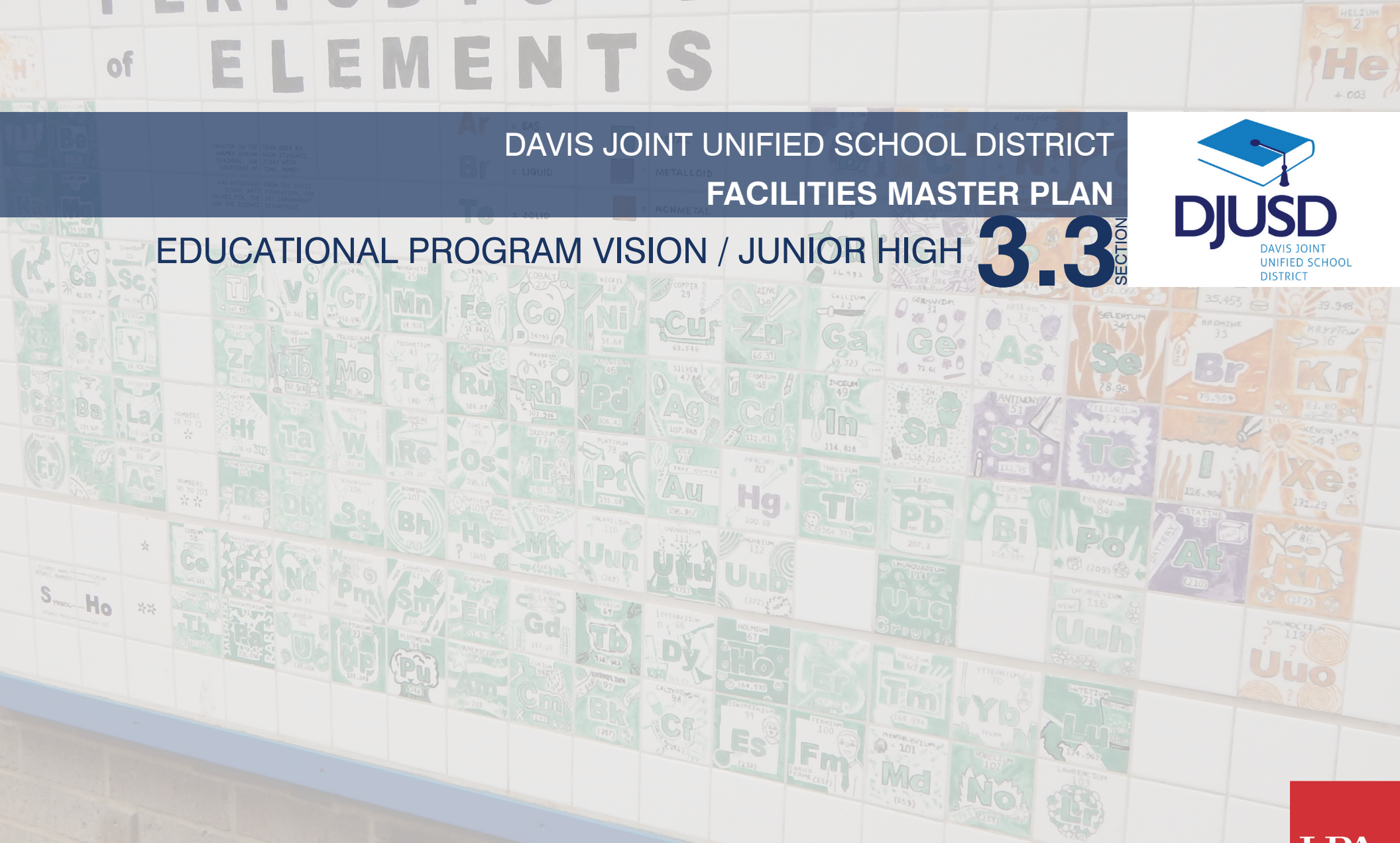


# PERIODIC TABLE of ELEMENTS

DAVIS JOINT UNIFIED SCHOOL DISTRICT  
FACILITIES MASTER PLAN

EDUCATIONAL PROGRAM VISION / JUNIOR HIGH **3.3** SECTION





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## SECTION 3.3



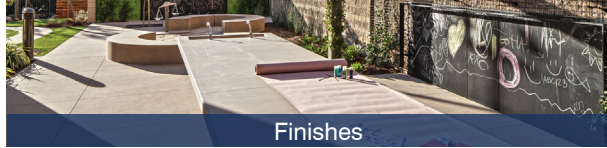
### EDUCATIONAL PROGRAM VISION / JUNIOR HIGH





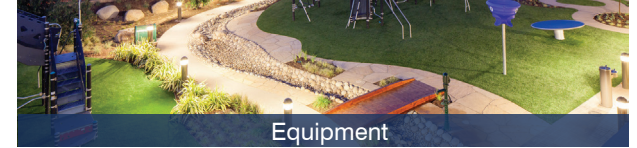
Furniture

- 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, Art, Woodshop, or Robotics 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.



San Marcos Town Center

#### 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.

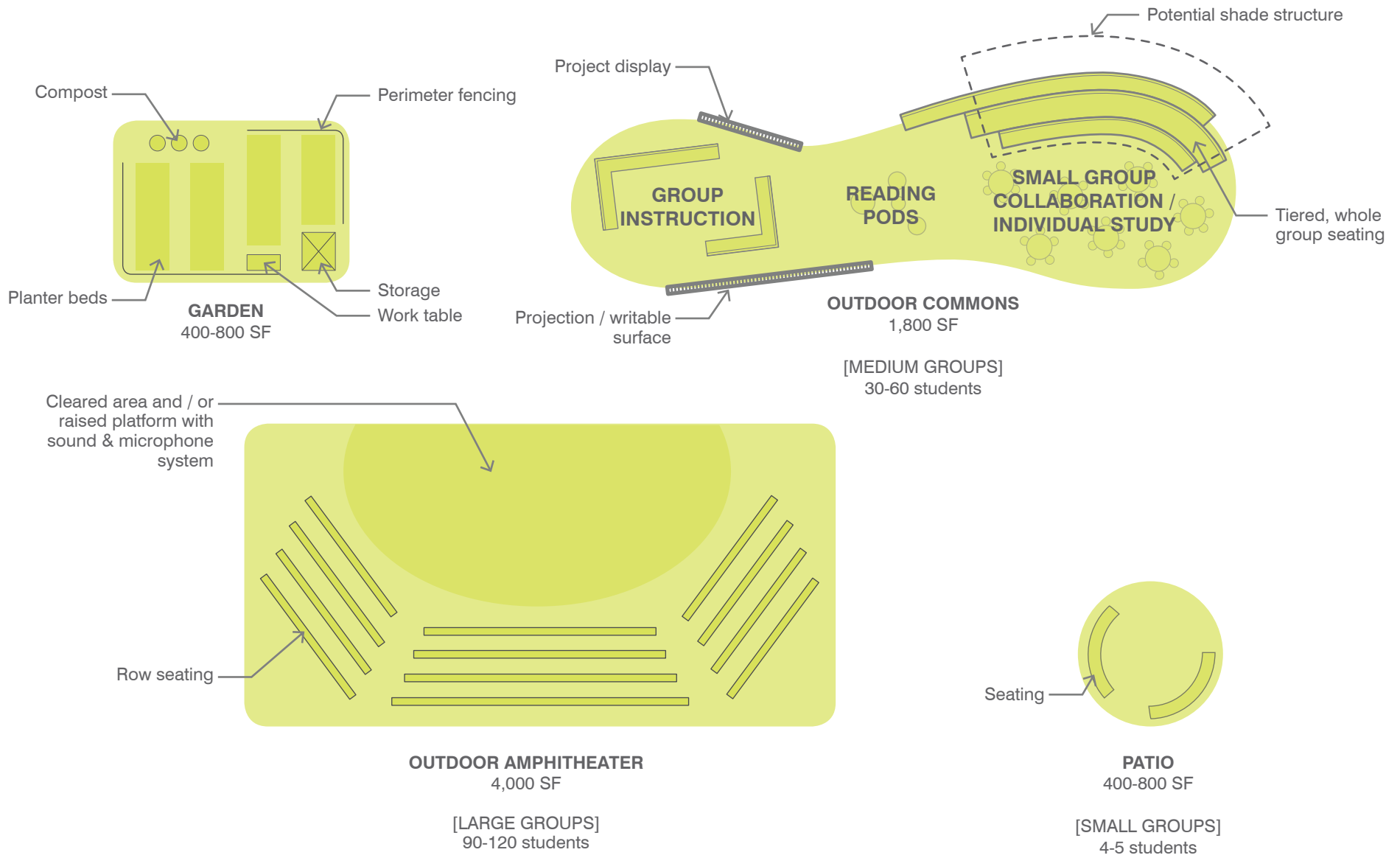
Spaces should accommodate a range of group sizes, from individual study to whole-class discussions, and should allow "messy" multipurpose areas for experimentation.

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 3.3





### SECTION 3.3





Stacey Middle School



Montgomery Middle School



Stacey Middle School

### DESIGN OBJECTIVES & CHARACTERISTICS

Classrooms should be organized in a way that provides easy access and clear visibility 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.

Colab space should be a minimum of 200 to 300 square-feet per classroom it serves.

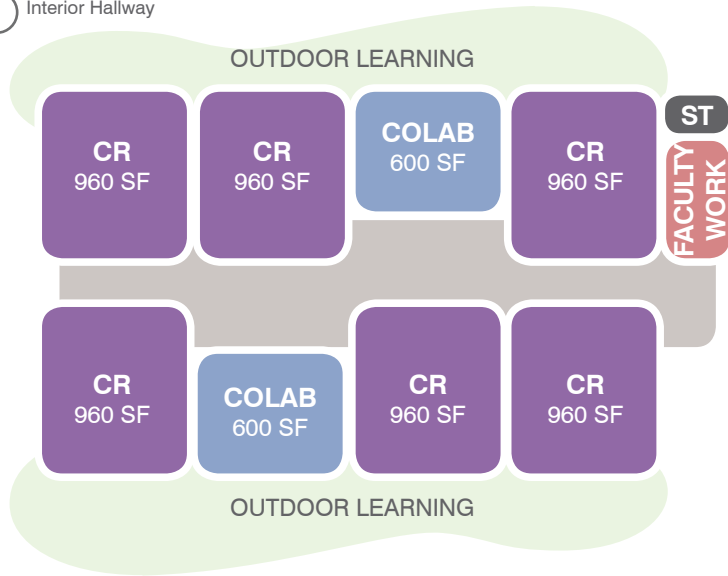
Each cluster should include a medium-sized team room that can be used for students or staff and a teacher work/storage area.

#### PROGRAM ACTIVITIES

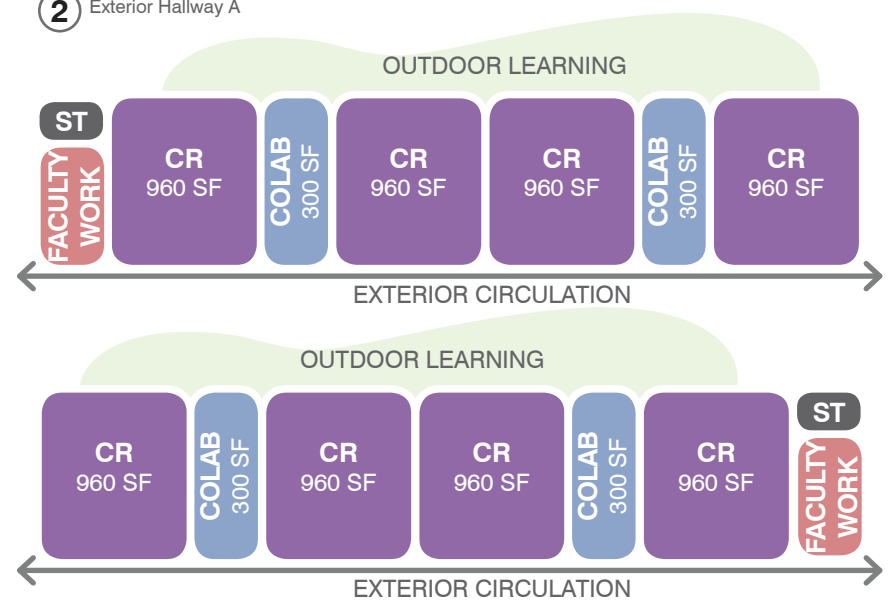
- Collaborative groups / team and independent learning
- Aside conversations between teacher and student(s)
- For STEM / STEAM-type spaces:
  - Material and project storage
  - Material preparation
  - Cross-curriculum integration

## SECTION 3.3

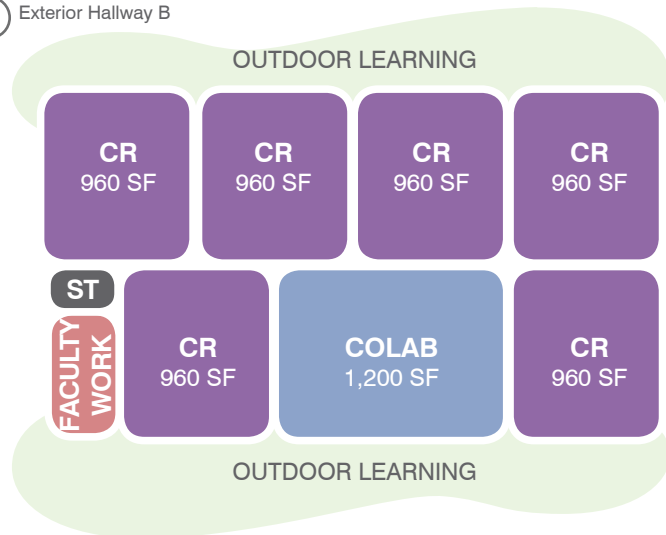
1 Interior Hallway



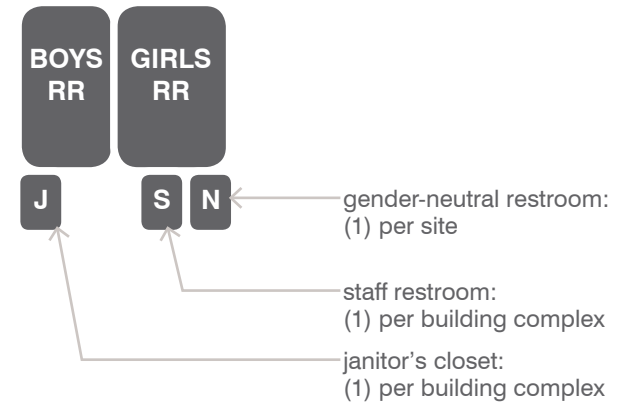
2 Exterior Hallway A



3 Exterior Hallway B



R Restroom Core



SECTION 3.3







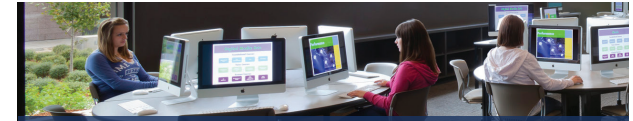
Furniture

- 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.



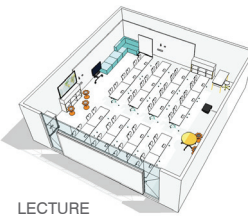
Equipment

- 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

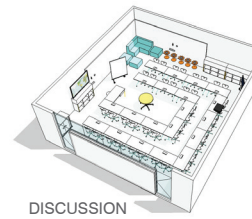
### PROGRAM ACTIVITIES

- 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:



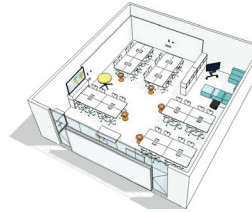
LECTURE



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.

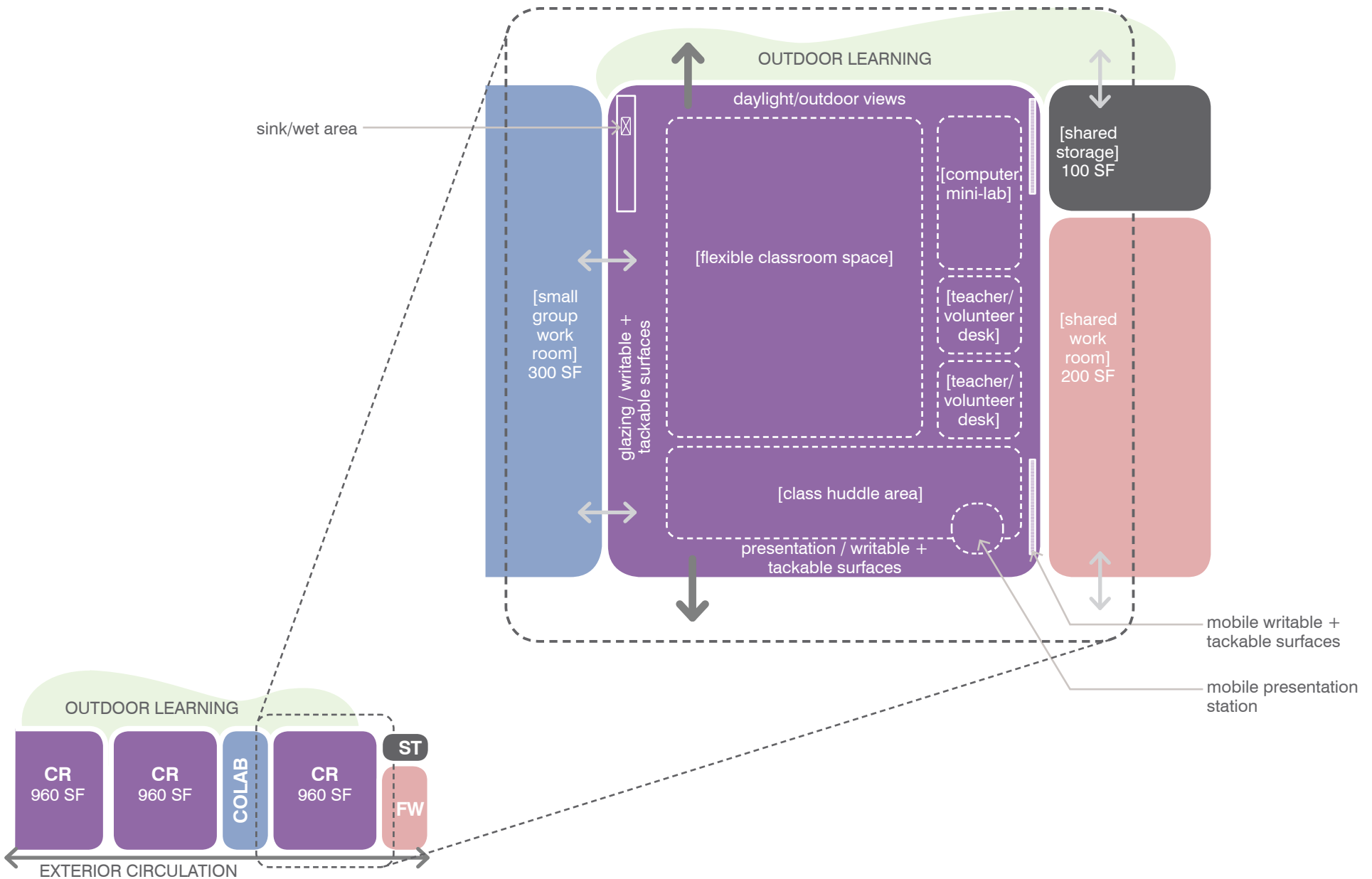
Utilize every space as a learning space through the use of flexible furniture and writable surfaces that are dispersed throughout and easily accessible by all users.

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

## SECTION 3.3



## EDUCATIONAL PROGRAM VISION / JUNIOR HIGH STANDARD CLASSROOM



### SECTION 3.3



Furniture

- Utilize mobile furniture that can be re-arranged easily and with minimal effort.
- Provide a variety of seating types and heights.
- 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

- Provide seamless internet access and charging stations for student devices.



Johnson Middle School

#### PROGRAM ACTIVITIES

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



Stacey Middle School

#### DESIGN OBJECTIVES & CHARACTERISTICS

Collaboration areas are fully-flexible spaces that allow students to gather for discussion and problem-solving in any variety of configurations.

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 Junior High level, Colabs should be a minimum of 200-300 sf per classroom it serves.

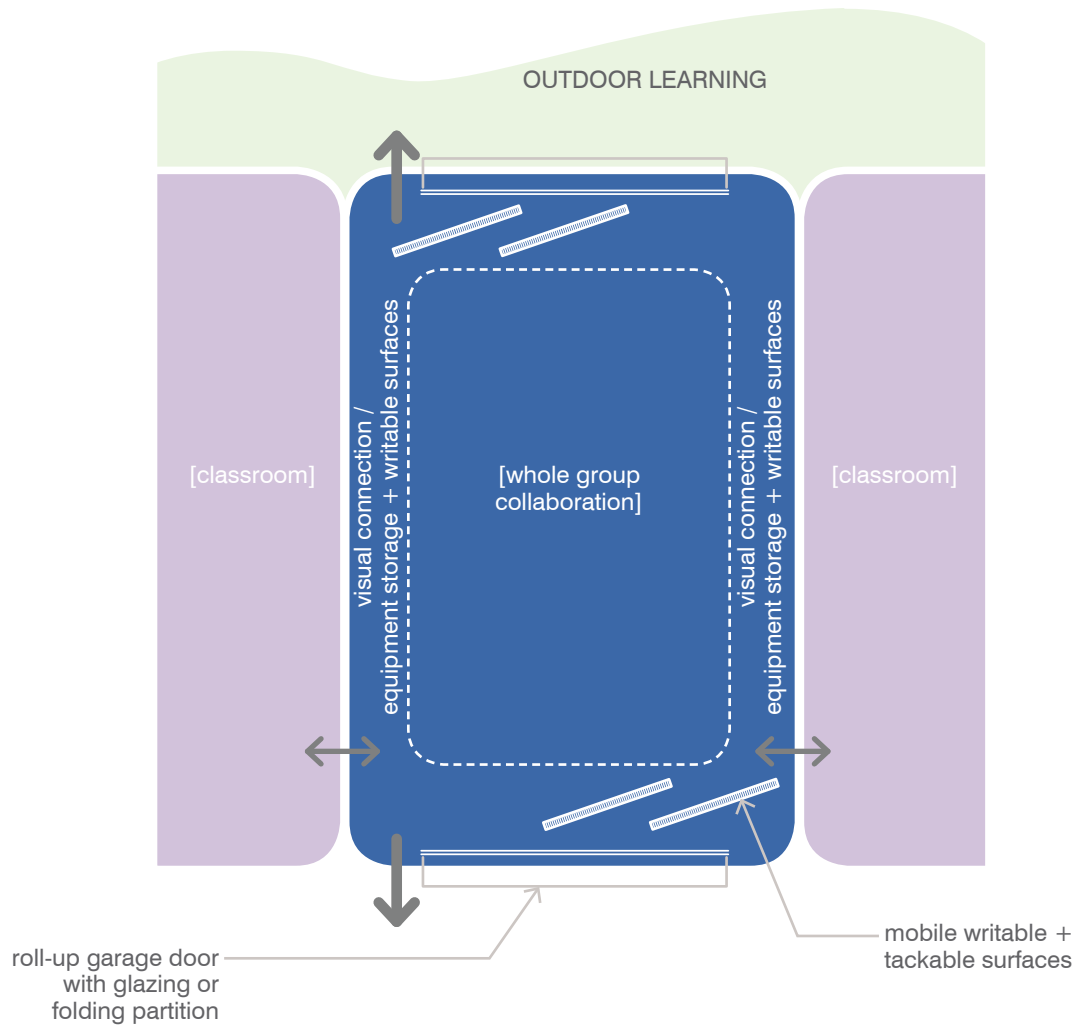
Colabs could be “fab-labs” at each cluster.

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 3.3





### SECTION 3.3





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.



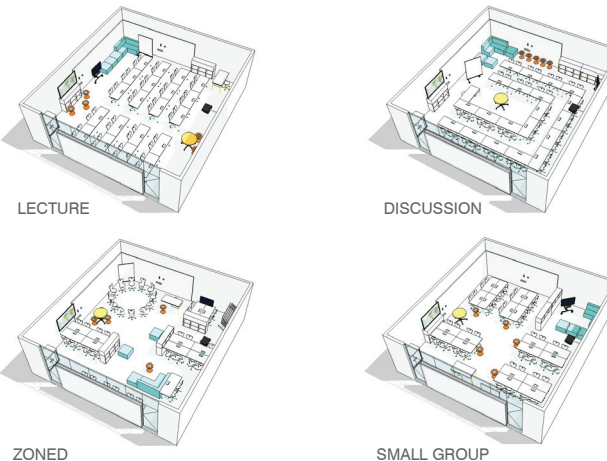
Equipment

- 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:



Flexible Furniture

### DESIGN OBJECTIVES & CHARACTERISTICS

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

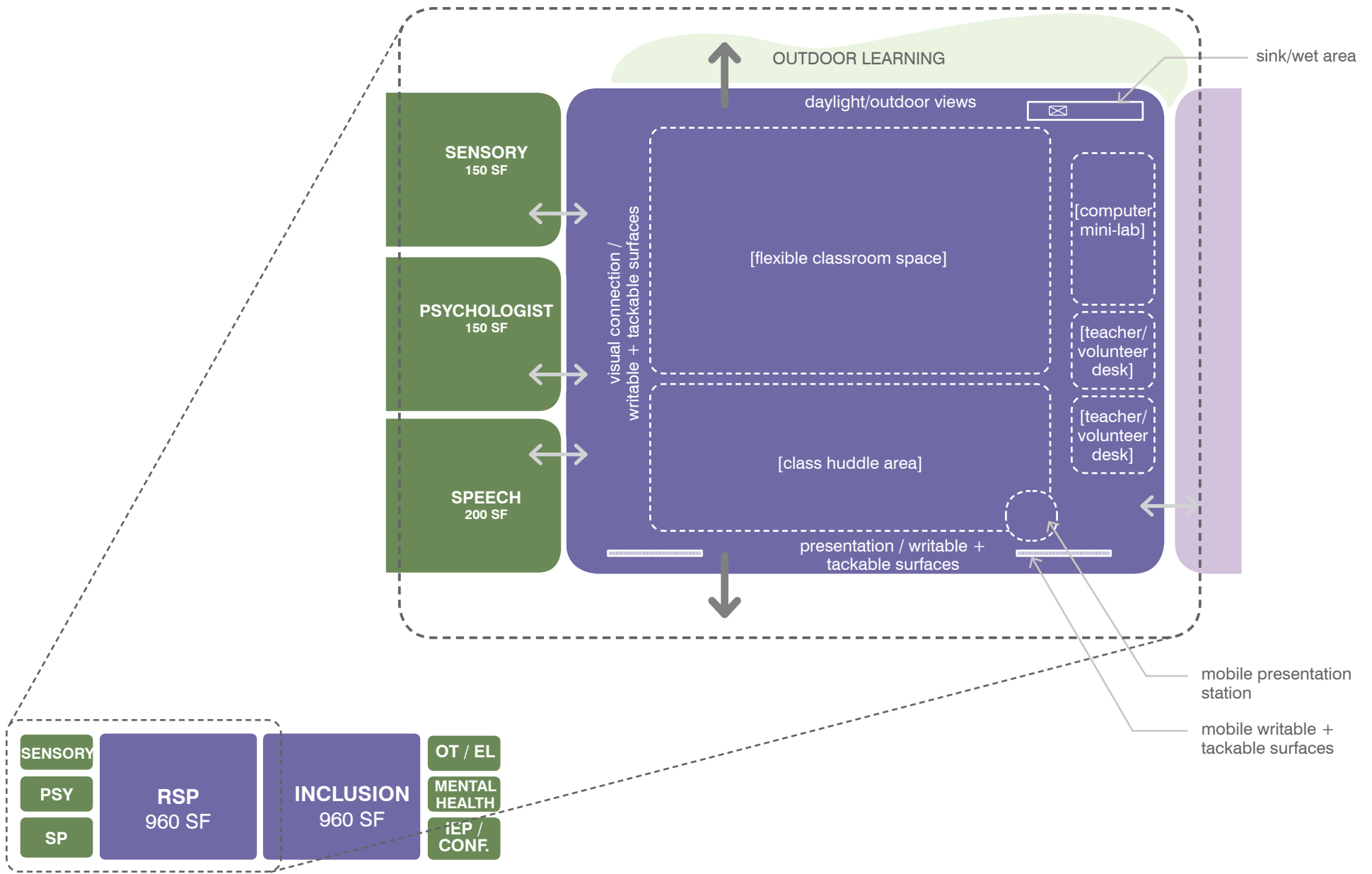
Spaces should be open, inviting, and engaging. Color and lighting strategies should be used appropriately, with technology in mind.

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 3.3



**SECTION 3.3**





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, 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



Montgomery Middle 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.

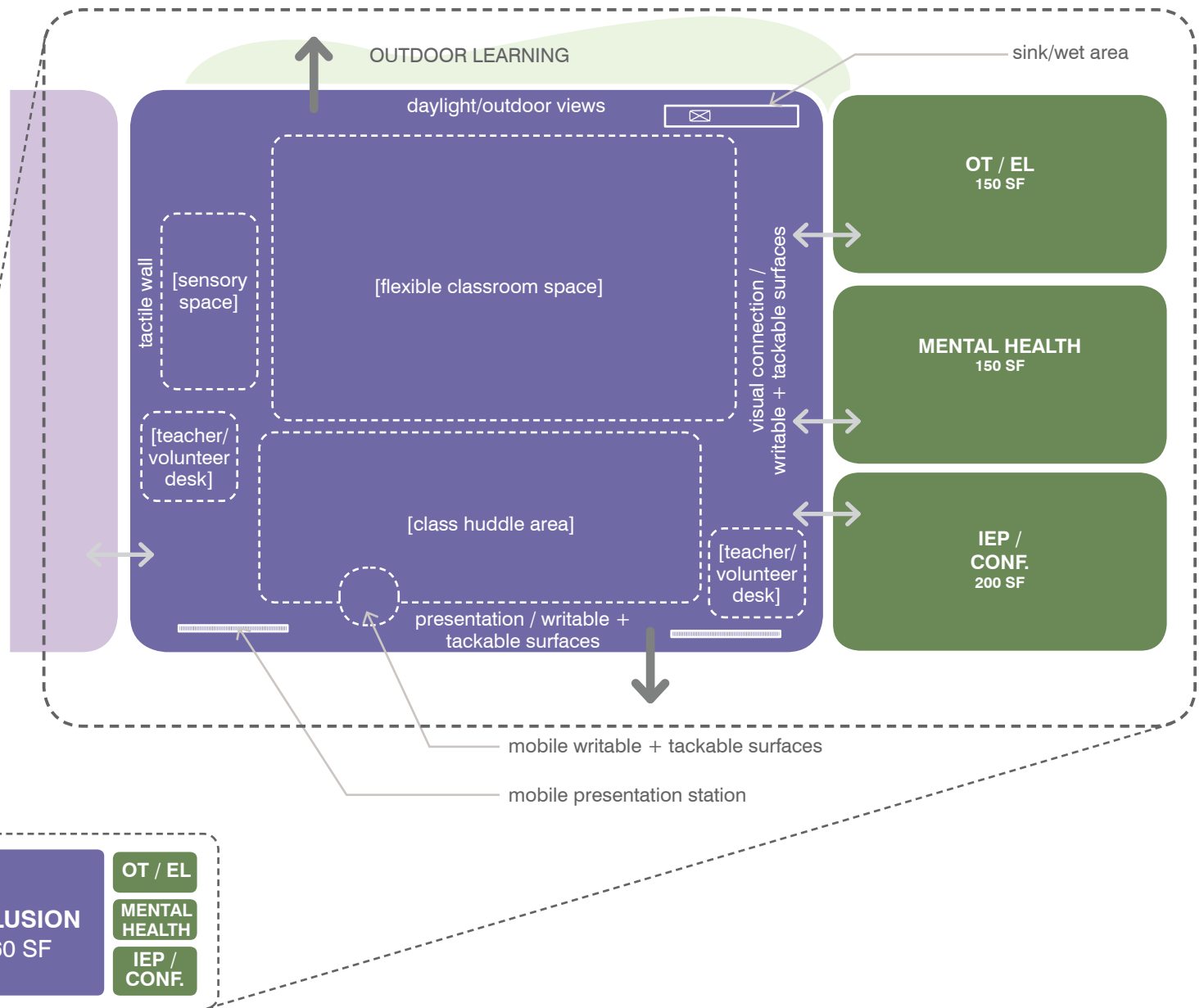
Support inclusion; these classrooms are similar to a typical classroom but with lower student loading and direct access to support spaces.

Provide a soothing lighting scheme and color palette.

Include perimeter fencing at the adjacent outdoor area.

**SECTION 3.3**





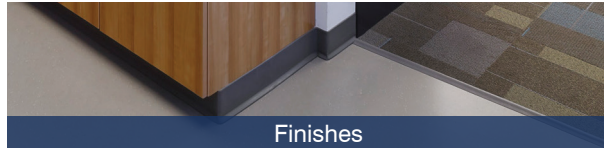
### SECTION 3.3





Furniture

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



Equipment

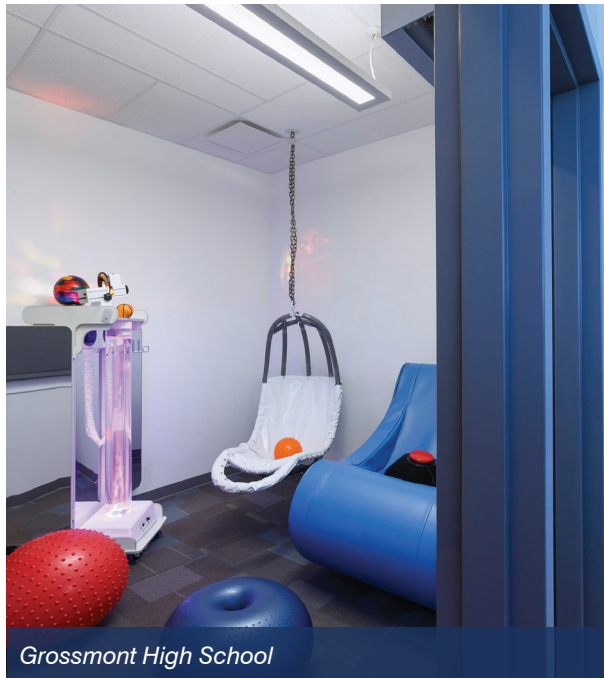
- Dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.
- Integrated technology that accommodates presentation, documentation, seamless internet access, and student devices should be provided.
- Provide in-table power for each conference room.
- Provide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



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



Grossmont High 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.

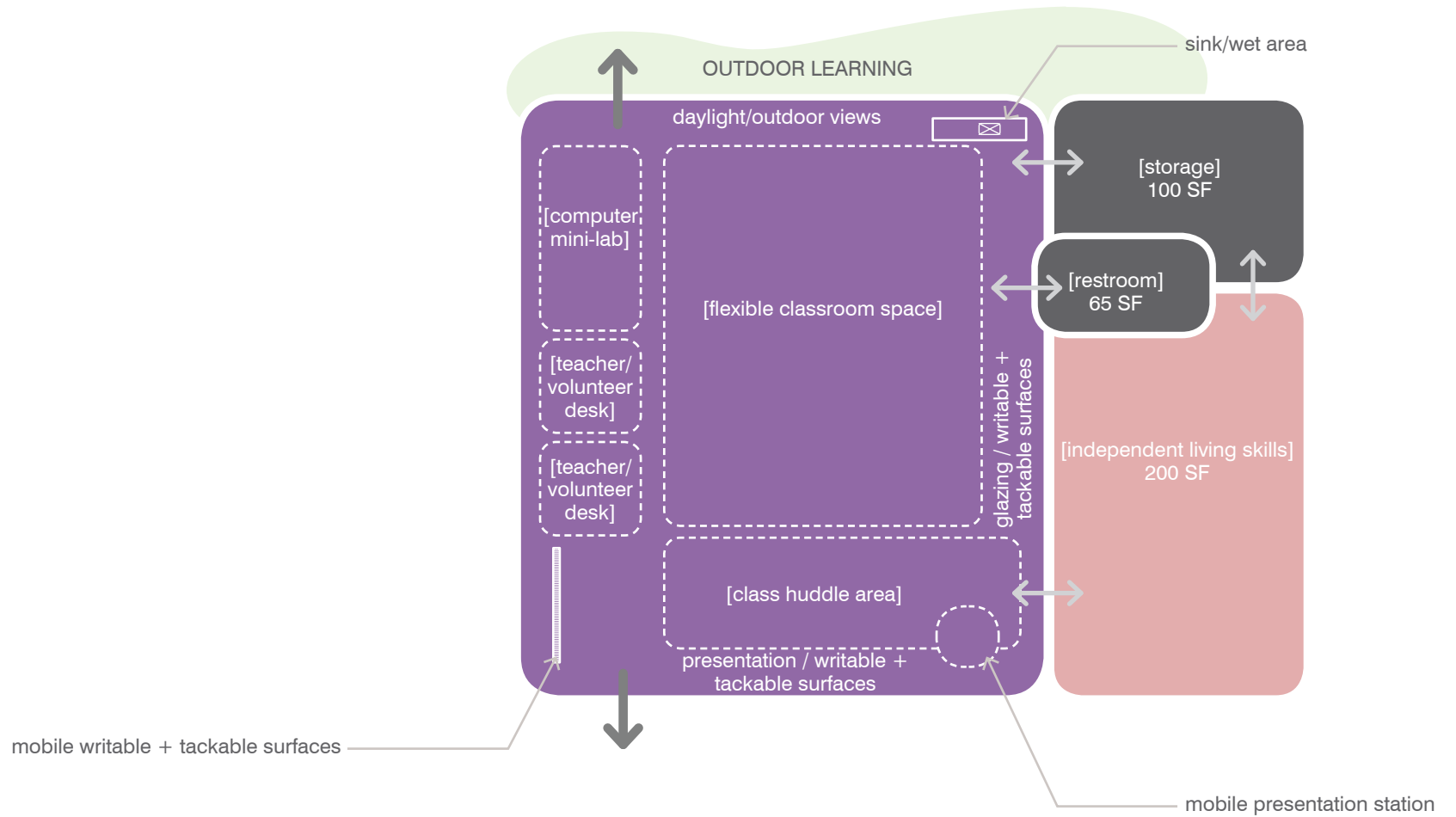
Find the appropriate balance between transparency and privacy. Provide supervision across spaces with the ability for confidentiality within adjoining offices and conference rooms.

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

**SECTION 3.3**





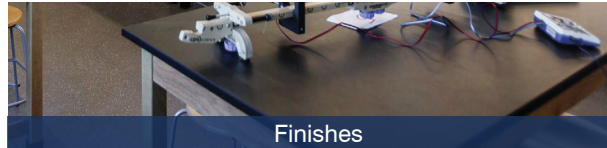


### SECTION 3.3



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.



San Antonio Christian School

#### 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



Stacey Middle School

#### DESIGN OBJECTIVES & CHARACTERISTICS

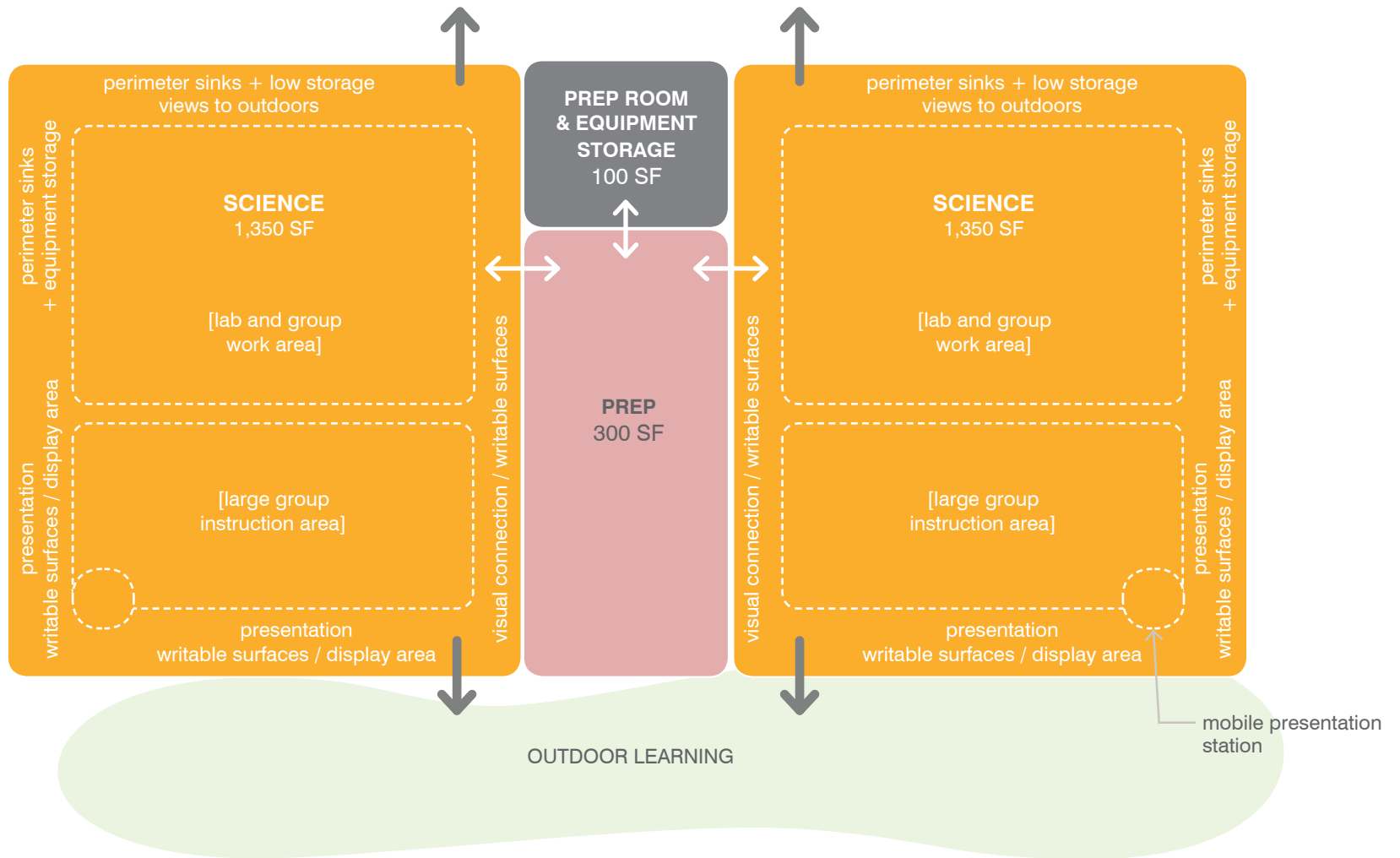
Accommodate Next Generation Science Standards while providing space for students to move and explore.

“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 3.3



### SECTION 3.3



Furniture

- Chairs that can easily be stored away from the main floor space.



Finishes

- Flooring should be a sprung dance floor, or other durable surfacing suitable for the activities listed.
- If primarily used for Dance, provide mirrors with a ballet barre at the perimeter, as appropriate.
- If primarily used for Weights, use rubberized surfacing on the floor to minimize damage.
- If primarily used for Wrestling, provide a wrestling mat over the floor.



Equipment

- Presentation technology including projection screen and short-throw projector.



San Marcos High School

#### PROGRAM ACTIVITIES

- Indoor Physical Education classes and activities such as, but not limited to:
  - Wrestling
  - Weight lifting
  - Yoga
  - Dance
- Instruction



San Marcos High School

#### DESIGN OBJECTIVES & CHARACTERISTICS

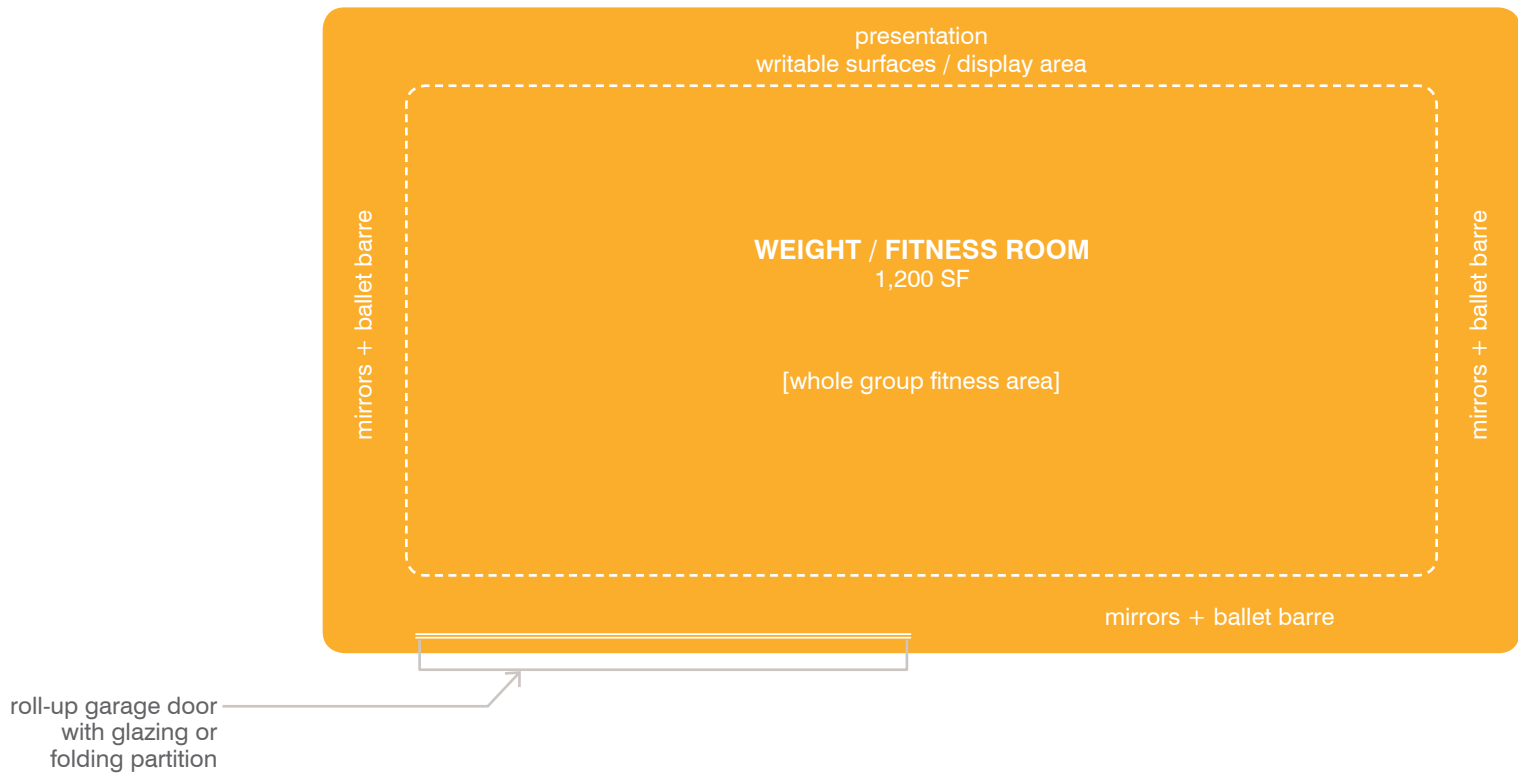
Provide a safe, durable environment supportive of Athletics.

Utilize energy-efficient lighting and mechanical systems. Utilize natural daylighting where possible along with ceiling fans for improved occupant comfort.

### SECTION 3.3







### SECTION 3.3





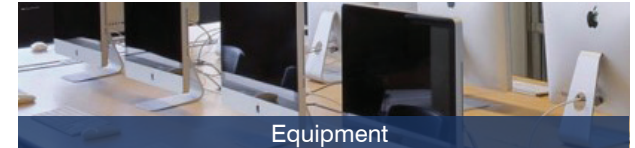
Furniture

- 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



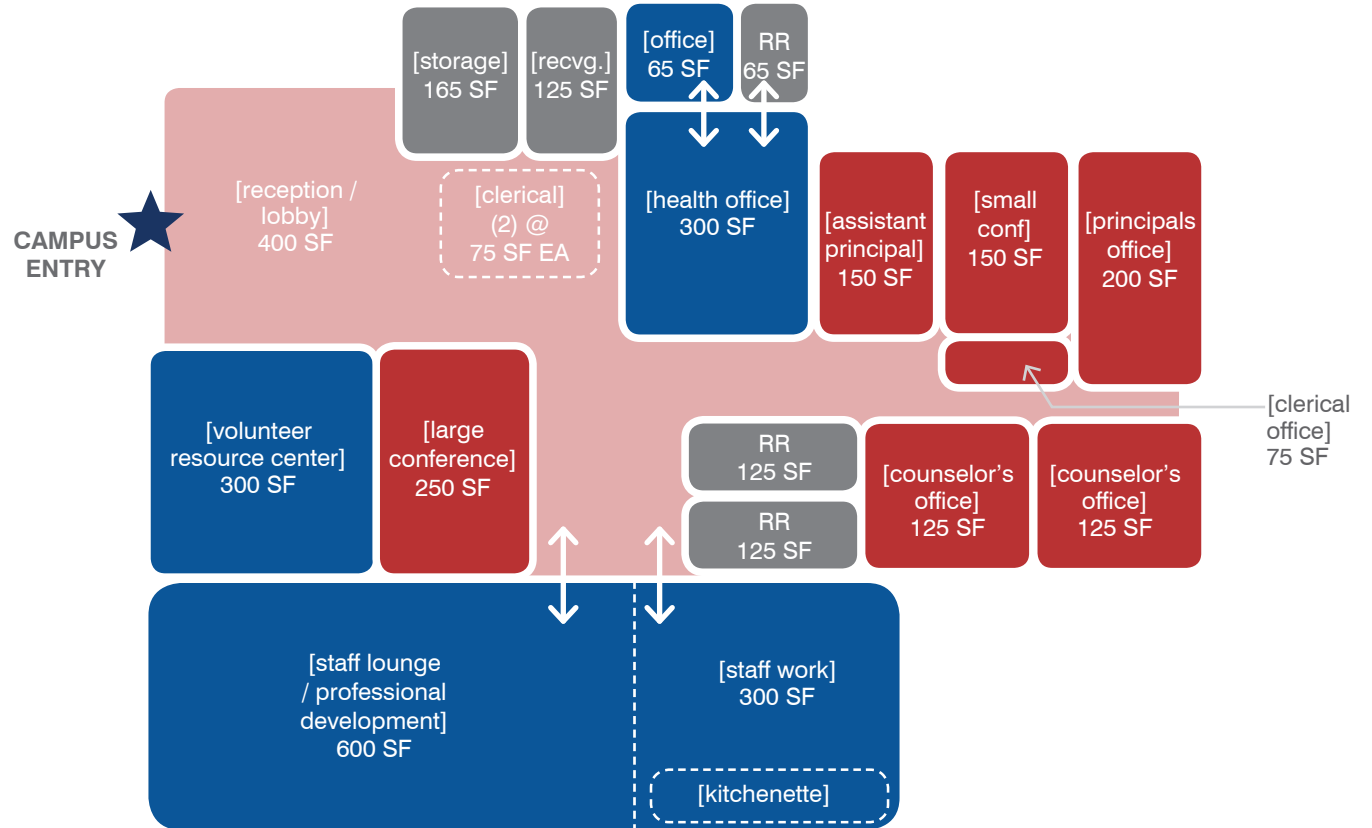
Arcadia High School

**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 3.3**





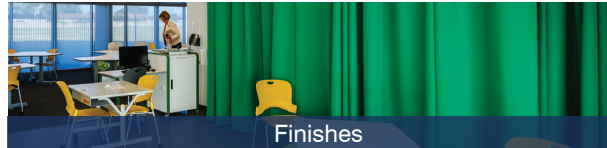
### SECTION 3.3





Furniture

- Consider book stacks 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, paint, or curtain 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.



Stacey Middle School

#### PROGRAM ACTIVITIES

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



Montgomery Middle 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.

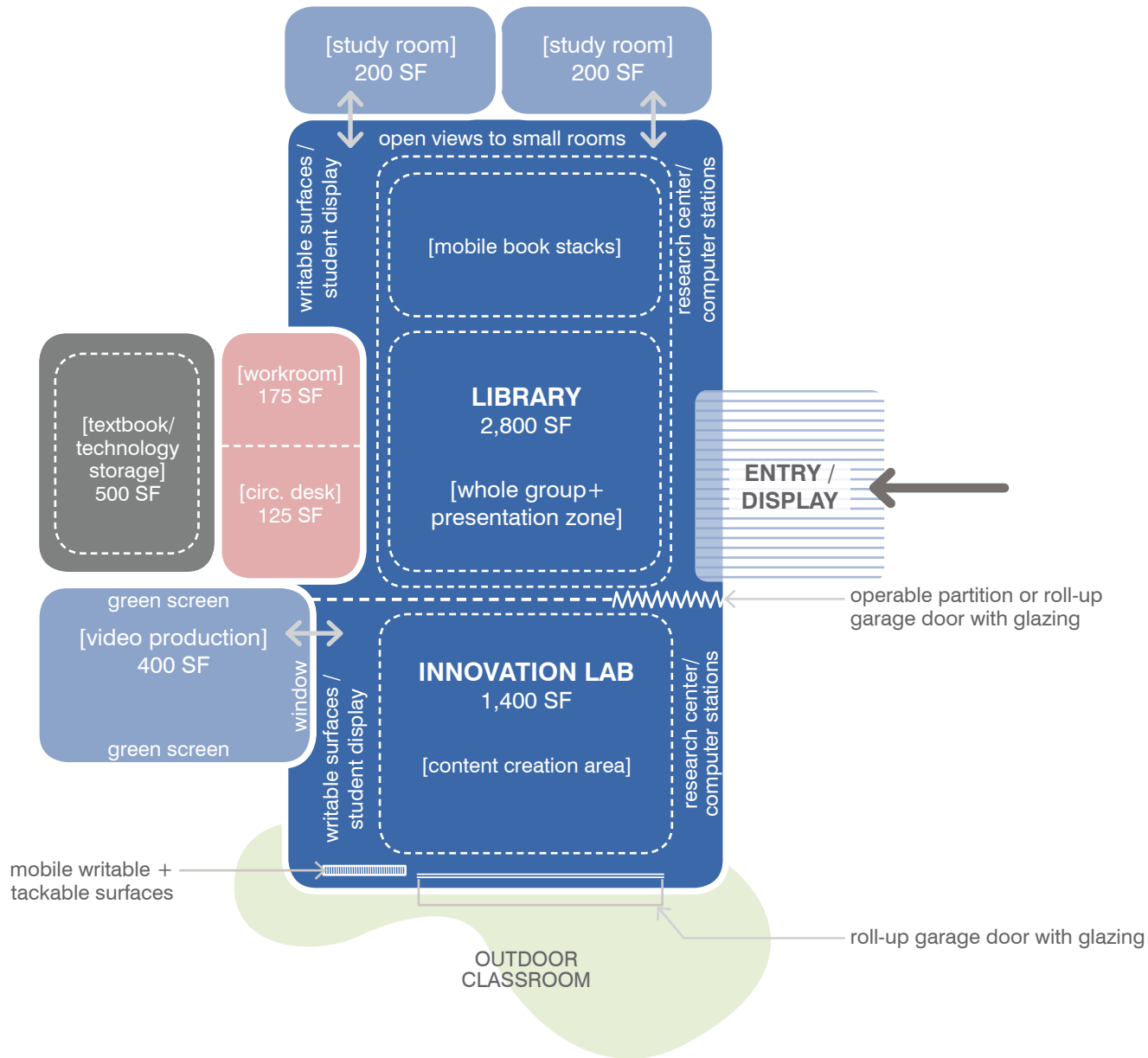
The Library is a space for individual heads-down study, group research projects, story-telling, and content creation. It is also a space that can transform into a Professional Development area and share use with the community.

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

### SECTION 3.3







### SECTION 3.3



## EDUCATIONAL PROGRAM VISION / JUNIOR HIGH LIBRARY

