabinets
- Bookshelves are open and closed

Utilities

- Ample electrical outlets with appropriate voltage are placed every three (3) feet around the counters and walls to supply the many pieces of electrical equipment.
- Dedicated circuits are provided for copy and digital duplicating machines There is a small sink with hot and cold running water and a small counter area for a coffeepot

Furniture and Equipment

- Station for up to three (3) laptop connections
- Bookcases are available for professional development materials
- Equipment includes copy machine(s), digital duplicating machines, a freestanding laminator, paper cutters, die cutter, book binding machines, computers, printers, scanners, phones, and electric staplers
- VoIP handset

ELEMENTARY & MIDDLE SCHOOL OFFICE—Staff Lounge

Program Description

The staff lounge is an important area that provides a space for teachers and other staff members to collaborate, relax, eat, discuss professional topics, hold formal and informal meetings, and prepare for interaction with students. In addition, the staff lounge is often the focal point for viewing and sharing information on professional development, district, and school news. This room is also utilized as a meeting area for the whole staff.

Staff rooms adjacent to or nearby the private outdoor patio areas are becoming prevalent. Some schools are experimenting with student-created lunches such as salads or sandwiches for sale to staff members. Some schools are also exploring physical fitness programs and equipment for staff members.

Activities

Activities, which occur in the staff lounge, include:

- Relaxation on break and lunch period
- Preparation and storage of staff meals
- Eating
- Viewing of areas (such as bulletin boards) to provide updates on district postings, staff development opportunities, and school news

Orientation and Relationship

Since the staff lounge often serves as the “hub” of all staff members, it is important that it is in an area of campus readily accessible to all members. The teacher workroom is connected to or located near the staff lounge. Staff mail and message boxes are in or near the staff lounge to allow members to quickly and frequently check for mail and messages. Also, staff restrooms are located near the staff lounge. The staff lounge is adjacent to the office complex.

Space Requirements

- 450 to 550 square feet
- There is adequate space for dining
- The staff room should provide table seating for no less than 15 to 20 adults. Additional seating on couches and easy chairs is also provided

Technology

- WIFI

Cabinetry/Storage

- Adequate storage exists for food preparation materials and utensils, as well as for other items needed for serving food such as coffee pots, bowls, plates, silverware, and tablecloths
- Storage space should also be provided for educational materials used by all staff members

Utilities

- The double kitchen sink provides both hot and cold water as well as a garbage disposal
- Electrical outlets should be located at convenient intervals along the walls, particularly in the food preparation area
- Additional voltage is provided to accommodate all appliances
- Water lines are for a drinking fountain
- Phone access is also available

Furniture and Equipment

- Refrigerator and freezer
- Microwave
- Double sink with garbage disposal
- Dishwasher
- Oven
- Coffee maker
- Tables and chairs to accommodate 15 to 20 adults while eating
- Soft furnishings
- Bulletin board

LIBRARY / MEDIA CENTER

Program Description

A Library/Media Center is a comfortable, open space where students can create and interact with printed or electronic media and discuss it with instructors and peers. Such a space will usually include bright lighting, unobstructed sightlines, and a comfortable environment. This kind of setup allows students to personalize how they interact with the information and resources, leading to better learning outcomes. This space can also be used for community interaction and outreach. The Library/Media Center is frequently one of the largest open spaces in the school- it is often used for PTA/PFC meetings, after school classes, school site council, awards ceremonies, science or art fairs and other activities beyond the school day. Flexibility is key to getting the maximum value out of these spaces.

The Library/Media Center has ample open space where information is disseminated and absorbed and that also incorporates technology and different presentations of information. Current pedagogical practices demand that learning spaces reflect the atmospheres of modern workplaces and contain similar technology. This requires flexibility and places where students are empowered to engage with each other.



Image 11: ES/MS Library

The

The Library/Media Center should be an engaging space and multi-functional. These spaces may contain:

- **'Pods'** - for individual focus or working 1:1 with a peer or instructor
- **Active/Flexible Seating** – furniture should be reconfigurable so that students can collaborate, break into small groups or individual work, then reassemble to discuss. The furniture- desks, tables, chairs- should be easy to move and reconfigure on the spot.
- **Technology** – WIFI and data drops as required throughout the space. Computers and large monitors should enhance the workspace.
- **Digital Displays** – Digital displays should be available throughout the space for student use and collaboration
- **Specialized Technologies** - for media creating



Image 12: ES/MS Library

Teaching and Learning Activities

Library/Media Centers will be focused on student collaboration and engagement, and will be designed to foster activities such as:

- individual and small group projects
- large group instruction, gatherings, and presentations,
- creation and display of student-created work, art, video, and multimedia,
- whole-class instruction,
- research and application of library and reference skills,
- academic and recreational reading and use of multimedia materials.

Orientation and Relationships

The Library/Media Center should be centrally located on the school campus. Ease of access by students from the playgrounds and classroom spaces during recess/break times should be considered. Nearby areas include restrooms. The Library/Media Center's location should be easily accessible by the public for after-hours programs. The workroom, including a multimedia production center and AV storage areas, are adjacent to circulation desk and computer workstations.

Space Needs

Elementary libraries should be, at minimum, the size of a classroom¹². A central area for seating and large group activities accommodates at least 36 students seated at tables. Individual study areas on the perimeter are available for eight (8) or more students. Librarian's workroom includes storage, work surfaces, data communications, and, if possible, a glass wall or large window facing into the library if separate. The storage area is sufficient to house equipment for school-wide use and is secured in a windowless, locked room or cabinetry. Large window space in the main area adds to the appeal and comfort of the library as a reading and meeting room; however, provisions are made to darken the room partially or entirely when projection equipment is in use.

Technology

- PC-based computers with barcode scanners and printer for library management system at the circulation desk
- Appropriate software for circulation and catalog functions
- Catalog stations for student use
- Reference computers with internet access for on-line reference and other telecommunication activities
- Clock, intercom, and telephone
- Video equipment for production, recording, and dubbing
- WIFI located throughout the room
- Power, phone, and computer cables in raceways are protected and do not interfere with counter activities
- Charging

Cabinetry/Storage

- Sturdy, adjustable non-pressboard shelving
- Perimeter shelving with a maximum height of 5' and a minimum overall length of 750 linear feet in 3' to 4' sections
- Space for some portable shelving is also provided, with a minimum of 250 linear feet divided into sectional units that can be placed appropriately

¹² CDE requirements: Article 4; 14030.k.3 <https://www.cde.ca.gov/ls/fa/sf/title5regs.asp>

- throughout the reading area
- Shelf space next to circulation counter for books in process
- Locking storage cabinets for supplies and other valuables

Utilities

- Wall outlets throughout library for power
- Adequate lighting with maximum adjustability
- Thermostat for control of central heat and air
- Sink and running water in librarian's workroom
- Power available for staplers, bulk erasers, laminators and other machinery

Furniture and Equipment

- Adjustable tables and stackable chairs for 40 students
- Large 8-foot pull-down screen with matte finish mounted on ceiling near main seating area to be used for overhead projector, video, and other visual presentations
- Library circulation counter with drawers, shelves, working surfaces, built-in book return slot and rolling box. The counter has space for a computer and scanning systems for library circulation, including built-in electrical. At least six (6) feet of counter is at 28-inch height to accommodate checkout by small children. Other counter space is comfortable working height for adults
- Work table and desk for library staff
- Movable study carrels or tables for independent work
- Carpeting
- Comfortable places for reading
- Drafting type angled-top table for laying out large books, maps
- Built-in shelving that is an appropriate height for students
- Interior shelving is half-height to provide for appropriate supervision
- Display space for viewing special projects, books, school awards, etc.

ELEMENTARY & MIDDLE SCHOOL COMMUNITY ROOM

Program Description

If space is available, each elementary and middle school site will have a Community Room | Wellness Room for the campus community and the community as a whole. Educators agree that student wellness and academic achievement share a critical relationship – as evidenced by research findings published recently by Collaborative for Academic, Social, and Emotional Learning (CASEL). According to CASEL’s recent post of industry trends, 90% of secondary and elementary teachers agree that promoting Social Emotional Learning would improve their students’ outcomes.¹³

The Community Room | Wellness Room’s mission is to two-fold: 1) To foster strong partnerships between teachers, families, administrators, students, and community partners through open dialogue, inclusive spaces, ongoing learning, and shared responsibilities that drive and unify the school community, providing a place to gather, seek resources and collaborate and 2) To provide students and staff with opportunities to focus on self-care and developing healthy coping strategies while reducing stress and anxiety.

The design of these spaces allows students and staff to experience a quiet atmosphere and have a chance to “reset”. This space should provide relaxing and inclusive spaces for staff and students alike. Similarly, providing Community and Family resources and opportunities for engagement is key to a healthy and thriving school and community.



Image 13: Community / Wellness Space

Curriculum and Anticipated Use

The Community Room provides an area for students, staff and families to gather, gain resources, connect with staff, and become involved contributors of the school community.

Orientation and Relationship

¹³ STS Education: <https://stsed.com/wellness-rooms/>

The Community Room is easily accessible for students, staff and parents to the front of the school near administration so that parents and students can easily access.

Space Requirements

- 500 to 960 square feet depending on school size
- Ample space and storage are needed for multiple staff, students and adults that will be sharing the areas
- Semi-private and private spaces in addition to a larger communal space
- Lighting that supports reduces stress – avoid linear evenly spread lighting and seek ambient lighting that creates place
- Minimal visual stimulation through the use of muted colors
- Tackable walls for displays
- Carpeting

Technology

- Full access to technological devices and outlets for adequate electrical service, including telephones, electrical outlets, alarm system, HVAC, and network drops
- WIFI

Cabinetry/Storage

- Flexible, movable and ample
- Lockable storage, including coat closet, and adjustable open shelving

Utilities

- A sink and counter space for coffee pot, small refrigerator
- Plentiful electrical outlets

Furniture and Equipment

- Movable partitions to create smaller spaces
- Soft furnishings
- Multiple seating options (surface, height, configuration) to allow those that use the room to feel ownership of the space. The furniture should support a posture and orientation of comfort and relaxation
- Movable tables and chairs Movable computer tables Bookshelves
- Desks for one (1) or two (2) staff
- VoIP handsets

MULTIPURPOSE ROOM AND WARMING KITCHEN

Program Description

The multipurpose room and kitchen provide a warm, friendly environment where children and adults are involved and comfortable in various school and extracurricular activities including drama, dance, and music performances, physical education activities, school sports, assemblies, rallies, school educational films and videos, promotions, and food services. Also, this area is utilized for numerous community activities. An indoor stage area facilitates the many activities listed above. Also, as space and program allow, an outdoor stage area or amphitheater is provided for school and community activities and performances involving the entire school and community population.

Changes in nutrition requirements as well as the involvement of children in making decisions regarding food choices have an impact on how the food service is operated. Food bars with fresh fruit and vegetables for elementary students are increasingly common. Current trends are also showing an increased use of school facilities by the community for numerous and varying events.

A variety of curriculum areas is addressed in the multipurpose room including physical education, fine arts, nutrition, and food preparation. In addition, assemblies, meetings, and community events are held here. Art can be displayed here. The room itself is visually appealing and architecturally inspiring.

The teaching and learning activities taking place in the multipurpose facility are varied. Physical education instruction and activities include basketball, volleyball, tumbling and gymnastics, movement, intramural sports, and various indoor games. Fine arts instruction and activities include drama, music, band, chorus, dance, art, and art displays on tackable walls and in art displays. Performances and exhibits take place as well. Rallies, assemblies, and special programs for large groups and meetings for both large and small groups are held in the multipurpose facility.

Orientation and Relationships

Due to numerous activities that take place in this area (especially daily dining), the multipurpose room is located as an integral part of the rest of the school. Playgrounds and fields are adjacent with direct indoor/outdoor connection for easy access after the children are dismissed from lunch. The Multipurpose Room is adjacent to the "school hub". Parking for school and community use is easily accessible.

The indoor and outdoor stage areas are raised or portable and are adjacent to

one another. Stairs extend the width of both indoor and outdoor stages.

Restrooms and drinking fountains with bottle fillers are within the Multipurpose Room building (i.e. accessible without having to go outside). This is especially important for safety and security after dark and for facilitating after-school and community events.

Telephone and campus computer network jacks are inside the serving kitchen and on the stage.

The student entrance to the multipurpose room is easily accessible from the classrooms. There is also public access from the parking lot for community use of the facility. When planning circulation patterns to and from parking areas, safety of the users is paramount.

The kitchen is accessible to a driveway and close to the street entrance to facilitate deliveries by large trucks and to keep delivery vehicles away from foot traffic. The kitchen is separated from the main floor of the multipurpose room. The garbage area (i.e. dumpster) is separated by a distance but easily accessed from the kitchen and the dining areas, is fenced or otherwise isolated, and is away from foot traffic areas. The garbage collection area is placed so that it is not the main feature that is viewed from the street.

An optional outdoor eating area with rain and sun shelter is located near the table storage area, which also has outside access.

Internal Traffic

The entrance is located so that children have plenty of room to line up to receive lunches. The serving area is located away from the stage area if activities are taking place on the stage during the lunchtime. Data outlets are located at the end of the serving line to provide for computerized selling of lunches and as a redundancy for Wi-Fi. The kitchen is located next to the serving area with a door and windows between for supervision. Numerous arrangements are present for students disposing of waste and recycling possibilities.

The kitchen is designed so that activities do not interfere with each other (i.e. deliveries do not cross over with people preparing food for the lunch service, dish washing is not interfering with the food preparation area, etc.).

Students enter and exit the multipurpose room at various intervals of time throughout the day. The main student entry should be accessible from the school quad area. The main student exit should be adjacent to the playground.

Space Needs—Multipurpose Room

The Multipurpose Room is generally sized at seven (7) square feet per student, is large enough to accommodate assemblies as required, and will accommodate the entire student population theater style. All students can see the stage areas for assemblies. Provide indoor storage accessible from indoor and outdoor for adjacent outdoor areas (see Physical Education Section).¹⁴

Technology

WIFI

- Sufficient for student capacity of space

Sound System

- Controllable sound system with expansion capabilities is of high quality for speech, vocal, and instrumental musical presentations to all areas of the room
- Wall mounted speakers
- Wall and floor mount jacks for microphones
- Hanging microphone system and jacks are in place
- Wall-mounted amplifier-mixer has at least two auxiliary inputs on side stage in lockable cabinet
- Acoustics of the highest level possible for sound control (including on the walls as well as in the ceiling)
- Conduit and jacks are available for video broadcast and computer access near front and back of room
- VoIP in the kitchen and stage area with handsets

Lighting

- Stage lighting with overhead spots with dimming control
- Theater lights with light control board (portable with jack at rear of Multipurpose Room opposite stage and on the side of the stage)
- Remote controlled spotlights
- House lights with dim control
- Roller window coverings or curtains for darkening room

Storage

- Storage space for folding chairs and folding tables with benches appropriate for the size of the school. (Table storage should be accessible for both inside and outside for optional outdoor dining.)

¹⁴ CDE requirements: Article 4; 14030.k.1 <https://www.cde.ca.gov/ls/fa/sf/title5regs.asp>

- Storage space adjacent to the stage to include areas and rooms for storage of audio and visual equipment, PA system(s), band instruments, drama props, costumes, and materials, and PTA supplies and equipment
- P.E. equipment storage area with indoor and outdoor access and a half-door for checkout of equipment
- Custodial room with mop sink for storage of mops, garbage cans, etc.

Utilities

- Restrooms and water fountains
- Fire and security alarm system on separate zone
- Numerous electrical outlets on and around stage
- Adequate ventilation and cooling on stage as well as Multipurpose Room
- Electrical outlets placed around the perimeter of Multipurpose Room

Furniture and Equipment

- Fold-up dining tables
- Serving tables
- Folding chairs for theater style seating and multi-tier racks for storing them
- Wall clock(s) on stage and in multi-purpose room areas
- Large, motorized theater screen
- Operable darkening curtains on outside windows to provide flexible lighting conditions
- Stage curtain placement allows sufficient movement of performers, particularly in back and off-stage areas
- When possible, outdoor speaker and lockable microphone jacks are available to facilitate outdoor performances, including audio-visual capabilities
- Lighting is adequate for evening and night events
- Four electrical outlets are available on either side of the outdoor stage

Space Needs—Kitchen

Kitchen size is determined by the student population and should comply with the following:

Population	Minimum Kitchen Space
Up to 500 students	425 sq. ft.
500 to 750 students	725 sq. ft.
750 to 1,300 students	1,000 sq. ft.

- Comply with all local Health Department requirements
- Flooring should be non-skid and meet health department requirements
- All kitchen walls must have a Fiberglass Reinforced Plastic (FRP) covering. The wall behind the three-compartment sink to have stainless steel covering (only on back wall from the top of the sink station to the underside of the overhead cabinets).
- The rear kitchen door must be solid, 48" wide, with fly fan, buzzer, and peephole
- Doorways between the kitchen and adjacent spaces must be wide enough to accommodate relevant mobile equipment that is 48 inches wide
- A three-compartment sink should be provided for hand washing trays.
- A "booster" for hot water must be provided, if necessary. Hot water must reach 120 degrees in 15 seconds or less.
- A hand-washing sink must be provided, preferably located on the wall near the rear door, with easy access for the food service workers. Foot-control pedals are preferred. A "booster" for hot water must be provided, if necessary. Hot water must reach 120 degrees in 15 seconds or less.
- Wall-mounted dispensers must be provided. A minimum wall space between the top of the 3-compartment sink and the overhead cabinets is 20" to provide room for the proper installation of the chemical dispensers.
- All lower casework must be at least 6" off the floor
- All drawers and cabinets are for food service use only and must be lockable, and all locks should be keyed to the same number

Technology

- Computer terminal in the kitchen and near the serving area with network access
- VoIP at the lead worker's desk and one data line

Storage/Cabinetry

- A dry storage room must be provided and should be at least 8' wide and 10' long
- Undercounter storage to accommodate specific small equipment and supplies

Utilities

- Electrical outlets to accommodate kitchen equipment
- Adequate ventilation in the kitchen (heating and air conditioning), exhaust fans for ovens

- There should be numerous electrical outlets in the kitchen for existing and future equipment needs
- At least two (2) electrical outlets must be provided at the lead worker's desk area

Furniture and Equipment

- Cash safe
- Chemical dispenser two (2), chemical (Ecolab)
- Preparation table (stainless steel 30" wide by 60" long by 36" high, four (4) locking castors, two (2) undercounter drawers with locks)
- Counter space (built-in)
- Office equipment (desk, chair, file cabinet)
- Shelving, various units (dry storage; walk-in)
- Storage locker
- Wall clock

PHYSICAL EDUCATION

Program Description

The physical education (PE) programs are designed for grades TK–8. PE is taught daily and is coeducational. The programs teach skills, physical fitness, and provide a foundation for developing lifelong activities. Due to food service needs, the Multipurpose Room use for PE activities is limited and occurs primarily during inclement weather.

Children are less fit than they have been in the past. This growing trend indicates a strong need for programs that emphasize overall fitness and a need to develop an interest in maintaining lifelong fitness activities.

The *Physical Education Model Content Standards for California Public Schools* adopted by the State Board of Education in 2005 establishes learning goals and objectives for physical education including a sequential, developmentally appropriate curriculum designed to help students acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active, healthy lifestyle.

The five (5) overarching model content standards for elementary and middle school students are as follows:

Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

In elementary school the content standards emphasize the way in which

students move through space and time in their environment, the way in which the student and a partner move in space together, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed.



Image 14: Outdoor Play Areas

In middle school, the content standards emphasize working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems.

Orientation and Relationship

The Multipurpose Room is used for physical education during inclement weather. Asphalt (permeable as required) playground areas are between grass fields and school classrooms. Supervision of play fields is not obstructed by buildings or objects that impair observation. At the middle school level, it is desirable to have a Gymnasium that is separate from the Multipurpose Room.

Space Requirements

Refer to CDE standards¹⁵

¹⁵ CDE requirement: Article 41030.c <https://www.cde.ca.gov/ls/fa/sf/title5regs.asp>
Supplemental references defined in Education Code sections 51210(g), 51220(d) and 51225.3(a)(1)(F)

Storage

A PE equipment storage room should be provided (10' x 10') in the Multipurpose Room as close as possible to the playground area. The access door is split horizontally to use as a checkout station. An organized storage system ensures maximum holding capacity.

Utilities

Drinking fountains with bottle fillers and bathrooms near asphalt (permeable as required), field areas, and play areas are within view and supervision of yard supervisors. Covered electrical outlets are available to play areas (e.g. on the outside walls of the nearest classroom). Outdoor water couplers are available in at least one convenient location on each building.

Furniture and Equipment

Playground equipment is of modular variety and meets or exceeds all current CPSC, ASTM guidelines.

Landing material complies with all ADA requirements and is of sufficient depth to absorb falls from the equipment to provide maximum safety.

Asphalt (permeable as required) surface may include:

- Basketball courts with some lowered baskets
- Wall ball courts
- Tether ball poles of varying height
- Volleyball courts
- Four square courts
- Kickball courts with painted bases
- Sufficient space to include other games, including circle games, line games, hopscotch, relay race lines, etc.

Turf fields may include the following. Note that for small urban sites, an area that can provide for physical education activities and meets the California Department of Education's Small Site Policy for delivery of physical education is specified.

- Soccer field(s) with portable goals
- Softball field(s) with backstops
- ¼ mile track with appropriate surface if appropriate for site
- Several benches or picnic tables shaded by trees

MIDDLE SCHOOL SCIENCE

Program Description

The vision of the Next Generation Science Standard (NGSS) and adopted California Science Frameworks (2016) as well as the Mt. Diablo Unified School District is to prepare students to be future citizens and versed in the domains of science, technology and art, allowing them to develop a coherent and scientifically-based view of the world around them.

Instruction in the science classroom will integrate whole-group direct instruction with small group differentiated instruction and collaborative activities such as lab exercises. As a result, the size of the classroom must be large enough to allow for laboratory stations to accommodate a minimum of 37 students, with a demonstration table at the front of the room for the teacher's use.

Teachers and students will utilize a variety of technologies to engage in instruction and learning. The classrooms will be equipped per the Instruction Technology specification provided earlier in this document with any additional needs to be reviewed as technology evolves over time.

Orientation and Relationship

For STEAM program possibilities, the science area will benefit by being close to math and art classrooms. Additionally, the science classrooms have flexibility without a built-in student lab area to accommodate other disciplines, if desired.

Space Requirements

Classroom Area Layout

The middle school science classrooms will accommodate individual and group work, lab investigation, and ensure student safety. Therefore, these classrooms will be larger than average classrooms, with layouts that are flexible, safe, and provide good line-of-site while allowing student movement. There should be plenty of natural light and fresh air. The middle school science classrooms should be a minimum of 1,300 square feet including storage and teacher preparation areas¹⁶. It will include four (4) lab stations areas centered around four (4) student workstation sinks.

Each science classroom will have four (4) lab stations against the perimeter wall with a sink and 40 feet of base cabinet. Mobile furniture will create the lab stations for students. Each station should have electrical outlets.

¹⁶ CDE requirements: Article 4; 14030.i.1 <https://www.cde.ca.gov/lr/fa/sf/title5regs.asp>

Each science classroom will have a learning wall with tall cabinets at each side of bookshelves and whiteboards in the center and interactive panel on a cart. One wall will have all tackable surfaces, base cabinets, sinks, chemically resistant counter space, and overhead cabinets. Other walls should have tackable surface and one electrical charging station zone for devices.

The teacher demonstration area should have space for a demo table with a sink, and ample electrical outlets, and allow for flexibility of setting up a mobile teacher desk on either side. The demo table should include lockable storage and have a chemically resistant counter.

Student storage will be needed for large projects, display boards, and equipment.

Science Classroom Preparation and Equipment Storage Area

A well-equipped science department with lots of supplies is necessary to provide students with a program that meets State Standards. There should be one (1) prep room for every two (2)-science rooms, and one (1) each for the fifth science room if a two-story building. There should be space for staff desks, filing cabinets, phones, computers, duplicating equipment, and supplies.

Safety of student work areas, teacher prep areas, and storage areas should meet State safety codes. Equipment, such as eyewash stations, should be easily accessible. All counters should be covered with a heat and acid-resistant covering. Flooring should be non-slip vinyl or a similar product.

The prep rooms should be accessible from the science classrooms with storage for a variety of equipment both large and small.

Space Requirements – Science Labs

- 1,300 square feet including prep and storage¹⁷
- Four (4) lab stations for 32 students around perimeter of room centered on four (4) sinks
- Open areas in the center of the classroom for mobile student furniture Student lab stations equipped with:
 - Sink
 - Chemical resistant countertops
 - Electrical outlets
- All safety equipment required by code including eye wash and deluge shower
- Moveable workstations
- Student display areas

¹⁷ CDE requirements: Article 4; 14030.i.1 <https://www.cde.ca.gov/ls/fa/sf/title5regs.asp>

- Teaching wall
- Interactive panel on a cart,

Space Requirements – Central Science Preparation Rooms

- 200 square feet each
- One (1) shared by two (2) science classrooms
- One (1) dishwasher per floor or wing in single prep room
- One (1) refrigerator per floor or wing in single prep room
- Ample counter space
- Plentiful electrical outlets
- Lockable storage cabinets
- Designated areas for use of hazardous materials
- Floor and ceiling ventilation at chemical storage
- Space for copier

Instructional Technology (See Instructional Technology Section, Page 22)

MIDDLE SCHOOL 2D / 3D ART

Program Description

At each school level, art instruction should provide avenues in which each student can work at a personalized pace to learn and develop self-expression and self-confidence and engage in arts integration, creativity and design-thinking.

The *Visual and Performing Arts Content Standard for California Public School (2001)* outlines subject area standards that provide the foundation for instruction.

A significant trend is the inclusion of the multifaceted role of media and electronic technology in the arts. California is an international leader in the technology and entertainment industries; providing our students with an education in the arts supports our state's future and our economy.

The curriculum for visual arts education in the middle school program encompasses components of 2D and 3D design. This includes drawing, painting, ceramic, sculpture, and poster art. Technology is used throughout all of these disciplines. It is important to incorporate the ability to display projects to the school community and to have as versatile a space as possible.

Instruction in the arts utilizes numerous strategies including teacher-directed instruction and student-centered learning. Grouping strategies allow students to collaborate and to experience the arts as performers, creators, and patrons. The classrooms will be equipped per the Instruction Technology specification provided earlier in this document with any additional needs to be reviewed as technology evolves over time.

Orientation and Relationship

For STEAM program possibilities, the art area will benefit by being close to the science area. Additionally, the art classroom should have an orientation to outdoor instruction space and an art courtyard that can be shared with STEAM programs.

Space Requirements

Classroom Area Layout

Instruction in the art classroom will integrate whole-group direct instruction with small-group differentiated instruction and hands-on collaborative activities. As a result, the size of the classroom must be large enough to allow for art space to accommodate a minimum of 37 students.

The art classroom will have a learning wall with tall cabinets at each side of bookshelves and whiteboards in the center with interactive panel on a cart. One wall will have all tackable surfaces, base cabinets, four (4) deep art sinks, counter space, and overhead cabinets. Other walls should have tackable surfaces and multiple charging stations for devices.

The art classroom will be equipped with Instruction Technology per the district specification.

Space Requirements – Art Classroom

- 1,500 square feet
- Four (4) accessible, deep art sinks
- Kiln with racks (where ceramics is taught)
- 7 feet open shelving
- Utility connections throughout

Instructional Technology (See Instructional Technology Section, Page 22)

MIDDLE SCHOOL MUSIC AND PERFORMING ARTS

Vision and Program Statement

The *Visual and Performing Arts Content Standard for California Public School (2019)* outlines subject area standards that provide the foundation for instruction.

Trends

Educational technology has had a great impact on arts education. In both instrumental and vocal music, students compose and arrange music using digital and electronic technology when appropriate. As stated in the Visual and Performing Arts Content Standards for California Public Schools, “technology is recognized as an essential tool that enhances learning and expression in all the arts disciplines and provides for expanded forms of expression in digital and electronic media.”

Another goal for arts education is to promote academic rigor through active practice, reading, researching, and writing about the arts, and participating in arts criticism.

In addition, guiding students to make connections between all areas of the arts, and across subject areas, is a key focus of the standards.

The curriculum taught in each discipline of arts education, including 6–8 music, is guided by the state content standards. Standards in each subject area are grouped into five strands: artistic perception, creative perception, historical and cultural context, aesthetic valuing, connections, relationships and applications.

The Visual and Performing Arts Content Standards for California Public Schools identifies three modes of instruction for a comprehensive arts education program:

- Subject-centered arts instruction in dance, music, theatre, and the visual arts
- Instruction connecting the arts disciplines
- Instruction connecting the arts and other core subjects

Instruction in the arts utilizes a number of strategies, which balance teacher- directed instruction with student-centered learning. Grouping strategies allow students to collaborate and to experience the arts as performers, creators, and patrons.

The focus of instruction in all areas of arts education is to develop students’ foundation skills in the disciplines(s) studied. Though the content standards

identify what students should know and be able to do at each grade level, the Framework makes it clear that decisions about how best to teach the standards should be left to teachers and district staff.

Orientation and Relationship

Orientation of the music rooms to performance space such as the multipurpose room and outdoor performance areas is optimal.

Space Requirements

- 1,500 square feet minimum
- Sound proof, and properly attenuated for music
- Room for 45 students
- Carpeted
- Floor space divided into three (3) tiers (can use portable risers)
- Tiers should be wide enough for chair and music stand for orchestra set-up
- Large and small instrument storage
- Room for piano
- Tackable walls
- Magnetic whiteboards and music cleft whiteboards
- Built-in sound system that will allow for recording
- Multiple electrical outlets on walls
- Large, operable, tinted, and covered windows
- Storage space for sheet music (cabinets)
- Teacher workstation with telephone, and cable drop per Instructional Technology Specification and General Classroom Specification

Instructional Technology (See Instructional Technology Section, Page 22)

DISTRICT STANDARD GUIDELINES

GENERAL

- Doors
 - All interior doors to classrooms are to be wood, solid core, with vision- lite windows.
 - Exterior doors, depending on location, are to be either
 - hollow metal
 - storefront
 - FRP
 - Hardware
 - Locksets – Schlage numbered/lettered cylinders and/or Everest cylinders
 - Panic hardware – Von Duprin
 - Columbine-style locking
 - Door Closers - LCN
 - Interior doors have kick plates
- Casework shall conform to the Architectural Woodwork Standards adopted by the Woodwork Institute (WI). No drawers should be wider than 30 inches. All drawers over 24 inches wide to have full extensions and wrap around knuckle hinges.
 - No plastic handles or pulls. Metal handles and pulls only, with through-the- face mounting.
 - Olympus locks
- Multi-Purpose (MP) Room storage areas should have a 4-foot high FRP wainscoting.
- All speakers on the exterior of site buildings must be installed under an overhang or include a water-resistant cover. All exterior speakers must be manufactured and approved for outdoor use.
- “Hard lids” should be utilized in toilet rooms, storage and utility areas.
- Interior wall surfaces where painted are washable semigloss.
- Exterior drinking fountains are vandal proof and have bottle fillers with hydration stations without water filters.
- Door hardware is Schlage at all campuses at exterior doors that shall have crash bars and Columbine locks.
- Interior lighting should be provided with Occupancy sensors
- Window coverings for solar control and visual privacy from the outside and visibility to the outside from inside.

Flooring

- Carpet only in the office, library, and some areas as noted in specification.

- Resilient flooring in all spaces except above.
- Resilient floors to meet Cal Green Standards.

Restrooms

- Each site should have an identified gender-neutral student restroom.
- At the middle school level, restrooms should be adjacent to PE changing areas (locker rooms) including at least one gender neutral option
- All restroom walls are covered with tile, which may terminate at door height.
- Each site should have a restroom capable of accommodating full inclusion students, including space for a changing table and a lift station (either portable or with built-in bracing to support the load).
- There should be hose bibs in the restrooms.
- All electrical outlets should be GFIs, regardless of the location within the restroom.
- Student restroom floors should be tile.
- Restrooms are equipped with solid phenolic partitions.
- Waterless urinals
- Electric hand dryers
- Sloan (or equal) electric flushometers.
- Two (2) center floor drains with cleanouts.
- Glass with stainless steel frame mirrors.
- Wall hung water closets.
- Individual porcelain wall hung sinks.
- Delta metered faucets (potential for motion activated in the future)
- Toilet paper dispenser – jumbo roll
- Soap dispensers, bulk fill.
- Cold water only is supplied to the student restrooms.

Exterior

- For each building, there must be a cold-water hose bib on the roof to provide for easier maintenance of HVAC units, insulated or otherwise protected for freeze protection.
- Building exteriors are of stucco or durable alternate material that is low maintenance and graffiti-resistant/treated.
- Signage for the buildings is embedded in concrete so the letters cannot be removed, popped out or defaced.
- Building identification signage is required: die cast, aluminum systems.
- Stewart Marques that are digital and hard-wired.
- Building exterior finish materials adjacent to playgrounds must be of a

durable construction to withstand balls.

Locks (See above door specification)

- All classrooms, multi-purpose rooms, and library rooms shall have doors with exit device style hardware with the capability to be locked from the interior. A keyed dogging mechanism should be provided.
- Door locks are high security Schlage

Roofs

- Roof access should be from the interior of the building (custodial closets) – new buildings only.
- Flashing should be galvanized sheet metal, low maintenance.

Electrical

- 2 foot by 4 foot drop in light fixtures with electronic ballast.
- Multipurpose Room wall-mounted light fixtures should include wire guards or be ball resistant.
- Floor box receptacles are to be discouraged, but when necessary shall be floor mount and not monument style.
- Exterior lighting to include only vandal resistant covers.
- All exterior lighting shall be controlled via photo-cell sensors and/or lighting control system.

Technology (see Instructional Technology Section page 22)

CUSTODIAL

Custodial Supply Storage Room/Office

- Utility and mop sink with hot and cold water supplies is installed and surrounded by tile.
- Heating and ventilation system is part of a centralized system for the site. There are no less than 400 linear feet of adjustable shelving for supply storage.
- Center floor drain is installed.
- Adequate electrical outlets and lighting are supplied and wired on a separate circuit.
- Walls are covered with appropriate material to allow for hanging tools and storing supplies.
- Access is by way of a 3 foot walk-through door and an 8 foot steel roll-up door for loading and unloading supplies.

- Location is planned to ensure close accessibility to the site equipment and the supply loading and unloading area.
- Entire area of storage room is included in the planning of fire sprinkler system.
- Site security alarm system encompasses storage room.
- A separate controlled ventilator fan is included in the service area. Computer and phone jacks are near a desk area.
- There is a lockable cabinet.
- There is a flame-resistant cabinet.
- WIFI

Custodial Supply Closets

- Floor space of each individual closet is no less than 75 square feet.
- Utility and mop sink with hot and cold water supplies is installed.
- Custodial room wall and mop sinks should be sealed and tiled for a minimum of 24 inch around and above the faucet and tubs.
- There is no less than 20 linear feet of adjustable shelving for supply storage.
- Adequate electrical outlets and lighting are supplied.
- Walls are covered with appropriate material to allow for hanging tools and storing supplies.
- There are custodial supply closets in each wing.
- Access is by way of 3 foot walk-through door.
- All custodial closets are to be ventilated with motorized fan.

OPERATIONS—GROUNDS, SECURITY AND TRANSPORTATION

GROUNDS

Landscaping

- Fully automatic Rainbird irrigation system installed to service all turf and planter areas over entire site.
- All planter areas near walkways or in quad are raised.
- Grade level planters are next to lawn areas.
- All landscape shrubs and trees are selected from common nursery stock that is easily replaceable.
- Type of grass is determined after soil analysis and is drought resistant.
- All trees and shrubs submitted on landscape plans are free of thorns, do not bear any fruit or berries, and do not attract bees or other insects.
- Trees and shrubs do not interfere with any field activities, any vehicular traffic on campus, the visual ingress and egress of students, staff or visitors accessing the school site and line of sight supervision from the site administration.
- Attractive native plants and available drought tolerant plants are used. The site is well planned and graded for drainage.
- All backflow regulators are to include a lockable, insulated cover.
- Trees are planted to avoid shutting out light from exterior fixtures.

SECURITY

Alarm Systems

- Master panels are centrally located and easily accessible. One (1) keypad is in the main school office. Multipurpose rooms and gyms should contain separate alarm system and keypad to facilitate evening and weekend events at this location without disarming the entire school campus.
- A perimeter alarm system that does not indicate which door is open is acceptable.
- Motion detectors that cover all exterior windows should be included. The zone of coverage should cover possible areas of entry.
- Childcare facilities should be included on the District alarm system.
- All facilities are District Security monitored

Fencing

- Fencing with lockable gates should be provided on the interior perimeter of the campus.
- Fencing from the community with controlled and lockable access points should be provided to the fields and hard court areas.
- Panic bars are required on street exit gates.

Windows

- To optimize both daylighting and energy conservation, use monolithic 1/4 -inch glass with a Visible Light Transmittance (VLT) of approximately 65% and a Solar Heat Gain Coefficient (SHGC) of approximately 0.50. Other glazing combinations may be considered by the District if they can be justified with life-cycle cost and energy savings.

Roofs

- Many creative methods are used to discourage intrusion onto the roofs. For example, covered walkways next to buildings can be cantilevered so supports and downspouts are recessed and not available for climbing.
- Garland roofing products per District Standard

HVAC

- VRF - Mitsubishi
- Gas-fired rooftop - Carrier

TRANSPORTATION

Walkers Travel Path

- Student pedestrians have a safe, direct path to travel.
- Streets leading to the school site from all directions have crosswalks for students' safety.
- Streets have sidewalks leading to the school site.

Bicycle Area

- Bicycle parking area is in a separate area, NOT adjacent to either the auto or bus parking areas.
- Bicycle ingress and egress prevents students from traveling through the auto or bus parking areas.
- Enough racks appropriate to site size (ask Principal) for bicycles are installed and bolted in place.
- Entire bicycle rack area is surfaced with asphalt.
- Bicycle rack area is encircled with a six (6) foot-high anti-climb fence (as appropriate to site size) with a double gate of at least eight (8) feet wide when fully opened.

Bus Parking

- Length of the zone is adequate for number of buses that serve site. Red curb markings.
- School and principal office should have direct visual access to the bus-loading zone.
- Kindergarten classrooms should have direct visual access to the bus-loading zone.
- School access from the bus zone is a direct path of travel so students can be viewed from the bus to the school and classrooms.
- No crosswalks are allowed within the bus zone to discourage "walking students" from entering the bus zone
- Appropriate street lighting for security and safety purposes.
- Extra wide sidewalks leading up to the bus zone, running the full length of the bus zone to allow adequate space for students to line up during the loading process.

CDE Requirements

- Buses do not pass through staff parking areas to enter or exit school site unless a barrier is provided that prevents vehicles from backing directly into the bus loading area.
- Parent drop off area is adjacent to school entrance and separate

from bus area and staff parking.

- Vehicle traffic pattern does not interfere with foot traffic patterns. Foot traffic does not have to pass through entrance driveways to enter school.
- Crosswalks are clearly marked to define desired footpath to school entrance.
- Parking stalls are not located so vehicles must back into bus or loading areas used by parents. Island fencing or curbs are used to separate parking areas from loading and unloading areas.
- To provide equal access to ensure the purposes of the least restrictive environment, bus drop off for disabled students is in the same location as for regular education students.