



Orange Unified School District

Facilities Master Planning Process Update

March 3, 2020

Your Team



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Director of K-12



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Project Manager



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Managing Director



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Educational Program Vision



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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)

14
participants

- 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



50+
participants

- 1** Educational Visioning Meeting
(Curriculum Council)



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

60+
participants

6 Online Surveys

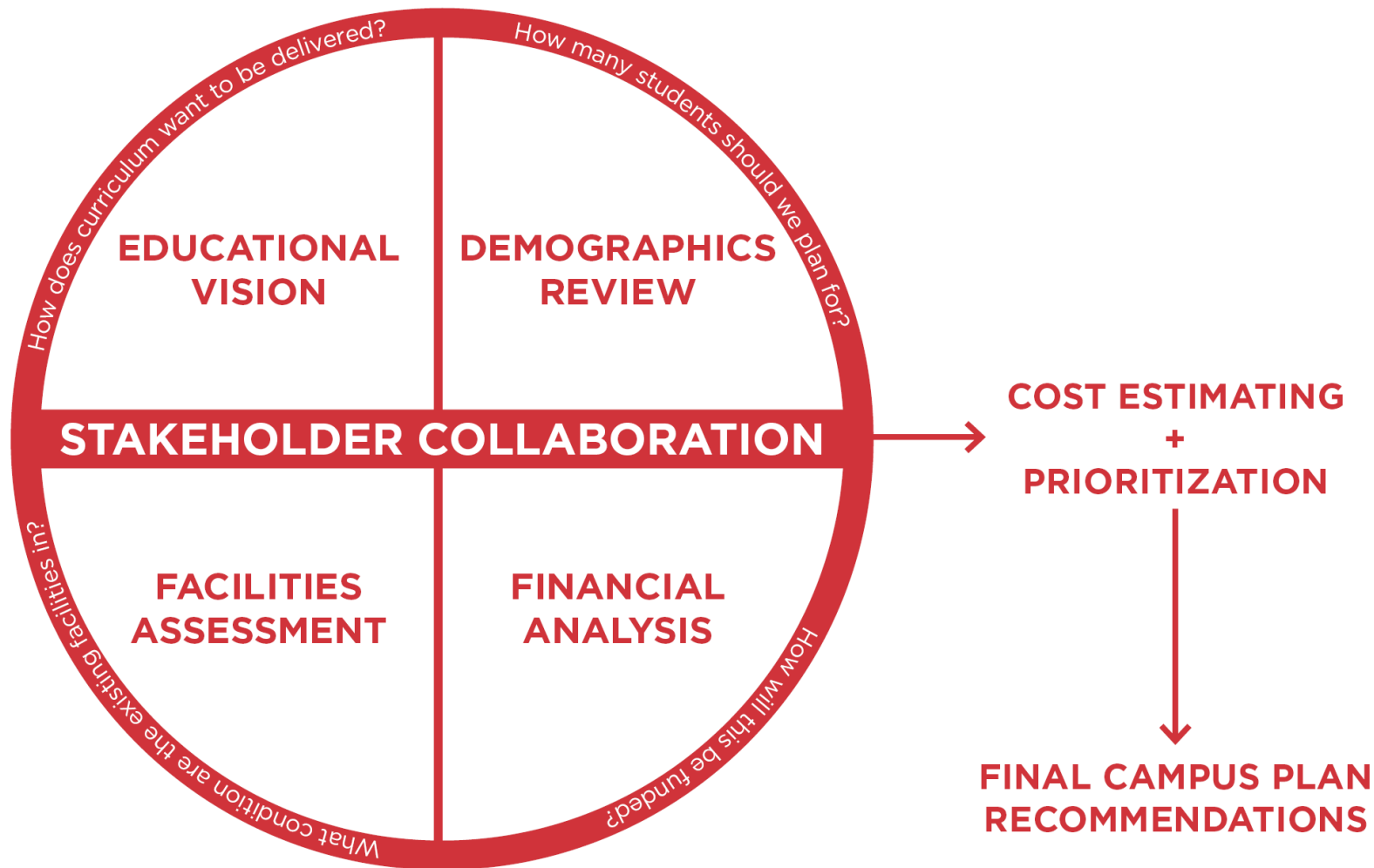
- 1 – Principals (38)
- 2 – Teachers (281)
- 3 – School Site Administrators, Librarians, & Office Personnel (41)
- 4 – Custodial Staff (7)
- 5 – Grades 6-12 Students (56)
- 6 – Parents (1,164)

1,549
participants



1,690+
participants

Facilities Master Plan Components



Facilities Assessments



LPA

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

425 N. Cambridge St., Orange, CA 92866

EXISTING SITE CONDITIONS
CAMBRIDGE ELEMENTARY

Orange Unified School District
Facilities Master Plan

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been completed, where they have identified issues and what items generate the most work orders.

4. LPA team members met with each Principal to ask questions and walk each site with them to get a better understanding of the layout, areas of concern, and work completed to-date.

RECENT DEFERRED/MAJOR MAINTENANCE & RENOVATION PROJECTS

- 2015 - Fire Alarm Upgrade
- 2015 - Asphalt Replacement at Parking Lot
- 2016 - Asphalt Slurry/Seal Coat
- 2016 - Interior Lighting Upgrade/LED Bulb Replacement
- 2016 - Exterior LED Lighting Upgrade
- 2016 - Field Renovations/Improvements (core aeration, weed control, fertilization & hydro-seeding)
- 2017 - Interior Painting (13 Rooms)
- 2017 - Floor Covering Replacement (13 Rooms)
- 2018 - Floor Covering Replacement Phase II
- 2018 - Interior Painting Phase II
- 2018 - IP Bell/PA System

PRINCIPAL COMMENTS

Site

- Parking and drop-off/pick-up routines are a constant struggle.
- Would like an outdoor space that can be used for outdoor learning or assemblies.
- The lunch shelter is not weatherproof. Would like a shelter that is.
- Play equipment needs to be updated. Would like to have shade structures as well.
- There are security/visibility/privacy issues along the northeast side of campus, bordering the adjacent church parking lot.

EXISTING SITE INFORMATION

Year Built: 1951
Year Modernized: N/A
Student Population (2019-2020): 525
Grade Levels: K-6
Number of Permanent Classrooms: 22
Number of Relocatables: 5
Site Acreage: 8.70
Permanent Building Area: 33,742 sf
Relocatable Classroom Area: 3,840 sf
Other Relocatable Area: 960 sf

OVERVIEW

The Condition Assessment information outlined on the following pages was gathered in the following four ways:

1. Each Principal filled out a survey related to the current educational programs, the needs and goals of those programs, and the ways in which physical space is supporting or hindering the program goals.
2. The District provided a Facilities Assessment that was completed internally in 2018.
3. LPA met with and interviewed the various trades in the Maintenance & Operations Department to understand what work has

Outdated classroom equipment - chalk boards.

Building fascia boards need attention.

Wooden shade structure needs to be replaced.

Kindergarten classroom.

Kindergarten workbook.

Play structure.

Site Walk Observations – Elementary Schools

Condition 1 MPR – school site is using outdoor spaces, lunch shelters, classroom space or MC/Library as assembly areas.

Condition 2 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

Condition 3 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.

Condition 4 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.

Condition 5 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).

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.

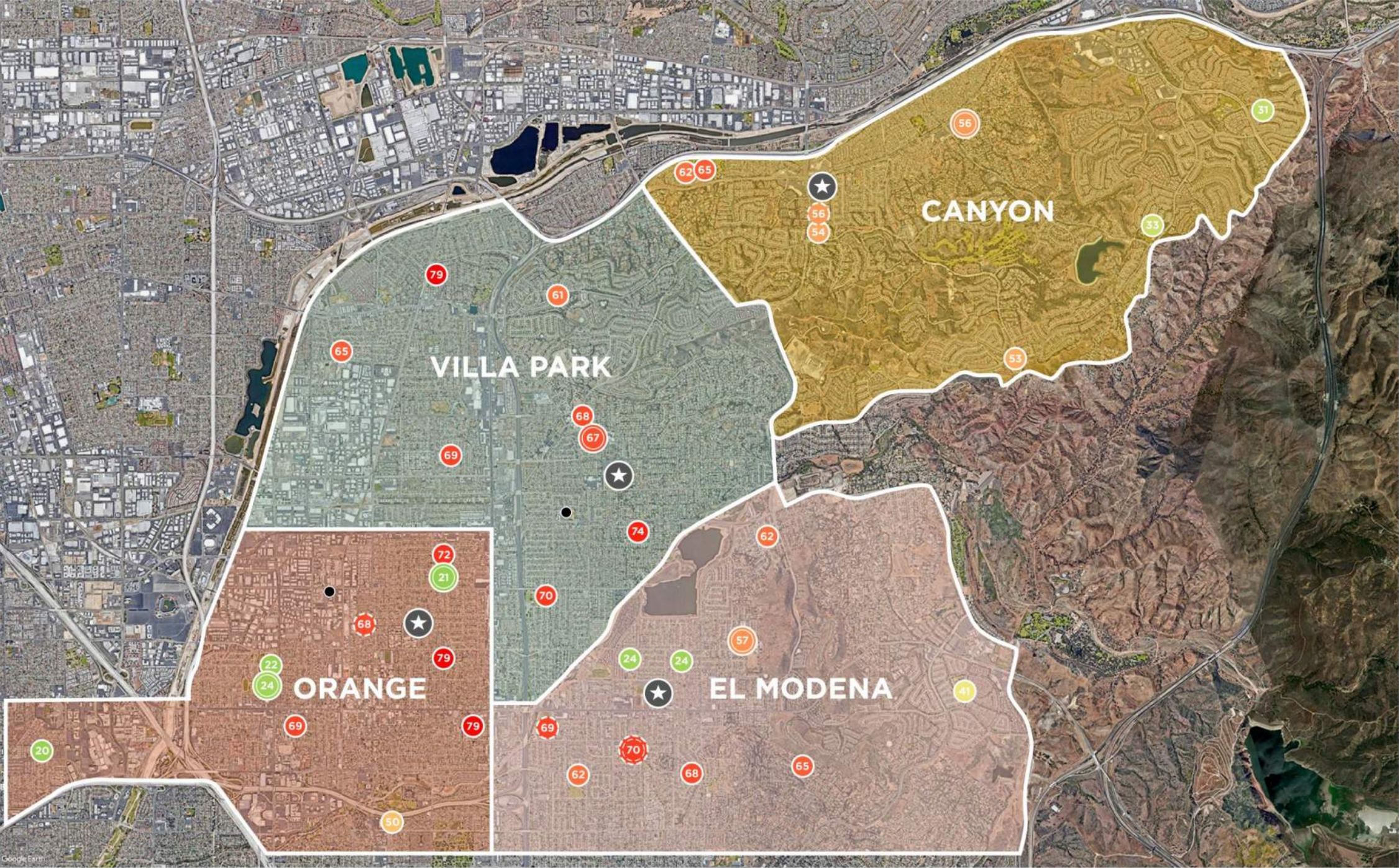
Condition 5 Administrative and Program Support
78% have program support services scattered through out school site, 42% without a dedicated Parent area.

Site Walk Observations – K-8 & Middle Schools

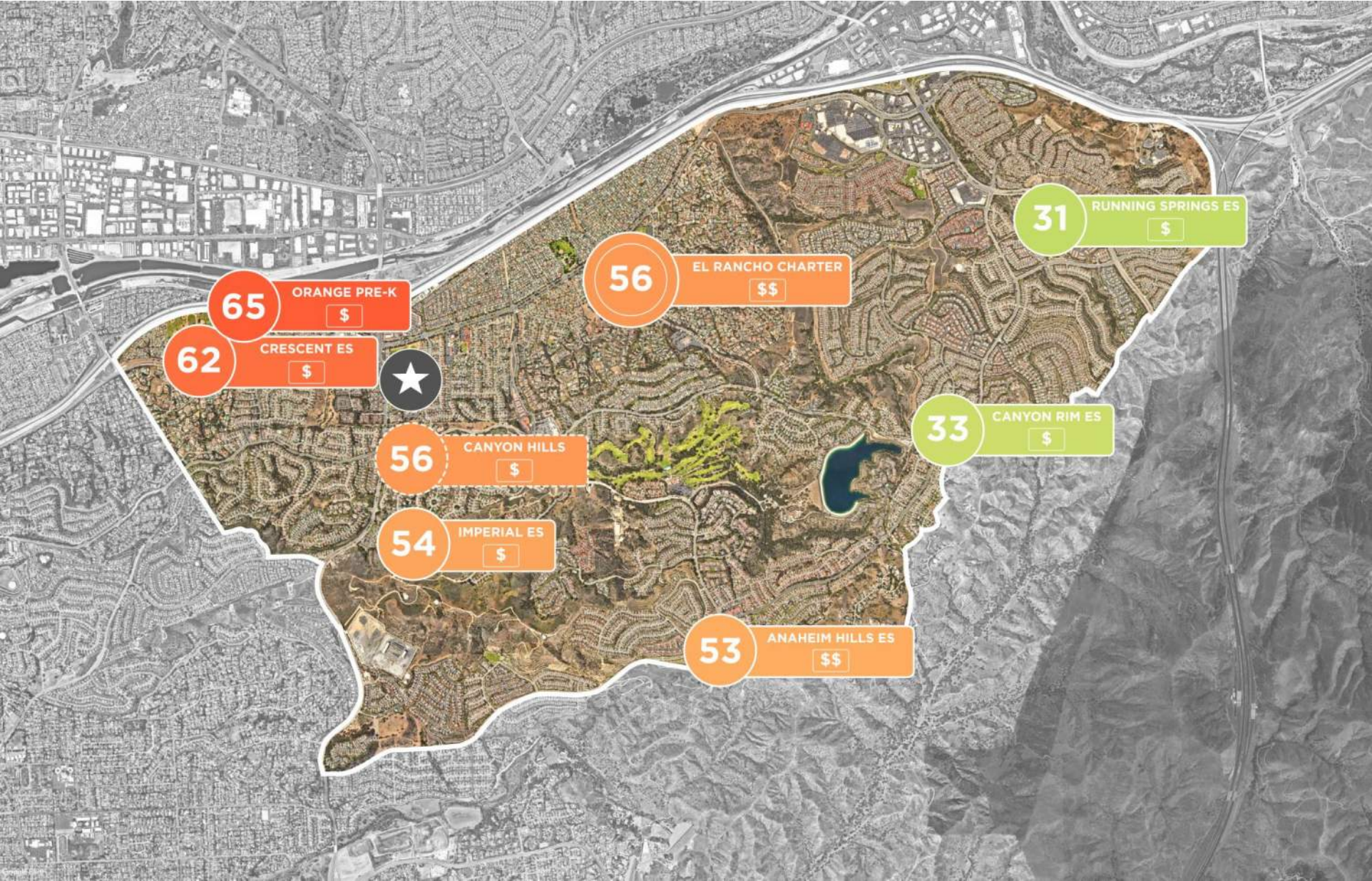
Condition 1 **Outdoor Spaces**
includes appropriate outdoor equipment, seating areas, and shade for students

Condition 2 **Spaces Support Early Access to High School Career Modules**
includes provision of dedicated space for high school signature programs

Condition 3 **Administrative and Program Support** – provision of dedicated space for program support services including speech therapist, occupational therapist, psychologist, and conference/meeting space.



Canyon HS Feeder Schools

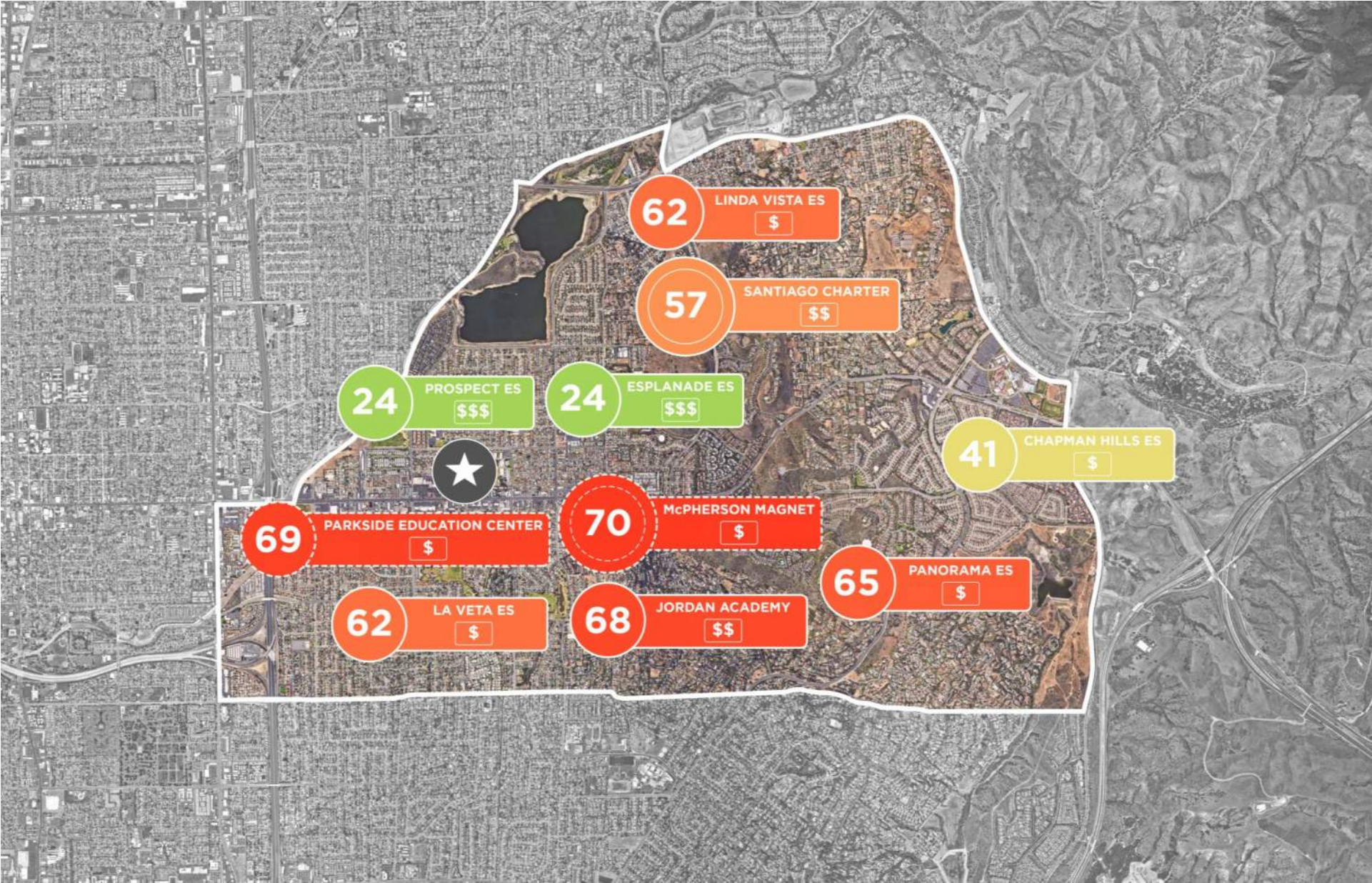


KEY

LPA

- Elementary School
- Middle Schools
- ⊙ K-8
- ★ High Schools
- Specialty School
- Age 70+ years
- Age 60-69 years
- Age 50-59 years
- Age 30-49 years
- Age 0-29 years
- \$ Maintenance
- \$\$ Minor Modernization
- \$\$\$ Major Modernization

El Modena HS Feeder Schools

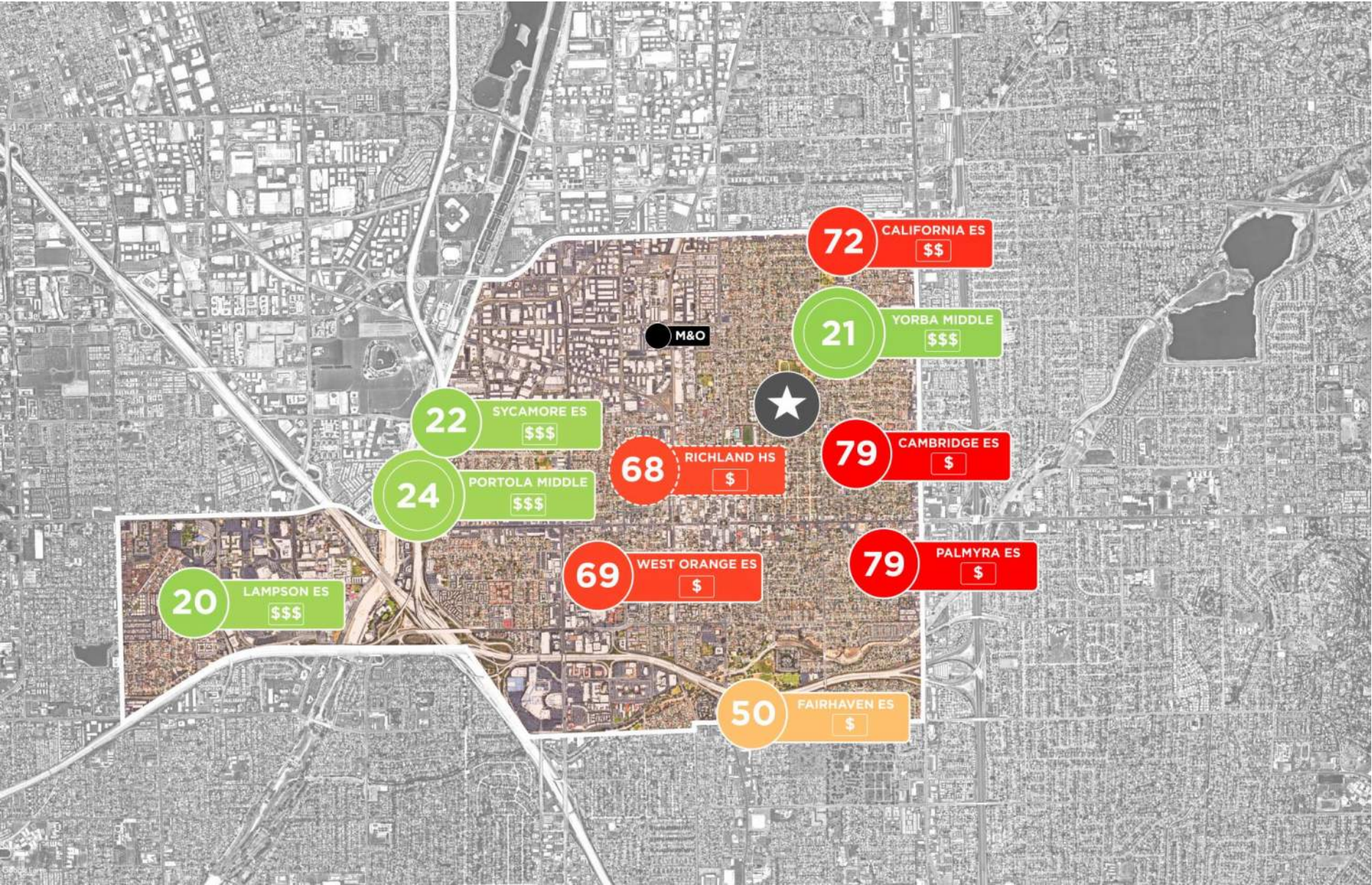


KEY



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Orange HS Feeder Schools

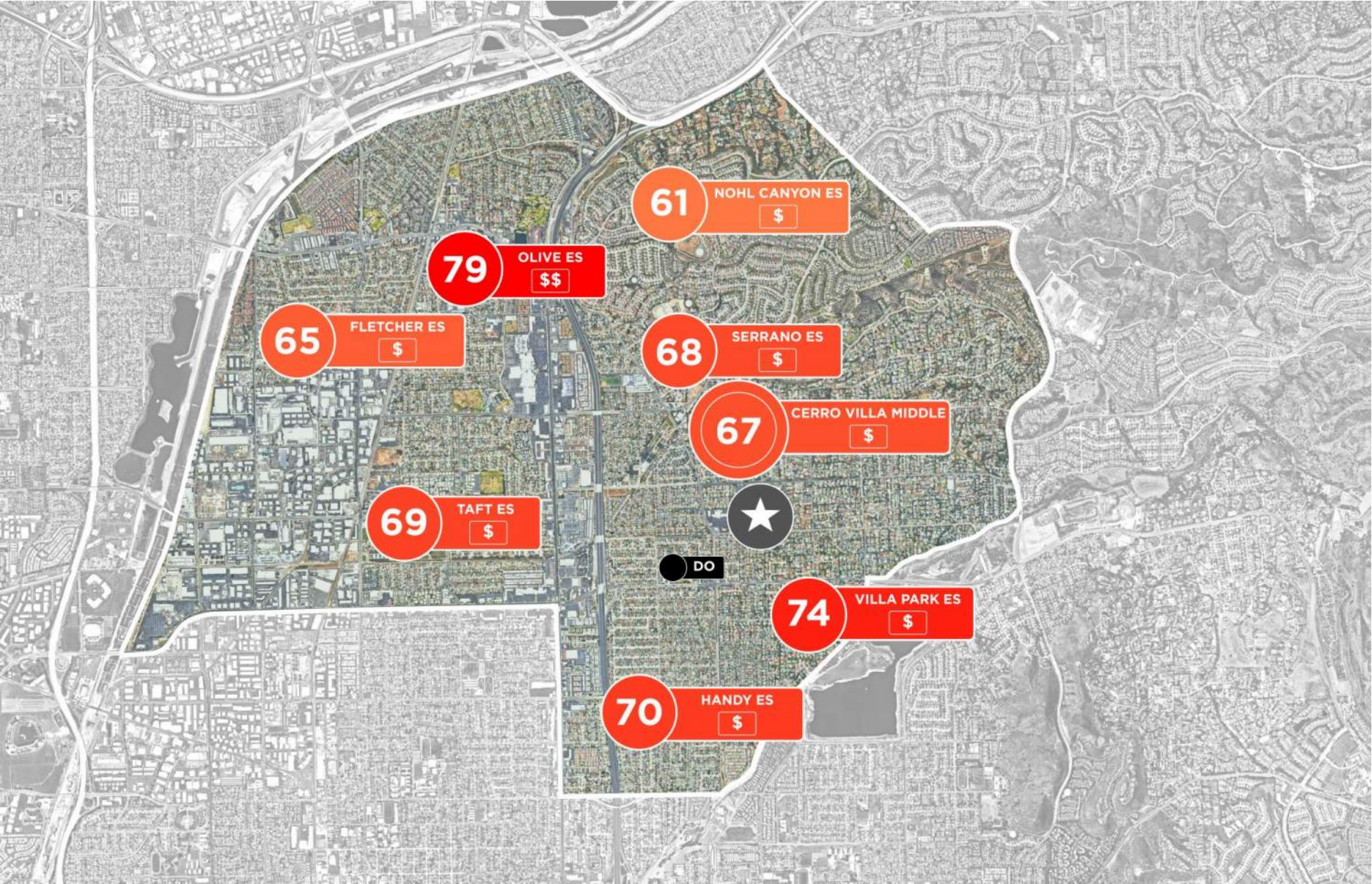


KEY



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Villa Park HS Feeder Schools



KEY



- Elementary School
- Middle Schools
- ⊗ K-8
- ★ High Schools
- Specialty School
- Age 70+ years
- Age 60-69 years
- Age 50-59 years
- Age 30-49 years
- Age 0-29 years
- \$ Maintenance
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Educational Vision



Educational Vision

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



Educational Vision



LPA

What We Heard

- Shared Facilities
 - Build a central facility that all schools can use
- Expanded Learning Opportunities
 - Early Childhood Education & Specialized Facilities
- Accessibility & Safety
- Updated Classroom Environments that provide flexibility
- Welcoming Schools / Curb Appeal
- Outdoor Spaces
 - Outdoor learning opportunities
 - Athletic field and playground updates
- Whole Child Support
 - Wellness Centers
 - Acoustically private space for counseling and student services

Educational Vision



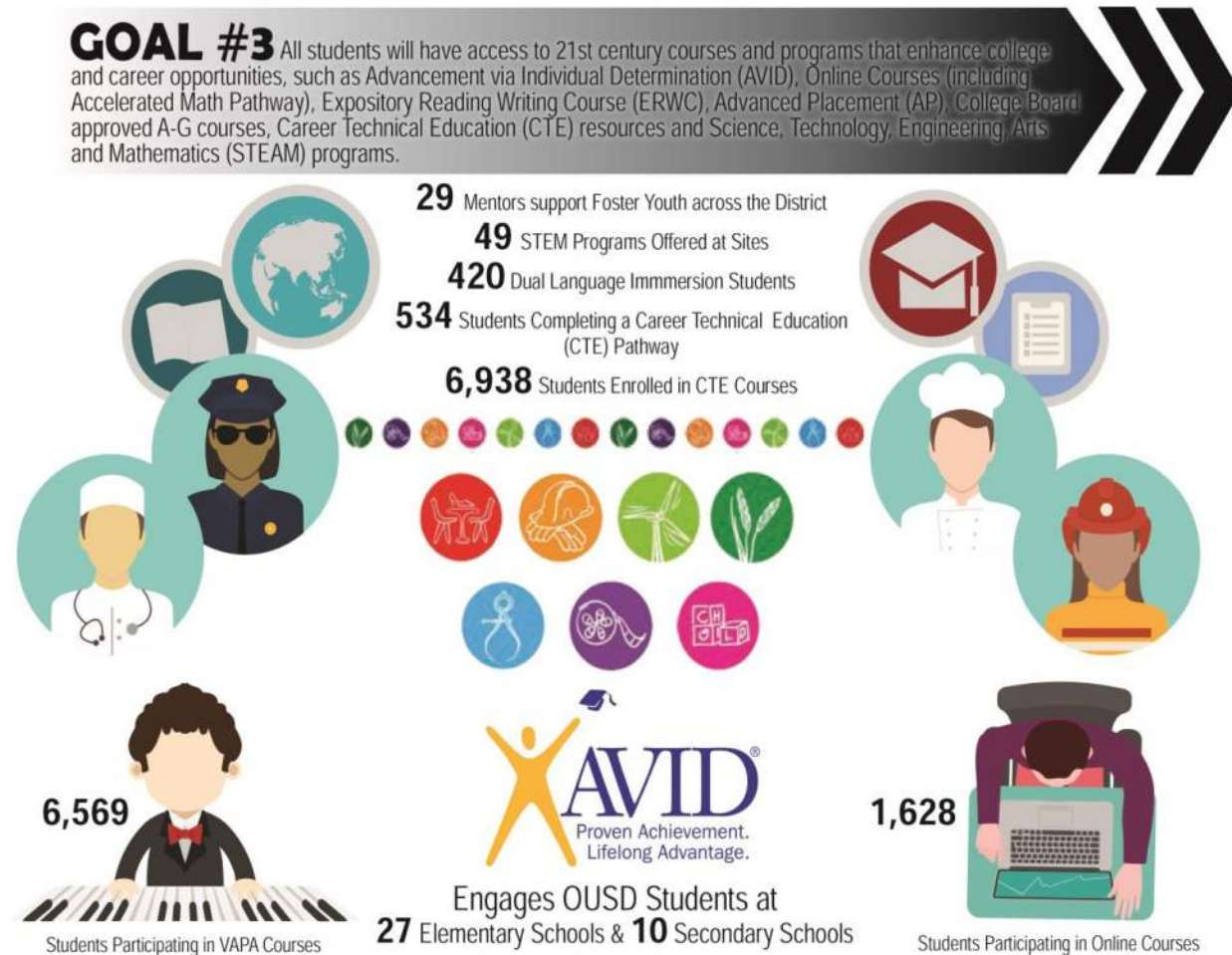
What We Heard Continued ...

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

LCAP Goals

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

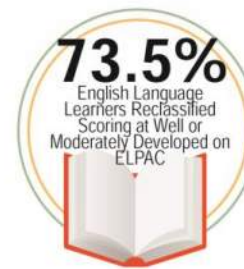
Goal #4

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.

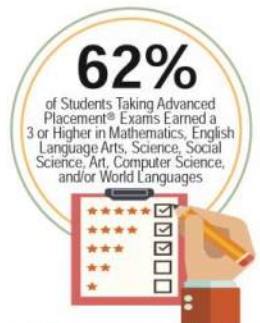
GOAL #4 Students will demonstrate increased student achievement in all subject areas: English Language Arts, Math, Science, Technology, Social Sciences, Visual and Performing Arts, Physical Education, World Languages and Career Technical Education.



6,938 Students Participating in Career Technical Education Courses



Students Achieving Standard Met and Exceeded on the SBAC
57.29% in ELA & 43.74% in Mathematics



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.



1,071 Focus Group Participants



3 Surveys Conducted



69 Focus Groups



11,960 Stakeholders Engaged

Top 5 themes from LCAP Survey

- Update school facilities
- More Visual & Performing Arts (VAPA) Opportunities
- More Science, Technology, Engineering & Math (STEM) Opportunities
- More Counselor Support & Focus on Social Emotional Learning
- Smaller Class Sizes

LCAP Goals

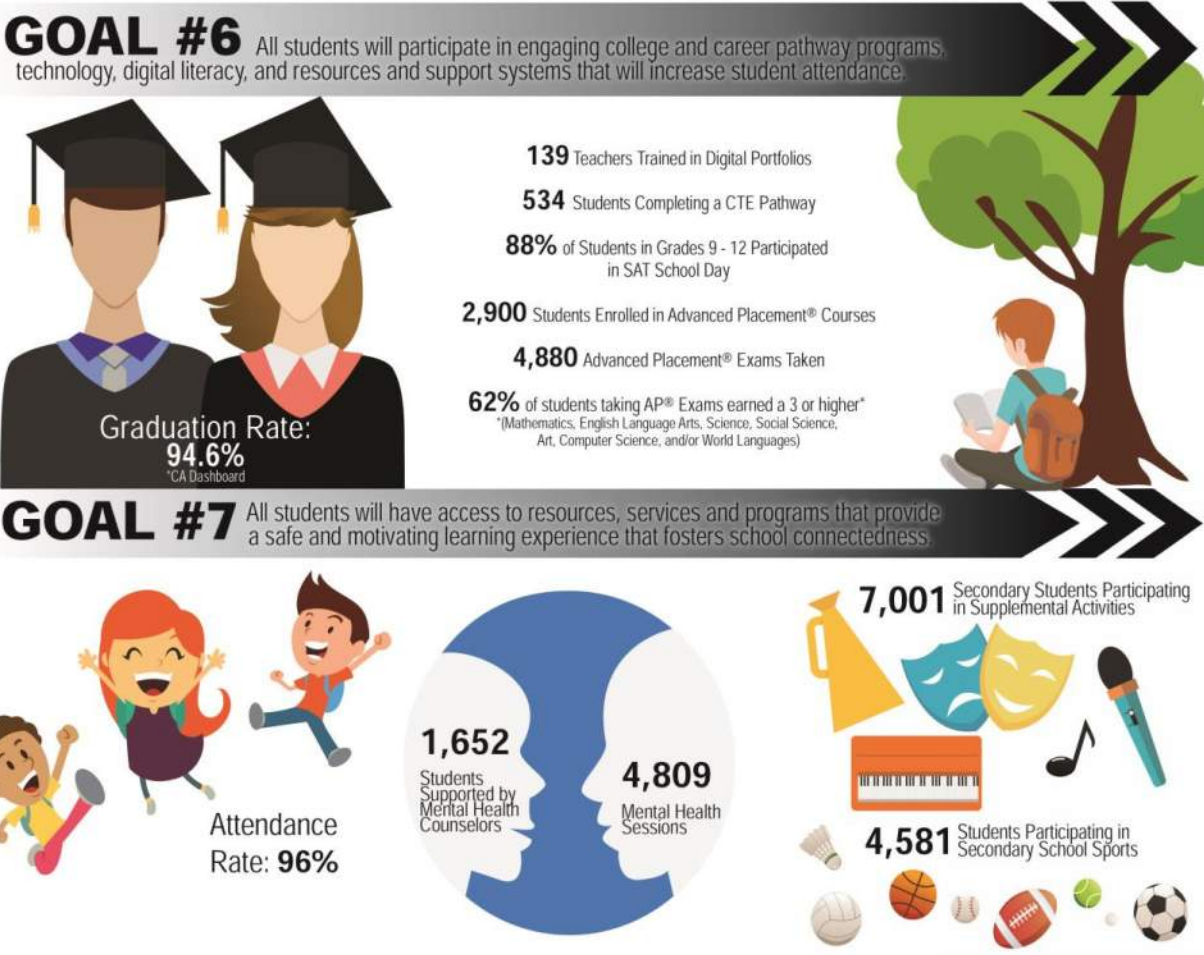


Goal #6

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.



Sample Educational Specifications

STEAM Lab

LCAP Goals #3 & #6



3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District
Facilities Master Plan

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STEAM LAB/INNOVATION LAB



DESIGN OBJECTIVES

The STEAM/Innovation lab is a student-centered space that fosters a sense of discovery, curiosity, and exploration. The lab should be flexible in order to provide opportunity for innovative, messy exploration as well as individual, focused learning. It should support small group work and large group demonstration/presentation. 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 proper shaded areas with consideration of an outdoor sink, wet area, and environmentally conscious

landscaping creating appropriate spaces for experimentation and learning.

The space is designed to be flexible, tactile, and adaptable to support a variety of programs dependent on student and teacher need. Support spaces and features will include: multiple sinks for ease of clean up, direct access to a lockable storage room for materials and projects; appropriate storage systems to accommodate different needs, projects, and supplies; and areas to display student work (physical and digital).

SPATIAL FEATURES

- Bright with natural daylight. Visual and physical access to the outdoors.
- Flexible, adjustable, easily moveable furniture, sized appropriately for the student age group: 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 (eg. 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

3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District
Facilities Master Plan

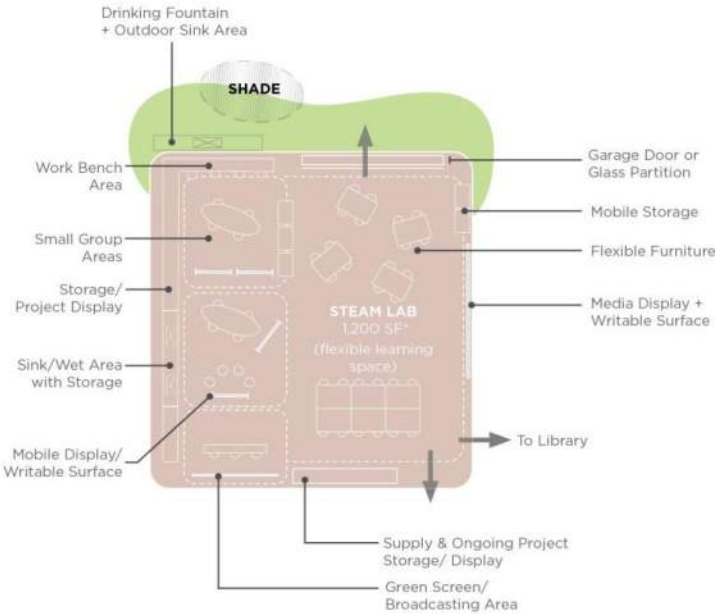
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STEAM LAB/INNOVATION LAB DIAGRAM

ORGANIZATION

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

*Square Footage is based on new construction vs. modernization. Modernized STEAM labs will take on the SF of a typical classroom or computer lab.



KEY PLAN:



Sample Educational Specifications

Collaboration Spaces

LCAP Goals #5, #6 & #7



3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District
Facilities Master Plan

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COLLABORATION SPACES (INDOOR + OUTDOOR)



DESIGN OBJECTIVES

Collaboration spaces (Colabs) exist indoors and outdoors, located near classroom clusters, and are open, inviting, and engaging. These spaces should be highly flexible allowing for break out sessions for multiple groups from various classrooms simultaneously. These collaboration spaces should be able to accommodate a range of activities from large, group work to small, intimate study or 1 on 1 instruction.

Interior colabs should be equipped with mobile technology that is supported with multiple electrical outlets, integrated into a wireless-internet infrastructure, and designed with flexible furniture to create and accommodate a range of learning zones and activities. Materials and finishes should be

highly durable, easy to maintain, vibrant and colorful. Acoustical treatment of the space will be considered to account for various noise levels adjacent to classroom spaces. The interiors should be bright with daylight and have visible and physical access to the outdoors.

Exterior colabs should be seen as an extension of the classroom. These spaces can be utilized by teachers for hand-on art and science activities, reading, discussions, "messy" experimentation, or outdoor play. The spaces will be designed to house active-group and passive-individual learning. Noise treatment, shading, flexible and resilient furniture, and environmental consciousness in material and thoughtful landscaping should all be considered.

SPATIAL FEATURES

- Furniture should be agile, adjustable, easily move-able, durable and sized appropriately for the student age group - consider mobile whiteboards and stools for flexibility.
- Finishes should contribute to the acoustical qualities of the space. Provide areas that allow the display of student work (tackable material) and writable surfaces. Use color and appropriate lighting strategies to create open, inspiring spaces.
- Technology supporting teacher and student mobility with sufficient power sources and wireless access.
- Outdoor design should consider environmentally conscious planting, an outdoor sink, seatwalls, sightlines for easy supervision, proper tree shading or shade structures, connection to the classroom.

ACTIVITIES

- Exploration: Active and Passive Learning
- Instructional lessons, group collaboration, individual work, 1 on 1 instruction
- Project art/crafts
- Messy learning and experimentation
- Outdoor exploration
- Interdisciplinary, learner-centered instruction
- Active and passive learning
- Collaborating and communicating between students, their peers and teachers

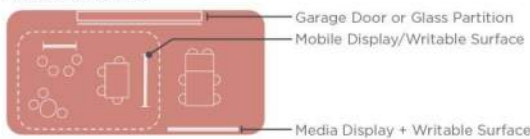
3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

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COLLABORATION SPACES DIAGRAM

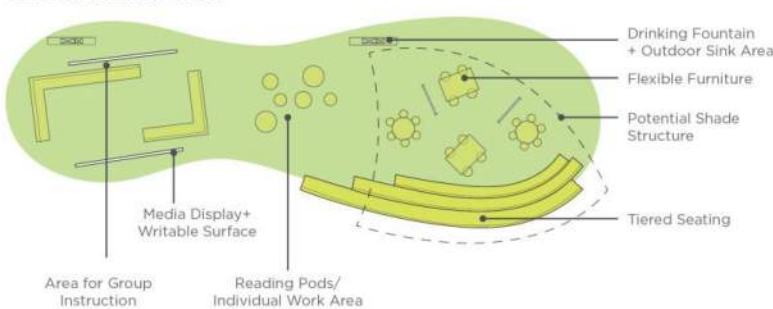
COLAB SPACE (A):



COLAB SPACE (B):



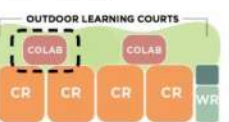
OUTDOOR LEARNING COURT



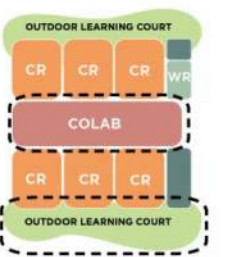
ORGANIZATION

Collaboration spaces are located centrally or adjacent to classroom clusters and near teacher workrooms to support student and teacher interaction.

KEY PLAN (A):



KEY PLAN (B):



Sample Educational Specifications

Special Education

LCAP Goals #5, #6 & #7



3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

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SPECIAL EDUCATION



DESIGN OBJECTIVES

Special Education should provide an open, nurturing learning environment that has the ability to support a variety of activity zones. Special Education classrooms should be integrated into the campus in the "Least Restrictive Environment" enabling full inclusion of Special Education students.

Moderate and severe autism students should be provided a self-contained facility with direct access to appropriate toileting facilities, a focus room, and dedicated storage room. Focus rooms provide a calm area for students to decompress and recompose themselves for learning. SAI and MM students are integrated but need a pull-out space for focused help. These spaces should accommodate a collaborative team-teaching environment between

special education and general instruction teachers.

Additionally, a Learning Center should be integrated into each campus as an additional support space for special education students and teachers. Each Learning Center should be designed with an SAI (small group work area, and dedicated office spaces for a counselor, psychologist, and speech pathologist. Office spaces should be large enough for a desk, small conference, or small group workspace. Offices should be visually and physically connected to the central SAI space.

The Learning Center should have direct access to the library to support needs of research, resource gathering, and decompression.

SPATIAL FEATURES

- Furniture should be agile, adjustable, and sized appropriately for the student age group.
- Finishes should accommodate the activities. Carpeting in Offices, Classrooms, Focus Rooms; resilient flooring at support spaces. Include materials that reduce reverberation time.
- Writeable surfaces and tackable walls; mobile whiteboards to support small-group instruction.
- Use calming colors and dimmable lighting strategies with high color rendering index balanced with natural daylighting.
- Utilize carpet flooring for whole-group area and resilient flooring near the sink and doors.
- Technology and equipment; same as in Classroom.

ACTIVITIES

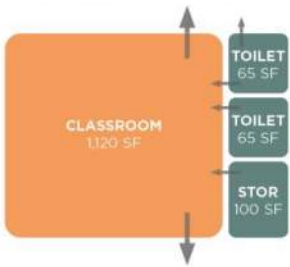
- Individualized learning, student-centered planning
- Specialized training or support
- Use of assistive equipment and/or devices
- Development and improvement of skills (communication, language, motor)
- Consultation, tutoring and meetings
- Assessment and instruction in the least restrictive environment

3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

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SPACE DIAGRAM

MILD/MODERATE PRESCHOOL



MILD/MODERATE PROGRAMS



MOD/SEVERE PROGRAMS



LEARNING CENTER



ORGANIZATION

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

Mild/Moderate & Mod/Severe Programs should be located with General Education Classrooms of grade-level peers.

The Learning Center should be located near the Library or central to the campus for ease of student access and support.



Sample Educational Specifications

Multi-Purpose Room

LCAP Goals #5 & #7



3.1 EDUCATIONAL VISION ELEMENTARY SCHOOLS

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MULTI-PURPOSE ROOM (MPR)



DESIGN OBJECTIVES

The MPR is a space intended for multi-use with easy transition from a performance/assembly space to a dining space to an activity space. It should be flexible - accommodating for a range of quiet, intimate activities to large, 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 instill a sense of school pride through use of color and display of awards/student work/trophies. The space should be bright with natural daylight with an adjacent

outdoor space that has covered seating for dining. In addition, consideration for an outdoor stage and amphitheater can be taken to account where space permits.

Support and adjacent spaces include storage for chairs, tables, and PE equipment, a kitchen to accommodate food warming and fresh food options, a queuing system for food serving, and easy access to restrooms and drinking fountains.

Security, safety measures, and separate storage should be considered for community use both before and after school hours.

SPATIAL FEATURES

- Open, high ceiling, natural daylight space. Controllable 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

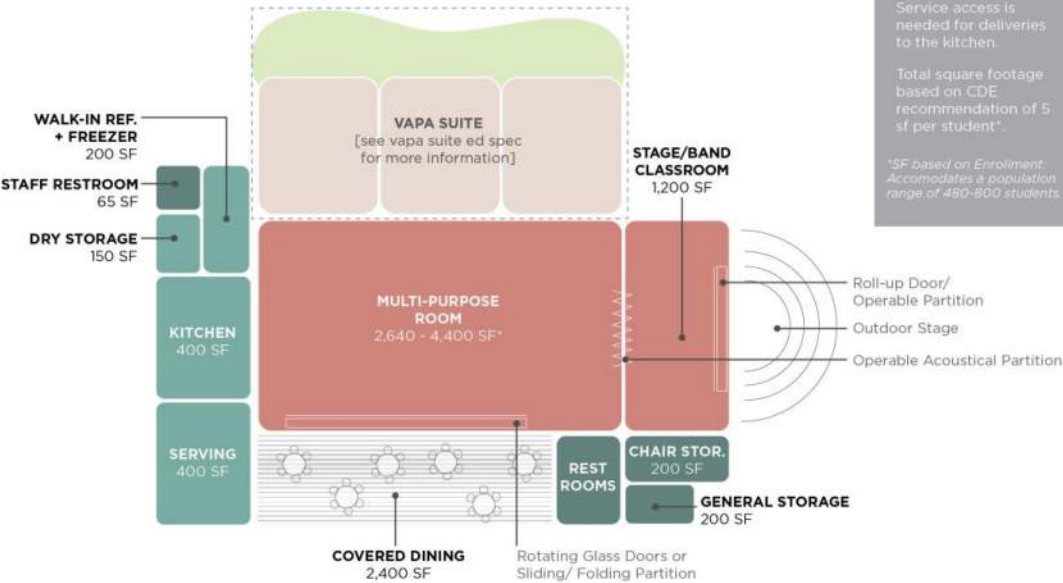


3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

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MULTI-PURPOSE ROOM DIAGRAM



ORGANIZATION

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*.

*SF based on Enrollment. Accommodates a population range of 480-800 students.

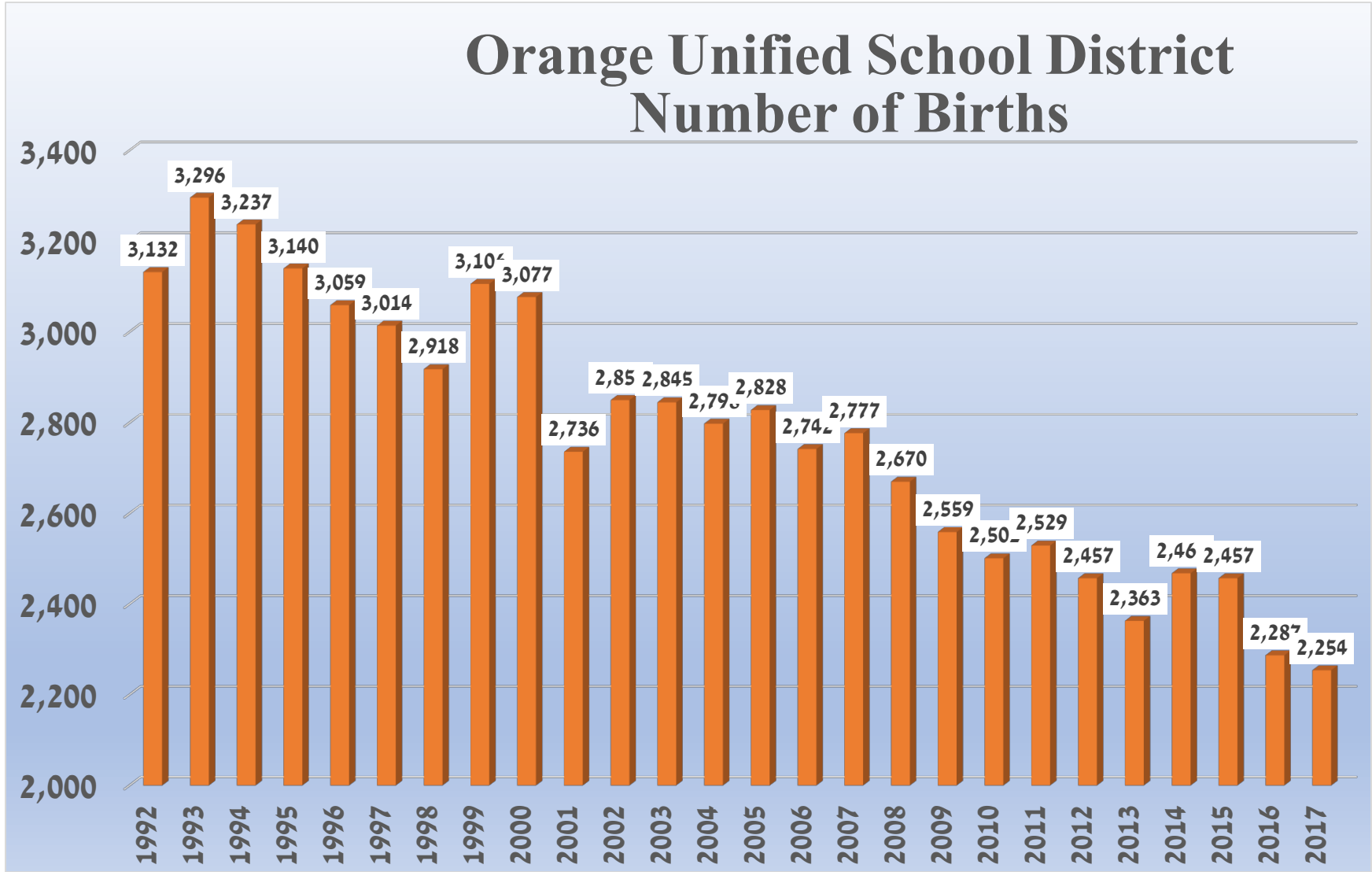


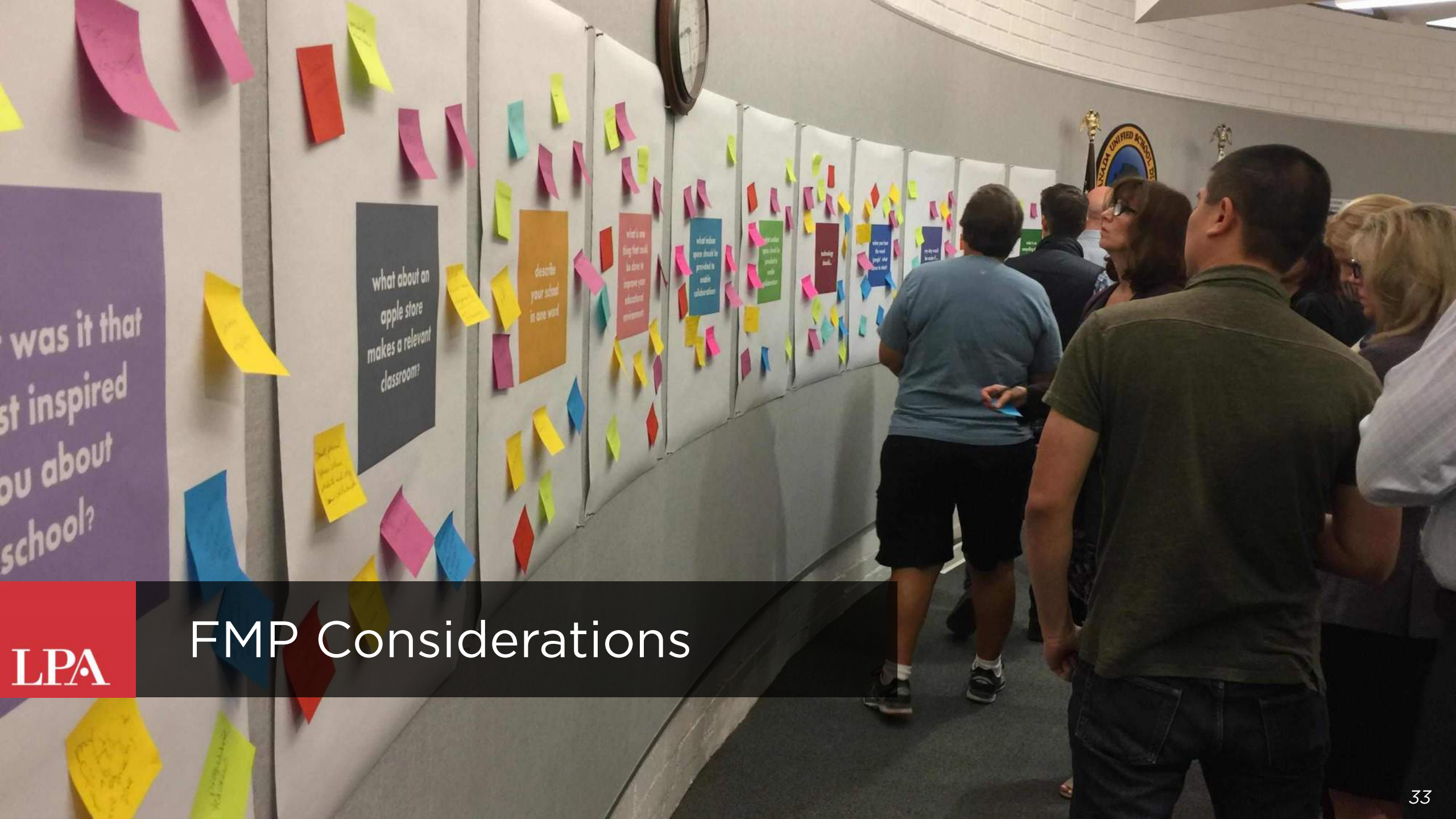
Demographics Review

- decline of birth rates
- financial recap document 2019-2020



Demographics Review





FMP Considerations

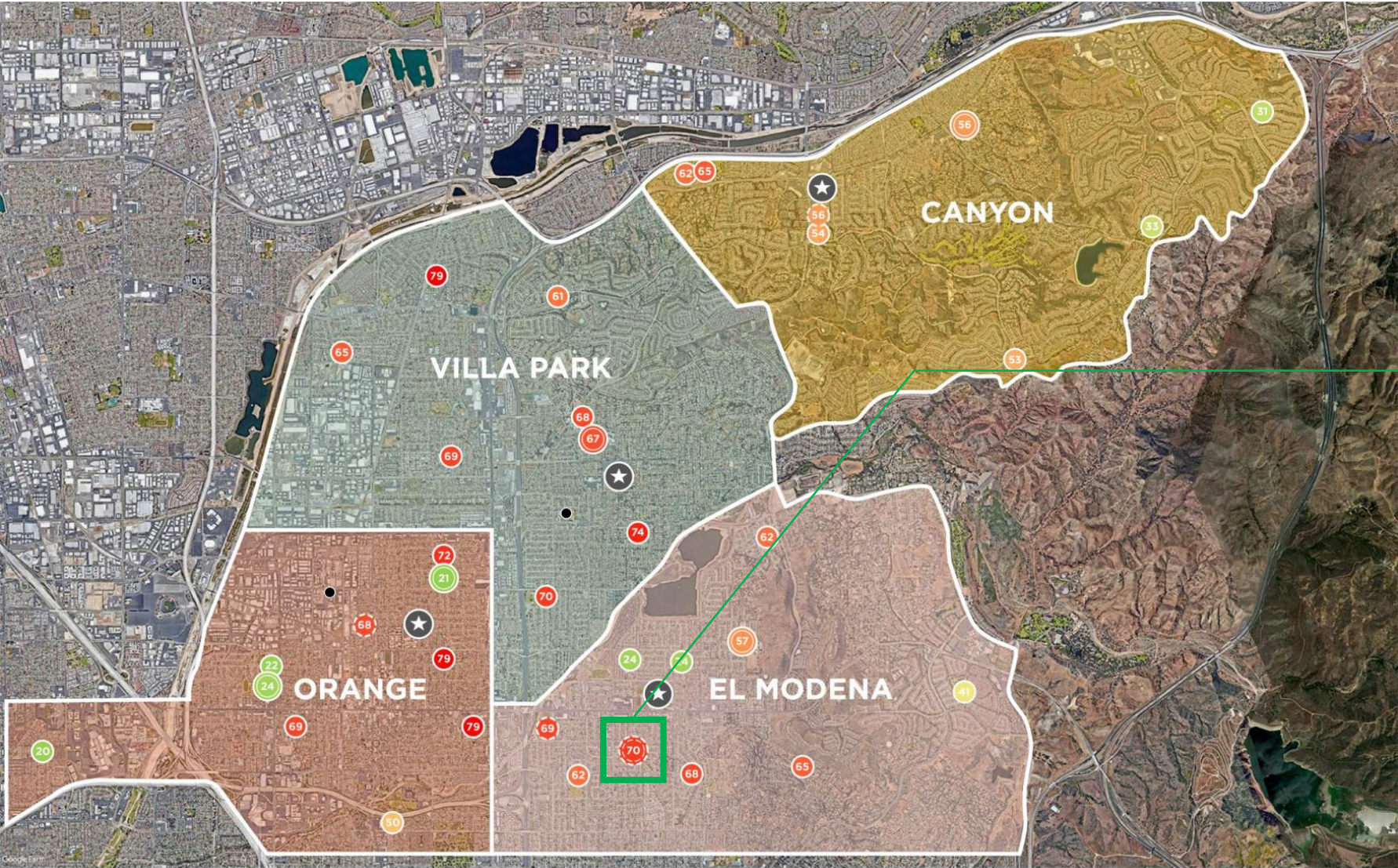
The Problem We Are Facing

- 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

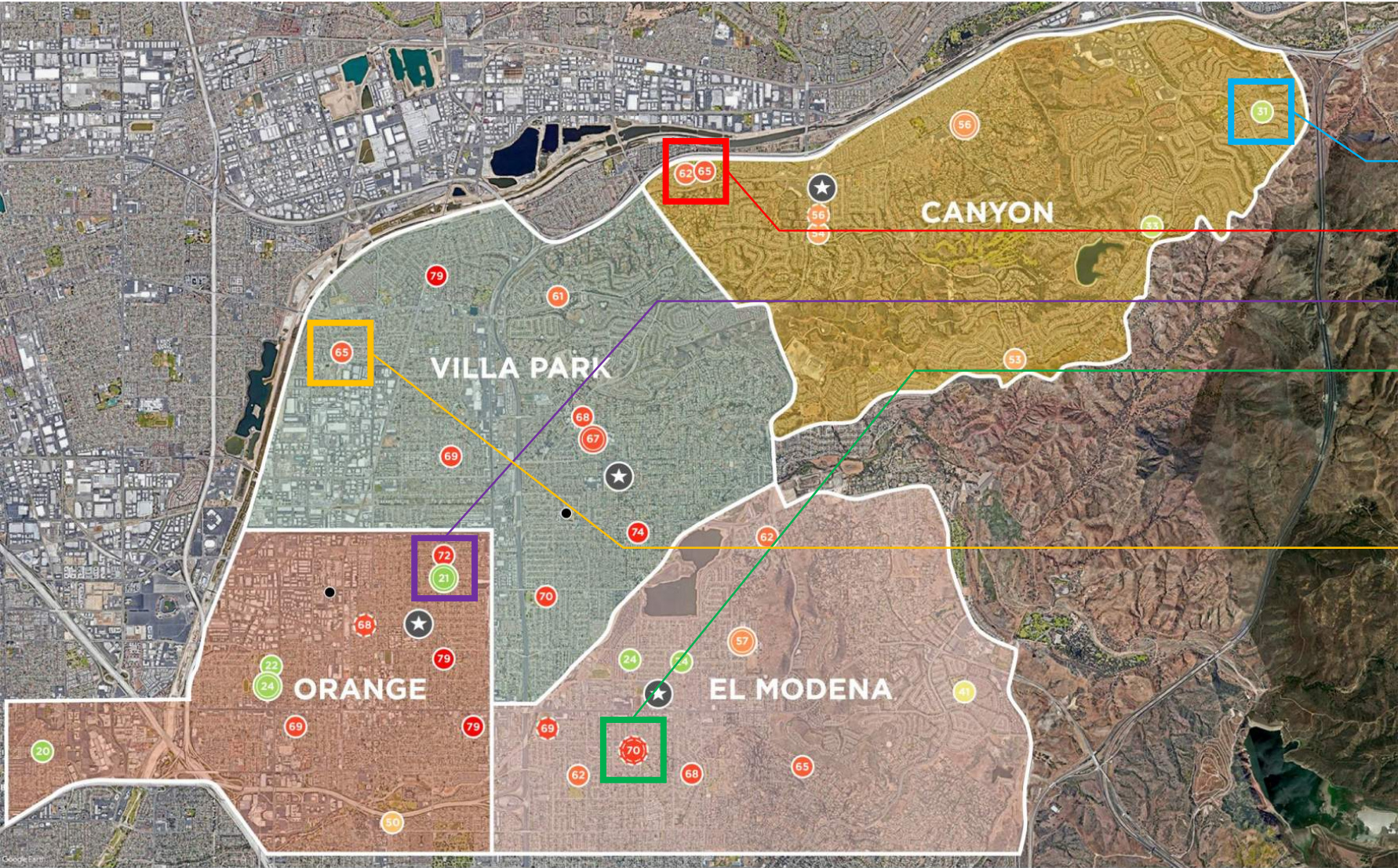


Potential Magnet Schools
(one per feeder for equity)



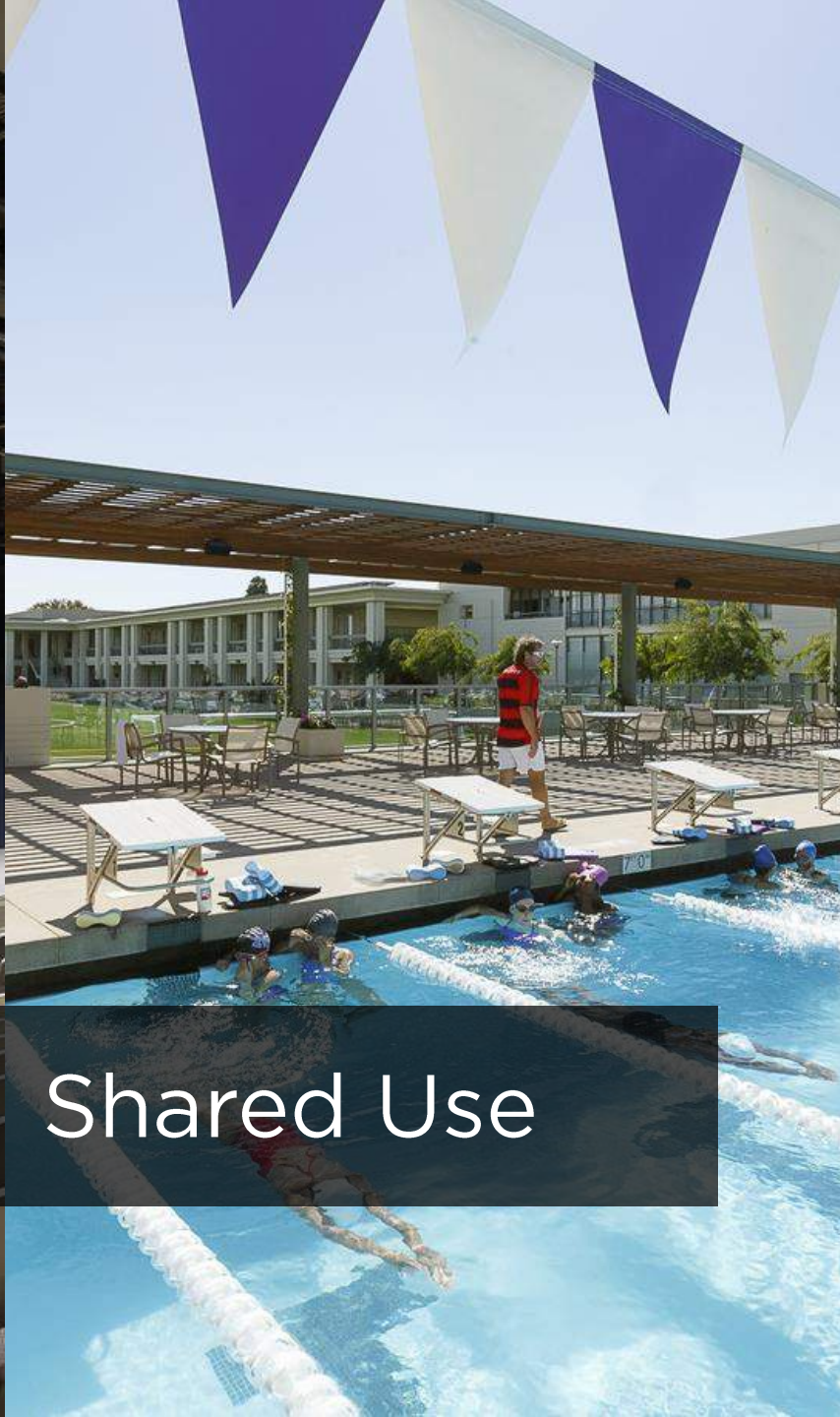
McPherson K-8

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.'

LPA



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

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™

Schedule

