



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Educational Specification

(Baseline)

Elementary School (K – 5)

November 2010

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Preface

Quote

“We Shape Our Buildings; Thereafter, They Shape Us.

– Winston Churchill

Value Statement

No building type has undergone greater change, in recent years, than the schoolhouse. These changes in the building are, for the most part, the symptoms of changing trends in student learning.

As a dynamic reflection of the culture in which we live, the specific educational needs of each community must continually change to meet the demands of the present and to support the projections of the future. So too must facilities for education – rather than being merely a shelter in which the elements of education are delivered and received, they now have become a complete educational tool, capable of supporting a wide variety of learning experiences for citizens of all ages, abilities, and needs.

These educational specifications have been developed to permit teachers, staff, students and the community an opportunity to experience a 21st century state of the art educational program within a 21st century facility.

“In reaffirming the greatness of our nation we understand that greatness is never a given. It must be earned. Our journey has never been on of short-cuts or settling for less. It has not been the path of the faint-hearted—for those who prefer leisure over work, or seek only the pleasures of riches and fame. Rather, it has been the risk-takers, the doers, the makers of things—some celebrated but more often men and women obscure in their labor, who have carried us up the long, rugged path towards prosperity and freedom.”

President Barack Obama
Inaugural Address
January 20, 2009

PART I: PURPOSE AND DISTRICT OVERVIEW

A. OVERVIEW

“The Educational Specifications and Standards for Facilities” shall control and provide the basic guidelines in the acquisition and development of school sites and in the master planning, designing and construction of facilities for all public schools in Oakland Unified School District. This document, referred to as the EDSPECS, was developed to meet the need for a baseline guide for consultants, the Department of Education (DOE), the community, other government agencies, and the public in the design and planning of new schools and additions to existing schools.

The EDSPECS are divided into three volumes, for use at each of the three educational levels: elementary, middle/intermediate and high. Although much of the information for school design is the same across levels, the volumes are meant to be used independently. Each volume is categorized into various chapters which provide the appropriate design criteria for a school. To the extent possible, non-technical language is used throughout the guide so that it can be easily understood by all stakeholders: educators, community leaders, parents and students, as well as technical experts in school facilities.

B. OUSD MISSION AND VISION

All students will graduate. As a result, they are caring, competent, and critical thinkers, fully-informed, engaged and contributing citizens and prepared to succeed in college and

C. OUSD GOAL

To create a FULL SERVICE COMMUNITY DISTRICT that serves the whole child, eliminates inequity, and provides each child with an excellent teacher every day.

The collective work of caring for and educating every student, turning towards each other, of creating more community, and connecting those communities across our city is work that OUSD is uniquely positioned to do.

D. OUSD PRIORTIES

1. Safe, Healthy and Supportive Schools (Full Service Community School District)
2. High Quality Effective Instruction (Every child, every day, every year has highly effective teachers)
3. College and Career Readiness Literacy (Every child graduates ready for college and career)

Without honesty in effectively addressing the need to educate and fully server every child in Oakland, we will perpetuate the systemic patterns of inequities that persist. We know there are no quick fixes and easy solutions. The reforms of the last five years have begun to create stronger educational opportunities for students in some schools. More aggressive systemic and community centered reforms that address equity and graduate all students as college and career ready are needed now. We must accelerate achievement and enhance positive life outcomes for all our children.

Safe, Healthy and Supportive Schools

Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails. Staff will engage in restorative practices that enhance school culture and improve discipline systems to address equity. Leveraging,

aligning and coordinating community assets for student and family services at schools will address the needs of the “Whole Child”

High Quality Effective Instruction

Oakland will improve academic outcomes for all students and in particular for out historically least well-served. Instruction will focus on college and career readiness standards, curriculum and assessments for all students. Individualized learning plans, progress monitoring and early warning systems will be employed to keep all students supported and early warning systems will be employed to keep all student supported and engaged in high quality effective instruction. All educators, parents and partners will understand and share a clear Framework for Effective Instruction. Teachers and principals will continuously build instructional skills, content knowledge, and cross-cultural competence. Strong structures and tolls will support teachers’ regular collaborations to examine student work and to plan instruction for success. Principals, teachers and other instructional leaders will provide effective support and feedback to continuously improve instruction. Professional and enriched working conditions and leadership will increase the retention of high quality effective teachers.

College and Career Readiness Literacy

Students will read, write, speak, think critically, and reason mathematically for 21st century success. All students must be instructed by high quality effective teachers that deliver daily a curriculum aligned to college and career readiness standards. In high school, the UC/CSU “A-G” Course Sequence and Curriculum will be the core course of study for all students. Science, Technology, Engineering Arts and Mathematics (STEAM) education will be addressed Pre-K through 12. Pre-K enrollment and family engagement to support early literacy will increase. Students will be provided with multiple pathways to meet graduation standards and meet their interests and aspirations. Career technical education, online options, work-based learning, and access to concurrent community college course credit will create multiple venues for all students to meet graduation requirements. In addition, diverse recovery pathways will hold student and bring back those that have dropped-out, are non-completers or adjudicated students to successful graduation.

E. OAKLAND COMMUNITY OVERVIEW

Oakland, California is a diverse and vibrant city with a rich history closely tied to that of the United States as a whole. Built on land originally settled by the Native American Ohlone people, the area was settled by Spanish colonizers before becoming part of the US when California became a state in 1850. In the late 19th and early 20th century, Oakland blossomed into an industrial capital of Northern California, serving as the western terminus of the first transcontinental railroad. As a major center for the US war effort in World War II, immigrant workers flooded into Oakland from the south, helping to establish Oakland as a major immigration destination. Like many American cities, Oakland suffered from poverty, crime, and disinvestment in the second half of the 20th century, and still struggles with these urban issues. Nonetheless, Oakland’s unique character remains strong and it remains the cultural and economic capital of the East Bay.

Geographically, Oakland is characterized by majestic hills in the east that transition into flatlands that meet the San Francisco Bay in the west. Culturally, Oakland is a cultural center for many groups including African-American, Latino, and Asian-American Communities – the rich mosaic of community organizations, cultural centers, and historic neighborhoods speaks to the diversity of groups that call Oakland home. The US Census estimates that approximately 410,000 people currently live in Oakland, a significant increase from the 2000 population of 400,000 and the 1990 population of 370,000. Economically, Oakland continues to serve as a major West Coast harbor with massive port facilities lining the waterfront. Oakland’s downtown is also home to major national corporations and numerous small businesses serving the San Francisco Bay Area. With its rich past, dynamic population, and active culture, Oakland is poised to enter a new phase of its history in the 21st Century.

F. DISTRICT OVERVIEW

If the Oakland Unified School District focuses all its efforts on creating the learning conditions each child needs to succeed academically and socially, uses all of its physical and organizational assets in service of these effective conditions, changes the OUSD structure to engage everyone in the community in creating and protecting the conditions students need to succeed, designs interdependent accountability systems that promote individual and shared responsibility, then we will prepare all Oakland children for positive civic participation, diminish the predictability of performance by race, class, gender, primary language, or any demographic identifier, increase community well-being, enhance economic stability, and generate the optimism and self-sufficiency Oakland needs to solve new problems as they arise.

Oakland Unified School District will create three zones where academic and social services are coordinated, aligned and leveraged and deployed to support students. In an effort to best provide full-service schools to communities, OUSD will organize its pre-K schools into a regional structure. Instructionally, the new regional structure ensures coherent educational experience beginning in pre-K through elementary and middle schools for all families within their region. More broadly, the regional structure aligns well with other Oakland public service providers, which will be essential to realizing full-service schools in each community. Advantages of a regional structure include:

- Consistent focus on high quality effective instruction
- Seamless, coherent PK-8 student experience within each region
- Aligned, consistent high expectations of students from pre-K through 8th grade
- Professional Learning Communities based on the needs of all students and families within a region, rather than those within a particular school level
- Vertical, as well as horizontal alignment, for teacher and principal professional development

Broader Advantages:

- Schools services better aligned with other public services available in the region
- Deeper, longer-term relationships between regional leadership and families within the region
- Deeper relationships between regional leadership and partner service providers
- Increased effectiveness and efficiency in providing full-services to all families within regions

G. CURRICULUM DELIVERY

General Principles

We must use the evidence of our good work in Oakland to fuel the next phase in our growth. We cannot afford to ignore the wonderful work in schools, where children are succeeding, where staff is cohesive and reflective, where families and community share in the life of the school, and where leadership is humble and relentless. Some of these schools have thrived for decades and others have grown up in recent years, they are each places with lessons for us to learn. We have to use all of what we have learned as a community to sustain good work and to thoughtfully end practices that are ineffective. In a time of unprecedented cuts to education and social services in our rural, suburban, and urban communities we must use what we have learned that works for children. It is not simply how much money we have that matters, it is how we use what we have. We have to stop wasting resources we do have, share what is working, and become a coherent system that distributes resources where they are most needed to generate the best effect.

The Full Service Community School (FSCS) is a place where the school has broadened its mission and vision to meet the needs of all of its students. The school is the place where in addition to high quality education, health, mental health, and other services are provided. The emphasis is on educating and caring for the whole-child. The full-service school is an environment where adults use a systems approach to understand the needs of individual children. Social and human

services are not seen as extra or add-ons in these schools and collaboration, in service of the well-being of children and families, is how these schools consistently behave. Collaboration is not defined as a professional learning community that happens at a certain time on a certain day; collaboration is a constant way of learning and being. By working together and listening to students an engaged community determines how services are provided. By meeting the curricular and extra-curricular needs of children and families, full service community schools ensure that learning will happen for all students in the school.

At this moment the power of those individual centers of community are not sufficient to meet the increasing demand of people who want and deserve full access to the democratic promise of the United States. Single units of success have to become systems of success. We must forge new public institutions that foster the connectivity and collaboration required to nurture the common good. The school district must use every asset at their disposal to protect their chief mission: to prepare each child for a lifetime of academic and social success. Around this single mission, the district must learn how to facilitate, foster, and forge the conditions for each child to access the learning he or she needs for success. The district is the public institution charged with the well-being of all children within its boundary. Currently, we are failing to meet the needs of all our children.

The purpose of the OUSD must be the full preparation of each child for academic and social success. Accepting the current rates of failure by adults who are employed to educate and meet the needs of children is morally unacceptable. Accepting this failure is also increasingly a matter of personal, local, and national safety. To become communities, cities, and a country where our democratic ideals are practiced as well as espoused, we must name the institutional inequity and take personal responsibility, in an organized way, for refashioning our public institutions in ways that promote the common good.

Grade Configuration

Oakland School's grade configuration is as follows:

Elementary - Pre-K through Grade 5

Middle – Grade 6 through Grade 8

High – Grade 9 through 12

PART II: FACILITIES DESIGN AND FUNCTION

It is the District's goal to create and maintain learning environments that are safe, warm, and dry that enable students to be successful in the District's academic programs, the arts, health and wellness, and character development. The District will utilize design and building principles derived from best practices and concepts outlined by state, federal and Coalition for High Performance Schools (CHPS) standards to create an environment that is energy efficient, healthy, comfortable, and contains the amenities necessary for a quality education. The following will be considered during design of the learning spaces.

A. GENERAL DESIGN CONSIDERATIONS

The following outlines general design considerations with respect to code compliance, appearance and function.

1. Code Compliance

- a) Comply with applicable codes governing structural systems and fire and life safety.
- b) Comply with applicable codes for education and school facilities construction.
- c) Comply with applicable codes governing accessibility and general safety (e.g. Title 24, Division of State Architect Access Compliance policies and interpretations of regulations) and related local, state and federal guidelines.

2. General Space Appearance and Adjacencies

- a) Classrooms should be clustered to reduce student travel time and to allow for supervision.
- b) At all campuses, it is the goal to group classrooms by grade to strengthen the sharing of resources and curriculum development.
- c) Organize to take advantage of smaller learning communities through group configuration.
- d) It is the goal to have the common areas within groups to be used for technology, small group instruction, conferencing, planning and storage.
- e) The library/media center at each school serves as the 'hub' of learning with easy access for students and staff.
- f) Create indoor and outdoor learning spaces for small group instruction and assessment that allow for collaborative teaching/dividing of classes and the flexibility to expand.
- g) The District shall establish a goal to replace portable classroom buildings with modular or stick constructed buildings, limiting portables for temporary use.
- h) Consider the use of multi-story buildings.
- i) Consider weather constraints for circulation and various outdoor activities (create covered areas for paths of travel, outdoor education, eating, pick up and drop off zones, etc).

3. Sustainability

- a) Reduce impacts on future generations by integrating building materials and methods that promote environmental quality, economic vitality, and social benefit through the design, construction and operation of our built environment.
- b) Considerations include energy efficiency, maintainability, system life cycle costs, and system standardization across school sites.

4. Flexibility

- a) District space is designed for flexible and diverse use. All spaces are designed to accommodate best practices as they relate to educational programs and community participation.
- b) Design space designations based on wet features, allowing art, science or cooking activities.
- c) Design space designations based on dry features, allowing music, technology, theater or graphic art activities.

- d) Design for different grade levels to occupy a learning space.
- e) Consider readily available resources to convert areas to specific needs (moveable furniture/equipment to allow multiple configurations and associated storage)

B. BUILDING SYSTEMS

1. Climate Control

- a) Energy efficient, low maintenance systems.
- b) Consider opportunities where proven geothermal heating and cooling technology can be utilized.
- c) Consider integrating an energy management system for central monitoring and control by the District.
- d) Maximize use of operable windows and skylights for natural ventilation.

2. Power and Lighting

- a) Consider programmable timer and/or motion sensors for lighting systems.
- b) Maximize use of natural lighting in building design.
- c) Integrate non-glare windows and non-glare light fixtures in designs.
- d) Consider lighting controls and fixtures that allow adjustment of light levels for instructional spaces.
- e) Consider alternative energy source to power district facilities (e.g. solar, wind, geothermal)

3. Communications

- a) All classrooms and specialized rooms have telephones with the ability to communicate within the facility, communicate with the District Office, and outside of the District.
- b) All schools will be equipped with public address and intercom systems (accessible to entire school).
- c) All schools will be equipped with clock and bell systems (clocks in all instructional and office spaces).
- d) Consider use of integrated, multi-functional systems.
- e) All schools will have both audible and visual alarms for fire or emergency.
- f) District Office will have direct communication with Alameda County Office of Education (ACOE) emergency notification system.

4. Technology

- a) It is the District's goal to create a technology infrastructure necessary to support the District's teaching, communication and administrative objectives.
- b) Access to technology is available to all classrooms and administrative offices. This is accomplished within a flexible classroom setting that can deliver instruction with the integration of technology into learning.
- c) Make provisions for the Special Education program's use of technology-based instructional materials.
- d) Consider classroom integration of technologies such as interactive white board technology, digital projectors and associated screens, and teacher audio amplification technology for instruction.
- e) Hard wired connectivity to the network remains the standard for classrooms, other teaching areas, and administrative offices.
- f) The application of wireless technology, while a secondary strategy, provides flexibility and expands areas in which instruction through technology integration can occur

C. SECURITY

Oakland Unified School District provides secure facilities for students, staff, and families with best practice approaches, such as controlled entrances and lighting. Consideration must be given to balancing the District's ability to monitor and control its school sites while still providing access to the community.

1. Site Layout:

- a) Consider limited number of campus access points with visible site lines from staff occupied areas.
- b) Layout allows law enforcement to visually survey the campus from the street.
- c) Create a clearly identifiable main entry for each campus.
- d) Priority must be given for easy access of emergency response (law enforcement, fire rescue; and medical emergency response).
- e) Connect entry and egress for spaces commonly used by the community directly to the exterior.

2. Physical Features:

- a) Facilities utilize appropriate fencing and landscaping to establish and secure the campus boundary while encouraging community use.
- b) Consider flexible barriers that can be adjusted to route visitors to Main Office for check-in during school hours.
- c) For after-hours security, install sufficient site lighting at main access points and paths of travel between buildings and parking areas.
- d) Utilize a combination of permanent and motion sensor lighting.

3. SECURITY SYSTEMS

- a) Installation of site security systems that can be programmed by zone to allow afterhours use by staff and the community. The system is tied directly to a monitoring station.

D. SIGNAGE

1. Create signage that clearly defines campus way-finding and operational hours:

- a) Install standardized signage that clearly identifies the Main Entry to each of the campuses.
- b) Post a campus map, and the flexibility to display additional information (special instructions, event notices, etc). Identify and provide clear directions for spaces commonly used by the community (Multi-purpose Rooms, Gymnasiums, Performing Arts Rooms, and Play Fields).
- c) Create signage and road markings to assist in pedestrian safety at traffic areas.
- d) Clearly identify/label all buildings and rooms on the exterior of the buildings.

E. STORAGE

1. The following are site storage considerations:

These are in addition to the detailed considerations included in the Part III.

- a) Create storage at each school site for emergency preparedness supplies and equipment (weatherproof and easily accessible).
- b) Staging area for large deliveries of equipment and supplies.
- c) Centrally located site storage for instructional materials (to facilitate resources sharing and collaboration on curriculum development).
- d) General storage for furniture items such as folding chairs, tables, and easels.
- e) Storage areas are ventilated, lockable and are easily accessible.
- f) Consider storage for traffic safety equipment (locations vary by site).
- g) Install bike racks at a minimum ratio of 1 bike for 1/20 of the entire site population.

F. COMMUNITY USE AND SUPPORT SERVICES

The community uses District facilities to meet educational needs, and to fill gaps in recreational and meeting spaces. School fields are heavily used after school and on weekends. Meeting facilities are provided to the community by opening classrooms, libraries and multi-purpose rooms. Continuing and expanding partnerships with the community remain important goals for the District. As community partnerships evolve, and as the availability of community support programs changes, facilities requirements will need to be re-evaluated.

1. Following are issues that should be considered relating to District partnerships with the community and local agencies:

- a) Consider impact of leased spaces (child-care, pre-school, other private schools) on school's needs.
- b) Consider impacts on school resulting from relationships with support functions within, OUSD, City of Oakland Parks and Recreation, Community Based Organizations and other local agencies.

G. PLAYFIELDS, PLAYGROUNDS AND OUTDOOR EDUCATION

OUSD emphasizes health and wellness that is sustainable for students beyond their school years. Oakland Schools provide a rich outdoor experience, capitalizing on campus location resources. The District shall create safe environments that support the development of social/emotional and physical health of employees and students. The guidelines set forth by the federal, state, county and district regulations regarding physical education and health and wellness serve as the basis for program development.

Playgrounds provide sufficient space and appropriate equipment to satisfy State of California guidelines. Outdoor spaces are designed to comply with all State accessibility requirements. School playgrounds are used for the supervised play program after school hours for student activities. Following are general considerations guiding design of various outdoor spaces. Detailed considerations are included in the Part III.

1. Playgrounds

- a) Playgrounds and play structures comply with applicable codes and guidelines.
- b) Design considers sight lines for playground supervision.
- c) Playground surfaces shall be level and impact absorbing.
- d) Construct drainage systems to prevent pooling in play areas and to drain water away from buildings and foundation walls.

2. Playfields

- a) Field size is maximized within site parameters to promote physical education.
- b) Create easy access to waste disposal/recycling stations at and near community use spaces.

3. Landscaping

- a) Utilize drought-resistant, low maintenance native plants.
- b) Install low water consumption irrigation systems.
- c) Protect planted areas from general foot traffic and ball play areas.
- d) Consider creating area for outdoor amphitheater for ceremonies and theater productions.

H. TRAFFIC CONTROL AND PARKING

Oakland Unified School District strives to develop solutions to optimize traffic flow around school facilities through road access, school hours times, bikeway and walkway access. To ensure pedestrian safety, the District will apply best practices that separate students and vehicles.

1. Traffic Control

- a) Create clearly identified drop-off and pick-up areas that separate students from school traffic, vehicle general traffic flow, and the parking lot.
- b) Consider separate drop-off and pick-up areas for Kindergarten students
- c) Consider needs of individuals with disabilities.
- d) Create physical barriers separating pedestrians from traffic.
- e) Construct clear and wide paths of travel for pedestrian use.
- f) Utilize clear road markings, signage, and lighting to assist directing vehicle and pedestrian traffic.
- g) Consider covered areas for pick-up and drop-off zones.
- h) Consider sight lines for supervision of vehicle and pedestrian circulation.
- i) Consider traffic controls for service and delivery access, and keeping this separate from common foot traffic areas.
- j) Consider traffic and site access needs for emergency response vehicles.

2. Parking Area

- a) Consider parking space requirements for staff, volunteers, visitors, itinerant staff and other service providers.
- b) Locate visitor parking close to main entry for each school.
- c) Clearly mark dedicated school staff parking.
- d) Install sufficient lighting at parking areas.
- e) Consider creating separate parking lot for staff only, with mechanical entry gates.
- f) Design the parking area layout to allow for efficient traffic flow entering/exiting and within the lot.

I. RECYCLING AND COMPOSTING TRANSPORT CENTER

For each campus, it is the District's goal to create a centralized recycling and composting collection space that is easily accessible to outside collection vendors and to staff members to drop off recyclables or compostable materials. These collection spaces have open ventilation and secure settings with room for individual classroom recycling and composting carts. The area is fenced or otherwise isolated and away from common foot traffic areas.

Part III: CLASSROOM/AREA REQUIREMENTS

A. STANDARD ELEMENTARY SCHOOL

Following are core spaces for use in the Standard Elementary School. In addition to the requirements and considerations previously outlined, the following requirements are listed.

1. Kindergarten Classroom

a) Activities/Space Use Plan:

- Large and small group instruction
- Individual and small group work projects
- Large and small group play
- Individual and group work with computer workstations
- Kindergarten Teacher collaboration meetings
- 1-on-1 assessment

b) Space/Infrastructure Requirements:

- Minimum 1350 sf (including restrooms, storage, teacher preparation, wet and dry areas)
- Restrooms are self-contained within classroom or within the Kindergarten complex: (1) Restroom with (3) toilets for every (2) Classrooms
- Power/data infrastructure sufficient for technology and equipment needs (see design standards)
- Convenient outlets evenly distributed
- (2) Exits: (1) to egress, and (1) to outside Kindergarten age appropriate play area
- (1) Single basin sink (adult height: 32")
- (1) Single basin sink/Drinking Fountain (child height: 24")
- Flooring: Resilient flooring at all areas
- Operable windows with safety glass (appropriate height for Kindergarten-age students)
- Consider interior finish options for sound absorption (acoustical wall panels, ceiling systems, flooring)
- Room adjacencies: Cluster Kindergarten classrooms together and away from other grades; ideally near school office and staff kitchen; near daycare space; classrooms are located close to parent drop-off and pick-up areas

c) Miscellaneous Features:

- One wall with upper and base cabinets (counter heights 34" and 28")
- Lockable storage
- Open shelves for books and 3D displays with free floor area underneath for loose storage (storage tubs, etc)
- Storage drawers for art portfolios 2' x 3'
- Storage for student coats and bags: cubbies with hooks underneath, (1) per student
- Lockable cabinet for teacher storage
- Storage for professional resources
- Tackable wall surfaces (all open walls)
- Provisions for hanging displays from the ceiling (hooks and wires hangers)
- (2) 4' x 8' whiteboards with map rails, locate whiteboards on opposing walls if possible
- Blackout window covering/shades for all interior and exterior windows

d) Equipment/Furniture:

- Access to, and connectivity for the laptop cart program
- Teacher workstation with space for computer
- Computer for teacher with peripheral equipment
- (1) DVD/VCR player and associated monitor or digital projector and screen
- (2) File cabinets
- Student desks (appropriate height for kindergarten students)
- Movable tables

2. Elementary Classroom (Grades 1 – 5)

a) Activities/Space Use Plan:

- Large and small group instruction
- Small group collaboration
- Multiple grade level instruction and interaction
- Individual and group work with computer workstations
- Instructor science demonstrations and individual science projects
- International language instruction using language labs
- Literature circles

b) Space/Infrastructure Requirements:

- Minimum 960 sf for the standard classroom
- Power/data infrastructure sufficient for technology and equipment needs (see design standards)
- Convenient outlets distributed.
- (1) Single basin sink (adult height: 32")
- (1) Single basin sink/drinking fountain (child height: 28")
- Flooring: Resilient flooring at all areas
- Operable windows with safety glass for natural ventilation
- Consider interior finish options for sound absorption (acoustical wall panels, ceiling systems, flooring)
- Room Adjacencies: Clustered classrooms of similar grades with a common area for specialized instruction, conferencing and quiet study; near library; near central storage space; near restrooms; ideally near school office

c) Miscellaneous Features:

- One wall with upper and base cabinets (counter heights 34" and 28")
- Lockable storage
- Open shelves for books and 3D displays with free floor area underneath for loose storage (storage tubs, etc)
- Storage drawers for art portfolios 2' x 3'
- Storage for student coats and bags: cubbies with hooks underneath, (1) per student
- Lockable cabinet for teacher storage
- Storage for professional resources
- Tackable wall surfaces (all open walls)
- Provisions for hanging displays from the ceiling (hooks and wires hangers)
- (2) 4' x 8' whiteboards with map rails, locate whiteboards on opposing walls if possible

- Blackout window covering/shades for all interior and exterior windows

d) Equipment/Furniture:

- Access to, and connectivity for the laptop cart program
- Teacher workstation with space for computer
- Computer for teacher with peripheral equipment
- (1) DVD/VCR player and associated monitor or digital projector and screen
- (2) File cabinets
- (1) Display case adjacent to entrance
- Student desks (age appropriate sizing)
- Movable tables

3. Special Day Class

a) Activities/Space Use Plan:

- Resource program
- Occupational therapy
- Speech and language program
- Student evaluation
- Multiple grade level instruction and interaction
- Utilization of technology-based instructional material with student learning

b) Space/Infrastructure Requirements:

- Minimum same size or larger than the general education classroom room at the site; with a minimum of 240 square feet for the resource specialist program and 200 square feet for the speech and language program
- Power/data infrastructure sufficient for technology and equipment needs (see design standards)
- Convenient outlets evenly distributed
- (1) Single basin sink (adult height: 32")
- (1) Single basin sink/drinking fountain (child height: 28")
- Flooring: Resilient flooring at all areas
- Operable windows with safety glass for natural ventilation
- Consider interior finish options for sound absorption (acoustical wall panels, ceiling systems, flooring)
- Layout/space to accommodate concurrent instruction/meetings of small groups and individuals
- Consider addition of designated support spaces including: speech specialist area, psychologist, counseling offices and conference area if not utilizing adjacent to school office.
- Room Adjacencies: Adjacent to restrooms--**ideally** adjacent to school office (for access to Psychologist, counseling, conference/meeting rooms), general classrooms, intervention/support classrooms, library; direct access to exterior space designated for Special Education program use; no more than (2) Special Education classes are clustered together.

c) Miscellaneous Features:

- One wall with upper and base cabinets (counter heights 34" and 28")
- Lockable storage
- Open shelves for books and 3D displays with free floor area underneath for loose storage (storage tubs, etc)

- Storage drawers for art portfolios 2' x 3'
- Storage for student coats and bags: cubbies with hooks underneath, (1) per student
- Lockable cabinet for teacher storage
- Storage for professional resources
- Tackable wall surfaces (all open walls)
- Provisions for hanging displays from the ceiling (hooks and wires hangers)
- (2) 4' x 8' whiteboards with map rails, locate whiteboards on opposing walls if possible
- Blackout window covering/shades for all interior and exterior windows

d) Equipment/Furniture:

- (2) Teacher workstations with space for computers
- (2) Computers for teachers with peripheral equipment
- (8) Student computers
- Consider portable room dividers for separating teaching/study spaces
- (1) DVD/VCR player and associated monitor or digital projector and screen
- File cabinets
- Area rug
- Movable tables

4. Elementary Music Room

a) Activities/Space Use Plan:

- Instruction of instrumental and choral music
- Individual and group work on laptops (music composition/web-based curriculum/multi-media projects)

b) Space/Infrastructure Requirements:

- Minimum 480 sf for the standard classroom
- Convenient outlets distributed evenly
- Power/data infrastructure sufficient for technology and equipment needs (see design standards)
- (1) Single basin sink/Drinking Fountain, 10-12" deep, with high spouts (adult height: 32")
- Operable windows with safety glass for natural ventilation
- Interior finish options for sound absorption (acoustical wall panels, ceiling systems, flooring)
- Room Adjacencies: Located adjacent to restrooms; ideally located adjacent to multi-purpose room; access from service driveway for movement of instruments. Not adjacent to any non music classrooms.

c) Miscellaneous Features:

- Lockable cabinets with shelves for music instrument/equipment storage for 30 students
- Lockable storage for music instruction resources
- Storage for student coats and bags: cubbies with hooks underneath, (1) per student
- Lockable cabinet for teacher storage
- Tackable wall surfaces (all open walls)
- (2) 4' x 8' whiteboards with map rails: (1) music notation whiteboard, (1) standard whiteboard
- Blackout window covering/shades for all interior and exterior windows

d) Equipment/Furniture:

- Teacher workstation with space for computer
- Computer for teacher with peripheral equipment
- (1) Easy maintenance circular rug for 25-30 students (12-15' diameter)
- (30) Stacking stools/chairs
- (1) DVD/VCR player and associated monitor or digital projector and screen
- (1) File cabinet
- (3) Display cases
- Movable tables

5. Elementary Library/Media Center

a) Activities/Space Use Plan:

- Large and small group instruction/collaboration/research (capacity for up to 60 students)
- Private spaces for individual student research and study
- Private spaces for learning with audio media
- Literature Circles
- Extended hours use as resource center for adults and students
- Books and media are rotated

b) Space/Infrastructure Requirements:

- Minimum 960 sf (Proportional to the maximum planned school enrollment)
- Additional area for storage shelving for books and media (up to 600 linear feet floor mounted and wall mounted units) with minimum 42" aisles between stack shelving
- Storage shelving unit height: 36"-42"
- Adjacent storage room (up to 400 sf) with open shelves (misc media, book carts)
- Adjacent office space (up to 100 sf) for library staff
- Power/data infrastructure sufficient for technology and equipment needs
- Flooring: Resilient flooring or carpet at all other areas
- Operable windows with safety glass for natural ventilation
- Consider interior finish options for sound absorption (acoustical wall panels, ceiling systems, flooring)
- Room Adjacencies: Ideally located central on the school's campus

c) Miscellaneous Features:

- Circulation desk area
- Lockable storage cabinets for media equipment
- Lockable cabinet for staff storage
- Storage for special education and intervention professional resources
- Integrate private reading spaces (window benches, nooks)
- Tackable wall surfaces (all open walls)
- Provisions for hanging displays from the ceiling (hooks and wires hangers)
- "Book Drop" slot at or adjacent to entrance
- Blackout window covering/shades for all interior and exterior windows

d) Equipment/Furniture:

- Access to, and connectivity for the laptop cart program
- Librarian work station with space for computer
- Library checkout desk with space for computer
- Mobile book shelves
- Computers (up to 14) with peripheral equipment
- (1) DVD/VCR player and associated monitor or digital projector and screen
- (4) File cabinets
- (1) Copy machine (consider (2))
- Student desks (age appropriate sizing)
- Movable tables

6. Elementary Computer Laboratory

a) Activities/Space Use Plan:

- Large and small group instruction/collaboration/areas
- Spaces for individual student computer related research and study
- Private spaces for learning with audio media tutorials
- Extended hours use as resource center for adults and students
- Books and media are rotated

b) Space/Infrastructure Requirements:

- Minimum 1,200 sf (seating at tables or individual computer workstations for minimum of 40 students)
- Open area seating for 8-12 students performing non-computer related activities
- Power/data infrastructure sufficient for technology and equipment needs (see design standards)
- Flooring: Resilient flooring at all areas
- Operable windows with safety glass for natural ventilation
- Consider interior finish options for sound absorption (acoustical wall panels, ceiling systems, flooring)
- Room Adjacencies: Ideally located central on the school's campus

c) Miscellaneous Features:

- Help desk area
- Lockable storage cabinets for specialized equipment
- Lockable cabinet for staff storage
- Storage for education and tutorial professional resources
- Integrate non computer related study spaces (window benches, nooks)
- Tackable wall surfaces (all open walls)
- (2) 4' x 8' whiteboards with map rails
- Blackout window covering/shades for all interior and exterior windows

d) Equipment/Furniture:

- Access to, and connectivity for the laptop cart program

- Help Desk work station with space for computer
- (1) DVD/VCR player and associated monitor or digital projector and screen
- (4) File cabinets
- (1) Copy machine (consider (2))
- Student computer workstations (age appropriate sizing)
- Movable tables in open space

7. Elementary Multi-Purpose Room

a) Activities/Space Use Plan:

- Physical Education
- Rainy day lunch
- School performances and assemblies
- Community events
- Essential services facility (emergency use)

b) Space/Infrastructure Requirements:

- Area capacity for entire school population (depending on site area limits and layout preferences by site, ranges ~ 5,000-10,000 sf)
- Ceiling height: 18'-24' (for clearance of light fixtures for physical education activities)
- Stage (variable, ~ 1,000 sf); dimensions of stage platform and proscenium dependent on available space
- Storage room for stage equipment, scenery, costumes, emergency supplies (~300 sf)
- Storage location for chairs/tables/PE equipment (~300 sf)
- Power/data infrastructure sufficient for stage performance, sound systems and PE equipment needs
- Stage lighting system
- Integrated sound system with wireless microphone system
- Ventilation: Natural ventilation, consider ceiling fans/forced air units
- (1) Single basin sink, 10-12" deep, with high spout/drinking fountain (locate backstage)
- Drinking fountains
- Flooring: Indoor multi-use sports floor or resilient
- Operable windows with safety glass for natural ventilation
- Room Adjacencies: Adjacent to restrooms; adjacent to school kitchen, music room, PE Office, parking lot, service drive

c) Miscellaneous Features:

- Stage curtains
- Operable projection screen/canvas backdrop
- Game lines: up to (2) basketball courts, up to (4) volleyball courts, (1) indoor soccer (optional)
- Up to (4) retractable basketball goals
- (2) 4' x 8' whiteboards with map rails
- (1) Bulletin board (tackable surface)
- Consider interior finish options for sound absorption (acoustical wall panels, ceiling systems)
- Blackout window covering/shades for all interior and exterior windows

- Display cases

8. Elementary PE Office (optional)

a) Activities/Space Use Plan:

- Physical Education class preparation

b) Space/Infrastructure Requirements:

- Computer for teacher(s) with peripheral equipment
- Teacher(s) desks with room for computer
- Power/data infrastructure sufficient for technology and equipment needs
- Operable windows with safety glass for natural ventilation
- Room Adjacencies: Adjacent to PE equipment storage, multi-purpose room, outdoor facilities

c) Miscellaneous Features:

- Lockable cabinet for teacher storage
- Tackable wall surfaces
- Outdoor message board (adjacent to an entry door)
- (1) 4' x 8' whiteboards with map rails
- Blackout window covering/shades for all interior and exterior windows

d) Equipment/Furniture:

- File cabinet(s)

9. Elementary Commercial Kitchen

a) Activities/Space Use Plan:

- Food storage/preparation/service
- School lunch program
- School event catering
- Community event catering

b) Space/Infrastructure Requirements:

- Design to comply with Alameda County Environmental Health Services permitting and plan approval requirements.
- Serving windows and service door
- Area Adjacencies: Adjacent to restrooms, service drive; multi-purpose room, outdoor lunch area, parking lot.

c) Miscellaneous Features:

- (1) Bulletin board (tackable surface)

d) Equipment/Furniture:

- Commercial grade equipment and storage facilities
- (1) Computer workstation
- File cabinets
- Recycling/composting bins

10. Elementary Outdoor Facilities

a) Activities/Space Use Plan:

- Physical education
- Recess
- Outdoor education
- Dining
- School performances and assemblies
- Community Use

b) Space/Infrastructure Requirements:

- General area capacity (dependent on site area limits)
- Minimum area capacity used for structured PE activities (capacity for 60 students)
- Construct shade structure for eating and general student use
- Hard surface area
- Consider turf area
- Designated Kindergarten play area
- Consider designated play areas for primary and upper grades
- Consider outdoor amphitheater (platform and associated seating)
- Storage room for PE equipment
- Restrooms (boys, girls and adult)
- Power/data infrastructure sufficient for equipment needs (at stage: outdoor sound system, lighting, video presentations, and at covered areas)
- Drinking fountains
- Area Adjacencies: Adjacent to school office, kitchen, PE office, restrooms, covered lunch area.
- Service drive shall not access through areas designated for student use.

c) Miscellaneous Features:

- Outdoor lighting in addition to general site lighting (outdoor stage, covered areas)
- Game lines: basketball courts, volleyball courts, track, soccer, hockey, football, baseball, and miscellaneous
- Construct ball walls (optional)
- Consider play structure for each designated play area (Kindergarten, primary grades, upper grades)
- (1) Display board (posting behavior guidelines, and events)

d) Equipment/Furniture:

- Tables and benches

11. Elementary School Administration Area

a) Activities/Space Use Plan:

- Primary check-in point for school
- Office and conferencing space for school administrative staff
- Medical aid
- Storage space for school records
- Counseling for students and families

b) Space/Infrastructure Requirements:

- Designated spaces for:
 - Principal
 - Administrative staff
 - Reception area/desk
 - Health office
 - Conference room
 - Small office/meeting room(s)
 - Staff restroom
 - Health office restroom
 - Storage closet
- Principal's Office: in addition to space for desk/storage, consider meeting area for up to eight (8)
- Health Office: Area for (1) bed/cot
- Reception area includes space for chairs, free wall for bulletin board, clear path for deliveries
- Conference Room: space to accommodate meetings of up to 12
- Small Office/Meeting Rooms(s) are used for itinerant staff (counseling/psychologist)
- At Principal's Office - (2) exits: (1) direct egress to exterior, and (1) toward reception area
- Controls for PA, telecom, security, fire alarm (secured location near Principal's office)
- Interior windows to monitor corridor access
- Power/data infrastructure sufficient for technology and equipment needs
- Flooring: Resilient flooring at health office and waiting area; carpet at other spaces
- Operable windows with safety glass for natural ventilation
- Room Adjacencies: Locate prominently next to school main entry; restroom located directly adjacent to health office; clear site line for clerical staff to health office; near Kindergarten classrooms, pick-up and drop-off zones, visitor parking lot

c) Miscellaneous Features:

- Workstations for admin staff with space for computers and free workspace at reception area
- Upper and base cabinets (counter height 34") at reception area
- Lockable storage for emergency equipment and medical supplies at health office
- (1) Bulletin board at main reception area (tackable surface)
- Whiteboards at offices/meeting spaces
- Consider interior finish options for sound absorption (acoustical wall panels, ceiling systems, flooring)
- Blackout window covering/shades for all interior and exterior windows

d) Equipment/Furniture:

- File cabinets
- Display cases
- Computers and peripheral equipment for principal, secretary
- Copier

12. Student Restroom

a) Space/Infrastructure Requirements:

- Ratio of Water Closets to Students (comply with California Plumbing Code)
- Room Adjacencies: Outdoor restrooms having direct outside access are located in areas that are visible from playground and easily supervised.

b) Miscellaneous Features:

- Safety mirrors
- Ceiling mounted exhaust fans at interior restroom locations
- Low-flow toilet fixtures and urinals

13. Adult Restroom

a) Space/Infrastructure Requirements:

- Ratio of Water Closets to Staff (comply with California Plumbing Code)
- Room Adjacencies: Outdoor restrooms having direct outside access are located in areas that are visible from playground and easily supervised.

b) Miscellaneous Features:

- Mirrors
- Ceiling mounted exhaust fans at interior restroom locations
- Low-flow toilet fixtures and urinals

14. Custodial Room

a) Space/Infrastructure Requirements:

- Administrative desk/workstation
- Power sufficient for equipment needs
- Sink with deep basin
- Mop sink
- Floor: sealed concrete with covered base
- Room Adjacencies: Central campus location.

b) Miscellaneous Features:

- Secured storage for cleaning chemicals
- Open storage shelves, and wall hooks
- Ceiling mounted exhaust fans

15. Staff Lounge (optional if staff workroom is provided)**a) Activities/Space Use Plan:**

- Staff Meetings
- Lesson preparation space and professional development
- Food preparation and dining

b) Space/Infrastructure Requirements:

- Area capacity for seating up to 40 adults
- Consider addition of adjoining lockable storage closet
- Power/data infrastructure sufficient for technology and equipment needs
- (1) Sink with deep basin (adult height: 32")
- Hot and cold water
- Flooring: Resilient flooring at all areas
- Operable windows
- Consider interior finish options for sound absorption (acoustical wall panels, ceiling systems, flooring)
- Room Adjacencies: Adjacent to school office or multi-purpose room, staff restrooms and central storage space

c) Miscellaneous Features:

- Upper and base cabinets (counter heights 34")
- Open shelves for resource materials
- (1) 4' x 8' whiteboard with map rails.
- Blackout window covering/shades for all interior and exterior windows

d) Equipment/Furniture:

- Kitchen equipment: refrigerator, microwave, garbage disposal. (If a stove is installed, an Alameda County Health Department review is required)
- Chairs
- (2) tables

16. Staff Workroom**a) Activities/Space Use Plan:**

- Staff production area for projects
- Lesson preparation space and professional development
- Mail distribution for staff

b) Space/Infrastructure Requirements:

- Ideally, physically separate from Staff Lounge (space permitting)
- ~ 600 sf
- Power/data infrastructure sufficient for technology and equipment needs
- (1) Sink with deep basin (adult height: 32")
- Hot and cold water
- Flooring: Resilient flooring at wet areas (entrances and sinks); and Carpet at all other areas
- Operable windows with safety glass for natural ventilation
- Consider ceiling fan(s)
- Room Adjacencies: Adjacent to staff lounge, school office, staff restrooms, central storage space

c) Miscellaneous Features:

- Upper and base cabinets (counter heights 34")
- Center island with storage
- Open shelves resource materials
- Mail boxes
- Tackable wall surfaces (all open walls)
- Blackout window covering/shades for all interior and exterior windows

d) Equipment/Furniture:

- (4) Teacher workstations with space for computer
- Consider (1) Computer with peripheral equipment
- Production equipment: copy machines, laminating machine
- Movable tables

PART IV: DISTRICT FACILITIES

A. DISTRICT FACILITIES

Following are core spaces for administrative and support staff use in the District. In addition to the requirements and considerations previously outlined, the following requirements are listed.

1. District Administrative Office

a) Activities/Space Use Plan:

- Office space for District Administrative Staff
- District meetings
- Board Meetings
- Record storage
- Food preparation/service

b) Space/Infrastructure Requirements:

Designated spaces for:

- Superintendent – confidential office
- Executive Assistants to Superintendent – confidential offices adjacent to Superintendent's office
- Assistant Superintendents – confidential offices
- Business Services Office – confidential office
- Director of Maintenance and Operations – confidential office
- Human Resources Department – confidential office
- Director of Technology – confidential office
- Department Support Personnel
- Reception Area with semi-private waiting area
- Large Conference Room (seating capacity: 50)
- Small Meeting Room(s) (seating capacity: up to 8)
- (2) Staff Restrooms (unisex)
- Copier/Mail/Production area
- Storage
- Administrative Staff break Area/food preparation area
- Adjacencies: The District Administrative Office shall be located centrally in the District; consider location not within a school building
- Physical space organized by Department
- Public areas, including restrooms separated from confidential staff with walls and lockable doors.
- Power/data infrastructure sufficient for technology and equipment needs

c) Miscellaneous Features:

- Flexible workstations and offices with space for computers and free workspace that can adapt to changing organizational structures
- Lockable storage for supplies and personal belongings

- Tackable surfaces
- Whiteboards at Offices/Meeting spaces
- Consider interior finish options for sound absorption (acoustical wall panels, ceiling systems, flooring)
- Blackout window covering/shades for all interior and exterior windows

d) Equipment/Furniture:

- Kitchen equipment: refrigerator, stove, microwave
- File Cabinets
- Computers and peripheral equipment for Staff
- Copy machines
- Folding chairs (50) and tables

2. District Warehouse

a) Activities/Space Use Plan:

- Storage for furniture, fixtures, and equipment storage (FF&E)
- Records storage
- Shipping and receiving
- Staging

b) Space/Infrastructure Requirements:

- Power/data infrastructure sufficient for technology and equipment needs
- Fire suppression system
- Designated spaces for:
 - FF&E storage
 - Locking separate storage of historical student, personnel, and facilities records
 - Text book storage
 - Teacher supply storage
 - KIDDO! Storage
 - District supply storage
 - (1) Staff Restrooms (unisex)
- Adjacencies: The District Warehouse shall be located centrally in the district, and directly adjacent to the maintenance shop, service road and parking lot

c) Miscellaneous Features:

- Water tight humidity and temperature controlled storage area for historical records and text books
- Alarm system
- Raised loading dock for semi truck gate access
- Charging station for electric forklift
- Consider a moving multi level pallet rack system
- Flooring is resilient

d) Equipment/Furniture:

- Industrial shelving

- Electric forklift
- Pallet jack
- File cabinets
- Pallet strapping equipment

3. DISTRICT MAINTENANCE SHOP

a) Activities/Space Use Plan:

- Office space for staff
- Meetings/break room space
- Flammable material storage space
- Carpentry wood shop
- District vehicle fleet storage

b) Space/Infrastructure Requirements:

- Power/data infrastructure sufficient for technology and equipment needs
- Designated spaces for:
 - Lockable paint storage
 - Lockable gas can storage
 - Lockable hazardous materials storage
- 5 administrative workstations
- District vehicle fleet storage
- Building materials storage
- Lockable tools storage
- Storage for maintenance supplies (e.g. ballasts, fasteners, light bulbs)
- (1) Staff Restrooms (unisex)
- Copier/Production area
- Adjacencies: Shall be located centrally in the district, adjacent to district warehouse, service road and parking lot

c) Miscellaneous Features:

- (4) Workstations with space for computers and free workspace
- Lockable storage for staff
- (1) Bulletin board
- Whiteboard
- Flooring is resilient

d) Equipment/Furniture:

- Kitchen equipment: refrigerator, stove, microwave
- File cabinets
- Computers and peripheral equipment for staff
- Copy machine

4. INSTRUCTIONAL MATERIAL CENTER (IMC)

a) Activities/Space Use Plan:

- Storage for Instructional Media
- Large and small group instruction/collaboration/research

b) Space/Infrastructure Requirements:

- Minimum 4,000 sf
- Wireless access to WAN for teacher training
- Adjacent storage room (up to 400 sf) with open shelves
- (1) Staff Restrooms (unisex)
- (1) Single basin sink/Drinking Fountain
- Adjacent office space (up to 100 sf) for library staff
- Power/data infrastructure sufficient for technology and equipment needs
- Flooring: Resilient flooring
- Operable windows with safety glass for natural ventilation
- Adjacencies: Shall be located centrally in the district, adjacent to service road and parking lot

c) Miscellaneous Features:

- One double wide door for deliveries
- Lockable cabinet for staff storage
- (1) 4' x 8' whiteboards with map rails
- "Book Drop" slot at or adjacent to entrance
- Blackout window covering/shades for all interior and exterior windows

d) Equipment/Furniture:

- Librarian work station with space for computer
- Library checkout desk with space for computer
- Minimum 1,200 linear feet storage shelving for books and media with minimum 42" aisles between stack shelving
- Storage shelving unit height 72"
- Mobile book carts
- Computers (up to 5) with peripheral equipment
- (1) DVD/VCR player and associated monitor or digital projector and screen
- (4) File cabinets
- (1) Copy machine
- Lockable storage cabinets for media equipment
- Flexible moveable tables to use as meeting space, work tables, and sorting station
- Seating for 20 adults

