Your Team

Jim Kisel
Principal
Director of K-12

Sabrina Jones
Project Manager

Samuel Lim
Associate
Managing Director

Lindsay Hayward
Associate
Educational Program Visioning

Lea Espinosa
Designer

Andrea Pippin
Educational Facilities Planner
FMPC Mtg 05 Agenda

• District Welcome 5 minutes
• Where We Left Off & Recent Activities 5 minutes
• OUSD Vision for Innovation 45 minutes
  (School Sites Tiers)
• Planning for the Future 15 minutes
• School Sites Opportunities Diagram 15 minutes
• Where We Go From Here 5 minutes

1:30 Hours
Webinar Participation Protocols

- Panelist Audio and Video are Turned On
- Raise Your Hand if You Would Like to Speak
- Please Remain Muted Unless You’re Called to Speak
- Questions & Comments May be Submitted Via the Chat and will be Answered at the End of the Presentation
- Please Participate in the Polling Questions
- Your Voice Matters...

We Hope You Enjoy the Meeting!
Poll Question #1
To participate, text LPAdesign507 to 22333
Which superpower would you like to have?

- flying
- invincibility
- control-time
- healing
- control
- speed
- total
- vision
- guy
- esp
- quarterback
- time-management
- super-speed management
- turnback-time
- seeing-into-future
- weathercontrol
- ontimeonbudget
- future
- super
- anticipating
Where We Left Off
Schedule | Past Process

**2019**
- **Aug 28**: FMP Process
- **Oct 26**: FMP Process Update

**2020**
- **Jan 10**: Data Collection
- **Feb 10**: Existing School Site Needs Assessments
- **Mar 2**: Program Focus Groups
- **Mar 11**: Educational Charrette & Program Specifications
- **Mar 18**: Site Visit
- **Mar 25**: FMP Process
- **Apr 1**: FMP Process
- **May 12**: Site Visit

**2021**
- **Jun 14**: Study Session
- **Jun 21**: Reps #1, #2, & #3
- **Jul 19**: FMP Process
- **Aug 16**: FMP Process
- **Aug 24**: Program Goals & Tiers
- **Oct 29**: Draft FMP Workshop
- **Nov 24**: Final FMP Approval

**KEY**
- **FMP**: Facilities Master Plan Committee
- **SC**: Steering Committee
- **EC**: Executive Cabinet
- **Bus**: Orange USD Board of Trustees
- **SSC**: School Site Committees

**Board of Education**
- FMP Process
- Program Goals & Visioning
- Draft FMP
- Final FMP Approval

**Facilities Master Plan Committee (FMPC)**
- (Meets Monthly During the FMP Planning Process)

**School Site Committees (SSC)**
- 26 Elementary Schools
- 5 Middle Schools
- 4 High Schools
- 4 District Support Sites

**PROPOSED FMP GROUPS MEETINGS**
- Mtg. #1 - Process Overview & Draft Master Plans
- Mtg. #2 - Site Mtg. w/ SSC's Representatives

42 SITES Total

8 TOTAL Meetings

4 TOTAL Meetings

**Mtgs.**
Guiding Principles

• Students are at the center of the District’s Mission. Embrace the OUSD EDGE and translate its initiatives to facilities.

• Engage community in the process to foster ownership and support.

• Develop an actionable long-term plan, grounded in OUSD’s Strategic Vision and built on previous accomplishments and successes.

• Create a positive student experience through development of innovative, adaptable, high-quality learning environments.

• Construct equitable, safe, welcoming and inclusive facilities that cultivate student, staff and community pride.

• Promote stewardship through the development of a responsible plan based on integrity and excellence.
• 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

• Multi-Purpose Rooms at all sites

• STEAM & CTE
  o Dedicated STEAM, Art and VAPA spaces

• Libraries
  o Flexible libraries that provide access to books and technology
Recent Activities
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

Board of Education
- March 3 | process update and study session
- Sept 24 | study session

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
Poll Question #2
Why did you join the FMP Committee?

- (A) I was asked. 31%
- (B) I would like to influence the facilities vision. 46%
- (C) I want to be sure we develop a fiscally responsible plan. 4%
- (D) I want to represent my community. 15%
- (E) I would like to make sure our plan leads to funding. 4%
OUSD Vision for Innovation
Overarching Goals for the FMP
Driven by OUSD Board, Cabinet, and the Steering Committee

- 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
OUUSD Goals for Developing Innovative Sites:

1. The goal of educational innovation and excellence supported by the creation of Magnets and Academies to provide equity and choice throughout the District.

2. The goal of stopping the migration of students to Canyon and Villa Park feeder areas by creating valuable and sought after Magnet and Academy programs in all feeder areas.

3. The goal of being competitive against neighboring School Districts who have new construction or modernized schools that are Magnet and K-8 educational models.

4. The goal of maintaining student enrollment in our District, but providing an opportunity to grow enrollment from outside of District.
   a. Examples of school sites that currently do this: McPherson Magnet K-8 and Fletcher ES
   b. Both schools have specialized programming that cannot be found in every district
   c. Each school has a coherent marketing strategy to bring in students (increase community interest)
Site Tiers Categorization

Tiers DO...

• Translate OUSD innovative sites vision into proposals at the various campuses.
• Organize sites into groupings by similar scope, program and master plan approach.
• Develop a unique plan for each campus based upon program and past improvement history.
• Recognize that funding for facilities improvements is not unlimited and that the District’s culture of sharing will continue.

Tiers do NOT...

• Infer a striation of projects based on priority or level of improvement specified.
• Identify a date for potential improvements to begin once funding has been secured.
• Dictate the approach to scope or budget differently between the various Tiers.
• Create a standard improvement template but instead promote choice and variety within each feeder community.

OUSD Mission Statement:
"In partnership with our community, we will provide a safe, equitable, and innovative culture of learning for each scholar to have a competitive EDGE as a leader."
Planning Assumptions

**Equity and Choice:**
- Magnet Campuses: Program focus which draws District-Wide
- Academy Campuses: Program focus which draw from within Feeder Community Boundary

**Improvement Tiers:**
- Tier 1: Magnets and Academies
- Tier 2: Targeted Enhancements
- Tier 3: Modernization

**Target 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
Canyon High School Feeder Pattern

Crescent TK-8 Biomedical Magnet

- Add an estimated 200 students 7th – 8th grade to this side; open Crescent’s current attendance boundaries (giving them an option for middle school in Anaheim Hills and beyond).
- Entrance into the middle school portion of Crescent would be lottery-based. Those students attending Crescent currently would be given priority.
- Middle school students would rotate through 7 class periods: math, science, ELA, history, PE and two electives (with a biomedical focus that leads to Canyon High’s Patient Care Program).
  Full time certificated STEM teacher could be utilized for both secondary and elementary education (out of middle school sections)
    - 6th Grade Design and Modeling and Medical Detectives
    - 7th Grade Principles of Biomedical Science
    - 8th Grade Human Body Systems
- Partnerships to be developed with medical industry: example-CSA (California Society of Anesthesiologists)
- After school programs also developed around magnet focus-Scrub Club and an annual Health Fair can be run by the school as a community event.
- All subject matter taught through the Biomedical Magnet Focus
Runnings Springs TK-8 International Baccalaureate (IB) Academy

- Add an estimated 200 students 7th-8th grade to this site; boundaries opened for 7th-8th grade students (giving them an option for middle school in Anaheim Hills and beyond)
- 6th-8th grade students would rotate through 7 class periods: math, science, ELA, history, PE and two electives (with an IB focus, the electives would be focused in world languages)
- Students complete MYP Personal Project as part of the IB experience. OUSD envisions a community event in which students explain their self-driven practical explorations.
- Participate in Pen Pals Schools to help our students from global perspective
- Goal to become an IB World School
El Modena High School Feeder Area

Tier 1 Magnets

Tier 1 Academies

Tier 2 Targeted Enhancements
- All Sites: Modernization
  - Esplanade ES (TK-6)
    - Expand Admin, Library, LRC
    - New MPR
    - PK/ASES Spaces
  - La Veta ES (TK-6)
    - Shared MPR with McPherson
  - Panorama ES (TK-6)
    - Rebuild as a New, Multi-Story Campus
    - New Library & MPR

New Library, GYM or MPR

Tier 3 Modernization
El Modena High School Feeder Pattern

McPherson K-8 STEM Magnet

- McPherson Magnet will continue to operate as a lottery K-8 school with a STEM focus. With the additional of the other magnet schools, interdistrict transfers could be accepted to increase enrollment at all of the magnet schools.
- STEM focused coursework K-8th grade with middle school students rotating through 7 classes: math, science, ELA, history, PE and two electives (one of those being a STEM elective):
  - 6th grade-Design and Modeling and Automation and Robotics
  - 7th grade-Computer Science for Innovators and Makers and App Creators
  - 8th grade-Green Architecture, Medical Detectives and Flight and Space
- Full time certificated STEM teacher could be utilized for both secondary and elementary education (out of middle school sections)
- McPherson Magnet would continue to be a designated Project Lead the Way School (only one in OC for middle school)
- After school clubs and competition teams with a magnet focus: Femineers, C-STEM and VEX Robotics
- All subject matter taught through the STEM Magnet Focus
Jordan Academy of Language and Computer Science

- Jordan Academy will continue to have its current attendance boundary and would also continue to house the current grade levels (TK-6th).
- 50:50 Spanish dual immersion currently taught in two cohorts per grade level (currently in kinder and 1st-the cohorts are matriculating up). Computer science also taught as practical language practice through LEGO Engineering. In the future, possibly adding other components through C-STEM (to strengthen algebraic skills) and Project Lead the Way.
- K-12 matriculation pattern in development to move students in a dual immersion environment through 12th grade (also incorporating computer science throughout).
- Cultural events to bring in the community around the language focus for example Dia de los Muertos and Dia de Reyes
Orange High School Feeder Pattern

California Elementary (TK-6) Dual Immersion and Apple Distinguished

- California Elementary will continue to have its current attendance boundary and would also continue to house the current grade levels (TK-6th).
- 50:50 Spanish dual immersion currently taught in two cohorts per grade level (currently in kinder-5th grade).
- K-12 matriculation pattern in development to move students in a dual immersion environment through 12th grade (also incorporating dial-immersion CTE classes throughout).
- Cultural events to bring in the community around the language focus for example Dia de los Muertos and Dia de Reyes
- California Elementary will continue to be designated as an Apple Distinguished School based on their technology integration
Orange High School Feeder Pattern

Lampson TK-8 International Baccalaureate (IB) Academy

- Add an estimated 300 students 6th-8th grade to this site; change current boundaries for 6th-8th grade students (stay at Lampson instead of moving to Portola)
- 6th-8th grade students would rotate through 7 class periods: math, science, ELA, history, PE and two electives (with an IB focus, the electives would be focused in world languages)
- Students complete MYP Personal Project as part of the IB experience. OUSD envisions a community event in which students explain their self-driven practical explorations.
- Participate in Pen Pals Schools to help our students form global perspective
- Goal to become an IB World School
Orange High School Feeder Pattern

Yorba K-8 Arts Magnet

- Pull Yorba out of the current attendance boundaries (current middle school students would split between Cerro Villa and Portola). Fill Yorba to capacity: three classes of each grade level K-5th and 300 6th-8th grade students. Students accepted to Yorba based on lottery system.

- Add arts-based programming: K-8th grade dance (CTE) program, elementary (3rd-5th) grade and middle school band, orchestra and choir programs, elementary theatrical/musical productions at each grade level, visual arts and ceramics at all grade levels K-8th, and after school clubs/activities with an arts focus: Multigenerational Afterschool Arts Program, iMovie Club, Studio Session, and Yorba Dance Troupe.

- Creative spaces on campus developed to showcase art (Gallery showings envisioned several times per year)

- All subject matter taught through the Arts Magnet Focus
Tier 1 Magnets

Tier 1 Academies

Tier 2 Targeted Enhancements:
- All Sites: Modernization
  - Nohl Canyon
    - Additional Capacity
    - Library Takes Over MPR
    - New MPR
    - CARES Spaces
    - Address Walls and Acoustics
  - Serrano ES (K-6)
    - Share MPR with Cerro Villa MS
    - CARES Space
  - Cerro Villa MS (6-8)
    - New Gym/MPR to Share with Serrano ES

New Library, GYM or MPR

Tier 3 Modernization
Villa Park High School Feeder Pattern

Olive TK-6 AVID Academy

- Olive Elementary will continue to have its current attendance boundary and would also continue to house the current grade levels (TK-6th).
- Continue to build strong college relationships to infuse the college going culture. Students have access to a career/college lab. Students also have the opportunity to take multiple field trips to colleges throughout the year.
- Strong AVID continuum built from Olive, to Cerro Villa and then on to Villa Park High School
- College tutors participating in classroom activities three times per week
- Olive Elementary will continue to be designated as an AVID National Demonstration School
Villa Park High School Feeder Pattern

**Taft K-8 World Languages Magnet**

- Pull Taft out of the current attendance boundaries (current elementary school students would split between existing school sites). Fill Taft to capacity: three classes of each grade level K-5th and 300 6th-8th grade students. Students accepted to Taft based on lottery system.
- Fletcher’s Golden Bell Award winning 50:50 Mandarin Immersion program (two cohorts per grade level) to be housed here K-8th grade with middle school students taking a language and CTE Mandarin class (continuum built through 12th grade)
- An additional immersion program to be added (Portuguese, Latin, etc) to be built starting from kindergarten
- Cultural events to bring in the community around the language focus for example The Lunar New Year and possibly Portuguese Independence Day
- All subject matter taught through the World Languages Magnet Focus
Poll Question #3
On a scale of 1 to 5, how much do you agree or disagree with the approach presented?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>31%</td>
</tr>
<tr>
<td>4</td>
<td>38%</td>
</tr>
<tr>
<td>3</td>
<td>21%</td>
</tr>
<tr>
<td>2</td>
<td>10%</td>
</tr>
</tbody>
</table>

Completely Disagree: 1
Planning for the Future & Education Specifications
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 & Learning Center

• Plan for inclusion model ➔ allows students to matriculate at the same school site
• Aligns with the Strategic Plan ➔ ‘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 ➔ includes space for RSP and a Flex Classroom to accommodate future flexibility

Educational Specification Diagram
a model to guide future site improvements
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
- Access to restrooms are needed in addition to phone systems to be self-sustaining
- (4) campuses (1 per feeder area) will serve as the CARES Camp Hub for that region

ASES – After School Education & Safety Program

class contracted programs like Camp Fire and YMCA

*Educational Specification Diagram*  
a model to guide future site improvements
Educational Specification Diagram
Administration (K-8)

- **OUTDOOR AREA**
  - A.P. 150 SF
  - PRINC. 200 SF
- **STAFF WORK ROOM** 500 SF
- **STAFF LOUNGE** 600 SF
- **KITCHENETTE**
- **STAFF RESTROOMS** 300 SF
- **OFF.** 150 SF
- **CONF.** 250 SF
- **REC.** 100 SF
- **SUPP.** 100 SF
- **LOBBY** 300 SF
- **HEALTH** 300 SF

Campus Access

- **PARKING & DROP-OFF**

---

E GERDA DR
Crescent K-8 Magnet | sample opportunities diagram

Educational Specification Diagram: VAPA Suite (K-8)
Crescent K-8 Magnet | sample opportunities diagram

Educational Specification Diagram: Innovation Lab (K-8)
Where We Go From Here
Next Steps

• (4) Virtual Town Hall Meetings 12.2020 (one per HS Feeder Area)
• Principal 1:1 Meetings 01.2021
• Master Plan Revisions 01.2021
• Cost Estimating 02.2021
• FMP Committee Meeting #6 02.2021
• Draft Master Plan Board Workshop 03.2021
• Final FMP Board Presentation 04.2021
Poll Question #4
After what you've learned today, how excited are you to attend the Town Hall?

- Very Excited — 5
  - 36%
- 4
  - 32%
- 3
  - 18%
- 2
  - 5%
- Not Excited — 1
  - 9%
Final Questions & Closing
Changing Lives by Design™