Educational Specification
K-6 Elementary School

LODI
UNIFIED SCHOOL DISTRICT

December XX, 2024

DRAFT 12/23/24

LODI USD

HMC Architects
DESIGN FOR GOOD

MISSION
Lodi USD will provide the best education for all students to be successful in life.

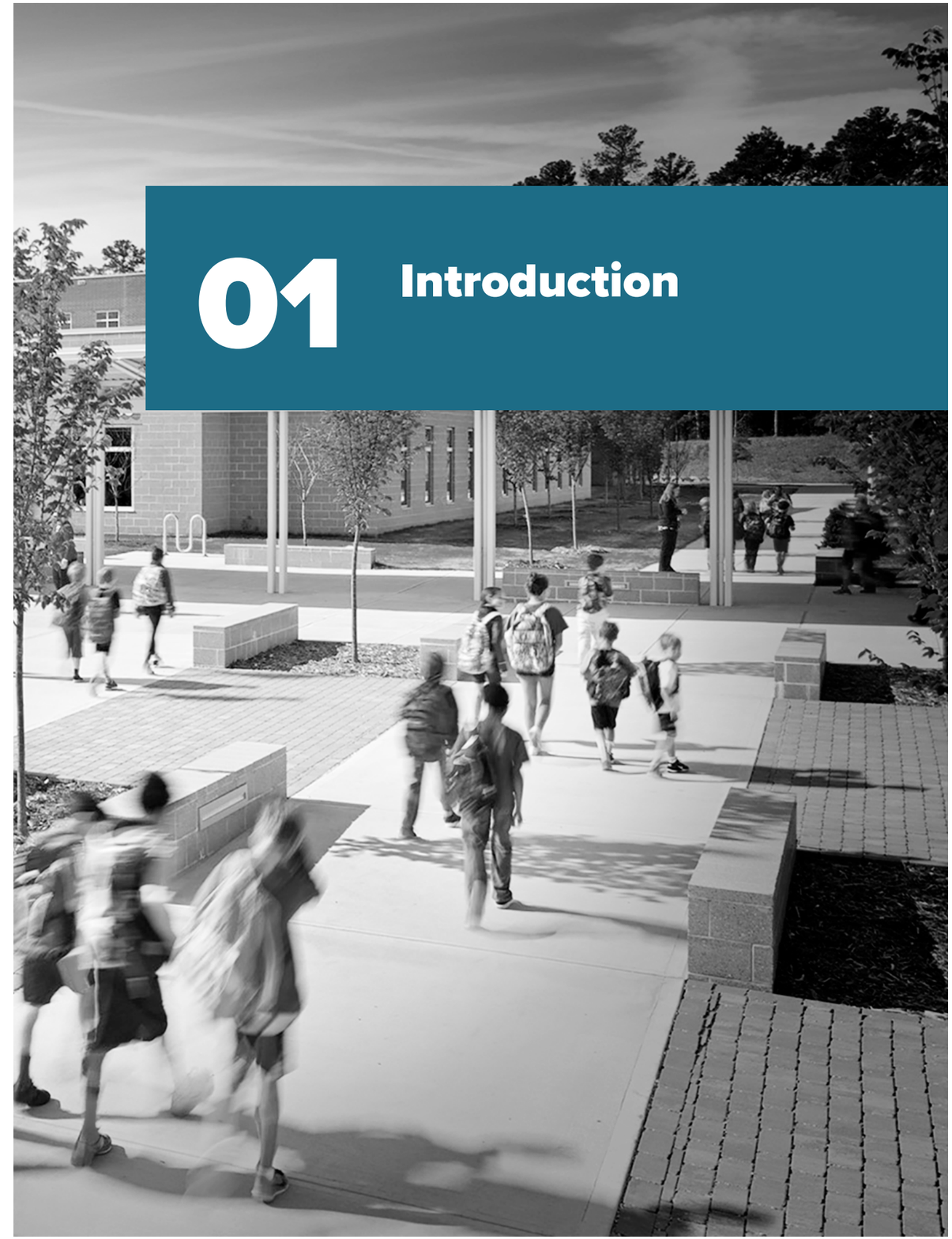
VISION
In partnership with our community, LUSD will provide a world class student-centered safe learning environment that cultivates character, fosters academic excellence, embraces diversity, and empowers all students to achieve their full potential.

CONTENTS

01. Introduction 1

02. Planning Considerations 9

03. Space Requirements / Relationships 23



01 Introduction

Introduction

COMMUNITY BACKGROUND

Lodi, a city in San Joaquin County, California, has deep agricultural roots dating back to the 19th century. Founded as a small farming community, it quickly became known for its wine production, particularly Zinfandel, earning the title “Zinfandel Capital of the World.” Incorporated in 1906, Lodi has since maintained its strong agricultural identity, anchored by family-owned and commercial farms.

Agriculture, particularly viticulture, is central to Lodi’s economy. The local wine industry, renowned for Zinfandel, draws tourism and supports numerous jobs. Additionally, the cultivation of crops like walnuts, almonds, and cherries contributes to the region’s output. Retail, education, and healthcare sectors provide stability, but wine production remains a core economic driver. Lodi’s tourism industry is robust, fueled by winery tours, festivals, and outdoor activities.

Lodi’s population is around 68,000 and notably diverse. Hispanic or Latino individuals make up approximately 40% of the population, while White, African American, Asian, and other ethnic groups comprise the rest. Family-oriented households are common, with a median age that reflects both young families and retirees. The city’s steady growth can be attributed to its affordable living, community appeal, and strong agricultural character.

Known for its small-town charm, Lodi embraces a relaxed, community-focused lifestyle. The city hosts the annual Lodi Grape Festival, celebrating its wine heritage and is known for the annual migration of sandhill crane birds through the area. Historic downtown Lodi, filled with boutiques, restaurants, and tasting rooms, reflects a close-knit community spirit. With its scenic vineyards and dedication to sustainability, Lodi attracts those seeking a peaceful environment, local pride, and a connection to California’s agricultural past.

GROWTH & CAPACITY CHALLENGES

Lodi is experiencing steady growth as more people are drawn to its affordability, strong community values, and access to the wine industry. Growth projections suggest that the city will continue expanding, especially as nearby larger cities like Stockton and Sacramento see rising living costs, pushing residents to seek more affordable housing in neighboring areas like Lodi. However, this growth presents challenges for Lodi’s infrastructure, housing, natural resources, and school system.

EDUCATIONAL SPECIFICATIONS REQUIREMENTS

Per the California Department of Education (CDE), *“Educational specifications serve as the link between the educational program and the school facilities. They translate the physical requirements of the educational program into words and enable the architect to visualize the educational activity to be conducted so that the architectural concepts and solutions support the stated educational program.”*

From this definition two aspects of educational specifications emerge: **the instructional component and the physical component.** The instructional component describes the learning activities and educational programs and priorities, while the physical component deals with the numbers and types of spaces needed to facilitate the educational program.

Creating an inclusive and community-based school environment goes beyond the CDE guidelines for square footages, and a construction budget. Comprehensive educational specifications link the facility design to the educational program and serve as the benchmark against which planning and design decisions are made. The educational specifications also serve to document the educational goals of the participants that shaped these ed specs, to help future stakeholders understand, value and maintain the integrity and quality of Lodi Unified School District educational facilities described herein.

THE PROCESS

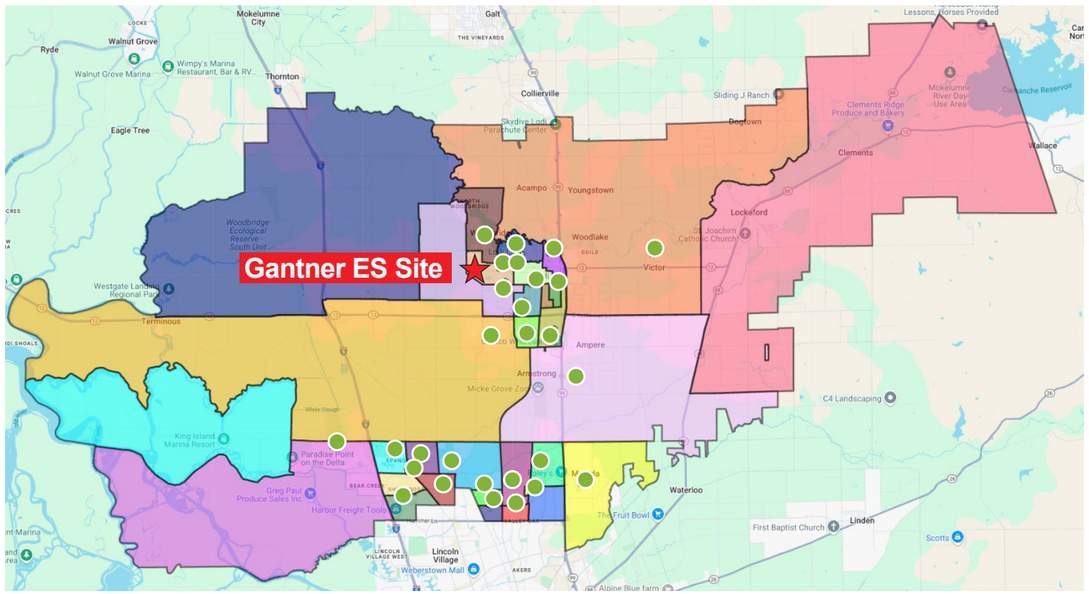
This educational specification process has defined the architectural issues and requirements that the design process for the new K-6 schools must address. The Lodi USD educational specification process was subdivided into phases:

1 **Planning Meetings**
The initial meeting introduced participants to the Educational Specification purpose and process, reviewed elements of the District’s existing facilities, discussed evolving educational programs, trends and design issues, and explored various examples of architectural solutions. Additional ongoing meetings will leverage the expertise of various consultants for facility-specific and programming questions and decisions.

2 **Data Interpretation and Organization**
Information gathered during the workshops and meetings was analyzed, evaluated, and documented. Preliminary space programs, spatial relationship diagrams, and educational specification data sheets were developed and reviewed with the planning group.

3 **Final Document Preparation**
District feedback and comments were incorporated into the final educational specification document.

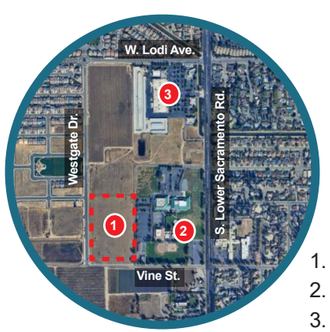
District Elementary Schools & Gantner Elementary Site



LUSD Elementary Schools

Ansel Adams Elementary
Beckman Elementary
Clairmont Elementary
Clyde W. Needham Elementary
Creekside Elementary
Davis Elementary
Elkhorn Elementary
Ellerth E. Larson Elementary
Erma B. Reese Elementary
George L. Mosher Elementary
George Washington Elementary
Heritage Elementary
Joe Serna Jr. Charter
John Muir Elementary
Julia Morgan Elementary
Lakewood Elementary
Lawrence Elementary
Leroy Nichols Elementary
Live Oak Elementary
Lockeford Elementary
Lois E. Borchardt Elementary
Manlio Silva Elementary
Oakwood Elementary
Parklane Elementary
Podesta Ranch Elementary
Sutherland Elementary
Victor Elementary
Vinewood Elementary
Wagner-Holt Elementary
Westwood Elementary
Woodbridge Elementary

Gantner ES Site



1. 11.5-Acre Site
2. Grace Pt. Church
3. Shopping Center

Gantner ES Vicinity

Timeline: Ed Spec and Gantner Site

Planning Meetings
October/December 2024

Document Development
November/December 2024

Presented to Board
January 16, 2025
(Scheduled)

Board Approval
January 16, 2025
(Scheduled)

Conceptual Design
To Be Determined

Construction Documents
To Be Determined

DSA Approval
To Be Determined

Contractor Bidding
To Be Determined

Construction
To Be Determined

Occupancy
Fall 2028 Target

Acknowledgments

The development of this Lodi Unified School District K-6 School Educational Specification is a collaborative effort of many stakeholders. The following participants are recognized for their contributions to this important effort:

Lodi Unified School District

Edith Holbert
Executive Director of Operations, Lodi USD

Joe Patty
Director of Maintenance & Operations and Facilities & Planning, Lodi USD

Marc Karim
Construction Project Specialist, Lodi USD

Lance Brown
Construction Project Specialist, Lodi USD

Amberly Kidder
Planning Analyst, Lodi USD

Desiree Wise
Facilities & Maintenance Supervisor (IPO), Lodi USD

Cheryl Yourdon
Facilities and Planning Technician, Lodi USD

HMC Architects

Jeffrey Grau
Principal in Charge

Jennifer Huang
Sr. Project Architect

Lujane Aboud
Project Designer

Elsa Listiani
Design Leader

Who are the students we are designing our schools for?

Significant changes in demographics, students' learning styles, technology, social media, and the expectations of the learning experience are having a profound effect on education.

Children born between 2010 – 2025 are known as Generation Alpha. They are the children of millennials or Gen Y, who have passed down their immersive understanding and preoccupation with technology. Generation Alpha have high cognitive abilities and can be quite self-sufficient in the face of challenges. Being technology savvy, their learning is often highly personalized, but can inadvertently lead to isolation and be lacking in much needed socialization.

Ashley Fell, the communications director for the research company McCrindle notes, "They are the first generation of children to be shaped in an era of portable digital devices, and, for many, their pacifiers have not been a rattle or a set of keys but a smartphone or tablet device." As a result, they are less proficient in practical skills, assessing and approaching risk and setting and achieving goals.

Currently in California and elsewhere, restriction of mobile phone use by students in classrooms is the subject of debate and impending legislation.

This question will continue to have an impact on current and future K-6 students and teachers.

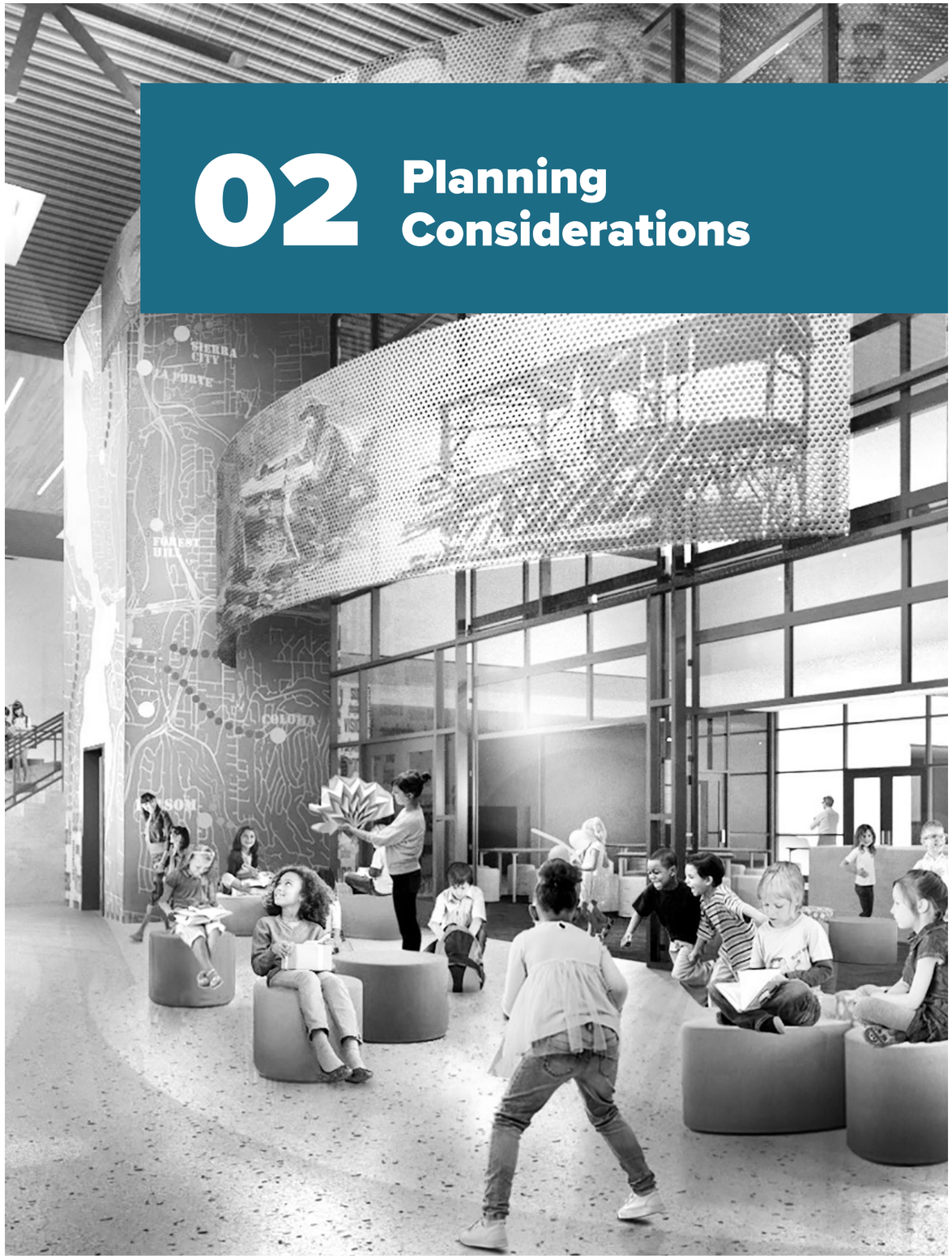
- They are extensively connected to and shaped by their peers.
- They are connected 24/7 across social, geographic and demographic boundaries.
- In this wireless world their technology knows no boundaries nor do their blogs, friendships and vocabulary.
- While digital skills and creativity are expected to be high, critical thinking skills are ranked low among this generation.
- Bullying has evolved to online, with nearly a quarter of students being bullied via social media, text messages or email.
- With current trends, by the time Generation Alpha enters the workforce they will have on average 18 different jobs over six distinct careers.
- Learning styles are switching from structural and auditory to engaging, visual, multi-model and hands-on methods of educating.

"Preparing students for jobs that don't exist yet, using technology that hasn't yet been invented, in order to solve problems that we don't even know are problems yet."

Richard Riley
US Secretary of Education (1993-2001)

02 Planning Considerations

Information identified and discussed during the planning process was analyzed and transformed into planning considerations for the new K-6 schools. This sections consolidates all of the priorities and values that drive the size and design of the new facilities.



District Mission, Vision, and Educational Goals

Introduction

Lodi cares a great deal about students, and it shows. The District holds themselves and their students to a high standard of behavior, and they put in the extra time it takes to ensure everyone is doing their best. Custodians, bus drivers, cafeteria workers, secretaries, aides, teachers, Board of Trustees, and Superintendent/Principal all believe in supporting every child with excellence.

Lodi USD offers unique opportunities for students and staff making it the premier education destination.

Vision Statement

Lodi USD, in partnership with our community, provides a world class student-centered safe learning environment that cultivates character, fosters academic excellence, embraces diversity, and empowers all students to achieve their full potential.

Goals

- Prepare students with the integrity and skills required to adapt and succeed as responsible citizens in an ever-changing world.
- Be the employer of choice for highly qualified and creative people who reflect, value, and celebrate the rich diversity of the district.
- Provide curriculum and instruction that educates, challenges, and inspires all students.
- Create and support a school environment in which all students, staff, and parents feel safe, secure, and valued.
- Ensure all students read at grade level by the end of third grade and maintain strong literacy skills throughout their educational career.
- Support a broad course of study that offers students the opportunity to develop and enhance interests, talents, and skills in core academic, career preparation, and elective fields.

Mission Statement

Lodi USD will provide the best education for all students to be successful in life.

Lodi USD strives to educate students for success through high quality instruction, a wide variety of Career Technical Education programs, joint efforts with higher education, an award winning Gifted and Talented Education program, effective support programs, and extended learning through the use of digital devices.

Academics

Lodi USD's educational programs and academic pathways are designed to provide students with the knowledge and skills for a successful future.

Having a variety of academic courses is essential for student success. Additionally, Lodi USD offers special courses in the fields of science and technology to students in grades 7 and 8.

This Ed Spec explores key concepts for students in TK-6 grades and 7-8 grades. To distinguish grade-specific items, the following color keys have been used:

TK-6 | 7-8

Focused Programs

Science, Technology, Engineering, and Mathematics (STEM) - Provided for students in grades 7 and 8: Science, Technology, Engineering, and Mathematics (STEM) education fosters critical thinking, problem-solving abilities, and creativity, preparing students to tackle real-world challenges and contribute to scientific advancements, technological innovations, and economic growth. A focus on computer labs, robotics and graphic arts is integral to grades 7 and 8.

District + Community
PLANNING CONSIDERATIONS

Grade Configuration

The new school will be programmed and planned as a TK – 8th grade level configuration (Preschool omitted intentionally). This will allow maximum flexibility in the use of the facility and will be able to accommodate different configurations if necessary or desired. If phasing is implemented, additional flexibility in school use may be available as the higher grades can be added at a later time.

The actual grade level configuration will be determined by the District at occupancy based on demographic projections and actual student generation.

Capacity + Size Parameters

Enrollment: The facility will be ultimately planned for 850 TK-8th grade students in permanent buildings (excludes Preschool). Any capacity beyond this level would be temporary and most likely portable in nature.

Site Size: Per California Department of Education recommendations for K-8 school facilities for 850 students, the site should be approximately 12.9 acres. Reasonable flexibility in meeting this figure exists based on specific District needs, issues and challenges.

Teaching Stations: The facility will include adequate teaching stations for 850 students in TK-8th grade. Loading will be District standard and SDC will be loaded at 12 students/classroom. SDC students will be included in the 850 capacity.

Phasing

Based on available funds, the facility may be constructed in multiple phases over time. Phasing will be incorporated in the planning and design to allow the initial school to fully function and for future additions to add capacity as needed without major interruption of ongoing activities. Phase 1 capacity will be approximately 450 students.

Planning Concepts

The goal of Lodi Unified School District is to educate students who have high moral and ethical standards, an enthusiasm for learning, and who are equipped with the skills and knowledge necessary to excel in a global society. The District utilizes a TK-6 and TK-8 organization models, believing in its capacity to promote higher student achievement, self esteem and improved student behavior.

The new school will be designed to consider the whole child by addressing the unique developmental needs of each age while students navigate academic subjects, social connectivity and pressures, physiological changes, and continual advances in technology.

There is an emphasis on collaboration, creativity, and articulation of information by providing students opportunities to engage in their learning. The new school will provide an environment of educational excellence within facilities that are inclusive, and promote interaction, mentoring and connectivity, utilizing cutting edge technology and flexible spaces.

There will be an increased need for meeting and resource space outside the classrooms to facilitate collaboration for students and staff. A variety of teaching and learning strategies are utilized which require optimum flexibility within classrooms, break-out areas and teaching support spaces.

The new School campus will embrace the educational planning concepts developed through the educational specification process and contained within this document. Retaining the sense of small community and family-based care of students, and facilities, will remain an important concept.

The new school will be designed to consider the whole child by addressing the unique developmental needs of each age while students navigate academic subjects, social connectivity and pressures, physiological changes, and continual advances in technology.

Benefits of TK-8 Structure

Through longer term connections among students that a K-8 affords, the learning environment is enhanced; older students are expected to learn and serve in leadership roles, providing them an opportunity for developing vital interpersonal and citizenship skills.

Key Concepts Driving the Facility Design

The new School campus will embrace the educational planning concepts developed through the educational specification process and contained within this document. Retaining the sense of small community and family-based care of students, and facilities, will remain an important concept.

Flexibility

Learning environments should accommodate various sizes of gatherings ranging from very small to very large. It is important for facilities to be at the forefront of flexible design but at the same time maintain longevity. Spaces should not be driven by trends that will limit future uses, such as accordian doors and acoustic separation.

Retaining the sense of small community and family-based care of students, and facilities, will remain an important planning concept.

Transparency

Transparency is a an important element requiring balance and discretion. It is the goal of transparency to provide a sense of welcoming and connection via passive observation and supervision, without compromising the sense of security. Being able to visually observe what is occurring in different spaces (i.e. adjacent small-group collaboration spaces) while at the same time limiting distraction and interruption, is important. And providing visual security when required is equally critical. This can be best addressed through the use of windows and storefront with blinds or shades to control and alter the level of transparency.

Connection

Connecting students on different levels is important in their development and growth. Their connection to their class, their grade and their larger school all should be considered and addressed through different means. The most local connection, to their own classroom, can be supported through internal focus and interior opportunities. At the same time, their ability to see outside this small world helps them expand their thinking and understanding of the bigger community. This is supported through outdoor activities and use of larger, shared spaces such as the LRC and MPR. Outdoor learning spaces also provide great opportunities for students to engage with the whole school environment.

Safety + Security

Develop a safe, secure and peaceful environment for students, staff and visitors. This begins upon arrival at the school. The main entry should be a controlled access point for all, that can be monitored during school hours and lockable during any emergency. Transparency from within and from outside of the school will require careful consideration at each occurrence.

- Single point of entry for visitors with limited controllable points of access for students and staff
- Buildings utilized as both security walls and passageways to the campus interior
- Interior campus secured from exterior intruders
- Supervisable gathering and play areas within the interior campus
- No classroom entrances fronting the public frontage
- Clear lines of sight to monitor students during the day and observe the site after hours
- Minimized areas of refuge / hiding
- District to consult with local responding agencies
- Security hardware to be provided at all classroom doors
- Monitoring systems to enhance supervision

Community + Public Access

Schools are center to the community they serve. The facilities must be designed to support the educational program first, but also be able to support use by others.

With the needs of the developing community not yet fully defined, there are some common facilities that are typically shared resources to the community, such as athletic fields. The school may also be the community's polling place, its community emergency relief center, or the community meeting room. However, with limited funding, any shared-use facility will be a school function first improvement.

The sharing of resources has benefits for the students as well as enriching the community at large.

Sustainability + Energy Efficiency

Healthy learning environments and operational efficiency will be key elements in all decisions to ensure a high performance school. These will include design strategies to enhance student health and performance. Material and system selections will be based on features that enhance maintenance, ease of operation, and operational costs.

During planning and design, a whole-project approach, which optimizes building systems and technologies, shall be utilized to create an integrated high performing design solution.

Key concepts include:

- Stewardship of resources
- Efficiency and sustainability to be intrinsically designed into the facility
- All-electric based equipment
- Integration of PV and storage
- EV charging stations
- Maximizing natural daylight and connection to the outdoors
- Healthy and sustainable materials and finishes
- The District will control access, standard device ports, batteries

Technology

Lodi is committed to providing advanced technology infrastructure to support the curricular needs of staff and students. Yet, no other area continues to challenge school facility planning as much as technology. With its constantly changing nature, those planning for schools of the future are tasked with designing flexibly enough to support tomorrow's technologies. The primary goal being to support anywhere / anytime learning and to foster technological innovation and excellence for the benefit of each student's education.

Key concepts include:

- The physical environment must meet the evolving demands of curriculum and instruction. Technology infrastructure should be robust enough for an entire class to work wirelessly, using data rich programs in real time.
- Mobile device friendly environments coupled with wide-ranging presentation options, supporting video and sound, are needed to create a classroom experience that is fully connected.
- Future learners will access curriculum, create, collaborate, and demonstrate learning in unprecedented ways. It is vital that the infrastructure supports accessibility for all.
- **The infrastructure and backbone should be scalable to meet the continuously growing demand for technology resources.**
- **Even with advancing technology improvements, the ability to darken spaces is important to reduce glare and improve visibility.**
- Classrooms, outdoor spaces and other such spaces as the MP, need to be active learning environments that allow for students to work in different capacities to solve problems, create collaboratively, and discover ideas and information.

Gathering Areas / Student Quads

Gathering places for students are important to the overall cohesiveness of the school and developing community. These spaces are critical for student and staff collaboration. Indoor and outdoor spaces for casual gathering, informal performances, dining and special events, should be provided. These spaces will be central within the campus, but placed such that the noise does not disrupt academic activities. Smaller gathering, sitting, waiting and instructional areas should also be created on campus to allow different size groups to interact in various settings.

Outdoor Learning

There is a greater appreciation now more than ever for outdoor learning environments. Beyond the ability to act as a classroom, learning outdoors provides students an opportunity to

engage with their natural surroundings. The benefits of nature on overall well-being and behavior are documented. Outdoor learning environments should be designed with the history and geology of the area in mind to provide age appropriate learning opportunities throughout the campus. In an agricultural community, outdoor learning spaces are opportunities to educate students about the local historical culture and thereby sustain these traditions.

To varying degrees and types, outdoor learning spaces should provide ample shade and weather protection for gatherings, drinking fountains, power and wireless Internet, various seating arrangements and styles, opportunities for the development of motor skills and be inclusive and easily supervised.

Maintainability

It is important to the District that the facility will provide a safe and healthy environment for students and staff in a manner that conserves monetary and labor resources to maintain.

A receiving area with easy access for delivery trucks should be in close proximity to custodial and food service spaces. The maintenance yard should also be less visible and assessable to students and parents, for security and neatness in relation to the campus.

Building systems will be designed to meet code and efficiency requirements, but kept as simple and straightforward as possible to facilitate ease of use by maintenance staff—they will also be matched to District standards. Any high volumes, stairwells or corridors will be designed with maintainability in mind. Devices, lighting and equipment must always be in serviceable reach by ladder or lift. Doorways and corridors should also be designed to accommodate the transport of the lift through the spaces.

Pedestrians, Parking, Vehicle Access, and Circulation

Major circulation components include: buses, parent drop-off, staff parking, visitor parking, deliveries, fire access, pedestrians and bicycles. Having these features adequately sized and designed at the new school is critical to the safety of their students, parents and staff.

Vehicle management is critical to the safety of the students and pedestrian access. Coordinating the vehicular flow with that of the surrounding development will help control traffic and reduce congestion, thereby minimizing the impact on the surrounding neighborhoods, and on the school at busy pick up and drop off times. Pedestrian access should be considered when crossing vehicular ingress and egress areas. Currently there is a 1.5 mile walking radius for K-5 students, 2.5 miles for 6-7 grade students, and 3.5 miles for 8-12 grade students, but this may increase within the new development. Points of conflict and potential for injury should be eliminated if possible.

A bus drop-off zone should be provided for stacked queuing of buses. Bus drop off should be separated from parent drop off. Special education buses require close proximity to student entrances to the campus. A median and/or fence will be provided to control pedestrian traffic, and prevent impeding vehicular flow by buses. Buses should not pass parent drop-off areas when arriving and departing if possible.

The parent drop-off area should be maximized and spread out to allow easy access and ample waiting zones. Parent drop-off overflowing onto frontage streets is not desirable. However, it is unlikely that the site can accommodate all traffic demands at peak hours.

There should be enough storage capacity to house bicycles for staff and students in a supervised location.

Parking must be easily supervised and should be located adjacent to the campus entrance and as close as possible to the multipurpose for event parking. Additional event parking may be accommodated with overflow parking on the hard courts if adequate on-street parking is not available. Visitor spaces should be adjacent to the Administration entrance for check-in. Parking should be separated from parent drop-off to ease congestion.

Design Capacity

Balancing the needs of the projected student population and the educational goals, the permanent project capacity is set for 650 with future growth to 850 students. An overflow capacity of 150 students will be accomodated. Design capacity is based on optimal classroom loading, which is not typically achievable due to varying class sizes and special program requirements. Actual loading is dependent on classroom utilization and program classroom loading.

As curriculum, teaching methodologies and instructional format change over time, the spaces provided within the school need to be flexible enough to adapt. Through the educational specification process, teaching station counts have been studied for self-contained instruction as well as a multi-period rotation at the 6-8 grade levels to validate that there is versatility available within the facilities for other instructional methodologies that may be implemented in the future.

Class Size

Class size loading is determined by District standards and teacher contracts. Current loading standards match State standards as follows:

Preschool	24
TK/K	24
1-3	24
4-6	30
7-8	30

Unique Site Features / Conditions

The unique conditions are the unknowns the new development will bring to the broader existing community. Wherein this is met with uncertainty, there are opportunities to provide more options to the students of Lodi Unified School District.

The current Lodi community has strong ties to agriculture. There is a desire to maintain and expand these connections. There is also opportunity to develop connections to the neighboring river, oak and riparian habitats of the valley.

Campus Organization

Campus organization will play a key role in supporting the vision of providing students with a small community based, personalized educational program.

How do you maintain the community feel within a larger school?

Grade levels may be clustered together in groupings to provide smaller learning communities within the larger school site. These clusters may share outdoor learning spaces, collaborative spaces, or other such facilities that are grade/age appropriate.

Overall organization will be driven by program needs, site constraints and best-relationships within the context of the site and community.

Architectural Character and Identity

As a focal point of the community, the schools need to reflect the importance of education, and provide a place for community connection and pride. In Lodi, there is a strong connection to agriculture in the community and this should be reflected in the design while addressing the surrounding character of the new development.

School is an important component in the development and maturation of a child. Transitioning through each grade level brings the child one step closer to their adult life. The school must embrace the students needs and nurture them through this developmental process. The public, parents, staff and students, need to be connected and comfortable in this environment, to promote learning and social/emotional development.

Neighborhood Integration

The issues of scale for the neighborhood are critical to properly integrate the school in its local environment. As a focal point centered within the development, the school needs to integrate and represent the ideals of the surrounding community and compliment the architectural character.

Phasing Considerations

Based on how quickly the new development generates new students, construction of the schools may be phased. Funding will also affect the need to consider phasing of both site and buildings.

A phasing plan will be developed and incorporated during the planning and design process to logically allow future construction during occupancy. The core facilities necessary to run the school must be built in the first phase, and expand in future phases as growth demands. Support facilities and specialized uses would be added as student enrollment grows adequate to support such programs.

Building Types

While single-building/multi-story schools have gained popularity for a variety of reasons, this school will be planned as a single-story campus plan. The District has multiple two-story schools and decided that for this grade configuration, this campus plan is most desirable.

Construction Type

The District has a great deal of experience and knowledge of building types, including relocatable components. To ensure quality and durability, the design capacity of the school will be provided in permanent buildings or slab-on-grade modular construction. If needed, the overflow capacity (temporary housing) totaling 200 students may be housed in relocatable classrooms. The site should be designed to include locations and utility stubs for these potential future overflow classrooms.

Year Round Education (YRE)

This document does not incorporate provisions for Year Round Education as the District does not implement YRE.

Planning Considerations create the framework for identifying the physical components and needs of the school. This sections translates these priorities into space, size and relationships necessary for the new facilities.

03 Space Requirements / Relationships

Early Education

Preschool / Transitional Kindergarten / Kindergarten

Instructional and support spaces for Kindergarten and Transitional Kindergarten students.

Preschool

- There will be a preschool program offered on this campus.
- The targeted age is 4 but there will likely be some 3 year olds as well.
- This may be a state or county run program.
- Age appropriate play areas need to be included.

Transitional Kindergarten (TK) / Kindergarten Classrooms

- Lodi Unified School District has all day TK and kindergarten sessions.
- There should be close indoor access to restrooms. Line of sight is important.
- There may be a benefit for separate Kindergarten drop-off / pick-up area depending on how the facilities are arranged on the site.
- Transitional Kindergarten has the same instructional space requirements as kindergarten.
- Loading for classrooms for 4-5 year olds with a certified teacher is at a ratio of 1 teacher for every 24 students.
- There is an expectation that students entering kindergarten should be reading, even though this instruction continues in kinder.
- Cleanable flooring is a must. hard surfaces are preferred throughout the classroom, except for walk-off carpet at the classroom entrances and under sinks.
- Wall space is important for student work.
- Connecting doors between classrooms would be beneficial for teachers.
- Shared collaboration spaces are preferred and can be used for focused study groups for students.

Hardcourt / Play Area

- Separation between TK / K and higher grades is preferred.
- Age appropriate apparatus and play areas are needed separately from the upper grades.
- Exterior storage spaces for toys and play equipment is needed.
- Outdoor tables for snack time and with shaded areas are preferred.

Early Education

Preschool / Transitional Kindergarten / Kindergarten

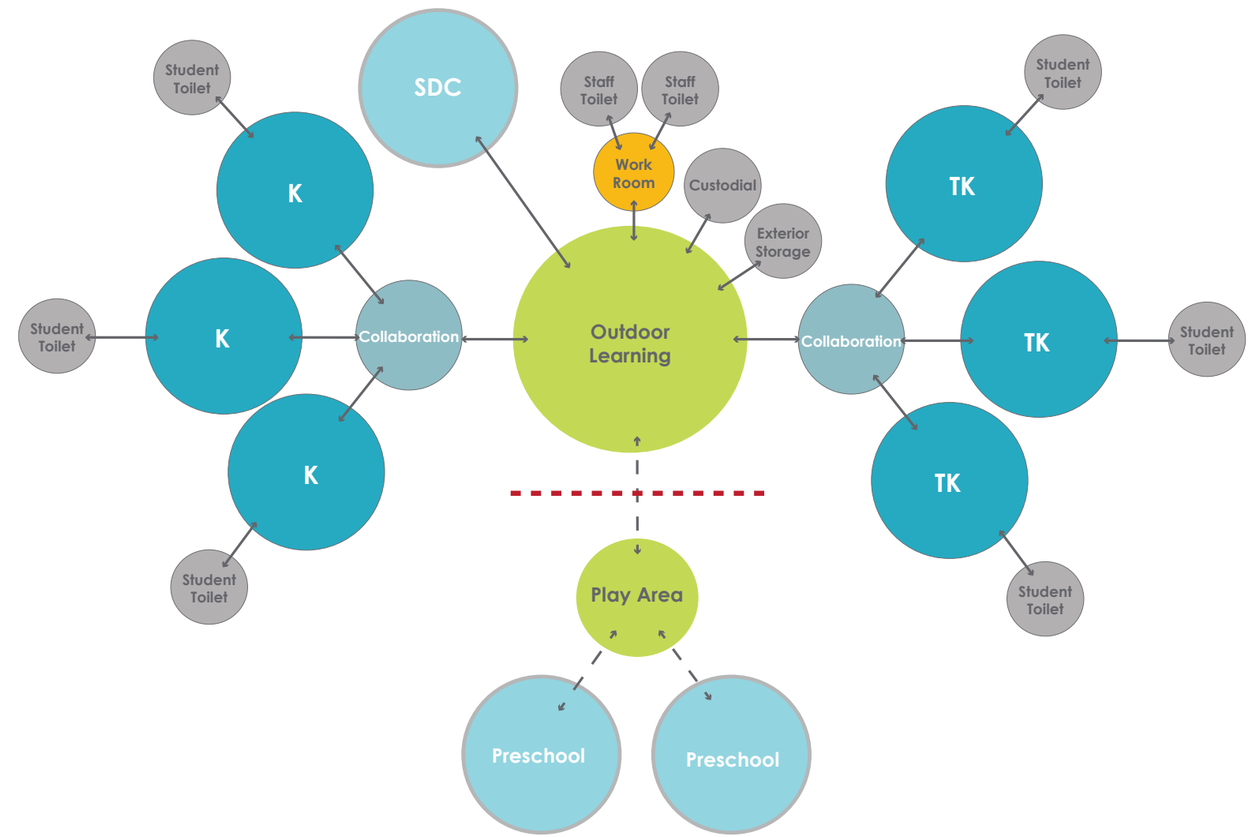
Classroom clusters are flexible in organization to accommodate rotating single subject or self-contained multiple subject structure, as well as varying grade level size fluctuations.

Additionally, if construction is phased to align with slower development build out, these pod structured classroom clusters have flexibility to accommodate incremental growth of the student population over time.

SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	Lodi USD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	Lodi USD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
CORE CLASSROOMS								
TK-Kindergarten								
Preschool	1	12	24	0	0	0	1,150	1,150
Transitional Kindergarten (TK)	3	25	24	3	75	72	1,150	3,450
Kindergarten (K)	3	25	24	3	75	72	1,150	3,450
Special Education (SDC)	1	24	24	1	24	24	960	960
Collaboration Space	2						200	400
Staff Workroom	1						200	200
Exterior Storage	1						200	200
Staff Toilet	1						90	90
Student Toilets	7						90	630
Custodial	1						90	90
T-K SUBTOTAL	21			7	174	168		10,620

Classroom Cluster Configuration

Collaboration-Focused



Classrooms 1st - 6th Grade

Instructional and support spaces for first through sixth grade students.

General

- Flexibility is a priority within the classroom space.
- Mobile furniture should be balanced with built in casework for storage to create a variety of different instructional zones within the classroom.
- All hard surfaces except for walk-off carpet at classroom entrances and under sink.
- A sink should be provided in each classroom.
- There should be multiple locations for markerboard and pin-up space. But there will always be a primary (central) teaching zone.
- Classrooms (even upper grades) need storage for backpacks.
- It is preferred to have staff collaboration and support spaces within the classroom clusters.
- Technologically robust, with power for charging devices.
- Classroom clusters are flexible in organization to accommodated rotating single subject or self-contained multiple subject structure, as well as varying grade level size fluctuations.
- Natural daylight is preferred. However, roller shades are required to control lighting.

Collaboration Space

- Pull out space gives the ability to work with smaller groups on various tasks.
- There needs to be a balance between storage and function.
- The space should include a sink.
- Based on District educational priorities, all grade levels will benefit from adjacent collaboration flex space.
- Small Group areas would benefit intervention and pull out programs.
- Visual observation into small group areas is needed, but also the ability to be private/quiet.
- There should be storage for technology and resource materials.
- There was a lot of discussion regarding the level of transparency between the classrooms and the collaboration spaces. Concerns about safety and distractions were expressed. This will be further developed during design, but there should be a balance of opacity and transparency. For these spaces to be successful, supervision is important.

Outside Learning

- Access to an outdoor gathering space is beneficial.
- A strong connection to the exterior and natural environment should be incorporated into outdoor learning oppurtunities.

Core Classrooms 1st - 6th Grade

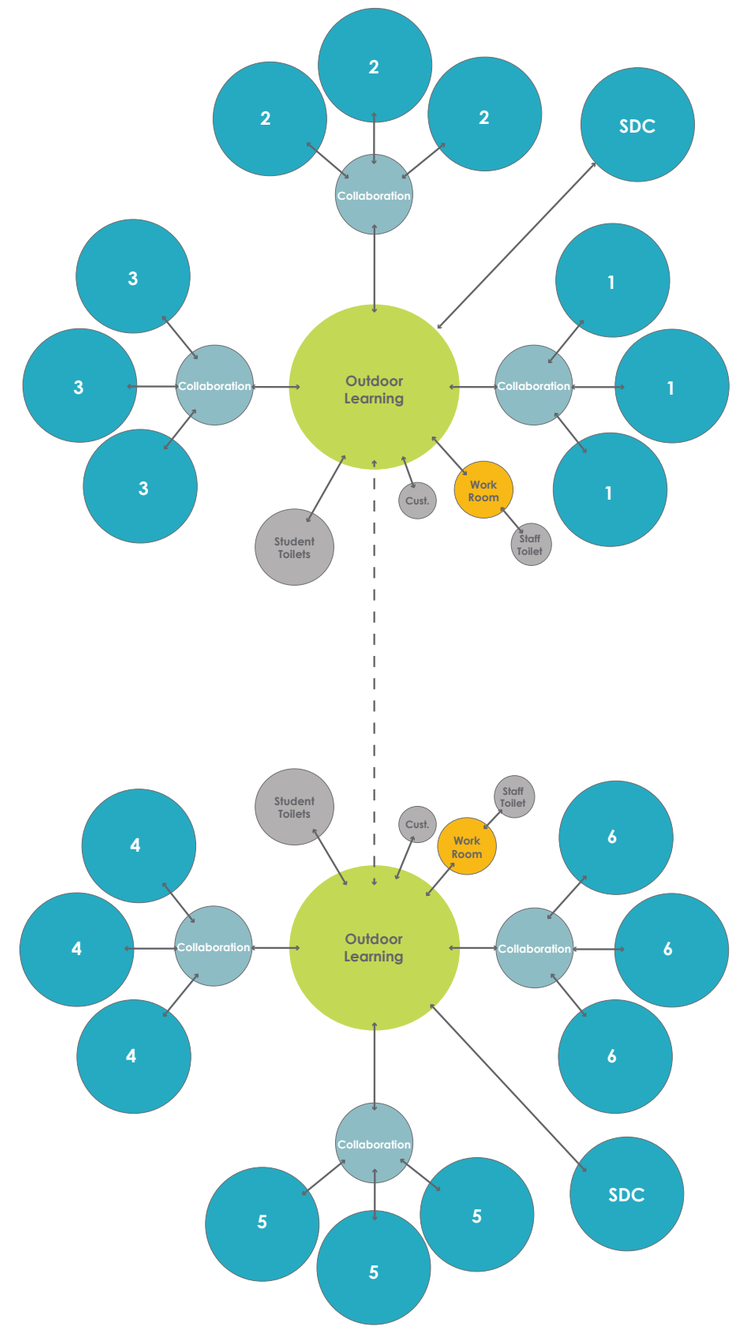
Classroom clusters are flexible in organization to accommodate rotating single subject or self-contained multiple subject structure, as well as varying grade level size fluctuations.

Additionally, if construction is phased to align with development build out, these classroom clusters have flexibility to accommodate incremental growth of the student population over time.

SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	Lodi USD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	Lodi USD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
1st-3rd GRADES								
1-3 Classroom	9	25	24	9	225	216	960	8,640
Collaboration Space	3						200	600
Special Education (SDC)	1	12	2412	1	12	12	960	960
Staff Workroom	1						300	300
Storage	0						200	0
Staff Toilet	1						90	90
Student Toilet	1						300	300
Custodial	1						90	90
1-3 SUBTOTAL	17			10	237	228		10,980
4th-6th GRADES								
4-6 Classroom	9	25	30	9	225	270	960	8,640
Collaboration Space	3						200	600
Special Education (SDC)	1	12	12	1	12	12	960	960
Staff workroom	1						300	300
Storage	0						200	0
Staff Toilet	1						90	90
Student Toilet	1						300	300
Custodial	1						90	90
4-5 SUBTOTAL	17			10	237	282		10,980

Classroom Clusters Configuration

1-6 Grades / Collaboration-Focused



Classrooms 7th - 8th

Instructional and support spaces for seventh and eighth grade students.

General

- Flexibility is a priority within the classroom space.
- Mobile furniture should be balanced with built in casework for storage to create a variety of instructional zones within the classroom.
- There should be a balance of carpet and hard flooring surfaces (near sink areas)
- A sink should be provided in each classroom.
- There should be multiple locations for markerboard and pin-up space. But there will always be a primary (central) teaching zone.
- Classrooms need storage for backpacks.
- It is preferred to have staff collaboration and support spaces within the classroom clusters.
- Technologically robust, with power for charging devices.
- Classroom clusters are flexible in organization to accommodated rotating single subject or self-contained multiple subject structure, as well as varying grade level size fluctuations.
- Natural daylight is preferred.

Collaboration Space

- Pull out space gives the ability to work with smaller groups on various tasks.
- There needs to be a balance between storage and function.
- Based on District educational priorities, all grade levels will benefit from adjacent collaboration flex space.
- Small Group areas would benefit intervention and pull out programs.
- Visual observation into small group areas is needed, but also the ability to be private/quiet.
- There should be storage for technology and resource materials.
- There should be a balance of opacity and transparency. For these spaces to be successful, supervision is important.

Outside Learning

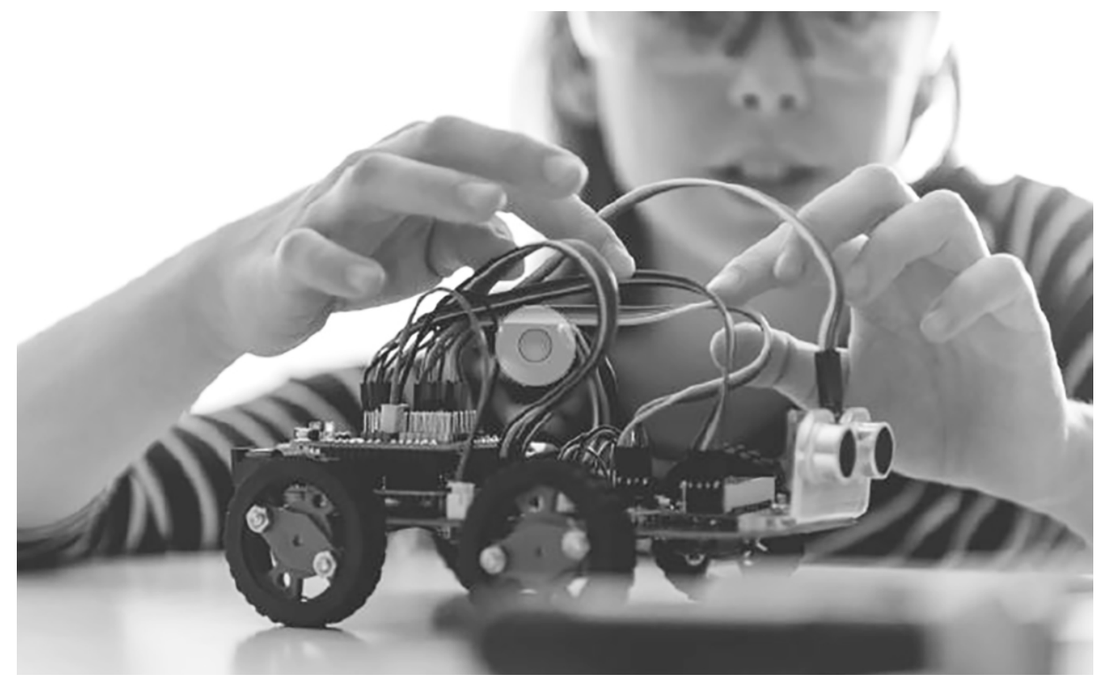
- Access to an outdoor gathering space is beneficial.
- An outdoor instructional area to be incorporated into each classroom cluster.
- Outdoor learning opportunities to be provided at all grade levels.
- These spaces are also areas of opportunity for upper and lower grade interaction and combined learning.

Science

- The science lab will be available to all grade levels.
- The science lab should support hands-on activities appropriate to the grade level.
- Science room should provide enough space for laboratory workstations and direct instruction away from the workstations. Workstations should have access to utilities such as water and electricity, and provisions should be made for computers at each workstation.
- Science laboratories should include areas for storing materials away from the instructional space. Ideally located between the two science labs.
- Classroom organization will be based on a fixed perimeter of storage cabinets with movable tables for lab and lecture instruction. This provides more flexibility and freedom of instruction to support those laboratory activities that require large amounts of space.
- Versatility of the room is important.
- The ability to darken the classroom is important to support lessons around light.
- Having standing height tables (and/or adjustable height) is beneficial.
- Movable tables should have casters.
- There needs to be a minimum of three sinks per classroom, however, a sink at every lab table is preferred.
- Spaces should have water, and adequate power.
- An outdoor instructional space is desired. Raised planters, shade, work benches, protected semi-enclosed space, place for lecture and bookwork outside.
- Furniture selection will be critical to the success of these spaces. Ease of movement is important.

STEM

Elective facilities should have the space, storage and infrastructure to support the equipment and hardware needed to provide the specialized



Core Classrooms 7th-8th

Classroom clusters are flexible in organization to accommodate rotating single subject or self-contained multiple subject structure, as well as varying grade level size fluctuations.

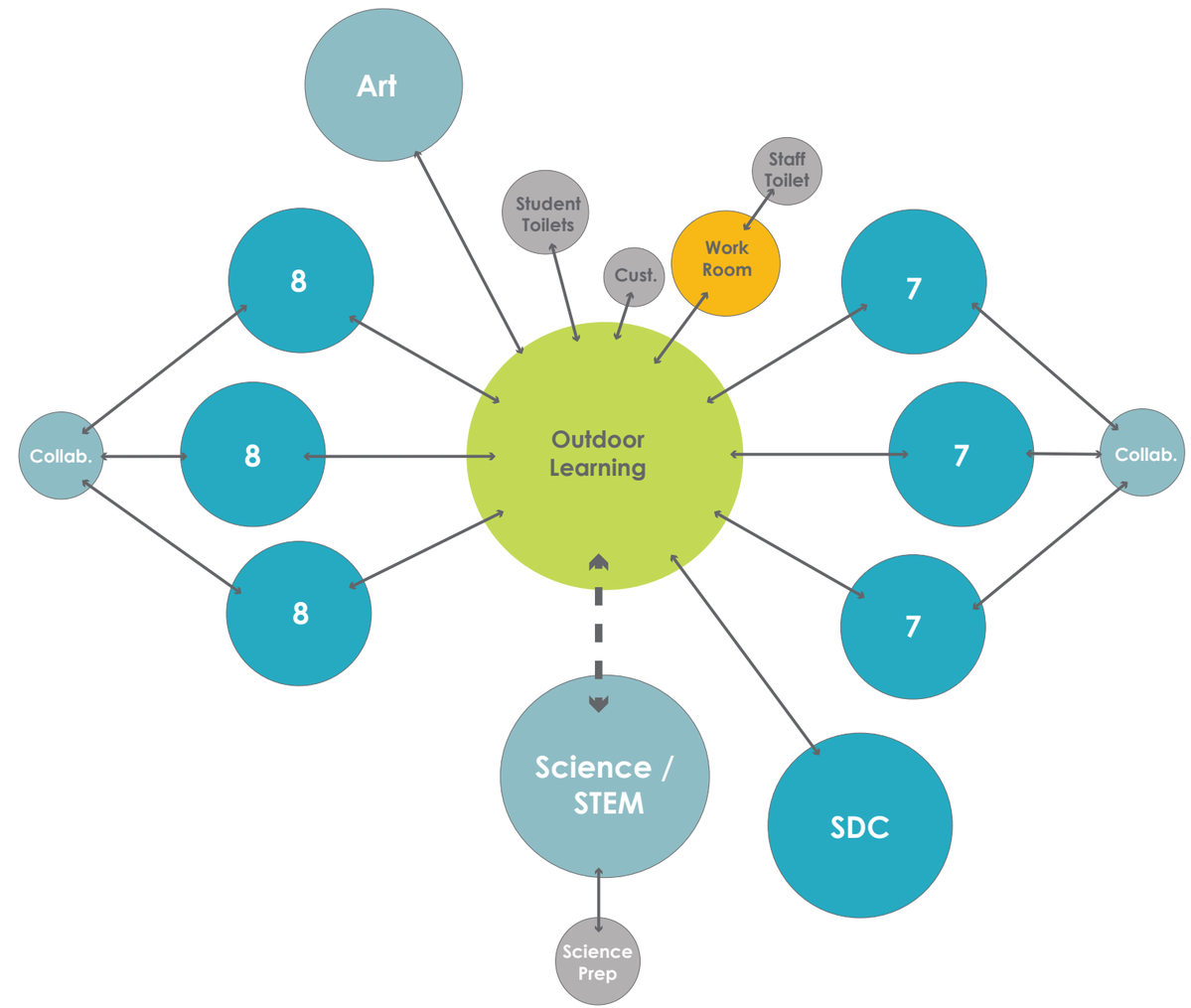
Additionally, if initially construction is phased to align with slower development build out, these pod structured classroom clusters have flexibility to accommodate incremental growth of the student population over time.

SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	Lodi USD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	Lodi USD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
7th-8th GRADES								
7-8 Classrooms	6	27	30	6	162	180	960	5,760
Special Education (SDC)	1	12	12	1	12	12	960	960
Mathematics	0	0	0	0	0	0	0	0
Language Arts / English	0	0	0	0	0	0	960	0
Social Studies	0	0	0	0	0	0	960	0
Science	1	0	0	0	0	0	1,400	1,400
Science Prep / Storage	1						200	200
CTE / Elective / Art	1	0	0	0	0	0	1,400	1,400
CTE / Elective / Art Storage	0						200	0
Kiln	0						150	0
Collaboration Space	2						200	400
Staff Workroom	1						300	300
Storage	1						200	200
Staff Toilet	1						90	90
Student Toilets	1						300	300
Custodial	1						90	90
6-8 SUBTOTAL	17		7	174	192			11,100

Classroom Clusters Configuration

7-8 Grades

Outdoor-Learning Focused



CTE / Electives

Instructional and support spaces for all grade levels.

Elective facilities should have the space, storage and infrastructure to support the equipment and hardware neeeded to provide the speciatlized instruction for the various subjects. This requires differentiated and dedicated spaces designed for each subject's individual requirements. As elective programs are product oriented, sufficient space should be provided for displaying student work.

STEM

A Makerspace type space to have a clean zone and a dirty work zone, space for large size projects (including storage) and computer lab access.

Arts

- A variety of media could be used within the same classroom. So flexibility within the space is important.
- There are still academic/computer activities within the curriculum which requires a lecture environment. Furniture selection will be important to be able to create lecture layout and project work area within the classroom.
- General supply storage is needed separate from the classroom space to organize the various media being used throughout the year.
- A sink with a garbage disposal may be needed.
- Connection with secured covered outdoor work space is beneficial
- Connection with outdoor area is beneficial.

Special Education

Instructional and intervention services that aid individuals with disabilities to obtain the physical, social, emotional, and educational support they need to learn, be healthy, and succeed.

Current Structure

- Currently all special education and related services are provided within the District.
- Current county programs consist of: Non Categorical (Higher Functioning), autism, medically fragile, deaf and hard of hearing, mod/severe (cognitive delay). The county programs serve people ages 3-22.
- Special transportation is an option for students attending SDC programs on campus.

Facilities

- Special education space should be included in the campus master plan even if they may not all be used at the beginning.
- Having flexibility and a centralized location is important to the SPED program to share resources.
- There will be SDC classes distributed among the grade level clusters to break up the wide grade/age disparity at a K-8 school.
- Intervention space is needed but with the collaboration space and small breakout rooms, this function can likely be supported without a dedicated space.
- There should be 1 or 2 offices for Resource Specialist Program (RSP) staff. RSP works with students within their existing classroom.
- Psychologist should be close to administration, but Speech is better located near SD classrooms.
- The SPED restroom should be located near the lower grade SDC., Upper grade SDC can utilize a regular ADA restroom or travel to the lower grade one.
- There may be a need for a SPED preschool, pending funding support. There are some monies available to support this inclusion model.
- Adaptive PE will typically not have their own space and just use resources from OT, PE and the outdoor environment.
- The collaboration spaces can support pullout computer instruction, small group work, and still provide ability to supervise aides while in the classroom.
- There needs to be space for quiet time for students that have behavioral issues.
- Need access to confidential storage, conference space, workroom/copy space without conflict for after hours closures.
- A school counselor will need to have a room on campus dedicated solely to be a confidential, safe space for students.
- Speech and language pathologist and occupational therapist to have an easy, accessible, centralized location on campus.

Physical Education

Spaces that provide safe, appropriate learning environments for all students as they practice age-appropriate movement and social skills. These provide a sample of physical activities to enjoy and practice for a lifetime of physical growth and healthy living.

Interior

- Due to robust nutritional programs, there is little ability to overlap physical education with dining. There must be spaces designed specifically to support the rigors of physical education. This space can be connected to the multipurpose room.
- The multipurpose room may support a variety of activities, including basketball, volleyball, aerobics, indoor fitness, dance, and badminton.
- There may be bleacher seating to accommodate a either a portion of the student body or the full student body. The bleacher seating plus floor space shall accommodate gatherings of approximately 1,100.

Exterior

- Fields uses: soccer, footbal, softball/baseball, and kickball.
- Running track (fitness testing - tracking a mile) - This may only be only needed for the 850 capacity / grades 7 and 8.
- Clubs and outside teams may be allowed use of the facilities.
- Hardcourts: basketball, foursquare. volleyball, badminton, numbers laid out for fitness, tetherball, hopscotch, and circles (see additional striping needs under recess activities).
- Storage for PE and playground equipment.

Recess Activities

- Basketball
- Foursquare
- Tetherball
- Ball wall
- Hopscotch
- Circle (large)
- Bike/trike trail
- Frog jump space
- Mobile hoops (lower heights)
- Age-level apparatus play equipment
- Pickleball

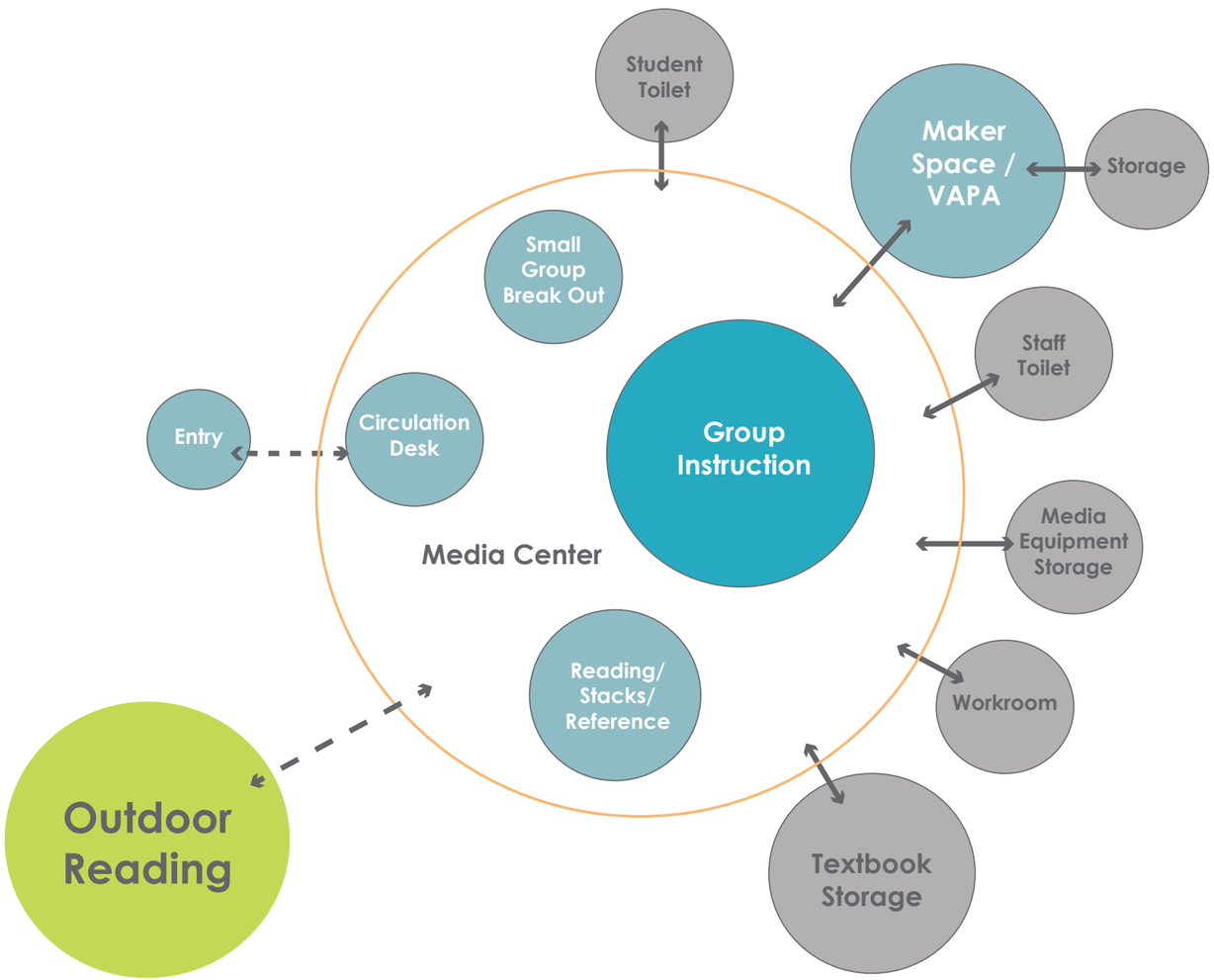
Media Center

Instructional support to enhance the learning opportunities for students through print media and technology.

Library

- The library is used for homework and collaboration.
- The library is used during recess to read individually and to each other.
- The library is a refuge for less-social students.
- A check-out system will be necessary as honor systems do not work.
- Space for spreading out is needed, with a variety of reference and research options, floor time for reading, and a full classe at tables simultaneously (30+/- students).
- Hard flooring surfaces are preferred throughout the library. Rugs may be used for reading areas.
- Furniture shall work with technology and research tasks.
- Other activities that occur in the library include staff meetings, picture day, meetings, book fairs, training, and overflow testing.
- Even with the advent of ebooks, there is still a desire to provide access to bound books. There shall be a minimum of 10,000 volumes in stacks.
- Books should be on display and organized by reading level.
- There shall be storage for extra computers, supplies and equipment.
- There shall be workspace for mending, and repairing books.
- Supervision is important, and there is benefit to linking the library to other facilities (like admin) for improved visibility, security and increased use.
- Technology shall be organized. It is ineffective to have students grab computers and do what is expected.
- With robust technology, the space shall provide the ability to connect anywhere.
- There shall be plenty of power for charging devices.
- The library shall have the ability to be separated from campus for community use during elections / voting and other functions.
- It is beneficial to have the library / media center connected to a maker space or VAPA space.
- It may be beneficial to include student support services within this building, incluing speech, counseling, and RSP offices.

Media Center



SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	Lodi USD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	Lodi USD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
MEDIA CENTER								
MEDIA CENTER								
Entry	1						75	75
Maker Space	1						800	800
Maker Space Storage	1						100	100
Small Group	1						250	250
Reading / Stacks / Reference	1						500	500
Group Instruction	1						1,000	1,000
Circulation Desk	1						150	150
Workroom	1						150	150
Media Equipment Storage	1						150	150
Textbook Storage	1						300	300
Staff Toilet	1						90	90
MEDIA CENTER SUBTOTAL	**11**			**0**	**0**	**0**		**3,565**

Administration

Facility requirements for site, staff, and student support functions.

General Needs

- Waiting area for parents / visitors that can accommodate at least 10 people.
- Principal would like view to public spaces, particularly the Multipurpose.
- Principals office should have secondary exit / back door away from the front entrance.
- Principals office located away from entrance for privacy concerns.
- View to front entrance and student gathering areas is desirable.
- Administrative staff should have direct line of sight to student waiting area.
- Student waiting area should be separate from visitor transaction locations.
- Staff Lounge with refrigerator, stove, and microwave oven.
- Outdoor dining area for staff.
- Lactation room for staff.
- IEP meetings need access to confidential storage, conference space, workroom / copy space without conflict for after-hours closures and parent volunteers overhearing discussions.
- Ensure adequate storage space for confidential student files (CUM's).
- Lost and found closet / area.
- 3 - 4 workstations needed in the reception area.
- Admin space be in close proximity to SPED functions and speech / psych / counseling is beneficial.

Site Considerations

- Ability tocontrol visitor access to single point of entry during non-arrival / dismissal times.
- Buzz-in controlled entry is desired for visitors.

Technology

- Large screen monitor to post / show school events calendar, power point presentations, notices, etc.
- Centralized security / camera system.

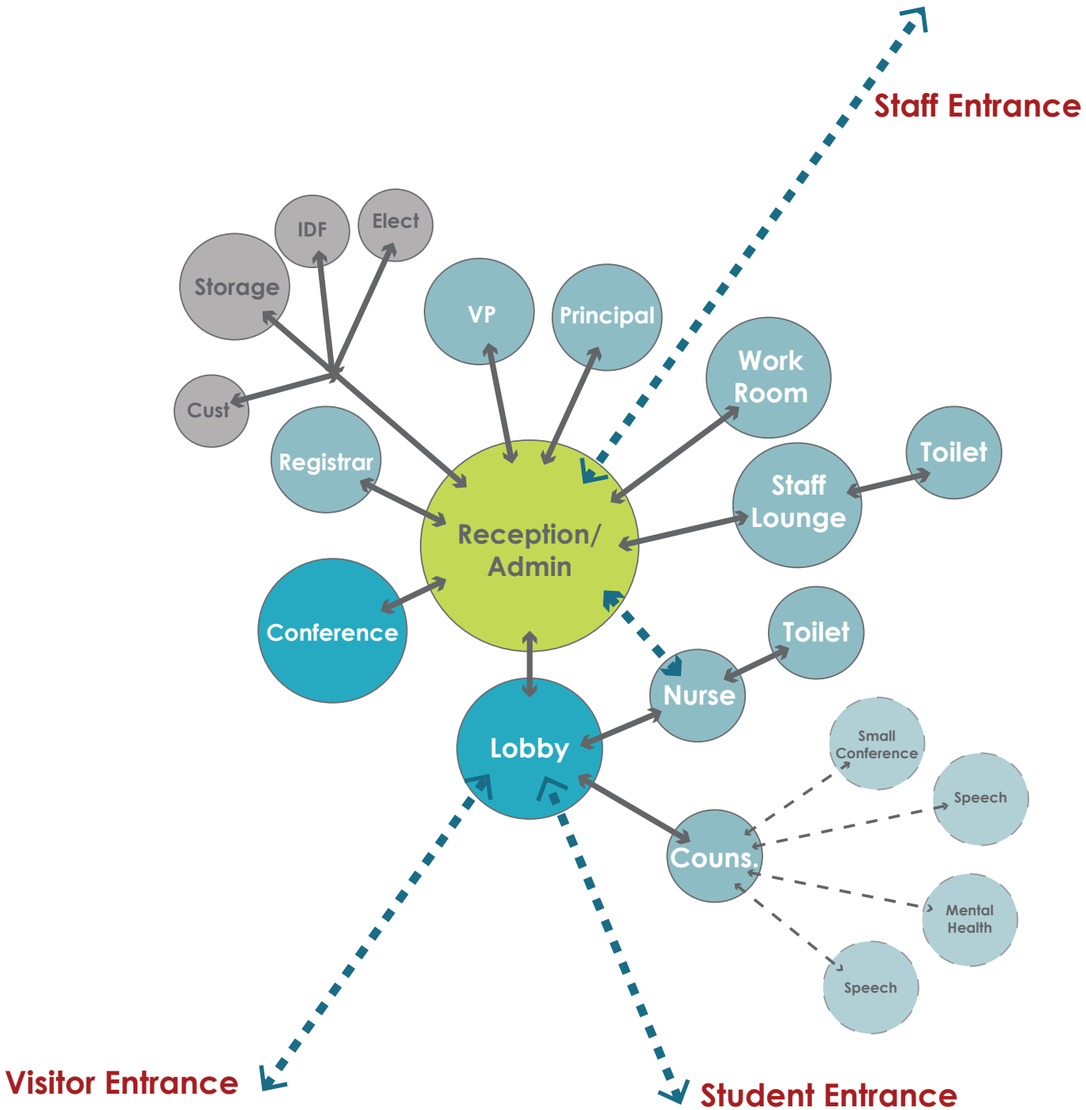
Conference Rooms

- There is a need to have a variety of conference meeting rooms to support different sized groups.
- Need wall space, because they integrate visual displays.
- Need dedicated computer access and projection and adequate electrical outlets.

Health Services

- Preventative nurse services to improve the health and well-being of children. These services are focused on early detection, correction, and prevention of diseases, disabilities, and abuses from which school children may suffer.
- Need one computer working space for the health assistant and the nurse.
- Parent pick-up close to the nurse station to easily transport sick children home.
- Need one or two beds.
- Plenty of storage (upper cabinets, tall cabinet storage, access to full size refrigerator) including space for bulkier items like wheelchairs, crutches, etc. Need additional wall space for the EPI-pen container.
- Need access to 15 lineal feet of floor space to perform vision screening (this occurs almost daily).
- Lockable medication storage space is needed.

Administration



SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	Lodi USD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	Lodi USD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
STUDENT SERVICES								
ADMINISTRATION								
Lobby	1						150	150
Reception / Admin / Records	1						400	400
Main Conference Room (10-12)	1						350	350
Conference Room*	1						150	150
Vice Principal	1						120	120
Principal	1						200	200
Counselor	1						120	120
Psychologist Office*	1						120	120
Speech Office*	1						120	120
Mental Health Office*	1						120	120
Nurse's Office	1						100	100
Health Toilet	1						120	120
Staff Lounge	1						500	500
Registrar	1						120	120
Copy Center / Workroom	1						350	350
Supply Storage	1						200	200
Custodial	1						90	90
Staff Toilets	2						90	180
Circulation	1						351	351
ADMINISTRATION SUBTOTAL	**20**			**0**	**0**	**0**		**3,861**

Multipurpose

A large assembly space to provide for dining, P.E., athletics, performance, and campus-wide gatherings. This space also supports and engages the community enhancing the role of the school through joint-use opportunities.

The expanded food offerings to include breakfast, snacks and multiple lunch periods, coupled with appropriate cleaning and furniture reset prior to and after eating.

The space should also function as the school gymnasium and have a room dedicated to PE activities as well as after school programs.

Multipurpose

- The multi should have dining capacity to support lunches.
- The multi should have assembly space to seat 850.
- There should be enough storage for dining tables and chairs and assembly chairs.
- There should be a raised stage.
- The stage should have a sound system with ability to support overhead drop mics and wired mics, a reasonable lighting system, curtains and side curtains, with enough wing space to cue students for a small class performance.
- Stage should have a projection screen.
- Need storage space for stage props and equipment.
- Access to restrooms with interior access.
- Natural lighting must be controllable.
- Flooring material should be durable and easy to clean from dining activities.
- The following functions should be accommodated:
- Small size basketball court: 74’ x 42’.
- Two scoreboards.
- Single volleyball main court
- Bottle filling stations need to be provided in the main space.

Food Service

The requirements to meet the nutritional needs of students so that they are adequately prepared to learn. This includes lunch, breakfast, and other programs that provide balanced nutritious meals in an efficient and appropriate environment.

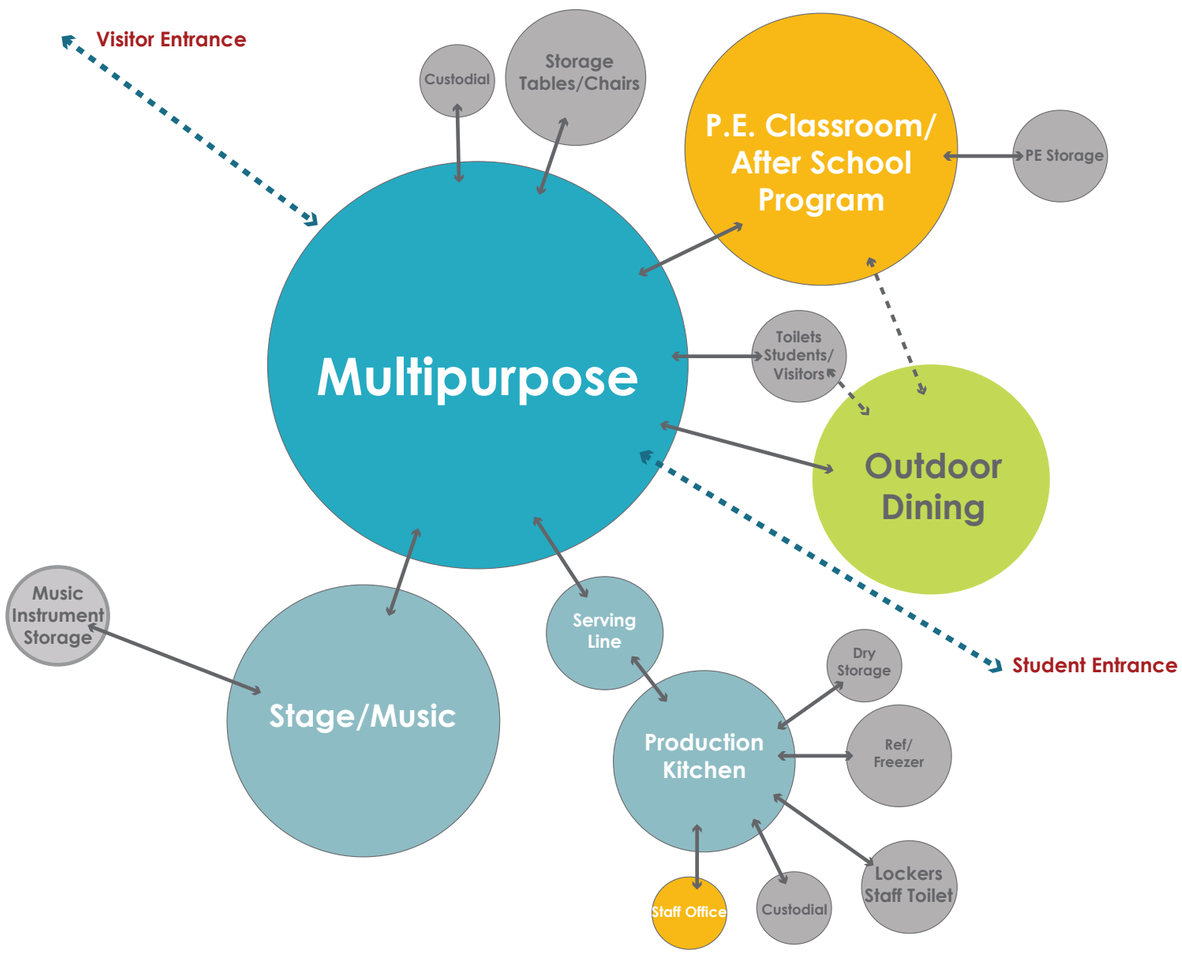
General Needs

- The kitchen should be a cooking kitchen sized to support itself, for the capacity of 650 students for TK-6, and 850 students for TK-8.
- There is a goal to have all meals made from scratch for lunch and breakfast.
- Need untethered wall space for mobile warming carts. Future electrical load capacity should be designed to accommodate additional equipment.
- Walk-in refrigerator and freezer sized to support food storage for preparing food for the entire school.
- Currently no program for composting and full recycling but this should be anticipated in the future.
- Food Service areas need to be in self-contained spaces that can be separated from the multipurpose once service is complete.

Food Service / Eating

- Currently the lunch schedule breaks into three periods: Primary k-2, mid 3-5 and middle school 6-8 to stagger use of the fields and hardcourts.
- There will be a food service line. Service line may be expanded into the multipurpose room if desired.
- There should be differentiated eating areas. More structured zones for younger students and more flexible options like quads and outdoor dining for the older students.
- Kitchen space should have separate HVAC from the multipurpose room.

Multipurpose / Food Service



SPACE / FUNCTIONAL AREA	NO. OF SPACES	STATE LOADING	Lodi USD LOADING	TEACHING STATIONS	STATE ENROLL. CAPACITY	Lodi USD ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
MULTIPURPOSE								
MULTIPURPOSE								
Multipurpose	1						7,500	7,500
Outdoor Dining	1						0	0
Storage (tables, chairs)	1						750	750
Stage / Music	1						1,200	1,200
Music Storage	0						300	0
Toilets (student, visitors)	2						300	600
Custodial	1						100	100
P.E. Classroom / After School Program	1						800	800
P.E. Storage	1						300	300
MULTIPURPOSE SUBTOTAL	9			0	0	0		11,250
FOOD SERVICE								
Production Kitchen	1						1,100	1,100
Dry Storage	1						150	150
Staff Office	1						100	100
Ref/Freezer	1						300	300
Lockers/Staff Toilet	1						150	150
Food Line	1						400	400
Custodial / Laundry	1						150	150
FOOD SERVICE SUBTOTAL	7			0	0	0		2,350
MULTIPURPOSE SUBTOTAL	**16**			**0**	**0**	**0**		**13,600**

Maintenance

The facility needs to be appropriately designed to ensure ease of operation and upkeep.

Site

- There needs to be storage for hazardous materials and equipment, mowers, blowers and chemicals. Either wall hose bibs or quick connects for exterior wash down.
- The kitchen needs access to food deliveries and trash containers.

Custodial

- There needs to be equipment storage for microfiber mop and cart, auto scrubber for multipurpose, buffers (used in all spaces).
- Centralized location for larger equipment and supplies, dry storage bulk drop sundries to distribute to the custodial closet (closets sized to have maneuverability and function in the space).
- One custodial area that has a larger sink for cleaning and servicing equipment.
- There should be a custodial closet with a mop sink per 10 +/- classrooms or per cluster/ building.
- A scissor lift will be needed to maintain higher volume spaces like the gym and multi.

Storage

- Need storage space for excess furniture.
- General supplies will be stored in the Administration and multipurpose.
- Equipment storage locations require power for battery charging.
- Student Care, Kindergarten, and Pre-Kindergarten require exterior storage spaces for toys and play equipment.
- Occupational Therapy and Special Education programs need supplemental storage.

Emergency Resiliency

- Supplemental power need to be provided to accommodate PG&E outages. Battery backup is required per new Energy Code.
- Power to protect food and technology (fire alarm battery backup).
- How much and for how long need to be determined. Is there a benefit to become a community evacuation center?

Summary of Building Area - TK - 8 (850 Students)

School Component Summary	Teaching Stations	State Loading	Lodi Loading	Proposed Square Footage
Core Classrooms	34	822	870	43,680
Media Center	0	0	0	3,565
Multipurpose / Student Activities	0	0	0	13,600
Administration / Counseling	0	0	0	3,861
Support Spaces (5%)	0	0	0	3,235
Subtotal	34		870.0	67,941

General Site Considerations

The following design parameters were established during the planning meetings for new school facilities in the Lodi Unified School District.

School Population

Grade configuration: TK through 6th grade (with future growth through 8th grade)
Student Enrollment: 650 for TK-6th / 850 for TK-8 (based on District loading)

Site

Site size: 11.5 usable acres per CDE standards for site development.
Parking: Provide separate parking areas to accommodate staff, TK-K drop off, and admin visitors.
Fields / Courts: Minimum of 11.5 acres per CDE standards for site development.
Vehicular circulation: Provide separate drop off areas for TK-K, 1-6, and Admin / Multipurpose area. Bus drop off also needs a dedicated location and can be combined with the 1-6 drop off area.

Site Program Relationships

Administration should be prominently visible from the street and parking so the school entrance is easily identified by visitors.

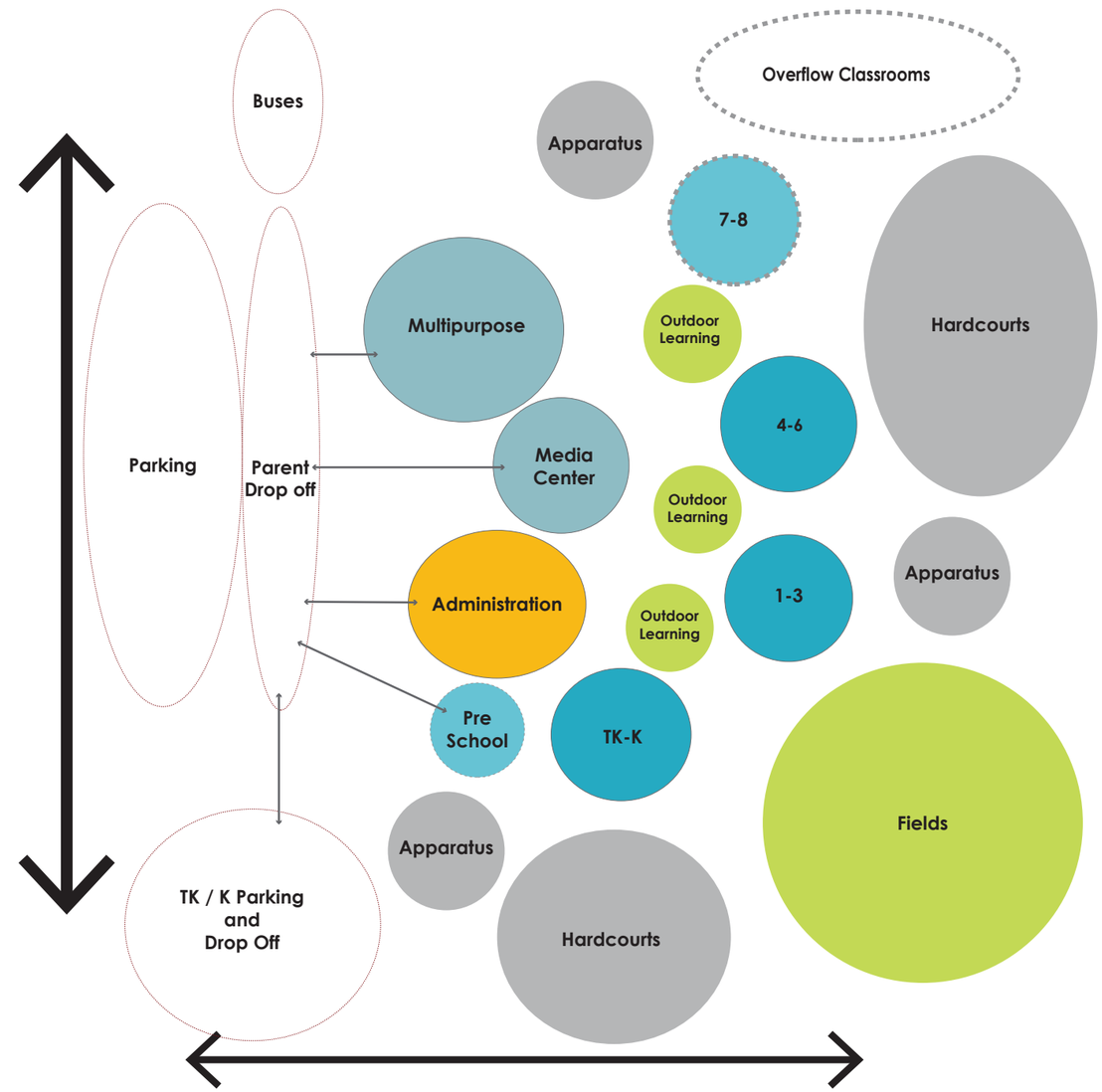
Gym and Multipurpose spaces need to have easy access from parking as well as close connections to hardcourts and fields for physical education and recess activities.

Media Center should be centrally located and easily accessed from the Classroom Clusters. There is a benefit from connection to the Administration and proximity to main entrance to increase supervision and use of the spaces.

Core Classrooms should be organized on the campus by age level progression, with the middle school classes being in closest proximity to the Gym. The TK-K Cluster should be located close to the Administration and parent drop-off area.

Grades	Students	Teaching Stations	Area (S.F.)
Preschool	1	1	1,350
TK / K	168	7	9,270
1-3	216	9	10,980
4-6	279	9	10,980
7-8	180	6	11,100
Total	843 (850 capacity)	35-37	42,000

Site Relationships



design for good.

Founded with the purpose of anticipating community needs, HMC aims to create designs that have a positive impact, now and into the future.

HMC Architects
DESIGN FOR GOOD

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