FMPC Mtg 04 Agenda

- District Introduction 10 minutes
- Where We Left Off 10 minutes
- Why is Planning Now Important 10 minutes
- Board Study Session Outcomes 15 minutes
- Educational Specification Development 15 minutes
- Where We Go Next 15 minutes
- Q&A 15 minutes

1:30 Hours
Webinar Participation Protocols

- Panelist Audio and Video are Turned On
- Participant Audio is Muted – Please Raise Your Hand to be Unmuted
- Questions May Submitted at Anytime Via the Question or Chat Windows
- Please Participate in the Polling Questions
- Your Voice Matters...*We Hope You Enjoy the Meeting!*
Poll Question #1

How often do you get dressed like it is a normal workday?

• 100% (not including weekends)
• 50% (not including weekends)
• Only if I have a virtual meeting where I will be on camera
• Only on the top half (bottoms can vary from pajamas to athleisure)
• Never (what is work wear?)
Where We Left Off
What We Heard at FMPC Mtg 03 | Joint-Use

• Multi-Purpose Rooms (5)
  • Shared MPRs for evening performances
  • Places for community events

• Revenue Generator (5)
  • Provide an Aquatics Center that can rented by other organizations, such as ORCA
  • Provide an Athletic Center that could be rented to outside entities when not used by OUSD
  • Form relationships with clubs that will pay to use fields
  • Space for Church Services

• Playfields (4)
  • Share use with Little League and Softball
  • Fields need to be maintained and in good condition

• Athletics Center (4)
  • Sports Center with exercise equipment
  • Walking Track open to the public for exercise

• Space for Club, Scouts, Activities (3)
  • Scout programs
  • Places for after school activities (ex. chess)
  • Senior citizen and student interaction programs

• Aquatics Center (3)
  • Aquatics Center at a centralized site

• Conference Center (3)
  • Conference Center with adequate parking
  • Professional Development space

• Performing Arts Center (2)

• CARES Facilities (2)

• Technology Café (1)
  • Tech center for families that don’t have access to computers/WiFi
What We Heard at FMPC Mtg 03 | K-8 + Middle Schools

• McPherson Magnet K-8
  • Redesigned office space to provide a more professional ‘front door’ appearance for visitors
  • Additional STEAM Labs with outdoor space
  • Redesigned Library to fit a flexible learning model
  • Reconfigure coaching offices and lockers rooms for better accessibility

• Portola MS
  • Outdoor learning courts with shade
  • Shared gym with Sycamore ES
  • Additional Parking
  • Rebrand/Redesign Library into a Media Center
  • New AVID wing to emphasize the program

• Cerro Villa MS
  • Fix parking and drop-off/pick-up traffic flow
  • Redesigned Main Office
  • Better PE facility with A/C
  • Updated and Enlarged MPR
  • Improved outdoor courtyards with shade

• Santiago Charter MS
  • Reconfigure parking and drop-off/pick-up
  • Gym
  • Modernize Cafeteria and MPR
  • Replace (6) portables with a permanent building
  • Classroom modernization

• El Rancho Charter MS
  • Synthetic Turf fields
  • More shade at gathering areas
  • Classroom modernization

• Yorba MS
  • New Gymnasium, including lockers and hardcourt area
  • Updated and Enlarged MPR
  • Wellness Center
  • New STEM wing to emphasize the arts
  • Additional Parking
  • Outdoor learning spaces
Why is Planning Now Important
Why Master Plan?

• FMP is first step in facilities improvement process
• Recommended every 3-5 years by CDE
• May be required in the future to apply for State School Facilities Program (SFP) funding match
• Enables data driven facilities decision making
• Facilitates good stewardship of the community’s investment in facilities
• Aligns facilities with educational program, OUSD EDGE vision and LCAP goals
District & Board Goals for the FMP

**Understand Individual Stakeholder Concerns**
- Engage the community in the process

**Innovative and Adaptable Environments**
- Innovate to attract and retain students and staff

**Prioritize the Greatest Needs**
- Create a realistic and responsible plan

**Implementable ‘Road Map’**
- Financially achievable with a sense of confidence in the decision-making process
Value to the District Having a Plan in Place

• Establishes a vision for moving forward

• Provides a thoughtful process to match future project priorities with available funding

• Allows purposeful and cost-effective phased implementation of future improvements

• Offers an opportunity to incorporate best practices and lessons learning from current crisis

A plan that is realistic and can be done...
Guiding Principles

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

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

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

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

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

• Promote stewardship through the development of a responsible plan based on integrity and excellence.
Schedule | A Path Forward

**JUNE**
- Updated Demographics Review
- Last Day of School (06.11.2020)

**AUGUST**
- First Day of School (08.19.2020)
- Board of Education Update - Scope Category Tiers

**SEPTEMBER**
- FMP Committee Meeting #5 – Site Master Plan Concepts

**OCTOBER**
- Virtual Town Hall Meetings
- Principal 1:1 Follow Up Meetings
Schedule  |  A Path Forward

**NOVEMBER**
- Master Plan Revisions
- Cost Estimating
- FMP Committee Meeting #6 - Prioritization

**JANUARY**
- Draft Master Plan Board Workshop

**FEBRUARY**
- Final FMP Board Presentation (Accept or Adopt FMP)
Poll Question #2

Goals for the FMP – Do you agree with the goals below? *(select all that apply)*

- Engage the community in the process
- Innovate to attract and retain students and staff
- Create a realistic and responsible plan
- Financially achievable with a sense of confidence in the decision-making process
Board Study Session Outcomes
The Challenges We Are Facing

• Old sites with aging infrastructure
• Have not invested a lot of $ into facilities improvements
• Some sites are not educationally appropriate for NextGen learning
• Projected decline in enrollment
• Surrounding Districts are rebuilding facilities and innovating programs
• Competing with other Districts and Private Schools for students
• Becoming ready to draw Draft Master Plans for each site
Opportunities

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

McPherson K-8
The Challenges We Are Facing

• Being good stewards of $ - can’t build everything everywhere
• Pools at the high schools are old and failing
• Currently there are no Performing Arts Centers at the High Schools
Opportunities

‘There is a culture of sharing in OUSD.’
Board Study Session Outcomes

Tiered Approach to Sites

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

Joint-Use Shared Programs Facilities

- Performing Arts, Aquatic Center, Playfields

Next Steps

- Development of Planning Criteria to Categorize Sites
- School Site Planning Capacities Demographic Study
Pause for Committee Member Questions

???
Educational Specifications
Development of Educational Specifications

Purpose of Design Guidelines:

• **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.

Stakeholder Engagement:

• **(14) Focus Group Meetings**
  - Accountability, Equity and School Support
  - Business Services
  - Campus Safety
  - CARES and Early Education
  - CTE, STEAM and VAPA
  - Information Technology
  - K-12 Curriculum and Instruction
  - Maintenance & Operations
  - Nutrition Services
  - Purchasing
  - Risk Management
  - Special Education
  - Student & Community Services
  - Transportation

• **Online Surveys**
• **Educational Visioning Workshop**
• **FMP Committee Meetings**
Sample Educational Specifications

STEAM Lab

**3.2 EDUCATIONAL VISION**

**ELEMENTARY SCHOOLS**

**STEAM LAB/INNOVATION LAB**

**DESIGN OBJECTIVES**

The STEAM/Innovation lab is a student-centered space for hands-on learning, exploration, and experimentation. The lab should be flexible in order to provide opportunities for creative thinking, idea generation, and hands-on learning. It should support small group work and large group demonstrations.

**SPATIAL FEATURES**

- Bright with natural daylight.
- Visual and physical access to the outdoors.
- Flexible, adjustable, easily reconfigurable furniture, sized appropriately for the student age group: large group work tables, mobile whiteboards, writable walls.
- Tackable walls and digital boards/projection for student work display and presentation.
- Finish materials and flooring that are absorbent, easy to maintain, and clean.
- Secure and flexible storage supporting a variety of projects and supplies.
- Integrated technology to support teacher and student mobility, collaboration, and work.
- Provide flexible furniture and space to support and hold new digital/maker technology (e.g., 3D printers, CRGO, laser cutters).
- Many flexible data/power outlets, consider ceiling power cord reels.

**ACTIVITIES**

- Exploration, active and interactive learning
- Instructional demonstrations
- Group work, collaboration, and presentation
- Individual work and exploration
- Project art/crafts, beginning science experimentation
- Outdoor exploration
- Hands-on and project-based learning
- Showcase, display, and presentation of student work.

**STEAM LAB/INNOVATION LAB DIAGRAM**

- LPA
- LPA

**LCAP Goals #3 & #6**

- Centralized locate adjacent to the Library for ease of access by all students.
- Space should be able to access the Library for some research and idea generation activities.
- Stone Fountains around the library for hands-on construction or water experiments.
- Reference STEAM area in the library.

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Sample Educational Specifications

Collaboration Spaces

3.2 EDUCATIONAL VISION

ELEMENTARY SCHOOLS

COLLABORATION SPACES (INDOOR + OUTDOOR)

DESIGN OBJECTIVES

Collaboration spaces (collab), exist indoors and outdoors, function as mid-sized classrooms, clusters, and are open, welting, and engaging. These spaces should be highly flexible allowing for break-out sessions to multiple groups from various classrooms simultaneously. These collaboration spaces should support an environment for collaborative work, large group work to small, intensive study in a 1:1 interaction.

Interior collabs should be equipped with mobile technology that is supported with multiple electrical outlets, integrated into a wireless-covered architecture, and designed with flexible furniture to enable and accommodate for different types of learning zones and activities. Materials and finishes should be highly durable, easy to maintain, vibrant and colorful.

Acoustical treatment of the spaces will be considered to account for various noise levels adjacent to classrooms spaces. The inclusion should be bright with daylight and have visible and physical access to the outdoors.

Exterior collabs should be seen as an extension of the classroom. These spaces can be utilized by teachers for hands-on art and science activities, writing workshops, “treeing” experiential, or outdoor play. The spaces will be designed to house arts/crafts and/or outdoor learning, noise treatment, shading, flexible and resilient furniture, and environmental consciousness in material and thoughtful landscaping should all be considered.

SPATIAL FEATURES

- Furniture should be agile, adjustable, easily moveable, durable and scaled appropriately for the student age group - consider mobile whiteboards and stools for flexibility.
- Finishes should contribute to the acoustical quality of the space. Provide areas that allow the display of student work (trackable materials) and writable surfaces. Use color and appropriate lighting strategies to create open, inspiring spaces.
- Technology supporting teacher and student mobility with sufficient power sources and wireless access.
- Outdoor design should consider environmentally conscious planting, an outdoor sink, seatwalls, sightlines for easy supervision, proper tree shading or shade structures, connection to the classroom.

ACTIVITIES

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

LCAP Goals #5, #6 & #7

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COLLABORATION SPACES DIAGRAM

COLAB SPACE (A):
- Garage Door or Glass Partition
- Mobile Display/Writable Surface
- Media Display + Writable Surface

COLAB SPACE (B):
- Flexible Work Area
- Flexible Furniture

OUTDOOR LEARNING COURT
- Drinking Fountain
- Outdoor Sink Area
- Tiered Seating
- Potential Shade Structure
-/Area for Group Instruction
- Reading Pods/Individual Work Area

LPA

Orange Unified School District
Facilities Master Plan

Organization

Collaboration spaces are located centrally or adjacent to classrooms clusters and have teacher workstations to support student and teacher interaction.

Key Plan (A):
- CR
- CR
- CR
- COLAB

Key Plan (B):
- CR
- CR
- CR
- COLAB

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Sample Educational Specifications

**Special Education**

**DESIGN OBJECTIVES**

Special Education should provide an open, nurturing learning environment that fosters the ability to support a variety of activity zones. Special Education classrooms should be integrated into the farmacy in the Early Childhood Education building, ensuring high visibility of Special Education students.

- Moderate and severe action students should be provided with self-contained facilities with direct access to experiential learning facilities, a focus room, and dedicated storage rooms. Focus rooms provide a calm area for students to decompress and experience themselves for sleeping, and the students are integrated into traditional school spaces for socialization.

**SPATIAL FEATURES**

- Furniture should be agile, adjustable, and sized appropriately for the student age group.

- Finishes should accommodate the activities. Carpeting in Offices, Classrooms, Focus Rooms; resilient flooring in support areas; include materials that reduce reverberation time.

- Whiteboard surfaces and tackable walls: mobile whiteboards to support small-group instruction.

- Use calming colors and dimmable lighting strategies with high color rendering index balanced with natural daylighting.

- Utility carpet flooring for whole-group area and resilient flooring near the sink and doors.

- Technology and equipment: same as in Classroom.

**ACTIVITIES**

- Individualized learning, student-centered planning

- Specialized training or 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.

**ORGANIZATION**

Special education programs vary at each site depending on the needs of the particular school community.

- MILD/MODERATE Programs should be located in General Education Classrooms of grade-level peers.

- The LEARNING CENTER should be located near the library to support needs of research, focus on gathering, and collaboration.

- Learning Center should be located near the library or academic support areas for ease of student access and support.
Sample Educational Specifications

Multi-Purpose Room

**Design Objectives**

The MPR is a space intended for multi-use with easy transition from a performance/learning space to a deep space to an activity space. It should be flexible in accommodating a range of quiet to active, intimate to large, active ones.

The location should be near parking for after school and community events, service and delivery access should be considered and conflict with pedestrian access avoided.

The design of the space should balance a sense of indoor space through use of color and display, and outdoor sensory work/study spaces. The space should be bright with natural daylight with an adjacent outdoor space that has covered seating for dining, in addition, consideration for an outdoor stage and amphitheater can be taken to account where school permits.

Support and adjacent spaces include storage for chairs, tables, and PE equipment, a kitchen to accommodate food service and their food options, a teaching system for food serving, and easy access to restrooms and drinking fountain.

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

**Spatial Features**

- Open, high-ceiling, natural daylight space. Controllable daylighting with consideration to security.
- Durable and flexible furniture tables and chairs with the ability to fold, stow and store.
- Acoustically designed space to accommodate large group activities. Use absorbent ceiling/wall materials to reduce reverberation time.
- Resilient, durable and easy to clean flooring.
- Integrated technology with wireless access throughout. Large projection, built-in audio-visual system, sufficient access to power. Adjustable lighting to accommodate a variety of event types.
- Plan space for trash collection and recycling.

**Activities**

- Assemblies and large group presentations
- Author Visits
- Student activities and collaboration
- Food service / indoor student dining
- Community use / social gathering
- Instructional activities to support physical education / fitness, music and performance

**LCAP Goals #5 & #7**
Poll Question #3

Educational Specification Priorities – Do you agree with the priorities below? *(select all that apply)*

- STEAM Labs and Innovative Specialty Spaces
- Create or Improve Outdoor Learning Spaces
- Modernize Classrooms
- Improve the Playfields and Hardcourts
- Shared Facilities (MPRs, Performing Arts, Aquatics, etc.)
Where We Go From Here
Next Steps

- Board Update 08.2020
- FMP Committee Meeting #5 09.2020
- (4) Virtual Town Hall Meetings 10.2020 (one per HS Feeder Area)
- Principal 1:1 Meetings 10.2020
- Master Plan Revisions 11.2020
- Cost Estimating 11.2020
- FMP Committee Meeting #6 11.2020
- Draft Master Plan Board Workshop 01.2021
- Final FMP Board Presentation 02.2021
Final Questions & Closing