COMPREHENSIVE FACILITIES MASTER PLAN
Educational Specifications

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A. INTRODUCTION

In March 2011, Irvine Unified School District began the development of a twenty year Comprehensive Facilities Master Plan (FMP).

The Scope of Services included the following tasks:

Task 1 Review and Evaluation
• Review existing District data and documents
• Establish and coordinate a Steering Committee to manage the FMP process

Task 2 Demographic Analysis
• Review District enrollment projections
• Analyze existing sites to determine existing capacity and needs

Task 3 Facilities Needs Assessment
• Conduct field investigations of all IUSD sites and facilities to report deficiencies and provide recommendations
• Update school floor and site plans from existing CAD diagrams

Task 4 Educational Specifications
• Assist the District in preparing Educational Specifications as required by the California Department of Education

Task 5 Implementation
• Master plan district-wide facilities with input from site committees and leadership
• Identify and prioritize modernization and new construction projects
• Provide project cost estimates, phased project schedule and financing plan
• Identify sustainable and energy savings opportunities

Task 6 Development of Databases
• Provide digital copies of all documentation, including final report and all final exhibits and plans

Task 7 FMP Deliverables
• Prepare and deliver digital copies of the FMP in PDF and other approved editable programs

“The Facilities Master Plan will focus on analysis of existing and future facilities needs. It will contain an implementation plan with cost estimates for providing new school facilities and improvements to existing facilities. It is IUSD’s intent to assemble a team that will work collaboratively within IUSD and the community to establish a plan that will cover the period 2010 – 2030.”

-IUSD Request for Proposal, October 2010
B. PROCESS

A Steering Committee was developed to establish a process that optimized the input of a wide range of stakeholders to define the FMP master planning goals and guiding principles. The main task of the initial outreach process was to define the guiding principles that best support the educational vision of the district for the next 10 years. The following is a list of activities that were conducted.

**Principle Surveys:** Distributed surveys and received responses from all Principals. This survey asked questions on site specific conditions, functionality of spaces, health and safety issues and campus priorities.

**Teacher Surveys:** Received over 600 teacher responses to a 70 question survey addressing the following facility related items:
- Overall impressions and quality of school campus
- Classroom space characteristics
- The learning & teaching environment
- Outdoor areas
- Ares to support social interaction, reflection, belonging
- Access to media/technology
- Safety and security
- Professional development

They also inputted on the following two open ended questions:
1. When you hear 21st century learning, what comes to mind?
2. Which support spaces (top three) require greatest improvement in your school?

**Focus Group Meetings** for Elementary School, Middle School, K8 School and High School to discuss broad visioning concepts, development of draft guiding principles and focus on educational specification opportunities related to facilities.

**Facilities Advisory Committee Meetings** to develop broad visioning concepts, and initial guiding principles themes and review and input of the development of the educational specifications.

**Steering Committee Meetings** to coordinate the process, review outcomes and direction of each stakeholder committee meeting, finalize the guiding principles, review and input on the development of the educational specifications.

**Site Surveys** for all school campuses, surplus sites and district support facilities. The survey produced needs assessment narratives, updated floor and site plan drawings with classroom uses identified, and campus-wide photography. This analysis was used for the basis on the master planning implementation plans and project budgets.

**Demographic Meetings** to review current enrollment projection report and define school size goals for the master planning implementation plans.

**Education Services Leadership Meetings** to review the educational specifications in greater detail.

**ORGANIZATIONAL GROUPS**

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**SCHOOL INPUT**
- School Site Committees
- Principal & Teacher Surveys

**Irvine USD Board of Education (BoE)**

**Facilities Advisory Committee (FAC)**

**Steering Committee (SC)**

**ED. SPEC. OVERARCHING TOPICS**
- Elementary Schools
- Middle Schools
- High Schools
- Overarching Topics
- Ed. Services
**B. PROCESS Cont’d**

**Overarching Program Meetings** on the following topics:
- Health Office Program
- Food Service/Central Kitchen
- Special Education
- Technology
- Transportation

**District Support Services Meetings** on the following topics:
- ECLC
- Creekside Learning Center
- District Office
- Maintenance and Operations Center
- Training Center
- Child Care

**School Site Committee Orientation and Master Planning Meetings**
An orientation meeting was held with each School Site Committee to present the Educational Specifications, to review a sample Needs Assessment Survey and receive the proposed Site Master Plan for their respective school. The Groups were broken down in the following meeting groups:
(5) Elementary Groups
(1) K8 School Group
(1) Middle School Group
(4) High School Groups; (1) for each school

**School Tours**
The district toured the following schools to evaluate their educational approach and integration with the facility. There was a special focus on understanding technology infrastructure and use of technology.

Chaparral Elementary, Capistrano USD, Ladera Middle, Capistrano USD
Rocketship Academy, San Jose Charter
Wallenberg Hall, Stanford University
Redwood High, Classroom 2020, Tamalpais UHSD
Drake High, Learning Lab, Tamalpais UHSD
American Canyon High, Napa Valley USD
New Technology High, Napa Valley USD
South Lake Tahoe High, Tahoe USD

**SCHEDULED TASKS**

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Task 1: Date Review & Visioning
Principal Survey
Preliminary Site Walks
Task 3: Facilities Needs Assessment
Online Teacher Survey
Task 4: Educational Specifications
Focus Groups
Task 5: Conceptual Site Master Planning
Task 2: Demographics
Task 5: Implementation
School Site Committees
Task 6-7: Development Databases, Deliverables
C. LEAD PLANNING TEAM

Steering Committee Members
Terry Walker    Superintendent
Cassie Parham Asst. Supt., Education Services
Keith Tuominen Dir., Secondary Education
Lauren Sipelis Dir., Elementary Education
Ken Stone Community Representative
Lisa Howell Asst. Supt., Business Services
Vern Medeiros Interim Asst. Supt., Business Services
Lloyd Linton Dir., Facilities Planning & Construction
Lorrie Ruiz Asst. Dir., of Facilities
Jeff Dixon Facilities Planner
Tony Ferruzzo Facilities Consultant

Planning Team Members
Don Pender Principal-in-Charge
Jim Kisel Director of School Planning
Wendy Rogers Senior Design Principal
Kimberly Coffeen Senior Educational Facility Planner
Jomay Liao Project Manager
Suzanne
Schechtman Educational Facility Planner
Ann Feng-Gagne Dolinka, Financial Planning
Larry Ferchaw Dolinka, Demographics

Please refer to the Appendix for stakeholder group participants.
A. BACKGROUND

In 1994, California Department of Education (CDE) formalized regulations governing standards on the design and construction of new school facilities. Included in those standards are requirements for the submittal of educational specifications – see California Code of Regulations, Title 5, Section 14034. The requirements are delineated in the Education Code Section 39101 (c) and California Code of Regulations, Title 5, Section 14030 (a). Specific School design standards are contained in California Code of Regulations, Title 5, Section 14001, 14010 and 14030.

2009 CDE Changes

As of July 1, 2009, CDE requires a Plan Summary form for those projects applying for new construction funds from the State Allocation Board for a new school or additions to an existing school. Effective July 2010, all Educational Specifications need to be approved by the District’s governing Board and submitted to CDE as part of the application for funding.

There is recognition at the State level that school design, as we know it, requires revisioning. There is also acknowledgement that the Title 5 education code may restrict the new form school designs may take to support 21st century learners. CDE’s adoption of the Plan Summary form opens the dialogue about what is needed to support educational programs for today and tomorrow learners.

Ultimately, the development of a lasting and sustainable vision that supports the goals of the District’s educational program, depends upon well thought out Educational Specifications.

“**A true educational specification is a dynamic, visionary document reflecting activities that engage students. The educational vision must reflect specific needs within the community so the educational program must grow out of dialogue with all user groups. Every educational specification should be unique to its users.”**

- CEFPI, Council for Educational Facilities Planning International
B. PURPOSE OF THIS DOCUMENT

The purpose of educational specifications are to ensure the following:

**A Common Baseline**
To guide a consistent approach in developing each school master plan. This document will be applied to existing and new school site developments.

**Common Goals**
To engage stakeholders in a participatory process in developing their vision.

**Outcome Focused**
To serve to document educator’s intent for program delivery and goals.

**Learner Centered**
To define physical parameters of the environments with students in mind.

**Equitable Quality**
To be used for new construction, assessing existing facilities and budgeting scope for a long term financial plan.

**Coordinated with the IUSD Continuous Improvement Efforts**
The basis of these documents support the District’s Educational Program goals and Continuous Improvement Efforts. It is expected that as the District’s vision changes, this document would be updated to reflect these changes. Refer to Section 2.0 for the Guiding Principles developed through the master planning visioning process.

**Implementation**
Even though this document represents a district-wide guideline, it is important that when these guidelines are implemented, that the administrators, faculty, students and community at each site are allowed to validate their site-specific program needs. If a school design team has suggestions on how to improve or tailor this document for their site-specific needs, they should bring these suggestions to the Facility Planning Department’s attention prior to designing it. It is understood that the degree of consistency between the site-specific solutions and the district-wide educational specifications may vary from site to site.

Adjacencies shown in the bubble diagrams were determined for the ideal program placement but may vary from site to site based on existing conditions or programmatic specific solutions. Once projects are released to proceed into the next phase of design, a school site committee shall be formed to analyze the impact of site specific constraints and program specific needs. This analysis may result in solutions that deviate from the Educational Specification guideline. The design team should inform the IUSD Facilities Department of any significant deviations identified or proposed prior to the presentation of these solutions or options to the school site stakeholders or committee members.

“Educational specifications serve as the written documentation of the educators’ intent for program delivery and define the physical parameters of the learning environment (building and site). They are used not only for new construction, but also for assessing existing facilities, budgeting, and addressing issues of equity.”

- Creating Connections, CEFPI, Myers & Robertson, 2004, Ch 5, p. 2
C. CONTENTS

One of the main purposes of educational specifications is to describe clearly and concisely the various learning activities to be housed in the school, the spatial relationships and special features to support these activities. The following categories are described for each program group:

A. Program Descriptions
   • Provides a description of the instructional or functional goals
   • Describes types of activities and user needs
   • Describes how the program is delivered and its schedule, if applicable

B. Space Considerations
   • Describes specific room characteristics - general shape and feel of the space (formal, informal, bright, etc.)
   • Correlates the qualities of the space with specific program activities

C. Key Plan
   • Shows a graphic representation of the campus-wide key plan
   • Lists the main program groupings

D. Spatial Relationships & Adjacencies
   • Describes key adjacency relationships and why they are important
   • Shows a graphic representation of the spaces and how they are organized as a group
   • Lists any site relationships on campus and/or off-campus service adjacencies

E. Space Program
   • Itemizes each space, allocates square footage and qualities of spaces

F. Finishes
   • Lists preferred floor, wall, ceiling materials

G. Casework
   • Identifies built-in cabinets

H. Furnishings
   • Identifies flexible or movable furniture, fixtures

I. Equipment & Specialties
   • Identifies type or quality of lighting, audio visual components, equipment to support the educational activities, educational technology integration
   • Note: that at the time of writing the Ed. Specs. that the Technology Plan was in development. The Equipment & Technology listed in these Ed. Specs. should be coordinated when the Technology Plan is finalized.

J. Other Design Features
   • Includes quality of windows and doors, acoustic and lighting performance, and other program related design considerations

“We encourage… incorporating project-based learning; creating more social discourse; connecting learning to real world experiences and demonstrating relevancy; fostering the inquisitive nature of the student.”

“The environment in the classroom should foster the joy of learning.”

-Quotes derived from IUSD Continuous Improvement Efforts
VISIONING PROCESS | OUTCOMES

Through a series of visioning sessions with over 100 IUSD stakeholders, seven Guiding Principles were created to direct the Facilities Master Planning strategies and Educational Specifications. There was an intention to align these principles with the District’s Strategic Plan and the Continuous Improvement Efforts that have been developed by the District over the last two years. The visioning process allowed the District to engage in conversation and reflection on what the future of education might look like and how learning spaces might be re-imagined. The result was the identification of fundamental values along side a vision of possibilities for future school designs and improvements. These principles intend to coordinate IUSD’s ideas about its educational vision by permeating policy, practice, and place making.

1. We Will Respond to the Needs of Each Student...

by recognizing the individuality of each student, supporting all learning styles, and fostering the inquisitive nature of students. Because learning happens everywhere, every aspect of the facility will elicit, support, and sustain learning for each student. Flexible facilities will promote the most current and effective approaches to teaching and learning that support the different developmental, social, emotional, and intellectual needs of each child.

‘The development of tomorrow’s facilities should be infrastructure responses to an educational philosophy - one whose goal is not to control students, but to empower them to take charge of their own learning.’
- Prakash Nair

2. We Will Empower Students to Succeed...

by providing relevant and flexible learning spaces that connect students and staff to a rapidly changing world. Through the effective integration and utilization of resources – people, technology, tools, and facilities – we will enrich the learning experience and prepare students for futures that will embrace:

- Creativity & Entrepreneurship
- Critical Thinking & Problem-Solving
- Self-Directed Learning
- Communication, Collaboration, & Interpersonal Skills
- Technological & Information Literacy – and citizenship
- Responsibility, Values, & Integrity
- Environmental Responsibility
We Will Support Professional Development...

through activities that build capacity, cultivate collaboration, and maximize talents of teachers and staff, to best accommodate the needs of every student. Schools and facilities will provide inspiring spaces that support and encourage professional learning communities, teacher training opportunities, and communication and articulation between educators. We will promote a connected community of effective teachers and facilitators.

‘(Schools) should provide an environment that will support and enhance the learning process, encourage innovation, foster positive human relationships - in short, be a tool for learning’

-OECD

We Will Support Professional Development...

through thoughtful and sustainable design, construction, and maintenance of safe and healthy schools and workplaces. Schools and facilities will serve as teaching tools that support our students’ and staff members’ well-being on a social, physical, and emotional level. Facilities will enhance student learning and achievement while attracting, supporting, and retaining extraordinary professionals and educational leaders.

We Will Nurture Healthy People & Healthy, Safe Environments...

through thoughtful and sustainable design, construction, and maintenance of safe and healthy schools and workplaces. Schools and facilities will serve as teaching tools that support our students’ and staff members’ well-being on a social, physical, and emotional level. Facilities will enhance student learning and achievement while attracting, supporting, and retaining extraordinary professionals and educational leaders.
that maximize learning opportunities and foster the joy of learning in clean, attractive, energy-efficient facilities. We will design and build new facilities, and modernize existing facilities, to complement, support, and enhance the highest quality educational experience for each student. Both indoor and outdoor school spaces will facilitate and showcase students’ creative endeavors. New facilities will raise the standard for all of our schools, and guide modernization efforts and the refinement of existing facilities.

'21st century learning spaces will not all look alike. The industrial era’s cookie-cutter approach to school design does not map well to today’s multifaceted educational needs. Instead, places of learning must reflect our understanding of how people learn.’

-Partnership for 21st Century Skills
‘An educational plan, based on a core set of beliefs shared by all stakeholders, creates an environment that supports positive change and growth in the district.

Communication is also enhanced, and the culture of the district becomes conducive to innovation.

A sound educational plan carried forward over the long term sustains a positive direction for the district even when new state educational standards are introduced or when there is change in leadership or a downturn in economy.’

-Creating Connections / CEFPI Guide for Educational Facility Planning

by developing, implementing, and continuously refining a comprehensive Facilities Master Plan that anticipates future needs and values stewardship. By engaging in stakeholder-based dialogues, we will identify and align resources to ensure that facilities accommodate the changing needs of the District, providing the greatest synergy between evolving programs and the built environment. Facilities that are energy-efficient, flexible, and easy to maintain, as well as economical to build and operate, will be essential to accomplishing the goals of the District. This will be particularly important as financial and other resources fluctuate. The Plan will serve as a living document that supports our mission

“to provide the highest quality educational experience we can envision.”
Educational Specifications, developed as a component of the overall Master Plan process, provides guidelines that outline the essential components of school sites. These guidelines shall be applied to new sites and will be a benchmark for evaluating the needs and configuration of existing sites.

The following pages discuss overall site considerations. Topics covered in this section include the following:

A. Entry Points  Pg. 2
B. Drop-Off  Pg. 3
C. Parking Lots  Pg. 4
D. Outdoor Learning Areas and Courtyards  Pg. 5
E. Lunch Areas  Pg. 6
F. Service Areas  Pg. 7
G. Childcare  Pg. 8
H. Playfields, Hardcourts, and Joint-Use  Pg. 9
I. Site Safety and Security  Pg. 10
J. Restrooms & Custodial  Pg. 11
Entry Points

Pedestrian and vehicular points of entry to the campus provide visitors the first look at the campus. These spaces are the face of the campus to the community where the campus resides. These spaces provide the initial opportunity in presenting the overall campus character.

Entry points create a sense of arrival through open views to the campus at key locations. The vehicular arrival should be from a main roadway connecting the campus to the immediate community. The entry shall include clear signage that leads students, staff and visitors to the appropriate parking or drop-off areas.

Pedestrian arrival shall be enhanced at key locations entering the site. These include student drop-off locations, entry to playground areas where students will gather prior to entering their classes, Multi-Purpose facilities, and shared field space. Community use of these facilities after-hours will require specific way-finding signage.

In particular, visitors and new students will require clear way-finding to the Administration building. Signage is a critical component of these spaces.

Consider also using key landscape and/or building features to aide in way-finding and orientation of visitors as well as staff and students.

Building Orientation:
Place buildings to optimize natural daylighting and reduce solar heat gain on the buildings mechanical heating and cooling systems. The design of the buildings should consider the impact of prevailing wind and solar patterns relative to the overall building energy performance.
The site should have on-site drop off, to accommodate parent drop-off with a pass lane, a minimum of 200 feet drop-off length. Lanes and drop-off should be clearly labeled with appropriate pavement markings and/or signage to avoid confusion.

In addition, to alleviate on-site congestion, the site should be ideally surrounded on three sides by public streets in order to provide safe drop-off areas or zones.

The drop-off areas will tend to have high traffic during morning drop-off and afternoon pick-up times and therefore circulation and safety is of utmost importance. Limit pedestrian and vehicular crossing points, utilizing appropriate barriers and make sure pedestrian walk areas are identified with unobstructed visibility.

A separate drop-off with visitor parking for Kindergarten is desired. This dedicated drop-off shall have direct and visible access to the Kindergarten play area which is adjacent to the Kindergarten classrooms.

The configuration should allow parents to either drop-off and watch their child enter the campus or park and walk their child in.

Child care could also utilize the Kindergarten drop-off. Parents will need to park, walk-in and sign in their child.
Parking Lots

Parking lots hold a support function to the campus. Parking lot locations provide staff and visitors a final destination for vehicles, before the users enter the campus on-foot.

Visitor parking lots should be directly connected to buildings or areas that have short-term visitors, such as Administration and Kindergarten or Child Care drop-off areas.

Signage at appropriate locations will be necessary for simple way-finding.

Adequate shade for cooling of autos and pavement can be achieved by providing approximately one tree for every 4-10 stalls.

Limit pedestrian and vehicular crossing points.

Parking lot design should follow local requirements for stall width, drive aisle width and shade. Provide a wheel stop for each parking stall where stalls are head-on to pedestrian areas, fencing, wall, building and planting area or other obstructions. Consider speed bumps in parking areas where driveways exist to protect pedestrians crossing aisles.

A secured bicycle, scooter, and skateboard storage area should be accommodated. This area should be located near highly visible areas, to deter vandalism. Racks should be provided to allow locking of these transportation devices. Provide lockable racks for 10% of the student population.
Outdoor Learning Areas & Courtyards

Outdoor spaces adjacent to classrooms can function for small group sessions. They can be utilized by teachers and students as a break-out space directly related to the indoor classroom activities. It is an area that could be used for ‘hands-on’ Art and Science activities, reading, discussion, and other small group activities.

These areas are typically low-tech spaces with limited seating, enhanced with shade trees, buffered by plantings and green space.

The outdoor teaching areas can be themed to relate to areas of study. For example, a space with sundials and angular, concrete seat walls could be used by a Math geometry lesson; an instructional, student maintained garden could be used for Science; a sculpture garden could be utilized for Art studies, and so forth.

The courtyard space can be directly adjacent to classrooms. Shade for the courtyard space shall be provided by utilizing adjacent buildings, trees, a shade structure, or other design features in order to maximize the use of this space when there is a need to overflow into the court during assemblies.

Classrooms within the vicinity may be affected by noise levels while the courtyard is in use, therefore screen buffer planting may be useful in alleviating noise transfer to other spaces.
Lunch Areas

The lunch area is used for outdoor activities related to the mid-day break. This space is used primarily for eating and socializing. The space may also be used for informal teaching or gathering at other times of the school day.

A sheltered structure is required, for optimum use of this exterior space during inclement weather. It should protect from rain as well as provide shade. The shelter or building component should fit within its Architectural context.

Tables and seating shall be durable and appropriate for large groups and sustained use, vandal–resistant and comply with DSA’s ADA requirements for accessible seating.

Provide an adequate quantity of durable and easily serviceable combination of trash and recycling containers adjacent to heavy-use areas e.g. at exit and entry points, fields and large assembly areas.

Lighting shall be considered as part of the family of site furnishings and relate to the architectural style. Metal poles, if appropriate, or fixtures mounted to canopy structure can be considered. Coordinate with the architectural style and colors.
Service Areas

Service areas hold a support function to the campus. Service areas include:

- Storage spaces
- Parking for District vehicles
- Parking for maintenance equipment
- Food service delivery
- Supply delivery
- Waste and recycling enclosures
- Composting area

Service areas are high-traffic areas for heavy machinery and equipment. These areas include areas for storage and removal of trash and recycling. Service areas may be spread throughout the campus, as they are to be adjacent to the buildings they service. Adequate lighting is required for early morning and evening deliveries.

The design shall anticipate maintenance service points, limiting the spread of access, focusing on providing service locations accessible to staff at the front of the school and centralized to promote student safety and limiting circulation interruptions.

Recycling collection stations should be put in at the ends of Classroom/Building wings to facilitate student recycling efforts and allow for easy pick up by maintenance staff at the end of the day. Bins should be well placed and have covers so that odors will not permeate into other areas.

These areas require covered spaces that can accommodate storage of maintenance equipment. These areas are to be sheltered and screened from the campus core. Often the areas require large vehicle circulation for waste pick-up and delivery of food and supplies.

Waste and recycling enclosures shall be covered and contain a can wash area. This can wash shall be covered and have a curb enclosed drain, complete with a hose bib. Drainage shall be provided for the enclosure. Sturdy vehicular concrete pavement and/or asphaltic concrete pavement shall be included for entire length of access way, to allow for stability.

Wide access ramps shall lead from the parking area to the delivery door of the Food Service building.

If there is available space at the site, provide an area for on-site composting of excess plant material wherever possible and if supported by staff.
Childcare programs are located at 22 existing sites and are operated and leased by multiple non-profit operators (ICCP). The programs are licensed child care facilities governed by Title 22 requirements for school age care children. ICCP currently owns the child care portables and has an agreement with the District to assist in maintenance. In order to meet Title 22 licensing requirements for required restroom fixtures, the facilities will always have to rely on the main campus restrooms. This needs to be considered in terms of facility placement. Access to these restrooms should be adjacent to Child Care and from exterior doors.

Typical facilities required at a K-8 schools over 500 up to 750 students require three (3) Childcare classrooms: this can be a single unit (960 SF) portable plus a double-unit portable (1,920 S.F.). The following infrastructure should be provided:

- Water and waste connection for a small kitchenette and restrooms
- Low voltage for communication, fire alarm, telephone, and data access points
- Adequate electrical panel size to support technology and equipment needs
- Exterior hose bib to access water for instructional garden and water play

Consider the following adjacencies in locating the child care facilities:
- Dedicated drop-off and parking lot, shared with Kindergarten
- Adjacent to playfield and hardcourts, not necessarily to play structures
- Adjacent to covered lunch shelter and or covered shade area
- Adjacent to exterior accessed restrooms that are part of the main campus facilities. The quantity and locations vary at each site based on student population
- Adjacent to an area for parent waiting area, separate from the check-in

Provide the following support amenities:
- Provide space for small storage shed (e.g. ”Tuff Shed”) for play equipment storage
- Designate space for small outdoor garden
Playfields, Hardcourts, Joint-Use

Irvine Unified School District (IUSD) has established a long standing joint-use agreement with the City of Irvine and has successfully planned and built many of their school sites adjacent to city parks. This partnership is to continue into the future to be able to build great spaces for the school and community to utilize.

Playfields shall include space to support the physical education (PE) program. Provide direct access to hardcourts and playfields from the Food Service and Fitness areas. The grass area shall have a multi-purpose and be able to support activities such as softball and soccer. Utilize landscaping to provide areas of shade.

Paved hardcourt areas shall include striping for a variety of games including circles, four-square, basketball, track lanes, handball, hopscotch, tether ball, etc. Exterior drinking fountains shall be located throughout. Exterior access to restroom facilities, located in a visible and easily supervised area, shall be made available.

An age appropriate play structure, adequate in size to accommodate its use shall allow for climbing, sliding, walking, and hanging activities. Safe, recycled rubberized surface shall be underneath this play area. Shade should be provided either by landscaping or shade structure.

A separate Kindergarten play area adjacent to the Kindergarten classrooms shall have an age appropriate play structure (similar to above); paved area with track to ride tricycles; hopscotch, circles, numbers, alphabet; shaded grassy area. In addition, provide a shaded area with benches and tables for lunch.
Site Safety & Security

It is IUSD’s goal to design and build safe school campuses while maintaining an inviting environment. Students and teachers should feel safe anywhere in the school building and on the campus grounds. A secure environment is one that creates opportunities for natural surveillance and provides clearly defined and controlled access. Security technology can be used to enhance passive security strategies. An intrusion alarm system shall be provided.

The organization of a building should always take into consideration supervision and circulation. For example, restrooms accessed from the outside should be easily supervised from the playfields. Evaluate and design areas in which students can line-up and/or congregate before they go into their classrooms; make supervision easy by limiting visual obstacles. Provide easy entry and access to classrooms.

Adequate lighting at parking and exterior circulation areas allow for safe, after hours staff and District maintenance access.

Provide a system of covered walkways between buildings where interior circulation is not provided.
Restrooms & Custodial

Reference the District Maintenance Standards for additional information.

Adequate restrooms for student and staff shall be placed in various locations throughout the campus. Restrooms finishes shall be durable and easily cleanable and maintainable.

Restroom locations and plumbing fixture counts should meet code requirements as well as the following requirements:

Finish:
- Floors/ Walls: Ceramic/ porcelain tile; slope to drain tile floors with trap primers
- Tile walls to top of door height
- Ceiling: Painted gypsum board

Casework:
- No counter tops at student restrooms

Equipment & Accessories:
- Solid phenolic partitions, floor & wall mount
- Single mirrors per each lavatory
- No recessed trash receptacles
- Jumbo roll toilet paper dispensers, except at ADA and staff
- Soap dispensers at each lavatory
- Women’s restrooms to have napkin dispensers and napkin disposal (staff); MS & HS (staff & student)
- Men’s & Women’s staff stalls to have toilet seat cover dispensers
- Electric hand dryers (student)
- Paper towel dispensers (staff)

Electrical:
- Dedicated circuit to GFI receptacles
- Electric hand dryers to be push button only, no IR sensors

Plumbing:
- Recessed hose bib with locking cover
- Clean out above all urinals
- Hot and cold water at all lavatories/ sinks, per code
- All restrooms to have ball valve shutoff (in recessed areas provide access panel)
- Low flow plumbing fixtures
- 1 pint urinals

Custodial closets shall be placed in various locations throughout the campus for convenience of maintenance staff to access equipment and supplies.

Finishes:
- Floors: Sealed concrete
- Walls: FRP panels (minimum height to top of faucet), painted gypsum board
- Ceiling: Painted gypsum board

Equipment & Accessories:
- Shelving with 4 foot depth
- Mop and broom hangers

Electrical:
- Dedicated circuit to GFI receptacle
- All electrical fixtures, sprinklers, etc. protected by metal cage

Plumbing:
- Hot and cold water at sinks
- All electrical fixtures, sprinklers, etc. protected by metal cage
This High School Educational Specification, developed as a component of the overall Master Plan process, provides guidelines that outline the essential components of High School sites. These guidelines shall be applied to new sites and will be a benchmark for evaluating the needs and configuration of existing sites.

The following pages discuss overall site design considerations for a High School. Topics covered in this section include the following:

A. Site Summary Pg. 2
B. Overall Site Organization Pg. 3

Refer to Section 2 – Overall District-wide Design Considerations, for more information.

This Educational Specification is divided into the following eight sections. Refer to the bottom left side of each page for section number.

7.0 Site Configuration
7.1 Administration
7.2 Academic Programs
7.3 Electives
7.4 Performing Arts
7.5 Physical Education
7.6 Campus Center
7.7 Food Service
Site Summary

Space Program Totals:
Administration/Staff & Student Support Services:
  - Public Administration: 2,225 SF
  - Site Administration/Discipline: 1,400 SF
  - Main Copy Room: 800 SF
  - Attendance: 400 SF
  - Faculty Work Lounge: 3,650 SF
  - Health Office: 600 SF
  - Counseling/College & Career Center: 3,250 SF
  - Circulation/Support: 3,081 SF
Sub-Total: 15,406 SF

Academic Programs:
  - Classroom Clusters: 78,880 SF
  - Science: 20,400 SF
  - Special Ed. Support Services: 775 SF
  - Circulation/Support: 33,833 SF
Sub-Total: 136,358 SF

Electives:
  - 2D/3D Studios/Digital Photography: 7,400 SF
  - TV/Production: 7,050 SF
  - Journalism/Yearbook: 1,400 SF
  - PLC-Collaborative Teaming Area: 600 SF
  - Flex Program Labs: 2,800 SF
  - Circulation/Support: 6,352 SF
Sub-Total: 25,602 SF

Performing Arts:
  - Drama Components/Public/Audience Area: 23,250 SF
  - Music Components: 10,013 SF
  - Dance Components/PLC-Collaborative Teaming Area: 5,250 SF
Sub-Total: 38,513 SF

Physical Education:
  - Gymnasium: 19,175 SF
  - Shower/Locker Rooms: 13,700 SF
  - Athletic Teaching Station: 6,600 SF
  - Stadium/Field House: 1,850 SF
  - Aquatic Center: 2,275 SF
  - Circulation/Support: 4,840 SF
Sub-Total: 48,440 SF

Library/ Media Center:
  - Library/Open Computer Commons/Technology Support: 9,150 SF
  - Circulation/Support: 1,016 SF
Sub-Total: 10,166 SF

Student Union/Campus Center:
  - ASB/Student Union/Parent Volunteer Center: 8,660 SF
  - Circulation/Support: 961 SF
Sub-Total: 9,621 SF

Food Service/Custodial Support:
  - Kitchen/Food Prep: 8,245 SF
  - Custodial Support Services: 1,600 SF
  - Circulation/Support: 1,093 SF
Sub-Total: 10,938 SF

TOTAL Sub-Total: 295,044 SF

Additional Information:
1. The square footages above are a guideline to ensure parity for district-wide improvements. It is understood that existing building spaces may restrict in achieving these exact square footages.
2. Any significant deviations from this specification that may impact the budgets, prioritization and design intent should be approved by the District before proceeding into schematic design.
3. Each program sub-total has a circulation factor that is applied to the net square footage. See program section for circulation factor. This factor is used to account for internal circulation pathways, student restrooms, custodial, mechanical and electrical systems, building support rooms and wall framing thickness. The square footages in the Educational Specifications program are net areas.
Reference the California Department of Education and Title 5 standards requirements. Although it is understood that all requirements are to be met, we are highlighting the following specific requirements that were used as a basis for the guidelines indicated in these Educational Specifications.

- **Site Layout:**
  - Parking drop off, bus loading areas, and parking shall be separated to allow students to enter and exit the school grounds safely
  - Parking spaces are sufficient for staff and visitors. Provide a minimum of 6 parking stalls per teaching station as recommended by state standard (85 x 6 = 510 total parking spaces), and accessible spaces per code.

- **Playground and Field Areas:**
  - Adequate outdoor physical education teaching stations shall be available to accommodate course requirements for the planned enrollment, and at a minimum depending upon site acreage available should include a stadium/track & field, (1) varsity baseball, (8) tennis courts, (4) basketball hard courts, (1) multi-use field area with baseball/softball/soccer/football overlays, and an aquatic center with a 50M pool.

- **Supervision of playfields is not obstructed by buildings or objects that impair observation**
- **Joint use for educational purposes with other public agencies should be explored**

- **Delivery and Utility Areas:**
  - Delivery and service areas shall be located to provide vehicular access that does not jeopardize the safety of students and staff
  - Delivery/ utility vehicles have direct access from the street to the delivery area without crossing over hard courts or field areas or drop-off
  - Trash pickup is fenced or otherwise isolated and away from foot traffic areas

- **Placement of Buildings:**
  - Building placement shall consider compatibility of the various functions on campus and provide optimum patterns of pedestrian flow around and within buildings. Site layout shall be adequate to meet the instructional, security and service needs of the educational programs
  - Restrooms are conveniently located, require minimum supervision, and to the extent possible, are easily accessible from hard courts, play fields and classrooms
Program Description

The Student Services Center shall house all the main, shared functions of the campus. These include the main Administration, Site Administration, Attendance, Faculty, Health and Counseling Services.

The main administration should serve as a welcome center and provide a front entry for the public, administrative duties, conference, discipline, counseling, health, support services and enrollment, attendance and records storage. The Administrative facilities, which will be accessed by students, faculty, and the public, shall have clear delineation of ‘public’ (e.g. Lobby and Waiting areas) versus ‘private’ (e.g. Offices) versus ‘semi-private’ (e.g. Conference Room) type spaces.

The entry and lobby area should allow for parents to quickly find what they need, including current events, programs and activities.

The Flex Offices may be used by a number of itinerant staff such as attendance deans, interventions specialist. The flex offices can function as small conference rooms when they are not used as the office function.

The Health office attends to minor injuries, students not feeling well, and students with known medical illnesses (e.g. diabetes, asthma). The Health Clerk will assess the student’s condition and determine whether the student needs to rest, go home, or return to class.

Space Considerations

The main Administration office should define a clear entry for the campus and establish school pride. Design clear wayfinding to and from the main office through signage and building features. The space shall be welcoming and facilitate communication and collaboration between staff, as well as between student-to-staff and parents-to-staff. Provide areas to display student work and create a school identity. Provide display area for current events, programs, activities as well as an educational display for high performance schools (CHPS). The layout should limit access to more ‘private’ office and staff areas.

For multifunctional use, the Staff Lounge and Staff Workroom can be combined for banquet and community events.

Key Plan

The diagram illustrates the layout of the school's facilities, including the Student Access area, Academic Core, Academic Electives, Campus Quad, Lunch Shelter (1/3 and 2/3), Performing Arts, Physical Education, and the Rally Court. The Campus "Front Door" is clearly marked to provide orientation for visitors.
### Public Administration:

- **Public Lobby/Reception/Waiting:** 400 SF
- **Receptionist/Clerical Support:** 150 SF
- **Principal’s Office:** 250 SF
- **Large Conference:** 250 SF
- **Principal’s Secretary Workstation:** 75 SF
- **Flex Office:** 250 SF
- **Admin Work/Staff Mailboxes:** 400 SF
- **Supply Storage:** 200 SF
- **Toilet:** 250 SF

**Sub-Total:** 2,225 SF

### Site Administration/Discipline:

- **Student Reception/Waiting Area:** 300 SF
- **Receptionist/Clerical Support:** 100 SF
- **Assistant Principal’s Office:** 3@150SF=450 SF
- **School Resource Office (SRO):** 125 SF
- **Campus Supervisor Workstation (CCA):** 75 SF
- **Small Conference:** 2@150 SF=300 SF

**Sub-Total:** 1,400 SF

### Attendant:

- **Attendance Office:** 300 SF
- **Current Records Storage:** 100 SF

**Sub-Total:** 400 SF

### Circulation/Site Support:

- **Copy Center:** 600 SF
- **Supply Storage:** 200 SF

**Sub-Total:** 800 SF

### Sub-Total:

**Main Copy Room**

- **Xerox/Copy Center:** 600 SF
- **Supply Storage:** 200 SF

**Sub-Total:** 800 SF

**Attendance:**

- **Attendance Office:** 300 SF
- **Current Records Storage:** 100 SF

**Sub-Total:** 400 SF

**Faculty Work/Lounge (Banquet Facility Layout):**

- **Staff Work Room:** 1,500 SF
- **Staff Lounge/Dining:** 1,500 SF
- **Table/Chair Storage:** 200 SF
- **Staff Toilet:** 225 SF

**Sub-Total:** 3,650 SF

**Circulation/Support @ 20% (x 1.25):** 2,119 SF

**TOTAL:** 10,594 SF
E2 | Space Program

**Health Office:**
- Student Reception/Waiting Area: 75 SF
- Screening/Exam/Isolation Room: 75 SF
- Nurse/Health Aid Workstation: 75 SF
- Cot Area: 300 SF
- Toilet: 75 SF
- **Sub-Total:** 600 SF

**Counseling/College & Career Center:**
- Student Reception/Waiting Area: 300 SF
- Clerical Support/Counseling Intern: 300 SF
- Counselor’s Office: 600 SF
- College/Career Center: 1,000 SF
- Registrar Office: 125 SF
- Flex Office: 125 SF
- Small Conference: 150 SF
- Large Conference/Work Room: 250 SF
- Longterm Records Storage: 200 SF
- Secure Testing Materials Storage: 200 SF
- **Sub-Total:** 3,250 SF

- Circulation/ Support @ 20% (x 1.25): 1,563 SF

**TOTAL:** 4,813 SF
Public Administration/Counseling Support Services:
Lobby/Reception/Student Reception/Waiting:
- Floor: Carpet (Consider polished concrete). Metal grate walk-off mat at main entry exterior
- Wall: Vinyl wall covering over gypsum board, tappable wall surface
- Ceiling: Wood inlays, consider acoustical properties

Reception/Clerical/Clerical Support/Counseling Intern:
- Floor: Carpet
- Wall: Vinyl wall covering, over gypsum board
- Ceiling: Wood or Suspended Acoustical Tile (ACT) and gypsum board soffits

Principal’s Office:
- Floor: Carpet
- Walls: Vinyl wallcovering, tappable surface; consider wood accent
- Ceiling: Suspended Acoustical Tile (ACT)

Offices (Counselor’s/College/Career Center/Registrar/Flex/):
- Floor: Carpet
- Walls: Painted gypsum board, tappable surface
- Ceiling: Suspended ACT

Conference Room (small and large):
- Same as Offices

Principal’s Secretary Workstation:
- Floor: Carpet
- Walls: Painted gypsum board, tappable surface
- Ceiling: Suspended ACT

Admin Work/Staff Mailboxes:
- Floor: Sheet vinyl flooring, welded seam
- Walls: Painted gypsum board, tappable surface, whiteboard wall for collaboration
- Ceiling: Suspended ACT

Supply Storage/Long-term Records Storage/Secure Testing Materials Storage:
- Floor: Linoleum/Composition tile
- Walls: Painted gypsum board
- Ceiling: Suspended ACT/painted gypsum board

Main Copy Room:
Xerox/Copy Center:
- Floor: Sheet vinyl flooring, welded seam

Supply Storage:
- See Public Administration

Site Administration/Discipline:
Student Reception/Waiting Area:
- See Public Administration

Receptionist/Clerical Support:
- See Public Administration

Assistant Principal’s Office:
- See Principal’s Office

School Resource Officer Office (SRO):
- Floor: Carpet
- Walls: Vinyl wallcovering, tappable surface
- Ceiling: Suspended Acoustical Tile (ACT)

Campus Supervisor Workstation (CCA):
- Floor: Carpet
- Walls: Painted gypsum board
- Ceiling: Suspended ACT

Small Conference:
- Floor: Carpet
- Walls: Painted gypsum board, tappable surface
- Ceiling: Suspended ACT

Attendance:
Attendance Office:
- See Public Administration

Current Records Storage:
- See Public Administration

Faculty Work/Lounge:
Staff Workroom:
- Floor: Carpet
- Wall: Vinyl wall covering over gypsum board, tappable surface
- Ceiling: Suspended ACT

Staff Lounge/Dining:
- Floor: Sheet vinyl flooring, welded seam
- Wall: Vinyl wall covering over gypsum board, tappable surface
- Ceiling: Suspended ACT/painted gypsum board

Table/Chair Storage:
- Floor: Sealed concrete
- Walls: Painted gypsum board
- Ceiling: Painted gypsum board
Student Support Services

Finishes

Health Office:
Student Reception/Waiting:
- Floor: Carpet
- Wall: Vinyl wall covering, over gypsum board
- Ceiling: Wood or Suspended Acoustical Tile (ACT) and gypsum board soffits

Screening/Exam/Isolation Room:
- Floor: Sheet vinyl flooring, welded seam
- Walls: Wainscot tile/ FRP and vinyl wall covering over gypsum board
- Ceiling: Suspended ACT

Nurse/Health Aid Workstation:
- Same as Screening/Exam/Isolation Room

Cot Area
- Floor: Sheet vinyl flooring, welded seam
- Walls: Wainscot tile/ FRP and vinyl wall covering over gypsum board
- Ceiling: Suspended ACT

Restrooms:
Typical for all:
- Floors: Ceramic/ porcelain tile
- Walls: Ceramic/ porcelain tile
- Ceiling: Painted gypsum board
Casework

Public Administration/Site Administration/Discipline/Attendance/Counseling Support Services:
Lobby/Waiting/Student Reception:
• Modular furniture systems
• Media cabinet and display wall for digital display
• Standing height counter for parent check in/out stations
Reception/Clerical/Clerical Support/Counseling Intern:
• Modular furniture system
Principal’s Office:
• Counter with storage below
• Tall Storage (option)
Offices (SRO/CCA/Counselor/College/Career Center/Registrar/Flex):
• Modular furniture system
Conference Room (small and large):
• Counter with storage below
Principal’s Secretary/Campus Supervisor Workstation:
• Modular furniture system
Admin Work/Staff Mailboxes:
• Standing height counter with lower and upper cabinets, provide a portion of deep counters for office equipment
• Mailboxes to accommodate staff (verify number at site) with lower cabinets below
Supply Storage/Current Records/Long-term/Secure Testing Storage:
• none
Main Copy Room:
Xerox/Copy Center:
• Standing height counter with lower and upper cabinets, provide a portion of deep counters (or work island) for large office equipment
Supply Storage:
• None
Site Administration/Discipline
Student Reception/Waiting Area:
• Modular furniture systems
• Standing height counter for parent check in/out stations
Assistant Principal’s Office:
• Counter with storage below
• Tall Storage
Attendance:
Attendance Office:
• Modular furniture systems

Faculty / Staff:
Staff Workroom:
• Standing height counter with lower and upper cabinets
Staff Lounge/Dining:
• Standing height counter with lower and upper cabinets
• Double sink with garbage disposal, hot and cold water
Table/Chair Storage:
• See Public Administration
Health Office:
Student Reception/Waiting:
• See Site Administration
Screening/Exam/Isolation Room:
• 9 LF (minimum) standing height counter with lower and upper cabinets (lockable); sink with hot and cold water
Nurse/Health Aid Workstation:
• none
Cot Area
• Standing height counter with lower and upper cabinets
Toilets:
None
Furnishings

Public Administration:
Lobby/ Waiting:
  • Soft seating
Reception/ Clerical:
  • Reception desk task chair
  • Lockable file storage
  • Front desk – modular system (option)
Principal’s Office:
  • Desk and chair
  • Guest seating (2-4)
  • Lockable file storage
  • Soft seating
Offices (typical for all):
  • none
Conference Room (small and large):
  • Conference tables/chairs
Principal’s Secretary Workstation:
  • Modular furniture system
Admin Work/Staff Mailboxes:
  • Work Tables (2-3)
  • Task Chairs
Supply Storage (typical for all):
  • none
Main Copy Room:
Xerox/Copy Center:
  • None
Supply Storage:
  • None
Site Administration/Discipline
Student Reception/Waiting Area:
  • Soft seating
Receptionist/Clerical Support:
  • See Public Administration
Assistant Principal’s Office:
  • Desk and chair
  • Lockable file storage
School Resource Officer Office (SRO):
  • See Public Administration
Campus Supervisor Workstation (CCA):
  • none
Small Conference:
  • See Public Administration

Attendance:
Attendance Office:
  • Modular furniture systems
  • Standing height reception counter
Current Records Storage:
  • See Public Administration
Faculty / Staff:
Staff Workroom:
  • Multiple person (4-6) tables and task chairs

Staff Lounge/Dining:
  • Standing height counter with lower and upper cabinets
  • Double sink with garbage disposal, hot and cold water
Table/Chair Storage:
  • See Public Administration
Health Office:
Student Reception/Waiting:
  • Soft seating for (5-6)
  • Desk, task chair for Health Clerk
Screening/Exam/Isolation Room:
  • 9 LF (minimum) standing height counter with lower and upper cabinets (lockable); sink with hot and cold water
  • (1) Examination Cot/Table
Nurse/Health Aid Workstation:
  • Work table, task chair for nurse
Cot Area
  • (4) Cots
  • Curtains at each cot
Counseling Support Services:
Student Reception/Waiting Area:
  • See Site Administration/Discipline
Clerical Support/Counseling Intern:
  • See Public Administration typical office
Counselor’s Office:
  • See Public Administration
College/Career Center:
  • See Public
Registrar Office:
  • See Public Administration
Flex Office:
  • See Public Administration
Small Conference:
  • See Public Administration
Large Conference/Work Room:
  • See Public Administration Conference Room
Long-term Records Storage:
  • See Public Administration storage
Secure Testing Materials Storage:
  • See Public Administration storage
Toilets:
  • None
**Equipment & Specialties**

**Public Administration:**
- **Lobby/Waiting:**
  - Literature pamphlet rack
  - LCD display panel – for digital display
  - Computer stations (2) for parent check in/out
- **Reception/Clerical:**
  - Computer and printer for reception and each assistant
- **Principal's Office:**
  - Interactive whiteboard
  - Computer and printer
- **Offices (typical for all):**
  - Computer and printer
- **Conference Room (small and large):**
  - Conference tables/chairs
  - Interactive whiteboard at large conference
  - Fixed whiteboard at small conference
- **Principal's Secretary Workstation:**
  - Computer
- **Admin Work/Staff Mailboxes:**
  - Paper shredder
  - Paper cutters
- **Supply Storage (typical for all):**
  - None

**Main Copy Room:**
- **Xerox/Copy Center:**
  - Large copier (2)
  - Paper shredder
  - Paper cutters
  - Printer
- **Supply Storage:**
  - None

**Site Administration/Discipline**
- **Student Reception/Waiting Area:**
  - Literature pamphlet rack
- **Receptionist/Clerical Support:**
  - See Public Administration
- **Assistant Principal's Office:**
  - Computer and printer
- **School Resource Officer Office (SRO):**
  - See Public Administration
- **Campus Supervisor Workstation (CCA):**
  - None
- **Small Conference:**
  - See Public Administration

**Attendance:**
- **Attendance Office:**
  - Computer stations
  - Printers
- **Current Records Storage:**
  - File storage system

**Faculty/Staff:**
- **Staff Workroom:**
  - Paper shredder
  - Paper cutters
- **Staff Lounge/Dining:**
  - (1-2) Refrigerator (full size residential)
  - Vending machine
  - Undercounter dishwasher
  - Microwave
  - Coffee maker
- **Table/Chair Storage:**
  - None

**Health Office:**
- **Student Reception/Waiting:**
  - Literature pamphlet rack
- **Screening/Exam/Isolation Room:**
  - Under counter refrigerator for health supplies
- **Nurse/Health Aid Workstation:**
  - Computer and printer
- **Cot Area:**
  - None

**Counseling Support Services:**
- **Student Reception/Waiting Area:**
  - See Site Administration/Discipline
- **Clerical Support/Counseling Intern:**
  - See Public Administration typical office
- **Counselor's Office:**
  - See Public Administration
- **College/Career Center:**
  - See Public
- **Registrar Office:**
  - See Public Administration
- **Flex Office:**
  - See Public
- **Small Conference:**
  - See Public Administration Conference Room
- **Large Conference/Work Room:**
  - See Public Administration Conference Room
- **Long-term Records Storage:**
  - High density file storage
- **Secure Testing Materials Storage:**
  - File storage system

**Toilets:**
- None
Technology

Public Administration:
Lobby/ Waiting:
• (2) Stations for parent check in/out
Reception/ Clerical:
• Electrical double duplex at each data outlet
• (4) location of Data outlet 1 (2) port with phone to serve each station
Principal’s Office:
• Desk and chair
• (2-4) Guest seating
• Lockable file storage
• Soft seating
Offices (typical for all):
• Electrical double duplex at desk, 1 duplex each on 2 walls
• Data outlet 1 (2) port at desk with phone
• TV connection
• Wall mounted clock
• Floor power/data at conference table (if applicable)
Conference Room (small and large):
• Electrical/data/phone at conference table
• Floor power/data at conference table
Principal’s Secretary Workstation:
• Electrical double duplex at desk
Admin Work/Staff Mailboxes:
• Telephone/ Intercom
• Wall mounted clock
• Electrical duplex outlets at data outlets
• Additional above counter electrical outlets in various locations
Supply Storage (typical for all):
• None

Main Copy Room:
Xerox/Copy Center:
• Telephone/ Intercom
• Wall mounted clock
• Electrical duplex outlets at data outlets
• Data outlets 4 (2) ports – 1 for copier, 1 for printers
• Additional above counter electrical outlets in various locations
Supply Storage:
• None

Site Administration/Discipline/ Counseling Support Services:
Student Reception/Waiting Area:
• None
Receptionist/Clerical Support:
• See Public Administration
Assistant Principal’s Office:
• Desk and chair
• Lockable file storage
School Resource Officer Office (SRO):
• See Public Administration
Campus Supervisor Workstation (CCA):
• none
Small Conference:
• See Public Administration
Offices (typical for all):
• Electrical double duplex at desk, 1 duplex each on 2 walls
• Data outlet 1 (2) port at desk with phone
• Wall mounted clock
• Floor power/data at conference table (if applicable)

Attendance:
Attendance Office:
• Electrical duplex at each data outlet
• Data outlet 1 (2) port with phone at each station, provide 4 locations

Current Records Storage:
• See Public Administration

Faculty / Staff:
Staff Workroom/Lounge:
• Wireless network access
• LCD Projector
• Projection Screen
• Telephone/ Intercom (2)
• Wall mounted clock
• Ceiling mounted speaker
Table/Chair Storage:
• See Public Administration

Health Office:
Student Reception/Waiting:
• Electrical/data/phone
Screening/Exam/Isolation Room:
• 9 LF (minimum) standing height counter with lower and upper cabinets (lockable); sink with hot and cold water
• (1) Examination Cot/Table
Nurse/Health Aid Workstation:
• Electrical/ data at Nurse station
Cot Area
• Electrical duplex at each cot
Other Design Features

Reference District Maintenance Design Standards for additional information

Program Connections:
• Visual connection between reception/ clerical area and Health
• Separate, but visually connected waiting areas for Lobby, Health, and Discipline
• Cot area should be
• Enclosed patio adjacent to Staff Lounge

Acoustics:
• Privacy in all Offices and Conference Rooms with acoustic rated walls

Lighting & Controls:
• Natural daylighting through glazing and skylights with easily adjustable baffles for control in office and conference spaces
• Lighting appropriate for computer and office work
• HVAC, lighting, & daylighting controls (daylights sensors); Digital display thermostats with override capability and temperature adjustment (with preset limits)

Plumbing:
• See Section 3.0 Overall Design Considerations for more information
• Hot and cold water at sinks
• Low flow restroom plumbing fixtures
Program Description

The Core Academic program spaces include typical classrooms that are organized to maximize flexibility and are able to evolve as Academies and school organization changes in the future. The flexible arrangement allows for programs to be organized by grade, by subject, by discipline or multi-discipline, or by academy to fit the school’s program needs.

The typical Classrooms will house Mathematics, English, History, Social Science, and Language Arts.

The classroom environment shall facilitate an interdisciplinary, learner-centered instructional approach with full integration of technology and infrastructure that can adapt to changing instructional needs. The facilities and amenities must be flexible to accommodate a variety of instructional activities, providing active and passive spaces that encourage different types of learning styles; from large lecture to small group to individual work.

The Classrooms will be shared amongst the teachers and no teacher will “own” a specific room. Central to the Classroom clusters there will be a Collaborative Teaming Area for approximately 24 staff workstations. This area will encourage staff collaboration, provide space for work, meetings, conferences, staff development, and storage of teaching materials.

The activities in the Science Classroom, will consist of hands-on lab experiments, small group working sessions and full classroom lectures. Science classroom curriculum will include General Science, Biology, Physics, Environmental Science, and Chemistry.

The Special Education program is designed for students who have qualified for special education services due to significant cognitive disabilities. The curriculum is aligned to the California Alternative Content Standards. A functional curriculum provides age-appropriate activities that support student independence and self-advocacy.

Program activities include the following:
• Individual Educational Program (IEP)
• Student Centered Planning
• Assessment and instruction in the least restrictive environments
• Development of and improvement of communication and language skills
• Assistive technology and communications devices for those in need
• Basic and Vocational skill building
• Instructional program includes transition planning

IUSD’s goal is to integrate special needs students with general education peers, providing assessment and instruction in the least restrictive environments; at the same time, providing dedicated space for students to seek more individualized help. There shall be dedicated Severely Handicapped (SH) Classroom spaces with appropriate amenities. A Student Support Services area in close proximity provides ease of access to Counselors. Entry through a Collaborative Workroom provides a comfortable environment for small group instruction, one-on-one instruction and tutoring.

The Integrated Living Skills (ILS) Lab provides a space for students to learn hands on, every day skills, including cooking, baking, measuring, cleaning, etc.
Space Considerations

Classrooms shall be technology rich to support all student learning-styles, have the ability to support diverse grouping strategies, encourage interdisciplinary teaching with visibility to adjoining classrooms and shared collaboration areas.

To encourage collaboration between students and students to staff, Classrooms are organized in a cluster around a central, Shared Commons. The Shared Commons space is a flexible space with moveable, easily grouped furnishings. A variety of activities including computer instruction, team teaching, breakout classes, small group work, and informal meetings could occur in this space. It can become a specialized space to support the surrounding classrooms (e.g., a Language Lab for Foreign Language classrooms) and also be used as a collaborative teaching and meeting area for staff. Design for floor outlets, wireless technology, and charging stations for mobile devices to maximize flexibility. The Shared Commons shall also have minimal built-in storage cabinets with an area for recycling bins to support student run recycling programs.

In addition, two (2) Classrooms adjacent to the Science core are flexible in nature. The 2 rooms are divided by an operable wall that can be opened up for larger presentations. The intent is to fit these rooms out with the infrastructure to easily convert to a lab or other type of project based learning environment.

The Collaborative Teaming Area shall be flexible in use and configuration, therefore should utilize modular furniture systems. This space can be utilized for more formal teacher meetings, teacher-parent meetings, as well as teacher and student meetings. The space should feel private enough for staff work and confidentiality however allow for an open feeling to encourage students seeking mentorship and guidance.

Consider a more sophisticated color palette with collegiate feel, for finishes and displays to appeal to this student age group. Because students of this age are more autonomous, provide areas of display in which students can feel a sense of ownership and pride. However, also keep in mind flexibility and interchangeability of classroom uses across campus.

Dedicated SH Classrooms shall have direct access to toilets, changing, and shower area. The Integrated Living Skills (ILS) Lab shall include general residential appliances, cookware and supplies, including a cooking stove, oven, microwave, and a washer/ dryer. Provide appropriate exhaust and ventilation.

Entry into the Student Support Services area shall go through a Collaborative Workroom to provide comfortable access for students. Offices provide space for more private counseling sessions, but open into the Collaborative Workroom.

High-performance learning environment elements such as good indoor air quality, diffused natural daylight, ability to vary light levels, access to break-out learning spaces and views to the exterior, superior acoustical performance, comfortable thermal setting and controllability, and spaces that minimizes energy consumption and waste, shall be included in the designs.

Key Plan
Spatial Relationships & Adjacencies (Organization)

By Discipline

2nd FLOOR
- 6 Science Labs
- 7 CR

1st FLOOR
- 6 Science Labs
- 7 CR

By Small Learning Communities

2nd FLOOR
- 6 Science Labs
- 7 CR

1st FLOOR
- 6 Science Labs
- 7 CR

Classrooms / Science Labs

D1

IRVINE UNIFIED SCHOOL DISTRICT
Comprehensive Facilities Master Plan

7.2.07.12

LPA
Spatial Relationships & Adjacencies

Classroom Clusters/ Shared Commons

D2

To: Science

Note: The above diagram and narratives are identical for the other 4 Classroom Clusters. See D2 for example overall organization.

Classroom Clusters:
- Classrooms: (5 x 960 SF) x 2 9,600 SF
- Classrooms (Flex): (2 x 960 SF) x 2 3,840 SF
- Shared Commons (1,960 SF) x 2 3,920 SF
- Collaborative Teaming Area 1,800 SF
- Staff Copy/ Workroom 300 SF
- Storage 100 SF
- Conference Room 160 SF

**Sub-Total:** 19,720 SF

Circulation/ Support @ 25% (x1.33): 26,228 SF

**TOTAL (x4 Clusters):** 104,910 SF

(Note: 14 Standard Teaching Stations/ Cluster = 56 Standard Teaching Stations)

To: Adjacent Classroom Cluster
(7 Classrooms and 1 Shared Commons)

Note: Diagram is showing only half of a Classroom Cluster. The other half contains 5 Classrooms, 2 Flex Classrooms around a Shared Commons.
### Spatial Relationships & Adjacencies

#### D2

**Science Labs**

- **SCIENCE LAB**: 1,600 SF

**Prep RM**: 600 SF

**To: Classroom Cluster**

**12 Labs TOTAL**

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**Note:** Diagram is showing only 1 of 2 Science Lab Clusters.

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**E**

**Space Program**

- **Science:**
  - Science Lab: (6 x 1,600SF)  9,600 SF
  - Prep/ Storage Room  600 SF
  
  **Sub-Total**:  10,200 SF

  Circulation/ Support @ 25% (x 1.33)  13,566 SF

**TOTAL (x2 Clusters)**  27,132 SF

---

**3 – Biology**

**1 – Environmental Sci.**

**4 – Physics**

**4 – Chemistry**
Spatial Relationships & Adjacencies

**E Space Program**

**Special Education:**
SDC/ SH Classroom (2 x 960SF) 1,920 SF  
ILS Area 350 SF  
Toilet/ Shower/ Changing 100 SF  
Laundry/ Storage 100 SF  
Sub-Total: 2,470 SF

**Special Ed Support Svcs.:**
Psychologist Office 125  
Speech Office 200  
Collaboration/ Workroom 200  
IEP Conference Room 150  
Records Storage 100  
Sub-Total: 775 SF

Circulation/ Support @ 25% (x 1.33) x1.33  

**TOTAL** 3,245 SF
Finishes

General:
- All sheet vinyl flooring to have welded seams
- All gypsum board walls to have vinyl wallcovering
- Provide walk off mats at main entries, integrated with floor finish

Standard Classrooms:
Typical for all:
- Floor: Carpet
- Walls: Vinyl wallcovering over gypsum board
- Ceiling: Suspended acoustical ceiling tile (ACT)

Shared Commons:
Commons:
- Floor: Carpet
- Walls: Painted gypsum board, vinyl wallcovering over gypsum board
- Ceiling: Suspended ACT and painted gypsum board

PLC – Collaborative Teaming Area
Collaborative Teaming Area:
- Floor: Carpet
- Walls: Painted gypsum board, whiteboard wall for collaboration, tackable surface
- Ceiling: Suspended ACT

Staff Conference Room:
- Floor: Carpet
- Walls: Painted gypsum board, whiteboard wall for collaboration, acoustical treatment for privacy
- Ceiling: Suspended ACT

Staff Copy/ Workroom:
- Floor: Sheet vinyl flooring
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT

Storage Room:
- Floor: Sealed concrete
- Walls: Painted gypsum board
- Ceiling: Painted gypsum board

Science:
Science Lab:
- Floor: Resilient flooring or epoxy coated concrete
- Walls: Vinyl wallcovering over gypsum board or tackable surface
- Ceiling: Suspended ACT

Prep/ Storage Room:
- Floor: Resilient flooring or epoxy coated concrete
- Walls: Painted gypsum board
- Ceiling: Suspended ACT

Special Education:
Special Day Class (SDC)/ Severely Handicapped (SH) Classroom:
- Floor: Carpet
- Walls: Vinyl wallcovering over gypsum board
- Ceiling: Suspended ACT

Integrated Living Skills (ILS) Area:
- Floor: Sheet vinyl or other resilient flooring
- Walls: Painted gypsum board
- Ceiling: Washable acoustical lay-in tiles or painted gypsum board

Toilet/ Shower/ Changing:
- Floors: Ceramic/ porcelain tile
- Walls: Ceramic/ porcelain tile
- Ceiling: Painted gypsum board

Laundry/ Storage:
- Floor: Sheet vinyl or other resilient flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT or painted gypsum board

Special Education Support Services:
Offices (Typical for All):
- Floor: Carpet
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT

Conference Room:
- Same as Offices

Collaboration/ Workroom:
- Floor: Carpet
- Walls: Tackable wall surfaces, markerboard wall covering
- Ceiling: Suspended ACT

Records Storage:
- Floor: Sheet vinyl or other resilient flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT

Restrooms:
Typical for all:
- Floors: Ceramic/ porcelain tile
- Walls: Ceramic/ porcelain tile
- Ceiling: Painted gypsum board
Casework

Classroom Clusters:
Standard Classrooms:
- 3 LF Tall storage cabinet with media
- 8 LF Upper storage cabinets
- 8 LF Plastic laminate countertop

Shared Commons:
- None

PLC – Collaborative Teaming Area

Collaborative Teaming Area:
- none

Staff Conference Room:
- Countertops with lower storage cabinets

Staff Copy/ Workroom:
- Standing height counter with lower and upper cabinets, provide a portion of deep counters for office equipment
- Double sink with hot and cold water, garbage disposer
- Dishwasher

Storage Room:
- None

Science:
All casework/ countertops to be chemical resistant and science grade. Cabinets to be lockable. Hot and cold water at lab sinks

Science Lab (Earth Science & Physics):
- Tall storage cabinets; 1 with media and mobile device charging
- Peninsula style workstations. Working countertops with lower and upper cabinets; upper cabinets are a combination of cabinets and open shelving; science lab sinks, electrical, and gas. Fixed casework at perimeter
- ADA height workstation per code requirements
- Goggle storage and apron storage
- 4 person student lab workstations (moveable)
- Teacher’s demonstration station; fixed portion with lab sink, gas, and electrical, emergency gas shut off, scale locks. Maximize storage below. Moveable demonstration table

Prep/ Storage Room:
- Counter with lower and upper cabinets; upper cabinets are a combination of cabinets and open shelving
- Chemical Storage cabinets; flammable, corrosive, acid and nitric acid (for Chemistry)
- (3-4) lab sinks with hot and cold water

Special Education:
SDC/ SH Classroom:
- 15 LF tall storage cabinets, one with media and mobile device/ equipment charging. A portion to accommodate roll-in tube feeding equipment, as required (verify with Site)
- 8 LF base and upper storage cabinets
- 8 LF countertop, plastic laminate

ILS Area:
- 10’–20’ L x 24” D base cabinets, 15” D upper cabinets. Counter with double sink (hot and cold water) at Kitchen

Toilet/ Shower/ Changing:
- Work counter with sinks; a portion to have lockable base cabinets, a portion to have cubbies to store extra clothes

Laundry/ Storage:
- Counter with sink to provide a working area
- Upper storage cabinets

Special Education Support Services:

Offices (Typical for All):
- none

Conference Room:
- none

Collaboration/ Workroom:
- Counter with storage cabinets below

Records Storage:
- None

Restrooms (Typical):
- none
Furnishings

Classroom Clusters:
Standard Classrooms (typical for all):
• Mobile student desks and chairs
• Teacher desk and chair
• Mobile lecturn
• Mobile storage, file cabinets
Shared Commons:
• Moveable, group-able, technology enabled tables and chairs
• Soft furnishings

PLC – Collaborative Teaming Area
Collaborative Teaming Area:
• Modular furniture systems (24 Stations); shelving, lockable file cabinets
Staff Conference Room:
• Conference table and chairs
Staff Copy/ Workroom:
• None
Storage Room:
• None

Science:
Typical for All:
• All work surfaces to be chemical resistant and science grade
• Laptop charging cart
• Mobile teacher demonstration table
• Moveable, group-able, adjustable furniture
Science Lab (Earth Science & Physics):
• Moveable (2 person) student tables with adjustable height epoxy tops, and chairs (36 – 38 stations)
Science Lab (Biology & Chemistry):
• Adjustable height stools at lab stations
• Student desk and chairs at lecture (32 – 36 students)

Prep/ Storage Room:
• Adjustable height stools/ task chairs (approximately 6)

Special Education:
SDC/ SH Classroom:
• Same as Standard Classroom
• Hanging furniture and sensory equipment based on student population, coordinate structural points
ILS Area:
• None
Toilet/ Shower/ Changing:
• Changing table
Laundry/ Storage:
• None

Special Education Support Services:
Offices (Typical for All):
• Desk and chair
• Guest chairs (2)
• Lockable file storage
Conference Room:
• Conference Table and Chairs
Collaboration/ Workroom:
• Moveable, group-able work tables and chairs
Records Storage:
• Lockable file storage cabinets

Restrooms (Typical):
• None
Classroom Clusters:
Standard Classrooms (typical for all):
- Sliding markerboard and fixed markerboard on adjacent walls
- Interactive whiteboard (site provided)
- LCD projector
- Ceiling mounted projection screen, offset from main markerboard teaching wall, Size of Viewing Surface: 16:9 aspect ratio, Height 60”, Width 106.8”, mounted 48” off the floor
- DVD and CD player
- Document reader
- Audio Video Input Panel for MP3 Player Device/ Camera
- Computer Interface
- Video Switcher
- Ceiling Speakers
- Wall Mounted Control Interface
- Handheld IR Remote Control
- Web-Based remote monitoring, scheduling and control
- Printer
- Huddleboard track (option)

Shared Commons:
- Interactive whiteboard
- (2) Fixed markerboards or markerboard wall surface
- LCD projector
- Retractable, motor operable partition (option)
- Huddleboard track (option)
- Large Copier
- Printers (2)

PLC – Collaborative Teaming Area

Collaborative Teaming Area:
- Fixed whiteboard
- LCD projector
- Projection screen
- Ceiling Speakers
- Computer Interface
- Video Switcher
- Video Conferencing capabilities

Staff Conference Room:
- Fixed whiteboard
- LCD projector
- Projection screen
- Ceiling Speakers
- Computer Interface
- Video Switcher
- Video Conferencing capabilities

Staff Copy/ Workroom:
- Large copier
- Paper shredder
- Printer

Science:
- Same as Standard Classroom
- Power/ data/ gas, as required. Consider ceiling retractable to maximize flexibility
- LCD projector with ability to rotate and project on 2 different sides of classroom
- Recessed emergency eyewash and shower
- Computer workstation and printer at teacher demonstration table

Prep/ Storage Room:
- Power/ data/ gas, as required
- Fume hood (for Chemistry or as required)
- Refrigerator, full size

Special Education:
SDC/ SH Classroom:
- Specialty equipment as required

ILS Area:
- Residential appliances including full-size refrigerator, stove and oven with exhaust, and microwave

Toilet/ Shower/ Changing:
- Support station

Laundry/ Storage:
- Full size washer and dryer

Special Education Support Services:

Offices (Typical for All):
- Computer and Printer

Conference Room:
- Same as Staff Conference Room

Collaboration/ Workroom:
- Interactive whiteboard
- Fixed markerboard
- LCD projector
- Ceiling speakers
- Voice amplification system

Records Storage:
- None

Restrooms (Typical):
- Hand dryers
- Restroom accessories
- See Section 7.0 – Site Considerations for more info.
**General Note:**
Typical for all:
- Provide electrical/data at appropriate locations to support equipment

**Classroom Clusters:**
Standard Classrooms (typical for all):
- Wireless infrastructure, 2 (1) port
- 1 (2) port and quad with communication, 2 locations for teacher desk location/ mobile lecturn plug-in
- Wall mounted clock system
- Audio Visual (AV) - MP3 Docking station, DVD & CD players
- Telephone/ Intercom
- Electrical duplex outlets at each data port
- Ceiling mounted speaker
- 1 (1) port for ceiling mounted projector
- Wall mounted outlet for intrusion detection motion sensor
- Flush floor mounted data/electrical outlets in lieu of wall outlets (option)
- 1 (2) port data outlet, 2 on each wall, 1 at teacher desk walls: 10 total data access points
- 1 Flush floor mounted data outlet, (1) port with AV at secondary teacher location

Shared Commons:
- Floor power/data outlets to accommodate flexible arrangements
- Wireless access throughout
- Data outlets 3 (2) ports – 1 for copier, 2 for printers

**PLC – Collaborative Teaming Area**
Collaborative Teaming Area:
- Electrical quad, data outlet 1 (2) port with phone at each workstation. Flush floor power/data outlets to allow for flexible arrangements
- TV connection
- Wall mounted clock
- Wireless access, 2 (1) port

Staff Conference Room:
- Electrical/data/phone at conference table
- Floor power/data at conference table

Staff Copy/ Workroom:
- Telephone/ Intercom
- Wall mounted clock
- Electrical duplex outlets at data outlets
- Data outlets 4 (2) ports – 1 for copier, 1 for printers
- Additional above counter electrical outlets

**Science:**
- Same as Standard Classroom
- Data outlet 2 (2) ports at each lab station. Ceiling retractable power/data
- Additional (1) port for additional ceiling mounted projector (option)

Prep/ Storage Room:
- Power/data/gas, as required

**Special Education:**
SDC/ SH Classroom:
- Same as Standard Classroom

ILS Area:
- Power for appliances
- Above counter GFCI electrical outlets

Toilet/ Shower/ Changing:
- 1 GFCI duplex outlet for cleaning equipment
- Convenience electrical outlets
- Power for hand dryers

**Special Education Support Services:**
Laundry/ Storage:
- Electrical to power appliances
- 1 GFCI duplex outlet

**Restrooms (Typical):**
- 1 GFCI duplex outlet for cleaning equipment
- Power for hand dryers
Typical For All:
Reference District Maintenance Standards for additional information

Doors & Windows:
- Windows: Hollow Metal (HM) or aluminum frame/ storefront, with insulating clear glazing. Low-E glazing where applicable. Roller window shades. Provide operable glazing between Workroom and Library for supervision
- Doors (Exterior): Metal Poly Core with vision-lite and HM or aluminum frame
- Doors (Interior): Solid Wood Core with vision-lite and HM or aluminum frame

Program Connections:
- Layout rooms to provide optimum transparency between grouped program focus and views to the exterior and outdoor classroom courts. The design intent is to have the built environment encourage collaborative learning experiences and for learning to happen everywhere.

Acoustics:
- Provide quality acoustic properties conducive for instructional purposes in all spaces and adjoining walls. Meet CHPS performance criteria
- Privacy in all Staff Offices, Workrooms, and Conference Rooms
- Appropriate acoustical treatment in large, multi-use spaces
- Quiet HVAC systems

Ventilation:
- Balance of air conditioning and natural ventilation

Lighting & Controls:
- Easily controllable natural daylighting through glazing and skylights; daylight sensors and dimmable ballasts
- Lighting appropriate for tasks specified
- HVAC, lighting, and daylighting controls; Digital display thermostats with override capability and temperature adjustment (with preset limits)

Plumbing:
- Hot and cold water at all sinks, including lab sinks
- Low flow restroom plumbing fixtures
Multi-Media Arts (Visual & Technical)/ Design & Engineering

Program Description

The Multi-Media Arts program, which includes both Visual and Technical Arts, teaches the principles of composition, elements of design and design techniques, through drawing, painting, printmaking, digital photography and photo manipulation with use of the computer, and creating assignments in clay.

Visual Arts (2D Art/ 3D Art/ Multi-Media): Students will acquire a variety of skills/techniques and knowledge in a variety of media and disciplines, including: painting, watercolor, tempera, drawing, charcoal, pencils, pen/ink, printmaking, digital photography and editing, computer illustration, clay and ceramics, glazing and firing.

Activities include, but are not limited to the following:

• Instructional activities
• Group and individual project based learning
• Discussion of design theory and principles of design
• Sketching of designs
• Presentation of artwork/ Curate an art exhibit
• Build a portfolio
• Presentation of artwork
• 2D drawing/ sketching/ painting /multi-media
• Digital illustration, photo manipulation
• Digital painting
• Logo/ Cover design
• Collages
• Photo Composition
• Editing
• Basis of Lighting
• Video Composition
• Journalism/ Yearbook
• Research Artists
• Web Design
• Wheel throwing, slab construction
• Color theory, application, and firing process of glazes

Technical Arts (Digital Photography, TV Broadcast Studio, Video Production/ Editing, Yearbook/ Journalism):

For Digital Photography, students will be introduced to digital and traditional photo history, composition, editing and technical processes, as well as the basis of lighting, video composition, and visual storytelling. Students learn how to use and operate a professional video camera, as well as learn to plan, shoot and edit. Program activities include the following:

• Photo Composition
• Editing
• Video Camera Handling
• Video Editing
• Basis of Lighting
• Video Composition
• Yearbook

The TV Broadcasting and Video Production/ Editing courses provide training in the film and television industry. Instruction covers storyboarding, video script writing, production lighting, field and studio videography, linear and non-linear editing, video switching, sound mixing of live television broadcast, and professional production terms. By producing short newscasts and short film projects, students will learn to use modern video production equipment to creatively communicate to an audience. Students will also explore the history of film and television, and analyze various media sources for creativity and content, and will become aware of many job opportunities in the field of electronic media production. Program activities include the following:

• Video Production
• Studio Production and Control Room
• Film Lab/Editing Bay

Design/ Engineering

Design Labs are flexible classroom spaces that can be used for a variety of programs including Fashion Design, Sustainable Design, Architectural Design and Robotics. The space should accommodate large and small group small instruction and flexible enough to adapt to multiple program needs.
**Space Considerations**

The goal is to provide state-of-the-art spaces that are designed to meet industry standards both in the way that the space performs functionally as well as having access to full integration of technology to enhance student opportunities. Art Labs shall be designed with good, diffuse, natural daylighting and have the ability open up to into a courtyard that can be used for art work display, such as a sculpture garden.

**Visual Arts (2D Art/ 3D Art/ Multi-Media):**
Provide spaces that support the following curriculum goals:
- **Analyze and discuss/ plan and create complex ideas,** such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- **Analyze works of art to describe personal direction and style.**
- **Create and demonstrate in their own original works of art an increasing complexity and skill in a variety of media that reflect the student’s own personal style that communicates an idea, theme, emotion, mood or feelings and points of view.**
- **Select works of art from their art portfolio and discuss the intent of the work and the use of the media.**
- **Analyze the works of a well-known artist as to the art media selected and the effect of that selection of the artist’s own style.**
- **Solve a visual/ media arts problem that involves the effective use of the elements of art and the principles of design.**
- **Prepare a portfolio of original 2D and/or 3D works of art that reflects refined craftsmanship and technical skills.**
- **Develop and refine skills in the manipulation of digital imagery.**

Art Labs shall have adequate storage for teaching materials and student projects. Provide gallery space including a digital display wall for display of student work.

**Technical Arts (Digital Photography, TV Broadcast Studio, Video Production/ Editing, Yearbook/ Journalism):**
Provide Digital Photography and Yearbook/ Journalism classroom spaces that support the following curriculum goals:
- **Develop skills in photo development and composition in conjunction with producing their own portfolio.**
- **Understand current photographic technologies, process, and materials used in the graphic arts.**
- **Students learn the fundamentals of the art and technique of black and white photography.**
- **Produce black and white and color images under natural and studio lighting conditions.**

Provide Video Production and TV Broadcasting classroom spaces that support the following curriculum goals:
- **Create a challenging work environment that replicates real time technologies.**
- **Provide skill sets for the entertainment industry.**
- **Compare and contrast similar styles of work of art done in electronic media with those done with materials traditionally used in visual arts.**
- **Know the component steps and skills requires to design, edit, and produce a production for audio, video, electronic, or printed presentation.**

**Design/ Engineering**
Design Labs shall be flexible in size and can be configured into (1) large classroom or (2) smaller sized classrooms divided by an operable wall. Specific programs can be defined depending on the interest of the site. A portion of the space shall be equipped with student computer stations for digital generated projects and another portion of the space could be used for layout, prototyping, model making, presentation, and pin-up of student work. Furniture shall be flexible and easily grouped.

**Key Plan**

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**Multi-Media Arts (Visual & Technical)/ Design & Engineering**
Visual Arts

D2 Spatial Relationships & Adjacencies

**E Space Program**

#### 2D Studios
- Art 2D Drawing/ Paint/ Multi-Media Lab (2 x 1,600 SF) 3,200 SF
- Storage/ Workroom (2 x 200SF) 1,200 SF

#### 3D Studios
- Art 3D Sculpture/ Ceramics Lab 1,800 SF
- Kiln 100 SF
- Clay/ Project Storage Room 300 SF
- Storage/ Workroom 200 SF

#### Digital Photography
- Design/ Photography Lab 1,200 SF
- Storage/ Workroom 200 SF

**Sub-Total**: 7,400 SF

Circulation/ Support @ 25% (x 1.33) X1.33

**TOTAL**: 9,842 SF
**E | Space Program**

**TV/ Video Production:**
- TV/ Broadcast Studio: 1,600 SF
- TV Switcher/ Control Room: 150 SF
- Video Production Lab: 1,200 SF
- Multimedia/ Editing Room (4x200SF): 800 SF
- Foley Sound Stage/ Audio Studio: 600 SF
- Control Room: 150 SF
- Screening Room: 1,800 SF
- Control Room: 150 SF
- Prop & Equipment Storage: 400 SF
- Storage/ Work Room: 200 SF

**Sub-Total:** 7,050 SF

**Journalism/ Yearbook**
- Classroom/ Lab: 1,200 SF
- Storage/ Workroom: 200 SF

**Sub-Total:** 1,400 SF

**PLC – Collaborative Teaming Area**
- Conference Room: 200 SF
- Staff Workroom: 300 SF
- Storage: 100 SF

**Sub-Total:** 600 SF

**Sub-Total Technical Arts:** 9,400 SF
- Circulation/ Support @ 25% (x 1.33) X1.33

**TOTAL:** 12,502 SF
**Electives**

**Spatial Relationships & Adjacencies**

**D2**

- **To:** Multi-Media Arts
- **To:** Performing Arts

- **Design Lab (2 x 1,200SF)**
- **Storage/Workroom** (200 SF)

**Flexible Lab Programs TBD (Potential Culinary Arts Program)**

- **Sub-Total:** 2,800 SF

**Flex Program Labs**
- **Design Lab (2 x 1,200SF)**: 2,400 SF
- **Storage/ Workroom**: 400 SF

**Circulation/ Support @ 25%**
- (x 1.33): X1.33

**TOTAL:** 3,724 SF
Multi-Media Arts (Visual & Technical)/ Design & Engineering

Finishes

General:
- All sheet vinyl flooring to have welded seams
- All gypsum board walls to have vinyl wallcovering

Multi-Media Arts

Visual Arts (2D Studios)

2D Art Lab:
- Floor: Epoxy coated concrete with slip and stain resistance
- Walls: Tackable surface on all walls to allow for “gallery” display of student work
- Ceiling: Exposed high ceiling, acoustical metal deck

Storage/Work Room:
- Floor: Epoxy coated concrete with slip and stain resistance
- Walls: Painted gypsum board
- Ceiling: Suspended Acoustical ceiling tile (ACT)

Visual Arts (3D Studios)

3D Art Lab:
- Floor: Epoxy coated concrete with slip and stain resistance; with floor drains
- Walls: Vinyl wallcovering over gypsum board, tackable surface, large format porcelain tile at ‘wet’ areas
- Ceiling: Exposed high ceiling, acoustical metal deck

Kiln:
- Floor: Epoxy coated concrete with slip and stain resistance
- Walls: Painted gypsum board
- Ceiling: Painted gypsum board

Clay/ Project Storage Room
- Floor: Epoxy finished concrete with slip and stain resistance
- Walls: Painted gypsum board, porcelain tile
- Ceiling: Suspended ACT

Storage/Work Room:
- Same as Clay/ Project Storage Room

Visual Arts (Digital Photography)

Design/ Photography Lab
- Floor: Epoxy coated concrete. Consider anti-static properties
- Walls: Tackable surface on all walls to allow for “gallery” display of student work
- Ceiling: Exposed high ceiling,

Technical Arts (TV/ Video Production)

General Note:
- Final finishes and acoustic treatment to be reviewed and approved by acoustical consultant

TV/ Broadcast Studio:
- Floor: Resilient flooring. Consider polished concrete
- Walls: Vinyl wallcovering over gypsum board, tackable surface for pinup, acoustic treatment
- Ceiling: Exposed high ceiling, acoustical metal deck

TV Switcher/ Control Room:
- Floor: Carpet
- Walls: Painted gypsum board, acoustic treatment
- Ceiling: Suspended ACT

Video Production Lab:
- Same as TV/ Broadcast Studio

Multimedia/ Editing Room
- Floor: Carpet
- Walls: Painted gypsum board
- Ceiling: Exposed high ceiling, acoustical metal deck

Foley Sound Stage/ Audio Studio:
- Floor: Carpet
- Walls: Painted gypsum board, acoustic treatment
- Ceiling: Exposed high ceiling, acoustical metal deck

Control Room (Typical for All):
- Floor: Carpet
- Walls: Painted gypsum board, acoustic treatment
- Ceiling: Suspended ACT
Multi-Media Arts (Visual & Technical)/ Design & Engineering

General:
- All sheet vinyl flooring to have welded seams
- All gypsum board walls to have vinyl wallcovering

Multi-Media Arts

Technical Arts (TV/ Video Production), Continued:
General:
- Final finishes and acoustic treatment to be reviewed and approved by acoustical consultant
Screening Room:
- Floor: Carpet
- Walls: Painted gypsum board, acoustic treatment and paneling. Design appropriate wall angles for best acoustic and sound properties
- Ceiling: Exposed high ceiling with acoustic “clouds” or suspended acoustic ceiling panels
Prop/ Equipment Storage:
- Floor: Sealed concrete
- Walls: Painted gypsum board
- Ceiling: Suspended Acoustical Ceiling Tile (ACT)
Storage/ Workroom:
- Floor: Resilient flooring or sealed concrete
- Walls: Painted gypsum board
- Ceiling: Suspended ACT

Journalism/ Yearbook
Classroom/Lab:
- Floor: Resilient flooring. Consider anti-static properties
- Walls: Painted gypsum board, tackable surface
- Ceiling: Exposed high ceiling, acoustical metal deck
Storage/ Workroom:
- Floor: Resilient flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT

PLC – Collaborative Teaming Area
Conference Room:
- Floor: Carpet
- Walls: Painted gypsum board, whiteboard wall for collaboration, acoustical treatment for privacy
- Ceiling: Suspended ACT
Staff Workroom:
- Floor: Sheet vinyl flooring
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT
Storage Room:
- Floor: Sealed concrete
- Walls: Painted gypsum board
- Ceiling: Painted gypsum board

Business/ Design/ Engineering

Flex Program Labs
Design Labs:
- Floor: Resilient flooring. Consider anti-static properties
- Walls: Painted gypsum board, tackable surface
- Ceiling: Exposed high ceiling, acoustical metal deck
Storage/ Workroom:
- Floor: Resilient flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT

Restrooms:
Typical for all:
- Floors: Ceramic/ porcelain tile
- Walls: Ceramic/ porcelain tile
- Ceiling: Painted gypsum board
Multi-Media Arts (Visual & Technical)/ Design & Engineering

**Casework**

### Multi-Media Arts

#### Visual Arts (2D Studios)

**2D Art Lab:**
- 3 LF tall storage cabinet with media
- 20 LF Flat file storage and open upper shelving
- Vertical mat board storage
- 30 LF countertop with open workstation for student reference stations
- 60 LF countertop with lower storage cabinets; 7 deep hand sinks or trough sink (divided into 2 stations) + 1 ADA compliant 2-compartment sink
- Shelving and drying rack above sink
- Teacher demonstration station; sink
- Display case, lockable and accessible from inside classroom, visible from exterior
- Countertops to be solid surface

**Storage/Work Room:**
- 9 LF Tall storage
- 15 LF countertop with lower and upper storage cabinets; sink
- Countertops to be solid surface

### Visual Arts (3D Studios)

**3D Art Lab:**
- 3 LF tall storage cabinet with media
- Small drawers for small projects
- 7 deep hand sinks or trough sink (divided into 2 stations) + 1 ADA compliant sink; clay traps
- Shelving and drying rack above/near sink
- Teacher demonstration station; sink
- Display case, lockable and accessible from inside classroom, visible from exterior
- Clay/Project Storage Room
- None

**Kiln:**
- None

### Technical Arts (TV/Video Production)

**TV/ Broadcast Studio:**
- None

**TV Switcher/Control Room:**
- Open countertop for equipment
- Lockable tall storage cabinets

**Video Production Lab:**
- Same as TV/ Broadcast Studio

**Multimedia/Editing Room:**
- None

**Foley Sound Stage/Audio Studio:**
- None

**Control Room (Typical for All):**
- None

**Screening Room:**
- None

**Prop/Equipment Storage:**
- 40 LF Tall storage cabinets

**Storage/Workroom:**
- Tall storage cabinets
- Countertop with lower storage cabinets; sink

---

*IRVINE UNIFIED SCHOOL DISTRICT Comprehensive Facilities Master Plan*
**Casework**

**Multi-Media Arts**

**Journalism/Yearbook**

Classroom/Lab:
- 6 LF tall storage cabinet, 1 with media
- 15 LF counter with lower and upper cabinets and open shelving; sink

Storage/Workroom:
- Standing height counter with lower and upper cabinets, sink
- Open shelving

**PLC – Collaborative Teaming Area**

Conference Room:
- Countertop with lower storage cabinets

Staff Workroom:
- Standing height counter with lower and upper cabinets, provide a portion of deep counters for office equipment
- Double sink with hot and cold water, garbage disposer
- Dishwasher

Storage Room:
- None

**Business/Design/Engineering**

**Flex Program Labs**

Design Labs:
- 3 LF tall media cabinet with mobile device charging
- Lockable, tall storage cabinets for student work
- Standing height counter top with lower cabinets for storage and open areas for mobile storage units; sink

Storage/Workroom:
- Countertop with lower and upper storage cabinets; sink
- 6 LF tall storage cabinet

Restrooms:

Typical for all:
- None
Multi-Media Arts (Visual & Technical)/ Design & Engineering

Furnishings

**Multi-Media Arts**

**Visual Arts (2D Studios)**

2D Art Lab:
- Teacher desk and chair
- Student worktables (2’x3’ easel tables)
- Desktop easels
- Demonstration table
- Rolling drying racks

Storage/Work Room:
- Rolling drying racks
- Worktable

**Visual Arts (3D Studios)**

3D Art Lab:
- Teacher desk and chair
- Student work tables
- (2) Rolling carts

Kiln:
- None

Clay/ Project Storage Room
- None

Storage/Work Room:
- None

**Visual Arts (Digital Photography)**

Design/ Photography Lab:
- Teacher desk and chair
- Student computer stations, moveable and easily grouped

Storage/Work Room:
- Photo drying racks

**Technical Arts (TV/ Video Production)**

TV/ Broadcast Studio:
- Chairs
- Anchor desk

TV Switcher/ Control Room:
- Task chairs

Video Production Lab:
- Computer stations
- Open shelving
- Work tables

Multimedia/ Editing Room
- Open shelving
- Work tables
- Adjustable height tables and chairs with lockable casters

Foley Sound Stage/ Audio Studio:
- Adjustable height chairs

Control Room (Typical for All):
- Task chairs

Screening Room:
- Fixed seating

Prop/ Equipment Storage:
- None

Storage/ Workroom:
- None

**Journalism/ Yearbook**

Classroom/Lab:
- Teachers desk and chair
- Student (2 person) computer workstations (moveable and group-able) and chairs

Storage/ Workroom:
- Countertop with lower and upper storage cabinets; sink

**PLC – Collaborative Teaming Area**

Conference Room:
- Conference table and chairs

Staff Workroom:
- None

**Business/ Design/ Engineering Flex Program Labs**

Design Labs:
- Work tables that are easily grouped
- Adjustable height tables and chairs with lockable casters

Storage/ Workroom:
- None

**Restrooms:**
- Typical for all:
  - None
Multi-Media Arts

Labs, Typical:
Typical for All:
- Sliding markerboard and fixed markerboard on adjacent walls
- Interactive whiteboard
- LCD projector
- Ceiling mounted projection screen, offset from main markerboard teaching wall, Size of Viewing Surface: 16:9 aspect ratio, Height 60”, Width 106.8”, mounted 48” off the floor
- DVD and CD player
- Document reader
- Audio Video Input Panel for MP3 Player Device/ Camera
- Computer Interface and printer for teacher
- Video Switcher
- Ceiling Speakers
- Wall Mounted Control Interface
- Handheld IR Remote Control
- Web-Based remote monitoring, scheduling and control
- Printers (2)
- Huddleboard track (option)
- Blackout window treatment on all windows

Visual Arts (Digital Photography)

Design/Photography Lab:
- See Labs, typical
- Student computers to accommodate whole class
- Large format printer
- Scanners
- Matt cutter
- Mounting press
- Curtains at alcove and roll-up backdrop for portraits
- “Highglide” rail system lighting; portable lamps
- Profoto adjustable lighting or equal
- Track display lighting at student work display/gallery wall
- Blackout window treatment on all windows

Storage/Work Room:
- Shelving

Visual Arts (2D Studios)

2D Art Lab:
- See Labs, typical

Storage/Work Room:
- Above counter outlets
- Printer

Visual Arts (3D Studios)

3D Art Lab:
- See Art Labs, typical
- 12 Potter wheels
- Slab roller
- Plug mill
- Wedging boards (2 portable or fixed)
- 5 gallon buckets at glazing area

Kiln:
- Electric kiln
- Gas kiln

Clay/Project Storage Room:
- Shelving for clay/projects/materials

Storage/Work Room:
- Adjustable shelving for project storage
Multi-Media Arts (Visual & Technical) / Design & Engineering

Multi-Media Arts

Technical Arts (TV/ Video Production)
General Note:
• All equipment and technology shall be evaluated and specified by Audio/ Visual consultant

TV/ Broadcast Studio:
• Curtains
• Flat “Chromakey” green screen
• Pipe grid (4’-5’ at different widths)
• Huddleboard track with portable whiteboard
• LCD projector
• Ceiling mounted projection screen, motorized

TV Switcher/ Control Room:
• Sound system controls
• Lighting board
• Computers

Video Production Lab:
• Computers
• Printers
• Wall mounted monitor
• Video/ audio

Multimedia/ Editing Room
• Computers
• Printers
• Wall mounted TV monitor and speakers
• Video/ audio

Foley Sound Stage/ Audio Studio:
• Video/ audio system
• Recording system
• Computers
• Microphones
• Built in speakers

Control Room (Typical for All):
• Sound system controls
• Lighting board
• Computers

Screening Room:
• LCD projector
• Ceiling mounted, motorized, large format projection screen
• Built in surround sound speakers
• DVD, CD, MP3 player
• Audio Video Input Panel
• Computer interface
• Dimmable lighting
• Portable markerboard

Prop/ Equipment Storage:
• None

Storage/ Workroom:
• None

Journalism/ Yearbook
Classroom/Lab:
• See Labs, typical
• Student computer workstations
• Printers
• Large format printer
• Teacher computer and printer

Storage/ Workroom:
• None
• Printer
• Paper cutters

PLC – Collaborative Teaming Area
Conference Room:
• Fixed whiteboard
• LCD projector
• Projection screen
• Ceiling Speakers
• Computer Interface
• Video Switcher
• Video Conferencing capabilities

Staff Workroom:
• Large copier
• Paper shredder
• Printer
• Paper cutters
• Microwave
• Coffee maker
• Under-counter refrigerator

Storage Room:
• Open metal shelving

Business/ Design/ Engineering

Flex Program Labs
Design Labs:
• See Labs, typical

Storage/ Workroom:
• None

Restrooms:
Typical for all:
• Hand dryers
• Restroom accessories
Multi-Media Arts (Visual & Technical)/ Design & Engineering

Technology

Multi-Media Arts

General Note:
Typical for all:
• Provide electrical/data at appropriate locations to support equipment
• Provide electrical outlet at data outlet locations
• Electrical/data/phone at all teacher stations and workrooms

Labs, Typical:
Typical for All:
• Wireless infrastructure, 2 (1) port
• 1 (2) port and quad with communication, 2 locations for teacher demonstration table location/mobile station plug-in
• 3 (2) port for student research stations
• Wall mounted clock system
• Audio Visual (AV) - MP3 Docking station, DVD & CD players
• Telephone/Intercom
• Electrical duplex outlets at each data port
• Ceiling mounted speaker
• 1 (1) port for ceiling mounted projector
• Wall mounted outlet for intrusion detection motion sensor
• Ceiling retractable data/electrical outlets in lieu of wall outlets
• 1 (2) port data outlet, 2 on each wall, 1 at teacher demonstration table: 10 total data access points
• 1 Flush floor mounted data outlet, (1) port with AV at secondary teacher location

Visual Arts (2D Studios)
2D Art Lab:
• Track lighting at center of class for lighting “still life” displays and along perimeter walls for student work display
• Flush floor data/electrical outlets
• Above counter outlets
Storage/Work Room:
• Above counter outlets
• 1 (2) port for printer

Visual Arts (3D Studios)
3D Art Lab:
• See Labs, Typical

• Electrical outlets for potter wheels (220V)
• Electrical outlets at pug mill (220V)
• Track lighting at student work display area/gallery

Kiln:
• Electrical outlet (220V)

Clay/Project Storage Room
• None

Storage/Work Room:
• Above counter outlets

Visual Arts (Digital Photography)
Design/Photography Lab:
• Fast file transfer between servers and workstations
• Floor power/data outlets (8-10)
Storage/Work Room:
• None
Multi-Media Arts

**General Note:**
Typical for all:
- Provide electrical/data at appropriate locations to support equipment
- Provide electrical outlet at data outlet locations
- Electrical/data/phone at all teacher stations and workrooms

**Technical Arts (TV/ Video Production)**

General Note:
- All equipment and technology shall be evaluated and specified by Audio/Visual consultant

TV/ Broadcast Studio:
- Broadcasting capabilities
- Audio/Visual
- Video camera and sound recording equipment

TV Switcher/Control Room:
- Audio/Visual
- Sound and lighting panel

Video Production Lab:
- Data/electrical outlets to support computer stations and printers

Multimedia/Editing Room
- Live feed of audio/visual from TV Broadcast Studio
- Data/electrical outlets to support student computer stations and printers; wall and flush floor outlets
- Network storage and fiber optic connection between servers and workstation for file transfer

Foley Sound Stage/Audio Studio:
- Sound recording equipment

Control Room (Typical for All):
- Audio/Visual

Screening Room:
- Audio/Video Input panel
- 1 (1) port for projector
- 1 Flush floor mounted data outlet and (1) port with AV at 2 teacher locations for mobile lectern plug-in
- Wall mounted clock system
- Handheld and wall mounted AV and lighting systems remote control

Prop/Equipment Storage:
- None

Storage/Workroom:
- Data/electrical outlets

Journalism/Yearbook

Classroom/Lab:
- See Labs, typical
- Data/electrical outlets to support teacher and student workstations

Storage/Workroom:
- Above counter electrical outlets
- Data/electrical for printers

PLC – Collaborative Teaming Area

Conference Room:
- Electrical/data/phone at conference table
- Floor power/data at conference table

Staff Workroom:
- Telephone/Intercom
- Wall mounted clock
- Electrical duplex outlets at data outlets
- Data outlets 4 (2) ports – 1 for copier, 1 for printers
- Additional above counter electrical outlets

Storage Room:
- None

Business/Design/Engineering

Flex Program Labs

Design Labs:
- See Labs, typical
- Data/electrical to support student workstations

Storage/Workroom:
- None

Restrooms:
Typical for all:
- None
Other Design Features

Typical For All:

Reference District Maintenance Standards for additional information

Doors & Windows:
- Windows: Hollow Metal (HM) or aluminum frame/ storefront, with insulating clear glazing. Low-E glazing where applicable.
- Roller window, blackout shades, typical at all windows
- Provide glazing for visual access between TV Studio to Control Rooms, Sound Booths, and Multi-Media/Editing Room
- Doors (Exterior): Metal Poly Core with vision-lite and HM or aluminum frame
- Doors (Interior): Solid Wood Core with vision-lite and HM or aluminum frame

Program Connections:
- Layout rooms to provide optimum transparency between grouped program focus and views to the exterior and outdoor classroom courts. The design intent is to have the built environment encourage collaborative learning experiences and for learning to happen everywhere
- Visual connection between TV Studio to Multi-Media Editing Room, Sound Booths, and Control Rooms
- Control Room should ideally be raised above seating level in TV Studio

Acoustics:
- Provide quality acoustic properties conducive for instructional purposes in all spaces and adjoining walls. Meet CHPS performance criteria
- Privacy in all Staff Workrooms, and Conference Rooms
- Appropriate acoustical treatment for spaces used for TV/Video production
- Quiet HVAC systems

Ventilation:
- Balance of air conditioning and natural ventilation

Lighting & Controls:
- Easily controllable natural daylighting through glazing and skylights; daylight sensors and dimmable ballasts
- Motion sensors
- Lighting appropriate for tasks specified
- Dimmable lighting
- Track lighting for “gallery” and student work display areas
- HVAC, lighting, and daylighting controls; Digital display thermostats with override capability and temperature adjustment (with preset limits)

Plumbing:
- Hot and cold water at all sinks
- Low flow restroom plumbing fixtures
Program Description

Irvine Unified School District believes that a comprehensive arts education (from grades kindergarten through twelve) is an integral part of a students personal development and can play a part in a student’s successful academic achievement. With a strong support from the Irvine Company (Education Enrichment Fund), parent boosters and continued support form the district to train their staff through professional development (The Arts Advantage Program), the arts are flourishing at all IUSD schools.

The following guideline will address the Performing Arts Complex components. There are four primary components outline; Music, Dance, Drama and the Main Theater and its support spaces. The following is a brief description of the program goals of each space.

Main Theater:
The main theater is intended to support all programs associated with the Performing Arts and the Arts Media and Entertainment Courses. This could include, but is not limited to Drama, Dance, Choir, Instrumental Band and Broadcast/Video Production. The Main theater will support additional events for the school such as a class wide assembly space and may be use by other entities outside the school such as other Performing Arts companies and community events. Adjacent to the main theater are a number of support or “back-of-house” spaces that would be utilized to support the different program needs.

Drama and Theater Arts Program:
Irvine Unified School District offers theater courses from a beginning to advanced level. These classes introduce the beginning students to the many aspects of theatre Arts: play analysis, scene preparation, action, direction, and line memorization. In the upper level classes, the students will refine and expand the development of their acting skills and participate in the directing and acting in school performances. This guideline provides different performance space options by providing a Black Box theater (Drama classroom) and the main stage.

Music Program:
The music courses are designed for students interested in developing and refining their musical and instrumental skills. The rooms dedicated to support this program include the Instrumental Band Room, Digital Music Room, Choral Room and associated support rooms including small practice rooms that can be combined to form two rooms for sectional practice. Band course offerings include Concert, Symphonic, Wind Ensemble and Wind Symphony. Orchestra course offerings include String, Symphonic, Concert and Philharmonic. Additionally, there are courses offered for Marching Band, Percussion and Jazz. The vocal program offerings include Choir, Piano Keyboard, Composition and Guitar.

The types of program opportunities include:
- Hands-on experience through rehearsals and after-school performances
- Development of technical abilities and improvisation techniques
- Ability to rehearse and record in the main classrooms and practice/ensemble rooms
- Ability to broadcast live audio to other parts of the campus and theater lobby

Dance Program:
The IUSD Dance Program aims to instill artistic perception and creative expression in all of their students.

IUSD offers comprehensive high schools classes in dance from beginning to the advanced levels that train students to analyze and critique the aesthetic value of works of dance. These courses teach the theory and practice of choreography, emphasizing dance techniques used in jazz, ballet, and modern dance. Through their performances, group and individual dance projects and improvisation, students develop their capacity to solve problems, communicate, and manage their time and resources.

The following guideline describes state-of-the-art spaces that are to be designed to meet industry standards both in the way that the space performs functionally as well as having access to full integration of technology to enhance student opportunities. The next pages describes some of the key adjacencies and functional goals of the main spaces.
Main Theater:
- Fixed seating with sloped floor
- Cat walk to access lighting grid
- Acoustical Performance Criteria: to be designed by acoustical consultant
  - Room Volume and Reverberation:
    The multi-purpose use of the theater will dictate an average ceiling height of approximately 35'-0" relative to the stage and it will be necessary to change the reverberant conditions of the space to accommodate both music and assembly requirements. Variable absorption can be achieved through the use of acoustical curtains or more acoustically efficient absorptive panels
  - Wall and Ceiling Shaping:
    Ceiling and wall surfaces should be profiled to provide sound reflections back into the seating area. Surfaces must be angle so that there are no direct reflections back to the front of the theater or to the stage.
  - Room Shape:
    The plan form of the side walls must be, for the most part, parallel to the centerline. A fan-shaped room, or a room which is wider than it is deep, will not work well acoustically.
  - Mechanical System Noise Criteria:
    The basic design should incorporate separate zones for the house and stage. The background noise level for the theater should be NC-20 to 25. The mechanical units should be remote and not located on the roof of the theater or stage and the air flow velocities must be low.

Control Room:
- Operable window into theater
- At cross aisle provide infrastructure and space for portable sound and lighting boards to be placed for smaller events

Stage:
- Proscenium opening approximately 50 ft. wide x 22 ft. tall (ability to trim down to 40'-0" wide opening)
- Main stage floor space 50 ft. wide by 30 ft. deep from upstage to back wall
- Wing space should be minimum 20 ft.

- wide by 40 ft. deep
- Double doors or roll up doors between performance space and back-of-house support circulation
- Area to store Orchestra Shell

Forestage/Apron:
- Forestage removable -5’ below stage
- Thrust removable for recessed orchestra pit (15 band members)

Receiving area near Scene Shop and Instrumental Music Room:
- Consider full loading dock and access

Back-of-house Student Restrooms:
- Locate to double as additional dressing room, if multiple performances are scheduled

Costume Storage:
- High ceilings for stacked hanging storage

Lobby/Display:
- Restrooms in lobby may be only accessible during performances to reduce supervision issues, student restrooms would be located in the back-of-house area
B Space Considerations

Lobby/Display:
• Gallery space for 2D/3D display and digital display (live performances on LCD screens)
• Consider external courtyard as an extension of lobby
• Black Box should have a primary entrance off the main Lobby to utilize the common support spaces such as concessions, public restrooms and the ticket booth. This would allow for a small performance to occur at the same time as the Main Theater is being used.

Concessions:
• Internal access and transaction window
• Roll-up window for exterior access

Ticket Booth:
• Internal and/or external access for cueing
• Coordinate exterior cueing with weather protection area

Scene Shop:
• Storage for variety of lumber and plywood along the perimeter room
• High ceilings
• Clearstory windows for natural daylight
• Exterior covered receiving area
• Roll-up doors into back-of-house circulation and adjacent to access onto stage

Black Box/Drama Classroom:
• Smaller entry lobby area for public and secondary entries for performers from back-of-house circulation and dressing room/green room functions (consider adjacent to student restrooms to function as dressing rooms)
• High ceiling with lighting grid and cat walk
• Raised control room with accessible lift
• Flexible platforms to allow for various staging and seating configurations
Overall Performing Arts Components

Site Adjacencies:
The location of the Performing Arts Complex (PAC) should consider the following:

- Placement of the main theater should foster a strong sense of arrival
- Clearly defined and separated public and back-of-house service entries
- Impact of adjacent facilities relative to the overall massing of new PAC and potential noise transfer
- Defined courtyard for public arrival and pre and after performance gathering
- Evaluation of existing site grades and utility infrastructure to ensure optimal and most cost effective placement
- Adjacency to main parking and “front” of the campus

Performing Arts:

<table>
<thead>
<tr>
<th>Component</th>
<th>Area (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental, Choral, Digital</td>
<td>8,010</td>
</tr>
<tr>
<td>Dance Components</td>
<td>3,400</td>
</tr>
<tr>
<td>Drama Components</td>
<td>2,550</td>
</tr>
<tr>
<td>Theater Components</td>
<td>16,050</td>
</tr>
<tr>
<td>PLC Support</td>
<td>800</td>
</tr>
</tbody>
</table>

Sub-total: **30,810 SF**

Circulation/ Support @ 20% (x 1.25) **7,703 SF**

**TOTAL** **38,513 SF**
Theater and Drama Components
Spatial Relationships & Adjacencies

**D1**

For Dance and PLC Support Spaces Refer to Page 7

**E1**

Space Program

<table>
<thead>
<tr>
<th>Drama Components:</th>
<th>SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Box Theatre</td>
<td>2,000</td>
</tr>
<tr>
<td>Control Room</td>
<td>150</td>
</tr>
<tr>
<td>Equipment Storage</td>
<td>200</td>
</tr>
<tr>
<td>Staff Office/Drama Library</td>
<td>200</td>
</tr>
<tr>
<td><strong>Sub-total:</strong></td>
<td><strong>2,550</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public/Audience Area:</th>
<th>SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Theater</td>
<td>8,400</td>
</tr>
<tr>
<td>Lobby/Display Gallery</td>
<td>1,000</td>
</tr>
<tr>
<td>Concessions</td>
<td>200</td>
</tr>
<tr>
<td>Ticket Booth</td>
<td>75</td>
</tr>
<tr>
<td><strong>Sub-total:</strong></td>
<td><strong>9,675</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Theater Support:</th>
<th>SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage (32’ x 75’)</td>
<td>2,400</td>
</tr>
<tr>
<td>Orchestra Pit</td>
<td>1,000</td>
</tr>
<tr>
<td>Scene Shop/Construct. Lab</td>
<td>1,000</td>
</tr>
<tr>
<td>Tools &amp; Material Storage</td>
<td>100</td>
</tr>
<tr>
<td>Prop Storage</td>
<td>600</td>
</tr>
<tr>
<td>Costume Storage</td>
<td>400</td>
</tr>
<tr>
<td>Dimmer Room</td>
<td>75</td>
</tr>
<tr>
<td>Sound &amp; Lighting Ctrl. Rm.</td>
<td>200</td>
</tr>
<tr>
<td>Dressing/Make-Up Rm w/ Toilet (2 @ 300 SF)</td>
<td>600</td>
</tr>
<tr>
<td><strong>Sub-total:</strong></td>
<td><strong>6,375</strong></td>
</tr>
</tbody>
</table>

Circulation/ Support @ 20% (x 1.25) 6,243 SF

**TOTAL** 23,250 SF
Music Components

Spatial Relationships & Adjacencies

D2

To: Multi-Media Arts

For Dance and PLC Support Spaces
Refer to Page 8

OUTDOOR PRACTICE AREA

STAGE

INSTRUMENTAL MUSIC
2,800 SF

ENSEMBLE
960 SF

CHORAL
1,400 SF

ROBE STOR.
200 SF

INSTR. STOR.
400 SF

DIGITAL MUSIC
1,200 SF

PRACTICE
75 SF ea.

STAFF OFF./LIBRARY
400 SF
(4 staff)

PRACTICE
75 SF ea.

For Theater/Drama Components Refer to Page 9

For Dance and PLC Support Spaces Refer to Page 9

E2

Space Program

Adjacencies:
Though this diagram shows dedicated support spaces off of the main rooms, the final design solution and room adjacencies may vary depending upon the school’s site committee’s input. Another option for consideration may be having the Practice and Ensemble Rooms located off of the main back-of-house corridor to allow for greater flexibility of use and may minimize disruption in the main classroom spaces. If this layout is desired, consideration should be given to teacher’s visibility and supervision of these spaces when located off of the main circulation corridor.

Music Components:

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental Music Room</td>
<td>2,800 SF</td>
</tr>
<tr>
<td>Group Ensemble Room</td>
<td>960 SF</td>
</tr>
<tr>
<td>Practice Room (4 @ 75 SF)</td>
<td>300 SF</td>
</tr>
<tr>
<td>Instrument Storage</td>
<td>400 SF</td>
</tr>
<tr>
<td>Uniform Storage</td>
<td>200 SF</td>
</tr>
<tr>
<td>Vocal/Choral Room</td>
<td>1,400 SF</td>
</tr>
<tr>
<td>Practice Room (2 @ 75 SF)</td>
<td>150 SF</td>
</tr>
<tr>
<td>Robe Storage</td>
<td>200 SF</td>
</tr>
<tr>
<td>Digital Music Lab</td>
<td>1,200 SF</td>
</tr>
<tr>
<td>Staff Office/Music Library</td>
<td>400 SF</td>
</tr>
</tbody>
</table>

Sub-total: 8,010 SF

Circulation/ Support @ 20% (x 1.25) 2,003 SF

TOTAL 10,013 SF
E3 Space Program

**Adjacencies:**
The smaller support spaces could be organized to minimize noise transfer between spaces. Sound control between adjacent rooms should be analyzed by an acoustician to determine the optimal space configuration and acoustical controls needed for each.

**Dance Components:**
- Dance Studio: 1,800 SF
- Locker/Toilet/Dressing Rm (2 @ 500 SF): 1,000 SF
- Costume Storage: 400 SF
- Staff Office/Music Library: 200 SF

**Sub-total:** 3,400 SF

**PLC - Collaborative Teaming Area:**
- Conference/Green Room: 400 SF
- Staff Workroom: 300 SF
- Storage: 100 SF

**Sub-total:** 800 SF

**Circulation/ Support @ 20% (x 1.25)**: 1,050 SF

**TOTAL**: 5,250 SF
**Finishes**

**General:**
- All sheet vinyl flooring to have welded seams
- All gypsum board walls to have vinyl wallcovering in classrooms only

**Theater:**

**Main Room:**
- Floor: Carpet
- Walls: Acoustic wall panels, vinyl wall covering over gypsum board
- Ceiling: acoustical clouds, cat walk and lighting grid

**Lobby/Display Gallery:**
- Floor: Stone or Tile Flooring
- Walls: Painted gypsum board
- Ceiling: High ceiling, suspended acoustical ceiling tile (ACT)
- Materials will vary depending on design aesthetics

**Control Room:**
- Floor: Carpet
- Walls: Painted gypsum board, operable window into MPR
- Ceiling: Open to structure above

**Concessions and Ticket Booth:**
- Floor: Sheet Vinyl
- Walls: Painted gypsum board
- Ceiling: Painted gypsum board

**Stage:**
- Floor: Wood subfloor with masonite top, painted black
- Walls: Painted gypsum board
- Ceiling: Orchestra Shell Ceiling Panel. Full fly loft.
- Room configuration: design spaces for optimal acoustic performance. Stage to be a long rectangular shape to provide “wing” space on either side of the proscenium opening to the house

**Orchestra Pit:**
- Floor: Carpet
- Walls: Painted gypsum board

**Scene Shop/Construction Lab:**
- Floor: A portion sealed concrete, portion wood floor for building sets
- Walls: Painted gypsum board, acoustical assembly, peg board along the perimeter to hang small tools
- Ceiling: Open to structure above

**Tools & Materials Storage, Prop Storage, Costume Storage and Equipment Storage:**
- **For Music, Drama, Theater Components**
  - Floor: Sealed Concrete
  - Walls: Painted gypsum board
  - Ceiling: Open to structure above

**Dressing/Markup Rooms:**
- **For Main Theater and Dance Components**
  - Floor: Sheet Vinyl
  - Walls: Mirrors at makeup counter, painted gypsum board
  - Ceiling: Suspended ACT

Refer to ____ for restroom design.

**Black Box Theater:**
- Floor: Wood masonite floor (painted black)
- Walls: Painted black gypsum board
- Ceiling: Exposed ceiling with acoustical treatment

**Staff Offices/Library:**
- **For Music, Drama, Dance Components**
  - Floor: Sheet Vinyl
  - Walls: Tackable walls
  - Ceiling: Suspended ACT
Band/Orchestra Room:
- Floor: Sheet Vinyl
- Walls: Acoustic wall panels, painted gypsum board, tackable wall surface for announcements, acoustical panel treatment
- Ceiling: high angled ceilings for optimal acoustical performance, acoustical panel treatment

Group Ensemble Room and Practice Rooms:
- Floor: Carpet
- Walls: Acoustic wall panels, wall assemblies to ensure acoustical separation and suitable for recording
- Ceiling: Suspended ACT

Instrument Storage, Uniform and Robe and Costume Storage:
*For Music, Drama, Dance Components*
- Floor: Sheet Vinyl
- Walls: Painted gypsum board
- Ceiling: High ceilings, Suspended ACT

Vocal/Choral Room and Digital Music Lab:
- Floor: Carpet
- Walls: Acoustic wall panels, painted gypsum board, tackable wall surface for announcements, acoustical panel treatment
- Ceiling: Suspended ACT

Dance Studio:
- Floor: Wood flooring (sprung with Marley Top)
- Walls: Mirrors, tackable wall surface for announcements, acoustical panel treatment, curtains to be used during performance
- Ceiling: High ceiling, acoustical surface, pipe grid for lighting to be used during small performances

Locker Rooms:
- Floor: Sheet Vinyl
- Walls: Painted gypsum board
- Ceiling: Painted gypsum board

Collaborative Teaming Area:
Conference Room/Green Room:
- Floor: Carpet
- Walls: tackable wall surface for announcements, painted gypsum board
- Ceiling: Suspended ACT

Staff Workroom and Storage:
- Floor: Sheet Vinyl
- Walls: Painted gypsum board, white board surfaces
- Ceiling: Suspended ACT
Casework

Theater:
Main Room:
- None

Lobby/Display Gallery:
- Glass enclosed display case, adjustable shelves, tackable panels

Control Room:
- Tall storage cabinets with adjustable shelves along back wall to store surplus light fixtures and filters
- Counter, 12’ minimum of counter space for lighting, audio & control manager, open below, verify depth of counter with equipment specs.

Concessions and Ticket Booth:
- Under counter base cabinets with drawers with counter top space

Stage:
- Tall storage with adjustable shelves along one side wing to store pipes, lights and cables

Scene Shop/Construction Lab:
- Cabinets to store plywood and lumber

Tools & Materials Storage:
- Lockable tall storage with adjustable shelves for small tools and equipment

Prop Storage:
- Tall storage, open adjustable shelves for small and medium sized props

Costume, Uniform and Robe Storage:
*For Music, Drama, Dance Components*
- Perimeter shelf to store hats above hanging rod system
- Double height stacked hanging rod systems

Equipment Storage:
- Lockable tall storage with adjustable shelves

Dressing/ Markup Rooms:
*For Main Theater and Dance Components*
- Seated height, make-up station counters with drawers
- Perimeter shelf above mirrors to store hats and small props

Black Box Theater:
- None

Staff Offices/Library:
*For Music, Drama, Dance Components*
- None (see furnishings)

Band/Orchestra Room:
- Media cabinet
- 6’ long base cabinet

Group Ensemble Room and Practice Rooms:
- None

Instrument Storage:
- None (see furnishings)

Vocal/Choral Room, Digital Music Lab and Dance Studio:
- Media Cabinet

Locker Rooms:
- None (see furnishings)

Collaborative Teaming Area:

Conference Room/Green Room:
- Standing height counter and base cabinet

Staff Workroom:
- None (see furnishings)

Storage:
- Lockable tall storage with adjustable shelves
Furnishings

Theater:
Main Room:
• Built in theater seating, 700 total, fabric seats and backs

Lobby/Display Gallery:
• None

Control Room:
• Chairs with casters

Concessions and Ticket Booth:
• None

Stage:
• None

Orchestra Pit:
• Chairs (music stands from other programs)

Scene Shop/Construction Lab:
• Work tables with electrical access and stools
• Project locker storage

Tools & Materials Storage, Prop Storage, Costume Storage and Equipment Storage:
For Music, Drama, Theater Components
• None

Dressing/ Markup Rooms:
For Main Theater and Dance Components
• Seats with casters

Black Box Theater:
• Portable risers
• Chairs for risers
• Desk
• Black perimeter curtains
  o Velour black drape with 50% fullness to surround Black Box Space
  o 20’ wide velour black drape with 50% to create wing space as needed (moveable as desires)
• Staging platforms

Staff Offices/Library:
For Music, Drama, Dance Components
• Teachers desks/chairs, see space program for quantity
• Bookshelves

Dressing/ Markup Rooms:
For Main Theater and Dance Components
• Seats for makeup stations
• Portable costume storage (Wenger rack and roll)

Band/Orchestra Room:
• 80-120 Classroom seats and music stands
• Teacher desk/chair
• Wenger instrument storage with grill doors, lockable, for small instruments

Group Ensemble Room and Practice Rooms:
• Seats and music stands from adjacent room

Instrument Storage:
• Wenger instrument storage with grill doors, lockable
• Coordinate types with program
• Guitar Storage System-separate/lockable

Vocal/ Choral Room:
• 60-80 Classroom seats
• Portable risers
• Teacher desk/chair
• Podium
• High density sheet music storage (Wenger)

Digital Music Lab:
• 40 Classroom seats
• Teacher desk/chair
• High density sheet music storage (Wenger)

Dance Studio:
• Fixed ballet barres
• Perimeter curtains

Locker Rooms:
• Dressing Lockers

Collaborative Teaming Area:
Conference Room/Green Room:
• Standing height counter and base cabinet along one short wall

Staff Workroom:
• (2) rectangular conference tables, adjustable height with lockable casters
• Chairs with casters

Storage:
• Lockable tall storage with adjustable shelves
Equipment-Specialties

Theater:
Main Theater and Stage Lighting Equipment: to be designed by specialty consultant.

Stage Lighting System:
• Approx. (160) branch load circuits terminating at dimmer panels located in a conditioned electrical room; all stage lighting circuits will be 20 amps. Designed based on a dimmer per circuit layout, utilizing a single solid state 2.4 kw dimmer for each circuit.

Control System:
• Computerized memory console located in the lighting control booth, include additional console receptacles at the center of house and on stage.

Fixtures and Accessories:
• (48) Ellipsoidal fixtures, sizes to be determined
• (48) source four PARNel fixtures or equal
• (24) Four PAR fixtures
• (8) Cyc fixtures
• (36) Morphenus M Color Fader 3 CMY Color Mixing Scroller for Par Fixtures
• (24) Morphenus S Color Fader3 CMY Color Mixing Scroller for Ellipsoidal Fixtures
• (1) 1200w follow spots

Lighting and Dimming:
For Main Theater and Black Box
• Full assortment of cables- 5f, 10ft, 25ft, 50ft
• Full assortment of 5 Pin DMX cables-5f, 10ft, 25ft, 50ft
• Full assortment of 4 Pin DMX Scroller cables- 5f, 10ft, 25ft, 50ft
• DMX 5 pin data & ethernet path point around theater
• Quartz rehearsal lights to simulate stage lighting during rehearsals
• Fluorescent work lights over stage
• Backstage fluorescent work light & blue running lights for use during performances (hallways, stage wings)
• Ethernet drops around house & stage for future lighting (terminating in control room)

House Lighting:
• House lighting design per architect and electrical engineer; dimming of house lights can be incorporated into spare capacity of stage lighting dimmer rack; include control panel in lighting control booth and on stage.

Stage:
• Industrial sink

Stage Rigging System:
• Conventional manual counterweight rigging with approx. (30) operable linesets. Include complete T-Wall for (5) future linesets with tee’s spaced at 9” o.c.; under hung loft blocks and headlocks; 48-foot long pipe battens with 5-line pickup; min. 6-foot tall counterweight arbors.

Safety Curtain:
• Motorized straight lift Proscenium fire-safety curtain; manual emergency release combined with automatic release system.

Stage Curtains:
• (1) heavy weight valor house curtain and valance
• (2) sets of side legs
• (3) masking borders
• (1) intermediate traveler
• (1) rear curtain
• (1) cyclorama
• (1) scrim
Equipment-Specialties

Stage:
• Stage Manager Position:
  o LCD touch panel “House” lighting control
  o Microphone paging system for stage, dressing rooms & back hallways
• TV/video monitor, stage safe light

Scene Shop/Construction Lab:
• Large industrial sink
• Project locker storage
• Bench with electrical outlets
• Vacuum hook ups

Tools & Material Storage:
• Miter/chop saw
• Table saw
• Band saw
• Welder
• Vertical ply saw
• Eye wash station

Concessions:
• Under counter refrigerator
• Sink

Control Room:
• Wheel chair lift, if needed for sight line to stage
• Sound system controls
• Lighting board controls
• Computers (2)
• Microphone paging system for stage, dressing rooms & back hallways
• Fluorescent work lights
• Incandescent dimmable lighting over counters
• TV/ video monitor

Costume Shop: (if required for program)
• Washer/dryer
• Sewing machines

Lobby:
• Security cameras
• LCD display

Ticket Box:
• Audio and lighting controls for lobby
• TV/video monitor

Black Box:
• Portable projection surface
• Portable whiteboard
• Ceiling mounted LCD Projector
• Dimmable lighting
• Perimeter catwalk (u-shaped)\(^{ii}\)
  (ceiling height with catwalk, 17-18’ to pipe grid), (ceiling height without catwalk, 15’ to pipe grid)
• Portable stage platform
• Scrim\(^{i}\)
• Genie Lift

Black Box Theater Lighting:
Approx. (96) branch load circuits terminating at dimmer panels located in a conditioned electrical room; all stage lighting circuits will be 20 amps. Designed based on a dimmer per circuit layout, utilizing a single solid state 2.4 kw dimmer for each circuit.

Black Box Rigging:
• 1.5” diameter std. pipe grid @ 4’ o.c. hung at 18’ A.F.F
• (3) 16’0”x35’0” traveler curtains including related track and hardware.

Black Box Fixtures and Accessories:
• (36) Ellipsoidal fixtures, sizes to be determined
• (36) source four PARnel Fixtures or equal
• (12) Four PAR Fixtures
• (24) Morphenus M Color Fader 3 CMY Color Mixing Scroller for Par Fixtures
• (12) Morphenus S Color Fader3 CMY Color Mixing
Equipment-Specialties

Dressing Room:
- Vertical LED lights at make-up stations, provide pure white light
- Sink
- Drinking Fountain (within proximity of back-of-house circulation)

Green Room:
- Wall mounted monitor, video/audio

Conference/ Green Room:
- TV/video monitor
- 8’X4’ white board

Staff Office/ Library:
- 8’X4’ white board

Choral Room:
- (2) Fixed whiteboards, one with music staff lines
- LCD projector
- Grand Piano

Digital Music Lab:
- (2) Fixed whiteboards, one with music staff lines
- LCD projector
- Digital pianos

Portable Riser Storage:
- Wenger riser carts

Group Ensemble Room and Practice Rooms:
- Stand up piano with casters

Dance Studio:
- Projection screen
- (2) Portable whiteboards
- LCD Projector (positioned to light performance area)
Main Theater – Audio:
• (6) 2-Way Loudspeaker
• (3) Power Amplifier
• (2) Dual 18 Sub Med Pwr
• (2) Power Amplifier
• (4) 2-Way 6.5” Loudspeaker
• (1) Power Amplifier
• (4) Speaker Rigging
• (1) Digital Signal Processor
• (4) Digital Interface Unit
• (8) Modular 8 CH M/L DSP Input Card
• (7) MIC Channel Output Module
• (1) MIC Channel Line Level Module
• (3) Audio Patchbay 2x48
• (1) 48 CH Digital Mixing Console
• (3) Dante Mixing Console Card
• (2) 2-Way 5” Powered Studio Monitor
• (1) CD/Cassette Combo
• (15) 6” Ceiling Speaker
• (2) Volume Control
• Dual Diversity Receiver
• Handheld Transmitter
• Wireless Micro Antenna/Power Distro System
• Bodypack Transmitter
• (11) Assistive Listening IR Lanyard Receiver
• (1) Value Package Assistive Listening
• (1) Intercom 2-Channel Main Station

Basic Microphone Package
• Wireless Microphones/ Antenna
• (1) Gooseneck microphone
• (1) Boundary microphone
• (2) Handheld vocal microphones
• (1) Handheld vocal microphone
• (1) Handheld vocal microphone
• (1) Instrument microphone
• (1) Instrument microphone
• (1) Instrument microphone
• Supply 30 ft cable for each microphone
• Supply (6) microphone stands
• (4) Monitor Speakers

Main Theater – Video/Control:
• (1) Projector DLP 16:9 6500 Lumen
• (1) Video Projector Lens
• (1) Proj Mount
• (1) 300” DIA 16:9 MTRZ, Ceiling Mnt Proj Screen
• (1) Computer Interface
• (1) 8x4 Matrix Switcher
• (1) Blu-Ray Disc Player
• (1) DVD & S-VHS Recorder Player RS232
• (1) Infrared Camera
• (2) Six Output Distribution Amplifier
• (1) OFCI
• (1) 19” Touch Screen Display
• Video Display Mount
• (1) Dual Bus Control System
• (1) Touch Panel 12” Wall Mount
• (1) Network Switch 24-Port Gigabit Switch
• (1) Uninterruptible Power Supply
• 32” LCD Display
  (2) in Black Box, (1) in Green Room
• 52” LCD Display
  (2) in Lobby

Black Box Theatre Audio:
• (4) Powered Loudspeaker
• (1) Powered Subwoofer
• (1) 16 CH Digital Mixing Console
• (1) Dante Mixing Console Card
• (1) CD Player
• (2) Audio Patchbay 2x48
• (2) 2-Way 5” Powered Studio Monitor
• (2) Digital Interface Unit
• (1) Configurable DSP
• (2) Network Switch 24-port Gigabit Switch
• (1) Value Package Assistive Listening
• (1) Assistive Listening Lanyard Receiver
• (5) Facility Panels, X-Large
• (4) Facility Panels, Small
• (1) Swinging Wall Equipment Rack 40 RU
• (1) 19” Portable Equipment Rack-4 RU
• (2) Monitor Speakers
Technology

Black Box Theatre Video/Control:
- (1) 3000 Lumen Projector, 16:9
- (1) 133” DIA 16:9 Manual Proj Screen
- (1) Computer Interface
- (1) 8x4 Matrix Switcher
- (1) DVD/VHS Combo
- (1) Video Patch Bay
- (1) CPU (OFCl)
- (1) Uninterruptable Power Supply
- (1) Control System
- (1) 6” Touch Screen

Choral and Instrumental Band Classroom Recording System in Teacher Office:
- (2) 2Way 5” Powered Studio Monitor
- (1) Workstation W/Firewire
- Microphones
  - (2) Boundary microphones
  - (1) Handheld vocal microphone
  - (1) Handheld vocal microphone
  - (1) Handheld vocal microphone
  - (1) Instrument microphone
  - (1) Instrument microphone
  - (1) Instrument microphone
- Supply 30 ft cable for each microphone
- Supply (6) microphone stands
- (1) USB Powered Audio Production System (8 channels)

Digital Music Lab and Dance Studio:
- (1) AV Switcher & Amplifier
- (1) Composite Video & Audio Input Wall Plate
- (2) VGA & Audio Input Wall Plate
- (1) VGA & Audio Input AAP Plate
- (1) Audio Wall Plate
- (4) 6” Ceiling Speaker
- (1) Medialink Controller
- (1) Paging Sensor Kit
- (1) 3000 Lumen Projector, 16:9
- (1) 119” DIA 16:9 Manual, Wall Mnt Proj Screen
- OPT-IR Remote Control
- OPT-Voice-Lift Microphone
- (1) DVD Recorder/ VCR Combo
- Document Camera
- TV Tuner
- (2) Hi-Fi Speakers

Choral and Instrumental Band Classroom AV:
- (1) AV Switcher & Amplifier
- (2) Composite Video & Audio Input Wall Plate
- (1) VGA & Audio Input Wall Plate
- (1) VGA & Audio Input AAP Plate
- (1) Audio Wall Plate
- (4) 6” Ceiling Speaker
- (1) Medialink Controller
- (1) Paging Sensor Kit
- (1) 3000 Lumen Projector, 16:9
- (1) 119” DIA 16:9 Manual, Wall Mnt Proj Screen
- OPT-IR Remote Control
- OPT-Voice-Lift Microphone
- (1) DVD Recorder/ VCR Combo
- Document Camera
- TV Tuner
- (2) Hi-Fi Speakers
Technology

Stage:
- Stage Manager Position:
  - Power/ data for computers
  - Intercom

Control Room:
- Multiple outlets, power and data
- Amps dimmers
- Wireless mics, commuters, tape deck/CD rack
- Theater communication system (to dressing rooms, scene shop, box office, green room and lobby)

Tools & Material Storage:
- Light boards
- Lighting instruments to light main theater and black box
- Tree lights for main stage

Prop Storage:
- Floor, wall, ceiling electrical outlets/ vacuum outlets

Sound & Lighting Control Room:
- Theater communication system

Conference / Green Room:
- Theater communication system
- Phone

Ticket Booth:
- Theater communication system
- Internet connection
- Phone- connection w/ control room

Black Box:
- Multiple floor, ceiling and wall outlets, power and data
- Lighting: see lighting & dimming equipment

Staff Office/Work Room:
- Electrical/data/phone at teacher’s desk

Choral Room:
- Electrical/data/phone at teacher’s desk
- Speakers
- Recording component
- Floor outlets (2@ each level of risers)

Digital Music Lab:
- Electrical/data drops for student digital pianos
- Electrical/data/Phone at teacher’s desk

Dance Studio:
- Multiple outlets along perimeter
- Sound System
- Speakers
- MP3 docking station
- Microphones for performances
- Dimmable lighting
IUSD recognizes that the physical education programs are integral to supporting each student’s high school experience. Engaging students at all ages to the importance of fitness helps them become more physically fit, and promotes an active and healthy lifestyle, while having fun. This specification calls for indoor fitness facilities that not only support a more diverse physical education program, but will provide the means for a strong athletic program. In addition, the outdoor playfields, hard courts, stadium and aquatic center shall provide a variety of spaces in which fitness education can occur.

The physical education program can be held in a variety of indoor and outdoor activity areas that have safe and appropriate surfaces to support the program. Indoor spaces should be an open flexible space to enable a variety of activities. It should have high ceilings, natural ventilation with mixed mode HVAC systems, natural daylight with the capability of darkening the space, if needed. It should look and feel like an energizing and fun space to be in. There should also be indoor instructional spaces that facilitate education in health issues, physical fitness, and training. The main gymnasium as well as the future practice gym should support school pride and serve as an icon on a campus. The main gymnasium should support this idea by providing a lobby that houses a school’s athletic achievements and memorabilia. The physical education facilities should support the facilitation of team activities, sportsmanship and promote healthy lifestyles. The PE Fitness Room is used for aerobic, spin class, PE weight training and should be supported by equipment that facilitates these functions.
Gymnasium:

<table>
<thead>
<tr>
<th>Space</th>
<th>Area (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Cross Court Gymnasium</td>
<td>17,500</td>
</tr>
<tr>
<td>Lobby</td>
<td>1,000</td>
</tr>
<tr>
<td>Concessions</td>
<td>200</td>
</tr>
<tr>
<td>Ticket Booth</td>
<td>75</td>
</tr>
<tr>
<td>Gym Storage</td>
<td>400</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>19,175</strong></td>
</tr>
<tr>
<td>Circulation/ Support</td>
<td>2,128</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>21,303</strong></td>
</tr>
</tbody>
</table>
Shower/Locker Rooms

**E2**  Space Program

**Shower/Locker Rooms:**

- Practice Gym (Future Master Plan)
- Boys/Girls Locker/Shower Room: 4,800 SF
- Boys/Girls Toilet: 500 SF
- Boys/Girls Equipment Storage: 400 SF
- Boys/Girls PE Staff Office/Locker Room: 1,200 SF
- Coaches Meeting/Video Room: 400 SF
- Off-Site Coaches Room: 800 SF
- Training/Spa/Treatment Room: 600 SF
- Boys/Girls JV Locker Room: 1,200 SF
- Boys/Girls Varsity Locker Room: 1,800 SF
- Uniform Storage: 1,000 SF

- **Athletic Equipment Storage**: 1,000 SF

- **Sub-Total**: 13,700 SF

- **Circulation/ Support @ 10% (x 1.111)**: 1,521 SF

- **TOTAL**: 15,221 SF
**Athletic Teaching Stations**

**Spatial Relationships & Adjacencies**

**3-CROSS COURT GYM**

- **PE FITNESS ROOM**: 3,000 SF
- **WRESTLING ROOM**: 1,800 SF
- **WRESTLING STORAGE**: 200 SF

**Divisible**

**E2 Space Program**

**Athletic Teaching Stations**

- PE Fitness Room: 2@1,500SF = 3,000SF
- Athletic Weight Room: 1,600SF
- Wrestling Room: 1,800SF
- Wrestling Storage: 200SF

**Sub-Total**: 6,600 SF

**Circulation/ Support @ 10% (x 1.111)**: 733 SF

**TOTAL**: 7,333 SF
**E3 Space Program**

**Stadium/Field House**

- Ticket Booth: 2@150SF = 300 SF
- Shared Concessions: 300 SF
- Public Toilets: 4@225SF = 900 SF
- Press Box: 2@250SF = 500 SF

**Sub-Total**: 1,850 SF

**Circulation/ Support**

@ 10% (x 1.111)

**TOTAL**: 2,055 SF
Stadium/Field House

**Spatial Relationships & Adjacencies**

**POOL EQUIPMENT STORAGE**
400 SF

**BOYS LOCKER**
600 SF

**GIRLS LOCKER**
600 SF

**TICKET BOOTH**
75 SF

**MECH. EQUIPMENT**
200 SF

**50 METER POOL**

**(2) COACHES OFFICE/LOCKER ROOM**
200 SF EACH

**Public Entry**
"Festival Court"

**Bleachers**

---

**Space Program**

**Aquatic Center**

- Ticket Booth: 75SF
- Coaches Office/Locker Room: 2@200SF=400SF
- Boys/Girls Locker/Shower Room: 2@600SF=1,200SF
- Equipment Storage: 400SF
- Pool Mechanical Equipment: 200SF

**Sub-Total**: 2,275 SF

- Circulation/ Support: @ 10% (x 1.111)
  - 253 SF

**TOTAL**: 2,528 SF
Finishes

Gymnasium: 3-Cross Court, Practice Gym:
- Floor: Bio-cushion wood flooring with court striping
- Wall: Impact wall pads, tackable surface, acoustical treatment
- Ceiling: Open and exposed to structure; acoustical roof deck

Training/Spa/Treatment Room:
- Floor: Epoxy coated concrete
- Walls: Painted gypsum board or washable/ easy to maintain wall surface

Athletic Teaching Stations:
PE Fitness Room, Athletic Weight Room:
- Floor: Rubber sports flooring appropriate for weight rooms
- Walls: Painted gypsum board, acoustical treatment
- Ceiling: Open to structure, acoustical roof deck

Wrestling Room:
- Floor: Epoxy coated concrete
- Wall: Impact wall pads, tackable surface, acoustical treatment, mirrors
- Ceiling: Open and exposed to structure; acoustical roof deck

Stadium/Field House:
Shared Concessions:
- Floor: Epoxy coated concrete
- Walls: Painted gypsum board / FRP/ other easy to maintain/ washable wall surface
- Ceiling: Painted gypsum board or lay-in ceiling

Press Box
- Floor: Epoxy coated concrete
- Walls: Painted Gypsum Board
- Ceiling: Suspended ACT

Aquatic Center:
Pool Mechanical Equipment:
- Floor: Epoxy coated concrete
- Wall: Exposed natural finish of CMU block, concrete or other structural wall system/minimize gypsum board except for thermal protection or where required by mechanical, electrical and plumbing/Painted gypsum board where required
- Ceiling: Exposed structure

Restrooms:
Typical for all:
- Floors: Epoxy coated concrete
- Walls: Ceramic/ porcelain tile
- Ceiling: Painted gypsum board
Casework

Gymnasium:
3-Cross Court, Practice Gym:
• None

Lobby
• Display cabinets

Concessions:
• Standing height counter with lower and upper cabinets
• Counter with lower cabinets at transaction window
• Open Shelving

Ticket Booth:
• Standing height counter with lower and upper cabinets
• Counter with lower cabinets at transaction window

Gym Storage, Uniform Storage, Athletic Equipment Storage, Wrestling Storage:
• none

Boys/Girls Locker/Shower Room, Boys/Girls JV Locker Room, Boys/Girls Varsity Locker Room, Boys/Girls PE Staff Office/Locker Room, Off-Site Coaches Room and Aquatic Center Shower Rooms:
• none

Coaches Meeting/Video Room:
• 6 LF Tall storage
• Counter with some lower cabinets, some open; sink with hot and cold water

Off-Site Coaches Room:
• Counter with some lower cabinets, some open; sink with hot and cold water

Training/Spa/Treatment Room:
• 20 LF Counter with storage cabinets below (lockable); sink with hot and cold water
• Upper cabinets (lockable)

Athletic Teaching Stations:
PE Fitness Room, Athletic Weight Room:
• Tall storage with media (lockable)

Wrestling Room:
• none

Stadium/Field House:
Shared Concessions:
• Standing height counter with lower and upper cabinets
• Counter with lower cabinets at transaction window
• Open Shelving

Press Box
• Sitting height counter with clear floor space for chairs

Aquatic Center:
Pool Mechanical Equipment:
• none

Restrooms:
Typical for all:
• none
Furnishings

Gymnasium:
3-Cross Court, Practice Gym:
• none

Lobby
• Display cabinets

Concessions:
• none

Ticket Booth:
• none

Gym Storage, Uniform Storage, Athletic Equipment Storage, Wrestling Storage:
• None

Boys/Girls Locker/Shower Room,
Boys/Girls JV Locker Room, Boys/Girls Varsity Locker Room, Boys/Girls PE Staff Office/Locker Room, Off-Site Coaches Room and Aquatic Center Shower Rooms:
• None

Coaches Meeting/Video Room:
• Desk and task chair
• Guest seating
• File cabinet
• Conference table and chairs (as needed)
• Soft seating (as needed)

Off-Site Coaches Room:
• Desk and task chair

Training/Spa/Treatment Room:
• Desk and task chair
• File cabinet

Athletic Teaching Stations:
PE Fitness Room, Athletic Weight Room:
• None

Wrestling Room:
• None

Stadium/Field House:
Shared Concessions:
• none

Press Box
• Task chairs

Aquatic Center:
Coaches Office/Locker Room:
• Desk and task chair
• File cabinet
• Guest seating
• Refrigerator

Equipment & Specialties

Pool Mechanical Equipment:
• none

Restrooms:
Typical for all:
• none

Gymnasium:
3-Cross Court:
• Motorized, retractable basketball backstops with shot clock
• Digital scoreboards (2)
• Divider curtain
• Retractable bleachers

Lobby
• LCD display panel (option)

Concessions:
• POS station
• Under-counter refrigerator, microwave, and other concessions equipment as required by site
• Fixed marker board

Ticket Booth:
• Computer station and printer

Gym Storage:
• Open metal shelving

Practice Gym:
• None

Boys/Girls Locker/Shower Room,
Boys/Girls JV Locker Room, Boys/Girls Varsity Locker Room, Boys/Girls PE Staff Office/Locker Room, Off-Site Coaches Room and Aquatic Center Shower Rooms:
• Lockers - varied per program storage / quantity needs

Coaches Meeting/Video Room:
• LCD display panel
• Media station
• Computer station and printer
• Comfortable seating

Off-Site Coaches Room:
• none
Equipment & Specialties

Training/Spa/Treatment Room:
- Ice maker
- Refrigerator under counter
- Hydrotherapy
- Student cots with privacy curtains
- Treatment table

Uniform Storage:
- Computer Station
- Uniform racks

Athletic Equipment Storage:
- High density storage

Storage @ Locker Rooms:
- Washer/ Dryer

Athletic Teaching Stations:
PE Fitness Room /Athletic Weight Room:
- AV system
- Aerobic machines
- Cardiovascular machines
- Various weight lifting equipment
- Free weights
- LCD projector and projection screen

Wrestling Room:
- Wrestling mats

Wrestling Storage:
- None

Stadium/Field House:
Shared Concessions:
- POS station
- Under counter refrigerator, microwave, and other concession equipment as required by site
- Fixed marker board

Press Box
- AV system
- Computer station and printer

Aquatic Center:
Coaches Office/Locker Room:
- Computer station and printer

Pool Mechanical Equipment:
- Open shelving

Restrooms:
Typical for all:
- None

Note:
Typical for all:
- Provide electrical and data at all appropriate locations to support equipment and furniture listed.
- Data/electrical/phone typical at all staff and coach offices

Other Design Features

Reference District Maintenance Design Standards for additional information

Doors & Windows:
- Windows: Hollow Metal (HM) or aluminum frame/ storefront, with insulating clear glazing. Low-E glazing where applicable. Roller window shades/ blinds. Provide operable window at offices, Staff Lounge and Parent Center
- Doors (Exterior): Metal Poly Core with vision-lite with sidelite; HM or aluminum frame
- Doors (Interior): Solid Wood Core with vision-lite; HM or aluminum frame

Program Connections:
- Visual connection between Staff Office and Student Lockers
- Roof overhang adjacent to Fitness Room for shaded outdoor P.E. activities
- Provide adequate screening of locker room entry so that privacy is maintained
Other Design Features

**Lighting & Controls:**
- Natural daylighting through glazing and skylights with easily adjustable baffles for control
- HVAC, lighting, & daylighting controls (daylights sensors); Digital display thermostats with override capability and temperature adjustment (with preset limits),
- CO2 sensors in Fitness Rooms
- Heating and ventilation in Lockers
- HVAC in Staff Office and Fitness Rooms

**Plumbing:**
- See Section 3.0 Overall Design Considerations for more information
- Hot and cold water at sinks
- Low flow restroom plumbing fixtures
- Provide drinking fountains at exterior and directly adjacent to the Fitness Rooms
Program Description

The Student Union will be the main central gathering place for students. The area will be connected to the Library/ Media Center, Food Services, Parent Volunteer Center, ASB Program spaces, Staff Support space, as well as Custodial Support Services.

The Student union is essentially the “heart” or “hub” of the campus. The Library/ Media Center serves as an integral part of the “Student Union” for the school. It is a place to promote staff, student and community social interactions. The space shall be accessible to students before, during, and after school hours. There should be a student gallery space and digital wall for displaying student work and promoting current events at the school. As a main gathering location, it is pivotal that this space become a landmark for students.

The way students will be educated is continually evolving as educator’s consider the impact of technology proliferating into our everyday experiences on their teaching approach. Students are now learning and reading on computers and personal digital devices. The Library amenities have to evolve to support these needs. In addition, an Open Computer Lab or Innovation Lab allow students to access computer-based programs, on-line learning and research, and virtual instruction.

Associated Student Body (ASB) or Student Council is an important organization at high schools that plans and organizes many of the student activities including school dances and community awareness projects. ASB program spaces accessed directly from the Student Union provide a place to meet and prep for activities and events.

Irvine Unified School District (IUSD) recognizes that a key component of the school’s and student success is due to parent and community support. Therefore Parent Volunteer Work/Conference Room with Storage will provide a dedicated space for the community and parents, to work and prep for activities.
To respond to the way students today and of the future are learning, the Library/ Media Center shall be connected to the Student Union. The Library will house only a small portion of the Reading Area and the rest of the area will be located in the Student Union.

The Library/ Media Center should be a highly flexible space for collaboration, multimodal learning and should provide ubiquitous access to mobile technologies. It should be a welcoming, comfortable, informal, stimulus rich, well-lit environment that supports multiple concurrent activities; from active small group activities to quiet reading, research, and independent work. Adjustable shelving should be adapted for Library and student work displays. There should be a dedicated space for revolving thematic display. There should be a clear “line of sight” to all student areas for supervision. Acoustical treatments and finishes should be carefully chosen to allow multiple concurrent activities.

Because the Student Union shall be accessible to students during, before, and after school, it should have the ability to be secured from adjacent program spaces. The space shall feel open, transparent, inviting, and exciting.

Adjacent and with the ability to open up into the Library and the Student Union, the Innovation Lab will support computer-based programs, on-line learning and virtual instruction. This Lab will be where technology can be updated more frequently and can act as an incubator for teachers to learn how to use new technology and apply it in their pedagogical practice. It will serve as a professional playground for the teachers as they develop their understanding of the possibilities of these new technologies. The computer room concept, rigid desks in a row, is not longer valid. This lab will provide both fixed and mobile access to information technologies in an informal setting. The Innovation Lab/ Open Computer Commons shall be technology rich with a fluid plan enabling a variety of instructional activities, including both group and individual work. It should look and feel cutting edge and active. Furniture should be fun, comfortable, flexible and mobile. Equipment should include LCD projectors, multiple projection and writing surfaces, flat screen monitors, video cameras and virtual instruction/ broadcasting capabilities.

The Parent Volunteer Center, shall be an open multi-purpose workroom space with flexible furnishings including work tables to support activity prep, meetings, and instructional activities.

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D1 Spatial Relationships & Adjacencies (Organization)

- **Library-Media Center/Student Union**
- **Food Service**
- **Student Union**
- **Library/Media Center**
- **Counseling/Support Svcs.**
- **Health Off.**
- **Administration**
- **Attendance**
- **Financial Services**
- **Facility Services**
- **Cust. Support**
- **Student Access**
- **Public Access**
- **Campus Quad**
D2 Spatial Relationships & Adjacencies

Library-Media Center/ Student Union

To: Counseling

Campus Quad

FOOD SERVICE

STOR. 200 SF

TABLE/ CHAIR

LCD Digital Display Wall of Student Work

STOR.

100 SF

PARENT CENTER

300 SF

INNOVATION LAB

1,200 SF

STACKS

1,800 SF

READING ROOM

1,800 SF

REAL CATALOG STNS.

600 SF

PROF. LIBR.

400 SF

LIBR. OFFICE

125 SF

STUDENT COLLABORATION

6,000 SF

TEXTBOOK STOR.

1,200 SF

EQUIP. STOR.

200 SF

WORK RM.

200 SF

DELIVERY ACCESS

STUDY PODS

(2)

REF. STACKS

400 SF

CIRC. DESK

200 SF

WORK

300 SF

TOILET

75 SF

STOR.

100 SF

ACCTG./ATHLETIC CLERK

75 SF

STOR.

100 SF

ATHLETIC DIR.

150 SF

ASB DIR.

150 SF

ASB STOR.

100 SF

ACCOUNTING

125 SF

ASB 960 SF

ASB STOR.

100 SF

STUDENT WORK

LIBRARY/MEDIA CENTER

Student Access

Divisible

To: Food Service

DATA/CTRL.

200 SF

TECH. DIR.

150 SF

WORK RM.

200 SF

Delivery Access

(2) SMALL CONF.

150 SF

LIBRARY MEDIA CENTER
## Library/Media Center
### Library
(Note: CDE Minimum 4 SF/Student)

<table>
<thead>
<tr>
<th>Space Program</th>
<th>SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation Desk</td>
<td>200</td>
</tr>
<tr>
<td>Librarian’s Office</td>
<td>125</td>
</tr>
<tr>
<td>Work/Processing Room</td>
<td>300</td>
</tr>
<tr>
<td>Textbook Storage/Distribution Room</td>
<td>1,200</td>
</tr>
<tr>
<td>Reference/On-Line Catalog Stations</td>
<td>600</td>
</tr>
<tr>
<td>Reading Room</td>
<td>1,800</td>
</tr>
<tr>
<td>Stacks</td>
<td>1,800</td>
</tr>
<tr>
<td>Reference/Periodical Stacks</td>
<td>400</td>
</tr>
<tr>
<td>Conference/Project Development Room (2x150 SF)</td>
<td>300</td>
</tr>
<tr>
<td>Professional Development Library</td>
<td>400</td>
</tr>
<tr>
<td>Staff Toilet</td>
<td>75</td>
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</table>

### Open Computer Commons

<table>
<thead>
<tr>
<th>Space Program</th>
<th>SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation Lab</td>
<td>1,200</td>
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</table>

### Technology Support

<table>
<thead>
<tr>
<th>Space Program</th>
<th>SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Director’s Office</td>
<td>150</td>
</tr>
<tr>
<td>Technology Work Room</td>
<td>200</td>
</tr>
<tr>
<td>Equipment Storage Room</td>
<td>200</td>
</tr>
<tr>
<td>Main Data Network Control Room</td>
<td>200</td>
</tr>
</tbody>
</table>

**Sub-Total: 9,150 SF**

Circulation/Support @ 10% (x 1.111) x1.111

**TOTAL 10,166 SF**

## Student Union
### ASB

<table>
<thead>
<tr>
<th>Space Program</th>
<th>SF</th>
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</thead>
<tbody>
<tr>
<td>Student Activities Director’s Office</td>
<td>150</td>
</tr>
<tr>
<td>Athletic Director’s Office</td>
<td>150</td>
</tr>
<tr>
<td>Accounting Office</td>
<td>125</td>
</tr>
<tr>
<td>Accounting Clerk Workstation</td>
<td>75</td>
</tr>
<tr>
<td>Activities Storage Room w/Safe</td>
<td>100</td>
</tr>
<tr>
<td>ASB Room</td>
<td>960</td>
</tr>
<tr>
<td>Student Store/Vending</td>
<td>400</td>
</tr>
<tr>
<td>ASB Storage Room</td>
<td>100</td>
</tr>
</tbody>
</table>

### Student Union

<table>
<thead>
<tr>
<th>Space Program</th>
<th>SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Collaboration</td>
<td>6,000</td>
</tr>
<tr>
<td>Table/Chair Storage</td>
<td>200</td>
</tr>
</tbody>
</table>

### Parent Volunteer Center

<table>
<thead>
<tr>
<th>Space Program</th>
<th>SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTO Work/Conference Room</td>
<td>300</td>
</tr>
<tr>
<td>Storage Room</td>
<td>100</td>
</tr>
</tbody>
</table>

**Sub-Total: 8,660 SF**

Circulation/Support @ 10% (x 1.111) x1.111

**TOTAL 9,621 SF**
Finishes

General Note:
• Provide walk-off mats at all main entries

Library:
Circulation Desk:
• Floor: Polished concrete, epoxy coated concrete, or other resilient flooring
• Ceiling: Per design, consider acoustical properties

Librarian’s Office:
• Floor: Carpet
• Walls: Painted gypsum board, tackable surface, vision window into Library, operable (optional)
• Ceiling: Suspended acoustical ceiling tile (ACT)

Work/Processing Room:
• Floor: Sheet vinyl flooring
• Walls: Painted gypsum board
• Ceiling: Suspended ACT

Textbook Storage/ Distribution Room:
• Floor: Sheet vinyl flooring or polished concrete
• Walls: Painted gypsum board
• Ceiling: Suspended ACT

Reference/ On-Line Catalog Stations:
• Floor: Carpet
• Walls: Painted gypsum board, tackable surface
• Ceiling: Per design, consider acoustical properties

Reading Room/ Stacks:
• Floor: Carpet
• Walls: Painted gypsum board, tackable surface
• Ceiling: Per design, consider acoustical properties

Reference/ Periodical Stacks/ Professional Development Library:
• Floor: Carpet
• Walls: Painted gypsum board
• Ceiling: Per design, consider acoustical properties

Conference Room:
• Floor: Carpet
• Walls: Painted gypsum board
• Ceiling: Suspended ACT

Staff Toilet:
• See Restrooms, typical.

Open Computer Commons
Innovation Lab:
• Floor: Carpet
• Walls: Glass door/ curtain wall, painted gypsum board, writing and projection surface

• Ceiling: Exposed high ceiling, acoustical roof deck or suspended ACT

ASB Program:
Offices (Typical for All):
• Floor: Carpet
• Walls: Painted gypsum board, tackable surface
• Ceiling: Suspended ACT

Accounting Clerk Workstation:
• Same as Offices

Activities Storage Room w/ Safe:
• Floor: Sheet vinyl flooring
• Walls: Painted gypsum board
• Ceiling: Suspended ACT

ASB Room:
• Floor: Polished concrete
• Walls: Painted gypsum board
• Ceiling: Suspended ACT

Student Store/ Vending:
• Floor: Sheet vinyl flooring or other resilient flooring that is easily cleanable
• Wall: Painted gypsum board
• Ceiling: Suspended ACT

Student Union
Student Collaboration:
• Floor: Polished concrete; walk off mats at entries
• Walls: Painted gypsum board, tackable surface, markerboard/projection surface, acoustical treatment
• Ceiling: Per design; consider exposed acoustical roof deck

Table/ Chair Storage
• Floor: Sheet vinyl flooring
• Walls: Painted gypsum board
• Ceiling: Suspended ACT

Parent Volunteer Center:
PTO Work/ Conference Room:
• Floor: Carpet and/or resilient flooring
• Wall: Painted gypsum board, tackable wall surface
• Ceiling: Suspended ACT

Storage Room:
• Floor: Sheet vinyl flooring
• Wall: Painted gypsum board
• Ceiling: Suspended ACT

Restrooms - Typical for all:
• Floors: Ceramic/ porcelain tile
• Walls: Ceramic/ porcelain tile
• Ceiling: Painted gypsum board
Casework

Library:
Circulation Desk:
- Custom reception/ circulation desk with work surface for two staff members, book drop, and drawers
- Lockable drawers
  - In a variety of sizes
  - Cabinet with adjustable shelves
  - Money drawer
  - File storage
- Book carts that can be easily stored below circulation desk and out of the way
- Printer supply storage
- Book hold storage near check out station
- Book drop near check out station
- Large work surface
- Easily accessible

Librarian’s Office:
- none

Work/Processing Room:
- Standing height counter with lower and upper cabinets, provide a portion of deep counters (or work island) for large office equipment
- 6 LF Tall cabinets

Textbook Storage/ Distribution Room:
- 6 LF counter with base cabinets; sink with hot and cold water
- 6 LF open counter with work-surface

Reference/ On-Line Catalog Stations:
- 12 LF open counter for student online catalog stations/ internet

Reading Room/ Stacks:
- none

Reference/ Periodical Stacks/ Professional Development Library:
- none

Conference Room:
- Counter with storage below

Staff Toilet:
- None

Open Computer Commons
Innovation Lab:
- 6 LF Tall storage cabinet with media (lockable)
- Cubbies for backpack storage

ASB Program:
Offices(Typical for All):
- none

Accounting Clerk Workstation:
- none

Activities Storage Room w/ Safe:
- none

ASB Room:
- none

Student Store/ Vending:
- Standing height counter with lower and upper cabinets (lockable); solid surface countertop
- Base cabinet with solid surface countertop at pass through window

ASB Storage Room:
- none

Student Union
Student Collaboration:
- none

Table/ Chair Storage
- none

Parent Volunteer Center:
PTO Work/ Conference Room:
- 5 LF counter with lower and upper storage cabinets; sink with hot and cold water

Storage Room:
- none

Restrooms
Typical for all:
- none
Library-Media Center

Furnishings

Library:
In designing the Library/ Media Center minimize built-ins and countertops. Make furniture flexible and mobile to allow for multiple configurations in the space. Allow the furniture to provide for large and small groups and individual areas.

Circulation Desk:
- Task chair (2)

Librarian’s Office:
- Desk and task chair
- File storage (lockable)

Work/ Processing Room:
- None

Textbook Storage/ Distribution:
- Task chairs (2)

Reading Room:
- 4-6 person tables and chairs (moveable with castors and easily grouped) for study and small group work
- Soft seating (flexible and mobile) for reading
- 5-8 online catalog stations and chairs
- Technology enabled furniture

Stacks/ Reference/ Periodical Stacks/ Professional Development Library:
Actual volume count to be determined by site, assume approximately 17 books/ student at 1-inch per book. The use of mobile stacks vs. fixed stacks is important to consider with increasing technology and on-line collections. Mobile stacks will ease of reorganization or removal of volumes if on-site book collection requirements decrease. Fictional volumes vs. non-fictional volumes should be considered in stack layout.

Conference Room:
- Conference table and chairs

Open Computer Commons:

Innovation Lab:
- Adjustable height tables on lockable casters (50 - 55 stations, verify with site)
- Adjustable height seats
- Technology enabled furniture
- Mobile teacher desk and chair/ lecturn

---

**Recommended Exemplary Quantitative Standards***

<table>
<thead>
<tr>
<th>Book Type</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pleasure Reading</td>
<td>32-45 per seat</td>
</tr>
<tr>
<td>Computing</td>
<td>36-45 per workstation</td>
</tr>
</tbody>
</table>

**Recommended Approximate Shelving Dimensions***

<table>
<thead>
<tr>
<th>Shelving</th>
<th>Approximate Height</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Shelves</td>
<td>42”</td>
</tr>
<tr>
<td>5 Shelves</td>
<td>60”</td>
</tr>
<tr>
<td>6 Shelves</td>
<td>72”</td>
</tr>
<tr>
<td>7 Shelves</td>
<td>84”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shelving Depths</th>
<th>Holds</th>
</tr>
</thead>
<tbody>
<tr>
<td>10”</td>
<td>Standard size books</td>
</tr>
<tr>
<td>12”</td>
<td>Reference , picture books</td>
</tr>
<tr>
<td>15”</td>
<td>Multi-media</td>
</tr>
</tbody>
</table>

### Student Union

#### Furnishings

**ASB Program:**
Office (Typical for All):
- Desk and task chair
- Guest seating, as required
- File storage

Accounting Clerk Workstation:
- Modular furniture system, task chair

Activities Storage Room w/ Safe:
- None

ASB Room:
- Work tables and chairs that group easily

Student Store/ Vending:
- None

ASB Storage Room:
- None

**Student Union**

Student Collaboration:
- Multiple person, group-able tables and chairs
- Soft furnishings, with charging and data connection, that can easily be re-arranged
- Side tables
- Technology enabled furniture

Table/ Chair Storage:
- None

**Parent Volunteer Center:**

Parent Teacher Organization (PTO) Work/ Conference Room:
- Group work tables and chairs (moveable and can be arranged into multiple configurations)
- 2-person tables and chairs for computer stations (2-3 stations)
- Mobile storage

**Restrooms:**
Typical for all:
- None
Library-Media Center/ Student Union

Library:
Circulation Desk:
• (2) computers
• Printer
• (2) Barcode scanners (1 wireless)
• Theft prevention system at entry/ exits
Librarian’s Office:
• Computer and printer
• Phone
Work/Processing Room:
• Copier
• Paper shredder
• Paper cutters
• Computer and Printer, barcode scanner
Textbook Storage/ Distribution Room:
• High density storage
• Computers (2-3) and printer
• (2-3) Barcode scanners (1-2 Wireless)
Reference/ On-Line Catalog Stations:
• Computers for online catalog stations
Reading Room/ Stacks:
• Wireless access throughout
• Printer
Reference/ Periodical Stacks/ Professional Development Library:
• See Stacks
Conference Rooms:
• (1) Interactive whiteboard
• LCD projector & projection screen
• Computer interface
Staff Toilet:
• See Restrooms, typical

Open Computer Commons
Innovation Lab:
• Computer stations (50 - 55 stations, verify exact quantity)
• Printers (3-4)
• Teacher computer and printer
• (2) Fixed markerboards
• (1) Interactive whiteboard
• LCD projector and projection screen (2)
• Markerboard projection wall surface

ASB Program:
Offices(Typical for All):
• Computer station and printer
Accounting Clerk Workstation:
• Computer station and printer
Activities Storage Room w/ Safe:
• Storage Safe
• Metal shelving, as required
ASB Room:
• Wireless shelving
Student Store/ Vending:
• POS stations (2)
• Above counter electrical outlets to support various appliances, as required
ASB Storage Room:
• Metal shelving, as required

Student Union
Student Collaboration:
• LCD projector and projection screen (size appropriately)
• LED monitors for digital display
Table/ Chair Storage
• none

Parent Volunteer Center:
PTO Work/ Conference Room:
• Fixed whiteboard
• (1) Interactive whiteboard
• LCD projector and projection screen
• Computer stations (6)
• Copier
• Printer
• Coffee maker (option)
• Microwave (option)
• Refrigerator
Storage Room:
• none

Restrooms
Typical for all:
• Hand dryers
• Restroom accessories
• See Section 7.0 – Site Considerations for more info.
General Note:
Typical for All:
• Provide electrical and data at all appropriate locations to support equipment and furniture listed.
• Data/ electrical/ phone typical at all staff and ASB offices, workstations, clerical, circulation/. reception, and workrooms.

Library:
Circulation Desk:
• Data outlet (2) ports for (2) computer stations, (1) port for printer
• Electrical double duplex outlets at all data ports
• Data/electrical for self check-out area
Librarian’s Office:
• Electrical double duplex at desk, 1 duplex each on 2 walls
• Data outlet 1 (2) port at desk with phone
• TV connection
• Wall mounted clock

Work/Processing Room:
• Telephone/ Intercom
• Wall mounted clock
• Electrical duplex outlets at data outlets
• Data outlets 4 (2) ports – 1 for copier, 1 for printers
• Additional above counter electrical outlets in various locations

Textbook Storage/ Distribution Room:
• Data outlet ports for (2-3) computer stations, (2) ports for printers
• Electrical double duplex outlets at all data ports

Reference/ On-Line Catalog Stations:
• Electrical and data ports for online catalog stations

Reading Room/ Stacks/ Reference/ Periodical Stacks/ Professional Development Library:
• (20) Flush floor mounted data outlet with (2) port placed evenly throughout for flexible furniture arrangements
• Electrical and data ports for (20) computer stations for student use
• Electrical duplex outlets at all data ports
• Wall mounted clocks
• Speakers

• Wall mounted data outlets (2) port, approximately 2 per wall
• Additional data/ electrical to support equipment
• Wireless access
• Mobile devices charging station on casters

Conference Rooms:
• Electrical/data/phone at conference table
• Floor power/data at conference table

Staff Toilet:
• See Restrooms, typical.

Open Computer Commons

Innovation Lab:
• Wireless access
• Ceiling mounted speakers
• Intrusion detection system
• Audio visual - MP3 Docking station, DVD & CD player
• Clock system
• Telephone/intercom
• Electrical quad outlets at all data ports
• (4) Flush Floor mounted data and power outlets
• (1) port with AV at each projection area and data outlets
• (2) two port outlets and power each along each wall, total 35-40 access ports
• Lockable mobile devices charging station on casters

Restrooms
Typical for all:
• Power for hand dryers
• GFCI outlet for cleaning equipment
General Note:
Typical for All:
- Provide electrical and data at all appropriate locations to support equipment and furniture listed.
- Data/electrical/phone typical at all staff and ASB offices, workstations, clerical, circulation/reception, and workrooms.

ASB Program:
Offices (Typical for All):
- Electrical double duplex at desk, 1 duplex each on 2 walls
- Data outlet 1 (2) port at desk with phone
- Wall mounted clock

Accounting Clerk Workstation:
- Electrical double duplex at each data outlet
- Data outlet 1 (2) port with phone

Activities Storage Room w/ Safe:
- None

ASB Room:
- Wireless access
- Electrical and data outlets (2) per wall
- (4) Flush floor mounted or ceiling retractable data and electrical outlets for flexibility

Student Store/ Vending:
- Electrical and data ports for POS stations

ASB Storage Room:
- None

Student Union
Student Collaboration:
- Wireless access throughout
- Ceiling mounted speakers
- Intrusion detection system
- Audio visual - MP3 Docking station, DVD & CD player
- Clock system
- Telephone/intercom
- Electrical quad outlets at all data ports; flush floor mounted data and power outlets for flexible arrangements
- (1) port with AV at projection area and data outlets
- Lockable mobile devices charging stations

Table/ Chair Storage
- none

Parent Volunteer Center:
PTO Work/ Conference Room:
- Telephone/ Intercom
- Wall mounted clock
- Electrical duplex outlets at data outlets
- Data outlets 4 (2) ports – 1 for copier, 1 for printers

Storage Room:
- none

Restrooms
Typical for all:
- Power for hand dryers
- GFCI outlet for cleaning equipment
Typical For All:

Reference District Maintenance Standards for additional information

Program Connections:
- Minimize use of permanent walls to provide maximum flexibility
- Use furniture to create large and small group spaces
- Consider glass wall enclosures for spaces for transparency
- Provide areas for rotating Library displays as well as student display areas
- Provide views to the exterior
- Create cohesive connection between Food Service, Student Union, and Library-Media Center, Innovation Lab. Have the built environment encourage collaborative learning experiences and for learning to happen everywhere.
- Incorporate wayfinding features such as colors, finishes, and soffit features

Signage:
- Decisions about signage should include: purpose, location, message, color, size, type face and installation techniques. Some signage may need to be movable when volume collections are changed or reorganized. The signage in the Library/ Media Center should be guided by the goals and objectives laid out in this document to ensure a user friendly environment that allows users and staff to move through the Library-Media Center and Student Union efficiently
- To ensure the quality and success of signage, a signage package should be provided to the site Librarian for review

Doors & Windows:
- Windows: Hollow Metal (HM) or aluminum frame/ storefront, with insulating clear glazing. Low-E glazing where applicable. Operable windows for natural ventilation. Roller window shades
- Storefront systems: Use at Student Union to create an open transparent feel
- Provide glazing between Circulation Desk, Workroom, and Librarian’s office for ease of supervision
- Doors (Exterior): Metal Poly Core with vision-lite and HM or aluminum frame. Roll up door at Equipment Storage for Library
- Doors (Interior): Solid Wood Core with vision-lite and HM or aluminum frame

Acoustics:
- Provide quality acoustic properties in all spaces and adjoining walls. Meet CHPS performance criteria
- Keep in mind that large spaces will have to support multiple, concurrent uses. Minimize noise transfer to adjacent spaces

Lighting & Controls:
- Natural daylighting through glazing and skylights with easily adjustable baffles for control
- Lighting appropriate for reading
- Industrial lighting in the Innovation lab
- Daylight sensors
- HVAC, lighting, and daylighting controls; Digital display thermostats with override capability and temperature adjustment (with preset limits)

Ventilation:
- Balance of air conditioning and natural ventilation
- Quiet HVAC systems

Plumbing:
- Hot and cold water at all sinks
- Low flow plumbing fixtures
Food Service Program Description

The Food Service/Dining area will serve as a place where students, staff, and visitors can obtain a quick, healthy, and economical meal or snack. The Kitchen/Food Prep area will support food preparation, cooking, and food storage functions. The program includes a Food Court layout and a scrabble layout with two student access/egress at the Student Union and at the Lunch Shelter to minimize congestion. The Food Service adjacency to the Student Union and campus quad allows students to take their food and gather informally to eat their meals.

A Staff Lounge at the Faculty Services provides staff a separate place to eat and is near the Food Service component to promote student-staff interaction.

The Custodial Support Services will provide a centralized place for M&O to manage staff and store their supplies.

Space Considerations

The food serving/queuing and dining area should provide a pleasing and efficient environment. The facility will need to serve many students in a specified amount of time. Therefore design of the serving area needs to provide multiple points of service, including a “build your own” salad bar area. The “food court” style serving layout may allow for more food choices and more efficient serving system. Provide adequate walk-in cooler and freezer space to accommodate daily food storage requirements; and dry storage areas to accommodate necessary deliveries. Adequate access for large trucks should be provided for deliveries and distribution.

Production of menu items for the smaller kitchens will allow the District to replace Vendor supplied processed foods with more controlled, recipe driven items that ensure nutritional standards required by Federal Guidelines. The cooking program will incorporate the blast chiller to bring bulk cooked products down to proper storage temperature for storage and offsite shipment. The cooking battery requires a Type I exhaust hood, exhaust system, make-up air and a fire suppression system.

The prep area will be immediately adjacent to the cooking area and have easy access to the walk-ins and dry storage. The prep area will have mobile work tables with overhead electrical power to provide necessary power for table mounted equipment. The prep area will also be provided with multiple fixed tables with two compartment prep sinks.

Key Plan

The cooking battery requires a Type I exhaust hood, exhaust system, make-up air and a fire suppression system.
**Spatial Relationships & Adjacencies**

**Food Service**

**To: Library/Student Union**

**KITCHEN/FOOD PREP**
- 2350 SF
- **STAFF WORKROOM**
  - 1500 SF
- **STAFF LOUNGE**
  - 1500 SF
- **Serving Windows**
  - 2@75SF=150 SF
- **Changing Room/Toilet**
  - 95 SF
- **Food/Vending Kiosk**
  - 100 SF
- **Modified Food Court**
  - 2@800SF=1,600 SF
- **Serving Line**
  - 800 SF
- **Dry Storage**
  - 250 SF
- **Receiving**
  - 100 SF
- **Copy Center**
  - 600 SF
- **SUPPLY/STOR.**
  - 200 SF
- **FREEZER**
  - 125 SF
- **REFG.**
  - 125 SF
- **Serving Line**
  - 800 SF
- **Serving Windows**
  - 150 SF

**Custodial Support Services**

**Custodian Office**
- 100 SF

**Custodian/Maintenance Workroom**
- 300 SF

**Supply/Grounds Storage**
- 400 SF

**Custodial Closets**
- 8@50SF=400 SF

**Golf Cart Garage/Storage**
- 400 SF

**Sub-Total**
- 1,600 SF

**Circulation/Support @ 10% (x 1.111)**
- 1,093 SF

**TOTAL**
- 10,938 SF

**Note:** The following space summary excludes circulation/support factors.

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**Space Program**

**Kitchen/Food Prep:**
- 2,350 SF
- **Dry Storage**
  - 250 SF
- **Walk-In**
- **Refrigerator/Freezer**
  - 2@125SF=250 SF
- **Food/Vending Kiosk**
  - 100 SF
- **Modified Food Court**
- **Serving Line**
  - 2@800SF=1,600 SF
- **Serving Windows**
  - 2@75SF=150 SF
- **Changing Room/Toilet**
  - 95 SF
- **Food Service Director Office w/Safe**
  - 150 SF
- **Receiving**
  - 100 SF
- **Lunch Shelter**
  - 1/3 of 9,600SF=3,200 SF

**Sub-Total**
- 8,245 SF

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**To: Library/Student Union**

**KITCHEN/FOOD PREP**
- 2350 SF
- **STAFF WORKROOM**
  - 1500 SF
- **STAFF LOUNGE**
  - 1500 SF
- **Serving Windows**
  - 2@75SF=150 SF
- **Changing Room/Toilet**
  - 95 SF
- **Food/Vending Kiosk**
  - 100 SF
- **Modified Food Court**
- **Serving Line**
  - 800 SF
- **Dry Storage**
  - 250 SF
- **Receiving**
  - 100 SF
- **Copy Center**
  - 600 SF
- **SUPPLY/STOR.**
  - 200 SF
- **FREEZER**
  - 125 SF
- **REFG.**
  - 125 SF
- **Serving Line**
  - 800 SF
- **Serving Windows**
  - 150 SF

**Custodial Support Services**

**Custodian Office**
- 100 SF

**Custodian/Maintenance Workroom**
- 300 SF

**Supply/Grounds Storage**
- 400 SF

**Custodial Closets**
- 8@50SF=400 SF

**Golf Cart Garage/Storage**
- 400 SF

**Sub-Total**
- 1,600 SF

**Circulation/Support @ 10% (x 1.111)**
- 1,093 SF

**TOTAL**
- 10,938 SF

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**Note:** The following space summary excludes circulation/support factors.
Food Service:

Kitchen/ Food Prep:
- Floor: Quarry Tile with minimum 6” high continuous base with 3/8” radius
- Wall: FRP; 18 gauge stainless steel wall flashing at Cooking and Ware Washing
- Ceiling: Painted gypsum board or EHS approved lay-in ceiling

Dry Storage Area:
- Floor: Quarry tile with minimum 6” high continuous base with 3/8” radius
- Wall: FRP
- Ceiling: Painted gypsum board or EHS approved lay-in ceiling

Walk-in Refrigerator/ Freezer:
- Floor: Quarry tile with minimum 6” high continuous base with 3/8” radius
- Walls: 18 ga stainless steel (exposed); 18 ga galvanized steel (unexposed)
- Ceiling: 18 ga stainless steel
- Protective surface at exposed walls and doors: Diamond Tread

Food/Vending Kiosk:
- Service counter
- Traffic railing

Changing Room/ Toilet:
- Floor: Polished concrete
- Wall: Ceramic/ porcelain tile
- Ceiling: Painted gypsum board

Office:
- Floor: Polished concrete
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT

Serving:
- Floor: Polished Concrete
- Wall: FRP or Ceramic/ porcelain tile
- Ceiling: Painted gypsum board or EHS approved lay-in ceiling

Student Union/ Dining:
- Floor: Polished concrete; walk off mats at entries
- Walls: Painted gypsum board, tackable surface
- Ceiling: Per design

Staff Support Services:
Staff Lounge/ Dining:
- Floor: Polished concrete
- Walls: Painted gypsum board
- Ceiling: Suspended ACT

Kitchen/ Vending Alcove:
- Floor: Polished concrete
- Walls: Painted gypsum board
- Ceiling: Painted gypsum board or EHS approved lay-in ceiling

Custodial Support Services:
Custodial/Maintenance Workroom:
- Floor: Linoleum Tile
- Wall: Painted gypsum board
- Ceiling: Open to structure

Garage/ Storage:
- Floor: Polished concrete
- Wall: Painted gypsum board
- Ceiling: Open to structure

Site M&O Office:
- Floor: Polished concrete
- Wall: Painted gypsum board
- Ceiling: Suspended ACT

Restrooms:
Typical for all:
- Floors: Polished concrete
- Walls: Ceramic/ porcelain tile
- Ceiling: Painted gypsum board
**Food Service:**
Kitchen/ Food Prep, Dry Storage, Walk-in Refrigerator/ Freezer:
  • none
Office:
  • none
Changing Room/ Toilet:
  • none
Serving:
  • none
Student Union/ Dining:
  • none

**Custodial Support Services:**
Custodian Office:
  • none
Custodial/Maintenance Workroom:
  • none
Custodial Closets
  • none
Golf Cart Garage/ Storage:
  • none

**Casework**

**Food Service:**
Kitchen/ Food Prep, Dry Storage, Walk-in Refrigerator/ Freezer:
  • None
Office:
  • Desk and task chair
  • Guest seating
  • File storage
Changing Room/ Toilet:
  • none
Serving:
  • none
Student Union/ Dining:
  • Multiple person, group-able tables and chairs
  • Soft furnishings, with charging and data connection, that can easily be re-arranged
  • Side tables

**Custodial Support Services:**
Custodian Office:
  • Desk and task chair
  • Guest seating
  • File storage
Custodial/Maintenance Workroom:
  • Work tables and chairs
Custodial Closets
  • Open Shelving
Golf Cart Garage/ Storage:
  • none

**Restrooms:**
Typical for all:
  • none
Equipment & Specialties

Kitchen/Food Prep:
- Microwave oven stand, mobile
- Mobile speed line basket dollies and baskets
- 2’x8’ tables
- Range top with adequate exhaust hood
- Double stacked convection ovens
- High temperature steam jacketed kettle (with mixing arm)
- Rack oven (for scratch baking, no proofing)
- 60 quart mixer
- Blast chiller
- Power drops
- Mobile hot carts for transport of hot products (minimum 7)
- Automatic ware washing and pot washing, verify with site
- 3 compartment sink with integral drain boards on either side, with garbage disposal – total length 10’
- Hand wash sink
- Prep sink
- Paper Towel and Soap dispenser
- Floor sink and floor drain
- Corner guards, as needed
- Mobile kiosks and POS connections around campus. Confirm locations with site
- Overhead air curtain at doors

Walk-in Refrigerator/ Freezer:
- Shelving provided by manufacturer; adequate amount to accommodate daily food storage requirements
- WI Refrigerator
- WI Freezer

Food/Vending Kiosk

Dry Storage:
- 18”x48” (5 tier) mobile shelving sections; standard wire shelving to accommodate dry storage requirements of daily operation

Office:
- Computer station and printer

Changing Room/ Toilet:
- Lockers (3 tier)

Serving (4 speed lines):
- (2) mobile tray shelves
- (4) mobile cold food speed line cabinet

- (2) mobile frozen food speed line cabinet
- (2) mobile hot food speed line cabinet
- (2) mobile cash stands
- (2) POS system locations
- Overhead air curtain at doors
- Hand wash sink
- Paper Towel and Soap dispenser
- Stainless steel counters and tables
- Floor drain

Custodial Support Services:
Custodial/Maintenance Workroom:
- Open shelving
- Electrical outlets in various locations to support and charge power tools and maintenance equipment

Garage/ Storage:
- Golf carts (2) with charging stations
- Open shelving

Site M&O Office:
- Computer workstation and printer

Restrooms:
Typical for all:
- none

Note:
Typical for all:
- Provide electrical and data at all appropriate locations to support equipment and furniture listed.
- Data/ electrical/ phone typical at all staff and ASB offices, workstations, clerical, reception, staff workroom, and staff lounge/ dining.
Other Design Features

Doors & Windows:
- Windows: Hollow Metal (HM) or aluminum frame/storefront, with insulating clear glazing. Low-E glazing where applicable. Roller window shades. Provide operable window at offices.
- Doors (Exterior): HM or Aluminum storefront with vision-lite and HM or aluminum frame.
- Doors (Interior): Solid Wood Core with vision-lite and HM or aluminum frame.
- Transaction Counter Doors: Aluminum door with clear anodized finish. Motorized at Serving Windows. Aluminum transaction countertop at the sill.

Acoustics:
- Privacy in all Offices
- Appropriate acoustics in large multi-use spaces

Ventilation:
- Balance of air conditioning and natural ventilation

Lighting & Controls:
- Easily controllable natural daylighting through glazing and skylights
- Lighting appropriate for tasks specified
- HVAC, lighting, & daylighting controls (daylights sensors)

Plumbing:
- Hot and cold water at sinks
- Low flow restroom plumbing fixtures