Your Team

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Agenda

- Purpose of Meeting
- Outcomes Summary from Last Board Study Session (03.03.2020)
- Engagement Process with District Staff and Consultants
- Introduction of the Challenge Ahead
- Overarching Goals
- Planning Assumptions
- School Sites Tiers Classifications
- Planning for the Future
- Next Steps in FMP Process
Purpose of Meeting

Board of Education input on the following:

• ‘Slice of Orange’ Decision-Making Tools

• School Sites Tiers Classification

• ‘Planning for the Future’ Educational Approach
Outcomes Summary from March Study Session
The Challenges 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 students
• Becoming ready to draw Draft Master Plans for each site
Opportunities

Potential K-8 Feature Program Schools
(one per feeder for equity)

McPherson K-8
Board Study Session Outcomes

**Tiered Approach to Sites**

- Transformation of a Feature Program K-8 site in each HS Feeder area
- Comprehensive Modernization and New MPRs/Enrichment Facilities at enhancement sites
- State 60/40 Modernization site

**Joint-Use Shared Programs Facilities**

- Support a Culture of Sharing

**Next Steps**

- Development of Planning Criteria to Categorize Sites
- School Site Planning Capacities Demographic Study
Engagement Process with District Staff & Consultants
Engagement Process with District Staff and Consultants

Executive Committee
- March 11 | review Board feedback, discuss schedule and communication efforts
- April 16 | charrette to address Board feedback and programming questions
- May 19 | consultant meeting feedback and schedule updates
- June 18 | define site tiers criteria and school site tier classifications
- Ongoing | conference calls

Consultants
- May 15 | to link OUSD Business and Facilities activities to FMP, where appropriate

Facilities Master Plan Committee
- May 28 | topics: Board Study Session, Educational Specification Development

Educational Services Focus Group #2
- Sept 2 | confirm assumptions and discuss District-wide programmatic approach for FMP diagram development
Introduction of the Challenge Ahead
Introduction of the Challenge Ahead

‘Slice of Orange’ Study

• FMP development alongside other District efforts such as demographics studies

• The ‘Slice of Orange’ study provides an understanding of where students attend school relative to where they live

• Example: Lampson ES
Introduction of the Challenge Ahead
Introduction of the Challenge Ahead

Pause for Board Discussion
Overarching Goals & Planning Assumptions
Overarching Goals for the FMP

• Innovation in Planning and Programs
• Provide Educational Options for Students within their Communities
• Retain Resident Students
• Expand Middle School Enrollment
• Increase Capture of Private School and Out-of-District Students
• Decrease Westside/Eastside Student Movement
• Efficient Use and Good Stewardship of Community Dollars
Planning Assumptions

**Feature Sites:**
- Magnet Campuses: draw District-Wide
- Academy Campuses: draw from within High School Community Boundary

**Improvement Tiers:**
- Tier 1: sites with featured magnets and academies
- Tier 2: sites with transformative improvements or enhancements
- Tier 3: sites that are budgeted at state-matching 60/40 modernization

**Target School Enrollments:**
- Elementary Schools:
  - 420 students: 2 classroom per grade
  - 630 students: 3 classrooms per grade
- K-8 Schools: 900 students
- Middle Schools: 700 or 900 students
School Sites Tiers Classifications
Tier 01: Feature Programs

Canyon HS Feeder
• Crescent K-8 Magnet
  • Biomedical Focus
• Running Springs K-8 Academy
  • International Baccalaureate Program Focus

El Modena HS Feeder
• Jordan Academy of Language & Computer Science
  • Dual Immersion Program
• McPherson K-8 Magnet
  • STEM Focus

Orange HS Feeder
• California InInspire Dual Immersion Academy
  • Dual Immersion Program
• Lampson K-8 Academy
  • International Baccalaureate Program Focus
• Yorba K-8 Magnet
  • Arts / VAPA Focus

Villa Park HS Feeder
• Olive K-6 Academy
  • AVID showcase site
• Taft K-8 Magnet (Fletcher Mandarin Immersion Academy)
  • World Language Focus

Branding the K-8 from the exterior is important for marketing
Sample Site Opportunities Diagram
Tier 02: Transformative Improvements

Canyon HS Feeder
- Anaheim Hills ES (K-6)
  - Full Modernization
- Canyon Rim ES (K-6)
  - Additional Capacity

El Modena HS Feeder
- Esplanade ES (K-6)
  - Full Modernization, Expand Library/LRC, New MPR, PK/ASES Spaces
- La Veta ES (K-6)
  - Full Modernization, Shares MPR with McPherson K-8 Magnet
- Panorama ES (K-6)
  - Rebuild as a New Multi-Story Campus with New Library and MPR

Orange HS Feeder
- Cambridge ES (K-6)
  - Full Modernization, New MPR, PK/ASES Spaces, Demonstration Campus for Chapman Education
- Fairhaven ES (K-6)
  - Full Modernization, New Library, New MPR, PK/ASES Spaces
- Sycamore ES (K-6)
  - Full Modernization, Share MPR with Portola MS, New Library, PK/ASES Spaces

Villa Park HS Feeder
- Nohl Canyon ES (K-6)
  - Additional Capacity, Library Takes Over MPR, New MPR, CARES Spaces
- Serrano ES (K-6)
  - Full Modernization, Share MPR with Cerro Villa MS, CARES Space
- Cerro Villa MS (6-8)
  - Full Modernization, New Gym/MPR to Share with Serrano ES
Tier 03: Equitable Modernization

**Canyon HS Feeder**
- Imperial ES (K-6)
- El Rancho Charter MS (7-8)

**El Modena HS Feeder**
- Chapman Hills ES (K-6)
- Linda Vista ES (K-6)
- Prospect ES (K-6)
- Santiago Charter MS (7-8)

**Orange HS Feeder**
- Palmyra ES (K-6)
- West Orange ES (K-5)
- Portola MS (6-8)
- Handy ES (K-6)

**Villa Park HS Feeder**
- Fletcher ES (K-6)
- Villa Park ES (K-6)

The Office of Public School Construction (OPSC) application process provides funding on a 60/40 state and local match basis. Modernization eligibility is established on a site-by-site basis for existing sites that have not received such funds in 25 years (20 years for relocatables).
Tier 03: Equitable Modernization

Canyon HS Feeder
- Imperial ES (K-6)
- Prospect ES (K-6)
- Santiago Charter MS (7-8)

Orange HS Feeder
- Palmyra ES (K-6)
- Fletcher ES (K-6)
- Villa Park ES (K-6)

Pause for Board Discussion

(relocatables)
Planning for the Future
Planning for the Future

Preschool
• ELC (OUSD program) will be planned with permanent classrooms

Transitional Kindergarten
• Every Elementary and K-8 Site will be planned with (1) TK classroom
• Elementary Schools with a higher projected enrollment will get (2) TK classrooms
Planning for the Future

**Special Education**

- Plan for inclusion model \(\rightarrow\) allows students to matriculate at the same school site
- Aligns with the Strategic Plan \(\rightarrow\) ‘Living our Values’
- Every campus regardless of current SDC needs will have a dedicated toilet facility with a lift for future flexibility
- Learning Center Model \(\rightarrow\) includes space for RSP and a Flex Classroom to accommodate future flexibility
Planning for the Future

CARES Expanded Learning Program
*parent-paid, expanded care from 7am-6pm*

- Provide one dedicated 1,200sf ‘home base’ classroom near parking
- Share additional classrooms after school to accommodate the number of students
- Collocate the ‘home base’ classroom with the Innovation Lab when possible
- (4) campuses (1 per feeder area) will serve as the Camp Hub for that region
Planning for the Future

**ASES – After School Education & Safety Program**

*contracted programs like Camp Fire and YMCA*

- Provide one dedicated 1,200sf ‘home base’ classroom near parking
- Share additional classrooms (x3) after school to accommodate the number of students
- Collocate the ‘home base’ classroom with the Innovation Lab when possible
- Access to restrooms are needed in addition to phone systems to be self-sustaining

*Educational Specification Diagram*

*a model to guide future site improvements*
Planning for the Future

ASES – After School Educational Services
contracted programs like Campfire and YMCA

Pause for Board Discussion

Access to restrooms are needed in addition to phone systems to be self-sustaining.
Next Steps

FMP Committee Meeting
  • Late-October

Creation of Draft FMP Diagrams

Formation of School Site Committees

Virtual Town Hall Meetings
  • Early-December