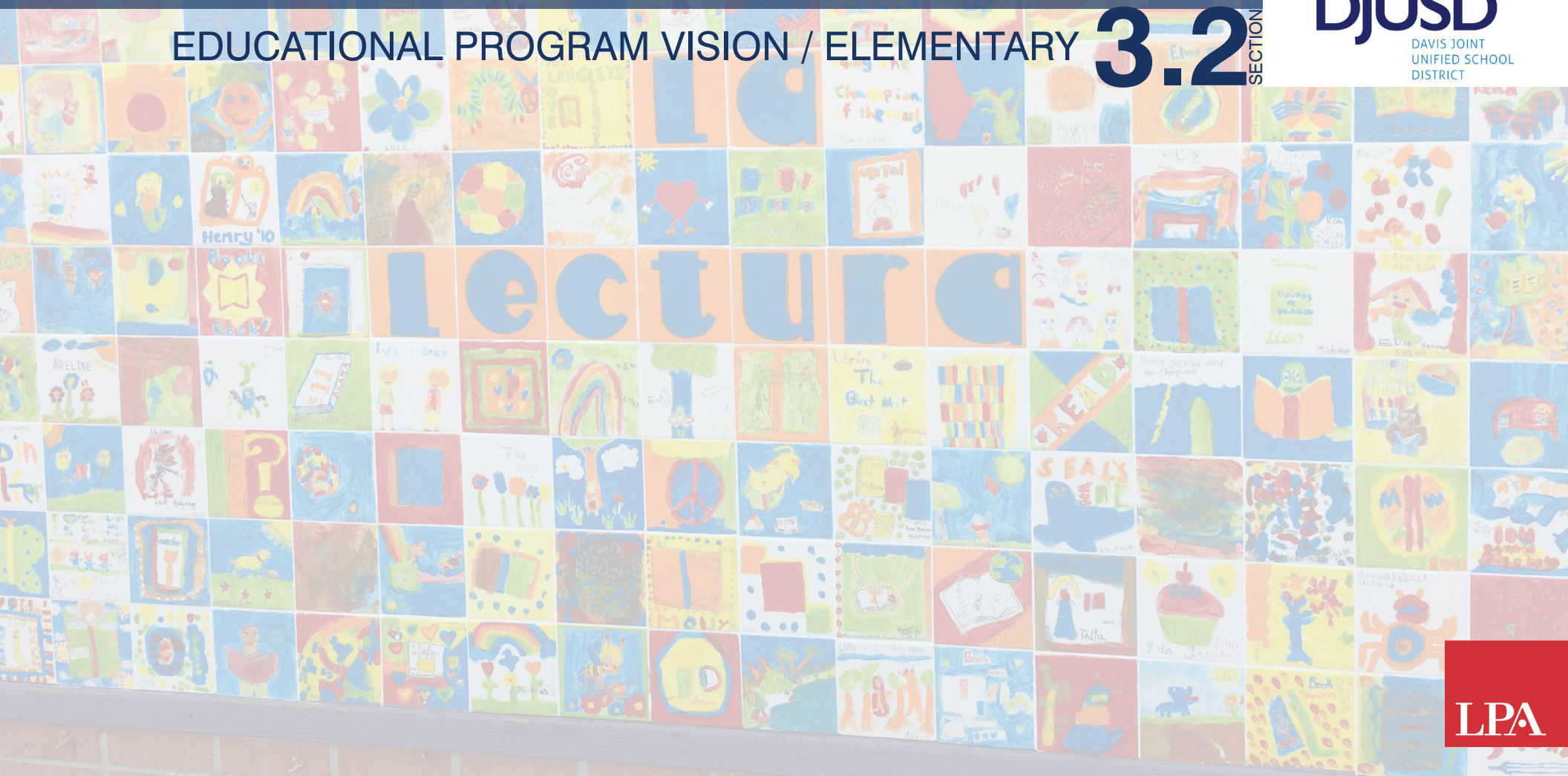




DAVIS JOINT UNIFIED SCHOOL DISTRICT  
FACILITIES MASTER PLAN

EDUCATIONAL PROGRAM VISION / ELEMENTARY **3.2** SECTION





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## SECTION 3.2

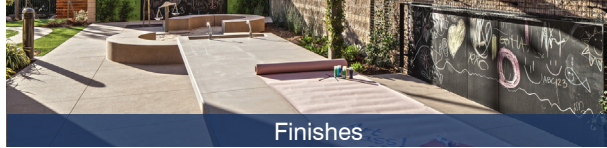


### EDUCATIONAL PROGRAM VISION / ELEMENTARY



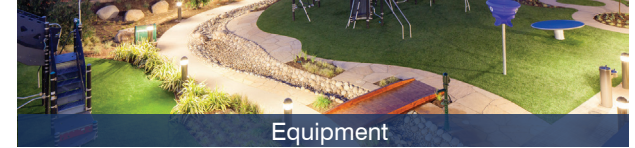
Furniture

- Furniture should accommodate varied seating arrangements and group sizes.
- Built-in seating should be designed to facilitate group discussion.
- Furniture should be age appropriate for elementary students.



Finishes

- Durable, weather-proof finishes such as concrete.
- Natural finishes such as treated wood.
- Areas for presentation should include writable surfaces and areas where mobile projectors could be used.
- Finishes should be appropriate to supplement themed activities such as Science or Art projects.



Equipment

- Lighting may be provided as necessary to meet safety concerns or supplement daylighting in deeply shaded areas.
- Integrate technology into these areas, providing presentation abilities, wireless internet, exterior electrical outlets, and outdoor speakers / amplification at large group lecture areas.



Tarbut V'Torah Community Day School

### PROGRAM ACTIVITIES

- Instructional lessons, group and individual work with active and passive spaces supporting student's various learning styles.
- Open, multi-purpose outdoor stations for classes to explore independent learning (art, science, ecology, etc.)
- Garden
- Loose parts play
- Social gathering and small group meeting space



Tarbut V'Torah Community Day School

### DESIGN OBJECTIVES & CHARACTERISTICS

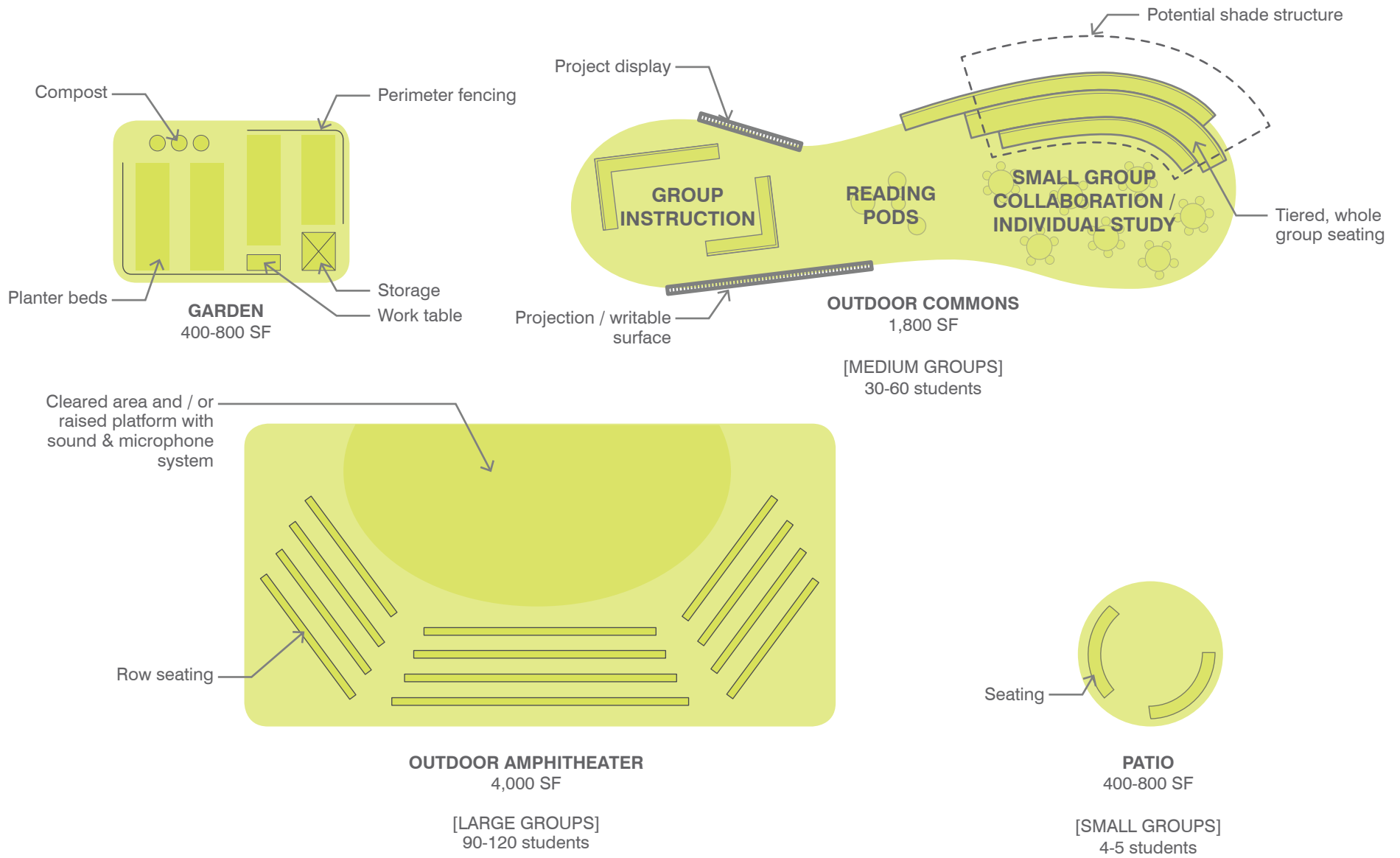
Outdoor spaces adjacent to classrooms and between classroom wings can be utilized as learning spaces. These spaces provide teachers with the opportunity to engage students with lessons and projects in a controlled and safe environment outdoors.

Spaces should accommodate a range of group sizes, from individual study to whole-class discussions, and should allow "messy" multipurpose areas for experimentation.

Landscape should be incorporated into these areas, as appropriate. Plant selection should consider the use of drought resistant species. Trees can be utilized to provide shade.

Outdoor learning spaces should be inviting and engaging. Utilize varied floor materials and vegetation to design the passive and active spaces.

## SECTION 3.2



## SECTION 3.2





Woodcrest Elementary School



Pleasanton Elementary School



Woodcrest Elementary School

### DESIGN OBJECTIVES & CHARACTERISTICS

Create small communities within a single school campus through the use of classroom clusters.

Classrooms should be organized in a way that provides easy access to shared collaboration areas and outdoor learning areas. This fosters student-to-student and teacher-to-teacher collaboration and professional development, and encourages the sharing of materials.

Include one colab at 1,000 to 1,200 square feet for every four classrooms with restrooms within each cluster.

Each cluster should include one parent/teacher work/storage area for every two clusters.

Encourage interaction between adjacent classrooms and spaces. Classrooms should have easy access and clear visibility to collaboration areas and outdoor learning areas.

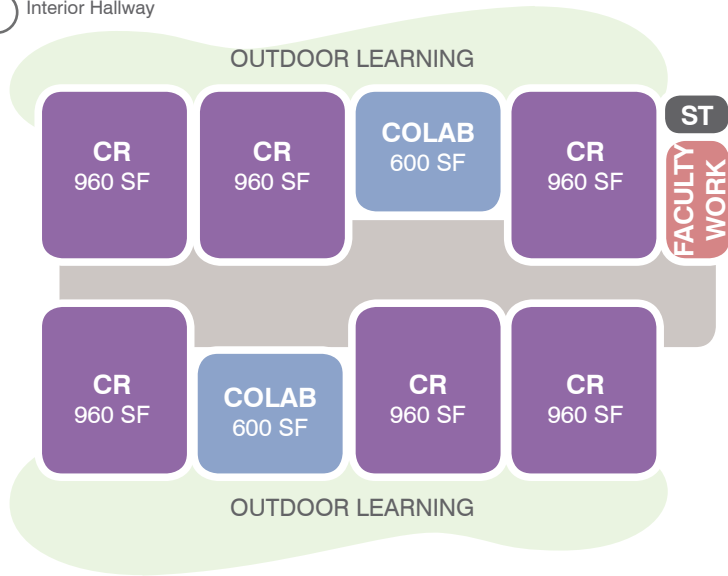
#### PROGRAM ACTIVITIES

- Spaces for “me” and spaces for “we”
- Collaborative groups / team and independent learning
- Aside conversations between teacher and student(s)
- For STEM / STEAM-type spaces:
  - Material and project storage
  - Material preparation

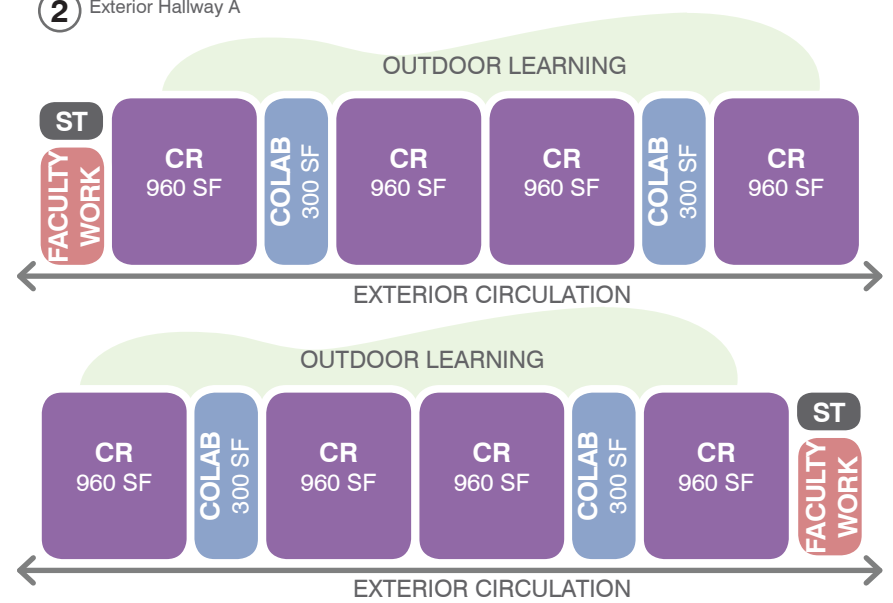
## SECTION 3.2



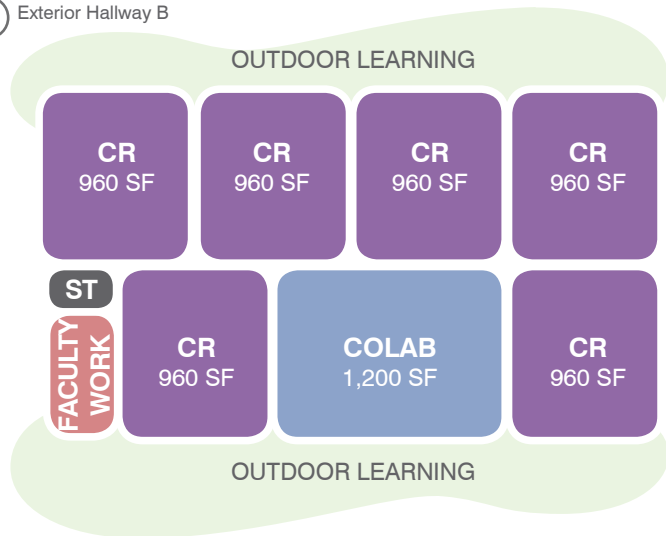
1 Interior Hallway



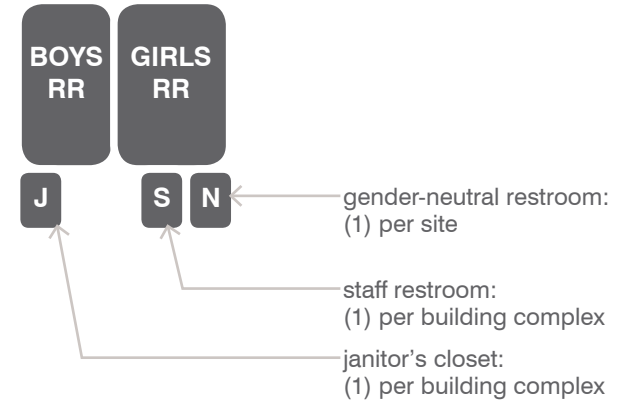
2 Exterior Hallway A



3 Exterior Hallway B



R Restroom Core:



SECTION 3.2



Furniture

- Utilize mobile furniture that can be re-arranged easily and with minimal effort, accommodating individual and group work.
- Include a variety of different / adjustable-height seating options such as soft furnishings and stools.
- Disperse mobile writable surfaces throughout.
- Mobile shelving on locking casters and soft seating for a small library.



Finishes

- Flooring should be carpet (or area rug) in whole-group area where students may be seated.
- Flooring should be resilient at the sink area and other areas designated as project area(s).
- Finishes should contribute to the acoustical qualities; include materials that absorb sound within the space.
- Provide writable and tackable wall surfaces.



Equipment

- Computer “mini-lab” to include 10 to 12 computer stations.
- Integrated technology that accommodates presentation, documentation, seamless internet access, and student devices should be provided.
- Mobile presentation station
- Sink with bubbler

#### PROGRAM ACTIVITIES

- Critical foundational skills, strategies, and experiences
- Project-based learning / workshop teaching
- Hands-on / tactile learning
- Collaborative groups / team and independent learning
- Aside conversations between teacher and student(s)
- Art, science or music labs
- Outdoor exploration
- Interdisciplinary, learner-centered instruction with full integration of technology.
- Active and passive learning activities.
- Large lecture, small group, and individual work.
- Core subject instruction: Language Arts, Social Studies, Mathematics, etc.
- Material and project storage
- Material preparation



Serra Catholic K-8 School

#### DESIGN OBJECTIVES & CHARACTERISTICS

Spaces should be open, inviting, and engaging. Color and lighting strategies should be used appropriately, with technology in mind.

Consider lower ceilings that provide a sense of scale in areas that are dedicated to small groups or have an individual focus.

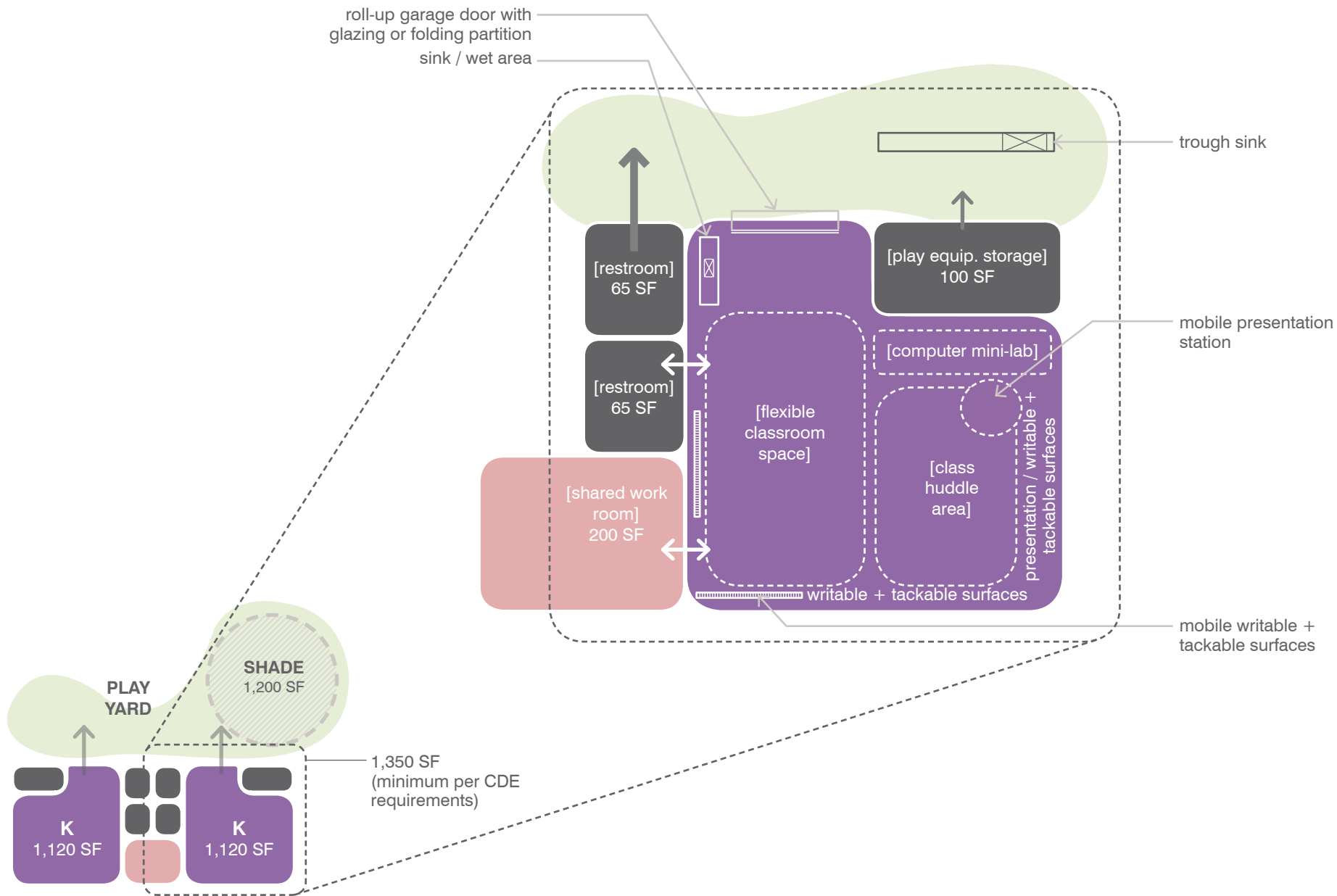
Utilize every space as a learning space through the use of flexible furniture and writable surfaces that are dispersed throughout and easily accessible by all users.

Emphasize the connection to the outdoors through window systems and/or doors / operable storefront systems.

Classrooms should have direct access to student restrooms.

## SECTION 3.2





### SECTION 3.2





Furniture

- Utilize mobile furniture that can be re-arranged easily and with minimal effort, accommodating individual and group work.
- Include a variety of different / adjustable-height seating options such as soft furnishings and stools.
- Disperse mobile writable surfaces throughout.
- Provide desks to accommodate two to three additional adults (parent volunteers, teachers assistant, etc.).



Finishes

- Flooring should be carpet in whole-group area where students may be seated.
- Flooring should be resilient at the sink area and other areas designated as project area(s).
- Finishes should contribute to the acoustical qualities; include materials that absorb sound within the space.
- Provide writable and tackable wall surfaces.



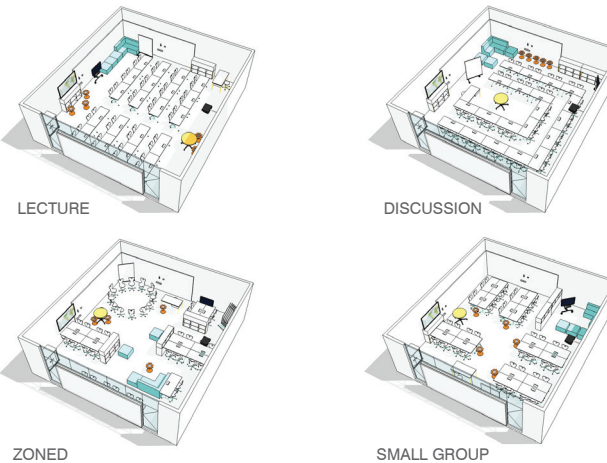
Equipment

- Computer “mini-lab” to include 10 to 12 computer stations.
- Integrated technology that accommodates presentation, documentation, seamless internet access, and student devices should be provided.
- Mobile presentation station
- Sink with bubbler

### PROGRAM ACTIVITIES

- Critical foundational skills, strategies, and experiences
- Project-based learning / workshop teaching
- Hands-on / tactile learning
- Collaborative groups / team and independent learning
- Aside conversations between teacher and student(s)
- Art, science or music labs
- Interdisciplinary, learner-centered instruction with full integration of technology.
- Active and passive learning activities.
- Large lecture, small group, and individual work.
- Core subject instruction: Language Arts, Social Studies, Mathematics, etc.
- Material and project storage
- Material preparation

classroom configuration possibilities using the same furniture kit:



Flexible Furniture

### DESIGN OBJECTIVES & CHARACTERISTICS

Promote 21st Century learning skills, collaboration, communication, critical thinking, and problem solving.

Spaces should be open, inviting, and engaging. Color and lighting strategies should be used appropriately, with technology in mind.

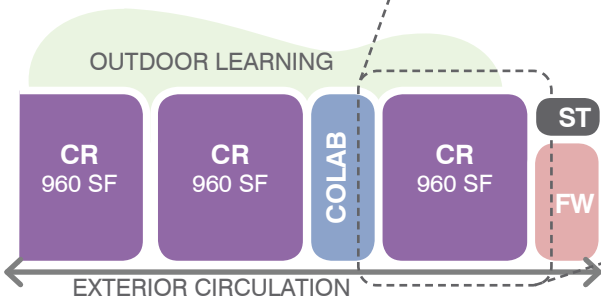
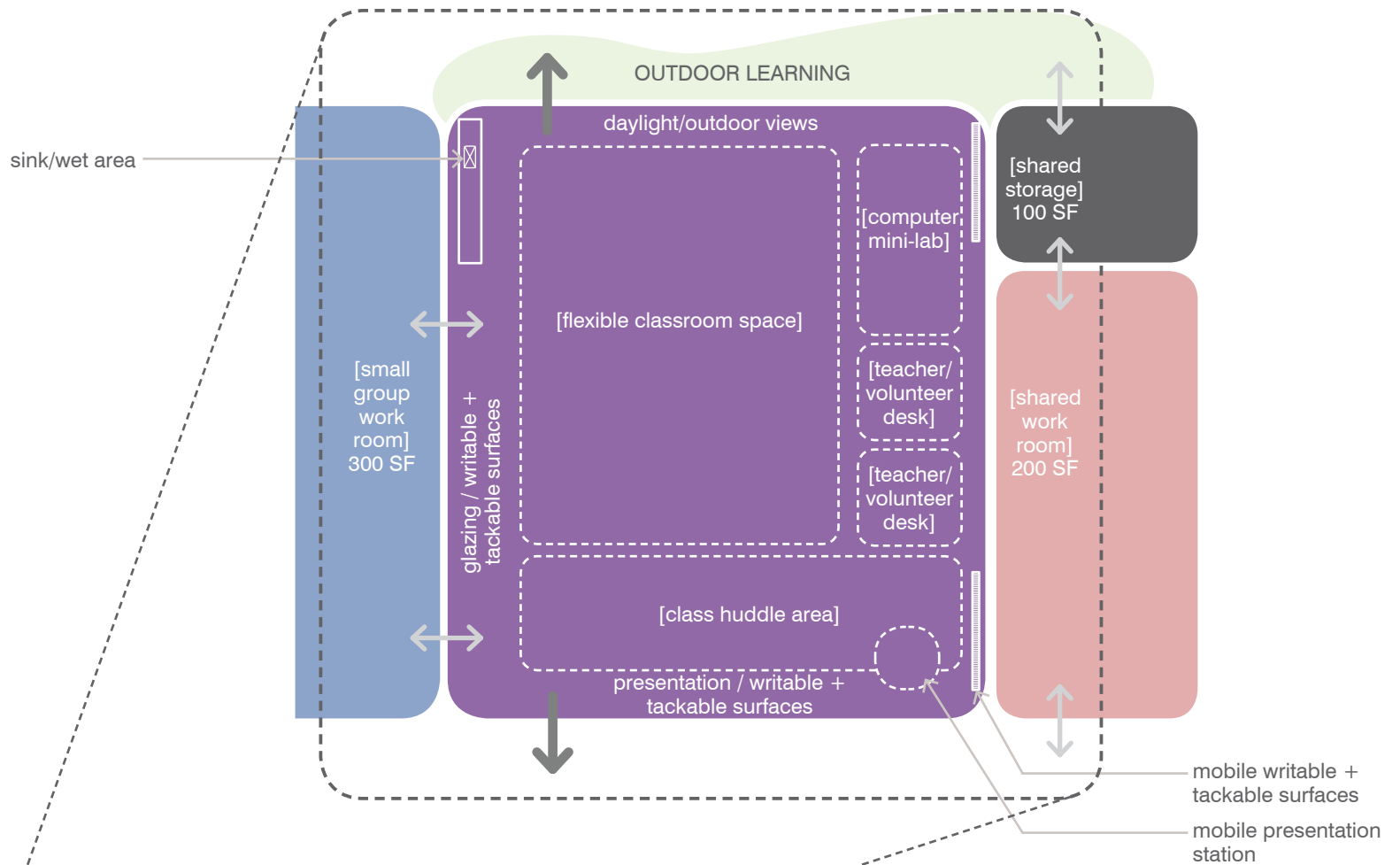
Consider lower ceilings that provide a sense of scale in areas that are dedicated to small groups or have an individual focus.

Utilize every space as a learning space through the use of flexible furniture and writable surfaces that are dispersed throughout and easily accessible by all users.

Emphasize the connection to the outdoors through window systems and/or doors / operable storefront systems.

## SECTION 3.2





### SECTION 3.2



Furniture

- Utilize mobile furniture that can be re-arranged easily and with minimal effort.
- Provide a variety of seating types that are sized to accommodate elementary students.
- In hallway collaboration areas, utilize bench seating along or built into the wall.



Finishes

- Flooring should be durable and easy to clean.
- Finishes should contribute to the acoustical qualities; include materials that absorb sound within the space.
- Provide writable and tackable wall surfaces



Equipment

- Integrated technology that accommodates presentation, documentation, seamless internet access, and student devices should be provided.



Pleasanton Elementary School

#### PROGRAM ACTIVITIES

- Exploratory learning in groups or individually
- “Messy” projects related to art and construction
- Material and project storage



Samueli Academy

#### DESIGN OBJECTIVES & CHARACTERISTICS

Collaboration areas are fully-flexible spaces that allow students to freely explore, problem-solve, and access a variety of materials.

Colabs could occur as a separate room or within common areas such as hallways, but should always be directly accessible to within close proximity to multiple classrooms.

At the Elementary level, provide one Colab at 1,000 to 1,200 square feet for every four classrooms it serves.

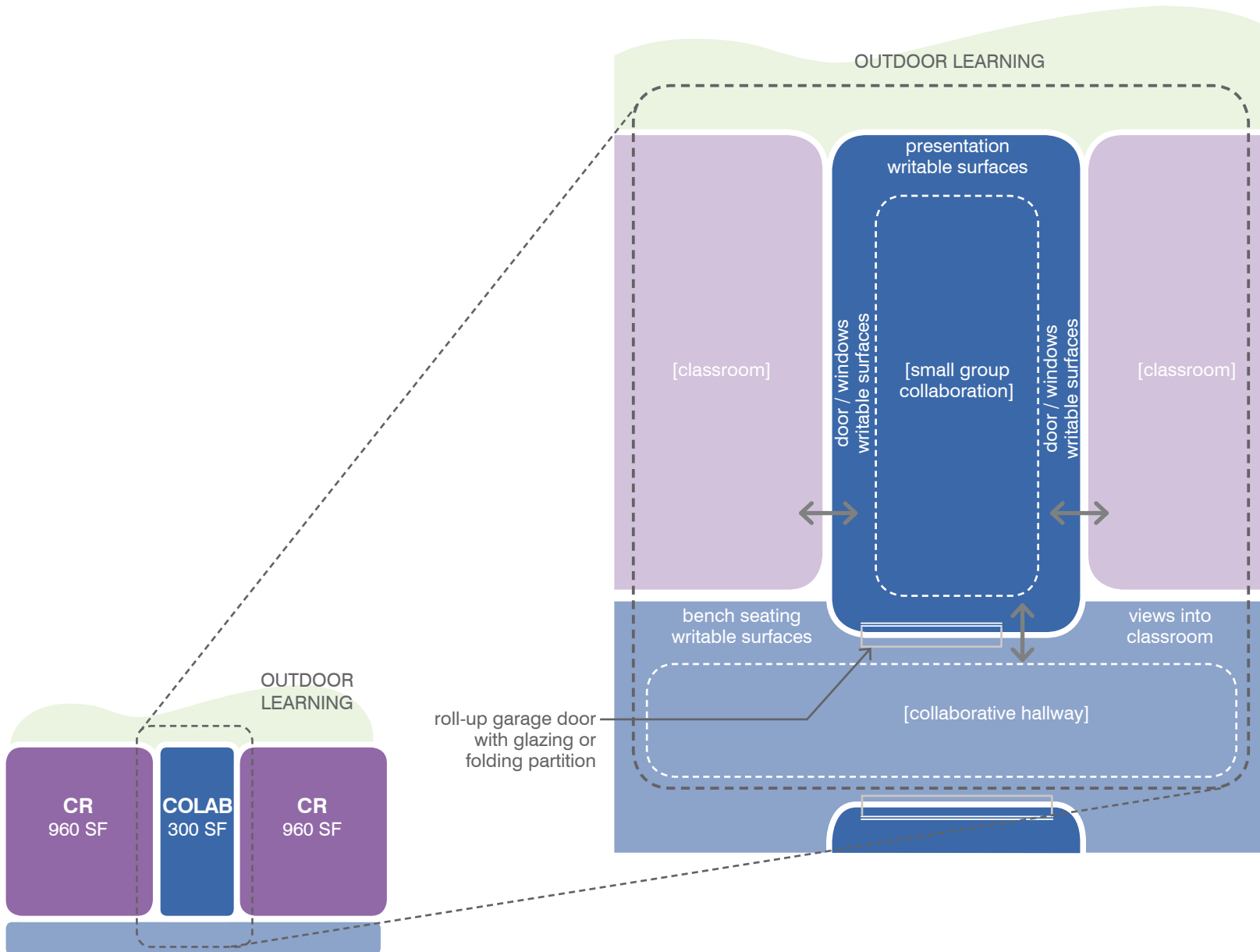
Colabs could be “fab-labs” at each cluster.

Allow students to leave artifacts of learning; students should have the ability to “make their mark.”

Teachers should be able to maintain visibility into and out of this space, to ensure full-class supervision.

## SECTION 3.2





### SECTION 3.2





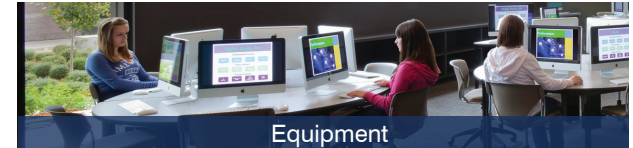
Furniture

- Utilize mobile furniture that can be re-arranged easily and with minimal effort, accommodating individual and group work.
- Include a variety of different / adjustable-height seating options such as soft furnishings and stools.
- Disperse mobile writable surfaces throughout.
- Provide desks to accommodate two to three additional adults (parent volunteers, teachers assistant, etc.).



Finishes

- Flooring should be carpet in whole-group area where students may be seated.
- Flooring should be resilient at the sink area and other areas designated as project area(s).
- Finishes should contribute to the acoustical qualities; include materials that absorb sound within the space.
- Provide writable and tackable wall surfaces.



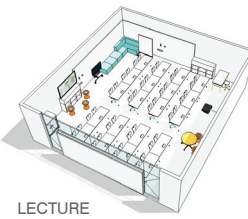
Equipment

- Computer “mini-lab” to include 10 to 12 computer stations.
- Integrated technology that accommodates presentation, documentation, seamless internet access, and student devices should be provided.
- Assistive devices for the visual and hearing impaired.
- Mobile presentation station
- Sink with bubbler

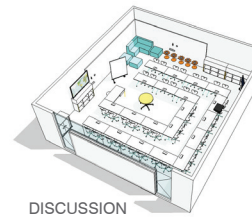
### PROGRAM ACTIVITIES

- Critical foundational skills, strategies, and experiences
- Project-based learning / workshop teaching
- Hands-on / tactile learning
- Collaborative groups / team and independent learning
- Aside conversations between teacher and student(s)
- Art, science or music labs
- Interdisciplinary, learner-centered instruction with full integration of technology.
- Active and passive learning activities.
- Large lecture, small group, and individual work.
- Core subject instruction: Language Arts, Social Studies, Mathematics, etc.
- Material and project storage
- Material preparation

classroom configuration possibilities using the same furniture kit:



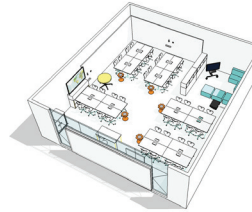
LECTURE



DISCUSSION



ZONED



SMALL GROUP

Flexible Furniture

### DESIGN OBJECTIVES & CHARACTERISTICS

Promote 21st Century learning skills, collaboration, communication, critical thinking, and problem solving.

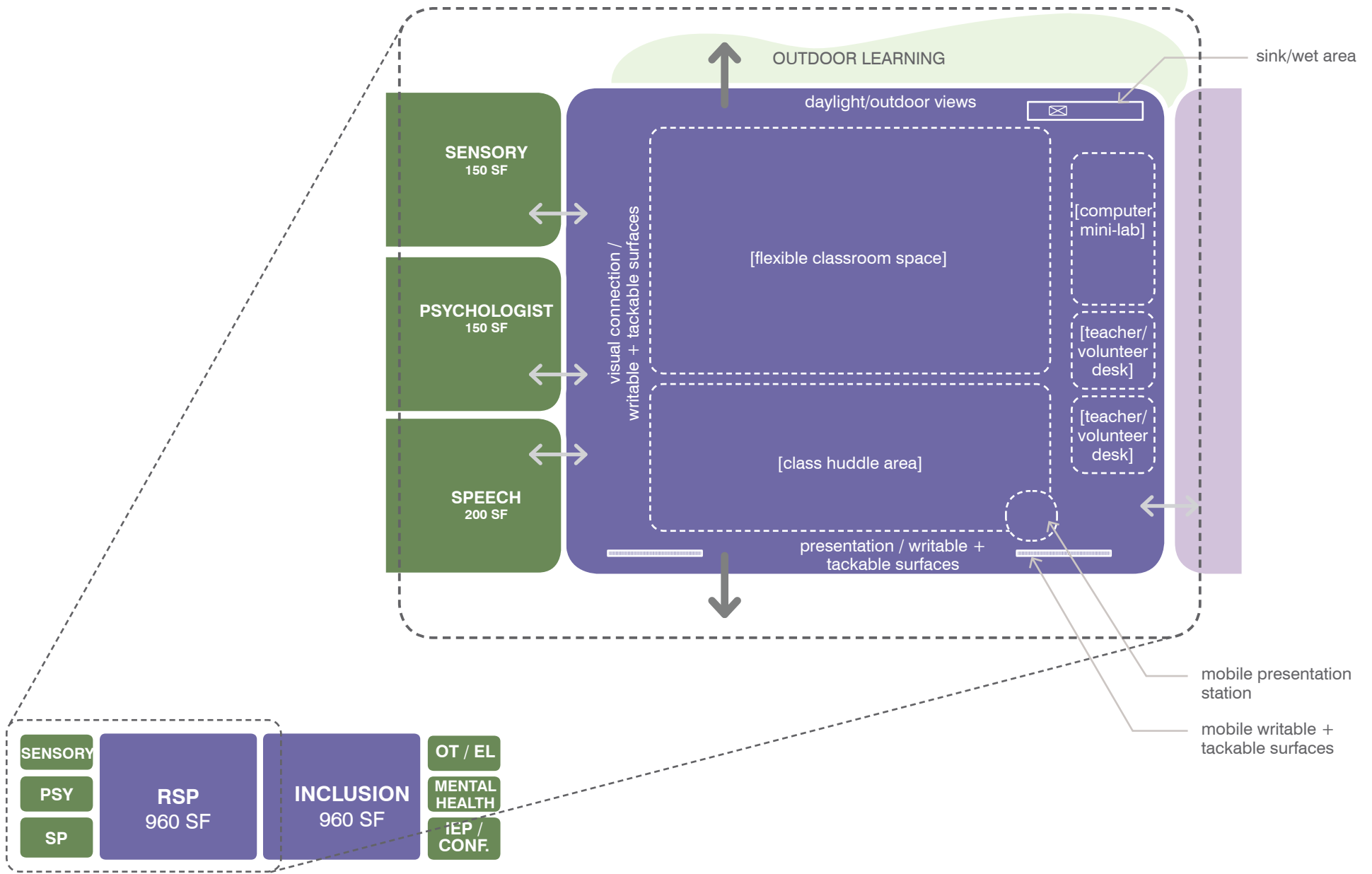
Spaces should be open, inviting, and engaging. Color and lighting strategies should be used appropriately, with technology in mind.

Consider lower ceilings that provide a sense of scale in areas that are dedicated to small groups or have an individual focus.

Utilize every space as a learning space through the use of flexible furniture and writable surfaces that are dispersed throughout and easily accessible by all users.

Emphasize the connection to the outdoors through window systems and/or doors / operable storefront systems.

## SECTION 3.2

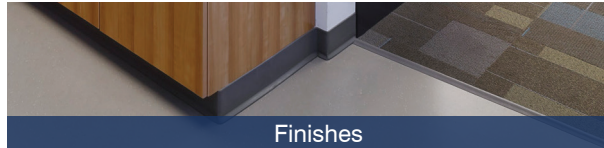


**SECTION 3.2**



Furniture

- Utilize mobile furniture that can be re-arranged easily and with minimal effort, accommodating individual and group work.
- Include a variety of different / adjustable-height seating options such as soft furnishings and stools.
- Disperse mobile writable surfaces throughout.
- Provide desks to accommodate two to three additional adults (parent volunteers, teachers assistant, etc.).
- Sensory area may include a tactile wall, rocking furniture, ceiling-mounted swing, and other furnishings that assist in mental and physical development. Provide structural support for this equipment that allows flexibility and adaptability in room organization.



Finishes

- Flooring should be carpet in whole-group area where students may be seated.
- Flooring should be resilient at the sink area, kitchenette/ laundry area, and other areas designated for projects.
- Finishes should contribute to the acoustical qualities; include materials that absorb sound within the space.
- Provide writable and tackable wall surfaces.



Equipment

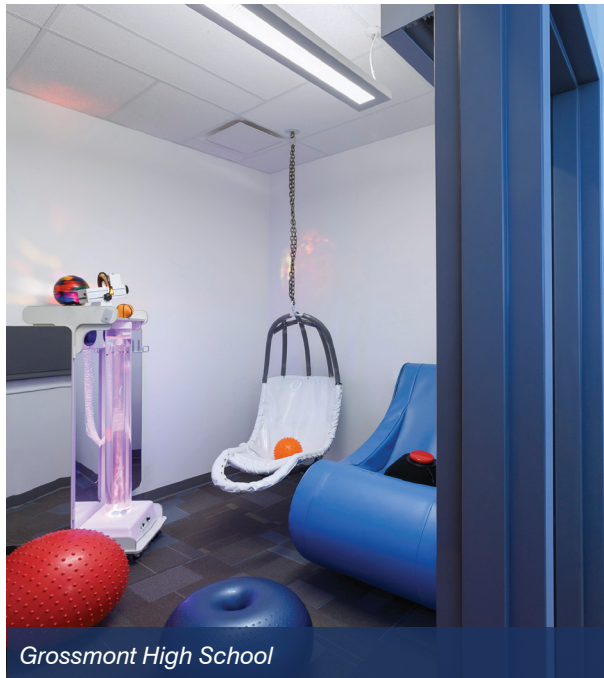
- Integrated technology that accommodates presentation, documentation, seamless internet access, and student devices should be provided.
- Assistive devices for the visual and hearing impaired.
- Mobile presentation station
- Sink with bubbler
- Provide a shower, lift, and changing table in the adjacent restroom.



Grossmont High School

#### PROGRAM ACTIVITIES

- Individual Educational Program (IEP)
- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development and improvement of communication and language skills



Grossmont High School

#### DESIGN OBJECTIVES & CHARACTERISTICS

Provide an educational space where students feel safe, comfortable, and are able to thrive.

Spaces for “me” and spaces for “we.” Include areas/ rooms for small group, focused work, and individual wellness.

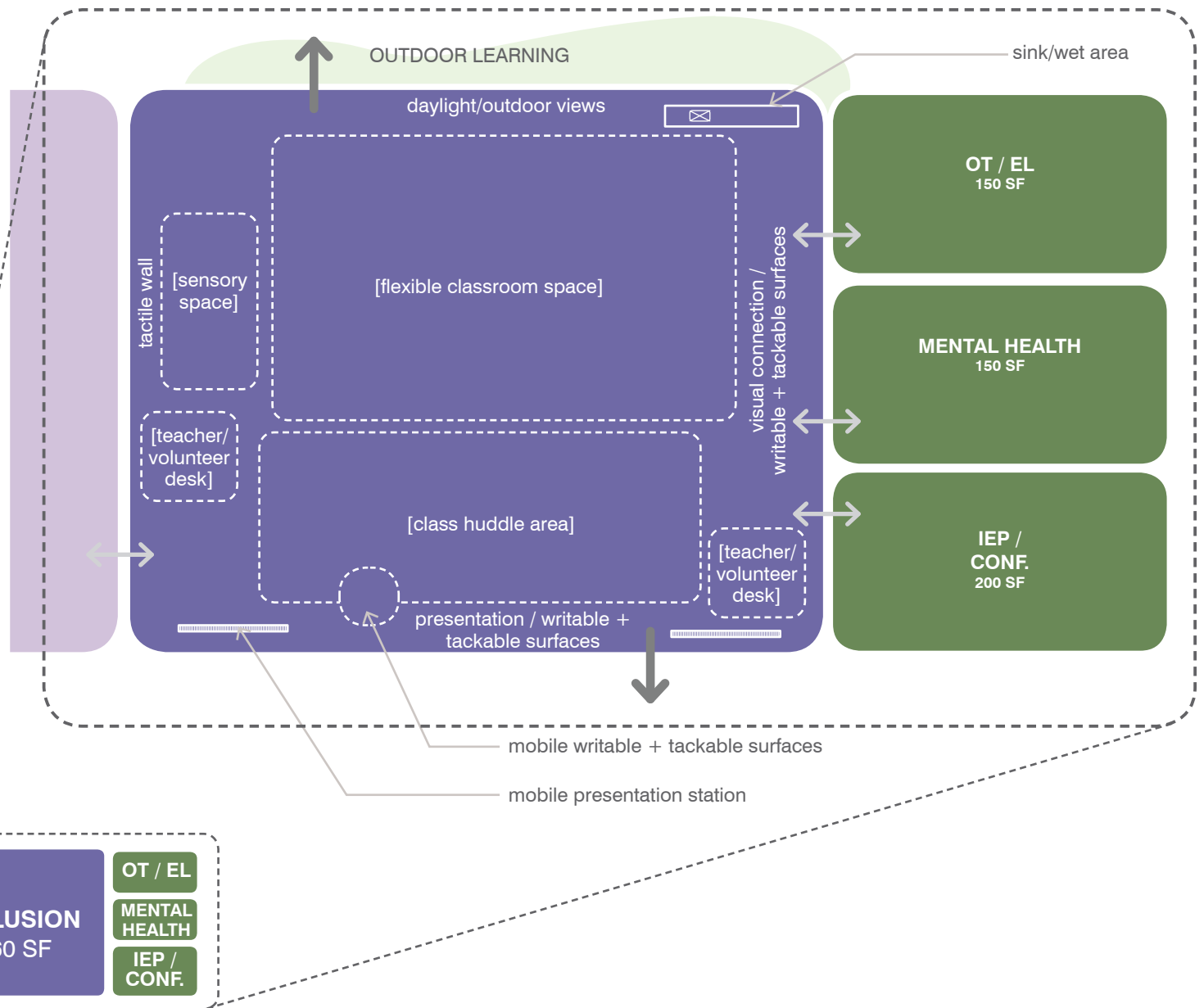
Support inclusion; these classrooms are similar to a typical classroom but with lower student loading and direct access to support spaces.

Provide a soothing lighting scheme and color palette.

Include perimeter fencing at the adjacent outdoor area.

## SECTION 3.2





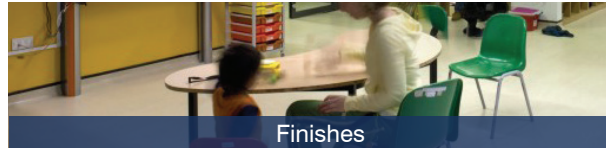
### SECTION 3.2





Officer Specialist School

- Provide ergonomic workstations for teachers/staff.
- Provide comfortable, soft seating areas and age-appropriate furniture.
- Utilize mobile furniture that can be re-arranged easily and with minimal effort, accommodating individual and group meetings.
- Disperse writable surfaces throughout.



Finishes

- Flooring should be carpet.
- Utilize calming colors and finishes with minimal patterning.
- Finishes should contribute to the acoustical qualities; include materials that absorb sound within the space.



Equipment

- Dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.
- Integrated technology that accommodates presentation, documentation, seamless internet access, and student devices should be provided.
- Provide in-table power for each conference room.



Confidential Office

**PROGRAM ACTIVITIES**

- One-on-one instruction
- Small group instruction
- Tutoring
- Conference and meetings
- Individual Educational Program (IEP)
- Counseling services
- Therapy
- Testing and observation



Hawthorne Elementary School

**DESIGN OBJECTIVES & CHARACTERISTICS**

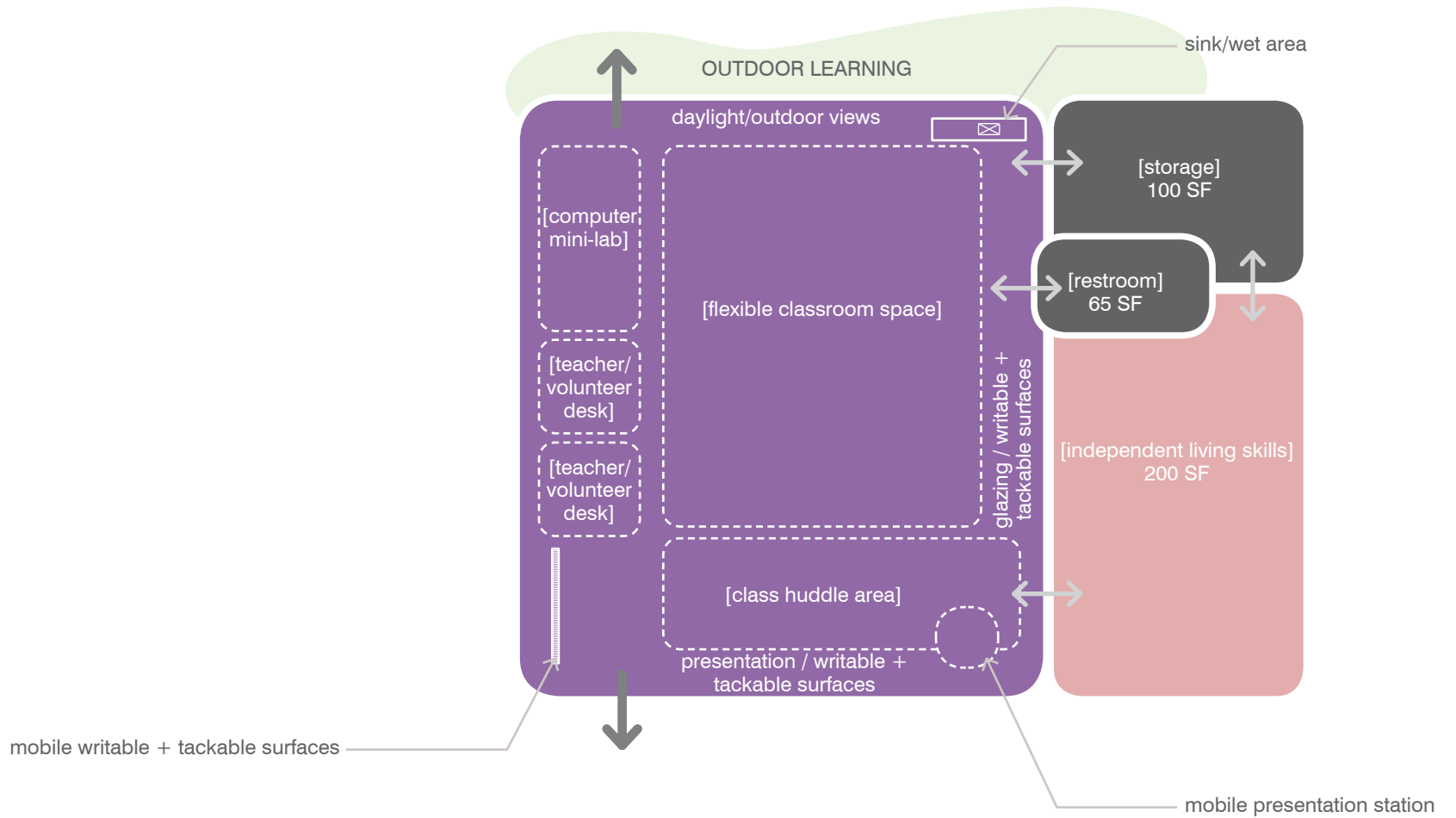
The Learning Center is a welcoming space where students feel safe and supported, with access to learning resources to specialists for Speech, Psychology, and other counselors/therapists.

Find the appropriate balance between transparency and privacy. Provide supervision across spaces with the ability for confidentiality within adjoining offices and conference rooms.

Create an inclusionary environment with rooms that look and feel similar to a standard classroom.

**SECTION 3.2**





### SECTION 3.2



## EDUCATIONAL PROGRAM VISION / ELEMENTARY SPECIAL DAY CLASS (MODERATE/SEVERE)



Furniture

- Provide furniture that accommodates whole group lecture, small group work, and individual work.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Student tables and chairs should have the ability to adjust height.
- Provide a mobile teacher demonstration table.



Finishes

- All work surfaces should be chemical resistant and science grade.
- Flooring should be resilient, durable, and easy to clean.
- Consider furniture on casters with the ability to adjust height.
- Provide writable surfaces at presentation area.



Equipment

- Provide outlets at each built-in table that are protected from spills and other debris.
- Provide integrated video camera to magnify teacher instruction of hands-on techniques.
- Provide data/power/gas as required. Consider ceiling-mounted retractable system to maximize flexibility.
- Incorporate interior and exterior sinks for easy clean-up.



**PROGRAM ACTIVITIES**

- Large group instruction and demonstration
- Individual project-based learning and investigation
- Science lab experimentation and creative exploration
- Showcase and presentation of student work



Samueli Academy

**DESIGN OBJECTIVES & CHARACTERISTICS**

Accommodate Next Generation Science Standards while providing space for students to move and explore.

“Future-proof” the space; provide full flexibility and adaptability.

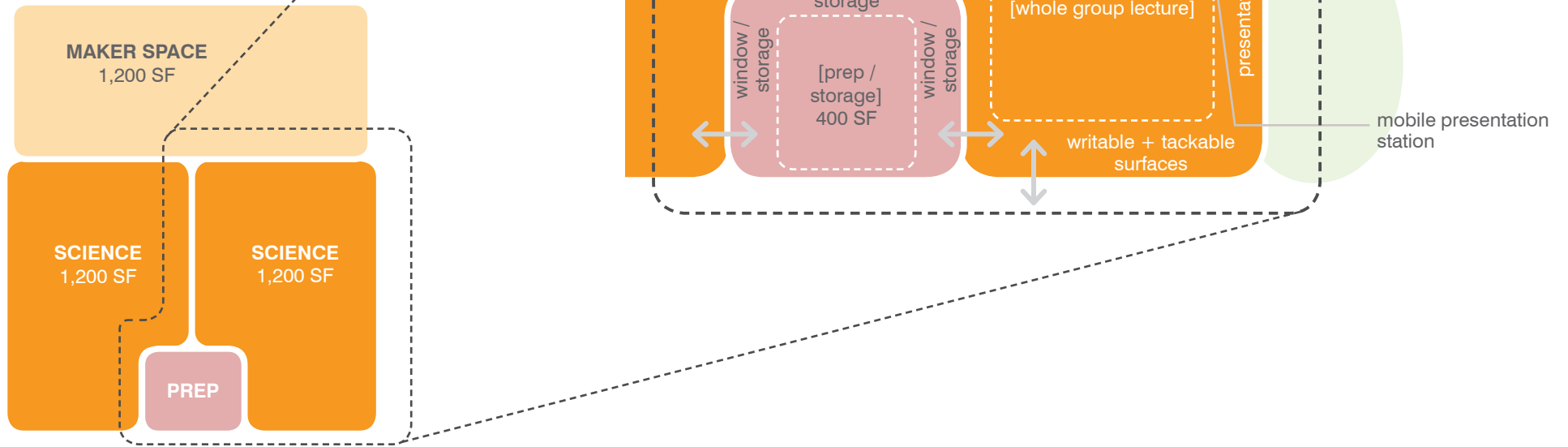
Create easy access to exterior learning courts.

Science Rooms should be accompanied by a Faculty Work room for materials preparation.

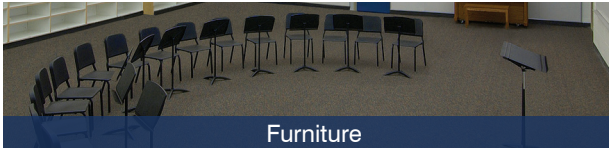
**SECTION 3.2**



optional classroom connection via roll-up garage door with glazing or folding partition



### SECTION 3.2



Furniture

- Modular / mobile or retractable risers.
- Secured instrument storage.
- Flexible tables and chairs for a variety of configurations.
- Mobile music stands.



Finishes

- Flooring should be carpet, durable, and easy to clean.
- Utilize wood surfaces.
- Finishes should contribute to the acoustical qualities of the space; include materials that absorb sound.



Equipment

- Multiple sinks for instrument cleanup.

#### PROGRAM ACTIVITIES

- Large group instruction and demonstration
- Small group and individual practice
- Musical experimentation and testing
- Hands-on experience through rehearsals

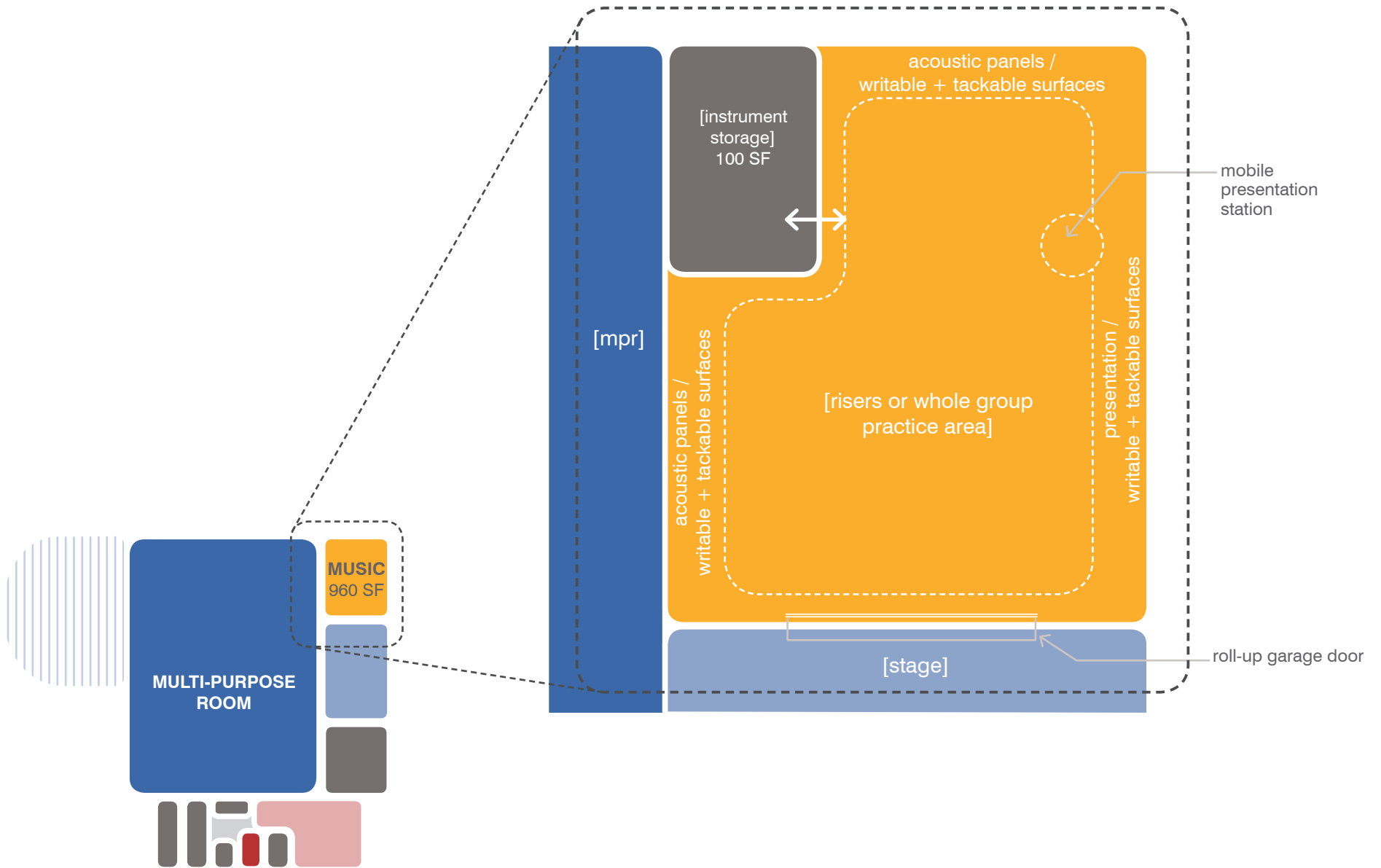


Thurston Middle School

#### DESIGN OBJECTIVES & CHARACTERISTICS

The Music Room should be designed as an extension of the stage, allowing it acoustical separation from other classrooms while providing convenient access to the stage for performances.

## SECTION 3.2



**SECTION 3.2**





Furniture

- Book stacks should be at a 3-shelf height appropriate for Elementary students and on locking casters for flexibility.
- Provide areas of mobile, soft seating for reading.
- Provide mobile tables and chairs for small group study.



Finishes

- Flooring should be carpet, durable, and easy to clean.
- Utilize wood surfaces.
- Finishes should contribute to the acoustical qualities of the space; include materials that absorb sound.
- Disperse writable/tackable wall surfaces throughout.
- Provide visibility into the reading rooms for supervision.
- Green screen or green paint within the Video Production room.



Equipment

- Presentation technology with audio/voice amplification.
- Convenience outlets dispersed throughout.
- Mobile writable surfaces
- Video recording capabilities within Video Production room.



Hesperia Civic Center

#### PROGRAM ACTIVITIES

- Collaborative research, group instruction, technology exploration, and quiet reading
- Independent study
- Content creation
- Professional development
- Community meetings
- Video recording



Cibola Elementary School

#### DESIGN OBJECTIVES & CHARACTERISTICS

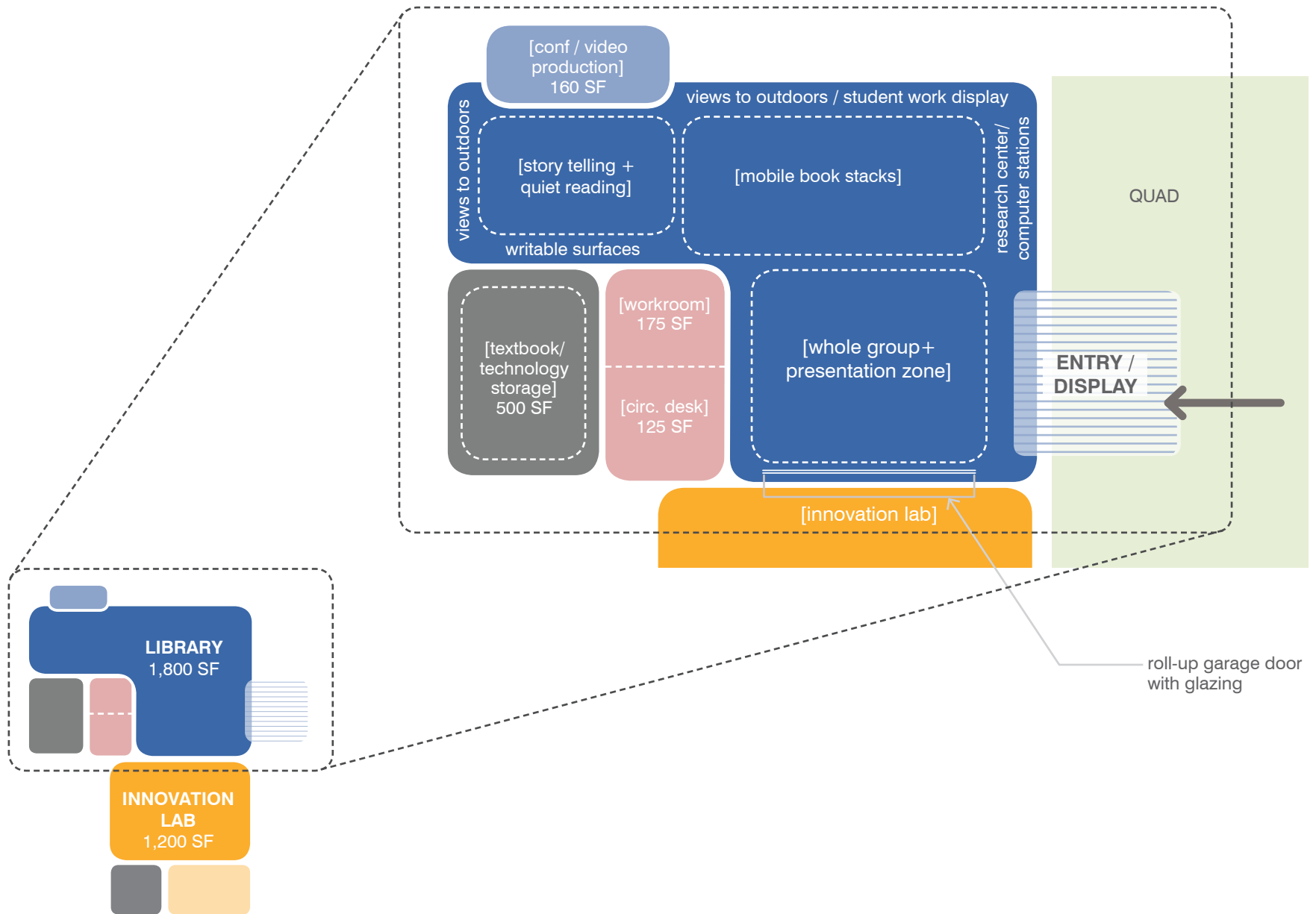
Evolve Library spaces into 21st Century Learning environments via full technology integration, connections with outdoor environments, and a variety of furniture options.

The Library is a space for individual heads-down study, group research projects, story-telling, and content creation. It is also a space that can transform into a Professional Development area and share use with the community.

Students should be able to “leave their mark” via student display areas.

## SECTION 3.2





### SECTION 3.2



Furniture

- Provide furniture that accommodates whole group lecture, small group work, and individual work.
- Consider furniture on casters. Include mobile storage for light equipment and keep built-in casework to a minimum.
- Student tables and chairs should have the ability to adjust height.
- Provide a mobile teacher demonstration table.



Finishes

- Flooring should be durable and easy to clean.
- Finishes should contribute to the acoustical qualities of the space; include materials that absorb sound.
- Disperse writable/tackable wall surfaces throughout.



Equipment

- Provide outlets at each built-in table that are protected from spills and other debris.
- Provide integrated video camera to magnify teacher instruction of hands-on techniques.
- Consider ceiling-mounted retractable electrical system to maximize flexibility.
- Incorporate interior and exterior sinks for easy clean-up.



Johnson Middle School

#### PROGRAM ACTIVITIES

- Large group instruction and demonstration
- Individual project-based learning and investigation
- Maker-style experimentation and creative exploration
- Showcase and presentation of student work
- Content creation



Samueli Academy

#### DESIGN OBJECTIVES & CHARACTERISTICS

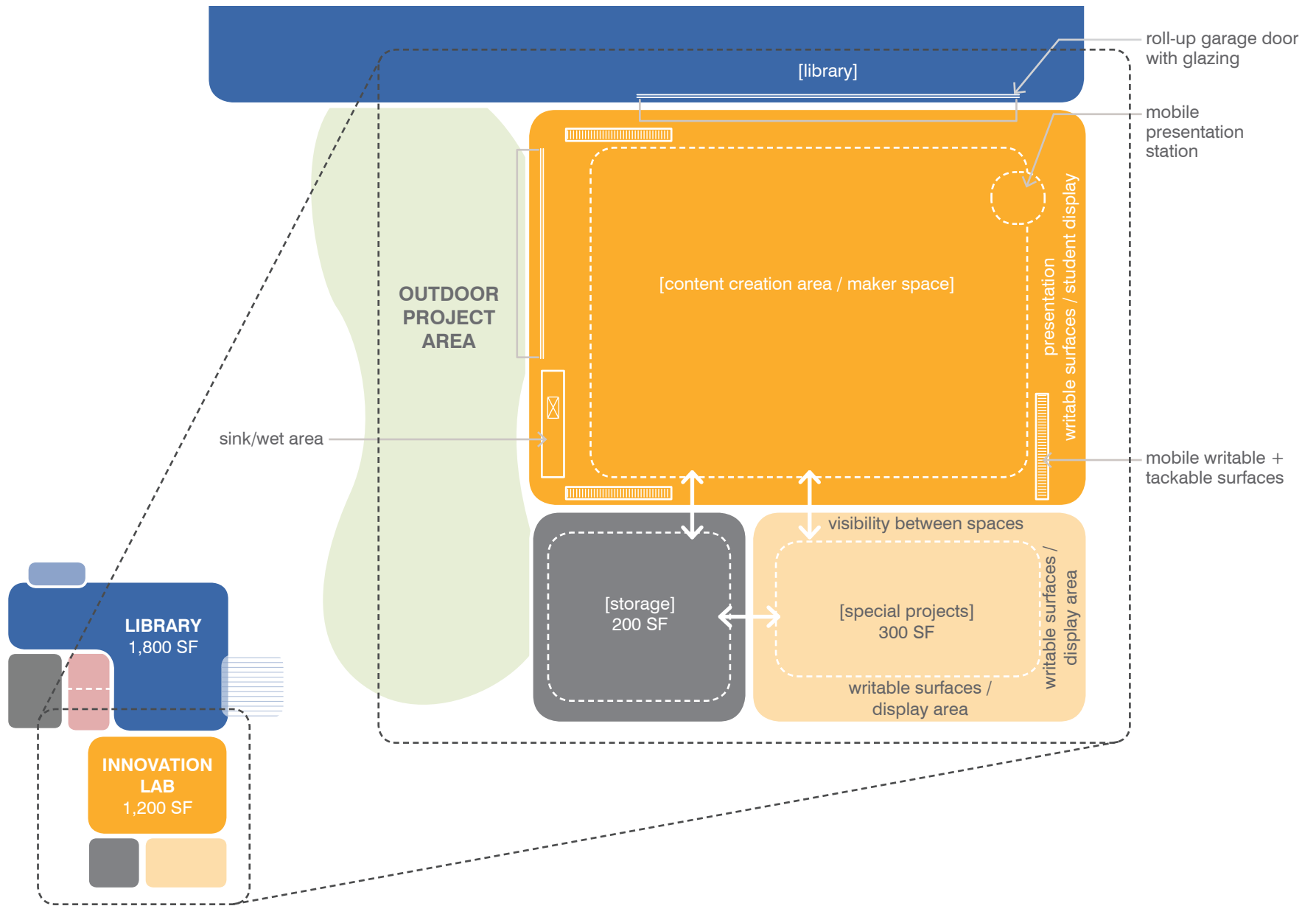
The Innovation Lab is an area for exploration and content-creation with direct access to the Library and its resources, as well as an outdoor project area for “messy” exploration.

This room may see multiple classes throughout the day as they rotate through or reserve the room.

The Innovation Lab should include a secured storage room and another small room for special projects / small groups with visibility into these spaces.

## SECTION 3.2





### SECTION 3.2



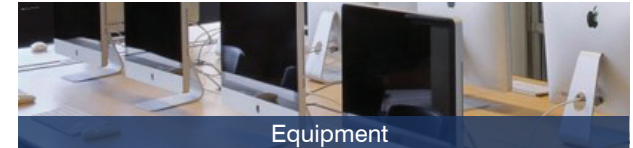
Furniture

- Casework at standing and seated working heights for reception and work rooms including lockable file storage.
- Health office should include casework with work area and lockable storage cabinets for student medicine. Include a refrigerator with ice maker and cubicle curtains at ceiling to separate the cot area.
- Provide soft, comfortable seating in the waiting area at the Lobby and in the Staff Lounge.



Finishes

- Finishes should contribute to the acoustical qualities of the space; include materials that absorb sound.
- Ceiling should be primarily acoustically absorptive material with limited areas of dropped hard lid.
- Utilize hallways and common areas for display of student work and announcements.



Equipment

- Provide presentation technology within the Volunteer Resource Room.
- The Staff Work room should have copy/printing capabilities linked to a computer station.



Arcadia Education Center

**PROGRAM ACTIVITIES**

- Front entry, welcome, check-in
- Administrative duties
- Conference and disciplinary meetings
- Health support
- Staff collaboration
- Secured storage
- Community resource room



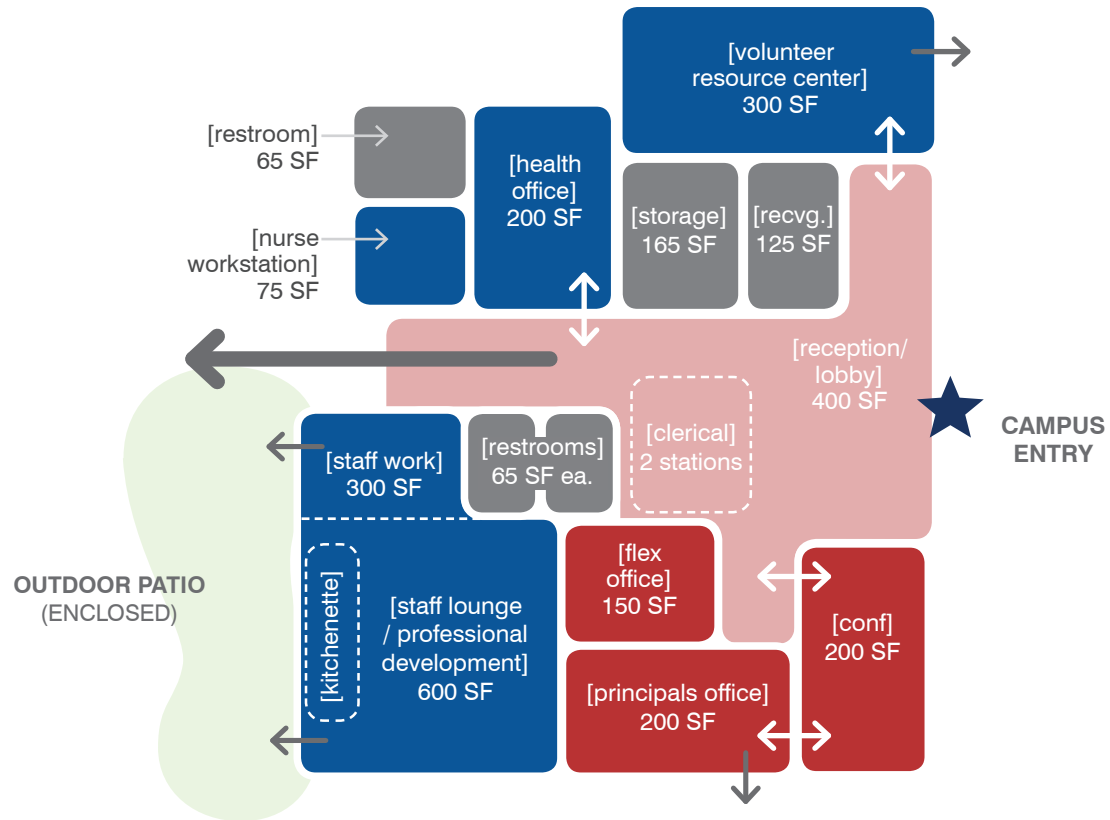
Olinda Elementary School

**DESIGN OBJECTIVES & CHARACTERISTICS**

The Administration office serves as the first point of contact for students, staff, parents, and visitors arriving to the school. The entry should be a welcoming, obvious presence to visitors and parents, and should create / define a secured, single-point of entry to the campus.

**SECTION 3.2**





### SECTION 3.2





Furniture

- Provide tables and chairs for dining and assemblies that can be easily stored when not in use.



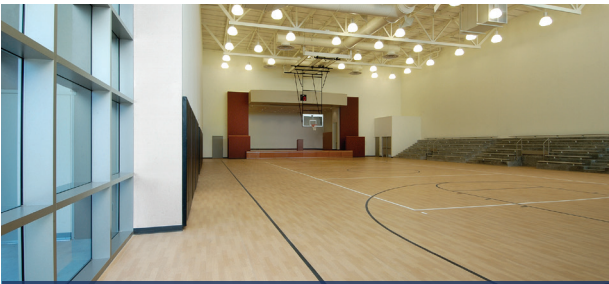
Finishes

- Flooring should be resilient, durable, and easy to clean.
- Finishes should contribute to the acoustical qualities of the space; include materials that absorb sound.
- Ceiling height should allow for recreational activities such as basketball.



Equipment

- Large projection screen with ceiling-mounted projector, audio projection with amplification, and wired microphone outlets. System should be appropriate for assemblies and other events.
- Integrated wireless internet throughout.
- Lighting appropriate for testing, presentation, assembly, or community event.



Cesar Chavez Elementary School (Long Beach, Ca)

#### PROGRAM ACTIVITIES

- Assemblies and large group presentations
- Community use
- Food service and student dining
- Social gathering
- After school recreation activities
- Large group testing



Hawthorne Elementary School

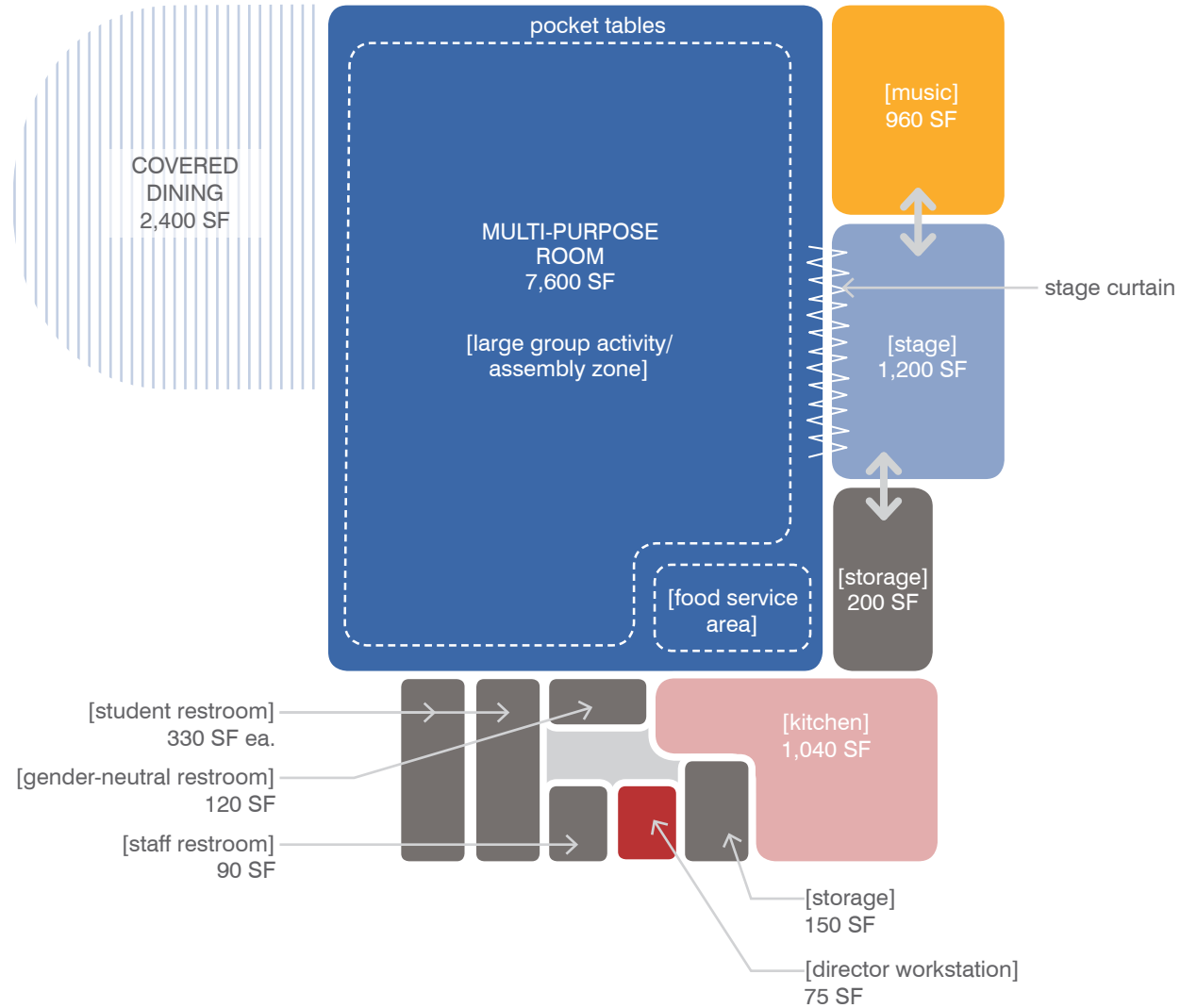
#### DESIGN OBJECTIVES & CHARACTERISTICS

The Multi-Purpose Room is a highly active space that enables social interactions within the school community in addition to its capacity for physical activities. This large space is host to presentations, performances, assemblies, large-group testing, and provides opportunity for shared community use.

Ideally, the MPR has capacity to hold the entire campus student body.

The MPR should have direct access to outdoor play spaces such as the hardcourts and playfields, and be accessible by service vehicles to the building's rear.

## SECTION 3.2



## SECTION 3.2



### EDUCATIONAL PROGRAM VISION / ELEMENTARY MULTI-PURPOSE ROOM

