

EDUCATIONAL SPECIFICATIONS MIDDLE SCHOOLS

LPA

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

SUMMARY

| 700 Enrollment | | | | | 900 Enrollment | | | | |
|----------------------------|----------|----------|----------------|-----|----------------|----------|----------|----------------|--|
| | by space | quantity | total for site | | | by space | quantity | total for site | |
| Typical Classroom | 1,200 | 16 | 19,200 | asf | 1,200 | 20 | 24,000 | asf | |
| Collaboration Spaces | 200 | per CR | 3,200 | asf | 200 | per CR | 4,000 | 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 | | | |
| Science Lab | 1,400 | 4 | 5,600 | asf | 1,400 | 5 | 7,000 | asf | |
| flexible learning space | 1,100 | 1 | | | 1,100 | 1 | | | |
| storage | 300 | 1 | | | 300 | 1 | | | |
| Electives Lab - Large | 1,400 | see note | | | 1,400 | see note | | | |
| flexible learning space | 1,200 | 1 | | | 1,200 | 1 | | | |
| storage | 200 | 1 | | | 200 | 1 | | | |
| LG Elect - Visual Arts | 5,050 | see note | | | 5,050 | see note | | | |
| 2D art | 1,400 | 1 | | | 1,400 | 1 | | | |
| 3D art | 1,400 | 1 | | | 1,400 | 1 | | | |
| kiln | 150 | 1 | | | 150 | 1 | | | |
| digital art | 1,200 | 1 | | | 1,200 | 1 | | | |
| storage | 200 | 1 | | | 200 | 1 | | | |
| gallery space | 300 | 1 | | | 300 | 1 | | | |
| storage | 400 | 1 | | | 400 | 1 | | | |
| LG Elect - Performing Arts | 5,400 | see note | | | 5,400 | see note | | | |
| orchestra & strings | 1,500 | 1 | | | 1,500 | 1 | | | |
| orchestra practice rooms | 75 | 2 | | | 75 | 2 | | | |
| orchestra storage | 300 | 1 | | | 300 | 1 | | | |
| band | 1,800 | 1 | | | 1,800 | 1 | | | |
| band practice rooms | 75 | 2 | | | 75 | 2 | | | |
| band storage | 300 | 1 | | | 300 | 1 | | | |
| drama | 1,000 | 1 | | | 1,000 | 1 | | | |
| prop storage | 200 | 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 | | | |
| counselor/flex | 150 | 1 | | | 150 | 1 | | | |
| flex office | 150 | 1 | | | 150 | 1 | | | |
| counselor office | 150 | 1 | | | 150 | 1 | | | |
| conf room | 250 | 1 | | | 250 | 1 | | | |
| toilet with lift | 85 | 1 | | | 85 | 1 | | | |

Orange Unified School District Facilities Master Plan



| 700 Enrollment | | | | | 900 Enrollment | | | | |
|----------------------------|----------|----------|----------------|-----|----------------|----------|----------|----------------|--|
| | by space | quantity | total for site | | | by space | quantity | total for site | |
| Administration | 3,935 | 1 | 3,935 | asf | 3,935 | 1 | 3,935 | 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 | 100 | 1 | | | 100 | 1 | | | |
| storage (at health office) | 85 | 1 | | | 85 | 1 | | | |
| toilet (at health office) | 65 | 1 | | | 65 | 1 | | | |
| principal office | 200 | 1 | | | 200 | 1 | | | |
| assistant principal office | 150 | 1 | | | 150 | 1 | | | |
| asb/ap secretary office | 150 | 1 | | | 150 | 1 | | | |
| flex office | 150 | 1 | | | 150 | 1 | | | |
| conf room | 250 | 1 | | | 250 | 1 | | | |
| records office/storage | 150 | 1 | | | 150 | 1 | | | |
| supply storage | 100 | 1 | | | 100 | 1 | | | |
| attendance window | 250 | 1 | | | 250 | 1 | | | |
| staff restrooms | 320 | 1 | | | 320 | 1 | | | |
| Media Center | 2,800 | 1 | 2,800 | asf | 3,300 | 1 | 3,300 | asf | |
| main floor area | 1,750 | 1 | | | 2,250 | 1 | | | |
| study room | 250 | 2 | | | 250 | 2 | | | |
| circulation desk | 100 | 1 | | | 100 | 1 | | | |
| storage | 300 | 1 | | | 300 | 1 | | | |
| workroom | 150 | 1 | | | 150 | 1 | | | |
| Multi-Purpose Room | 7,190 | 1 | 7,190 | asf | 7,190 | 1 | 7,190 | asf | |
| main floor area | 4,725 | 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 | | | |

Note: All areas provided are in Assignable Square Feet

3.4

EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



SUMMARY

| 700 Enrollment | | | | | 900 Enrollment | | | | |
|-----------------------|--------------|----------|----------------|------------|-----------------------|----------|--------------|----------------|------------|
| | by space | quantity | total for site | | | by space | quantity | total for site | |
| Gymnasium | 8,675 | 1 | 8,675 | asf | 8,675 | 1 | 8,675 | asf | |
| main floor area | 7,875 | 1 | | | 7,875 | 1 | | | |
| restrooms | per code | | | | per code | | | | |
| lobby | 300 | 1 | | | 300 | 1 | | | |
| concessions | 100 | 1 | | | 100 | 1 | | | |
| ticket booth | 100 | 1 | | | 100 | 1 | | | |
| storage | 300 | 1 | | | 300 | 1 | | | |
| Changing Rooms | 2,930 | 1 | 2,930 | asf | 2,930 | 1 | 2,930 | asf | |
| student lockers | 1,000 | 2 | | | 1,000 | 2 | | | |
| storage | 150 | 2 | | | 150 | 2 | | | |
| student restrooms | 150 | 2 | | | 150 | 2 | | | |
| office | 100 | 2 | | | 100 | 2 | | | |
| staff restrooms | 65 | 2 | | | 65 | 2 | | | |
| Lunch Shelter | 3,600 | 1 | 3,600 | asf | 3,600 | 1 | 3,600 | asf | |
| SITE SUB-TOTAL | | | 60,875 | asf | SITE SUB-TOTAL | | | 68,375 | asf |

Additional Spaces that Vary in Quantity Per Campus

| | |
|---------------------------|--------------|
| SDC: Mild/Mod | 1,200 |
| SDC: Mod/Sev | 1,350 |
| flexible learning space | 1,030 |
| toilet | 120 |
| storage | 100 |
| focus room | 100 |
| After School | 1,290 |
| flexible learning space | 960 |
| toilet | 2 @ 65 ea |
| storage | 200 |
| Multi-Purpose Room | |
| restrooms | per code |
| Gymnasium | |
| restrooms | per code |

Note:

- All areas provided are in Assignable Square Feet
- Elective offerings will vary by site and are identified in the site diagrams as Large Electives. Verify with the site program to determine the appropriate type of Large Elective: Visual, Performing Arts, or other.



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

MS

Middle School Grades

IL

Innovation Lab

ELECT

Small and Large Electives

VAPA

Large Electives Related to Visual and Performing Arts

LRC

Learning Resource Center

ADMIN

Administration

MPR

Multi-Purpose Room

K/S

Kitchen & Serving

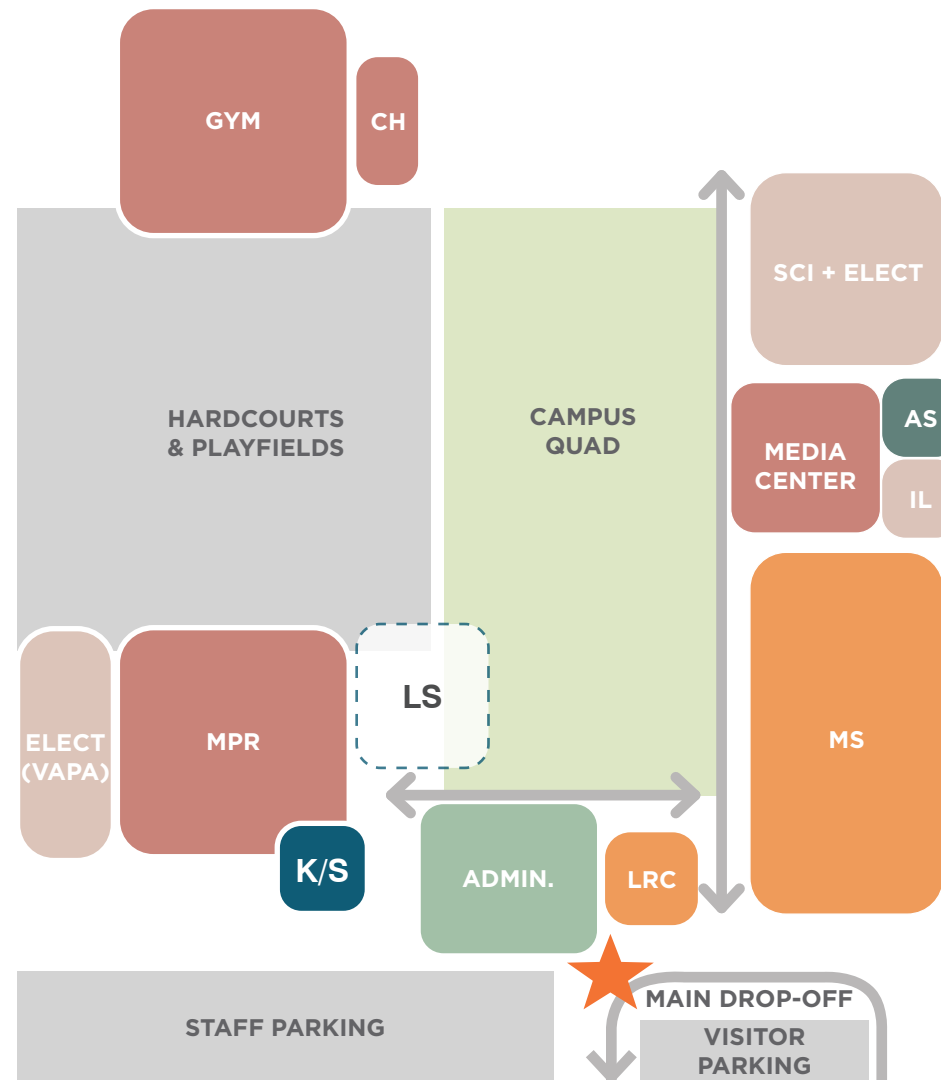
AS

After School

LS

Lunch Shelter

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



3.4 EDUCATIONAL VISION MIDDLE 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

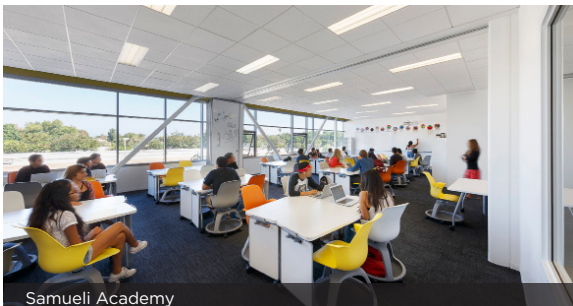
These spaces should be open, inviting and engaging with natural daylighting. Included in this student-centered area are flexible, easily reconfigured furnishings to allow for a variety of learning activities. Storage opportunities that support both faculty and students (a balance of built-in casework 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.



Eastvale STEM Academy



Samueli Academy

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.

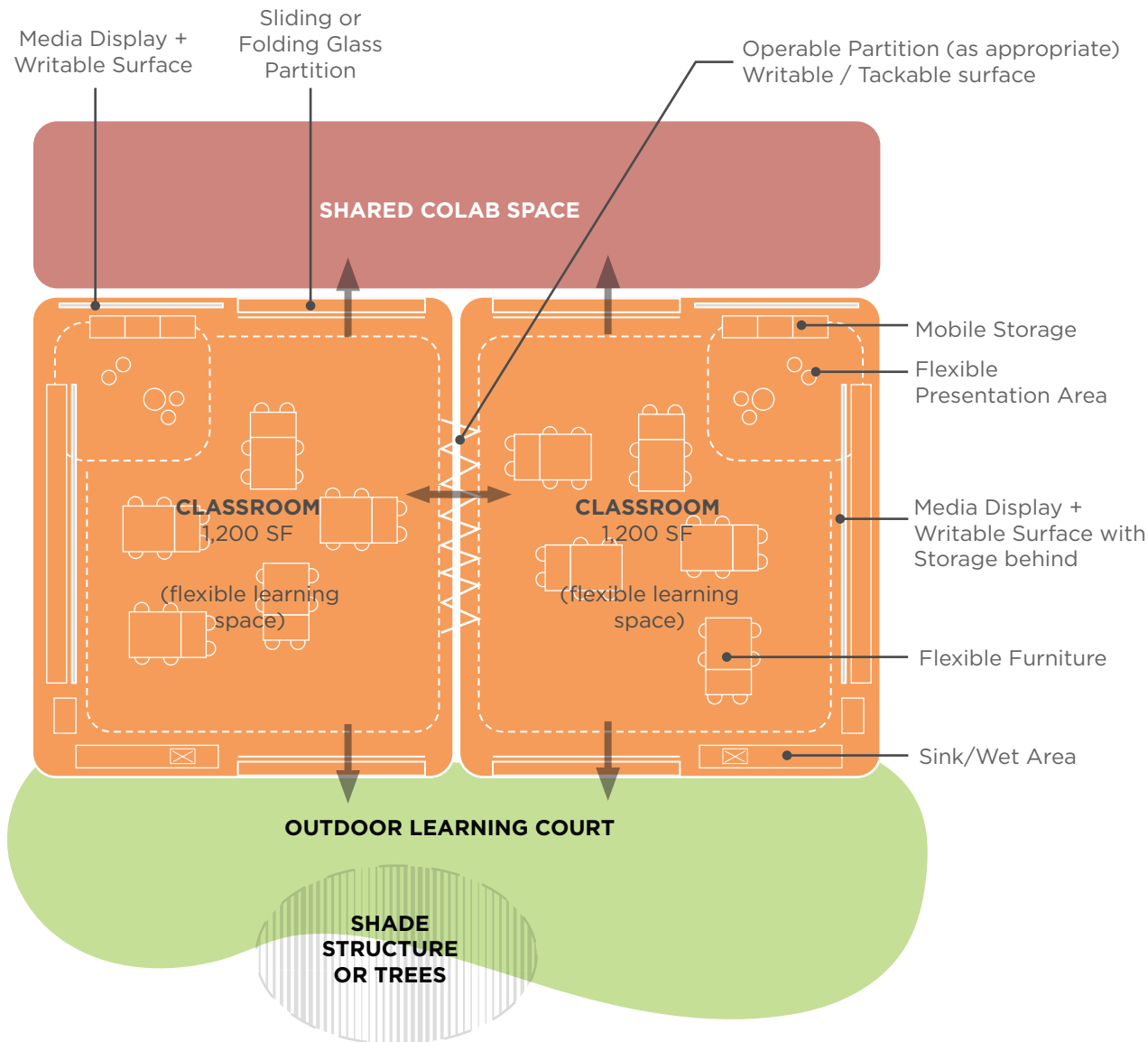
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EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



TYPICAL CLASSROOM SPACE DIAGRAM



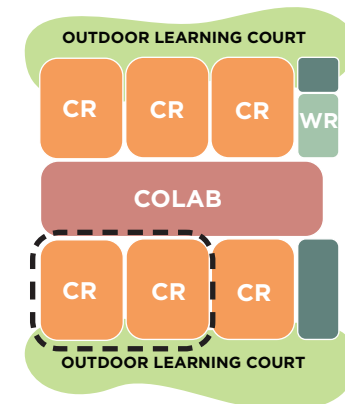
ORGANIZATION

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

AREA SUMMARY

Flexible Learning Space 1,200 asf

KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE 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



Faison School for Autism (Baskerville)

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.

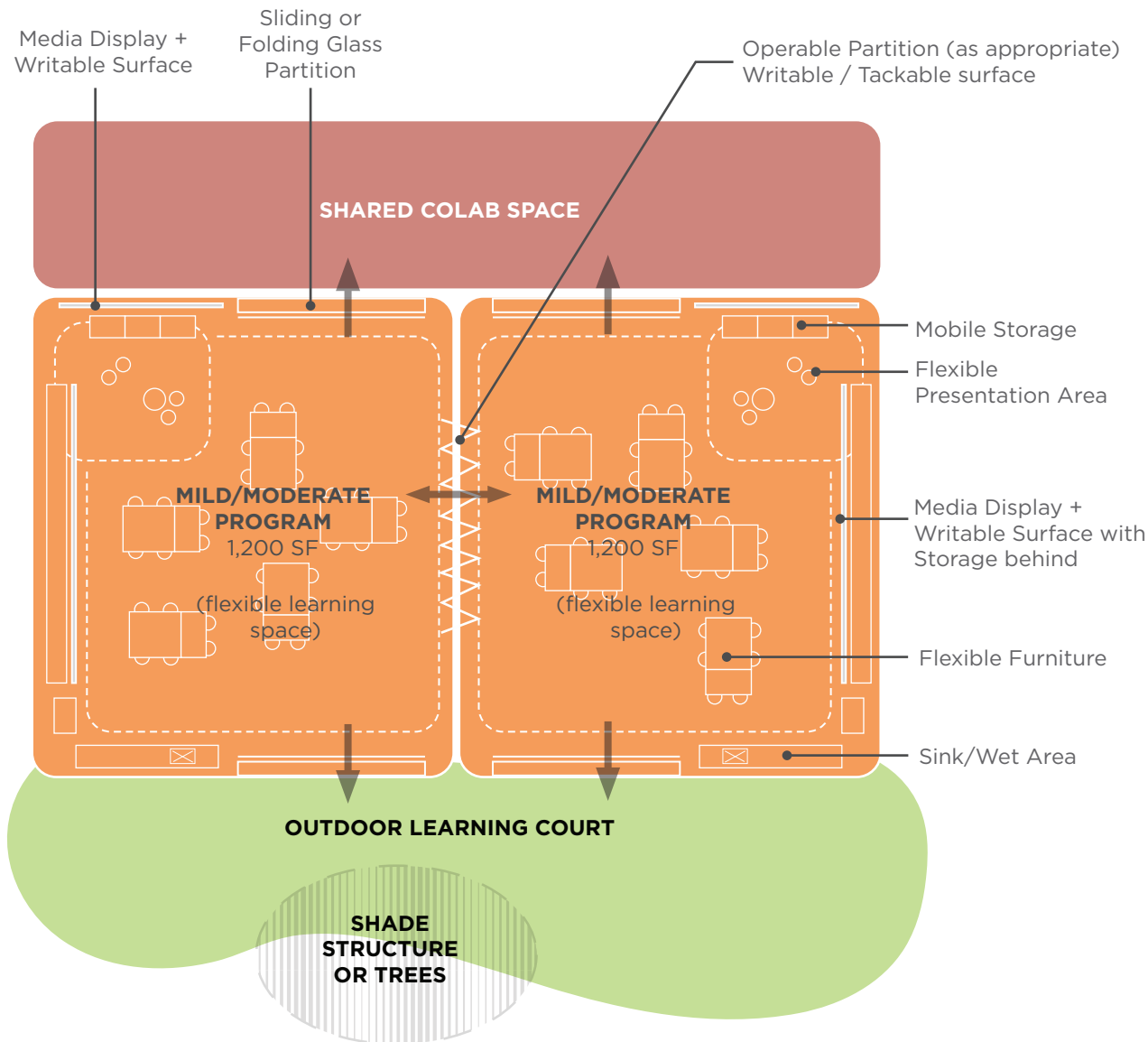
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EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



SPECIAL EDUCATION: MILD/MODERATE PROGRAMS SPACE DIAGRAM



ORGANIZATION

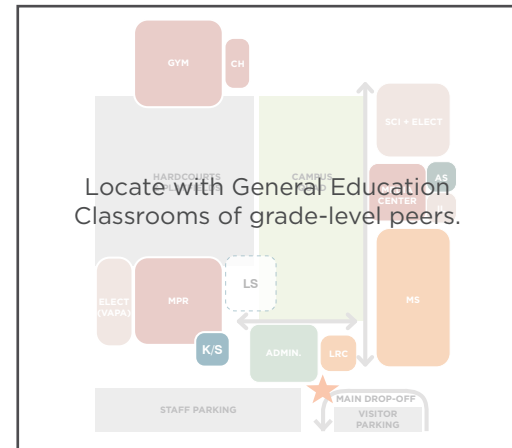
Special Education programs vary at each site depending on the need of that particular school community.

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

AREA SUMMARY

| | |
|-------------------------|-----------|
| Flexible Learning Space | 1,200 asf |
|-------------------------|-----------|

KEY PLAN

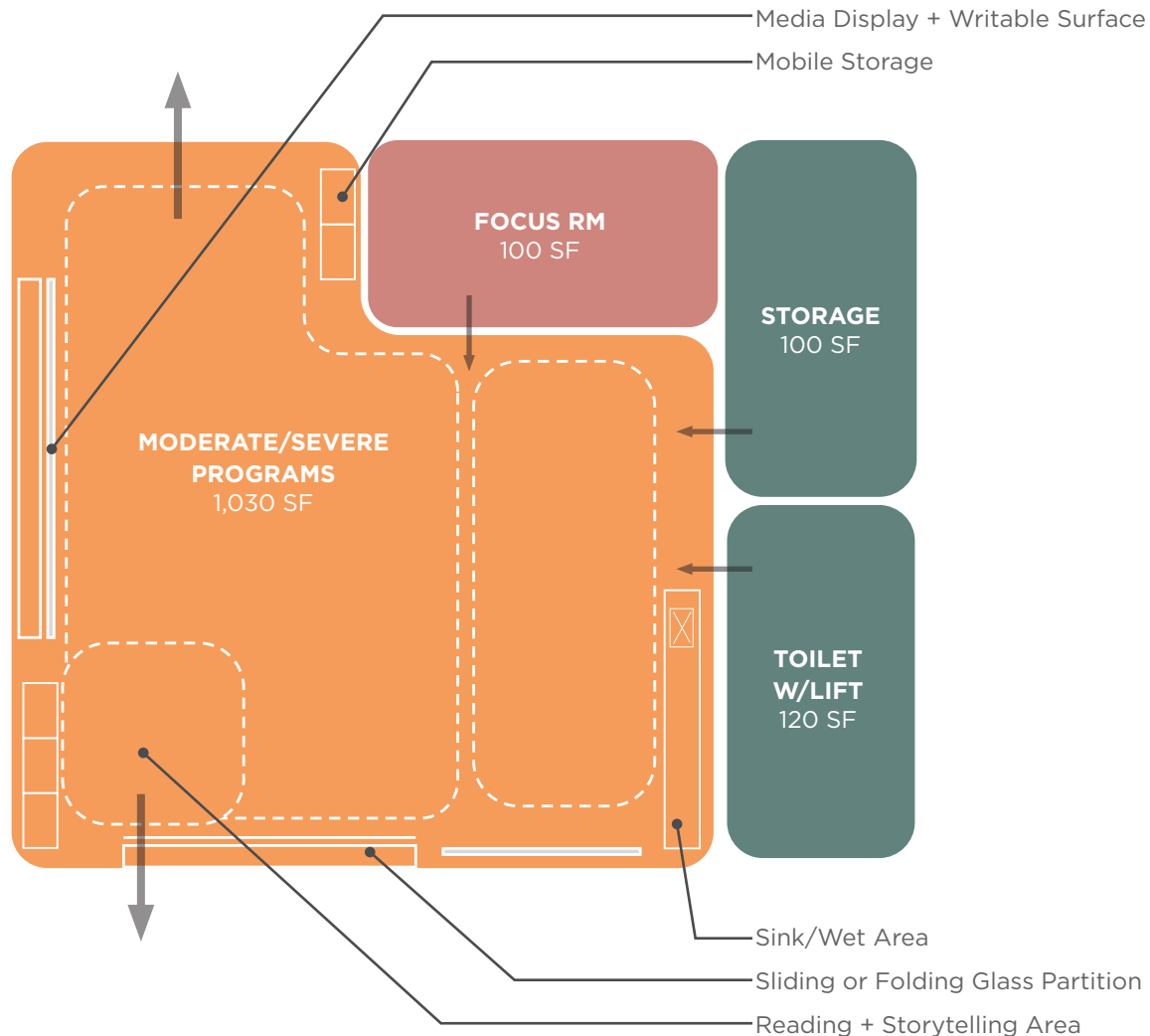


3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



SPECIAL EDUCATION: MODERATE/SEVERE PROGRAMS SPACE DIAGRAM



ORGANIZATION

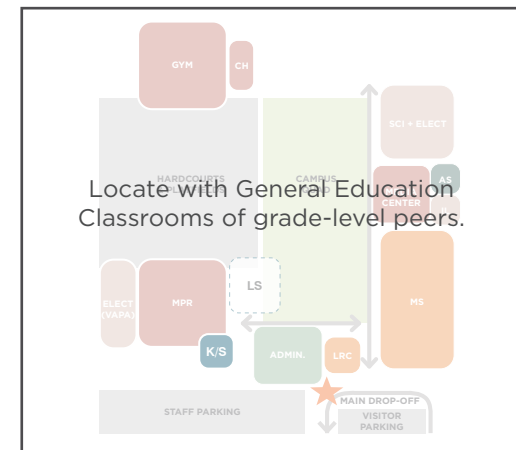
Special Education programs vary at each site depending on the need of that particular school community.

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



3.4 EDUCATIONAL VISION MIDDLE 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

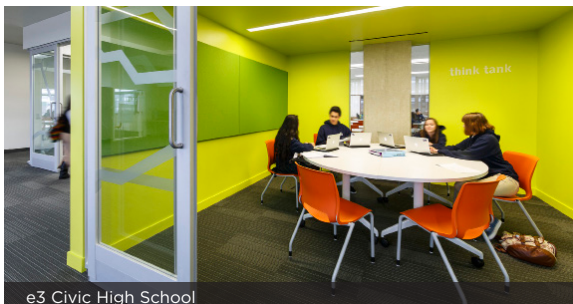
DESIGN OBJECTIVES

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.



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.

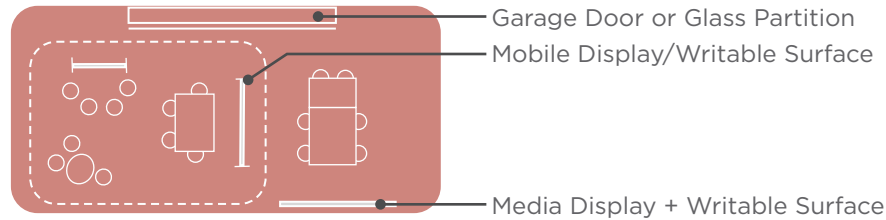
3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan

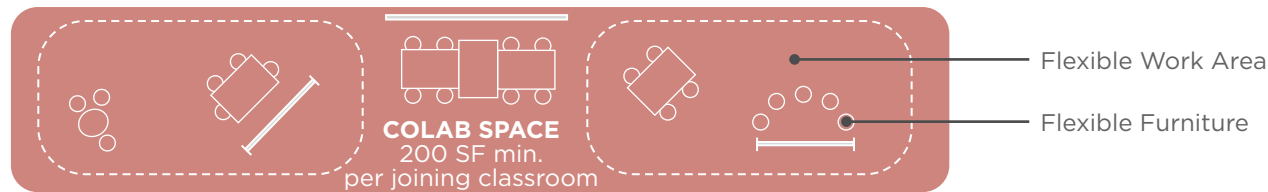


COLLABORATION SPACE DIAGRAM

COLAB SPACE (A):

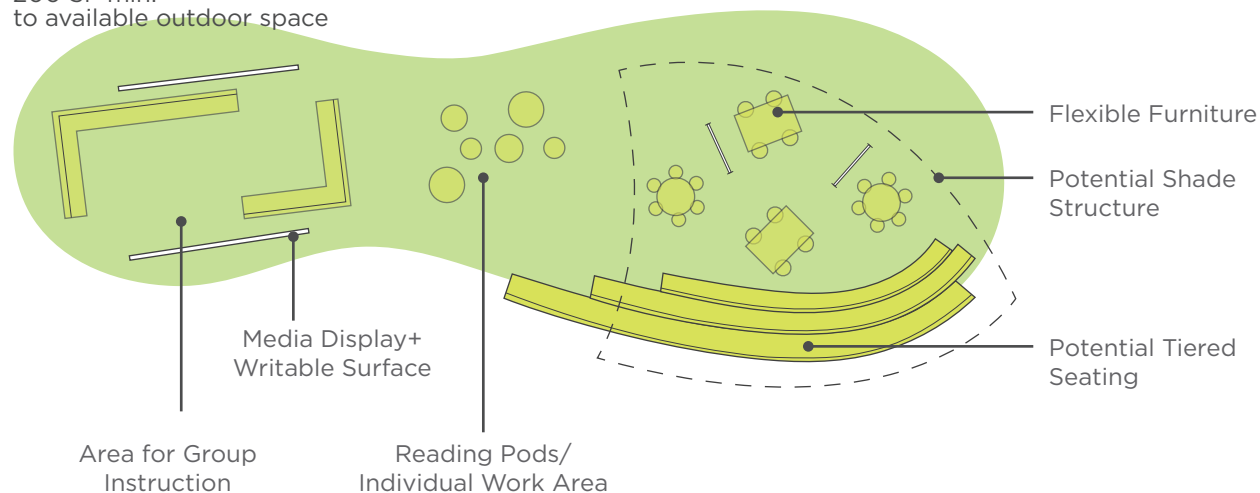


COLAB SPACE (B):



OUTDOOR LEARNING COURT

200 SF min.
to available outdoor space



ORGANIZATION

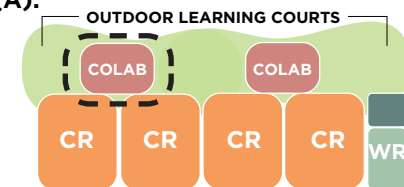
Collaboration spaces are located centrally or adjacent to classroom clusters and near teacher workrooms to support student and teacher interaction.

AREA SUMMARY

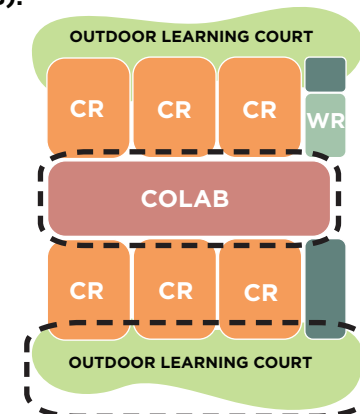
Collaboration Space 200 asf per
joining classroom

KEY PLAN

(A):



(B):



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



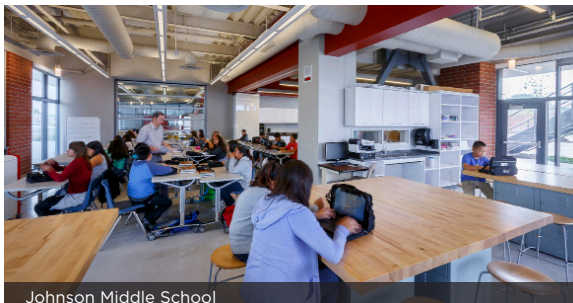
INNOVATION LAB

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



Stauffer Middle School



Johnson Middle School

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).

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

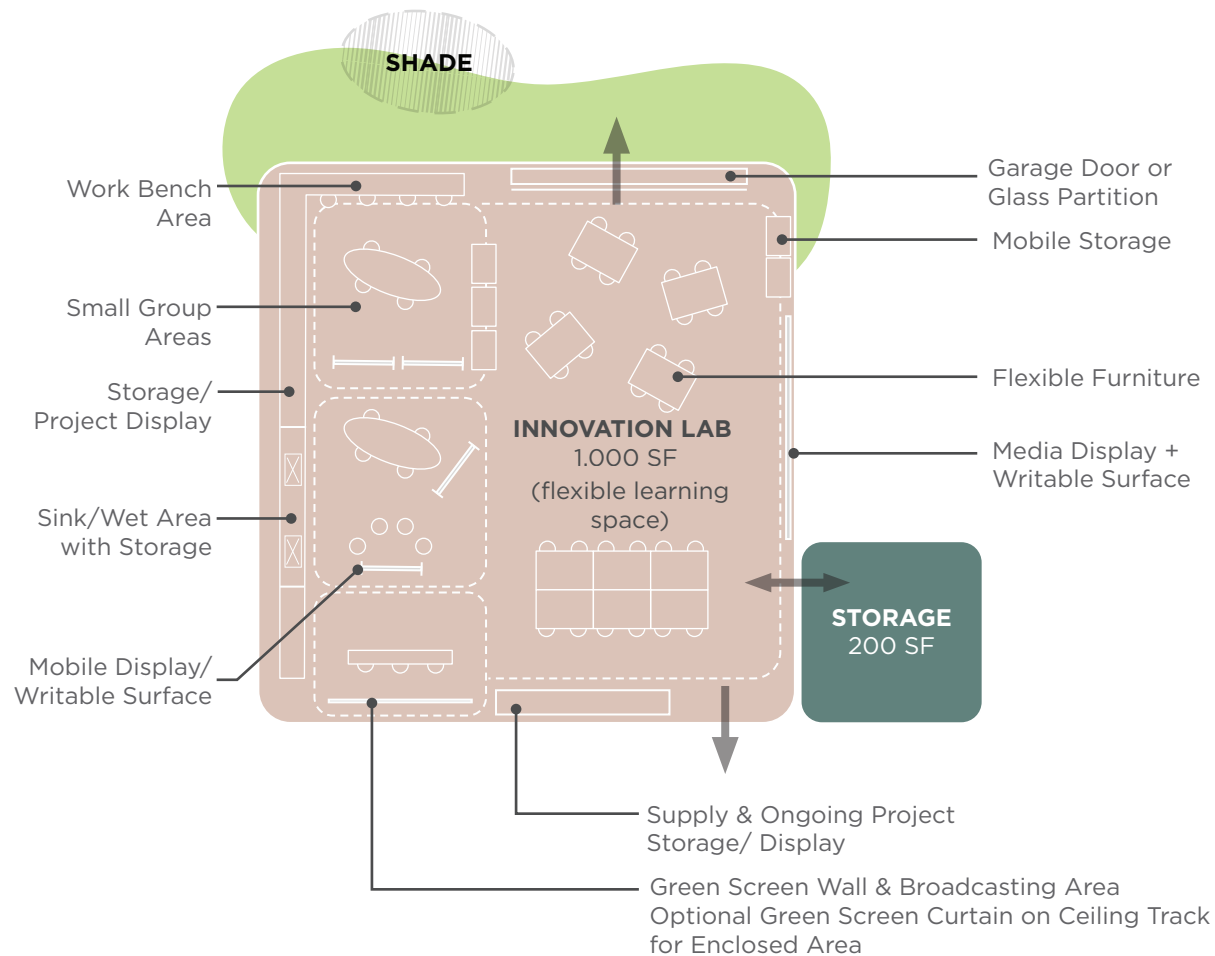
- Integrated technology to support teacher and student mobility, collaboration, and work.
- Provide space to support and hold new digital/maker technology (e.g. 3D printers, CNCs, laser cutters) and a green screen area for digital recording.
- Many flexible data/power outlets, consider ceiling power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

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



INNOVATION LAB SPACE DIAGRAM



ORGANIZATION

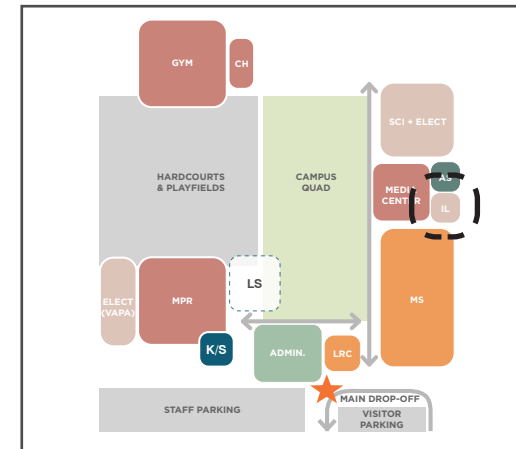
Cluster Science, Engineering/Robotics, Art and Math programs together to facilitate integration of subjects and promote team teaching opportunities.

Alternatively, locate centrally near the Library and Innovation/ Technology Lab.

AREA SUMMARY

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

KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



SCIENCE LAB

ACTIVITIES

- Exploration, active and interactive learning
- Large group instructional demonstrations, group and individual work
- Science experimentation and exploration
- Outdoor exploration
- Hands-on and project-based learning
- Showcase, display and presentation of student work



DESIGN OBJECTIVES

Science Labs should be open and engaging environments that encourage a sense of discovery. These spaces should inspire curiosity and exploration, and be a place where students can be innovative and messy. The labs should be designed to for flexibility and adaptability to support a variety of programs dependent on need.

Science Labs should be located in pairs with a shared Prep Room and Storage space in between. The labs and the prep room should have access to sinks for experimentation and clean up needs.

The labs should have physical and visual access to the exterior allowing for bright, natural daylighting as well as an opportunity for the classroom to extend outdoors.

Technology should be integrated and flexible to support different working environments. Materials and finishes should be durable and easy to clean. Furniture should be flexible and mobile to support collaboration and allow for the spaces to be reconfigured for small group work or labs.

FURNITURE

- Flexible furniture and space to support science experimentation and demonstration.
- Size furniture appropriately for the intended student age group.
- Large group work tables, mobile whiteboards, writable walls.
- Secure storage cabinets, a slat wall system, and open shelving for easy access to supplies and projects.

FINISHES

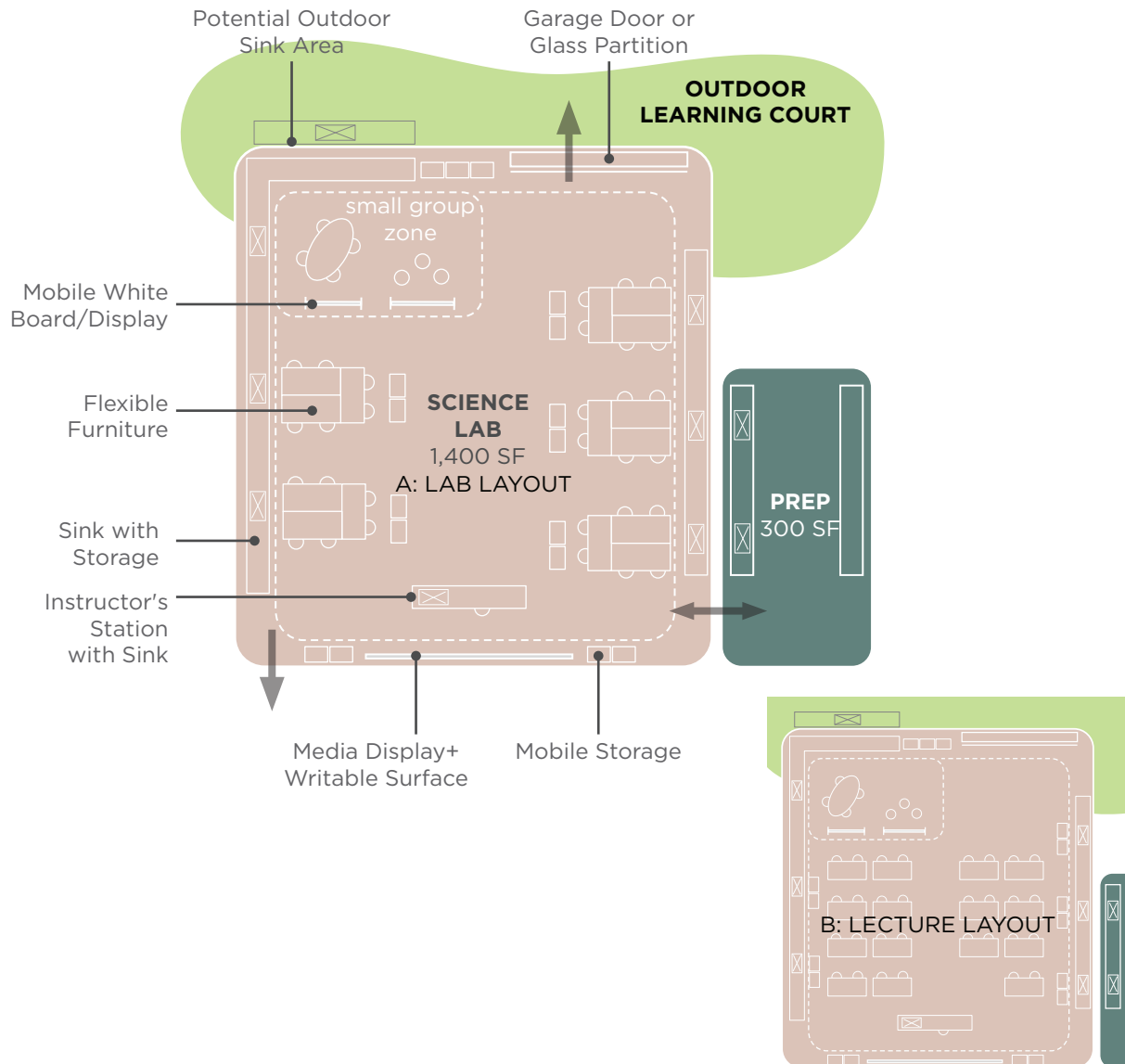
- Bright with natural daylight. Visual and physical access to the outdoors.
- Tackable walls and digital boards/projection for student work display and presentation.
- Finish materials and flooring that are resilient, durable, and easy to maintain.

EQUIPMENT

- Integrated technology to support teacher and student mobility, collaboration, and work.
- Many flexible data/power outlets, consider ceiling power cord reels.
- Ensure sufficient wireless access.



SCIENCE LAB SPACE DIAGRAM



ORGANIZATION

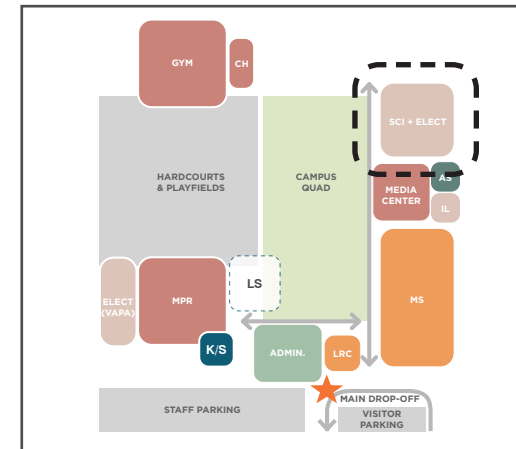
Cluster Science, Engineering/Robotics, Art and Math programs together to facilitate integration of subjects and promote team teaching opportunities.

Science Labs should be located in pairs with adjoining prep and storage rooms.

AREA SUMMARY

| | |
|-------------------------|------------------|
| Flexible Learning Space | 1,100 asf |
| Prep Room / Storage | 300 asf |
| TOTAL: | 1,400 asf |

KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



LARGE ELECTIVE LAB

ACTIVITIES

- Hands-on learning for technical skills training
- Student-led project-based learning
- Interdisciplinary technical projects relating to other coursework
- Applying skills in a project-based scenario or real world problem solving
- Practicing the (4) C's: collaborate, create, critical thinking and communicate
- Collaboration with other classes and/or fields of study



Samueli Academy



South Tahoe High School

DESIGN OBJECTIVES

Elective Labs should be flexible to allow programs to change and evolve over time. These environments should inspire curiosity and discovery, foster individual interest and investigation and make students feel comfortable to take risks without the fear of failure.

Elective Labs should be designed as open and flexible with space to accommodate changing technological and infrastructure needs of the program. Include areas

for lecture, demonstration and hands-on applications. Plan for areas to display student work and ongoing projects, with an emphasis on celebrating the process itself. Incorporate storage space for equipment, tools and materials. Materials and finishes should be durable and easy to clean. Consider connections to the outdoor learning environment and how the lab environment could expand and grow into the outdoor space for experimentation and messy projects.

FURNITURE

- Tables, desks, seating, and writable surfaces that are adjustable, mobile, and durable.
- Select furniture based on the needs of the intended program and sized appropriately for the intended student age group.
- Combination of secure and open storage supporting a variety of projects and supplies.

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/polished concrete or carpet pending on the program activities, durable, and easy to maintain.
- Contribute to the overall acoustical quality of the space; include materials that absorb sound.

EQUIPMENT

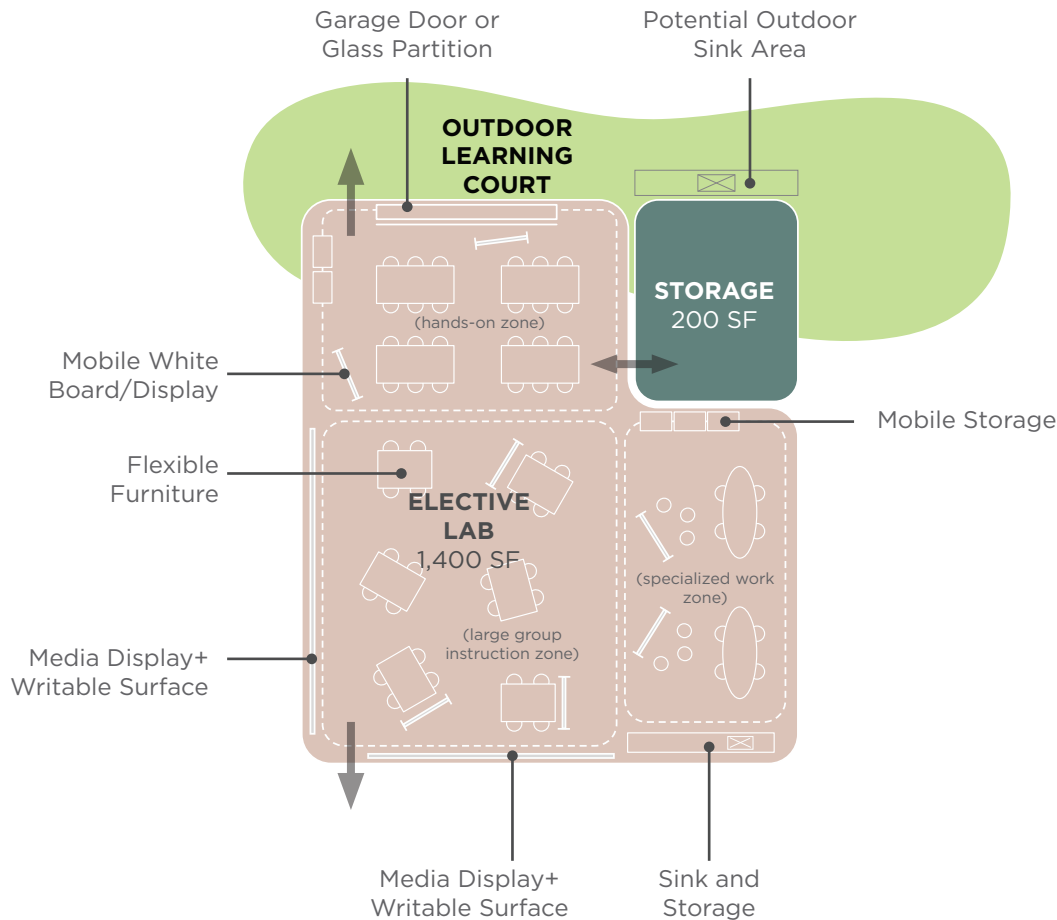
- Technology should support mobility with sufficient power sources and wireless access.
- Short-throw projector at the presentation wall. A 75-inch digital display may be used as an alternate where projection is not viable.
- Many flexible data/power outlets, consider ceiling power cord reels.

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



LARGE ELECTIVE LAB SPACE DIAGRAM



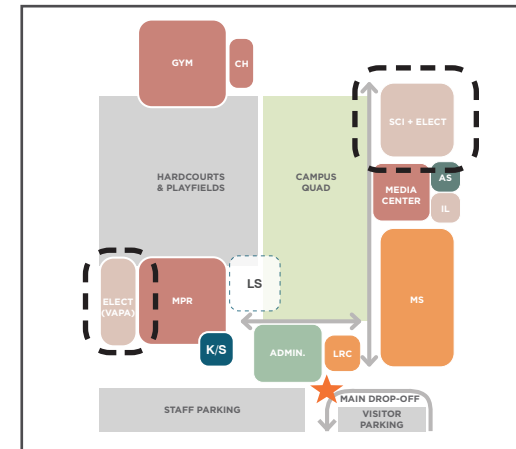
ORGANIZATION

Consider collocating Elective Labs with classroom spaces to allow for collaboration and interdisciplinary learning.

AREA SUMMARY

| | |
|-------------------------|------------------|
| Flexible Learning Space | 1,200 asf |
| Storage | 200 asf |
| TOTAL: | 1,400 asf |

KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



LARGE ELECTIVE: ART (PHYSICAL + DIGITAL)

ACTIVITIES

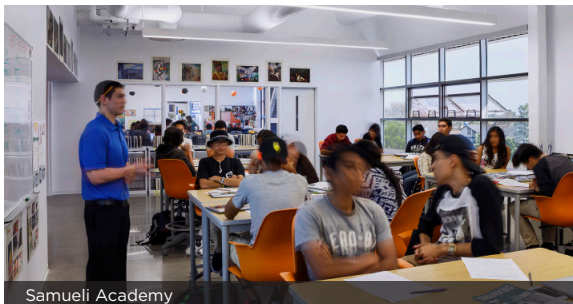
- Large group instruction and demonstration
- Group and individual project-based learning
- Presentation of artwork, curation of art exhibits
- 2D drawing / sketching / painting / mixed media
- Digital illustration and painting, photo manipulation
- Showcase and presentation of student work

DESIGN OBJECTIVES

The Art Labs should be open, inviting and engaging spaces, with natural daylight. The spaces should inspire curiosity and discovery, while fostering individual interests and investigation.

The labs 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.

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 within the lab spaces, and areas to display student work. A gallery space that can be used for pin-ups as well as showcase student work to the rest of the campus should be considered.



FURNITURE

- Tables, desks, seating, and writable surfaces that are adjustable, mobile, and durable.
- Adjustable height workstations to allow for sitting or standing height.
- Select furniture based on the needs of the intended program and sized appropriately for the intended student age group.
- Deep counters for large paper storage, paper cutters, and other equipment.
- Combination of secure and open storage supporting a variety of projects and supplies.

FINISHES

- Bright with natural daylight. Visual and physical access to the outdoors.
- Operable windows for natural ventilation and increased occupant comfort.
- Tackable walls and digital boards/projection for student work display and presentation.
- Resilient, durable flooring that is easy to maintain.
- Contribute to the overall acoustical quality of the space; include materials that absorb sound.

EQUIPMENT

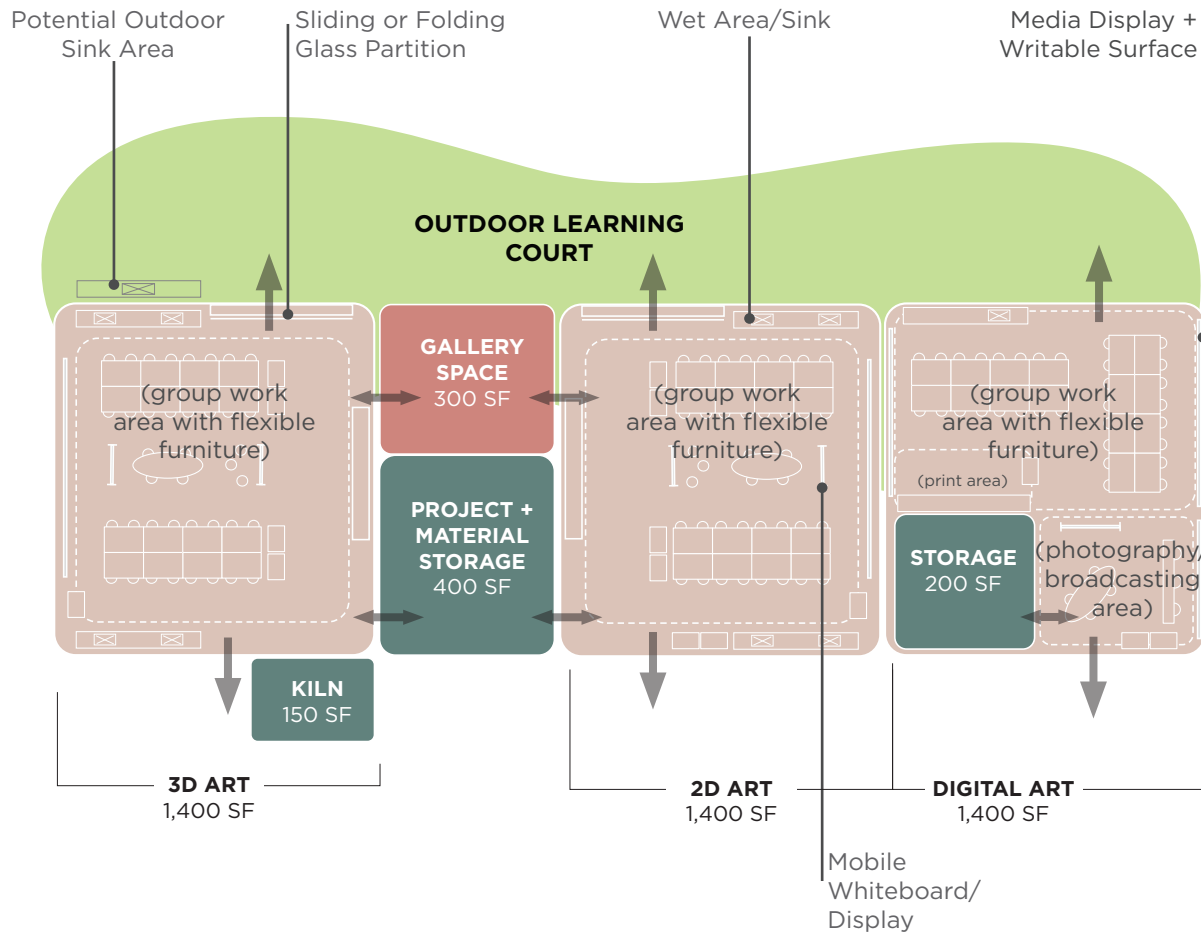
- Multiple sinks for project cleanup and hand-washing.
- Flexible power and data, consider power cord reels at ceiling to respond to changing configurations and technologies.
- Short-throw projector at the presentation wall. A 75-inch digital display may be used as an alternate where projection is not viable.
- Many flexible data/power outlets, consider ceiling power cord reels.

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



LARGE ELECTIVE: ART (PHYSICAL + DIGITAL) SPACE DIAGRAM



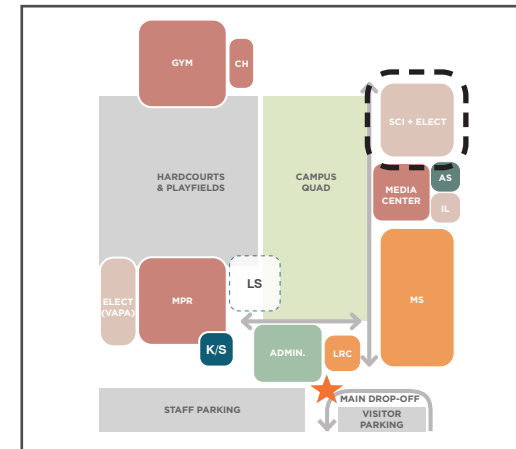
ORGANIZATION

Cluster Science, Engineering/Robotics, Art and Math programs together to facilitate integration of subjects and promote team teaching opportunities.

AREA SUMMARY

| | |
|---------------------|------------------|
| Digital Art | 1,200 asf |
| Digital Art Storage | 200 asf |
| 2D Art | 1,400 asf |
| 3D Art | 1,400 asf |
| Kiln | 150 asf |
| Shared Storage | 400 asf |
| Gallery Space | 300 asf |
| TOTAL: | 5,050 asf |

KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



LARGE ELECTIVE: PERFORMING ARTS

ACTIVITIES

- Large group instruction and demonstration
- Small group and individual practice / ensemble
- Instrument and prop storage
- Developing technical abilities and improvisation techniques
- Creating and collaboration
- Hands-on experience through rehearsals
- Display of awards and event announcements

DESIGN OBJECTIVES

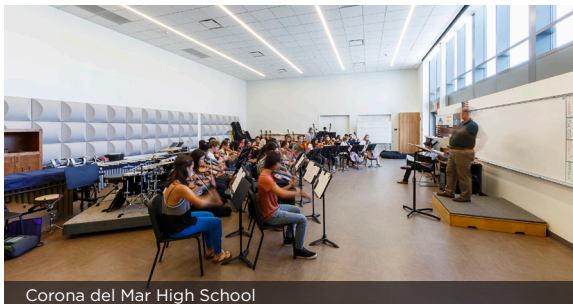
The Performing Arts Classrooms should inspire creativity and interactive learning and allow students to explore their voice, instrument, creative and performance abilities. These spaces should be flexible and acoustically isolated for instruction and participation in music and drama programs.

The Music Classrooms should have a large group music area for full-class practice and small group music areas for individual development and 1 on 1 instruction. Included within the classrooms and the adjacent storage areas should be places for adequate instrument storage and a wet

area with a sink for instrument cleaning and repair. Selected finish materials should accommodate, contribute to, and support the acoustical qualities of the spaces.

The Drama Classroom should have a large group instructional area for full-class instruction, practice and rehearsals and emulate aspects of the performance environment.

Celebrate students by providing space to display awards as well as upcoming performances and events, both physically and digitally.



Corona del Mar High School



Helix Charter High School

FURNITURE

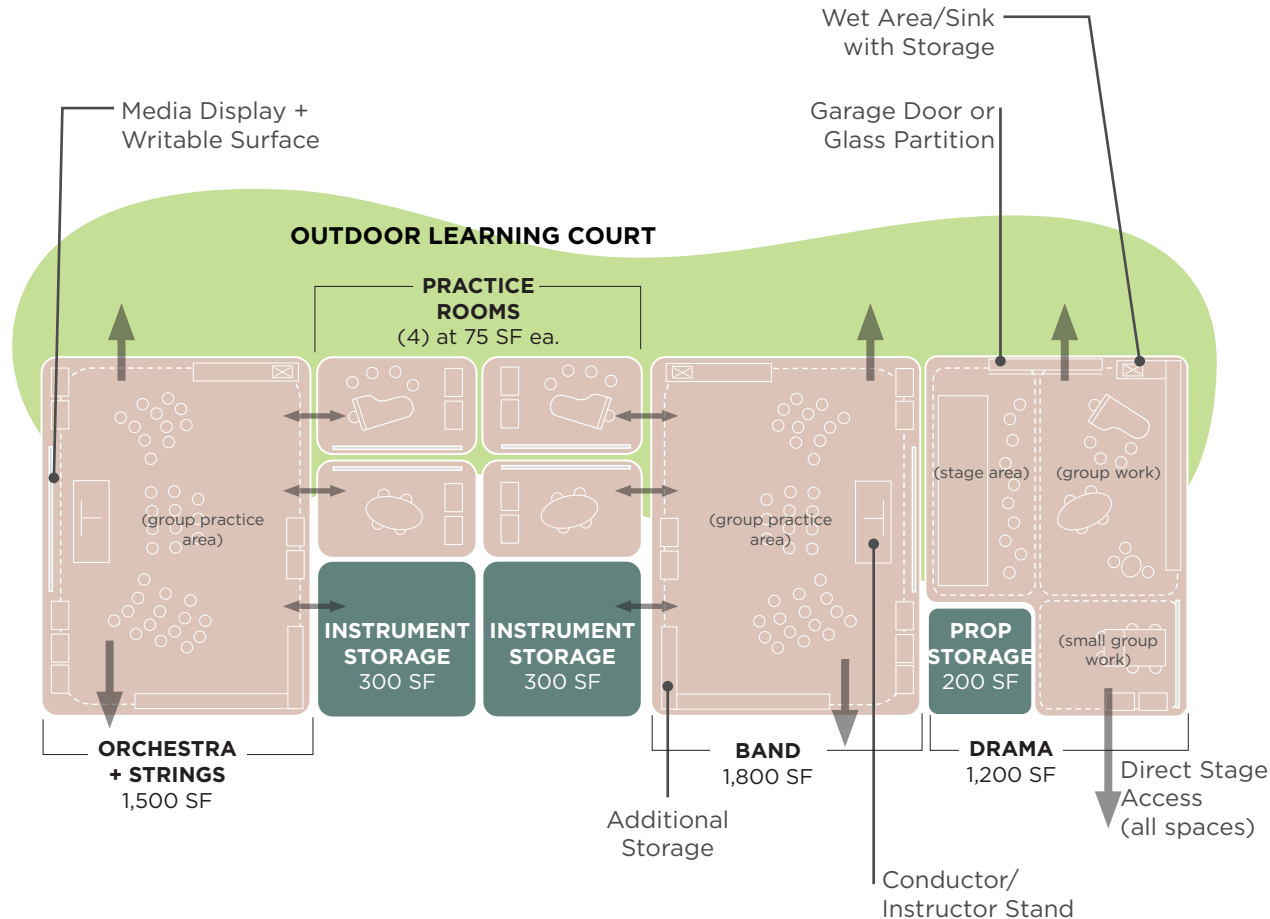
- Flexible, mobile furniture supporting row configurations for instrumental and vocal programs, group learning, project based work, and individual work.
- Variable storage for safe keeping of instruments, music stands, props, and supplies.
- Accessible sinks/wet areas for instrument cleaning/repair.

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.

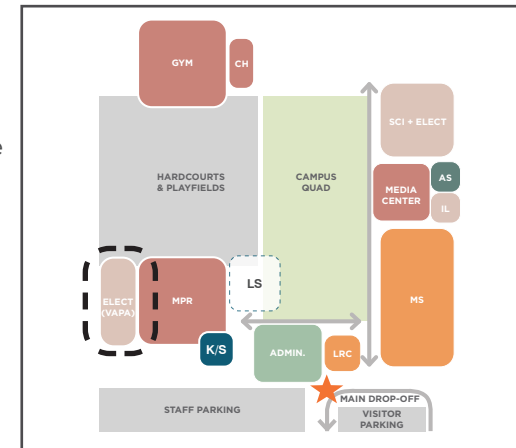
**LARGE ELECTIVE: PERFORMING ARTS SPACE DIAGRAM****ORGANIZATION**

The VAPA Suite should be located next to or near the MPR for easy access to large performance/practice spaces.

AREA SUMMARY

| | |
|---|-----------|
| Orchestra + Strings | 1,500 asf |
| Orchestra Storage | 300 asf |
| Orchestra Practice Rooms (2) at 75 asf ea | |
| Band | 1,800 asf |
| Band Storage | 300 asf |
| Band Practice Rooms (2) at 75 asf ea | |
| Drama | 1,000 asf |
| Prop Storage | 200 asf |

TOTAL: 5,400 asf

KEY PLAN

3.4 EDUCATIONAL VISION MIDDLE 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.



CSU Northridge

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

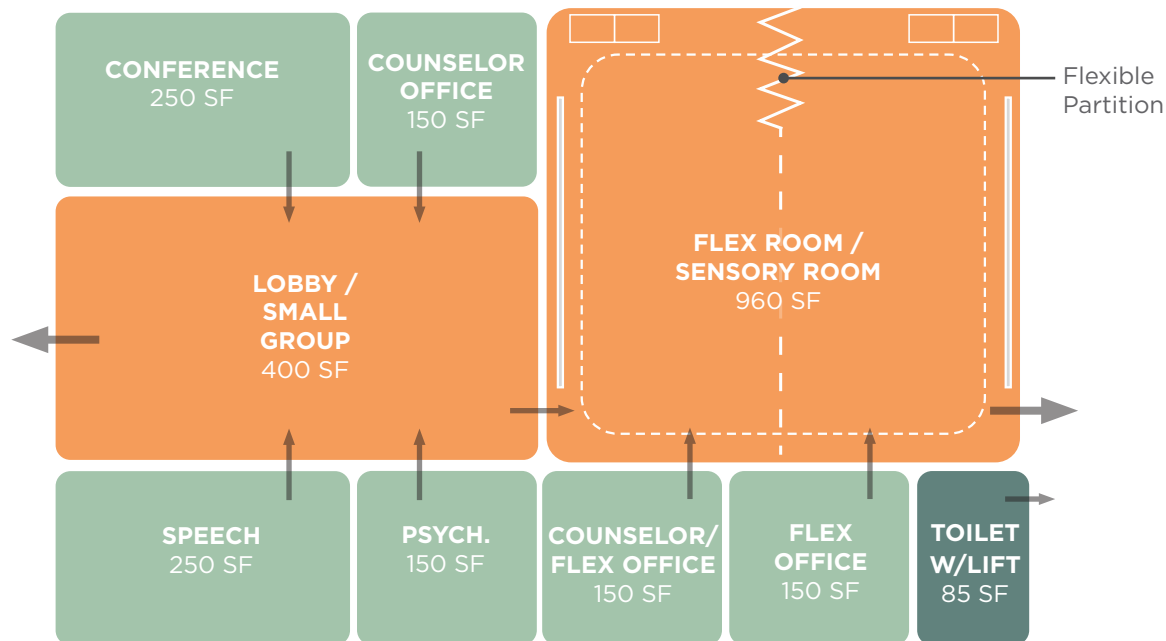
- Hanging furniture and sensory equipment as appropriate based on the student population. Ensure ceiling joists can support hanging furniture and equipment.
- Technology should support mobility with sufficient power sources and wireless access.
- Provide a short-throw projector within the Small Group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

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



LEARNING RESOURCE CENTER (LRC) SPACE DIAGRAM



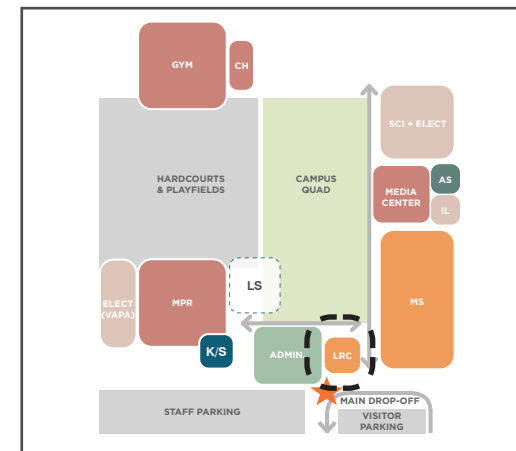
ORGANIZATION

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 |
| Counselor/Flex Office | 150 asf |
| Flex Office | 150 asf |
| Conference Room | 250 asf |
| Toilet w/Lift | 85 asf |
| TOTAL: | 2,545 asf |

KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE 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.



e3 Civic High School



Lakeview Elementary School

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.

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



ADMINISTRATION SPACE DIAGRAM

ORGANIZATION

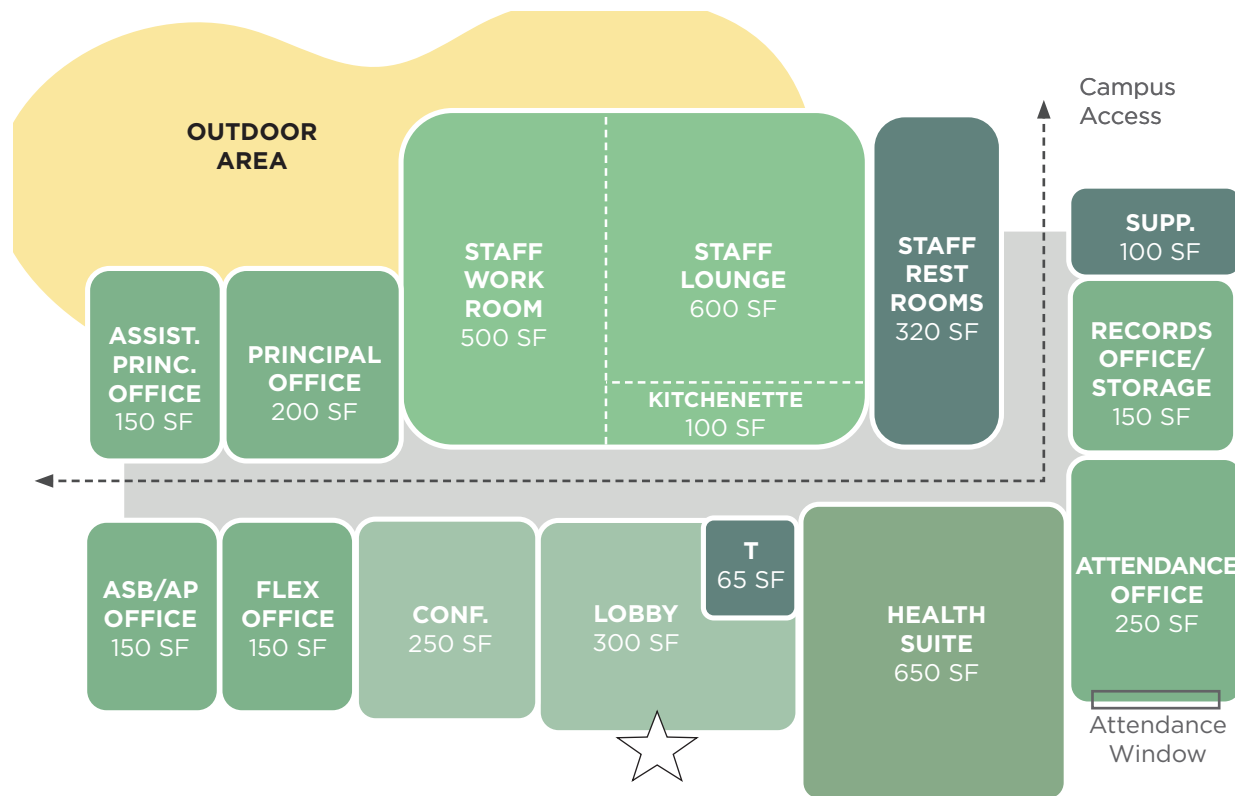
Administration building should be the main public entry of the school. Organize more 'public' functions (Health and Conference Room) near the Reception/ Lobby area. Locate more 'private' functions (Offices and Staff Work) towards the interior.

Provide students access from the campus interior.

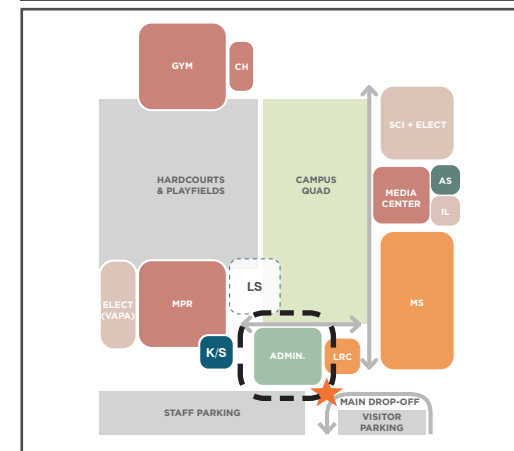
AREA SUMMARY

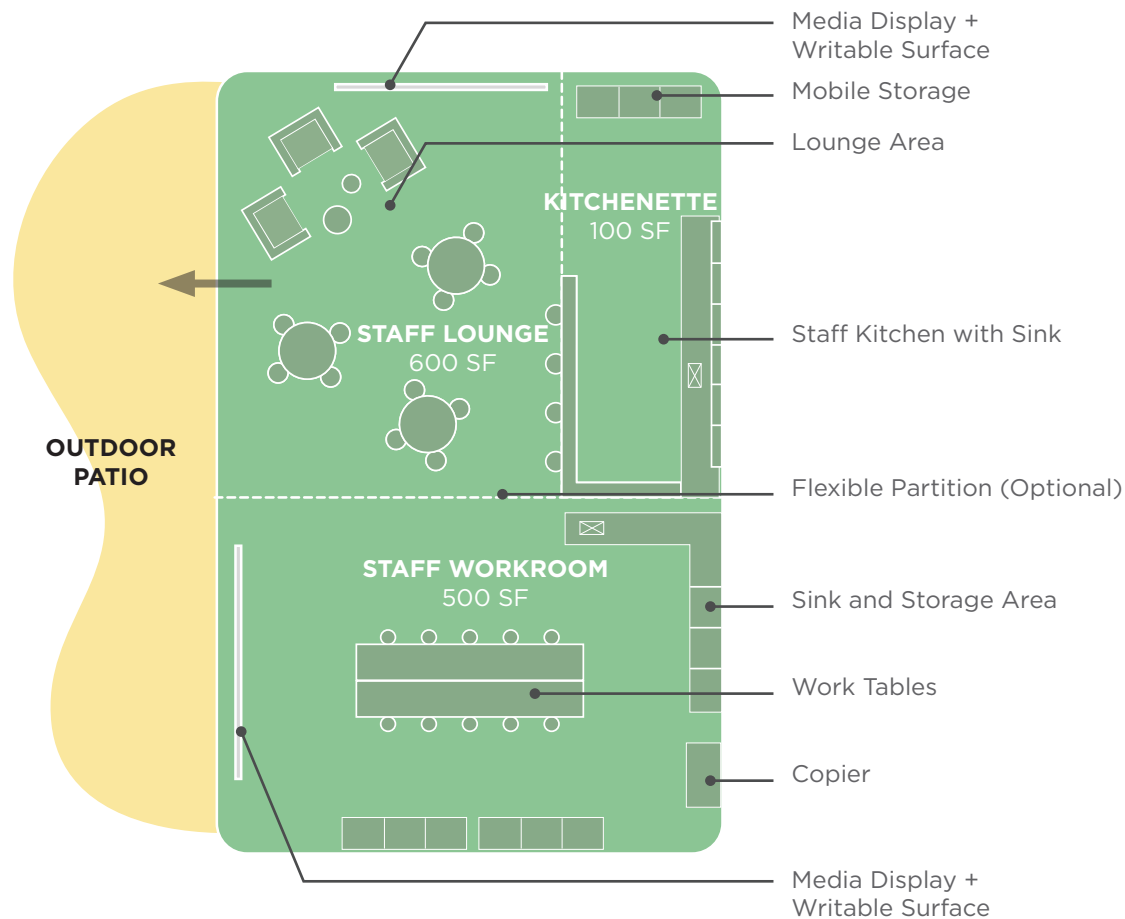
| | |
|------------------------------|---------|
| Lobby | 300 asf |
| Toilet (Lobby) | 65 asf |
| Staff Workroom | 500 asf |
| Staff Lounge | 600 asf |
| Kitchenette | 100 asf |
| Health Office | 100 asf |
| Cot Room (Health) | 400 asf |
| Toilet (Health) | 65 asf |
| Storage (Health) | 85 asf |
| Principal's Office | 200 asf |
| Assistant Principal's Office | 150 asf |
| ASB/AP Secretary Office | 150 asf |
| Flex Office | 150 asf |
| Conference Room | 250 asf |
| Records Office/Storage | 150 asf |
| Supply Storage | 100 asf |
| Attendance Window | 250 asf |
| Staff Restrooms | 320 asf |

TOTAL: 3,935 asf



KEY PLAN

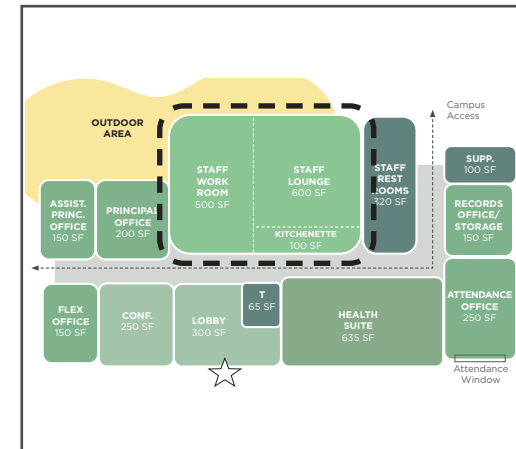


**ADMINISTRATION: STAFF LOUNGE + WORKROOM SPACE DIAGRAM****ORGANIZATION**

Locate the Staff Lounge and Workroom functions towards the interior of campus and Staff Restrooms.

AREA SUMMARY

| | |
|-------------------|------------------|
| Staff Lounge | 600 asf |
| Kitchenette | 100 asf |
| Staff Workroom | 500 asf |
| SUB-TOTAL: | 1,200 asf |

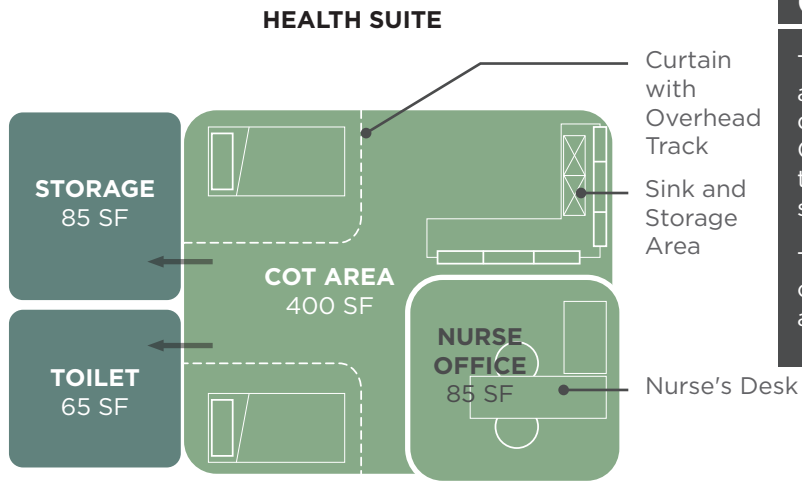
KEY PLAN

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



ADMINISTRATION: HEALTH SUITE + LOBBY SPACE DIAGRAMS



ORGANIZATION

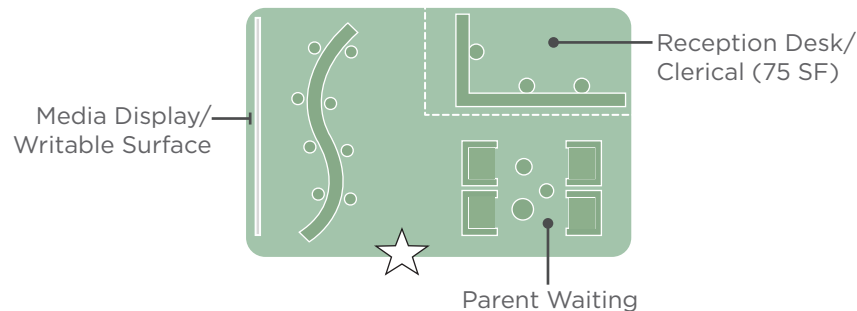
The Health Office should be easily accessible from the Lobby and have direct access to a private restroom. Consider providing access directly to the outside, to avoid exposure of ill students to those within the Lobby.

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

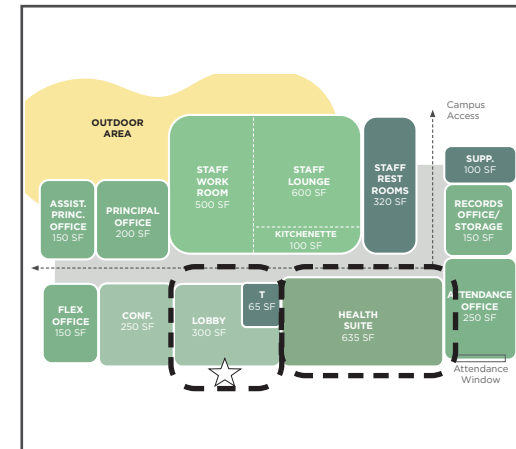
AREA SUMMARY

| | |
|-------------------|----------------|
| Cot Area | 400 asf |
| Nurse Office | 100 asf |
| Toilet | 65 asf |
| Storage | 85 asf |
| SUB-TOTAL: | 650 asf |
| Lobby | 300 asf |

LOBBY



KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master 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.



Sage Hill High School



Palomar Learning Resource Center

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

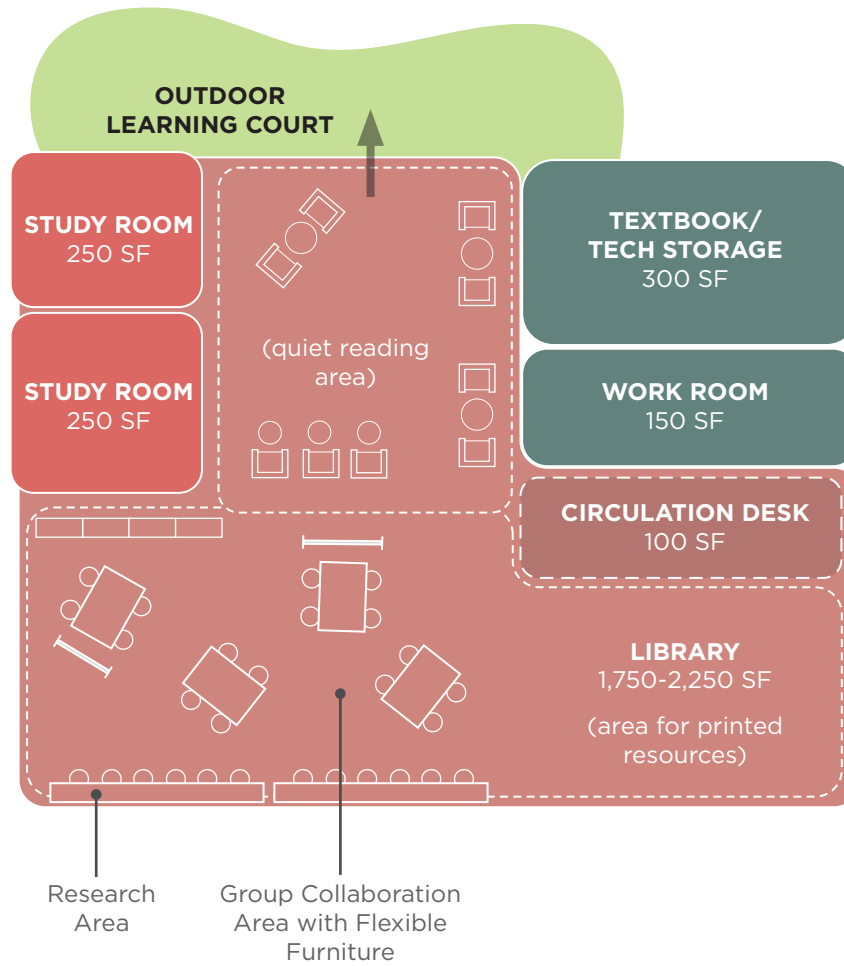
- Technology should support mobility with sufficient power sources and wireless access.
- LED interactive displays.
- Short-throw projector and screen at large gathering area. A 75-inch digital display may be used as an alternate where projection is not viable.
- Provide the ability for voice amplification,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

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



MEDIA CENTER SPACE DIAGRAM



ORGANIZATION

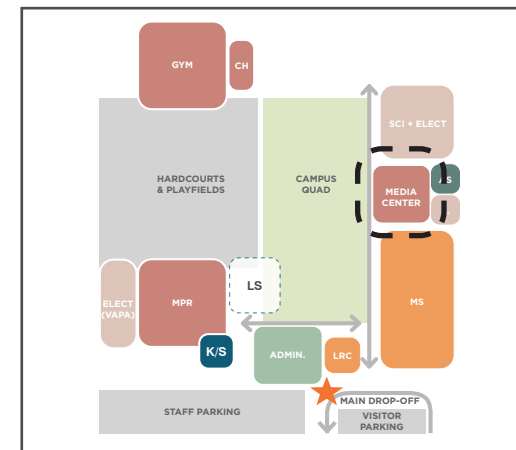
Centrally locate, near front of school for after school hours and community access.

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

AREA SUMMARY

| | |
|------------------|------------------------|
| Main Floor Area | 1,750-2,250 asf |
| Study Room | (2) at 250 asf ea |
| Circulation Desk | 100 asf |
| Storage | 300 asf |
| Workroom | 150 asf |
| TOTAL: | 2,800-3,300 asf |

KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master 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.



Fabra Elementary School



Montgomery Middle 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.

3.4 EDUCATIONAL VISION MIDDLE 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*.

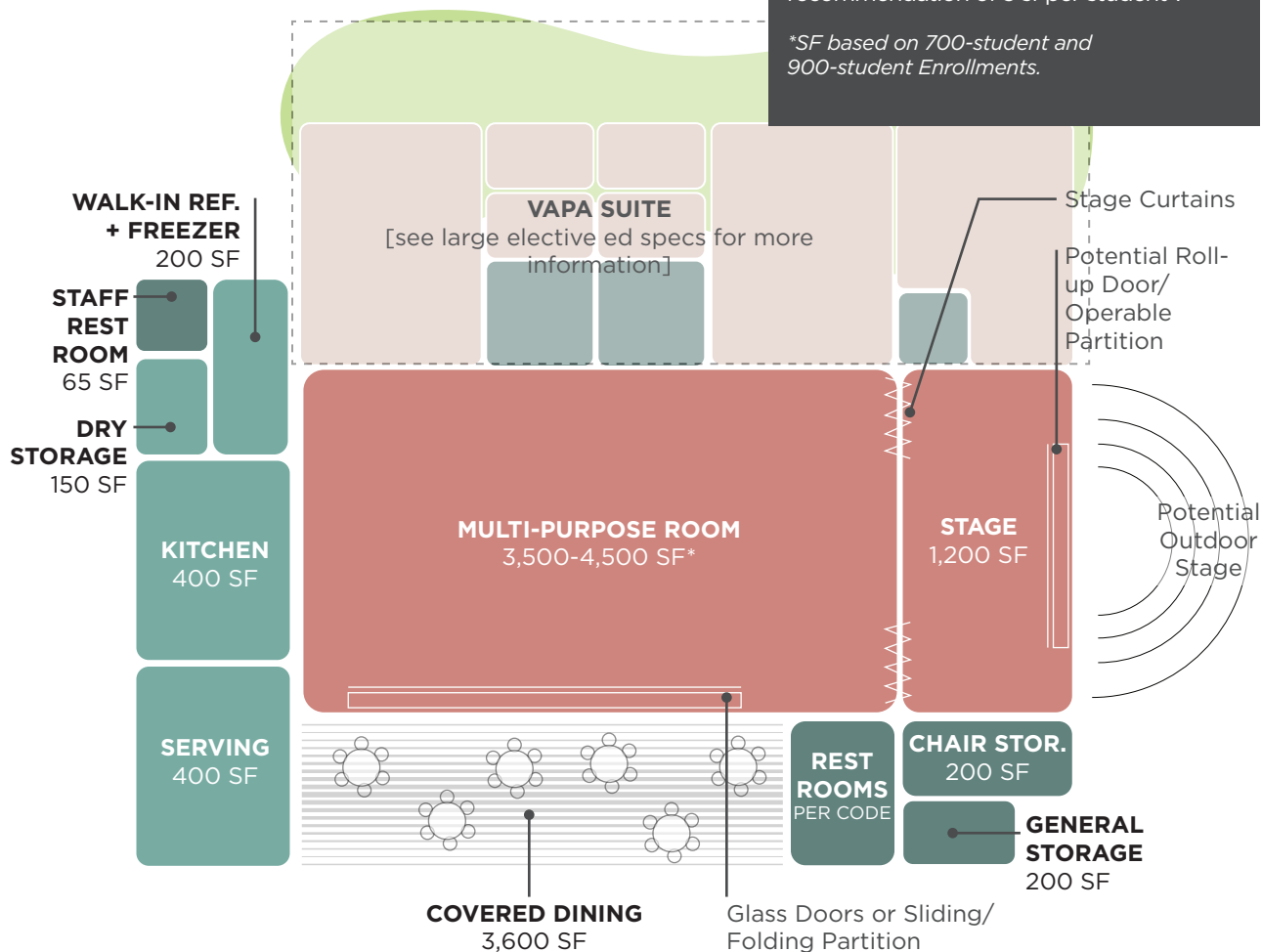
*SF based on 700-student and 900-student Enrollments.

AREA SUMMARY

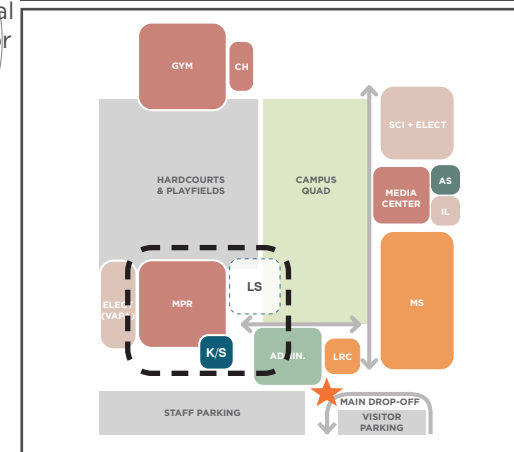
| | |
|-----------------|-----------------|
| Main Floor Area | 3,500-4,500 asf |
| Stage | 1,200 asf |
| Restrooms | per code |
| Chair Storage | 200 asf |
| General Storage | 200 asf |
| Kitchen | 400 asf |
| Serving Area | 400 asf |
| Dry Storage | 150 asf |
| Refrigeration | 200 asf |
| Staff Restroom | 65 asf |

TOTAL: 6,315-7,315 asf + restroom

Lunch Shelter 3,600 asf



KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



GYMNASIUM

ACTIVITIES

- Support physical education activities / fitness
- Changing and other preparation for physical education / fitness
- Staff lesson planning
- Physical education classes
- Recreational fitness activities
- Large school gatherings
- Community use

DESIGN OBJECTIVES

The Gym should be located near the parking lot, closer to the front of the school in consideration for after hour activities and community accessed events. Additionally, it should be placed next to or near locker rooms, hardcourts, and playfields.

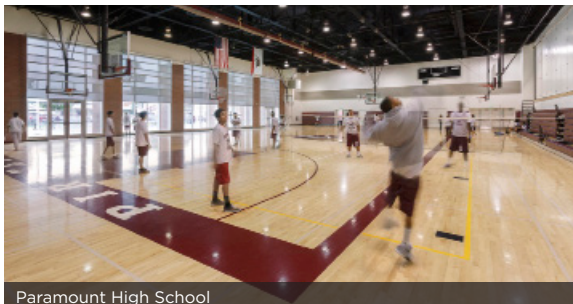
This space should be properly ventilated, bright with natural daylighting, and designed in a way that encourages school spirit. Areas to display and celebrate student work and achievement (trophies, banners, and awards) should all be considered. The Gym should contain graphics and vibrant paint that promotes liveliness and school pride.

This space should support activities ranging from large school gatherings and community town halls, to physical activities. Because this area is of high use by large groups of people, the gym should have durable, easy to maintain finishes. The gym should have integrated technology with wireless access throughout to support a variety of events.

Important things to consider are access to restrooms, access to drinking fountains/water bottle filling stations, an open and inviting lobby space, proper storage space for equipment, and space for ticketing.



Nimitz Middle School



Paramount High School

FURNITURE

- Lobby space should be open and inviting - welcoming to students, staff, and community members.
- Retractable bleacher seating.
- Areas that showcase student and school achievements (trophies, banners, awards, etc.).

FINISHES

- Open structure, high ceiling, natural daylight space.
- Polished concrete flooring in locker rooms.
- Space should be branded/ painted to encourage school spirit.

EQUIPMENT

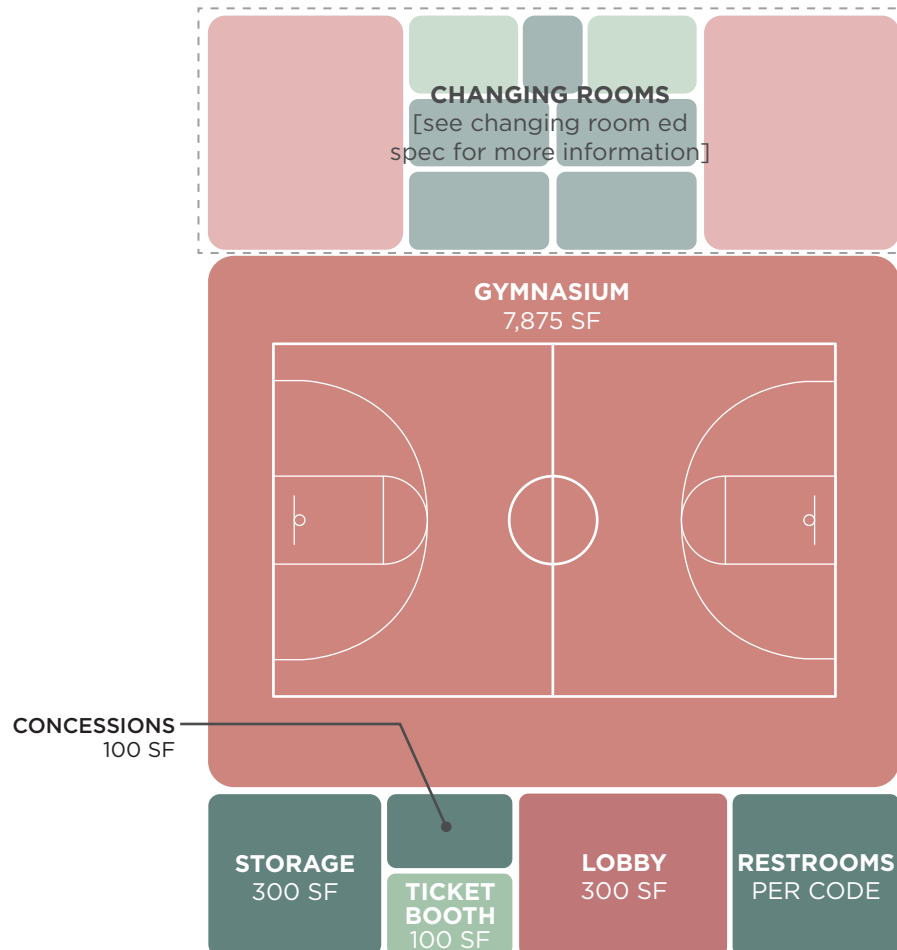
- Integrated technology and wireless access throughout. Infrastructure to support small to large gatherings.
- Provide the ability for voice amplification.
- Electronic scoreboard.

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



GYMNASIUM SPACE DIAGRAM



ORGANIZATION

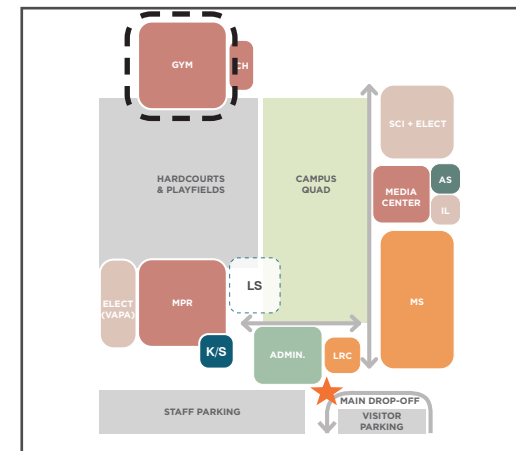
The Gymnasium should be located near parking for community events. It would ideally be placed near the locker rooms.

Locate near or adjacent to existing playfields and hardcourts for ease of access to physical education space.

AREA SUMMARY

| | |
|-----------------|------------------------------|
| Main Floor Area | 7,875 asf |
| Restrooms | per code |
| Lobby | 300 asf |
| Concessions | 100 asf |
| Ticket Booth | 100 asf |
| Storage | 300 asf |
| TOTAL: | 8,675 asf + restrooms |

KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



CHANGING ROOMS

ACTIVITIES

- Support physical education activities / fitness
- Changing and other preparation for physical education / fitness
- Staff lesson planning

DESIGN OBJECTIVES

The Changing Rooms should be located near hardcourts and playfields for easy access by students and staff in physical education classes.

These spaces should be properly ventilated and bright with natural daylighting. Due to the high-use nature of these spaces, durable finishes that are easy to clean should be used throughout. Consideration

for sightlines should be taken into account when determining the layout of the lockers and support spaces.

Offices should allow for supervision of the Changing Rooms. The storage spaces should provide a service opening to distribute equipment, supplies and uniforms. Access to drinking fountains/water bottle filling stations should be considered.



Rio Hondo College Physical Education Complex



Paramount High School

FURNITURE

- Bench seating throughout student space.
- Multi-tier lockers that accommodate backpacks.
- Offices to have casework at standing and seated working heights and secured storage for personal belongings.

FINISHES

- Open structure, high ceiling, natural daylight space.
- Polished concrete flooring.
- Space should be branded/painted to encourage school spirit.

EQUIPMENT

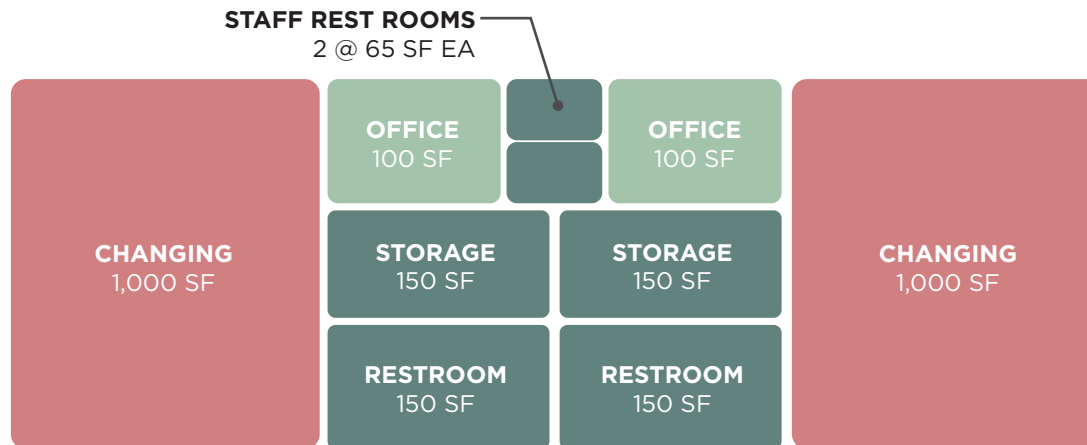
- Proper ventilation and exhaust system in locker room area; consider operable windows.

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



CHANGING ROOMS SPACE DIAGRAM



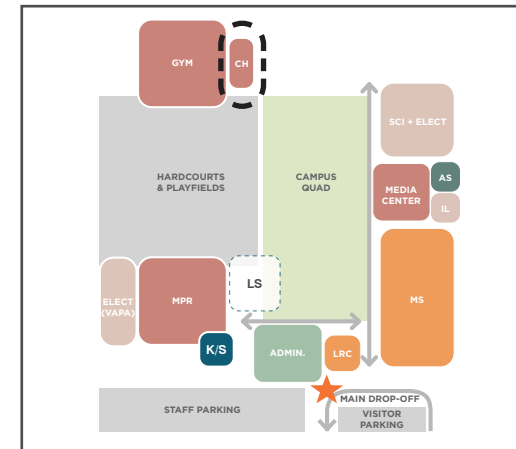
ORGANIZATION

The Locker Rooms should be located near or adjacent to existing playfields, hardcourts, or play areas for ease of access to physical education space.

AREA SUMMARY

| | |
|-------------------|---------------------|
| Student Changing | (2) at 1,000 asf ea |
| Storage | (2) at 150 asf ea |
| Student Restrooms | (2) at 150 asf ea |
| Office | (2) at 100 asf ea |
| Staff Restrooms | (2) at 65 asf ea |
| TOTAL: | 2,930 asf |

KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE 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.



Menlo-Atherton High School



Cumberland Academy High School

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

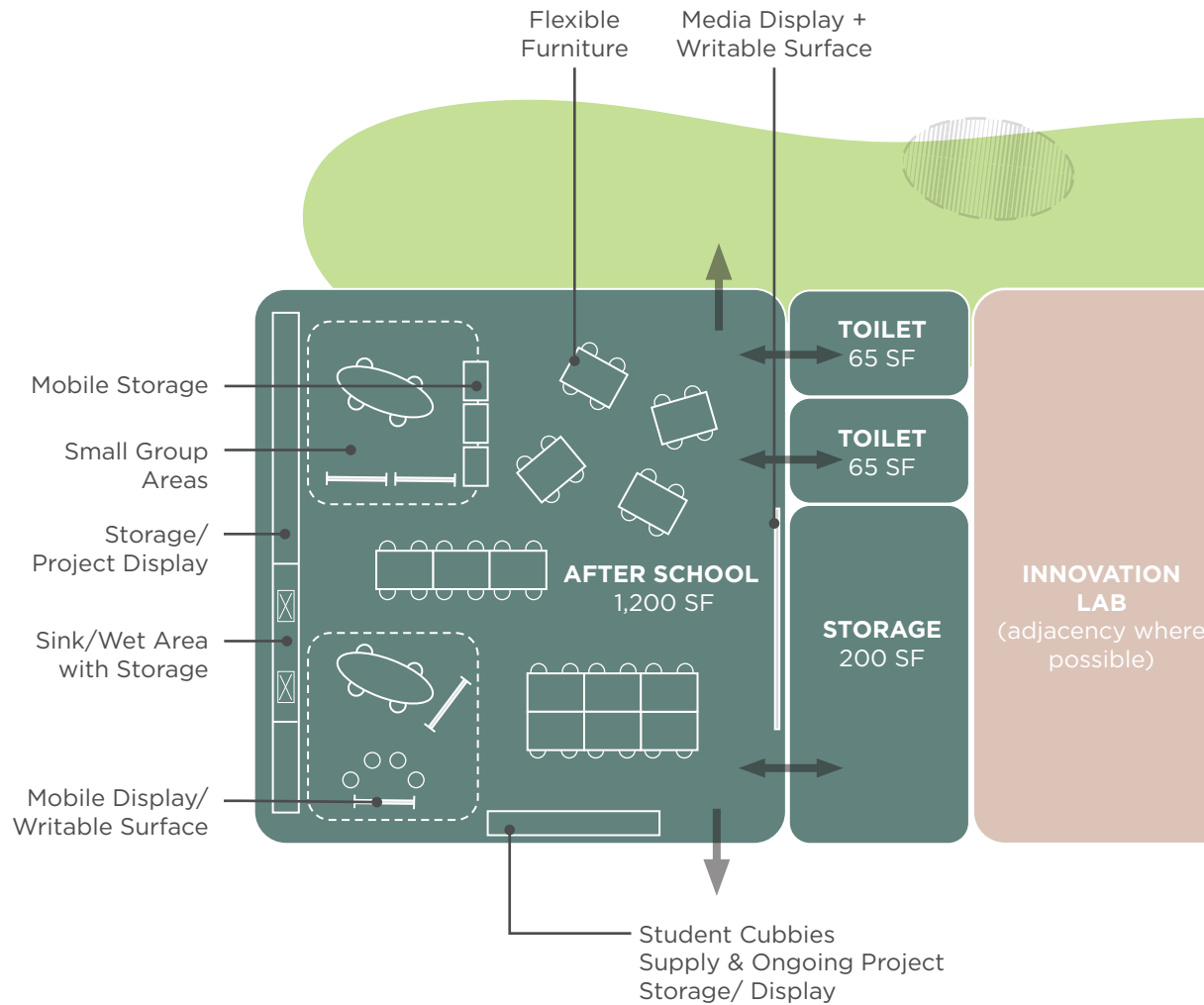
- Technology should support mobility with sufficient power sources and wireless access.
- Short-throw projector at the presentation wall. A 75-inch digital display may be used as an alternate where projection is not viable.
- Provide the ability for voice amplification, including 2-4 ceiling speakers.

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



AFTER SCHOOL PROGRAMS SPACE DIAGRAM



ORGANIZATION

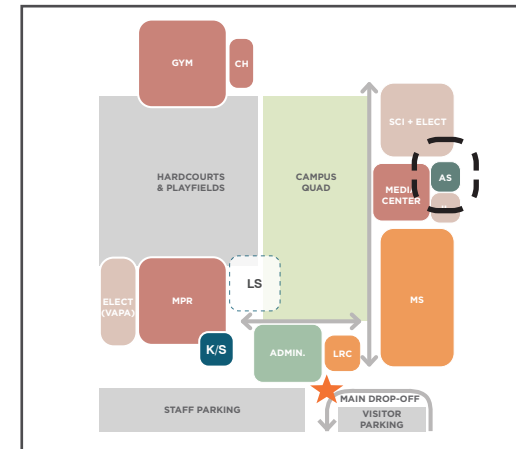
Locate near parking for ease of access by students and parents before and after school.

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



3.4

EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



SUMMARY

| 700 Enrollment | | | | | 900 Enrollment | | | | |
|----------------------------|----------|----------|----------------|-----|----------------|----------|----------|----------------|--|
| | by space | quantity | total for site | | | by space | quantity | total for site | |
| Typical Classroom | 1,200 | 16 | 19,200 | asf | 1,200 | 20 | 24,000 | asf | |
| Collaboration Spaces | 200 | per CR | 3,200 | asf | 200 | per CR | 4,000 | 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 | | | |
| Science Lab | 1,400 | 4 | 5,600 | asf | 1,400 | 5 | 7,000 | asf | |
| flexible learning space | 1,100 | 1 | | | 1,100 | 1 | | | |
| storage | 300 | 1 | | | 300 | 1 | | | |
| Electives Lab - Large | 1,400 | see note | | | 1,400 | see note | | | |
| flexible learning space | 1,200 | 1 | | | 1,200 | 1 | | | |
| storage | 200 | 1 | | | 200 | 1 | | | |
| LG Elect - Visual Arts | 5,050 | see note | | | 5,050 | see note | | | |
| 2D art | 1,400 | 1 | | | 1,400 | 1 | | | |
| 3D art | 1,400 | 1 | | | 1,400 | 1 | | | |
| kiln | 150 | 1 | | | 150 | 1 | | | |
| digital art | 1,200 | 1 | | | 1,200 | 1 | | | |
| storage | 200 | 1 | | | 200 | 1 | | | |
| gallery space | 300 | 1 | | | 300 | 1 | | | |
| storage | 400 | 1 | | | 400 | 1 | | | |
| LG Elect - Performing Arts | 5,400 | see note | | | 5,400 | see note | | | |
| orchestra & strings | 1,500 | 1 | | | 1,500 | 1 | | | |
| orchestra practice rooms | 75 | 2 | | | 75 | 2 | | | |
| orchestra storage | 300 | 1 | | | 300 | 1 | | | |
| band | 1,800 | 1 | | | 1,800 | 1 | | | |
| band practice rooms | 75 | 2 | | | 75 | 2 | | | |
| band storage | 300 | 1 | | | 300 | 1 | | | |
| drama | 1,000 | 1 | | | 1,000 | 1 | | | |
| prop storage | 200 | 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 | | | |
| counselor/flex | 150 | 1 | | | 150 | 1 | | | |
| flex office | 150 | 1 | | | 150 | 1 | | | |
| counselor office | 150 | 1 | | | 150 | 1 | | | |
| conf room | 250 | 1 | | | 250 | 1 | | | |
| toilet with lift | 85 | 1 | | | 85 | 1 | | | |

| 700 Enrollment | | | | | 900 Enrollment | | | | |
|----------------------------|----------|----------|----------------|-----|----------------|----------|----------|----------------|--|
| | by space | quantity | total for site | | | by space | quantity | total for site | |
| Administration | 3,935 | 1 | 3,935 | asf | 3,935 | 1 | 3,935 | 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 | 100 | 1 | | | 100 | 1 | | | |
| storage (at health office) | 85 | 1 | | | 85 | 1 | | | |
| toilet (at health office) | 65 | 1 | | | 65 | 1 | | | |
| principal office | 200 | 1 | | | 200 | 1 | | | |
| assistant principal office | 150 | 1 | | | 150 | 1 | | | |
| asb/ap secretary office | 150 | 1 | | | 150 | 1 | | | |
| flex office | 150 | 1 | | | 150 | 1 | | | |
| conf room | 250 | 1 | | | 250 | 1 | | | |
| records office/storage | 150 | 1 | | | 150 | 1 | | | |
| supply storage | 100 | 1 | | | 100 | 1 | | | |
| attendance window | 250 | 1 | | | 250 | 1 | | | |
| staff restrooms | 320 | 1 | | | 320 | 1 | | | |
| Media Center | 2,800 | 1 | 2,800 | asf | 3,300 | 1 | 3,300 | asf | |
| main floor area | 1,750 | 1 | | | 2,250 | 1 | | | |
| study room | 250 | 2 | | | 250 | 2 | | | |
| circulation desk | 100 | 1 | | | 100 | 1 | | | |
| storage | 300 | 1 | | | 300 | 1 | | | |
| workroom | 150 | 1 | | | 150 | 1 | | | |
| Multi-Purpose Room | 7,190 | 1 | 7,190 | asf | 7,190 | 1 | 7,190 | asf | |
| main floor area | 4,725 | 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 | | | |

Note: All areas provided are in Assignable Square Feet

3.4

EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



SUMMARY

| 700 Enrollment | | | | | 900 Enrollment | | | | |
|-----------------------|--------------|----------|----------------|------------|-----------------------|----------|--------------|----------------|------------|
| | by space | quantity | total for site | | | by space | quantity | total for site | |
| Gymnasium | 8,675 | 1 | 8,675 | asf | 8,675 | 1 | 8,675 | asf | |
| main floor area | 7,875 | 1 | | | 7,875 | 1 | | | |
| restrooms | per code | | | | per code | | | | |
| lobby | 300 | 1 | | | 300 | 1 | | | |
| concessions | 100 | 1 | | | 100 | 1 | | | |
| ticket booth | 100 | 1 | | | 100 | 1 | | | |
| storage | 300 | 1 | | | 300 | 1 | | | |
| Changing Rooms | 2,930 | 1 | 2,930 | asf | 2,930 | 1 | 2,930 | asf | |
| student lockers | 1,000 | 2 | | | 1,000 | 2 | | | |
| storage | 150 | 2 | | | 150 | 2 | | | |
| student restrooms | 150 | 2 | | | 150 | 2 | | | |
| office | 100 | 2 | | | 100 | 2 | | | |
| staff restrooms | 65 | 2 | | | 65 | 2 | | | |
| Lunch Shelter | 3,600 | 1 | 3,600 | asf | 3,600 | 1 | 3,600 | asf | |
| SITE SUB-TOTAL | | | 60,875 | asf | SITE SUB-TOTAL | | | 68,375 | asf |

Additional Spaces that Vary in Quantity Per Campus

| | |
|---------------------------|--------------|
| SDC: Mild/Mod | 1,200 |
| SDC: Mod/Sev | 1,350 |
| flexible learning space | 1,030 |
| toilet | 120 |
| storage | 100 |
| focus room | 100 |
| After School | 1,290 |
| flexible learning space | 960 |
| toilet | 2 @ 65 ea |
| storage | 200 |
| Multi-Purpose Room | |
| restrooms | per code |
| Gymnasium | |
| restrooms | per code |

Note:

- All areas provided are in Assignable Square Feet
- Elective offerings will vary by site and are identified in the site diagrams as Large Electives. Verify with the site program to determine the appropriate type of Large Elective: Visual, Performing Arts, or other.


3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan

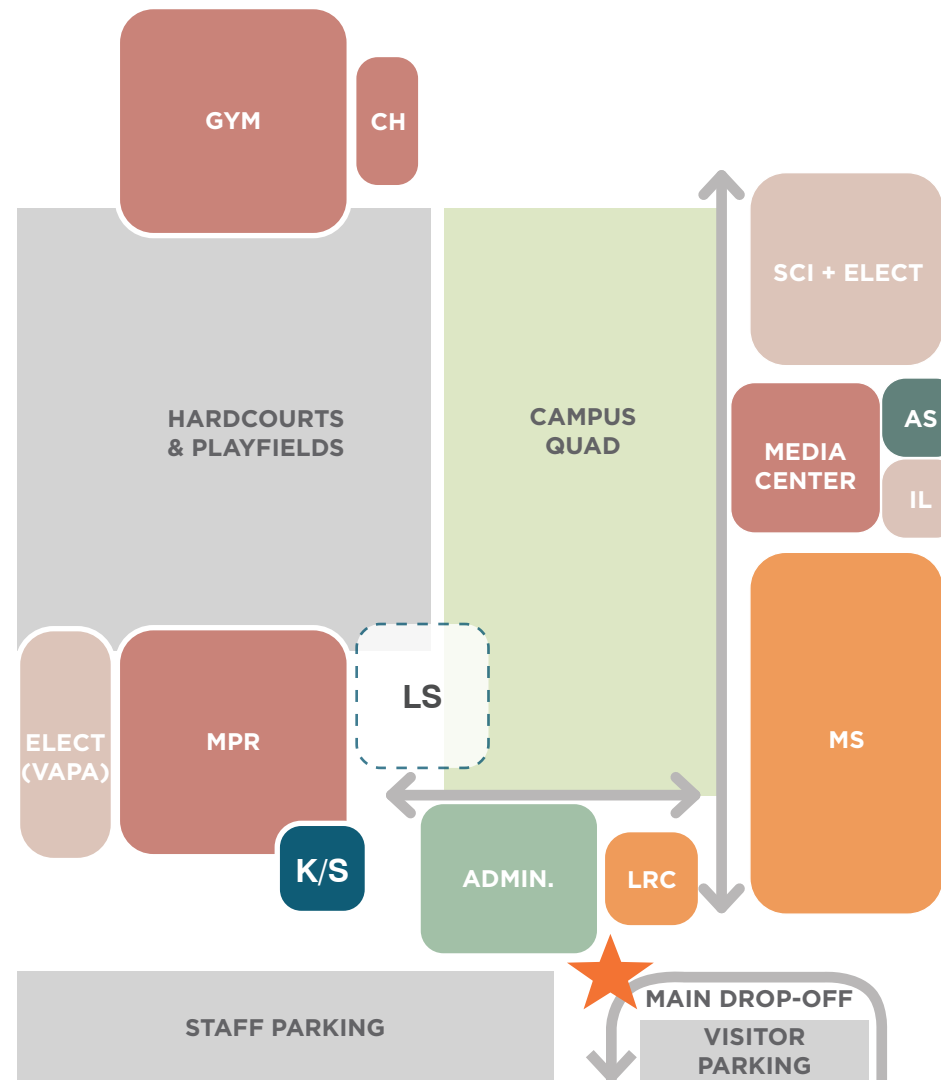


IDEAL CAMPUS ORGANIZATION

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

| | |
|--|---|
|  | Main Campus Entry |
| MS | Middle School Grades |
| IL | Innovation Lab |
| ELECT | Small and Large Electives |
| VAPA | Large Electives Related to Visual and Performing Arts |
| 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.



3.4 EDUCATIONAL VISION MIDDLE 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

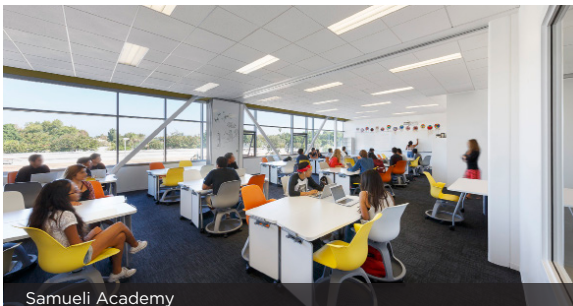
These spaces should be open, inviting and engaging with natural daylighting. Included in this student-centered area are flexible, easily reconfigured furnishings to allow for a variety of learning activities. Storage opportunities that support both faculty and students (a balance of built-in casework 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.



Eastvale STEM Academy



Samueli Academy

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.

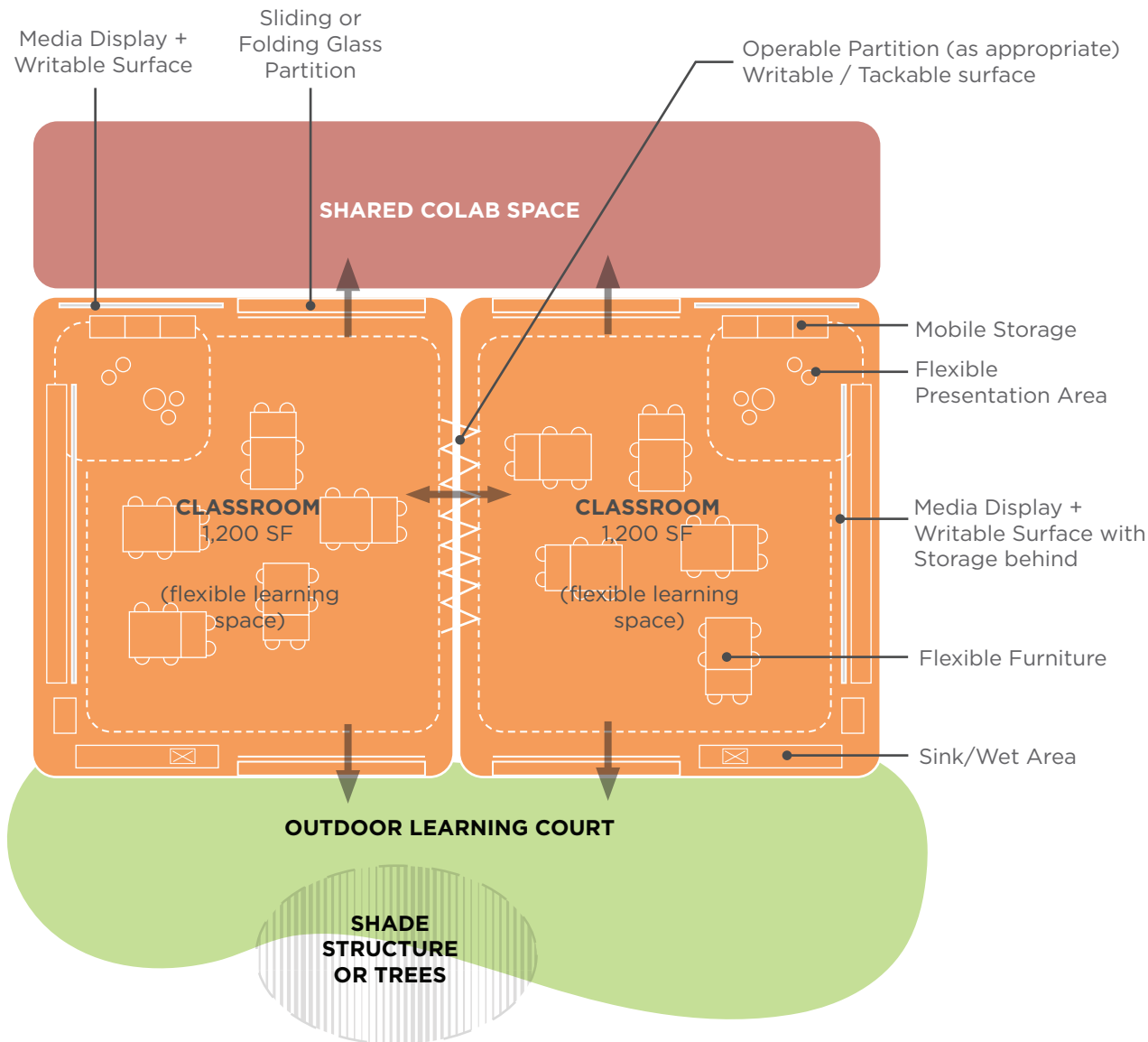
3.4

EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



TYPICAL CLASSROOM SPACE DIAGRAM



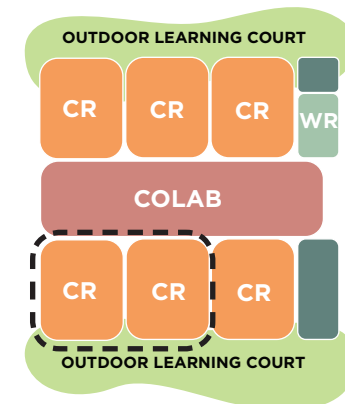
ORGANIZATION

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

AREA SUMMARY

Flexible Learning Space 1,200 asf

KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE 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



Faison School for Autism (Baskerville)

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.

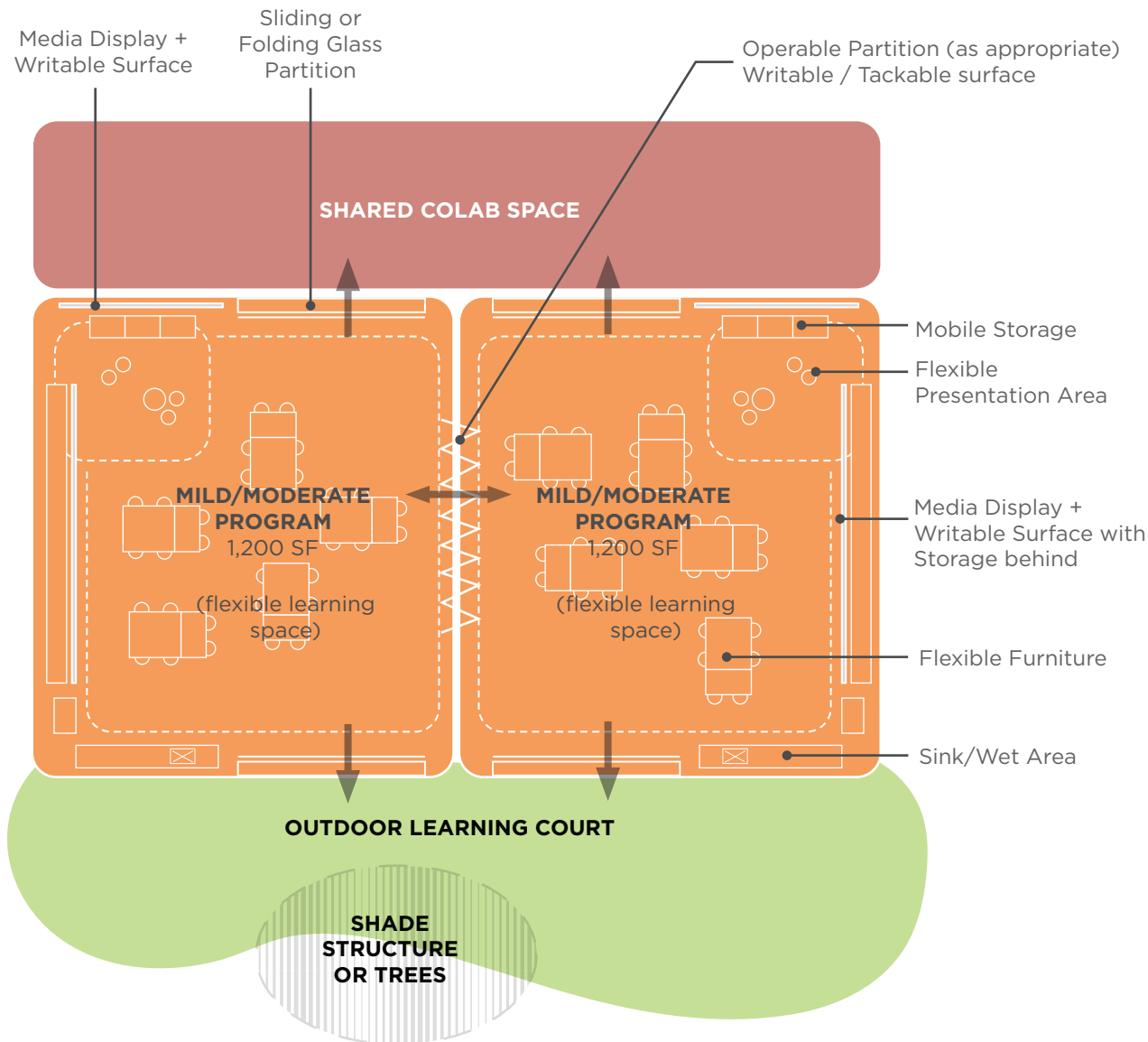
3.4

EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



SPECIAL EDUCATION: MILD/MODERATE PROGRAMS SPACE DIAGRAM



ORGANIZATION

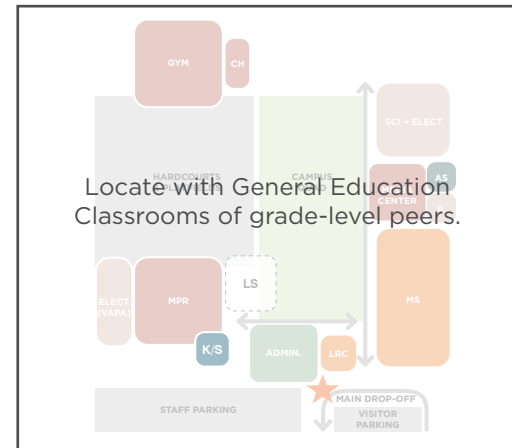
Special Education programs vary at each site depending on the need of that particular school community.

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

AREA SUMMARY

| | |
|-------------------------|-----------|
| Flexible Learning Space | 1,200 asf |
|-------------------------|-----------|

KEY PLAN

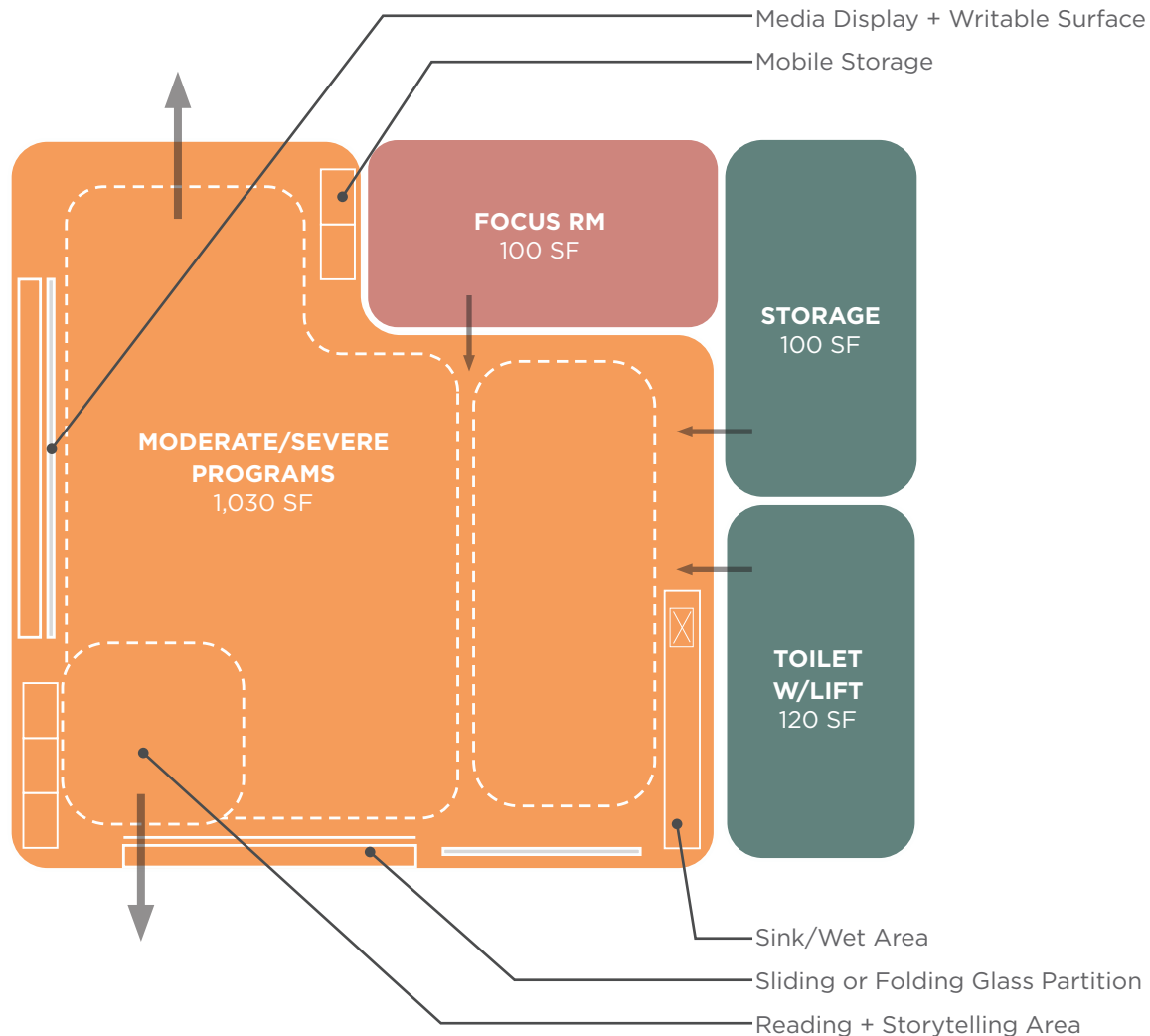


3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



SPECIAL EDUCATION: MODERATE/SEVERE PROGRAMS SPACE DIAGRAM



ORGANIZATION

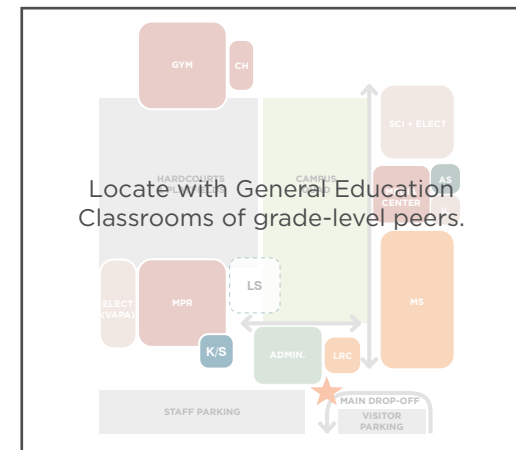
Special Education programs vary at each site depending on the need of that particular school community.

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



3.4 EDUCATIONAL VISION MIDDLE 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

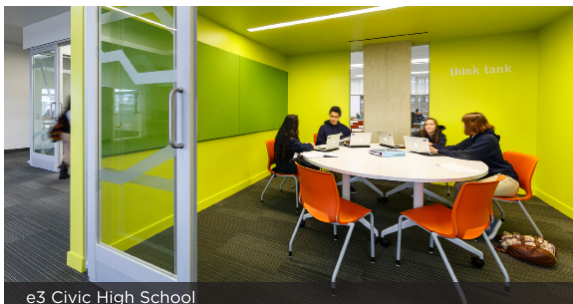
DESIGN OBJECTIVES

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.



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.

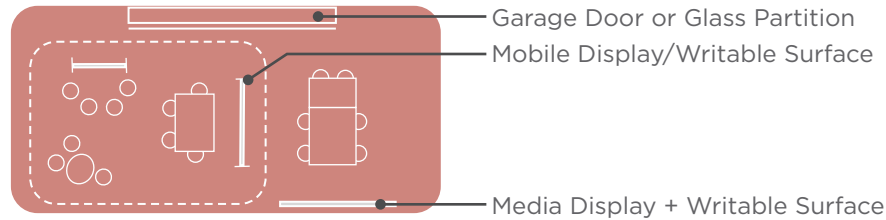
3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan

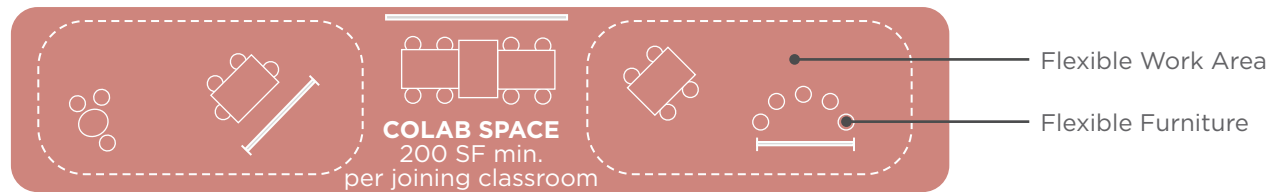


COLLABORATION SPACE DIAGRAM

COLAB SPACE (A):

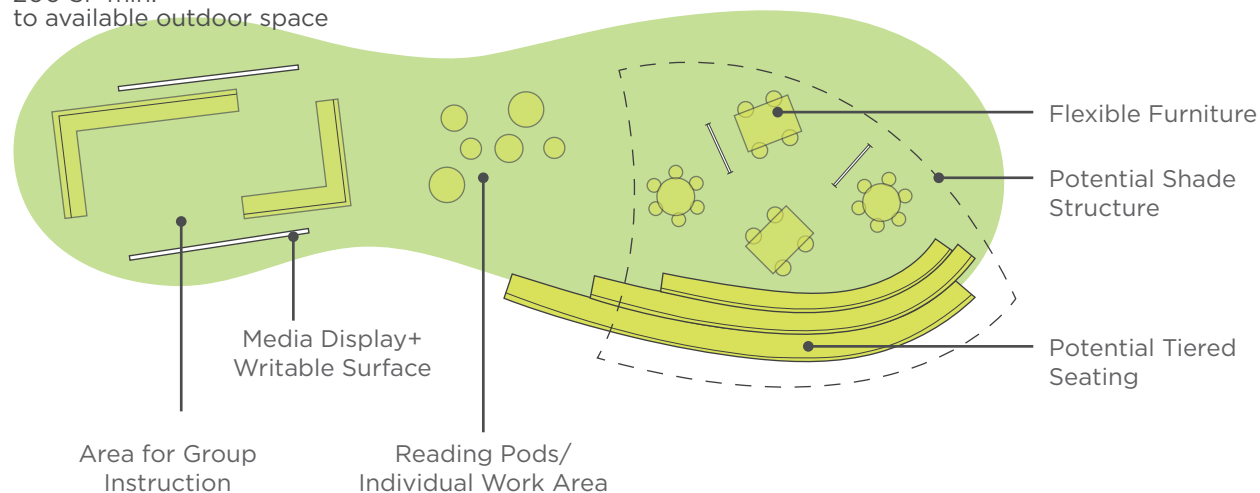


COLAB SPACE (B):



OUTDOOR LEARNING COURT

200 SF min.
to available outdoor space



ORGANIZATION

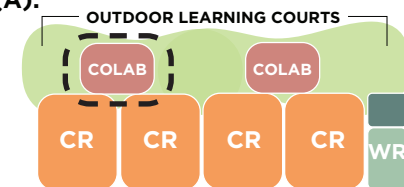
Collaboration spaces are located centrally or adjacent to classroom clusters and near teacher workrooms to support student and teacher interaction.

AREA SUMMARY

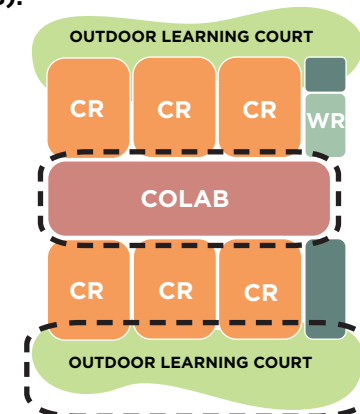
Collaboration Space 200 asf per
joining classroom

KEY PLAN

(A):



(B):



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



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.

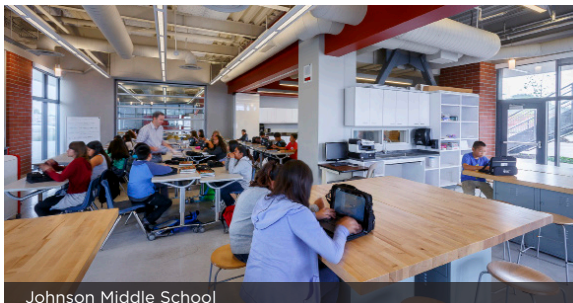
The lab should have physical and visual access to the exterior, extending lessons outdoors. The outdoor space should

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).



Stauffer Middle School



Johnson Middle 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

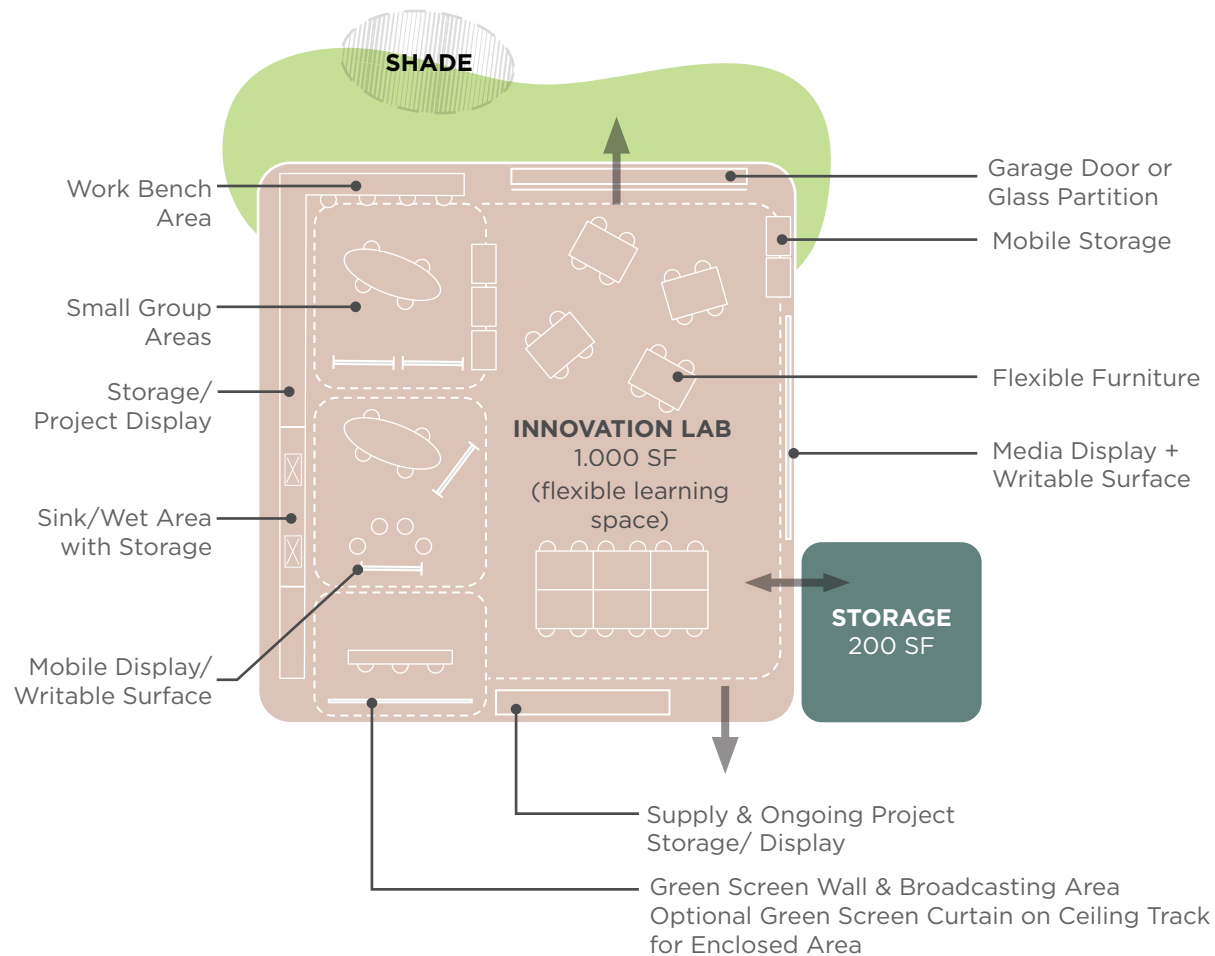
- Integrated technology to support teacher and student mobility, collaboration, and work.
- Provide space to support and hold new digital/maker technology (e.g. 3D printers, CNCs, laser cutters) and a green screen area for digital recording.
- Many flexible data/power outlets, consider ceiling power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

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



INNOVATION LAB SPACE DIAGRAM



ORGANIZATION

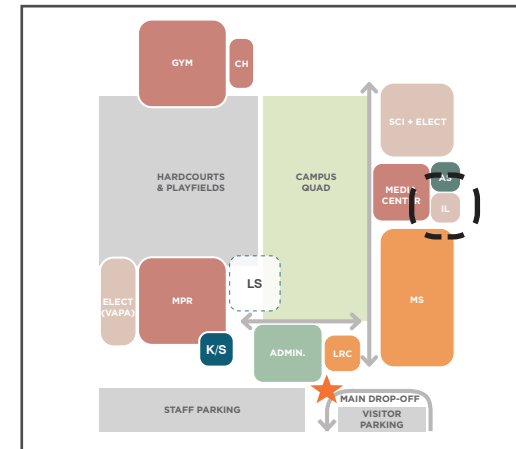
Cluster Science, Engineering/Robotics, Art and Math programs together to facilitate integration of subjects and promote team teaching opportunities.

Alternatively, locate centrally near the Library and Innovation/ Technology Lab.

AREA SUMMARY

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

KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



SCIENCE LAB

ACTIVITIES

- Exploration, active and interactive learning
- Large group instructional demonstrations, group and individual work
- Science experimentation and exploration
- Outdoor exploration
- Hands-on and project-based learning
- Showcase, display and presentation of student work



DESIGN OBJECTIVES

Science Labs should be open and engaging environments that encourage a sense of discovery. These spaces should inspire curiosity and exploration, and be a place where students can be innovative and messy. The labs should be designed to for flexibility and adaptability to support a variety of programs dependent on need.

Science Labs should be located in pairs with a shared Prep Room and Storage space in between. The labs and the prep room should have access to sinks for experimentation and clean up needs.

The labs should have physical and visual access to the exterior allowing for bright, natural daylighting as well as an opportunity for the classroom to extend outdoors.

Technology should be integrated and flexible to support different working environments. Materials and finishes should be durable and easy to clean. Furniture should be flexible and mobile to support collaboration and allow for the spaces to be reconfigured for small group work or labs.

FURNITURE

- Flexible furniture and space to support science experimentation and demonstration.
- Size furniture appropriately for the intended student age group.
- Large group work tables, mobile whiteboards, writable walls.
- Secure storage cabinets, a slat wall system, and open shelving for easy access to supplies and projects.

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

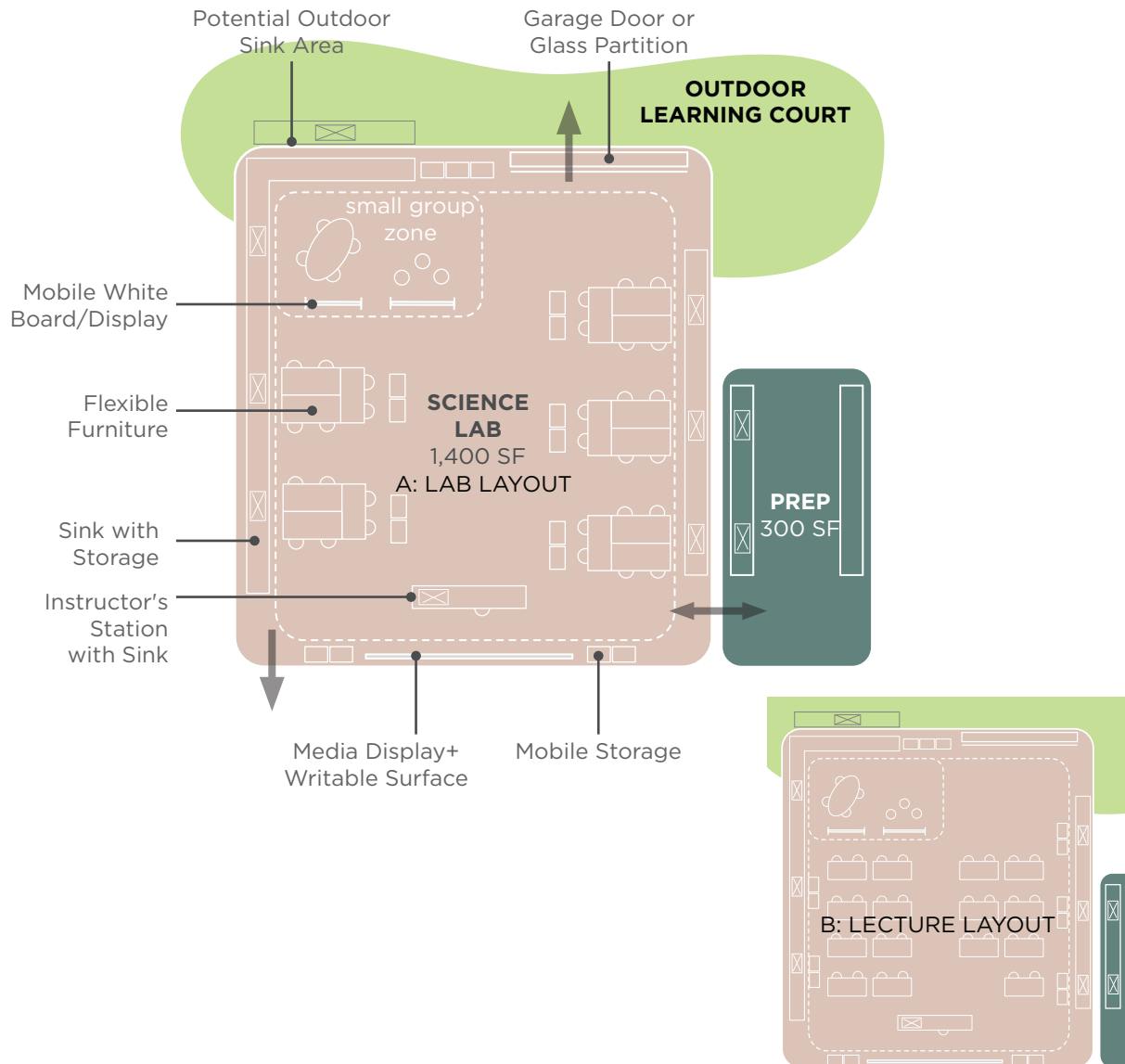
- Integrated technology to support teacher and student mobility, collaboration, and work.
- Many flexible data/power outlets, consider ceiling power cord reels.
- Ensure sufficient wireless access.

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



SCIENCE LAB SPACE DIAGRAM



ORGANIZATION

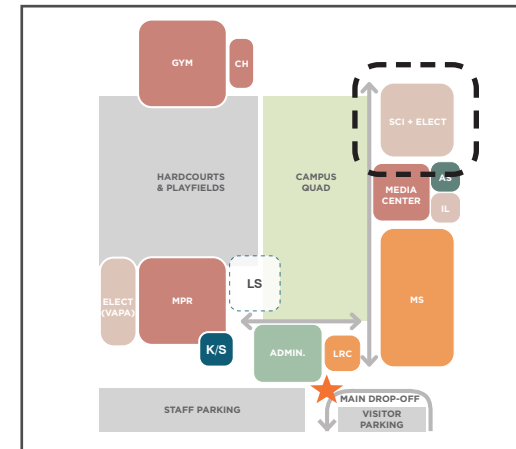
Cluster Science, Engineering/Robotics, Art and Math programs together to facilitate integration of subjects and promote team teaching opportunities.

Science Labs should be located in pairs with adjoining prep and storage rooms.

AREA SUMMARY

| | |
|-------------------------|------------------|
| Flexible Learning Space | 1,100 asf |
| Prep Room / Storage | 300 asf |
| TOTAL: | 1,400 asf |

KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



LARGE ELECTIVE LAB

ACTIVITIES

- Hands-on learning for technical skills training
- Student-led project-based learning
- Interdisciplinary technical projects relating to other coursework
- Applying skills in a project-based scenario or real world problem solving
- Practicing the (4) C's: collaborate, create, critical thinking and communicate
- Collaboration with other classes and/or fields of study



Samueli Academy



South Tahoe High School

DESIGN OBJECTIVES

Elective Labs should be flexible to allow programs to change and evolve over time. These environments should inspire curiosity and discovery, foster individual interest and investigation and make students feel comfortable to take risks without the fear of failure.

Elective Labs should be designed as open and flexible with space to accommodate changing technological and infrastructure needs of the program. Include areas

for lecture, demonstration and hands-on applications. Plan for areas to display student work and ongoing projects, with an emphasis on celebrating the process itself. Incorporate storage space for equipment, tools and materials. Materials and finishes should be durable and easy to clean. Consider connections to the outdoor learning environment and how the lab environment could expand and grow into the outdoor space for experimentation and messy projects.

FURNITURE

- Tables, desks, seating, and writable surfaces that are adjustable, mobile, and durable.
- Select furniture based on the needs of the intended program and sized appropriately for the intended student age group.
- Combination of secure and open storage supporting a variety of projects and supplies.

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/polished concrete or carpet pending on the program activities, durable, and easy to maintain.
- Contribute to the overall acoustical quality of the space; include materials that absorb sound.

EQUIPMENT

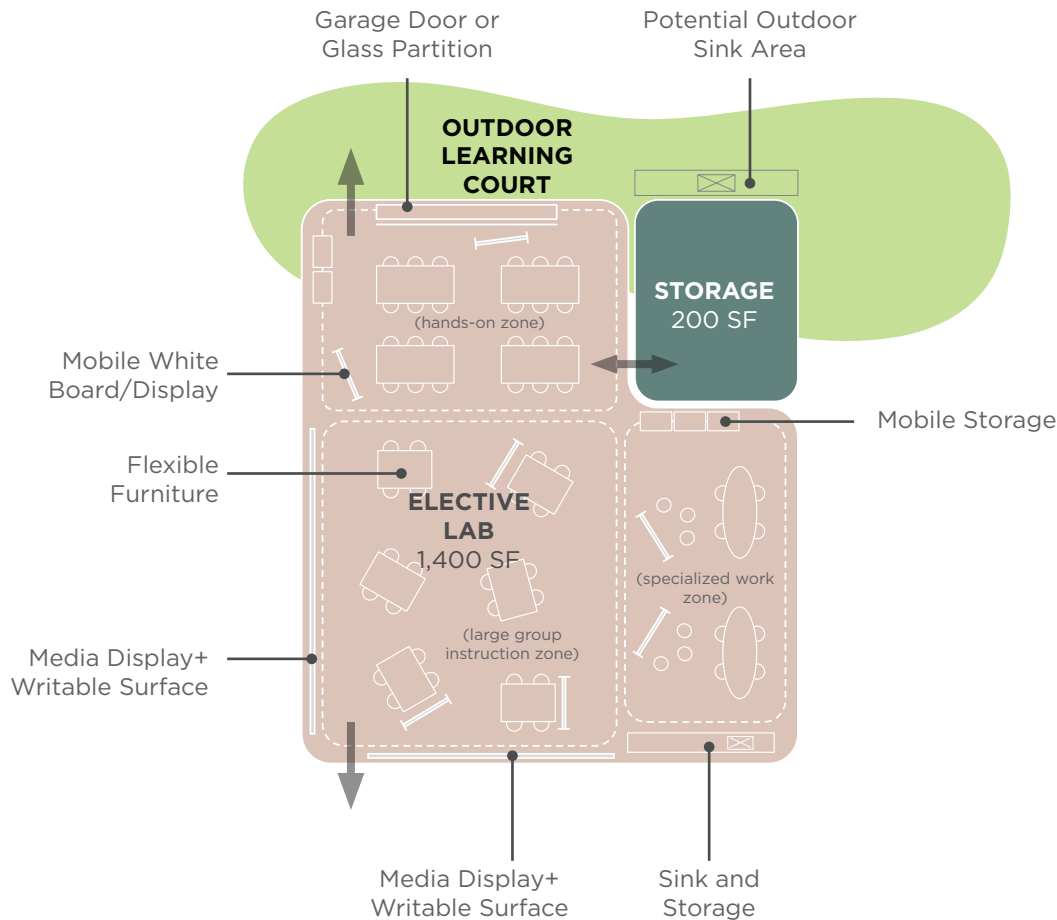
- Technology should support mobility with sufficient power sources and wireless access.
- Short-throw projector at the presentation wall. A 75-inch digital display may be used as an alternate where projection is not viable.
- Many flexible data/power outlets, consider ceiling power cord reels.

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



LARGE ELECTIVE LAB SPACE DIAGRAM



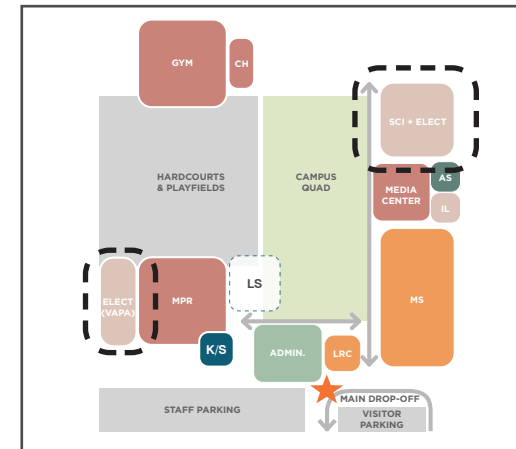
ORGANIZATION

Consider collocating Elective Labs with classroom spaces to allow for collaboration and interdisciplinary learning.

AREA SUMMARY

| | |
|-------------------------|------------------|
| Flexible Learning Space | 1,200 asf |
| Storage | 200 asf |
| TOTAL: | 1,400 asf |

KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



LARGE ELECTIVE: ART (PHYSICAL + DIGITAL)

ACTIVITIES

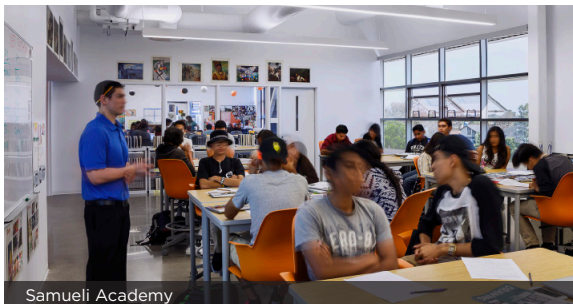
- Large group instruction and demonstration
- Group and individual project-based learning
- Presentation of artwork, curation of art exhibits
- 2D drawing / sketching / painting / mixed media
- Digital illustration and painting, photo manipulation
- Showcase and presentation of student work

DESIGN OBJECTIVES

The Art Labs should be open, inviting and engaging spaces, with natural daylight. The spaces should inspire curiosity and discovery, while fostering individual interests and investigation.

The labs 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.

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 within the lab spaces, and areas to display student work. A gallery space that can be used for pin-ups as well as showcase student work to the rest of the campus should be considered.



FURNITURE

- Tables, desks, seating, and writable surfaces that are adjustable, mobile, and durable.
- Adjustable height workstations to allow for sitting or standing height.
- Select furniture based on the needs of the intended program and sized appropriately for the intended student age group.
- Deep counters for large paper storage, paper cutters, and other equipment.
- Combination of secure and open storage supporting a variety of projects and supplies.

FINISHES

- Bright with natural daylight. Visual and physical access to the outdoors.
- Operable windows for natural ventilation and increased occupant comfort.
- Tackable walls and digital boards/projection for student work display and presentation.
- Resilient, durable flooring that is easy to maintain.
- Contribute to the overall acoustical quality of the space; include materials that absorb sound.

EQUIPMENT

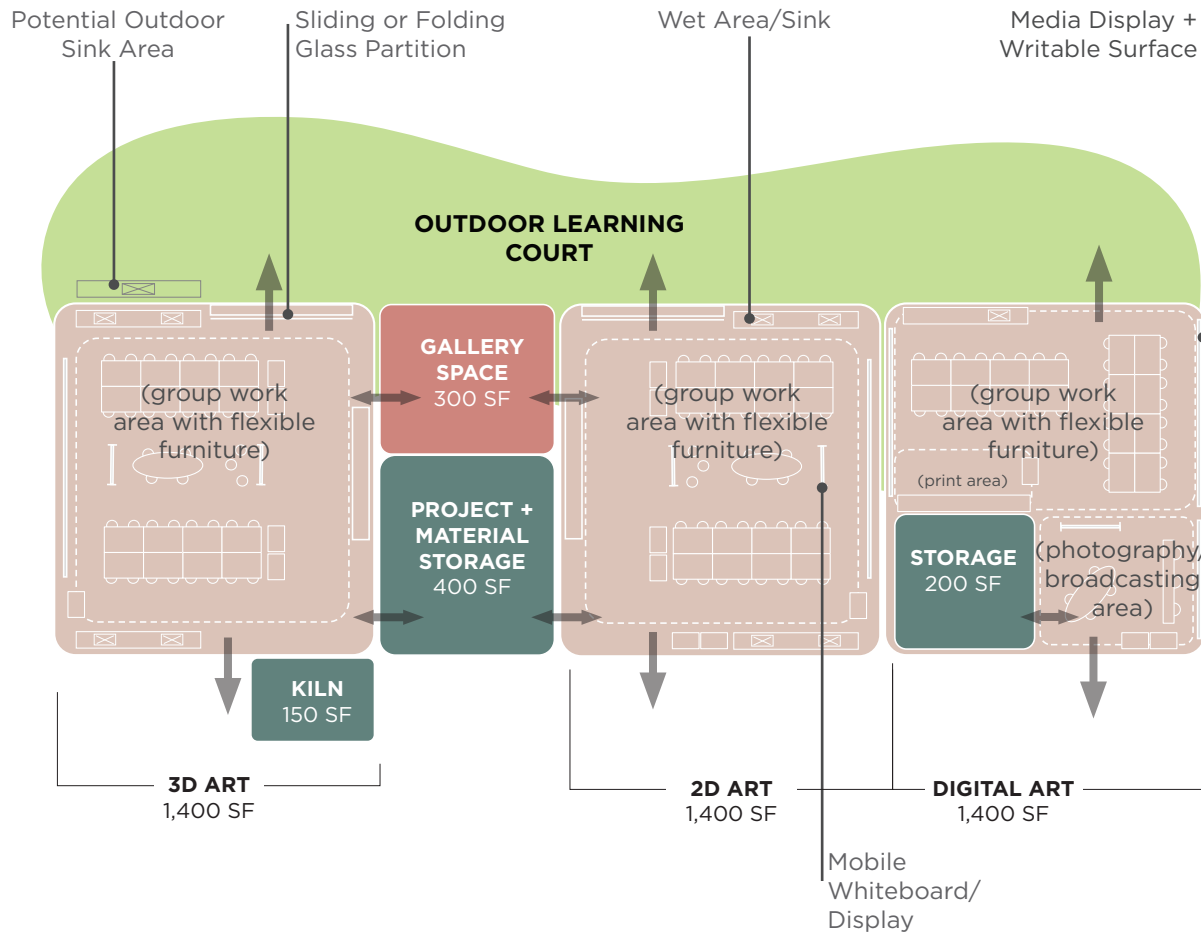
- Multiple sinks for project cleanup and hand-washing.
- Flexible power and data, consider power cord reels at ceiling to respond to changing configurations and technologies.
- Short-throw projector at the presentation wall. A 75-inch digital display may be used as an alternate where projection is not viable.
- Many flexible data/power outlets, consider ceiling power cord reels.

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



LARGE ELECTIVE: ART (PHYSICAL + DIGITAL) SPACE DIAGRAM



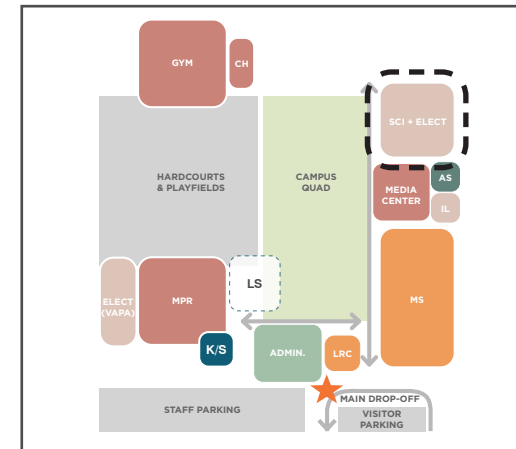
ORGANIZATION

Cluster Science, Engineering/Robotics, Art and Math programs together to facilitate integration of subjects and promote team teaching opportunities.

AREA SUMMARY

| | |
|---------------------|------------------|
| Digital Art | 1,200 asf |
| Digital Art Storage | 200 asf |
| 2D Art | 1,400 asf |
| 3D Art | 1,400 asf |
| Kiln | 150 asf |
| Shared Storage | 400 asf |
| Gallery Space | 300 asf |
| TOTAL: | 5,050 asf |

KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



LARGE ELECTIVE: PERFORMING ARTS

ACTIVITIES

- Large group instruction and demonstration
- Small group and individual practice / ensemble
- Instrument and prop storage
- Developing technical abilities and improvisation techniques
- Creating and collaboration
- Hands-on experience through rehearsals
- Display of awards and event announcements

DESIGN OBJECTIVES

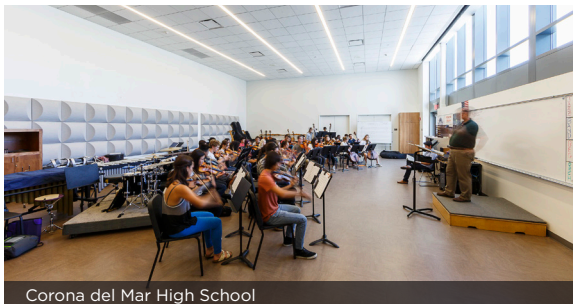
The Performing Arts Classrooms should inspire creativity and interactive learning and allow students to explore their voice, instrument, creative and performance abilities. These spaces should be flexible and acoustically isolated for instruction and participation in music and drama programs.

The Music Classrooms should have a large group music area for full-class practice and small group music areas for individual development and 1 on 1 instruction. Included within the classrooms and the adjacent storage areas should be places for adequate instrument storage and a wet

area with a sink for instrument cleaning and repair. Selected finish materials should accommodate, contribute to, and support the acoustical qualities of the spaces.

The Drama Classroom should have a large group instructional area for full-class instruction, practice and rehearsals and emulate aspects of the performance environment.

Celebrate students by providing space to display awards as well as upcoming performances and events, both physically and digitally.



Corona del Mar High School



Helix Charter High School

FURNITURE

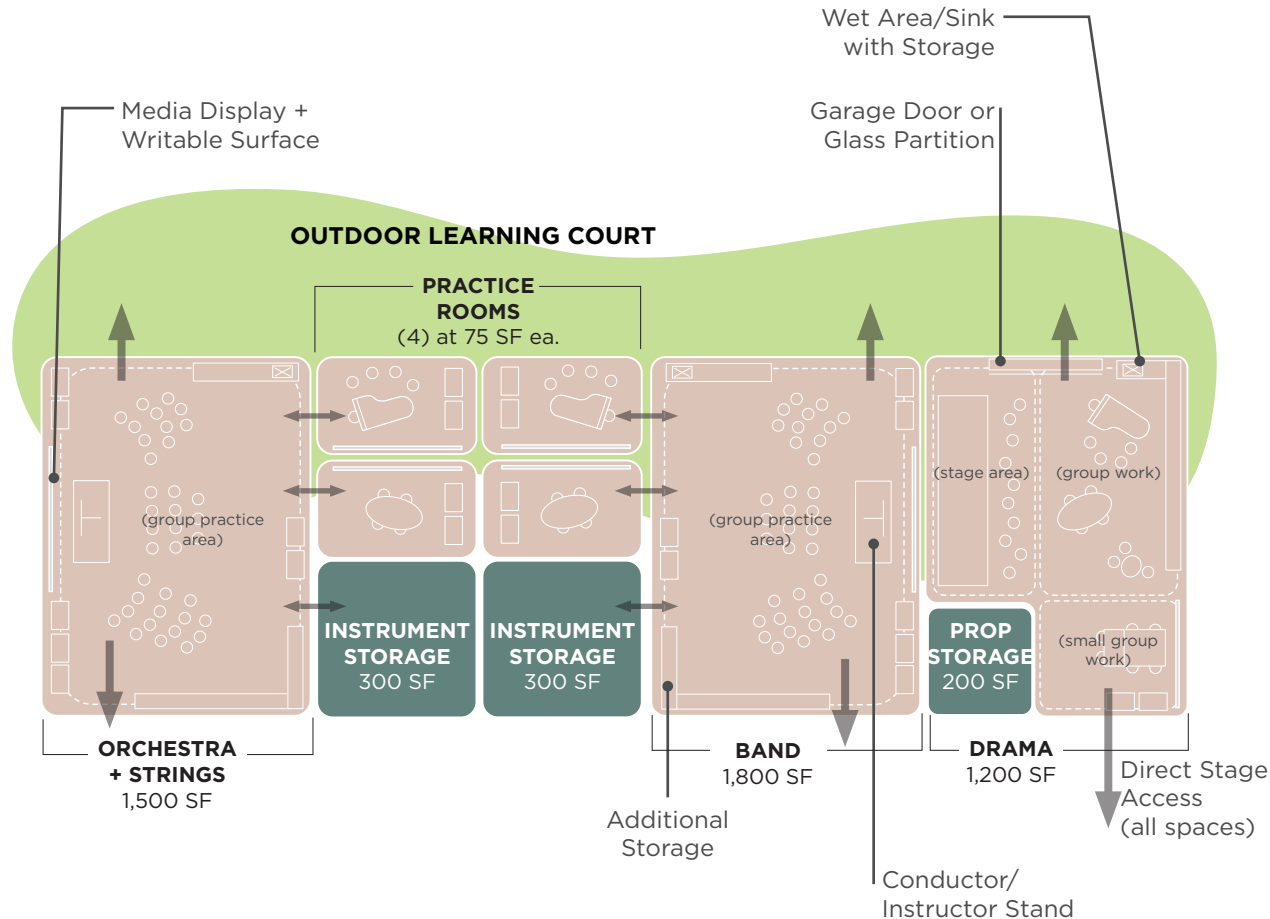
- Flexible, mobile furniture supporting row configurations for instrumental and vocal programs, group learning, project based work, and individual work.
- Variable storage for safe keeping of instruments, music stands, props, and supplies.
- Accessible sinks/wet areas for instrument cleaning/repair.

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.

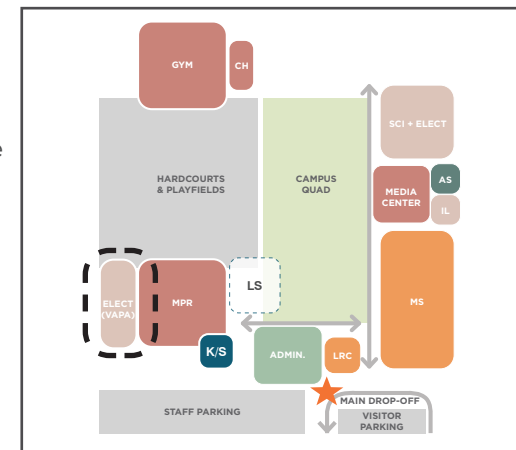
**LARGE ELECTIVE: PERFORMING ARTS SPACE DIAGRAM****ORGANIZATION**

The VAPA Suite should be located next to or near the MPR for easy access to large performance/practice spaces.

AREA SUMMARY

| | |
|---|-----------|
| Orchestra + Strings | 1,500 asf |
| Orchestra Storage | 300 asf |
| Orchestra Practice Rooms (2) at 75 asf ea | |
| Band | 1,800 asf |
| Band Storage | 300 asf |
| Band Practice Rooms (2) at 75 asf ea | |
| Drama | 1,000 asf |
| Prop Storage | 200 asf |

TOTAL: 5,400 asf

KEY PLAN

3.4 EDUCATIONAL VISION MIDDLE 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.



CSU Northridge

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

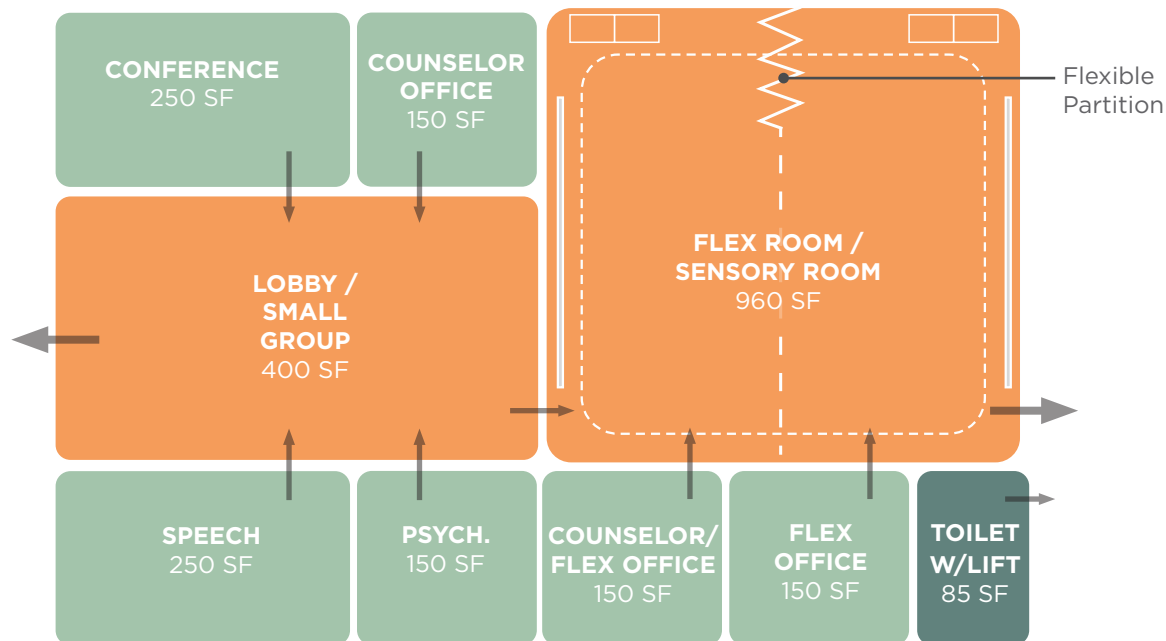
- Hanging furniture and sensory equipment as appropriate based on the student population. Ensure ceiling joists can support hanging furniture and equipment.
- Technology should support mobility with sufficient power sources and wireless access.
- Provide a short-throw projector within the Small Group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

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



LEARNING RESOURCE CENTER (LRC) SPACE DIAGRAM



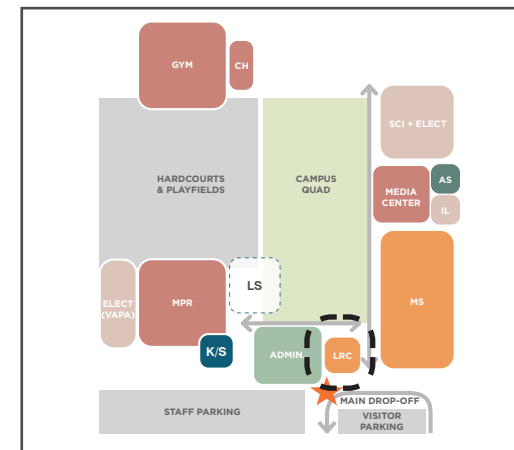
ORGANIZATION

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 |
| Counselor/Flex Office | 150 asf |
| Flex Office | 150 asf |
| Conference Room | 250 asf |
| Toilet w/Lift | 85 asf |
| TOTAL: | 2,545 asf |

KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE 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.



e3 Civic High School



Lakeview Elementary School

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.

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



ADMINISTRATION SPACE DIAGRAM

ORGANIZATION

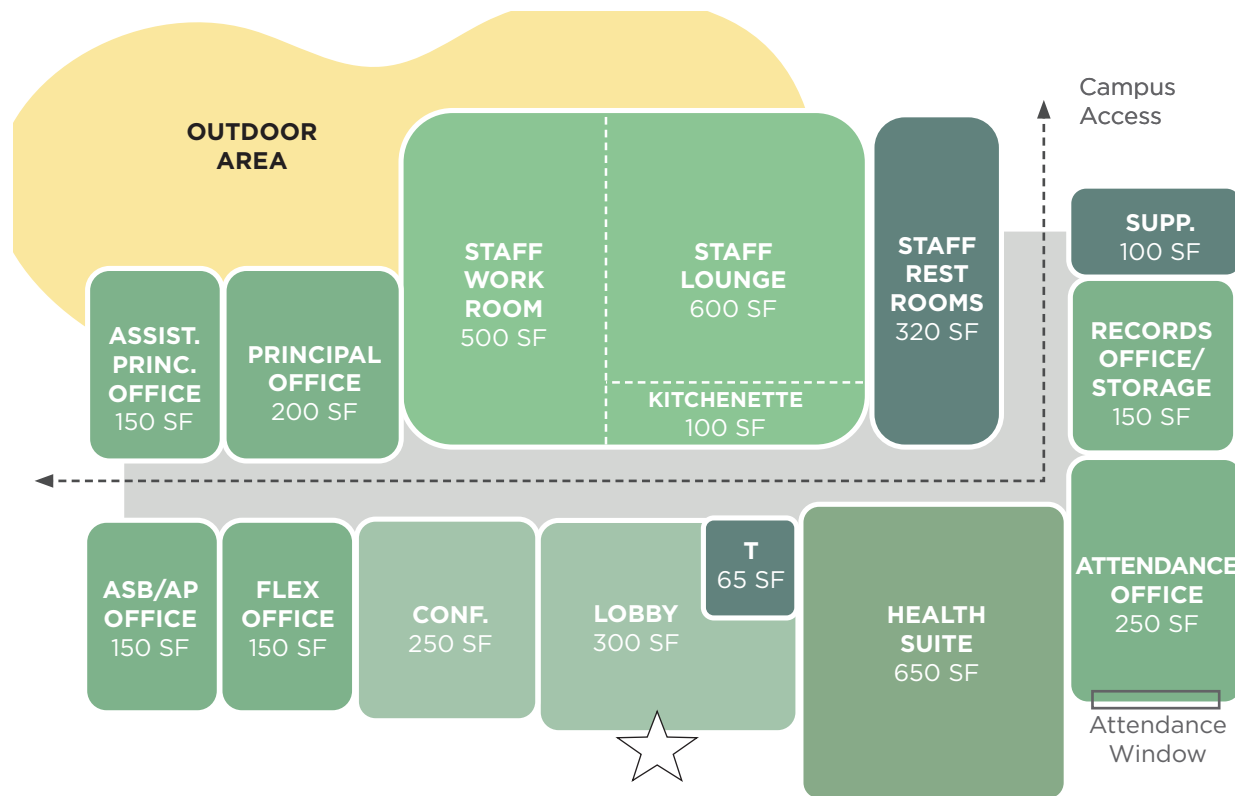
Administration building should be the main public entry of the school. Organize more 'public' functions (Health and Conference Room) near the Reception/ Lobby area. Locate more 'private' functions (Offices and Staff Work) towards the interior.

Provide students access from the campus interior.

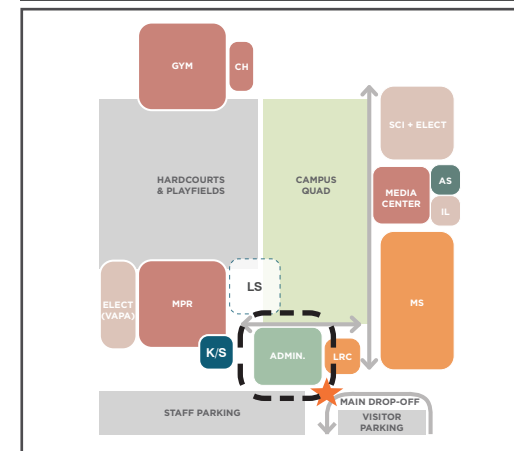
AREA SUMMARY

| | |
|------------------------------|---------|
| Lobby | 300 asf |
| Toilet (Lobby) | 65 asf |
| Staff Workroom | 500 asf |
| Staff Lounge | 600 asf |
| Kitchenette | 100 asf |
| Health Office | 100 asf |
| Cot Room (Health) | 400 asf |
| Toilet (Health) | 65 asf |
| Storage (Health) | 85 asf |
| Principal's Office | 200 asf |
| Assistant Principal's Office | 150 asf |
| ASB/AP Secretary Office | 150 asf |
| Flex Office | 150 asf |
| Conference Room | 250 asf |
| Records Office/Storage | 150 asf |
| Supply Storage | 100 asf |
| Attendance Window | 250 asf |
| Staff Restrooms | 320 asf |

TOTAL: 3,935 asf



KEY PLAN

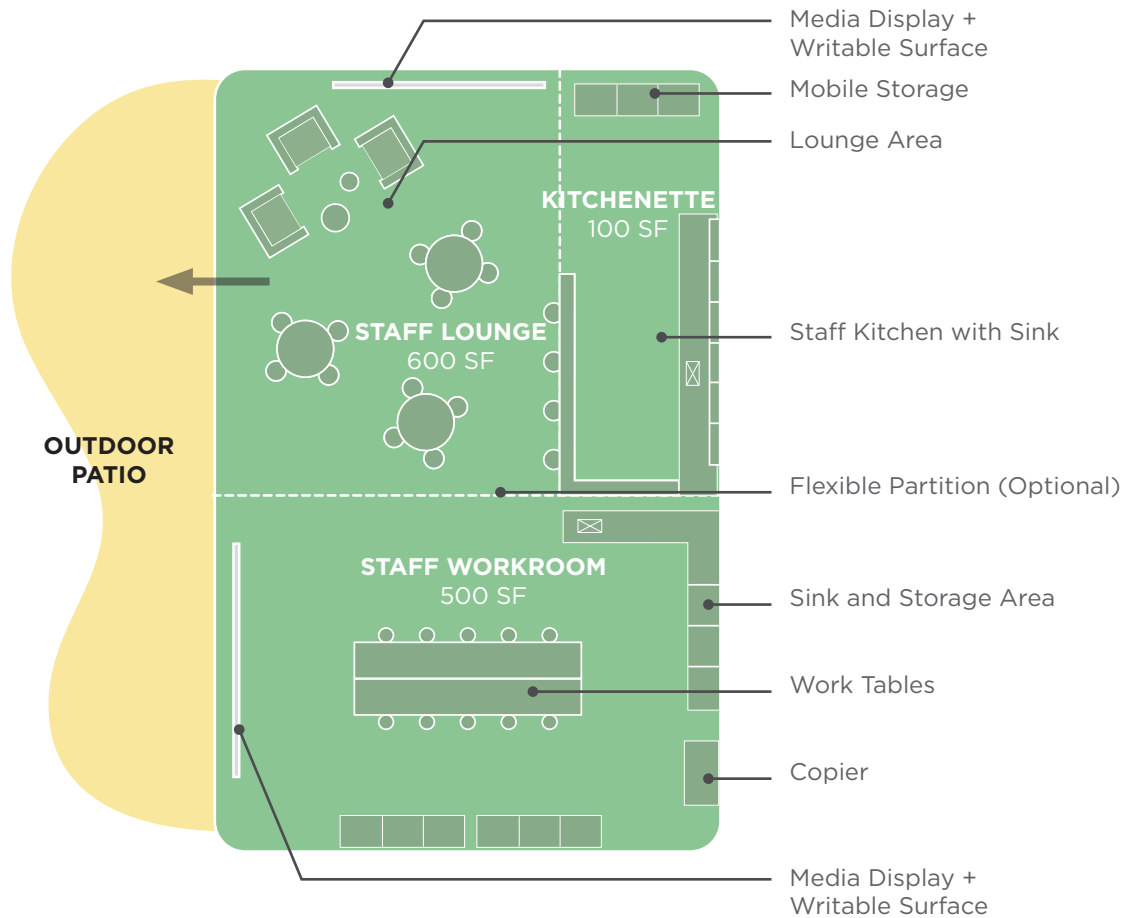


3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



ADMINISTRATION: STAFF LOUNGE + WORKROOM SPACE DIAGRAM



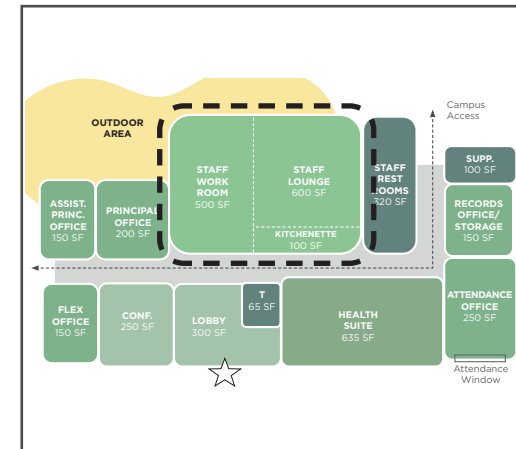
ORGANIZATION

Locate the Staff Lounge and Workroom functions towards the interior of campus and Staff Restrooms.

AREA SUMMARY

| | |
|-------------------|------------------|
| Staff Lounge | 600 asf |
| Kitchenette | 100 asf |
| Staff Workroom | 500 asf |
| SUB-TOTAL: | 1,200 asf |

KEY PLAN

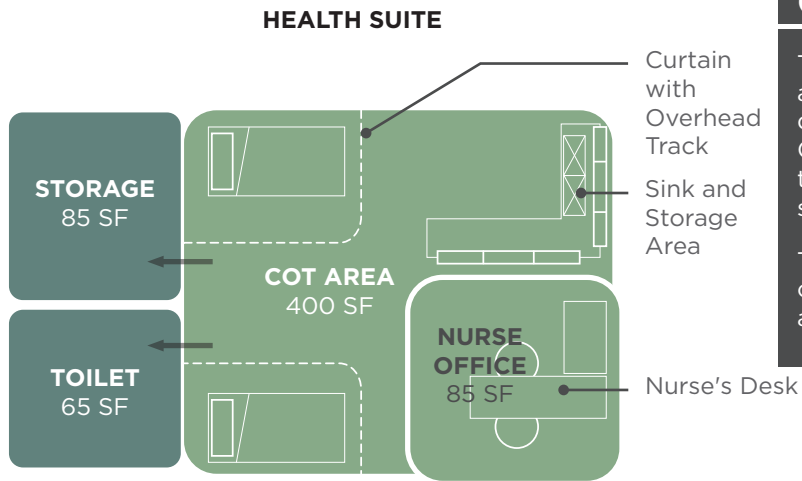


3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



ADMINISTRATION: HEALTH SUITE + LOBBY SPACE DIAGRAMS



ORGANIZATION

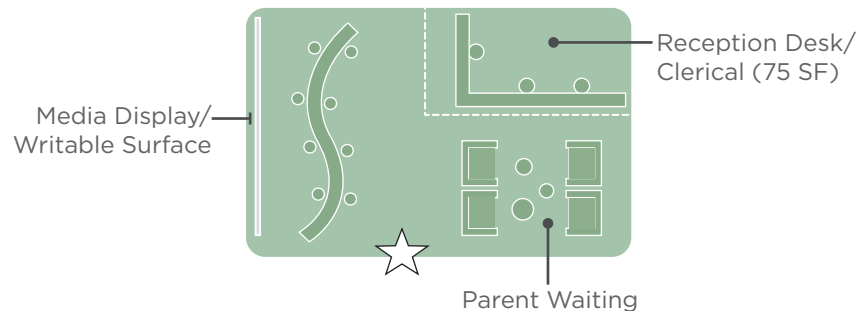
The Health Office should be easily accessible from the Lobby and have direct access to a private restroom. Consider providing access directly to the outside, to avoid exposure of ill students to those within the Lobby.

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

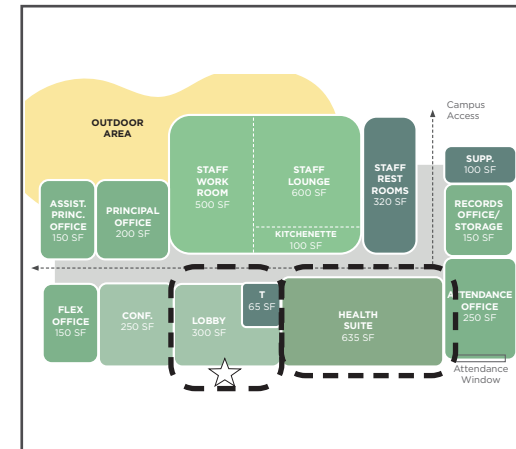
AREA SUMMARY

| | |
|-------------------|----------------|
| Cot Area | 400 asf |
| Nurse Office | 100 asf |
| Toilet | 65 asf |
| Storage | 85 asf |
| SUB-TOTAL: | 650 asf |
| Lobby | 300 asf |

LOBBY



KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master 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.



Sage Hill High School



Palomar Learning Resource Center

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

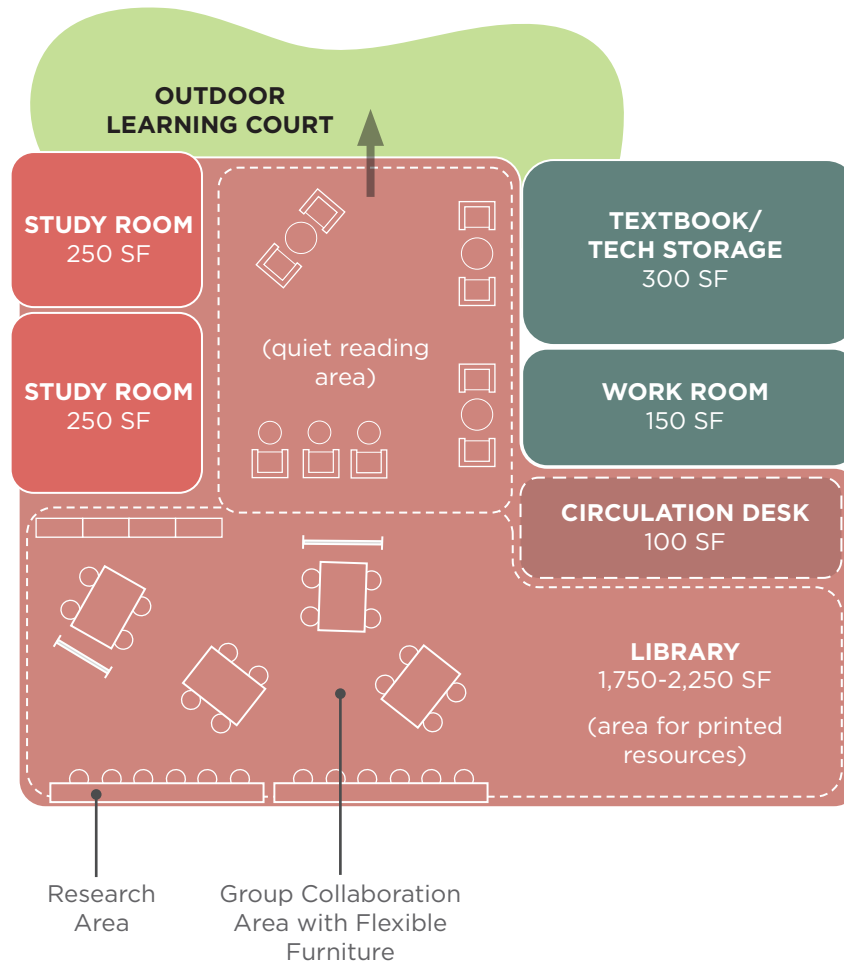
- Technology should support mobility with sufficient power sources and wireless access.
- LED interactive displays.
- Short-throw projector and screen at large gathering area. A 75-inch digital display may be used as an alternate where projection is not viable.
- Provide the ability for voice amplification,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

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



MEDIA CENTER SPACE DIAGRAM



ORGANIZATION

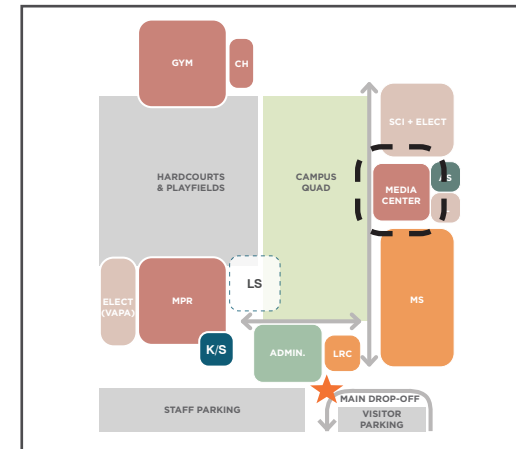
Centrally locate, near front of school for after school hours and community access.

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

AREA SUMMARY

| | |
|------------------|------------------------|
| Main Floor Area | 1,750-2,250 asf |
| Study Room | (2) at 250 asf ea |
| Circulation Desk | 100 asf |
| Storage | 300 asf |
| Workroom | 150 asf |
| TOTAL: | 2,800-3,300 asf |

KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master 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.



Fabra Elementary School



Montgomery Middle 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.

3.4 EDUCATIONAL VISION MIDDLE 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*.

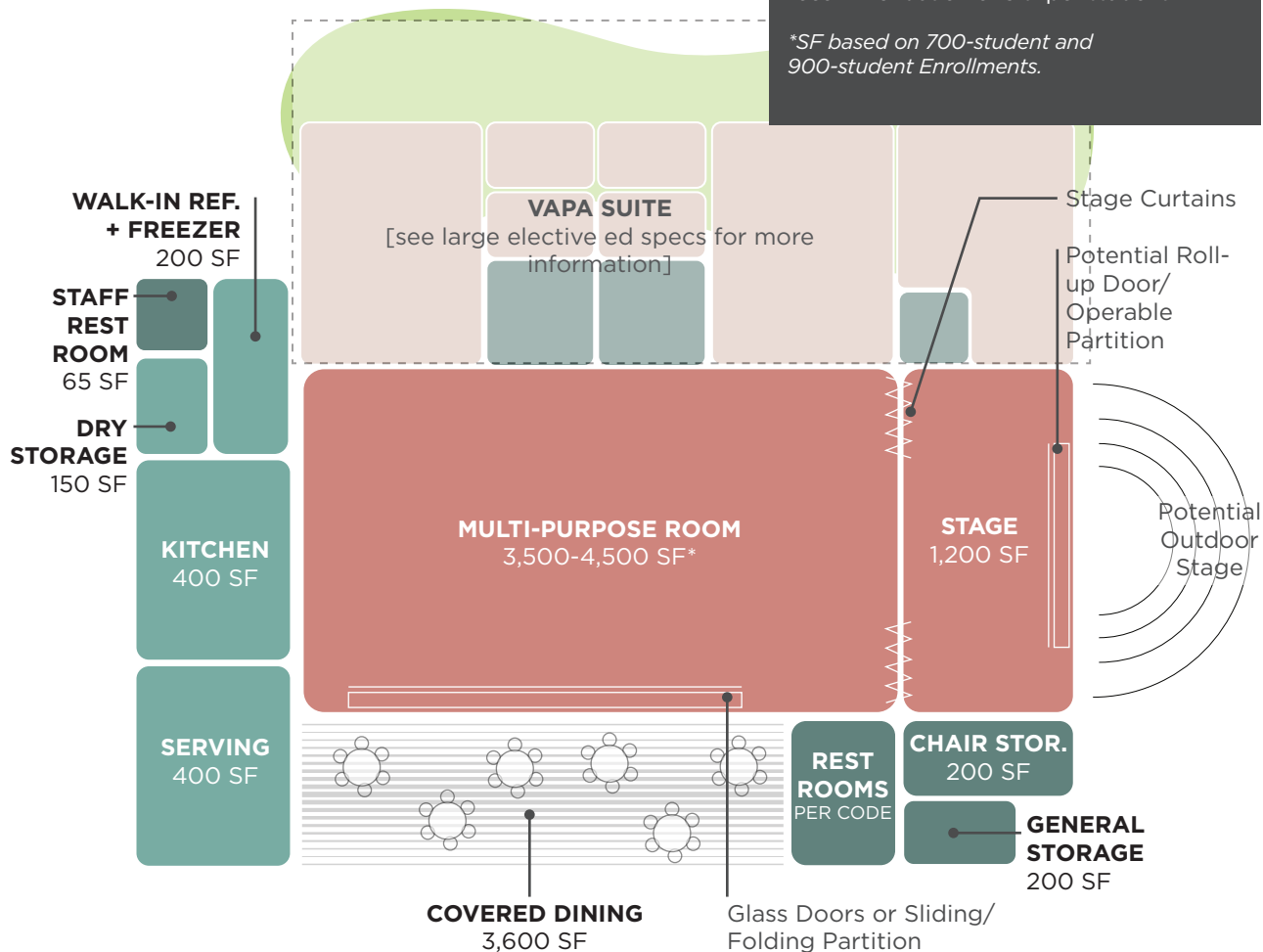
*SF based on 700-student and 900-student Enrollments.

AREA SUMMARY

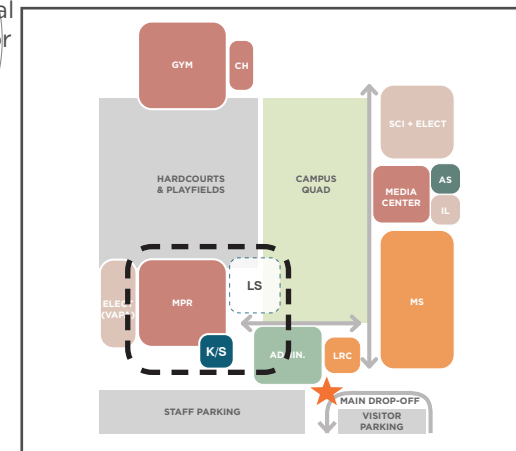
| | |
|-----------------|-----------------|
| Main Floor Area | 3,500-4,500 asf |
| Stage | 1,200 asf |
| Restrooms | per code |
| Chair Storage | 200 asf |
| General Storage | 200 asf |
| Kitchen | 400 asf |
| Serving Area | 400 asf |
| Dry Storage | 150 asf |
| Refrigeration | 200 asf |
| Staff Restroom | 65 asf |

**TOTAL: 6,315-7,315 asf
+ restroom**

Lunch Shelter 3,600 asf



KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



GYMNASIUM

ACTIVITIES

- Support physical education activities / fitness
- Changing and other preparation for physical education / fitness
- Staff lesson planning
- Physical education classes
- Recreational fitness activities
- Large school gatherings
- Community use

DESIGN OBJECTIVES

The Gym should be located near the parking lot, closer to the front of the school in consideration for after hour activities and community accessed events. Additionally, it should be placed next to or near locker rooms, hardcourts, and playfields.

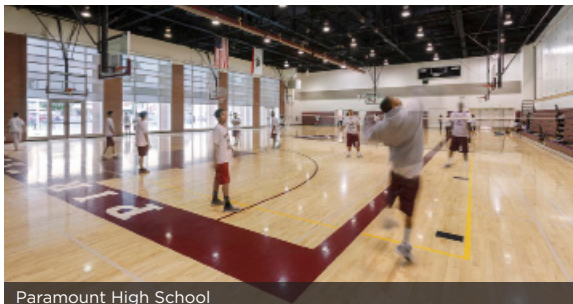
This space should be properly ventilated, bright with natural daylighting, and designed in a way that encourages school spirit. Areas to display and celebrate student work and achievement (trophies, banners, and awards) should all be considered. The Gym should contain graphics and vibrant paint that promotes liveliness and school pride.

This space should support activities ranging from large school gatherings and community town halls, to physical activities. Because this area is of high use by large groups of people, the gym should have durable, easy to maintain finishes. The gym should have integrated technology with wireless access throughout to support a variety of events.

Important things to consider are access to restrooms, access to drinking fountains/water bottle filling stations, an open and inviting lobby space, proper storage space for equipment, and space for ticketing.



Nimitz Middle School



Paramount High School

FURNITURE

- Lobby space should be open and inviting - welcoming to students, staff, and community members.
- Retractable bleacher seating.
- Areas that showcase student and school achievements (trophies, banners, awards, etc.).

FINISHES

- Open structure, high ceiling, natural daylight space.
- Polished concrete flooring in locker rooms.
- Space should be branded/ painted to encourage school spirit.

EQUIPMENT

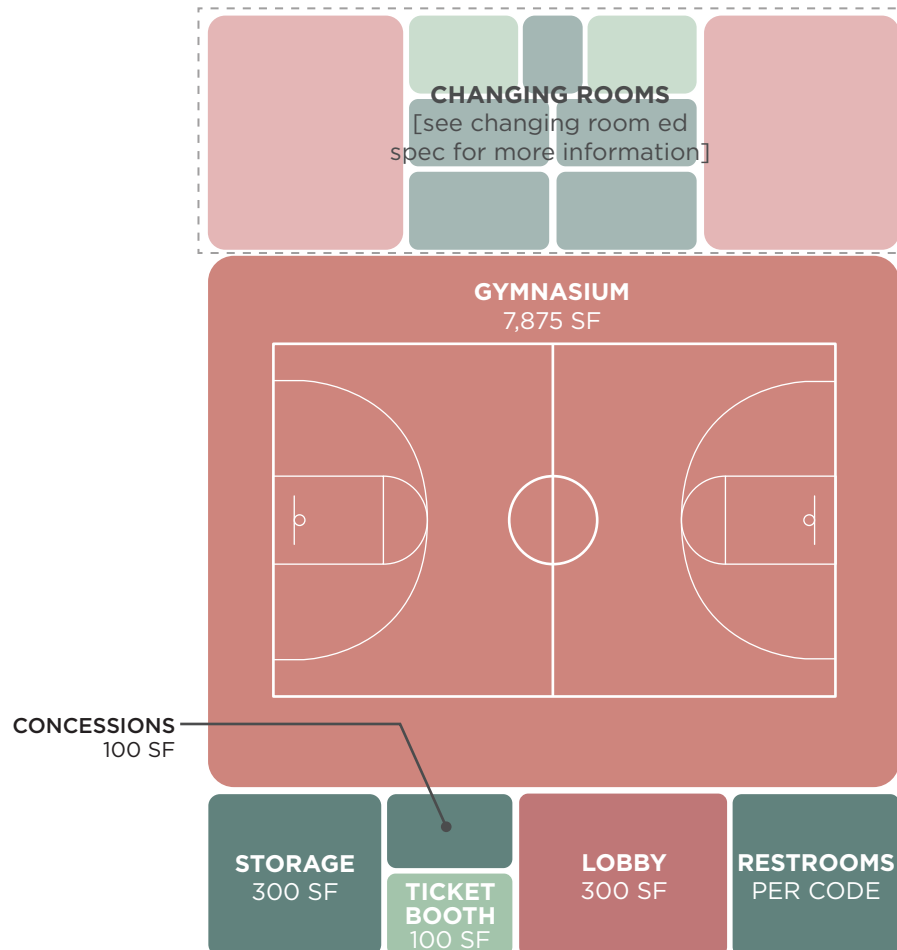
- Integrated technology and wireless access throughout. Infrastructure to support small to large gatherings.
- Provide the ability for voice amplification.
- Electronic scoreboard.

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



GYMNASIUM SPACE DIAGRAM



ORGANIZATION

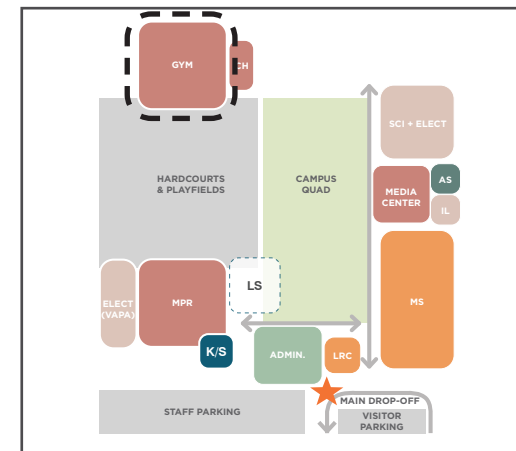
The Gymnasium should be located near parking for community events. It would ideally be placed near the locker rooms.

Locate near or adjacent to existing playfields and hardcourts for ease of access to physical education space.

AREA SUMMARY

| | |
|-----------------|------------------------------|
| Main Floor Area | 7,875 asf |
| Restrooms | per code |
| Lobby | 300 asf |
| Concessions | 100 asf |
| Ticket Booth | 100 asf |
| Storage | 300 asf |
| TOTAL: | 8,675 asf + restrooms |

KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



CHANGING ROOMS

ACTIVITIES

- Support physical education activities / fitness
- Changing and other preparation for physical education / fitness
- Staff lesson planning

DESIGN OBJECTIVES

The Changing Rooms should be located near hardcourts and playfields for easy access by students and staff in physical education classes.

These spaces should be properly ventilated and bright with natural daylighting. Due to the high-use nature of these spaces, durable finishes that are easy to clean should be used throughout. Consideration

for sightlines should be taken into account when determining the layout of the lockers and support spaces.

Offices should allow for supervision of the Changing Rooms. The storage spaces should provide a service opening to distribute equipment, supplies and uniforms. Access to drinking fountains/water bottle filling stations should be considered.



Rio Hondo College Physical Education Complex



Paramount High School

FURNITURE

- Bench seating throughout student space.
- Multi-tier lockers that accommodate backpacks.
- Offices to have casework at standing and seated working heights and secured storage for personal belongings.

FINISHES

- Open structure, high ceiling, natural daylight space.
- Polished concrete flooring.
- Space should be branded/painted to encourage school spirit.

EQUIPMENT

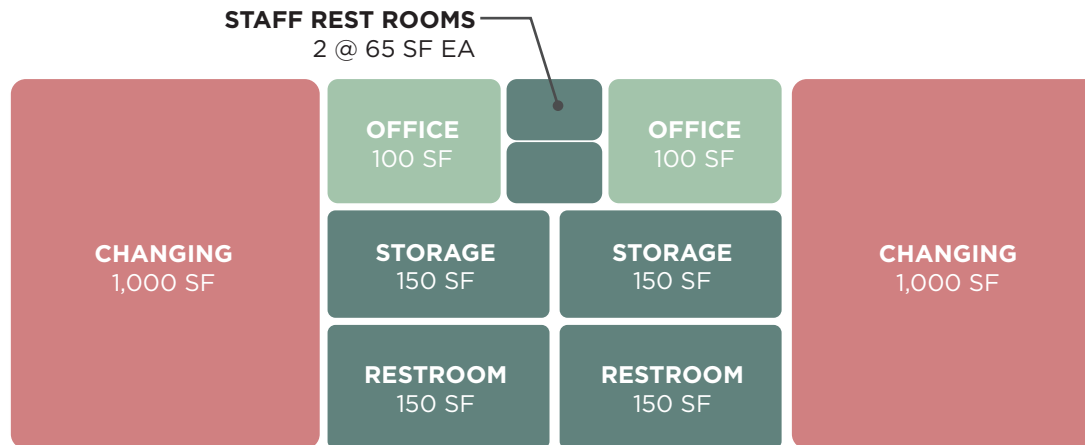
- Proper ventilation and exhaust system in locker room area; consider operable windows.

3.4 EDUCATIONAL VISION MIDDLE SCHOOLS

Orange Unified School District Facilities Master Plan



CHANGING ROOMS SPACE DIAGRAM



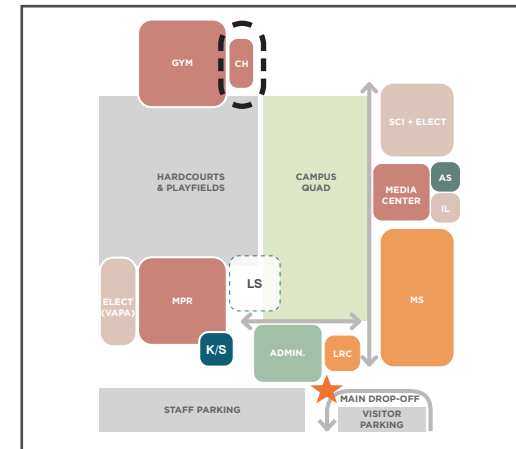
ORGANIZATION

The Locker Rooms should be located near or adjacent to existing playfields, hardcourts, or play areas for ease of access to physical education space.

AREA SUMMARY

| | |
|-------------------|---------------------|
| Student Changing | (2) at 1,000 asf ea |
| Storage | (2) at 150 asf ea |
| Student Restrooms | (2) at 150 asf ea |
| Office | (2) at 100 asf ea |
| Staff Restrooms | (2) at 65 asf ea |
| TOTAL: | 2,930 asf |

KEY PLAN



3.4 EDUCATIONAL VISION MIDDLE 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.



Menlo-Atherton High School



Cumberland Academy High School

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

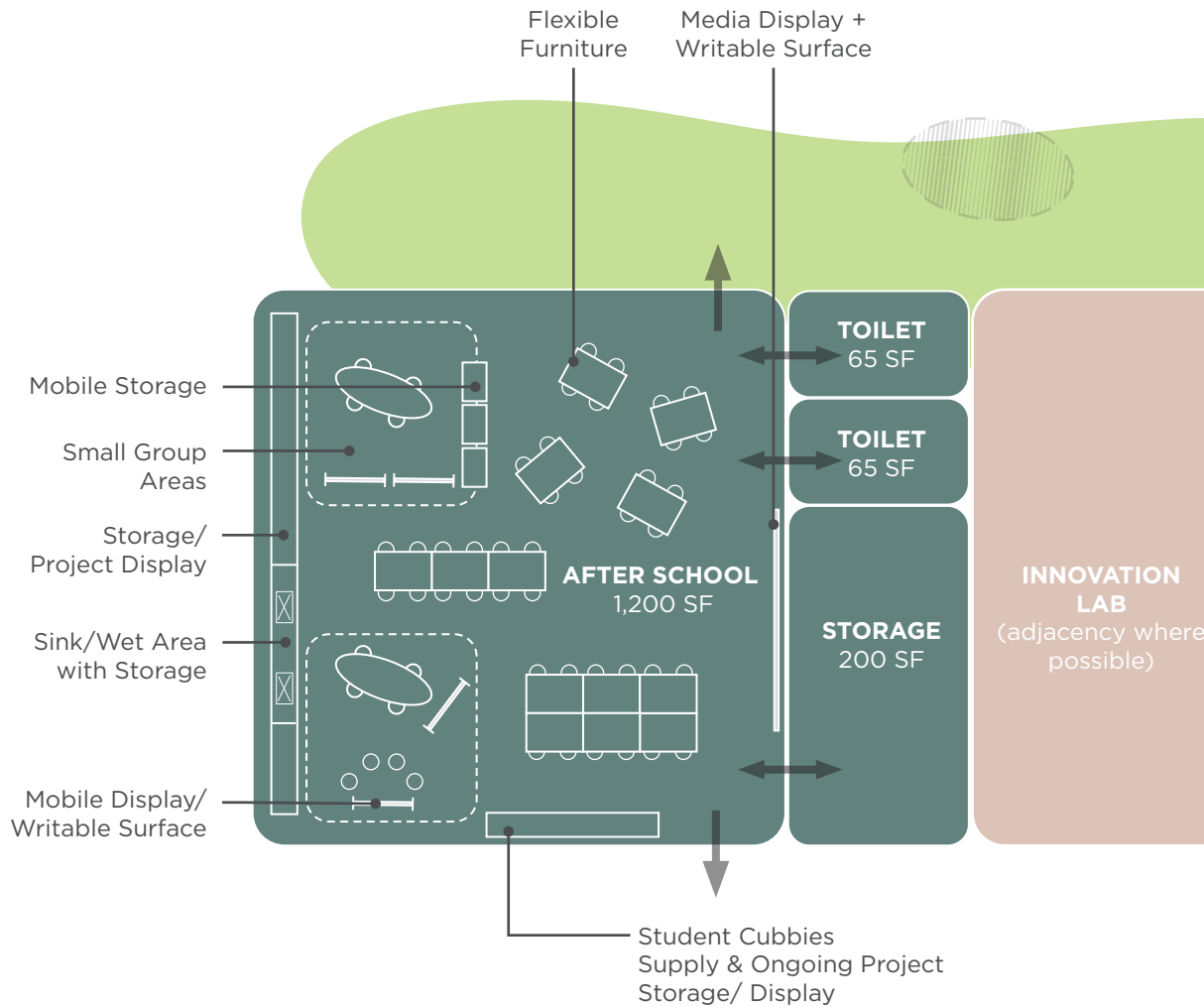
- Technology should support mobility with sufficient power sources and wireless access.
- Short-throw projector at the presentation wall. A 75-inch digital display may be used as an alternate where projection is not viable.
- Provide the ability for voice amplification, including 2-4 ceiling speakers.

3.4 EDUCATIONAL VISION MIDDLE 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

