BOARD OF TRUSTEES
ANAHEIM UNION HIGH SCHOOL DISTRICT
501 N. Crescent Way, P.O. Box 3520
Anaheim, California 92803-3520
www.auhsd.us

NOTICE OF CONTINUANCE OF THE REGULAR MEETING

Date: July 11, 2014

To: Brian O'Neal, P.O. Box 3520, Anaheim, CA 92803-3520
Annemarie Randle-Trejo, P.O. Box 3520, Anaheim, CA 92803-3520
Anna L. Piercy, P.O. Box 3520, Anaheim, CA 92803-3520
Katherine H. Smith, P.O. Box 3520, Anaheim, CA 92803-3520
Al Jabbar, P.O. Box 3520, Anaheim, CA 92803-3520

Orange County Register, 1771 S. Lewis, Anaheim, CA 92805
Anaheim Bulletin, 1771 S. Lewis, Anaheim, CA 92805
News Enterprise, P.O. Box 1010, Los Alamitos, CA 90720
Los Angeles Times, 1375 Sunflower, Costa Mesa, CA 92626
Event News, 9559 Valley View Street, Cypress, CA 90630
Excelsior, 523 N. Grand Avenue, Santa Ana, CA 92701

You are hereby notified that the July 10, 2014, regular meeting of the Board of Trustees of the Anaheim Union High School District will be continued on

Thursday, the 17th day of July 2014, at 9:00 a.m.

in the District Board Room, 501 N. Crescent Way, Anaheim, California

Items 9.2 and 9.3 were tabled on July 10, 2014. These two items will be considered by the Board of Trustees during this continued meeting (July 17, 2014, at 9:00 a.m.).

9.2 ***Resolution No. 2014/15-B-02, Call for Election*** ***ACTION ITEM***
(Roll Call Vote)

Background Information:
The Board previously heard informational presentations about the District's facilities needs and a potential bond measure to help fund a portion of the facilities needs at Board meetings in September 2013, December 2013, February 2014, April 2014, and May 2014. A draft resolution calling for an election was on the agenda for discussion at the June 26, 2014, Board of Trustees meeting.

Current Consideration:
Based on input from the Board of Trustees, the resolution and accompanying

documents have been updated and are included in Exhibit B.

The election documents consist of the following:

- Resolution to place a bond measure on the ballot, and exhibits to the resolution
- Ballot measure
- Facilities project list
- Tax rate statement

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended the Board of Trustees adopt Resolution No. 2014/15-B-02 and accompanying documents, by a roll call vote.
[EXHIBIT B: See attached]

9.3 ***Adoption, Facilities Master Plan*** ***ACTION ITEM***

Background Information:
On October 10, 2013, the Board of Trustees approved a contract for the development of a Facilities Master Plan (FMP), a document that responds to AUHSD's emerging physical needs and directs its renovation and new construction efforts over a period of 10 years.

Stakeholders, including teachers, students, parents, staff, and community members participated in the process and provided valuable input to the development of the FMP. Numerous updates were provided by the architects and staff to the Board of Trustees over the past months.

Current Consideration:
The Board of Trustees is requested to adopt the Facilities Master Plan. This action will formally validate the project list slated to appear on the bond resolution that is currently under consideration.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt the Facilities Master Plan.
[EXHIBIT C: This Exhibit is available on the District website, under the Board of Trustees' Meetings tab, or via the following link.]
https://drive.google.com/file/d/0B9q4gxQweby0WHA1OW9sUkVMbTA/edit?usp=sharing

Michael B. Matsuda
Superintendent

EXHIBIT B

RESOLUTION NO. 2014/15-B-02

RESOLUTION OF THE BOARD OF TRUSTEES OF ANAHEIM UNION HIGH SCHOOL DISTRICT ORDERING AN ELECTION, AND ESTABLISHING SPECIFICATIONS OF THE ELECTION ORDER

WHEREAS, the Board of Trustees (the "Board") of the Anaheim Union High School District (the "District") is committed to improving the quality of education in its schools, by repairing classrooms and labs, upgrading basic infrastructure and utilities, enhancing safety and security, and upgrading schools to provide for 21st century learning; and

WHEREAS, the District has identified the needs of its schools in a comprehensive Facilities Master Plan, incorporating comments from District staff, students, parents and community members; and

WHEREAS, the Board has received information regarding the possibility of a local bond measure and its ability to improve the District's facilities; and

WHEREAS, Proposition 46, approved by the voters of the State on June 3, 1986 ("Proposition 46"), amended Section 1(b) of Article XIIIA of the California Constitution by adding a provision that exempts from the 1 percent of full cash value limitation, those ad valorem taxes used to pay for debt service on any bonded indebtedness for the acquisition or improvement of real property approved on or after July 1, 1978, by two-thirds of the votes cast by voters voting on the proposition; and

WHEREAS, on November 7, 2000, the voters of California approved the Smaller Classes, Safer Schools and Financial Accountability Act ("Proposition 39"), which reduced the voter threshold for ad valorem tax levies used to pay for debt service on bonded indebtedness to 55 percent of the votes cast on a school district general obligation bond; and

WHEREAS, concurrent with the passage of Proposition 39, Chapter 1.5, Part 10, Division 1, Title 1 (commencing with Section 15264) of the Education Code (the "Act") became operative and established requirements associated with the implementation of Proposition 39; and

WHEREAS, the Board desires to make certain findings herein to be applicable to this election order and to establish certain performance audits, standards of financial accountability, and citizen oversight that are contained in Proposition 39 and the Act; and

WHEREAS, the Board desires to authorize the submission of a proposition to the District's voters at an election to authorize the issuance of bonds to pay for certain necessary repairs and upgrades, and enhancements to District facilities; and

WHEREAS, the Board hereby determines that, in accordance with Opinion No. 04-110 of the Attorney General of the State of California, the restrictions in Proposition 39 which prohibit any bond money from being used for administrative salaries or other operating expenses of the District shall be enforced by the District's Citizens' Oversight Committee; and

WHEREAS, pursuant to Education Code Section 15270, based upon a projection of assessed property valuation, the Board has determined that, if approved by voters, the tax rate levied to meet

the debt service requirements of the bonds proposed to be issued will not exceed the Proposition 39 limit of $30 per year per $100,000 of assessed valuation of taxable property; and

WHEREAS, Section 9400 *et seq.* of the Elections Code of the State of California (the "Elections Code") requires that a tax rate statement be contained in all official materials relating to the election, including any ballot pamphlet prepared, sponsored, or distributed by the District; and

WHEREAS, the Board desires to authorize the filing of a ballot argument in favor of the proposition to be submitted to the voters at the election; and

WHEREAS, pursuant to the California Elections Code, it is appropriate for the Board to request consolidation of the election with any and all other elections to be held on Tuesday, November 4, 2014, and to request the Orange County Registrar of Voters to perform certain election services for the District;

NOW THEREFORE, THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. That the Board, pursuant to Education Code Sections 15100 *et seq.*, 15264 *et seq.*, and Government Code Section 53506, hereby requests the Orange County Registrar of Voters to conduct an election under the provisions of Proposition 39 and the Act and submit to the electors of the District the question of whether bonds of the District in the aggregate principal amount of up to $249 million (the "Bonds") shall be issued and sold for the purpose of raising money for the projects described in Exhibits "A" and "B" hereto. Both exhibits are directed to be printed in the voter pamphlet.

Section 2. That the date of the election shall be November 4, 2014.

Section 3. That the purpose of the election shall be for the voters in the District to vote on a proposition, a copy of which is attached hereto and marked Exhibit "A," incorporated by reference herein, and containing the question of whether the District shall issue the Bonds to pay for improvements to the extent permitted by such proposition. In compliance with Proposition 39 and the Act, the ballot propositions in Exhibits "A" and "B" are subject to the following requirements and determinations:

(a) that the proceeds of the sale of the Bonds shall be used only for the purposes set forth in the ballot measure and not for any other purpose, including teacher or administrator salaries or other school operating expenses;

(b) that the Board, in establishing the projects set forth in Exhibit "B," evaluated student safety, class size reduction, and the educational and information technology needs of the District, as well as the importance of the projects to student achievement and high quality instruction;

(c) that the Board shall cause an annual, independent performance audit to be conducted to ensure that the Bond monies get spent only for the projects identified in Exhibit "B" hereto;

(d) that the Board shall cause an annual, independent financial audit of the proceeds from the sale of Bonds to be conducted until all of the Bond proceeds have been expended;

(e) that the Board shall appoint a Citizens' Oversight Committee in compliance with Education Code Section 15278 no later than 60 days after the Board enters the election results in its minutes pursuant to Education Code Section 15274;

(f) that the tax levy authorized to secure the Bonds of this election shall not exceed the Proposition 39 limit of $30 per $100,000 of taxable property in the District when assessed valuation is projected by the District to increase in accordance with Article XIIIA of the California Constitution;

Section 4. That the District desires to have a financially responsible bond measure that meets the Orange County Taxpayers Association School Bond Criteria, and based on the following:

(a) a clear need to build and modernize facilities, documented by the District's long-range Facilities Master Plan that identifies existing needs and anticipated future needs by school site;

(b) an open and transparent process for determining how the Bond funds will be spent, based on input from the District's *Blueprint for the Future Committee*, a Town Hall meeting, school site meetings, and a public opinion survey;

(c) the capital facilities projects to be funded are construction, modernization, and safety improvements, with no funds for maintenance, operations, or salaries;

(d) each series of Bonds is planned for a twenty-five year term, with the useful life of the facilities projects estimated to be at least as long, and proceeds of the Bonds will not pay for computers, vehicles, audio-visual aids, or other equipment that will become obsolete while the bond debt is outstanding;

(e) the Bonds are planned to be issued on a "just-in-time funding model" to reduce interest costs, with the amounts of each estimated bond series based on the projected facilities expenditures, estimated interest rates at the time of issuance, and the expected tax base;

(f) the Bonds are planned to be sold at competitive bid, based on published best practices by the Government Finance Officers Association, to ensure they receive the lowest interest rates available in the market;

(g) the District intends to set aside funds annually from the General Fund into a special reserve for the purpose of future construction and repair, and over the ten-year expected time horizon of the bond measure, will meet or exceed the recommended 2 percent to 4 percent of the value of the Bonds issued ($5 million to $10 million);

(h) the District plans to budget at least 2 percent of its operating budget towards maintenance of facilities;

(i) the District intends to maintain a level of reserve equal to at least 2 percent to 3 percent of General Fund expenditures for economic uncertainties;

(j) the District will have an annual outside independent audit of bond proceeds and expenditures;

(k) the District will have a Citizens' Bond Oversight Committee, to which the Board has already appointed some initial members, to confirm the reasonableness of completing the bond project list with the anticipated funding, and no member will be an employee or vendor of the District;

(l) preliminarily, the District estimates that the projects to be funded are eligible for State of California matching funds, and the District has engaged a consultant to determine eligibility and pursue State funds for all District facilities needs, including those on the bond project list;

(m) the District plans to build and maintain the facilities financed with proceeds from the Bonds by accepting bids from any qualified firm.

Section 5. That the authority for ordering the election is contained in Education Code Sections 15100 *et seq.*, 15264 *et seq.*, and Government Code Section 53506.

Section 6. That the authority for the specifications of this election order is contained in Sections 5322 of the Education Code.

Section 7. That the Orange County Registrar of Voters and the Orange County Board of Supervisors are hereby requested to consolidate the election ordered hereby with any and all other elections to be held on November 4, 2014, within the District.

Section 8. That the Secretary of the Board is hereby directed to deliver a certified copy of this Resolution to the Orange County Registrar of Voters no later than August 8, 2014.

Section 9. That the Board requests the governing body of any such other political subdivision, or any officer otherwise authorized by law, to partially or completely consolidate such election and to further provide that the canvass of the returns of the election be made by any body or official authorized by law to canvass such returns, and that the Board consents to such consolidation.

Section 10. Pursuant to Section 5303 of the Education Code and Section 10002 of the Elections Code, the Board of Supervisors of Orange County is requested to permit the Registrar of Voters to render all services specified by Section 10418 of the Elections Code relating to the election, for which services the District agrees to reimburse Orange County. Such services will include the publication of a Formal Notice of School Bond Election and the mailing of the sample ballot and tax rate statement (described in Section 9401 of the Elections Code) pursuant to the terms of Section 5363 of the Education Code and Section 12112 of the Elections Code.

ADOPTED, SIGNED AND APPROVED this 10th day of July 2014.

BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

By _____
Brian O'Neal
President of the Board of Trustees
Anaheim Union High School District

Attest:

_____
Michael B. Matsuda
Secretary to the Board of Trustees
Anaheim Union High School District

STATE OF CALIFORNIA)
)ss
ORANGE COUNTY)

I, Michael B. Matsuda, do hereby certify that the foregoing is a true and correct copy of Resolution No. 2014/15-B-02, which was duly adopted by the Board of Trustees of the Anaheim Union High School District at the meeting thereof held on the 10th day of July 2014 and that it was so adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

By _____
Michael B. Matsuda
Secretary to the Board of Trustees
Anaheim Union High School District

EXHIBIT A

"To improve neighborhood schools, by repairing classrooms and labs, including leaky roofs, decaying walls, deteriorating restrooms, and accessibility for disabled students; upgrading basic infrastructure and utilities, including drinking water, sewer, and gas; enhancing safety and security, including fire safety and security systems; and acquiring, upgrading, and constructing 21st century classrooms, schools, sites, and support facilities, shall Anaheim Union High School District issue $249 million of bonds at legal rates, with audits, citizen oversight, and no funds for administrator salaries?"

Bonds – Yes

Bonds – No

EXHIBIT B

FULL TEXT BALLOT PROPOSITION
OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT
BOND MEASURE ELECTION NOVEMBER 4, 2014

The following is the full proposition presented to the voters by the Anaheim Union High School District.

"To improve neighborhood schools, by repairing classrooms and labs, including leaky roofs, decaying walls, deteriorating restrooms, and accessibility for disabled students; upgrading basic infrastructure and utilities, including drinking water, sewer, and gas; enhancing safety and security, including fire safety and security systems; and acquiring, upgrading, and constructing 21st century classrooms, schools, sites, and support facilities, shall Anaheim Union High School District issue $249 million of bonds at legal rates, with audits, citizen oversight, and no funds for administrator salaries?"

PROJECT LIST FOR THE CLASSROOM AND SCHOOL SAFETY BOND MEASURE

The following are the projects that may be financed with proceeds of the bonds:

Repair and Upgrade Classrooms and Buildings, including roofs, walls, windows, doors and hardware, floors, ceilings, and accessibility for disabled students.

Basic Infrastructure and Utilities, including site and building plumbing, sewer, gas, electrical, water, storm drainage, HVAC systems, energy efficiency systems and controls, restrooms, and the financing of such upgrades.

Safety and Security, including fire safety systems, security systems, emergency communication systems, lighting, school entry and access areas, locks, parking and transportation areas, fencing, and earthquake retrofitting.

Removal of Hazardous Materials, such as asbestos and lead.

21st Century Learning Classroom Improvements, including furniture and equipment to allow for student collaboration, teamwork, and expanded learning methods.

Classroom Construction for education including career and technical education, science, technology, engineering, arts, and math education.

Physical Education Facility Repairs, including restrooms, locker rooms, showers, gymnasiums, multipurpose rooms, and constructing and reconditioning fields and facilities.

Outdoor Learning Quads and Courts, for outdoor education and student collaboration.

Landscape and Hardscape Improvements and Repairs, including irrigation systems.

Food Service Improvements, including constructing and upgrading facilities and equipment to serve meals to students, and shelters for students to eat lunch.

Student and Staff Support Facilities, including libraries, student union, student services, and administration facilities.

Property Acquisition, for the purpose of expanding overcrowded school sites.

The following sites are planned to receive some of the improvements described above:

- Anaheim High School
- Ball Junior High School
- Brookhurst Junior High School
- Cypress High School
- Dale Junior High School
- District Campus
- Hope School / Gilbert West
- Katella High School
- Kennedy High School
- Lexington Junior High School
- Loara High School
- Magnolia High School
- Orangeview Junior High School
- Oxford Academy
- Savanna High School
- South Junior High School
- Sycamore Junior High School
- Trident Education Center (Gilbert High School, Polaris High School, and Community Day School – ILC)
- Walker Junior High School
- Western High School
- Potential New Sites

* * *

In preparing the list of projects, the District has evaluated safety, class size reduction, and informational technology needs.

In addition to the sites listed above, the District may acquire, renovate, upgrade, construct, furnish and equip facilities at other locations.

Each project is assumed to include its share of architectural, engineering, and similar planning costs, program management, project or construction management, a contingency for unforeseen circumstances, offsite/utility connection costs, and interim housing. Projects also may include the payment of the costs of preparation of all facility planning, facility assessment reviews, environmental studies, construction documentation, plan check, inspection and permit fees, and the acquisition of improvements on the project list that previously have been financed, or will be financed in the future, through temporary loans, leases, lease-leaseback, or lease-purchase

arrangements. Also included are the costs of demolition and reconstruction of existing facilities currently scheduled for modernization, if the Board of Trustees determines that such an approach would be a more cost effective solution.

The District is eligible to receive State matching funds and intends to aggressively pursue State funding. In the absence of such funding, improvements at each school may be affected and the District may not be able to perform some of the projects listed above.

The budget for each project is an estimate and may be affected by factors beyond the District's control. The final cost of each project will be determined as plans are finalized, construction bids are awarded and projects are completed. Based on the final costs of each project, certain projects described above may be delayed or may not be undertaken.

Bond proceeds shall be expended only for the specific purposes identified herein. Proceeds of the bonds may be used to pay or reimburse the District for the cost of District staff when performing work on or necessary and incidental to the bond projects. The District shall create an account into which proceeds of the bonds shall be deposited and comply with the reporting requirements of Government Code § 53410.

Fiscal Accountability: In accordance with Education Code § 15272, the Board of Trustees has established a citizens' oversight committee and will conduct annual independent audits to assure that funds are spent only on the list of projects authorized above and for no other purpose. The expenditure of bond money on these projects is subject to stringent financial accountability requirements. By law, performance and financial audits will be performed annually, and all bond expenditures will be monitored by an independent citizens' oversight committee to ensure that funds are spent as promised and specified. The citizens' oversight committee shall include at least seven members, with the following relationships: one member active in a business organization, one member active in a senior citizens' organization, one member active in a bona fide taxpayers' organization, one member who is a parent or guardian of a student, one member who is both a parent or guardian of a student and active in a parent-teacher organization. District employees, vendors, contractors and consultants may not serve on the citizens' oversight committee.

No Administrator Salaries: Proceeds from the sale of the bonds authorized by this proposition shall be used only for the acquisition, construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, and not for any other purpose. No funds will be used toward teacher or administrator salaries or other operating expenses.

Anaheim Union High School District
Tax Rate Statement for
The Classroom and School Safety Bond Measure
November 4, 2014 Election

An election will be held in the Anaheim Union High School District (the "District") on November 4, 2014, to authorize the sale of up to $249 million in general obligation bonds. The following information is submitted in compliance with Sections 9400-9404 of the California Elections Code.

1. The best estimate of the tax rate that would be required to fund this bond issue during the first fiscal year after the sale of the first series of bonds, based on a projection of assessed valuations available at the time of filing of this statement, is 3.00¢ per $100 ($30.00 per $100,000) of assessed valuation in fiscal year 2015-16.

2. The best estimate of the tax rate that would be required to fund this bond issue during the first fiscal year after the sale of the last series of bonds, based on a projection of assessed valuations available at the time of filing of this statement, is 2.99¢ per $100 ($29.99 per $100,000) of assessed valuation in fiscal year 2023-24.

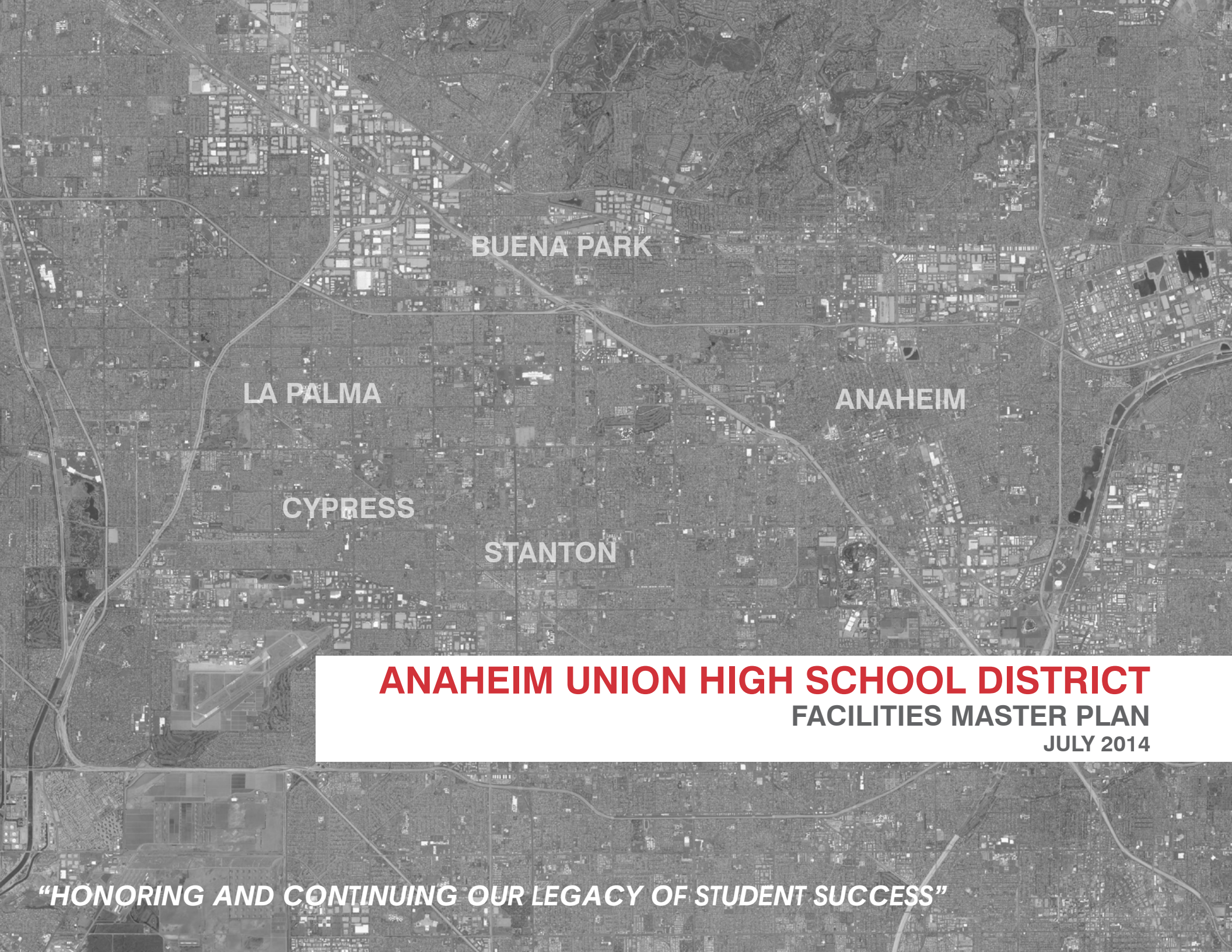
3. The best estimate of the highest tax rate that would be required to fund this bond issue, based on a projection of assessed valuations available at the time of filing this statement, is 3.00¢ per $100 ($30.00 per $100,000) of assessed valuation.

4. The best estimate of the average tax rate required to fund this bond issue, based on a projection of assessed valuations available at the time of filing of this statement, is 2.99¢ per $100 ($29.99 per $100,000) of assessed valuation.

These projections of assessed valuations and tax rates are based on the experience and historical data within the District and are derived from information obtained from official sources. The actual tax rates and the years in which they will apply may vary depending on the timing of bond sales, the amount of bonds sold at each sale and actual assessed valuation in each year. The timing of the bond sales and the amount of bonds sold at any given time will be determined by the needs of the District. Actual assessed valuations will depend upon the amount and value of taxable property within the District as determined in the assessment and the equalization process.

Dated: August __,2014

Michael B. Matsuda
Superintendent
Anaheim Union High School District



ANAHEIM UNION HIGH SCHOOL DISTRICT

FACILITIES MASTER PLAN

JULY 2014

"HONORING AND CONTINUING OUR LEGACY OF STUDENT SUCCESS"

Learning With Purpose

ANAHEIM UNION HIGH SCHOOL DISTRICT

College and Career Ready

ANAHEIM UNION HIGH SCHOOL DISTRICT

FACILITIES MASTER PLAN

JULY 2014

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AUHSD
Dianne Poore
Bruce Saltz

1.1 OVERVIEW
PURPOSE OF THIS DOCUMENT

A Facilities Master Plan (FMP) is strategic in nature. It identifies a vision for the next 10 to 15 years. The site master plans (refer to Section 7) provide a graphic representation of this vision for each site. It is important to note that the individual school site master plan is not a design but rather a plan for the future improvement of the District's facilities infrastructure in support of the educational program goals for increased student outcomes and achievement of Anaheim Union High School District (AUHSD).

This plan shows a general path of how to get to the goal, but it does not provide specific design solutions. It represents long range improvement recommendations and is a tool in establishing probable cost for the FMP. The costs developed as part of this document can be utilized as a tool by the District for planning purposes, to run program phasing scenarios, as funding becomes available.

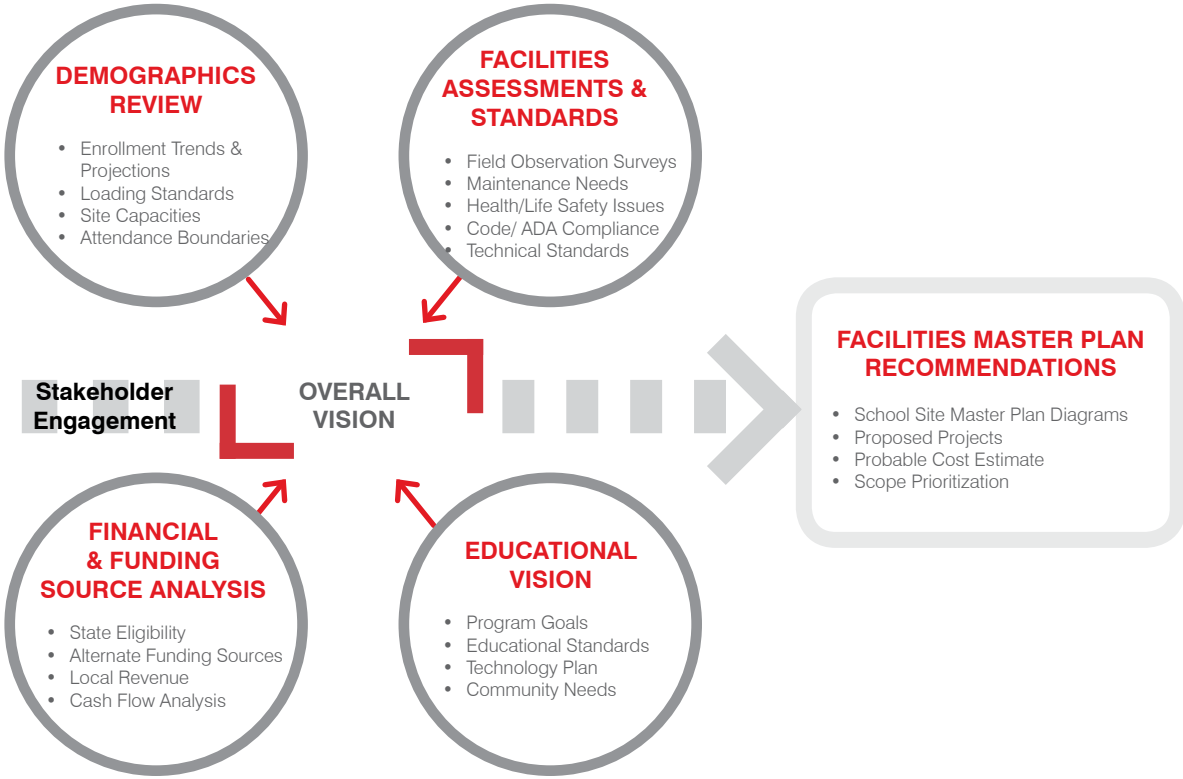
As funding becomes available and projects move forward, design teams (architects and engineers) will plan individual aspects of the projects recommended in the FMP. At that time, a school site Design Committee should be assembled to meet with the design team and provide input on the design of the individual elements of the plan. The plans that result from the more detailed design phase process may vary from the concept shown in the FMP plan, but should be a reflection of the program elements identified through the FMP process.

The site master plans are not based on detailed site surveys, such as coordination of existing utility locations, soils reports and detailed code studies. That level of analysis will be completed during the design phase when projects are implemented. It is also likely that the projects listed in the FMP will be addressed incrementally, not as one large comprehensive project. Therefore, it is important when designing individual projects of the plan, they are planned in such a way that future projects can be realized and that each project can stand on its own without negatively impacting operation of the school. As projects are developed over time, the FMP should be revisited and updated so that it reflects the changing needs of the District. This update process is recommended by the California Department of Education (CDE) to occur on a 3-5 year cycle.

Today, the economic conditions and changing demographics are affecting how schools are being planned, designed and managed. The purpose of the FMP is to define the long-range goals for facility planning that support the educational goals of the District which ultimately aids in decision making so that school facility improvements move toward a common, coordinated vision. The FMP is intended to be a guideline to allow sites to maintain flexibility as enrollment and programs change.

The following diagram illustrates the primary components of the FMP process that were finalized for AUHSD.

FOUR PILLARS OF THE MASTER PLAN



1.2 OVERVIEW
AUHSD VISION + MISSION STATEMENT

During the Spring of 2011, the Anaheim Union High School District Board of Trustees initiated a dialogue regarding the goals and priorities of the District. The discussion centered on four overarching themes:

- Student Learning
- Civic and Social Responsibility
- Effective Two-Way Communication and Partnership
- Utilization of Resources (human, fiscal, and material)

Through several school community forums and student, faculty and staff forums input was solicited and the following goals and actions were identified.

Student Learning

1. High Expectations for Student Learning :: Improving student achievement for all students in all areas
2. 21st Century Learning Environments :: Focusing on student engagement in the design of classroom learning
3. Student Learning Support Systems :: Meeting the needs of all students
4. College and Career Readiness :: Engaging students in the application of learning

Civic and Social Responsibility

1. Community Service and Volunteerism :: Encouraging commitment to service and volunteerism while making a positive difference in the lives of others by sharing our time and talents
2. Environmental Awareness and Guardianship of the Earth :: Creating a better and more peaceful world
3. Civic Responsibility and Community Pride :: Promoting the importance of being a productive and contributing world citizen
4. Kindness and Respect :: Accepting the responsibility of being kind and respectful citizens

Effective Two-Way Communication & Partnership

1. Develop the "AUHSD Family" Philosophy :: Improving communication through developing meaningful relationships
2. Clear Communications :: Communicating openly and honestly
3. Involve Community Stakeholders :: Communicating in a variety of ways to reach all stakeholders
4. Develop Student Communication Skills :: Developing effective student communicators who have mastery of 21st Century skills

Utilization of Resources

1. Maximize the Use of Our Most Valuable Community Resource : Our People :: Advancing our use of community resources and volunteers
2. Improve the Efficiency of Our Use of Resources :: Enhancing our processes and systems to conserve our resources
3. Enhance Partnerships with Our Community and Access Its Resources :: Improving our service and connection to our community
4. Build Staff Capacity and Organization Sustainability :: Enhancing our staff skill set

In May 2012, AUHSD adopted the Strategic Plan (2012 - 2017) setting the District's Vision and Mission Statement. The plan was fully implemented during the 2011-12 school year.

VISION

The Anaheim Union High School District will graduate socially aware, civic-minded students who are college and career ready for the 21st Century

MISSION STATEMENT

The Anaheim Union High School District, a partnership of students, parents, staff, and community will provide all students with a high quality, well-rounded educational program in a safe and nurturing learning environment that promotes:

- *High academic expectations for all students and employees*
- *21st Century learning skills for students to act as problem solvers and critical thinkers*
- *Readiness for post-secondary education, career options, and civic and social responsibility*

1.3 OVERVIEW BACKGROUND

Anaheim Union High School District is one of the largest school districts in the state. The District covers 46 square miles and stretches across the cities of Anaheim, Cypress, Buena Park, La Palma and Stanton. Feeder Districts include Anaheim City School District, Centralia School District, Cypress School District, Magnolia School District, and Savanna School District.

Anaheim Union High School District educates more than approximately 31,000 students who attend eight junior high schools (grades 7-8), eight comprehensive high schools (grades 9-12), one secondary selective school (grades 7-12), one alternative education high school, and one special education school. The District has established 28 career pathways in 12 industries designed to lead to meaningful post-secondary employment. More than 11,0000 students are enrolled in Career Technical Education pathway courses. Other strong programs include foreign language, visual and performing arts, and athletics. Ongoing partnerships with the regional occupational program (ROP), community colleges, state universities, and local businesses also provide an important role in educational improvement.


EXISTING (OVERVIEW)

2.1 PROCESS
FMP ACTIVITIES + PROCESS

In mid-October 2013 the District kicked off the facilities master plan process. The Planning Team along with District leadership discussed the District's goals and vision and initiated the "plan for the plan". The intent of the plan was to review current facility conditions and needs, help define educational facility goals for the next 10-15 years and future facility needs, and start to identify financial strategies to fund these needs.

What is unique about this process and focus?

Right from the start, it was clear that the Facilities Master Plan (FMP) would need to have a far reaching stakeholder engagement process. This has been accomplished through the use of surveys, site stakeholder meetings, community meetings, and focused interviews with the district stakeholders.

In addition to the outreach processes, the FMP focuses on coordinating the District's educational program goals with the proposed facility improvements. The projects are listed and shown on a site master plan (refer to Section 7), to allow for better coordination of short range improvements. Each project is itemized to provide better continuity of the overall plan and is coordinated with the estimated budgets. The intent is to allow the district to manage the implementation of the projects with the greatest flexibility in the future.

FACILITIES MASTER PLAN ACTIVITIES

The facilities master planning process consisted of a numerous activities organized by phase: Visioning, Community Outreach, Conceptual Site Master Plans, Probable Cost Estimate, Project Prioritization, and Final Plan documentation. The following is a list of activities that were conducted:

FACILITIES CONDITIONS
Interview, Site Observations & Assessments

In mid-October AUHSD District Facilities team and members of the Planning Team kicked off the Facilities Condition Assessment portion of the Facilities Master Plan by conducting a series of all-day broad-brush meetings to review existing conditions for each site. Late-october 2013, members of the Planning Team conducted site walks at each school and the District Campus. School sites included (8) Junior High Schools, (8) High Schools, (1) Alternative High School, (1) Special Education School, and (1) Secondary Selective School.

Prior to each site walk, the Planning Team met with site staff to gather information on perceived needs at their school site. During the site walks, members of the Planning Team surveyed each site, verifying the accuracy of the District's site plans, documented the campus through photographs and recorded visual observations of conditions and room uses. With this information, a Facilities Condition Index was used to assign a condition ranking between 0 to 4; with 0 representing areas that were relatively new or recently modernized and 4 representing areas that were in poor condition and could be considered to for replacement. Refer to Section 3.4 for Condition Assessments and Appendix for detailed report findings. Input from school Principals and Facilities Department staff focused on needed upgrades to site work, plumbing, roofs, heating and air conditioning units, playgrounds and interior finishes. This analysis was used as the basis for each site's master plan and probable cost estimates.

As a part of the facilities conditions analysis, an ADA transition plan has been completed. This plan documents an assessment of items that need to be corrected to meet accessibility code requirements at each space. This document has been provided to the District, separate from the FMP document as a reference guide for the District as they begin specific modernization projects.

Also as a part of the facilities conditions analysis, LPA's structural team performed site walks and made visual observations and reviewed data from as-built drawings to perform a preliminary structural assessment. The findings from this analysis has been documented in a report, separate from this FMP document.

CAPACITY ANALYSIS+ PROJECTIONS
Site Walks & Analysis

In mid-November, members of the Planning Team responsible for reviewing and analyzing the existing capacity at each school site conducted site walks to verify room uses for every teaching station. Room uses were then confirmed by Facilities staff and site Principals. Utilizing District loading standard information, current capacity was calculated for each site. Refer to Section 3.3.

With District provided demographics data, enrollment projections were developed. Refer to Section 3.2.

2.1 PROCESS
FMP ACTIVITIES + PROCESS

EDUCATIONAL VISION
Survey, Meetings & Site Walks

The Planning Team along with the Steering Committee developed the FMP Guiding Principles to align the overall program goals to the District's vision and mission as defined in the Strategic Plan. These principles are documented in Section 3.1.

In early November a questionnaire was sent out to each site Principal to help the Planning Team better understand the existing programs and how well existing facilities met these program needs as well as anticipated future program needs.

In mid-November through December, the Planning Team visited each school site and conducted meetings and brief site walks with each of the School Site Committees to better define the vision for each school site as well as gather input that would ultimately help develop the educational program standards.

To gain better understanding of the future of educational facilities, District leadership also took a bus tour of example 21st Century school sites. This allowed them to see what other Districts are doing in terms of facility improvements that could better support student learning, and help determine what areas could be implemented at AUHSD.

In addition, focus group interviews were conducted with over-arching groups including Junior High School and High School education and curriculum groups, Furniture and Equipment, Special Education, Food Service, Maintenance & Operations, Transportation, Technology, Alternative Education, and CTE Pathways. Through this process the Educational Program vision was developed as documented in Section 4.2 of this FMP document.

DISTRICT STANDARDS

From January through March 2014, the Planning Team met with Facilities and Maintenance to establish guideline District standard specifications. The purpose of these guideline standards are to provide a standard of quality in materials and systems and help establish equity between projects. They are not intended for construction purposes. As projects start, Design Teams will need to produce construction specifications specific to the project.

TECHNOLOGY PLAN

As part of the Facilities Master Plan, the Planning Team assessed existing technology and security infrastructure systems, services and establish standards, recommendations, budgets and implementation strategies.

COMMUNITY OUTREACH

In January 2014, invitations were sent out to the AUHSD community and all the neighboring communities it serves. In February 2014, the Blueprint for the Future Committee was formulated and included community members, parents, students, and District staff. Through a series of four meetings, the Committee learned about the District's facilities needs, the options for addressing them, and developed a consensus on several items. Each of the meetings had a main area of focus:

Meeting 1: Understanding of committee purpose and function, sub-committee selection, and introduction to facilities

Meeting 2: Understanding of operational vs. capital funding, how bonds and taxes work, and what might be affordable

Meeting 3: Understanding public information research

Meeting 4: Finalize consensus report. Refer to Section 8.3 for the full report.

In mid-April 2014, a Town Hall Meeting was conducted to encourage attendance and participation throughout the District from community members, parents and students. The focus of these meetings was to obtain school site, parent and community input about needs and goals for each of the school sites, relative to the proposed projects shown on the site master plans.

WEB SITE OUTREACH

To increase the transparency of the FMP process, the District with the Planning Team have been developing and continually updating a unique website that allows for community members to access and see upcoming FMP activities and updates on previous meetings. The website will also include GO bond information and eventually evolve to provide project information.

2.1 PROCESS
FMP ACTIVITIES + PROCESS

SITE MASTER PLANNING

The focus of this phase was to arrive at potential solutions and improvement strategies for each school facility in the District based on the assessment of needs conducted earlier in the process.

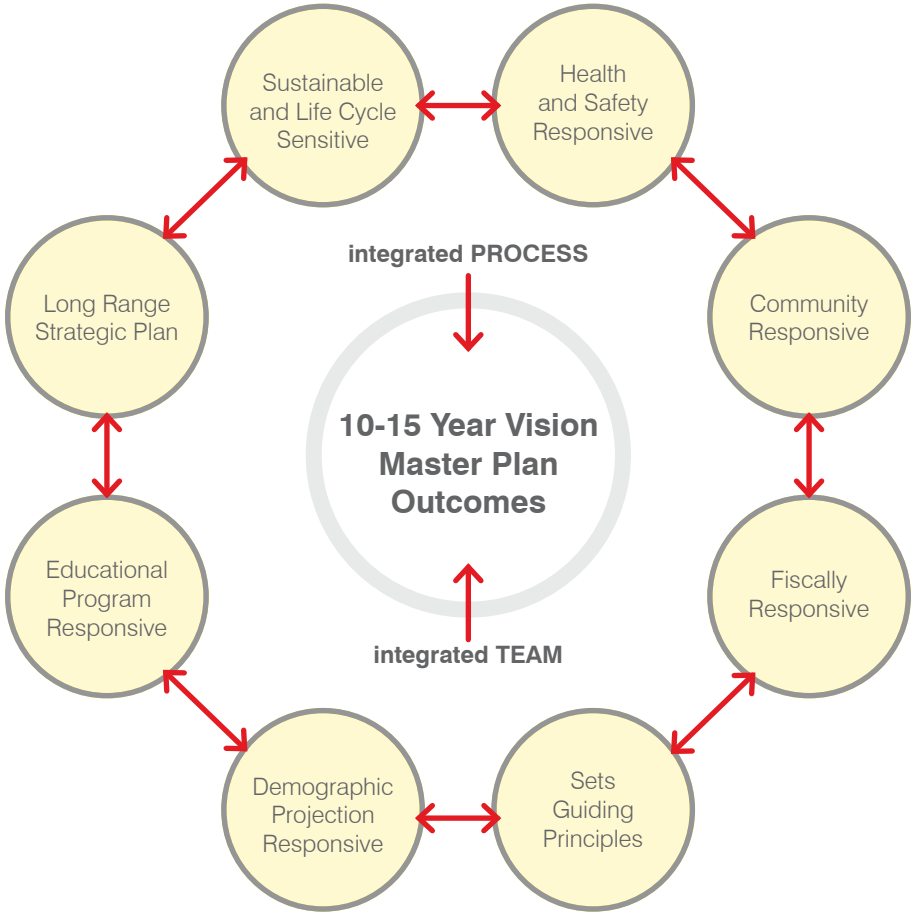
After analyzing information gathered during the site walks, various surveys and interviews on the condition of the facilities and program needs the Planning Team developed an understanding of the long-range facilities needs. Coupled with the educational program vision, the Planning Team began to develop a master plan for each site to address these needs, in late February 2014. Refer to Section 7.

Recommended master plan solutions for each school site were developed by overlaying the educational program goals and facilities needs assessment findings onto each campus.

Development of site master plans took place from March 2014 through April 2014 with active involvement from School Site Facilities Committee groups. In April 2014, a number of meetings were held to review the draft site master plans with the school site committees and District leadership to ensure the accuracy and relevance of the plans to the sites. Stakeholders were selected to serve on a School Site Committee which provided input on the proposed modifications and enhancements shown on the draft site master plans. The site master plans were revised to reflect this input, resulting in the final proposed site master plans.

The proposed modifications and enhancements represent a ten to fifteen year vision for the school site, with phased implementation as funding becomes available.

MASTER PLAN PROCESS DIAGRAM



2.1 PROCESS
FMP ACTIVITIES + PROCESS

PRIORITIZATION

Throughout the process it was aware that the site needs would be greater than the amount of funding available. As mentioned previously, the FMP is a road map and work will be phased in as funding becomes available. Therefore prioritization was developed by the various stakeholder groups and re-confirmed along the process.

- Initial thoughts on school site priorities were asked in the Principal survey. During the one-on-one review of the proposed master plans, these priorities were re-confirmed in a follow up survey.
- School Site Committees were asked what their top priorities were at the site committee meeting with the Planning Team.
- The Blueprint for the Future Committee priorities that resulted from a series of forums were documented in the consensus report. Refer to Section 8.3.
- A Prioritization Town Hall meeting was held in mid-May 2014, where school site committee members, Blueprint for the Future committee members, District staff, parents, students, and community members participated in prioritizing the criteria which would determine priority scope of work.

FINAL PLAN REPORT & RECOMMENDATIONS

Proposed projects and prioritization of all projects were determined with input from the School Site Committees, community outreach forums, and the Steering Committee. Refer to Section 5 and 7.

The DRAFT Facilities Master Plan document was submitted to the Board of Trustees for review and input at the end of May 2014. Final adoption is in July of 2014.

STAKEHOLDERS

At the outset of the facilities master planning process, the District Leadership team set out to define the roles and responsibilities of the stakeholder participant groups. These groups were refined in the process and ultimately comprised of a Steering Committee, a Technical Committee, a Blueprint for the Future Community Committee, individual School Site Committees and Focus Group interviews of representatives for specialized topics.

The groups provided input throughout the project, defining educational program goals and offering direction on facilities master planning goals. All input eventually led to the creation of a set of final recommendations that were brought before the Board of Education for review, comment and approval.

DESCRIPTION OF STAKEHOLDER GROUPS

Steering Committee
The Steering Committee (SC) steered and coordinated the process and ensured that input from a range of stakeholders would be optimized. In addition, through regular meetings, the team was responsible for reviewing outcomes from the various groups and providing input.

Technical Committee
The Technical Committee (TC) was comprised of a smaller sub-set of the Steering Committee. This group along with the Planning Team were essentially the 'working group' that coordinated all the meetings and the FMP activities.

JHS / HS Education Groups
Junior High School and High School Education groups were set up to help define the educational vision and set the educational program standards. This group included District education leaders and all the school site Principals.

2.1 PROCESS
FMP ACTIVITIES + PROCESS

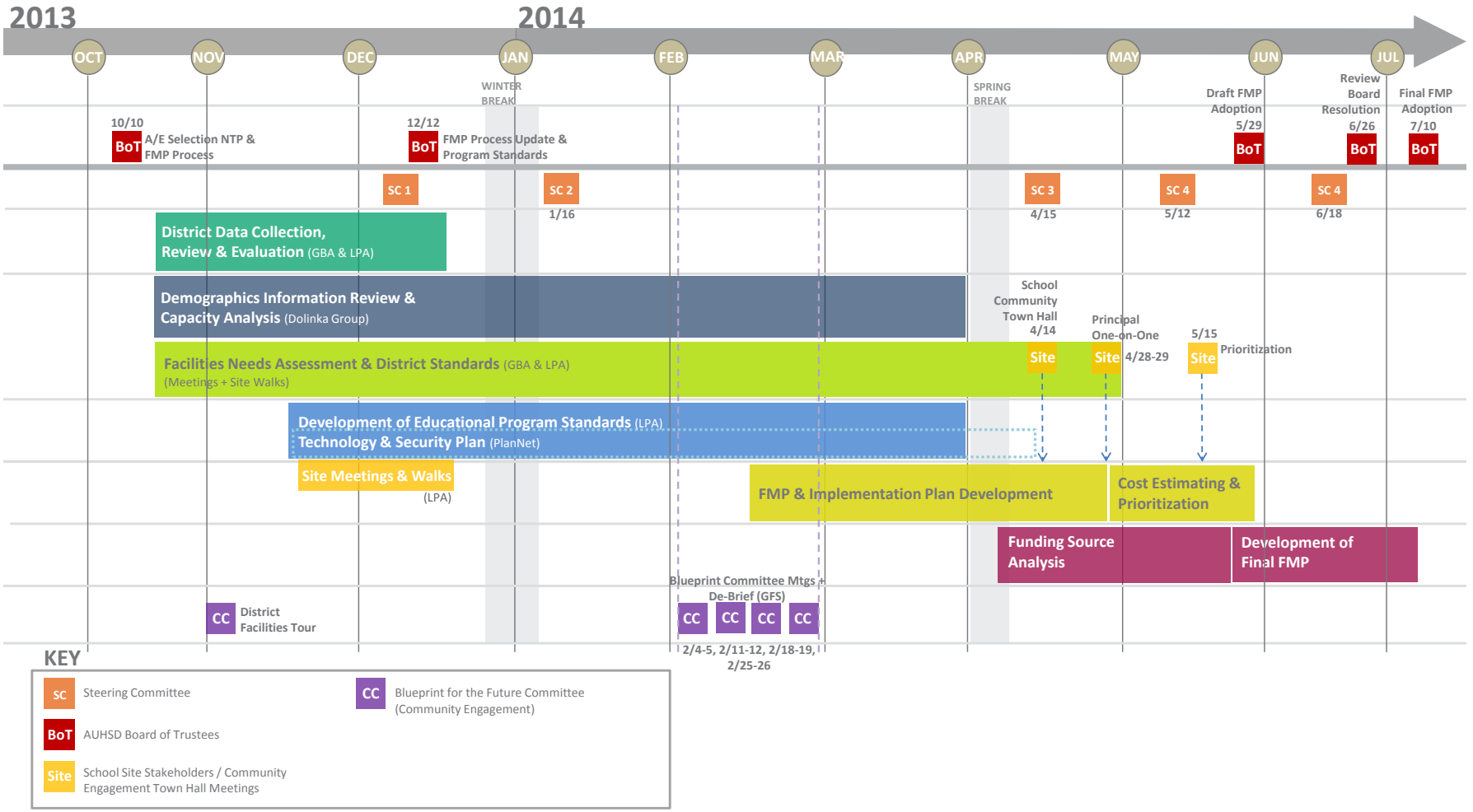
School Site Committee
School Site Committees (SSC) were formed at each school site to interact with the Planning Team to help develop the vision, and review and confirm the specific master plan proposal for each school site. Interaction with these stakeholders included a School Site Committee meeting to determine the vision for the site, a Town Hall Meeting where the finalized education program standards and the proposed master plans were presented, and a follow-up one-on-one meeting with each site principal. Between these sessions, each committee was tasked with engaging their local community stakeholders to best meet the needs of their site. Participants included School Site Counsels, PTAs, parents, teachers, site administrators and students. The SSC also participated in the Prioritization Town Hall meeting to help prioritize the criteria that will be used to determine the order of work.

Overarching Focus Groups
Program Focus Group sub-committee meetings were held to focus on particular programs. Additionally, focused interviews of key District staff for Maintenance, Operations, Transportation, Food Service, Special Education, Alternative Education, CTE Pathway Education and Information Technology took place to determine facilities needs within their areas of expertise. Discussion in these groups examined areas both at the District wide and the individual school site levels to develop the District's needs.

Blueprint for the Future Committee
The District invited members of the community to serve on this committee and become engaged in the FMP process. Participants included students, parents, local business owners, residents and staff members. Members of the committee volunteered their time in four weekly meetings and learned about the District's facilities needs, options for addressing them, and developed a consensus. Refer to Appendix Section 8.3. Members of this committee were also invited to participate in the Prioritization Town Hall meeting to help prioritize the criteria that will ultimately be used to determine the order of work.

2.2 PROCESS SCHEDULE OVERVIEW

This timeline depicts the key FMP process activities as described above.



2.3 PROCESS PARTICIPANTS

BOARD OF TRUSTEES

Brian O'Neal	President
Annemarie Randle-Trejo	Clerk
Anna L. Piercy, Assistant	Clerk
Katherine H. Smith	Board Member
Al Jabbar	Board Member

STEERING COMMITTEE

Michael B. Matsuda	Superintendent
Dianne Poore	Assistant Superintendent, Bus.
Dr. Paul Sevillano	Assistant Superintendent, Edu.
Darrel Adair	Director M&O
Ralph Figueroa	Project Manager Maint. & Facilities
Erik Greenwood	Chief Technology Officer
Terry Gerner	Food Services Director SFNS
Brad Jackson	Special Youth Services Director
Pat Karlak	Public Information Officer
Rick Martens	Director Student Support Services
Brad Minami	Dir. of Purchasing & Central Svcs.
Patricia Neely	Director of Planning, Design & Construction
Bruce Saltz	Controller
Lori Raineri	GFS, Inc. President
Keith Weaver	GFS, Inc. Certified Independent Public Finance Advisor

TECHNICAL COMMITTEE

Darrel Adair	Director M&O
Sylvia Dominguez	Executive Assistant
Leticia Hauck	Secretary
Ralph Figueroa	Project Mgr., Maint. & Facilities
Patricia Neely	Dir. Planning, Design & Construction
Dianne Poore	Ass't. Superintendent, Business

BLUEPRINT FOR THE FUTURE COMMITTEE

Staff

Darrel Adair
Dave Bannon
Sandra Barry
Mark Berg
Jerry Buck
Jazmin Catellano-Luna
Manuel Colon
Sylvia Dominguez
Ralph Figueroa
Erik Greenwood
Carlos Hernandez
Brad Jackson
Kari Kikuta
Jomay Liao
Trish Locklear
Rick Martens
Brad Minami
Patricia Neely
Dianne Poore
Lori Raineri
Erik Ring
Wendy Rogers
Bruce Saltz
Paul Sevillano
Susan Stocks
Keith Weaver
Dave Young

Committee

Aaron Caban	Owner of Conquest Air Inc.
Adela Lopez	retired Fullerton College professor, resident of Anaheim since 1975;
Alan Walker	retired firefighter; all in family are AUHSD graduates from Western HS
Amy Lam	student Oxford Academy
Ariamarie Trejo	student, Oxford Academy
Blanca Jauregui	parent of child at South Junior High
Brad Watrous	works at Savanna High School
Bryan Tully	parent of child at Cypress HS
Carol Sarkissian	teacher at Magnolia HS
Cecile Eveland	parent of child at Loara HS; Disney employee
Cheryl Armstrong	parent of child at Walker JHS
Chidi Onyekwere	Disney employee
Chuck Mitchell	parent of child at Cypress HS
Daisy Mancilla	student at Katella HS
Damian Durango	student at Katella HS
Deb Vidana	Anaheim High School Alumni Association board member
Dennis Nelson	teacher and coach at Savanna HS
Devin Rankin	student, Katella HS
Dr. Anna Corral	principal, Anaheim HS
Earl Lasley	city of Anaheim's commercial energy program manager
Egbert Arias	student, Anaheim HS
Eric Rice	parent of student at Lexington JHS
Esther Castillo	mother of South JHS student
Esther Tangkillisan	parent of child at Kennedy HS
Fred Wilson	parent of child at Cypress HS
Gail Kairis	NOCROP administrator
Gerry Adams	president, AFSCME
Isabel Pena	student at Loara HS
Jackie Brock	AUHSD accounting department
Jackie Mai	student at Katella HS
James Cavanaugh	teacher, Sycamore JHS
Janet Berardi	District Athletic Director
Janet Brown	Anaheim HS Alumni Assoc. board member
Jeanette James	AUHSD parent
Jeanne Robbins	child graduated from Loara HS
Jeanne Tran	district representative, State Senator Lou Correa
Jei Garlitos	program administrator, Community Day School
Jennifer Lamb	mother of Oxford Academy student
Jeri Chinarian	director, AUHSD business operations
Jesus Villasenor Jr.	parent of children at Walker JHS and Kennedy HS; AUHSD translator

2.3 PROCESS PARTICIPANTS

BLUEPRINT FOR THE FUTURE (cont.)

Jhorna Islam	student at Oxford Academy
Joseph Paul	Cypress High School staff
Josette Utke	parent of child at Cypress HS
Jovaun Iniestra	student at Katella HS
Juliann Ferguson	parent of child at Kennedy HS; Rowland USD energy manager
Julie Marquez	parent of student at Lexington JHS
Keith McLaughlin	teacher Adult Transition Program
Kenneth Legaspi	student at Western HS
Kim Truong	student, Western HS
Kimberly Richie	parent of child at Western HS
Lance Mowdy	parent of students at South JHS and Katella HS; business owner
Larry Larsen	Anaheim HS Alumni Assoc. member; mentor at AHS's ILC
Laura Williamson	parent of student at South JHS
Le Bui	parent of children at Cypress HS and Oxford Academy
Leticia Hurtado-Ruiz	parent of child at Katella HS
Letty Hauck	parent of child at Kennedy HS; AUHSD facilities department staffer
Lieutenant Eric Trapp	Anaheim Police Department
Linda Lobatos	Anaheim HS parent
Lisa Gavros	teacher at Orangeview JHS
Llerania Chavez	student at Katella High School
Lynn Nakayama	community services supervisor, AUHSD
Marco Rivas	parent of Savanna HS student
Maria Rosa Guzman	mother of Oxford Academy
Michael Buss	Anaheim Arts Council
Michele Ramstetter	Gilbert High School staff
Michelle Ehrlich	senior administrative assistant, AUHSD's Community Day School
Millie Gorrie	parent of child at Walker JHS
Mitchell Delgado	student at Katella HS
Nancy Malotte	assistant principal, Gilbert HS
Noemi Garcia	parent of child at Katella HS
Olga Alvarez	AUHSD parent
Olu Adeboyejo	parent of student at Lexington JHS
Rene Arevalo	student Katella HS
Robert Nelson	parent of child at Oxford Academy
Rosa Dominguez	parent of child at Anaheim HS
Russell J. Guidry	parent of students at Sycamore JHS and Anaheim HS
Ryszard Niscior	parent of students at Oxford Academy and Kennedy HS
Sandra Sweeten	instructional aide, South JHS
Sjany Larson-Cash	community services superintendent, city of Anaheim's Community Services Department
Tanya Williamson,	parent of student at Loara HS
Tom Valenzuela,	parent of child at Lexington JHS
Vitzania Estrada,	student at Katella HS

2.3 PROCESS PARTICIPANTS

SCHOOL SITE COMMITTEES

Ball Junior High School

Alfonso Aranda	Custodian
Jeff Cole	Teacher
Narcisco deLira	Bilingual Instructional Asst.
Jason Dinkle	Teacher
Yolanda Flores-Smith	Teacher
Jaron Fried	Principal
Tammie Hildom	Teacher
Shannon Hoos	Teacher/Coach
John Lombardi	Teacher A.D.
Frank Mundi	Teacher
Carol Philip	Teacher
Hank Schwartz	Counselor
Dana Stalker	Teacher

Brookhurst Junior High School

Sandy Blumberg	Classified/Comm Mbr.
Darrick Garcia	Principal
Rafael Santiago	Admin.
Tony Torres	Athletic Director
Marcus Weiss	Teacher
Chris Wright	Teacher
Hannah Cruz	ASB President
Jennifer Huynh	ASB Treasurer
Mary Madrigal	PTA Parent

Dale Junior High School

Shari Cary	AP
David Dorosky	Assistant Principal
Phyllis Fukumoto	Science Dept. Chair
Robert Gaudette	Teacher/Coach
Ted Gugert	P.E. Dept. Chair
Daphne Hammer	Principal
Sussanne Miranda	Special Ed Teacher
Grant Schuster	Athletic Director
Chris Turanitza	Library/Media
Jodi Urquide	Band Director

Lexington Junior High School

Jennifer Brown	Assistant Principal
Nicholas Cooper	Custodial Supervisor
Jennifer Hipolito	Library Tech
Sam Joo	Principal
Scott McIver	Teacher
Ellen Peters	Senior Admin
David Wardle	Teacher
Candi Kern	Parent
Julie Marquez	Parent

Orangeview Junior High School

Lisa Garvos	Special Ed Teacher
Charlene Montgomery	Teacher
Yousef Nasouf	Principal
Anna Stevenson, SSC Chair	Tittle I
Debra Buhrman	Parent
Blanca Bustamante	Parent
Veronica Corren	Anaheim Achieves After School
Ricky Roman	8th grade student
Hayley Romano	7th grade student

South Junior High School

Mike Bennett	TST, AUHSD
Esther Cho	Teacher/Title I, AUHSD
Becky Gilbert	Senior Admin. Asst., AUHSD
Deanna Guzman	Teacher, AUHSD
Carlos Hernandez	Principal, AUHSD
Jana Kouar	AP, AUHSD
Lynna Schultz	Library/Media Tech, AUHSD
Steve Singley	Teacher, AUHSD
Rick Spandikow	Teacher, AUHSD
Brenda Williamson	Student
Laura Williamson	Parent

Sycamore Junior High School

Veronica Alvarez	Counselor
Gary Brown	A.P
Joe Carmona	Principal
Bill Cavanagh	Teacher
Jeffery Fuentes	Teacher
Gene Haller	Reading Dept. Chair
David Hankin	Teacher
Dan Harlow	Teacher
Alicia Lopez	Title I
Janice Reger	Teacher
Catherine Vierra	Teacher
Ora Whitley	Teacher

Walker Junior High School

Rita Dressendorfer	Art Teacher
Jack Gupton	Industrial Arts/ STEM Teacher
Christy Hutchings	Special Ed. Teacher
Ron Latham	Science Teacher
Tom Leonard	Site Supervisor
Kirsten Levitin	Principal
Julie Peckham	PE Teacher
Karen Zelazo	Band Director
Pat Rosales	Library Tech
Carrie Katsumata	Parent
Kyle Neal	Student

Anaheim High School

Anna Corrall	Principal
Bob Jannehui	AP
Jazmin Castellanos Luna	Translator
Dave Torres	Athletic Director
Eydie Zajec	Title I Coordinator
Itzel Estrada	ABS President
Iris Rangel,	ASB Vice President
Lorena Morales	Student
Edgar Villar	Student
Maritza Bermudez	Parent
Ismael Martinez	Parent

Cypress High School

Sandra Armstrong	PE Dept. Chair
Patty Brunet	Science Dept. Chair
Dean Delgado	Business Dept. Chair
Dan Falt	Math Dept. Chair
Eleni Karapoulios	Culinary Arts Teacher
James Quirion	Instrumental Music Teacher

2.3 PROCESS PARTICIPANTS

SCHOOL SITE COMMITTEES

Cypress High School (Cont'd)

Joe Saldana	Assistant Principal
Mark Slevcare	Social Science Teacher
Jodie Wales	Principal

Katella High School

Ben Carpenter	Principal
Diana Fujimoto	Title I Coordinator
Leone Walsh	Teacher
Jonathan Fierro	ASB Student
Darlene Khampshasithiuong	Student
Gerardo Rangel	Bilingual Inst.
Jesus Ramirez	Parent
Angela Sanchez	Parent

Kennedy High School

Sarah Anderson	Teacher
Kim Buck	Library Tech
Russ Earnest	Principal
John Hoganson	Teacher
Eric Motch	Teacher
Hilda Vazquez-Diaz	Teacher
Kimberly Weir	Teacher
Jamie Fairbanks	Student
Yash Patel	Student

Loara High School

John Briquelet	Principal
Wendy Carlson	Teacher
Paul Chylinski	Educator
Kevin Freeman	Teacher
Rich Martin	Teacher
Jason Smith	Teacher
Scott Wilson	Teacher
Tu Le	Student
Galilea Tspeso	Student
Vanessa Valdovinos	Student

Magnolia High School

Glaphne Bailey	Math Co-Chair
Shelly Cory	Performing Arts
Robert Cunard	Principal
Lorena Dayton	Activities Director
Anne Fumelle	Health/ Psych/ Tennis
Melanie Gibson	Math Co-Chair
Kris Kough	Interim Assistant Principal
Rick Penn	Art Director/ Math
Carol Sarkissian	Athletic Director/ RSP
Robin Turner	English Dept. Chair/ Lesson Design
Eva Valencia	Assistant Principal
Aaron Yim	Band Director
Steve Gonzalez	Coach

Savanna High School

Manuel Colon	Principal
Lisa Cruz	Sr. Admin. Asst.
Betty Dalke	Secretary
Matthew Griffin	Asst. Principal
Alison Konrad	Asst. Principal
Mike Poole	Teacher
Alan Wagner	Site Supervision
Erica Rivera	Student
Jessica Rivera	Student

Western High School

Corina Durrego	Science Chair
Ann Jensen	Social Science Chair
Don Luethke	A.D.
Daniel Lunt	Principal
Melinda Moen	Art Teacher
Dana Sporn	Business Teacher
Deborah Weneth-Robertson	Special Ed Teacher
Rafa Alam	RSVP Member
Marta Baltazar	Volunteer Parent
Kim Truong	Student Ambassador

Hope School

Norma Armas	Secretary
Alfred Cruz	Teacher
Joe Denny	Teacher
Mark Fieldhouse	Teacher
Marsha Goldfine	Teacher/Dept. Chair
Julia Hahn	Teacher
Louie LeMonnier	AP
Cherlyn Lew	Principal
Ryan Loch	Teacher
Karen Troutman	RN
Danni Otto	Parent

Oxford Academy

Ron Hoshi	Assistant Principal
Ben Sanchez	Principal

Trident Education Center

Jei Garlitos	Program Admin, CDS
Cristina Gray	Counselor
Nancy Malotte	AP
Michelle Ramstetter	Gilbers Teacher
Robert Rasmussen	English Dept./Polaris
Kelly Wilson	Alt. Ed. Coord.
Tania Carrera	ABS Student
Gloria Solorzano	ASB Student

District Campus

Erik Greenwood	CTO
Ralph Figueroa	Project Manager
Lynn Nakayama	Community Use of Facilities, Supervisor
Jeann Hockett	Risk Manager
Terry Gerner	Dir. Food Services
Karen Orr	Accounting Manager
Erin Baker	Payroll Supervisor
Darrel Adair	Director M&O
Patricia Neely	FPDC
Victoria Wintering	Human Resources
Brad Minami	Purchasing
Jeri Chinarian	Business
Russell Lee-Sung	Human Resources
Paul Sevillano	Ass't Superintendent, Education

2.3 PROCESS PARTICIPANTS

OTHER PARTICIPANTS

Debbie Poggio
Deb Malmborg
Shannon Hoos
Camille Albrecht
Dana Stalker
Joe Gonzalez
Dave Kraus
Annette McCall
Emy Leon
Deanna Kavanagh
Jason Dinkle
Lisa Turney
Carol Philip
Al Bill
Virginia Perales
Luz Dicono
Amber Houston
Jamie Millan
Lacie Mounger
Hank Schwartz
Sandra Armstong
Sean Barrett
Kathy Binford
Patricia Brunet
Rose Chen
Dean Delgado
Heather Dillard
Kevin Dull
John Eyman
Dan Falt
Rick Feldman
Keri Fenton
Susan Fried
Kenneth Gompert
Charles Hernandez
Craig Herrick
Hali Hood
Michelle Jenkin
Eileen Jensen
Chris Johnson
Eleni Karapoulios
John Karns
Don Jay King
Kathy Lewis
Jim Leonard
Joseph Macdonald
Susan Metry-Weule
Sherry Monarcky
Gerson Montiel
Arlene Oatman
Joseph Paul
Doreen Ponce
James Quirion
Kimberly Rocha
Jeffrey Russell
Matthew Ryan
Shari Scott-Sawyer
Ken Shimogawa
Teresa Shimogawa
Penelope Valenzuela
Janae West
Robert Cunard
Stuart Caldwell
Eva Valencia
Paula Case
Steve Gonzales
Carol Sarkissian
Rick Penn
Robin Turner
Glaphre Bailey
Melanie Gibson
Kris Kough
Ruth Stracener
Mike Anderson
Lorena Dayton
Anne Fumelle
Bill Wilkerson
Aaron Yim
Lesli Washington
Michele Litzie
Lisa Ramos
Leodegario Barcenas Lopez
Isabel Manzo
Debby Romero
Liliana Aguilar
Veronica Alvarez
Gary Brown
James Cavanagh
Sonia Cortez
Jeffrey Fuentes
Heather Guerrero
Ronald Haller
Dan Hankin
Danny Harlow
Alicia Lopez
Pete Nichols
Janice Reger
Catherine Vierra
Ora Whitley
Steve Brown
Rob Hemingway
Carlos Perez
John Puckett
Pam Stegall-Chant
Scott Wilmoth
Wendy Carlson
Paul Chylinski
Kevin Freeman
Rich Martin
Jason Smith
Scott Wilson
Galilea Tspeso
Vanessa Valdovinos

CONSULTANTS

Master Planning Team - LPA Inc.

Jon Mills	Principal
Jim Kisel	Principal
Wendy Rogers	Principal
Jomay Liao	Educational Planner
Tyler Zalmanzig	Technical Designer
Erik Ring	Principal MEP Engineering
James Montross	Dir. of MEP Engineering
Bryan Seamer	Dir. of Structural Engineering
Kari Kikuta	Landscape Designer
Kathereen Shinkai	Dir. of Civil Engineering

Condition Assessment / District Standards - GBA

David Bannon	Partner
Sushila Ghatode	Partner

Demographics / Capacity Analysis / Enrollment Projections / Website
Dolinka Group

Technology Master Plan
PlanNet Consulting

Cost Estimating
Cumming

Funding Source Analysis
Dolinka Group
School Facilities Consultants
Government Financial Strategies, Inc.

3.1 PLANNING CONSIDERATIONS
FMP GUIDING PRINCIPLES

Six Guiding Principles were created to help align the development of the Facilities Master Planning strategies with the over-arching mission of the Anaheim Union High School District (AUHSD) to create environments that support the success their students and staff. The visioning process allowed the Steering Committee to engage in conversation about the current challenges and long-term goals of the District, and how AUHSD schools might best support the learning experience moving forward. The result was the identification of fundamental values alongside a vision of possibilities for future school designs and improvements.

Envision::
A genuine, transparent, and inclusive process that listens, responds and implements stakeholders voices

Engage::
Students through supporting all learning styles and maximizing learning opportunities through utilizing facilities as a learning tool, enhancing outdoor learning areas, and supporting the fact that learning happens everywhere.

Create::
Welcoming, safe, secure, accessible, sustainable, and inspiring community schools that encourage student, parent, community and staff engagement, fostering collaboration.

Ensure::
Parity in facilities and opportunities for all students to become college and career ready.

Empower::
Students and staff to succeed by augmenting high quality programs with flexible, agile, technology-forward, student-centered spaces.

Respect::
Good stewardship of limited resources by developing timeless, easily maintainable, energy efficient, sustainable facilities with a long-range view.

3.2 PLANNING CONSIDERATIONS
ENROLLMENT PROJECTIONS + DEMOGRAPHICS

ENROLLMENT PROJECTIONS

As of school year 2012/2013, the enrollment of the AUHSD was 32,085 students. According to enrollment information from the California Department of Education, the enrollment of the School District increased by 2,722 students, or approximately 9.3 percent since school year 2000/2001. In school year 2008/09 the School District's enrollment peaked at 33,719 students followed by declines in enrollment in each subsequent year. Based on student data provided by the School District for November 2013, the current enrollment of the School District is 31,658 students.

In order to determine the new school construction needs to be generated from existing and future residential units, student enrollment projections were prepared along with a capacity analysis of School District's existing school facilities.

Student enrollment projections for the School District were calculated by Dolinka Group, LLC. Growth of approximately 1,067 students is projected through 2023-24, which includes all information on residential development within the School District's boundaries provided by the Cities of Anaheim, Buena Park, Cypress, La Palma and Stanton at this time.

Junior High School Student Enrollment (Grades 7-8)[2]

Junior High School Attendance Area	Current Enrollment 2013/2014 [1]		Projected Student Enrollment (Residence) by School Year[4]									
	Attendance	Residence	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Ball JHS	1,107	1,196	1,161	1,172	1,188	1,174	1,209	1,205	1,249	1,284	1,204	1,164
Brookhurst JHS	1,243	1,115	1,085	1,100	1,118	1,143	1,220	1,240	1,260	1,224	1,149	1,111
Dale JHS	1,204	1,307	1,279	1,329	1,383	1,330	1,270	1,334	1,456	1,484	1,392	1,347
Lexington JHS	1,256	976	955	927	971	973	995	1,028	1,084	1,143	1,071	1,035
Orangeview JHS	926	1,151	1,150	1,132	1,140	1,165	1,177	1,165	1,229	1,260	1,182	1,143
South JHS	1,564	1,525	1,503	1,490	1,503	1,521	1,583	1,616	1,709	1,752	1,644	1,591
Sycamore JHS	1,486	1,666	1,646	1,716	1,793	1,888	1,956	1,970	2,075	2,110	1,981	1,917
Walker JHS	1,143	899	863	836	815	792	788	795	831	821	769	743
Interdistrict Transfers (7-8)	N/A	94	94	94	94	94	94	94	94	94	94	94
Unknown (7-8)	N/A	0	0	0	0	0	0	0	0	0	0	0
Regular Education Subtotal	***9,929***	***9,929***	***9,737***	***9,797***	***10,004***	***10,079***	***10,291***	***10,446***	***10,986***	***11,172***	***10,486***	***10,145***
Community Day School (7-8)	19	19	19	19	19	19	19	19	19	19	19	19
Hope (7-8)	40	40	40	40	40	40	40	40	40	40	40	40
Non-Public Schools (7-8)	10	10	10	10	10	10	10	10	10	10	10	10
Oxford Academy (7-8)[3]	414	414	414	414	414	414	414	414	414	414	414	414
Polaris (7-8)	15	15	15	15	15	15	15	15	15	15	15	15
Non-Traditional Education Subtotal	***498***	***498***	***498***	***498***	***498***	***498***	***498***	***498***	***498***	***498***	***498***	***498***
Grand Total	***10,427***	***10,427***	***10,235***	***10,295***	***10,502***	***10,577***	***10,789***	***10,944***	***11,484***	***11,670***	***10,984***	***10,643***

3.2 PLANNING CONSIDERATIONS
ENROLLMENT PROJECTIONS + DEMOGRAPHICS

High School Student Enrollment (Grades 9-12)[2]

High School Attendance Area	Current Enrollment 2013/2014 [1]		Projected Student Enrollment (Residence) by School Year[4]									
	Attendance	Residence	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Anaheim HS	3,087	3,400	3,413	3,372	3,401	3,468	3,513	3,684	3,827	3,921	4,086	4,117
Cypress HS	2,684	2,009	1,910	1,861	1,815	1,787	1,812	1,785	1,848	1,873	1,966	2,046
Katella HS	2,599	2,285	2,223	2,224	2,241	2,252	2,268	2,254	2,309	2,355	2,492	2,570
Kennedy HS	2,284	1,937	1,779	1,685	1,642	1,581	1,528	1,486	1,464	1,455	1,487	1,485
Loara HS	2,475	2,370	2,267	2,198	2,141	2,147	2,142	2,140	2,181	2,156	2,231	2,264
Magnolia HS	1,856	2,363	2,292	2,240	2,269	2,273	2,277	2,253	2,243	2,265	2,334	2,392
Savanna HS	2,103	2,235	2,242	2,240	2,198	2,281	2,272	2,330	2,411	2,462	2,555	2,552
Western HS	2,149	2,317	2,250	2,249	2,230	2,201	2,205	2,214	2,234	2,243	2,318	2,341
Interdistrict Transfers (9-12)	N/A	319	319	319	319	319	319	319	319	319	319	319
Unknown (9-12)	N/A	2	2	2	2	2	2	2	2	2	2	2
Regular Education Subtotal	***19,237***	***19,237***	***18,697***	***18,391***	***18,259***	***18,311***	***18,338***	***18,466***	***18,837***	***19,050***	***19,791***	***20,088***
Anaheim Independent Learning (9-12)	104	104	104	104	104	104	104	104	104	104	104	104
Community Day School (9-12)	45	45	45	45	45	45	45	45	45	45	45	45
Gilbert (9-12)	741	741	741	741	741	741	741	741	741	741	741	741
Hope (9-12)	85	85	85	85	85	85	85	85	85	85	85	85
Non-Public Schools (9-12)	22	22	22	22	22	22	22	22	22	22	22	22
Oxford Academy (9-12)[3]	757	757	757	757	757	757	757	757	757	757	757	757
Polaris (9-12)	240	240	240	240	240	240	240	240	240	240	240	240
Non-Traditional Education Subtotal	***1,994***	***1,994***	***1,994***	***1,994***	***1,994***	***1,994***	***1,994***	***1,994***	***1,994***	***1,994***	***1,994***	***1,994***
Grand Total	***21,231***	***21,231***	***20,691***	***20,385***	***20,253***	***20,305***	***20,332***	***20,460***	***20,831***	***21,044***	***21,785***	***22,082***

Total District Enrollment (Grades 7-12)[1]

Total	2013/14[2]	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Junior High School (Grades 7-8)	10,427	10,235	10,295	10,502	10,577	10,789	10,944	11,484	11,670	10,984	10,643
High School (Grades 9-12)	21,231	20,691	20,385	20,253	20,305	20,332	20,460	20,831	21,044	21,785	22,082
Total	***31,658***	***30,926***	***30,680***	***30,755***	***30,882***	***31,121***	***31,404***	***32,316***	***32,714***	***32,770***	***32,725***

[1] Based on student data provided by School District 11/07/2013.
[2] Includes SDC student enrollment.
[3] Includes Interdistrict Transfer Students currently attending Oxford Academy (9 in grades 7-8 and 11 in grades 9-12).
[4] Numbers may not sum due to rounding.

3.3 PLANNING CONSIDERATIONS CAPACITY ANALYSIS

CAPACITY ANALYSIS

As part of the FMP, a facilities capacity analysis was prepared in order to determine if the projected student growth can be accommodated in existing facilities or if the School District will need additional facilities to house students generated from existing and planned residential units. The current capacity of the School District's eight junior high schools, eight high schools and six non-traditional schools is 35,159. Comparing student enrollment to facilities capacity reveals that facilities capacity exceeds student enrollment at both the junior high and high school levels in school year 2013/14.

Based on the School District's current enrollment and loading standards, the existing junior high and high school level facilities have the capacity to accommodate an additional 1,085 students. In addition, the School District's non-traditional schools can accommodate an additional 574 students. The School District's enrollment is projected to peak at 32,770 students in school year 2022/23. Although the School District's facilities capacity exceeds the projected student enrollment, there may be areas of growth where facilities capacity is insufficient, so expansion of some sites will be required. The School District is also considering the need to remove, relocate and/or replace relocatables with permanent construction as well as re-purposing existing sites to support implementation of the FMP.

School	Total Teaching Stations	2013-14 Capacity	2013-14 Enrollment[1]	2021-22 Enrollment Projection (Peak)	Excess/(Shortage) Capacity
Ball Junior High School	47	1,334	1,196	1,284	50
Brookhurst Junior High School	45	1,294	1,115	1,224	70
Dale Junior High School	46	1,397	1,307	1,484	(87)
Lexington Junior High School	43	1,350	976	1,143	207
Orangeview Junior High School	42	1,174	1,151	1,260	(86)
South Junior High School	52	1,755	1,525	1,752	3
Sycamore Junior High School	64	2,006	1,666	2,110	(104)
Walker Junior High School	44	1,319	899	821	498
Interdistrict Transfers & Unknown	NA	0	94	94	(94)
Grades 7-8 Total	**383**	**11,629**	**9,929**	**11,171**	**458**

School	Total Teaching Stations	2013-14 Capacity	2013-14 Enrollment[1]	2023-24 Enrollment Projection	Excess/(Shortage) Capacity
Anaheim High School	129	3,898	3,400	4,117	(219)
Cypress High School	86	2,516	2,009	2,046	470
Katella High School	89	2,571	2,285	2,570	1
Kennedy High School	79	2,272	1,937	1,485	787
Loara High School	96	2,843	2,370	2,264	579
Magnolia High School	73	2,049	2,363	2,392	(343)
Savanna High School	72	2,204	2,235	2,552	(348)
Western High School	73	2,247	2,317	2,341	(94)
Interdistrict Transfers & Unknown	NA	0	321	321	(321)
Grades 9-12 Total	**697**	**20,600**	**19,237**	**20,088**	**512**

School [2]	Total Teaching Stations	2013-14 Capacity	2013-14 Enrollment[1]	Enrollment	Excess/(Shortage) Capacity
Community Day School	8	120	64	64	56
Gilbert High School	35	771	741	741	30
Gilbert West	11	352	0	0	352
Hope School	27	390	125	125	265
Oxford Academy	40	1,213	1,171	1,171	42
Polaris High School	3	84	255	255	(171)
Non-Traditional Education Total	**124**	**2,930**	**2,356**	**2,356**	**574**

[1] Based on student data provided by School District 11/07/2013.
[2] Does not include students associated with Non-Public Schools (32) and Anaheim Independent Learning (104).

District Loading Standards:

Grades 7-8 31.5	Learning Handicapped Severe 18;
Grades 9-12 32	Medically Fragile/Visual Impaired Severely Handicapped/Autism 12;
RSP / Polaris 28	Severely Handicapped 10
Sp Ed/SDC/CDS 15	Gilbert 24
Hope School:	Gilbert West 32

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

INTRODUCTION

Anaheim Union High School District is made up of twenty district sites including eight junior high schools, eight comprehensive high schools, one national recognized secondary selective school, one alternative education high school, one special education school, and the District campus. As part of the facilities master plan process, from October through November 2013 the planning team walked each site and space, verifying the accuracy of the District's plans, taking representative photographs of spaces and conditions on the exterior and interior of the buildings and the site, and documented conditions and room uses. In addition, the planning team met with District facilities to review additional facility conditions information. Note that assessments were determined by visual observation and a detailed analysis on the actual scope of work required will need to occur prior to starting a project.

With this information, each room, space or facility was assessed and assigned a facilities condition index between 0 to 4; with 0 representing areas that were relatively new or recently modernized and 4 representing areas that were in poor condition and condition. The facilities condition index is comprised of the following values:

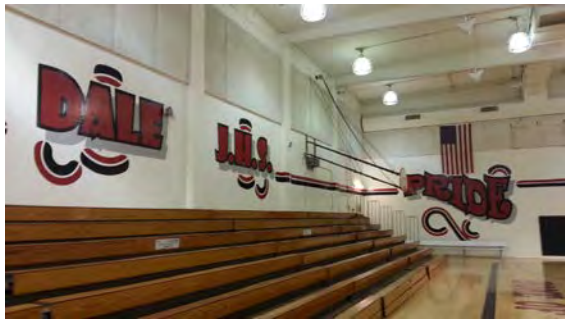
FCI 0: New or Recently Modernized (Deferred maintenance, new carpet, paint touch-up, etc.)

FCI 1: Minor Modernization (Repairing or touching up the existing finishes and systems. New paint, carpet, ceiling tiles, casework repair, re-lamping light fixtures, etc.)

FCI 2: Standard Modernization (Remove and replace existing finishes down to the studs. New wall finishes, ceilings, flooring, casework, doors and hardware, plumbing, HVAC, electrical power and voltage.)

FCI 3: Major Modernization (Includes scope of work defined in a Standard Modernization plus reconfiguring or re-programming interior spaces. Repairing significant dry-rot or termite damage. Replacing exterior finishes. New windows.)

FCI 4: Replacement (Remove and replace.)



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

OVERVIEW OF CONTENTS

- **School Aerial**
  The aerial is used to reference buildings, hardscape/ landscape, and play field areas. In the Site Master Plan the aerial is scaled to confirm location of existing and proposed facilities.

- **School Info**
  Includes Information about the school facility such as address, year constructed/modernized, square footage, site size, current enrollment, and grade levels served. Also included is tally of the number of administrative staff employed at each site.

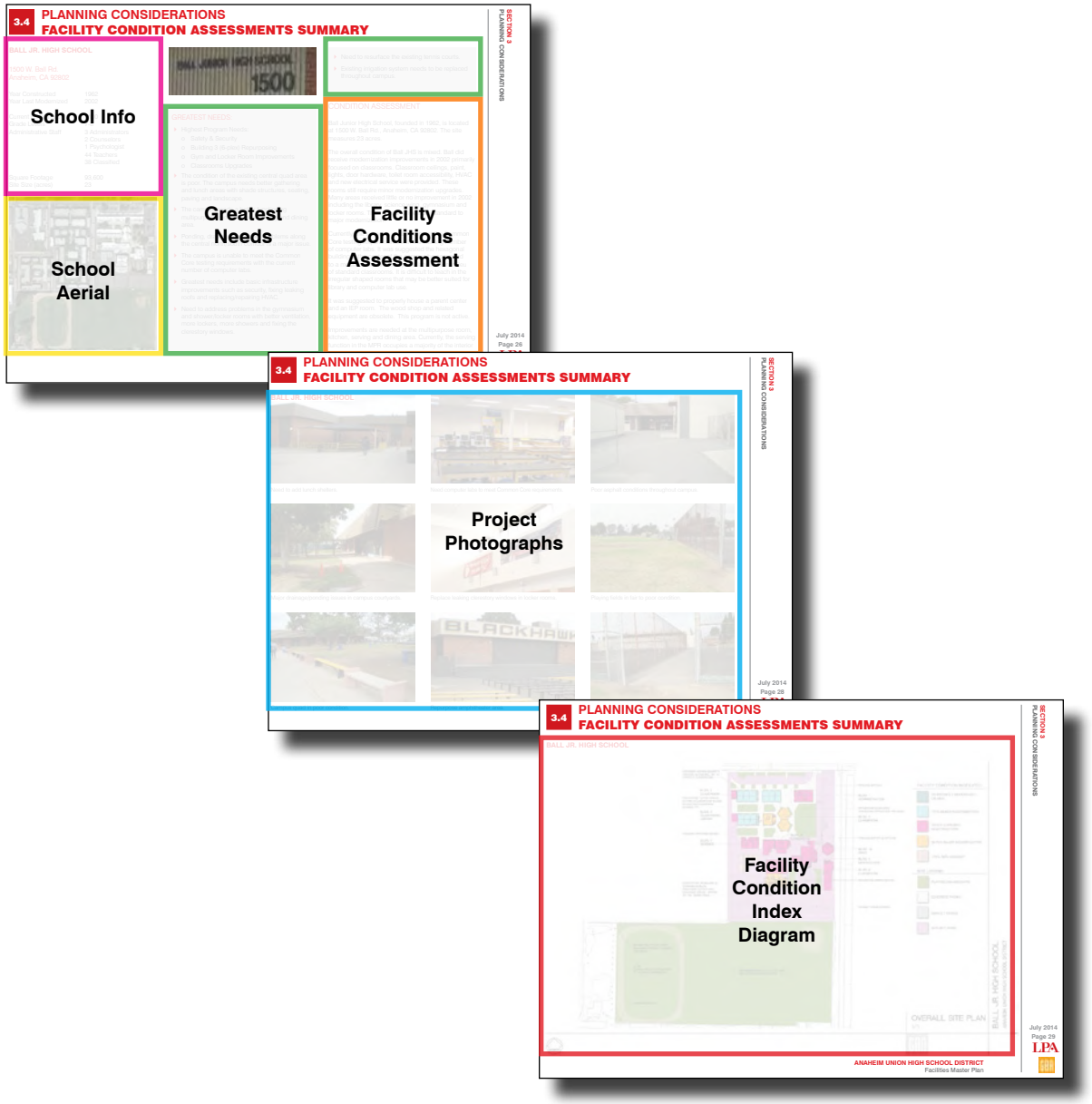
- **Greatest Needs**
  A summary of items that were discussed and noted as the highest need.

- **Facility Conditions Assessment**
  Includes a description of building and grounds issues identified in the site walk survey, interviews with school site Principals and maintenance staff and meetings with the facility department staff.

  Reference Appendix 8.4 for more detailed Conditions Assessment information.

- **Project Photographs**
  Includes representative photographs of the facility and depicts some of the conditions discussed in the narrative.

- **Facility Condition Index Diagram**
  Diagrammatic representation of the assigned Facilities Condition Index, as defined on the previous page, for each space / building.



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

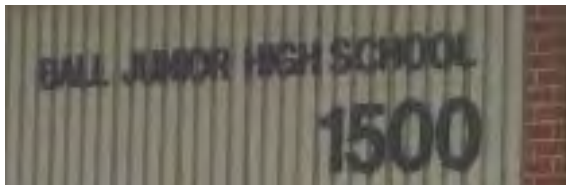
BALL JR. HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

BALL JR. HIGH SCHOOL

1500 W. Ball Rd.
Anaheim, CA 92802

Year Constructed	1962
Year Last Modernized	2002
Current Enrollment	1100
Grade Levels	7-8
Administrative Staff	3 Administrators 2 Counselors 1 Psychologist 44 Teachers 38 Classified
Square Footage	93,600
Site Size (acres)	23



GREATEST NEEDS:

- Highest Program Needs:
  - Safety & Security
  - Building 3 (6-plex) Repurposing
  - Gym and Locker Room Improvements
  - Classrooms Upgrades
- The condition of the existing central quad area is poor. The campus needs better gathering and lunch areas with shade structures, seating, paving and landscape.
- The campus needs a better functioning multipurpose room, kitchen, serving and dining area.
- Ponding, drainage and sewer problems along the central north/south corridor is a major issue.
- The campus is unable to meet the Common Core testing requirements with the current number of computer labs.
- Greatest needs include basic infrastructure improvements such as security, fixing leaking roofs and replacing/repairing HVAC.
- Need to address problems in the gymnasium and shower/locker rooms with better ventilation, more lockers, more showers and fixing the clerestory windows.
- Need to resurface the existing tennis courts.
- Existing irrigation system needs to be replaced throughout campus.

CONDITION ASSESSMENT

Ball Junior High School, founded in 1962, is located at 1500 W. Ball Rd., Anaheim, CA 92802. The site measures 23 acres.

The overall condition of Ball JHS is mixed. Ball did receive modernization improvements in 2002 primarily focused on classrooms. Classroom ceilings, paint, lights, door hardware, toilet room accessibility, HVAC and new electrical service were provided. These rooms still require minor modernization upgrades. Many areas received little or no improvement in 2002 including the library, science wing, gymnasium and locker rooms. Their needs range from standard to major modernization.

Currently, the school is unable to meet the Common Core testing requirements with the existing number of computer labs. It was suggested the hexagonal building in the center of the campus be converted to a media center and computer lab function in lieu of standard classrooms. It is difficult to teach in the irregular shaped rooms that may be better suited for library and computer lab use.

It was suggested to properly house a parent center and an IEP room. The wood shop and related equipment are obsolete. This program is not active.

Improvements are needed at the multipurpose room, kitchen, serving and dining area. Currently, the serving function in the MPR occupies a majority of the interior

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

BALL JR. HIGH SCHOOL

seating area. Expanding and/or relocating the serving function elsewhere would free up valuable interior seating space.

There are several issues to be addressed at the gymnasium, including the need for better ventilation and bleachers. The gym doors need to be replaced. Modernize girls and boys shower/locker rooms and coaches area. Provide showers to an appropriate level. Replace lockers to meet the current need. The clerestory windows in the shower/locker rooms are leaking and need to be replaced.

The roofing condition at Buildings 1, 3, 6, 7, 8 and a portion of Building 9 is poor and needs to be torn off and replaced (35,000 s.f.). The remaining roofs of the campus need a tune-up. Some windows in the library and administrative building need to be replaced.

Total number of classrooms is 47 with 33 standard classrooms including six portable classrooms, 5 science labs, 2 computer labs, 1 art, 1 band, 1 choir, 2 home economics, 1 wood shop and 1 workout room.

SITE CONDITIONS

Overall traffic, parking, and circulation function well at Ball Jr. High School. Additional parking spaces are needed. The existing condition of the asphalt is poor and needs to be replaced. Conditions are especially poor at the front parking lot, main parking lot, amphitheater, basketball courts and west campus areas (160,500 s.f.). The existing concrete is generally in fair condition with some areas that need to be replaced due to cracking (26,000 s.f.).

The condition of the central quad area is poor. The campus is in need of better gathering and lunch areas with accompanying shade structures, seating, paving and landscape (23,500 s.f.). The landscape at the existing courtyard areas between buildings needs to be replaced (43,000 s.f.). Irrigation needs to be replaced throughout the campus. The bike rack enclosure needs to be relocated.

Perimeter fencing along the east side of the campus and parking lot gates need to be replaced. Consider adding security fencing along the front of the school. The total site fencing need is 1,800 l.f.

The existing playing fields are in fair to poor shape (14 acres) and in need of a new irrigation system. Existing tennis courts need to be resurfaced and their fencing replaced (43,800 s.f.).

Poor asphalt conditions on campus present several path-of-travel issues. The 2002 modernization addressed accessible parking However, parking signage will still need to be brought up to current code. All drinking fountains need to be upgraded to meet ADA requirements.

Ponding, drainage and sewer problems along the central north/south corridor is a major issue. Severe sheet flow from the apartments north of the track floods the southwest corner of the campus. There are drainage problems south and northeast of the MPR and poor drainage to the east.

The existing school marquee is digital and operational.

BUILDING SYSTEMS

Plumbing

The existing sewer and gas lines need to be replaced along with an earthquake shutoff valve. Replace the main trunks of the existing domestic water system.

Mechanical

The existing HVAC systems are mostly package units. A multi-zone unit on Building 3 is problematic to control and maintain. Life cycle replacement is required throughout campus. Need to address ventilation issues at the gym building.

Electrical

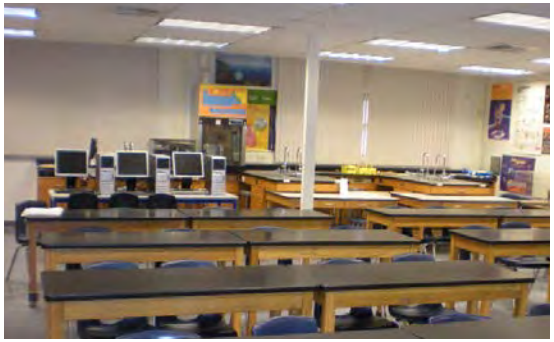
While the campus power system was updated in 2002, the existing telephone/data, CATV, CCTV, fire alarm, and clock systems all need to be upgraded. A new security system is needed. Maintain the existing Bogen PA system but add a new “Quantum” card for network capabilities.

Upgrade the site and parking lot lighting with L.E.D. technology for energy efficiency.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

BALL JR. HIGH SCHOOL

Need to add lunch shelters.



Need computer labs to meet Common Core requirements.

Poor asphalt conditions throughout campus.

Major drainage/ponding issues in campus courtyards.

Replace leaking clerestory windows in locker rooms.

Playing fields in fair to poor condition.

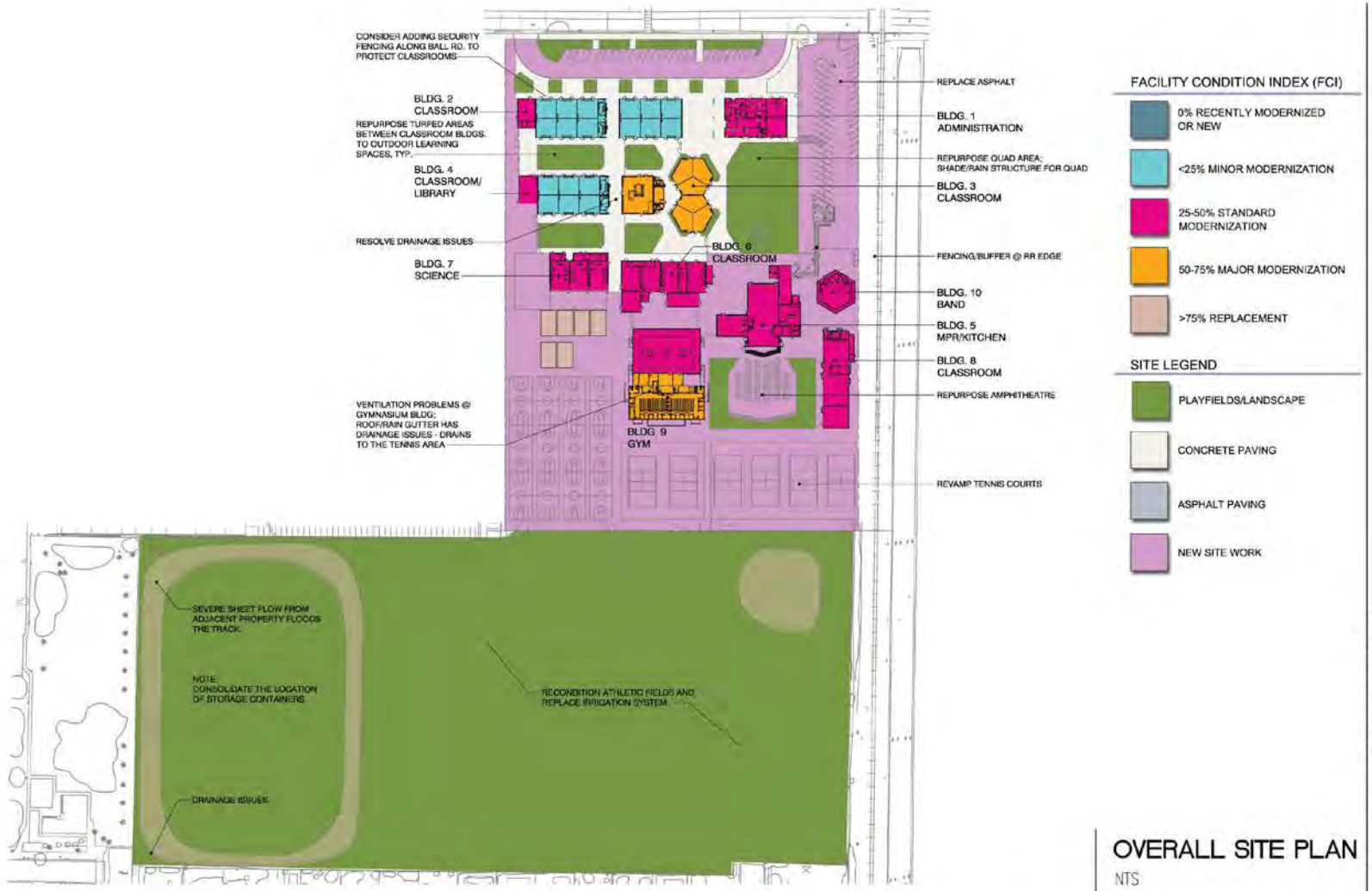
Campus quad in poor condition.

Repurpose amphitheater area.

New fencing required in various areas.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

BALL JR. HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

BALL JR. HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

BROOKHURST JR. HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

BROOKHURST JR. HIGH SCHOOL

601 North Brookhurst Street
Anaheim, CA 92801

Year Constructed	1956
Year Last Modernized	1993
Current Enrollment	1250
Grade Levels	7-8
Administrative Staff	3 Administrators 2 Counselors 1 Psychologist 1 SLP 46 Teachers 28 Classified
Square Footage	107,543
Site Size (acres)	18.5

GREATEST NEEDS:

- Highest Program Needs:
  - o Safety & Security Upgrades
  - o Exterior Student Quads and Courtyards
- Need to improve campus safety/security including potential relocation of existing administration offices to open directly to the Brookhurst St. parking lot.
- Need to add more science, STEM, and computer labs.
- Need to address campus pedestrian and vehicular circulation issues.
- Additional P.E. lockers are needed.
- Need to add more restrooms on campus.
- Secure classrooms facing Crescent Ave.

CONDITION ASSESSMENT

Brookhurst Junior High School began serving the community in 1956. The 18.5 acre site is located at 601 N. Brookhurst Street, Anaheim, CA 92801.

Brookhurst JHS was last modernized over twenty years ago in 1993 and the existing interior finishes are worn and need to be replaced. Classroom ceiling tiles are sagging. A major portion of the door hardware needs to be replaced to meet ADA requirements. The existing restrooms need upgrading. Additional restroom facilities are needed.

The boys and girls locker rooms are in poor condition. In addition to standard upgrades, more P.E. lockers are required. The roof skylights and ventilation in the gym need to be addressed.

The Media Center is undersized and in need of an expansion/upgrade. Brookhurst JHS is currently lacking science, STEM, and computer labs. At present, there are 8 science teachers with only 4 science labs. It was suggested converting the underutilized old woodshop, Classroom 11, to a STEM Lab. He also suggested converting the large Classroom 19 to a STEM video production facility. Finally, it was suggested Classroom 32 be converted to a Science Lab as it is 1/3 larger than a standard classroom. The band room requires additional storage.

The window systems throughout the campus need to be replaced and the existing roofing is in need of a tune-up.

Total number of classrooms is 45 with 29 standard classrooms, 3 computer labs, 4 science labs, 1 art, 1 band, 1 choir, 1 drama, 2 special education, 2 home economics classrooms and 1 parent room.

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

BROOKHURST JR. HIGH SCHOOL

SITE CONDITIONS

Parking, drop-off, access, and wayfinding at the campus are difficult. What appears to be visitor parking along Brookhurst Street and Crescent Ave. is not meant for public use. Visitors are supposed to park in the large lot to the northeast, but that is not made readily clear. The Administration Building is set back from the perimeter which requires visitors to enter campus prior to passing through security areas. It is recommended that campus administration be moved and the entry/exit traffic along Brookhurst St. (high speed traffic) and Crescent Ave. (safer) be reconfigured to address these multiple issues. Parking should also be evaluated.

School security is an ongoing concern. Tall perimeter fencing needs to be added at the adjacent city park (1,320 l.f.), along Brookhurst at the northeast (960 l.f.) and along Crescent Ave (600 l.f.).

The campus hardscape is in need of considerable improvement. Much of the existing asphalt paving area is in poor condition (121,200 s.f.). The Brookhurst St. and Crescent Ave. parking lots need to be reconfigured (17,200 s.f.). Much of the concrete paving is broken and cracked (19,000 s.f.). Existing walkways are too narrow and need to be replaced (35,000 s.f.). The existing drinking fountains also need to be replaced to address accessibility concerns.

The finger plan design with tree lined courtyards between the buildings has presented problems. The trees have impacted the sewer and domestic water lines running through the same courtyards. The courtyards and quad are subject to ponding and flooding as is the north edge of the track. The courtyard spaces are underutilized on this small campus and could be converted to outdoor learning areas. (63,000 s.f.).

The existing irrigation systems needs to be replaced (6 acres). The tennis courts need to be resurfaced (37,000 s.f.) with new fencing and windscreens added. The District requested the addition of a sixth tennis court. A backstop should be added to the softball field and the non-DSA athletic storage rooms need to be replaced.

The lunch areas lack shelter and need shade structures as currently there are none. The campus marquee should be upgraded to digital.

BUILDING SYSTEMS

Plumbing

The domestic water, sewer, and gas lines need to be replaced. Provide a gas earthquake shutoff valve. Evaluate the existing storm drain system, roof gutters, and downspouts; and repair/replace as required.

Mechanical

Modernized in 1993, the rooftop package units are well past typical life cycle. Add a ventilation system in the gym. Replace the EMS system.

Electrical

While the campus power system was upgraded in 1993, some existing panels need replacement at the kitchen and gym locker rooms. Provide new site and parking lot lighting with LED technology for energy efficiency. Where required, interior lighting should be replaced.

The existing telephone/data, CATV, CCTV, clock/intercom, and fire alarm systems need to be replaced. A new security system is needed.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

BROOKHURST JR. HIGH SCHOOL

Need additional science, STEM and computer labs.

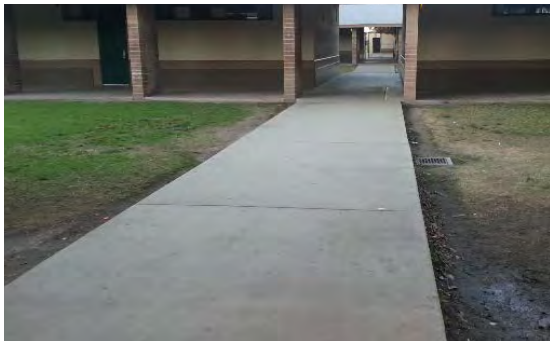
Locker rooms need additional lockers.

Need to reconfigure campus entry/exit.

Convert turf courtyards to paved outdoor learning areas.

Upgrade campus marquee to digital format.

Need to install tall security fencing.



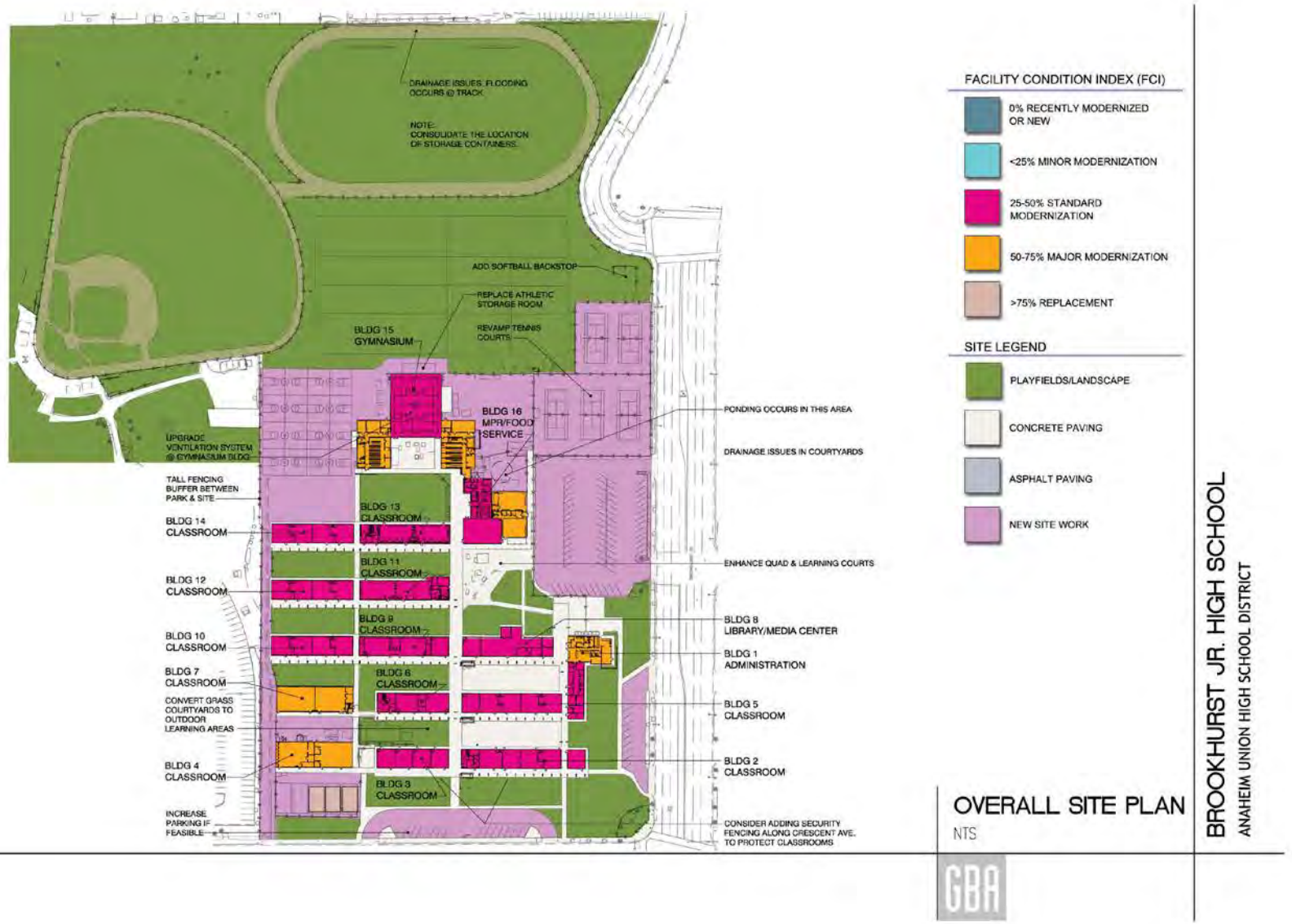
Widen concrete sidewalks.

Campus wayfinding is difficult.

More restrooms needed on campus.

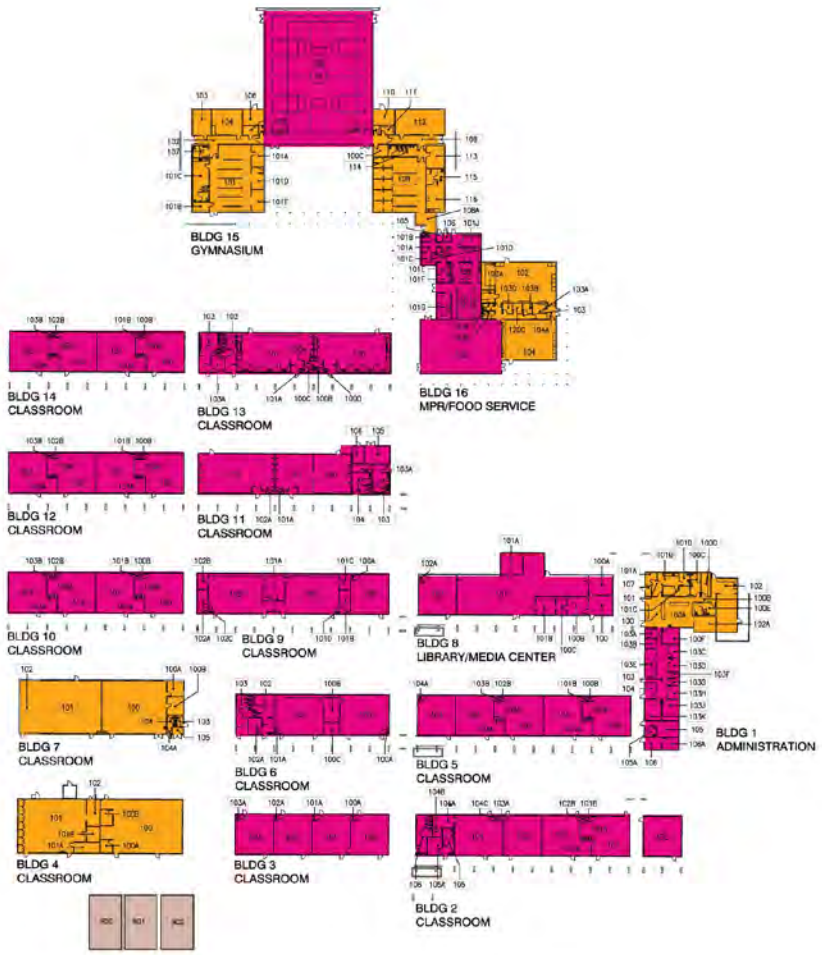
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

BROOKHURST JR. HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

BROOKHURST JR. HIGH SCHOOL



FACILITY CONDITION INDEX (FCI)

- 0% RECENTLY MODERNIZED OR NEW
- <25% MINOR MODERNIZATION
- 25-50% STANDARD MODERNIZATION
- 50-75% MAJOR MODERNIZATION
- >75% REPLACEMENT

ENLARGED SITE PLAN
1"=80'-0"

BROOKHURST JR. HIGH SCHOOL
ANAHEIM UNION HIGH SCHOOL DISTRICT

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

DALE JR. HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

DALE JR. HIGH SCHOOL

900 S. Dale Avenue
Anaheim, CA 92804

Year Constructed	1959
Year Last Modernized	2002
Current Enrollment	1205
Grade Levels	7-8
Administrative Staff	3 Administrators 51 Teachers 2 Counselors 2 Psychologists 1 SLP 41 Classified
Square Footage	94,301
Site Size (acres)	25.1

GREATEST NEEDS:

- Highest Program Needs:
  - Classroom Upgrades
  - Exterior Student Quads and Courtyards
  - Front Administrative Office and Curb Appeal
  - Science Lab Upgrades
- Learning environment improvements.
- Central quad and learning courts need to be upgraded, lunch shelters added.
- The site needs 6 science labs.
- The site needs 4 computer labs.
- Provide more P.E. lockers.
- Need a direct connection between locker rooms and gymnasium.
- Need more faculty restrooms.
- Need more indoor and outdoor storage.
- Security fence needs to be 8' tall.
- Adequately house the Bridges program.
- Evaluate Dale Jr. High School as potential site of new central kitchen.
- Improve traffic flow and reconfigure parking lots.
- Exterior paint.

CONDITION ASSESSMENT

Dale Junior High School was originally constructed in 1959. The 25 acre site is located at 900 S. Dale Ave., Anaheim, CA 92804. The Dale JHS site is being considered for the District's new central kitchen location. Dale JHS is also the site of the old Polaris program and its building need to be demolished.

The general condition of the facilities at Dale JHS is poor. The building envelope, windows, interior finishes and site utilities are in need of repair and/or replacement. Dale JHS is in need of a major modernization. While the overall condition is poor, the structural integrity of the buildings is good.

One serious issue to be remedied at Dale JHS is the original rain gutters which are built within the roof structure. These buildings have internal gutters which over the years have failed allowing water to damage the adjacent roof lumber. A portion of the roof sheathing and rafter tails need to be repaired and the gutters need to be run exposed. As a result, all campus roofing and 30% of roof sheathing need to be torn off and replaced.

The band, choir, and art rooms need to be adequately sized. The school currently needs 6 science labs adequately sized and equipped to meet STEM requirements. The school needs 4 computer labs to meet Common Core requirements. The Bridges program needs to be properly housed.

The boys and girls locker rooms are in poor condition. In addition to standard upgrades, provide more P.E. lockers. A direct connection needs to be made between the locker rooms and the gym. The gymnasium floor needs to be refurbished. The bleachers need to be replaced.

There is also a major need for additional indoor and outdoor storage on campus. Repurpose the existing breezeways.

As Dale JHS is being considered for the location of the District's new central kitchen, two areas on site are under evaluation. One is the Polaris building location and the other is a lesser used area of campus at the southeast corner of the site located off Ball Road.

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

DALE JR. HIGH SCHOOL

Total number of classrooms at Dale JHS is 41 with 29 standard classrooms, 3 science labs, 2 science classrooms, 2 computer labs, 1 band, 1 choir, 1 home economics, 1 LHS and 1 visually impaired classroom.

There are four portable buildings on site.

SITE CONDITIONS

The campus perimeter is in need of security improvements. Four hundred linear feet of 8' tall chain link fencing is required along Ball Road and 800 linear feet of additional fencing will be required at the northwest side of campus if the new central kitchen is constructed on that location. The design of the front drop-off parking lot should be reconfigured for efficiency. Improve curb appeal along Dale Avenue.

The asphalt paving on campus is in poor condition. Replace 67,000 square feet of asphalt at the central quad and classroom wing courtyards as well as 130,000 square feet of asphalt at the front and rear staff parking lots. The north parking lot is in poor condition (68,000 s.f.). Concrete paving (20,000 s.f.) needs to be replaced at various locations throughout the campus.

The central quad is in need of a major upgrade. Provide hardscape, landscape, irrigation with smart controllers, seating areas, shade structures, and event lighting. Address path-of-travel issues throughout the site. Accessible hi-lo drinking fountains are required. Provide outdoor stage.

The campus irrigation system is hydraulic and needs to be replaced (11.5 acres) including the south playfield. The field irrigation is poor in general and the playing fields need to be reconditioned.

The basketball court paving is in good condition. The hoops and backboards need replacing. The tennis courts (44,000 s.f.) also need to be resurfaced with new fencing and windscreens added.

The existing campus marquee should be upgraded to digital. Campus signage should also be modernized.

BUILDING SYSTEMS

Plumbing

The domestic water, sewer, and gas lines need to be replaced. Provide earthquake shut-off valve. Evaluate storm drain system, gutters, and downspouts, and repair/replace as required. Some ponding occurs at the southeast parking lot which requires improved drainage.

Mechanical

Package units were installed in 2002 throughout campus. Lifecycle replacement will be required in the next decade. Provide HVAC in Building 5.

Electrical

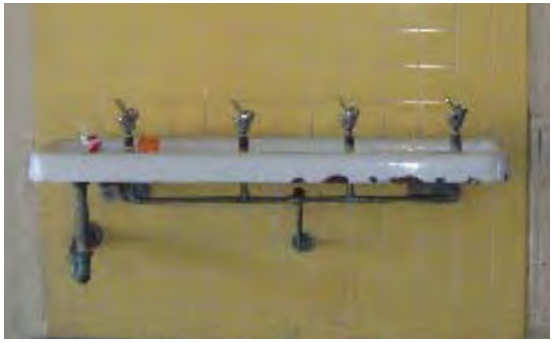
While the campus power system was updated in 2002, the existing telephone/data, CATV, CCTV, fire alarm, and clock systems all need to be upgraded. A new security system is also needed. Maintain the existing Bogen PA system but add a new "Quantum" card for network capabilities.

Upgrade the existing site and parking lot lighting with LED technology for energy efficiency.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

DALE JR. HIGH SCHOOL

More computer labs needed to meet Common Core.



Accessible hi-lo drinking fountains are required.

Potential location for new AUHSD central kitchen.

Gym floor and bleachers need to be replaced.

Campus quad needs redesign, shade structures, & stage.

Locker rooms are in need of reconfiguration and additional P.E. lockers.

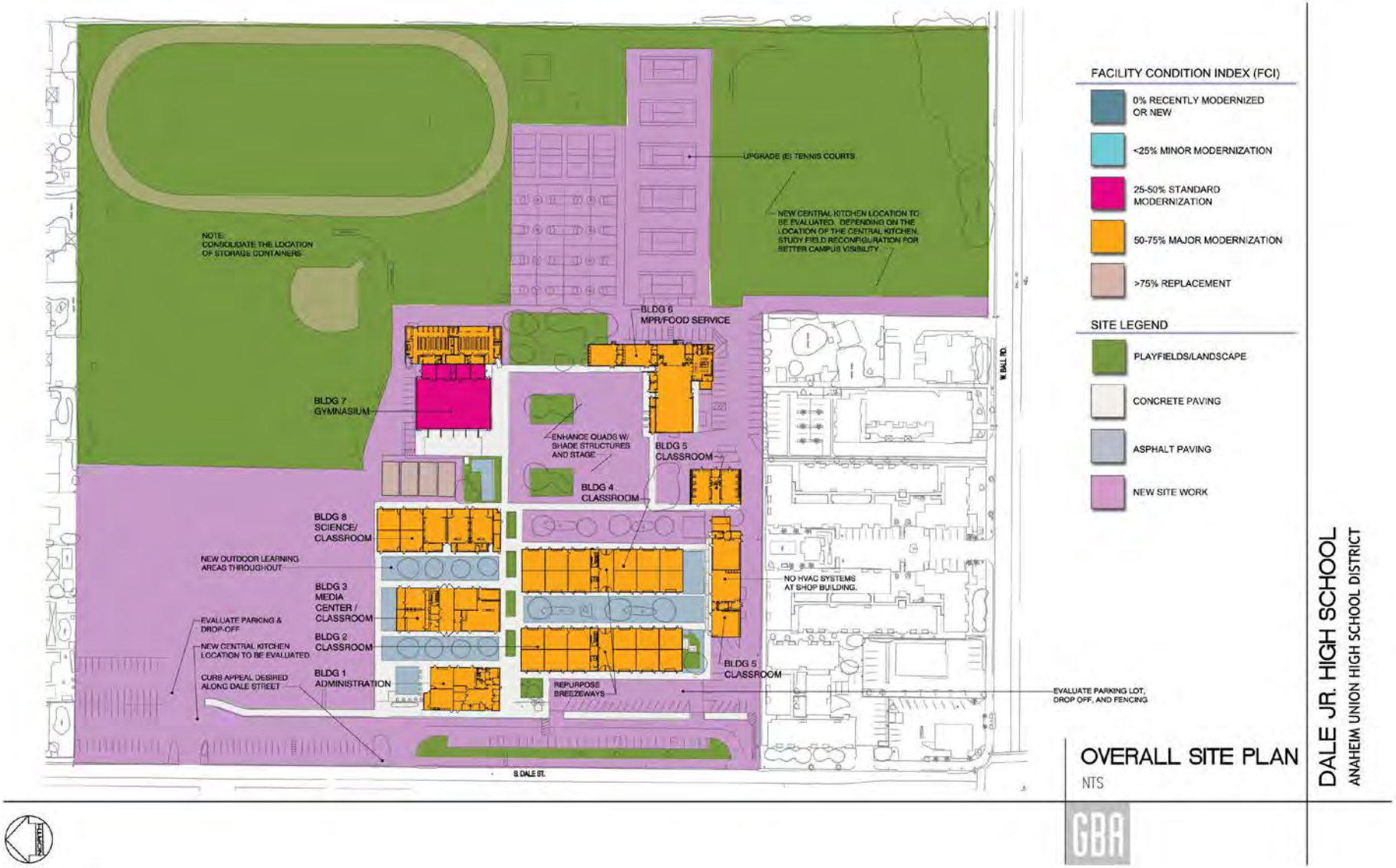
Playing fields need reconditioning.

Campus-wide paving is in poor condition.

Need to install 8' tall fencing along Ball Road.

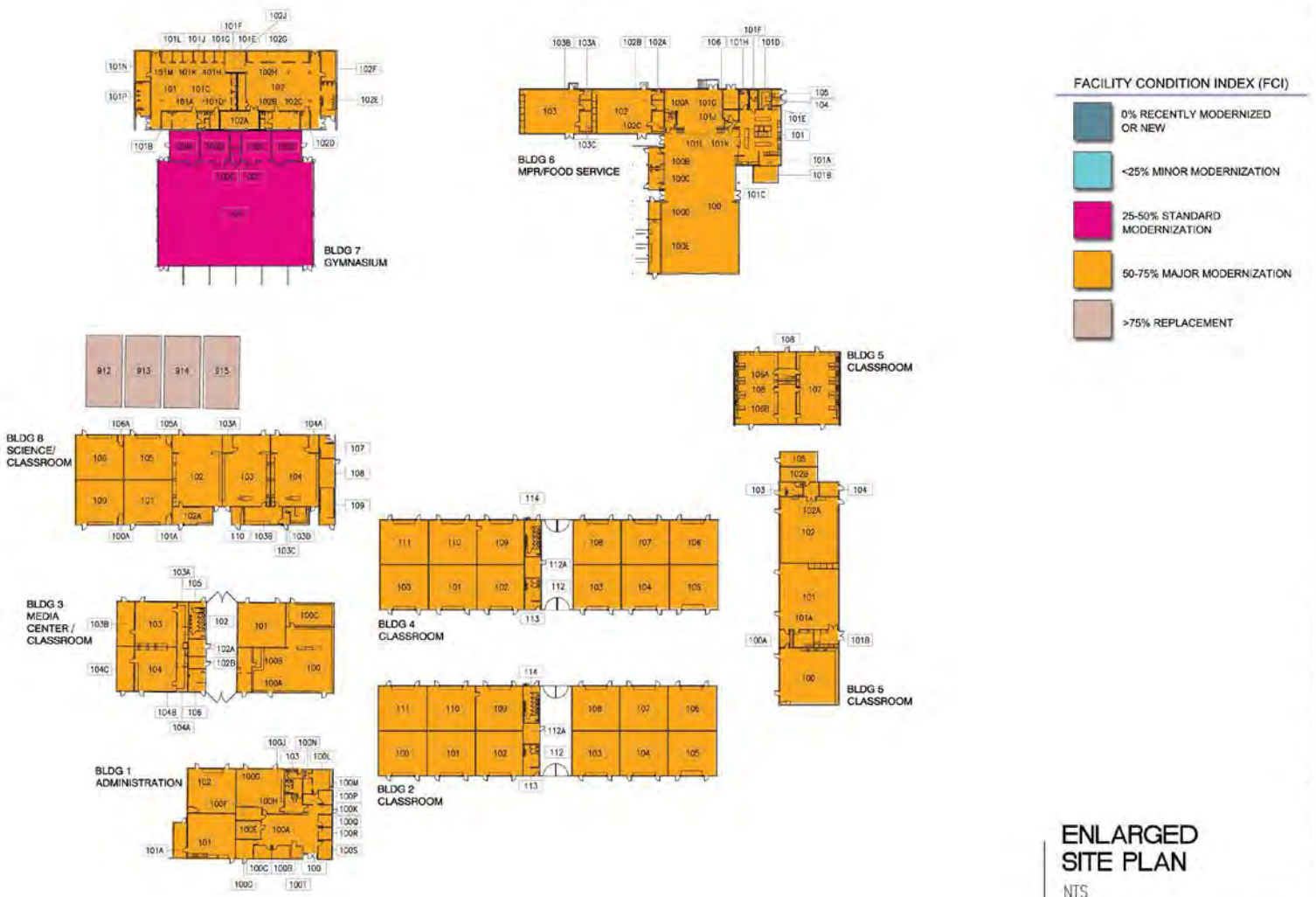
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

DALE JR. HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

DALE JR. HIGH SCHOOL



ENLARGED
SITE PLAN
NTS

DALE JR. HIGH SCHOOL
ANAHEIM UNION HIGH SCHOOL DISTRICT

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

LEXINGTON JR. HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

LEXINGTON JR. HIGH SCHOOL

4351 Orange Ave.
Cypress, CA 90630

Year Constructed	1972
Year Last Modernized	2007
Current Enrollment	1264
Grade Levels	7-8
Administrative Staff	2 Administrators 44 Teachers 34 Classified 6 Food Service
Square Footage	96,538
Site Size (acres)	18.4

GREATEST NEEDS:

- Highest Program Needs:
  - Library / Media Center Upgrade
  - Gym and Locker Room Improvements
  - Exterior Student Quads and Courtyards
  - Technology Upgrades
- Central quad needs to be redesigned to address flooding. Shade is needed.
- Enhance the Drama and Dance programs.
- Emphasize Career Tech Pathway by providing Culinary Arts in lieu of Home Ec.
- Locker rooms need better ventilation, improved layout, and size of lockers.
- The Gymnasium floor needs to be refinished.
- Need to repair and/or replace the existing HVAC system.
- Expand food service kitchen to accommodate refrigerator/freezer needs.
- Explore opportunities for additional parking for special events.
- Improve athletic fields.

CONDITION ASSESSMENT

Lexington Junior High School, originally constructed in 1972, is located at 4351 Orange Ave., Cypress, CA 90630. The site measures 18.4 acres.

The campus underwent modernization and expansion as part of the Measure Z capital improvement program. Construction was completed in 2007. The current built condition is good with a few exceptions. Classroom, administration and support space interior finishes, lighting, electrical power and low voltage systems are in good condition. The HVAC and roofing systems are scheduled to be replaced in 2014. The athletic playfields need to be reconditioned.

A 6,375 s.f. science building was added to the campus as part of Measure Z. The new building includes three (3) high school quality science labs, science preparation room and boys and girls toilet rooms. Total classroom count is 42 with 21 standard classrooms, 6 science labs, 2 computer labs, 1 band, 1 choral, 1 art, 1 wood shop, 2 food/home economics, 5 special ed/RSP/SDC, 1 yearbook and 1 drama room.

The current campus technology infrastructure needs to be upgraded to provide better connectivity and/or interface between data, communication and video systems.

The existing Multipurpose Room stage needs to be enhanced to accommodate Dance and Theater programs. The stage needs better lighting, rigging, sound systems, and flooring.

The school wishes to emphasize a Career Tech Pathway by providing a Culinary Arts program in lieu of Home Economics.

The Gymnasium floor needs to be refinished. The boys and girls locker rooms are in need of better ventilation and the boys restroom floor drains need to be lowered.

Food Services is in need of additional built-in cold storage.

SITE CONDITIONS

The central quad, which serves as an outdoor eating area, is in need of shade and site furnishings. It needs to be redesigned to address flooding issues.

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

LEXINGTON JR. HIGH SCHOOL

It is a great opportunity to create an outdoor learning area.

Campus traffic and circulation is good, although the site staff expressed the need for additional parking. Special event parking is directed to the turf playfields. Parking lots and perimeter asphalt conditions are good. Cross slope at the northwest corner perimeter road exceeds 2%. Overall site concrete is in poor condition (17,000 s.f.) and the central quad is especially poor (13,000 s.f.).

Approximately 900 l.f. of chain link fencing is required at the north, east and southeast boundaries, and approximately 500 l.f. of ornamental steel fence is needed at the front of the school along Orange Ave.

Lexington's playing fields (9 acres including track) need to be reconditioned. The fields receive heavy use by outside organizations. Existing sports field lighting is maintained by AYSO with separate electric meter through Southern California Edison.

The existing tennis courts are in good condition. The softball field's infield is in poor condition, as is the backstop and dugout fencing. It has ponding issues that need to be addressed.

The campus landscape and irrigation (fields and grounds) were upgraded in 2007 and are in good condition. Minor ponding around campus needs to be addressed. Accessibility issues were addressed in 2007, as were the campus marquee and signage.

BUILDING SYSTEMS

Plumbing

The existing water, gas, storm drain, and sewer systems are all in acceptable condition. The gas system needs an earthquake shutoff valve.

Mechanical

The existing multi-zone VVT HVAC systems are not performing well with significant controls and return air problems. The HVAC system throughout the campus is scheduled to be replaced in 2014.

Electrical

The power and low voltage systems including fire alarm were replaced in 2007. Maintain the existing Bogen P.A. system but add a "Quantum" card for network capabilities. The security system is in good working order, but could be expanded with cameras.

Upgrade the existing site and parking lot lighting with L.E.D. technology for energy efficiency. The existing field lighting for AYSO is in good shape. Exterior soffit lights should be evaluated for proper coverage.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

LEXINGTON JR. HIGH SCHOOL

Improve campus quad.

Gymnasium floor needs to be refinished.

Softball infield and backstop are in poor condition.

Campus concrete is in poor condition, especially at quad.

Boys and girls locker rooms need better ventilation.

Exterior field lighting maintained by AYSO.

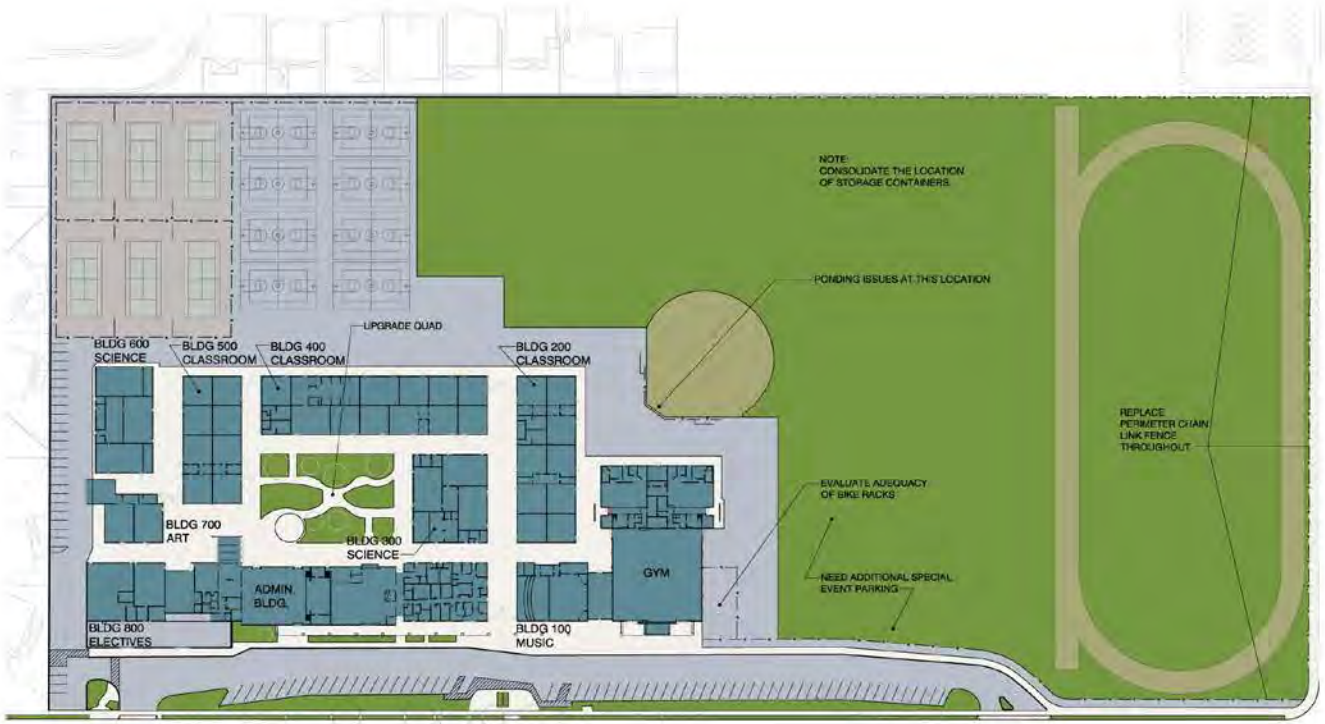
Playing fields are in poor condition.

Library/Media Center is in need of an upgrade.

Minor ponding and flooding issues on campus.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

LEXINGTON JR. HIGH SCHOOL

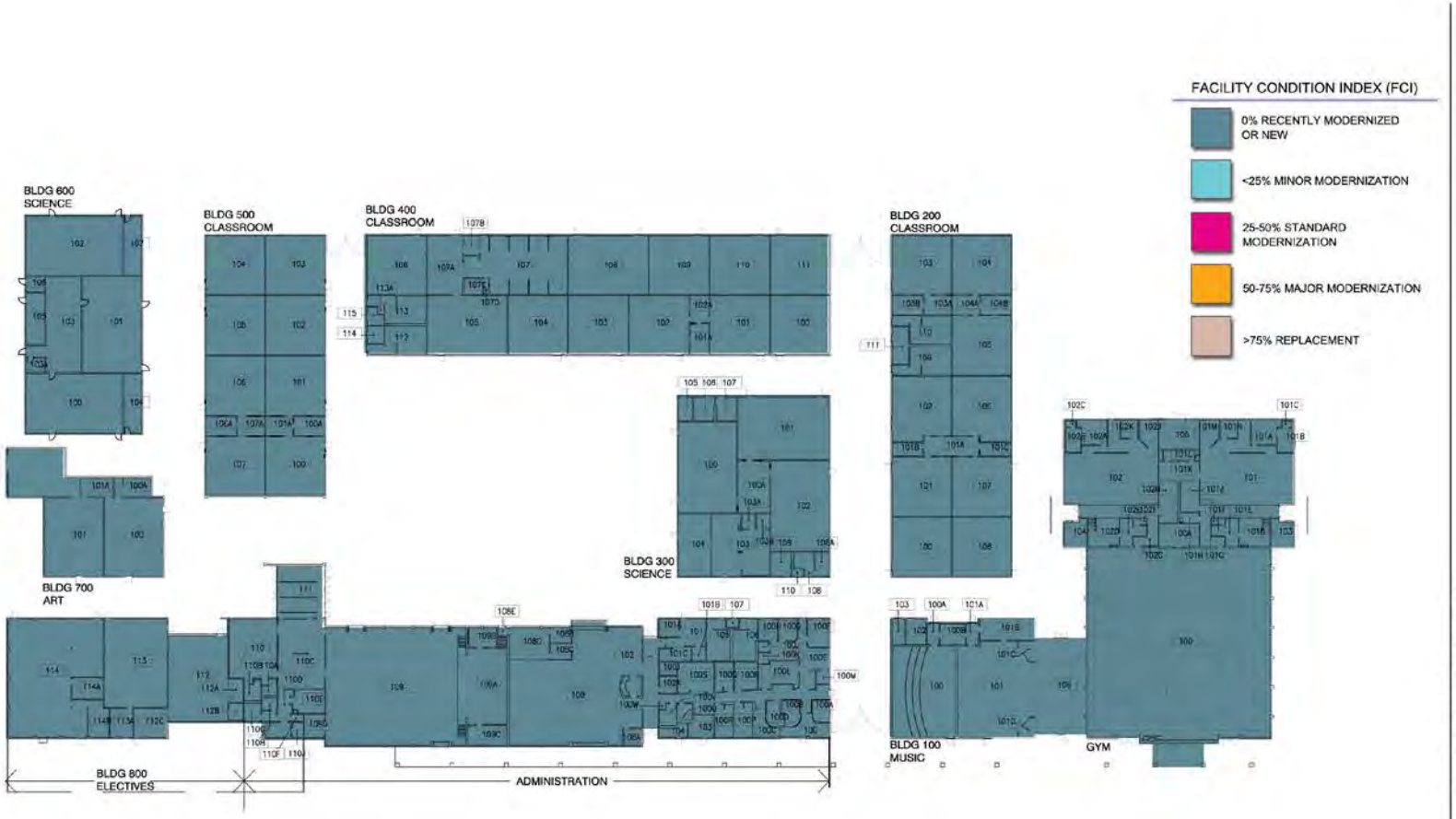


OVERALL SITE PLAN
N.T.S.

LEXINGTON JR. HIGH SCHOOL
ANAHEIM UNION HIGH SCHOOL DISTRICT

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

LEXINGTON JR. HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

ORANGEVIEW JR. HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

ORANGEVIEW JR. HIGH SCHOOL

3715 West Orange Avenue
Anaheim, CA 92804

Year Constructed	1958
Year Last Modernized	1993
Current Enrollment	950
Grade Levels	7-8
Administrative Staff	2.5 Administrators 35 Teachers 35 Classified
Square Footage	76,728
Site Size (acres)	20.3

GREATEST NEEDS:

- Highest Program Needs:
  - Main Administration Office / Front Curb Appeal
  - Exterior Student Quads and Courtyards
  - Classrooms Upgrades
  - Library / Media Center Renovation
  - 5 New Science Labs
- Window systems need replacement.
- Tennis courts need to be redone (resurface or relocate).
- Address ponding issues throughout campus.
- Need to fix the slope by the gymnasium.
- Need to rethink traffic and pedestrian flow.
- Shower/locker rooms need to be redone.

- Security fencing in need of major improvements.
- Need to add space for counseling.
- Secure classrooms facing Orange Ave.

CONDITION ASSESSMENT

Orangeview Junior High School began serving the community in 1958. The 20.3 acre site is located at 3715 W. Orange Avenue, Anaheim, CA 92804.

Orangeview JHS was last modernized over twenty years ago and the existing interior finishes are worn and need to be replaced. Classroom ceiling tiles are sagging. A major portion of the door hardware needs to be replaced to meet ADA requirements. The existing restrooms need upgrading. Additional restroom facilities are needed.

The school is in need of 5 new science labs to meet Common Core requirements. Space is also needed for Counseling. The existing Media Center is undersized and should be expanded along with technological upgrades.

There are several issues to be addressed at the gymnasium including the need for new bleachers. The leaking roof skylights need to be addressed. The girls and boys locker rooms, including the coaches office, need to be modernized. Showers need to be provided at an appropriate level. Lockers need to be replaced to meet the current need.

The windows throughout the campus are old and need to be replaced. The existing roof needs a tune up.

Currently, the total number of classrooms is 42 with 26 standard classrooms, 3 computer labs, 4 science labs, 2 art, 1 band, 1 choir, 1 drama, 2 special education, 1 wood shop and 1 tech lab.

SITE CONDITIONS

Parking, drop-off, access, and wayfinding at the campus are difficult. What appears to be visitor

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

ORANGEVIEW JR. HIGH SCHOOL

parking along Orange Ave. encourages visitors to enter campus prior to passing through security areas.

It is recommended that the existing traffic and pedestrian flow be redesigned to improve issues with security, wayfinding and parking. Consider relocating the administrative offices to the front of campus and expanding the parking lot along the Orange Avenue entrance.

There are major security concerns to address in the campus perimeter which requires 1,600 linear feet of new fencing.

Overall, the paving on campus is in poor condition with approximately 145,800 square feet of asphalt and 25,000 square feet of concrete in need of removal and replacement. All the existing irrigation and landscaping on campus needs to be replaced (courtyards 74,500 square feet, fields 7.7 acres).

The finger plan design with tree-lined courtyards between the buildings has caused utility and drainage issues at the campus. The trees have impacted the sewer and domestic water lines running through the courtyards. The courtyards are subject to ponding and flooding because sheet flow of runoff storm water is restricted.

Presently, the courtyard spaces are underutilized and could be converted to outdoor learning areas. The existing lunch shelters should be replaced with metal structures and a new shelter added to provide adequate shade. The covered walkways between buildings are currently very dark; it is recommended that skylights be added.

The athletic fields are in poor condition and in need of a general renovation while addressing ponding issues at the north end of the track. The existing track is not a true size and should be reconfigured. The existing tennis courts (33,000 s.f.) need to be resurfaced with new fencing and windscreens added. Evaluate whether they should be relocated to a more appropriate location.

Several accessibility issues on campus need to be addressed such as the significant elevation change at the lunch shelters, and at the back of the site; existing drinking fountains need to removed and replaced with accessible ones; the parking lots will require ADA improvements.

The school marquee should be upgraded to digital and campus signage modernized to improve wayfinding.

BUILDING SYSTEMS

Plumbing

The existing sewer, domestic water, and gas lines need to be replaced. Provide a gas earthquake shutoff valve. The storm drainage needs to be improved throughout campus.

Mechanical

The current HVAC system was modernized in 1993 with new HVAC units added in 2007 for 8 classrooms and new HVAC units added in 2012 at the Cafeteria and Gym. Life cycle replacement is required of the remaining 1993 units. The District prefers rooftop HVAC units for buildings that currently have split systems. The EMS has already been upgraded.

Electrical

The electrical power system requires full modernization. The existing 480 system is adequate.

Building power panels need to be replaced and the distribution system needs to be reworked.

The existing telephone/data, CATV, CCTV, clock/intercom and fire alarm systems all need to be replaced. A new security system is also needed.

Upgrade the existing site and parking lot lighting with L.E.D. technology for energy efficiency.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

ORANGEVIEW JR. HIGH SCHOOL

Campus restrooms are in need of an upgrade.

Need to renovate Library/Media Center.

Need to replace gym bleachers.

School is in need of 5 additional science labs.

School entrance/site security is in need of redesign.

Lunch shelters need to be replaced/expanded.

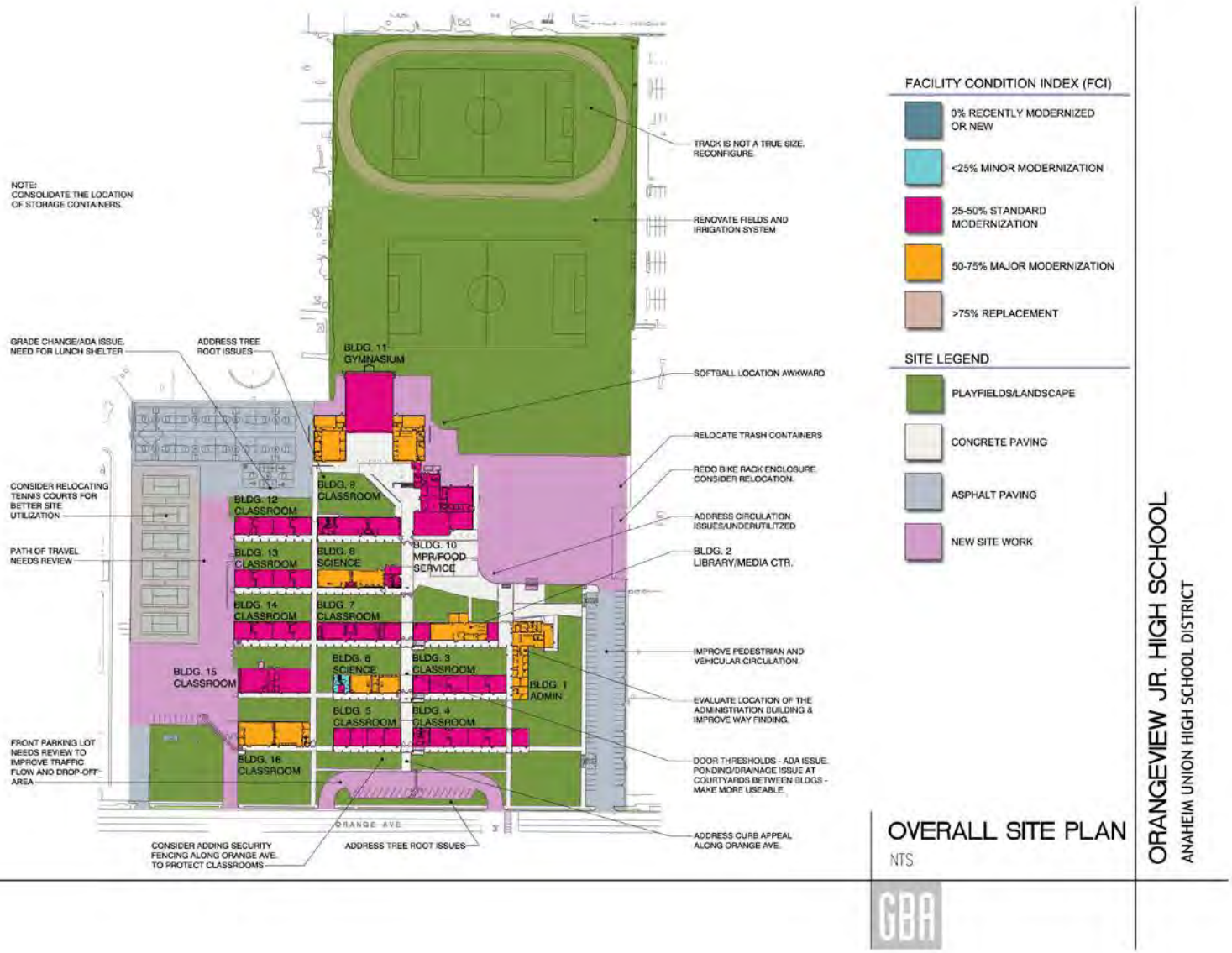
Tennis courts require resurfacing and/or replacing.

Major improvements are needed in security fencing.

Address flooding/ponding issues between buildings.

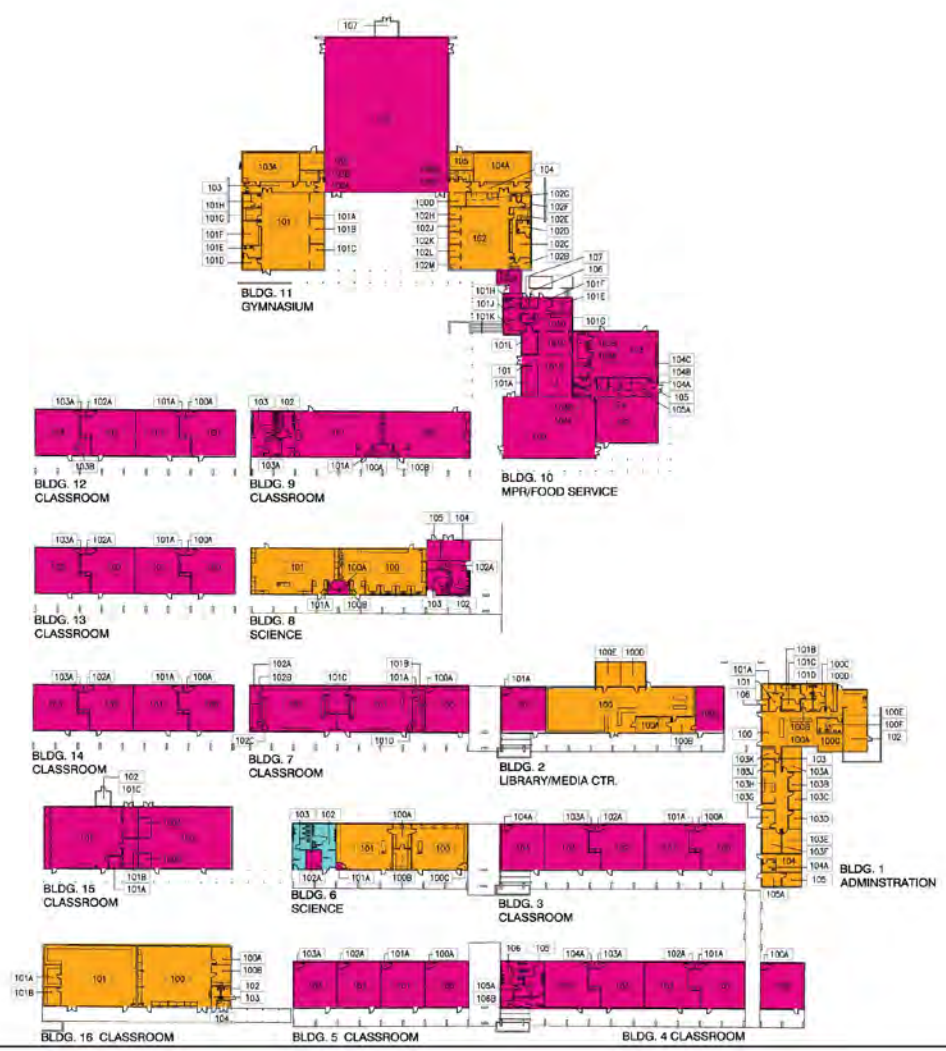
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

ORANGEVIEW JR. HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

ORANGEVIEW JR. HIGH SCHOOL



ENLARGED SITE PLAN
1"=70'-0"

ORANGEVIEW JR. HIGH SCHOOL
ANAHEIM UNION HIGH SCHOOL DISTRICT

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

SOUTH JR. HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

SOUTH JR. HIGH SCHOOL

2320 E. South Street
Anaheim, CA 92806

Year Constructed	1964
Year Last Modernized	2005
Current Enrollment	1575
Grade Levels	7-8
Administrative Staff	3 Administrators
	3 Counselors
	75 Teachers
	45 Classified
Square Footage	120,580
Site Size (acres)	21.8

GREATEST NEEDS:

- Highest Program Needs:
  - Library / Media Center technology upgrade.
  - Classroom upgrades for 21st century learning.
- Relocate the band function from the new multipurpose building and build a permanent stage.
- Provide a central location for a new faculty lounge (approximately 1200 s.f.) should the existing location be repurposed.
- Need to improve site security/fencing.
- Need to fix landscape and hardscape campus wide.
- Need to relocate and expand the existing food service area.
- Shade structures.

CONDITION ASSESSMENT

South Junior High School was established in 1964. The 21.8 acre site is located at 2320 E. South Street, Anaheim, CA 92806.

The modernization of all buildings, and the addition of a new administration building, two classroom buildings and a multipurpose building in 2005, leave South JHS in good condition. Much improvement is still needed to incorporate 21st century classroom components to all teaching spaces.

A major need at South JHS is to relocate the band room from the new multipurpose building. The multipurpose building needs a permanent stage and an operable partition.

Currently, South JHS has 13 science teachers but only 7 science labs. After QEIA reductions, they will still need 3 more labs. Common Core testing will additionally require 3 or 4 mobile computer labs.

The existing food service area needs to be expanded to incorporate freezer and storage space. A central location needs to be determined for a new faculty lounge (approximately 1200 s.f.) should the existing location be repurposed.

The existing campus roofing is in need of a tune up.

Relocate the attendance office to the front of the administration building. Resurface the exterior stair treads and second floor deck.

Evaluate the feasibility of replacing single pane glazing with energy efficient window systems.

Resurface the exterior stair treads and 2nd floor deck.

Total classroom count is 64 including 9 QEIA temporary classrooms, 36 standard classrooms,

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

SOUTH JR. HIGH SCHOOL

6 computer labs, 7 science labs, 1 art, 1 drama, 1 band, 1 wood shop, 1 home economics and 1 special education classroom.

SITE CONDITIONS

While the front drop-off and parking lot were recently renovated, some site work remains. A second bus drop off along South Street will be master planned.

Additional fencing is required to secure the campus. Complete the ornamental fencing along South Street. Replace the 3' high fence along the east property line (3,000 l.f.). Add fencing between the campus and the playfields to secure the campus. The area behind Building 16 needs to be closed off.

Asphalt needs to be refurbished at the central quad and between buildings (161,000 s.f.). While door threshold and concrete paving transitions generally comply with ADA code requirements. The remaining cracked concrete needs to be removed and replaced (approx. 22,000 s.f.).

The central quad needs to be redesigned to include new hardscape, seating, landscape, irrigation with a smart controller, and event lighting. Add new lunch shelters throughout the campus. The existing digital marquee is new.

The existing playing fields (9.4 acres) are in good shape but some reconditioning is required. Field irrigation and smart controller are in good condition. The track is not draining properly and flooding/ ponding occurs at the south end. The tennis courts require resurfacing (35,500 s.f.), new fencing and windscreens.

BUILDING SYSTEMS

Plumbing

Approximately 50% of the sewer and gas lines need replacement. Add an earthquake shut off valve at the gas meter. Replace site domestic water piping throughout. The fire water piping was added in 2005.

The existing underground storm drainage system has blockages that cause ponding at various areas of campus. A camera should be run to determine location of clogging due to tree roots.

Mechanical

The HVAC was modernized in 2005 with new packaged units. Split systems for original buildings were installed in 2000. Life cycle replacement will be required in the next decade. The Johnson controls EMS system was installed in 2005.

Electrical

The campus power system was modernized in 2005 and is in good condition. All low voltage systems were modernized in 2005. Consider the addition of cameras to the existing security system. Add a "Quantum" network card to the existing Bogen P.A. system. Expand technology throughout campus.

Upgrade the existing site and parking lot lighting with L.E.D. technology for energy efficiency.

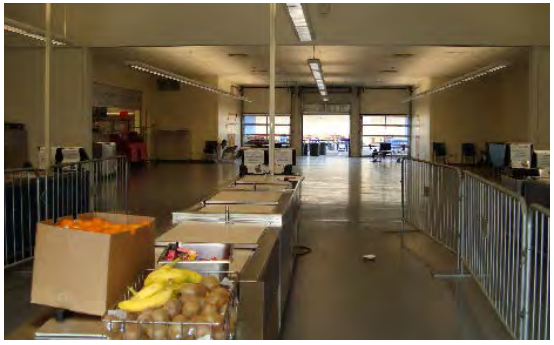
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

SOUTH JR. HIGH SCHOOL

Need more technology to meet Common Core requirements.

Need to refurbish tennis courts.

Need lunch shelters throughout campus.



Need to expand food service, add freezer space.

9 QEIA portables will be removed soon. Propose second bus drop off area.

Playing fields need reconditioning.

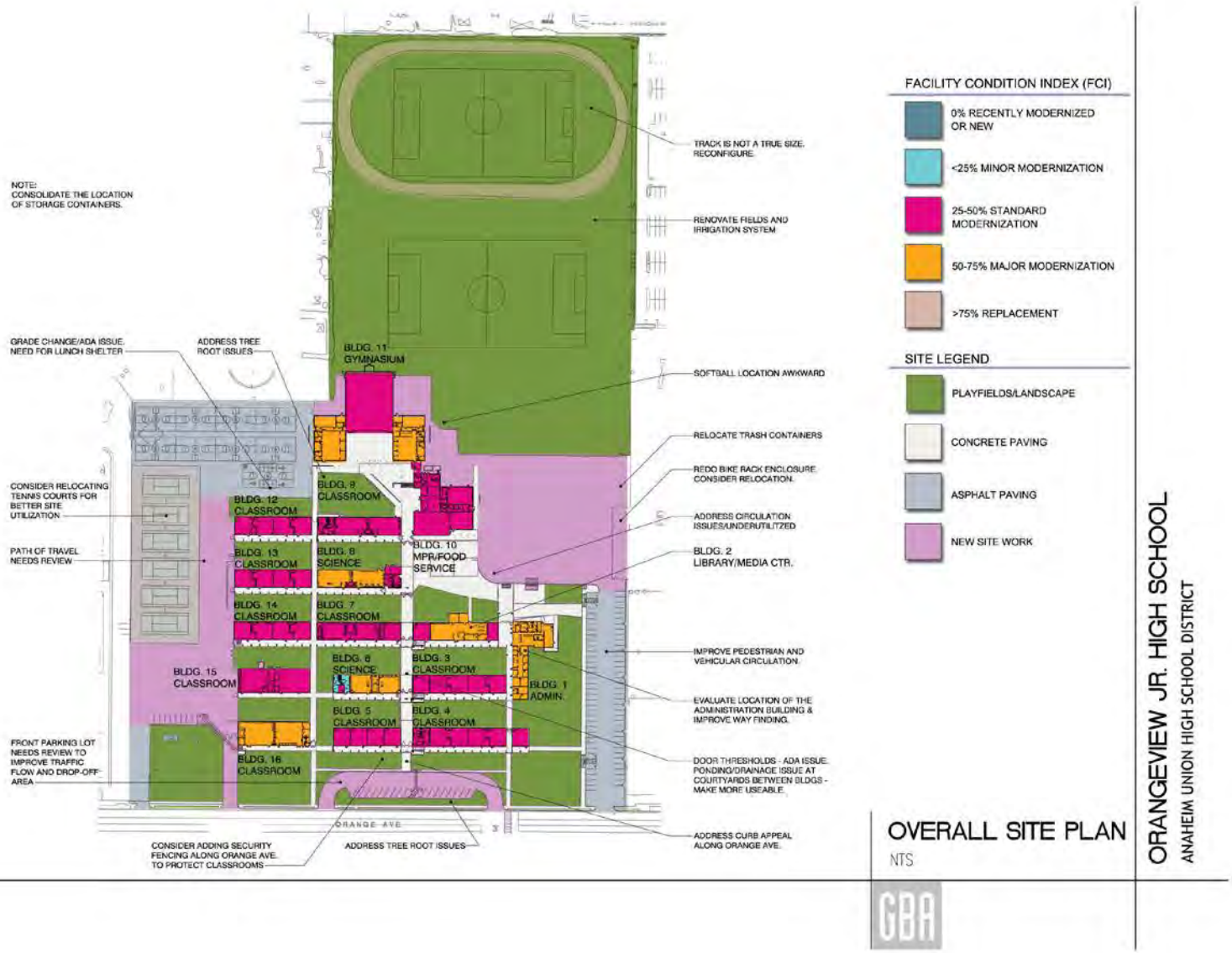
Replace the low fence at the neighboring school and park.

Ponding/drainage issues need to be addressed.

Replace the portable stage with permanent.

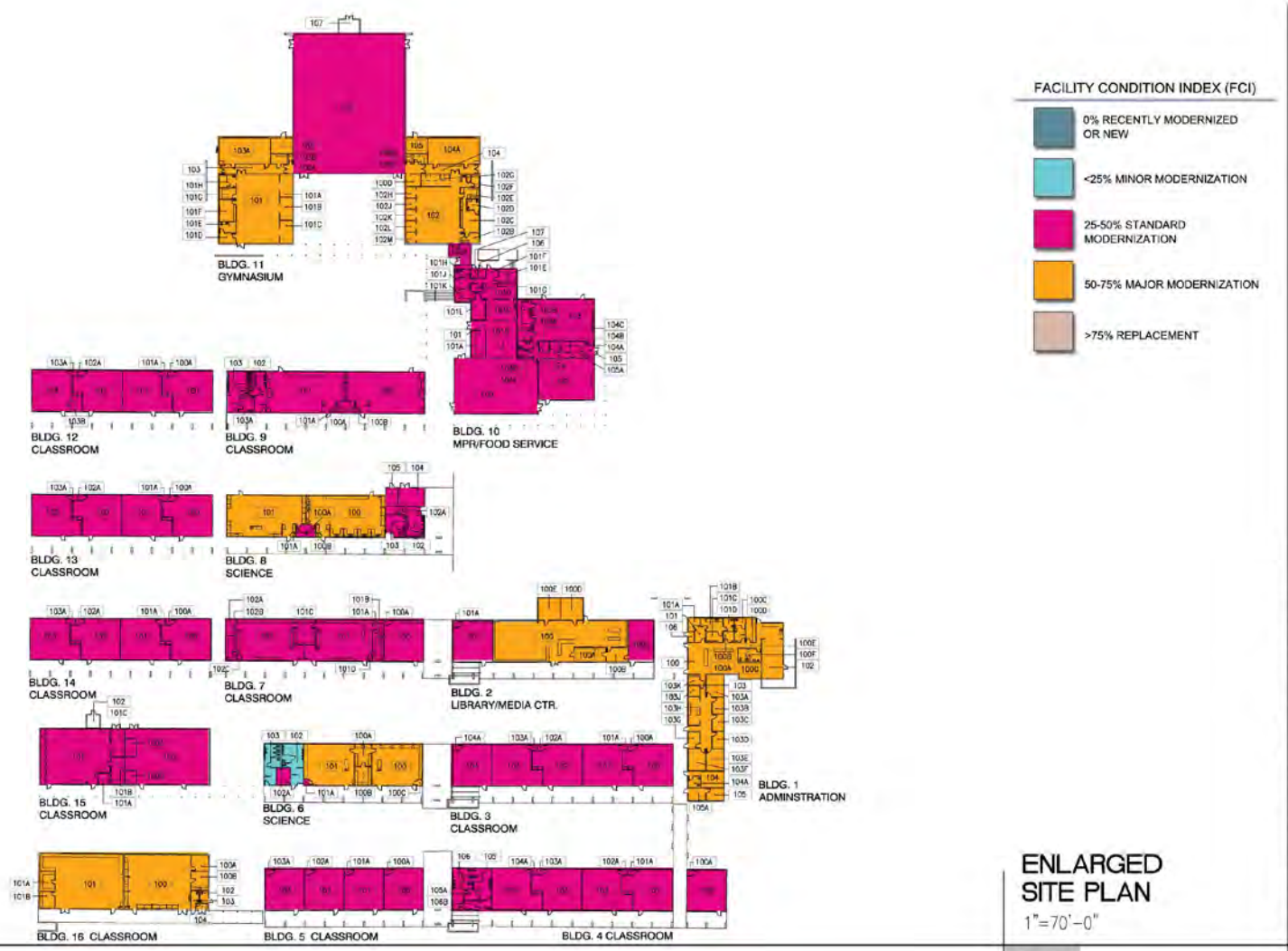
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

SOUTH JR. HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

SOUTH JR. HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

SYCAMORE JR. HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

SYCAMORE JR. HIGH SCHOOL

1801 E. Sycamore Street
Anaheim, CA 92805

Year Constructed	1962
Year Last Modernized	2002
Current Enrollment	1490
Grade Levels	7-8
Administrative Staff	3 Administrators 2.5 Counselors 1 Psychologist 1 Speech 73 Teachers 22 Classified
Square Footage	92,548
Site Size (acres)	22

GREATEST NEEDS:

- Highest Program Needs:
  - The existing locker rooms are not large enough to accommodate the student population. Provide more restroom facilities.
  - Classroom Technology Improvements
  - Replace 26 portable classroom buildings and provide sufficient restroom facilities.
  - Cafetorium Upgrades
  - Safety and Security Improvements
- Need more covered lunch areas.
- The dance program is housed in the gymnasium disrupting the regular physical education program. Provide separate facilities.
- Choir and band programs need to be adequately housed.
- Provide adequate science labs and library/ media center.
- Secure campus perimeter.
- Need to address parking/circulation issues on campus. Improve vehicular traffic flow and reconfigure parking lots.

CONDITION ASSESSMENT

Sycamore Junior High School opened to the public in 1962 and is located at 1801 E. Sycamore Street, Anaheim, CA 92805. The site measures 22 acres.

Sycamore Jr. High School received modernization improvements in 2002 primarily focused on the classroom buildings. Classroom ceilings, flooring, paint, lights, door hardware, toilet room accessibility, HVAC and new electrical service were provided. These rooms still require minor to standard modernization. Many areas received little or no improvement in 2002 such as the shops, gymnasium and locker rooms. Their needs range from standard to major modernization.

Unique to Sycamore JHS is the large number of portable buildings required to support a large student population (33 classrooms, 1 restroom). The campus has 26 aging portable building units that are in poor

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

SYCAMORE JR. HIGH SCHOOL

condition and need to be replaced with permanent classrooms.

The school needs science labs equipped to meet STEM and Common Core standards. Upgrade all classrooms with technology and flexible spaces. The Dance program is currently housed in the gymnasium disrupting the regular physical education program. A separate facility is needed to accommodate this program. The gymnasium needs new bleachers and sound system.

Queuing for lunch occupies a majority of the interior seating area within the existing multipurpose building. Expanding and/or relocating the serving function elsewhere would free up valuable interior seating space. There is a need for more covered lunch area.

The existing locker rooms are not large enough to accommodate the student population. Portable building locker rooms have been added to the east side of the campus which require separate staff and supervision. Consider consolidating the physical education functions and provide more restroom facilities.

The majority of roof area on campus is in good condition with a need of a tune up. The locker and multi-purpose buildings need tear-off and replacement (13,500 s.f.). The condition of the windows varies from building to building with poor conditions noted at the administration building, Building 2 and the clerestory windows at the locker rooms.

Additional storage spaces are needed throughout campus.

Total number of classrooms is 64 with 45 standard classrooms, 2 special education, 5 science labs, 5 science classrooms, 2 computer labs, 1 art, 1 band, 1 home economics and 2 shops.

SITE CONDITIONS

Some security concerns need to be addressed at the campus perimeter. The existing fence along La Palma Ave (1,000 l.f.) and at the front of campus along Sycamore St. (1,500 l.f.) needs to be replaced. Fencing is recommended (1,000 l.f.) to separate campus buildings from the fields.

Parking and circulation on campus requires considerable revision. Existing pick-up and drop-off is poor causing congestion. The recommendation is to extend the existing drop off area and to connect it with a new east parking lot.

The majority of campus hardscape is asphalt. It is in poor condition and in need of replacement (208,000 s.f.). The existing concrete paving is generally good, however, paving and exterior door threshold transitions exceed ADA minimum tolerances. In addition, there are some areas of cracked concrete that need to be replaced (22,000 s.f.).

The central quad needs to be redesigned to include new hardscape, seating, landscape, irrigation with a smart controller, and event lighting. Add new lunch shelters.

The existing playing fields are regularly used by the community. This raises issues of access to the fields and campus security (currently problems with vandalism/graffiti). It was suggested that a parking lot be added off La Palma Ave. to provide access to the tennis courts and reduce the flow of pedestrian traffic through the campus.

The existing playfields are in poor shape and in need of reconditioning and irrigation with a smart controller (10.4 acres). The tennis courts need to be resurfaced (45,000 s.f.) with new fencing and windscreens. The wooden bleachers at the baseball field (3 units) need to be replaced. The existing campus marquee should be upgraded to digital format.

BUILDING SYSTEMS

Plumbing

Replace 75% of the existing sewer system and 100% of the water and gas lines. Add a gas earthquake shut off valve. Replace the existing backflow and riser at the MPR; and tie into a new fire water system.

Storm drain pumps were added east of portables and northeast of the track. It is recommended the pumps be replaced with positive drainage. A pump at the northwest corner is not working and needs to be replaced. Evaluate ponding on the east side of the office entrance.

Mechanical

The existing HVAC system consists primarily of package units modernized in 2002. Life cycle replacement will be required in the next decade. The Johnson Controls EMS system was upgraded in 2008.

Electrical

The campus power system was upgraded in 2002. The existing fire alarm, telephone/data, CATV, CCTV, clock/intercom systems all require upgrading.

A new security system is needed. Maintain the existing Bogen P.A. system but add a new “Quantum” card for networking capabilities. The fiber backbone needs to be evaluated.

Upgrade the existing site and parking lot lighting with L.E.D. technology for energy efficiency.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

SYCAMORE JR. HIGH SCHOOL

26 portable classroom units to be converted to permanent classrooms.

Need to redesign food service to expand indoor seating.

Locker rooms in need of expansion/consolidation.

Campus wide asphalt paving in poor condition.

Adequately house science labs.

Playing fields in need of reconditioning.

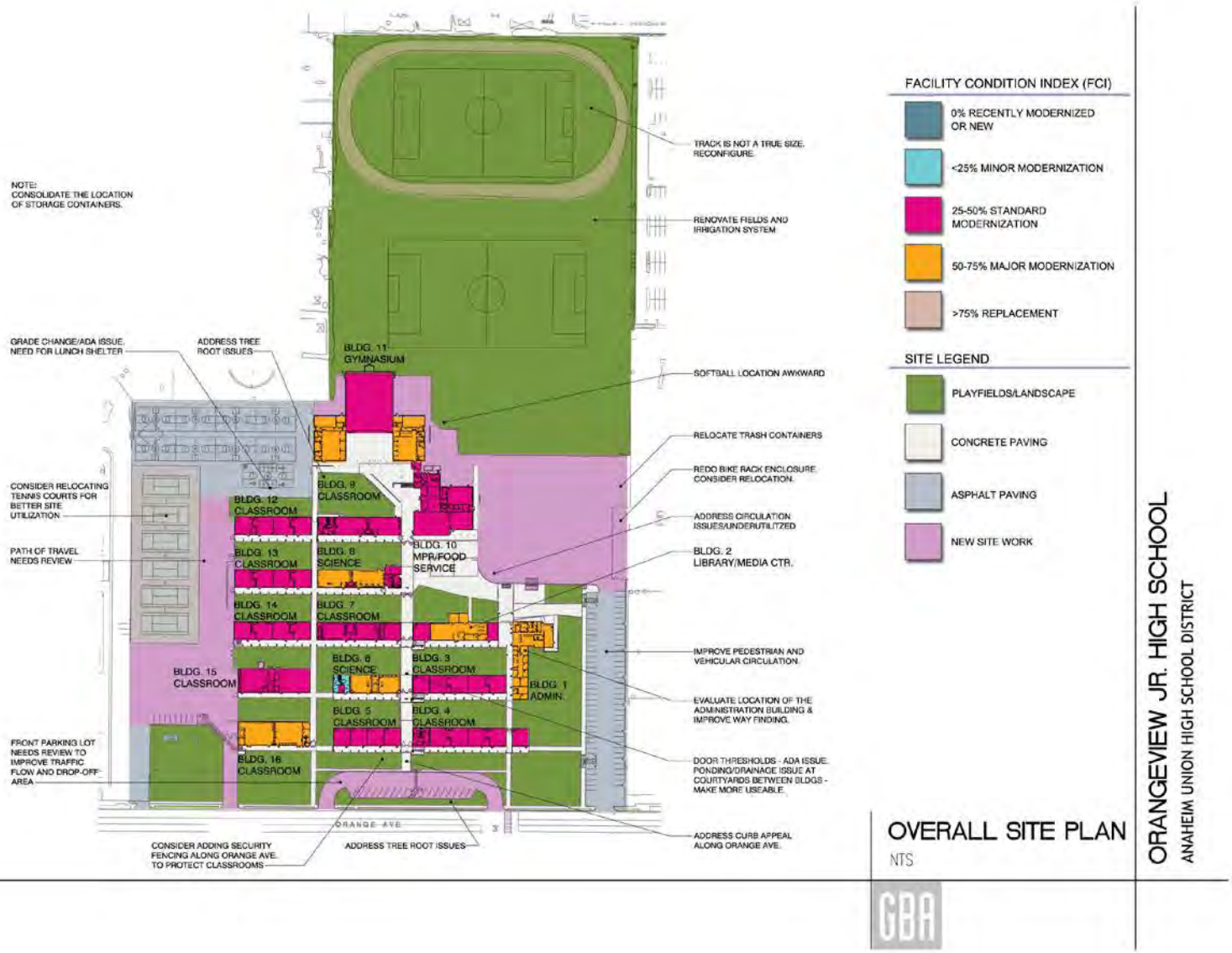
Courtyard landscaping and irrigation need to be replaced.

Improve parking and drop off.

Need new lunch shelters/shade structures.

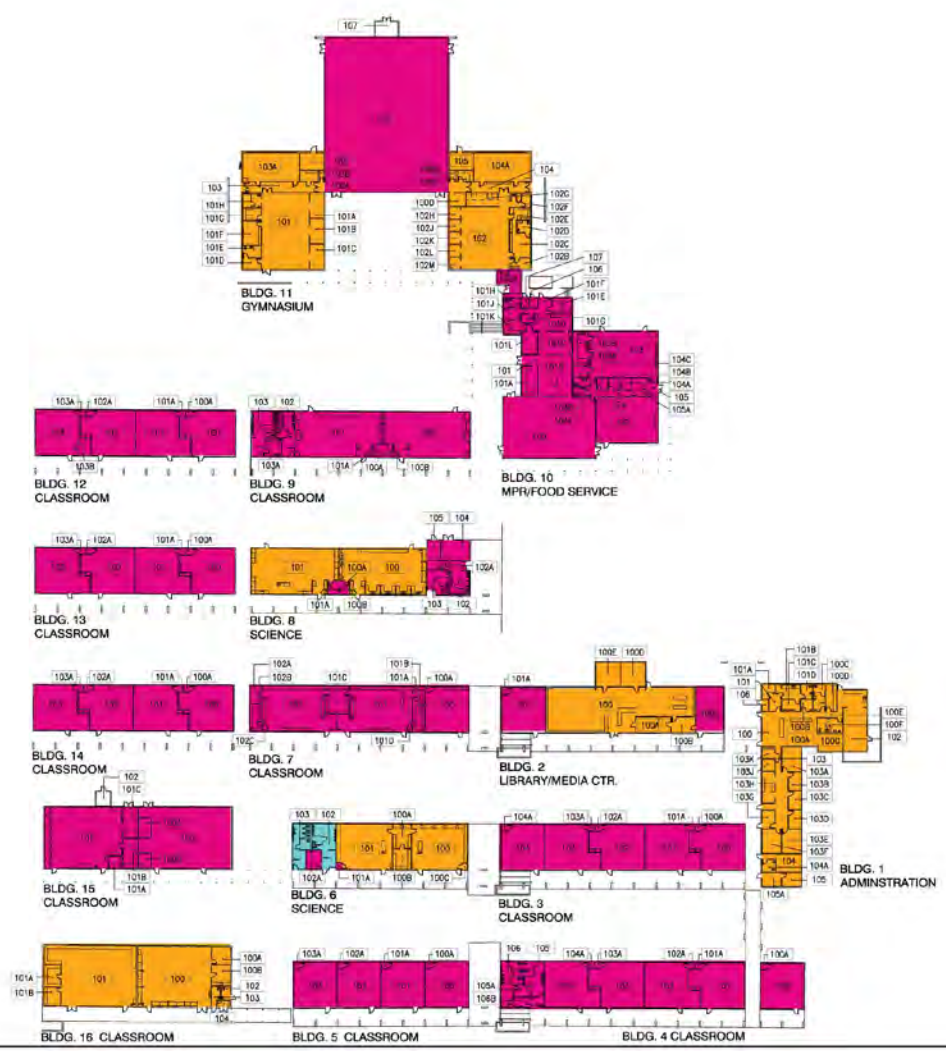
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

SYCAMORE JR. HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

SYCAMORE JR. HIGH SCHOOL



FACILITY CONDITION INDEX (FCI)

- 0% RECENTLY MODERNIZED OR NEW
- <25% MINOR MODERNIZATION
- 25-50% STANDARD MODERNIZATION
- 50-75% MAJOR MODERNIZATION
- >75% REPLACEMENT

ENLARGED SITE PLAN
1"=70'-0"

ORANGEVIEW JR. HIGH SCHOOL
ANAHEIM UNION HIGH SCHOOL DISTRICT

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

WALKER JR. HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

WALKER JR. HIGH SCHOOL

8132 Walker Street
La Palma, CA 90623

Year Constructed	1959
Year Last Modernized	2002
Current Enrollment	1146
Grade Levels	7-8
Administrative Staff	2.5 Administrators
	45 Teachers
	30 Classified
Square Footage	104,371
Site Size (acres)	27.4

GREATEST NEEDS:

- Upgrade campus buildings.
- Improve parking lot vehicular and pedestrian traffic flow.
- Upgrade science labs and adequately house the science program.
- Correct drainage issues throughout campus.
- Add security fencing. Fencing replacements needed throughout.
- Need to replace gym bleachers.
- Need a drinking fountain at the playfields and at the cafeteria.
- Interior and exterior of existing campus buildings needs to be repainted.
- Improve curb appeal.

Walker Junior High School was originally constructed in 1959. The 27.4 acre site is located at 8132 Walker St, La Palma, CA 90623.

The general condition of facilities at Walker Jr. High School is poor. The building envelope, interior finishes and site utilities are in need of repair and/or replacement. Walker JHS needs a major modernization. While the overall condition is poor, the structural integrity of the buildings is good.

One serious issue to be remedied is the original rain gutters which are built within the roof structure. These

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

WALKER JR. HIGH SCHOOL

buildings have internal gutters which over the years failed allowing water to damage the adjacent roof lumber. A portion of the roof sheathing and rafter tails need to be repaired and the gutters need to run exposed. As a result, all campus roofing and 30% of sheathing need to be torn off and replaced.

The existing science facilities are in need of an overhaul. Currently, the science labs are interspersed throughout the campus. The program needs to be grouped together and expanded by 2-3 new science labs to meet STEM requirements. The school needs adequately housed computer labs to meet Common Core requirements.

A complete replacement of the existing window systems is needed. The interior and exterior of all campus buildings need to be repainted.

The administration building needs to be reconfigured to improve functionality. The boys and girls shower/ locker rooms and coaches areas are in poor condition. In addition to standard upgrades, provide P.E. lockers to meet need. The wooden bleachers in the gym need to be replaced. The MPR needs major modernization to include additional storage and new stage curtains.

Total number of classrooms is 44 with 28 standard classrooms, 6 science classrooms, 2 computer labs, 3 special education classrooms, 1 band, 1 choir, 1 art, 1 wood shop and 1 home economics classroom.

SITE CONDITIONS

The existing parking lots along Walker Street need to be modified to improve curb appeal as well as vehicular and pedestrian traffic. Address security/ safety issues.

The paving at Walker JHS is mostly in poor condition. Approximately 75%-100% of the existing asphalt (218,000 s.f.) and 50%-60% of the existing concrete (36,000 s.f.) needs to be replaced. Some path-of-travel and ponding issues need to be addressed in various areas.

The tennis courts are in need of resurfacing (40,000 s.f.), windscreens, and fencing. Fencing at the bike racks and softball fields need to be replaced (2,150 l.f.). An accessible drinking fountain should be added at the field and the cafeteria.

The existing playing fields are relatively level but the turf is in poor condition and needs reconditioning (11.4 acres). The irrigation system needs to be completely replaced throughout the campus, including smart controllers.

The lunch area is in need of new shade structures. The existing 20 X 20 shade structure needs to be replaced. The existing quad is in need of a redesign to include hardscape, landscape, seating areas, and event lighting.

The existing school marquee needs to be upgraded to digital.

BUILDING SYSTEMS

Plumbing

The domestic water, sewer and gas lines need to be replaced. Provide a gas earthquake shut off valve.

Storm Drain

Evaluate the existing storm drain system for replacement. Drainage issues need to be addressed at the north side of the athletic track and at the area north of the northwest baseball field.

Ponding occurs to the west of the basketball courts and at the south end of the staff parking lot.

Mechanical

Packaged units were installed in 2002 throughout the campus. Life cycle replacement will be required in the next decade. Gym ventilation is poor. Provide new HVAC at computer labs and IDF rooms.

Electrical

While the campus power was upgraded in 2002, some administration building power panels are in need of replacement. The existing telephone/data, CATV, CCTV, fire alarm, and clock/telecom systems are in need of an upgrade. Add a “Quantum” network card to the existing Bogen P.A. system. A new security system is needed.

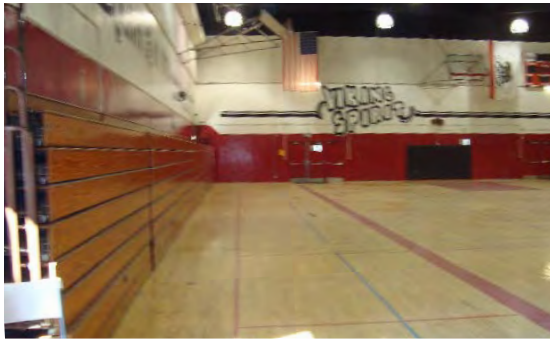
Upgrade the existing site and parking lot lighting with L.E.D. technology for energy efficiency.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

WALKER JR. HIGH SCHOOL

Administration building in need of reconfiguration.

Convert courtyards to outdoor learning areas.



Need to replace gym bleachers.

Existing paving in poor condition throughout campus.

Reconfigure parking lots.

Existing field turf is in poor condition.

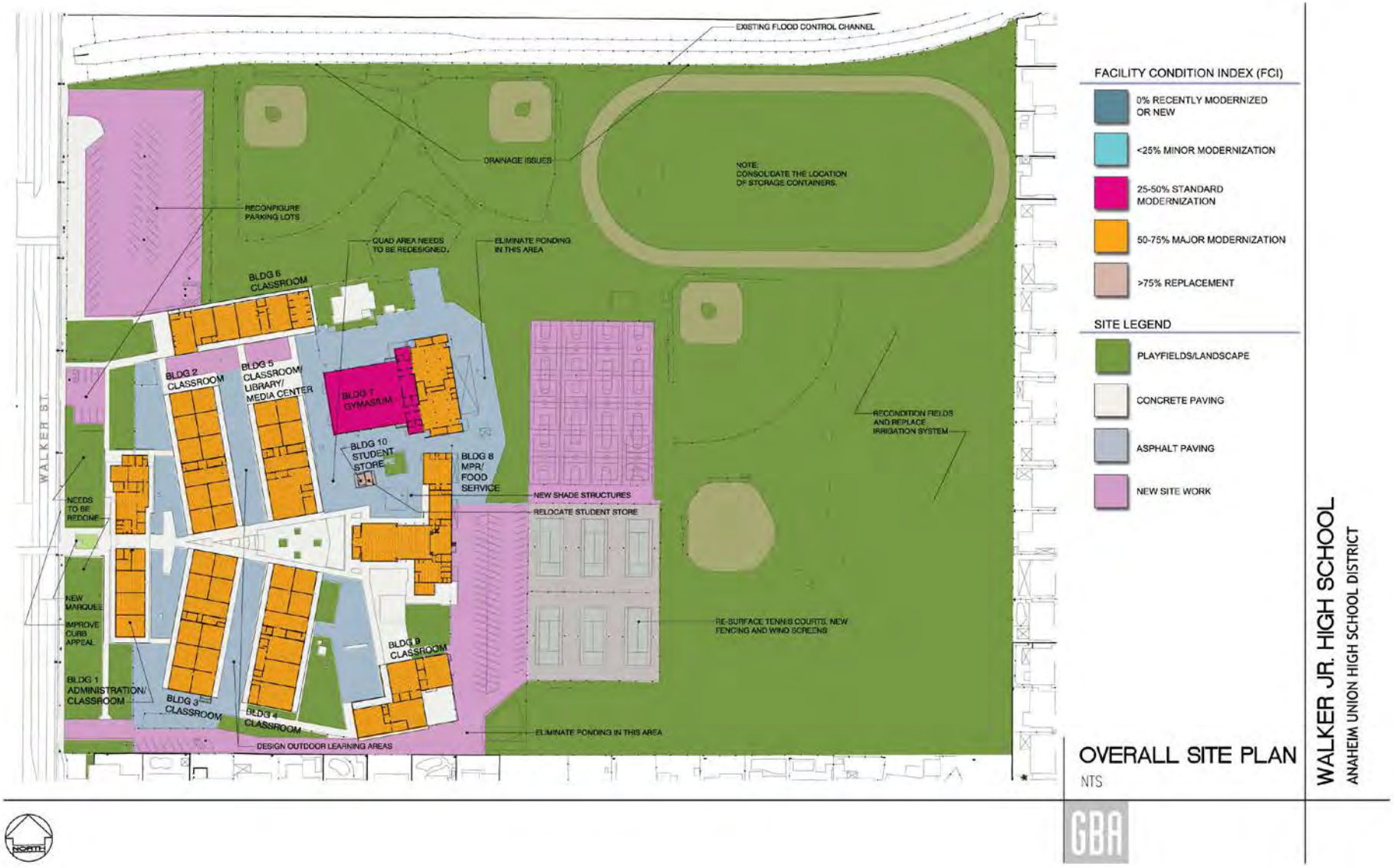
Buildings require major renovation.

Interior/exterior of buildings need to be repainted.

Upgrade the quad with seating and shade structures.

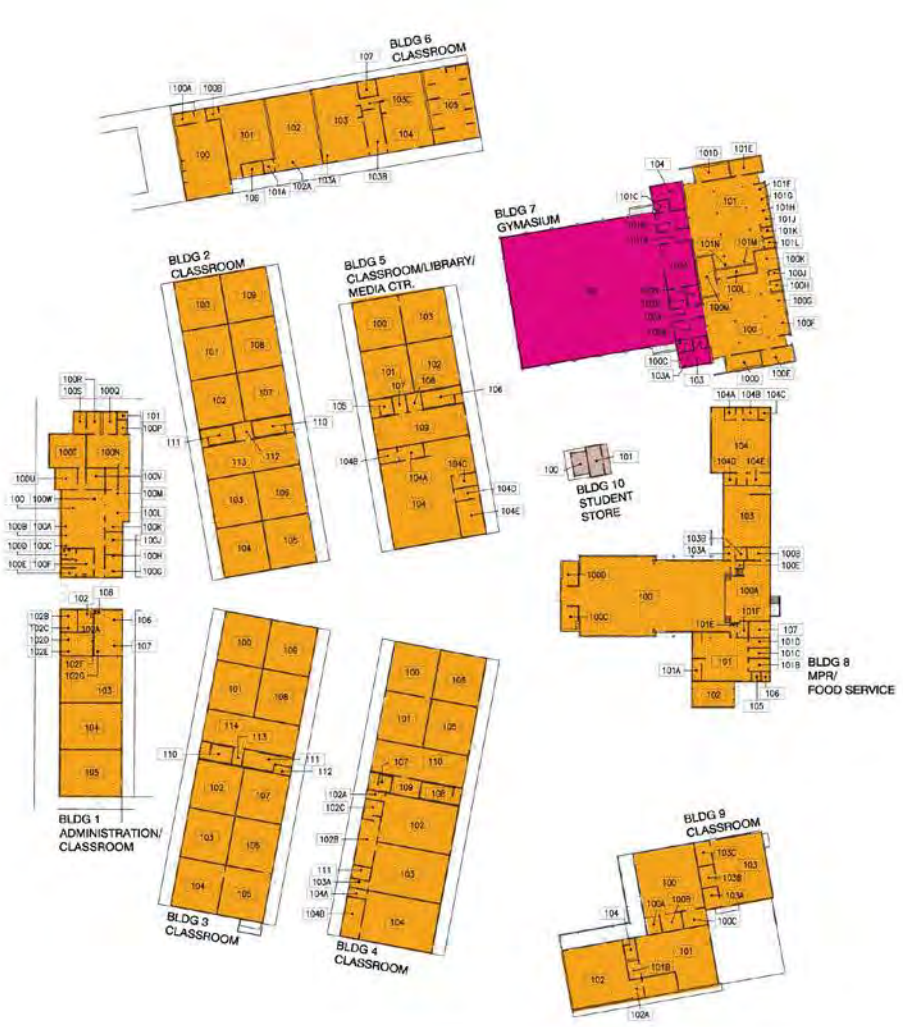
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

WALKER JR. HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

WALKER JR. HIGH SCHOOL



FACILITY CONDITION INDEX (FCI)

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- >75% REPLACEMENT

ENLARGED
SITE PLAN
1"=70'-0"

WALKER JR. HIGH SCHOOL
ANAHEIM UNION HIGH SCHOOL DISTRICT

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

ANAHEIM HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

ANAHEIM HIGH SCHOOL

811 W. Lincoln Ave.
Anaheim, CA 92805

Year Constructed	1936
Year Last Modernized	2008
Current Enrollment	3300
Grade Levels	9-12
Administrative Staff	4.5 Administrators
	167 Teachers
	9 Counselors
	60 Classified
Square Footage	260,106
Site Size (acres)	34.9

GREATEST NEEDS:

- Highest Program Needs:
  - o Gym/ Locker Room / Athletic facilities need upgrades and improvements.
  - o ROTC/ ROP facilities need to be upgraded to better support program needs.
  - o Cafeteria – is undersized. Facilities need to be renovated and there is poor ventilation.
- Existing campus buildings in need of general modernization, particularly the cafeteria and kitchen.
- Need to add a second (practice) gym to adequately support the athletic program.
- Consolidate dance and drama programs in one location.
- Auditorium/Theater needs major upgrades.
- Need air conditioning in the main building and ROP building.
- Need to add new lunch area with shelters.
- Need to replace kiln in Art Quad.
- Need to add new science labs.
- Need to create proper stair landing from conference room in main building to quad.
- Need storage for custodial and carts.
- Need to resurface tennis courts.
- Need to replace windows and skylights.
- Address technology needs throughout the campus.
- Need for wayfinding and room numbering throughout the campus.
- Need new swimming facilities to replace the existing.

CONDITION ASSESSMENT

Anaheim High School is located at 811 W. Lincoln Ave., Anaheim, CA 92805. It's site measures 34.9 acres including the District Yard along N. West Street.

Anaheim High School was first established in 1898,

which makes it the oldest of eight comprehensive high schools in the Anaheim Union High School District. It is also the third oldest high school in Orange County, behind Santa Ana High School (1889) and Fullerton Union High School (1893). The current Art Deco main building, library, Cook Auditorium, gymnasium and shop buildings were completed and dedicated in 1936 after the 1933 Long Beach earthquake. Additional construction occurred in 1957 and 1972.

A new two story classroom building was completed

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

ANAHEIM HIGH SCHOOL

in 2008 adding 47 standard classrooms and 2 science labs. Fifteen QEIA relocatable classrooms and restrooms were added in 2008. The architectural finishes, plumbing, HVAC, and lighting in all remaining buildings are in need of major modernization.

The school is in need of a second (practice) gym. The existing gym and locker rooms are in need of a major modernization including new bleachers, heat and ventilation and the lockers are old and insufficient in number. The existing windows and skylights need to be replaced and new drinking fountains added.

The dance program is in need of expansion along with a black box theater for drama. Two additional science labs are also needed as well as two new accessible restrooms.

The Cook Auditorium is in need of a major renovation. All architectural finishes, building systems, theatrical lighting and rigging, HVAC, curtains and cyclorama need to be replaced. The seats need to be reupholstered and an enclosed sound booth is needed. Upgrade the dressing rooms and restrooms. Restore the orchestra pit and evaluate the revamping of the organ. There are no accessible ramps inside the theater and the outside stage has accessibility issues. Improve the loading ramp.

The existing roofing is in mixed condition. Buildings 1, 3, 6, 7, 8 and 9 need new roofing. Buildings 2, 4 and 5 need a tune up. Most of the existing window systems need to be replaced, except at the main building along Lincoln Ave. All skylights on campus need to be replaced.

Total classroom count at Anaheim High School is approximately 123 including 15 QEIA standard classrooms, 75 standard classrooms, 10 computer labs, 11 science labs, 2 home economics, 1 band, 1 choir, 3 art, 1 photo, 2 shops, 1 ROTC and 1 dance classroom.

SITE CONDITIONS

Site beautification occurred in 2008 with a majority of the interior courtyards addressed and in good condition.

The main parking lot is in good condition.

Fencing is in acceptable condition with some replacement needed along W. Sycamore St. and N. Citron St. (3,600 l.f.). Some asphalt north of the weight room also needs to be replaced (7,000 s.f.).

A lunch area with new shelters is needed. A proper stair landing access to the quad from the main building is required. Storage space is needed for custodial and cart storage. The kiln in the Art Quad should be replaced. Link the existing irrigation smart controllers and replace 5 outdated controllers.

The cement bleachers built by the track in 1928 are condemned and must be replaced. Concrete tennis courts require resurfacing and dug outs added to the existing softball fields.

A new olympic sized pool is planned along West Street.

Accessible drinking fountains and restrooms for the severely disabled must be added to meet ADA requirements.

BUILDING SYSTEMS

Plumbing

Some work is required on the sewer lines south of the new building. Upsize piping between the site and city manholes. Some work is required on the sewer lines east of the gym. The existing domestic water system needs to be replaced. A new fire water service was installed in 2008. Replace 50% of the site gas system. Add a gas earthquake shutoff valve.

Storm Drain

The storm drain system was replaced in 2008. Ponding needs to be addressed north of classrooms; 24, 25, 26 and 27, and room 16.

Mechanical

The chiller/boiler at the main building and auditorium need to be replaced. Existing HVAC units are reaching the end of their life cycle and are in need of replacement. Air conditioning should be added at the shops and art building. Upgrade the existing EMS for compatibility with the system installed in the new 2-story building.

Electrical

While the campus power system was upgraded in 1993 and 2008 (the school has two services), some electrical building panels need to be replaced. The existing telephone/data, CATV, CCTV, fire alarm, clock and P.A. system in the old buildings need to be upgraded. Maintain all low voltage systems in the 2-story and QEIA portable buildings; upgrade as required.

A new security system is also needed at the old buildings only. The existing fiber backbone is adequate.

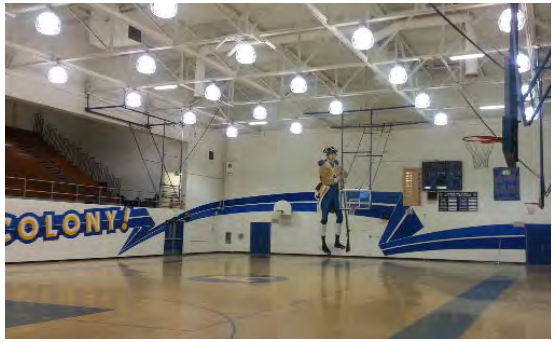
Upgrade the existing parking lot lighting with LED technology for energy efficiency. Upgrade site lighting especially around the gym.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

ANAHEIM HIGH SCHOOL

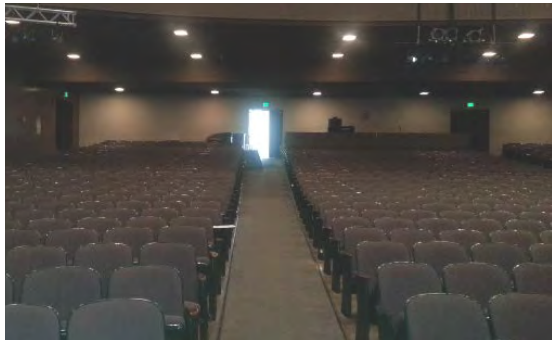
Restrooms need to be upgraded.

Need new swimming facilities.



Gym and locker rooms need renovation.

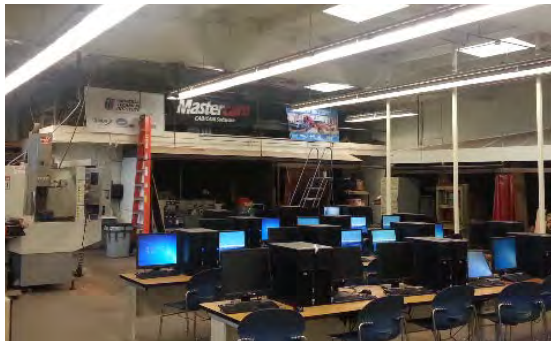
Cafeteria in need of upgrade and expansion.



Cook auditorium is in need of a major renovation.

Add new lunch area/shelters.

New science labs are needed.

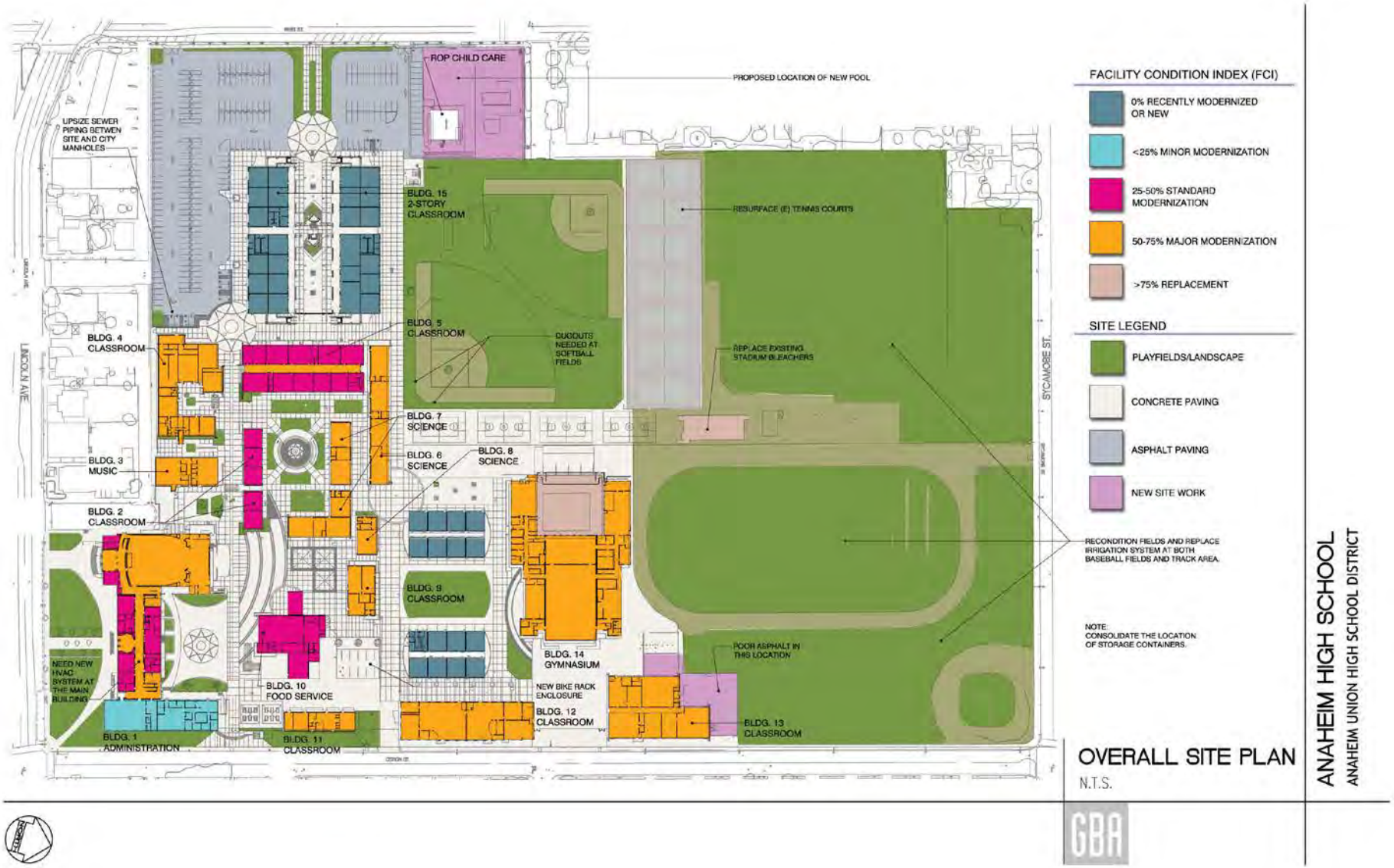


Classroom renovation needed.

Replace concrete bleachers.

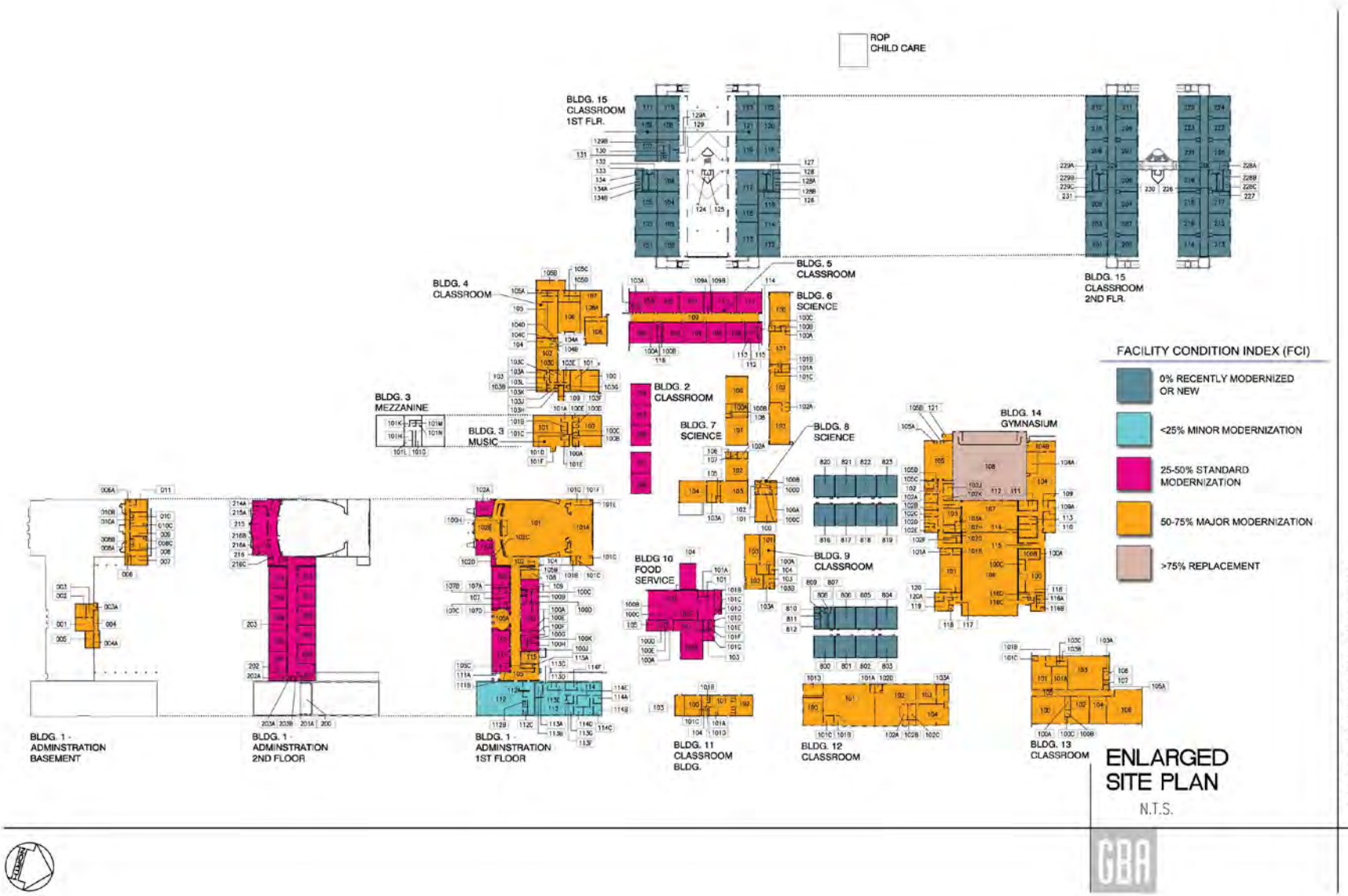
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

ANAHEIM HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

ANAHEIM HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

CYPRESS HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

CYPRESS HIGH SCHOOL

9801 Valley View Street
Cypress, CA 90630

Year Constructed	1973
Year Last Modernized	2006 (Measure Z)
Current Enrollment	2708
Administrative Staff	4 Administrators 166 Faculty
Square Footage	192,991
Site Size (acres)	37.1

GREATEST NEEDS:

- Highest Program Needs:
  - o Parking and Drop-Off Improvements
  - o Exterior Student Quads and Courtyards
  - o Expand Technology
- Science Common Core: Add three science labs to meet STEM requirements.
- Security: Classrooms open directly into front, security fencing needed to separate fields from Oak Knoll Park.
- Food Service serving area is undersized.
- Modernize theater including back stage area.
- Athletic locker rooms improvements.
- Dance room needs new dance floor.
- Replace Quonset hut at the athletic fields.
- Consider possible expansion to accommodate:

  - o Dance room.
  - o Cheer storage.
  - o Food serving and speedlines.
- Address path-of-travel issues throughout the campus.
- Need for lunch shelters.
- Reconstruct tennis courts providing correct orientation.

CONDITION ASSESSMENT

Cypress High School is the newest of eight comprehensive high schools within AUHSD built in 1973. The 37 acre site is located at 9801 Valley View Street, Cypress, CA 90630.

Cypress HS underwent modernization in 2006 as part of Measure Z so the general condition is good. Classroom ceilings, lights, carpet, wall finishes, doors and hardware are relatively new, though some areas of concern remain. Some buildings and/or spaces did not receive modernization. The library and media center, portions of the theater, food service, dance, and other areas require additional work.

Two new buildings were added as a part Measure Z. A two-story, sixteen classroom building and a second gymnasium were added. Total classroom count is approximately 80 with 57 standard classrooms, 7 science labs, 5 computer labs, 2 art rooms, 1 band room, 1 choral room, 8 special education rooms, 2 ASB rooms and 1 yearbook room.

Currently, Cypress High School is in need of three science labs to meet STEM requirements. The Special Education program is concentrated in a small area on campus instead of being properly dispersed and is also in need of sensory/focus rooms. The dance room is in need of expansion and a dance floor. The theater is in need of modernization including lighting, sound system and valances.

The existing food service area is in need of an upgrade. Currently, 2,700 students are served within a 1/2 hour time period in an undersized space. This area should be expanded with the addition of speedlines.

The locker rooms need to be revamped. Add a sufficient number of lockers. The Quonset hut at the athletic fields should be replaced. Consolidate storage bins on a concrete pad. Replace the exterior wooden movable bleachers. Add storage for cheer and wrestling mats.

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

CYPRESS HIGH SCHOOL

Most of the campus roofing was repaired during the 2006 modernization, although a tune-up should be included as part of the new FMP. Install rain collectors, downspouts at the 2-story classroom building.

Lastly, the current school marquee needs to be upgraded and its structure painted.

SITE CONDITIONS

The condition of the existing quad area, which encompasses 81,000 s.f., is extremely poor with extensive cracking, lifting and slope issues as well as ponding. Numerous ADA compliance issues must be addressed. The quad is also in need of new lunch shelters, hardscape, landscape, technology, a new outdoor stage, and event lighting.

Vehicular parking, traffic circulation and exiting from the student parking lot (163,175 s.f.) are a major problem. The asphalt is in poor condition and needs to be replaced. The addition of a traffic light at Valley View St. has been suggested for safety concerns as well as to relieve congestion during peak drop-off times. There is also a desire to improve curb appeal along Valley View St.

There are ongoing security concerns. The property line for the campus needs to be defined and secured. Some classrooms open directly to the front of the campus without fencing or a perimeter barrier. Fencing is needed to separate the playing fields from Oak Knoll Park on the northwest side of the campus. Approximately 3,750 linear feet of fencing is required to properly secure the site.

The athletic fields and facilities are in need of improvement. The sports fields need to be reconditioned and the irrigation system replaced with a connection to the existing smart controllers. Various areas on campus need new irrigation and smart controllers. The existing tennis and basketball courts need to be replaced and reconfigured. Determine a final location for the band trailer. Address ponding at the track and at the JV soccer field. Existing bike racks are in good condition.

A standard modernization of the pool is required including new plaster, deck resurfacing, pool covers, starting blocks, pool storage, and pool lights. Consider variable frequency drives (VFD) for the pump motors.

BUILDING SYSTEMS

Plumbing

Approximately 50% of the sewer lines need to be replaced. The main domestic water line and backflow device to the campus needs replacement. Site gas piping needs to be replaced. Provide a gas earthquake shutoff valve.

Mechanical

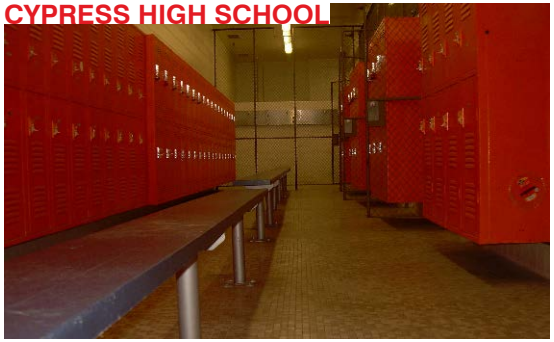
Overall the existing HVAC units are functional and sufficient but will reach the end of their life cycle in the next decade.

Electrical

The campus power was modernized in 2006 and is in good condition. All low voltage systems were modernized in 2006. Consider the addition of security cameras. Add a “Quantum” network card to the existing Bogen P.A. system. Expand technology infrastructure throughout campus.
Upgrade the existing parking lot lighting with LED technology for energy efficiency. Evaluate upgrading the existing site lighting.

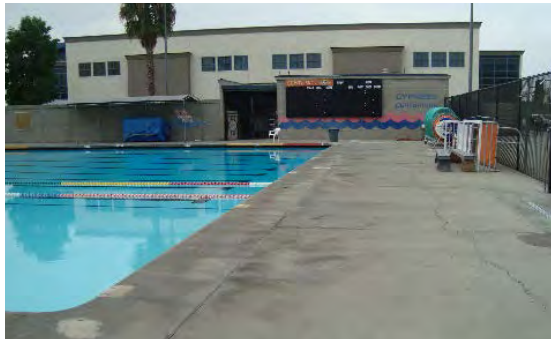
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

CYPRESS HIGH SCHOOL



Revamp locker rooms.

Major vehicular parking and circulation problems at student lot.



Pool in need of standard modernization.

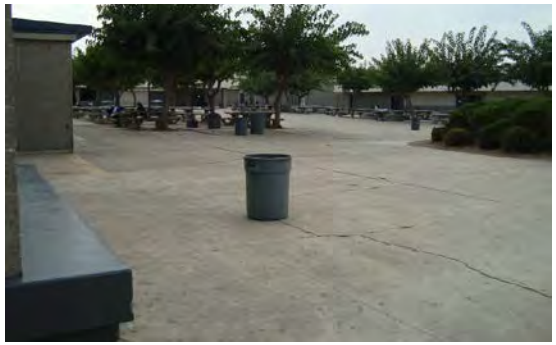
3,750 l.f. of fencing is required to properly secure the site.

Need additional science labs to meet STEM requirements.

Theater needs upgrades.

Basketball and tennis courts need to be reconfigured.

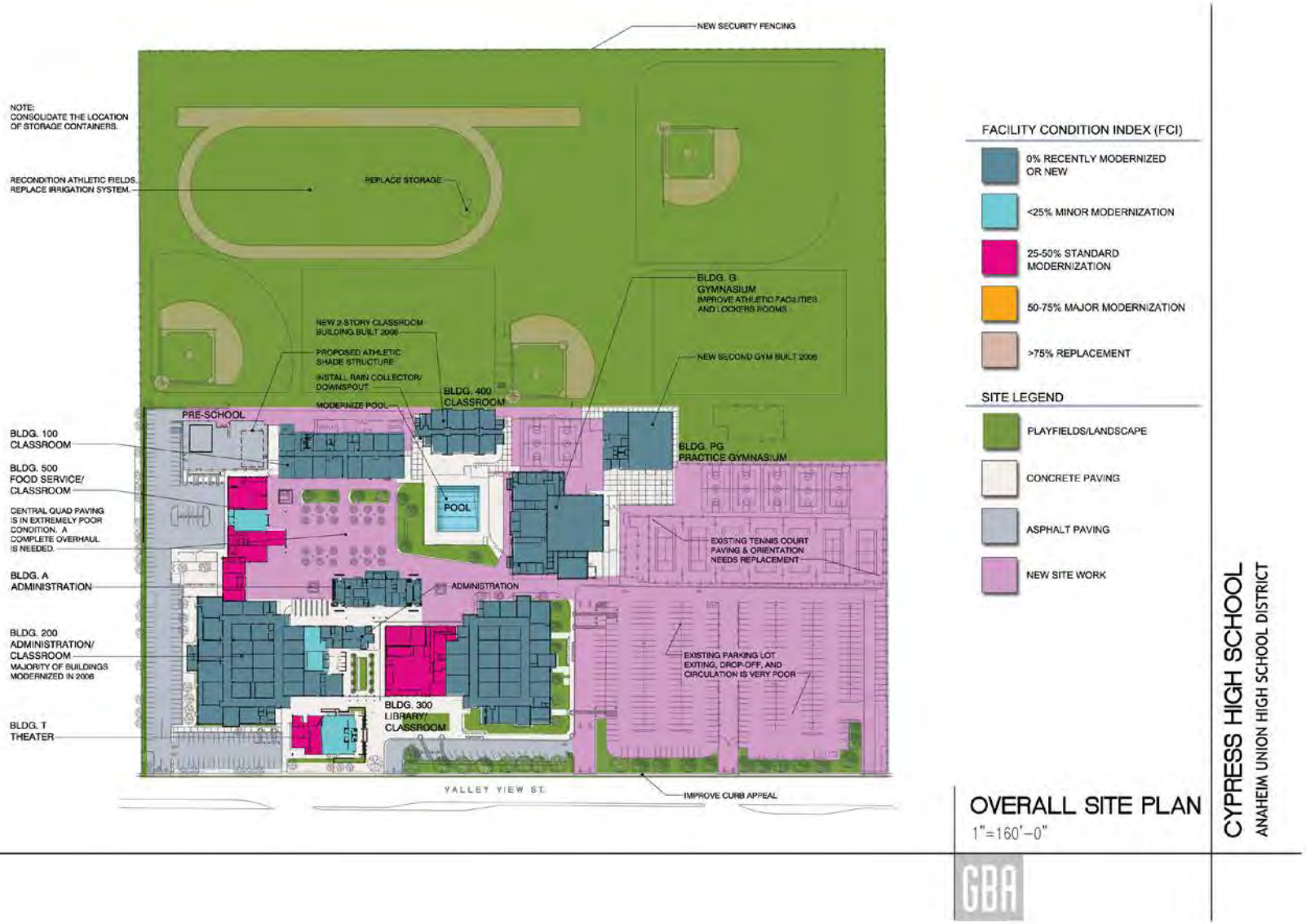
Food service area is in need of additional speed lines.



Upgrade central quad.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

CYPRESS HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

CYPRESS HIGH SCHOOL

ENLARGED
SITE PLAN
1"=80'-0"

CYPRESS HIGH SCHOOL
ANAHEIM UNION HIGH SCHOOL DISTRICT

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

KATELLA HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

KATELLA HIGH SCHOOL

2200 East Wagner Avenue
Anaheim, California, 92806

Year Constructed	1966
Year Last Modernized	2008
Current Enrollment	2600
Grade Levels	9-12
Administrative Staff	4 Administrative 4 Counselors 1 Psychologist 1 SLP 90 Teachers 75 Classified
Square Footage	196,573
Site Size (acres)	38.7

GREATEST NEEDS:

- Highest Program Needs:
  - o Science Facilities Upgrades
  - o Exterior Student Quads and Courtyards
  - o Classrooms Upgrades
- The existing science labs are too few, undersized and in very poor condition. Currently, there are eleven sections of science with seven in “labs” and four in classrooms.
- Ongoing technological and furniture upgrades of classrooms are a high priority.
- The central courtyard is in very poor condition with a need for new paving to address rainwater runoff and ponding. In addition, seating and landscape improvements and strategic placement of shade structures are required.
- Need to accentuate the “front” of the school or the new administration building entrance. The “front” does not face Wagner Avenue and it is difficult for visitors to find their way.
- Modernization of the Boys’ and Girls’ locker rooms in 2008 reduced the number of toilet fixtures to an unacceptable level. The locker rooms need more toilet fixtures.
- If feasible, add additional practice cross courts within the new practice gymnasium.
- Need to add a second softball field.
- Improve wayfinding.
- Ideally move performing arts classes (dance studio, band and choir) to Building 3 by the Auditorium.
- Improve room signage and numbering system throughout site.

CONDITION ASSESSMENT

Katella High School was established in 1966 and is located at 2200 East Wagner Avenue, Anaheim, California, 92806. The site measures 38.7 acres.

Some buildings were modernized in 2008 as a part of Measure Z. Modernized buildings include the existing two-story classroom building, locker rooms and old library building. Architectural finishes, lighting, power and low voltage systems are in good condition. A new two-story classroom/administration building and a second gymnasium were added in 2006. The remaining buildings only received a power and low voltage system upgrade and are in need of standard modernization and improved signage. Existing window systems at the original buildings are in poor condition.

The existing science labs are too few, undersized and in very poor condition. They were not modernized in 2008. Currently, there are eleven sections of science with seven in “labs” and four in classrooms. A priority for Katella High School is to have more and better equipped science facilities. Ongoing technological and furniture upgrades of existing classrooms are also a high priority.

The theater/auditorium is in need of a standard modernization. Accessibility needs to be reviewed and a ramp added to load stage equipment. The stage floor needs work and the lobby needs revamping.

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

KATELLA HIGH SCHOOL

Modernization of the Boys' and Girls' locker rooms in 2008 reduced the number of toilet fixtures to an unacceptable level. The locker room restrooms need additional toilet fixtures.

The total classroom count is 95 with 63 standard classrooms, 1 special education, 5 computer labs, 7 science labs, 4 science classrooms, 2 art, 1 choir, 1 band, 1 auto, 1 wood, 1 ROTC, 1 photo, 2 home economics, 1 team room, 1 conference, 1 records, 1 ASB and 1 dance room.

SITE CONDITIONS

The condition of the site paving is very poor presenting many ADA path-of-travel issues. Asphalt at central quad is in poor condition and needs to be replaced (177,000 s.f.). The door threshold to concrete paving transition exceeds ADA allowable limits requiring the removal of a majority of the concrete paving adjacent to the classroom buildings (35,000 s.f.).

There is a need to accentuate the "front" of the school or the new administration building entrance. The "front" does not face Wagner Avenue and it is difficult for visitors to find their way.

Two existing shade structures will need to be relocated or replaced. Some hi-lo drinking fountains were installed as a part of the 2008 modernization. Additional drinking fountains (5) are required at buildings that did not receive any modernization.

The parking lots and drop-off were addressed in 2008 and are in good condition. Ornamental steel fencing is needed along Wagner Ave. (750 l.f.) and perimeter fencing on the east side of campus needs to be evaluated. The existing bike racks need to be relocated.

The playing fields and irrigation are in good condition. The asphalt tennis courts need to be replaced with concrete, plus new fabric and fencing added (59,000 s.f.). Athletic storage and existing back stops need to be replaced. One additional softball field is needed. The quad is in poor condition. A complete replacement of this exterior space and of the student store is needed. Replace landscape and irrigation throughout the campus.

A standard modernization of the pool is required including new plaster, deck re-surfacing and pool lights. The District should consider the addition of pool covers and variable frequency drives (VFD) for the pump motors for energy conservation.

BUILDING SYSTEMS

Plumbing

The water, fire water, sewer and gas mains were upgraded in 2008. There are ponding issues at the quads and northwest of the tennis courts. The storm drain piping and catch basins need replacement.

Mechanical

While the campus HVAC was modernized in 2008, the gym ventilation is poor and the modernized two-story classroom building is in need of an air balance.

Electrical

Most campus electrical and low voltage systems, including fire alarm, were upgraded in 2008. District will consider expanding the existing security system to include cameras.

The campus is in need of a new site and parking lot lighting.

The theater requires new house and theatrical lighting as well as a new AV system.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

KATELLA HIGH SCHOOL

Additional science facilities needed.

Need to accentuate the actual entrance of the school.

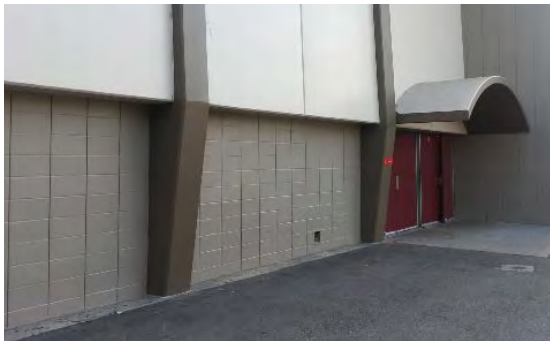
Add sufficient number of plumbing fixtures in locker room restrooms.

Add a second softball field.

Campus asphalt is in poor condition.

Relocate existing shade structures or replace to fit new quad design.

Upgrade classrooms and technology.

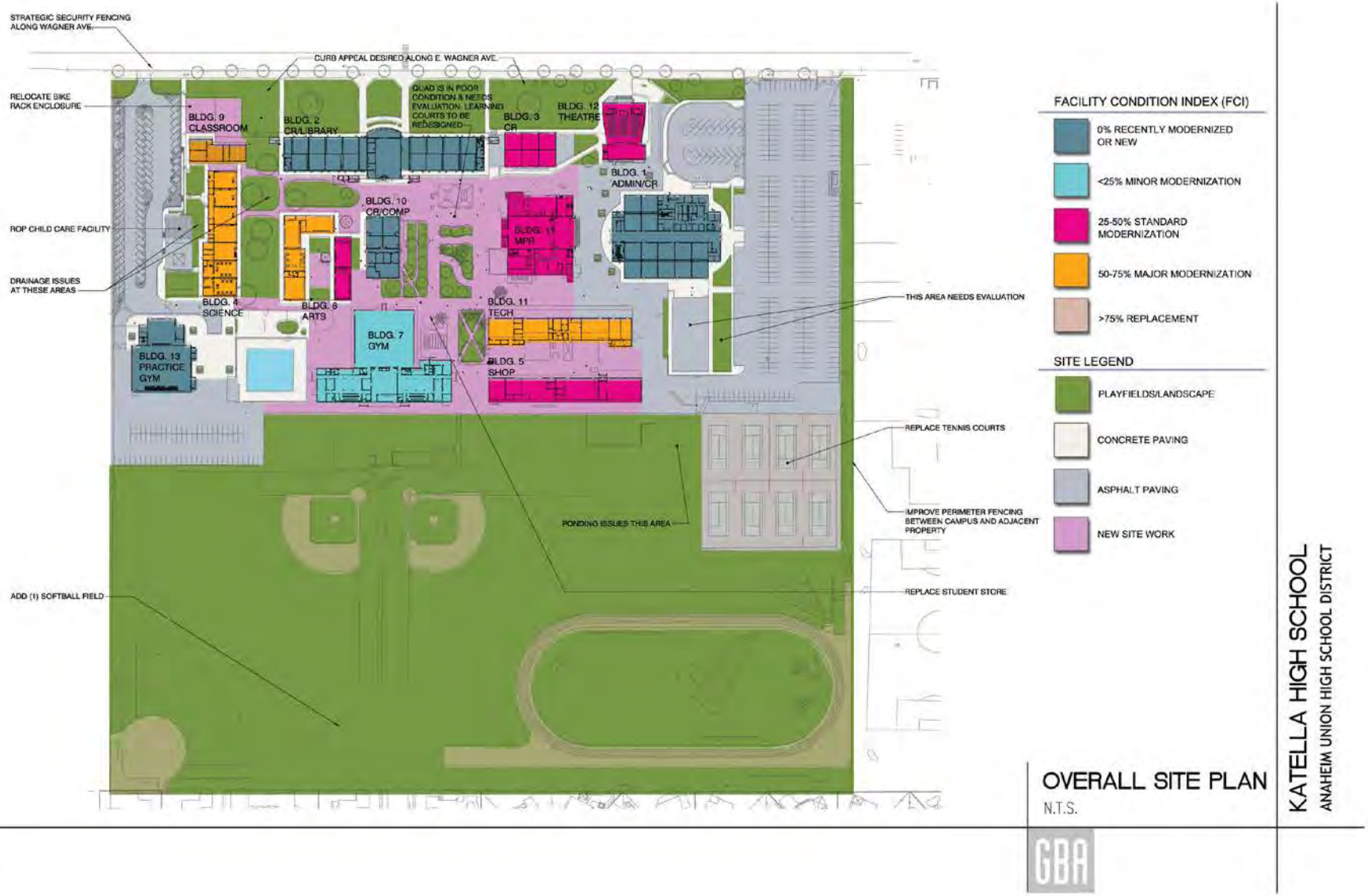


Improve ventilation - both gyms.

Redesign courtyards for outdoor learning spaces, improved drainage and landscape.

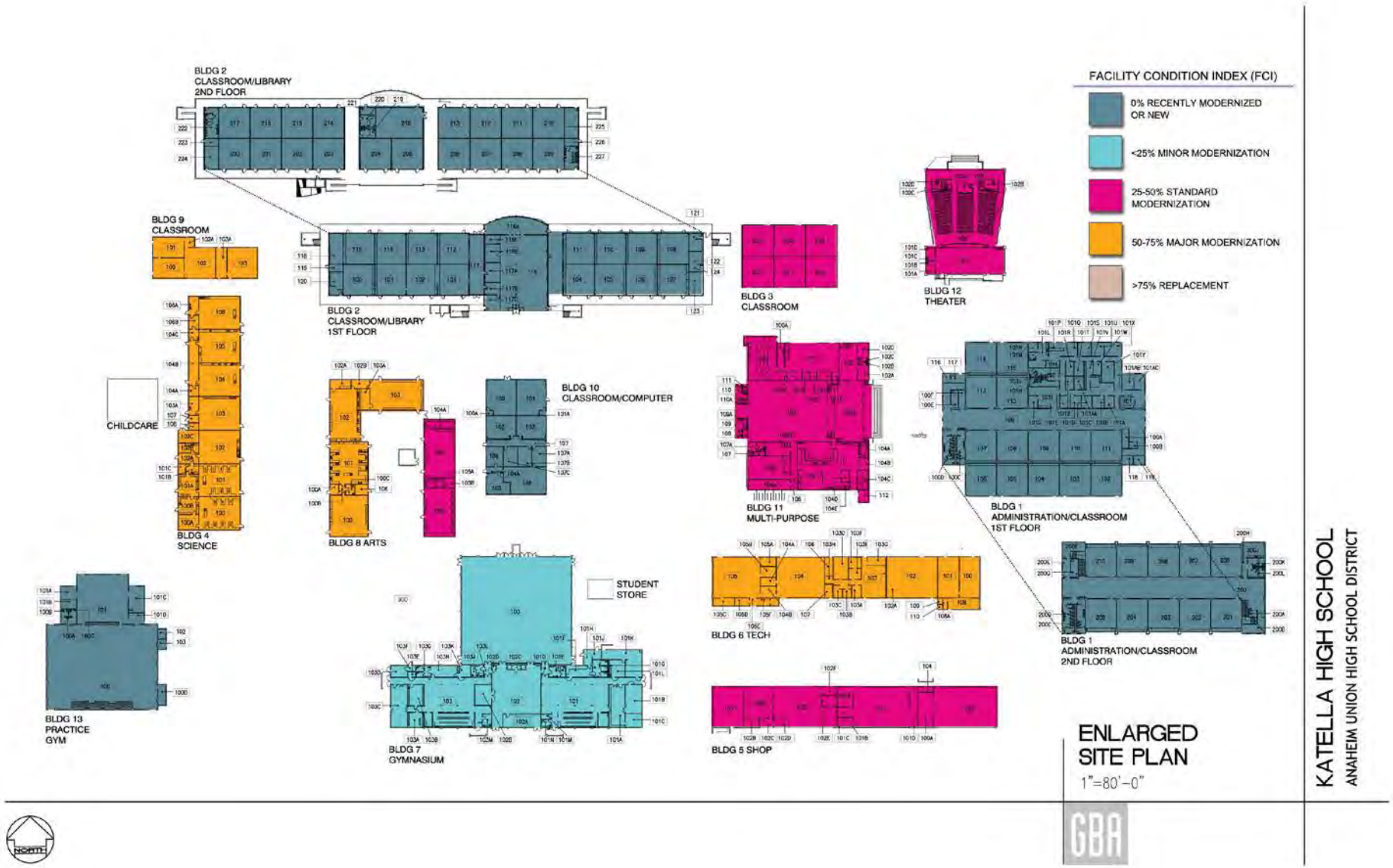
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

KATELLA HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

KATELLA HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

KENNEDY HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

KENNEDY HIGH SCHOOL

8281 Walker Street
La Palma, CA 90623

Year Constructed	1964
Year Last Modernized	2006
Current Enrollment	2300
Grade Levels	9-12
Administrative Staff	32 Total 87 Certified 45 Classified
Square Footage	198,390
Site Size (acres)	45

GREATEST NEEDS:

- Highest Program Needs:
  - Safety and Security
  - Classrooms Upgrades
  - Exterior Student Quads and Courtyards
- Need four (4) additional computer labs.
- Ongoing classroom technology upgrades are necessary including projectors, document cameras, and furniture conducive to flexible learning environments.
- Resolve major traffic flow and exiting issues from the student parking lot.
- Analyze the need to redo the dropoff parking lot at the front of the school.
- Need to reorganize the main campus quad.

- Address needs in the Performing Arts Center.
- Address poor acoustics in multipurpose room MP1. Explore the possibility of this room converting to a student union.
- Athletics:
  - Need custodial closet in boys locker room.
  - Existing gym lockers are too narrow, helmets do not fit. Address boys & girls locker issues.
  - Missing floor drains in locker rooms.
  - Restore hose bibs.
  - Need to renovate tennis courts.
  - Replace backstop on main baseball field.
  - Existing scoreboards plug into floor; safety hazard.
  - Need to secure locker room with access to restrooms.
  - Pool needs upgrading.

CONDITION ASSESSMENT

Kennedy High School was originally constructed in 1964. The 45-acre site is located at 8281 Walker Street, La Palma, CA 90623.

A majority of the buildings were modernized in 2006 as part of the Measure Z capital improvement program. Architectural finishes, lighting, electrical, power and low voltage systems in classrooms, administration, and support areas are in good condition. Building 15 shops, science labs, SDC classrooms and weight room were omitted from the program and still require modernization. The boys and girls locker rooms require additional upgrading. The MPR is in need of better acoustics.

Two new buildings were added as a part of the 2006 construction project; a new performing arts center and a second gymnasium. The library/media center was expanded. Six portable classrooms were added in 2008.

The total classroom count is approximately 78 with 52 standard classrooms, 6 science labs, 4 computer labs, 6 special ed/SDC classrooms, 1 art classroom, 1 photo lab, 1 home economics, 1 wood shop, 2 choir rooms, 2 band rooms, 1 ASB and 1 ROTC room.

The school is in need of four (4) additional computer labs to meet program requirements. Ongoing classroom technology upgrades are also needed

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

KENNEDY HIGH SCHOOL

around the campus including projectors, document cameras, and furniture conducive to flexible learning environments.

The Kennedy Performing Arts Center (KPAC), built in 2006 with a 736 seat capacity, needs some work to improve daily operations. Accessibility to the lights for maintenance and to backstage should be addressed. Currently, there are not enough restrooms in the music wing, and there are issues with the dressing rooms. The loading dock is not level and the facility is in need of a janitor's room with a sink.

KPAC's courtyard needs to be landscaped. Currently, the unplanted soil causes dirt to be tracked into the theater.

The athletics facilities are in need of modifications. Floor drains are needed in the locker rooms, the existing lockers are too narrow to hold football helmets, a custodial closet needs to be added to the Boys' locker room, and all the locker rooms need to be secured with independent access to restrooms. The existing gym scoreboards plug into the floor outlets. This is a safety hazard that needs to be addressed.

Restore tie-ins to existing hose bibs in P.E. facilities where required. Shower/locker rooms need continuous hot water flow to plumbing fixtures.

Of the existing roofing on campus, about 60% is in need of a tune-up and the remaining 40% should be torn-off and replaced. 25% of the existing window systems also need to be replaced.

SITE CONDITIONS

Site issues include major concerns for traffic flow and exiting from the southern student parking lot (127,650 s.f.). Evaluate the feasibility of expanding the parking lot. A reconfiguration will be required. The north parking lot paving is fair to poor (42,650 s.f.). Add parking lot lights.

Evaluate the feasibility of restoring the Walker Street vehicular traffic "horseshoe" at the front of the school. A redesign will take advantage of the underutilized area, to increase curb appeal of an otherwise plain frontage and to build a connection to the adjacent Performing Arts Center.

Asphalt and concrete conditions are poor campus wide (80,000 s.f.) and various security fencing issues need to be addressed and improved along the perimeter (3,000 l.f.).

The main campus quad needs to be reorganized with a focus on improved accessibility, circulation, gathering areas and the addition of lunch shelters. Replace existing fabric lunch shelters with metal.

All interior courtyard landscape and irrigation needs replacement (86,000 s.f.) as does 40% of the existing field irrigation (20 acres). The outside area around the Performing Arts Center needs to be re-landscaped. The existing irrigation pump needs to be evaluated and relocated. The district maintenance department recommends the addition of isolation valves.

On the whole, the existing athletic fields at Kennedy High School are in good condition. The tennis courts (56,000 s.f.) need to be replaced and the main baseball field needs a backstop.

The pool is in need of a standard modernization, including new plaster, deck re-surfacing and the replacement of pool lights. The district should consider the addition of pool covers and variable frequency drives (VFD) for the pump motors. Only 50% of the electrical outlets in the pool deck are operational.

While accessibility to drinking fountains and parking lots were addressed in 2006, there are still considerable path of travel issues to be resolved, particularly in regard to the existing hardscape.

The existing manual marquee needs to be upgraded to a digital marquee.

BUILDING SYSTEMS

Plumbing

The existing domestic water, gas, sewer, fire water and storm drain were upgraded in 2006. A gas earthquake shutoff valve is needed.

French drains between buildings and the north parking lot need to be evaluated for replacement.

Mechanical

Replace HVAC units installed in 1999, including chillers in courtyards. HVAC controls need to be evaluated for proper operation.

Electrical

The current power, lighting, phone/data, CATV, CCTV, clock/intercom, security and fire alarm systems were upgraded in 2006. The main circuit breakers require GFCI calibration.

The campus is in need of parking lot lighting. Evaluate existing exterior lighting for proper coverage. The district will evaluate the existing security system to include cameras.

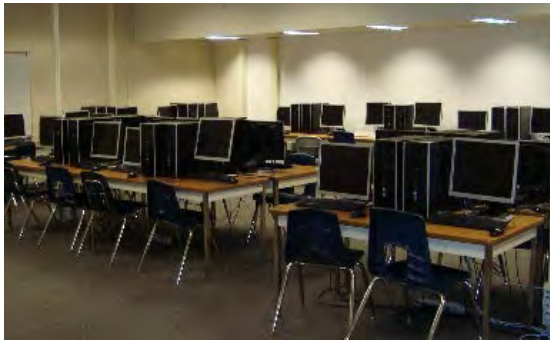
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

KENNEDY HIGH SCHOOL

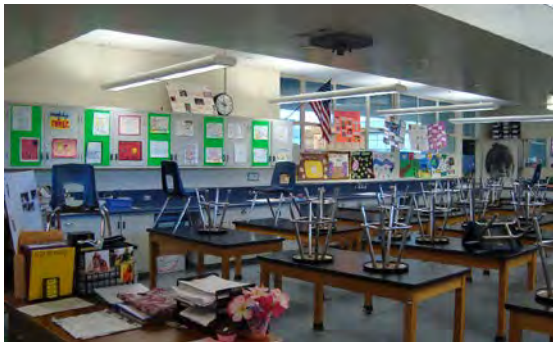
Evaluate the feasibility of restoring a horseshoe parking lot.

The tennis courts need to be replaced.

Pool in need of modernization; deck resurfacing.



The school is in need of 4 additional computer labs.



Classroom technology upgrades are necessary.

Need to redesign student parking lot to improve vehicular flow.

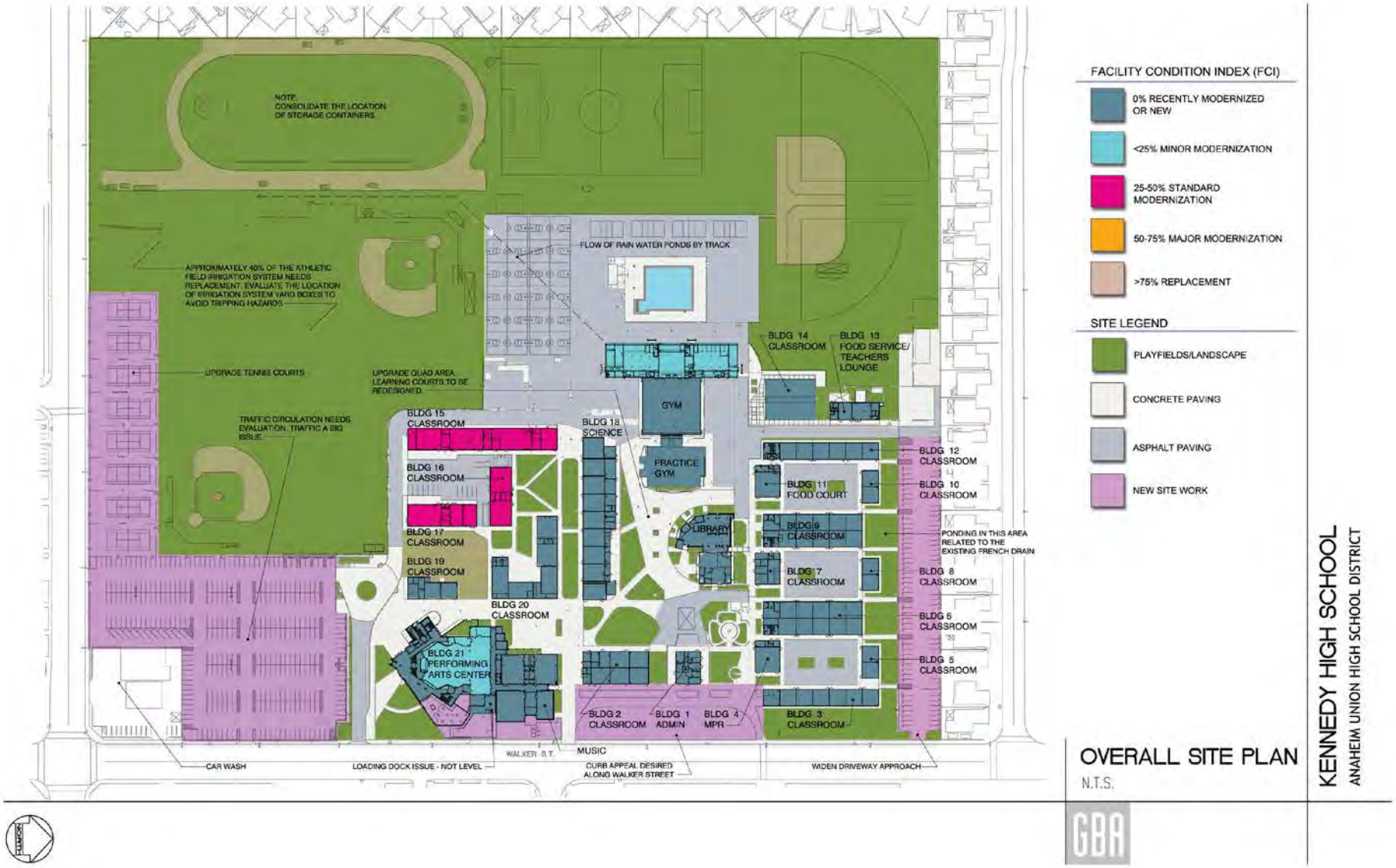
The campus quad needs lunch shelters/ADA accessibility and improved drainage.

Upgrade the campus marquee to digital.

Poor concrete/asphalt conditions campus wide.

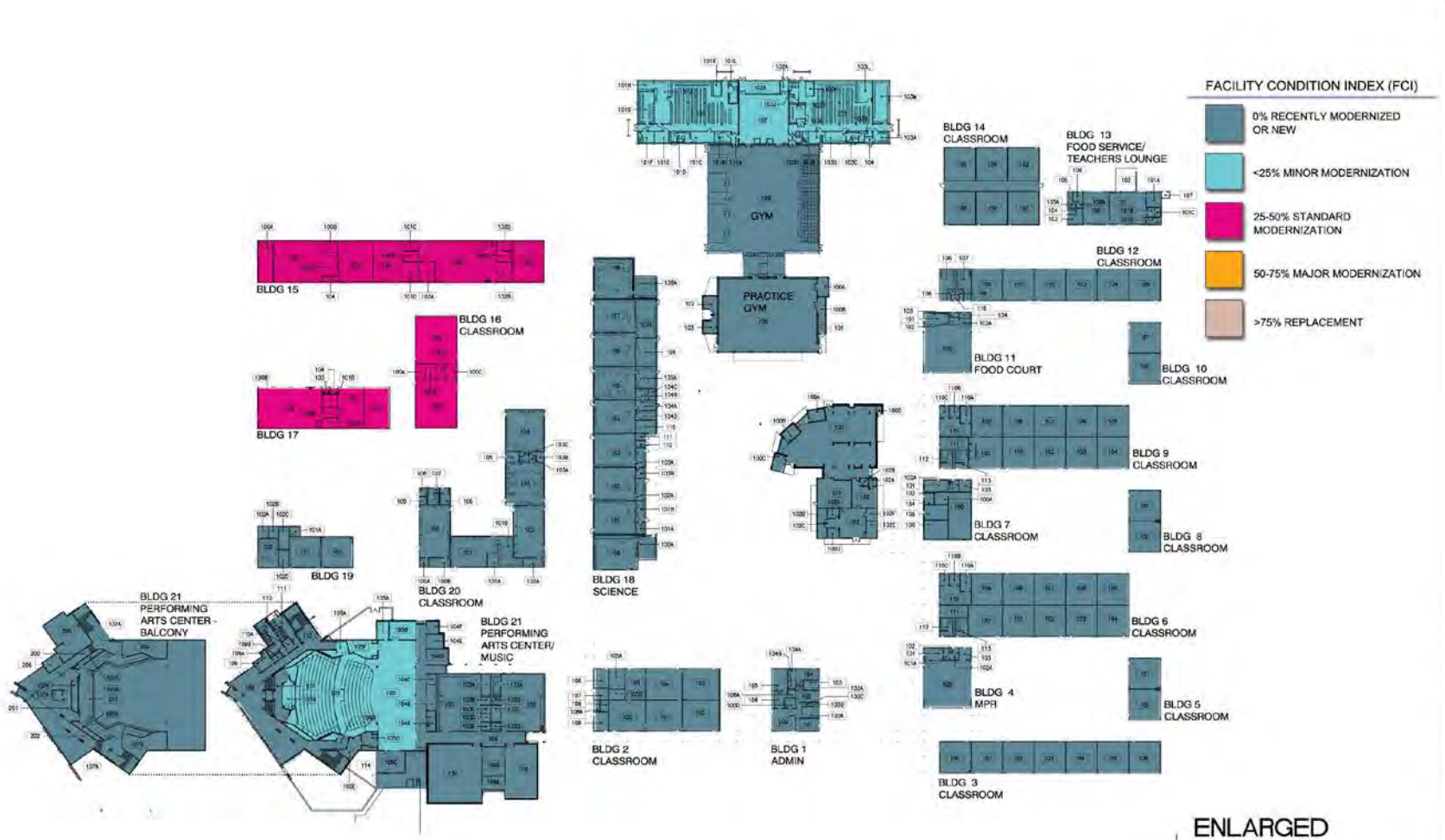
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

KENNEDY HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

KENNEDY HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

LOARA HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

LOARA HIGH SCHOOL

1765 W. Cerritos Avenue
Anaheim, CA 92804

Year Constructed	1962
Year Last Modernized	2006 (Measure Z)
Current Enrollment	2480
Grade Levels	9-12
Administrative Staff	4 Administrators 100 Teachers 4 Counselors 1 Psychologist 36 Classified
Square Footage	189,273
Site Size (acres)	39.3

GREATEST NEEDS:

- Highest Program Needs:
  - Safety, Security, & Fencing Issues
  - Library / Media / Student Collaboration
  - Eleven existing relocatable buildings need to be replaced with permanent classrooms. Relocate the childcare center.
- Vandalism/graffiti is a real problem. Provide higher perimeter fencing and security cameras.
- The original gym needs some work, bleachers replaced and ventilation improved.
- The athletic field and irrigation system needs replacement.
- The Loara Theater needs a loading ramp, additional seats, a cyclorama, and house lights.
- Modernize buildings not addressed in 2006.
- Add shade structures in the quad.
- Expand technology.

CONDITION ASSESSMENT

Loara High School, Home of the Saxons, was established in 1962. The 39.3 acre site is located at 1765 W. Cerritos Avenue, Anaheim, CA 92804.

Recent campus wide beautification projects, the modernization of approximately 65% of all buildings in 2006 plus the addition of a new two-story classroom building leaves Loara HS in relatively good condition. Classroom ceilings, lights, carpet, wall finishes, doors and hardware are new. Some work remains.

The library, offices, a few classrooms, art building, multipurpose room, food service and auto shop buildings did not receive modernization in 2006 and still need work. The Loara Theater is in need of an upgrade. Access, rigging, sound booth and theater lighting are in good condition. The theater needs a loading ramp, a cyclorama, additional seats and house lights. The original gymnasium needs some ceiling work, the bleachers need to be replaced and ventilation/heating improved.

Eleven relocatable buildings in the northwest corner of the site are in very poor condition and should be replaced with permanent classroom space. The Childcare Center needs to be relocated. The existing windows systems on campus are in fair to good condition. The roofing is in need of a tune up.

Total classroom count is approximately 93 with 56 standard classrooms, 11 relocatable classrooms, 7 science labs, 4 science classrooms, 5 computer labs, 2 art rooms, 1 band room, 1 choral room, 1 photo lab, 1 health occupation, 1 home economics, 2 auto shops, 1 ASB room, and 1 drama room.

SITE CONDITIONS

The central courtyard looks fresh with new landscaping, benches, and paving. New ornamental steel fencing along Cerritos Avenue and re-paved parking lots add to the fresh look. However, secondary courtyards (21,000 s.f.) between classroom buildings need new hardscape/landscape.

Repave/redevelop the area that is south of the athletic fields - buffer (40,250 s.f.). Crack seal and slurry the basketball courts (51,000 s.f.). The front dropoff

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

LOARA HIGH SCHOOL

parking lot needs to be evaluated. Runoff from the campus sheet flows to this location.

The quad needs new shade structures, and new covers for two existing lunch shelters.

Vandalism and graffiti are a real problem at Loara HS. Security at the front of the campus was improved, but fencing along Euclid Street and the north and west sides of the site is poor. The school needs higher perimeter fencing and security cameras to mitigate this issue. Evaluate the opening at the northwest corner of the campus.

Landscape and irrigation within the campus need minor improvements. Hydraulic irrigation at the playing fields is poor (17.3 acres) and should be upgraded. The campus needs a new irrigation backflow, pumps and controllers.

The athletic fields are in acceptable condition. The asphalt tennis courts need to be replaced with concrete paving (59,200 s.f.). Replace bleacher sections (fields) to accommodate home games.

A standard modernization of the pool is required including new plaster, deck re-surfacing and replacement of pool lights. The District should consider the addition of pool covers and variable frequency drives (VFD) for the pump motors. Evaluate safety netting at the pool.

BUILDING SYSTEMS

Plumbing

The site water piping was replaced with modernization. Fifty percent of the gas and sewer systems and ten percent of the storm drain system need replacement. Add an earthquake valve at the gas meter. Address minor ponding between the Library and Theater Buildings and the potential flooding by the east side doors of the Library/Media Center.

Mechanical

Modernized in 2006 with mostly rooftop packaged units. Gym ventilation and heating are poor. Library/math building HVAC systems require modernization. The EMS was modernized in 2006.

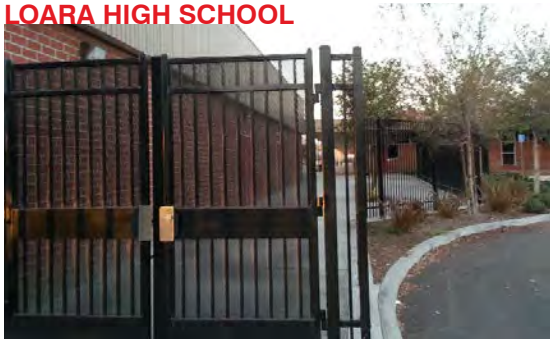
Electrical

The power distribution system was modernized in 2006. Electrical panels in buildings that were not modernized need replacement. Low voltage systems and fiber backbone were replaced in 2006. The fire alarm system is fully automatic. Add a quantum network card to the existing Bogen PA system. The intrusion detection system is in good working order. Consider the addition of security cameras.

Gymnasium lighting was replaced in 2013. Site and parking lot lighting needs replacement.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

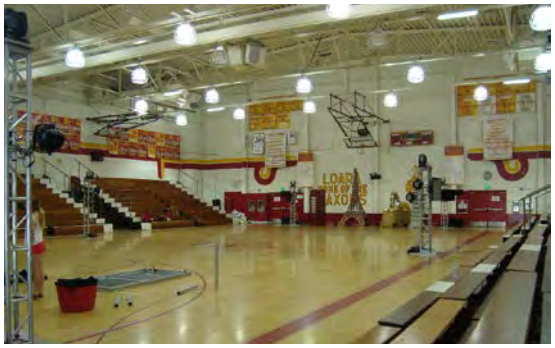
LOARA HIGH SCHOOL



Need additional/improved fencing to combat vandalism.

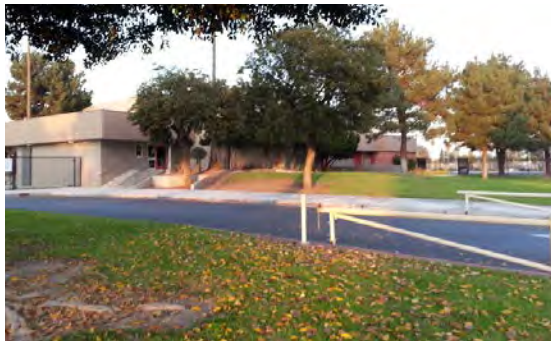
Replace relocatable buildings with permanent construction.

Need new shade structures/lunch shelters.



Poor ventilation in gym needs to be addressed.

Loara Theater in need of upgrades.



Evaluate the front visitor parking lot.

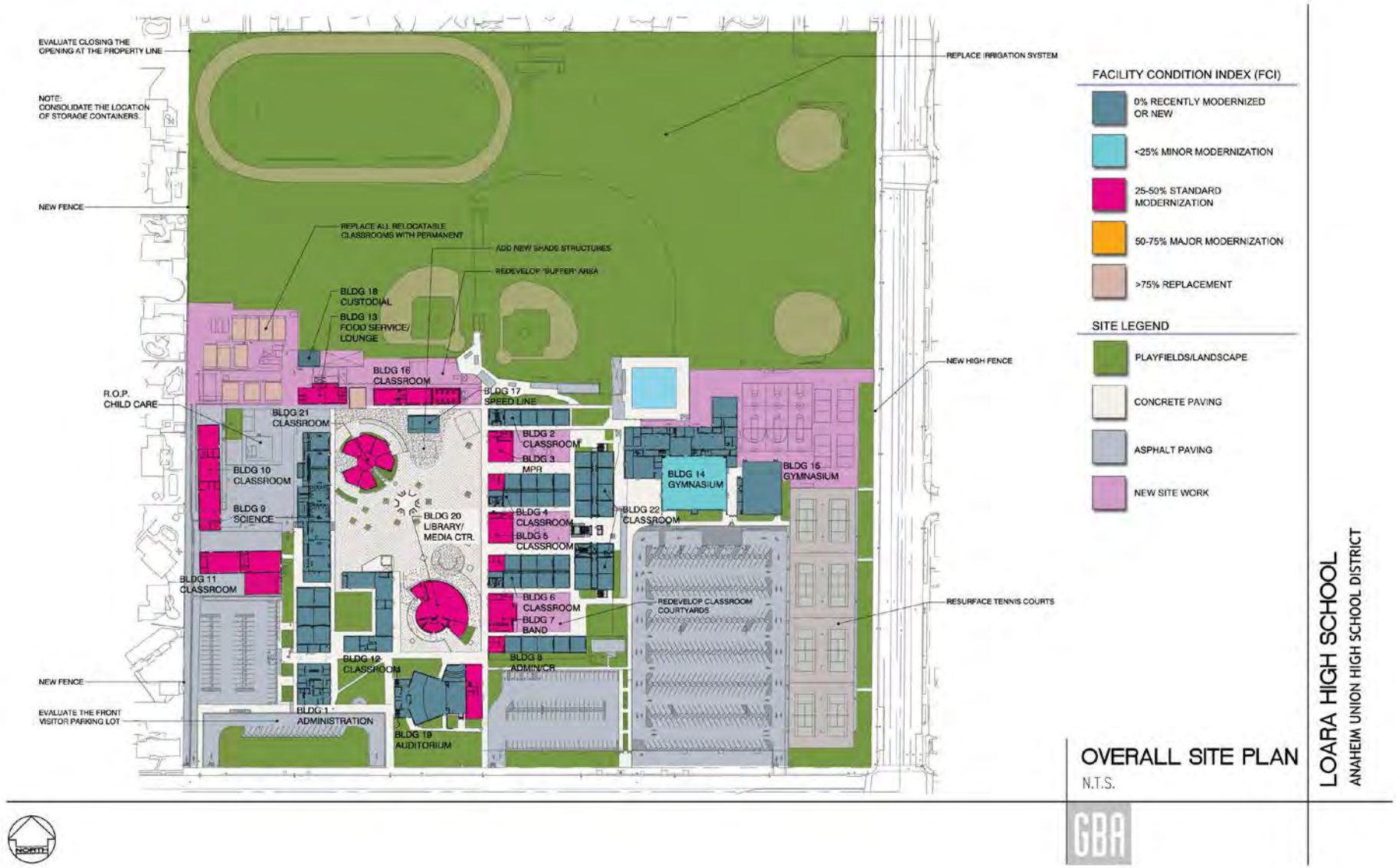
The athletic fields need new irrigation system.

Modernize buildings not addressed in 2006.

Modernize classrooms not addressed in 2006.

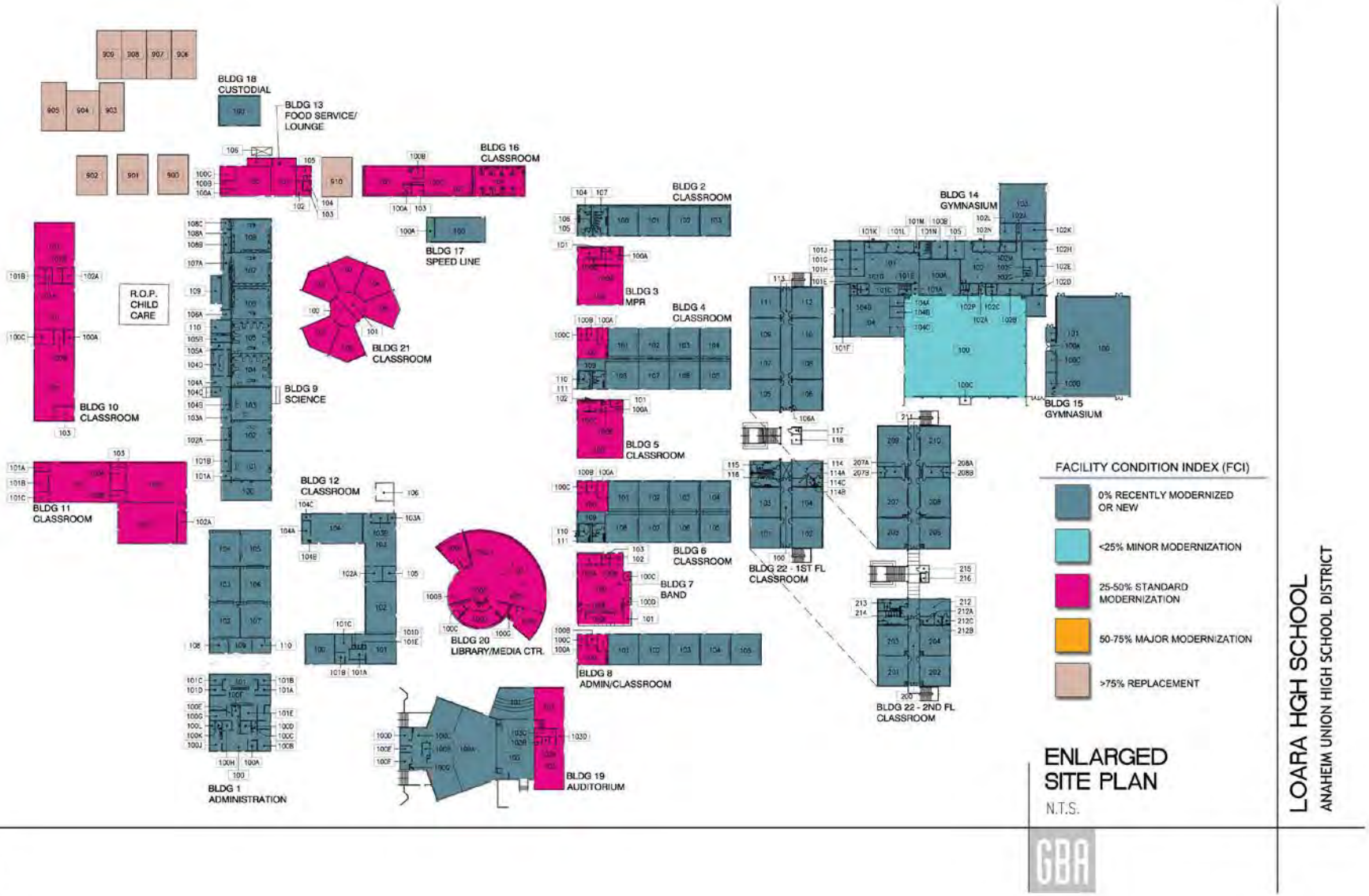
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

LOARA HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

LOARA HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

MAGNOLIA HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

MAGNOLIA HIGH SCHOOL

2450 W. Ball Road
Anaheim, CA 92804

Year Constructed	1961
Year Last Modernized	2002
Current Enrollment	1850
Grade Levels	9-12
Administrative Staff	4 Administrators 77 Teachers (including Counselors) 66 Classified (including Food Service)
Square Footage	144,965
Site Size (acres)	44

GREATEST NEEDS:

- Highest Program Needs:
  - Library / Media Center / Student Union
  - Safety and Security
  - New Auditorium (locate in front of campus).
  - New second (practice) gym.
- Administration area needs to be reconfigured.
- Need to replace portable units (15) with permanent classrooms.
- Need to recondition all playing fields.
- Need to remove lockers at finger plan buildings and courtyards.
- Students need a place to interact and collaborate.
- Need trash enclosures.
- Replace site plumbing throughout campus.
- Expand the food service building and speedlines.

CONDITION ASSESSMENT

Magnolia High School, home of the Sentinels, was originally constructed in 1961. The 44 acre site, one of the largest in the District, is located at 2450 W. Ball Road, Anaheim, CA 92804.

Approximately 70% of the campus buildings underwent modernization in 2002. These buildings require minor touch-up. The buildings untouched by modernization in 2002 range from needing standard modernization work to major modernization and re-organization of the administration building, boys and girls locker rooms and weight room.

Total classroom count is approximately 71 with 36 standard classrooms, 7 science labs, 4 computer labs, 2 art rooms, 1 band, 1 choral, 1 home economics, 1 wood shop, 1 photo shop, 15 standard classrooms in portable units and 2 “Bridges” portable units. Magnolia High School currently has 15 portable classrooms on the southwest side of the campus that need to be converted to permanent.

The existing library is undersized. A Student Union/ Media Center with sufficient computers, books, and gathering areas is a high priority.

Magnolia is the only comprehensive high school in the district without an auditorium. This is a high priority for programmatic purposes as well as to provide an alternative space for assemblies other than the gym. Consider locating the new auditorium in front along Ball Road.

SITE CONDITIONS

Security is an ongoing concern at the Magnolia High School campus. Approximately 4,000 linear feet of fencing is required to secure the campus.

The front parking lot, drop off, accessible parking and central quad were recently improved. While the traffic/circulation conditions are good, it is suggested that the Ball Road drive inlet to the campus be aligned with the opposite city street, South Weber Avenue.

The western side the central quad (35,000 s.f.) still needs to be upgraded. The school needs new lunch shelters. Replace the worn fabric on the existing shelters. Lockers need to be removed at the finger plan buildings and courtyards. The campus trash bins need enclosures. There are elevation changes throughout the site that need to be reevaluated for ADA compliance.

The central quad landscaping and irrigation were

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

MAGNOLIA HIGH SCHOOL

recently replaced. The classroom courtyards need hardscape and landscape improvements. The athletic field turf and irrigation need replacement. A portion of the campus has been equipped with smart irrigation controllers. The fields need a new backflow, pump, and smart controller.

All the playing fields (20.5 acres) need to be reconditioned. Some of this acreage is under consideration as a potential site for a new District stadium given the central location of the school, open space, and proximity to available parking. The movable wooden bleachers in the gym need to be replaced and a second (practice) gym added.

The asphalt paved tennis courts (56,800 s.f.), fencing and wind screens need to be replaced. A standard modernization of the pool is required, including new plaster, deck re-surfacing and replacement of pool lights. The District should consider the addition of pool covers and variable frequency drives (VFD) for the pump motors.

While the roofing is in good condition, a maintenance tune up will be needed in the near future. The down spouts to grade are causing some flooding issues. There is also some minor ponding throughout campus. A storm chamber system was installed in 2012 to correct storm water run off problems. Most of the campus window systems are very old and in need of replacement.

BUILDING SYSTEMS

Plumbing

The existing sewer, gas, and water lines are old and require replacement. Add an earthquake shut off valve for gas.

Mechanical

The HVAC was modernized in 2002 except at the weight room, the band / choral rooms, art room, and kitchen. All units are reaching the end of their life cycle. The EMS is in good working order.

Electrical

While the campus power system was upgraded in 2002, some electrical building panels need to be replaced. The existing telephone/data, CATV, CCTV, fire alarm and clock systems all need to be upgraded. A new security system is also needed. Maintain the existing Bogen PA system but add a new “quantum” card for networking capabilities. The fiber backbone needs to be evaluated.

A new digital school marquee is needed.

Site and parking lot lighting is HID. Evaluate replacing with LED for energy efficiency.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

MAGNOLIA HIGH SCHOOL

Need to replace 15 portables with permanent classrooms.

Need to recondition fields.

Tennis courts need to be replaced.

Need 4,000 l.f. of fencing to secure campus.

Minor ponding and drainage issues on campus.

Need student union / media center for student interaction and collaboration.

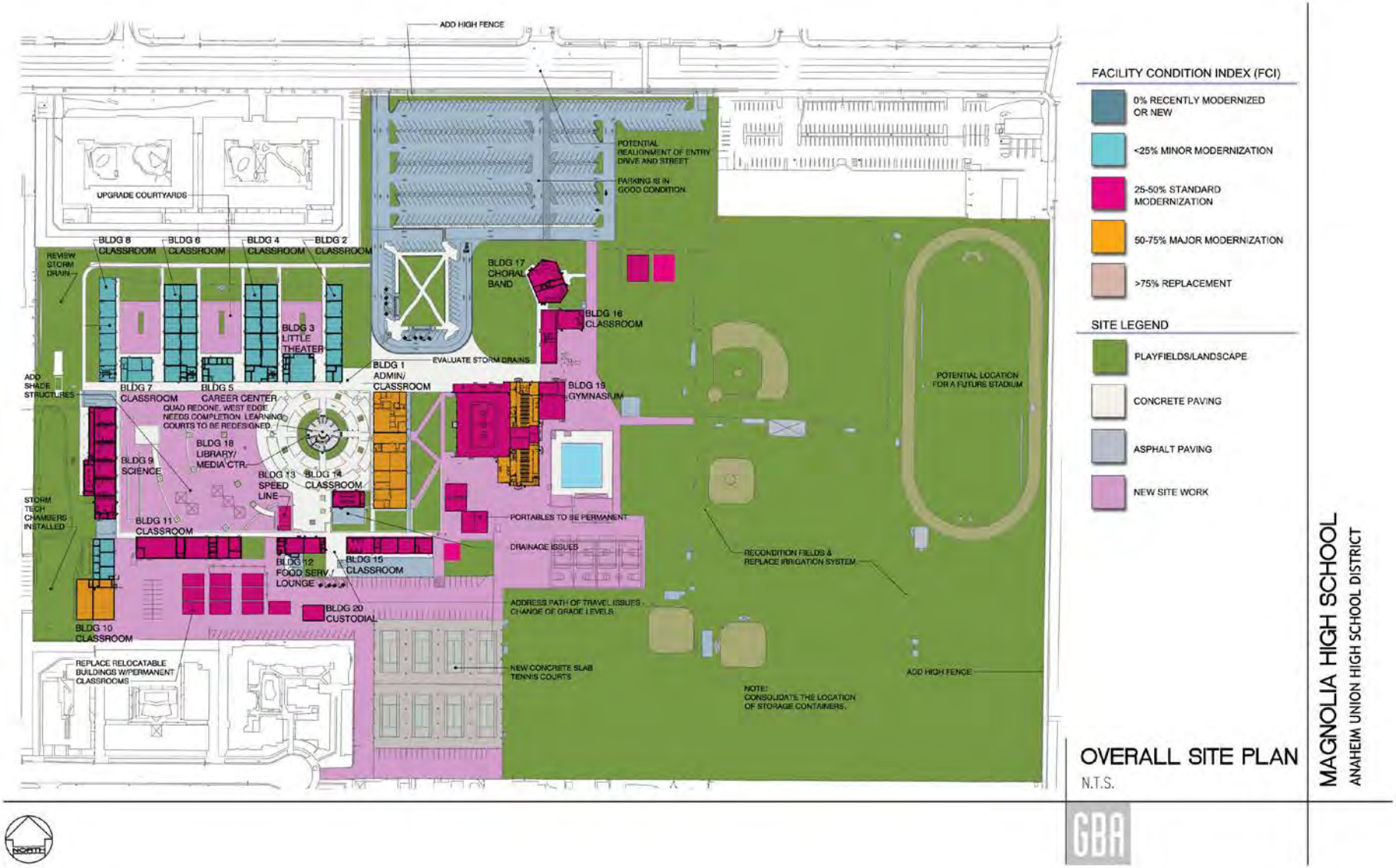
Need to add a second (practice) gym.

Need to remove lockers at finger plan buildings and courtyard.

Most campus windows are old and need replacement.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

MAGNOLIA HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

MAGNOLIA HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

SAVANNA HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

SAVANNA HIGH SCHOOL

301 North Gilbert Street
Anaheim, CA 92801

Year Constructed	1961
Year Last Modernized	2002
Current Enrollment	2100
Grade Levels	9-12
Administrative Staff	4 Administrators 84 Teachers 4 Counselors 1 SLP 1 Psychologist 43 Classified
Square Footage	151,680
Site Size (acres)	41.5

GREATEST NEEDS:

- Upgrade athletic facilities
- Second gym
- Upgrade and reconfigure parking lots for improved vehicular traffic flow and student drop off.
- Reconfigure main student/staff entrance to campus.
- Revamp central quad with hardscape, landscape, seating, event lighting, and shade structures.
- Upgrade and equip science facilities to meet S.T.E.M. requirements.
- Upgrade classrooms to support Common Core.
- Provide a secure location for the band trailer.
- Provide service road to loop around campus.
- New bike enclosure.

CONDITION ASSESSMENT

Savanna High School was established in 1961 and is located at 301 North Gilbert Street, Anaheim, CA 92801. The site measures 41.5 acres.

Savanna HS received modernization improvements in 2002 primarily focused on the classroom buildings. Classroom ceilings, flooring, paint, lights, door hardware, toilet room accessibility, HVAC and new electrical service were provided. These rooms still require minor modernization upgrades. Many areas received little or no improvement in 2002 such as science, art, music, gymnasium, locker rooms and the administration building. Their needs range from standard to major modernization.

The science program needs adequate housing to meet S.T.E.M. requirements.

The school is in need of a second gymnasium, including a wrestling facility and extra P.E. storage. The existing athletic facilities also require upgrades. The gym needs to be renovated and expanded to include a foyer and motorized bleachers. The boys and girls shower/locker room, team rooms, and coaches areas are in poor condition. In addition to standard upgrades, provide P.E. lockers to meet need.

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

SAVANNA HIGH SCHOOL

The ROP/CTE is in need of a few upgrades including the auto shop and the medical program expansion. Culinary Arts could move to Room 28 to adequately house and equip the program.

The administrative office and media center could be reconfigured to make better use of the existing space. The library is also in need of renovation/ modernization. The Food Service area should be expanded with additional speedlines and covered lunch areas.

The auditorium stage floor needs to be replaced, ideally with wood. Upgrades to interior finishes and electrical/AV are needed along with the addition of a cyclorama. Re-key the entire school to the District standard keying system.

The roofing was recently upgraded. The existing window systems appear to be in good condition. Replace glazing.

Total number of classrooms is 72 with 50 standard classrooms, 5 science labs, 5 computer labs, 2 special education, 2 art, 1 band, 1 choir, 1 medical, 1 auto, 1 home economics, 1 wood, 1 ASB and 1 ROP. The site also includes 3 undersized medical breakout classrooms and 2 other undersized classrooms not included in the count of 72.

SITE CONDITIONS

Traffic circulation, parking and drop-off conditions are poor and need to be reconfigured. The Gilbert Street visitor parking is too narrow to be effective. There is only one driveway to the north parking lot and it is not wide enough to accommodate traffic. The north parking lot should be reconfigured with student drop-off near the World Language area. The bus drop off should be evaluated. More standard parking should be added in lieu of the parallel parking that currently exists.

Fencing at the north and west side of campus between the school and golf course is in poor condition and needs to be replaced. High safety netting is needed along the north property line for safety. Coordinate with the city of Anaheim. Replace (2,800 l.f.) of chain link fence. Provide ornamental steel fencing along Gilbert Street and new main entrance to the campus (1,500 l.f.). The school staff has requested security lighting at the northwest corner of the fields due to the proximity of the neighboring golf course.

The paving conditions on site require significant improvements. The asphalt (330,700 s.f.) is in poor condition. Concrete is cracked, broken and uneven throughout the campus (18,000 s.f.) creating multiple path-of-travel issues.

Revamp the entire central quad (42,000 s.f.) to include new hardscape, landscape, irrigation with smart controllers, seating areas, shad structures, and event lighting. Repurpose classroom courtyards (22,000 s.f.) to outdoor learning environments with enhanced technology.

The athletic fields are in good condition. However, the irrigation system needs full replacement, including a smart controller (18.8 acres). A paved road should be added to provide access to the fields. The track long jump and triple jump should be relocated for safety purposes along with the shot put which is currently sited in a poor location. The asphalt paved tennis courts need to be replaced with concrete and new play surface (58,000 s.f.). Replace fencing and wind screens.

A standard modernization of the pool is required including new plaster, deck re-surfacing and pool lights replaced. The District should consider the addition of pool covers and variable frequency drives (VFD) for the pump motors. Evaluate the feasibility of increasing the pool depth with new infinity gutters. Install pool scoreboard.

BUILDING SYSTEMS

Plumbing

The existing sewer, domestic water and gas lines need to be replaced. Provide a gas earthquake shut off valve. There are major drainage issues at the south and west property lines, at the Administration courtyard, west of Food Service, and southeast of the track.

Mechanical

Package units were installed in 2002 throughout campus. Life cycle replacement will be required in the next decade. Provide an HVAC unit in the MDF room.

Electrical

The electrical power was upgraded in 2002. The existing telephone/data, CATV, CCTV, fire alarm, clock/ intercom are in need of upgrading. A new security system is needed. Add a “Quantum” card to the Bogen P.A. system for network capabilities. The fiber backbone needs to be evaluated.

Upgrade the existing site and parking lot lighting with LED technology for energy efficiency. Provide lighting in the quad.

The theater is in need of a new AV system along with new house and theatrical lighting. Upgrade the existing digital marquee.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

SAVANNA HIGH SCHOOL

Gym and locker room improvements needed.

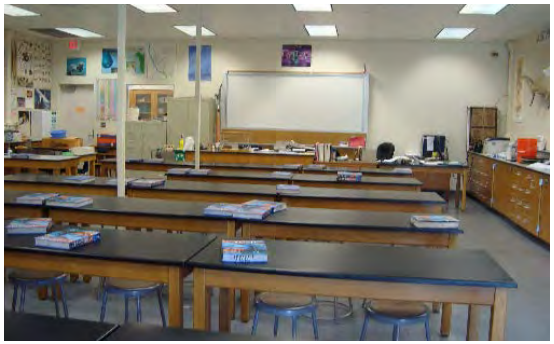
Major improvements needed to drop off and parking areas.

Library in need of renovation.

Reconfigure and upgrade main parking lot.

New fencing and security lighting needed throughout campus.

Revamp the central quad.



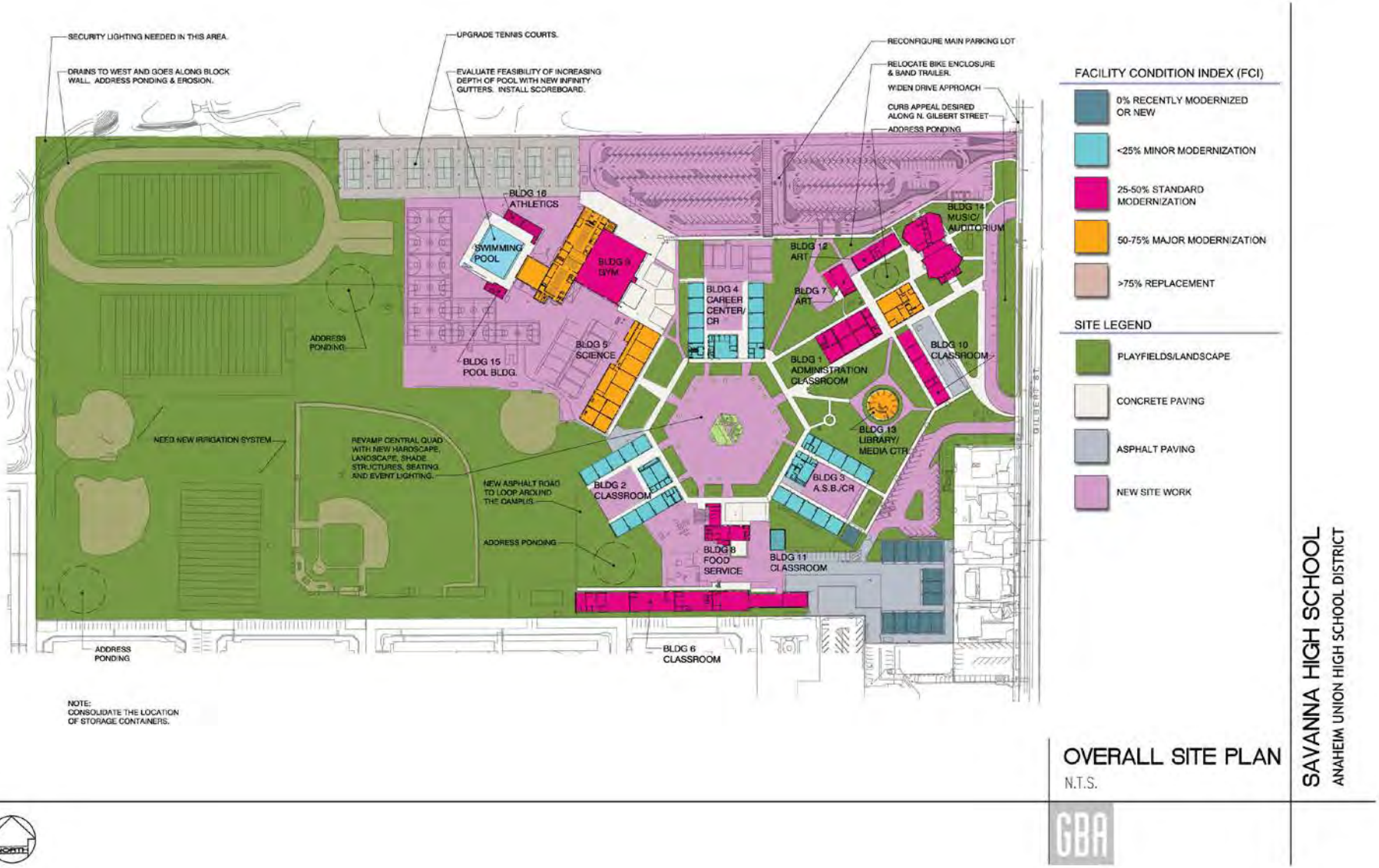
New science labs are needed.

Upgrade athletic facilities.

Kitchen in need of expansion, including speedlines.

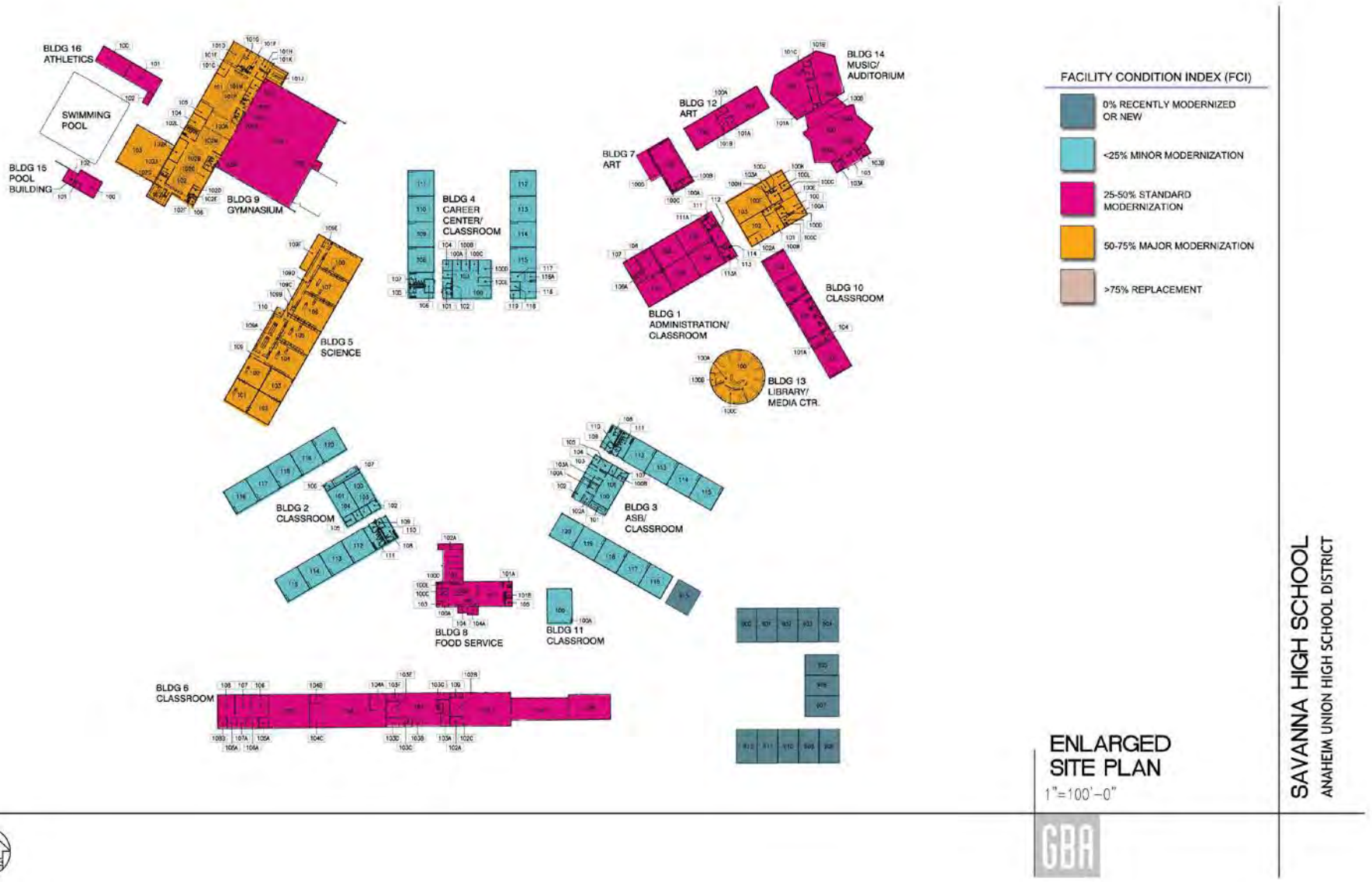
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

SAVANNA HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

SAVANNA HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

WESTERN HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

WESTERN HIGH SCHOOL

501 South Western Avenue
Anaheim, CA 92804

Year Constructed	1954
Year Last Modernized	1993
Current Enrollment	2250
Grade Levels	9-12
Administrative Staff	4 Administrators 86 Teachers 4 Counselors 25-30 Classified
Square Footage	167,699
Site Size (acres)	39

GREATEST NEEDS:

- Highest Program Needs:
  - Classroom Upgrades
  - Gym and PE / Athletic Facilities Upgrades
  - District facilities – "The Forum" and Stadium – need upgrades. Bus access and drop-off to stadium along back driveway should be evaluated for safety.
  - Restroom upgrades
- The existing buildings are in need of major modernization.
- The campus is not secure - major problem with vandalism and theft. Need upgraded security fencing.
- Shade structures.
- Need to redesign campus quad.

- Playing fields need to be reconditioned.
- Need to add separate staff/student parking.
- Maximize the functionality of the small site.
- Revamp teaching spaces to meet S.T.E.M. and Common Core requirements.

CONDITION ASSESSMENT

Western originally opened as a junior high school in 1954 sharing a similar finger plan building layout with Brookhurst Jr. High School and Orangeview Jr. High School. Western was converted to a high school in 1957 with the addition of the Forum Theater and a second gymnasium. The 39-acre site is located at 501 South Western Avenue, Anaheim, CA 92804. Western High School is also home to the District's Handel Stadium that operates independently from Western High School athletics.

Total number of classrooms is 72 with 53 standard classrooms, 5 science labs, 3 computer labs, 3 special education classrooms, 2 art, 1 band, 1 choir, 1 culinary arts, 1 wood shop, 1 ASB and 1 ROTC. Some undersized spaces are used as classrooms, but they do not appear in this count.

While some repair work has occurred at Western High School in recent years, the general condition of most buildings is poor to very poor. Architectural finishes are dated and worn. Ceilings replaced in 1993 are sagging. There are not enough restrooms to support students or faculty; some of the previous restroom facilities are non-operational and have been converted to storage. The existing windows are in poor condition and need to be replaced. Of the existing roofing, 85% is in need of a tune-up. The boys locker room and shop building roofs need to be torn off and replaced.

The Forum and Media Center finishes are very dated. Both exhibit severe ADA accessibility issues. The Forum has no accessible audience seating and the stage also lacks accessibility. Outfit the Forum with new seating, ADA wheelchair lift, house lighting, upgraded sound booth, cyclorama and technology. Dressing rooms are needed in the facility.

The Media Center needs new finishes, technology, and ADA access to all levels.

There are several issues to be addressed at the gymnasium including the need for new bleachers. The leaking roof skylights need to be addressed. The girls and boys locker rooms, offices, and team rooms need to be modernized. Provide showers and lockers to meet the current need.

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

WESTERN HIGH SCHOOL

This school is in need of adequately housed and equipped science and computer labs to meet S.T.E.M. requirements.

Enhance the presence and functionality of the administration building.

The existing restrooms need upgrading. Additional restroom facilities are needed. Replace the student store. The portable classroom buildings are new, on concrete foundations, and in good condition. Re-key the school to the District standard keying system. The majority of the window systems need replacement. Provide new window coverings throughout. It is imperative to maximize the functionality of the small site with the addition of two-story facilities.

SITE CONDITIONS

Campus security is a major concern at Western High School with the need to address ongoing theft and vandalism. Tall fencing is required at the perimeter. Provide chainlink fence (3,100 l.f.) at east and west of fields. Complete the masonry fence (800 l.f.) along the north property line. Provide ornamental steel fence (2,500 l.f.) along the south side o the pedestrian easement and along Orange Avenue.

While the Western Avenue parking lot was recently upgraded and congestion improved, separate staff parking is still needed. Reconfigure the parking lot along Orange Ave. to segregate staff and student parking.

The asphalt paving at the main parking lot and areas between classrooms is in poor condition (247,000 s.f.). The central quad and finger wing concrete paving is in poor condition (97,000 s.f.) with several ADA compliance issues. There are several areas where the cross slope exceeds 2% and where the slope in the direction of travel exceeds 5% without handrails.

Revamp the entire central quad to include hardscape, landscape, irrigation with smart controllers, seating areas, shade structures and event lighting. Repurpose classroom courtyards to outdoor learning environments with enhanced technology. Address severe ponding in these areas.

Provide a new bike enclosure, golf cart storage and trash enclosure. The digital marquee was installed in 2011. Hi-lo drinking fountains are needed to meet ADA requirements.

Athletic fields need reconditioning. Replace the field irrigation system and connect to the existing smart controller. Provide permanent fence around varsity baseball field.

Provide shared lighting controls at the new tennis complex. Provide gates at each courts.

The swimming pool needs a complete overhaul to address shape, size, and depth.

Handel Stadium

Handel Stadium needs include:

- Upgraded restrooms and team rooms.
- ADA parking
- Bus parking
- Perimeter ornamental steel fencing
- Security system with cameras
- Synthetic track and field
- Replace visitor bleachers
- New ticket booth and concessions
- Evaluate the replacement of the stadium lighting.
- Provide separate irrigation water supply to the stadium.

Plumbing

The existing sewer, water and gas lines need to be replaced. There are major sewer issues within the Administration and P.E. buildings. Provide a gas earthquake shut off valve.

Evaluate the existing storm drain system.

Mechanical

The existing EMS requires a software upgrade. The gym ventilation systems require modernization. A majority of HVAC units need replacement. Address HVAC issues at the new relocatable buildings.

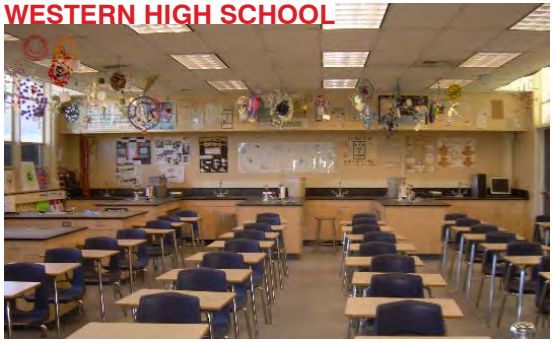
Electrical

Revisit the power distribution system. The existing telephone/data, CATV, CCTV, fire alarm, clock/ intercom and security systems need to be upgraded and/or replaced. Consider the addition of security cameras. The fiber backbone needs to be evaluated.

Upgrade the existing site and parking lot lighting with L.E.D. technology for energy efficiency.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

WESTERN HIGH SCHOOL

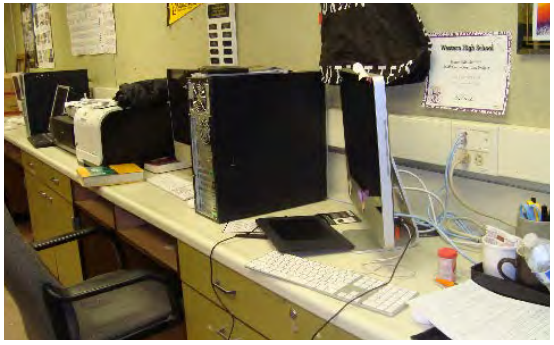


Provide adequate science facilities.

Revamp campus quad.

Stadium is in need of renovation

Campus in vital need of fencing/security improvements



Upgrade computer labs to meet Common Core

Add lunch shelters.

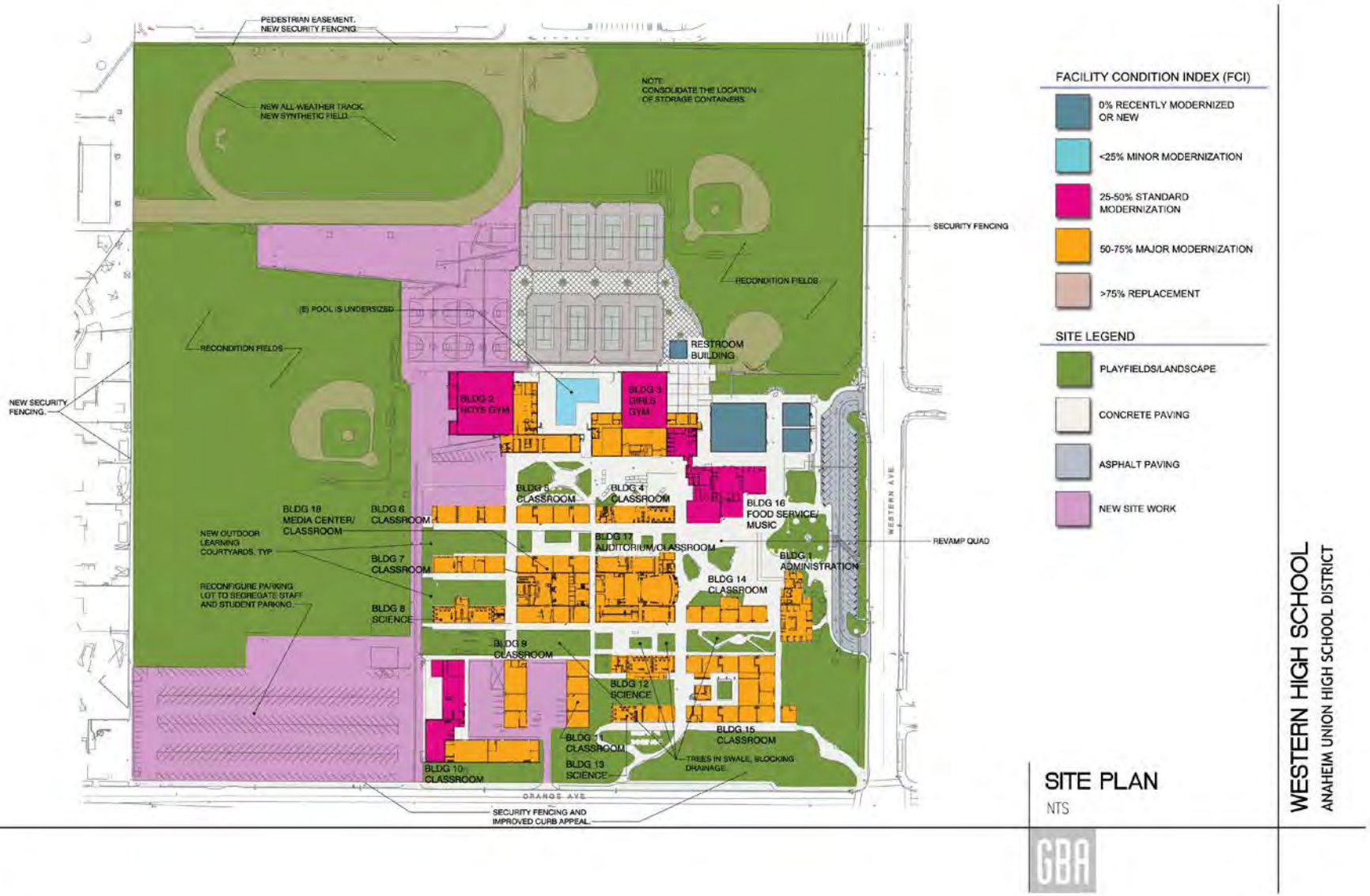
Upgrade and expand restroom facilities.

Overall paving in poor condition across campus.

New synthetic track and field at stadium.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

WESTERN HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

WESTERN HIGH SCHOOL

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

HOPE SCHOOL & GILBERT WEST

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

HOPE SCHOOL & GILBERT WEST

7901 Knott Ave.
Buena Park, CA 90620

Year Constructed	1964
Year Last Modernized	1999 HVAC 2007 Exterior Paint 2010 Office Building
Current Enrollment	300
Grade Levels	7 Adult
Administrative Staff	5 Administrative 25 Teachers 3 Sign Language 1 Speech 95 Classified
Square Footage	75,604
Site Size (acres)	20

GREATEST NEEDS:

- Highest Program Needs:
  - o Need for improved restrooms with changing and support facilities (medical model) that can be utilized as a life skills teaching area.
- Additional and improved toilet facilities for both students and staff. Accommodate equipment such as "Hoyer" lifts.
- Improved classroom hygiene. Need sink as a minimum in classrooms.
- Need to improve drop-off area. Seventy wheelchairs are trying to fit through Building 9 bottleneck. Need to include a waiting/seating area.
- Improve curb appeal along Knott Ave.
- Need to add hard flooring in classrooms; carpet not appropriate. Polished concrete preferred vs. linoleum.
- Visioning: toilet facilities are living skills "classrooms."
- Need to add storage space.
- Add shade structures.
- Nurse's office needs restroom.
- Reconfigure P.E. building for better use.
- Upgrade fencing on south property line, adjacent to shopping center.

CONDITION ASSESSMENT

Hope School

Hope School is a special needs school that consequently has special needs unto itself. ADA accessibility and hygiene requirements are amplified. Of the 300 total number of students, 70 are in wheelchairs, 10 are blind, and 20 are hearing impaired. The age range is from 12-22.

Hope School is located at 7901 Knott Ave., Buena Park, CA 90620. The school is sited on 20 acres. It was originally built in 1964 as La Palma High School and converted to a special needs school in 1979.

Although the administration area was modernized in 2010, all other areas are in need of major modernization. The architectural finishes, plumbing, mechanical and electrical systems are old and dated. Much additional work is required to address the special needs user. Hope School is identified as requiring a major modernization.

All classrooms need replacement of old finishes and systems plus the addition of a hygiene area with new sinks, counters, water and sewer where there was none before. Major renovation will be necessary in the two changing areas that do not meet ADA requirements and that do not have clear separation between the boys and girls areas. Buildings 8 (gym) and 10 (MPR) will require major renovations. The overall condition of both buildings is extremely poor with non-accessibility being a primary issue. Building 9 was recently converted into the Administration Building. It is in fair condition, but still needs additional work.

Gilbert West

Gilbert West is an adult education (transition) school where independent studies are offered. The school is

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

HOPE SCHOOL & GILBERT WEST

comprised of a two-story main building and a newer relocatable restroom building. The main building houses science classrooms, computer labs, regular classrooms, a media center, and an administration space. In general, all spaces are in need of a major modernization. There is no accessible access to the second floor and a new elevator will be required. Major work will be needed to improve the existing stairs as they are rusting with plant growth at the crevices. Recondition the second floor exterior deck. The newer relocatable restroom building provides staff and student restrooms and is immediately adjacent to the main building.

Buildings 11 and 12 require roofing tear off and replacement. All other roofing needs a tune up. Existing windows on campus also require replacement with special needs considerations.

SITE CONDITIONS

The drop-off area requires major improvement. Seventy wheelchairs are currently trying to fit through a bottleneck at Building 9. A waiting/seating/shaded area should be added at this location.

The campus exterior along Knott Ave. is in need of improved curb appeal.

Currently, there are downspout issues at every building with water flowing down to the path of travel. Asphalt paving is in poor condition at all areas with large gaps throughout the campus grounds creating trip hazards (213,750 s.f.). Accessible parking is required at both the Hope School and Gilbert West parking lots.

The existing field and courtyard irrigation is in poor condition and should be replaced at Hope School and Gilbert West. Improve courtyard areas throughout with new hardscape, landscape, seating, irrigation with smart controllers, shade structures and event lighting giving special consideration to the needs of the users.

BUILDING SYSTEMS

Plumbing

The existing sewer, domestic water and gas lines need to be replaced at Hope School and Gilbert West. Provide a gas earthquake shutoff valve.

Improve drainage south of the campus in the alleyway.

Mechanical

The HVAC units at Hope School were replaced in 1999, but are now life-cycled. The campus needs all new HVAC systems including Gilbert West.

Electrical

A full modernization of all low voltage systems is required at Hope School and at Gilbert West. The main electrical power was previously updated, but a rework of the distribution is required along with a modernization of all low voltage systems. The fire alarm system requires replacement at Hope School and Gilbert West. A new security system is also needed.

At both Hope school and Gilbert West, improve exterior lighting, and parking lot lighting and replace interior lighting.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

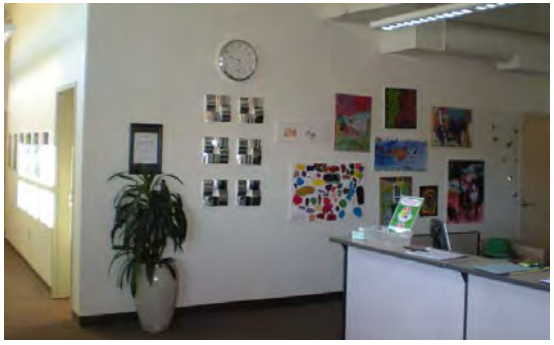
HOPE SCHOOL

Additional specialized toilet facilities are needed.

Replace irrigation, provide accessibility, rehabilitate fields & track.

Need to improve drop-off/bottleneck for wheelchairs.

Replace carpeting with hard floors in classrooms.



Building 9 was recently modernized.

Paving in poor condition across campus.

Landscape and irrigation in need of renovation.

Classrooms require modernization with special needs.

Drainage issues at the south of campus.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

GILBERT WEST

Stairs in poor condition.

No ADA access to upper level. Provide elevator.

AC paving poor at parking lot.

Provide ADA accessible restrooms.

Provide ADA accessible casework in science classrooms.

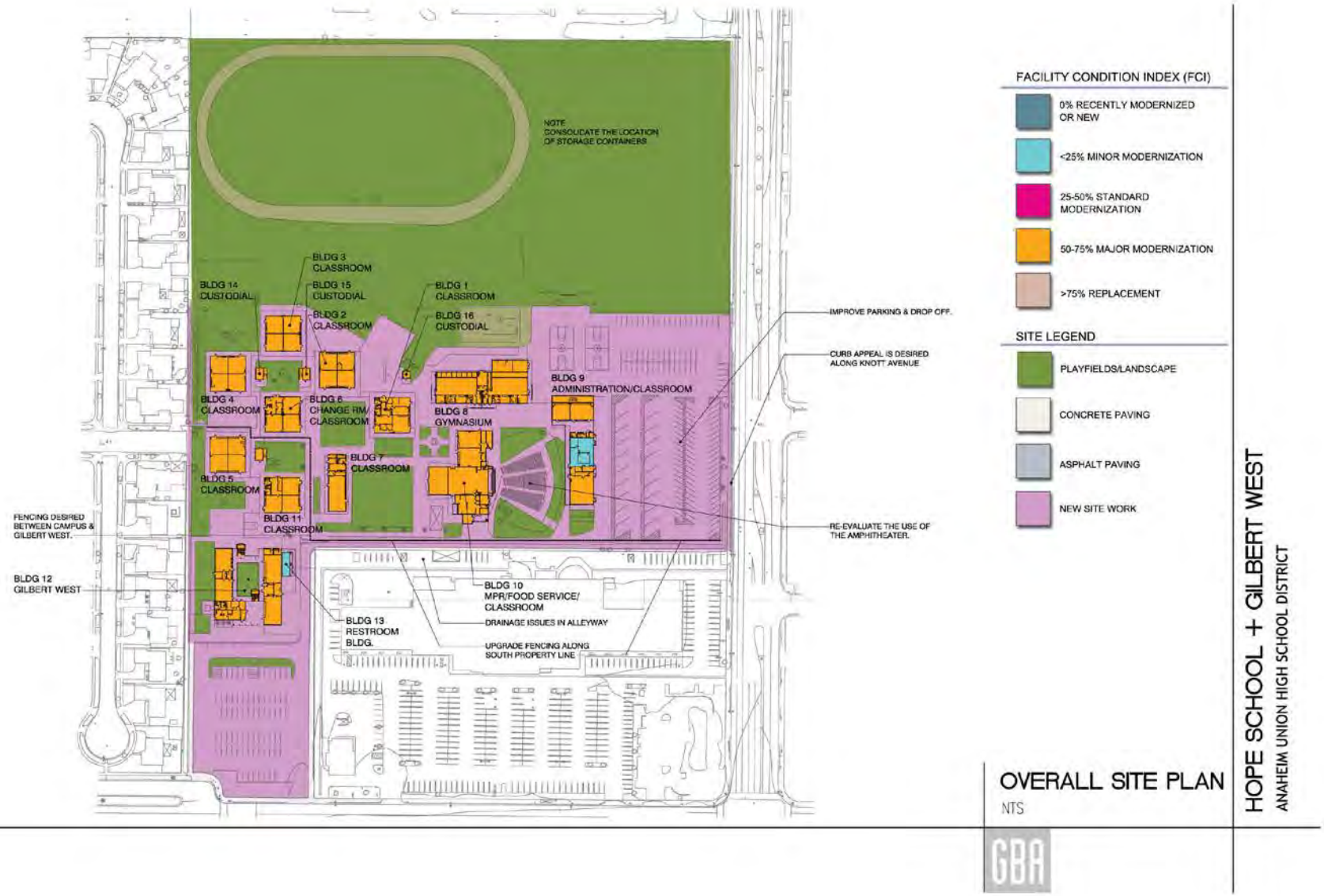
Accessible handrails needed at stairs and at upper level.

Accessible hi-lo drinking fountains are required.

Standard modernization needed in classrooms.

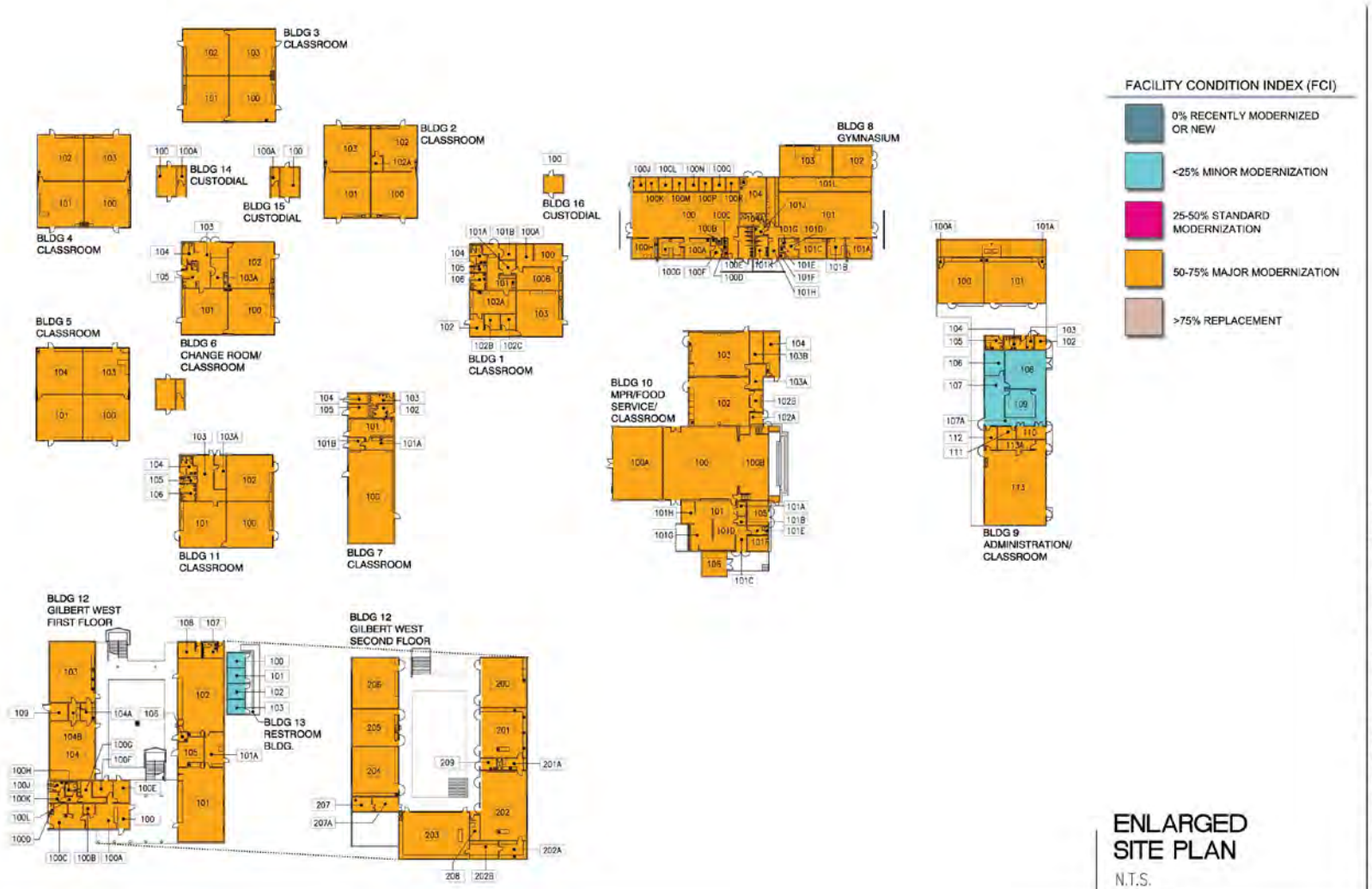
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

HOPE SCHOOL & GILBERT WEST



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

HOPE SCHOOL & GILBERT WEST



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

OXFORD ACADEMY

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

OXFORD ACADEMY

5172 Orange Ave.
Cypress, CA 90630

Year Constructed	1965
Year Last Modernized	2006 (Measure Z)
Current Enrollment	1180
Grade Levels	7-12
Administrative Staff	2 Administrators 2 Counselors 41 Teachers 20 Classified
Square Footage	90,812
Site Size (acres)	22.0

GREATEST NEEDS:

- Highest Program Needs:
  - Classrooms – need integrated technology and furniture more conducive to 21st Century learning.
  - Library / Media Center/ Student Collaboration – Need for a Student Commons / Student Union to better support student collaboration. Include counseling, media, computer lab, and college visit space.
  - Need to expand band/choir rooms and multipurpose room.
- Gym needs a lobby w/ restrooms.
- Need expanded storage space.
- Re-purpose the backside of the stage.
- Re-vamp the quad. Provide shade structures.
- Improve/reconfigure the front parking lot to better address visitor parking.
- Improve wayfinding.

CONDITION ASSESSMENT

The Oxford Academy, established in 1998, was originally built in 1965 and is located at 5172 Orange Avenue, Cypress, CA 90630. The site measures 22.0 acres.

The majority of the campus underwent modernization in 2006. Modernized classrooms, administrative and support space, architectural finishes, lighting, electrical power and low voltage systems are in good condition. The cabinetry of the modernized science labs remains fair to poor. Two buildings were omitted from the 2006 modernization: Building 700 (Library/Vocal Music) and Building 800 (Multipurpose/ Cafeteria/Orchestra/Student Store). These two buildings require standard to major modernization work. Repurpose the exterior stage at the MPR.

A new classroom building and a gymnasium were added in 2006. Total classroom count is approximately 40 with 26 standard classrooms, 8 science labs, 3 computer labs, 1 art room, 1 choral and 1 band room.

It is recommended that a new Student Union be added including counseling, media, computer lab, and a college visit space. The existing multi-purpose room, library, band room, and choir room are in need of expansion.

The existing gym is in need of a lobby with restrooms. The campus also needs indoor eating space and expanded storage space overall. Buildings 100, 300, 500, 600, 700 and 800 roofing requires tear-off and replacement. Building 400 and the gym need a roof tune up.

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

OXFORD ACADEMY

SITE CONDITIONS

Several site issues need to be addressed. Ornamental steel fencing is recommended to secure the Orange Avenue side of the campus (750 l.f.). The existing chain link fencing along Grindlay Street is in poor condition (1,300 l.f.)

The front parking lot needs to be reworked to provide accessible parking and emphasize the campus entrance; it is currently difficult to find visitor entrance and/or administration area. Student and staff parking at the northwest side of the campus was modernized in 2006 and is in good condition.

The condition of the existing quad area (59,300 s.f.) is extremely poor with uneven asphalt/concrete, ponding and extensive ADA compliance issues. The landscaping and irrigation needs to be redesigned/replaced. It is also in need of lunch shelters with technology and power upgrades.

The athletic fields are in poor condition and need to be reconditioned and possibly reconfigured. Address access to track and fields. Add water and power to fields and tennis courts. Flooding occurs at the north side of the track and baseball fields (50,000 s.f.). Replace the existing aluminum bleachers near the track and baseball fields. The asphalt tennis courts (42,000 l.f.) need to be replaced with concrete and new fencing. The existing hydraulic field irrigation system needs to be replaced. Add smart controllers. Relocate the bike rack enclosure.

West side gymnasium doors are unprotected from weather and prone to rainwater intrusion.

Oxford Academy does not have a pool. It has been suggested that a pool should be added for parity with other high school campuses.

BUILDING SYSTEMS

Plumbing

The existing sewer, domestic water, fire water, and gas systems were upgraded in 2006. Add a gas earthquake shut off valve. Storm drains need to be evaluated.

Mechanical

HVAC was last modernized in 2006 with the exception of Building 700 and 800. Standard life cycle replacement will be needed in the next decade. EMS is in good working order.

Electrical

The school's power, lighting, telephone/data, CATV, CCTV, clock/intercom, P.A., security and fire alarm systems were all upgraded in 2006. Several electrical panels need to be replaced in Buildings 700 and 800. Add a "Quantum" network card to the existing Bogen P.A. system. Consider the addition of security cameras. Upgrade the existing site and parking lot lighting with L.E.D. technology for energy efficiency. Expand technology infrastructure throughout campus.

An automatic transfer switch is required at the main switchboard for generator connection.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

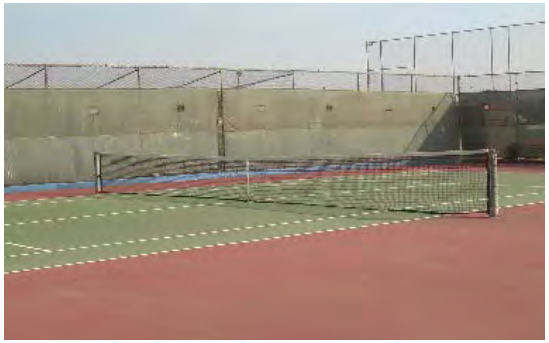
OXFORD ACADEMY

Existing library in need of major upgrade.

Gym is in need of a lobby with restrooms.

Improve/reconfigure the front parking lot to better address visitor parking.

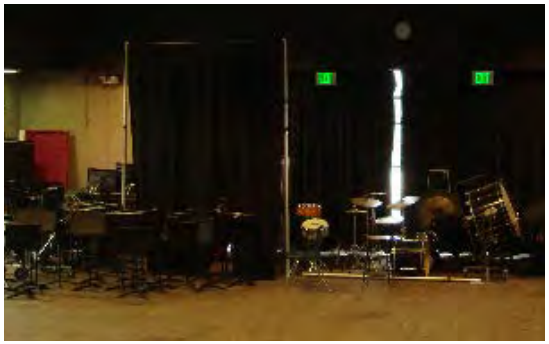
Central quad in poor condition.



Tennis courts need resurfacing.

Add shade structures at quad.

Redesign front parking lot.

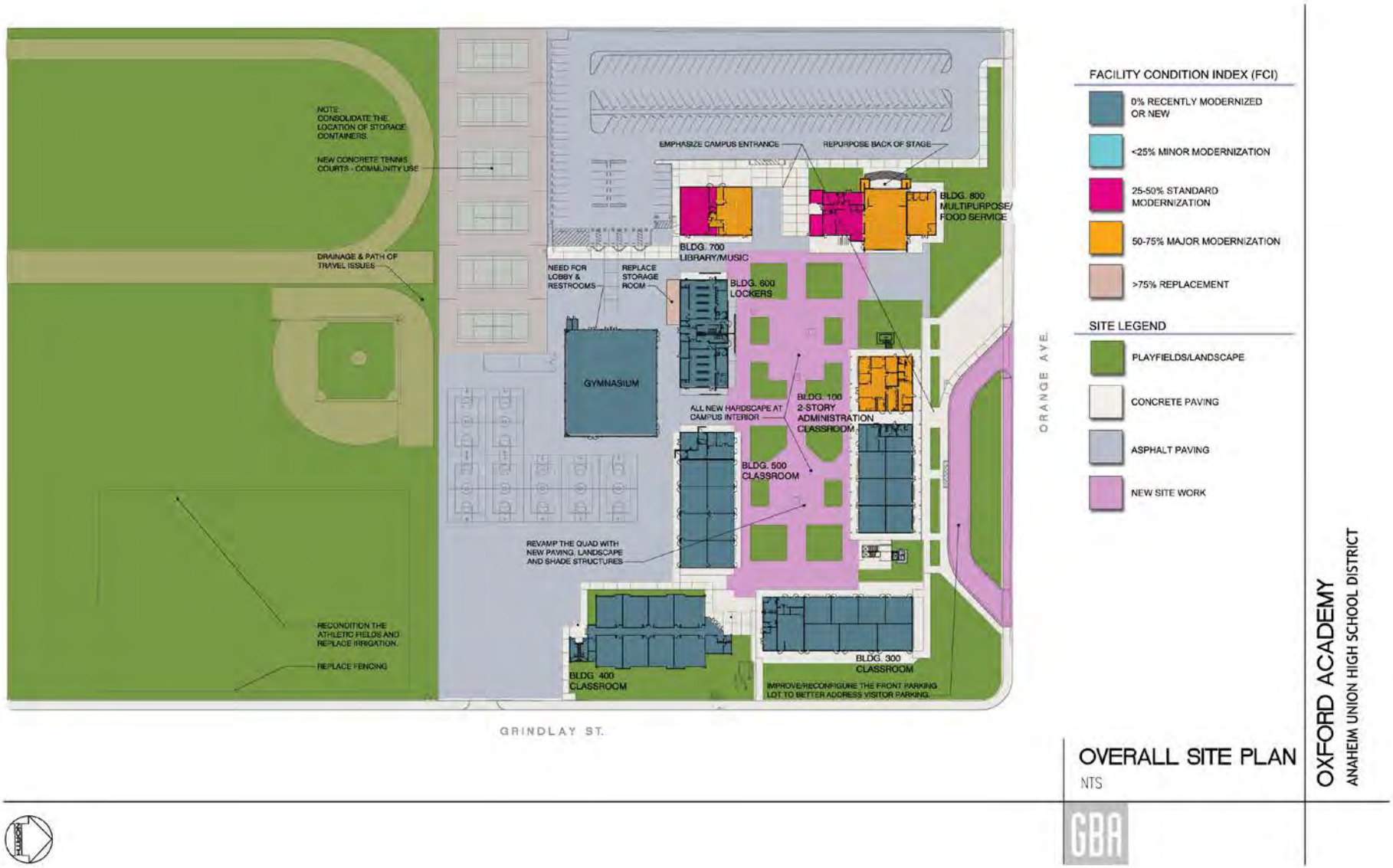


Need to expand band/choir room.

Need new media and computer labs.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

OXFORD ACADEMY

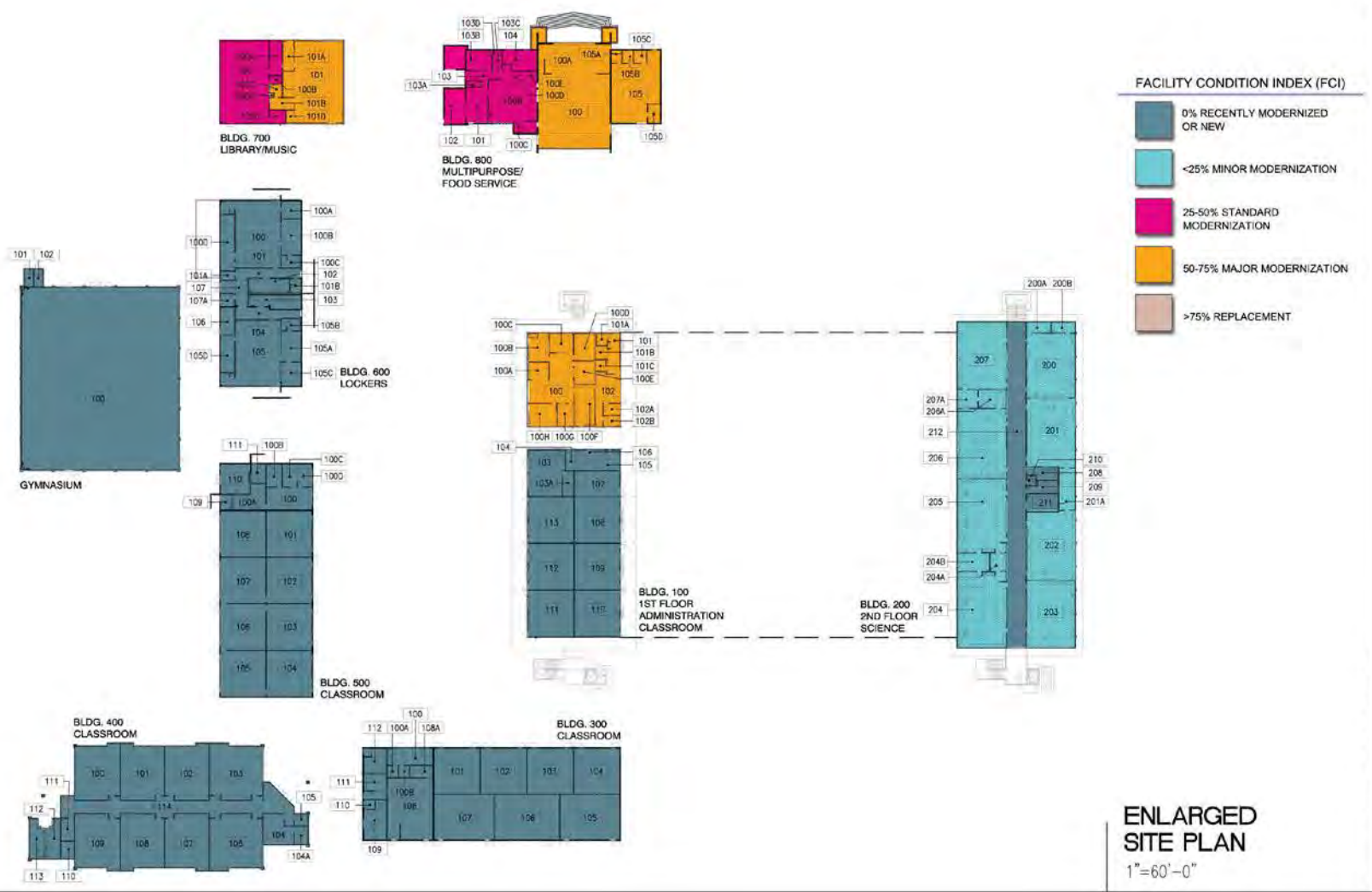


OVERALL SITE PLAN
NTS

OXFORD ACADEMY
ANAHEIM UNION HIGH SCHOOL DISTRICT

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

OXFORD ACADEMY



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

TRIDENT EDUCATION CENTER

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

TRIDENT EDUCATION CENTER

1800 West Ball Road
Anaheim, CA 92804

Year Constructed	1958
Year Last Modernized	2002
Current Enrollment	1150
Grade Levels	7-12
Administrative Staff	3.5 Administrators
	51 Teachers
	3 Counselors
	1 District Psychologist
	1 Speech
	37 Classified
Square Footage	92,575
Site Size (acres)	24

GREATEST NEEDS:

- Highest Program Needs:
  - Fitness Room
  - Classroom Upgrades
  - Safety, Security, & Fencing
- Improve traffic flow and separation between programs and parking lots.
- Not enough administration space to accommodate staff.
- Community Day School needs two additional classroom spaces.
- Reorganize counseling offices.
- Provide adequately housed science and computer labs.

- Improve site organization and wayfinding.
- Shade structures.

CONDITION ASSESSMENT

Trident Education Center is located at 1800 W. Ball Road, Anaheim, CA 92804. Originally built in 1958, the multi-school campus is situated on 24 acres.

Trident Education Center is comprised of three separate alternative programs that operate concurrently at the same campus: 1) Polaris with approximately 300 students; 2) Gilbert with approximately 750 students; 3) Community Day School with 70-100 students.

Currently, the administration building does not have adequate space to house a flexible staff that has to meet the needs of three programs. The administration building is in need of a major modernization. The school is in need of adequately housed and equipped science and computer labs to meet S.T.E.M. requirements. Classrooms need to be upgraded to meet Common Core.

A serious issue to be remedied is the original rain gutters which are built within the roof structure. These buildings have internal roof gutters which over the years have failed allowing water to damage the adjacent roof lumber. A portion of the roof sheathing and rafter tails need to be repaired and need to run exposed. As a result, all campus roofing and 30% of sheathing need to be torn off and replaced. All window systems on campus are in need of replacement.

The existing Shower/Locker building is currently used as a District surplus warehouse. The school is in need of wrestling and fitness rooms. This site should be master planned to house a potential surplus facility and a covered transfer yard.

The Community Day school needs two additional classroom spaces and upgrades to the existing restroom facilities. Due to a change in program, starting with the 2014-15 academic year, CDS will now house the Independent Learning Center (ILC) program at Trident. The ten portable classrooms will be replaced with a permanent structure designed to adequately house the District's ILC model.

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

TRIDENT EDUCATION CENTER

SITE CONDITIONS

The entry to the campus from Ball Road requires a complete redesign to help identify the multiple programs while improving much needed curb appeal. Emphasize the entrance to the campus with a greater level of wayfinding and program identity.

Security is a major concern along Ball Road. Fencing needs to be replaced at various campus boundaries as follows: Chainlink (2,500 l.f.) and ornamental steel (1,000 l.f.).

The existing parking lot paving is in good shape. Revamp the entire central quad to include hardscape, landscape, irrigation with smart controllers, seating areas, shade structures and event lighting. Repurpose classroom courtyards to outdoor learning environments with enhanced technology (152,000 s.f.)

Both playing fields receive a lot of use and are in need of reconditioning. The northwest field irrigation is adequate but the south field irrigation needs to be replaced. Shade structures at CDS were installed in 2012.

Parking is ADA compliant at the Community Day School but not at Polaris.

This campus needs a digital marquee.

BUILDING SYSTEMS

Plumbing

The existing sewer, water, and gas lines need to be replaced. Provide an earthquake shut off valve.

The existing storm drain system is in fair condition. Some work is required between buildings. There is some minor ponding southwest of the track.

Mechanical

Roof top package units at Gilbert, split multizone units at Polaris, and Bard units at CDS require lifecycle replacement. The existing energy management system is operational.

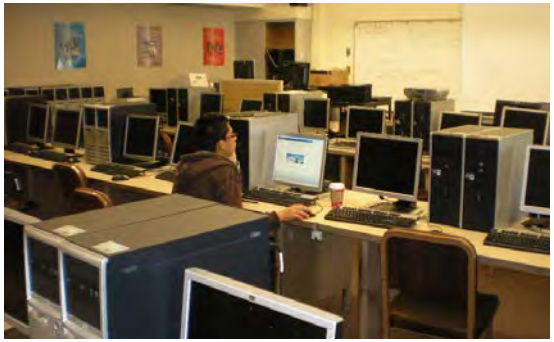
Electrical

While the campus power was upgraded in 2002, some building power panels are in need of replacement. The existing telephone/data, CATV, CCTV, fire alarm, and clock/telecom systems are in need of an upgrade. Add a “Quantum” card to the existing P.A. system. A new security system is needed. Upgrade the existing site and parking lot lighting with L.E.D. technology for energy efficiency.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

TRIDENT EDUCATION CENTER

Shade structures are needed.



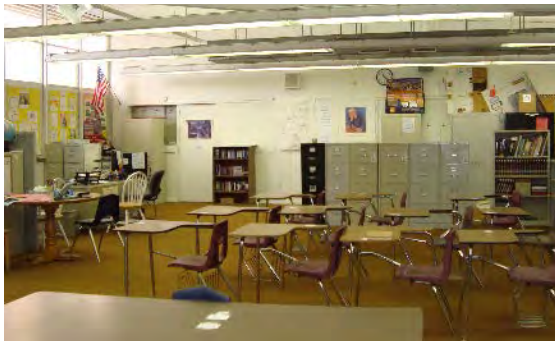
Need adequate science and computer labs.

Playing fields need reconditioning.

Parking lot is in need of renovation and improved traffic flow.

Administration needs expansion.

Restrooms are in need of upgrades.



Upgrade classrooms.

Reorganize and emphasize campus entrance.

Need to replace fencing throughout.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

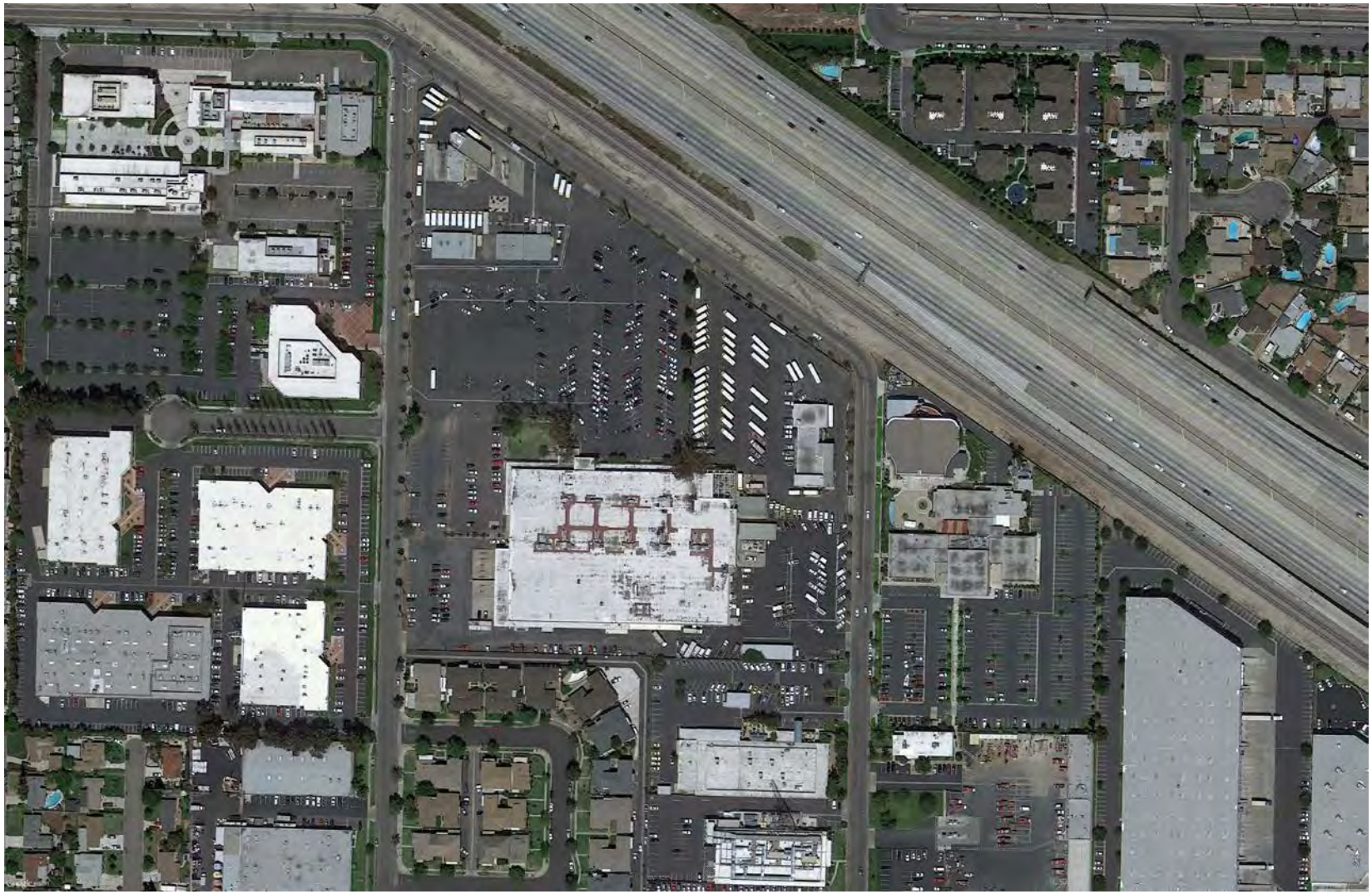
TRIDENT EDUCATION CENTER

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

TRIDENT EDUCATION CENTER

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

DISTRICT OFFICE



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

DISTRICT OFFICE

501 Crescent Way
Anaheim, CA 92801

Year Constructed	1960
Year Last Modernized	1972
Staff	359
Square Footage:	
Administration Building	118,600
Total Permanent Buildings (including Administration)	151,169
Relocatable Buildings	4,800
Site Size (acres)	14.5

GREATEST NEEDS:

- Roof replacement.
- HVAC system replacement.
- Enhanced security throughout the building.
- Interior and exterior signage for wayfinding.
- Expansion of the Education and Information Technology Division (EIT). This area will include space for the energy conservation specialist.
- Soundproof conference and training rooms.
- Modernized restroom facilities.
- Interior and exterior finishes including flooring.

CONDITION ASSESSMENT

The District Office is located at 501 Crescent Way in Anaheim and it is sited on 14.5 acres. The facility was originally constructed in 1960 as a Fed-Mart store. With the closing of the store in 1972, the building was reconfigured to house the new District offices and Gilbert High School. Ultimately, the high school was relocated to the Trident Education Center making room for approximately 118,600 square feet of space fully dedicated to administrative offices and support functions. This facility houses the AUHSD administration, Board of Trustees and Superintendent's offices, Human Resources, Educational Services, Special Youth Services, Business Services, the District's Central Kitchen, Education and Information Technology, Warehouse, Safe Schools, and Language Assessment. Other structures on the site house the Transportation and Food Service's offices, Maintenance and Operations, and the transportation yards and fueling bays.

Since its occupancy in 1972, the 54-year old facility has been maintained but is due major repairs and upgrades.

With the potential relocation of the Central Kitchen, a reconfiguration of the remaining space will address spatial needs that currently impact the daily operations of the District.

Facility needs exist in the following areas:

- Emphasis of the main entry to the building.
- Secured lobby and reception with visual connection to the parking lot and the main entry.
- Enhanced security throughout the building.
- Roofing
- Interior and exterior signage for wayfinding.
- Expansion of the Education and Information Technology Division (EIT). This area will include space for the energy conservation specialist.
- Soundproof conference and training rooms.

3.4 PLANNING CONSIDERATIONS FACILITY CONDITION ASSESSMENTS SUMMARY

DISTRICT OFFICE

- Internally connect Safe Schools / Testing to the rest of the building. Establish a main point of entry to this area from the west side of the building.
- Modernize restroom facilities.
- Boardroom upgrades.
- Interior and exterior finishes including flooring.
- Upgrade / consolidation of the transportation facilities.

SITE CONDITIONS

All asphalt areas received a maintenance and seal coats in 2013. The fueling station areas require a slurry coat.

The site's landscaping and irrigation system are in good condition. Minor landscape upgrades will be needed.

Upgrade fencing along the perimeter of the site.

BUILDING SYSTEMS

Plumbing

- Replace the existing sewer system throughout.
- The existing gas system is in good condition. Provide an earthquake shut off valve.
- The domestic water system is in good condition.
- The existing fire sprinklers are connected to the domestic water system. Upgrade to current code.
- The site's storm drainage is adequate.

Mechanical

The HVAC units throughout the District Office are life-cycled and in need of replacement. Evaluate providing separate units for the boardroom, EIT and Food Service. Upgrade the energy management system.

Electrical

Evaluate the existing power system including the main switchboard and branch distribution. Replace the District-wide telephone system. Upgrade the fire alarm and security systems with the addition of surveillance cameras. Upgrade the boardroom technology and install a new public address/intercom system.

EIT needs an uninterrupted power system (UPS).

Replace site and parking lot lighting with L.E.D. technology for energy efficiency.

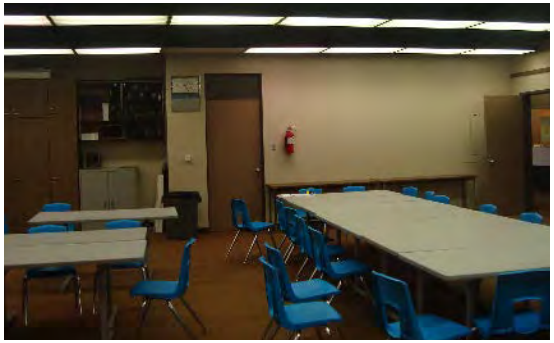
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

DISTRICT OFFICE

Emphasize main entry to the building.

All restrooms need renovation.

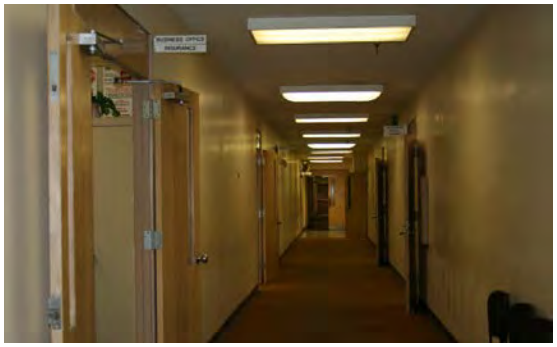
The central kitchen is undersized and needs major renovation.



Need to improve lighting.

Replace roofing and HVAC units.

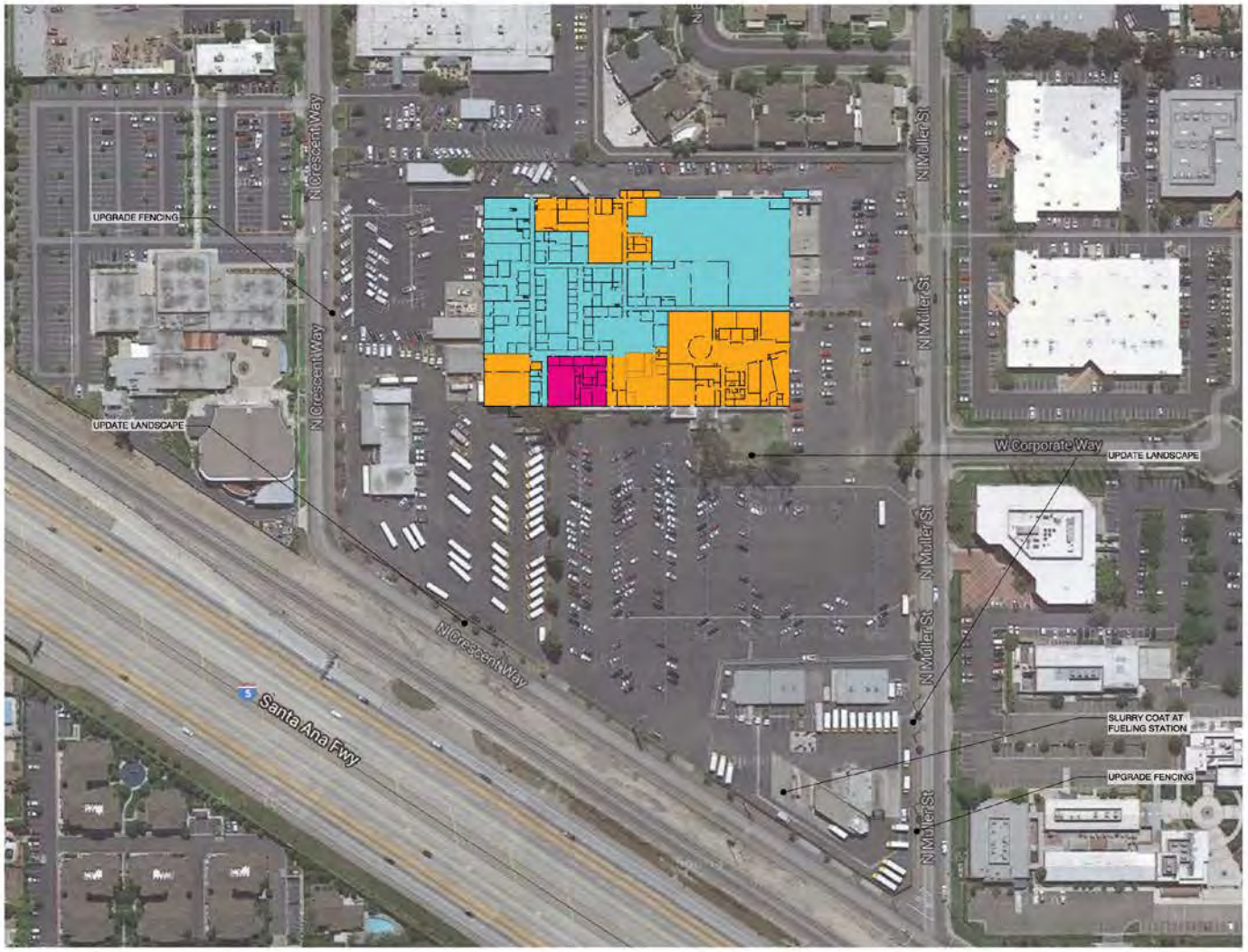
Slurry seal fueling station.



Upgrade interior finishes.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

DISTRICT OFFICE



FACILITY CONDITION INDEX (FCI)

- 0% RECENTLY MODERNIZED OR NEW
- <25% MINOR MODERNIZATION
- 25-50% STANDARD MODERNIZATION
- 50-75% MAJOR MODERNIZATION
- >75% REPLACEMENT

SITE LEGEND

- PLAYFIELDS/LANDSCAPE
- CONCRETE PAVING
- ASPHALT PAVING
- NEW SITE WORK

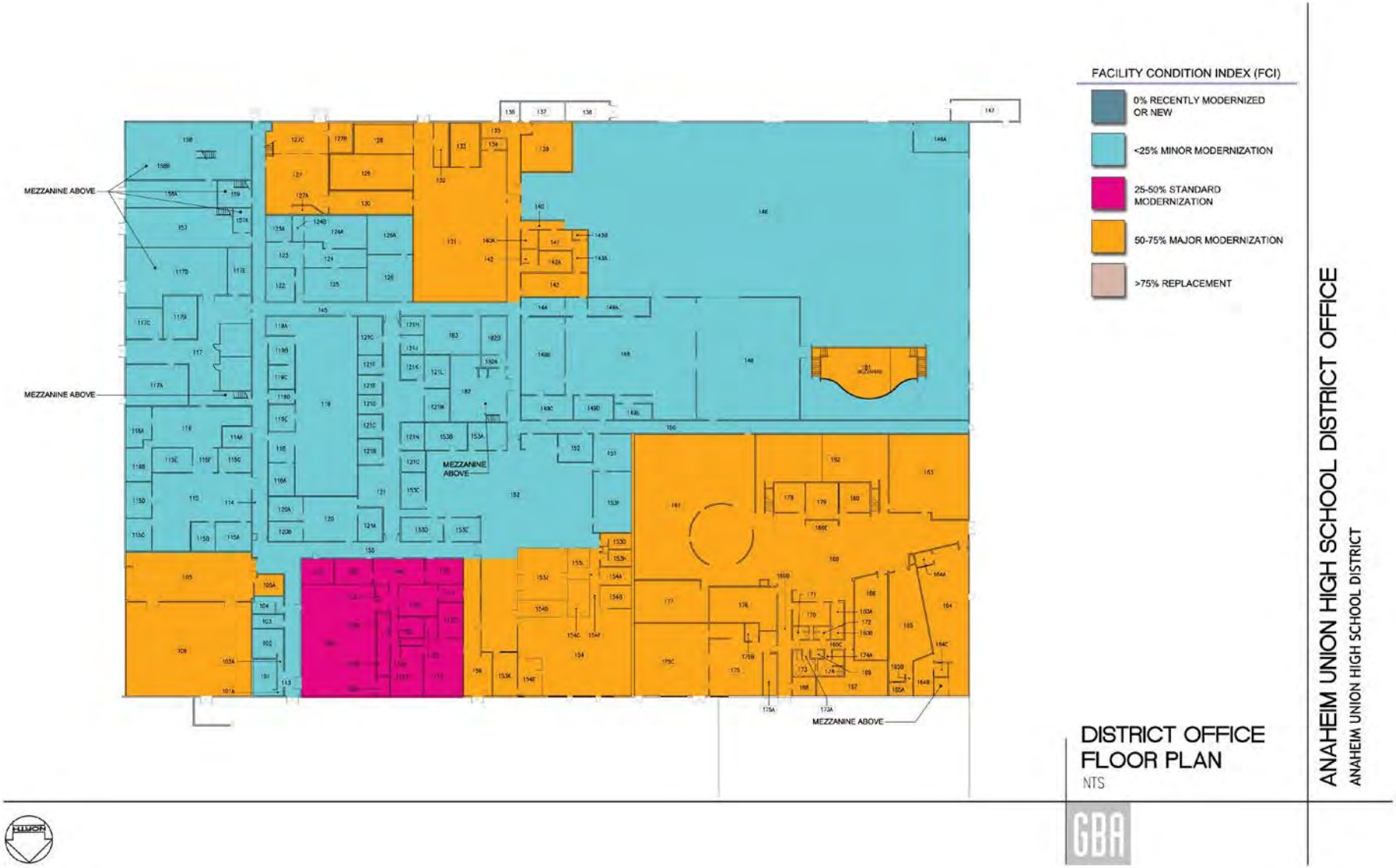
OVERALL SITE PLAN
NTS

ANAHEIM UNION HIGH SCHOOL DISTRICT OFFICE
ANAHEIM UNION HIGH SCHOOL DISTRICT

GBA

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

DISTRICT OFFICE



4.1 PROGRAM VISION & STANDARDS
EDUCATIONAL PHILOSOPHY

21ST CENTURY LEARNING ENVIRONMENTS

Flexible and adaptable learning environments encourage teaching and learning that is responsive to the needs of the student and the instructor. These agile classrooms should be technology-rich and have flexibility in their configurations to allow for a variety of instructional methods and programs that promote the idea that learning happens everywhere.

AUHSD has adopted a philosophy that blends pedagogy, technology and space to create more interactive and flexible learning environments. Furniture will support quick transitions between lecture, team project, and discussion teaching modes for more active engagement. Design of technology will promote sharing, leveraging both vertical and horizontal surfaces for display using projection and interactive surfaces. The spaces will take advantage of new media, both personal and in-room technology, to allow quick ownership change for student and instructor to vary class requirements.

This philosophy supports greater personalized learning and collaborative, project-based instruction to greater align educational needs to relevant programs and facilities that prepare students to be college and career ready. The following strategies are included in this Master Plan:

GENERAL CLASSROOMS

Space in a typical 960 SF classroom must be used effectively. Storage shall be mobile and lockable. New furniture shall be lightweight and agile, using stackable, movable, and/or collapsible tables to promote collaboration. The instructor work station will be smaller and not predetermined, with more than one 'front' of the classroom. With larger class sizes than the norm, these spaces should allow for 40 students in a variety of configurations within the existing infrastructure.

LEARNING CENTER

A 1,330 SF Learning Center for RSP/MM faculty to work and hold meetings will be provided at each campus. As a result, only 2 JHS and 3 HS classrooms will be designated RSP/MM, as the RSP/MM student is mainstreamed with instructor support.

SPECIAL EDUCATION

Specific classroom and support spaces have been programmed for the District special education programs including: LHS, SH, Autism, Bridges, Adult Transition, and ED programs. All other programs are mainstreamed and supported through the Learning Center.

STEM/STEAM AND PROJECT-BASED INSTRUCTION

The District has a robust CTE Career Pathways program. Each of the 8 high schools define their specialty programs from the 13 pathways supported by the District, with additional support from ROP programs. Creating more adequately sized and designed space for these programs is necessary. The 8 junior high schools do not currently feed directly into specific programs at the high school. But all believe that more robust spaces designed to support the creation, exploration and construction of project based instruction in support of the STEAM initiative would enrich their existing programs. The educational specification has 6-8 proposed studios (varies based on enrollment) for each School to program based on their vision. This could allow for better future alignment in career pathway choice between the junior and high school environments.

ILC (Independent Learning Center)

This successful educational model has been prototyped at Anaheim High School and will now be located at 7 AUHSD campuses. The ILC is the basis for the re-envisioned CDS and Polaris programs at the Trident Center.

4.1 PROGRAM VISION & STANDARDS
EDUCATIONAL PHILOSOPHY

21ST CENTURY LEARNING ENVIRONMENTS

STUDENT UNION

Many AUHSD students arrive before school and stay late into the day for sports and after-school activities. The creation of a central collaborative space for students to access technology, create team projects, and socialize in a safe and protected environment was strongly desired. In support of these ideas, the Student Union would ideally be formed by co-locating the Library/Media Center, Student Dining and Nutrition Services and ASB. Given the existing infrastructure, the implementation of this idea varies greatly by School site.

LEARNING COURTS

Educational schoolyards are a shift in the way we think about and use the gift of land on our AUHSD campuses. Learning happens everywhere, therefore the space between buildings must provide collaborative social space as well as usable instructional space for the student. Ecology, stormwater management and can also be used to demonstrate sustainable strategies based on scientific principles being taught in the classroom.

LIBRARY/MEDIA CENTER + INNOVATION LAB

The new Library must support student collaboration and group work; private study; computing equipment; access to reserved material; content-creation tools; and support for the varied roles of the new librarian and IT support. Like the classrooms, the furniture landscape will be different and support the new zones of this more social 'ecosystem'. Traditionally AUHSD Schools have had 2 or more non-scheduled computer labs. With access to technology in every space, the Innovation Lab at the Library becomes the single non-scheduled space at each campus.

NUTRITION SERVICES

Currently, the District's central kitchen prepares all the food and distributes to each school site for final preparation and distribution to students. Most campuses use either a 'speed line' or a multi-window queue, or a combination of the two. In most cases, the serving lines have taken the majority of space formerly used as the student cafeteria, creating a strong need for large lunch shelters, covered dining space, and/or expanded MPR's. Given the existing infrastructure, the implementation varies greatly by School site.

Given the role of the Central Kitchen to provide healthy and nutritious food for each campus, better facilities that meet health department standards must be part of the infrastructure.

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS

BACKGROUND

In 1994, California Department of Education (CDE) formalized regulations governing standards on the design and construction of new school facilities. Included in those standards are requirements for the submittal of educational specifications (Facility Standards) – see California Code of Regulations, Title 5, Section 14034. The requirements are delineated in the Education Code Section 39101 (c) and California Code of Regulations, Title 5, Section 1403 (a). Specific School design standards are contained in California Code of Regulations, Title 5, Section 14001, 14010 and 14030.

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

PURPOSE OF THIS DOCUMENT

The purpose of Facility Standards are to ensure the following:

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

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

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

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

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

- **Implementation**
  Even though this document represents a district-wide guideline, it is important that when these guidelines are implemented, that the administrators, faculty, students and community at each site are allowed to validate their site-specific program needs. If a school design team has suggestions on how to improve or tailor this document for their site-specific needs, these suggestions should be brought to the Facilities Department's attention prior to designing it. It is understood that the degree of consistency between the site-specific solutions and the district-wide educational specifications may vary from site to site.

Adjacencies shown in the diagrams following were determined for the ideal program placement but may vary from site to site based on existing conditions or programmatic specific solutions. Once projects are released to proceed into the next phase of design, a school site committee shall be formed to analyze the impact of site specific constraints and program specific needs. This analysis may result in solutions that deviate from the Educational Specifications described in this document. The design team should inform the Facilities Department of any significant deviations identified or proposed prior to the presentation of these solutions or options to the school site or committee members.

CONTENTS

Provided in this section are space programs for Junior High and High Schools. The programs identify the square footages that are used in the Master Plans and are used in determining area takeoffs for the cost estimates.

The purpose of the programs are to provide a guideline and basis of the master plan assumptions used in the proposed project recommendations for new construction or reconfiguration. The programs are based on an assumed school size in order to determine the adequate size of the core spaces such as the Administration, Library / Media Center, Multipurpose Room and other student support spaces.

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS

These programs are to be used as a guideline and are not typical for each school. For specific site projects refer to the individual school master plan in Section 7. The Programs shown here are net areas only. Programs shown in Section 7 on the Summary page include a circulation factor on top of the net area.

Note that the Junior High School educational program standard depicted in the following pages reflects a **1,200** student program and the High School educational program standard depicts a **2,000** student program. Additional teaching spaces required in larger student programs have been reflected in the proposed master plans accordingly.

One of the main purposes of the Educational Program Standards is to describe clearly and concisely the various learning activities in each space, the spatial relationships and special features to support these activities. The following categories are described for each space program component described here in:

A. Space Program
- Itemizes each space and allocates square footage figures for new construction and existing spaces proposed to be reconfigured
- These areas are goals and may not be achievable due to existing site conditions and building limitations

B. Adjacency Diagram
- Shows a graphic representation of the spaces and how they are organized as a group

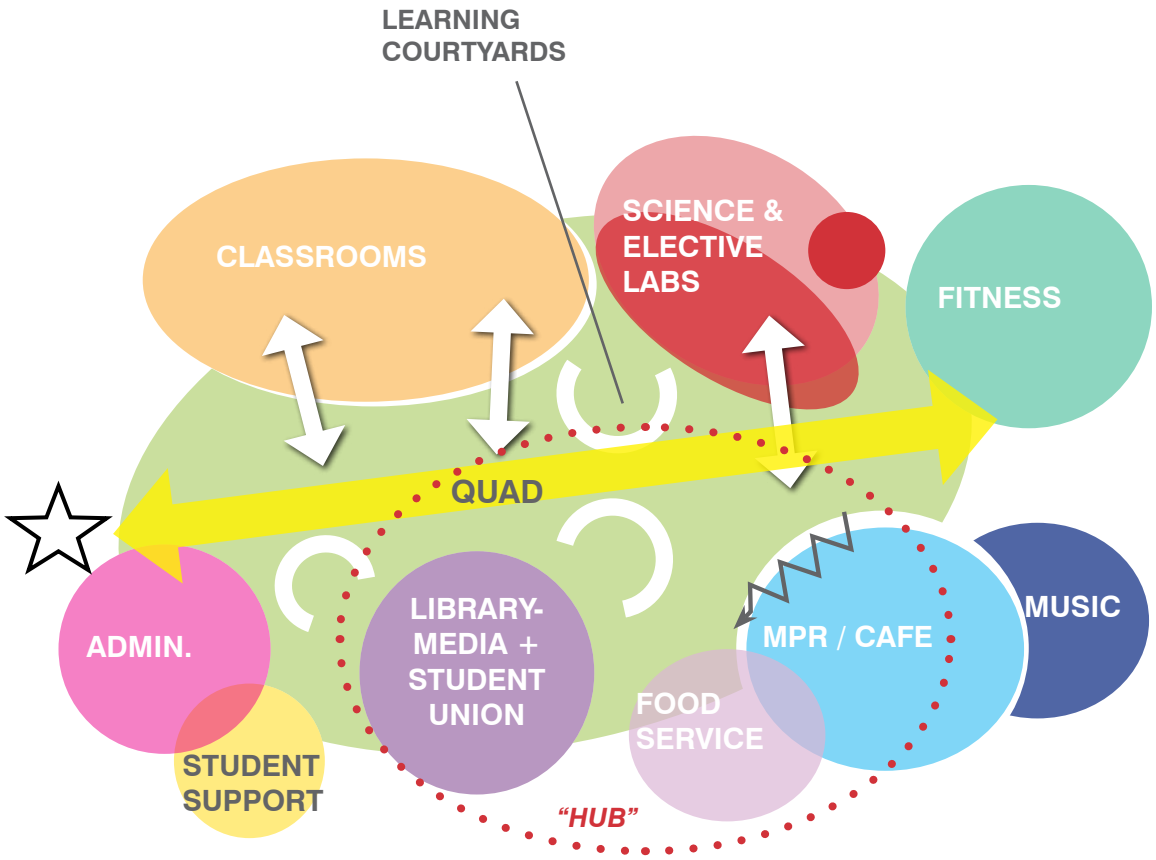
C. Program Activities:
- Provides a description of the functional goals of the space
- Describes types of activities and user needs
- Describes how the program is delivered and its schedule, if applicable

D. Design Objectives:
- Describes specific room characteristics, general shape and feel of the space
- Correlates the qualities of the space with specific program activities

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

CAMPUS PLAN

This graphic represents an ideal campus organization, based on input from the staff and administrators. During the master planning work, effort was made to reorganize / reconfigure existing spaces and construct new facilities to support this organizational layout.

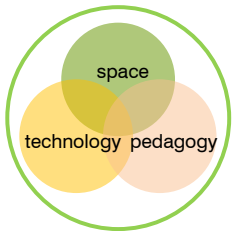


4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

CLASSROOMS | CO-LAB

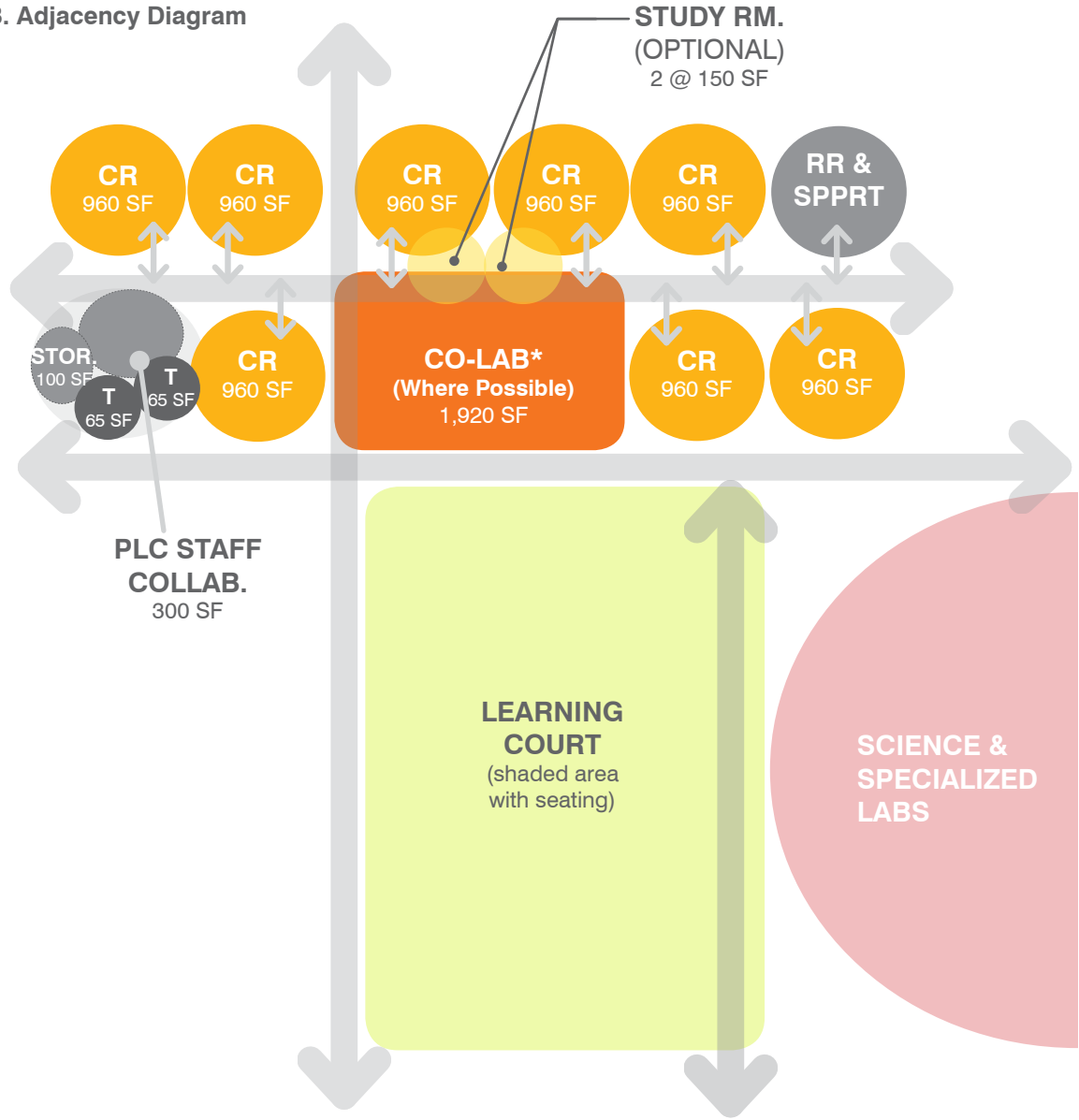
A. Space Program

Grades 7 & 8	
Classrooms (22 x 960 sf)	21,120 SF
Student Co-Lab (22 x 200 sf)	4,400 SF
PLC Staff Collaboration / Stor. (2 x 400 sf)	800 SF
PLC Staff Restrooms	260 SF
Restrooms	per code
	>26,580 SF



NOTE:
The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Implementation Plan diagrams for specific program improvements and the cost estimate for square footage takeoffs. The cost estimate area takeoffs include a circulation factor (gross areas).

B. Adjacency Diagram



4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

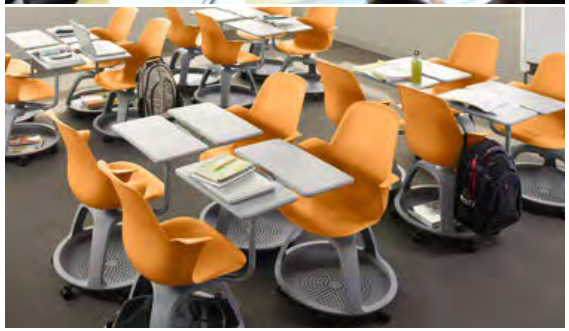
CLASSROOM | CO-LAB

C. Program Activities

- Interdisciplinary, learner-centered instruction with full-integration of technology
- Active and passive learning activities
- Large lecture to small group to individual work
- Core subject instruction: Language Arts, Social Studies, Math, Science

D. Design Objectives

- Ability to support diverse grouping strategies, encourage interdisciplinary teaching with visibility to adjoining classrooms and shared collaboration areas.
- Ability to open to the outdoor space.
- Classrooms to be organized in a cluster around a central common area (Co-lab).
- The Co-lab area is a flexible space with moveable and group-able furniture that acts like an extension to the Classroom and can be utilized for break-out and small group activities. *This model will be implemented in new construction or where feasible in existing Classroom configurations. There needs to be adequate supervision from Classroom to the Co-lab. Initiate Co-lab spaces as pilot projects to test the validity of the space and provide training on how to use the space.
- Spaces will be designed with appropriate charging stations, outlets and wireless technology for integration of mobile devices.
- Provide areas of student display.



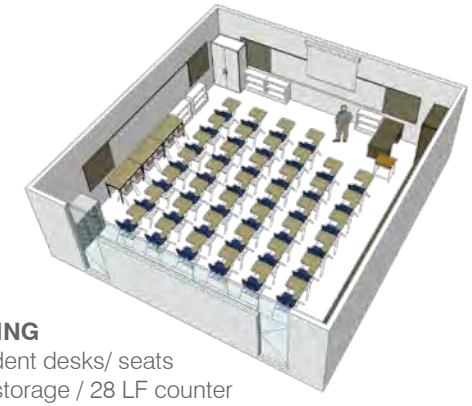
4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

CLASSROOM | FURNITURE & EQUIPMENT

During discussions about 21st Century learning environments, one of the biggest topics is the classroom environment, the evolution of how students learn, the impacts of technology and how facilities can better support diverse learning styles. The consensus from these discussions with District leadership, curriculum leaders, Principals, and school site committees is that the current classrooms need to evolve to adapt to today's student needs. Because students spend the majority of their school day in classrooms, the biggest impact can be made with furniture and equipment.

Today's classroom is about flexibility, agility, and adaptability. Space within the classroom shall be maximized, teacher desk area minimized. Desks/ chairs should be easily move-able to allow easy re-configuration. Some furniture with castors, tables with the ability to fold and stack, move-able markerboards, and mobile storage shall be considered.

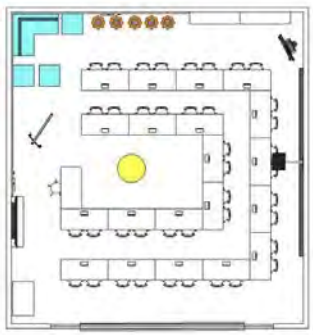
Technology will also continue to become more mobile, need to be accessible by all students, and integrated into the classroom space. Creating facilities where 'learning happens everywhere', outdoor areas and Co-lab spaces can be used as extensions to the classroom.

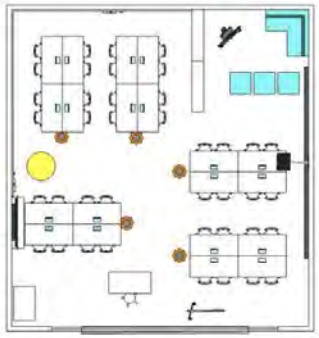


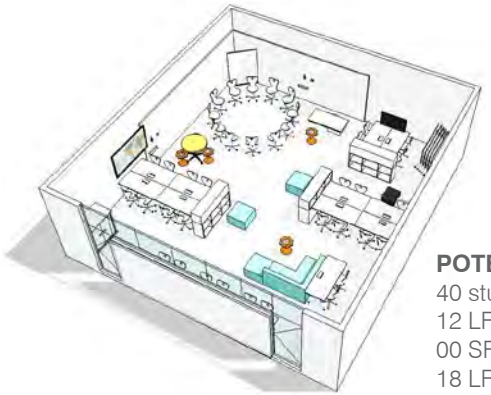
EXISTING
40 student desks/ seats
42 LF storage / 28 LF counter
180 SF dedicated teacher space
30 LF tack / 32 LF whiteboard

With any change, there must be a cultural shift and proper training for teachers so that they can utilize the furniture and equipment in the most effective manner.


Lecture


Discussion


Break-Out



POTENTIAL PROPOSED
40 student desks/ seats
12 LF storage / 10 LF counter
00 SF dedicated teacher space
18 LF tack / 50 LF whiteboard

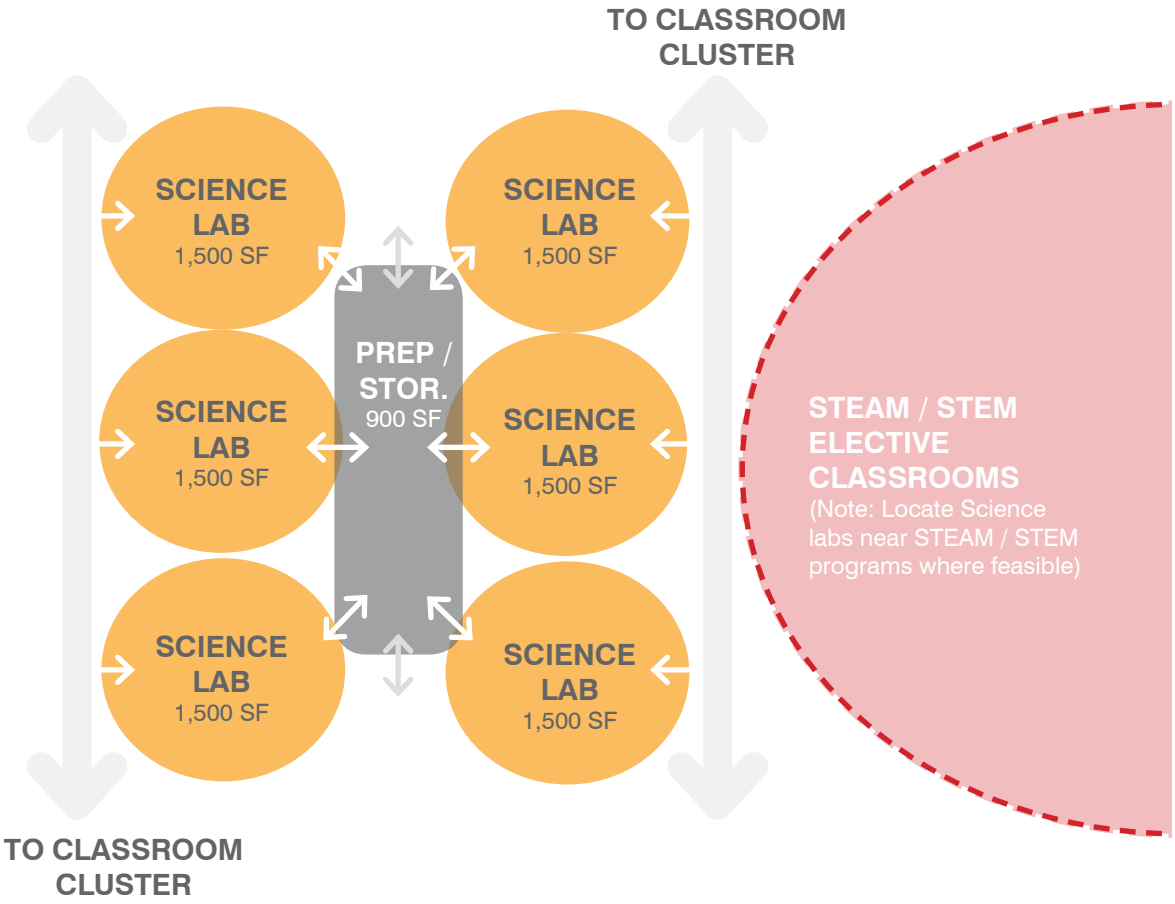
4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

SCIENCE LABS

A. Space Program

Lab (6 x 1,500 sf)	9,000 SF
Prep Room (6 x 150 sf)	900 SF
	9,900 SF

B. Adjacency Diagram



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4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

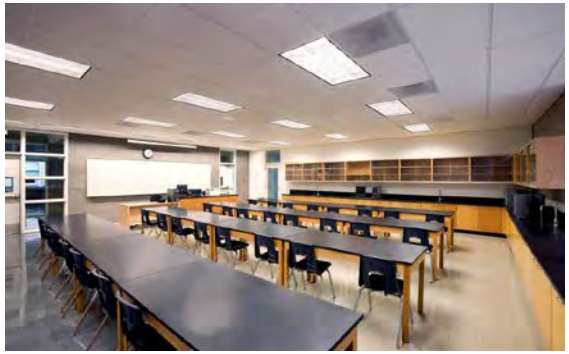
SCIENCE LABS

C. Program Activities

- Hands-on lab experiments
- Small group working sessions
- Full classroom lectures

D. Design Objectives

- Distinct lecture and lab space within Classroom
- If possible, coordinate location of other electives with Science Labs to facilitate in STEAM / STEM activities.

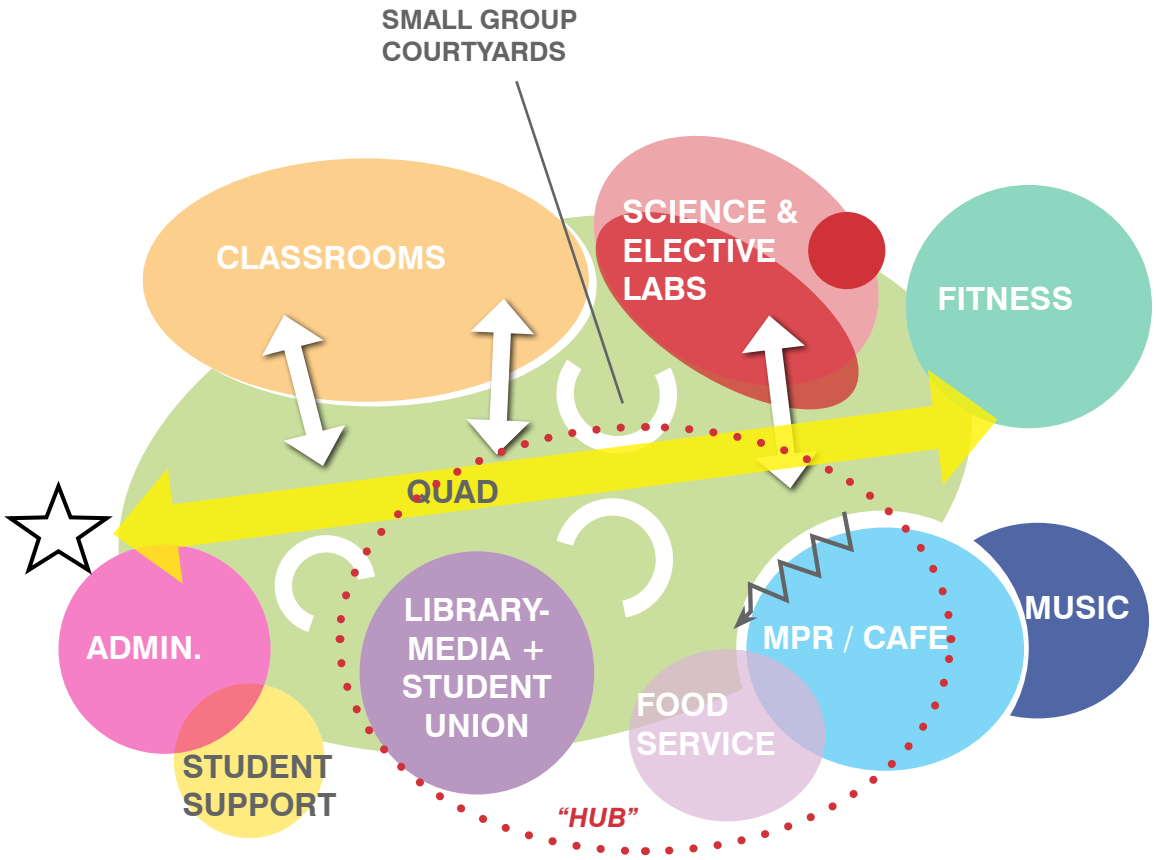


4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

OUTDOOR LEARNING OPPORTUNITIES

Enhance site areas with landscaping, hardscape and integrated seat walls along with technology access. Outdoor learning areas can augment indoor learning spaces, allow for break out activities, and student study and collaboration. Areas near Science and Elective Labs can be created to further support curriculum activities, such as a learning garden.

B. Adjacency Diagram



4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

PBL / STEAM / STEM ELECTIVES

A. Space Program

Applied Arts / Technology	
Project Based Learning Lab (3 x 1,500 sf)	4,500 SF
Storage (3 x 100 sf)	300 SF
Equipment (3 x 100 sf)	300 SF
STEM Lab (Technology, Graphics, Business) (4 x 1,500 sf)	6,000 SF
Storage Room (4 x 200 sf)	800 SF
Visual Arts	
Art 2D / 3D	1,500 SF
Storage / Workroom	200 SF
Restrooms	per Code
	>13,600 SF

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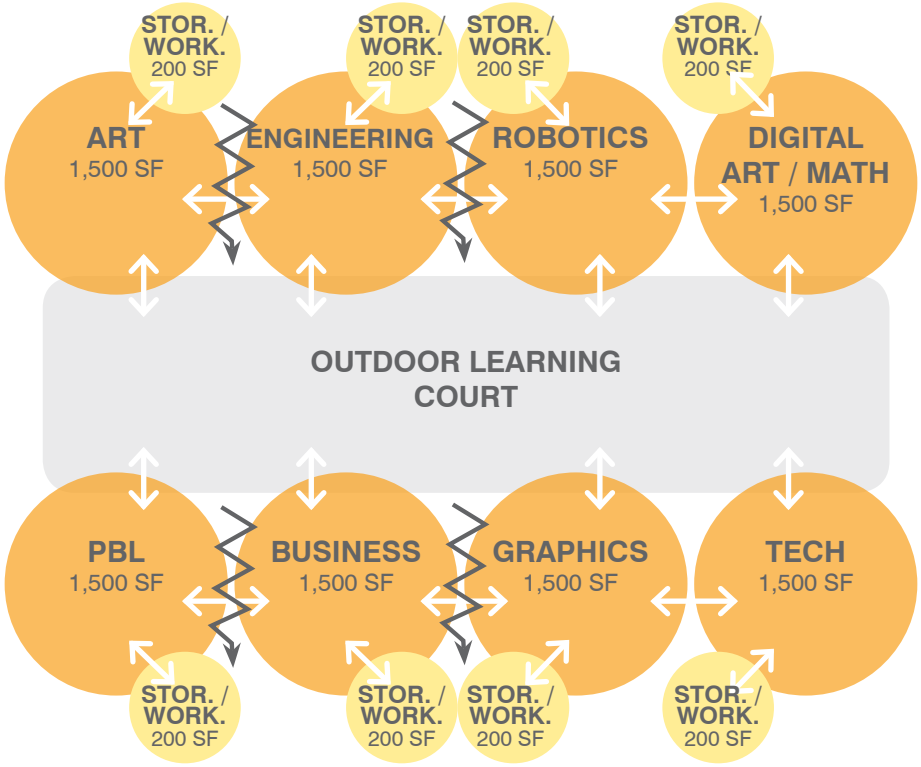


4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

PBL / STEAM / STEM ELECTIVES

C. Program Activities

Visual Arts
- Instructional activities
- Group and individual project based learning
- Discussion of design theory and principles of design
- Sketching of designs
- Presentation of artwork/ Curate an art exhibit
- Build a portfolio
- Presentation of artwork
- 2D drawing/ sketching/ painting /multi-media
- Digital illustration, photo manipulation
- Digital painting
- Logo/ Cover design
- Collages
- Photo/video composition and editing
- Basis of Lighting
- Research Artists
- Web Design
- Wheel throwing, slab construction
- Color theory, application, and firing process of glazes

Applied Arts / Technology
- Graphics
- Technology
- Business
- Photo Composition
- Editing
- Video Camera Handling
- Video Editing
- Basis of Lighting
- Video Composition / Production
- Yearbook
- Studio Production and Control Room
- Film Lab/Editing

STEM / STEAM / Project Based Learning (PBL)
- Experiments
- Scientific studies
- Engineering / Robotics
- Construction
- Hands on activities
- Technology integrated learning activities

D. Design Objectives

Provide spaces that support the following curriculum goals:

- Spaces are flexible to accommodate changing program needs.
- Varied size spaces, Storage/ Workroom areas blend with Classroom space and are not necessarily separate rooms.
- Lots of transparency with the ability for team teaching.

Visual Arts
- Analyze and discuss/ plan and create complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- Analyze works of art to describe personal direction and style.
- Create and demonstrate in their own original works of art an increasing complexity and skill in a variety of media that reflect the student's own personal style.
- Solve a visual/ media arts problem that involves the effective use of the elements of art and the principles of design.
- Prepare a portfolio of original 2D and/ or 3D works of art that reflects refined craftsmanship and technical skills.
- Develop and refine skills in the manipulation of digital imagery

Applied Arts / Technology
- Develop skills in photo development and composition in conjunction with producing their own portfolio
- Understand current technologies, process, and materials.
- Students learn the fundamentals of art and technique.

STEAM / PBL
- Integrate and relate Science and Technology with Engineering and Arts with the basis in elements of Mathematics

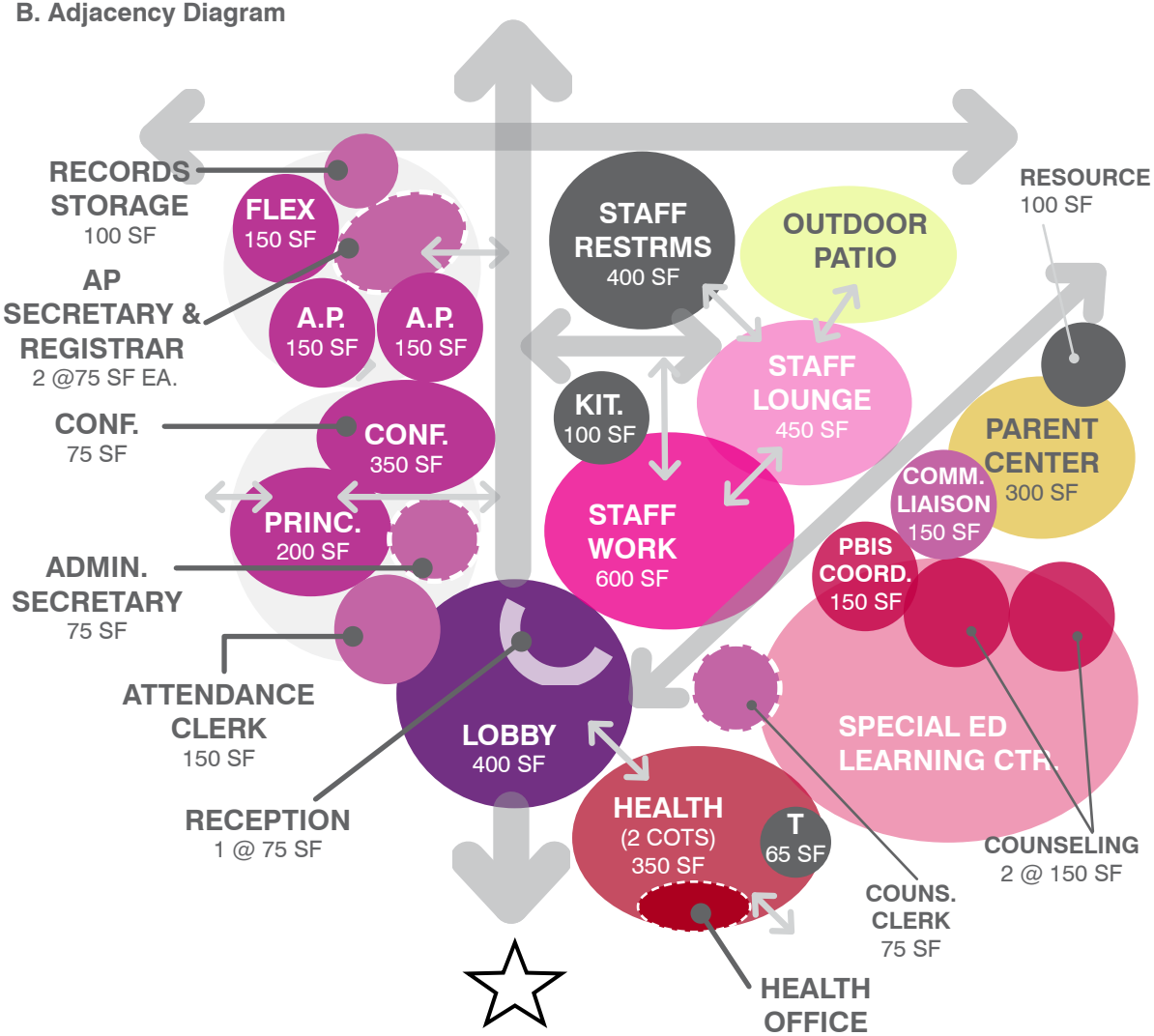
4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

ADMINISTRATION

A. Space Program

Lobby	400 SF
Reception	75 SF
Principal	200 SF
Assistant Principal (2 x 150 sf)	300 SF
Flex Office	150 SF
Counselor (2 x 150 sf)	300 SF
PBIS Office	150 SF
Attendance Clerk	150 SF
Registrar	75 SF
Clerical (3 x 75 sf)	225 SF
Large Conference	350 SF
Parent Center	300 SF
Resource Room	100 SF
Community Liaison Office	150 SF
Workroom / Copy / Supply	600 SF
Staff Lounge	450 SF
Kitchen	100 SF
Staff Toilets (2 x 200 sf)	400 SF
Records Storage	100 SF
	4,575 SF
Health	
Exam/ Treatment	350 SF
Toilet	65 SF
	415 SF

B. Adjacency Diagram



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4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

ADMINISTRATION

C. Program Activities

- Check-in/ Front entry/ 'Welcome Center'
- Administrative duties
- Conference
- Discipline
- Counseling
- Health support
- Staff collaboration
- Attendance, enrollment, supply and records storage
- Parent information

D. Design Objectives

- Welcoming Lobby - establish school pride
- Define a clear, single point of entry for campus
- Limited access to 'Private' staff spaces
- Clearly defined 'Public' spaces (lobby and waiting area)
- Centralized Staff Workroom to foster staff collaboration and interaction
- Allow for staff communication and collaboration
- Adequate sized staff lounge and administrative areas
- Adequate storage for record files and office supplies
- Meet CDE standards for health office
- Parent volunteer workroom provides space for parents, an integral part of the learning community
- Area for student artwork display

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

SPECIAL EDUCATION

A. Space Program

RSP/MM

Classroom (2 x 960 sf)	**1,920 SF**

Special Ed (LHS, SH, Autism)

RSP, MM, DHH, O+M	0 SF
LHS, SH, Autism Classroom (2 x 960 sf)	1,920 SF
Toilets / Hygiene	270 SF
Sensory	250 SF
Living Skills	320 SF
Laundry	100 SF
Conference	120 SF
	2,980 SF

Special Education - Bridges

Classroom (2 x 960 sf)	1,920 SF
Toilets/ Hygiene	270 SF
Living Skills	320 SF
	2,510 SF

Special Education - Adult Transition

Classroom (2 x 960 sf)	1,920 SF
Toilets / Hygiene	270 SF
Focus	250 SF
Living Skills	320 SF
Conference	240 SF
	3,000 SF

Special Education - ED, VI

Classroom	960 SF
Focus / Braillist	100 SF
	1,060 SF

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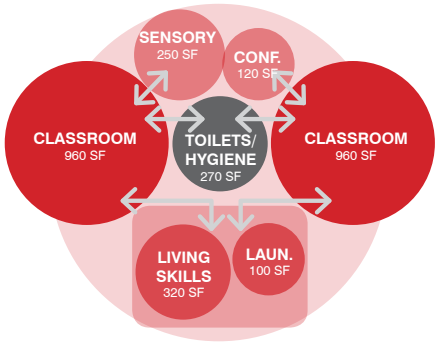
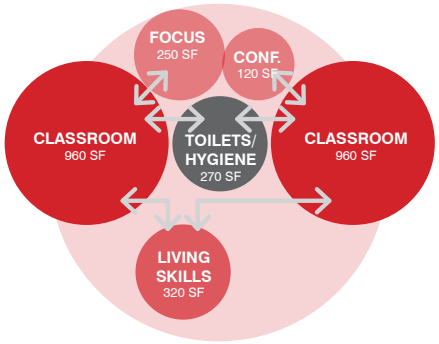
B. Adjacency Diagram

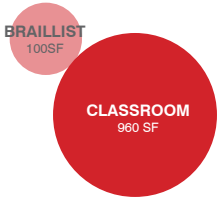
LHS, SH, AUTISM, OH



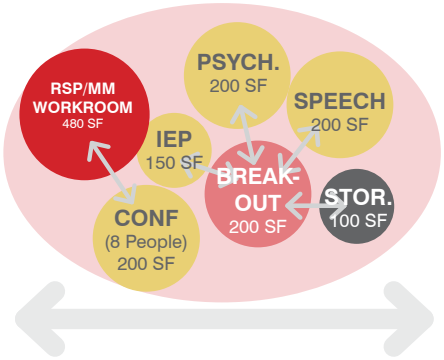
BRIDGES



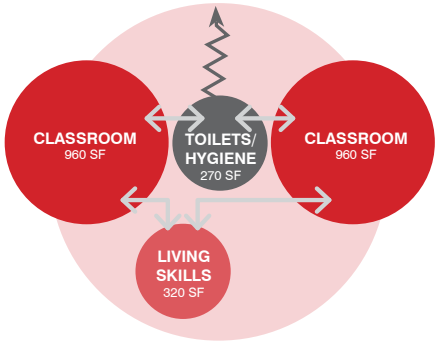
VI



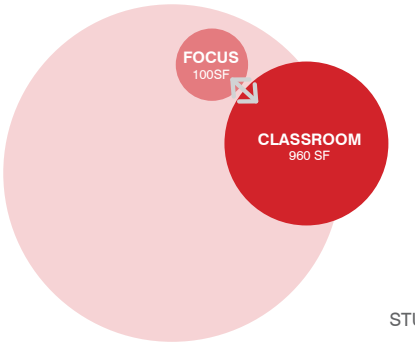
LEARNING CENTER



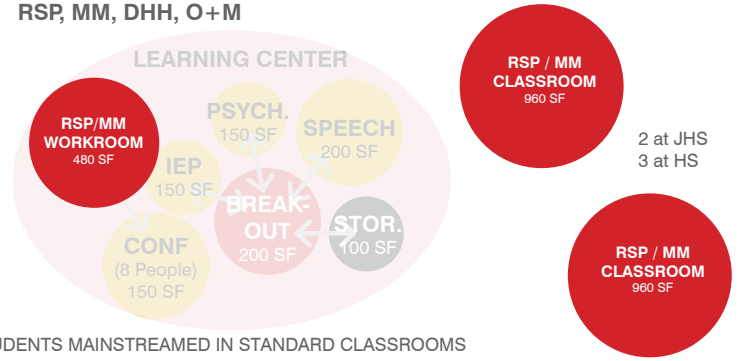
ADULT TRANSITION



E.D.



RSP, MM, DHH, O+M



STUDENTS MAINSTREAMED IN STANDARD CLASSROOMS

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

SPECIAL EDUCATION

	DHH	RSP	(CH) Mild/MOD.	LHS	(Moderate) Autism	(SH) MOD./Severe	E.D.	(Severe Ed) Bridges	Visually Impared	Orthopedic Handicapped	Sensory Room
Ball Junior High		4	3	1			1				
Brookhurst Junior High		3	1			2				1 (HI)	
Dale Junior High		4	3	1				2 (Bridges)	1 (VH) Classroom Provided	1	1 (OT-PT)
Lexington Junior High		2	1		2						1
Orangeview Junior High		3	2			1					
South Junior High		4	2		2	1					1
Sycamore Junior High		5	3	2							
Walker Junior High		2	2	1			1				

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

SPECIAL EDUCATION

A. Space Program (Continued)

Learning Center

RSP/MM Workstations (6 x 80 sf)	480 SF
Break Out Area	200 SF
IEP Conference	150 SF
Records Storage	100 SF
Speech Office	200 SF
Psychologist Office	200 SF
	1,330 SF

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C. Program Activities

- Individualized physical education activities
- Specialized training or technical support for the incorporation of assistive devices
- Aural rehabilitation
- Monitoring of hearing levels
- Development and improvement of language and communication skills
- Consultation
- Tutoring
- Meetings

D. Design Objectives

- Include a Learning Center at all school sites. Location should be adjacent or near the Main Administration offices. A workroom within this space will provide a 'hub' / work space for staff. In addition, dedicated offices shall be provided for Counselors.
- Two (2) RSP/MM Classrooms shall be provided at Junior High Schools and (3) RSP/MM Classrooms shall be provided at High Schools. In general, locate in centralized areas of campus, dispersed.
- RSP, MM, DHH, O+M program students shall be mainstreamed and integrated into campus to have full inclusion of Special Ed students on.
- Match existing specific programs for all other programs. Reference matrix on previous page for specific programs implemented at each site.
- Instructional support provided by a special education teacher or instructional aide to help students with special needs in their classes.
- Provide more efficient layout and equipment to ease the teachers interaction with the students e.g. larger rooms, break out focus rooms, built in casework and lifts.
- Sensory and Focus Rooms need to have clear supervision from the adjacent Classroom
- The Bridges program needs to be located in a separate, self-contained area, within a fenced in area preferably with an outdoor yard space.

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

LIBRARY - MEDIA / STUDENT UNION

A. Space Program

Circulation Desk	100 SF
Innovation Lab	1,200 SF
Library-Media / Student Union	1,600 SF
Collection Display / Stacks	600 SF
Study Rooms (3 x 250 sf)	750 SF
Workroom	200 SF
Textbook / Tech Storage	300 SF
Tech Office	200 SF
Office / Equipment Storage (2 x 100 sf)	200 SF
Toilet	50 SF
	5,200 SF

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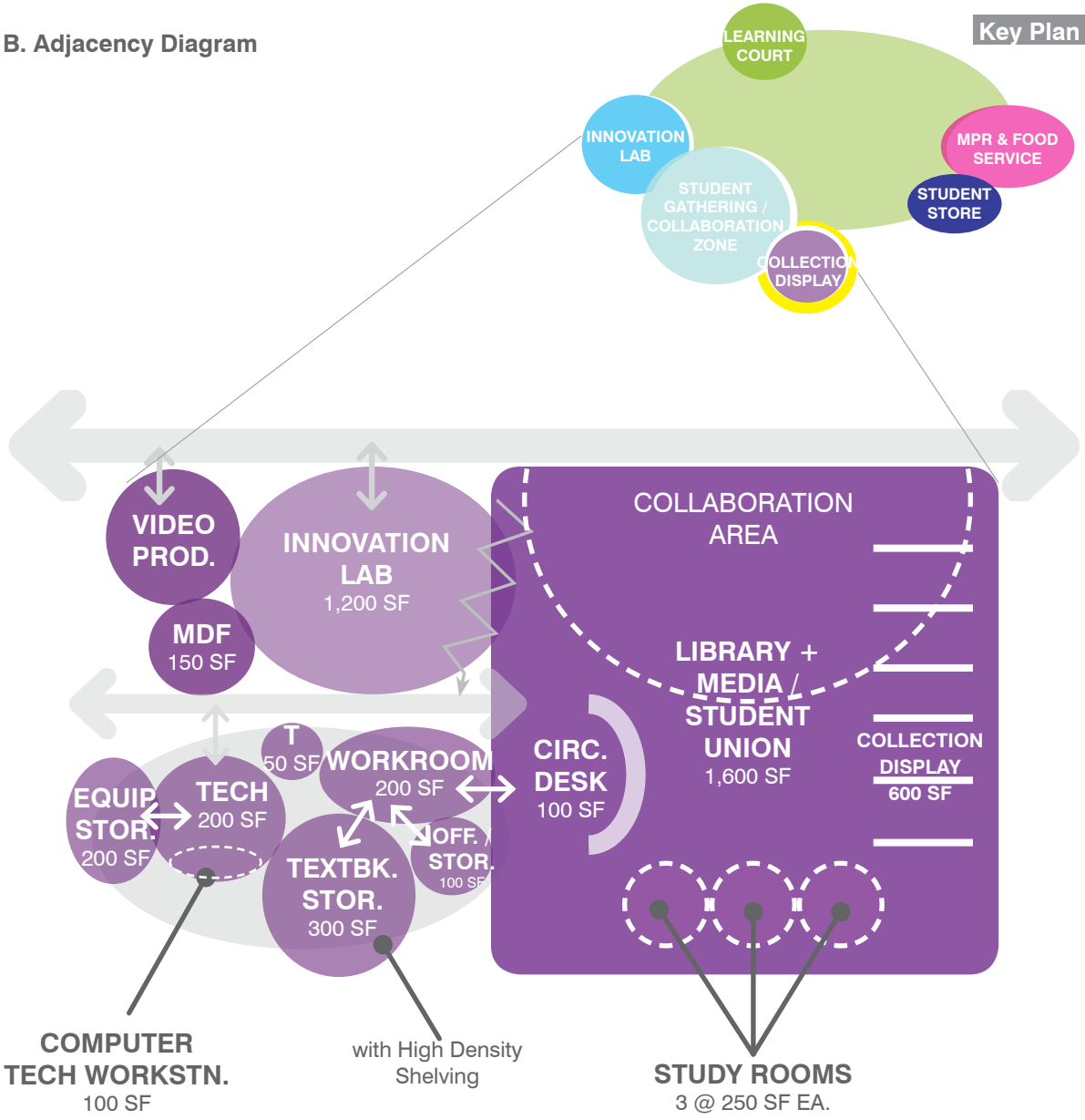


4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

LIBRARY - MEDIA / STUDENT UNION

C. Program Activities

- Student collaboration
- Study and reading
- Circulation of materials and resources
- Display student work
- Research
- Individual quiet study, small and large group activities
- Academic and social interaction
- Community access (if applicable)

D. Design Objectives

- The Library-Media Center / Student Union along with Nutrition Services, MPR, and Main Quad areas form the "Campus Hub" for the school. Create a sense of connection and synergy between these spaces.
- Centrally located to promote staff, student and community interactions.
- The library-media center / student union should be a welcoming, comfortable, informal, stimulus-rich, well-lit environment that supports multiple concurrent activities.
- Innovation Lab, located within the Library-Media center to support computer-based programs, on-line learning and virtual instruction. Space can also be utilized for staff development and training.
- Provide dedicated space for MDF / IDF.
- Tech equipment storage needs to be secured.

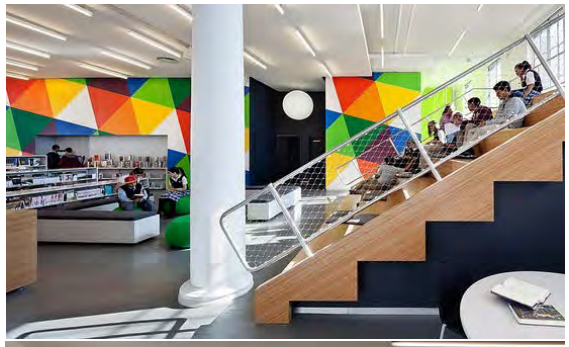
E. Design Guidelines

Design for 3.3 SF per pupil plus 600 SF per California Department of Education standards.

Reading and Stacks:

- *Referenced from the "Standards and Guidelines for Strong School Libraries" by the California School Library Association.*
  - Recommended Exemplary Quantitative Standards:

Pleasure Reading	32 - 45 SF per seat
Computing	36-45 SF per workstation



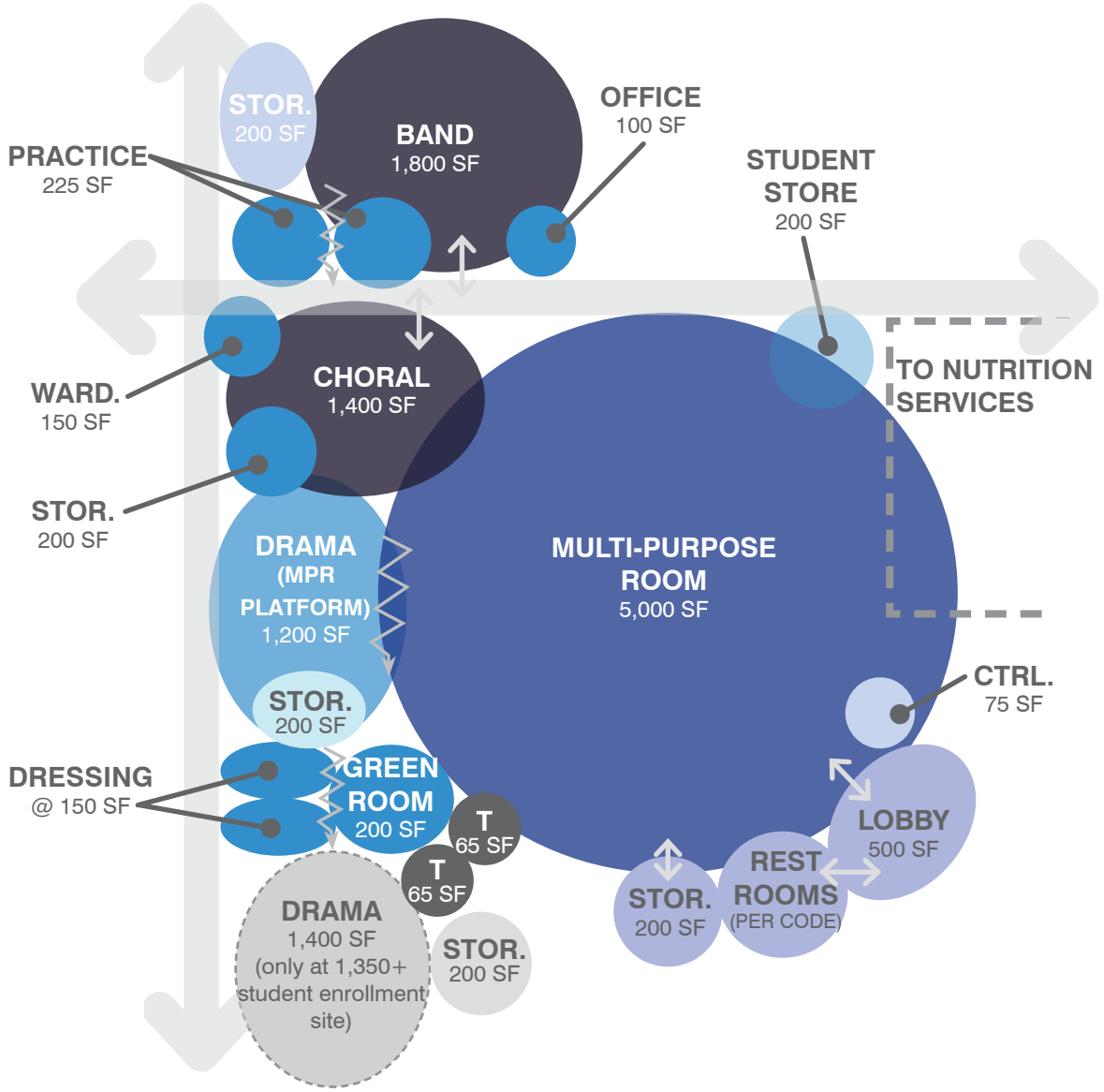
4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

MULTI-PURPOSE / PERFORMING ARTS

A. Space Program

Lobby	500 SF
Multi-Purpose Room	5,000 SF
Student Store	200 SF
Table/Chair/Equipment Storage (3x200sf)	600 SF
Music Platform/ Drama	1,200 SF
Dressing Room/Green Room (2 x 150 sf)	300 SF
Toilet (2 x 65 sf)	130 SF
Instrumental Room	1,800 SF
Storage	200 SF
Practice Room (2 x 225 sf)	450 SF
Choral Room	1,200 SF
Wardrove	150 SF
Performing Arts Office	100 SF
Restrooms (2 x 200 sf)	400 SF
	12,230 SF

B. Adjacency Diagram



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4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

MULTI-PURPOSE / PERFORMING ARTS

C. Program Activities

- Instructional activities
- Assemblies and large group performances and presentations
- Student Dining
- Fitness Activities
- Music Classes
- Community Use

D. Design Objectives:

- The Multi-Purpose Room along with the Library-Media / Student Union, Nutrition Service, and Main Quad components of the campus make up the campus 'hub'. Create a sense of connection and synergy between these spaces.
- The ideal placement of the MPR should be on the perimeter of the campus, adjacent to parking to enable community joint-use opportunities.
- Provide quality sound, lighting and acoustic systems and built-in control room functions.

D. Design Guidelines:

- Approximately 5.3 SF/student, minimum 5,000 SF (CDE recommendation) for the Multi-purpose Room.

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

NUTRITION SERVICES

A. Space Program

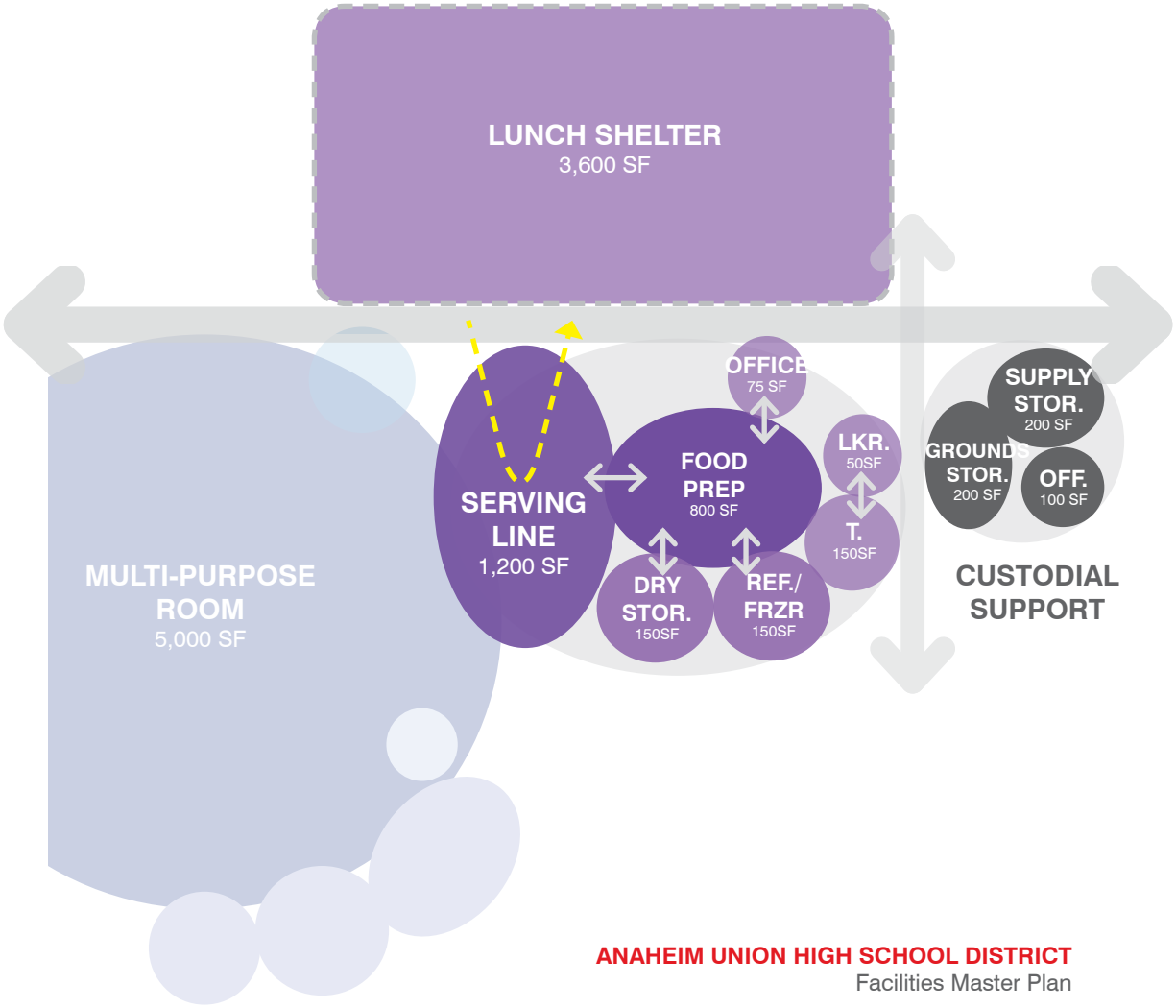
Serving Kitchen/ Food Prep	800 SF
Dry Storage	150 SF
Refrig. / Freezer	150 SF
Serving Line	1,200 SF
Office	75 SF
Changing Room	50 SF
Toilet	75 SF
Restrooms	per code
	>2,500 SF
Lunch Shelter	3,600 SF
	>6,100 SF

CUSTODIAL SUPPORT SERVICES

A. Space Program

Head Custodian	100 SF
Supply Storage	200 SF
Ground Storage	200 SF
Custodial Closets	250 SF
	750 SF

B. Adjacency Diagram



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4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

NUTRITION SERVICES / CUSTODIAL SERVICES

C. Program Activities

- Nutrition services
- Food cooking and preparation
- Food serving
- Student and faculty dining
- Custodial services provides storage for custodial equipment and supplies

D. Design Objectives:

- Nutrition Services along with the Multi-purpose Room, Library-Media / Student Union and Main Quad components of the campus make up the campus 'hub'. Create a sense of connection and synergy between these spaces.
- Provide adequate queuing and serving area dedicated for nutrition services, separate from the Multi-Purpose Room (MPR). Optimize circulation, efficiency of service and flow.
- Food serving area must be adjacent to Kitchen.
- Student queuing into the serving area should be located off a covered area to protect students from the weather and sun. There should be clear views into the serving room to better manage flow.
- The Federal Government is moving towards implementing more scratch cooking at schools. The District Central Kitchen and on-site kitchens will need to move towards supporting the implementation of this.
- Access to restrooms should be adjacent to the lunch area.
- Provide covered area with sun and rain protection for students to eat.
- Custodial closets should be dispersed throughout campus for ease of cleaning staff access.

D. Design Guidelines:

- Approximately 4 SF/student for the Lunch Shelter area

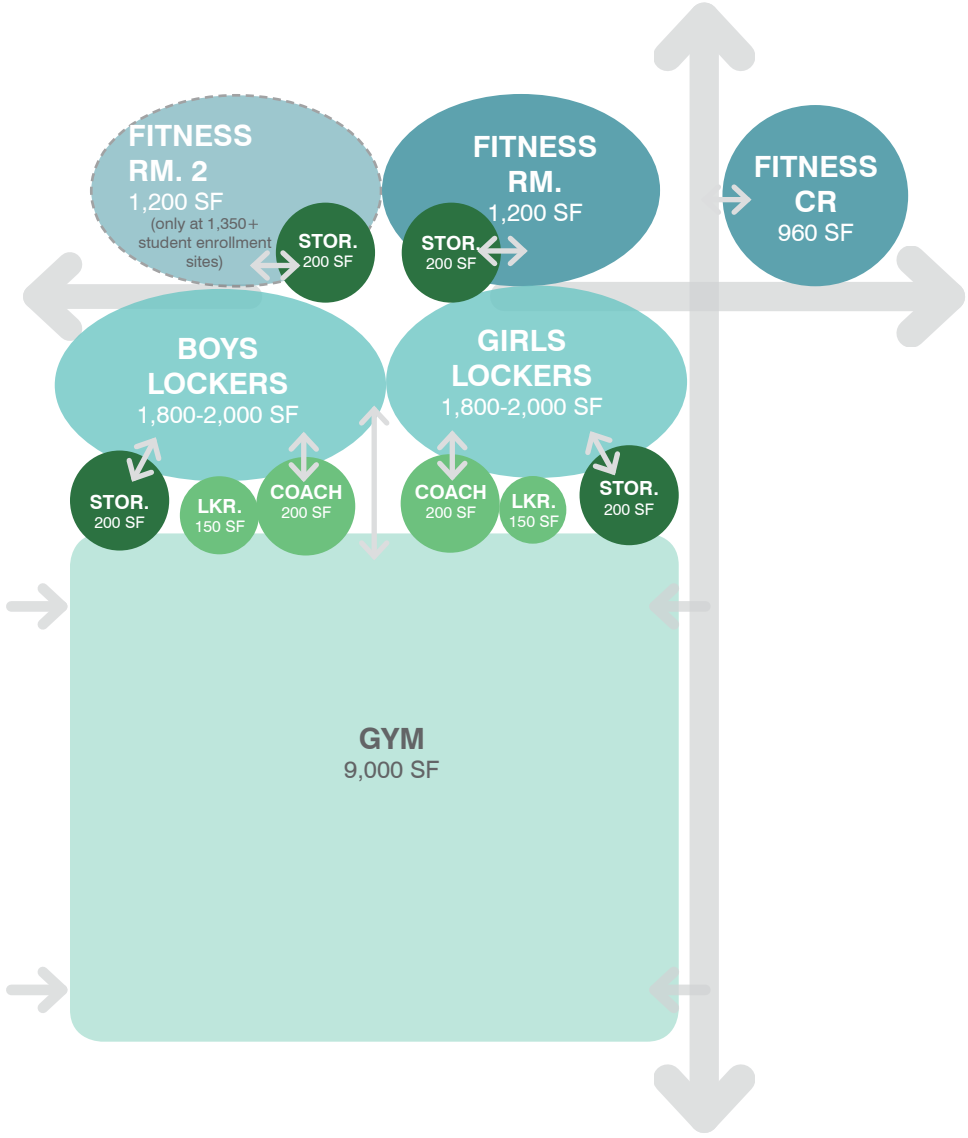
4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

PHYSICAL EDUCATION

A. Space Program

Gymnasium	9,000 SF
Storage	800 SF
Fitness Studio (Dance, Fitness)	1,200 SF
Fitness/ PE Classroom	960 SF
Boys Locker Room	1,800 SF
Girls Locker Room	1,800 SF
Coaches Office	400 SF
Coaches Locker Room	300 SF
Restrooms	per code
	>16,260 SF

B. Adjacency Diagram



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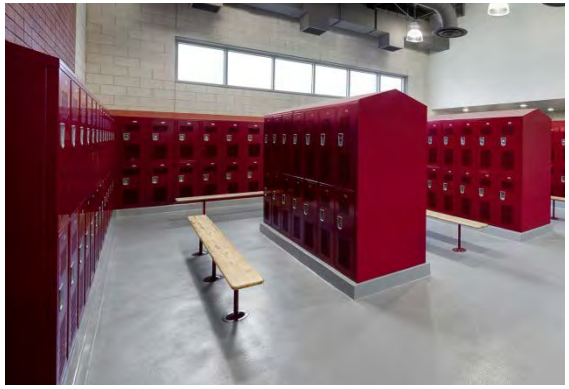
PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

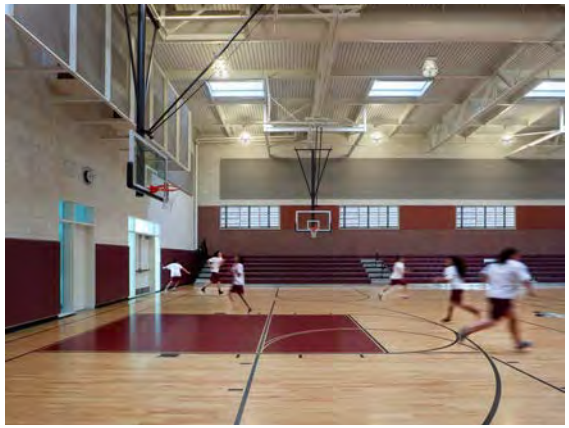
C. Program Activities

- Instructional activities
- Assemblies and large group performances and presentations
- Community Use
- Physical Education and Athletics
- Health instruction
- Testing

D. Design Objectives

- Space should display school pride and spirit
- Provide proper sound system in Gym
- Motorized bleachers
- Adequate number and size of lockers to accommodate student backpacks
- Safety and security is priority in Locker Rooms
- Clear supervision in locker rooms
- Storage of equipment
- Locate Gym facilities near parking
- Provide public restrooms. Keep in mind sight lines
- Proper ventilation
- Sports flooring in Fitness Room or proper Dance Flooring if space is designed to accommodate specific Dance program





4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

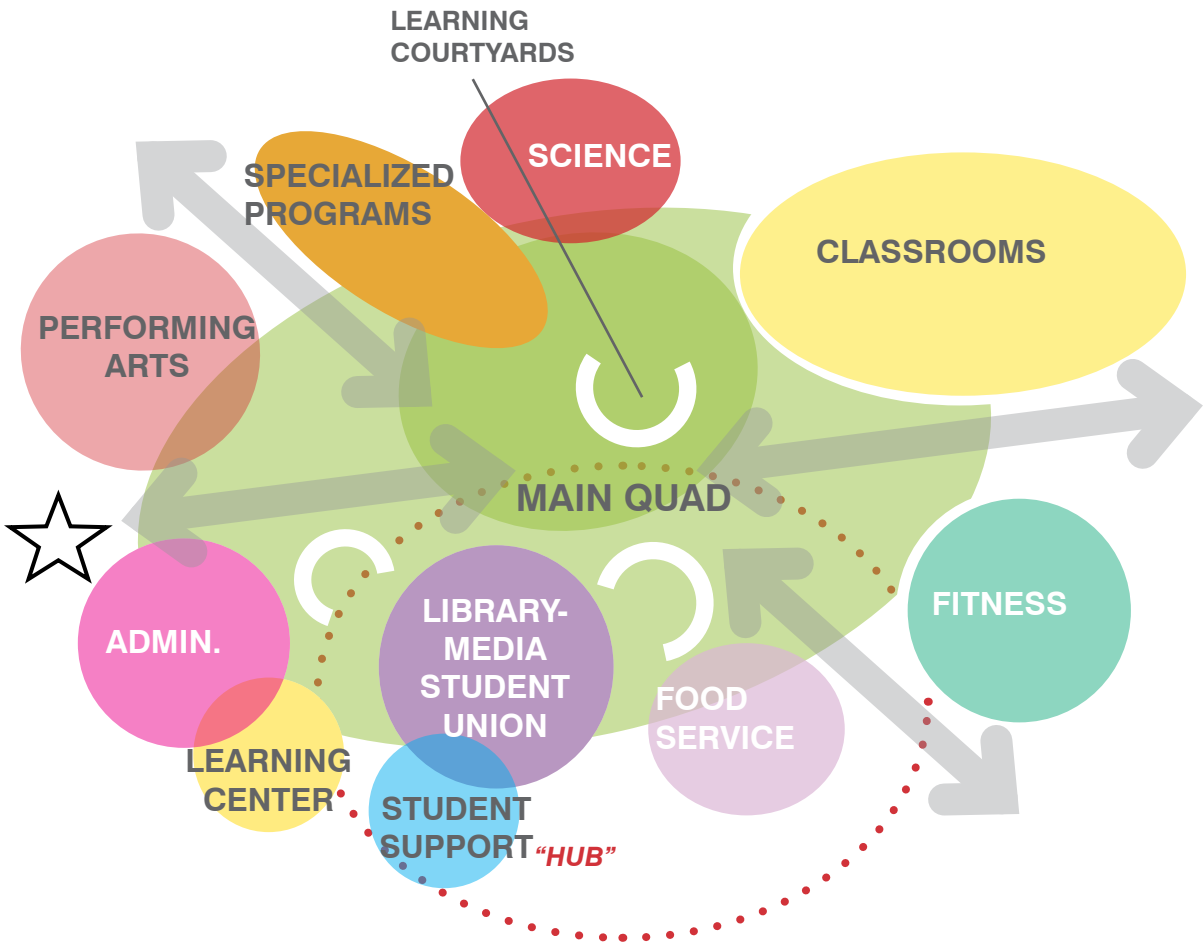
CAMPUS PLAN

This graphic represents an ideal campus organization, based on input from the staff and administrators. During the master planning work, effort was made to reorganize / reconfigure existing spaces and construct new facilities to support this organizational layout.

OUTDOOR LEARNING OPPORTUNITIES

Enhance site areas with landscaping, hardscape and integrated seat walls along with technology access. Outdoor learning areas can augment indoor learning spaces, allow for break out activities, and student study and collaboration. Areas near Science and Elective Labs can be created to further support curriculum activities, such as a learning garden.

B. Adjacency Diagram

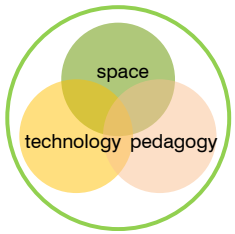


4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

CLASSROOMS | CO-LAB

A. Space Program

Classrooms (44 x 960 sf)	42,240 SF
Student Co-Lab (44 x 240 sf)	10,560 SF
PLC Staff Collaboration / Stor. (9 x 300 sf)	800 SF
PLC Staff Restrooms (18 x 65 sf)	1,170 SF
Storage (9 x 100 sf)	900 SF
Restrooms	per code
	>55,670 SF



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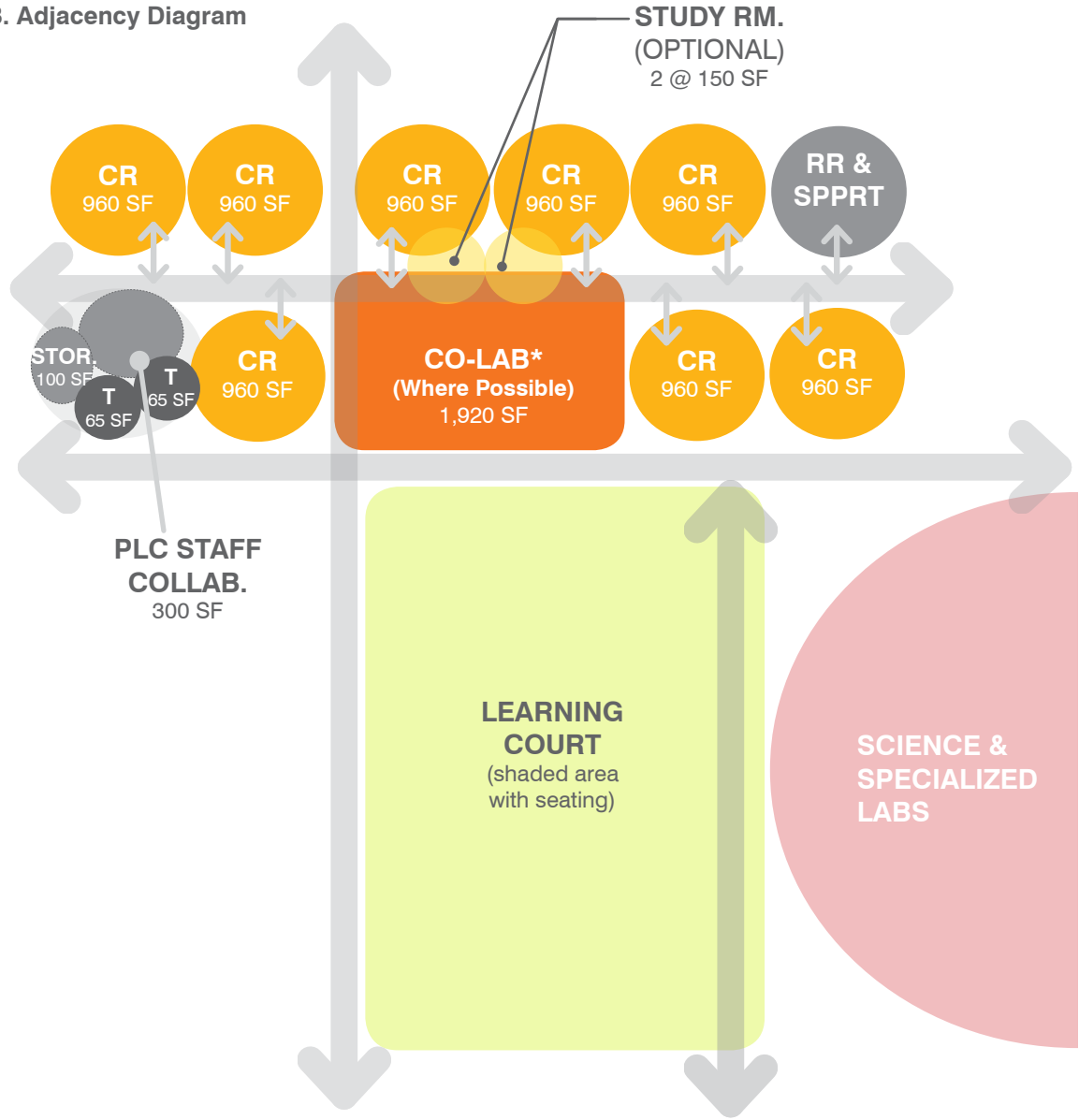


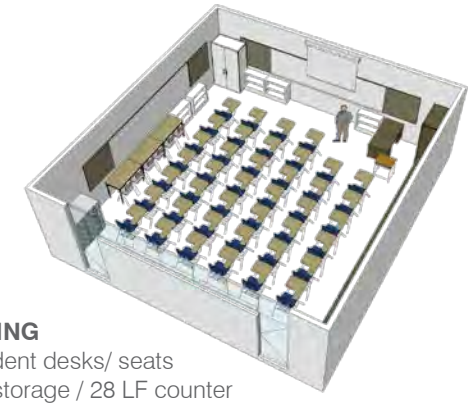
4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

CLASSROOM | FURNITURE & EQUIPMENT

During discussions about 21st Century learning environments, one of the biggest topics is the classroom environment, the evolution of how students learn, the impacts of technology and how facilities can better support diverse learning styles. The consensus from these discussions with District leadership, curriculum leaders, Principals, and school site committees is that the current classrooms need to evolve to adapt to today's student needs. Because students spend the majority of their school day in classrooms, the biggest impact can be made with furniture and equipment.

Today's classroom is about flexibility, agility, and adaptability. Space within the classroom shall be maximized, teacher desk area minimized. Desks/ chairs should be easily move-able to allow easy re-configuration. Some furniture with castors, tables with the ability to fold and stack, move-able markerboards, and mobile storage shall be considered.

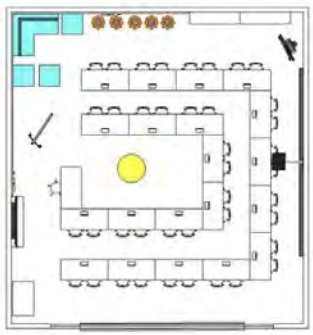
Technology will also continue to become more mobile, need to be accessible by all students, and integrated into the classroom space. Creating facilities where 'learning happens everywhere', outdoor areas and Co-lab spaces can be used as extensions to the classroom.

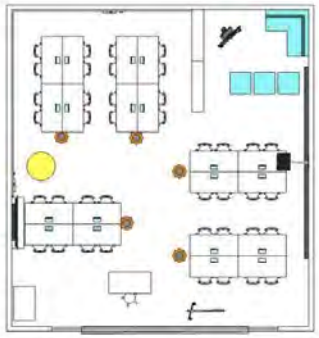


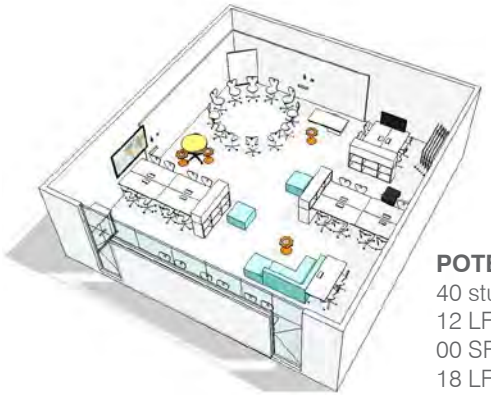
EXISTING
40 student desks/ seats
42 LF storage / 28 LF counter
180 SF dedicated teacher space
30 LF tack / 32 LF whiteboard

With any change, there must be a cultural shift and proper training for teachers so that they can utilize the furniture and equipment in the most effective manner.


Lecture


Discussion


Break-Out



POTENTIAL PROPOSED
40 student desks/ seats
12 LF storage / 10 LF counter
00 SF dedicated teacher space
18 LF tack / 50 LF whiteboard

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

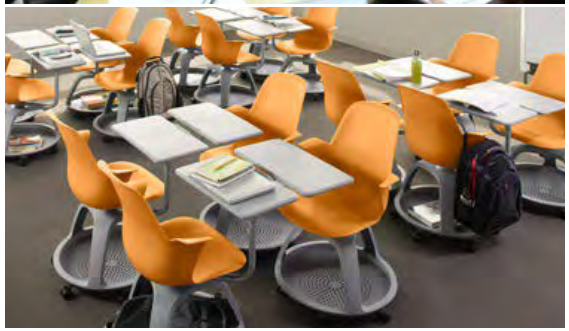
CLASSROOM | CO-LAB

C. Program Activities

- Interdisciplinary, learner-centered instruction with full-integration of technology
- Active and passive learning activities
- Large lecture to small group to individual work
- Core subject instruction: Language Arts, Social Studies, Math, Science

D. Design Objectives

- Ability to support diverse grouping strategies, encourage interdisciplinary teaching with visibility to adjoining classrooms and shared collaboration areas.
- Ability to open to the outdoor space.
- Classrooms to be organized in a cluster around a central common area (Co-lab).
- The Co-lab area is a flexible space with moveable and group-able furniture that acts like an extension to the Classroom and can be utilized for break-out and small group activities. *This model will be implemented in new construction or where feasible in existing Classroom configurations. There needs to be adequate supervision from Classroom to the Co-lab. Initiate Co-lab spaces as pilot projects to test the validity of the space and provide training on how to use the space.
- Spaces will be designed with appropriate charging stations, outlets and wireless technology for integration of mobile devices.
- Provide areas of student display.



4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

SCIENCE LABS

A. Space Program

Lab (10 x 1,500 sf)	15,000 SF
Prep Room (10 x 200 sf)	2,000 SF
	17,000 SF

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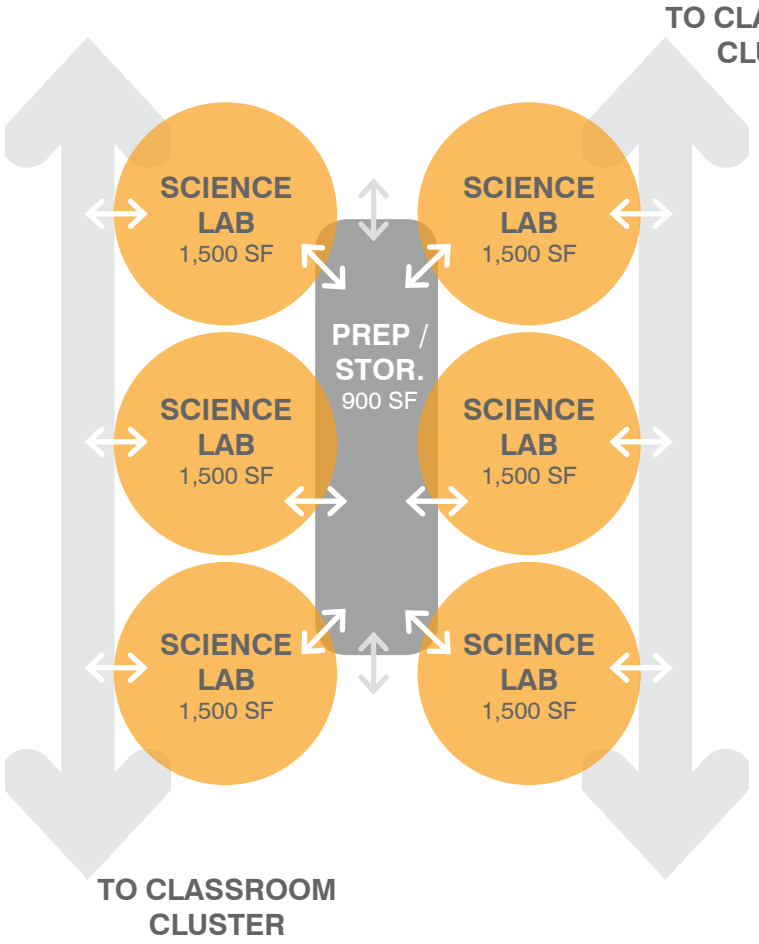


EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

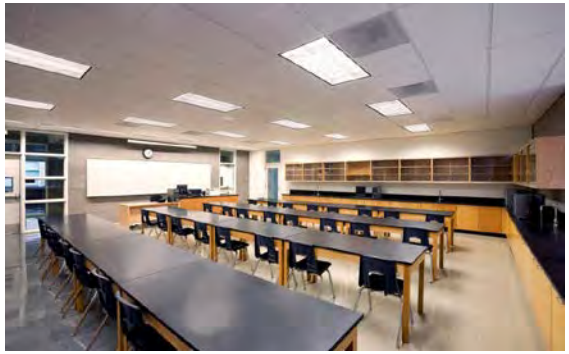
SCIENCE LABS

C. Program Activities

- Hands-on lab experiments
- Small group working sessions
- Full classroom lectures
- Curriculum could include General Science, Biology, Physics, Environmental Science, Chemistry

D. Design Objectives

- Distinct lecture and lab space within Classroom
- Tie outdoor learning courtyards to curriculum activities.
- Integrate technology into Science Labs
- Utilize chemical resistant surfaces
- Evaluate specifying group-able lab tables for flexibility and collaboration



4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

PERFORMING ARTS

A. Space Program

Theater	
Main Theater*	4,000 SF
Lobby/ Display Gallery	1,000 SF
Concessions	200 SF
Ticket Booth	75 SF
Theater Support	
Stage	2,400 SF
Orchestra Pit	1,000 SF
Scene Shop/ Construction Lab	1,000 SF
Tools & Material Storage	100 SF
Prop Storage	600 SF
Costume Storage	400 SF
Dimmer Room	75 SF
Sound & Lighting Control Room	200 SF
Dressing/Make-up w/ Toilet (2 x 300sf)	600 SF
	11,650 SF
PLC - COLLABORATIVE TEAMING	
Conference/ Green Room	400 SF
Staff Workroom	300 SF
Storage	100 SF
	800 SF

**Size of theater may vary dependent on number of seats*

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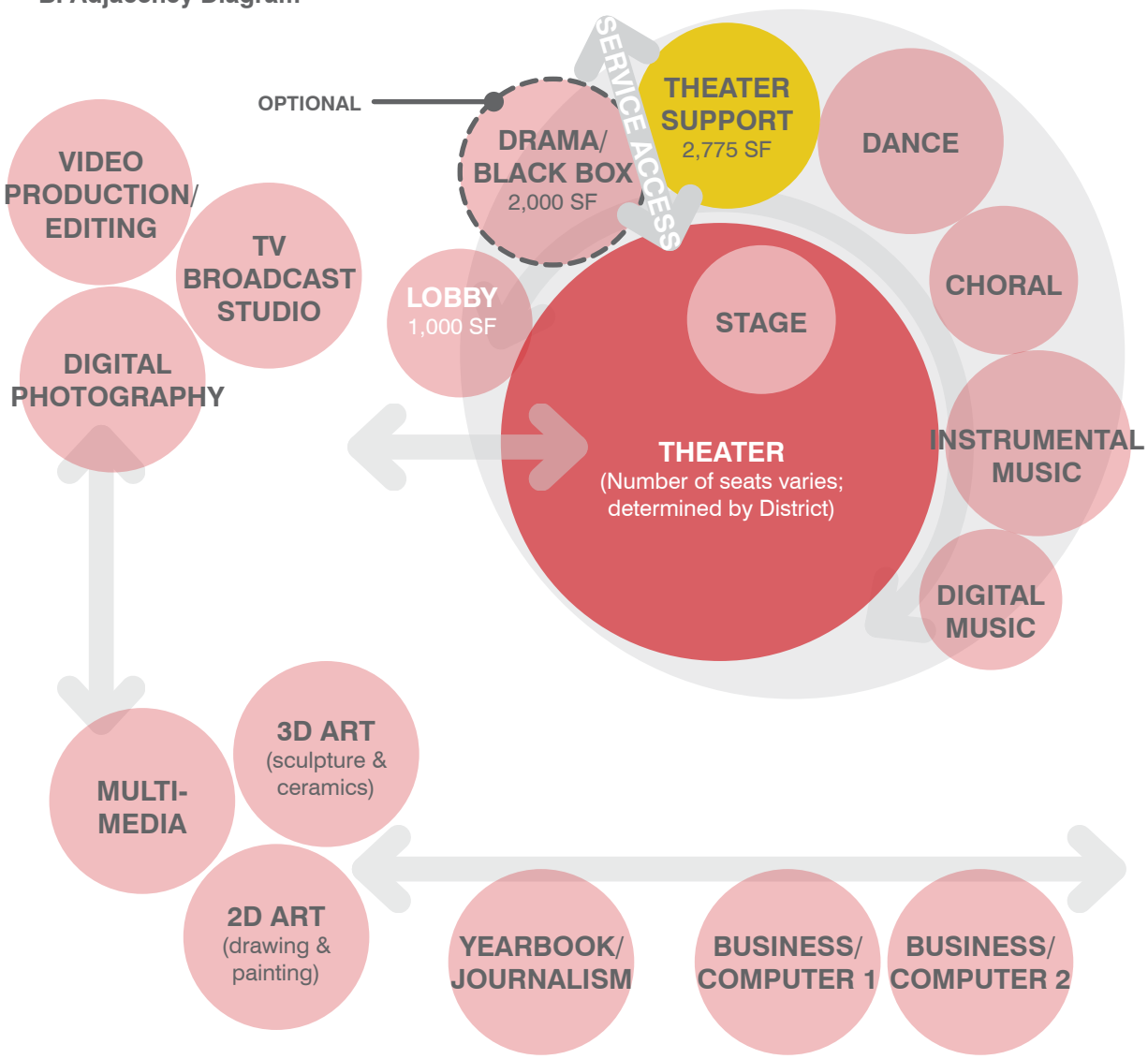

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

MULTI-MEDIA ARTS

VISUAL ARTS

A. Space Program

Art 2D (2 x 1,600 sf)	3,200 SF
Storage/ Workroom	400 SF
Art 3D	1,800 SF
Kiln	100 SF
Clay/ Project Storage Room	300 SF
Storage/ Workroom	200 SF
Design/Photography Lab	1,200 SF
Storage/ Workroom	200 SF
	7,400 SF

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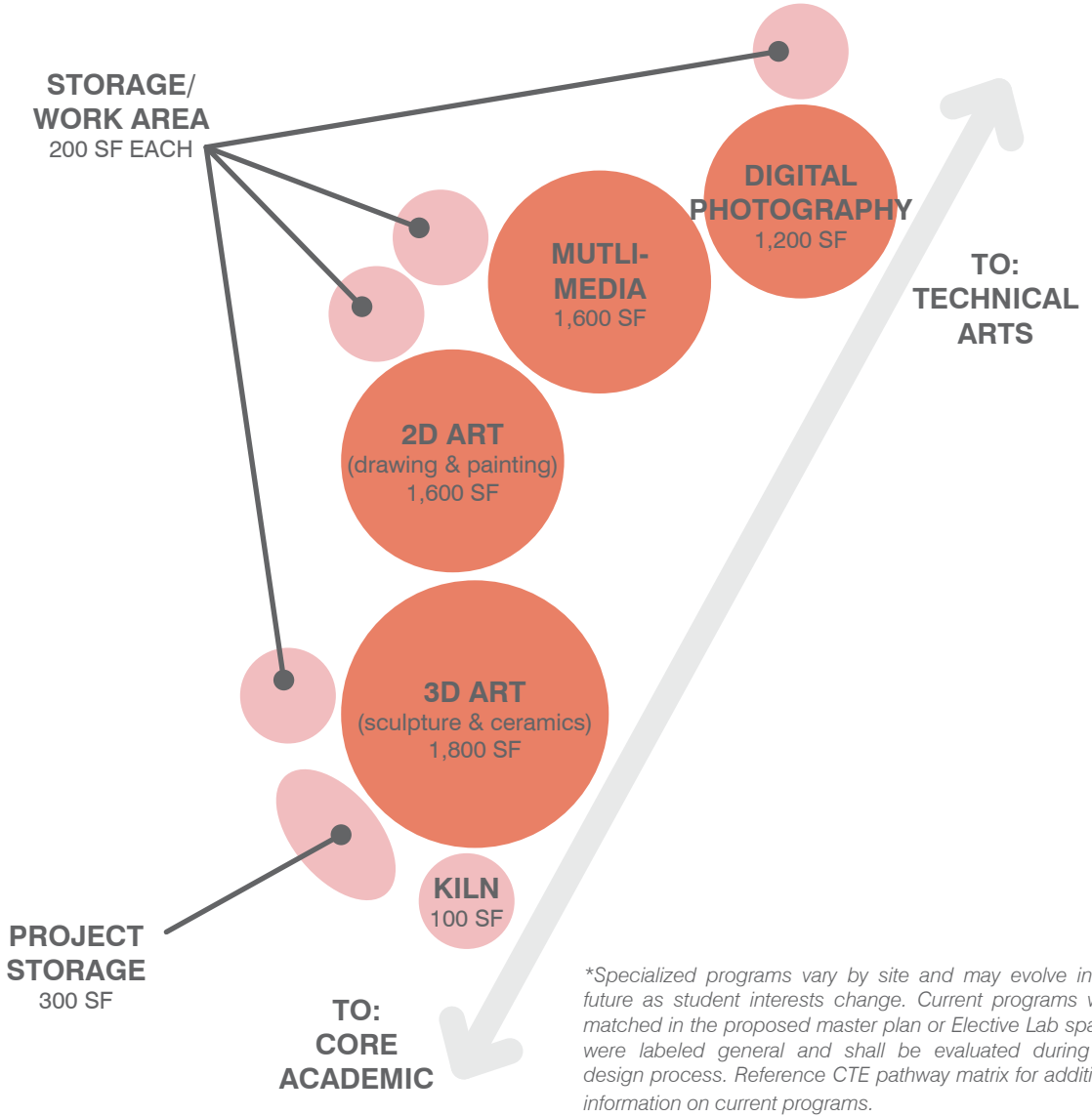


**Specialized programs vary by site and may evolve in the future as student interests change. Current programs were matched in the proposed master plan or Elective Lab spaces were labeled general and shall be evaluated during the design process. Reference CTE pathway matrix for additional information on current programs.*

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

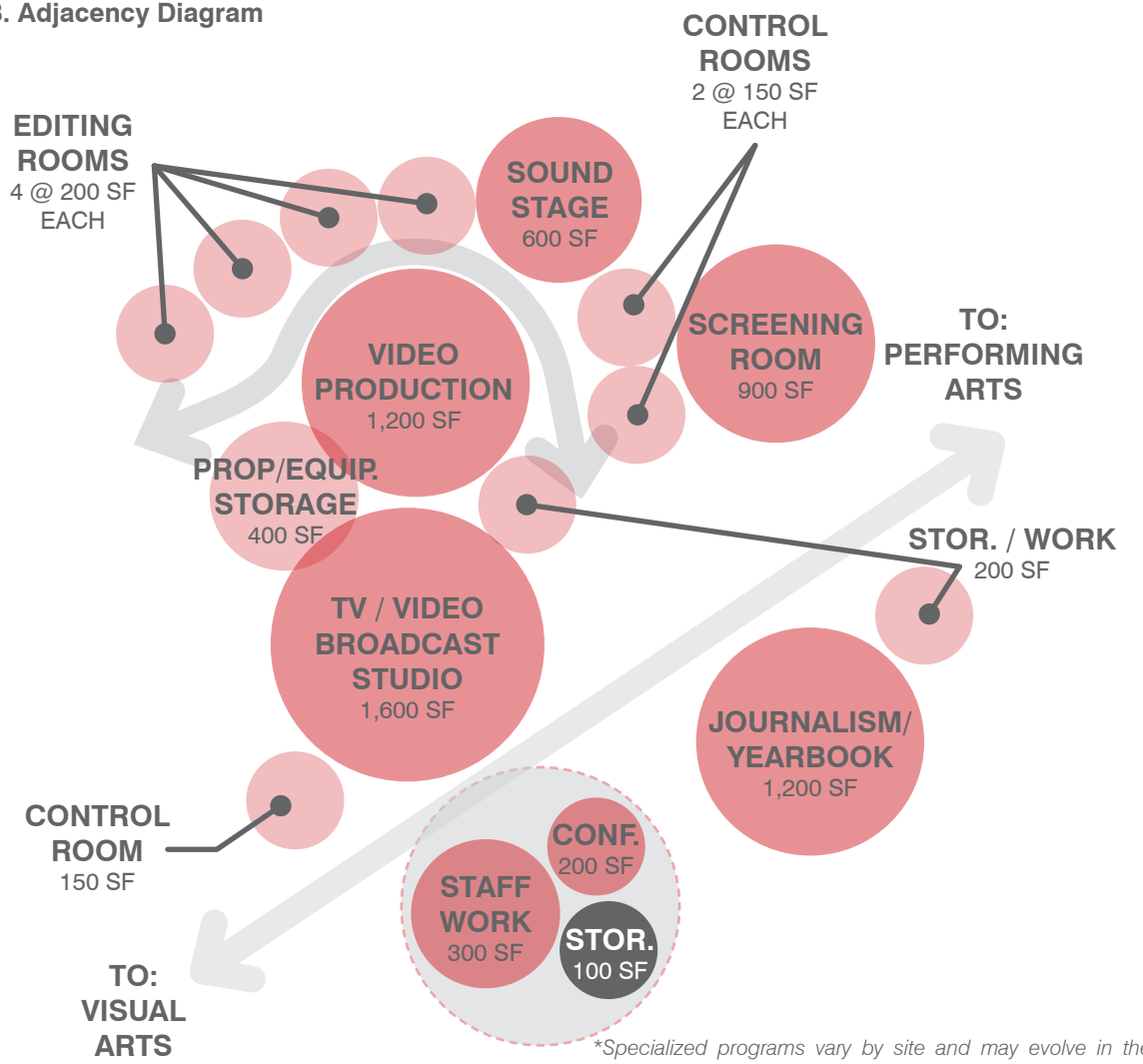
MULTI-MEDIA ARTS

TECHNICAL ARTS

A. Space Program

TV/Video Production	
TV/ Broadcast Studio	1,600 SF
Control Room	150 SF
Video Production Lab	1,200 SF
Multimedia/ Editing Room	800 SF
Foley Sound Stage/ Audio Studio	600 SF
Control Room	150 SF
Screening Room	1,800 SF
Control Room	150 SF
Prop & Equipment Storage	400 SF
Storage/ Workroom	200 SF
Journalism/ Yearbook	
Classroom/ Lab	1,200 SF
Storage/ Workroom	200 SF
	8,450 SF

B. Adjacency Diagram



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4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

SPECIALIZED PROGRAMS

BUSINESS / DESIGN / ENGINEERING (FLEX PROGRAM LABS)

A. Space Program

Design Lab (2 x 1,200 sf)	2,400 SF
Storage/ Workroom (2 x 200 sf)	400 SF
	2,800 SF

CONSTRUCTION/ BUILDING INDUSTRY INDUSTRIAL TECHNOLOGY

A. Space Program

Shop (2 x 2,000 sf)	4,000 SF
Material Storage	400 SF
Tool/ Equipment Storage	200 SF
Office/ Workroom	200 SF
	4,800 SF

SPECIALIZED PROGRAMS ROTC, CHILD DEVELOP., FASHION, MACHINE & FORMING TECHNOLOGY

A. Space Program

Classroom (5 x 1,200 sf)	6,000 SF
Storage	1,000 SF
	7,000 SF

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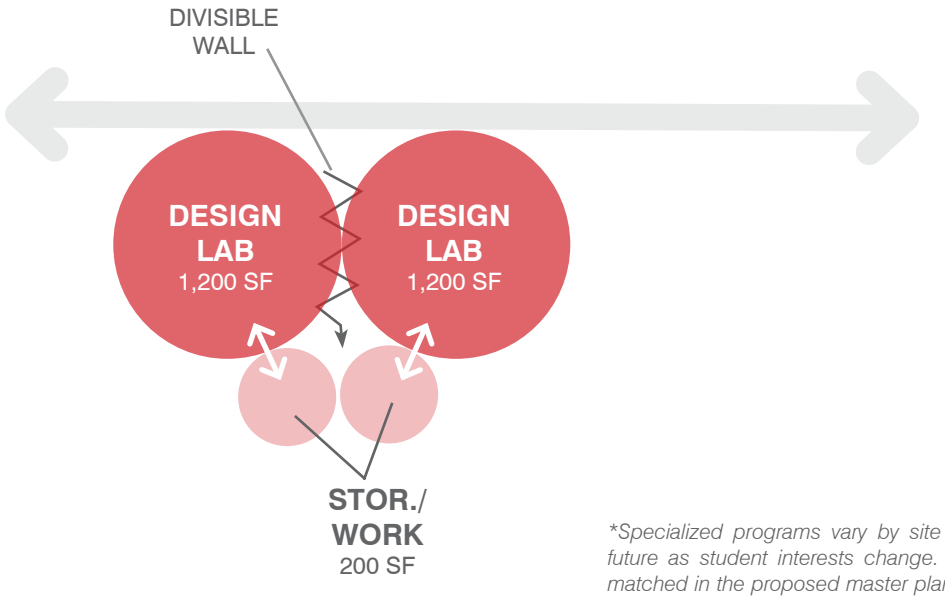

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4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

SPECIALIZED PROGRAMS

CTE Career Pathways

	Anaheim	Cypress	Gilbert	Katella	Kennedy	Loara	Oxford	Magnolia	Savanna	Western
Arts, Media & Entertainment	(FBLA)	(FBLA)			(FBLA)					(FBLA)
Design, Visual, & Media Arts	CA Part Acad	Perkins		Perkins/ROP				Photo - ROP		Perkins
Media Production Arts	CA Part Acad	Perkins			Perkins	Perkins			Perkins	Perkins
Performing Arts	APAC Boosters									ROP
Production Management	AME Grant									
Building & Construction Trades				*NAHB*						*NAHB*
Residential and Commercial Construction	ROP/Perkins		ROP	ROP/Perkins				ROP/Perkins		ROP
Business & Finance										
Financial Services	ROP		ROP		Perkins				Perkins	
Business Management	Banking - ROP			Perkins		Banking-ROP				
Education, Child Development, and Family Services										
Child Development	ROP	ROP		ROP		ROP				ROP
Education					ROP	GEN		ROP		ROP
Engineering & Design										
Engineering & Architecture (PLTW)	ROP									
Fashion & Interior Design										
Fashion Design & Merchandising	Perkins									
Health Science & Medical Technolog						(HOSA)		(HOSA)	(HOSA)	(HOSA)
Patient Care	Dental - R	EMT - R	Medical-R			Medical - R		Medical - R	Nurse - R	Medical - R
Special Area:		Sprt Md-R			Pharm - R					
Biotechnology (BioMedical)							PLTW -R			PLTW/Perkins
Hospitality, Tourism, and Recreation				(HERO)	(HERO)					
Food Service and Hospitality		Perkins	ROP	Perkins	Perkins				ROP	ROP
Information & Communications Technologies										
Information Support & Services	Perkins									
Software & Systems Development		Perkins				Perkins	Perkins			
Manufacturing & Product Design										
Machine and Forming Technology	ROP									
Marketing, Sales, and Service					(FBLA)		(FBLA))			
Entrepreneurship & Self-Employed					Perkins		Perkins			
Public Services										
Public Safety	Navy/ROP		ROP	Army/ROP	Army/ROP	Army/ROP		Army/ROP	ROP	Army/ROP
Transportation										
Operations: Structural Repair & Refinishing						ROP			ROP	
Systems Diagnostics & Services				ROP		ROP			ROP	

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

ADMINISTRATION

A. Space Program

Public Administration	
Lobby	400 SF
Reception	150 SF
Principal	250 SF
Large Conference	250 SF
Principal's Secretary Office	75 SF
Flex Office (2 x 125 sf)	250 SF
Admin Work/ Copy/ Staff Mailbox	400 SF
Supply Storage	200 SF
Toilet (2 x 150 sf)	250 SF
Main Copy Room	
Copy Center	600 SF
Supply Storage	200 SF
Site Administration/ Discipline	
Student Reception/ Waiting	300 SF
AP Clerical Support (3 x 75 sf)	225 SF
Assistant Principal's Office (3 x 150 sf)	450 SF
School Resource Officer Office	125 SF
Conference (2 x 150 sf)	300 SF
	4,425 SF
Attendance	
Attendance Office (4 x 75 sf)	300 SF
Current Records Storage	100 SF
	400 SF
Health	
Reception/ Waiting	75 SF
Exam Room	75 SF
Health Workstation	75 SF
Cot Area (3 cots)	300 SF
Toilet	75 SF
	600 SF
Parent Center	
Parent Center	450 SF
Storage	100 SF
	550 SF

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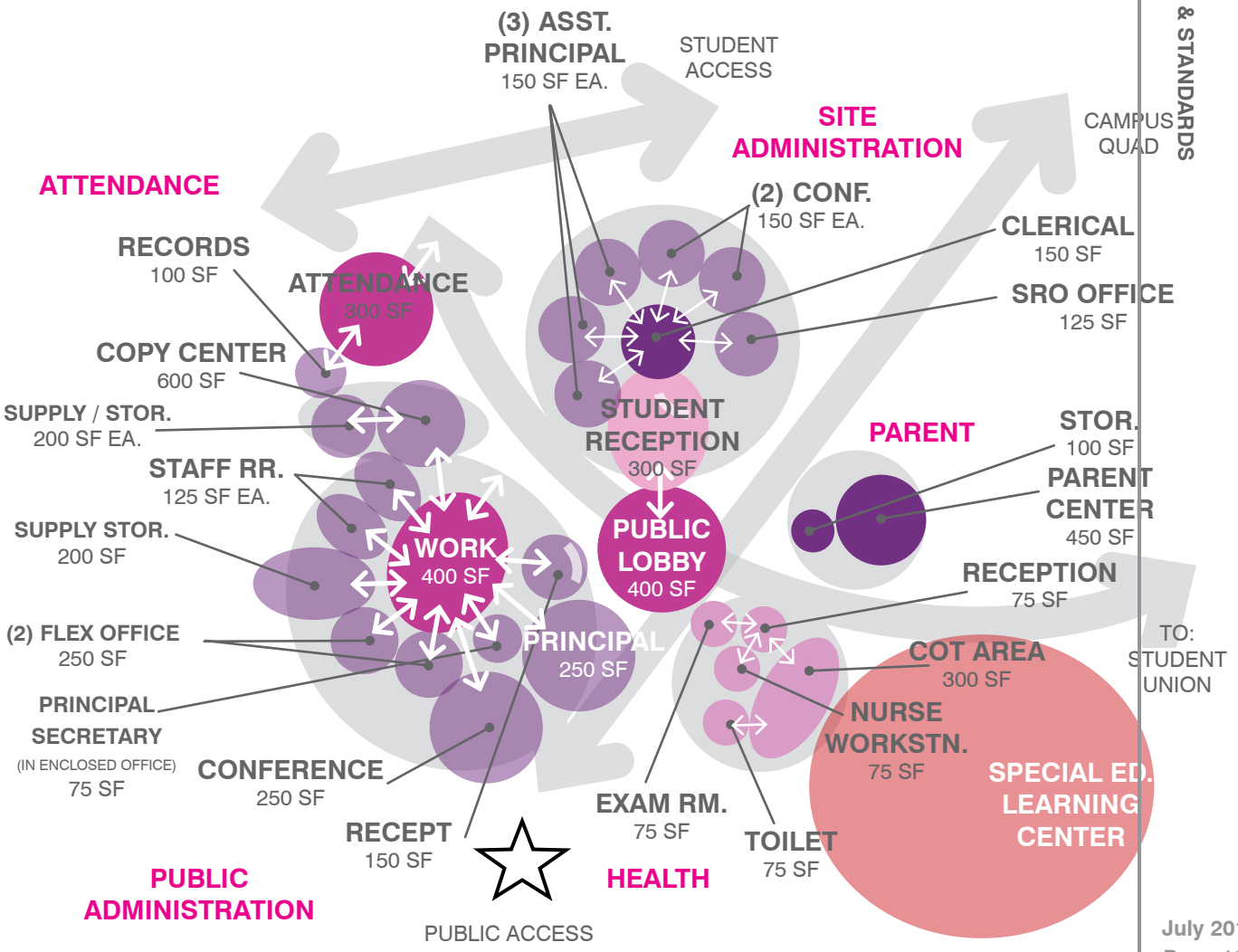

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

ADMINISTRATION

C. Program Activities

- Check-in/ Front entry/ 'Welcome Center'
- Administrative duties
- Conference
- Discipline
- Counseling
- Health support
- Staff collaboration
- Attendance, enrollment, supply and records storage

D. Design Objectives

- Welcoming Lobby - establish school pride
- Define a clear, single point of entry for campus
- Limited access to 'Private' staff spaces
- Clearly defined 'Public' spaces (lobby and waiting area)
- Centralized Staff Workroom to foster staff collaboration and interaction
- Allow for staff communication and collaboration
- Adequate sized staff lounge and administrative areas
- Adequate storage for record files and office supplies
- Meet CDE standards for health office
- Parent volunteer workroom provides space for parents, an integral part of the learning community
- Area for student artwork display

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

SPECIAL EDUCATION

A. Space Program

RSP/MM

Classroom (3 x 960 sf)	**2,880 SF**

Special Ed (LHS, SH, Autism)

RSP, MM, DHH, O+M	0 SF
LHS, SH, Autism Classroom (2 x 960 sf)	1,920 SF
Toilets / Hygiene	270 SF
Sensory	250 SF
Living Skills	320 SF
Laundry	100 SF
Conference	120 SF
	2,980 SF

Special Education - Bridges

Classroom (2 x 960 sf)	1,920 SF
Toilets/ Hygiene	270 SF
Living Skills	320 SF
	2,510 SF

Special Education - Adult Transition

Classroom (2 x 960 sf)	1,920 SF
Toilets / Hygiene	270 SF
Focus	250 SF
Living Skills	320 SF
Conference	120 SF
	2,880 SF

Special Education - ED, VI

Classroom	960 SF
Focus / Braillist	100 SF
	1,060 SF

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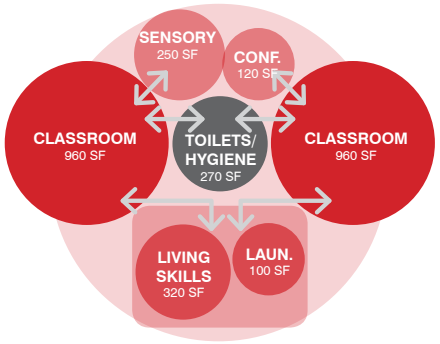
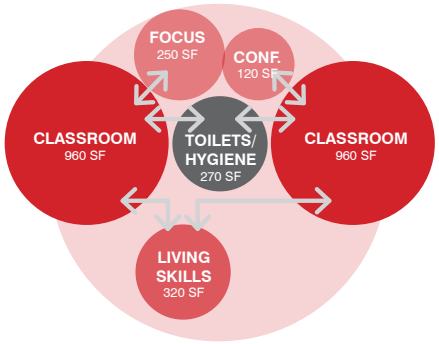
B. Adjacency Diagram

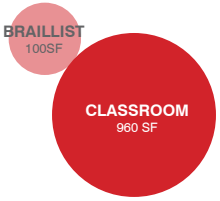
LHS, SH, AUTISM, OH



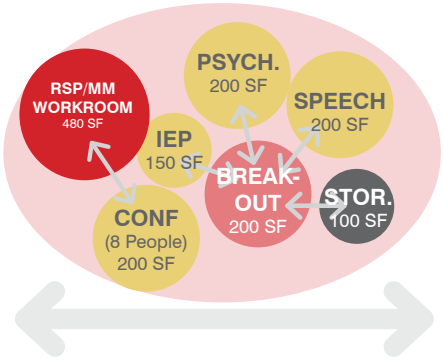
BRIDGES



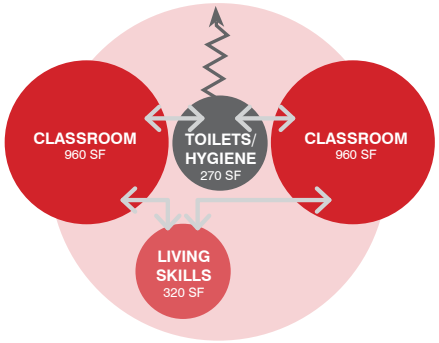
VI



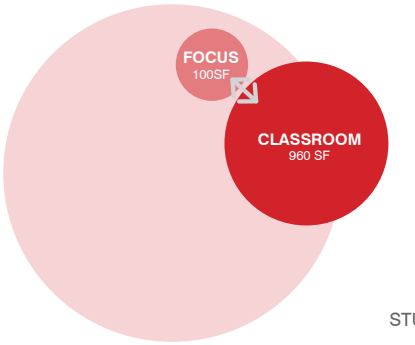
LEARNING CENTER



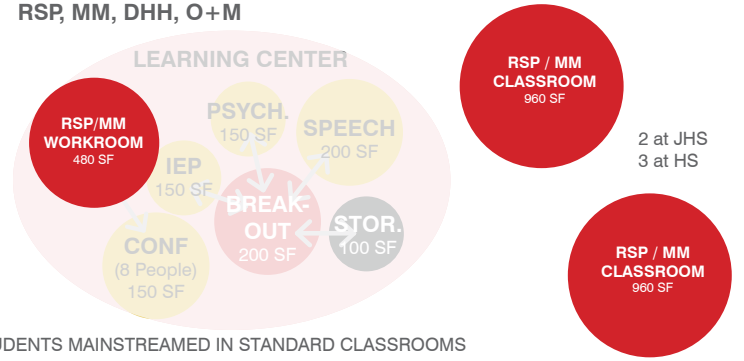
ADULT TRANSITION



E.D.



RSP, MM, DHH, O+M



STUDENTS MAINSTREAMED IN STANDARD CLASSROOMS

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

SPECIAL EDUCATION

	DHH	RSP	(CH) Mild/MOD.	LHS	(Moderate) Autism	(SH) MOD./Severe	E.D.	(Severe Ed) Bridges	Visually Impared	Orthopedic Handicapped	Sensory Room
Anaheim High		6	5		2				1		
Cypress High		5	3		2	2	1				
Kennedy High		4	4	1		1	1				
Katella High		6	5	1			1				1
Loara High		5	5	2		2	1				
Magnolia High		5	4	1	3			3 (Bridges)			1
Savanna High		5	3			2					
Western High		5	4	2							
Trident Center		1 (CDS)	4 (GSD)				1 (GSD)				
Hope Special Ed Center						22					1 (OT-PT)
Oxford Academy											
Adult Transition*				4 (Hope)		2 (D.O.)					

*Adult Transition programs to be added to Loara HS, Katella HS, Magnolia HS, Western HS, and removed from District Campus and Hope.

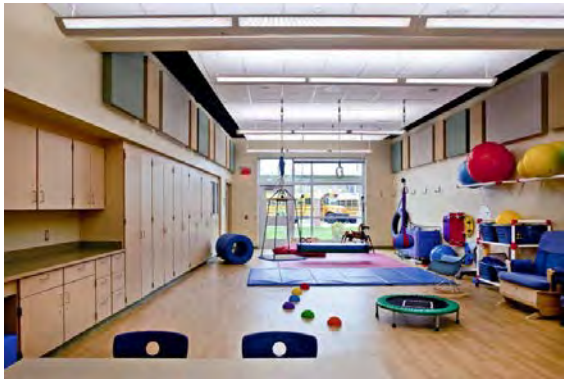
PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

SPECIAL EDUCATION

A. Space Program (Continued)

Learning Center

RSP/MM Workstations (6 x 80 sf)	480 SF
Break Out Area	200 SF
IEP Conference	150 SF
Records Storage	100 SF
Speech Office	200 SF
Psychologist Office	200 SF
	1,330 SF



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C. Program Activities

- Individualized physical education activities
- Specialized training or technical support for the incorporation of assistive devices
- Aural rehabilitation
- Monitoring of hearing levels
- Development and improvement of language and communication skills
- Consultation
- Tutoring
- Meetings

D. Design Objectives

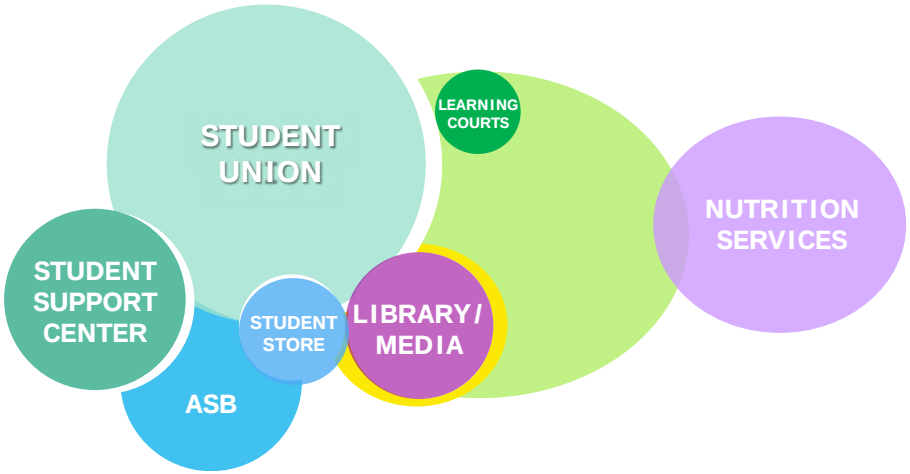
- Include a Learning Center at all school sites. Location should be adjacent or near the Main Administration offices. A workroom within this space will provide a 'hub' / work space for staff. In addition, dedicated offices shall be provided for Counselors.
- Two (2) RSP/MM Classrooms shall be provided at Junior High Schools and (3) RSP/MM Classrooms shall be provided at High Schools. In general, locate in centralized areas of campus, dispersed.
- RSP, MM, DHH, O+M program students shall be mainstreamed and integrated into campus to have full inclusion of Special Ed students on.
- Match existing specific programs for all other programs. Reference matrix on previous page for specific programs implemented at each site.
- Instructional support provided by a special education teacher or instructional aide to help students with special needs in their classes.
- Provide more efficient layout and equipment to ease the teachers interaction with the students e.g. larger rooms, break out focus rooms, built in casework and lifts.
- Sensory and Focus Rooms need to have clear supervision from the adjacent Classroom
- The Bridges program needs to be located in a separate, self-contained area, within a fenced in area preferably with an outdoor yard space.

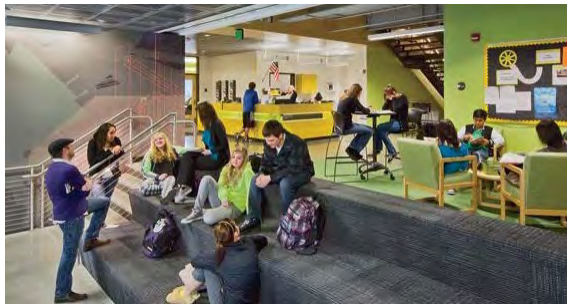
STUDENT UNION / LIBRARY-MEDIA

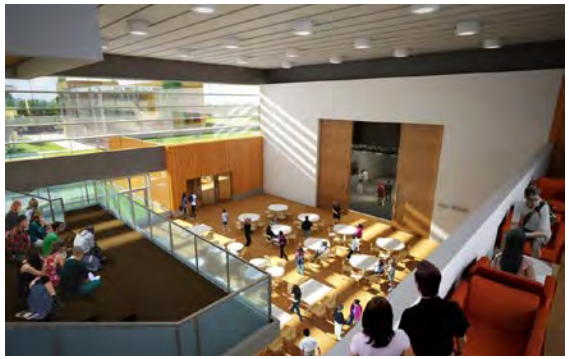
A. Space Program

Library-Media	
Circulation Desk	150 SF
Media Center Office	125 SF
Work/Processing Room	300 SF
Text/ Tech Storage	1,200 SF
Reference/ On-line Catalog Stations	600 SF
Reading Room	1,800 SF
Stacks/Collection	1,800 SF
Reference/ Periodical Stacks	400 SF
Student Work Areas	300 SF
Professional Dev. Library	400 SF
Staff Toilet	75 SF
Innovation Lab	1,200 SF
Technology Support	
Technology Director Office	150 SF
Technology Workroom	200 SF
Equipment Storage Room	200 SF
Main Data Network Control Room (MDF)	200 SF
	9,100 SF

B. Key Plan







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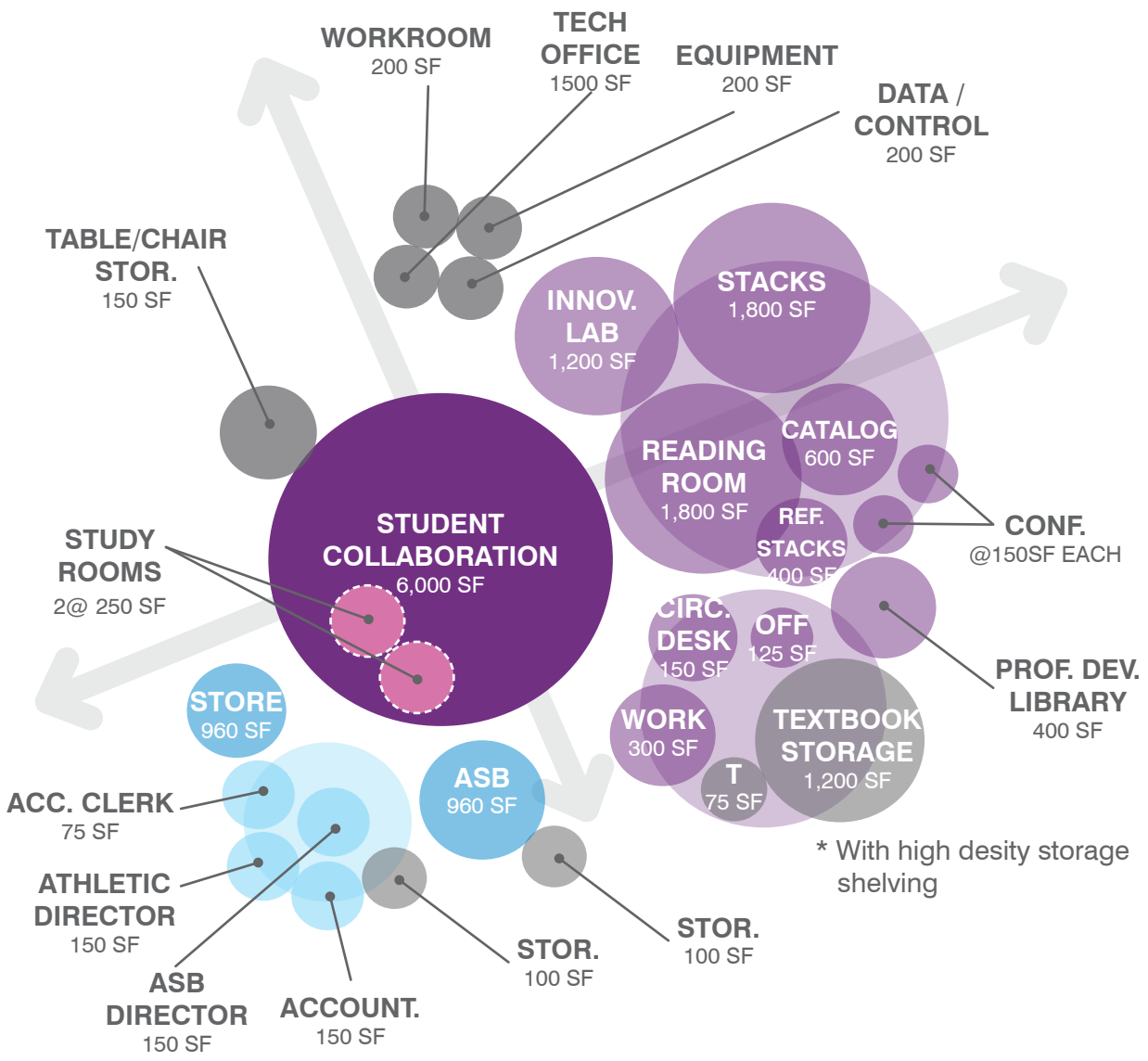
4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

LIBRARY - MEDIA / STUDENT UNION

A. Space Program

Student Union	
Collaboration/ Dining	6,000 SF
Study Rooms	500 SF
Table/ Chair Storage	150 SF
ASB	
ASB Director's Office	150 SF
Athletic Director's Office	150 SF
Student Store	400 SF
Accountant	125 SF
Accounting Clerk	75 SF
Activities Storage Room w/ Safe	100 SF
ASB Room	960 SF
ASB Storage Room	100 SF
	8,710 SF



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4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

LIBRARY - MEDIA / STUDENT UNION

C. Program Activities

- Student collaboration
- Study and reading
- Circulation of materials and resources
- Display student work
- Research
- Individual quiet study, small and large group activities
- Academic and social interaction
- Community access (if applicable)

D. Design Objectives

- The Library-Media Center / Student Union along with Nutrition Services and Main Quad areas form the campus "hub" for the school. Create a sense of connection and synergy between these spaces.
- Centrally locate to promote staff, student and community interactions.
- The library-media center / student union should be a welcoming, comfortable, informal, stimulus-rich, well-lit environment that supports multiple concurrent activities.
- Minimize built-ins and countertops. Make furniture flexible and mobile to allow for multiple configurations in the space. Allow the furniture to provide for large and small groups and individual areas.
- Innovation Lab, located within the Library-Media center to support computer-based programs, on-line learning and virtual instruction. Space can also be utilized for staff development and training.
- Provide dedicated space for MDF / IDF.
- Tech equipment storage needs to be secured.

E. Design Guidelines

Design for 3.3 SF per pupil plus 600 SF per California Department of Education standards.

Reading and Stacks:

- Balance of books vs. online materials
- *Referenced from the "Standards and Guidelines for Strong School Libraries" by the California School Library Association.*
  - Recommended Exemplary Quantitative Standards:

Pleasure Reading	32 - 45 SF per seat
Computing	36-45 SF per workstation

Professional Development Library:

- Actual volume count to be determined by site, assume approximately 17 books/ student at 1-inch per book. The use of mobile stacks vs. fixed stacks is important to consider with increasing technology and on-line collections. Mobile stacks will ease reorganization or removal of volumes if on-site book collection requirements decrease. Fictional volumes vs. non-fictional volumes should be considered in stack layout.

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

NUTRITION SERVICES / CUSTODIAL SERVICES

C. Program Activities

- Nutrition services
- Food cooking and preparation
- Food serving
- Student and faculty dining
- Custodial services provides storage for custodial equipment and supplies

D. Design Objectives:

- Nutrition Services along with the Student Union and Main Quad components of the campus make up the campus 'hub'. Create a sense of connection and synergy between these spaces.
- Provide adequate queuing and serving area dedicated for nutrition services. Optimize circulation, efficiency of service and flow.
- Food serving area must be adjacent to Kitchen.
- Student queuing into the serving area should be located off a covered area to protect students from the weather and sun. There should be clear views into the serving room to better manage flow.
- The Federal Government is moving towards implementing more scratch cooking at schools. The District Central Kitchen and on-site kitchens will need to move towards supporting the implementation of this.
- Access to restrooms should be adjacent to the lunch area.
- Provide covered area with sun and rain protection for students to eat.
- Custodial closets should be dispersed throughout campus for ease of cleaning staff access.

D. Design Guidelines:

- Approximately 4 SF/student for the Lunch Shelter area

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

STUDENT SUPPORT

A. Space Program

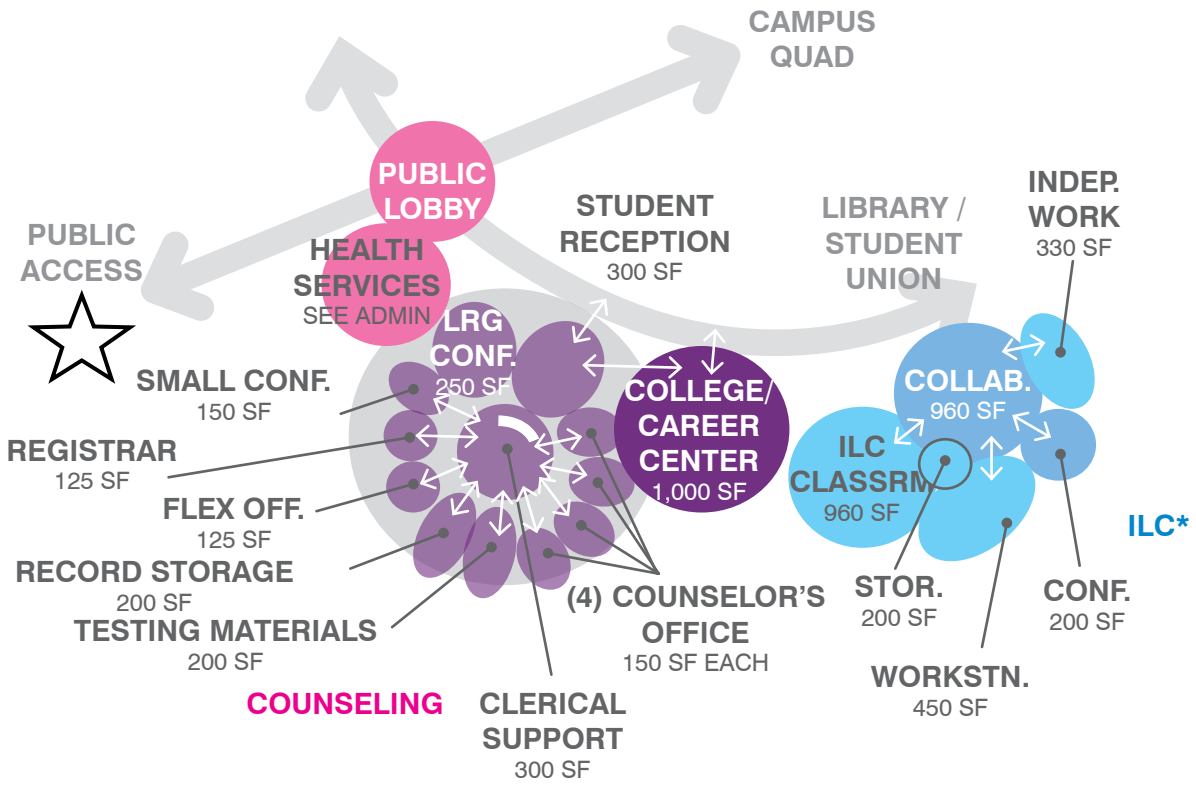
Counseling Services

Student Reception/ Waiting Area	300 SF
Clerical Support	300 SF
Counselor's Office	600 SF
Registrar Office	125 SF
Flex Office	125 SF
Testing Materials	200 SF
College/ Career Center	1,000 SF
Small Conference	150 SF
Large Conference	250 SF
Long-term Records Storage	200 SF
	3,250 SF

Independent Learning Center (ILC)

ILC Classroom	960 SF
Workstations	450 SF
Collaborative Work Area	960 SF
Conference	200 SF
Independent Work Area	330 SF
Storage	100 SF
	3,000 SF

B. Adjacency Diagram



*ILC'S (INDEPENDENT LEARNING CENTERS) TO BE IMPLEMENTED AT ALL HIGH SCHOOLS EXCEPT KENNEDY AND CYPRESS WHICH WILL SHARE ONE

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4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

STUDENT SUPPORT

C. Program Activities

- One-on-one instruction
- Small group instruction
- Tutoring
- Counseling
- Independent Learning

D. Design Objectives

- Centrally located on campus adjacent to the Library / Media Center
- Offices to accommodate private counseling sessions
- Small group room to be provided for breakout activities
- ILC's shall provide space at each high school site where students can obtain assistance / help earlier and allow for students to stay at their home schools. The space should support varied size learning from individual to large group. Space components to include a Classroom with student computer stations for online learning, study rooms for quiet individual learning, open staff workstations, and a medium-large group lecture space, as well as private conference room space

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

NUTRITION SERVICES

A. Space Program

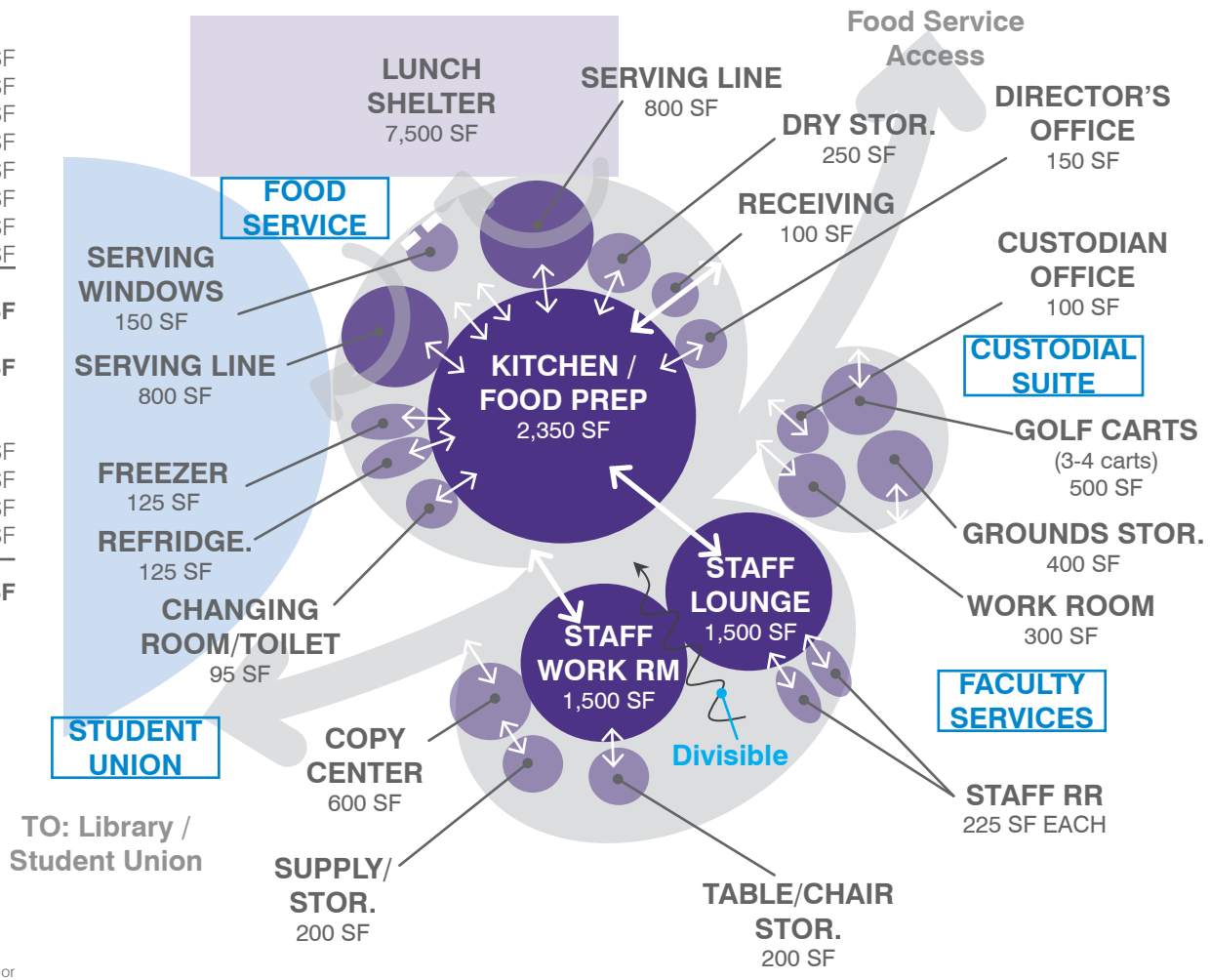
Kitchen

Kitchen/ Food Prep	2,350 SF
Dry Storage	250 SF
Walk-in Refrigerator/ Freezer (2 x 125 sf)	250 SF
Serving Line (2 x 800 sf)	1,600 SF
Serving Windows	150 SF
Changing Room/ Toilet	95 SF
Food Service Director Office w/ Safe	150 SF
Receiving Area	100 SF
	4,945 SF
Lunch Shelter	**7,500 SF**

Custodial Services

Custodian Office	100 SF
Custodian/ Maintenance Workroom	300 SF
Supply/ Ground Storage	400 SF
Golf Cart Garage/ Storage (4 carts)	500 SF
	1,300 SF

B. Adjacency Diagram



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4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

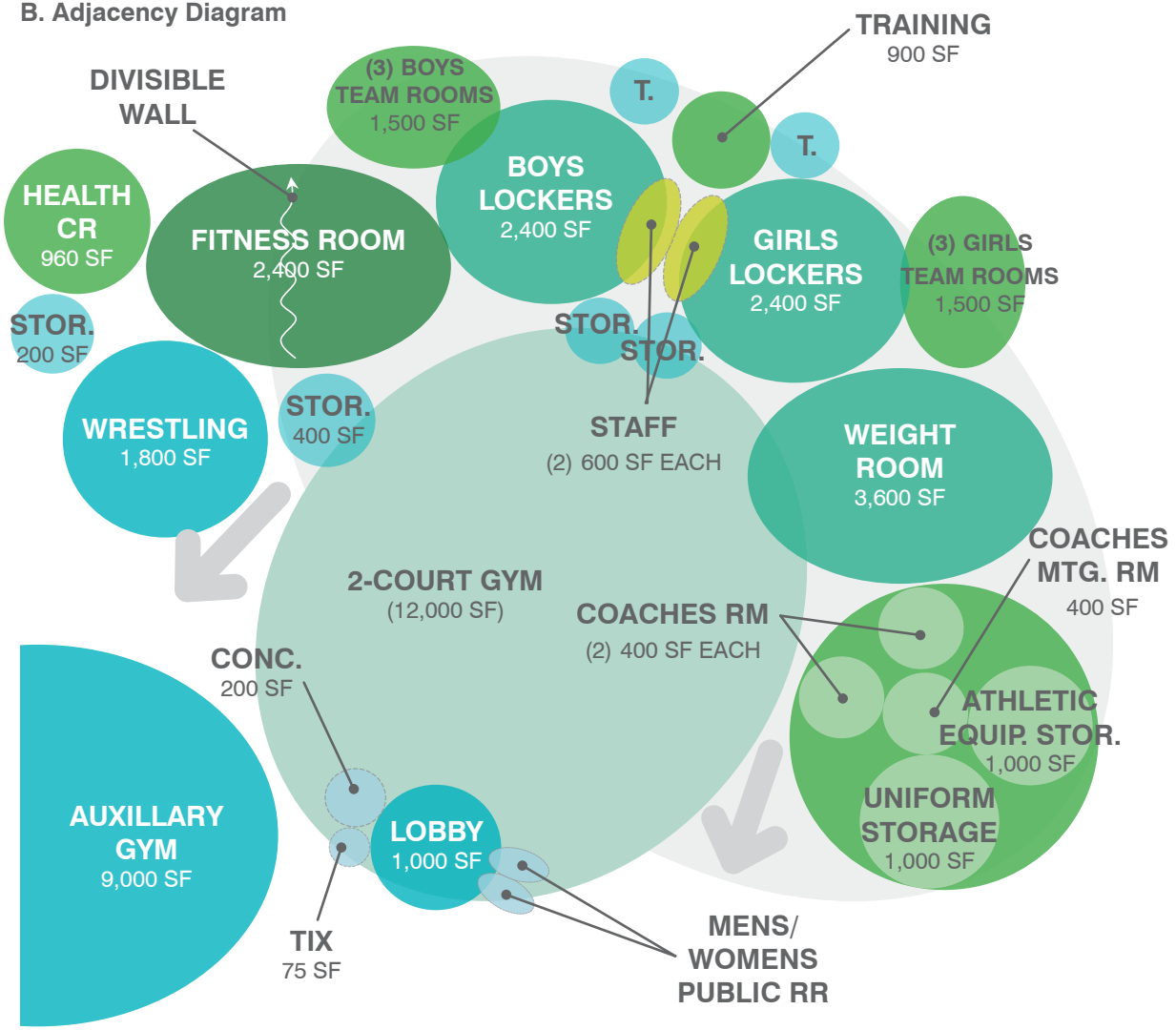
PHYSICAL EDUCATION / ATHLETICS

A. Space Program

Gymnasium	
Auxiliary Gymnasium	9,000
Lobby / Hall of Fame	1,000
Concessions	200
Ticket Booth	75
Gym Storage (2 x 200 sf)	400
Boys / Girls Locker / Shower Room (2 x 2,400 sf)	4,800
Boys / Girls Toilet (2 x 250 sf)	500
Boys / Girls Equipment Storage (2 x 200 sf)	400
Boys / Girls PE Staff Office/Locker (2 x 600 sf)	1,200
Coaches Meeting/Video Room	400
Off-Site Coaches Room (2 x 400 sf)	800
Training / Treatment Room	900
Boys/Girls JV Locker Room (2 x 600 sf)	1,200
Boys/Girls Varsity Locker Room (2 x 900 sf)	1,800
Uniform Storage	1,000
Athletic Equipment Storage	1,000
Restrooms	per code
	>24,675 SF

Athletic Teaching Stations	
Weight Room (2 x 1,800 sf)	3,600 SF
Fitness Room	2,400 SF
Wrestling Room	1,800 SF
Wrestling Storage	200 SF
	8,000 SF

B. Adjacency Diagram



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4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

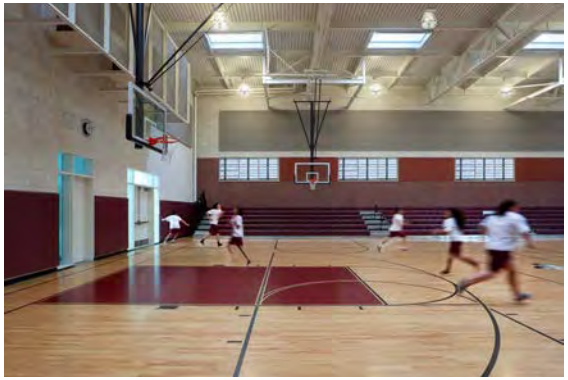
PHYSICAL EDUCATION / ATHLETICS

C. Program Activities

- Physical Education
- Athletic practice space
- Assembly
- Changing

D. Design Objectives

- Physical education programs are integral in supporting students' high school experience
- Engage students to value the importance of fitness and help them develop life long healthy habits
- PE / Athletic facilities are the "face" of the school for the community. Therefore it is important to have good looking facilities that demonstrate school pride
- Gym and locker facilities have access to other PE / Athletic spaces
- Near access to public parking to support joint-use activities
- Adequate size locker rooms and lockers that accommodate student backpacks
- Provide team rooms for Athletics, separate from PE. Include a Training Room.
- Fitness room with sports flooring
- Fitness Classroom to support testing and class functions
- Adequate equipment storage
- District stadium facilities, evaluate synthetic field and track to support heavy, year round usage



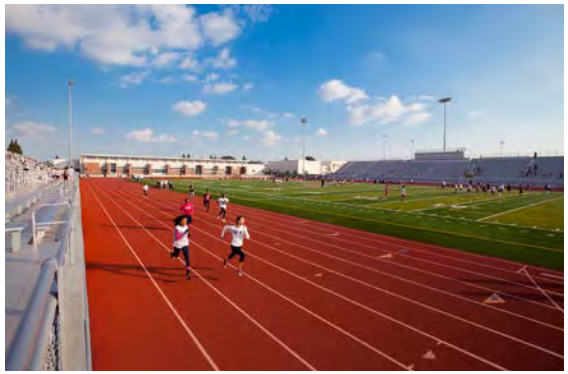
4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

PHYSICAL EDUCATION / ATHLETICS

A. Space Program

Field House

Field Storage (6 x 400 sf)	2,400
Shared Concessions	300
Public Toilets (4 x 225 sf)	900
Press Box (2 x 200 sf)	400
	4,000 SF



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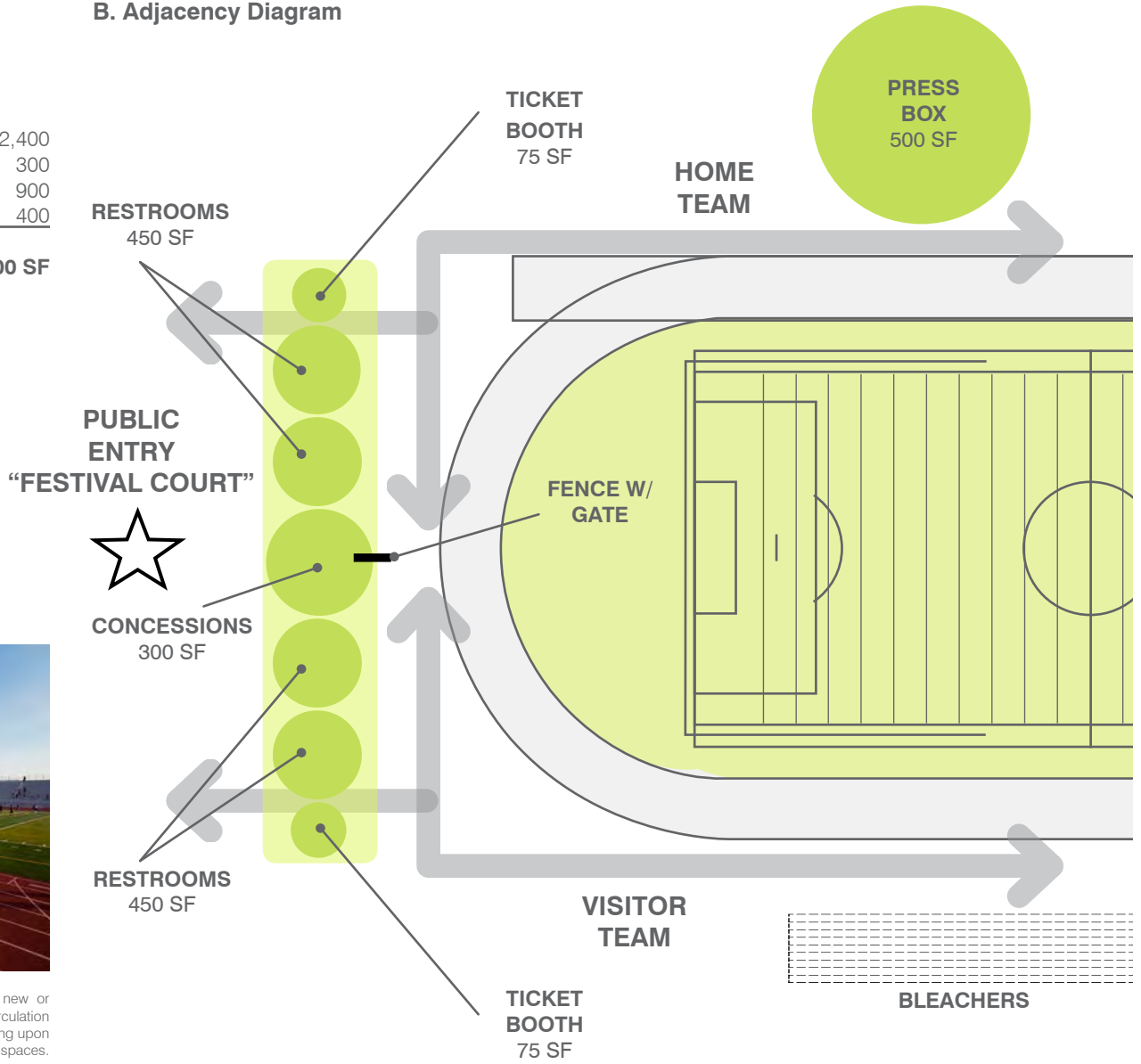

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

PHYSICAL EDUCATION / ATHLETICS

A. Space Program

Aquatic Center

Ticket Booth	100
Lifeguard/Coaches Office	150
Public Toilets (2 x 350 sf)	700
Pool Equipment Storage(2 x 400 sf)	800
Pool Mechanical Equipment	1,200
	2,950 SF

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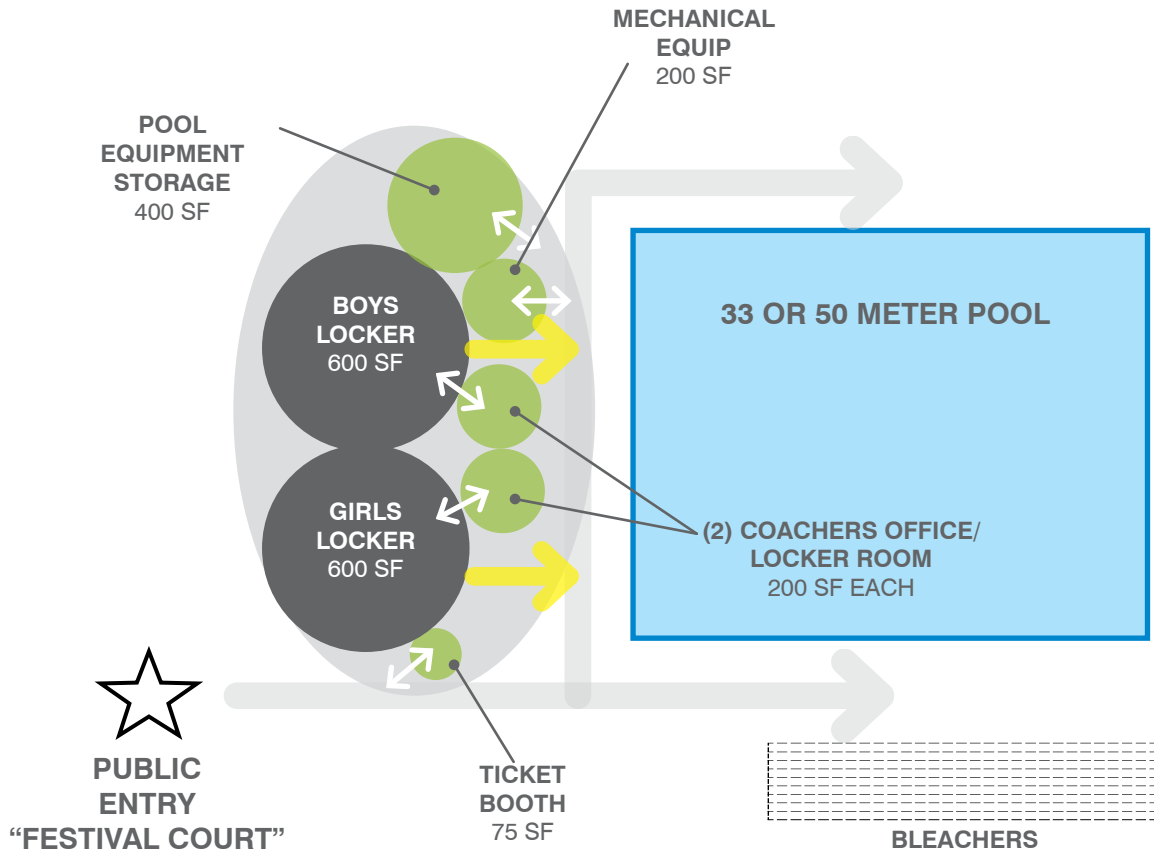

4.3 PROGRAM VISION & STANDARDS
DISTRICT STANDARDS SPECIFICATIONS

STANDARD SPECIFICATIONS

Anaheim Union High School District (AUHSD) has prepared these Standard Specifications to create uniformity between projects with respect to the quality and types of materials and systems to be incorporated into various projects. It is not the intent of these Standard Specifications to dictate the project scope of work. The Standard Specifications do not address all items required for all projects. Specialty products unique to an individual project that are not addressed in these Standards still need to be reviewed and approved by the District. The District welcomes suggestions to improve these Standards; however, deviations from these Standards need to be specifically approved, in writing, by the District.

The following is the Table of Contents for the document. For specific information within a division, see Appendix (Section 8.7)

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DISTRICT STANDARDS SPECIFICATIONS

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SECTION 08 41 13	ALUMINUM-FRAMED ENTRANCES AND STOREFRONTS
SECTION 08 51 13	ALUMINUM WINDOWS
SECTION 08 71 00	DOOR HARDWARE
SECTION 08 80 00	GLAZING

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SECTION 09 29 00	GYPSUM BOARD
SECTION 09 30 13	CERAMIC TILING
SECTION 09 51 13	ACOUSTICAL PANEL CEILINGS
SECTION 09 51 23	ACOUSTICAL TILE CEILINGS
SECTION 09 64 66	WOOD ATHLETIC FLOORING
SECTION 09 65 13	RESILIENT BASE AND ACCESSORIES
SECTION 09 65 16	RESILIENT SHEET FLOORING
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SECTION 09 67 23	RESINOUS FLOORING
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SECTION 10 14 19	DIMENSIONAL LETTER SIGNAGE
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SECTION 10 28 00	TOILET, BATH, AND LAUNDRY ACCESSORIES
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SECTION 22 00 00	PLUMBING

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SECTION 31 22 00	GRADING
SECTION 31 23 16	EXCAVATION
SECTION 31 23 16.13	TRENCHING
SECTION 31 23 23	FILL

4.3 PROGRAM VISION & STANDARDS
DISTRICT STANDARDS SPECIFICATIONS

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SECTION 32 11 06	POROUS UNIT PAVING
SECTION 32 11 08	RECREATIONAL COURT SURFACING
SECTION 32 11 12	SITE FURNISHINGS
SECTION 32 11 23	AGGREGATE BASE COURSES
SECTION 32 11 25	TURF SURFACED ROADWAYS
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SECTION 32 12 17	PAVEMENT MARKING, TRUNCATED DOMES AND SIGNAGE
SECTION 32 12 36	SEAL COAT
SECTION 32 13 13	CEMENT CONCRETE PAVEMENT
SECTION 32 13 73	CONCRETE PAVING JOINT SEALANTS
SECTION 32 14 00	UNIT PAVING
SECTION 32 15 00	DECOMPOSED GRANITE SURFACING
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SECTION 32 31 13	CHAIN LINK FENCES AND GATES
SECTION 32 31 19	DECORATIVE METAL FENCES AND GATES
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SECTION 33 11 16	SITE WATER UTILITY DISTRIBUTION PIPING
SECTION 33 13 00	DISINFECTING OF WATER UTILITY DISTRIBUTION
SECTION 33 31 11	SITE SANITARY UTILITY SEWERAGE PIPING
SECTION 33 41 11	SITE STORM UTILITY DRAINAGE PIPING
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SECTION 33 44 19	UTILITY STORM WATER TREATMENT HARVEST AND USE BMPS PROPRIETARY BIOTREATMENT BMP – FILTERRA
SECTION 33 44 19.13	IN-LINE UTILITY STORM WATER FILTERS
SECTION 33 44 19.16	CATCH BASIN INSERT UTILITY STORM WATER FILTERS
SECTION 33 44 19.19	UTILITY OIL AND GAS SEPARATORS OTHER STORM WATER TREATMENT FACILITIES
SECTION 33 46 00	SUBDRAINAGE

Technology
Security

4.4 PROGRAM VISION & STANDARDS TECHNOLOGY MASTER PLAN

EXECUTIVE SUMMARY

1.1 Introduction and Objectives

In October of 2013, Anaheim Union High School District retained the services of LPA, Inc. to prepare a District-Wide Facilities Master Plan which will be utilized to develop a prioritized project list for an upcoming District general obligation bond election that will serve as a guide for District facility planning and capital improvements for the next ten (10) years. If approved, it will be placed on the November 2014 general election ballot.

PlanNet Consulting is serving on the LPA team to assess and evaluate specific elements of the District's technology and security infrastructure, systems and services, and provide standards, recommendations, budgets and implementation strategies.

1.2 Methodology

The first phase of the process was to perform Facilities Assessments. To this end, PlanNet met with District IT Leadership, reviewed District-provided documentation; conducted field inspections of a representative selection of school campuses and the District offices; participated in community forums; and conducted meetings with school and district leaders to validate findings and discern District values.

After developing an Assessment of the current environment, and taking into account both industry standards and District needs and values, PlanNet developed a set of Recommendations to address the observed gaps. Rough order of magnitude Budgets were developed for the Recommendations. A high-level Roadmap with phasing was also developed to help guide implementation of the Recommendations. Taken together, these Recommendations, Budgets and Roadmap feed into the Facilities Master Plan.

Through a distillation of the Assessment and Recommendations efforts, PlanNet will develop a set of District Standards which will be presented in high-level design criteria format. These District Standards are focused on Structured Communications Cabling and Security Systems.

1.3 Findings and Observations

Following are the key findings and observations made within each of the technology disciplines analyzed for the assessment.

1.3.1- T Physical Infrastructure

1.3.1.1- Fiber cable infrastructure is up-to-date and capable of supporting current and planned network demands.

1.3.1.2- The quantity of copper cables is inadequate to support District plans for expanded IT services. Some of the existing copper cables are outdated and will need to be replaced. Most of the installed copper cable is up-to-date.

1.3.1.3- Equipment rooms generally do not meet current industry standards for clearances, cooling, power, security and future expansion.

1.3.1.4- District WAN is critically dependent on a single Internet/WAN service provider (AT&T). Note: The District plan to address this July 2014.

1.3.1.5- While this assessment is focused on physical infrastructure, it is noted that the current generation of network electronics is inadequate to support planned bandwidth targets of 10gbps to the IDF and 1gbps to the desktop. (Applies to: Cypress High School, Kennedy High School, Oxford Academy, Walker Junior High School, Lexington Junior High School, Loara High School, Hope School and Trident Center)

1.3.2- Physical Security

1.3.2.1- Security systems are not employed at all campuses.

1.3.2.2- Electronic/video surveillance systems are only being used in very few locations and not evenly across district schools.

1.3.2.3- Lighting controls do not allow for selective ability to provide all-night lighted safety corridors.

1.3.2.4- Fencing is not utilized fully, leaving campuses vulnerable to areas that can be easily breached.

1.3.2.5- Wayfinding signage that clearly indicates the location of the school Administration building was missing from many campuses.

4.4 PROGRAM VISION & STANDARDS TECHNOLOGY MASTER PLAN

EXECUTIVE SUMMARY (cont.)

1.4 Recommendations with Budget Guidance

IT Physical Infrastructure

- MDF Relocation: The MDF (Main Distribution Frame) of a campus should be in a dedicated purpose space; not shared with Electrical or Mechanical Rooms. The Campus MDF was observed to share space with Electrical Rooms in 12% of the inspected sites. Relocating a campus MDF requires careful planning and the cost of this effort is determined by many variables. For the purpose of this high-level analysis, three cost bases were developed and ascribed to percentages of the school sites based on grouped size estimates of their IT Physical Infrastructure.

MDF Relocation Costs					
				District	School Level
School Level	Percentage Distribution			Total	Average
High Schools	88%	0%	12%		
8	7	0	1		
	$ -	$ -	$ 150,000	$ 150,000	$ 18,750
Junior High Schools	88%	12%	0%		
8	7	1	0		
	$ -	$ 100,000	$ -	$ 100,000	$ 12,500

In addition to the projected budget impact, each affected site would need to allocate a dedicated space 64 square foot (8' X 8') for the relocated MDF.

- MDF Remediation: The MDF shall have adequate electrical provisioning, temperature control, and at least 15% available cable capacity. A variety of MDF deficiencies were noted during the site visits. Remediation costs were based on the following:

MDF Remediation (a la carte)	
HVAC	3,000
Cable Capacity	1,500
Electrical Circuit Capacity	2,000
UPS	2,000
Grounding	2,500

EXECUTIVE SUMMARY (cont.)

- Carrier Redundancy: Each MDF should be served by at least two different Carriers (eg: AT&T and Time Warner) – preferably via diverse pathways. This decreases the impact of losing connectivity from any single carrier or pathway. The redundant pathway does not need to be symmetrical. It can be sized according to an evaluation of minimal necessary mission critical bandwidth needs on a school by school basis. For the purpose of this budget impact report, a value of $50,000 has been assigned to each campus that needs Carrier Redundancy. This number is representative of a typical order of magnitude cost to interconnect a second carrier via a new pathway. It assumes there will be some significant costs for trenching, conduit, cable, splicing termination and inter-connection panels. It is noted that the district is taking steps to address this vulnerability at the conclusion of their current carrier contract (July 2014).

- SCCS Copper: The District should install Category 6 cable for all station cabling. This requires replacing older cables of the Category 5 and Category 3 vintage. The costs associated with this upgrade were based on the following assumptions:
  1. The quantity of classrooms at each inspected campus was estimated.
  2. It was assumed that each classroom would be requiring 8 network drops.
  3. It was assumed that 75% of all classrooms would need to be upgraded.
  4. The all-inclusive average cost of installing a single network drop was estimated to be $200.

Security Infrastructure

- Video Surveillance: The District should provide Video Surveillance Cameras at security control points, at congregation areas, and at the entrance to locations housing valuables (both monetary and information). For the purpose of this budget impact, Low- and High-cost estimates were constructed and ascribed to Junior High Schools and High Schools respectively.

CCTV	Unit Cost	Low	High
Camera Count		10	20
Fixed IP Camera	$ 1,200	$ 12,000	$ 24,000
Direct Network Cost	$ 500	$ 5,000	$ 10,000
NVR & Storage		$ 20,000	$ 50,000
		$ 37,000	$ 84,000

- Electronic Locks: The District should provide Electronic Door Locking hardware to classrooms with high-value contents as well as key administrative areas. The following assumptions were used in this cost estimation:

- Standard Locks: Locking hardware that is capable of being locked from inside the room should be installed on every classroom entry door. In the event of a "lockdown" situation the staff would be at risk if they needed to go out of the classroom to lock the door.

4.4 PROGRAM VISION & STANDARDS TECHNOLOGY MASTER PLAN

EXECUTIVE SUMMARY (cont.)

- Electronic Locks: The District should provide Electronic Door Locking hardware to classrooms with high-value contents as well as key administrative areas. The following assumptions were used in this cost estimation:

- Standard Locks: Locking hardware that is capable of being locked from inside the room should be installed on every classroom entry door. In the event of a "lockdown" situation the staff would be at risk if they needed to go out of the classroom to lock the door.

  1. The quantity of classrooms at each inspected campus was estimated.
  2. 100% of all classrooms would receive the upgraded locking hardware; either Electronic or Standard. Three options are considered:
     - 10-20 Electronic Locks per site
     - 1/3 Electronic Locks per site (Note: This is the option represented in the summary budget worksheet.)
     - 100% Electronic Locks
  3. The full cost to purchase and install this hardware per door is estimated to be: $2000 for Electronic Locks; $500 for Standard Locks.

Door Locking Hardware

		Junior High School - typical			High School - typical		
	Electronic Qty	Electronic	Standard	Total	Electronic	Standard	Total
Option 1	10-20 per site	20,000	28,000	48,000	40,000	50,000	90,000
Option 2	1/3 of rooms	44,000	22,000	66,000	80,000	40,000	120,000
Option 3	All rooms	132,000	-	132,000	240,000	-	240,000
		Junior High School x 8			High School x 8		
		Electronic	Standard	Total	Electronic	Standard	Total
Option 1	10-20 per site	160,000	224,000	384,000	320,000	400,000	720,000
Option 2	1/3 of rooms	352,000	176,000	528,000	640,000	320,000	960,000
Option 3	All rooms	1,056,000	-	1,056,000	1,920,000	-	1,920,000

Door Locking Hardware

		Other Locations			District
	Electronic Qty	Electronic	Standard	Total	Total
Option 1	10-20 per site	40,000	50,000	90,000	1,194,000
Option 2	1/3 of rooms	85,000	41,250	126,250	1,614,250
Option 3	All rooms	240,000	-	240,000	3,216,000

4.4 PROGRAM VISION & STANDARDS TECHNOLOGY MASTER PLAN

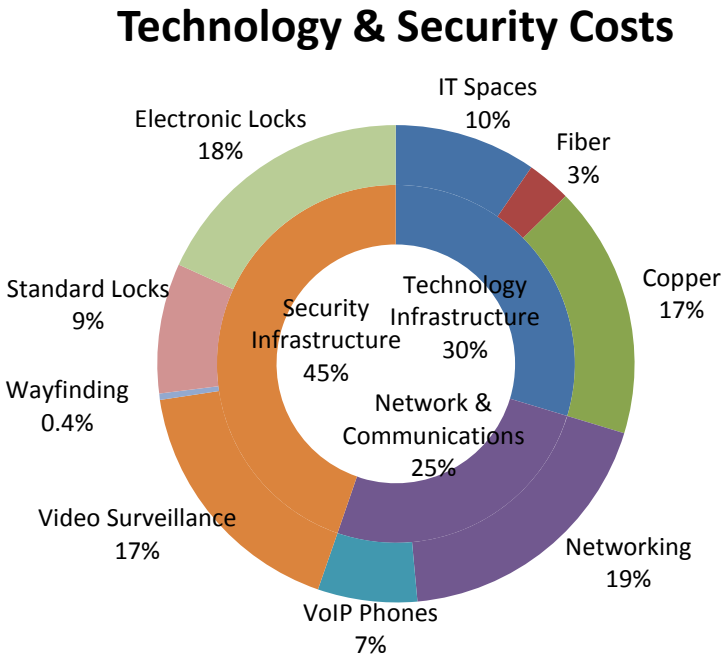
EXECUTIVE SUMMARY (cont.)

- Wayfinding: The District should provide clear wayfinding signage that identifies the location of the administration office. A fixed amount of $1,000 was assigned to all Junior High Schools and $2,000 was assigned to all High Schools.

- Fencing: All inspected schools have fencing that surrounds the property with various gates to control access on and off the campus. The fence lines at some of the campuses have areas where they are low and are easily climbed. Some campuses have gates for entering the camps from the fence lines bordering residential neighborhoods that are not attended. Development of budget impact to provide remediation of fencing issues would need to be done in collaboration with the architectural and facility design efforts.

- Entry-way Redesign: In many campuses the main entry-way should be redesigned to support the safe and effective greeting of visitors to the administration offices. In most cases this involves raising the administration counter to create a barrier to visitors. In some cases the reception counter needs to be relocated in order to provide clear line of site to the entryway. Development of budget impact to provide remediation of entry-way redesign issues would need to be done in collaboration with the architectural and facility design efforts.

- Lighting: The District should improve light fixtures and wiring to allow for more un-switched lighting on campus – perhaps LED lighting. Lighted corridors are an essential component of campus safety as they facilitate clear way-finding; offer the safety of seeing other persons in the area; provide essential lighting for Video Surveillance cameras; and increase the overall sense of security. Development of budget impact to provide remediation of lighting issues would need to be done in collaboration with the architectural and facility design efforts.



4.4 PROGRAM VISION & STANDARDS TECHNOLOGY MASTER PLAN

Inspected Sites	Enroll	IDF Qty	Room Qty	MDF Relocation	MDF Remediation	Carrier Redundancy	* OSP Fiber/Path	* SCCS Copper
							10%	80%
							10,000	800
Anaheim High School	3,232	13	135		5,000		13,000	86,400
Katella High School	2,686	13	100		5,000	50,000	13,000	64,000
Kennedy High School	2,322	10	90		5,000	50,000	10,000	57,600
Loara High School	2,624	15	150	150,000		50,000	15,000	96,000
Ball Junior High School	1,128	8	60	-	9,000	50,000	8,000	38,400
South Junior High School	1,575	10	75	-	8,500	50,000	10,000	48,000
Sycamore Junior High School	1,490	7	80	100,000			7,000	51,200
Walker Junior High School	1,139	8	50		5,000	50,000	8,000	32,000
Hope School	304	4	50	-	8,000	50,000	4,000	32,000
District Offices			20	-	6,500			12,800
Oxford Academy	1,152	8	55		5,000		8,000	35,200
				250,000	57,000	350,000	96,000	553,600

Summary of Inspected Sites	Site Qty	MDF Relocation	MDF Remediation	Carrier Redundancy	OSP Fiber	SCCS Copper
High School	4	150,000	15,000	150,000	51,000	304,000
Junior High School	4	100,000	22,500	150,000	33,000	169,600
Other Locations	3	-	19,500	50,000	12,000	80,000
	11	250,000	57,000	350,000	96,000	553,600

Average by School Level	Qty	MDF Relocation	MDF Remediation	Carrier Redundancy	OSP Fiber	SCCS Copper
High School	1	37,500	3,750	37,500	12,750	76,000
Junior High School	1	25,000	5,625	37,500	8,250	42,400
Other Locations	1	-	6,500	16,667	4,000	26,667
	1	22,727	5,182	31,818	8,727	50,327

Projection for all District Locations	Site Qty	MDF Relocation	MDF Remediation	Carrier Redundancy	OSP Fiber	SCCS Copper
High School	8	300,000	30,000	300,000	102,000	608,000
Junior High School	8	200,000	45,000	300,000	66,000	339,200
Other Locations	5	-	32,500	83,333	20,000	133,333
	21	500,000	107,500	683,333	188,000	1,080,533

4.4 PROGRAM VISION & STANDARDS TECHNOLOGY MASTER PLAN

Inspected Sites	Enroll	IDF Qty	Room Qty	Network Electronics	VoIP Comm	Video Surveillance	Electronic Locks	Standard Locks *	Way-Finding
							34%	66%	
							2,000	500	
Anaheim High School	3,232	13	135	60,000	25,000	84,000	91,800	44,550	2,000
Katella High School	2,686	13	100	60,000	25,000	84,000	68,000	33,000	2,000
Kennedy High School	2,322	10	90	60,000	25,000	84,000	61,200	29,700	2,000
Loara High School	2,624	15	150	60,000	25,000	84,000	102,000	49,500	2,000
Ball Junior High School	1,128	8	60	40,000	19,000	37,000	40,800	19,800	1,000
South Junior High School	1,575	10	75	40,000	19,000	37,000	51,000	24,750	1,000
Sycamore Junior High School	1,490	7	80	40,000	19,000	37,000	54,400	26,400	1,000
Walker Junior High School	1,139	8	50	40,000	19,000	37,000	34,000	16,500	1,000
Hope School	304	4	50	15,000	10,000	37,000	34,000	16,500	1,000
District Offices			20	180,000	15,000		13,600	6,600	
Oxford Academy	1,152	8	55	40,000	19,000	37,000	37,400	18,150	1,000
				635,000	220,000	558,000	588,200	285,450	14,000

Summary of Inspected Sites	Site Qty	Network Electronics	VoIP Comm	Video Surveillance	Electronic Locks	Standard Locks	Way-Finding
High School	4	240,000	100,000	336,000	323,000	156,750	8,000
Junior High School	4	160,000	76,000	148,000	180,200	87,450	4,000
Other Locations	3	235,000	44,000	74,000	85,000	41,250	2,000
	11	635,000	220,000	558,000	588,200	285,450	14,000

Average by School Level	Qty	Network Electronics	VoIP Comm	Video Surveillance	Electronic Locks	Standard Locks	Way-Finding
High School	1	60,000	25,000	84,000	80,750	39,188	2,000
Junior High School	1	40,000	19,000	37,000	45,050	21,863	1,000
Other Locations	1	78,333	14,667	24,667	28,333	13,750	667
	1	57,727	20,000	50,727	53,473	25,950	1,273

Projection for all District Locations	Site Qty	Network Electronics	VoIP Comm	Video Surveillance	Electronic Locks	Standard Locks	Way-Finding
High School	8	480,000	200,000	672,000	646,000	313,500	16,000
Junior High School	8	320,000	152,000	296,000	360,400	174,900	8,000
Other Locations	5	391,667	73,333	123,333	141,667	68,750	3,333
	21	1,191,667	425,333	1,091,333	1,148,067	557,150	27,333

4.4 PROGRAM VISION & STANDARDS
TECHNOLOGY MASTER PLAN

Inspected Sites	Enroll	IDF Qty	Room Qty	Network & Communications	Infrastructure IT	Infrastructure Security		Combined Total
Anaheim High School	3,232	13	135	85,000	104,400	222,350	Anaheim	411,750
Katella High School	2,686	13	100	85,000	132,000	187,000	Katella	404,000
Kennedy High School	2,322	10	90	85,000	122,600	176,900	Kennedy	384,500
Loara High School	2,624	15	150	85,000	311,000	237,500	Loara	633,500
Ball Junior High School	1,128	8	60	59,000	105,400	98,600	Ball	263,000
South Junior High School	1,575	10	75	59,000	116,500	113,750	South	289,250
Sycamore Junior High School	1,490	7	80	59,000	158,200	118,800	Sycamore	336,000
Walker Junior High School	1,139	8	50	59,000	95,000	88,500	Walker	242,500
Hope School	304	4	50	25,000	94,000	88,500	Hope	207,500
District Offices			20	195,000	19,300	20,200	District	234,500
Oxford Academy	1,152	8	55	59,000	48,200	93,550	Oxford	200,750
				855,000	1,306,600	1,445,650		3,607,250

Summary of Inspected Sites	Site Qty	Network & Communications	Infrastructure IT	Infrastructure Security	Combined Total
High School	4	340,000	670,000	823,750	1,833,750
Junior High School	4	236,000	475,100	419,650	1,130,750
Other Locations	3	279,000	161,500	202,250	642,750
	11	855,000	1,306,600	1,445,650	3,607,250

Average by School Level	Qty	Network & Communications	Infrastructure IT	Infrastructure Security	Combined Total
High School	1	85,000	167,500	205,938	458,438
Junior High School	1	59,000	118,775	104,913	282,688
Other Locations	1	93,000	53,833	67,417	214,250
	1	77,727	118,782	131,423	327,932

Projection for all District Locations	Site Qty	Network & Communications	Infrastructure IT	Infrastructure Security	Combined Total
High School	8	680,000	1,340,000	1,647,500	3,667,500
Junior High School	8	472,000	950,200	839,300	2,261,500
Other Locations	5	465,000	269,167	337,083	1,071,250
	21	1,617,000	2,559,367	2,823,883	7,000,250

5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

The Steering Committee, along with the master planning team, generated 4 project scope categories from the community outreach process. These scope of work categories, 15 in total, break up the overall needs / scopes of work, into smaller 'bite sized', sub-categories of work that are more manageable, to allow for ease of prioritization and comparison between sites so that the District can establish equity. The categories also develop a basis for cost estimate, and allow for the ability to run future program scenarios as funding becomes available.

CATEGORIES

1 **modernization & reconfigure existing classrooms**
2 **existing building systems & toilets**
3 **site utilities**
4 **new construction - classrooms**
5 **elective labs (PBL / STEM), science, and career tech education**
6 **performing arts improvements**
7 **multipurpose / food service improvements**
8 **physical education improvements**
9 **administration & staff support**
10 **student collaboration & student support services (library-media/student union)**
11 **safety & security**
12 **outdoor learning courts / quad improvements**
13 **exterior play spaces, playfields, hardcourts**
14 **21st century learning classroom flexibility**
15 **technology infrastructure**

INFRASTRUCTURE:: MAINTENANCE REPAIR

1 modernization & reconfigure existing classrooms
2 existing building systems & toilets
3 site utilities
6 performing arts improvements
7 multi-purpose / food service improvements
8 physical education improvements
13 exterior play spaces, playfields, hardcourts
9 administration & staff support

SAFETY ENHANCEMENTS

11 safety & security

INFRASTRUCTURE:: TECHNOLOGY

15 technology infrastructure
14 21st century learning classroom flexibility

RECONFIGURATION + NEW CONSTRUCTION FOR 21ST CENTURY LEARNING

4 new construction - classrooms
5 elective labs (PBL / STEM), science, and career technical education
10 student collaboration & student support services (library-media/student union)
12 outdoor learning courts / quad improvements

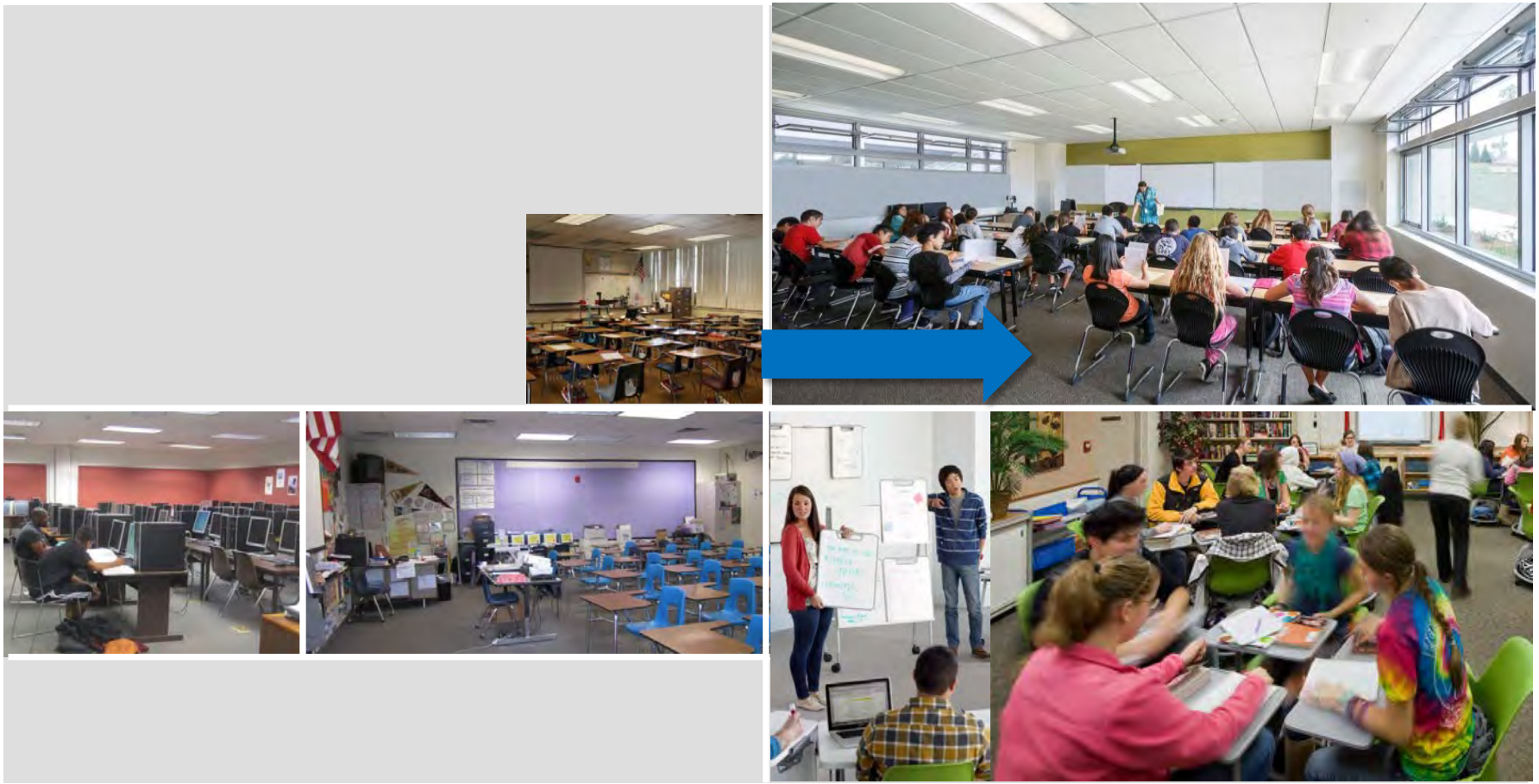
5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

INFRASTRUCTURE:: MAINTENANCE REPAIR

1 modernization & reconfigure existing classrooms

Scopes in this section may include but are not limited to:

- Replacement / repair of roofs/ walls/ windows/ doors/ floors/ ceilings
- Painting interior / exterior
- Replacement or repair of specialized program labs casework



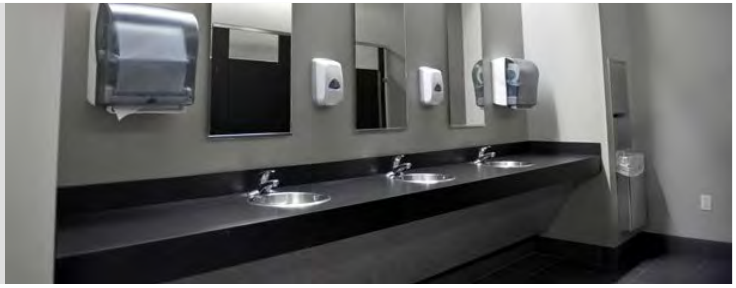
5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

INFRASTRUCTURE:: MAINTENANCE REPAIR

2 existing building systems & toilets

Scopes in this section may include but are not limited to:

- HVAC upgrades
- Lighting upgrades
- Electrical upgrades
- Plumbing upgrades
- Toilets modernization or reconfiguration



5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

INFRASTRUCTURE:: MAINTENANCE REPAIR

3 site utilities

Scopes in this section may include but are not limited to:

- Updated gas service lines
- Updated sewer service lines
- Updated water service lines
- Updated electrical mains and distribution
- Energy-efficient building systems & controls (EMS)

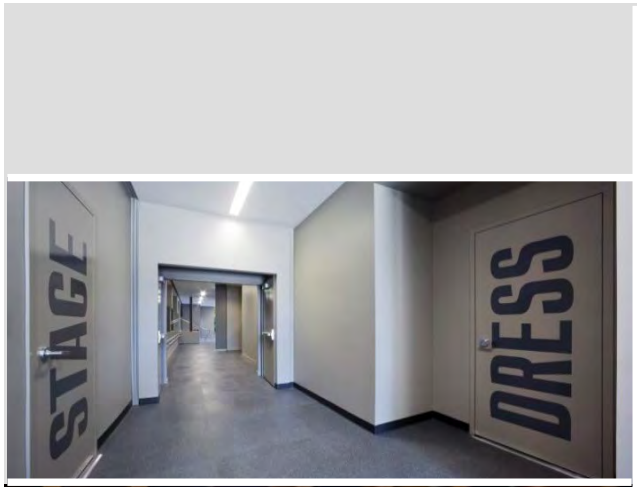
5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

INFRASTRUCTURE:: MAINTENANCE REPAIR

6 performing arts improvements

Scopes in this section may include but are not limited to:

- Dance
- Theater Support



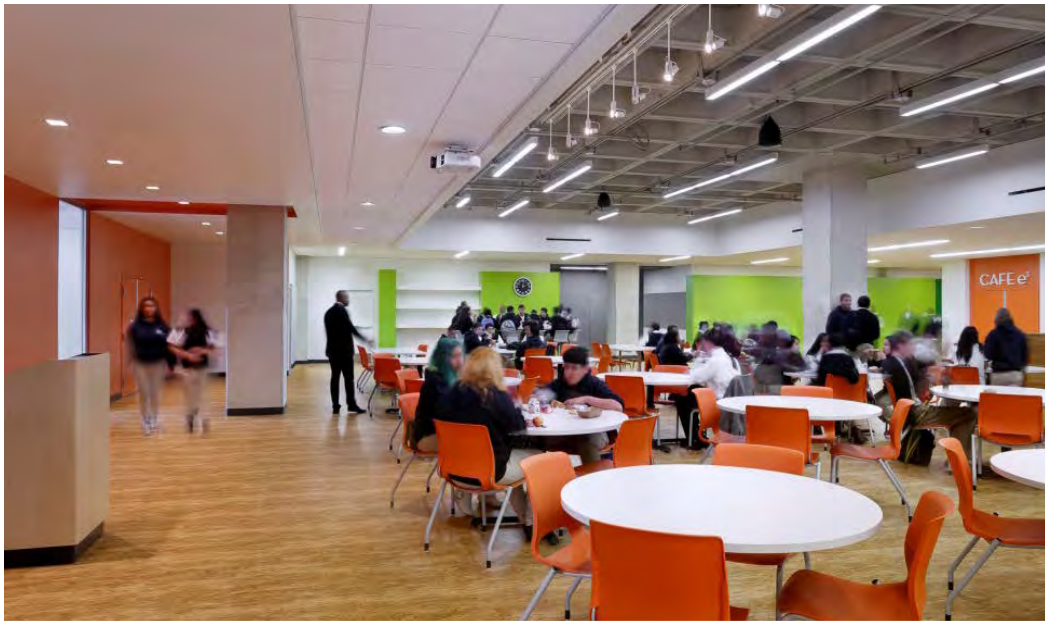
5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

INFRASTRUCTURE:: MAINTENANCE REPAIR

7 multipurpose / food service improvements

Scopes in this section may include but are not limited to:

- Lunch Shelters
- Modernize and/or Expand Cafeteria/MPR



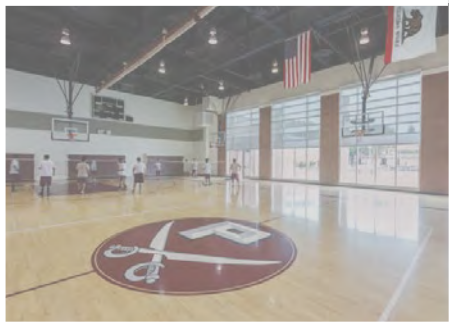
5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

INFRASTRUCTURE:: MAINTENANCE REPAIR

8 physical education improvements

Scopes in this section may include but are not limited to:

- Modernization, reconfiguration or new construction
- JHS/HS gym
- JHS/HS shower/locker rooms
- JH/HS fitness
- HS weight room + training



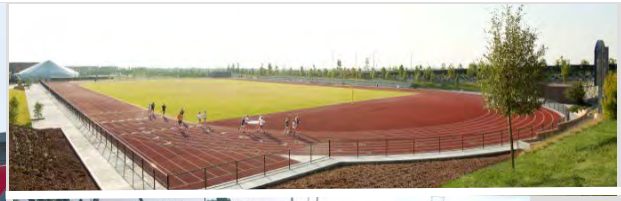
5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

INFRASTRUCTURE:: MAINTENANCE REPAIR

13 exterior play spaces, playfields, hardcourts

Scopes in this section may include but are not limited to:

- Play fields (new, repair)
- Baseball & Softball field
- Synthetic track & field
- Aquatics
- Field house team rooms, concessions, toilets, storage building



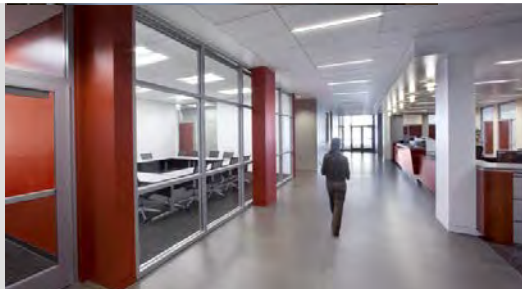
5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

INFRASTRUCTURE:: MAINTENANCE REPAIR

9 administration & staff support

Scopes in this section may include but are not limited to:

- Modernization, reconfiguration or new construction
- District Office & School Sites
- Staff collaboration/ work rooms
- New Surplus Warehouse Transportation Center
- New Central Kitchen



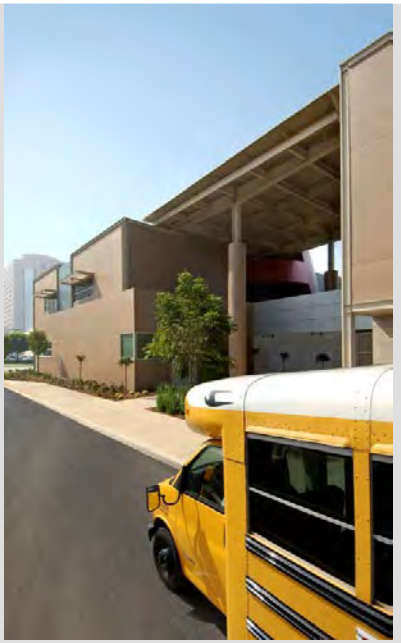
5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

SAFETY ENHANCEMENTS

11 safety & security

Scopes in this section may include but are not limited to:

- Asbestos removal
- Safety improvements to and/or new parent/ bus drop-off areas and parking
- Covered walk at campus entry
- Exterior lighting
- Safety locks in classroom doors
- Signage & wayfinding
- Marquee sign
- Fencing with controlled campus entrance
- Fire alarms & emergency lighting
- Public address/ emergency communication systems
- Intrusion alarms
- Security cameras & other security systems



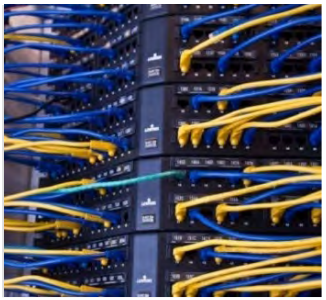
5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

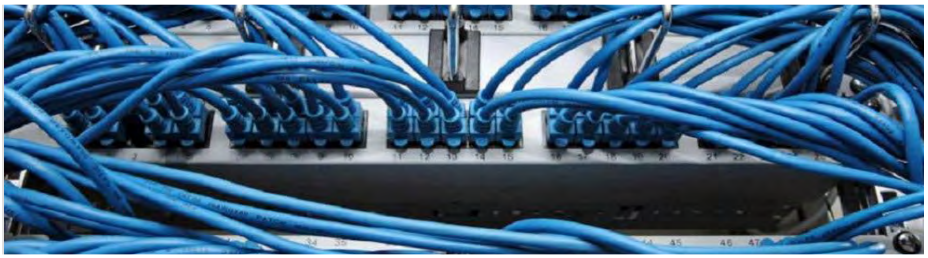
INFRASTRUCTURE:: TECHNOLOGY

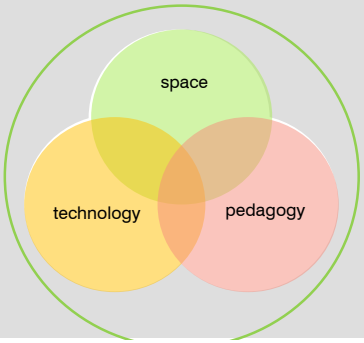
15 technology infrastructure

Scopes in this section may include but are not limited to:

- Data cabling and backbone infrastructure
- Classroom Technology







5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

INFRASTRUCTURE:: TECHNOLOGY

14 21st century learning classroom flexibility

Scopes in this section may include but are not limited to:

- Flexible and agile furniture in support of technology integration with educational delivery







5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

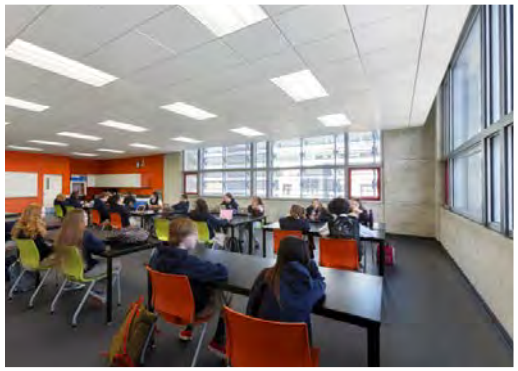
RECONFIGURATION + NEW CONSTRUCTION FOR 21ST CENTURY LEARNING

4 new construction - classrooms

Scopes in this section may include but are not limited to:

- Portable to Permanent Classrooms
- Classrooms in support of 21st Century Learning





5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

RECONFIGURATION + NEW CONSTRUCTION FOR 21ST CENTURY LEARNING

5 elective labs (PBL / STEM), science, and career tech education

Scopes in this section may include but are not limited to:

- New and Reconfigured Science Labs
- Modernize/Reconfigure/New Construction for Elective classrooms in support of project based learning and STEM curriculum

5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

RECONFIGURATION + NEW CONSTRUCTION FOR 21ST CENTURY LEARNING

10 student collaboration & student support services (library-media/stu. union)

Scopes in this section may include but are not limited to:

- JHS/HS Student Union and Library Improvements
- JHS/HS coLabs to Collaborative Teaching
- Learning Centers and Counselling Improvements






5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

RECONFIGURATION + NEW CONSTRUCTION FOR 21ST CENTURY LEARNING

12 outdoor learning courts / quad improvements

Scopes in this section may include but are not limited to:

- Improved Student Quad
- Instructional Learning Courts/Outdoor Classrooms in support of Project Based Learning
- School as a Teaching Tool

5.2 SCOPE RECOMMENDATIONS PRIORITIZATION

COMMUNITY OUTREACH APPROACH

The District used a three prong outreach approach to get input from employees, parents, students and the community to prioritize scope recommendations and develop future projects in the district. This included School site committees, a District survey and the Blueprint Committee of the Future (see Section 2.1 for more details on the FMP process).

AUHSD SCHOOL SITE PRIORITIZATION MEETING

The average of 63 responses yielded the following criteria ranking:

1. Does the project develop equity by ensuring that the sites with the greatest need for repairs and/or new improvements are addressed first?
2. Does the project address imminent liability regarding maintenance condition, systems functionality, code compliance, ADA, health and life safety deficiencies?
3. Does the project benefit the majority of the students and staff?
4. Does the project promote good stewardship through a logical sequencing and rollout of the proposed projects to not spend dollars twice?
5. Does the project enhance technology infrastructure to support 21st Century learning?
6. Does the project offer return on investment through the ability to leverage additional Federal, State and/or Local funding sources?
7. Does the project meet the school's greatest need per the rating of its site committee?
8. Does the project align facilities with the STEM and Career Technical Education programmatic needs of today's students to be college and career ready?
9. Does the project address priorities stated in the Blueprint for the Future Committee consensus report or the community survey?
10. Does the project meet current Board of Trustees initiatives?

Given the amount of facility need in the Master Plan, the District asked participants in the AUHSD School Site Prioritization Meeting to rank the criteria in order of importance from 1-10. In order to move forward with a project, each of these criteria should be answered with a 'yes' by the District

All participants broke into small groups to discuss each criteria and establish the single, highest priority of their small group. Nine groups reached 100% consensus for criteria #1.

The project must develop equity by ensuring that the sites with the greatest need for repairs and/or new improvements are addressed first.

5.2 SCOPE RECOMMENDATIONS PRIORITIZATION

THE BLUEPRINT FOR FUTURE COMMITTEE

Consensus Report

Blueprint for the Future Committee:
The District invited members of the community to serve on the Blueprint for the Future Committee, and approximately 65 residents (employees, students, parents, and business people) volunteered. Over the course of four meetings during the month of February 2014 this Committee developed consensus on several items. The following excerpt highlights what the committee agreed to report from the meetings. A full copy of the Consensus Report can be found in the appendix of this Master Plan.

Student, parent, and business community involvement in both District and community decision making is an important element of the process. Our students and staff deserve the best possible environment: one that is welcoming, safe, efficient, and provides technology resources for student learning. Specific attention should be given to:

- Flexible and accessible 21st Century environments with furnishings that support differentiated learning styles and student collaboration
- Utilization of technology for security, sustainability, and energy and water efficiency
- Aligning educational needs to relevant programs and facilities that prepare our students to be college and career ready
- Improve campuses' access for security and safety
- Interactive (two-way) discussions with the community to educate them on all the issues
- An emphasis on infrastructure, and adequate maintenance funding set aside for the upkeep of newly renovated facilities

The District's facilities serve the entire community. Schools serve public education purposes and also recreational and community needs. Maintaining and improving school facilities is a community responsibility.

The Committee recommends a bond measure in November 2014.

We do not expect a bond measure of $249 million to be sufficient to address the District needs. We recommend an aggressive pursuit of resources for facilities. We view this as a first step on a long journey that over the long term will need to reflect a prioritization process that embraces equity, safety, and student achievement. The first priority should be basic infrastructure needed for school operations.

5.2 SCOPE RECOMMENDATIONS PRIORITIZATION

JUNIOR HIGH SCHOOL SITE COMMITTEE PRIORITIES

Ball Junior High School

- Safety & Security
- Bigger Multi-Purpose Room (Facility for Student Use)
- Covered Areas for Students
- Classroom Upgrades to Align with 21st Century Learning

Brookhurst Junior High School

- Update Science Classrooms
- Additional Bathrooms
- Safety Fencing

Dale Junior High School

- Classroom / School Upgrades to 21st Century Facilities
- Quad
- Front of School and Parking / Drop-off

Lexington Junior High School

- Technology Infrastructure & Equipment
- Classroom Thermal Comfort (HVAC Upgrades & Lighting
- Student Gathering Areas

Orangeview Junior High School

- Main Office Location
- Library - Media Center / Student Union
- Student Dining

South Junior High School

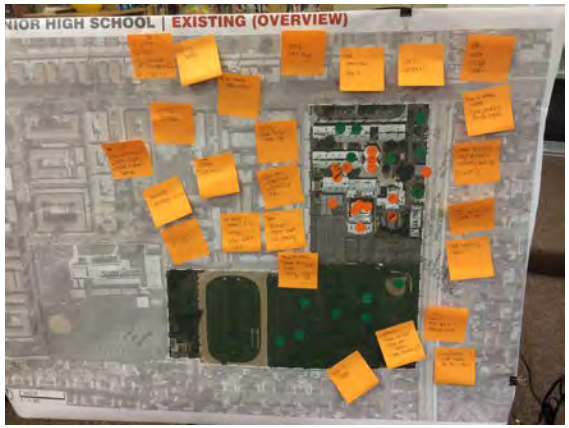
- Student Shelter
- Dedicated Band Classroom (not MPR)
- Flexible Labs to Support STEM / PBL

Sycamore Junior High School

- Adequate Locker Room Facilities
- Cafeteria + Support Spaces
- Safety and Access Issues

Walker Junior High School

- Facility Improvements (Roofs, Paint, A/C, etc)
- Locker Rooms
- 21st Century Learning Spaces
- Adequate Science Rooms & Computer Labs



5.2 SCOPE RECOMMENDATIONS PRIORITIZATION

HIGH SCHOOL SITE COMMITTEE PRIORITIES

Anaheim High School

- PE / Athletic Improvements (Gym, Fields, Pool)
- Cafeteria
- Student Union
- ROP / ROTC Building Improvements

Cypress High School

- Student Quad
- Undersized Science Labs
- Theater Support Spaces
- Modernization at PE / Athletic Spaces

Kennedy High School

- Physical & Technological Upgrades to Classrooms
- Parking & Drop-off Areas
- Outdoor Sitting Areas / Student Gathering Areas

Katella High School

- Science Facilities
- Upgrade Classroom and Amenities
- Grounds / Quad Areas – Shade and Outdoor Furnishings
- Physical Education Facilities

Loara High School

- Replace Portable Classrooms with Appropriate Learning Spaces
- Provide Shaded Areas for Students to Eat
- Enhance Campus Safety via Fences and Cameras

Magnolia High School

- Modernize Classrooms
- Theater
- Second Gym
- Student Work Areas

Savanna High School

- New Practice Gym + Gym / Locker Room Upgrades
- Parking Lot Re-organization
- New Science Labs
- Shade Structure

Western High School

- Athletic / PE Facilities – Fields, Pool, and Gym Upgrades
- Fencing
- Classroom and Science Lab Upgrades

5.2 SCOPE RECOMMENDATIONS PRIORITIZATION

OTHER SITE COMMITTEE PRIORITIES

Hope School

- Classroom Upgrades (Including insulation, sinks, remove carpets, better control of heating and AC, better windows with tinting and shatter resistant, cabinet space, multiple electrical outlets on walls, short throw / interactive projectors)
- Additional and Adequate Bathroom / Changing Facilities

Oxford Academy

- "College" Environment
- Student Center / Commons / Library w/ Technology Access Center
- MPR / Performing Arts / Choir / Band Facility
- Technology in all Classrooms with Better Furniture (21st Century Learning)

Trident Education Center

- Fitness Room
- Upgrade Classrooms
- Perimeter Security and Campus Safety
- Student Services – Adequate Office and Conference Spaces

District Campus

- Sustainability & Efficiency of Operations
- Wayfinding / Main Entry / Identity


2 CRITERIA
Prioritization

6.1 PROGRAM COSTS BUDGET ESTIMATES

Budget Development

The following comments are intended to lend understanding to the development of the budgets included in the Facilities Master Plan, and what steps should be taken beyond this study as the Anaheim Union High School District continues planning for future facilities.

Individual project budgets have been developed for each Middle School, High School, Specialized Program and District Support sites based on the program and campus needs identified by District stakeholders during the Facilities Master Plan process. Each budget contains a breakdown based on the fifteen (15) scope categories, with associated areas, unit costs, construction costs and soft costs which result in a total project cost for each campus. The following (in no priority order) is a listing of the (15) proposed scope categories used to analyze the costs of improvements at each site:

1. Modernize & Reconfigure Existing Classrooms
2. Existing Building Systems & Toilets
3. Site Utilities
4. New Construction Classrooms
5. Elective Labs (PBL/STEM), Science and Career Tech Education
6. Performing Arts Improvements
7. Multi-Purpose/Food Service Improvements
8. Physical Education Improvements
9. Administration & Staff Support
10. Student Collaboration & Student Support Services (Library-Media / Student Union)
11. Safety & Security
12. Outdoor Learning Courts
13. Exterior Play Spaces, Playfields & Hardcourts
14. 21st Century Learning Classroom Flexibility
15. Technology Infrastructure

The total project cost includes the total costs to construct the project with the following markups and soft costs applied to the construction unit costs. It should be noted that all total project costs are in 2014 dollars. Beginning on January 1, 2015, these costs should be escalated to the anticipated mid-point of construction as a project scope and schedule are identified to move forward. It is hoped that by breaking the costs for each project site into fifteen (15) scope categories the District will be able to easily run a variety of potential program implementation scenarios for the proposed Facilities Master Plan Improvements.

Total Project Cost Assumptions

Mark-ups:	**Type**	**% Mark-up**
General Contractor, GC, OH&P	c	15.00%
Escalation (to end of 2014)	c	3.00%
Bonds & Insurance	c	2.00%
Design/Phasing Contingency	c	10.00%
Subtotal Mark-ups (Compound)		**30.00%**
Soft Costs:		
Architect/Engineer Design Fee	a	10.00%
DSA Plan Check Fee	a	0.75%
Printing/Advertising	a	0.05%
Test/Survey	a	1.25%
Inspection	a	1.25%
Project Management Fees	a	5.00%
Project/Construction Contingency	a	5.00%
Relocation Costs	a	0.80%
Labor Compliance	a	0.25%
Builders Risk Insurance	a	0.80%
Legal	a	0.03%
Commissioning	a	0.08%
FF&E (Other than Classroom)	a	4.00%
Other Miscellaneous Consultants	a	4.00%
Subtotal Soft Costs (Additive)		**33.26%**

Types: c= Compound
a= Additive

The Total Program and Prioritized Projects cost totals on the following pages are reflective of the construction challenges in the local Anaheim communities. Cost impacts include limitations on the number of local contractors, long term maintainability due to environmental factors and the limited time windows in which construction is allowed during the calendar year by local governing agencies. These costs have been factored into the mark-ups for the project. The District has also allocated a 20% contingency on top of the total program cost for the prioritized project list. These dollars are to be budgeted for escalation and project unknowns as outlined in the bullet points below.

Exclusions

The budgets developed for this Facilities Master Plan include construction costs and soft costs for the scope of work identified in this study, based on information known by the District, LPA and our cost estimating consultant Cumming at this time. The following are exclusions to the costs projected.

- Utility and City Connection Fees, off-site improvements, traffic signals or re-striping is not included in these budgets. These requirements and costs are subject to change regularly by the City or utility companies, and are best identified early in project development.
- No land acquisition costs have been included in these budgets, and should if required be considered separately.

6.1 PROGRAM COSTS BUDGET ESTIMATES

TOTAL PROGRAM COST SUMMARY: BY SITE

	Campus	Subtotal Project Cost (2014$)	Total Project Cost (2014$)
A	**Junior High Schools**		**$411,481,000**
1	Ball Junior High School	58,765,000	
2	Brookhurst Junior High School	46,465,000	
3	Dale Junior High School	70,238,000	
4	Lexington Junior High School	29,331,000	
5	Orangeview Junior High School	46,616,000	
6	South Junior High School	25,318,000	
7	Sycamore Junior High School	83,673,000	
8	Walker Junior High School	51,075,000	
C	**High Schools**		**683,345,000**
9	Anaheim High School	98,674,000	
10	Cypress High School	55,389,000	
11	John F Kennedy High School	56,365,000	
12	Katella High School	63,158,000	
13	Loara High School	60,373,000	
14	Magnolia High School	136,137,000	
15	Savanna High School	107,235,000	
16	Western High School	106,014,000	
D	**Trident**		**$48,316,000**
17	ILC (Alternative)	5,317,000	
18	Gilbert High School	40,634,000	
19	Polaris High	2,365,000	
E	**Specialized Programs**		**143,148,000**
20	Oxford Academy	52,459,000	
21	Gilbert West (Continuation)	4,652,000	
22	Hope Special Education Center	24,950,000	
23	District Campus	39,084,000	
24	District Campus Kitchen	22,003,000	
Total Construction/Project Cost (2014$)			**$1,286,290,000**

The following items are excluded from this budget:

Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

6.1 PROGRAM COSTS BUDGET ESTIMATES

PROJECT COST SUMMARY

Category	1 Ball JHS	2 Brookhurst JHS	3 Dale JHS	4 Lexington JHS	5 Orangeview JHS	6 South JHS	7 Sycamore JHS
1 Modernize & Reconfigure Existing Classroom & Lab Buildings	2,324,000	4,719,000	4,708,000	2,765,000	4,643,000	3,386,000	4,615,000
2 Existing Building Systems & Toilets	1,793,000	7,489,000	4,667,000	5,932,000	5,686,000	1,205,000	1,817,000
3 Site Utilities	2,818,000	2,641,000	3,761,000	783,000	3,252,000	1,887,000	3,398,000
4a New Construction - Kindergarten	-	-	-	-	-		
4b New Construction - Classrooms	8,251,000	567,000	8,215,000	-	-	$1,236,000	$12,744,000
4c New Construction - Early Intervention Classrooms	-	-	-	-	-	-	
5 Design Lab, Science, and Career Tech Education	14,643,000	4,190,000	13,543,000	3,486,000	4,330,000	2,300,000	24,859,000
6 Performing Arts Improvements	2,518,000	2,518,000	2,745,000	3,679,000	940,000	1,854,000	3,058,000
7 Multipurpose/Food Service Improvements	8,911,000	8,033,000	4,131,000	2,051,000	7,786,000	1,245,000	9,091,000
8 Physical Education Improvements	4,011,000	3,729,000	5,398,000	3,560,000	3,562,000	3,845,000	6,147,000
9 Administration & Staff Support	899,000	865,000	5,670,000	266,000	3,115,000	971,000	3,064,000
10 Student Collaboration & Student Support Services	2,442,000	1,898,000	3,834,000	1,919,000	3,870,000	1,533,000	3,814,000
11 Safety & Security	3,348,000	4,067,000	4,164,000	1,726,000	2,826,000	1,456,000	4,518,000
12 Outdoor Learning Quads	1,202,000	1,418,000	1,484,000	479,000	1,809,000	942,000	1,071,000
13 Exterior Play Spaces, Play Fields & Hard Courts	4,103,000	2,320,000	5,920,000	817,000	2,931,000	1,043,000	3,068,000
14 21st Century Learning Classroom Flexibility	975,000	1,175,000	1,300,000	1,100,000	1,100,000	1,425,000	1,675,000
15 Technology Infrastructure	527,000	836,000	698,000	768,000	766,000	990,000	734,000
Total Project Cost (2014$)	**58,765,000**	**46,465,000**	**70,238,000**	**29,331,000**	**46,616,000**	**25,318,000**	**83,673,000**

Prepared by: LPA, Inc. / Cumming

6.1 PROGRAM COSTS BUDGET ESTIMATES

PROJECT COST SUMMARY

Category	8 Walker JHS	9 Anaheim HS	10 Cypress HS	11 John F Kennedy HS	12 Katella HS	13 Loara HS	14 Magnolia HS
1 Modernize & Reconfigure Existing Classroom & Lab Buildings	3,501,000	5,840,000	5,163,000	7,545,000	5,682,000	6,736,000	4,452,000
2 Existing Building Systems & Toilets	2,197,000	10,701,000	5,994,000	6,181,000	7,286,000	3,031,000	2,608,000
3 Site Utilities	4,231,000	2,406,000	2,224,000	1,095,000	2,300,000	1,572,000	3,212,000
4a New Construction - Kindergarten							
4b New Construction - Classrooms		$424,000	$2,385,000	$3,188,000	$5,876,000	$9,769,000	$26,208,000
4c New Construction - Early Intervention Classrooms							
5 Design Lab, Science, and Career Tech Education	11,219,000	20,060,000	6,642,000	8,024,000	13,591,000	9,733,000	15,820,000
6 Performing Arts Improvements	2,518,000	13,026,000	8,505,000	8,443,000	2,253,000	2,841,000	18,647,000
7 Multipurpose/Food Service Improvements	8,628,000	4,958,000	1,885,000	2,338,000	3,531,000	6,290,000	4,958,000
8 Physical Education Improvements	4,860,000	15,476,000	5,099,000	6,730,000	9,221,000	7,326,000	17,428,000
9 Administration & Staff Support	3,064,000	1,547,000	1,008,000	3,403,000	29,000	1,526,000	6,468,000
10 Student Collaboration & Student Support Services	3,115,000	9,017,000	3,370,000	1,160,000	1,011,000	1,302,000	5,458,000
11 Safety & Security	3,467,000	4,195,000	3,830,000	1,761,000	1,749,000	1,237,000	3,439,000
12 Outdoor Learning Quads	818,000	1,170,000	1,157,000	1,021,000	2,514,000	1,021,000	3,672,000
13 Exterior Play Spaces, Play Fields & Hard Courts	1,752,000	5,321,000	4,353,000	2,065,000	4,080,000	4,203,000	20,537,000
14 21st Century Learning Classroom Flexibility	1,100,000	2,975,000	2,225,000	1,950,000	2,450,000	2,275,000	2,200,000
15 Technology Infrastructure	605,000	1,558,000	1,549,000	1,461,000	1,585,000	1,511,000	1,030,000
Total Project Cost (2014$)	**51,075,000**	**98,674,000**	**55,389,000**	**56,365,000**	**63,158,000**	**60,373,000**	**136,137,000**

Prepared by: LPA, Inc. / Cumming

6.1 PROGRAM COSTS BUDGET ESTIMATES

PROJECT COST SUMMARY

Category	15 Savanna HS	16 Western HS	17 ILC (Alternative)	18 Gilbert HS (Continuation)	19 Polaris (Alternative)	20 Oxford Academy	21 Gilbert West (Continuation)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings	4,490,000	7,787,000	-	4,299,000	904,000	4,346,000	1,198,000
2 Existing Building Systems & Toilets	7,256,000	8,007,000	278,000	2,636,000	592,000	1,526,000	326,000
3 Site Utilities	3,810,000	3,931,000	160,000	1,697,000	110,000	809,000	468,000
4a New Construction - Kindergarten							
4b New Construction - Classrooms	$12,737,000	$13,195,000	$2,933,000	$2,119,000			
4c New Construction - Early Intervention Classrooms							
5 Design Lab, Science, and Career Tech Education	21,944,000	17,670,000	-	5,868,000	-	4,872,000	1,745,000
6 Performing Arts Improvements	6,452,000	3,736,000	-	564,000	-	3,156,000	-
7 Multipurpose/Food Service Improvements	4,952,000	2,421,000	-	7,499,000	-	12,667,000	-
8 Physical Education Improvements	14,532,000	13,174,000	-	508,000	-	4,452,000	-
9 Administration & Staff Support	6,054,000	3,518,000	-	4,736,000	-	770,000	-
10 Student Collaboration & Student Support Services	5,630,000	7,338,000	1,113,000	2,675,000	-	2,996,000	-
11 Safety & Security	5,925,000	7,018,000	593,000	4,345,000	560,000	3,144,000	419,000
12 Outdoor Learning Quads	2,139,000	1,213,000	48,000	505,000	113,000	1,394,000	43,000
13 Exterior Play Spaces, Play Fields & Hard Courts	8,138,000	13,466,000	98,000	1,551,000	-	10,347,000	-
14 21st Century Learning Classroom Flexibility	2,075,000	2,300,000	40,000	1,050,000	20,000	1,225,000	275,000
15 Technology Infrastructure	1,101,000	1,240,000	54,000	582,000	66,000	755,000	178,000
Total Project Cost (2014$)	**107,235,000**	**106,014,000**	**5,317,000**	**40,634,000**	**2,365,000**	**52,459,000**	**4,652,000**

Prepared by: LPA, Inc. / Cumming

6.1 PROGRAM COSTS BUDGET ESTIMATES

PROJECT COST SUMMARY

Category	22 Hope Special Education Center	23 District Campus	24 District Campus Kitchen	Total Project Cost (2014$)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings	4,394,000	1,201,000	-	$ 94,698,000
2 Existing Building Systems & Toilets	4,374,000	8,023,000	-	$ 99,605,000
3 Site Utilities	799,000	2,974,000	745,000	$ 51,083,000
4a New Construction - Kindergarten	-			$ -
4b New Construction - Classrooms	-			$ 109,847,000
4c New Construction - Early Intervention Classrooms	-			$ -
5 Design Lab, Science, and Career Tech Education	-	-	-	$ 204,539,000
6 Performing Arts Improvements	-	-	-	$ 87,453,000
7 Multipurpose/Food Service Improvements	3,696,000	-	19,309,000	$ 124,380,000
8 Physical Education Improvements	2,450,000	-	-	$ 131,508,000
9 Administration & Staff Support	410,000	15,939,000	-	$ 63,322,000
10 Student Collaboration & Student Support Services	293,000	-	-	$ 63,788,000
11 Safety & Security	3,576,000	7,675,000	1,925,000	$ 76,963,000
12 Outdoor Learning Quads	2,724,000	2,724,000	-	$ 30,681,000
13 Exterior Play Spaces, Play Fields & Hard Courts	894,000	-	-	$ 97,007,000
14 21st Century Learning Classroom Flexibility	850,000	-	-	$ 31,760,000
15 Technology Infrastructure	490,000	548,000	24,000	$ 19,656,000
Total Project Cost (2014$)	24,950,000	39,084,000	22,003,000	$ 1,286,290,000

Total FMP Program Need in 2014$

Prepared by: LPA, Inc. / Cumming

6.2 PROGRAM COSTS FUNDING OPTIONS

FUNDING SOURCE ANALYSIS SUMMARY

1. $249 M Local Bond		$249,000,000		
Financing Repayment (COP)		$22,500,000		
Borrowing Costs		$6,500,000		
Offsite/Utility Connections		$7,000,000		
Interim Housing		$3,000,000		
	Bond Proceeds for Facilities	$210,000,000		
	Inflation (4% annually)	$42,000,000		
	Contingency (5%)	$10,500,000		
	Project Funds:		**$157,500,000**	Funds from Potential Bond Measure
2. State SFP Eligibility				
Modernization		$59,000,000		
New Construction		$54,000,000		
	Sub-Total:	$113,000,000 x35%	**$39,000,000**	Funds from State School Program
3. Developer Fees				
$800,000/Year x 10 Years =		$8,000,000		
	Escalation 4%/Year x 10 Years =40%x.5=20%	$1,600,000		
	Contingency (5%)	$400,000		
			$6,000,000	
4. Deferred Maintenance				
$750,000/Year x 10 Years =		$7,500,000		
	Escalation 4%/Year x 10 Years = 40%x.5=20%	$1,500,000		
	Contingency 5%	$375,000		
			$5,625,000	
5. 'E' Rate				
$700,000/Year x 10 Years =		$7,000,000		
	Escalation 4%/Year x 10 Years x .5=20%	$1,400,000		
	Contingency (5%)	$350,000		
			$5,250,000	
6. Prop 39		$3,300,000		
	Escalation 4%/Year x 5 Years x .5=10%	$330,000		
	Contingency (5%)	$165,000		
			$2,805,000	
7. Redevelopment Fees Revenue Financed (RDA)				
($20 M District Wide + $3 M Cypress + Buena Park $3 M)		$26,000,000		
	Contingency (5%)	$1,300,000		
			$24,700,000	Funds Expected to be Received
8. Current Funds Available		$10,000,000		
	Contingency (5%)	$500,000		
			$9,500,000	
9. Cafeteria Funds (for Kitchen Equipment Only)		$5,000,000		
	Contingency (5%)	$250,000		
			$4,750,000	Funds on Hand Available
	Total Project Funding in 2014$ Available: (75% Hard Construction / 25% Soft Costs)		**$255,130,000**	
	Total FMP Program Need in 2014$: (20% of Total Need Funded)		**$1,286,290,000**	

6.2 PROGRAM COSTS FUNDING OPTIONS

ANALYSIS OF FUNDING SOURCES

The District has endeavored to identify as many funding sources as possible to help fund the Facilities Master Plan. These funding sources include:

Funds on Hand

Development Impact Fees: the District receives development impact fees from developers at the time that building permits are pulled. The District has approximately $2 million of developer fee funds on hand.

Redevelopment Funds: the District receives a share of property taxes from the redevelopment agencies (RDAs) within its boundaries. The District has eight RDAs within its boundaries that have a combined 24 project areas where the RDAs engage in redevelopment activities. The District has approximately $8 million of redevelopment funds on hand.

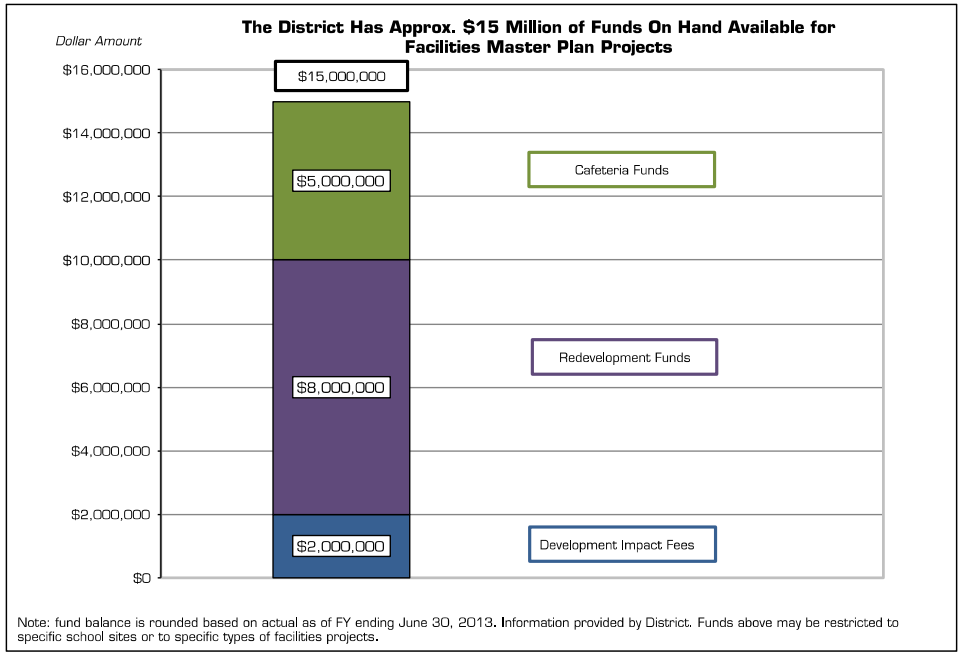
Cafeteria Funds: the District receives cafeteria funds from the Food and Nutrition Service, which administers the national school lunch program within the United States Department of Agriculture (USDA). The District has approximately $5 million of fund balance that can be used toward equipment replacement at the central kitchen.

State School Construction Program: the District has received funds from the State for school facilities. The District has approximately $300,000 of State funds on hand. State facilities funds must be spent on those projects that have been approved per applications submitted to the Office of Public School Construction (OPSC). The District's remaining fund balance is restricted to Regional Occupation Program (ROP) projects and Career Technical Education (CTE) Pathways. Therefore, the State funds on hand are not identified for FMP projects.

Funds from Sale of Assets: the District has funds from the sale of the ITT building. The District has approximately $3.8 million of funds from the sale. These funds are committed to the central kitchen financing, and therefore are not identified for FMP projects.

Funds from the Central Kitchen Financing: the District has funds remaining from the central kitchen financing that was completed in 2004. The District has approximately $7 million of funds from the financing. These funds are committed to the central kitchen financing, and therefore are not identified for FMP projects.

In total, the District has $15 million of funds on hand available for the FMP, as shown in the chart below.



Note: fund balance is rounded based on actual as of FY ending June 30, 2013. Information provided by District. Funds above may be restricted to specific school sites or to specific types of facilities projects.

6.2 PROGRAM COSTS FUNDING OPTIONS

The District has budgeted 5% for contingency, leaving $14.25 million for facilities projects. Below is a table summarizing the funds on hand available for the FMP.

Funds On Hand Available for FMP

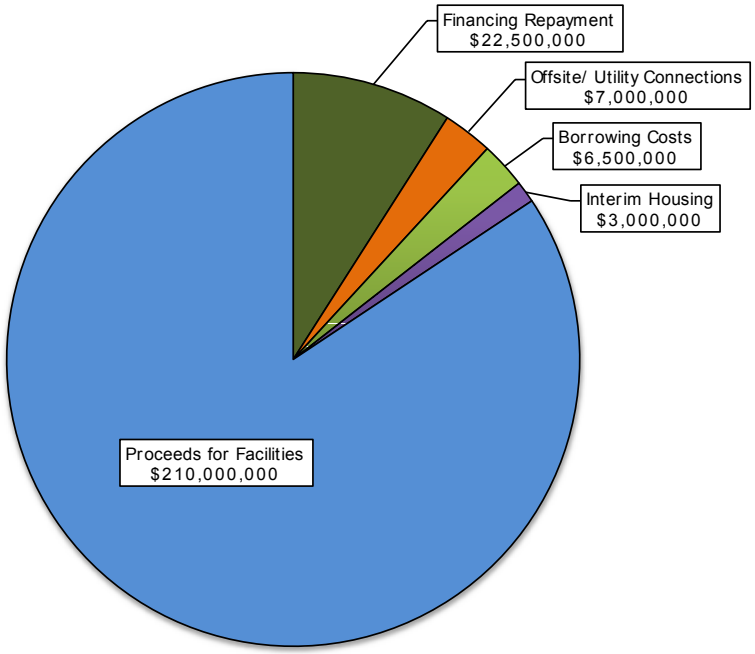
Source of Funds	Funding Amount
Development Impact Fees	$2,000,000
Redevelopment Funds	$8,000,000
Cafeteria Funds	$5,000,000
Total Funds On Hand	$15,000,000
Total Funds On Hand	$15,000,000
Contingency (5%)	($750,000)
Available for Facilities	$14,250,000

Funds from a Potential General Obligation Bond Measure

The District is considering a potential general obligation bond measure to raise additional funds for facilities. A 55% voter approval bond measure is constrained by a maximum tax levy of $30 per $100,000 of assessed value, and this is estimated to result in a bond measure of up to $249 million over the ten year time horizon of the FMP.

The District is contractually obligated to use the first available funds from the issuance of any general obligation bonds toward repayment of a prior financing. This prior financing was originally completed in 1999, and then refinanced in 2012, to fund HVAC upgrades and other modernization needs. It is estimated that repayment of this financing will require $22.5 million. It is also conservatively estimated that underwriter's discount and upfront borrowing costs associated with the issuance of general obligation bonds will amount to $6.5 million. The District would set aside $7 million for offsite/utility connections and $3 million for interim housing. This would leave $210 million of bond proceeds for facilities projects, as shown in the chart below.

A Bond Measure is Expected to Generate $210 Million Over 10 Years for Facilities Master Plan Projects, Net of Upfront & Ancillary Costs



Notes: based on general obligation bond financing plan. Upfront and ancillary costs are conservatively estimated. Financing repayment refers to Certificates of Participation for HVAC upgrades and modernization needs, originally issued in 1999, and refinanced in 2012, that the District is under contractual obligation to repay with the first available funds from the issuance of general obligation bonds.

6.2 PROGRAM COSTS FUNDING OPTIONS

Bonds will be issued incrementally over time on a "just in time funding model" to reduce interest costs. Currently, the preliminary plan calls for bonds to be issued in series, every two years, over the ten-year time horizon of the proposed bond measure. The amounts of each estimated bond series is based on both the projected facilities expenditures, estimated interest rates at the time of issuance, and the expected tax base.

Of the $210 million for facilities projects, the District would budget $42 million for inflation costs over the ten-year time horizon of the FMP. This represents 4% annual inflation over ten years, totaling approximately 40%. Since projects are assumed to be spaced out relatively equally over each of the ten years, the average expenditure period would be five years, leading to approximately 20% inflation. The assumed inflation rate of 4% is based on the historical ten-year average change in the California Construction Cost Index of 3.9%. In addition, the District would have a contingency of $10.5 million, or 5%. Below is a table summarizing funds from a potential bond measure:

Funds From Potential Bond Measure

Budget Item	Amount
Bond Amount	$249,000,000
Financing Repayment	($22,500,000)
Offsite/Utility Connections	($7,000,000)
Borrowing Costs	($6,500,000)
Interim Housing	($3,000,000)
Proceeds for Facilities	$210,000,000
Proceeds for Facilities	$210,000,000
Inflation (4% annually)	($42,000,000)
Contingency (5%)	($10,500,000)
Available for Facilities	$157,500,000

Funds from Renewal of State School Construction Program

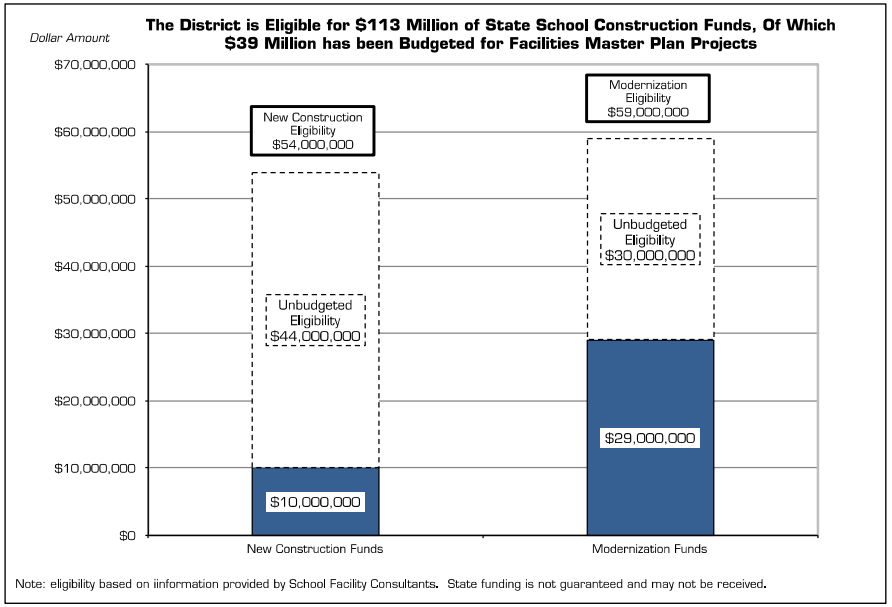
The State currently does not have any available funds in the State School Construction Program, but it may request voter approval to provide additional funds in the future. It is estimated the District is eligible to receive up to $110 million of State funding, should State funding become available.

The State School Construction Program calls for the State to provide funds on a matching basis, with new construction projects matched on a 50% State/50% local basis, and modernization projects matched on a 60% State/40% local basis.

The District is currently eligible for $54 million of State funding for new construction projects, and has budgeted local matching funds to receive $10 million for new construction projects identified in the FMP. These projects are new classrooms and new labs for science and career technical education.

The District is also currently eligible for $59 million of State funding for modernization projects, and has budgeted local matching funds to receive $29 million for modernization projects identified in the FMP. These projects are modernization of existing classrooms and labs, physical education improvements, building systems, and site utilities.

The new construction and modernization funds are shown in the chart below.



6.2 PROGRAM COSTS FUNDING OPTIONS

Because State funding is not guaranteed, the District may need to delay, or not undertake, some of the projects that are identified to receive State funding. However, should State funding become available, the District will be positioned to take advantage of this source of funds. Further, to be conservative, the District has budgeted only 35% of its total State funding eligibility.

Below is a table summarizing funds from potential State funding:

Funds From State School Construction Program

Funding Eligibility	Amount
New Construction Eligibility	$54,000,000
Modernization Eligibility	$59,000,000
Total Eligibility	$113,000,000

Budgeted for Facilities Projects	Amount
New Construction Funds	$10,000,000
Modernization Funds	$29,000,000
Funds for Projects	$39,000,000

Funds Expected to Be Received in the Future

Development Impact Fees: as previously discussed, the District receives development impact fees from developers at the time that building permits are pulled. The District has historically had average developer fee income of approximately $800,000 annually. This historical trend is expected to continue or improve, and the District is budgeting $800,000 annually in the future. Over the ten-year time horizon of the FMP, this will total $8 million.

Deferred Maintenance: The District plans to set aside funds for routine maintenance (needing to be completed annually) and for deferred maintenance, which is major repairs and replacements that occur less frequently than on an annual basis (for example, roofing, flooring, etc.) In total the District is budgeting $750,000 annually over the ten year time horizon of the FMP, which amounts to $7.5 million total.

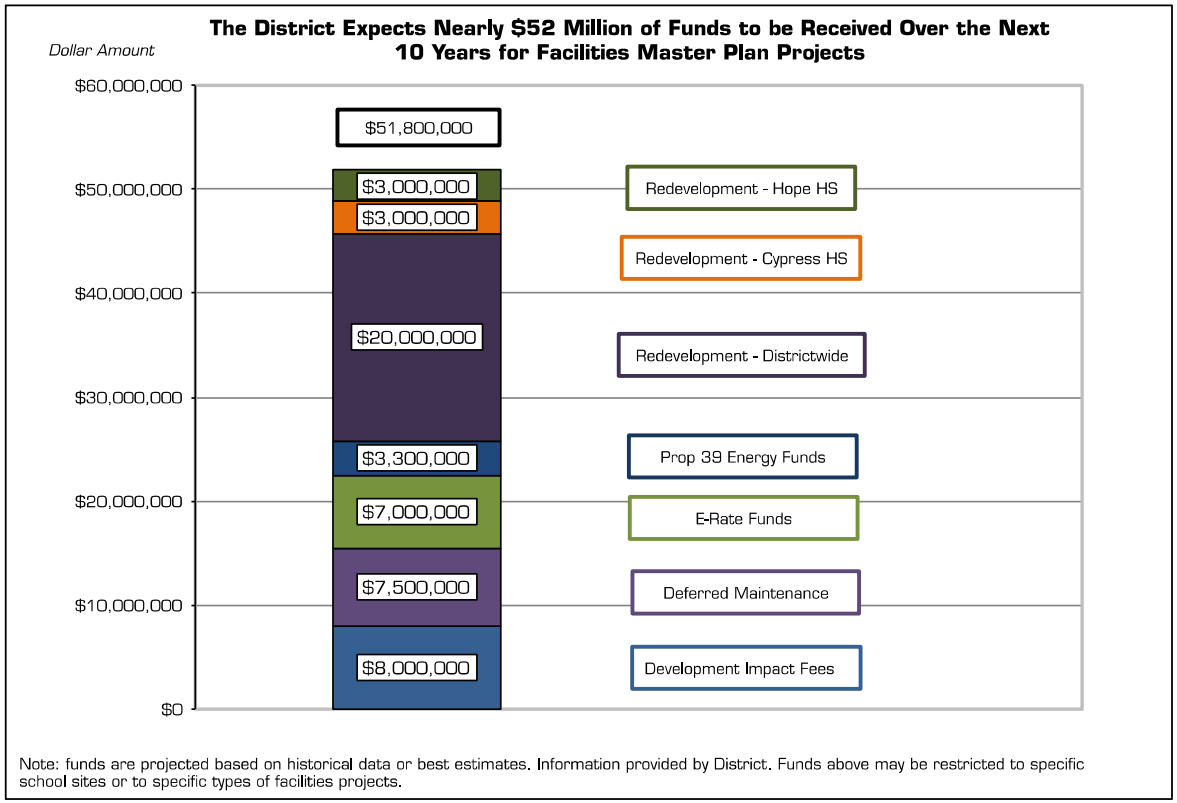
E-Rate Funds: the District receives E-Rate funds from the Universal Service Administrative Company, which administers the school and libraries program of the Universal Service Fund within the Federal Communications Commission (FCC). The District estimates it will receive $7 million of funds from the program, which will be available for technology projects in the FMP.

Proposition 39 Energy Funds: Proposition 39, the Clean Energy Jobs Act, was approved by state voters in November 2012. It changed the state corporate income tax code and allocated a portion of the new tax revenues to improving energy efficiency and expanding clean energy in schools. Funds are received over five years beginning in FY 2013-14. It is estimated that the District will receive $7 million of Prop. 39 energy funds. Of these funds, $2 million is planned for Anaheim High School and $1.7 million to Lexington Junior High School. The remaining $3.3 million will go toward improving energy efficiency at the District Campus as part of the FMP.

Redevelopment Funds: as previously discussed, the District receives a share of property taxes from the redevelopment agencies (RDAs) within its boundaries. The revenues are projected to be received over the next 30 years. The District has prepared a financing plan that will allow it to borrow against the revenues, so that the funds can be available immediately to fund projects identified in the FMP. It is estimated that, net of all costs, the District could receive funds for projects totaling $26 million. Due to the geographical restrictions associated with the revenue, $20 million would be available for projects District-wide, $3 million would be restricted to facilities within the City of Cypress, and $3 million would be restricted to facilities within the City of Buena Park.

6.2 PROGRAM COSTS FUNDING OPTIONS

In total the District estimates $51.8 million of funds to be received in the future for facilities projects, as shown in the chart below.



Note: funds are projected based on historical data or best estimates. Information provided by District. Funds above may be restricted to specific school sites or to specific types of facilities projects.

Of the funds to be received in the future, the District has budgeted $4.83 million for inflation. This reflects 4% annual inflation over ten years for development impact fees, deferred maintenance and E rate funds, over five years for Prop. 39 energy funds, and no inflation for the redevelopment funds as these are expected to be available immediately. The District has also budgeted a 5% contingency, amount to $2.59 million. Below is a table summarizing the funds expected to be received for the FMP:

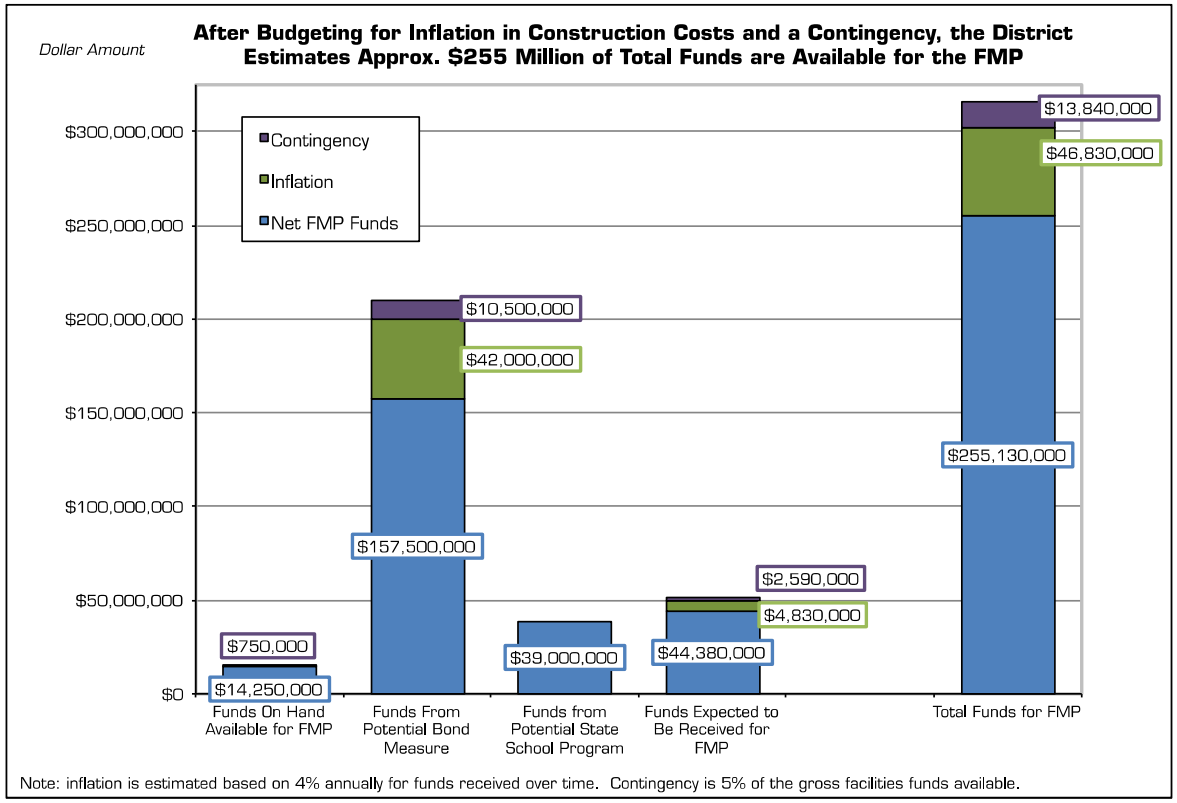
Funds Expected to Be Recieved for FMP

Source of Funds	Funding Amount
Development Impact Fees	$8,000,000
Deferred Maintenance	$7,500,000
E-Rate Funds	$7,000,000
Prop. 39 Energy Funds	$3,300,000
RDA - District-wide	$20,000,000
RDA - Cypress HS	$3,000,000
RDA - Hope HS	$3,000,000
Total Funds Expected	$51,800,000
Total Funds Expected	$51,800,000
Inflation (4% annually)	($4,830,000)
Contingency (5%)	($2,590,000)
Available for Facilities	$44,380,000

6.2 PROGRAM COSTS FUNDING OPTIONS

Summary of Funds For FMP

When looking at all sources of funds available for the FMP, the District estimates a total of $255.13 million, net of inflation, contingency, and other upfront costs, as shown in the chart below.



Note: inflation is estimated based on 4% annually for funds received over time. Contingency is 5% of the gross facilities funds available.

A summary of the net funds for Facilities Master Plan projects is shown in the table below:

Funds for FMP

Source of Funds	Funding Amount
Funds On Hand Available for FMP	$14,250,000
Funds From Potential Bond Measure	$157,500,000
Funds From State School Program	$39,000,000
Funds Expected to Be Received for FMP	$44,380,000
Total Funds for FMP	$255,130,000

6.2 PROGRAM COSTS FUNDING OPTIONS

How Funds Can Be Spent

Over time, conditions can change as plans are finalized, construction bids are awarded, and projects are completed. The District may need to adjust allocation of its funding to various projects identified in the FMP. However, the funds that the District receives are restricted in how they can be spent, and this may influence the District's ability to fund certain projects. Below is a summary of how the funds can be spent.

Development Impact Fees: Developer fees are to be used for "construction or reconstruction of school facilities" per Education Code section 17620(a)(1). School facilities are defined as "relating to a school district's ability to accommodate enrollment" in Government Code Section 65995(g)(3). The following uses are specifically prohibited: regular maintenance and routine repair, asbestos inspection and removal, and deferred maintenance per Education Code section 17620(d)(3).

Deferred Maintenance: Expenditures for deferred maintenance are defined as major repair or replacement of plumbing, heating, air conditioning, electrical, roofing, and floors, painting, asbestos inspection and removal, lead inspection and removal, and any other items of maintenance, per Education Code Section 17582.

E-Rate Funds: E-Rate funds are limited to those projects for which funds were requested. In general, the Schools and Libraries Program supports connectivity, and funds are requested under four categories: telecommunications services, Internet access, internal connections, and basic maintenance of internal connections.

Redevelopment Funds: The District receives revenues pursuant to three types of entitlements: pass-through agreements, 2% payments, and AB 1290 payments. The funds received pursuant to pass-through agreements can be spent on those facilities specified in the agreements. The funds received pursuant to 2% payments can be spent on "land acquisition, facility construction, reconstruction, or remodeling, or deferred maintenance" per Education Code Section 42238(h)(6)(A). The funds received pursuant to AB 1290 payments can be spent on "educational facilities" per Education Code Section 42238(h)(6)(A). Educational facilities are distinct from school facilities in that educational facilities can relate to non-school uses that support education (for example, a District administration building). For school uses in particular, the funds can be spent on "schools that are: (A) within the project area, (B) attended by students from the project area, (C) attended by students generated by projects that are assisted directly by the redevelopment agency, or (D) determined by the governing board of a local education agency to be of benefit to the project area" per Health and Safety Code Section 33607.5(a)(5).

Cafeteria Funds: The expenditure of cafeteria funds on facilities projects has a variety of restrictions, including:

Cafeteria funds "shall not be used to purchase land or buildings, unless otherwise approved by FNS, or to construct buildings" pursuant to Code of Federal Regulations Title 7 Section 210.14(a). FNS refers to Food and Nutrition Service, which administers the national school lunch program within the United States Department of Agriculture (USDA). It is our understanding from the California Department of Education (CDE) that FNS is not approving the use of cafeteria funds for the acquisition or construction of buildings.

Cafeteria funds can be used for the "Rental costs of building and equipment" per Code of Federal Regulations Title 2 Part 225 Appendix B Item 37. Certain limitations apply though should the rental costs be unreasonable based on specified factors in Item 37(a), be under a sale and lease back arrangement per Item 37(b), be under a less-than-arm's-length transaction per Item 37(c), or are treated as a capital lease under GAAP per Item 37(d).

Cafeteria funds can also be used for modernization/ reconstruction as long as it is "ordinary and normal rearrangement and alteration" per Code of Federal Regulations Title 2 Part 225 Appendix B Item 35. Examples include replacing flooring, building or removing a partition wall, enclosing space to create a serving window, etc. Reconversion costs to restore or rehabilitate a facility to approximately the same original condition as prior to its use as a cafeteria are also allowable, per Code of Federal Regulations Title 2 Part 225 Appendix B Item 36.

Cafeteria funds can further be used for the acquisition of equipment, but requires caution because equipment is defined as "an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost which equals or exceeds the lesser of the capitalization level established by the governmental unit for financial statement purposes, or $5,000" per Code of Federal Regulations Title 2 Part 225 Appendix B Item 15(a)(2). We further understand that a District may request USDA approval through CDE for equipment with a capitalization level greater than $5,000.

Lastly, cafeteria funds can be used for some but not all items of deferred maintenance. Specifically, "the cost of utilities, insurance, security, janitorial services, elevator service, upkeep of grounds, necessary maintenance, normal repairs and alterations, and the like are allowable to the extent that they: keep property (including Federal property, unless otherwise provided for) in an efficient operating condition, do not add to the permanent value of property or appreciably prolong its intended life, and are not otherwise included in rental or other charges for space," according to the Code of Federal Regulations Title 2 Part 225 Appendix B Item 25.

6.2 PROGRAM COSTS FUNDING OPTIONS

ANALYSIS OF STATE FUNDING

SCHOOL FACILITY CONSULTANTS

Modernization Eligibility Summary – May 2014

Prepared for: ANAHEIM UNION HIGH SCHOOL DISTRICT EST. 1898

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Anaheim Union High School District Modernization Eligibility Summary – May 2014

SCHOOL FACILITY CONSULTANTS

2013/14 Modernization Eligibility

Modernization

The SFP Modernization program funding may be used for the renovation and/or replacement of existing buildings. This funding may not be used to increase the capacity at a site. Modernization eligibility is site-specific and is generated by permanent buildings over 25 years of age and portable buildings over 20 years of age. The District must provide a match equal to 40% of the total State and local share.

Currently, the District has modernization eligibility totaling approximately $59,339,790 in base grant State funding that may be requested as soon as project plans receive DSA and CDE approval. The District would be required to provide a match of $39,559,865 to access this funding. The dollar amounts reflect an augmentation for permanent fifty year old and older buildings where applicable. However, the amount does not include other augmentations for which the District may be eligible. For example, schools with permanent facilities over fifty years old may qualify for additional augmentations for utility work. Please note, this modernization eligibility includes a drawdown for the projects already approved by the State Allocation Board.

The table below shows Anaheim Union High School District's 2013/14 Modernization eligibility by site.

6.2 PROGRAM COSTS FUNDING OPTIONS

ANALYSIS OF STATE FUNDING

Anaheim Union High School District
Modernization Eligibility Summary – May 2014

SCHOOL FACILITY CONSULTANTS

School Site	Eligibility	State Share	District Share	Total
Ball Junior High	169	$1,203,781	$802,521	$2,006,302
Brookhurst Junior High	264	$1,577,828	$1,051,886	$2,629,714
Dale Junior High	244	$1,359,488	$906,326	$2,265,814
Lexington Junior High	102	$407,592	$271,728	$679,320
Orangeview Junior High	680	$4,014,045	$2,676,030	$6,690,075
South Junior High	0	$0	$0	$0
Sycamore Junior High	389	$2,384,170	$1,589,447	$3,973,617
Walker Junior High	243	$1,382,409	$921,606	$2,304,015
Anaheim High	1,276	$7,546,340	$5,030,894	$12,577,234
Cypress High	559	$2,943,985	$1,962,657	$4,906,642
Katella High	815	$4,371,330	$2,914,220	$7,285,550
Kennedy High	291	$1,606,251	$1,070,834	$2,677,085
Loara High	541	$4,327,669	$2,885,112	$7,212,781
Magnolia High	539	$4,128,167	$2,752,112	$6,880,279
Oxford Academy	258	$1,118,410	$745,607	$1,864,017
Savanna High	386	$3,059,025	$2,039,350	$5,098,375
Western High	820	$5,994,305	$3,996,204	$9,990,509
Gilbert South	224	$1,756,879	$1,171,253	$2,928,132
Hope Special Education	326	$3,923,410	$2,615,607	$6,539,017
Polaris High	566	$2,945,036	$1,963,357	$4,908,393
Gilbert East	352	$1,840,960	$1,227,307	$3,068,267
Gilbert West	277	$1,448,710	$965,807	$2,414,517
TOTAL	**9,321**	**$59,339,790**	**$39,559,865**	**$98,899,655**

Anaheim Union High School District
Modernization Eligibility Summary – May 2014

SCHOOL FACILITY CONSULTANTS

Ball Junior High	7-8	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	1,359	52	19	1,430
Project 57/66431-00-001	(1,221)	(38)	(2)	(1,261)
Remaining Estimated Eligibility	**138**	**14**	**17**	**169**
Estimated State Funding (60%)	$762,928	$156,562	$284,291	$1,203,781
Estimated District Match (40%)	$508,619	$104,375	$189,527	$802,521
Total Estimated Funding (100%)	**$1,271,547**	**$260,937**	**$473,818**	**$2,006,302**

Brookhurst Junior High	7-8	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	247	14	3	264
No Projects Submitted	0	0	0	0
Remaining Estimated Eligibility	**247**	**14**	**3**	**264**
Estimated State Funding (60%)	$1,371,097	$156,562	$50,169	$1,577,828
Estimated District Match (40%)	$914,065	$104,375	$33,446	$1,051,886
Total Estimated Funding (100%)	**$2,285,162**	**$260,937**	**$83,615**	**$2,629,714**

Dale Junior High	7-8	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	1,409	38	12	1,459
Project 57/66431-00-002	(1,167)	(36)	(29)	(1,232)
Remaining Estimated Eligibility	**242**	**2**	**0**	**244**
Estimated State Funding (60%)	$1,337,122	$22,366	$0	$1,359,488
Estimated District Match (40%)	$891,415	$14,911	$0	$906,326
Total Estimated Funding (100%)	**$2,228,537**	**$37,277**	**$0**	**$2,265,814**

Lexington Junior High	7-8	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	1,237	13	13	1,263
Project 57/66431-00-008	(1,135)	(37)	(19)	(1,191)
Remaining Estimated Eligibility	**102**	**0**	**0**	**102**
Estimated State Funding (60%)	$407,592	$0	$0	$407,592
Estimated District Match (40%)	$271,728	$0	$0	$271,728
Total Estimated Funding (100%)	**$679,320**	**$0**	**$0**	**$679,320**

Orangeview Junior High	7-8	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	642	25	13	680
No Projects Submitted	0	0	0	0
Remaining Estimated Eligibility	**642**	**25**	**13**	**680**
Estimated State Funding (60%)	$3,520,202	$276,444	$217,399	$4,014,045
Estimated District Match (40%)	$2,346,801	$184,296	$144,933	$2,676,030
Total Estimated Funding (100%)	**$5,867,003**	**$460,740**	**$362,332**	**$6,690,075**

6.2 PROGRAM COSTS FUNDING OPTIONS

ANALYSIS OF STATE FUNDING

Anaheim Union High School District
Modernization Eligibility Summary – May 2014

SCHOOL FACILITY CONSULTANTS

South Junior High	7-8	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	1,437	63	9	1,509
Project 57/66431-00-011	(1,437)	(63)	(9)	(1,509)
Remaining Estimated Eligibility	**0**	**0**	**0**	**0**
Estimated State Funding (60%)	$0	$0	$0	$0
Estimated District Match (40%)	$0	$0	$0	$0
Total Estimated Funding (100%)	**$0**	**$0**	**$0**	**$0**

Sycamore Junior High	7-8	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	1,558	72	4	1,634
Project 57/66431-00-003	(1,213)	(32)	0	(1,245)
Remaining Estimated Eligibility	**345**	**40**	**4**	**389**
Estimated State Funding (60%)	$1,876,220	$441,058	$66,892	$2,384,170
Estimated District Match (40%)	$1,250,813	$294,039	$44,595	$1,589,447
Total Estimated Funding (100%)	**$3,127,033**	**$735,097**	**$111,487**	**$3,973,617**

Walker Junior High	7-8	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	1,275	26	7	1,308
Project 57/66431-00-004	(1,035)	(34)	(4)	(1,073)
Remaining Estimated Eligibility	**240**	**0**	**3**	**243**
Estimated State Funding (60%)	$1,332,240	$0	$50,169	$1,382,409
Estimated District Match (40%)	$888,160	$0	$33,446	$921,606
Total Estimated Funding (100%)	**$2,220,400**	**$0**	**$83,615**	**$2,304,015**

Anaheim High	9-12	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	1,227	43	6	1,276
No Projects Submitted	0	0	0	0
Remaining Estimated Eligibility	**1,227**	**43**	**6**	**1,276**
Estimated State Funding (60%)	$7,080,946	$383,808	$81,586	$7,546,340
Estimated District Match (40%)	$4,720,631	$255,872	$54,391	$5,030,894
Total Estimated Funding (100%)	**$11,801,577**	**$639,680**	**$135,977**	**$12,577,234**

Cypress High	9-12	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	2,552	52	29	2,633
Project 57/66431-00-014	(1,996)	(75)	(26)	(2,097)
Remaining Estimated Eligibility	**556**	**0**	**3**	**559**
Estimated State Funding (60%)	$2,907,880	$0	$36,105	$2,943,985
Estimated District Match (40%)	$1,938,587	$0	$24,070	$1,962,657
Total Estimated Funding (100%)	**$4,846,467**	**$0**	**$60,175**	**$4,906,642**

Anaheim Union High School District
Modernization Eligibility Summary – May 2014

SCHOOL FACILITY CONSULTANTS

Katella High	9-12	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	2,343	88	38	2,469
Project 57/68130-00-004	(1,544)	(107)	(22)	(1,673)
Remaining Estimated Eligibility	**799**	**0**	**16**	**815**
Estimated State Funding (60%)	$4,178,770	$0	$192,560	$4,371,330
Estimated District Match (40%)	$2,785,847	$0	$128,373	$2,914,220
Total Estimated Funding (100%)	**$6,964,617**	**$0**	**$320,933**	**$7,285,550**

Kennedy High	9-12	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	2,269	52	7	2,328
Project 57/66431-00-013	(1,998)	(39)	0	(2,037)
Remaining Estimated Eligibility	**271**	**13**	**7**	**291**
Estimated State Funding (60%)	$1,417,330	$104,676	$84,245	$1,606,251
Estimated District Match (40%)	$944,887	$69,784	$56,163	$1,070,834
Total Estimated Funding (100%)	**$2,362,217**	**$174,460**	**$140,408**	**$2,677,085**

Loara High	9-12	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	2,481	104	38	2,623
Project 57/66431-00-009	(2,025)	(39)	(18)	(2,082)
Remaining Estimated Eligibility	**456**	**65**	**20**	**541**
Estimated State Funding (60%)	$3,272,576	$720,633	$334,460	$4,327,669
Estimated District Match (40%)	$2,181,717	$480,422	$222,973	$2,885,112
Total Estimated Funding (100%)	**$5,454,293**	**$1,201,055**	**$557,433**	**$7,212,781**

Magnolia High	9-12	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	1,964	69	34	2,067
Project 57/66431-00-007	(1,458)	(52)	(18)	(1,528)
Remaining Estimated Eligibility	**506**	**17**	**16**	**539**
Estimated State Funding (60%)	$3,670,488	$190,111	$267,568	$4,128,167
Estimated District Match (40%)	$2,446,992	$126,741	$178,379	$2,752,112
Total Estimated Funding (100%)	**$6,117,480**	**$316,852**	**$445,947**	**$6,880,279**

Oxford Academy	7-8	9-12	NS/S-SDC	Total
2013-14 Estimated Eligibility	413	756	3	1,172
Project 57/66431-00-012	(219)	(695)	0	(914)
Remaining Estimated Eligibility	**194**	**61**	**3**	**258**
Estimated State Funding (60%)	$775,224	$319,030	$24,156	$1,118,410
Estimated District Match (40%)	$516,816	$212,687	$16,104	$745,607
Total Estimated Funding (100%)	**$1,292,040**	**$531,717**	**$40,260**	**$1,864,017**

6.2 PROGRAM COSTS FUNDING OPTIONS

ANALYSIS OF STATE FUNDING

Anaheim Union High School District
Modernization Eligibility Summary – May 2014

Savanna High	9-12	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	2,184	80	55	2,319
Project 57/66431-00-006	(1,846)	(52)	(35)	(1,933)
Remaining Estimated Eligibility	**338**	**28**	**20**	**386**
Estimated State Funding (60%)	$2,419,260	$309,993	$329,772	$3,059,025
Estimated District Match (40%)	$1,612,840	$206,662	$219,848	$2,039,350
Total Estimated Funding (100%)	**$4,032,100**	**$516,655**	**$549,620**	**$5,098,375**

Western High	9-12	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	785	20	15	820
No Projects Submitted	0	0	0	0
Remaining Estimated Eligibility	**785**	**20**	**15**	**820**
Estimated State Funding (60%)	$5,530,750	$217,398	$246,157	$5,994,305
Estimated District Match (40%)	$3,687,167	$144,932	$164,105	$3,996,204
Total Estimated Funding (100%)	**$9,217,917**	**$362,330**	**$410,262**	**$9,990,509**

Gilbert Cont. HS at Trident	9-12	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	685	60	12	757
Project 57/66431-00-005	(491)	(36)	(6)	(533)
Remaining Estimated Eligibility	**194**	**24**	**6**	**224**
Estimated State Funding (60%)	$1,391,280	$265,261	$100,338	$1,756,879
Estimated District Match (40%)	$927,520	$176,841	$66,892	$1,171,253
Total Estimated Funding (100%)	**$2,318,800**	**$442,102**	**$167,230**	**$2,928,132**

Hope Special Education	9-12	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	0	0	326	326
No Projects Submitted	0	0	0	0
Remaining Estimated Eligibility	**0**	**0**	**326**	**326**
Estimated State Funding (60%)	$0	$0	$3,923,410	$3,923,410
Estimated District Match (40%)	$0	$0	$2,615,607	$2,615,607
Total Estimated Funding (100%)	**$0**	**$0**	**$6,539,017**	**$6,539,017**

Polaris High	7-8	9-12	NS/S-SDC	Total
2013-14 Estimated Eligibility	88	459	19	566
No Projects Submitted	0	0	0	0
Remaining Estimated Eligibility	**88**	**459**	**19**	**566**
Estimated State Funding (60%)	$351,648	$2,400,570	$192,818	$2,945,036
Estimated District Match (40%)	$234,432	$1,600,380	$128,545	$1,963,357
Total Estimated Funding (100%)	**$586,080**	**$4,000,950**	**$321,363**	**$4,908,393**

Anaheim Union High School District
Modernization Eligibility Summary – May 2014

Gilbert East	9-12	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	352	0	0	352
No Projects Submitted	0	0	0	0
Remaining Estimated Eligibility	**352**	**0**	**0**	**352**
Estimated State Funding (60%)	$1,840,960	$0	$0	$1,840,960
Estimated District Match (40%)	$1,227,307	$0	$0	$1,227,307
Total Estimated Funding (100%)	**$3,068,267**	**$0**	**$0**	**$3,068,267**

Gilbert West	9-12	NS-SDC	S-SDC	Total
2013-14 Estimated Eligibility	277	0	0	277
No Projects Submitted	0	0	0	0
Remaining Estimated Eligibility	**277**	**0**	**0**	**277**
Estimated State Funding (60%)	$1,448,710	$0	$0	$1,448,710
Estimated District Match (40%)	$965,807	$0	$0	$965,807
Total Estimated Funding (100%)	**$2,414,517**	**$0**	**$0**	**$2,414,517**

6.2 PROGRAM COSTS FUNDING OPTIONS

ANALYSIS OF STATE FUNDING

SCHOOL FACILITY CONSULTANTS

New Construction Eligibility Summary – June 2014

Prepared for: Anaheim Union High School District

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2013/14 New Construction Eligibility

New Construction

The SFP New Construction program funding may be used to purchase and/or build new schools or classrooms for eligible K-12 students. Eligibility for this program is based on enrollment projections and seating capacity in the District. The District must provide an equal match to the State's contribution to the projects. The New Construction program requires a district to select one enrollment projection model (for each High School Attendance Area) from a list of approved methodologies.

Currently, the District has total new construction eligibility of approximately **$53,897,636** in base grant State funding that may be requested as soon as project plans, containing new classroom capacity, receive DSA and CDE approval. The District would be required to provide a match of **$53,897,636** to access this funding. The dollar amounts do not include any augmentations such as site acquisition or site development. Please note, this new construction eligibility includes a drawdown for the projects already approved by the State Allocation Board and any capacity added with District funds.

The following tables outline the District's new construction eligibility.

6.2 PROGRAM COSTS FUNDING OPTIONS

ANALYSIS OF STATE FUNDING

Anaheim Union High School District
New Construction Eligibility Summary – June 2014

2013/14 New Construction Eligibility by High School Attendance Area

HSAA	7-8 State Share	9-12 State Share	NS SDC State Share	Severe SDC State Share	Total State Share
Anaheim	$0	$0	$0	$2,034,729	$2,034,729
Cypress	$0	$0	$1,789,440	$5,909,076	$7,698,516
Katella	$5,434,338	$10,165,753	$149,120	$919,809	$16,669,020
Kennedy	$2,140,164	$3,464,682	$652,400	$613,206	$6,870,452
Loara	$0	$0	$260,960	$780,444	$1,041,404
Magnolia	$2,266,056	$0	$0	$529,587	$2,795,643
Savanna	$3,483,012	$5,707,325	$0	$250,857	$9,441,194
Western	$0	$7,318,805	$0	$27,873	$7,346,678
District Total	**$13,323,570**	**$26,656,565**	**$2,851,920**	**$11,065,581**	**$53,897,636**

HSAA	7-8 Pupil Grants	9-12 Pupil Grants	NS SDC Pupil Grants	Severe SDC Pupil Grants	Total Pupil Grants
Anaheim	0	0	0	73	73
Cypress	0	0	96	212	308
Katella	518	757	8	33	1,316
Kennedy	204	258	35	22	519
Loara	0	0	14	28	42
Magnolia	216	0	0	19	235
Savanna	332	425	0	9	766
Western	0	545	0	1	546
District Total	**1,270**	**1,985**	**153**	**397**	**3,805**

2013-14 eligibility valid from 11/1/2013-10/31/2014
Must update eligibility based on 2014-15 enrollment for use after 10/31/2014
Eligibility reflected above takes into account drawdown for all known projects submitted and funded as of June 2014.

Anaheim Union High School District
New Construction Eligibility Summary – June 2014

2013/14 Estimated New Construction Eligibility Drawdown Chart

Anaheim HSAA

	7-8 Grants	9-12 Grants	Non-Severe SDC Grants	Severe SDC Grants	Total Grants
Projected Enrollment (10 Year)	1,666	3,189	118	100	5,073
Existing Capacity	1,188	2,538	117	27	3,870
DRAFT 2013/14 Eligibility	478	651	1	73	1,203
Reduced by Projects					
Anaheim HS Project (50/66431-01-002)	-363	-498			-861
8 District Fund CR at Sycamore	-216				-216
15 District Fund CR at Anaheim		-324	-39		-363
Remaining Eligibility	**-101**	**-171**	**-38**	**73**	**73**
Estimated 50% State Grant*	$0	$0	$0	$2,034,729	$2,034,729
Estimated 50% District Match	$0	$0	$0	$2,034,729	$2,034,729
Total Funding 100%	**$0**	**$0**	**$0**	**$4,069,458**	**$4,069,458**

** Base Grant Only. Does not include possible project augmentations.*
***Project 50/01-01 was withdrawn*

6.2 PROGRAM COSTS FUNDING OPTIONS

ANALYSIS OF STATE FUNDING

Anaheim Union High School District
New Construction Eligibility Summary – June 2014

SCHOOL FACILITY CONSULTANTS

2013/14 Estimated New Construction Eligibility Drawdown Chart

Cypress HSAA

	7-8 Grants	9-12 Grants	Non-Severe SDC Grants	Severe SDC Grants	Total Grants
Projected Enrollment (10 Year)	1,173	3,091	96	212	4,572
Existing Capacity	1,107	4,023			5,130
DRAFT 2013/14 Eligibility	66	-932	96	212	374
Reduced by Projects					
Lexington JH Project (50/66431-08-001)	-81				-81
8 District Fund CR at Cypress		-54			-54
8 District Fund CR at Trident		-54			-54
Remaining Eligibility	**-15**	**-1,040**	**96**	**212**	**308**
Estimated 50% State Grant*	$0	$0	$1,789,440	$5,909,076	$7,698,516
Estimated 50% District Match	$0	$0	$1,789,440	$5,909,076	$7,698,516
Total Funding 100%	**$0**	**$0**	**$3,578,880**	**$11,818,152**	**$15,397,032**

** Base Grant Only. Does not include possible project augmentations.*

Anaheim Union High School District
New Construction Eligibility Summary – June 2014

SCHOOL FACILITY CONSULTANTS

2013/14 Estimated New Construction Eligibility Drawdown Chart

Katella HSAA

	7-8 Grants	9-12 Grants	Non-Severe SDC Grants	Severe SDC Grants	Total
Projected Enrollment (10 Year)	1,935	2,911	125	60	5,031
Existing Capacity	1,107	1,593	117	27	2,844
DRAFT 2013/14 Eligibility	828	1,318	8	33	2,187
Reduced by Projects					
South JH Project (50/66431-02-001)	-283				-283
Katella HS Project (50/66431-02-003)		-480			-480
3 CR's reported 57/10 Project		-81			-81
1 CR reported 57/11 Project	-27				-27
Remaining Eligibility	**518**	**757**	**8**	**33**	**1,316**
Estimated 50% State Grant*	$5,434,338	$10,165,753	$149,120	$919,809	$16,669,020
Estimated 50% District Match	$5,434,338	$10,165,753	$149,120	$919,809	$16,669,020
Total Funding 100%	**$10,868,676**	**$20,331,506**	**$298,240**	**$1,839,618**	**$33,338,040**

** Base Grant Only. Does not include possible project augmentations.*

***Project 50/02-02 was revoked*

6.2 PROGRAM COSTS FUNDING OPTIONS

ANALYSIS OF STATE FUNDING

Anaheim Union High School District
New Construction Eligibility Summary – June 2014

2013/14 Estimated New Construction Eligibility Drawdown Chart

Kennedy HSAA

	7-8 Grants	9-12 Grants	Non-Severe SDC Grants	Severe SDC Grants	Total
Projected Enrollment (10 Year)	1,365	2,472	100	31	3,968
Existing Capacity	1,161	1,944	65	9	3,179
DRAFT 2013/14 Eligibility	204	528	35	22	789
Reduced by Projects					
Kennedy HS Project (50/66431-03-002)		-108			
8 District Fund CR at Kennedy		-162			
Remaining Eligibility	**204**	**258**	**35**	**22**	**519**
Estimated 50% State Grant*	$2,140,164	$3,464,682	$652,400	$613,206	$6,870,452
Estimated 50% District Match	$2,140,164	$3,464,682	$652,400	$613,206	$6,870,452
Total Funding 100%	**$4,280,328**	**$6,929,364**	**$1,304,800**	**$1,226,412**	**$13,740,904**

** Base Grant Only. Does not include possible project augmentations.*

Anaheim Union High School District
New Construction Eligibility Summary – June 2014

2013/14 Estimated New Construction Eligibility Drawdown Chart

Magnolia HSAA

	7-8 Grants	9-12 Grants	Non-Severe SDC Grants	Severe SDC Grants	Total
Projected Enrollment (10 Year)	1,512	2,000	89	46	3,647
Existing Capacity	1,296	1,944	156	27	3,423
DRAFT 2013/14 Eligibility	216	56	-67	19	224
Reduced by Projects					
Oxford HS Project (50/66431-05-001)		-270			-270
Remaining Eligibility	**216**	**-214**	**-67**	**19**	**235**
Estimated 50% State Grant*	$2,266,056	$0	$0	$529,587	$2,795,643
Estimated 50% District Match	$2,266,056	$0	$0	$529,587	$2,795,643
Total Funding 100%	**$4,532,112**	**$0**	**$0**	**$1,059,174**	**$5,591,286**

** Base Grant Only. Does not include possible project augmentations.*

6.2 PROGRAM COSTS FUNDING OPTIONS

ANALYSIS OF STATE FUNDING

Anaheim Union High School District
New Construction Eligibility Summary – June 2014

SCHOOL FACILITY CONSULTANTS

2013/14 Estimated New Construction Eligibility Drawdown Chart

Savannah HSAA

	7-8 Grants	9-12 Grants	Non-Severe SDC Grants	Severe SDC Grants	Total
Projected Enrollment (10 Year)	1,277	2,018	74	45	3,414
Existing Capacity	945	1,593	117	36	2,691
DRAFT 2013/14 Eligibility	332	425	-43	9	766
Reduced by Projects					
No Projects to Date	-	-	-	-	-
Remaining Eligibility	**332**	**425**	**-43**	**9**	**766**
Estimated 50% State Grant*	$3,483,012	$5,707,325	$0	$250,857	$9,441,194
Estimated 50% District Match	$3,483,012	$5,707,325	$0	$250,857	$9,441,194
Total Funding 100%	**$6,966,024**	**$11,414,650**	**$0**	**$501,714**	**$18,882,388**

** Base Grant Only. Does not include possible project augmentations.*

2013/14 Estimated New Construction Eligibility Drawdown Chart

Western HSAA

	7-8 Grants	9-12 Grants	Non-Severe SDC Grants	Severe SDC Grants	Total
Projected Enrollment (5 Year)	894	1,922	86	37	2,939
Existing Capacity	1,026	1,377	130	36	2,569
DRAFT 2013/14 Eligibility	-132	545	-44	1	546
Reduced by Projects					
No Projects to Date	-	-	-	-	-
Remaining Eligibility	**-132**	**545**	**-44**	**1**	**546**
Estimated 50% State Grant*	$0	$7,318,805	$0	$27,873	$7,346,678
Estimated 50% District Match	$0	$7,318,805	$0	$27,873	$7,346,678
Total Funding 100%	**$0**	**$14,637,610**	**$0**	**$55,746**	**$14,693,356**

** Base Grant Only. Does not include possible project augmentations.*

6.2 PROGRAM COSTS FUNDING OPTIONS

ANALYSIS OF FEDERAL FUNDING SOURCES

As a component of the Facilities Master Plan (FMP), the School District contracted Dolinka Group, LLC to identify any Federal funding sources available to address capital facility needs identified within the FMP.

Over the last several years, the Federal Government has permitted school districts to issue Tax Credit Bonds. These bonds/programs are designed to lower borrowing costs on traditional municipal bonds. None of the Tax Credit Bonds generate a new revenue source to make interest and principal payments to the bond holders. Tax Credit Bonds reduce the cost to the School District of issuing debt. Without a revenue source to make interest and principal payments to the bond holders, these programs are not available. Furthermore, only specific types of capital facility projects can be funded depending on the Tax Credit Bond Program (see the table below for a summary of these programs). Based on the projects identified in the FMP and the active Tax Credit Bond Programs there are currently limited Federal funding sources available to the School District to address its capital facility needs.

Purpose	Tax Credit Bond Program	Federal Authorization	Expires After
Multiple	Build America Bonds	No Limit	2010
School Construction	Qualified Zone Academy Bonds I	$4,400,000,000	2008
	Qualified Zone Academy Bonds II	$1,400,000,000	No Expiration
	Qualified School Construction Bonds	$22,000,000,000	2010
Energy	Clean Renewable Energy Bonds	$1,200,000,000	2009
	New Clean Renewable Energy Bonds I	$800,000,000	2009
	New Clean Renewable Energy Bonds II	$1,600,000,000	2009
	Qualified Energy Conservation Bonds I	$800,000,000	No Expiration
	Qualified Energy Conservation Bonds II	$2,400,000,000	No Expiration

MASTER PLAN DIAGRAMS | SECTION 7

7.1 MASTER PLAN DIAGRAMS OVERVIEW OF CONTENTS

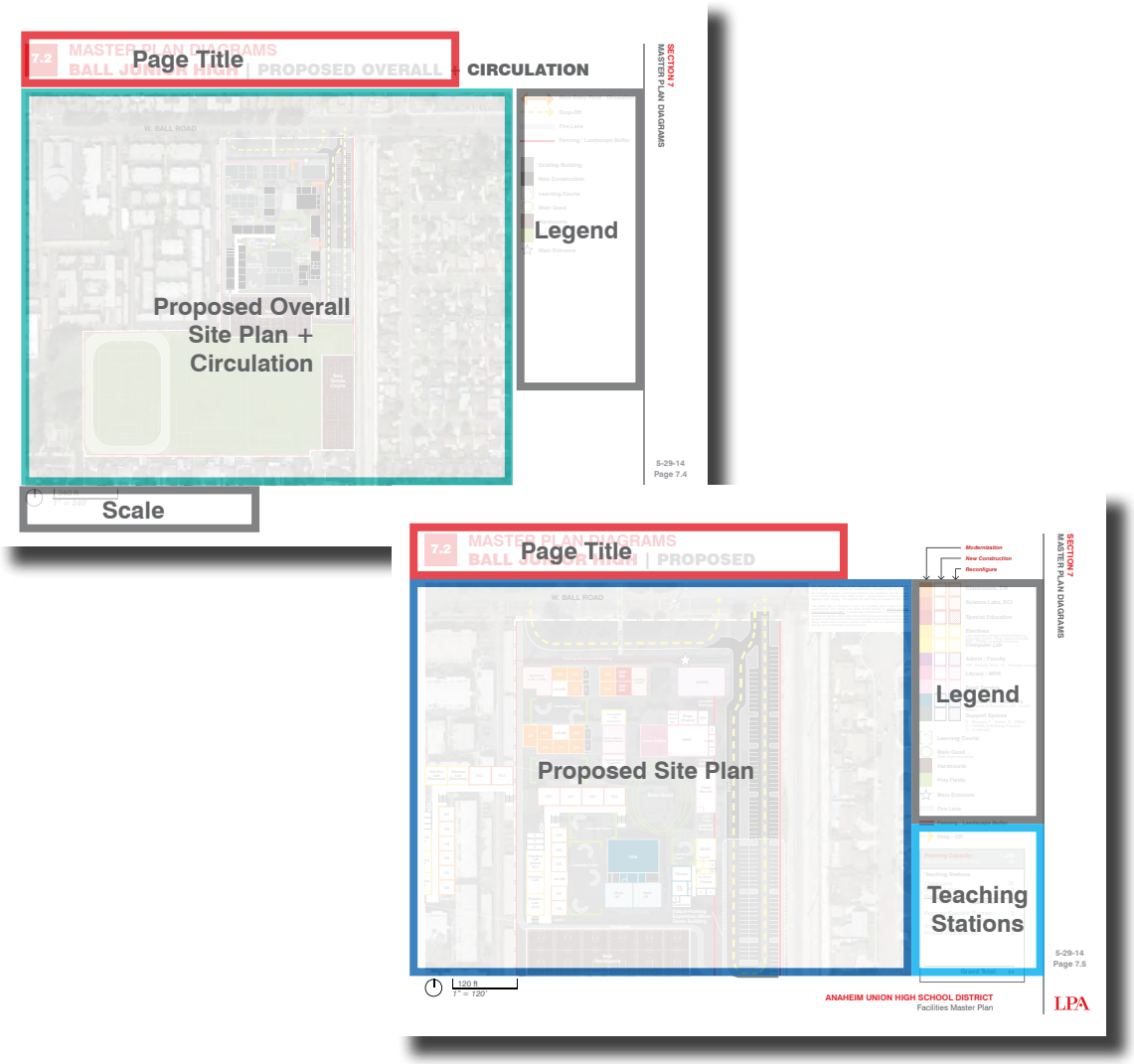
EXISTING SITE PLAN

Identifies the uses of each room and outlines specific key site elements such as parking, drop-off, hardcourts, tennis courts, fields, and the surrounding neighborhood.

7.1 MASTER PLAN DIAGRAMS OVERVIEW OF CONTENTS

PROPOSED SITE PLAN

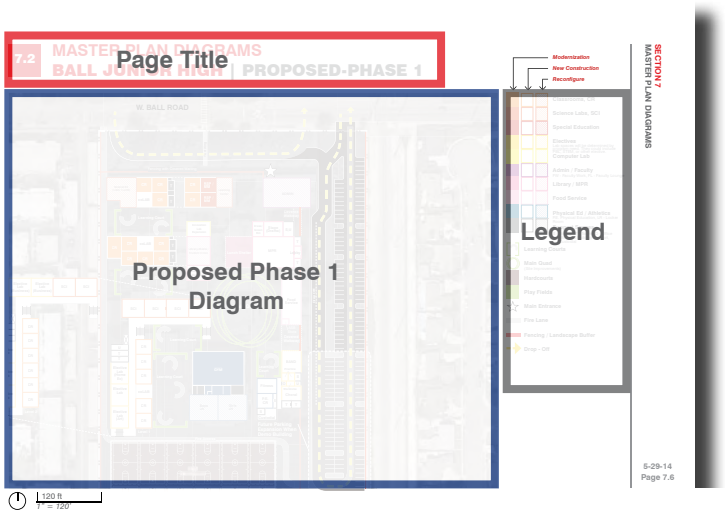
The proposed site plan shows the master plan recommendations for modernization, new construction, and reconfiguration. The teaching station count is based on the overall capacity assumptions.



7.1 MASTER PLAN DIAGRAMS OVERVIEW OF CONTENTS

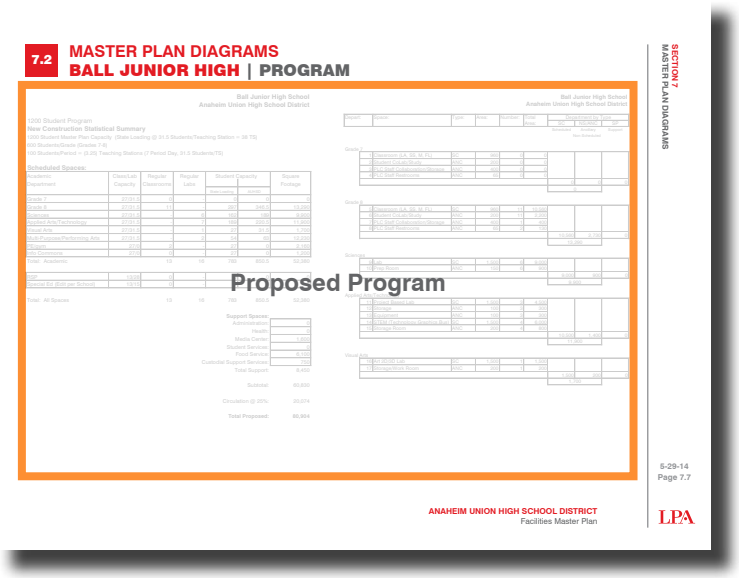
PROPOSED PROGRAM

The matrix defines the room elements and square footage used when master planning the school sites. It addresses areas of new construction only.



PROPOSED PHASE 1 DIAGRAM

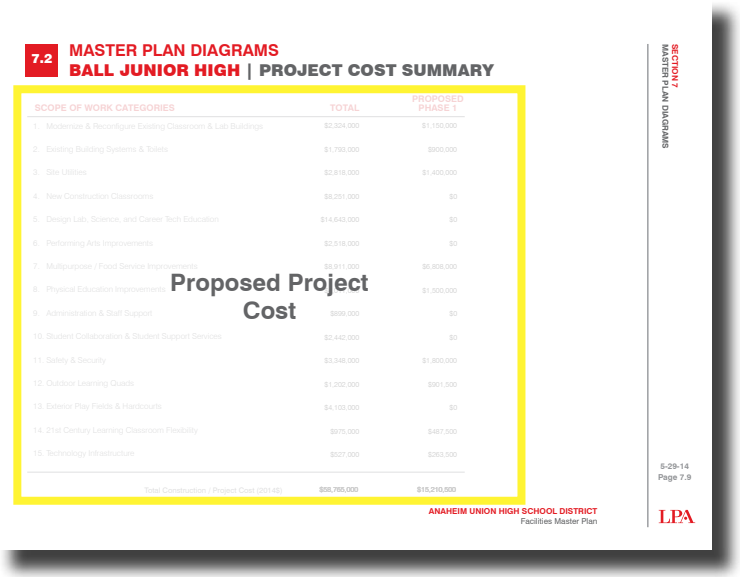
The site plan diagram indicate proposed Phase 1 scope of work with a blue box and scope of work keynotes. Scope of work budgets are indicated in the proposed project cost. For additional information, reference budget estimate in Appendix Section 8.6. Note that these are general budget amounts allotted toward a category of work. Exact scope and areas of work shall be determined when funding becomes available and the project implementation phase begins.



7.1 MASTER PLAN DIAGRAMS OVERVIEW OF CONTENTS

PROPOSED PROJECT COST

Includes a description of overall costs of proposed facilities improvements.**



***It should be noted that estimates are in 2014 dollars inclusive of both hard construction and project soft costs. Once an implementation schedule for a project has been determined appropriate escalation to the proposed mid-point of construction should be budgeted.*

7.2 MASTER PLAN DIAGRAMS
BALL JUNIOR HIGH | OVERVIEW

- Classrooms, CR
- Science Labs, SCI
- Special Education
- Electives
- Computer Lab
- Admin / Faculty
  FW - Faculty Work, FL - Faculty Lounge
- Library / MPR
- Food Service
- Physical Education / Athletics
  PE. Physical Education, LR - Locker Room
- Support Spaces
  S - Storage, T - Toilets, U - Utility, C - Custodial

- Hardcourts
- Play Fields
- Main Entrance
- Drop-off

240 ft
1" = 240'

7.2 MASTER PLAN DIAGRAMS
BALL JUNIOR HIGH | EXISTING

Anaheim Unified High School District began a long range Facilities Master Plan in October 2013. Over the last 7 months, the District has engaged school site staff, teachers, principals, community members and leadership in the discussion about what the vision of AUHSD's schools should become.

This existing site map represents the uses identified in the needs assessment study, completed in February 2014. Additional input was incorporated into the plan based on LPA's site walks and Site Committee meetings in November - December 2014, where there was a review of each schools site committee questionnaire responses and initial planning opportunities were identified.

Facility Master Planning is, by its nature, a broad endeavor. The Facilities Master Plan (FMP) developed is a "living" document and also a strategic planning tool that will identify short-term and long-term facility goals for the District.

Classrooms, CR
Science Labs, SCI
Special Education
Electives
Computer Lab
Admin / Faculty
FW - Faculty Work, FL - Faculty Lounge
Library / MPR
Food Service
Physical Education / Athletics
PE. Physical Education, LR - Locker Room
Support Spaces
S - Storage, T - Toilets, U - Utility, C - Custodial

Hardcourts
Play Fields
Main Entrance
Drop-off

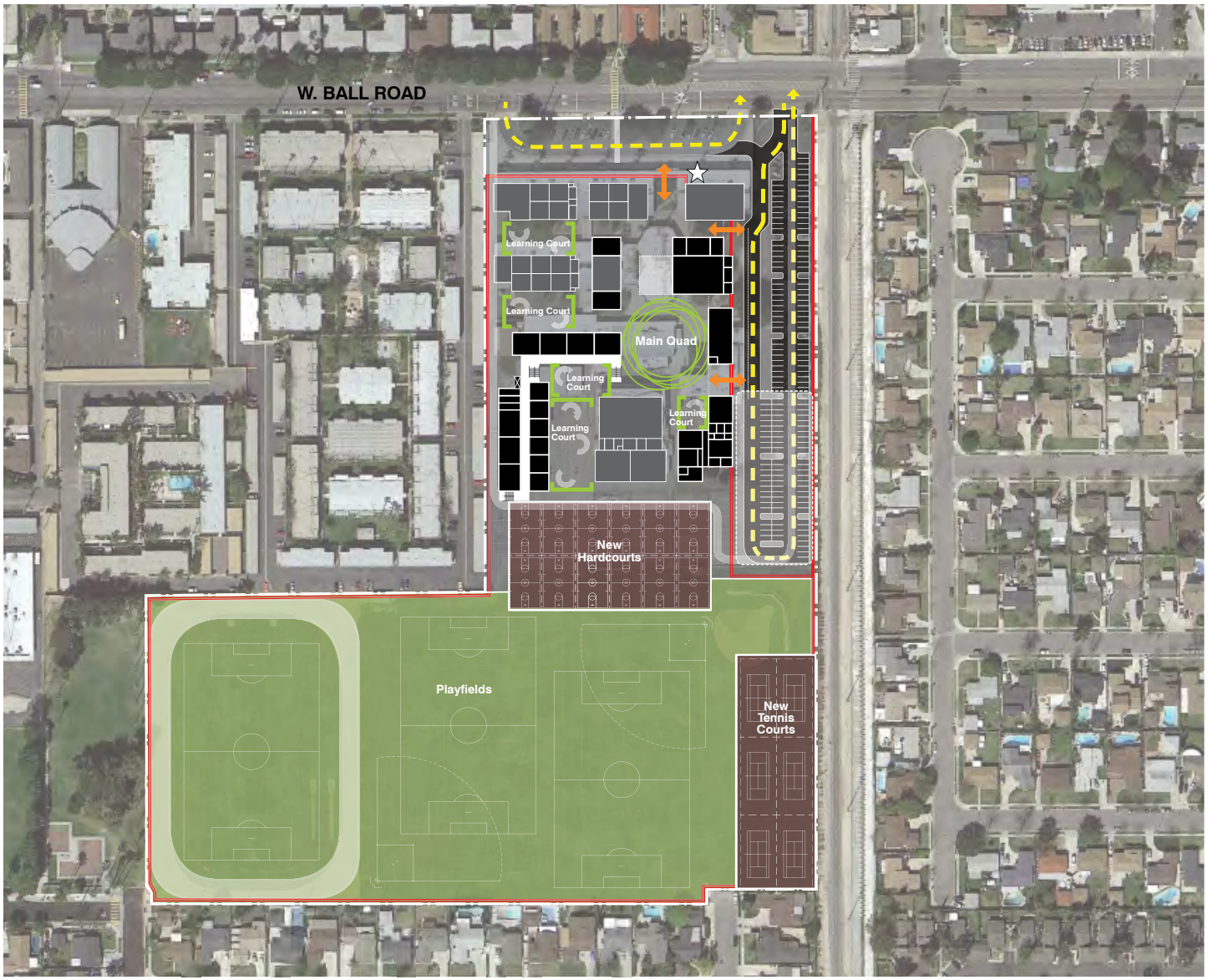
Current Enrollment :	1,334
Teaching Stations	
Classrooms	17
Science Labs	5
Elective	9
Sub Total:	**31**
Resource Specialist, RSP	2
Special Education	7
Physical Education, PE.	1
Computer Lab	2
Vacant	3
Other	1
Grand Total:	**47**

120 ft
1" = 120'

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.2 MASTER PLAN DIAGRAMS
BALL JUNIOR HIGH | PROPOSED OVERALL + CIRCULATION

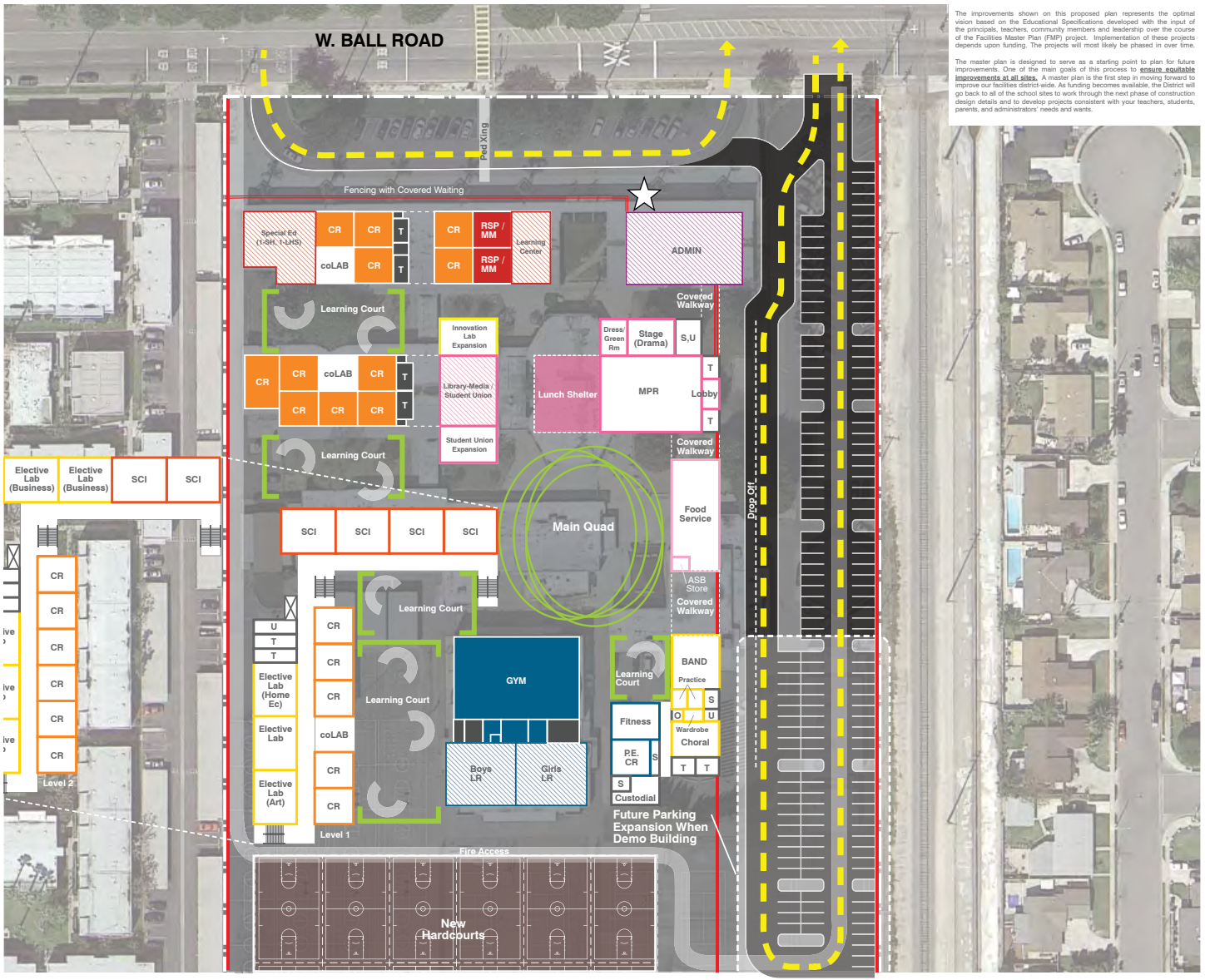


Main Entry Point / Circulation
Drop-Off
Fire Lane
Fencing / Landscape Buffer

Existing Building
New Construction
Learning Courts
Main Quad
Hardcourts
Play Fields
Main Entrance

240 ft
1" = 240'

7.2 MASTER PLAN DIAGRAMS
BALL JUNIOR HIGH | PROPOSED



120 ft
1" = 120'

The improvements shown on this proposed plan represents the optimal vision based on the Educational Specifications developed with the input of the principals, teachers, community members and leadership over the course of the Facilities Master Plan (FMP) project. Implementation of these projects depends upon funding. The projects will most likely be phased in over time.

The master plan is designed to serve as a starting point to plan for future improvements. One of the main goals of this process to **ensure equitable improvements at all sites.** A master plan is the first step in moving forward to improve our facilities district-wide. As funding becomes available, the District will go back to all of the school sites to work through the next phase of construction design details and to develop projects consistent with your teachers, students, parents, and administrators' needs and wants.

Modernization
New Construction
Reconfigure

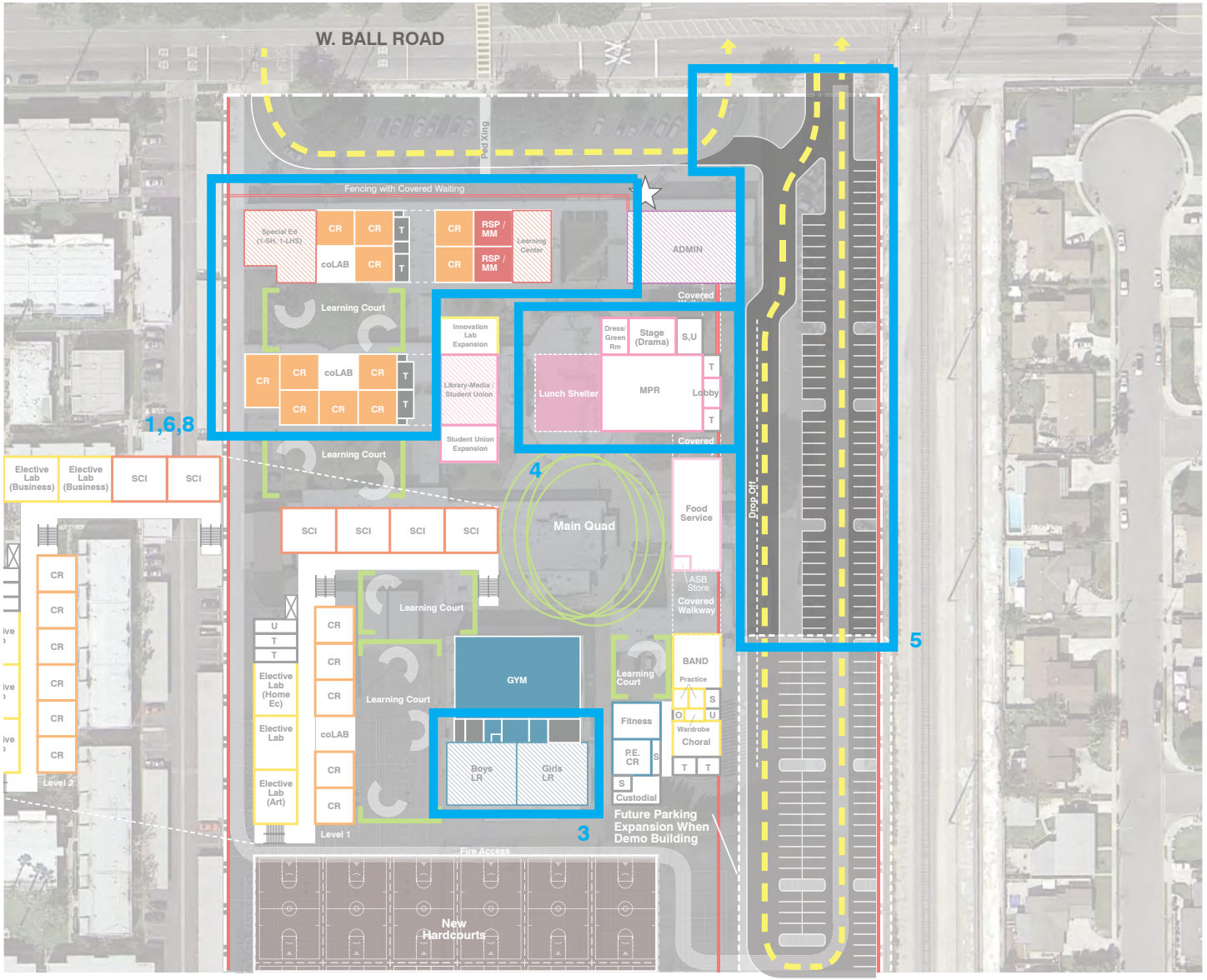
- Classrooms, CR
- Science Labs, SCI
- Special Education
- Electives
  Lab spaces will be determined by program need. They could include PBL, STEM, or other elective.
- Computer Lab
- Admin / Faculty
  FW - Faculty Work, FL - Faculty Lounge
- Library / MPR
- Food Service
- Physical Ed / Athletics
  P.E. Physical Education, LR - Locker Room
- Support Spaces
  S - Storage, T - Toilets, O - Office
  U - Utilities & Building Support,
  C - Custodial
- Learning Courts
- Main Quad
  (Site Improvements)
- Hardcourts
- Play Fields
- Main Entrance
- Fire Lane
- Fencing / Landscape Buffer
- Drop - Off

Planning Capacity:	**1,200**
Recommended Parking:	99
Teaching Stations	
Classrooms	22
Science Labs	6
Elective	10
Sub Total:	**38**
Resource Specialist Program / Mild - Moderate, RSP/MM	2
Special Education	2
Physical Education, P.E.	2
Grand Total:	**44**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.2 MASTER PLAN DIAGRAMS
BALL JUNIOR HIGH | PROPOSED-PHASE 1



- Modernization
- New Construction
- Reconfigure

- Classrooms, CR
- Science Labs, SCI
- Special Education
- Electives
  Lab spaces will be determined by program need. They could include PBL, STEM, or other elective.
- Computer Lab
- Admin / Faculty
  FW - Faculty Work, FL - Faculty Lounge
- Library / MPR
- Food Service
- Physical Ed / Athletics
  PE. Physical Education, LR - Locker Room
- Support Spaces
  S - Storage, T - Toilets, O - Office
  U - Utilities & Building Support,
  C - Custodial

- Learning Courts
- Main Quad
  (Site Improvements)
- Hardcourts
- Play Fields
- Main Entrance
- Fire Lane
- Fencing / Landscape Buffer
- Drop - Off

PROPOSED SCOPE OF WORK

1. Modernization / Reconfiguration at some existing Classrooms and Restrooms (*Scope of work and areas of work to be determined)
2. Upgrades to site utilities*
3. Reconfigure / Modernization of Locker Rooms
4. New Multi-purpose Room and Lunch Shelter
5. New drop-off connection, parking, and some fencing
6. Some improvements at Outdoor Learning Courts / Quad*
7. Safety & Security improvements including fencing, cameras, locks
8. Flexible furniture, equipment and technology infrastructure*

LPA

7.2 MASTER PLAN DIAGRAMS
BALL JUNIOR HIGH | PROGRAM

Ball Junior High School
Anaheim Union High School District

1200 Student Program

New Construction Statistical Summary

1200 Student Master Plan Capacity (State Loading @ 31.5 Students/Teaching Station = 38 TS)
600 Students/Grade (Grades 7-8)
100 Students/Period = (3.25) Teaching Stations (7 Period Day, 31.5 Students/TS)

Scheduled Spaces:

Academic Department	Class/Lab Capacity	Regular Classrooms	Regular Labs	Student Capacity		Square Footage
				State Loading	AUHSD	
Grade 7	27/31.5	0	-	0	0	0
Grade 8	27/31.5	11	-	297	346.5	13,290
Sciences	27/31.5	-	6	162	189	9,900
Applied Arts/Technology	27/31.5	-	7	189	220.5	11,900
Visual Arts	27/31.5	-	1	27	31.5	1,700
Multi-Purpose/Performing Arts	27/31.5	-	2	54	63	12,230
PE/gym	27/0	2	-	27	0	2,160
Info Commons	27/0	0	-	27	0	1,200
Total: Academic		13	16	783	850.5	52,380
RSP	13/28	0	-	0	0	0
Special Ed (Edit per School)	13/15	0	-	0	0	0
Total: All Spaces		13	16	783	850.5	52,380

Support Spaces:	
Administration:	0
Health:	0
Media Center:	1,600
Student Services:	0
Food Service:	6,100
Custodial Support Services:	750
Total Support:	8,450
Subtotal:	60,830
Circulation @ 25%:	20,074
Total Proposed:	**80,904**

Ball Junior High School
Anaheim Union High School District

	Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type SC (Scheduled)	NS/ANC (Ancillary Non-Scheduled)	SP (Support)
Grade 7									
1		Classroom (LA, SS, M, FL)	SC	960	0	0			
2		Student CoLab/Study	ANC	200	0	0			
3		PLC Staff Collaboration/Storage	ANC	400	0	0			
4		PLC Staff Restrooms	ANC	65	0	0			
							0	0	0
							0		
Grade 8									
5		Classroom (LA, SS, M, FL)	SC	960	11	10,560			
6		Student CoLab/Study	ANC	200	11	2,200			
7		PLC Staff Collaboration/Storage	ANC	400	1	400			
8		PLC Staff Restrooms	ANC	65	2	130			
							10,560	2,730	0
							13,290		
Sciences									
9		Lab	SC	1,500	6	9,000			
10		Prep Room	ANC	150	6	900			
							9,000	900	0
							9,900		
Applied Arts/Technology									
11		Project Based Lab	SC	1,500	3	4,500			
12		Storage	ANC	100	3	300			
13		Equipment	ANC	100	3	300			
14		STEM (Technology,Graphics,Bus)	SC	1,500	4	6,000			
15		Storage Room	ANC	200	4	800			
							10,500	1,400	0
							11,900		
Visual Arts									
16		Art 2D/3D Lab	SC	1,500	1	1,500			
17		Storage/Work Room	ANC	200	1	200			
							1,500	200	0
							1,700		

MASTER PLAN DIAGRAMS
BALL JUNIOR HIGH | PROGRAM

Multi-Purpose/Performing Arts

17	Lobby	ANC	500	1	500			
18	Multi-Purpose Room	NS	5,000	1	5,000			
19	Student Store	ANC	200	1	200			
20	Table/Chair/Equipment Storage	ANC	200	3	600			
21	Music Platform/Drama	NS	1,200	1	1,200			
22	Dressing Room/Green Room	ANC	150	2	300			
23	Toilet	ANC	65	2	130			
24	Instrumental Room	SC	1,800	1	1,800			
25	Storage	ANC	200	1	200			
26	Practice Room	ANC	225	2	450			
27	Choral Room	SC	1,200	1	1,200			
28	Wardrobe	ANC	150	1	150			
29	Performing Arts Office	ANC	100	1	100			
30	Restrooms	ANC	200	2	400			
						3,000	9,230	0
						12,230		

Physical Education

31	Gymnasium	ANC	9,000	0	0			
32	Storage	ANC	200	0	0			
33	Fitness Studio (dance, fitness)	SC	1,200	1	1,200			
34	Fitness/PE Classroom	SC	960	1	960			
35	Boys Locker Room	ANC	1,800	0	0			
36	Girls Locker Room	ANC	1,800	0	0			
37	Coaches Office	ANC	200	0	0			
38	Coaches Locker Room	ANC	150	0	0			
						0	2,160	0
						2,160		

Media Center (2SF/Student minimum per CDE)

83	Circulation Desk	SP	100	0	0			
84	Innovation lab	NS	1,200	1	1,200			
85	Library/Media/Student Union	SP	1,600	1	1,600			
86	Collection Display/Stacks	SP	600	0	0			
87	Study Rooms	SP	250	0	0			
88	Workroom	SP	200	0	0			
89	Textbook/Tech Storage	SP	300	0	0			
90	Tech Office	SP	200	0	0			
91	Office/Equipment Storage	SP	100	0	0			
91	Toilet	SP	50	0	0			
							1,200	1,600
						1,200		

Nutrition Services

92	Serving Kitchen/Food Prep	SP	800	1	800			
93	Dry Storage	SP	150	1	150			
94	Ref. Freezer	SP	75	2	150			
95	Serving Line	SP	1,200	1	1,200			
96	Office	SP	75	1	75			
97	Changing Room	SP	50	1	50			
98	Toilet	SP	75	1	75			
99	Lunch Shelter	SP	3,600	1	3,600			
								6,100
						0		

Custodial Support Services

100	Head Custodian	SP	100	1	100			
101	Supply Storage	SP	200	1	200			
102	Grounds Storage	SP	200	1	200			
103	Custodial Closets	SP	50	5	250			
								750
						0		

Total:	**34,560**	**17,820**	**8,450**
		52,380	
Total Assignable Square Footage:			**60,830**

NOTE:

- SC Scheduled Teaching Station, Classroom or Lab.
- AC Ancillary Space, Square Footage totaled as part of Department Areas.
- SP Support Spaces
- NS Non-Scheduled Teaching Station

7.2 MASTER PLAN DIAGRAMS
BALL JUNIOR HIGH | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$2,324,000	$1,150,000
2. Existing Building Systems & Toilets	$1,793,000	$900,000
3. Site Utilities	$2,818,000	$1,400,000
4. New Construction Classrooms	$8,251,000	$0
5. Design Lab, Science, and Career Tech Education	$14,643,000	$0
6. Performing Arts Improvements	$2,518,000	$0
7. Multipurpose / Food Service Improvements	$8,911,000	$6,808,000
8. Physical Education Improvements	$4,011,000	$1,500,000
9. Administration & Staff Support	$899,000	$0
10. Student Collaboration & Student Support Services	$2,442,000	$0
11. Safety & Security	$3,348,000	$1,800,000
12. Outdoor Learning Quads	$1,202,000	$901,500
13. Exterior Play Fields & Hardcourts	$4,103,000	$0
14. 21st Century Learning Classroom Flexibility	$975,000	$487,500
15. Technology Infrastructure	$527,000	$263,500
Total Construction / Project Cost (2014$)	**$58,765,000**	**$15,210,500**

7.3 MASTER PLAN DIAGRAMS
BROOKHURST JUNIOR HIGH | OVERVIEW

- Classrooms, CR
- Science Labs, SCI
- Special Education
- Electives
- Computer Lab
- Admin / Faculty
  FW - Faculty Work, FL - Faculty Lounge
- Library / MPR
- Food Service
- Physical Education / Athletics
  PE. Physical Education, LR - Locker Room
- Support Spaces
  S - Storage, T - Toilets, U - Utility, C - Custodial

- Hardcourts
- Play Fields
- Main Entrance
- Drop-off

240 ft
1" = 240'

7.3 MASTER PLAN DIAGRAMS
BROOKHURST JUNIOR HIGH | EXISTING

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- Classrooms, CR
- Science Labs, SCI
- Special Education
- Electives
- Computer Lab
- Admin / Faculty
  FW - Faculty Work, FL - Faculty Lounge
- Library / MPR
- Food Service
- Physical Education / Athletics
  PE. Physical Education, LR - Locker Room
- Support Spaces
  S - Storage, T - Toilets, U - Utility, C - Custodial

- Hardcourts
- Play Fields
- Main Entrance
- Drop-off

Current Enrollment :	1,294
Teaching Stations	
Classrooms	19
Science Labs	7
Elective	9
Sub Total:	**35**
Resource Specialist, RSP	0
Special Education	6
Physical Education, P.E.	1
Computer Lab	3
Grand Total:	**45**

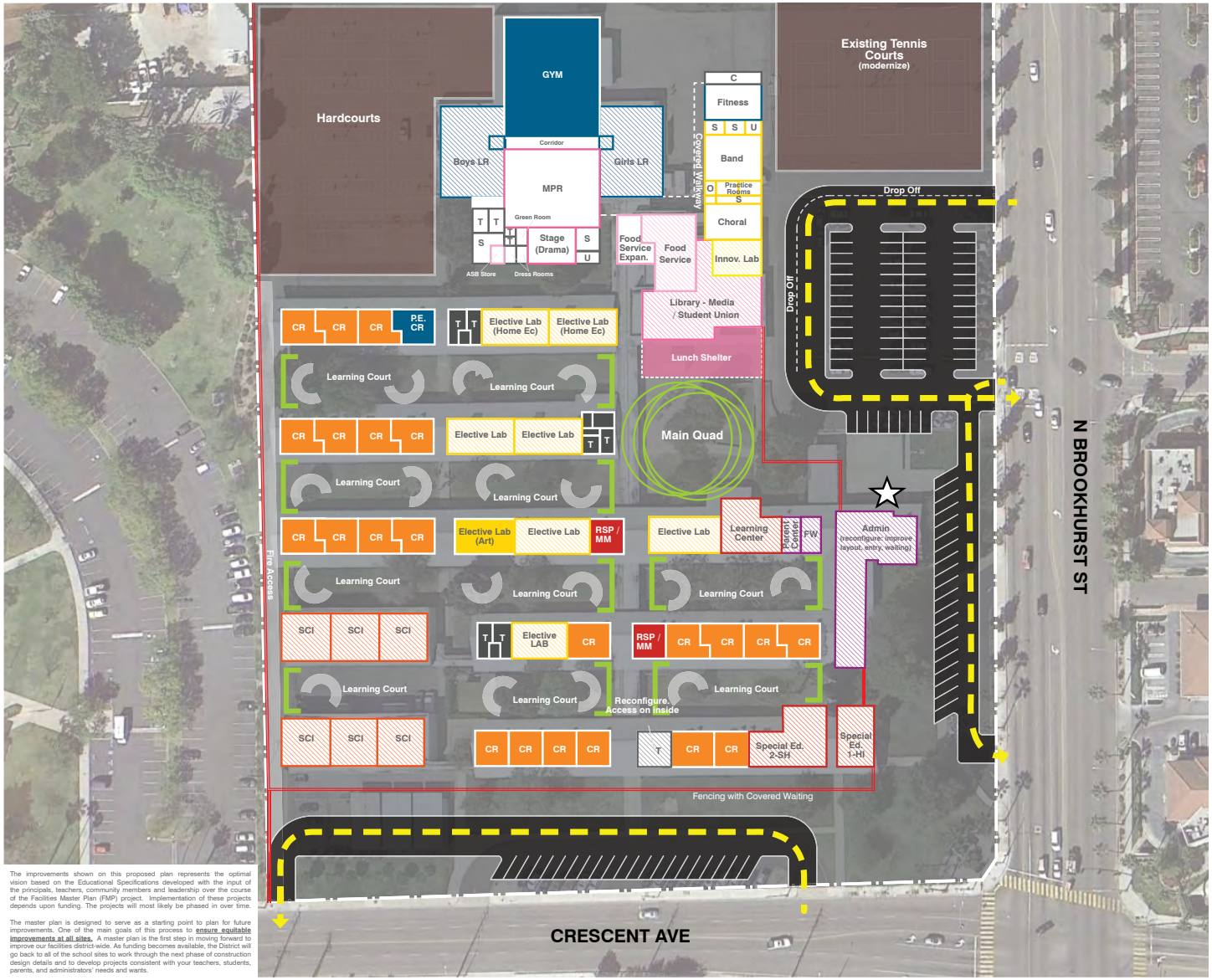
120 ft
1" = 120'

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.3 MASTER PLAN DIAGRAMS
BROOKHURST JUNIOR HIGH | PROPOSED OVERALL + CIRCU.

7.3 MASTER PLAN DIAGRAMS
BROOKHURST JUNIOR HIGH | PROPOSED



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120 ft
1" = 120'

Modernization
New Construction
Reconfigure

- Classrooms, CR
- Science Labs, SCI
- Special Education
- Electives
  Lab spaces will be determined by program need. They could include PBL, STEM, or other elective.
- Computer Lab
- Admin / Faculty
  FW - Faculty Work, FL - Faculty Lounge
- Library / MPR
- Food Service
- Physical Ed / Athletics
  P.E. Physical Education, LR - Locker Room
- Support Spaces
  S - Storage, T - Toilets, O - Office
  U - Utilities & Building Support,
  C - Custodial

- Learning Courts
- Main Quad
  (Site Improvements)
- Hardcourts
- Play Fields
- Main Entrance
- Fire Lane
- Fencing / Landscape Buffer
- Drop - Off

Planning Capacity:	**1,200**
Recommended Parking:	99

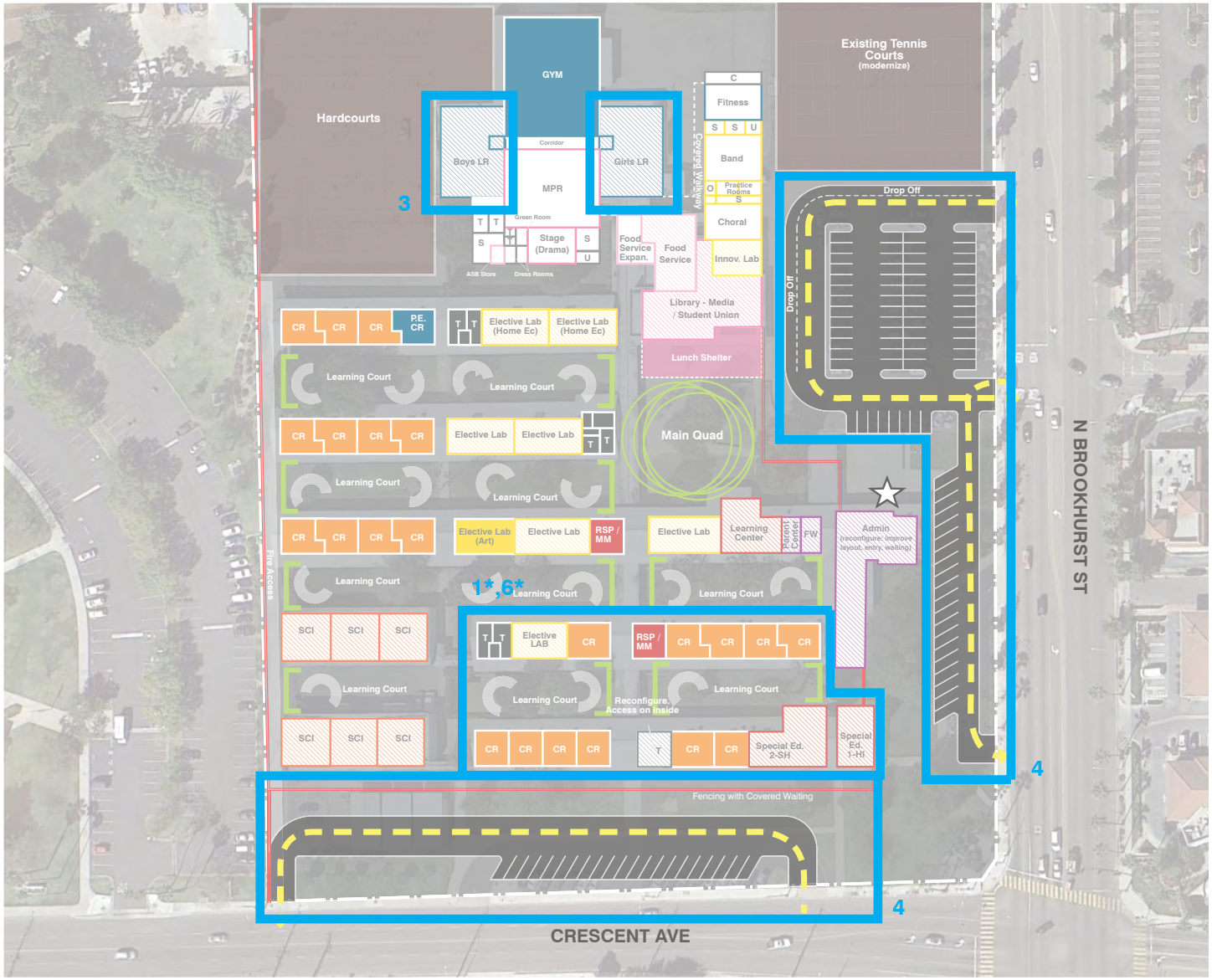
Teaching Stations

Classrooms	22
Science Labs	6
Elective	10
Sub Total:	**38**
Resource Specialist Program / Mild - Moderate, RSP/MM	2
Special Education	3
Physical Education, P.E.	2
Grand Total:	**45**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.3 MASTER PLAN DIAGRAMS
BROOKHURST JUNIOR HIGH | PROPOSED-PHASE 1



120 ft
1" = 120'

Modernization
New Construction
Reconfigure

- Classrooms, CR
- Science Labs, SCI
- Special Education
- Electives — Lab spaces will be determined by program need. They could include PBL, STEM, or other elective.
- Computer Lab
- Admin / Faculty — FW - Faculty Work, FL - Faculty Lounge
- Library / MPR
- Food Service
- Physical Ed / Athletics — PE. Physical Education, LR - Locker Room
- Support Spaces — S - Storage, T - Toilets, O - Office, U - Utilities & Building Support, C - Custodial
- Learning Courts
- Main Quad (Site Improvements)
- Hardcourts
- Play Fields
- Main Entrance
- Fire Lane
- Fencing / Landscape Buffer
- Drop - Off

PROPOSED SCOPE OF WORK

1. Modernization / Reconfiguration at some existing Classrooms and Restrooms. (*Scope of work and areas of work to be determined)
2. Upgrades to site utilities*
3. Reconfigure / Modernization of Locker Rooms
4. Expansion of drop-off / parking and fencing
5. Safety & security improvements including fencing, cameras and locks
6. Flexible furniture, equipment and technology infrastructure*

MASTER PLAN DIAGRAMS
BROOKHURST JUNIOR HIGH | PROGRAM

Brookhurst Junior High School
Anaheim Union High School District

1200 Student Program

Statistical Summary

1200 Student Master Plan Capacity (State Loading @ 31.5 Students/Teaching Station = 38 TS)
600 Students/Grade (Grades 7-8)
100 Students/Period = (3.25) Teaching Stations (7 Period Day, 31.5 Students/TS)

Scheduled Spaces:

Academic Department	Class/Lab Capacity	Regular Classrooms	Regular Labs	Student Capacity		Square Footage
				State Loading	AUHSD	
Grade 7	27/31.5	0	-	0	0	0
Grade 8	27/31.5	0	-	0	0	0
Sciences	27/31.5	-	0	0	0	0
Applied Arts/Technology	27/31.5	-	0	0	0	0
Visual Arts	27/31.5	-	0	0	0	0
Multi-Purpose/Performing Arts	27/31.5	-	2	54	63	12,230
PE/gym	27/0	2	-	27	0	2,160
Info Commons	27/0	0	-	27	0	0
Total: Academic		2	2	108	63	14,390
RSP	13/28	0	-	0	0	0
Special Ed (Edit per School)	13/15	0	-	0	0	1,060
Total: All Spaces		2	2	108	63	15,450

Support Spaces:	
Administration:	0
Health:	0
Media Center:	0
Student Services:	0
Food Service:	4,400
Custodial Support Services:	500
Total Support:	4,900
Subtotal:	20,350
Circulation @ 25%:	6,716
Total Proposed:	**27,066**

Brookhurst Junior High School
Anaheim Union High School District

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type SC (Scheduled)	NS/ANC (Ancillary / Non-Scheduled)	SP (Support)
Multi-Purpose/Performing Arts								
17	Lobby	ANC	500	1	500			
18	Multi-Purpose Room	NS	5,000	1	5,000			
19	Student Store	ANC	200	1	200			
20	Table/Chair/Equipment Storage	ANC	200	3	600			
21	Music Platform/Drama	NS	1,200	1	1,200			
22	Dressing Room/Green Room	ANC	150	2	300			
23	Toilet	ANC	65	2	130			
24	Instrumental Room	SC	1,800	1	1,800			
25	Storage	ANC	200	1	200			
26	Practice Room	ANC	225	2	450			
27	Choral Room	SC	1,200	1	1,200			
28	Wardrobe	ANC	150	1	150			
29	Performing Arts Office	ANC	100	1	100			
30	Restrooms	ANC	200	2	400			
						3,000	9,230	0
						12,230		
Physical Education								
31	Gymnasium	ANC	9,000	0	0			
32	Storage	ANC	200	0	0	Equipment, Uniform		
33	Fitness Studio (dance, fitness)	SC	1,200	1	1,200			
34	Fitness/PE Classroom	SC	960	1	960			
35	Boys Locker Room	ANC	1,800	0	0			
36	Girls Locker Room	ANC	1,800	0	0			
37	Coaches Office	ANC	200	0	0			
38	Coaches Locker Room	ANC	150	0	0			
						0	2,160	0
						2,160		
Special Education - LHS, SH, Autism								
40	RSP, MM, DHH, VI, OH, O+M	SC	0	0	0	Mainstream/Learning Center		
41	LHS,SH,Autism Classroom	SC	960	0	0			
42	Toilets/Hygiene	ANC	270	1	270			
43	Sensory	ANC	250	1	250			
44	Living Skills	ANC	320	1	320			
45	Laundry	ANC	100	1	100			
46	Conference	ANC	120	1	120			
						0	1,060	0
						1,060		

MASTER PLAN DIAGRAMS
BROOKHURST JUNIOR HIGH | PROGRAM

Student Services

Nutrition Services

91	Serving Kitchen/Food Prep	SP	800	1	800			
92	Dry Storage	SP	150	0	0			
93	Ref. Freezer	SP	75	0	0			
94	Serving Line	SP	1,200	0	0			
95	Office	SP	75	0	0			
96	Changing Room	SP	50	0	0			
97	Toilet	SP	75	0	0			
98	Lunch Shelter	SP	3,600	1	3,600			
								4,400
							0	

Custodial Support Services

99	Head Custodian	SP	100	1	100			
100	Supply Storage	SP	200	1	200			
101	Grounds Storage	SP	200	1	200			
102	Custodial Closets	SP	50	0	0			
								500
							0	

Total:	**3,000**	**12,450**	**4,900**
		15,450	
Total Assignable Square Footage:			**20,350**

NOTE:

- SC Scheduled Teaching Station, Classroom or Lab.
- AC Ancillary Space, Square Footage totaled as part of Department Areas.
- SP Support Spaces
- NS Non-Scheduled Teaching Station

7.3 MASTER PLAN DIAGRAMS
BROOKHURST JUNIOR HIGH | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$4,719,000	$2,250,000
2. Existing Building Systems & Toilets	$7,489,000	$3,750,000
3. Site Utilities	$2,641,000	$1,300,000
4. New Construction Classrooms	$567,000	$0
5. Design Lab, Science, and Career Tech Education	$4,190,000	$0
6. Performing Arts Improvements	$2,518,000	$0
7. Multipurpose / Food Service Improvements	$8,033,000	$0
8. Physical Education Improvements	$3,729,000	$3,100,000
9. Administration & Staff Support	$865,000	$0
10. Student Collaboration & Student Support Services	$1,898,000	$0
11. Safety & Security	$4,067,000	$3,500,000
12. Outdoor Learning Quads	$1,418,000	$0
13. Exterior Play Fields & Hardcourts	$2,320,000	$0
14. 21st Century Learning Classroom Flexibility	$1,175,000	$587,500
15. Technology Infrastructure	$836,000	$418,000
Total Construction / Project Cost (2014$)	**$46,465,000**	**$14,905,500**

7.4 MASTER PLAN DIAGRAMS
DALE JUNIOR HIGH | OVERVIEW

- Classrooms, CR
- Science Labs, SCI
- Special Education
- Electives
- Computer Lab
- Admin / Faculty
  FW - Faculty Work, FL - Faculty Lounge
- Library / MPR
- Food Service
- Physical Education / Athletics
  PE. Physical Education, LR - Locker Room
- Support Spaces
  S - Storage, T - Toilets, U - Utility, C - Custodial

- Hardcourts
- Play Fields
- Main Entrance
- Drop-off

240 ft
1" = 240'