



QUATTROCCHI KWOK
ARCHITECTS



SHANNON ELEMENTARY SCHOOL

West Contra Costa Unified School District

MASTER PLAN & PROGRAM

QKA Project 1336.01

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INTRODUCTION

To date, the West Contra Costa Unified School District Bond Program is nearly one billion dollars strong and has strived to continuously improve the processes, designs and completed projects for schools in the district. In order to ensure that district facilities support the needs of teachers, administrators, students and others of the school community, Quattrocchi Kwok Architects met with representatives of Shannon Elementary School and district staff to review program needs and develop a master plan for a new school at the existing campus. Detailed meeting minutes are included at the end of this document; summaries of the findings are presented below.

These master planning documents are based on the *WCCUSD Master Elementary Educational Specification and Master Plan Space Program* as prepared by WLC Architects. This *Master Plan & Program* prepared by Quattrocchi Kwok Architects summarizes the WCCUSD document and addresses the specific constraints of the Shannon Elementary School site while addressing educational program concerns of the staff.

ACKNOWLEDGEMENTS

The task of developing the Final Master Plan for Shannon Elementary could not have been accomplished without the dedication and contributions of the Principal, staff, teachers, and parents. The Design Team would like to take this opportunity to thank the following people for their contribution of time, leadership and direction necessary to develop the following documents.

WCCUSD

Luis Freese, Chief Engineering Officer, WCCUSD
E. Keith Holtslander, WCCUSD Director of Facilities and Construction
Eduardo Denoso, WCCUSD Bond Regional Facilities Project Manager
Kent Brown, SGI, WCCUSD Deputy Project Manager
Terese Sladowska, SGI, Design Manager

SHANNON STAFF AND PARENTS

Elaine Brady, Principal (retired)	
Therese Clark, 1 st Grade	Mimi Burrow, Parent
Darlene Rohlfing, 2 nd Grade	Norma Martinez-Rubin, Community
Mari Tanaka, 2 nd Grade	Jeff Rubin, Community
Jimmy Boucher, Community	Bev Kavanaugh, Parent

QUATTROCCHI KWOK ARCHITECTS

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Austin Tobin, Intern Architect

PROJECT TEAM

Vince Lattanzio, Carducci and Associates, Landscape Architects

Tom Jones, Brelje and Race, Civil Engineers

PROJECT SUMMARY

This Master Plan is proposed to replace an existing 1950's era campus with a redeveloped site plan and new buildings to support a contemporary educational environment. The new elementary school will house up to 425 students in grades K-6. In addition to standard classrooms there will be a preschool, Special Education K-2 and a Transitional Education Program (TEP) for grades 4-6. The program also provides for several community services, among them a health services center and dedicated parent room. The total square footage is approximately 62,000.

The construction budget is \$30 million.

The District has not scheduled the project for construction.

While several schemes were reviewed for the project, the preferred master plan scheme would build the majority of the campus on existing field areas to the west of the existing buildings. Some portions of the new campus would be completed after the existing buildings have been demolished. The exact phasing of this will be detailed in later planning.

Reviews, Approvals and Regulations

CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

CDE reviews for appropriate design in the site and facility layouts, as well as verifying that the project meets several environmental benchmarks. CDE Preliminary Submittal of 1A Diagrams would occur after board approval of the master planning documents and prior to commencement of Schematic Design.

CALIFORNIA ENVIRONMENTAL QUALITY ACT (CEQA)

A CEQA assessment will be concurrent with the Design Development Phase. It is probable that the project will receive a categorical exemption and no further surveys will be required.

OFFICE OF PUBLIC SCHOOL CONSTRUCTION (OPSC)

OPSC acts as staff to the State Allocation Board (SAB), implements and administers the School Facility Program and other programs of the SAB. The OPSC is also charged with the responsibility of verifying that all applicant school districts meet specific criteria based on the type of funding which is being requested. OPSC funding sources are yet to be determined

MASTER PLAN

COLLABORATIVE FOR HIGH PERFORMANCE SCHOOLS (CHPS)

CHPS is a non-profit organization focused on making schools better places to learn by facilitating the design, construction and operation of high performance schools. High performance schools provide environments that are energy and resource efficient, while linking the physical environment to the educational mission of the building. A CHPS scorecard is to be developed at the beginning stages of the design and updated at each phase. The District is a CHPS member.

WCCUSD is currently pursuing state funding through the High Performance Incentive (HPI) grant program which has slightly different requirements than the CHPS program.

DIVISION OF THE STATE ARCHITECT (DSA)

Approval of project construction documents is required from the Division of the State Architect. The Architect is to ensure that all documents are provided to achieve a certified project close-out in accordance with DSA requirements.

FIRE DEPARTMENT

Approval is required from the local fire authority for emergency vehicle site access, hydrant locations, and fire flow. Preliminary discussions will be conducted with the Fire Department to define the project requirements for fire protection at the Schematic Design phase.

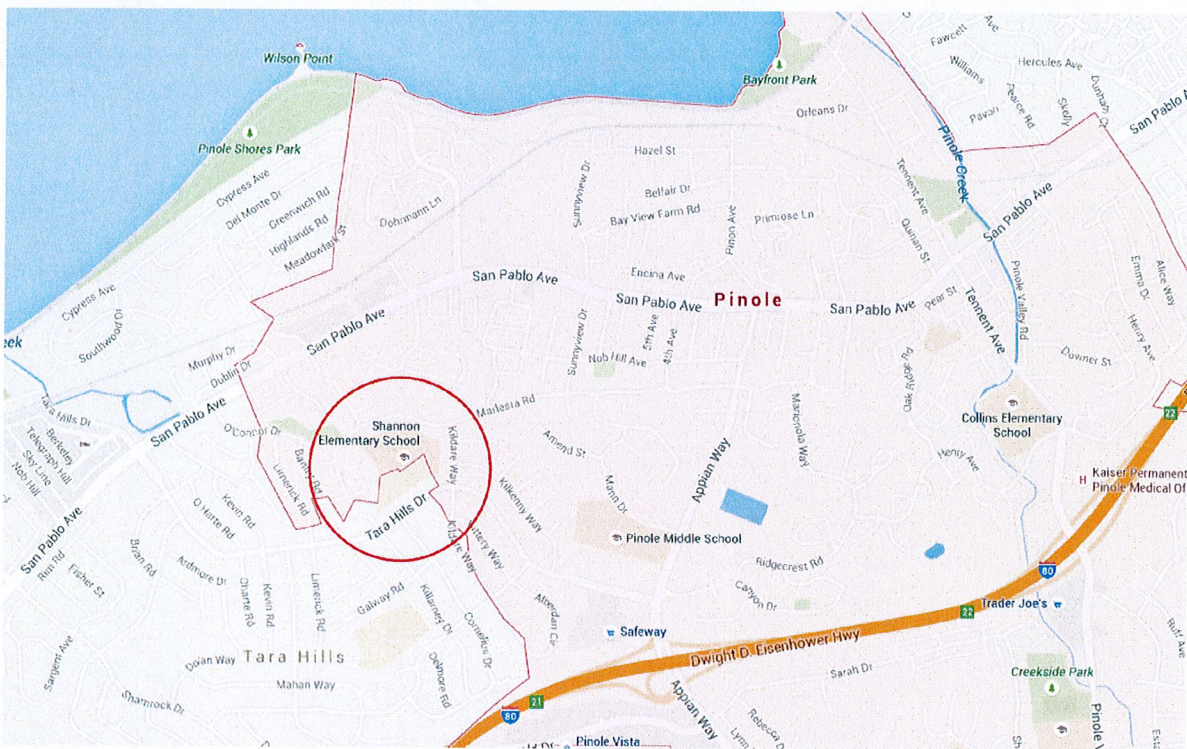
GEOTECHNICAL INVESTIGATION

A Geotechnical report was completed in early 2015 and has been provided by the district. A final report will be provided to the California Geological Survey (CGS) prior to plan check submittal to the Division of the State Architect (DSA).

SITE DESCRIPTION AND ANALYSIS

Context

Shannon Elementary School is located in the western portion of the City of Pinole. A portion of the site is within Contra Costa County. The site is surrounded by existing residential development dating from the 1950s.



The campus is located on a flag parcel with access from Marlesta Drive at the north. Terrain in the area is a mix of hills and valleys, with a high ridge to the north of the site that blocks northerly winds. The site itself has been cut and filled to create a level area. The western edge of the site has several large eucalyptus trees providing a wind break from northwesterly winds and limiting views towards the bay. While the eastern edge is relatively level to adjacent housing, the western and northern edges slope significantly, by up to 50' in elevation difference, to adjacent housing.

Houses to the north and west are downslope from the school site and are screened from the school by large trees, many of them eucalyptus. It is expected that some trees will be removed as part of the new campus work and that new trees, more appropriate to the campus, will be provided at equal or greater numbers. Some effort has been made in this master plan to preserve existing oaks as a site enhancement.

Located on the eastern portion of the property, the current Shannon Elementary Campus is comprised of older buildings with a handful of classes in portable classrooms. Existing classrooms are located along double loaded corridors with access to the fields to the west. The primary entrance is located to the left side of the building - not at what appears to be the entrance at the center of the building complex fronting

the parking area. A confused mix of parking is arranged on the east side of the campus. Parking and student dropoff at the campus is notoriously problematic (see the traffic report in the appendix).



There is one play structure available for the elementary school. Another one is provided for the on-site preschool.

All existing construction will be demolished and a new school built to fully meet educational program needs.

Topography and Views

The school site is comprised of two parcels totaling ~12.43 acres. Due to terrain issues at the edges of the site, the net developable area is approximately 9 acres. As noted earlier, the site is a leveled-off pad in an area of hills and valleys. The site drops approximately 10' uniformly across a NW/SE axis while

dropping as much as 50 feet along the West and North edges of the site. The southerly edge of the site berms up as much as 15' to the adjacent residences. One residence at the south edge of the site has constructed a deck into school property.

At the west edge of the site, views of the bay and on to Mt. Tamalpais are to be had between the trees.

The site is ideally suited for a southern solar exposure with no trees or buildings to obstruct. The main axis of the site is north-south.

Traffic and Access

Currently, all access to the site is from the northeast corner through a single driveway off of Marlesta. Campus access and traffic are discussed in more detail in the Traffic Study (Appendix). Proposed Traffic and Access improvements are discussed in the Site Access portion below.

Utilities

For the new campus, it is expected that new electrical (underground) and gas services will be required. The existing services are likely inadequate and will be removed. Existing water and sanitary sewer services will be reviewed for adequacy. It is expected that these will require upgrades and possible relocation based on final site development plans. New landline communication services will also be required.

SITE PLANNING & ADJACENCIES

Imagery and Design

The front entry should be a formal point of entry that announces the school. The Administration building should be prominent and developed as a "front porch" as well, with benches and covered areas for students waiting for parents, and small informal parent groups. There is a preference for a residential scale and feel to the buildings, maintaining a compatibility to the neighborhood.

The final design is to allow students the ability to explore and learn in a safe and supervised environment. This reflects a holistic approach to education - in addition to the academic instruction the school wants to educate the "whole person".

Community and collaboration between students and teachers is important. Shared governance supports the "village" ideal of raising children. Teachers like to share ideas, know each others' students. Additionally, the school is reaching out to empower parents. This involves dedicated activities for parents, and they would like an appropriate space to support those activities.

Site Access

Site development must allow for full accessibility as required by the Americans with Disability Act and governing regulations of the Division of the State Architect. This includes parking, walks, fields, play areas, buildings, site courtyards, and gardens.

Primary vehicle and pedestrian access will occur at the northeast corner of the site, where a drive drops down to Marlesta Drive. This is currently the only access point for the property. There was a potential for

an emergency egress drive at the southwest corner of the site. This option was investigated conceptually in draft plan schemes and considered during the Traffic Study. The option was ultimately discarded as a preferred plan was developed that did not require this access, there was no additional requirement from Pinole FD for such an access, and the traffic study suggested a significant impact at the intersection of Cornelius and Tara Hills Dr..

Building Density and Orientation

Planning for the site must balance the desire for small, residential scale against the limited site area available for buildings. When analyzing the available area for buildings, a single story campus is feasible. There is sufficient area in what is currently an open play area for the new buildings. However some buildings will need to be phased as they will occupy areas currently occupied by existing buildings.

The preferred orientation for new buildings is to have long building wings in an east-west axis, so that north daylight is maximized and minimizes east-west solar impacts. This also allows maximum control of south light.

Covered walkways or interior corridors linking all of the classrooms to the main buildings are to be provided.

Site Adjacencies

The decision to build the new school at the existing field on the west half of the site means that fields for the school will be built on the east half, or the current school campus. This will require a carefully phased and staged construction sequence.

Traffic and Parking

A traffic study has been completed by the District and has provided design input as to the drop off and parking lot design. Due to the constricted access careful planning is necessary. Two parking lots will be provided and maximum drop-off area will be created. Staff parking will be provided to the west side of the school, and a lot at the front of the site will be created for staff, visitors, and people who use the fields on weekends.

Parent drop-off locations have been designed in conjunction with the traffic study, California Department of Education (CDE) requirements and to facilitate public transportation. Seating will be provided at the Drop Off area, and some weather protection is desired as well.

Drop-off lanes to be 2 car lanes wide and as long as possible to accommodate the maximum number of cars. Drop off lanes to be directly adjacent to the school such that students do not have to walk through parked cars or other obstructions to get on site. There is currently no District wide bussing of students other than for Special Education.

Provide a separate location for Special Education bus drop off away from the main drop off lanes. Locate this bus drop off centrally. Loading zones for Special Ed buses will be provided and defined with striping and signage.

Designated drop-off areas and drop-off parking for Pre-School and Kindergarten close to their classrooms is desirable. Most parents park their car and walk the student to the classroom with this age group.

Parking for staff/visitors is to be designed with an appropriate number of staff parking and visitor parking close to the Administration building. For planning purposes, there should be 48 spaces for staff and a small visitor parking area (13) immediately adjacent to the Administration building. Appropriate signage and direction will be provided. Onsite parking needs must be balanced against the need for adequate play areas, both fields and asphalt.

Allow for truck access to the kitchen area for food drop off, this may also include a designated kitchen parking space.

Access for emergency vehicles is necessary. A full loop road around the perimeter of the new campus is being provided.

Security

The site development should recognize that the site connects adjacent neighborhoods that are otherwise separated by housing and terrain. In the preferred scheme, public traffic would be directed around the edge of the campus buildings, allowing the district to secure the school core.

In addition, the entire campus perimeter will be completely secured by 8'-0" high fencing and/or buildings. Types of fencing and gates are separated into two categories, ornamental fencing at or near the buildings and chain-link around the perimeter of the campus at the hard-scape and fields. Gates, particularly those with panic hardware, are to have heavy duty hinges, and be of heavy duty construction.

There are two different emergency situations to consider. In an emergency such as a fire where the school site is to be evacuated quickly there must be multiple egress points. In an emergency where the students are to be secured while the campus is locked down, the campus must be secured with access to the school only through the administration offices. It is important that in this case restrooms are still available to the students.

Fencing and building placement design should allow for after-hours use of the Multi-Use Building and play fields.

Play Areas

All play areas are to be away from the classrooms. Clear lines of supervision will be provided.

Play structures shall be fully ADA accessible (with activities for students in wheel chairs), shall have the PlayMatte or rubberized poured-in-place safety surface under it, and may be a single structure in one area. Wood or sand products of any type under play structures are not permitted. The perimeter of the safety surface shall be a rectilinear shape to facilitate the transition to the hardscape. There shall be separate play structures for:

Preschool: as required by preschool licensing requirements. Shaded areas shall be provided.

Special Ed K-2: and Kindergarten can share a play structure.

Grades 1-3: Provide a new play structure area of ~1800 SF.

Maximize the hardscape area because that is probably where most of the kids will play. Asphalt play grounds shall provide at least 2 basketball courts with standards. These should be no smaller than the elementary standard size of 42 feet by 72 feet. In addition provide age-specific hopscotch, foursquare, tetherball, ball wall(s) and class lines, educational graphics, etc.. Since soccer is more popular than basketball, planning should allow for one court size area of rubberized play surface that can be used for soccer. This could also be set up for volleyball. In addition to the lunch tables, it would be preferred to have a covered area with chess tables for quiet pursuits.

Exterior Teaching Spaces, Courtyards

Gardens at the southwest corner of the school site are an integral part of the school curriculum and imagery. Raised bed gardens with a hose bib and irrigation, fenced and gated, are desirable. Provide a secure tool shed.

Small areas for group discussion with benches, seat or planter walls, or grass are to be integrated into the site design. All designs are to be durable and support student use.

Landscaping and Fields

Provide one soccer field for U12 age group (50 Yards by 90 yards). This is a formal youth league size, but the students could play multiple games cross field. This field may be artificial turf. Large synthetic grass field play areas appropriate to needed usage (multi-use, soccer, softball, etc.) are preferred over turf because it can provide a more even and easily maintained surface.

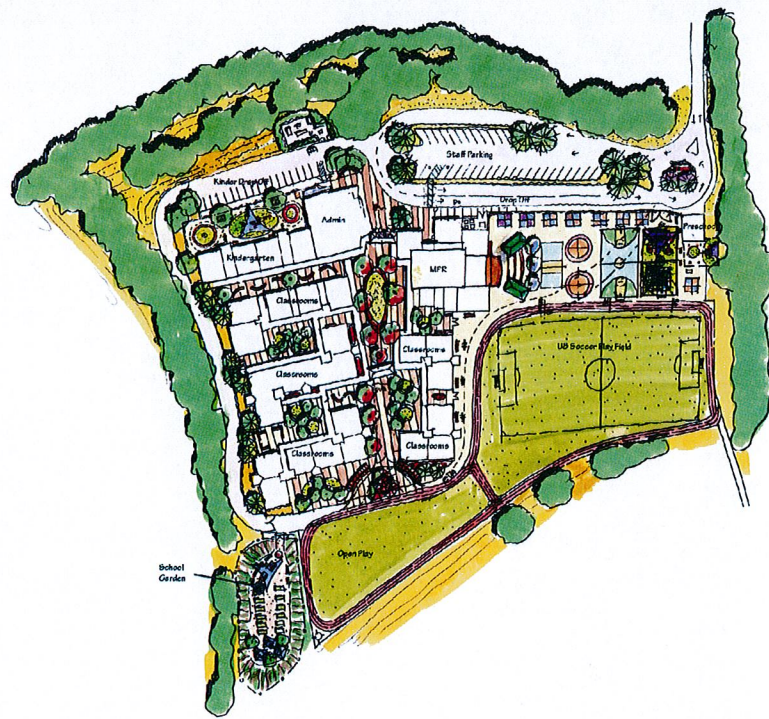
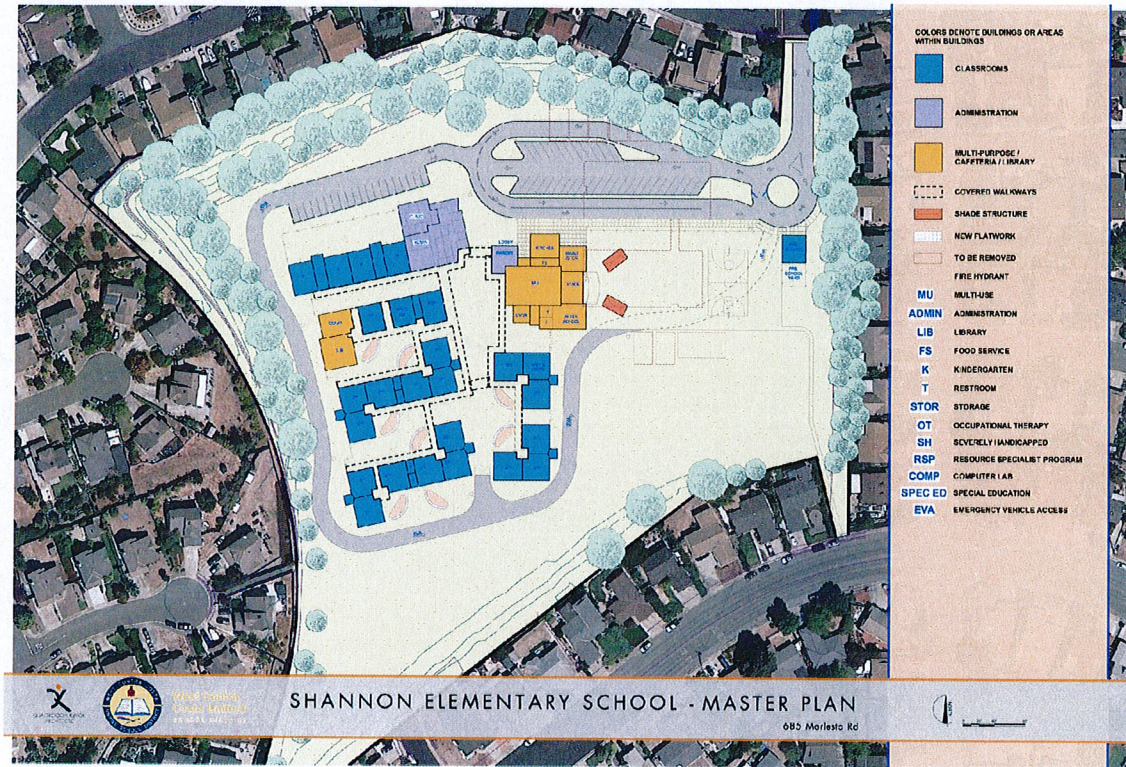
A baseball backstop with a skinned infield is more than required. Plan instead for a small backstop for kickball.

A defined running loop should be incorporated into the field design. It doesn't have to be a formal track. The surface can be asphalt or decomposed granite.

Utilize District Standard landscaping materials and irrigation products. Low (or no) maintenance and low water plant materials are highly desirable. Plant material should be chosen for minimal mess and with no pods or fruit that can be thrown. Verify that the selection of plant materials does not contain any poisonous or irritating plants.

Due to State storm water management plan and CHPS requirements for retention and filtering of storm water on site, bioswales or retention basins or a combination of both may be required. The use of permeable AC paving and permeable concrete in the parking lots and hardscape play areas should be explored.

Proposed Site Plan (large scale plans attached as appendices)



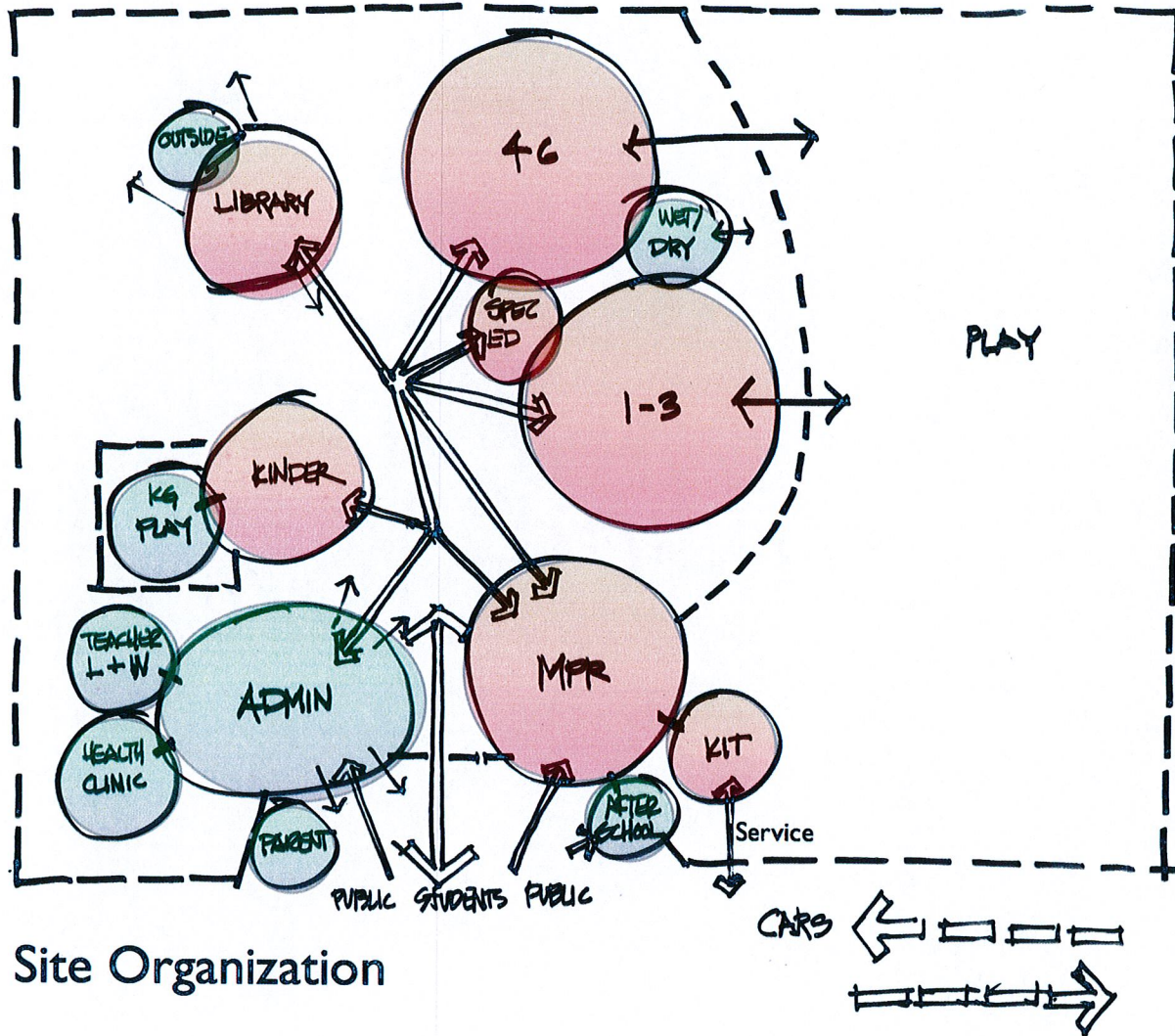
BUILDING PROGRAM AND ADJACENCIES

Program Summary

Facility	MP Area	Proposed Area
Administration	4,624	5,070
Health Services	1,328	1,228
Library Media Center	2,780	3,020
Multi-purpose / Food Service	7,270	8,130
Kindergarten	5,860	5,860
Classrooms	21,200	24,720
Multi-use Classroom	1,200	1,200
Special Education	4,330	4,759
Maint / Support	850	1,065
Subtotal	42,382	47,992
Circulation / Space Contingencies at 15%	5,102	5,658
Total	48,940	55,191
Preschool	1,580	1,580

See Master Planning Program, Appendix B

Adjacencies



Administration

The administration lobby needs to be at the front of the school, easily identified as the “front entrance”. It should also link directly to the center of the campus. There should be a demarcation between the public areas and the private staff areas. This does not need to be a physical wall - gates or counters are sufficient. The admin staff should all have windows and views into the campus entry.

There is a large public presence in the administration building. Security for administrative staff should be balanced with a welcoming impression. The lobby should provide enough space for a fairly large group (10-20) of people to wait while standing. A small waiting area with chairs should be provided. The reception counter is used to interact with visitors as well as functioning as a work station. It should have sufficient space for storage of handout materials.

The work stations for the staff in Admin should be adequately sized for their needs with a desk and work counters. They also need to have immediate access to support spaces including a copier. The administration staff should be able to observe folks coming on the campus - no one should walk on the campus without being seen. They should also have a clear view of busses arriving. The administration staff also supervises the Nurse’s room so it must be immediately adjacent to the work stations, with a large window. Consider some way of providing visual privacy from the public for the Nurse’s room.

Administration and support services should be integrated such that easy and open communication can occur. This includes both certificated and classified staff so that professional and social interaction between and among the administration and all staff members will be encouraged. The areas of Counseling and Administration should be available and accessible to all staff and students in a convenient and supportive environment.

Mailboxes for teachers need to be at least as large as the current ones. A secure place for packages and other deliverables should also be provided. This could be in a closet right next to them, or in cabinets below the mail boxes. The mailbox location should be in the more private staff area rather than in public circulation space.

Principal’s Office layout should allow the principal to see both the administration area and the center of the campus and be easily accessible for staff, students, and parents. It should be big enough for a small round conference table to seat six as well as office furniture (credenza).

A Child Protective Services (CPS) room for conferences with parents is needed. Will need one office designated for the psychologist as well as one for a counselor. Need one office for shared use between OT and speech.

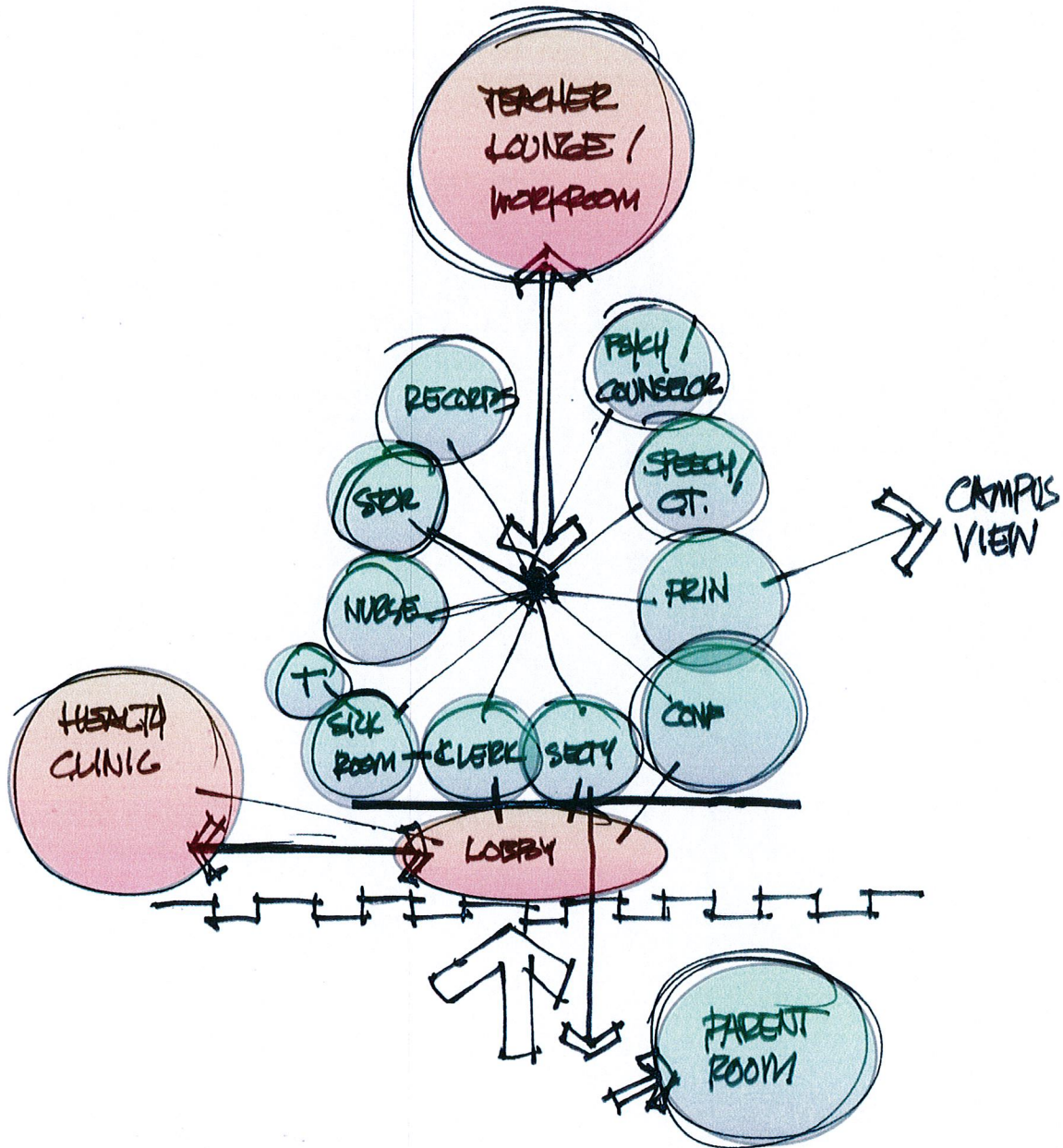
The conference room is primarily for internal use. It should be sized for at least 12 people. Acoustic and visual privacy from the public areas is required but place it such that it is easily accessed without passing through the more private staff areas.

The book storage room can be next to the Teacher Lounge, or near the Library or smaller rooms can be dispersed throughout the campus so that the teachers don’t have to carry the books very far. There are two types of book storage - yearly text books and books needed for specific units.

A main staff work room next to the teacher lounge in administration should be supplemented with small dispersed work rooms in other buildings, perhaps one for upper and one for lower grades. These small rooms should have a copier and basic supplies. The work room will be used by parent volunteers, and needs to be easily reached by administrative staff as well.

In addition to staff restrooms, there should be a public restroom; consider locating the Nurse's restroom such that it can be used by visitors. Also provide a drinking fountain.

Administration Areas and Adjacencies



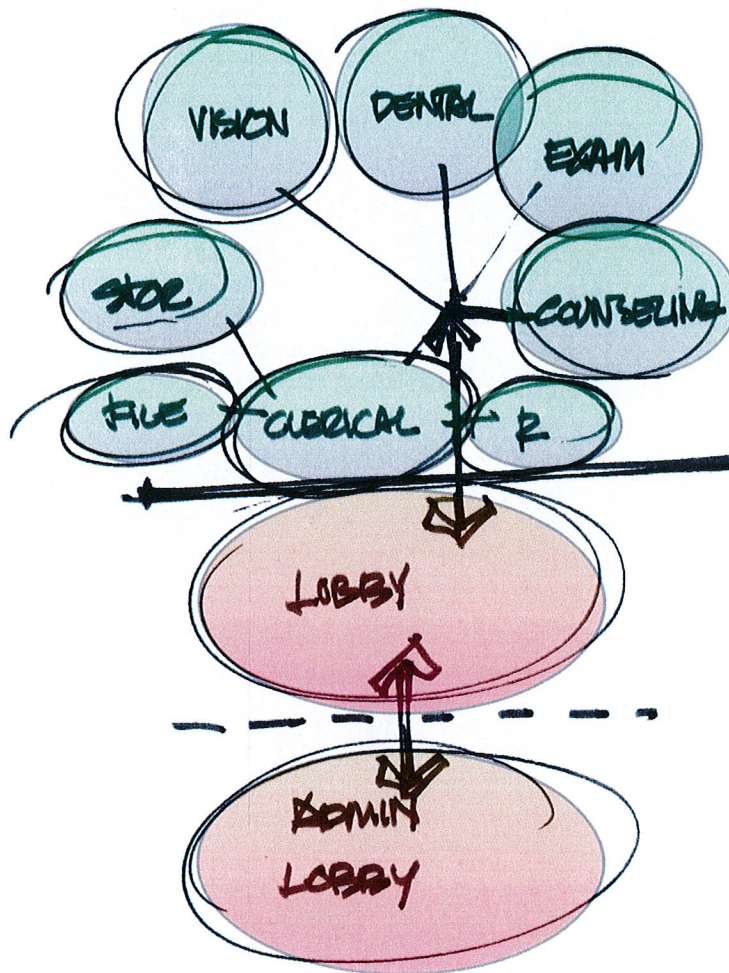
Health Services Center

The Health Services Center provides preventative care to those students who do not have ready access to health care professionals. The program is usually partially funded and staffed through the District and by volunteer professionals. Privacy for the patients should be provided, with independent access and acoustic and visual privacy.

It is unknown if all of the programs listed will be provided. Staffing and funding sources have yet to be determined, as well as hours of operation.

For planning purposes, the architect will include these areas. They may be removed at a later date, or the spaces may be used for other administrative offices.

Health Services Areas and Adjacencies



Library Media Center

The Library/Media Center should be a focal point at the heart of the School, and close to all classroom areas. There is no independent student use. Teachers supervise the classroom visits.

Within the Library, a single, controllable entrance/exit is required for the actual Library space, with alarms on fire exits. Supervision and open sight lines to the entire Library space from the circulation desk and other work stations is critical. An open plan is suggested with stacks on peripheral walls or in low shelves. It is preferred that all bookcases be low, but if 54 inch tall ones are provided, make sure that they are angled so that they don't block supervision. There are to be tables and chairs for at least 36 students, with 8 computer stations available for research. In addition there are at least 3 library catalog computers.

Design should provide work areas, study carrels, a reading corner and differentiated primary and upper grade areas. Preference for a display area primarily focused on Pinole History.

Planning should allow for 11,900 volumes. This is based on the California Department of Education publication *Model School Library Standards for California Public Schools* which requires 28 volumes per student. Various shelf sizes should be provided, but avoid segregating books by reading level since all children read at different levels.

Per the WCCUSD Ed Spec, the typical volume breakdown is:

- Picture Book (20%) - requires 14" deep and 16" high clear open shelf space minimum.
- Fiction (25%) - requires 12" deep shelves
- Non-Fiction (45%) - requires 12" deep shelves
- Reference (2%) - requires 12" deep shelves
- Biography (8%) - requires 12" deep shelves
- Periodical rack for 40 magazines

This creates a need for approximately 1,213 lineal feet of book shelves:

- Picture Book (20%) - 2380 Volumes at 20 / LF = 120 LF
- Fiction (25%) - 3000 Volumes at 13/ LF = 230 LF
- Non-Fiction (45%) - 5360 Volumes at 13/LF = 412 LF
- Reference (2%) - 238 Volumes at 6/LF = 40 LF
- Biography (8%) - 952 Volumes at 16/LF = 60 LF
- Periodical rack for 40 magazines

All existing books have been tagged electronically, so new checkout systems should be installed that utilize the tag. Reading circle steps and multiple seating options should be provided. Acoustics are important. If high ceilings are provided, make sure that they don't create more noise.

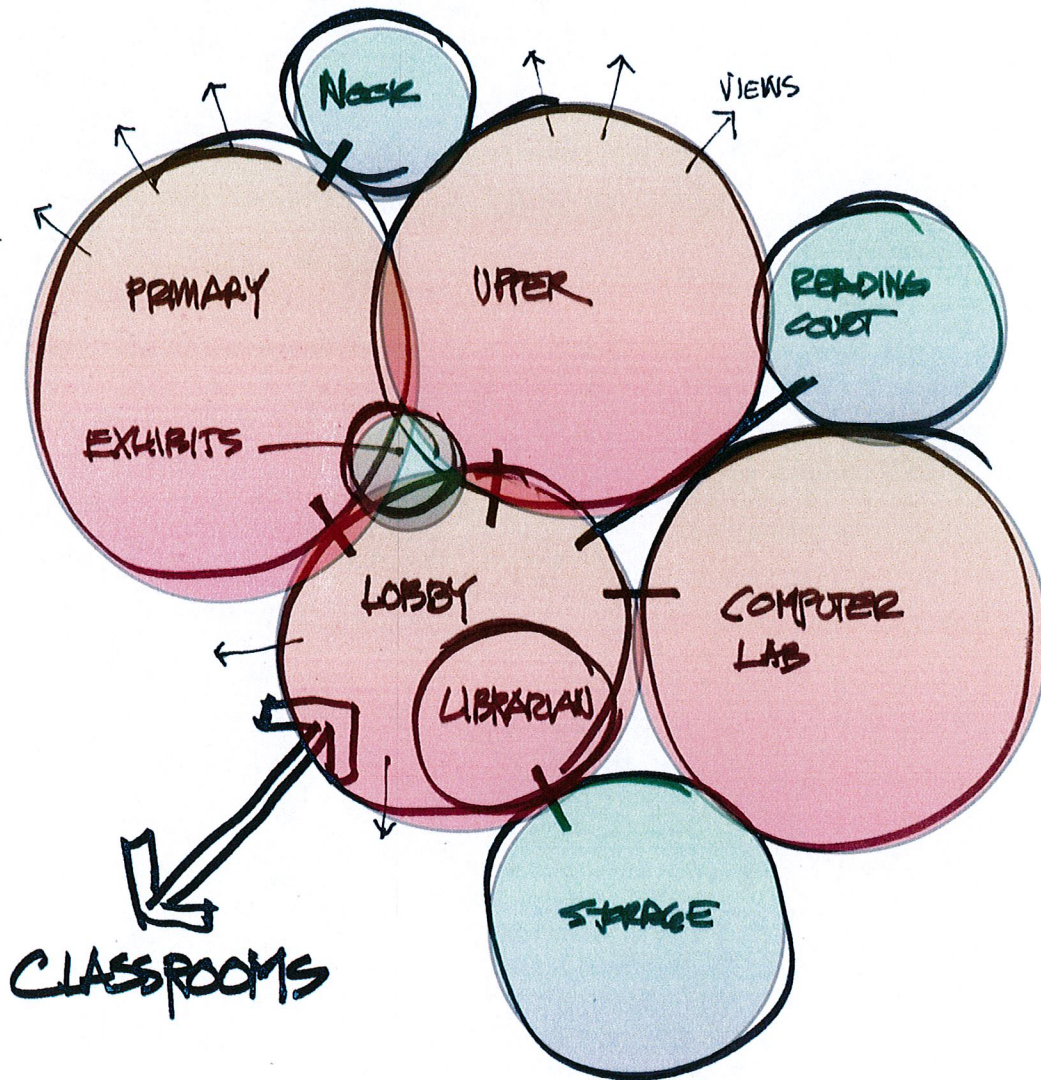
Locate a computer lab adjacent to the Library / Media Center. The Computer Lab is to have its own separate entrance in addition to a door directly into the Library. Windows with shades between the Library and the Lab are required for visual supervision. The Computer Lab should be able to seat 36 students at adjustable height tables, with room for two printers and a teacher's desk. Both the library and media center should have wifi - it is expected that wifi will be available throughout the campus.

The Computer Lab should be thought of as a Digital Media Project Room. Since it is difficult to anticipate what level of technology will be implemented in three years, the room design should provide flexibility

for implementation of future technologies. Plan to use furniture instead of built-in desks, with wireless as well as wired infrastructure, for maximum flexibility. It is unknown which devices, e.g. iPad or notebook, will be used.

Instruction for lower grades is by teacher, upper grades have an instructor.

Library Areas and Adjacencies



Multi Purpose / Food Service

The Multi-Purpose Room must be visible and accessible for after-school activities, and therefore secure after hours; yet it needs to be central to the campus for easy access from classrooms. The building should be located immediately adjacent to the large hardscape play area and away from classrooms. The room is designed as a cafeteria more than as a PE space. This is due both to the logistics of breaking down the tables to open the room, and the wear and tear of indoor ball play. Low-impact indoor activities could be accommodated.

There will be eating areas both within the Multi-Purpose Room and in an outdoor covered area. The MPR should be big enough for tables to seat 215 (this assumes two lunch periods) and assembly space for 450. The tables will not be wall mounted so a dedicated storage room will be provided. The outside eating area should be large enough to seat (50) at fixed concrete tables. Covered outdoor seating for the MP room – study how this could be accessed through a roll up or sliding window wall to create an indoor / outdoor connection.

A raised stage area (at +42" AFF), with a 14' high x 28' wide proscenium opening typical, with basic elementary curtains and rigging will be provided. A backstage area for assemblies and performances is required. Provide a 5' wide thrust stage in front of the stage curtain. While it is desirable to have the entire front of the stage be stair risers for easy access and performances, this needs to be balanced with equitable accessibility access. Under-stage chair storage will be provided; sufficient clear height should be provided to allow for chairs to clear required sprinkler heads. A basic light package with controls and a portable sound system will be provided. Stage storage separate from other storage is necessary for equipment.

A dedicated space between the MPR room and the Food Service Kitchen should be provided for the speed line, which serves the students quickly and efficiently. Unobstructed circulation and visual supervision are mandatory.

Food Service should be directly accessible for vehicular service and close to the campus refuse areas. The food service area must be somewhat self-contained and isolated on the school site so as not to disturb the main academic teaching core. It should be immediately adjacent to an enclosed and separated trash area. Food Service is involved in the preparation, warm-up service and cleanup of food delivered from the District central kitchen. This is classified as a full production kitchen by the Contra Costa County Department of Health. Consider utilizing a layout similar to that at Martin Luther King Elementary, in which the kitchen is separated from the MP by the speedline –also provide doors that can shut the speedline off from the MP room so that there is no distraction during assemblies or presentations.

A fairly comprehensive recycling program is in place on campus – a place that integrates it into the school activities would allow even greater involvement. It should be secure but away from the main trash areas so that students can use it safely. A food composting program will also be provided.

Integrating a Community Kitchen, for use by the PTA and other after-hours groups, into the Food Service Kitchen requires designated storage areas and equipment within an efficient layout. The district is working out the balance between community use and school use.

Pre-School

The Pre-School area entry should be visible from the parent drop-off lane and preferably from the Administration Building. Locate it on the site so that the noise does not affect other classrooms. The outdoor play area should be immediately accessible and visible from the Preschool classrooms. The required apparatus area is 75 square feet per student, for a total of 1,875 square feet minimum (assuming 25 students.) Provide an outdoor storage closet. Since the pre-school program is administered separately by the county, it is allowable for this to be placed outside the central school campus.

The area dedicated to the preschool is approximately 1,350 square feet which includes the classroom, prep room, restrooms, and a storage room. The prep room should have windows to the main classroom area and be near the storage room. There is a separate teacher work room.

The classroom plan should provide small group spaces and a reading circle approximately 12 feet square. Provide backpack parking areas with hooks for students.

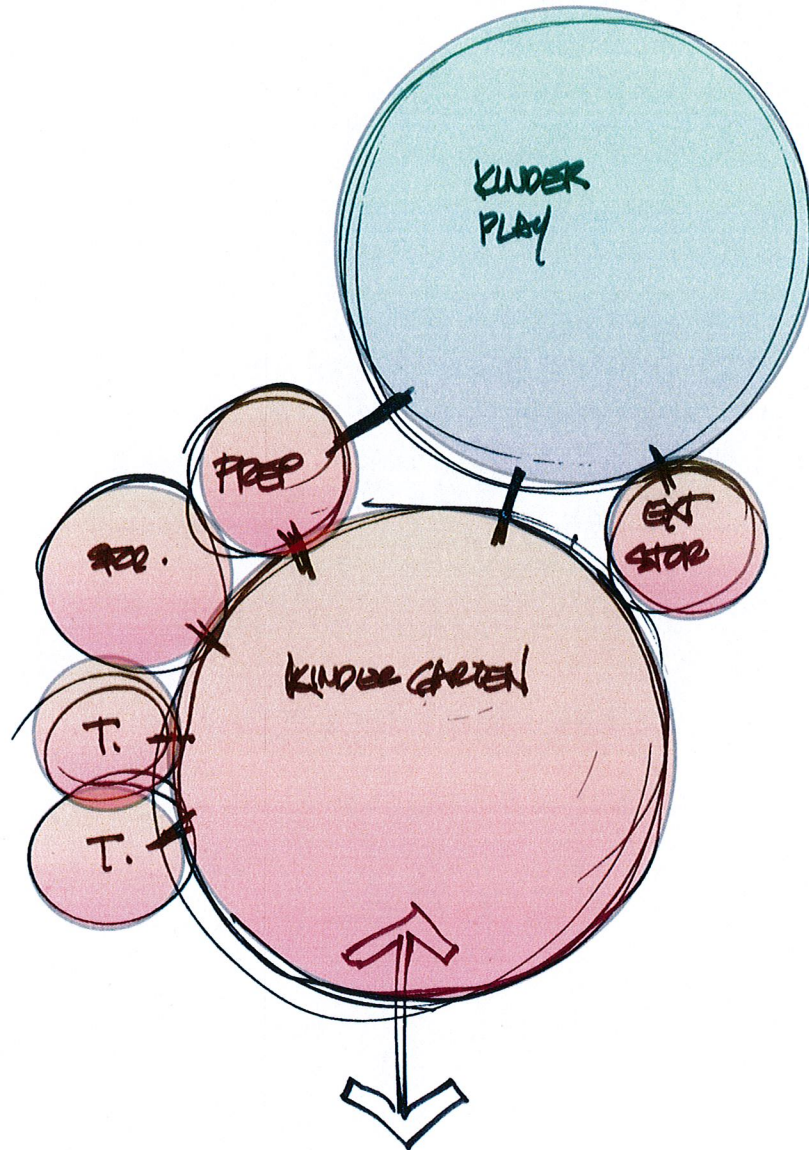
Kindergarten

The Kindergarten area entry should be adjacent to parking and close to the Administration Building. These parents are required to escort their student to the classroom and wait until first bell. Areas for parents to meet and greet should be provided; minimize the potential for distraction for the classrooms if parents should linger after classes begin.

Each Kindergarten grouping to total approximately 1,450 square feet which includes the Kindergarten Classroom, the restrooms, and one half of the Workroom and storage rooms. The classroom area will have table space, backpack storage, and an area for a reading circle (approximately 12 feet x 12 feet). It is anticipated that there will be four Kindergarten classrooms on this site, each of which will have two restrooms. Workrooms and Storage Rooms will be shared between two classrooms. One of the four Kindergarten classrooms will be a Transitional Kindergarten.

The Kindergarten play area should be immediately adjacent to the Kindergarten classrooms. It includes both an apparatus area and hardscape for ball play. There should be a high-low drinking fountain within the play area. A dedicated exterior storage closet is required. In the planning meetings it was noted that having the play area visible to the other students during recess or lunch breaks lets the little ones wave to their older friends and siblings.

Kinder Areas and Adjacencies



Classrooms

All classrooms should provide the same amenities and be flexible, responsive, and adjustable. These are detailed in the *WCCUSD Master Elementary Educational Specification and Master Plan Space Program*. A preference for rectangular classrooms as opposed to the common square layout should be addressed by providing similar amenities within slightly differing foot prints. Furniture and flooring can be used to create shapes such as parallelograms within the rooms that would support various teaching group styles.

The site staff believe that it is very important that they have larger than standard classrooms. Master planning will allow for at least 1100 square feet per classroom which will be provided with accessory spaces. These accessory spaces can be a collaborative work space, storage, books, computers, etc.. Larger rooms provide space to separate groups that do not have the skills to work independently. Larger rooms are desired to accommodate up to 4 computer workstations, an area that cannot be used for other activities. Storage is a significant element of any classroom and would aid in creating a 'calmer' classroom space.

The Lower grade classrooms will have areas created within the classroom space for small groups. This is less distracting and provides for better supervision. Allow for both a small kidney shaped table and a reading rug area.

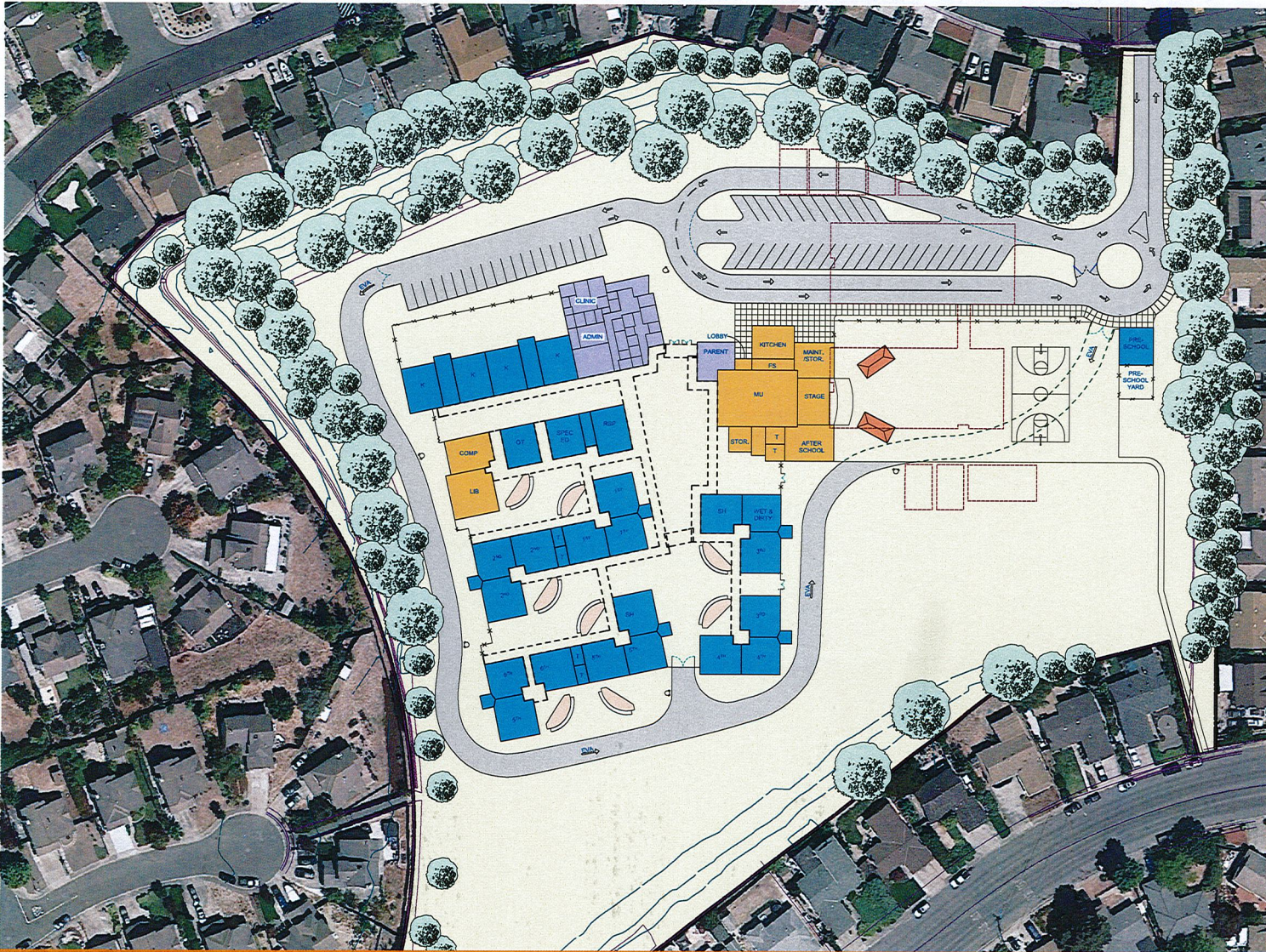
Upper grade classrooms will have visually transparent breakout rooms, accessed through the classroom, for small groups. Some noted that they would rather have these rooms as storage. Each teacher will probably use them a bit differently. Any windows should have blinds. Sometimes these rooms will be used for testing, so acoustic separation is important. There is a mix of students that switch classrooms and teachers that switch.

Classrooms should have direct access to outdoor play areas and to outdoor teaching patios. All common spaces (especially classrooms) should have doors that open easily, in doorways that allow easy access with designated spaces for scooters and secondary equipment.

All Classrooms should be interconnected with the rest of the school via covered walkways or enclosed corridors.

Storage is important. Provide both in the classroom and shared central storage in hall ways for teaching equipment and learning kits. (In addition to Foss Kits, there are a number of units that require additional equipment. Separate storage of kid's things should be provided.

Display space is also very important! The teachers want enough space that they can put up more than one unit's work at a time. They would rather have limited windows (while still providing balanced day light) with lots of display space on walls.



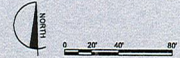
- COLORS DENOTE BUILDINGS OR AREAS WITHIN BUILDINGS
- CLASSROOMS
 - ADMINISTRATION
 - MULTI-PURPOSE / CAFETERIA / LIBRARY
 - COVERED WALKWAYS
 - SHADE STRUCTURE
 - NEW FLATWORK
 - TO BE REMOVED
 - FIRE HYDRANT
 - MU** MULTI-USE
 - ADMIN** ADMINISTRATION
 - LIB** LIBRARY
 - FS** FOOD SERVICE
 - K** KINDERGARTEN
 - T** RESTROOM
 - STOR** STORAGE
 - OT** OCCUPATIONAL THERAPY
 - SH** SEVERELY HANDICAPPED
 - RSP** RESOURCE SPECIALIST PROGRAM
 - COMP** COMPUTER LAB
 - SPEC ED** SPECIAL EDUCATION
 - EVA** EMERGENCY VEHICLE ACCESS

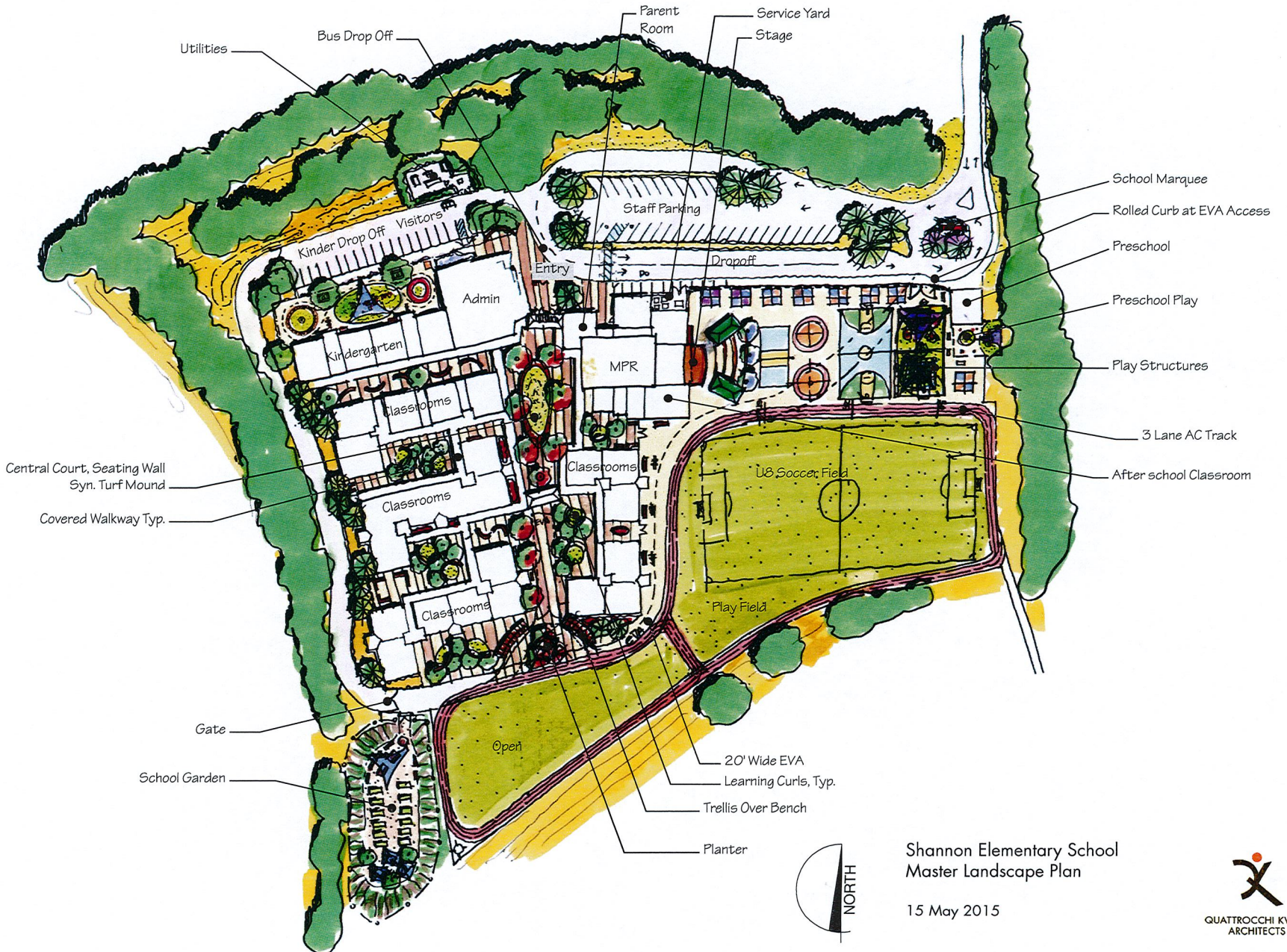


West Contra
Costa Unified
SCHOOL DISTRICT

SHANNON ELEMENTARY SCHOOL - MASTER PLAN

685 Marlesta Rd





Utilities

Bus Drop Off

Parent Room

Service Yard

Stage

School Marquee

Rolled Curb at EVA Access

Preschool

Preschool Play

Play Structures

3 Lane AC Track

After school Classroom

Central Court, Seating Wall
Syn. Turf Mound

Covered Walkway Typ.

Gate

School Garden

20' Wide EVA
Learning Curls, Typ.

Trellis Over Bench

Planter



Shannon Elementary School
Master Landscape Plan

15 May 2015

