



# ORANGE HIGH SCHOOL FACILITIES MASTER PLAN

ORANGE UNIFIED SCHOOL DISTRICT

Newsletter # 1:

SUMMARY OF  
COMMUNITY MEETING #1

Sept. 25, 2013

## WELCOME!

On Wednesday, September 25, 2013, a wide cross-section of community stakeholders— students, parents, teachers, administrators and alumni— came together to discuss a vision for the future of the facilities at Orange High School. A second community meeting will be held on Saturday, October 19<sup>th</sup> from 9AM until Noon at the Orange High School cafeteria building. Please plan on attending this final meeting of this phase of the master planning process. Orange Unified School District wants to hear from you!

The first meeting began with a welcome from OHS Principal Gonzalez. He emphasized the importance of the facilities master plan to the District's goal of ensuring a 21<sup>st</sup> century learning environment for every student in Orange Unified School District. Having recently celebrated its 60<sup>th</sup> anniversary in its current facilities, Orange High is in need of major repairs and reconstruction. The District had recently commissioned Parsons, a construction management firm, to conduct a facilities assessment of all district high schools. The facilities at Orange High, as anticipated, ranked "poor" in nearly every category of assessment. Principal Gonzalez emphasized that the facilities needed to be improved to support the quality of the academic program(s) at OHS.



### NEXT MEETING:

*Saturday, October 19<sup>th</sup> 2013  
9am - NOON*

OHS Cafeteria

### FOR MORE INFORMATION:

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

The presentation component of the community meeting focused on 21<sup>st</sup> century learning environments. Facilitated by Lionakis, the master planning firm hired to plan Orange High School and in coordination with District and Orange High School staff, the team shared the major concepts inherent in a 21<sup>st</sup> century learning environment, namely, that they are sustainable, flexible, and technology rich. Supported by inspirational imagery, the team was able to share with participants the possibilities for OHS.

21<sup>st</sup> century classrooms are wireless, and promote flexibility in their layout to allow for a variety of instructional methods and programs. These flexible classroom spaces along with interactive public spaces and “anytime, anywhere” access to technology help 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 now an expectation of all 21<sup>st</sup> century schools. With larger class sizes the norm, and project-based learning the expectation, the 21<sup>st</sup> century learning environment is likely larger, more flexible and adaptable than schools of the past.

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. The high performing school will incorporate strategies that positively impact student health and performance such as classroom acoustics, daylighting, natural ventilation, and indoor air quality.



*Flexible, adaptable facilities encourage teaching and learning that is responsive to the needs of the user.*



## ESTABLISHING PRIORITIES

The District has established some parameters to ensure an equitable approach to all of its high schools. Those parameters have been published in a document, “District-wide Planning Goals for High Schools” that can be found on the District’s website ([www.orangeusd.k12.ca.us](http://www.orangeusd.k12.ca.us)). The standards includes some specific recommendations regarding the 21<sup>st</sup> century learning environment.

Additionally, the District planning committee adopted a master planning (maximum) capacity of 2,500 students for each of its comprehensive high schools. It also recommends a classroom loading capacity of 40 students. Most importantly, the District recognizes the unique culture and programs of each of its community high schools. Panther Pride and history should be key criteria in evaluating the success of the facilities master plan at OHS.

The team introduced the concept of the “Must Do, Should Do, and Like To Do” process of establishing priorities. **Must Do** are those related to fire and life safety, access compliance in accordance with the Americans with Disabilities Act (ADA), and structural safety. The **Should Do** list will include important infrastructure items such as building systems, security and safety, technology, and programmatic adequacy, as well as the replacement of portable classrooms. And then there is the **Like To Do** list which may contain things such as new athletics facilities and outdoor learning areas. Categorizing the improvements at OHS into the **Must, Should, or Like to Do** is an important step in the master planning process.

## MANY VOICES

An interactive session allowed the stakeholders to gather around large aerial maps of the existing campus. Using movable pieces representing existing and potential buildings, participants were engaged in discussions about the potential for the OHS campus. Much conversation centered on the appearance of the school, its aging infrastructure and the impact of the appearance on community perception. Located adjacent to Chapman University, participants felt that a school that complemented the quality of the Chapman campus would be appropriate and inviting. Chapman and OHS have a history of collaboration through academic programs as well as through shared facilities use – an advantage that should be embraced in the master plan.

The community emphasized important safety concerns including lighting, way-finding and signage, traffic circulation, and public access. There was major concern regarding mixing traffic with pedestrians



*Natural daylighting has been proven to improve student performance when appropriately designed into the classroom.*

as well as the unfavorable bus route through the center of campus. The opportunity to relocate the administrative functions of OHS to improve the visibility and accessibility of the campus entry was considered a high priority as well.

The outdoor amphitheater, a historical feature on campus, was called, “the heart of the school.” The ability to house graduation on the OHS campus is a unique and long held tradition. However, stakeholders agreed they would like to see more intimate communal spaces, more shaded areas, and a more functional central quad area that can be used beyond graduation. The possibility of a new, larger gymnasium to accommodate graduation as well as provide adequate PE/athletic facilities was discussed. Participants emphasized a need for a ‘home court’, including an artificial track and field and a California Interscholastic Federation (CIF) compliant pool.



# ORANGE HIGH SCHOOL | FACILITIES MASTER PLAN

ORANGE UNIFIED SCHOOL DISTRICT

The portable structures should be eliminated to create state-of-the-art learning environments and to allow departmental adjacency and a more thoughtful campus plan. The learning environment discussion emphasized the 21<sup>st</sup> century needs of learners and educators – technology, flexibility and adequate space and furnishings to support project-based, hands-on learning opportunities. It was important that all learning environments, including the specialty programs such as JROTC, fine and performing arts and agriculture received the same level of improvements. The changing role of the library was represented as a place that should have a “student union” atmosphere including computers available for online classes, Wi-Fi access, small café for food services and comfortable furniture.



“A goal without a plan is just a wish”

– Antoine de Saint-Exupery



## IF I COULD ONLY...

Participants were asked to respond to two questions designed to aid the planning team in understanding community priorities. The student voice was also heard, as Principal Gonzalez led a similar process with students at OHS. A summary of their responses is outlined below:

IF I COULD ONLY **KEEP** ONE THING, I WOULD KEEP...

- tradition.
- baseball field & pool.
- the Dome.
- the Little theater.
- the outdoor Amphitheater.
- the 100/200 wing's historic presence.
- the library.
- graduation on campus
- friendships & relationships.
- the agriculture/farm.

IF I COULD ONLY **CHANGE** ONE THING, I WOULD CHANGE...

- the restrooms.
- the upkeep and maintenance.
- the classrooms.
- the sports fields.
- the curb appeal/main entrance.
- to a larger gym.
- to smaller class sizes.
- parking.
- and improve the little theater/performing arts facility.
- to artificial turf.
- to department organization/adjacency.
- the portables to a new classroom building.
- the Cafeteria.
- the Library.
- to increase and improve Technology.