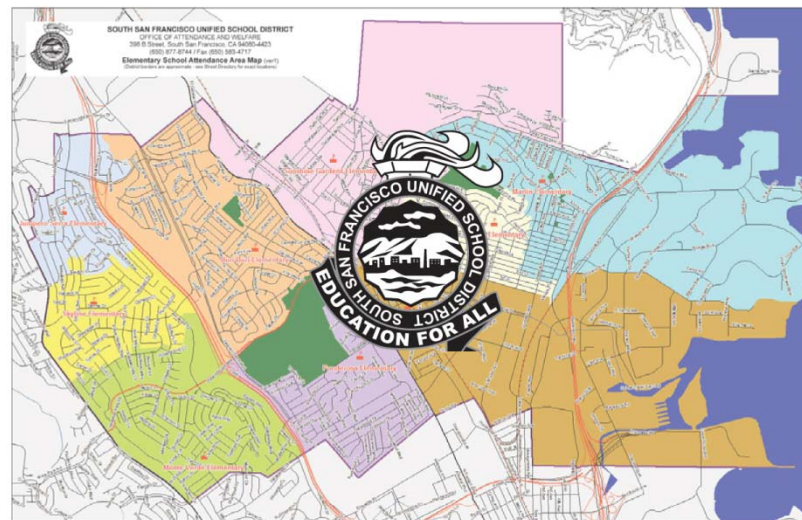


EDUCATIONAL • SPECIFICATION

ELEMENTARY SCHOOLS

SOUTH • SAN • FRANCISCO • UNIFIED • SCHOOL • DISTRICT



ED • SPEC • COMMITTEE

SOUTH • SAN • FRANCISCO • UNIFIED • SCHOOL • DISTRICT

THE FOLLOWING INDIVIDUALS COMMITTED TIME AND ENERGY TO THE DEVELOPMENT
OF THIS IMPORTANT DOCUMENT:

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Jacqueline McEvoy, SoSFUSD Assistant Superintendent of Personnel

Patricia Ernsberger, SoSFUSD Assistant Superintendent of Business Services

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Wallace B. Gordon, DLM Architects

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BUILDING AREA SUMMARIES MODEL ELEMENTARY SCHOOLS

SOUTH • SAN • FRANCISCO • UNIFIED • SCHOOL • DISTRICT

Facility Requirement	Large School (660 Students Model)			Medium School (500 Students Model)			Small School (330 Students Model)		
	Proposed Area (SF)			Proposed Area (SF)			Proposed Area (SF)		
	sf per room	no. of rooms	sf x no.	sf per room	no. of rooms	sf x no.	sf per room	no. of rooms	sf x no.
Classrooms									
Transitional Kindergarten *optional at select school(s)	1,100	0	0	1,100	0	0	1,100	0	0
Kindergarten	1,100	4	4,400	1,100	3	3,300	1,100	2	2,200
Kindergarten Resource Rooms	80	4	320	80	1	80	80	1	80
Kindergarten Boys / Girls Toilet	80	4	320	80	1	80	80	1	80
Kindergarten Storage	80	1	80	80	1	80	80	1	80
Kindergarten Staff Toilet	80	1	80	80	1	80	80	1	80
Kindergarten Custodial	20	1	20	20	1	20	20	1	20
Kindergarten Subtotal			5,220			3,640			2,540
Grades 1-3 Classrooms	960	12	11,520	960	9	8,640	960	6	5,760
Grades 1-3 Boys Toilet	300	1	300	300	1	300	200	1	200
Grades 1-3 Girls Toilet	300	1	300	300	1	300	200	1	200
Grades 1-3 Staff Toilet	80	2	160	80	2	160	80	1	80
Grades 1-3 Computer Closet	80	1	80	80	1	80	80	1	80
Grades 1-3 Custodial	20	1	20	20	1	20	20	1	20
Grades 1-3 Subtotal			12,380			9,500			6,340
Grades 4-5 Classrooms	960	6	5,760	960	6	5,760	960	4	3,840
Grades 4-5 Boys Toilet	300	1	300	300	1	300	200	1	200
Grades 4-5 Girls Toilet	300	1	300	300	1	300	200	1	200
Grades 4-5 Staff Toilet	80	2	160	80	2	160	80	1	80
Grades 4-5 Computer Closet	80	1	80	80	1	80	80	1	80
Grades 4-5 Custodial	20	1	20	20	1	20	20	1	20
Grades 4-5 Subtotal			6,620			6,620			4,420
Exploratory Classroom	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200
Exploratory Classroom Subtotal			1,200			1,200			1,200
Speech/Psychologist Shared Office/Class Area	480	1	480	480	1	480	480	1	480
Speech/Psychologist Shared Area Subtotal			480			480			480
Academic Support Classroom	960	1	960	960	1	960	960	1	960
Academic Instruction Room	960	1	960	960	1	960	960	1	960
Special Education Subtotal			1,920			1,920			1,920
Classrooms Subtotal			27,820			23,360			16,900
Library / Media Center									
Reading Room / Stacks	1,800	1	1,800	1,800	1	1,800	1,800	1	1,800
Circulation Desk	120	1	120	120	1	120	120	1	120
Workroom/Resource Center	150	1	150	150	1	150	150	1	150
Computer Center	960	1	960	960	1	960	960	1	960
Computer Hub / AV Equipment Storage	100	1	100	100	1	100	100	1	100
Staff Toilet	80	1	80	80	1	80	80	1	80
Library / Media Center Subtotal			3,210			3,210			3,210

(PAGE 1 OF 2)

BUILDING AREA SUMMARIES MODEL ELEMENTARY SCHOOLS

SOUTH • SAN • FRANCISCO • UNIFIED • SCHOOL • DISTRICT

Facility Requirement	Large School (660 Students Model)			Medium School (500 Students Model)			Small School (330 Students Model)		
	Proposed Area (SF) sf per room	no. of rooms	sf x no.	Proposed Area (SF) sf per room	no. of rooms	sf x no.	Proposed Area (SF) sf per room	no. of rooms	sf x no.
Administration / Instructional Services									
General Office	800	1	800	800	1	800	800	1	800
Principal's Office	180	1	180	180	1	180	180	1	180
Conference	180	1	180	180	1	180	180	1	180
Staff Conference / Itinerant Office	120	1	120	180	1	180	180	1	180
Health Office w/ Toilet	200	1	200	200	1	200	200	1	200
Staff Workroom	400	1	400	400	1	400	400	1	400
Staff Break Room / Conference Room	800	1	800	800	1	800	800	1	800
Instructional Supplies	200	1	200	200	1	200	200	1	200
Secure Storage	40	1	40	40	1	40	40	1	40
Custodial	80	1	80	80	1	80	80	1	80
Telecom/MDF	100	1	100	100	1	100	100	1	100
Men's Staff Toilet (single compartment)	80	1	80	80	1	80	80	1	80
Women's Staff Toilet (multiple compartments)	150	1	150	150	1	150	150	1	150
Administration / Instructional Services Subtotal			3,330			3,390			3,390
Multi-Purpose Facility									
Multi-Purpose Room	3,900	1	3,900	3,900	1	3,900	3,900	1	3,900
Platform / Stage / Music Classroom	800	1	800	800	1	800	800	1	800
Serving Kitchen	400	1	400	400	1	400	400	1	400
Storage / Parent Volunteer Ad Hoc Workspace	400	1	400	400	1	400	400	1	400
Staff Toilet	80	1	80	80	1	80	80	1	80
Main Custodial	100	1	100	100	1	100	100	1	100
Girls Toilet	200	1	200	200	1	200	200	1	200
Boys Toilet	200	1	200	200	1	200	200	1	200
Multi-Purpose Facility Subtotal			6,080			6,080			6,080
Campuswide Facilities Program Subtotal			40,440			36,040			29,580
Circulation / Contingent Space									
% of Campuswide Facilities Subtotal	25%		10,110			9,010			7,395
Circulation / Contingent Subtotal			10,110			9,010			7,395
TOTAL			50,550			45,050			36,975

Square Feet Per Students:

77

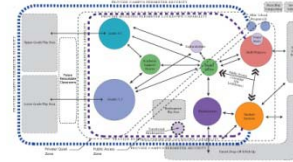
90

112

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Facilities Requirements:

Campus Component: Classroom

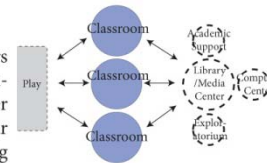


- **Basic Classrooms Criteria**

- *General Description*

- The classroom is the most primary component of any school.

It is the place where students and teachers spend the majority of their day. Many concepts for teaching spaces have evolved over the years yet the core concept of a rectangular space with a focus on instructional / teaching wall(s) remains. The technology of delivering instruction within a classroom continues to change rapidly.



See Appendix For Full Size Diagrams

Therefore, the elements of the classroom should remain flexible by minimizing built-in cabinetry and, instead, maximizing furnishings / moveable cabinetry. The ed spec committee consensus opinion was to only assume a built-in teaching wall at the front of the classroom and a built-in cabinet and single sink at a side or rear wall location. The other storage and cabinetry needs could be considered for designation as mobile furniture systems to fulfill the goal of long term room flexibility. If lacking viable portable furnishings storage alternatives, then built-in cabinetry can be considered. Maximizing natural light while not forfeiting tackable wall space is also a goal.

- *Area*

- 960 square feet. Traditional 30 x 32 rectangular room

- *Floors*

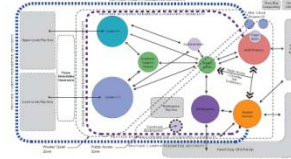
- Resilient flooring per District Standards
- Patchcraft over resilient flooring in areas where it is desired to have carpeting in the classroom

- *Walls*

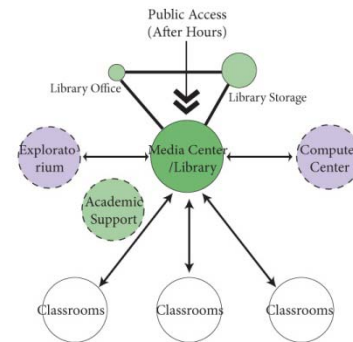
- Maximize tackable wall surfaces
- Markerboards to be high quality magnetic capable per District Standards

- *Doors / Windows*

- Operable exterior windows where appropriate
- Window coverings to be roller shades per District Standards
- Vision windows in doors

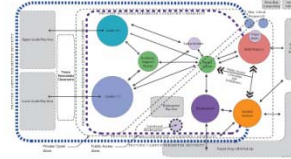


- **Reading Room / Stacks**
- *General Description*



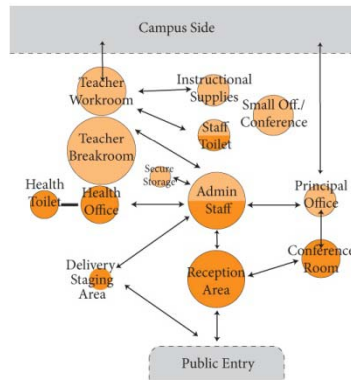
• See Appendix For Full Size Diagrams

- The reading room is to be an open and as flexible a space as may be feasible. It is primarily an active teaching space that also accommodates staff and community meetings and presentations. The instructional aspects of its function require there to be flexibility of seating evolving around a large presentation screen that is comfortably viewable by at least 75 people. The room also needs to accommodate at least 12 student computers that are easily monitored by the Librarian or staff. A Story Time area should be considered for lower grade levels but confirmed during the design process.
- *Area*
 - 1,800 square feet
- *Floors*
 - Carpeting throughout per District Standards
- *Walls*
 - Teaching / instructional wall area for multi-class or community presentations.
 - Tackable wall surfaces in between stacks locations and other wall appurtenances – confirm during design.



- **General Office**

- *General Description*



- *See Appendix For Full Size Diagrams*

- The General Office is active the entire day and presents the school's image to the public. Besides receiving visitors, the reception area also serves as a de facto nurse's area along with the control area for the campus, visitors amongst other things. Spruce Elementary School's recent Student Services facility addition should be analyzed for possible desirable features and layout

- *Area*

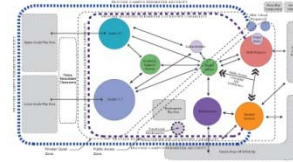
- 800 square feet

- *Floors*

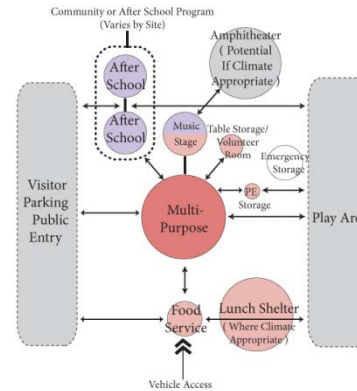
- Resilient flooring in high wear public areas and where wear may be in appropriate for carpet. Carpeted flooring in appropriate staff occupied area(s). Provide flooring per District Standards

- *Walls*

- Tackable areas or other provisions for displaying student work.
 - Consider informational display area for disseminating information to public via handouts and information board(s)



- **Multi-Purpose Room**
- *General Description*



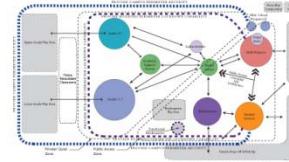
• See Appendix For Full Size Diagrams

- The Multi-Purpose Facility (MPR) is used for instructional, food service/cafeteria and recreational purposes.
- *Area*
 - 3,900 square feet
- *Floors*
 - Consider sports flooring per District Standards or as confirmed during design process
- *Walls*
 - High impact gypsum board to top of doors
 - Durable acoustical materials
 - Wall pads as may be appropriate for recreational use
- *Doors / Windows*
 - Operable windows
 - Window coverings to be roller shades per District Standards – confirm appropriateness during design process

E. AFTER-SCHOOL PROGRAM (CITY PROGRAM)

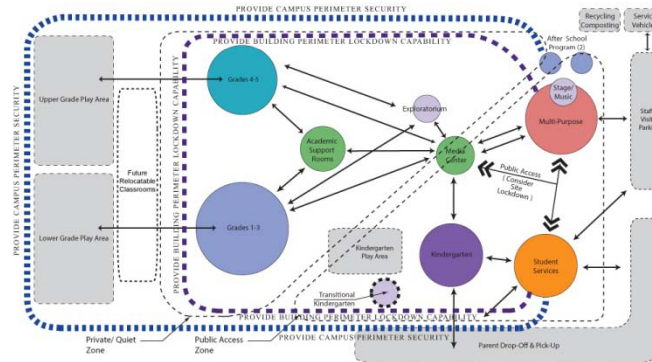
- *General Description*

After school programs are often run by outside agencies (not the District) and will vary from one campus to another campus. It is critical that each site requirement for after school and on-site community programs be confirmed prior to design efforts commencing. In general the programs will require at least two (2) relocatable classroom facilities that are fully powered, data connected and plumbed. The location will require confirmation at each site but are typically desirous of being adjacent the Multi-Purpose Room, play area(s) and parent pickup and drop-off area.



F. SITE

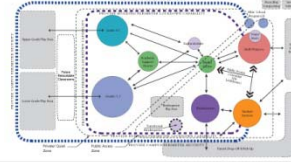
• General Description



• See Appendix For Full Size Diagrams

- The site design should be complimentary to the buildings to which they are adjacent. Landscape should incorporate low maintenance and maximize indigenous / drought-resistant plant material. This site contains the circulation for autos, bikes and pedestrians, and the play areas for students. Integration with any adjacent parks or community uses is important. Security provisions for limiting accessibility from unwanted pedestrians and visitors is of utmost importance.

Teaching spaces and playground space are priorities. Use of space for walkways, courtyards, offices, landscaping and parking are minimized to preserve space in the places where students are often too crowded, i.e. teaching spaces and playgrounds.



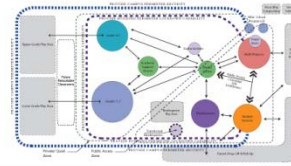
G. TOILETS

• *General Description*

- The toilet facilities on campus vary in finishes based on the variety of users and the durability required for each situation. They are generally defined as student toilets, staff toilets, health room toilets. There is also an awareness that after school hours any of these toilet facilities can become community or public use toilets. Public use toilets for after school situations are typically desired to be student toilets due to the higher durability standards required for both student and public use. The fixtures and finishes are subject to change based on available materials and the potential for District Standards to change with the changing nature of available and desirable finishes and fixtures.

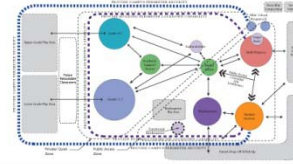
• *Student Toilets*

- Control sight lines to prevent views into room when door is opening or closing
- Only cold water service at student toilets– no hot water. Confirm current code requirements during design
- Toilet paper and paper towel dispensers are by outside vendor. Consider appropriate placement of toilet paper, seat covers, soap dispensers, paper towel dispenser or hand dryers. No electric hand dryers. Confirm equipment provided by outside vendor.
- Consider student toilets having counters with recessed sinks – the District has found that a p-lam or corian counter with recessed sinks are better to clean and maintain.
- Mirrors should be stainless steel in the student and glass in the staff toilet rooms.
- Lighting is important but try to maximize natural light. Do not provide light switches available to students – possibly controlled by an EMS along with a motion sensor.
- Ceramic mosaic floor tile and a 4 foot high ceramic tile wainscot. Terrazzo is too expensive and epoxy flooring requires the undesirable replacement on a semi-regular basis. Ceramic tile walls should be maximized to potentially 8 x 8 or whatever is deemed strong enough to withstand student abuse.



H. STORAGE / CUSTODIAL / MISCELLANEOUS

- *MPR Storage Rooms*
 - Provide direct access to outdoor for P.E. equipment storage
 - Provide variety of shelf depths in storage rooms
 - Allow adequate unobstructed floor area for freestanding equipment
 - Storage room to be separated from mechanical and electrical rooms
 - Provide flexibility of space for Parent Volunteer Office.
 - Cafeteria tables need a dedicated room to be stored. Provide double doors to allow freedom of movement.
 - Chair cart storage under stage is assumed.
- *Play Yard Storage*
 - Identify appropriate storage for play hard equipment during design. This may be split between grade levels and therefore require multiple locations
- *Computer Closets / IDF / MDF Facilities*
 - Confirm District Standards Requirements
 - Strategically dispersed as required per cabling restrictions
 - Leave ceilings unfinished to easily run cabling and conduit
- *Instructional Supplies*
 - Prefer long and narrow room appropriate for shelf storage layout
- *Instructional Supplies*
 - Prefer long and narrow room appropriate for shelf storage layout
- *Emergency Supplies*
 - PTA typically donates these storage units. Can consider locating a boxcar container in an appropriate location to be determined during design.

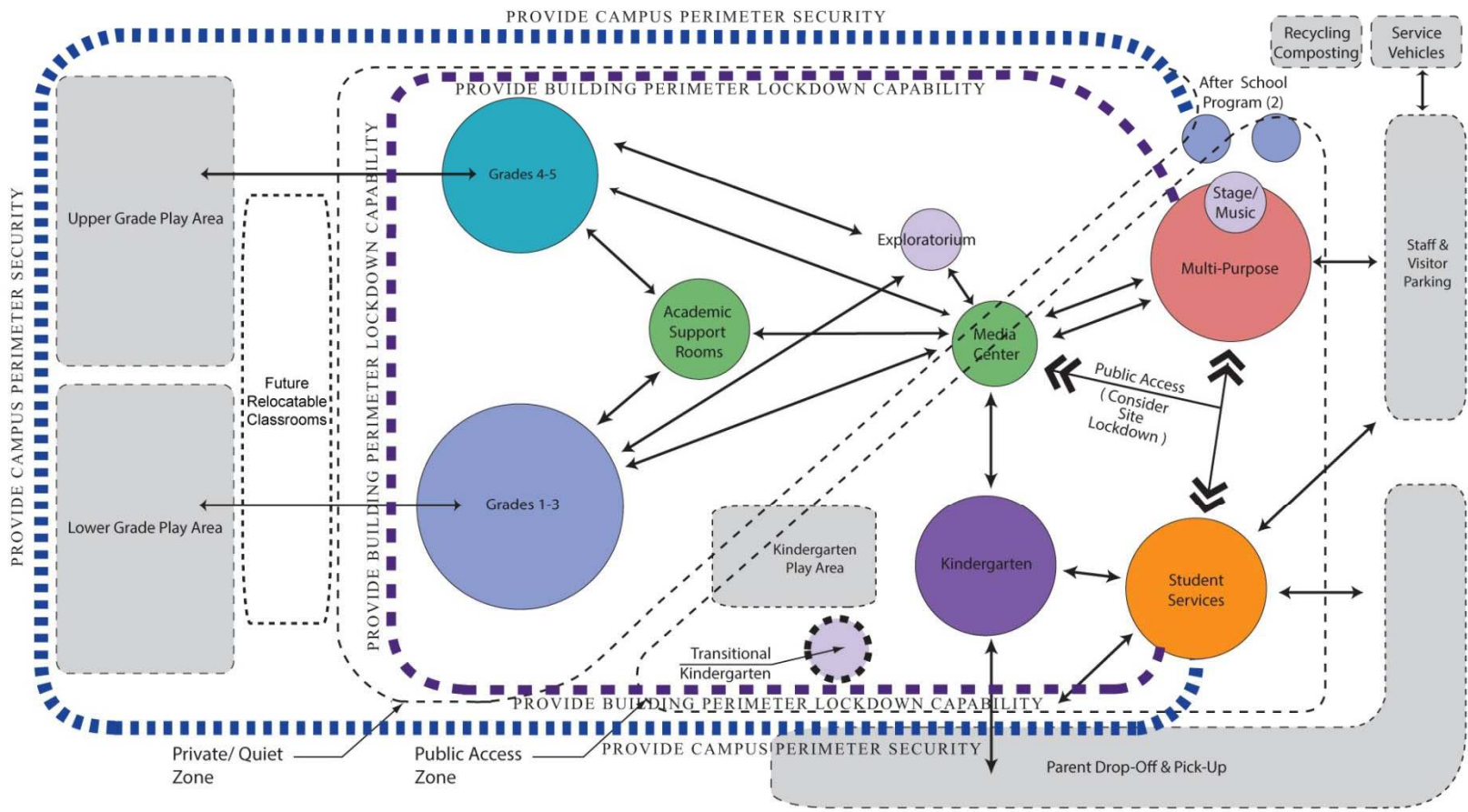


I. BUILDING SYSTEMS / MATERIALS

- *Exterior Skin / Exterior Materials*
 - TBD during Schematic Design or Per District Standards

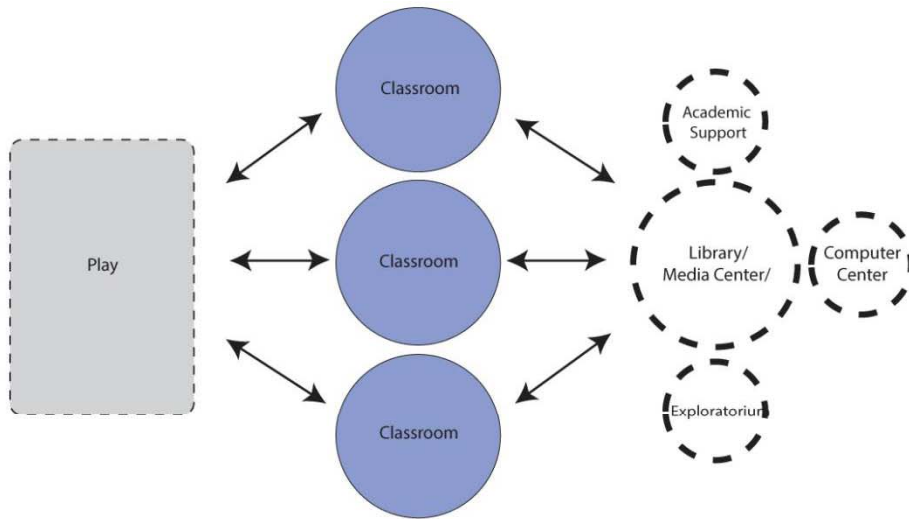
- *Mechanical*
 - TBD during Schematic Design or Per District Standards

- *Electrical*
 - TBD during Schematic Design or Per District Standards

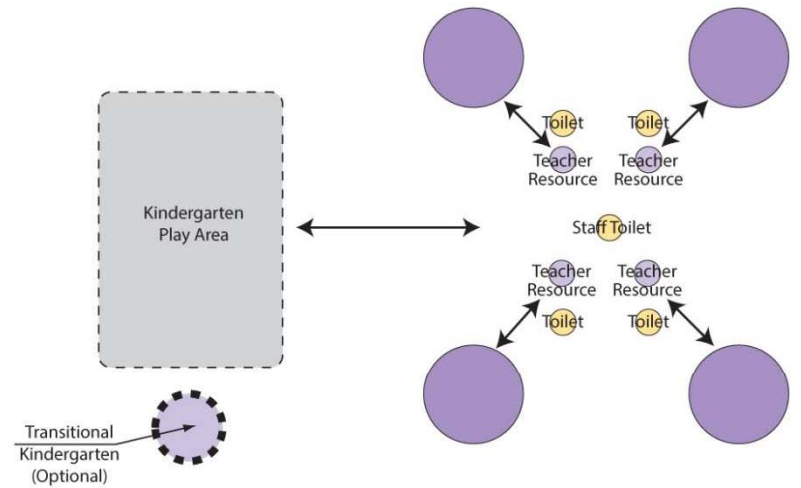


TYPICAL ELEMENTARY SCHOOL
 SITE FUNCTIONAL DIAGRAM
 SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
 September 06, 2012





Typical Grade 1-5 Classroom Diagram



Kindergarten Classroom Diagram
4 Classrooms

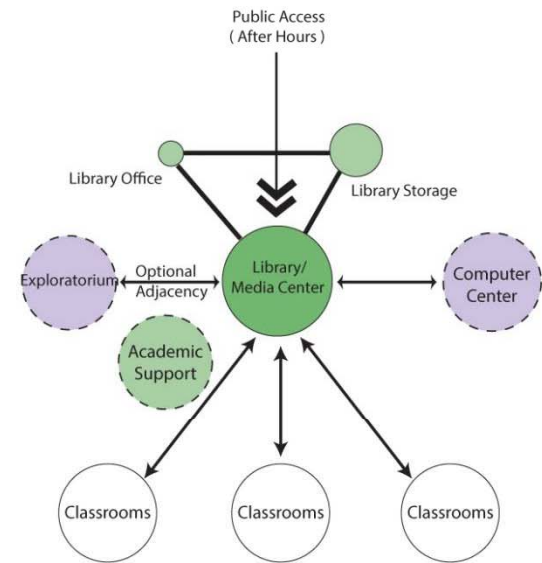
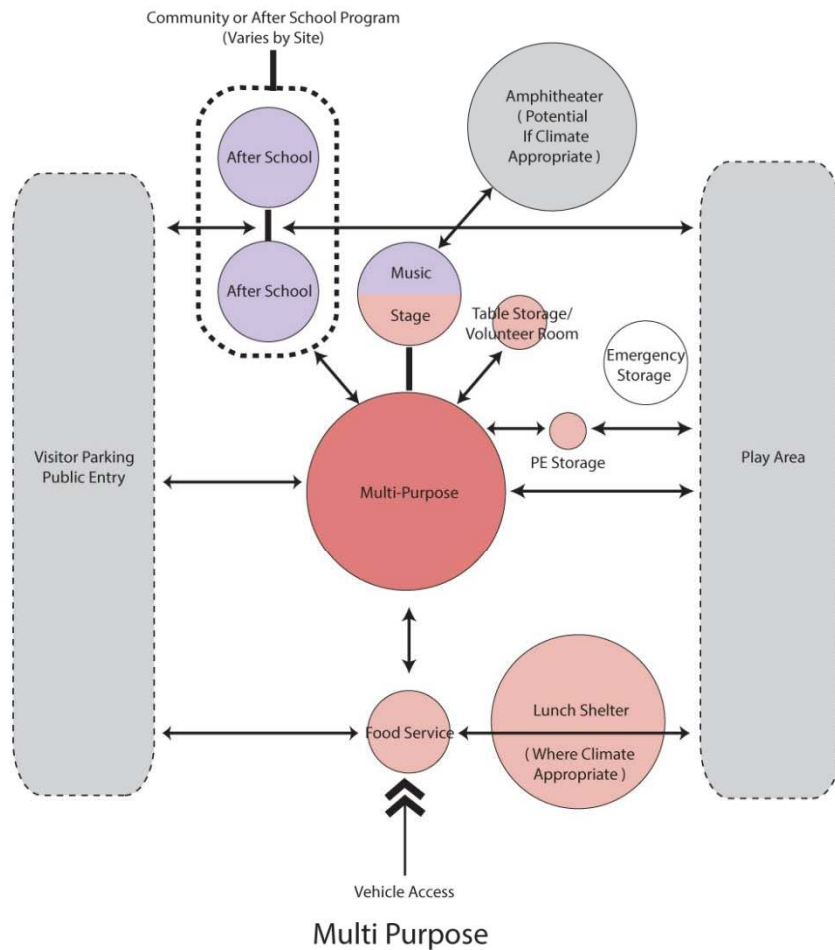
TYPICAL ELEMENTARY SCHOOL

CLASSROOM CLUSTER DIAGRAM

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

September 06, 2012

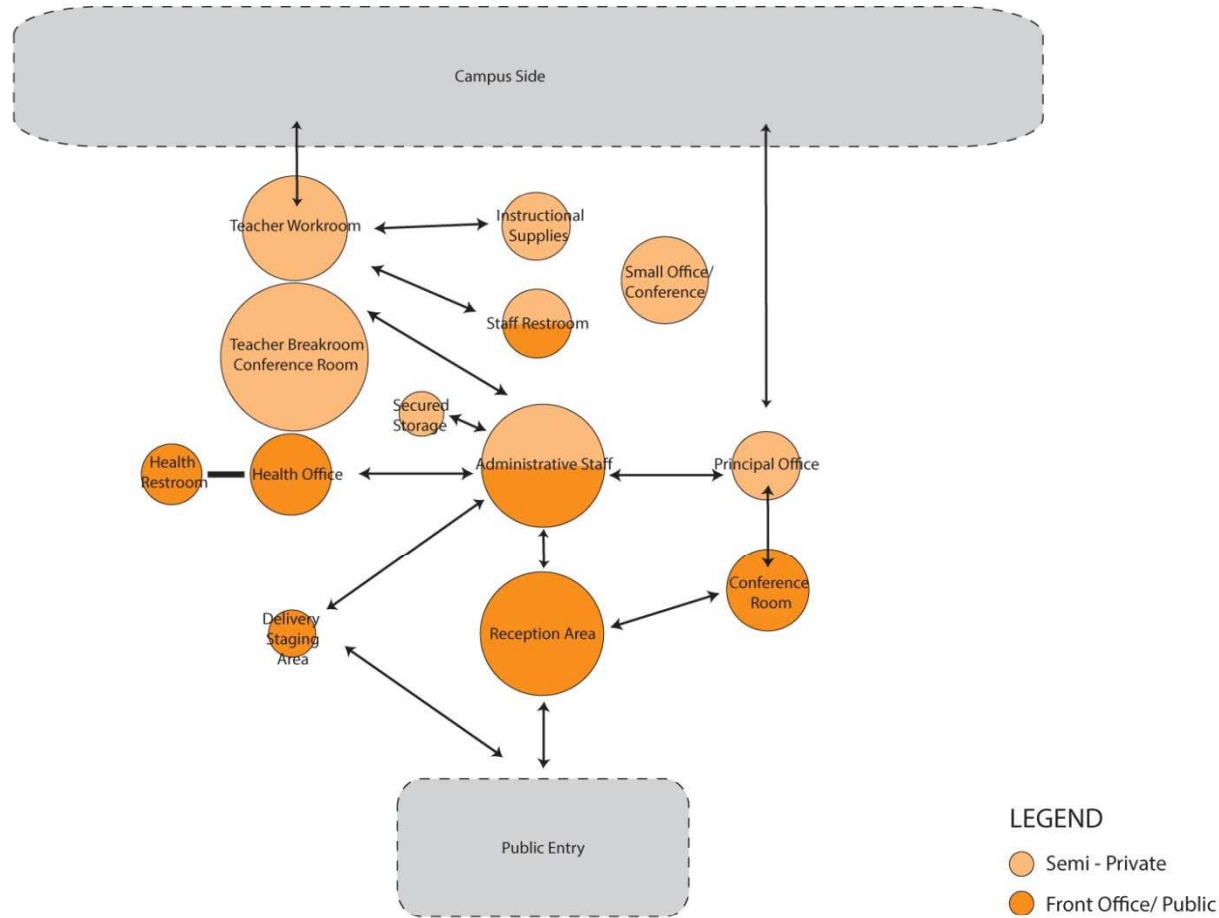
DLM
ARCHITECTURE



Library/Media Center

TYPICAL ELEMENTARY SCHOOL
 MULTI PURPOSE - LIBRARY/MEDIA CENTER DIAGRAM
 SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

September 06, 2012

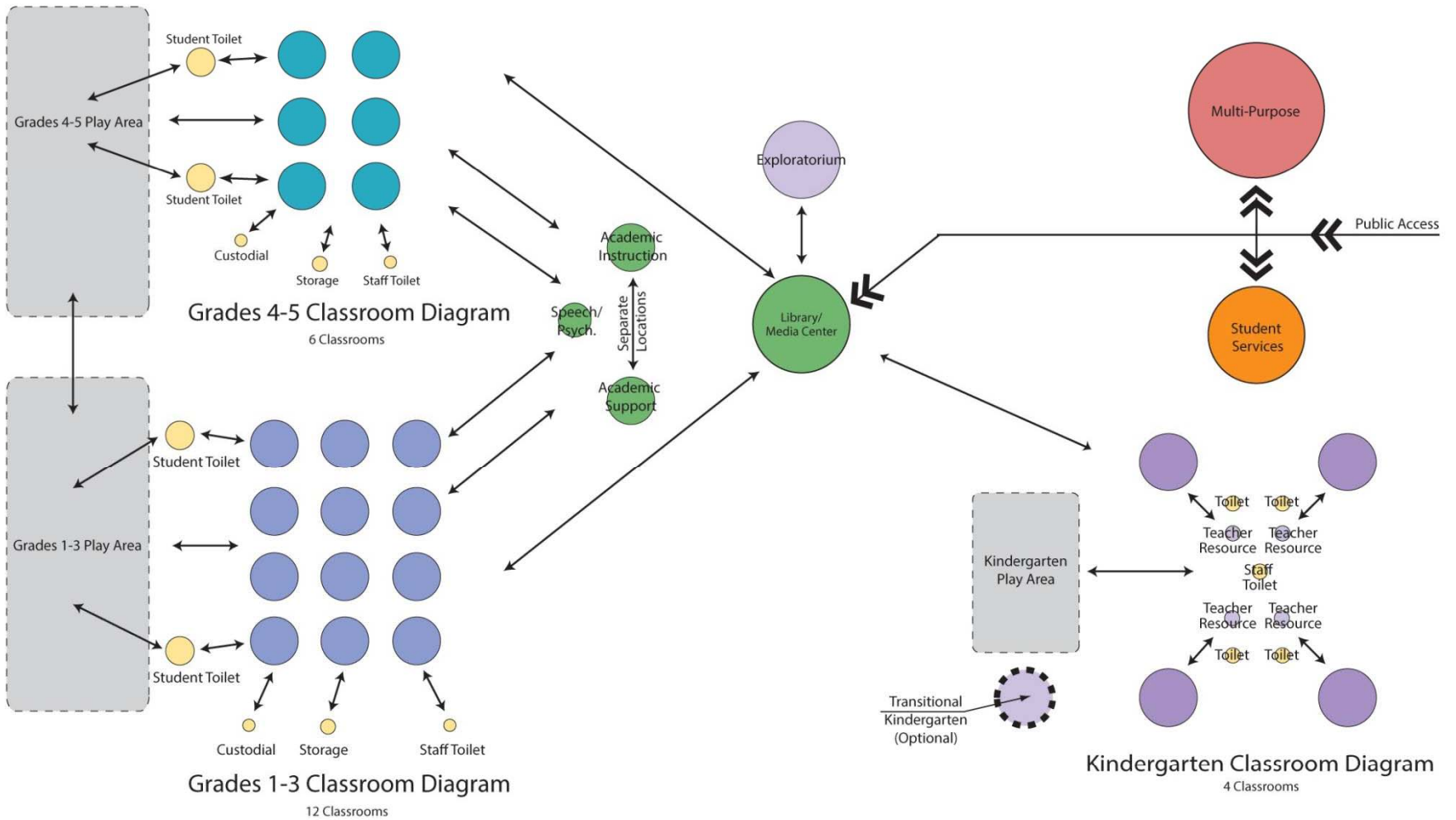


TYPICAL ELEMENTARY SCHOOL

STUDENT SERVICES DIAGRAM
SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

September 06, 2012

DLM
ARCHITECTURE



TYPICAL ELEMENTARY SCHOOL

K-5 FUNCTIONAL ADJACENCY DIAGRAM
 SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

September 06, 2012