

Fallbrook Union Elementary School District
Mary Fay Pendleton School: Plan Summary Information

Part 1

1. Project Description

The project consists of 6 buildings, located along a central corridor to facilitate circulation through the campus. Buildings are organized by typology in separate clusters for Admin, Kindergarten, Multipurpose, Classroom, and Media Center programs. There are 52 teaching areas serving a student capacity of 1052.

2. Educational Specification Development and Approval

Refer to Educational Specification adopted/amended by the LEA governing board.

Part 2

a. Site Information

The project is located on a military base, therefore access to the campus is ultimately controlled by military personnel. The site itself is within close proximity to various residential neighborhoods and an existing track and ball field; these elements have led to the determination that main access to the site shall be through School Street, consistent with existing entry conditions. Cars and school buses will enter and exit via School Street, as well as all other service vehicles. Bus and car traffic will be separated. Parent car traffic will have a dedicated drop-off lane along the east edge of the parking lot, while buses will use the service road loop to pick up and drop off students near the campus lunch court. Pedestrian pathways leading to neighboring residential areas will allow students who walk or bicycle and parents walking with strollers/small children to enter the campus safely.

Part 3

1. Teaching Stations / Classrooms

- a. General Classrooms – Intended to support English, Math, Social Sciences, and other general subjects. Typical classrooms will be approximately 940 square feet, with an LEA loading standard of 22 students for grades 1-3, and 30 students for grades 4-8. Classrooms are designed to emphasize teacher-led discussion. Each classroom has a teaching wall with sliding white boards which teachers will utilize to prepare multiple lesson plans or provide enough flexibility for teachers to allow their students to take adequate notes throughout their instruction. However, classroom layouts are flexible enough to allow groups of students to work together and encourage team-based learning. Teaching stations are to be mobile to maximize floor area and provide additional flexibility. Outlets are to be installed

on every wall to support use of new educational technologies. All classroom walls shall be tackable, enabling teachers to display charts, posters, and other materials conducive to a positive learning environment. Classrooms shall have enough natural light through exterior windows as well as those to interior corridors, providing a connection between students and their environment and creating an open feeling. This will take advantage of the exceptional views afforded by the school's location.

- b. Kindergarten – There shall be a total of 8 Kindergarten classroom spaces, intended to support English, Math, Social Sciences, and other general subjects. Kindergarten classrooms will be approximately 1200 square feet, with an LEA loading standard of 22 students. These rooms will be oriented around an outdoor play area, emphasizing the importance of play and socialization while allowing supervision and protection. The playground will include various activities, such as a tricycle loop, big toy configurations, and hardcourts for various ball games. The Kindergarten building cluster is located closest to the parking lot for parent drop-off and bus loading. Kindergarten classrooms each have both a mobile teaching station and teaching wall, which will provide flexibility for either teacher-led discussion or group activities. Adequate storage for various paper sizes and other materials used in creative educational activities shall be provided. Every Kindergarten classroom shall have a self-contained restroom, sink, and drinking fountain; these elements shall be sized appropriately for kindergarten aged students. The layout of these classrooms shall accommodate an in-and-out teaching approach, with enough space to enable any teacher to conduct outdoor instruction and further engage the imaginations of their students.
- c. Special Education – There shall be a total of four Special Education classrooms at approximately 940 square feet, intended to support Special Education and Functional skills. The first will be Pre-Kindergarten space, for non-severely impaired students. The second and third will be for Grades 1-3, one for non-severely impaired students and one for moderately to severely impaired students. The fourth will be for Grades 4-5, and will address the needs of moderately to severely impaired students. The fifth will be for Grades 6-8, and will support non-severely impaired students. Each Special Education bathroom shall have a self-contained restroom. Additional spaces for Sensory Room, Psychologist, Counselor, Conference Room, and Speech Room will be located in close proximity to Special Education classrooms, enabling staff to provide for the needs of students.
- d. S.T.E.A.M. (Science, Technology, Engineering, Art, & Math) – There shall be five S.T.E.A.M. classrooms, intended to support the multiple disciplines of the S.T.E.A.M. philosophy. They will each be approximately 1200 square feet, with an LEA loading standard of 30 students. The rooms will have open floor plans to allow for maximum flexibility of uses. These rooms will have a teaching wall with built-in storage for lecture based instruction, with additional storage provided through built-in casework on the opposite wall. Multiple sinks are also provided. Floor outlets shall be installed to support such technology. The curriculum will not include material in which noxious hazardous materials would be used, therefore no fume hoods are to be installed. A work room will be provided, directly adjacent to the classroom.

For the rooms at ground level, a classroom patio, accessible via double-doors, will be provided to create space for students to work outside if desired.

- e. Physical Education – Typical Physical Education activities shall include basketball, volleyball, football, baseball, soccer, field hockey, and Frisbee golf. Therefore, P.E. will take place in a variety of places, ranging from the Multi-purpose building, hardcourts, ball field, or adjacent field to which the campus has access. P.E. will be split across 2 periods for the entire campus.
- f. Gymnasium and shower/locker rooms – The Multipurpose Building shall be 9700 square feet and support Physical Education activities as well as school assemblies, with 1845 square feet allocated toward locker rooms. P.E. activities include volleyball and basketball; striping for both shall be incorporated into the floor finish material. A coach's office is to be located within each locker room, and there shall be space for 180 lockers in each room.
- g. Career and Technical Education – N/A to project
- h. Art – See description regarding S.T.E.A.M. curriculum
- i. Music – The campus will have one Music Room, centrally located with direct adjacency to the main corridor and close proximity to the lunch shelter and Multipurpose Building; it is intended to support all types of musical curriculum. The Music Room will be approximately 1400 square feet, with an LEA standard of 30 students. The walls and ceiling will be finished with acoustical panels, and large windows shall be installed to create a connection between main circulation pathways and the classroom. A separate space shall be provided for musical instrument storage.

2. Essential Support Facilities

- a. Multipurpose Room and Food Service – The Multipurpose Building shall incorporate Food Service as well as an outdoor lunch shelter. The Food Service program shall be 1542 square feet, and will serve both breakfast and lunch. The kitchen will be fully equipped for preparation of hot lunches, and will contain refrigerator and freezer storage. An office, storage, and restroom area will be provided for Food Service staff. It will be located such that students will have easy access through main circulation pathways, especially the main corridor of the campus. The sheltered lunch area will be 4,000 square feet to provide enough space to efficiently fit 40 tables and support 339 students at a time. Lunch periods will be staggered, based on grade level. The lunch area is located close to the Kindergarten buildings in order to limit the commute time of Kindergarten students, which conserves time teachers can use for instruction. An opening between the stage and lunch shelter will provide opportunities for general announcements and other presentations to be made during eating periods.

- b. Administration – The Administration building shall be 5019 square feet, and will contain offices for the Principal, Assistant Principal, Counselor, Teacher on Special Assignment (TOSA), Nurse, Clerk, and Secretary. A lobby at the entrance will provide a waiting area, and separate conference rooms for general purposes and Principal/Assistant Principal use will generate greater flexibility for meeting spaces. Counter tops shall be of an age-appropriate height, considering both standing and wheelchair height. A staff workroom will be provided, with counter space for collating and supply storage. Faculty mailboxes will be centrally conveniently located near the Principal and Assistant Principal offices, to facilitate ease of communication and connectivity between the campus staff. The nurse's office will also be located in the Administration building. A self-contained bathroom will have a hoist lift, as well as both outside and inside sinks. The Nurse's office shall also have space for refrigerator, lockable storage for medications, and 2 cots.
- c. Library/Media Center – The Media Center shall be 5760 square feet and 2 stories; the bottom floor is intended to support lower level grades, while the top floor is intended to support upper level grades. A securable textbook storage space shall be provided, as well as a staff workroom. The bottom floor incorporates a small terraced seating area for story-telling, while the mezzanine level incorporates an open reading area and self-contained study room. The Librarian's desk shall have a visual connection with stacks and entrances. The Media Center shall permit copious amounts of natural light, creating an open and inviting environment conducive to student learning.

3. Design Standards

- a. Lighting – Education spaces shall be lit through a combination of artificial and natural sources. Each Kindergarten classroom shall have storefront windows, florescent bays, and can lighting fixtures. Typical ground level classrooms shall have storefront treatment at exterior patios, windows to interior corridors, florescent bays, and can lighting fixtures. Typical 2nd level classrooms shall have storefront windows, windows to interior corridors, florescent bays, and can lighting fixtures. The Multipurpose building shall have hanging pendant lights, as well as a clerestory window to provide natural light. Each education space shall be designed to take as much advantage of the site's excellent location as possible in order to connect students with their environment.
- b. Acoustical – The campus is located at a higher elevation than the surrounding residential neighborhoods and roads; this isolates the site acoustically from its immediate vicinity. Classrooms are separated by wall systems within each building and finish materials such as carpet and ceiling panels will further dampen sound, creating good acoustical conditions in each educational space. Ventilation systems shall be placed at locations which minimize vibration transmitted into classroom spaces, and vents will run efficiently through plenum spaces.

- c. Plumbing – Restroom placement throughout the campus was determined by circulation paths, convenience of location, and the type of program in which the restroom is placed. The Administration building shall have a men's and a women's restroom. Each Kindergarten classroom shall have a single occupant unisex restroom with an appropriately sink and toilet, while the Pre-K classroom restroom shall have 2 stalls and 2 sinks; all Kindergarten classrooms shall have a sink outside the restroom as well. The Kindergarten building cluster shall also have a boy's and girl's restroom serving the playground within visual contact to the entire area, as well as a staff toilet. Typical classroom buildings will have a men's and women's restroom on each floor. All typical classrooms shall have a sink. Special education classrooms shall have a self-contained restroom with a sink and toilet, in addition to the classroom sink. The sheltered eating area located at the Food Services/Multipurpose building will be serviced by boy's and girl's restrooms which also serve the main campus corridor. Each locker room shall have a restroom, and each coach's office shall have a staff toilet. Each play area shall have associated boy's and girl's restrooms. Drinking fountains shall be placed in all buildings across the campus.
 - d. Indoor Air Quality – The site is located in a coastal residential area where air pollution is not an immediate issue. Views from the site to the coast are spectacular, and provide a wide visual range of natural beauty. Coastal breezes supply fresh air to the site, and limited tree and surrounding structure coverage equates to copious amounts of sun light throughout the day. This will be mitigated through covered play areas, sheltered eating areas, and covered walkways; classroom windows facing south, east and west shall have shade elements which block direct sun light; this will minimize unwanted heat gain during the day and add interesting architectural features to building facades.
- 4. Proposed Community Uses – N/A to project
 - 5. Parking, Drop-Off, and Pedestrian Circulation – The parking lot shall include accessible parking, visitor parking, and staff parking. Student drop-off is located along the perimeter public parking area with a dedicated drop-off aisle along the east edge of the parking lot. This area is directly connected to the "Main Street" walkway. A pathway to adjacent residential neighborhood shall be provided, due to the volume of walking students and parents with strollers. This pathway Vehicle traffic patterns through the parking lot do not intercept pedestrian traffic patterns, and parking is separated from the bus drop off aisle by an island. Accessible parking is located as close to the main campus entry as possible, according to ATFP regulations. The Bus drop-off and pick-up area has been separated from the parent area, and will receive students inside the campus along the service road adjacent to the Lunch Court. This site access road will also be used for service and emergency vehicles.
 - 6. Student Safety and Supervision – Outdoor areas such as playgrounds and ball courts are in close proximity with main circulation corridors, providing ease of access and supervision; these circulation paths are designed to efficiently convey students through the campus, both in everyday operation and during student and faculty evacuations. Playgrounds and field areas are configured to provide the forum necessary for each activity in the Physical Education curriculum;

this includes the Multipurpose Room, 2 hardcourt play areas, and an open field area. Access to an existing track area in the adjacent field will be provided, located at the terminus of the main campus corridor. Student drop off occurs near the main campus entrance, where the Administration building is located. This ensures that the area is easily supervised during student drop off and pick up periods, as well as providing a means for Administrative staff to control the entrance into the campus itself.