Capistrano Unified School District, Esencia K-8 School

Educational Specifications

HMC Architects

ACKNOWLEDGMENTS

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Section 1

District & Project Background

DISTRICT VISION, MISSION AND WIG'S

The Capistrano Unified School District, with support from our community, prepares students to achieve academic and personal success while becoming responsible citizens and lifelong learners.

Based on a vision of "an unwavering commitment to student success;" the Capistrano Unified School Districts Mission is "to prepare (their) students to meet the challenges of a rapidly changing world. This is accomplished through their "Wildly Important Goals" or WIG's:

1) Teaching and Learning
Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

2) Communications
Communicate with, and engage students, parents, employees, and community members in District-wide and community-specific decisions.

3) Facilities
Optimize facilities and learning environments for all students.

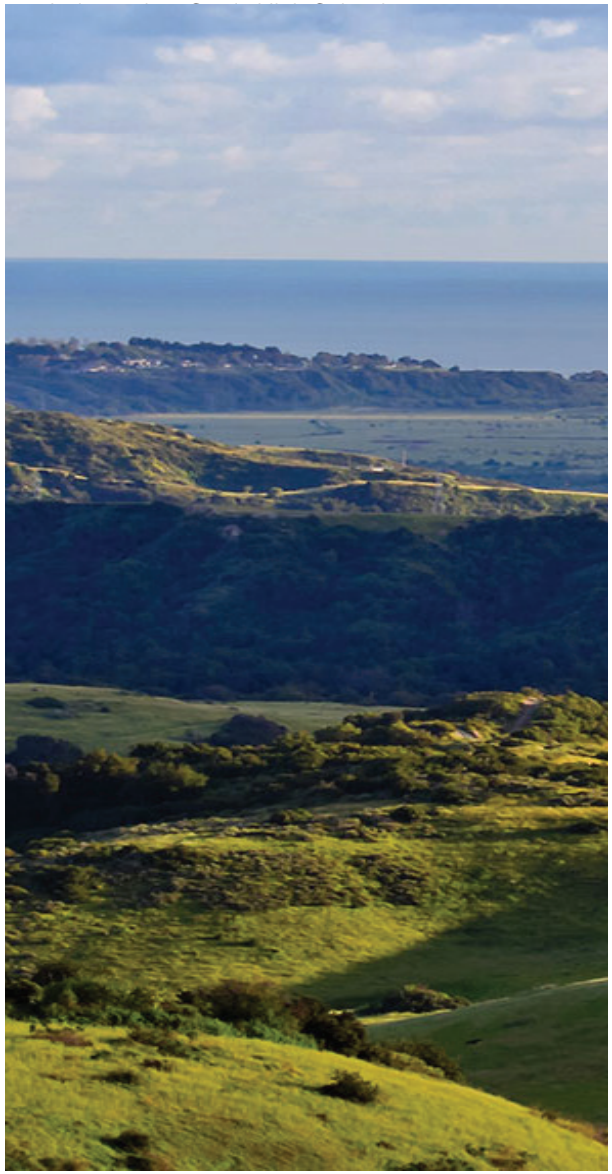
DISTRICT AND PROJECT BACKGROUND

Founded in 1965, Capistrano Unified School District encompasses 195 square miles, in seven cities, including a portion of the unincorporated area of Orange County. With approximately 63 campuses, it is the largest employer in South Orange County. The District includes all, or part of, the cities of San Clemente, Dana Point, San Juan Capistrano, Laguna Niguel, Aliso Viejo, Mission Viejo and Rancho Santa Margarita, and the communities of Las Flores, Coto de Caza, Dove Canyon, Ladera Ranch and Wagon Wheel. The District is governed by a seven-member board of trustees, which generally meets twice monthly at the Capistrano Unified School District. District office is located at 33122 Valle Road San Juan Capistrano, California 92675.

All staff within the Capistrano Unified School District are committed to the belief that children will learn; that children will learn more today than yesterday; and that they will learn more tomorrow than today. The District's commitment to the more than 53,000 students entrusted to its care remains steadfast. The District's commitment to instructional excellence drives the mission of the nearly 4,000 employees.

The district schools composition includes:

- 35 Elementary Schools
- 2 K-8 Schools
- 10 Middle Schools
- 6 Comprehensive High Schools
- 1 Alternative High School
- 1 Adult School
- 2 Exceptional Needs Facilities



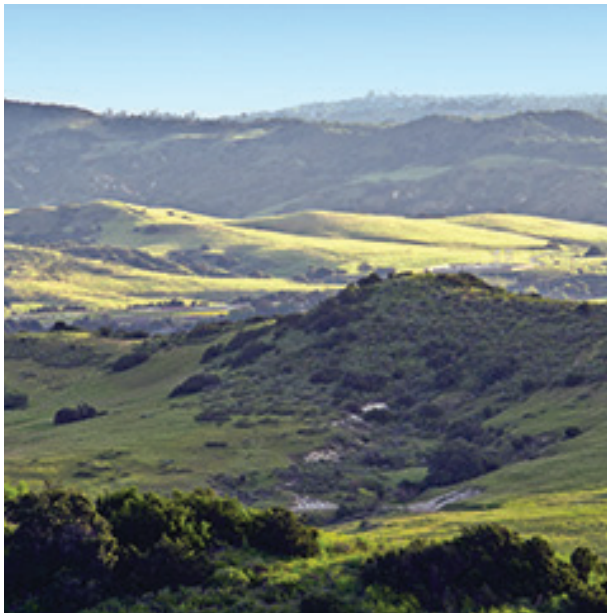
PROJECT DESCRIPTION

In 2013, Capistrano Unified School District entered into a School Facilities and Funding Agreement with Rancho Mission Viejo Community Development, LLC to provide a K-8 school for 1200 students to support the planned community housing development of Sendero and Esencia, being developed by Rancho Mission Viejo Community Development. The housing development and school will be adjacent to the Ladera Ranch and Sendero developments in the east portion of the district service area, north of Ortega Highway. Funding for the facility would come in part from the fees collected from the development and future state funding. The original scope of the project was based on the school district pursuing and receiving state funding for this school. As of now, the state does not have any funds available. If a state bond passes in 2016, the school will be designed to be eligible for state funding.

The school will be designed to allow for classrooms to either be of permanent, modular, or if budget requires, portable units. The site will be planned to allow for the potential temporary interim housing for 400 additional students to accommodate future growth in the development phases.

Due to the original projections of the developer on the square footage for the new school and the budget that was developed for the project, the District will have limited options to include all the potentially desired spaces for programs such as STEM labs that were initially discussed, but consideration can be given to add these spaces in the future. The administration, food service with exterior dining, and a multi-functional media center (Innovation Lab) will be designed in permanent facilities to accommodate 1,200 students. Locker rooms for 6-8 graders will be provided.

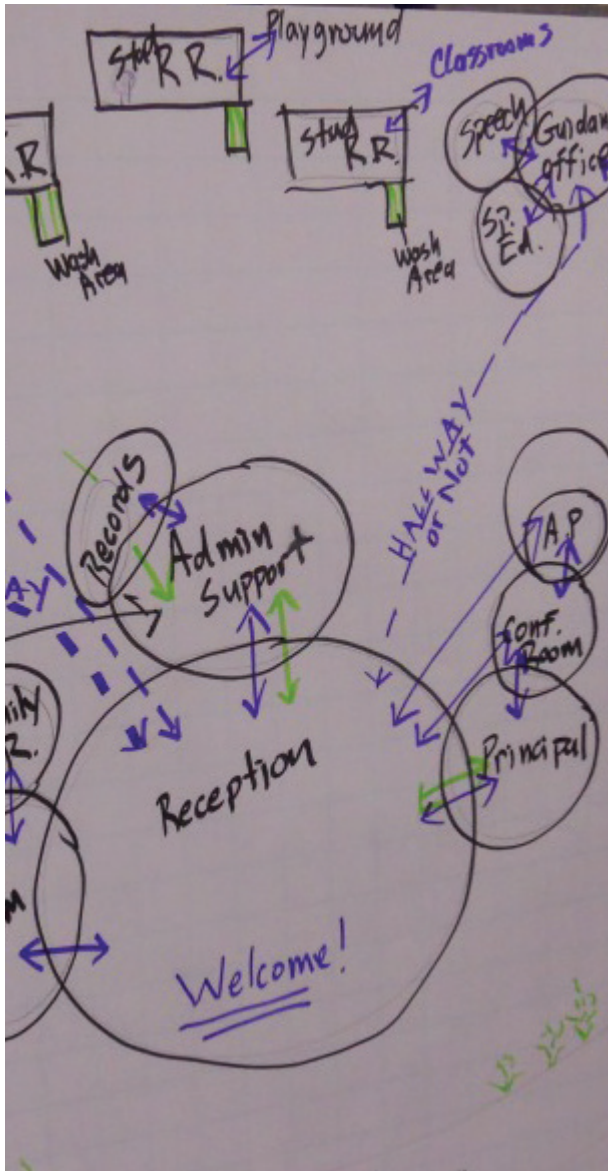
Joint use fields and playgrounds will be built on both school district property and the development joint use site. Fields will be built to meet CDE requirements. These fields and playgrounds will not be used simultaneously by the school and community members/public. There will also be a joint use multi-purpose building on the development community property, which will be designed to house a total of 1,300 students and adults for assemblies and other school program uses.



PROCESS

The planning process for the new K-8 school included multiple meetings with Rancho Mission Viejo Community Development, LLC. The District also formed a ten person District steering committee, which included two board members, to review the project parameters and discuss project concepts and expectations. The steering committee acknowledged the limitations of the budget and stated that all desired spaces and facility features would not be able to be included in the initial project.

Additional input for the new K-8 school was gathered from a broad group of stakeholders including the YMCA, who will be a partner in the after-school program, PTA representation, curriculum expertise, and representatives from Special Education, the Preschool program, Technology, Food Service, Maintenance and Operations, Transportation and Safety and Security. Information about the project was shared, and input and ideas were discussed. As the design of the school progresses, the District will have opportunities to continue to refine District expectations and details in the final design documents.



Section 2

District Educational Approach

EDUCATIONAL APPROACH

The Capistrano Unified School District is committed to providing students with an education that will help them be competitive and successful in their post-secondary options, the workplace, and in life. We know that critical thinking skills, problem solving, team work, communication and the applied use of technology are essential to their success as 21st century learners.

The state standards are essential components of our educational program and influence the design and presentation of curriculum in all subject areas, as well as assessments and teaching methods in our classrooms; They are rigorous, provide a consistent, clear understanding of what students are expected to learn, and focus on students being able to apply their learning to real world situations. The Board Vision, Mission and recently developed Wildly Important Goals, shape the educational approach and philosophy of the school.

District Vision:
An unwavering commitment to student success.

District Mission:
To prepare our students to meet the challenges of a rapidly changing world.

Wildly Important Goals (WIGs):
1) Teaching and Learning:
Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

2) Communications:
Communicate with, and engage students, parents, employees, and community members in District wide and community-specific decisions.

3) Facilities:
Optimize facilities and learning environments for all students.

K-8 Grade Configuration
Esencia will be a neighborhood school where students progress from Transitional Kindergarten through eighth grade together. Research indicates that students benefit from the K-8 school environment, and some 40% of California schools serving 6-8 graders are in K-8 schools. Studies show:

- Students at K-8 schools show greater growth in achievement.
- Parents and teachers at K-8 schools show significant satisfaction.
- Smaller numbers of students per grade level, which is typical of K-8 schools, increase achievement.
- Reduced numbers of transitions from school to school increases student achievement.

Instructional Program
The instructional program is designed to ensure that all students K-8 are provided opportunities for academic growth to be college and career ready. The program will ensure students are provided a broad course of study, which includes visual and performing arts courses, a wide array of elective offerings, as well as Career-Technical Education pathways.

DISTRICT PROGRAMS

English Language Development

The program goal is for all students to be college and career ready, including English Learners. The program will provide ongoing English Learners (EL) performance assessment and programs using student performance data and stakeholder input to drive improvement. The program goal is to empower and build engagement of English Learner families in educational opportunities and provide TK-8 support for English Learners and their families to access educational options, programs and services.

GATE

The Gifted and Talented Education (GATE) program provides programs and services for elementary and middle school students. At the elementary level, a research-based approach clusters groups of students who are identified as GATE in classrooms where teachers deliver differentiated instruction to meet their extended needs. At the middle school level, students who are identified as GATE are placed in accelerated English and social science classrooms where they have opportunities to extend their knowledge and critical thinking skills. The program utilizes depth of knowledge strategies to support students who are identified as GATE as they work towards meeting or exceeding the California State Standards.

Preschool

The Early Childhood program provides programs and services for children ages 3-5 and offers a variety of half-day and part-time classes. Instruction is developmentally based, which prepares children for school. The program is aligned with the philosophy that there is a continuum in the eight domains of learning that begins in preschool and continues through eighth grade.

After School Program

Working in conjunction with various community agencies, the school and District provide both after school care and enrichment opportunities for students in grades K-8. The after school services and programs are offered throughout the year to effectively meet the needs of the school community.

Parent/Family/Community Involvement

In accordance with district policy, the school and District recognize that parent, family, and community involvement contributes greatly to student achievement. Therefore, the school and District include parent and community involvement strategies, including parent advisory councils, parent/teacher conferences, community forums, and parent education activities, as a key component of K-8 schools. The school and district provide meaningful opportunities at all grade levels for parents and the community to be involved in district and school activities, advisory, decision-making, and advocacy roles, and activities to support learning at home.


PEREGRINE FALCON

SPECIAL EDUCATION

The program mission is to provide excellent educational programs that create optimum learning experiences, with appropriate related services to meet each child's specialized needs. Further, the District will promote collaboration among parents, educators, students, the community and other agencies to ensure that all children with special needs have available to them an appropriate education in the least restrictive environment.

The new Esencia K-8 school will include special needs learning environments throughout the campus to provide resource support for all students with easy access to their home-based classroom.


NEW!

TECHNOLOGY CURRICULUM

The mission of the school and the District is to improve teaching and learning through the meaningful use of technology in its classrooms. Students will be technologically empowered, life-long learners who are prepared to enter the workforce. The following principles guide the technology program:

- Technology is a tool, which supports and develops communication of ideas, problem solving, critical thinking, and collaborative work skills that support the State Standards.
- The use of technology encourages active, independent, life-long learning.
- Teachers must be supported in their use of technology with continuous staff development, coaching and technical assistance.

The District strives to provide all students with access to current technology, which is essential for meeting the requirements of the State Standards and preparing students for success on the Smarter Balanced Assessments. The District has a one-on-one classroom initiative in grades fourth and fifth at the elementary level and in grades sixth, seventh and eighth in both Math and English Language Arts in the middle school level. In addition, Bring Your Own Device (BYOD) programs are available where our local parent support groups have partnered with schools to provide increased access to technology.

Section 3

Planning Overview and Design Guidelines

THE INTEGRAL RELATIONSHIP BETWEEN ENVIRONMENT AND BEHAVIOR

Although it is often said, “A good teacher can teach and mentor anywhere,” today’s on-going research illustrates a correlation relationship between the conditions and design of school facilities, and behavior and learning. An individual’s relationship with spaces and their surroundings can not only improve the quality of the individual’s experience in that space it can also effect, motivate, and support the deserved behavior and education outcome.

Learning is a complex activity that tests students’ motivation, mental concentration, and physical condition. Studies have illustrated to increase attendance, improved test scores, and reduced disciplinary problems, the physical environment of a school can make a difference in a student’s educational experience. Studies also show a relationship between safe, secure, and well maintained schools and performance, attendance, and drop-out rates. The physical setting of a school can provide both students and staff with a sense of comfort and well-being creating a desire to want to be at that school.

The physical environment created for learning has a great opportunity to guide and encourage the type of transparent culture envisioned for the school and reflective of the District’s Vision, Mission and WIG’s. Elements of an environment can either support or hinder desired behavior, creating patterns for the way we act, as well as interact with others. For example, if we want to foster communication and interactive dialog, we need to reinforce that with small areas for informal conversations and impromptu learning spaces both indoors and outside. If we want to encourage flexible group project work and teaming, the furniture, acoustics, and available spaces need to allow for a variety of group arrangements. Providing transparent glazing and visible learning areas emphasizes the desire for transparency and open sharing among teachers, students, and administration on the campus. It also promotes sharing of work and accomplishments and allows for students to learn by observing each other.

The flexibility of space and furnishings can encourage creative approaches to learning and team work, rather than restricting process, thought, and project development. Students need to feel empowered to re-arrange and create a space that suits their needs for project development and learning styles.

Personalization of space also allows individuals to take ownership of that area, which leads to both a sense of responsibility and pride. Research shows that when students participate in the creation of a space, students actively partake in maintaining their school. In addition, personalization of an environment can provide students with a sense of identity and belonging.

It may be as simple as a child noting that he or she is part of the cluster or is part of a theme classroom. Some say it is this personalization that will give a space a human scale rather than an institutional feeling. Individuals feel at home in a personalized space and will relax and respond differently than when they feel they are in a more sterile or formal environment. Displays of art, gardens, personalized signage, graphic identity and color, are all ways to include learner-focused identity and personalization.

The same type of space does not support all the types of activities that take place during a day of learning. While interaction and collaboration are often needed for group work, quieter places for individuals to focus on a complex task are just as important. Individuals have different learning styles, and their special needs and modes of concentration vary. A school environment needs to be sensitive to the needs of all individuals to provide every student with the opportunity to realize their potential. Gathering areas for students to present their work to larger groups needs to be available at all times to encourage presentations and open discussion. Storage space and locations for project storage will not only keep spaces neater and safer for circulation, but will help both students and staff remain organized as they approach their work.

Location is a component of the physical environment that impacts human behavior and interactive patterns. Providing adjacencies and proximity for those that should collaborate is important to encourage the desired interaction. A defined smaller area where the same group of people can gather and work, allows for increased interaction with the same people, promoting familiarity and comfort, just as with a smaller neighborhood.

A physical environment can also symbolize certain qualities, values, and personal experiences. A learning facility has the opportunity to symbolize hope, opportunity, or stability for students or create negative feelings as well. Perhaps one of the biggest impacts of safe, comfortable, and inspiring schools is that they communicate a message to students that they are respected and special individuals and that their personal success is important to their community.

GENERAL CAMPUS ORGANIZATION

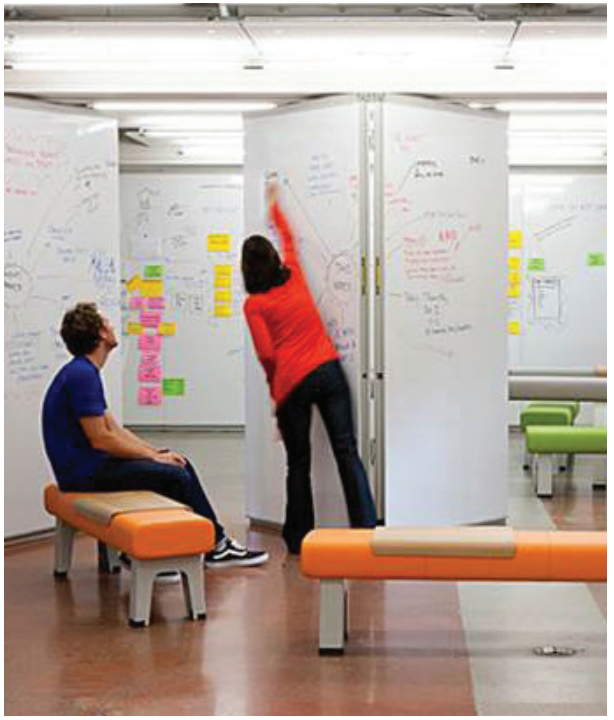
The main entrance to the school will be located adjacent to the Administration Office so that visitors, including parents, must come through the Administration to sign in and enter on to the campus. This secured main entry should be obvious to visitors and designed so it can be locked at desired times of the day. The campus access points are important cues for building interface for the users, and will be developed with security of the campus and occupants in mind. The entry provides a first impression and communicates a message about the school. It will welcome both visitors and students. Other entries to the campus will also be developed with visual cues and labeled with signage. This student entry will be scaled to allow large groups of students (20-40) to flow through the entry at a given time period without crowding.

The school will be zoned to allow for public use with controlled access points from more private school spaces and functions. Public use spaces such as the Administration and play fields will have entrances that could be accessed after school hours without allowing access to the entire campus. These areas will be located close to accessible parking. Parents will be able to pick up students from the after school program. There will be a clear and direct pedestrian pathway connecting to the housing development joint-use multi-purpose building and the joint-use fields.

Classrooms will be ideally arranged around outdoor common space to allow for open supervision. The administration entry will provide a safe and secure space for students as access to the campus in a controlled environment. Primary grades will be grouped together, and if possible, the lower grades will be close to Transitional Kindergarten (TK) and Kindergarten to allow for cross grade classes and sharing. Preschool, TK, and Kindergarten classrooms will have their own play area and separate parking area where parents can park and walk students to the playground or classroom. Upper grades will also be grouped together and slightly away from lower grades.

The drop-off/pick-up zone is the most challenging area of a school when students live outside of walking distance to the school. The zone will be located away from visitor parking to avoid pedestrian circulation crossing the vehicular drop-off zone. The drop-off zone will be located away from busy streets and intersections, as vehicles will back up beyond the drop-off lane on the site.

Consider sheltered student circulation and opportunities for socialization both inside and outside buildings. These are great areas for student displays and impromptu gathering and learning spaces.



FLEXIBILITY AND ADAPTABILITY

Providing flexibility for any educational facility will be standard design practice. While it is difficult to know how our world, technology, culture and public education may change in the next 15-20 years, we do know it will change. While there are certain grade configurations established for the schools now, these may change in the future. Any new building structure and partition system between rooms should allow for easy future layout modifications. The site master plan allows for school expansion for increased enrollment of at least 400 additional students as the community expands.

Changes in needs for the Esencia K-8 school and classrooms will not only occur from year to year, but also from day to day, to support the project-based hands on learning that will be critical for the implementation of the Common Core Standards. Spaces and furnishings will provide flexibility for easy modification throughout the day to accommodate a variety of activities and instructional methods, created for different topics and projects. Class size will vary depending on current funding, technology tools, and curriculum delivery. The groups of students who use the school initially may be totally different than those who use it in the future, therefore art, colors and cultural references should be able to be modified in the future.

Consideration for flexible and movable furnishings in classrooms and offices for storage and support of current technology and instruction methods rather than fixed casework is a factor in the design of the new K-8 school. This will lend itself to adapting to future change. Mobile but durable furniture will also allow staff to reconfigure learning spaces to individual students' learning styles and support all students in the way they best learn. Flexible furnishings, and even storage units, will empower students and teams to personalize their space, providing another opportunity to create a sense of ownership in their educational journey. Tables and chairs will be easily moved from a group presentation configuration to small group discussions and individual focused work. While there is a focus on collaboration in project work, students will still need to have space for individual, quiet focus and study. Utilizing flexible furnishings and storage is an easy and economical way to provide spaces that support the current educational approach.

Common spaces throughout the school should also be adaptable for multiple uses to maximize the usage of all square footage. Spaces, such as the media center, will be planned to support a multitude of school activities such as presentations, school fairs, project sharing, and meetings. Mobile tables on casters and light weight, high density stacking chairs will provide flexibility as well as comfort. Storage for these items should be included to assist with the flexibility of the space. Even outdoor spaces, including the dining area, should allow for flexibility and shared use to maximize the limited interior square footage of the school.


ADMINISTRATION

SAFETY AND SECURITY

The District goal is to provide a warm and nurturing school environment. Both active and passive security design features will be used to create a safer school environment.

Large curves in buildings, hidden alcoves, large bushes and other large landscaping features provide potential hiding spaces for both school intruders and students will be avoided. Student circulation between classes, lunch, and recess are often periods of student disruption, so proximity of spaces to limit circulation and create open circulation pathways that can easily be monitored are important to the security of the school. The position of the Administration and Principal's Office for control of the site and entry is critical. Everyone who enters the site will have to pass through the Administration for access to the rest of the campus when school is in session.

Active security systems include surveillance cameras, motion detectors, and alarm systems. The District will provide the campus with up-to-date approaches that are appropriate for the school, but much of the security and safe feeling of the campus will be provided by creating personalized learning environments where students and staff know each other and hold each other accountable for behavior and caring for their space. An atmosphere of trust and respect is a critical element in creating a safe and secure learning environment.

DESIGN AND FURNITURE APPROACH

The design layout and design of the school will center on the educational concept of project-based learning and the integration of the Common Core Standards in the curriculum. The type of furniture, technology, and equipment used in the school will be important to support the learning activities, curriculum, and desired district culture. The following guidelines will be considered:

- Include mobile tables and furniture that support collaboration. Classrooms and labs are developed around the concept of collaboration between student teams as well as staff. Furniture on lockable casters is beneficial. Students and staff in the classroom should be empowered to re-arrange the learning environment to meet the current learning and project needs for that day. The furniture will allow for personalized learning environments to be created for all learning styles. While furniture for teaming is important, furniture also needs to be provided for more independent, quiet work.
- Provide ample electrical power throughout all rooms to support technology and equipment. Power for charging stations for laptop carts, interactive pad carts, and other technology tools should be included in the design. Consideration of management of electrical cords and cable must be included in the design layout and furniture selection. Cords can be a major tripping hazard in classrooms and labs.
- Provide easy access to the latest technology tools for all students and staff in all locations.
- Allow the physical learning space to go beyond the classroom and extend into circulation pathways with social interactive nodes, display, and transparency to observe students as they work. Corridor space and outdoor space will be an extension of the classroom with windows to the classrooms and labs when possible. Space supporting informal large and small group presentations will be included throughout the school. This will be accomplished with light-weight stacking chairs, mobile vertical writing surfaces, and mobile laptop supports. Students have suggested having technology integrated into the table tops or markerboard surfaces on mobile tables.
- When possible, consider classrooms that open up to each other with doors or movable walls and are adjacent to small group rooms and outdoor learning labs, which assist in creating flexible project areas that support multiple learning styles. The flow of learning spaces should support core teaching within the area for grades 1-3, 4-5, and 6-8.
- Consider mobile storage units which can be more easily modified or replaced in the future as technology and storage needs evolve rather than fixed casework. Storage units on casters can provide dividers to create smaller teaming spaces within a larger space.
- Develop gathering areas with emphasis on spaces to support small groups of 3-8 and groups of 30-40 students. This encourages more student participation and interaction rather than always having to meet in a large assembly space.

COMMUNITY USE

The District believes that a school is an extension of the community and is committed to supporting the community and encourage participation with school events and collaborative opportunities. The school will be designed with zones for public use, close to adequate visitor parking and easy access to the Administration and Media Center, with the layout having limited access to all other areas of the school for security reasons. The play fields will be used for community activities, independent of school functions, and therefore will be located for easy community access.

Parents may also volunteer at the school or wish to speak to classes for special presentations. Parents often need to pick up a sick child or quickly drop off information to the Administration. The District may want to bring community and industry leaders to the school for mentoring and speaking events. Therefore, parking for visitors and parents, with easy access to the main entrance, should be included in the site layout to encourage and facilitate parent and community involvement. The school will also share a multi-purpose building and sports fields with the planned housing development, adjacent to the campus.

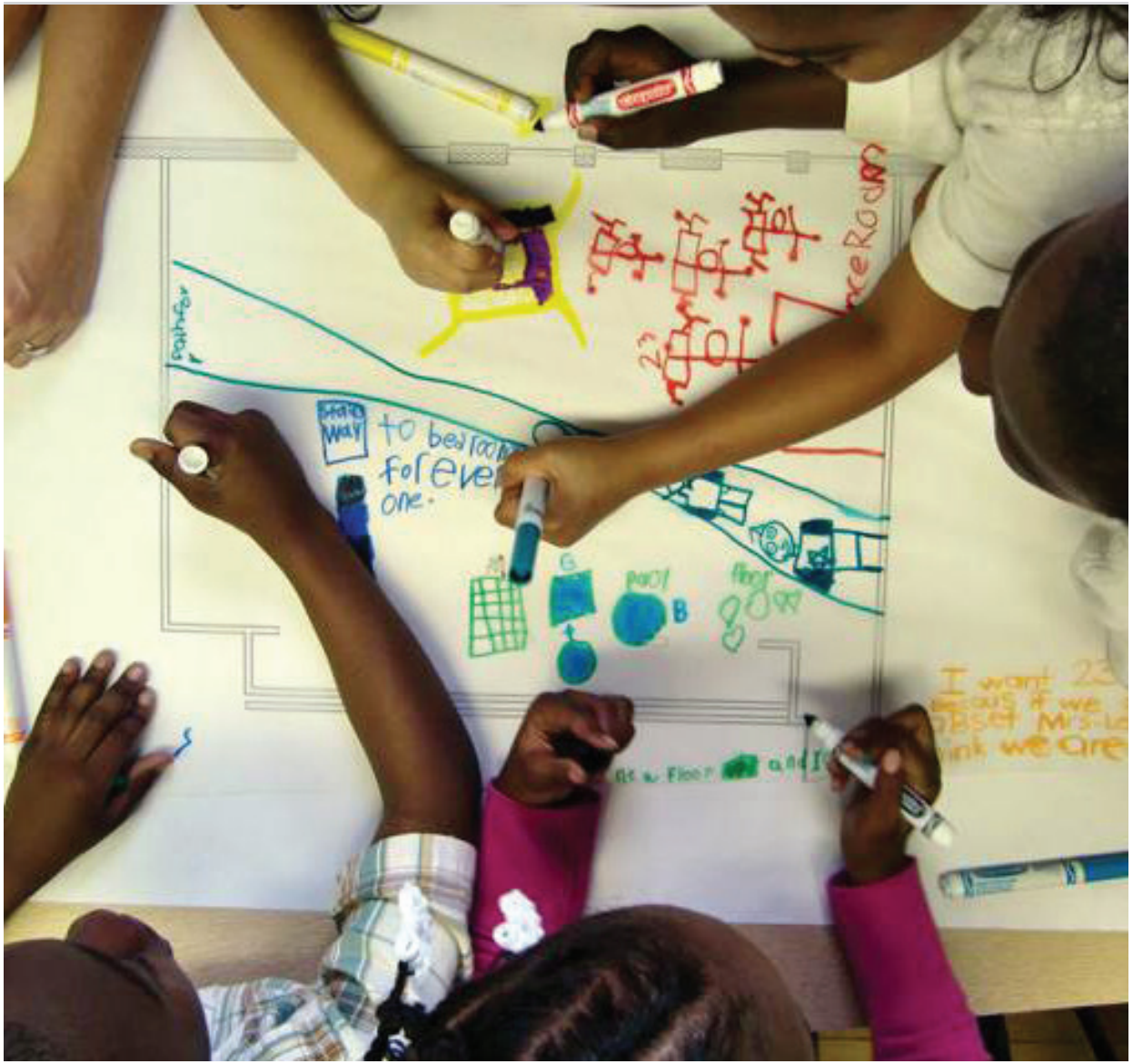
HIGH PERFORMANCE AND ECOLOGICALLY RESPONSIBLE

The District desires to provide high performance, economically operational schools for their students and community, and raise the ecological consciousness of their students and staff through the development of sustainable facilities. The design of the school should consider creative and cost-effective opportunities for sustainable building practices that can assist in balancing the carbon footprint, controlling waste production, and water conservation.

The facility design, or redesigns, should consider features that will incorporate sustainable practices and develop environmental awareness in the school curriculum. Examples could include a garden or outdoor science area, exposed sections of building systems of the facility, recycling/reuse bins, or possibly rainwater collection systems.

A high performance school should be:

- Healthy, safe, and secure
- Thermally, visually, and acoustically comfortable
- Energy, material, and water efficient
- Environmentally responsive to the site, climate, and community
- Easy and cost effective to operate
- A teaching tool
- A community resource for such things as recycling


to be
forever
one.

STUDENT FOCUSED

The school organization and design will be developed with the focus on meeting student needs and creating an environment that will both nurture and stimulate the learners. While educational facilities should support the teachers and staff and provide spaces that serve the community, the school's primary user, who must perform every day, is the student. Too often the students do not have a voice in the development of the design and the adults involved in the process can have a different perspective on what they would like to see in a facility.

Spaces will support a variety of learning styles of students so all students can engage in that meaningful learning experience. We know all students learn in different ways. Some students will prefer to do more independent work while others may require direct one-on-one or small group instruction. Learning spaces need to allow for hands on, project-based learning, and encourage students to explore subjects beyond what the initial requirements may be.

Most of today's students are competent with a variety of technology tools and will expect to use such tools in their daily learning. Spaces should have the latest technology tools as part of the environment with one-to-one devices. Technology can also support the students in sharing their projects with both their local and global community. This can expand the reputation of the school and the District beyond the walls of the local community.

Student considerations will include:

- Storage for students' personal belongings, including hooks, cubbies for backpacks and coats
- Appropriate restroom facilities where students can ensure personal hygiene
- Quiet or semi-private spaces to allow students privacy to express their emotions
- Comfortable furniture that supports ergonomics for a particular age group
- Plenty of space to move without being crowded
- Spaces to display their work in a professional manner
- Easy access to food service that allows for time to eat and visit with friends
- Covered spaces from weather conditions for circulation and play
- Indoor and outdoor spaces where students can socialize and relax

Section 4

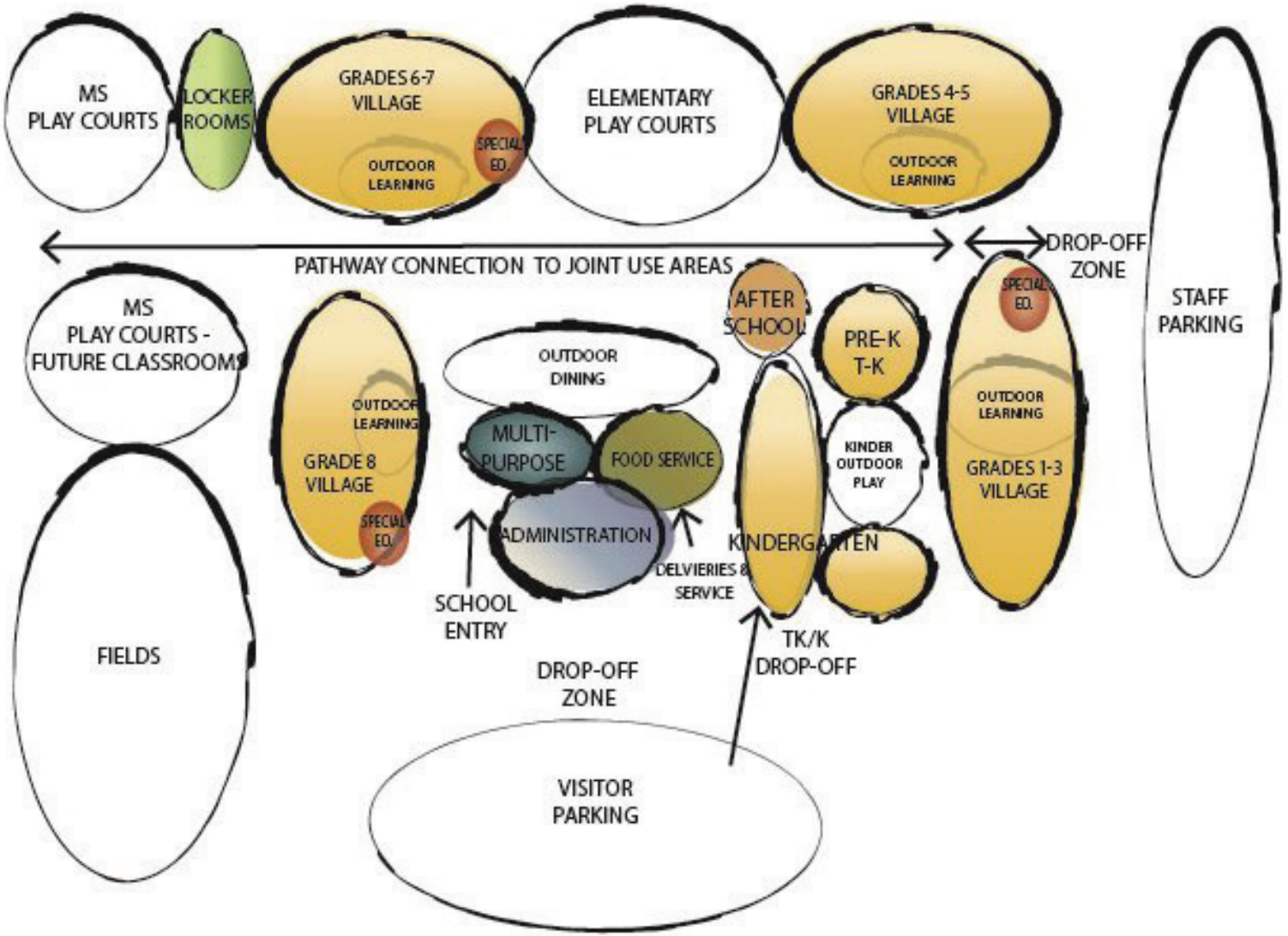
Program Spaces and Descriptions

GENERAL CAMPUS

New Esencia K-8: School Campus Master Plan

PROGRAM SPACE	TEACHING STATION	AREA
Academic Classroom Space	45	48,920
Special Education	3	3,730
Physical Education	0	3,475
Administration/Food Service/Media Center	0	11,955
Custodial	0	1,020
Building Services	0	3,495
Subtotal for K-8 School	48	72,595
Circulation for Administration/Food Service Building 15%		1,793
Space Contingency		1,462
Total for K-8 School		75,850
Covered Outdoor Space		10,303

RELATIONSHIP DIAGRAM



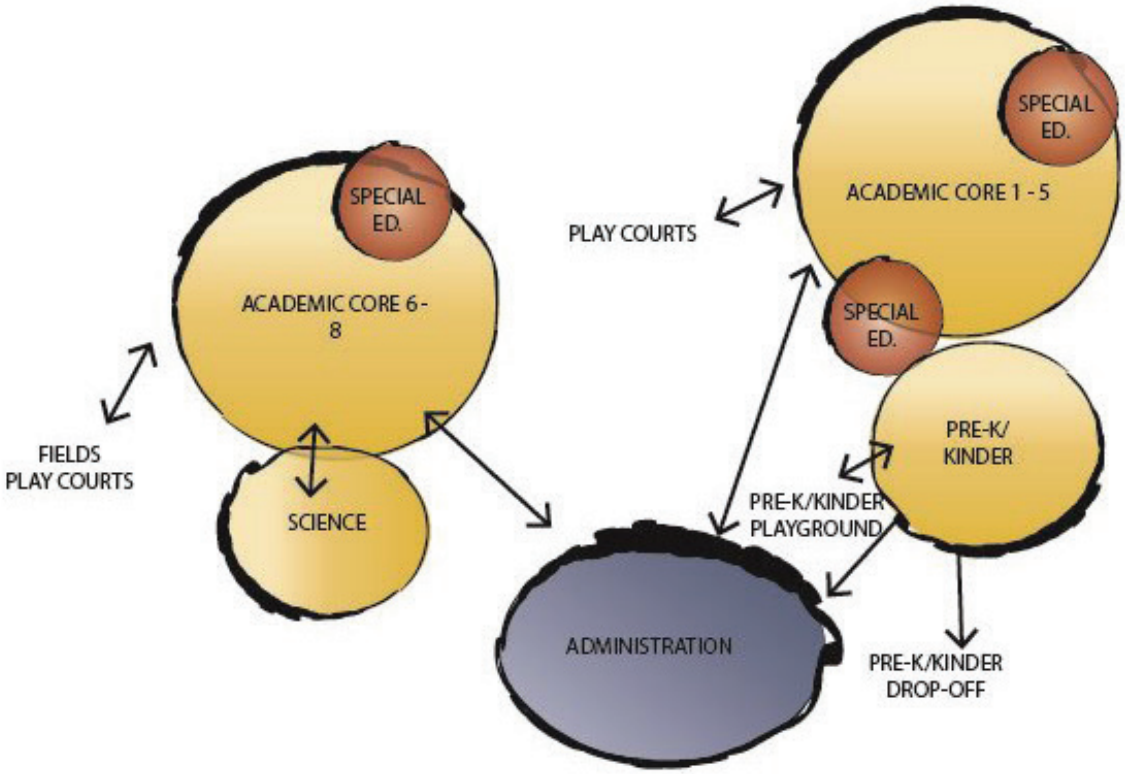
- AC ACADEMIC CORE
- SE SPECIAL EDUCATION
- MC MEDIA CENTER
- SP SPECIALTY FOCUS AREAS
- FS FOOD SERVICE
- PE PHYSICAL EDUCATION
- AD ADMINISTRATION
- CU CUSTODIAL

ACADEMIC CORE SPACES

New Esencia K-8: Academic Core

PROGRAM SPACE	QUANTITY	SQ. FT.	AREA
Kindergarten/classrooms (includes restrooms & storage)	6	1,350	8,100
Preschool and Transitional Kindergarten (Alternate)	2	1,350	2,700
Classrooms for grades 1-5	25	960	24,000
Classrooms for grades 6-8	9	960	8,640
Science Labs (includes prep room)	2	1,300	2,600
Flexible/adaptable classrooms with storage	2	1440	2,880
Total program sq. ft. for Pre-K-8 academic core	-	-	48,920

RELATIONSHIP DIAGRAM



SPACE DESCRIPTIONS & RELATIONSHIPS

TK + KINDERGARTEN CLASSROOM

GENERAL CONCEPT AND ACTIVITIES

Kindergarten classrooms will be used for the transitional kindergarten and kindergarten programs with flexibility to support other programs in the future. One classroom will support the preschool program. The rooms should be designed with a similar layout. Teacher directed activities as well as independent student activities are interwoven into the program. A variety of activities take place in the classroom, including large and small group instruction, sitting on the floor listening to teachers and other students, reading, playing games, interactive activities with manipulatives (both on the floor and at a table or counter), engaging in art projects, playing instruments, singing, movement, etc. Students will have access to computers and chrome book tablet technology. Movement activities are included in the curriculum to develop gross motor development, coordination, and balance. Child exploration with sand and water, often at a sand/water table, develop and strengthen sensory skills. Creativity and imagination are encouraged. Teachers will focus on group work utilizing visual display boards. There may be opportunities for cross-age teaching and learning with first grade.

Access to the outdoors will be important for outdoor learning and exploration. Students will use the adjacent outdoor areas for development of additional social and motor skills.

Students will need direct access to restrooms from the classroom and playground and staff will assist in teaching personal hygiene. Teachers may need to change students' clothing and help with special health needs for individual students.

Parents may bring their children directly to the kindergarten play area, so parking close to the kindergarten area is important.

PRIMARY AND SECONDARY USERS

- Teachers
- Students
- Parents

RELATIONSHIP AND ORGANIZATION

TK and Kinder classrooms should be grouped around a designated zone on campus in proximity to first and second grade classrooms. This allows for easy access to the appropriate play areas, and encourages cooperation between students of different ages, and instructional staff of different grades. This grouping allows for shared facilities, such as bathrooms and storage. Classrooms are located close to a separate parent drop-off area for young children. Consider expansion space in the area that would allow for the flexibility to add kindergarten classrooms in the future.

FEATURES OF THE SPACE

- Workroom/storage/collaboration area adjacent to classroom

- Classrooms should allow for visual observation of play area
- Student restrooms are self-contained within the classroom with access to the outdoor play area
- Consider scale of environment for young children

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surfaces

FLOORING

- Carpet in majority of room
- Resilient flooring in portion of room by door and sink

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain - position for outdoor view
- Shading devices - consider sensors
- Vision panel in doors
- Dual cylinder classroom lock for safety

CASEWORK

- Safety hooks or open compartments for lunches and backpacks at a height for students (24”-30”) near the entrance but outside of classroom for student loading
- Combination upper and lower cabinets with sink at 24”
- Teacher material storage along one wall
- Consider low shelving for books and manipulatives

LIGHTING

- Maximize natural daylight
- Overhead fixtures - indirect, where possible (LEDs)
- Energy efficient light switches with split controls
- Light sensors

PLUMBING

- Sink with cold water at appropriate ergonomic height for young students
- Drinking fountain at sink
- Restrooms with direct access to classroom
- Adult-size toilets - automatic flush

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers/technology
- 2 duplex receptacles above base cabinets

HVAC

- Energy efficient HVAC unit pack located outside classroom to avoid mechanical noise

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 2 computer drops for student use
- 1 computer drop for teacher use
- 1 permanently mounted short throw digital projector
- Rough-in for wall mounted large flat screen monitors
- Teacher’s audio sound-field system with teacher and student microphones

FURNITURE FOR THE SPACE

- Tables and ergonomic chairs
- Mobile deep shelving units for storage and classroom dividers (24”D x 42”H - on locking casters)
- Staff workstation and task chair
- Comfortable chairs or beanbag chairs for reading
- Sand/water table

SPACE DESCRIPTIONS & RELATIONSHIPS

GRADES 1-5

GENERAL CONCEPT AND ACTIVITIES

The classroom learning environment should be learner-focused, while supporting the teaching staff. Student loads in each classroom may vary throughout the life of the school, depending on current educational philosophies, economic conditions, and grade level of rooms. The classroom design should be flexible to adapt to multiple curriculum and delivery models in the future, as well as support multiple learning styles and various individual student needs. The space should allow for a variety of activities and layouts that could change throughout the week or day. There will be an emphasis on hands on learning and collaboration. Mobile, durable furniture that is easy to move and reconfigure should be considered. A single teacher or multiple staff may be providing instruction and support in this room. There will also be student lead activities.

Activities will include large and small group instruction, teaming, and independent work. Adjacent outdoor learning areas with tables and seating can extend the classroom space. While direct class instruction may exist in a presentation mode for a portion of the day, students will also be engaged in project-based, hands-on learning, group reading, art, science, and dramatic arts. The room will display and store student projects and provide the latest technology tools. Access for all students to technology tools for constant use will be important. Windows to circulation space and adjacent support spaces should be considered to allow for transparency and student observation.

PRIMARY AND SECONDARY USERS

- Teachers
- Students
- Parents
- Community partners/visitors

RELATIONSHIP AND ORGANIZATION

These classrooms should be grouped around a designated zone that will provide security. Classrooms should ideally have easy access to support spaces. Classrooms should also be close to student restrooms. Access to outdoor extended learning areas should be considered in the layout. Ideally, groupings of classrooms would allow for close proximity of grades K-2 and 3-5.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on one wall

FLOORING

- Carpet in partial area or area rug
- Resilient flooring

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Shading devices - consider sensors
- Doors with vision panel in door
- Dual cylinder classroom lock for safety

CASEWORK

- 30-34 safety hooks or open compartments for lunches and backpacks at a height for students near the entrance outside the classroom - verify exact quantity during design
- Lower cabinets with sink
- Teacher material storage along 1 wall
- Consider low shelving for books and student project storage and materials

LIGHTING

- Natural daylighting - maximize
- Overhead fixtures - indirect, if possible (LEDs)
- Energy efficient light switches with split controls
- Light sensors

PLUMBING

- Sink with cold water and bubbler

ELECTRICAL

- 4 duplex receptacles on each wall in addition to power for computers/document cameras
- 2 duplex receptacles above base cabinets

HVAC

- Energy efficient HVAC unit pack located outside classroom to avoid mechanical noise

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 2 computer drops for student use
- 1 computer drop for teacher use
- 1 permanently mounted short throw digital projector
- Consider rough-in for wall mounted large flat screen monitors
- Consider teacher's audio sound-field system with teacher and student microphones

FURNITURE FOR THE SPACE

- Mobile tables and ergonomic chairs to support flexibility
- Mobile deep shelving units for storage and classroom dividers (24"D x 42"H - on locking casters)
- Staff workstation and task chair
- Comfortable chairs, beanbag chairs, or pillows

SPACE DESCRIPTIONS & RELATIONSHIPS

GRADES 6-8

GENERAL CONCEPT AND ACTIVITIES

The classroom learning environment should be learner-focused, while supporting the teaching staff. Student loading in each classroom may vary throughout the life of the school, depending on current educational philosophies, economic conditions, and grade level of rooms. The classroom design should be flexible to adapt to multiple curriculum and delivery models in the future as well as support multiple learning styles and various individual student needs. The space should allow for a variety of activities and layouts that could change throughout the week or day. There will be an emphasis on project based learning and collaboration. Mobile, durable furniture that is easy to move and reconfigure should be considered. A single teacher or multiple staff may be providing instruction and support in this room. There will also be student lead activities.

Activities will include large and small group instruction, teaming, and independent work. Adjacent outdoor learning areas can extend the classroom space. While direct class instruction may exist in a presentation mode for a portion of the day, students will also be engaged in project-based, hands-on learning, reading, art, science, and dramatic arts. The room will display and store student projects and provide the latest technology tools. Access for all students to technology tools for constant use will be important. Consider windows to circulation space to allow for transparency and student observation.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- Parents
- Community partners/visitors

RELATIONSHIP AND ORGANIZATION

These classrooms should be grouped around a designated zone that will provide security. Classrooms should ideally have easy access to support spaces. Classrooms should also be close to student restrooms. Access to outdoor extended learning areas should be considered in the layout. Ideally, groupings of classrooms would allow for close proximity of the 6-8 grades classrooms adjacent to each other and to the play fields.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on walls

FLOORING

- Carpet in partial area or area rug

- Resilient flooring

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Shading devices - consider sensors
- Doors with vision panel in door
- Dual cylinder classroom lock for safety

CASEWORK

- Safety hooks or open compartments for lunches and backpacks at a height for students near the entrance - verify exact quantity in design
- Combination upper and lower cabinets with sink
- Teacher material storage
- Consider low shelving for books and student project storage and materials - this could also be loose furnishings

LIGHTING

- Natural daylighting - maximize
- Overhead fixtures - indirect, where possible (LEDs)
- Energy efficient light switches with split controls
- Light sensors

PLUMBING

- Sink with cold water and bubbler

ELECTRICAL

- 4 duplex receptacles on each wall in addition to power for computers/document cameras
- 2 duplex receptacles above base cabinets

HVAC

- Energy efficient HVAC unit pack located outside classroom to avoid mechanical noise

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 2 computer drops for student use
- 1 computer drop for teacher use
- 1 permanently mounted short throw digital projector
- Consider rough-in for wall mounted large flat screen monitors in certain areas
- Consider teacher's audio sound-field system with teacher and student microphones

FURNITURE FOR THE SPACE

- Mobile tables and ergonomic chairs to for flexibility
- Mobile deep shelving units for storage and classroom dividers (24"D x 42"H - on locking casters)
- Staff workstation and task chair
- Comfortable chairs, beanbag chairs, or pillows

SPACE DESCRIPTIONS & RELATIONSHIPS

SCIENCE

GENERAL CONCEPT AND ACTIVITIES

The science labs for the school would provide for science instruction for the upper grade students. This is a space that will be used primarily for science instruction. The science lab features a laboratory design consistent with middle school curriculum requirements, as well as applicable safety requirements. Activities will include hands-on projects, experiments and lab projects, as well as large and small group instruction demonstrations and multimedia presentations. Chrome books and other types of technology will be used. The lab should accommodate 32-36 students per lab with lab teams of ideally four students. An adjacent outdoor learning area with tables and seating, a garden area, or access to wetlands can expand the science lab environment.

PRIMARY AND SECONDARY USES

- Students
- Teachers
- Guest speakers

RELATIONSHIP AND ORGANIZATION

The science labs should be located close to the upper grade classrooms and ideally with access to an outdoor science area.

FEATURES OF THE SPACE

- Accommodations for safety equipment: first aid kit, fire extinguisher, and master disconnect valve for gas
- Secured storage areas for volatile, flammable, and corrosive chemicals that is in accordance with the District's Hazardous Materials Storage Policy
- Appropriate ventilation for hazardous materials that emit noxious fumes, including high volume purge system in the event of accidental release of toxic substances which may become airborne
- Exhaust fume hood in prep room
- Eye wash, deluge shower station with drain in floor below
- Two exits

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface or tackboard

FLOORING

- Chemical-resistant sheet flooring with integral cove base

WINDOWS / DOORS

- Exterior windows that provide maximum daylight without heat gain - coordinate with lab casework
- Shading devices - consider sensors
- Doors (2) with vision panel in door
- Dual cylinder classroom lock for safety

CASEWORK

- 6-8 lab stations accommodating teams of 4, with epoxy resin countertops/integral sinks
- Wall cabinets for science equipment - consider depth required for microscopes
- Teacher demo station with integral computer workstation, sink, and gas
- 1-2 tall cabinets for equipment storage and display

LIGHTING

- Natural daylighting - maximize
- Overhead fixtures - indirect, where possible (LEDs)
- Energy efficient light switches with split controls
- Light sensors

PLUMBING

- Lab sinks with hot and cold water -vacuum breakers
- Emergency shower / eye wash
- Gas connection with master shut-off for gas
- Acid waste plumbing - avoid under sink clean out if possible - create sampling port for monitoring in lieu of central neutralizing tank if permitted by local authorities

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers/technology
- Duplex receptacles above casework and demo station

HVAC

- Energy efficient HVAC unit pack w/ appropriate air exchange
- Manual exhaust

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 2 computer drops for student use
- 1 computer drop for teacher use at demo station
- 1 permanently mounted short throw digital projector
- Rough-in for wall mounted large flat screen monitors (to potentially be added in the future)
- Teacher's audio sound-field system with teacher

FURNITURE FOR THE SPACE

- Movable lab tables with resin tops
- Ergonomic stools or chairs
- Mobile cart for lab supplies and/or plants, animal cages, etc.

SPACE DESCRIPTIONS & RELATIONSHIPS

SHARED SCIENCE PREP/STORAGE

GENERAL CONCEPT AND ACTIVITIES

The Science Prep/Storage room should function as a lab prep room and science equipment storage, and will be used by both staff and students to gather supplies for a class lab. The space could also be used for student make up labs and tests, and support independent projects.

PRIMARY AND SECONDARY USES

- Students
- Teachers

RELATIONSHIP AND ORGANIZATION

The room would ideally be located between the two Science Labs.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard

FLOORING

- Chemical resistent sheet flooring with sealed seems and cove base

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain - position for outdoor view
- Shading devices - consider sensors
- Doors with vision panel in door
- Dual cylinder classroom lock for safety

CASEWORK

- 1-2 lab stations with epoxy resin countertops/integral sinks
- Wall cabinets for science equipment - consider depth required for microscopes
- 1-2 tall cabinets for equipment storage
- Analyze proposed chemical use in labs and consider if chemical storage cabinets are required

LIGHTING

- Overhead fixtures
- Energy efficient light switches
- Light sensors

PLUMBING

- Lab sinks with hot and cold water - vacuum breakers
- Gas connection with master shut-off for gas
- Acid waste plumbing central neutralizing tank as permitted by local authorities

ELECTRICAL

- 2 duplex receptacles on each wall
- Duplex receptacles above lab casework
- Power for technology charging station

HVAC

- Energy efficient HVAC unit pack
- Manual exhaust

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Stool
- Mobile cart for lab supplies

SPACE DESCRIPTIONS & RELATIONSHIPS

OUTDOOR LEARNING SPACE

GENERAL CONCEPT AND ACTIVITIES

The concept of the outdoor learning space is to provide a supplement and alternative to indoor learning environments. Research has shown that the natural outdoor learning environment has positive benefits for learning and academic performance. These positive impacts of outdoor activities are particularly strong when they are an integral part of all curriculum. Outdoor learning space not only brings a sense of respite and calm, positively impacting the stress levels of both students and teachers, but also provide the perfect open environment for experiential learning. Southern California can provide a wonderful opportunity to use outdoor space for learning environments providing natural laboratories for science, agriculture awareness, performance, as well as core academic subjects. Outdoor learning environments create a strengthened relationship with our natural world as we strive to develop a culture of prudent environmental stewardship with our youth. It is the natural classroom that can promote environmental literacy.

These outdoor learning spaces on the campus can expand the typical school learning environment beyond the built classroom square footage providing additional space for large and messy projects, movement and dance, or just having a quieter space for team collaboration or quiet reading. These spaces can be clustered by age groups and should consider sight lines and supervision. Ideally some of these spaces would be located just outside the classrooms to allow students to easily access the outdoors. Since San Juan Capistrano does experience warm weather during the spring and fall, many of these areas will need shade with trees or sun shelters. Planting and hardscape should also be considered in the development of these areas to maximize the use. If the area gets too much direct sun or too hot it will not serve its purpose.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- Teacher's aides
- Parents

RELATIONSHIP AND ORGANIZATION

Ideally these areas would be just outside classrooms but they could also be in other locations on the site such as by the media center and science rooms.

FEATURES OF THE SPACE

- Shade will be critical to the success of these spaces
- Outdoor seating


KEEP THE
GARDEN CLEAN

SPACE DESCRIPTIONS & RELATIONSHIPS

STUDENT RESTROOMS

GENERAL CONCEPT AND ACTIVITIES

These multi-fixture restrooms will provide students with facilities for use during the school day. The ideal restroom configuration for the District would provide boys and girls restrooms with a shared plumbing wall/chase for toilets. Hand-washing could take place outside the restrooms in a shared open area for both boys and girls for supervision of washing and easier maintenance. This would be more critical for the primary grades. Multi-fixture wash fountains would be placed in this area with towel dispensers and trash receptacles. Restrooms should be located to separate different age groups. In some restrooms hand-washing areas may also be inside the restroom space.

PRIMARY AND SECONDARY USES

- Students
- Staff will supervise washing area

RELATIONSHIP AND ORGANIZATION

These restrooms should be located with easy access to the academic core so students have to travel minimal distance to get to a restroom. If possible, consider having restrooms accessible from the playground area. There should also be restrooms adjacent to the dining area.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- None

FLOORING

- Porcelain tile with dark epoxy grout

WINDOWS / DOORS

- No windows

CASEWORK / EQUIPMENT

- Hooks for backpacks and personal items
- Restroom accessories - Paper towel dispenser and trash receptacle

LIGHTING

- Overhead fixtures (LEDs)
- Energy efficient light switches
- Light sensors

PLUMBING

- Lavatory with hot and cold water
- Toilets
- Plumbing chase which ideally would have a door for access

ELECTRICAL

- Duplex receptacle on two walls

HVAC

- Energy efficient HVAC unit pack
- Exhaust

FURNITURE FOR THE SPACE

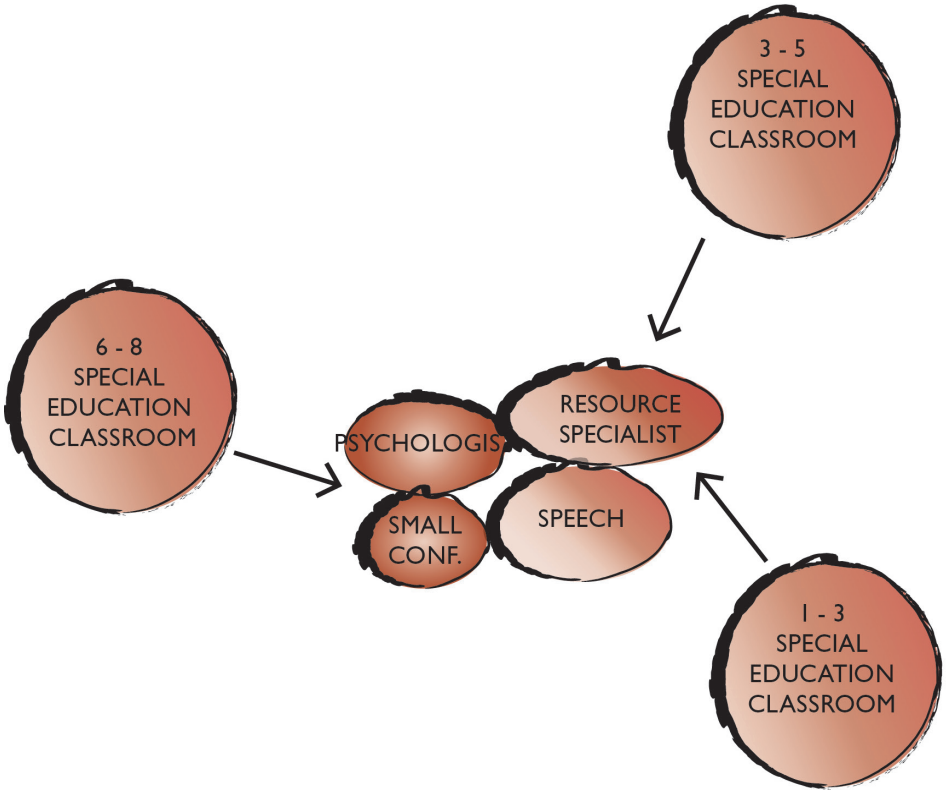
- None

SPECIAL EDUCATION

New Esencia K-8: Special Education

PROGRAM SPACE	QUANTITY	SQ. FT.	AREA
Special needs support classroom/learning lab	3	960	2,880
Speech/language	2	250	500
Psychologist	1	150	150
IEP Conference Room	1	200	200
Total program sq. ft. for K-8 Special Education			3,730

RELATIONSHIP DIAGRAM



SPACE DESCRIPTIONS & RELATIONSHIPS

SPECIAL NEEDS CLASSROOM/LAB

GENERAL CONCEPT AND ACTIVITIES

In order to serve the needs of students with special needs these classrooms provide a more appropriate environment for learning with extra support. The school will provide these classrooms/learning labs according to grade separations. Activities will be similar to class activities but may involve more teacher or aid support.

PRIMARY AND SECONDARY USES

- Students
- Teachers
- Teacher's aides

RELATIONSHIP AND ORGANIZATION

This classroom should be integrated into the academic core area with other general classrooms.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

FLOORING

- Area rugs
- Resilient flooring

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Shading devices - consider sensors
- Doors with vision panel in door
- Dual cylinder classroom lock for safety

CASEWORK

- 24-25 safety hooks or open compartments for lunches and backpacks near the classroom exterior entrance
- Combination upper and lower cabinets with sink
- Teacher material storage - this could be mobile or fixed
- Consider low shelving for books and storage - this could be mobile or fixed

LIGHTING

- Natural daylighting - maximize
- Overhead fixtures - indirect, where possible (LEDs)
- Energy efficient light switches with split controls
- Light sensors

PLUMBING

- Sink with cold water and bubbler

ELECTRICAL

- 4 duplex receptacles on each wall in addition to power for computers/document cameras/technology
- 2 duplex receptacles above base cabinets

HVAC

- Energy efficient HVAC unit pack located outside classroom to avoid mechanical noise

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 2 computer drops for student use
- 1 computer drop for teacher use
- 1 permanently mounted short throw digital projector
- Consider rough-in for wall mounted large flat screen monitors
- Consider teacher's audio sound-field system with teacher and student microphones

FURNITURE FOR THE SPACE

- Tables and ergonomic chairs
- Some large desks for students to work independently and not be distracted
- Mobile deep shelving units for storage and classroom dividers (24"D x 42"H - on locking casters)
- Staff workstation and chair
- Comfortable chairs or beanbag chairs

SPACE DESCRIPTIONS & RELATIONSHIPS

SPEECH/LANGUAGE

GENERAL CONCEPT AND ACTIVITIES

This space will provide an office and meeting area where the speech pathologist can meet with students, parents, and other staff. This space will primarily be used to provide instruction to several students or one student at a time. Good acoustics are critical in this room. This room will serve multiple grade levels.

PRIMARY AND SECONDARY USES

- Staff
- Students
- Parents

RELATIONSHIP AND ORGANIZATION

This room ideally would be located in a central area to all the academic grade levels with easy access from classrooms.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface or tackboards

FLOORING

- Carpet

WINDOWS / DOORS

- Ideally would have exterior windows that provide maximum natural daylight without heat gain
- Shading devices
- Doors with vision panel in door
- Dual cylinder classroom lock for safety

CASEWORK

- Tall cabinets with adjustable shelves
- Staff wardrobe with coat/purse hook, 2-3 file drawers, and adjustable shelves

LIGHTING

- Natural daylighting if possible
- Overhead fixtures - indirect, if possible (LEDs)
- Energy efficient light switches with split controls
- Light sensors

PLUMBING

- None required although a sink would allow for expanded flexibility of this space

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computer and at staff workstation

HVAC

- Energy efficient HVAC unit pack located outside classroom to avoid mechanical noise

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 1 computer drop for teacher use
- 2 computer drops for student use

FURNITURE FOR THE SPACE

- Workstation or area where student can use a computer, laptop computer or other technology devise including headphones
- Table and 5-6 student chairs
- Staff workstation and storage
- Staff task chair
- Adult guest chair

SPACE DESCRIPTIONS & RELATIONSHIPS

PSYCHOLOGIST'S OFFICE

GENERAL CONCEPT AND ACTIVITIES

This office will serve a school psychologist who may or may not be on a site full time. The office should have the flexibility to allow for use by other itinerant staff if needed. There should be a space in this office to allow a staff member to meet with a student for one-on one discussions, as well as have meetings with 1-2 parents. Tests may also be administered in the room. This space will also provide an area for storage of personal belongings and files.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff

RELATIONSHIP AND ORGANIZATION

This space would ideally be located close to classrooms since the psychologist will primarily be servicing students, but could also be located in the administrative suite depending on existing conditions of site. The office should be able to be accessed directly from a corridor or from the exterior without going through another occupied space. Parents may need to access this room as they enter onto the campus so the space should be easy to find.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small markerboard/writing surface would be beneficial
- Tackboard

FLOORING

- Carpet

WINDOWS / DOORS

- It would be beneficial to have exterior windows for natural light
- Shading devices if there are exterior windows - consider sensors
- Doors with vision panel
- Dual cylinder lock for safety

CASEWORK

- None

LIGHTING

- Natural daylighting if possible
- Overhead fixtures - indirect, if possible
- Energy efficient light switches
- Light sensors
- Consider task lights at workspace

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on each wall in addition to power for computer/printer
- Duplex receptacles at workspace

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- Computer drop at workspace

FURNITURE FOR THE SPACE

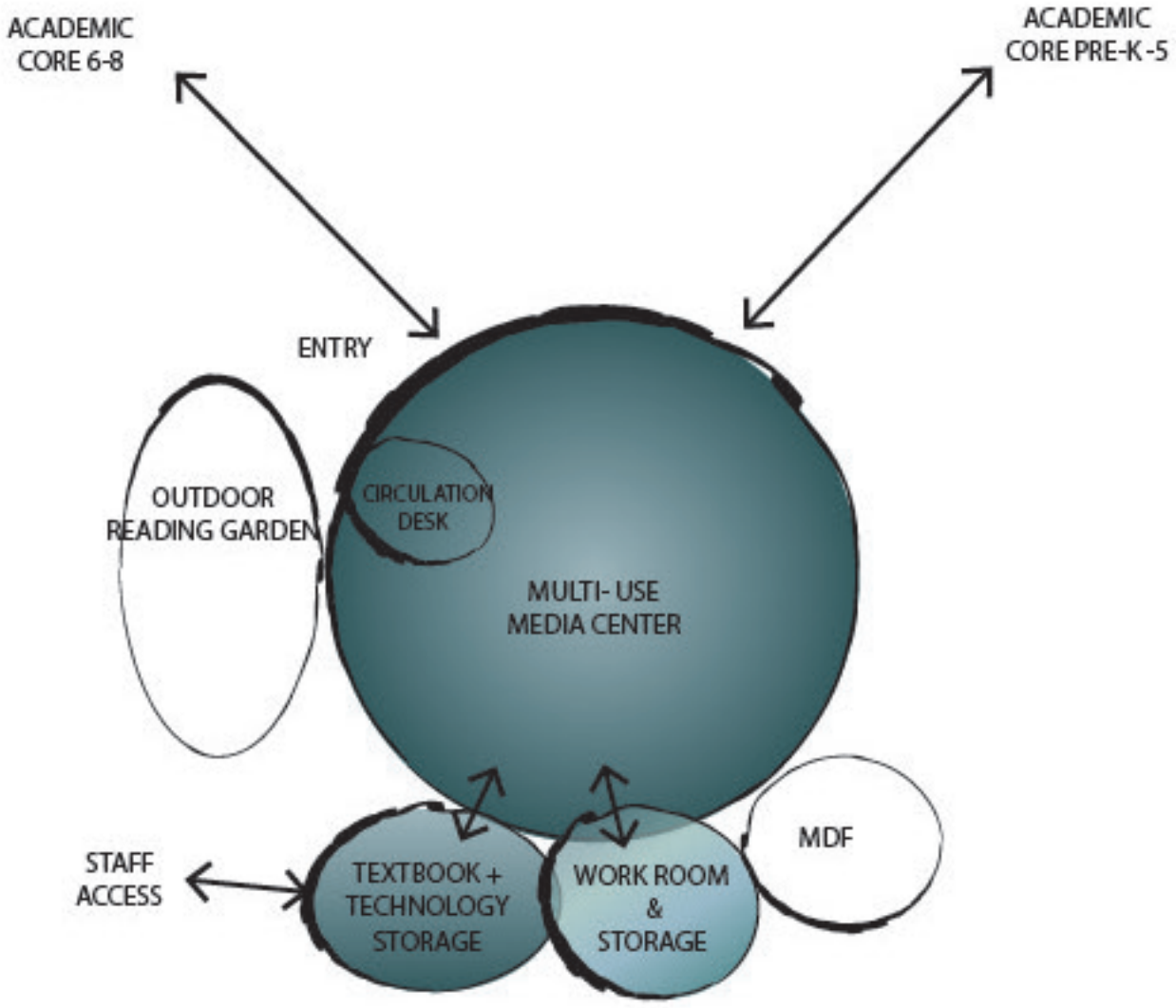
- 3-4 guest chairs
- Small conference table
- Task chair
- Workstation with storage

INNOVATION CENTER

New Esencia K-8: Innovation Center

PROGRAM SPACE	QUANTITY	SQ. FT.	AREA
Main reading/circulation room or other space	1	3,600	3,600
Workroom/office/storage	1	250	250
Technology/text storage	1	350	350
Total program sq. ft. for Pre-K-8 Media Center			4,200

RELATIONSHIP DIAGRAM



SPACE DESCRIPTIONS & RELATIONSHIPS

MAIN READING/GATHERING ROOM

GENERAL CONCEPT AND ACTIVITIES

The Main Reading/Gathering Room of the Media Center would function as a central hub for all students for researching and developing project concepts, supporting collaboration, and providing exposure to printed materials and technology. The room should be designed for a variety of activities for both elementary and middle school age students. While the space should be technology-rich with the latest tools for seeking, sharing, and documenting information and ideas, it should also be a space where young students and teachers can read together in a group and older students can share ideas with each other or read a selected book or magazine in a comfortable and informal setting. The room would house the reading/reference book collection, the circulation and support desk with good site lines of the entire room, periodicals, and computers including search stations that can be used quickly. There should also be an area with an interactive board or instruction wall and projector where an entire class could meet for instruction and discussion. The size of this area should be somewhat expandable for larger group meetings. Furniture groupings should support team and independent work as well as class presentations. Students may use this space for homework before and after school. This space needs to be very flexible to allow for future modifications as the needs and purpose of this type of space evolves in the future.

PRIMARY AND SECONDARY USES

- Students
- Staff
- Parents
- Community Members

RELATIONSHIP AND ORGANIZATION

Ideally the Media Center would be central to all academic core areas of the school and positioned to allow access to the space by the community during or after school hours without having the entire campus open to public access. It would be beneficial to have direct access to an outdoor reading area to expand the area of the media center.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackable wall space or tackboards
- Display cases and cubes
- Consider an interactive board, writing wall or screens
- Consider an option for large wall-mounted monitors in the space

FLOORING

- Carpet

WINDOWS / DOORS

- Consider skylights or clerestory windows as an option to provide additional daylight
- Consider interior windows to adjacent interior spaces to allow for supervision and connectivity
- Consider glass entry doors or large vision panels if possible
- Large exterior windows that provide maximum natural daylight without heat gain - position for outdoor view possibly to reading garden or site vista
- Shading devices - consider sensors
- Doors with vision panel in doors to adjacent spaces

CASEWORK

- Circulation desk with space for computers, technology, book return, supply storage and filing - position for good sight lines of the entire space

LIGHTING

- Natural daylighting when possible
- Overhead fixtures - indirect, where possible (LEDs)
- Energy efficient light switches with split controls
- Light sensors

PLUMBING

- None

ELECTRICAL

- 2-3 duplex receptacles on each wall in addition to power for computers and other technology

HVAC

- Energy efficient HVAC unit pack located outside classroom to avoid mechanical noise

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- Computer drops for student
- 1 computer drop for presentation
- 1 permanently mounted short throw digital projector
- Consider rough-in for wall mounted large flat screen monitors

FURNITURE FOR THE SPACE

- Mobile tables and chairs (could be on casters)
- Stations for technology support
- Lounge chairs
- Floor pillows or beanbag chairs for relaxed reading
- Mobile shelving units
- Large picture book display cubes

SPACE DESCRIPTIONS & RELATIONSHIPS

WORKROOM/OFFICE/STORAGE

GENERAL CONCEPT AND ACTIVITIES

The Media Center workroom would serve media center staff and other teachers for cleaning and prepping books for circulation, sorting returned materials, and storing materials and equipment. This could function as a research area for staff as well. This room could also be used for the media specialist's office.

PRIMARY AND SECONDARY USES

- Staff

RELATIONSHIP AND ORGANIZATION

Ideally the Media Center would be adjacent to, and with direct access to the Media Center Main Reading/ Gathering room. It may be beneficial to have access from a corridor or outdoor circulation for teacher access and deliveries.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard

FLOORING

- Resilient flooring

WINDOWS / DOORS

- Exterior windows are not needed and will only take up valuable wall space
- Interior window to Main Reading/Gathering Room
- Door with vision panel
- Dual cylinder lock for safety

CASEWORK

- Could have some fixed shelving but loose shelving will provide more flexibility for the room in the future
- Tall cabinet and staff wardrobe for storage for media specialist's personal items

LIGHTING

- Overhead fixtures - indirect, if possible
- Energy efficient light switches
- Light sensors

PLUMBING

- None

ELECTRICAL

- Power for technology charging station
- 1-2 duplex receptacles on each wall in addition to power for computer

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Workstation with storage and task chair
- Moveable book storage
- Book carts
- Technology charging station

SPACE DESCRIPTIONS & RELATIONSHIPS

MAIN DISTRIBUTION FRAME CLOSET

GENERAL CONCEPT AND ACTIVITIES

This is the hub for the voice, video data distribution and technology control center. The Main Distribution Frame (MDF) room will be connected to Intermediate Distribution Frame (IDF) rooms throughout the campus. The MDF contains racks for data distribution equipment.

PRIMARY AND SECONDARY USES

- Staff

RELATIONSHIP AND ORGANIZATION

This space would be located as part of the Media Center but it could be located in another central area of the campus such as the administration area where there is easy access for continued network maintenance and interface. Ideally staff serving the network would not have to interrupt student activities or testing.

FEATURES OF THE SPACE

- Air and humidity control

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- None

FLOORING

- Static, dissipating resilient flooring

WINDOWS / DOORS

- Doors with vision panel in door

CASEWORK

- None

LIGHTING

- Overhead fixtures
- Energy efficient light switches
- Light sensors

PLUMBING

- None

ELECTRICAL

- 1-2 duplex receptacles on each wall in addition to power for network tacks

HVAC

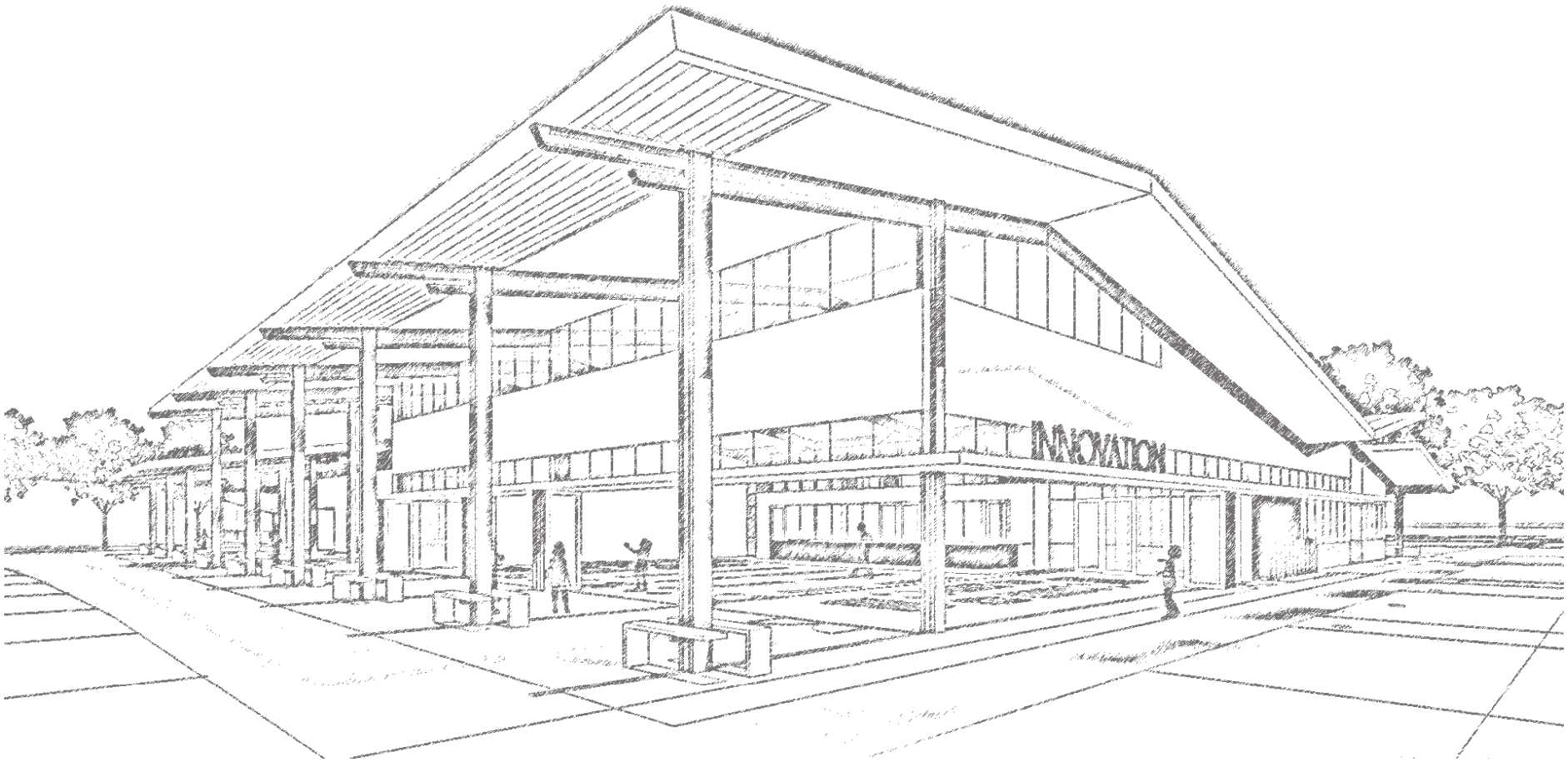
- Appropriate cooling unit for equipment

TECHNOLOGY / COMMUNICATIONS

- Network

FURNITURE FOR THE SPACE

- Racks


INNOVATION

SPACE DESCRIPTIONS & RELATIONSHIPS

TEXTBOOK/TECHNOLOGY STORAGE

GENERAL CONCEPT AND ACTIVITIES

This room would function as a support space for a technology support staff for the school, as well as a storage room for technology tools and books. This room would also be a storage area for technology devices needing repair. The room should be flexible to allow for modifications so the space can be used for other required needs in the future as needs change.

PRIMARY AND SECONDARY USES

- Staff

RELATIONSHIP AND ORGANIZATION

It would be beneficial to have this space centrally located to the core academic area and the Media Center.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small tackboard for inventory and posting notes

FLOORING

- Sealed concrete

WINDOWS / DOORS

- Avoid windows to maximize wall space for shelving
- Door with vision panel in door
- Dual cylinder lock for safety

CASEWORK

- None

LIGHTING

- Overhead fixtures
- Energy efficient light switches
- Light sensors

PLUMBING

- None

ELECTRICAL

- 1-2 duplex receptacles on each wall in addition to power for technology charging stations

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

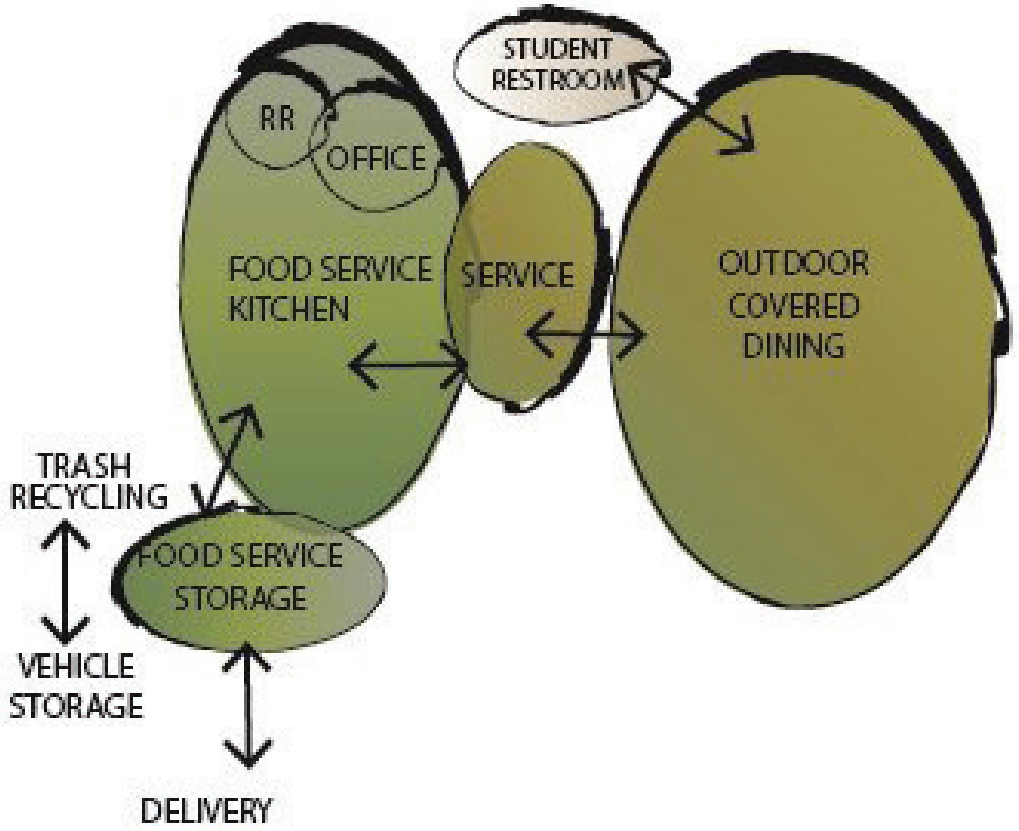
- Shelving for books and technology devices

FOOD SERVICE

New Esencia K-8: Food Service

PROGRAM SPACE	QUANTITY	SQ. FT.	AREA
Food service kitchen/serving area	1	3,000	3,000
Food service storage	1	400	400
Total program sq. ft. for K-8 food service			3,400
Covered dining - exterior space			3,600

RELATIONSHIP DIAGRAM



SPACE DESCRIPTIONS & RELATIONSHIPS

FOOD SERVICE KITCHEN

GENERAL CONCEPT AND ACTIVITIES

The kitchen will be used for preparation of pre-packaged food from the central kitchen, as well as creation of food items on site for lunch at this campus. Staff in the kitchen will also work in the food service lines after food is prepared. There will most likely be two lunch periods for the 1200 student population, one for the elementary grades and one for the middle school grades. The District would like to have a salad bar option for the students.

PRIMARY AND SECONDARY USES

- Food service staff

RELATIONSHIP AND ORGANIZATION

The kitchen should be adjacent to the serving area and close to the dining space. It should also be close to a delivery point and trash/recycling pick-up area.

FEATURES OF THE SPACE

- Commercial kitchen equipment
- Walk in cooler and freezer
- Kitchen office
- Staff locker rooms and restrooms
- Delivery area, trash, and can wash directly outside

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small markerboard or writing surface by office

FLOORING

- Quarry tile

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain - position for outdoor view
- Shading devices - consider sensors
- Doors with vision panel in door
- Dual cylinder classroom lock for safety

CASEWORK

- None

LIGHTING

- Overhead fixtures
- Energy efficient light switches

PLUMBING

- 3 compartment sink and connections to equipment
- Hand sink

ELECTRICAL

- Power connections specific to all commercial kitchen equipment

- 2-3 Duplex receptacles on all walls
- Power for computer in office

HVAC

- Appropriate ventilation for equipment

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 1 computer drop in office

FURNITURE FOR THE SPACE

- Workstation with storage in office
- Task chair for office
- Mobile stainless steel tables for prep

SPACE DESCRIPTIONS & RELATIONSHIPS

SERVING AREA

GENERAL CONCEPT AND ACTIVITIES

This room will be used to serve lunch and possibly other meals or snacks. Students should be able to move through the line quickly selecting options and then move to one of the cashiers. Hot food items, salads, sandwiches, fresh fruit and vegetables, and other food options will be served as well as cold drinks. This area may be used for serving food during a school banquet or other types of events in the evenings.

PRIMARY AND SECONDARY USES

- Students
- Staff for supervision

RELATIONSHIP AND ORGANIZATION

This space should be located between the kitchen and the dining area.

FEATURES OF THE SPACE

- Consider creative signage above serving lines identifying food options

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Markerboard or Display board for menu options

FLOORING

- Quarry tile or porcelain tile with epoxy grout

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain - position for outdoor view
- Shading devices - consider sensors
- Doors with vision panel in door
- Dual cylinder classroom lock for safety

CASEWORK / EQUIPMENT

- Cool and hot serving equipment
- Mobile cashier station and chair

LIGHTING

- Overhead fixtures - indirect, if possible
- Energy efficient light switches

PLUMBING

- Connection to fill serving equipment

ELECTRICAL

- Power for serving equipment
- Power for electronic check out/cashier's station - may be a card reader

HVAC

- Energy efficient HVAC unit

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- Computer drops at cashier station

FURNITURE FOR THE SPACE

- None

OUTDOOR DINING

GENERAL CONCEPT AND ACTIVITIES

This area will provide dining space for students. Students will also be able to eat lunch in the courtyard area surrounding the outdoor dining pavilions. These pavilions should allow good cross ventilation and natural lighting in the covered space. A landscaped area with low bushes and shade trees could surround the shade structures to expand the dining area and options. The covered dining space can also provide an outdoor informal gathering and learning space for students both during and after school.

PRIMARY AND SECONDARY USES

- Students
- All Staff
- Parents
- Community members

RELATIONSHIP AND ORGANIZATION

The covered dining area should be located adjacent to the food service area and directly accessible from the serving area. This area should be located in an area away from direct play and ball courts.

FEATURES OF THE SPACE

- Good cross ventilation
- Pleasant environment to allow for quiet breaks at lunch
- Consider pavilion design and material that is transparent and allows for natural light

ENVIRONMENTAL SOUND CONTROL

- Consider acoustical control in the design to control reverberation in the space

LIGHTING

- Natural daylighting - maximize
- Avoid creating a dark space

PLUMBING

- Consider a hose bib and coordinate drain and sewer connection with site storm water management system

ELECTRICAL

- Consider power for outdoor projects

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

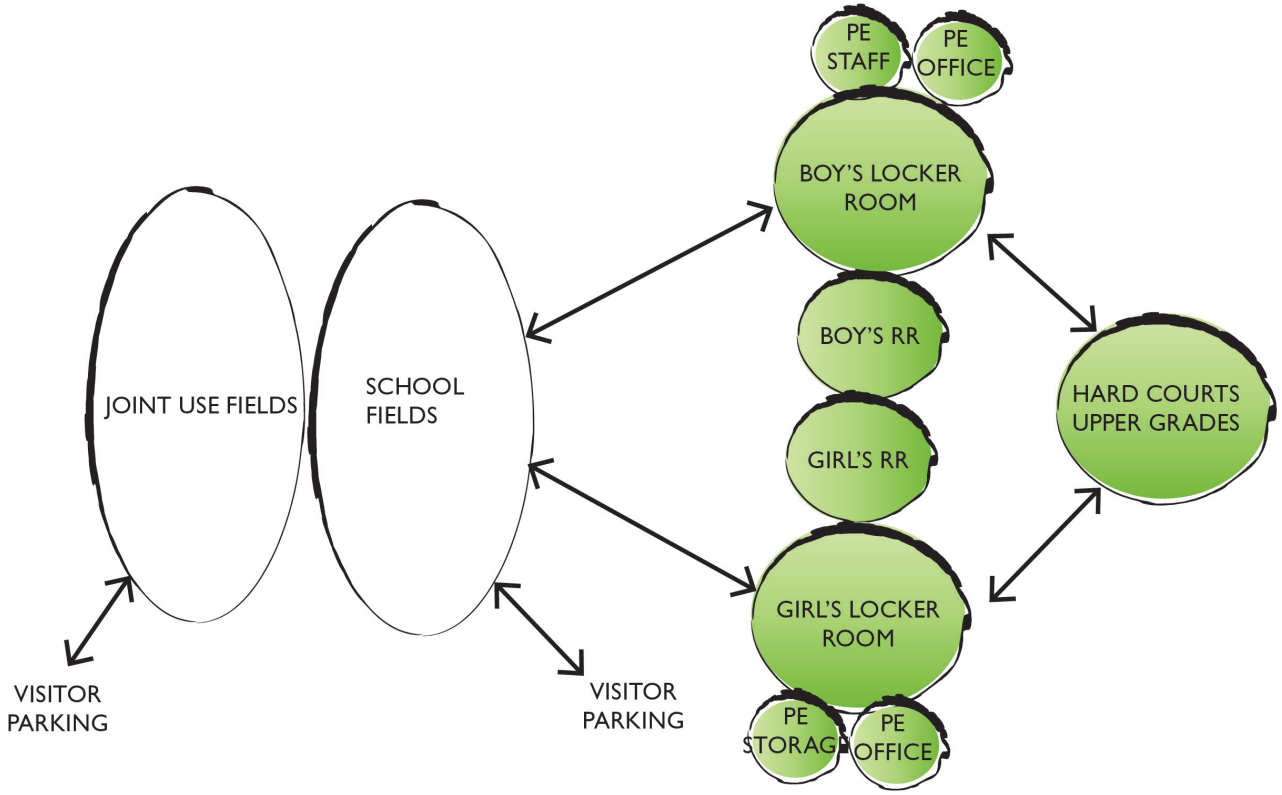
- Outdoor tables and chairs
- Trash/recycling containers

PHYSICAL EDUCATION

New Esencia K-8: PE Space

PROGRAM SPACE	QUANTITY	SQ. FT.	AREA
Locker rooms for 6-8 students (includes restrooms & 1 shower)	2	1,375	2,750
PE storage	1	325	325
PE office	2	200	400
Outdoor field & hardscape court space	-	-	-
Total program sq. ft. for Pre-K-8 PE space	-	-	3,475

RELATIONSHIP DIAGRAM



SPACE DESCRIPTIONS & RELATIONSHIPS

PE STORAGE

GENERAL CONCEPT AND ACTIVITIES

This room will be used to store a variety of PE equipment on the wall in racks and shelves and in mobile carts. This room can also provide space for individual adaptive PE activities that can take place in a quiet, smaller space.

PRIMARY AND SECONDARY USES

- Students
- Teacher

RELATIONSHIP AND ORGANIZATION

This room could be close to the Locker Rooms. Ideally this room would have a door directly to the play area.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 40
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small tackboard

FLOORING

- Resilient flooring or sealed concrete
- Mats should be available for floor exercise and to ensure safe movement for adaptive PE

WINDOWS / DOORS

- Exterior door is desirable

CASEWORK

- None

LIGHTING

- Energy efficient overhead lights
- Energy efficient light switches

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on all walls

HVAC

- HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Metal storage racks attached to the wall
- Ball carts
- Consider workstation and task chair for PE staff

SPACE DESCRIPTIONS & RELATIONSHIPS

LOCKER ROOMS FOR 6-8 GRADES

GENERAL CONCEPT AND ACTIVITIES

The Locker Rooms will be used by the 6-8 grade students for changing from school dress to appropriate PE attire for physical education classes and extra curricular athletic programs. Students will store PE clothing in small lockers. Restrooms are part of the Locker Room facility. Shower rooms should be evaluated on a site by site basis, but a single shower may want to be considered to allow for an option for students.

PRIMARY AND SECONDARY USES

- Students
- Teacher

RELATIONSHIP AND ORGANIZATION

The Locker Rooms should have direct access to outdoor play fields and courts. Restrooms should have direct access to the exterior so they can be accessed during PE or games if needed.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small tackboard

FLOORING

- Porcelain tile or rubber flooring

WINDOWS / DOORS

- Interior window to any PE office

CASEWORK

- Hooks

LIGHTING

- Energy efficient overhead lights
- Energy efficient light switches

PLUMBING

- Lavatories
- Toilets

ELECTRICAL

- Duplex receptacles on all walls

HVAC

- HVAC unit pack with appropriate ventilation

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Benches

PE OFFICE

GENERAL CONCEPT AND ACTIVITIES

The PE Office is for planning, grading, conferences, scheduling, and small item storage for PE activities and athletic programs. This space should be flexible to meet with a few students.

PRIMARY AND SECONDARY USES

- Students
- Teacher

RELATIONSHIP AND ORGANIZATION

This room should be located directly adjacent to the Locker Rooms.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small tackboard

FLOORING

- Resilient flooring

WINDOWS / DOORS

- Door with vision panel in door

CASEWORK

- Consider a staff wardrobe for athletic clothes and shoes

LIGHTING

- Energy efficient overhead lights
- Energy efficient light switches

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on 2 walls
- Power for computer

HVAC

- HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

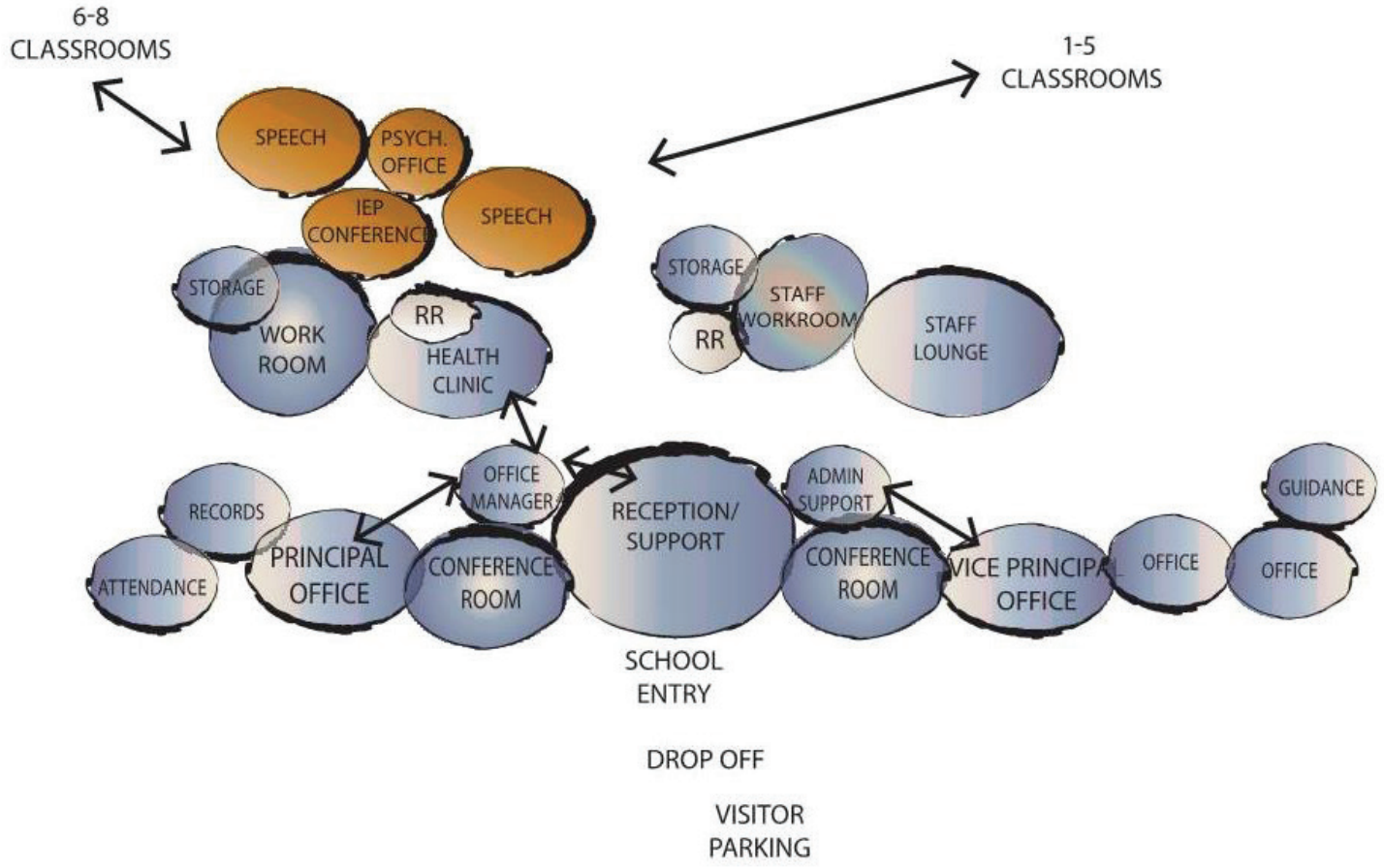
- Workstation with task chair
- Shelving for storage equipment

ADMINISTRATION

New Esencia K-8: Administration

PROGRAM SPACE	QUANTITY	SQ. FT.	AREA
Reception/support	1	375	375
Principal's Office/Assistant Principal's Office	2	200	400
Staff Offices	2	175	350
Conference room	2	220	440
Small conference room	1	220	220
Guidance office	1	175	175
Guidance support	1	150	150
Staff work area	1	200	200
Staff lounge	1	700	700
Flex office/small conference room	1	175	175
Attendance	1	160	160
Records/files	1	175	175
General storage	1	125	125
General workroom	1	400	400
Health clinic with restroom	1	450	450
Administration restrooms	2	70	140
Total program sq. ft. for Pre-K-8 administration space			4,515

RELATIONSHIP DIAGRAM



SPACE DESCRIPTIONS & RELATIONSHIPS

RECEPTION & STAFF SUPPORT/GREETER

GENERAL CONCEPT AND ACTIVITIES

The administration reception area will be the entrance point for parents and visitors to meet with some of the administrative staff. This space therefore provides a first impression of the school and how it is run, so it should reflect a welcoming and professional appearance as any business would. The school administrators/school greeters in this space should have a reception desk and workspace which is neat and organized. If space allows or existing circumstances are appropriate, this area could also incorporate the concept of a museum/gallery exhibit space.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff
- Visitors

RELATIONSHIP AND ORGANIZATION

This space should be located at the main entry of the school and positioned to monitor the entry.

FEATURES OF THE SPACE

- Could include the display elements to create the museum/exhibit space in school depending on site
- Should include acoustical control
- Security monitoring potential - both digitally and with appropriate sight lines - may include entry lock control

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Display cases or display system
- Tackboard
- Digital Flat screen monitor

FLOORING

- Part of space - porcelain tile
- Part of space - carpet

WINDOWS / DOORS

- Should have exterior windows that allow for good observation of front entry and natural light
- Interior windows to corridor when located off an entry corridor
- Shading devices - consider sensors
- Interior doors with vision panel

CASEWORK

- Reception desk with file storage and area for transaction counter
- Wall-mounted display area for forms (could be part of loose furnishings)

LIGHTING

- Natural daylighting when possible
- Overhead fixtures - indirect, if possible (LED's)
- Energy efficient light switches with split controls
- Light sensors
- Consider task lights at reception desk

PLUMBING

- None

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers
- Duplex receptacles at reception desk

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 2 computer drops at reception desk
- Rough-in for wall mounted large flat screen monitors (to potentially be added in the future)

FURNITURE FOR THE SPACE

- 3-4 guest chairs for waiting
- Small side table
- Task chairs for reception desk
- Consider mobile display cubes

SPACE DESCRIPTIONS & RELATIONSHIPS

PRINCIPAL'S OFFICE

GENERAL CONCEPT AND ACTIVITIES

The principal's office will be the headquarters for providing leadership to the school and should communicate a professional and organized environment. In addition to working in this space, the principal will meet with parents, students, other administrators, and staff members in a one-on-one or small group conference setting. The office should accommodate 1-5 people at a time. This space will also be used for personal storage and will possibly house some confidential records.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff
- Visitors/community members

RELATIONSHIP AND ORGANIZATION

This office should be close to the reception/waiting for Administration. This office should be close to the main Conference Room and should be adjacent to administrative support staff, with a visual connection, if possible. It should also be close to the other Co-administrator's Office.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard

FLOORING

- Carpet

WINDOWS / DOORS

- Should have exterior windows that allow for good observation of the campus and natural light
- Door to the Conference Room if possible
- Shading devices - consider sensors
- Interior doors with vision panel

CASEWORK

- None

LIGHTING

- Natural daylighting
- Overhead fixtures - indirect, if possible (LED's)
- Energy efficient light switches
- Light sensors
- Consider task lights at workspace

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on each wall in addition to power for computer/printer

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 1 computer drop at workstation
- Consider need for printer

FURNITURE FOR THE SPACE

- 3-4 guest chairs
- Small conference table or consider section of desk as conferencing space
- Workstation with storage
- Ergonomic task chair

SPACE DESCRIPTIONS & RELATIONSHIPS

CO-ADMINISTRATOR'S OFFICE

GENERAL CONCEPT AND ACTIVITIES

This office would be used for a co-administrator, assistant principal, or may be used for itinerant staff. The office should be designed with similar features as the Principal's Office, but should be flexible in layout so it could also accommodate different functions, such as a testing room or small conference space during the life of the facility. Administrators or other staff will meet with parents and students in this office. The room should accommodate up to four people comfortably.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff

RELATIONSHIP AND ORGANIZATION

This office should be close to the reception/waiting area and the Principal's Office. This space should also be relatively close to the main Conference Room and administrative staff as well.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard

FLOORING

- Carpet

WINDOWS / DOORS

- Should have exterior windows for natural light
- Shading devices - consider sensors
- Interior doors with vision panel

CASEWORK

- None

LIGHTING

- Natural daylighting
- Overhead fixtures - indirect, if possible
- Energy efficient light switches with split controls
- Light sensors
- Consider task lights at workstation

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on each wall in addition to power for computer/printer

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 1 computer drop at work area
- Consider need for printer

FURNITURE FOR THE SPACE

- 3-4 guest chairs
- Small conference table or consider section of desk as conferencing space
- Workstation with storage
- Ergonomic task chair

SPACE DESCRIPTIONS & RELATIONSHIPS

CONFERENCE ROOM

GENERAL CONCEPT AND ACTIVITIES

The Conference Room would provide space that could be used by the administration and other staff for meetings and presentations with 12-14 people seated at a conference table. This room could be used for parent meetings and District presentations and discussions. The room design should allow for multimedia presentations. Beverages may be served in this room. The room should be flexible enough to allow an additional 2-3 people to be seated on the side of the room if needed.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff
- Visitors

RELATIONSHIP AND ORGANIZATION

This space should be located with direct access to the reception area and close to the Principal's and Co-administrator's Office. The room should also be in close proximity to restrooms.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackable wall surface

FLOORING

- Carpet

WINDOWS / DOORS

- Ideally would have exterior windows that allow for natural light but this is not a high priority
- Shading devices if there are exterior windows - consider sensors
- Interior doors with vision panel

CASEWORK

- Consider base cabinets along one short wall where presentation materials could be stored and beverages or food could be placed on a counter for service

LIGHTING

- Natural daylighting when possible
- Overhead fixtures - indirect, if possible (LED's)
- Energy efficient light switches with split controls
- Light sensors
- Consider multiple types of lights over table

PLUMBING

- None

ELECTRICAL

- 2 duplex receptacles on each wall
- Power for coffee pot warmer/hotplate above counter
- Duplex receptacles in floor under conference table

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 1 computer drop under table
- Rough-in for wall mounted large flat screen monitors or interactive board (to potentially be added in the future)

FURNITURE FOR THE SPACE

- 14 conference chairs
- Large conference table with cord access

SPACE DESCRIPTIONS & RELATIONSHIPS

ADMINISTRATIVE SUPPORT AREA

GENERAL CONCEPT AND ACTIVITIES

This space will primarily be used as a work area for the administrative assistants that support the Principal and Co-administrators, as well as the entire school. There may be an addition of staff members in the future so the layout should be flexible.

PRIMARY AND SECONDARY USES

- Administrative staff
- Teachers

RELATIONSHIP AND ORGANIZATION

This space should be close to the Principal's and Co-administrator's Offices as well as the Workroom and Records Room.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard

FLOORING

- Carpet

WINDOWS / DOORS

- It would be beneficial to have exterior windows for natural light
- Shading devices if there are exterior windows - consider sensors

CASEWORK

- None - loose furnishings would provide more flexibility

LIGHTING

- Natural daylighting when possible
- Overhead fixtures - indirect, where possible (LED's)
- Energy efficient light switches with split controls
- Light sensors
- Consider task lights at workspace

PLUMBING

- None

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers/printers
- Duplex receptacles at workspace
- May need power for small copier/scanner

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- Computer drops at workspace
- Computer port for printer/copier

FURNITURE FOR THE SPACE

- Workstations with files and overhead storage
- Ergonomic task chairs
- May need additional lateral files

SPACE DESCRIPTIONS & RELATIONSHIPS

WORKROOM/STORAGE/COPY ROOM

GENERAL CONCEPT AND ACTIVITIES

The workroom may be used by the administrative staff and parent volunteers to support the operation of the school, but will mainly be used by teachers for a variety of prep activities and some production. Supplies and copy paper for the school would be stored in this room. The room will also have a copier, however, the use of the copier or multiple copiers may diminish as everyone moves towards electronic distribution and filing.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents may use it
- Staff/teachers

RELATIONSHIP AND ORGANIZATION

This space should be located close to the Staff Dining area and ideally would have direct access. It could also be part of the same room if sound barriers were provided. The room should be in close proximity to the Administrative Suite since it will also support the administrative staff from time to time. Exact location may depend on existing site conditions.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard
- Small markerboard for meetings/collaboration

FLOORING

- Resilient flooring

WINDOWS / DOORS

- Exterior windows are not critical and could interfere with maximizing wall cabinet storage
- Interior doors with vision panel

CASEWORK

- Base cabinets with drawers, doors, and adjustable shelves
- Overhead wall cabinets with adjustable shelves
- Lockable tall cabinets with adjustable shelves
- Consider small desk height workstation for laptop use or writing surface by staff
- Storage could also all be mobile to allow for multiple uses and configurations of this space

LIGHTING

- Overhead fixtures
- Energy efficient light switches
- Light sensors
- Indirect lighting (LED's)

PLUMBING

- None

ELECTRICAL

- 2 duplex receptacles on each wall and above base cabinets
- Duplex receptacle at workstation
- Power for copier

HVAC

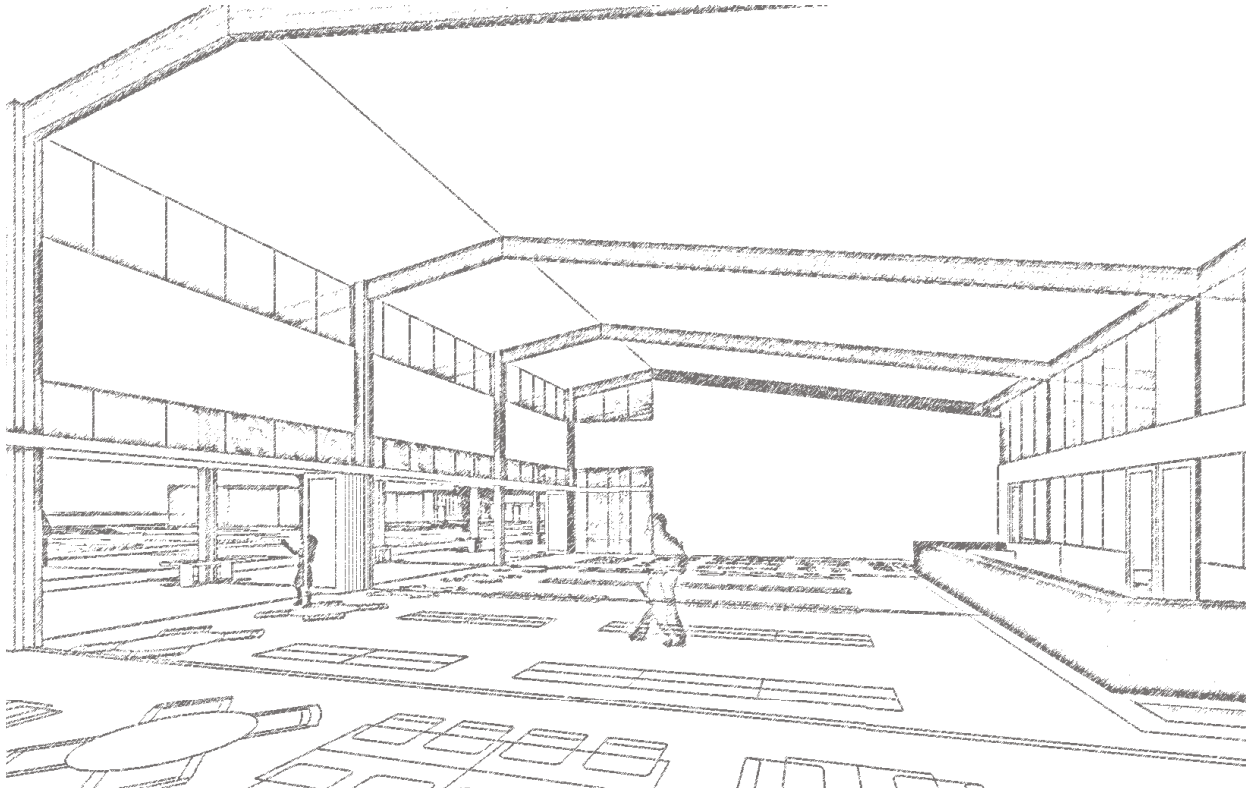
- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- Computer connection at copier/printer/scanner

FURNITURE FOR THE SPACE

- Stool for working at counter
- Task chair for workstation



SPACE DESCRIPTIONS & RELATIONSHIPS

RECORDS ROOM

GENERAL CONCEPT AND ACTIVITIES

This room in the Administration Suite is for storing past and present student records. This may be a location to also store back up records on digital storage devices. While more and more records are stored electronically, some hard copies of student records may need to be kept on site. These files may be accessed by administrative staff or teachers.

PRIMARY AND SECONDARY USES

- Administrative staff
- Teachers

RELATIONSHIP AND ORGANIZATION

This space should be located in the Administrative Suite close to the administrative support area.

FEATURES OF THE SPACE

- This room may require a two-hour fire wall. Discuss with District for current requirements.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small tackboard

FLOORING

- Resilient flooring or sealed concrete

WINDOWS / DOORS

- Should not have exterior windows
- Fire-rated door - no vision panel

CASEWORK

- None

LIGHTING

- Overhead fixtures
- Energy efficient light switches
- Light sensors
- Indirect lighting (LED's)

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on 2 walls

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Vertical or lateral files to maximize storage capacity
- If room does not have a two-hour rating consider fireproof files
- Small table to assist in document searches

SPACE DESCRIPTIONS & RELATIONSHIPS

STAFF DINING

GENERAL CONCEPT AND ACTIVITIES

This space will be available for use by all staff for dining during the day. Staff may bring their lunch and store in this room in a refrigerator or buy their lunch from the food service line. There should be an area for staff to heat up food or prepare a light meal. The room may also be used for staff collaboration and informal meetings. Staff may use this room in conjunction with the workroom.

PRIMARY AND SECONDARY USES

- All staff

RELATIONSHIP AND ORGANIZATION

This space should be located adjacent to the workroom but in proximity to the Serving Area and Food Service Kitchen if possible. Staff Dining could be a part of the workroom if there was a visual and acoustical barrier between the two spaces.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small markerboard or tackboard

FLOORING

- Resilient flooring

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Shading devices - consider sensors
- Doors with vision panel in door

CASEWORK

- Base cabinets with drawers and doors and sink
- Wall cabinets
- Space for dishwasher

LIGHTING

- Natural daylighting if possible
- Overhead fixtures
- Energy efficient light switches
- Light sensors
- Indirect lighting (LED's)

PLUMBING

- Sink
- Connection for dishwasher

ELECTRICAL

- Power for refrigerator, coffee maker, and microwave
- Duplex receptacles above counter
- Duplex receptacles on every wall
- Consider power for vending machine

HVAC

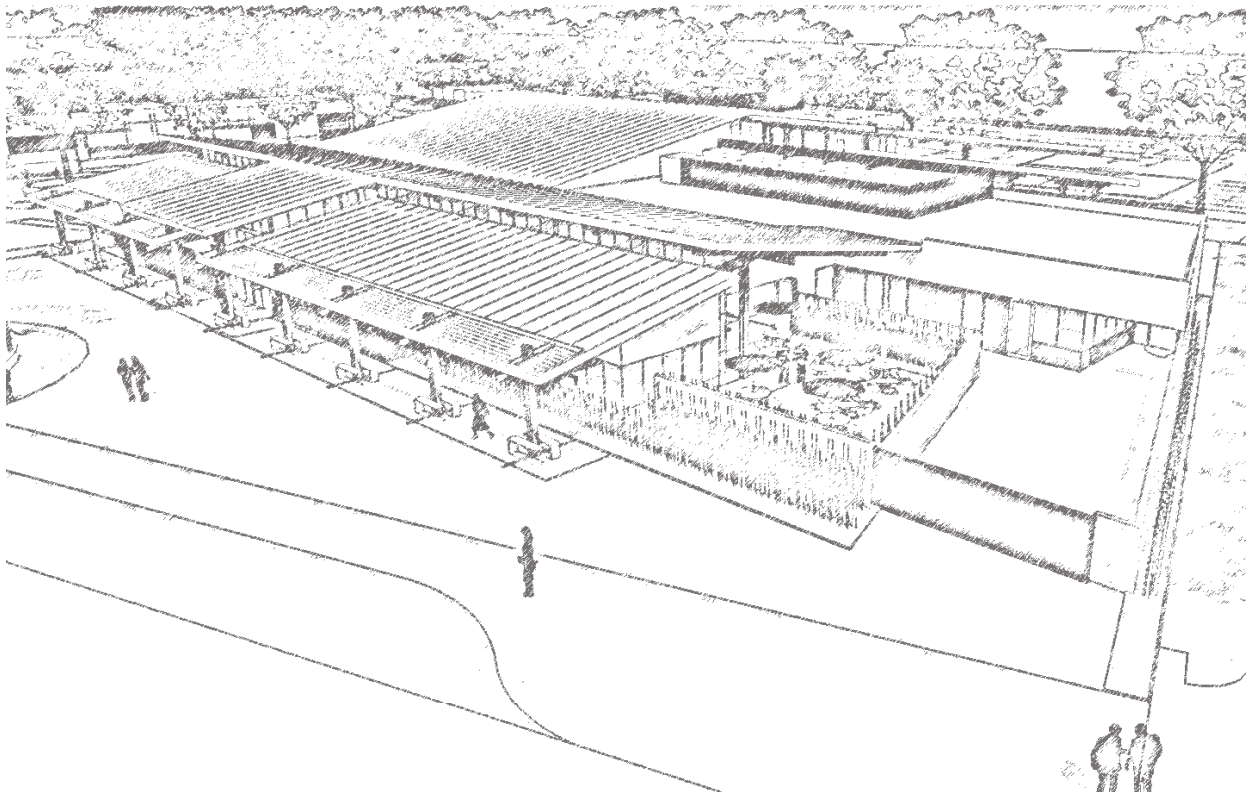
- Energy efficient HVAC unit

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Folding or flip-top tables on locking casters to sit 8
- High density stacking chairs
- Refrigerator
- Microwave
- Coffee maker



SPACE DESCRIPTIONS & RELATIONSHIPS

FLEX SPACE/SMALL CONFERENCE

GENERAL CONCEPT AND ACTIVITIES

The small conference room is to provide a flexible meeting space for 6-8 people for all the administrative staff and special education staff. These rooms need to be flexible in design so they can be converted into office space if needed in the future. The room may also be used for certain types of testing.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff

RELATIONSHIP AND ORGANIZATION

This room should be part of the administration suite, but have easy access to the public corridor or main circulation pathway.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard
- Small markerboard

FLOORING

- Carpet

WINDOWS / DOORS

- Ideally would have an exterior window to allow for natural light
- Shading devices - consider sensors
- Interior door with vision panel

CASEWORK

- None

LIGHTING

- Natural daylighting if possible
- Overhead fixtures
- Energy efficient light switches
- Light sensors
- Indirect lighting (LED's)

PLUMBING

- None

ELECTRICAL

- Duplex receptacle on each wall in addition to power for computer

HVAC

- Energy efficient HVAC unit pack

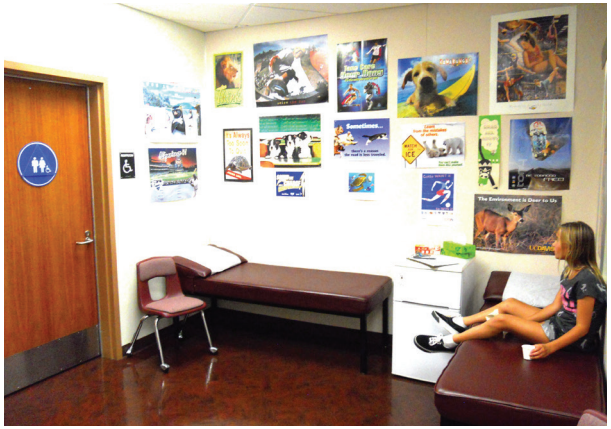
TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- Computer drop at workstation location

FURNITURE FOR THE SPACE

- Chairs
- Small table for meetings

SPACE DESCRIPTIONS & RELATIONSHIPS



HEALTH CLINIC

GENERAL CONCEPT AND ACTIVITIES

This room is where a nurse or staff member can address students who are feeling ill. Ill students may wait here until parents can pick them up. Eye exams may take place here. The restroom in this space is for students seeking medical attention and supports the clinic and nurse. There may not be a full time nurse at the school so health services support will be supplemented by the administrative staff. The receptionist or other administrative staff will need direct observation of the clinic, either through a door or internal window, however, privacy for students from the reception area must also be addressed. Activities in this space include treating students with illness, resting on a cot or chair, eye exams, preventative health measures, and discussions with parents.

PRIMARY AND SECONDARY USES

- Administrative staff
- Students
- Nurse
- Parents

RELATIONSHIP AND ORGANIZATION

This space should be located within the Administration area when possible. The Health Clinic may need to be supervised by administrative staff if a nurse is not on site, so a location close to administrative workstations should be considered. Ideally, students would also be able to access this space without going through the school reception where visitors may be waiting.

FEATURES OF THE SPACE

- Restroom within space

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard

FLOORING

- Resilient flooring

WINDOWS / DOORS

- No exterior windows
- Interior window to administration is required for observation
- Interior door with vision panel

CASEWORK / EQUIPMENT

- Base and lockable wall cabinets for secure storage for supplies and medicine
- Privacy curtains and track for cot area
- Opening under counter for owner-supplied small refrigerator
- Consider tall deep cabinet with removable shelving

for large medical equipment such as wheel chair or crutches

LIGHTING

- Overhead fixtures - combination of direct and indirect if possible (LED's)
- Energy efficient light switches with split controls for two types of lighting
- Light sensors

PLUMBING

- Sink with hot and cold water

ELECTRICAL

- Duplex receptacles on each wall in addition to power for computer/laptop
- Power for under counter refrigerator

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- Computer drop

FURNITURE FOR THE SPACE

- 2-3 guest chairs for waiting
- 2-3 cots
- Under counter refrigerator

SPACE DESCRIPTIONS & RELATIONSHIPS

NURSE'S OFFICE

GENERAL CONCEPT AND ACTIVITIES

This is a small room where the nurse can store records, perform administrative duties, and make private phone calls to parents or health institutions. The nurse would need to have the capability of observing the clinic while in the office. This space could be an alcove off of the clinic and may not need a door.

PRIMARY AND SECONDARY USES

- Nurse and administrative staff
- Parents
- Students

RELATIONSHIP AND ORGANIZATION

This space should be located off of the clinic.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard

FLOORING

- Resilient flooring

WINDOWS / DOORS

- Does not require exterior windows
- Interior window to clinic
- Interior door with vision panel
- Interior window to Nurse's Office

CASEWORK

- None to allow for flexibility

LIGHTING

- Overhead fixtures
- Energy efficient light switches
- Light sensor
- Consider task light at desk
- Indirect lighting (LED's)

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on each wall
- Power for computer at workstation

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- May need computer drop at desk

FURNITURE FOR THE SPACE

- Guest chair for waiting
- Workstation with storage
- Task chair

SPACE DESCRIPTIONS & RELATIONSHIPS

RESTROOMS

GENERAL CONCEPT AND ACTIVITIES

These restrooms will support the administrative staff and visitors in this area.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Staff
- Visitors

RELATIONSHIP AND ORGANIZATION

These restrooms should be located with easy access to both administrative staff and adult visitors in the Administrative Suite. Location should provide privacy at entrance to restrooms.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- None

FLOORING

- Porcelain tile

WINDOWS / DOORS

- No windows
- Privacy lock

CASEWORK / EQUIPMENT

- Consider a shallow overhead cabinet above the toilet for personal supplies - cannot be more than 6”
- Hooks
- Restroom accessories - paper towel dispenser and trash receptacle

LIGHTING

- Overhead fixtures
- Energy efficient light switches
- Light sensors

PLUMBING

- Lavatory with hot and cold water
- Toilet

ELECTRICAL

- Duplex receptacle on two walls

HVAC

- Energy efficient HVAC unit pack
- Exhaust

FURNITURE FOR THE SPACE

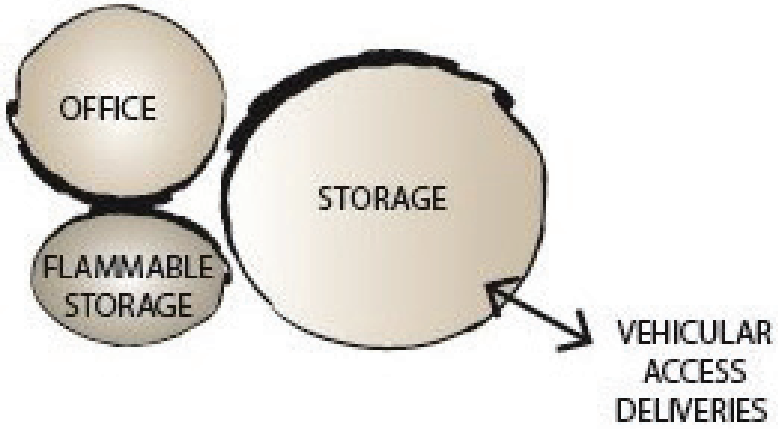
- None

CUSTODIAL

New Esencia K-8: Custodial Space

PROGRAM SPACE	QUANTITY	SQ. FT.	AREA
Flexible storage room	1	175	175
Custodial rooms	4	80	320
Custodial Storage	1	400	400
Flammable storage	1	125	125
Total program sq. ft. for K-8 custodial space			1020

RELATIONSHIP DIAGRAM



SPACE DESCRIPTIONS & RELATIONSHIPS

FLEXIBLE STORAGE

GENERAL CONCEPT AND ACTIVITIES

This space will support various different program storage needs. The room will be flexible to accommodate a variety of needs in the future.

PRIMARY AND SECONDARY USES

- Maintenance staff

RELATIONSHIP AND ORGANIZATION

Ideally this area should be directly connected to the delivery area and close to the custodial office.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small tackboard or markerboard

FLOORING

- Sealed concrete

WINDOWS / DOORS

- Door with vision panel
- Consider interior window to Maintenance & Repair

CASEWORK

- None

LIGHTING

- Overhead fixtures
- Energy efficient light switches
- Light sensors

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on each wall

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks to allow for flexbile use

FURNITURE FOR THE SPACE

- Metal shelving attached to wallrooms will typically be used by one custodian at a time.

CUSTODIAL ROOMS

GENERAL CONCEPT AND ACTIVITIES

Custodial rooms should be placed around the campus to allow for access to water, buckets/mops, cleaning equipment and paper product storage for restrooms. These rooms will typically be used by one custodian at a time.

PRIMARY AND SECONDARY USES

- Maintenance staff

RELATIONSHIP AND ORGANIZATION

These rooms should ideally be located close to large restrooms and one should be located close to the food service area.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- None

WRITING / DISPLAY SPACES

- None

FLOORING

- Sealed concrete

WINDOWS / DOORS

- Metal door

CASEWORK

- None

LIGHTING

- Overhead fixtures
- Energy efficient light switches
- Light sensors

PLUMBING

- Mop sink

ELECTRICAL

- Duplex receptacles on one wall

HVAC

- Exhaust

TECHNOLOGY / COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- Metal shelving for supplies

SPACE DESCRIPTIONS & RELATIONSHIPS

CUSTODIAL STORAGE

GENERAL CONCEPT AND ACTIVITIES

This space will provide an area for receiving deliveries and storage of materials and supplies used at the school site. Bulk storage items will include things such as cleaning supplies, copy paper and office supplies, paper products for restrooms, light bulbs, filters, replacement building materials, and other maintenance consumables. Supplies will be distributed out to the different areas of the school from this room with a dolly or small pallet. The room should also have enough open space to store excess furniture not being used and some cleaning machines. A separate room would be used to store flammable materials and paint.

PRIMARY AND SECONDARY USES

- Maintenance staff

RELATIONSHIP AND ORGANIZATION

This area should be directly connected to the delivery area and close to the custodial office.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- None

WRITING / DISPLAY SPACES

- None

FLOORING

- Sealed concrete

WINDOWS / DOORS

- Overhead garage door
- Adjacent door
- Exterior windows are not needed

CASEWORK

- None

LIGHTING

- Overhead fixtures
- Energy efficient light switches
- Light sensors

PLUMBING

- Consider a mop sink if custodial closet is not close

ELECTRICAL

- Duplex receptacles on each wall

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- None

FLAMMABLE STORAGE

GENERAL CONCEPT AND ACTIVITIES

This rated space is dedicated to storing flammable items such as paint that are kept on site.

PRIMARY AND SECONDARY USES

- Maintenance staff

RELATIONSHIP AND ORGANIZATION

This area could be close to the rest of the maintenance spaces with outdoor access.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- None

WRITING / DISPLAY SPACES

- None

FLOORING

- Sealed concrete

WINDOWS / DOORS

- Metal door

CASEWORK

- None

LIGHTING

- Overhead fixtures
- Energy efficient light switches

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on one wall

HVAC

- Energy efficient HVAC unit pack
- Vented space

TECHNOLOGY/COMMUNICATIONS

- none

FURNITURE FOR THE SPACE

- Shelving