Your Team

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Why Master Plan?

• FMP is first step in facilities improvement process
• Recommended every 3-5 years by CDE
• Required to qualify for state new Prop 13 SFP funding
• Enables data driven facilities decision making
• Offers a new set of eyes on facilities
• Sustainable focus facilitates good stewardship
• Aligns facilities with educational program vision & LCAP goals
September Board Engagement Activity

1. What are your goals for the FMP?
   - Development of a visionary but achievable comprehensive guiding document that allows school boards moving forward to prioritize facilities spending in a way that addresses safety, educational needs, and emergency needs.
   - A living document that identifies current and future needs and can be updated as needed.
   - Be efficient with facilities, including considerations for attracting and retaining students.

2. What are your priorities?
   - Determine if any vacant land will be needed for OUSD in the future.
   - Utilize surplus properties to generate potential revenue.
   - Upgrade aging facilities and make sure that each site supports educational programs.
   - Create facilities like an Aquatic Center, Theater, and Tennis Courts that can be shared by all the schools and potential revenue from rental.
   - Stakeholder understanding about how facilities are financed and how decisions made now impact possibilities for the future.
   - That the FMP will be based upon knowledge, research, accurate information and formulated by committed participants in a transparent process.
September Board Engagement Activity

3. What concerns do you have?
   - Concerned that this will end up as a list of wants and desires that are not realistically implementable or financially achievable.
   - Concerned that expectations will be set too high and that some of the more visionary aspects may require different funding strategies than basic needs.
   - Concerned that pressures of immediate needs, finances and conditions will outweigh the need for a wise and workable plan that will serve OUSD for the long term.
   - Concerned that stakeholders have a contextual view of where OUSD stands in comparison to our neighboring districts with regard to facilities, and the commitments that have been made by the public to support the needs.

4. How would you define success?
   - Developing a realistic living document that the board can refer to and use as a guiding document moving forward.
   - That there is robust discussion about urgent needs vs. long term needs vs. desires.
   - By upgrading facilities and finding concrete ways to create revenue streams from our surplus properties to assure long-term maintenance of the upgraded facilities.
   - Make sure that we use our funds as efficiently as possible to create an environment for students that is conducive to learning.
September Board Engagement Activity Themes

• realistic
• financially achievable
• surplus property
• sense of confidence in decision making
Stakeholder Engagement | The Numbers

7 Executive Steering Committee Meetings
   (Establish FMP Process)

3 Facilities Master Plan Committee Meetings
   1 - Process Overview | Program Opportunities | Defining Success
   2 - Draft Guiding Principles | Equity | School Funding | ES Opportunities
   3 - Joint-Use Discussion | K-8 & MS Site Opportunities

1 Educational Visioning Meeting
   (Curriculum Council)

14 participants
50+ participants
17+ participants
Stakeholder Engagement | The Numbers

11 Focus Group Meetings
1 - Maintenance & Operations
2 - Educational Services
3 - Special Education
4 - Transportation
5 - CARES & Preschool
6 - Nutrition Services
7 - Information Technology
8 - Safety, Student & Community Services
9 - Risk Management
10 - Business Services
11 - Accountability, Equity & School Support

6 Online Surveys
1 - Principals (38)
2 - Teachers (281)
3 - School Site Administrators, Librarians, & Office Personnel (41)
4 - Custodial Staff (7)
5 - Grades 6-12 Students (56)
6 - Parents (1,164)
1,690+ participants
Facilities Master Plan Components

- Educational Vision
- Demographics Review
- Stakeholder Collaboration
- Facilities Assessment
- Financial Analysis
- Cost Estimating + Prioritization
- Final Campus Plan Recommendations
Facilities Assessments

Facilities Condition Report (for each site)

• Interviews with M&O
• Interviews with District Departments
• Reviewed Previous Site Assessment Information
• Site Walks to Visually Observe
• Developed Facilities Condition Reports
# Site Walk Observations – Elementary Schools

<table>
<thead>
<tr>
<th>Condition</th>
<th>Observation</th>
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<tbody>
<tr>
<td>1</td>
<td>MPR – school site is using outdoor spaces, lunch shelters, classroom space or MC/Library as assembly areas.</td>
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<tr>
<td>2</td>
<td>Campus Age and Condition – specific building conditions that require upgrades, additions, or repairs, including restrooms, water damage at roofs/fascia, exterior façade water damage, site flooding</td>
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<tr>
<td>3</td>
<td>SDC Support Spaces – provision of appropriate support spaces to serve SDC programs at all levels, including restrooms, pull out spaces, cool down areas, outdoor play areas, and eating areas.</td>
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<tr>
<td>4</td>
<td>Outdoor Spaces – areas include play structures, accessible play areas for SDC students, appropriate surface materials. Other areas are lunch shelters, shade for students and outdoor seating.</td>
</tr>
<tr>
<td>5</td>
<td>Administrative and Program Support – provision of dedicated space for program support services including speech therapist, occupational therapist, psychologist, conference/meeting space and space for Parent groups (PTA).</td>
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</tbody>
</table>
Site Walk Observations – Elementary Schools

**Condition 1**
**MPR**
72% do not have an MPR

**Condition 2**
**Campus Age and Condition**
67% require restrooms upgrades, 36% experience flooding, 62% have buildings that indicate visible water damage.

**Condition 3**
**SDC Support Spaces**
86% with dedicated SDC spaces require upgrades to toileting and other support spaces

**Condition 4**
**Outdoor Spaces**
60% have outdated play equipment (K, primary, or upper), 50% have lunch shelters are wood-slat construction and require repairs or replacement.

**Condition 5**
**Administrative and Program Support**
78% have program support services scattered through out school site, 42% without a dedicated Parent area.
## Site Walk Observations – K-8 & Middle Schools

<table>
<thead>
<tr>
<th>Condition</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1         | Outdoor Spaces  
includes appropriate outdoor equipment, seating areas, and shade for students |
| 2         | Spaces Support Early Access to High School Career Modules  
includes provision of dedicated space for high school signature programs |
| 3         | Administrative and Program Support - provision of dedicated space for program support services including speech therapist, occupational therapist, psychologist, and conference/meeting space. |
Orange HS Feeder Schools
Educational Vision

- LCAP Goals Review
- Educational Visioning Workshop
- FMP Committee Meetings 01 - 03
- Developed Educational Specifications
Educational Vision

What We Heard

• Shared Facilities
  o Build a central facility that all schools can use

• Expanded Learning Opportunities
  o Early Childhood Education & Specialized Facilities

• Accessibility & Safety

• Updated Classroom Environments that provide flexibility

• Welcoming Schools / Curb Appeal

• Outdoor Spaces
  o Outdoor learning opportunities
  o Athletic field and playground updates

• Whole Child Support
  o Wellness Centers
  o Acoustically private space for counseling and student services
Educational Vision

What We Heard Continued ...

• Multi-Purpose Rooms at all sites
• STEAM & CTE
  ○ Dedicated STEAM, Art and VAPA spaces
• Libraries
  ○ Flexible libraries that provide access to books and technology
Goal #3

All students will have access to 21st century courses and programs that enhance college and career opportunities, such as Advancement via Individual Determination (AVID), Online Courses (including Accelerated Math Pathway), Expository Reading Writing Course (ERWC), Advanced Placement (AP), College Board approved A-G courses, Career Technical Education (CTE) resources and Science, Technology, Engineering, Arts and Mathematics (STEAM) programs.
LCAP Goals

Goal #4
Students will demonstrate increased student achievement in all subject areas: English Language Arts, Math, Science, Technology, Social Sciences, Visual and Performing Arts, Physical Education, World Languages and Career Technical Education.

Goal #5
All parents will have opportunities to participate in workshops, activities, stakeholder engagement trainings, utilize resources and services, as well as, provide input in decision-making practices at the District and schools, with an emphasis on English Learners, Low Income, Special Education, Gifted and Talented Education (GATE), and Foster Youth students, to become true partners in their child’s education.
LCAP Goals

Goal #6
All students will participate in engaging college and career pathways programs, technology, digital literacy, and resources and support systems that will increase student attendance.

Goal #7
All students will have access to resources, services and programs that provide a safe and motivating learning experience that fosters school connectedness.
STEAM Lab

DESIGN OBJECTIVES
The STEAM Innovation Lab is a student-centered space that fosters a culture of discovery, curiosity, and exploration. The lab should be flexible in nature, providing opportunities for independent and collaborative learning. It should support small group work and large group demonstrations/projection. The space should be located near the library for ease of research and resource gathering.

The lab should have physical and visual access to the exterior, extending the classroom outdoors. The outdoor space should have larger defined areas with consideration of an outdoor sink, well area, and environment-friendly landscaping creating appropriate spaces for experimentation and learning.

SPATIAL FEATURES
- Bright with natural daylight. Visual and physical access to outdoors.
- Flexible, adjustable, easily movable furniture, sized appropriately for the student age groups: large group work tables, mobile whiteboards, writable walls.
- Tackable walls and digital boards/projection for student work display and presentation.
- Finish materials and flooring that are absorbing, easy to maintain, and clean.
- Secure and flexible storage supporting a variety of projects and supplies.
- Integrated technology to support teacher and student mobility, collaboration, and work.
- Provide flexible furniture and space to support and hold new digital/maker technology (e.g., 3D printers, CNCs, laser cutters).
- Many flexible data/power outlets, consider ceiling power cord reels.

ACTIVITIES
- Exploration, active and interactive learning
- Instructional demonstrations
- Group work, collaboration, and presentation
- Individual work and exploration
- Project art/crafts, beginning science experimentation
- Outdoor exploration
- Hands-on and project-based learning
- Showcase display and presentation of student work

STEAM Lab/Innovation Lab Diagram

LCAP Goals #3 & #6

Centralize locate adjacent to the Library for ease of access by all students. Space should be able to access the Library to allow for research and idea generation activities.

Flexible Furniture

Centralized STEAM lab provides common work area for STEAM activities and computer lab.
Sample Educational Specifications

Collaboration Spaces

LCAP Goals #5, #6 & #7
Sample Educational Specifications

Special Education

**Design Objectives**

Special Education should provide an open, nurturing learning environment that fosters the ability to support a variety of activity zones. Special Education classrooms should be integrated into the campus views of the surrounding educational facilities, providing meaningful visual and auditory connections for all students.

- Designate and reserve common areas for learning and recreational activities.
- Designate spaces for specific purposes such as therapy, distance learning, multimedia centers, student lounge, and support services.
- Designate spaces for collaborative learning and engagement.

**Spatial Features**

- Furniture should be ergonomically designed, adjustable, and sized appropriately for the student age group.
- Finishes should accommodate all activities. Carpeting in Offices, Classrooms, Focus Rooms, and Resource Rooms should be resilient, non-slip, and easy to clean.
- High ceilings and large windows provide natural lighting and views to the outdoors.
- Clerestory windows and clerestory lighting provide natural light and views to the outdoors.
- Utilize carpet flooring for whole group areas and resilient flooring near the sink and doors.

**Activities**

- Individualized learning, student-centered planning
- Specialized training or support
- Use of assistive equipment and/or devices
- Development and improvement of skills (communication, language, motor)
- Consultation, tutoring, and meetings
- Assessment and instruction in the least restrictive environment

**LCAP Goals #5, #6 & #7**

Special education programs vary at each site depending on the needs of the particular school community.

- MILD/Moderate & Mod/Severe
  - Programs should be located with General Education Classrooms of grade-level peers.
  - The Learning Center must be located near the library or common space for easy access and support.
Multi-Purpose Room

**LCAP Goals #5 & #7**

**DESIGN OBJECTIVES**

The MPR is a space intended for multi-use with easy transition from a performance/performance/concert space to a deep space in an activity space. It should be flexible, accommodating for a range of quiet, intimate activities to larger, active ones.

The location should be near parking for after hour and community event access – service and delivery access should be considered and conflict with pedestrian access avoided.

The design of the space should break a sense of community through use of color and display of awards/trophies. The space should be bright with natural daylight with an adjacent outdoor space that has covered seating for dining. A position for the MPR stage and seating can be taken into account when reviewing permits.

Support and adjacent spaces include storage for chairs, tables, and FF/EB equipment, a kitchen for food service; food service, and easy access to refrigerators and drinking fountains. Security, safety, measures, and separate storage should be considered for community use both before and after school hours.

**SPATIAL FEATURES**

- Open, light-filled, natural daylight space. Controlable daylighting with consideration to security.
- Durable and flexible furniture tables and chairs with the ability to fold, stack, and store.
- Acoustically designed space to accommodate large group activities. Use absorbent ceiling/wall materials to reduce reverberation time.
- Resilient, durable and easy to clean flooring.
- Integrated technology with wireless access throughout. Large projection; built-in audio-visual system, sufficient access to power. Adjustable lighting to accommodate a variety of event types.
- Plan space for trash collection and recycling.

**ACTIVITIES**

- Assemblies and large group presentations
- Author Visits
- Student activities and collaboration
- Food service / indoor student dining
- Community use / social gathering
- Instructional activities to support physical education / fitness, music and performance

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**MULTI-PURPOSE ROOM DIAGRAM**

- **WALK-IN REF. + FREEZER**: 200 SF
- **STAFF RESTROOM**: 65 SF
- **DRY STORAGE**: 50 SF
- **KITCHEN**: 400 SF
- **SERVING**: 400 SF
- **OVERCVR DINING**: 2,400 SF
- **COVERED DINING**: 2,400 SF
- **ROLL UP DOOR**: Operable Acoustical Partition
- **OUTDOOR STAGE**: Operable Acoustical Partition
- **STAGE/BAND CLASSROOM**: 1,200 SF
- **MULTI-PURPOSE ROOM**: 2,640 - 4,400 SF

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**FINANCIAL ANALYSIS**

- **The Multi-Purpose/ Food Service building should be centrally located and near parking for community events. Service access is needed for deliveries to the kitchen.**
- Total square footage based on "CDE recommendation of 5 SF per student".

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**LPA**

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**Orange Unified School District**

**Facilities Master Plan**

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**3.1 EDUCATIONAL VISION**

**ELEMENTARY SCHOOLS**

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**3.2 EDUCATIONAL VISION**

**ELEMENTARY SCHOOLS**

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Demographics Review

• decline of birth rates
• financial recap document 2019-2020
FMP Considerations
The Problem We Are Facing

• Old sites with aging infrastructure
• Have not invested a lot of $ into facilities improvements
• Some sites are not educationally appropriate for NextGen learning
• Projected decline in enrollment
• Surrounding Districts are rebuilding facilities and innovating programs
• Competing with other Districts and Private Schools for student retention
• Ready to draw Draft Master Plans for each site
Opportunities

Potential Magnet Schools
(one per feeder for equity)

McPherson K-8
Opportunities

Potential Magnet Schools
(one per feeder for equity)

- Running Springs
- Crescent / Orange PK Site
- California / Yorba
- McPherson K-8
- Fletcher
Joint-Use | Shared Use
The Problem We Are Facing

• Being good stewards of $ - can’t build everything everywhere
• Pools at the high schools are old and failing
• Currently there are no Performing Arts Centers at the High Schools
Opportunities

‘There is a culture of sharing in OUSD.’
Peralta Site Study

PROGRAM

25M x 50M POOL
- Team Locker Rooms
- Equipment Storage
- Office
- Tickets
- Pool mechanical
- Restrooms

3-COURT GYMNASIUM
- Lobby
- Team Locker Rooms
- Training Room
- Weight Room
- Fitness Space
- Restrooms

THEATER
- Lobby
- 375-seat Theater
- Black Box Theater
- Green Room
- Dressing Rooms
- Scene Storage
- Prop Storage
- Rehearsal Studios
- Restrooms
Conclusion | Discussion

1. Should we include K-8 Schools in the Facilities Master Plan?

2. Should we include a Joint-Use Site in the Facilities Master Plan?
Changing Lives by Design™