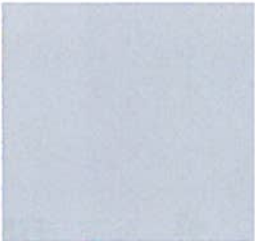
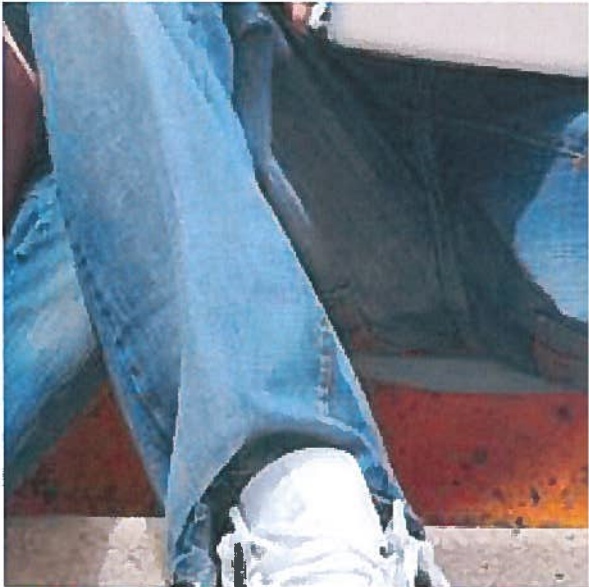


Orange Unified School District  
 DISTRICT-WIDE PLANNING GOALS  
 FOR HIGH SCHOOLS  
 October 11, 2013 (FINAL DRAFT)



*"The Orange Unified School District, being committed to planning for continual improvement, will offer a learning environment of excellence, with high expectations, to provide each student with the opportunity to be able to compete in the global economy."*



Canyon High School  
El Modena High School  
Orange High School  
Villa Park High School

## ACKNOWLEDGEMENTS

Thanks to the following participants for representing the Orange Unified School District in lending their insight and expertise to the development of this document:

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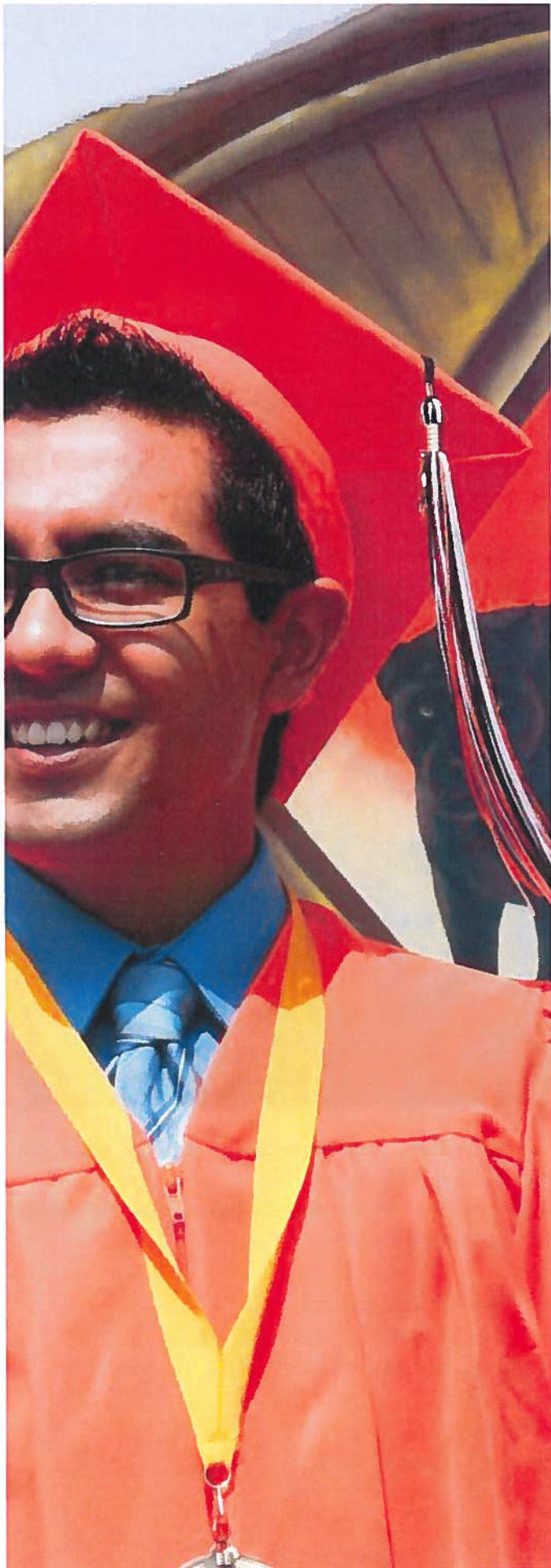


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## BACKGROUND

In January 2013, the Orange Unified School District contracted with Parsons Engineering to provide a facilities condition assessment on the District's four high schools and Fred Kelly Stadium. Parsons' assessment indicated that all four high schools were in significant need of repair or replacement. A majority of the buildings at Orange High School were identified as having exceeded their usable life expectancy, with the other three campuses reaching this threshold within the next ten years. Additionally, Fred Kelly Stadium was found to be in need of ADA upgrades to its bleacher seating, toilet rooms and team rooms.

The Parsons report estimated the in-kind replacement cost of these facilities at approximately \$325.4 million. This figure did not account for programmatic changes or technological upgrades needed for 21st Century learning environments, or safety and security issues.

While apparent that the high school campuses were in need of renewal, the Parsons report quantified the magnitude of work needed to bring the campuses up to an acceptable standard. This understanding has led the District to further explore the steps that are required to provide 21st Century learning environments at each of the four campuses.

In June 2013, the OUSD Board of Education voted to develop facility master plans for each of the campuses and Fred Kelly Stadium to connect the findings of the assessments with the expectations of the respective school communities, to quantify the specific priorities of each site and to incorporate the goals of a 21st Century education.

## ABOUT LIONAKIS

Founded in 1909, Lionakis is an architectural firm specializing in the planning and design of public school facilities. Lionakis approaches school design with the goal of creating learning environments that enhance students' learning and making places of community pride.

Architects Laura Knauss and Thomas Christian are Recognized Educational Facilities Planners by the Council of Educational Facilities Planners International (CEFPI), and bring over 25 years experience in the planning and design of educational facilities.

## PURPOSE

The Orange Unified School District's four high schools are each unique with respect to their communities, their students, programmatic offerings, as well as their facilities. The District recognizes the unique character of each high school and intends to allow each campus and the communities they serve to determine their own specific needs in their facilities.

However, the District also wishes to ensure equity and parity in its facilities. This document is intended to be a first step in identifying which facilities should be standardized where appropriate. It is understood that the existing facilities at each campus will influence how rigorously these standards can be applied or adopted. The discussions that occurred in the development of this document are the beginning of a conversation intended to raise awareness of the facilities needs at OUSD.

## PROCESS

A series of seven meetings were held with faculty and staff representing the four high schools and staff from several District departments, including Nutrition Services, Transportation, and Technology. These conversations were intended to establish a baseline of current operating methodology and to determine if the existing facilities were optimal for meeting the District's future goals.

A comparative analysis was done to determine if disparities exist between the campuses. This square footage comparison served as a quantifiable reference for the committee as district-wide equity was discussed.

The meetings were divided between two primary categories: Core Facilities and Learning Environments.

The Core Facilities session was subdivided into four categories:

- Nutrition/Food Service Centers
- PE/Athletics Facilities (gymnasium, fields, courts, and pools)
- Administrative Areas/Student Support
- Media Centers/Libraries.



Transportation, parking, and site security were also discussed at this session.

The Learning Environment session was subdivided into six categories:

- Standard Classrooms
- Science Classrooms & Labs
- Instrumental and Choral Music
- Drama
- Fine Arts
- Special Education.



## CAPACITY & LOADING

The District uses attendance area boundaries as a primary basis of determining which school a student will attend. However the District also has an open enrollment policy, where students may apply for attendance at a school outside of their residential attendance area. This has created an uneven distribution in the enrollment among the four high schools.

With the understanding that this policy makes it difficult to project actual future enrollment at each campus, the District has established, for facility planning purposes, a capacity of 2,500 students for all four campuses. Refer to Appendix I for current enrollment at each campus.

Additionally, each campus varies in terms of schedules, PE enrollment, class size, and online course offerings, all of which affect classroom loading ratios and building efficiencies. The development of these schedules have been left to the discretion of the principal and community demands at each high school. Because these scheduling variations can yield significantly different loading ratios, the District has established, for facility planning purposes, a uniform ratio of 40 students/teaching station. However, the planning teams are to plan for additional future classroom spaces that will allow class sizes to be reduced to a ratio of 32 students/teaching station.

## HOW TO USE THIS DOCUMENT

This document is intended to establish a common baseline of assumptions for all four of the District's high school campuses. As stated earlier, the District's intent is to ensure that there is parity among the campuses while allowing each community to develop a campus that reflects their needs and visions.

Where terms such as "must" or "shall" are used this document, the standards to which they refer are to be followed. When terms such as "should" or "recommended" are used, the standard shall be applied to the greatest extent feasible based on existing conditions. Anything that is not expressly addressed in this document is left to the individual campus planning teams to address in whatever manner they deem appropriate.



Career Technology Education (CTE) and Industrial Arts, Reserve Officer Training Corps (ROTC), and Regional Occupational Program (ROP) classrooms and labs were specifically excluded from these discussions as the programs were unique to each campus and could not be standardized at a District level. Therefore, the specific requirements for these programs would be left to the discretion of the planning teams at each campus.

The final draft was presented to the design firms that will be developing facilities master plans for each of the four campuses. The design firms understood and agreed with the approach taken in this document.





# THE LEARNING ENVIRONMENT



## 21<sup>ST</sup> CENTURY LEARNING ENVIRONMENTS

Flexible, adaptable facilities encourage teaching and learning that is responsive to the needs of the user. 21st-Century classrooms should be technology-rich and have flexibility in their configurations to allow for a variety of instructional methods and programs. These flexible spaces along with interactive public spaces and “anytime, anywhere” access to technology will expand the boundaries of the traditional classroom setting.

With the advent of California’s adoption of “Common Core” standards, it is expected that the learning environment will need to be even more responsive to varied teaching and learning modalities that promote real world experiences and hands-on learning. Project-based learning is becoming an expectation of all 21st century schools. With larger class sizes the norm, and project-based learning the expectation, the 21st century learning environment is likely larger, more flexible and adaptable than schools of the past. This document recognizes the significant, existing infrastructure in Orange USD, suggesting changes to the learning environment that are incremental: strategic additions and renovation to existing space.

To begin the discussion of the learning environment, each participant was asked to highlight “one thing” that was important to them in the changing learning environment, specifically as they approach renovation of their existing high schools. Their thoughts:

- Interactive technology
- Student display areas
- Security
- Flexible, Ergonomic Furniture
- Indoor Environmental Quality
- Sustainability
- Storage
- Infrastructure Improvements
- Larger Classroom Size
- Outdoor Learning Areas







## TYPICAL PROGRAM

### LEARNING ENVIRONMENTS

The District provided a guideline for the programming of classroom spaces for a 2,500 student comprehensive high school campus. Expectations surrounding specialty programs, ROP programs and Special Education, for example, must be verified at the site level. These guidelines take into consideration contract loading standards and other district specific factors. Additionally, in support of the learning environment, the 21st century school will include a variety of spaces for teaching and learning. Small group areas to accommodate project teams or academic tutoring, for example, are a necessary part of meeting Common Core curriculum standards. Large, unassigned spaces for project work, guest speakers and teacher training will also be an important part of the transformation of OUSD's existing schools.



### GENERAL LEARNING ENVIRONMENT: DESIGN CONSIDERATIONS

The "standard" classrooms will be used for various activities including small group instruction, large group instruction, individual work and project-based learning activities. For planning purposes, these spaces should allow for 40 students in a variety of configurations. These spaces shall be consistent across the District, where possible within the constraints of the existing infrastructure. Learning environments that may have program-specific requirements are identified in this document and/or may be identified at the site level for site specific specialty programs. The learning environment discussion revealed a number of key issues.

- The current classroom inventory in OUSD were designed to accommodate smaller class sizes (and smaller students) in a direct instruction educational delivery. With Common Core implementation, and class sizes of 40 students, the first key goal for the learning environments is that they are **larger**.

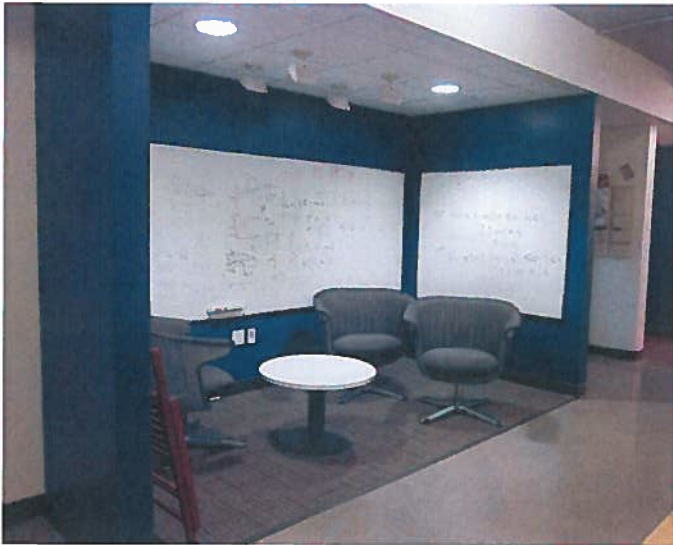
- There was general agreement that the learning environments remain **self-contained**. While alternatives, such as wall-less learning studios were discussed, the participants agreed that this was not the preferred model. The OUSD model will minimize the traveling teacher, assigning classrooms to teachers where possible.
- The space should encourage **teacher as guide**. The teacher's station shall not be predetermined either by fixed furniture, equipment, or power/data connections. There shall not be a single default orientation created by fixed displays such as projection screens, monitors, or marker boards.
- All learning environments should include a **robust wireless** network to encourage interactive technology, bring-your-own-device (BYOD) capabilities and flexibility. Providing readily accessible power will be a hallmark of a 21st century learning environment.
- Because **classroom technology** continues to evolve, it is expected that "standards" for the learning environment will evolve as well. At this time, it is anticipated that multiple flat-screen, large format monitors will be installed in the classrooms; that teacher and student "devices" will allow them to reflect their work on the monitors, and that document cameras will be part of each learning environment. This issue should be revisited prior to the start of design and construction.
- Furniture is an important part of creating a **flexible** environment. Planning shall anticipate the use of tables instead of individual desks to accommodate laptop use and group collaboration. Tables should be movable, collapsible and/or stackable, and ergonomic issues should be considered.



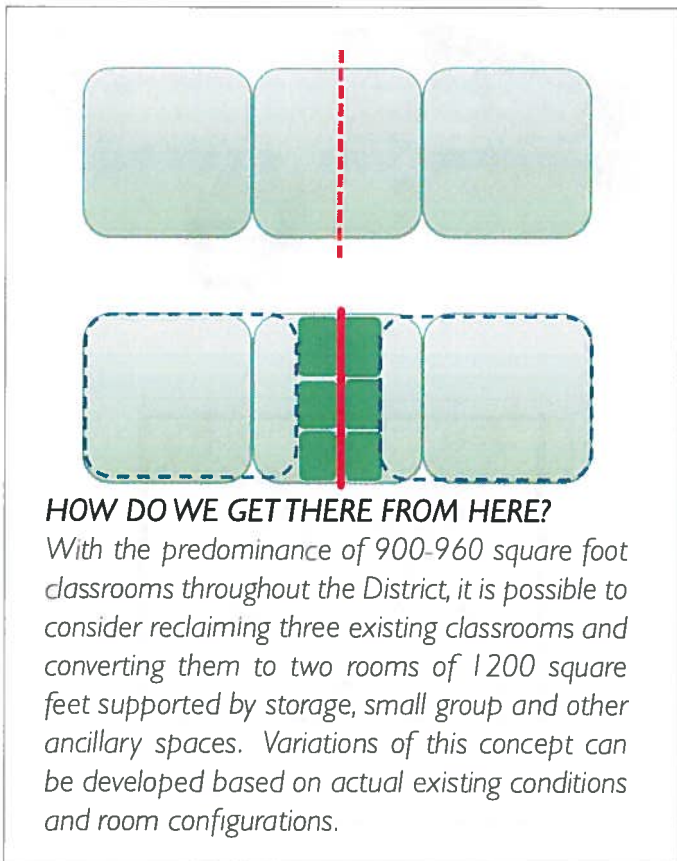
**SEATS 40 STUDENTS**  
 A 900-960 square foot classroom, originally designed for 30 students becomes a "direct instruction only" classroom when class size increases to 40 students.

**SEATS 32 STUDENTS**  
 The same 960 square foot space, when arranged in project oriented teams accommodates only 30-32 students.





Small group instructional spaces can encourage project based learning.



- **Whiteboards** shall be provided on a minimum of two walls, ideally adjacent rather than opposite. These walls should be accessible to students for team projects, and generally for problem-solving.
- Display of student work via tackable surfaces should be provided on wall surfaces where available.
- The District prefers **hard-surface flooring** materials in the learning environment. Acoustical impact should be considered.
- Flexible, **user-controlled lighting** capabilities should be provided to allow for daylight augmentation and AV display considerations.
- Exterior **windows** should be provided with window coverings to reduce glare and to allow darkening of a room when required. Use of operable windows should be considered where orientation, noise, security and air quality are conducive to their application.
- A minimum appropriate **storage** shall include at least one lockable wardrobe of at least 36 cubic feet and built in storage of at least 72 cubic feet.
- With the growing use of mobile and fixed station technology, **power** needs to be plentiful along walls as well as in the ceiling.

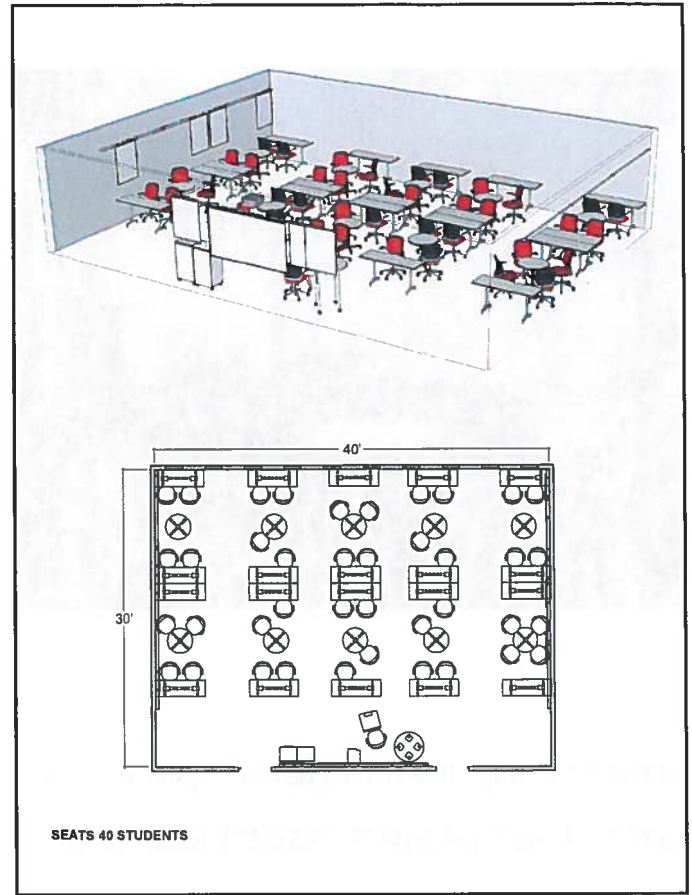
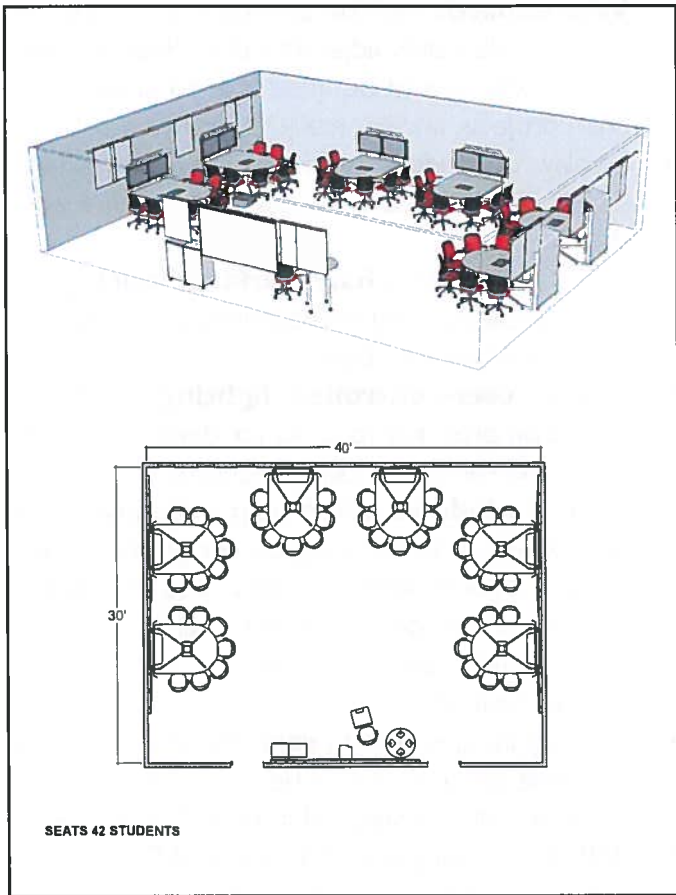
#### SMALL GROUP/LARGE GROUP

It is desirable that each site have two large group spaces that are unassigned. These spaces, of approximately 2400 square feet will follow the criteria established for the general learning environment, but larger. The large group space will provide accessible space for community meetings, teacher training, guest speakers and the like. It is desirable that these spaces be located in a publicly accessible part of the campus.

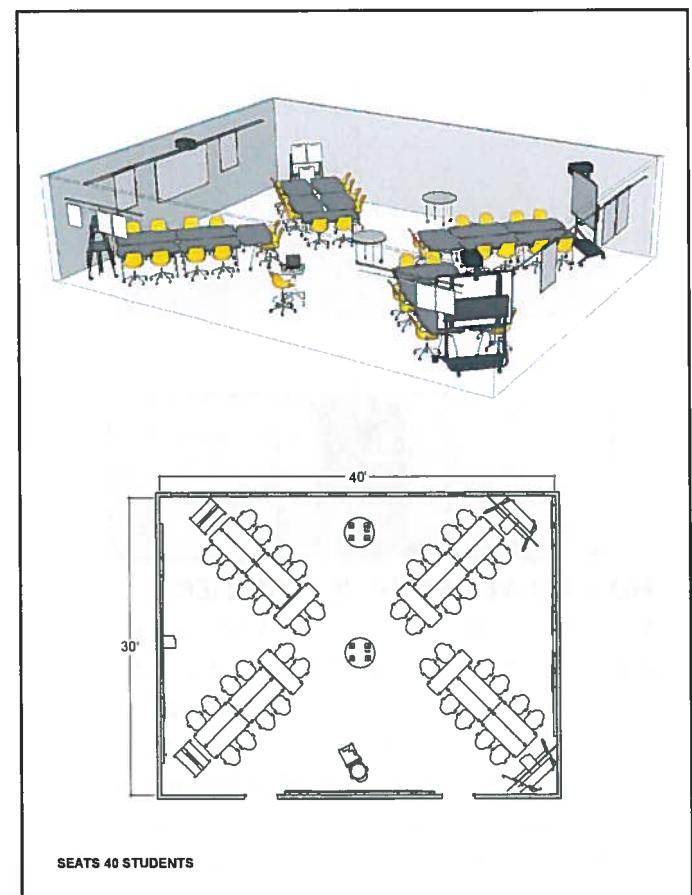
Additionally, small group spaces, accommodating 4-6 people should be located throughout the campus. These spaces act as small conference rooms, provide rooms for group study and specifically address the need for spaces for student tutoring, etc. These spaces, in a renovation scenario, may become available through the reconfiguration of existing space.

#### GROUP SPACES

Large Group - 2400 SF – One minimum, Two desired  
 Small Group – 120 SF - Multiple



To meet the needs of 21st century learning and larger class loading standards of 40 students the 1200 square foot model provides a flexible, adaptable learning environment.

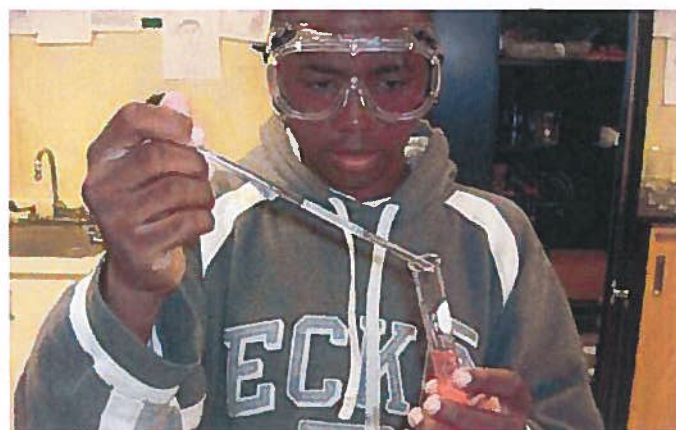




## SCIENCE CLASSROOMS & LABS

### DESIGN CONSIDERATION

Consideration was given to utilizing a standard classroom for lectures and sharing the lab spaces by coordinating schedules. This proposal was eventually rejected by the participants because it was determined that the scheduling would be too complex and may ultimately reduce or discourage lab offerings. Instead, the committee agreed to a three-tiered approach to the Science curriculum: Chemistry Labs, "Wet" Labs, and General Science.



### SCIENCE CLASSROOM/CHEMISTRY & "WET" LABORATORIES

A science classroom with Chemistry and "Wet" Labs should be configured with a clear distinction between lab area and lecture space (see figure 1). The area of the combined lecture/lab space shall be approximately 1,700 sf. The room should be large enough to accommodate 40-45 students with adequate room for circulation and storage for personal belongings. In addition, to the characteristics outlined for the General Learning Environment, in the chemistry and "wet" labs, fixed perimeter lab stations should surround a low fixed island used for quick access to equipment. Each workstation should be provided with electricity, a sink with cold water and acid resistant countertops. Located as a barrier between the lecture and lab areas should be a teacher demonstration table. A safety area with eye wash, emergency shower and fire blanket accessible from all areas of the room shall be provided.

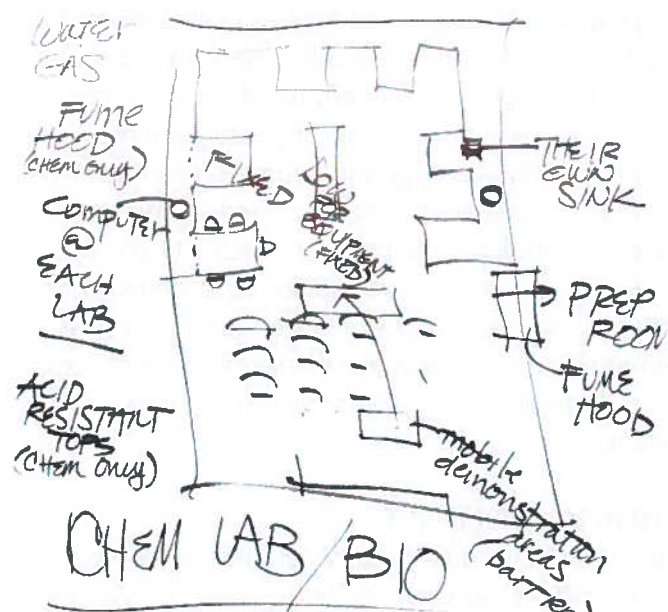


Figure 1

Additionally, access to gas at each station and one fume hood is required for chemistry labs only. The fume hood should be located on the wall adjacent to the preparation room, with access to the fume hood from both the lab and the prep/storage room.

### PREP/STORAGE ROOM

A prep and storage room should be provided adjacent to the chemistry/"wet" labs. Ideally, this is a central prep/storage room, shared by the labs. This area allows access to the fume hood as well. Additional items to be considered in the prep room are: shut-off valve(s) for gas, dishwasher, refrigerator, acid resistant countertops, and special storage for chemicals used by the chemistry class. It is possible that site conditions may dictate the configuration and number of prep/storage rooms required for each campus.

### GENERAL SCIENCES CLASSROOM

The General Science Classrooms shall be approximately 1,200 square feet and follow the guidelines established for the General Learning Environment.

#### REQUIRED SPACES

Total Science Classroom/Labs	12
"Wet" Laboratories	6
Chemistry	3
General Sciences	3

## SUSTAINABLE, HIGH PERFORMANCE LEARNING ENVIRONMENTS

A vision for sustainable, high performance learning environments is focused on saving energy, improving student performance and on creating future environmental stewards with a strong understanding of the impact of the built environment on the world. As the design teams move through the design process, focus should be on those items that will make the most difference, namely:

### DAYLIGHTING

Appropriately designed daylighting in classrooms has been proven to improve student performance. This is the most significant benefit to schools. Daylighting, or natural light, when appropriately oriented and controlled saves energy and improves user well being. By reducing the electric lighting needed, energy is saved – both from the reduced electricity and the lowered demand on air conditioning systems when less heat is generated from electric lights. Every attempt shall be made in the master planning process to provide or maintain controlled daylighting into classrooms.

### THERMAL COMFORT

Studies indicate that the best temperature range for learning is between 68-74 degrees and higher temperatures can adversely affect the ability to learn. Improved thermal comfort can be provided by:

- individual room control heating/cooling systems
- shading capabilities at windows
- digital control system to maximize comfort levels and energy efficiency

### INDOOR AIR QUALITY

Providing displacement ventilation, for example, can improve the learning environment in a way that delivers more fresh air to students and teacher, while controlling noise and providing comfort. These healthy surroundings should result in improved health, lowered absentee rates, and better productivity. Specifically in renovation programs, the ability to improve the indoor environmental quality through materials selection, operations policies, HVAC systems that are clean

### Sustainable, High Performance Environments for Learning

*"Natural daylighting not only reduces energy consumption with the reduced need for electric lighting and cooling of the heat generated by electric lighting, it has been proven to improve student academic performance."*

*-Council of Educational Facilities Planners International  
(CEFPI)*







and well-maintained, as well as addressing water infiltration and mold issues, is immense.

### **ACOUSTICS**

Since the ability to learn depends partially on how well students can hear the teacher, acoustically appropriate learning environments are critical to learning. A proper acoustic environment is less stressful and improves student attentiveness. An evaluation of the classroom environment should be prepared to screen for acoustical trespassing from outside or mechanical sources. The potential for voice enhancement technology, especially in a renovation scenario, can improve student's ability to hear, and teacher's ability to teach without straining their voices, even in an environment that cannot fully mitigate all acoustically related environmental issues.

### **OPPORTUNITY - CHANGING BEHAVIOR**

When users have some control of their environment, and understand the system, they are more likely to behave in a way that saves energy. Examples such as thermostat control, lighting controls and appropriate window blinds influence the user's experience.

Additionally, a signage program can be developed to educate users about high-performance strategies as well as green features specific to the buildings. Energy display monitors are also an interactive and "real time" opportunity to educate, monitor and ultimately change user behavior in high performance facilities.

### **RENEWABLE ENERGY**

As opportunities for onsite generation of energy through the use of renewable sources such as photovoltaic (PV) solar panels becomes more cost effective, design teams are advised to consider the future placement of the equipment. This might include orienting new buildings so that roof areas will have optimal solar exposure for PV panels and identifying future locations with conduit runs for carport PV panels.

High performance schools are more than energy efficient. The high performing school will incorporate strategies that positively impact student health and performance such as classroom acoustics, natural ventilation, and indoor air quality.

## DRAMA, MUSIC, AND FINE ARTS

### REQUIRED SPACES

Total Classrooms	9*
Band/Orchestra Room	1
Instrument Storage Room	
Uniform Storage Room	
Music Library	
Music Practice Rooms	
Choral Room	1
Choral Storage Room	
Music Library	
Music Practice Rooms	
Electronic Keyboard Classroom	1
Art Room	2
Art Storage Room	
Photography Room	1
Storage Room	
Drama and Theater Arts Room	1
Scene Shop Area	
Dressing Rooms	
Costume and Prop Storage Room	
Dance Arts Room	1
Dance Storage Room	
Video Production/Broadcasting Room	1

\*Based on a maximum regular education enrollment of 2,500 students.

### DESIGN CONSIDERATIONS

#### BAND/ORCHESTRA ROOM

The Band/Orchestra Rehearsal space shall accommodate approximately 80 students with movable risers. A typical floor area for the room is 2,500 sf. The vertical height within the space should be approximately 18-22 feet (when possible) to create an optimal acoustic environment for rehearsal. An ideal volume for the room would be 550-700 cu. ft. per student, or approximately 50,000 cu. ft.

When possible, walls should not be parallel. Ceilings should be sloped to avoid flutter echo, and should not be concave so as to avoid "visual acoustics".

Ideally, the Band/Orchestra Room will have proximate access to the athletic fields for marching band practice. Doors in the Band/Orchestra room shall be a minimum of 72" in width to allow the movement of large instruments.







### Storage

Instrument storage may be provided in the Band/Orchestra room itself, but the storage casework shall not reduce the floor area of the rehearsal space to less than the required areas stated earlier. Approximately 800 sf shall be allocated for the storage of up to 200 instruments of varying sizes. If a separate room is used for instrument storage, it shall be immediately adjacent to the Band/Orchestra room, and shall have a door opening of at least 48" to allow the movement of large instruments. A deep tub sink should be provided in or adjacent to the instrument storage room for the washing of small to medium sized wind instruments. Consideration should be given to using the instrument storage rooms as an acoustical buffer to adjacent spaces.

Additionally, provide approximately 400 sf of storage for 100 marching band uniforms is needed.

### Library

A music library of between 250 sf and 300 sf shall be provided immediately adjacent to and accessible from the Band/Orchestra room. If additional square footage is provided, the library could double as an office space for the music teacher if the music library is secured in lockable storage.

### MUSIC PRACTICE ROOMS

Six (6) practice rooms of between 50 sf - 120 sf shall be provided. These practice rooms may be shared between instrumental and choral music, or may be equally divided between the two. The practice rooms shall be acoustically isolated from adjacent spaces and from one another. They should be designed to control access and to allow visual supervision by the music teacher.

### CHORAL MUSIC ROOM

The Choral Rehearsal space shall accommodate approximately 100 students situated on movable risers. A typical floor area is approximately 2,200 sf. The vertical height within the space should be approximately 16-20 feet (when possible) to create an optimal acoustic environment for rehearsal. An ideal volume for the room would be 350-500 cu. ft. per student, or approximately 35,000 cu. ft.



Walls should not be parallel and ceilings sloped to avoid flutter echo, and should not be concave so as to avoid "visual acoustics".

Doors in the Choral room shall be a minimum of 72" in width to allow the movement of pianos or other large instruments.

Provide approximately 300 sf of storage for 100 choral robes.

A music library of between 150 sf and 200 sf shall be provided immediately adjacent to and accessible from the Choral room. The library could double as an office space for the music teacher.

#### ELECTRONIC KEYBOARD CLASSROOM

A classroom of at least 960 sf shall be provided for electronic keyboard instruction. The room shall accommodate 24 students each with an 88-key MIDI instrument and a computer workstation. Acoustics in this room are of lesser consideration, as students typically practice wearing headphones. There should be acoustical isolation from adjacent spaces.

#### ART ROOMS

Provide one (1) Ceramics classroom and one (1) Drawing/Painting classroom (approximately 1,500 sf each).

##### Drawing/Painting

The Drawing/Painting classroom shall be large enough to accommodate 40 students working at tables or easels. There shall be enough floor space to store easels when tables are used and vice versa.

The Drawing/Painting classroom will ideally be adjacent to a fenced and lockable outdoor yard to allow for outdoor work by at least 15 students.

Every wall should be considered display area, and display cases visible from outside of the classroom should be provided.

Windows (ideally north facing) or clerestory should be provided to allow controlled, diffuse natural light. In the Drawing/Painting classroom there must be opaque window coverings capable of darkening a room in addition to any glare control shades to allow for the ability to use artificial lighting to create con-

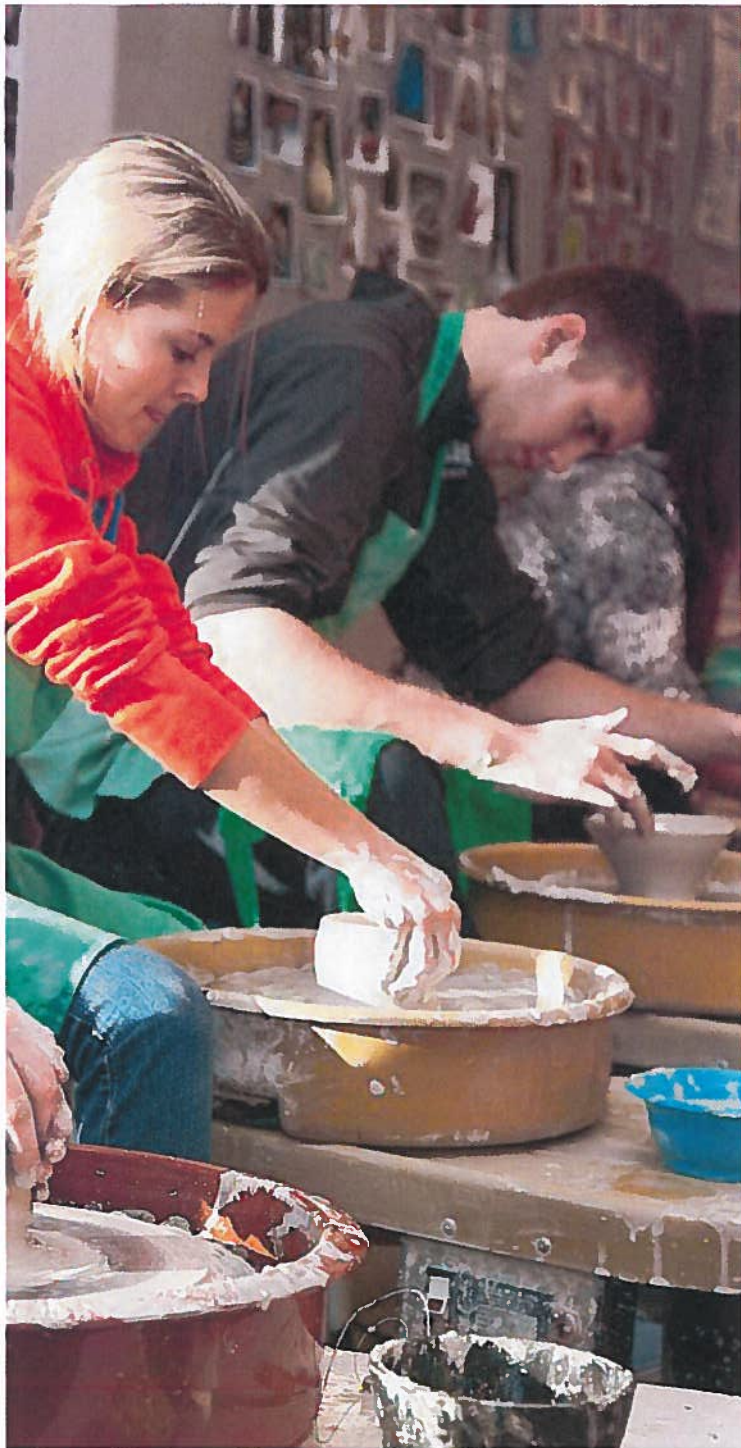


trolled artificial light "scenes".

The Drawing/Painting classroom shall have at least 30 lineal feet of base and upper cabinets with storage using a combination of drawers and lockable doors for storage of student work and materials. There shall also be canvas storage racks capable of storing 30 paintings of various sizes. There shall be at least 6 deep-tub sinks with cold water for clean-up.

Accommodation should be made for projection of images, visible by the entire class.





### Ceramics

The Ceramics room shall accommodate 40 students, at tables and 12 potter's wheels.

The Ceramics room will ideally be adjacent to a fenced and lockable outdoor yard to allow for outdoor work by at least 12 students.

A kiln area shall be in the outdoor yard. There shall be drying racks adjacent to the kiln for storage of

student work awaiting firing. There shall be a roof covering to protect the kiln and racks.

The Ceramics room shall have at least 30 lineal feet of base and upper cabinets with storage using a combination of drawers and lockable doors for storage of student work and materials.

There shall be at least 6 deep-tub sinks with cold water for clean-up.

A shared storage room of approximately 150 sf shall be located between the two art classrooms with lockable doors into each.

### DIGITAL PHOTOGRAPHY

A classroom of at least 960 sf shall be provided for the photography classroom. The classroom will function both as a lecture space as well as a studio. There shall be the ability to completely darken the classroom by way of opaque window coverings when the room is used as a studio. When possible, the ceiling height should be at least 12' to allow for the use of overhead artificial lighting.

Every wall should be considered display area, and display cases visible from outside of the classroom should be provided.

### DRAMA AND THEATER ARTS

Space requirements for performing arts, and theater arts in particular, are significant. Theater space becomes a major driver in the development of a facilities master plan for a campus. Yet the realities of construction funding and the priorities that arise from those realities may make the implementation of a theater project a long-range goal. Each campus should plan for a full 600-seat theater in the development of their facilities master plan. Each campus should also make accommodations for "interim" theater performance space by means of a "black box" performance space that could realistically be provided in earlier phases of development to provide for the needs of the theater arts program.

Ideally, the theater arts spaces should be planned with the theater and the "black box" sharing theater support spaces so as to not require the construction of two sets of support spaces.

## Theater

The theater shall accommodate an audience of approximately 600 in a traditional proscenium configuration with a sloped floor in the seating area (the "house") and a raised stage platform. Campuses may choose whether or not they would want to configure the seating and stage areas to allow the creation of a "thrust" stage.

The stage area shall be approximately 2,400 sf with a proscenium arch opening of approximately 50 feet. An orchestra pit or a floor area in front of the stage with a capacity for 20 musicians shall be provided. A fly gallery over the stage is not specifically required, however there needs to be adequate height for curtain and light rigging. If no fly gallery is provided, there should be adequate side wing space for the lateral movement of scenery on and off stage. There shall be an off-stage area adjacent to the stage of a size similar to the stage. This area can serve as the set construction area.

Lighting and sound control may be provided from a mobile station within the house, or may be from a control room at the back of the house.

The theater space shall have a lobby so that there is no direct entry from the exterior. Public restrooms should be available nearby, but are not required to be part of the theater space.

### "Black Box" Theater

The instructional space for theater arts shall be a "black box" theater of approximately 2,500 sf with a minimum vertical height of 18' to allow for rigging of curtains and lights. It shall be planned as an assembly space with an audience capacity of 50-100. There shall be multiple points of entry into the space to allow flexibility of orientations. At least one door shall be large enough to move set pieces and large props through. There shall be no windows into this space. There shall be a small ante room (200 sf) which could serve as a "green room" for actors not on stage.

Lighting and sound control shall be by means of mobile control panels with connections points provided in various locations in the space.

### Theater Support Spaces

*Dressing rooms:* 10 makeup stations with separate en-



closed male and female dressing areas (150 sf each). Provide two wash sinks and an area for costume storage racks. It should be located near toilet rooms, or have 2 single occupant toilets adjacent.

*Green room:* 250 sf room with direct access to the dressing rooms and the side wings or backstage area of the theater.

*Costume and prop storage:* 500 sf room with a combination of garment rack and cabinet storage. It should be proximate to the backstage and dressing rooms.





#### DANCE ARTS ROOM

Dance is offered as an ROP program at two of the sites; as core PE curriculum at the others. Often the dance PE classes have as many as 60 students enrolled. While it is preferable to have a separate dance teaching station, it is possible for dance to be located in the auxiliary gymnasium, provided that wrestling is housed in a separate facility. The ROP programs have provided space for their programs, separate from other PE programs.

The Dance room shall be large enough to accommodate 60 students with mirrored walls and dance bars. Ideally, the space will be in close proximity to the theater and theater dressing rooms. There shall be an adjacent storage area of 150 sf.

#### VIDEO PRODUCTION/BROADCAST

Each campus shall have a classroom/lab for video production and broadcast. Capable of accommodating 40 students. The space shall be approximately 1,600 sf in area with at least 30% of the space having a vertical clear space of 12 feet or more to serve as a sound stage/studio. There shall be space for a dedicated server, editing work stations, and video control boards. Ambient noise from mechanical equipment, light fixtures, adjacent space and outside shall be kept to a minimum. Sound absorbent finishes shall be used to minimize reverberation. Daylighting into the sound stage/studio area shall be controlled to with black-out drapes to allow full control of artificial lighting.

## SPECIAL EDUCATION

Special Education classrooms shall be integrated into the campus. Special Education, however, has some additional requirements summarized below.

### LIFE SKILLS CLASSROOM

A classroom designed with a daily living component within or adjacent to a multi-use space or standard classroom should be provided at all four high school campuses. The daily living component should include a small residential kitchen with stove, dishwasher, microwave oven, sink, and counter top, all ADA accessible.

Built-in cabinets with shelving and drawers should be provided. In addition, there should be a laundry area, with a washer and dryer, and a single occupant restroom, with a water closet, sink, and shower, and enough space for an assistant.

### MODERATE/SEVERE & MEDICALLY FRAGILE CLASSROOM (MSMF)

The campus planning teams shall make every effort to provide MSMF Classrooms at all campuses. This classroom shall be located adjacent to the Life Skills lab and shall accommodate 8-12 students. There shall be one single-occupant restroom with space for an assistant, immediately accessible from the classroom with enough space to allow the free movement of students in wheelchairs or other disabilities. Requirements for adjacency to transportation shall be determined by the site planning team.

### CONFERENCE ROOM(S)

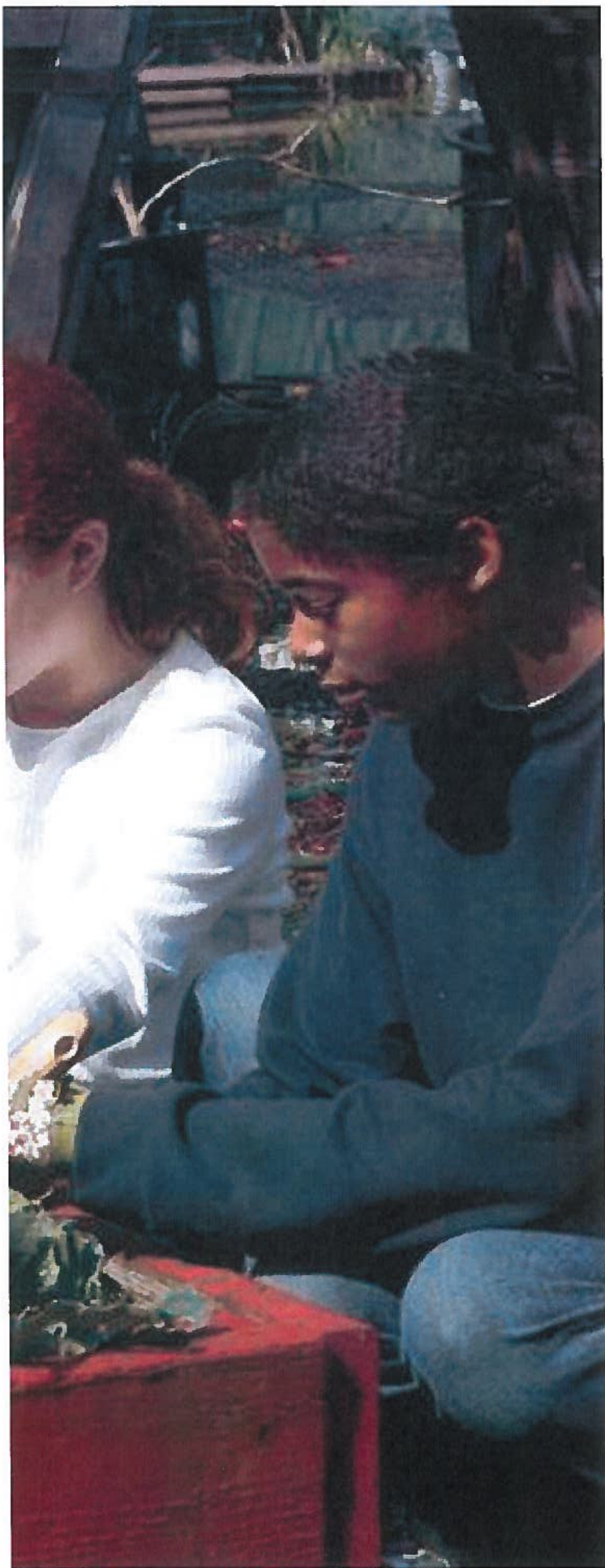
Additionally, there should be 1 to 2 adjacent spaces for conducting Individual Education Program (IEP) meetings, with space for approximately 12 people. These small conference spaces must have proximity to IDEA Classroom and Life Skills Classroom.

### OFFICE SPACE

Flexible office space should also be provided for itinerant specialists such as therapists and psychologists who are not on site full time.







## REQUIRED SPACES

Life Skills Classroom	2
MSMF Classroom	2
Small Conference Room	1-2
Office Space	1-2

## OUTDOOR LEARNING

Outdoor classroom space in a Southern California climate is a great addition to the standard teaching space and was well received by participants. Uses for the outdoor learning area might vary from rehearsal space for performing arts to standing-height work surfaces for outdoor science experiments. Additionally, an outdoor physical education classroom could be used for nutrition study and testing when traditionally these tasks might be done on the floor of the gym. With an appropriate surface material on the ground a space could be used for cheer or dance practice.

In general, an outdoor classroom should accommodate approximately 50 students. The area should be shaded and power provided. A teaching wall could be accommodated with a painted white board.

### Sustainable, High Performance Environments for Learning

*The facts have shown that high performance learning environments improves **student performance** and attendance. Sustainably designed facilities are models of **energy efficiency**, but more importantly are teaching tools that **model behavior** for living in our resource challenged world. Outdoor learning areas including school gardens are an important component of a sustainable school.*



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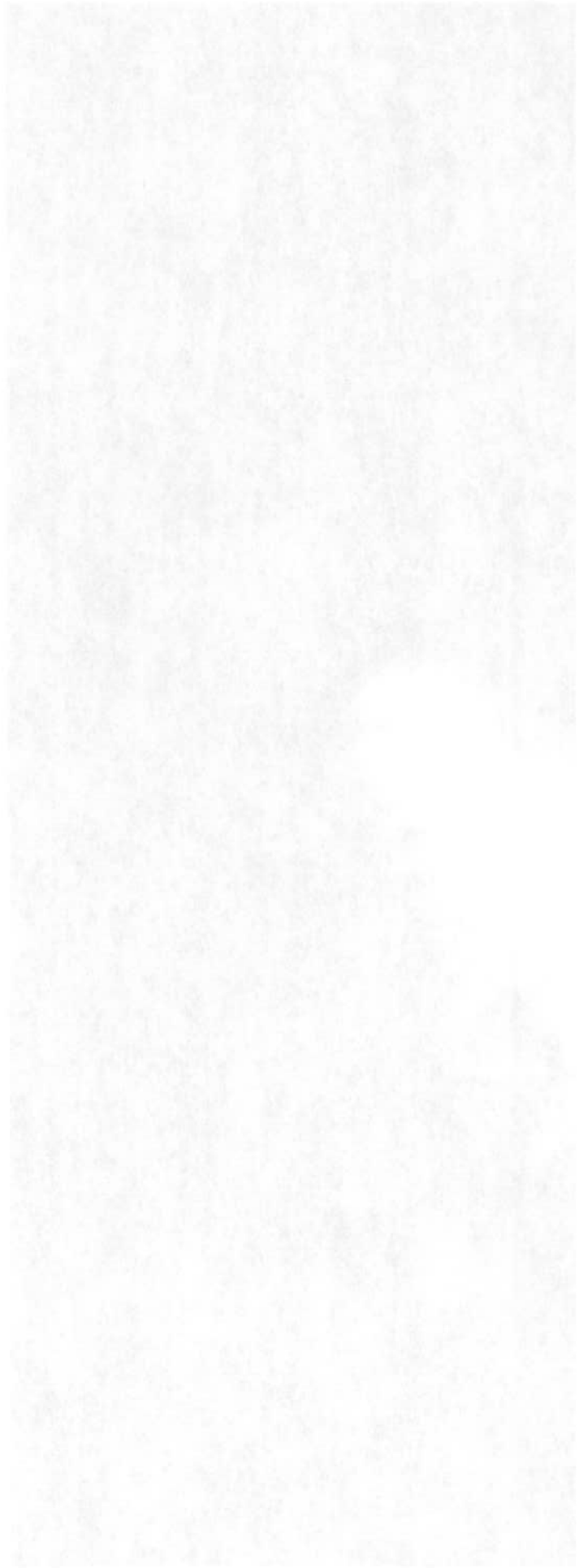
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## CORE FACILITIES

## NUTRITION SERVICES

Currently, each high school site prepares its own food, based on a District-wide menu. Food for the District's alternative education site is prepared at the OHS campus. It is the District's plan to continue this decentralized approach for the high schools. Each high school has one lunch period, and it is expected that the campuses will maintain this schedule. Additionally, Villa Park, El Modena, and Canyon are "open" campuses, which allow students the option to leave campus for off-site lunch options.

The participation rates in the District nutrition program vary by campus. Some of the contributing factors to any one campus' participation rate range from the number of students who receive free or reduced price meals to inconveniently located food service facilities. It is the desire of the District to increase the participation levels at all four high schools to encourage students to choose nutritious meals on campus rather opting for alternatives off campus.

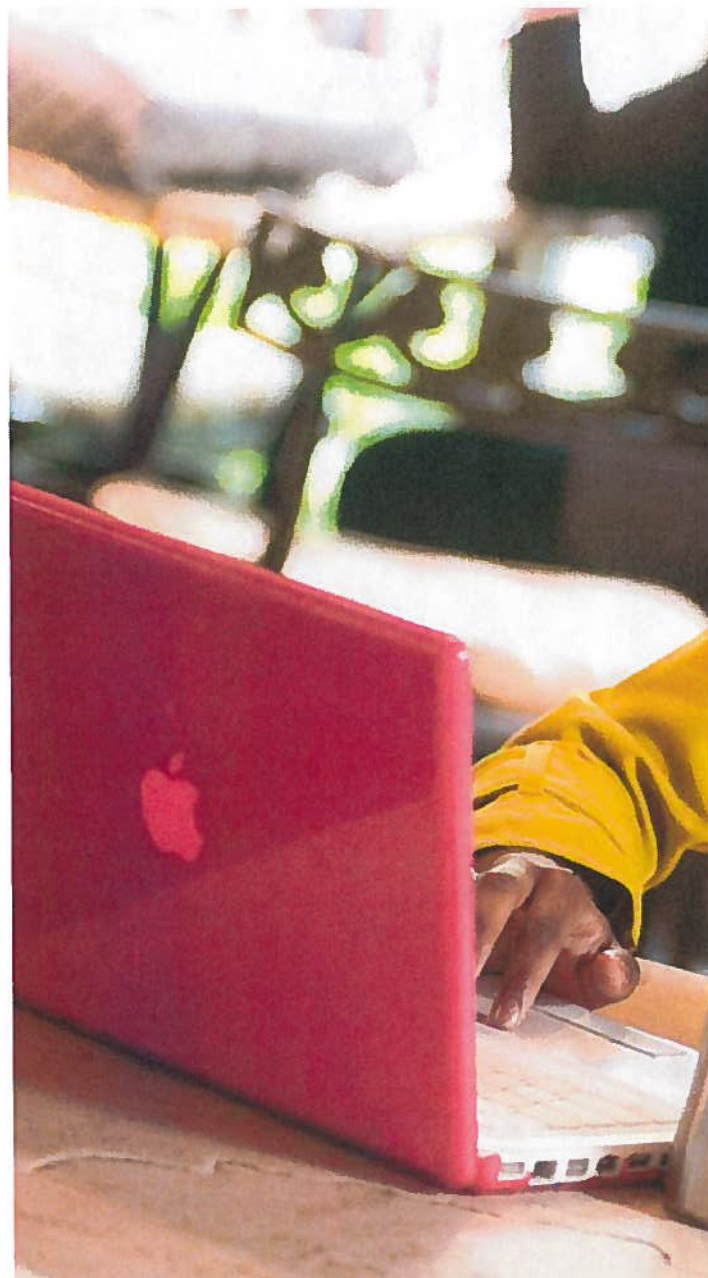
### SERVICE MODELS

Service time was cited as one of the primary reasons for low participation rates at many of the campuses.

The four campuses currently use either a "speed line" or a multi-window queue, or a combination of the two. The multi-window approach is the least efficient method, however the speed line limits potential menu offerings to whatever can be displayed in the length of the service line.

The District has expressed the desire to employ a "scatter service" model which replicates the retail food court experience giving students the opportunity to choose from multiple cuisines within the nutrition center. Also cited by the District was the speed line approach utilized by some commercial restaurants which allows its patrons to customize their meals from a modest number of ingredients. The combination of these approaches would allow students a greater choice in offerings while minimizing the number of food types that would need to be prepared.

The planning implication of this service model will require a greater amount of interior service space than is currently available at the campuses, where students queue outdoors. In cases where there is interior ser-



vice, the space allocated for service is long and narrow and not conducive to scatter service.

The use of kiosks or other remote outlets was considered, however its limitations were considerable. The fare that could be served would be limited to pre-packaged meals which offer little flexibility or nutritional value. Additional staff would also be required to transport food from the kitchen to the various outlets. While this model could serve as an additional outlet for alternative offerings, it should not be relied upon as the primary service model.

Cashiering will be done at the point of sale where food is served. Students use an electronic debit system to make their purchases.





## DINING SPACE

During inclement weather, 2,500 students would need to have either indoor or sheltered places to eat. It was agreed that building a 2,500 seat dining hall was not a priority, but consideration should be given to having other multi-use facilities that could be used for dining (media center, student union space, auxiliary gym, etc.) in addition to sheltered outdoor space that will accommodate 1,000 students.

## DELIVERIES AND TRASH PICK-UP

All campuses receive food deliveries from 52 foot trailers. No loading docks are required as pallets of food are lowered to grade from the truck and moved into the kitchens with a pallet jack. Deliveries occur in the morning one to two times a week.

Trash is picked up from enclosures near food service operations, so kitchens will need to be near service drive-ways. There is no requirement for refrigerated trash storage, nor is there a requirement for can wash areas.

## REQUIRED SPACES

- Preparation Area
- Holding Area
- Dishwashing Area
- Serving Areas
- Dining Areas
- Storage
  - Dry Storage
  - Walk-in Freezer
  - Walk-in Refrigerator
- Office
- Staff Restroom & Lockers
- Loading Area



EXAMPLE OF SCATTER SERVICE ARRANGEMENT

## MEDIA CENTERS/LIBRARIES

Media Specialists are the facilitators for the exchange of information of all types, not simply the curators of book collections. As the Common Core State Standards Initiative is implemented, the distinction between academic disciplines will become blurred. The role of librarians and libraries themselves will be to bridge knowledge gaps between these disciplines. With technology's role in the cataloging and dissemination of information, the role of the library has changed from simply being a repository of reference material. With the growing use of mobile and fixed station technology, power supply needs to be plentiful in the walls and ceiling.

The District has indicated that it hopes to implement a "1:1" student-to-tablet device policy. It has yet to be determined whether the District will provide devices to all students, or if there will be an allowance for "BYOD" (bring-your-own-device), or some blend of the two. Regardless of how it is implemented, it is assumed that the size of the District's stock of textbooks and library collection will decline over the next decade.

### TEXTBOOKS

Each campus currently stores between 10,000-12,000 printed textbooks during the summer vacation. The majority of these go into circulation with the start of school. And while there will be a gradual replacement of printed textbooks with electronic texts, there will always be a need to keep print copies on hand for emergency needs. The District estimates that 5% - 10% of each title might be kept in reserve. This will mean that there will need to be storage for approximately 800 textbooks, even after the full implementation of e-texts.

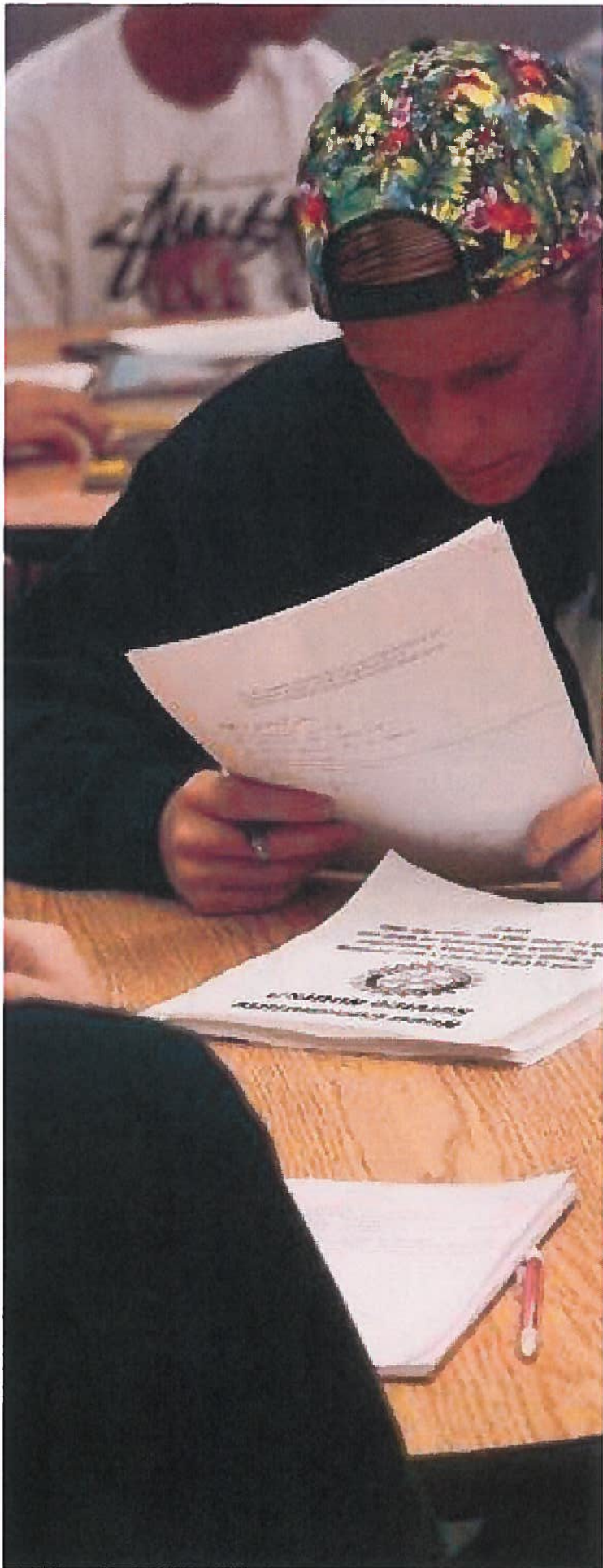
Each campus currently has between 400-1,000 square feet assigned to textbook storage. Although the need for textbook storage will diminish, consideration must be given to the space required to manage District-owned tablet devices. Space currently used for storage and maintenance of texts should be considered for the storage and charging of district tablet devices.

### LIBRARY BOOK COLLECTION

There will be an ongoing need for storage and dis-







play of print books, although the numbers will decline. Fewer reference materials in print will need to be stored, however, there will still be the need for stacks for a fiction and non-fiction collection. It is estimated that there could be 5,000 - 10,000 books in the collection at each school. Display of these books will be more "retail" in approach, intended to grab students attention by displaying covers of books rather than the spines. Assuming that there might be 1,200 books in circulation at any one time during the school year, the display space could be reduced accordingly. However, there will need to be the capacity to store the entire collection during the summer when no books are in circulation.

### ZONING

The media center has become less of a quiet space and more of a place for collaborative work, however, there will still be a need for "quiet spaces" for the students that desire them. Additionally, there should be a quiet space for individual teachers to engage in professional development work. This space should not be associated with a teachers' lounge or work room.

The media center should be able to accommodate two classes plus walk in traffic all at one time. Students should be able to define their spaces via movable seating and work surfaces. Breakout spaces for small groups (3-8 students) can be provided, but don't need to be fully enclosed and should allow for easy supervision.

There should be access to technology that's not readily available elsewhere, such as publishing or video production space and equipment.

### COLLEGE & CAREER CENTER

Career Centers may be a part of the media centers.

### REQUIRED SPACES

- Main Collection Area
- Media Center Office
- AV/Production Room
- Equipment Storage Room
- Workroom
- Computer Area
- Breakout Areas
- Teacher Study Room
- College & Career Center



## P.E./ATHLETICS

Each of the four campuses has significantly different facilities serving athletics/physical education. In several cases, the sites have reclaimed existing, vacant space to create ancillary facilities for dance, etc. It is preferred that the facilities be co-located for easy access to and from locker and changing areas.

Each of the sites is aging, and it is expected that significant renovation work will be required to prepare the facilities for the future. For example:

The current gymnasiums do not have air conditioning and are minimally ventilated. It is desirable to include new HVAC systems. All of the equipment is aging – bleachers, lighting, lockers, etc. – and should be replaced.

Technology is a significant part of the athletics/PE programs of the future. PE teaching stations should include audio-visual, data and power suitable for a 21st century program.

Equity issues should be explored, both among the four campuses and for Title IX Compliance. The matrix below compares the Athletics/Physical Education facilities of the four campuses. If new or replacement facilities are determined to be priorities by the Site Master Plan team, then the size of the facility should be comparable to those at the other district high schools.

	CHS	EMHS	OHS	VPHS
SPACE	SF	SF	SF	SF
GYMNASIUM	16,032	10,788	9,129	17,426
LOCKER ROOM	6,611	5,167	3,556	4,147
SHOWER	130	1,531	453	2,731
RESTROOM	898	356	677	734
TEAM ROOM/ATHLETICS	751	714	3,852	1,075
TRAINING	-	-	694	314
OFFICE	1,396	645	1,264	1,453
LOBBY/FOYER	1,399	454	-	579
TICKET/CONCESSION	51	-	-	-
WRESTLING ROOM	-	3,221	2,498	2,294
WEIGHT ROOM	-	7,445	3,238	2,709
STORAGE	1,306	1,681	1,165	1,573
SUPPORT	1,001	504	221	1,047
<b>TOTAL SF</b>	<b>29,575</b>	<b>32,506</b>	<b>26,747</b>	<b>36,082</b>





## REQUIRED SPACES

### Indoor Facilities

- Main Gymnasium
- Lobby
- Auxiliary Gymnasium
- Dance Room
- Wrestling Room
- Weight Room
- Locker Rooms
  - Team Room
  - Training
  - PE Offices
  - Athletics Offices
- Storage
- Restrooms

### Outdoor Facilities

- Pool
- Baseball/Softball
- Track
- Practice Fields
- Basketball Courts
- Tennis Courts
- Kelly Field



## INDOOR FACILITIES

### MAIN GYMNASIUM

While there was general agreement that the current Main Gymnasium sizes are acceptable, and that replacing them would not be a priority, at Orange High School, the smallest of the four campuses, some consideration should be given to the cost/benefit of maintaining and renovating that facility. The other three campuses are adequate in size, given proper renovation.

### LOBBY

It was generally agreed that a prominent lobby was desirable to facilitate ticket sales and concessions, but also to protect the gymnasium floor from weather. Generally, the ticket sales rooms have been too small to accommodate this function and the sites are using tables outside or in the lobby. This is acceptable, rather than building large limited use spaces. The lobby should provide direct access to Main Gymnasium and outdoors. This room should provide public access from an adjacent visitor parking lot. Restrooms and drinking fountains should be within the vicinity of the lobby entrance. Display cases and an area to set up a table for ticket sales should be considered. For community and after school events, the lobby area and gymnasium should be contained within a separate security zone which would enable controlled circulation from rest of school. The lobby should allow space for a concessions booth to be used for selling food and drinks at events. This room should provide a sliding lockable window, electrical outlets for food warming equipment, an ice machine, a sink with hot and cold water, and a small dry storage area.

### AUXILIARY GYMNASIUM

Only two of the four high schools currently have Auxiliary Gyms – Orange and El Modena do not. An Auxiliary gym, roughly equal to the size of one basketball court, should be part of the required teaching stations at each of the four comprehensive high schools. Given the number of sports team practices, this auxiliary gym space could alleviate significant scheduling issues.

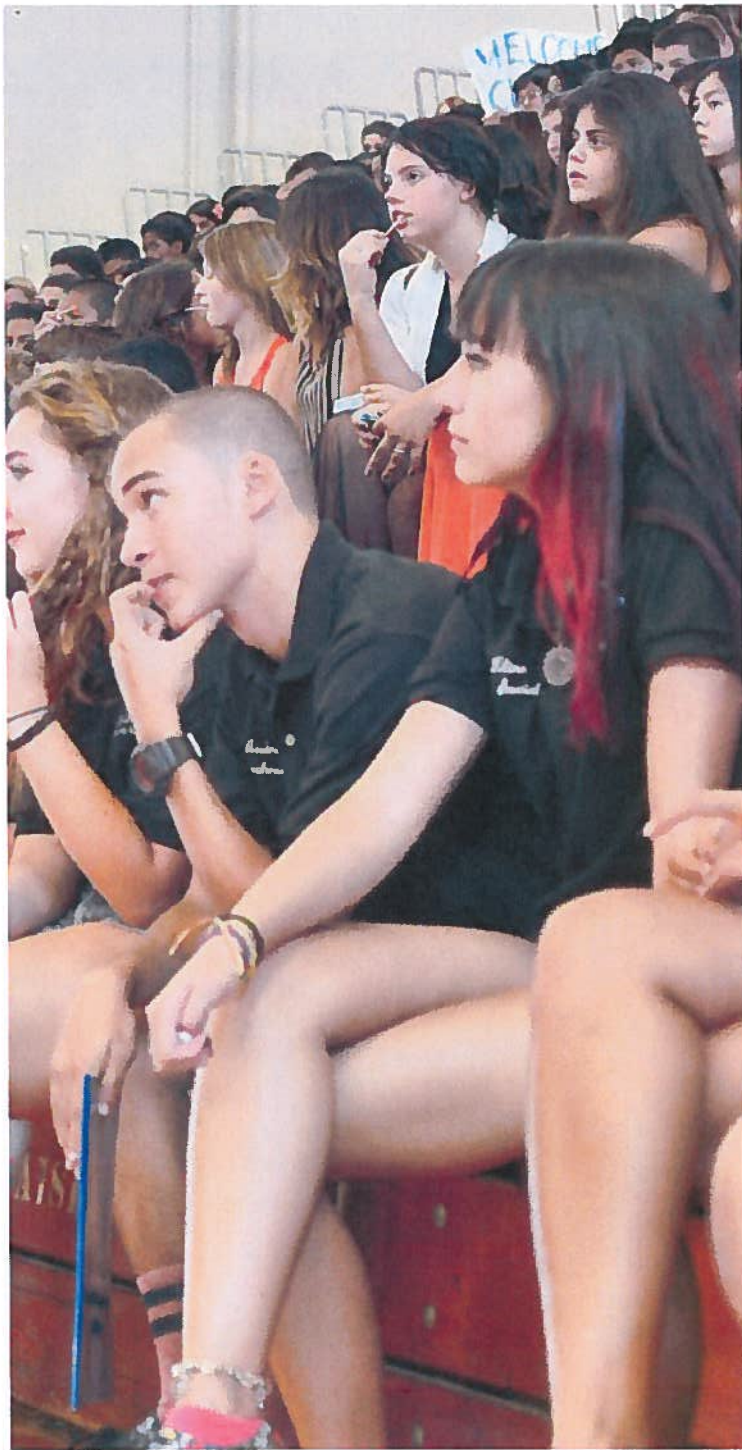
A possible solution at Orange and El Modena might be to construct a new full sized gym and convert the existing gym to an auxiliary gym. Ultimately, the goal at all campuses is to have a minimum of a full court com-



petition gym floor with four additional shooting stations even with stadium seating in use.

### WRESTLING ROOM

Because of the need to move mats and equipment, and the overlapping demands from athletics for practice facilities, a separate wrestling facility is necessary. Again, most sites have a space for wrestling, some of which occurs in surplus classroom facilities. The wrestling room should be located in proximity to the locker rooms and within the vicinity of the other PE/athletics facilities.



### **WEIGHT ROOM**

The weight room should be considered a viable teaching station on campus located near the locker room facilities. The existing campuses currently have wildly varied weight room facilities, including the use of reclaimed industrial arts classrooms and unconditioned outdoor areas. Adequate HVAC and ventilation should be provided.

### **LOCKER ROOMS**

The current locker rooms need significant renovation. With the severe reduction in the existing space allocated to showers, it was generally agreed that the locker rooms could be better designed to accommodate approximately 1200 lockers (6 box lockers per 1 dress locker), team rooms, PE offices and storage. A very small shower facility containing the minimum number of showers as required by code is all that is necessary.

As a reference, Canyon High School has the following locker accommodation: Small basket type- 960 supported by 160 Dress lockers (12x15x26), 278 Athletic lockers and 75 Team Room lockers.

### **TEAM ROOMS**

Currently most of the facilities do not have a team room for girls. This is a Title IX compliance issue that will require remediation. The team room should accommodate large lockers, a whiteboard, and technology to allow a team meeting. Appropriate accommodations for an ice machine, including a floor drain, should be provided.

### **FOOTBALL STORAGE ROOM**

In order for the team room to be more readily used throughout the season by sports other than football, an adequate football storage room should be provided adjacent to boys team room.

### **STORAGE ROOMS**

Currently, storage that is needed for athletics/PE is added via cargo containers. This is not the preferred method of storage. While the requirements for this space do not necessarily require conditioning, the aesthetics of the cargo containers are not what is expected following a major campus renovation. This is a significant need at each campus.

### **RESTROOMS**

There is an expectation that a campus-wide restroom analysis will reveal a severe lack of restrooms on many of the campuses. It is desirable that new, additional restrooms be located available to large assembly areas such as the gymnasium and baseball/softball fields and track. Additionally, it is likely that accessibility issues will inform many of the restroom related improvements.



## OUTDOOR FACILITIES

While Kelly field is used by all four schools for competition football, boys and girls varsity soccer, and track and field competition, each of the four sites accommodate all other athletic events, as well as physical education at their respective campuses. The facilities are highly utilized by the community as well. It is expected that Kelly Field will require upgrades as well, including potentially a viable separation of visitor and home facilities.

### POOL

Each campus should plan to accommodate a 10 lane, 50 meter pool at each site in the approximate location of the existing pools. Water polo is a popular sport and should be considered during design.

### BASEBALL/SOFTBALL

Each site should have a competition baseball and a competition softball field. Depending upon site size, a second, practice (JV) field for each is desirable. Title IX concerns should be part of the individual site assessment.

### TRACK & FIELD

A 9-lane all weather track is an expectation for each site given the high community, athletics, and PE use of the facilities. It is desirable that the practice field within the track be all weather as well to allow for high traffic practice use.

### MULTI-PURPOSE FIELD

In addition to the athletic field within the synthetic track, one additional multi-purpose practice field for soccer and football is desired.

### BASKETBALL COURTS

Currently, the athletics program uses outdoor basketball courts for practice at some sites. With auxiliary gyms at each site, this need should be minimized leaving outdoor basketball courts primarily for PE use. Six (6) basketball courts should be accommodated.

### TENNIS COURTS

Eight (8) tennis courts are desirable. This will allow support of competitive athletics as well as Physical Education. The courts should be surfaced to allow competition.







## ADMINISTRATIVE AREAS/ STUDENT SUPPORT

General arrangement of administration areas and opinion of functionality varies significantly at each of the four campuses. In several cases, administration spaces have been located away from the central administration area which creates work flow issues. Although each campus' administration requires significant modernization, the priority of the administrators is to allocate funds to student learning environments first.

Some prominent concerns expressed from administrative staff include:

- Division of administration functions designated throughout multiple buildings
- Personnel requirements and safety concerns during open lunch periods
- General size and condition of administration areas (ceilings, windows)
- Uncontrolled visitors wandering campus because of lack of prominent entrance or appropriate circulation
- Flow of traffic and parking safety concerns
- Lack of appropriately sized and designated men's and women's restrooms
- Circulation and flow of staff through administration areas
- Lack of privacy between staff and visitors

### DESIGN CONSIDERATIONS

#### MAIN ENTRANCE

A prominent main entrance with adequate signage was expressed as a need. Circulation from the parking lot should funnel visitors directly to the main office.

#### SECURITY

Visual security including security cameras with multiple viewing areas around the administration areas is preferred. Visitors should be controlled through the main entrance with a large lobby/reception area.

#### STAFFING

All four campuses were in general agreement that with a capacity of approximately 2500 students the following staff administrators would be required:





- (1) Principal
- (1) Secretary (to principal)
- (3) Assistant Principals
- (3) Secretaries (to the assistant principals)
- (6) Counselors
- (1) Attendance Clerk
- (1) Receptionist
- (1) Registrar
- (1) Nurse
- (1) Health Attendant
- (1) Psychologist
- (1) ASB Bookkeeper
- (6) Senior Staff Clerks

## REQUIRED SPACES

### Main Office

- Reception Area
- Principal's Office
- Principal's Secretary workstation
- Assistant Principal's Offices
- Assistant Principal Secretary's workstations
- Registrar's workstation
- Receptionist workstation
- Attendance Clerk workstation
- ASB Bookkeeper Office
- Senior Staff Clerks' workstations
- Secure Storage
- Restrooms

### Counseling Suite

- Counseling Waiting Area
- Counseling Offices
- Psychology Office
- Testing Room

### Health Services Suite

- Health Office
- 2 Exam Rooms
- Exam Room with Toilet
- Toilet Room

### Common Areas

- Conference Rooms
- Work Room
- Staff Lounge
- Staff Restrooms



## MAIN OFFICE

The main office is the first point of contact that the community has with the campus, and should convey a sense of welcome and professionalism. It should be easy to locate for the first time visitor with clear wayfinding to the entrance from the visitor parking area.

It is left up to the planning teams for each campus to determine whether to centralize the Main Office, Counseling suite, and Health Services Suite in one Administrative area or to use a decentralized model where each of those functions can stand alone.

### DESIGN CONSIDERATIONS

#### RECEPTION AREA

Number Required: 1

Approximate Area: 500 SF

This space will be the main office reception area and the first place visitors should come to check in. The reception area should be large enough to accommodate a secretary with desk and credenza, filing cabinets, and book shelves. Seating for around 6 to 8 people should be provided.

#### PRINCIPAL'S OFFICE

Number Required: 1

Approximate Area: 260 SF

This space will be a single-occupant space housing the Principal's Office which should be located in a private section of the administration area adjacent to a conference room. The room requires proximity to Assistant Principal Offices. Direct connection to the exterior for campus access should be provided. Furnishings may include the following: desk, credenza, file cabinet, bookcase, small round conference table with four chairs, computer, telephone, marker board, and wall clock. Acoustic privacy for confidential conversations should be considered.

#### PRINCIPAL SECRETARY

Number Required: 1

Approximate Area: 120 SF

This space will be a single-occupant workstation providing support to the Principal. The space requires adjacency to the Principal's Office.

#### ASSISTANT PRINCIPAL'S OFFICE

Number Required: 3

Approximate Area: 180 SF



This space will be a single-occupant space housing the Assistant Principal's Office which may include the following furniture and equipment: desk, credenza, file cabinet, bookcase, small round conference table with four chairs, computer, telephone, marker board, and wall clock. The room requires proximity to the Principal's Office and visual access to Counseling Offices. Other Assistant Principal's Offices as well as reception area should be in proximity and have visual access to Counseling Offices.. Acoustic privacy for confidential conversations should be considered.

#### ASSISTANT PRINCIPAL SECRETARIES

Number Required: 1

Approximate Area: 300 SF

This space will be a three single-occupant workstations providing support to the Assistant Principals. The space requires adjacency to the Assistant Principal's Offices.

#### REGISTRAR'S OFFICE

Number Required: 1

Approximate Area: 170 SF

This space will be a single-occupant workspace large enough for a small work area for sorting files, desk and credenza, two side chairs, book shelves, locked file cabinet, computer, telephone, and wall clock. The room requires proximity to the Counseling Offices and direct access to the Secure Storage.

#### ASB BOOKKEEPER

Number Required: 1

Approximate Area: 120 SF



This space will be a single-occupant office large enough to accommodate a workstation, file cabinet, free-standing safe, bookcase, computer, and telephone.

#### SENIOR STAFF CLERKS

Number Required: 3  
Approximate Area: 200 SF each

This space will be a two-occupant workstation for clerks providing support to the Senior Staff. A total of six clerks need to be accommodated.

#### SECURE STORAGE

Number Required: 1  
Approximate Area: 80 SF

This secured storage area will house sensitive materials and security equipment. There shall be adequate space for the storage of 5 years of cumulative records in paper form.

#### RESTROOMS

Number Required: 2  
Approximate Area:

This restroom should provide use by the public and staff. The location should be in proximity to the main entrance of the school and near the reception area.

## COUNSELING SUITE

The Counseling Suite must have easy access by students, but at the same time allow a sense of privacy for the students coming to see counselors. It should be

welcoming and inviting, allowing students to feel comfortable and at ease.

## DESIGN CONSIDERATIONS

### COUNSELING WAITING AREA

Number Required: 1  
Approximate Area:

This space will serve as a reception and waiting area for the counseling offices. Chairs should be provided.

### COUNSELING OFFICE

Number Required: 6  
Approximate Area: 95 SF

This space will be a single-occupant office for a counselor large enough to allow conferencing with at least three other people. The following furniture and equipment may be provided: desk, credenza, lockable file cabinet, bookcase, four chairs, computer, telephone, marker board, and wall clock. The room requires visual access from the Assistant Principal's Offices. Other Counseling Offices should be in proximity with a shared small waiting area. Acoustic privacy for confidential conversations should be considered.

### PSYCHOLOGY OFFICE

Number Required: 1  
Approximate Area: 115 SF

This space will be a single-occupant office for a psychologist large enough to allow conferencing with at least three other people. The following furniture and equipment may be provided: desk, credenza, lockable file cabinet, bookcase, four chairs, computer, telephone, marker board, and wall clock. The room requires proximity to the Counseling Offices and should be adjacent to a testing room. Acoustic privacy for confidential conversations should be considered.

### TESTING ROOM

Number Required: 1  
Approximate Area: 175 SF

The testing room will be used for student assessment and secure testing storage. The space should be large enough to accommodate two locked file cabinets and individual seating with limited visual access for 2-3 students. It should be in close proximity to counseling offices.



## HEALTH SERVICES SUITE

Health services should be located in a public area with easy access to parents and emergency services. Adjacency to the attendance office allows for quick student pick-ups. The space should include a dedicated restroom, an area for student check-in, two permanent workstations, and an itinerant work space.

### DESIGN CONSIDERATIONS

#### HEALTH OFFICE

Number Required: 1

Approximate Area: 175 SF

This space will be a shared office for two people and an itinerant work area. Space for a refrigerator for medicine storage and lockable cabinet storage should be provided.

#### EXAM ROOMS

Number Required: 3

Approximate Area: 80 SF

Two of these rooms should be large enough to accommodate two cots and lockable storage. The third cot room shall have an adjustable exam table and lift for wheelchair-bound students. This room shall be adjacent to the Toilet Room.

#### TOILET ROOM

Number Required: 1

Approximate Area: 140 SF single-occupant accessible unisex restroom, directly accessible from the Health Office. There shall be a cabinet with four lockable drawers and a counter top.

## COMMON AREAS

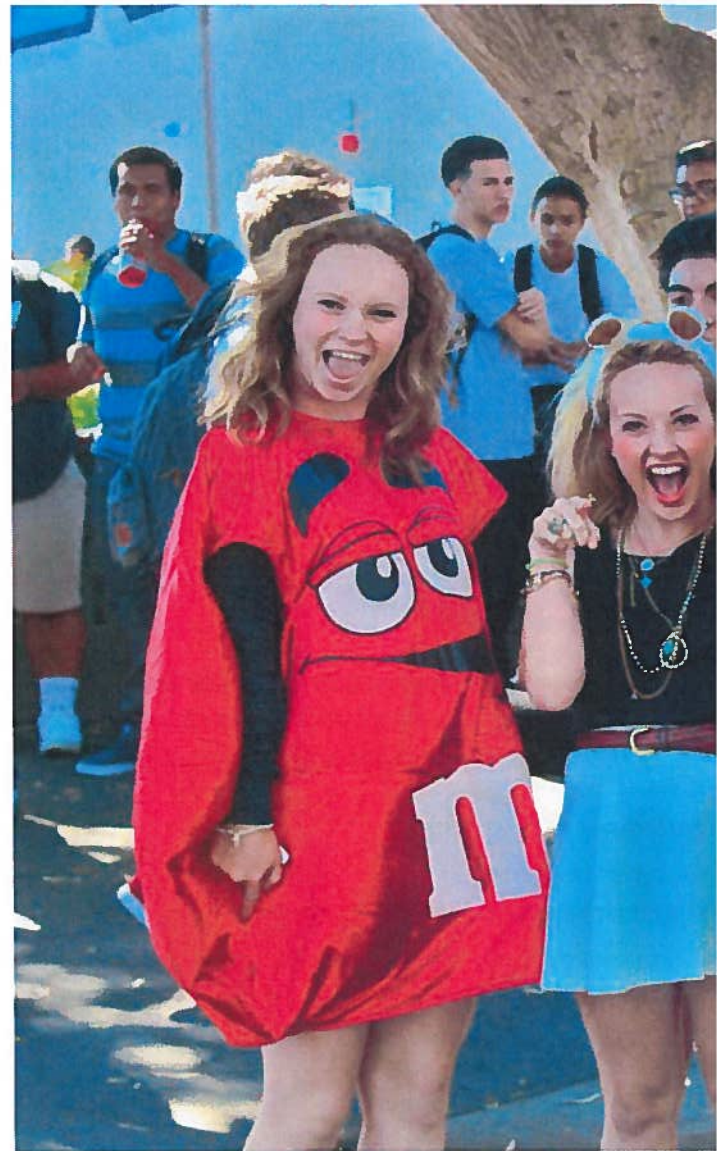
### DESIGN CONSIDERATIONS

#### CONFERENCE ROOMS

Number Required: 2-3

Approximate Area: Varied

A minimum of two conference rooms large enough to seat up to 15-20 people around a large conference table should be provided. One conference room should be adjacent to Principal's Office. A mounted



screen and technology should be available for projected presentations. Acoustic privacy for confidential conversations should be considered.

#### WORK ROOM

Number Required: 1

Approximate Area: 380 SF

This room is a shared space for preparation of materials by staff. Mail retrieval, copy area, and work areas should be adjacent to each other and distanced from public activities. The mail area should be large enough to accommodate built-in mail slots for 150 staff members. A work area large enough to accommodate copy machine, laminating machine, built-in storage



with counter top, minimum of three work tables, and vending machines. The room should allow for 5-6 staff members to work at one time.

#### STAFF LOUNGE

Number Required: 1

Approximate Area: 900 SF

This space will serve as a lounge for faculty and staff. A centrally located space should be provided on campus and is not required to be near food services since staff lunches are no longer provided. The private activities and conversations of the lounge should be kept from the public. The room should be approximately 900 sf, and shall accommodate vending machines, refrigerator, cabinets with countertop, tackable

wallboard, and tables and chairs for staff members. The Staff Lounge should be in proximity of Staff Restrooms.

#### STAFF RESTROOMS

Number Required: 2

Approximate Area:

This restroom should provide use by the staff only. The location should be in proximity to the Staff Lounge. It is a preference of the staff to have distinct men's and women's toilet rooms.

## STUDENT SUPPORT

#### STUDENT RESTROOMS

Number Required: As required by Code and CDE guidelines

Approximate Area: Varied

The required number of student restrooms shall be evenly distributed around the campus. Restrooms shall be provided in remote areas of the campus, such as athletic fields to allow students access to restrooms without travelling a long distance into the campus. These toilets shall be in addition to the Code required minimum. In addition to boys and girls restrooms, there shall be separate, non-gendered restrooms provided.

#### ASB CLASSROOM

Number Required: 1

Approximate Area: 1,200 sf

The ASB Classroom shall be located near the center of campus at the hub of student activity. The room shall have large storage cabinets or a storage room, counter space with a sink and space for a refrigerator. The floors shall be unfinished concrete. Ideally there would be a large roll-up or sectional door opening to the student quad.



## TRANSPORTATION

Currently, each administration dictates how busses approach, enter, and queue at their respective campuses. Planning for bus access shall be based upon current bus utilization as outlined below:

- Canyon High School: Two 40' busses + special ed bus. High parental drop-off.
- El Modena High School: One 40' bus + special ed bus. This bus parks at the curb on the south-bound side of Esplanade. The District has indicated this is an acceptable situation.
- Orange High School: Four 40' busses + special ed bus. There is high student utilization of busses and relatively low parental drop-off.
- Villa Park High School: One 40' bus in the morning, Two 40' busses in the afternoon + special ed bus. Their current bus approach and parking works well for them.

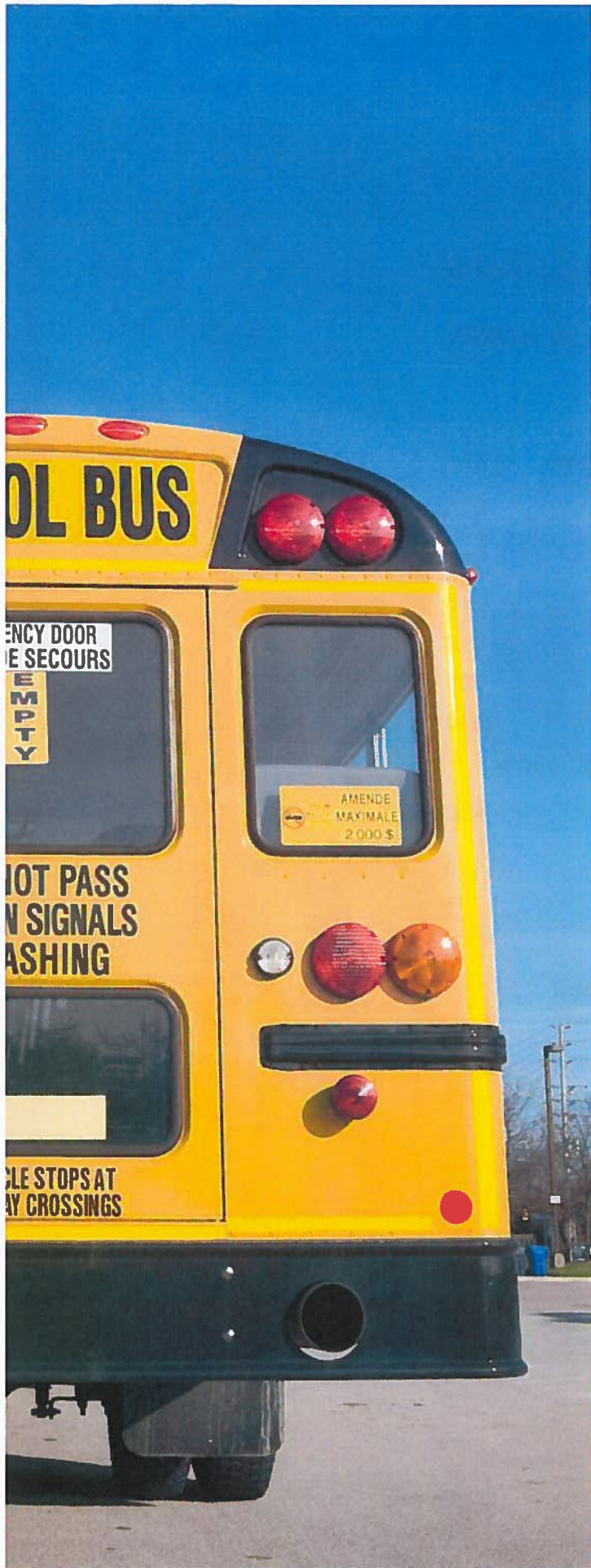
Buses that enter the site are not to share access or parking with parental drop-off or student/staff parking. Buses must not have to drive through areas where students are walking on campus.

If bus queueing is to occur on the street, the entry door side of the bus shall open directly to the campus and not require students to cross a street.

### PARENTAL DROP-OFF/PICK-UP

Ideally, parental drop-off areas would be off the public street. However, each campus has unique conditions and constraints that affect how parental drop-off and pick-up occur, and the specific method of management will be left to each campus. As special education programs are expanded at each of the four high schools additional transportation requirements should be added such as, but not limited to bus and parent drop off and pick up.





## PARKING

### STUDENT PARKING

The amount and utilization of student parking varies by campus as well based on community demographics and current site configuration. As a baseline for planning, there shall be a minimum of 625 student parking spaces provided in order to accommodate 1/4 of the student capacity.

### STAFF PARKING

Staff parking shall be planned where cars will not cross pedestrian traffic. There shall be a minimum of 125 staff parking spaces as well as visitor parking spaces which are easy to find and located near the administrative offices.

### LANDSCAPING AT PARKING LOTS

There shall be trees at the perimeter of parking lots fronting a public street for the purposes of "curb appeal". There shall not be any landscaping that diminishes parking lot night lighting or obscures the view of security cameras. Perimeter trees should not obstruct the ability for police to see the parking lot from the street.

## SECURITY

Parking should be enclosed within perimeter fencing. Parking lots are currently lit until 10:00 pm. Lots should be adequately lit to allow police surveillance and convey a sense of security.

### SIGNAGE AND WAYFINDING

There needs to be signage clearly identifying entry points, direction of traffic, bus-only areas, drop-off points on each campus. A holistic wayfinding plan should be a part of each individual master plan.



# APPENDIX I

## Canyon High School

2013-2014

Active Students by Grade

9/17/2013

### Regular Program

Grade	Female	Male	Total
9	295	287	582
10	284	300	584
11	295	273	568
12	303	283	586
Program Total:	1177	1143	2320

### Secondary Enrollment

Grade	Female	Male	Total
11	3	0	3
12	0	1	1
Program Total:	3	1	4

### Home/Hospital

Grade	Female	Male	Total
11	1	1	2
12	0	3	3
Program Total:	1	4	5

### Special Day Class

Grade	Female	Male	Total
9	3	3	6
10	4	4	8
11	3	10	13
12	4	5	9
Program Total:	14	22	36
Grand Total:	1195	1170	2365

# El Modena High School

2013-2014

## Active Students by Grade

9/17/2013

### Regular Program

Grade	Female	Male	Total
9	260	275	535
10	247	240	487
11	246	256	502
12	227	247	474
Program Total:	980	1018	1998

### Secondary Enrollment

Grade	Female	Male	Total
10	1	0	1
11	2	1	3
12	4	0	4
Program Total:	7	1	8

### Home/Hospital

Grade	Female	Male	Total
9	1	0	1
10	1	0	1
11	1	0	1
12	2	0	2
Program Total:	5	0	5

### Special Day Class

Grade	Female	Male	Total
9	4	12	16
10	9	13	22
11	12	20	32
12	5	15	20
Program Total:	30	60	90

Grand Total:	1022	1079	2101
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# Orange High School

2013-2014

## Active Students by Grade

9/17/2013

### Regular Program

Grade	Female	Male	Total
9	250	239	489
10	248	248	496
11	215	220	435
12	202	188	390
Program Total:	915	895	1810

### Home/Hospital

Grade	Female	Male	Total
9	2	0	2
11	3	1	4
15	1	1	2
Program Total:	6	2	8

### Special Day Class

Grade	Female	Male	Total
9	13	17	30
10	11	13	24
11	4	18	22
12	7	12	19
Program Total:	35	60	95
Grand Total:	956	957	1913

# Villa Park High School

2013-2014

## Active Students by Grade

9/17/2013

### Regular Program

Grade	Female	Male	Total
9	307	335	642
10	320	300	620
11	293	278	571
12	284	303	587
Program Total:	1204	1216	2420

### Secondary Enrollment

Grade	Female	Male	Total
9	1	0	1
10	2	0	2
11	0	1	1
Program Total:	3	1	4

### Home/Hospital

Grade	Female	Male	Total
10	1	1	2
11	1	2	3
12	1	3	4
Program Total:	3	6	9

### Special Day Class

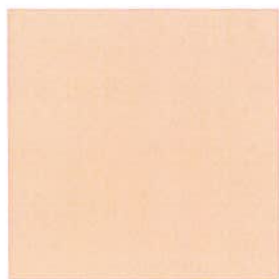
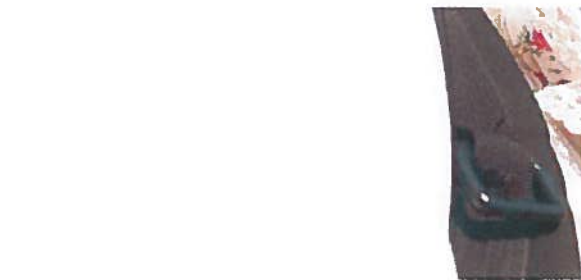
Grade	Female	Male	Total
9	3	10	13
10	2	16	18
11	2	12	14
12	5	8	13
Program Total:	12	46	58
Grand Total:	1222	1269	2491











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