

EDUCATIONAL SPECIFICATIONS ELEMENTARY SCHOOLS

LPA

3.2

EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District Facilities Master Plan



SUMMARY

420 Enrollment					630 Enrollment				
by space	quantity	total for site			by space	quantity	total for site		
Transitional Kindergarten	1,350	1	1,350	asf	1,350	1	1,350	asf	
flexible learning space	1,120	1			1,120	1			
toilet	65	2			65	2			
shared workroom	100	1			100	1			
Kindergarten	1,350	2	2,700	asf	1,350	3	4,050	asf	
flexible learning space	1,120	1			1,120	1			
toilet	65	2			65	2			
shared workroom	100	1			100	1			
Typical Classroom	960	12	11,520	asf	960	18	17,280	asf	
Collaboration Spaces	200	per CR	2,800	asf	200	per CR	4,200	asf	
Innovation Lab	1,200	1	1,200	asf	1,200	1	1,200	asf	
flexible learning space	1,000	1			1,000	1			
storage	200	1			200	1			
VAPA Suite	3,600	1	3,600	asf	3,600	1	3,600	asf	
art	1,200	1			1,200	1			
orchestra & strings	1,200	1			1,200	1			
band	1,200	1			1,200	1			
Learning Resource Center	2,545	1	2,545	asf	2,545	1	2,545	asf	
lobby/small group space	400	1			400	1			
flex room/sensory	960	1			960	1			
speech office	250	1			250	1			
psych office	150	1			150	1			
ed specialist/flex	150	1			150	1			
ed specialist	150	1			150	1			
counselor office	150	1			150	1			
conf room	250	1			250	1			
toilet with lift	85	1			85	1			

Additional Spaces that Vary in Quantity Per Campus

Preschool	1,350	SDC: Mild/Mod	960	After School	1,160
flexible learning space	1,120			flexible learning space	960
toilet	130	SDC: Mod/Sev	1,350	toilet	2 @ 65 ea
shared workroom	100	flexible learning space	1,030	storage	200
		toilet	120		
SDC: Mild/Mod PK	1,350	storage	100	Multi-Purpose Room	
flexible learning space	1,120	focus room	100	Restrooms	per code
toilet	130				
storage	100				

420 Enrollment					630 Enrollment				
	by space	quantity	total for site			by space	quantity	total for site	
Administration	3,470	1	3,470	asf	3,470	1	3,470	asf	
lobby	300	1			300	1			
guest toilet (at lobby)	65	1			65	1			
staff workroom	500	1			500	1			
staff lounge	600	1			600	1			
kitchenette	100	1			100	1			
health cot room	400	1			400	1			
health office	85	1			85	1			
storage (at health office)	85	1			85	1			
toilet (at health office)	65	1			65	1			
principal office	200	1			200	1			
flex office	150	1			150	1			
attendance office	150	1			150	1			
conf room	250	1			250	1			
records storage	100	1			100	1			
supply storage	100	1			100	1			
staff restrooms	320	1			320	1			
Media Center	2,150	1	2,150	asf	2,150	1	2,150	asf	
main floor area	1,600	1			1,600	1			
circulation desk	100	1			100	1			
storage	300	1			300	1			
workroom	150	1			150	1			
Multi-Purpose Room	5,615	1	5,615	asf	7,190	1	7,190	asf	
main floor area	3,150	1			4,725	1			
stage	1,200	1			1,200	1			
student & staff restrooms	per code				per code				
chair storage	200	1			200	1			
general storage	200	1			200	1			
kitchen	400	1			400	1			
serving area	300	1			300	1			
dry storage	100	1			100	1			
refrigeration	incl				incl				
staff restroom	65	1			65	1			
Lunch Shelter	2,400	1	2,400	asf	3,000	1	3,000		
	SITE SUB-TOTAL		38,000	asf		SITE SUB-TOTAL		48,685 asf	

3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District Facilities Master Plan



IDEAL CAMPUS ORGANIZATION

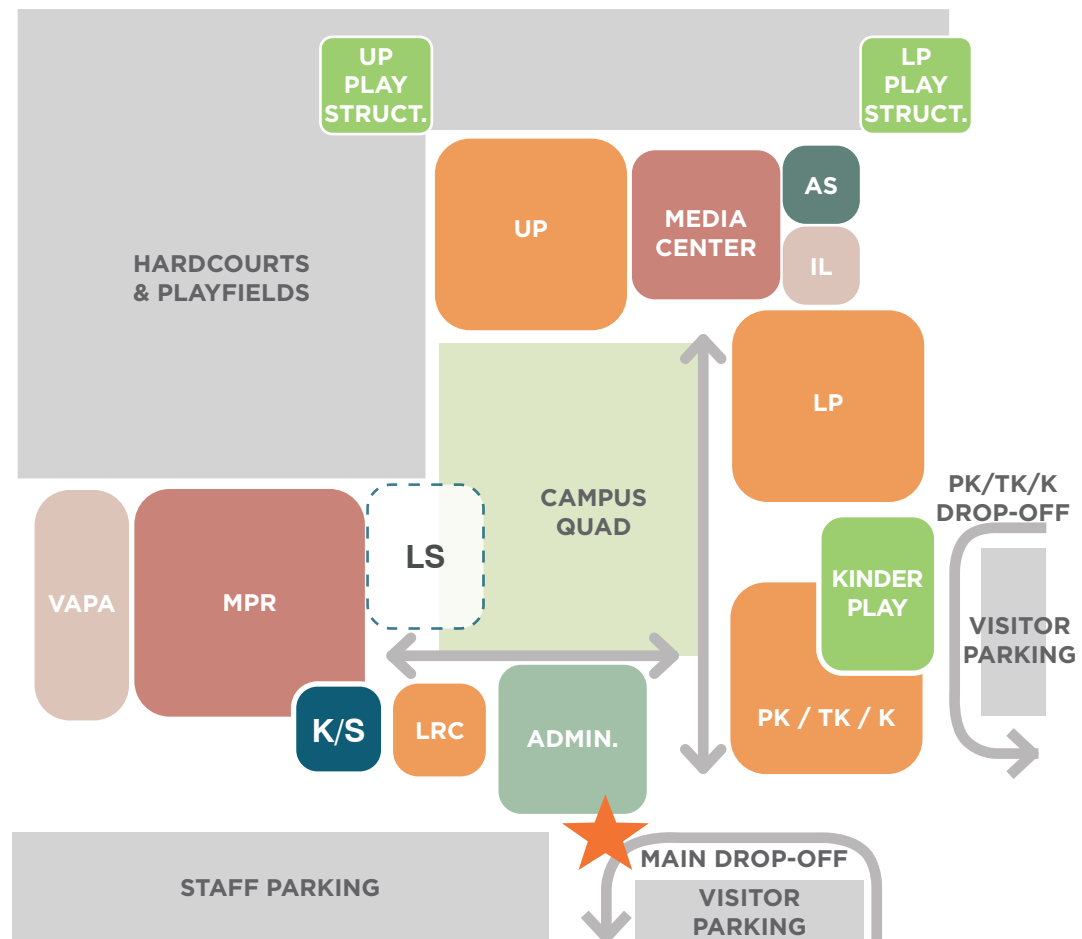
This diagram identifies key adjacencies and overall site organization and is intended to guide implementation of programmatic elements to existing campuses.



Main Campus Entry

PS	Preschool
TK	Transitional Kindergarten
K	Kindergarten
LP	Lower Primary Grades
UP	Upper Primary Grades
IL	Innovation Lab
VAPA	VAPA Suite
LRC	Learning Resource Center
ADMIN	Administration
MPR	Multi-Purpose Room
K/S	Kitchen & Serving
AS	After School
LS	Lunch Shelter

Classroom Clusters should incorporate collaboration areas as either indoor or outdoor spaces adjacent to classrooms.



3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District Facilities Master Plan



PRESCHOOL

ACTIVITIES

- Interdisciplinary, learner-centered instruction
- Development of critical foundational skills, strategies and experiences
- Collaboration
- Active and passive learning activities
- Instructional lecture, small group, and individual work
- Art, science, music - tactile learning
- Exploring



Grossmont High School Child Development Center



Southwestern College Child Development Center

DESIGN OBJECTIVES

For students that are starting and developing their perceptions of school, these classrooms should encourage a nurturing, inclusive, and collaborative environment. These spaces should be open, engaging, and bright with natural daylight. Flexible furnishings allow for a variety of learning activities.

Each classroom space connects to an adjacent classroom via a workroom, highlighting the importance of collaboration and storage space. Provide direct access to student restrooms. The outdoor play area

should include adequate shade and proper play equipment storage. Consider the scale of younger children in the design of both indoor and outdoor environments.

Preschool facilities should meet all CDE and State licensing requirements.

All Preschool classrooms should have direct access to dedicated toilets, a staff workroom, play area, and shared outdoor commons.

FURNITURE

- Tables, seating, and writable surfaces that are adjustable, mobile, and durable.
- Size furniture and storage appropriately for the intended student age group.
- Consider combinations of furniture that accommodate the variety of activities listed.
- Include a desk, seating, and hidden storage at the teacher's station.

FINISHES

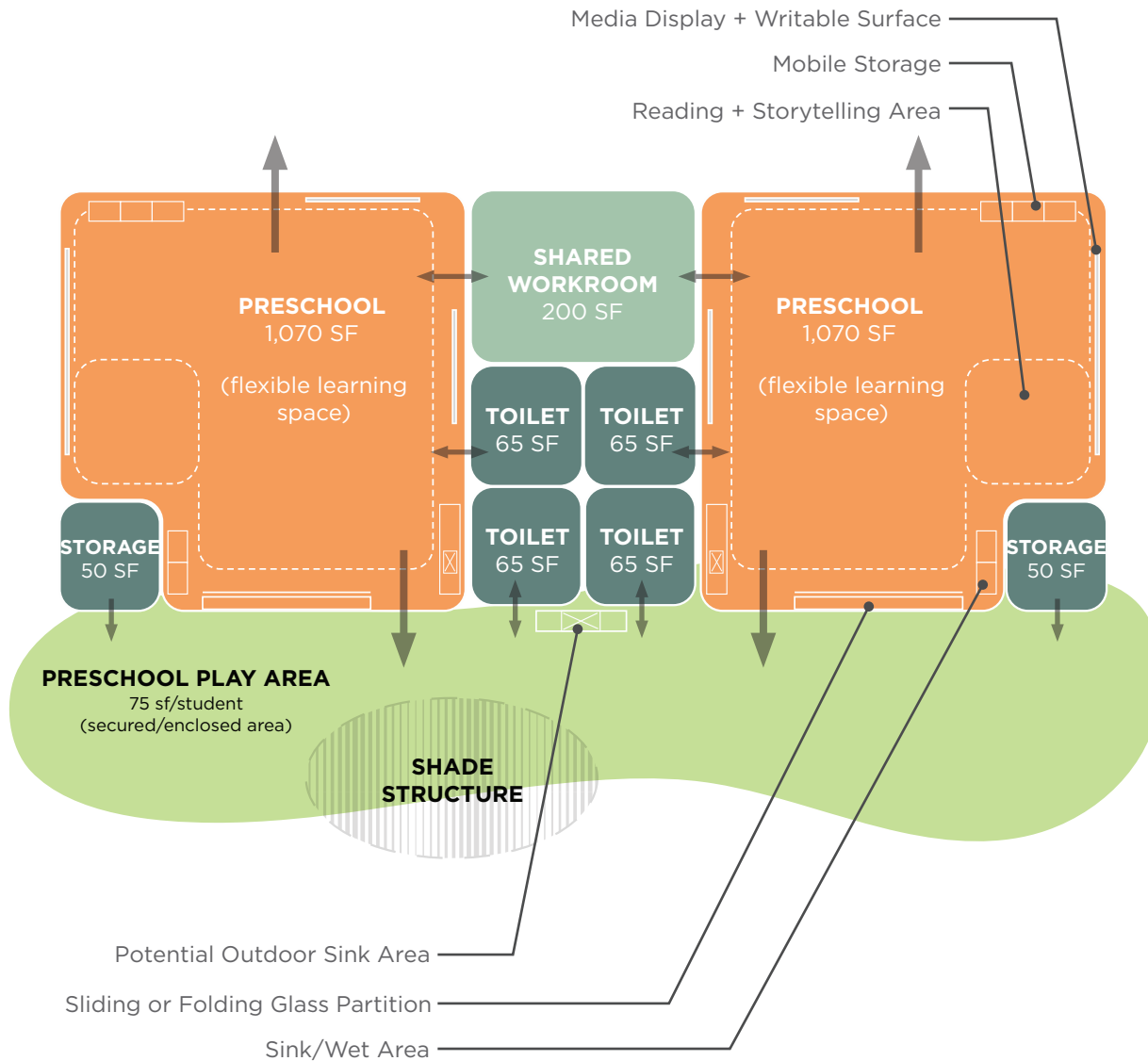
- Use color and lighting strategies to create open, inspiring spaces. Visual access to the outdoors.
- Provide display spaces to celebrate student work and writable surfaces. Include sufficient storage that is appropriate in scale for both students and staff.
- Finishes should contribute to the acoustical qualities of the space. Utilize carpet flooring for whole-group areas and resilient flooring near the sink and doors.

EQUIPMENT

- Technology should support mobility with sufficient power sources and wireless access.
- Short-throw projector at the presentation wall. A 75-inch digital display may be used as an alternate where projection is not viable.
- Provide the ability for voice amplification, including 2-4 ceiling speakers.



PRESCHOOL SPACE DIAGRAM



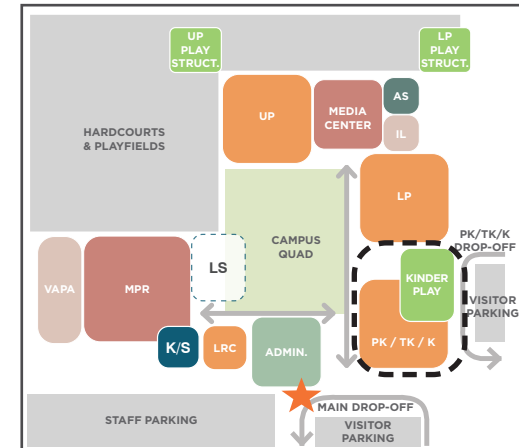
ORGANIZATION

Group Preschool classrooms with Transitional Kindergarten and Kindergarten classrooms.

AREA SUMMARY

Flexible Learning Space	1,070 asf
Toilet	(2) at 65 asf ea
Storage	50 asf
Shared Workroom	100 asf
TOTAL:	1,350 asf

KEY PLAN



3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District Facilities Master Plan



TRANSITIONAL KINDERGARTEN & KINDERGARTEN

ACTIVITIES

- Interdisciplinary, learner-centered instruction
- Development of critical foundational skills, strategies and experiences
- Collaboration
- Active and passive learning activities
- Instructional lecture, small group, and individual work
- Art, science, music - tactile learning
- Exploring

DESIGN OBJECTIVES

For students that are starting and developing their perceptions of school, these classrooms should encourage a nurturing, inclusive, and collaborative environment. These spaces should be open, engaging, and bright with natural daylight. Flexible furnishings allow for a variety of learning activities.

Each classroom space connects to an adjacent classroom via a workroom, highlighting the importance of collaboration

and storage space. Provide direct access to student restrooms. The outdoor play area should include adequate shade and proper play equipment storage. Consider the scale of younger children in the design of both indoor and outdoor environments.

Kindergarten and Transitional Kindergarten classrooms should have direct access to dedicated toilets, staff workroom, play area, and shared outdoor commons.



Oliphant Elementary School



Tradition Elementary School

FURNITURE

- Tables, seating, and writable surfaces that are adjustable, mobile, and durable.
- Size furniture appropriately for the intended student age group.
- Consider combinations of furniture that promote focused learning and cool down/relaxation.
- Include a desk, seating, and hidden storage at the teacher's station.
- Built-in casework for a teaching wall to include sliding whiteboards with storage behind and below.

FINISHES

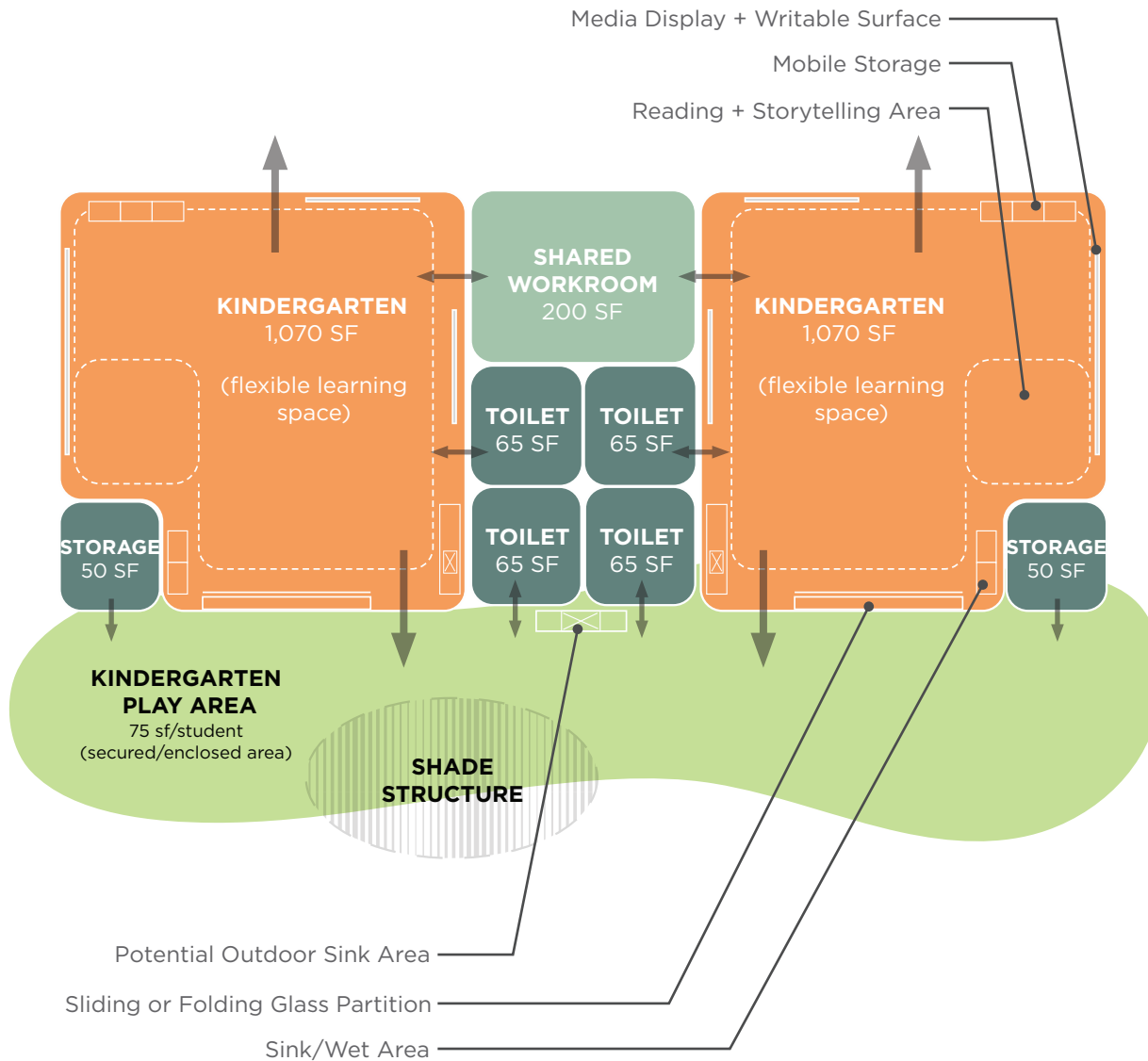
- Use color and lighting strategies to create open, inspiring spaces. Visual access to the outdoors.
- Provide display spaces to celebrate student work and writable surfaces. Include sufficient storage that is appropriate in scale for both students and staff.
- Finishes should contribute to the acoustical qualities of the space. Utilize carpet flooring for whole-group areas and resilient flooring near the sink and doors.

EQUIPMENT

- Technology should support mobility with sufficient power sources and wireless access.
- Short-throw projector at the presentation wall. A 75-inch digital display may be used as an alternate where projection is not viable.
- Provide the ability for voice amplification, including 2-4 ceiling speakers.



TRANSITIONAL KINDERGARTEN & KINDERGARTEN SPACE DIAGRAM



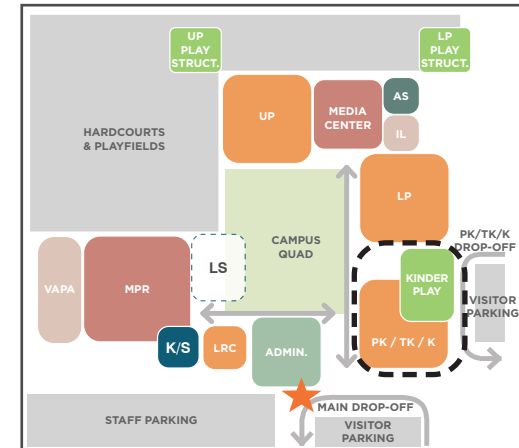
ORGANIZATION

Group Transitional Kindergarten and Kindergarten classrooms with Preschool.

AREA SUMMARY

Flexible Learning Space	1,070 asf
Toilet	(2) at 65 asf ea
Storage	50 asf
Shared Workroom	100 asf
TOTAL:	1,350 asf

KEY PLAN



3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District Facilities Master Plan



TYPICAL CLASSROOM

ACTIVITIES

- Exploration: Active and passive learning
- Instructional lessons: Whole group learning and individual work
- Lounging and decompressing
- Developing their perception of school
- Project art/crafts
- Interdisciplinary, learner-centered instruction
- Collaborating and communicating between students, their peers and teachers

DESIGN OBJECTIVES

These spaces should be open, inviting and engaging with natural daylighting. Included in this student-centered area are flexible, easily reconfigured furnishings to allow for a variety of learning activities. Storage opportunities that support both faculty and students (a balance of built-in casework with mobile storage) should be planned for. Walls should be 'usable' (writable, tackable, display) maximizing learning spaces and providing places to celebrate student work.

Each classroom should be acoustically separated from each other and organized in a cluster with direct access to a collaboration space (interior or exterior).

Classrooms should have visual and physical connection to the outdoors: providing an extension of the classroom outdoors. The exterior environments should provide shade, thoughtful landscaping, and durable furnishings to encourage learning and exploration - consider an outdoor sink.



FURNITURE

- Tables, desks, seating, and writable surfaces that are adjustable, mobile, and durable.
- Size furniture appropriately for the intended student age group.
- Consider combinations of furniture that promote focused learning and cool down/relaxation.
- Include a desk, seating, and hidden storage at the teacher's station.
- Built-in casework for a teaching wall to include sliding whiteboards with storage behind and below.

FINISHES

- Use color and lighting strategies to create open, inspiring spaces. Visual access to the outdoors.
- Provide display spaces to celebrate student work and writable surfaces. Include sufficient storage that is appropriate in scale for both students and staff.
- Finishes should contribute to the acoustical qualities of the space. Utilize carpet flooring for whole-group areas and resilient flooring near the sink and doors.

EQUIPMENT

- Technology should support mobility with sufficient power sources and wireless access.
- Short-throw projector at the presentation wall. A 75-inch digital display may be used as an alternate where projection is not viable.
- Provide the ability for voice amplification, including 2-4 ceiling speakers.

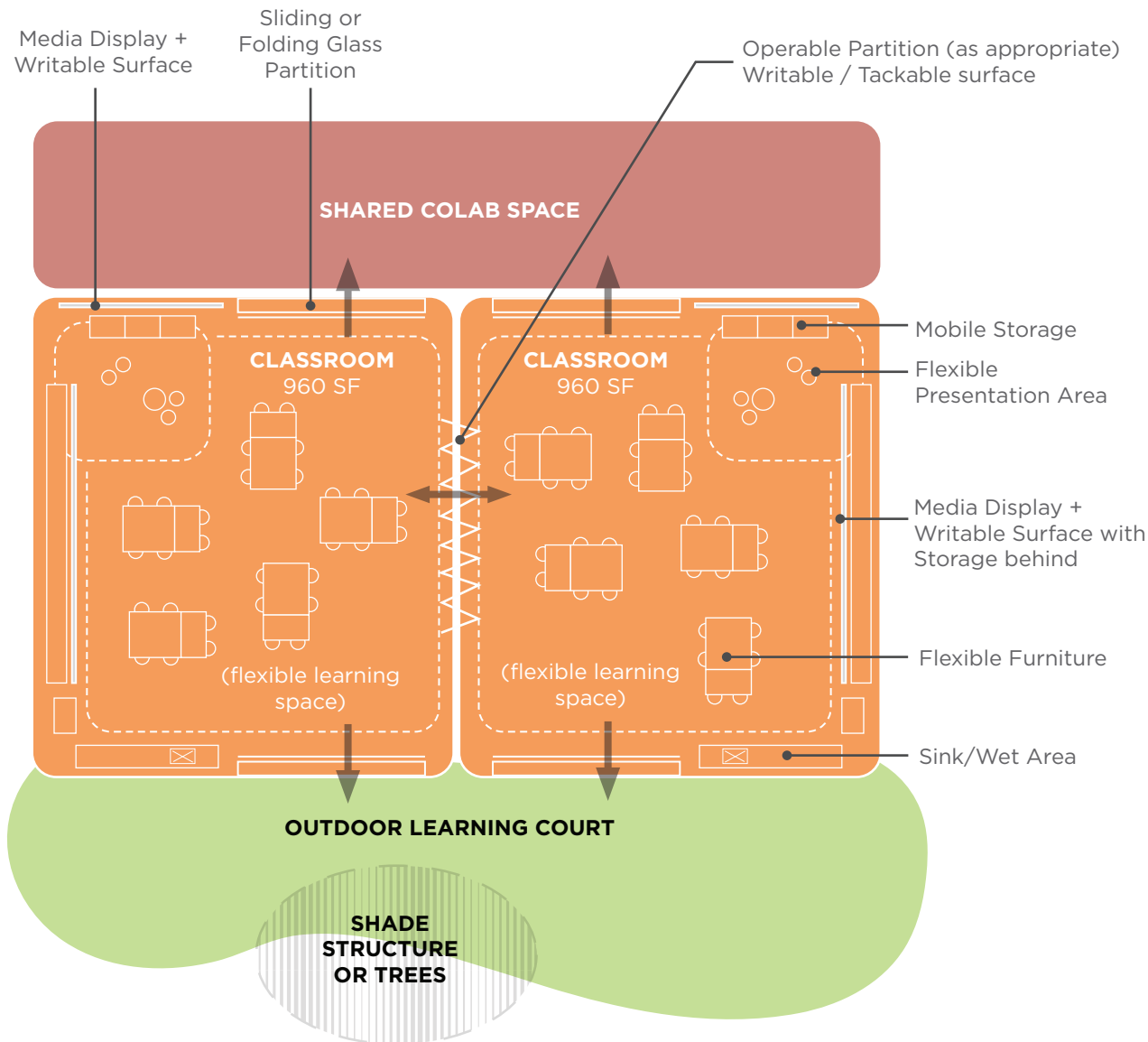
3.2

EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District Facilities Master Plan



TYPICAL CLASSROOM SPACE DIAGRAM



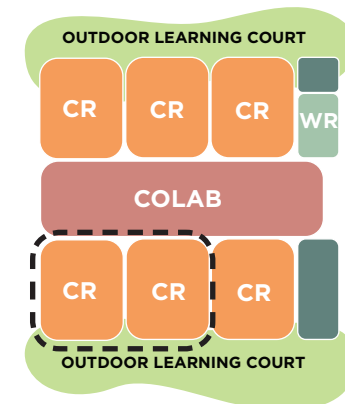
ORGANIZATION

Group Classrooms together in pods that open into shared collaboration space.

AREA SUMMARY

Flexible Learning Space	960 asf
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KEY PLAN



3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District Facilities Master Plan



SPECIAL EDUCATION

ACTIVITIES

- Individualized learning, student-centered planning
- Specialized 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



Johnson Middle School



Officer Specialist School (ClarkeHopkinsClarke)

DESIGN OBJECTIVES

Special Education should provide an open, nurturing learning environment that can support a variety of activity zones. Special Education classrooms should be integrated into the campus in the “Least Restrictive Environment” enabling equity and access for students with disabilities.

Students with more significant disabilities should be provided specialized classrooms with direct access to appropriate toileting facilities, a focus room, and a dedicated storage room. Focus rooms provide a calm area for students to decompress and recompose themselves for learning.

FURNITURE

- Tables, desks, seating, and writable surfaces that are adjustable, mobile, and durable.
- Size furniture appropriately for the intended student age group.
- Consider combinations of furniture that promote focused learning and cool down/relaxation.
- Include a desk, seating, and hidden storage at the teacher's station.
- Built-in casework for a teaching wall to include sliding whiteboards with storage behind and below.

FINISHES

- Finishes should accommodate instruction and student need.
- Include materials that reduce reverberation.
- Writable surfaces (mobile and permanent) and tackable walls.
- Use calming colors and dimmable lighting strategies with high color rendering index balanced with natural daylighting.
- Finishes should contribute to the acoustical qualities of the space. Utilize carpet flooring for whole-group areas and resilient flooring near the sink and doors.

EQUIPMENT

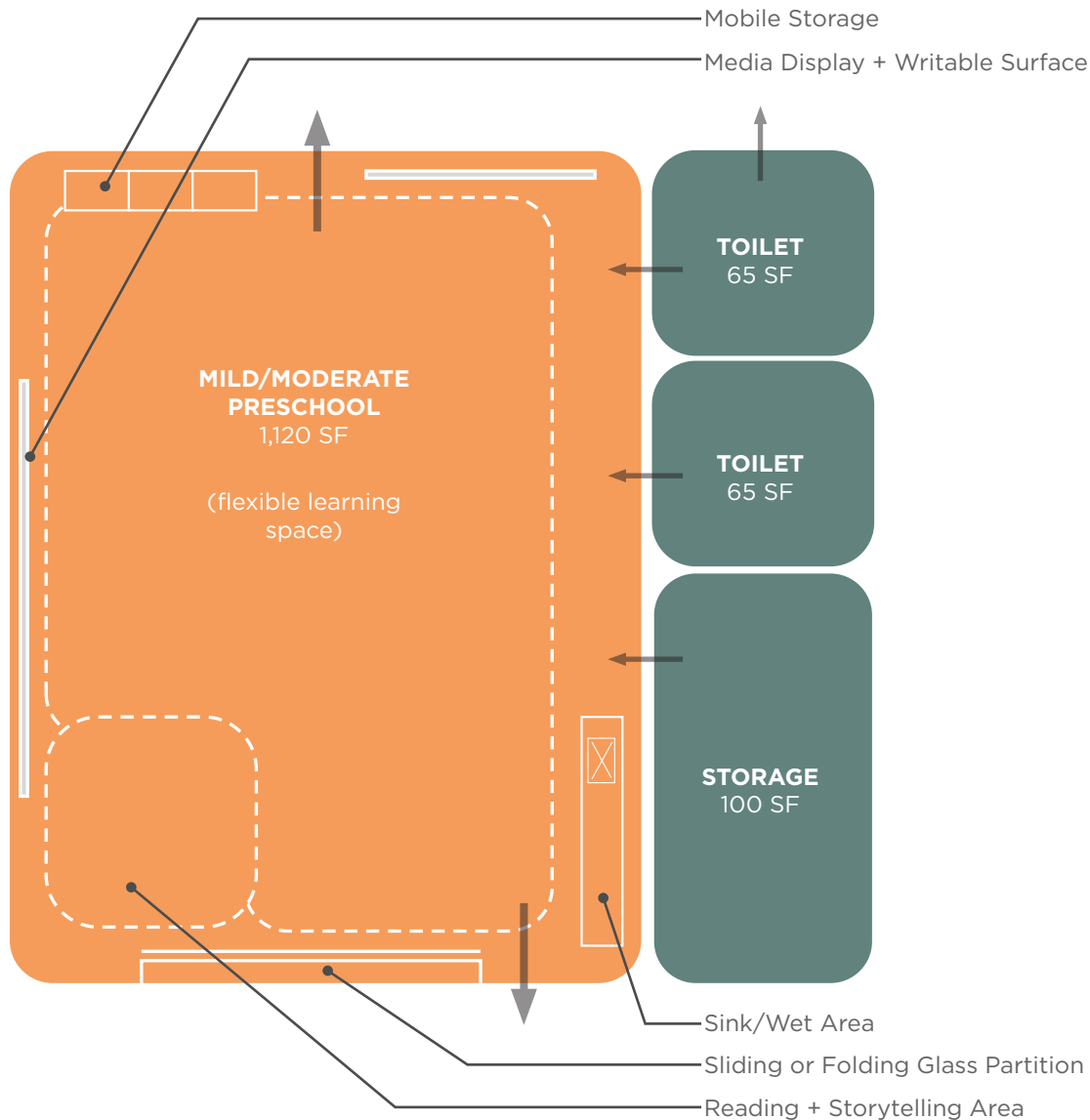
- Technology should support mobility with sufficient power sources and wireless access.
- Short-throw projector at the presentation wall. A 75-inch digital display may be used as an alternate where projection is not viable.
- Provide the ability for voice amplification, including 2-4 ceiling speakers.

3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

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SPECIAL EDUCATION: MILD/MODERATE PRESCHOOL SPACE DIAGRAMS



ORGANIZATION

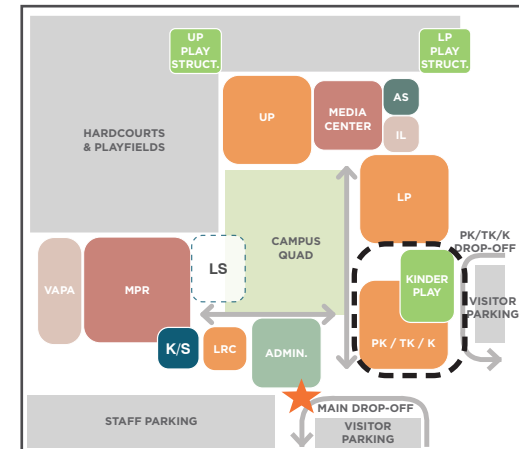
Special Education programs vary at each site depending on the need of that particular school community.

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

AREA SUMMARY

Flexible Learning Space	1,120 asf
Toilet	(2) at 65 asf ea
Storage	100 asf
TOTAL:	1,350 asf

KEY PLAN

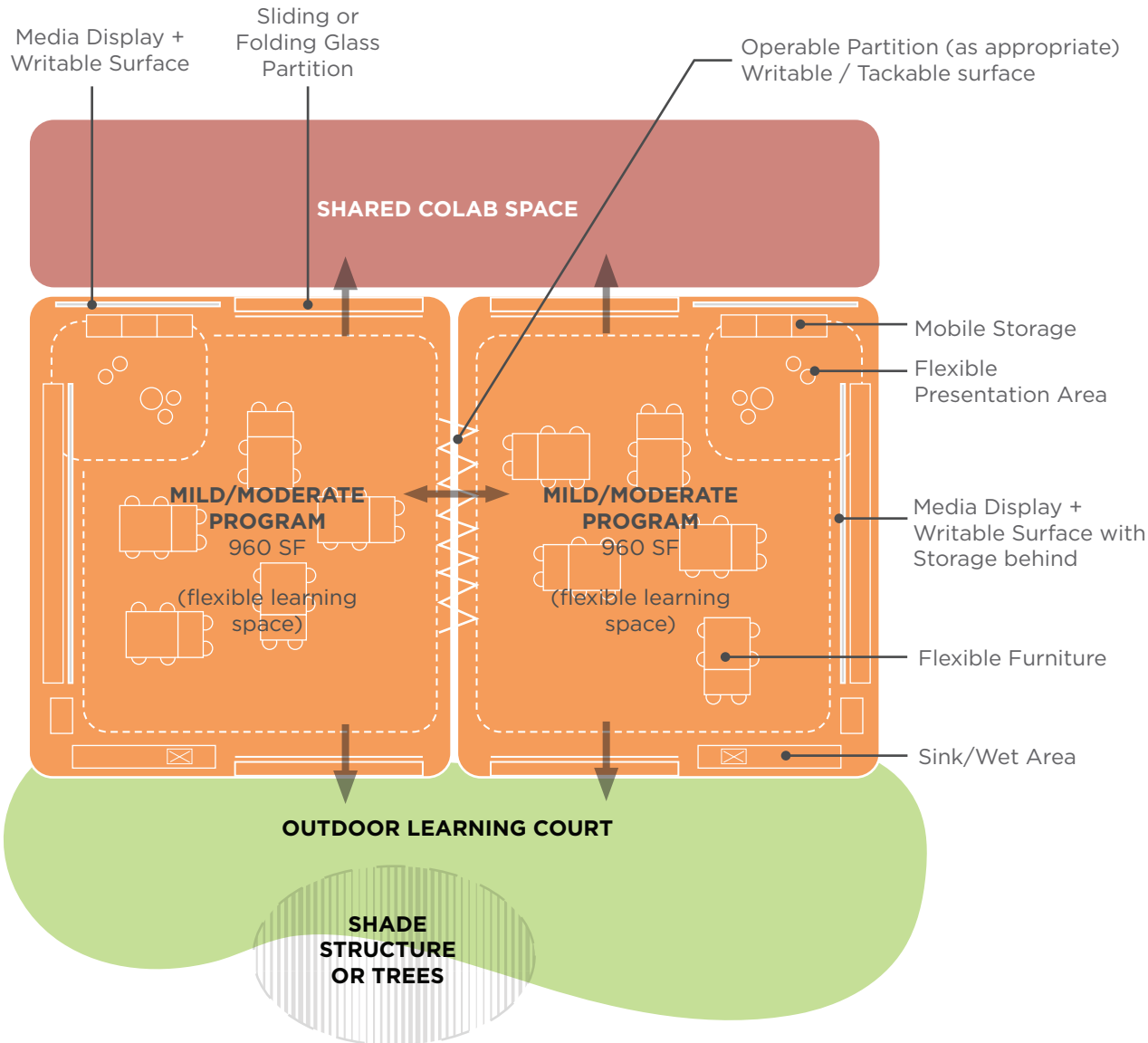


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Orange Unified School District Facilities Master Plan



SPECIAL EDUCATION: MILD/MODERATE PROGRAMS SPACE DIAGRAM



ORGANIZATION

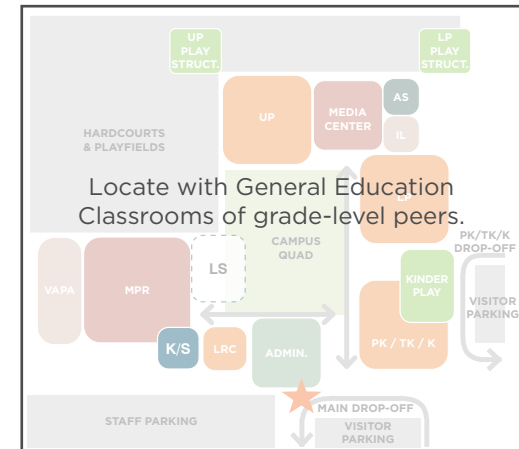
Special Education programs vary at each site depending on the need of that particular school community.

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

AREA SUMMARY

Flexible Learning Space	960 asf
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KEY PLAN

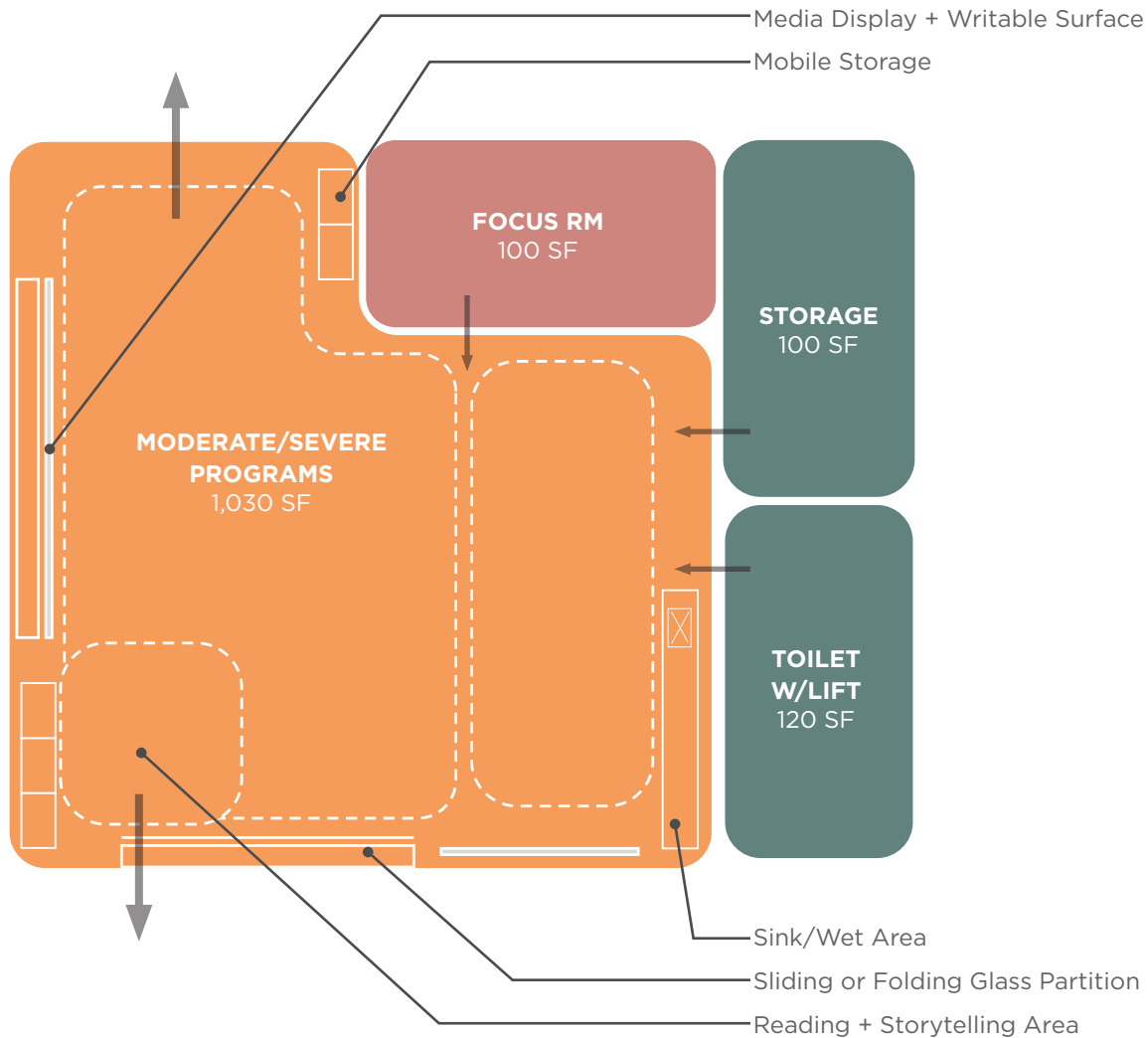


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SPECIAL EDUCATION: MODERATE/SEVERE PROGRAMS SPACE DIAGRAM



ORGANIZATION

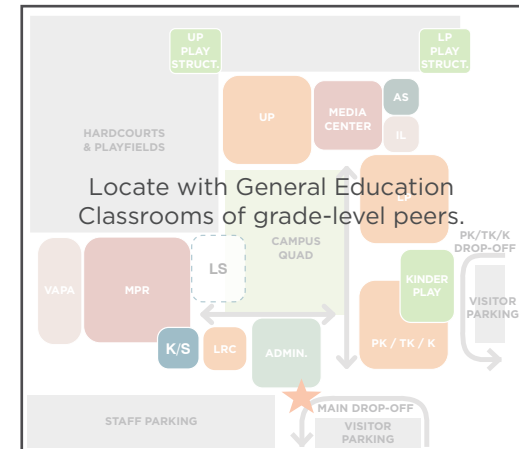
Special Education programs vary at each site depending on the need of that particular school community.

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

AREA SUMMARY

Flexible Learning Space	1,030 asf
Toilet	120 asf
Storage	100 asf
Focus Room	100 asf
TOTAL:	1,350 asf

KEY PLAN



3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District Facilities Master Plan



COLLABORATION SPACES (INDOOR + OUTDOOR)

ACTIVITIES

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

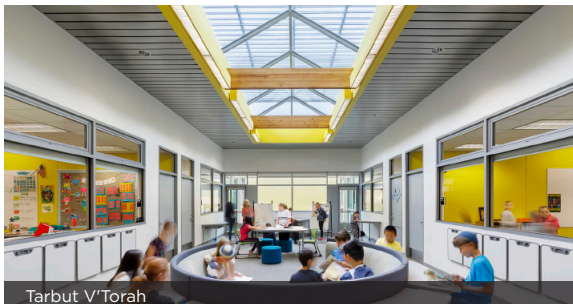
DESIGN OBJECTIVES

Collaboration spaces (Colabs) exist indoors and outdoors, located near classroom clusters, and are open, inviting, and engaging. They 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 wireless infrastructure, and designed with flexible furniture to create different types of learning zones and activities. Materials and

finishes should be highly durable and easy to maintain. Acoustical treatment of the space should be considered to account for noise levels adjacent to classroom spaces.

Exterior Colabs should be seen as an extension of the classroom. These spaces can be utilized by teachers for hands-on art and science activities, reading, discussions, or outdoor play. The spaces should be designed to house active-group and passive-individual learning. Acoustics, shading, durable furniture, and thoughtful landscaping should all be considered.



Tarbut V'Torah



Tarbut V'Torah

FURNITURE

- Tables, seating, and writable surfaces that are adjustable, mobile, and durable.
- Provide areas that allow the display of student work and writable surfaces.
- Size appropriately for the student age group.
- Outdoor designs should consider environmentally conscious planting, an outdoor sink, seat walls, sightlines for easy supervision, proper tree shading or shade structures, and connection to the adjacent classrooms.

FINISHES

- Use color and appropriate lighting strategies to create open, inspiring spaces.
- Visual access to the adjacent classrooms.
- Finishes should contribute to the acoustical qualities.
- Utilize resilient flooring for interior collaboration spaces.
- Incorporate writable and tackable surfaces at walls.

EQUIPMENT

- Technology at indoor and outdoor colabs should support mobility with sufficient power sources and wireless access.
- For large, interior collaboration spaces, provide a short-throw projector at a main presentation wall. A 75-inch digital display may be used as an alternate where projection is not viable.

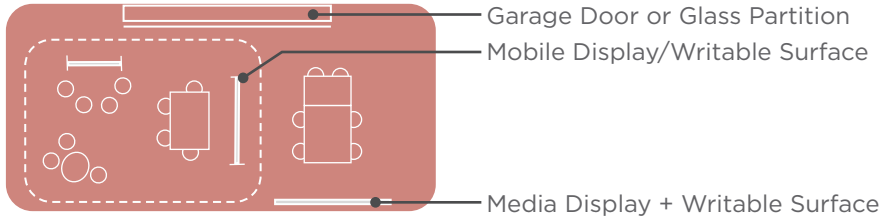
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COLLABORATION SPACE DIAGRAM

COLAB SPACE (A):

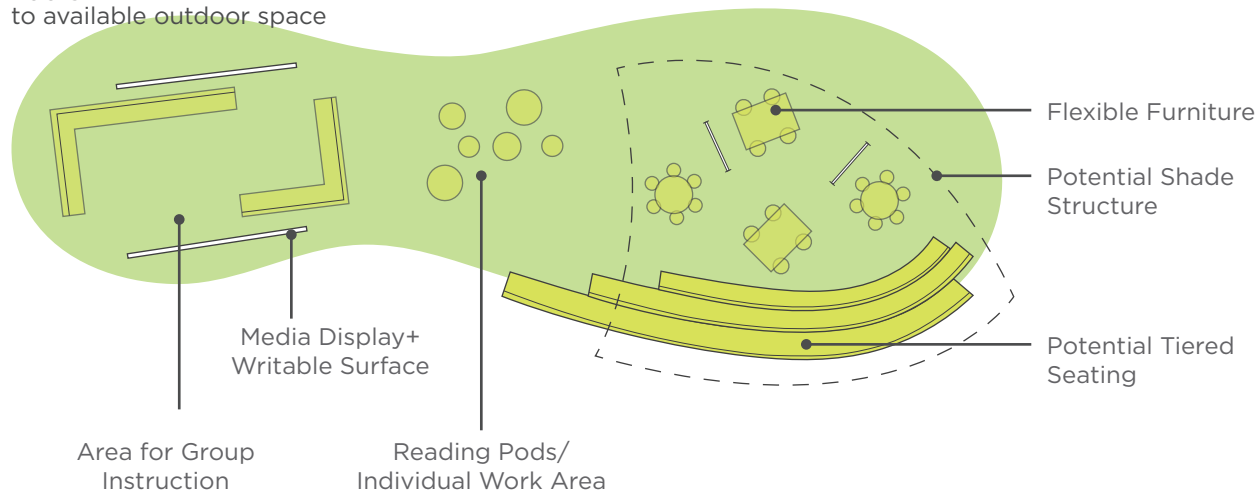


COLAB SPACE (B):



OUTDOOR LEARNING COURT

200 SF min.
to available outdoor space



ORGANIZATION

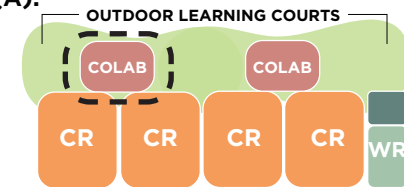
Collaboration spaces are located centrally or adjacent to classroom clusters and near teacher workrooms to support student and teacher interaction.

AREA SUMMARY

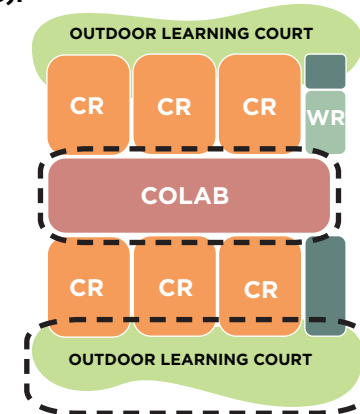
Collaboration Space 200 asf per
joining classroom

KEY PLAN

(A):



(B):



3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

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INNOVATION LAB

ACTIVITIES

- Exploration, active and interactive learning
- Instructional demonstrations
- Group work, collaboration, and presentation
- Individual work and exploration
- Hands-on and project-based learning
- Showcase, display and presentation of student work

DESIGN OBJECTIVES

The Innovation Lab is a student-centered space that should foster a sense of discovery, curiosity, and exploration. The lab should be flexible in order to provide opportunities for creative, messy work as well as individual, focused learning. It should support small group work and large group demonstration/presentation.

The lab should have physical and visual access to the exterior, extending lessons outdoors. The outdoor space should

provide shade with considerations for an outdoor sink or wet area, and environmentally conscious landscaping to promote experimentation and learning.

Support spaces and features should include: multiple sinks for ease of clean up, direct access to a secure storage room for materials and projects, appropriate storage systems to accommodate different projects and supplies, and areas to display student work (physical and digital).



Menchaca Elementary School



Pleasanton Elementary School

FURNITURE

- Tables, desks, seating, and writable surfaces that are adjustable, mobile, and durable.
- Size furniture appropriately for the intended student age group.
- Large group work tables, mobile whiteboards, writable walls.
- Combination of secure and open storage supporting a variety of projects and supplies.
- Ceiling track with hanging curtain to enclose the broadcasting area.

FINISHES

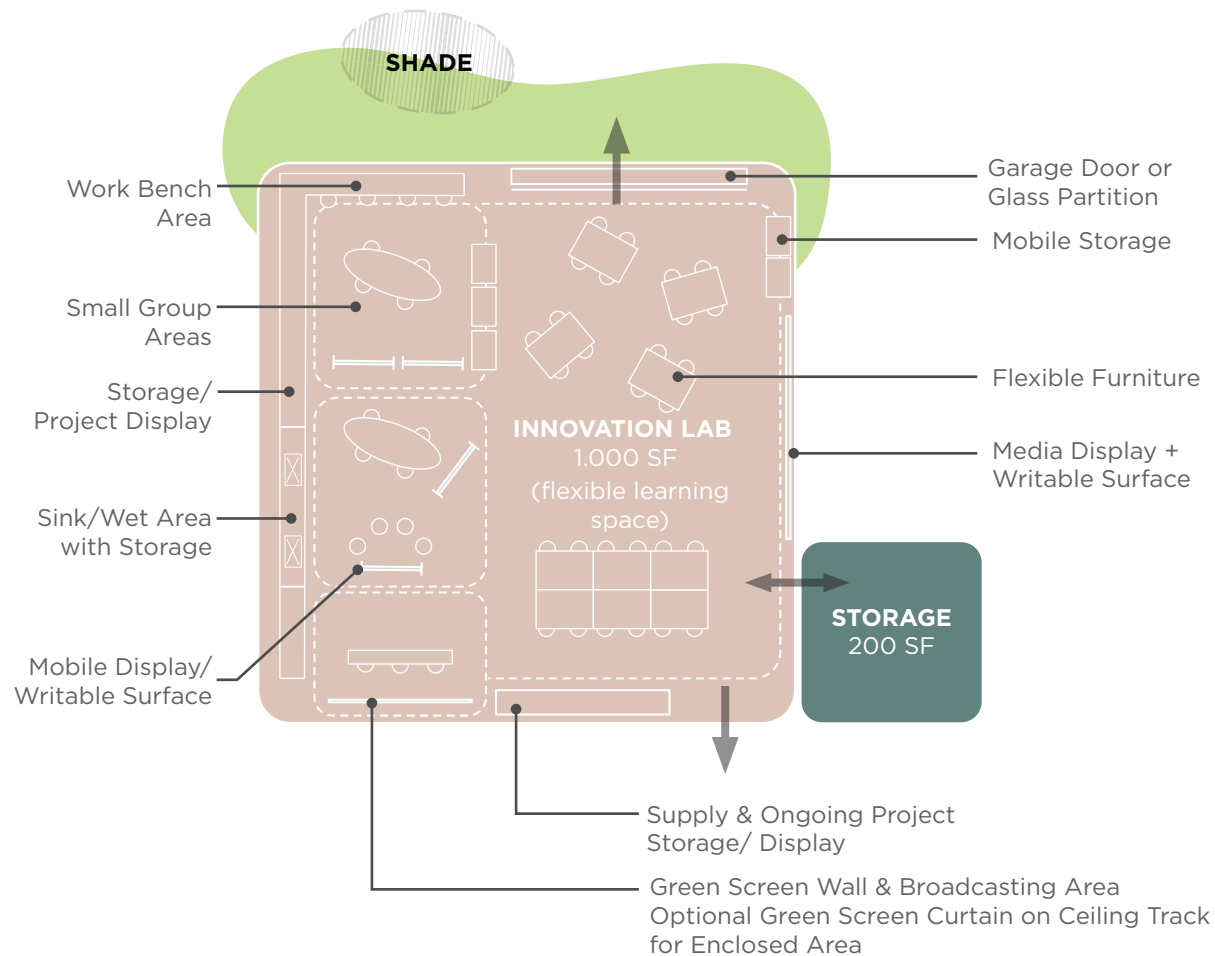
- Bright with natural daylight. Visual and physical access to the outdoors.
- Tackable walls and digital boards/projection for student work display and presentation.
- Finish materials and flooring that are resilient, durable, and easy to maintain.

EQUIPMENT

- Integrated technology to support teacher and student mobility, collaboration, and work.
- Provide space to support and hold new digital/maker technology (e.g. 3D printers, CNCs, laser cutters) and a green screen area for digital recording.
- Many flexible data/power outlets, consider ceiling power cord reels.
- Ensure sufficient wireless access.



INNOVATION LAB SPACE DIAGRAM



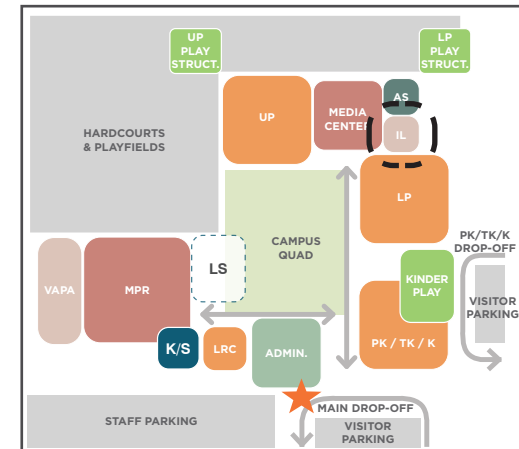
ORGANIZATION

Centrally locate for ease of access by all students. Space should ideally be near the Library to allow for research and idea generation activities or near After School programs for shared use opportunities.

AREA SUMMARY

Flexible Learning Space	1,000 asf
Storage	200 asf
TOTAL:	1,200 asf

KEY PLAN



3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

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VISUAL AND PERFORMING ARTS (VAPA) SUITE

ACTIVITIES

- Large group instruction and demonstration
- Group and individual project-based learning and investigation
- Messy and creative exploration
- Cross-collaboration with other fields of study
- Showcase and presentation of student work
- Instrument storage/use
- Music/Performance rehearsals

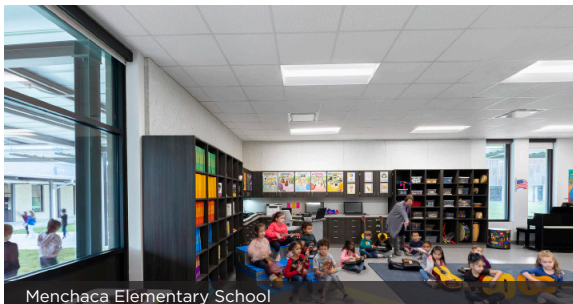
DESIGN OBJECTIVES

The VAPA Suite (Visual & Performing Arts) houses Art, Orchestra/Strings, and Band. The VAPA Suite should be located near the MPR and have access to the exterior - allowing for natural daylighting and the possibility of extending the classrooms outdoors.

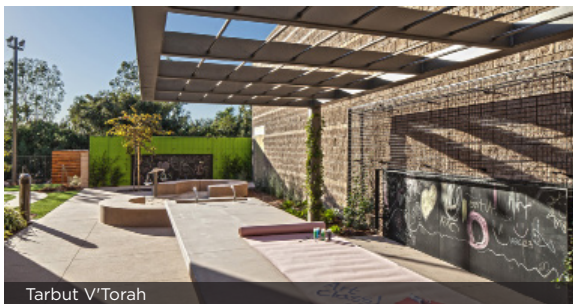
The Art space should include a large teaching area that is flexible for large group, small group, and individual work settings. Furniture should be flexible, durable, and appropriately sized for the students. Support spaces and features should include: adequate storage for a variety of projects, tools, and supplies,

multiple (4-6) wet areas and sinks for project clean up, and durable finish materials supporting easy clean up.

Both the Orchestra/Strings and Band rooms should include a large group area for full class practice and small group areas for individual development. Space for proper instrument storage, movable furniture, and a sink for instrument repair should be included. Finish materials should contribute, to the acoustical qualities of the space including materials that absorb sound. Whole group areas should include resilient flooring.



Menchaca Elementary School



Tarbut V'Torah

FURNITURE

- Flexible, mobile furniture supporting row configurations for instrumental and vocal programs, group learning, project based work, and individual work.
- Variable storage for safe keeping of instruments, project supplies, and materials.
- Accessible sinks/wet areas: cleaning instruments/projects, allowing for messy work.

FINISHES

- Bright with natural daylight. Visual and physical access to the outdoors.
- The finishes contribute to the acoustical qualities; include materials that absorb sound.
- The space should have resilient flooring.
- Tackable wall surfaces for display of student work.
- Utilize colors that create a welcoming, vibrant environment.

EQUIPMENT

- Technology should support mobility with sufficient power sources and wireless access.
- Short-throw projector at the presentation wall. A 75-inch digital display may be used as an alternate where projection is not viable.
- Provide the ability for voice amplification, including 2-4 ceiling speakers.

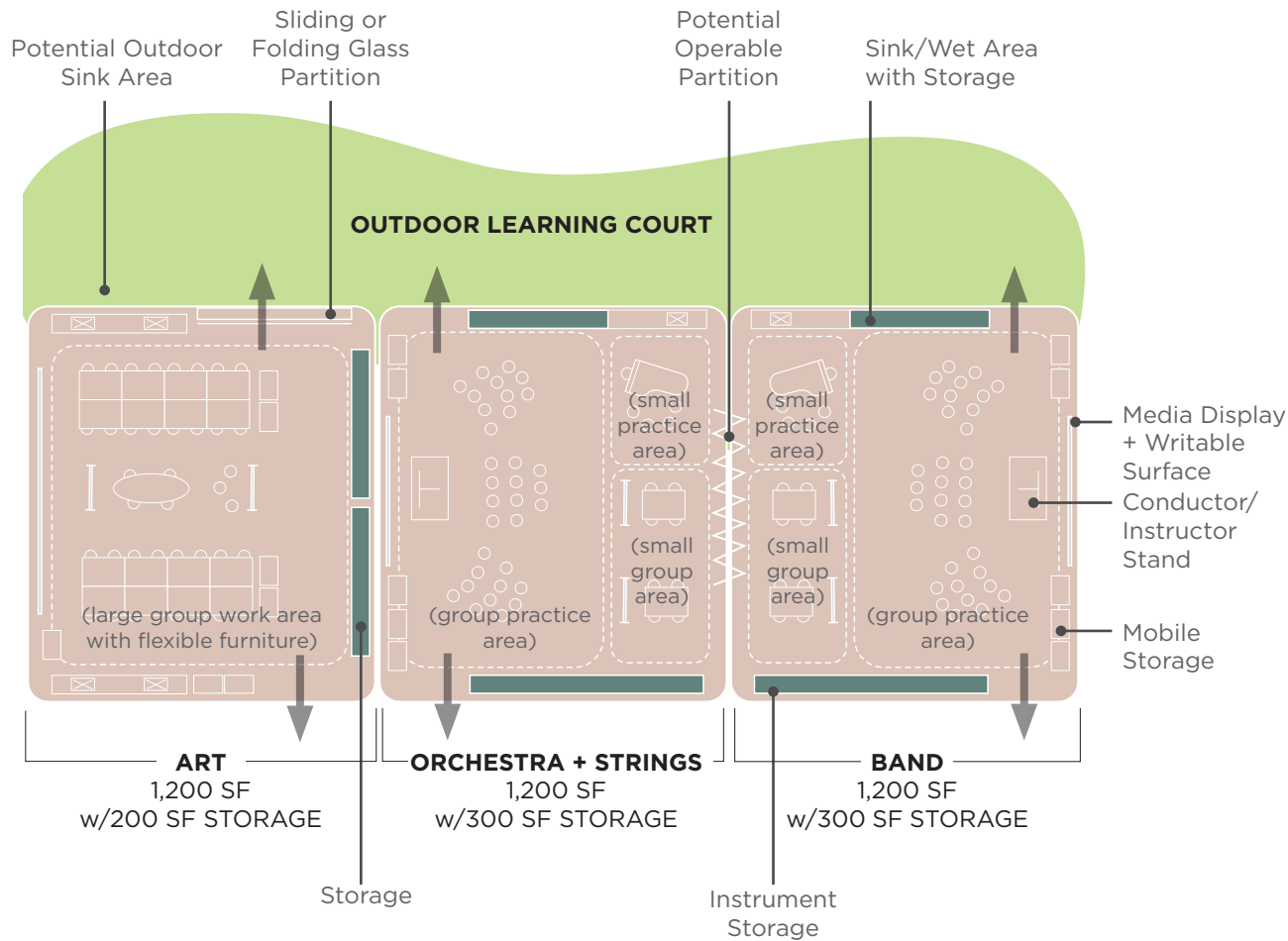
3.2

EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District Facilities Master Plan



VAPA SUITE SPACE DIAGRAM



ORGANIZATION

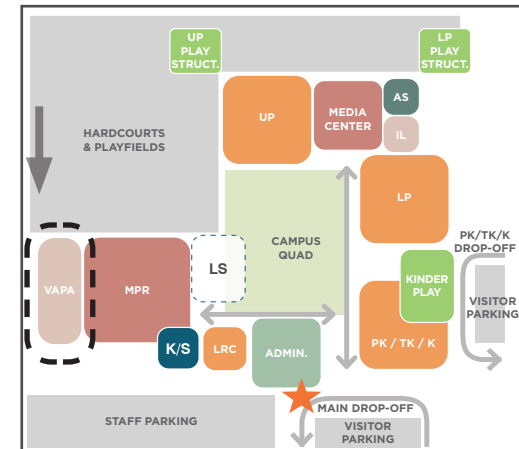
The VAPA Suite should be located next to or near the MPR for easy access to large performance/practice spaces. Access to an outdoor learning court is important for extended learning opportunities.

***Art Room may have 4-6 sinks depending on student loading.*

AREA SUMMARY

Art	1,200 asf
Orchestra + Strings	1,200 asf
Band	1,200 asf
TOTAL:	3,600 asf

KEY PLAN



3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District Facilities Master Plan



LEARNING RESOURCE CENTER (LRC)

ACTIVITIES

- Specialized support (some students spend up to half a day in the Learning Resource Center)
- Use of assistive equipment and/or devices
- Development and improvement of skills (communication, language, motor)
- Consultation, tutoring and meetings
- Testing and assessment
- Counseling and therapy

DESIGN OBJECTIVES

A Learning Resource Center (LRC) serves the whole student body as the hub of wellbeing and caring. Integrate the LRC into each campus as an additional support space for students.

The services offered within the LRC support students educational growth and provide vital, mental health and wellness benefits.

Each LRC should be designed with a small group work area, a conference room, and dedicated office spaces for a speech

pathologist, a small room for testing, flex uses, and a psychologist. Office spaces should be large enough for a desk and a small group workspace. Offices should be visually and physically connected to the adjacent small group spaces while providing confidentiality when needed.

A Flex Room / Sensory Room is included in this suite to provide sites the ability to customize the LRC to its specific needs for the student population.



Johnson Middle School



The Pears National Centre for Autism (Penoyre & Prasad)

FURNITURE

- Offices: desk or table, secured storage and 2-3 chairs.
- Conference: table and chairs.
- Sensory Room: lockable, deep, tall casework with doors for equipment storage.
- Group Areas: tables, seating, and writable surfaces that are adjustable, mobile, and durable.
- Flex / Sensory Room: select a variety of furnishings as appropriate based on the student population and therapy needs.

FINISHES

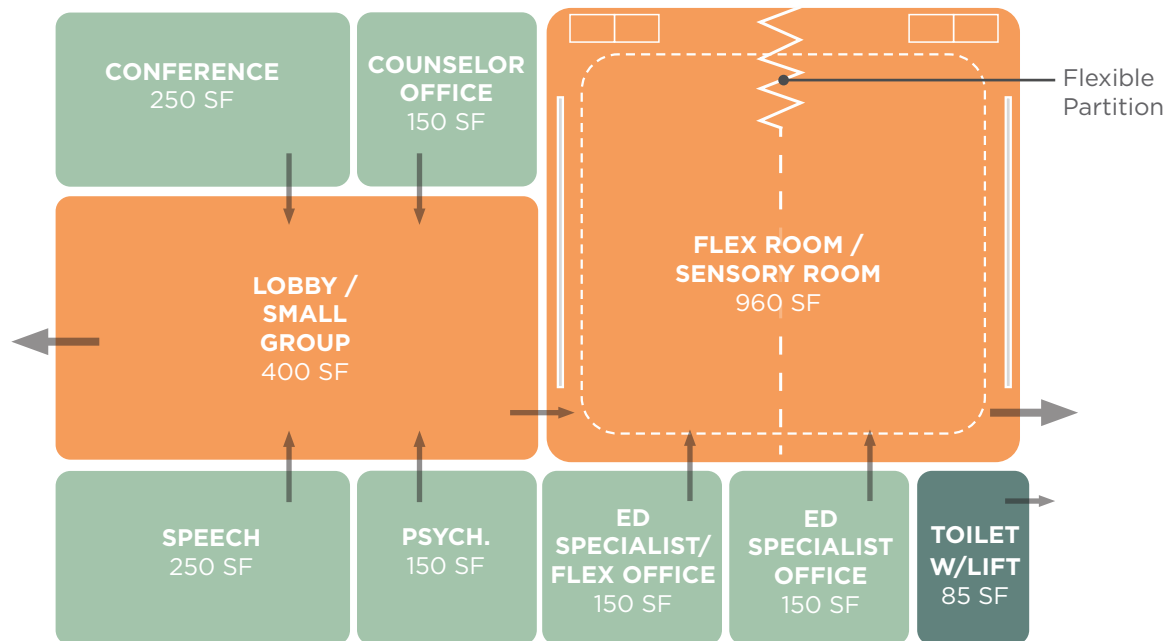
- Utilize carpet in all offices, conference spaces, and group spaces. Utilize resilient flooring near the sink (if incorporated) and doors.
- Include materials that reduce reverberation.
- Writable surfaces (mobile and permanent) and tackable walls.
- Use calming colors and dimmable lighting strategies with high color rendering index balanced with natural daylighting.

EQUIPMENT

- Hanging furniture and sensory equipment as appropriate based on the student population. Ensure ceiling joists can support hanging furniture and equipment.
- Technology should support mobility with sufficient power sources and wireless access.
- Provide a short-throw projector within the Small Group and Flex Rooms. A 75-inch digital display may be used as an alternate where projection is not viable.



LEARNING RESOURCE CENTER (LRC) SPACE DIAGRAM



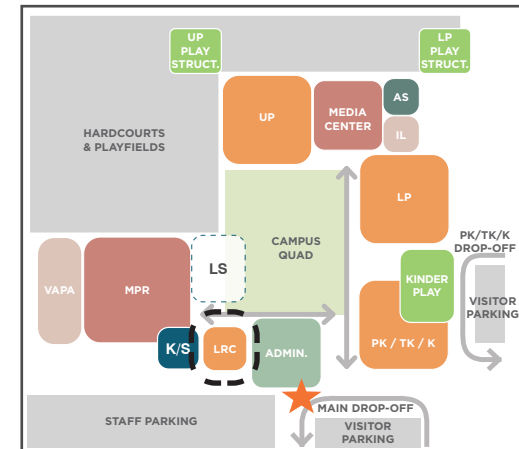
ORGANIZATION

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

AREA SUMMARY

Lobby/Small Group	400 asf
Flex Room/Sensory	960 asf
Speech Office	250 asf
Psychologist Office	150 asf
Ed. Specialist/Flex Office	150 asf
Ed. Specialist Office	150 asf
Conference Room	250 asf
Toilet w/Lift	85 asf
TOTAL:	2,545 asf

KEY PLAN



3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District Facilities Master Plan



ADMINISTRATION

ACTIVITIES

- “Front door” to the school community and the public
- Administrative duties, conference, discipline, health support, counseling and student support
- Staff support - collaboration and access to materials
- Consultation and meetings
- Parent resource access

DESIGN OBJECTIVES

Administration is the first point of contact for many students, staff, and visitors arriving at the school. This space should be welcoming and inviting while also establishing the school’s identity and pride. The entry point to campus should be obvious to visitors and parents, and should create a single-point of entry. Visitors should enter into a lobby/reception space with comfortable seating for waiting and digital displays showcasing student work and information.

Administration spaces should be accessible to visitors while clearly defining public and private space and should provide flexible options for different levels of privacy and openness. The Staff Workroom should have a copy area available to volunteers while the Staff Lounge should be located to ensure privacy for staff to come together and collaborate.

The Health Office should be easily accessible from both inside the Administration building and the outdoors.



FURNITURE

- A variety of flexible and durable furniture to support different public and staff functions.
- Provide casework at standing and seated working heights for reception and workrooms. Include lockable file storage.
- Health Office to have min. 2 cots and lockable storage cabinets. Ceiling-mounted curtains to separate cot areas.
- Workroom to have ample storage/casework with large work surfaces.

FINISHES

- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community’s cultures.
- Bright with natural daylight. Visual and physical access to the outdoors.
- Carpet in offices and conference areas. Resilient flooring in the workroom, lounge and Health Office.
- Tackable and writable surfaces on walls for collaboration and display of student work.

EQUIPMENT

- Integrated technology with wireless access to support administrative activities.
- Digital displays for announcements and student work.
- Lobby to have computer station(s) for parent use.
- Health Office to have an under-counter refrigerator with ice maker.
- Workroom to have copy/printing capabilities.
- Lounge to have standard kitchen equipment and appliances for basic food preparation and heating.

3.2

EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District Facilities Master Plan



ADMINISTRATION SPACE DIAGRAM

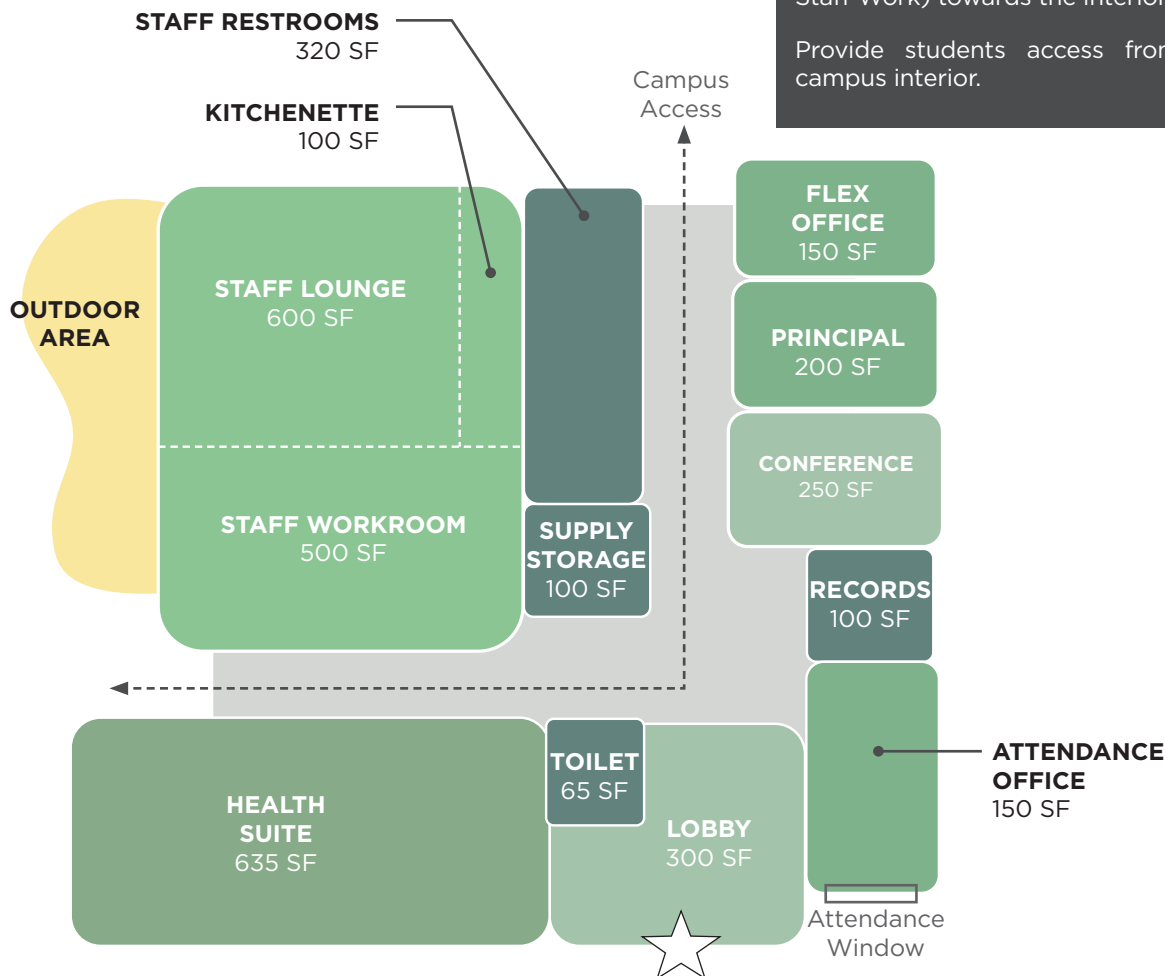
ORGANIZATION

Administration building should be the main public entry of the school. Organize more 'public' functions (Health and Conference Room) near the Reception / Lobby area. Locate more 'private' functions (Offices and Staff Work) towards the interior.

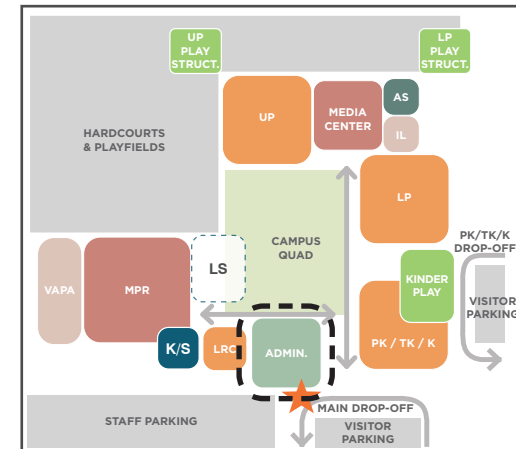
Provide students access from the campus interior.

AREA SUMMARY

Lobby	300 asf
Toilet (Lobby)	65 asf
Staff Workroom	500 asf
Staff Lounge	600 asf
Kitchenette	100 asf
Health Suite	635 asf
Principal's Office	200 asf
Flex Office	150 asf
Conference Room	250 asf
Records Storage	100 asf
Supply Storage	100 asf
Attendance Office	150 asf
Staff Restrooms	320 asf
TOTAL:	3,470 asf



KEY PLAN

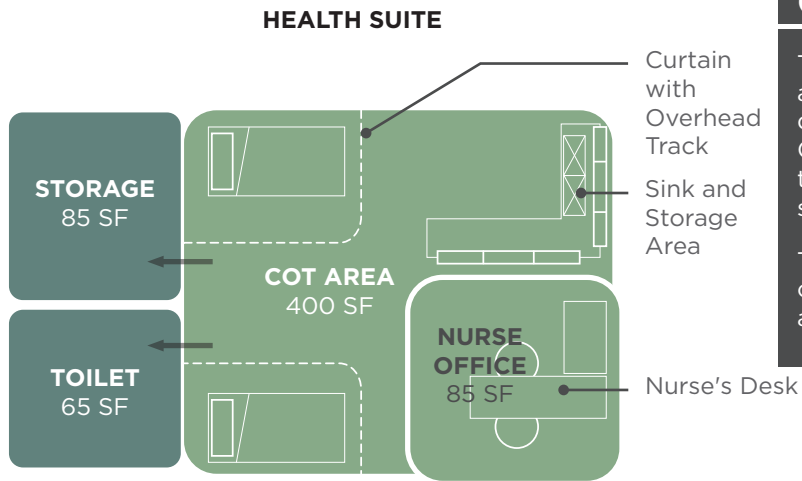


3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District Facilities Master Plan



ADMINISTRATION: HEALTH SUITE + LOBBY SPACE DIAGRAMS



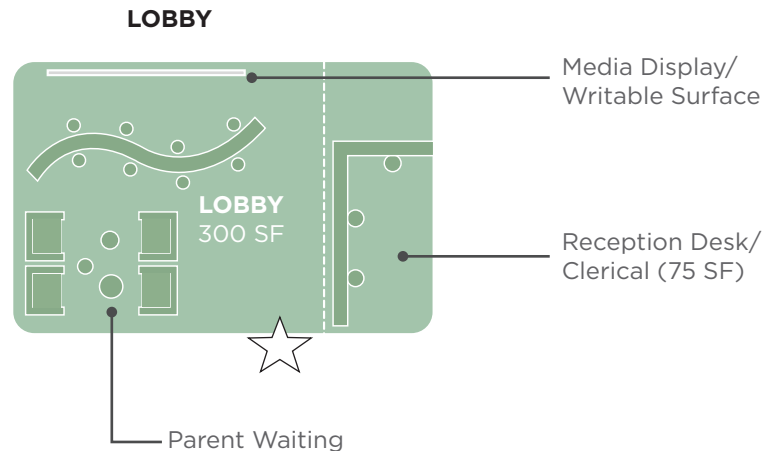
ORGANIZATION

The Health Office should be easily accessible from the Lobby and have direct access to a private restroom. Consider providing access directly to the outside, to avoid exposure of ill students to those within the Lobby.

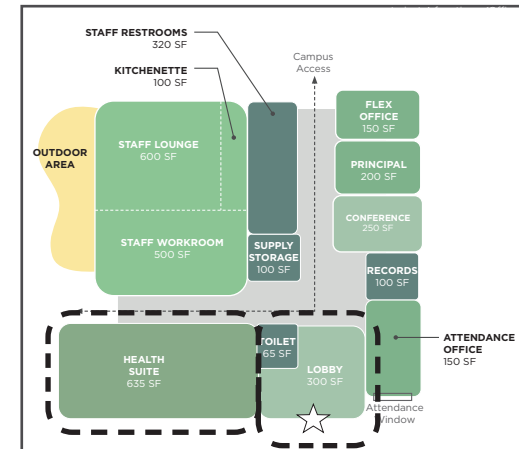
The Administration Lobby acts as the campus' front door and should be apparent from the outside.

AREA SUMMARY

Cot Area	400 asf
Nurse Office	85 asf
Toilet	65 asf
Storage	85 asf
<hr/>	
SUB-TOTAL:	635 asf
Lobby	300 asf



KEY PLAN





MEDIA CENTER

ACTIVITIES

- Research, testing, quiet reading, group instruction, collaboration, individual/small group work/study, storytelling, technology exploration
- Information access and content creation
- Quick find information and long-term, deeper understanding activities
- Professional development, community meetings, after school club meetings
- Display student work and learning/informational material
- Presentations and demonstrations

DESIGN OBJECTIVES

The Media Center is the next evolution of the school library, evolving this space from one that is book-centric to a multi-media hub of activity. It is a place that students and staff can access for a variety of functions. The Media Center should be an enriching and imaginative environment. If possible, this space should be centrally located on campus.

The Media Center should be designed to support concurrent activities of different noise levels and different sizes in a variety of spaces/zones, including a large group area

for an entire class, a reading/storytelling area, a research area and a Tech Zone with a green screen. Additionally, appropriate storage for textbooks and technology, as well as a workroom for storage book repairs/processing should be included.

Finish materials should promote the acoustical quality of the space, be colorful to foster imagination and creativity, and highly resilient. It should have visual and physical access to the exterior offering controlled daylighting and outdoor learning possibilities.



Eastwood Elementary School



Pleasanton Elementary School

FURNITURE

- Flexible, appropriately scaled furniture with a variety of finishes (e.g. soft) to accommodate different zones (e.g. study, collaboration, storytelling).
- Integrated circulation desk area to properly service visitors, teachers, and students.
- Mobile adjustable shelving for technology and book storage that is appropriately sized for students.

FINISHES

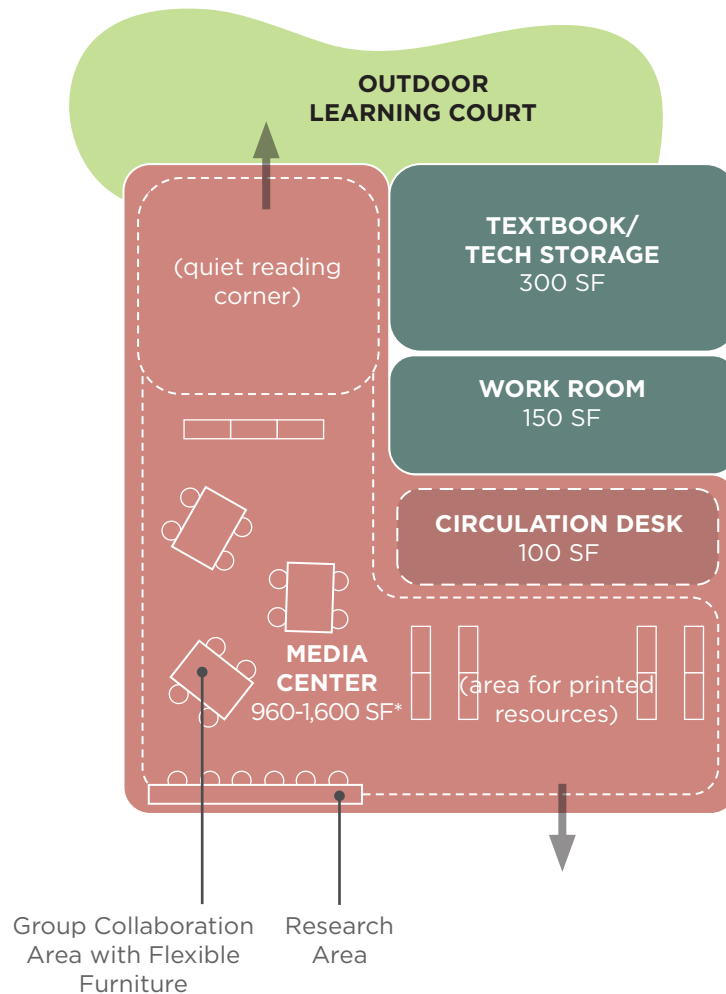
- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Bright with natural daylight. Visual and physical access to the outdoors.
- Finishes to accommodate activities and contribute to acoustical qualities; include materials that absorb.
- Carpet flooring for large group area and resilient flooring at storage and workroom.

EQUIPMENT

- Technology should support mobility with sufficient power sources and wireless access.
- LED interactive displays.
- Short-throw projector and screen at large gathering area. A 75-inch digital display may be used as an alternate where projection is not viable.
- Provide the ability for voice amplification, including 4-6 ceiling speakers.



MEDIA CENTER SPACE DIAGRAM



ORGANIZATION

Centrally locate, near front of school for after school hours and community access.

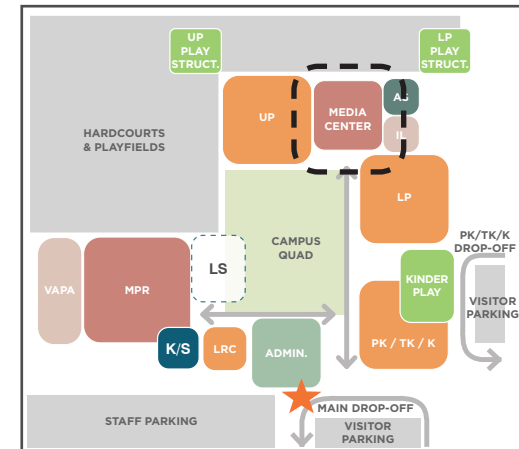
Potential Media Center adjacencies with the Innovation Lab and Learning Resource Center.

**SF based on Enrollment:
Accommodates a population range of 420-630 students.*

AREA SUMMARY

Main Floor Area	960-1,600 asf
Circulation Desk	100 asf
Storage	300 asf
Workroom	150 asf
TOTAL: 1,510-2,150 asf	

KEY PLAN





MULTI-PURPOSE ROOM (MPR)

ACTIVITIES

- Assemblies and large group presentations
- Innovation and Book Fairs / Author Visits
- Student activities and collaboration
- Food Service / Indoor Student Dining
- Community Use
- Instructional activities to support physical education, music and drama

DESIGN OBJECTIVES

The MPR is a space intended for multiple uses, allowing easy transitions from a performance/assembly space to an activity space to a dining space during inclement weather. It should be flexible - accommodating for a range of quiet, intimate activities to large, active ones.

The ideal location is near parking for after hours and community event access - service and delivery access should be considered to avoid conflicts with pedestrian traffic.

The design of the MPR should instill a sense of school pride through the use of color and display of awards and student work. The space should be bright with natural daylight,

but allow for controls to darken the room for a presentation. An adjacent outdoor space with covered seating should be provided for dining. In addition, consideration for an outdoor stage and amphitheater where space permits should be taken into account.

Support spaces include storage for chairs, tables, and performance needs, a kitchen to accommodate food warming, a queuing system for food service, and access to restrooms.

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



Potranco Elementary School



Tradition Elementary School

FURNITURE

- Durable and flexible furniture: tables and chairs that have the ability to stack and store.
- Plan space for trash collection and recycling.

FINISHES

- Select colors and furnishings that create a welcoming environment; consider elements that reflect the student community's cultures.
- Open, high ceilings.
- Incorporate natural daylighting with the ability to control it for presentations and security.
- Acoustically designed space to accommodate large group activities. Use absorbent ceiling/wall materials to reduce reverberation time.
- Resilient and durable flooring.

EQUIPMENT

- Integrated technology with wireless access throughout.
- Large projection or 75-inch display with built-in audio-visual system.
- (2) 75-inch digital displays at opposite corners for additional presentation views.
- Sufficient access to power.
- Adjustable lighting to accommodate a variety of event types.

3.2

EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District Facilities Master Plan



ORGANIZATION

The Multi-Purpose building should be centrally located and near parking for community events. Service access is needed for deliveries to the kitchen.

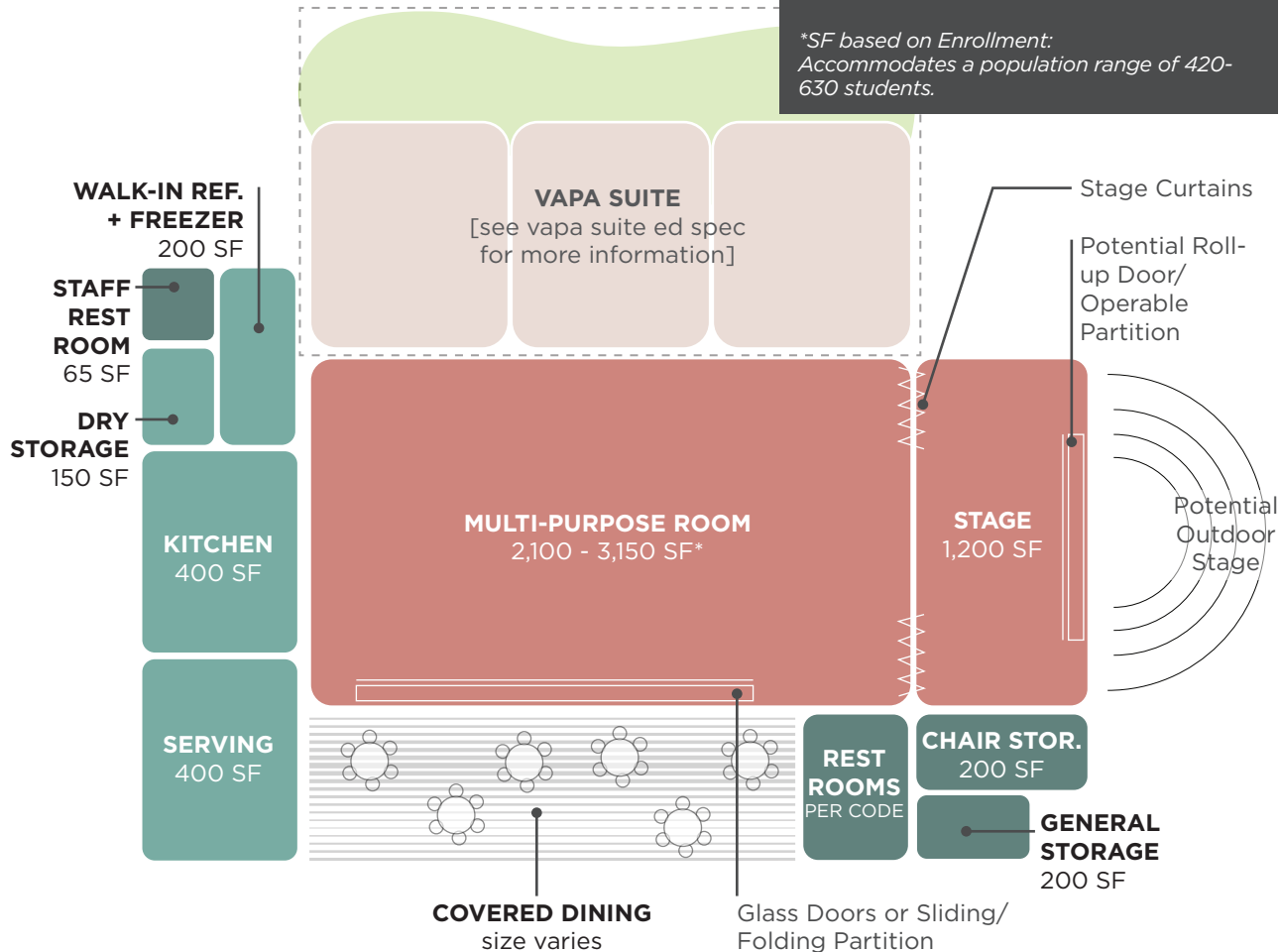
Total square footage based on CDE recommendation of 5 sf per student*.

*SF based on Enrollment:
Accommodates a population range of 420-630 students.

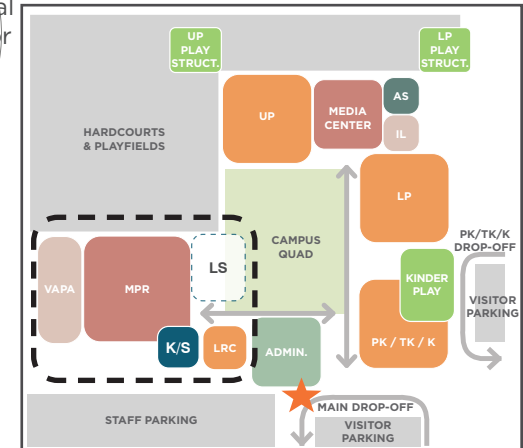
AREA SUMMARY

Main Floor Area	2,100-3,150 asf
Stage	1,200 asf
Restrooms	per code
Chair Storage	200 asf
General Storage	200 asf
Kitchen	400 asf
Serving Area	400 asf
Dry Storage	150 asf
Refrigeration	200 asf
Staff Restroom	65 asf

**TOTAL: 4,915-5,965 asf
+ restroom**



KEY PLAN



3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District Facilities Master Plan



AFTER SCHOOL PROGRAMS

ACTIVITIES

- Exploration, active and interactive learning
- Group work and collaboration
- Individual work
- Hands-on and project-based learning
- Showcase and display student work

DESIGN OBJECTIVES

The After School Program spaces are student-centered and should foster a sense of curiosity and exploration. The space should be flexible in order to provide opportunities for large and small groups, as well as individual, focused learning.

The space should have physical and visual access to the exterior for supervision purposes. Multiple sinks for ease of clean up, storage systems to accommodate materials and projects, and areas to display student work should be provided.

This space is ideally located alongside the Innovation Lab so the two may operate in tandem during after-school hours. Proximity and access to restrooms is also key to the programs success.

The space is collaborative in nature and houses a use that can be shared with the school for a variety of uses, as deemed appropriate by site leadership.



FURNITURE

- Tables, desks, seating, and writable surfaces that are adjustable, mobile, and durable. Sized for the intended age groups.
- Student cubbies.
- Consider combinations of furniture that promote focused learning and cool down/relaxation.
- Include a desk, seating, and hidden storage at the teacher's station.
- Built-in casework for a teaching wall to include sliding whiteboards with storage behind and below.

FINISHES

- Use color and lighting strategies to create open, inspiring spaces. Visual access to the outdoors.
- Provide display spaces to celebrate student work and writable surfaces. Include sufficient storage that is appropriate in scale for both students and staff.
- Finishes should contribute to the acoustical qualities of the space. Utilize carpet flooring for whole-group areas and resilient flooring near the sink and doors.

EQUIPMENT

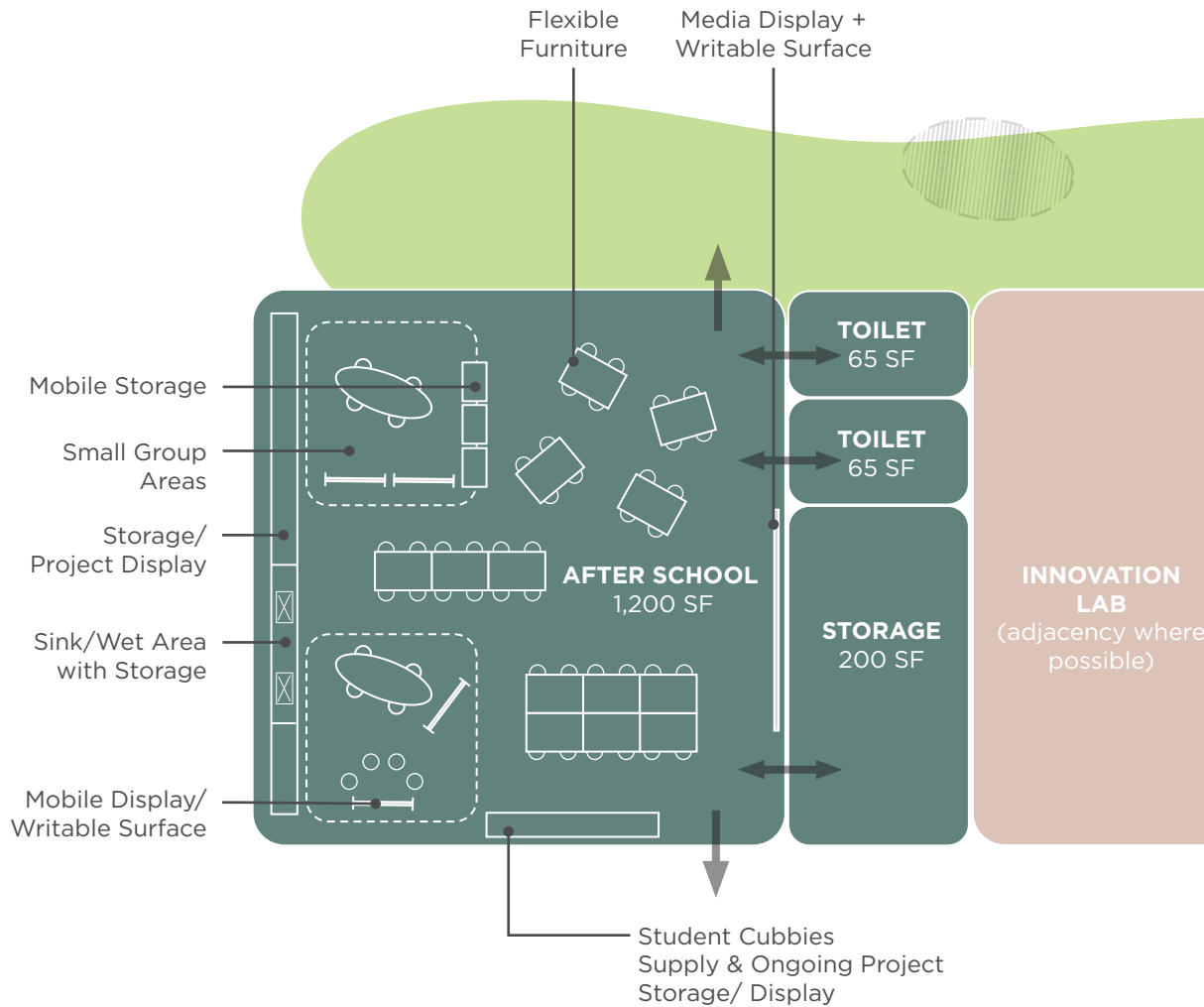
- Technology should support mobility with sufficient power sources and wireless access.
- Short-throw projector at the presentation wall. A 75-inch digital display may be used as an alternate where projection is not viable.
- Provide the ability for voice amplification, including 2-4 ceiling speakers.

3.2 EDUCATIONAL VISION ELEMENTARY SCHOOLS

Orange Unified School District Facilities Master Plan



AFTER SCHOOL PROGRAMS SPACE DIAGRAM



ORGANIZATION

Locate near parking for ease of access by students and parents before and after school.

Ideally adjacent to the Innovation Lab for shared use opportunities. Restroom proximity and access is needed.

AREA SUMMARY

Flexible Learning Space	960 asf
Storage	200 asf
Toilet	(2) at 65 asf
TOTAL:	1,290 asf

KEY PLAN

