PURPOSE

The purpose of design guidelines is to ensure the following:

- **A Common Baseline**
  To guide a consistent approach in developing each school site master plan proposed improvements.

- **Common Goals**
  To engage District stakeholders in a participatory process in developing their vision.

- **Outcome Focused**
  To document educator's intent for program delivery and goals.

- **Equitable Quality**
  To be used for assessing existing facilities and budgeting projects for a long-term financial plan.

- **Continuous Improvement**
  As a tool for the reevaluation, adjustment and measurement of the plan over time.

BACKGROUND

In 1994, California Department of Education (CDE) formalized regulations governing standards on the design and construction of new school facilities. Included are requirements for the submittal of educational specifications (Facility Standards / Design Guidelines) – see California Code of Regulations, Title 5, Section 14034. The requirements are delineated in the Education Code Section 39101 (c) and California Code of Regulations, Title 5, Section 14030 (a). Specific School design standards are contained in California Code of Regulations, Title 5, Section 14001, 14010 and 14030.

In 2009, CDE added a Plan Summary form for those projects applying for new construction funds from the State Allocation Board for a new school or additions to an existing school. In July 2010, all Educational Specifications (Facility Standards/ Design Guidelines) were required to be approved by the District's Governing Board and submitted to CDE as part of any application for funding.

IMPLEMENTATION

While this document represents a district-wide guideline, it is important that administrators, faculty, students and community at each site are allowed to validate their site-specific program needs during implementation. If a school design team has suggestions on how to improve or tailor this document for their site-specific needs, these suggestions should be brought to the attention of District leadership in charge of facility planning prior to designing it. It is understood that the degree of consistency between the site-specific solutions and the district-wide educational specifications may vary from site to site.

Adjacencies shown in the document were determined for the ideal program placement but may vary based on existing site conditions or programmatic specific solutions. Once projects are released to proceed with design, a school site committee shall be formed to analyze the impact of site specific constraints and program specific needs. This analysis may result in solutions that deviate from the educational program standards described in this document. The design team should inform District leadership of any significant deviations identified or proposed prior to the presentation of these solutions to the school site committee. It is expected as the District's vision changes over time, this document would be updated but the overall guiding principles would remain intact.

LPA

Johnson Middle School
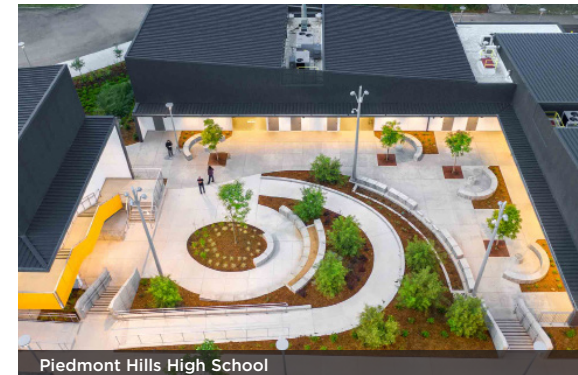
Piedmont Hills High School

OUSD MASTER PLAN

A major challenge when creating a District facilities master plan is aligning the physical learning environment with the desired educational approach. To tackle this challenge, Orange Unified School District (OUSD) engaged in an educational visioning process to inform the master plan and create a framework for improving the educational spaces across the District. The District assembled groups of key individuals to collaborate with LPA in a series of focus group meetings to create a set of visionary guidelines for the future of OUSD's education. The main ideas and themes resulting from this process are documented here.

OUSD is committed to four Focus Areas in order to achieve their Mission and Vision:

E **Excellence in Academics and Leadership**
Leading with a positive growth mindset, all Orange Unified staff emphasizes meaningful, productive interactions and practices that create equitable, high-quality learning environments.

D **Dedicated and Engaged Communication**
Strong and effective communication builds trust and promotes positive relationships. Orange Unified will effectively communicate with schools, students, staff, parents, and the community in a timely, relevant, and consistent way that promotes optimal student outcomes.

G **Genuine Wellness and Safety**
A safe and respectful environment is essential to student success. By knowing each student's name, face and story, Orange Unified promotes a culture that nurtures the emotional health, safety, and well-being of students, staff, and parents.

E **Efficient Utilization of Fiscal Capital**
It is imperative for the district to operate efficiently and effectively with the limited resources available to meet the organization's educational goals and operational needs.

OUSD CORE VALUES

INTEGRITY
We embrace a culture of ethical and transparent decision making and actions.

EQUITY
We promote inclusive and culturally relevant environments by supporting the social-emotional and intellectual needs of all.

RESPECT
We advocate for strong compassionate relationships that appreciate the unique qualities of our diverse community.

EXCELLENCE
We strive for the highest in all endeavors by deliberately pursuing continuous growth and innovation.

OUSD LCAP GOALS

1. All students will receive a 21st Century education provided by credentialed teachers and support staff, access to standards-aligned materials and facilities maintained in good repair.

2. All students are provided with resources, materials, services and instruction by highly trained teachers. The training provided is focused on developing 21st Century teaching and learning through the implementation of the California State Content Standards and corresponding frameworks with an expanding focus on the integration of technology.

3. All students will have access to 21st Century courses and programs that enhance college and career opportunities, such as Advancement via Individual Determination (AVID), Online Courses (including Accelerated Math Pathway), Expository Reading Writing Course (ERWC), Advanced Placement (AP), College Board approved A-G courses, Career Technical Education (CTE) resources and Science, Technology, Engineering, Arts and Mathematics (STEAM) programs.

FACILITIES MASTER PLAN ALIGNMENT

The Facilities Master Plan takes into account the District's Local Control Accountability Plan (LCAP) Goals. To that end, the following information indicates how each LCAP goal is aligned with the Facilities Master Plan.

1. The Educational Specifications look at each individual space type as well as site features to define the ideal configuration when facilities are repaired or improved in the future. These specifications are intended to provide parity among school sites as improvements are made.

2. A better work environment attracts and retains highly qualified staff. The Educational Specifications specifically look at classroom and administrative environments, inclusive of access to daylight, acoustic quality, technology, safety and security as well as spaces for collaboration in order to provide the best work environment.

3. Orange Unified School District offers an array of exemplary programs, including Innovation Labs, Visual and Performing Arts Classrooms, STEAM and CTE Pathways, and Dual Immersion Language Programs to name a few. The Educational Specifications highlight these spaces with the intent to provide a level of equity to the facilities as improvements are made. Opportunities for indoor and outdoor collaboration are also included in the Educational Specifications as a means to support all students in a variety of environments.

4. School facilities can heavily affect the physical and mental health of students. Access to daylight, thermal comfort, outdoor environments and feelings of school pride all contribute to student comfort and performance. The Educational Specifications illustrate the characteristics and qualities of the built environment to promote high levels of learning and achievement.

LPA

OUSD LCAP GOALS

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

5. All parents will have opportunities to participate in workshops, activities, stakeholder engagement trainings, utilize resources and services, as well as, provide input in decision-making practices at the District and schools, with an emphasis on English Learners, Low Income, Special Education, Gifted and Talented Education (GATE), and Foster Youth students, to become true partners in their child's education.

6. All students will participate in engaging college and career pathway programs, technology, digital literacy, and resources and support systems that will increase student attendance.

7. All students will have access to resources, services and programs that provide a safe and motivating learning experience that fosters school connectedness.

FACILITIES MASTER PLAN ALIGNMENT

5. The Facilities Master Plan process itself is one way the District is engaging parents, staff and community members. LPA has sought input from District Leadership in addition to School Site Committees comprised of parents and staff to establish the vision for the future of OUSD. Additional outreach will occur with the community during the process to understand the needs of the District as a whole as well as site specific needs. A Facilities Master Plan page has been added to the District's website to communicate the process and the needs to all stakeholders interested in learning more about the future of facilities in the District.

6. Orange Unified School District offers a variety of programs, including college and career pathway programs and programs that engage students in technology and digital literacy. The Educational Specifications highlight these spaces and the need for appropriate classroom technology systems and outlets for charging devices. Amenities such as adjacent Outdoor Learning Courts with shade, seating and the potential for outdoor sinks are included as well to contribute to idea that learning happens everywhere.

7. The Educational Specifications include spaces that support school connectedness, including Multi-Purpose Rooms and Libraries where students can gather and interact outside their classroom environments. Additionally, the Educational Specifications include a Learning Resource Center to provide dedicated space for student support. Acoustically sensitive offices for speech pathologists, psychologists, and counselors as well as a conference room and small group space provide space for the social and emotional support of students.

CATEGORIES

The categories listed below are used to describe each of the space program components:

- **DESIGN OBJECTIVES**
  Describes general room characteristics and correlates the qualities of the space with specific program activities.

- **SPATIAL FEATURES**
  Describes possible room features such as furniture, finishes, and equipment.

- **ACTIVITIES**
  Provides a list of types of activities and functional goals of the space.

- **IMAGERY**
  Giving a visual precedent and inspiration of how the space may look.

  * Note: All copyrighted architectural photography represents LPA projects, unless otherwise noted and credited.

- **SPACE DIAGRAM**
  Shows a graphic representation of the spaces and how they could be organized as a group.

RE-VISIONING

There is a recognition at the State level that school design, as we know it, requires re-visioning. There is also acknowledgment that the Title 5 Education Code may restrict the new form that school designs may take to support NextGen learners. CDE's requirement for the Plan Summary Form, provided by the local education agency, allows for dialogue about what is needed to support educational programs for today's and tomorrow's learners. Ultimately the development of a lasting and sustainable vision that supports the goals of the District's educational program, depends upon a well thought out Educational Vision.

CONTENT

Provided in this section are space programs for Elementary, K-8, and Middle Schools. The space programs identify the square footages that are used in the proposed master plans and are used in determining area takeoffs for the cost estimates.

The purpose of each space program is to provide a guideline and a basis for the master plan assumptions used in the proposed project recommendations at each school site for new construction and reconfiguration. The programs are based on an assumed school size in order to determine the recommended size of the core spaces such as the Administration, Library, Multi-Purpose Room and other student support spaces. These programs are to be used as a guideline and may not be typical for each school.

The square footages shown within the diagrams are net areas only. Circulation and support square footage factors will need to be added to determine the gross area. For more specific proposed site projects, refer to the individual schools' proposed plans and the cost estimates. The areas in the cost estimate include circulation and support square footage factors (gross areas) calculated for the specific scheme presented in the proposed plan.

One of the main purposes of the Educational Vision document is to describe clearly and concisely the various learning activities in each space, the spatial relationships and special features to support these activities. The categories listed to the left are used to describe each of the space program components.

Eastvale STEM Academy

Oliphant Elementary School

Monarch School

OUSD believes in creating a safe, equitable, and innovative educational community for each of their scholars. To promote OUSD's core foundational values of: equity, integrity, respect, and excellence; a student-centered core must be curated.

To be student-centered, OUSD learning spaces must be:

• Flexible and multi-modal

• Nature-connected

• Explorative and creative

• Student-owned and teacher-supportive

• Functional and technology-rich

• Holistic and Reflective

Flexible & Multi-Modal Gathering

Student-centered spaces provide opportunities for student choice and have the flexibility to accommodate multiple uses. In larger spaces, multiple concurrent activities may need to be supported. Spaces should have areas that accommodate a range of gathering sizes to support different groups within the school and the community. A mix of open collaborative spaces as well as quiet, focused spaces provide a balance of intentional, shared gathering areas and individual, reflective, deep learning areas. Walls can be multi-use (write-able, project-able, tack-able, storage, able to open up). And lastly, the spaces should be flexible enough to adapt to future changes over time.

Nature-Connected Spaces

Children gravitate toward the outdoors. Therefore, spaces should be nature-connected with ample opportunities for exploration and learning. Outdoor spaces are an extension of the interior learning environment. A community garden or park-like environment encourages student ownership and parent involvement. Windows allow natural daylight into the space and provide views where teachers and students can take a moment to re-focus. Make sure to incorporate shade and the ability for supervision into the outdoor design.

Exploratory & Creative Space

Students are learning to understand and navigate in the age of innovation. Design spaces that promote future-ready thinking and hands-on learning and expand the notion of classroom as a "learning lab". Incorporate makerspaces, film making studios and science labs at middle/high schools; spaces to build, explore, practice and compete. The focus should be on process, with in-progress work displayed either on walls or in digital format. Use imagery in the space to help students make connections to real-world challenges and industries.

Tarbut V'Torah

Piedmont Hills High School

Orange High School

Student-Owned & Teacher-Supportive

Successful learning environments are places of belonging. Create opportunities for students to be the guardian and caretaker of their own space or student-maintained space (e.g. garden, art space, shared work features). Social spaces for students are just as important as academic spaces to create a sense of belonging. The library, student union, or quad are central gathering spots for interaction, student-focused experiences, and peer mentorship. Student work can contribute to the schools' aesthetics and build on the students' sense of place. These spaces can support students at different times during the day. Equally as important, is to create spaces for teachers to collaborate and continue their own journey of professional learning in support of students.

Functional & Technology-Rich

Digital technology is a central tool for future-ready learning environments. A comprehensive system is integrated and seamless with WiFi

access throughout. It is easy to use, intuitive, and student-interactive. Learning spaces offer technology-enhanced options for collaboration by both students and teachers. Additional hotspots extend coverage to all areas, including outdoor learning areas. Technology also attends to the needs of Special Education students including communication assistance.

Holistic and Reflective

A student-centered environment accounts for both the mental and physical well-being of its inhabitants. Healthy academic environments refresh the mind and spirit. Consider the creations of places where fun is visible in the learning. Relaxing and smaller therapeutic calming spaces integrated throughout campus provide havens for students to plan and gather their thoughts. A variety of areas (playgrounds, wellness centers, restorative circle spaces, labyrinth-like landscaping) serve the diverse needs of students, teachers, and staff. Improved food serving spaces at many of the older school sites allow for restoration and nourishment.

Shared Learning Spaces

A collaborative and communal learning environment requires a variety of spaces for stakeholder interaction. These include spaces such as Administration and Staff Collaboration, Student Services, Multi-Purpose Rooms, Food Service, Library, STEAM/Makerspace, Gymnasiums, Auditorium. Shared spaces welcome the OUSD student while balancing a diverse set of stakeholder and should encompass being:

• Aesthetically welcoming and enticing to students and community

• Functionally connected with appropriate adjacencies

• Balanced including individual, small group, and communal gathering

• Connected to nature

• Flexible, varied, and multi-functional

Pleasanton Elementary School

Olinda Elementary School

Oak Grove High School

GOAL

The District's goal is to create safe school campuses while maintaining environments that are collaborative and welcoming to the community. The front of the school is the face of the campus for visitors, community and students, and starts to define the overall campus character. This first impression of campus should be inviting and welcoming, yet convey a safe learning environment without looking institutional. Utilize architectural features and landscaping to achieve these goals.

SAFETY & SECURITY STRATEGIES

Site security shall be balanced with passive and active design strategies. Design schools and buildings with the ability to secure the perimeter. Perimeter fencing and gates can be paired with security systems and a web-based notification system to assist in monitoring. Sites should have the ability to lock down. At a minimum, all exterior doors should be alarmed and a security system in place with cameras in appropriate locations.

Organize the campus to avoid areas that may be difficult to supervise. Keep sight lines in mind when evaluating window locations and visual obstacles. Provide adequate lighting at parking and exterior circulation areas for safe, after-hours use.

CAMPUS-WIDE DESIGN PARAMETERS

Listed below are five categories to consider when planning and designing for a secure and safe campus:

ENTRY: The main entry to the campus should identify a clear 'front door.' This is the single-point of entry for visitors. Entry points should be clearly defined by signage and/or site and building features, and create a sense of arrival. The main entry should be welcoming as it is a first impression for the community.

PARKING: Provide adequate parking for staff and visitors. There should be areas for short-term visitor parking: near Administration, Kindergarten and Preschool (if applies). Parking should also be near Multi-Purpose Rooms (MPRs) for performance and community events.

DROP-OFF: Design safe drop-off/pick-up zones with continuous flow. Incorporate areas for student and parent waiting. When possible, sites should have on-site bus drop-off and parent drop-off. Evaluate providing separate drop-offs to alleviate high traffic and congestion during drop-off and pick-up times.

WAYFINDING: Design campuses that have a clear flow and easy wayfinding. Consider using key landscape and/or building features along with signage to aid in wayfinding and orientation of visitors as well as staff and students. Digital message boards in appropriate locations can be used to facilitate communication with the community.

CAMPUS PERIMETER: Utilize passive strategies as much as possible to secure the perimeter of the campus by using buildings to create the campus edge. In other areas, utilize fencing and gates to secure the perimeter. Fencing and gates towards the front of the school should be nicer looking (e.g. CMU or steel).

Oliphant Elementary School

Eastwood Elementary School

Oliphant Elementary School

OBJECTIVES

Spaces should be nature-connected. Outdoor areas adjacent to classrooms should be seen as an extension of the indoor learning environment. Spaces should be interesting with a variety of textures, but usable by all students. Provide a variety of scale and size of spaces. Furnish with a balance of moveable furnishings and built-in site features that allow for small group work. Incorporate features that will excite children to learn. Link features to program curriculum such as sun angles, water features, and bioswales. It is important to provide shade, utilizing trees or shade shelters.

Lunch typically occurs at an outdoor, covered lunch area near the Multi-Purpose Room (MPR) and hardcourts. This area should have a sun and rain shelter and can be utilized as an extension of the MPR for eating, socializing, large group gatherings and other informal activities.

Outdoor areas should promote health and wellness. There should be appropriately-sized hardcourt and playfield areas provided to encourage physical education and various play activities. Encourage exploratory and kinesthetic learning. Incorporate activities students can engage in. Age-appropriate play structures should be included.

FEATURES:
- Provide exterior drinking fountains and restroom facilities nearby.
- Design areas for easy visibility and supervision from adjacent classrooms.
- Gardens can be opportunities for learning and a way to engage the community.
- Seat walls, writable surfaces, and shade should be provided as an extension of the classroom.

LANDSCAPING:
- Review with District for current standards and preferred planting palettes. Use drought tolerant planting.
- Consider adopting reclaimed water systems and water efficient irrigation systems that detect weather and soil moisture.

PHYSICAL EDUCATION AND PLAY:
- Balance hardcourt areas and playfield areas to support physical education program.
- Age-appropriate play structure(s), adequate in size to allow for climbing, sliding, walking, hanging and active play.
- A separate Kindergarten play area adjacent to the Kindergarten classrooms, should also have an age-appropriate play structure and equipment, a paved area for riding tricycles and a grass area.
- Use safe, recycled rubberized surfacing underneath all play equipment.
- Provide shade with landscaping and shade structures.

Montgomery Middle School

West Valley College Facilities Building

Oliphant Elementary School

SERVICE AREAS

Service areas are high traffic areas for heavy machinery and equipment, including areas for the storage and removal of trash and recycling. Service areas may be spread throughout the campus, as they should be adjacent to the buildings they serve. Adequate lighting is required for early morning and evening deliveries. The design of these service areas shall anticipate maintenance service points, limiting the quantity of access in order to promote student and staff safety.

Provide an adequate quantity of durable and easily serviceable trash and recycling containers adjacent to heavy-use areas (e.g. at exit and entry points, fields and large assembly areas).

CUSTODIAL

Custodial support and equipment are highly important to the maintenance and function of a school campus. Thoughtful placement of these spaces are key in creating a working educational environment. Place custodial closets in various locations throughout the campus for convenience of access to equipment and supplies.

RESTROOMS

Adequate restrooms for student and staff shall be placed in various locations throughout the campus. Furnish restrooms with durable finishes that are easy to clean and maintain. Restroom locations and plumbing fixture counts should meet code requirements.

DESIGN PARAMETERS

SERVICE: Service areas require covered space that can accommodate storage of maintenance equipment. These areas should be sheltered and screened from the campus core as they often require large vehicle circulation for waste pick-up and delivery of food and supplies.

CUSTODIAL: Finishes for these spaces should include: sealed concrete for floors, FRP panels or painted gypsum board for walls, and painted gypsum board for the ceiling. These spaces require appropriate storage for equipment - consider having shelving with 4 foot depth and hangers for items like mops and brooms.

RESTROOMS: Considerations for restroom spaces are as follows: floors/walls should be large format ceramic/porcelain tile (slope to drain the tile floors with trap primers), ceilings should be painted gypsum board, solid phenolic partitions that are floor and wall-mounted, and single mirrors per lavatory sink.