







Lake Elsinore Unified School District

K-12 EDUCATIONAL SPECIFICATIONS

September 5th, 2024

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1900
1910
1930
1906
Elsinore Union High School moves to Grand Army of the Republican Building at Main and Franklin Street.
1909
Elsinore passes a $12,000 bond to build Elsinore High School on Graham Avenue.
1911
Elsinore Union High School opens on Graham Avenue with enrollment of 28 students.
Lake School forms their own school district, Lake District, on the west end of Lake Elsinore.
1915
Elsinore Grammar School is rebuilt with 8 classrooms, library and office on Sumner and Langstaff Street.
Lake District and Grand District consolidate under the name Lucerne Union School District.
1921
First high school bus transportation from Temecula-Murrieta to Elsinore Middle School site.
1925-1927
Elsinore High School gymnasium built at Graham Avenue location, cafeteria built at Graham Avenue location.
1910
1912
Alberhill School District formed and opens school serving Alberhill area.
1924

SECTION 1

INTRODUCTION & EDUCATIONAL PARTNER ENGAGEMENT

Lake Elsinore USD's twin palms logo signifies the unification of the Elsinore Union High School District with the Elsinore Elementary District (K-8), approved in 1988. Schools began serving the Elsinore Valley and vicinity in the early 1880s, prior to the City of Lake Elsinore's incorporation in 1888, a legacy we continue today.



ABOUT LAKE ELSINORE UNIFIED SCHOOL DISTRICT

Lake Elsinore Unified School District (LEUSD) boundaries stretch over 144 square miles through Southwest Riverside County, serving families in Lake Elsinore, Canyon Lake, Wildomar, and several unincorporated Riverside County communities, including Lakeland Village and Horsethief Canyon.

Our earliest schools began serving the valley during the 1880s, a few years before the City of Lake Elsinore's incorporation (1888). In 1988, Elsinore Union High School District unified with the Elsinore Elementary District (K-8) joined together to form LEUSD. Over 140 years later, the legacy of education at LEUSD continues serving over 20,000 TK-12 grade students district-wide at 25 schools, including alternative and adult education programs.

Working collaboratively, our team of nearly 2,500 classified and certificated staff, families, and educational partners strives to prepare students for college and career success. Our schools engage students in innovative and diverse ways, including Dual Immersion, AVID, STEAM, visual and performing arts, Career and Technical Education pathways, advanced placement, and much more.

LEUSD DISTRICT PRIORITIES

Our District priorities align the work from the district office to the classroom. They outline bold and innovative actions to improve learning, professional development, school safety, and expand opportunities for our students and staff.



ACADEMIC EXCELLENCE

Learning and achievement begins with student connections to school and culminates with students being prepared for college and careers.



EFFECTIVE GOVERNANCE

We strive to embody the foundation of excellence we expect to see throughout LEUSD grounded in trustworthiness, collaboration, and service.



STUDENT WELL BEING

We value student well-being through a balance of academic and social activities in a mutually respectable environment.



EDUCATIONAL ENVIRONMENT

All students shall experience a safe, positive and engaging educational environment that meets student's needs.



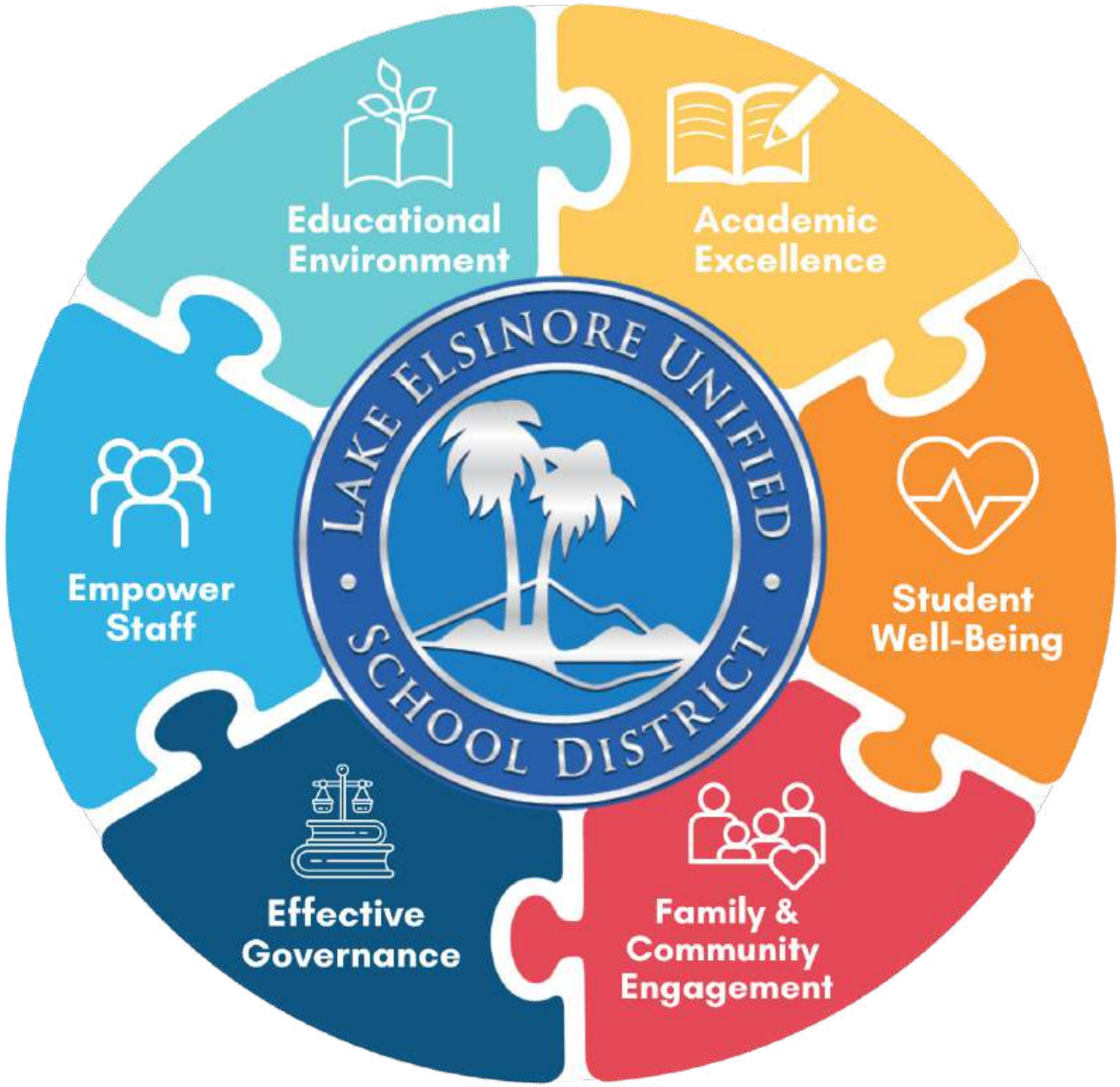
FAMILY & COMMUNITY ENGAGEMENT

All education partners share the responsibility of creating and maintaining positive relationships throughout LEUSD to foster family and student engagement of our entire community.



EMPOWER STAFF

We strive to provide our staff with the necessary tools to pursue professional excellence.


Educational Environment
Academic Excellence
Empower Staff
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
Student Well-Being
Effective Governance
Family & Community Engagement

INTRODUCTION

The foundation of a thriving educational system lies in its ability to adapt to the evolving needs of students, educators, and the broader community. As the demands of the 21st century continue to reshape the landscape of education, K-12 institutions are tasked with the critical responsibility of fostering environments that are conducive to learning, growth, and innovation. To meet these challenges head-on, the development of Educational Specifications (Ed Specs) is essential. This document serves as a living document for the physical and functional aspects of school facilities, guiding the design, construction, and renovation of learning spaces that align with educational best practices and community expectations.

The primary purpose of Educational Specifications is to ensure that the physical environment of a school supports and enhances the educational program it houses. This involves a comprehensive understanding of the educational philosophy, curricular goals, instructional methodologies, and the unique needs of the student population. By outlining the spatial requirements, technological infrastructure, and environmental considerations, Ed Specs provide a clear and detailed guide for architects, planners, and administrators to create spaces that are both functional and flexible.

Educational Specifications are not merely technical documents; they are tools that translate educational goals into physical spaces. They articulate the relationship between the educational program and the built environment, ensuring that the design of a school is deeply informed by up-to-date pedagogical principles. As education continues to shift towards more collaborative, interdisciplinary, and student-centered approaches, the design of learning environments must reflect and support these approaches.

Today's school facilities must support a variety of instructional methods, including project-based learning, small group instruction, and digital instruction. They must also accommodate extracurricular activities, community use, and provide spaces that foster social-emotional development. Furthermore, the growing emphasis on STEAM (Science, Technology, Engineering, Art, and Mathematics) education, along with the integration of arts and humanities, necessitates specialized spaces that encourage creativity, critical thinking, and collaboration.



Educational Specifications address the importance of sustainability and environmental stewardship in school design, the need for energy-efficient buildings, the use of sustainable materials, and the creation of healthy indoor environments. These considerations not only reduce the environmental impact of school facilities but also promote the well-being of students and staff, leading to better educational outcomes.

The creation of Educational Specifications is a collaborative process that involves input from a wide range of educational partners, including educators, administrators, students, parents, and community members. This collaborative approach ensures that the final document reflects the needs and aspirations of the entire school community.

The process begins with a thorough needs assessment, which involves analyzing the current educational program, enrollment projections, and the condition of ➤



FACILITY MASTER PLAN

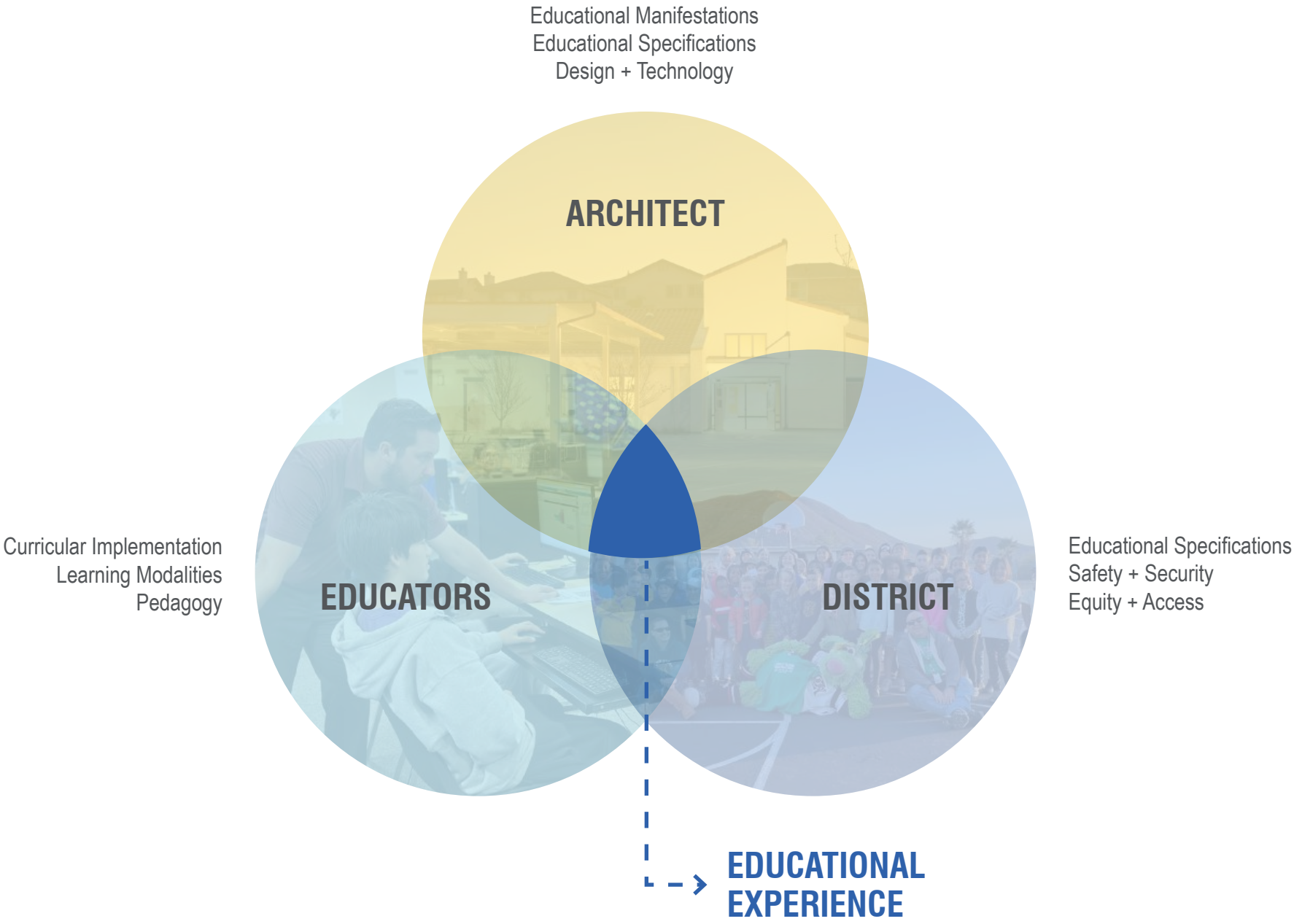
Facility Master Plans **assess the current state of the District's facilities, recommend levels of modernization and new construction, and determine their related costs.** They also involve the production of Campus Plans, which aid in facility improvement phasing and prioritization.

EDUCATIONAL SPECIFICATIONS

Educational Specifications are the building blocks that will allow the District to **create responsive learning environments** that are aligned to its core values and ways of teaching and learning.

ALIGNED FACILITIES PROGRAM

The Aligned Facilities Program is a strategic approach to planning and designing that utilizes the combination of Facility Master Plans and Educational Specifications to identify and recommend future projects that align with District goals. This approach **allows for informed decision making based on holistic data** to create projects that efficiently allocate funding.


Educational Manifestations
Educational Specifications
Design + Technology
ARCHITECT
Curricular Implementation
Learning Modalities
Pedagogy
EDUCATORS
DISTRICT
Educational Specifications
Safety + Security
Equity + Access
EDUCATIONAL EXPERIENCE

➤ existing facilities. This assessment provides the foundation for developing a vision for the future, identifying the key priorities and goals that the new or renovated facilities must achieve.

Once the vision and goals are established, the next step is to translate them into design requirements. This includes determining the size and potential adjancencies of instructional spaces, the types of specialized spaces needed (such as science labs, art studios, and CTE classrooms), and the technological infrastructure required to support modern teaching and learning practices. Additionally, considerations such as accessibility, safety, and security must be integrated into the design to ensure that the facility is welcoming and safe for all users.

It is essential to maintain a focus on flexibility and adaptability, making the Ed Specs a "living document" that can grow and update with the District. As educational practices and technologies continue to evolve, school facilities must be able to accommodate these changes. This requires designing spaces that can be easily reconfigured and updated as needed, ensuring that facilities remain relevant and purposeful over time.

One of the most critical aspects of Educational Specifications is their role in promoting equity within the school system. All students, regardless of their background or circumstances, should have access to high-quality educational facilities that support their learning and development. By carefully considering the needs of all students, including those with disabilities, English language learners, and students from diverse cultural backgrounds, Educational Specifications help to create inclusive environments that promote success for every child.

Furthermore, the equitable distribution of resources and facilities across a school district is essential to ensuring that all students have the opportunity to thrive. Educational Specifications can guide decision-makers in prioritizing investments in schools that serve underrepresented or disadvantaged communities, helping to close the achievement gap and promote social justice.

Educational Specifications are a vital tool in the creation of school environments that are responsive to the needs of 21st-century learners. By aligning the design of school facilities with educational goals, these documents help to ensure that students have access to spaces that inspire creativity, collaboration, and critical thinking. As education continues to evolve, Educational Specifications will play a crucial role in shaping the future of K-12 education, ensuring that school facilities are not only functional and efficient but also vibrant centers of learning.



EDUCATIONAL PARTNERS ENGAGEMENT

Engaging educational partners in visioning workshop sessions was vital to the process of developing Lake Elsinore Unified School District's Educational Specifications.

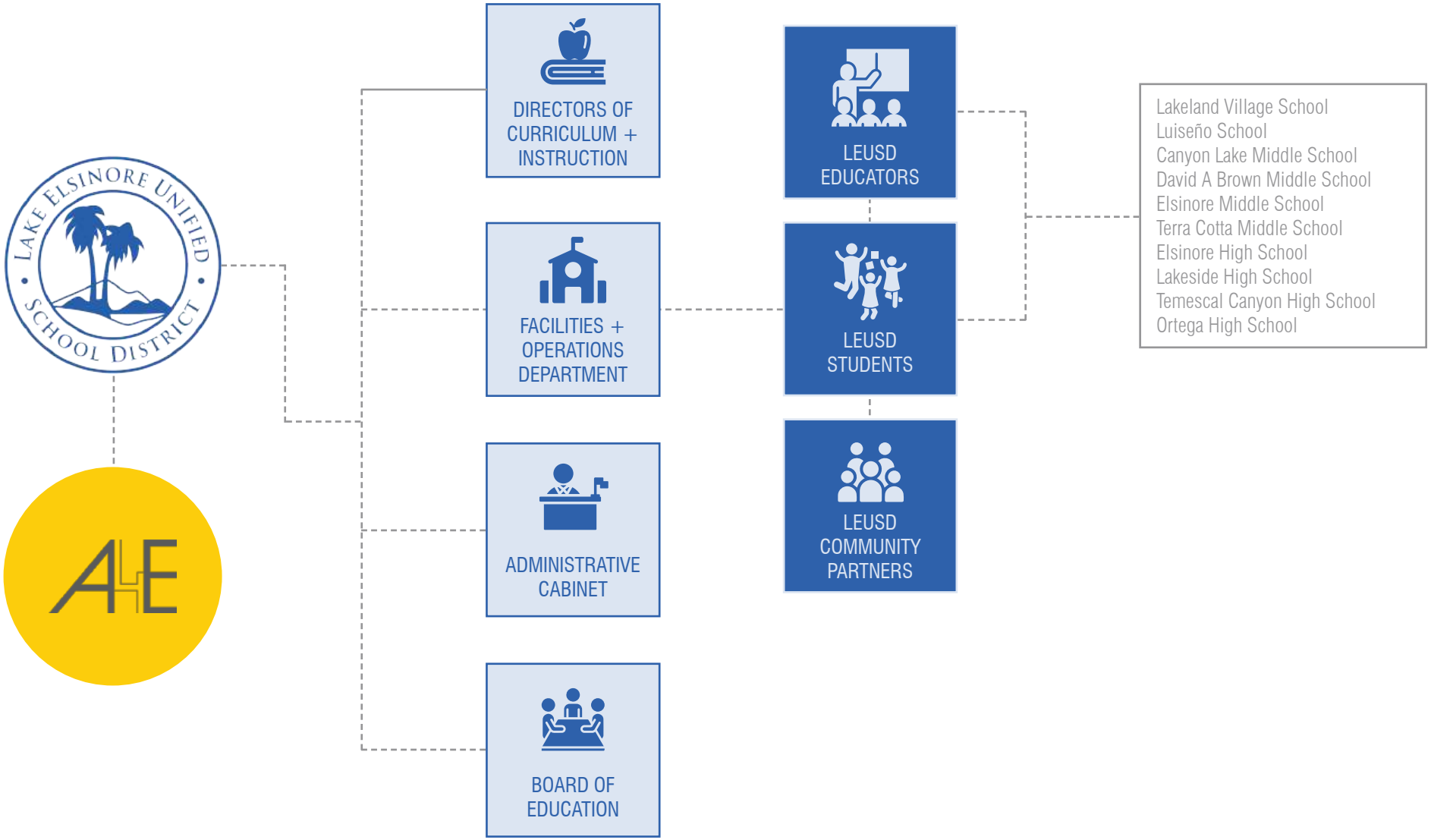
These workshops were instrumental in capturing the diverse needs and aspirations of students, faculty, staff, and the greater Lake Elsinore and Wildomar communities.

By actively participating, all educational partners were able to share insights into the ideal learning environments, highlighting key aspects such as the importance of outdoor instruction, natural lighting, and flexible spaces, as well as the integration of technology and the need to expand Career Technical Education (CTE) offerings.

The collaboration between all educational partners fostered open communication and allowed for a comprehensive understanding of the unique challenges and opportunities within the district. This inclusive approach ensured that these educational specifications reflect the community's collective vision, which aims to promote supportive spaces, responsive adjacencies, and future-ready learning environments for all students.

The engagement of educational partners not only provided valuable perspectives but also helped build a sense of ownership and commitment to the success of LEUSD's educational future.




LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AHE
DIRECTORS OF CURRICULUM + INSTRUCTION
FACILITIES + OPERATIONS DEPARTMENT
ADMINISTRATIVE CABINET
BOARD OF EDUCATION
LEUSD EDUCATORS
LEUSD STUDENTS
LEUSD COMMUNITY PARTNERS
Lakeland Village School
Luiseño School
Canyon Lake Middle School
David A Brown Middle School
Elsinore Middle School
Terra Cotta Middle School
Elsinore High School
Lakeside High School
Temescal Canyon High School
Ortega High School

WORKSHOP 1, ACTIVITY 1
GINGERBREAD PEOPLE: LEARNING ABOUT LEUSD LEARNERS

ACTIVITY PREMISE

This activity asked Students and Faculty to think about the individuals that make up their School community, and what these individuals need in their environment to be successful. Participants filled out the inside of the gingerbread person by describing who the Students at their school are (for example risk takers, bilingual learners, caring, ...) and the outside with environmental elements that Students need to be successful (such as bright colors, natural light, outdoor classrooms, spaces for mental health, ...) Participants were then asked to review the person they described, and select the three most important environmental attributes they came up with to identify key needs at their specific School sites.









ACTIVITY OUTCOME SUMMARY

This activity highlighted the importance of providing **spaces for outdoor instruction and recreation**, as well as **better natural and artificial lighting**, and more **areas for collaboration**. Participants also identified the need for more **multi-use, flexible classrooms** with access to **technology and agile FF&E options** to boost engagement.

WORKSHOP 1, ACTIVITY 2
DAY IN THE LIFE

ACTIVITY PREMISE

This activity asked Students and Faculty to imagine a Student's ideal school day at LEUSD. Participants were provided with a template to fill out, and asked to describe elements such as preferred ways of learning, favorite ways to be physically active, ideal spaces to eat lunch and gather as a commmunity, and relevant clubs and electives for the School commmunity. Participants were also provided with a series of inspiration images to use as visuals to further expand upon their thinking about their ideal LEUSD day. After completing the activity, Students and Faculty shared out the most memorable and/or meaningful moments from their days in the life, as well as their favorite spaces for learning.





ACTIVITY OUTCOME SUMMARY

This activity highlighted the importance of **learning outdoors** for both LEUSD Students and Faculty. Additional common themes that emerged were **flexible, multi-use spaces, areas for after school study and club activities, spaces to display outcomes of learning** and **areas dedicated to technology and STEAM.**

WORKSHOP 1, ACTIVITY 3
REFLECTING ON LEARNING AT LEUSD: CHALLENGES AND OPPORTUNITIES

ACTIVITY PREMISE

This activity asked Students and Faculty to reflect upon opportunities for and challenges to teaching and learning at LEUSD. Participants were asked to trace the contour of their hand, and, as directed, populate each digit with the answer to a prompt regarding teaching and learning at LEUSD. The prompts asked participants to identify their favorite aspect about learning in the District, meaningful elements of learning, challenges to learning, lifelong takeaways, small but significant moments/opportunities, and key takeaways that make the LEUSD experience unique and enriching. Students and Faculty then discussed their answers, ultimately producing a District-wide summary of opportunities for and challenges.

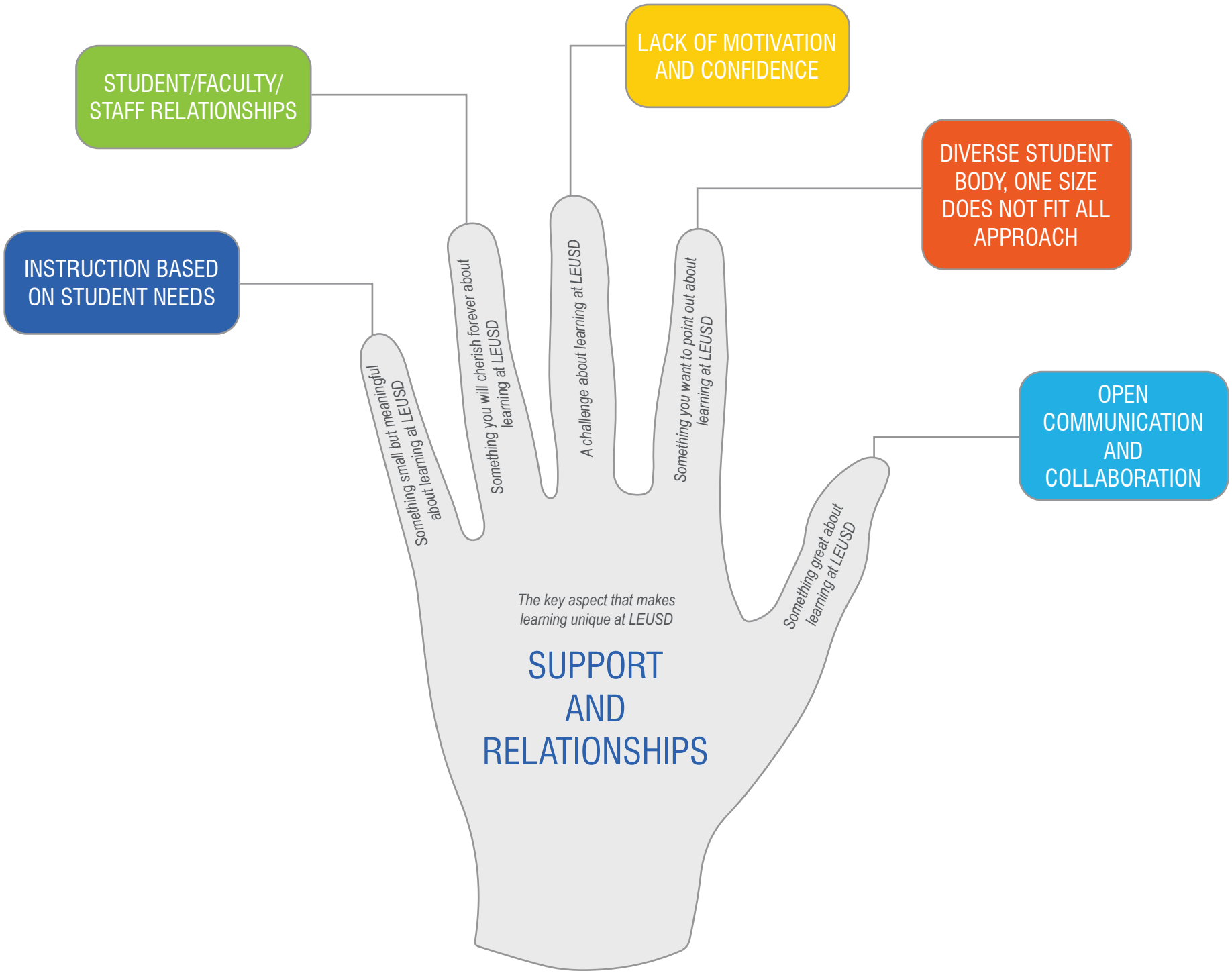






ACTIVITY OUTCOME SUMMARY

This activity highlighted that, according to both Students and Faculty, **support and relationships** are at the core of teaching and learning at LEUSD. Participants identified **open communication, student diversity, care and committment to deliver individualized instruction, and interpersonal relationships** as key LEUSD strengths.


STUDENT/FACULTY/ STAFF RELATIONSHIPS
LACK OF MOTIVATION AND CONFIDENCE
DIVERSE STUDENT BODY, ONE SIZE DOES NOT FIT ALL APPROACH
INSTRUCTION BASED ON STUDENT NEEDS
OPEN COMMUNICATION AND COLLABORATION
Something small but meaningful about learning at LEUSD
Something you will cherish forever about learning at LEUSD
A challenge about learning at LEUSD
Something you want to point out about learning at LEUSD
Something great about learning at LEUSD
The key aspect that makes learning unique at LEUSD
SUPPORT AND RELATIONSHIPS

WORKSHOP 2, ACTIVITY 1
COLLAGE LEARNINGSCAPES

ACTIVITY PREMISE

This activity asks Students to provide insight into spatial the aesthetics of their ideal/proposed campus, as well of their priorities with regards to these spaces. Students were asked to identify the word on the poster that they feel represents the most important area of their campus to them, and, using magazines, cut out and glue down images to communicate the aesthetic qualities and overall feel for this space. Students are then asked to present their ideas to the rest of the group, identifying why the areas they selected are important to them (prioritization,) and why they chose to illustrate the areas using the images they selected.









ACTIVITY OUTCOME SUMMARY

This activity highlighted the importance of providing **spaces for outdoor instruction and recreation**, as well as **better natural and artificial lighting**, and more **areas for collaboration**. Participants also identified the need for more **multi-use, flexible classrooms** with access to **technology and agile FF&E options** to boost engagement.


EAT
LEARN OUTDOORS
EXERCISE +
MAKE
PERFORM
INNOVATE
GATHER + COLLABORATE
SUPPORT

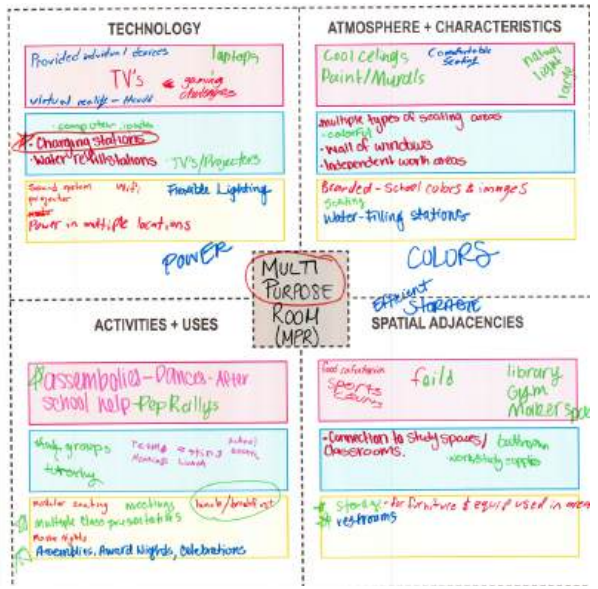

EAT
LEARN OUTDOORS
Outdoor Power
EXERCISE + PLAY
MAKE
PERFORM
INNOVATE
GATHER + COLLABORATE
SUPPORT

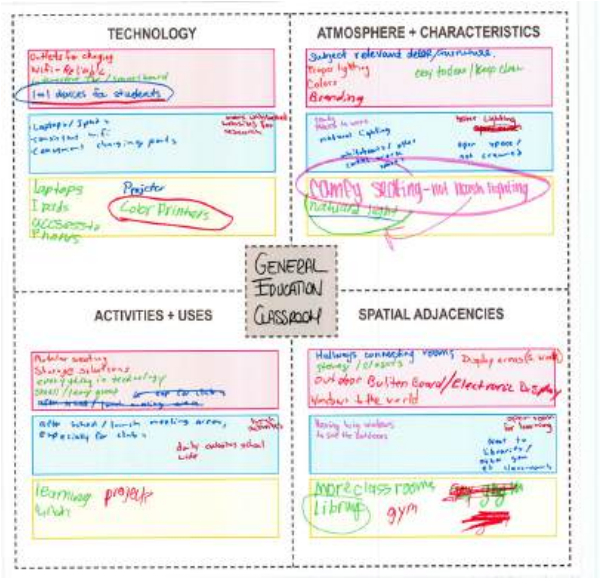
WORKSHOP 2, ACTIVITY 2
SPATIAL PLANNING BLOCKS

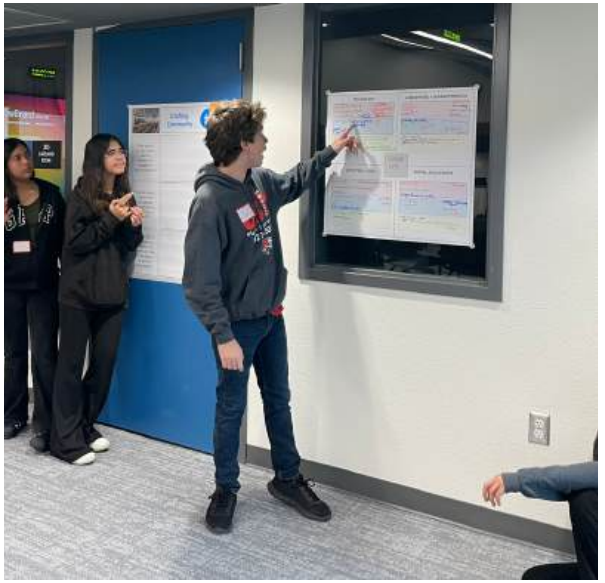
ACTIVITY PREMISE

Using instructional diagrams as tools to merge pedagogy and space, **Participants were asked to simultaneously identify existing programs that would be beneficial to LEUSD, as well as new programs that could support the vision, mission and educational philosophy of the District.** This activity asked Participants to discuss the importance of learning modalities (individual, peer to peer, small group, discussion/seminar, project based, technology based, storytelling/presentation, large group/direct instruction) within spaces, and use them as a starting point to craft an instructional diagram that would identify meaningful adjacencies between programs and their uses.









ACTIVITY OUTCOME SUMMARY

This activity highlighted the importance of providing **spaces for outdoor instruction and recreation**, as well as **better natural and artificial lighting**, and more **areas for collaboration**. Participants also identified the need for more **multi-use, flexible classrooms** with access to **technology and agile FF&E options** to boost engagement.

WORKSHOP 2, ACTIVITY 3

DESIGNING LEUSD PLANNING PRINCIPLES

ACTIVITY PREMISE

This activity asked Students and Faculty to reflect upon the planning principles articulated during Workshop 1, and provide insight into what they could represent for the future of teaching and learing at LEUSD. Participants answered three questions for each of the planning principles developed:

- What aspects of your current environments support this planning principle?
- How can spaces aligned with this planning principle promote your success at LEUSD?
- What can LEUSD do to embody this planning principle in future learning environments?







ACTIVITY OUTCOME SUMMARY

Consult pages 22-23 for the final definitions and key words articulated by the LEUSD community regarding the five guiding principles developed for these Educational Specifications:

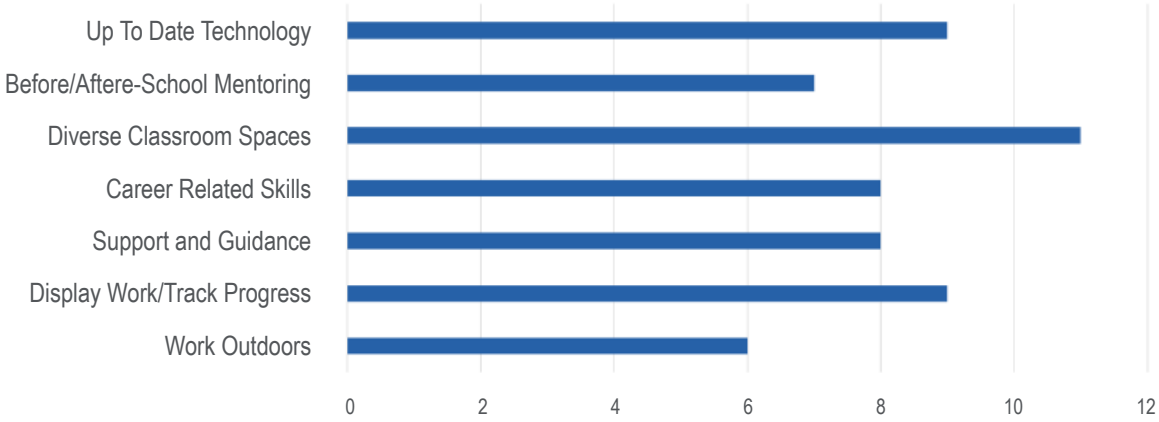
- **Supportive Spaces**
- **Responsive Adjacencies**
- **Agency & Equity**
- **Crafting Community**
- **Future Ready**

STUDENT ADDED VALUE SURVEY RESULTS

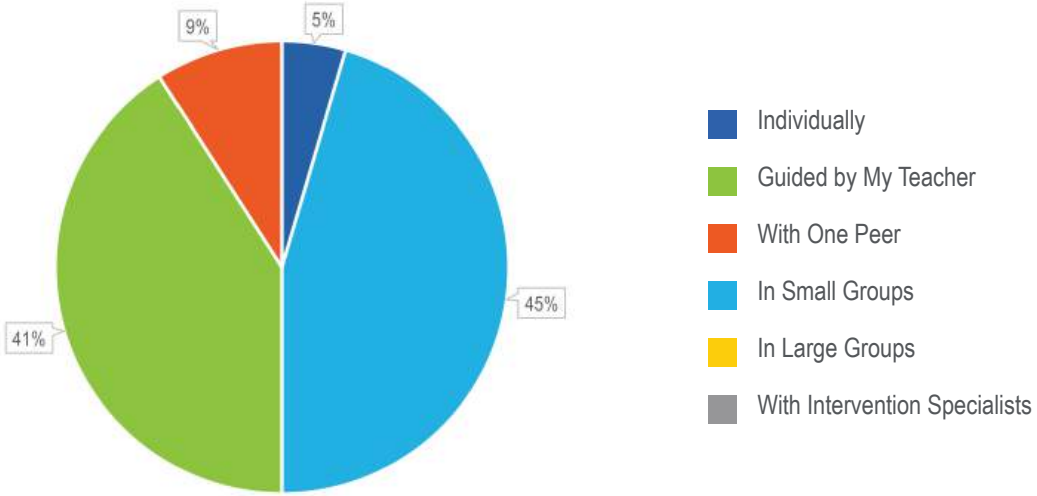
LEUSD 7th-12th Grade students were invited to participate in a Virtual Added Value Survey, designed to gather insights on how the District can enhance its educational offerings via the design and modernization of state-of-the-art facilities. This survey aimed to understand students' perspectives on the District's current educational vision, gain insight into aspirations for the future, and identify areas for improvement. Feedback from the survey played a crucial role in shaping the development of these educational specifications, ensuring they align with students and their ideas. By voicing their opinions, students contributed directly to redacting the educational specifications, making them more effective at supporting academic and personal growth via exceptional school facilities.



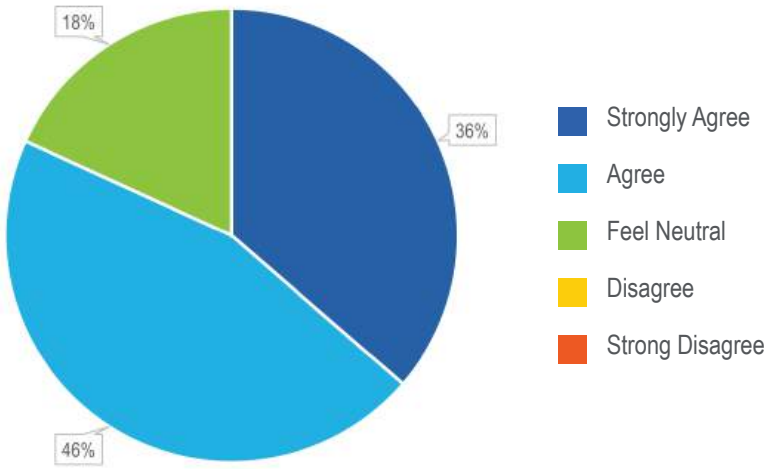
Students learn better if they have access to_____.



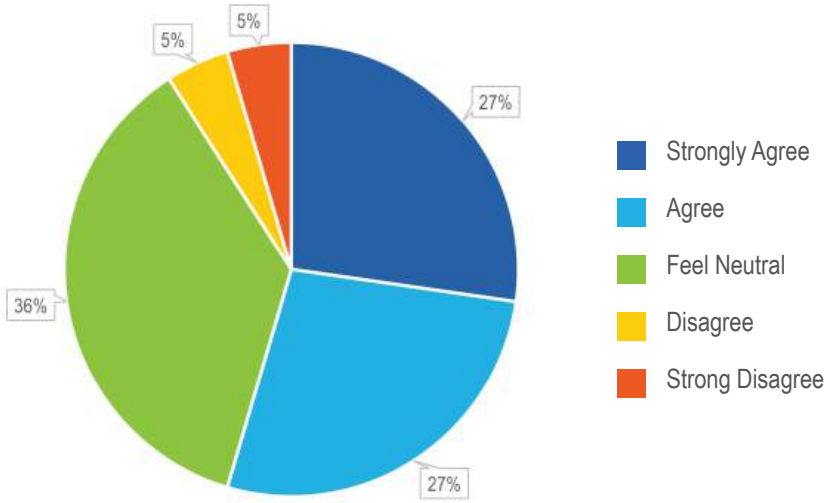
I feel most successful when I learn_____.



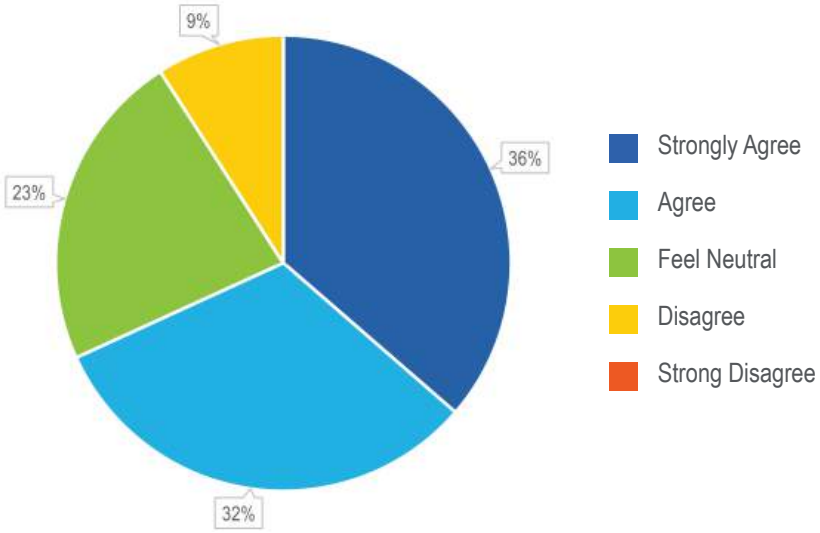
I am more focused at school when I can see nature through windows.



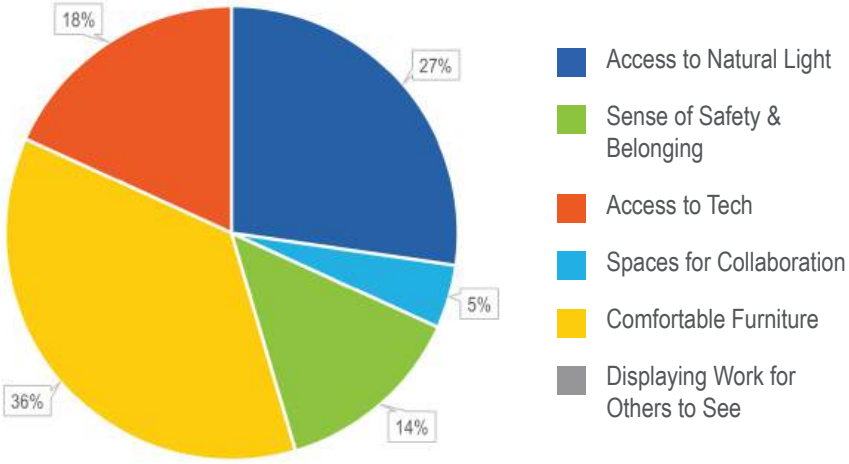
I feel inspired when I can see other student's learning in action.



My school neeeds more spaces to collaborate.



My favorite aspect of a classroom environment is_____.



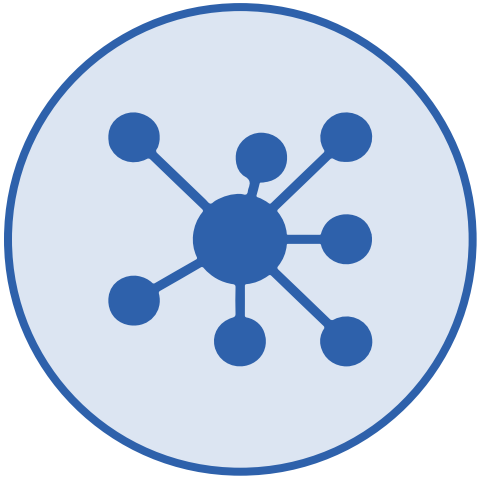
PLANNING PRINCIPLES

Planning Principles describe a district's beliefs and philosophy about the relationship between educational goals, student-centered learning experiences, and the design of high-quality learning spaces.

When in alignment, the goals, experiences, and built learning environments create a cohesive approach to the district's educational ecosystem. In action, they reflect a community's past, present, and future to ensure generational sustainability while promoting innovation.

Carefully selected Planning Principles tend to evolve to changes in culture and technology over time. When acted upon with great intention and consistency, Planning Principles help support and realize equitable learning environments where all learners thrive.

Note: Verbiage in the planning principles descriptors in blue indicates direct quotes from LEUSD Educational Partners provided during Visioning Sessions 1+2.



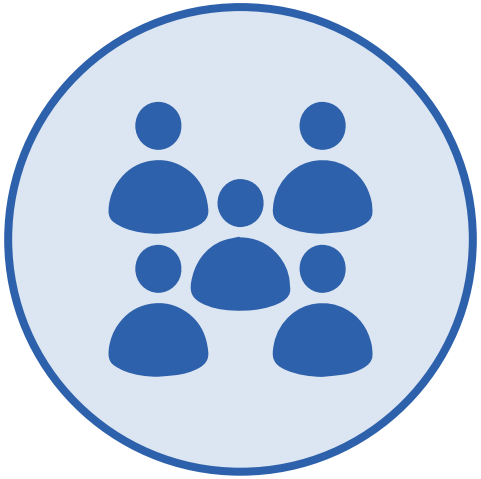
SUPPORTIVE SPACES

Supportive spaces prioritize environments that nurture **holistic student development.** From flexible classrooms that adapt to diverse learning styles to inviting common areas that foster social interaction and emotional well-being, every space is designed to **empower learners, educators, and communities to thrive together.**



JOINT AREAS

Joint areas involve designing spaces that are **interconnected and flexible** to adapt to various teaching and learning needs. This principle ensures that classrooms, common areas, and specialized spaces are **strategically positioned** to **enhance collaboration, accessibility, and the overall educational experience** for students and staff.



AGENCY & EQUITY

Agency and equity in K-12 educational planning ensure all students have the power to **influence their learning** through equal access to resources and opportunities. This principle promotes **inclusive environments** where **diverse needs are met**, fostering a sense of **ownership, fairness, and empowerment** in every student's educational journey.



CRAFTING COMMUNITY

By proposing a community-driven vision of education, this planning principle focuses on creating spaces that foster **connection and collaboration among students, staff, and families.** This principle emphasizes shared areas and activities that build a strong **sense of belonging**, support diverse interactions, and **nurture a positive, inclusive school culture.**



FUTURE READY

In today's complex and multi-faceted world, it is critical to prepare students for evolving challenges by integrating **adaptable, technology-rich environments.** This principle supports **innovative teaching methods, lifelong learning, and skills development,** ensuring students are equipped with the knowledge and tools to succeed in a rapidly changing world.

LEARNING MODALITIES + ACTIVITIES

Learning modalities are the different learning experiences teachers use to facilitate individual or multiple-sized group activities in student-centered learning environments.

Authentic, relevant, and complex learning utilizes inquiry-based and project-based methodologies to build critical thinking, reasoning, and collaboration skills. To meet their educational goals and for teachers to track progress, they must demonstrate what they know and can do.

Through various learning modalities, students can communicate their thinking, articulate their reasoning, and share their artifacts and products. Therefore, designing an agile learning environment provides the physical affordances needed to flex and pivot for the variety of learning modalities required.

Note: Verbiage in the learning modalities descriptors in blue indicates direct quotes from LEUSD Educational Partners provided during Visioning Sessions 1+2.



INDEPENDENT LEARNING

Independent learning empowers individuals to take charge of their educational journey. It cultivates **self-motivation, critical thinking, and resourcefulness.** Embracing autonomy, learners explore topics at their own pace, **tailoring experiences to their unique needs.** Through independent learning, they not only acquire knowledge but also develop invaluable skills for lifelong success.



WHOLE GROUP LEARNING

Whole group learning fosters **collaboration and community** within educational settings. It promotes peer interaction, collective problem-solving, and diverse perspectives. In this modality, learners engage in **shared experiences, discussions, and activities**, enhancing their understanding through group dynamics and collective knowledge exchange, **preparing them for collaborative environments** in the future.



PROJECT BASED LEARNING

Project-Based Learning (PBL) immerses learners in **hands-on, real-world experiences.** Students tackle complex problems, conducting research, and applying **interdisciplinary skills** to create **tangible solutions**. PBL fosters creativity, critical thinking, and collaboration, empowering students to **take ownership of their learning** while preparing them for the challenges of an ever-evolving world.



SMALL GROUP LEARNING

Small group learning **maximizes interaction and engagement** among peers. Through collaborative exploration and discussion, learners deepen understanding and exchangeperspectives. This modality **encourages active participation, fosters teamwork, and nurtures communication skills**, creating a learning environment where **every voice is valued** and contributions are integral to collective growth.



PEER TO PEER LEARNING

Peer-to-peer learning leverages the **power of shared knowledge and mutual support.** Learners teach and learn from one another, fostering a dynamic exchange of ideas and skills. This modality **promotes empathy, collaboration, and active engagement,** creating a symbiotic learning environment where individuals thrive through **collective wisdom and peer mentorship.**

HOW TO READ THIS DOCUMENT

SPACE NAME

DESCRIPTION

Identifies key purpose of space and important elements that differentiate it from other spaces.

INSPIRATION IMAGES

Provide visuals to further describe the aesthetic and organizational qualities of the space. The inspiration images also show spaces when in use by students, faculty and/or staff.

TK/KINDERGARTEN CLASSROOM

DESCRIPTION

The kindergarten classroom is designed to support early childhood development and learning. It features flexible seating arrangements, including low tables, chairs, and floor cushions, to accommodate various activities and learning styles. The room is divided into distinct areas for reading, art, sensory play, and group activities. Open shelving and labeled bins promote organization and independence. Interactive elements, such as a smartboard and hands-on learning centers, engage young learners. Natural lighting and vibrant colors create an inviting atmosphere. The space includes cozy reading nooks, a pretend play area, and a dedicated space for class huddles. The design fosters social, emotional, and cognitive development, encouraging exploration, creativity, and foundational skill-building.



Gateway Community Charters | Rancho del Paso, CA | Architect: A4E



Ludington Elementary School | Ludington, MI | Architect: GMB Architecture & Engineering

LEARNING POTENTIAL

A kindergarten classroom should have distinct areas where teachers can provide a combination of formal (teacher-initiated) & informal (child-initiated) activities. Since activities feature play-based, hands-on learning in small groups or individually for children, ample wall surfaces need to be provided, showcasing alphabets, shapes, colors, scale, numbers, time etc to reinforce visual learning. Areas are differentiated by using interior rugs, carpets & sink areas that help direct kids (e.g., block play, dramatic play, wet/messy play) and more structured, playful learning (e.g. storytelling, songs, and games) using agile furniture and interactive media screens. Cubbies in vestibule area and dedicated accessible storage spaces encourage children to be organized. Direct access to play yard with sinks gives students an opportunity to group together for outdoor instruction and play.

34 LEUSD K-12 EDUCATIONAL SPECIFICATIONS

ED SPECS PLANNING PRINCIPLES

Identifies the LEUSD Ed Specs Planning Principle(s) that are effectively demonstrated in the space. These describe the relationship between educational goals, student-centered learning experiences, and the design of high-quality learning spaces

LEARNING POTENTIAL

Identifies the educational value of the space and outlines how it furthers LEUSD's mission, vision and overall educational goals.

COLOR CODING

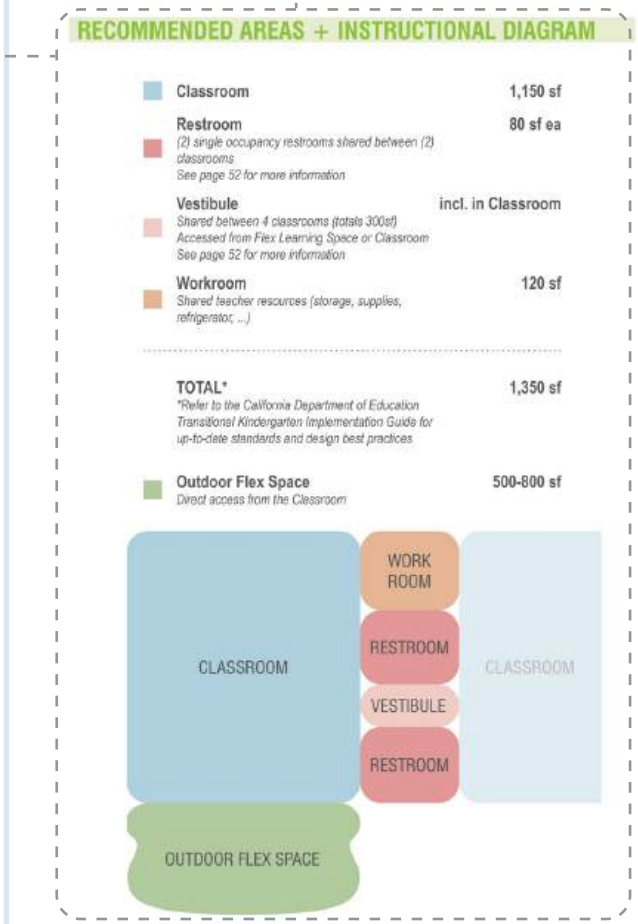
Each section is color coded to allow for easy identification of target grade levels for the space.

ELEMENTARY SCHOOL
MIDDLE SCHOOL
HIGH SCHOOL
SPECIALTY SPACES

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Identifies use of space, alongside recommended square footage and square footages of any support spaces needed. Provides color coding legend for instructional diagram.

The diagram identifies scalar relationships between programs, and visual and/or physical adjacencies between spaces.





FINISHES TECHNOLOGY + EQUIPMENT

Identifies required and recommended finishes, fixtures and technology + equipment for the space.

ACTIVITIES

Identifies prevalent learning modalities used in the space.

SAFETY, SECURITY + WELLBEING STANDARDS

ADDED VALUE

Identifies characteristics of the space that contribute to its unique the educational importance


BULLDOG POWER
OFF-ROAD

SECTION 2

ELEMENTARY SCHOOL EDUCATIONAL SPECIFICATIONS

TK/KINDERGARTEN CLASSROOM

DESCRIPTION

The kindergarten classroom is designed to support early childhood development and learning. It features flexible seating arrangements, including low tables, chairs, and floor cushions, to accommodate various activities and learning styles. The room is divided into distinct areas for reading, art, sensory play, and group activities. Open shelving and labeled bins promote organization and independence. Interactive elements, such as a smartboard and hands-on learning centers, engage young learners. Natural lighting and vibrant colors create an inviting atmosphere. The space includes cozy reading nooks, a pretend play area, and a dedicated space for class huddles. The design fosters social, emotional, and cognitive development, encouraging exploration, creativity, and foundational skill-building.



Gateway Community Charters | Rancho del Paso, CA | Architect: A4E



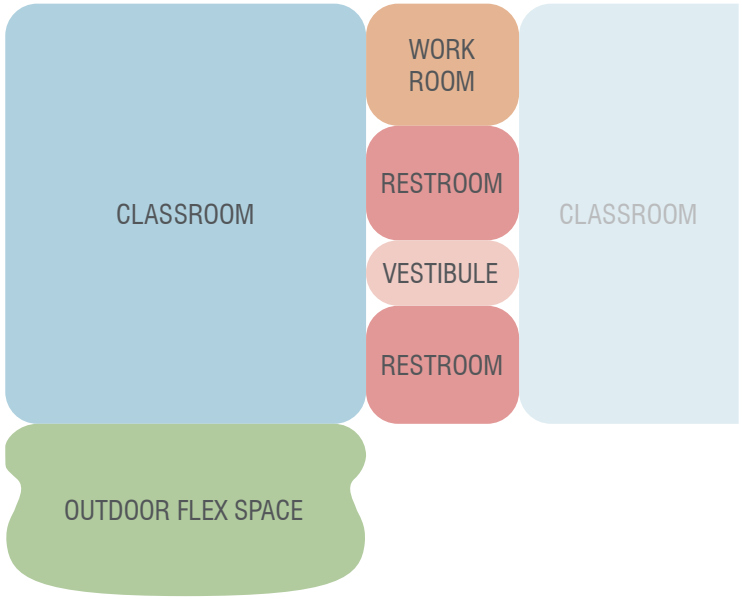
Ludington Elementary School | Ludington, MI | Architect: GMB Architecture & Engineering

LEARNING POTENTIAL

A kindergarten classroom should have distinct areas where teachers can provide a combination of formal (teacher-initiated) & informal (child-initiated) activities. Since activities feature play-based, hands-on learning in small groups or individually for children, ample wall surfaces need to be provided, showcasing alphabets, shapes, colors, scale, numbers, time etc to reinforce visual learning. Areas are differentiated by using interior rugs, carpets & sink areas that help direct kids (e.g., block play, dramatic play, wet/messy play) and more structured, playful learning (e.g. storytelling, songs, and games) using agile furniture and interactive media screens. Cubbies in vestibule area and dedicated accessible storage spaces encourage children to be organized. Direct access to play yard with sinks gives students an opportunity to group together for outdoor instruction and play.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Classroom *(2) single occupancy restrooms shared between (2) classrooms* *See page 56 for more information*	**1,150 sf**
Restroom	**80 sf ea**
Vestibule *Shared between 4 classrooms (totals 300sf)* *Accessed from Flex Learning Space or Classroom* *See page 56 for more information*	**incl. in Classroom**
Workroom *Shared teacher resources (storage, supplies, refrigerator, ...)*	**120 sf**
TOTAL* **Refer to the California Department of Education Transitional Kindergarten Implementation Guide for up-to-date standards and design best practices*	**1,350 sf**
Outdoor Flex Space *Direct access from the Classroom*	**500-800 sf**



FINISHES

- LVT and/or carpet flooring
- Acoustic ceiling tile
- Writable & tackable wall surfaces
- Tall storage with adjustable shelves and some locakable storage for teachers
- Cubbies for open storage
- 1 sink at adult height for teacher, 2 sinks at student height
- Operable windows with roller shades and bifold partitions

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind | Wgr | PBL | Sgr | P2P

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual connections to the outdoors
- Use of agile furniture to maximize student agency
- Direct access to outdoor flex space
- Themed reading and activity nooks
- Areas for wet/messy activities

A *Storage for Instructional Materials*

B *Provide areas to make instructional materials easily accessible to students*

C *Reading Nooks*

D *Delineate areas for different activities using changes in flooring material/color*



Washington Elementary School | Sacramento, CA | Architect: HMC Architects



Pocket doors can provide team teaching opportunities with neighboring classrooms F

Agile furniture promotes student agency by creating flexible learning environments G

Learning walls with combinations of magnetic, writable and tackable surfaces can help make learning visible to students H

Access to technology for whole group instruction I

Physical and visual access to outdoors J

Delineate areas for different activities using changes in flooring material/color K

Rio del Sol STEAM School | Oxnard, CA | Architect: A4E

ELEMENTARY SCHOOL CLASSROOM

DESCRIPTION

An elementary school classroom is designed to foster a dynamic and inclusive learning environment for all students. It features varied seating options, such as desks, tables, and fidget-to-focus seating options, to support various teaching methods and student preferences. The room is equipped with interactive technology, including a mobile interactive display and 1:1 devices to enhance digital literacy. Ample natural lighting and thoughtfully selected color accents create an inviting atmosphere. Built in or furniture-based storage solutions like cubbies and shelves keep materials organized and accessible. Designated areas for group work, independent study, and creative projects encourage collaboration and individual growth. The layout should support diverse instructional strategies, promoting engagement, critical thinking, and a love for learning.



The Sonnwendviertel Campus of Education | Wien, Austria | Architect: PPAG Architects



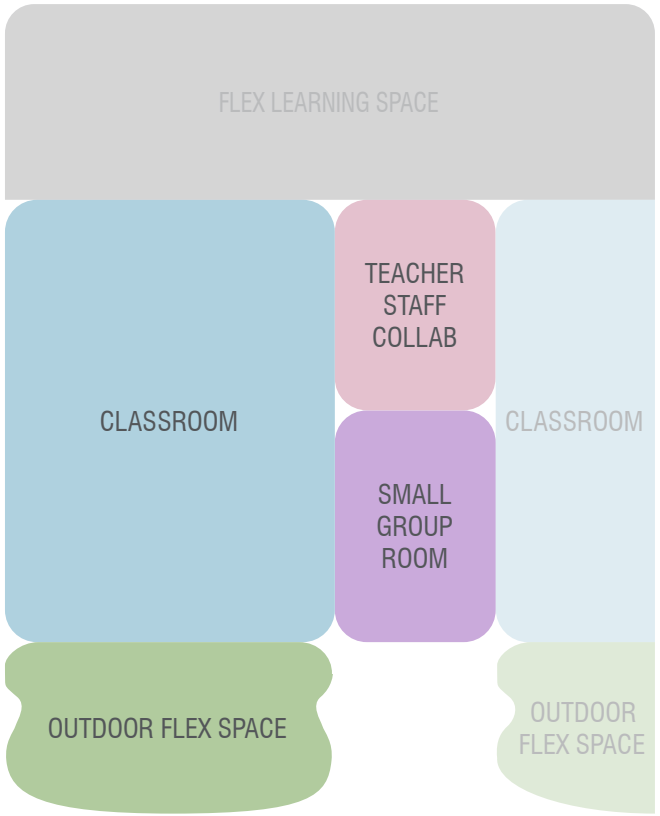
Lisle Elementary School | Lisle, IL | Architect: Perkins and Will

LEARNING POTENTIAL

Classrooms should always provide spaces to display student work and instructional materials, useful to students while learning key skills like reading, writing and math. Wall surfaces give students and teachers the opportunity to personalize their spaces and encourage making learning visible. Rug areas can help educators differentiate activitiy zones, and create dedicated spaces to encourage peer to peer and student-directed learning. Access to technology allows students to research information pertinent to what they are learning, as well as share out their thinking. Open floor areas for project development with adjacent sinks helps students engage with wet/messy activities and demonstrations. Access to outdoor spaces should be available to students both physically and visually to promote learning outdoors and to encourage self-directed exploration.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Classroom *Shared between 2 classrooms (totals 200sf)* *Direct access to the Classroom* *See page 42 for more information*	**1,025 sf**
Small Group Room	**100 sf**
Teacher + Staff Collaboration Room *Shared between 4 classrooms (totals 300sf)* *Accessed from Flex Learning Space or Classroom* *See page 134 for more information*	**75 sf**
TOTAL	**1,200 sf**
Outdoor Flex Space *Direct access to outdoors/private patio for outdoor instruction with visibility from the Classroom*	**500-800 sf**



FINISHES

- LVT and/or carpet flooring
- Acoustic ceiling tile
- Writable & tackable wall surfaces
- Tall storage with adjustable shelves and some locakable storage for teachers
- Cubbies for open storage
- ADA compliant sink with bubbler and upper and lower cabinets
- Operable windows with roller shades and bifold partitions

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind **Wgr** **PBL** **Sgr** **P2P**

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual connections to the outdoors
- Use of agile furniture to maximize student agency
- Direct access to outdoor flex space
- Themed reading and activity nooks
- Areas for wet/messy activities

A *Physical and visual access to outdoors*

B *Moments of visual connection between learning spaces promote curiosity and student-led inquiry*

C *Shared learning commons foster a sense of community and belonging across grade levels*

D *Learning walls help promote student agency in learning and allow students to show their thinking to peers and their teachers*

E *Agile furniture that can be reconfigured by students promotes learner agency by creating flexible learning environments*



The Sonnwendviertel Campus of Education | Wien, Austria | Architect: PPAG Architects



Tiered seating allows for small group and whole instruction to take place in a more infomal setting

F

Discovery Elementary School | Arlington, VA | Architect: VMDO

SMALL GROUP ROOM

DESCRIPTION

A Small Group Room is a space tailored to facilitate focused, personalized instruction and collaborative learning experiences for students. Equipped with flexible seating arrangements, interactive technology, and versatile instructional resources, this room serves as a hub for differentiated instruction, targeted interventions, and small group discussions. Its setting fosters a conducive atmosphere for individualized attention, peer collaboration, and academic support, enabling educators to address diverse learning needs effectively. With its emphasis on student engagement, critical thinking, and academic growth, this space becomes an essential component in promoting academic success and fostering a supportive learning community.



Northwood Elementary School | Mercer Island, WA | Architect: Mahlum Architects



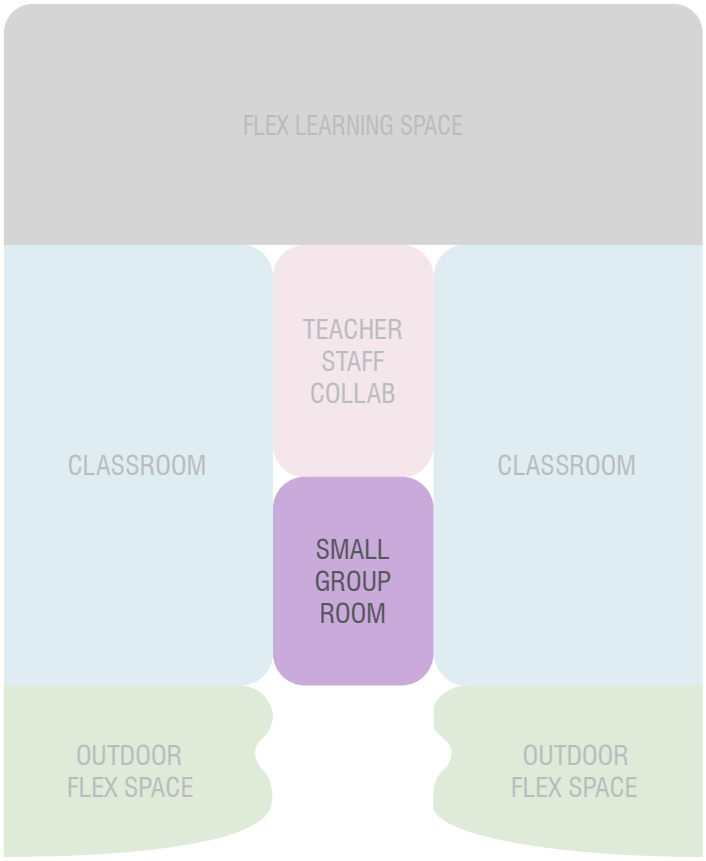
Garden City Elementary School | Cranston, RI | Architect: Fielding International

LEARNING POTENTIAL

A Small Group Room embodies the essence of focused and tailored instruction, offering a dedicated space for collaborative learning and targeted support. Students engage in deep discussions, personalized interventions, and hands-on activities that cater to their individual needs and learning styles. This room becomes a dynamic space where educators can provide targeted guidance, foster critical thinking skills, and address academic challenges with precision. Moreover, the Small Group Room cultivates a sense of belonging and empowerment among students, encouraging them to take ownership of their learning journey while benefiting from the supportive guidance and expertise of their teachers. Through its focused and student-centered approach, this space becomes a catalyst for academic growth, confidence-building, and collaborative engagement.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Small Group Room *Shared between 2 classrooms (totals 200sf)* *Direct access to the Classroom*	**200 sf**
TOTAL	**200 sf**



FINISHES

- LVT and/or carpet flooring
- Acoustic ceiling tile
- Writable & tackable wall surfaces
- Storage for curriculum materials if necessary
- Anodized aluminum storefront, acoustic separation from adjoining space

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind **Wgr** **PBL** **Sgr** **P2P**

SAFETY, SECURITY + WELLBEING

- Adjacent to space with two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual connections to the outdoors
- Use of agile furniture to maximize student agency
- Direct access to outdoor flex space

MULTI PURPOSE ROOM, GYMNASIUM + DINING

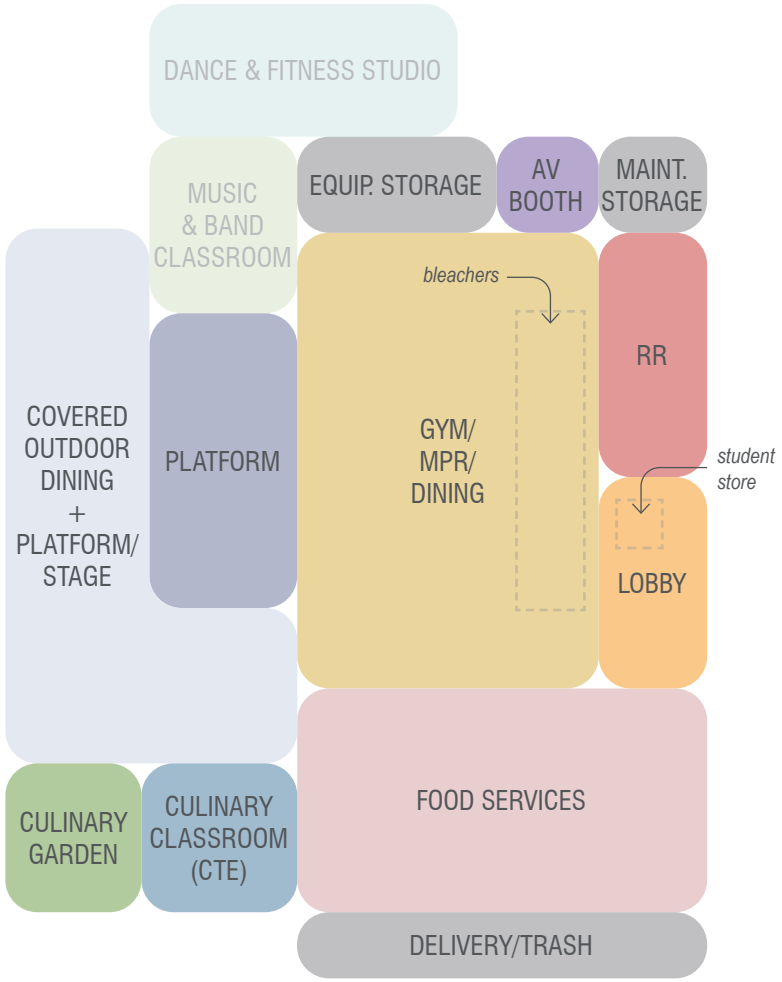
DESCRIPTION

The Multi-Purpose Room (MPR)/gymnasium is designed for diverse activities, including physical education, daily dining, assemblies, performances, and community events. The space features a hardwood or athletic resilient floor with markings for various sports, adjustable basketball hoops, and a sound system for announcements and music. Retractable bleachers provide flexible seating arrangements, while wall-mounted pads ensure safety during physical activities. The space is equipped with a stage and lockable audiovisual equipment area for performances and presentations. Storage areas for sports equipment and event supplies should accessible and organized, and secured when not in use. The design of the space should adequately support physical fitness, school spirit, and community engagement, providing a versatile environment that enhances physical, social, and emotional well-being.

LEARNING POTENTIAL

An elementary school MPR/gymnasium significantly enhances learning potential by offering a versatile space for physical, social, and emotional development. Physical education classes in the gym promote fitness, coordination, and healthy habits, essential for academic focus and overall well-being. The space also fosters teamwork and sportsmanship through group activities and sports. Assemblies and performances on the stage build public speaking skills and confidence, while community events strengthen the overall school-community. The flexible environment accommodates diverse instructional methods and extracurricular activities, supporting a holistic educational experience for all students. By providing a dynamic space for varied uses, the MPR/gymnasium contributes to a well-rounded education, encouraging active engagement and personal growth at school and beyond.

INSTRUCTIONAL DIAGRAM



RECOMMENDED AREAS

MPR/Gym/Indoor Dining *Retractable bleachers for 150-200 seats* *Optimal orientation for bleacher sightlines to basketball courts, as well as Platform Performance Area*	**7,500 sf**
Platform (Performance Area) *Proscenium & raised stage* *Direct access to Music & Band Room when adjacent* *Operable walls for ease of access & sound attenuation*	**960 sf**
Equipment Storage *Storage for gym equipment, dining tables, & chairs* *Separate instrument storage room for when Music & Band room is adjacent*	**600 sf**
AV/Control Booth *Window with visbility to the Platform Performance Area*	**60 sf**
Restrooms *Direct access to Fields, MPR, & Lobby* *Provide space for low or perimeter lockers for supervision/safety & bench for changing area* *See page 56 for Restroom Layout Options*	**650 sf*** **sf for each restroom & fixture count per code*
Lobby *Hall of Fame & area for gathering* *Optional Student Store (100 sf)*	**800 sf**
TOTAL	**11,820 sf**
Covered Outdoor Dining *Main area for ES student dining*	**3,000 sf**
Outdoor Platform/Stage	**400-600 sf**
Food Services *Coordinate needs & space requirements with Architect & Food Service consultant*	**4,000 sf**
Music & Band Classroom *Direct access to Platform Performance Area* *See page 154 for more information*	**960 sf**
Dance & Fitness Studio *Preferred adjacencies to Platform, MPR/Gym, Equipment Storage & Restrooms* *See page 162 for more information*	**2,000 sf**
Culinary Classroom *Adjacent or with direct access to Servery & Kitchen* *Direct access & visual connection to culinary garden*	**960 sf**

FINISHES

- Atheletic resilient rubber flooring, or athletic performance wood flooring
- Floor markings for sports (to be coordinated with site staff)
- Exposed ceiling structure with acoustic steel deck
- Padding on walls at perimeter around play areas
- Suspended acoustical panels
- Use school colors/brand identity where possible to reinforce school spirit
- Operable windows with roller shades and bifold partitions

TECHNOLOGY + EQUIPMENT

- Retractable bleachers
- Play equipment such as basketball hoops, in-floor volley ball stanchions
- Electronic scoreboard & clock
- Campus wide video & intercom
- Platform sound system
- Telephone, VOIP
- Wireless connectivity throughout
- Motorized projection screen with HDMI connection, controllable from AV booth

ACTIVITIES



SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual and/or physical connection to the outdoors
- Murals and signage to promote holistic wellness and wellbeing concepts
- Use of clerestory windows to maximize access to natural light
- Age-appropriate design of sports spaces for all students

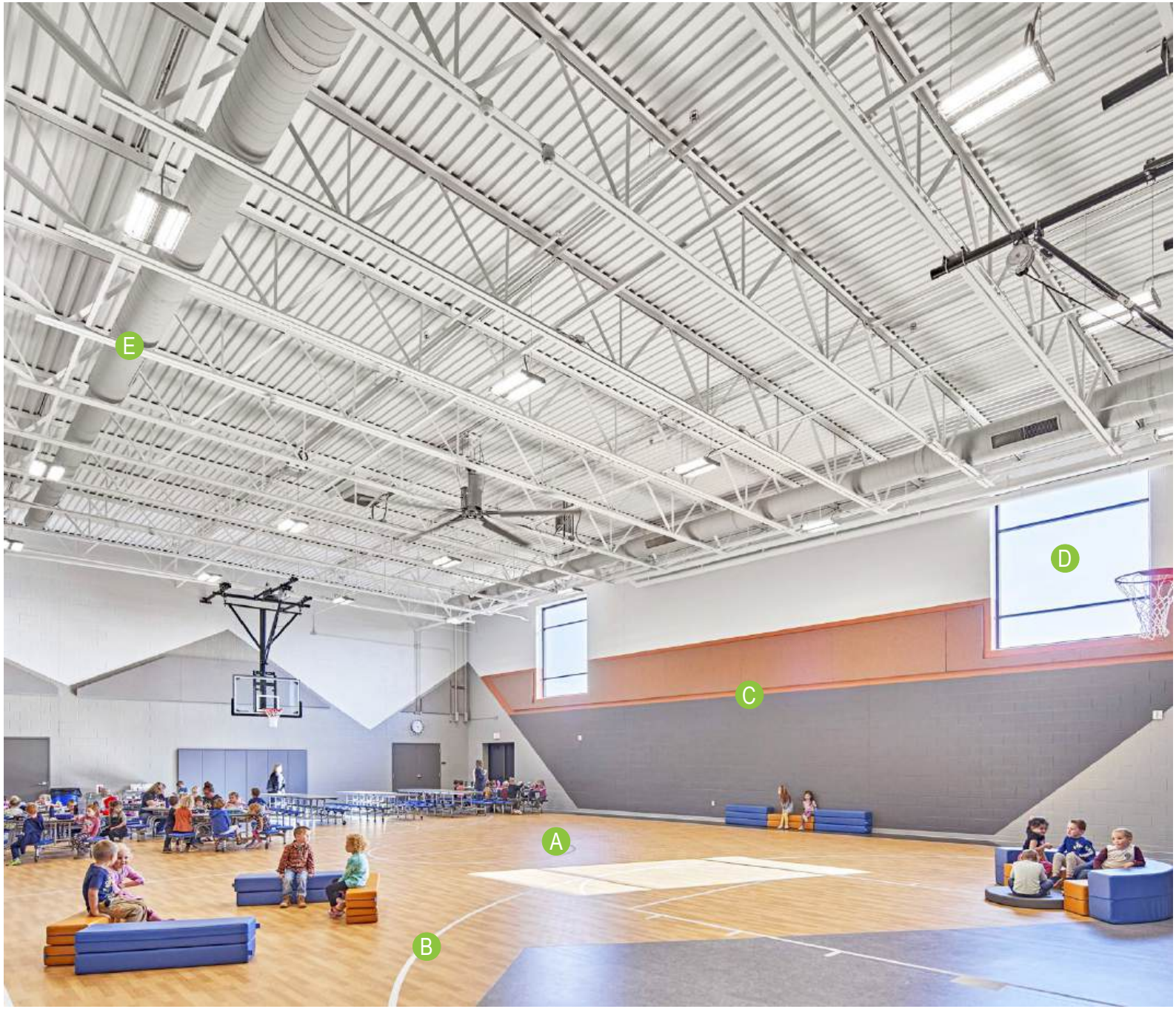
A *Cushioned, non-slip vinyl, rubber, or hardwood floors that can withstand heavy use and are easy to clean*

B *Court lines and zones marked for sports like basketball, volleyball, and other activities*

C *Bright, engaging color schemes to create an inviting atmosphere, often with themes that align with school branding or values*

D *Large windows or skylights with adjustable shades or blinds to control glare and natural light levels*

E *Advanced heating, ventilation, and air conditioning systems to maintain a comfortable temperature and ensure good air quality during all activities*



Thornapple Kellogg Schools | Middleville, MI | Architect: GMB Architecture & Engineering



Raised stage or platform with removable elements for performances, presentations, and assemblies F

Built-in closets or cabinets for storing sports equipment, dining tables, chairs, and audio-visual equipment G

Open floor plan adaptable for various activities, including sports, assemblies, dining, and performances H

Greenman Elementary School | Aurora, IL | Architect: A4E

SPECIAL EDUCATION SUPPORT ROOM

DESCRIPTION

A Special Education Support Room is designed to provide a nurturing and adaptive learning environment for students with diverse pedagogical and personal needs. The space features flexible seating arrangements, including sensory-friendly chairs and quiet workstations to accommodate individual learning styles and sensory needs. It is equipped with assistive technology, such as communication devices and adaptive software, to support personalized learning plans. The space includes areas for one-on-one instruction, small group activities, and therapeutic exercises. Calming elements, like soft lighting and tactile wall panels, create a soothing atmosphere. Secure storage for educational materials and confidential records is provided.



Eden Park Elementary School | Cranston, RI | Architect: Fielding International



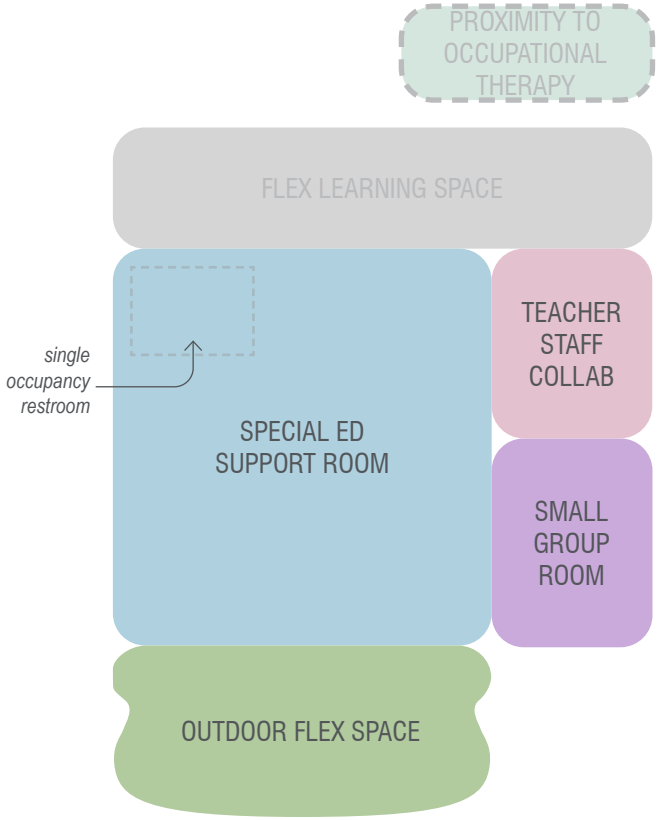
Discovery STEM Academy | Newport News, VA | Architect: Grimm + Parker Architects

LEARNING POTENTIAL

A Special Education Support Room maximizes learning potential by providing a tailored environment that addresses individual student needs. Flexible seating and sensory-friendly furnishings create a comfortable space conducive to focused learning. Assistive technology, such as communication devices and adaptive software, facilitates personalized instruction, enabling students to engage with the curriculum effectively. One-on-one and small group areas allow for targeted instruction and social skill development. Calming elements, like soft lighting and tactile panels, help students self-regulate, reducing anxiety and enhancing concentration. This supportive environment promotes academic progress, independence, and emotional well-being, ensuring that students with diverse learning needs receive the resources and attention necessary to thrive in their educational journey.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Special Ed Support Room	**1,025 sf**
Small Group Room *Dedicated space with direct access to the classroom* *See page 42 for more information*	**200 sf**
Single Occupancy Restroom	**60 sf**
Teacher + Staff Collaboration Room *Shared between 4 classrooms (totals 300sf)* *Accessed from Flex Learning Space or Classroom* *See page 134 for more information*	**75 sf**
TOTAL	**1,360 sf**
Outdoor Flex Space *Direct access to outdoors/private patio for outdoor instruction with visibility from the Classroom*	**500-800 sf**



FINISHES

- LVT and/or carpet flooring
- Acoustic ceiling tile
- Writable & tackable wall surfaces
- Tall storage with adjustable shelves and some locakable storage for teachers
- Cubbies for open storage
- ADA compliant sink with bubbler and upper and lower cabinets
- Operable windows with roller shades and bifold partitions

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind **Wgr** PBL **Sgr** P2P

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual connections to the outdoors
- Use of agile furniture to maximize student agency
- Direct access to play yard
- Themed reading and activity nooks
- Areas for wet/messy activities
- Access to sensory areas for emotional regulation/calm down room

LIBRARY + MEDIA CENTER

DESCRIPTION

A library+media center is designed to foster a love for reading and support digital literacy. It features cozy reading nooks, flexible seating arrangements, and accessible shelves filled with diverse books. The space includes a 1:1 technology area for computer and tablet charging and use, and an interactive digital screen for collaborative learning, research and share-outs. Designated zones for group collaboration and quiet study accommodate various learning activities. A storytelling corner with comfortable seating enhances literacy and listening skills. The ambiance is vibrant and inviting, with displays that inspire curiosity and exploration. The library+media center promotes independent learning, critical thinking, and a passion for knowledge, serving as a hub for both traditional and digital forms of literacy.



Golden Square Primary School | Bendigo, Australia | Architect: K2LD Architects



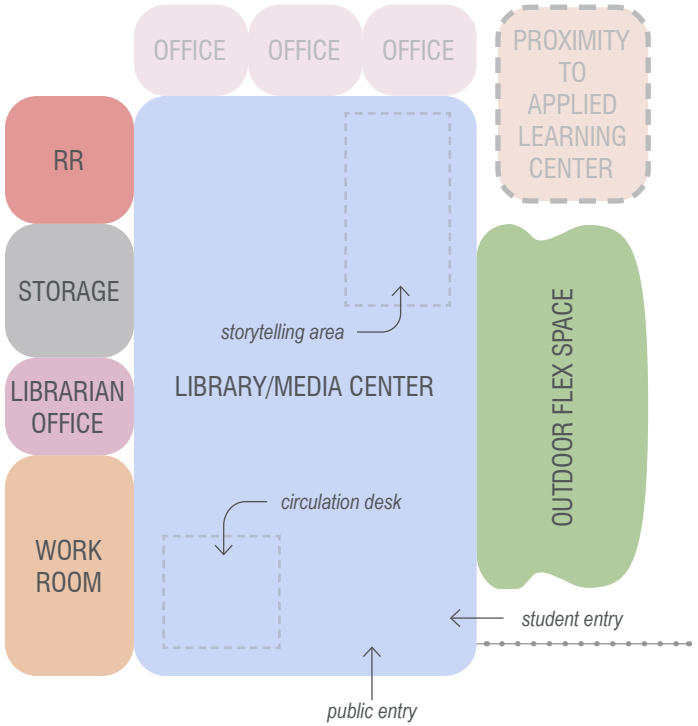
Mark Day School | San Rafael, CA | Architect: EHDD

LEARNING POTENTIAL

An elementary school library+media center significantly enhances learning potential by providing a rich environment for both traditional and digital literacy. Cozy reading nooks and diverse book collections foster a love for reading and improve language skills. The technology area, allowing students to use computers and tablets, supports digital literacy and research skills, essential for 21st-century learning. Group collaboration zones encourage teamwork and communication, while quiet study areas promote focused, independent learning. The storytelling corner enhances listening and comprehension skills. Overall, the library/media center serves as a dynamic hub for exploration, critical thinking, and lifelong learning for students and educators alike.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Library/Media Center *Circulation desk adjacent to both student and visitor main entry point* *Designated area for storytelling* *Access to Restrooms*	**2,600 sf**
Librarian Office *Direct access to Library space & workroom* *Vsibility to students in library*	**180 sf**
Workroom *Direct acces to Librarian Office* *Copier and large work tables*	**250 sf**
Storage	**200 sf**
Single Occupancy Restrooms	**60 sf ea.**
TOTAL	**~3,750 sf**
Offices *For instructional support/counselor use or as determined by the site/campus*	**100 sf ea.**
Outdoor Flex Space	**500-800 sf**



FINISHES

- Carpet flooring
- Acoustic ceiling tile with light weight wire suspension for display
- Decorative/accent ceiling treatments (eg wood grilles, felt baffles, ...)
- Writable & tackable wall surfaces
- Storage for school-owned curriculum materials if necessary
- Acoustic dampening elements and furnishings

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen/presentation area
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind | Wgr | PBL | Sgr | P2P

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual connections to the outdoors
- Use of agile furniture to maximize student agency
- Community access to the library for events/learning showcases
- Themed reading and activity nooks
- Areas for collaborative research and PBL activities

A *Changes in flooring materials and colors can act as wayfinding tools, differentiating uses for different areas*

B *Nooks and group study spaces allow students to work together and develop collaboration skills*

C *Learning stairs and amphitheater spaces foster moments of community and promote a more relaxed learning atmosphere*

D *Displaying student work, both finished and in progress, fosters inquiry, curiosity, and makes the learning process visible*

E *Agile furniture that can be reconfigured by students promotes learner agency by creating flexible learning environments*



Rodriguez Elementary School | San Marcos, TX | Architect: Perkins and Will



Mobile furniture can naturally facilitate informal learning opportunities with adults and/or peers F

Accessible books and resources promote inquiry and allow students to have agency over their learning G

Casework can be designed and arranged to create pockets of space for independent and collaborative learning H

Diffused Natural Light I

Lisle Elementary School | Lisle, IL | Architect: Perkins and Will

OUTDOOR FLEX SPACE

DESCRIPTION

An Outdoor Instructional Space is a dynamic learning environment designed to integrate outdoor education into the curriculum. It features flexible seating arrangements to accommodate various instructional activities. The space includes designated areas for hands-on experiments, nature observation, and outdoor classrooms. Interactive elements like writable walls, instructional visual resources and sensory gardens enhance experiential learning opportunities. Sustainable landscaping and native plantings promote environmental stewardship and outdoor exploration. Safety features, including non-slip surfaces and sunshades, ensure year-round usability. The design of this extension of the classroom should encourage collaboration, creativity, and critical thinking, fostering a deeper connection with nature and enriching the educational experience for students of all ages.



Rio del Sol STEAM School | Oxnard, CA | Architect: A4E



Bill Libbon Elementary School | Santa Maria, CA | Architect: DLR Group

LEARNING POTENTIAL

Learning outdoors offers a versatile environment where students engage in hands-on experiences, fostering curiosity and discovery. By utilizing movable seating and flexible layouts, it accommodates diverse instructional methods, promoting active participation and collaboration. Within outdoor classrooms, elements like nature observation stations and learning walls allow students to connect with the natural environment while exploring academic concepts. This immersive setting stimulates creativity, critical thinking, and problem-solving skills. Moreover, it cultivates environmental awareness and appreciation, instilling a sense of responsibility towards nature. The Outdoor Instructional Flex Space inspires lifelong learners who are connected to their surroundings and equipped for success in an ever-changing world.



Spaces to grow plants and flowers can help foster environmental literacy and stewardship, augmenting the curriculum taught in the classroom. A

Permanent shade structures allow the space to be used at all times B

Unprogrammed open areas give learners and educators autonomy to use the space in creative ways C

Visual connections between classrooms and outdoor spaces promote healthy living and the use of these outdoor spaces year-round D

Consider providing outdoor storage for instructional tools and materials E

Southeast Raleigh YMCA & Elementary School | Releigh, NC | Architect: RATIO

STUDENT RESTROOMS

DESCRIPTION

A restroom should feature child-height toilets, sinks, and related accessories to accommodate young users. Non-slip flooring ensures safety, while bright, easy-to-maintain tiles and finishes promote cleanliness. In TK/Kinder spaces, stalls include low doors for privacy and supervision. Motion-sensor faucets and soap dispensers support hygiene and reduce touchpoints. Large mirrors and adequate lighting create a welcoming atmosphere. The restroom includes accessible stalls with grab bars to ensure ADA compliance. Ventilation systems maintain air quality, and colorful elements such as signage add a friendly touch. The design of a successful student restroom promotes independence and confidence, providing a secure and pleasant environment for students' personal care needs.



Thurston Elementray School | Springfield, OR | Architect: Mahlum Architects



Rio del Sol STEAM School | Oxnard, CA | Architect: A4E

LEARNING POTENTIAL

A student restroom helps students by fosteringa a sense of importance towards independence, hygiene, and comfort. Child-height fixtures and easy-to-use faucets promote self-sufficiency, building confidence in personal care. Clean, well-maintained restrooms encourage good hygiene practices, contributing to overall health and reducing illness-related absences, which help ensure learning continuity. Accessible design ensures inclusivity, allowing all students to use the facilities comfortably. The colorful, welcoming environment alleviates anxiety and supports a positive school experience. By creating a safe, clean, and supportive restroom space, students can focus on their educational activities without concerns about basic needs, enhancing their overall readiness and well-being for effective learning throughout the school day.

PROGRAM DESCRIPTOR + TARGET GRADES

Student Restroom
Approaches #1+2 for 1st-5th Grade, Approach #3 for TK/Kindergarten

Water Closet | ADA Aceessible Water Closet | Lavatory | DF

FINISHES

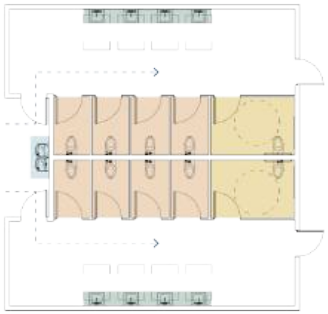
- Sealed concrete (with 6" curb & sloped to drain) or tile floors
- Ceramic tile on walls, floor to ceiling
- Ventilation system
- Individual or trough sinks, soap and towel dispensers

RESTROOM DESIGN APPROACHES

APPROACH 1

MULTIPLE ACCOMODATION COMPARTMENT RESTROOMS ACCESSED FROM OUTDOORS

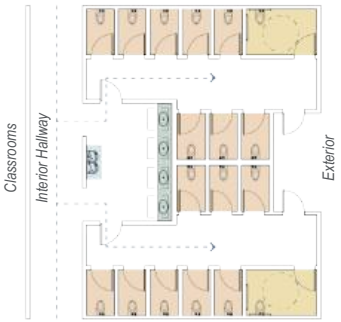
This restroom approach, accessed from outdoor spaces such as a covered walkway or play field, includes several individual stalls with locking doors. The facility is equipped with a row of sinks positioned outside the stalls, allowing users to wash their hands. A drinking fountain is also integrated into the design. The restroom includes ADA-compliant stalls, featuring wider spaces, grab bars, and accessible fixtures. The layout is thoughtfully organized to ensure smooth traffic flow and accessibility for all users, maintaining high standards of hygiene and convenience.



APPROACH 2

MULTIPLE ACCOMODATION COMPARTMENT RESTROOMS ACCESSED FROM INTERIOR HALLWAYS

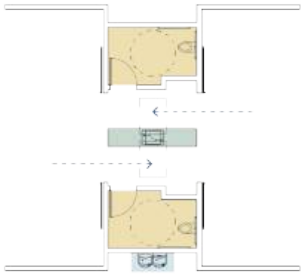
This restroom approach includes several individual stalls with locking doors, and restrooms are accessed from an interior hallway within a building. The restroom is equipped with a row of sinks facing the hallway, allowing users to wash their hands without the need to enter the water closet room. The layout is thoughtfully organized to ensure smooth traffic flow and accessibility for all users, maintaining high standards of hygiene and convenience. For student safety and well-being, a second means of egress from the restroom is recommended.
This approach is preferred for all new construction projects at LEUSD.



APPROACH 3

SHARED VESTIBULE WITH INDIVIDUAL STALLS AND POCKET DOORS

This solution proposes individual toilet rooms opening up into a vestibule between two spaces. Pocket doors allow for the restroom vestibule to be closed off if needed, minimizing distractions and unwanted noise. The shared sink within the vestibule is accessible by both rooms, and allows students to learn fundamental personal hygiene skills, such as handwashing.





SECTION 3

MIDDLE SCHOOL EDUCATIONAL SPECIFICATIONS

MIDDLE SCHOOL CLASSROOM

DESCRIPTION

A General Education Classroom should be designed to cultivate a dynamic, inclusive, and intellectually stimulating learning environment that fosters the academic, social, and emotional development of students. Featuring flexible seating arrangements, interactive technology, and versatile instructional resources, it accommodates diverse teaching and learning styles, promoting active engagement and collaboration among students. With ample space for group discussions, project-based activities, and individualized learning, it supports inquiry-based learning approaches that encourage critical thinking, problem-solving, and creativity. Additionally, the classroom is equipped with organizational systems, visual aids, and supportive materials to enhance classroom management.



Shepard High School | Palo Heights, IL | Architect: DLA Architects



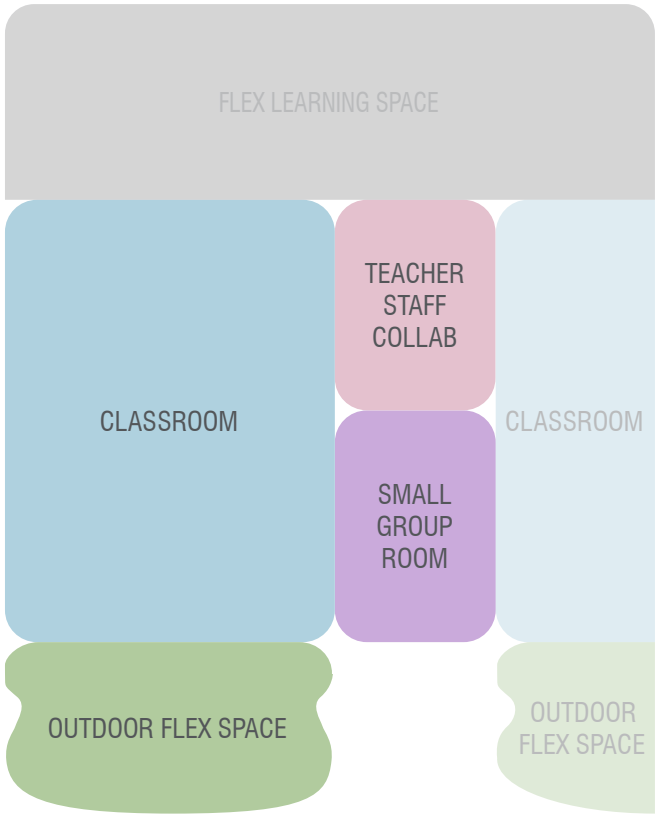
Woodlawn Middle School | Buffalo Grove, IL | Architect: STR Partners

LEARNING POTENTIAL

A General Education Classroom is a dynamic hub where academic exploration meets social development. Students engage in active inquiry, critical analysis, and collaborative problem-solving, fostering the development of essential 21st-century skills. Through interactive discussions, hands-on activities, and technology integration, the classroom cultivates a culture of intellectual curiosity, encouraging students to question, investigate, and construct their understanding of the world. Moreover, it serves as a supportive environment for fostering meaningful peer interactions, empathy, and teamwork, nurturing the social-emotional growth necessary for navigating the complexities of adolescence. General Education Classrooms become a catalyst for academic achievement, personal growth, and lifelong learning.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Classroom *Shared between 2 classrooms (totals 200sf)* *Direct access to the Classroom* *See page 64 for more information*	**1,025 sf**
Small Group Room	**100 sf**
Teacher + Staff Collaboration Room *Shared between 4 classrooms (totals 300sf)* *Accessed from Flex Learning Space or Classroom* *See page 134 for more information*	**75 sf**
TOTAL	**1,200 sf**
Outdoor Flex Space *Direct access to outdoors/private patio for outdoor instruction with visibility from the Classroom*	**500-800 sf**



FINISHES

- LVT and/or carpet flooring
- Acoustic ceiling tile
- Writable & tackable wall surfaces
- Tall storage with adjustable shelves and some locakable storage for teachers
- Shelving for open storage
- Operable windows with roller shades and bifold partitions

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind **Wgr** **PBL** **Sgr** **P2P**

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual and/or physical connections to the outdoors
- Use of agile furniture to maximize student agency
- Direct access to flex learning space
- Casework seating nooks for independent learning

A *Physical and visual access to outdoors*

B *Learning walls help promote student agency in learning and allow students to show their thinking to peers and their teachers*

C *Agile furniture that can be reconfigured by students promotes learner agency by creating flexible learning environments*



Lakeside High School | Lake Elsinore, CA | Architect: A4E



Mobile interactive screens allow for a 360 degree classroom approach D

Access to books, materials and shared resources for group projects E

Mobile display boards can be provided to foster spontaneous collaborative learning F

Tide Academy | Menlo Park, CA| Architect: LPA Design Studio

SMALL GROUP ROOM

DESCRIPTION

A Small Group Room is a space tailored to facilitate focused, personalized instruction and collaborative learning experiences for students. Equipped with flexible seating arrangements, interactive technology, and versatile instructional resources, this room serves as a hub for differentiated instruction, targeted interventions, and small group discussions. Its setting fosters a conducive atmosphere for individualized attention, peer collaboration, and academic support, enabling educators to address diverse learning needs effectively. With its emphasis on student engagement, critical thinking, and academic growth, this space becomes an essential component in promoting academic success and fostering a supportive learning community.



The Roeper School | Birmingham, MI | Architect: HMFH Architects



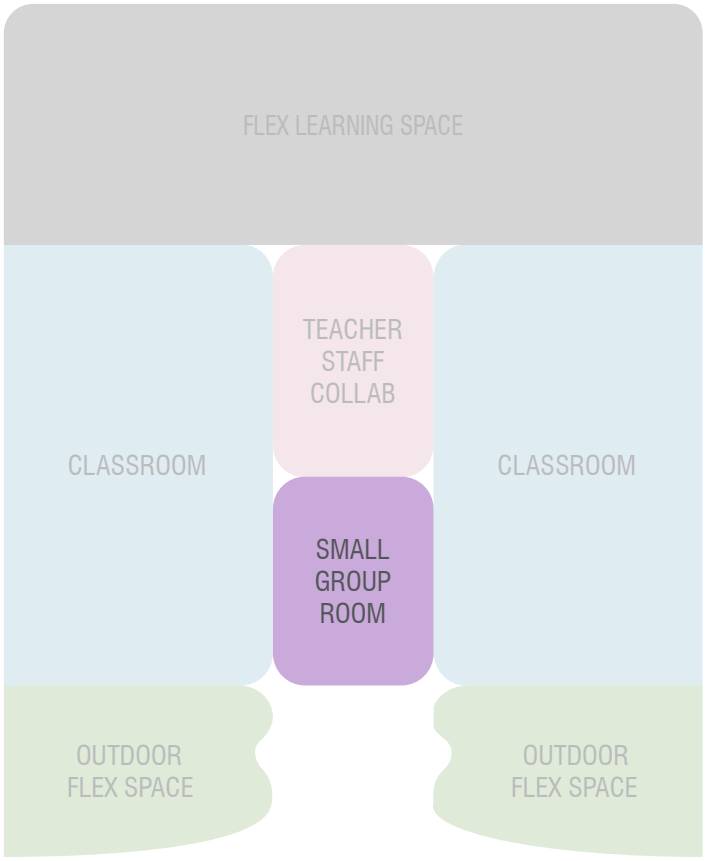
Glover Middle School | Spokane, WA| Architect: NAC Architecture

LEARNING POTENTIAL

A Small Group Room embodies the essence of focused and tailored instruction, offering a dedicated space for collaborative learning and targeted support. Students engage in deep discussions, personalized interventions, and hands-on activities that cater to their individual needs and learning styles. This room becomes a dynamic space where educators can provide targeted guidance, foster critical thinking skills, and address academic challenges with precision. Moreover, the Small Group Room cultivates a sense of belonging and empowerment among students, encouraging them to take ownership of their learning journey while benefiting from the supportive guidance and expertise of their teachers. Through its focused and student-centered approach, this space becomes a catalyst for academic growth, confidence-building, and collaborative engagement.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

	Small Group Room *Shared between 2 classrooms (totals 200sf)* *Direct access to the Classroom*	**200 sf**
	TOTAL	**200 sf**



FINISHES

- LVT and/or carpet flooring
- Acoustic ceiling tile
- Writable & tackable wall surfaces
- Storage for curriculum materials if necessary
- Anodized aluminum storefront, acoustic separation from adjoining space

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind **Wgr** **PBL** **Sgr** **P2P**

SAFETY, SECURITY + WELLBEING

- Adjacent to space with two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual connections to the outdoors
- Use of agile furniture to maximize student agency
- Direct access to outdoor flex space

FLEX LEARNING SPACE

DESCRIPTION

The flex learning space serves as a versatile and technologically advanced space designed to facilitate seamless teamwork, innovation, and knowledge exchange among groups of 40-60 students. Equipped with state-of-the-art multimedia resources, including interactive displays, audiovisual equipment, and high-speed internet connectivity, the flex learning space will enable students to conduct research, collaborate on digital projects, and present findings effectively. The flexible layout of the space will accommodate various group sizes and configurations, promoting dynamic interaction and idea sharing. By fostering a collaborative and inclusive environment, the flex learning space will empower students to develop essential 21st-century skills.



Santa Monica High School | Santa Monica, CA | Architect: HED Architects



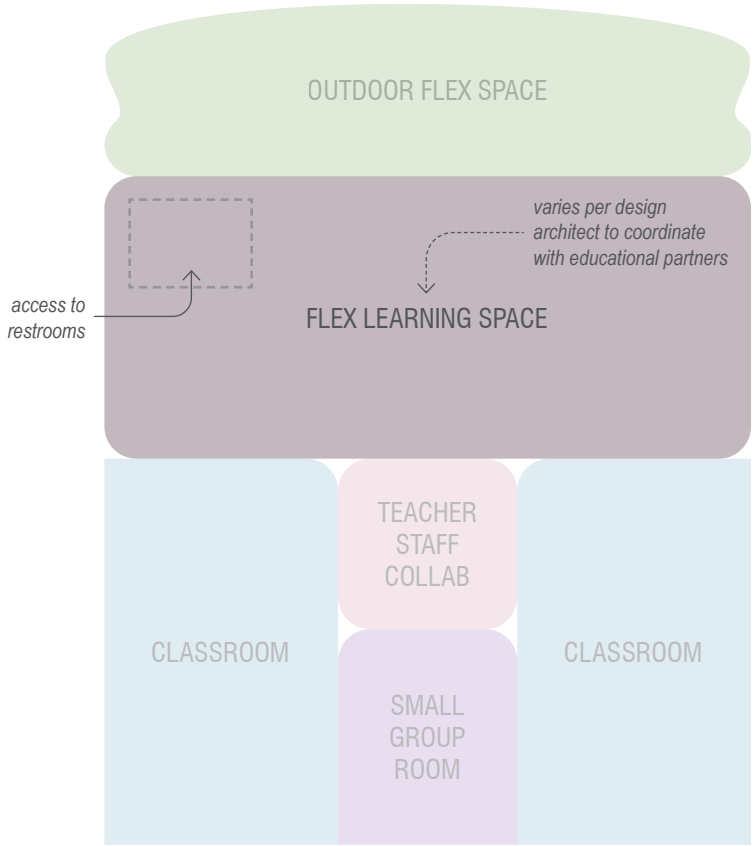
Khan Lab School | Mountain View, CA | Architect: Kurani Architects

LEARNING POTENTIAL

A flex learning space offers unparalleled learning potential by serving as a dynamic nexus where students can engage in active collaboration, critical inquiry, and interdisciplinary exploration. Through shared resources, students can seamlessly collaborate on projects, capitalizing on the collective wisdom of their peers while honing essential teamwork and communication skills. The flex learning space provides an environment conducive to creativity, innovation, and problem-solving, enabling students to tackle real-world challenges, apply theoretical concepts, and cultivate a deep understanding of complex subjects. Moreover, the collaborative nature of this space fosters a sense of community and belonging, empowering students to take ownership of their learning and develop the resilience and adaptability needed to thrive in an ever-evolving global landscape.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Flex Learning Space *Shared between 4-6 classrooms (totals 200sf)* *Space for 40-60 students*	**1,000 - 1,500 sf**
TOTAL	**1,000 - 1,500 sf**



FINISHES

- LVT and/or carpet flooring
- Acoustic ceiling tile or decorative acoustic ceiling (eg wood grille or felt baffles)
- Writable & tackable wall surfaces
- Storage for curriculum materials if necessary

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind **Wgr** **PBL** **Sgr** **P2P**

SAFETY, SECURITY + WELLBEING

- Adjacent to space with two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual and/or physical connections to the outdoors
- Use of agile furniture to maximize student agency
- Themed reading and activity nooks
- Project storage
- Possibility to convert the space for use in staff professional development sessions

A *Physical and visual access to outdoors*

B *Moments of visual connection between learning spaces promote curiosity and student-led inquiry*

C *Shared spaces foster a sense of community and belonging across grade levels*

D *Learning walls help promote student agency in learning and allow students to show their thinking to peers and their teachers*

E *Agile furniture that can be reconfigured by students promotes learner agency by creating flexible learning environments*



Jouett & Walton Middle School | Charlottesville, VA | Architect: VMDO Architects



Access to technology allows students to seamlessly transition from the classroom to flex spaces F

Changes in flooring material/color and wall treatments can delineate different areas for collaboration G

Writable walls promote collaboration and allow students, faculty and staff to spark informal collaboration H

Leroy Greene Academy | Sacramento, CA Architect: HMC Architects

SCIENCE LAB

DESCRIPTION

A Science Lab is a state-of-the-art facility designed to ignite curiosity, foster inquiry-based learning, and cultivate scientific literacy among students. Equipped with specialized laboratory equipment, interactive technology, and ample workspace, this space facilitates hands-on experimentation, data analysis, and collaborative problem-solving. This space should be configured to allow students to engage in meaningful scientific inquiry, gaining practical experience and deepening their understanding of scientific concepts. The Science Lab serves as a dynamic environment where students explore the wonders of the natural world, develop critical thinking skills, and cultivate a passion for STEM disciplines, preparing them for future academic pursuits and careers in science and technology.



Fairfield College Preparatory School | Fairfield, CT| Architect: Perkins Eastman



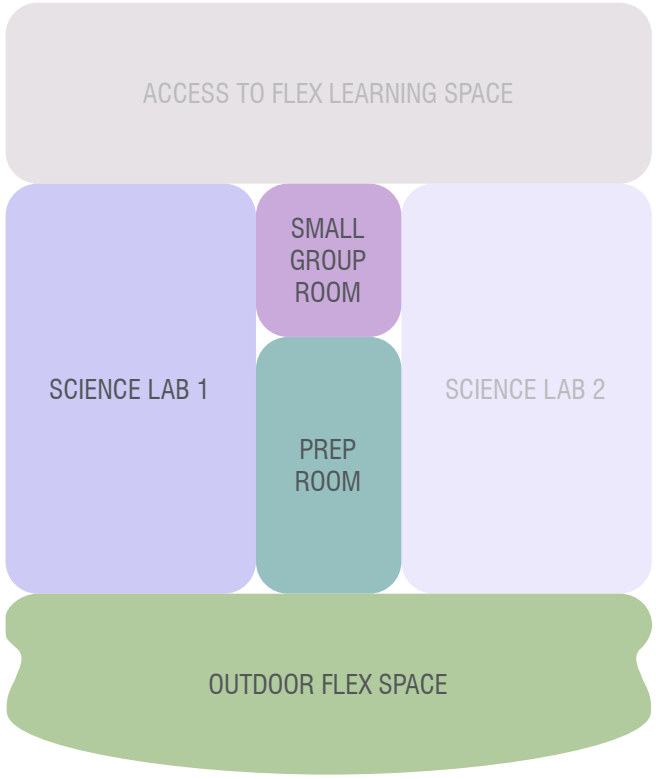
Colonel Smith Middle School | Fort Huachuca, AZ | Architect: Fanning Howey

LEARNING POTENTIAL

The Science Lab is a key area of the school for students to engage in active discovery and experimentation. This space empowers students to explore the natural world firsthand. Within its confines, scientific inquiry comes alive as students engage with specialized equipment, conduct experiments, and analyze data. This immersive environment fosters not only a deep understanding of scientific concepts but also the development of essential skills such as critical thinking, problem-solving, and collaboration. Through hands-on exploration and inquiry-driven learning, the Science Lab unlocks the boundless potential within each student, preparing them to navigate the complexities of the modern world with confidence and scientific literacy.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Science Lab *Shared between 2 classrooms (totals 200sf)* *Direct access to the Lab* *See page 64 for more information*	**1,200 sf**
Small Group Room	**100 sf**
Prep Room *Shared between 2 Labs (totals 400sf)* *Accessed directly from the Lab*	**200 sf**
TOTAL	**1,500 sf**
Outdoor Flex Space *Direct access to outdoors/private patio for outdoor instruction with visibility from the Classroom* *Living Lab with focus on planting and resources for science education*	**500-800 sf**



FINISHES

- Epoxy or Chemical-Resistant Flooring
- Acoustic ceiling tile or exposed ceiling
- Chemical resistant countertops at casework
- Stainless steel sinks and fixtures, emergency eye wash station/emergency shower
- Integrated gas, water, and electrical services
- Lockable storage cabinets for chemicals
- Anodized aluminum storefront/bifold doors

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind | Wgr | PBL | Sgr | P2P

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual connections to the outdoors
- Use of agile furniture to maximize student agency
- Visual connections to other learning spaces to stimulate curiosity

A *Epoxy resin or phenolic resin countertops withstand chemicals and heat*

B *Acoustic ceiling tiles or exposed ceilings with sound-absorbing panels reduce noise and enhance focus*

C *Bright, adjustable LED lighting for precise visibility, with options for task lighting*

D *Visual connections to the outdoors and natural daylighting*

E *Flexible furniture allows for the space to be easily reconfigured for various activities*



Lockport High School | Lockport, IL | Architect: DLA Architects



Epoxy or chemical-resistant flooring ensures safety and easy cleaning from chemical spills F

Fixed and movable casework, lockable cabinets, and adjustable shelving units for secure and flexible storage of equipment and materials G

Walls with writable surfaces for instruction and tackable areas for displaying work and charts H

Gateway Community Charter | McClellan Park, CA | Architect: A4E

SCIENCE LAB PREP ROOM

DESCRIPTION

The Science Lab Prep Room serves as the backbone to the adjoining laboratory, ensuring the seamless execution of experiments and demonstrations. Stocked with a comprehensive array of scientific equipment, chemicals, and materials, this space is expertly managed to uphold the highest standards of safety and efficiency in science instruction. Through meticulous organization, diligent inventory management, and adherence to safety protocols, the Prep Room supports educators in delivering engaging and hands-on learning experiences for students. Additionally, it functions as a collaborative hub where teachers collaborate on experiment design, resource utilization, and curriculum planning, maximizing the instructional potential of the Science Lab and fostering a culture of scientific inquiry and exploration within the school community.



Malvern Preparatory School | Malvern, PA | Architect: HERA



FDR High School | Hyde Park, NY | Architect: CSArch



Provide epoxy resin or phenolic resin surfaces that withstand chemicals and heat — A

Flexible shelving units with bins allow flexibility for storing lab supplies and equipment — B

Hazardous chemicals should be stored in ventilated and lockable cabinets — C

Maximize workspace and storage in a small footprint by providing upper/lower cabinetry and integrated workstations — D

Access to natural light fosters a safe work environment, and makes the space more pleasant for teachers and lab techs — E

APMG Laboratory Furniture | Concept image

CAFETERIA

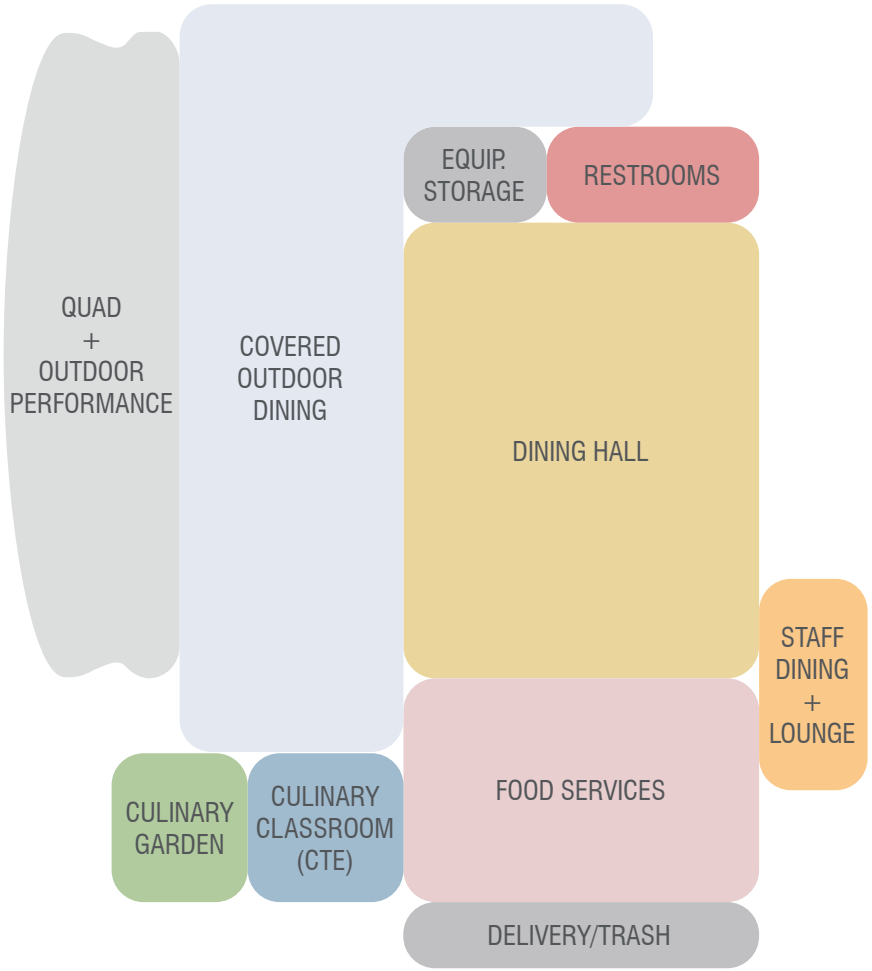
DESCRIPTION

The school cafeteria is designed to serve as a versatile dining and social hub. It features flexible seating arrangements, including tables and booths, to accommodate various group sizes. Durable, easy-to-clean surfaces on tables and floors ensure hygiene and efficient maintenance. The serving area includes hot and cold food stations, beverage dispensers, and cash registers, with smooth traffic flow and clear signage for efficient service. Bright, inviting decor and ample natural light create a pleasant dining environment. Acoustic treatments control noise levels, enhancing comfort. Integrated technology, such as digital menu boards and charging stations, supports modern dining needs. The space also doubles as a venue for school events and activities, fostering community and engagement.

LEARNING POTENTIAL

The school cafeteria offers significant learning potential by fostering social skills, teamwork, and healthy habits. It serves as a dynamic environment where students practice communication and collaboration during meals, building interpersonal relationships. The space supports lessons on nutrition and healthy eating, promoting lifelong wellness choices. As a multifunctional venue, it hosts diverse activities like group projects, assemblies, and events, enhancing adaptability and organizational skills. The cafeteria also provides real-world learning opportunities in responsibility and independence as students make food choices and manage lunchtime routines. Ultimately, it enriches the educational experience by merging social development, practical life skills, and community engagement in a welcoming, inclusive setting.

INSTRUCTIONAL DIAGRAM



RECOMMENDED AREAS

Dining Hall *Space for 400-500 students*	**4,500 sf**
Storage *Storage for mobile, folding tables & stools*	**400 sf**
Restrooms *2-sided access from Quad & Dining Hall* *See page 92 for Restroom Layout Options*	**350 sf** **sf for each restroom & fixture count per code*
TOTAL	**5,600 sf**
Covered Outdoor Dining *Main area for ES student dining*	**3,000 sf**
Outdoor Platform/Stage	**400-600 sf**
Food Services *Coordinate needs & space requirements with Architect & Food Service consultant*	**4,000 sf**
Culinary Classroom *Adjacent or with direct access to Servery & Kitchen* *Direct access & visual connection to culinary garden*	**1,100 sf**
Staff Dining Area & Lounge	**300 sf**

FINISHES

- Resilient flooring or sealed concrete
- Acoustic ceiling tile or exposed ceiling with spray acoustic insulation
- Writable & tackable wall surfaces for menus, announcements and bulletin boards
- Corrosion-resistant, hygienic surfaces for food service areas
- Anodized aluminum storefront, acoustic separation from adjoining spaces
- Easy-access trash/recycling stations with robust materials and finishes for hygiene

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP in adjoining office spaces
- Data & utility outlets on walls
- Wireless connectivity throughout
- Device charging stations (built into nooks)
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind | Wgr | PBL | Sgr | P2P

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual and/or connections to the outdoors
- Use of agile furniture to maximize student agency
- Direct access to outdoor dining area
- Integration of school branding/visual identity to reinforce school spirit and pride
- Large windows with solar shades to control natural light and reduce glare

A *Physical and/or visual access to outdoors*

B *Provide areas to display trophies or school store merchandise*

C *Bold, inviting graphics on walls make the space feel inviting and bright*

D *Provide direct access to restrooms whenever possible to facilitate hand washing*

E *An amphitheater stair adjacent to the cafeteria can make the space more versatile for school assemblies and events - especially if the campus does not have a dedicated Performing Arts Center*



Sheboygan Falls Middle School | Sheboygan, WI | Architect: EUA



Carefully consider traffic flow in the cafeteria space to design a seamless tray pick up and drop off experience F

Selecting flexible, easy to move and store furniture maximizes the versatility of the space throughout the day G

Timberland Middle School | Portland, OR | Architect: Mahlum Architects

GYMNASIUM

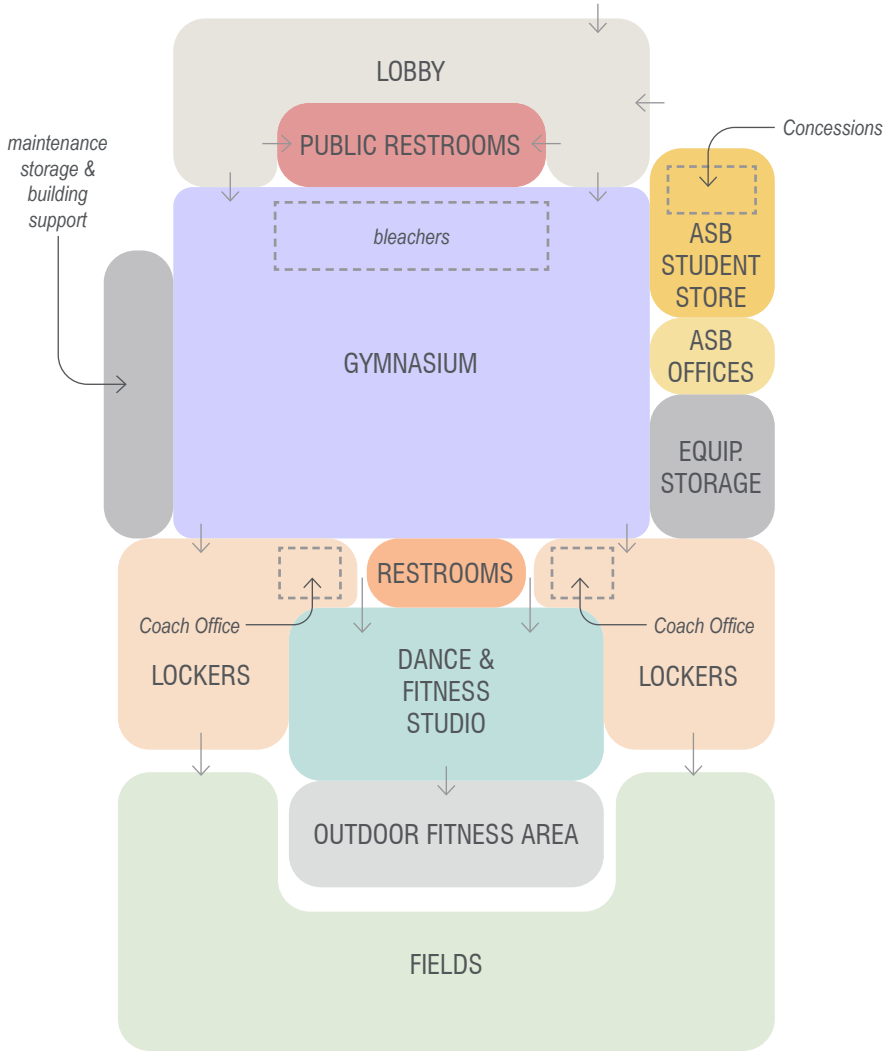
DESCRIPTION

The gymnasium is a multifunctional environment that promotes holistic student development. With its spacious layout, versatile equipment, and safety features, the gymnasium facilitates a wide range of activities, including team sports, fitness exercises, and recreational games. Beyond promoting physical health and well-being, the gymnasium serves as a hub for fostering important life skills such as teamwork, sportsmanship, and resilience. Through structured physical education programs and extracurricular activities, students learn the value of discipline, perseverance, and goal-setting, enhancing their overall academic performance and personal growth. Additionally, the gymnasium serves as an additional venue for community events, school assemblies, and cultural celebrations.

LEARNING POTENTIAL

A gymnasium emphasizes the importance of not only physical activity and wellbeing, but also personal and collective growth. Through structured classes, students not only develop fundamental movement skills and fitness habits but also cultivate essential social and emotional competencies such as teamwork, leadership, and resilience. The gymnasium becomes a key area for experiential learning, where students explore concepts of strategy, cooperation, and fair play through participation in team sports and cooperative games. Furthermore, the gymnasium's adaptable layout and equipment facilitate a diverse range of activities, from yoga and dance to martial arts and rock climbing, catering to the varied interests and abilities of students. By promoting a holistic approach to health and wellness, the gymnasium nurtures physical, social, and emotional well-being.

INSTRUCTIONAL DIAGRAM



RECOMMENDED AREAS

Gymnasium *(1) Competition size basketball court* *Retractable bleachers for 450 spectators*	**7,500 sf**
Dance + Fitness Studio *See page 162 for more information* *100 sf per student recommended* *Direct access to outdoor fitness area and lockers*	**2,000 sf**
Equipment Storage	**600 sf**
Lockers *Direct access to gym, outdoor fitness and fields* *Restrooms, see page 92 for layout options* *Changing area with low lockers and benches* *Showers w/ low dividing walls for visibility and safety*	**Girls 800 sf** **Boys 800 sf** **All Gender 400 sf**
(2) Coaches Offices	**100 sf ea.**
Lobby *Hall of fame and area for gathering* *Accessible to both students from the campus and visitors from public-facing streets*	**800 sf**
Restrooms *See page 92 for Restroom Layout Options*	**400 sf*** **sf for each restroom & fixture count per code*
Concessions *Roll-up window into lobby and to exterior*	**200 sf**
ASB *Student store, accessible from the exterior*	**350 sf**
(2) ASB Offices *Student store, accessible from the exterior*	**100 sf ea.**
Maintenance Storage	**300 sf**
TOTAL	**15,000 sf**
Covered Outdoor Fitness Area	**800 sf**

FINISHES

- Atheletic resilient rubber flooring, or athletic performance wood flooring
- Floor markings for sports (to be coordinated with site staff)
- Exposed ceiling structure with acoustic steel deck
- Padding on walls at perimeter around play areas
- Suspended acoustical panels
- Use school colors/brand identity where possible to reinforce school spirit
- Operable windows with roller shades and bifold partitions

TECHNOLOGY + EQUIPMENT

- Retractable bleachers
- Play equipment such as basketball hoops, in-floor volley ball stanchions
- Electronic scoreboard & clock
- Campus wide video & intercom
- Platform sound system
- Telephone, VOIP
- Wireless connectivity throughout
- Motorized projection screen with HDMI connection, controllable from AV booth

ACTIVITIES



SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual and/or physical connection to the outdoors
- Murals and signage to promote holistic wellness and wellbeing concepts
- Use of clerestory windows to maximize access to natural light
- Age-appropriate design of sports spaces for all students

A *Retractable tiered seating*

B *Court lines and zones marked for sports like basketball, volleyball, and other activities*

C *Advanced heating, ventilation, and air conditioning systems to maintain a comfortable temperature and ensure good air quality during all activities*

D *Cushioned, non-slip vinyl, rubber, or hardwood floors that can withstand heavy use and are easy to clean*

E *Bright, engaging color schemes to create an inviting atmosphere, often with themes that align with school branding or values*



Thunder Vista P-8 | Broomfield, CO | Architect: HCM Architects



Dimmable LED overhead lights for general use F

Built-in closets or cabinets for storing sports equipment G

Retractable basketball hoops (motorized) H

Hergert Middle School | Aurora, IL | Architect: A4E

SPECIAL EDUCATION SUPPORT ROOM

DESCRIPTION

A Middle School Special Education (SPED) Classroom is a nurturing and inclusive environment tailored to meet the diverse needs of students with learning differences. This classroom is equipped with specialized resources, assistive technology, and adaptable learning materials to support individualized instruction and accommodations. With a focus on differentiation and personalized learning plans, educators collaborate closely with support staff to provide targeted interventions, social-emotional support, and academic enrichment. Moreover, the SPED Classroom fosters a culture of acceptance, empathy, and respect, celebrating each student's unique strengths and fostering a sense of belonging within the middle school community.



West Springfield High School | SpringField, MA | Architect: SMMA



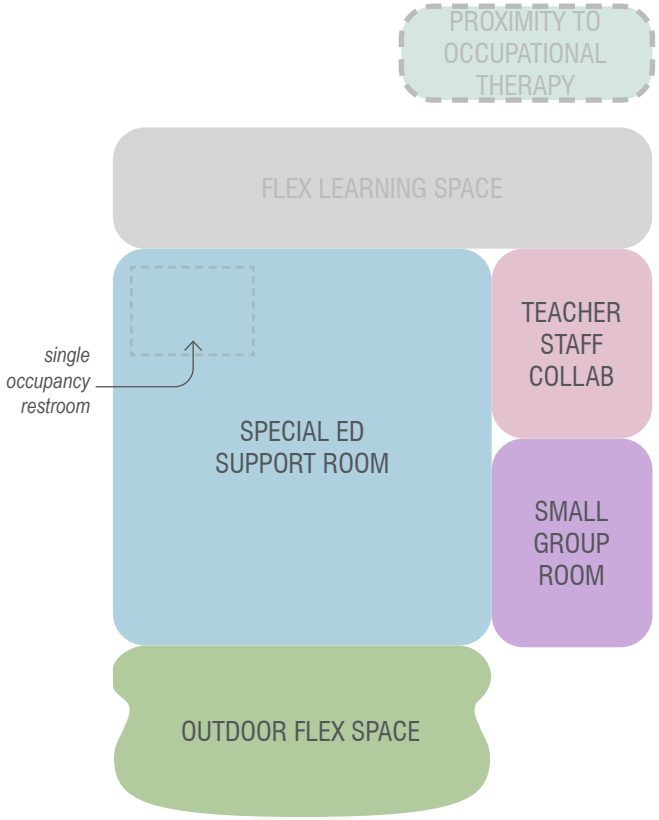
Forbush School for Autism | Maryland, WA | Architect: Cho Benn Holback + Associates

LEARNING POTENTIAL

A Middle School Special Education (SPED) Classroom holds immense learning potential as a space designed to cater to the unique needs of students with diverse learning needs. Within its supportive and inclusive environment, students receive personalized instruction, targeted interventions, and social-emotional support tailored to their individual learning styles and abilities. In this space, students develop essential academic skills, communication abilities, and self-regulation strategies. Moreover, the SPED Classroom fosters a sense of belonging and empowerment, nurturing students' confidence, resilience, and self-esteem. By prioritizing holistic development and celebrating individual strengths, this classroom unlocks each student's potential, fostering a culture of acceptance, growth, and achievement within the middle school community.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Special Ed Support Room	**1,025 sf**
Small Group Room *Dedicated space with direct access to the classroom* *See page 64 for more information*	**200 sf**
Single Occupancy Restroom	**60 sf**
Teacher + Staff Collaboration Room *Shared between 4 classrooms (totals 300sf)* *Accessed from Flex Learning Space or Classroom* *See page 134 for more information*	**75 sf**
TOTAL	**1,360 sf**
Outdoor Flex Space *Direct access to outdoors/private patio for outdoor instruction with visibility from the Classroom*	**500-800 sf**



FINISHES

- LVT and/or carpet flooring
- Acoustic ceiling tile
- Writable & tackable wall surfaces
- Tall storage with adjustable shelves and some locakable storage for teachers
- Shelving for open storage
- Operable windows with roller shades and bifold partitions

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind | Wgr | PBL | Sgr | P2P

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual and/or physical connections to the outdoors
- Use of agile furniture to maximize student agency
- Direct access to flex learning space
- Casework seating nooks for independent learning

LIBRARY + MEDIA CENTER

DESCRIPTION

The Library+Media Center serves as a dynamic hub for inquiry, exploration, and collaboration, fostering a culture of literacy and lifelong learning within the school community. With its vast collection of print and digital resources, interactive technology, and flexible learning spaces, the library empowers students to engage in independent research, critical thinking, and creative expression. Moreover, the library plays a pivotal role in supporting curriculum objectives across various subjects, promoting information literacy skills, and facilitating interdisciplinary learning experiences. Beyond academics, the library serves as a welcoming and inclusive space where students can discover new interests, connect with diverse perspectives, and become informed, curious, and engaged citizens in an ever-evolving world.



Stauffer Middle School | Downey, CA | Architect: LPA Design Studios



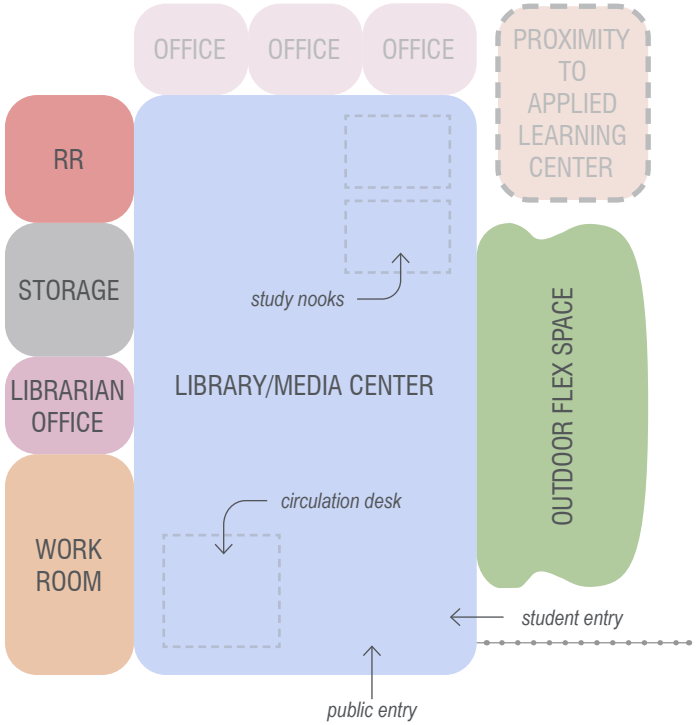
Wilmette Junior High School | Wilmette, IL | Architect: STR Partners

LEARNING POTENTIAL

The Library+Media Center serves as a transformative space where students encounter endless possibilities for intellectual exploration and personal growth. Beyond its role as a repository of knowledge, the library/media center serves as a hub for collaboration, innovation, and creativity, offering flexible learning environments and technological tools to support diverse learning styles. Students engage in interdisciplinary projects, cultivate media literacy, and develop the skills needed to navigate an increasingly complex information landscape. As a center for lifelong learning, the library+media center empowers students to become active, informed citizens, equipped with the knowledge, skills, and curiosity necessary to thrive in the ever-changing world of the 21st century.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Library/Media Center *Circulation desk adjacent to both student and visitor main entry point* *1-3 open study nooks* *Access to Restrooms*	**2,600 sf**
Librarian Office *Direct access to Library space & workroom* *Vsibility to students in library*	**200 sf**
Workroom *Direct acces to Librarian Office* *Copier and large work tables*	**250 sf**
Storage	**250 sf**
Single Occupancy Restrooms	**60 sf ea.**
TOTAL	**3,420 sf**
Offices *For instructional support/counselor use or as determined by the site/campus*	**100 sf ea.**
Outdoor Flex Space	**500-800 sf**



FINISHES

- LVT and/or carpet flooring
- Acoustic ceiling tile or exposed ceiling with acoustic clouds
- Writable & tackable wall surfaces
- Storage for curriculum materials if necessary
- Anodized aluminum storefront, acoustic separation from adjoining space
- Built in casework for book storage and independent seating nooks

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind | Wgr | PBL | Sgr | P2P

SAFETY, SECURITY + WELLBEING

- Adjacent to space with two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual connections to the outdoors
- Use of agile furniture to maximize student agency
- Community access to the library for events/learning showcases
- Independent study nooks with power access
- Areas for collaborative research and PBL activities

A *Changes in flooring materials and colors can act as wayfinding tools, differentiating uses for different areas*

B *Nooks and group study spaces allow students to work together and develop collaboration skills*

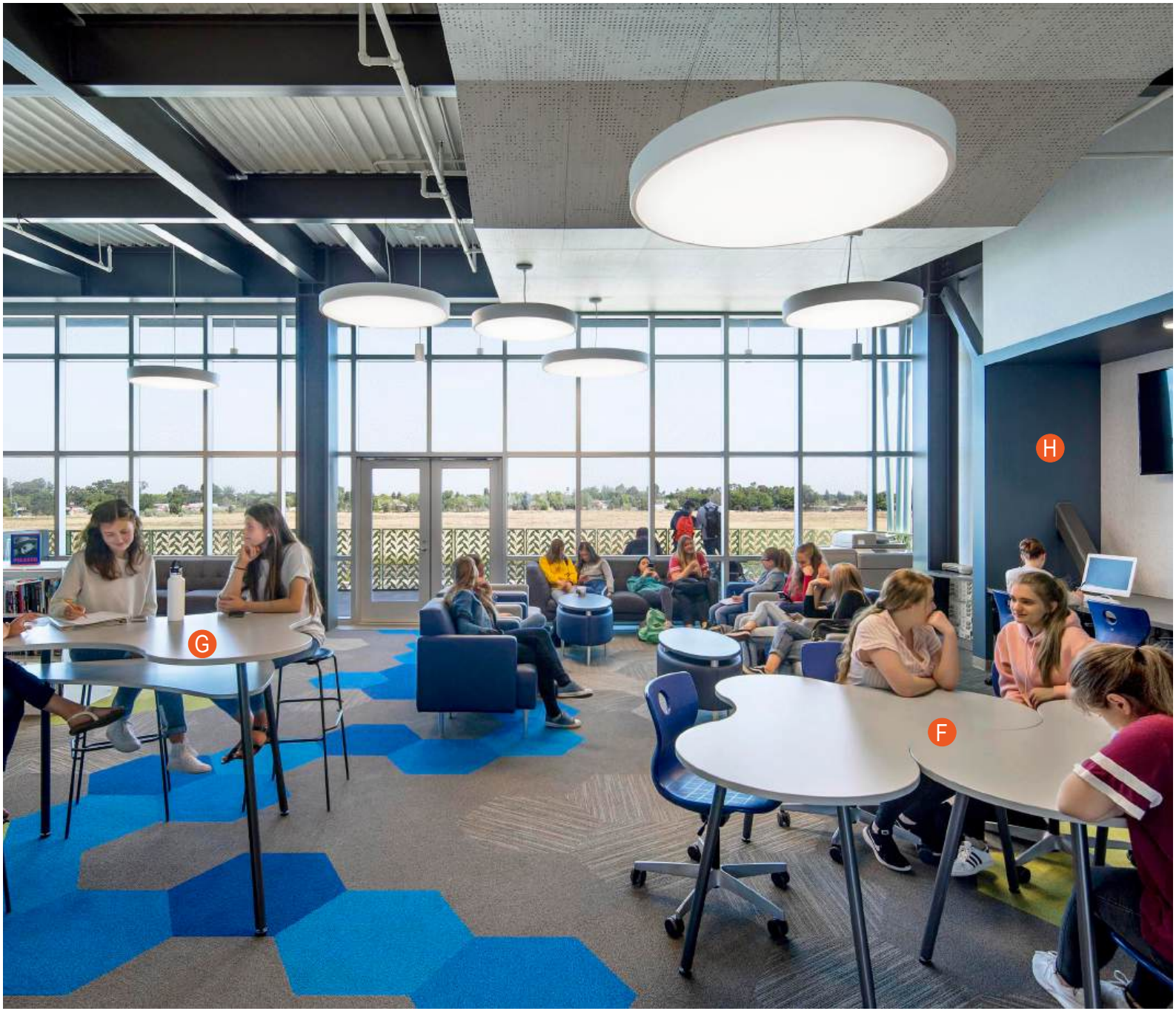
C *Provide ample access to daylighting, minimizing eye strain for students reading and studying in the space*

D *Acoustic panels dampen sound and reduce the presence of echo, boosting focus*

E *Agile furniture that can be reconfigured by students promotes learner agency by creating flexible learning environments*



James L Capps Middle School | Warr Acres, OK| Architect: DLR Group



Mobile furniture can naturally facilitate informal learning opportunities with adults and/or peers F

Accessible books and resources promote inquiry and allow students to have agency over their learning G

Casework can be designed and arranged to create pockets of space for independent and collaborative learning H

Gateway Community Charter School | McClellan, CA| Architect: A4E

OUTDOOR FLEX SPACE

DESCRIPTION

An Outdoor Instructional Area is an environment designed to extend the classroom beyond its walls and foster hands-on exploration, inquiry, and discovery. Amidst the open air and natural surroundings, students engage in hands-on exploration, scientific inquiry, and collaborative projects that deepen their understanding of academic concepts while fostering a sense of curiosity and wonder. Equipped with flexible seating arrangements, interactive learning stations, and natural elements, this outdoor space provides a rich canvas for interdisciplinary learning experiences. The outdoor area cultivates a sense of environmental stewardship and appreciation for the natural world, nurturing students' social-emotional development and fostering a lifelong connection to the environment.



Tillicum Middle School | Bellevue, WA | Architect: NAC Architecture



Chapman Middle School | Weymouth, MA | Architect: HMFH Architects

LEARNING POTENTIAL

An outdoor instructional area for students holds immense potential as a versatile and experiential learning environment. Here, students engage in hands-on exploration, inquiry-based activities, and interdisciplinary studies that bridge classroom learning with real-world experiences. Whether conducting scientific experiments, participating in team-building exercises, or exploring the natural environment, students develop critical thinking, problem-solving, and collaboration skills while fostering a deeper connection to nature. Moreover, the outdoor space provides opportunities for physical activity, creativity, and sensory stimulation, catering to diverse learning styles and promoting holistic development. In this space, educators empower students to become active, engaged learners, fostering a lifelong appreciation for learning and the natural world.



Spaces to grow plants and flowers can help foster environmental literacy and stewardship, augmenting the curriculum taught in the classroom. A

Permanent shade structures or overhangs allow the space to be used at all times B

Unprogrammed open areas give learners and educators autonomy to use the space in creative ways C

Visual connections between classrooms and outdoor spaces promote healthy living and the use of these outdoor spaces year-round D

Consider providing access to drinking fountains/bottle fillers E

Rio Del Sol STEAM School | Oxnard, CA | Architect: A4E

STUDENT RESTROOMS

DESCRIPTION

A restroom for students is an essential component of the school environment, serving as a space not only for personal hygiene but also for fostering responsibility, respect, and well-being. This facility should be designed with functionality and comfort in mind, featuring adequate fixtures, hygiene supplies, and accessibility features to accommodate the diverse needs of students. Beyond its practical function, the restroom serves as an educational space where students learn the importance of personal care, hygiene practices, and health maintenance. Additionally, the restroom provides students with a private and safe space where they can take moments for self-care, emotional regulation, and reflection, contributing to their overall well-being and readiness to engage effectively in learning.



Stamford Endowed Schools | Stamford, UK | Conceptual Restroom Design



New Haven Middle School | New Haven, KY | Architect: Nolan & Nolan, Inc.

LEARNING POTENTIAL

While often overlooked as mere facilities, a student restroom holds untapped learning potential within its walls. Beyond its primary function, it serves as a space where students cultivate important life skills and habits. Through the promotion of hygiene practices, students learn the significance of personal care and health maintenance. Moreover, the restroom can foster social skills and empathy as students navigate shared spaces, practice courteous behavior, and respect privacy boundaries. Additionally, it provides opportunities for self-regulation and emotional management. By promoting responsibility, social etiquette, and well-being, the student restroom becomes an unexpected yet vital component in the holistic education of students, nurturing their personal growth and contributing to a positive school culture.

PROGRAM DESCRIPTOR + TARGET GRADES

Student Restroom
6th-8th Grade

Water Closet | ADA Aceessible Water Closet | Lavatory | DF

FINISHES

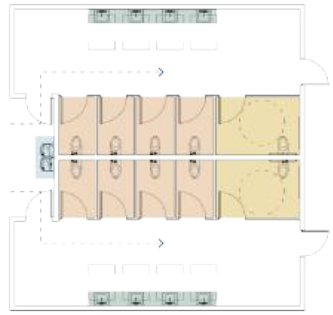
- Sealed concrete (with 6" curb & sloped to drain) or tile floors
- Ceramic tile on walls, floor to ceiling
- Ventilation system
- Individual or trough sinks, soap and towel dispensers
- Provide air quality monitors for toilet stalls/rooms

RESTROOM DESIGN APPROACHES

APPROACH 1

MULTIPLE ACCOMODATION COMPARTMENT RESTROOMS ACCESSED FROM OUTDOORS

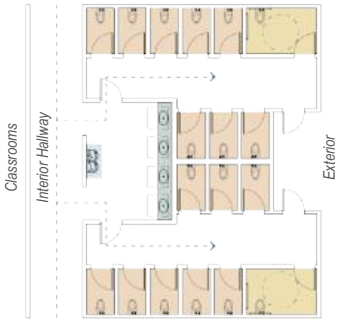
This restroom approach, accessed from outdoor spaces such as a covered walkway or play field, includes several individual stalls with locking doors. The facility is equipped with a row of sinks positioned outside the stalls, allowing users to wash their hands. A drinking fountain is also integrated into the design. The restroom includes ADA-compliant stalls, featuring wider spaces, grab bars, and accessible fixtures. The layout is thoughtfully organized to ensure smooth traffic flow and accessibility for all users, maintaining high standards of hygiene and convenience.



APPROACH 2

MULTIPLE ACCOMODATION COMPARTMENT RESTROOMS ACCESSED FROM INTERIOR HALLWAYS

This restroom approach includes several individual stalls with locking doors, and restrooms are accessed from an interior hallway within a building. The restroom is equipped with a row of sinks facing the hallway, allowing users to wash their hands without the need to enter the water closet room. The layout is thoughtfully organized to ensure smooth traffic flow and accessibility for all users, maintaining high standards of hygiene and convenience. For student safety and well-being, a second means of egress from the restroom is recommended.
This approach is preferred for all new construction projects at LEUSD.





SECTION 4

HIGH SCHOOL EDUCATIONAL SPECIFICATIONS

HIGH SCHOOL CLASSROOM

DESCRIPTION

A General Education Classroom should be designed to cultivate a dynamic, inclusive, and intellectually stimulating learning environment that fosters the academic, social, and emotional development of students. Featuring flexible seating arrangements, interactive technology, and versatile instructional resources, it accommodates diverse teaching and learning styles, promoting active engagement and collaboration among students. With ample space for group discussions, project-based activities, and individualized learning, it supports inquiry-based learning approaches that encourage critical thinking, problem-solving, and creativity. Additionally, the classroom is equipped with organizational systems, visual aids, and supportive materials to enhance classroom management.



Ayer Shirley Regional High Sschool | Ayer, MA | Architect: SMMA



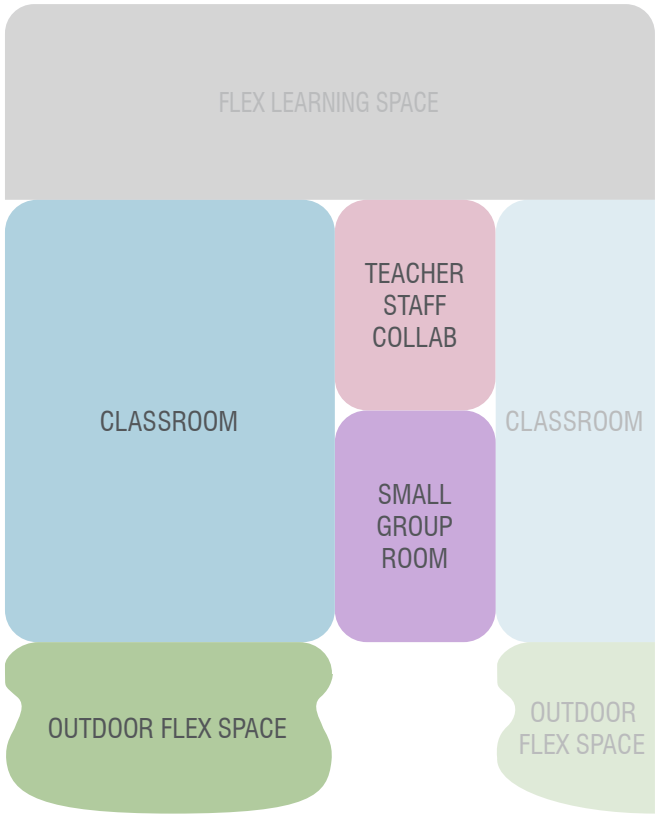
Elsinore High School | Lake Elsinore, CA | Architect: A4E

LEARNING POTENTIAL

A General Education Classroom is a dynamic hub where academic exploration meets social development. Students engage in active inquiry, critical analysis, and collaborative problem-solving, fostering the development of essential 21st-century skills. Through interactive discussions, hands-on activities, and technology integration, the classroom cultivates a culture of intellectual curiosity, encouraging students to question, investigate, and construct their understanding of the world. Moreover, it serves as a supportive environment for fostering meaningful peer interactions, empathy, and teamwork, nurturing the social-emotional growth necessary for navigating the complexities of adolescence. General Education Classrooms become a catalyst for academic achievement, personal growth, and lifelong learning.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Classroom	**1,025 sf**
Small Group Room *Shared between 2 classrooms (totals 200sf)* *Direct access to the Classroom* *See page 100 for more information*	**100 sf**
Teacher + Staff Collaboration Room *Shared between 4 classrooms (totals 300sf)* *Accessed from Flex Learning Space or Classroom* *See page 134 for more information*	**75 sf**
TOTAL	**1,200 sf**
Outdoor Flex Space *Direct access to outdoors/private patio for outdoor instruction with visibility from the Classroom*	**500-800 sf**



FINISHES

- LVT and/or carpet flooring
- Acoustic ceiling tile
- Writable & tackable wall surfaces
- Tall storage with adjustable shelves and some locakable storage for teachers
- Shelving for open storage
- Operable windows with roller shades and bifold partitions

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind | Wgr | PBL | Sgr | P2P

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual and/or physical connections to the outdoors
- Use of agile furniture to maximize student agency
- Direct access to flex learning space
- Casework seating nooks for independent learning

A *Physical and visual access to outdoors*

B *Learning walls help promote student agency in learning and allow students to show their thinking to peers and their teachers*

C *Agile furniture that can be reconfigured by students promotes learner agency by creating flexible learning environments*



Gateway Community Charter School | McClellan, CA| Architect: A4E



Charging stations for devices allow for successful implementation of 1:1 device programs D

Access to books, materials and shared resources for group projects E

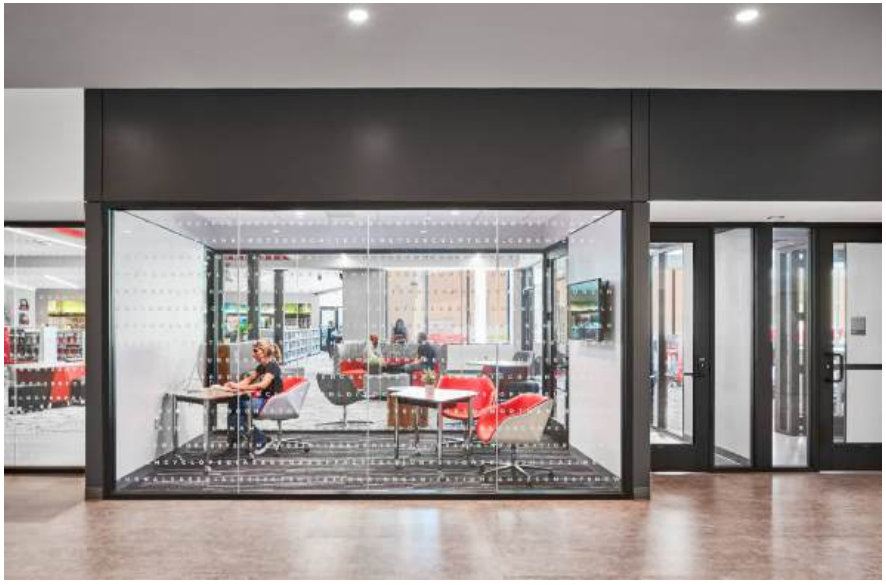
Mobile display boards can be provided to foster spontaneous collaborative learning F

Temescal Canyon School | Lake Elsinore, CA | Architect: A4E

SMALL GROUP ROOM

DESCRIPTION

A Small Group Room is a space tailored to facilitate focused, personalized instruction and collaborative learning experiences for students. Equipped with flexible seating arrangements, interactive technology, and versatile instructional resources, this room serves as a hub for differentiated instruction, targeted interventions, and small group discussions. Its setting fosters a conducive atmosphere for individualized attention, peer collaboration, and academic support, enabling educators to address diverse learning needs effectively. With its emphasis on student engagement, critical thinking, and academic growth, this space becomes an essential component in promoting academic success and fostering a supportive learning community.



Lake Highlands High School | Dallas, TX | Architect: HKS Architects



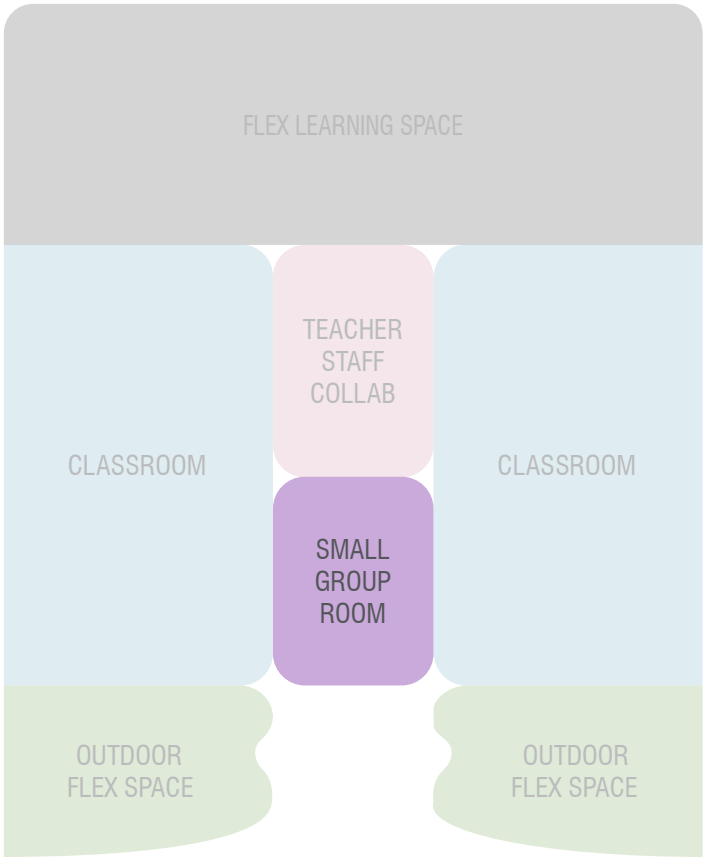
Wiseburn USD & Da Vinci Schools | El Segundo, CA | Architect: Gensler

LEARNING POTENTIAL

A Small Group Room embodies the essence of focused and tailored instruction, offering a dedicated space for collaborative learning and targeted support. Students engage in deep discussions, personalized interventions, and hands-on activities that cater to their individual needs and learning styles. This room becomes a dynamic space where educators can provide targeted guidance, foster critical thinking skills, and address academic challenges with precision. Moreover, the Small Group Room cultivates a sense of belonging and empowerment among students, encouraging them to take ownership of their learning journey while benefiting from the supportive guidance and expertise of their teachers. Through its focused and student-centered approach, this space becomes a catalyst for academic growth, confidence-building, and collaborative engagement.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Small Group Room *Shared between 2 classrooms (totals 200sf)* *Direct access to the Classroom*	**200 sf**
TOTAL	**200 sf**



FINISHES

- LVT and/or carpet flooring
- Acoustic ceiling tile
- Writable & tackable wall surfaces
- Storage for curriculum materials if necessary
- Anodized aluminum storefront, acoustic separation from adjoining space

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind | Wgr | PBL | Sgr | P2P

SAFETY, SECURITY + WELLBEING

- Adjacent to space with two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual connections to the outdoors
- Use of agile furniture to maximize student agency
- Direct access to outdoor flex space

FLEX LEARNING SPACE

DESCRIPTION

The flex learning space serves as a versatile and technologically advanced space designed to facilitate seamless teamwork, innovation, and knowledge exchange among groups of 40-60 students. Equipped with state-of-the-art multimedia resources, including interactive displays, audiovisual equipment, and high-speed internet connectivity, the flex learning space will enable students to conduct research, collaborate on digital projects, and present findings effectively. The flexible layout of the space will accommodate various group sizes and configurations, promoting dynamic interaction and idea sharing. By fostering a collaborative and inclusive environment, the flex learning space will empower students to develop essential 21st-century skills.



Monarch School Launch Pointe | San Diego, CA | Architect: LPA Design Studio



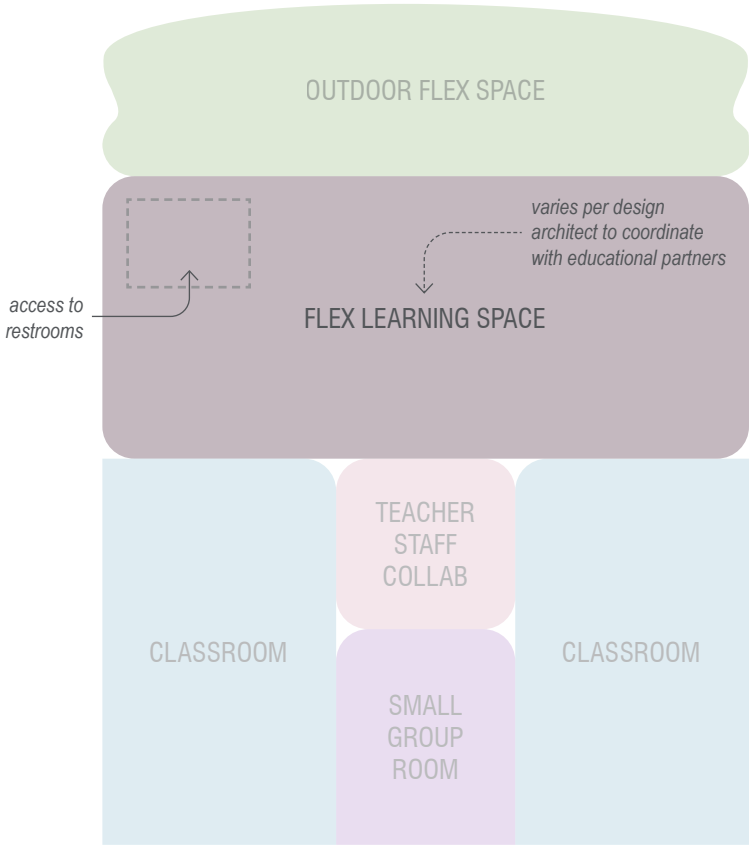
Saint Louis University | Clayton, MI | Architect: RATIO Architects

LEARNING POTENTIAL

A flex learning space offers unparalleled learning potential by serving as a dynamic nexus where students can engage in active collaboration, critical inquiry, and interdisciplinary exploration. Through shared resources, students can seamlessly collaborate on projects, capitalizing on the collective wisdom of their peers while honing essential teamwork and communication skills. The flex learning space provides an environment conducive to creativity, innovation, and problem-solving, enabling students to tackle real-world challenges, apply theoretical concepts, and cultivate a deep understanding of complex subjects. Moreover, the collaborative nature of this space fosters a sense of community and belonging, empowering students to take ownership of their learning and develop the resilience and adaptability needed to thrive in an ever-evolving global landscape.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

	Flex Learning Space *Shared between 4-6 classrooms (totals 200sf)* *Space for 40-60 students*	**1,000 - 1,500 sf**
	TOTAL	**1,000 - 1,500 sf**



FINISHES

- LVT and/or carpet flooring
- Acoustic ceiling tile or decorative acoustic ceiling (eg wood grille or felt baffles)
- Writable & tackable wall surfaces
- Storage for curriculum materials if necessary

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind | Wgr | PBL | Sgr | P2P

SAFETY, SECURITY + WELLBEING

- Adjacent to space with two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual and/or physical connections to the outdoors
- Use of agile furniture to maximize student agency
- Themed reading and activity nooks
- Project storage
- Possibility to convert the space for use in staff professional development sessions

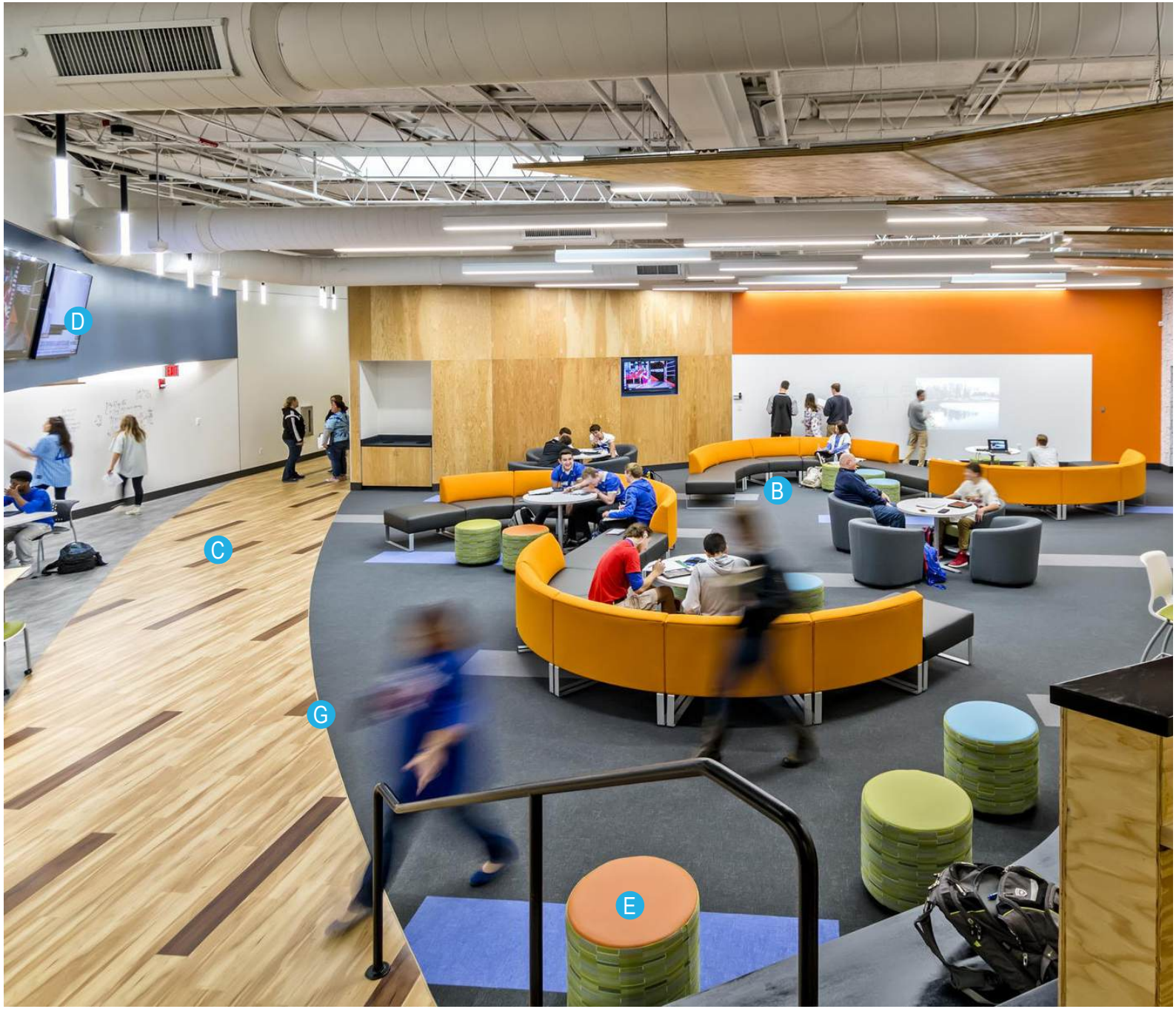
A *Physical and visual access to outdoors*

B *Moments of visual connection between learning spaces promote curiosity and student-led inquiry*

C *Shared spaces foster a sense of community and belonging across grade levels*

D *Learning walls help promote student agency in learning and allow students to show their thinking to peers and their teachers*

E *Agile furniture that can be reconfigured by students promotes learner agency by creating flexible learning environments*



Lake Zurich High School | Lake Zurich, IL | Architect: DLA Architects



Access to technology allows students to seamlessly transition from the classroom to flex spaces F

Changes in flooring material/color and wall treatments can delineate different areas for collaboration G

Writable walls promote collaboration and allow students, faculty and staff to spark informal collaboration H

Community Education Center | El Monte, CA | Architect: A4E

SCIENCE LAB

DESCRIPTION

A Science Lab is a state-of-the-art facility designed to ignite curiosity, foster inquiry-based learning, and cultivate scientific literacy among students. Equipped with specialized laboratory equipment, interactive technology, and ample workspace, this space facilitates hands-on experimentation, data analysis, and collaborative problem-solving. This space should be configured to allow students to engage in meaningful scientific inquiry, gaining practical experience and deepening their understanding of scientific concepts. The Science Lab serves as a dynamic environment where students explore the wonders of the natural world, develop critical thinking skills, and cultivate a passion for STEM disciplines, preparing them for future academic pursuits and careers in science and technology.



Pasadena City College | Pasadena, CA | Architect: A4E



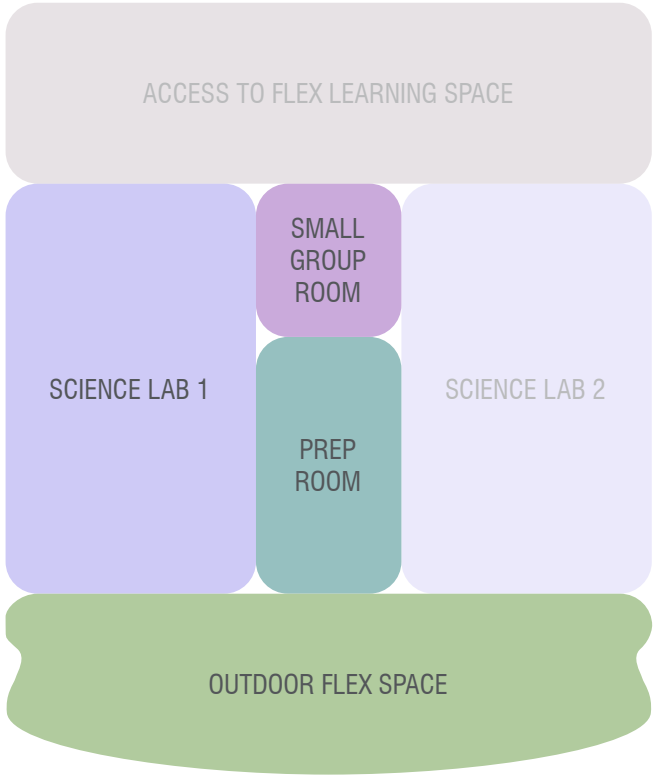
Shepard High School | Palo Heights IL | Architect: DLA Architects

LEARNING POTENTIAL

The Science Lab is a key area of the school for students to engage in active discovery and experimentation. This space empowers students to explore the natural world firsthand. Within its confines, scientific inquiry comes alive as students engage with specialized equipment, conduct experiments, and analyze data. This immersive environment fosters not only a deep understanding of scientific concepts but also the development of essential skills such as critical thinking, problem-solving, and collaboration. Through hands-on exploration and inquiry-driven learning, the Science Lab unlocks the boundless potential within each student, preparing them to navigate the complexities of the modern world with confidence and scientific literacy.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Science Lab *Shared between 2 classrooms (totals 200sf)* *Direct access to the Lab* *See page 100 for more information*	**1,200 sf**
Small Group Room *Shared between 2 Labs (totals 400sf)* *Accessed directly from the Lab*	**100 sf**
Prep Room	**200 sf**
TOTAL	**1,500 sf**
Outdoor Flex Space *Direct access to outdoors/private patio for outdoor instruction with visibility from the Classroom* *Living Lab with focus on planting and resources for science education*	**500-800 sf**



FINISHES

- Epoxy or Chemical-Resistant Flooring
- Acoustic ceiling tile or exposed ceiling
- Chemical resistant countertops at casework
- Stainless steel sinks and fixtures, emergency eye wash station/emergency shower
- Integrated gas, water, and electrical services
- Lockable storage cabinets for chemicals
- Anodized aluminum storefront/bifold doors

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind | Wgr | PBL | Sgr | P2P

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual connections to the outdoors
- Use of agile furniture to maximize student agency
- Visual connections to other learning spaces to stimulate curiosity

A *Epoxy resin or phenolic resin countertops withstand chemicals and heat*

B *Acoustic ceiling tiles or exposed ceilings with sound-absorbing panels reduce noise and enhance focus*

C *Bright, adjustable LED lighting for precise visibility, with options for task lighting*

D *Safe areas for handling volatile substances, with ventilation for fumes*

E *Built-in gas, water, and electrical outlets for accessible lab workstations*



Community College of Baltimore | Catonsville, MA | Architect: Ellenzweig Architects



Epoxy or chemical-resistant flooring ensures safety and easy cleaning from chemical spills F

Fixed and movable casework, lockable cabinets, and adjustable shelving units for secure and flexible storage of equipment and materials G

Walls with writable surfaces for instruction and tackable areas for displaying work and charts H

Buford Engineering Academy | Charlottesville, VA| Architect: VMDO Architects

SCIENCE LAB PREP ROOM

DESCRIPTION

The Science Lab Prep Room serves as the backbone to the adjoining laboratory, ensuring the seamless execution of experiments and demonstrations. Stocked with a comprehensive array of scientific equipment, chemicals, and materials, this space is expertly managed to uphold the highest standards of safety and efficiency in science instruction. Through meticulous organization, diligent inventory management, and adherence to safety protocols, the Prep Room supports educators in delivering engaging and hands-on learning experiences for students. Additionally, it functions as a collaborative hub where teachers collaborate on experiment design, resource utilization, and curriculum planning, maximizing the instructional potential of the Science Lab and fostering a culture of scientific inquiry and exploration within the school community.



Malvern Preparatory School | Malvern, PA | Architect: HERA



FDR High School | Hyde Park, NY | Architect: CSArch



Provide epoxy resin or phenolic resin surfaces that withstand chemicals and heat — A

Flexible shelving units with bins allow flexibility for storing lab supplies and equipment — B

Hazardous chemicals should be stored in ventilated and lockable cabinets — C

Maximize workspace and storage in a small footprint by providing upper/lower cabinetry and integrated workstations — D

Access to natural light fosters a safe work environment, and makes the space more pleasant for teachers and lab techs — E

APMG Laboratory Furniture | Concept image

CAFETERIA

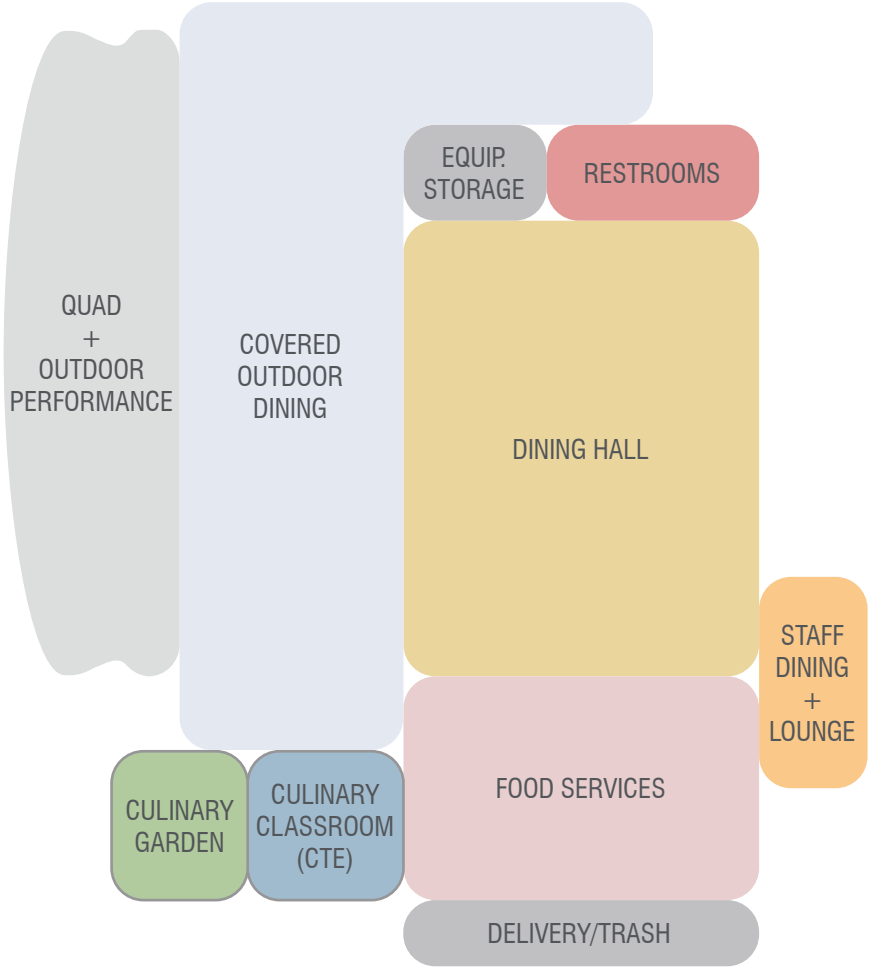
DESCRIPTION

The school cafeteria is designed to serve as a versatile dining and social hub. It features flexible seating arrangements, including tables and booths, to accommodate various group sizes. Durable, easy-to-clean surfaces on tables and floors ensure hygiene and efficient maintenance. The serving area includes hot and cold food stations, beverage dispensers, and cash registers, with smooth traffic flow and clear signage for efficient service. Bright, inviting decor and ample natural light create a pleasant dining environment. Acoustic treatments control noise levels, enhancing comfort. Integrated technology, such as digital menu boards and charging stations, supports modern dining needs. The space also doubles as a venue for school events and activities, fostering community and engagement.

LEARNING POTENTIAL

The school cafeteria offers significant learning potential by fostering social skills, teamwork, and healthy habits. It serves as a dynamic environment where students practice communication and collaboration during meals, building interpersonal relationships. The space supports lessons on nutrition and healthy eating, promoting lifelong wellness choices. As a multifunctional venue, it hosts diverse activities like group projects, assemblies, and events, enhancing adaptability and organizational skills. The cafeteria also provides real-world learning opportunities in responsibility and independence as students make food choices and manage lunchtime routines. Ultimately, it enriches the educational experience by merging social development, practical life skills, and community engagement in a welcoming, inclusive setting.

INSTRUCTIONAL DIAGRAM



RECOMMENDED AREAS

Dining Hall *Space for 400-500 students*	**4,500 sf**
Storage *Storage for mobile, folding tables & stools*	**400 sf**
Restrooms *2-sided access from Quad & Dining Hall* *See page 128 for Restroom Layout Options*	**350 sf** **sf for each restroom & fixture count per code*
TOTAL	**5,600 sf**
Covered Outdoor Dining *Main area for ES student dining*	**3,000 sf**
Outdoor Platform/Stage	**400-600 sf**
Food Services *Coordinate needs & space requirements with Architect & Food Service consultant*	**4,000 sf**
Culinary Classroom *Adjacent or with direct access to Servery & Kitchen* *Direct access & visual connection to culinary garden*	**1,100 sf**
Staff Dining Area & Lounge	**300 sf**

FINISHES

- Resilient flooring or sealed concrete
- Acoustic ceiling tile or exposed ceiling with spray acoustic insulation
- Writable & tackable wall surfaces for menus, announcements and bulletin boards
- Corrosion-resistant, hygienic surfaces for food service areas
- Anodized aluminum storefront, acoustic separation from adjoining spaces
- Easy-access trash/recycling stations with robust materials and finishes for hygiene

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP in adjoining office spaces
- Data & utility outlets on walls
- Wireless connectivity throughout
- Device charging stations (built into nooks)
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind | Wgr | PBL | Sgr | P2P

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual and/or connections to the outdoors
- Use of agile furniture to maximize student agency
- Direct access to outdoor dining area
- Integration of school branding/visual identity to reinforce school spirit and pride
- Large windows with solar shades to control natural light and reduce glare

A *Physical and/or visual access to outdoors*

B *Provide areas to display trophies or school store merchandise*

C *Bold, inviting graphics on walls make the space feel inviting and bright*

D *Provide direct access to restrooms whenever possible to facilitate hand washing*

E *An amphitheater stair adjacent to the cafeteria can make the space more versatile for school assemblies and events - especially if the campus does not have a dedicated Performing Arts Center*



Indian Creek Local High School | Wintersville, OH| Architect: Sol Harris/ Day Architecture



Built in seating nooks create relaxed and informal atmospheres, promoting socialization in the dining space F

Selecting flexible, easy to move and store furniture maximizes the versatility of the space throughout the day G

Variety in selected furnishings maximizes comfort and meets the needs of all students - from grab and go snacking to full meals G

La Cañada High School | La Cañada Flintridge, CA | Architect: A4E

GYMNASIUM

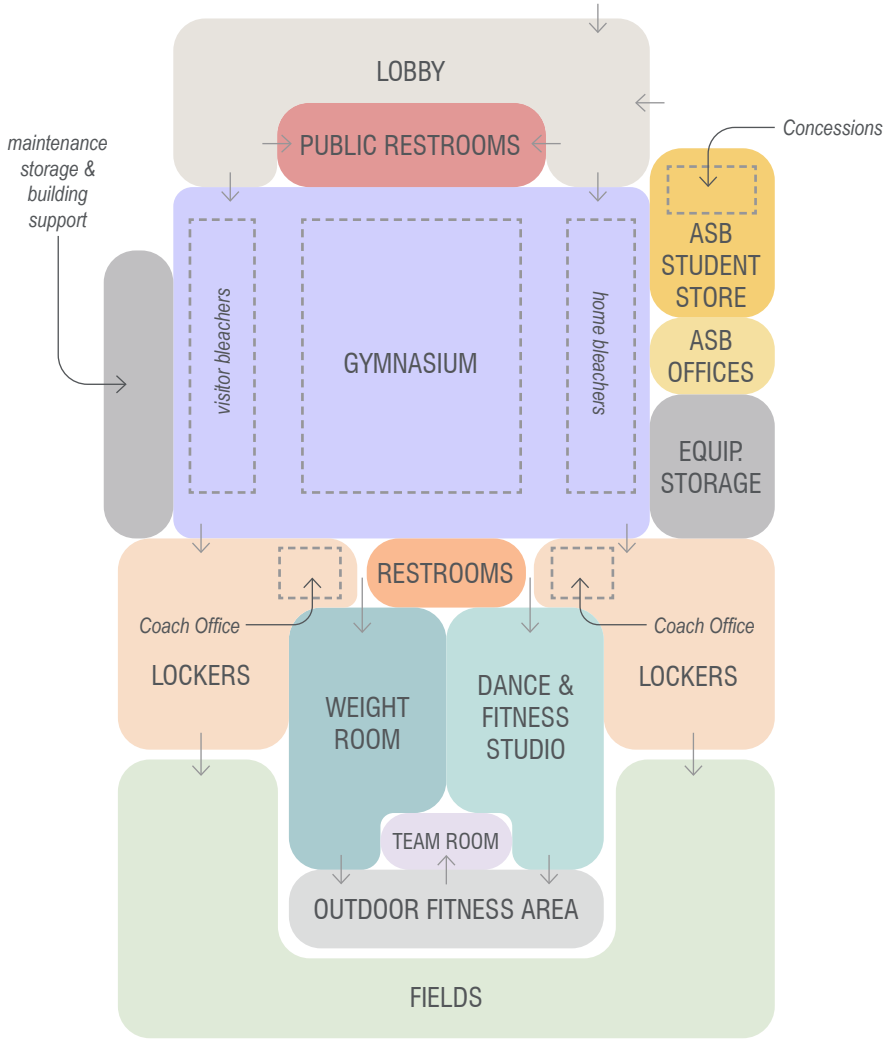
DESCRIPTION

The gymnasium is a multifunctional environment that promotes holistic student development. With its spacious layout, versatile equipment, and safety features, the gymnasium facilitates a wide range of activities, including team sports, fitness exercises, and recreational games. Beyond promoting physical health and well-being, the gymnasium serves as a hub for fostering important life skills such as teamwork, sportsmanship, and resilience. Through structured physical education programs and extracurricular activities, students learn the value of discipline, perseverance, and goal-setting, enhancing their overall academic performance and personal growth. Additionally, the gymnasium serves as an additional venue for community events, school assemblies, and cultural celebrations.

LEARNING POTENTIAL

A gymnasium emphasizes the importance of not only physical activity and wellbeing, but also personal and collective growth. Through structured classes, students not only develop fundamental movement skills and fitness habits but also cultivate essential social and emotional competencies such as teamwork, leadership, and resilience. The gymnasium becomes a key area for experiential learning, where students explore concepts of strategy, cooperation, and fair play through participation in team sports and cooperative games. Furthermore, the gymnasium's adaptable layout and equipment facilitate a diverse range of activities, from yoga and dance to martial arts and rock climbing, catering to the varied interests and abilities of students. By promoting a holistic approach to health and wellness, the gymnasium nurtures physical, social, and emotional well-being.

INSTRUCTIONAL DIAGRAM



RECOMMENDED AREAS

Gymnasium *(1) Competition size basketball court* *Retractable home bleachers for 450 spectators* *Retractable visitor bleachers for 100 spectators* *Optional dividing curtain*	**7,500 sf**
Dance + Fitness Studio *See page 162 for more information* *100 sf per student recommended* *Direct access to outdoor fitness area*	**2,000 sf**
Weight Room	**1,400 sf**
Team Room	**300 sf**
Equipment Storage	**600 sf**
Lockers *Direct access to gym, outdoor fitness and fields* *Restrooms, see page 128 for layout options* *Changing area with low lockers and benches* *Showers w/ low dividing walls for visibility and safety*	**Girls 1,200 sf** **Boys 1,200 sf** **All Gender 600 sf**
(2) Coaches Offices	**100 sf ea.**
Lobby *Hall of fame and area for gathering* *Accessible to both students from the campus and visitors from public-facing streets*	**800 sf**
Restrooms *See page 128 for Restroom Layout Options*	**400 sf*** **sf for each restroom & fixture count per code*
Concessions *Roll-up window into lobby and to exterior*	**200 sf**
ASB *Student store, accessible from the exterior*	**350 sf**
(2) ASB Offices *Student store, accessible from the exterior*	**100 sf ea.**
Maintenance Storage	**300 sf**
TOTAL	**17,650 sf**
Covered Outdoor Fitness Area	**800 sf**

FINISHES

- Atheletic resilient rubber flooring, or athletic performance wood flooring
- Floor markings for sports (to be coordinated with site staff)
- Exposed ceiling structure with acoustic steel deck
- Padding on walls at perimeter around play areas
- Suspended acoustical panels
- Use school colors/brand identity where possible to reinforce school spirit
- Operable windows with roller shades and bifold partitions

TECHNOLOGY + EQUIPMENT

- Retractable bleachers
- Play equipment such as basketball hoops, in-floor volley ball stanchions
- Electronic scoreboard & clock
- Campus wide video & intercom
- Platform sound system
- Telephone, VOIP
- Wireless connectivity throughout
- Motorized projection screen with HDMI connection, controllable from AV booth

ACTIVITIES



SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual and/or physical connection to the outdoors
- Murals and signage to promote holistic wellness and wellbeing concepts
- Use of clerestory windows to maximize access to natural light
- Age-appropriate design of sports spaces for all students

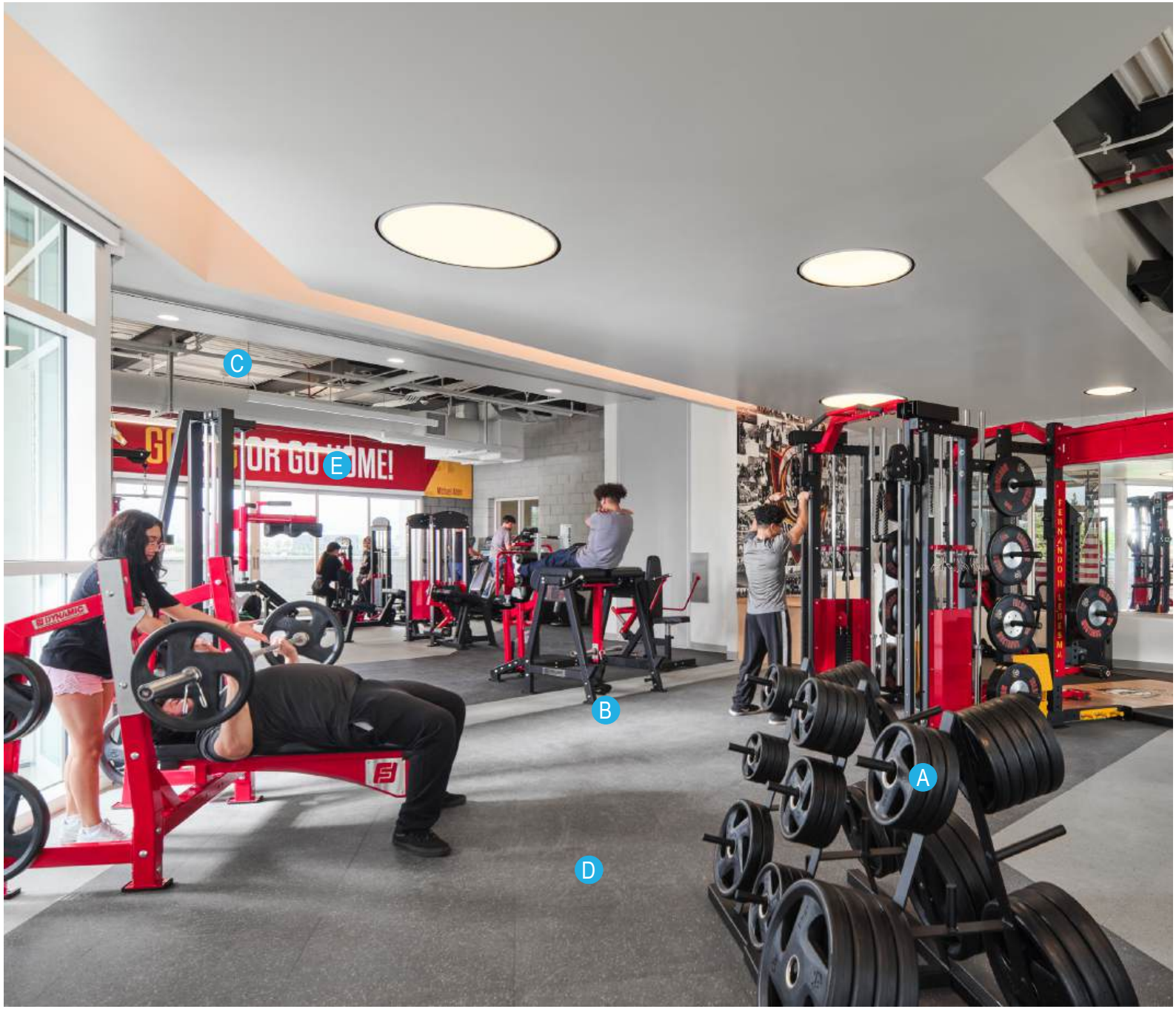
A *Weightlifting equipment*

B *Court lines and zones marked for sports like basketball, volleyball, and weightlifting areas*

C *Advanced heating, ventilation, and air conditioning systems to maintain a comfortable temperature and ensure good air quality during all activities*

D *Cushioned, non-slip vinyl, rubber, or hardwood floors that can withstand heavy use and are easy to clean*

E *Bright, engaging color schemes to create an inviting atmosphere, often with themes that align with school branding or values*



Fernando Ledesma High School | El Monte, CA | Architect: A4E



Dimmable LED overhead lights for general use F

Retractable bleachers for guests G

Retractable basketball hoops (motorized) H

San Marcos High School | Santa Barabara, CA| Architect: LPA Design Studio

SPECIAL EDUCATION SUPPORT ROOM

DESCRIPTION

A High School Special Education (SPED) Classroom is a nurturing and inclusive environment tailored to meet the diverse needs of students with learning differences. This classroom is equipped with specialized resources, assistive technology, and adaptable learning materials to support individualized instruction and accommodations. With a focus on differentiation and personalized learning plans, educators collaborate closely with support staff to provide targeted interventions, social-emotional support, and academic enrichment. Moreover, the SPED Classroom fosters a culture of acceptance, empathy, and respect, celebrating each student's unique strengths and fostering a sense of belonging within the high school community.



Lane Tech College Prep High School | Chicago, IL| Architect: HKS Architects



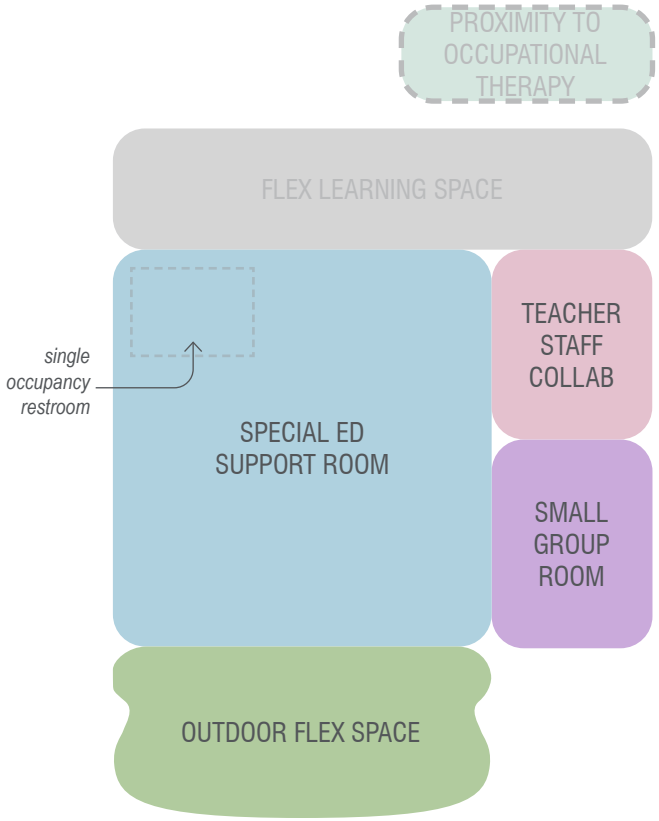
Lane Tech College Prep High School | Chicago, IL| Architect: HKS Architects

LEARNING POTENTIAL

A High School Special Education (SPED) Classroom holds immense learning potential as a space designed to cater to the unique needs of students with diverse learning needs. Within its supportive and inclusive environment, students receive personalized instruction, targeted interventions, and social-emotional support tailored to their individual learning styles and abilities. In this space, students develop essential academic skills, communication abilities, and self-regulation strategies. Moreover, the SPED Classroom fosters a sense of belonging and empowerment, nurturing students' confidence, resilience, and self-esteem. By prioritizing holistic development and celebrating individual strengths, this classroom unlocks each student's potential, fostering a culture of acceptance, growth, and achievement within the high school community.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Special Ed Support Room	**1,025 sf**
Small Group Room *Dedicated space with direct access to the classroom* *See page 100 for more information*	**200 sf**
Single Occupancy Restroom	**60 sf**
Teacher + Staff Collaboration Room *Shared between 4 classrooms (totals 300sf)* *Accessed from Flex Learning Space or Classroom* *See page 134 for more information*	**75 sf**
TOTAL	**1,360 sf**
Outdoor Flex Space *Direct access to outdoors/private patio for outdoor instruction with visibility from the Classroom*	**500-800 sf**



FINISHES

- LVT and/or carpet flooring
- Acoustic ceiling tile
- Writable & tackable wall surfaces
- Tall storage with adjustable shelves and some locakable storage for teachers
- Shelving for open storage
- Operable windows with roller shades and bifold partitions

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind | Wgr | PBL | Sgr | P2P

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

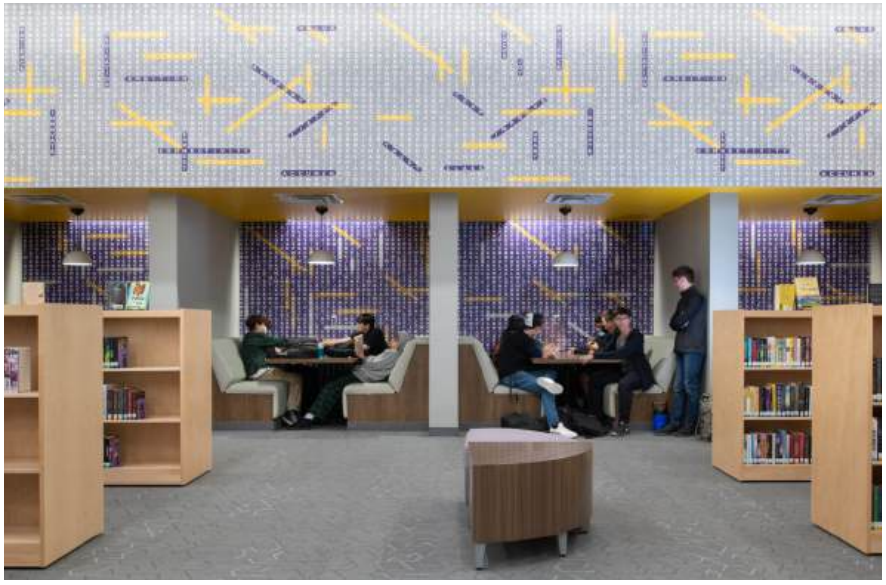
ADDED VALUE

- Visual and/or physical connections to the outdoors
- Use of agile furniture to maximize student agency
- Direct access to flex learning space
- Casework seating nooks for independent learning

LIBRARY + MEDIA CENTER

DESCRIPTION

The Library+Media Center serves as a dynamic hub for inquiry, exploration, and collaboration, fostering a culture of literacy and lifelong learning within the school community. With its vast collection of print and digital resources, interactive technology, and flexible learning spaces, the library empowers students to engage in independent research, critical thinking, and creative expression. Moreover, the library plays a pivotal role in supporting curriculum objectives across various subjects, promoting information literacy skills, and facilitating interdisciplinary learning experiences. Beyond academics, the library serves as a welcoming and inclusive space where students can discover new interests, connect with diverse perspectives, and become informed, curious, and engaged citizens in an ever-evolving world.



Pieper High School | San Antonio, TX | Architect: Pfluger Architects



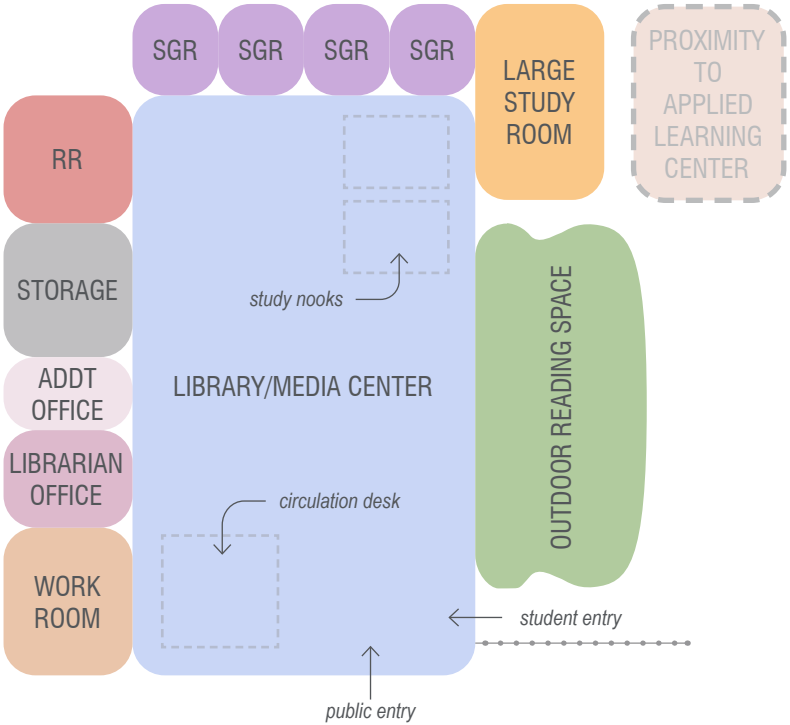
Bethlehem Central School | Delmar, NY| Architect: Ashley MCGraw Architects

LEARNING POTENTIAL

The Library+Media Center serves as a transformative space where students encounter endless possibilities for intellectual exploration and personal growth. Beyond its role as a repository of knowledge, the library/media center serves as a hub for collaboration, innovation, and creativity, offering flexible learning environments and technological tools to support diverse learning styles. Students engage in interdisciplinary projects, cultivate media literacy, and develop the skills needed to navigate an increasingly complex information landscape. As a center for lifelong learning, the library+media center empowers students to become active, informed citizens, equipped with the knowledge, skills, and curiosity necessary to thrive in the ever-changing world of the 21st century.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Library/Media Center *Circulation desk adjacent to both student and visitor main entry point* *Access to Restrooms*	**3,000 sf**
(4) Small Group Study Room *Accommodates small groups of 2-4* *See page 100 for more information*	**120 sf ea.**
(1) Large Group Study Room *Direct access to Library space & workroom*	**200 sf**
Librarian Office *Direct access to Library space & workroom*	**200 sf**
Additional Office *For assistant librarian, as required*	**100 sf**
Workroom *Direct acces to Librarian Office* *Copier and large work tables*	**250 sf**
Storage	**300 sf**
Single Occupancy Restrooms	**60 sf ea.**
TOTAL	**3,420 sf**
Outdoor Reading Space	**500 sf**



FINISHES

- LVT and/or carpet flooring
- Acoustic ceiling tile or exposed ceiling with acoustic clouds
- Writable & tackable wall surfaces
- Storage for curriculum materials if necessary
- Anodized aluminum storefront, acoustic separation from adjoining space
- Built in casework for book storage and independent seating nooks

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind | Wgr | PBL | Sgr | P2P

SAFETY, SECURITY + WELLBEING

- Adjacent to space with two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual connections to the outdoors
- Use of agile furniture to maximize student agency
- Community access to the library for events/learning showcases
- Independent study nooks with power access
- Areas for collaborative research and PBL activities

A *Casework can be designed and arranged to create pockets of space for independent and collaborative learning*

B *Nooks and group study spaces allow students to work together and develop collaboration skills*

C *Provide ample access to daylighting, minimizing eye strain for students reading and studying in the space*

D *Acoustic panels dampen sound and reduce the presence of echo, boosting focus*

E *Agile furniture that can be reconfigured by students promotes learner agency by creating flexible learning environments*



West Springfield High School | West Springfield, MA | Architect:SMMA



Mobile furniture can naturally facilitate informal learning opportunities with adults and/or peers F

Accessible books and resources promote inquiry and allow students to have agency over their learning G

Changes in flooring materials and colors can act as wayfinding tools, differentiating uses for different areas H

Chandramohan Library and Learning Commons | La Cañada Flintridge, CA | Architect: A4E

OUTDOOR FLEX SPACE

DESCRIPTION

An Outdoor Instructional Area is an environment designed to extend the classroom beyond its walls and foster hands-on exploration, inquiry, and discovery. Amidst the open air and natural surroundings, students engage in hands-on exploration, scientific inquiry, and collaborative projects that deepen their understanding of academic concepts while fostering a sense of curiosity and wonder. Equipped with flexible seating arrangements, interactive learning stations, and natural elements, this outdoor space provides a rich canvas for interdisciplinary learning experiences. The outdoor area cultivates a sense of environmental stewardship and appreciation for the natural world, nurturing students' social-emotional development and fostering a lifelong connection to the environment.



Barrie School Lab | Silver Spring, MD | Architect: HCM



Mast II Community Charter School | Philadelphia, PA | Architect: Ewing Cole

LEARNING POTENTIAL

An outdoor instructional area for students holds immense potential as a versatile and experiential learning environment. Here, students engage in hands-on exploration, inquiry-based activities, and interdisciplinary studies that bridge classroom learning with real-world experiences. Whether conducting scientific experiments, participating in team-building exercises, or exploring the natural environment, students develop critical thinking, problem-solving, and collaboration skills while fostering a deeper connection to nature. Moreover, the outdoor space provides opportunities for physical activity, creativity, and sensory stimulation, catering to diverse learning styles and promoting holistic development. In this space, educators empower students to become active, engaged learners, fostering a lifelong appreciation for learning and the natural world.



Agile furniture that can be used both indoors and outdoors maximizes space use, and establishes a direct relationship between classrooms and outdoor areas — A

Permanent shade structures or overhangs allow the space to be used at all times — B

Unprogrammed open areas give learners and educators autonomy to use the space in creative ways — C

Visual connections between classrooms and outdoor spaces promote healthy living and the use of these outdoor spaces year-round — D

Amphitheater seating fosters a sense of community and provides high quality outdoor acoustics — E

Tarbut V'Torah Upper School | Irvine, CA| Architect: LPA Design Studios

STUDENT RESTROOMS

DESCRIPTION

A restroom for students is an essential component of the school environment, serving as a space not only for personal hygiene but also for fostering responsibility, respect, and well-being. This facility should be designed with functionality and comfort in mind, featuring adequate fixtures, hygiene supplies, and accessibility features to accommodate the diverse needs of students. Beyond its practical function, the restroom serves as an educational space where students learn the importance of personal care, hygiene practices, and health maintenance. Additionally, the restroom provides students with a private and safe space where they can take moments for self-care, emotional regulation, and reflection, contributing to their overall well-being and readiness to engage effectively in learning.



Jordan Student Academic Center | Washington, D.C. | Architect: BKP Architects



Stamford Endowed Schools | Stamford, UK | Conceptual Restroom Design

LEARNING POTENTIAL

While often overlooked as mere facilities, a student restroom holds untapped learning potential within its walls. Beyond its primary function, it serves as a space where students cultivate important life skills and habits. Through the promotion of hygiene practices, students learn the significance of personal care and health maintenance. Moreover, the restroom can foster social skills and empathy as students navigate shared spaces, practice courteous behavior, and respect privacy boundaries. Additionally, it provides opportunities for self-regulation and emotional management.By promoting responsibility, social etiquette, and well-being, the student restroom becomes an unexpected yet vital component in the holistic education of students, nurturing their personal growth and contributing to a positive school culture.

PROGRAM DESCRIPTOR + TARGET GRADES

Student Restroom
9th-12th Grade

Water Closet | ADA Aceessible Water Closet | Lavatory | DF

FINISHES

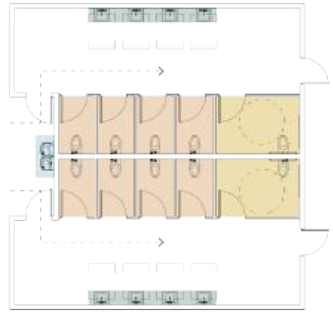
- Sealed concrete (with 6" curb & sloped to drain) or tile floors
- Ceramic tile on walls, floor to ceiling
- Ventilation system
- Individual or trough sinks, soap and towel dispensers
- Provide air quality monitors for toilet stalls/rooms

RESTROOM DESIGN APPROACHES

APPROACH 1

MULTIPLE ACCOMODATION COMPARTMENT RESTROOMS ACCESSED FROM OUTDOORS

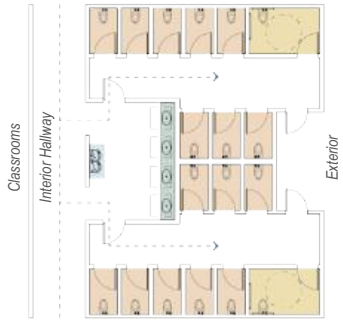
This restroom approach, accessed from outdoor spaces such as a covered walkway or play field, includes several individual stalls with locking doors. The facility is equipped with a row of sinks positioned outside the stalls, allowing users to wash their hands. A drinking fountain is also integrated into the design. The restroom includes ADA-compliant stalls, featuring wider spaces, grab bars, and accessible fixtures. The layout is thoughtfully organized to ensure smooth traffic flow and accessibility for all users, maintaining high standards of hygiene and convenience.



APPROACH 2

MULTIPLE ACCOMODATION COMPARTMENT RESTROOMS ACCESSED FROM INTERIOR HALLWAYS

This restroom approach includes several individual stalls with locking doors, and restrooms are accessed from an interior hallway within a building. The restroom is equipped with a row of sinks facing the hallway, allowing users to wash their hands without the need to enter the water closet room. The layout is thoughtfully organized to ensure smooth traffic flow and accessibility for all users, maintaining high standards of hygiene and convenience. For student safety and well-being, a second means of egress from the restroom is recommended.
This approach is preferred for all new construction projects at LEUSD.




CHOIR

SECTION 5

SPECIALTY SPACES EDUCATIONAL SPECIFICATIONS

ADMINISTRATIVE OFFICE + SINGLE POINT OF ENTRY

DESCRIPTION

The administration suite for the school serves as the nerve center, embodying efficiency, professionalism, and accessibility. Strategically located at the entrance, the suite welcomes visitors and stakeholders with a warm and inviting atmosphere while ensuring security and compliance with administrative protocols. Equipped with state-of-the-art communication technology and administrative tools, the suite facilitates seamless coordination of school operations, from managing inquiries and appointments to overseeing student records and administrative tasks. With a focus on service and responsiveness, the staff in the suite act as the first point of contact for the school community, providing assistance, information, and support with courtesy and professionalism.



West Muskingum Elementary School | Zanesville, OH | Architect: Fanning Howey



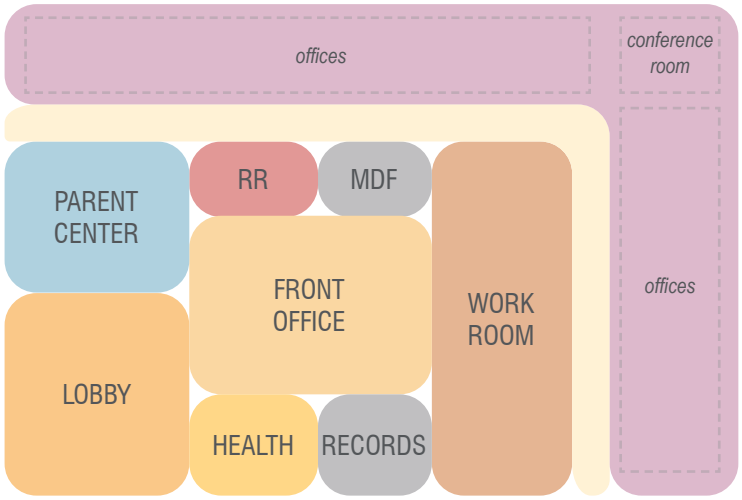
Camanche Elementary School | Camanche, IA | Architect: Bray Architects

LEARNING POTENTIAL

While the front office/administration suite for a school may not typically be viewed as a traditional learning environment, its learning potential is significant. It serves as a practical example of organizational management and communication skills in action. Students can gain valuable insights into administrative procedures, customer service, and professionalism by observing the interactions and operations within the suite. Additionally, exposure to the diverse responsibilities and functions of the front office/administration suite can inspire students to pursue careers in fields such as administration, management, or customer service. Therefore, while not a traditional classroom, the front office/administration suite provides invaluable learning experiences that prepare students for success in both academic and professional settings.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Public Waiting/Lobby	**400 sf**
Front Office	**500 sf**
Staff Workroom and Lounge *Provide access to copiers for faculty Mailboxes and shared supplies storage*	**900 sf**
Principal's Office	**200 sf**
Assistant Principal's Office	**160 sf**
(3-5) Itinerant Offices	**100 sf ea.**
Conference Room	**450 sf**
Records Storage and Supplies	**450 sf**
Health Office	**800 sf**
Restrooms	**320 sf**
MDF/Utilities	**240 sf**
TOTAL	**4,720 sf**



FINISHES

- LVT and/or carpet flooring
- Acoustic ceiling tile and decorative acoustic baffles
- Use of school brand colors to emphasize school spirit
- Writable & tackable wall surfaces
- Tall storage with adjustable shelves and locakable storage for supplies
- Records storage
- Operable windows with roller shades and bifold partitions

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets throughout the office and adjacent rooms
- Wireless connectivity throughout
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind Wgr PBL Sgr P2P

SAFETY, SECURITY + WELLBEING

- Two-way communication system to classrooms and other spaces within the school
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual and/or physical connections to the outdoors
- Provide areas to display student work, trophies and other school spirit items
- Waiting area for parents/guardians and a "kid zone" for younger siblings
- Integrate school branding/identity to create a lively environment

TEACHER + STAFF COLLABORATION AREA

DESCRIPTION

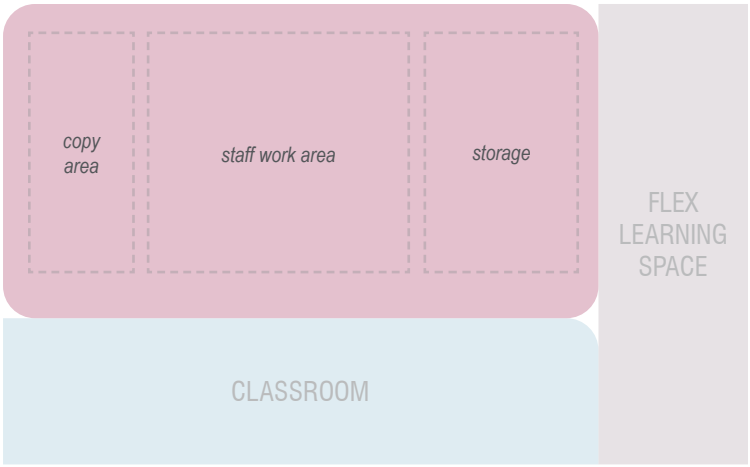
The teacher collaboration room is a versatile and inviting space tailored to foster meaningful dialogue and resource sharing among educators. Equipped with flexible seating arrangements, interactive whiteboards, and multimedia capabilities, the room facilitates seamless collaboration and brainstorming sessions. Ample natural light, comfortable furnishings, and soundproofing should ensure a conducive environment for productive discussions and creative problem-solving. Furthermore, the inclusion of storage solutions and display areas for shared resources and teaching materials encourages ongoing collaboration and professional development initiatives, ultimately enriching teaching practices and fostering a culture of continuous improvement within the educational community.



Waukesha South High School -Waukesha, WI| Architect: Bray Architects.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Teacher & Staff Collab Area *Shared between 4 classrooms*	**300 sf**
TOTAL	**300 sf**





Separate areas for individual work, small group discussions, and larger team meetings — A

Warm, inviting colors and textures to create a comfortable and motivating environment — B

Writable surfaces, such as whiteboard walls and glass boards, for idea sharing and visual planning — C

Sound-absorbing materials, such as acoustic panels, carpets, and ceiling tiles, to reduce noise levels and enhance focus — D

Efficient HVAC systems to maintain a comfortable temperature and air quality — E

Visual connection to Flex Learning Spaces/ Classrooms for supervision — F

Garden City Elementary School | Cranston, RI | Architect: Fielding International

HEALTH OFFICE

DESCRIPTION

The Health Office is a vital space designed to ensure the well-being of students. It includes a private examination room equipped with a medical bed or cot, first aid supplies, and essential medical equipment. A waiting area with comfortable seating provides a calm environment for students. The office features secure storage for medications and medical records, ensuring confidentiality and safety. The lockable storage for medication should be accessible by the nurse as well as itinerant RNs administering daily medication. Handwashing stations and sanitary facilities promote hygiene. The nurse's workspace includes a desk, computer, and communication tools for coordinating with parents and healthcare providers. This office supports efficient care, timely response to health issues, and promotes a safe, healthy school environment.



Glenbrook South High School - Glenview, IL | Architect: Arcon



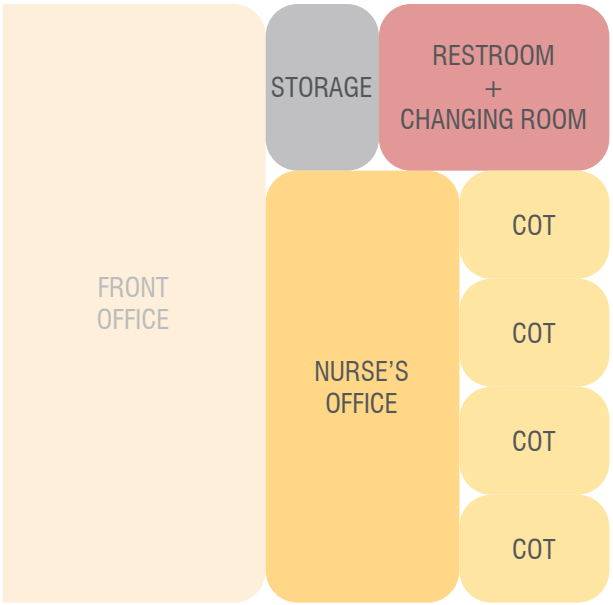
Glenbrook South High School - Glenview, IL | Architect: Arcon

LEARNING POTENTIAL

The Health Office significantly enhances learning potential by maintaining student health and readiness for classroom activities. By providing prompt care for illnesses and injuries, it minimizes disruptions to learning and reduces absenteeism. Health education and preventative care initiatives, such as hygiene education and vaccination programs, contribute to a healthier student body. The office also supports students with chronic conditions, ensuring they receive necessary care to participate fully in school activities. Emotional support and stress management provided by the nurse help address mental health issues, creating a stable and supportive learning environment. Overall, the Health Office plays a crucial role in fostering a safe, healthy, and conducive learning atmosphere.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Nurse's Office *Nurse's Desk* *Window/Visbility from front office* *Direct access to lobby & campus for students*	**700 sf**
Cots *4 Individual Cots*	**40 sf ea.**
Restroom/Changing Room	**100 sf**
Storage	**60 sf**
TOTAL	**720 sf**



FINISHES

- Resilient flooring
- Acoustic ceiling tile
- Seamless rubber base for easy cleaning and sanitizing
- Upper and lower cabinets, storage for medications and health supplies
- ADA compliant sink with soap and paper towel dispensers
- Glazing to ensure visibility of health office from administration area

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Indirect & direct lighting
- Specialized Equipment Includes: Ice machine and refrigerator

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind Wgr PBL Sgr P2P

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Physical connections to the outdoors
- Use soothing colors and materials to create a calming environment for students
- Provide educational murals/features for health education
- Dedicated waiting area helps students relax and regulate prior to health office visits

STUDENT SUPPORT OFFICES

DESCRIPTION

The Student Support Office serves as a dedicated space for services such as Speech-Language Pathology (SLP), counseling, Individualized Education Programs (IEP), and behavioral health. It features soundproof rooms to ensure privacy and confidentiality during sessions. The office includes comfortable seating, adjustable lighting, and calming decor to create a welcoming atmosphere. There are separate areas for individual and group sessions, equipped with necessary technology for virtual meetings and resources for therapeutic activities. Storage for confidential files and educational materials is secure and organized. The design promotes a supportive environment where students receive personalized care to enhance their academic and emotional well-being.



Medinah Primary School | Medinah, IL | Architect: Legat Architects



Flintridge Preparatory School | La Cañada Flintridge, CA

LEARNING POTENTIAL

The Student Support Office holds significant learning potential by providing tailored services that address individual student needs. It facilitates speech and language development through targeted therapy, enhancing communication skills critical for academic success. Counseling sessions help students navigate emotional challenges, fostering resilience and improving focus in the classroom. IEP meetings ensure personalized educational plans, accommodating diverse learning styles and promoting inclusive education. Behavioral health support addresses behavioral issues, creating a stable foundation for effective learning. The office's resources and specialized staff enable holistic development, ensuring students receive comprehensive support that enhances their overall learning experience and personal growth, ultimately contributing to a positive school environment.



Adjustable furniture arrangements to accommodate various activities, from individual therapy to small group sessions — A

Secure, organized storage for confidential files, therapy materials, and educational resources — B

Technology integration with computers, tablets, and adaptive software for therapy and counseling sessions — C

Acoustically rated storefront to provide natural light and a visual connection to the outside environment — D

Les Paul Middle School | Waukesha, WI | Architect: Bray Architects

OCCUPATIONAL THERAPY (OT) CLINIC

DESCRIPTION

The Occupational Therapy Clinic provides a specialized environment for enhancing students' functional abilities. It includes therapy rooms equipped with sensory integration tools, fine motor skill activities, and adaptive equipment. The space features adjustable furniture, therapeutic swings, and tactile panels to support various therapeutic exercises. A calm-down area with soft furnishings and dimmable lighting offers a place for students to self-regulate. Secure storage for therapy materials and confidential records is essential. The clinic's design supports individualized therapy plans, addressing sensory processing issues, motor skills development, and daily living skills. This tailored support helps students improve their participation and performance in academic and daily activities.



Conceptual Image for an OT Clinic



Early Education Center | Alhambra, CA | Architect: A4E

LEARNING POTENTIAL

An Occupational Therapy Clinic in a school enhances learning potential by addressing students' specific functional needs. It helps improve fine motor skills, enabling better handwriting, use of classroom tools, and participation in art and science activities. Sensory integration therapy aids students with sensory processing disorders, improving focus and reducing classroom disruptions. By teaching adaptive strategies and daily living skills, the clinic helps students become more independent and confident. The therapy provided supports better posture, coordination, and stamina, which are essential for sustained academic tasks. Overall, the clinic fosters an inclusive learning environment where students with diverse needs can thrive academically and socially, ensuring they reach their full potential.



Visual and/or physical connection to Occupational Therapist Office A

Provide dedicated areas for swings, balance beams, and climbing walls B

Non-slip, resilient flooring prevents injuries and provides comfort, while also allowing for easy cleaning C

Designated areas for fine motor skill activities with appropriate furniture and tools D

Pediatric Occupational Therapy Clinic at Monmouth University | West Long Branch, NJ

APPLIED LEARNING CENTER

DESCRIPTION

The Applied Learning Center is a dynamic space designed to inspire creativity, innovation, and hands-on learning experiences. It features versatile workstations equipped with a variety of tools, materials, and resources to support project-based learning. Students engage in collaborative problem-solving activities, experimenting with STEM concepts, arts, and design. The space includes dedicated areas for robotics, coding, woodworking, and arts and crafts, encouraging exploration and experimentation. Flexible furniture allows for easy reconfiguration to accommodate different projects and group sizes. The center fosters critical thinking, communication, and collaboration skills essential for future success. With a focus on inquiry and discovery, it empowers students to become lifelong learners and innovators.



STEM Academy at Enis Elementary School | Decatur, TX | Architect: Corgan



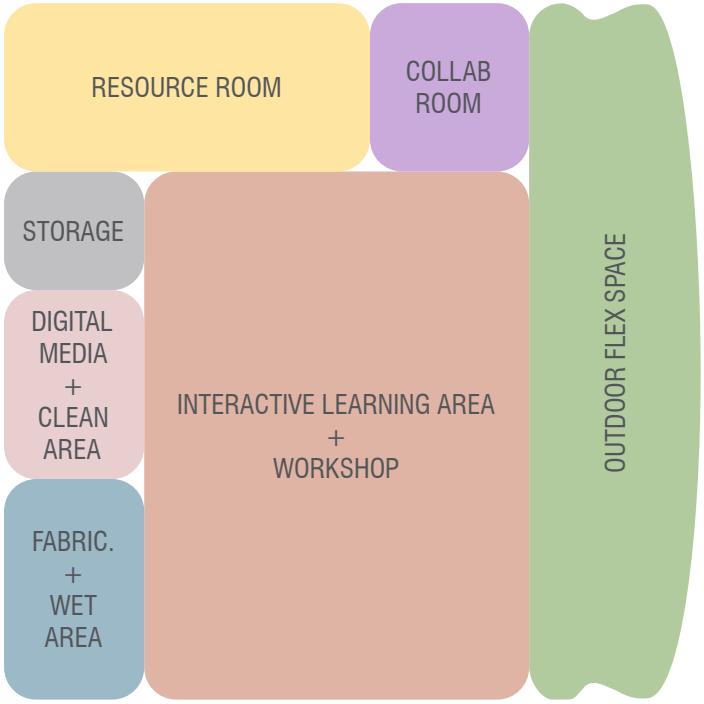
Cardinal Elementary School | Arlington, VA | Architect: VMDO Architects

LEARNING POTENTIAL

The Applied Learning Center ignites learning potential through hands-on exploration and discovery. Here, students engage in experiential learning, where creativity meets problem-solving. Through tinkering with STEM concepts, arts, and crafts, they develop critical thinking and innovation skills. Collaborative projects in robotics, coding, woodworking, and art foster teamwork and communication. The flexible environment encourages experimentation, adapting to diverse interests and learning styles. Students take ownership of their learning, building confidence as they explore and create. The center nurtures curiosity and resilience, instilling a growth mindset essential for future success.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Interactive Learning Worshop	**1,200 sf**
Collab Room *Similar to Small Group Room* *See pages 42, 64, 100 for more information*	**200 sf**
Resource Room	**300 sf**
Storage Room	**80 sf**
3D Digital Media/Clean Area	**200 sf**
Fabrication/Wet Area	**220 sf**
TOTAL	**2,200 sf**
Outdoor Flex Space *Direct access to outdoors/private patio for outdoor instruction with visibility from the Applied Learning Center*	**500-800 sf**



FINISHES

- Sealed concrete/LVT flooring
- Exposed ceiling and ductwork, painted. Spray-on acoustic insulation if required
- Writable & tackable wall surfaces
- Full height casework for storage for equipment and supplies
- Countertops with sinks and top & base cabinets
- Display cabinets for projects
- Portable storage for equipment & supplies
- Operable bifold doors

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen/presentation area
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind | Wgr | PBL | Sgr | P2P

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual and physical connections to the outdoors
- Use of agile furniture to maximize student agency
- Adjacency to spaces for AV production and digital project development
- Whole-group gathering areas for lectures from guests/industry experts

A *Casework with upper and lower lockable storage, sinks and resilient countertops*

B *Mobile furniture allows spaces to be reconfigured for different learning modalities*

C *Learning walls help promote student agency in learning and allow students to show their thinking to peers and their teachers*

D *Access to projection technology for whole group instruction and student-led presentations*

E *Exposed Ceiling*

F *Provide distinct areas for different activities, such as fabrication, digital work, brainstorming and tinkering*



Bill Libbon Elementary School | Santa Maria, CA | Architect: DLR Group



Indoor/outdoor furniture can facilitate connections to the outdoor instructional space G

Sinks provide access to water for outdoor experiments and activities, as well as wet/ messy play H

Washington Elementary School | Sacramento, CA | Architect: HMC Architects

A *Organized bin-based storage for materials, components, and supplies*

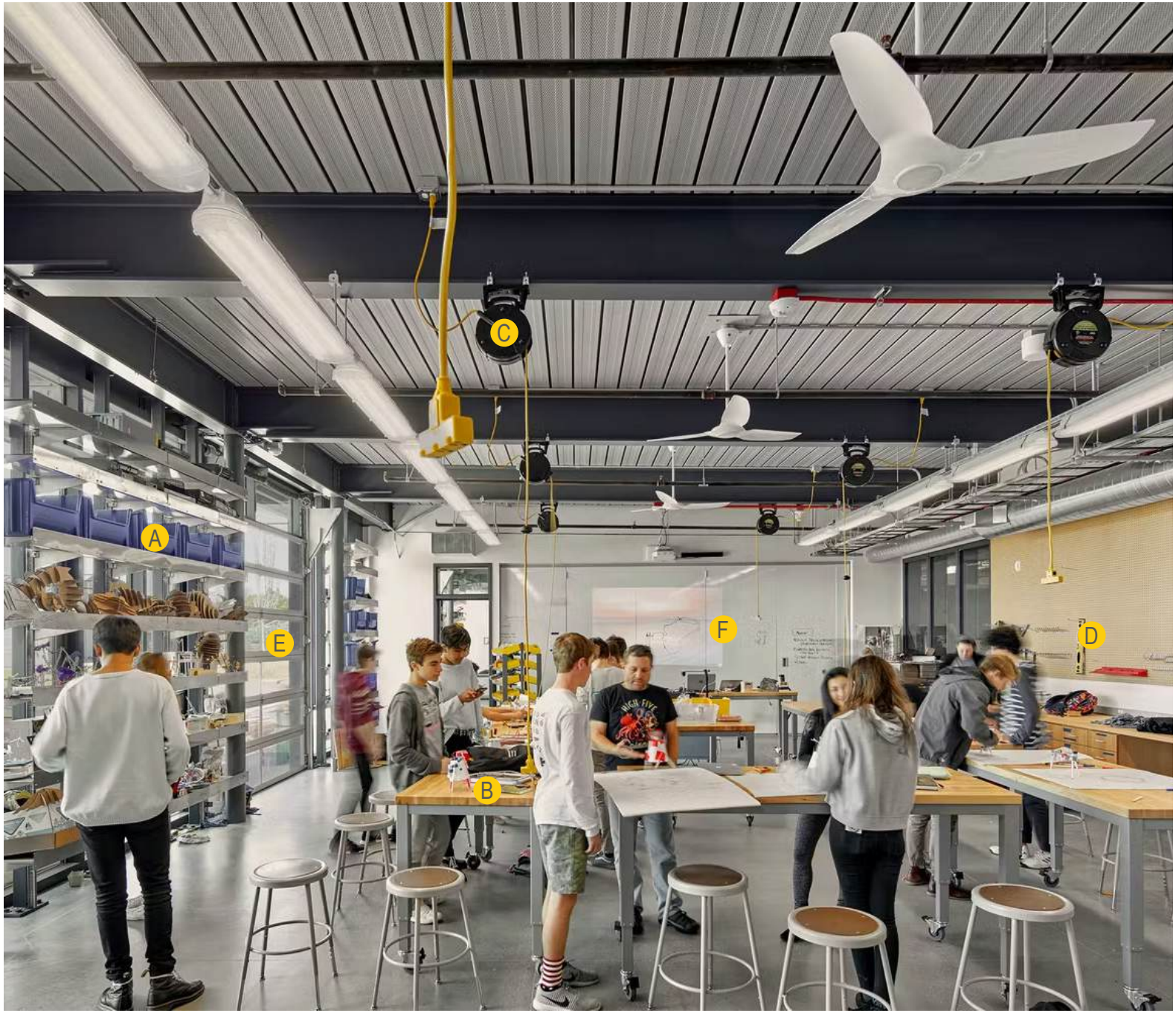
B *Mobile furniture allows spaces to be reconfigured for different learning modalities*

C *Electric cord reels allow easy access to power, ensuring flexibility of the space and student safety while working*

D *Wall-mounted pegboards, tool chests, and cabinets for organizing tools and supplies*

E *Large windows to bring in daylight, reducing eye strain and enhancing the workspace ambiance*

F *Whiteboards, pinboards, and projection screens for sharing ideas and showcasing work*



Sonoma Academy | Santa Rosa, CA | Architect: WRNS Studio



Computers, tablets, and digital screens for coding, design, and digital fabrication G

Lockable upper/lower cabinets for teacher supply storage and storage of dangerous equipment H

Benchmark School | Media, PA | Architect: SHoP Architects

A *Organized bin-based storage for materials, components, and supplies*

B *Mobile furniture allows spaces to be reconfigured for different learning modalities*

C *Electric cord reels allow easy access to power, ensuring flexibility of the space and student safety while working*

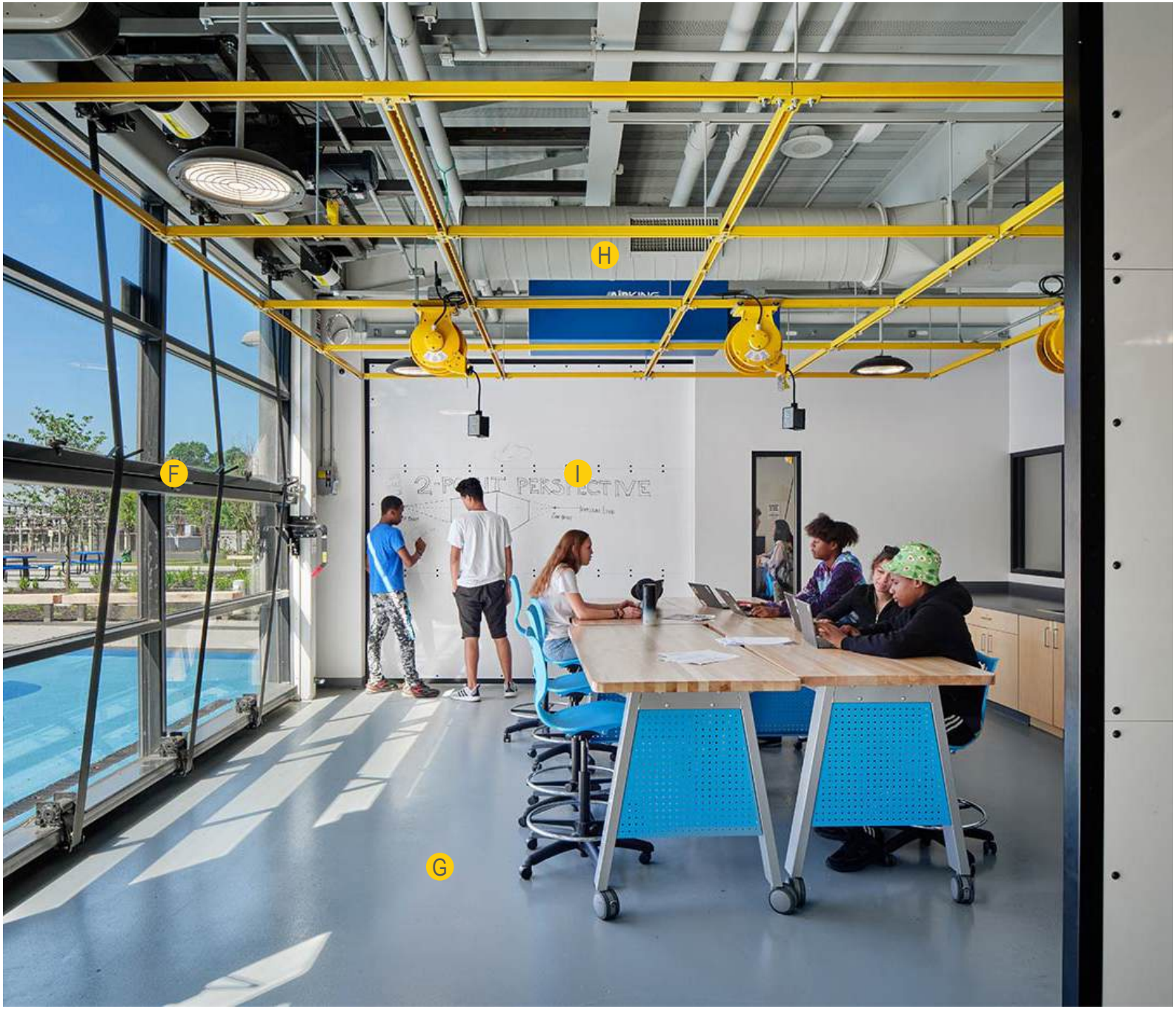
D *Wall-mounted pegboards, tool chests, and cabinets for organizing tools and supplies*

E *Task lighting allows students to work on focused tasks while reducing eye strain*

F *Whiteboards, pinboards, and projection screens for sharing ideas and showcasing work*



North Stafford Library Renovation | Arlington, VA | Architect: Stantec



Garage doors or bifold operable partitions allow easier connections to outdoor spaces or shared instructional areas F

Durable, easy-to-clean surfaces for tables, desks, and floors G

Proper heating, cooling, and ventilation to maintain a comfortable environment H

Learning walls allow students to share their thinking and make learning visible I

Mast II Community Charter School | Philadelphia, PA | Architect: Ewing Cole

ART STUDIO

DESCRIPTION

The art studio is a versatile and inspiring space designed to foster creativity, experimentation, and artistic expression. Equipped with a variety of art supplies, tools, and materials, the studio accommodates a wide range of artistic practices, from painting and drawing to sculpture and mixed media. Its ample natural light, adjustable lighting fixtures, and well-ventilated environment create an ideal setting for artistic exploration and creation. With flexible workstations and storage solutions, the studio encourages students to engage in both individual projects and collaborative endeavors, promoting peer interaction and constructive feedback. Additionally, the studio serves as a hub for artistic inspiration and innovation, offering access to reference materials, exhibitions, and visiting artists.



San Antonio Academy | San Antonio, TX | Architect: LPA



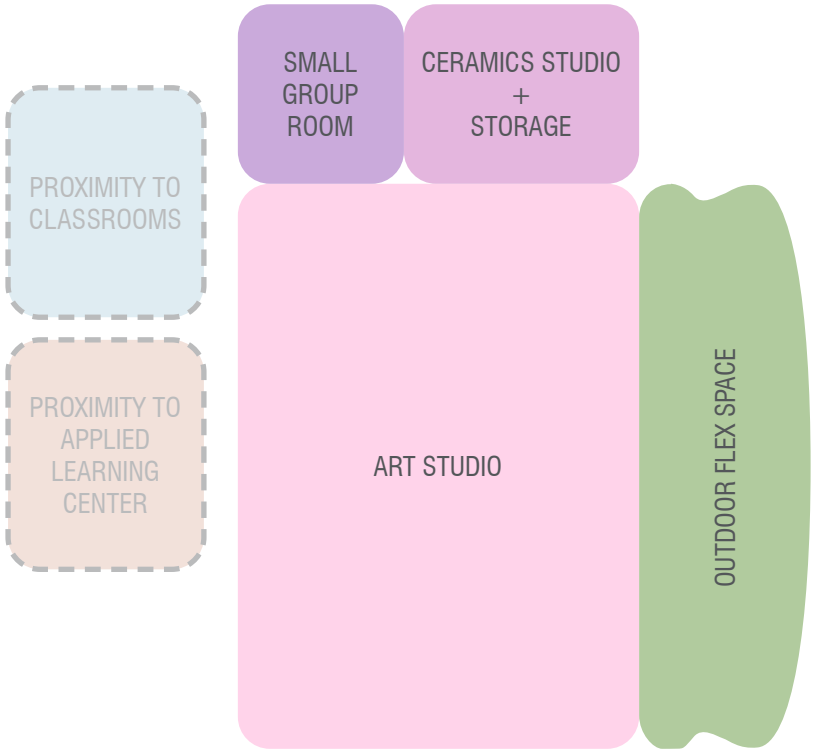
Cincinnati School for Creative and Performing Arts | Cincinnati, OH | Architect: Fanning Howey

LEARNING POTENTIAL

The art studio embodies an environment of boundless learning potential where creativity flourishes and artistic skills are honed. Within its walls, students are encouraged to explore, experiment, and express themselves through various mediums and techniques. Through hands-on practice and guided instruction, they develop not only technical proficiency but also critical thinking, problem-solving, and self-reflection skills essential for artistic growth. The studio fosters a sense of community and collaboration, where students engage in constructive dialogue, peer critiques, and shared inspiration, enriching their understanding and appreciation of art. Moreover, exposure to diverse artistic perspectives, historical contexts, and contemporary trends expands their creative horizons and cultivates a deeper understanding of the human experience.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Art Studio	**1,000 sf**
Small Group Room *See pages 42, 64, 100 for more information*	**200 sf**
Ceramics Studio & Storage	**300 sf**
TOTAL	**1,500 sf**
Outdoor Flex Space *Direct access to outdoors/private patio for outdoor instruction*	**500 sf**



FINISHES

- Sealed concrete/LVT flooring
- Exposed ceiling and ductwork, painted. Spray-on acoustic insulation if required
- Writable & tackable wall surfaces
- Full height casework for storage for equipment and supplies
- Countertops with sinks and top & base cabinets, clay traps for sinks
- Display cabinets for projects
- Operable bifold doors

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind **Wgr** PBL Sgr P2P

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual and/or physical connections to the outdoors
- Use of agile furniture to maximize student agency
- Provide areas for students to curate displays and showcases of work
- Provide adjacent storage space for projects in progress
- If possible, provide adjacency to ceramics kiln

MUSIC + BAND CLASSROOM

DESCRIPTION

The music classroom/band room is a dedicated space designed to inspire creativity, foster skill development, and cultivate a lifelong appreciation for music. Equipped with a range of instruments and audio equipment, the room facilitates immersive learning experiences for students of all ages and skill levels. Its acoustically treated environment ensures optimal sound quality, allowing for focused practice sessions, ensemble rehearsals, and individualized instruction. With flexible configurations to accommodate group collaborations or solitary practice, the space encourages exploration and mastery of various musical styles and techniques. Moreover, the integration of technology enables students to engage with digital tools for composition, recording, and music production.



Calumet Middle School | Calumet Park, IL | Architect: STR Partners



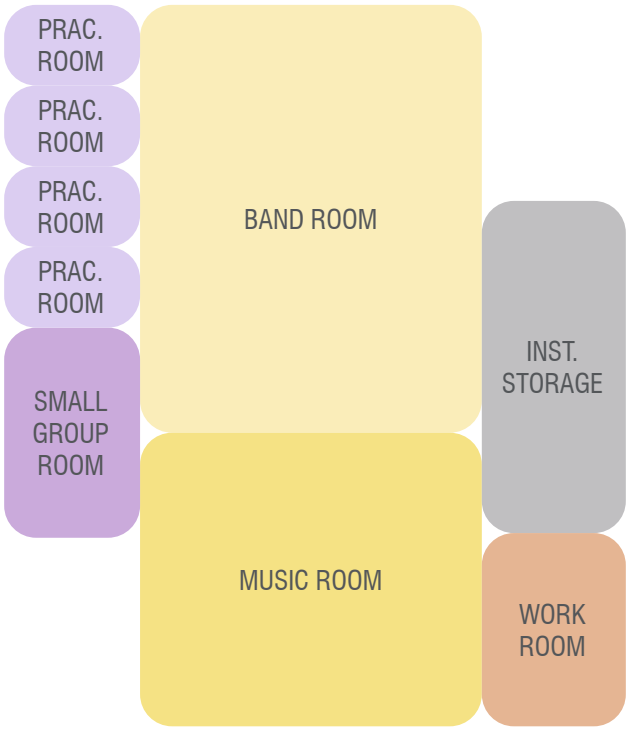
Arlington High School | Arlington, MA | Architect: HMFH

LEARNING POTENTIAL

The music classroom/band room is a dynamic learning environment with boundless potential for musical growth and development. Here, students immerse themselves in the rich world of music, honing their skills through dedicated practice, ensemble rehearsals, and collaborative projects. This space fosters creativity, discipline, and self-expression as students explore diverse musical genres, techniques, and traditions. With access to a variety of instruments, audio equipment, and technology, students engage in hands-on learning experiences that deepen their understanding of music theory, composition, and performance. Furthermore, the supportive and inclusive atmosphere of the music classroom encourages peer learning, mentorship, and artistic exploration, nurturing a lifelong passion for music and fostering a sense of community among students.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

Band Room	**1,400 sf**
Music Room	**960 sf**
Small Group Room *See pages 42, 64, 100 for more information*	**200 sf**
Practice Rooms	**80 sf ea.**
Instrument Storage	**200 sf**
Workroom	**250 sf**
TOTAL	**3,330 sf**



FINISHES

- LVT and/or carpet flooring
- Acoustic ceiling tile
- Specialty acoustic panels to maximize space acoustics
- Writable & tackable wall surfaces
- Lockable instrument storage room or instrument storage cages
- Operable windows with roller shades and bifold partitions

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind | Wgr | PBL | Sgr | P2P

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual and/or connections to the outdoors
- Use of agile furniture to maximize student agency
- Individual practice rooms for student use

A *Open, unobstructed space to accommodate large ensembles and small groups*

B *Use materials to contain sound within the room and prevent external noise interference*

C *Elevated platform or risers for performances and rehearsals*

D *Audio-visual equipment, including speakers, microphones, and recording devices for enhancing learning and performance*

E *Durable, non-slip, easy-to-clean flooring such as rubber or vinyl for high traffic and varied activities*



Rubidoux High School Elliot N. Duchon Concert Hall | Riveriside, CA | Architect: A4E



Separate areas or rooms for individual or small group practice, equipped with soundproofing and proper acoustics — F

Instructional zone with a teacher's podium, desk, and space for visual aids and technology — G

Ergonomic, stackable chairs designed for proper posture during instrument play — H

Adjustable, glare-free lighting to accommodate different activities like reading music, practice, and lessons — I

Audio-visual equipment, including speakers, microphones, and recording devices for enhancing learning and performance — J

Brookwood Middle School | Glenwood, IL | Architect: STR Partners

PERFORMING ARTS CENTER

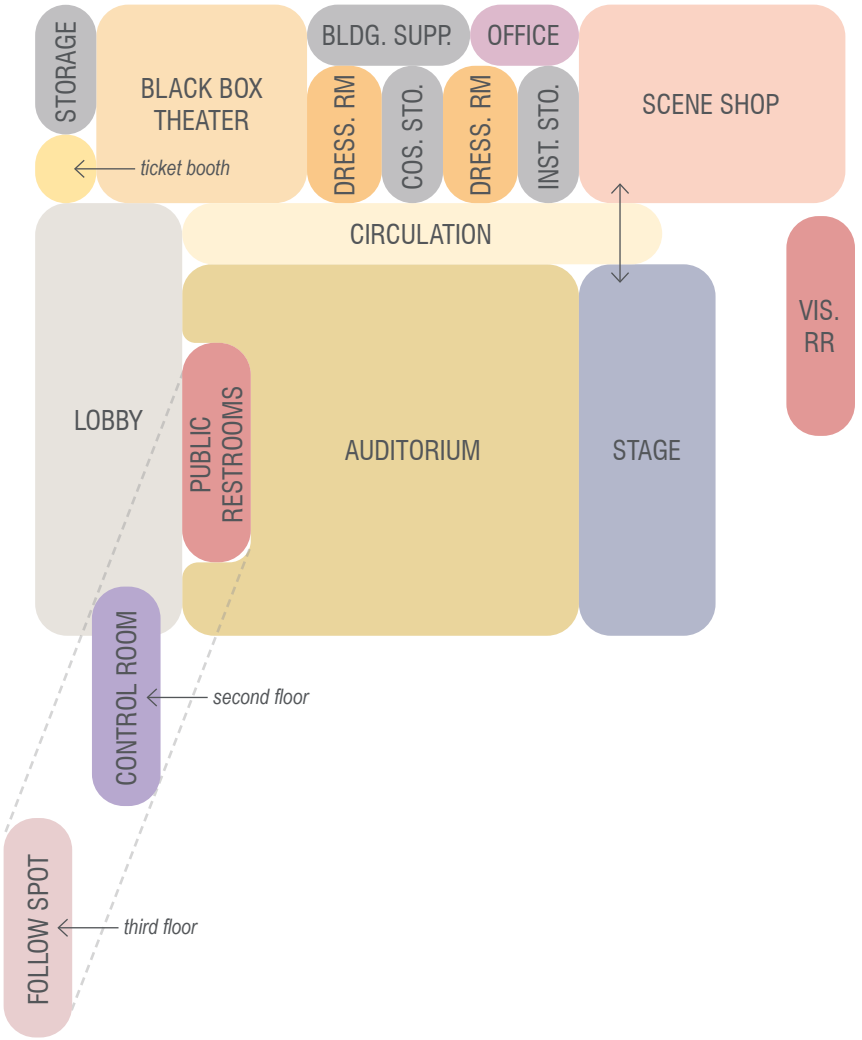
DESCRIPTION

The performing arts center is a versatile, state-of-the-art facility designed to cultivate creativity, expression, and artistic excellence across disciplines. Equipped with top-tier sound systems, lighting rigs, and acoustically engineered spaces, the center provides an immersive environment for rehearsals, performances, and artistic collaborations. With adaptable performance spaces, including theaters, dance studios, and music halls, the facility accommodates a wide range of productions and events, from intimate recitals to large-scale performances. Additionally, the center serves as a hub for educational programming, offering workshops, masterclasses, and residencies led by artists and educators, fostering mentorship and skill development among students and community members alike.

LEARNING POTENTIAL

The performing arts center serves as a dynamic educational platform with great potential for personal and artistic growth. Through immersive experiences in theater, dance, music, and beyond, students explore their creativity, hone their craft, and develop essential skills such as collaboration, communication, and self-expression. The center provides a space for experimentation and innovation, where students can push boundaries, take risks, and refine their artistic voice under the guidance of experienced mentors and instructors. Furthermore, exposure to diverse performances and cultural perspectives fosters empathy, cultural awareness, and a deeper understanding of the human experience. By fostering a nurturing and inclusive environment, the performing arts center empowers individuals to realize their full potential as artists, scholars, and citizens of the world, enriching communities through the transformative power of the arts.

INSTRUCTIONAL DIAGRAM



RECOMMENDED AREAS

Auditorium *Approximately 500 seats*	**7,000 sf**
Stage *Includes rigging*	**3,500 sf**
Blackbox Theater *Added Value: Green Room/Practice Room/Flex CR* *Sprung stage flooring same as Stage* *Retractable bleachers* *Pipe grid, lighting, curains around (4) sides of perimeter*	**1,800 sf**
Black Box Storage	**450 sf**
(2) Dressing Rooms *Restrooms, showers, and changing area* *Direct access to Costume Storage*	**400 sf ea.**
Costume Storage	**300 sf**
Building Support/Utilities	**400 sf/as req**
Instrument Storage	**250 sf**
Scene Shop *Direct line of access to Stage through large roll-up door*	**2,000 sf**
Scene Shop Office	**120 sf**
Lobby *Double height with access to 2nd floor seating*	**2,500 sf**
Public Restrooms	**350 sf ea./as req**
Ticket Booth	**250 sf**
Circulation *assume +/- 15% overall area*	**3,000 sf**
TOTAL	**~23,000 sf**

FINISHES

- LVT and/or carpet flooring
- Acoustic ceiling tile or exposed ceiling with acoustic spray insulation
- Specialty acoustic panels and suspended elements
- Retractable seating or fixed auditorium style seating
- ADA compliant seating areas
- Operable windows with roller shades and bifold partitions
- Blackout curtains or blinds

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind | **Wgr** | **PBL** | Sgr | P2P

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

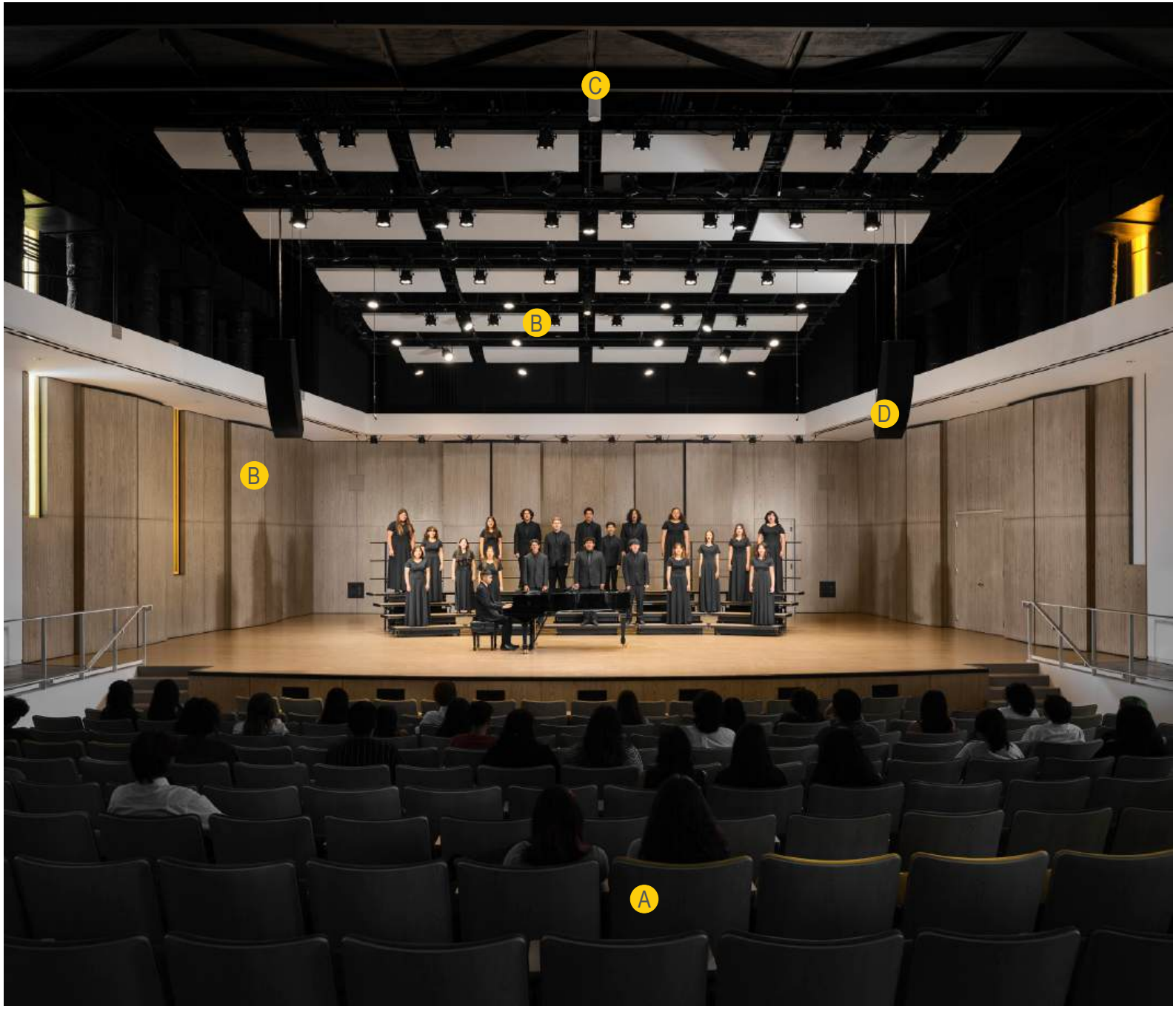
- Visual and/or physical connections to the outdoors
- Integration of school colors/branding to promote school spirit and identity
- Dedicated community access for events
- Trophy/award display cases in lobby
- Possible connection to concessions area/student store

A *Tiered seating for optimal sightlines and acoustics, including accessible seating options*

B *Panels, curtains, and diffusers on walls and ceilings to enhance sound quality*

C *Adjustable and programmable stage lighting systems for varied performance needs*

D *High-quality sound systems, projection screens, and control rooms for managing performances*



Rubidoux High School Elliot N. Duchon Concert Hall | Riveriside, CA | Architect: A4E



Provide opportunities for outdoor connections, such as a two-sided stage E

For performing arts areas with outdoor connections, provide AV equipment outdoors as well as indoors F

Discovery STEM Academy | Newport News, VA | Architect: Grimm+Parker

DANCE + FITNESS STUDIO

DESCRIPTION

A Dance+Fitness studio (approx. 2,000 sf) is a versatile space designed to inspire movement, creativity, and wellness. Equipped with professional-grade flooring, mirrors, sound systems, and adjustable lighting, the studio offers an immersive environment conducive to both dance and fitness activities. With ample space for group classes or individual practice sessions, the studio accommodates a variety of styles and skill levels, fostering inclusivity and personal growth. Additionally, the incorporation of technology-enabled instructional tools and access to expert instructors enhances the learning experience, providing tailored feedback and guidance to students. The studio empowers individuals to explore their passion for movement, cultivate physical fitness, and embrace a holistic approach to well-being.



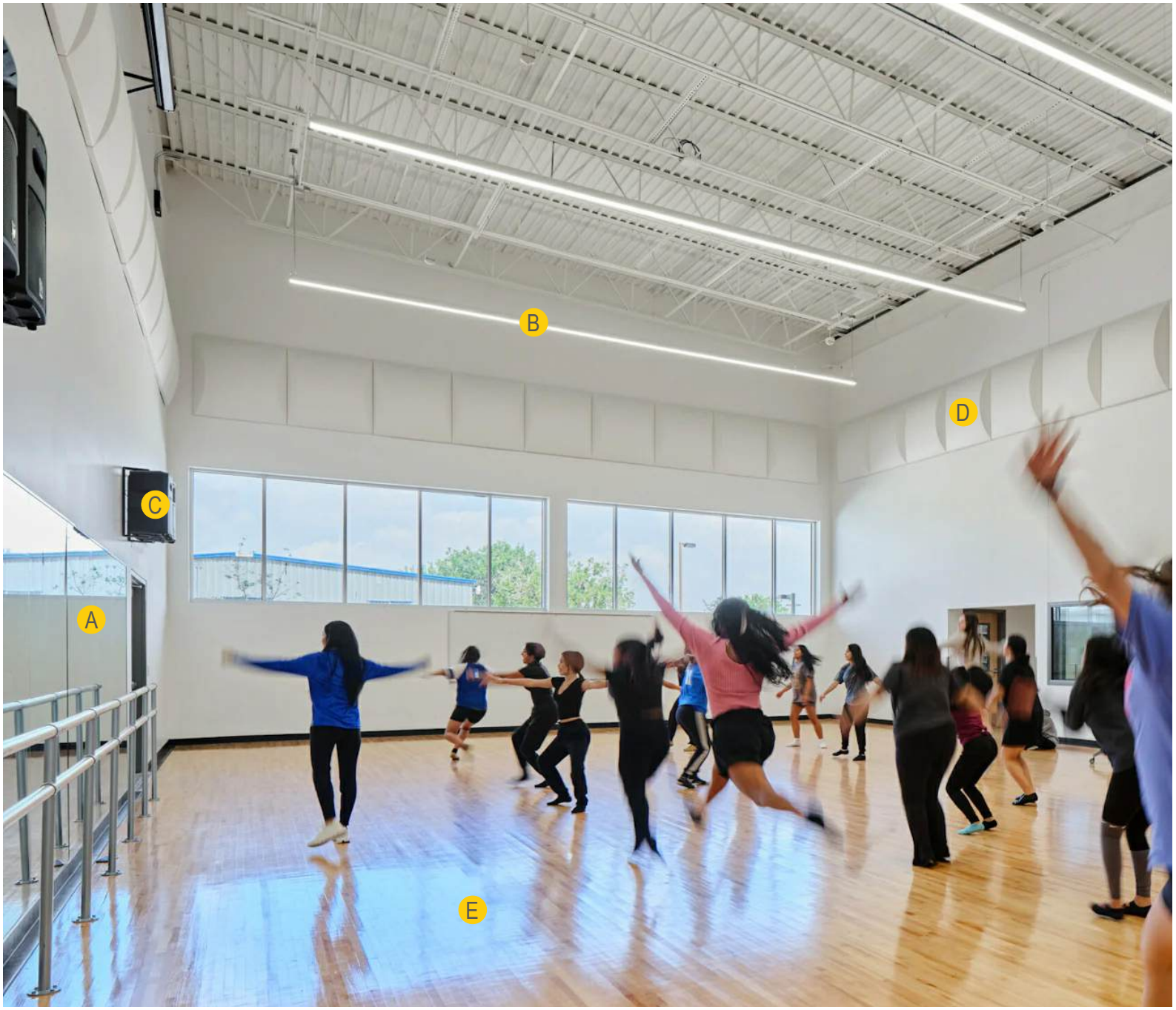
Winthrop Middle/High School | Winthrop, MA | Architect: HMFH Architects



Tumwater Middle School | Portland, OR | Architect: Mahlum

LEARNING POTENTIAL

The Dance+Fitness studio embodies a dynamic learning environment with vast potential for personal growth and skill development. Through diverse dance styles and fitness activities, students not only improve physical health but also cultivate creativity, coordination, and self-expression. The studio fosters a supportive community where individuals of all backgrounds and abilities can learn from each other, fostering collaboration and empathy. Beyond physical benefits, the studio promotes mental well-being by offering a space for stress relief, self-reflection, and positive social interaction. Ultimately, the Dance/Fitness studio serves as a catalyst for holistic learning, empowering individuals to achieve their full potential both physically and mentally.



Full-length mirrors facilitate self-observation, form correction, and technique improvement — A

Includes dimmable lights and options for different lighting scenes to suit various activities and moods — B

Integrated speakers and sound controls for playing music or instructions clearly throughout the space — C

Walls and ceilings treated to minimize sound leakage and enhance acoustics within the studio — D

Wood sprung flooring provides shock absorption and reduces the risk of injuries — E

Somerset High School Performing Arts Center | Somerset, TX | Architect: LPA

AV PRODUCTION AREA

DESCRIPTION

The AV production classroom is a dynamic hub designed to cultivate expertise in audiovisual technology and production. Equipped with cutting-edge equipment including cameras, microphones, lighting systems, and editing software, the classroom offers a hands-on environment where students can explore the entire spectrum of media creation. With flexible layouts to accommodate individual workstations or collaborative project setups, the space encourages experimentation, creativity, and problem-solving. Through experiential learning opportunities such as live broadcasts, film projects, and multimedia presentations, students develop critical thinking, communication, and technical proficiency essential for success in the ever-evolving field of audiovisual production.



Valencia College School of Arts & Enteratainment | Orlando, FL | Architect: DLR Group



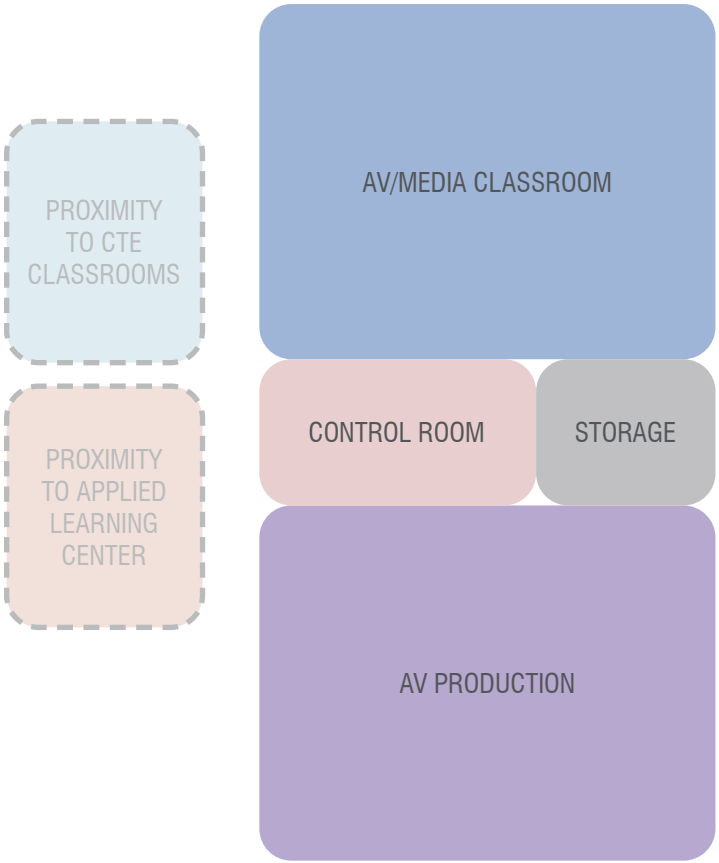
Central Elementary School | Wilmette, IL | Architect: STR Partners

LEARNING POTENTIAL

AV production classrooms can offer vast potential for students to develop essential skills in media creation and communication. Through hands-on experiences with cutting-edge equipment and software, students gain proficiency in various aspects of audiovisual production, including filming, editing, sound design, and post-production techniques. This environment encourages creativity, critical thinking, and problem-solving as students work on projects ranging from short films to multimedia presentations. Moreover, collaborative opportunities within the classroom foster teamwork and communication skills, mirroring real-world industry settings. By integrating industry standards and practices, the AV production classroom equips students with the technical expertise and creative mindset necessary to succeed in diverse careers in media, entertainment, and beyond.

RECOMMENDED AREAS + INSTRUCTIONAL DIAGRAM

AV/Media Classroom	**960 sf**
AV Production *Green screen & pipe grid*	**960 sf**
Control Room	**200 sf**
Storage	**100 sf**
TOTAL	**2,200 sf**



FINISHES

- LVT and/or carpet flooring
- Acoustic ceiling tile
- Writable & tackable wall surfaces
- Lockable storage for AV equipment
- Green screen painted wall or drop-down green screen
- Operable windows with roller shades and bifold partitions
- Blackout blinds or curtains

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind | Wgr | PBL | Sgr | P2P

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Use of agile furniture to maximize student agency

E-SPORTS ROOM

DESCRIPTION

The E-sports Room (approx. 1,400 sf) is a space for competitive gaming and digital literacy development. It includes high-performance gaming computers, ergonomic seating, and high-speed internet to ensure optimal gaming experiences. Large monitors, headsets, and communication devices facilitate team coordination and strategy development. The room features soundproofing to minimize distractions and create an immersive environment. Adjustable lighting and climate control enhance comfort during extended sessions. Secure storage for equipment and personal items is provided. The design supports not only competitive gaming but also STEM education, fostering skills in technology, teamwork, and strategic thinking. The E-sports Room promotes collaboration, and digital competence, preparing students for opportunities in technology and gaming industries.



Conceptual Image for an E-Sports Room | MiEN Furniture



Conceptual Image for an E-Sports Room | FacilitiesNet

LEARNING POTENTIAL

An E-sports Room enhances learning potential by integrating technology and strategic thinking into the educational experience. It develops students' digital literacy and technical skills, essential for modern careers. Through competitive gaming, students practice teamwork, communication, and problem-solving, fostering collaboration and leadership abilities. Strategic gameplay enhances critical thinking and decision-making skills, translating to improved academic performance. Participation in e-sports promotes perseverance and resilience, valuable traits for both personal and academic growth. Additionally, the E-sports Room provides a platform for exploring STEM concepts in a practical, engaging way, encouraging interest in technology fields. Overall, it supports diverse learning styles and prepares students for future technological advancements.



Individual and team gaming setups with high-performance computers or consoles — A

Large monitors or screens for gameplay and spectator viewing — B

Adjustable, non-glare LED lighting to reduce eye strain and create an immersive environment — C

Comfortable spectator seating with clear views of gaming screens — D

Dark, matte finishes on walls and furniture to reduce glare and enhance focus on screens. Thematic decor related to gaming culture, such as wall murals or decals — E

Conceptual Image for an E-Sports Room | MiEN Furniture

CAREER TECHNICAL EDUCATION (CTE)

DESCRIPTION

A CTE classroom is designed to foster hands-on learning and practical skill development in various career and technical fields. Equipped with state-of-the-art tools, equipment, and technology, the classroom provides a dynamic environment where students can engage in real-world simulations, experiments, and projects. With an emphasis on collaboration and problem-solving, the space is configured to accommodate both individual and group activities, promoting peer interaction and teamwork. Furthermore, the classroom integrates industry-relevant curriculum and instructional materials, ensuring alignment with current workforce demands and industry standards. Overall, the CTE classroom serves as a hub preparing students for success in their chosen career pathways and equipping them with the skills and knowledge necessary for the workforce of tomorrow.



San Marcos High School | San Marcos, CA | Architect: LPA



Bristol County Agricultural High School | Dighton, MA | Architect: HMFH Architects

LEARNING POTENTIAL

CTE classrooms offer a rich learning potential by providing students with hands-on experiences that bridge theoretical knowledge with practical application. Through immersive activities and real-world simulations, students can develop industry-specific skills, problem-solving abilities, and critical thinking acumen. This environment fosters creativity, innovation, and resilience as students tackle authentic challenges encountered in their chosen career pathways. Moreover, the integration of industry partnerships, mentorship programs, and experiential learning opportunities enhances the classroom's efficacy in preparing students for successful transitions into the workforce or further education. These spaces serve as a dynamic incubator for fostering lifelong learning habits and empowering students with the expertise and confidence needed to excel in their chosen professions.

CALIFORNIA CTE PATHWAYS



Agriculture and Natural Resources

Arts, Media, & Entertainment

Building & Construction Trades

Business & Finance



Education, Child Development, & Family Services

Energy, Environment, & Utilities

Engineering & Architecture

Fashion & Interior Design



Health Science & Medical Technology

Hospitality, Tourism, & Recreation

Information & Communication Technologies

Manufacturing & Product Design



Marketing, Sales, & Services

Public Services

Transportation

FINISHES

- Coordinate with specialized requirements for CTE pathway spaces needed

TECHNOLOGY + EQUIPMENT

- Telephone, VOIP
- Data & utility outlets on walls, power cord reels attached to ceiling
- Wireless connectivity throughout
- Mobile interactive large-scale screen and voice amplification system
- Device charging stations
- Indirect & direct lighting

For additional information, reference the Lake Elsinore Unified School District Technology Plan.

ACTIVITIES

Ind | Wgr | PBL | Sgr | P2P

SAFETY, SECURITY + WELLBEING

- Two-way communication system to administration office
- Provide automatic door locking system

For additional information, reference the Lake Elsinore Unified School District Layered Security Approach based on 2023 District-wide security audit.

ADDED VALUE

- Visual connections to the outdoors
- Use of agile furniture to maximize student agency
- Dedicated areas for hands-on projects
- Integrated technology stations
- Presentation areas for industry expert visits

A *Multiple, fully-equipped workstations with commercial-grade appliances (ovens, stovetops, refrigerators)*

B *Sanitation stations with sinks, soap dispensers, and hand drying facilities*

C *High-quality ventilation and exhaust systems to manage odors, heat, and smoke*

D *A demonstration area with a clear view for all students, possibly including cameras and monitors for close-up views. Consider adding comfortable seating with durable finishes for lectures and discussions*

E *Resilient, moisture-resistant flooring that can withstand spills and heavy foot traffic*



Boys Republic Max L. Scott Culinary Arts Center - Chino Hills, CA | Architect: A4E



Clear pathways for safe movement and easy access to equipment F

Strong, durable flooring (e.g., sealed concrete) to support heavy machinery and resist damage from dropped tools G

Bright, even overhead lighting combined with task lighting at workstations to ensure good visibility and reduce eye strain H

Accessible storage solutions such as pegboards, tool cabinets, and shelving units for organizing tools and materials. I

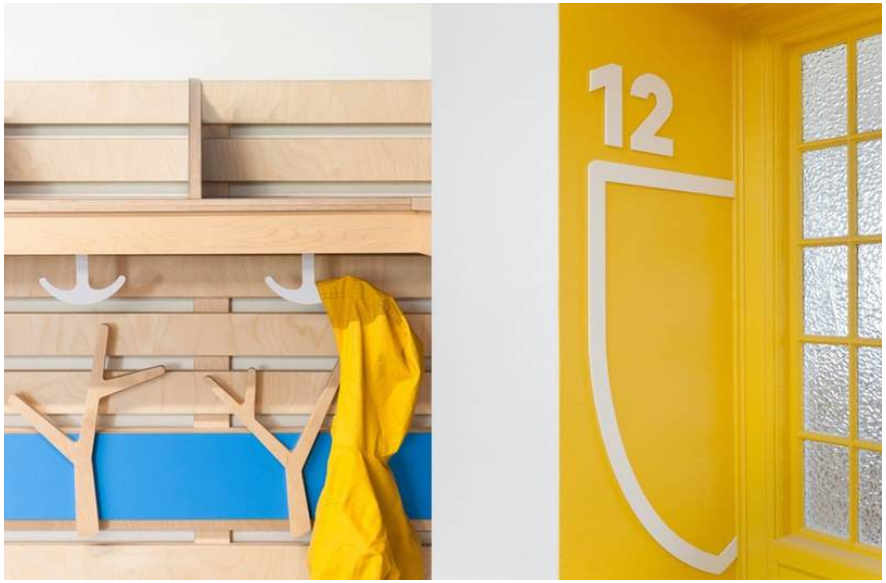
Multiple electrical outlets and power strips positioned for easy access, accommodating the power needs of various tools and equipment. J

Mountainview High School Zoo Crew CTE | El Monte, CA | Architect: A4E

WAYFINDING + CIRCULATION

DESCRIPTION

Wayfinding tools and circulation spaces are integral components of a school environment, designed to optimize navigation and enhance the overall learning experience. Incorporating clear signage, maps, and digital directories, these tools provide students, staff, and visitors with intuitive guidance throughout the campus, promoting efficiency and reducing confusion. An effective use of colors and shapes can help young learners who haven't yet learned reading skills to independently navigate their surroundings. Additionally, circulation spaces such as corridors, hallways, and staircases are strategically designed to facilitate smooth traffic flow while fostering interaction and connectivity among members of the school community.



Sainte Anne Academy | Dorval, Canada | Architect: Taktik Design



Storm Lake Early Elementary School | Storm Lake, IA | Architect: DLR Group

LEARNING POTENTIAL

Wayfinding tools and circulation spaces within a school hold significant learning potential as they serve to enhance navigation skills, spatial awareness, and social interaction. Through exposure to clear signage, maps, and digital directories, students develop critical thinking and problem-solving abilities as they navigate the school environment independently. Additionally, well-designed circulation spaces encourage social interaction and collaboration among students, fostering communication skills, teamwork, and a sense of community. By promoting efficient movement and facilitating spontaneous encounters, these spaces create opportunities for informal learning, peer support, and the exchange of ideas outside of formal instructional settings. Ultimately, an optimized wayfinding system and thoughtfully designed circulation contribute to a positive school experience.

Colors can aid with wayfinding while simultaneously celebrating school pride. A successful wayfinding package will go beyond basic navigation in order to support a larger vision of spatial interaction

A

Wayfinding can reinforce different grade level environments—with an emphasis on each grade's identity and expanding curriculum.

B



Discovery Elementary School - Arlington, VA | Architect: VMDO Architects

appendix

PLANNING PRINCIPLES INDEX OF SPACES

	Supportive Spaces	Joint Areas	Agency + Equity	Crafting Community	Future Ready
ELEMENTARY SCHOOL					
TK/Kindergarten Classroom		X	X		
Elementary School Classroom		X	X		
Small Group Room	X	X			
Multi-Purpose Room, Gymnasium + Dining		X		X	
Special Education Support Room	X		X	X	
Library/Media Center	X	X		X	X
Outdoor Flex Space	X	X	X	X	
Student Restrooms	X		X		
MIDDLE SCHOOL					
Middle School Classroom		X	X		
Small Group Room	X	X			
Flex Learning Space		X		X	X
Science Lab		X			X
Science Lab Prep Room		X			X
Cafeteria			X	X	
Gymnasium		X	X	X	
Special Education Support Room	X		X	X	X
Library/Media Center				X	X
Outdoor Flex Space	X	X	X	X	
Student Restrooms	X		X		



HIGH SCHOOL

High School Classroom		X	X		
Small Group Room	X	X			
Flex Learning Space		X		X	X
Science Lab		X			X
Science Lab Prep Room		X			X
Cafeteria			X	X	
Gymnasium		X	X	X	
Special Education Support Room	X		X	X	X
Library/Media Center				X	X
Outdoor Flex Space	X	X	X	X	
Student Restrooms	X		X		

SPECIALTY SPACES

Administrative Office	X	X		X	
Teacher + Staff Collaboration Area		X	X	X	
Health Office	X	X	X		
Student Support Offices	X	X	X		X
OT Clinic	X	X	X		
Applied Learning Center		X			X
Art Studio			X		X
Music + Band Classroom			X		X
Performing Arts Center			X		X
Dance + Fitness Studio		X	X	X	
AV Production Area		X			X
E-Sports Room		X	X		X
Career Technical Education (CTE)		X	X		X
Wayfinding + Circulation		X			

ACKNOWLEDGEMENTS

Thank you to the students, faculty, and staff who attended the Ed Specs visioning workshops in June 2023 and February 2024.

Your contributions and dedication to this process have been instrumental in crafting a document that reflects LEUSD's aspiration and vision for the future of education.

LVS Lakeland Village School
LS Luiseño School
CLM Canyon Lake Middle School
DBM David A Brown Middle School
EMS Elsinore Middle School
TCM Terra Cotta Middle School
EHS Elsinore High School
LHS Lakeside High School
TCH Temescal Canyon High School
OHS Ortega High School

LEUSD Ed Specs Workshop 1

June 1st, 2023

Aaron Estep, 8th Grade, LVS
Ella Collis, 7th Grade, LS
Mason Bagley, 8th Grade, CLM
Mikayla De La Riva, 8th Grade, CLM
Eden Rettinger, 7th Grade, DBM
Ricky Wolter, 7th Grade, DBM
Max Mitchell, 7th Grade, EMS
Alexis Webber, 7th Grade, EMS
Nathan Ruelas, 6th Grade, TCM
Nathan Hill, 6th Grade, TCM
Josh Battaglia, 11th Grade, EHS
Alina Avila, 11th Grade, EHS
Dillon Slayton, 11th Grade, EHS
Jacey Voss, 11th Grade, LHS
Alexia Navarro, 11th Grade, LHS
Arianna Murray, 11th Grade, LHS
Bree Chang, 11th Grade, TCH
Mila Crawford, 10th Grade, TCH
Heaven Hewitt, 9th Grade, TCH
Kathryn Arias, 11th Grade, OHS

Joshua Nielsen, Teacher, LVS
Vicki Sanchez, Teacher, LS
Shannon Bagley, Teacher, CLM
Ryan Hambright, Teacher, DBM
Yolanda Diaz, Teacher, EMS
Heather Ruelas, Teacher, TCM
Robbin Hamilton, Principal, EHS
Jinnie Kim, Career Tech, LHS
Keith Chan, AP/AD, TCH
Steven Finch, AP, OHS

LEUSD Ed Specs Workshop 2

February 9th, 2024

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Ricky Wolter, 7th Grade, DBM
Max Mitchell, 7th Grade, EMS
Alexis Webber, 7th Grade, EMS
Nathan Ruelas, 6th Grade, TCM
Nathan Hill, 6th Grade, TCM
Josh Battaglia, 11th Grade, EHS
Alina Avila, 11th Grade, EHS
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Jinnie Kim, Career Tech, LHS
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THE RED SEA
THE RED SEA
FAMILY

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