



# PROGRAMMING MEETING 1: INFORMATIONAL

#### **AGENDA**

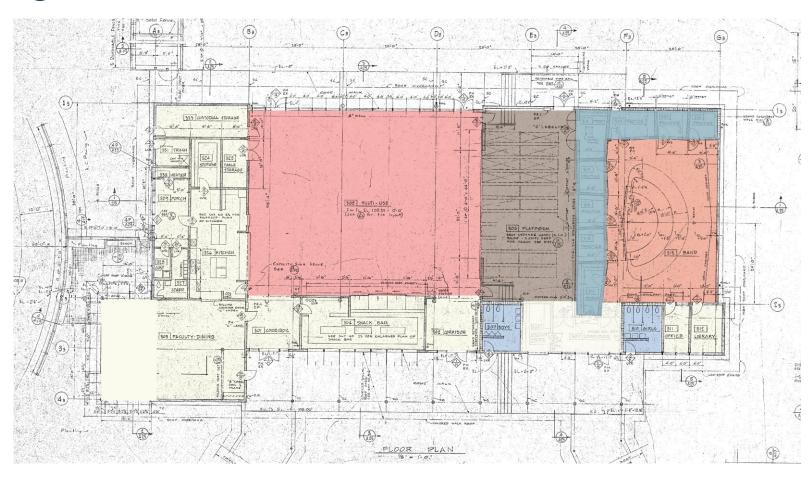
- INTRODUCTION
- COMMITTEE
- PROCESS
- DEADLINES
- PURPOSE
- PROGRAMS
- SURVEY
- PRECEDENTS

#### **Discussion:**

First meeting is designed to solicit free flowing feedback.



# INTRODUCTION



#### **Discussion:**

Current performance use of MPR.

**Deficiencies** 

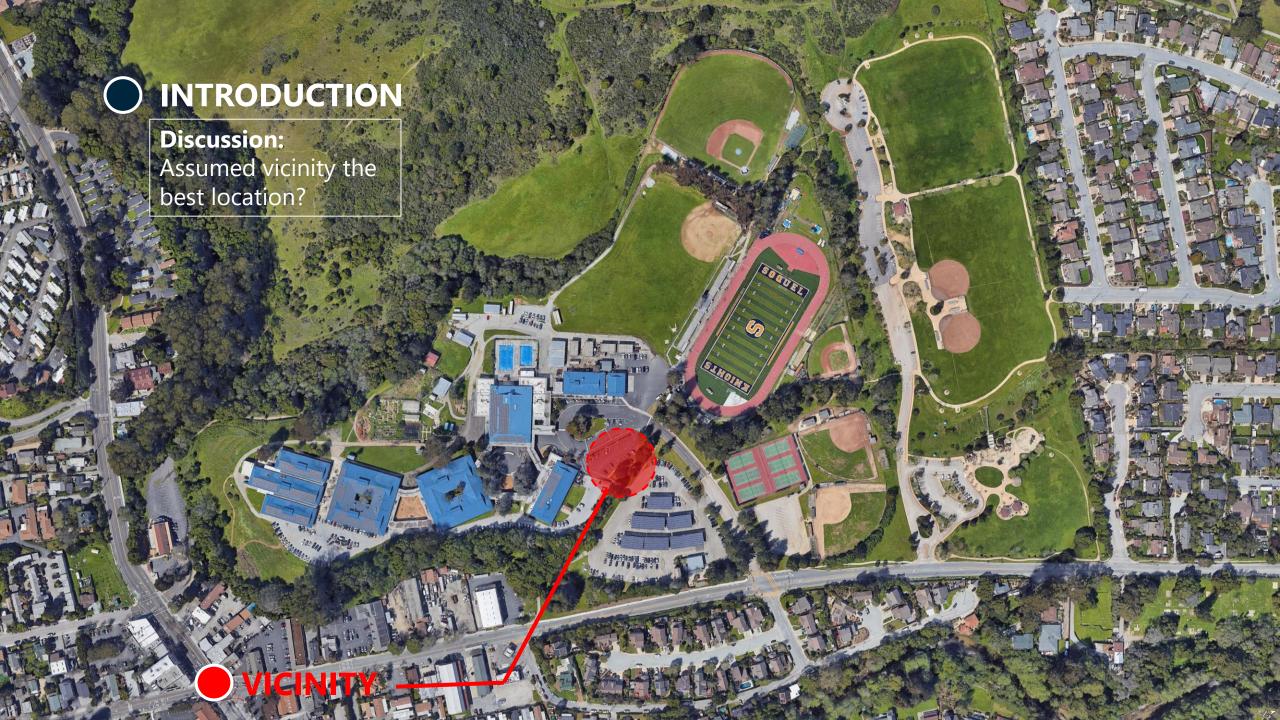
How to repurpose if PAC built

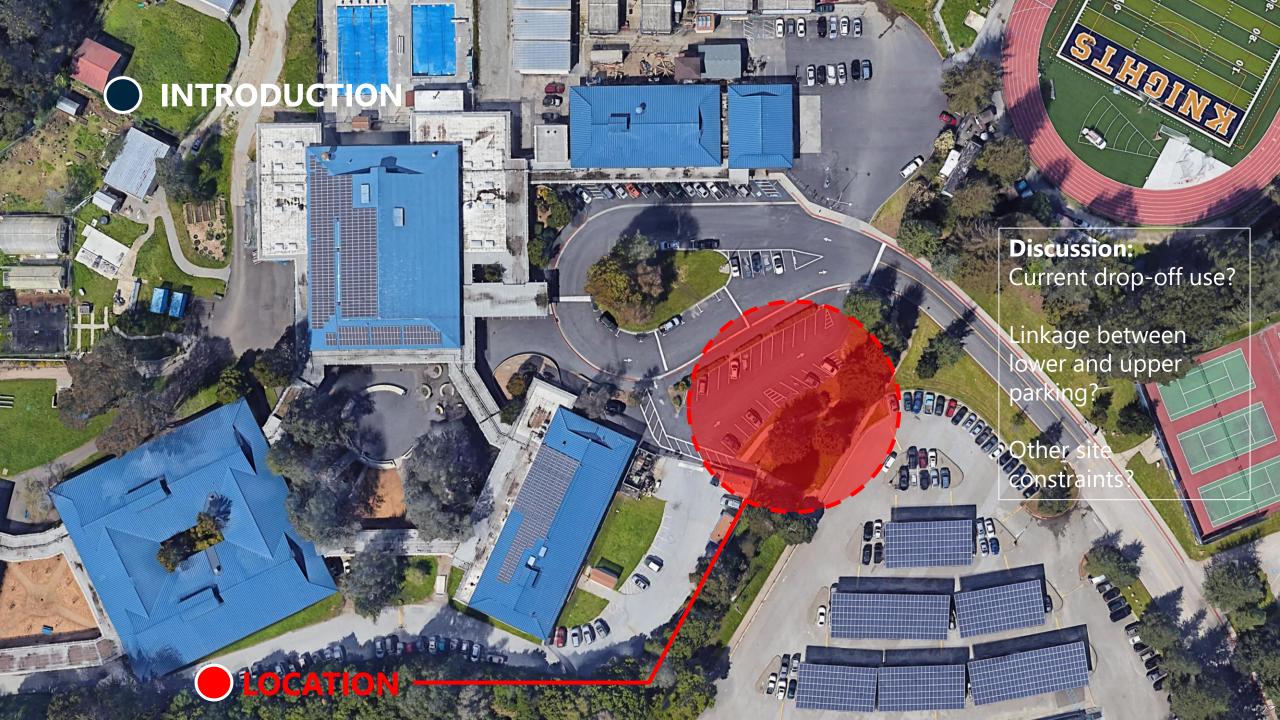
# **SOQUEL CURRENT PERFORMING ARTS SPACE – MPR**

Soquel High School MPR – Occupancy 574

• Student Population: 1,173







# **INTRODUCTION**



### **Discussion:**

Connection to fire road

PAC staging and deliveries



### COMMITTEE FORMATION

#### **SCHOOL FACULTY**

- PRINCIPAL/ASSISTANT PRINCIPAL
- DRAMA TEACHER/S
- STUDENT (?)

#### **DISTRICT**

- FACILITIES STAFF
- DISTRICT LEADERSHIP

#### **COMMUNITY**

BOARD MEMBER / OTHER'S



# COMMITTEE ACTION

#### **PROJECT NAME SELECTION:**

SOQUEL HIGH SCHOOL PERFORMING ARTS CENTER (PAC)

SOQUEL HIGH SCHOOL THEATER

SOQUEL HIGH SCHOOL THEATRE

SOQUEL HIGH SCHOOL PERFORMING ARTS THEATER

OTHER?

#### **Discussion:**

Adopt a name to represent the project that will not change.



#### PROGRAMMING MEETING #2: GATHER INFORMATION

- COPIES OF THE CONSOLIDATED SURVEYS
- DISTRICTWIDE EQUITY STUDY & PRELIMINARY SPACE PROGRAM
- INITIAL DISCUSSIONS ABOUT THE NATURE OF THE SPACE PROGRAM.
- CONSTRUCTION COST ESTIMATION AS DERIVED FROM GROSS SQUARE FOOTAGE
- DISCUSSION ON EACH SPACE, ITS SIZE AND NECESSITY.
- AGREE ON AN INITIAL SEATING CAPACITY
- EDUCATIONAL SPECIFICATIONS: DEFINING SPACE REQUIREMENTS FOR THE PERFORMING
   ARTS PROGRAM SPECIFIC FOR SOQUEL HIGH SCHOOL



#### PROGRAMMING MEETING #3: ANALYZE INFORMATION AND ADJUST

- REVISED SPACE PROGRAM.
- REVIEW THE LIST LINE BY LINE FIRST, TO ESTABLISH THE BASIS OF DISCUSSION.
- TOTAL GSF AND PROJECT COST
- ROUND TABLE DISCUSSIONS LEAD TO A LIST OF IMPORTANT ISSUES
- EACH MEMBER ABLE TO VOTE FOR TWO HIGHEST PRIORITIES
- GROUP DISCUSSIONS TO CAME TO CONSENSUS ON IMPORTANT ISSUES:
- THE BASE PROGRAM, TEACHING AND SUPPORT SPACES
- ALTERNATES TO MEET BUDGET



#### **PROGRAMMING MEETING #4: DRAFT REPORT**

- DISCUSS DRAFT REPORT
- COMMENTS SUBMITTED ELECTRONICALLY TO STEERING MEMBERS BEFORE THE MEETING
- COMMENTS ON THE DRAFT REPORT GIVEN VERBALLY BY MANY COMMITTEE MEMBERS.
- DISCUSSION FOCUSED ON REFINEMENT OF THE SPACE PROGRAM.
- SEAT COUNT RESET
- THE SPACE PROGRAM FURTHER REFINED.
- FURTHER DEVELOP ALTERNATES



### **PROGRAMMING MEETING #5: ADOPT REPORT**

- FINAL REPORT AND ADOPTION
- SCHEMATIC DESIGN PROCESS BEGINS





### **DEADLINES**

#### **DEADLINES AND DELIVERABLES**

- PROGRAMMING MEETING #1: 09/03/20 AT 3PM: GATHER INFORMATION
- PROGRAMMING MEETING #2: 10/01/20 AT 3PM
- PROGRAMMING MEETING #3: 11/05/20 AT 3PM
- PROGRAMMING MEETING #4: 12/03/20 AT 3PM
- PROGRAMMING MEETING #5: 01/14/20 AT 3PM
- SCHEMATIC DESIGN 20%: ONE MONTH
- SCHEMATIC DESIGN 50%: ONE MONTH
- SCHEMATIC DESIGN 100%: TWO MONTHS
- PRESENTATION

#### **Discussion:**

Proposed schedule should be relaxed and can be modified.



### **PURPOSE**

#### **PURPOSE OF DOCUMENT**

- CREATE PROGRAM TO SERVE CURRENT AND FUTURE PERFORMING ARTS NEEDS
- DEVELOP STATE OF THE ART ARCHITECTURAL BUILDING DESIGN
- CONSIDER IMPACTS TO ADJACENT FACILITIES, E.G. DROP-OFF LOOP AND CURRENT MPR
- EVALUATE BUDGET & SCHEDULE
- CONSIDER ENVIRONMENTAL IMPACTS AND JURISDICTIONS
- FACILITY TO SERVE SCHOOL, PARENTS AND LOCAL COMMUNITY
- EQUITY WITHIN REGION FOR HIGH SCHOOLS
- DOCUMENT TO FACILITATE STAKEHOLDER CONSENSUS AND BUY-IN
- DESIGN WILL FORM BASIS OF FUTURE FUNDING

#### **Discussion:**

Develop program statement



#### **TYPICAL SPACES TO CONSIDER:**

#### **Discussion:**

Discuss specific school needs.
Incorporate info from past discussions.

#### INSTRUCTIONAL SPACE

THOSE AREAS WHERE STUDENTS RECEIVE INSTRUCTION IN A CLASSROOM ENVIRONMENT.

#### LABORATORY/REHEARSAL/PRACTICE SPACE

WORKSPACES WHERE THE ART IS TRIED AND PRACTICED AND ARE OFTEN TYPE-SPECIFIC FOR THE VARIOUS ARTS.

#### **PRODUCTION SPACE**

FACILITIES WHERE THE TRAPPINGS OF THE PERFORMANCES ARE CREATED, SUCH AS SCENIC AND COSTUME SHOPS.

#### **CONTROL ROOM**

SPACE FOR CONTROLLING SOUND, SCENES AND LIGHTS.
ALSO AN INSTRUCTION SPACES



#### **TYPICAL SPACES TO CONSIDER:**

#### **WORK ROOMS**

ROOMS WHERE STUDENTS OR FACULTY CAN WORK.

#### **STORAGE**

SCENERY, PROPS, COSTUMES, EQUIPMENT, MUSICAL INSTRUMENTS, RISERS AND ACOUSTIC SHELLS.

#### PERFORMANCE SPACE AND ITS SUPPORT

THESE ARE THE FACILITIES WHERE THE ARTS ARE ULTIMATELY PRESENTED.

#### **LOBBY SPACE**

PUBLIC FACILITY TO GATHER OUTSIDE OF SHOW TIME FOR CONCESSIONS, TICKET BUYING AND SOCIALIZING.



#### **DESIGN AND ACOUSTIC CONSIDERATIONS:**

#### **Discussion:**

Discuss and correct assumed program statements.

#### **USE AND PRIORITIES:**

**GENERAL:** THE THEATER WILL FUNCTION AS A MULTI-PURPOSE PERFORMANCE VENUE FOR A VARIETY OF THEATRICAL, MUSICAL AND DANCE PERFORMANCES FOR UP TO (TBD) SEATED AUDIENCE. THE ROOM WILL ALSO FUNCTION AS A LECTURE SPACE WITH MULTIMEDIA SUPPORT

**STAFFING:** AS FOR THE AUDIO OPERATOR FUNCTION, WE ASSUME THAT SUPPORT PERSONNEL WILL ALWAYS BE REQUIRED TO OPERATE AND ADJUST VARIABLE ACOUSTIC CONTROL SYSTEMS, DEPLOY AND STORE AN ORCHESTRA SHELL (IF PROVIDED), THE SOUND SYSTEM, VIDEO, AND OTHER SYSTEMS.



#### **DESIGN AND ACOUSTIC CONSIDERATIONS:**

#### **SOUND ISOLATION:**

#### **Discussion:**

Design considerations related to the proximity to other noisy programs

THEATER AND STAGEHOUSE PROPER: SOUND AND LIGHT-LOCK VESTIBULES WILL FEED PATRONS INTO THE AUDIENCE CHAMBER. DOORS TO BE FULL-PERIMETER GASKETED AND VESTIBULES FINISHED TO BE AS SOUND-ABSORPTIVE AS REASONABLY POSSIBLE, INCLUDING CARPET.

**SOUND-ISOLATING CONSTRUCTIONS:** GIVEN THE PROSPECT OF CONCURRENT ACTIVITIES IN NEARBY OR ADJACENT NOISE- GENERATING AND NOISE-SENSITIVE SPACES THE CONSTRUCTION ASSEMBLIES SEPARATING THESE MUST BRING SOUND TRANSMISSION TO NEAR INAUDIBILITY.



#### **DESIGN AND ACOUSTIC CONSIDERATIONS:**

#### **ROOM ACOUSTICS:**

#### **AUDIENCE CHAMBER**

PLANNING: FOR UNAMPLIFIED MUSIC AND SPEECH ESPECIALLY A "MODIFIED SHOE-BOX" FORM IN PLAN, AT LEAST, IS IDEAL. SPECIFIC SIDE WALL SHAPING SHOULD PROVIDE SMOOTHLY-CURVED CONVEX-TO-AUDIENCE (IN PLAN) SHAPING SUCH THAT SOUND APPROACHING FROM THE STAGE IS GENERALLY RE-DIRECTED TO PROPAGATE PARALLEL TO THE AUDIENCE SEATING ROWS. THE CEILING VOLUME SHOULD BE APPROXIMATELY 50-60% OPEN TO ABOVE.

**AUDITORIUM:** ALL FIXED CHAIRS AND ADA SEATING LOCATIONS

#### **Discussion:**

Basic design premise: Traditional theater, black box, etc.??



#### **DESIGN AND CONSIDERATIONS:**

#### **PATRON AMENITIES**

#### **Discussion:**

Sizing the lobby will be an important factor in controlling the cost of the building.

**LOBBY**: THIS ROOM IS THE AUDIENCE ENTRY AND GATHERING SPACE FOR THE THEATER.

**BOX OFFICE/CONCESSIONS:** THIS ROOM IS A SMALL BOX OFFICE WITH WINDOWS/COUNTER FOR DISTRIBUTING/SALES OF TICKETS. IT MAY DOUBLE AS A CONCESSIONS COUNTER DURING INTERMISSION. A ROLLING CONCESSIONS COUNTER TO BE SET COULD BE IN LIEU OF PROVIDING A CONCESSIONS SPACE.

**STORAGE**: THIS ROOM IS A STORAGE ROOM FOR FRONT OF HOUSE OPERATIONS.

**PUBLIC RESTROOMS**: THIS ROOM IS A PUBLIC RESTROOM, SIZED FOR ½ THE AUDIENCE FOR THE RUSH AT INTERMISSION.

#### **DESIGN AND ACOUSTIC CONSIDERATIONS:**

#### **Discussion:**

Size of stage will be determined by program and use.

**STAGE:** THIS IS THE PERFORMANCE AREA OF THE MAIN STAGE THEATER.

IT IS APPROPRIATE IN THE CONTROL OF ON-STAGE FLUTTER ECHOES THAT AT LEAST ONE OF THE SIDE WALLS RECEIVE SOUND ABSORPTIVE TREATMENT. SIZED TO PROPERLY ACCOMMODATE UP TO (TBD) MUSICIANS.

#### **REQUIRED ADJACENCIES**

DIRECT: CROSSOVER HALL, SEATING, SOUND & LIGHT LOCKS, ORCHESTRA SHELL STORAGE NEAR: SCENE SHOP, CHANGING ROOMS, GREEN ROOM, RECEIVING/STAGING, PIANO STORAGE, BACKSTAGE STORAGE

#### **ORCHESTRA PIT (IF PROVIDED)**

UP TO 20 SEATED MUSICIANS COVERING APPROXIMATELY 240SF WITH THEIR INSTRUMENTS. TO CONTROL EXCESS LOUDNESS, THE PIT WOULD BE SUNKEN AS DEEP.

NORMALLY A COSTLY ADDITION DUE TO THE DEPTH AND ACCESS.

# DESIGN AND ACOUSTIC CONSIDERATIONS:

#### DRAMA CLASSROOM/GREEN ROOM:

AN INSTRUCTIONAL SPACE AS WELL AS A "DECOMPRESSION" AREA FOR THE GREEN ROOM FUNCTION. A FLOOR SUITABLE FOR MOVEMENT.

**BACKSTAGE RESTROOMS** 

A PARTITION TO DIVIDE THE ROOM INTO TWO SMALLER ROOMS FOR PERFORMER SEPARATION WHEN USED AS A GREEN ROOM.

COMPUTER STATIONS AVAILABLE IN ROOM FOR INSTRUCTION OF SCENERY AND LIGHTING DESIGN.

#### **Discussion:**

Consider all ancillary spaces and adjacencies. Consider flexible spaces





# DESIGN AND ACOUSTIC CONSIDERATIONS:

#### **BAND ROOM:**

THE BAND ROOM WILL BE A VERY LOUD SPACE, REQUIRING SOME SOUND ABSORPTION FOR NOISE REDUCTION AND COMFORT, YET IT MUST ALSO BE "LIVE" ENOUGH TO SUPPORT GOOD MUSICAL BLENDING.

#### **Discussion:**

Consider instrument type, instruction and storage needs, e.g. Piano?





Detailed Space Program

	Soquel High School		Performing Arts	
	SPACE	NET SQ.	GROSS SQ. FT./COMMENTS	
Α	PATRON AMENITIES			65% GF
1	Lobby/Gallery			
4.2	Box office			
A.3	Front of House Storage			
A.4	Women's Restrooms			
5	Men's Restrooms			
В	MAIN THEATRE		<u> </u>	60% GF
	AUDITORIUM		, V	
.1	Seating Area			
.2	Sound & Light Locks			
	STAGE & TECHNICAL AREAS		A V	
B.3	Stage			
B.4	Forestage Apron			
.5		400		
B.6	Dimmer Room			
.7	Amplifier Room			
B.8	Control Room			
C	BACKSTAGE SUPPORT	- V		65% GF
.1	Backstage Restrooms		•	
2	Men's Changing Room		,	
3	Women's Changing Room		1	
.4	Shell storage			
5	Piano Storage			
.6	Backstage Storage			
.7	Receiving/Staging			
D	DRAMA SUITE			65% GF
.1	Drama Classroom/Green Room/Black			
D.2	Faculty Office/Control Room			
D.3	Drama Classroom Storage		1	
	AREA TOTALS			·
	Total NET Are, Sq. Ft.			
	Total GROSS Area, Sq. Ft.			
	Minimum Footprint, Sq. Ft.		Minimum foot print is the smalles possible foot pring	

	Soquel HS			
	NET SQ.			
E E.1	STORAGE - ALTERNATE			% GF
E.2	Scene Storage	400	high clear space	
E.3	Props Storage	100		
E.4	Costume Storage	400		
F F.1	Tool Room	100		
F.2				
F.3	Total NET Are, Sq. Ft.	1,000		
	Total GROSS Area, Sq. Ft.	1,538		
	Estimated Footprint, Sq. Ft.	769	Manne a foot, and is the smalles possible foot pring	
	MUSIC SUITE - ALTERNATE			GF
	Band Room	1,26	Low parity - allocate site for future	
	Faculty Office	80		
	Practice Room	160	@ o f each	
	Total NET Are, Sq. Ft.	1, 700		
	Total GROSS Area, Sq. Ft.	2,300		
	Estimated Footprint, Sq. Ft.		Minimum foot print is the smalles possible foot pring	

<sup>\*</sup> Room may be placed on upper levels, see roo. Lata sheets for restrictions on doing so.

Soquel High School Performing Arts . Tallities Recommendations Report



<sup>\*</sup>GF = Grossing Factor

<sup>\*</sup> Room may be placed on upper levels, see room data sheets for restrictions on doing so.



#### ATASCADERO UNIFIED SCHOOL DISTRICT ATASCADERO HIGH SCHOOL BLACK BOX

Location: Atascadero, CA Type: Modernization Size: 11.825 sf (total) Building 1400: 6,345 sf Building 1500: 5,480 sf

Completion: Spring 2019 (estimated) Construction Cost: \$2.0 million

This project consists of reconstruction of the Music Classroom Building 1400 and the reconstruction of the current Agriculture/shops Building 1500 into a new Black Box Theater. Interior updates include new flooring, wall and ceiling surfaces, while portions of the spaces will be reconfigured to accommodate new uses. Upgrades in technology, electrical, lighting and mechanical systems are also included. The building exterior will receive roofing upgrades along with other minor improvements.











#### WILLIAM S. HART UNION HIGH SCHOOL DISTRICT

GOLDEN VALLEY & WEST RANCH HIGH SCHOOL PERFORMING ARTS CENTER MODERNIZATION

Location: Santa Clarita, CA Type: Modernization Size: 600 Seats (each) Completion: 2010

Construction Cost: \$2 million (each)

The initial construction of both high schools was funded by Financial Hardship Grants from the State. Unfortunately, the theater interiors and seating were never completed as part of the original campus construction and remained unoccupied for 6 years. Originally intended as very basic theaters and with minimal theater equipment, the design team took the lead in developing a costconscious scope of work; saving the District nearly \$300,000. By simplifying the building designs, more money could be spent on added technology, acoustics, and most importantly, the learning needs of the students.

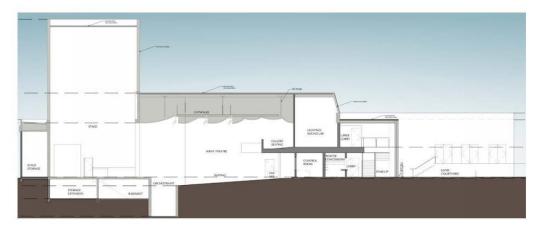
The same design was applied to both theaters to create parity among the two sites, but different color schemes were chosen to reflect each school's unique

The simple, yet elegant design houses equipment found at professional theaters and will provide hands-on theatrical production experience for students for decades to come. The collaboration and diligence of the District, Teaching Staff, A/E Team, and Construction Manager to develop projects that the District can be proud of will serve as a model for school construction.

Both theaters were reviewed and approved by the DSA and closed with certification.







#### RIO HONDO COLLEGE

WRAY THEATRE & MUSIC BUILDING

Location: Whittier, CA Type: FPP

19six worked with College Administrators, Deans, staff from Facilities Services and the College's Art & Culture Steering Committee to establish academic requirements for the modernization of the Wray Theatre & Music Building which houses the music instructional program. Together, we developed a program that focused on music classrooms and practice studios, theater equipment, house and theatrical lighting, ventilation and acoustics as well as building specific HVAC, electrical, audio visual, energy management and fire/ life safety requirements.

19six's scope of work included:

- · Facilitating programming meetings and site investigation of existing conditions.
- · Collaborating with assigned CCCCO Specialist.
- · Preparing cost estimates
- Preparing entire FPP including SAM narrative, JCAF 32, uploading documents to FUSION site, developing drawings/diagrams to support FPP submittal to the Chancellor's Office.



### **PRECEDENTS**











#### CULVER CITY UNIFIED SCHOOL DISTRICT

ROBERT FROST AUDITORIUM

Location: Culver City, CA Type: Feasibility Study

The renovation of the Robert Frost Auditorium includes exciting challenges that integrate architecture, acoustics and technology. The design of the existing auditorium is very unique and unconventional. Instead of rebuilding the existing facility and disregarding the original design intent, we propose to embrace and celebrate the "unconventional" nature in every way possible.

The current auditorium is a combination of an outdoor amphitheater and indoor performing arts space. To enhance the outdoor amphitheater approach, we added a second layer of structure within the existing space. We are proposing a row of columns and a trellis within the building that not only helps us functionally but also creates a very unique interior feature. The woven network of curving steel pipes forms a dome like trellis that follows the shape of the existing roof. The ceiling clouds are scattered so that the trellis still appears opaque and one can see the architecture of the existing roof. The floating walls and ceiling clouds soften the existing interior and helps create a play of surfaces within the existing space. The idea is to create a warm, intimate, and attractive space for audience to enjoy.

The ceiling clouds, eyebrow and the shape of the side wall will help create diffusion and absorption to improve the sound quality of the room.

The current seating layout is wider than the stage which creates sight line issues. Enhancing the seating layout by adding side aisles and arranging the seating to be continental, centered and also closer to the stage would create a more intimate feel. At the same we are proposing to increase the rake of the seats for better viewing. We can address the accessibility issues with the use of ramps at the back of the auditorium as well as adding rows of removable seats and a platform in the orchestra pit area when the pit is not being used.









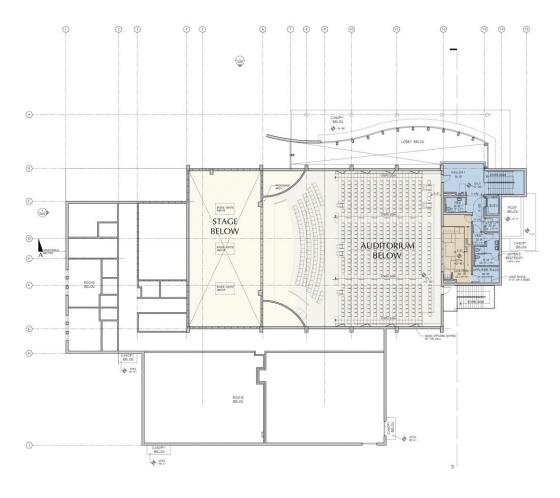




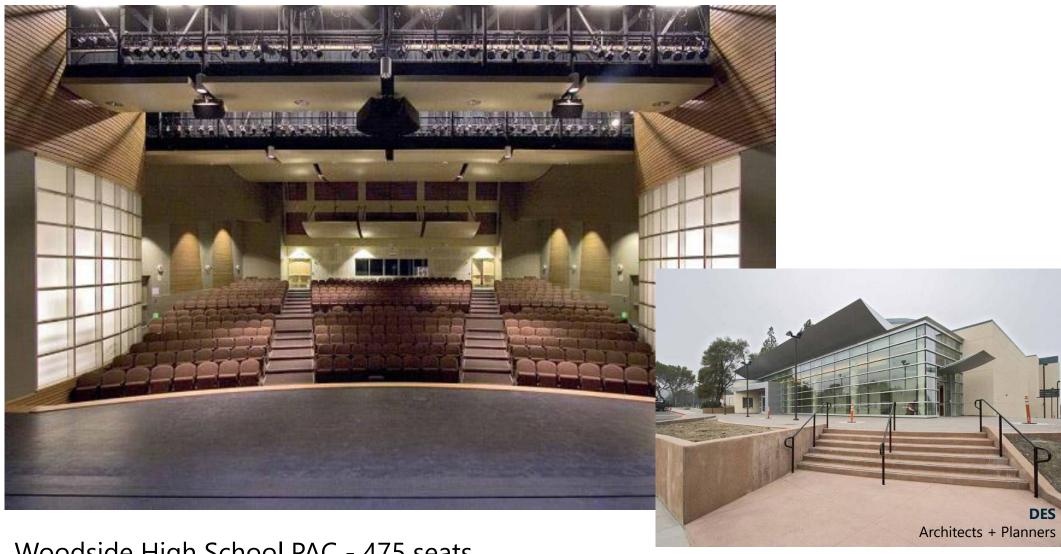
Saugus High School Theatre

# PRECEDENT STUDY

Saugus High School PAC - 595 seats

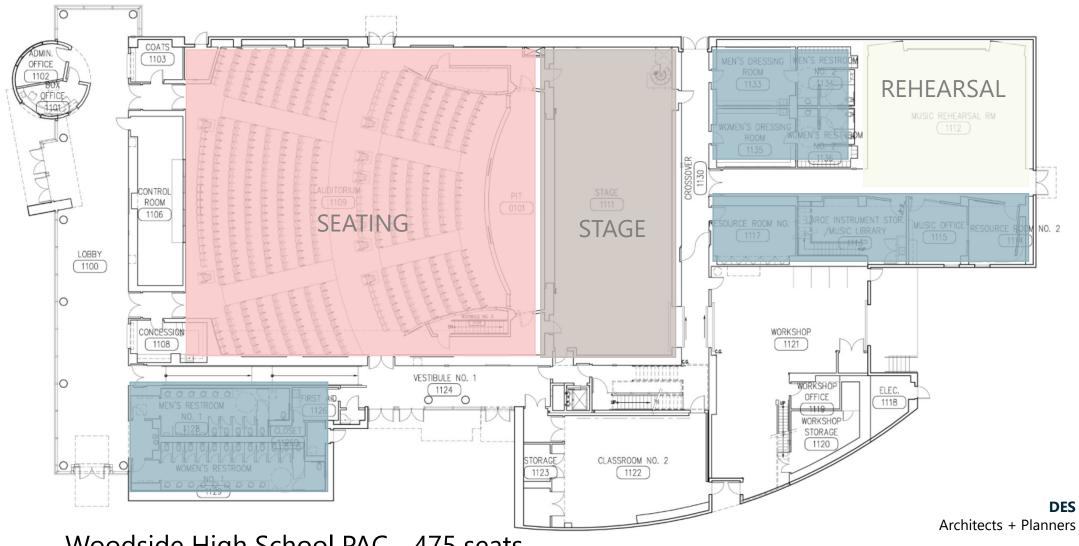






Woodside High School PAC - 475 seats



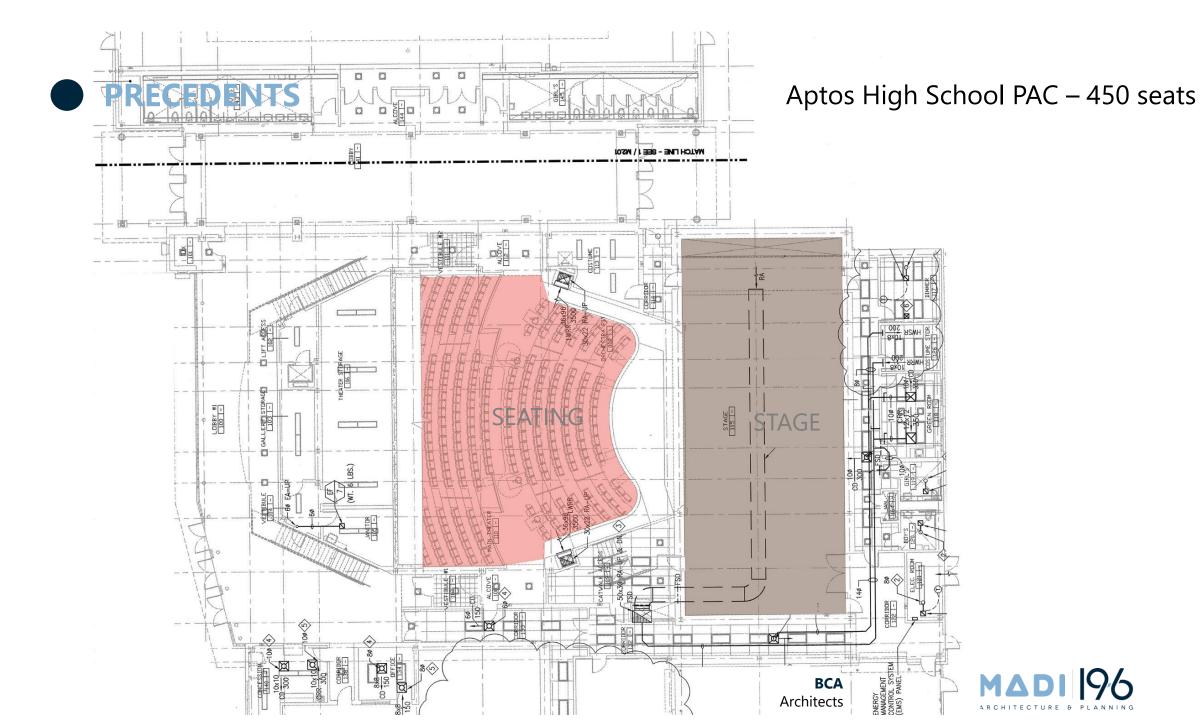


Woodside High School PAC - 475 seats



Aptos High School PAC – 450 seats





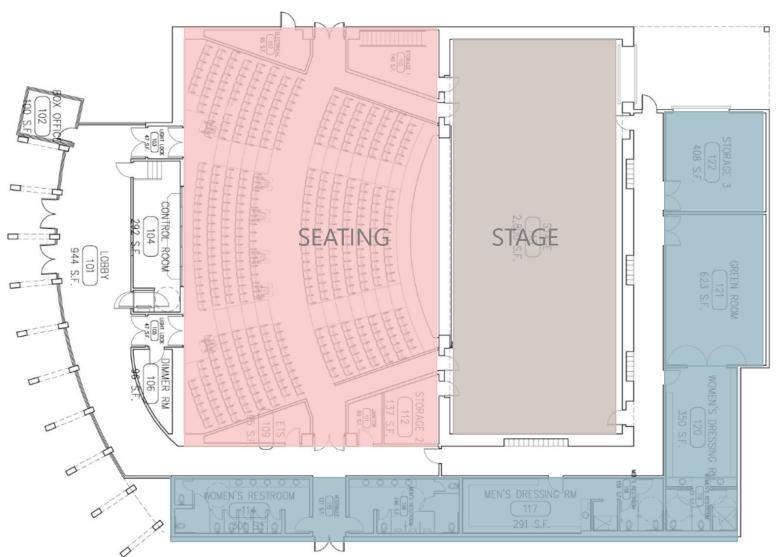


De Anza College PAC – 400 seats





# De Anza College PAC – 400 seats



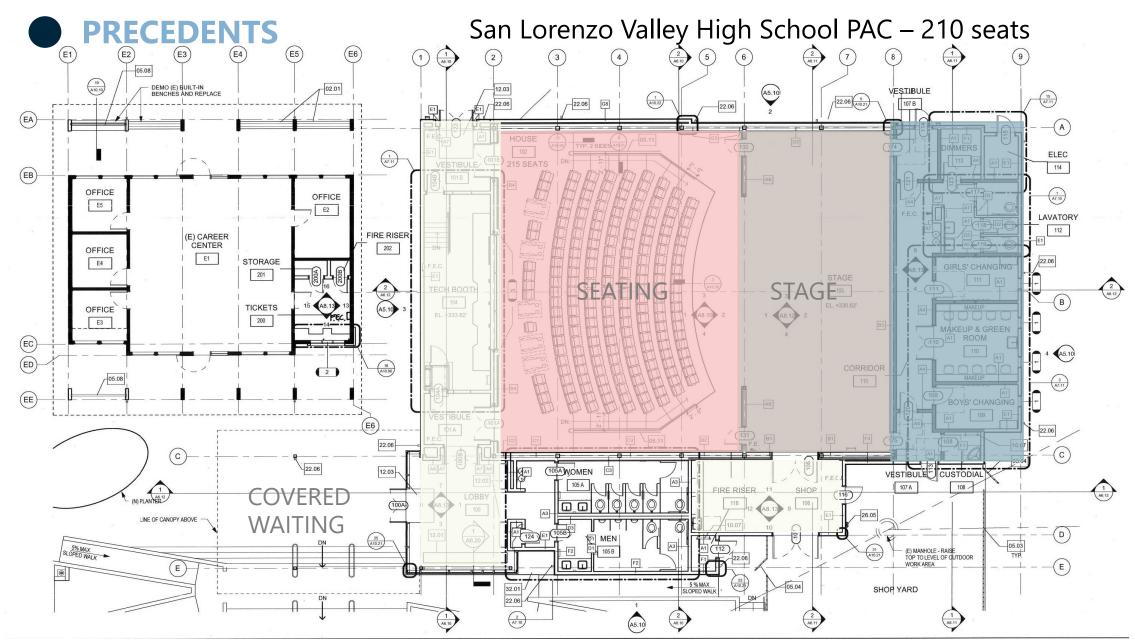
**DES** Architects + Planners





San Lorenzo Valley High School PAC – 210 seats



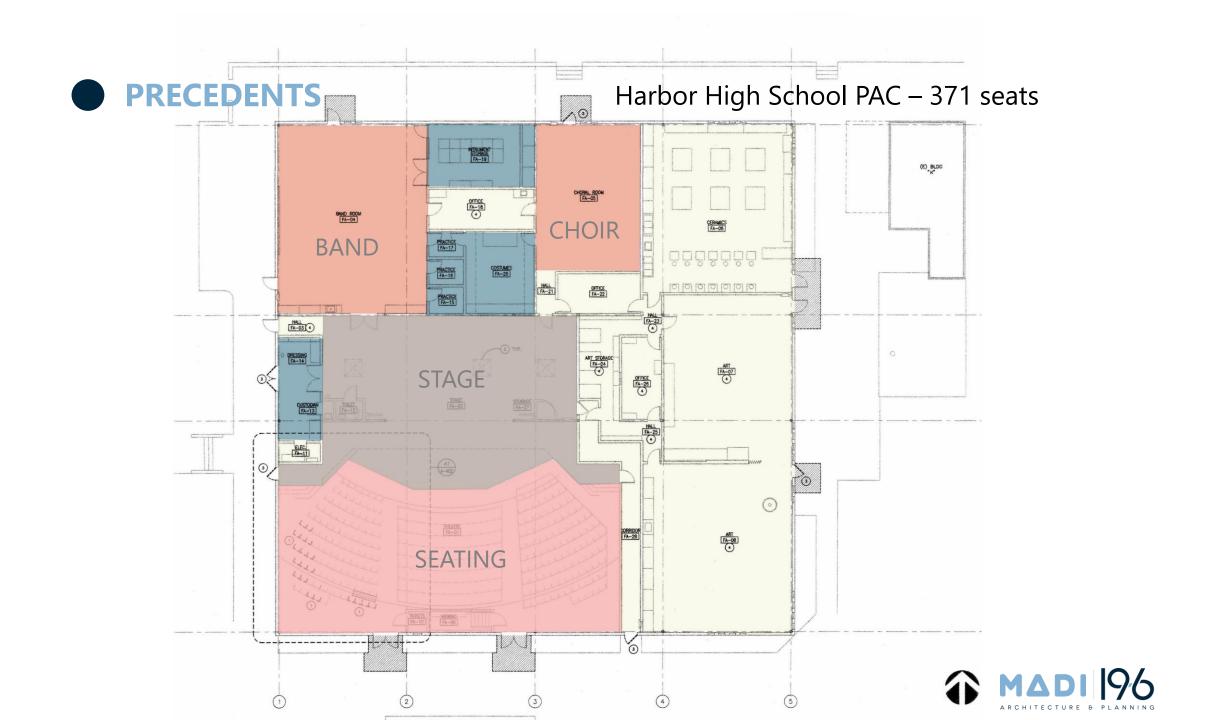


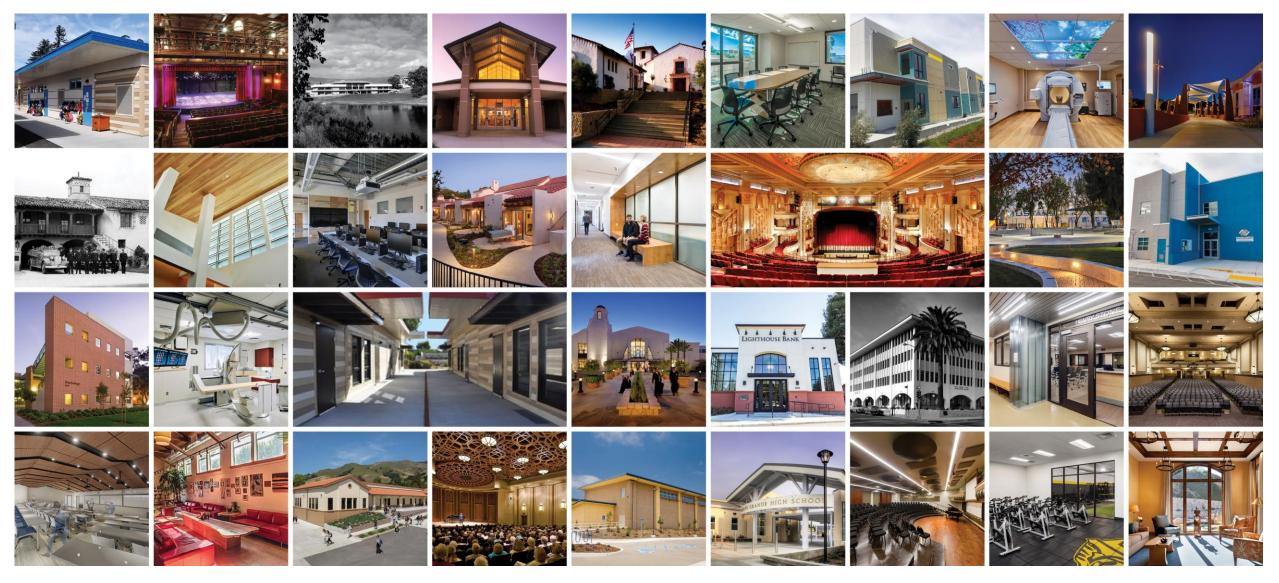
Harbor High School PAC – 371 seats



- Student Population: 842
- Building Houses All Fine Arts Programs







114 – YEAR DESIGN LEGACY | DEDICATED TO PROJECTS THAT ENRICH THE COMMUNITY

