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 REGULAR MEETING

Date: July 2, 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 a regular meeting of the
Board of Trustees of the Anaheim Union High School District
is called for

Thursday, the 10th day of July 2014

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

Closed Session–3:30 p.m.

Regular Meeting–6:00 p.m.

Michael B. Matsuda
Superintendent

ANAHEIM UNION HIGH SCHOOL DISTRICT

501 N. Crescent Way, P.O. Box 3520, Anaheim, California 92803-3520, www.auhsd.us

BOARD OF TRUSTEES
Agenda
Thursday, July 10, 2014
Closed Session–3:30 p.m.
Regular Meeting–6:00 p.m.

Some items on the agenda of the Board of Trustees' meeting include exhibits of supportive and/or background information. These items may be inspected in the superintendent's office of the Anaheim Union High School District, at 501 N. Crescent Way in Anaheim, California. The office is open from 7:45 a.m. to 4:30 p.m., Monday through Friday, and is closed for most of the federal and local holidays. These materials are also posted with the meeting agenda on the District website, www.auhsd.us, at the same time that they are distributed to the Board of Trustees.

Meetings are recorded for use in the official minutes.

1. **CALL TO ORDER–ROLL CALL** ***ACTION ITEM***

2. **ADOPTION OF AGENDA** ***ACTION ITEM***

3. **PUBLIC COMMENTS, CLOSED SESSION ITEMS** ***INFORMATION ITEM***

This is an opportunity for community members to address the Board of Trustees on closed session agenda items only. Persons wishing to address the Board of Trustees should complete a speaker request form, available on the information table, at the back of the room, and submit it to the executive assistant prior to the meeting. Each speaker is limited to a maximum of five minutes; each topic or item is limited to a total of 20 minutes. Board Members cannot immediately respond to public comments, as stated on the speaker request form.

4. **CLOSED SESSION** ***ACTION/INFORMATION ITEM***

The Board of Trustees will meet in closed session for the following purposes:

4.1 To consider matters pursuant to Government Code Section 54597: Public employee performance evaluation, superintendent.

4.2 To consider matters pursuant to Government Code Section 54957.6: Conference with labor negotiators Mr. Matsuda, Mrs. Poore, and Mr. Lee-Sung regarding negotiations and contracts with the American Federation of State, County and Municipal Employees (AFSCME), Anaheim Personnel and Guidance Association (APGA), Anaheim Secondary Teachers Association (ASTA), and California School Employees Association (CSEA).

4.3 To consider matters pursuant to Government Code Section 54957: Public employee discipline/dismissal/release.

4.4 To consider matters pursuant to Government Code Section 54956.8: Conference with property negotiators Mr. Matsuda, Mrs. Poore, and Mr. Lee-Sung, regarding property located between Ohio Street and Illinois Street, on the north side of Lincoln Avenue, Anaheim, California.

4.5 To consider matters pursuant to Education Code Section 48918: Expulsion of students 13-85 and 13-93.

5. RECONVENE MEETING, PLEDGE OF ALLEGIANCE, AND CLOSED SESSION REPORT OUT *INFORMATION ITEM*

5.1 ***Reconvene Meeting***

The Board of Trustees will reconvene into open session.

5.2 ***Pledge of Allegiance and Moment of Silence***

Board President Brian O'Neal will lead the Pledge of Allegiance to the Flag of the United States of America and provide the moment of silence.

5.3 ***Closed Session Report***

Board Clerk Annemarie Randle-Trejo will report actions taken during closed session.

6. INTRODUCTION OF GUESTS *INFORMATION ITEM*

The Board of Trustees would like to recognize our community stakeholders for your interest in the Anaheim Union High School District and for attending our Board meeting. Thank you so much to each of you for your participation and contribution, as we create an education environment that graduates socially aware, civic-minded students who are college and career ready for the 21st century.

In addition, Board of Trustees' President Brian O'Neal will introduce dignitaries in attendance.

7. REPORTS *INFORMATION ITEM*

Reports of Associations

Officers present from the District's employee associations will be invited to address the Board of Trustees.

8. PUBLIC COMMENTS, OPEN SESSION ITEMS *INFORMATION ITEM*

Opportunities for public comments occur at the beginning of each agenda item and at this time for items not on the agenda. Persons wishing to address the Board of Trustees should complete a speaker request form, available on the information table, at the back of the room, and submit it to the executive assistant prior to the meeting. Each speaker is limited to a maximum of five minutes; each topic or item is limited to a total of 20 minutes. Board Members cannot immediately respond to public comments, as stated on the speaker request form.

9. ITEMS OF BUSINESS

RESOLUTIONS

9.1 ***Resolution No. 2014/15-B-01, Signature Authorization*** ***ACTION ITEM***
(Roll Call Vote)

Background Information:
The Board of Trustees is requested to adopt Resolution No. 2014/15-B-01, Signature Authorization. In accordance with Education Code Section 42633, the governing board of each school district shall be responsible for filing, or causing to be filed with the Orange County Superintendent of Schools the verified signature of each person authorized to sign orders in its name.

Except for districts determined to be fiscally accountable pursuant to Section 42650, no order on the funds of any school district shall be approved by the Orange County Superintendent of Schools unless the signatures are on file in his office, and he is satisfied that the signatures on the order are those of persons authorized to sign the order.

Current Consideration:
The Orange County Department of Education requires that all designated personnel authorized to sign various documents be approved by the Board of Trustees. Since there have been recent changes in administrative personnel, the District is updating the signature authorization.

Budget Implication:
There is no impact on the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2014/15-B-01, by a roll call vote. **[EXHIBIT A]**

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]**

BUSINESS SERVICES DIVISION

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]**

HUMAN RESOURCES DIVISION

9.4 ***Revised Board Policy 91200, Uniform Complaint Procedures, Second Reading*** ***ACTION ITEM***

Background Information:
Board Policy 91200, Uniform Complaint Procedures, provides the procedure for students, parents/guardians, and District employees to make complaints alleging failure to comply with applicable state, as well as federal laws and regulations and/or alleging discrimination. As part of the legislation adopting the Local Control Funding Formula (LCFF) and Local Control and Accountability Plans (LCAP), the Legislature enacted Education Code section 52075 which states that an individual may file a complaint alleging that a school district, county superintendent of schools, or a charter school has not complied with the requirements for adopting the LCAP under the Uniform Complaint Procedures. The new Education Code further provides instructions for how a formal complaint may be filed and the school district's responsibility to respond.

Current Consideration:
The Board of Trustees is requested to review and/or approve the second reading of revised Board Policy 91200, Uniform Complaint Procedures, to include new language regarding complaints alleging the District has not complied with the requirements for adopting the LCAP.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees review and/or approve revised Board Policy 91200. **[EXHIBIT D]**

9.5 ***Public Hearing, Initial Contract Proposal, AFSCME to AUHSD*** ***INFORMATION ITEM***

Background Information:
The Board of Trustees is required to hold a public hearing to hear comments related to the American Federation of State, County and Municipal Employees' (AFSCME) initial contract proposal to the District for 2014-15.

Current Consideration:
The Board must hold a public hearing of AFSCME's initial contract proposal to the District for 2014-15. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the proposal.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
Although this is an information item requiring no formal action by the Board of Trustees, it is recommended the Board formally open a public hearing to provide the public an opportunity to speak on the proposal.

9.6 ***Initial Contract Proposal, AFSCME to AUHSD*** ***INFORMATION ITEM***

Background Information:
In accordance with Board Policy 6500.01, the American Federation of State, County and Municipal Employees' (AFSCME) initial contract proposal to the District must be presented in writing to the Board of Trustees.

Current Consideration:
Before the negotiation process begins, proposals are presented to the public via a Board of Trustees' meeting. The AFSCME initial contract proposal to the District for 2014-15 is presented to the Board of Trustees.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
Although this is an information item, requiring no formal action by the Board of Trustees, it is recommended that the Board officially receive the proposal in order to proceed to negotiations. **[EXHIBIT E]**

9.7 ***Public Hearing, Initial Contract Proposal, AUHSD to AFSCME*** ***INFORMATION ITEM***

Background Information:
The Board of Trustees is required to hold a public hearing to hear comments related to the District's initial contract proposal to the American Federation of State, County and Municipal Employees (AFSCME) for 2014-15.

Current Consideration:
The Board must hold a public hearing of the District's initial contract proposal to AFSCME for 2014-15. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the proposal.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
Although this is an information item requiring no formal action by the Board of Trustees, it is recommended the Board formally open a public hearing to provide the public an opportunity to speak on the proposal.

9.8 ***Initial Contract Proposal, AUHSD to AFSCME*** ***ACTION ITEM***

Background Information:
In accordance with Board Policy 6500.01, the District's initial contract proposal to the American Federation of State, County and Municipal Employees (AFSCME) must be presented in writing to the Board of Trustees.

Current Consideration:
Before the negotiation process begins, proposals are presented to the public via a Board of Trustees' meeting. The District's initial contract proposal to AFSCME for 2014-15 is presented to the Board of Trustees.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt the proposal in order to open negotiations. **[EXHIBIT F]**

SUPERINTENDENT'S OFFICE

9.9 ***Revised Policy 10110, Number of Adult/Student Members and Terms of Office, Second Reading*** ***ACTION ITEM***

Background Information:
On October 10, 2013, the Board amended Board Policy 10110 to reflect the intention of moving to a by-trustee area election process. On January 9, 2014, the Board adopted a resolution to the County Committee on School District Organization seeking to move to a by-trustee area election method. On January 9, 2014, the Board adopted a Resolution seeking a waiver from the State Board of Education of the requirement that the modification of the Board's election method be placed on a ballot during a general election. On March 14, 2014, the Orange County Committee of School District Organization approved the District's request to modify the election method. On May 8, 2014, the State Board of Education approved the District's request to waive the election requirements.

Current Consideration:
On June 19, 2014, the Board of Trustees reviewed the first reading of amended Board Policy 10110, which reflects a by-trustee area election method. Board Policy 10110 is now brought back for a second reading.

Budget Implication:
There is no budget implication.

Staff Recommendation:
It is recommended that the Board of Trustees review and/or approve the second reading of revised Board Policy 10110. **[EXHIBIT G]**

10. CONSENT CALENDAR *ACTION ITEM*

The Board will list consent calendar items that they wish to pull for discussion.

The Board of Trustees is requested to approve/ratify items listed under the consent calendar. These items are considered routine and are acted on by the Board of Trustees in one motion. It is understood that the administration recommends approval of all consent items. Each item on the consent calendar, approved by the Board, shall be deemed to have been considered in full and approved/ratified as recommended. There is no discussion of these items prior to the Board vote unless a member of the Board, staff, or the public requests specific items be discussed, or removed, from the consent calendar.

BUSINESS SERVICES DIVISION

10.1 ***Agreement Amendment, Best Best and Krieger, LLP***

Background Information:
The District requires legal services as related to litigation or other matters requiring legal expertise. Best Best and Krieger, LLP has been providing the District with legal services, primarily for the District's facilities and construction program.

Current Consideration:
The District has an interest in continuing legal services with Best Best and Krieger, LLP for the 2014-15 year.

Budget Implication:
Services are being provided at a cost not to exceed $150,000. (Maintenance Funds, Facilities Funds and/or other funds as appropriate)

Staff Recommendation:
It is recommended that the Board of Trustees approve the agreement amendment, to extend services for the 2014-15 year with Best Best and Krieger, LLP and the District.

10.2 ***Agreement Amendment, Twining, Inc.***

Background Information:
Twining, Inc. provides the District with material testing services and geotechnical soils inspections. Various construction and maintenance projects require these types of services. The Board of Trustees approved the original agreement with Twining, Inc. on April 19, 2012, and subsequently extended the agreement on May 13, 2013.

Current Consideration:
The District has an interest in continuing consulting services with Twining, Inc. This agreement amendment will extend the effective date of the agreement through April 20, 2015.

Budget Implication:
There are no budget implications at this time. The Board of Trustees originally approved a not to exceed budget of $70,000 on April 19, 2012. Staff has determined that an increase to this agreement is unnecessary for this year. (Maintenance Funds, Facilities Funds, and/or other funds as appropriate)

Staff Recommendation:
It is recommended that the Board of Trustees approve the agreement amendment through April 20, 2015, with Twining, Inc. **[EXHIBIT H]**

10.3 ***Agreement Amendment, Environmental Network Corporation***

Background Information:
The District requires EPA/AHERA inspections at all District sites, as well as hazardous abatement and inspections consulting services. Environmental Network Corporation (ENCORP) has been providing the District with these services, primarily for the District's maintenance and facilities programs.

Current Consideration:
The District has an interest in continuing services with ENCORP through April 20, 2015. The agreement amendment extends services for the third year.

Budget Implication:
The cost is not to exceed $45,000 per year, for EPA/AHERA required inspections, and $40,000 per year, for miscellaneous hazardous abatement consulting services. (Maintenance Funds, Facilities Funds, and/or other funds as appropriate)

Staff Recommendation:
It is recommended that the Board of Trustees ratify the agreement amendment with Environmental Network Corporation and the District. **[EXHIBIT I]**

10.4 ***Rejection of Liability Claim***

The Board of Trustees is requested to reject a liability claim that was filed on June 3, 2014, and identified as AUHSD 14-04. After review, staff determined that the claim was not a proper charge against the District. This claim alleges personal injury.

Staff Recommendation:
It is recommended that the Board of Trustees reject AUHSD 14-04, as not a proper charge against the District, and authorize staff to send the notice of rejection.

10.5 ***Rejection of Liability Claim***

The Board of Trustees is requested to reject a liability claim that was filed on June 16, 2014, and identified as AUHSD 14-05 (Tort Claim 336). After review, staff determined that the claim was not a proper charge against the District. This claim alleges personal injury and property damage from a vehicle accident.

Staff Recommendation:
It is recommended that the Board of Trustees reject AUHSD 14-05 (Tort Claim 336), as not a proper charge against the District, and authorize staff to send the notice of rejection.

10.6 ***Declaring Certain Furniture and Equipment as Unusable, Obsolete, and/or Out-of-Date, and Ready for Sale, or Destruction***

Staff Recommendation:
It is recommended that the Board of Trustees approve the list of District furniture and equipment as unusable, obsolete, and/or out-of-date, and ready for sale, or destruction, and authorize proper disposal in accordance with Education Code Section 60510 et al. **[EXHIBIT J]**

10.7 ***Declaring Certain Textbooks and Instructional Materials as Unusable, Obsolete, and/or Out-of-Date, Damaged, and Ready for Sale, or Destruction***

Staff Recommendation:
It is recommended that the Board of Trustees approve the list of District textbooks and instructional materials as unusable, obsolete, and/or out-of-date, damaged, and ready for sale, or destruction as surplus, and authorize staff to dispose of the textbooks and instructional materials in accordance with Education Code Section 60510 et al. **[EXHIBIT K]**

10.8 ***Donations***

Staff Recommendation:
It is recommended that the Board of Trustees accept the donations as listed. **[EXHIBIT L]**

10.9 ***Check Register/Warrants Report***

Staff Recommendation:
It is recommended that the Board of Trustees ratify the check register/warrants report, June 17, 2014, through June 30, 2014. **[EXHIBIT M]**

10.10 ***Purchase Order Detail Report***

Staff Recommendation:
It is recommended that the Board of Trustees ratify the Purchase Order Detail Report, June 17, 2014, through June 30, 2014. **[EXHIBIT N]**

10.11 ***Supplemental Information***

Cafeteria Report, April 2014 **[EXHIBIT O]**

EDUCATIONAL SERVICES DIVISION

10.12 ***Educational Consulting Agreement, Parent Institute for Quality Education (PIQE), Katella High School***

Background Information:
For the past 12 years, the District has worked with the Parent Institute for Quality Education (PIQE) to deliver parent training that is consistent with the parent involvement requirements of the Title I, Part A, program. A key parent involvement requirement is teaching parents how to help their children become more successful in school, as well as teaching parents how to become more involved in their children's educational process.

Current Consideration:
PIQE will conduct nine weekly training sessions for Katella High School parents. Services will include telephone calls to all households for the recruitment of parent participants, curriculum for the nine parent seminars, and materials required for the course, such as binders and lesson plans for 135 parent participants.

Budget Implication:
Costs for these services are not to exceed $15,000. (Title I Funds)

Staff Recommendation:
It is recommended that the Board of Trustees approve the educational consulting agreement with Parent Institute for Quality Education. Services will be provided September 2, 2014, through October 28, 2014. **[EXHIBIT P]**

10.13 ***Cooperative Agreement, The Regents of the University of California/Puente Project***

Background Information:
The Puente Project works in partnership with 55 high schools throughout California to provide a seamless transition for high school students to the University of California campuses. Anaheim, Katella, Magnolia, and Savanna high schools currently participate in this program and each receives $4,600, for a total amount not to exceed $18,400.

Current Consideration:
This agreement was received from The Regents of the University of California/Puente Project on June 10, 2014, which made ratification after the implementation date necessary. The agreement will be signed upon Board approval.

Budget Implication:
Each school participating in this program receives $4,600 for the 2014-15 fiscal year, $4,600 for the 2015-16 fiscal year, and $4,600 for the 2016-17 fiscal year. (Puente Project Funds)

Staff Recommendation:
It is recommended that the Board of Trustees ratify the cooperative agreement with The Regents of the University of California/Puente Project, July 1, 2014, through June 30, 2017. **[EXHIBIT Q]**

10.14 ***Educational Consulting Agreement, Regents of the University of California, Irvine (UCI) Math Project***

Background Information:
The Regents of the University of California, Irvine (UCI) Math Project, provides state-approved, research-based curriculum and instructional strategies to support Program Improvement schools and districts. It is part of the California Subject Matter Project Network, which has supported the California Department of Education in its efforts to close the achievement gap, since the implementation of the No Child Left Behind Act (2001). Three years ago, the District initially partnered with the UCI Math Project to address District Intervention Assistant Team (DAIT) recommendations. For the past two years, the District has partnered with the UCI Math Project to transition to the current Common Core State Standards (CCSS) and instructional strategies.

Current Consideration:
The District will continue to partner with the UCI Math Project, as the District transitions to CCSS curriculum and instructional strategies, by providing professional development for mathematics teachers, as well as writing and/or revising curriculum for new and existing mathematics courses. Teachers will learn to deliver hands-on, conceptual lessons, focusing on student mastery of mathematics standards, and concepts.

Budget Implication:
The costs for these services are not to exceed $68,000. (Title I Funding)

Staff Recommendation:
It is recommended that the Board of Trustees approve the educational consulting agreement with the Regents of the University of California, Irvine (UCI) Math Project. Services will be provided July 11, 2014, through June 30, 2015. **[EXHIBIT R]**

10.15 ***Ratification, Income Agreement with Orange County Department of Education for Expository Reading and Writing Course (ERWC)***

Background Information:
The Expository Reading and Writing Course (ERWC) is offered to seniors who scored "conditional" on the Early Assessment Program (EAP) examination, which is administered in their junior year/eleventh grade. The EAP determines whether students, who have been admitted to the California State University (CSU) system, are eligible to take college-level English courses upon enrollment, or if they will need to take remedial English courses.

The 2012-13 administration of the EAP resulted in more than 700 of the District's eleventh-grade students achieving conditional status for admission to the CSU system. The District expects similar 2013-14 EAP results, and has already identified a significant number of students to fill one, or more sections of twelfth-grade ERWC, at each high school, during the 2014-15 year.

Teachers of ERWC must be certified as having successfully completed ERWC training, in order for the CSU to recognize students' successful completion of ERWC as a basis to advance from conditional to ready status. ERWC curriculum has changed significantly, and the District's ERWC teachers must complete ERWC training to receive certification, even if they were previously ERWC certified.

Current Consideration:
The Orange County Superintendent of Schools will provide three days of ERWC training, free of charge, to one English teacher from each of the District's high schools: Anaheim, Cypress, Gilbert, Katella, Kennedy, Loara, Magnolia, Savanna, and Western high schools.

Budget Implication:
Even though this is called an income agreement, there is no impact on the budget.

Staff Recommendation:
It is recommended that the Board of Trustees ratify the income agreement between the AUHSD and the Orange County Superintendent of Schools. Services are being provided July 1, 2014, through October 31, 2014. **[EXHIBIT S]**

10.16 ***Ratification Agreement, College Board College Readiness System Products***

Background Information:
The College Board's Early Participation Program is an initiative to support the involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning, and increase students' readiness for college expectations. The College Board provides national college readiness assessments that include ReadiStep for eighth grade and PSAT for tenth grade. These assessments provide students, parents, and school staff with college readiness data. These assessments will also expose students to a wealth of college planning and preparation tools to keep them actively involved in the process.

Current Consideration:
The District will purchase the ReadiStep assessment for all eighth-grade students and PSAT assessment for all tenth-grade students. Both assessments will be administered to all students on October 15, 2014. The college readiness assessment data will be used to inform students, parents, and school staff on how their students are progressing towards college preparation. Additional college planning tools and online student and parent resources will be provided by the College Board to support college preparation. College parent nights and classroom presentations will be provided at schools to inform parents and students on how to use the assessment data for college preparation. The ReadiStep and PSAT assessment data will also be utilized by school counselors for student placement decisions for honors and advanced placement courses. The agreement will be signed upon AUHSD Board approval.

Budget Implication:
The College Board will provide the District with a 25 percent discount for the purchase of the PSAT assessments and 75 percent discount for the purchase of the ReadiStep assessments. Costs for these assessments are not to exceed $65,276.50. (LCFF Supplemental Funds)

Staff Recommendation:
It is recommended that the Board of Trustees ratify the agreement between College Board and the Anaheim Union High School District. Services are being provided July 1, 2014, though June 30, 2015. **[EXHIBIT T]**

10.17 ***Memorandum of Understanding, Regents of the University of California, University of California, Irvine (UCI)***

Background Information:
University of California School University Partnership (UC-SUP); includes University of California Office of the President (UCOP) programs, state programs (ARCHES-Multiple Pathways) and federal programs (FOCUS, GEAR UP, Math and Science Partnership [MSP], and TRIO). The goal of UC-SUP, GEAR UP, MSP, and TRIO programs is to provide the highest quality education to students within the District in order to increase the number of educationally disadvantaged students prepared for higher education and the workplace, as well as for regular and competitive admission to the University of California.

Current Consideration:
This MOU with the University of California, Irvine (UCI), is committed to providing its UC-SUP, GEAR UP, ARCHES, MSP, and TRIO schools with effective programs that meet or exceed stated educational goals. Conducting ongoing, data-driven program evaluation is essential for fulfilling UCI's commitment. Evaluation will help assess program effects, as well as serve as a guide for improving program models. By sharing

AUHSD student data, school counselors at all High Schools in the AUHSD will be able to identify a-g completion rates on an individual student basis, as well as the number of courses each individual student must meet to be eligible to apply to a University of California College or California State University. The MOU will be signed upon Board approval.

Budget Implication:
There are no budget implications.

Staff Recommendation:
It is recommended that the Board of Trustees ratify the memorandum of understanding between the District and Regents of the University of California on behalf of the University of California, Irvine. Services will be provided July 11, 2014, through September 30, 2015. **[EXHIBIT U]**

10.18 ***Ratification, Service Agreement, Orange County Public Safety***

Background Information:
The District has worked with Orange County Public Safety (OCPS) to patrol the District facilities during the evening hours and weekends. Since September 10, 2012, OCPS has provided these services and the District has noticed a marked decrease in school vandalism, as well as the apprehension of several perpetrators over that time. In addition, because they are the first responders for any alarm response, it has virtually eliminated the need to call on District employees for late hour alarm responses. There are weekly reports sent to school and District administrators regarding the routine patrols and immediate communication for any emergency situations.

Current Consideration:
OCPS will provide dedicated alarm response services Monday through Friday between the hours of 10:30 p.m. and 5:30 a.m., for all schools, transportation, and maintenance facilities within the District. In addition, OCPS will provide alarm response services on weekends beginning on Friday at 10:30 p.m. and ending at 5:30 a.m. on Monday. Officers will patrol in a marked patrol car and will respond to alarms and investigate any suspicious persons and/or activities, as well as make regular, but random patrols of District sites. Officers will complete and submit detailed reports of their findings.

Budget Implication:
In exchange for these services, the District will pay a base rate of $6,541 per month, with the option to alter coverage as needed. This amount is the same amount paid for services for the 2013-14 year. (General Funds)

Staff Recommendation:
It is recommended that the Board of Trustees ratify the Service Agreement with Orange County Public Safety and the District. Services are being provided July 1, 2014, through June 30, 2015. **[EXHIBIT V]**

10.19 ***Instructional Materials Submitted for Adoption***

The Board of Trustees is requested to adopt the selected instructional materials. The Instructional Materials Review Committee has recommended the selected books for basic and supplemental courses, which include English, business, and math. The books have been made available for public view

Staff Recommendation:
It is recommended that the Board of Trustees adopt the selected materials. **[EXHIBIT W]**

10.20 ***Individual Service Contracts***

Staff Recommendation:
It is recommended that the Board of Trustees approve/ratify the individual service contracts as submitted. (Special Education Funds) **[EXHIBIT X]**

10.21 ***Field Trip Report***

Staff Recommendation:
It is recommended that the Board of Trustees approve/ratify the field trip report as submitted. **[EXHIBIT Y]**

HUMAN RESOURCES DIVISION

10.22 ***2013-14 Fourth Quarterly Report, Williams Uniform Complaints***

Background Information:
The Williams Uniform Complaints report summarizes all complaints relative to adequate textbooks and instructional materials, teacher vacancies or misassignments, facilities conditions, and intensive instruction, as well as services for students who have not passed the California High School Exit Examination (CAHSEE) by the end of the 12th grade. This is a quarterly report required by Education Code Section 35186, which is submitted to the Orange County Department of Education.

Current Consideration:
The Williams Uniform Complaints Fourth Quarterly Report, April 1, 2014, through June 30, 2014, states there were no complaints during this quarter.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees accept the 2013-14 Fourth Quarterly Report on Williams Uniform Complaints. **[EXHIBIT Z]**

10.23 ***Agreement, National University***

Background Information:
The District has traditionally entered into agreements with university programs to provide opportunities for university students to meet their field work requirements and to gain valuable experience in a professional setting within our District schools. This agreement provides the opportunity for National University student teachers, psychology interns, counselor interns, and administrator interns to provide supervised support to District students, as well as staff. The District has had student teaching and other intern credential program agreements in place with National University since 1999.

Current Consideration:
This agreement is an extension of the current internship credential program agreement already in place with National University and applies to interns obtaining the following internship credentials: teacher education, special education, pupil personnel services-School of Counseling, pupil personnel services-School of Psychology, and preliminary administrative

services. Interns will meet with school site supervisors in their respective fields to observe, participate, and assist. Additionally, supervisors will model professional attire, development, and conduct. This agreement will be in effect August 1, 2014, and will continue unless terminated by either party.

Budget Implication:
There is no cost to the District.

Staff Recommendation:
It is recommended that the Board of Trustees approve the internship credential program agreement between the District and National University. **[EXHIBIT AA]**

10.24 ***Certificated Personnel Report***

Staff Recommendation:
It is recommended that the Board of Trustees approve/ratify the certificated personnel report as submitted. **[EXHIBIT BB]**

10.25 ***Classified Personnel Report***

Staff Recommendation:
It is recommended that the Board of Trustees approve/ratify the classified personnel report as submitted. **[EXHIBIT CC]**

SUPERINTENDENT'S OFFICE

10.26 ***Board of Trustees' Meeting Minutes***

May 29, 2014, Regular Meeting **[EXHIBIT DD]**

Staff Recommendation:
It is recommended that the Board of Trustees approve the minutes as submitted.

11. **SUPERINTENDENT AND STAFF REPORT** ***INFORMATION ITEM***

12. **BOARD OF TRUSTEES' REPORT** ***INFORMATION ITEM***

Announcements regarding school visits, conference attendance, and meeting participation.

13. **ADVANCE PLANNING** ***INFORMATION ITEM***

13.1 ***Future Meeting Dates***

Special meetings of the Board of Trustees will be held on Thursday, July 17, 2014, at 9:00 a.m. and Tuesday, August 5, 2014, time to be determined.

The next regular meeting of the Board of Trustees will be held on Thursday, August 21, 2014, at 6:00 p.m.

Thursday, September 4
Tuesday, September 23
Thursday, October 16
Thursday, November 6
Thursday, December 11

13.2 ***Suggested Agenda Items***

14. **ADJOURNMENT** ***ACTION ITEM***

In compliance with the Americans with Disabilities Act, individuals with a disability who require modification or accommodation in order to participate in this meeting should contact the executive assistant to the superintendent at (714) 999-3503 by noon on Monday, July 7, 2014.

EXHIBIT A

RESOLUTION OF THE BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

SIGNATURE AUTHORIZATION

RESOLUTION NO. 2014/15-B-01

July 10, 2014

I, Annemarie Randle-Trejo, clerk of the Board of Trustees of the Anaheim Union High School District of Orange County, California, hereby certify that the said Board at a regular meeting thereof, held on the 10th day of July 2014, adopted by a majority vote of said Board, a resolution that the following named persons be authorized to sign payroll notices of employment/changes of status (NOE/CS), time sheets, vendor orders for payment, and warrant registers as indicated, and that all previous authorization of signatures are rescinded. This resolution further states that the authorization is subject to the following provisions:

Name Types	Specimen Signature (written, facsimile and/or check signer)	Payroll		Vendor Payments	
		NOE/CS	Time Sht.	Orders	Registers
Michael B. Matsuda	_____	X	X	X	X
Russell Lee-Sung	_____	X	X	X	X
Dianne Poore	_____	X	X	X	X
Facsimile Signature:					
Dianne Poore	_____	X	X	X	X

IN WITNESS WHEREOF, I have hereunto set my hand this 10th day of July 2014.

_____
Annemarie Randle-Trejo
Clerk, Board of Trustees

Resolution No. 2014/15-B-01

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)
)
) SS
)
COUNTY OF ORANGE)

I, Michael B. Matsuda, superintendent of the Anaheim Union High School District of Orange County, California, and secretary to the Board of Trustees thereof, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at the regular meeting thereof held on the 10th day of July 2014 and passed by a roll call vote of all members of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 10th day of July 2014.

_____
Michael B. Matsuda
Superintendent and
Secretary to the Board of Trustees

Resolution No. 2014/15-B-01

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

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.

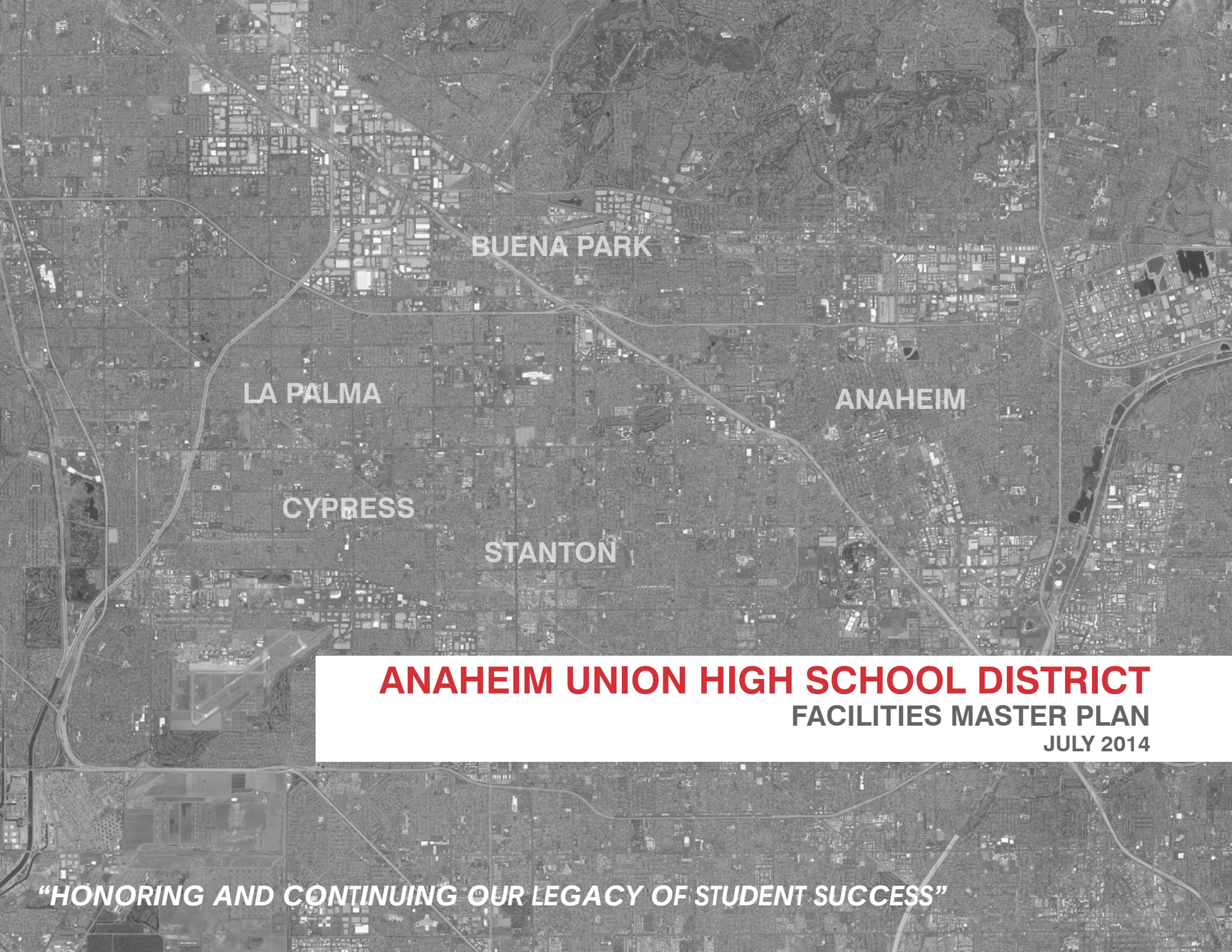
The District is eligible to receive State matching funds and intends to aggressively pursue State funding. In the absence of such funding, improvements at each school may be affected and the District may not be able to perform some of the projects listed above.

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

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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Anaheim Union High School District
Blueprint for the Future Committee
Budget Basics
&
Bond Basics
AUHSD
Dianne Poore
Bruce Saltz
GRADUATION
STARTS TODAY
EXIT

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.

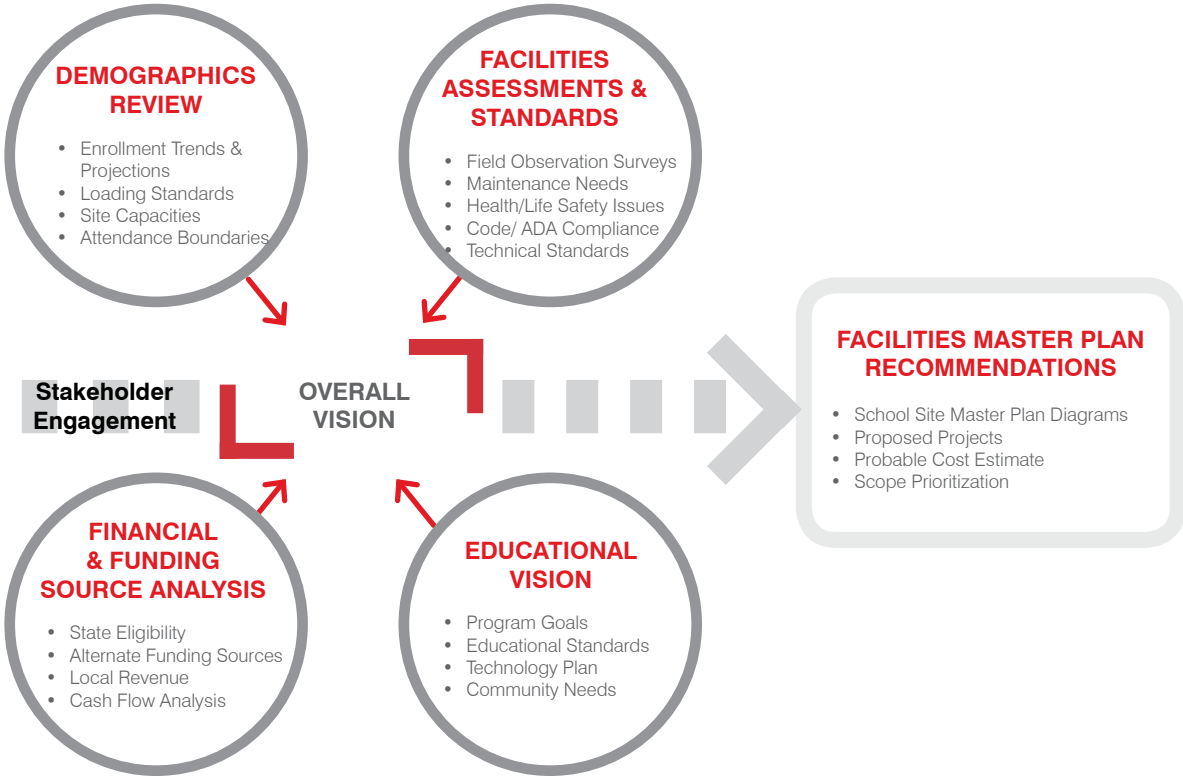
As funding becomes available and projects move forward, design teams (architects and engineers) will plan individual aspects of the projects recommended in the FMP. At that time, a school site Design Committee should be assembled to meet with the design team and provide input on the design of the individual 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.

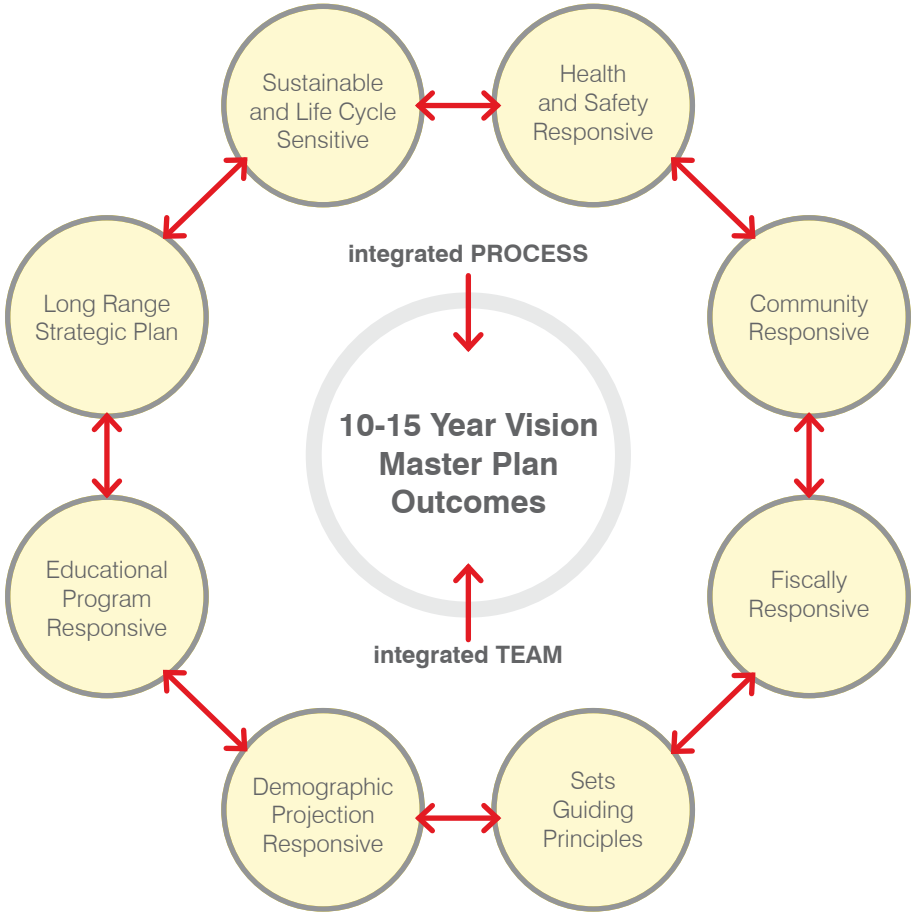
After analyzing information gathered during the site walks, various surveys and interviews on the condition of the facilities and program needs the Planning Team developed an understanding of the long-range facilities needs. Coupled with the educational program vision, the Planning Team began to develop 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.

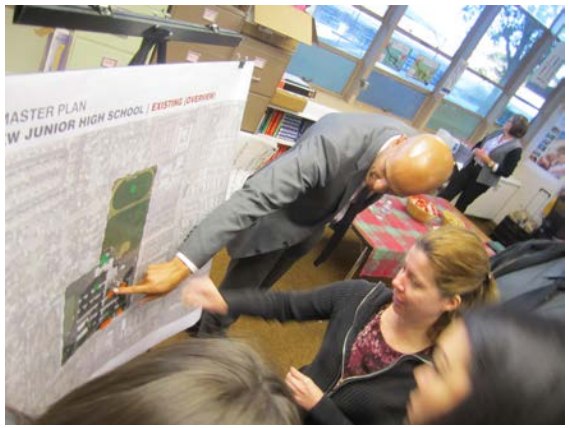
The groups provided input throughout the project, defining educational program goals and offering direction on facilities master planning goals. All input eventually led to the creation of a set of final recommendations that were brought before the Board of Education for review, comment and approval.

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

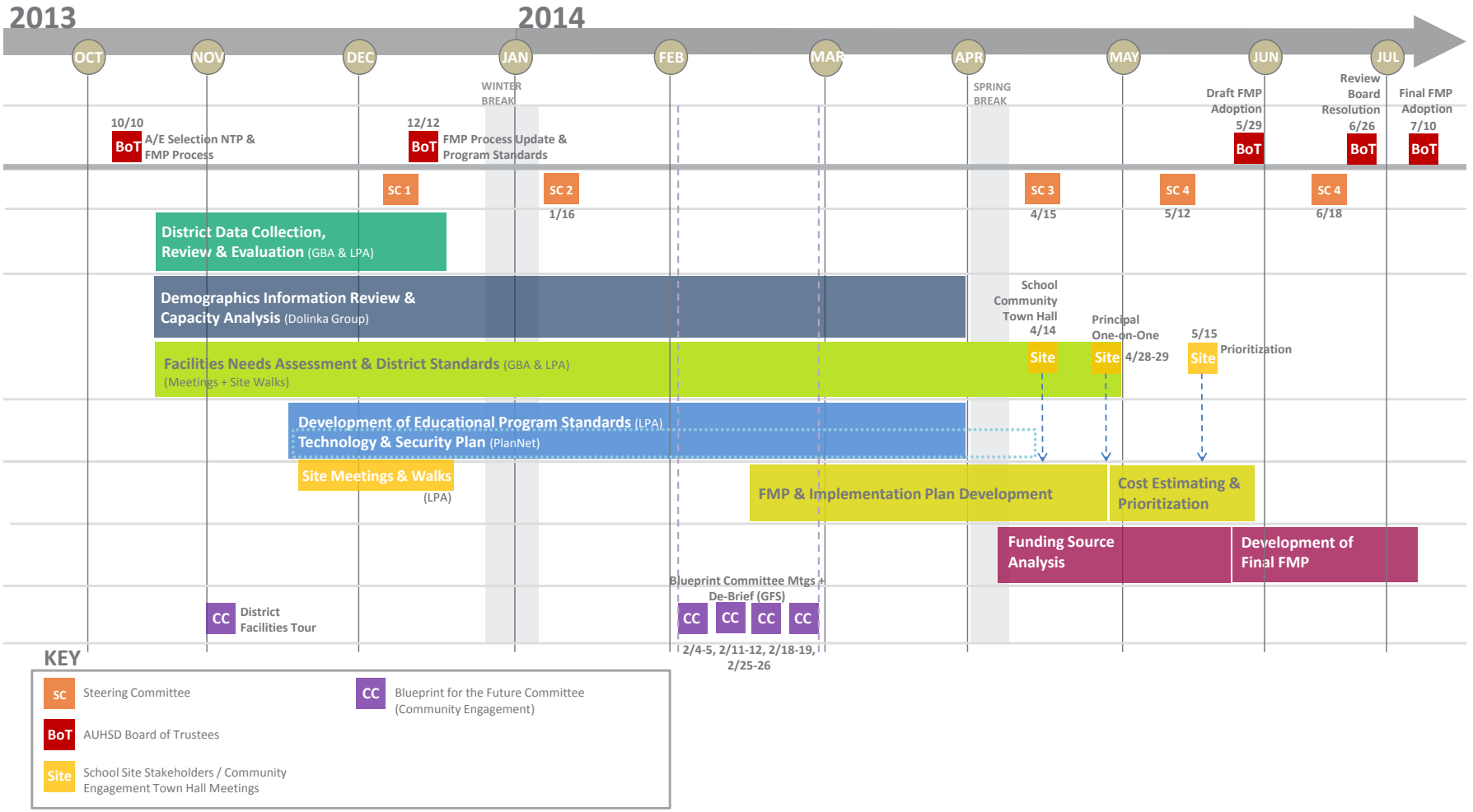
School Site Committee
School Site Committees (SSC) were formed at each school site to interact with the Planning Team to help develop the vision, and review and confirm the specific master plan proposal for each school site. Interaction with these stakeholders included a School Site Committee meeting 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:

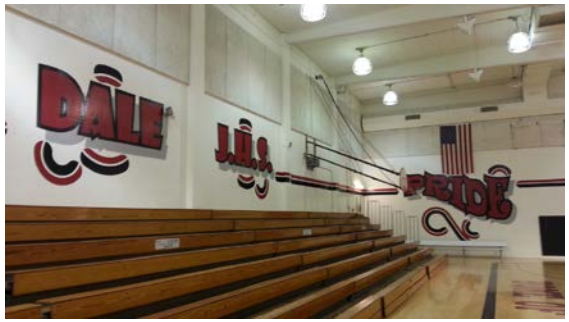
FCI 0: New or Recently Modernized (Deferred maintenance, new carpet, paint touch-up, etc.)

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.

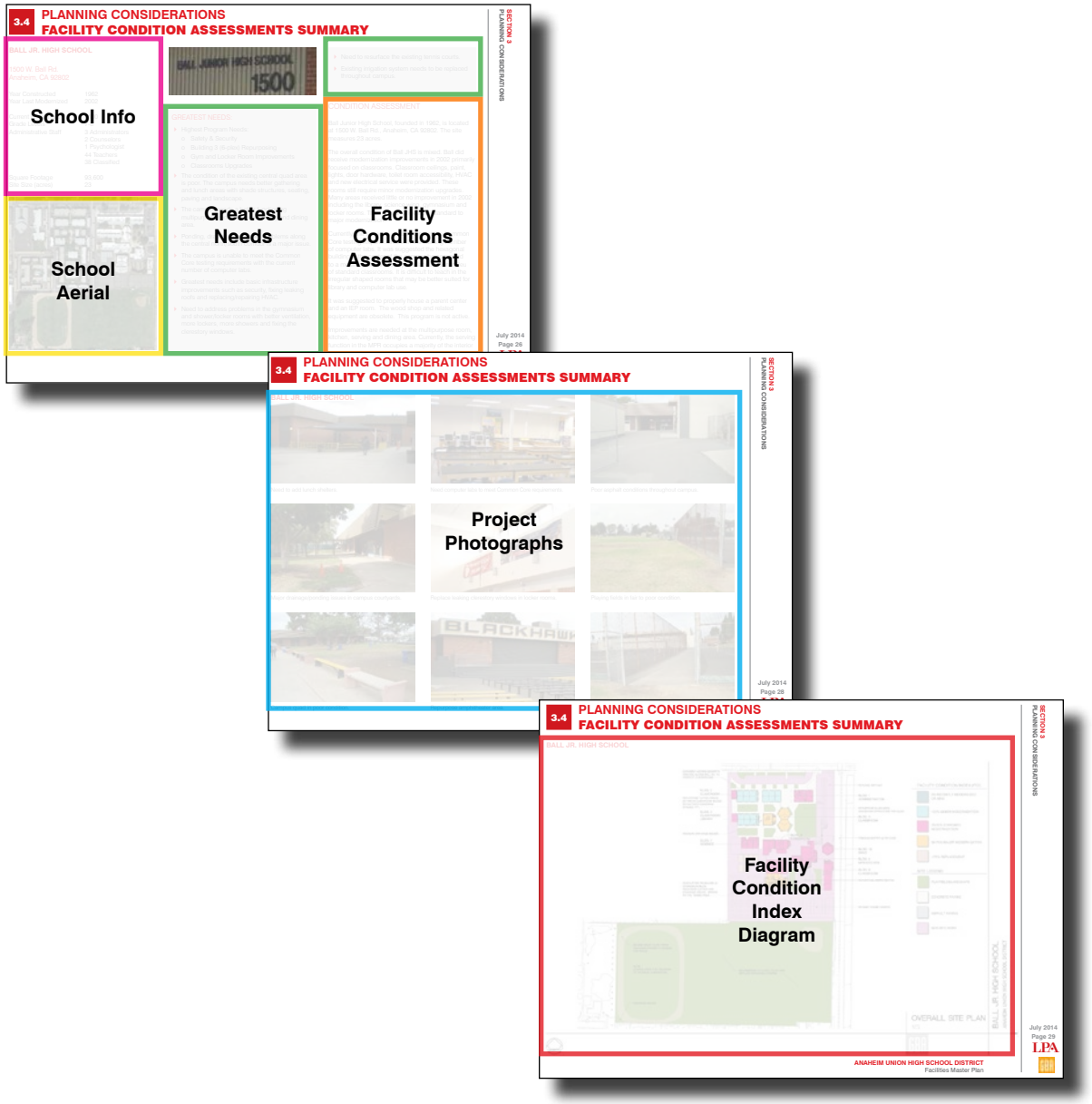
- **Greatest Needs**
  A summary of items that were discussed and noted as the highest need.

- **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.

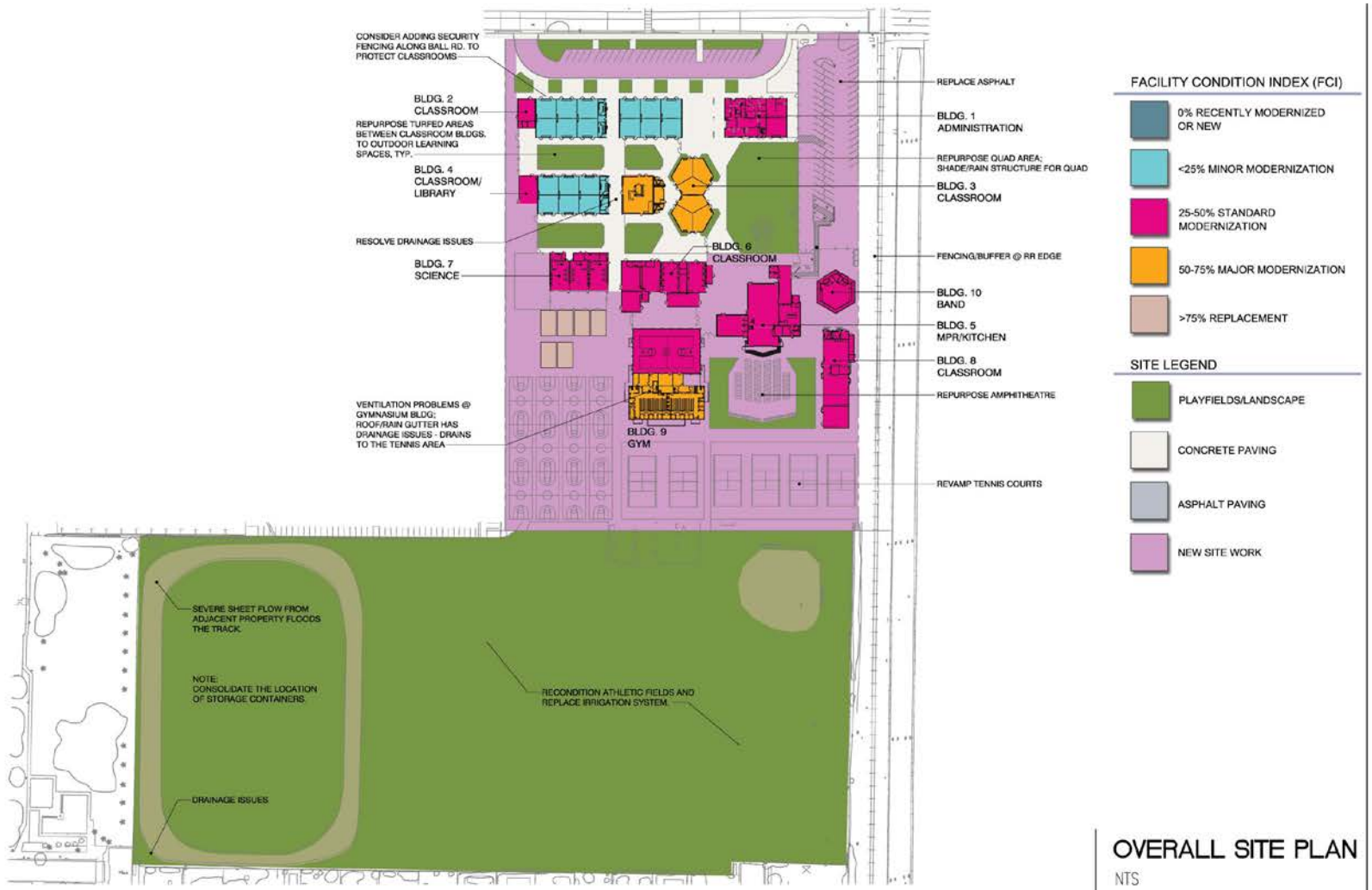
Campus quad in poor condition.

Repurpose amphitheater area.

New fencing required in various areas.

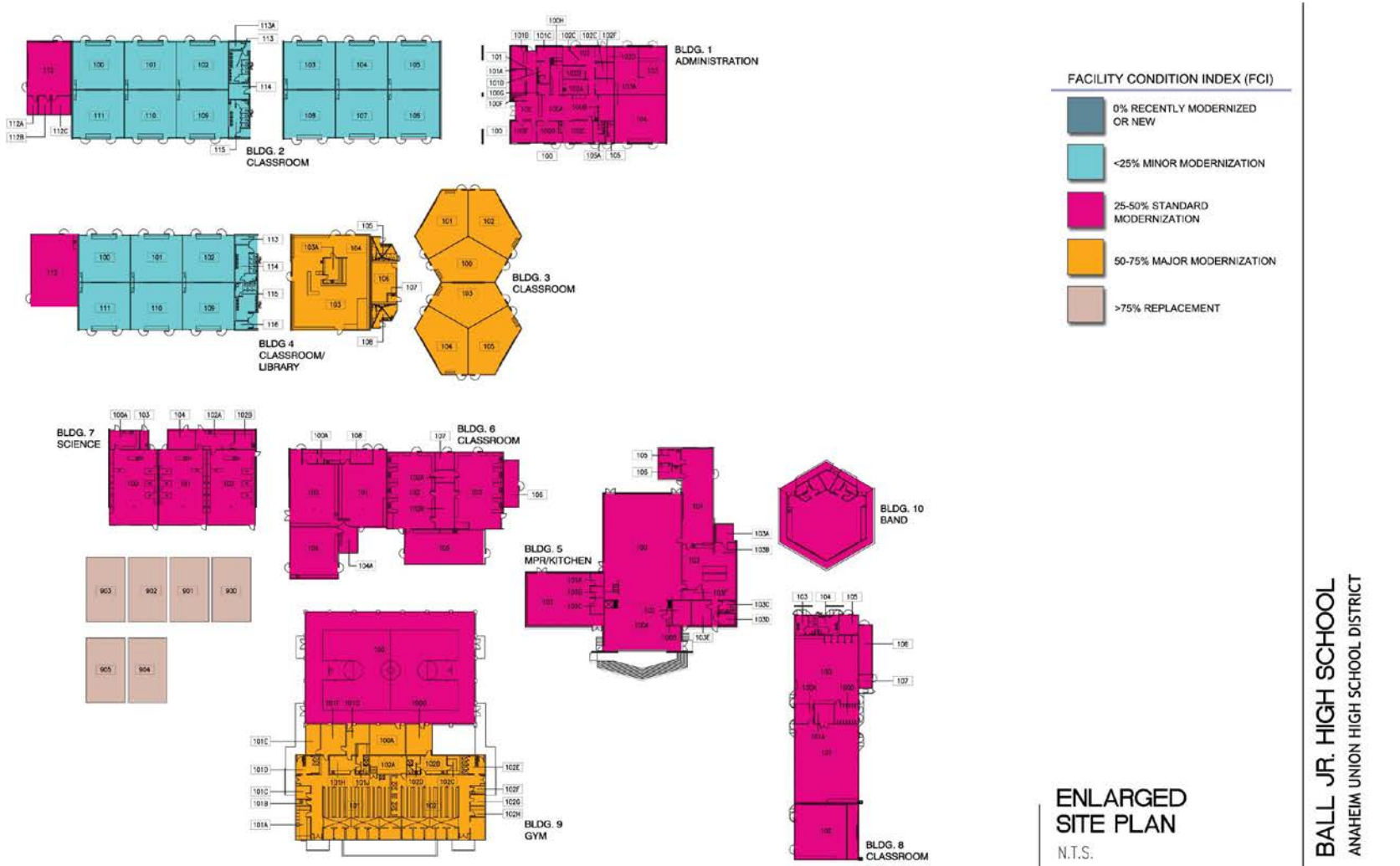
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

BALL JR. HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

BALL JR. HIGH SCHOOL



ENLARGED SITE PLAN
N.T.S.

BALL JR. HIGH SCHOOL
ANAHEIM UNION HIGH SCHOOL DISTRICT

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.

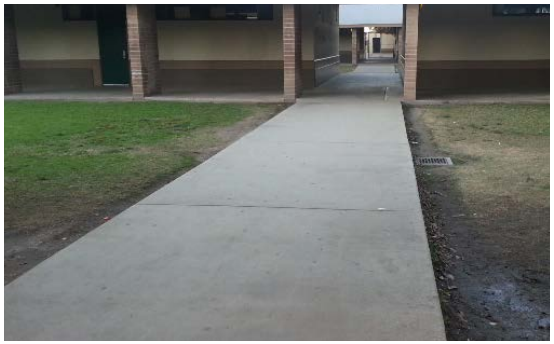
Locker rooms need additional lockers.

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.



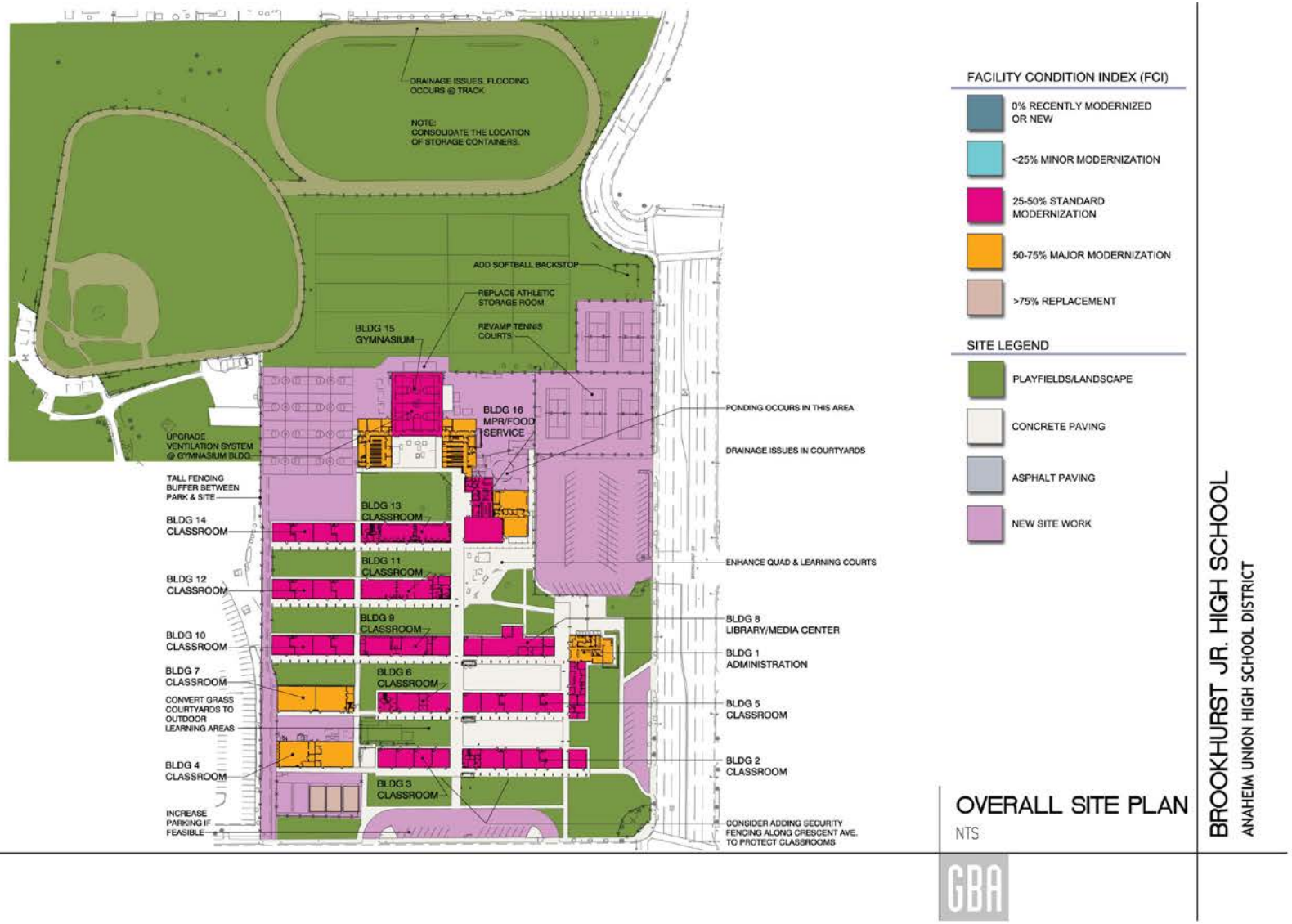
Widen concrete sidewalks.

Campus wayfinding is difficult.

More restrooms needed on campus.

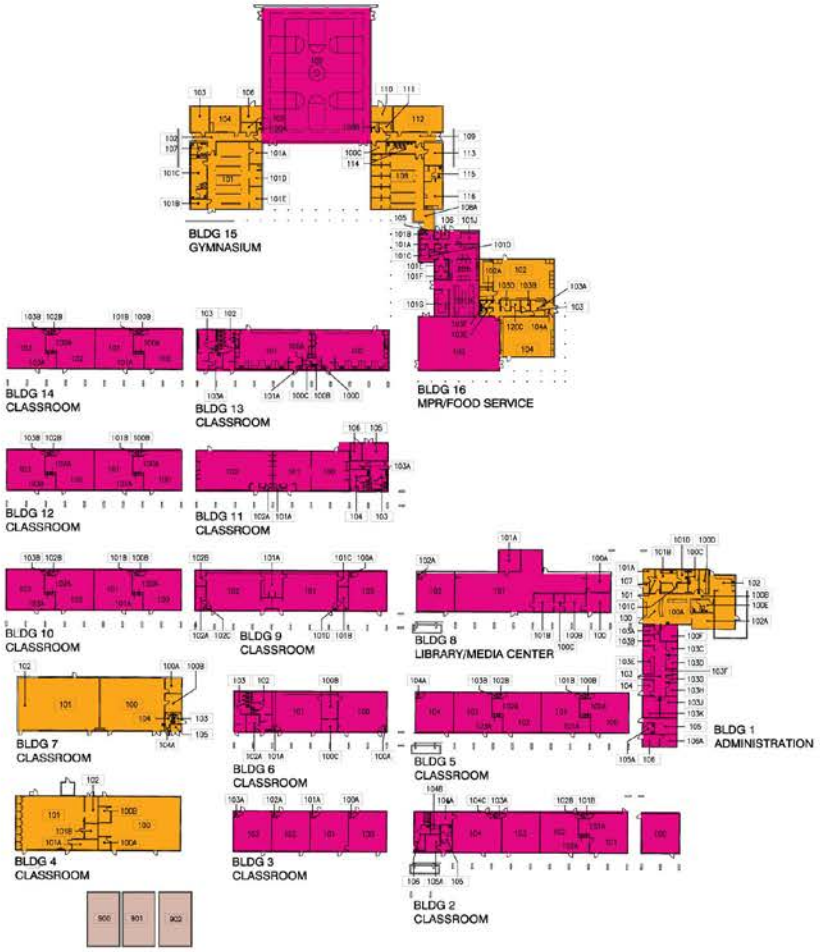
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

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

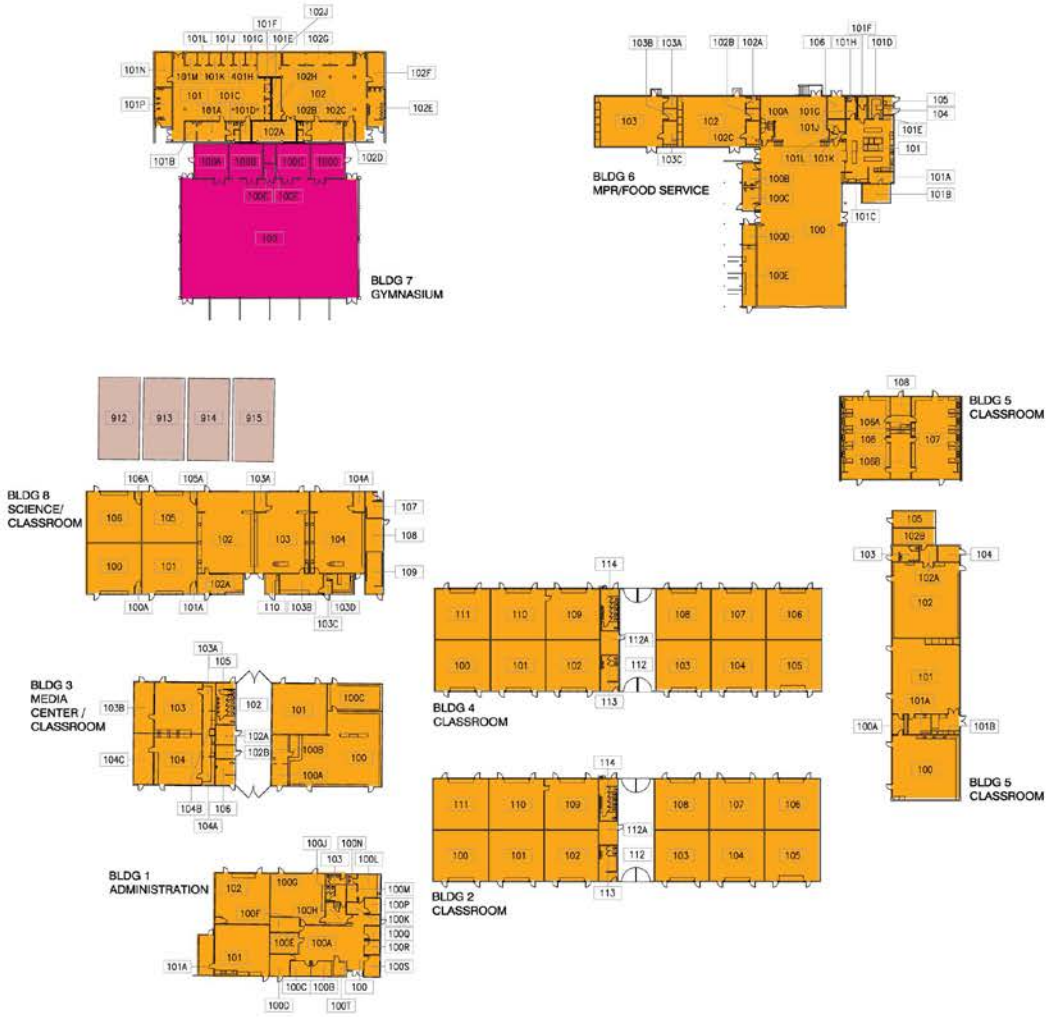
DALE JR. HIGH SCHOOL

OVERALL SITE PLAN
NTS

DALE JR. HIGH SCHOOL
ANAHEIM UNION HIGH SCHOOL DISTRICT

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

DALE 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
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.

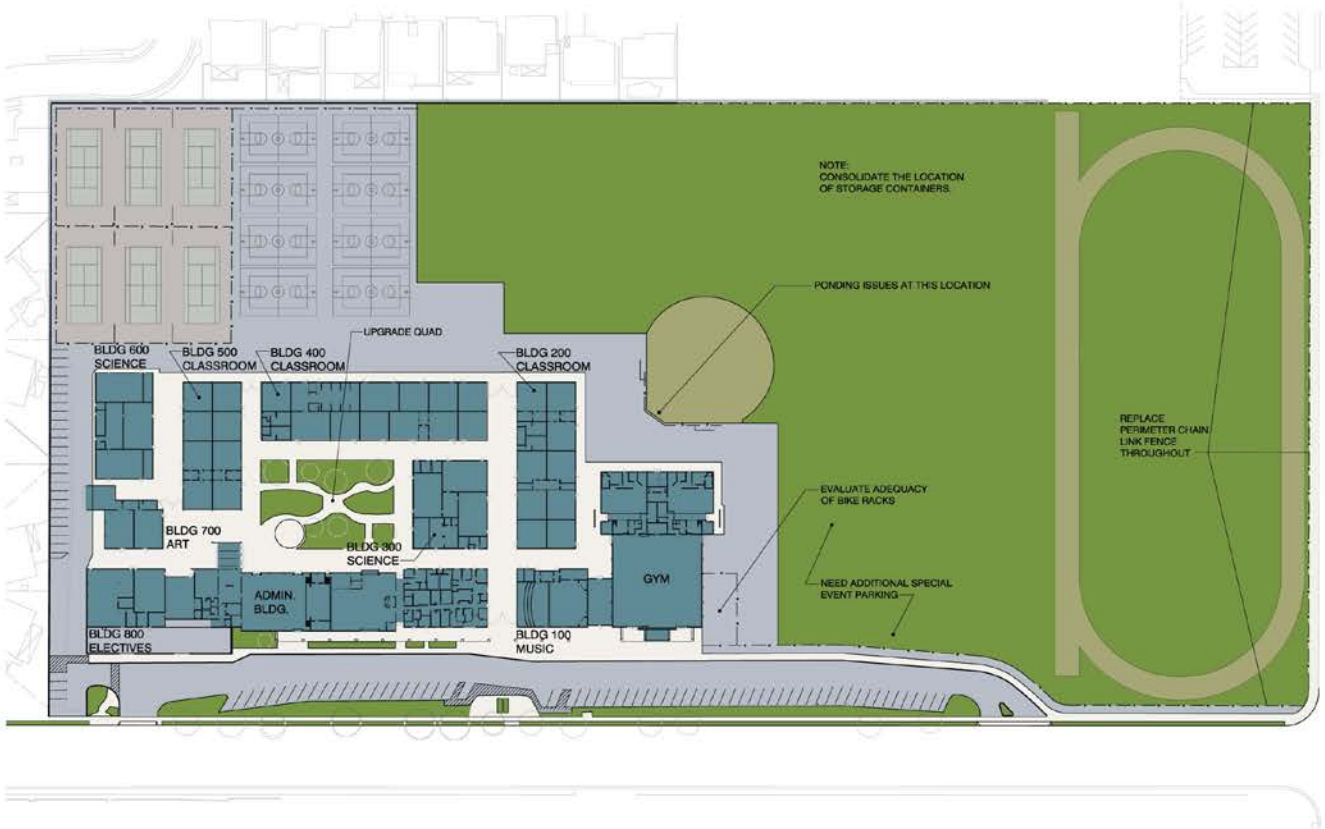
Playing fields are in poor condition.

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

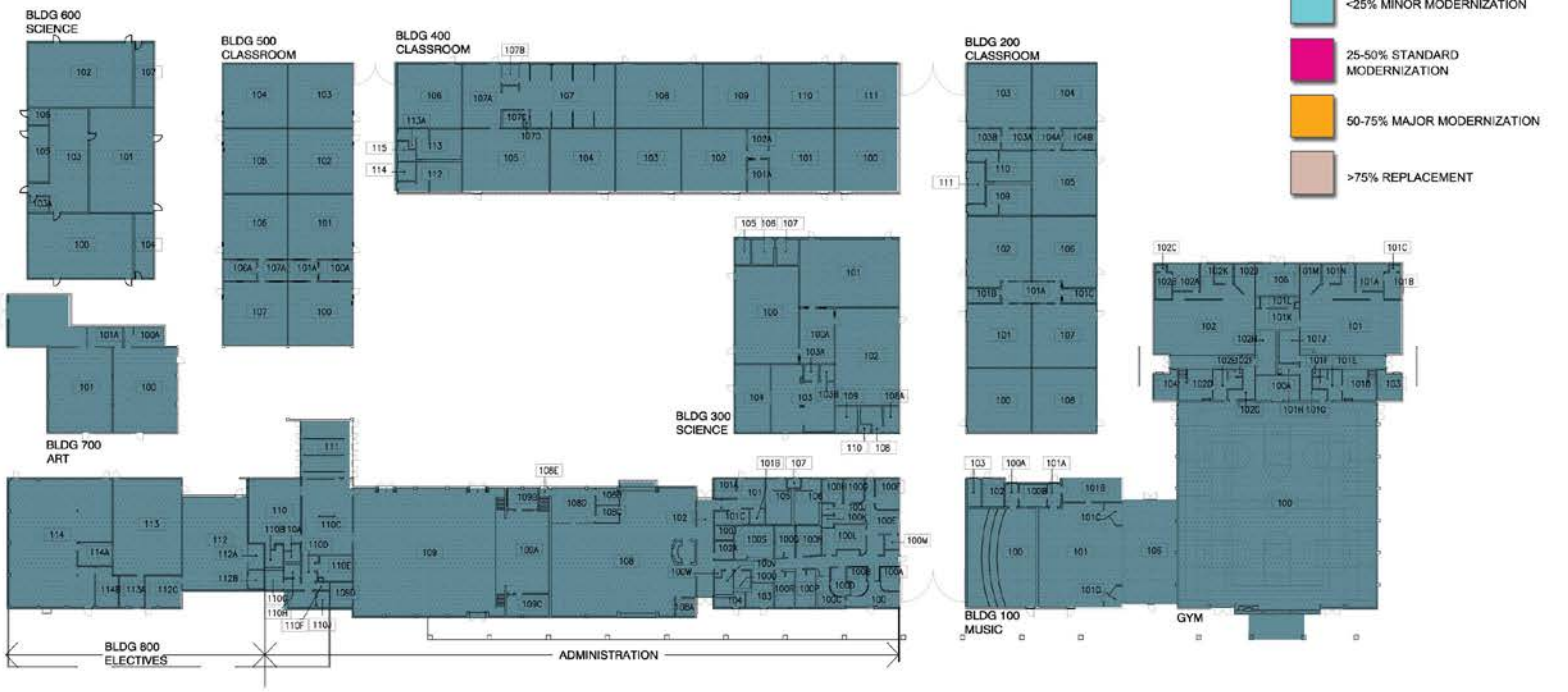


OVERALL SITE PLAN
N.T.S.

LEXINGTON JR. HIGH SCHOOL
ANAHEIM UNION HIGH SCHOOL DISTRICT

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

LEXINGTON JR. HIGH SCHOOL



ENLARGED SITE PLAN
1"=50'-0"

LEXINGTON JR. HIGH SCHOOL
ANAHEIM UNION HIGH SCHOOL DISTRICT

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.

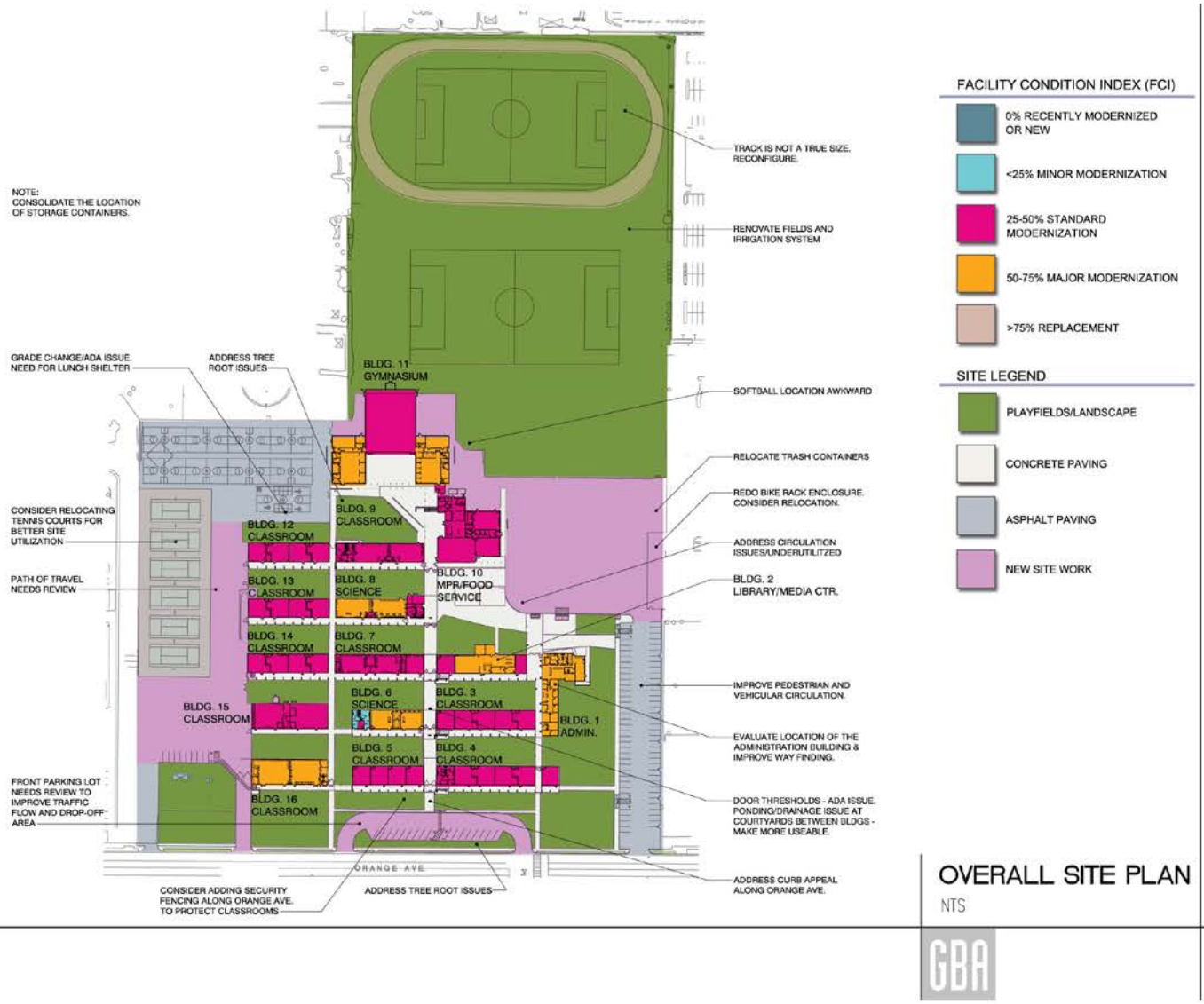
Tennis courts require resurfacing and/or replacing.

Major improvements are needed in security fencing.

Address flooding/ponding issues between buildings.

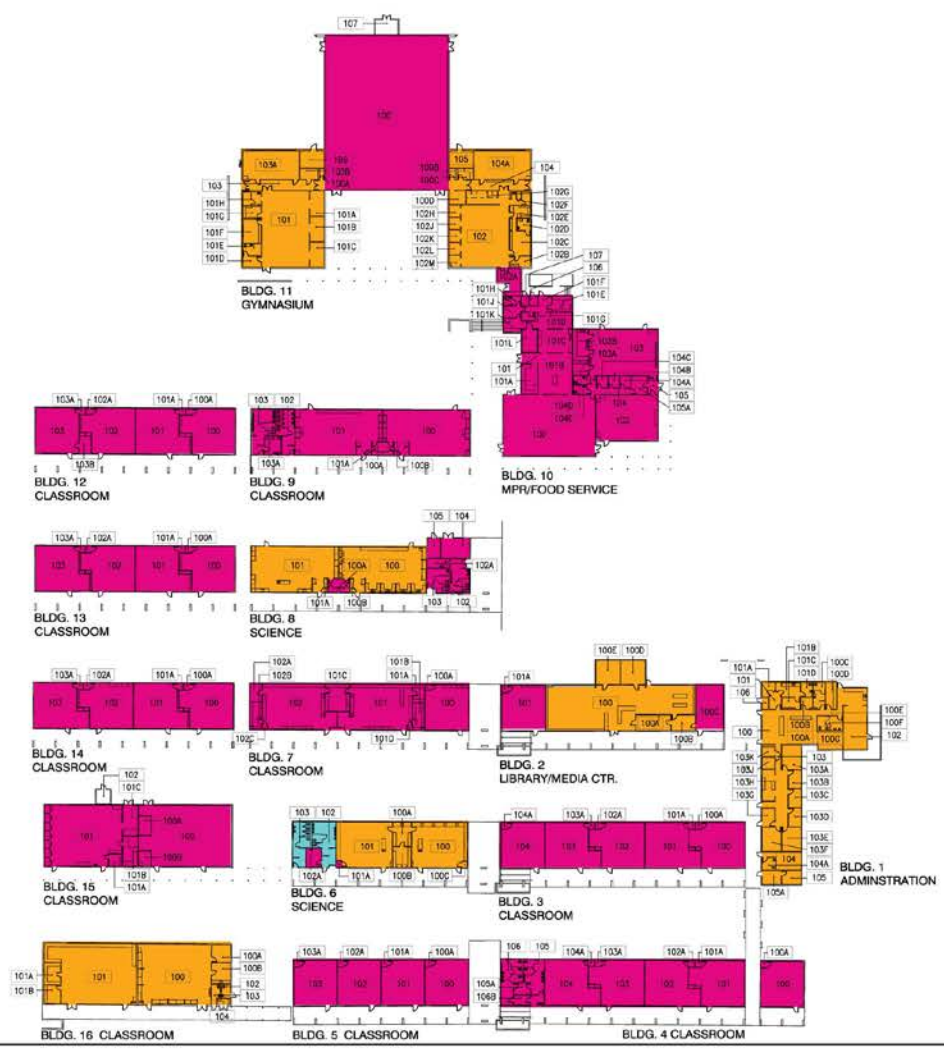
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

ORANGEVIEW JR. HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

ORANGEVIEW JR. HIGH SCHOOL



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

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.

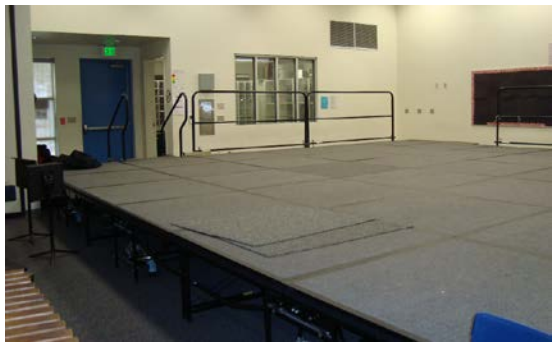
Need to expand food service, add freezer space.

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.

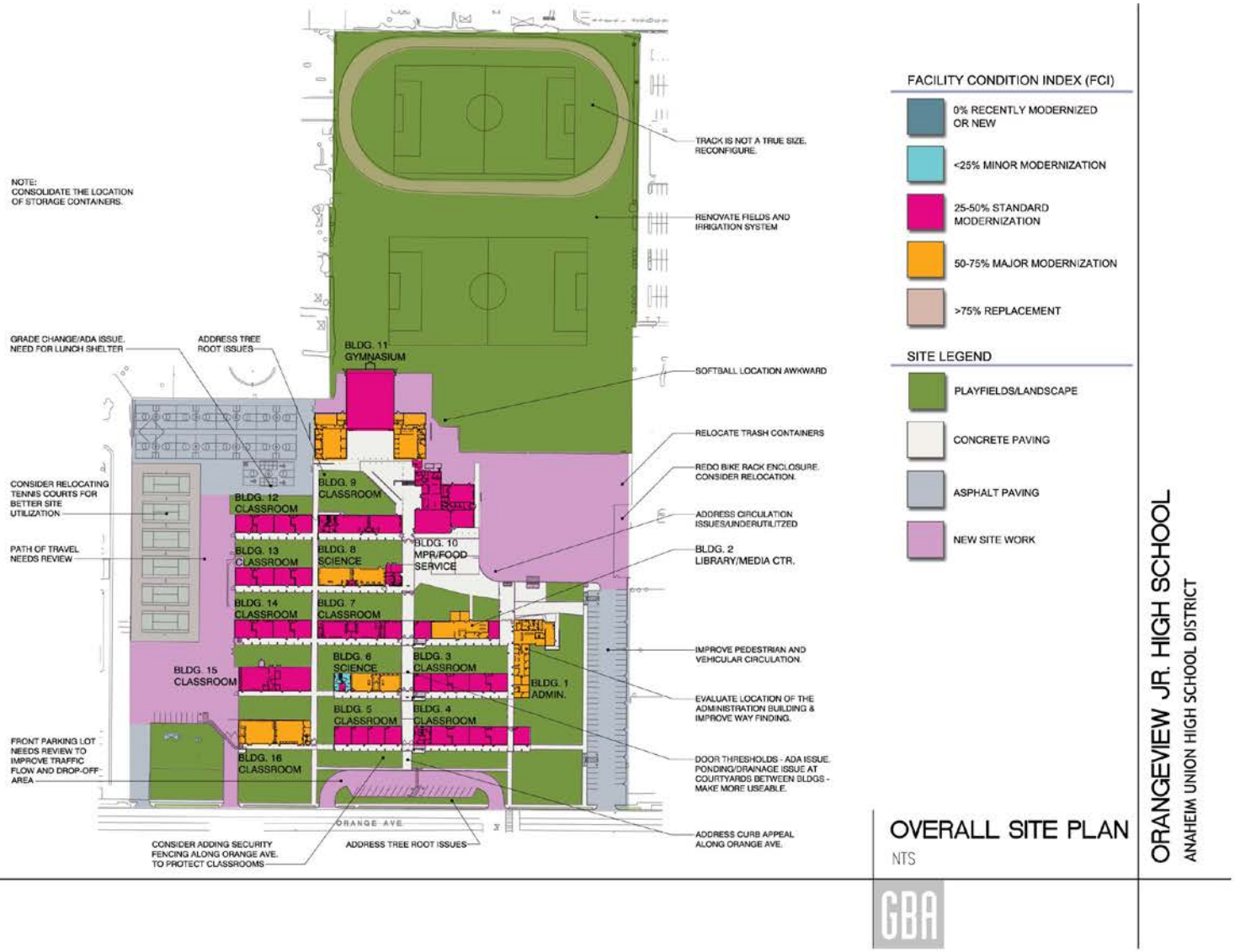
Ponding/drainage issues need to be addressed.



Replace the portable stage with permanent.

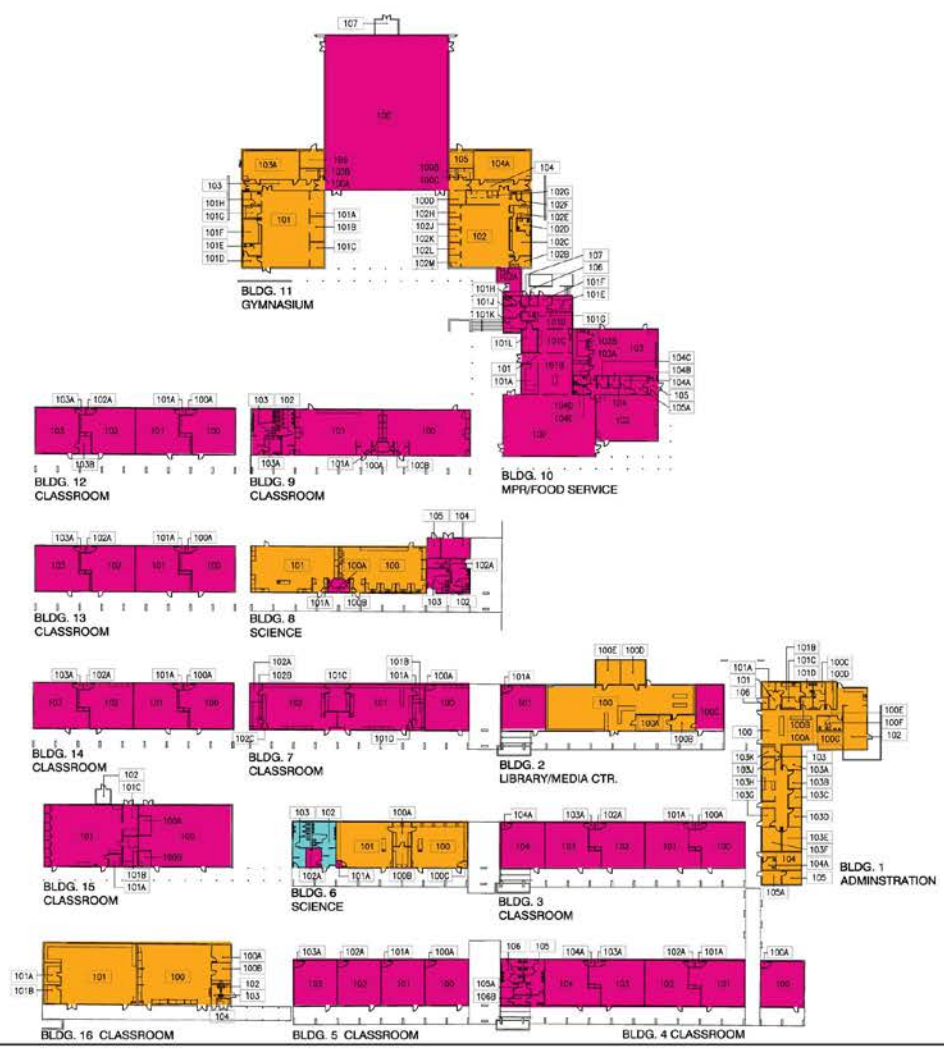
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

SOUTH JR. HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

SOUTH JR. HIGH SCHOOL



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

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.

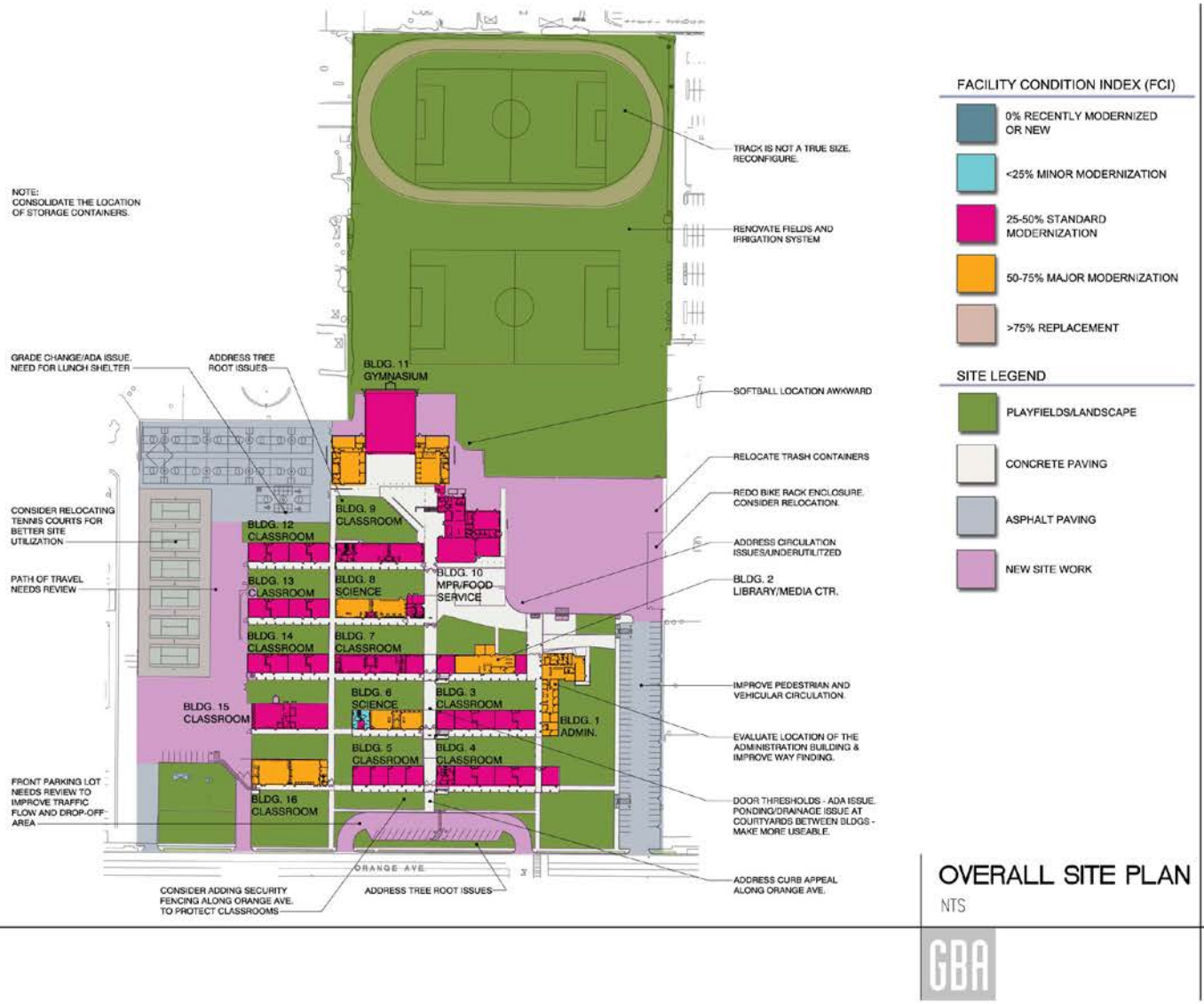
Courtyard landscaping and irrigation need to be replaced.

Improve parking and drop off.

Need new lunch shelters/shade structures.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

SYCAMORE JR. HIGH SCHOOL

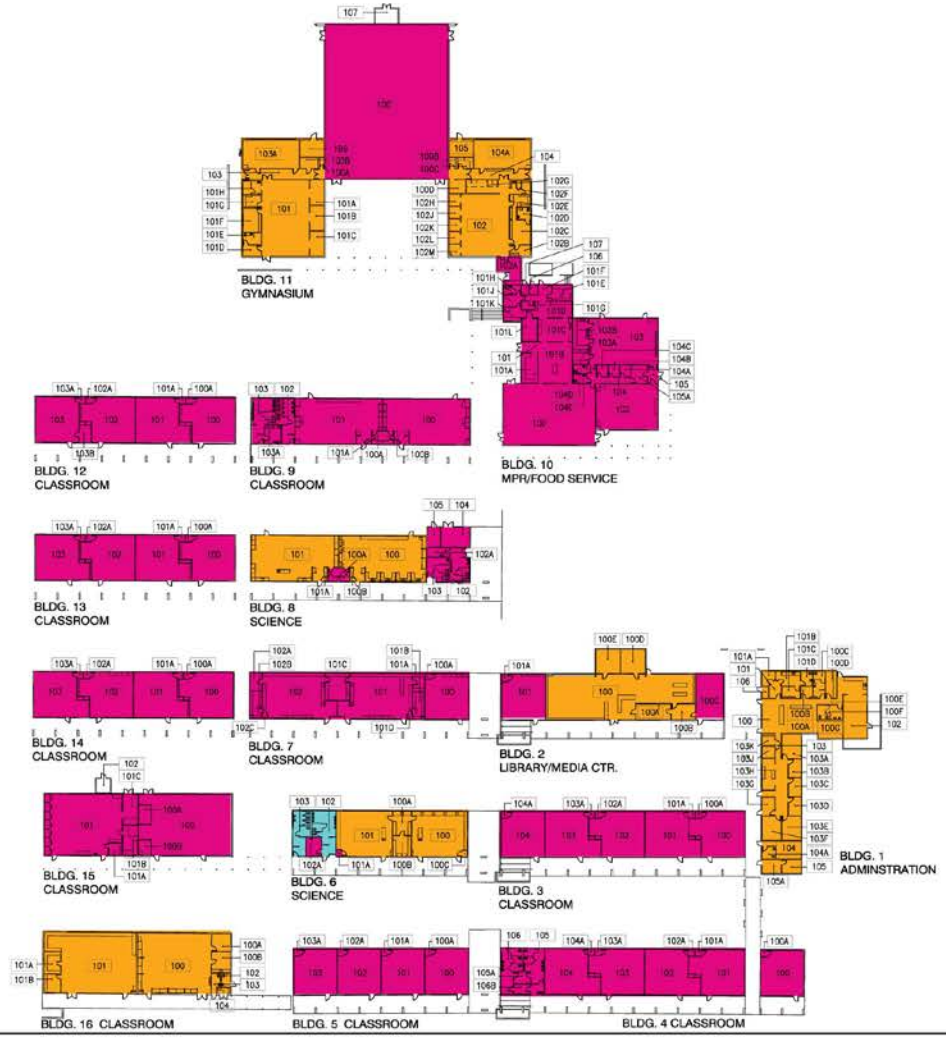


OVERALL SITE PLAN
NTS

ORANGEVIEW JR. HIGH SCHOOL
ANAHEIM UNION HIGH SCHOOL DISTRICT

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

SYCAMORE JR. HIGH SCHOOL



FACILITY CONDITION INDEX (FCI)

- 0% RECENTLY MODERNIZED OR NEW
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- 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.

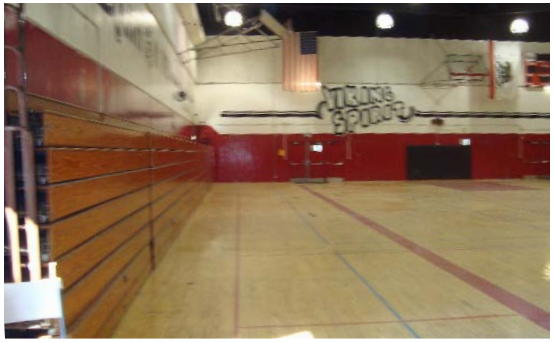
Upgrade the existing site and parking lot lighting with L.E.D. technology for energy efficiency.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

WALKER JR. HIGH SCHOOL

Administration building in need of reconfiguration.

Convert courtyards to outdoor learning areas.

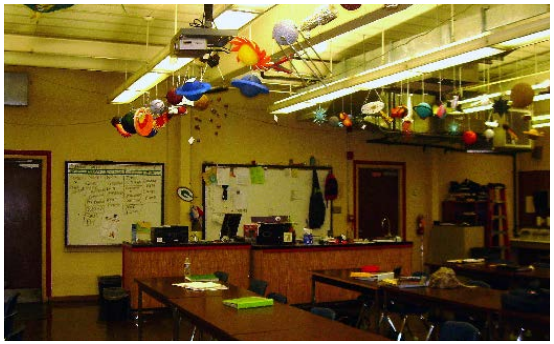


Need to replace gym bleachers.

Existing paving in poor condition throughout campus.

Reconfigure parking lots.

Existing field turf is in poor condition.



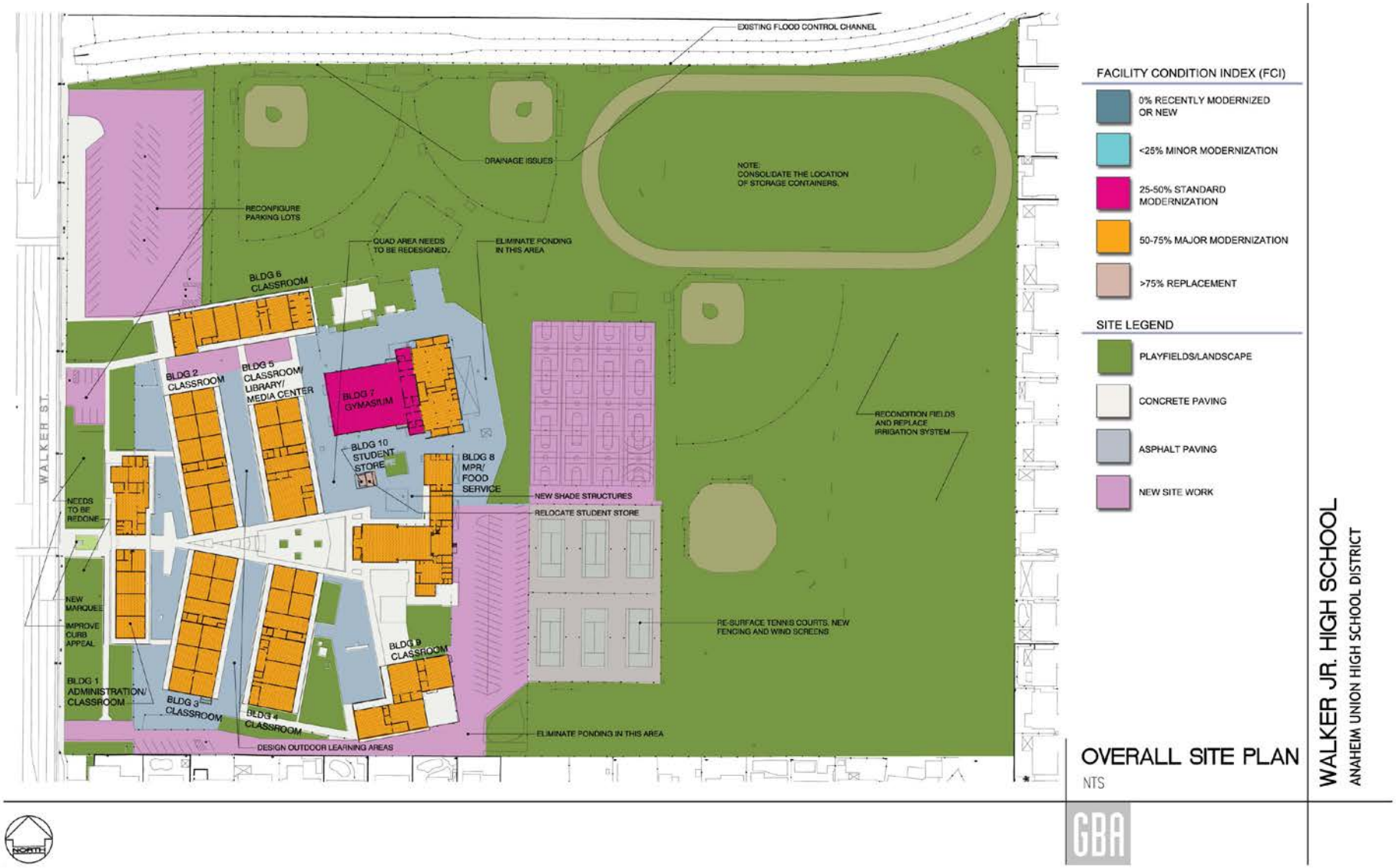
Buildings require major renovation.

Interior/exterior of buildings need to be repainted.

Upgrade the quad with seating and shade structures.

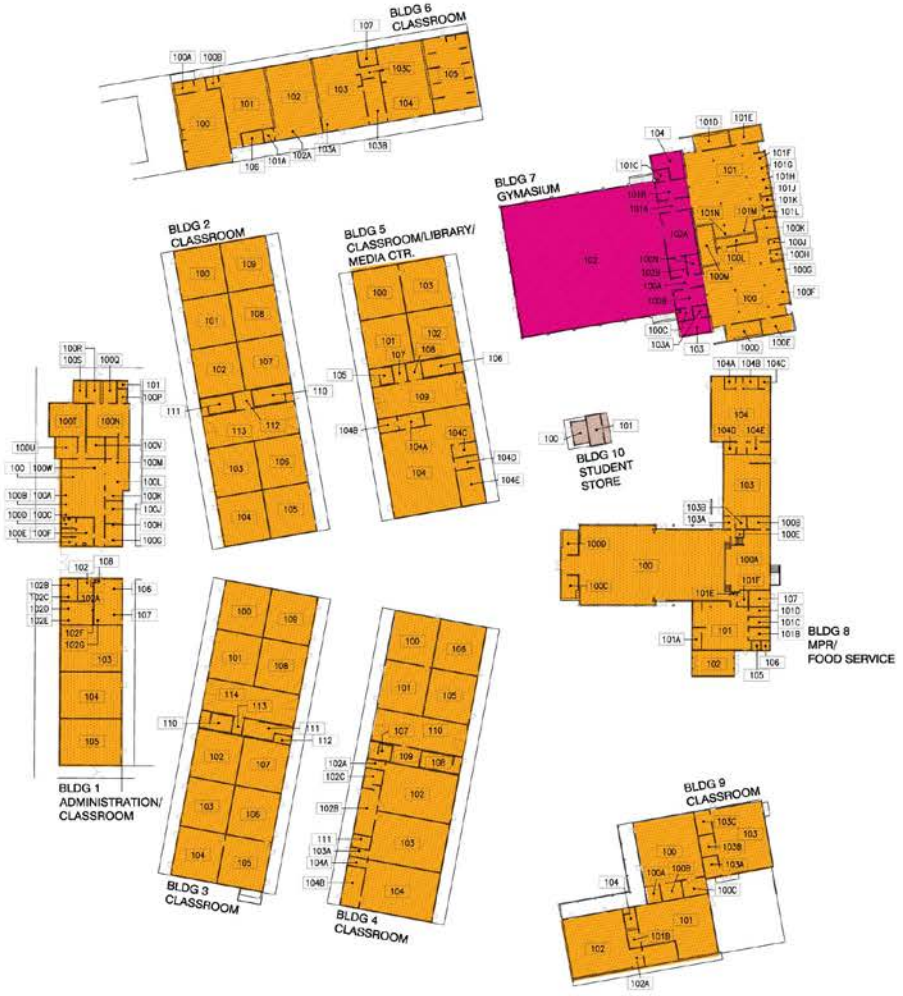
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

WALKER JR. HIGH SCHOOL



3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

WALKER JR. HIGH SCHOOL



FACILITY CONDITION INDEX (FCI)

- 0% RECENTLY MODERNIZED OR NEW
- <25% MINOR MODERNIZATION
- 25-50% STANDARD MODERNIZATION
- 50-75% MAJOR MODERNIZATION
- >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:
  - Gym/ Locker Room / Athletic facilities need upgrades and improvements.
  - ROTC/ ROP facilities need to be upgraded to better support program needs.
  - 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.

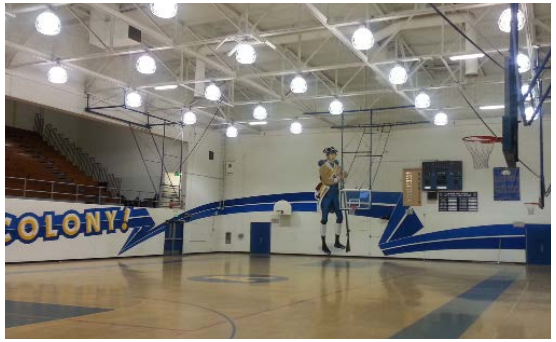
Upgrade the existing parking lot lighting with LED technology for energy efficiency. Upgrade site lighting especially around the gym.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

ANAHEIM HIGH SCHOOL

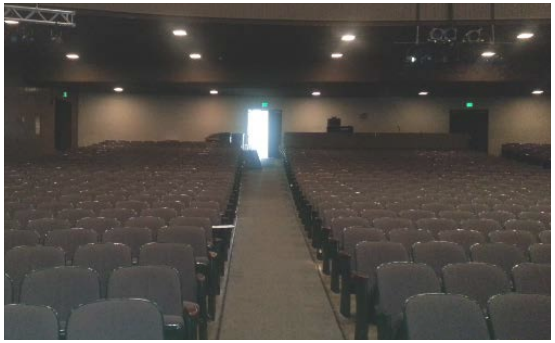
Restrooms need to be upgraded.

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.

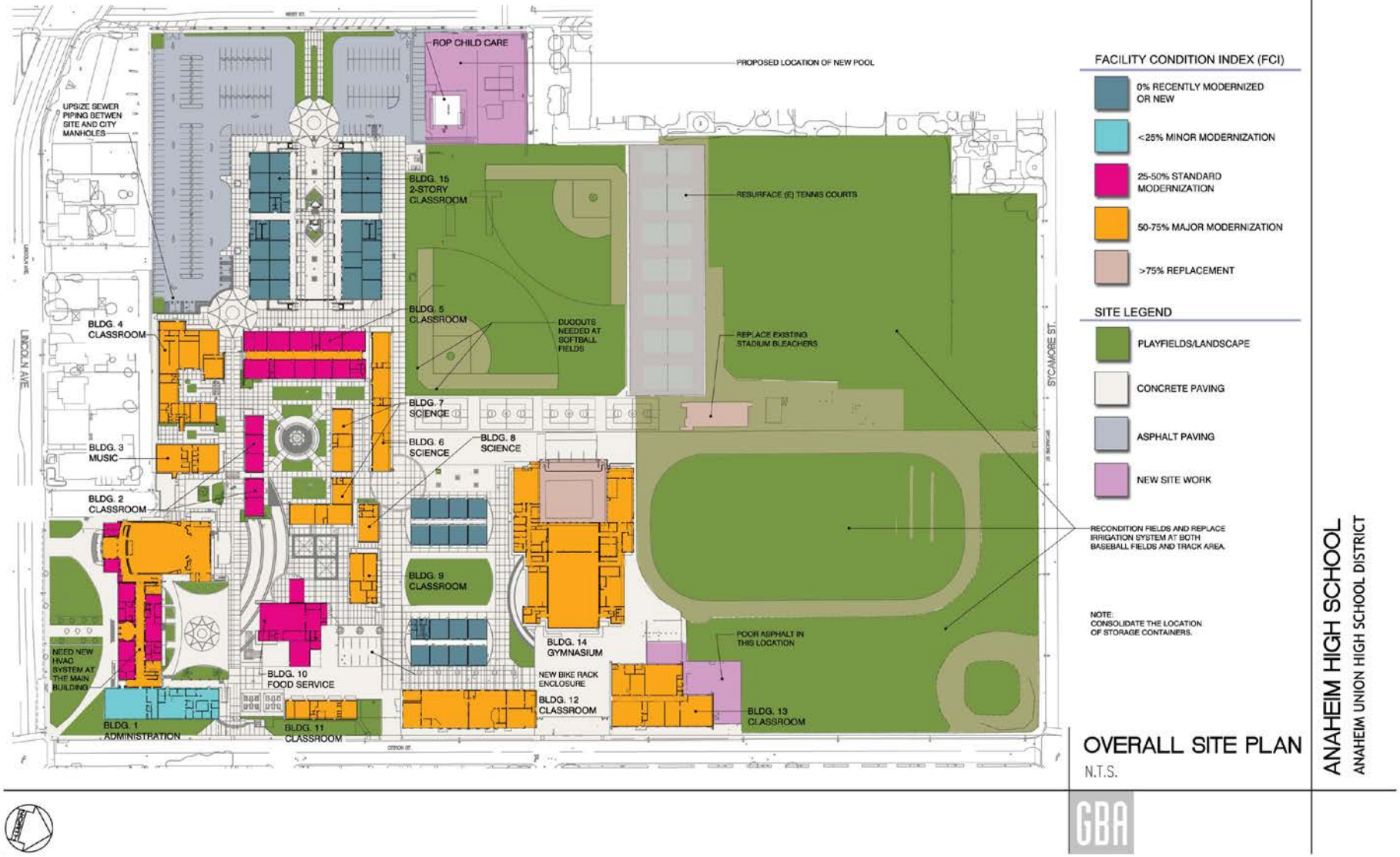
New science labs are needed.

Classroom renovation needed.

Replace concrete bleachers.

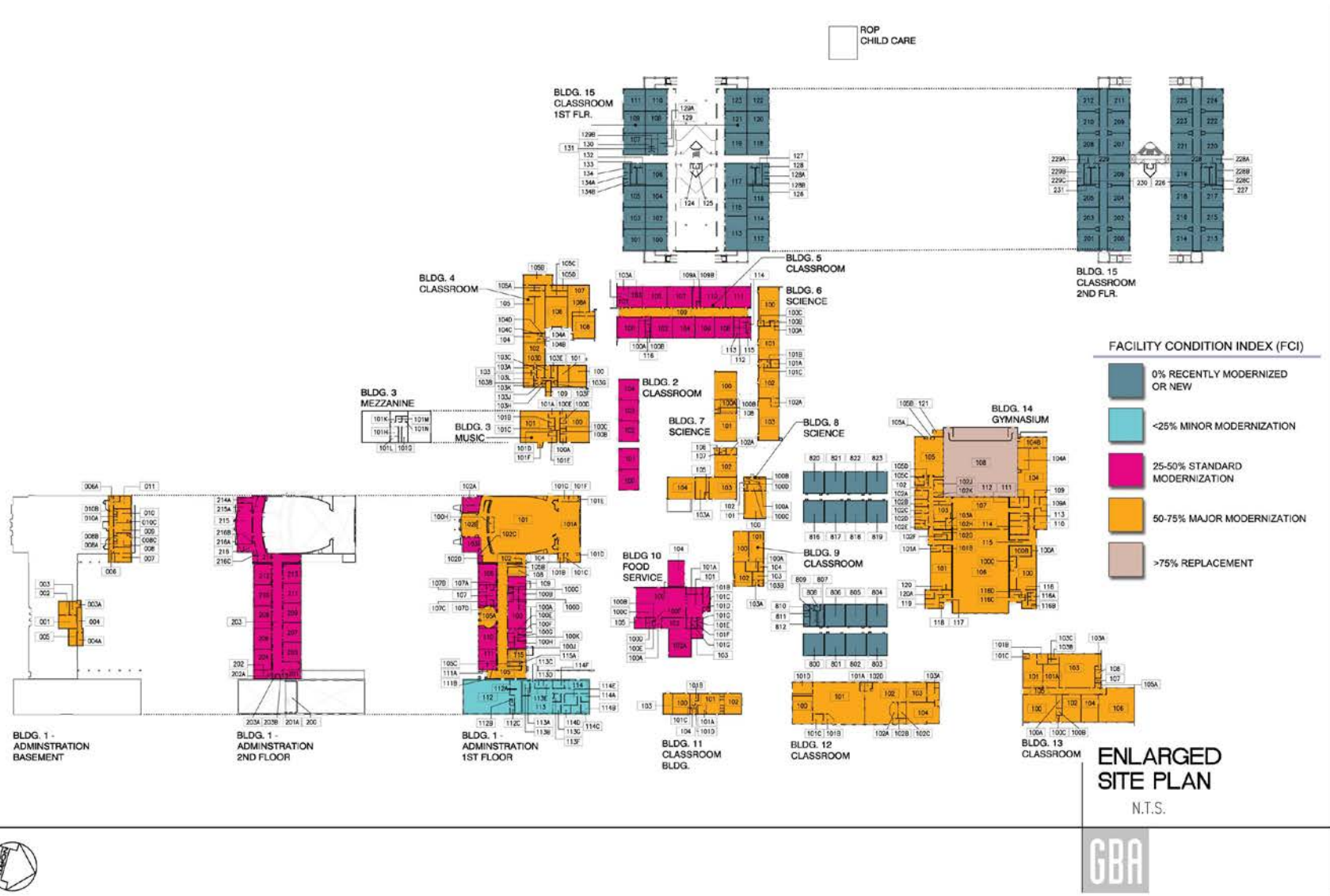
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

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

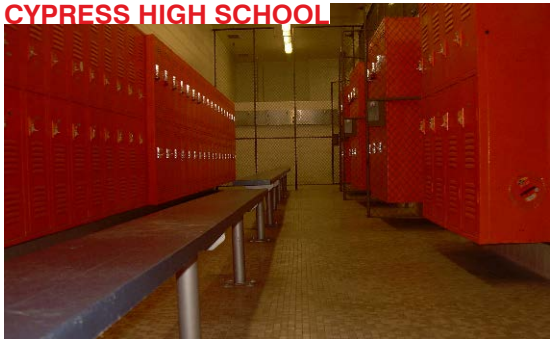
Overall the existing HVAC units are functional and sufficient but will reach the end of their life cycle in the next decade.

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.

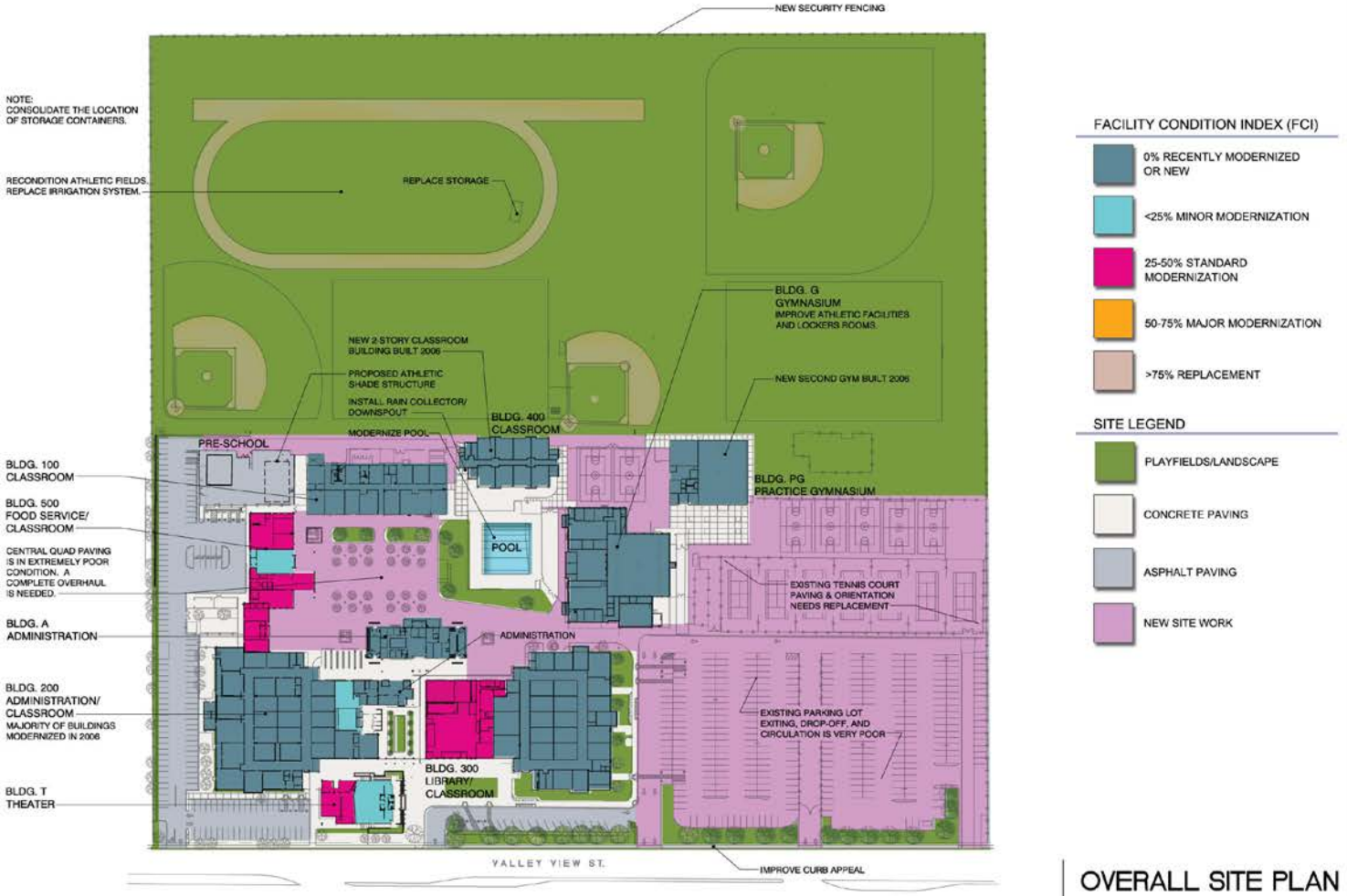
Basketball and tennis courts need to be reconfigured.

Food service area is in need of additional speed lines.

Upgrade central quad.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

CYPRESS HIGH SCHOOL

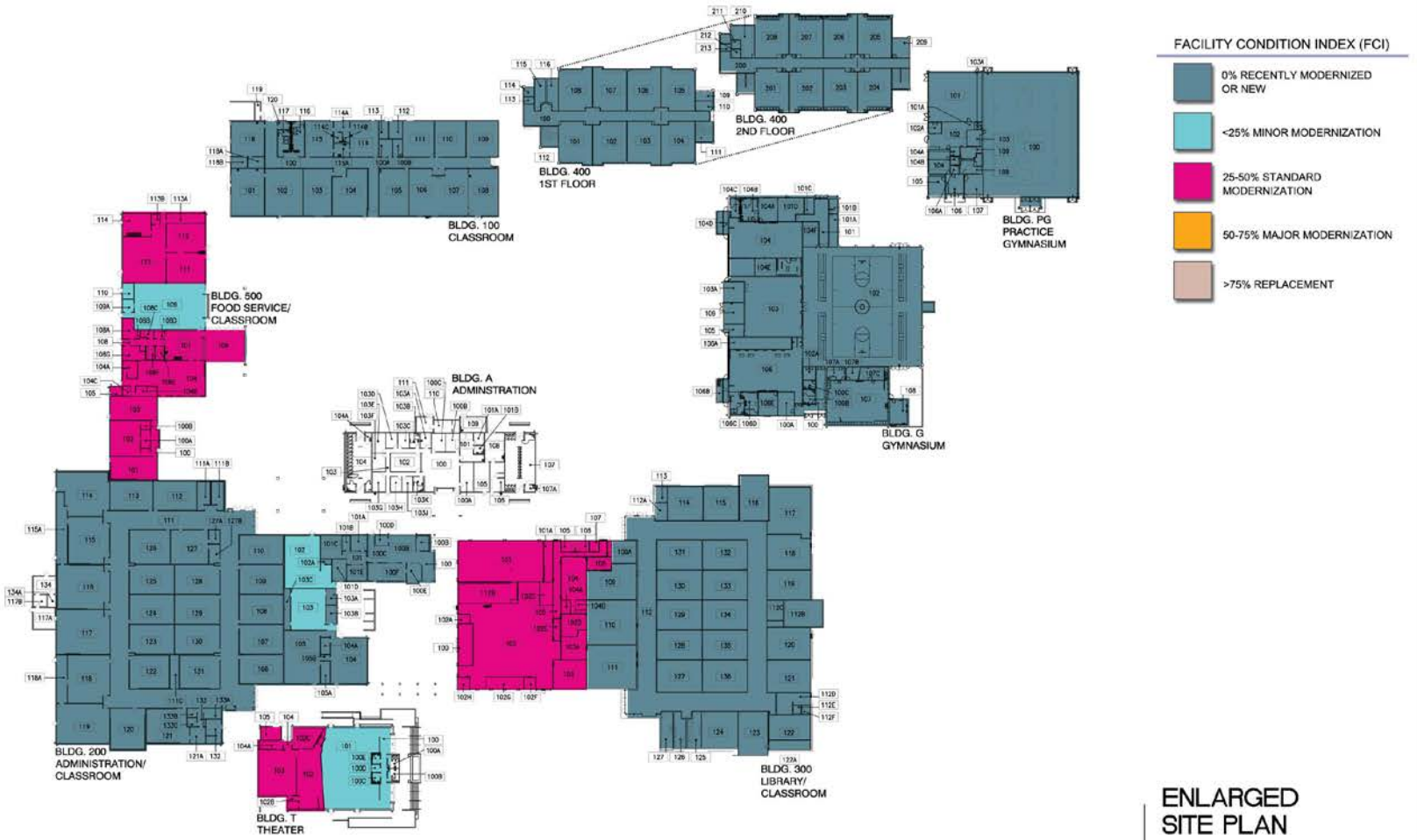


OVERALL SITE PLAN
1"=160'-0"

CYPRESS HIGH SCHOOL
ANAHEIM UNION HIGH SCHOOL DISTRICT

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.

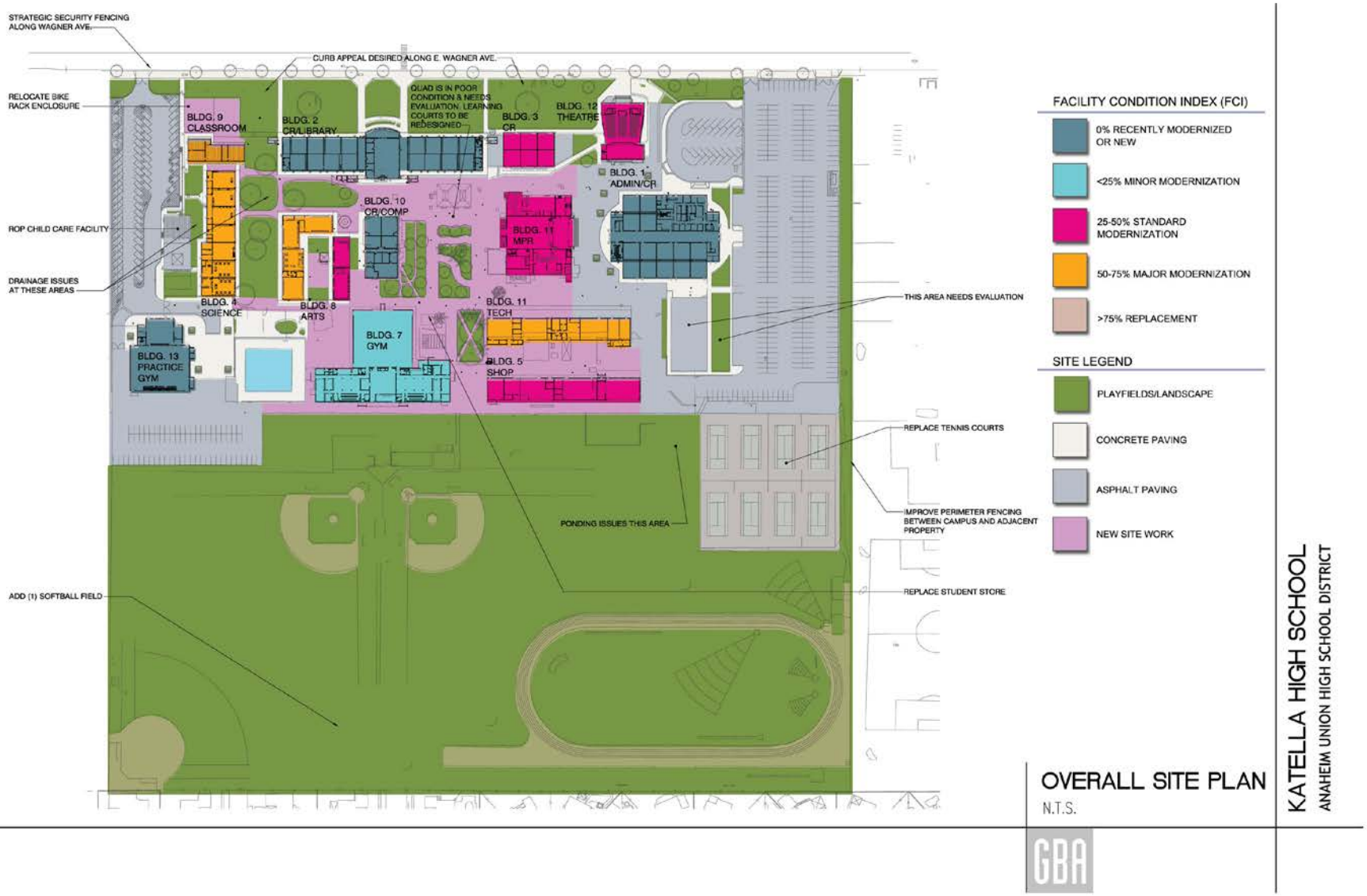
Upgrade classrooms and technology.

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

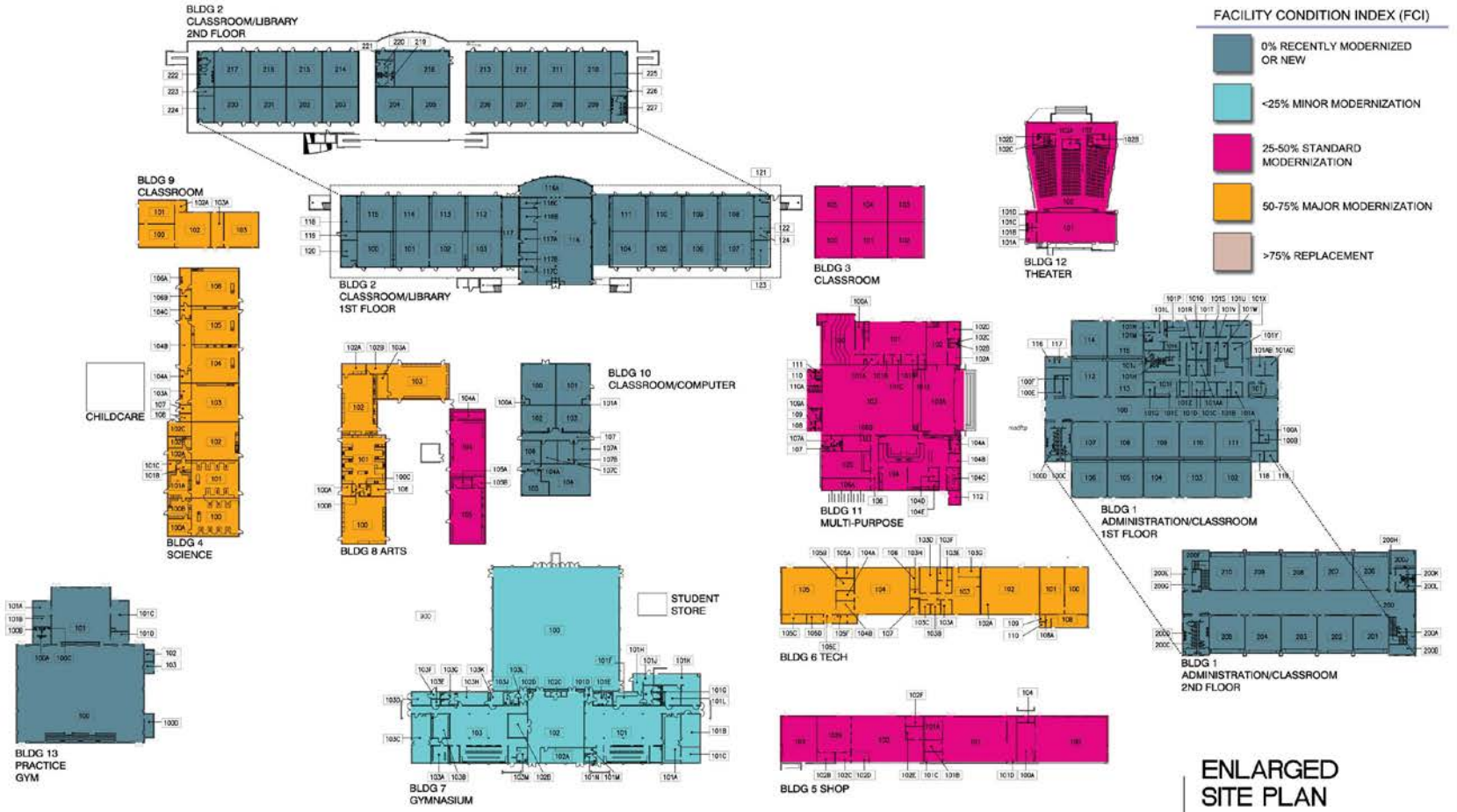


OVERALL SITE PLAN
N.T.S.

KATELLA 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

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

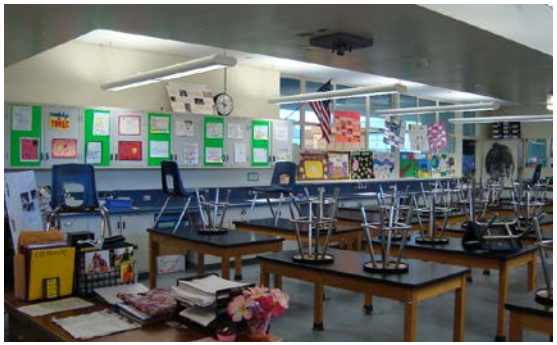
KENNEDY HIGH SCHOOL

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.

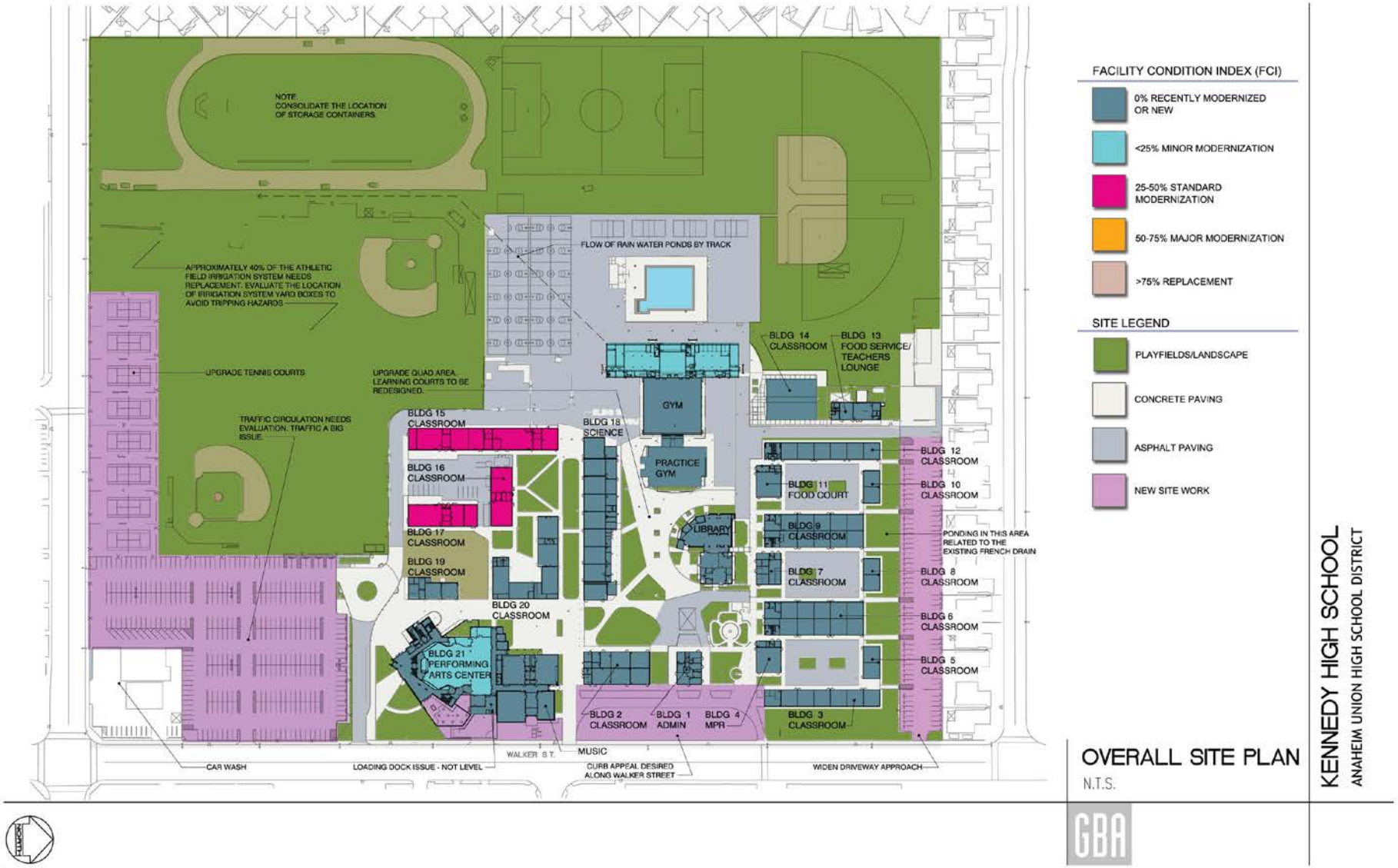
The campus quad needs lunch shelters/ADA accessibility and improved drainage.

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.

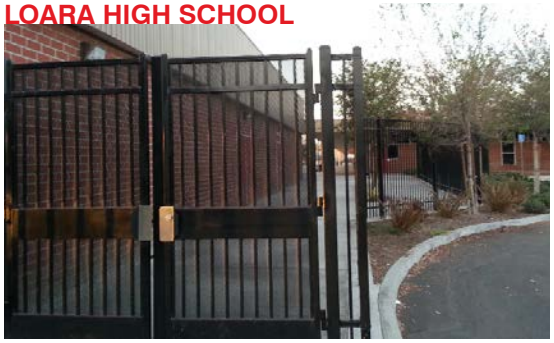
Electrical

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.

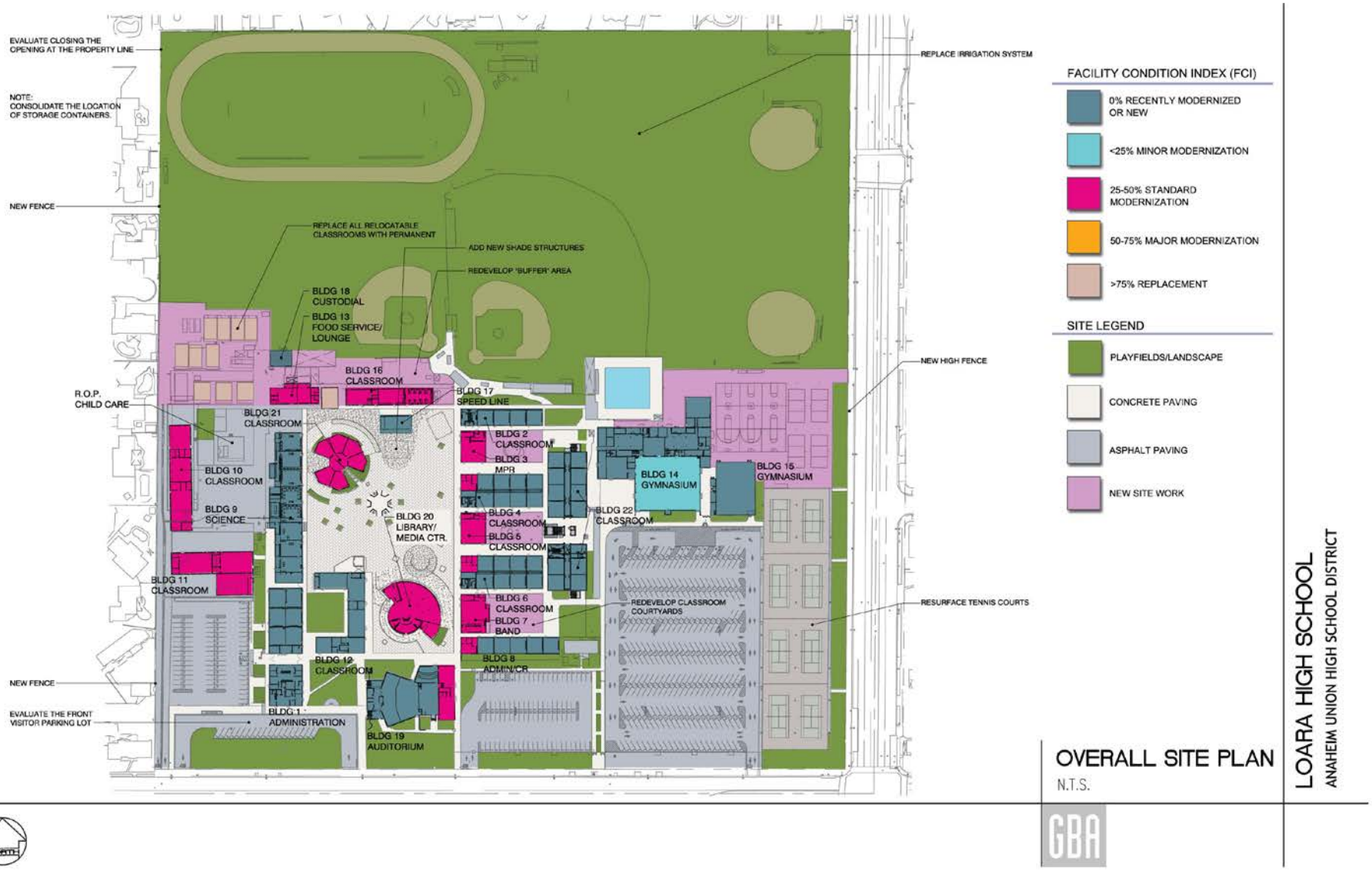
The athletic fields need new irrigation system.

Modernize buildings not addressed in 2006.

Modernize classrooms not addressed in 2006.

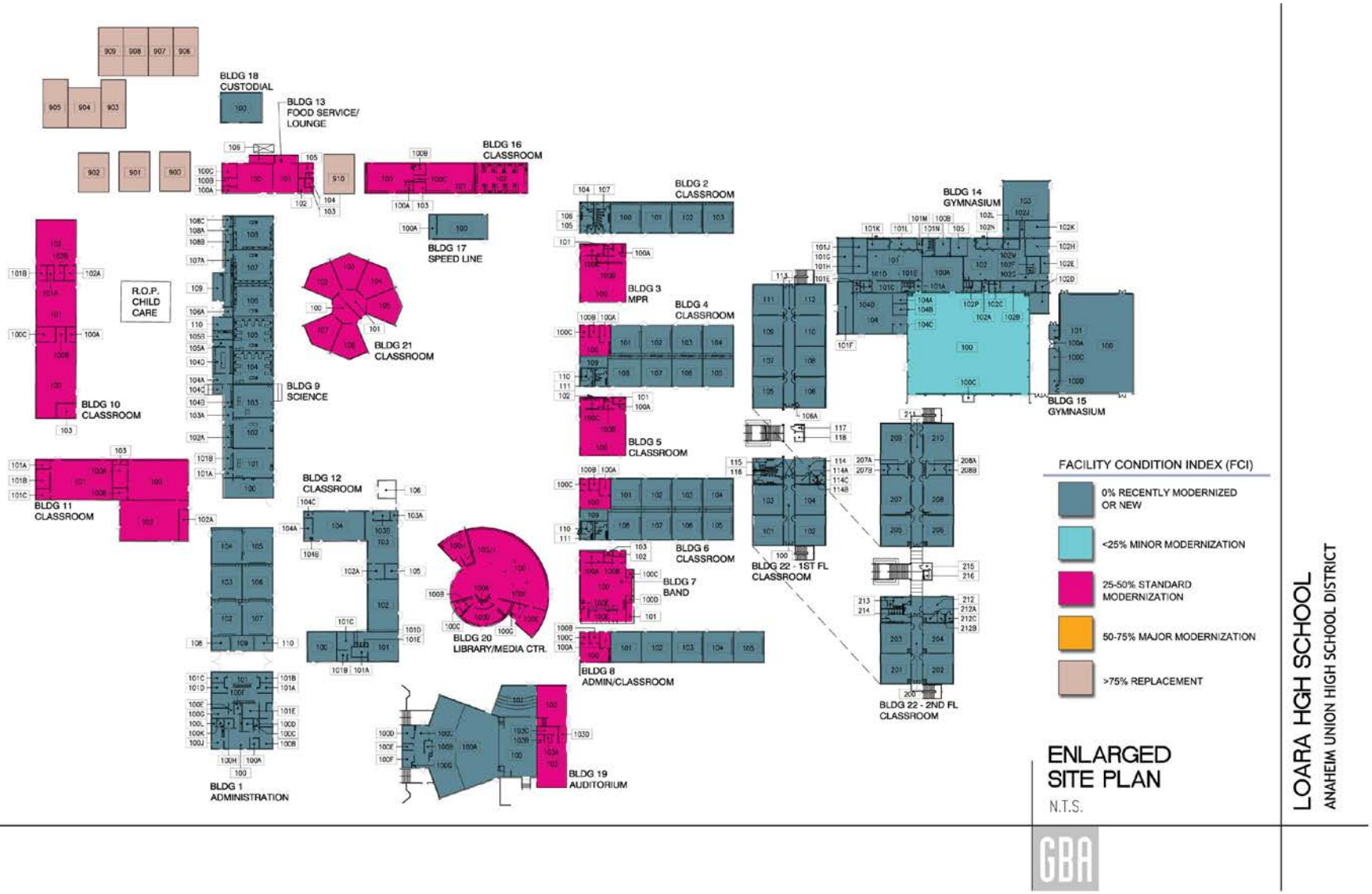
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

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.

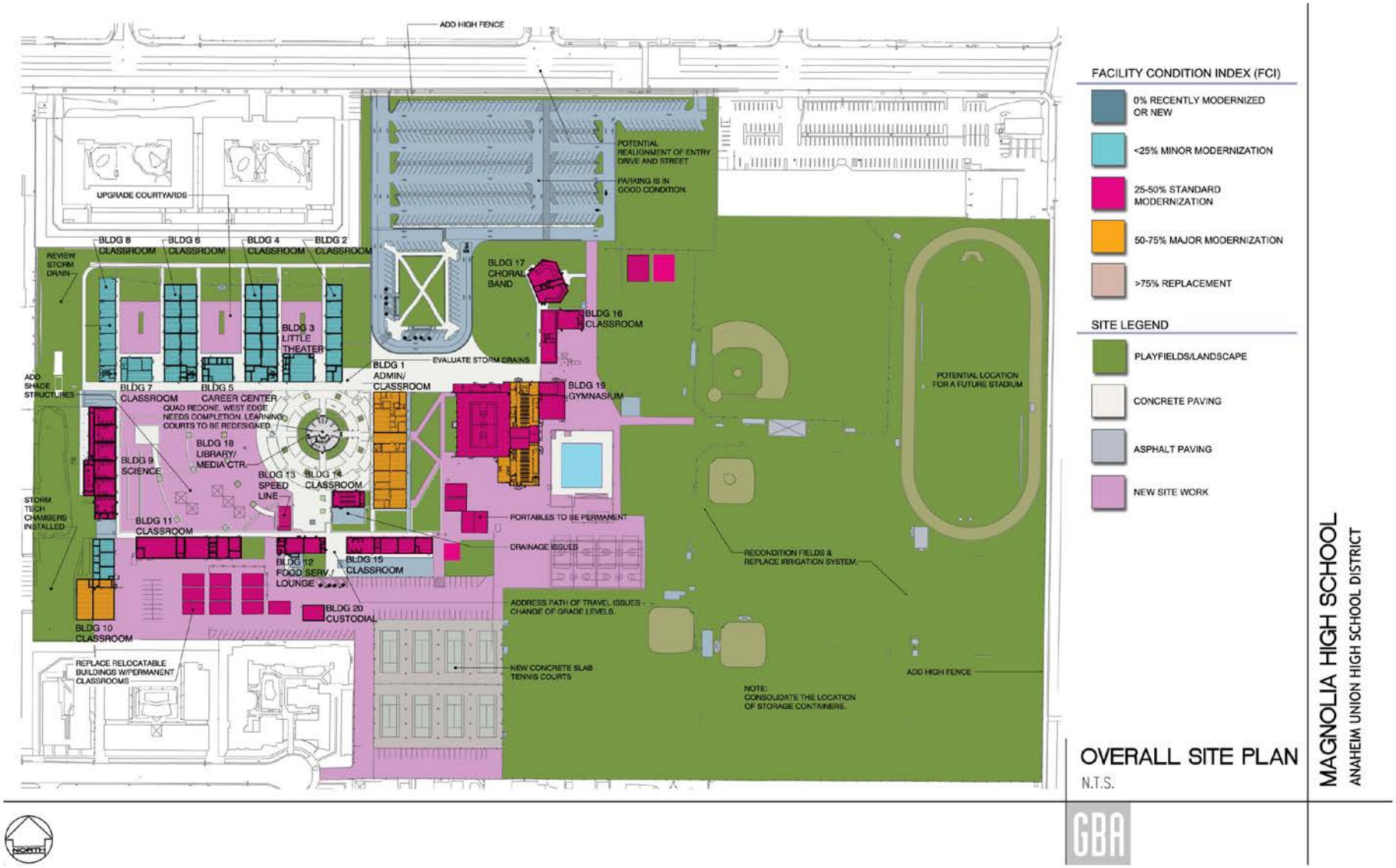
Need to add a second (practice) gym.

Need to remove lockers at finger plan buildings and courtyard.

Most campus windows are old and need replacement.

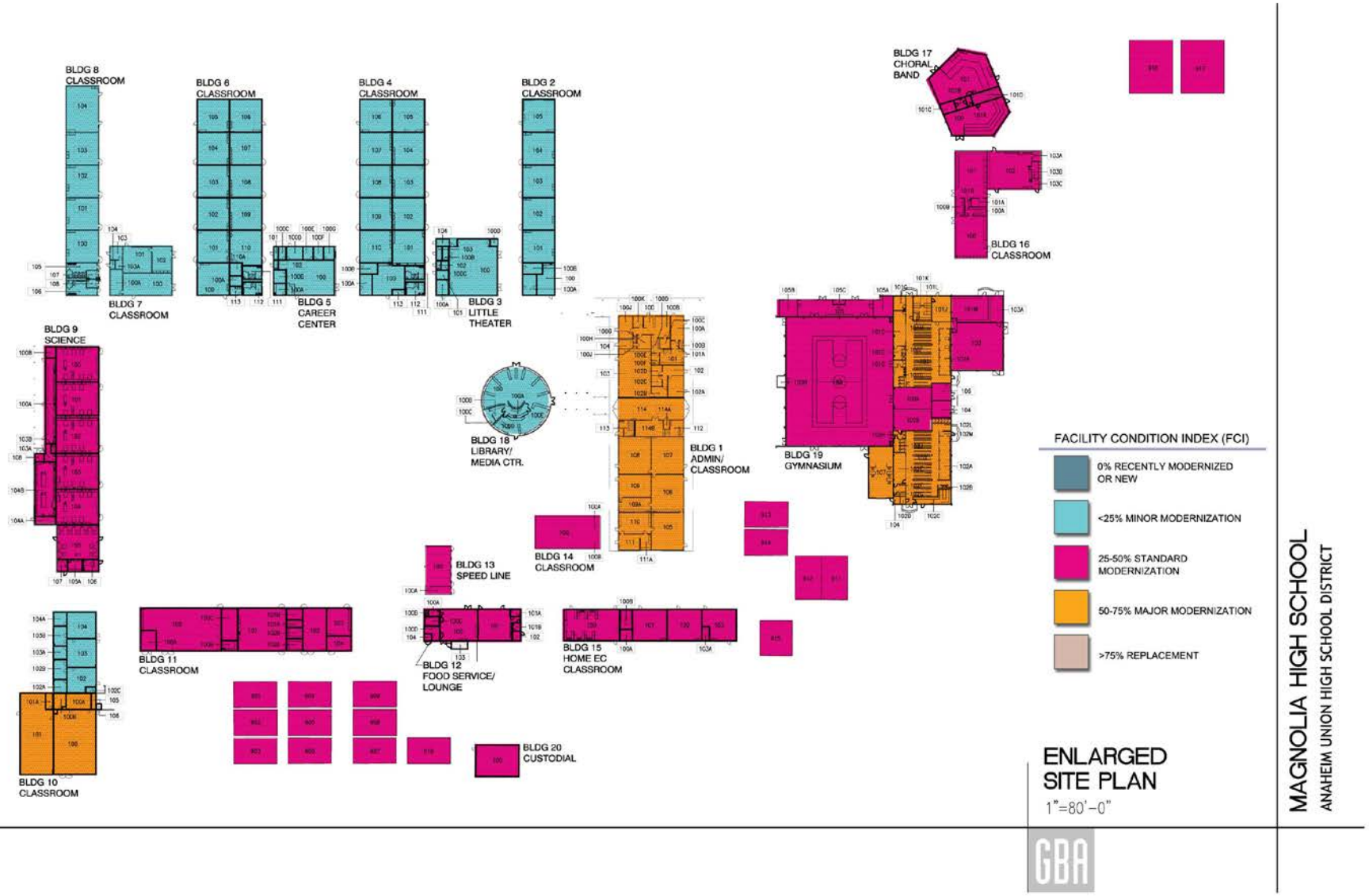
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

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.

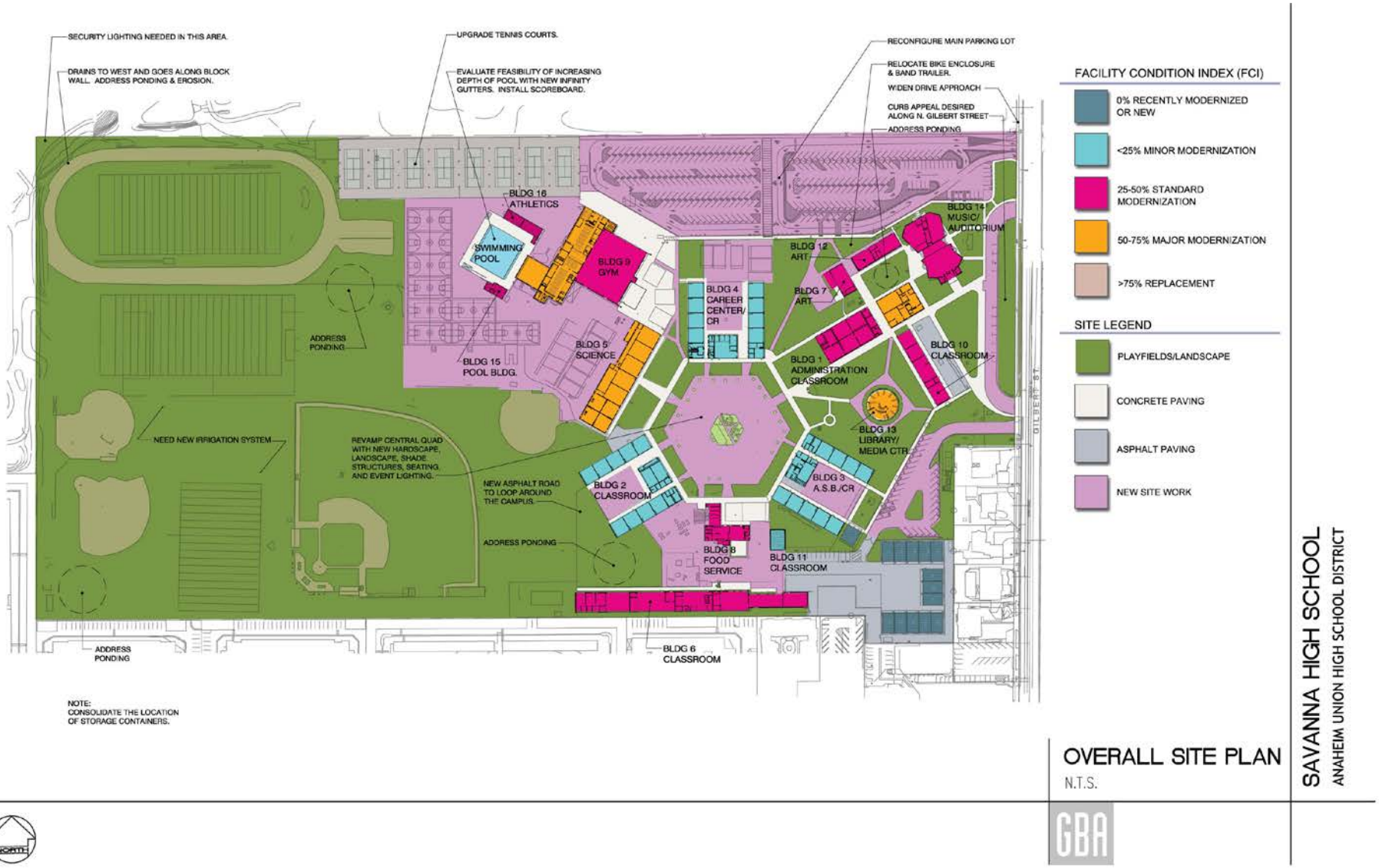
New science labs are needed.

Upgrade athletic facilities.

Kitchen in need of expansion, including speedlines.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

SAVANNA HIGH SCHOOL

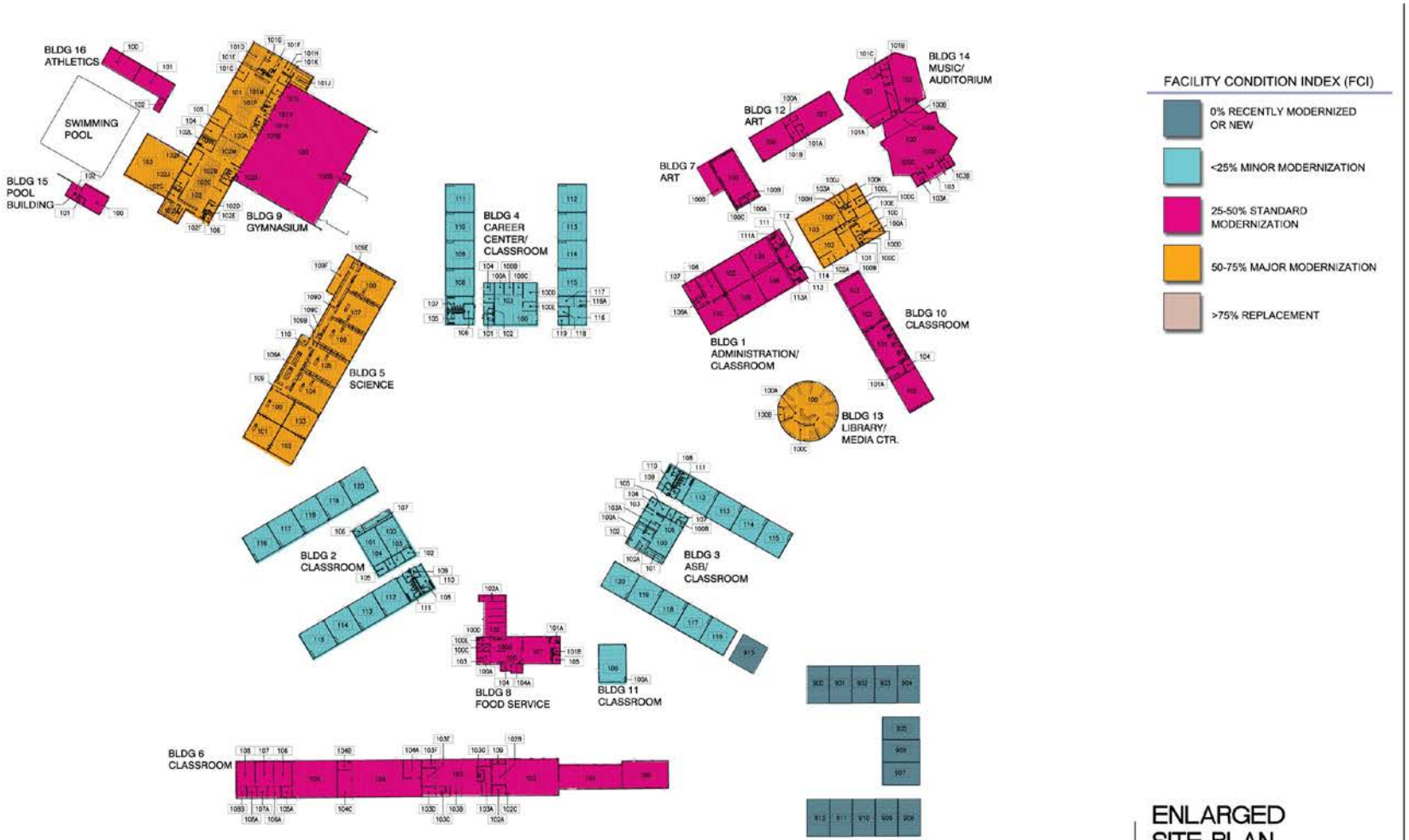


OVERALL SITE PLAN
N.T.S.

SAVANNA HIGH SCHOOL
ANAHEIM UNION HIGH SCHOOL DISTRICT

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.

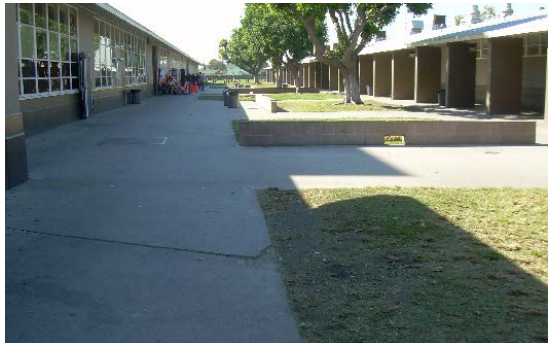
Stadium is in need of renovation

Campus in vital need of fencing/security improvements

Upgrade computer labs to meet Common Core

Add lunch shelters.

Upgrade and expand restroom facilities.

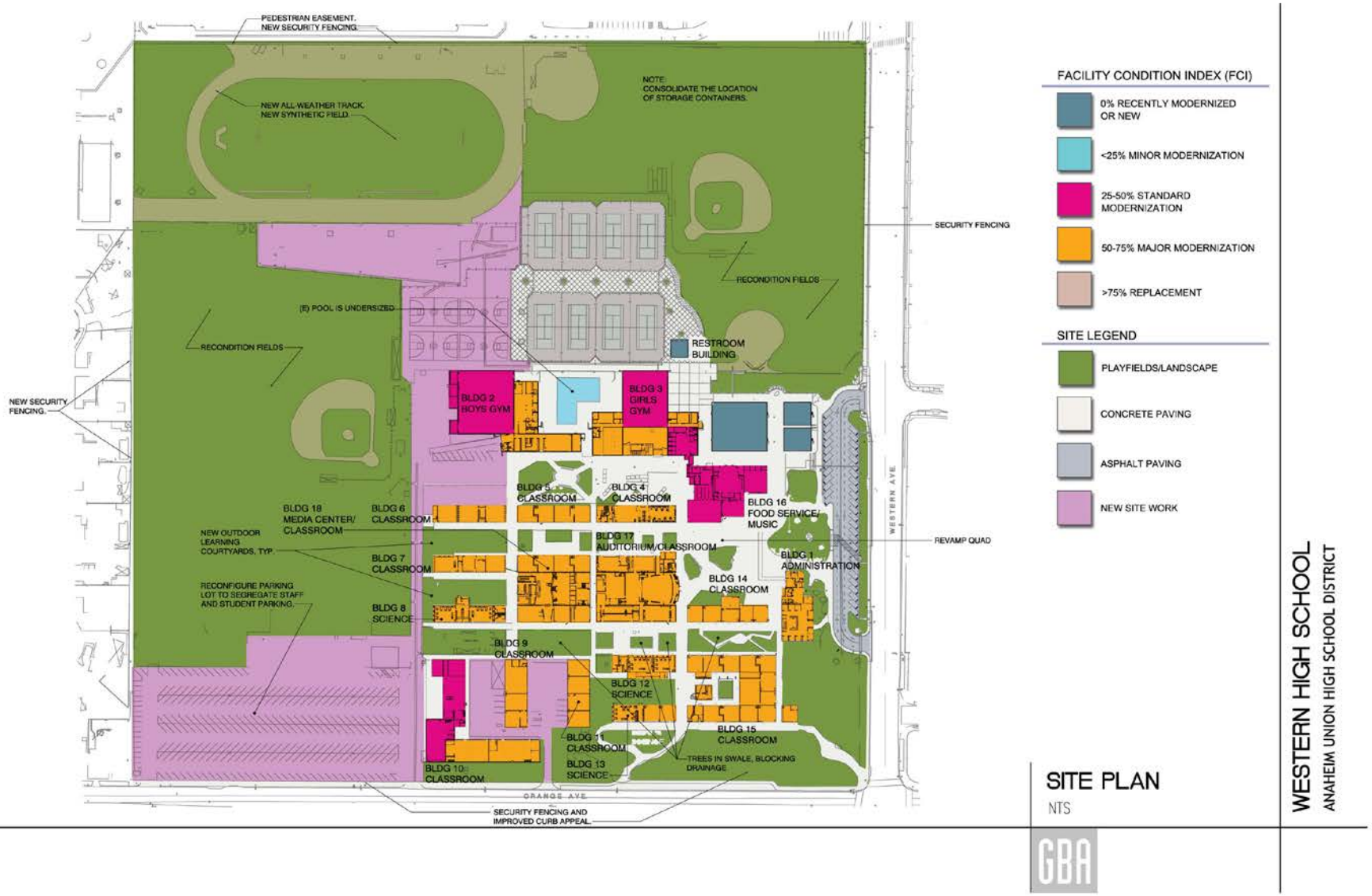


Overall paving in poor condition across campus.

New synthetic track and field at stadium.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

WESTERN HIGH SCHOOL



SITE PLAN
NTS

GBA

WESTERN HIGH SCHOOL
ANAHEIM UNION HIGH SCHOOL DISTRICT

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.

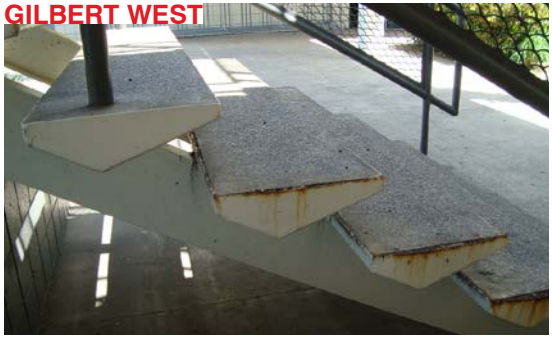
Landscape and irrigation in need of renovation.

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.

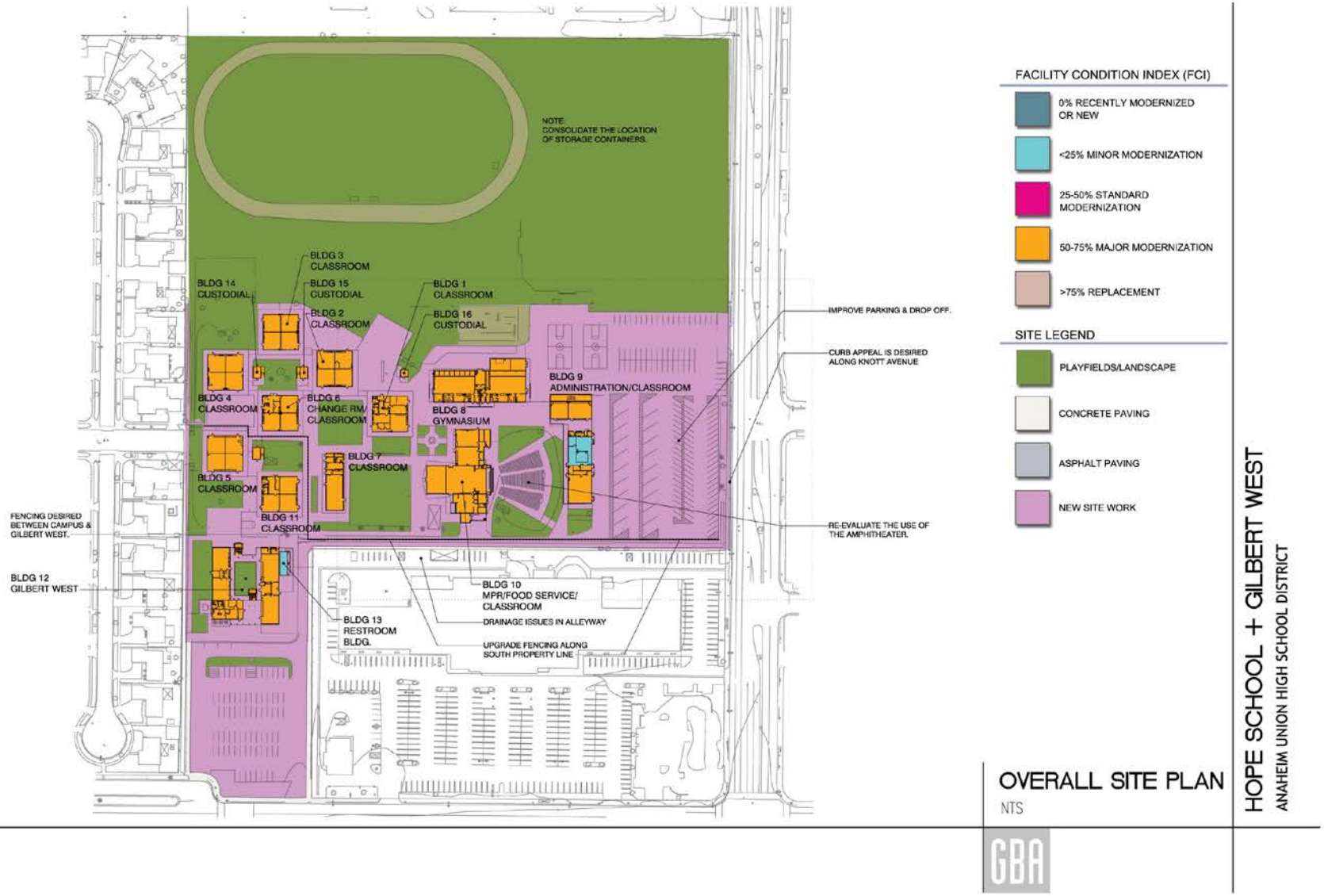
Accessible handrails needed at stairs and at upper level.

Accessible hi-lo drinking fountains are required.

Standard modernization needed in classrooms.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

HOPE SCHOOL & GILBERT WEST

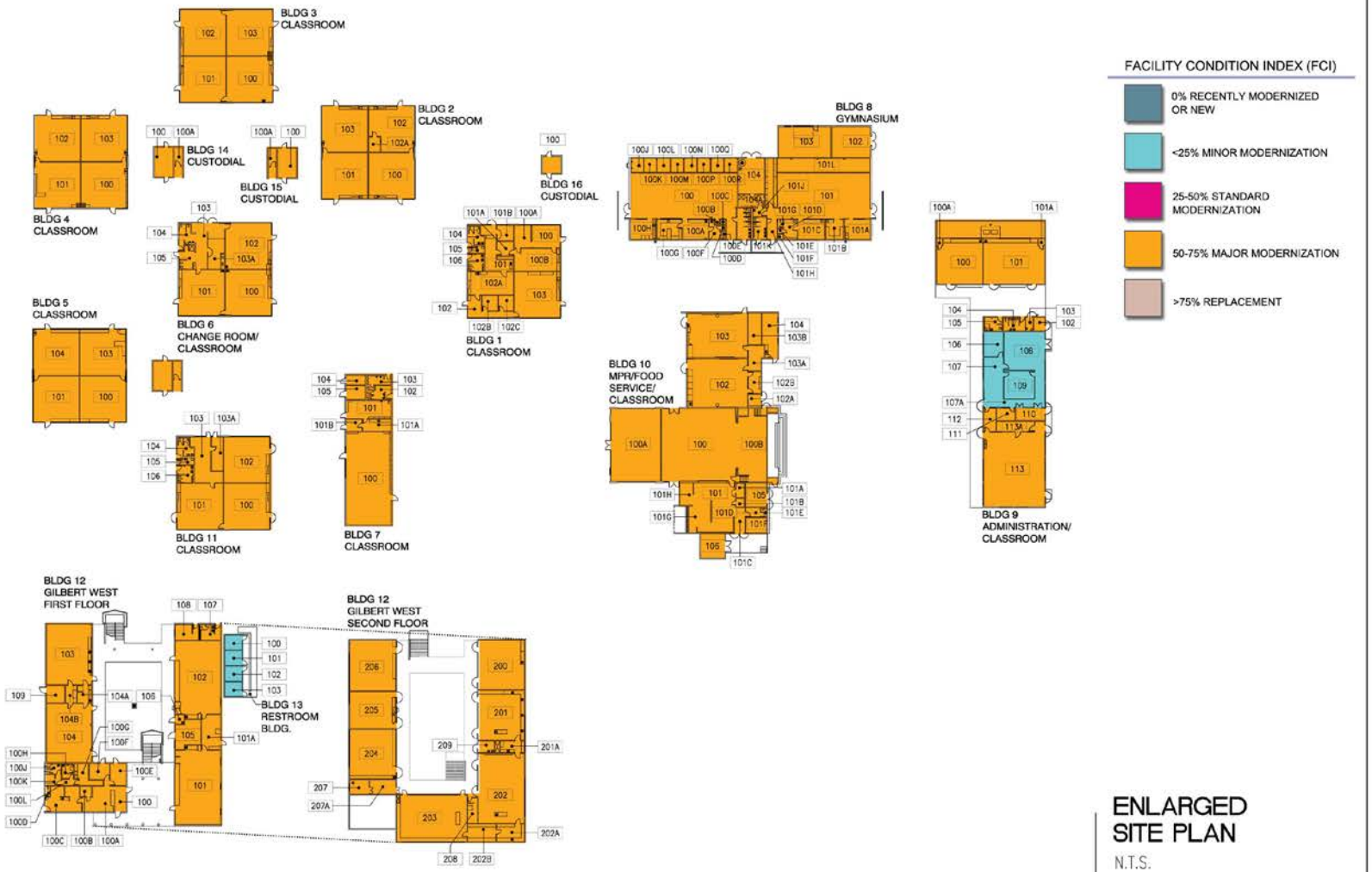


OVERALL SITE PLAN
NTS

HOPE SCHOOL + GILBERT WEST
ANAHEIM UNION HIGH SCHOOL DISTRICT

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

HOPE SCHOOL & GILBERT WEST



ENLARGED SITE PLAN
N.T.S.

HOPE SCHOOL + GILBERT WEST
ANAHEIM UNION HIGH SCHOOL DISTRICT

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.

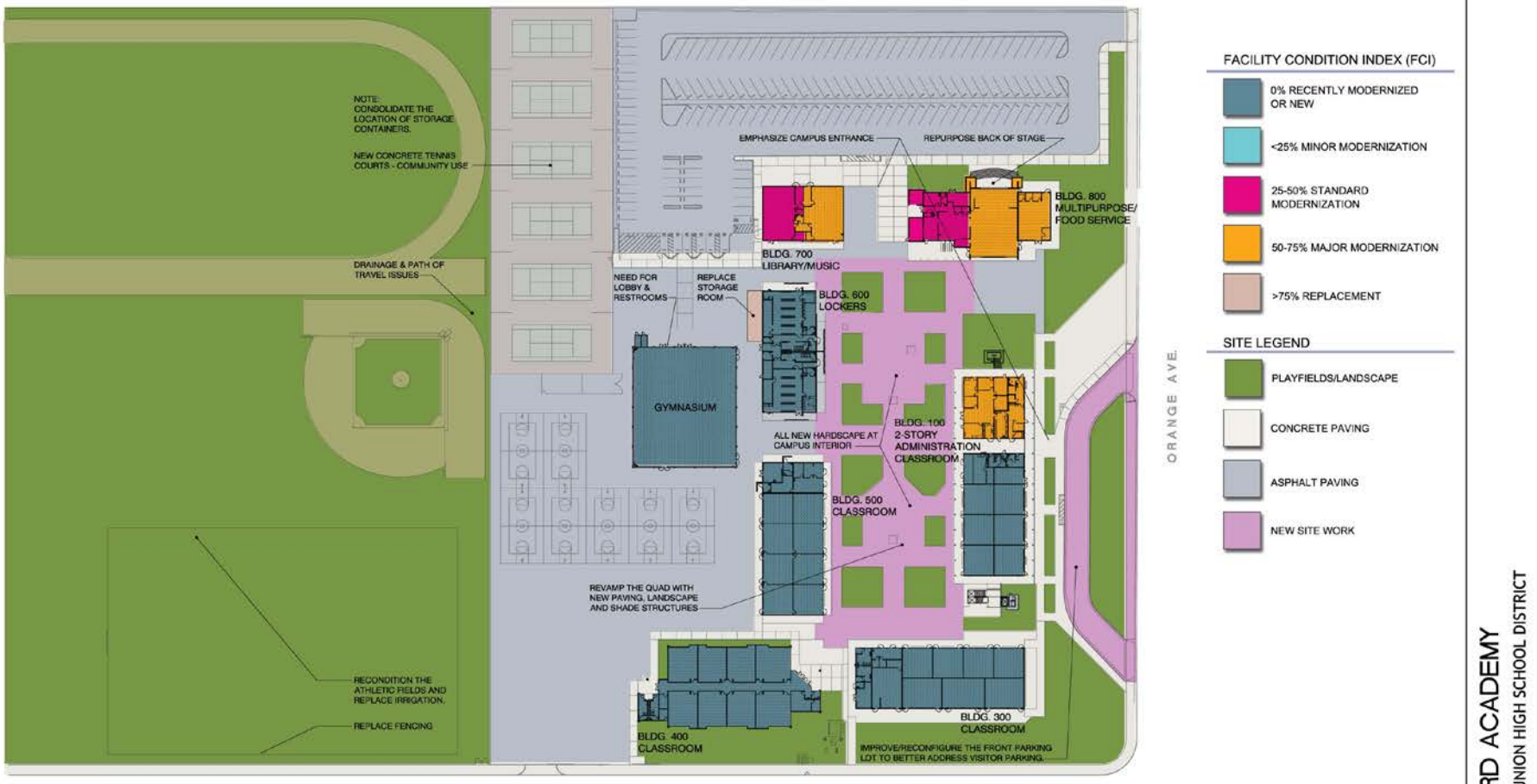
Redesign front parking lot.

Need to expand band/choir room.

Need new media and computer labs.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

OXFORD ACADEMY

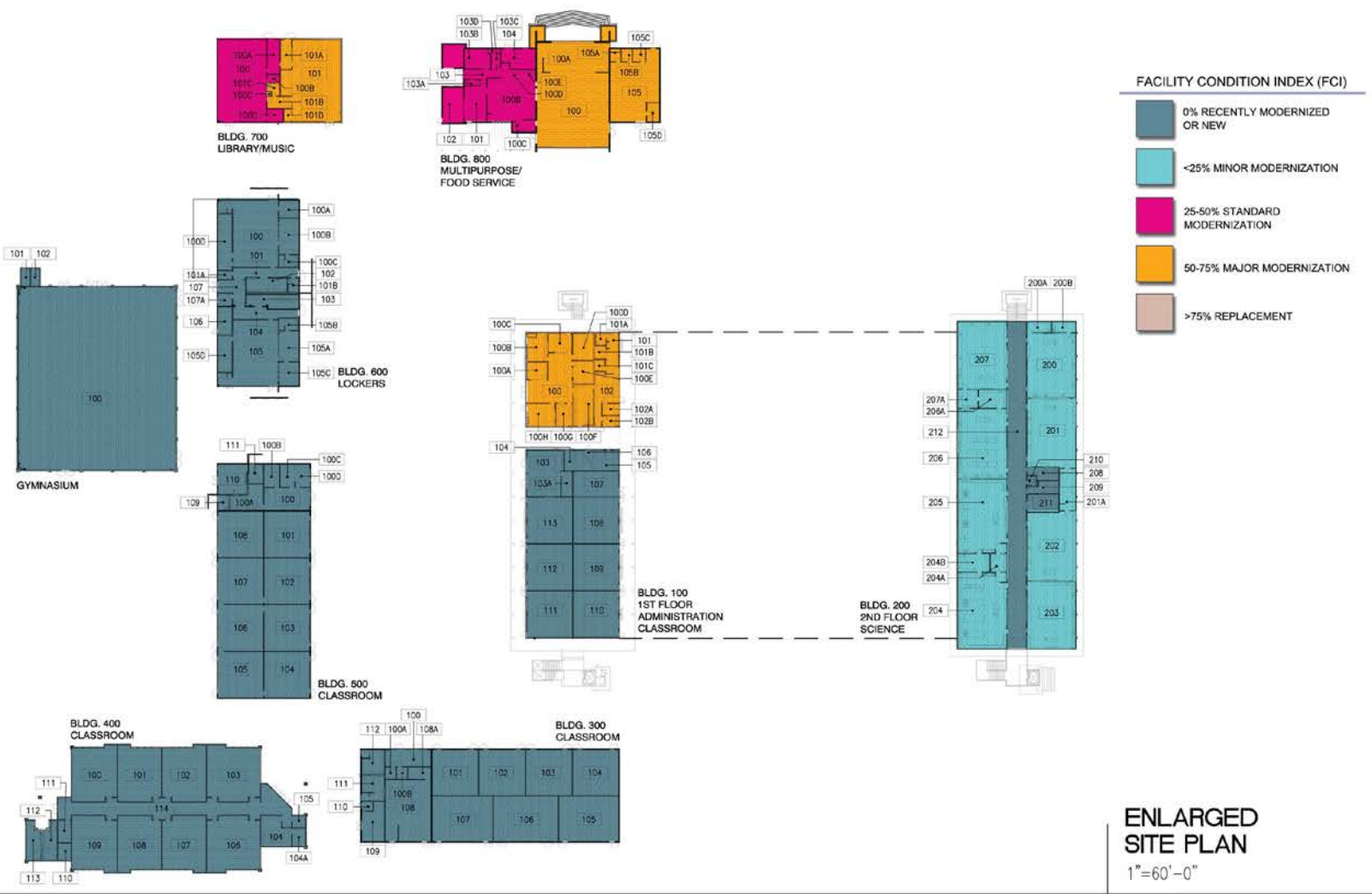


OVERALL SITE PLAN
NTS

OXFORD ACADEMY
ANAHEIM UNION HIGH SCHOOL DISTRICT

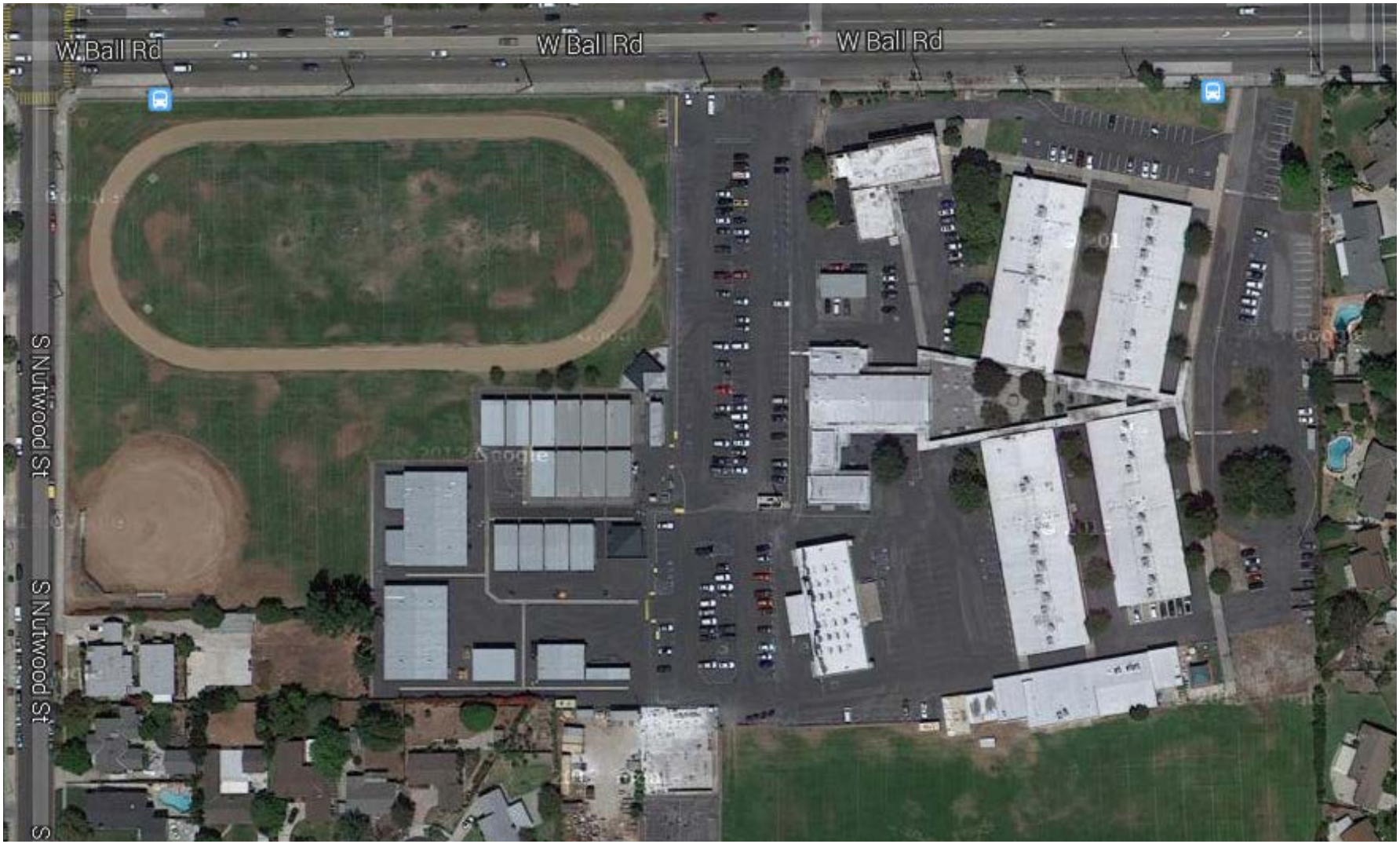
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

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.

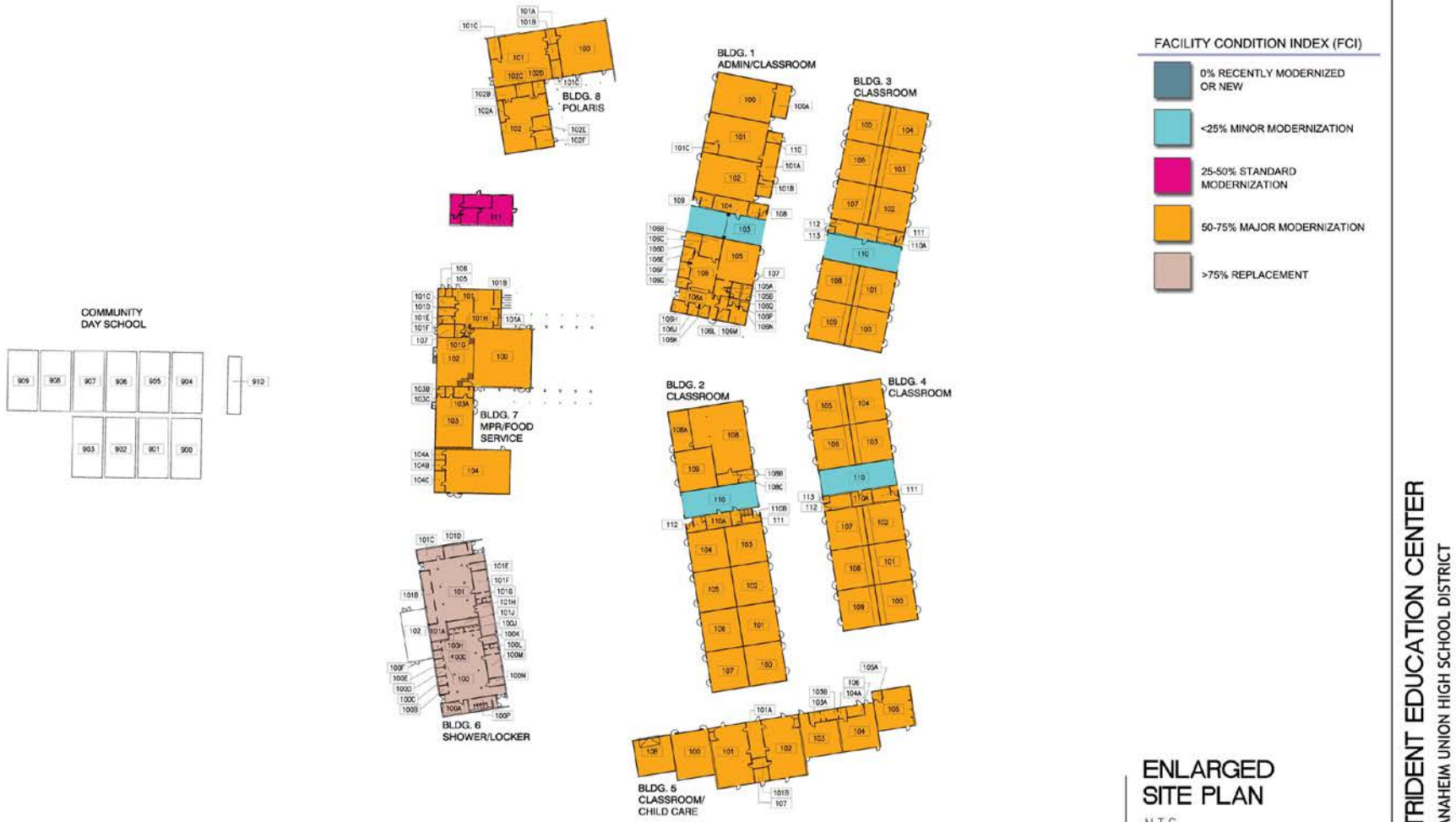
Need to replace fencing throughout.

3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

TRIDENT EDUCATION CENTER

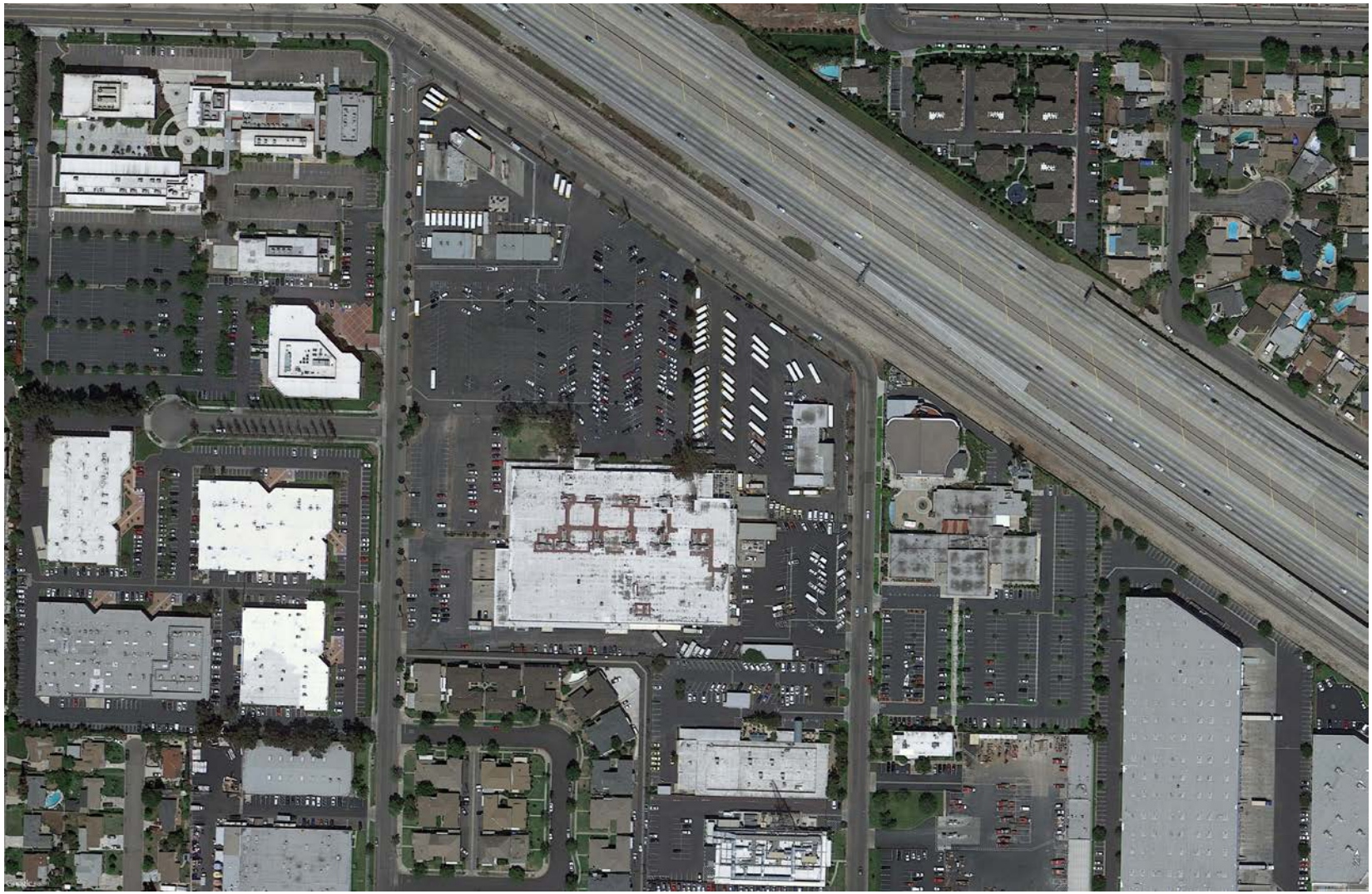
3.4 PLANNING CONSIDERATIONS
FACILITY CONDITION ASSESSMENTS SUMMARY

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.

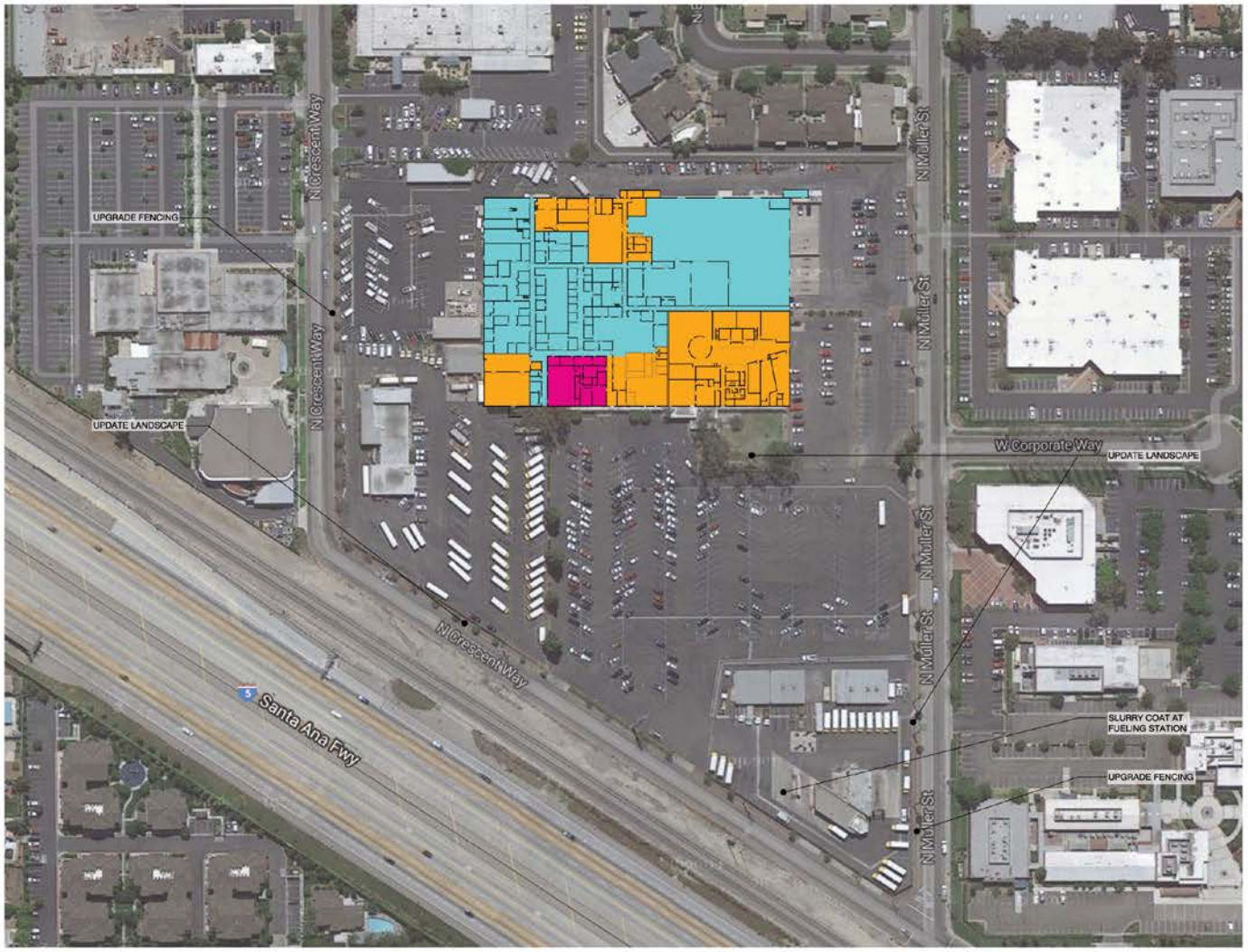
Replace roofing and HVAC units.

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

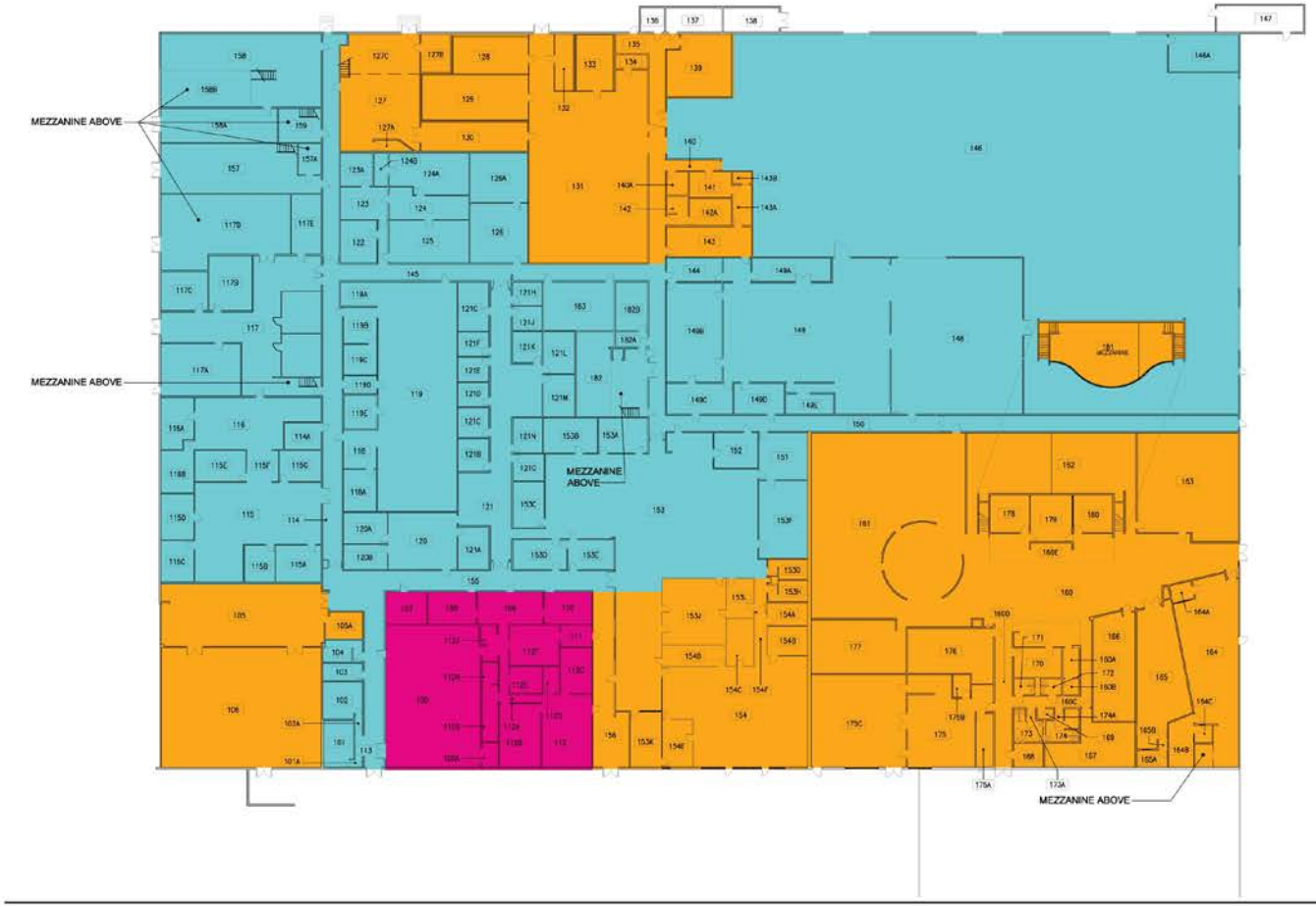
- PLAYFIELDS/LANDSCAPE
- CONCRETE PAVING
- ASPHALT PAVING
- NEW SITE WORK

OVERALL SITE PLAN
NTS

ANAHEIM UNION HIGH SCHOOL DISTRICT OFFICE
ANAHEIM UNION HIGH SCHOOL DISTRICT

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

DISTRICT OFFICE
FLOOR PLAN
NTS

ANAHEIM UNION HIGH SCHOOL DISTRICT OFFICE
ANAHEIM UNION HIGH SCHOOL DISTRICT

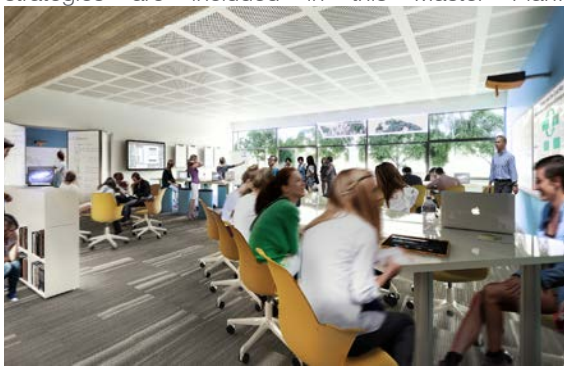
4.1 PROGRAM VISION & STANDARDS
EDUCATIONAL PHILOSOPHY

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.

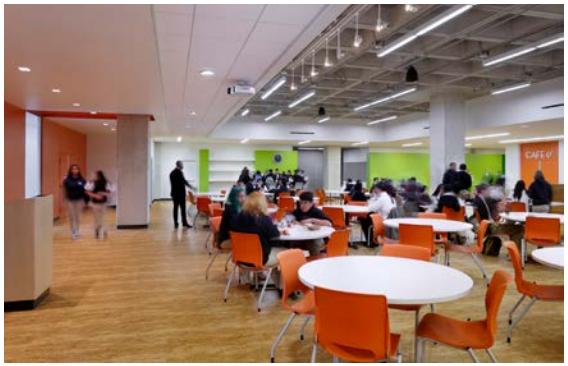
LIBRARY/MEDIA CENTER + INNOVATION LAB

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

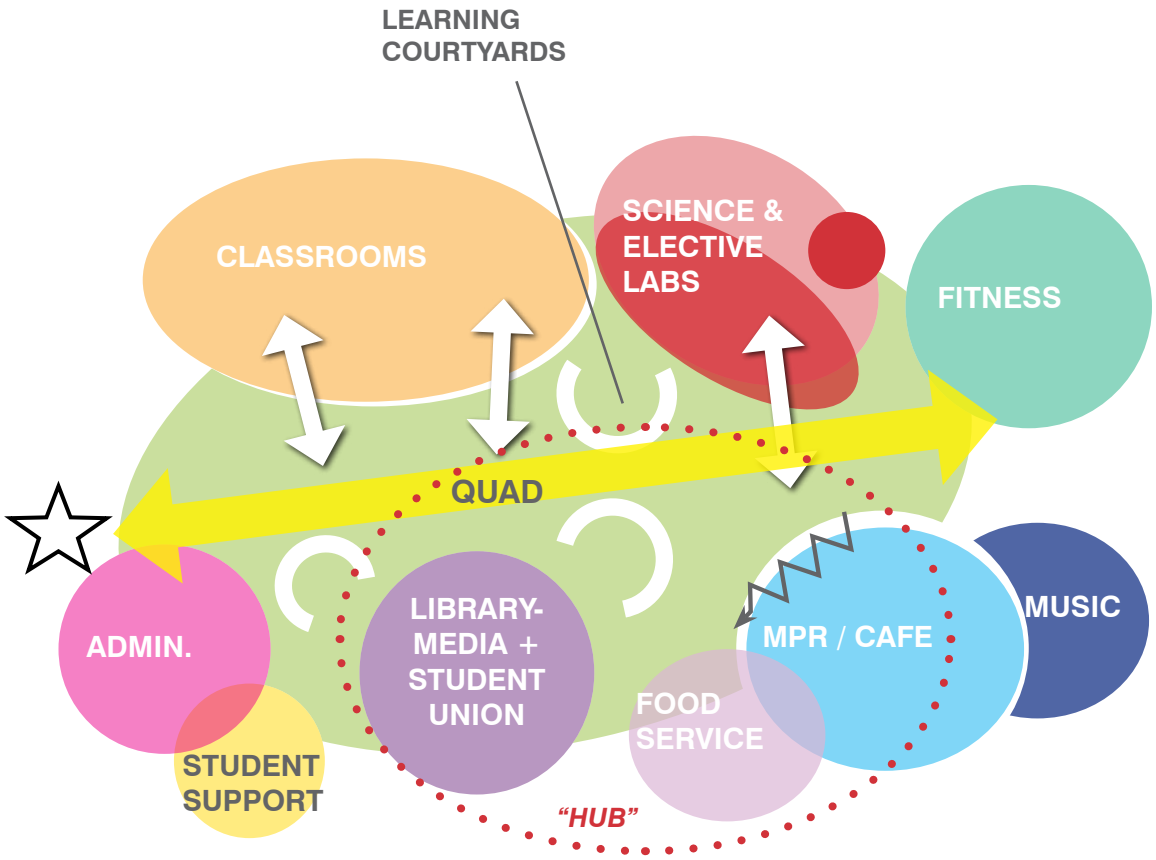
C. Program Activities:
- Provides a description of the functional goals of the space
- Describes types of activities and user needs
- Describes how the program is delivered and its schedule, if applicable

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.

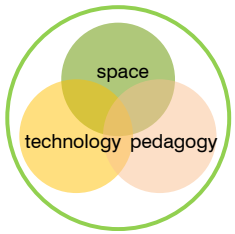


4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

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:
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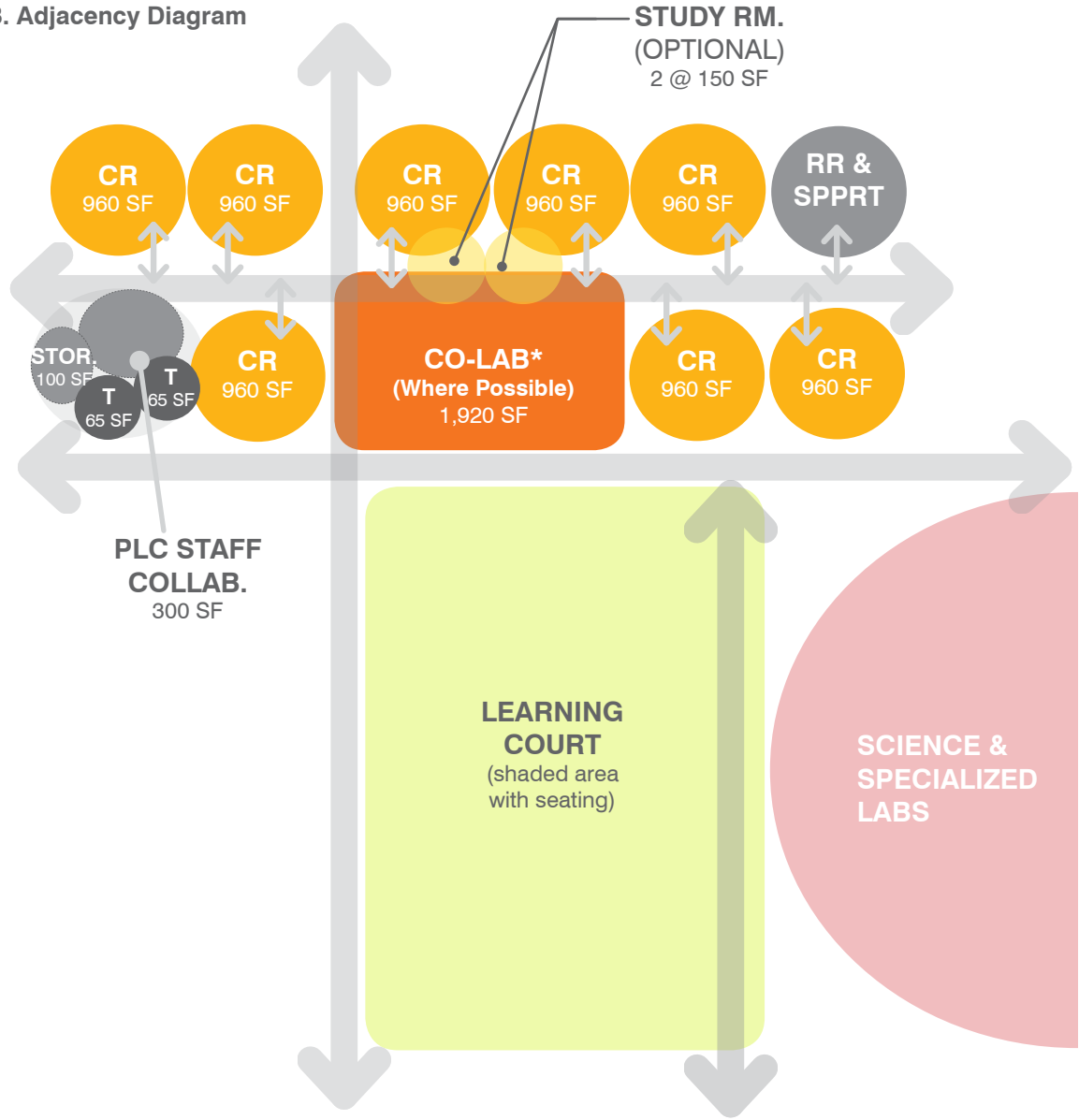
B. Adjacency Diagram



4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

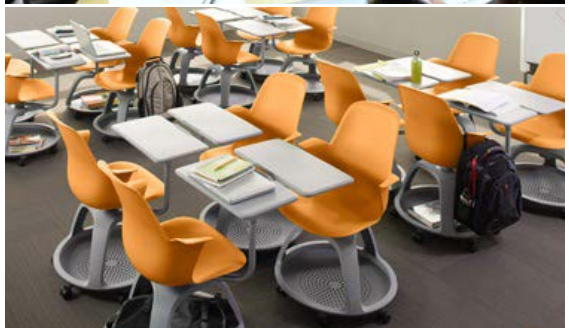
CLASSROOM | CO-LAB

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.



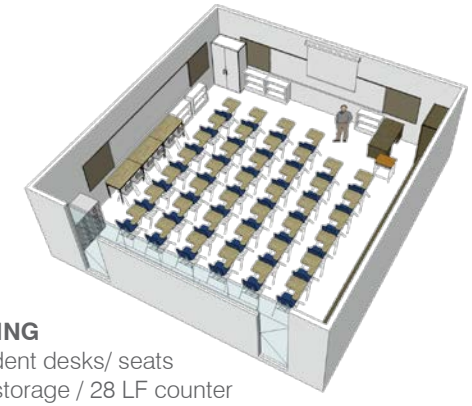
4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

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.

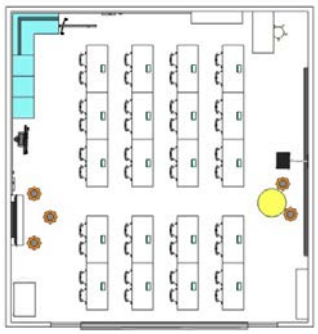
Today's classroom is about flexibility, agility, and adaptability. Space within the classroom shall be maximized, teacher desk area minimized. Desks/ chairs should be easily move-able to allow easy re-configuration. Some furniture with castors, tables with the ability to fold and stack, move-able markerboards,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

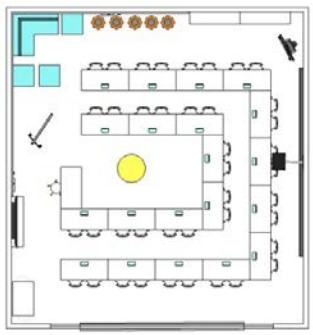
Technology will also continue to become more mobile, need to be accessible by all students, and integrated into the classroom space. Creating facilities where 'learning happens everywhere', outdoor areas and Co-lab spaces can be used as extensions to the classroom.

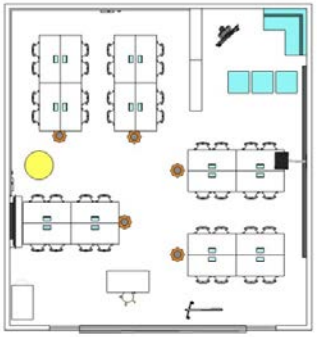


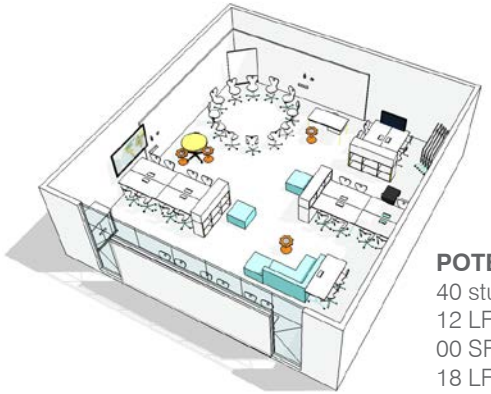
EXISTING
40 student desks/ seats
42 LF storage / 28 LF counter
180 SF dedicated teacher space
30 LF tack / 32 LF whiteboard

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

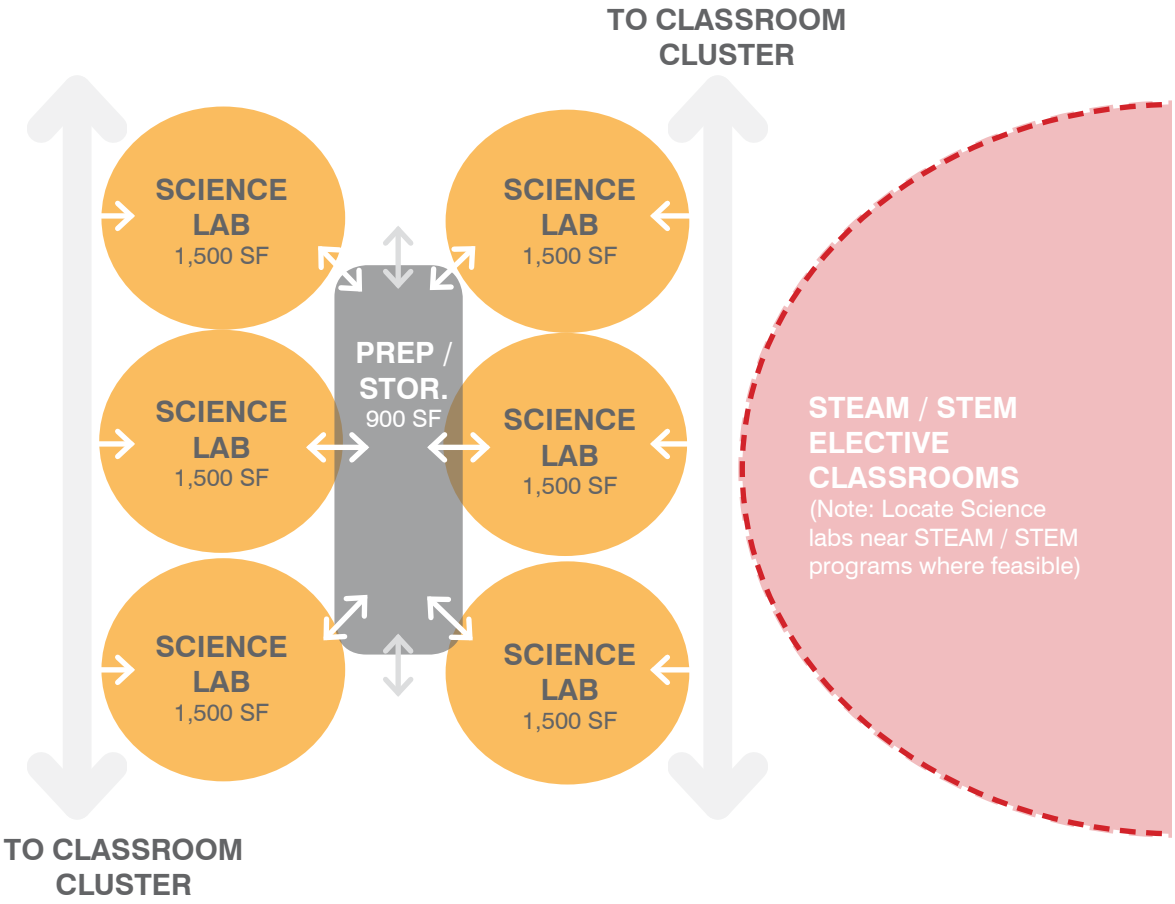
4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

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

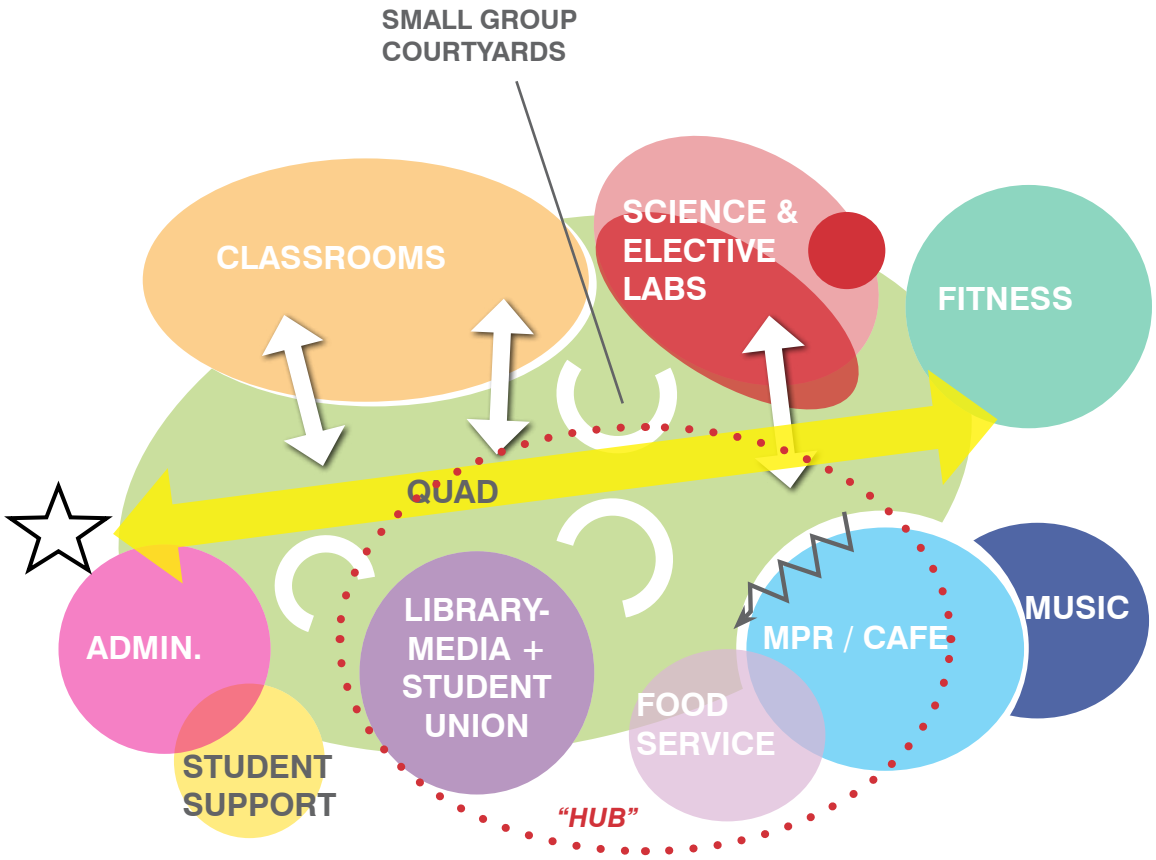
- Distinct lecture and lab space within Classroom
- If possible, coordinate location of other electives with Science Labs to facilitate in STEAM / STEM activities.

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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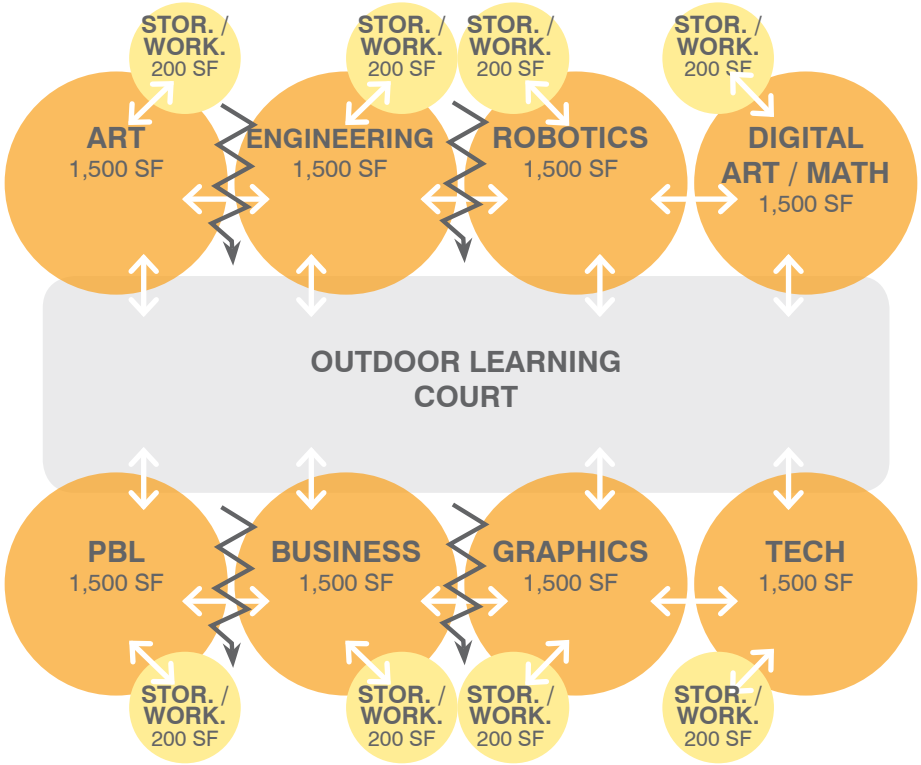


4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

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

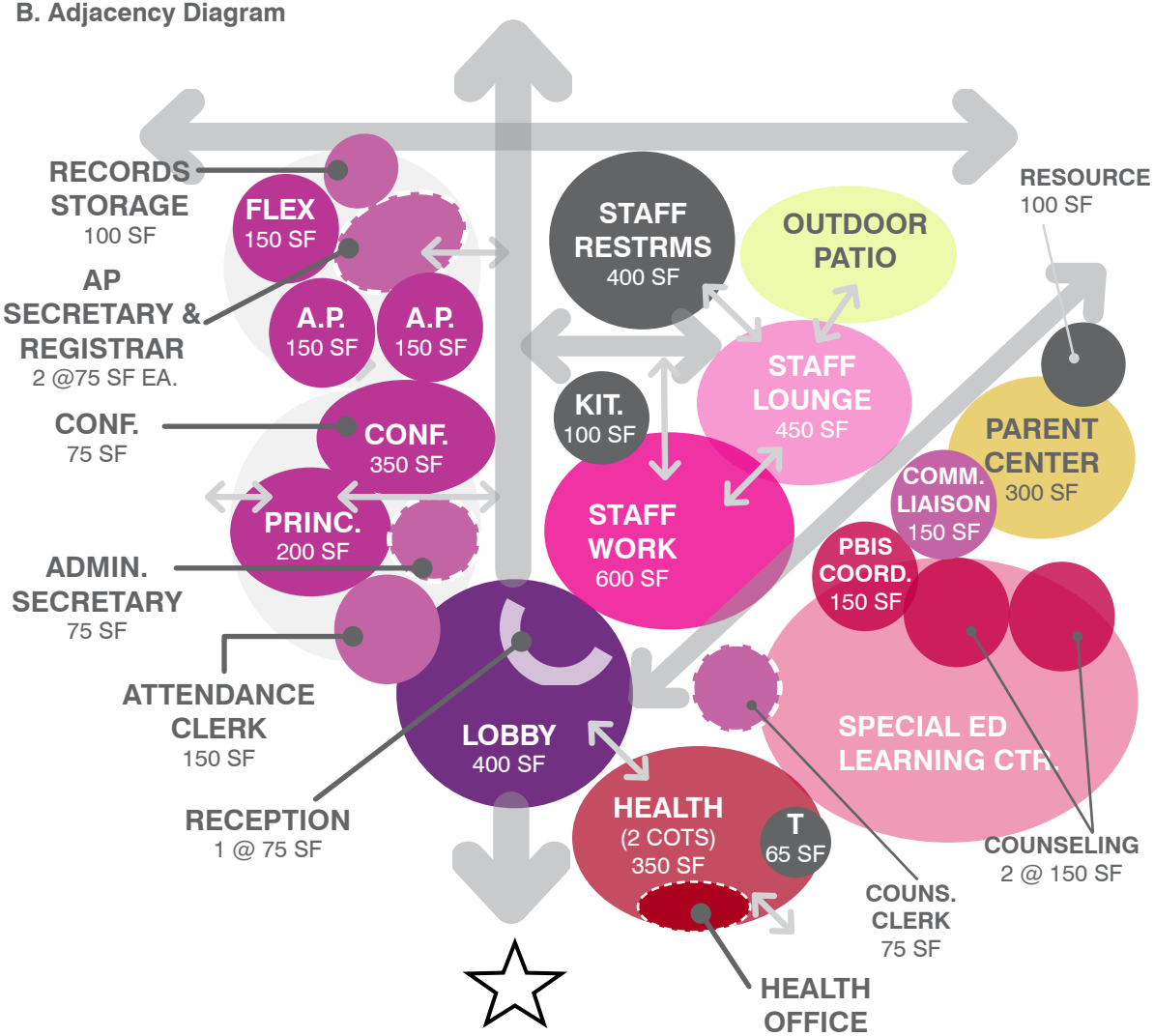
4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

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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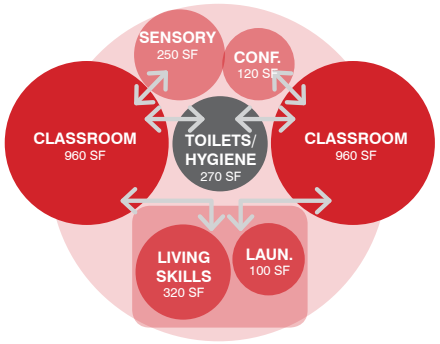
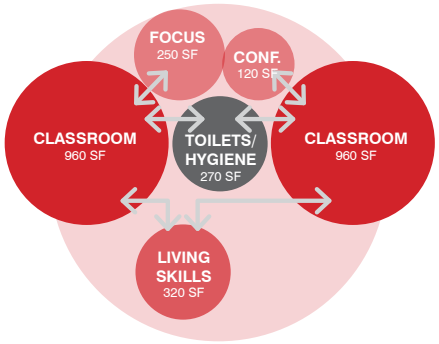
B. Adjacency Diagram

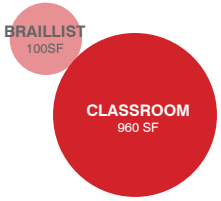
LHS, SH, AUTISM, OH



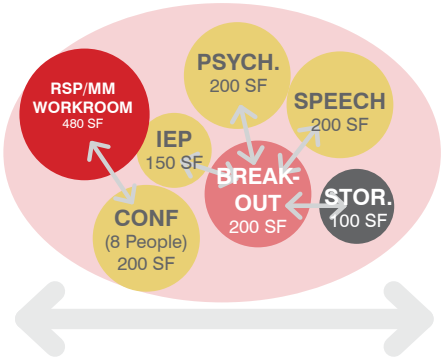
BRIDGES



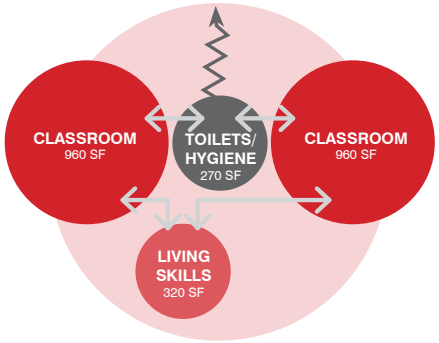
VI



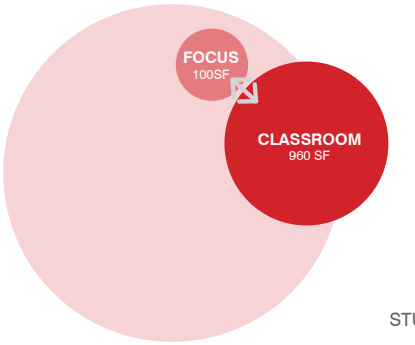
LEARNING CENTER



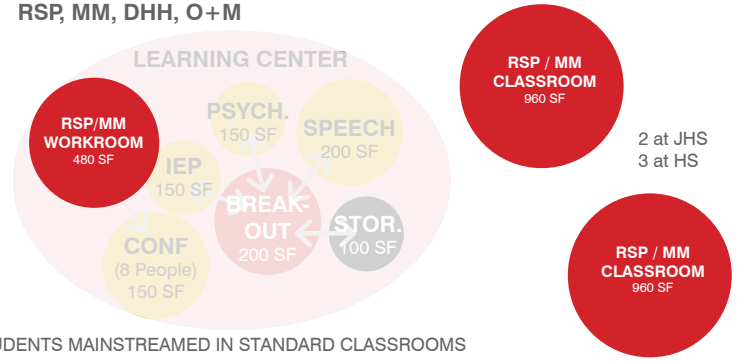
ADULT TRANSITION



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

NOTE:
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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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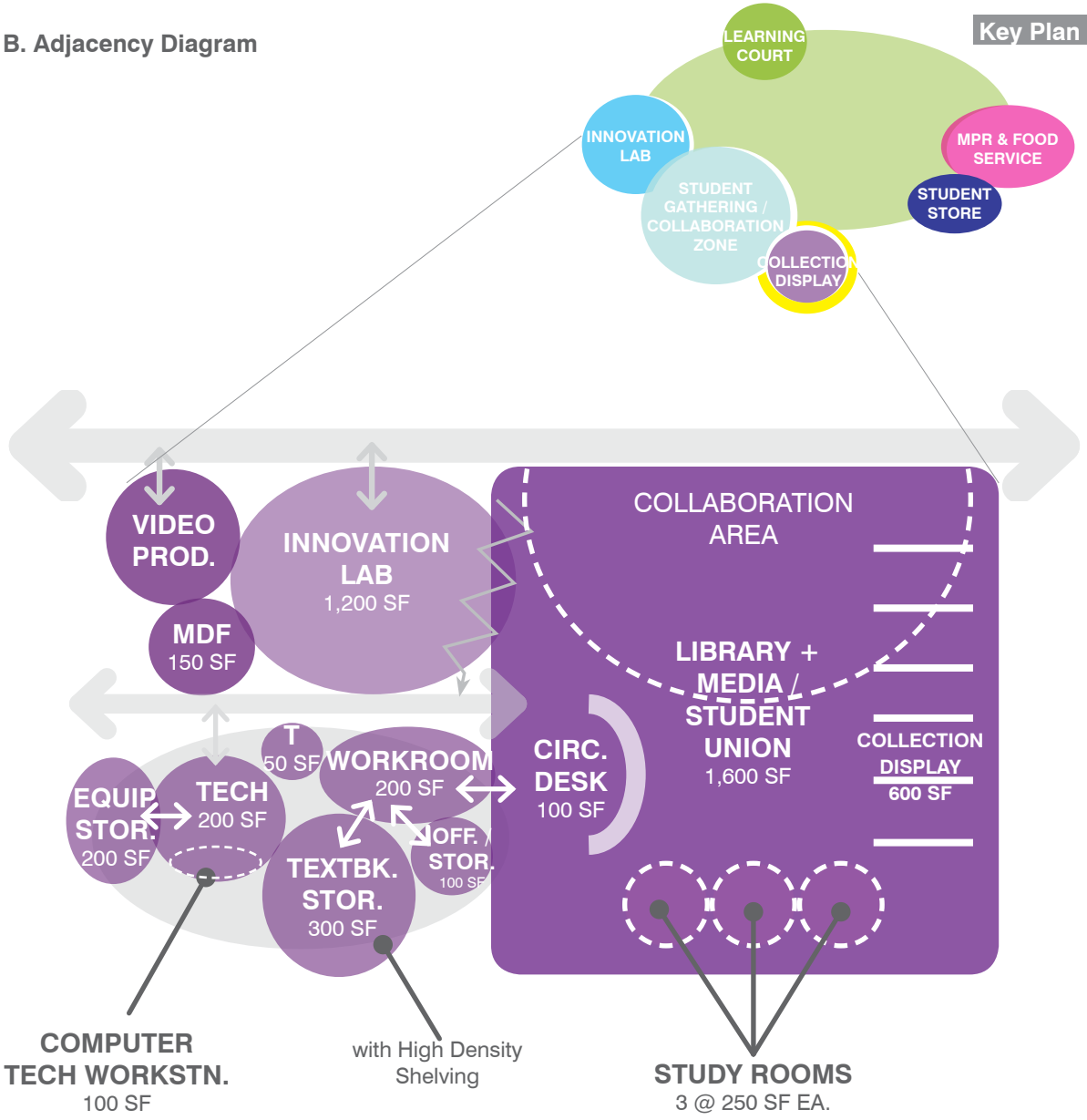
B. Adjacency Diagram



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.

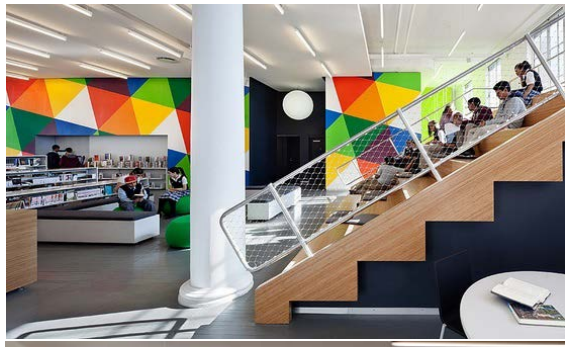
E. Design Guidelines

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



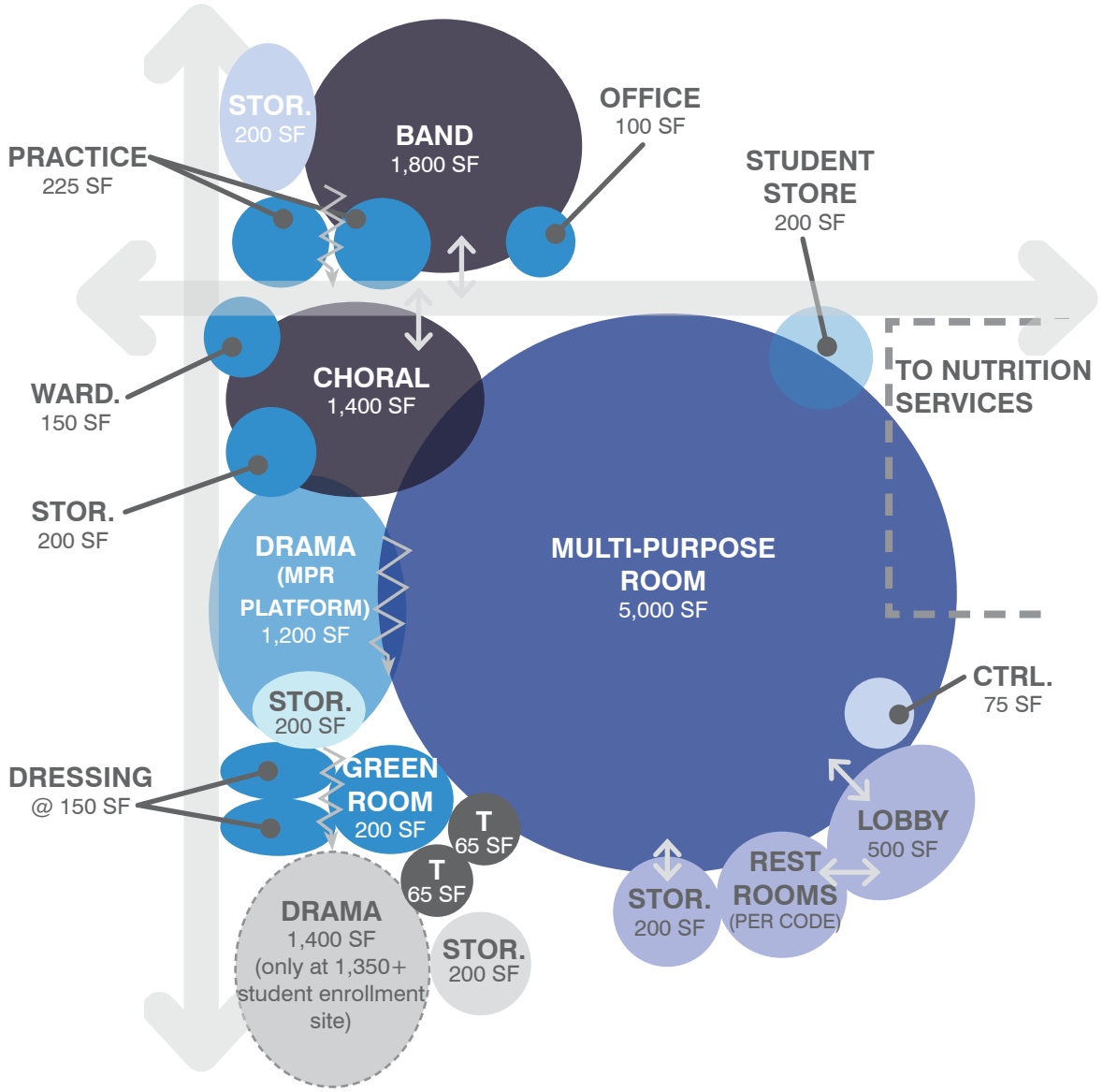
4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

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

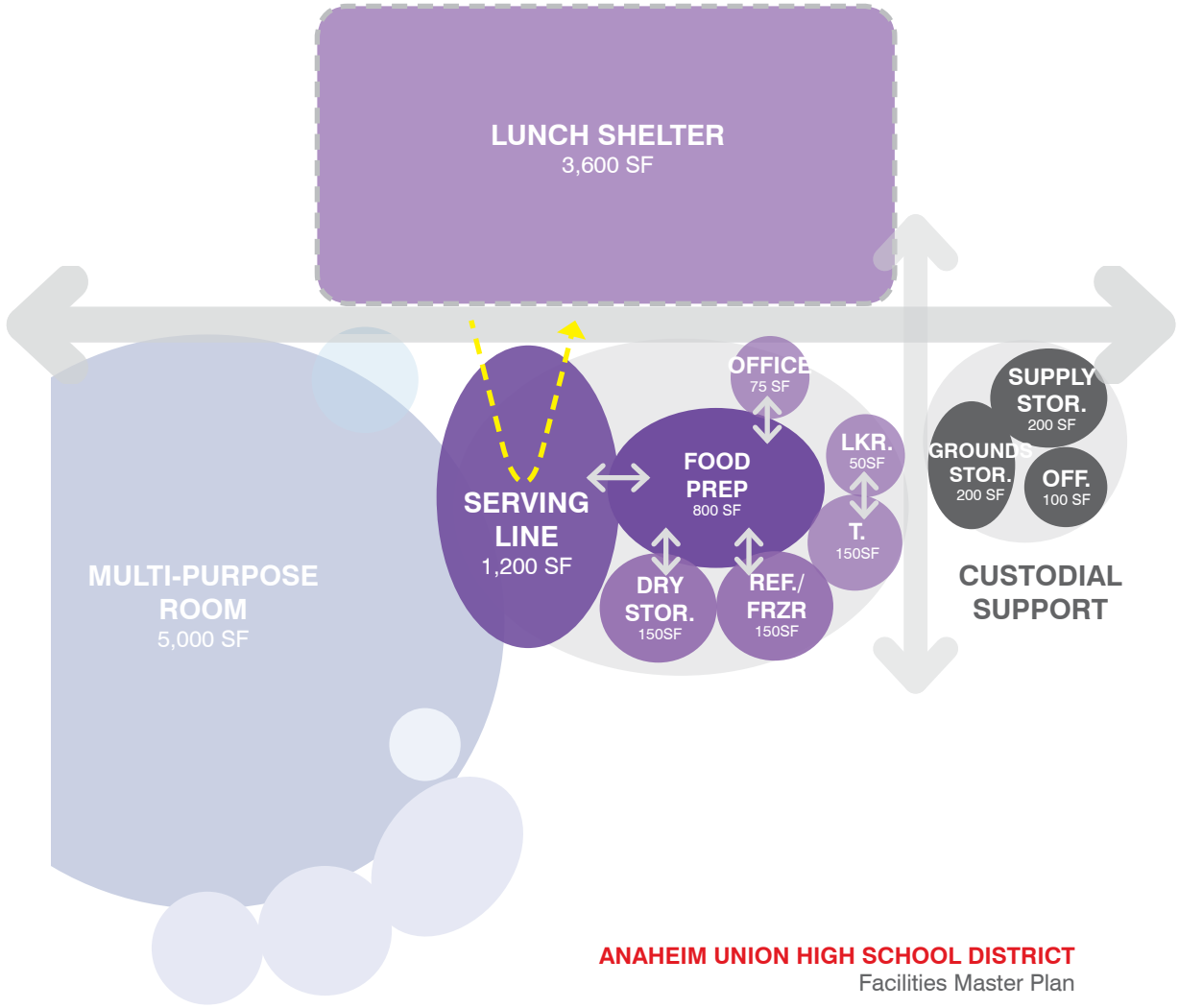
Serving Kitchen/ Food Prep	800 SF
Dry Storage	150 SF
Refrig. / Freezer	150 SF
Serving Line	1,200 SF
Office	75 SF
Changing Room	50 SF
Toilet	75 SF
Restrooms	per code
	>2,500 SF
Lunch Shelter	3,600 SF
	>6,100 SF

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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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

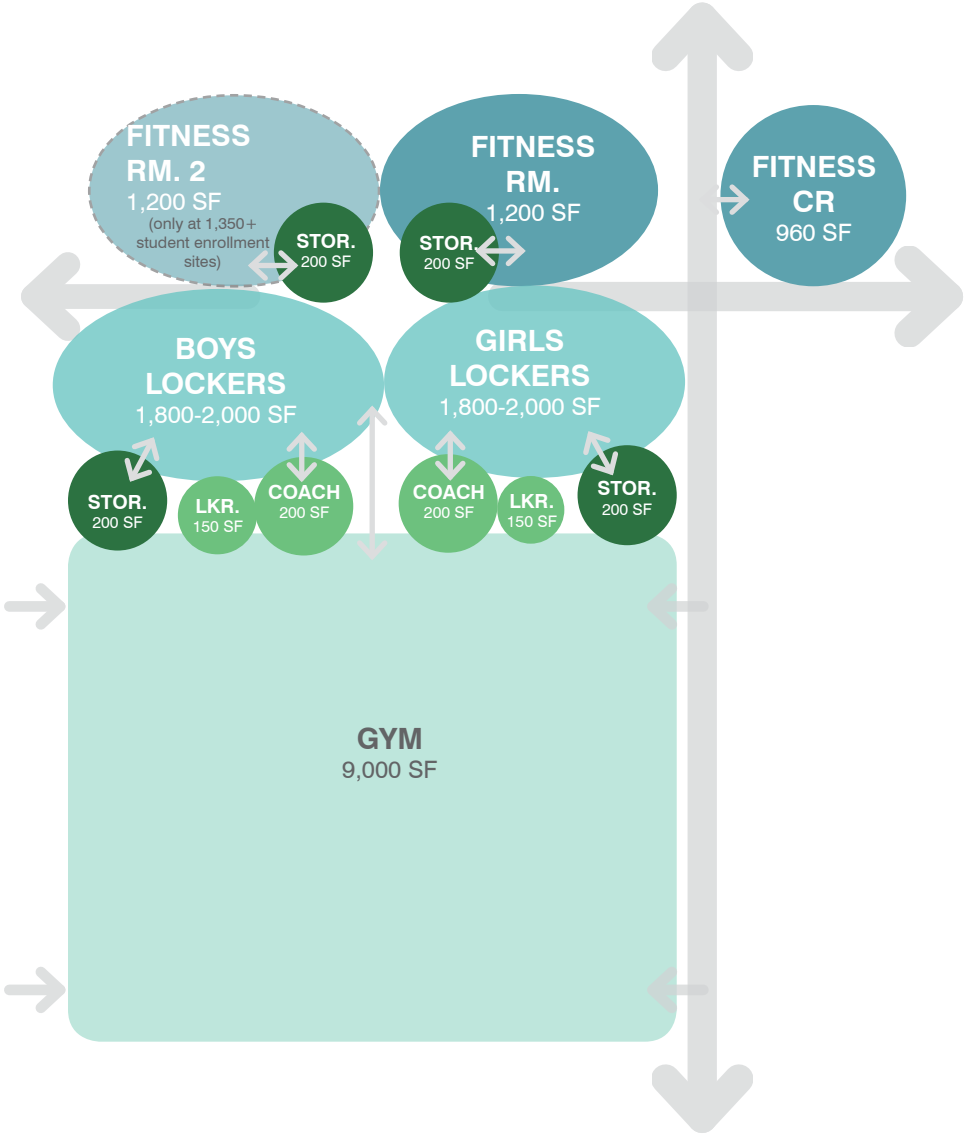
4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

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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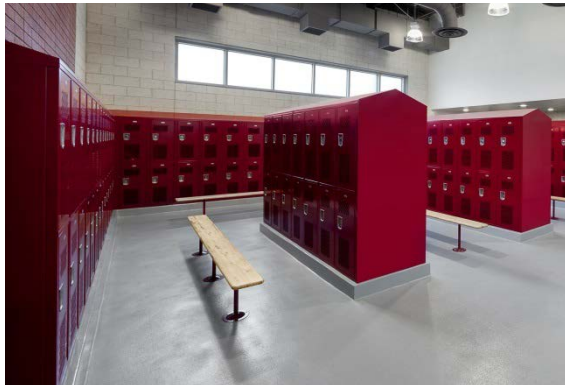
4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | JUNIOR HIGH

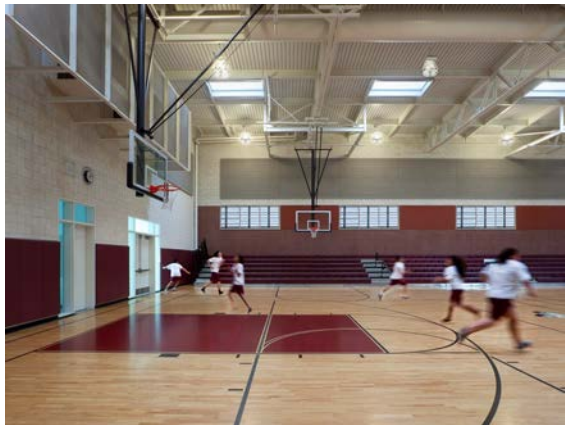
C. Program Activities

- 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

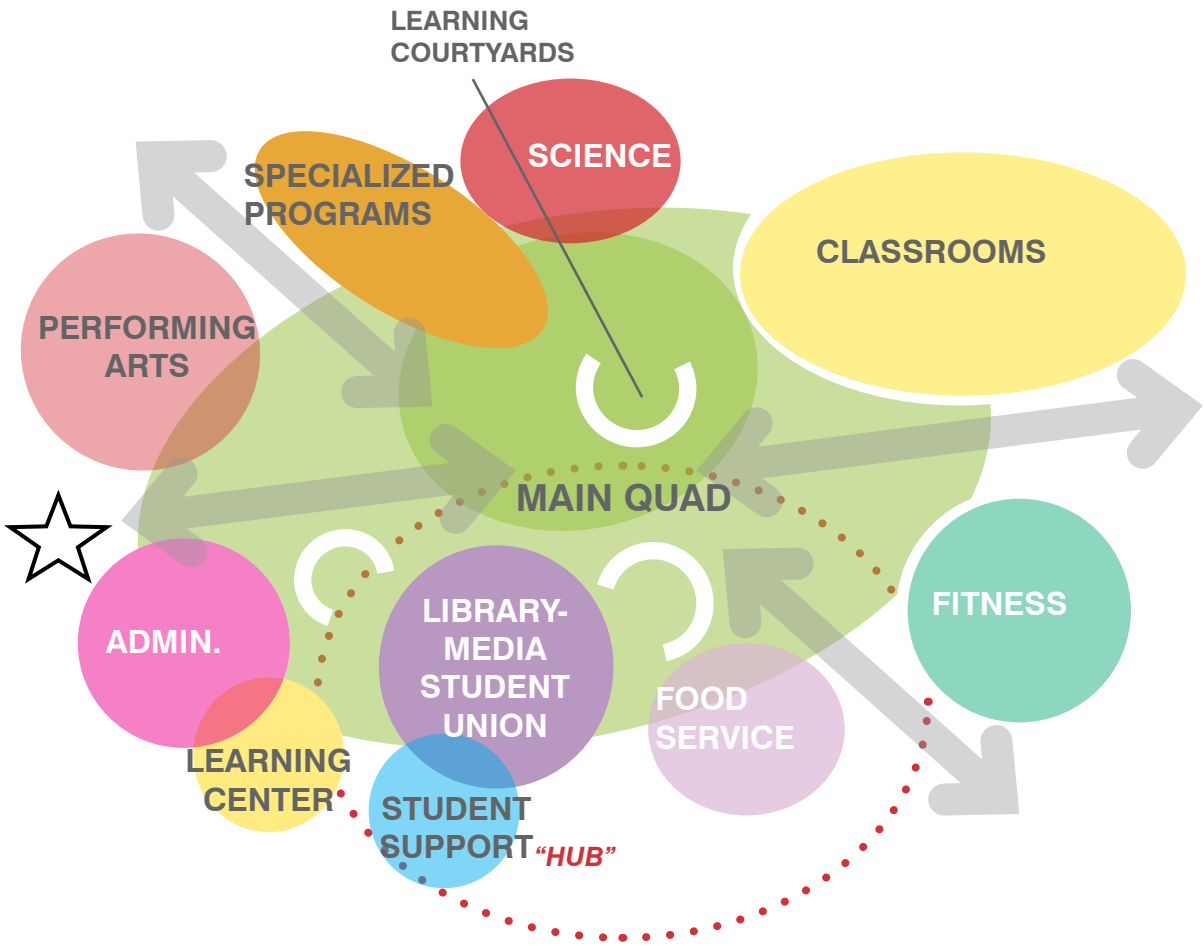
CAMPUS PLAN

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

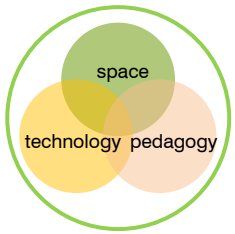


4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

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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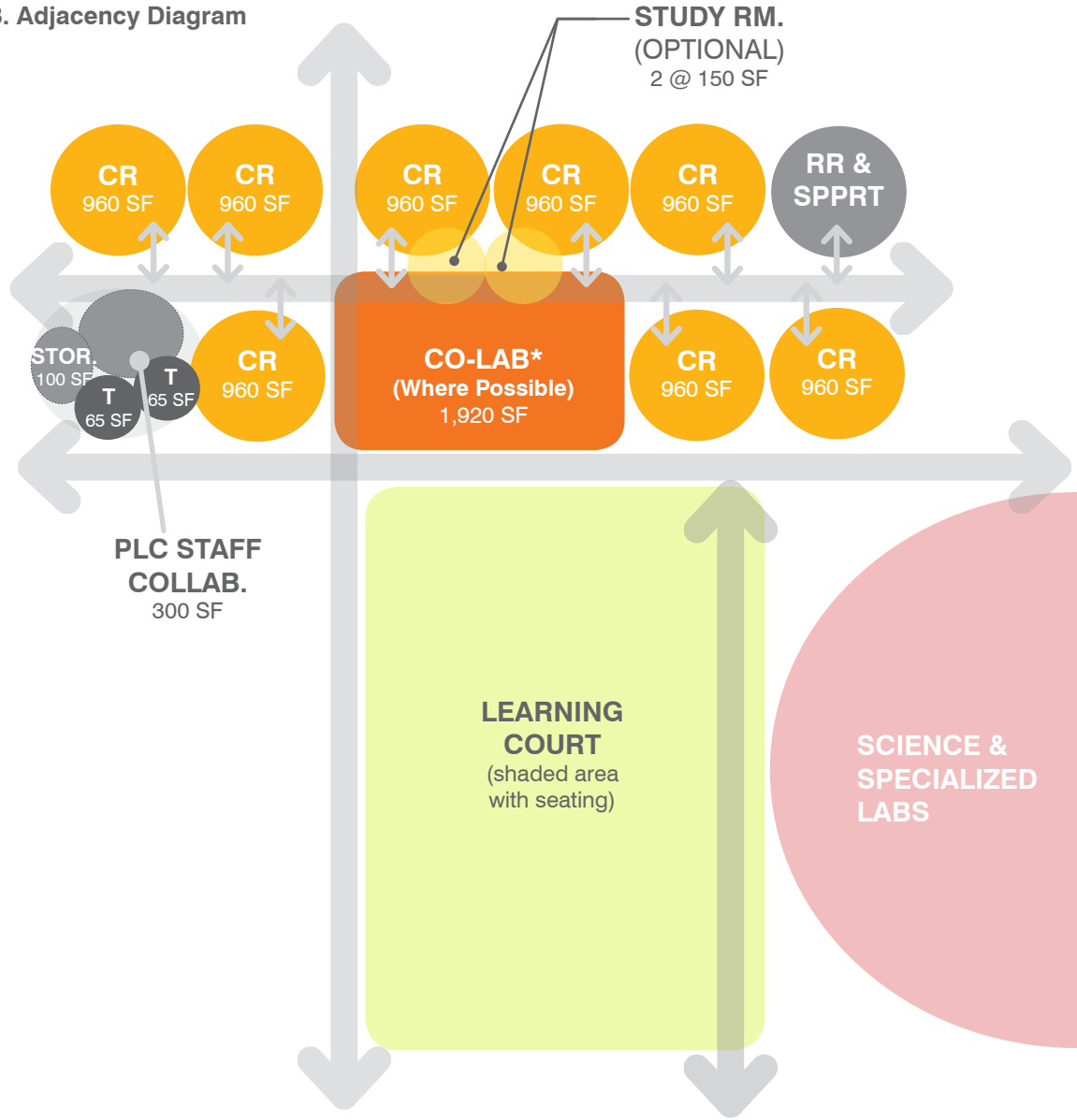


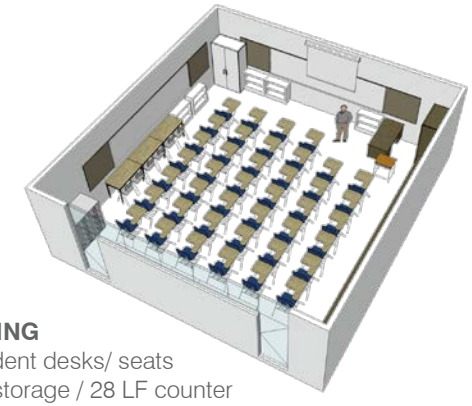
4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

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.

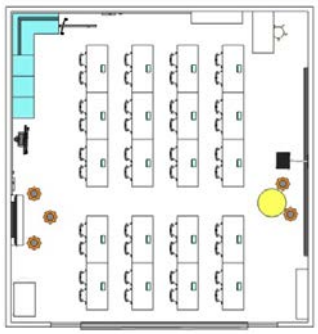
Today's classroom is about flexibility, agility, and adaptability. Space within the classroom shall be maximized, teacher desk area minimized. Desks/ chairs should be easily move-able to allow easy re-configuration. Some furniture with castors, tables with the ability to fold and stack, move-able markerboards,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

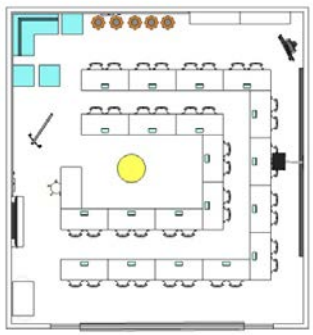
Technology will also continue to become more mobile, need to be accessible by all students, and integrated into the classroom space. Creating facilities where 'learning happens everywhere', outdoor areas and Co-lab spaces can be used as extensions to the classroom.

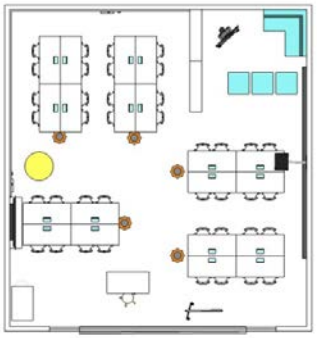


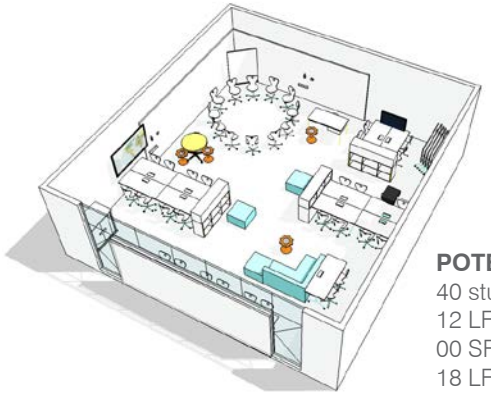
EXISTING
40 student desks/ seats
42 LF storage / 28 LF counter
180 SF dedicated teacher space
30 LF tack / 32 LF whiteboard

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

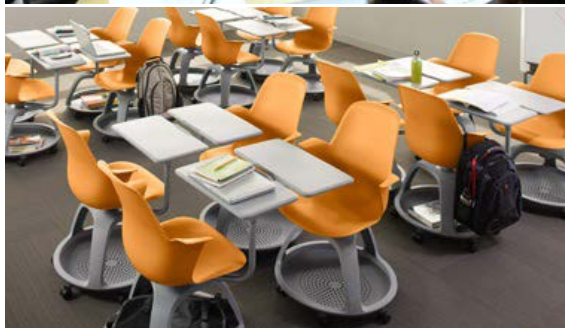
CLASSROOM | CO-LAB

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

NOTE:
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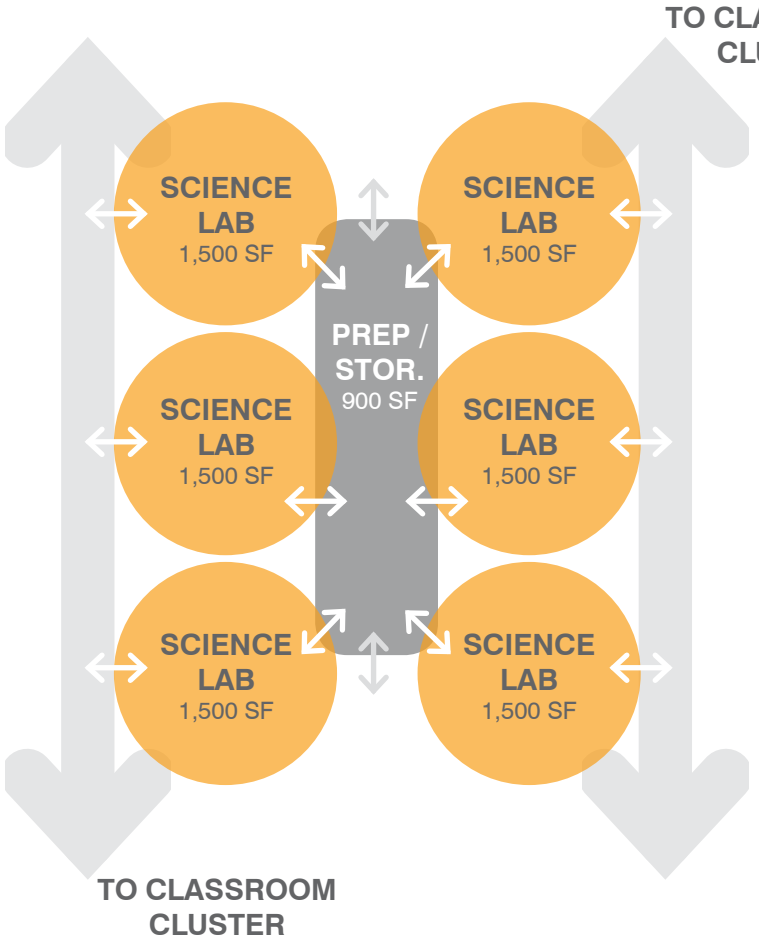
B. Adjacency Diagram



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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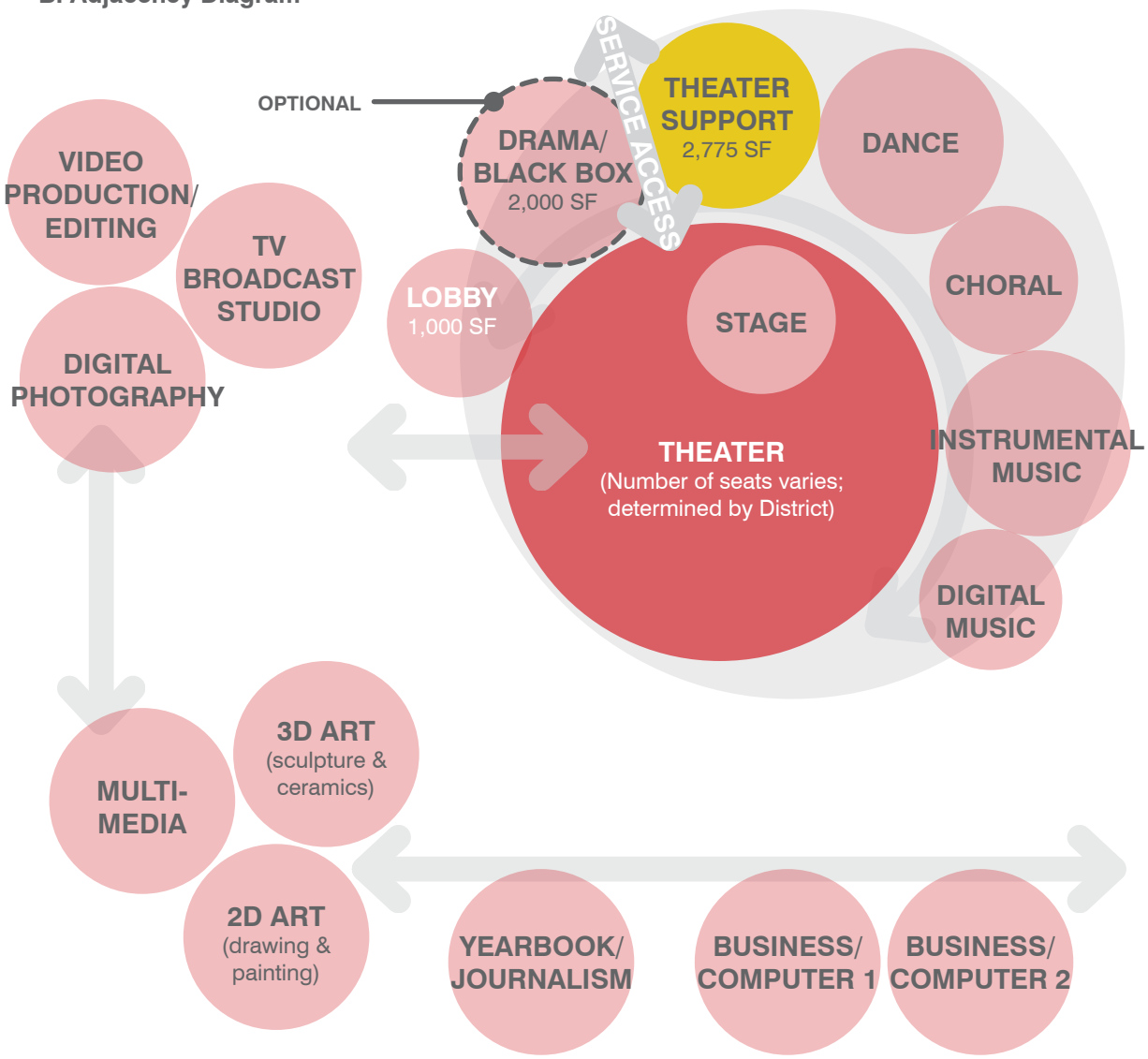

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

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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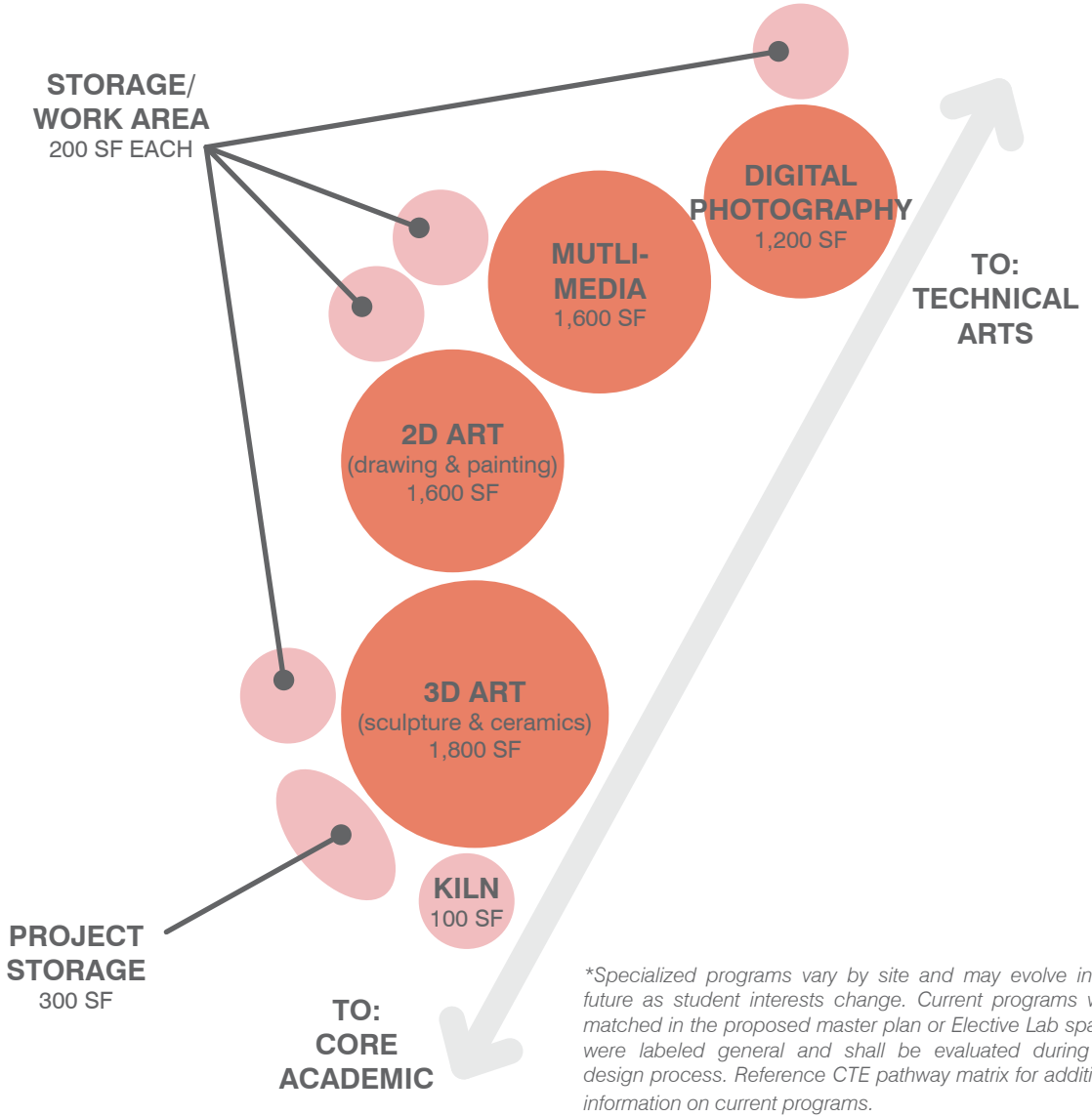


**Specialized programs vary by site and may evolve in the future as student interests change. Current programs were matched in the proposed master plan or Elective Lab spaces were labeled general and shall be evaluated during the design process. Reference CTE pathway matrix for additional information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

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

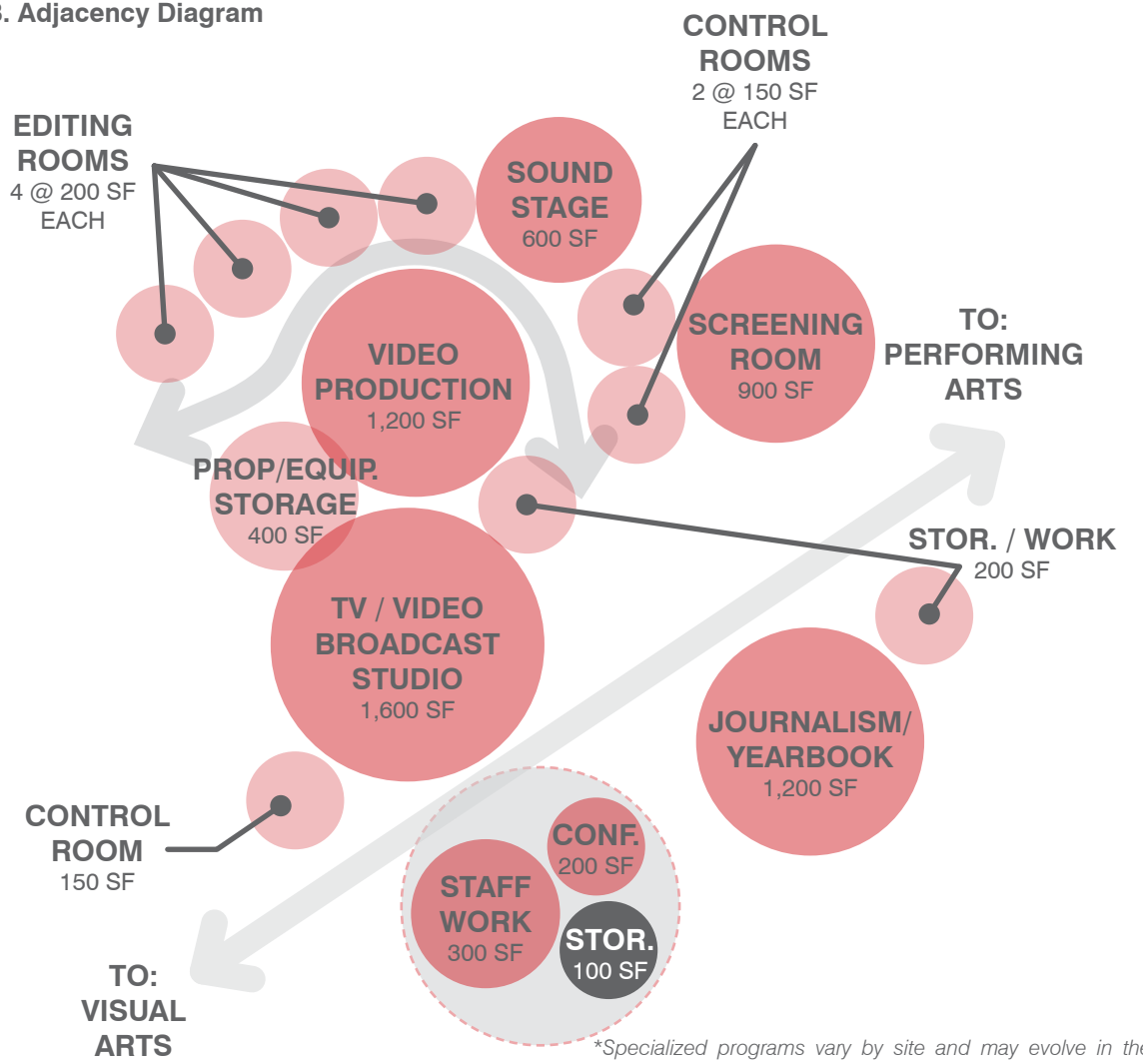
MULTI-MEDIA ARTS

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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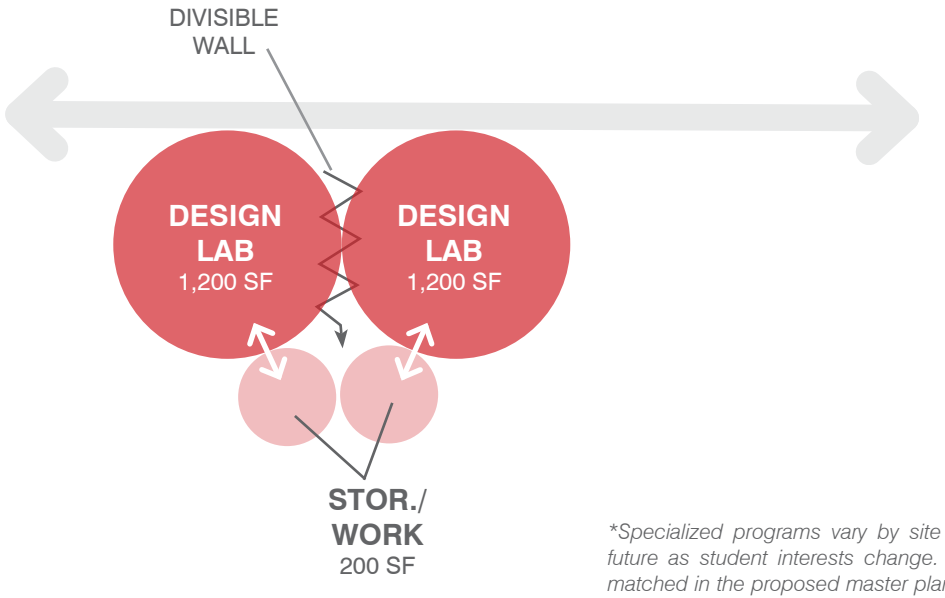

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4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

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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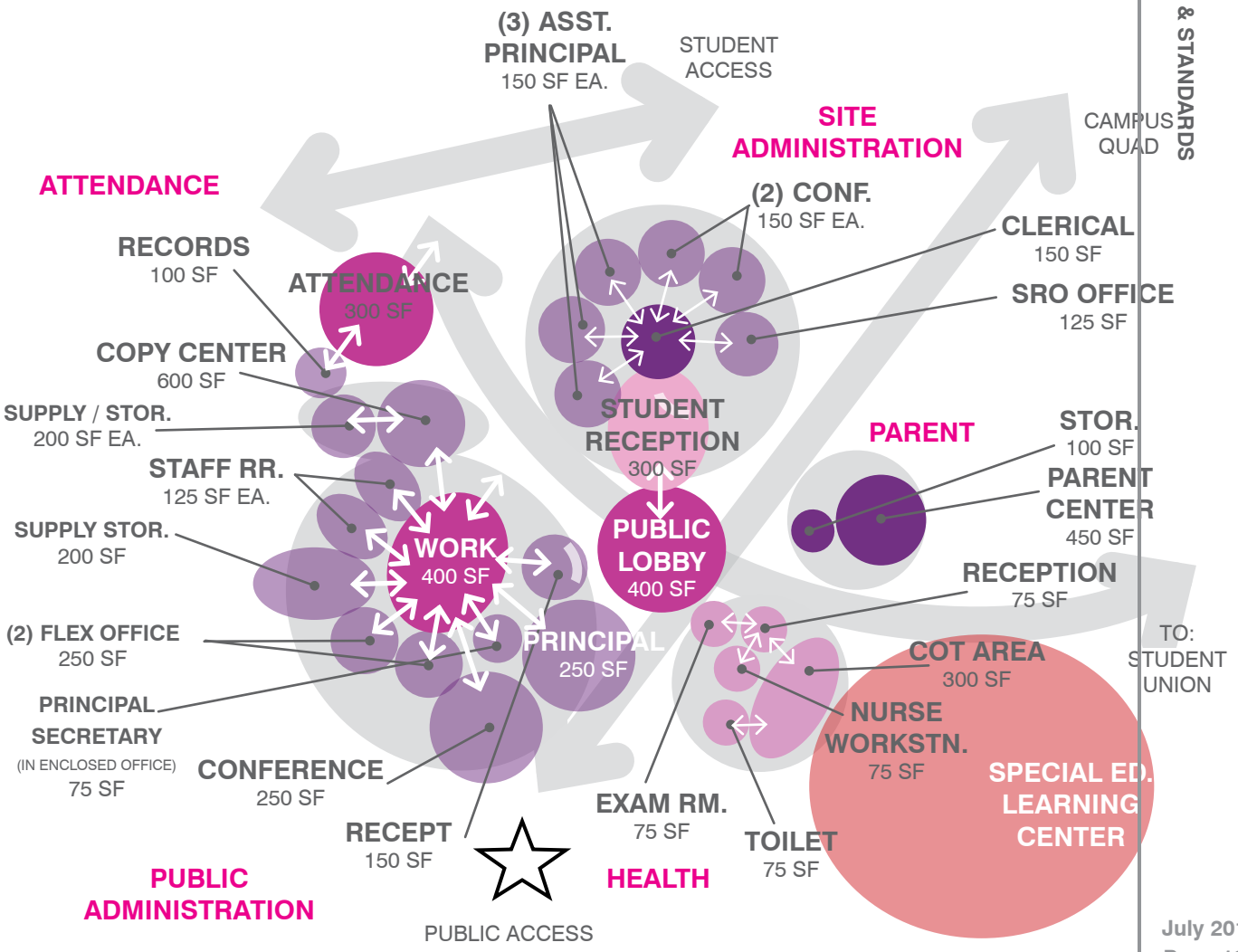
B. Adjacency Diagram



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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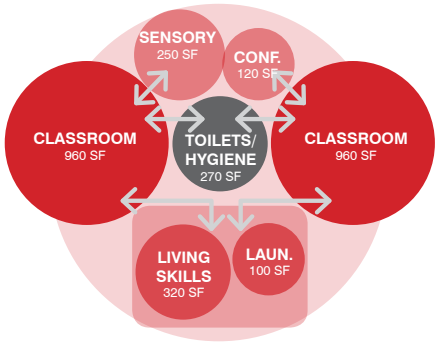
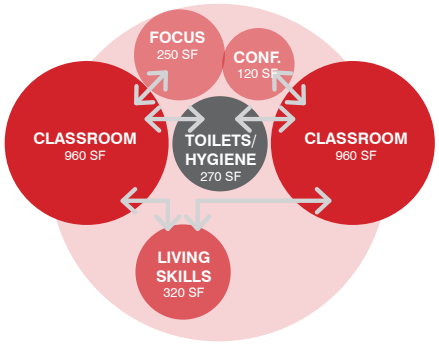
B. Adjacency Diagram

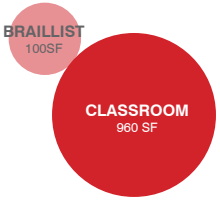
LHS, SH, AUTISM, OH



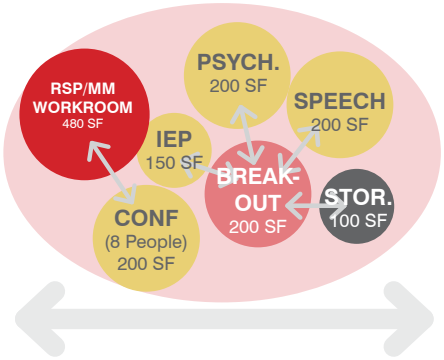
BRIDGES



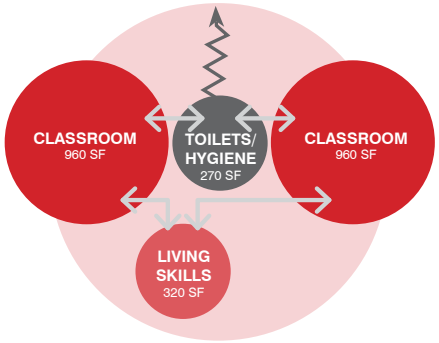
VI



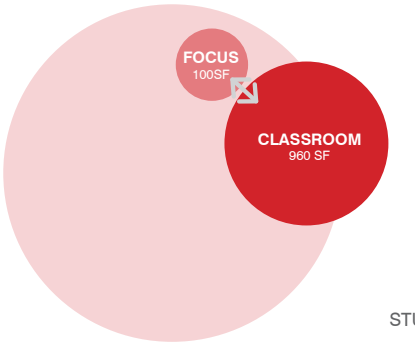
LEARNING CENTER



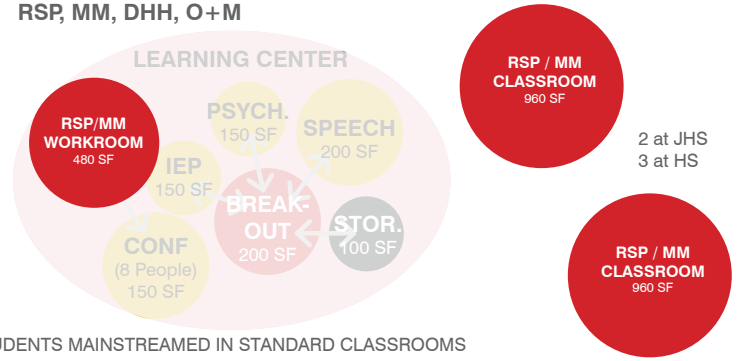
ADULT TRANSITION



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.

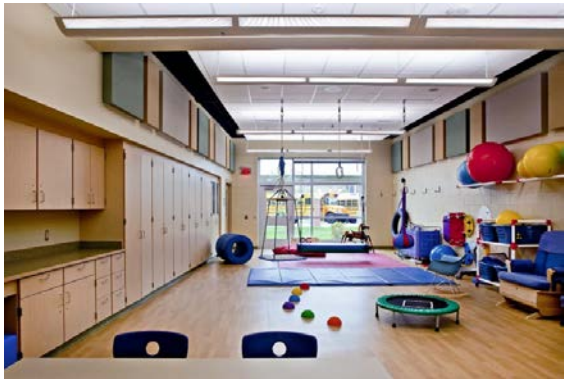
PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

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

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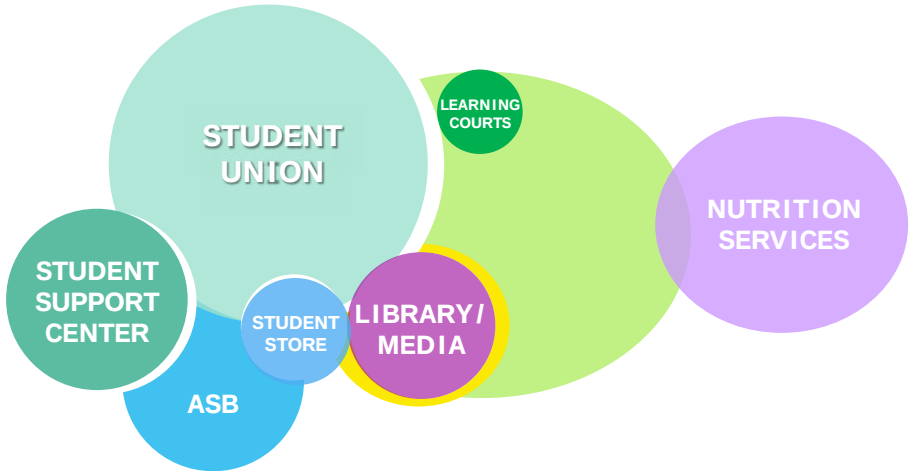
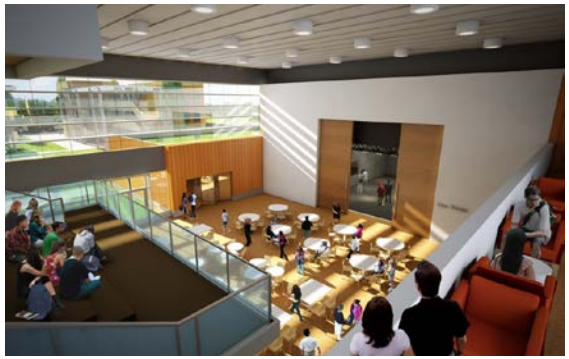
B. Key Plan



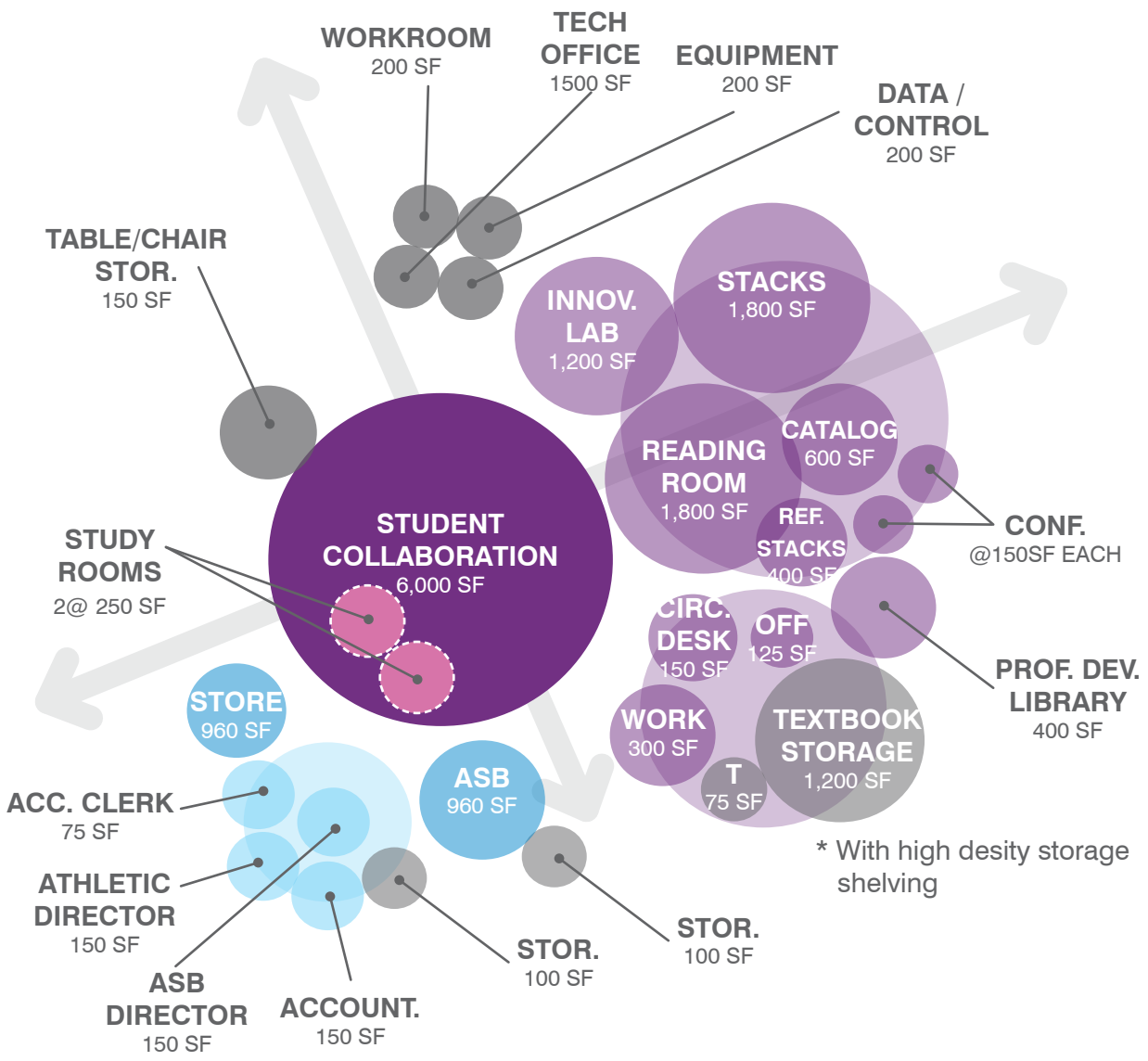


4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

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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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.

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

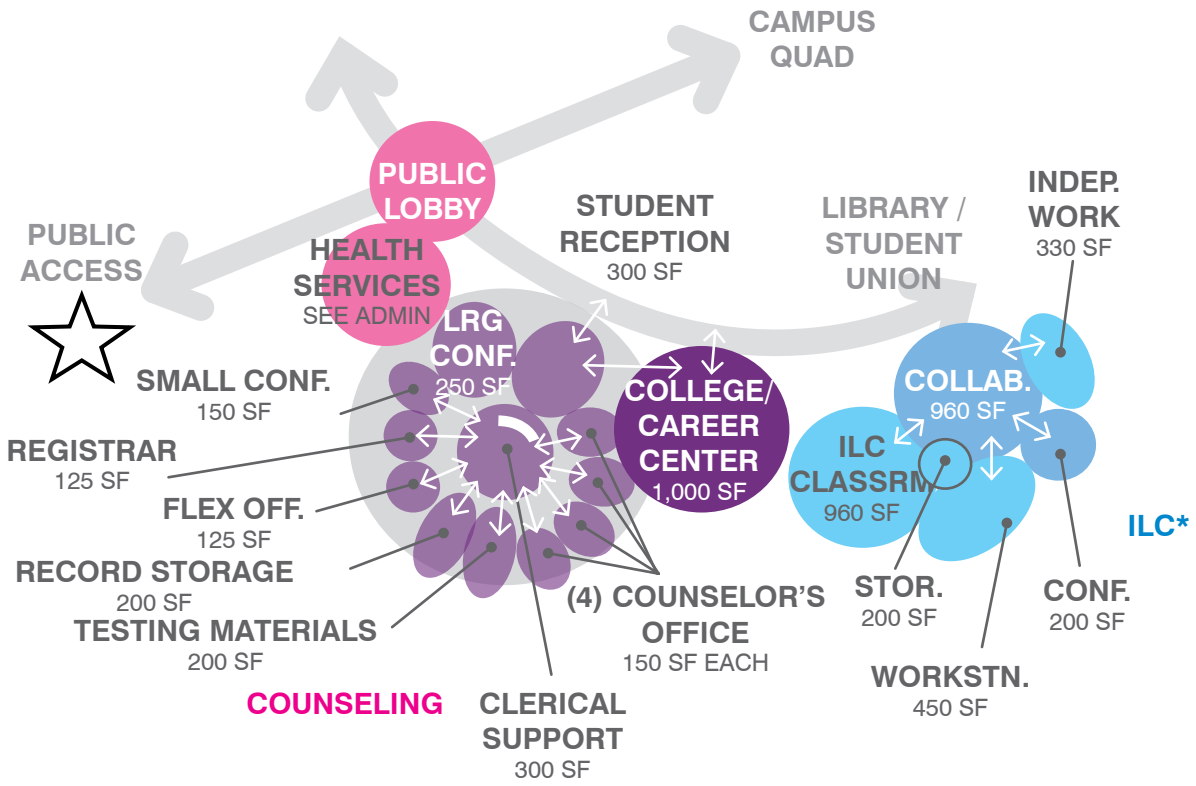
Counseling Services

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

NOTE:
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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

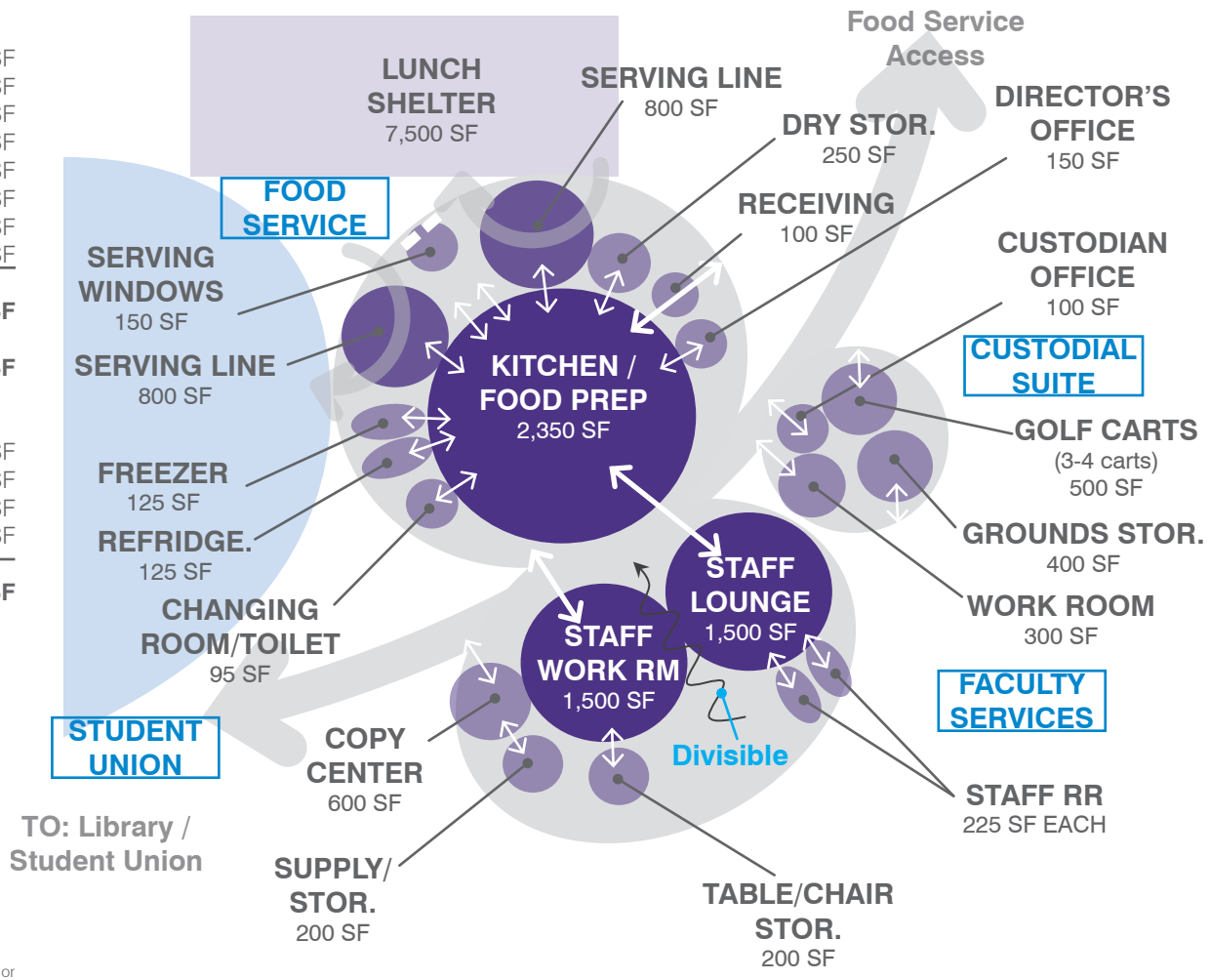
Kitchen

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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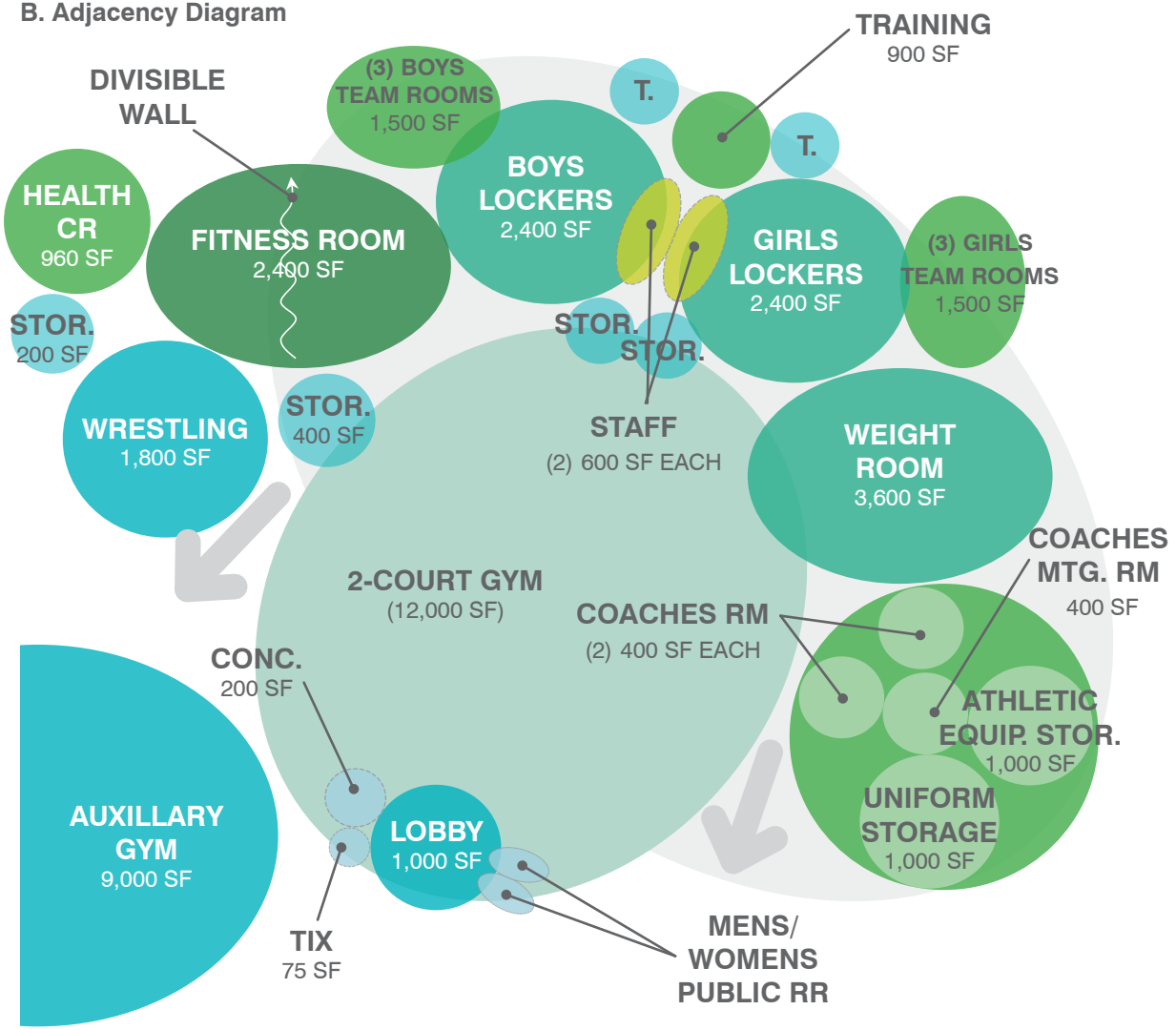
4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

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

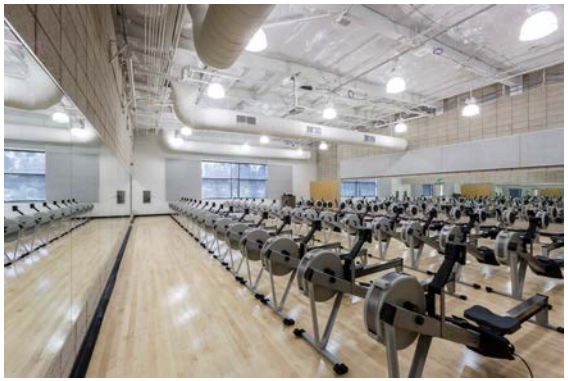
PHYSICAL EDUCATION / ATHLETICS

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

NOTE:
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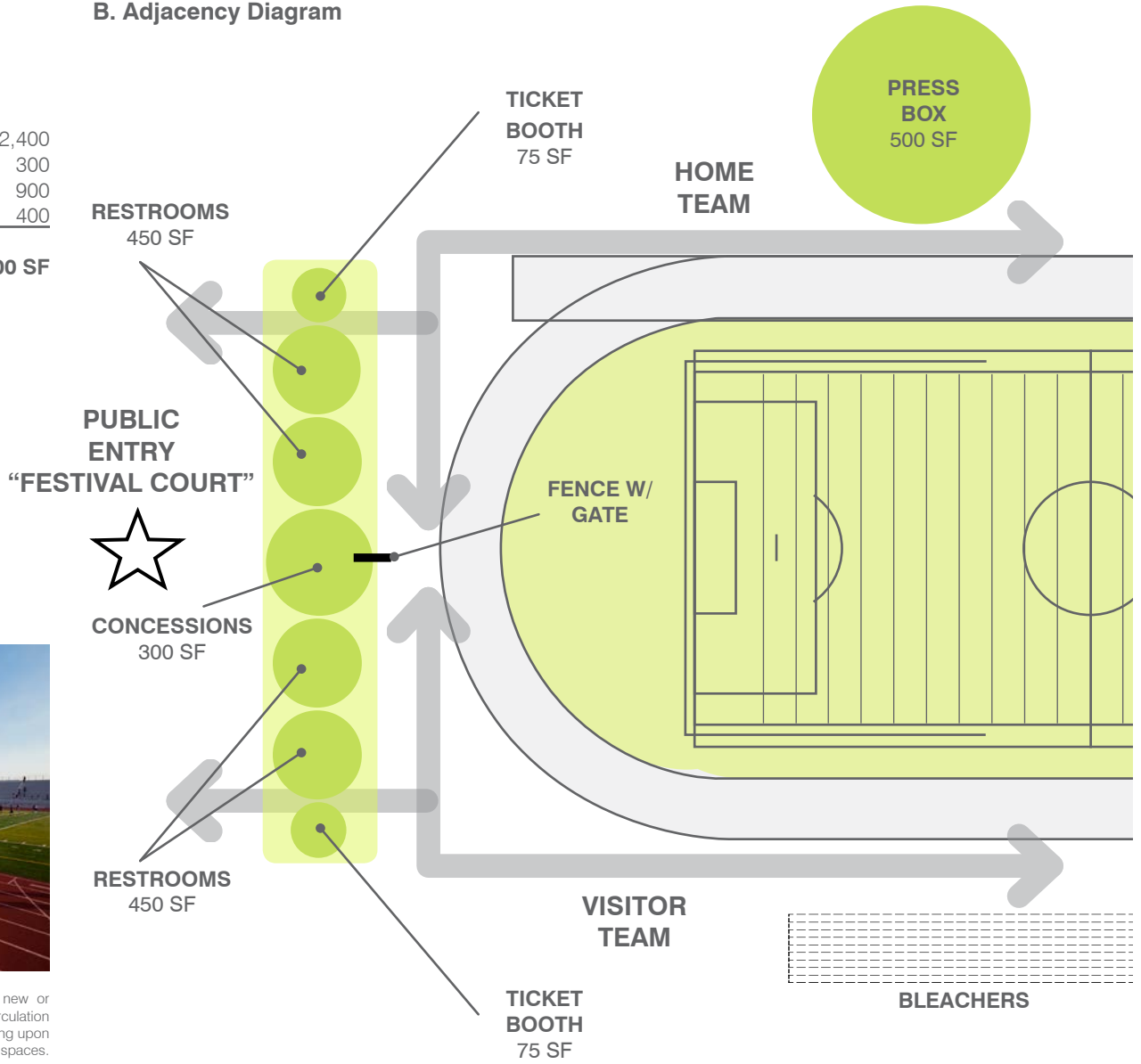

4.2 PROGRAM VISION & STANDARDS
EDUCATIONAL PROGRAM STANDARDS | HIGH SCHOOL

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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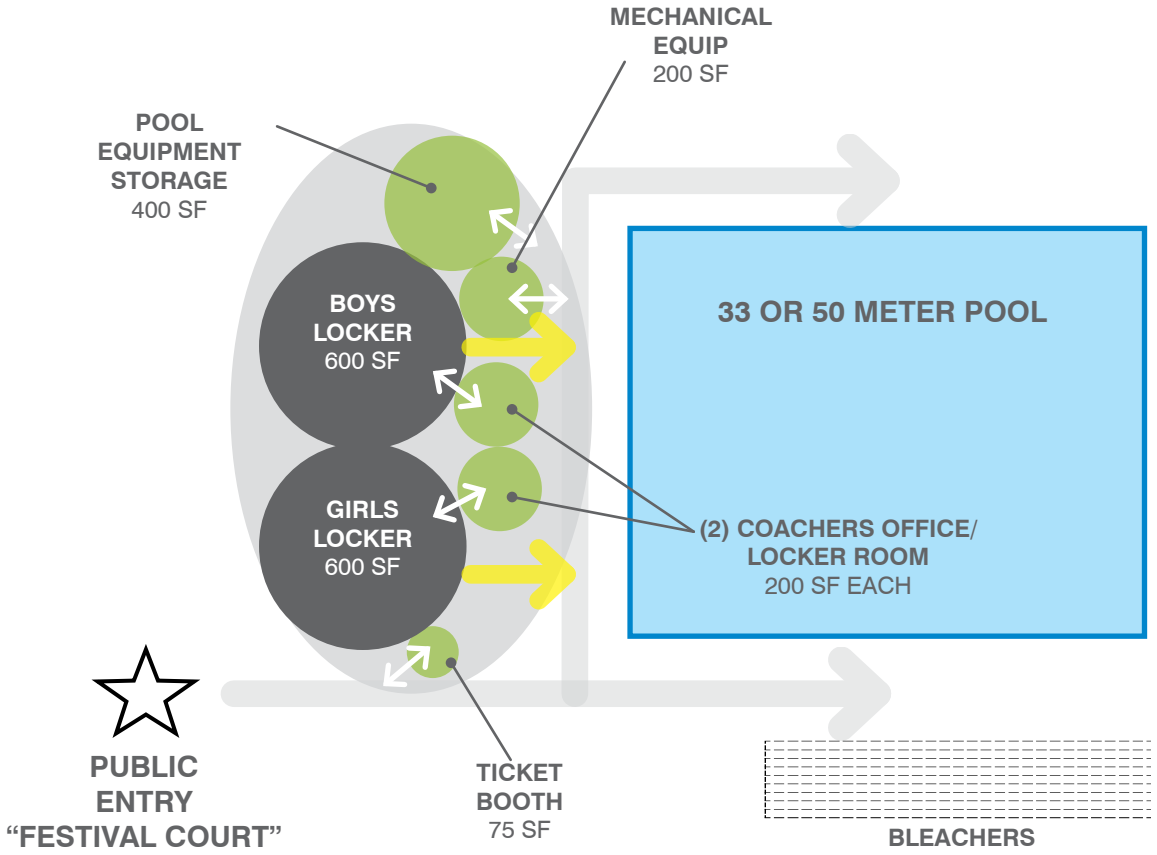

4.3 PROGRAM VISION & STANDARDS
DISTRICT STANDARDS SPECIFICATIONS

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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SECTION 01 73 29	CUTTING AND PATCHING

DIVISION 02

SECTION 02 41 00	DEMOLITION

DIVISION 03

SECTION 03 30 00	CAST-IN-PLACE CONCRETE

DIVISION 04

SECTION 04 22 00	CONCRETE UNIT MASONRY

DIVISION 05

SECTION 05 12 00	STRUCTURAL STEEL FRAMING
SECTION 05 50 00	METAL FABRICATIONS
SECTION 05 52 13	PIPE AND TUBE RAILINGS

DIVISION 06

SECTION 06 16 00	SHEATHING
SECTION 06 41 16	PLASTIC-LAMINATE-FACED ARCHITECTURAL CABINETS
SECTION 06 64 00	PLASTIC PANELING

DIVISION 07

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SECTION 07 21 00	THERMAL INSULATION
SECTION 07 25 00	WEATHER BARRIERS
SECTION 07 51 23.11	GLASS-FIBER-REINFORCED ASPHALT EMULSION ROOFING
SECTION 07 51 23.22	GLASS-FIBER-REINFORCED ASPHALT EMULSION ROOFING
SECTION 07 62 00	SHEET METAL FLASHING AND TRIM

4.3 PROGRAM VISION & STANDARDS
DISTRICT STANDARDS SPECIFICATIONS

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4.3 PROGRAM VISION & STANDARDS
DISTRICT STANDARDS SPECIFICATIONS

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SECTION 32 11 23	AGGREGATE BASE COURSES
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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

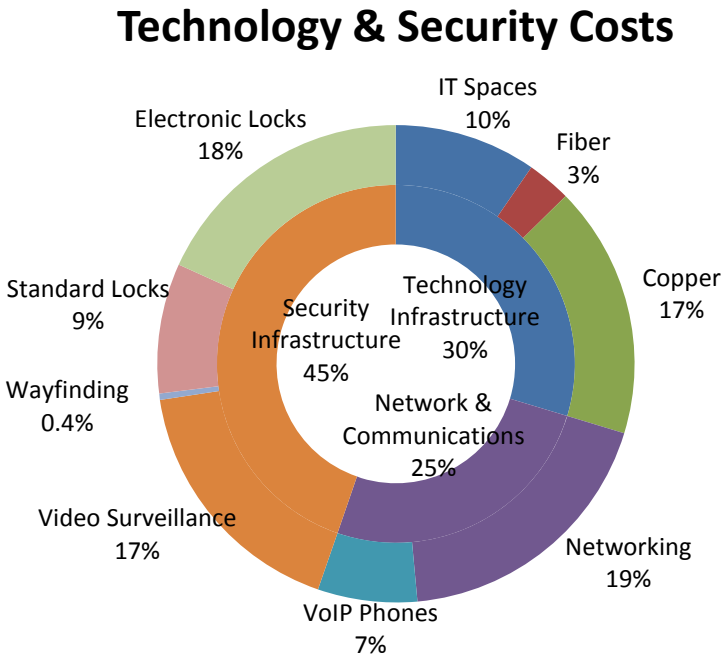
EXECUTIVE SUMMARY (cont.)

- 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

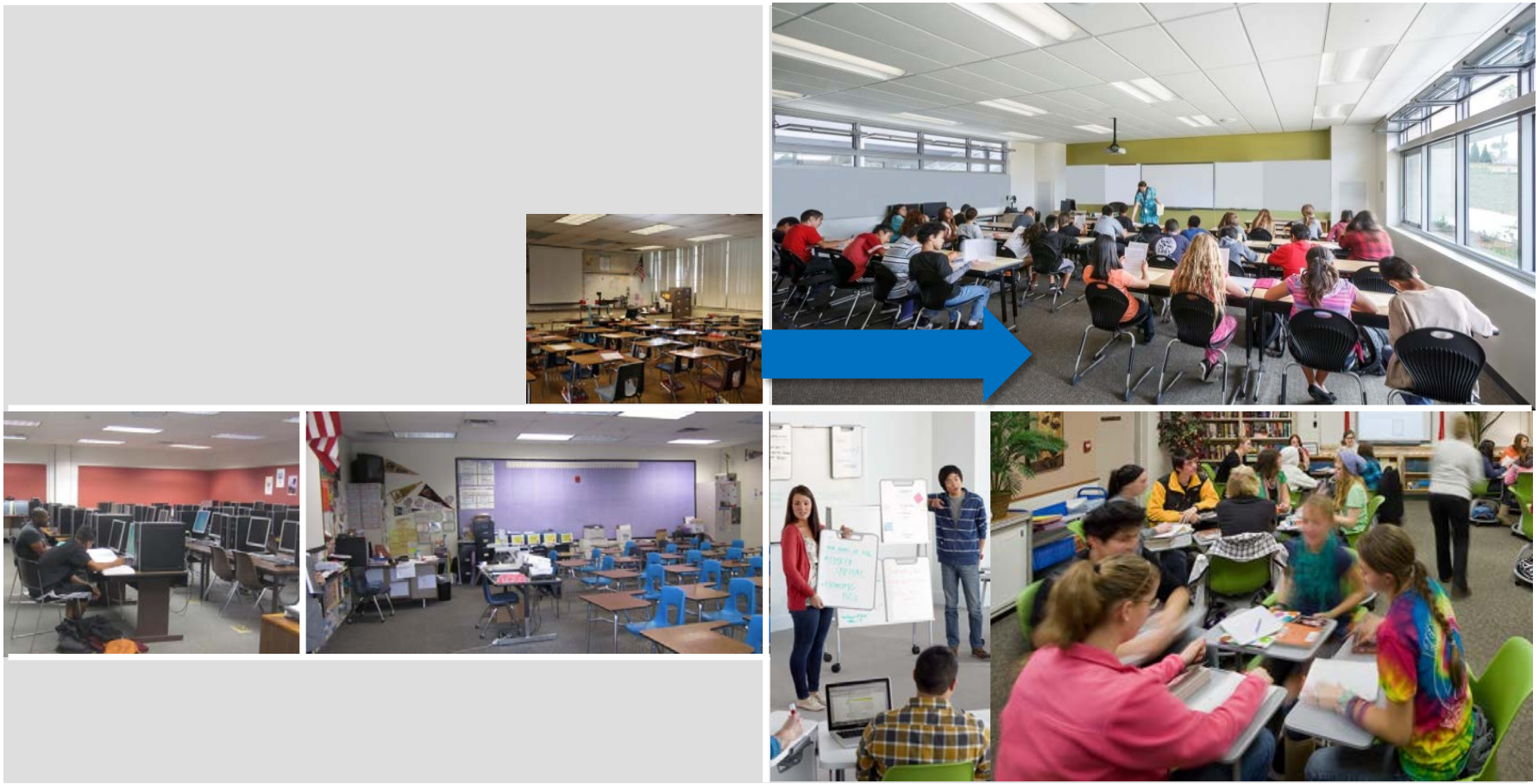
5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

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)

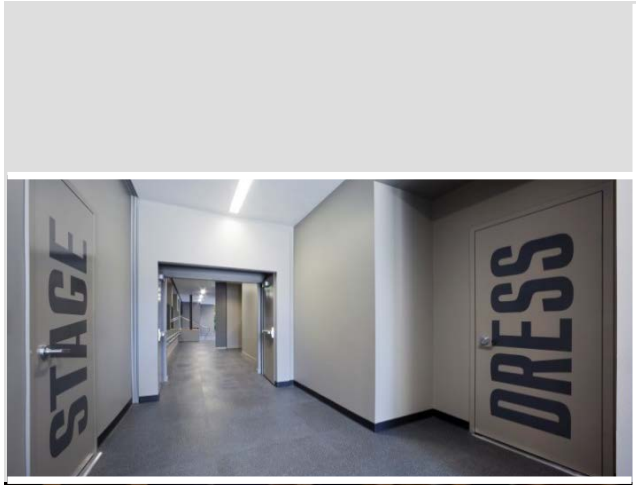
5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

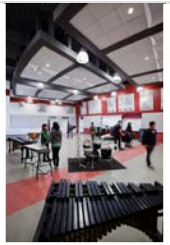
INFRASTRUCTURE:: MAINTENANCE REPAIR

6 performing arts improvements

Scopes in this section may include but are not limited to:

- Dance
- Theater Support





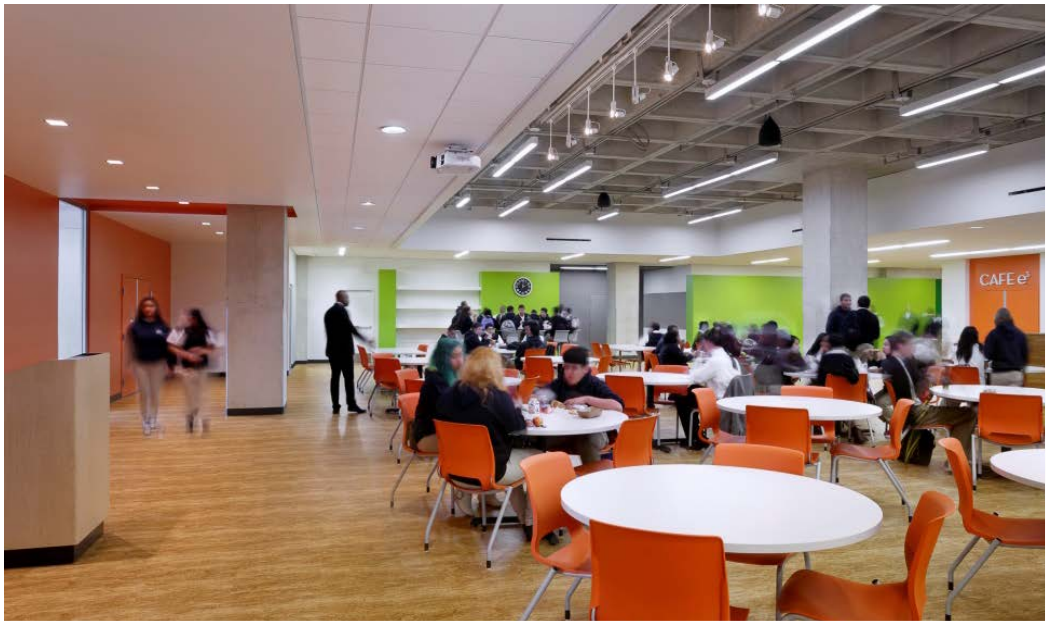
5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

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



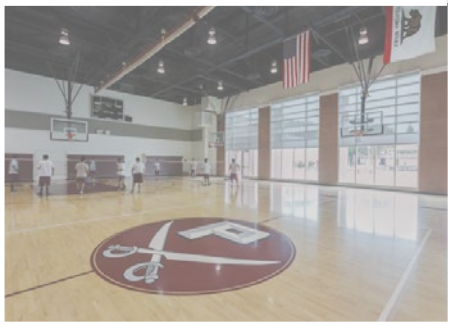
5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

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



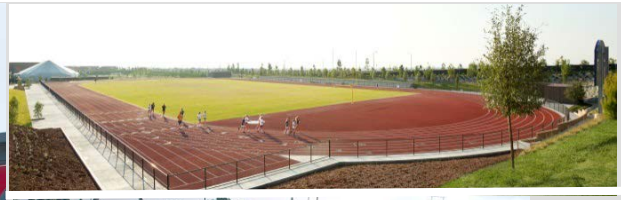
5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

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



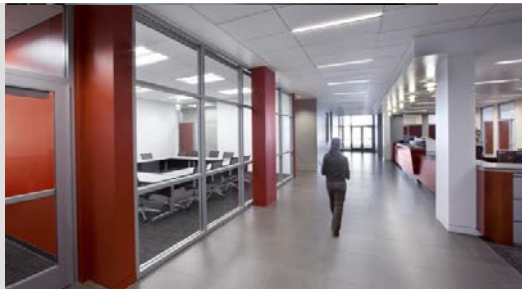
5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

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

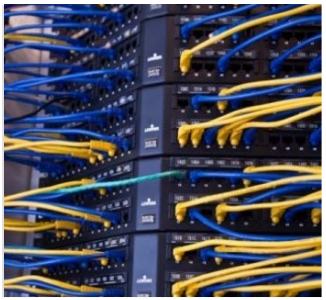
5.1 SCOPE RECOMMENDATIONS
SCOPE OF WORK CATEGORIES

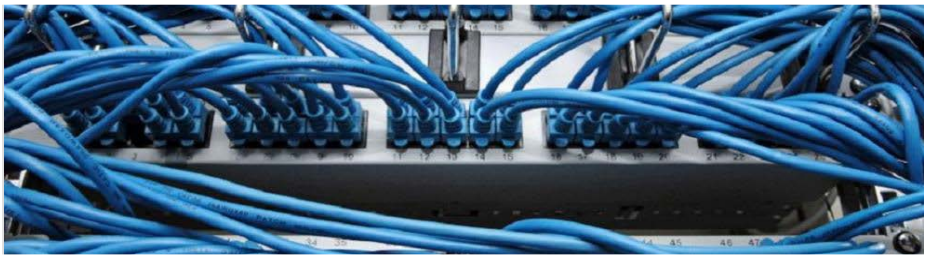
INFRASTRUCTURE:: TECHNOLOGY

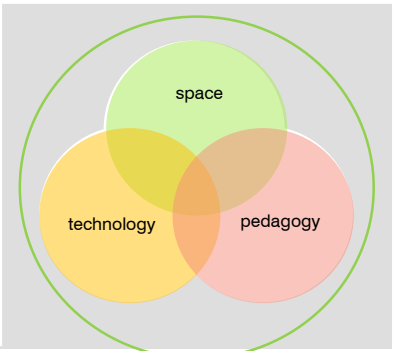
15 technology infrastructure

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

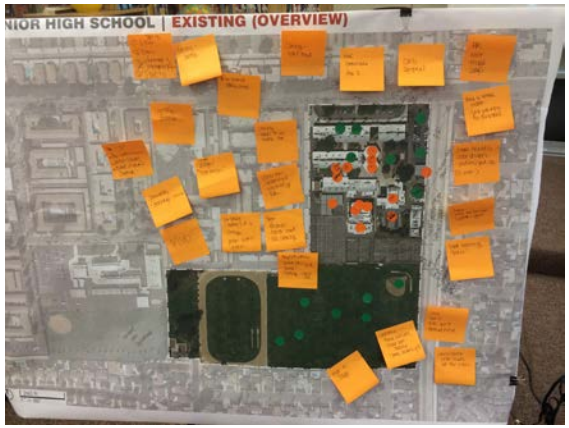
- Student Shelter
- Dedicated Band Classroom (not MPR)
- Flexible Labs to Support STEM / PBL

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.

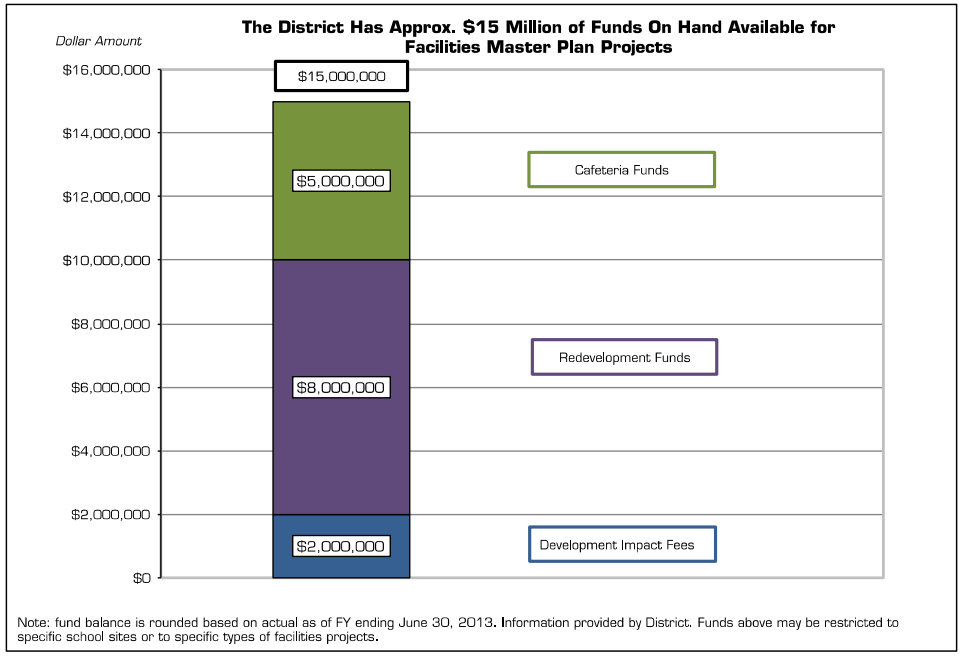
Cafeteria Funds: the District receives cafeteria funds from the Food and Nutrition Service, which administers the national school lunch program within the United States Department of Agriculture (USDA). The District has approximately $5 million of fund balance that can be used toward equipment replacement 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

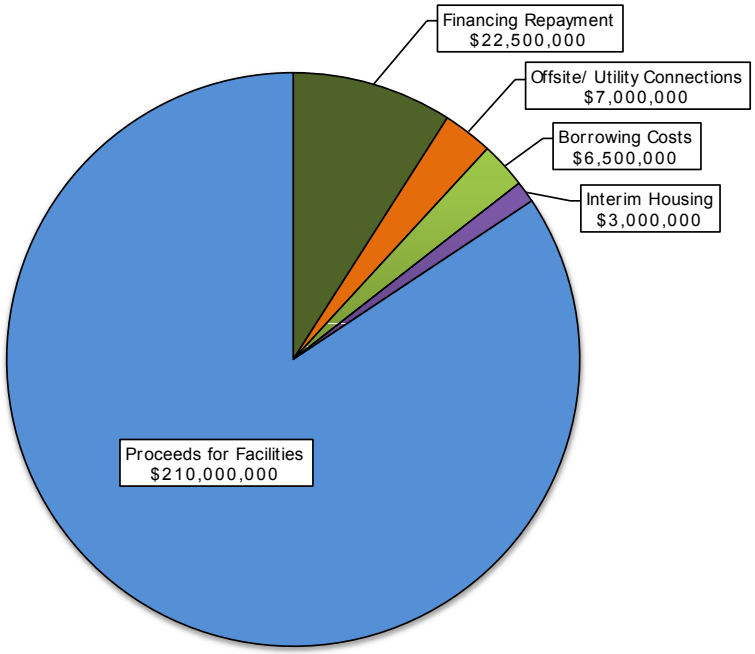
Source of Funds	Funding Amount
Development Impact Fees	$2,000,000
Redevelopment Funds	$8,000,000
Cafeteria Funds	$5,000,000
Total Funds On Hand	$15,000,000
Total Funds On Hand	$15,000,000
Contingency (5%)	($750,000)
Available for Facilities	$14,250,000

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

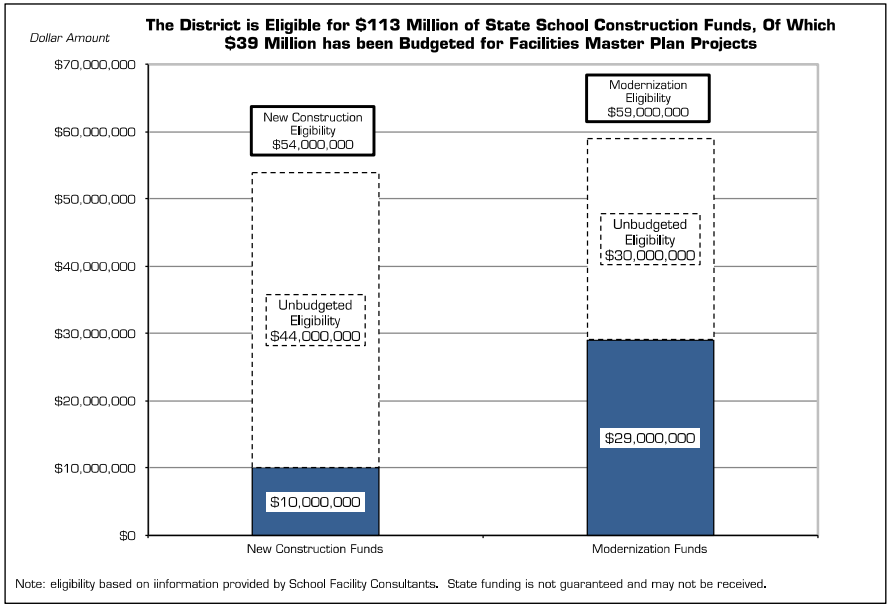
The State currently does not have any available funds in the State School Construction Program, but it may request voter approval to provide additional funds in the future. It is estimated the District is eligible to receive up to $110 million of State funding, should State funding become available.

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.

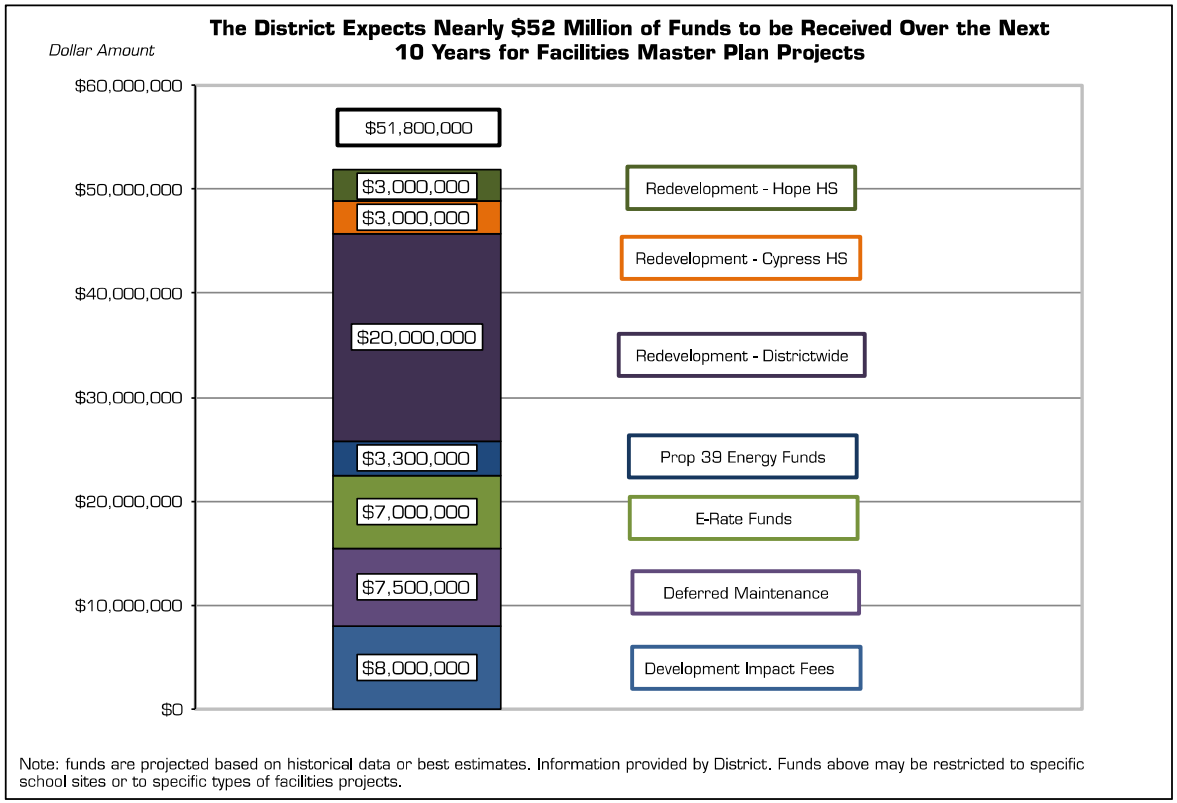
E-Rate Funds: the District receives E-Rate funds from the Universal Service Administrative Company, which administers the school and libraries program of the Universal Service Fund within the Federal Communications Commission (FCC). The District estimates it will receive $7 million of funds from the 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:

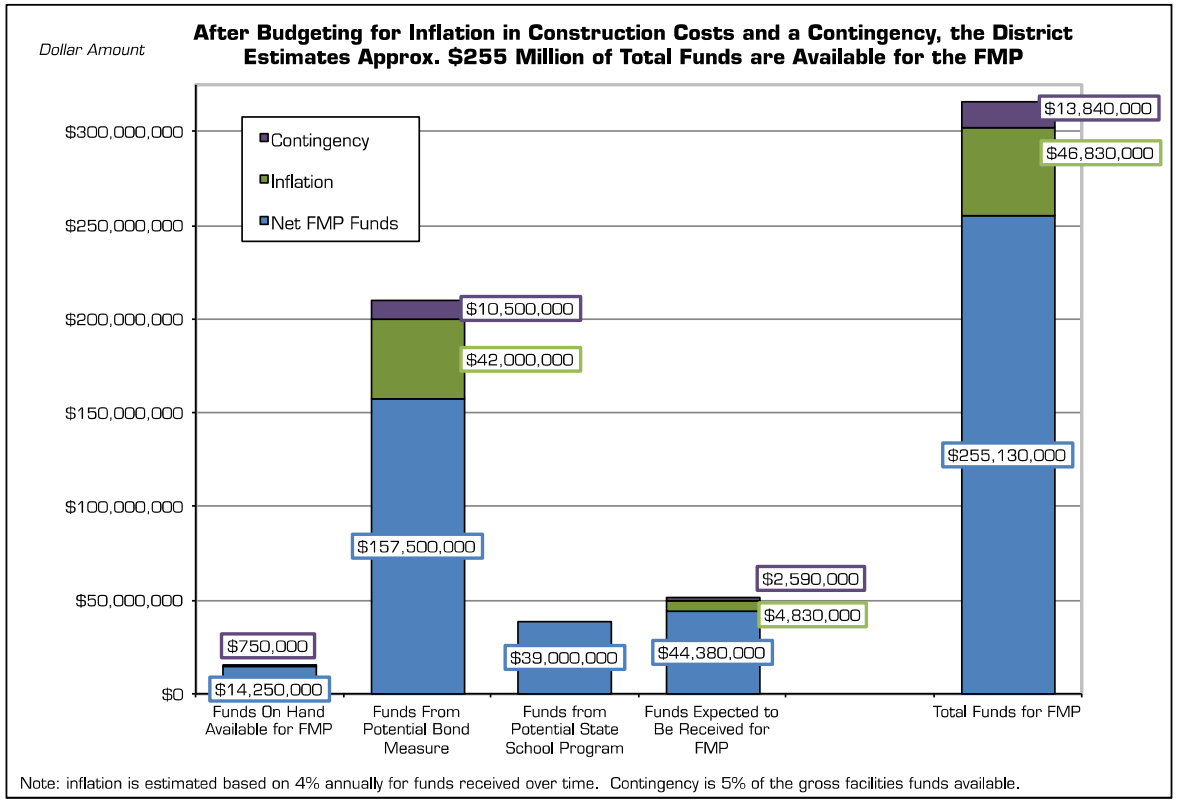
Funds Expected to Be Recieved for FMP

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:

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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 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

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 EST. 1898

1303 J Street, Suite 500 | Sacramento | CA 95814
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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

ORANGEVIEW
Junior High School
•Main Office Location
•Library - Media Center / Student Union
•Student Dining
FACILITIES MASTER PLAN
ORANGEVIEW JHS | EXISTING (OVERVIEW)
ANAHEIM UNION HIGH SCHOOL DISTRICT
LPA
Hardcourts
New Tennis Courts
Lawn Area
Lawn Area
Lawn Area

7.1 MASTER PLAN DIAGRAMS OVERVIEW OF CONTENTS

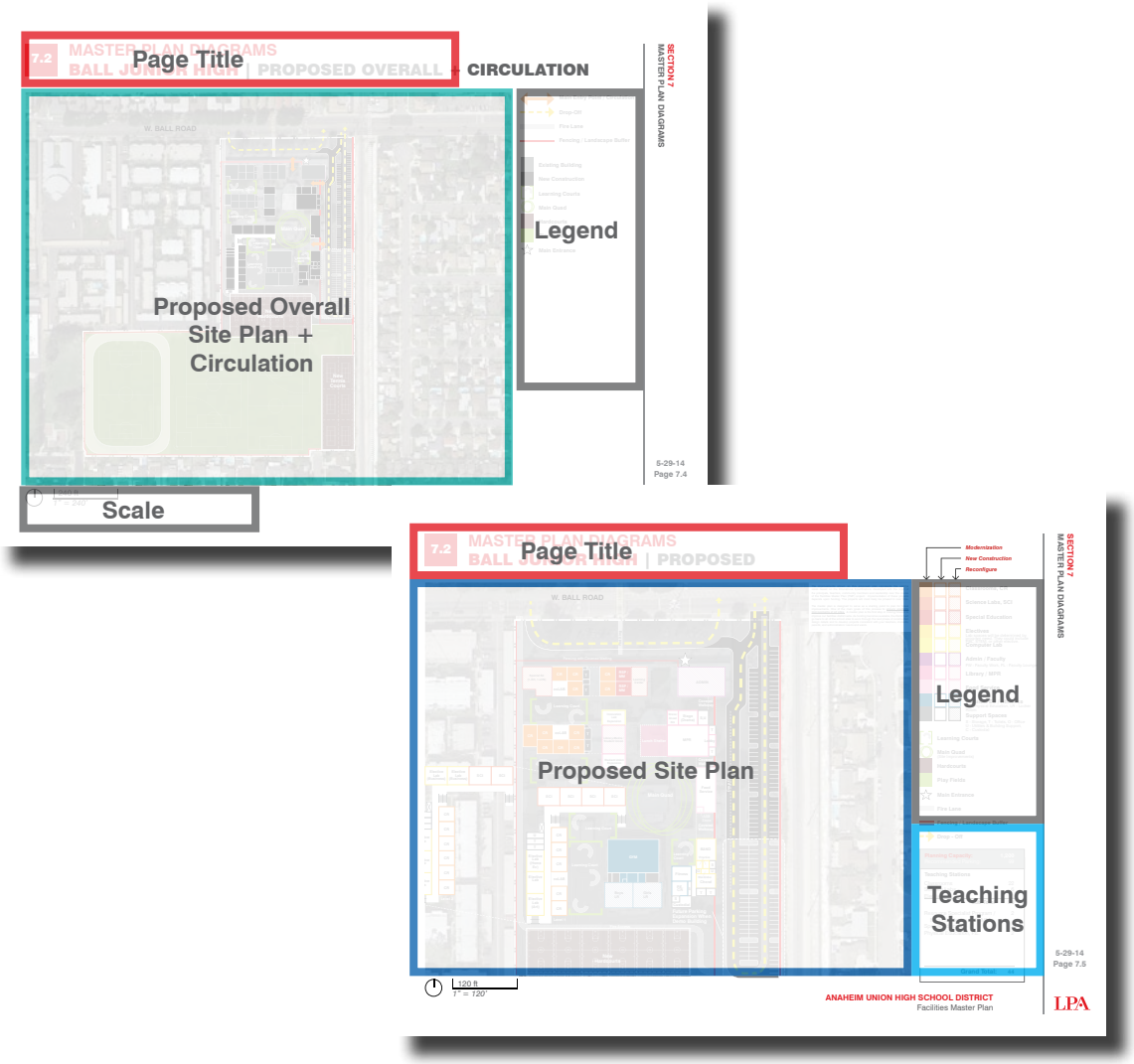
EXISTING SITE PLAN

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

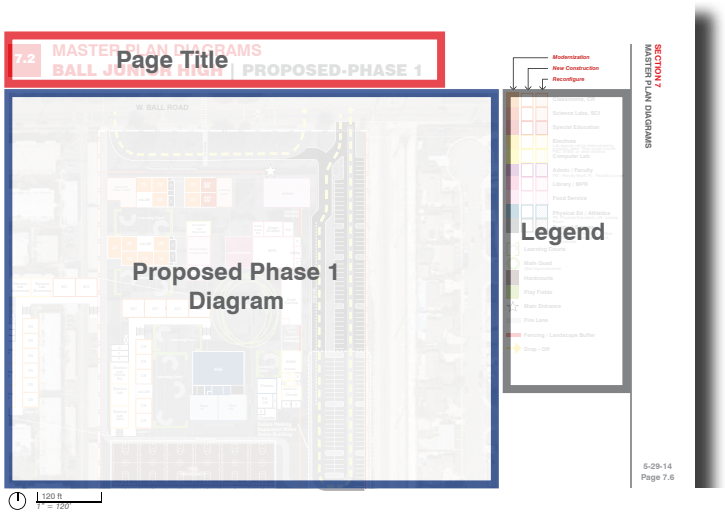
The proposed site plan shows the master plan recommendations for modernization, new construction, and reconfiguration. The teaching station count is based on the overall capacity assumptions.



7.1 MASTER PLAN DIAGRAMS OVERVIEW OF CONTENTS

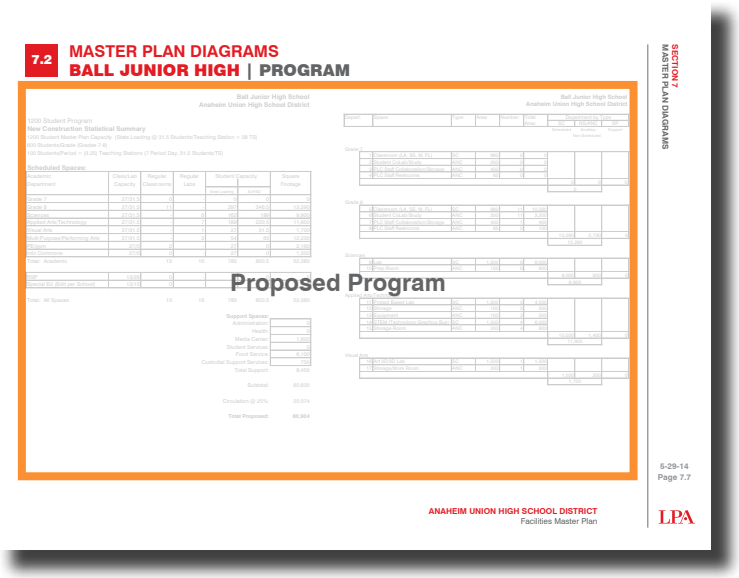
PROPOSED PROGRAM

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

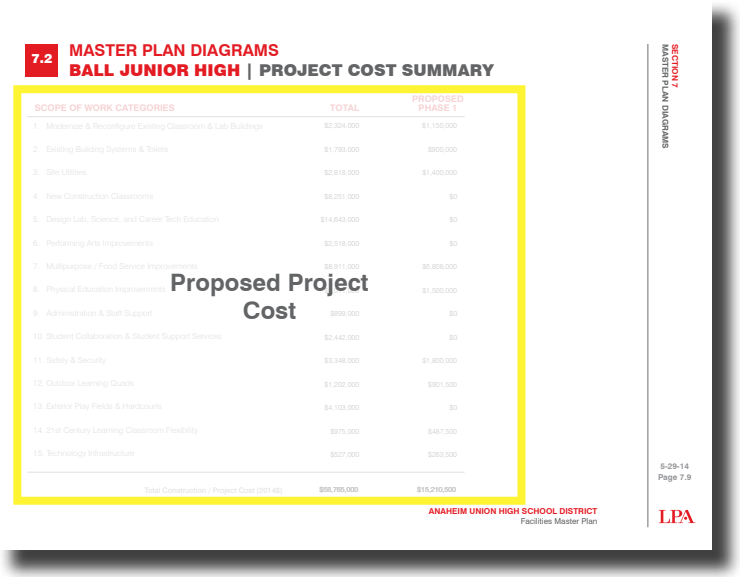
The site plan diagram indicate proposed Phase 1 scope of work with a blue box and scope of work keynotes. Scope of work budgets are indicated in the proposed project cost. For additional information, reference budget estimate in Appendix Section 8.6. Note that these are general budget amounts allotted 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.

120 ft
1" = 120'

- 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

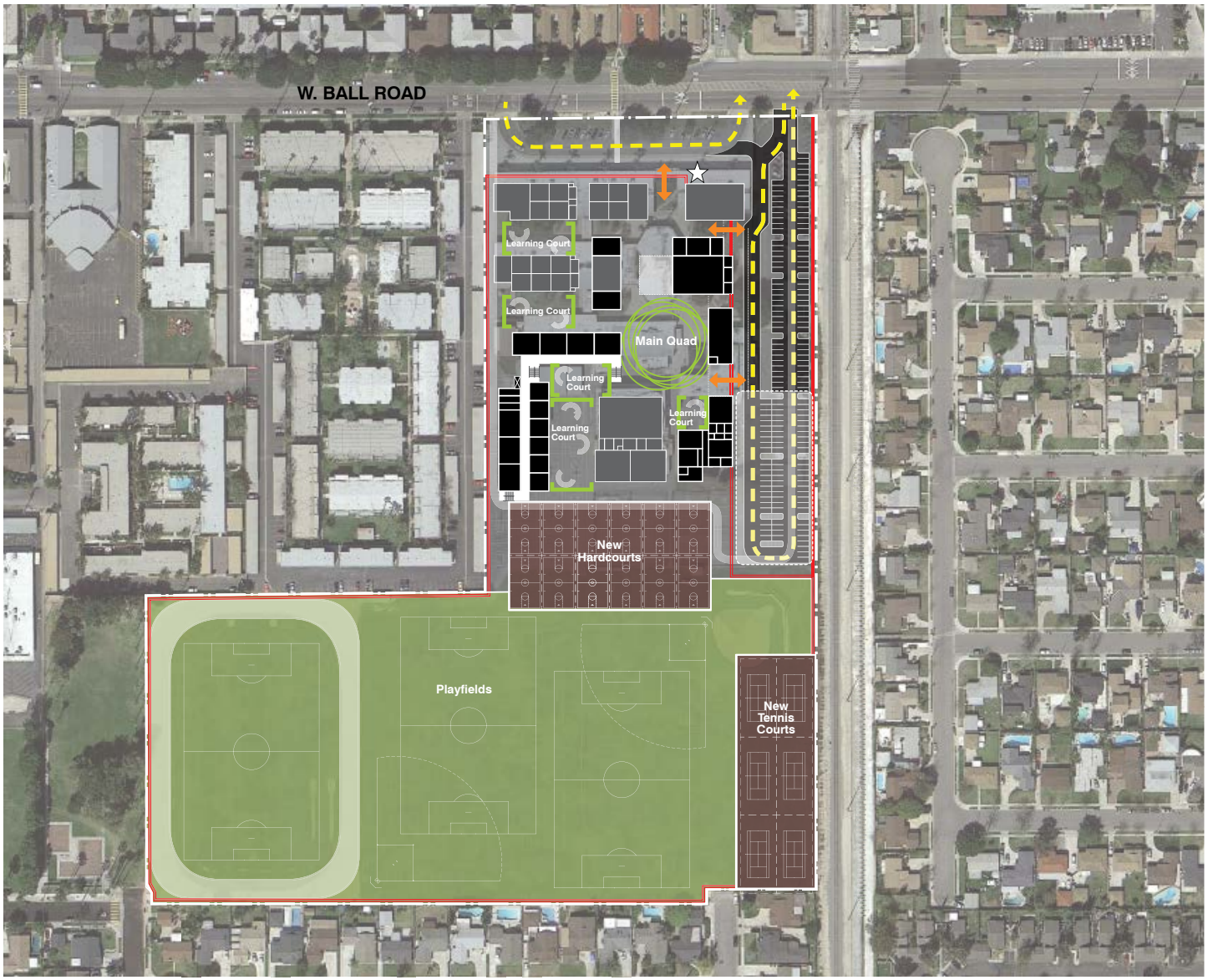
- Hardcourts
- Play Fields
- Main Entrance
- Drop-off

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**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.2 MASTER PLAN DIAGRAMS
BALL JUNIOR HIGH | PROPOSED OVERALL + CIRCULATION

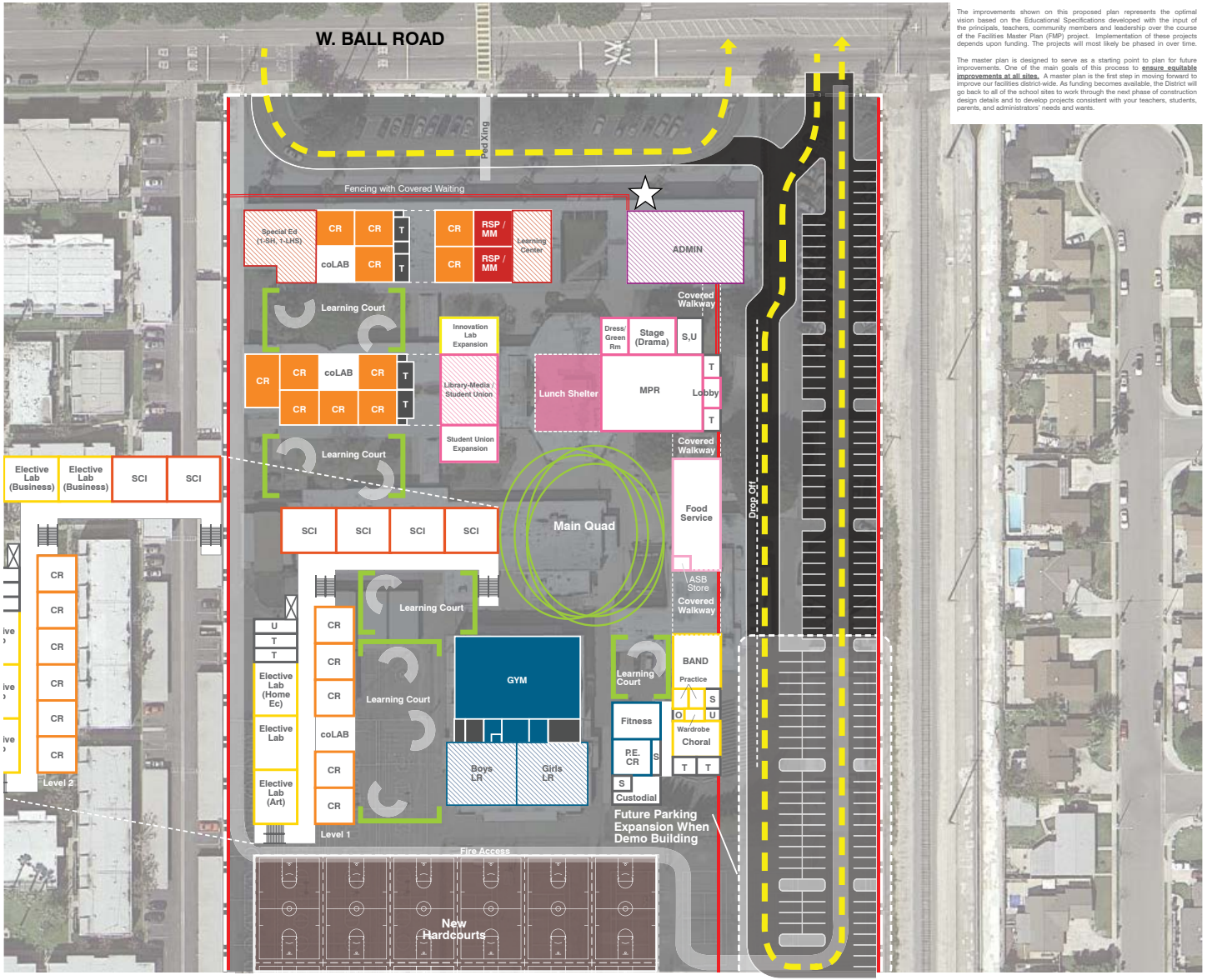


Main Entry Point / Circulation
Drop-Off
Fire Lane
Fencing / Landscape Buffer

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

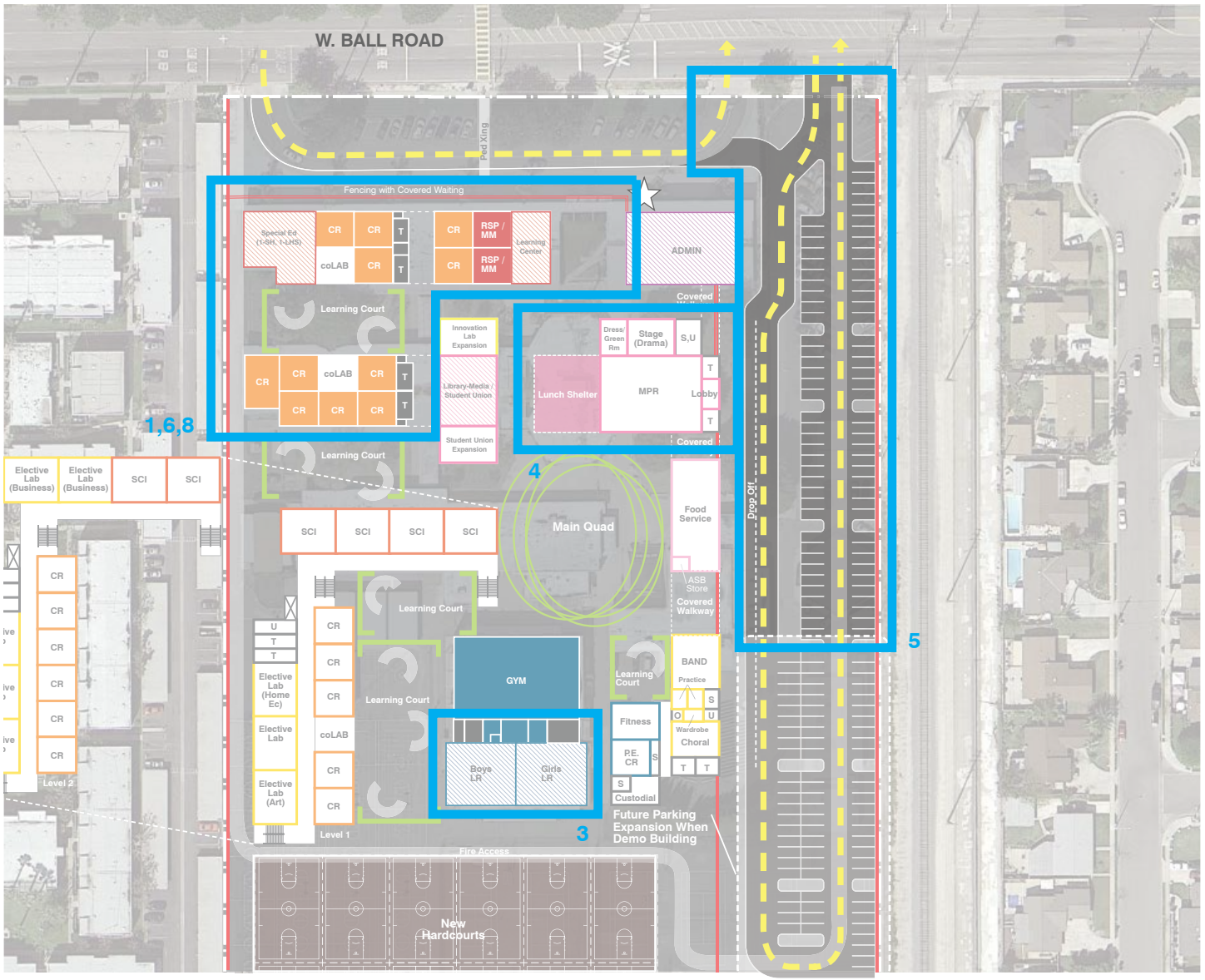
- Classrooms, CR
- Science Labs, SCI
- Special Education
- Electives
  Lab spaces will be determined by program need. They could include PBL, STEM, or other elective.
- Computer Lab
- Admin / Faculty
  FW - Faculty Work, FL - Faculty Lounge
- Library / MPR
- Food Service
- Physical Ed / Athletics
  P.E. 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 PBE, 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*

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

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 :	1,294
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

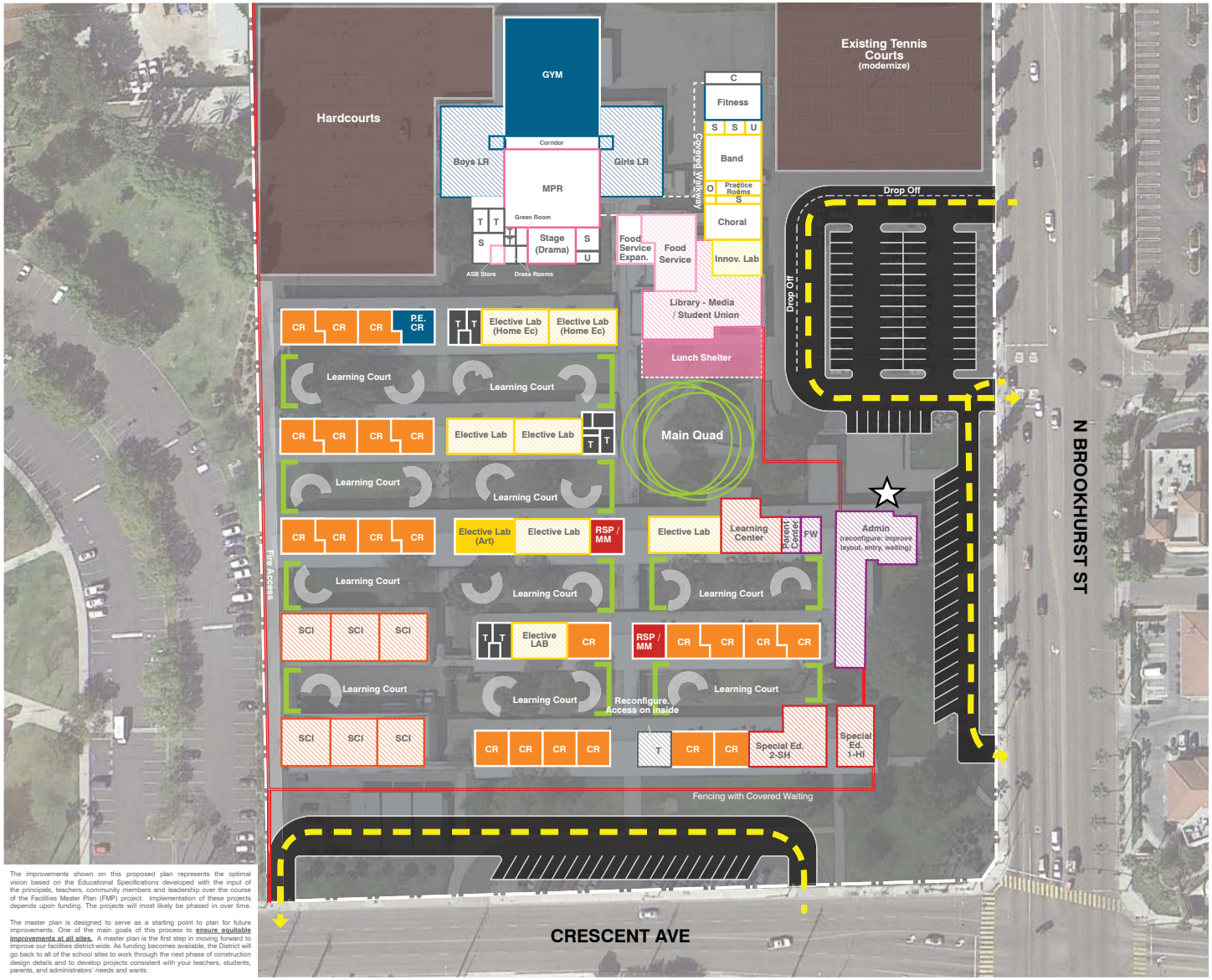
7.3 MASTER PLAN DIAGRAMS
BROOKHURST JUNIOR HIGH | PROPOSED OVERALL + CIRCU.

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'

7.3 MASTER PLAN DIAGRAMS
BROOKHURST JUNIOR HIGH | PROPOSED



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.

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

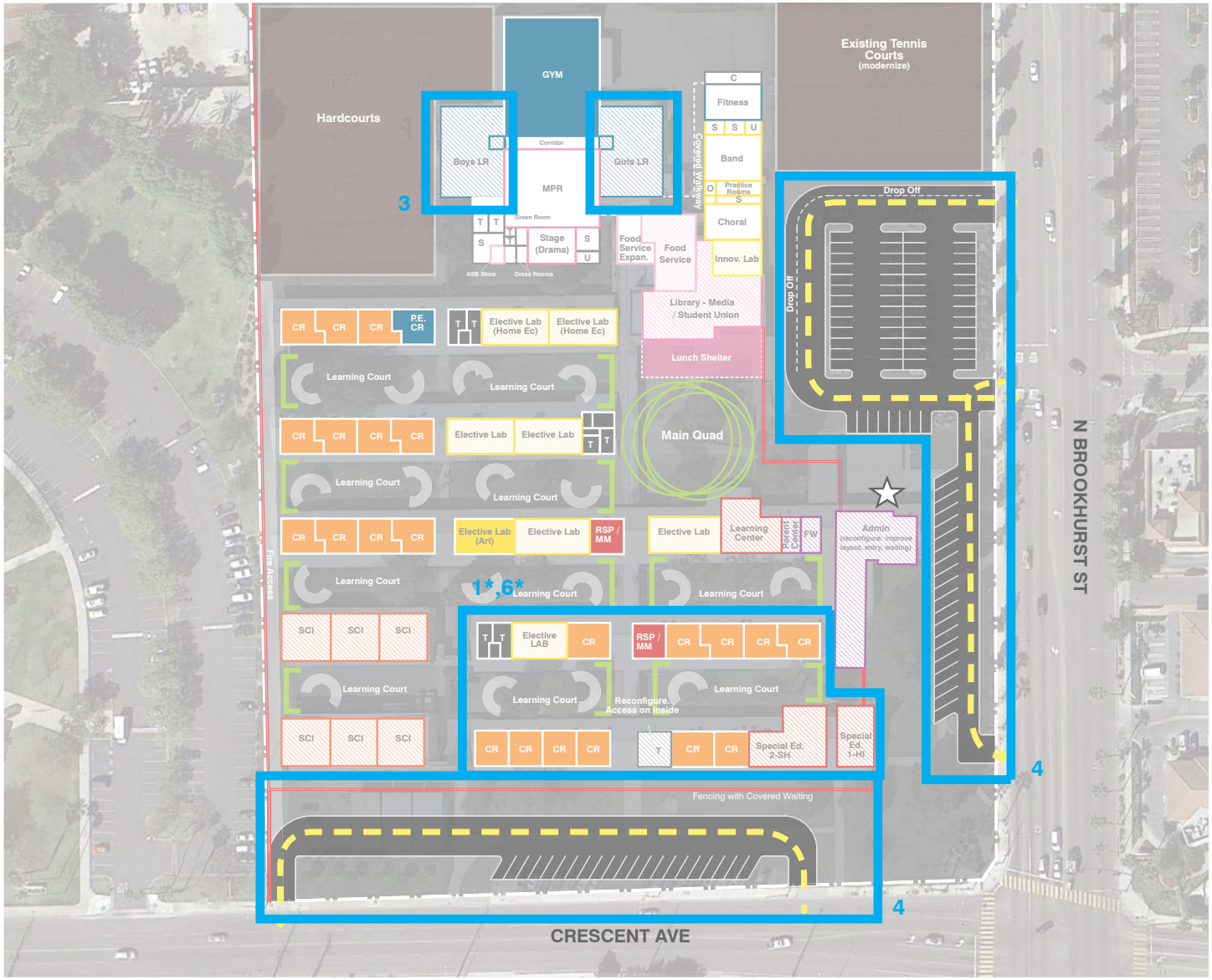
Teaching Stations

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*

LPA

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	NS/ANC	SP
						Scheduled	Ancillary	Support
						Non-Scheduled		
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'

7.4 MASTER PLAN DIAGRAMS
DALE 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

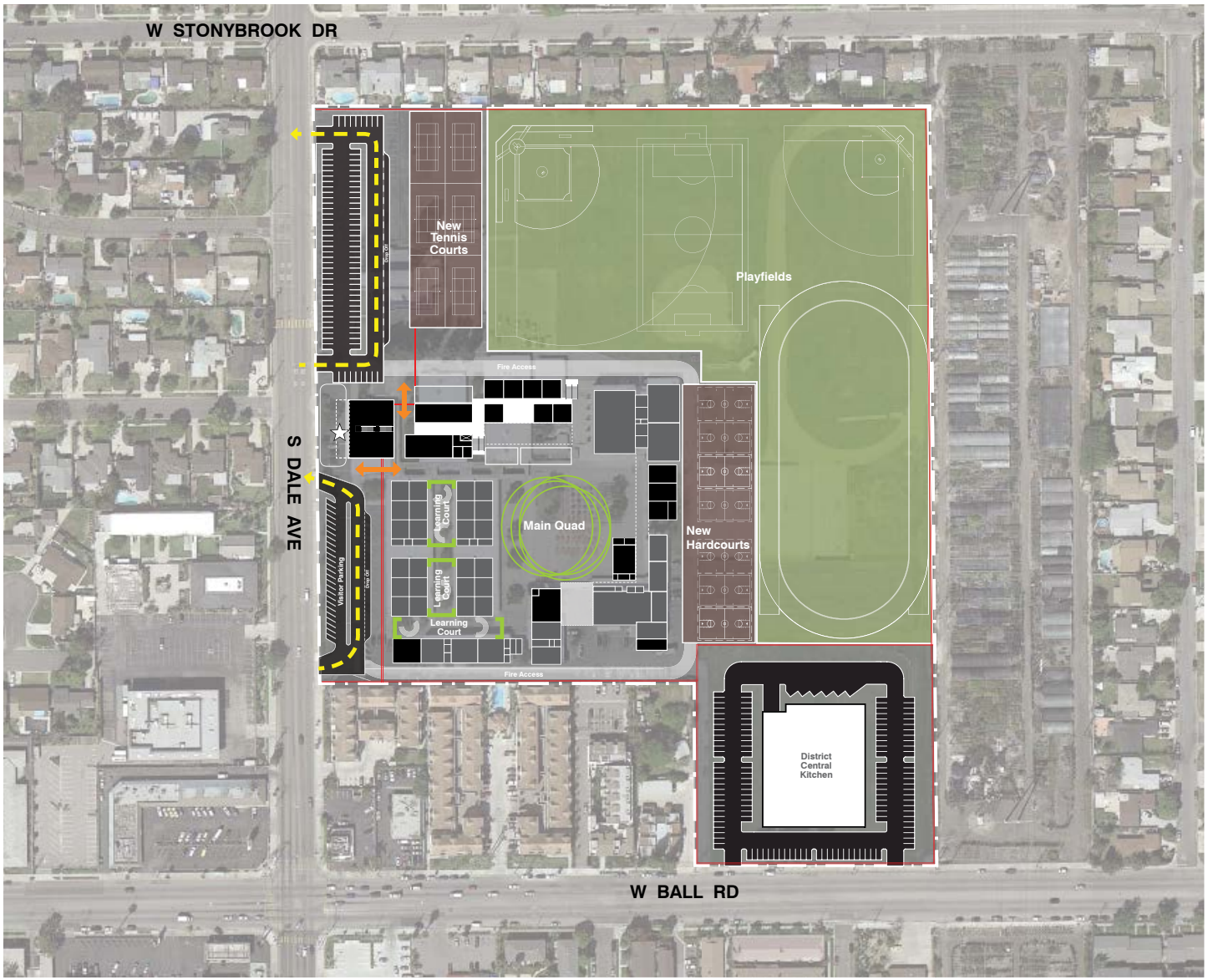
Current Enrollment :	1,397
Teaching Stations	
Classrooms	21
Science Labs	5
Elective	7
Sub Total:	**33**
Resource Specialist, RSP	2
Special Education	9
Physical Education, P.E.	1
Computer Lab	2
Grand Total:	**47**

120 ft
1" = 120'

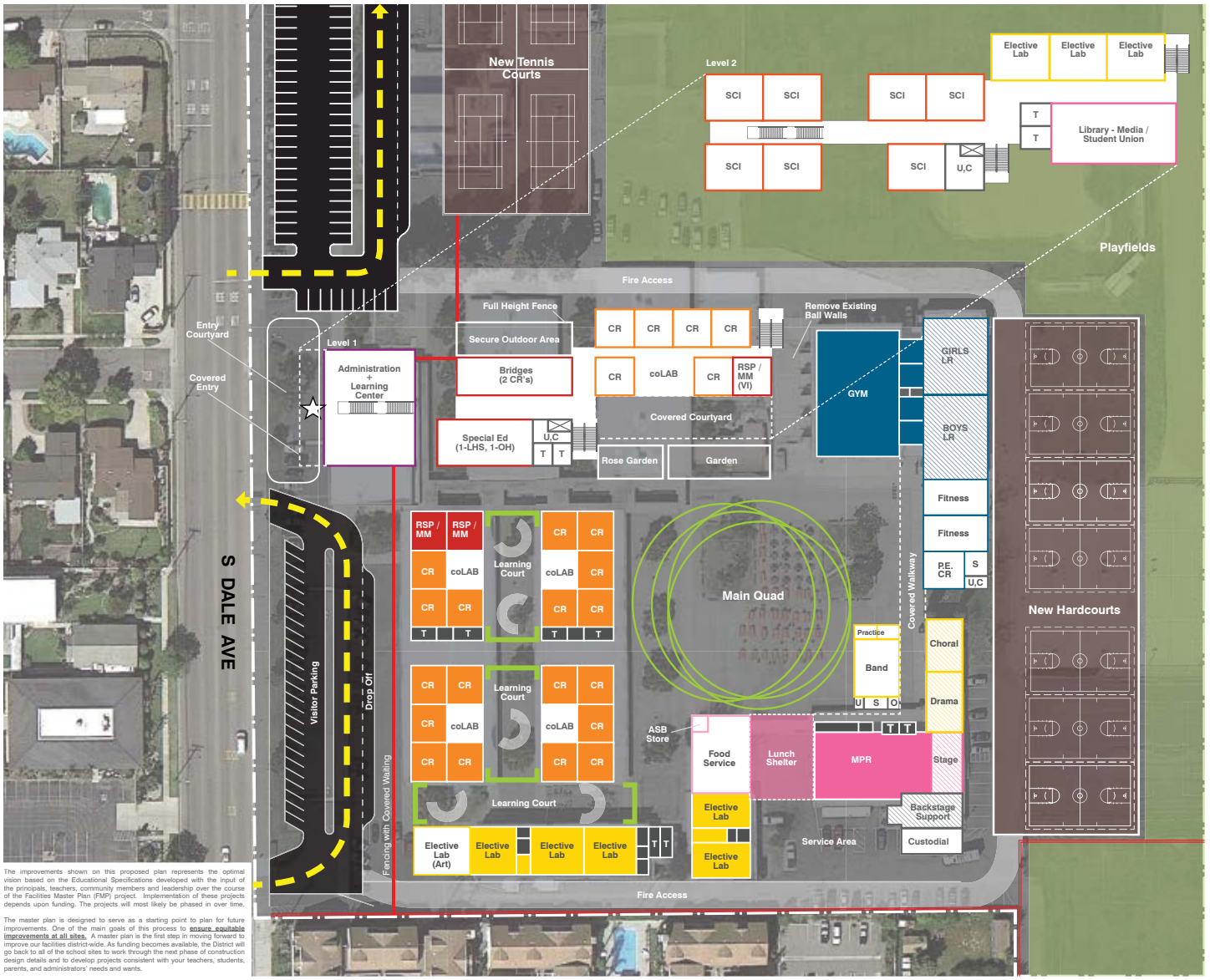
ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.4 MASTER PLAN DIAGRAMS
DALE JUNIOR HIGH | PROPOSED OVERALL + CIRCULATION



7.4 MASTER PLAN DIAGRAMS
DALE JUNIOR HIGH | PROPOSED



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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.

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

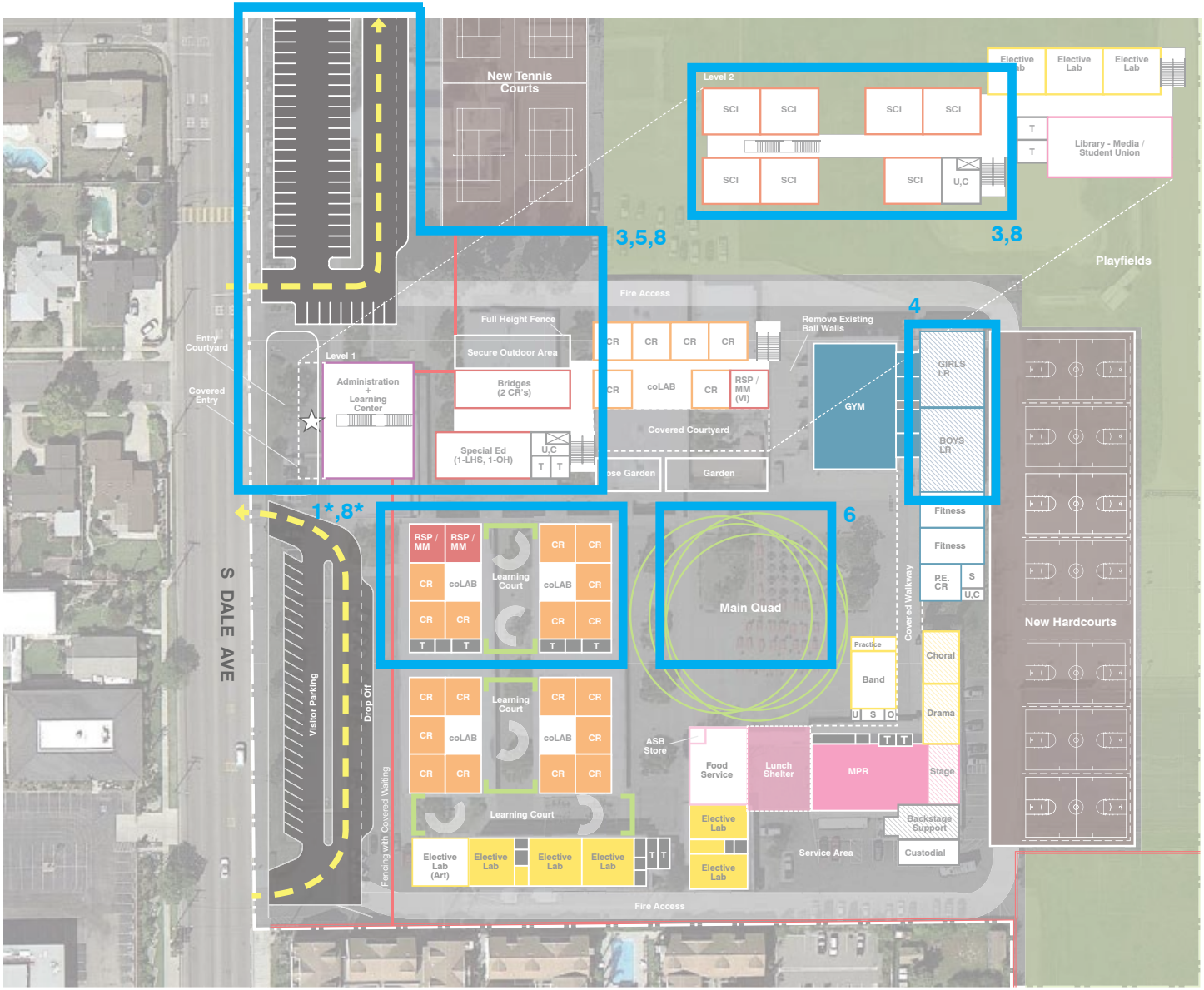
- Learning Courts
- Main Quad (Site Improvements)
- Hardcourts
- Play Fields
- Main Entrance
- Fire Lane
- Fencing / Landscape Buffer
- Drop - Off

Planning Capacity:	**1,350**
Recommended Parking:	117
Teaching Stations	
Classrooms	24
Science Labs	7
Elective	12
Sub Total:	**43**
Resource Specialist Program / Mild - Moderate, RSP/MM	2
Special Education	5
Physical Education, P.E.	3
Grand Total:	**53**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.4 MASTER PLAN DIAGRAMS
DALE 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. New 2-Story Administration, Special Ed Classroom, Science Lab Building
4. Reconfigure / Modernization of Locker Rooms
5. Expansion of drop-off / parking and fencing
6. Some Quad improvements
7. Safety & Security improvements including fencing, cameras, and locks
8. Flexible furniture, equipment and technology infrastructure*

MASTER PLAN DIAGRAMS
DALE JUNIOR HIGH | PROGRAM

Dale Junior High School
Anaheim Union High School District

1350 Student Program

New Construction Statistical Summary

1350 Student Master Plan Capacity (State Loading @ 31.5 Students/Teaching Station = 43 TS)
675 Students/Grade (Grades 7-8)
112.5 Students/Period = (3.57) 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	6	-	162	189	7,490
Sciences	27/31.5	-	7	189	220.5	11,550
Applied Arts/Technology	27/31.5	-	3	81	94.5	5,100
Visual Arts	27/31.5	-	1	27	31.5	1,700
Multi-Purpose/Performing Arts	27/31.5	-	1	27	31.5	3,050
PE/gym	27/0	3	-	27	0	4,160
Info Commons	27/0	0	-	27	0	1,200
Total: Academic		9	12	540	567	34,250
RSP	13/28	1	-	13	28	960
Special Ed (Edit per School)	13/15	5	-	65	75	5,740
Total: All Spaces		15	12	618	670	40,950

Support Spaces:	
Administration:	4,575
Health:	415
Media Center:	4,000
Student Services:	1,330
Food Service:	6,100
Custodial Support Services:	750
Total Support:	17,170
Subtotal:	58,120
Circulation @ 25%:	19,180
Total Proposed:	**77,300**

Dale 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		
Grades 8								
5	Classroom (LA, SS, M, FL)	SC	960	6	5,760			
6	Student CoLab/Study	ANC	200	6	1,200			
7	PLC Staff Collaboration/Storage	ANC	400	1	400			
8	PLC Staff Restrooms	ANC	65	2	130			
						5,760	1,730	0
						7,490		
Sciences								
9	Lab	SC	1,500	7	10,500			
10	Prep Room	ANC	150	7	1,050			
						10,500	1,050	0
						11,550		
Applied Arts/Technology								
11	Project Based Lab	SC	1,500	1	1,500			
12	Storage	ANC	100	1	100			
13	Equipment	ANC	100	1	100			
14	STEM (Technology,Graphics,Bus)	SC	1,500	2	3,000			
15	Storage Room	ANC	200	2	400			
						4,500	600	0
						5,100		
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
DALE JUNIOR HIGH | PROGRAM

Multi-Purpose/Performing Arts

17	Lobby	ANC	500	0	0			
18	Multi-Purpose Room	NS	5,000	0	0			
19	Student Store	ANC	200	1	200			
20	Table/Chair/Equipment Storage	ANC	200	0	0			
21	Music Platform	NS	1,200	0	0			
22	Drama Classroom	SC	1,400	0	0			
23	Dressing Room/Green Room	ANC	150	0	0			
24	Toilet	ANC	65	0	0			
25	Instrumental Room	SC	1,800	1	1,800			
26	Storage (Instr/Choral/Drama)	ANC	200	3	600			
27	Practice Room	ANC	225	2	450			
28	Choral Room	SC	1,200	0	0			
29	Wardrobe	ANC	150	0	0			
30	Performing Arts Office	ANC	100	0	0			
31	Restrooms	ANC	200	0	0			
						1,800	1,250	0
						3,050		

Physical Education

32	Gymnasium	ANC	9,000	0	0			
33	Storage	ANC	200	4	800	Equipment, Uniform		
34	Fitness Studio (dance, fitness)	SC	1,200	2	2,400			
35	Fitness/PE Classroom	SC	960	1	960			
36	Boys Locker Room	ANC	2,000	0	0			
37	Girls Locker Room	ANC	2,000	0	0			
38	Coaches Office	ANC	200	0	0			
39	Coaches Locker Room	ANC	150	0	0			
						0	4,160	0
						4,160		

RSP

40	Classroom	SC	960	1	960	For VI		
						960		0
						960		

Special Education - LHS, SH, Autism

41	RSP, MM, DHH, VI, OH, O+M	SC	0	0	0	Mainstream/Learning Center		
42	LHS,SH,Autism Classroom	SC	960	2	1,920			
43	Toilets/Hygiene	ANC	270	1	270			
44	Sensory	ANC	250	2	500	OT-PT and Bridges		
45	Living Skills	ANC	320	1	320			
46	Laundry	ANC	100	1	100			
47	Conference	ANC	120	1	120			
						1,920	1,310	0
						3,230		

Special Education - Bridges

48	Bridges Classroom	SC	960	2	1,920			
49	Toilets/Hygiene	ANC	270	1	270			
50	Living Skills	ANC	320	1	320			
						1,920	590	0
						2,510		

Student Services

Administration

58	Lobby	SP	400	1	400			
59	Reception	SP	75	1	75			
60	Principal	SP	200	1	200			
61	Assistant Principal	SP	150	2	300			
62	Flex Office	SP	150	1	150			
63	Counselor	SP	150	2	300			
64	PBIS Office	SP	150	1	150			
65	Attendance Clerk	SP	150	1	150			
65	Registrar	SP	75	1	75			
66	Clerical	SP	75	3	225	VP , Admin and Counselor		
67	Large Conference	SP	350	1	350			
68	Parent Center	SP	300	1	300			
69	Resource Room	SP	100	1	100			
70	Community Liaison Office	SP	150	1	150			
71	Workroom/Copy/Supply	SP	600	1	600			
72	Staff Lounge	SP	450	1	450			
73	Kitchen	SP	100	1	100			
74	Staff Toilets	SP	200	2	400			
75	Records Storage	SP	100	1	100			
								4,575

Health

76	Exam/Treatment	SP	350	1	350			
77	Toilet	SP	65	1	65			
								415
						0		

Learning Center

78	RSP Workstations	SP	80	6	480			
79	Break Out Area	SP	200	1	200			
80	IEP	SP	150	1	150			
81	Records Storage	SP	100	1	100			
82	Speech Office	SP	200	1	200			
83	Psychologist Office	SP	200	1	200			
								1,330
						0		

MASTER PLAN DIAGRAMS
DALE JUNIOR HIGH | PROGRAM

Media Center (2SF/Student minimum per CDE)

84	Circulation Desk	SP	100	1	100			
85	Innovation lab	NS	1,200	1	1,200			
86	Library/Media/Student Union	SP	1,600	1	1,600			
87	Collection Display/Stacks	SP	600	1	600			
88	Study Rooms	SP	250	3	750			
89	Workroom	SP	200	1	200			
90	Textbook/Tech Storage	SP	300	1	300			
91	Tech Office	SP	200	1	200			
92	Office/Equipment Storage	SP	100	2	200			
92	Toilet	SP	50	1	50			
							1,200	4,000
						1,200		

Nutrition Services

93	Serving Kitchen/Food Prep	SP	800	1	800			
94	Dry Storage	SP	150	1	150			
95	Ref. Freezer	SP	75	2	150			
96	Serving Line	SP	1,200	1	1,200			
97	Office	SP	75	1	75			
98	Changing Room	SP	50	1	50			
99	Toilet	SP	75	1	75			
100	Lunch Shelter	SP	3,600	1	3,600			
								6,100
						0		

Custodial Support Services

101	Head Custodian	SP	100	1	100			
102	Supply Storage	SP	200	1	200			
103	Grounds Storage	SP	200	1	200			
104	Custodial Closets	SP	50	5	250			
								750
						0		

Total:	**28,860**	**12,090**	**17,170**
		40,950	
Total Assignable Square Footage:			**58,120**

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

7.4 MASTER PLAN DIAGRAMS
DALE JUNIOR HIGH | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$4,708,000	$1,500,000
2. Existing Building Systems & Toilets	$4,667,000	$2,400,000
3. Site Utilities	$3,761,000	$2,000,000
4. New Construction Classrooms	$8,215,000	$4,000,000
5. Design Lab, Science, and Career Tech Education	$13,543,000	$3,000,000
6. Performing Arts Improvements	$2,745,000	$0
7. Multipurpose / Food Service Improvements	$4,131,000	$0
8. Physical Education Improvements	$5,398,000	$1,850,000
9. Administration & Staff Support	$5,670,000	$5,500,000
10. Student Collaboration & Student Support Services	$3,834,000	$0
11. Safety & Security	$4,164,000	$3,500,000
12. Outdoor Learning Quads	$1,484,000	$500,000
13. Exterior Play Fields & Hardcourts	$5,920,000	$0
14. 21st Century Learning Classroom Flexibility	$1,300,000	$650,000
15. Technology Infrastructure	$698,000	$349,000
Total Construction / Project Cost (2014$)	**$70,238,000**	**$25,249,000**

7.5 MASTER PLAN DIAGRAMS
LEXINGTON 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

200 ft
1" = 200'

7.5 MASTER PLAN DIAGRAMS
LEXINGTON 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

120 ft
1" = 120'

Current Enrollment :	1,350
Teaching Stations	
Classrooms	19
Science Labs	6
Elective	11
Sub Total:	**36**
Resource Specialist, RSP	2
Special Education	3
Physical Education, PE.	2
Grand Total:	**43**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.5 MASTER PLAN DIAGRAMS
LEXINGTON JUNIOR HIGH | PROPOSED OVERALL + CIRCU.

7.5 MASTER PLAN DIAGRAMS
LEXINGTON JUNIOR HIGH | PROPOSED

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.

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	2
Physical Education, P.E.	2
Grand Total:	**44**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.5 MASTER PLAN DIAGRAMS
LEXINGTON 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
  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

PROPOSED SCOPE OF WORK

Phase 1A

1. Flexible furniture, equipment and technology infrastructure at some Classrooms (*Scope of work and areas of work to be determined)
2. Safety & Security improvements including fencing, cameras and locks

Phase 1B (included if additional funding becomes available)

1. New Elective Labs
2. New lunch shelter and Quad improvements

MASTER PLAN DIAGRAMS
LEXINGTON JUNIOR HIGH | PROGRAM

Lexington 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	0	-	0	0	0
Sciences	27/31.5	-	0	0	0	0
Applied Arts/Technology	27/31.5	-	1	27	31.5	1,700
Visual Arts	27/31.5	-	0	0	0	0
Multi-Purpose/Performing Arts	27/31.5	-	0	0	0	0
PE/gym	27/0	2	-	27	0	2,360
Info Commons	27/0	0	-	27	0	0
Total: Academic		2	1	81	31.5	4,060
RSP	13/28	0	-	0	0	0
Special Ed (MOD)	13/15	0	-	0	0	0
Total: All Spaces		2	1	81	31.5	4,060

Support Spaces:

Administration:	0
Health:	0
Media Center:	0
Student Services:	0
Food Service:	3,600
Custodial Support Services:	0
Total Support:	3,600
Subtotal:	7,660
Circulation @ 25%:	2,528
Total Proposed:	**10,188**

Lexington 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
Applied Arts/Technology								
11	Project Based Lab	SC	1,500	0	0			
12	Storage	ANC	100	0	0			
13	Equipment	ANC	100	0	0			
14	STEM (Technology,Graphics,Bus)	SC	1,500	1	1,500			
15	Storage Room	ANC	200	1	200			
						1,500	200	0
						1,700		
Physical Education								
31	Gymnasium	ANC	9,000	0	0			
32	Storage	ANC	200	1	200	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	2,360	0
						2,360		

MASTER PLAN DIAGRAMS
LEXINGTON JUNIOR HIGH | PROGRAM

Nutrition Services

92	Serving Kitchen/Food Prep	SP	800	0	0			
93	Dry Storage	SP	150	0	0			
94	Ref. Freezer	SP	75	0	0			
95	Serving Line	SP	1,200	0	0			
96	Office	SP	75	0	0			
97	Changing Room	SP	50	0	0			
98	Toilet	SP	75	0	0			
99	Lunch Shelter	SP	3,600	1	3,600			
								3,600
							0	

Custodial Support Services

100	Head Custodian	SP	100	0	0			
101	Supply Storage	SP	200	0	0			
102	Grounds Storage	SP	200	0	0			
103	Custodial Closets	SP	50	0	0			
								0
							0	

Total:	**1,500**	**2,560**	**3,600**
		4,060	
Total Assignable Square Footage:			**7,660**

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

7.5 MASTER PLAN DIAGRAMS
LEXINGTON JUNIOR HIGH | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1A	PROPOSED PHASE 1B
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$2,765,000	$0	$0
2. Existing Building Systems & Toilets	$5,932,000	$0	$0
3. Site Utilities	$783,000	$0	$0
4. New Construction Classrooms	$0	$0	$0
5. Design Lab, Science, and Career Tech Education	$3,486,000	$0	$1,743,000
6. Performing Arts Improvements	$3,679,000	$0	$0
7. Multipurpose / Food Service Improvements	$2,051,000	$0	$0
8. Physical Education Improvements	$3,560,000	$0	$0
9. Administration & Staff Support	$266,000	$0	$0
10. Student Collaboration & Student Support Services	$1,919,000	$0	$0
11. Safety & Security	$1,726,000	$400,000	$0
12. Outdoor Learning Quads	$479,000	$0	$479,000
13. Exterior Play Fields & Hardcourts	$817,000	$0	$0
14. 21st Century Learning Classroom Flexibility	$1,100,000	$550,000	$0
15. Technology Infrastructure	$768,000	$384,000	$0
Total Construction / Project Cost (2014$)	**$29,331,000**	**$1,334,000**	**$2,222,000**

**Phase 1A scope is included in Phase 1. If additional funding becomes available then Phase 1B scope of work shall be the next priority for implementation*

7.6 MASTER PLAN DIAGRAMS
ORANGEVIEW 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'

7.6 MASTER PLAN DIAGRAMS
ORANGEVIEW 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.

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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.

120 ft
1" = 120'

- 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 :	1,174
Teaching Stations	
Classrooms	17
Science Labs	5
Elective	7
Sub Total:	**29**
Resource Specialist, RSP	3
Special Education	5
Physical Education, PE.	1
Grand Total:	**38**

7.6 MASTER PLAN DIAGRAMS
ORANGEVIEW JUNIOR HIGH | PROPOSED OVERALL + CIRCU.

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'

7.6 MASTER PLAN DIAGRAMS
ORANGEVIEW 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
  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

Planning Capacity:	**1,200**
Recommended Parking:	99

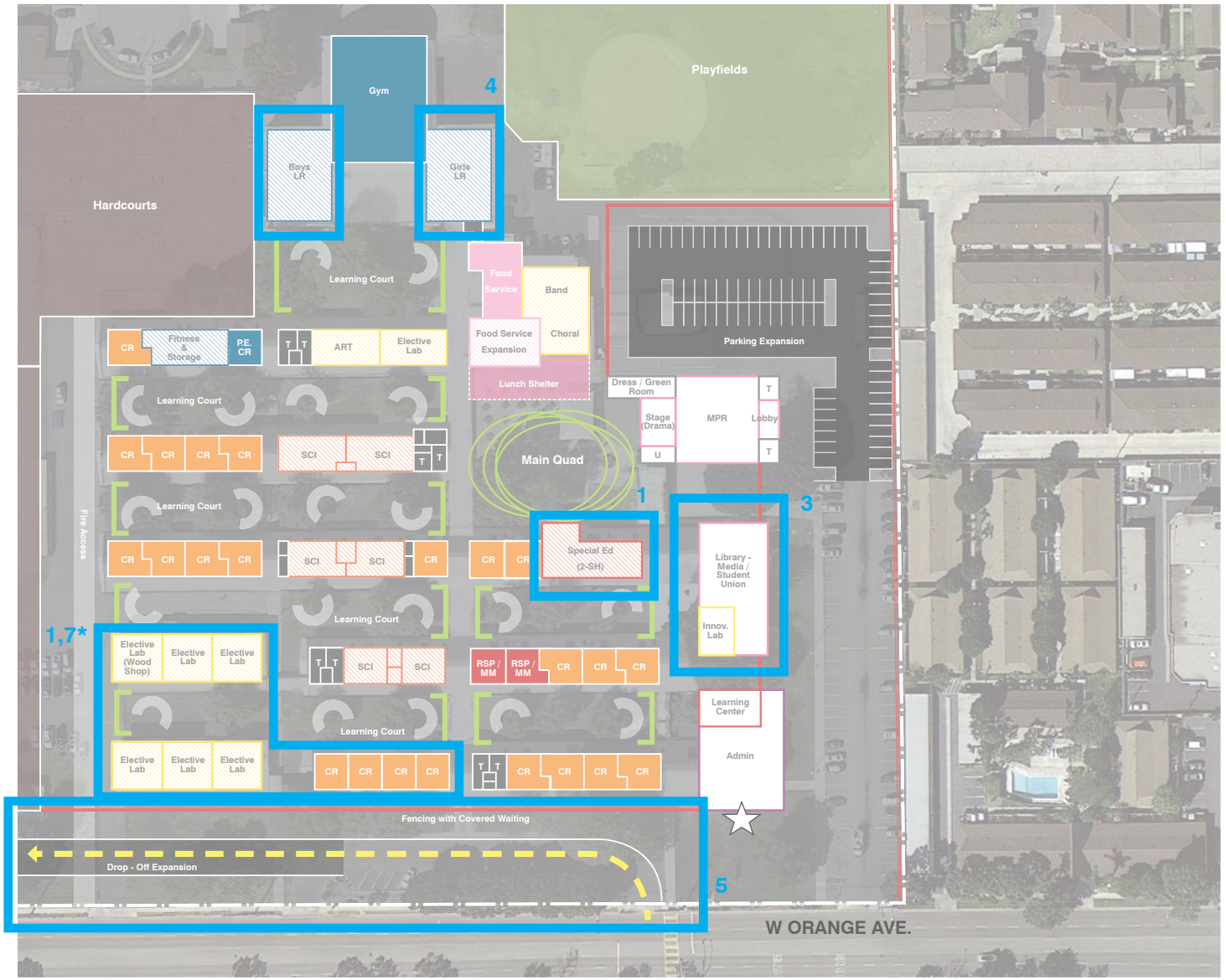
Teaching Stations

Classrooms	23
Science Labs	6
Elective	10
Sub Total:	**39**
Resource Specialist Program / Mild - Moderate, RSP/MM	2
Special Education	2
Physical Education, PE.	2
Grand Total:	**45**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.6 MASTER PLAN DIAGRAMS
ORANGEVIEW 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
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- 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. Reconfiguration of existing Library. Modernization / Reconfiguration at some Classrooms, Elective Labs and Restrooms.
2. Upgrades to site utilities*
3. New Library-Media / Student Union. (Location of building to be confirmed)
4. Reconfigure / Modernization of Locker Rooms
5. Expansion of drop-off and fencing
6. Safety and security enhancements including fencing, cameras and locks
7. Some Quad/ Learning Court improvements
8. Flexible furniture, equipment and technology infrastructure (*Scope of work and areas of work to be determined)

MASTER PLAN DIAGRAMS
ORANGEVIEW JUNIOR HIGH | PROGRAM

Orangeview 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	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	0	-	27	0	0
Info Commons	27/0	0	-	27	0	1,200
Total: Academic		0	2	108	63	13,430
RSP	13/28	0	-	0	0	0
Special Ed (Edit per School)	13/15	0	-	0	0	0
Total: All Spaces		0	2	108	63	13,430

Support Spaces:	
Administration:	4,575
Health:	415
Media Center:	4,000
Student Services:	1,330
Food Service:	3,600
Custodial Support Services:	550
Total Support:	14,470
Subtotal:	27,900
Circulation @ 25%:	9,207
Total Proposed:	**37,107**

Orangeview 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		
Student Services								
Administration								
57	Lobby	SP	400	1	400			
58	Reception	SP	75	1	75			
59	Principal	SP	200	1	200			
60	Assistant Principal	SP	150	2	300			
61	Flex Office	SP	150	1	150			
62	Counselor	SP	150	2	300			
63	PBIS Office	SP	150	1	150			
64	Attendance Clerk	SP	150	1	150			
64	Registrar	SP	75	1	75			
65	Clerical	SP	75	3	225	VP , Admin and Counselor		
66	Large Conference	SP	350	1	350			
67	Parent Center	SP	300	1	300			
68	Resource Room	SP	100	1	100			
69	Community Liaison Office	SP	150	1	150			
70	Workroom/Copy/Supply	SP	600	1	600			
71	Staff Lounge	SP	450	1	450			
72	Kitchen	SP	100	1	100			
73	Staff Toilets	SP	200	2	400			
74	Records Storage	SP	100	1	100			
								4,575
Health								
75	Exam/Treatment	SP	350	1	350			
76	Toilet	SP	65	1	65			
								415
						0		

7.6 MASTER PLAN DIAGRAMS
ORANGEVIEW JUNIOR HIGH | PROGRAM

Learning Center

77	RSP Workstations	SP	80	6	480			
78	Break Out Area	SP	200	1	200			
79	IEP	SP	150	1	150			
80	Records Storage	SP	100	1	100			
81	Speech Office	SP	200	1	200			
82	Psychologist Office	SP	200	1	200			
								1,330
						0		

Media Center (2SF/Student minimum per CDE)

83	Circulation Desk	SP	100	1	100			
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	1	600			
87	Study Rooms	SP	250	3	750			
88	Workroom	SP	200	1	200			
89	Textbook/Tech Storage	SP	300	1	300			
90	Tech Office	SP	200	1	200			
91	Office/Equipment Storage	SP	100	2	200			
91	Toilet	SP	50	1	50			
							1,200	4,000
						1,200		

Nutrition Services

92	Serving Kitchen/Food Prep	SP	800	0	0			
93	Dry Storage	SP	150	0	0			
94	Ref. Freezer	SP	75	0	0			
95	Serving Line	SP	1,200	0	0			
96	Office	SP	75	0	0			
97	Changing Room	SP	50	0	0			
98	Toilet	SP	75	0	0			
99	Lunch Shelter	SP	3,600	1	3,600			
								3,600
						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	1	50			
								550
						0		
				Total:		**3,000**	**10,430**	**14,470**
							13,430	
				Total Assignable Square Footage:				**27,900**

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

7.6 MASTER PLAN DIAGRAMS
ORANGEVIEW JUNIOR HIGH | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$4,643,000	$1,000,000
2. Existing Building Systems & Toilets	$5,686,000	$2,750,000
3. Site Utilities	$3,252,000	$1,500,000
4. New Construction Classrooms	$0	
5. Design Lab, Science, and Career Tech Education	$4,330,000	$2,500,000
6. Performing Arts Improvements	$940,000	$0
7. Multipurpose / Food Service Improvements	$7,786,000	$750,000
8. Physical Education Improvements	$3,562,000	$1,600,000
9. Administration & Staff Support	$3,115,000	$0
10. Student Collaboration & Student Support Services	$3,870,000	$3,870,000
11. Safety & Security	$2,826,000	$1,500,000
12. Outdoor Learning Quads	$1,809,000	$0
13. Exterior Play Fields & Hardcourts	$2,931,000	$0
14. 21st Century Learning Classroom Flexibility	$1,100,000	$550,000
15. Technology Infrastructure	$766,000	$383,000
Total Construction / Project Cost (2014$)	**$46,616,000**	**$16,403,000**

7.7 MASTER PLAN DIAGRAMS
SOUTH JUNIOR HIGH | OVERVIEW

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.7 MASTER PLAN DIAGRAMS
SOUTH 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.

120 ft
1" = 120'

- 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 :	1,755
Teaching Stations	
Classrooms	38
Science Labs	9
Elective	7
Sub Total:	**54**
Resource Specialist, RSP	2
Special Education	5
Physical Education, PE.	1
Computer Lab	3
Grand Total:	**65**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.7 MASTER PLAN DIAGRAMS
SOUTH JUNIOR HIGH | PROPOSED OVERALL + CIRCU.

240 ft
1" = 240'

7.7 MASTER PLAN DIAGRAMS
SOUTH 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 PBC, 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

Planning Capacity:	**1,600**
Recommended Parking:	138

Teaching Stations

Classrooms	28
Future Growth Portables	6
Science Labs	9
Elective	12
Sub Total:	**55**
Resource Specialist Program / Mild - Moderate, RSP/MM	2
Special Education	3
Physical Education, PE.	2
Grand Total:	**62**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.7 MASTER PLAN DIAGRAMS
SOUTH 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

Phase 1A

1. Flexible furniture, equipment and technology infrastructure at some Classrooms (*Scope of work and areas of work to be determined)
2. Safety & security improvements including fencing, locks and cameras

Phase 1B (included if additional funding becomes available)

1. New band Classroom
2. New lunch shelter and some site improvements

MASTER PLAN DIAGRAMS
SOUTH JUNIOR HIGH | PROGRAM

South Junior High School
Anaheim Union High School District

1600 Student Program

New Construction Statistical Summary

1600 Student Master Plan Capacity (State Loading @ 31.5 Students/Teaching Station = 51 TS)
800 Students/Grade (Grades 7-8)
134 Students/Period = (4.25) 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	-	1	27	31.5	2,550
PE/gym	27/0	1	-	27	0	1,200
Info Commons	27/0	0	-	27	0	0
Total: Academic		1	1	81	31.5	3,750
RSP	13/28	0	-	0	0	0
Special Ed	13/15	0	-	0	0	0
Total: All Spaces		1	1	81	31.5	3,750

Support Spaces:	
Administration:	0
Health:	0
Media Center:	0
Student Services:	0
Food Service:	3,900
Custodial Support Services:	750
Total Support:	4,650
Subtotal:	8,400
Circulation @ 25%:	2,772
Total Proposed:	**11,172**

South 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	0	0			
18	Multi-Purpose Room	NS	5,000	0	0			
19	Student Store	ANC	200	0	0			
20	Table/Chair/Equipment Storage	ANC	200	0	0			
21	Music Platform	NS	1,200	0	0			
22	Drama Classroom	NS	1,400	0	0			
23	Dressing Room/Green Room	ANC	150	0	0			
24	Toilet	ANC	65	0	0			
25	Instrumental Room	SC	1,800	1	1,800			
26	Storage (Instr/Choral/Drama)	ANC	200	1	200			
27	Practice Room	ANC	225	2	450			
28	Choral Room	SC	1,200	0	0			
29	Wardrobe	ANC	150	0	0			
30	Performing Arts Office	ANC	100	1	100			
31	Restrooms	ANC	200	0	0			
						1,800	750	0
						2,550		
Physical Education								
32	Gymnasium	ANC	9,000	0	0			
33	Storage	ANC	200	0	0			
34	Fitness Studio (dance, fitness)	SC	1,200	1	1,200			
35	Fitness/PE Classroom	SC	960	0	0			
36	Boys Locker Room	ANC	2,000	0	0			
37	Girls Locker Room	ANC	2,000	0	0			
38	Coaches Office	ANC	200	0	0			
39	Coaches Locker Room	ANC	150	0	0			
						0	1,200	0
						1,200		

7.7 MASTER PLAN DIAGRAMS
SOUTH JUNIOR HIGH | PROGRAM

Student Services

Nutrition Services

93	Serving Kitchen/Food Prep	SP	800	0	0			
94	Dry Storage	SP	150	1	150			
95	Ref. Freezer	SP	75	2	150			
96	Serving Line	SP	1,200	0	0			
97	Office	SP	75	0	0			
98	Changing Room	SP	50	0	0			
99	Toilet	SP	75	0	0			
100	Lunch Shelter	SP	3,600	1	3,600			
								3,900
							0	

Custodial Support Services

101	Head Custodian	SP	100	1	100			
102	Supply Storage	SP	200	1	200			
103	Grounds Storage	SP	200	1	200			
104	Custodial Closets	SP	50	5	250			
								750
							0	

Total:	**1,800**	**1,950**	**4,650**
		3,750	
Total Assignable Square Footage:			**8,400**

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

7.7 MASTER PLAN DIAGRAMS
SOUTH JUNIOR HIGH | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1A	PROPOSED PHASE 1B
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$3,386,000	$0	$0
2. Existing Building Systems & Toilets	$1,205,000	$0	$0
3. Site Utilities	$1,887,000	$0	$0
4. New Construction Classrooms	$1,236,000	$0	$1,236,000
5. Design Lab, Science, and Career Tech Education	$2,300,000	$0	$0
6. Performing Arts Improvements	$1,854,000	$0	$0
7. Multipurpose / Food Service Improvements	$1,245,000	$0	$646,380
8. Physical Education Improvements	$3,845,000	$0	$0
9. Administration & Staff Support	$971,000	$0	$0
10. Student Collaboration & Student Support Services	$1,533,000	$0	$0
11. Safety & Security	$1,456,000	$700,000	$0
12. Outdoor Learning Quads	$942,000	$0	$0
13. Exterior Play Fields & Hardcourts	$1,043,000	$0	$0
14. 21st Century Learning Classroom Flexibility	$1,425,000	$712,500	0
15. Technology Infrastructure	$990,000	$495,000	0
Total Construction / Project Cost (2014$)	**$25,318,000**	**$1,907,500**	**$1,882,380**

**Phase 1A scope is included in Phase 1. If additional funding becomes available then Phase 1B scope of work shall be the next priority for implementation*

7.8 MASTER PLAN DIAGRAMS
SYCAMORE 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
  P.E. 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'

7.8 MASTER PLAN DIAGRAMS
SYCAMORE 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.

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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 :	2,006
Teaching Stations	
Classrooms	42
Science Labs	5
Elective	10
Sub Total:	**57**
Resource Specialist, RSP	0
Special Education	6
Physical Education, PE.	1
Other	1
Grand Total:	**65**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.8 MASTER PLAN DIAGRAMS
SYCAMORE JUNIOR HIGH | PROPOSED OVERALL + CIRCU.

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'

7.8 MASTER PLAN DIAGRAMS
SYCAMORE JUNIOR HIGH | PROPOSED

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.

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160 ft
1" = 160'

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

Planning Capacity:	**2,000**
Recommended Parking:	160

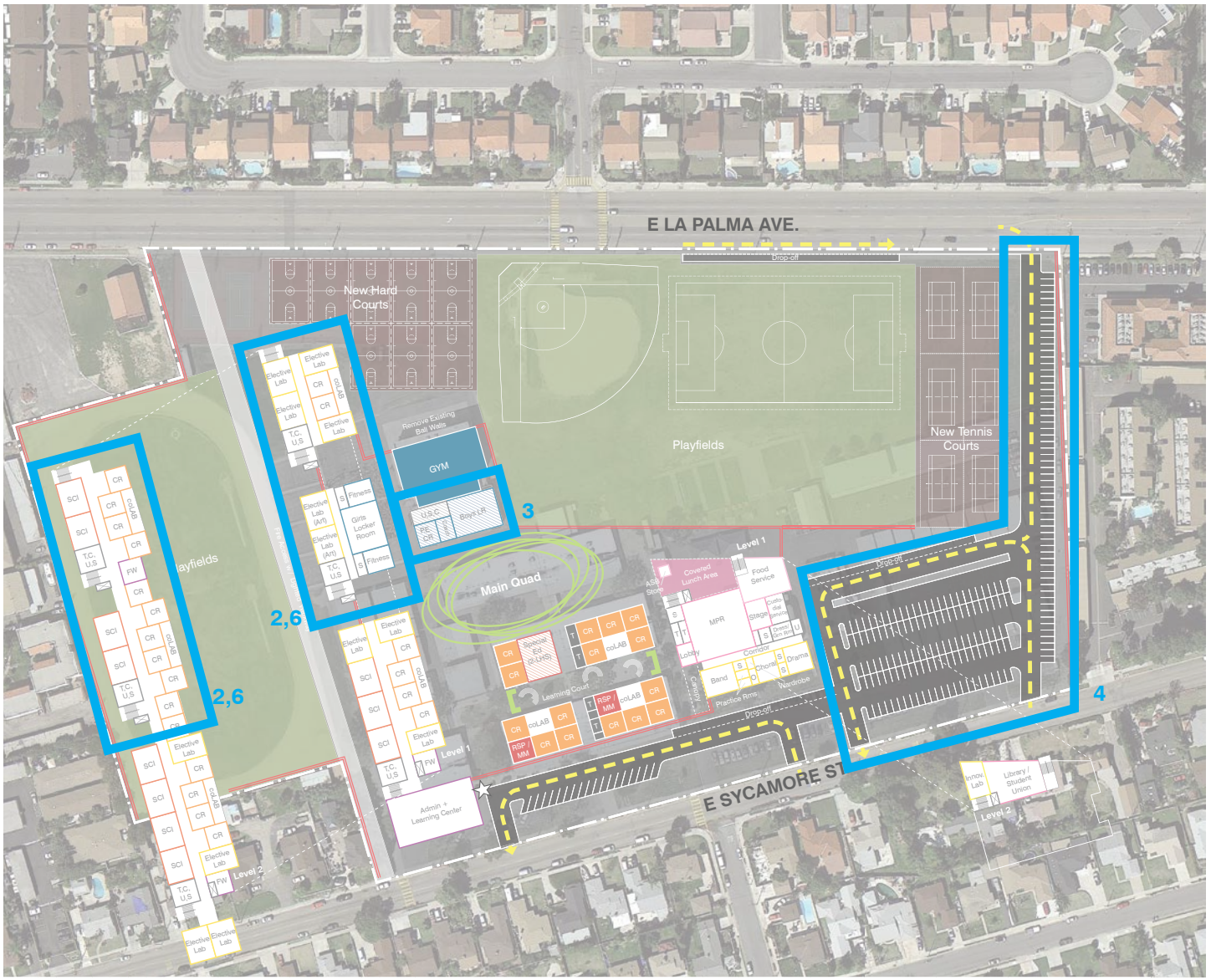
Teaching Stations

Classrooms	36
Science Labs	11
Elective	16
Sub Total:	**63**
Resource Specialist Program / Mild - Moderate, RSP/MM	2
Special Education	2
PE. / Athletics	3
Grand Total:	**70**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.8 MASTER PLAN DIAGRAMS
SYCAMORE 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
  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

PROPOSED SCOPE OF WORK

1. Upgrades to site utilities*
2. New 2-Story Classroom, Elective Lab, Locker Room building
3. Reconfigure / Modernization of Locker Rooms
4. New parking and fencing
5. Safety & security improvements including fencing, cameras and locks
6. Flexible furniture, equipment and technology infrastructure (*Scope of work and areas of work to be determined)

MASTER PLAN DIAGRAMS
SYCAMORE JUNIOR HIGH | PROGRAM

Sycamore Junior High School
Anaheim Union High School District

2000 Student Program

New Construction Statistical Summary

2000 Student Master Plan Capacity (State Loading @ 31.5 Students/Teaching Station = 64 TS)
1000 Students/Grade (Grades 7-8)
167 Students/Period = (5.5) 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	12	-	324	378	15,510
Grade 8	27/31.5	0	-	0	0	0
Sciences	27/31.5	-	11	297	346.5	18,700
Applied Arts/Technology	27/31.5	-	11	297	346.5	18,700
Visual Arts	27/31.5	-	2	54	63	3,400
Multi-Purpose/Performing Arts	27/31.5	-	3	81	94.5	14,630
PE/gym	27/0	3	-	27	0	7,010
Info Commons	27/0	0	-	27	0	1,200
Total: Academic		15	27	1,107	1228.5	79,150
RSP	13/28	2	-	26	56	1,920
Special Ed (Edit per School)	13/15	4	-	52	60	3,100
Total: All Spaces		21	27	1,185	1344.5	84,170

Support Spaces:	
Administration:	4,575
Health:	415
Media Center:	4,000
Student Services:	1,330
Food Service:	6,100
Custodial Support Services:	750
Total Support:	17,170
Subtotal:	101,340
Circulation @ 25%:	33,442
Total Proposed:	**134,782**

Sycamore 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	12	11,520			
	2	Student CoLab/Study	ANC	200	12	2,400			
	3	PLC Staff Collaboration/Storage	ANC	400	3	1,200			
	4	PLC Staff Restrooms	ANC	65	6	390			
							11,520	3,990	0
							15,510		
Grades 8									
	5	Classroom (LA, SS, M, FL)	SC	960	0	0			
	6	Student CoLab/Study	ANC	200	0	0			
	7	PLC Staff Collaboration/Storage	ANC	400	0	0			
	8	PLC Staff Restrooms	ANC	65	0	0			
							0	0	0
							0		
Sciences									
	9	Lab	SC	1,500	11	16,500	(One Stem)		
	10	Prep Room	ANC	200	11	2,200			
							16,500	2,200	0
							18,700		
Applied Arts/Technology									
	11	Project Based Lab	SC	1,500	5	7,500			
	12	Storage	ANC	100	5	500			
	13	Equipment	ANC	100	5	500			
	14	STEM (Technology,Graphics,Bus)	SC	1,500	6	9,000			
	15	Storage Room	ANC	200	6	1,200			
							16,500	2,200	0
							18,700		
Visual Arts									
	16	Art 2D/3D Lab	SC	1,500	2	3,000			
	17	Storage/Work Room	ANC	200	2	400			
							3,000	400	0
							3,400		

MASTER PLAN DIAGRAMS
SYCAMORE JUNIOR HIGH | PROGRAM

Multi-Purpose/Performing Arts

17	Lobby	ANC	500	1	500			
18	Multi-Purpose Room	NS	7,000	1	7,000			
19	Student Store	ANC	200	1	200			
20	Table/Chair/Equipment Storage	ANC	200	3	600			
21	Music Platform	NS	1,200	1	1,200			
22	Drama Classroom	NS	1,400	1	1,400			
23	Dressing Room/Green Room	ANC	150	2	300			
24	Toilet	ANC	65	2	130			
25	Instrumental Room	SC	1,800	1	1,800			
26	Storage (Instr/Choral/Drama)	ANC	200	3	600			
27	Practice Room	ANC	225	2	450			
28	Choral Room	SC	1,200	1	1,200			
29	Wardrobe	ANC	150	1	150			
30	Performing Arts Office	ANC	100	1	100			
31	Restrooms	ANC	200	2	400			
						3,000	11,630	0
						14,630		

Physical Education

32	Gymnasium	ANC	9,000	0	0			
33	Storage	ANC	200	4	800	Equipment, Uniform		
34	Fitness Studio (dance, fitness)	SC	1,200	2	2,400			
35	Fitness/PE Classroom	SC	960	1	960			
36	Boys Locker Room	ANC	2,400	0	0			
37	Girls Locker Room	ANC	2,400	1	2,400			
38	Coaches Office	ANC	300	1	300			
39	Coaches Locker Room	ANC	150	1	150			
						0	7,010	0
						7,010		

RSP

40	Classroom	SC	960	2	1,920			
						1,920		0
						1,920		

Special Education - LHS, SH, Autism

41	RSP, MM, DHH, VI, OH, O+M	SC	0	0	0	Mainstream/Learning Center		
42	LHS,SH,Autism Classroom	SC	960	2	1,920			
43	Toilets/Hygiene	ANC	270	1	270			
44	Sensory	ANC	250	1	250			
45	Living Skills	ANC	320	1	320			
46	Laundry	ANC	100	1	100			
47	Conference	ANC	120	2	240			
						1,920	1,180	0
						3,100		

Student Services

Administration

58	Lobby	SP	400	1	400				
59	Reception	SP	75	1	75				
60	Principal	SP	200	1	200				
61	Assistant Principal	SP	150	2	300				
62	Flex Office	SP	150	1	150				
63	Counselor	SP	150	2	300				
64	PBIS Office	SP	150	1	150				
65	Attendance Clerk	SP	150	1	150				
65	Registrar	SP	75	1	75				
66	Clerical	SP	75	3	225	VP , Admin and Counselor			
67	Large Conference	SP	350	1	350				
68	Parent Center	SP	300	1	300				
69	Resource Room	SP	100	1	100				
70	Community Liaison Office	SP	150	1	150				
71	Workroom/Copy/Supply	SP	600	1	600				
72	Staff Lounge	SP	450	1	450				
73	Kitchen	SP	100	1	100				
74	Staff Toilets	SP	200	2	400				
75	Records Storage	SP	100	1	100				
									4,575
								0	

Health

73	Exam/Treatment	SP	350	1	350				
74	Toilet	SP	65	1	65				
									415
								0	

Learning Center

75	RSP Workstations	SP	80	6	480				
76	Break Out Area	SP	200	1	200				
77	IEP	SP	150	1	150				
78	Records Storage	SP	100	1	100				
79	Speech Office	SP	200	1	200				
80	Psychologist Office	SP	200	1	200				
									1,330
								0	

MASTER PLAN DIAGRAMS
SYCAMORE JUNIOR HIGH | PROGRAM

Media Center (2SF/Student minimum per CDE)

81	Circulation Desk	SP	100	1	100			
82	Innovation lab	NS	1,200	1	1,200			
83	Library/Media/Student Union	SP	1,600	1	1,600			
84	Collection Display/Stacks	SP	600	1	600			
85	Study Rooms	SP	250	3	750			
86	Workroom	SP	200	1	200			
87	Textbook/Tech Storage	SP	300	1	300			
88	Tech Office	SP	200	1	200			
89	Office/Equipment Storage	SP	100	2	200			
89	Toilet	SP	50	1	50			
							1,200	4,000
						1,200		

Nutrition Services

90	Serving Kitchen/Food Prep	SP	800	1	800			
91	Dry Storage	SP	150	1	150			
92	Ref. Freezer	SP	75	2	150			
93	Serving Line	SP	1,200	1	1,200			
94	Office	SP	75	1	75			
95	Changing Room	SP	50	1	50			
96	Toilet	SP	75	1	75			
97	Lunch Shelter	SP	3,600	1	3,600			
								6,100
						0		

Custodial Support Services

98	Head Custodian	SP	100	1	100			
99	Supply Storage	SP	200	1	200			
100	Grounds Storage	SP	200	1	200			
101	Custodial Closets	SP	50	5	250			
								750
						0		

Total:	**54,360**	**29,810**	**17,170**
		84,170	
Total Assignable Square Footage:			**101,340**

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

7.8 MASTER PLAN DIAGRAMS
SYCAMORE JUNIOR HIGH | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$4,615,000	$0
2. Existing Building Systems & Toilets	$1,817,000	$0
3. Site Utilities	$3,398,000	$1,750,000
4. New Construction Classrooms	$12,744,000	$3,000,000
5. Design Lab, Science, and Career Tech Education	$24,859,000	$6,000,000
6. Performing Arts Improvements	$3,058,000	$0
7. Multipurpose / Food Service Improvements	$9,091,000	$0
8. Physical Education Improvements	$6,147,000	$6,147,000
9. Administration & Staff Support	$3,064,000	$0
10. Student Collaboration & Student Support Services	$3,814,000	$0
11. Safety & Security	$4,518,000	$2,250,000
12. Outdoor Learning Quads	$1,071,000	$0
13. Exterior Play Fields & Hardcourts	$3,068,000	$0
14. 21st Century Learning Classroom Flexibility	$1,675,000	$837,500
15. Technology Infrastructure	$734,000	$367,000
Total Construction / Project Cost (2014$)	**$83,673,000**	**$20,351,500**

7.9 MASTER PLAN DIAGRAMS
WALKER 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'

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

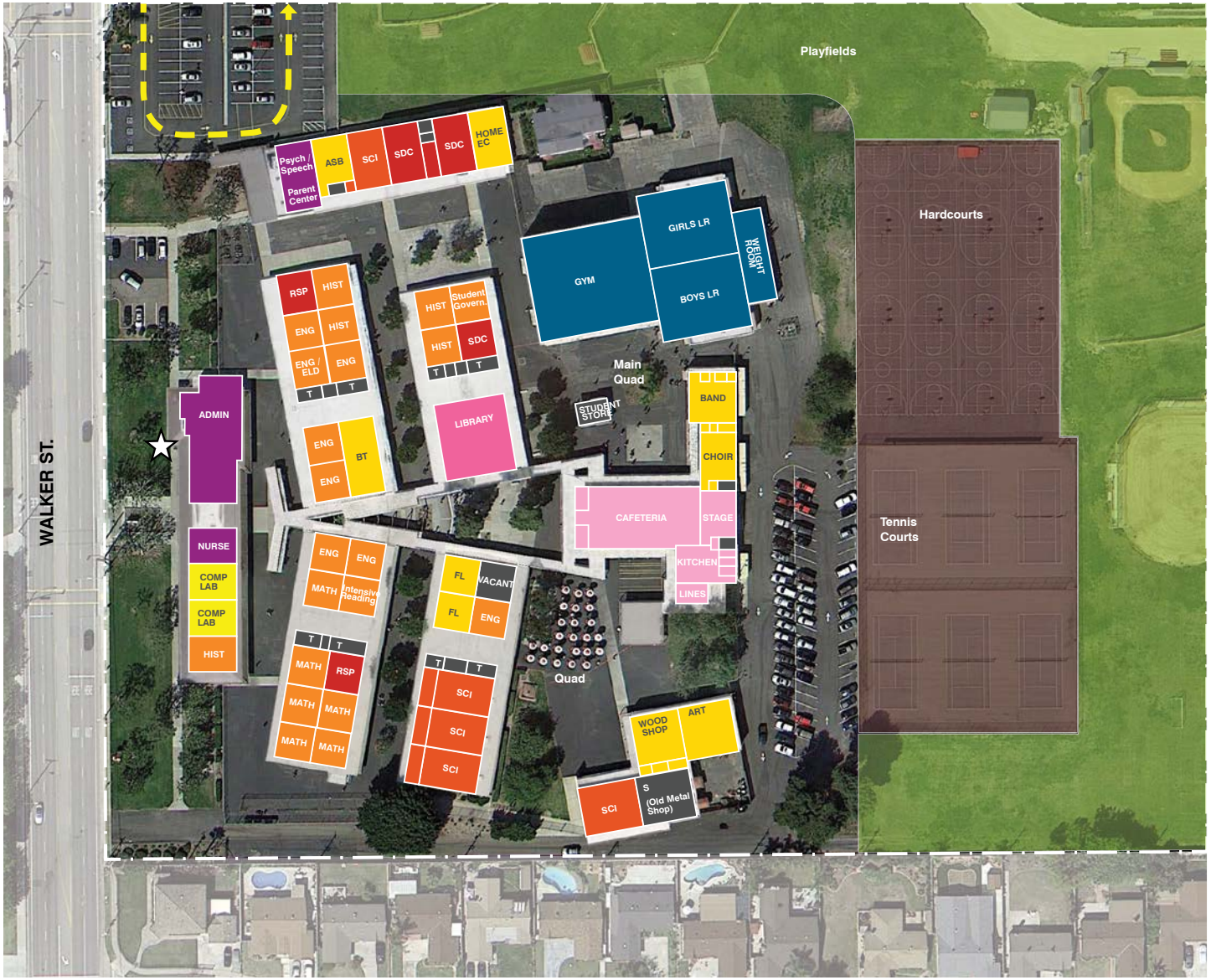
LPA

7.9 MASTER PLAN DIAGRAMS
WALKER 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 :	1,319
Teaching Stations	
Classrooms	21
Science Labs	5
Elective	9
Sub Total:	**35**
Resource Specialist, RSP	2
Special Education	3
Physical Education, PE.	1
Computer Lab	2
Vacant	1
Other	1
Grand Total:	**45**

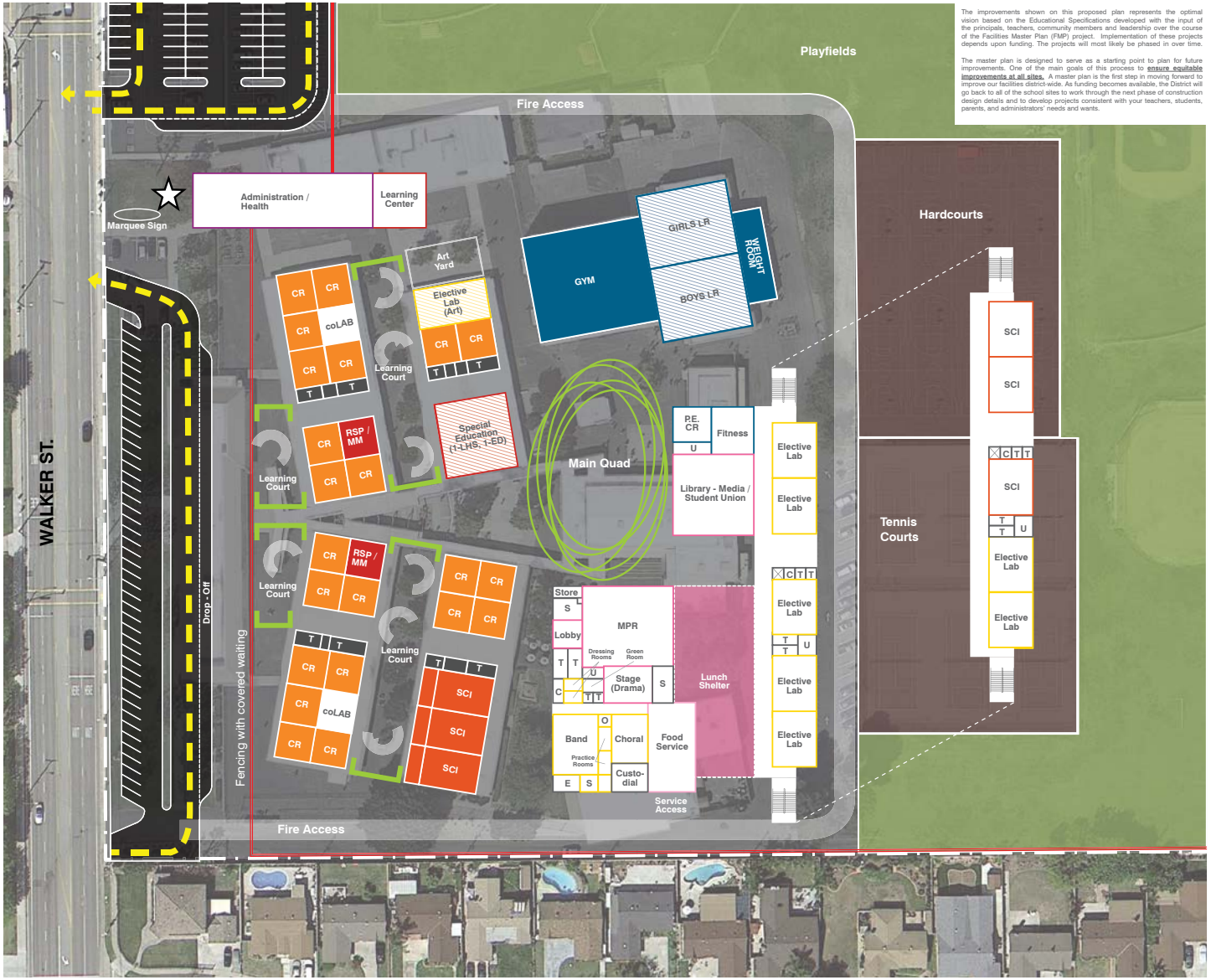
120 ft
1" = 120'

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.9 MASTER PLAN DIAGRAMS
WALKER JUNIOR HIGH | PROPOSED OVERALL + CIRCULATION

7.9 MASTER PLAN DIAGRAMS
WALKER JUNIOR HIGH | PROPOSED



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
  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

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, PE.	2
Grand Total:	**44**

120 ft
1" = 120'

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.9 MASTER PLAN DIAGRAMS
WALKER 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
  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

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 drop-off / parking and fencing
5. Safety & security improvements including fencing, cameras and locks
6. Flexible furniture, equipment and technology infrastructure*

7.9 MASTER PLAN DIAGRAMS
WALKER JUNIOR HIGH | PROGRAM

Walker 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	0	-	0	0	0
Sciences	27/31.5	-	3	81	94.5	4,950
Applied Arts/Technology	27/31.5	-	7	189	220.5	11,900
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	1,200
Total: Academic		2	12	378	378	32,440
RSP	13/28	0	-	0	0	0
Special Ed *Reconfiguration	13/15	2	-	26	30	2,980
Total: All Spaces		4	12	404	408	35,420

Support Spaces:	
Administration:	4,575
Health:	415
Media Center:	4,000
Student Services:	1,330
Food Service:	6,100
Custodial Support Services:	750
Total Support:	17,170
Subtotal:	52,590
Circulation @ 25%:	17,355
Total Proposed:	**69,945**

Walker Junior High School
Anaheim Union High School District

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type		
						SC	NS/ANC	SP
						Scheduled	Ancillary	Support
							Non-Scheduled	
Sciences								
9	Lab	SC	1,500	3	4,500			
10	Prep Room	ANC	150	3	450			
						4,500	450	0
						4,950		
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		
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		

MASTER PLAN DIAGRAMS
WALKER JUNIOR HIGH | PROGRAM

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	2	1,920			
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			
						1,920	1,060	0
						2,980		

Student Services

Administration

57	Lobby	SP	400	1	400			
58	Reception	SP	75	1	75			
59	Principal	SP	200	1	200			
60	Assistant Principal	SP	150	2	300			
61	Flex Office	SP	150	1	150			
62	Counselor	SP	150	2	300			
63	PBIS Office	SP	150	1	150			
64	Attendance Clerk	SP	150	1	150			
64	Registrar	SP	75	1	75			
65	Clerical	SP	75	3	225	VP , Admin and Counselor		
66	Large Conference	SP	350	1	350			
67	Parent Center	SP	300	1	300			
68	Resource Room	SP	100	1	100			
69	Community Liaison Office	SP	150	1	150			
70	Workroom/Copy/Supply	SP	600	1	600			
71	Staff Lounge	SP	450	1	450			
72	Kitchen	SP	100	1	100			
73	Staff Toilets	SP	200	2	400			
74	Records Storage	SP	100	1	100			
								4,575

Health

75	Exam/Treatment	SP	350	1	350			
76	Toilet	SP	65	1	65			
								415
						0		

Learning Center

77	RSP Workstations	SP	80	6	480			
78	Break Out Area	SP	200	1	200			
79	IEP	SP	150	1	150			
80	Records Storage	SP	100	1	100			
81	Speech Office	SP	200	1	200			
82	Psychologist Office	SP	200	1	200			
								1,330
						0		

Media Center (2SF/Student minimum per CDE)

83	Circulation Desk	SP	100	1	100			
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	1	600			
87	Study Rooms	SP	250	3	750			
88	Workroom	SP	200	1	200			
89	Textbook/Tech Storage	SP	300	1	300			
90	Tech Office	SP	200	1	200			
91	Office/Equipment Storage	SP	100	2	200			
91	Toilet	SP	50	1	50			
							1,200	4,000
						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:	**19,920**	**15,500**	**17,170**
		35,420	
Total Assignable Square Footage:			**52,590**

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

7.9 MASTER PLAN DIAGRAMS
WALKER JUNIOR HIGH | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$3,501,000	$3,501,000
2. Existing Building Systems & Toilets	$2,197,000	$1,500,000
3. Site Utilities	$4,231,000	$3,000,000
4. New Construction Classrooms	$0	$0
5. Design Lab, Science, and Career Tech Education	$11,219,000	$0
6. Performing Arts Improvements	$2,518,000	$0
7. Multipurpose / Food Service Improvements	$8,628,000	$0
8. Physical Education Improvements	$4,860,000	$1,800,000
9. Administration & Staff Support	$3,064,000	$0
10. Student Collaboration & Student Support Services	$3,115,000	$0
11. Safety & Security	$3,467,000	$2,500,000
12. Outdoor Learning Quads	$818,000	$0
13. Exterior Play Fields & Hardcourts	$1,752,000	$0
14. 21st Century Learning Classroom Flexibility	$1,100,000	$550,000
15. Technology Infrastructure	$605,000	$302,500
Total Construction / Project Cost (2014$)	**$51,075,000**	**$13,153,500**

7.10 MASTER PLAN DIAGRAMS
ANAHEIM 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
  P.E. Physical Education, LR - Locker Room
- Support Spaces
  S - Storage, T - Toilets, U - Utility, C - Custodial

- Hardcourts
- Play Fields
- Main Entrance
- Drop-off

320 ft
1" = 320'

7.10 MASTER PLAN DIAGRAMS
ANAHEIM 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.

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200 ft
1" = 200'

- 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

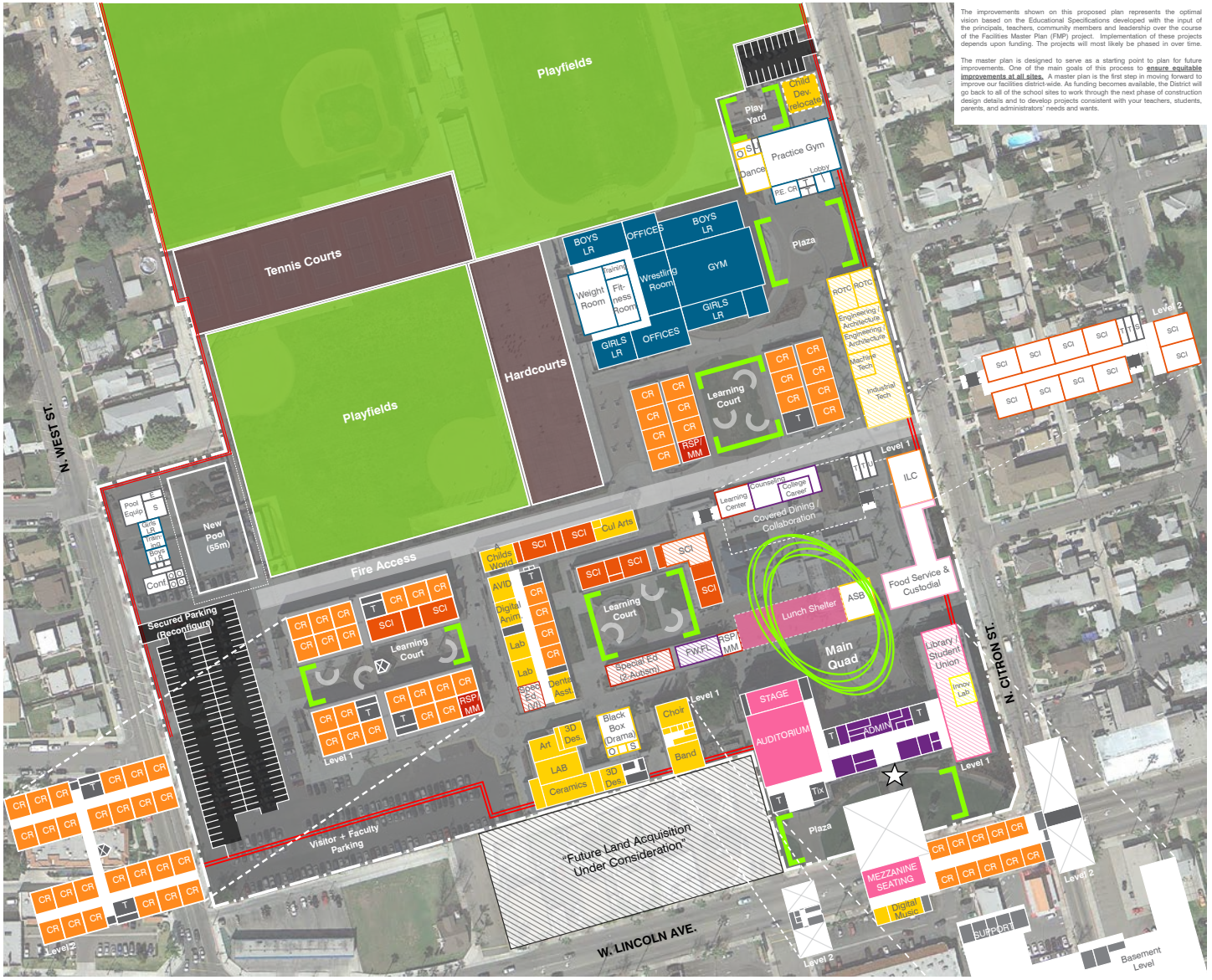
Current Enrollment :	3,898
Teaching Stations	
Classrooms	80
Science Labs	18
Elective	22
Sub Total:	**120**
Resource Specialist, RSP	0
Special Education	0
Physical Education, PE.	1
Computer Lab	4
Grand Total:	**125**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.10 MASTER PLAN DIAGRAMS
ANAHEIM HIGH | PROPOSED OVERALL + CIRCULATION

7.10 MASTER PLAN DIAGRAMS
ANAHEIM HIGH | PROPOSED



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.

200 ft
1" = 200'

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

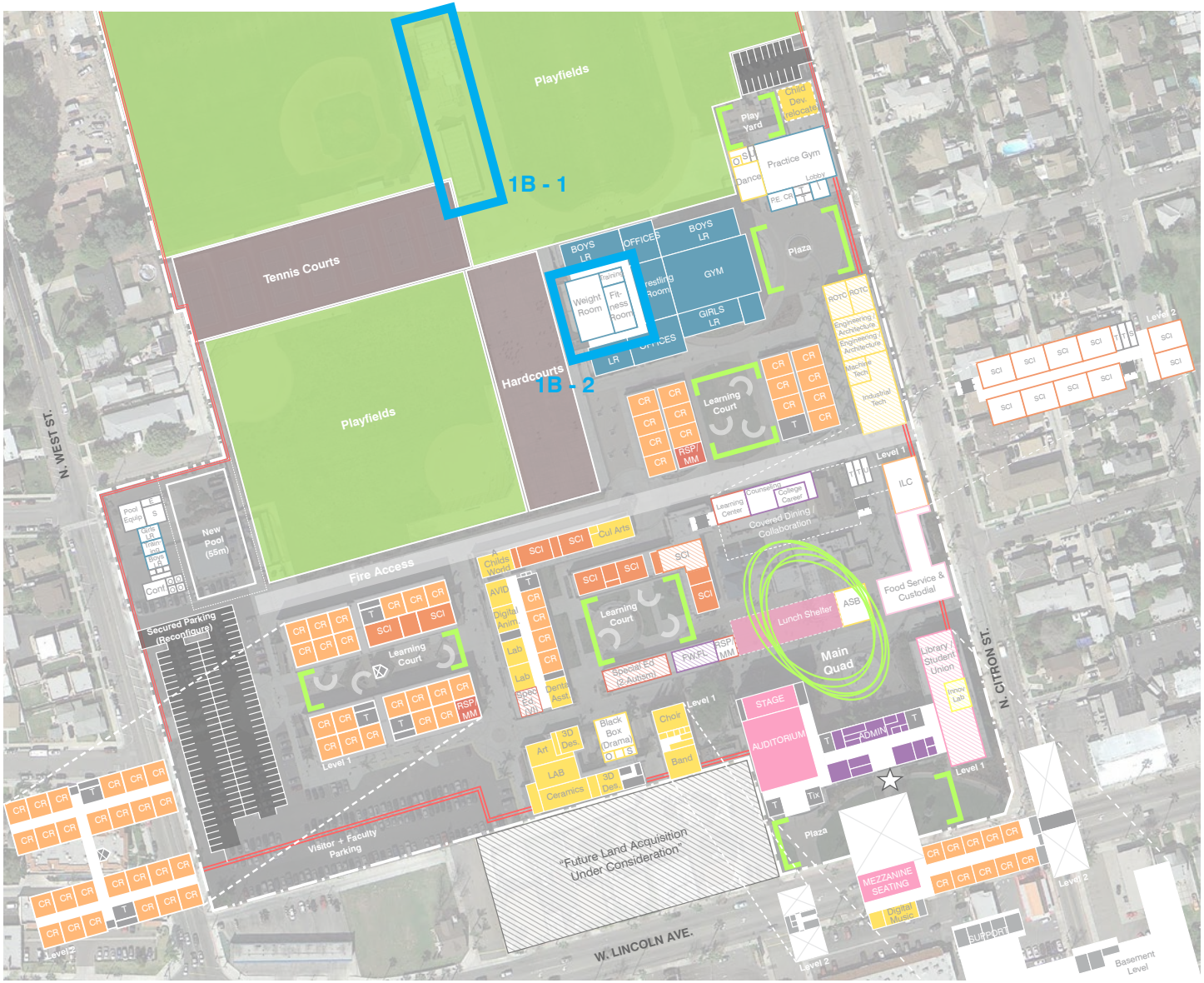
- **Learning Courts**
- **Main Quad**
  (Site Improvements)
- **Hardcourts**
- **Play Fields**
- **Main Entrance**
- **Fire Lane**
- **Fencing / Landscape Buffer**
- **Drop - Off**

Planning Capacity:	**3,700**
Teaching Stations	
Classrooms	74
Science Labs	18
Elective	25
Sub Total:	**117**
Resource Specialist Program / Mild - Moderate, RSP/MM	3
Special Education	3
Physical Education / Athletics	5
Grand Total:	**128**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.10 MASTER PLAN DIAGRAMS
ANAHEIM HIGH | PROPOSED-PHASE 1



200 ft
1" = 200'

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

PROPOSED SCOPE OF WORK

Phase 1A

1. Flexible furniture, equipment and technology infrastructure at some Classrooms (*Scope of work and areas of work to be determined)
2. Safety & security improvements including fencing, cameras and locks

Phase 1B (included if additional funding becomes available)

1. Removal of existing stadium and new aluminum bleachers
2. Fill in existing pool

Anaheim High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

3700 Student - New Construction Program Summary

3700 Student Master Plan Capacity (District Loading @ 27 Students/Teaching Station = 138 TS)
925 Students/Grade (Grades 9-12)
125 Students/Period = (5.75) Teaching Stations (6 Period Day, 32 Students/TS)

Academic Core

	State/Local Capacity	Regular Classroom	Regular Lab	State Loading	AUHSD Loading	Square Footage
Core Academic + Foreign Language	27/32	0	0	0	0	0
Science	27/32	0	10	270	320	22,610
Performing Arts	27/32	0	2	54	64	6,188
Multi-Media Arts	27/32	0	0	0	0	0
Business & Finance	27/32	0	0	0	0	0
Transportation/Alternative Energy	27/32	0	0	0	0	0
Construction/Building Industry*	27/32	0	0	0	0	0
Engineering & Design*	27/32	0	2	54	64	4,522
Health Science & Medical Technology	27/32	0	0	0	0	0
Information & Comm. Technologies	27/32	0	0	0	0	0
Specialized Electives	27/32	0	0	0	0	0
Physical Education	27/0	0	0	0	0	23,231
ASB + Career Center	27/0			0	0	(In SF Below)
Total - Academic Core		**0**	**14**	**378**	**448**	**56,551**

RSP - Mod	13/28	2	-	26	56	(In SF Below)
Special Ed - Mod	13/15	3	-	39	45	9,323

Total: All Spaces		5	14	443	549	**65,874**

*Renovation

Student/Staff Support	
Student Support Services:	10,081
Library/Media Center:	0
Student Union/Campus Center:	9,677
Faculty Services:	0
Food Service/Custodial Support:	15,271
Total Student/Staff Support:	**35,029**
Grand Total - Gross SF:	**100,903**

Anaheim High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)
	Science							
	Teaching Stations							
6	Science Lab	SC	1,500	10	15,000			
7	Prep/Storage Room	ANC	200	10	2,000	(1 Shared Prep per 2 Science Labs)		
						15,000	2,000	0
						17,000		
						15,000	2,000	0
					Sub-Total Science Net SF:			**17,000**
					Circulation/Support @ 25% (x 1.33):			5,610
					Total Science Gross SF:			**22,610**
	Electives							
	CTE Programs: Design/Visual + Media Arts, Media Production Arts, Performing Arts, Production Management, Res/Com Construction, Business Management, Financial Services, Child Development, Eng/Architecture, Fashion/MerchandisingCulinary, Army/ROP, Systems Diagnostics + Service/ROP, Dental, Information Support + Services, Machine + Forming Tech, Navy/ROP							
	Performing Arts							
	Music/Drama/Dance							
	Music							0
27	Band/Orchestra Room	SC	2,800	0	0			
28	Group Ensemble Room	NS	960	0	0			
29	Practice Room	ANC	75	0	0			
30	Instrument Storage	ANC	400	0	0			
31	Uniform Storage	ANC	200	0	0			
32	Vocal/Choral Room	SC	1,400	0	0			
33	Practice Room	ANC	75	0	0			
34	Robe Storage	ANC	200	0	0			
35	Digital Music Lab	SC	1,200	0	0			
36	Staff Office/Music Library	ANC	400	0	0	(3-4 Instructors & Sheet Music Stor.)		
	Drama							2,550
37	Black Box Theatre	SC	2,000	1	2,000	(45'x45')		
38	Control Room	ANC	150	1	150			
39	Equipment Storage	ANC	200	1	200			
40	Staff Office/Drama Library	ANC	200	1	200	(1-2 Instructors)		
	Dance							2,400
41	Dance Studio	SC	1,800	1	1,800			
42	Locker/Toilet/Dressing Room	ANC	500	0	0			
43	Costume Storage	ANC	400	1	400			
44	Staff Office/Music Library	ANC	200	1	200	(1-2 Instructors)		
						3,800	1,150	0
						4,950		
						3,800	1,150	0
					Sub-Total Performing Arts Net SF:			**4,950**
					Circulation/Support @ 20% (x 1.25):			1,238
					Total Performing Arts Gross SF:			**6,188**

Anaheim High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:		Space:	Type:	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled Non-Scheduled	ANC Ancillary	SP Support
Engineering & Design									
Flex Program Labs									
	1	Design Lab	SC	1,500	2	3,000			
	2	Storage/Work Room	ANC	200	2	400			
							3,000	400	0
							3,400		
							3,000	400	0
		Sub-Total Business/Design/Engineering Net SF:							**3,400**
		Circulation/Support @ 25% (x 1.33):							1,122
		Total Business/Design/Engineering Gross SF:							**4,522**
Physical Education									
Gymnasium									
	96	Auxillary Gym	NS	9,000	1	9,000	(1 84x50, 2 Cross VB)		
	97	Lobby/Hall of Fame	ANC	1,000	0.5	500			
	98	Concessions	ANC	200	0	0			
	99	Ticket Booth	ANC	75	0	0			
	100	Gym Storage	ANC	200	2	400			
	101	Boys/Girls Locker/Shower Room	ANC	2,400	0	0			
	102	Boys/Girls Toilet	ANC	250	0	0			
	103	Boys/Girls Equipment Storage	ANC	200	0	0			
	104	Boys/Girls PE Staff Office/Locker	ANC	600	0	0	(Includes T/Sh/Changing Area)		
	105	Coaches Meeting/Video Room	ANC	400	0	0			
	106	Off-Site Coaches Room	ANC	400	0	0			
	107	Training/Treatment Room	ANC	900	1	900			
	108	Boys/Girls JV Locker Room	ANC	600	0	0			
	109	Boys/Girls Varsity Locker Room	ANC	900	0	0			
	110	Uniform Storage	ANC	1,000	0	0			
	111	Athletic Equipment Storage	ANC	1,000	0	0			
							9,000	1,800	0
							10,800		
Athletic Teaching Stations									
	112	Weight Room	NS	1,800	2	3,600			
	113	Fitness Room	NS	2,400	1	2,400			
	114	Health Classroom	NS	960	1	960			
	115	Wrestling Room	NS	1,800	0	0	(Space for 40' x 40' Mat)		
	116	Wrestling Storage	ANC	200	0	0			
							6,960	0	0
							6,960		
Aquatic Center									
	63	Ticket Booth	ANC	100	1	100			
	64	Lifeguard/Coaches Office	ANC	150	1	150			
	65	Public Toilets	ANC	450	2	900	(900 Required for 50m Pool)		
	66	Pool Equipment Storage	ANC	400	2	800	(Community and School)		
	67	Pool Mechanical Equipment	ANC	1,200	1	1,200			
							0	3,150	0
							3,150		
							15,960	4,950	0
		Sub-Total Physical Education Net SF:							**20,910**
		Circulation/Support @ 10% (x 1.111):							2,321
		Total Physical Education Gross SF:							**23,231**

ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:		Space:	Type:	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled Non-Scheduled	ANC Ancillary	SP Support
Student/Staff Support Services									
Learning Center									
	93	RSP Workstations	SP	80	6	480			
	94	Break Out Area	SP	200	1	200			
	95	IEP	SP	150	1	150			
	96	Records Storage	SP	100	1	100			
	97	Speech Office	SP	200	1	200			
	98	Psychologist Office	SP	200	1	200			
									1,330
								0	
Independent Learning Center (ILC)									
	99	ILC Classroom	NS	960	1	960			
	100	Workstations	SP	75	6	450			
	101	Collaborative Work Area	SP	960	1	960			
	102	Conference	SP	200	1	200			
	103	Independent Work Area	SP	330	1	330			
	104	Storage	SP	100	1	100			
									3,000
								0	
Counseling Services									
	93	Student Reception/Waiting Area	SP	300	1	300			
	94	Clerical Support	SP	75	4	300			
	95	Counselor's Office	SP	150	4	600			
	96	Registrar Office	SP	125	1	125			
	97	Flex Office	SP	125	1	125			
	98	Testing Materials	SP	200	1	200			
	99	College/Career Center	NS	1,000	1	1,000			
	100	Small Conference	SP	150	1	150			
	101	Large Conference	SP	250	1	250			
	102	Longterm Records Storage	SP	200	1	200	(Compact Shelving)		
							0	0	3,250
							0		
							0	0	7,580
		Sub-Total Student Support Services Net SF:							**7,580**
		Circulation/Support @ 25% (x 1.33):							2,501
		Total Student Support Services Gross SF:							**10,081**

Anaheim High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)
Student Union/Campus Center								
Student Activities								
	Student Union							8,710
119	Collaboration/Dining	SP	6,000	1	6,000			
120	Study Rooms	SP	250	2	500			
121	Table/Chair Storage	SP	150	1	150			
	ASB							2,060
119	ASB Director's Office	SP	150	1	150			
120	Athletic Director's Office	SP	150	1	150			
121	Student Store	SP	400	1	400			
122	Accountant	SP	125	1	125			
123	Accounting Clerk	SP	75	1	75			
124	Activities Storage Room w/ Safe	SP	100	1	100			
125	ASB Room	SC	960	1	960			
126	ASB Storage Room	SP	100	1	100			
						960	0	7,750
						960		

	960	0	7,750
Sub-Total Student Union Net SF:			**8,710**
Circulation/Support @ 10% (x 1.111):			967
Total Student Union Gross SF:			**9,677**
	0	0	0
Sub-Total Faculty Services Net SF:			**0**
Circulation/Support @ 25% (x 1.33):			0
Total Student Union Gross SF:			**0**

ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)
Nutrition Services								
Food Service/Student Dining								
133	Kitchen/Food Prep	SP	2,350	1	2,350			
134	Dry Storage	SP	250	1	250			
135	Walk-In Refrigerator/Freezer	SP	125	2	250			
136	Serving Line	SP	800	2	1,600			
137	Serving Windows	SP	150	1	150			
138	Changing Room/Toilet	SP	95	1	95			
139	Food Service Director Office w/Safe	SP	150	1	150	(2 Workstations)		
140	Recieving Area	SP	100	1	100			
141	Lunch Shelter	SP	7,500	1	7,500	(1000 Students)		
						0	0	12,445
						0		
Custodial Services								
142	Custodian Office	SP	100	1	100			
143	Custodian/Maintenance Workroom	SP	300	1	300			
144	Supply/Grounds Storage	SP	400	1	400			
145	Golf Cart Garage/Storage	SP	500	1	500	(4 Golf Carts)		
						0	0	1,300
						0		

	0	0	13,745
Sub-Total Food Service/Custodial Net SF:			**13,745**
Circulation/Support @ 10% (x 1.111):			1,526
Total Food Service/Custodial Gross SF:			**15,271**

Square Footage Summary

	41,670	9,160	29,075
Sub-Total Base Program Net SF:			**79,905**
Total Circulation/Support:			16,476
Total Base Program Gross SF:			**96,381**

7.10 MASTER PLAN DIAGRAMS
ANAHEIM HIGH | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1A	PROPOSED PHASE 1B
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$5,840,000	$0	$0
2. Existing Building Systems & Toilets	$10,701,000	$0	$0
3. Site Utilities	$2,406,000	$0	$0
4. New Construction Classrooms	$424,000	$0	$0
5. Design Lab, Science, and Career Tech Education	$20,060,000	$0	$0
6. Performing Arts Improvements	$13,026,000	$0	$0
7. Multipurpose / Food Service Improvements	$4,958,000	$0	$0
8. Physical Education Improvements	$15,476,000	$0	$300,000
9. Administration & Staff Support	$1,547,000	$0	$0
10. Student Collaboration & Student Support Services	$9,017,000	$0	$0
11. Safety & Security	$4,195,000	$900,000	$0
12. Outdoor Learning Quads	$1,170,000	$0	$0
13. Exterior Play Fields & Hardcourts	$5,321,000	$0	$200,000
14. 21st Century Learning Classroom Flexibility	$2,975,000	$1,487,500	$0
15. Technology Infrastructure	$1,557,000	$778,500	$0
Total Construction / Project Cost (2014$)	**$98,673,000**	**$3,166,000**	**$500,000**

**Phase 1A scope is included in Phase 1. If additional funding becomes available then Phase 1B scope of work shall be the next priority for implementation*

7.11 MASTER PLAN DIAGRAMS
CYPRESS 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

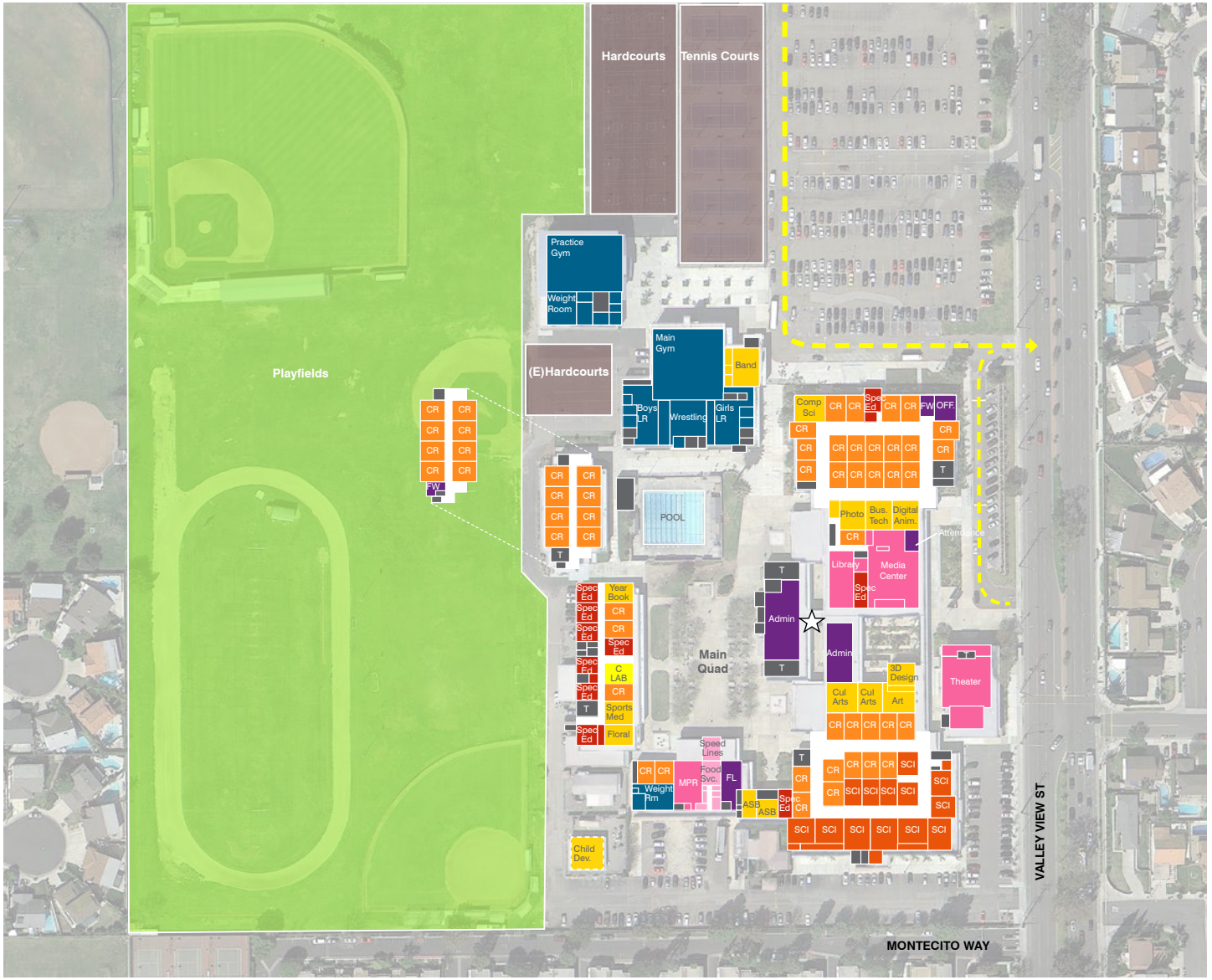
320 ft
1" = 320'

7.11 MASTER PLAN DIAGRAMS
CYPRESS 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 :	2,516
Teaching Stations	
Classrooms	52
Science Labs	13
Elective	14
Sub Total:	79
Resource Specialist, RSP	0
Special Education	10
Physical Education, PE.	3
Computer Lab	1
Grand Total:	**93**

200 ft
1" = 200'

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

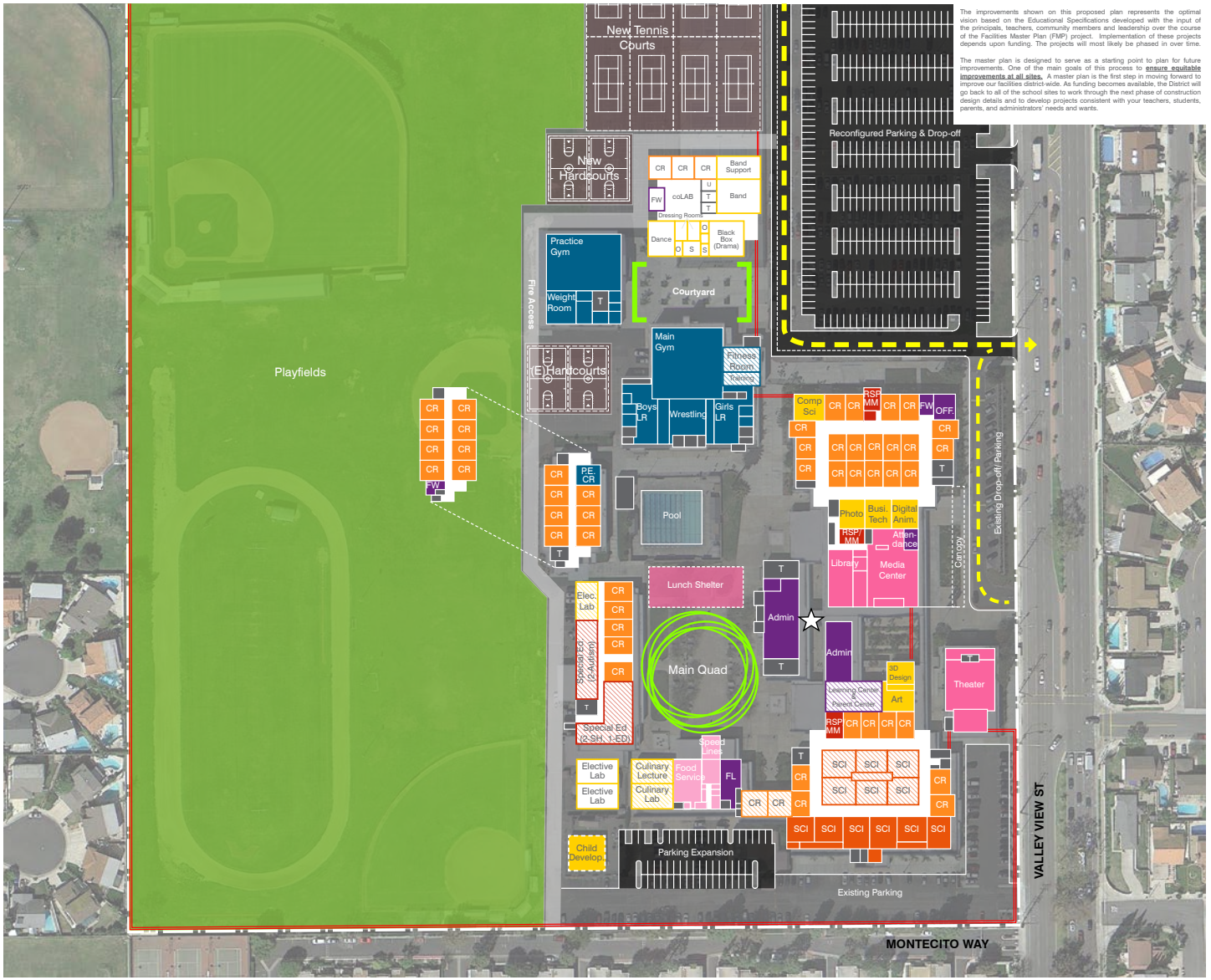
7.11 MASTER PLAN DIAGRAMS
CYPRESS HIGH | PROPOSED OVERALL + CIRCULATION

Main Entry Point / Circulation
Drop-Off
Fire Lane
Fencing / Landscape Buffer

Existing Building
New Construction
Learning Courts
Main Quad
Hardcourts
Play Fields
Main Entrance

320 ft
1" = 320'

7.11 MASTER PLAN DIAGRAMS
CYPRESS HIGH | PROPOSED



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
  PE. Physical Education, LR - Locker Room
- Support Spaces
  S - Storage, T - Toilets, O - Office
  U - Utilities & Building Support,
  C - Custodial

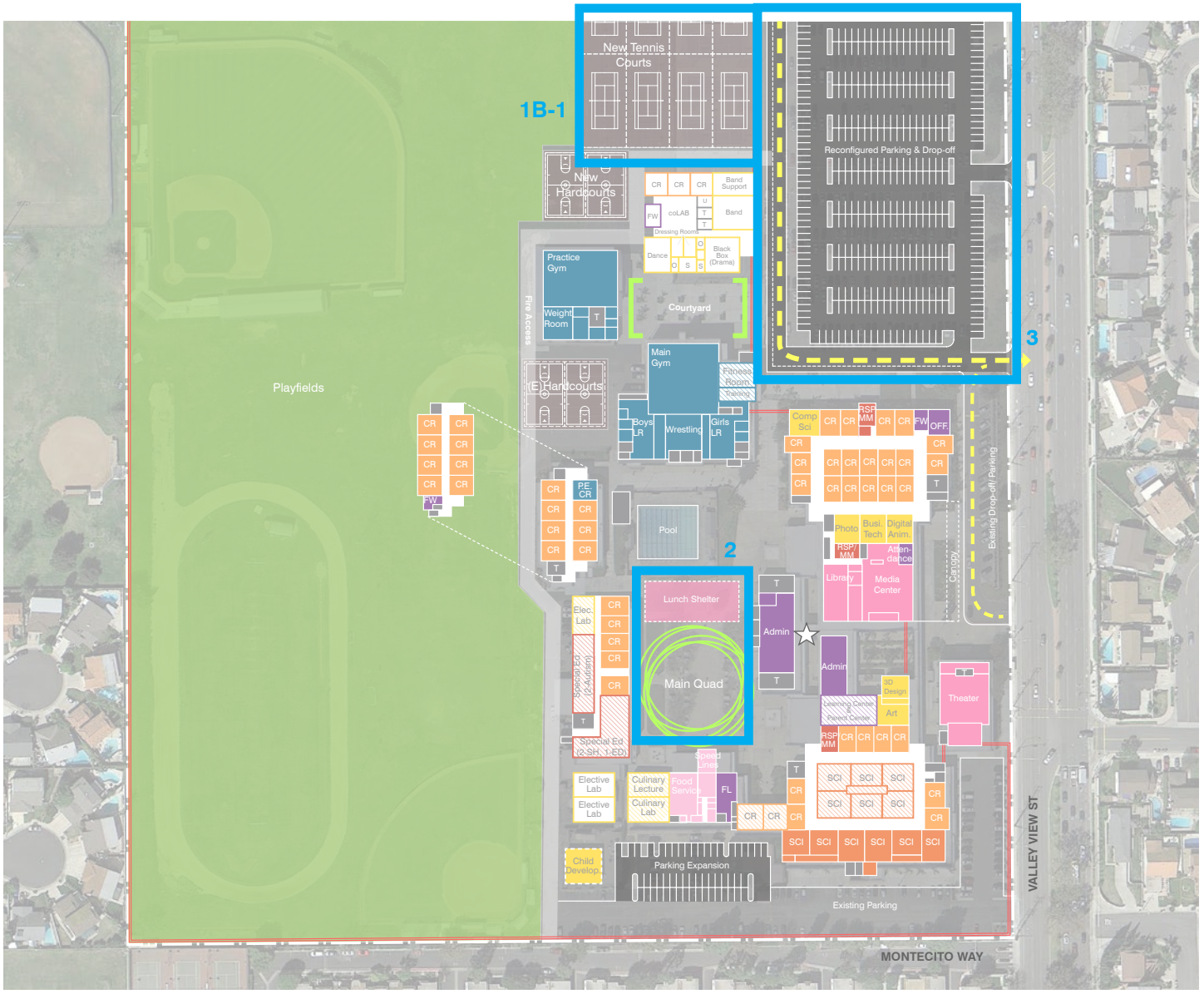
- Learning Courts
- Main Quad
  (Site Improvements)
- Hardcourts
- Play Fields
- Main Entrance
- Fire Lane
- Fencing / Landscape Buffer
- Drop - Off

Planning Capacity:	2,500
Teaching Stations	
Classrooms	52
Science Labs	12
Elective	16
Sub Total:	**80**
Resource Specialist Program / Mild - Moderate, RSP/MM	3
Special Education	5
Physical Education / Athletics	5
Grand Total:	**93**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.11 MASTER PLAN DIAGRAMS
CYPRESS HIGH | PROPOSED-PHASE 1



200 ft
1" = 200'

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

PROPOSED SCOPE OF WORK

Phase 1A

1. Flexible furniture, equipment and technology infrastructure at some Classrooms (*Scope of work and areas of work to be determined)
2. New lunch shelter and some Quad improvements
3. Drop-off and parking lot reconfiguration and fencing
4. Safety & security improvements including fencing, cameras and locks

Phase 1B (included if additional funding becomes available)

1. New Tennis Courts

MASTER PLAN DIAGRAMS
CYPRESS HIGH | PROGRAM

Cypress High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

2500 Student Program

New Construction Statistical Summary

2500 Student Master Plan Capacity (District Loading @ 27 Students/Teaching Station = 93 TS)
625 Students/Grade (Grades 9-12)
125 Students/Period = (4) Teaching Stations (6 Period Day, 32 Students/TS)

Academic Core

	State/Local Capacity	Regular Classroom	Regular Lab	State Loading	AUHSD Loading	Square Footage
Core Academic + Foreign Language	27/32	3	0	81	96	5,406
Science	27/32	0	0	0	0	0
Performing Arts	27/32	0	3	81	96	13,263
Multi-Media Arts	27/32	0	0	0	0	0
Business/Design/Engineering	27/32	0	0	0	0	0
Transportation/Alternative Energy	27/32	0	0	0	0	0
Industrial Technology	27/32	0	0	0	0	0
Hospitality Tourism Recreation	27/32	0	0	0	0	0
Specialized Electives	27/32	0	2	54	64	3,724
Physical Education	27/0	0	0	0	0	1,067
ASB + Career Center	27/0			0	0	(In SF Below)
Total - Academic Core		**3**	**5**	**216**	**256**	**23,460**

RSP/MM	13/28	0	-	0	0	(In SF Below)
Special Ed	13/15	0	-	0	0	0

Total: All Spaces		3	5	216	256	**23,460**

Student/Staff Support	
Student Support Services:	0
Library/Media Center:	0
Student Union/Campus Center:	0
Faculty Services:	0
Food Service/Custodial Support:	8,333
Total Student/Staff Support:	**8,333**

Grand Total - Gross SF:	**31,792**

Cypress High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)

Base Program - Academic Core

Academic Core

Teaching Stations

1	Standard Classroom	SC	960	3	2,880			
2	Shared Commons	ANC	240	3	720			
						2,880	720	0
						3,600		

PLC - Collaborative Teaming Area

3	Staff Collaboration	ANC	300	1	300			
4	Staff Toilets	ANC	65	1	65			
5	Storage	ANC	100	1	100			
						0	465	0
						465		

	2,880	1,185	0
Sub-Total Academic Core Net SF:			**4,065**
Circulation/Support @ 25% (x 1.33):			1,341
Total Academic Core Gross SF:			**5,406**

Note: 9 Standard Teaching Stations/Cluster = 55 Standard Teaching Stations
16 English + 12 History + 8 Foreign Language + 16 Math + 3 RSP = 55 Standard Teaching Stations

Electives

CTE Programs: Design, Visual + Media Arts, Media Production Arts, Child Development, Patient Care/EMT Sport Medicine, Culinary, Software + Systems Development

Performing Arts

Music/Drama/Dance

	Music							4,660
26	Band/Orchestra Room	SC	2,800	1	2,800			
27	Group Ensemble Room	NS	960	1	960			
28	Practice Room	ANC	75	4	300			
29	Instrument Storage	ANC	400	1	400			
30	Uniform Storage	ANC	200	1	200			
31	Vocal/Choral Room	SC	1,400	0	0			
32	Practice Room	ANC	75	0	0			
33	Robe Storage	ANC	200	0	0			
34	Digital Music Lab	SC	1,200	0	0			
35	Staff Office/Music Library	ANC	400	0	0			
	Drama							2,550
36	Black Box Theatre	SC	2,000	1	2,000	(45'x45')		
37	Control Room	ANC	150	1	150			
38	Equipment Storage	ANC	200	1	200			
39	Staff Office/Drama Library	ANC	200	1	200	(1-2 Instructors)		
	Dance							3,400
40	Dance Studio	SC	1,800	1	1,800			
41	Locker/Toilet/Dressing Room	ANC	500	2	1,000			
42	Costume Storage	ANC	400	1	400			
43	Staff Office/Music Library	ANC	200	1	200	(1-2 Instructors)		
						7,560	3,050	0
						10,610		

	7,560	3,050	0
Sub-Total Performing Arts Net SF:			**10,610**
Circulation/Support @ 20% (x 1.25):			2,653
Total Performing Arts Gross SF:			**13,263**

MASTER PLAN DIAGRAMS
CYPRESS HIGH | PROGRAM

Cypress High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support
Specialized Programs								
Software Systems, Health, Child Development,								
95	Labs	SC	1,200	2	2,400			
96	Storage	ANC	200	2	400			
						2,400	400	0
						2,800		
						2,400	400	0
					Specialized Classrooms:			**2,800**
					Circulation/Support @ 25% (x 1.33):			924
					Total Specialized Classrooms Gross SF:			**3,724**
Physical Education								
Athletic Teaching Stations								
111	Weight Room	NS	1,800	0	0	(Divisible Room)		
112	Fitness Room	NS	2,400	0	0			
113	Health Classroom	NS	960	1	960			
114	Wrestling Room	NS	1,800	0	0	(Space for 40' x 40' Mat)		
115	Wrestling Storage	ANC	200	0	0			
						960	0	0
						960		
						960	0	0
					Sub-Total Physical Education Net SF:			**960**
					Circulation/Support @ 10% (x 1.111):			107
					Total Physical Education Gross SF:			**1,067**

Cypress High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Base Program - Student/Staff Support Services

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support
Nutrition Services								
Food Service/Student Dining								
133	Kitchen/Food Prep	SP	2,350	0	0			
134	Dry Storage	SP	250	0	0			
135	Walk-In Refrigerator/Freezer	SP	125	0	0			
136	Serving Line	SP	800	0	0			
137	Serving Windows	SP	150	0	0			
138	Changing Room/Toilet	SP	95	0	0			
139	Food Service Director Office w/Safe	SP	150	0	0	(2 Workstations)		
140	Recieving Area	SP	100	0	0			
141	Lunch Shelter	SP	7,500	1	7,500	(1000 Students)		
						0	0	7,500
						0		
						0	0	7,500
					Sub-Total Food Service/Custodial Net SF:			**7,500**
					Circulation/Support @ 10% (x 1.111):			833
					Total Food Service/Custodial Gross SF:			**8,333**

Square Footage Summary

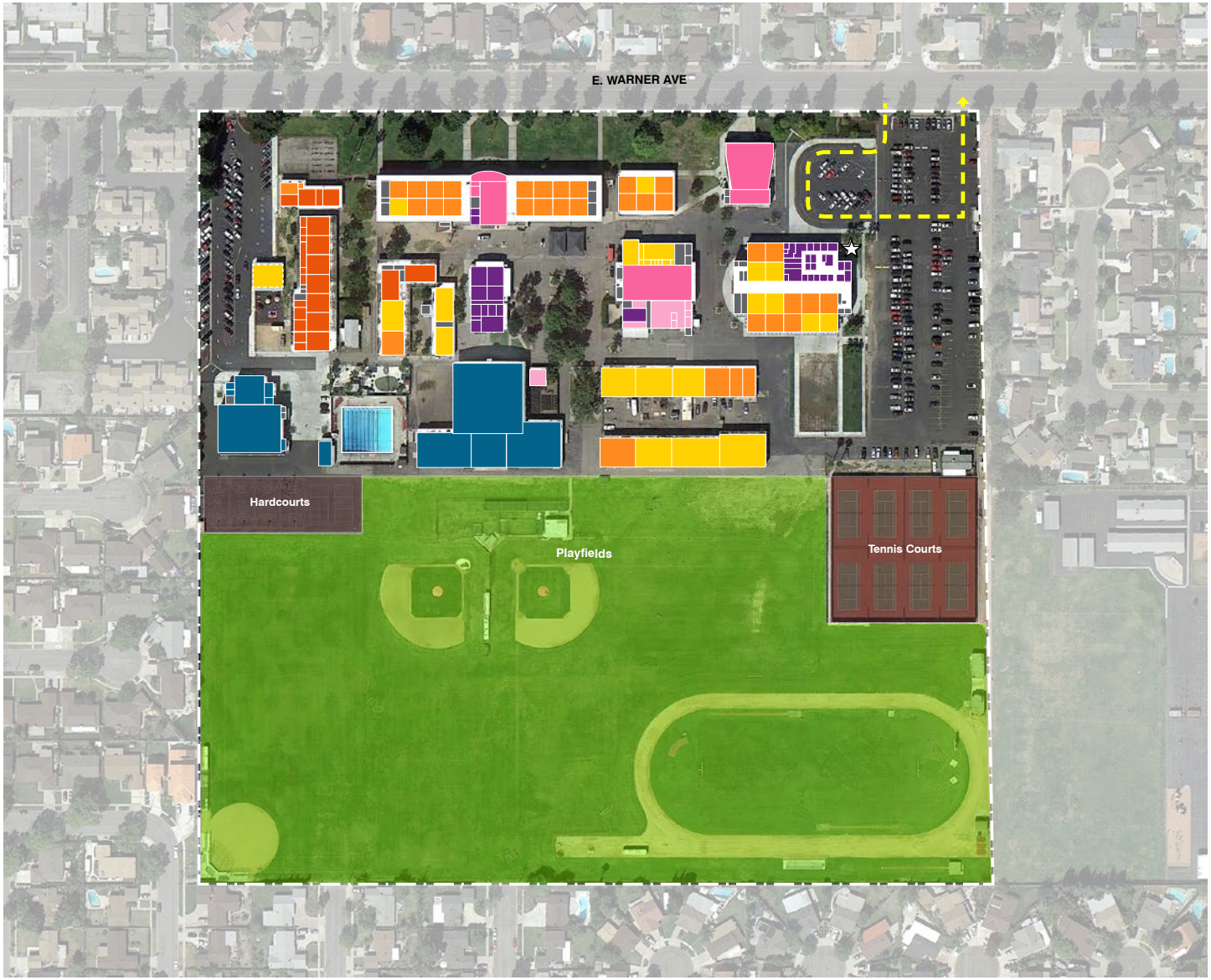
	13,800	4,635	7,500
Sub-Total Base Program Net SF:			**25,935**
Total Circulation/Support:			5,857
Total Base Program Gross SF:			**31,792**

7.11 MASTER PLAN DIAGRAMS
CYPRESS HIGH | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1A	PROPOSED PHASE 1B
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$5,163,000	$0	$0
2. Existing Building Systems & Toilets	$5,994,000	$0	$0
3. Site Utilities	$2,224,000	$0	$0
4. New Construction Classrooms	$2,385,000	$0	$0
5. Design Lab, Science, and Career Tech Education	$6,642,000	$0	$0
6. Performing Arts Improvements	$8,505,000	$0	$0
7. Multipurpose / Food Service Improvements	$1,885,000	$400,000	0
8. Physical Education Improvements	$5,099,000	$0	$0
9. Administration & Staff Support	$1,008,000	$0	$0
10. Student Collaboration & Student Support Services	$3,370,000	$0	$0
11. Safety & Security	$3,830,000	$2,802,000	$0
12. Outdoor Learning Quads	$1,157,000	$798,000	$0
13. Exterior Play Fields & Hardcourts	$4,353,000	$0	$1,500,000
14. 21st Century Learning Classroom Flexibility	$2,225,000	$1,112,500	$0
15. Technology Infrastructure	$1,549,000	$774,500	$0
Total Construction / Project Cost (2014$)	**$55,389,000**	**$5,887,000**	**$1,500,000**

**Phase 1A scope is included in Phase 1. If additional funding becomes available then Phase 1B scope of work shall be the next priority for implementation*

7.12 MASTER PLAN DIAGRAMS
KATELLA HIGH | OVERVIEW

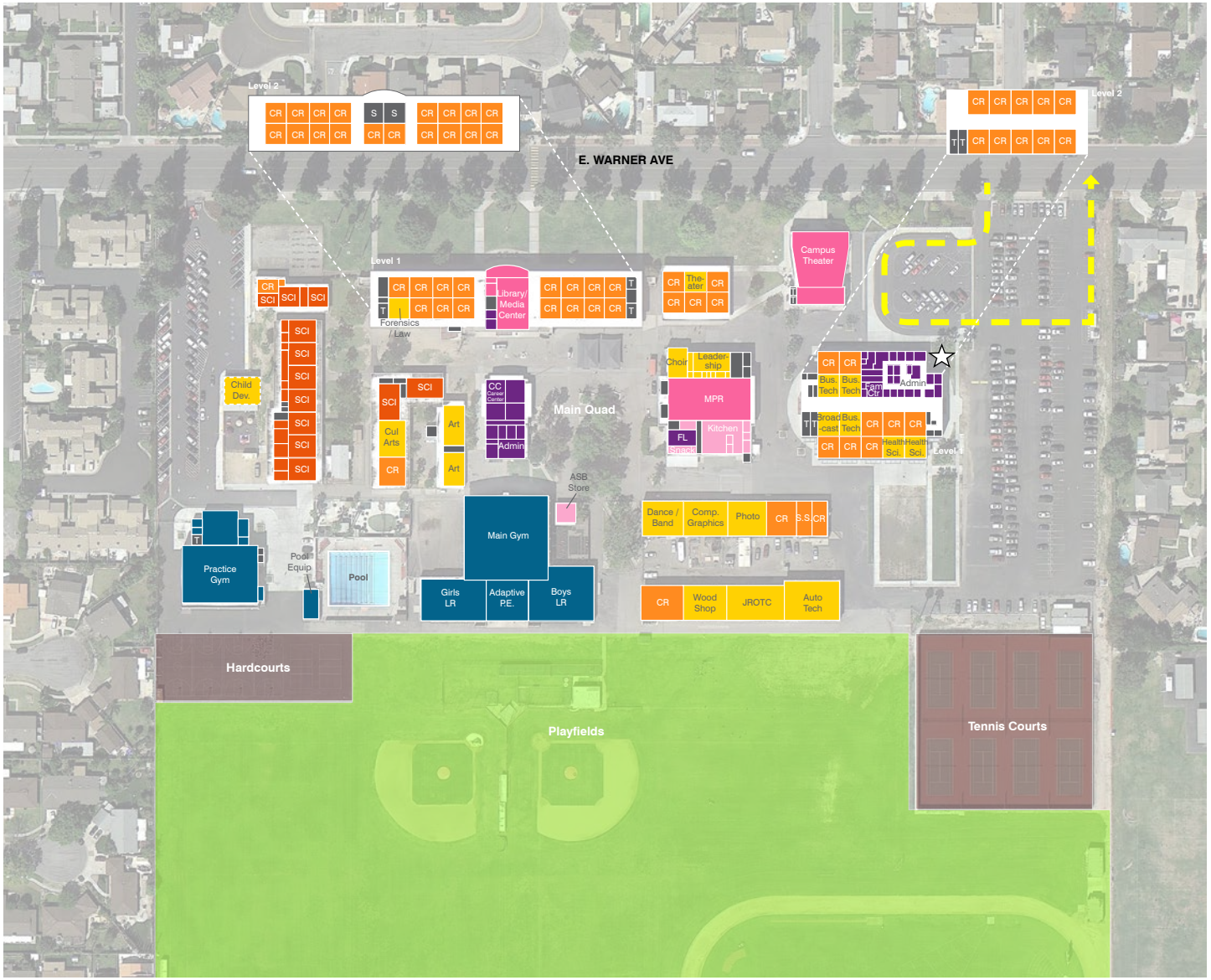


7.12 MASTER PLAN DIAGRAMS
KATELLA HIGH | EXISTING

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

200 ft
1" = 200'

Current Enrollment :	2,571
Teaching Stations	
Classrooms	58
Science Labs	12
Elective	18
Sub Total:	**88**
Resource Specialist, RSP	0
Special Education	0
Grand Total:	**88**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.12 MASTER PLAN DIAGRAMS
KATELLA 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'

7.12 MASTER PLAN DIAGRAMS
KATELLA HIGH | PROPOSED

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.

200 ft
1" = 200'

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

Planning Capacity:	**2,500**
Teaching Stations	
Classrooms	52
Science Labs	12
Elective	23
Sub Total:	**87**
Resource Specialist Program / Mild - Moderate, RSP/MM	2
Special Education	4
Physical Education / Athletics	5
Grand Total:	**98**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.12 MASTER PLAN DIAGRAMS
KATELLA HIGH | PROPOSED-PHASE 1

200 ft
1" = 200'

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
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- Physical Ed / Athletics
  P.E. Physical Education, LR - Locker Room
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  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

Phase 1A

1. Flexible furniture, equipment and technology infrastructure at some Classrooms (*Scope of work and areas of work to be determined)
2. New lunch shelter and Main Quad site improvements
3. Safety & security improvements including fencing, cameras and locks

Phase 1B (included if additional funding becomes available)

1. Reconfigure / Modernization of existing Science Lab building

MASTER PLAN DIAGRAMS
KATELLA HIGH | PROGRAM

Katella High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

2500 Student Program

New Construction Statistical Summary

2500 Student Master Plan Capacity (District Loading @ 27 Students/Teaching Station = 93 TS)
625 Students/Grade (Grades 9-12)
125 Students/Period = (4) Teaching Stations (6 Period Day, 32 Students/TS)

Academic Core

	State/Local Capacity	Regular Classroom	Regular Lab	State Loading	AUHSD Loading	Square Footage
Core Academic + Foreign Language	27/32	5	0	135	160	8,598
Science	27/32	0	0	0	0	0
Performing Arts	27/32	0	0	0	0	0
Multi-Media Arts	27/32	0	2	54	64	5,586
Business/Design/Engineering	27/32	0	0	0	0	0
Transportation/Alternative Energy	27/32	0	0	0	0	0
Industrial Technology	27/32	0	0	0	0	0
Hospitality Tourism Recreation	27/32	1	1	27	32	4,469
Specialized Electives	27/32	0	0	0	0	0
Physical Education	27/0	0	0	0	0	8,732
ASB + Career Center	27/0			0	0	(In SF Below)
Total - Academic Core		**6**	**3**	**216**	**256**	**27,386**
RSP	13/28	3	-	39	84	(In SF Below)
Special Ed - Mod	13/15	4	-	52	60	12,090
Total: All Spaces		13	3	307	400	**39,475**

Student/Staff Support	
Student Support Services:	3,990
Library/Media Center:	0
Student Union/Campus Center:	0
Faculty Support Services:	0
Food Service/Custodial Support:	8,333
Total Student/Staff Support:	**12,323**
Grand Total - Gross SF:	**51,798**

Katella High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support

Base Program - Academic Core

Academic Core

Teaching Stations

1	Standard Classroom (2 RSP)	SC	960	5	4,800			
2	Shared Commons	ANC	240	5	1,200			
						4,800	1,200	0
						6,000		

PLC - Collaborative Teaming Area

3	Staff Collaboration	ANC	300	1	300			
4	Staff Toilets	ANC	65	1	65			
5	Storage	ANC	100	1	100			
						0	465	0
						465		

	4,800	1,665	0
Sub-Total Academic Core Net SF:			**6,465**
Circulation/Support @ 25% (x 1.33):			2,133
Total Academic Core Gross SF:			**8,598**

Note: 9 Standard Teaching Stations/Cluster = 55 Standard Teaching Stations
16 English + 12 History + 8 Foreign Language + 16 Math + 3 RSP = 55 Standard Teaching Stations

Katella High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support
	Special Education - Mod							
	RSP/MM							
8	Classroom	SC	960	3	2,880			
						2,880		0
						2,880		
	Special Education - LHS, SH, Autism							
9	MM, DHH, VI, OH, O+M	SC	0	0	0	Mainstream/Learning Center		
10	LHS,SH,Autism Classroom	SC	960	1	960			
11	Toilets/Hygiene	ANC	270	1	270			
12	Sensory	ANC	250	2	500	Additional Room		
13	Living Skills	ANC	320	1	320			
14	Laundry	ANC	100	1	100			
15	Conference	ANC	120	1	120			
						960	1,310	0
						2,270		
	Special Education - Adult Transition							
19	AT Classroom	SC	960	2	1,920			
20	Toilets/Hygiene	ANC	270	1	270			
21	Focus	ANC	250	1	250			
22	Living Skills	ANC	320	1	320			
23	Conference	ANC	120	1	120			
						1,920	960	0
						2,880		
	Special Education - ED							
24	ED Classroom	SC	960	1	960			
25	Focus	ANC	100	1	100			
						960	100	0
						1,060		
						6,720	2,370	0
	Sub-Total Special Education Net SF:							**9,090**
	Circulation/Support @ 25% (x 1.33):							3,000
	Total Special Education Gross SF:							**12,090**

Electives

CTE Programs: Media Production Arts, Res/Com Construction, Business Management, Child Development
Culinary, Army/ROP, Systems Diagnostics + Service/ROP

Katella High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support
	Multi-Media Arts							
	Visual Arts							
	2D Studios							1,800
60	Art 2D Drawing/Paint/Multi-Media Lab	SC	1,600	1	1,600	(1 2D/1 Multi-Media Digital Lab)		
61	Storage/Work Room	ANC	200	1	200			
	3D Studios							2,400
62	Art 3D Sculpture/Ceramics Lab	SC	1,800	1	1,800			
63	Kiln	ANC	100	1	100			
64	Clay/Project Storage Room	ANC	300	1	300			
65	Storage/Work Room	ANC	200	1	200			
	Digital Photography							0
66	Design/Photography Lab	SC	1,200	0	0			
67	Storage/Work Room	ANC	200	0	0			
						3,400	800	0
						4,200		
						3,400	800	0
	Sub-Total Multi Media Arts Net SF:							**4,200**
	Circulation/Support @ 25% (x 1.33):							1,386
	Total Multi Media Arts Gross SF:							**5,586**
	Hospitality, Tourism and Recreation							
	Culinary							
95	Culinary Lab	SC	2,000	1	2,000			
96	Culinary Lecture	SC	960	1	960			
96	Storage	ANC	200	2	400			
						2,960	400	0
						3,360		
						2,960	400	0
	Culinary Classrooms:							**3,360**
	Circulation/Support @ 25% (x 1.33):							1,109
	Total Culinary Gross SF:							**4,469**

Katella High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support	
Physical Education									
Gymnasium									
95	Auxillary Gymnasium	NS	9,000	0	0				
96	Lobby/Hall of Fame	ANC	1,000	0	0				
97	Concessions	ANC	200	0	0				
98	Ticket Booth	ANC	75	0	0				
99	Gym Storage	ANC	200	0	0				
100	Boys/Girls Locker/Shower Room	ANC	2,400	0	0				
101	Boys/Girls Toilet	ANC	250	0	0				
102	Boys/Girls Equipment Storage	ANC	200	0	0				
103	Boys/Girls PE Staff Office/Locker	ANC	600	0	0	(Includes T/Sh/Changing Area)			
104	Coaches Meeting/Video Room	ANC	400	0	0				
105	Off-Site Coaches Room	ANC	400	0	0				
106	Training/Treatment Room	ANC	900	1	900				
107	Boys/Girls JV Locker Room	ANC	600	0	0				
108	Boys/Girls Varsity Locker Room	ANC	900	0	0				
109	Uniform Storage	ANC	1,000	0	0				
110	Athletic Equipment Storage	ANC	1,000	0	0				
						0	900	0	
						900			
Athletic Teaching Stations									
111	Weight Room	NS	1,800	2	3,600				
112	Fitness Room	NS	2,400	1	2,400				
113	Health Classroom	NS	960	1	960				
114	Wrestling Room	NS	1,800	0	0	(Space for 40' x 40' Mat)			
115	Wrestling Storage	ANC	200	0	0				
						6,960	0	0	
						6,960			
						6,960	900	0	
									7,860
									872
									8,732

Sub-Total Physical Education Net SF:
Circulation/Support @ 10% (x 1.111):
Total Physical Education Gross SF:

Katella High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support	
Base Program - Student/Staff Support Services									
Independent Learning Center (ILC)									
99	ILC Classroom	NS	960	1	960				
100	Workstations	SP	75	6	450				
101	Collaborative Work Area	SP	960	1	960				
102	Conference	SP	200	1	200				
103	Independent Work Area	SP	330	1	330				
104	Storage	SP	100	1	100				
									3,000
						0			
						0	0	3,000	
									3,000
									990
									3,990

Sub-Total Student Support Services Net SF:
Circulation/Support @ 25% (x 1.33):
Total Student Support Services Gross SF:

Nutrition Services

Food Service/Student Dining									
133	Kitchen/Food Prep	SP	2,350	0	0				
134	Dry Storage	SP	250	0	0				
135	Walk-In Refrigerator/Freezer	SP	125	0	0				
136	Serving Line	SP	800	0	0				
137	Serving Windows	SP	150	0	0				
138	Changing Room/Toilet	SP	95	0	0				
139	Food Service Director Office w/Safe	SP	150	0	0	(2 Workstations)			
140	Recieving Area	SP	100	0	0				
141	Lunch Shelter	SP	7,500	1	7,500	(1000 Students)			
						0	0	7,500	
						0			
Custodial Services									
142	Custodian Office	SP	100	0	0				
143	Custodian/Maintenance Workroom	SP	300	0	0				
144	Supply/Grounds Storage	SP	400	0	0				
145	Golf Cart Garage/Storage	SP	500	0	0	(4 Golf Carts)			
						0	0	0	
						0			
						0	0	7,500	
									7,500
									833
									8,333

Sub-Total Food Service/Custodial Net SF:
Circulation/Support @ 10% (x 1.111):
Total Food Service/Custodial Gross SF:

Square Footage Summary

	24,840	6,135	10,500
Sub-Total Base Program Net SF:			**41,475**
Total Circulation/Support:			10,323
Total Base Program Gross SF:			**51,798**

7.12 MASTER PLAN DIAGRAMS
KATELLA HIGH | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1A	PROPOSED PHASE 1B
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$5,682,000	$0	$0
2. Existing Building Systems & Toilets	$7,286,000	$0	$0
3. Site Utilities	$2,300,000	$0	$0
4. New Construction Classrooms	$5,876,000	$0	$0
5. Design Lab, Science, and Career Tech Education	$13,623,000	$0	$2,120,000
6. Performing Arts Improvements	$2,253,000	$0	$0
7. Multipurpose / Food Service Improvements	$3,531,000	$1,347,290	$0
8. Physical Education Improvements	$9,221,000	$0	$0
9. Administration & Staff Support	$29,000	$0	$0
10. Student Collaboration & Student Support Services	$1,011,000	$0	$0
11. Safety & Security	$1,749,000	$955,710	$0
12. Outdoor Learning Quads	$2,514,000	$1,197,000	$0
13. Exterior Play Fields & Hardcourts	$4,080,000	$0	$0
14. 21st Century Learning Classroom Flexibility	$2,450,000	$1,225,000	$0
15. Technology Infrastructure	$1,585,000	$792,500	$0
Total Construction / Project Cost (2014$)	**$63,190,000**	**$5,517,500**	**$2,120,000**

**Phase 1A scope is included in Phase 1. If additional funding becomes available then Phase 1B scope of work shall be the next priority for implementation*

7.13 MASTER PLAN DIAGRAMS
KENNEDY 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
  P.E. Physical Education, LR - Locker Room
- Support Spaces
  S - Storage, T - Toilets, U - Utility, C - Custodial

- Hardcourts
- Play Fields
- Main Entrance
- Drop-off

320 ft
1" = 320'

7.13 MASTER PLAN DIAGRAMS
KENNEDY 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.

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- Classrooms, CR
- Science Labs, SCI
- Special Education
- Electives
- Computer Lab
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- 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 :	2,272
Teaching Stations	
Classrooms	47
Science Labs	11
Elective	17
Sub Total:	**75**
Resource Specialist, RSP	0
Special Education	2
Grand Total:	**77**

200 ft
1" = 200'

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.13 MASTER PLAN DIAGRAMS
KENNEDY 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

320 ft
1" = 320'

7.13 MASTER PLAN DIAGRAMS
KENNEDY HIGH | PROPOSED

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.

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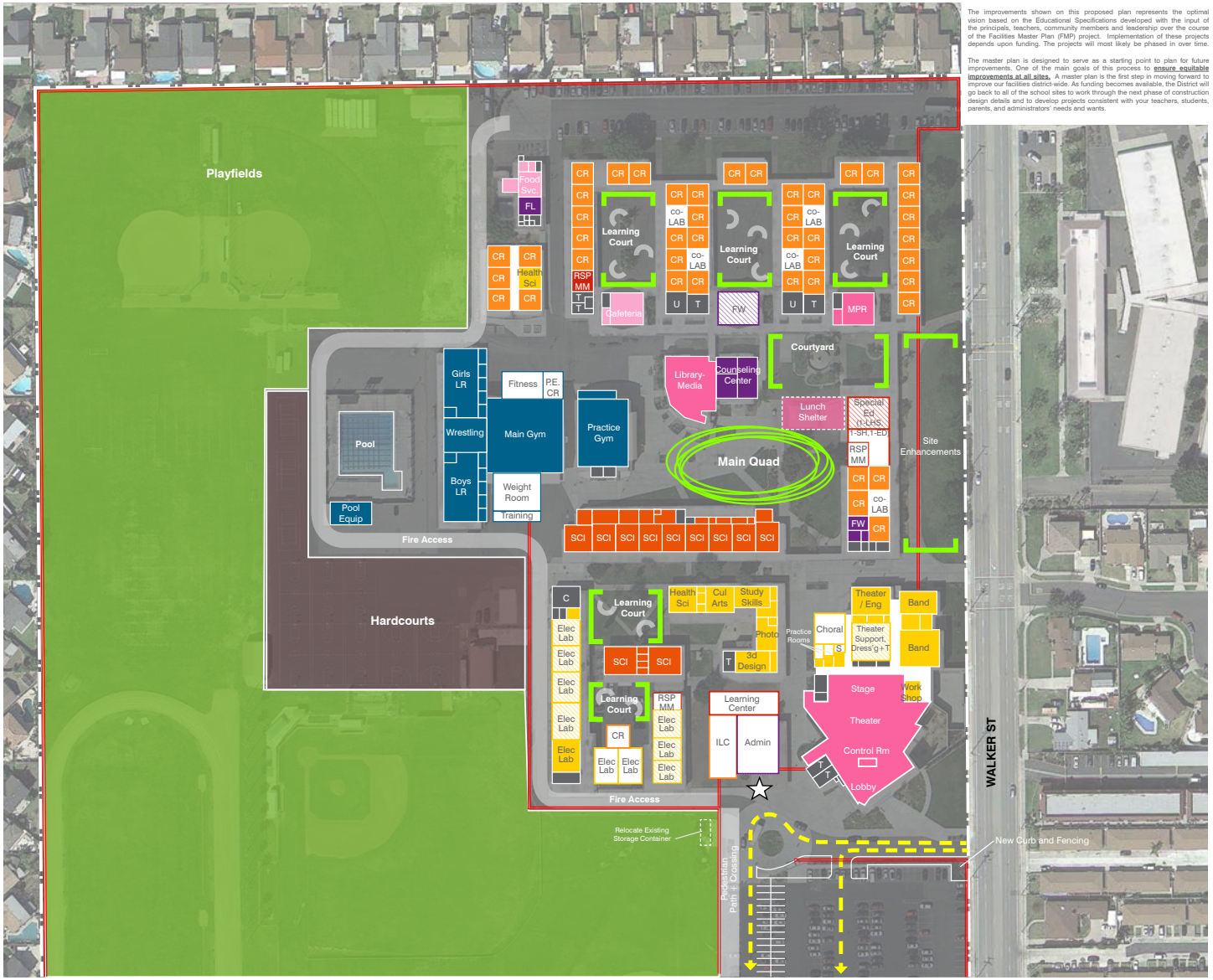


200 ft
1" = 200'

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

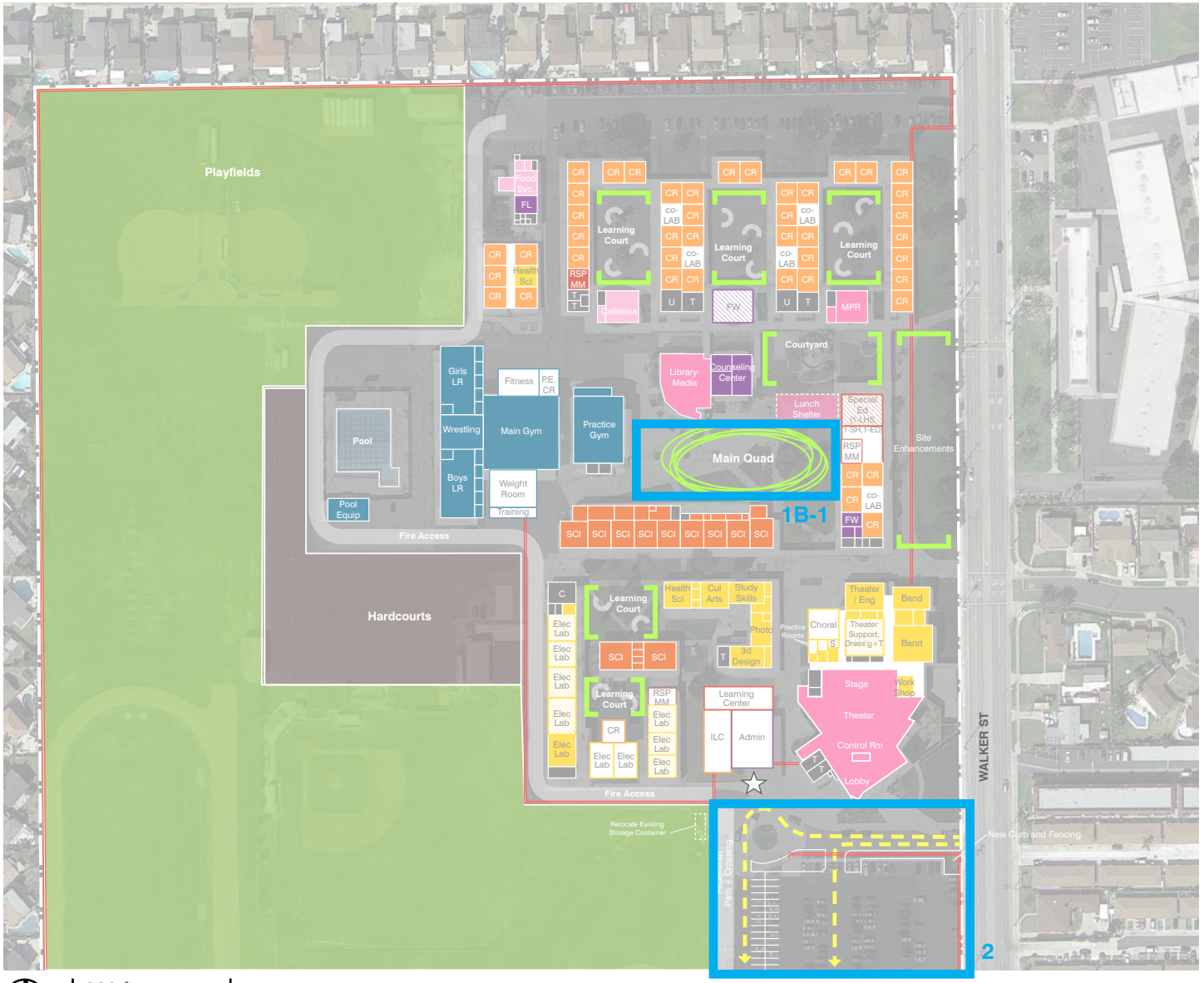
- Learning Courts
- Main Quad
  (Site Improvements)
- Hardcourts
- Play Fields
- Main Entrance
- Fire Lane
- Fencing / Landscape Buffer
- Drop - Off

Planning Capacity:	2,000
Teaching Stations	
Classrooms	44
Science Labs	11
Elective	20
Sub Total:	**75**
Resource Specialist Program / Mild - Moderate, RSP/MM	3
Special Education	3
Physical Education	5
Grand Total:	**86**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

MASTER PLAN DIAGRAMS
KENNEDY HIGH | PROPOSED-PHASE 1



200 ft
1" = 200'

- Modernization
- New Construction
- Reconfigure

- Classrooms, CR
- Science Labs, SCI
- Special Education
- Electives
  Lab spaces will be determined by program need. They could include PBE, 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

PROPOSED SCOPE OF WORK

Phase 1A

1. Flexible furniture, equipment and technology infrastructure at some Classrooms (*Scope of work and areas of work to be determined)
2. Parking lot, drop-off, pedestrian walk and landscaping/ fencing improvements to improve circulation
3. Safety & security improvements including fencing, cameras and locks

Phase 1B (included if additional funding becomes available)

1. Main Quad improvements

MASTER PLAN DIAGRAMS
KENNEDY HIGH | PROGRAM

Kennedy High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

2000 Student Program

New Construction Statistical Summary

2000 Student Master Plan Capacity (District Loading @ 27 Students/Teaching Station = 75 TS)
500 Students/Grade (Grades 9-12)
100 Students/Period = (3.25) Teaching Stations (6 Period Day, 32 Students/TS)

Academic Core

	State/Local Capacity	Regular Classroom	Regular Lab	State Loading	AUHSD Loading	Square Footage
Core Academic + Foreign Language	27/32	1	0	27	32	1,277
Science	27/32	0	0	0	0	0
Performing Arts	27/32	0	1	27	32	2,188
Multi-Media Arts	27/32	0	0	0	0	0
Business/Design/Engineering	27/32	0	2	54	64	3,724
Transportation/Alternative Energy	27/32	0	0	0	0	0
Industrial Technology	27/32	0	0	0	0	0
Hospitality, Tourism and Recreation	27/32	0	0	0	0	0
Health Science & Medical Technology	27/32	0	0	0	0	0
Specialized Electives	27/32		0	0	0	0
Physical Education	27/0	0	0	0	0	8,732
ASB + Career Center	27/0			0	0	(In SF Below)
Total - Academic Core		**1**	**3**	**108**	**128**	**15,921**

RSP	13/28	0	-	0	0	(In SF Below)
Special Ed	13/15	2	-	26	30	4,096

Total: All Spaces	3	3	134	158	**20,017**

Student/Staff Support	
Student Support Services:	11,844
Library/Media Center:	0
Student Union/Campus Center:	0
Faculty Services:	0
Food Service/Custodial Support:	8,333
Total Student/Staff Support:	**20,176**

Grand Total - Gross SF:	**40,193**

Kennedy High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)

Base Program - Academic Core

Academic Core

Teaching Stations

1	Standard Classroom (2 RSP)	SC	960	1	960			
2	Shared Commons	ANC	240	0	0			
						960	0	0
						960		

PLC - Collaborative Teaming Area

3	Staff Collaboration	ANC	300	0	0			
4	Staff Toilets	ANC	65	0	0			
5	Storage	ANC	100	0	0			
						0	0	0
						0		

	960	0	0
Sub-Total Academic Core Net SF:			**960**
Circulation/Support @ 25% (x 1.33):			317
Total Academic Core Gross SF:			**1,277**

Note: 8 Standard Teaching Stations/Cluster = 44 Standard Teaching Stations
13 English + 10 History + 6 Foreign Language + 13 Math + 3 RSP = 45 Standard Teaching Stations

Special Education

Special Education - LHS, SH, Autism

9	RSP, MM, DHH, VI, OH, O+M	SC	0	0	0	Mainstream/Learning Center		
10	LHS,SH,Autism Classroom	SC	960	1	960	1 LHS + 1 RSP/MM in reconfig.		
11	Toilets/Hygiene	ANC	270	1	270			
12	Sensory	ANC	250	1	250			
13	Living Skills	ANC	320	1	320			
14	Laundry	ANC	100	1	100			
15	Conference	ANC	120	1	120			
						960	1,060	0
						2,020		

Special Education - ED

24	ED Classroom	SC	960	1	960			
25	Focus	ANC	100	1	100			
						960	100	0
						1,060		

	1,920	1,160	0
Sub-Total Special Education Net SF:			**3,080**
Circulation/Support @ 25% (x 1.33):			1,016
Total Special Education Gross SF:			**4,096**

Kennedy High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support
	Electives							
	CTE Programs: Media Production Arts, Financial Services, Child Development, Pharmacy							
	Culinary, Entrepreneurship + Self Employed, Army/ROP							
	Performing Arts							
	Music/Drama/Dance							
	Music							1,750
26	Band/Orchestra Room	SC	2,800	0	0			
27	Group Ensemble Room	NS	960	0	0			
28	Practice Room	ANC	75	0	0			
29	Instrument Storage	ANC	400	0	0			
30	Uniform Storage	ANC	200	0	0			
31	Vocal/Choral Room	SC	1,400	1	1,400			
32	Practice Room	ANC	75	2	150			
33	Robe Storage	ANC	200	1	200			
34	Digital Music Lab	SC	1,200	0	0			
35	Staff Office/Music Library	ANC	400	0	0	(3-4 Instructors & Sheet Music Stor.)		
	Drama							0
36	Black Box Theatre	SC	2,000	0	0	(45'x45')		
37	Control Room	ANC	150	0	0			
38	Equipment Storage	ANC	200	0	0			
39	Staff Office/Drama Library	ANC	200	0	0	(1-2 Instructors)		
	Dance							0
40	Dance Studio	SC	1,800	0	0			
41	Locker/Toilet/Dressing Room	ANC	500	0	0			
42	Costume Storage	ANC	400	0	0			
43	Staff Office/Music Library	ANC	200	0	0	(1-2 Instructors)		
						1,400	350	0
						1,750		
						1,400	350	0
	Sub-Total Performing Arts Net SF:							**1,750**
	Circulation/Support @ 20% (x 1.25):							438
	Total Performing Arts Gross SF:							**2,188**
	Business & Finance							
	Business Management							
83	Design Lab	SC	1,200	2	2,400			
84	Storage/Work Room	ANC	200	2	400			
						2,400	400	0
						2,800		
						2,400	400	0
	Sub-Total Business & Finance Net SF:							**2,800**
	Circulation/Support @ 25% (x 1.33):							924
	Total Business & Finance Gross SF:							**3,724**

Kennedy High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support
	Physical Education							
	Gymnasium							
95	Auxillary Gymnasium	NS	9,000	0	0	(2500 Bleacher Capacity)		
96	Lobby/Hall of Fame	ANC	1,000	0	0			
97	Concessions	ANC	200	0	0			
98	Ticket Booth	ANC	75	0	0			
99	Gym Storage	ANC	200	0	0			
100	Boys/Girls Locker/Shower Room	ANC	2,400	0	0			
101	Boys/Girls Toilet	ANC	250	0	0			
102	Boys/Girls Equipment Storage	ANC	200	0	0			
103	Boys/Girls PE Staff Office/Locker	ANC	600	0	0	(Includes T/Sh/Changing Area)		
104	Coaches Meeting/Video Room	ANC	400	0	0			
105	Off-Site Coaches Room	ANC	400	0	0			
106	Training/Treatment Room	ANC	900	1	900			
107	Boys/Girls JV Locker Room	ANC	600	0	0			
108	Boys/Girls Varsity Locker Room	ANC	900	0	0			
109	Uniform Storage	ANC	1,000	0	0			
110	Athletic Equipment Storage	ANC	1,000	0	0			
						0	900	0
						900		
	Athletic Teaching Stations							
111	Weight Room	NS	3,600	1	3,600			
112	Fitness Room	NS	2,400	1	2,400			
113	Health Classroom	NS	960	1	960			
114	Wrestling Room	NS	1,800	0	0	(Space for 40' x 40' Mat)		
115	Wrestling Storage	ANC	200	0	0			
						6,960	0	0
						6,960		
						6,960	900	0
	Sub-Total Physical Education Net SF:							**7,860**
	Circulation/Support @ 10% (x 1.111):							872
	Total Physical Education Gross SF:							**8,732**

Kennedy High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support	
	Student/Staff Support Services								
	Administration/Staff Support Services								
	Administration								
	Public Administration								2,225
68	Public Lobby/Reception/Waiting Area	SP	400	1	400				
69	Receptionist	SP	150	1	150				
70	Principal's Office	SP	250	1	250				
71	Large Conference	SP	250	1	250				
72	Principal's Secretary Office	SP	75	1	75				
73	Flex Office	SP	125	2	250				
74	Admin Work/Copy Rm/Staff Mailboxes	SP	400	1	400	(w/ Sink & Coffee Bar)			
75	Supply Storage	SP	200	1	200				
76	Toilet	SP	125	2	250	(2 Fixtures Each)			
	Main Copy Room								800
77	Copy Center	SP	600	1	600				
78	Supply Storage	SP	200	1	200				
	Site Administration/Discipline								0
79	Student Reception/Waiting Area	SP	300	0	0				
80	AP Clerical Support	SP	75	0	0				
81	Assistant Principal's Office	SP	150	0	0				
82	School Resource Officer Office (SRO)	SP	125	0	0				
83	Conference	SP	150	0	0				
						0	0		3,025
						0			
	Attendance								
84	Attendance Office	SP	75	4	300	(Includes 4 Student Windows)			
85	Current Records Storage	SP	100	1	100				
						0	0		400
						0			
	Health Services								
86	Reception/Waiting	SP	75	1	75				
87	Exam Room	SP	75	1	75				
88	Health Workstation	SP	75	1	75				
89	Cot Area	SP	300	1	300	(3 cots minimum)			
90	Toilet	SP	75	1	75				
						0	0		600
						0			
	Parent Center								
91	Parent Center	SP	450	1	450				
92	Storage	SP	100	1	100				
						0	0		550
						0			
	Learning Center								
93	RSP Workstations	SP	80	6	480				
94	Break Out Area	SP	200	1	200				
95	IEP	SP	150	1	150				
96	Records Storage	SP	100	1	100				
97	Speech Office	SP	200	1	200				
98	Psychologist Office	SP	200	1	200				
									1,330
						0			

Kennedy High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support	
	Independent Learning Center (ILC)								
99	ILC Classroom	NS	960	1	960				
100	Workstations	SP	75	6	450				
101	Collaborative Work Area	SP	960	1	960				
102	Conference	SP	200	1	200				
103	Independent Work Area	SP	330	1	330				
104	Storage	SP	100	1	100				
									3,000
						0			
						0	0		8,905
	Sub-Total Student Support Services Net SF:								**8,905**
	Circulation/Support @ 25% (x 1.33):								2,939
	Total Student Support Services Gross SF:								**11,844**
	Nutrition Services								
	Food Service/Student Dining								
133	Kitchen/Food Prep	SP	2,350	0	0				
134	Dry Storage	SP	250	0	0				
135	Walk-In Refrigerator/Freezer	SP	125	0	0				
136	Serving Line	SP	800	0	0				
137	Serving Windows	SP	150	0	0				
138	Changing Room/Toilet	SP	95	0	0				
139	Food Service Director Office w/Safe	SP	150	0	0	(2 Workstations)			
140	Recieving Area	SP	100	0	0				
141	Lunch Shelter	SP	7,500	1	7,500	(1000 Students)			
						0	0		7,500
						0			
	Custodial Services								
142	Custodian Office	SP	100	0	0				
143	Custodian/Maintenance Workroom	SP	300	0	0				
144	Supply/Grounds Storage	SP	400	0	0				
145	Golf Cart Garage/Storage	SP	500	0	0	(4 Golf Carts)			
						0	0		0
						0			
						0	0		7,500
	Sub-Total Food Service/Custodial Net SF:								**7,500**
	Circulation/Support @ 10% (x 1.111):								833
	Total Food Service/Custodial Gross SF:								**8,333**

Square Footage Summary

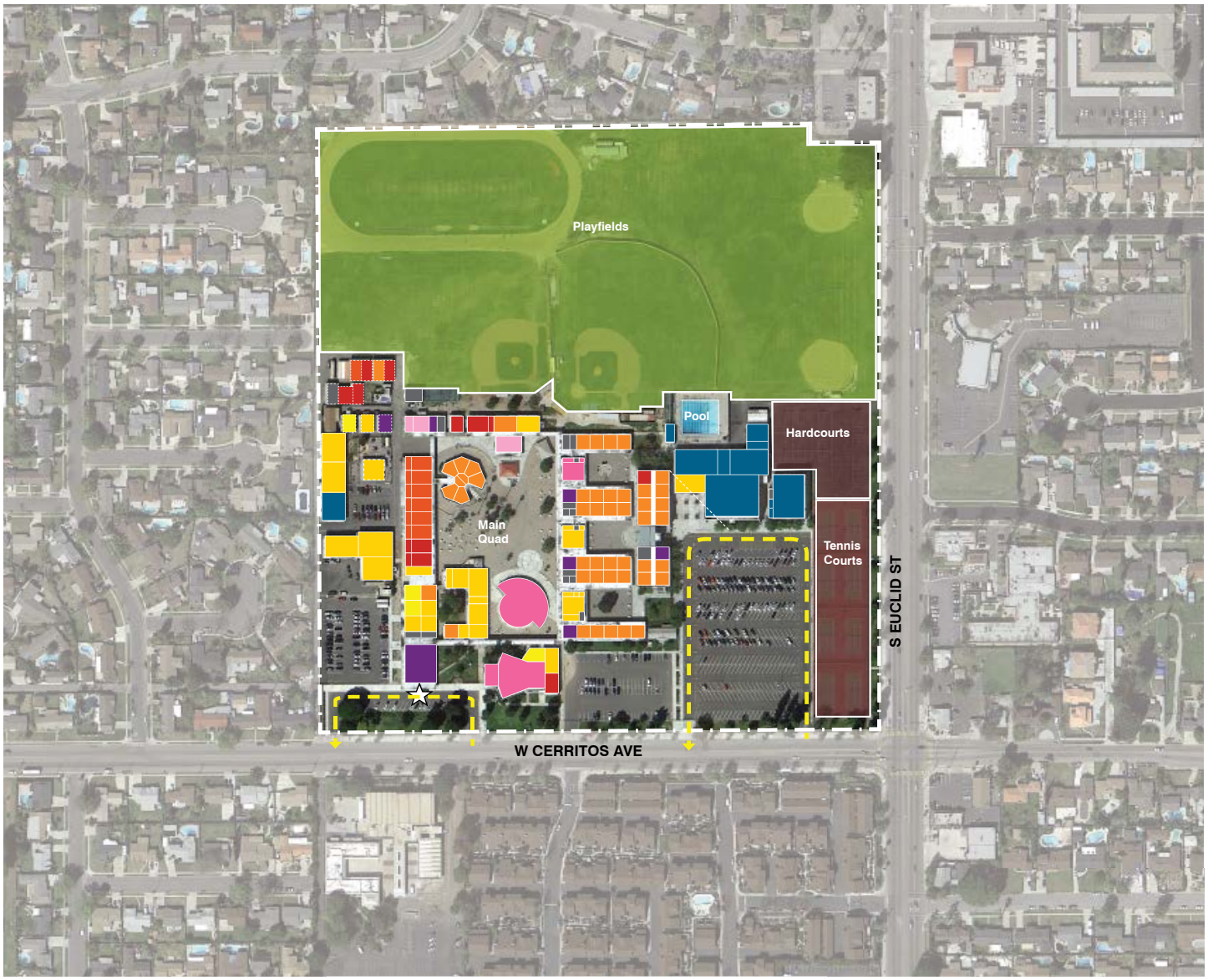
	13,640	2,810	16,405
Sub-Total Base Program Net SF:			**32,855**
Total Circulation/Support:			7,338
Total Base Program Gross SF:			**40,193**

7.13 MASTER PLAN DIAGRAMS
KENNEDY HIGH | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1A	PROPOSED PHASE 1B
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$7,545,000	$0	$0
2. Existing Building Systems & Toilets	$6,181,000	$0	$0
3. Site Utilities	$1,095,000	$0	$0
4. New Construction Classrooms	$3,188,000	$0	$0
5. Design Lab, Science, and Career Tech Education	$8,024,000	$0	$0
6. Performing Arts Improvements	$8,443,000	$0	$0
7. Multipurpose / Food Service Improvements	$2,338,000	$0	$0
8. Physical Education Improvements	$6,730,000	$0	$0
9. Administration & Staff Support	$3,403,000	$0	$0
10. Student Collaboration & Student Support Services	$1,160,000	$0	$0
11. Safety & Security	$1,761,000	$1,200,000	$0
12. Outdoor Learning Quads	$1,021,000	$0	$185,000
13. Exterior Play Fields & Hardcourts	$2,065,000	$0	$0
14. 21st Century Learning Classroom Flexibility	$1,950,000	$975,000	$0
15. Technology Infrastructure	$1,461,000	$730,500	$0
Total Construction / Project Cost (2014$)	**$56,365,000**	**$2,905,500**	**$185,000**

**Phase 1A scope is included in Phase 1. If additional funding becomes available then Phase 1B scope of work shall be the next priority for implementation*

7.14 MASTER PLAN DIAGRAMS
LOARA 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

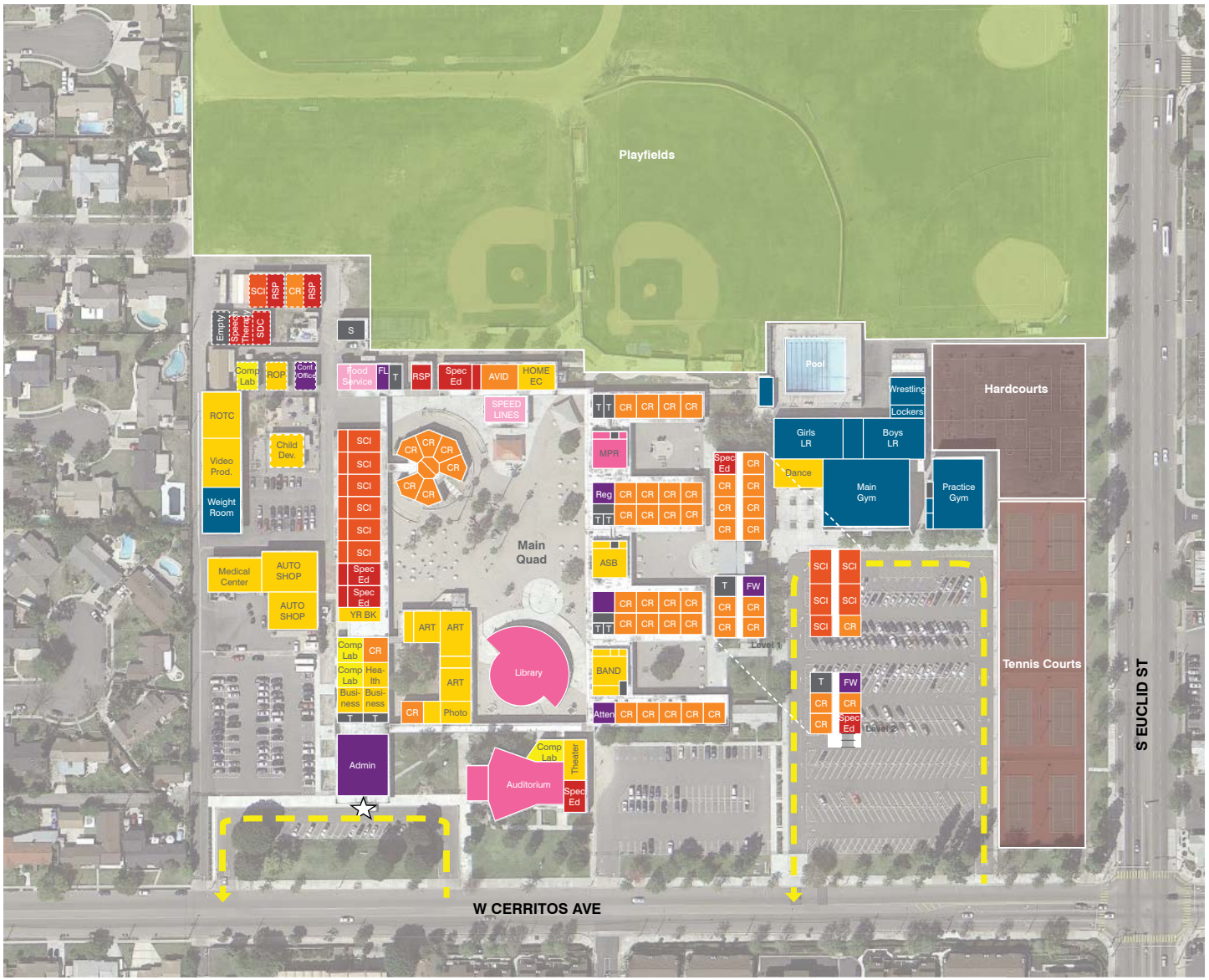
320 ft
1" = 320'

7.14 MASTER PLAN DIAGRAMS
LOARA 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 :	2,843
Teaching Stations	
Classrooms	45
Science Labs	14
Elective	22
Sub Total:	**81**
Resource Specialist, RSP	3
Special Education	8
Computer Lab	4
Empty	1
Grand Total:	**97**

200 ft
1" = 200'

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

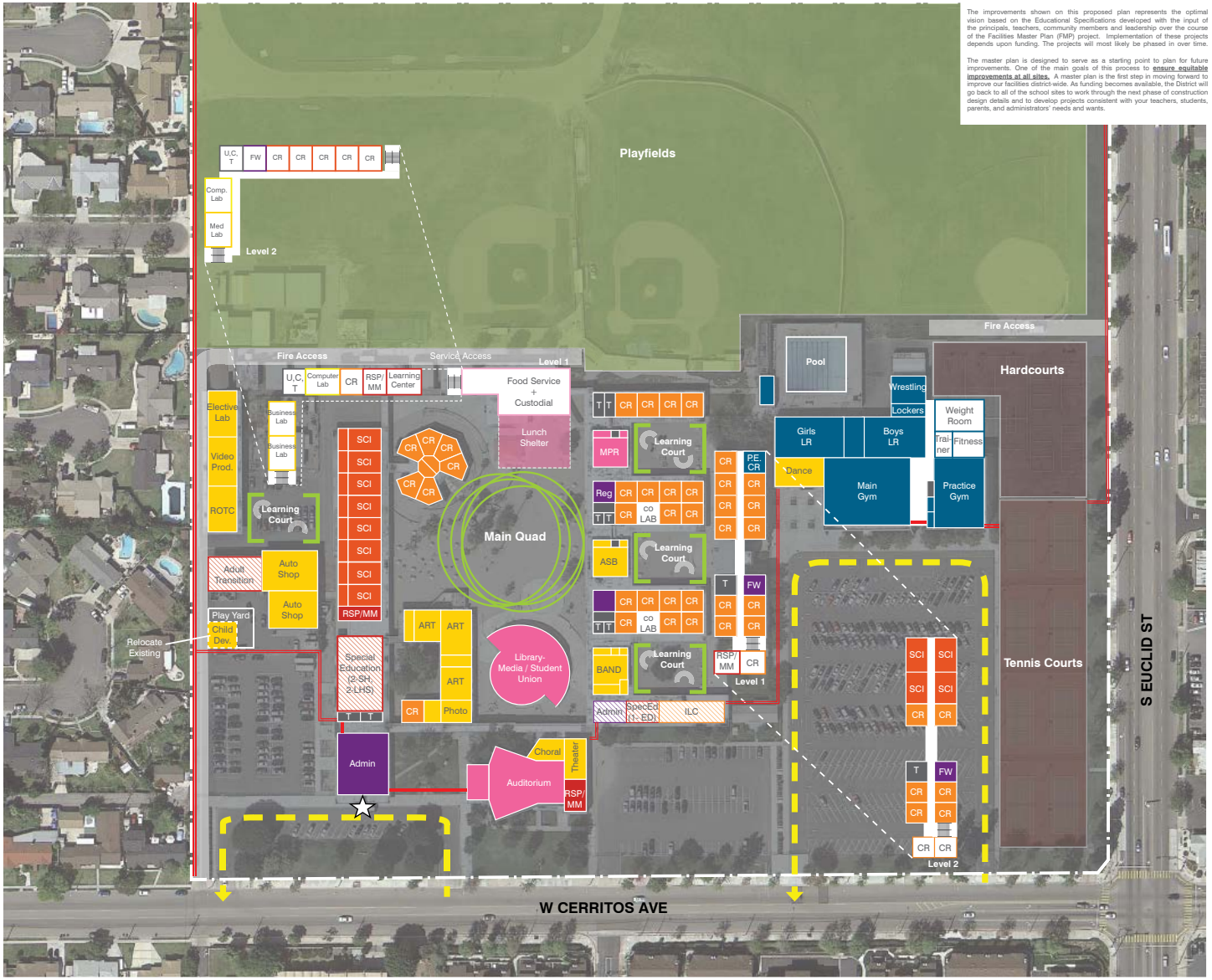
7.14 MASTER PLAN DIAGRAMS
LOARA HIGH | PROPOSED OVERALL + CIRCULATION

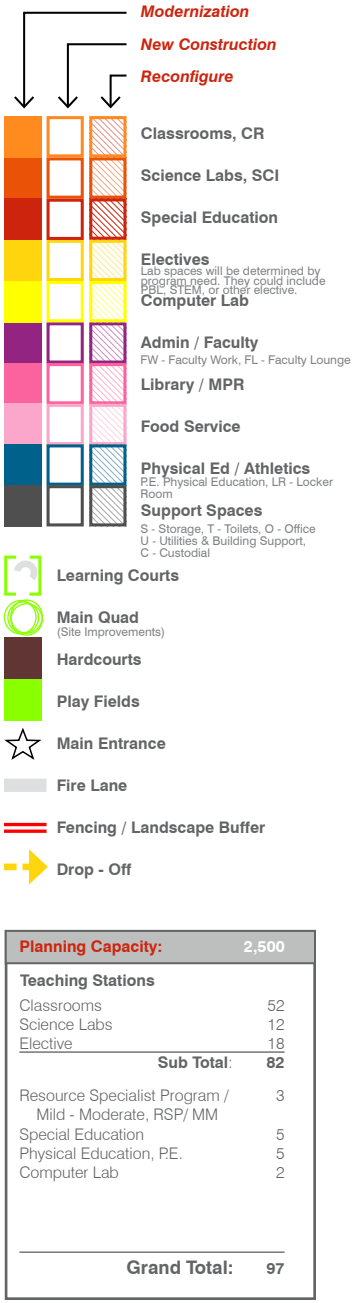
Main Entry Point / Circulation
Drop-Off
Fire Lane
Fencing / Landscape Buffer

Existing Building
New Construction
Learning Courts
Main Quad
Hardcourts
Play Fields
Main Entrance

320 ft
1" = 320'

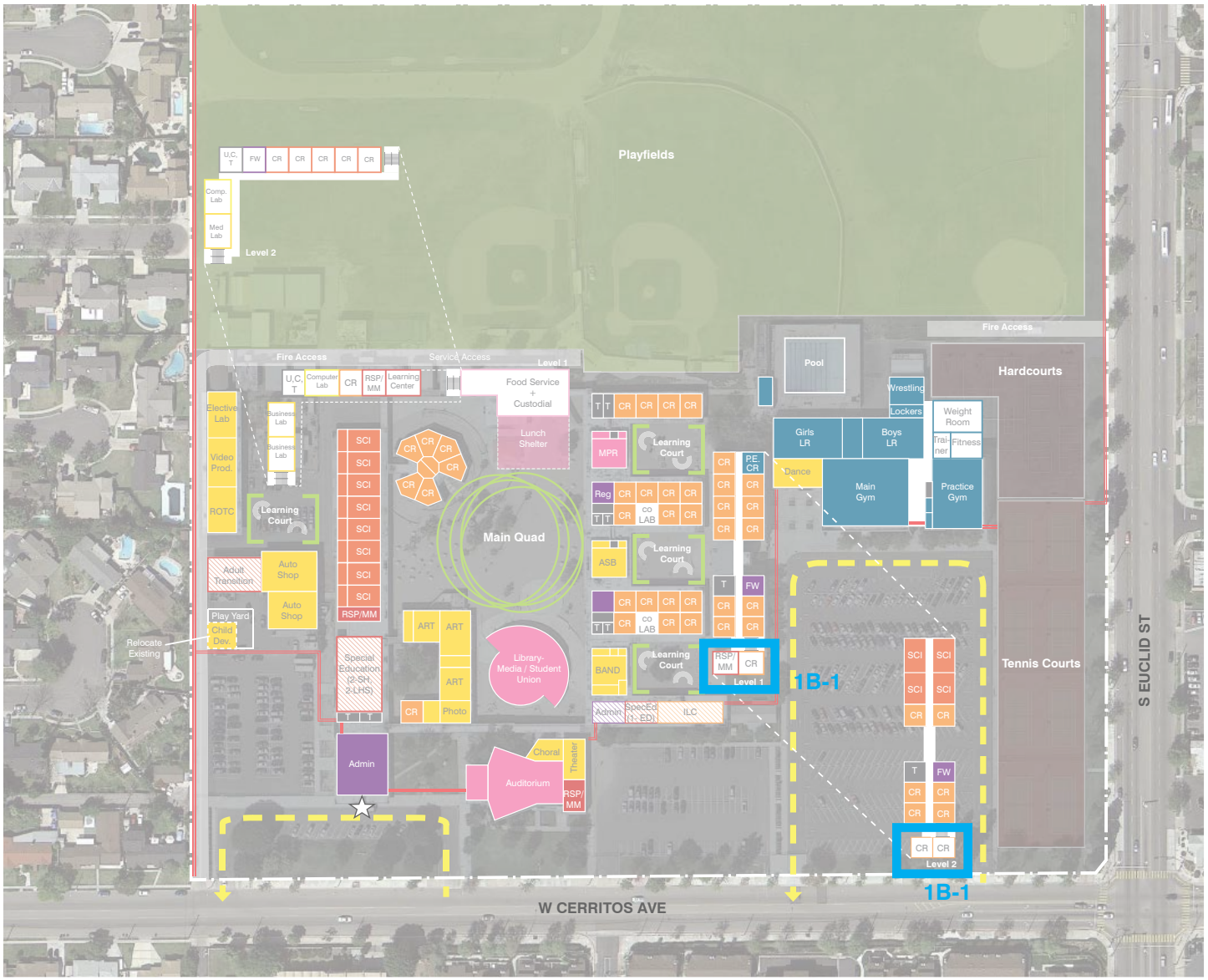
7.14 MASTER PLAN DIAGRAMS
LOARA HIGH | PROPOSED





Planning Capacity:	2,500
Teaching Stations	
Classrooms	52
Science Labs	12
Elective	18
Sub Total:	**82**
Resource Specialist Program / Mild - Moderate, RSP/ MM	3
Special Education	5
Physical Education, PE.	5
Computer Lab	2
Grand Total:	**97**

MASTER PLAN DIAGRAMS
LOARA HIGH | PROPOSED-PHASE 1



200 ft
1" = 200'

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

PROPOSED SCOPE OF WORK

Phase 1A

1. Flexible furniture, equipment and technology infrastructure at some Classrooms (*Scope of work and areas of work to be determined)
2. Safety & security including fencing and cameras and locks

Phase 1B (included if additional funding becomes available)

1. New classroom addition

MASTER PLAN DIAGRAMS
LOARA HIGH | PROGRAM

Loara High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

2500 Student Program

New Construction Statistical Summary

2500 Student Master Plan Capacity (District Loading @ 27 Students/Teaching Station = 93 TS)
625 Students/Grade (Grades 9-12)
125 Students/Period = (4) Teaching Stations (6 Period Day, 32 Students/TS)

Academic Core

	State/Local Capacity	Regular Classroom	Regular Lab	State Loading	AUHSD Loading	Square Footage
Core Academic + Foreign Language	27/32	7	0	189	224	17,197
Science	27/32	0	0	0	0	0
Performing Arts	27/32	0	0	0	0	0
Multi-Media Arts	27/32	0	0	0	0	0
Business/Design/Engineering	27/32	0	3	81	96	5,586
Transportation/Alternative Energy	27/32	0	0	0	0	0
Industrial Technology	27/32	0	0	0	0	0
Health Science & Medical Technology	27/32	0	1	27	32	1,862
Information & Comm. Technologies	27/32	0	1	27	32	1,862
Specialized Electives	27/32		2	54	64	3,724
Physical Education	27/0	0	0	0	0	8,732
ASB + Career Center	27/0			0	0	(In SF Below)
Total - Academic Core		**7**	**7**	**378**	**448**	**38,963**

RSP/MM	13/28	0	-	0	0	(In SF Below)
Special Ed *Renovation	13/15	7	-	91	105	13,167

Total: All Spaces		14	7	469	553	**52,130**

Student/Staff Support	
Student Support Services:	1,769
Library/Media Center:	0
Student Union/Campus Center:	0
Faculty Services:	0
Food Service/Custodial Support:	15,271
Total Student/Staff Support:	**17,040**

Grand Total - Gross SF:	**69,170**

Loara High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)

Base Program - Academic Core

Academic Core

Teaching Stations

1	Standard Classroom	SC	960	7	6,720			
2	Standard Classroom	SC	960	4	3,840			
3	Shared Commons	ANC	240	6	1,440			
						10,560	1,440	0
						12,000		

PLC - Collaborative Teaming Area

3	Staff Collaboration	ANC	300	2	600			
4	Staff Toilets	ANC	65	2	130			
5	Storage	ANC	100	2	200			
						0	930	0
						930		

	10,560	2,370	0
Sub-Total Academic Core Net SF:			**12,930**
Circulation/Support @ 25% (x 1.33):			4,267
Total Academic Core Gross SF:			**17,197**

Note: 9 Standard Teaching Stations/Cluster = 55 Standard Teaching Stations
16 English + 12 History + 8 Foreign Language + 16 Math + 3 RSP = 55 Standard Teaching Stations

Special Education

Special Education - LHS, SH, Autism

9	RSP, MM, DHH, VI, OH, O+M	SC	0	0	0	Mainstream/Learning Center		
10	LHS,SH,Autism Classroom	SC	960	4	3,840			
11	Toilets/Hygiene	ANC	270	2	540			
12	Sensory	ANC	250	2	500			
13	Living Skills	ANC	320	2	640			
14	Laundry	ANC	100	2	200			
15	Conference	ANC	120	2	240			
						3,840	2,120	0
						5,960		

Special Education - Adult Transition

19	AT Classroom	SC	960	2	1,920			
20	Toilets/Hygiene	ANC	270	1	270			
21	Focus	ANC	250	1	250			
22	Living Skills	ANC	320	1	320			
23	Conference	ANC	120	1	120			
						1,920	960	0
						2,880		

Special Education - ED

24	ED Classroom	SC	960	1	960			
25	Focus	ANC	100	1	100			
						960	100	0
						1,060		

	6,720	3,180	0
Sub-Total Special Education Net SF:			**9,900**
Circulation/Support @ 25% (x 1.33):			3,267
Total Special Education Gross SF:			**13,167**

Loara High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)

Electives

CTE Programs: Media Production Arts, Business + Finance, Medical, Software + Systems Development
Army/ROP, Transportation

Business/Design/Engineering

Flex Program Labs

83	Design Lab	SC	1,200	3	3,600	(Business or Design/Engineering)		
84	Storage/Work Room	ANC	200	3	600			
						3,600	600	0
						4,200		

	3,600	600	0
Sub-Total Business/Design/Engineering Net SF:			**4,200**
Circulation/Support @ 25% (x 1.33):			1,386
Total Business/Design/Engineering Gross SF:			**5,586**

Health Science & Medical Technology

Patient Care or Special Area

1	Medical Lab	SC	1,200	1	1,200			
2	Storage	ANC	200	1	200			
						1,200	200	0
						1,400		

	1,200	200	0
Health Science & Medical Technology Classrooms:			**1,400**
Circulation/Support @ 25% (x 1.33):			462
Total Health Science & Medical Technology Gross SF:			**1,862**

Information & Communications Technologies

Information Support + Services, Software + Systems Development

1	Lab - Software Development	SC	1,200	1	1,200			
2	Storage	ANC	200	1	200			
						1,200	200	0
						1,400		

	1,200	200	0
Information & Communications Classrooms:			**1,400**
Circulation/Support @ 25% (x 1.33):			462
Total Information & Communications Classrooms Gross SF:			**1,862**

Specialized Programs

ROTC

95	Classroom	SC	1,200	2	2,400			
96	Storage	ANC	200	2	400			
						2,400	400	0
						2,800		

	2,400	400	0
Specialized Programs Classrooms:			**2,800**
Circulation/Support @ 25% (x 1.33):			924
Total Specialized Programs Gross SF:			**3,724**

Loara High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)

Physical Education

Gymnasium

95	Auxillary Gymnasium	NS	9,000	0	0			
96	Lobby/Hall of Fame	ANC	1,000	0	0			
97	Concessions	ANC	200	0	0			
98	Ticket Booth	ANC	75	0	0			
99	Gym Storage	ANC	200	0	0			
100	Boys/Girls Locker/Shower Room	ANC	2,400	0	0			
101	Boys/Girls Toilet	ANC	250	0	0			
102	Boys/Girls Equipment Storage	ANC	200	0	0			
103	Boys/Girls PE Staff Office/Locker	ANC	600	0	0	(Includes T/Sh/Changing Area)		
104	Coaches Meeting/Video Room	ANC	400	0	0			
105	Off-Site Coaches Room	ANC	400	0	0			
106	Training/Treatment Room	ANC	900	1	900			
107	Boys/Girls JV Locker Room	ANC	600	0	0			
108	Boys/Girls Varsity Locker Room	ANC	900	0	0			
109	Uniform Storage	ANC	1,000	0	0			
110	Athletic Equipment Storage	ANC	1,000	0	0			
						0	900	0
						900		

Athletic Teaching Stations

111	Weight Room	NS	1,800	2	3,600			
112	Fitness Room	NS	2,400	1	2,400			
113	Health Classroom	NS	960	1	960			
114	Wrestling Room	NS	1,800	0	0	(Space for 40' x 40' Mat)		
115	Wrestling Storage	ANC	200	0	0			
						6,960	0	0
						6,960		

	6,960	900	0
Sub-Total Physical Education Net SF:			**7,860**
Circulation/Support @ 10% (x 1.111):			872
Total Physical Education Gross SF:			**8,732**

Loara High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support
Student/Staff Support Services								
Administration/Staff Support Services								
Learning Center								
93	RSP Workstations	SP	80	6	480			
94	Break Out Area	SP	200	1	200			
95	IEP	SP	150	1	150			
96	Records Storage	SP	100	1	100			
97	Speech Office	SP	200	1	200			
98	Psychologist Office	SP	200	1	200			
								1,330
						0		
Independent Learning Center (ILC)								
99	ILC Classroom	NS	960	0	0			
100	Workstations	SP	75	0	0			
101	Collaborative Work Area	SP	960	0	0			
102	Conference	SP	200	0	0			
103	Independent Work Area	SP	330	0	0			
104	Storage	SP	100	0	0			
								0
						0		
Counseling Services								
93	Student Reception/Waiting Area	SP	300	0	0			
94	Clerical Support	SP	75	0	0			
95	Counselor's Office	SP	150	0	0			
96	Registrar Office	SP	125	0	0			
97	Flex Office	SP	125	0	0			
98	Testing Materials	SP	200	0	0			
99	College/Career Center	NS	1,000	0	0			
100	Small Conference	SP	150	0	0			
101	Large Conference	SP	250	0	0			
102	Longterm Records Storage	SP	200	0	0	(Compact Shelving)		
						0	0	0
						0		
						0	0	1,330
					Sub-Total Student Support Services Net SF:			**1,330**
					Circulation/Support @ 25% (x 1.33):			439
					Total Student Support Services Gross SF:			**1,769**
					Total Library/Media Center Gross SF:			**0**

Loara High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support
Nutrition Services								
Food Service/Student Dining								
133	Kitchen/Food Prep	SP	2,350	1	2,350			
134	Dry Storage	SP	250	1	250			
135	Walk-In Refrigerator/Freezer	SP	125	2	250			
136	Serving Line	SP	800	2	1,600			
137	Serving Windows	SP	150	1	150			
138	Changing Room/Toilet	SP	95	1	95			
139	Food Service Director Office w/Safe	SP	150	1	150	(2 Workstations)		
140	Recieving Area	SP	100	1	100			
141	Lunch Shelter	SP	7,500	1	7,500	(1000 Students)		
						0	0	12,445
						0		
Custodial Services								
142	Custodian Office	SP	100	1	100			
143	Custodian/Maintenance Workroom	SP	300	1	300			
144	Supply/Grounds Storage	SP	400	1	400			
145	Golf Cart Garage/Storage	SP	500	1	500	(4 Golf Carts)		
						0	0	1,300
						0		
						0	0	13,745
					Sub-Total Food Service/Custodial Net SF:			**13,745**
					Circulation/Support @ 10% (x 1.111):			1,526
					Total Food Service/Custodial Gross SF:			**15,271**

Square Footage Summary

	32,640	7,850	15,075
Sub-Total Base Program Net SF:			**55,565**
Total Circulation/Support:			13,605
Total Base Program Gross SF:			**69,170**

7.14 MASTER PLAN DIAGRAMS
LOARA HIGH | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1A	PROPOSED PHASE 1B
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$6,736,000	$0	$0
2. Existing Building Systems & Toilets	$3,031,000	$0	$0
3. Site Utilities	$1,572,000	$0	$0
4. New Construction Classrooms	$9,769,000	$0	$2,300,000
5. Design Lab, Science, and Career Tech Education	$9,733,000	$0	$0
6. Performing Arts Improvements	$2,841,000	$0	$0
7. Multipurpose / Food Service Improvements	$6,290,000	$0	$0
8. Physical Education Improvements	$7,326,000	$0	$0
9. Administration & Staff Support	$1,526,000	$0	$0
10. Student Collaboration & Student Support Services	$1,302,000	$0	$0
11. Safety & Security	$1,237,000	$500,000	$0
12. Outdoor Learning Quads	$1,021,000	$0	$0
13. Exterior Play Fields & Hardcourts	$4,203,000	$0	$0
14. 21st Century Learning Classroom Flexibility	$2,275,000	$1,137,500	$0
15. Technology Infrastructure	$1,511,000	$755,500	$0
Total Construction / Project Cost (2014$)	**$60,373,000**	**$2,393,000**	**$2,300,000**

**Phase 1A scope is included in Phase 1. If additional funding becomes available then Phase 1B scope of work shall be the next priority for implementation*

7.15 MASTER PLAN DIAGRAMS
MAGNOLIA 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

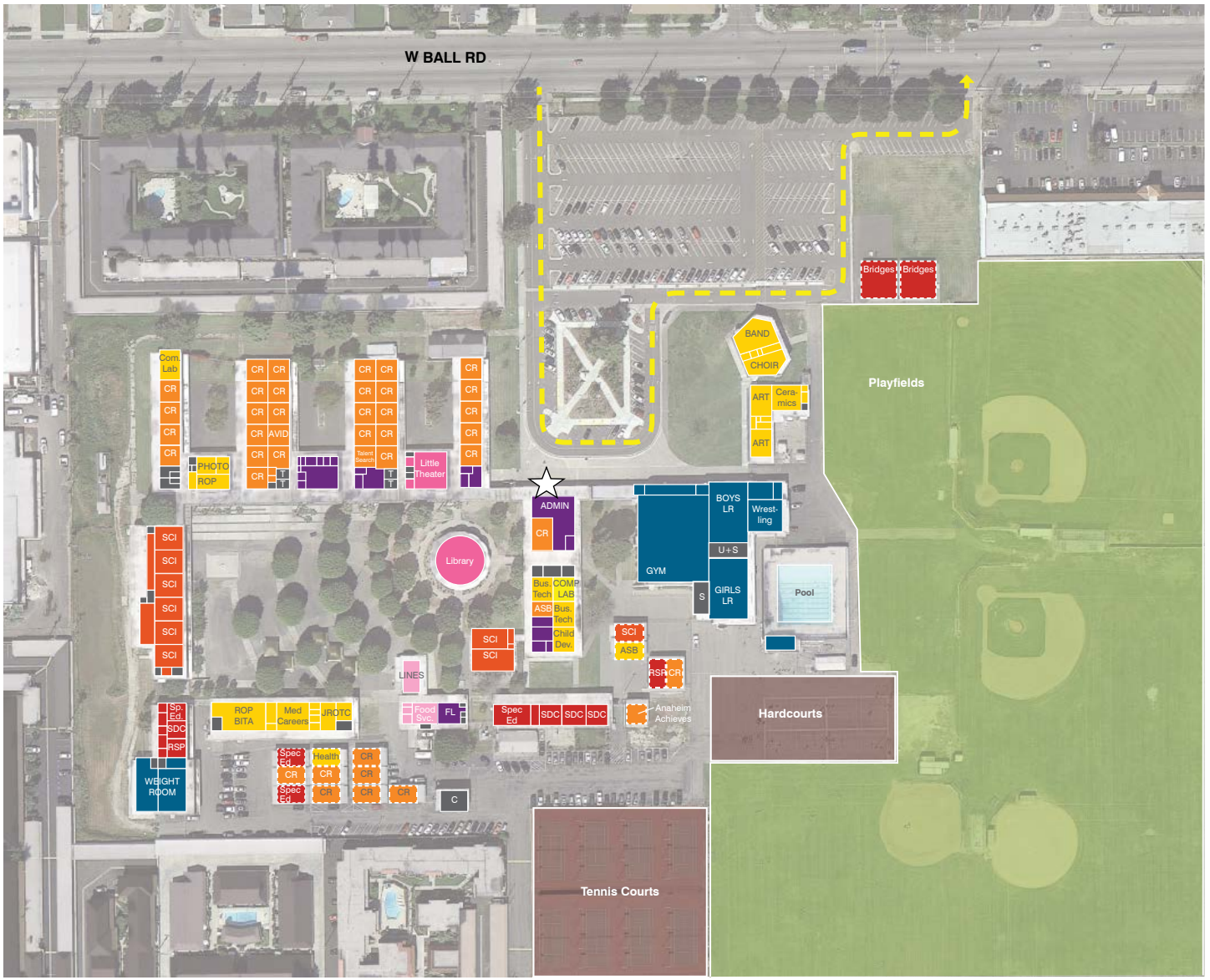
320 ft
1" = 320'

7.15 MASTER PLAN DIAGRAMS
MAGNOLIA 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.



200 ft
1" = 200'

- 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

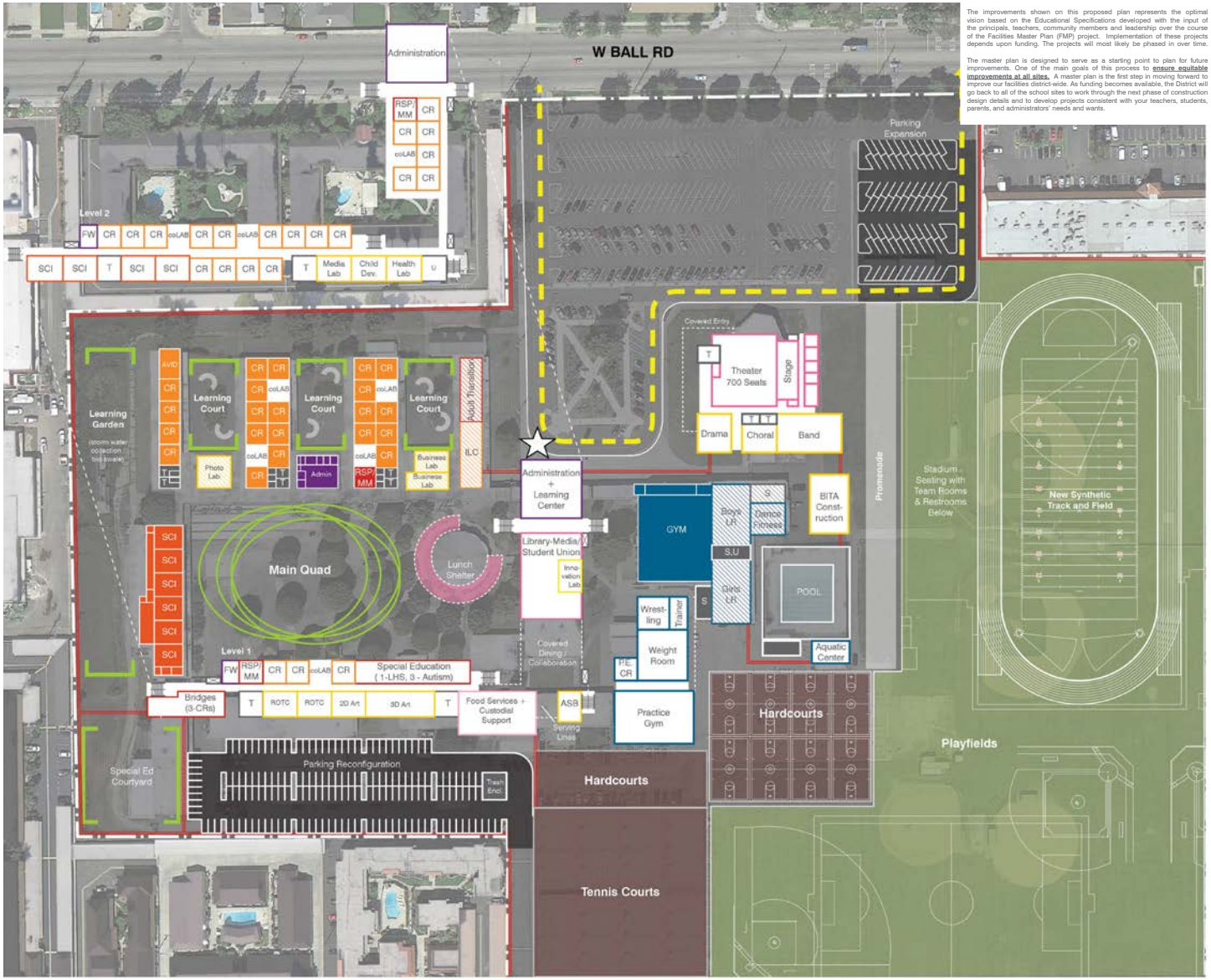
Current Enrollment :	2,843
Teaching Stations	
Classrooms	45
Science Labs	14
Elective	22
Sub Total:	**81**
Resource Specialist, RSP	3
Special Education	8
Computer Lab	4
Empty	1
Grand Total:	**97**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.15 MASTER PLAN DIAGRAMS
MAGNOLIA HIGH | PROPOSED OVERALL + CIRCULATION

7.15 MASTER PLAN DIAGRAMS
MAGNOLIA HIGH | PROPOSED



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.

200 ft
1" = 200'

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

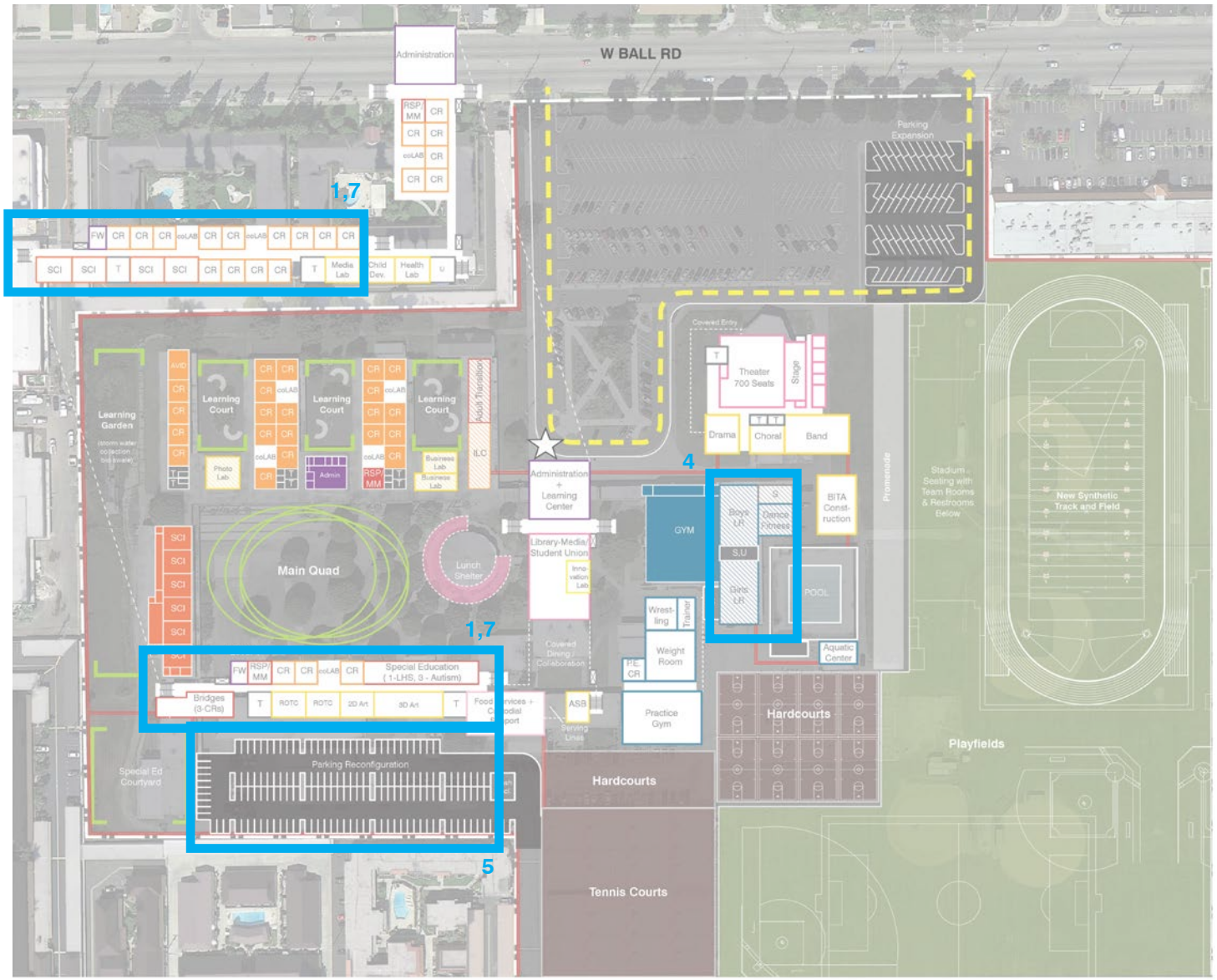
Drop - Off

Planning Capacity:	**2,500**
Teaching Stations	
Classrooms	52
Science Labs	12
Elective	18
Sub Total:	**82**
Resource Specialist Program / Mild - Moderate, RSP/ MM	3
Special Education	5
Physical Education, PE.	5
Computer Lab	2
Grand Total:	**97**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.15 MASTER PLAN DIAGRAMS
MAGNOLIA HIGH | PROPOSED-PHASE 1



200 ft
1" = 200'

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 of building systems and restrooms (*Scope of work and areas of work to be determined)
2. Upgrades to site utilities*
3. New 2-story Classroom, Science Lab building, removal of existing Portables
4. Reconfigure / Modernization of Locker Rooms
5. Reconfigure parking lot and new fencing
6. Safety & security improvements including fencing, cameras and locks
7. Flexible furniture, equipment and technology infrastructure*

MASTER PLAN DIAGRAMS
MAGNOLIA HIGH | PROGRAM

Magnolia High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

2000 Student Program

New Construction Statistical Summary

2000 Student Master Plan Capacity (District Loading @ 27 Students/Teaching Station = 75 TS)
500 Students/Grade (Grades 9-12)
100 Students/Period = (3.25) Teaching Stations (6 Period Day, 32 Students/TS)

Academic Core

	State/Local Capacity	Regular Classroom	Regular Lab	State Loading	AUHSD Loading	Square Footage
Core Academic + Foreign Language	27/32	22	0	594	704	37,932
Science	27/32	0	4	108	128	9,044
Performing Arts	27/32	0	3	81	96	30,513
Multi-Media Arts	27/32	0	2	54	64	5,586
Business/Design/Engineering	27/32	0	0	0	0	0
Transportation/Alternative Energy	27/32	0	0	0	0	0
Industrial Technology	27/32	0	2	54	64	6,384
Specialized Electives	27/32		5	135	160	9,310
Physical Education	27/0	0	0	0	0	30,119
ASB + Career Center	27/0			0	0	(In SF Below)
Total - Academic Core		**22**	**16**	**1,026**	**1,216**	**128,887**

RSP	13/28	2	-	26	56	(In SF Below)
Special Ed: AT, LHS, Autism, Bridges*	13/15	7	-	91	105	14,377

Total: All Spaces		31	16	1,143	1377	**143,265**

Student/Staff Support	
Student Support Services:	14,038
Library/Media Center:	10,110
Student Union/Campus Center:	2,289
Faculty Services:	0
Food Service/Custodial Support:	15,271
Total Student/Staff Support:	**41,708**

Grand Total - Gross SF:	**184,972**

Magnolia High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)

Base Program - Academic Core

Academic Core

Teaching Stations

1	Standard Classroom	SC	960	22	21,120			
2	Shared Commons	ANC	240	22	5,280			
						21,120	5,280	0
						26,400		

PLC - Collaborative Teaming Area

3	Staff Collaboration	ANC	300	4	1,200			
4	Staff Toilets	ANC	65	8	520			
5	Storage	ANC	100	4	400			
						0	2,120	0
						2,120		

	21,120	7,400	0
Sub-Total Academic Core Net SF:			**28,520**
Circulation/Support @ 25% (x 1.33):			9,412
Total Academic Core Gross SF:			**37,932**

Note: 8 Standard Teaching Stations/Cluster = 44 Standard Teaching Stations
13 English + 10 History + 6 Foreign Language + 13 Math + 3 RSP = 45 Standard Teaching Stations

Science

Teaching Stations

6	Science Lab	SC	1,500	4	6,000			
7	Prep/Storage Room	ANC	200	4	800	(1 Shared Prep per 2 Science Labs)		
						6,000	800	0
						6,800		

	6,000	800	0
Sub-Total Science Net SF:			**6,800**
Circulation/Support @ 25% (x 1.33):			2,244
Total Science Gross SF:			**9,044**

Special Education

RSP/MM

8	Classroom	SC	960	2	1,920	3rd RSP at existing building		
						1,920		0
						1,920		

Special Education - LHS, SH, Autism - Renovation

9	MM, DHH, VI, OH, O+M	SC	0	0	0	Mainstream/Learning Center		
10	LHS,SH,Autism Classroom	SC	960	4	3,840			
11	Toilets/Hygiene	ANC	270	2	540			
12	Sensory	ANC	250	2	500	Additional		
13	Living Skills	ANC	320	1	320			
14	Laundry	ANC	100	1	100			
15	Conference	ANC	120	1	120			
						3,840	1,580	0
						5,420		

Magnolia High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

	Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)
Special Education - Bridges									
16		Bridges Classroom	SC	960	3	2,880			
17		Toilets/Hygiene	ANC	270	1	270			
18		Living Skills	ANC	320	1	320			
							2,880	590	0
							3,470		
							8,640	2,170	0
		Sub-Total Special Education Net SF:							**10,810**
		Circulation/Support @ 25% (x 1.33):							3,567
		Total Special Education Gross SF:							**14,377**

Electives

CTE Programs: Design/Visual + Media Arts, Res/Comm Construction, Child Education, Medical, Army/ROP

Performing Arts

Music/Drama/Dance

	Music								6,410
26		Band/Orchestra Room	SC	2,800	1	2,800			
27		Group Ensemble Room	NS	960	1	960			
28		Practice Room	ANC	75	4	300			
29		Instrument Storage	ANC	400	1	400			
30		Uniform Storage	ANC	200	1	200			
31		Vocal/Choral Room	SC	1,400	1	1,400			
32		Practice Room	ANC	75	2	150			
33		Robe Storage	ANC	200	1	200			
34		Digital Music Lab	SC	1,200	0	0			
35		Staff Office/Music Library	ANC	400	0	0			
	Drama								2,550
36		Black Box Theatre	SC	2,000	1	2,000	(45'x45')		
37		Control Room	ANC	150	1	150			
38		Equipment Storage	ANC	200	1	200			
39		Staff Office/Drama Library	ANC	200	1	200			
	Dance								0
40		Dance Studio	SC	1,800	0	0	Renovate Wrestling Room		
41		Locker/Toilet/Dressing Room	ANC	500	0	0			
42		Costume Storage	ANC	400	0	0			
43		Staff Office/Music Library	ANC	200	0	0			
							7,160	1,800	0
							8,960		

Magnolia High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

	Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)
Theater									
		Public/Audience Area							8,475
44		Main Theater	ANC	7,200	1	7,200	(700 Fixed Seating Capacity)		
45		Lobby/Display Gallery	ANC	1,000	1	1,000			
46		Concessions	ANC	200	1	200			
47		Ticket Booth	ANC	75	1	75			
		Theater Support							6,175
48		Stage	ANC	3,200	1	3,200			
49		Orchestra Pit	ANC	1,000	1	1,000	(Removeable Fore Stage)		
50		Scene Shop/Construction Lab	NS	1,000	0	0	Use Industrial Technology		
51		Tools & Material Storage	ANC	100	1	100			
52		Prop Storage	ANC	600	1	600			
53		Costume Storage	ANC	400	1	400			
54		Dimmer Room	ANC	75	1	75			
55		Sound & Lighting Control Room	ANC	200	1	200			
56		Dressing/Make-Up Room w/ Toilet	ANC	300	2	600			
							0	14,650	0
							14,650		
PLC - Collaborative Teaming Area									
57		Conference/Green Room	ANC	400	1	400			
58		Staff Workroom	ANC	300	1	300			
59		Storage	ANC	100	1	100			
							0	800	0
							800		
							7,160	17,250	0
		Sub-Total Performing Arts Net SF:							**24,410**
		Circulation/Support @ 20% (x 1.25):							6,103
		Total Performing Arts Gross SF:							**30,513**

Multi-Media Arts

Visual Arts

	2D Studios								1,800
60		Art 2D Drawing/Paint/Multi-Media Lab	SC	1,600	1	1,600	(1 2D/1 Multi-Media Digital Lab)		
61		Storage/Work Room	ANC	200	1	200			
	3D Studios								2,400
62		Art 3D Sculpture/Ceramics Lab	SC	1,800	1	1,800			
63		Kiln	ANC	100	1	100			
64		Clay/Project Storage Room	ANC	300	1	300			
65		Storage/Work Room	ANC	200	1	200			
	Digital Photography								0
66		Design/Photography Lab	SC	1,200	0	0			
67		Storage/Work Room	ANC	200	0	0			
							3,400	800	0
							4,200		

Magnolia High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support	
Technical Arts									
	TV/Video Production								0
68	TV/Broadcast Studio	SC	1,600	0	0				(w/ CR Bleacher Seating)
69	TV Switcher/Control Room	ANC	150	0	0				
70	Video Production Lab	SC	1,200	0	0				
71	Multimedia/Editing Room	ANC	200	0	0				(Hollywood Studio Layout)
72	Foley Sound Stage/Audio Studio	ANC	600	0	0				
73	Control Room	ANC	150	0	0				
74	Screening Room	NS	1,800	0	0				(Divisible Lecture Hall 150 Capacity)
75	Control Room	ANC	150	0	0				
76	Prop & Equipment Storage	ANC	400	0	0				
77	Storage/Work Room	ANC	200	0	0				
	Journalism/Yearbook								0
78	Classroom/Lab	SC	1,200	0	0				
79	Storage/Work Room	ANC	200	0	0				
						0	0	0	
						0			
PLC - Collaborative Teaming Area									
80	Conference Room	ANC	200	0	0				
81	Staff Workroom	ANC	300	0	0				
82	Storage	ANC	100	0	0				
						0	0	0	
						3,400	800	0	
	Sub-Total Multi Media Arts Net SF:								**4,200**
	Circulation/Support @ 25% (x 1.33):								1,386
	Total Multi Media Arts Gross SF:								**5,586**
Construction/Building Industry									
Industrial Technology									
91	Shop	SC	2,000	2	4,000				
92	Material Storage	ANC	400	1	400				
93	Tool/Equipment Storage	ANC	200	1	200				
94	Office/Work Room	ANC	200	1	200				
						4,000	800	0	
						4,800			
						4,000	800	0	
	Sub-Total Construction Program SF:								**4,800**
	Circulation/Support @ 25% (x 1.33):								1,584
	Total Construction Program Gross SF:								**6,384**
Specialized Programs									
ROTC(2) Child Development(1), Medical (1)									
95	Labs	SC	1,200	5	6,000				
96	Storage	ANC	200	5	1,000				
						6,000	1,000	0	
						7,000			
						6,000	1,000	0	
	Specialized Programs Classrooms:								**7,000**
	Circulation/Support @ 25% (x 1.33):								2,310
	Total Specialized ProgramsGross SF:								**9,310**

Magnolia High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support	
Physical Education									
Gymnasium									
95	Auxillary Gym	NS	9,000	1	9,000				
96	Lobby/Hall of Fame	ANC	1,000	1	1,000				
97	Concessions	ANC	200	1	200				
98	Ticket Booth	ANC	75	0	0				
99	Gym Storage	ANC	200	2	400				
100	Boys/Girls Locker/Shower Room	ANC	2,400	0	0				
101	Boys/Girls Toilet	ANC	250	0	0				
102	Boys/Girls Equipment Storage	ANC	200	0	0				
103	Boys/Girls PE Staff Office/Locker	ANC	600	0	0				(Includes T/Sh/Changing Area)
104	Coaches Meeting/Video Room	ANC	400	0	0				
105	Off-Site Coaches Room	ANC	400	0	0				
106	Training/Treatment Room	ANC	900	1	900				
107	Boys/Girls JV Locker Room	ANC	600	0	0				
108	Boys/Girls Varsity Locker Room	ANC	900	2	1,800				
109	Uniform Storage	ANC	1,000	0	0				
110	Athletic Equipment Storage	ANC	1,000	1	1,000				
						9,000	5,300	0	
						14,300			
Athletic Teaching Stations									
111	Weight Room	NS	1,800	2	3,600				
112	Fitness Room	NS	2,400	1	2,400				
113	Health Classroom	NS	960	1	960				
114	Wrestling Room	NS	1,800	1	1,800				(Space for 40' x 40' Mat)
115	Wrestling Storage	ANC	200	1	200				
						8,760	200	0	
						8,960			
Community Field House/Stadium									
116	Field Storage	ANC	400	2	800				
117	Shared Concessions	ANC	300	2	600				
118	Public Toilets	ANC	225	4	900				
119	Press Box	ANC	200	1	200				
						0	2,500	0	
						2,500			
Aquatic Center									
63	Ticket Booth	ANC	100	1	100				
64	Lifeguard/Coaches Office	ANC	150	1	150				
65	Public Toilets	ANC	350	2	700				(900 Required for 50m Pool)
66	Pool Equipment Storage	ANC	400	1	400				(Community and School)
67	Pool Mechanical Equipment	ANC	1,200	0	0				Existing to remain
						0	1,350	0	
						1,350			
						17,760	9,350	0	
	Sub-Total Physical Education Net SF:								**27,110**
	Circulation/Support @ 10% (x 1.111):								3,009
	Total Physical Education Gross SF:								**30,119**

Magnolia High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support

Student/Staff Support Services

Administration/Staff Support Services

Administration

	Public Administration							2,225
68	Public Lobby/Reception/Waiting Area	SP	400	1	400			
69	Receptionist	SP	150	1	150			
70	Principal's Office	SP	250	1	250			
71	Large Conference	SP	250	1	250			
72	Principal's Secretary Office	SP	75	1	75			
73	Flex Office	SP	125	2	250			
74	Admin Work/Copy Rm/Staff Mailboxes	SP	400	1	400	(w/ Sink & Coffee Bar)		
75	Supply Storage	SP	200	1	200			
76	Toilet	SP	125	2	250	(2 Fixtures Each)		
	Main Copy Room							800
77	Copy Center	SP	600	1	600			
78	Supply Storage	SP	200	1	200			
	Site Administration/Discipline							1,400
79	Student Reception/Waiting Area	SP	300	1	300			
80	AP Clerical Support	SP	75	3	225			
81	Assistant Principal's Office	SP	150	3	450			
82	School Resource Officer Office (SRO)	SP	125	1	125			
83	Conference	SP	150	2	300			
						0	0	4,425
						0		

Attendance

84	Attendance Office	SP	75	4	300	(Includes 4 Student Windows)		
85	Current Records Storage	SP	100	1	100			
						0	0	400
						0		

Health Services

86	Reception/Waiting	SP	75	1	75			
87	Exam Room	SP	75	1	75			
88	Health Workstation	SP	75	1	75			
89	Cot Area	SP	300	1	300	(3 cots minimum)		
90	Toilet	SP	75	1	75			
						0	0	600
						0		

Parent Center

91	Parent Center	SP	450	1	450			
92	Storage	SP	100	1	100			
						0	0	550
						0		

Learning Center

93	RSP Workstations	SP	80	6	480			
94	Break Out Area	SP	200	1	200			
95	IEP	SP	150	1	150			
96	Records Storage	SP	100	1	100			
97	Speech Office	SP	200	1	200			
98	Psychologist Office	SP	200	1	200			
								1,330
						0		

Magnolia High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support

Independent Learning Center (ILC) - Located in Building 100

99	ILC Classroom	NS	960	0	0			
100	Workstations	SP	75	0	0			
101	Collaborative Work Area	SP	960	0	0			
102	Conference	SP	200	0	0			
103	Independent Work Area	SP	330	0	0			
104	Storage	SP	100	0	0			
								0
						0		

Counseling Services

93	Student Reception/Waiting Area	SP	300	1	300			
94	Clerical Support	SP	75	4	300			
95	Counselor's Office	SP	150	4	600			
96	Registrar Office	SP	125	1	125			
97	Flex Office	SP	125	1	125			
98	Testing Materials	SP	200	1	200			
99	College/Career Center	NS	1,000	1	1,000			
100	Small Conference	SP	150	1	150			
101	Large Conference	SP	250	1	250			
102	Longterm Records Storage	SP	200	1	200	(Compact Shelving)		
						0	0	3,250
						0		
						0	0	10,555

Sub-Total Student Support Services Net SF:		**10,555**
Circulation/Support @ 25% (x 1.33):		3,483
Total Student Support Services Gross SF:		**14,038**

Library/Media Center

Library Program

	Library (CDE Minimum 4sf/Student x 2500 Students = 10,000sf)							8,350
103	Circulation Desk	SP	150	1	150			
104	Media Center Office	SP	125	1	125			
105	Work/Processing Room	SP	300	1	300			
106	Text/Tech Storage	SP	1,200	1	1,200	High Density Storage		
107	Reference/On-Line Catalog Stations	SP	600	1	600			
108	Reading Room	SP	1,800	1	1,800			
109	Stacks/Collection	SP	1,800	1	1,800			
110	Reference/Periodical Stacks	SP	400	1	400			
111	Student Work Areas	SP	150	2	300			
112	Professional Development Library	SP	400	1	400			
113	Staff Toilet	SP	75	1	75			
114	Innovation Lab	NS	1,200	1	1,200			
	Technology Support							750
115	Technology Director's Office	SP	150	1	150			
116	Technology Work Room	SP	200	1	200			
117	Equipment Storage Room	SP	200	1	200			
118	Main Data Network Control Room	SP	200	1	200			
						1,200	0	7,900
						1,200		
						1,200	0	7,900

Sub-Total Library/Media Center Net SF:		**9,100**
Circulation/Support @ 10% (x 1.111):		1,010
Total Library/Media Center Gross SF:		**10,110**

Magnolia High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support
Student Union/Campus Center								
Student Activities								
	Student Union							2,060
119	Collaboration/Dining	SP	6,000	0	0			
120	Study Rooms	SP	250	0	0			
121	Table/Chair Storage	SP	150	0	0			
	ASB							2,060
119	ASB Director's Office	SP	150	1	150			
120	Athletic Director's Office	SP	150	1	150			
121	Student Store	SP	400	1	400			
122	Accountant	SP	125	1	125			
123	Accounting Clerk	SP	75	1	75			
124	Activities Storage Room w/ Safe	SP	100	1	100			
125	ASB Room	SC	960	1	960			
126	ASB Storage Room	SP	100	1	100			
						960	0	1,100
						960		
						960	0	1,100
					Sub-Total Student Union Net SF:			**2,060**
					Circulation/Support @ 10% (x 1.111):			229
					Total Student Union Gross SF:			**2,289**

Magnolia High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support
Nutrition Services								
Food Service/Student Dining								
133	Kitchen/Food Prep	SP	2,350	1	2,350			
134	Dry Storage	SP	250	1	250			
135	Walk-In Refrigerator/Freezer	SP	125	2	250			
136	Serving Line	SP	800	2	1,600			
137	Serving Windows	SP	150	1	150			
138	Changing Room/Toilet	SP	95	1	95			
139	Food Service Director Office w/Safe	SP	150	1	150	(2 Workstations)		
140	Recieving Area	SP	100	1	100			
141	Lunch Shelter	SP	7,500	1	7,500	(1000 Students)		
						0	0	12,445
						0		
Custodial Services								
142	Custodian Office	SP	100	1	100			
143	Custodian/Maintenance Workroom	SP	300	1	300			
144	Supply/Grounds Storage	SP	400	1	400			
145	Golf Cart Garage/Storage	SP	500	1	500	(4 Golf Carts)		
						0	0	1,300
						0		
						0	0	13,745
					Sub-Total Food Service/Custodial Net SF:			**13,745**
					Circulation/Support @ 10% (x 1.111):			1,526
					Total Food Service/Custodial Gross SF:			**15,271**

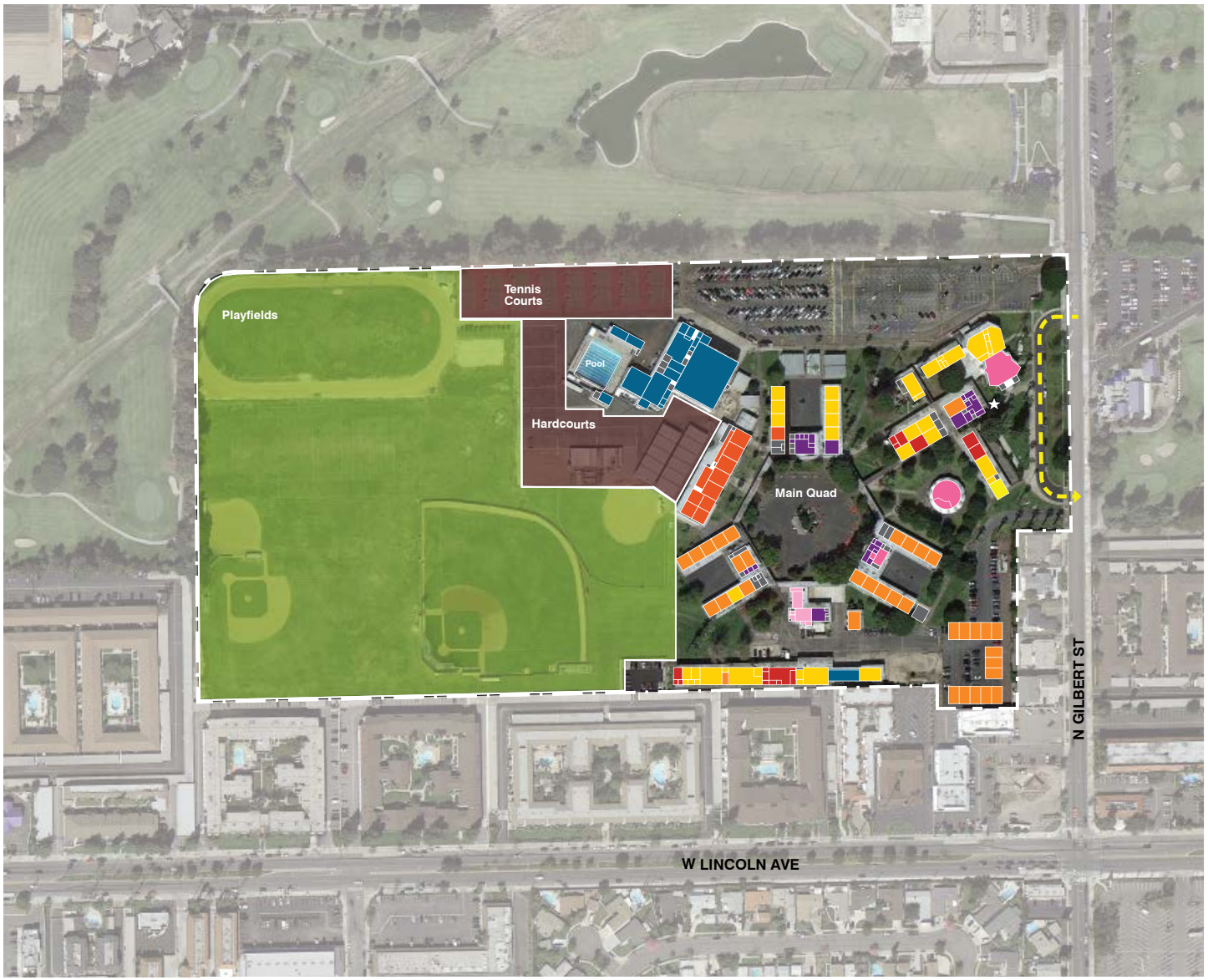
Square Footage Summary

	76,240	39,570	33,300
Sub-Total Base Program Net SF:			**149,110**
Total Circulation/Support:			35,862
Total Base Program Gross SF:			**184,972**

7.15 MASTER PLAN DIAGRAMS
MAGNOLIA HIGH | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$4,452,000	$0
2. Existing Building Systems & Toilets	$2,608,000	$1,300,000
3. Site Utilities	$3,212,000	$1,500,000
4. New Construction Classrooms	$26,208,000	$7,000,000
5. Design Lab, Science, and Career Tech Education	$15,820,000	$10,000,000
6. Performing Arts Improvements	$18,647,000	$0
7. Multipurpose / Food Service Improvements	$4,958,000	$0
8. Physical Education Improvements	$17,428,000	$3,250,000
9. Administration & Staff Support	$6,468,000	$0
10. Student Collaboration & Student Support Services	$5,458,000	$0
11. Safety & Security	$3,439,000	$2,000,000
12. Outdoor Learning Quads	$3,672,000	$0
13. Exterior Play Fields & Hardcourts	$20,537,000	$0
14. 21st Century Learning Classroom Flexibility	$2,200,000	$1,100,000
15. Technology Infrastructure	$1,030,000	$515,000
Total Construction / Project Cost (2014$)	**$136,137,000**	**$26,665,000**

7.16 MASTER PLAN DIAGRAMS
SAVANNA 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

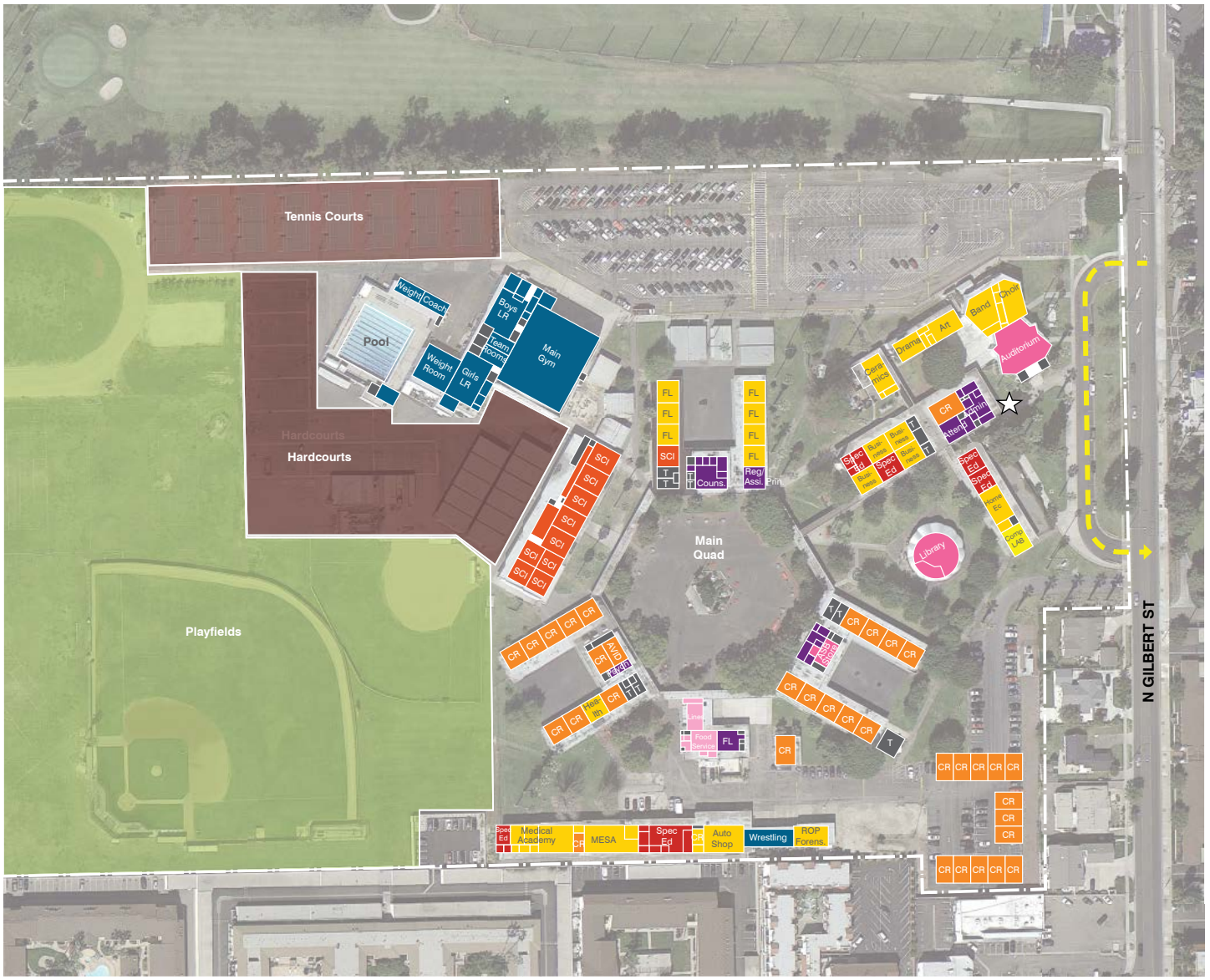
320 ft
1" = 320'

7.16 MASTER PLAN DIAGRAMS
SAVANNA 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

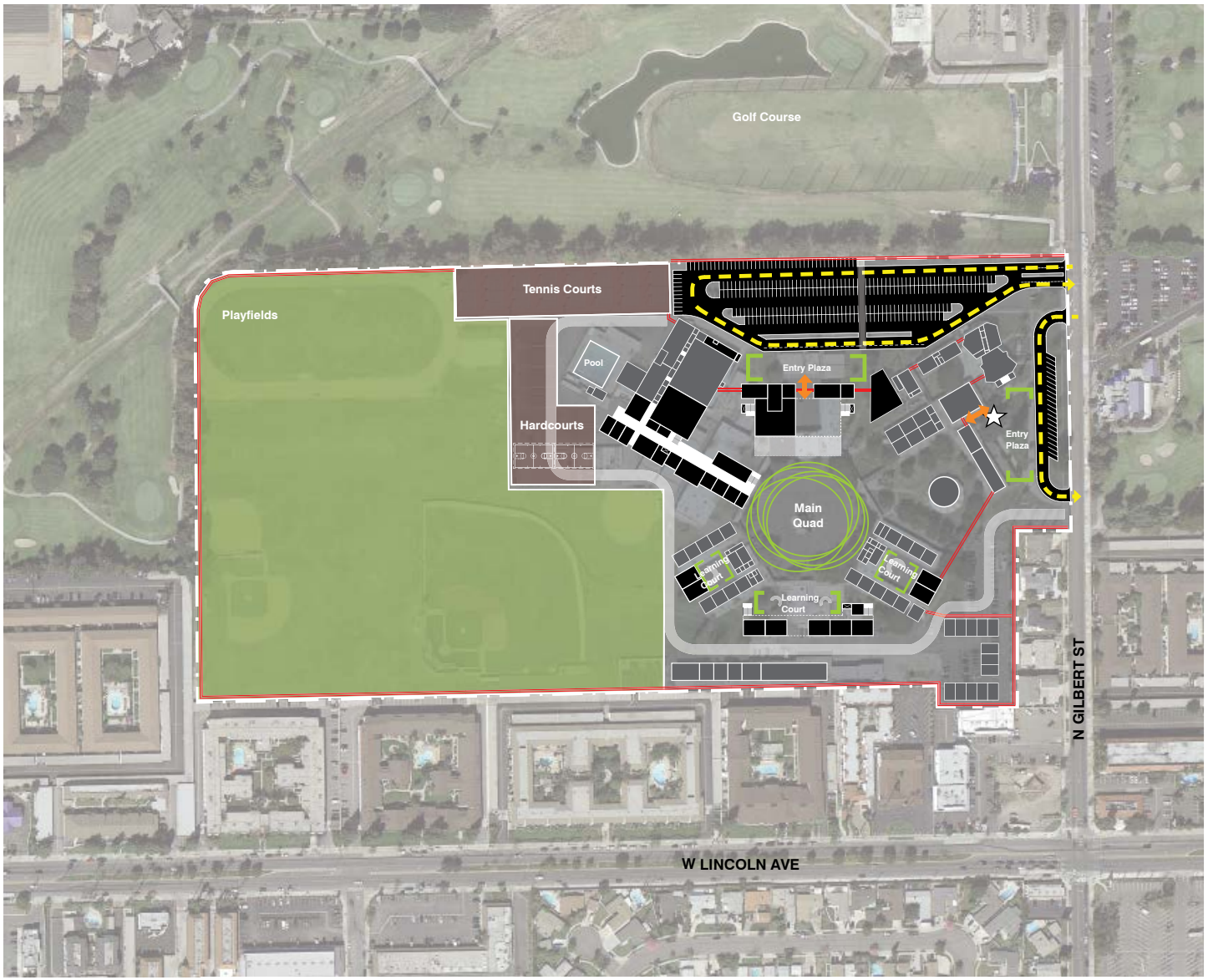
- Hardcourts
- Play Fields
- Main Entrance
- Drop-off

Current Enrollment :	2,204
Teaching Stations	
Classrooms	34
Science Labs	5
Elective	22
Sub Total:	**61**
Resource Specialist, RSP	0
Special Education	6
Computer Lab	1
Grand Total:	**68**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.16 MASTER PLAN DIAGRAMS
SAVANNA HIGH | PROPOSED OVERALL + CIRCULATION

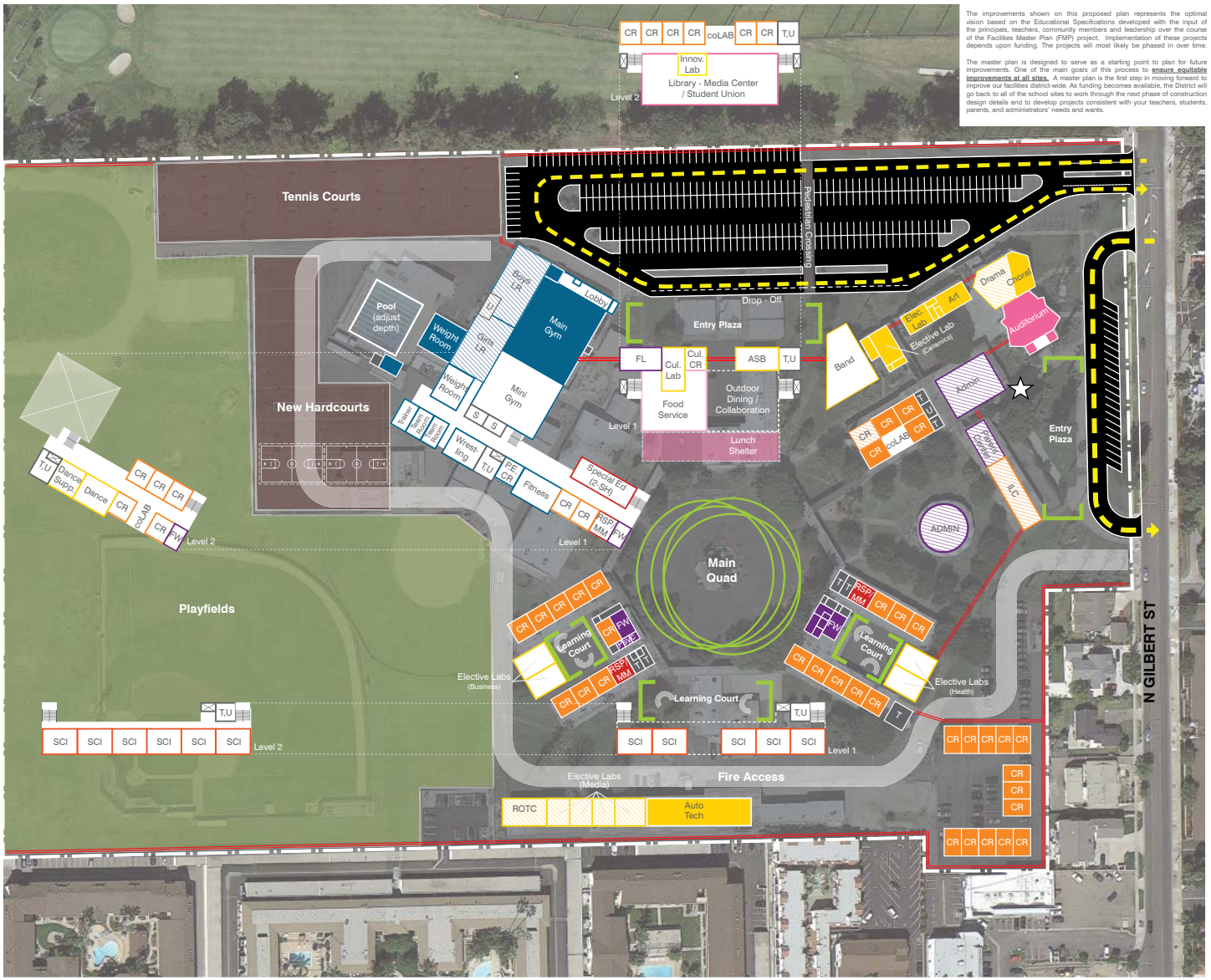


Main Entry Point / Circulation
Drop-Off
Fire Lane
Fencing / Landscape Buffer

Existing Building
New Construction
Learning Courts
Main Quad
Hardcourts
Play Fields
Main Entrance

320 ft
1" = 320'

7.16 MASTER PLAN DIAGRAMS
SAVANNA HIGH | PROPOSED



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.

200 ft
1" = 200'

Modernization
New Construction
Reconfigure

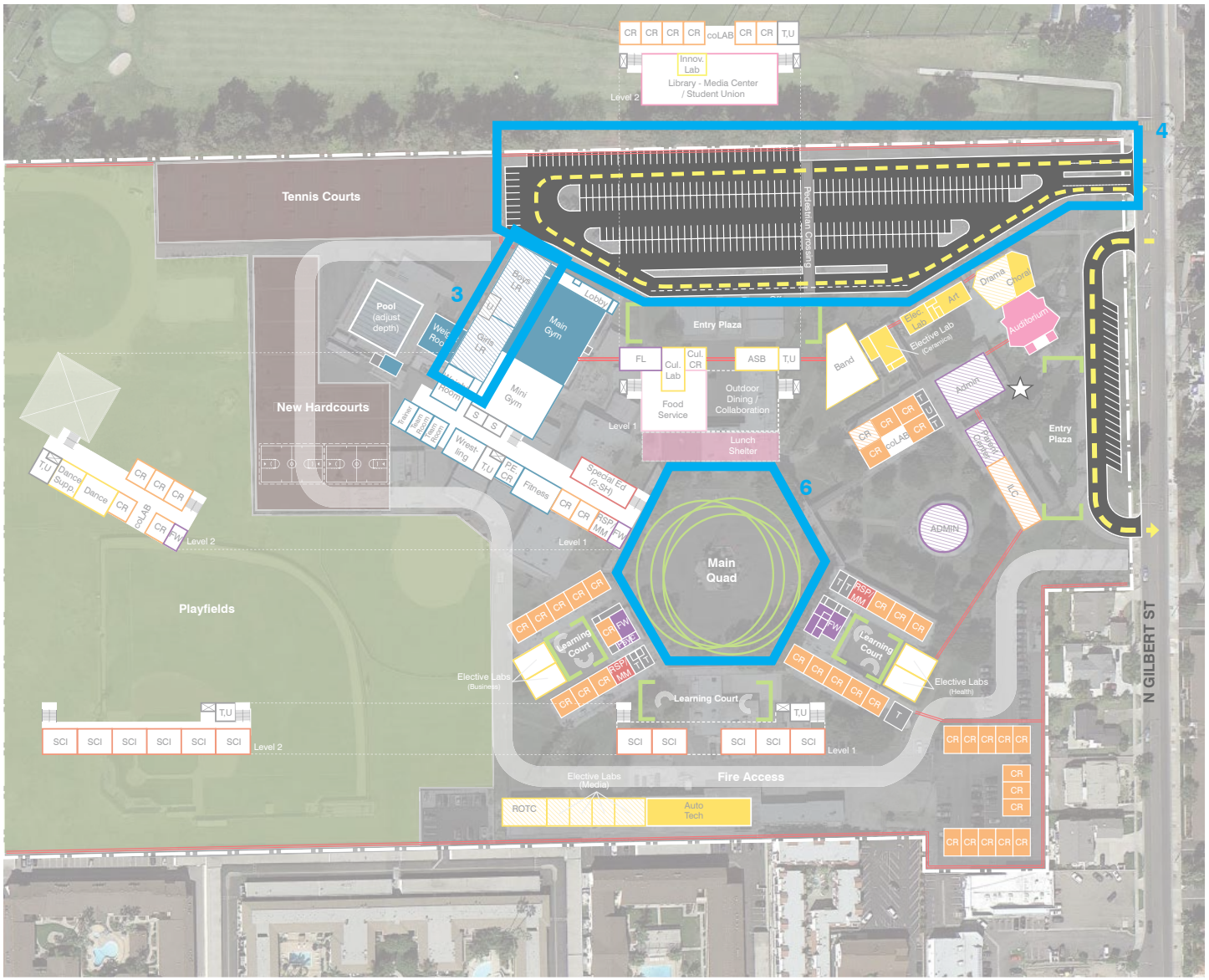
- Classrooms, CR
- Science Labs, SCI
- Special Education
- Electives
  Lab spaces will be determined by program need. They could include PBL, STEM, or other elective.
- Computer Lab
- Admin / Faculty
  FW - Faculty Work, FL - Faculty Lounge
- Library / MPR
- Food Service
- Physical Ed / Athletics
  P.E. 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:	**2,350**
Teaching Stations	
Classrooms	48
Science Labs	11
Elective	18
Sub Total:	**77**
Resource Specialist Program / Mild - Moderate, RSP/MM	3
Special Education	2
Physical Education, P.E.	5
Grand Total:	**87**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.16 MASTER PLAN DIAGRAMS
SAVANNA HIGH | PROPOSED-PHASE 1



200 ft
1" = 200'

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.
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  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 of building systems and restrooms (*Scope of work and areas of work to be determined)
2. Upgrades to site utilities*
3. Reconfigure / Modernization of Locker Rooms
4. Parking lot reconfiguration & improvements and fencing
5. Safety & security improvements including fencing, cameras and locks
6. Main Quad improvements
7. Flexible furniture, equipment and technology infrastructure*

MASTER PLAN DIAGRAMS
SAVANNA HIGH | PROGRAM

Savanna High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

2250 Student Program

New Construction Statistical Summary

2250 Student Master Plan Capacity (District Loading @ 27 Students/Teaching Station = 84 TS)
563 Students/Grade (Grades 9-12)
112.5 Students/Period = (3.5) Teaching Stations (6 Period Day, 32 Students/TS)

Academic Core

	State/Local Capacity	Regular Classroom	Regular Lab	State Loading	AUHSD Loading	Square Footage
Core Academic + Foreign Language	27/32	11	0	297	352	16,878
Science	27/32	0	11	297	352	24,871
Performing Arts	27/32	0	2	54	64	9,888
Multi-Media Arts	27/32	0	0	0	0	0
Business/Design/Engineering	27/32	0	2	54	64	3,724
Transportation/Alternative Energy	27/32	0	0	0	0	0
Industrial Technology	27/32	0	0	0	0	0
Hospitality Tourism Recreation	27/32	1	1	27	32	4,469
Health, Science and medical Technology	27/32	0	2	54	0	3,724
Public Safety	27/32	0	0	0	0	0
Physical Education	27/0	0	0	0	0	25,925
ASB + Career Center	27/0			0	0	(In SF Below)
Total - Academic Core		**12**	**18**	**783**	**864**	**89,478**

RSP/MM	13/28	3	-	39	84	(In SF Below)
Special Ed (Edit per School)	13/15	2	-	26	30	7,794

Total: All Spaces		17	18	848	978	**97,272**

Student/Staff Support	
Student Support Services:	0
Library/Media Center:	10,110
Student Union/Campus Center:	9,677
Faculty Services:	2,294
Food Service/Custodial Support:	15,271
Total Student/Staff Support:	**37,352**

Grand Total - Gross SF:	**134,624**

Savanna High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)

Base Program - Academic Core

Academic Core

Teaching Stations

1	Standard Classroom	SC	960	11	10,560			
2	Shared Commons	ANC	240	5	1,200			
						10,560	1,200	0
						11,760		

PLC - Collaborative Teaming Area

3	Staff Collaboration	ANC	300	2	600			
4	Staff Toilets	ANC	65	2	130			
5	Storage	ANC	100	2	200			
						0	930	0
						930		

	10,560	2,130	0
Sub-Total Academic Core Net SF:			**12,690**
Circulation/Support @ 25% (x 1.33):			4,188
Total Academic Core Gross SF:			**16,878**

Note: 8 Standard Teaching Stations/Cluster = 49 Standard Teaching Stations
14 English + 11 History + 7 Foreign Language + 14 Math + 3 RSP = 49 Standard Teaching Stations

Science

Teaching Stations

6	Science Lab	SC	1,500	11	16,500			
7	Prep/Storage Room	ANC	200	11	2,200	(1 Shared Prep per 2 Science Labs)		
						16,500	2,200	0
						18,700		

	16,500	2,200	0
Sub-Total Science Net SF:			**18,700**
Circulation/Support @ 25% (x 1.33):			6,171
Total Science Gross SF:			**24,871**

Savanna High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

	Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support
Special Education									
RSP/MM									
	8	Classroom	SC	960	3	2,880			
							2,880		0
							2,880		
Special Education - LHS, SH, Autism									
	9	RSP, MM, DHH, VI, OH, O+M	SC	0	0	0	Mainstream/Learning Center		
	10	LHS,SH,Autism Classroom	SC	960	2	1,920			
	11	Toilets/Hygiene	ANC	270	1	270			
	12	Sensory	ANC	250	1	250			
	13	Living Skills	ANC	320	1	320			
	14	Laundry	ANC	100	1	100			
	15	Conference	ANC	120	1	120			
							1,920	1,060	0
							2,980		
							4,800	1,060	0
		Sub-Total Special Education Net SF:							**5,860**
		Circulation/Support @ 25% (x 1.33):							1,934
		Total Special Education Gross SF:							**7,794**

Electives

CTE Programs: Media Production Arts, Financial Services, Nursing, Culinary, Public Safety/ROP, Transportation/ROP

Performing Arts

Music/Drama/Dance

	Music								4,510
26	Band/Orchestra Room	SC	2,800	1	2,800				
27	Group Ensemble Room	NS	960	1	960				
28	Practice Room	ANC	75	2	150				
29	Instrument Storage	ANC	400	1	400				
30	Uniform Storage	ANC	200	1	200				
31	Vocal/Choral Room	SC	1,400	0	0				
32	Practice Room	ANC	75	0	0				
33	Robe Storage	ANC	200	0	0				
34	Digital Music Lab	SC	1,200	0	0				
35	Staff Office/Music Library	ANC	400	0	0	(3-4 Instructors & Sheet Music Stor.)			
	Drama								0
36	Black Box Theatre	SC	2,000	0	0	(45'x45')			
37	Control Room	ANC	150	0	0				
38	Equipment Storage	ANC	200	0	0				
39	Staff Office/Drama Library	ANC	200	0	0	(1-2 Instructors)			
	Dance								3,400
40	Dance Studio	SC	1,800	1	1,800				
41	Locker/Toilet/Dressing Room	ANC	500	2	1,000				
42	Costume Storage	ANC	400	1	400				
43	Staff Office/Music Library	ANC	200	1	200	(1-2 Instructors)			
							5,560	2,350	0
							7,910		

Savanna High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

	Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support
							5,560	2,350	0
		Sub-Total Performing Arts Net SF:							**7,910**
		Circulation/Support @ 20% (x 1.25):							1,978
		Total Performing Arts Gross SF:							**9,888**
Business and Finance									
Financial Services									
	83	Design Lab	SC	1,200	2	2,400			
	84	Storage/Work Room	ANC	200	2	400			
							2,400	400	0
							2,800		
							2,400	400	0
		Sub-Total Business and Finance Net SF:							**2,800**
		Circulation/Support @ 25% (x 1.33):							924
		Total Business and Finance Gross SF:							**3,724**
Hospitality, Tourism and Recreation									
Culinary									
	95	Culinary Lab	SC	2,000	1	2,000			
	96	Culinary Lecture	SC	960	1	960			
	96	Storage	ANC	200	2	400			
							2,960	400	0
							3,360		
							2,960	400	0
		Culinary Classrooms:							**3,360**
		Circulation/Support @ 25% (x 1.33):							1,109
		Total Culinary Gross SF:							**4,469**
Health Science & Medical Technology									
Medical									
	97	Medical Lab	SC	1,200	2	2,400			
	98	Storage	ANC	200	2	400			
							2,400	400	0
							2,800		
							2,400	400	0
		Health Science & Medical Technology:							**2,800**
		Circulation/Support @ 25% (x 1.33):							924
		Total Health Science & Medical Technology Gross SF:							**3,724**
Public Services									
Public Safety - Mod									
	95	Lab	SC	1,200	0	0			
	96	Storage	ANC	200	0	0			
							0	0	0
							0		
							0	0	0
		Public ServicesClassrooms:							**0**
		Circulation/Support @ 25% (x 1.33):							0
		Total Public Services Gross SF:							**0**

Savanna High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled Non-Scheduled	ANC Ancillary	SP Support
Physical Education								
Gymnasium								
95	Auxillary Gym	NS	9,000	1	9,000			
96	Lobby/Hall of Fame	ANC	1,000	1	1,000			
97	Concessions	ANC	200	1	200			
98	Ticket Booth	ANC	75	1	75			
99	Gym Storage	ANC	200	2	400			
100	Boys/Girls Locker/Shower Room	ANC	2,400	0	0			
101	Boys/Girls Toilet	ANC	250	0	0			
102	Boys/Girls Equipment Storage	ANC	200	0	0			
103	Boys/Girls PE Staff Office/Locker	ANC	600	0	0	(Includes T/Sh/Changing Area)		
104	Coaches Meeting/Video Room	ANC	400	0	0			
105	Off-Site Coaches Room	ANC	400	0	0			
106	Training/Treatment Room	ANC	900	1	900			
107	Boys/Girls JV Locker Room	ANC	600	0	0			
108	Boys/Girls Varsity Locker Room	ANC	900	2	1,800			
109	Uniform Storage	ANC	1,000	0	0			
110	Athletic Equipment Storage	ANC	1,000	1	1,000			
						9,000	5,375	0
						14,375		
Athletic Teaching Stations								
111	Weight Room	NS	1,800	2	3,600			
112	Fitness Room	NS	2,400	1	2,400			
113	Health Classroom	NS	960	1	960			
114	Wrestling Room	NS	1,800	1	1,800	(Space for 40' x 40' Mat)		
115	Wrestling Storage	ANC	200	1	200			
						8,760	200	0
						8,960		
						17,760	5,575	0
					Sub-Total Physical Education Net SF:			**23,335**
					Circulation/Support @ 10% (x 1.111):			2,590
					Total Physical Education Gross SF:			**25,925**

Savanna High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled Non-Scheduled	ANC Ancillary	SP Support
Student/Staff Support Services								
Library/Media Center								
Library Program								
	Library (CDE Minimum 4sf/Student x 2500 Students = 10,000sf)							8,350
103	Circulation Desk	SP	150	1	150			
104	Media Center Office	SP	125	1	125			
105	Work/Processing Room	SP	300	1	300			
106	Text/Tech Storage	SP	1,200	1	1,200	High Density Storage		
107	Reference/On-Line Catalog Stations	SP	600	1	600			
108	Reading Room	SP	1,800	1	1,800			
109	Stacks/Collection	SP	1,800	1	1,800			
110	Reference/Periodical Stacks	SP	400	1	400			
111	Student Work Areas	SP	150	2	300			
112	Professional Development Library	SP	400	1	400			
113	Staff Toilet	SP	75	1	75			
114	Innovation Lab	NS	1,200	1	1,200			
	Technology Support							750
115	Technology Director's Office	SP	150	1	150			
116	Technology Work Room	SP	200	1	200			
117	Equipment Storage Room	SP	200	1	200			
118	Main Data Network Control Room	SP	200	1	200			
						1,200	0	7,900
						1,200		
						1,200	0	7,900
					Sub-Total Library/Media Center Net SF:			**9,100**
					Circulation/Support @ 10% (x 1.111):			1,010
					Total Library/Media Center Gross SF:			**10,110**
Student Union/Campus Center								
Student Activities								
	Student Union - New							8,710
119	Collaboration/Dining	SP	6,000	1	6,000			
120	Study Rooms	SP	250	2	500			
121	Table/Chair Storage	SP	150	1	150			
	ASB - Mod							*2,060*
119	ASB Director's Office	SP	150	1	150			
120	Athletic Director's Office	SP	150	1	150			
121	Student Store	SP	400	1	400			
122	Accountant	SP	125	1	125			
123	Accounting Clerk	SP	75	1	75			
124	Activities Storage Room w/ Safe	SP	100	1	100			
125	ASB Room	SC	960	1	960			
126	ASB Storage Room	SP	100	1	100			
						960	0	7,750
						960		
						960	0	7,750
					Sub-Total Student Union Net SF:			**8,710**
					Circulation/Support @ 10% (x 1.111):			967
					Total Student Union Gross SF:			**9,677**

MASTER PLAN DIAGRAMS
SAVANNA HIGH | PROGRAM

Savanna High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)
Faculty Services								
Faculty Services - Mod								
127	Staff Work Room	SP	1,500	0	0			
128	Staff Lounge	SP	1,500	1	1,500			
129	Copy Center	SP	600	0	0			
130	Supply Storage	SP	200	0	0			
131	Table/Chair Storage	SP	200	0	0			
132	Staff Toilet	SP	225	1	225			
						0	0	1,725
						0		
						0	0	1,725
					Sub-Total Faculty Services Net SF:			**1,725**
					Circulation/Support @ 25% (x 1.33):			569
					Total Student Union Gross SF:			**2,294**
Nutrition Services								
Food Service/Student Dining								
133	Kitchen/Food Prep	SP	2,350	1	2,350			
134	Dry Storage	SP	250	1	250			
135	Walk-In Refrigerator/Freezer	SP	125	2	250			
136	Serving Line	SP	800	2	1,600			
137	Serving Windows	SP	150	1	150			
138	Changing Room/Toilet	SP	95	1	95			
139	Food Service Director Office w/Safe	SP	150	1	150	(2 Workstations)		
140	Recieving Area	SP	100	1	100			
141	Lunch Shelter	SP	7,500	1	7,500	(1000 Students)		
						0	0	12,445
						0		
Custodial Services								
142	Custodian Office	SP	100	1	100			
143	Custodian/Maintenance Workroom	SP	300	1	300			
144	Supply/Grounds Storage	SP	400	1	400			
145	Golf Cart Garage/Storage	SP	500	1	500	(4 Golf Carts)		
						0	0	1,300
						0		
						0	0	13,745
					Sub-Total Food Service/Custodial Net SF:			**13,745**
					Circulation/Support @ 10% (x 1.111):			1,526
					Total Food Service/Custodial Gross SF:			**15,271**

Square Footage Summary

	65,100	14,515	31,120
Sub-Total Base Program Net SF:			**110,735**
Total Circulation/Support:			23,889
Total Base Program Gross SF:			**134,624**

7.16 MASTER PLAN DIAGRAMS
SAVANNA HIGH | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$4,490,000	$0
2. Existing Building Systems & Toilets	$7,256,000	$3,750,000
3. Site Utilities	$3,810,000	$3,000,000
4. New Construction Classrooms	$12,737,000	$0
5. Design Lab, Science, and Career Tech Education	$21,944,000	$0
6. Performing Arts Improvements	$6,452,000	$0
7. Multipurpose / Food Service Improvements	$4,952,000	$0
8. Physical Education Improvements	$14,532,000	$2,700,000
9. Administration & Staff Support	$6,054,000	$0
10. Student Collaboration & Student Support Services	$5,630,000	$0
11. Safety & Security	$5,925,000	$3,750,000
12. Outdoor Learning Quads	$2,139,000	$1,650,000
13. Exterior Play Fields & Hardcourts	$8,138,000	$0
14. 21st Century Learning Classroom Flexibility	$2,075,000	$1,037,500
15. Technology Infrastructure	$1,101,000	$550,500
Total Construction / Project Cost (2014$)	**$107,235,000**	**$16,438,000**

MASTER PLAN DIAGRAMS
WESTERN 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

320 ft
1" = 320'

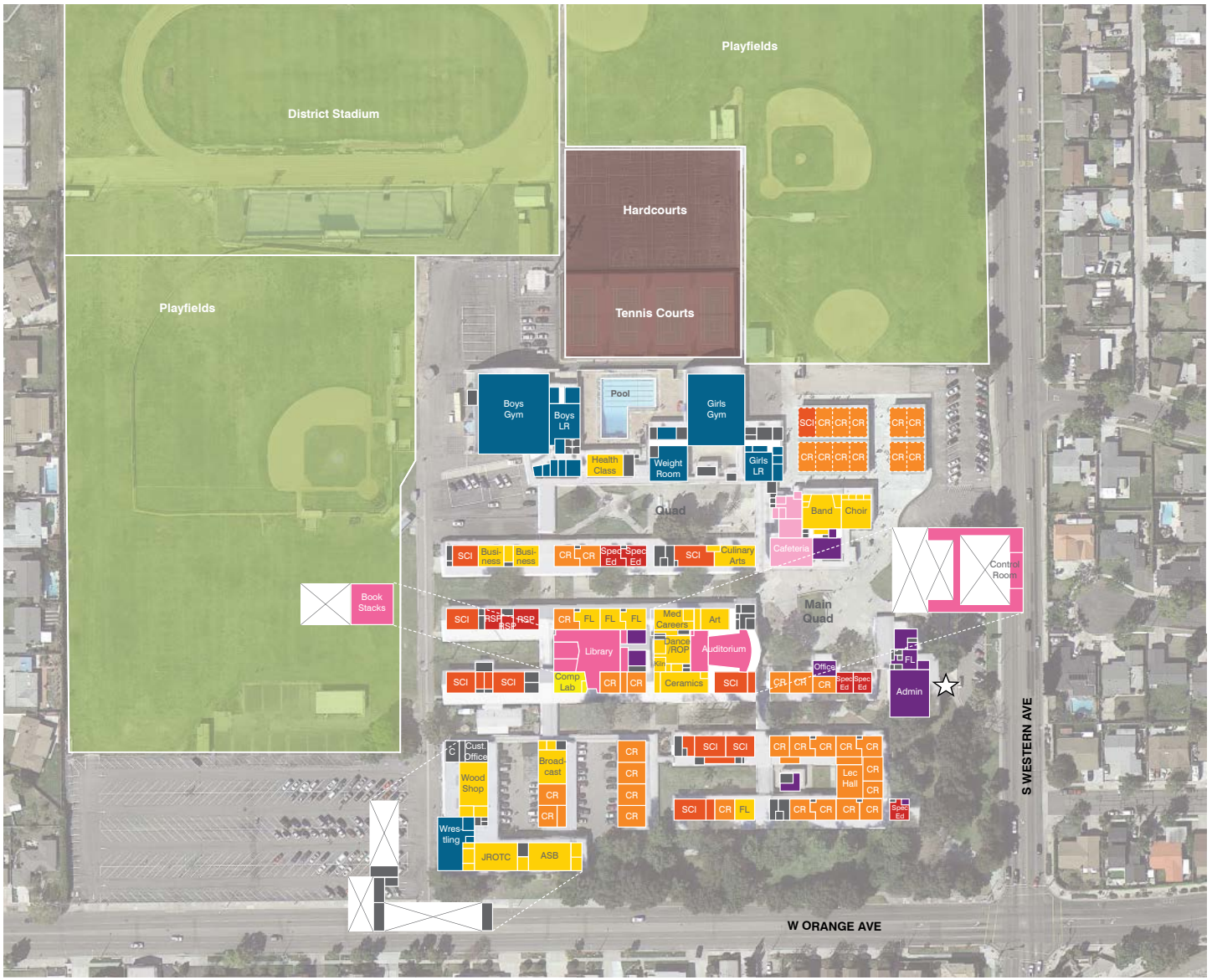
LPA

7.17 MASTER PLAN DIAGRAMS
WESTERN 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 :	2,204
Teaching Stations	
Classrooms	34
Science Labs	5
Elective	22
Sub Total:	**61**
Resource Specialist, RSP	0
Special Education	6
Computer Lab	1
Grand Total:	**68**

200 ft
1" = 200'

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.17 MASTER PLAN DIAGRAMS
WESTERN HIGH | PROPOSED OVERALL + CIRCULATION

Main Entry Point / Circulation
Drop-Off
Fire Lane
Fencing / Landscape Buffer

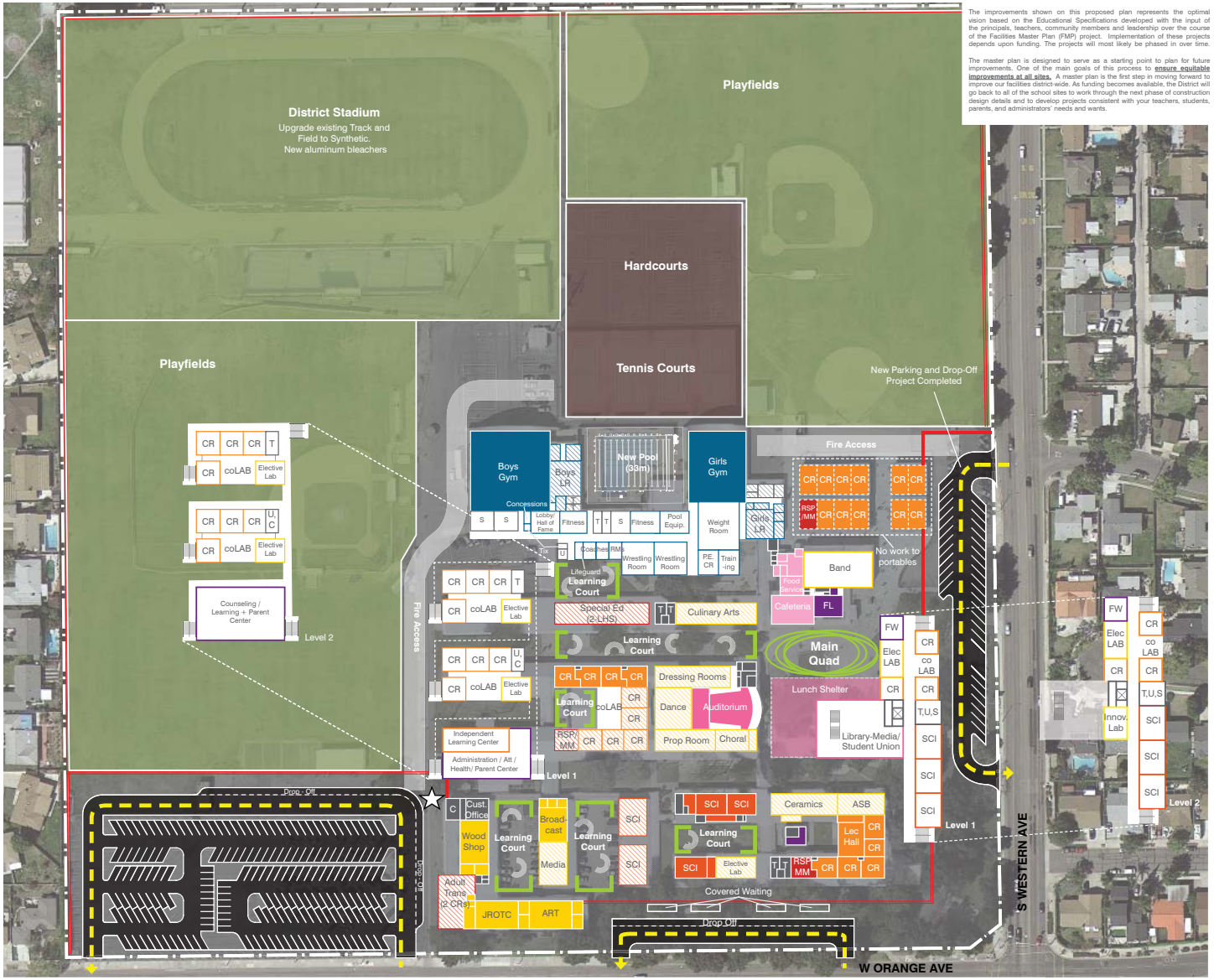
Existing Building
New Construction
Learning Courts
Main Quad
Hardcourts
Play Fields
Main Entrance

320 ft
1" = 320'

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.17 MASTER PLAN DIAGRAMS
WESTERN HIGH | PROPOSED



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.

200 ft
1" = 200'

Modernization
New Construction
Reconfigure

- **Classrooms, CR**
- **Science Labs, SCI**
- **Special Education**
- **Electives**
  Lab spaces will be determined by program need. They could include PBC, 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

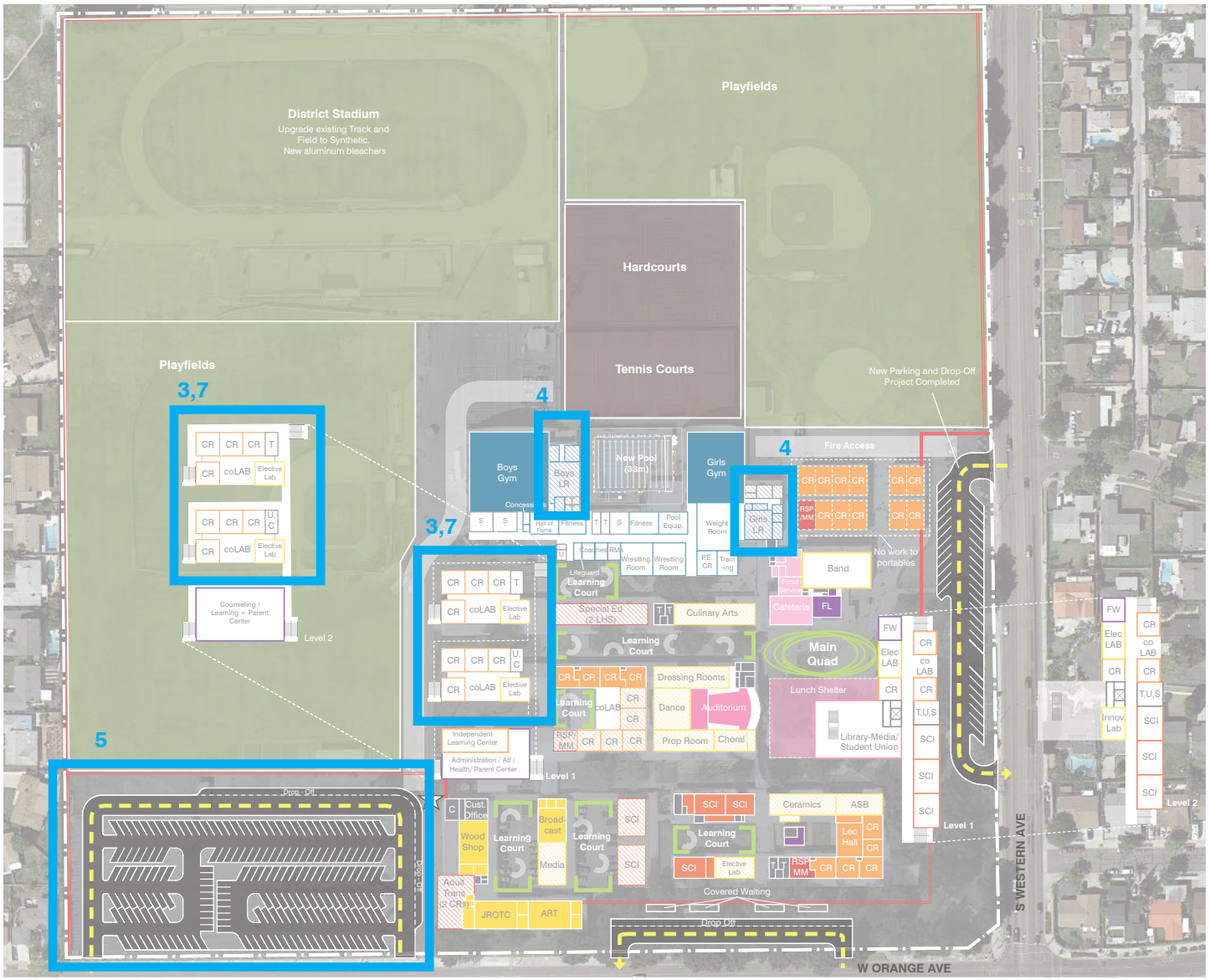
- **Learning Courts**
- **Main Quad**
  (Site Improvements)
- **Hardcourts**
- **Play Fields**
- **Main Entrance**
- **Fire Lane**
- **Fencing / Landscape Buffer**
- **Drop - Off**

Planning Capacity:	**2,350**
Teaching Stations	
Classrooms	48
Science Labs	11
Elective	18
Sub Total:	**77**
Resource Specialist Program / Mild - Moderate, RSP/MM	3
Special Education	2
Physical Education, P.E.	5
Grand Total:	**87**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.17 MASTER PLAN DIAGRAMS
WESTERN HIGH | PROPOSED-PHASE 1



200 ft
1" = 200'

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

PROPOSED SCOPE OF WORK

1. Modernization of building systems and restrooms (*Scope of work and areas of work to be determined)
2. Upgrades to site utilities*
3. New 2-story Classroom, Elective Lab building,
4. Reconfigure / Modernization of Locker Rooms
5. Reconfigure parking lot and some new fencing
6. Safety & security improvements including fencing, cameras and locks
7. Flexible furniture, equipment and technology infrastructure*

MASTER PLAN DIAGRAMS
WESTERN HIGH | PROGRAM

Western High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

2250 Student Program

New Construction Statistical Summary

2250 Student Master Plan Capacity (District Loading @ 27 Students/Teaching Station = 84 TS)
563 Students/Grade (Grades 9-12)
112.5 Students/Period = (3.5) Teaching Stations (6 Period Day, 32 Students/TS)

Academic Core

	State/Local Capacity	Regular Classroom	Regular Lab	State Loading	AUHSD Loading	Square Footage
Core Academic + Foreign Language	27/32	8	0	216	256	19,551
Science	27/32	0	6	162	192	13,566
Performing Arts	27/32	0	0	0	0	0
Multi-Media Arts	27/32	0	2	54	64	3,724
Business/Design/Engineering	27/32	0	2	54	64	3,724
Transportation/Alternative Energy	27/32	0	0	0	0	0
Industrial Technology	27/32	0	0	0	0	0
Specialized Electives	27/32	0	2	54	0	3,724
Physical Education	27/0	0	0	0	0	28,758
ASB + Career Center	27/0			0	0	(In SF Below)
Total - Academic Core		**8**	**12**	**540**	**576**	**73,047**

RSP	13/28	0	-	0	0	(In SF Below)
Special Ed	13/15	0	-	0	0	0

Total: All Spaces	8	12	540	576	**73,047**

Student/Staff Support	
Student Support Services:	18,194
Library/Media Center:	10,110
Student Union/Campus Center:	722
Faculty Services:	0
Food Service/Custodial Support:	8,333
Total Student/Staff Support:	**37,359**

Grand Total - Gross SF:	**110,406**

Western High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)

Base Program - Academic Core

Academic Core

Teaching Stations

1	Standard Classroom (3RSP)	SC	960	8	7,680			
1	Standard Classroom	SC	960	16	15,360			
1	Shared Commons	ANC	960	8	7,680			
2	Shared Commons	ANC	240	16	3,840			
						7,680	3,840	0
						11,520		

PLC - Collaborative Teaming Area

3	Staff Collaboration	ANC	300	6	1,800			
4	Staff Toilets	ANC	65	12	780			
5	Storage	ANC	100	6	600			
						0	3,180	0
						3,180		

	7,680	7,020	0
Sub-Total Academic Core Net SF:			**14,700**
Circulation/Support @ 25% (x 1.33):			4,851
Total Academic Core Gross SF:			**19,551**

Note: 8 Standard Teaching Stations/Cluster = 49 Standard Teaching Stations
14 English + 11 History + 7 Foreign Language + 14 Math + 3 RSP = 49 Standard Teaching Stations

Science

Teaching Stations

6	Science Lab	SC	1,500	6	9,000			
7	Prep/Storage Room	ANC	200	6	1,200	(1 Shared Prep per 2 Science Labs)		
						9,000	1,200	0
						10,200		

	9,000	1,200	0
Sub-Total Science Net SF:			**10,200**
Circulation/Support @ 25% (x 1.33):			3,366
Total Science Gross SF:			**13,566**

Western High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

	Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)
Electives									
CTE Programs: Media Production Arts, Design, Visual + Media Arts, Performing Arts, Res/Comm Construction									
Child Development + Education, medical, PLTW, Culinary, Army/ROP									
Multi-Media Arts									
Technical Arts									
		TV/Video Production							0
	68	TV/Broadcast Studio	SC	1,600	0	0	(w/ CR Bleacher Seating)		
	69	TV Switcher/Control Room	ANC	150	0	0			
	70	Video Production Lab	SC	1,200	0	0			
	71	Multimedia/Editing Room	ANC	200	0	0	(Hollywood Studio Layout)		
	72	Foley Sound Stage/Audio Studio	ANC	600	0	0			
	73	Control Room	ANC	150	0	0			
	74	Screening Room	NS	1,800	0	0	(Divisible Lecture Hall 150 Capacity)		
	75	Control Room	ANC	150	0	0			
	76	Prop & Equipment Storage	ANC	400	0	0			
	77	Storage/Work Room	ANC	200	0	0			
		Multi-Media Lab Journalism/Yearbook							2,800
	78	Classroom/Lab	SC	1,200	2	2,400	New Construction		
	79	Storage/Work Room	ANC	200	2	400			
							2,400	400	0
							2,800		
PLC - Collaborative Teaming Area									
	80	Conference Room	ANC	200	0	0			
	81	Staff Workroom	ANC	300	0	0			
	82	Storage	ANC	100	0	0			
							0	0	0
							2,400	400	0
		Sub-Total Multi Media Arts Net SF:							**2,800**
		Circulation/Support @ 25% (x 1.33):							924
		Total Multi Media Arts Gross SF:							**3,724**
Business/Design/Engineering									
Flex Program Labs									
	83	Design Lab	SC	1,200	2	2,400	(Business or Design/Engineering)		
	84	Storage/Work Room	ANC	200	2	400			
							2,400	400	0
							2,800		
							2,400	400	0
		Sub-Total Business/Design/Engineering Net SF:							**2,800**
		Circulation/Support @ 25% (x 1.33):							924
		Total Business/Design/Engineering Gross SF:							**3,724**
Specialized Programs									
Medical (2)									
	95	Lab - Medical	SC	1,200	2	2,400			
	96	Storage	ANC	200	2	400			
							2,400	400	0
							2,800		
							2,400	400	0
		Specialized Classrooms:							**2,800**
		Circulation/Support @ 25% (x 1.33):							924
		Total Specialized Classrooms Gross SF:							**3,724**

Western High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

	Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)
Physical Education									
Gymnasium									
	95	Auxillary Gymnasium	NS	9,000	0	0			
	96	Lobby/Hall of Fame	ANC	1,000	1	1,000			
	97	Concessions	ANC	200	1	200			
	98	Ticket Booth	ANC	75	1	75			
	99	Gym Storage	ANC	200	1	200			
	100	Boys/Girls Locker/Shower Room	ANC	2,400	0	0			
	101	Boys/Girls Toilet	ANC	250	0	0			
	102	Boys/Girls Equipment Storage	ANC	200	0	0			
	103	Boys/Girls PE Staff Office/Locker	ANC	600	0	0	(Includes T/Sh/Changing Area)		
	104	Coaches Meeting/Video Room	ANC	400	1	400			
	105	Off-Site Coaches Room	ANC	400	2	800			
	106	Training/Treatment Room	ANC	900	1	900			
	107	Boys/Girls JV Locker Room	ANC	600	0	0			
	108	Boys/Girls Varsity Locker Room	ANC	900	2	1,800			
	109	Uniform Storage	ANC	1,000	1	1,000			
	110	Athletic Equipment Storage	ANC	1,000	1	1,000			
							0	7,375	0
							7,375		
Athletic Teaching Stations									
	111	Weight Room	NS	1,800	2	3,600	(Divisible Room)		
	112	Fitness Room	NS	2,400	1	2,400			
	113	Health Classroom	NS	960	1	960			
	114	Wrestling Room	NS	1,800	2	3,600	(Space for 40' x 40' Mat)		
	115	Wrestling Storage	ANC	200	2	400			
							10,560	400	0
							10,960		
Community Field House									
	116	Ticket Booth	ANC	100	2	200			
	117	Field Storage	ANC	400	6	2,400			
	118	Shared Concessions	ANC	300	2	600			
	119	Public Toilets	ANC	300	4	1,200	(Home and Visitor)		
	120	Press Box	ANC	200	2	400	(Softball & Baseball)		
							0	4,600	0
							4,600		
Aquatic Center									
	121	Ticket Booth	ANC	100	1	100			
	122	Lifeguard/Coaches Office	ANC	150	1	150			
	123	Public Toilets	ANC	350	2	700	(900 Required for 50m Pool)		
	124	Pool Equipment Storage	ANC	400	2	800	(Community and School)		
	125	Pool Mechanical Equipment	ANC	1,200	1	1,200			
							0	2,950	0
							2,950		
							10,560	15,325	0
		Sub-Total Physical Education Net SF:							**25,885**
		Circulation/Support @ 10% (x 1.111):							2,873
		Total Physical Education Gross SF:							**28,758**

Western High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Student/Staff Support Services

Administration/Staff Support Services

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support	
Administration									
	Public Administration								2,225
126	Public Lobby/Reception/Waiting Area	SP	400	1	400				
127	Receptionist	SP	150	1	150				
128	Principal's Office	SP	250	1	250				
129	Large Conference	SP	250	1	250				
130	Principal's Secretary Office	SP	75	1	75				
131	Flex Office	SP	125	2	250	(1 PBIS)			
132	Admin Work/Copy Rm/Staff Mailboxes	SP	400	1	400	(w/ Sink & Coffee Bar)			
133	Supply Storage	SP	200	1	200				
134	Toilet	SP	125	2	250	(2 Fixtures Each)			
	Main Copy Room								800
135	Copy Center	SP	600	1	600				
136	Supply Storage	SP	200	1	200				
	Site Administration/Discipline								1,400
137	Student Reception/Waiting Area	SP	300	1	300				
138	AP Clerical Support	SP	75	3	225				
139	Assistant Principal's Office	SP	150	3	450				
140	School Resource Officer Office (SRO)	SP	125	1	125				
141	Conference	SP	150	2	300				
						0	0		4,425
						0			
Attendance									
142	Attendance Office	SP	75	4	300	(Includes 4 Student Windows)			
143	Current Records Storage	SP	100	1	100				
						0	0		400
						0			
Health Services									
144	Reception/Waiting	SP	75	1	75				
145	Exam Room	SP	75	1	75				
146	Health Workstation	SP	75	1	75				
147	Cot Area	SP	300	1	300	(3 cots minimum)			
148	Toilet	SP	75	1	75				
						0	0		600
						0			
Parent Center									
149	Parent Center	SP	450	1	450				
150	Community Liaison Office	SP	125	1	125				
151	Storage	SP	100	1	100				
						0	0		675
						0			
Learning Center									
152	RSP Workstations	SP	80	6	480				
153	Break Out Area	SP	200	1	200				
154	IEP	SP	150	1	150				
155	Records Storage	SP	100	1	100				
156	Speech Office	SP	200	1	200				
157	Psychologist Office	SP	200	1	200				
									1,330
						0			

Western High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support	
Independent Learning Center (ILC)									3,000
158	ILC Classroom	NS	960	1	960				
159	Workstations	SP	75	6	450				
160	Collaborative Work Area	SP	960	1	960				
161	Conference	SP	200	1	200				
162	Independent Work Area	SP	330	1	330				
163	Storage	SP	100	1	100				
									3,000
						0			
Counseling Services									
152	Student Reception/Waiting Area	SP	300	1	300				
153	Clerical Support	SP	75	4	300				
154	Counselor's Office	SP	150	4	600				
155	Registrar Office	SP	125	1	125				
156	Flex Office	SP	125	1	125				
157	Testing Materials	SP	200	1	200				
158	College/Career Center	NS	1,000	1	1,000				
159	Small Conference	SP	150	1	150				
160	Large Conference	SP	250	1	250				
161	Longterm Records Storage	SP	200	1	200	(Compact Shelving)			
						0	0		3,250
						0			
						0	0		13,680

Sub-Total Student Support Services Net SF:	**13,680**
Circulation/Support @ 25% (x 1.33):	4,514
Total Student Support Services Gross SF:	**18,194**

Western High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

	Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)
Library/Media Center									
Library Program									
		Library (CDE Minimum 4sf/Student x 2500 Students = 10,000sf)							8,350
162		Circulation Desk	SP	150	1	150			
163		Media Center Office	SP	125	1	125			
164		Work/Processing Room	SP	300	1	300			
165		Text/Tech Storage	SP	1,200	1	1,200	High Density Storage		
166		Reference/On-Line Catalog Stations	SP	600	1	600			
167		Reading Room	SP	1,800	1	1,800			
168		Stacks/Collection	SP	1,800	1	1,800			
169		Reference/Periodical Stacks	SP	400	1	400			
170		Student Work Areas	SP	150	2	300			
171		Professional Development Library	SP	400	1	400			
172		Staff Toilet	SP	75	1	75			
173		Innovation Lab	NS	1,200	1	1,200			
		Technology Support							750
174		Technology Director's Office	SP	150	1	150			
175		Technology Work Room	SP	200	1	200			
176		Equipment Storage Room	SP	200	1	200			
177		Main Data Network Control Room	SP	200	1	200			
							1,200	0	7,900
							1,200		
							1,200	0	7,900
								Sub-Total Library/Media Center Net SF:	**9,100**
								Circulation/Support @ 10% (x 1.111):	1,010
								Total Library/Media Center Gross SF:	**10,110**
Student Union/Campus Center									
Student Activities									
		Student Union							650
178		Collaboration/Dining	SP	6,000	0	0			
179		Study Rooms	SP	250	2	500			
180		Table/Chair Storage	SP	150	1	150			
		ASB							0
178		ASB Director's Office	SP	150	0	0			
179		Athletic Director's Office	SP	150	0	0			
180		Student Store	SP	400	0	0			
181		Accountant	SP	125	0	0			
182		Accounting Clerk	SP	75	0	0			
183		Activities Storage Room w/ Safe	SP	100	0	0			
184		ASB Room	SC	960	0	0			
185		ASB Storage Room	SP	100	0	0			
							0	0	650
							0		
							0	0	650
								Sub-Total Student Union Net SF:	**650**
								Circulation/Support @ 10% (x 1.111):	72
								Total Student Union Gross SF:	**722**

Western High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

	Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)
Nutrition Services									
Food Service/Student Dining									
192		Kitchen/Food Prep	SP	2,350	0	0			
193		Dry Storage	SP	250	0	0			
194		Walk-In Refrigerator/Freezer	SP	125	0	0			
195		Serving Line	SP	800	0	0			
196		Serving Windows	SP	150	0	0			
197		Changing Room/Toilet	SP	95	0	0			
198		Food Service Director Office w/Safe	SP	150	0	0	(2 Workstations)		
199		Recieving Area	SP	100	0	0			
200		Lunch Shelter	SP	7,500	1	7,500	(1000 Students)		
							0	0	7,500
							0		
Custodial Services									
201		Custodian Office	SP	100	0	0			
202		Custodian/Maintenance Workroom	SP	300	0	0			
203		Supply/Grounds Storage	SP	400	0	0			
204		Golf Cart Garage/Storage	SP	500	0	0	(4 Golf Carts)		
							0	0	0
							0		
							0	0	7,500
								Sub-Total Food Service/Custodial Net SF:	**7,500**
								Circulation/Support @ 10% (x 1.111):	833
								Total Food Service/Custodial Gross SF:	**8,333**

Square Footage Summary

35,640	24,745	29,730	
		Sub-Total Base Program Net SF:	**90,115**
		Total Circulation/Support:	20,291
		Total Base Program Gross SF:	**110,406**

7.17 MASTER PLAN DIAGRAMS
WESTERN HIGH | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$7,787,000	$2,000,000
2. Existing Building Systems & Toilets	$8,007,000	$4,000,000
3. Site Utilities	$3,931,000	$2,000,000
4. New Construction Classrooms	$13,195,000	$8,700,000
5. Design Lab, Science, and Career Tech Education	$17,670,000	$3,000,000
6. Performing Arts Improvements	$3,736,000	$0
7. Multipurpose / Food Service Improvements	$2,421,000	$0
8. Physical Education Improvements	$13,174,000	$2,100,000
9. Administration & Staff Support	$3,518,000	$0
10. Student Collaboration & Student Support Services	$7,338,000	$0
11. Safety & Security	$7,018,000	$3,500,000
12. Outdoor Learning Quads	$1,213,000	$0
13. Exterior Play Fields & Hardcourts	$13,466,000	$0
14. 21st Century Learning Classroom Flexibility	$2,300,000	$1,150,000
15. Technology Infrastructure	$1,240,000	$620,000
Total Construction / Project Cost (2014$)	**$106,014,000**	**$27,070,000**

7.18 MASTER PLAN DIAGRAMS
HOPE SCHOOL | 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

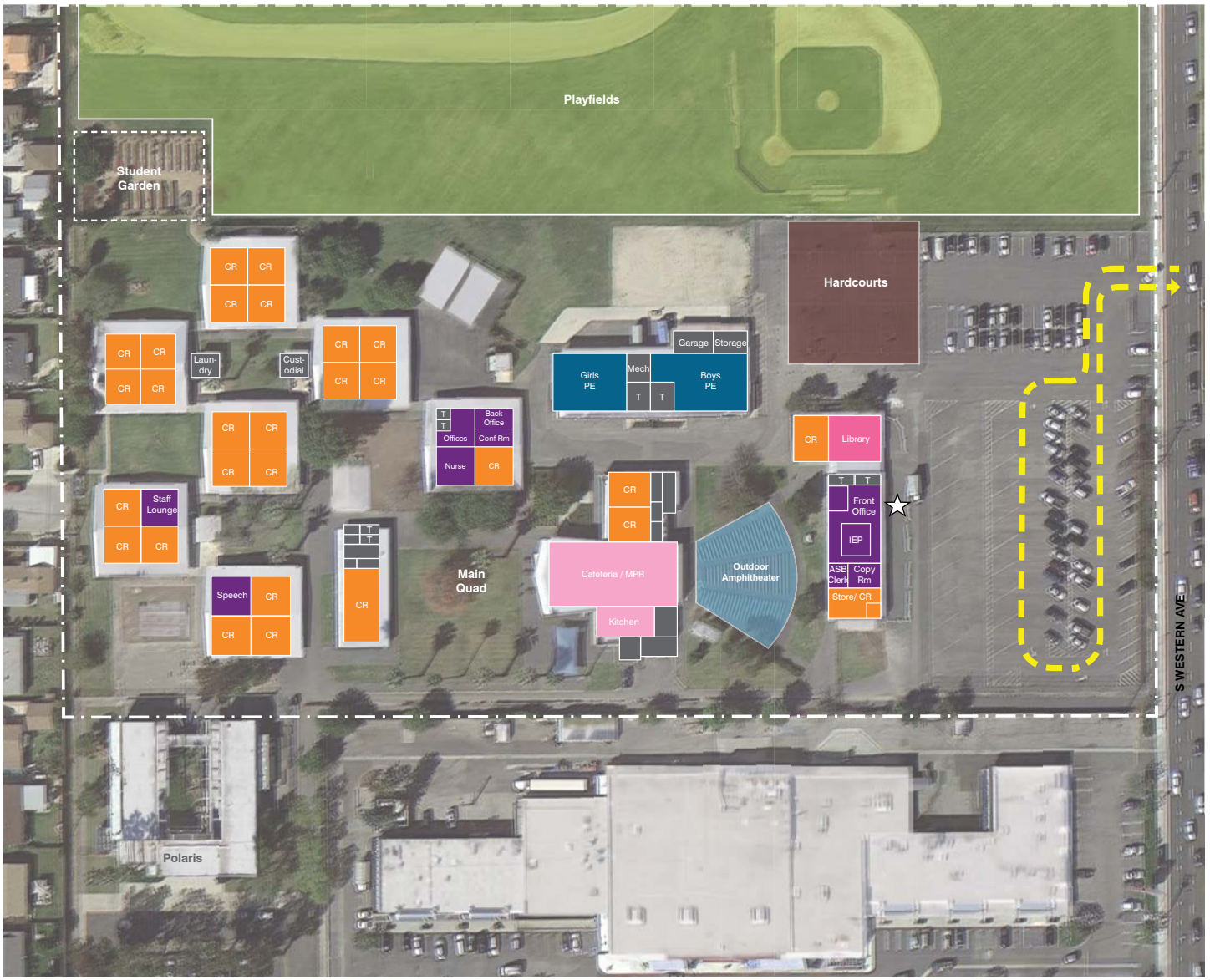
240 ft
1" = 240'

7.18 MASTER PLAN DIAGRAMS
HOPE SCHOOL | 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.



120 ft
1" = 120'

- 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 :	390
Teaching Stations	
Classrooms	27
Sub Total:	**27**
Grand Total:	**27**

7.18 MASTER PLAN DIAGRAMS
HOPE SCHOOL | PROPOSED OVERALL + CIRCU.

240 ft
1" = 240'

7.18 MASTER PLAN DIAGRAMS
HOPE SCHOOL | 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

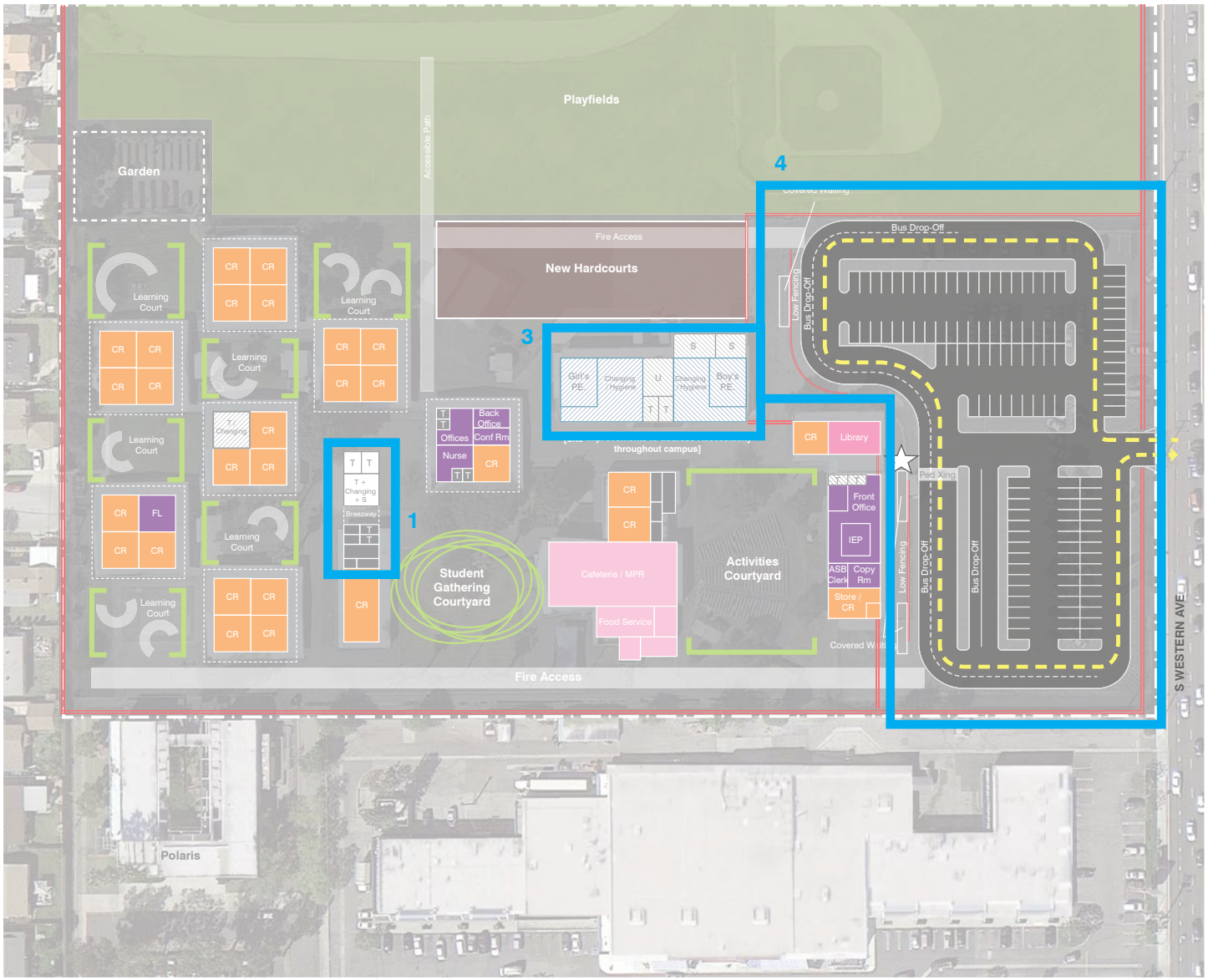
- Classrooms, CR
- Science Labs, SCI
- Special Education
- Electives
  Lab spaces will be determined by program need. They could include PBE, STEM, or other elective.
- Computer Lab
- Admin / Faculty
  FW - Faculty Work, FL - Faculty Lounge
- Library / MPR
- Food Service
- Physical Ed / Athletics
  PE. 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

Planning Capacity:	**390**
Teaching Stations	
Classrooms	28
Sub Total:	**28**
Grand Total:	**28**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.18 MASTER PLAN DIAGRAMS
HOPE SCHOOL | PROPOSED-PHASE 1



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Modernization
New Construction
Reconfigure

- Classrooms, CR
- Science Labs, SCI
- Special Education
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- Learning Courts
- Main Quad
  (Site Improvements)
- Hardcourts
- Play Fields
- Main Entrance
- Fire Lane
- Fencing / Landscape Buffer
- Drop - Off

PROPOSED SCOPE OF WORK

1. New restroom / hygiene facility and reconfigure / modernize existing restrooms
2. Upgrades to site utilities*
3. Reconfigure / Modernization of Locker Room building
4. New drop-off / parking and fencing
5. Safety & security improvements including fencing, cameras and locks
6. Flexible furniture, equipment and technology infrastructure (*Scope of work and areas of work to be determined)

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

MASTER PLAN DIAGRAMS
HOPE SCHOOL | PROGRAM

Hope School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Program Summary

New Construction Statistical Summary

2000 Student Master Plan Capacity (District Loading @ 27 Students/Teaching Station = 75 TS)
500 Students/Grade (Grades 9-12)
100 Students/Period = (3.25) Teaching Stations (6 Period Day, 32 Students/TS)

Academic Core

	State/Local Capacity	Regular Classroom	Regular Lab	State Loading	AUHSD Loading	Square Footage
Core Academic + Foreign Language	27/32	0	0	0	0	0
Science	27/32	0	0	0	0	0
Performing Arts	27/32	0	0	0	0	0
Multi-Media Arts	27/32	0	0	0	0	0
Business/Design/Engineering	27/32	0	0	0	0	0
Transportation/Alternative Energy	27/32	0	0	0	0	0
Industrial Technology	27/32	0	0	0	0	0
Specialized Electives	27/32	0	0	0	0	0
Physical Education	27/0	0	0	0	0	0
ASB + Career Center	27/0			0	0	(In SF Below)
Total - Academic Core		**0**	**0**	**0**	**0**	**0**

RSP	13/28	0	-	0	0	(In SF Below)
Special Ed	13/15	0	-	0	0	1,349

Total: All Spaces		0	0	0	0	**1,349**

Student/Staff Support	
Student Support Services:	0
Library/Media Center:	0
Student Union/Campus Center:	0
Faculty Services:	0
Food Service/Custodial Support:	0
Total Student/Staff Support:	**0**

Grand Total - Gross SF:	**1,349**

Hope School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)

Special Education

Special Education

9	RSP, MM, DHH, VI, OH, O+M	SC	0	0	0	Mainstream/Learning Center		
10	LHS,SH,Autism Classroom	SC	960	0	0			
11	Toilets/Hygiene	ANC	270	4	1,080			
12	Sensory	ANC	250	0	0			
13	Living Skills	ANC	320	0	0			
14	Laundry	ANC	135	1	135			
15	Conference	ANC	120	0	0			
						0	1,215	0
						1,215		

	0	1,215	0
Sub-Total Special Education Net SF:			**1,215**
Circulation/Support @ 10% (x 1.11):			134
Total Special Education Gross SF:			**1,349**

7.18 MASTER PLAN DIAGRAMS
HOPE SCHOOL | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$4,394,000	$0
2. Existing Building Systems & Toilets	$4,374,000	$1,500,000
3. Site Utilities	$799,000	$500,000
4. New Construction Classrooms	$0	$0
5. Design Lab, Science, and Career Tech Education	$0	$0
6. Performing Arts Improvements	$0	$0
7. Multipurpose / Food Service Improvements	$3,696,000	$0
8. Physical Education Improvements	$2,450,000	$2,450,000
9. Administration & Staff Support	$410,000	$0
10. Student Collaboration & Student Support Services	$293,000	$0
11. Safety & Security	$3,576,000	$3,576,000
12. Outdoor Learning Quads	$2,724,000	$0
13. Exterior Play Fields & Hardcourts	$894,000	$0
14. 21st Century Learning Classroom Flexibility	$850,000	$425,000
15. Technology Infrastructure	$490,000	$245,000
Total Construction / Project Cost (2014$)	**$24,950,000**	**$8,696,000**

MASTER PLAN DIAGRAMS
OXFORD ACADEMY | 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'

7.19 MASTER PLAN DIAGRAMS
OXFORD ACADEMY | EXISTING

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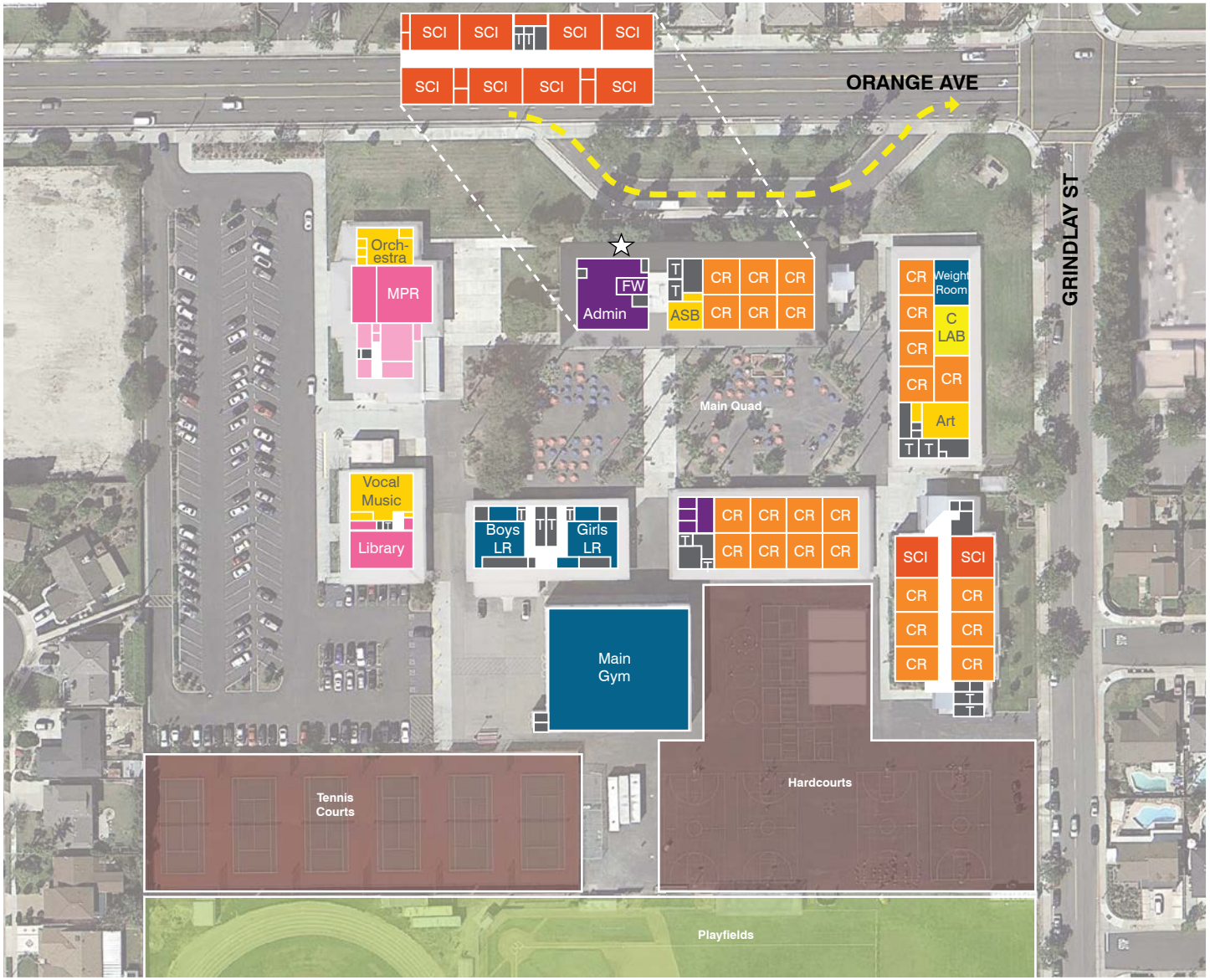

Classrooms, CR
Science Labs, SCI
Special Education
Electives
Computer Lab
Admin / Faculty
FW - Faculty Work, FL - Faculty Lounge
Library / MPR
Food Service
Physical Education / Athletics
PE. Physical Education, LR - Locker Room
Support Spaces
S - Storage, T - Toilets, U - Utility, C - Custodial

Hardcourts
Play Fields
Main Entrance
Drop-off

Current Enrollment :	1,213
Teaching Stations	
Classrooms	25
Science Labs	10
Elective	4
Sub Total:	**39**
Physical Education, PE.	1
Computer Lab	1
Grand Total:	**41**

120 ft
1" = 120'

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

MASTER PLAN DIAGRAMS
OXFORD ACADEMY | 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'

7.19 MASTER PLAN DIAGRAMS
OXFORD ACADEMY | PROPOSED

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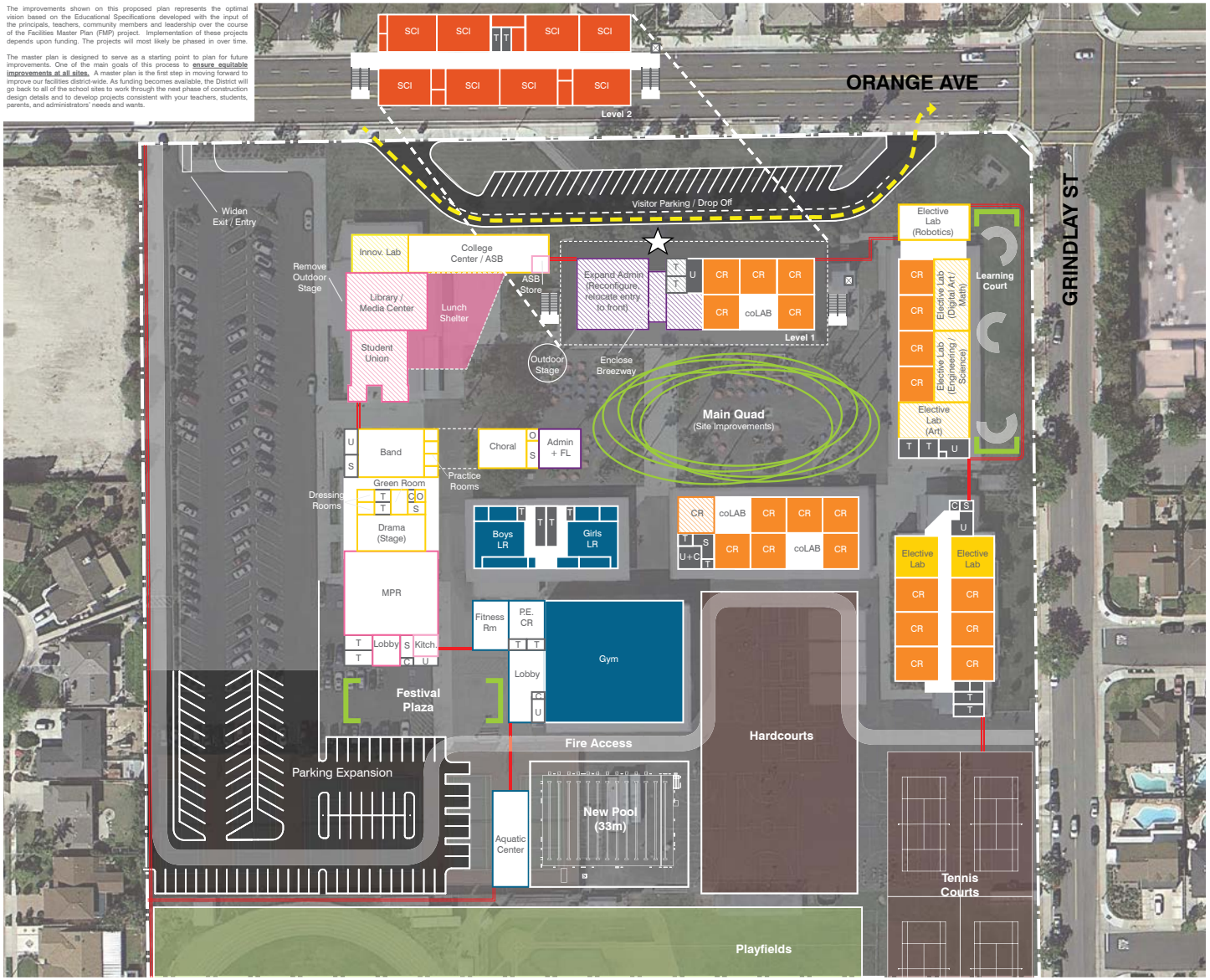

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Modernization
New Construction
Reconfigure

- Classrooms, CR
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  PE. Physical Education, LR - Locker Room
- Support Spaces
  S - Storage, T - Toilets, O - Office
  U - Utilities & Building Support,
  C - Custodial

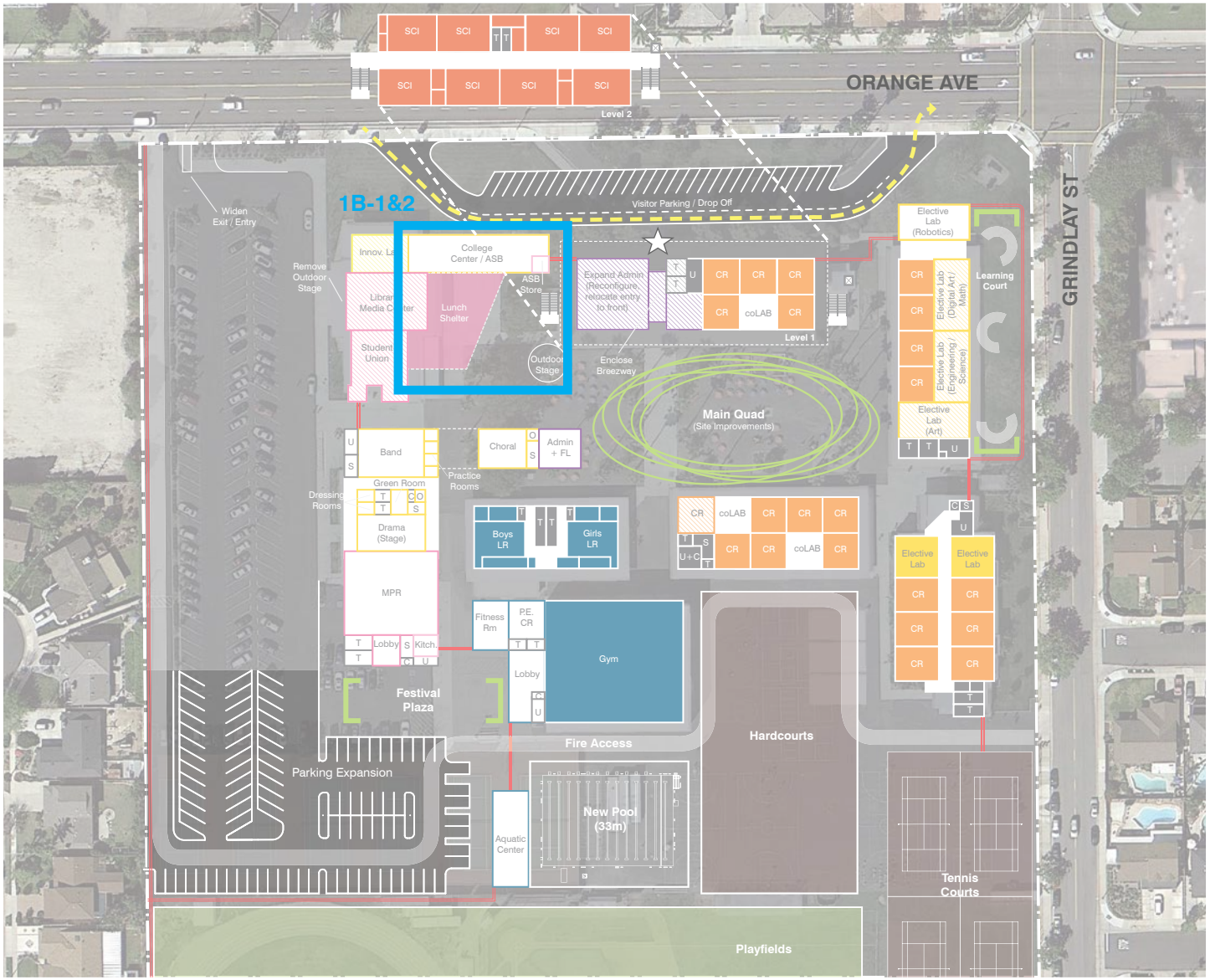
- Learning Courts
- Main Quad
  (Site Improvements)
- Hardcourts
- Play Fields
- Main Entrance
- Fire Lane
- Fencing / Landscape Buffer
- Drop - Off

Planning Capacity:	1,200
Teaching Stations	
Classrooms	22
Science Labs	8
Elective	8
Sub Total:	**38**
Physical Education, PE.	2
Grand Total:	**40**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

MASTER PLAN DIAGRAMS
OXFORD ACADEMY | 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
  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

PROPOSED SCOPE OF WORK

Phase 1A

1. Flexible furniture, equipment and technology infrastructure at some Classrooms (*Scope of work and areas of work to be determined)
2. Safety & security improvements including fencing, cameras and locks

Phase 1B (included if additional funding becomes available)

1. New lunch shelter
2. New Band and Choral / Future College & Career Counseling Center

MASTER PLAN DIAGRAMS
OXFORD ACADEMY | PROGRAM

Oxford Academy
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	0	-	0	0	0
Sciences	27/31.5	-	0	0	0	0
Applied Arts/Technology	27/31.5	-	1	27	31.5	1,700
Visual Arts	27/31.5	-	0	0	0	0
Multi-Purpose/Performing Arts	27/31.5	-	2	54	63	14,180
PE/gym	27/0	2	-	27	0	5,810
Info Commons	27/0	0	-	27	0	1,200
ASB	27/0	1	-	27	0	960
Total: Academic		2	3	135	94.5	23,850
RSP	13/28	0	-	0	0	0
Special Ed (Edit per School)	13/15	0	-	0	0	0
Total: All Spaces		2	3	135	94.5	23,850

Support Spaces:	
Administration:	1,100
Health:	0
Media Center:	4,000
College Center:	1,360
Student Activities:	900
Food Service:	3,600
Custodial Support Services:	750
Total Support:	11,710
Subtotal:	35,560
Circulation @ 25%:	11,735
Total Proposed:	**47,295**

Oxford Academy
Anaheim Union High School District

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type SC Scheduled	NS/ANC Ancillary Non-Scheduled	SP Support
Applied Arts/Technology								
11	Project Based Lab	SC	1,500	0	0			
12	Storage	ANC	100	0	0			
13	Equipment	ANC	100	0	0			
14	STEM (Technology,Graphics,Bus)	SC	1,500	1	1,500			
15	Storage Room	ANC	200	1	200			
						1,500	200	0
						1,700		
Multi-Purpose/Performing Arts								
17	Lobby	ANC	500	1	500			
18	Multi-Purpose Room	NS	5,500	1	5,500			
19	Kitchenette	ANC	400	1	400			
20	Table/Chair/Equipment Storage	ANC	200	3	600			
21	Music Platform/Drama	NS	1,800	1	1,800			
22	Dressing Room/Green Room	ANC	150	2	300			
23	Toilet	ANC	65	2	130			
24	Instrumental Room	SC	2,400	1	2,400			
25	Storage	ANC	200	1	200			
26	Practice Room	ANC	75	4	300			
27	Choral Room	SC	1,400	1	1,400			
28	Robe Storage	ANC	150	1	150			
29	Performing Arts Office	ANC	100	1	100			
30	Restrooms	ANC	200	2	400			
						3,800	10,380	0
						14,180		
Physical Education								
31	Gymnasium	ANC	9,000	0	0			
32	Lobby	ANC	1,000	1	1,000			
33	Fitness Studio (dance, fitness)	SC	1,200	1	1,200			
34	Fitness/PE Classroom	SC	960	1	960			
35	Storage	ANC	200	1	200			
						0	3,360	0
						3,360		

MASTER PLAN DIAGRAMS
OXFORD ACADEMY | PROGRAM

Student Services

Administration

54	Lobby	SP	400	0	0			
55	Reception	SP	75	0	0			
56	Principal	SP	200	0	0			
57	Assistant Principal	SP	150	0	0			
58	Flex Office	SP	150	0	0			
59	Counselor	SP	150	0	0	2 Additional counselors		
60	PBIS Office	SP	150	0	0			
61	Attendance Clerk	SP	150	0	0			
61	Registrar	SP	75	0	0			
62	Clerical	SP	75	2	150	VP , Admin and Counselor		
63	Large Conference	SP	350	0	0			
64	Parent Center	SP	300	1	300			
65	Resource Room	SP	100	1	100			
66	Community Liaison Office	SP	150	0	0			
67	Workroom/Copy/Supply	SP	600	0	0			
68	Staff Lounge	SP	450	1	450			
69	Kitchen	SP	100	1	100			
70	Staff Toilets	SP	200	0	0			
71	Records Storage	SP	100	0	0			
								1,100

College (Learning) Center

74	College Center	SP	960	1	960			
75	Break Out Area	SP	200	0	0			
76	IEP	SP	150	0	0			
77	Records Storage	SP	100	0	0			
78	Speech Office	SP	200	1	200			
79	Psychologist Office	SP	200	1	200			
								1,360
						0		

Media Center (2SF/Student minimum per CDE)

80	Circulation Desk	SP	100	1	100			
81	Innovation lab	NS	1,200	1	1,200			
82	Library/Media/Student Union	SP	1,600	1	1,600			
83	Collection Display/Stacks	SP	600	1	600			
84	Study Rooms	SP	250	3	750			
85	Workroom	SP	200	1	200			
86	Textbook/Tech Storage	SP	300	1	300			
87	Tech Office	SP	200	1	200			
88	Office/Equipment Stor./Video	SP	100	2	200			
88	Toilet	SP	50	1	50			
							1,200	4,000
						1,200		

Student Activities

	ASB							1,860
89	ASB Director's Office	SP	150	1	150			
90	Athletic Director's Office	SP	150	1	150			
91	Student Store	SP	400	1	400			
92	Activities Storage Room w/ Safe	SP	100	1	100			
93	ASB Room	SC	960	1	960			
94	ASB Storage Room	SP	100	1	100			
						960	0	900
						960		

Nutrition Services

95	Serving Kitchen/Food Prep	SP	800	0	0			
96	Dry Storage	SP	150	0	0			
97	Ref. Freezer	SP	75	0	0			
98	Serving Line	SP	1,200	0	0			
99	Office	SP	75	0	0			
100	Changing Room	SP	50	0	0			
101	Toilet	SP	75	0	0			
102	Lunch Shelter	SP	3,600	1	3,600			
								3,600
						0		

Custodial Support Services

103	Head Custodian	SP	100	1	100			
104	Supply Storage	SP	200	1	200			
105	Grounds Storage	SP	200	1	200			
106	Custodial Closets	SP	50	5	250			
								750
						0		

Aquatic Center

110	Ticket Booth	ANC	100	0	0			
111	Lifeguard/Coaches Office	ANC	150	1	150			
112	Public Toilets	ANC	350	2	700	(900 Required for 50m Pool)		
113	Pool Equipment Storage	ANC	400	1	400	(Community and School)		
114	Pool Mechanical Equipment	ANC	1,200	1	1,200			
						0	2,450	0
						2,450		

Total: **6,260** **17,590** **11,710**

Total Assignable Square Footage: **35,560**

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

MASTER PLAN DIAGRAMS
OXFORD ACADEMY | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1A	PROPOSED PHASE 1B
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$4,346,000	$0	$0
2. Existing Building Systems & Toilets	$1,526,000	$0	$0
3. Site Utilities	$809,000	$0	$0
4. New Construction Classrooms	$0	$0	$0
5. Design Lab, Science, and Career Tech Education	$4,872,000	$0	$0
6. Performing Arts Improvements	$0	$0	$0
7. Multipurpose / Food Service Improvements	$12,667,000	$0	$1,350,000
8. Physical Education Improvements	$4,452,000	$0	$0
9. Administration & Staff Support	$770,000	$0	$0
10. Student Collaboration & Student Support Services	$2,996,000	$0	$1,840,000
11. Safety & Security	$3,144,000	$700,000	$0
12. Outdoor Learning Quads	$1,394,000	$0	$0
13. Exterior Play Fields & Hardcourts	$10,347,000	$0	$0
14. 21st Century Learning Classroom Flexibility	$1,225,000	$612,500	$0
15. Technology Infrastructure	$755,000	$377,500	$0
Total Construction / Project Cost (2014$)	**$49,303,000**	**$1,690,000**	**$3,190,000**

**Phase 1A scope is included in Phase 1. If additional funding becomes available then Phase 1B scope of work shall be the next priority for implementation*

7.20 MASTER PLAN DIAGRAMS
TRIDENT CENTER | 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

7.20 MASTER PLAN DIAGRAMS
TRIDENT CENTER | 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

120 ft
1" = 120'

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.20 MASTER PLAN DIAGRAMS
TRIDENT CENTER | PROPOSED OVERALL + CIRCU.

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'

7.20 MASTER PLAN DIAGRAMS
TRIDENT CENTER | PROPOSED

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

Planning Capacity:	850
Teaching Stations: Gilbert HS	
Classrooms	19
Science Labs	4
Elective	5
Sub Total:	28
Resource Specialist, RSP	4
Special Education	1
Physical Education, PE.	1
Grand Total:	34

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

MASTER PLAN DIAGRAMS
TRIDENT CENTER | 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
  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

PROPOSED SCOPE OF WORK

Polaris

1. Flexible furniture, equipment and technology infrastructure (Scope of work to be determined)
2. Safety & security improvements including fencing, cameras and locks

Gilbert HS

3. Modernization / Reconfiguration at some existing Classrooms and Restrooms. (*Scope of work and areas of work to be determined)
4. Upgrades to site utilities*
5. Flexible furniture, equipment and technology infrastructure*
6. Safety and security improvements including fencing, cameras and locks

ILC

7. Safety and security enhancements including fencing, cameras, locks

MASTER PLAN DIAGRAMS
TRIDENT CENTER | PROGRAM

Trident Center
ANAHEIM UNION HIGH SCHOOL DISTRICT

Gilbert HS, ILC, Polaris - Program

New Construction Statistical Summary

850 Gilbert Student Master Plan Capacity (District Loading @ 27 Students/Teaching Station = 32 TS)
212 Students/Grade (Grades 9-12)
43 Students/Period = (1.5) Teaching Stations (6 Period Day, 32 Students/TS)

Academic Core

	State/Local Capacity	Regular Classroom	Regular Lab	State Loading	AUHSD Loading	Square Footage
Core Academic	27/32	0	0	0	0	0
Science	27/32	0	0	0	0	0
Performing Arts	27/32	0	0	0	0	0
Multi-Media Arts	27/32	0	1	27	24	1,862
Business/Design/Engineering	27/32	0	2	54	48	3,724
Transportation/Alternative Energy	27/32	0	0	0	0	0
Industrial Technology	27/32	0	0	0	0	0
Health Science & Medical Technology	27/32	0	0	0	0	0
Public Services	27/32	0	0	0	0	0
Hospitality, Tourism and Recreation	27/32	0	2	54	48	4,469
Specialized Electives	27/32	1	0	27	24	1,862
Physical Education	27/0	1	0	27	24	3,361
ASB + Career Center	27/0	0	0	0	0	(In SF Below)
Total - Gilbert HS Academic Core		**2**	**5**	**189**	**168**	**15,278**
RSP	13/28	0	-	0	0	(In SF Below)
Special Ed (Edit per School)	13/15	0	-	0	0	0
Total - Gilbert HS Special Ed		**0**	**0**	**0**	**0**	**0**
ILC (Polaris)	**27/24**	**2**	**-**	**54**	**48**	**6,238**
ILC (CDS)	**27/24**	**4**	**-**	**108**	**96**	**9,988**
Total: All Spaces		**4**	**5**	**243**	**216**	**31,504**

Student/Staff Support	
Student Support Services:	13,307
Library/Media Center:	0
Student Union/Campus Center:	8,825
Faculty Services:	3,658
Food Service/Custodial Support:	11,104
Total Student/Staff Support:	**36,893**
Grand Total - Gross SF:	**68,397**
District Facilities	
Warehouse:	7,500
Total District Facilities:	**7,500**
Grand Total Trident Site - Gross SF:	**75,897**

High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)	
	TV/Video Production								0
68	TV/Broadcast Studio	SC	1,600	0	0				(w/ CR Bleacher Seating)
69	TV Switcher/Control Room	ANC	150	0	0				
70	Video Production Lab	SC	1,200	0	0				
71	Multimedia/Editing Room	ANC	200	0	0				(Hollywood Studio Layout)
72	Foley Sound Stage/Audio Studio	ANC	600	0	0				
73	Control Room	ANC	150	0	0				
74	Screening Room	NS	1,800	0	0				(Divisible Lecture Hall 150 Capacity)
75	Control Room	ANC	150	0	0				
76	Prop & Equipment Storage	ANC	400	0	0				
77	Storage/Work Room	ANC	200	0	0				
	Journalism/Yearbook								1,400
78	Classroom/Lab	SC	1,200	1	1,200				
79	Storage/Work Room	ANC	200	1	200				
						1,200	200	0	
						1,400			
PLC - Collaborative Teaming Area									
80	Conference Room	ANC	200	0	0				
81	Staff Workroom	ANC	300	0	0				
82	Storage	ANC	100	0	0				
						0	0	0	
						1,200	200	0	
					Sub-Total Multi Media Arts Net SF:			**1,400**	
					Circulation/Support @ 25% (x 1.33):			462	
					Total Multi Media Arts Gross SF:			**1,862**	
Business/Design/Engineering									
Business + Credit Recovery Computer Lab									
83	Design Lab	SC	1,200	2	2,400				
84	Storage/Work Room	ANC	200	2	400				
						2,400	400	0	
						2,800			
						2,400	400	0	
					Sub-Total Business/Design/Engineering Net SF:			**2,800**	
					Circulation/Support @ 25% (x 1.33):			924	
					Total Business/Design/Engineering Gross SF:			**3,724**	
Construction/Building Industry									
Industrial Technology - ROP Complex									
91	Shop	SC	2,000	0	0				
92	Material Storage	ANC	400	0	0				
93	Tool/Equipment Storage	ANC	200	0	0				
94	Office/Work Room	ANC	200	0	0				
						0	0	0	
						0			
						0	0	0	
					Sub-Total Construction Program SF:			**0**	
					Circulation/Support @ 25% (x 1.33):			0	
					Total Construction Program Gross SF:			**0**	

High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support
Health Science & Medical Technology								
Medical - ROP complex								
1	Medical Lab	SC	1,200	0	0			
2	Storage	ANC	200	0	0			
						0	0	0
						0		
						0	0	0
					Health Science & Medical Technology Classrooms:			**0**
					Circulation/Support @ 25% (x 1.33):			0
					Total Health Science & Medical Technology Gross SF:			**0**
Public Services								
Public Safety/ROTC - ROP Complex								
91	Lab	SC	960	0	0			
92	Storage	ANC	200	0	0			
						0	0	0
						0		
						0	0	0
					Public ServicesClassrooms:			**0**
					Circulation/Support @ 25% (x 1.33):			0
					Total Public Services Gross SF:			**0**
Hospitality, Tourism and Recreation								
Culinary								
93	Culinary Lab	SC	2,000	1	2,000			
94	Culinary Lecture	SC	960	1	960			
94	Storage	ANC	200	2	400			
						2,960	400	0
						3,360		
						2,960	400	0
					Culinary Classrooms:			**3,360**
					Circulation/Support @ 25% (x 1.33):			1,109
					Total Culinary Gross SF:			**4,469**
Specialized Programs								
Child Development								
95	Standard Classroom	SC	1,200	1	1,200			
96	Storage	ANC	200	1	200			
						1,200	200	0
						1,400		
						1,200	200	0
					Specialized Programs Classrooms:			**1,400**
					Circulation/Support @ 25% (x 1.33):			462
					Total Specialized ProgramsGross SF:			**1,862**

High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled / Non-Scheduled	ANC Ancillary	SP Support
Physical Education								
Athletic Teaching Stations								
111	Weight Room	NS	1,800	0	0			
112	Fitness/Weight Room	NS	2,400	1	2,400			
113	Wrestling Room	NS	1,800	0	0	(Space for 40' x 40' Mat)		
114	Wrestling Storage	ANC	200	0	0			
						2,400	0	0
						2,400		
Community Field House								
115	Field Storage	ANC	400	1	400	(Community and School)		
116	Shared Concessions	ANC	300	0	0			
117	Public Toilets	ANC	225	1	225			
118	Press Box	ANC	200	0	0			
						0	625	0
						625		
						2,400	625	0
					Sub-Total Physical Education Net SF:			**3,025**
					Circulation/Support @ 10% (x 1.111):			336
					Total Physical Education Gross SF:			**3,361**

Student/Staff Support Services

Administration/Staff Support Services								
Administration								
	Public Administration							2,225
68	Public Lobby/Reception/Waiting Area	SP	400	1	400			
69	Receptionist	SP	150	1	150			
70	Principal's Office	SP	250	1	250			
71	Large Conference	SP	250	1	250			
72	Principal's Secretary Office	SP	75	1	75			
73	Flex Office - Community Liasion	SP	125	2	250			
74	Admin Work/Copy Rm/Staff Mailboxes	SP	400	1	400	(w/ Sink & Coffee Bar)		
75	Supply Storage	SP	200	1	200			
76	Toilet	SP	125	2	250	(2 Fixtures Each)		
	Main Copy Room							800
77	Copy Center	SP	600	1	600			
78	Supply Storage	SP	200	1	200			
	Site Administration/Discipline							1,050
79	Student Reception/Waiting Area	SP	300	1	300			
80	AP Clerical Support	SP	75	0	0			
81	Assistant Principal's Office	SP	150	3	450			
82	School Resource Officer Office (SRO)	SP	125	0	0			
83	Conference	SP	150	2	300			
						0	0	4,075
						0		
Attendance								
84	Attendance Office	SP	75	1	75	(Includes 4 Student Windows)		
85	Current Records Storage	SP	100	1	100			
						0	0	175
						0		

High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled Non-Scheduled	ANC Ancillary	SP Support
Health Services								
86	Reception/Waiting	SP	75	1	75			
87	Exam Room	SP	75	1	75			
88	Health Workstation	SP	75	1	75			
89	Cot Area	SP	300	1	300	(3 cots minimum)		
90	Toilet	SP	75	1	75			
						0	0	600
						0		
Parent Center								
91	Parent Center	SP	450	1	450			
92	Storage	SP	100	1	100			
						0	0	550
						0		
Learning Center (Mod)								
93	RSP Workstations	SP	80	6	480			
94	Break Out Area	SP	200	1	200			
95	IEP	SP	150	1	150			
96	Records Storage	SP	100	1	100			
97	Speech Office	SP	200	1	200			
98	Psychologist Office	SP	200	1	200			
								1,330
						0		
Counseling Services (Mod)								
93	Student Reception/Waiting Area	SP	300	1	300			
94	Clerical Support	SP	75	1	75			
95	Records Clerk/Active Records	SP	300	1	300			
96	Counselor's Office	SP	150	4	600			
97	Registrar Office	SP	125	1	125			
98	Flex Office - PBIS	SP	125	1	125			
99	Testing Materials	SP	200	1	200			
100	College/Career Center	NS	1,000	1	1,000			
101	Small Conference	SP	150	1	150			
102	Large Conference	SP	250	0	0			
103	Longterm Records Storage	SP	200	2	400	(Compact Shelving)		
						0	0	3,275
						0		
						0	0	10,005
					Sub-Total Student Support Services Net SF:			**10,005**
					Circulation/Support @ 25% (x 1.33):			3,302
					Total Student Support Services Gross SF:			**13,307**

High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled Non-Scheduled	ANC Ancillary	SP Support
Independent Learning Center (ILC) - Polaris - Reconfigure								
99	ILC Classroom	SC	960	2	1,920			
100	Workstations	ANC	75	10	750			
101	Collaborative Work Area	ANC	960	1	960			
102	Conference	ANC	200	1	200			
103	Independent Work Area	ANC	330	2	660			
104	Storage	ANC	100	2	200			
						1,920	2,770	
						4,690		
						1,920	2,770	0
					Sub-Total ILC Net SF:			**4,690**
					Circulation/Support @ 25% (x 1.33):			1,548
					Total ILC Gross SF:			**6,238**
Independent Learning Center (ILC) - CDS								
104	ILC Classroom	SC	960	4	3,840			
105	Workstations	ANC	75	12	900			
106	Collaborative Work Area	ANC	960	1	960			
107	Conference	ANC	200	2	400			
108	Independent Work Area	ANC	330	2	660			
109	Administrator	ANC	200	1	200			
110	Clerical	ANC	75	2	150			
109	Storage	ANC	100	4	400			
						3,840	3,670	
						7,510		
						3,840	3,670	0
					Sub-Total ILC/CDS is Net SF:			**7,510**
					Circulation/Support @ 25% (x 1.33):			2,478
					Total ILC/CDS Gross SF:			**9,988**

High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)
Library/Media Center								
Library Program (Reconfig)								
	Library (CDE Minimum 4sf/Student x 2500 Students = 10,000sf)							0
104	Circulation Desk	SP	150	0	0			
105	Media Center Office	SP	125	0	0			
106	Work/Processing Room	SP	300	0	0			
107	Text/Tech Storage	SP	1,200	0	0	High Density Storage		
108	Reference/On-Line Catalog Stations	SP	600	0	0			
109	Reading Room	SP	1,800	0	0			
110	Stacks/Collection	SP	1,800	0	0			
111	Reference/Periodical Stacks	SP	400	0	0			
112	Student Work Areas	SP	150	0	0			
113	Professional Development Library	SP	400	0	0			
114	Staff Toilet	SP	75	0	0			
115	Innovation Lab	NS	1,200	0	0			
	Technology Support							0
116	Technology Director's Office	SP	150	0	0			
117	Technology Work Room	SP	200	0	0			
118	Equipment Storage Room	SP	200	0	0			
119	Main Data Network Control Room	SP	200	0	0			
						0	0	0
						0		
						0	0	0
	Sub-Total Library/Media Center Net SF:							**0**
	Circulation/Support @ 10% (x 1.111):							0
	Total Library/Media Center Gross SF:							**0**
Student Union/Campus Center								
Student Activities								
	Student Union							6,635
120	Collaboration/Dining/MPR	SP	4,000	1	4,000			
121	Platform	SP	1,200	1	1,200			
122	Table/Chair Storage	SP	150	1	150			
	ASB							1,285
120	ASB Director's Office	SP	150	0	0			
121	Athletic Director's Office	SP	150	0	0			
122	Student Store	SP	400	0	0			
123	Accountant	SP	125	0	0			
124	Accounting Clerk	SP	125	1	125			
125	Activities Storage Room w/ Safe	SP	100	1	100			
126	ASB Room	SC	960	1	960			
127	ASB Storage Room	SP	100	1	100			
						960	0	5,675
						960		
						960	0	5,675
	Sub-Total Student Union Net SF:							**6,635**
	Circulation/Support @ 25% (x 1.33):							2,190
	Total Student Union Gross SF:							**8,825**

High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS (Scheduled / Non-Scheduled)	ANC (Ancillary)	SP (Support)
Faculty Services								
Faculty Services								
128	Staff Work Room	SP	1,500	0.5	750			
129	Staff Lounge	SP	1,500	0.5	750			
130	Copy Center	SP	600	1	600			
131	Supply Storage	SP	200	1	200			
132	Table/Chair Storage	SP	200	0	0			
133	Staff Toilet	SP	225	2	450			
						0	0	2,750
						0		
						0	0	2,750
	Sub-Total Faculty Services Net SF:							**2,750**
	Circulation/Support @ 25% (x 1.33):							908
	Total Student Union Gross SF:							**3,658**
Nutrition Services								
Food Service/Student Dining								
134	Kitchen/Food Prep	SP	2,350	1	2,350			
135	Dry Storage	SP	250	1	250			
136	Walk-In Refrigerator/Freezer	SP	125	2	250			
137	Serving Line	SP	800	2	1,600			
138	Serving Windows	SP	150	1	150			
139	Changing Room/Toilet	SP	95	1	95			
140	Food Service Director Office w/Safe	SP	150	1	150	(2 Workstations)		
141	Receiving Area	SP	100	1	100			
142	Lunch Shelter	SP	7,500	0.5	3,750	(500 Students)		
						0	0	8,695
						0		
Custodial Services								
143	Custodian Office	SP	100	1	100			
144	Custodian/Maintenance Workroom	SP	300	1	300			
145	Supply/Grounds Storage	SP	400	1	400			
146	Golf Cart Garage/Storage	SP	500	1	500	(4 Golf Carts)		
						0	0	1,300
						0		
						0	0	9,995
	Sub-Total Food Service/Custodial Net SF:							**9,995**
	Circulation/Support @ 10% (x 1.111):							1,109
	Total Food Service/Custodial Gross SF:							**11,104**

MASTER PLAN DIAGRAMS
TRIDENT CENTER | PROGRAM

High School
ANAHEIM UNION HIGH SCHOOL DISTRICT

Educational Program Specification

Depart:	Space:	Type	Area:	Number:	Total Area:	Department by Type SC/NS Scheduled Non-Scheduled	ANC Ancillary	SP Support
M+O Maintenance								
135	Warehouse	SC	7,500	1	7,500			
								7,500
						0		
						0	0	7,500
					Sub-Total Warehouse is Net SF:			**7,500**
					Circulation/Support @ 25% (x 1.33):			0
					Total Warehouse Gross SF:			**7,500**

Square Footage Summary

	16,880	8,265	35,925
Sub-Total Base Program Net SF:			**61,070**
Total Circulation/Support:			14,827
Total Base Program Gross SF:			**75,897**

7.20 MASTER PLAN DIAGRAMS
TRIDENT CENTER (ILC) | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$0	$0
2. Existing Building Systems & Toilets	$278,000	$0
3. Site Utilities	$160,000	$0
4. New Construction Classrooms	$2,933,000	$0
5. Design Lab, Science, and Career Tech Education	$0	$0
6. Performing Arts Improvements	$0	$0
7. Multipurpose / Food Service Improvements	$0	$0
8. Physical Education Improvements	$0	$0
9. Administration & Staff Support	$0	$0
10. Student Collaboration & Student Support Services	$1,113,000	$0
11. Safety & Security	$593,000	$25,000
12. Outdoor Learning Quads	$48,000	$0
13. Exterior Play Fields & Hardcourts	$98,000	$0
14. 21st Century Learning Classroom Flexibility	$40,000	$0
15. Technology Infrastructure	$54,000	$0
Total Construction / Project Cost (2014$)	**$5,317,000**	**$25,000**

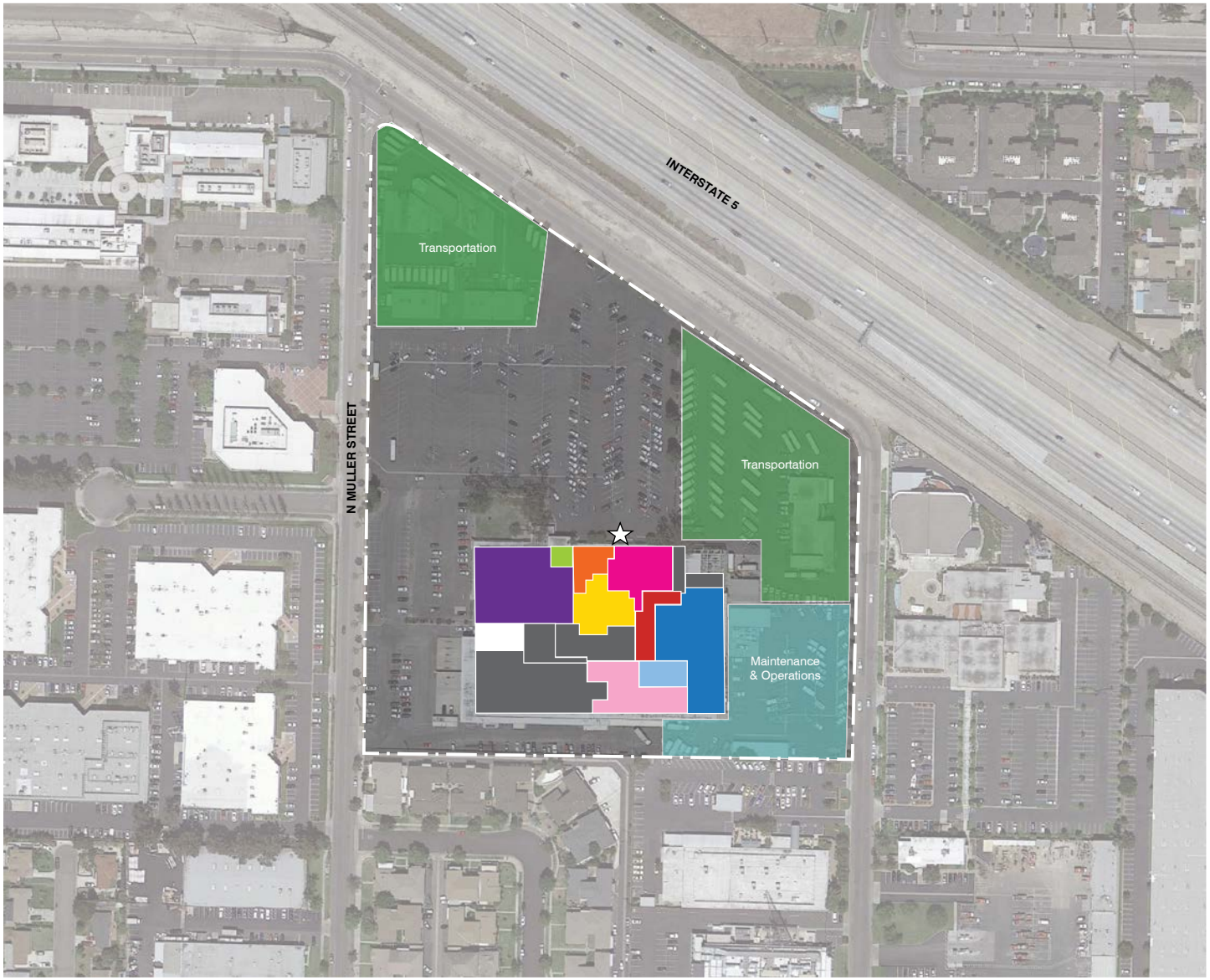
7.20 MASTER PLAN DIAGRAMS
TRIDENT CENTER (GILBERT HS) | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$4,299,000	$3,000,000
2. Existing Building Systems & Toilets	$2,636,000	$750,000
3. Site Utilities	$1,697,000	$500,000
4. New Construction Classrooms	$2,119,000	$0
5. Design Lab, Science, and Career Tech Education	$5,868,000	$0
6. Performing Arts Improvements	$564,000	$0
7. Multipurpose / Food Service Improvements	$7,499,000	$0
8. Physical Education Improvements	$508,000	$0
9. Administration & Staff Support	$4,736,000	$0
10. Student Collaboration & Student Support Services	$2,675,000	$0
11. Safety & Security	$4,345,000	$400,000
12. Outdoor Learning Quads	$505,000	$0
13. Exterior Play Fields & Hardcourts	$1,551,000	$0
14. 21st Century Learning Classroom Flexibility	$1,050,000	$525,000
15. Technology Infrastructure	$582,000	$291,000
Total Construction / Project Cost (2014$)	**$40,634,000**	**$5,466,000**

7.20 MASTER PLAN DIAGRAMS
TRIDENT CENTER (POLARIS) | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$904,000	$0
2. Existing Building Systems & Toilets	$592,000	$0
3. Site Utilities	$110,000	$0
4. New Construction Classrooms	$0	$0
5. Design Lab, Science, and Career Tech Education	$0	$0
6. Performing Arts Improvements	$0	$0
7. Multipurpose / Food Service Improvements	$0	$0
8. Physical Education Improvements	$0	$0
9. Administration & Staff Support	$0	$0
10. Student Collaboration & Student Support Services	$0	$0
11. Safety & Security	$560,000	$25,000
12. Outdoor Learning Quads	$113,000	$0
13. Exterior Play Fields & Hardcourts	$0	$0
14. 21st Century Learning Classroom Flexibility	$20,000	$10,000
15. Technology Infrastructure	$66,000	$33,000
Total Construction / Project Cost (2014$)	**$2,365,000**	**$68,000**

7.21 MASTER PLAN DIAGRAMS
DISTRICT CAMPUS | 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

200 ft
1" = 200'

7.21 MASTER PLAN DIAGRAMS
DISTRICT CAMPUS | 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 :	390
Teaching Stations	
Classrooms	27
Sub Total:	**27**
Grand Total:	**27**

80 ft
1" = 80'

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

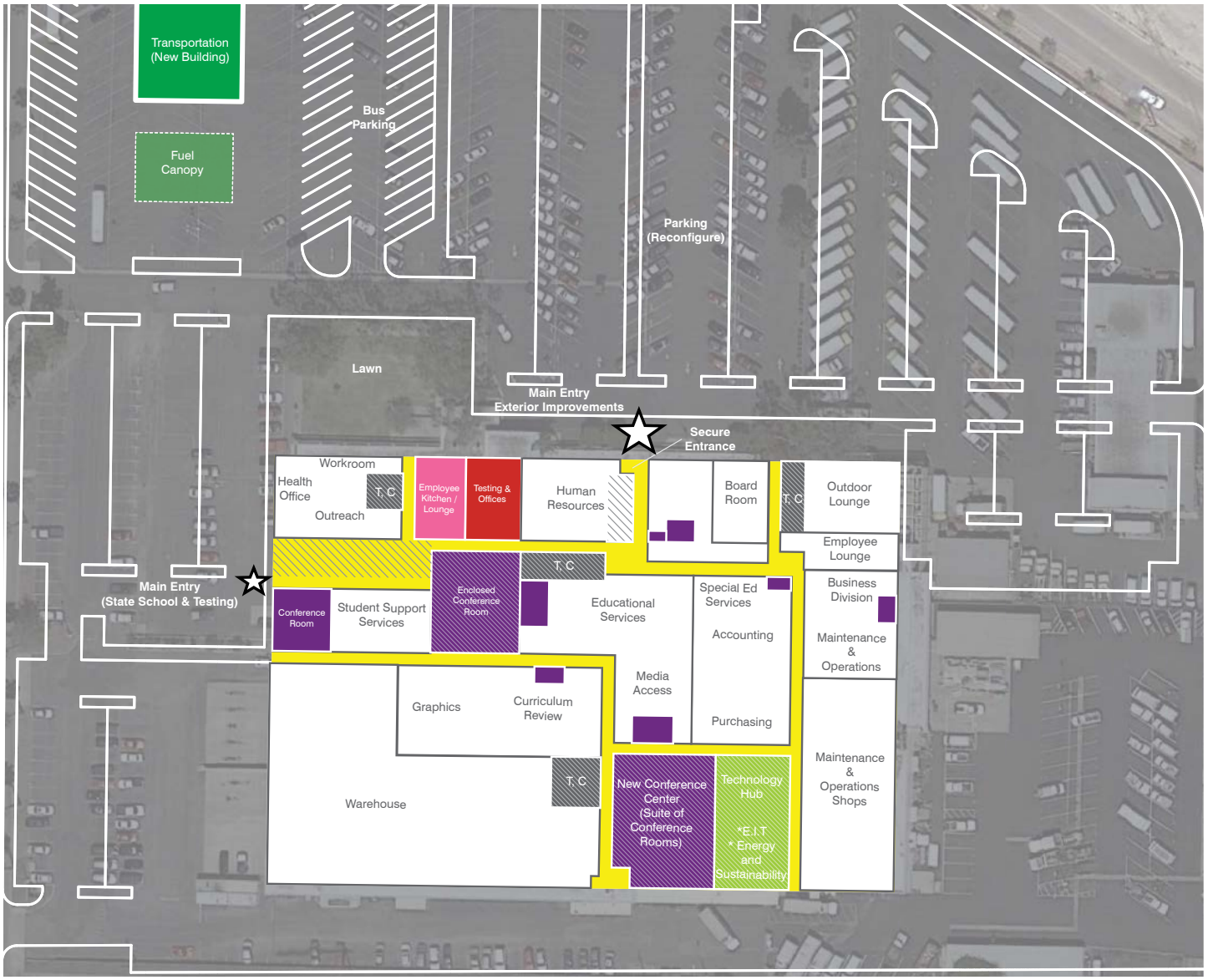
7.21 MASTER PLAN DIAGRAMS
DISTRICT CAMPUS | PROPOSED OVERALL + CIRCU.

Main Entry Point / Circulation
Drop-Off
Fire Lane
Fencing / Landscape Buffer

Existing Building
New Construction
Learning Courts
Main Quad
Hardcourts
Play Fields
Main Entrance

200 ft
1" = 200'

7.21 MASTER PLAN DIAGRAMS
DISTRICT CAMPUS | PROPOSED



80 ft
1" = 80'

Modernization
New Construction
Reconfigure

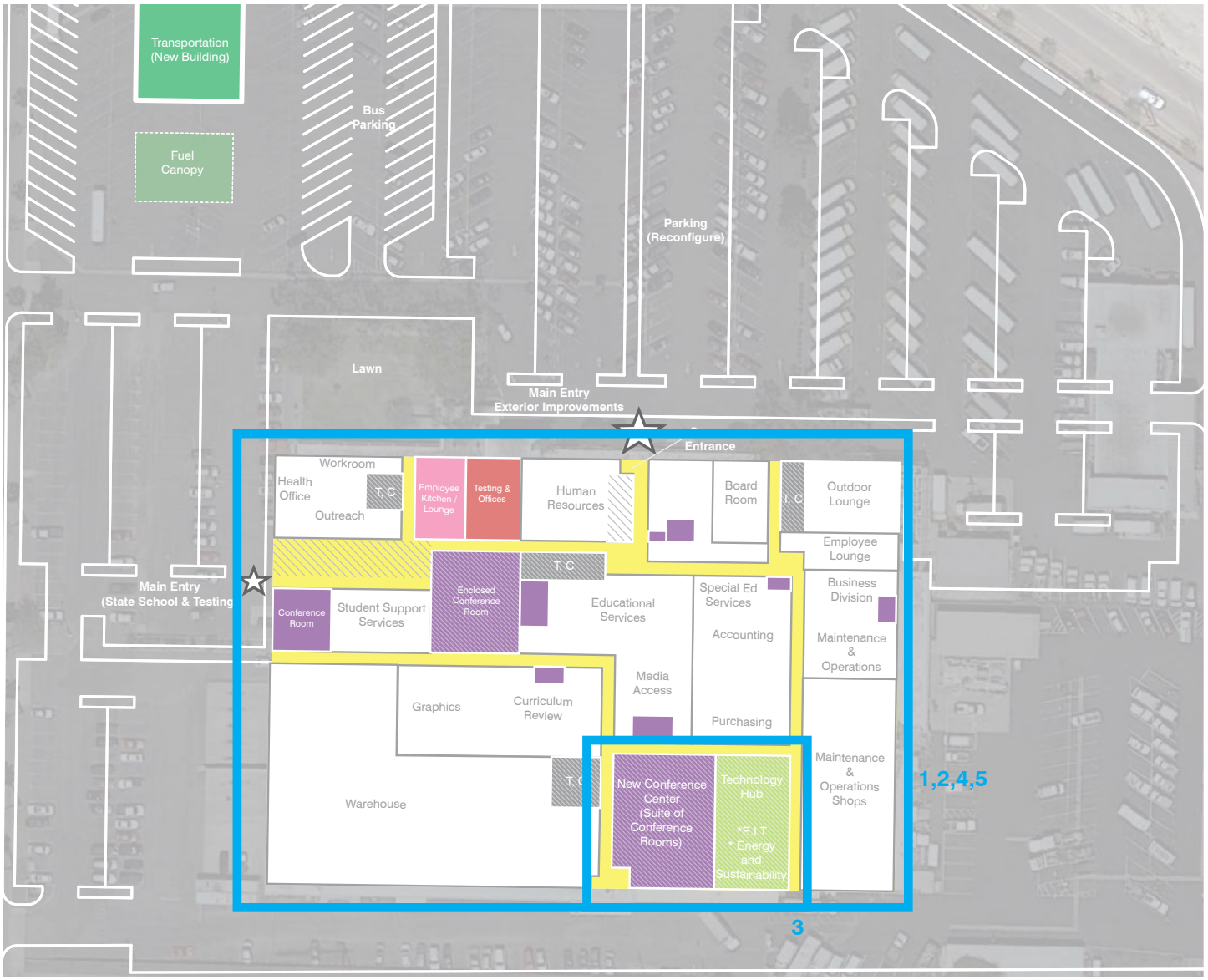
- Classrooms, CR
- Science Labs, SCI
- Special Education
- Electives
  Lab spaces will be determined by program need. They could include PBL, STEM, or other elective.
- Computer Lab
- Admin / Faculty
  FW - Faculty Work, FL - Faculty Lounge
- Library / MPR
- Food Service
- Physical Ed / Athletics
  PE. 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

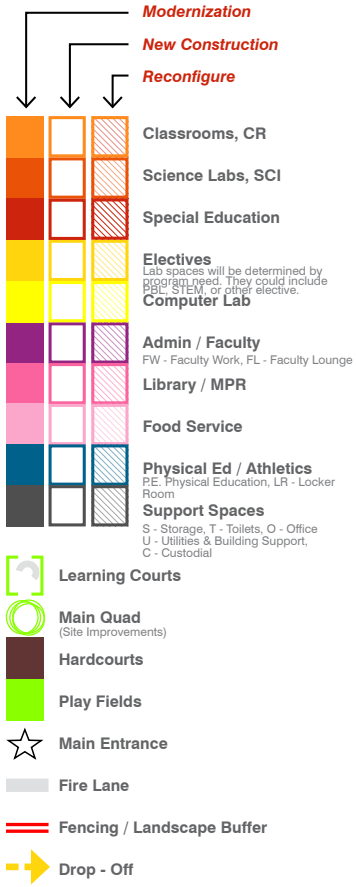
Planning Capacity:	390
Teaching Stations	
Classrooms	28
Sub Total:	28
Grand Total:	28

ANAHEIM UNION HIGH SCHOOL DISTRICT
Facilities Master Plan

LPA

7.21 MASTER PLAN DIAGRAMS
DISTRICT CAMPUS | PROPOSED-PHASE 1





PROPOSED SCOPE OF WORK

1. Replacement of roof and upgrades to HVAC system
2. Modernization of existing spaces. Minor reconfiguration at main entries
3. Reconfigure existing central kitchen space to conference rooms and offices
4. Safety & security improvements including locks and cameras
5. Technology equipment and infrastructure upgrades including district-wide phone system (*Scope of work to be determined)

7.21 MASTER PLAN DIAGRAMS
DISTRICT CAMPUS | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$1,201,000	$1,201,000
2. Existing Building Systems & Toilets	$8,023,000	$3,000,000
3. Site Utilities	$2,974,000	$0
4. New Construction Classrooms	$0	$0
5. Design Lab, Science, and Career Tech Education	$0	$0
6. Performing Arts Improvements	$0	$0
7. Multipurpose / Food Service Improvements	$0	$0
8. Physical Education Improvements	$0	$0
9. Administration & Staff Support	$15,939,000	$6,500,000
10. Student Collaboration & Student Support Services	$0	$0
11. Safety & Security	$7,675,000	$500,000
12. Outdoor Learning Quads	$2,724,000	$0
13. Exterior Play Fields & Hardcourts	$0	$0
14. 21st Century Learning Classroom Flexibility	$0	$0
15. Technology Infrastructure	$548,000	$274,000
Total Construction / Project Cost (2014$)	**$39,084,000**	**$11,475,000**

7.21 MASTER PLAN DIAGRAMS
DISTRICT CENTRAL KITCHEN | PROPOSED PHASE 1

Main Entry Point / Circulation

Fire Lane

Fencing / Landscape Buffer

PROPOSED SCOPE OF WORK

1. Construction of new District Central Kitchen facility at location indicated at Dale JHS.
2. New parking and delivery service access off Ball Road.
3. Fencing to secure facility and separate from the adjacent school site.

240 ft
1" = 240'

7.21 MASTER PLAN DIAGRAMS
DISTRICT CENTRAL KITCHEN | PROJECT COST SUMMARY

SCOPE OF WORK CATEGORIES	TOTAL	PROPOSED PHASE 1
1. Modernize & Reconfigure Existing Classroom & Lab Buildings	$0	$0
2. Existing Building Systems & Toilets	$0	$0
3. Site Utilities	$745,000	$745,000
4. New Construction Classrooms	$0	$0
5. Design Lab, Science, and Career Tech Education	$0	$0
6. Performing Arts Improvements	$0	$0
7. Multipurpose / Food Service Improvements	$19,309,000	$19,309,000
8. Physical Education Improvements	$0	$0
9. Administration & Staff Support	$0	$0
10. Student Collaboration & Student Support Services	$0	$0
11. Safety & Security	$1,925,000	$1,925,000
12. Outdoor Learning Quads	$0	$0
13. Exterior Play Fields & Hardcourts	$0	$0
14. 21st Century Learning Classroom Flexibility	$0	$0
15. Technology Infrastructure	$24,000	$12,000
Total Construction / Project Cost (2014$)	**$22,003,000**	**$21,991,000**

APPENDIX | SECTION 8

8.1 APPENDIX MEETING MINUTES

TECHNOLOGY & SECURITY FOCUS GROUP

PlanNet Consulting

Navigating Technology Change

Meeting Notes | **Technology & Security Focus Group** | **9 April 2014**
Anaheim Union High School District | 2:30pm-4:30pm

Location: District Office
501 Crescent Way
Anaheim, CA 92803

Attendees: District: Darrel Adair, Ralph Figueroa, Erik Greenwood, Rick Martins, Brad Minami, Patty Neely
PlanNet/LPA: Dave Young

The meeting was opened by P. Neely who clarified that the purpose of the meeting was to complete the series of focus group discussions; with the attendees having been identified as the primary stakeholders in the areas of technology and security. E. Greenwood offered that this would add to the substantial idea development that had already taken place between himself and D. Young.

Meeting notes continue in subject summary form without attribution.

Q: What are the primary Technology Needs? A: The development of a robust technology infrastructure

Challenges with our e-Rate based technology funding mechanism

Uneven distribution: Approximately half of District schools qualify for e-Rate which creates an inequity in the District-wide availability of funds. (Note: Qualification and priority is determined by a school's rate of participation in the National School Lunch Program)

Uncertain – and declining – availability: All Priority 2 requests were denied last year due to lack of available funds. Priority 2 items refer to network equipment from the MDF to the outlet, including: switches, routers, APs. There is a sense that Priority 1 requests (voice and data services) are cannibalizing the fixed pool of funds and crowding out the Priority 2 requests. This had been a source of approximately $1.5M augmenting the technology budget every 3 years.

Untimely Approval/Denial: It can take over 12 months to receive confirmation that a request for e-Rate funding has been approved. This delay is ill-suited to both the pace of technology change and the need to coordinate with District budget schedules.

It would be best if technology decisions were made and implemented District-wide with back-stop funding provided by the District. These funds could then be reimbursed with any funds that are received through the e-Rate program. In this manner, e-Rate funding would continue to be a component of the Districts funding sources, but wouldn't create technology disparities.

1. We have fiber, we need pathways for additional end-point types – in new locations (eg: CCTV, WAPs…)
2. MDF – inadequate air, vent, ups, grounding, locking/security, surge protection, dedicated-use
3. Equipment: Upgrade of switches, routers and access points (Note: Wireless moving to 802.11ac)
4. Systems: VoIP – single (unified) system district-wide. Estimated cost: $1.2M - $1.5M (district)
5. PA and Bells
   a. Don't want to leave Bogen systems behind as we upgrade the IT infrastructure
   b. Bogen is installed at 15 sites
   c. One option is to purchase an interface unit that allows the existing system analog system to be operated from over a network interface (ie: Quantum Multicom IP?)
   d. District campuses currently have different phone systems.
   e. Also need to address all other schools – beyond the 15 that already have Bogen paging
6. Disaster Recovery. While not fully developed, the District is in a good position to move forward.

Workplace Technology
Data Center
Migration Services
IT Consulting

PlanNet Consulting

Navigating Technology Change

   a. Currently use County Office of Education. They are moving to a CoLo in Arizona.
   b. Most applications are already hosted [in the cloud].
      i. This makes things easier
      ii. Restore internet services and provide authentication/authorization capability
   c. Student Information System provider could be hosted – Vendor has CoLo in Colorado
   d. Moving email to Gmail which is in the cloud
   e. Still need to account for file storage which is currently housed locally.
7. Classroom tech should/could be funded with bond monies.
   a. Currently allocating $30M for classroom tech ($25K x 1,200 classrooms)
   b. About 75% of classrooms have projection. Remaining 25% need projection.
   c. Most of the 75% represent old (Measure Z era) projectors that should probably be replaced.
   d. Some schools have video announcement – all schools should have this. (Web cast)
   e. Ideal Classroom (8 data ports) has the following tech furnishings:
      i. Short-throw projector (with screencast technology) (data)
      ii. Printing (data)
      iii. LCD screen (with screencast tech) (data)
      iv. Teacher station with computer (data)
      v. Document Camera (data)
      vi. WAP (possibly 2 in larger classrooms) (2 data)
      vii. Sound (speakers)
      viii. IP Phone (data)
8. End-user devices (Computers, tablets)
   a. Recommend that this NOT be part of bond funding. Rather this should be funded annually from District Budget.
9. Carrier Redundancy will be addressed at end of current AT&T contract (June 2015). Aiming to create fully redundant (symmetrical) data links with AT&T and Time Warner.

Workplace Technology
Data Center
Migration Services
IT Consulting

8.1 APPENDIX MEETING MINUTES

TECHNOLOGY & SECURITY FOCUS GROUP

PlanNet Consulting

Navigating Technology Change

Q: What are the primary Security Needs? A: Security should be our top priority. Here's what is needed…

10. Fencing is the first and biggest need.
11. Cameras are also needed
    a. See value in linking cameras (with alerts/motion detect) to local law enforcement
12. Proximity locks may be a better value for the money
    a. Keypad and lock provides a more secure entry (2 factor authentication)
13. Security (intrusion detection with remote alarm)
    a. Installed at about 50% of schools
    b. Approx. 7 or 8 schools have motion detection and door contacts
    c. Monitored by DMP (remote security services $15/site/month) – considered a very good value
14. Possible interest in automated name badge system (links to sex offender database).
15. Replace door locking hardware to increase control, audit capability, and safety
    a. Schlage has an example of keyless entry for a price of $1K - $2K per door
        i. Expected battery life of 1 year
        ii. Would need additional support (personnel to manage)
    b. A simple hardware lock with the ability to lock from the inside could provide some of the benefit at a lower price point. – Estimated cost: $500 per door
    c. A mix of the two options would be good:
        i. Premium locks for: Main office, gyms, administration, computer labs
        ii. Estimate 500 premium locks; 1,300 value locks
        iii. 500 x 1.5K = $750K. 1,300 x $500 = $650K. Total = $1.4M
16. Signage – Should clearly direct visitors to the Administration Office at each school.
17. EOC (Emergency Operation Center)
        i. District should have an EOC at the District Office Property
        ii. Suggest using Orange Unified School District as a model EOC
18. As the IT and Security systems continue to develop, appropriate staffing levels need grow in order to provide the necessary support.
19. There is a sense that perceptions of safety and security – or, more specifically, the lack thereof – are driving kids away from our schools. We don't have real safety. We need to be doing better.
20. We are just learning about these [security] things. We need to learn more. This is hugely important.

Workplace Technology

Data Center

Migration Services

IT Consulting

8.1 APPENDIX MEETING MINUTES

OVERARCHING FOCUS GROUP - HIGH SCHOOL

LPA

5161 California Avenue, Suite 100, Irvine, California 92617

p. 949.261.1001 f. 949.260.1190
w. lpainc.com e. lpa@lpainc.com

May 21st, 2014

MEETING MINUTES NO. 1
ANAHEIM UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP - HIGH SCHOOL
LPA PROJECT NO. 13174.10

DATE: January 21, 2014
TIME: 3:00pm – 6:00pm
PLACE: District Office – LAC Testing Room

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

Robert F. Cunard, Principal, Magnolia HS
Daniel Lunt, Principal, Western HS
Ben Carpenter, Principal, Katella HS
Manuel Colon, Principal, Savanna HS
Russ Earnest, Principal, Kennedy HS
John Briquelet, Principal, Loara HS
Anna Corrall, Principal, Anaheim HS
Cherlyn Lew, Principal, Hope School
Jei Garlitos, Community Day School
Ben Sanchez, Principal, Oxford Academy
Diane Donnelly-Toscano, D.O. Ed Division
Ralph Figueroa, Project Manager, AUHSD
Paul Sevillano, Asst. Superintendent Ed Services, AUHSD
Darrel Adair, Director of M&O, AUHSD
Patricia Neely, Dir. of Facilities Planning, Design, Construction, AUHSD
Wendy Rogers, LPA
Jomay Liao, LPA
Tyler Zalmanzig, LPA

DISTRIBUTION

All Present

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	1.01	**Introduction & Purpose** The purpose of this meeting was to further discuss with the high school group the educational vision, align facility guidelines with functional requirements and have a focused discussion about Classrooms and supporting spaces. LPA presented adjacency diagrams and looked for confirmation on types, quantities, sizes, adjacencies between spaces and locations of spaces. The group also discussed quality of spaces and activities the space supports. During the presentation, there was large group discussion paired with individual voting on relevancy of spaces with a ballot. Afterwards, the group divided into small groups and had more focused discussion with the topics of campus hub, specialized programs, learning spaces, administration & student support, and	

ACTION	ITEM NO.		DUE DATE
		athletics & physical education. Small groups were also given green dots to indicate which images were relevant to their campuses. Small groups presented their main discussion points back to the larger group.	
	1.02	LPA presented a program summary using an averaged enrollment of 2,500 students. The committee members seemed to agree with the presented teaching station numbers. A more finalized program will be developed with finalized projected enrollment from Dolinka Group. Current electives offered at the high schools include: • Band • Choir • Art • Foreign Language • Woodshop (1/2) • Home Ec / Fashion / Design / Culinary Arts • Dance – limited because currently use MPR spaces • Technology: Intro to keyboarding, STEM / PBL, Multi-media, Digital Animation • Technology Stations – need multiple non-scheduled spaces • Project Based – "MESA" (Math + Science teachers) • CADD (5 sections) – beginning + advanced • ASB – held in typical Classroom • Photo (5 sections) • Remediation • Yearbook / Newspaper (1 section each)	
LPA / AUHSD		ACTION: A meeting to discuss CTE programs will be scheduled with the District and LPA. **UPDATE**: The meeting occurred on February 11th, 2014.	
	1.03	LPA presented Common Themes that summarized the needs discussed during the Site Committee meetings and visits. Storage space was discussed as something needed throughout. Storage to include space for extra desks, textbooks, equipment.	
	1.04	LPA showed adjacency diagrams of the following spaces to start a discussion and gain feedback on what committee members thought would work or not work for their schools and ultimately develop educational standards. 1. **Learning Spaces | Co-Lab** Comments: • All the high schools, for the most part, are organized by discipline and prefer to be organized by discipline for ease of teacher / staff coordination • Classroom loading is approximately 38 students per class; therefore space within the Classroom	

APPENDIX
MEETING MINUTES

OVERARCHING FOCUS GROUP - HIGH SCHOOL

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is tight. District loading standards for high school is 32:1. State loading standard for grades 7-12 is 27:1.

- Furniture and integrated technology equipment will be a key solution to making Classrooms settings more easily reconfigurable to better support 21st Century learning
- The Co-Lab appears small based on the number of classrooms that feed into it. LPA responded that the SF seemed to support the number of Classrooms presented.
- There were concerns of introducing a 'college-like' setting to high school students; sending students outside of the Classroom on their own to study or do an activity, while the teacher remained in the Classroom. This concern could be resolved with the use of teacher aides
- If it was possible, a 1,200 sf Classrooms would better support the number of students
- Teachers need to adapt to the shift in having smaller desk space – more collegiate model with a "less is more" approach and "plug and play" standardization. Decreasing teacher desk size can help increase usable area in the classroom
- Provide a presentation area in the Classroom. Evaluate what presentation areas will look like with the incorporation of technology
- Although it was recognized there may be some cultural shifts that need to happen, most of the ballots indicated that a Co-Lab space was relevant to their campus, where it was feasible (for example in new construction cases or major modernization of buildings that already have a configuration that lends itself to this model)

2. **Science Labs**
   Comments:
   - Per the Next Generation Science Standards (NGSS) that will be coming in the next few years, Science seems to be moving in a direction of more activity based rather than lecture based
   - Currently many Science Labs have the lecture in the center, with some perimeter lab stations and sinks
   - Labs should have discrete lab and lecture space. The lab area would be used when students are doing hands on activities; at other times class can be held in the lecture space. LPA noted that the SF of the labs may need to increase to 2,000 sf for this configuration
   - A separate, dedicated Lecture Hall is not needed
   - Faculty work room is a part of the shared prep room
   - Science Labs, if possible, should be located

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near STEM classes because some are taught by the same teachers

3. **Specialized Programs**
   Comments:
   - Some sites have an Auditorium that is District-owned and use is scheduled. The reason for District-owned facilities is that it helps keep the facilities nice over a longer period of time. Daily wear and tear causes the facilities to get worn down faster. A Black Box space could be added to sites to help support Drama program.
   - Provide dedicated classroom spaces to support performing arts programs: there needs to be a dedicated Drama Classroom at each campus.
   - Cypress HS performing arts was referenced as having a nice organization of space, with the Drama and support spaces around the Theater
   - Katella HS performing arts spaces, lack adjacent support and storage rooms for props, changing, etc.

4. **Exterior Learning Opportunities**
   - The group felt that there were definitely opportunities to enhance exterior courtyards and main Quad area to better support student learning and collaboration

5. **Administration**
   Comments:
   - The group preferred Administrative offices that were clustered together and centralized. This would work best in terms of allowing staff to easily coordinate and collaborate with each other, as well as simplify wayfinding to the main office, for students and visitors.
   - Provide Staff Workroom with mail at main office as well as decentralized PLC faculty workrooms at various locations near Classroom clusters, on campus
   - A separation of "public" vs. "private" types of spaces and a separation of visitor waiting areas from discipline waiting areas to allow visitors a welcoming view of the office
   - Over the years there has been an increase in parent volunteers; increase size of the Parent / Family Center. Parent / Family Center should be located near Admin.
   - HS typically have 3 to 4 assistant principals for each site
   - Assume open work stations for reception and secretarial staff. Administrative Assistant needs an office since they may be dealing with money

OVERARCHING FOCUS GROUP - HIGH SCHOOL

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- Reception / Workstation area should be one open area to accommodate multiple workstations

6. **Special Ed. Learning Center**
   Comments:
   Committee agreed that Special Ed adjacency diagrams were correct and the RSP Learning Center should be incorporated within the Administration area

7. **Campus Hub**
   Comments:
   - College and Career Center should be located at the Campus Hub, with public access. RSP counselors could be housed in this space as well
   - Currently most campuses do not have a Student Union type space, but all sites have a desire for this type of space
   - Would be nice if the Student Union is adjacent to Library, located in a high traffic area where students will frequent often

8. **Nutrition Services**
   Comments:
   - 3-4 schools have cafeteria spaces; the other schools do not. Cafeteria space is used by the serving line, with very few tables and chairs. This is not ideal; students need more covered/ rain and sun protected spaces to eat
   - Currently in order to accommodate all the students, teachers have to open up classrooms or gym space for students to eat lunch when it is raining or cold, which is not ideal
   - Delete Faculty Workroom from this diagram
   - There still needs to be one Faculty Lounge
   - There needs to be space for Custodial Storage
   - Golf cart storage needs to accommodate 4 golf carts

9. **Physical Ed / Athletics**
   Comments:
   - Need for Athletic storage
   - 1 Fitness Room; no need for divisible space
   - Need separate team rooms for each sport in a season; 3 team rooms for each gender. Sports will rotate as the season changes
   - Need public restrooms; diagram indicates public restrooms off the Lobby space with Concessions and Ticket Booth
   - Restroom at the gym at Loara HS has sight line issues
   - Provide adequate spaces for athletic trainers.

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Per Patricia Neely's email 3/31/14: Provide athletic trainer facilities at all high schools. Space is 900 SF (800 SF space with a 100 SF office to secure records). Visual connection to general facility is required for supervision. Facility will be co-ed. Locate near girls and boys facilities.

1.05 The group was divided into small groups and given topics to discuss: Campus Hub, Admin. & Student Support, Specialized Programs, Learning Spaces, and Physical Ed. & Athletics. The sub-groups were given an inspirational poster to help foster conversation and then were asked to write down the key points and present back their ideas to the rest of the group. The key points were as follows.

A. Physical Ed / Athletics
   a. Improve instructional space
   b. Overall modernization of facilities
   c. Large enough spaces for current students in these athletic programs
   d. Equipment is very outdated
   e. The public sees these spaces most often, so there is a need for them to look more impressive.
   f. Equity among all campuses

B. Learning Spaces
   a. Flexible space
      i. Key that furniture is movable
      ii. Integrating technology
      iii. Options for student collaboration
      iv. Minimizing teacher work area
   b. Outdoor space that students can use as learning areas
   c. Propose prototypes for teacher vetting

C. Specialized Programs
   a. Specialized programs should be driven by and outfitted according to industry standards.
   b. Storage is missing from most technology classes.
   c. Student collaboration areas

D. Administration
   a. Professionally welcoming centralized services that are compartmentalized for appropriate confidentiality.
   b. Full-featured Career Center that could also be reconfigured to server many other purposes.
   c. Easily reconfigurable staff lounge and work space
   d. Flexible, comfortable, and versatile learning center for tutoring and student support.

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e. The image showing all wall, folding wall markerboards looks like something that would be well used for tutoring

E. Campus Hub
   a. Supervision is a concern
   b. Space for lots of tables and chairs that are easily reconfigurable.

1.06 General Notes
- Utilize pilot projects to 'test out' concepts and have users learn how to use and try out the space prior to full implementation

1.07 Next Steps
- LPA will finalize the Educational Specification diagrams with the comments above and begin to overlay concepts onto the sites to create a draft master plan diagram

Submitted by: Tyler Zalmanzig / Jomay Liao

APPENDIX
MEETING MINUTES

OVERARCHING FOCUS GROUP - CTE PATHWAYS & ADULT EDUCATION

LPA

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April 24, 2014

MEETING MINUTES NO. 1
ANAHEIM UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP – CTE PATHWAYS & ADULT ED.
LPA PROJECT NO. 13174.10

DATE: February 11, 2014
TIME: 4:30pm – 5:30pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

Renee Citlau, Ed Technology, AUHSD
Manuel Colon, Principal Savanna HS
Dianne Donnely-Toscano, Coordinator, Innovative Programs, AUHSD
Ralph Figueroa, Project Manager AUHSD
Darrel Adair, Dir. of M&O, AUHSD
Paul Sevillano, Asst. Superintendent, Ed Services AUHSD
Patricia Neely, AUHSD Director of Facilities Planning, Design, Construction
Wendy Rogers, LPA
Jomay Liao, LPA

DISTRIBUTION

All Present

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	1.01	The purpose of the meeting was to have a focused discussion about Adult Education and CTE Pathways. Discussion items that result from these meetings will be used to develop the draft Proposed Facilities Master Plan.	
	1.02	The goal for **Adult Education** is to establish an online / virtual center at certain high schools to retain students from the AUHSD area that are currently leaving the District and attending Desert Sands Charter program that has opened a facility nearby. Cypress College also has an Adult Education Center that is a competing program. Currently Senior students attending high school with no hope to graduate will go to community college adult ed center. Katella HS and Cypress HS drop-out students are not serviced because Gilbert HS is too far	
AUHSD	1.03	Currently the District is in the initial stages of applying for State grant. There is $350M grant funding available. The District is	

ACTION	ITEM NO.		DUE DATE
		joining a consortium with NOCCD, Placentia-Yorba Linda USD, Brea-Olinda USD, Cypress College, and Fullerton Community College. The District is looking toward the community colleges being the lead and together creating Alternative Education opportunities for AUHSD students. (*District to Update on progress*) **Update**: Per Patricia Neely's email on 4/2/14, there is not enough information at this time to implement this program on the master plan.	
	1.04	The District is considering locating the Adult Ed program to cover East and West region of the District. Potential locations for the Adult Education program include the following: 1. Oxford Academy – West region of District 2. Anaheim HS, adjacent land – East region of District	
	1.05	There was also discussion about current programs and possibility of introducing magnet type programs at certain schools with lower enrollment to provide some relief to impacted school sites. It was noted that it is difficult to adjust boundaries due to complex political issues. 1. Dale and Magnolia have a dual language program 2. South JHS and Sycamore JHS need relief. A new 450 home development near Katella will further increase enrollment at those campuses. This area is otherwise known as "the golden triangle" 3. Orangeview JHS / Western HS – biotech program. Possibly look into a STEM Magnet program at Orangeview JHS 4. Kennedy HS – IB program and Oxford Academy take care of the West region of the District 5. Anaheim HS – strong Performing Arts and STEM program	
	1.06	AUHSD students for the most part attend school within their boundaries. However if students choose to not go to their home school, they can apply to attend another school within the District.	
	1.07	**Career Tech (CTE) Programs:** The District offers a large range and variety of CTE programs across the schools. Programs offered are relevant to student interests, local industries and tied to funding. For master planning purposes current programs offered at each site are to assume to remain. Programs coordinator has sent us a matrix indicating the CTE programs at each site.	
AUHSD	1.08	New program includes a partnership with Union Bank to provide a community banking program at Loara HS. This would be a part of the business management program. It would be educational based model with access to outside. Possible location at the Library. (*District to provide update*) **Update**: Per Patricia Neely's email on 4/2/14, implement program at Loara HS.	

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OVERARCHING FOCUS GROUP - HIGH SCHOOL

LPA

MEETING MINUTES NO. 1
ANAHEIM UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP – CTE PATHWAYS & ADULT ED.
13174.10

April 24, 2014

ACTION	ITEM NO.		DUE DATE
	1.09	The District also has partnerships with United Way and IRS. The District is also applying for funding through partnerships with OCDE and NOCCD community colleges. The District also gets Federal dollars from Carl Perkins to provide access to current industry standard equipment.	
	1.10	High School programs should be geared toward industry certification. JHS program should be exploratory and create a 'pipeline' that feeds into the high school programs. The District is trying to create some alignment between JHS and HS programs.	
	1.11	Classroom spaces should accommodate clean and messy adjacencies. There is need for project based learning areas.	
	1.12	Oxford Academy • Bio-medical program • International Trade / Business Kennedy HS • Currently using woodshop as engineering lab for the MESA program (Math/ Engineering / Science Academy) All Junior HS • STEM program • Students move through the exploratory 'wheel' • Teachers need training in order to utilize these environments	

Submitted by: Jomay Liao

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8.1 APPENDIX MEETING MINUTES

OVERARCHING FOCUS GROUP - ALTERNATIVE EDUCATION

LPA

5161 California Avenue, Suite 100, Irvine, California 92617

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April 24, 2014

MEETING MINUTES NO. 1
ANAHEIM UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP - ALTERNATIVE ED.
LPA PROJECT NO. 13174.10

DATE: February 7, 2014
TIME: 10:00am – 11:30am
PLACE: Anaheim HS - Library

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

Kelly Wilson, Coordinator AH Ed.
Brad Jackson, Director SYS, AUHSD
Anna Corral, Principal Anaheim HS
Diane Donnelly, Coordinator, Innovation Program, AUHSD
Darrel Adair, Dir. of M&O, AUHSD
Paul Sevillano, Asst. Superintendent, Ed Services AUHSD
Patricia Neely, AUHSD Director of Facilities Planning, Design, Construction
Wendy Rogers, LPA
Jomay Liao, LPA

DISTRIBUTION

All Present

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	1.01	The purpose of the meeting was to have a focused discussion about vision and goals for the alternative education program. Discussion items that result from these meetings will be used to develop a draft Proposed Facilities Master Plan.	
	1.02	The goal for alternative education is to have a mechanism for intervention earlier on and allow students to stay at their home school.	
	1.03	Currently there are 600 students that are accessing County program that the District is looking to keep within the District	
	1.04	The District would like to implement the Independent Learning Center (ILC) model at each school site or at the minimum regionally at specific sites at the East, West, and Central region	
	1.05	ILC • Is essentially two adjacent Classrooms with varied sized spaces. There is a "quiet" lab Classroom set up for online learning, space for tutoring, private conference room, and	

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		focus study rooms. Spaces include open space, dedicated zones, quiet vs. collaborative, and assistance and counseling for social emotional issues • Social emotional issues are handled by support group activities and discreet counseling area • The quiet lab is equipped with student computer stations. The open area has flexible furnishings that can be configured for tutoring, study or group learning. The ILC also has open staff workstations. Same equipment as Classrooms including projector and screen are in this space • It can accommodate 120 students (cap). The cap is currently at 120 students which will fund 3 teachers. To be able to increase the number of students, the District could look into increased hours for staff • It is open from 7:30am – 6:00pm • ILC should be located near front for student access before and after school hours; should not be in a portable. • When students are finished, they must leave the campus immediately. They are allowed to have lunch. Alternative Ed students have unique ID's • Once a student is enrolled in ILC, the District can allow them to stay in the program until they complete their credits and graduate • In time, every JHS will have an ILC	
	1.06	Examples of ILC model: • Example of a working ILC at the District is at Anaheim HS • Sweetwater model is approximately 2,700 sf	
	1.07	Levels of Alternative Ed: 1 :: ILC : This Independent Learning Center is for credit deficient students at risk of dropping out of high school. APEX software is an on-line software that helps students earn credits in an efficient manner. 2 :: Gilbert HS : If students are not making it in the ILC, they get transferred to Gilbert HS. Gilbert HS is a seat-based credit recovery program. 3 :: Next steps in keeping at risk students in our district is to send them to "Super Polaris" – merging of CDS and Polaris 4 :: Violent students go to "ACCESS" at the County	
	1.08	Community Day School (CDS) • (9) Classrooms and (1) Office • Students need computer access • Credit recovery type program • Includes behavioral component with counseling services	
	1.09	Polaris will be smaller as many students will be at their HS.	

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OVERARCHING FOCUS GROUP - ALTERNATIVE EDUCATION

ACTION	ITEM NO.	DUE DATE

- Computer based / online program
- Students need computer access
- Educational packets given to students to complete

1.10 Special Education
- There is opportunity to integrate Special Education component
- SDC students that are diploma bound, that cannot access the APEX system that need other options. All these students are sent to Alternative Ed because there is no opportunity to make up credits along the way. These students could be engaged earlier in ILC model

1.11 Gilbert HS
- 4 Classrooms are Special Ed
- 16 – 17% students here are SDC Special Ed

1.12 Super Polaris (CDS + Polaris)
- More computer base
- Combine computer access/labs
- 9 classrooms
- Credit recovery
- Behavioral school - counseling
- Open space
- Dedicated zones
- Quiet vs. collaborative
- Assistance

1.13 Social/emotional room
- Support groups
- Discreet areas

1.14 Special Ed
- Opportunity to integrated special education component.
- SDC – that are still diploma bound cannot access APEX system, looking for other options.
- All students sent to Alternative Education because there is no opportunity to make up credits along the way. Could be engaged in ILC
- Additional support
- Ways for Special Ed

1.15 Junior High School
- The goal at the Junior HS level is to keep students at their home campus
- Self-contained model with dedicated pull out space
- Curriculum base with behavioral support; intervention program
- Example is Sycamore JHS which currently has 28 students

1.16 Adult Ed
- Students that can't graduate at their HS can move on to

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this program
- Currently the District is in a consortium with 2 other school Districts (Brea-Olinda and Placentia Yorba-Linda) and NOCCD to pursue funding for an Adult level ILC. The grant they are applying for is through the State. AUHSD provides classroom space.
- Gilbert West campus has a vacant building that could be utilized for this (Ex Adult Ed)
- This would help improve graduation rates
- Would also support CTE programs by creating a diploma program for potential dropout students to continue
- Option: Move program at Cypress College to Gilbert West (Ex Adult Ed)

Submitted by: Jomay Liao

8.1 APPENDIX MEETING MINUTES

OVERARCHING FOCUS GROUP - JUNIOR HIGH SCHOOL

LPA
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March 5, 2014

MEETING MINUTES NO. 1
ANAHEIM UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP – JUNIOR HIGH SCHOOL
LPA PROJECT NO. 13174.10

DATE: January 9, 2014
TIME: 10:00 am-12:30 am
PLACE: District Office – Savanna Room

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
Darrick Garcia, Principal, Brookhurst JHS
Daphne Hammer, Principal, Dale JHS
Carlos Hernandez, Principal, South JHS
Kristen Levitin, Principal, Walker JHS
Yousef Nasouf, Principal, Orangeview JHS
Sam Joo, Principal, Lexington JHS
Paul Sevillano, Asst. Superintendent, Ed Services, AUHSD
Patricia Neely, FPDC, AUHSD
Dave Young, PlanNet Consulting
Wendy Rogers, LPA
Jomay Liao, LPA

DISTRIBUTION
All Present
Tyler Zalmanzig

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	1.01	**Introduction & Purpose** The purpose of this meeting was to further discuss with the junior high school group the educational vision and align facility guidelines with functional requirements and have a focused discussion about Classroom and supporting spaces. LPA presented adjacency diagrams and looked for confirmation on types, quantities, sizes, adjacencies between spaces and locations of spaces. The group also discussed quality of spaces and activities the space supports. During the presentation, there was large group discussion. Afterwards, the group divided into small groups and had a more focused discussion with three topics that needed further information, including the areas of campus hub, specialized programs and learning spaces.	
	1.02	LPA presented a program summary using an averaged enrollment of 1,200 students. A State loading standard of 27:1 was assumed. This is not correct. The District corrected the loading information that should be used is 31.5:1 and therefore 1,200 / 31.5 = 19 teaching stations / grade x 2 grade levels (7^{th} / 8^{th}) = 38 teaching	

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		stations. A more finalized program will be developed with finalized numbers from Dolinka Group consultant working on capacity numbers with the District. Teachers teach 6 periods in a day, plus have 1 open period for teacher work / conference. Students attend 7 classes in a day.	

	1.03	There was a discussion about Electives. For planning purposes, electives currently offered at each site should remain. There is a desire to provide spaces to support STEM program at every site (see notes below).
		Core electives include the following:
		• Band
		• Choral
		• Art
		• Foreign Language
		• Computer / Business
		• Woodshop (note: half the JHS sites have this program, half do not)
		• Home Economics (includes Fashion and Culinary)
		• Dance (note: some sites are using MPR for dance class)
		• Technology
		  ○ Business
		  ○ Introduction to keyboarding (7^{th} grade)
		  ○ Multimedia
		  ○ Advanced Computers / Digital Animation
		
		Other electives at various sites include the following:
		• MESA (Math / Engineering / Science Academy) – at South JHS
		• Computer aided drafting
		• Remediation Reading
		• Yearbook / Newspaper
		• Digital Photography
		• ASB – in a typical Classroom
		
		South JHS is able to offer more electives because there is a larger enrollment at this school site.	

	1.04	The following comments were made regarding the diagram on Learning Spaces and collaboration areas for students: • Need to creatively increase the learning space in existing Classrooms by evaluating teacher storage areas, teacher desk size, furnishings and equipment, outdoor learning space opportunities. Maximize student learning space; eliminate clutter with efficient, standard built ins and consolidate storage • Facilities need to support more collaboration for teachers and students • Furniture needs to be mobile and agile to accommodate group discussion and teamwork activities • Properly place workrooms for teachers • The challenge with the student co-lab space is supervision. There will need to be a cultural / behavioral	

APPENDIX
MEETING MINUTES

OVERARCHING FOCUS GROUP - JUNIOR HIGH SCHOOL

ACTION	ITEM NO.		DUE DATE
		shift in order for it to work. People will use it if they understand the concept. Implement as pilot project to test concept prior to full implementation. Apply concept to areas that make sense such as new construction or major modernization areas where existing structure allows for configuration.	
	1.05	Science Labs • There should be 6 Science Labs at each junior high school	
	1.06	STEAM / STEM Electives • The model presented was well received by the group and should be implemented at the sites. Evaluate possibility of reconfiguration of existing spaces to adopt model • Provide spaces flexible enough to adapt to changing programs	
	1.07	Outdoor Learning Opportunities • Exterior spaces to have full technology access • Create small intimate areas and large group areas • Evaluate opportunity to 'extend' Classroom learning area	
	1.08	Administration • Provide centralized workroom / collaboration area for teachers • There are 2 V.P. at each junior high school • Increase size of Conference Room to approximately 300 – 350 sf • Counselors need space for group meetings. Parent Center could be utilized for this	
	1.09	Campus Hub • In general the group was excited about the idea of a campus hub and could see it as a space that would enhance 21st century learning in terms of student and staff collaboration	
	1.10	Campus Hub :: Library / Media Center • The group agreed with the concept to reduce Library square footage to provide Student Union space. The space should be the same, not separate • Tiger Woods Learning Center is a great example of this type of space • Student Support Center that includes the Psych / Counselor / Speech offices should be moved adjacent to Administration. Less stigma • Provide area for Tutoring. This could also dual as a 2nd Innovation Lab • The concept of bringing in food and drink would be difficult due to limited custodial staff (currently there are only 3-5 custodians). But the space could open up to outdoor courtyards that students could eat in • Flooring should be something that is easily cleanable	

MEETING MINUTES NO. 1
ANAHEIM UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP – JUNIOR HIGH SCHOOL
LPA PROJECT NO. 13174.10

ACTION	ITEM NO.		DUE DATE
	1.11	Campus Hub :: Multi-purpose / Food Service • Cafeteria function should be separate from the multi-purpose space. Possibly provide Food Service cart storage or expansion to the serving line so they are not taking up MPR space **UPDATE**: Per direction from AUHSD Director of Food Services at the Steering Committee Meeting #2 on January 16th, 2014 a cart storage space would not work. Many carts are refrigerated and store milk. There needs to be an expansion to the serving line. • MPR platform should have the ability to be closed off and can be utilized as a Drama Classroom • Choral should have a dedicated space • Student Store should be near Food Service. It is typically staffed by volunteers. Could provide learning opportunity for students tied to the Business program – increase size to 200 sf • ASB is located in a typical Classroom, no need for dedicated space. Remove ASB program spaces from diagram • Functions for this space should include presentation and have appropriate technology capabilities. Acoustics should be considered	
	1.12	Physical Education • Delete Weight Room and Wrestling Rooms • Add PE Classroom with technology – used for lecture and testing. Reduce Fitness Room to 1,200 sf	
	1.13	Technology: • Needs to be accessible on demand. • Needs to be integrated into the Classroom so it doesn't take up additional physical space • Cell phone / personal mobile device usage policy is currently no cell phone usage, but this policy is loosening up and is allowed with teacher permission for specific class purposes • Current WiFi capacity is poor and intermittent. No guest access. Difficult for staff. Bandwidth can be challenging, especially when grades are due. • Desire for video conference capabilities • Currently there is a shared portal site for blog sharing • Keyboarding is becoming a fundamental skill	

Submitted by: Jomay Liao / Wendy Rogers

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8.1 APPENDIX
MEETING MINUTES

OVERARCHING FOCUS GROUP - SPECIAL EDUCATION (SYS - SPECIAL YOUTH SERVICES)

LPA

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April 24, 2014

MEETING MINUTES NO. 1
ANAHEIM UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP – SPECIAL EDUCATION (SYS – Special Youth Services)
LPA PROJECT NO. 13174.10

DATE: January 14, 2014
TIME: 10:00 am-11:30 am
PLACE: District Office – Cypress Room

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
John Briquelet, Principal, Loara HS
Robert Cunard, Principal, Magnolia HS
Daphne Hammer, Principal, Dale JHS
Kristen Levitin, Principal, Walker JHS
Cherylin Lew, Principal, Hope School
Yousef Nasouf, Principal, Orangeview JHS
Joe Carmona, Principal, Sycamore JHS
Jaron Fried, AUHSD
Darrick Garcia, AUHSD
Brad Jackson, Director, AUHSD
ShayLynn Pulido, Pyschologist, AUHSD
Susan Ferenez, SYS Coordinator, AUHSD
Janet Queneau, SYS Program Specialist, AUHSD
Paul Sevillano, Asst. Superintendant, AUHSD
Patricia Neely, FPDC, AUHSD
Darrel Adair, Director of M&O, AUHSD
Wendy Rogers, LPA
Jomay Liao, LPA

DISTRIBUTION
All Present

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	1.01	**Introduction & Purpose:** The purpose of the meeting was to have a focused discussion about the needs, vision and goals for the overarching group of Special Education. LPA explained that the District is producing a long range Facilities Master Plan. Discussion items that result from these meetings will be used to develop Educational Specification standards that will be overlaid onto each site in the development of the draft Facilities Master Plan. Attached to these minutes are the Educational Specification standards diagrams developed through this meeting. These have been reviewed, and approved by District leadership. A chart indicating the number of Classrooms of each specific Special Education program category at each site is also attached.	

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ACTION	ITEM NO.		DUE DATE
	1.02	Summary of Special Education at the District • There are 3,500 Special Education students that are supported by the District • All sites have Special Education students and facilities to support • 10% of the Special Education students (approximately 300 students) attend Hope Education Center. The population at Hope Education Center is moderate to severe. • For the master plan, assume to provide facilities to support existing programs at each of the sites, except for Adult Transition which remains to be confirmed at other sites.	
	1.03	Special Education Categories include the following: • DHH (Deaf and hard of hearing) • RSP • CH (communicatively handicapped / Mild to Moderate • LHS (Learning Handicap Severe) – this is a Moderate program • Autism (Moderate) • Moderate / Severe (SH) • ED • Bridges (Severe) • Visually Impaired • Orthopedic Handicapped Some of the above need a Sensory Room, some need an OT-PT room.	
	1.04	Vision and Goal • More inclusive of Special Ed students with general Ed students • Special Ed programs balanced across the District •	
	1.05	Adult Transition: • Students age 18 – 22 • Total of approximately +/- 150 students across the District. Ideally 30 students per site • Students are off campus 80% of the time • Currently this program is located in (2) portables at the District Office site, (4) Classrooms at Hope Education Center, and (1) Classroom at Cypress HS • The District is considering relocating the ones at the District Office to a school site. However, the District Office provides a good central location. • Evaluate location of Classrooms. Perimeter location with separate entrance is ideal. Consider how do students integrate. • Need for (2) Classroom cluster with living skills and toilet changing • Classrooms to accommodate instructional aide, teachers, and students	

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8.1 APPENDIX
MEETING MINUTES

OVERARCHING FOCUS GROUP - SPECIAL EDUCATION (SYS - SPECIAL YOUTH SERVICES)

ACTION	ITEM NO.	DUE DATE

1.06 Autism:
- Autism increasing every year. Need greater capacity each year
- Balance program locations so that they will be located on the East side, West side, and Central area of the District
- Locate near outdoor field space so students can take a walk
- Autism Sensory / Focus Room

1.07 RSP:
- Need office space + (2) RSP Classrooms per campus at JHS and HS. Ideally located near Administration. IEP meeting space needs to support approximately 6 people and is enclosed for privacy
- All RSP students are in inclusive settings and take classes with general Ed students

1.08 Mild / Moderate (M/M):
- Classes are loaded at 15-20 students / class
- District is moving in the direction to shift MM students from being in a designated Classroom to being in a more inclusive setting, structured more like RSP
- This shift could result in a reduction of Classrooms by 50% or down to 25%
- Teachers will still need a 'hub'/ work space.

1.09 ED
- Needs Focus Room adjacent to Classroom
- ED program currently at Cypress, Katella, Kennedy, Loara, Ball, Dale, Walker
- Locate near outdoor field space so students can take a walk
- Classroom adjacent to Focus Room (100 sf)
- Loading: 1:10

1.10 RSP / MM / DHH / VI / OH / O+M (Orientation and Mobility)
- Students take classes with general Ed students
- Need separate space for IEP conferences (+/- 8 people), Office space, and larger conferences with +/- 20 people, VI Storage / O+M office. Ideally locate adjacent to Student Services
- There are IEP day(s) where there are concurrent IEP's scheduled at the same time
- Loading are as follows:
  - RSP – 28:1
  - MM – 1:15-20
  - DHH- 1:15
  - VI – 1:10
  - OH- 1:10

1.11 Mod / LHS
- Provide spaces as indicated in the Special Ed diagram
- Important to have changing / toilet area

ACTION	ITEM NO.	DUE DATE

- Number of students in program have remained consistent

1.12 Mod / Severe
- Sites that have this program include: Cypress, Kennedy, Savanna, Loara, Orangeview, South, Brookhurst

1.13 Bridges Program (only at Dale and Magnolia)
- Self-contained classrooms with Focus Room (100 sf), Office for Psychologist, Conference Room (4-6 people, 150 sf), Restroom / Changing
- Locate near outdoor field space so students can take a walk
- Loading is 1:10

1.14 LHS / SH / Autism:
- Self-contained Classrooms with Sensory Room, Conference Room, Toilets / Changing, and Living Skills
- Loading is as follows:
  - LHS – 1:15
  - SH – 1:10-12
  - Autism – 1:10

1.15 OT / PT
- For mobility
- Dale JHS needs a traditional OT/PT space

1.16 Sensory:
- Sensory rooms and Focus rooms need large windows to Classroom for supervision
- Hope, Lexington, Dale, Orangeview, Katella, Magnolia have Sensory Rooms
- Utilized by Autism students

1.17 Focus Room
- Need window for supervision of this room.
- Approximate size 12'x20' – 250 sf.
- JHS- swinging equipment, Quiet bean bags, rocking chair
- HS – "Leisure room" – multiple students, (De-escalation space)
- For ED – room is padded

1.18 Hope Education Center
- Further discussion will be scheduled in a separate meeting

1.19 Adaptive P.E.
- Need Adaptive PE storage space of approximately 200 – 300 sf. Ideally located near Gym

Submitted by: Jomay Liao / Wendy Rogers

8.1 APPENDIX MEETING MINUTES

OVERARCHING FOCUS GROUP - NUTRITIONAL SERVICES

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January 23, 2014

MEETING MINUTES NO. 1
ANAHEIM UNIFIED HIGH SCHOOL DISTRICT
OVERARCHING FOCUS GROUP MEETINGS
FOOD SERVICES MEETING
LPA PROJECT NO. 13174.10

DATE: January 6, 2014
TIME: 1:00pm - 2:30pm
PLACE: Superintendent's Conference Room

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

Terry Gerner, Director of Food Services, AUHSD
Darrel Adair, AUHSD Director of M&O
Ralph Figueroa, AUHSD Project Manager
Patricia Neely, AUHSD Director of Facilities Planning, Design, Construction
Dave Bannon, GBA
Jomay Liao, LPA

DISTRIBUTION

All Present
Wendy Rogers

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	1.01	**Introduction & Purpose:** The purpose of the meeting was to have a focused discussion about the needs, vision and goals for the Nutritional Services. LPA explained that the District is producing a long range Facilities Master Plan. Discussion items that result from these meetings will be used to develop a draft Proposed Facilities Master Plan.	
	1.02	Goal / Vision / Needs • The Federal government is moving in the direction of increasing scratch cooking. • Following this lead, the District is also looking at moving towards more scratch cooking. This would mean additional space needs for prep and storage of raw meat and vegetables • Currently, none of the school site kitchen facilities are set up for scratch cooking; they are undersized and outdated. In order for the District to accommodate more scratch cooking is to build a Central Kitchen	
	1.03	Central Kitchen • The existing Central Kitchen is 7,000 – 10,000 square feet and was built to serve approximately 7,000-10,000 meals. • Currently the District is producing 40,000 meals per day	

ACTION	ITEM NO.		DUE DATE
		which includes breakfast and lunch. The current facility serves approximately: ○ 15,000 lunches to the 25 Elementary Schools in Anaheim City School District (ACSD) ○ 15,000 lunches to AUHSD ○ 10,000 breakfasts to AUHSD and ACSD • The Director of Nutritional Services has indicated that she has consulted with a food service consultant in terms of what the District can do in in the short term to meet the growing food service needs in a facility that is undersized • In 2005, plans for a new 35,240 sf central kitchen were completed, but never constructed. The facility needs to be closer to 40,000 sf and include a small banquet room of approximately 1,200 sf x 3 = 3,600 sf to accommodate 400 people. The banquet facility will have the ability to be rented out for revenue. ○ ACTION: District provided LPA with a copy of the design plans for the central kitchen facility • Operations: A central kitchen will have a large production area. There will be space to cook, chill, and bag prepared food and baked products that will be sent out to the school sites. The school sites will then assembly and warm up the food on site. • Entrees for the JHS and HS grade levels are much more complex than at Elementary School. Therefore it is a good source of revenue for the District to supply food for the elementary schools • Options for the location of the Central Kitchen include: Dale JHS (at the old Polaris building or at the South end of the playfields), Trident Education Center, and Hope Education Center. The top choice at this time is at Dale JHS • Once the new Central Kitchen is built, the central kitchen space at the District office will need to be re-purposed. The Nutritional Services offices portable, also located at the District office can be removed	
	1.04	Cafeteria. At the school sites, there needs to be a cafeteria space/ multi-purpose room / indoor dining room in order to offer a variety of food choices. The regulations prevent staff from leaving the kitchen / cafeteria space. For example, a staff member cannot bring food to an outdoor space to serve it or exit the kitchen to get to another space for food service.	
	1.05	Speed Line. Some of the school sites have speed lines. Speed lines are the quickest way to feed kids, but the cons are more theft and constraints to the types of food that can be offered. If the speed lines are located at an alternate location away from the kitchen, then only pre-packaged foods are allowed.	
	1.06	The following notes identify nutritional service related issues at specific sites.	

8.1 APPENDIX MEETING MINUTES

OVERARCHING FOCUS GROUP - NUTRITIONAL SERVICES

ACTION ITEM NO. DUE DATE

ALL school sites need:

- New fire suppression system
- Ventilation / air conditioning. There is no A/C in the kitchens and it gets extremely hot and unbearable
- Replace hood
- Plumbing upgrades – hot water does not get hot enough, quick enough
- Electrical upgrades
- Laundry Room / Washer-dryer
- Separate manager's office
- Cafeteria tables (inside and outside)
- Windows replaced

1.07 Ball JHS

- 2 lunches
- Speed lines inside MPR. MPR needs modernization
- Kitchen is fairly congested
- Workflow is not the best, but works for the most part
- New freezer
- Quarry tile floor is in adequate condition

1.08 Brookhurst JHS

- 2 lunches
- 2 serving lines
- Dining area needs to have floor replaced and lights replaced. Needs moderate modernization
- Kitchen's size and workflow function adequately for the site
- Salad bar is located in the MPR. MPR and kitchen lack air conditioning and has very poor air circulation
- Plumbing in poor condition
- Walk-in freezer is old

1.09 Dale JHS

- 1 lunch – desire to go to 2 lunches
- Quarry tile is in adequate condition
- Walk-in freezer is old
- Speed lines located in MPR
- Size and access function for the site

1.10 Sites that in fairly good condition and just need minor upgrades include:

- Lexington JHS
  - Recently had upgrades done in the kitchen
  - Need walk-in refrigerator in kitchen
  - Need freezer
- Cypress HS
  - Quite a bit of upgrades were done to the kitchen
  - Need MPR for kids to eat
  - Have speed lines attached to kitchen, with a speed line room

LPA
MEETING MINUTES NO. 1
ANAHEIM UNIFIED HIGH SCHOOL DISTRICT
OVERARCHING FOCUS GROUP MEETINGS
FOOD SERVICES MEETING
OVERARCHING TOPICS FOCUS GROUP – NUTRITIONAL SERVICES
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ACTION ITEM NO. DUE DATE

- No MPR (dining area being used by Dance)

1.11 Orange View

- 1 lunch
- Salad bar in kitchen, 2 serving lines. Food service functions adequate for the site
- MPR
  - Lighting needs to be re-done
  - Needs new flooring
- No A/C in kitchen (only in office) and multipurpose room

1.12 South JHS

- 1 lunch – need to go to 2 lunches
- Speed lines at MPR
- Food service is not able to feed kids fast enough. The site is serving 800 lunches; but could probably sell 1,500 if the facility was adequate
- Freezer is located next to the building, outside
- Need dry storage

1.13 Walker JHS

- 2 lunches
- Quite a bit of upgrade work was done recently, including refrigerator, storage and freezer
- MPR could use minor modernization including floor, lights and air conditioning
- Boiler issues need to be resolved

1.14 Sycamore JHS

- 2 lunches
- 2,000 lunches are served daily
- Needs major expansion
- Speed lines in MPR functions well for food service
- Kitchen is small
- Snack bar window is too narrow

1.15 Anaheim HS

- 2 lunches.
- 2,000 lunches are served daily
- Highest number of free & reduced lunch served at this school
- Kitchen is undersized and needs a major expansion
- Nice MPR space, but is small for the size of the school
- Walk-in freezer is in the MPR and is too small
- Need more dry storage and refrigerators
- Plumbing needs upgrades
- Hood is original, from 1957 and needs to be upgraded

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8.1 APPENDIX MEETING MINUTES

OVERARCHING FOCUS GROUP - NUTRITIONAL SERVICES

ACTION	ITEM NO.	DUE DATE

1.16 Katella HS
- Kitchen is spacious
- Accordion doors need to be replaced
- MPR and kitchen access are not ADA compliant
- The entire window at snack bar area needs to be expanded
  - Area needs to be evaluated, because it gets extremely hot in the space
- Roof leaks
- There is no hot water in the kitchen; the water heater is located too far away from kitchen; does not provide adequate hot water
- Floor settlement issue where walk-ins are, including cracking in the floor
- Epoxy flooring
- Infrastructure needs
- Need shade structure
- Additional electrical and computer drops needed. Salad bar service is in the multipurpose room

1.17 Kennedy HS
- Kitchen was upgraded several years ago
- There needs to be some minor modernization done, including replacement of the flooring to epoxy
- Needs an MPR space
- Set up in stations in a food court concept. This set up can only work at a smaller school site like Kennedy
- Kitchen is far from eating area, typical of all the large school sites

1.18 Loara HS
- Kitchen is in the back
- Need an MPR space for kids to eat in
- Kitchen functions adequately for the site
- Kitchen is far from eating area, typical of all the large school sites

1.19 Magnolia HS
- Kitchen is far from eating area
- Need multipurpose room with dining

1.20 Savanna HS
- Kitchen is far from eating area
- Needs multipurpose room with dining

1.21 Hope School –
- Food service functions adequately for the site
- There is a cook at this school site
- Kitchen is small; serves 200-300 lunches per day
- Need for special equipment to be able to service the students at this site, including pureeing food
- Floor (epoxy) was redone in Summer 2013

ACTION	ITEM NO.	DUE DATE

1.22 Trident Education Center
- 1 serving line, 2 snack bars
- Speed line in MPR
- Small but functions for its purpose; 300-400 student population
- Walk-in freezer was built in between two classrooms
- Not much upgrade work was done at this site. Needs multipurpose room upgrade to floors, light and paint
- Should do universal feeding
- Site is underserved

1.23 Oxford Academy
- Not much upgrade work has been done at this site
- Small school
- No serving line
- MPR is the band room and cannot be used for food service
- No salad bar
- Need dry storage and refrigeration
- If the facility was larger, there could be more participation with lunch
- Currently serving out of snack bar windows

1.24 Western HS
- MPR needs modernization
- Kitchen lacks A/C and gets extremely hot
- Size of kitchen and flow function adequately for the site
- Currently using the MPR to serve the salad bar; space lacks A/C
- The speed line goes through the kitchen

1.25 After July 14th, 2014 regulations will change and will restrict the type of a la carte items that can be sold. It will also affect what type of food items can be sold in student stores

Submitted by: Jomay Liao

OVERARCHING FOCUS GROUP - TRANSPORTATION

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April 3rd, 2014

MEETING MINUTES NO. 1
ANAHEIM UNIFIED HIGH SCHOOL DISTRICT
OVERARCHING FOCUS GROUP MEETINGS
TRANSPORTATION MEETING
LPA PROJECT NO. 13174.10

DATE: March 27, 2014
TIME: 9:30am -11:00am
PLACE: Superintendent's Conference Room

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

Brad Minami, AUHSD Director, Purchasing
Erik Greenwood, AUHSD CTO
Julie Spikerman, AUHSD Curriculum Specialist – Math
Laurie Manville, AUHSD Curric. Specialist – Literacy/ ELD
Jackie Counts, AUHSD English Curriculum Specialist
Paul Sevilliano, AUHSD Assistant Superintendent, Business Services
Darrel Adair, AUHSD Director of M&O
Ralph Figueroa, AUHSD Project Manager
Patricia Neely, AUHSD Director of Facilities Planning, Design, Construction
Dave Young, PlanNet
Kate Mraw, LPA
Jomay Liao, LPA

DISTRIBUTION

All Present
Leticia Hauck, AUHSD
Wendy Rogers, LPA

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	1.01	**Introduction & Purpose:** The purpose of the meeting was to have a focused discussion about defining the vision for what will the 21st Century Classroom includes in terms of technology / equipment and furniture. Discussion items that result from these meetings will be used to develop a budget allocated for Classroom improvements in the facilities master plan.	
	1.02	Organization • The District previously followed a decentralized implementation model where sites could purchase equipment that they selected. Currently this has shifted to a centralized model where all purchases of equipment will go through the District Technology department.	

ACTION	ITEM NO.		DUE DATE

	1.03	Equipment:
		• Interactive Whiteboards
		  ○ Only about 10% of the Classrooms across the District have interactive whiteboards.
		  ○ The District prefers screen casting in lieu of interactive whiteboard, where a mobile/ handheld device can be used and projected through a short-throw projector
		• About 75% of Classrooms have projectors and screens
		• About 80% of Classrooms have WiFi coverage within the Classroom
		• 1 to 1 is a huge investment. There needs to still be general, non-scheduled computer labs to provide students with computer access with more sophisticated software + specialized programs available for students to utilize.	

	1.04	Storage: • The District likes the idea of mobile storage and eliminating built-ins.	
	1.05	Survey • The District is interested in conducting a student survey to find out their preferences on Classroom furnishing and technology	
	1.06	Furniture • The District is interested in the mobile furniture presented in the presentation	
LPA		• LPA will send approximate budgets for comparison for (2) scenarios in which the District can compare to their existing budget: (1) Essential furnishings (just tables and chairs) (2) Full scope furnishings (tables, chairs, stools, mobile storage, soft furnishing) **UPDATE:** Level 1: $16,400 /classroom Level 2: $27,400 /classroom (These numbers do not include tax and installation) • LPA noted there is an increased cost for chairs/ tables with castors vs. chairs that do not have castors. • The District commented that the furniture would have a great impact on students and their learning • "Love the stools!" • Chairs that 'tuck up' are great for maintenance • Furniture needs to be easily moveable for teachers but not so mobile that it becomes a distraction for students. There needs to be a balance. Collaboration configurations only work if it is easy for the teacher and the students. • There needs to be a cultural shift for many teachers to adopt the concept of adjustable Classroom	

8.1 APPENDIX MEETING MINUTES

OVERARCHING FOCUS GROUP - TRANSPORTATION

LPA

MEETING MINUTES NO. 1
ANAHEIM UNIFIED HIGH SCHOOL DISTRICT
OVERARCHING FOCUS GROUP MEETINGS
TRANSPORTATION MEETING
13174.10

April 3rd, 2014

ACTION	ITEM NO.		DUE DATE
		configurations, that have shown to support 21st Century learning styles. • There was discussion about implementing pilot projects for teachers to 'try out' or learn how to use the furniture and equipment prior to full implementation. • The District asked about ways to 'de-clutter' or minimize the teacher's desk. LPA provided information about a wall mounted AV rack that is connected to the projection and LCD system and allows teachers to plug in their mobile device.	
	1.07	Commons • There needs to be a cultural shift for teachers in order for the success of Student Common areas • Pilot projects would be a good way to test this concept to see if it can work, prior to full implementation	
	1.08	Outdoor Learning Opportunities • The District prefers fixed artscape / landscaping as opposed to moveable, outdoor furnishings • WiFi enabled exterior spaces with access to plug-in amplification capabilities is desired	
	1.09	Student "Hub" • Mobile Library shelving for a portion of library shelving is something the District could evaluate	

Submitted by: Jomay Liao

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8.2 APPENDIX PRINCIPAL QUESTIONNAIRES

BALL JUNIOR HIGH SCHOOL

LPA
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5161 California Avenue, Suite 100, Irvine, California 92617

October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	Ball Junior High		
Participant(s):	Jaron Fried		
		Years at School	**Years at District**
Contact Name/Role:			
Email Address:			
Current Enrollment:			

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your **initial reaction** to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs? **Six Plex, need for more computer labs, 21st century classrooms, staff development space**

b. What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities? **Six Plex, limited computer labs**

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain. **As of now, we have enough rooms to accommodate students. Computer labs,**

b. What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years? **35-41/ class size**

c. How many "traveling" teachers are there at the school? **none**

1.2 Space Uses

a. List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable.

b. Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where? **The student store is now our custodial office, we need office space for our speech/language therapist and could use an IEP room/ parent center.**

c. Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?) **We have several portables in the back we would love to use but are non-functional at this time.**

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain. **Could use more lighting around campus (especially for night time events; our air conditioning units are ALWAYS breaking down.**

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces

a. Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs? **Classrooms are very "old-fashioned" and need support in terms of technology and providing students opportunities.**

b. Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable? **Some are and some are not (would be desirable)**

c. Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so?

2.1 Staff Spaces and Administration

a. Are there adequate provisions for workspace or workrooms for teaching staff and school administration? **Could use a better teacher workroom, and more office space. Also could use an IEP/Conference room that is large and offers privacy.**

b. Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred? **Both and teachers prefer to work in their room but occasionally need a workroom.**

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

BALL JUNIOR HIGH SCHOOL

LPA
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October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	Ball Junior High		
Participant(s):	Jaron Fried		
		Years at School	**Years at District**
Contact Name/Role:			
Email Address:			
Current Enrollment:			

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your **initial reaction** to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs? **Six Plex, need for more computer labs, 21st century classrooms, staff development space**

b. What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities? **Six Plex, limited computer labs**

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain. **As of now, we have enough rooms to accommodate students. Computer labs,**

b. What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years? **35-41/ class size**

c. How many "traveling" teachers are there at the school? **none**

1.2 Space Uses

a. List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable.

b. Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where? **The student store is now our custodial office, we need office space for our speech/language therapist and could use an IEP room/ parent center.**

c. Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?) **We have several portables in the back we would love to use but are non-functional at this time.**

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain. **Could use more lighting around campus (especially for night time events; our air conditioning units are ALWAYS breaking down.**

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces

a. Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs? **Classrooms are very "old-fashioned" and need support in terms of technology and providing students opportunities.**

b. Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable? **Some are and some are not (would be desirable)**

c. Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so?

2.1 Staff Spaces and Administration

a. Are there adequate provisions for workspace or workrooms for teaching staff and school administration? **Could use a better teacher workroom, and more office space. Also could use an IEP/Conference room that is large and offers privacy.**

b. Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred? **Both and teachers prefer to work in their room but occasionally need a workroom.**

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

BALL JUNIOR HIGH SCHOOL

c. Describe any deficiencies in the administration and support areas that create problems in the administrative functions. **Would like a parent center and could use an IEP/ Conference room (at times need to use admin office for IEPs)**

d. How can this facility better support the staff/administration's future needs?

e. Where is staff Professional Development handled? **Currently in our media center (means we need to shut down library) – would like a PD room to accommodate all of staff that is hooked up to technology (projector, screen, etc.)**

f. Provide a list and number of staff that are in non-teaching stations. (e.g. **(1) Principal, (2) Assistant Principals, (5) Secretary, etc., (2) Counselors, (1) Tech Support, (1) speech and language therapist, (1) community liaison, 1(psychologist), etc.)**

2.2 Food Service

a. Does the food service facility support your current needs? **Need a larger cafeteria**

b. How can this facility better support your future needs?

c. Are the areas for student dining adequate? (Indoor and/or outdoor areas, shaded areas, etc.) **need more shaded areas and areas to protect student from rain**

d. Are there any delivery issues / service access? If so, describe.

2.3 Library/ Media Center

a. Does the facility support your current needs? **Need a staff development room – library is currently used for this…**

b. Is there adequate technology & equipment? **Is currently not connected to technology (need to bring portable cart in with projector, etc.)**

c. How can this facility better support your future needs? **Larger and more tech friendly**

2.4 Physical Education/Athletics

a. Do the facilities support your current needs? Please state any deficiencies:
- **More seating in the gym; more lockers in locker room (needs to be updated)**
-

b. How can these facilities better support your future needs?

2.5 Site

a. List any site amenity deficiencies (e.g., lack of playfields, parking, student drop-off, restrooms)? **Plumbing needs to be redone (very old)**

b. How do the site and/or building complex configuration enhance or compromise the educational program?

2.6 Social Spaces

a. Are there a variety of indoor and outdoor areas where students and staff can meet with friends and colleagues, sit quietly or engage in activities? If not, is this important to the school/desired? **Quad area needs to be redone (grass becomes dirt; irrigation is poor and puddles/areas of mud quickly build up after rain or sprinkling system goes on)**

b. Are there adequate shaded areas either accomplished by the placement of shade structures or intentionally (purposefully) placed seating within landscaped areas? If not, is this important to the school/desired?

2.7 Performing & Fine Arts

a. Do the facilities support your current needs? **Small stage in cafeteria (might be better if converted into a multipurpose room) – don't really use the amphitheater in the back (where homeless sleep at night)**

b. How can these facilities better support your future needs?

2.8 Special Youth Services – Special Education

a. How many students are in Special Education? **110**
b. Which programs are supported by the site (e.g. **SDC, LHs, RSP, ED**, etc.)?
c. Do the current facilities support the Special Education needs? **No IEP room**
d. How can these facilities better support your future needs?
e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred?
f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students? **Not sure**

2.9 North Orange County Regional Occupation Program - ROP

a. Please list the ROP classes on your campus.
-
-
-

b. Do the facilities support the ROP's current needs?

c. How can these facilities better support your future needs?

d. Which spaces, if any, are used by ROP during after-school hours?

3 TECHNOLOGY

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

BALL JUNIOR HIGH SCHOOL

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?) **need more labs (only have one functional lab – room 26); classrooms need faster and more reliable connection and speed. Most rooms have mounted projector and desktop connection with visual presenters.**

b. How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired. **More labs, faster connection to internet and rooms that can accommodate more technology (computers, tablets, etc.)**

4 COMMUNITY USE

a. What spaces, if any, are used by the community during after-school hours? **Anaheim Achieves (YMCA)**

b. Are they monitored, and/or do they have limited access points to ensure safety and security of staff and students? **They have to use two teachers' classrooms.**

c. Are there other programs or expansion of existing programs that may be planned into the future that should be considered in the Master Plan (e.g., Parent Volunteers, Adult Ed., community clinics, before- and after-school care facilities)?

d. Describe any joint use agreements for either use of the fields and/or facilities.

e. Please list on-going concerns, if any, related to community use spaces.

5 SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are examples? They may be positive and/or negative.

b. Are there any site features or icons that the school community is particularly attached to and that must be preserved? **Mural with "Blackhawks" in quad and perhaps the mural by Art room. There are a few benches named after staff who have passed away.**

c. Are there any culturally or historically significant elements that promote the heritage of the school? If so, please describe. **One tree by cafeteria was planted by a teacher several years back**

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing?

b. In your opinion, what is the overall curb appeal of the school? **nice**

c. Are there any significant issues with vandalism or other issues that impact the school's community presence? If so, what are they? **Yes (in the back by the gym and on storage sheds)**

d. Does the campus elicit pride from the community, students, and staff? **Yes**

6 HEALTH AND SAFETY

Are there any problem areas in relation to health and safety that need to be addressed? These may include the following: accessibility, wayfinding (e.g. kiosk, directory, signage, building identification for emergency response), sanitary spaces (e.g. enough / appropriately located restrooms), potable water, fire safety, emergency lighting, security, supervision, building condition, vehicular and pedestrian traffic)?

7 SUSTAINABILITY, LONG LIFE OF THE CAMPUS & 'GREEN SCHOOL' PROGRAMS

a. How do you feel about a sustainable / 'green' school (A school that creates a healthy environment that is conducive to learning, while saving energy, resources and money)?
b. In what ways is your school site already sustainable/ 'green'? **We have a recycling program**
c. Are there any student run / District-wide 'green school' programs?

8 CAMPUS PRIORITIES

List the three **most** important areas that you feel need to be addressed first.

a)_____21st century classrooms (redo the 6 plex) and media center)_____

b)_____air conditioners, plumbing and roof repair_____

c)_____safety (fences and perimeter of school)_____

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

BROOKHURST JUNIOR HIGH SCHOOL

LPA
5161 California Avenue, Suite 100, Irvine, California 92617
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October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	Brookhurst Jr. High School		
Participant(s):	Darrick Garcia		
		Years at School	**Years at District**
Contact Name/Role:	Darrick Garcia/ Principal	4	17
Email Address:	Garcia_d@auhsd.us		
Current Enrollment:	1244		

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your **initial reaction** to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs?
-Yes

b. What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities?
-Business: Computer Animation
-STEAM: Laboratories
-All Departments: Computer Laboratories

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain.
-There is not sufficient permanent classrooms

-Not all science classroom are adequately equipped to conduct desired labs
- All Departments: Computer Laboratories

b. What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years?
-37:1
-PE: 55:1
-This has been the consistent over the past four years

c. How many "traveling" teachers are there at the school?
-Zero traveling teachers

1.2 Space Uses

a. List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable.
-2 computer labs

b. Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where?
-Yes:
-Psychologist Office located behind the copy room
-Administration Offices located in the main office
-Math class located in room 11

c. Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?)
-Math class located in room 11
-Science class located in room 19
-Science class located in room 32

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.
-No

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces

a. Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs?
-Classroom are primarily set in traditional desks by rows.
-The furniture nor the layout support the integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs?

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

BROOKHURST JUNIOR HIGH SCHOOL

a. Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable?

b. Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so?

2.1 Staff Spaces and Administration

a. Are there adequate provisions for workspace or workrooms for teaching staff and school administration?
-No

b. Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred?

c. Describe any deficiencies in the administration and support areas that create problems in the administrative functions.

-The main office is too small and does not allow for privacy and adequate confidentiality.
-The office space tends to be congested with staff, students and parents

d. How can this facility better support the staff/administration's future needs?

e. Where is staff Professional Development handled?

-PD occurs in the room 10 computer lab or the library

f. Provide a list and number of staff that are in non-teaching stations. (e.g. (1) Principal, (2) Assistant Principals, (1) Secretary, etc., (3) Counselors, (1) Tech Support, etc.)
-Principal: 1
-Assistant Principals: 2
-Secretary: 2
-Registrar: 1
-Counselor: 2
-Health Clerk: 1
-Attendance: 2
-Community Liaison: 1

2.2 Food Service

a. Does the food service facility support your current needs?
-No

b. How can this facility better support your future needs?
-More serving stations are needed
-There is a need for more strategic locations for services stations to account for crowding and efficiency concerns

c. Are the areas for student dining adequate? (Indoor and/or outdoor areas, shaded areas, etc.)

d. Are there any delivery issues / service access? If so, describe.

2.3 Library/ Media Center

a. Does the facility support your current needs?

b. Is there adequate technology & equipment?

c. How can this facility better support your future needs?

2.4 Physical Education/Athletics

a. Do the facilities support your current needs? Please state any deficiencies:
- Classroom space limited
- There is inadequate space for students to secure their belongings

b. How can these facilities better support your future needs?
- Additional classes
- Additional lockers added

2.5 Site

a. List any site amenity deficiencies (e.g., lack of playfields, parking, student drop-off, restrooms)?
-Parking lot is too small for student drop off and pic-up
-access to the main parking lot is made from a major street

b. How do the site and/or building complex configuration enhance or compromise the educational program?
-walkways are too narrow and crowding occurs
-the cafeteria is set in such a way that students are bottle necked and crowding occurs

2.6 Social Spaces

a. Are there a variety of indoor and outdoor areas where students and staff can meet with friends and colleagues, sit quietly or engage in activities? If not, is this important to the school/desired?

b. Are there adequate shaded areas either accomplished by the placement of shade structures or intentionally (purposefully) placed seating within landscaped areas? If not, is this important to the school/desired?

2.7 Performing & Fine Arts

a. Do the facilities support your current needs?
-No

b. How can these facilities better support your future needs?

BROOKHURST JUNIOR HIGH SCHOOL

-A multi-purpose facility is needed to house events

2.8 Special Youth Services – Special Education

a. How many students are in Special Education?
-130

b. Which programs are supported by the site (e.g. SDC, SH, RSP, DHH, etc.)?
-SDC,RSP, DHH,SH

c. Do the current facilities support the Special Education needs?
-

d. How can these facilities better support your future needs?

e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred?
-Both are need based on the program
-SH needs the ability to have its own classroom
-Mild-moderate program should be integrated and have the ability to access learning labs for some instruction

f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students?
-Additional fixtures have been requested due to long lines in the women's restroom

2.9 North Orange County Regional Occupation Program - ROP

a. Please list the ROP classes on your campus.
-
-
-

b. Do the facilities support the ROP's current needs?

c. How can these facilities better support your future needs?

d. Which spaces, if any, are used by ROP during after-school hours?

3 TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)
-use of separate labs is increasing
-wireless connectivity is not adequate to cover multiple access/users
-more in class use of technology is needed

b. How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired.

4 COMMUNITY USE

LPA
ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan
Principal Questionnaire
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-A multi-purpose facility is needed to house events

2.8 Special Youth Services – Special Education

a. How many students are in Special Education?
-130

b. Which programs are supported by the site (e.g. SDC, SH, RSP, DHH, etc.)?
-SDC,RSP, DHH,SH

c. Do the current facilities support the Special Education needs?
-

d. How can these facilities better support your future needs?

e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred?
-Both are need based on the program
-SH needs the ability to have its own classroom
-Mild-moderate program should be integrated and have the ability to access learning labs for some instruction

f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students?
-Additional fixtures have been requested due to long lines in the women's restroom

2.9 North Orange County Regional Occupation Program - ROP

a. Please list the ROP classes on your campus.
-
-
-

b. Do the facilities support the ROP's current needs?

c. How can these facilities better support your future needs?

d. Which spaces, if any, are used by ROP during after-school hours?

3 TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)
-use of separate labs is increasing
-wireless connectivity is not adequate to cover multiple access/users
-more in class use of technology is needed

b. How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired.

4 COMMUNITY USE

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8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

BROOKHURST JUNIOR HIGH SCHOOL

7 SUSTAINABILITY, LONG LIFE OF THE CAMPUS & 'GREEN SCHOOL' PROGRAMS

a. How do you feel about a sustainable / 'green' school (A school that creates a healthy environment that is conducive to learning, while saving energy, resources and money)?
b. In what ways is your school site already sustainable/ 'green'?
c. Are there any student run / District-wide 'green school' programs?

8 CAMPUS PRIORITIES

List the three **most** important areas that you feel need to be addressed first.

a)_____

b)_____

c)_____

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

DALE JUNIOR HIGH SCHOOL

LPA
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October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	Dale Junior High		
Participant(s):	Schuster, Gaudette, Fukumoto, Urquidez, Miranda, Gugert, Turanitza, Dorosky Hammer		
		Years at School	**Years at District**
Contact Name/Role:	Daphne Hammer, Principal	2nd year	8
Email Address:	Hammer_d@auhsd.us		
Current Enrollment:	1207		

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your **initial reaction** to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs?

1. Many of the classrooms at Dale Junior High School are missing up to date technology which helps drive the common core standards. Classrooms need to be equipped with mounted LCD projectors and SMART boards.
2. The Physical Education Department would like to use IPADs but WIFI is not available on the fields.
3. The science department would like working sinks which do not back up to complete LABs. The Science classrooms should be set up for experiments and small group learning. The teachers should be able to use chemicals, gas, science stuff.

4. The BRIDGE's program needs classrooms and office space at the needs of the kids. Double doors should be installed when kids are locking staff in and out. The Bridge's psychologist needs a room to take kids for therapy and a private restroom within the classrooms would be needed.

b. What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities?

1. The computer labs have outdated technology.
2. Our library has only eight computer stations for 1207 students. We need more stations for students to work.
3. Two classrooms have no A/C units and overheat in the hot season.
4. The band classroom at times holds 70 students and is only equipped for about 50. There is no room to store instruments and there are no sound proof walls.

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain.

1. Dale Junior High School recently took on the Bridges program. The rooms are not equipped for the needs of the students. There is limited technology, a single door which student abuse and no space for counseling. The Bridges program needs facilities to meet the needs of those students and staff.
2. Our Science rooms are limited in their ability to provide space for experiments, etc. They are not set up as lab stations.

b. What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years?

1. Average class sizes are around 35. Dale Junior High has had a decrease of students the past few years.

c. How many "traveling" teachers are there at the school?

1. We have an RSP teacher traveling 7th period for a reading class. A home economics teacher traveling 1st period only. Our RSP teachers share a room together.

1.2 Space Uses

a. List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable.

1. Room 504- Home economics
2. Rooms 802, 803, 804, 805, 500, 501- Science classrooms
3. Computer Classroom 410
4. Computer Lab 409, 806
5. Band 600
6. Choir 601

DALE JUNIOR HIGH SCHOOL

7. Visually Impaired Program 101
8. LHS 503
9. Reading Lab 502
10. We need a PLC area for our staff to meet and have collaborative meetings.
11. We need a conference room to meet with families.

b. Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where?
   1. 301a- Storage room used for an office
   2. Portable Clothing Closet used for psychologist
   3. Book room used for Lancer News and Testing Room
   4. Wood Shop and Metal Shop used for Science classes
   5. Home Ec room used for LHS class
   6. Hallway used for custodial storage- Hallway closed

c. Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?)
   1. Handball courts closed due to safety
   2. 300 used as special education meeting space and counseling meetings
   3. Faculty lounge should be turned into a meeting space and a new lounge should be by the cafeteria

Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.
   1. HVAC installed in 501 and 502
   2. Plumbing backs up regularly due to trees breaking in on pipes, by room 804
   3. Sound system does not work in the quad for bells or announcements
   4. PE sound system broken in the gym
   5. More seating in the gym for student usage
   6. Better lighting at night in the halls- Very dim
   7. Lighting which shuts off when teachers are not in the room can conserve energy.

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces

a. Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs?
   1. The classrooms have outdated furniture and computer use is at a minimum due to limited computer stations and up to date technology.
   2. Storage is limited in classrooms with books on top of cabinets.
   3. Classrooms and equipment are not good for common core, collaborative teaching/learning.

b. Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable?
   1. The school has limited shade with most of it being pavement. Trees, pavers and shade need to be installed. Seating around trees with concrete low walls are needed.

c. Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so?
   1. Most classrooms do not have labs accessible for student use.
   2. The two computer labs on campus have outdated technology.
   3. There are not enough computers in the library for student use.

2.1 Staff Spaces and Administration

a. Are there adequate provisions for workspace or workrooms for teaching staff and school administration?
   1. There is one small copy room hooked onto the library.
   2. Staff does not have adequate workspace in a common area.
   3. There is not a true work room.

b. Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred?
   1. Most staff members do prep work in their rooms

c. Describe any deficiencies in the administration and support areas that create problems in the administrative functions.
   1. Administration does not have adequate meeting space for parents, teachers, and staff.
   2. Student files need a proper placement
   3. Administration does not have proper technology for staff presentations
   4. The front office is not set up to be customer friendly, and it needs the spaces redesigned.

d. How can this facility better support the staff/administration's future needs?
   1. Space for small meetings
   2. Up to date technology for presentations

e. Where is staff Professional Development handled?
   1. Staff development is handled in the library
   2. The library needs to be moved around for more staff members to fit during discussions.

f. Provide a list and number of staff that are in non-teaching stations. (e.g. (1) Principal, (2) Assistant Principals, (1) Secretary, etc., (3) Counselors, (1) Tech Support, etc.)
   1. Principal- Office
   2. 2 Assistant Principals- Offices
   3. 2 Counselors- Offices
   4. Attendance- Office
   5. Speech- Storage Office
   6. Psychologist- Office
   7. Health Tech- Office

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

DALE JUNIOR HIGH SCHOOL

8. Bridge's Psychologist- Clothing Trailer
9. 3 Secretaries- Big room in Main Office
10. Mobility Specialist- Classroom

2.2 Food Service

a. Does the food service facility support your current needs?
1. We would like the food service area separated from the Multipurpose Room so both can be used separately for events

b. How can this facility better support your future needs?
1. Look at the Lexington Junior High School model for Future needs.

c. Are the areas for student dining adequate? (Indoor and/or outdoor areas, shaded areas, etc.)
1. No, students do not have enough seating in the cafeteria area.
2. There is not enough shade in the quad.
3. Tables are dated
4. Ground is not level

d. Are there any delivery issues / service access? If so, describe.
3. Yes, due to the fact that we are a closed campus, the gate is left open daily when deliveries come in. A way to have the gate open automatically through each department works
4. Deliveries for the front office are difficult. There is nowhere to store the stuff before taking to teachers.

2.3 Library/ Media Center

a. Does the facility support your current needs?
1. No, not enough meeting space
2. Not enough computer space
3. Library book space is minimum due to set up

b. Is there adequate technology & equipment?
1. Not enough technology for students, staff and teacher usage
2. 8 computer stations for 1207 students.
3. Library tech desks are in the way of books and computer stations.

c. How can this facility better support your future needs?
1. Move librarians desks
2. Add more computers
3. Create higher rows for books.
4. Move the books from the back of the library to another area
5. Close off the door to kitchen area for library book rows

2.4 Physical Education/Athletics

d. Do the facilities support your current needs? Please state any deficiencies:

1. Coaches and students need direct access to gym from locker room
2. Coaches need more storage
3. Coaches need office raised to see all students in locker area
4. Students need up to date lockers
5. Locker room needs better lighting
6. Not enough water fountains around PE area
7. Laundry facility on men's side- Fieldman cannot use it on female side
8. Get rid of handball courts for new workout center
9. Different storage facility on field. Remove old metal containers by softball field
10. Take down metal gates entering boy's side so doors are visible
11. Update broken sound system in gym
12. Storage for ground cover in gym
13. Bleachers to fit more students
14. WIFI for teacher out door usage

e. How can these facilities better support your future needs?
1. SEE above

2.5 Site

a. List any site amenity deficiencies (e.g., lack of playfields, parking, student drop-off, restrooms)?
1. Plumbing backs up weekly at the school
2. Paint is peeling all around the campus
3. The school has limited shade
4. Parking is limited and staff parks on former basketball courts
5. Parking in the front is leveled and needs to be combined
6. Basketball hoops are worn and bent
7. Lighting at night is dim
8. Multipurpose room cannot be used for major student usage due to coolers from food services
9. Front office set up needs to be changed with the high counter taken down
10. Mobility Specialist would like all doors to open the same due to Visually Impaired students
11. Storage for custodial staff is limited and a hallway is closed for their items.
12. Updated restroom facilities where graffiti can be removed easier when engraving happens

b. How do the site and/or building complex configuration enhance or compromise the educational program?
1. MPR cannot be used for productions due to the sound from cafeteria refrigeration system.

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

DALE JUNIOR HIGH SCHOOL

2.6 Social Spaces

a. Are there a variety of indoor and outdoor areas where students and staff can meet with friends and colleagues, sit quietly or engage in activities? If not, is this important to the school/desired?
   1. A stage is needed outside for student production
   2. Multipurpose room removed from cafeteria for student use

b. Are there adequate shaded areas either accomplished by the placement of shade structures or intentionally (purposefully) placed seating within landscaped areas? If not, is this important to the school/desired?
   1. The school does not have enough shade structures for the students. The quad needs to be redesigned with trees, shade structures and more tables.

2.7 Performing & Fine Arts

a. Do the facilities support your current needs?
   1. The band room does not hold the amount of students in the program.
   2. Storage is limited in the band room
   3. The band room needs a better sound system so the class can hear the instructor
   4. The Choir room needs up to date risers
   5. The choir room needs an up to date sound system
   6. The Home Ec room needs up to date kitchens
   7. The Home Ec room needs up to date technology
   8. The Home Ec room needs up to date student stations
   9. The computer class needs a SMART BOARD
   10. The computer class needs up to date computer stations
   11. The art class needs up to date tables and a technology station
   12. AVID classes need up to date computer stations for research
   13. RSP Study Skills classes need up to date computer stations
   14. Reading classes need up to date computer stations

b. How can these facilities better support your future needs?
   1. The facilities at Dale Junior High School are dated.

2.8 Special Youth Services – Special Education

a. How many students are in Special Education?
   125

b. Which programs are supported by the site (e.g. SDC, SH, RSP, DHH, etc.)?
   1. SDC, RSP LHS, VI, Bridges, OH

c. Do the current facilities support the Special Education needs?
   1. The Bridges Program needs classrooms with double doors
   2. The Bridge's psychologist needs an office for counseling
   3. The Bridge's program needs technology for student use

   4. The LHS class needs tables for student use

d. How can these facilities better support your future needs?

e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred?
   1. Special education classrooms are spread throughout the school
   2. It is better to have the Bridge's classes by the field for the students to venture out when needed.

f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students?
   1. Restrooms need to be updated. Smell comes through the pipes at times which causes staff not to take students into restrooms

2.9 North Orange County Regional Occupation Program - ROP

b. Please list the ROP classes on your campus.
   -
   -
   -

c. Do the facilities support the ROP's current needs?

d. How can these facilities better support your future needs?

e. Which spaces, if any, are used by ROP during after-school hours?

3 TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)
   1. Teachers allow students to use computers in class but stations are limited.
   2. The computer labs have outdated computers with some stations not working.
   3. The wireless infrastructure is slow at times and needs to be faster.

b. How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired.
   1. The wireless system needs to handle numerous computers at once.

4 COMMUNITY USE

a. What spaces, if any, are used by the community during after-school hours?
   1. The gym is used by the temple across from the school

b. Are they monitored, and/or do they have limited access points to ensure safety and security of staff and students?
   1. The gym is in the back of the school where the campus cannot always be monitored

c. Are there other programs or expansion of existing programs that may be planned into the future that should be considered in the Master Plan (e.g., Parent Volunteers, Adult Ed., community clinics, before- and after-school care facilities)?

DALE JUNIOR HIGH SCHOOL

1. The school has a community garden by the quad which needs to Be part of the Dale Community.

d. Describe any joint use agreements for either use of the fields and/or facilities.
   1. One agreement with the Temple

e. Please list on-going concerns, if any, related to community use spaces.
   1. The building next to the school is regularly used by community members drinking and doing drugs.

5 SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are examples? They may be positive and/or negative.
   1. The Garden.

b. Are there any site features or icons that the school community is particularly attached to and that must be preserved?
   1. The garden needs to stay near the quad

c. Are there any culturally or historically significant elements that promote the heritage of the school? If so, please describe.

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing?
   1. The quad needs to be updated with shade structures, pavers, trees and plants

b. In your opinion, what is the overall curb appeal of the school?
   1. The school is plain and needs updated with plants and better faculty parking

c. Are there any significant issues with vandalism or other issues that impact the school's community presence? If so, what are they?
   1. As long as the school stays closed to the community, graffiti has been at a minimum

d. Does the campus elicit pride from the community, students, and staff?
   1. There is a yearly History community service project which feeds many people in the area.

6 HEALTH AND SAFETY

Are there any problem areas in relation to health and safety that need to be addressed? These may include the following: accessibility, wayfinding (e.g. kiosk, directory, signage, building identification for emergency response), sanitary spaces (e.g. enough / appropriately located restrooms), potable water, fire safety, emergency lighting, security, supervision, building condition, vehicular and pedestrian traffic)?

1. More water fountains in PE
2. Better visibility for PE Teachers in locker room

3. Updated lighting in halls at night
4. Updated windows in the front of the school due to etching from graffiti
5. Doors opening one way for VI students
6. Updated parking for faculty and staff
7. Updated digital marquee for community
8. Sound system updated in the quad
9. The health office floors and space needs to be revamped...no room for sick students.

7 SUSTAINABILITY, LONG LIFE OF THE CAMPUS & 'GREEN SCHOOL' PROGRAMS

a. How do you feel about a sustainable / 'green' school (A school that creates a healthy environment that is conducive to learning, while saving energy, resources and money)?
   1. We will take advantage of any green program to come our way

b. In what ways is your school site already sustainable/ 'green'?
   1. School Garden
   2. Reuse uniforms for students who cannot afford clothing

c. Are there any student run / District-wide 'green school' programs?

8 CAMPUS PRIORITIES

List the three **most** important areas that you feel need to be addressed first.

a)_____Paint__and Update Exterior of School_____

b)____Update classrooms with 21st Century Items

c)__Update technology in Classrooms__

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

LEXINGTON JUNIOR HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan

Principal Questionnaire

October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	Lexington J.H.S.		
Participant(s):	Principal		
	Years at School 1	**Years at District**	3
Contact Name/Role:	Sam Joo, Principal		
Email Address:	Joo_s@auhsd.us		
Current Enrollment:	1,264		

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your **initial reaction** to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs?
Reliable internet access is a strong deterrent to integrating technology in the classroom.

b. What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities?
None

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment?

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan

Principal Questionnaire

Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain.
Not enough computer labs for testing purposes and culminating project based units.

b. What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years?
32:1. This is on par with district standard. No.

c. How many "traveling" teachers are there at the school?
None

1.2 Space Uses

a. List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable.
Computer labs (2)- rooms 409 & 802; Science labs (4)- rooms 305, 601, 602, 603

b. Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where?
None

c. Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?)
None

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.
Yes. Having flexible furniture will be more conducive to collaboration. HVAC has not worked properly and has negatively impacted the learning environment.

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces

a. Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs? Flexible furniture is needed. Currently we have traditional single desk/ chairs. Given the number of students in a classroom, space for reconfiguration can be challenging.

b. Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable? Classrooms do have access to outdoor learning areas. However, the outdoor learning area is simply a space rather than a space designed for learning in mind. (i.e no seating).

c. Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so? Yes.

2.1 Staff Spaces and Administration

a. Are there adequate provisions for workspace or workrooms for teaching staff and school administration?
Yes.

b. Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred?
Both.

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8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

LEXINGTON JUNIOR HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan

Principal Questionnaire

c. Describe any deficiencies in the administration and support areas that create problems in the administrative functions. The front reception area is oddly situated and divides the reception desk, attendance clerk, and registration from one another.

d. How can this facility better support the staff/administration's future needs?
Centralizing and increasing this space would help our staff better support each other and the community.

e. Where is staff Professional Development handled?
All staff meetings are held in the library.

f. Provide a list and number of staff that are in non-teaching stations. (e.g. (1) Principal, (2) Assistant Principals, (1) Secretary, etc., (3) Counselors, (1) Tech Support, etc.)
Principal (1), AP (1), SAA (1), Attendance Clerk (1), Front Office Clerk (1) Registration Clerk (1), Counselors (2), School Psych (1), Social Worker Intern (1), Speech Pathologist (1), Health Clerk (1), Library Tech (1), Cafeteria Manager (1), Community Rep/Translator (1)

2.2 Food Service

a. Does the food service facility support your current needs?
Yes

b. How can this facility better support your future needs?
Need more covered eating spaces.

c. Are the areas for student dining adequate? (Indoor and/or outdoor areas, shaded areas, etc.)
No. We are in need of more outdoor seating and adequate covered spaces particularly during rainy seasons.

d. Are there any delivery issues / service access? If so, describe.
The speed lines are inadequate for the large number of students on campus. Modular food stations help relieve the overcrowded lines, however, lines are still too long.

2.3 Library/ Media Center

a. Does the facility support your current needs?
Yes.

b. Is there adequate technology & equipment?
No.

c. How can this facility better support your future needs?
More space, technology, and flexible furniture are needed to support collaboration.

2.4 Physical Education/Athletics

a. Do the facilities support your current needs? Please state any deficiencies:
- Yes.
-

b. How can these facilities better support your future needs?
We need the field and concrete areas leveled out to prevent injury. We also need the dirt baseball field relocated to keep dirt and mud from encroaching on the asphalt/student stretching area.

2.5 Site

a. List any site amenity deficiencies (e.g., lack of playfields, parking, student drop-off, restrooms)?
Need more parking spaces set aside for school community events (i.e. back to school nights). Currently, the grass PE field is used, which then damages the PE field.

b. How do the site and/or building complex configuration enhance or compromise the

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan

Principal Questionnaire

educational program?
Lexington's spotty wireless internet access points has been a huge deterrent in utilizing technology in the classroom. Additionally, the lack of proper drainage in the quad poses safety issues for everyone.

2.6 Social Spaces

a. Are there a variety of indoor and outdoor areas where students and staff can meet with friends and colleagues, sit quietly or engage in activities? If not, is this important to the school/desired?
Our library and quad are the two major indoor/outdoor spaces that are highly utilized.

b. Are there adequate shaded areas either accomplished by the placement of shade structures or intentionally (purposefully) placed seating within landscaped areas? If not, is this important to the school/desired?
Intentionally placed seating with proper shading and landscaping is insufficient. Many of our students find refuge in the hallways for covered space to have lunch.

2.7 Performing & Fine Arts

a. Do the facilities support your current needs?
There is insufficient facilities to support all the VAPA programs on campus. Our multiple purpose room and gym often used as classrooms for dance and theatre.

b. How can these facilities better support your future needs?
Having a designated space for each of the VAPA programs with proper equipment (mirrors, lighting, sound, etc.) would be ideal.

2.8 Special Youth Services – Special Education

a. How many students are in Special Education? 74
b. Which programs are supported by the site (e.g. SDC, SH, RSP, DHH, etc.)? SDC, RSP, Autism
c. Do the current facilities support the Special Education needs? Yes
d. How can these facilities better support your future needs?
e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred? Both
f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students? No.

2.9 North Orange County Regional Occupation Program - ROP

a. Please list the ROP classes on your campus.
- None
-

b. Do the facilities support the ROP's current needs?

c. How can these facilities better support your future needs?

d. Which spaces, if any, are used by ROP during after-school hours?

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

LEXINGTON JUNIOR HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan

Principal Questionnaire

3 TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)

Wireless infrastructure is spotty at best and has deterred progress in using technology in class.

b. How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired.

Stronger and more reliable wireless infrastructure and more computer labs and/or COWs.

4 COMMUNITY USE

a. What spaces, if any, are used by the community during after-school hours?

There are some computers (2) situated in the registration office for community access.

b. Are they monitored, and/or do they have limited access points to ensure safety and security of staff and students?

Yes these computers are monitored by the registration clerk.

c. Are there other programs or expansion of existing programs that may be planned into the future that should be considered in the Master Plan (e.g., Parent Volunteers, Adult Ed., community clinics, before- and after-school care facilities)?

We would like to establish a designated space for after school tutoring and potentially a parent center.

d. Describe any joint use agreements for either use of the fields and/or facilities.

AYSO and other community sports organization frequently utilize our field and gym after school and on weekends.

e. Please list on-going concerns, if any, related to community use spaces.

After weekend, we will occasionally have dog feces on the field, urine stained walls/grounds, and un-kept gym.

5 SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are examples? They may be positive and/or negative.

Yes. The murals in the library and lion statue in the main office breezeway.

b. Are there any site features or icons that the school community is particularly attached to and that must be preserved?

The murals in the library are of cultural and historical value to Lexington and should be preserved.

c. Are there any culturally or historically significant elements that promote the heritage of the school? If so, please describe.

The lion statue in the front office breezeway is significant to the culture of Lexington.

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing?

Yes.

b. In your opinion, what is the overall curb appeal of the school?

Very good and clean.

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan

Principal Questionnaire

c. Are there any significant issues with vandalism or other issues that impact the school's community presence? If so, what are they?

We will have an occasional signs around fence (along Orange Ave.) that get torn down and messed with. Additionally, we have had staff cars broken into in our parking areas.

d. Does the campus elicit pride from the community, students, and staff?

Yes.

6 HEALTH AND SAFETY

Are there any problem areas in relation to health and safety that need to be addressed? These may include the following: accessibility, wayfinding (e.g. kiosk, directory, signage, building identification for emergency response), sanitary spaces (e.g. enough / appropriately located restrooms), potable water, fire safety, emergency lighting, security, supervision, building condition, vehicular and pedestrian traffic)?

None that we are aware of.

7 SUSTAINABILITY, LONG LIFE OF THE CAMPUS & 'GREEN SCHOOL' PROGRAMS

a. How do you feel about a sustainable / 'green' school (A school that creates a healthy environment that is conducive to learning, while saving energy, resources and money)?

b. In what ways is your school site already sustainable/ 'green'?

c. Are there any student run / District-wide 'green school' programs?

We like the idea of implementing a sustainable and green school at Lexington. We feel that we can organize and make the transition. We have a recycling program that is run through our ABS.

8 CAMPUS PRIORITIES

List the three **most** important areas that you feel need to be addressed first.

a) Technology- Wireless infrastructure that is reliable

b) Quad- landscaping/drainage and seating

c) Library- flexible space for meetings, presentation, and computer lab.

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

ORANGEVIEW JUNIOR HIGH SCHOOL

LPA
p. 949.261.1001 t. 949.260.1190
w. lpainc.com e. lpa@lpainc.com
5161 California Avenue, Suite 100, Irvine, California 92617

October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	Orangeview Junior High School		
Participant(s):			
		Years at School	**Years at District**
Contact Name/Role:	Yousef Nasouf/Principal	3	8
Email Address:	Nasouf_y@auhsd.us		
Current Enrollment:	930		

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your **initial reaction** to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs? No

b. What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities? The Science classrooms lack the necessary required space and equipment to facilitate a proper educational experience for the students.

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain. Yes. We do lack proper Science labs.

b. What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years? It's the same as the district average.

c. How many "traveling" teachers are there at the school? None

1.2 Space Uses

a. List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable.

b. Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where? No

c. Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?) No

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain. No

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces

a. Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs? They are antiquated and traditional.

b. Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable? Not sure

c. Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so?

2.1 Staff Spaces and Administration

a. Are there adequate provisions for workspace or workrooms for teaching staff and school administration? Yes

b. Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred? Mostly in their classrooms.

c. Describe any deficiencies in the administration and support areas that create problems in the administrative functions. The main office is located in the back of the school which creates confusion for our parents. Also, the entire layout of the office is wrong and can be readjusted to make more sense.

d. How can this facility better support the staff/administration's future needs? It needs to be relocated to the front of the school and reconfigured to make it more efficient.

8.2 APPENDIX PRINCIPAL QUESTIONNAIRES

ORANGEVIEW JUNIOR HIGH SCHOOL

e. Where is staff Professional Development handled? In the library

f. Provide a list and number of staff that are in non-teaching stations. (e.g. (1) Principal, (2) Assistant Principals, (1) Secretary(4) Counselors, (2) Tech Support(1) Health tech(1) Library tech(1)

2.2 Food Service

a. Does the food service facility support your current needs? yes

b. How can this facility better support your future needs?

c. Are the areas for student dining adequate? (Indoor and/or outdoor areas, shaded areas, etc.) No, our lower quad needs to be adjusted(currently it's dirt)

d. Are there any delivery issues / service access? If so, describe. No

2.3 Library/ Media Center

a. Does the facility support your current needs? No

b. Is there adequate technology & equipment? No

c. How can this facility better support your future needs? It needs to be extended and made wider to create more space for technology.

2.4 Physical Education/Athletics

a. Do the facilities support your current needs? Please state any deficiencies:
- We need a work out space
-

b. How can these facilities better support your future needs? Weight room

2.5 Site

a. List any site amenity deficiencies (e.g., lack of playfields, parking, student drop-off, restrooms)? The student drop off needs to be completely revamped.

b. How do the site and/or building complex configuration enhance or compromise the educational program?

2.6 Social Spaces

a. Are there a variety of indoor and outdoor areas where students and staff can meet with friends and colleagues, sit quietly or engage in activities? If not, is this important to the school/desired? No, yes it's important

b. Are there adequate shaded areas either accomplished by the placement of shade structures or intentionally (purposefully) placed seating within landscaped areas? If not, is this important to the school/desired? No, we need at least one more area

2.7 Performing & Fine Arts

a. Do the facilities support your current needs? Yes

b. How can these facilities better support your future needs?

2.8 Special Youth Services – Special Education

a. How many students are in Special Education? About 110
b. Which programs are supported by the site SDC, SH, RSP)
c. Do the current facilities support the Special Education needs? Yes
d. How can these facilities better support your future needs?
e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred? Concentrated
f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students? Yes

2.9 North Orange County Regional Occupation Program - ROP

a. Please list the ROP classes on your campus.
-
-
-

b. Do the facilities support the ROP's current needs?

c. How can these facilities better support your future needs?

d. Which spaces, if any, are used by ROP during after-school hours?

3 TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?) We use two labs on campus and a few rolling carts

b. How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired.

4 COMMUNITY USE

a. What spaces, if any, are used by the community during after-school hours? Cafeteria, library and quad

ORANGEVIEW JUNIOR HIGH SCHOOL

b. Are they monitored, and/or do they have limited access points to ensure safety and security of staff and students? Yes

c. Are there other programs or expansion of existing programs that may be planned into the future that should be considered in the Master Plan (e.g., Parent Volunteers, Adult Ed., community clinics, before- and after-school care facilities)? No

d. Describe any joint use agreements for either use of the fields and/or facilities.

e. Please list on-going concerns, if any, related to community use spaces.

5 SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are examples? They may be positive and/or negative. No

b. Are there any site features or icons that the school community is particularly attached to and that must be preserved? There is a tree in fro not the attendance office that was planted to honor an employee who passed away.

c. Are there any culturally or historically significant elements that promote the heritage of the school? If so, please describe.

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing? No

b. In your opinion, what is the overall curb appeal of the school? Terrible, The landscaping is terrible and the trees do not make sense.

c. Are there any significant issues with vandalism or other issues that impact the school's community presence? If so, what are they?

d. Does the campus elicit pride from the community, students, and staff? Somewhat

6 HEALTH AND SAFETY

Are there any problem areas in relation to health and safety that need to be addressed? These may include the following: accessibility, wayfinding (e.g. kiosk, directory, signage, building identification for emergency response), sanitary spaces (e.g. enough / appropriately located restrooms), potable water, fire safety, emergency lighting, security, supervision, building condition, vehicular and pedestrian traffic)? There is always flooding in the quad when it rains.

7 SUSTAINABILITY, LONG LIFE OF THE CAMPUS & 'GREEN SCHOOL' PROGRAMS

a. How do you feel about a sustainable / 'green' school (A school that creates a healthy environment that is conducive to learning, while saving energy, resources and money)? I think that is very important
b. In what ways is your school site already sustainable/ 'green'? we do recycle paper and bottles
c. Are there any student run / District-wide 'green school' programs? No

8 CAMPUS PRIORITIES

List the three **most** important areas that you feel need to be addressed first.

a) The lower quad

b) The curb appeal

c) The main office moving to the front

SOUTH JUNIOR HIGH SCHOOL

LPA
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October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	South Junior High School		
Participant(s):	Carlos Hernandez, Jana Kovar, Becky Gilbert, Lynna Shultz, Laura Williamson (parent), Brenda Williamson (student) Esther Cho, Mike Bennett, Deanna Guzman, Rick Spandikow		
		Years at School	**Years at District**
Contact Name/Role:	Carlos Hernandez/ Principal	3	13
Email Address:	Hernandez_c@auhsd.us		
Current Enrollment:	1,575		

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your **initial reaction** to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs?
- Computer labs and add computer carts
- Maybe remodel
  - The school was originally built for 600 students, thus needs to remove portable spaces and build permanent structures.
- Lack of lunch space for our student population
- Supervision issues due to lack of open area

b. What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities?
- MPR/Band Room – because they are in the same building, this causes conflicts to have meetings, workshops because of music volume and/or lack of facility availability
- Portables lack technology drops
- Lack of true science labs – causes a watered down version of hands on labs in science

Lack of project labs – Classrooms that are aligned to 21st century learning to do project based learning and technology support. Classes like Math Engineering Science Achievement (MESA) don't have facility to create/design/build their projects.
- Computer lab
- Mobile lab
- Science labs

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain.
- Can classrooms hold more students after QEIA funding goes away and class size increases (37 students)
- Science classes up to date to support learning

b. What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years?
- 25 students :1 teacher (with QEIA)
- 37 students: 1 teacher (without QEIA)

c. How many "traveling" teachers are there at the school?
- 5 traveling teachers (Food Science and MESA)

1.2 Space Uses

a. List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable.

b. Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where?
- The library is being closed a lot for "meetings". This stops books circulation and computer use while the library is being used for something else. Also, the back room of the "computer lab" in the library is now being used to store "other" things forcing the library to house the computer cart in their back room. This is limiting normal functions that go on in the back room of the library.

c. Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?)

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.

8.2 APPENDIX PRINCIPAL QUESTIONNAIRES

SOUTH JUNIOR HIGH SCHOOL

- There little or no control of the air temperature in the media center. The temperature varies a lot depending on how many students are in there and how much computer use is going on.
- The media center computer lab needs additional A/C power to keep temperature conducive to proper computer function.
- GYM – because of lack of A/C and or furnace, it is either too hot or too cold

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces

a. Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs?

- Again, not enough computer labs/carts as well as updated software.
- Need more facilities that mirror working labs (i.e. Science or project classes) that include all technology and tools to assist in hands on projects and building of them (Project Based Learning)
- Need class rooms to be more flexible, movable walls, works space such as chairs and work tables

b. Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable?

c. Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so?

- No specialized labs for incorporating technology that support science and MESA classes

2.1 Staff Spaces and Administration

a. Are there adequate provisions for workspace or workrooms for teaching staff and school administration?

- There is no PD room so teachers have to meet in their classrooms. Also, other typical meetings have to move around according to rooms available; staff meetings, department meetings, etc.

b. Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred?

c. Describe any deficiencies in the administration and support areas that create problems in the administrative functions.

- Attendance Office to too small.
- We believe that for safety reasons, the Attendance, Registration, and Health Offices and Parenting Center should be located at the front of the campus in order for the public to access these services without having to enter the campus proper.

d. How can this facility better support the staff/administration's future needs?

e. Where is staff Professional Development handled?

- In classrooms, library, or multipurpose room

f. Provide a list and number of staff that are in non-teaching stations. (e.g. (1) Principal, (2) Assistant Principals, (1) Secretary, etc., (3) Counselors, (1) Tech Support, etc.)

- Principal – 1

Assistant Principal – 2
Secretary – 3
Receptionist – 1
Health Clerk – 1
Media Tech – 1
Computer Tech – 1
Translator – 1
Community Liaison – 1
Counselor – 2.5
Psychologist – 1
Speech – 1
OCS Supervisor – 1

2.2 Food Service

a. Does the food service facility support your current needs?

b. How can this facility better support your future needs?

c. Are the areas for student dining adequate? (Indoor and/or outdoor areas, shaded areas, etc.)

- There is not enough space or time for students to all take the same lunch period.
- Lack of lunch space for our student population
- Supervision issues due to lack of open area

d. Are there any delivery issues / service access? If so, describe.

2.3 Library/ Media Center

a. Does the facility support your current needs?

b. Is there adequate technology & equipment?

- There is a need for updated computers for collections searches.

c. How can this facility better support your future needs?

SOUTH JUNIOR HIGH SCHOOL

- Also, there is not enough room to house the collection that is there much less the collection the way it should be according to the California "Model School Library Standards, California Department of Education, 2010".
- Books per student: 28; we now house between 10 to 15,000 books. We should be at 44,000 or more.

These numbers represent "minimums" that should be available for students. "Resources should include print and digital materials that align with the curriculum and are accessible to students with varying cognitive or language needs".

2.4 Physical Education/Athletics

a. Do the facilities support your current needs? Please state any deficiencies:
- Re-surface blacktop area for safety reasons. Currently, because of age and construction, the blacktop has areas which are unsafe. It needs re-surfacing; not just slurrying.
- WIFI needed outside, specifically PE/Athletic Field area

b. How can these facilities better support your future needs?

2.5 Site

a. List any site amenity deficiencies (e.g., lack of playfields, parking, student drop-off, restrooms)?
- Student drop off area needs to be better coordinated with bus drop off and puck-up. It is very difficult to access the parking area in front of the school when parents are dropping off students.

b. How do the site and/or building complex configuration enhance or compromise the educational program?

2.6 Social Spaces

a. Are there a variety of indoor and outdoor areas where students and staff can meet with friends and colleagues, sit quietly or engage in activities? If not, is this important to the school/desired?
- There is no indoor/outdoor area where students and staff can meet with friends and colleagues.

b. Are there adequate shaded areas either accomplished by the placement of shade structures or intentionally (purposefully) placed seating within landscaped areas? If not, is this important to the school/desired?

2.7 Performing & Fine Arts

a. Do the facilities support your current needs?

b. How can these facilities better support your future needs?

2.8 Special Youth Services – Special Education

a. How many students are in Special Education?
b. Which programs are supported by the site (e.g. SDC, SH, RSP, DHH, etc.)?
c. Do the current facilities support the Special Education needs?
d. How can these facilities better support your future needs?
e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred?
f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students?

2.9 North Orange County Regional Occupation Program - ROP

a. Please list the ROP classes on your campus.
-
-
-

b. Do the facilities support the ROP's current needs?

c. How can these facilities better support your future needs?

d. Which spaces, if any, are used by ROP during after-school hours?

3 TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)

b. How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired.

4 COMMUNITY USE

a. What spaces, if any, are used by the community during after-school hours?
- Anaheim Achieves frequently uses the teacher lounge. Another facility should be available to accommodate after school activities.

b. Are they monitored, and/or do they have limited access points to ensure safety and security of staff and students?

c. Are there other programs or expansion of existing programs that may be planned into the future that should be considered in the Master Plan (e.g., Parent Volunteers, Adult Ed., community clinics, before- and after-school care facilities)?
- There will be a "community garden" soon that should be factored into the plan.

d. Describe any joint use agreements for either use of the fields and/or facilities.

e. Please list on-going concerns, if any, related to community use spaces.

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

SOUTH JUNIOR HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan
Principal Questionnaire

5 SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are examples? They may be positive and/or negative.

b. Are there any site features or icons that the school community is particularly attached to and that must be preserved?

c. Are there any culturally or historically significant elements that promote the heritage of the school? If so, please describe.

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing?

- There is a need to fix the sprinklers as there are many bare spots in the landscape for lack of water. Also, a few trees have died for lack of water.

b. In your opinion, what is the overall curb appeal of the school?

c. Are there any significant issues with vandalism or other issues that impact the school's community presence? If so, what are they?

d. Does the campus elicit pride from the community, students, and staff?

6 HEALTH AND SAFETY

Are there any problem areas in relation to health and safety that need to be addressed? These may include the following: accessibility, wayfinding (e.g. kiosk, directory, signage, building identification for emergency response), sanitary spaces (e.g. enough / appropriately located restrooms), potable water, fire safety, emergency lighting, security, supervision, building condition, vehicular and pedestrian traffic)?

7 SUSTAINABILITY, LONG LIFE OF THE CAMPUS & 'GREEN SCHOOL' PROGRAMS

a. How do you feel about a sustainable / 'green' school (A school that creates a healthy environment that is conducive to learning, while saving energy, resources and money)?
b. In what ways is your school site already sustainable/ 'green'?
c. Are there any student run / District-wide 'green school' programs?

8 CAMPUS PRIORITIES

List the three **most** important areas that you feel need to be addressed first.

a)_____

b)_____

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

SYCAMORE JUNIOR HIGH SCHOOL

LPA
5161 California Avenue, Suite 100, Irvine, California 92617
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October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	Sycamore Junior High School		
Participant(s):			
		Years at School	**Years at District**
Contact Name/Role:	Joe Carmona, principal	4	12
Email Address:	carmona_jo@auhsd.us		
Current Enrollment:	1486		

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your **initial reaction** to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs?
   a. Lack of computer labs for use by content area teachers
   b. Lack of classroom space for use by physical education staff
   c. An appropriate space for dance program
   d. An appropriate space for choir program
   e. Lack of adequate storage
   f. Lack of adequate space for staff professional development

b. What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities?

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain.
   a. There are currently 22 portable classrooms on campus
   b. We are currently lacking one science lab

b. What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years?
   a. Our current class sizes are approximately 27 per core class. This is expected to rise to the district average in 2015-2016

c. How many "traveling" teachers are there at the school?
   a. None

1.2 Space Uses

a. List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable.
   a. There are three classrooms designated as computer labs for use by the business department

b. Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where?
   a. The main office and assistant principal office buildings have utilized various spaces to accommodate different personnel. Currently, there are two offices in the main office that are repurposed spaces.
   b. A classroom has been converted into a conference room
   c. The stage in the cafeteria is being used as the choir classroom

c. Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?)
   a. None

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.
   a. The HVAC in the numerous portable classrooms is a concern from lack of functionality and air quality

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces

a. Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs?
   i. Space is adequate but integration of technology along with accessible storage is needed to fully maximize classroom space

b. Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable?
   i. PE and dance programs need flexible arrangements to fully implement programs

c. Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so?

2.1 Staff Spaces and Administration

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

SYCAMORE JUNIOR HIGH SCHOOL

a. Are there adequate provisions for workspace or workrooms for teaching staff and school administration?
   a. Need a staff development area
   b. Need a conference room area

b. Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred?
   a. Most preparation occurs in classrooms
   b. There is a small copy room but a preparation area is needed where staff can fully prepare all instructional materials

c. Describe any deficiencies in the administration and support areas that create problems in the administrative functions.
   a. Administrative offices are separated between several buildings and within the same building
   b. Lack of accessible storage for custodial and administrative uses

d. How can this facility better support the staff/administration's future needs?
   a.

e. Where is staff Professional Development handled?
   a. Library or classrooms

f. Provide a list and number of staff that are in non-teaching stations. (e.g. (1) Principal, (2) Assistant Principals, (1) Secretary, etc., (3) Counselors, (1) Tech Support, etc.)

g. **ASSISTANT PRINCIPALS:**
h. GARY BROWN A - L 221
i. SONIA CORTEZ M – Z 222
j. **A/P SECRETARY:** LAURA REYNOSO 220
k. **ATTENDANCE:**
l. GEMMA ALVAREZ – 7TH GR 209
m. CHERI RUDDEL - 8TH GR 208
n. **BAND:** RICH GORDON 180
o. **BOY'S PE** 234
p. **BOY'S LOCKER B:** 350
q. **GIRL'S PE** 230
r. **GIRL'S LOCKER B** 351
s. **CAFETERIA:** TAMMY MARTINEZ 173
t. **COMMUNITY LIASON**: SHELLEY HUERTA 218
u. **COUNSELORS:**
v. *VERONICA ALVAREZ A - L 210
w. TU HOANG M - Z 211
x. MONICA PINEDA Tues. & Wed. 228
y. **COUNSELOR'S SEC:** LAURA MUÑOZ 225
z. **HEALTH OFFICE:** CATHY PASCALE 205
aa. **LIBRARY/MEDIA:** 172
bb. CINDY BRISTOW/MEDIA TECH 239
cc. **MAIN OFFICE:** 200
dd. GLORIA BOUTILLIER 201 **OCS:** VIRIDIANA HERNANDEZ **Rm. 77** 277
ee. **PRINCIPAL:** **JOE CARMONA** **202**
ff. **ADMIN ASST:** DORA MURILLO 213
gg. **PSYCHOLOGIST:** DANIELA OLAUSON 214

hh. **REGISTRAR'S OFFICE:** DELIA SELAYA 216 **SPEECH & LANG:** MICHELLE VALDEZ 223
ii. **TEACHER'S LOUNGES:**
jj. WORK ROOM / LUNCH ROOM 317
kk. **TITLE I OFFICE:** ALICIA LOPEZ 116
ll. **TRANSLATOR:** LUPE VIVEROS 207
mm. **YMCA-ANAHEIM ACHIEVES:**
nn. ESMERALDA GARCIA-VENEGAS 162
oo.
pp. **ASB:** HEATHER GUERRERO 535-8720
qq. **ATTENDANCE:** 999-3615
rr. 999-3797 **CAFETERIA:** TAMMY MARTINEZ 999-5628
ss. **COMP. TECH:** WILLIAM FIELDS 936-5678
tt. **COUNSELORS:** VERONICA ALVAREZ 999-2176
uu. TU HOANG 999-2177
vv. **COUNSELOR SEC:** LAURA MUÑOZ 999-2175
ww. **REGISTRAR'S OFFICE:** D. SELAYA 999-2178
xx. **TRANSLATOR** LUPE VIVEROS 999-5615
i.

2.2 Food Service

a. Does the food service facility support your current needs?
   a. Cafeteria and kitchen do not adequately support current need
   b. Food is delivered to students inside of cafeteria which limits students seating capacity

b. How can this facility better support your future needs?
   a. More efficient use of space
   b. Redesigned system for food preparation and delivery

c. Are the areas for student dining adequate? (Indoor and/or outdoor areas, shaded areas, etc.)
   a. There is adequate outdoor space for eating but the outdoor areas need improvement, one area requires students to eat over a dirt section
   b. Indoor seating is limited, food delivery occupies significant space and new tables are needed
   c. Outdoor lunch tables need replaced

d. Are there any delivery issues / service access? If so, describe.

2.3 Library/ Media Center

a. Does the facility support your current needs?

b. Is there adequate technology & equipment?

   i. Technology is limited- 5 computer stations
   ii. Additional technology needed

c. How can this facility better support your future needs?

2.4 Physical Education/Athletics

a. Do the facilities support your current needs? Please state any deficiencies:

8.2 APPENDIX PRINCIPAL QUESTIONNAIRES

SYCAMORE JUNIOR HIGH SCHOOL

- Lack of storage- instructional spaces being used for storage
- Lack of adequate locker rooms- portable locker rooms currently used
- Lack of instructional space for dance program
- Lack of classroom space for instructional needs
-

b. How can these facilities better support your future needs?
- Modification of exterior of gym for additional safety
- Updated bleachers

2.5 Site

a. List any site amenity deficiencies (e.g., lack of playfields, parking, student drop-off, restrooms)?
   a. The restroom facilities are inadequate- restrooms needed on east side of campus
   b. Faculty restrooms need accessibility for more than one staff member at a time

b. How do the site and/or building complex configuration enhance or compromise the educational program?
   a. The campus footprint allows for most of the campus to be secured
   b. Concern about the openness of the front of the campus
   c. Currently large portion of campus sits fenced off and unused because of removal of portable buildings

2.6 Social Spaces

a. Are there a variety of indoor and outdoor areas where students and staff can meet with friends and colleagues, sit quietly or engage in activities? If not, is this important to the school/desired?

b. Are there adequate shaded areas either accomplished by the placement of shade structures or intentionally (purposefully) placed seating within landscaped areas? If not, is this important to the school/desired?

   a. This is needed- current shaded areas are inadequate

2.7 Performing & Fine Arts

b. Do the facilities support your current needs?
   i. Band room needs significant upgrades- this space is extremely small, music storage is outdated, overall storage capacity is inadequate
   ii. No appropriate space for choir program
   iii. Need for appropriate space for dance program
   iv. Art room needs improved plumbing and additional storage options
   v. Stage in cafeteria needs sound and light capacity built in so this is a more usable space

c. How can these facilities better support your future needs?

2.8 Special Youth Services – Special Education

a. How many students are in Special Education?
   i. Approximately 190 students

b. Which programs are supported by the site (e.g. SDC, SH, RSP, DHH, etc.)?

   i. RSP, Mild moderate program, LHS program

c. Do the current facilities support the Special Education needs?
d. How can these facilities better support your future needs?
e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred?
   i. The classrooms are clustered in a particular area of campus
f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students?

2.9 North Orange County Regional Occupation Program - ROP

b. Please list the ROP classes on your campus.
-
-
-

c. Do the facilities support the ROP's current needs?

d. How can these facilities better support your future needs?

e. Which spaces, if any, are used by ROP during after-school hours?

3 TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)

b. How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired.

c. Content area teachers need access to computer labs that allow most or all students to access a computer for research and projects

d. Wireless infrastructure does not support current need

e. Projectors, laptops and document cameras currently are stationed in the middle of many classrooms occupying significant space, using long extension cords or surge protectors. An integrated approach should be implemented to minimize this problem.

4 COMMUNITY USE

a. What spaces, if any, are used by the community during after-school hours?
   a. Fields are used

b. Are they monitored, and/or do they have limited access points to ensure safety and security of staff and students?
   a. The use by community is not monitored. There are limited access points but the campus is also used as a pass through between streets

8.2 APPENDIX PRINCIPAL QUESTIONNAIRES

SYCAMORE JUNIOR HIGH SCHOOL

c. Are there other programs or expansion of existing programs that may be planned into the future that should be considered in the Master Plan (e.g., Parent Volunteers, Adult Ed., community clinics, before- and after-school care facilities)?
   a. Parent space
   b. After-school program space- current programs have to share classroom space with teachers and this leads to several different problems

d. Describe any joint use agreements for either use of the fields and/or facilities.

e. Please list on-going concerns, if any, related to community use spaces.

5 SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are examples? They may be positive and/or negative.

b. Are there any site features or icons that the school community is particularly attached to and that must be preserved?

c. Are there any culturally or historically significant elements that promote the heritage of the school? If so, please describe.

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing?

b. In your opinion, what is the overall curb appeal of the school?

c. Are there any significant issues with vandalism or other issues that impact the school's community presence? If so, what are they?

   a. Vandalism at front and rear of campus are significant concerns

d. Does the campus elicit pride from the community, students, and staff?

6 HEALTH AND SAFETY

Are there any problem areas in relation to health and safety that need to be addressed? These may include the following: accessibility, wayfinding (e.g. kiosk, directory, signage, building identification for emergency response), sanitary spaces (e.g. enough / appropriately located restrooms), potable water, fire safety, emergency lighting, security, supervision, building condition, vehicular and pedestrian traffic)?

7 SUSTAINABILITY, LONG LIFE OF THE CAMPUS & 'GREEN SCHOOL' PROGRAMS

a. How do you feel about a sustainable / 'green' school (A school that creates a healthy environment that is conducive to learning, while saving energy, resources and money)?
b. In what ways is your school site already sustainable/ 'green'?
c. Are there any student run / District-wide 'green school' programs?

8 CAMPUS PRIORITIES

List the three **most** important areas that you feel need to be addressed first.

a)_restroom facilities_____

b)__cafeteria/lunch areas_____

c)___technology integration in classrooms_____

8.2 APPENDIX PRINCIPAL QUESTIONNAIRES

WALKER JUNIOR HIGH SCHOOL

LPA
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October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	Walker Junior High School		
Participant(s):	Principal, Assistant Principal, teachers, custodians, tech, librarian, food services manager, etc.		
		Years at School	**Years at District**
Contact Name/Role:	Kirsten Levitin	2nd	21st
Email Address:	Levitin_k@auhsd.us		
Current Enrollment:	1145		

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your **initial reaction** to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs?

- Room 23 & 42 are not properly equipped for science labs.
- It would be beneficial to have a conference room (or two) in the main office to utilize for IEP meetings, parent conferences and 504 meetings.
- It would be nice to have a space for testing since this is something that happens throughout the year with CELDT, etc.
- A little theatre for smaller-sized parent meetings, club meetings, small performances, etc.
- Another computer lab or two.

b. What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities?

- Science: Room 23 and 42 are not science classrooms and are not properly equipped. Science is also our only core subject with 5 teachers instead of 6. We should be equipped with science labs for 6 teachers.

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain.

- Science: Room 23 and 42 are not science classrooms and are not properly equipped. Science is also our only core subject with 5 teachers instead of 6. We should be equipped with science labs for 6 teachers.

b. What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years?

- Most classes are running at about 36. Our elective classes are packed with over 40 students in them. We have seen an increase as the staffing ratio increased and as students transfer into our school through Program Improvement.

c. How many "traveling" teachers are there at the school?

- 1 (Woodshop teacher) goes to another classroom to use the technology in the business classroom for his STEM class and he travels to a classroom when there is a need for seat work.
- 1 Home Economics teacher travels between two classes to meet the needs of cooking, sewing, etc.

1.2 Space Uses

a. List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable.

- Business class computer lab – 16/17
- Science labs – 30, 31, 32
- Computer lab – B1

b. Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where?

c. Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?)

- Principal's office is extremely large
- Room 21 is a former classroom with time-out area that is currently used for the psychologist, program specialist and speech therapist as well as conferences for special education. It would be nice to have a more private space for the psychologist, program specialist and speech therapist and a conference room in the main office.
- Breezeways
- Room 32 office

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

WALKER JUNIOR HIGH SCHOOL

- The lighting in some classes flicker and the harshness of the fluorescent lights can sometimes trigger headaches.
- The front office is extremely cold and cannot be adjusted by us at the school, but is controlled at the district. A work order needs to be done to change temperature.
- Every classroom should be able to set their temperature so we can avoid space heaters in the summer and open doors to let out the cool air conditioning in the summer (no need to cool the outdoors).
- Woodshop needs dust cat for cleaner air.
- Desks are breaking **DO WE NEED EXTRA CLASSROOM BLUE CHAIRS???**
- Noise factor in rooms 40, 41, 42, 43
- HVAC is an ongoing issue
- Wood and Metal Shops do not have air conditioning
- When Walker was modernized in early 2000s, two wings were not modernized because they were built later and were not "eligible" for upgrades at that time. Wings: Room 21-37, and Rooms 40-44.

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces

a. Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs?

- Most classrooms are quite crowded with the number of students in the classroom. There is not much room for movement of students or the teacher.
- The rooms are not currently set up to utilize technology regularly.
- We can only offer the STEM class when the business teacher has a conference period. We cannot expand the program if we do not have the classroom space that supports it.

b. Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable?

- It would be nice to have some outdoor learning spaces.
- It would be nice to have number lines and other visuals for math, science, etc. painted on the grounds somewhere.

c. Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so?

2.1 Staff Spaces and Administration

a. Are there adequate provisions for workspace or workrooms for teaching staff and school administration?

- We have two copy areas but no workroom space for teachers.

b. Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred?

- Teachers prep in their classrooms. With the shift to PLC's, it would be nice to have more communal workspaces.

c. Describe any deficiencies in the administration and support areas that create problems in the administrative functions.

- There is not an appropriately private place for students to be while waiting to talk to a counselor or administrator.
- The health office is not attached to the administrative building which means that when someone is out, it is difficult to meet their needs.
- The attendance office should be easily accessible from the front of the school.
- Our entrance is not welcoming and does not provide a variety of support staff to help parents when they come into the office.
- People need to flow through the office to enter/exit campus.
- We need private spaces for social work interns and outside counselors to meet with students.
- Mailboxes are outdated

d. How can this facility better support the staff/administration's future needs?

e. Where is staff Professional Development handled?

- The library/media center

f. Provide a list and number of staff that are in non-teaching stations. (e.g. (1) Principal, (2) Assistant Principals, (1) Secretary, etc., (3) Counselors, (1) Tech Support, etc.)

Principal (1)
Assistant Principals (2)
Counselors (2)
Social Work Intern (1-2)
Office staff – secretary, attendance, general clerk, health, registrar, translator (6)
Library (2)
Custodian's office (5)

2.2 Food Service (Jamie Alvin)

a. Does the food service facility support your current needs?

- A drinking fountain inside the cafeteria would be extremely helpful. This would eliminate the safety issue from water being spilled from the jug onto the floor.

b. How can this facility better support your future needs?

- Update or rewire the electrical boxes in the kitchen (we have had freezers go down on the weekend due to old electrical boxes and have lost a freezer full of food).

c. Are the areas for student dining adequate? (Indoor and/or outdoor areas, shaded areas, etc.)

- We need a shade structure (or a few) and several more tables outdoors.

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WALKER JUNIOR HIGH SCHOOL

- Currently many of our students bring their own lunch. As demographics change, food services may need to be equipped to accommodate more students who qualify for free breakfast and lunch.
- Additional seating inside.

d. Are there any delivery issues / service access? If so, describe.

2.3 Library/ Media Center (Martinescu & Rosales)

a. Does the facility support your current needs?

- No

b. Is there adequate technology & equipment?

- Enough computers to accommodate an entire class would be beneficial.

c. How can this facility better support your future needs?

- There should be enough computers for an entire class (40) for hands-on research and learning demonstrations. The computers should be in a large area with a screen and LCD projector. This is necessary since online research will be an integral part of the curriculum.
- Electronic security at doorway

2.4 Physical Education/Athletics (Peckham/Almazan)

a. Do the facilities support your current needs? Please state any deficiencies:

- Poor circulation in the locker rooms (extremely hot during warm/hot weather).
- Weight room has poor circulation (not healthy to hold classes in there on hot days).
- Bleachers are extremely difficult to work with (people have been injured pulling bleachers out and pushing them back in) – motorized bleachers needed.
- Tennis court surface is dangerous with uneven ground.
- Track seems to flood after rain – poor drainage.
- Lighting in the locker room is not safe.
- Shower areas are dirty.
- Locker baskets are old and rusty and difficult to open and close.
- Insufficient number of large lockers for students to lock their backpacks during class. Backpacks are left sitting outside lockers unsupervised.
- Stairs up to the girls PE office are deteriorating (pieces have fallen off – someone is going to trip – safety issue).
- Gym – better acoustics and PA system for assemblies

b. How can these facilities better support your future needs?

- Addition of water fountains in the field areas.
- A secure system to lock up backpacks.
- Address deficiencies noted above.

2.5 Site

a. List any site amenity deficiencies (e.g., lack of playfields, parking, student drop-off, restrooms)?

- More student and staff restrooms.
- More parking that is closer to the main office.
- A less chaotic format for drop off and pick-up. It takes several people to monitor the parking lot which leaves us short on supervision in other areas.
- The entrance from the parking lot is unappealing and the parking is quite far from the main office.

b. How do the site and/or building complex configuration enhance or compromise the educational program?

2.6 Social Spaces

a. Are there a variety of indoor and outdoor areas where students and staff can meet with friends and colleagues, sit quietly or engage in activities? If not, is this important to the school/desired?

- There are not and it would be very desirable.

b. Are there adequate shaded areas either accomplished by the placement of shade structures or intentionally (purposefully) placed seating within landscaped areas? If not, is this important to the school/desired?

- We are extremely lacking in this area. We need shade and seating.

2.7 Performing & Fine Arts

a. Do the facilities support your current needs?

- The cafeteria/MPR needs better acoustics, PA system and lighting system.

b. How can these facilities better support your future needs?

<u>Band</u>

- The band room is too small for the large classes I have, and for the amount of equipment in the room.
- The most pressing issue is lack of storage space for the instruments and for the percussion equipment. I need more shelves in the big wall cabinets to hold more instruments.
- In the storage room, the built-in shelving is inadequate and is damaging to the instrument cases. Ideally, I would like to get Wenger shelving that is built for instrument storage, and is custom made to fit the needs of the band room.
- The practice rooms are used for storage also and need shelving to properly store the equipment and make more room for everything.
- Plastic shelving units need to be replaced with sturdier ones.

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WALKER JUNIOR HIGH SCHOOL

Art

No. The classroom does not support instructional needs. The acoustic quality of this big, beautiful room is just terrible.

a. The lights buzz five to six decibels.
b. Two large noisemaking machines – a compressor and a vacuum- sit just outside my back door. They belong to Woodshop and sometimes are used by Science. These machines may be used sporadically during a day or constantly over many weeks. The vent for the vacuum is routed through the electrical storage room and is especially loud when small wood chunks bang their way through the metal tunnels. I cannot teach an art history lesson nor have any meaningful discussion when these machines are running. I cannot give one-on-one instruction/demonstrations at individual tables. It is not only a matter of students hearing me, but also, I cannot hear students, and students cannot hear each other. There must be a modern solution to this problem.
c. Loud noises from delivery trucks, garbage trucks, and lawn mowers also interrupt instruction daily. Despite requests, food delivery trucks are not always able to turn off the noise during deliveries. Maybe the room would be more noise-resistant to the trucks if bookshelves or cupboards were reconfigured against the parking lot wall. (?) An architect may have better insight.
d. The cement floor seems to be more for the benefit of the custodians than the classroom. I think anything that will soften the sounds would be beneficial to instruction. I understand there are some public lobbies in New York with an industrial type of cork flooring.
e. The only bulletin board is over the sinks. Student artwork can be displayed without being splashed with water or paint. Bulletin board locations mean I have to stand on a counter and avoid the sink wells to hang work – also safety issue. I have requested cupboards there to make real use of that space.
f. I have requested bulletin boards on the cupboards of the south wall.
g. Water puddles in front of the sinks. The wood trim on the front of the counter is gapped, so water at the front of the counter spills onto the floor through those gaps as the sinks are used and counters are wiped.
h. The new water heater needs to be turned on.
i. In heavy rains, the roof continues to leak from the vent in the middle of the room.
j. Sawdust from the vacuum comes into the classroom.
k. There is a very bad smell from the trough sink and small sink near it. Sometimes I think it's the water.
l. The three open cupboards need doors. It would be great if they also sported bulletin boards.
m. The plug for the glass kiln does not match the outlet, so cannot be used.
n. The phone needs to be routed to my desk area.
o. The double doors need doorstops.
p. Outside of my classroom, when it rains, water pools in the asphalt. The puddle at the gate, where teachers enter the school, is several inches deep. I believe they just lowered this

asphalt to keep the bottom of the gate from hitting the ground. The result is that teachers can no longer pass this way when it rains, or for many days following a rain.

q. The north storage container holds hazardous fumes. No one wants to use it because no one can hold his or her breath long enough to use the back section. If someone was stuck in there accidentally or as a poor joke, he or she would die from lack of oxygen and the powerful chemicals in the air. Whether organic or inorganic, no student, teacher, custodian, or other person should ever have to breathe what's in there.
r. Permanent outdoor work space where students can do stinky, messy, glass-splintery projects under teacher supervision is needed.
s. Washer/dryer. (I'm not just dreaming, this was in the pre-Z bond architectural plan, as was patio/outdoor workspace in the current boneyard.)

Drama

1. Stage needs lights and a light board to control them.
2. Stage needs a sound system.
3. Cafeteria needs to be sound proofed if it is to be used for programs.
4. Storage room for sets is needed.
5. New curtains that are leveled.
6. Stage needs some type of grid feature from which to hang sets and lights.
7. A com system or walkie talkies with ear pieces is needed to communicate with back stage.
8. A supply of costumes and a costume room is needed.

Choir

1. Wireless microphones
2. Platforms of varying levels
3. Choir shells
4. Matching chairs for my room. Specific chairs are available for choirs that help with posture and ergonomics, if chairs are purchased.
5. Costume rack
6. Accompanist for rehearsals

Choir and Drama

There is only 1 working outlet in Room 38. Need 3-4 outlets so I don't have to keep unplugging and plugging in sound system, Elmo, ...

1. Need a hard line for Internet in case wireless is down.
2. Would be nice to have a wireless printer since my printer is in a different room.
3. Need my phone line moved to my office, or a second phone and line installed since if it was just in my office I would never hear it.
4. Apple TV would be a very powerful teaching tool; I also need some way to easily access and play YouTube videos for educational purposes. There are scenes I would like to share in drama and performances that would help the students to see, but I always lose the connection in the middle and my lesson is lost, so I just don't use them, and they could be so powerful.
5. iPad: would also be a great tool for students to use in running a sound system or a light show as they have great apps for this need.

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WALKER JUNIOR HIGH SCHOOL

6. I didn't add need new white boards, and a bulletin board as these were on my other email but really need them.

2.8 Special Youth Services – Special Education

a. How many students are in Special Education?
44 Speech and language students seen for therapy
93 students total in Special Education (excluding speech)

b. Which programs are supported by the site (e.g. SDC, SH, RSP, DHH, etc.)? RSP (2), SDC M/M (2), SDC LHs (1), SDC ED (1)

c. Do the current facilities support the Special Education needs?
- Yes, as long as the student is not in a wheelchair.

d. How can these facilities better support your future needs?
- Running water in SDC areas
- Wheelchair accessibility in student bathrooms, existing spaces are approximately 8 inches too tight on either side of the toilets (same goes for the bathroom in the nurse's office)
- Secure location for Special Education students to dress out for PE

e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred? Spread throughout, this is preferred

f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students? See above

2.9 North Orange County Regional Occupation Program – ROP – NOT APPLICABLE

a. Please list the ROP classes on your campus.

b. Do the facilities support the ROP's current needs?

c. How can these facilities better support your future needs?

d. Which spaces, if any, are used by ROP during after-school hours?

3 TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)
- **We have one computer lab that serves as a classroom and one open computer lab to be used on a first-come, first-served basis.**
- **We have a couple very old mobile labs.**
- **We need to get updated technology in the hands of students and teachers regularly.**
- **Varies by instructor and content area. The math department makes use of the Math Lab on a semi-regular basis to support primary instruction through math specific applications. The same facility is shared by other departments when needed/available.**

- **The primary computer lab is 100% utilized for computer-based instruction.**
- **There are several laptop carts that are used infrequently due to age (too outdated to be effective) and logistical challenges (getting kids setup/logged on in a timely fashion).**
- **Some teachers have been adding in the use of tablets (such as iPads) to supplement instruction is various ways. These can include content delivery (reading/viewing videos) and video/picture capture (for the multimedia class).**
- **From what I've heard, the current wireless infrastructure is better in some areas than in others (I think this is an area that has been focused on and has been improving). Not sure how much of this is based on actual testing vs. perception.**

b. How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired.
- **More equipment is needed that can be used to synthesize as well as consume. I would advocate for one additional dedicated lab and several mobile labs (laptop carts) – and these would need to be updated on a rolling basis (i.e.; every three years or so). The fixed lab will require a dedicated space along with all necessary power and network infrastructure. The mobile labs would need a place to store/charge on a regular basis and perhaps some form of extended battery solution (otherwise, power issues will need to be addressed in each classroom). The wireless network will need to be extended in order to facilitate increased user demand (number of connections as well as badwith).**
- **It is important to also address the fact that students will be tested using a computer. If students haven't also been taught in this same manner, it will be difficult for them to succeed in testing, regardless of their degree of knowledge and subject mastery. This was recognized during last year's pilot and I think this issue will be one of the most significant challenges to overcome.**
- **A local NAS would also be useful to provide teachers a way to cache video and other objects within our LAN so that bandwith concerns and concurrent demand don't overwhelm the system.**

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PRINCIPAL QUESTIONNAIRES

WALKER JUNIOR HIGH SCHOOL

4 COMMUNITY USE

a. What spaces, if any, are used by the community during after-school hours?
- PE area – fields and gym

b. Are they monitored, and/or do they have limited access points to ensure safety and security of staff and students?
- Better access points to ensure safety and security of the rest of campus.

c. Are there other programs or expansion of existing programs that may be planned into the future that should be considered in the Master Plan (e.g., Parent Volunteers, Adult Ed., community clinics, before- and after-school care facilities)?

d. Describe any joint use agreements for either use of the fields and/or facilities.

e. Please list on-going concerns, if any, related to community use spaces.

5 SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are examples? They may be positive and/or negative.

b. Are there any site features or icons that the school community is particularly attached to and that must be preserved?
- We have a few memorials throughout Walker's campus.
- Our California Distinguished School signage out front

c. Are there any culturally or historically significant elements that promote the heritage of the school? If so, please describe.

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing?
- Peeling paint
- Uneven ground

b. In your opinion, what is the overall curb appeal of the school?

c. Are there any significant issues with vandalism or other issues that impact the school's community presence? If so, what are they?

d. Does the campus elicit pride from the community, students, and staff?

6 HEALTH AND SAFETY

Are there any problem areas in relation to health and safety that need to be addressed? These may include the following: accessibility, wayfinding (e.g. kiosk, directory, signage, building identification for emergency response), sanitary spaces (e.g. enough / appropriately located restrooms), potable water, fire safety, emergency lighting, security, supervision, building condition, vehicular and pedestrian traffic)?

7 SUSTAINABILITY, LONG LIFE OF THE CAMPUS & 'GREEN SCHOOL' PROGRAMS

a. How do you feel about a sustainable / 'green' school (A school that creates a healthy environment that is conducive to learning, while saving energy, resources and money)?
b. In what ways is your school site already sustainable/ 'green'?
c. Are there any student run / District-wide 'green school' programs?

8 CAMPUS PRIORITIES

List the three **most** important areas that you feel need to be addressed first.

a)_____

b)_____

c)_____

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PRINCIPAL QUESTIONNAIRES

ANAHEIM HIGH SCHOOL

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October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	Anaheim High School		
Participant(s):	Anna Corral		
		Years at School	**Years at District**
Contact Name/Role:	Anna Corral	1 (6 yrs prior)	1 (15 yrs prior)
Email Address:	Corral_a@auhsd.us		
Current Enrollment:	3150 students		

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your **initial reaction** to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs?

Our PE facilities are not adequate for the number of students and athletic programs that we have. Our PE students do not have enough lockers to leave their clothes; and the athletic lockers are not big enough to hold their equipment. We only have one court, because of the design of the building. The bleachers are old and are splintering. We have a condemned stadium with new equipment and no new facility

to house it. We have an empty pool that poses a safety hazard. We also currently have 21 traveling teachers.

b. What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities?

Our PE department has units that they cannot teach because there is not enough space to rotate with what they have. We cannot teach any weight lifting, we have the equipment but nowhere to put it (it is in the condemned stadium in a weight room that used to exists under the stadium. Many of our science classes have to rotate labs and share space. We have science classes being taught in spaces designed as storage.

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain.

Currently no, there are not enough classrooms, I have 22 traveling teachers. However we are a part of a grant that lowers class size. When the grant "sunsets" in two years, I don't know what our facilities will look like. We will then have a different problem of classrooms being large enough for our classes.

b. What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years?

Because of our QEIA grant, our core classes average 25. Our electives average 40. When the grant "sunsets" in 2014-15, we will have large classes that will mirror the rest of the district.

c. How many "traveling" teachers are there at the school?
22

1.2 Space Uses

a. List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable.

We have a plethora of special programs on campus: 2 academies (Transportation Academy and Multimedia Computer Technology Academy), ROP pathway programs that include BITA, dental, medical corps, preschool, forensics, and engineering; a Performing Arts Academy; Independent Learning Center; and NJROTC.

b. Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where?

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We have rooms all over campus being used as teaching spaces that are not supposed to be classrooms: the Career Center is used for 2 classrooms; a science store room; an old shop is used for dance; another old shop area (64A) is used without a true wall to separate it from the ROTC room.

c. Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?)
no

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.

Yes, in the above rooms, noise from their adjacent neighbors is a factor. In the Dance room, our students are hitting their heads on lights that hang too low.

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces

a. Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs?
Space is fine – technology is a huge issue with a large, old campus. The infrastructure cannot support any new technology that we purchase.

b. Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable?
Right now – not really/ it could be beneficial – but there is no shade on our campus

c. Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so?
No – we don't have any extra space

2.1 Staff Spaces and Administration

a. Are there adequate provisions for workspace or workrooms for teaching staff and school administration?
This is very limited, and we have many teachers who need space since we have 22 traveling teachers

b. Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred?

We have 1 workroom in the main building and a small space on the west side of campus where there is one copy machine. They would love more work space.

c. Describe any deficiencies in the administration and support areas that create problems in the administrative functions.
I have no space to hold a faculty meeting. I have to use the auditorium and it belongs to the district, therefore, I need to ask weeks prior to hold any kind of meeting.
The other issue is if I want to pull teams of teachers to work together in a PLC, there is no space while school is in session forcing teachers to go off campus which makes it difficult for me to work with them and fulfill my duties on campus.

d. How can this facility better support the staff/administration's future needs?
The idea of a student union on campus that can have rooms multi-use would be wonderful.

e. Where is staff Professional Development handled?
That is the challenge – When I can use the auditorium, it is the only space large enough to hold a meeting - smaller groups have to go off campus if we have meetings during school.

f. Provide a list and number of staff that are in non-teaching stations. (e.g. (1) Principal, (2) Assistant Principals, (1) Secretary, etc., (3) Counselors, (1) Tech Support, etc.)

2.2 Food Service

a. Does the food service facility support your current needs?
It is very small and old. There is not a large enough space for students to eat inside, what we have there is no air circulation and it is either hot or cold.

b. How can this facility better support your future needs?
The idea of a student union with multi use rooms that are updated would be great.

c. Are the areas for student dining adequate? (Indoor and/or outdoor areas, shaded areas, etc.)
NO – there are not enough tables, and definitely not enough shade coverage.

d. Are there any delivery issues / service access? If so, describe.
Deliveries are made to the cafeteria – which is why there is no space for students. That space is also where the security carts are stored after school.

8.2 APPENDIX PRINCIPAL QUESTIONNAIRES

ANAHEIM HIGH SCHOOL

2.3 Library/ Media Center

a. Does the facility support your current needs?
yes

b. Is there adequate technology & equipment?
no

c. How can this facility better support your future needs?
More computers

2.4 Physical Education/Athletics

a. Do the facilities support your current needs? Please state any deficiencies:
I stated them in 1.0 a: recap: we need more lockers, more space, more rooms for our equipment

b. How can these facilities better support your future needs?
A second "gym" where the empty pool is; more lockers; replace the condemned stadium with a new facility

2.5 Site

a. List any site amenity deficiencies (e.g., lack of playfields, parking, student drop-off, restrooms)?
Our softball field has no dug outs; it used to before they were moved and they didn't replace the dugouts. The outside fencing needs replacing – out by Citron and Sycamore. We have no Drop Off area – it's a security factor.

b. How do the site and/or building complex configuration enhance or compromise the educational program?

2.6 Social Spaces

a. Are there a variety of indoor and outdoor areas where students and staff can meet with friends and colleagues, sit quietly or engage in activities? If not, is this important to the school/desired?
Out students are on campus all day – there are not enough places to sit in the quad and not enough shade. – on rainy days, there is nowhere for them to go.

b. Are there adequate shaded areas either accomplished by the placement of shade structures or intentionally (purposefully) placed seating within landscaped areas? If not, is this important to the school/desired?
NO – we need more seating and more shade

2.7 Performing & Fine Arts

a. Do the facilities support your current needs?
We have a lovely auditorium on campus that is in need of renovation.
The band and choir room are in bad shape – they need updating, the carpet is worn to the cement.
The dance room needs an overhaul

b. How can these facilities better support your future needs?
We have large performing arts programs with amazing teachers doing their jobs in rooms that are in desperate need of updating.

2.8 Special Youth Services – Special Education

a. How many students are in Special Education?
Aprox 400
b. Which programs are supported by the site (e.g. SDC, SH, RSP, DHH, etc.)?
RS, SDC, VH, & Aut
c. Do the current facilities support the Special Education needs?
yes
d. How can these facilities better support your future needs?
e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred?
They are not together, we do have some SDC rooms close for team teaching opportunities.
f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students?
yes

2.9 North Orange County Regional Occupation Program - ROP

a. Please list the ROP classes on your campus.
- BITA
- Preschool
- Legal/Law Enforcement
- Forensics
- Engineering
- Dental
- Medical Corps

b. Do the facilities support the ROP's current needs?
yes

ANAHEIM HIGH SCHOOL

c. How can these facilities better support your future needs?

d. Which spaces, if any, are used by ROP during after-school hours?

Medical corps

3 TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)
We only have 2 labs to support classroom technology.

b. How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired.
We need infrastructure to be improved! We can't support what we currently have

4 COMMUNITY USE

a. What spaces, if any, are used by the community during after-school hours?
The cafeteria, the library, the career center, but it isn't enough

b. Are they monitored, and/or do they have limited access points to ensure safety and security of staff and students?
yes

c. Are there other programs or expansion of existing programs that may be planned into the future that should be considered in the Master Plan (e.g., Parent Volunteers, Adult Ed., community clinics, before- and after-school care facilities)?
We need a parent center, currently there is no space I can offer parents during the school day.

d. Describe any joint use agreements for either use of the fields and/or facilities.
Ask Lynn Nakayama – she is our contact

e. Please list on-going concerns, if any, related to community use spaces.
We need more space

5 SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are examples? They may be positive and/or negative.
This is the 3rd oldest campus in the county at 115 years. We have a beautiful 1920's art deco look to the campus that is unique to the county. I love that the new structures mirrored the look of the original building. It would need to be maintained.

b. Are there any site features or icons that the school community is particularly attached to and that must be preserved?
The main building

c. Are there any culturally or historically significant elements that promote the heritage of the school? If so, please describe.
The gym needs to be preserved but updated.

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing?
yes

b. In your opinion, what is the overall curb appeal of the school?
Very nice

c. Are there any significant issues with vandalism or other issues that impact the school's community presence? If so, what are they?
The Citron side of campus is typically where we are vandalized

d. Does the campus elicit pride from the community, students, and staff?
yes

6 HEALTH AND SAFETY

Are there any problem areas in relation to health and safety that need to be addressed? These may include the following: accessibility, wayfinding (e.g. kiosk, directory, signage, building identification for emergency response), sanitary spaces (e.g. enough / appropriately located restrooms), potable water, fire safety, emergency lighting, security, supervision, building condition, vehicular and pedestrian traffic)?
The numbering system is **horrible**. Many classrooms do not even have room numbers displayed. The buildings have no identification there is no way to give directions to a new person or outsider.

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

ANAHEIM HIGH SCHOOL

7 SUSTAINABILITY, LONG LIFE OF THE CAMPUS & 'GREEN SCHOOL' PROGRAMS

a. How do you feel about a sustainable / 'green' school (A school that creates a healthy environment that is conducive to learning, while saving energy, resources and money)?
That would be nifty

b. In what ways is your school site already sustainable/ 'green'?
We are not

c. Are there any student run / District-wide 'green school' programs?
None that are long lasting

8 CAMPUS PRIORITIES

List the three **most** important areas that you feel need to be addressed first.

a) The gym/PE area, including: the locker rooms; gym space, empty pool, condemned stadium

b)The cafeteria area: not enough eating space, not enough shade and too small – we need a student center with rooms for muti-usage.

c)Performing arts rooms: the dance room, choir & band building, a performance venue in the ROP building

d) A numbering system for the classrooms and buildings.

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

CYPRESS HIGH SCHOOL

LPA
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October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	Cypress High School		
Participant(s):			
		Years at School	**Years at District**
Contact Name/Role:	Joseph Saldaña	?	?
	Saldana_j@auhsd.us		
Current Enrollment:	2683		

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your **initial reaction** to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs?

b. What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities?

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain.

b. What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years? 38/1

c. How many "traveling" teachers are there at the school? 2 ?

1.2 Space Uses

a. List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable.

b. Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where?

c. Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?)

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces

a. Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs?

b. Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable?

c. Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so?

2.1 Staff Spaces and Administration

a. Are there adequate provisions for workspace or workrooms for teaching staff and school administration?

b. Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred?

c. Describe any deficiencies in the administration and support areas that create problems in the administrative functions.

d. How can this facility better support the staff/administration's future needs?

e. Where is staff Professional Development handled? Theater or classrooms (?)

f. Provide a list and number of staff that are in non-teaching stations. (e.g. (1) Principal, (2) Assistant Principals, (1) Secretary, etc., (3) Counselors, (1) Tech Support, etc.)

(1) Principal, (3) Assistant Principals, (11) Secretaries, (1) Tech Support

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

CYPRESS HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan
Principal Questionnaire

2.2 Food Service

a. Does the food service facility support your current needs?

b. How can this facility better support your future needs?

c. Are the areas for student dining adequate? (Indoor and/or outdoor areas, shaded areas, etc.)

d. Are there any delivery issues / service access? If so, describe.

2.3 Library/ Media Center

a. Does the facility support your current needs?

b. Is there adequate technology & equipment?

c. How can this facility better support your future needs?

2.4 Physical Education/Athletics

a. Do the facilities support your current needs? Please state any deficiencies:

- Showers in coaches office need to be functional
- Reconfigure back restroom area to be more functional and include more storage
- Sport team rooms
- Visiting team room
- Floating dance floor
- Fitness cardio room near gym, perhaps with team rooms above with window into main gym
- Projector and screen in main gym
- Bigger weight room
- Full length mirrors in dance room (6x5)
- Shelving in back room of dance room
- More storage in locker rooms
- Female varsity team locker area, perhaps where useless showers are
- If keeping showers, need to fix handles.

b. How can these facilities better support your future needs?

2.5 Site

a. List any site amenity deficiencies (e.g., lack of playfields, parking, student drop-off, restrooms)?

b. How do the site and/or building complex configuration enhance or compromise the educational program?

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan
Principal Questionnaire

2.6 Social Spaces

a. Are there a variety of indoor and outdoor areas where students and staff can meet with friends and colleagues, sit quietly or engage in activities? If not, is this important to the school/desired?

b. Are there adequate shaded areas either accomplished by the placement of shade structures or intentionally (purposefully) placed seating within landscaped areas? If not, is this important to the school/desired?

2.7 Performing & Fine Arts

a. Do the facilities support your current needs?

b. How can these facilities better support your future needs?

2.8 Special Youth Services – Special Education

a. How many students are in Special Education?
b. Which programs are supported by the site (e.g. SDC, SH, RSP, DHH, etc.)?
c. Do the current facilities support the Special Education needs?
d. How can these facilities better support your future needs?
e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred?
f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students?

2.9 North Orange County Regional Occupation Program - ROP

a. Please list the ROP classes on your campus.

- Preschool
- Child Care
- Floral

b. Do the facilities support the ROP's current needs?

c. How can these facilities better support your future needs?

d. Which spaces, if any, are used by ROP during after-school hours?

3 TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)

b. How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired.

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

CYPRESS HIGH SCHOOL

4 COMMUNITY USE

a. What spaces, if any, are used by the community during after-school hours?

b. Are they monitored, and/or do they have limited access points to ensure safety and security of staff and students?

c. Are there other programs or expansion of existing programs that may be planned into the future that should be considered in the Master Plan (e.g., Parent Volunteers, Adult Ed., community clinics, before- and after-school care facilities)?

d. Describe any joint use agreements for either use of the fields and/or facilities.

e. Please list on-going concerns, if any, related to community use spaces.

5 SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are examples? They may be positive and/or negative.

b. Are there any site features or icons that the school community is particularly attached to and that must be preserved?

c. Are there any culturally or historically significant elements that promote the heritage of the school? If so, please describe.

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing?

b. In your opinion, what is the overall curb appeal of the school?

c. Are there any significant issues with vandalism or other issues that impact the school's community presence? If so, what are they?

d. Does the campus elicit pride from the community, students, and staff?

6 HEALTH AND SAFETY

Are there any problem areas in relation to health and safety that need to be addressed? These may include the following: accessibility, wayfinding (e.g. kiosk, directory, signage, building identification for emergency response), sanitary spaces (e.g. enough / appropriately located restrooms), potable water, fire safety, emergency lighting, security, supervision, building condition, vehicular and pedestrian traffic)?

7 SUSTAINABILITY, LONG LIFE OF THE CAMPUS & 'GREEN SCHOOL' PROGRAMS

a. How do you feel about a sustainable / 'green' school (A school that creates a healthy environment that is conducive to learning, while saving energy, resources and money)?
b. In what ways is your school site already sustainable/ 'green'?
c. Are there any student run / District-wide 'green school' programs?

8 CAMPUS PRIORITIES

List the three **most** important areas that you feel need to be addressed first.

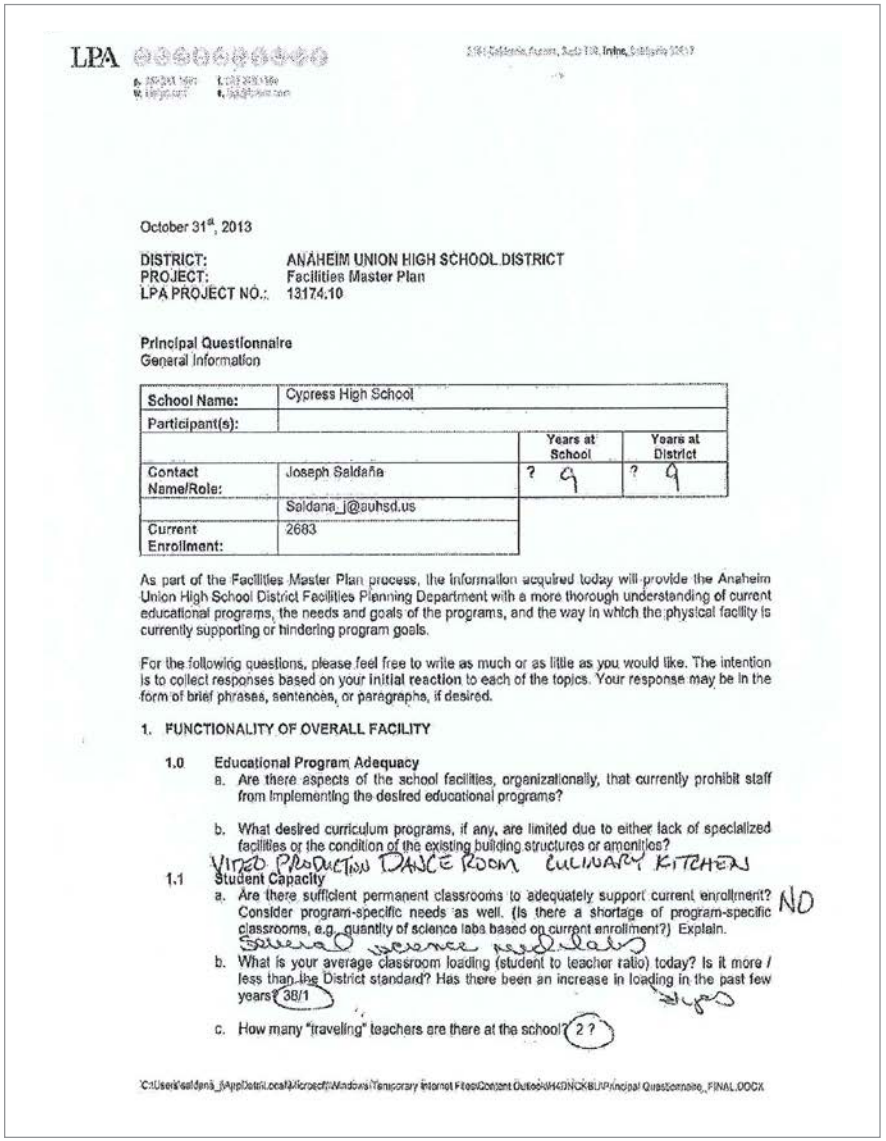
a)_____

b)_____

c)_____

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

CYPRESS HIGH SCHOOL



LPA

October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	Cypress High School		
Participant(s):			
		Years at School	Years at District
Contact Name/Role:	Joseph Saldaña	? 9	? 9
	Saldana_j@auhsd.us		
Current Enrollment:	2683		

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your initial reaction to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy
a. Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs?

b. What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities?
VIDEO PRODUCTION DANCE ROOM CULINARY KITCHEN

1.1 Student Capacity
a. Are there sufficient permanent classrooms to adequately support current enrollment? Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain. NO
several science need labs

b. What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years? 38/1 yes

c. How many "traveling" teachers are there at the school? ??

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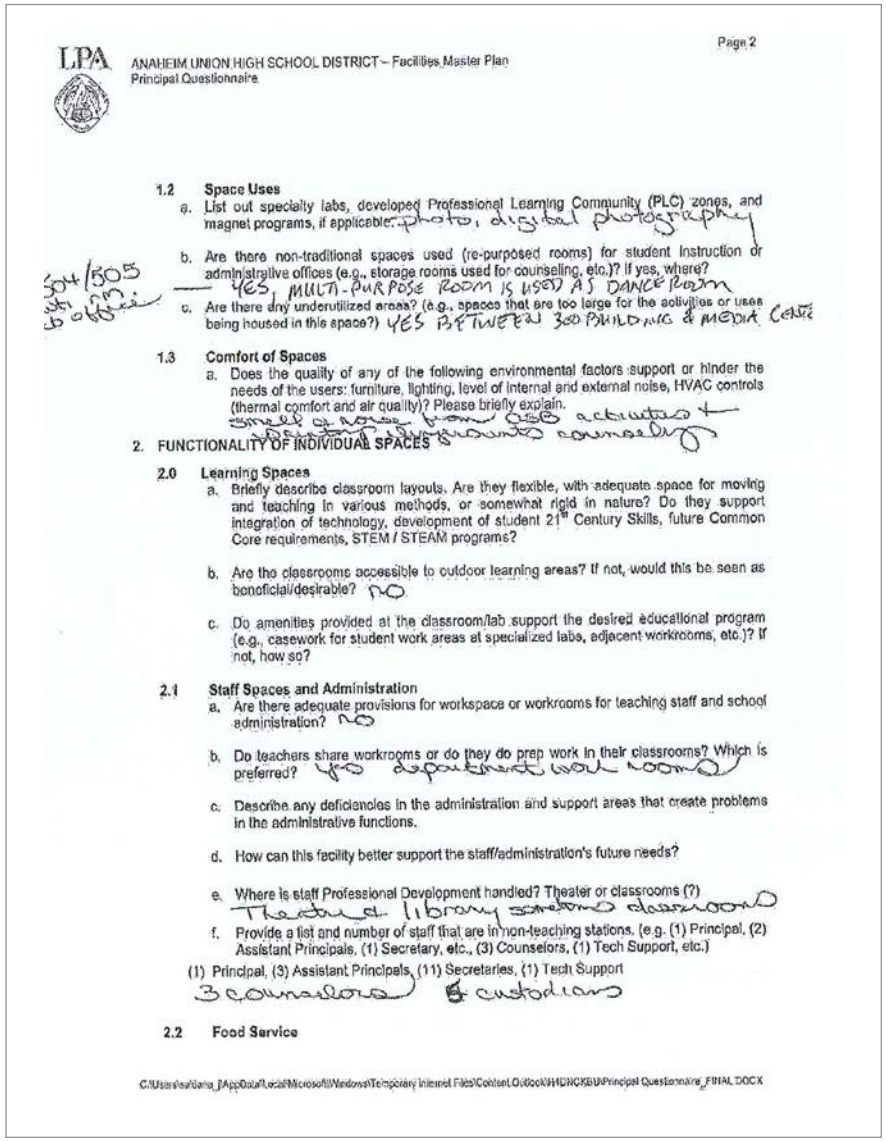

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ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan
Principal Questionnaire

Page 2

1.2 Space Uses
a. List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable: photo, digital photography

b. Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where?
504/505 offices
YES, MULTI-PURPOSE ROOM IS USED AS DANCE Room

c. Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?) YES BETWEEN 300 BUILDING & MEDIA CENTE

1.3 Comfort of Spaces
a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.
small of noise from 300 activities + adjacent classrooms counseling

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces
a. Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs?

b. Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable? NO

c. Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so?

2.1 Staff Spaces and Administration
a. Are there adequate provisions for workspace or workrooms for teaching staff and school administration? NO

b. Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred? yes department work rooms

c. Describe any deficiencies in the administration and support areas that create problems in the administrative functions.

d. How can this facility better support the staff/administration's future needs?

e. Where is staff Professional Development handled? Theater or classrooms (?)
Theatre library sometimes classroom

f. Provide a list and number of staff that are in non-teaching stations. (e.g. (1) Principal, (2) Assistant Principals, (1) Secretary, etc., (3) Counselors, (1) Tech Support, etc.)
(1) Principal, (3) Assistant Principals, (11) Secretaries, (1) Tech Support
3 counselors 5 custodians

2.2 Food Service

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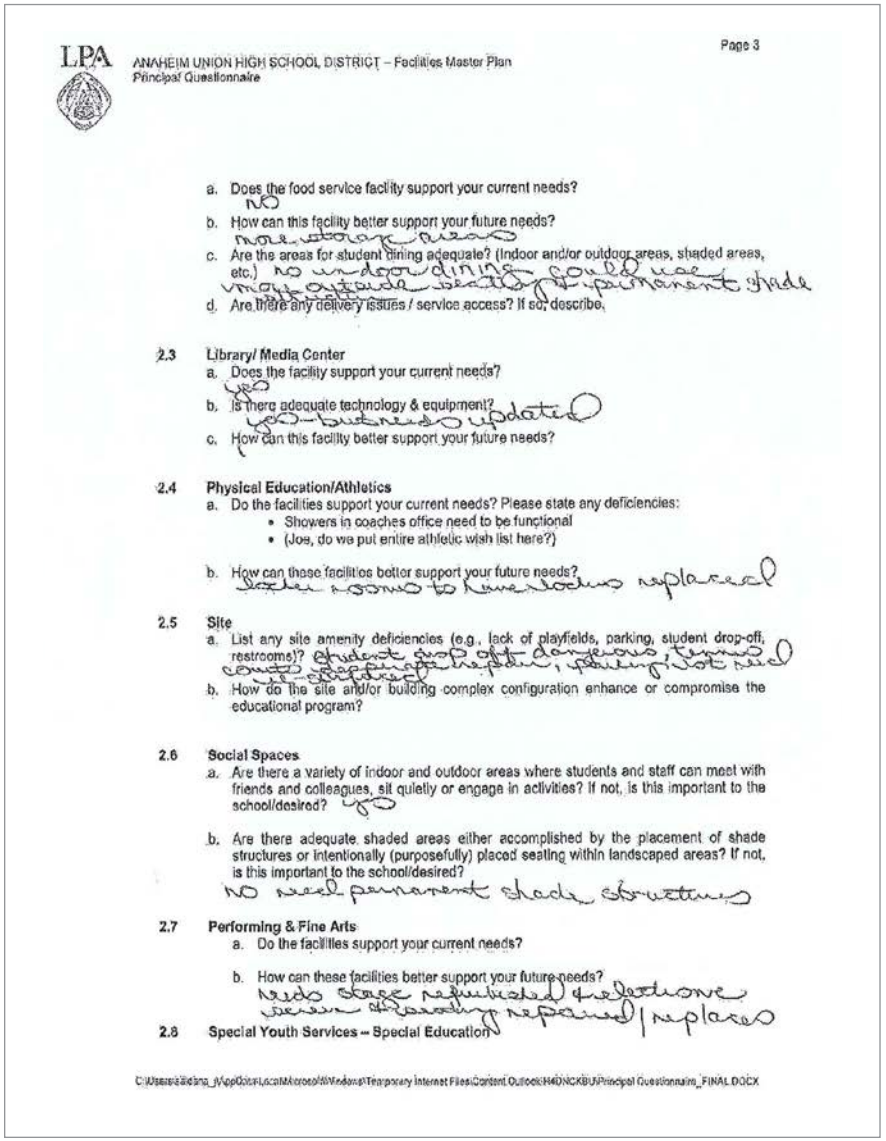
8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

CYPRESS HIGH SCHOOL



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ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan
Principal Questionnaire

Page 3

a. Does the food service facility support your current needs?
NO
b. How can this facility better support your future needs?
more storage areas
c. Are the areas for student dining adequate? (Indoor and/or outdoor areas, shaded areas, etc.) NO undoor dining could use
more outside seating & permanent shade
d. Are there any delivery issues / service access? If so, describe.

2.3 Library/ Media Center
a. Does the facility support your current needs?
yes
b. Is there adequate technology & equipment?
yes - but needs updated
c. How can this facility better support your future needs?

2.4 Physical Education/Athletics
a. Do the facilities support your current needs? Please state any deficiencies:
- Showers in coaches office need to be functional
- (Joe, do we put entire athletic wish list here?)

b. How can these facilities better support your future needs?
locker rooms to have lockers replaced

2.5 Site
a. List any site amenity deficiencies (e.g., lack of playfields, parking, student drop-off, restrooms)? student drop off dangerous, tennis courts slippery, parking lot need to be updated
b. How do the site and/or building complex configuration enhance or compromise the educational program?

2.6 Social Spaces
a. Are there a variety of indoor and outdoor areas where students and staff can meet with friends and colleagues, sit quietly or engage in activities? If not, is this important to the school/desired? yes
b. Are there adequate shaded areas either accomplished by the placement of shade structures or intentionally (purposefully) placed seating within landscaped areas? If not, is this important to the school/desired?
NO need permanent shade structures

2.7 Performing & Fine Arts
a. Do the facilities support your current needs?
b. How can these facilities better support your future needs?
needs stage rebuilt & relocate
dressing rooms repaired/replaced

2.8 Special Youth Services – Special Education

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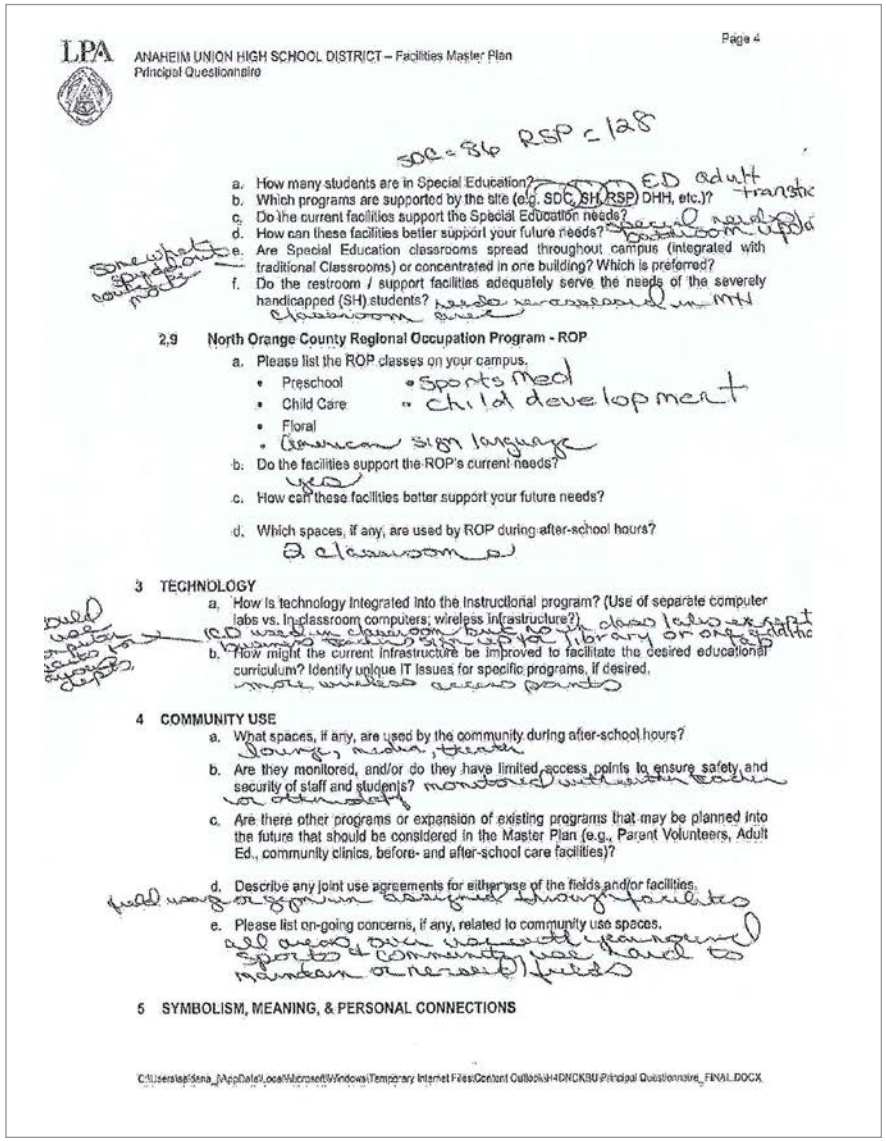

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ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan
Principal Questionnaire

Page 4

SDC = 36 RSP = 128

a. How many students are in Special Education? ED adult transitic
b. Which programs are supported by the site (e.g. SDC, SH, RSP, DHH, etc.)?
c. Do the current facilities support the Special Education needs?
d. How can these facilities better support your future needs? classroom upda
e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred?
somewhat spread out needs more
f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students? needs re-assessed in MH classroom area

2.9 North Orange County Regional Occupation Program - ROP
a. Please list the ROP classes on your campus.
- Preschool
- Child Care
- Floral
- Sports Med
- child development
- American sign language

b. Do the facilities support the ROP's current needs?
yes
c. How can these facilities better support your future needs?
d. Which spaces, if any, are used by ROP during after-school hours?
a classroom

3 TECHNOLOGY
a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)
could use better tables for laptops
ED uses in classroom but no library or open space for laptops
b. How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired.
more wireless access points

4 COMMUNITY USE
a. What spaces, if any, are used by the community during after-school hours?
lounge, media, theater
b. Are they monitored, and/or do they have limited access points to ensure safety and security of staff and students? monitored with existing cameras
c. Are there other programs or expansion of existing programs that may be planned into the future that should be considered in the Master Plan (e.g., Parent Volunteers, Adult Ed., community clinics, before- and after-school care facilities)?
d. Describe any joint use agreements for either use of the fields and/or facilities.
field use agreement through facilities
e. Please list on-going concerns, if any, related to community use spaces.
all areas are currently managed
sports & community use hard to maintain & reserve fields

5 SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

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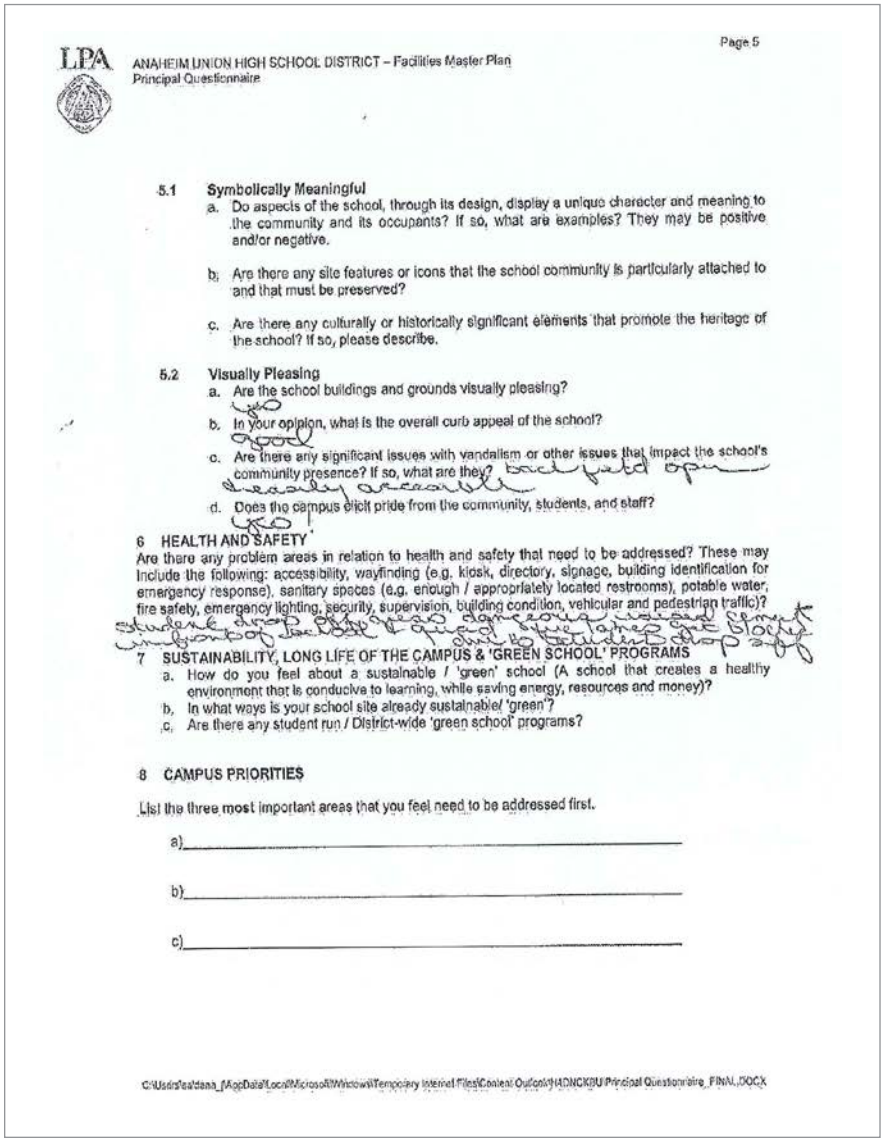
8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

CYPRESS HIGH SCHOOL



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ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan
Principal Questionnaire

5.1 **Symbolically Meaningful**

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are examples? They may be positive and/or negative.

b. Are there any site features or icons that the school community is particularly attached to and that must be preserved?

c. Are there any culturally or historically significant elements that promote the heritage of the school? If so, please describe.

5.2 **Visually Pleasing**

a. Are the school buildings and grounds visually pleasing?
yes

b. In your opinion, what is the overall curb appeal of the school?
good

c. Are there any significant issues with vandalism or other issues that impact the school's community presence? If so, what are they? bad gated open
breezeway areas

d. Does the campus elicit pride from the community, students, and staff?
yes

6 **HEALTH AND SAFETY**

Are there any problem areas in relation to health and safety that need to be addressed? These may include the following: accessibility, wayfinding (e.g. kiosk, directory, signage, building identification for emergency response), sanitary spaces (e.g. enough / appropriately located restrooms), potable water, fire safety, emergency lighting, security, supervision, building condition, vehicular and pedestrian traffic)?
student drop off/pick up congestion on Broadway and Street
parking lot + spill to student drop off

7 **SUSTAINABILITY, LONG LIFE OF THE CAMPUS & 'GREEN SCHOOL' PROGRAMS**

a. How do you feel about a sustainable / 'green' school (A school that creates a healthy environment that is conducive to learning, while saving energy, resources and money)?
b. In what ways is your school site already sustainable/ 'green'?
c. Are there any student run / District-wide 'green school' programs?

8 **CAMPUS PRIORITIES**

List the three most important areas that you feel need to be addressed first.

a)_____

b)_____

c)_____

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8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

JOHN F. KENNEDY HIGH SCHOOL

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October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	John F. Kennedy High School		
Participant(s):	Russ Earnest		
		Years at School	**Years at District**
Contact Name/Role:	Russ Earnest/Principal	3.5	21.5
Email Address:	Earnest_r@auhsd.us		
Current Enrollment:	2300		

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your **initial reaction** to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs?
   i. Theater class – no stage. They use a large classroom.
   ii. Choir class – again no stage.
   iii. Culinary Arts – the space is not up to industry standards.
   iv. Video production lacks sound space for recording.
   v. Most classroom desks are not sleigh desks that can be entered by students from either side. This limits collaboration.

b. What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities?
   i. Poor instructional technology exists in most classrooms.
   ii. Problems with electrical outlets in correct locations.

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain.
   i. Science rooms are adequate

b. What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years?
   i. 38:1 with an increase during the last 4 years.

c. How many "traveling" teachers are there at the school?
   i. No.

1.2 Space Uses

a. List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable.
   i. We have a large Advanced Placement and International Baccalaureate program. Their needs are not specifically unique but it is our magnet program.

b. Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where?
   i. Attendance Office – Small space for the speech therapist.

c. Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?)
   i. No

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.
   i. Many roof leaks.
   ii. IDF placement in some classrooms creates buzz.
   iii. Poor quality of HVAC. Too hot or too cold.
   iv. No window covering for classrooms.
   v. Furniture limits student collaboration.

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces

a. Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs?
   i. Too rigid. Not flexible.

b. Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable?

JOHN F. KENNEDY HIGH SCHOOL

i. No. They are limited.

c. Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so?
   i. Students are generally in a 30 x 30 classroom with little opportunity to use the outside area or adjacent workroom.

2.1 Staff Spaces and Administration

a. Are there adequate provisions for workspace or workrooms for teaching staff and school administration?
   i. Teachers – Lounge is mostly empty during the day. It is an isolated part of the campus.
   ii. Administrators are spread out over campus. Offices are okay.

b. Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred?
   i. Prep work in classrooms. They prefer it that way.

c. Describe any deficiencies in the administration and support areas that create problems in the administrative functions.
   i. Administrators are spread out over campus. It can create a problem if we are not centralized. It works okay.

d. How can this facility better support the staff/administration's future needs?
   i. Classroom technology and furniture needs to support student collaboration and teacher flexibility.

e. Where is staff Professional Development handled?
   i. Library – which means students are removed from the library.

f. Provide a list and number of staff that are in non-teaching stations. (e.g. (1) Principal, (3) Assistant Principals, (7) Secretary, etc., (4) Counselors, (1) Tech Support, etc.)

2.2 Food Service

a. Does the food service facility support your current needs?
   i. For food preparation – yes.

b. How can this facility better support your future needs?
   i. More student seating.
   ii. More shade.

c. Are the areas for student dining adequate? (Indoor and/or outdoor areas, shaded areas, etc.)
   i. More student seating.
   ii. More shade.

d. Are there any delivery issues / service access? If so, describe.

i. Deliveries arrive for front office via a sidewalk on the front of Walker Street.
ii. Deliveries for the cafeteria have to use a student sidewalk adjacent to classrooms.

2.3 Library/ Media Center

a. Does the facility support your current needs?
   i. Yes

b. Is there adequate technology & equipment?
   i. Yes

c. How can this facility better support your future needs?
   i. We are good.

2.4 Physical Education/Athletics

a. Do the facilities support your current needs? Please state any deficiencies:
   - Lack of a quality weight room
   - Grass fields are in poor shape

b. How can these facilities better support your future needs?
   - Create a turf field and a synthetic track.

2.5 Site

a. List any site amenity deficiencies (e.g., lack of playfields, parking, student drop-off, restrooms)?
   i. Faculty parking lot is too narrow. Creates congestion when cars, bikes and students enter and exit campus.
   ii. Student parking lot and dropoff are a hazard. Creates congestion when cars, bikes and students enter and exit campus.

b. How do the site and/or building complex configuration enhance or compromise the educational program?

2.6 Social Spaces

a. Are there a variety of indoor and outdoor areas where students and staff can meet with friends and colleagues, sit quietly or engage in activities? If not, is this important to the school/desired?
   i. It is important. We need more seating for students in outside areas.

b. Are there adequate shaded areas either accomplished by the placement of shade structures or intentionally (purposefully) placed seating within landscaped areas? If not, is this important to the school/desired?
   i. It is important. Not enough shade or seating.

8.2 APPENDIX PRINCIPAL QUESTIONNAIRES

JOHN F. KENNEDY HIGH SCHOOL

2.7 Performing & Fine Arts

a. Do the facilities support your current needs?
   i. No.

b. How can these facilities better support your future needs?
   i. Improve the room space for choir and theater.

2.8 Special Youth Services – Special Education

a. How many students are in Special Education?
   i. 150

b. Which programs are supported by the site (e.g. SDC, SH, RSP, DHH, etc.)?
   i. Severely Handicapped SH, Emotionally Disturbed ED, SDC, RSP, Hearing Impaired HI

c. Do the current facilities support the Special Education needs?
   i. Yes

d. How can these facilities better support your future needs?
   i. Additional restrooms.

e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred?
   i. They are spread. This is preferred.

f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students?
   i. Additional restrooms.

2.9 North Orange County Regional Occupation Program - ROP

b. Please list the ROP classes on your campus.
   - Pharmacy Tech
   - Law and Legal
   - Child Development

c. Do the facilities support the ROP's current needs?
   i. No

d. How can these facilities better support your future needs?
   i. Spaces are small. Child Development roves the campus

e. Which spaces, if any, are used by ROP during after-school hours?
   i. Pharmacy Tech
   ii. Law and Legal

3 TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)
b. 2 check out computer labs

c. Some wireless for staff
d. Few computers in rooms for students.

e. How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired.

4 COMMUNITY USE

a. What spaces, if any, are used by the community during after-school hours?
   a. One multi-purpose room.

b. Are they monitored, and/or do they have limited access points to ensure safety and security of staff and students?
   a. Not monitored.

c. Are there other programs or expansion of existing programs that may be planned into the future that should be considered in the Master Plan (e.g., Parent Volunteers, Adult Ed., community clinics, before- and after-school care facilities)?
   a. None at this time.

d. Describe any joint use agreements for either use of the fields and/or facilities.
   a. Outside groups use fields, tennis courts and pool

e. Please list on-going concerns, if any, related to community use spaces.

5 SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are examples? They may be positive and/or negative.
   i. Yes. The blarney stone, senior shamrock circle, class mottos around campus and the quote from JFK on the front of the school.

b. Are there any site features or icons that the school community is particularly attached to and that must be preserved?
   i. Yes. The blarney stone, senior shamrock circle, class mottos around campus and the quote from JFK on the front of the school.

c. Are there any culturally or historically significant elements that promote the heritage of the school? If so, please describe.
   i. Yes. The blarney stone, senior shamrock circle, class mottos around campus and the quote from JFK on the front of the school.
   ii.

5.2 Visually Pleasing

8.2 APPENDIX PRINCIPAL QUESTIONNAIRES

JOHN F. KENNEDY HIGH SCHOOL

a. Are the school buildings and grounds visually pleasing?
   a. Adequate.

b. In your opinion, what is the overall curb appeal of the school?
   a. Adequate

c. Are there any significant issues with vandalism or other issues that impact the school's community presence? If so, what are they?

d. Does the campus elicit pride from the community, students, and staff?
   a. Yes

6 HEALTH AND SAFETY

Are there any problem areas in relation to health and safety that need to be addressed? These may include the following: accessibility, wayfinding (e.g. kiosk, directory, signage, building identification for emergency response), sanitary spaces (e.g. enough / appropriately located restrooms), potable water, fire safety, emergency lighting, security, supervision, building condition, vehicular and pedestrian traffic)?

i. Faculty parking lot is too narrow. Creates congestion when cars, bikes and students enter and exit campus.
ii. Student parking lot and dropoff are a hazard. Creates congestion when cars, bikes and students enter and exit campus.

7 SUSTAINABILITY, LONG LIFE OF THE CAMPUS & 'GREEN SCHOOL' PROGRAMS

a. How do you feel about a sustainable / 'green' school (A school that creates a healthy environment that is conducive to learning, while saving energy, resources and money)?
b. In what ways is your school site already sustainable/ 'green'?
c. Are there any student run / District-wide 'green school' programs?

8 CAMPUS PRIORITIES

List the three **most** important areas that you feel need to be addressed first.

a) Instructional Technology in the classrooms with flexible seating for collaboration

b) More student seating outside of classrooms.

c) Improve parking lot flow for safety.

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

KATELLA HIGH SCHOOL

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October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	Katella High School		
Participant(s):	Dr. Ben Carpenter, Carlos Perez, Kathy Arce, and Robert Kimble		
		Years at School	**Years at District**
Contact Name/Role:	Dr. Ben Carpenter/ Principal	6 months	19
Email Address:	Carpenter_b@auhsd.us		
Current Enrollment:	2605		

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your **initial reaction** to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs? Science rooms are not conducive to teaching laboratory sciences.

b. What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities? Science labs, computer labs, and flexible classroom spaces.

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain. Science Lab and computer lab

b. What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years? 38 to 1

c. How many "traveling" teachers are there at the school? None

1.2 Space Uses

a. List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable. None

b. Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where? None

c. Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?) None

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain. Air Balance and HVAC issues

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces

a. Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs? Not adequate due to being traditional classrooms. They are not flexible learning environment.

b. Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable? Yes

c. Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so? No due to limited lab space.

2.1 Staff Spaces and Administration

a. Are there adequate provisions for workspace or workrooms for teaching staff and school administration? Revised layout and workflow needed.

b. Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred? Yes use both.

c. Describe any deficiencies in the administration and support areas that create problems in the administrative functions. Revised layout needed.

d. How can this facility better support the staff/administration's future needs? Centralized administration needed.

KATELLA HIGH SCHOOL

e. Where is staff Professional Development handled? Any and all available space (classroom, library, computer labs, theater, etc.).

f. Provide a list and number of staff that are in non-teaching stations. (e.g. (1) Principal (3) Assistant Principals, (5) Secretary, etc., (4) Counselors, (1) Tech Support, (3) Parent center staff, (1) Library tech., (1) Translator, (1) Speech, (1) Psychologist, and (1) Title I and LDS

2.2 Food Service

a. Does the food service facility support your current needs? Yes

b. How can this facility better support your future needs?

c. Are the areas for student dining adequate? (Indoor and/or outdoor areas, shaded areas, etc.) No

d. Are there any delivery issues / service access? If so, describe. No

2.3 Library/ Media Center

a. Does the facility support your current needs? No

b. Is there adequate technology & equipment? No

c. How can this facility better support your future needs? More technology, with better space utilization.

2.4 Physical Education/Athletics

a. Do the facilities support your current needs? Please state any deficiencies:
- Increase in restroom stalls in locker room
- Updated locker room facilities

b. How can these facilities better support your future needs? Accommodate student and staff needs.

2.5 Site

a. List any site amenity deficiencies (e.g., lack of playfields, parking, student drop-off, restrooms)? Main Gym, Small gym and locker room.

b. How do the site and/or building complex configuration enhance or compromise the educational program? Size of overall campus with distance between classrooms.

2.6 Social Spaces

a. Are there a variety of indoor and outdoor areas where students and staff can meet with friends and colleagues, sit quietly or engage in activities? If not, is this important to the school/desired? No

b. Are there adequate shaded areas either accomplished by the placement of shade structures or intentionally (purposefully) placed seating within landscaped areas? If not, is this important to the school/desired? No

2.7 Performing & Fine Arts

a. Do the facilities support your current needs? Storage space an issue.

b. How can these facilities better support your future needs? More storage and update facilities.

2.8 Special Youth Services – Special Education

a. How many students are in Special Education? 230
b. Which programs are supported by the site (e.g. SDC, SH, RSP, DHH, etc.)? RSP, SDC, ED, HI, and LHS
c. Do the current facilities support the Special Education needs? No
d. How can these facilities better support your future needs? No
e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred? Spread out and that is preferred.
f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students? No

2.9 North Orange County Regional Occupation Program - ROP

a. Please list the ROP classes on your campus.
- BITA
- Auto
- Computer Graphics
- Child Care
- Legal and Law

b. Do the facilities support the ROP's current needs? Yes

c. How can these facilities better support your future needs? Update technology

d. Which spaces, if any, are used by ROP during after-school hours? Child Care and BITA.

3 TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?) LCD projectors, smart boards, ELMO's, WWW.

KATELLA HIGH SCHOOL

b. How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired. Expanded wireless, expanded computer labs.

4 COMMUNITY USE

a. What spaces, if any, are used by the community during after-school hours? Theater, Library, and athletic fields.

b. Are they monitored, and/or do they have limited access points to ensure safety and security of staff and students? Yes

c. Are there other programs or expansion of existing programs that may be planned into the future that should be considered in the Master Plan (e.g., Parent Volunteers, Adult Ed., community clinics, before- and after-school care facilities)? No

d. Describe any joint use agreements for either use of the fields and/or facilities. See Lynn Nakayama

e. Please list on-going concerns, if any, related to community use spaces. No

5 SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are examples? They may be positive and/or negative. None

b. Are there any site features or icons that the school community is particularly attached to and that must be preserved? No

c. Are there any culturally or historically significant elements that promote the heritage of the school? If so, please describe. No

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing? Progressing

b. In your opinion, what is the overall curb appeal of the school? 7 out of 10

c. Are there any significant issues with vandalism or other issues that impact the school's community presence? If so, what are they? Better lighting and security fences.

d. Does the campus elicit pride from the community, students, and staff? Yes

6 HEALTH AND SAFETY

Are there any problem areas in relation to health and safety that need to be addressed? These may include the following: accessibility, way finding (e.g. kiosk, directory, signage, building identification for

emergency response), sanitary spaces (e.g. enough / appropriately located restrooms), potable water, fire safety, emergency lighting, security, supervision, building condition, vehicular and pedestrian traffic)? All walking surfaces and planters need to be replaced and maintained. Signage needs to be placed in strategic locations.

7 SUSTAINABILITY, LONG LIFE OF THE CAMPUS & 'GREEN SCHOOL' PROGRAMS

a. How do you feel about a sustainable / 'green' school (A school that creates a healthy environment that is conducive to learning, while saving energy, resources and money)? That would be a good thing.
b. In what ways is your school site already sustainable/ 'green'? none
c. Are there any student run / District-wide 'green school' programs? none

8 CAMPUS PRIORITIES

List the three **most** important areas that you feel need to be addressed first.

a) Updated Science Labs

b) Walking surfaces and exterior fencing

c) Updated Campus wide restrooms

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

LOARA HIGH SCHOOL

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October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	Loara High School		
Participant(s):	John Briquelet		
		Years at School	**Years at District**
Contact Name/Role:	John Briquelet Principal	6	6
Email Address:	Briquelet_jo@auhsd.us		
Current Enrollment:	2480		

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your **initial reaction** to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs?
We need increased internet bandwidth, effective wireless access for many more students, and additional classroom space. The latter is necessary as a means of eliminating portable classrooms that in many cases are nearly uninhabitable.

b. What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities?
With the addition of classroom space, we will use at least one new classroom for development of a computer lab.

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain.
We do not have sufficient classroom space because we are currently using 11 portable classrooms that are mostly in poor repair.

b. What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years?

Most classrooms are at a ratio of 39:1. There has not been a substantial increase in recent years.

c. How many "traveling" teachers are there at the school?
None of our teachers currently travel, except for our inclusion teachers. However, there are at least 10 teachers working out of portable classrooms.

1.2 Space Uses

a. List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable.
Multi-Purpose Room (Room 208)
STRC (Computer Lab)
Room 503 (Computer Lab)
Room 502 (Computer Lab)

b. Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where?
A large nook at the rear of the counseling office serves as our Registration Office. It would be nice if we could wall this off and make it similar to the other offices in that building.

c. Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?)
None known

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.
Varies from work order to work order. The portables are definitely in bad repair with regard to carpeting, heating, etc.

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces

a. Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs?
Our classrooms are fairly traditional in layout. I do not know how extensively they support the integration of technology, but I do know that many of our classrooms lack adequate internet/wireless capability for sustaining large numbers of student devices. Moreover, not all of our classrooms have mounted LCD projectors and sound systems, making the use of technology more difficult.

b. Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable?
Most are and no this is not a terribly important feature for us.

c. Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so?
As per the answer above, many of our classrooms lack adequate internet/wireless capability for sustaining large numbers of student devices. Moreover, not all of our classrooms have mounted LCD projectors and sound systems, making the use of technology more difficult.

2.1 Staff Spaces and Administration

8.2 APPENDIX PRINCIPAL QUESTIONNAIRES

LOARA HIGH SCHOOL

a. Are there adequate provisions for workspace or workrooms for teaching staff and school administration?
Yes
b. Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred?
Both
c. Describe any deficiencies in the administration and support areas that create problems in the administrative functions.
Since moving the Attendance Office and the Registration Office to the Main Office building, we have not had problems.
d. How can this facility better support the staff/administration's future needs?
Technology and classroom space
e. Where is staff Professional Development handled?
Primarily in Room 208, our multi-purpose room
f. **Provide a list and number of staff that are in non-teaching stations. (e.g. (1) Principal, (2) Assistant Principals, (1) Secretary, etc., (3) Counselors, (1) Tech Support, etc.)**

2.2 Food Service
a. Does the food service facility support your current needs?
No, we need more space for food lines.
b. How can this facility better support your future needs?
Increase size of service area and add more lines to serve students.
c. Are the areas for student dining adequate? (Indoor and/or outdoor areas, shaded areas, etc.)
We need at least one additional shaded area in the main quad.
d. Are there any delivery issues / service access? If so, describe.
None known

2.3 Library/ Media Center
a. Does the facility support your current needs?
Yes
b. Is there adequate technology & equipment?
No
c. How can this facility better support your future needs?
We need to install a full-featured multimedia presentation system in the library.

2.4 Physical Education/Athletics
a. Do the facilities support your current needs? Please state any deficiencies:
We need new irrigation for the athletic fields.
b. How can these facilities better support your future needs?
See above.

2.5 Site
a. List any site amenity deficiencies (e.g., lack of playfields, parking, student drop-off, restrooms)?
None known
b. How do the site and/or building complex configuration enhance or compromise the educational program?
Portable classrooms are in poor repair and are an eyesore.

2.6 Social Spaces

a. Are there a variety of indoor and outdoor areas where students and staff can meet with friends and colleagues, sit quietly or engage in activities? If not, is this important to the school/desired?
We could use an upgrade/beautification of many of the spaces we already have available, especially on the east side of the campus.
b. Are there adequate shaded areas either accomplished by the placement of shade structures or intentionally (purposefully) placed seating within landscaped areas? If not, is this important to the school/desired?
We need an additional shaded eating area for students in the main quad.

2.7 Performing & Fine Arts
a. Do the facilities support your current needs?
They are adequate.
b. How can these facilities better support your future needs?
N/A

2.8 Special Youth Services – Special Education
a. How many students are in Special Education?
Approximately 250
b. Which programs are supported by the site (e.g. SDC, SH, RSP, DHH, etc.)?
SDC, LH, LHs, ED, CHS, OHS, RSP
c. Do the current facilities support the Special Education needs?
Yes
d. How can these facilities better support your future needs?
Unknown
e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred?
Integrated
f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students?
Yes

2.9 North Orange County Regional Occupation Program - ROP
a. Please list the ROP classes on your campus.
- **Automotive Technology**
- **Medical Careers**
- **Law and Legal**
- **Preschool**

b. Do the facilities support the ROP's current needs?
Yes
c. How can these facilities better support your future needs?
Not known
d. Which spaces, if any, are used by ROP during after-school hours?
Automotive Shop
Medical Careers—Room 25
Preschool Portable

3 TECHNOLOGY
a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)

LOARA HIGH SCHOOL

We have several computer labs available for student use, but we need to expand the number of labs and simultaneously create options for use of one-to-one devices in our classrooms.

b. How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired.
Dramatically increase available bandwith for wired and wireless devices, provide sufficient wireless access points, install mounted LCD projectors and sound systems in all classrooms.

4 COMMUNITY USE

a. What spaces, if any, are used by the community during after-school hours?
Varies by program, time of year, etc.

b. Are they monitored, and/or do they have limited access points to ensure safety and security of staff and students?
Varies by program, time of year, etc.

c. Are there other programs or expansion of existing programs that may be planned into the future that should be considered in the Master Plan (e.g., Parent Volunteers, Adult Ed., community clinics, before- and after-school care facilities)?
None known

d. Describe any joint use agreements for either use of the fields and/or facilities.
None known

e. Please list on-going concerns, if any, related to community use spaces.
None known

5 SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are examples? They may be positive and/or negative.
The design of our library, Senior Circle, etc.

b. Are there any site features or icons that the school community is particularly attached to and that must be preserved?
Sammy Saxon needs to remain, or better yet, be replaced. The statue is some 40 years old and heavily corroded. We would love to have a new, updated statue.

c. Are there any culturally or historically significant elements that promote the heritage of the school? If so, please describe.
The design of our library, Senior Circle, etc.

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing?
Generally

b. In your opinion, what is the overall curb appeal of the school?
Pretty good and improving

c. Are there any significant issues with vandalism or other issues that impact the school's community presence? If so, what are they?
Yes, extensive graffiti, vandalism, and trespassing, thus the need for improved fencing and security cameras

d. Does the campus elicit pride from the community, students, and staff?
In some respects, yes, and in others, no.

6 HEALTH AND SAFETY

Are there any problem areas in relation to health and safety that need to be addressed? These may include the following: accessibility, wayfinding (e.g. kiosk, directory, signage, building identification for emergency response), sanitary spaces (e.g. enough / appropriately located restrooms), potable

water, fire safety, emergency lighting, security, supervision, building condition, vehicular and pedestrian traffic)?
a) We have insufficient lighting around campus—there are a number of dark areas at night.
b) Our restrooms are desperately in need of modernization/repair, and we wish they were more self-cleaning.
c) Our classroom numbering system is ridiculously confusing and need to be redone.

7 SUSTAINABILITY, LONG LIFE OF THE CAMPUS & 'GREEN SCHOOL' PROGRAMS

a. How do you feel about a sustainable / 'green' school (A school that creates a healthy environment that is conducive to learning, while saving energy, resources and money)?
It would certainly be a nice approach to what we do.

b. In what ways is your school site already sustainable/ 'green'?
Unknown

c. Are there any student run / District-wide 'green school' programs?
Various recycling programs are run by our clubs from year to year, but nothing terribly effective has been implemented.

8 CAMPUS PRIORITIES

List the three **most** important areas that you feel need to be addressed first.
a) New permanent classrooms to replace portables
b) Enhanced campus security—new and more effective fences and cameras
c) Enhanced technology infrastructure and access

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

MAGNOLIA HIGH SCHOOL

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October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	Magnolia		
Participant(s):			
		Years at School	**Years at District**
Contact Name/Role:	Robert Cunard – principal	4 years	4 years
Email Address:	Cunard_r@auhsd.us		
Current Enrollment:	1850		

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your **initial reaction** to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs?

The school lacks adequate capacity for using computers. We probably need electrical and cabling upgrades. Our furnishings really make it difficult to use flexible groupings of students.

b. What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities?

The school has no performing arts venue. The school's library is tiny and antiquated. There is no real student center where kids can access technology and work independently in small groups. There is just one gymnasium.

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain.

No, there are not sufficient permanent classrooms. There are about 20 portables. More importantly, the school needs two properly equipped science lab classrooms right now to provide adequate instruction for the kids we have. When we start to grow again – and we should – we'll need one or two more science labs.

b. What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years?

Average class size runs at about 37. It has gone up here – just as it has at other schools.

c. How many "traveling" teachers are there at the school?

Presently we have no traveling teachers except special education teachers who collaborate with mainstream teachers.

1.2 Space Uses

a. List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable.

We have a superb classroom which is completely re-fitted for teaching our healthcare program. We have two small conference rooms for the entire school – and that's not enough.

b. Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where?

The ASB room is essentially a converted store-room/work room. It is not large enough. The student store is literally a custodial closet.

c. Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?)

We have some excess of field space.

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.

Our HVAC works pretty well. Furniture is antiquated. The offices are poorly outfitted and do not reflect the importance of our educational mission. Phones are a complicated mess.

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces

a. Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs?

MAGNOLIA HIGH SCHOOL

Although the classrooms are older, they are spacious. But because they are poorly furnished, we waste space. They do not adequately support integration of technology into daily lessons.

b. Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable?

Classrooms are accessible to outdoor areas.

c. Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so?

There is no casework for displaying student work anywhere on campus.

2.1 Staff Spaces and Administration

a. Are there adequate provisions for workspace or workrooms for teaching staff and school administration?

Not really. There is one faculty copy room – and that's about it. There are no work-rooms for teachers where they might collaborate during an instructional day for professional development.

b. Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred?

Teachers do their prep work in their classrooms. Ideally – we should have some more work-spaces.

c. Describe any deficiencies in the administration and support areas that create problems in the administrative functions.

The offices of counselors and administrators are embarrassingly outdated. The offices contain no real reception or waiting areas.

d. How can this facility better support the staff/administration's future needs?

If we are going to transform the lives of our students, we need to work on contemporary facilities which will send a message that our kids deserve to learn and work in contemporary spaces. What they have now is beneath their dignity.

e. Where is staff Professional Development handled?

In classroom and in the little theater.

f. Provide a list and number of staff that are in non-teaching stations. (e.g. (1) Principal, (2) Assistant Principals, (1) Secretary, etc., (3) Counselors, (1) Tech Support, etc.)

1 principal. 3 asst principals. 4 counselors. 1 tech support person – with no office. One school-community liaison. 6 secretaries – spread across three offices.

2.2 Food Service

a. Does the food service facility support your current needs?

No. We have no space where we can deliver fresh food to kids. All food service takes place outside. There are no indoor spaces for kids to eat. There are not enough shade structures outside where kids can sit.

b. How can this facility better support your future needs?

If we are ever going to serve kids fresh food not sealed in plastic, we probably can't do it with our current facility.

c. Are the areas for student dining adequate? (Indoor and/or outdoor areas, shaded areas, etc.)

See above.

d. Are there any delivery issues / service access? If so, describe.

None

2.3 Library/ Media Center

a. Does the facility support your current needs?

No. Grossly undersized and hopelessly outdated.

b. Is there adequate technology & equipment?

No. We have 10 computers for student use – that's it.

c. How can this facility better support your future needs?

No way this facility can help. Know it down and build something bigger which supports a real library, independent student work areas, and lots and computer access.

2.4 Physical Education/Athletics

a. Do the facilities support your current needs? Please state any deficiencies:
- Only 1 gym
- Inadequate tennis courts – and this is a big tennis school
- Undersized wrestling room
- Weight room is too far away from the rest of the athletic facilities
-

b. How can these facilities better support your future needs?

- We have a pretty good pool, but it needs renovation. The pool needs to be excavated a bit so that it has no shallower ends - as it does presently. The kids also need a changing area inside the pool area.

2.5 Site

a. List any site amenity deficiencies (e.g., lack of playfields, parking, student drop-off, restrooms)?

MAGNOLIA HIGH SCHOOL

The school lacks restroom capacity in general. The restrooms themselves are in pretty poor condition. They are grim places.

b. How do the site and/or building complex configuration enhance or compromise the educational program?

We do have a lot of land, particularly field space.

2.6 Social Spaces

a. Are there a variety of indoor and outdoor areas where students and staff can meet with friends and colleagues, sit quietly or engage in activities? If not, is this important to the school/desired?

Tiny library, welcoming counseling center, nice quad. I desperately need a 21st century student center because the community provides very little for my students.

b. Are there adequate shaded areas either accomplished by the placement of shade structures or intentionally (purposefully) placed seating within landscaped areas? If not, is this important to the school/desired?

Need more shade structures.

2.7 Performing & Fine Arts

a. Do the facilities support your current needs?

There is no real theatre at this school. We have no facility capable of hosting gathering of more than 85 people other than our gym.

b. How can these facilities better support your future needs?

2.8 Special Youth Services – Special Education

a. How many students are in Special Education?

We have about 200 students with IEP's.

b. Which programs are supported by the site (e.g. SDC, SH, RSP, DHH, etc.)?

We have RSP, SDC, one class of moderately to severely learning disabled in a self-contained setting, two classes of the Autism Focus program, and two classes of the district's Bridges program for students with severe emotional and behavioral issues.

c. Do the current facilities support the Special Education needs?

One autism class meets in a portable - which is OK - but probably not so great an environment. The two Bridges portables are actually very nice and are specifically configured for that program. The moderate-severe class is housed in an old Home Ec room - and it's awful. The other classroom settings are fine.

d. How can these facilities better support your future needs?

Kids with IEP's deserve high quality classrooms, and some of ours are not in them.

e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred?

The rooms are spread throughout the campus - which is preferable.

f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students?

No - they don't. we don't house such a program presently.

2.9 North Orange County Regional Occupation Program - ROP

a. Please list the ROP classes on your campus.

- Digital Photography
- Early Childhood Education
- Law/legal Services; Forensics
- Healthcare Occupations
- Building Industry Technology

b. Do the facilities support the ROP's current needs?

Yes - they do at present.

c. How can these facilities better support your future needs?

The health care setting is the best in our district. The photography environment is excellent but is need of contemporary finishes and furnishings. The shop needs some modernization, and its classroom space is too small.

d. Which spaces, if any, are used by ROP during after-school hours?

Just the classroom for law and legal.

3 TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)

Poorly integrated because we have so little access to it. There is one computer lab available for classes to use, and there is one laptop cart.

b. How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired.

Every classroom needs to support at least ten computers for student use. Right now, we are a technological desert.

4 COMMUNITY USE

a. What spaces, if any, are used by the community during after-school hours?

The fields receive some use.

APPENDIX
PRINCIPAL QUESTIONNAIRES

MAGNOLIA HIGH SCHOOL

b. Are they monitored, and/or do they have limited access points to ensure safety and security of staff and students?

We monitor until 4:30. The school desperately needs a robust fencing plan in order to make it secure. We are too wide open right now. Unfortunately, our school is planted in a dangerous neighborhood, and the lack of adequate fencing is a real concern to me.

c. Are there other programs or expansion of existing programs that may be planned into the future that should be considered in the Master Plan (e.g., Parent Volunteers, Adult Ed., community clinics, before- and after-school care facilities)?

None I'm aware of.

d. Describe any joint use agreements for either use of the fields and/or facilities.

None I'm aware of.

e. Please list on-going concerns, if any, related to community use spaces.

Again - fencing and security. We are wide open for mischief and/or threats during the school day and after hours.

5 SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are examples? They may be positive and/or negative.

The central plaza in the front area, complete with cannon, is important. So is the idea of a central quad space which is open.

b. Are there any site features or icons that the school community is particularly attached to and that must be preserved?

See above.

c. Are there any culturally or historically significant elements that promote the heritage of the school? If so, please describe.

Just the cannon - and the school crest on wall at the front office.

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing?

Getting better - but nothing special. There's not much you can do with concrete block.

b. In your opinion, what is the overall curb appeal of the school?

It's a long way from the curb to the interior - which is good. The landscaping in front is nice, so that helps.

c. Are there any significant issues with vandalism or other issues that impact the school's community presence? If so, what are they?

We have vandalism every week. Poor neighborhood. Inadequate fencing.

d. Does the campus elicit pride from the community, students, and staff?

No - it doesn't - referring to the buildings and grounds.

6 HEALTH AND SAFETY

Are there any problem areas in relation to health and safety that need to be addressed? These may include the following: accessibility, wayfinding (e.g. kiosk, directory, signage, building identification for emergency response), sanitary spaces (e.g. enough / appropriately located restrooms), potable water, fire safety, emergency lighting, security, supervision, building condition, vehicular and pedestrian traffic)?

There are significant plumbing issues. The restrooms are substandard, in my view. Kids have no decent place to eat their lunch.

7 SUSTAINABILITY, LONG LIFE OF THE CAMPUS & 'GREEN SCHOOL' PROGRAMS

a. How do you feel about a sustainable / 'green' school (A school that creates a healthy environment that is conducive to learning, while saving energy, resources and money)?

I'm for it - of course. But there is no way it can get funding.

b. In what ways is your school site already sustainable/ 'green'?

It is a durable school. Those concrete block buildings have another 50 years of life left - easily.

c. Are there any student run / District-wide 'green school' programs?

8 CAMPUS PRIORITIES

List the three **most** important areas that you feel need to be addressed first.

1) We need a massive library/student center

b) We need a real theater/performing arts venue

c) We need a second gymnasium

WESTERN HIGH SCHOOL

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October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	Western High School		
Participant(s):	Daniel Lunt, Ann Jensen, Corina Durrego, Melinda Moen, Debbie Werneth, Annette Quintana, Don Luethke, Dan a Sporn, Kim Truong, Rafa Alam, Martha Baltazar, and Connie Ramos		
		Years at School	**Years at District**
Contact Name/Role:	Daniel Lunt	2+	2+
Email Address:	lunt_d@auhsd.us		
Current Enrollment:	2,160		

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your **initial reaction** to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. *Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs?*

Lack of rooms; science labs are needed; power outlets inadequate

b. *What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities?*
Science – without science labs it is difficult to store lab equipment and plan lab activities;
JROTC – classes meet in a building that was once used for shop classes and does not have any air conditioning making it difficult to work in on hot days
Technology – additional power outlets and restructuring of electrical to handle power usage in many of the classrooms
Counseling/Parent Center – lower level of media center needs to be ADA accessible in order for us to convert it into a center for counseling, careers, and parent resources.
Drama/Music – Forum seating is damaged and needs to be updated for proper usage
Athletics – Gym seating needs to be updated; need for a regulation size and depth pool to hold activities; need an all-weather track; need permanent baseball field (one with permanent outfield fencing);

1.1 Student Capacity

a. *Are there sufficient permanent classrooms to adequately support current enrollment? Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain.*
There are many traveling teachers at Western because of the limited number of classrooms available in any given period. Also, there needs to be an increase of computer labs and science labs to meet the needs of 21st Century instruction and learning.

b. *What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years?*

Average Class Size
Western High School, 2011-12

	School		District
	Number of Classes[1]	Average Class Size	Average Class Size
Schoolwide	310	35.3	32.4
English	68	32.3	30.4
Math	62	37.4	33.2
Social Science	34	39.4	32.3
Science	50	39.7	35.2

WESTERN HIGH SCHOOL

The average class size compared to the district in the 2011-12 school year was higher than the district average. The average class sizes/loads have lowered slightly but are still over the district average.

c. *How many "traveling" teachers are there at the school?*
We currently have 11 traveling teachers.

1.2 Space Uses

a. *List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable.*
Room 29 – Computer Lab; Upstairs Media Center – Computer Lab; Social Science Lecture Hall – Staff professional development

b. *Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where?*
No

c. *Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?)*
No

1.3 Comfort of Spaces

a. *Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.*
Rooms 1-2 have temporary, retracting walls between the classrooms resulting in noise heard between classrooms; no AC in rooms 76 and 77; HVAC issues in rooms 70A, 70B, 71A, and 71B; furniture in many of the classrooms needs to be changed to maximize the use of the limited space while allowing form comfortable movement (for example – purchasing pod tables with detached seating).

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces

a. *Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs?*
Some classrooms are too small for regular class instruction and are currently used as SDC classrooms (rooms 20, 21, 17, 47, and 48); current desk furniture makes it difficult to move around some classrooms; we have a variety of classroom sizes and layouts – some are science oriented with desks and lab stations, others are desks in rows; we have portable classrooms; many have inadequate wireless capabilities and outlets to use stationary and portable electronic devices.

b. *Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable?*

Some classrooms are accessible to the outdoors but there doesn't exist any outdoor learning areas at this point. I'd have to see what their configuration is to deem whether or not they are beneficial.

c. *Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so?*
The current specialized labs are room 29 and the Media Center with adjacent workrooms (but most are offices). Classrooms do not have adjacent workrooms for casework other than the English Office that can be accessed by Rooms 21 and 23.

2.1 Staff Spaces and Administration

a. *Are there adequate provisions for workspace or workrooms for teaching staff and school administration?*
There are limited workspaces for the teaching staff. Some departments, like History and English do have workspaces and workrooms, but other teachers/departments do not have those types of setups. The staff workroom is small and inadequate for the volume of teachers and work that needs to be done.

b. *Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred?*
As described in the previous response some teachers share workrooms, but most do the preparation in their classrooms. I'm sure the preference, if given the choice, would be to have additional workroom space since several share classrooms with other teachers.

c. *Describe any deficiencies in the administration and support areas that create problems in the administrative functions.*
All admin offices are in the main office which is convenient for parents but creates issues with students sitting in the main office waiting for discipline issues and issues with confidential/sensitive matters being dealt in the open at times. Counselors are also in the main office but should be in the lower level of the media center to create a counseling/career/parent center but the move hasn't been made due to the need to make it ADA accessible.

d. *How can this facility better support the staff/administration's future needs?*
All offices need to be reconfigured to provide easier access for parents and to create a professional atmosphere.

e. *Where is staff Professional Development handled?*
Mainly in the Social Science Lecture Hall which is also used as a classroom. Sometimes, professional development is held in the Forum and cafeteria.

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

WESTERN HIGH SCHOOL

Individual professional development groups meet in the Media Center or individual workspaces or classrooms.

f. *Provide a list and number of staff that are in non-teaching stations. (e.g. (1) Principal, (2) Assistant Principals, (1) Secretary, etc., (3) Counselors, (1) Tech Support, etc.)*
Principal (1); Assistant Principals (3); Counselors (4); Secretaries (6); Office Assistant (1); Community Liaison (1); OCS Supervisor (1); Media Tech (1); Tech Support (1); Psychologist (1); Speech Pathologist (1); Food Service (9); Custodial (5); Athletic Field Workers (3)

2.2 Food Service

a. *Does the food service facility support your current needs?*
It could include additional lines to service students quicker.

b. *How can this facility better support your future needs?*

c. *Are the areas for student dining adequate? (Indoor and/or outdoor areas, shaded areas, etc.)*
There are not enough indoor or outdoor facilities for eating. Most students eat in hallways or quads throughout the campus.

d. *Are there any delivery issues / service access? If so, describe.*
The access/delivery roads seem adequate for deliveries, but they do drive through areas in which students walk (physical education, athletics, and portable classroom areas).

2.3 Library/ Media Center

a. *Does the facility support your current needs?*
It is a good facility, but needs some updating, including becoming ADA compliant.

b. *Is there adequate technology & equipment?*
There are an adequate number of computers, but they need to be updated. Equipment is sufficient.

c. *How can this facility better support your future needs?*
I would like the necessary modifications to be made to the lower level to provide a counseling/career/parent resource center.

2.4 Physical Education/Athletics

a. *Do the facilities support your current needs? Please state any deficiencies:*
- Gym seating and flooring needs to be updated.

- Need an all-weather track
- Permanent fencing for baseball field and other field configurations
- Lockers need to be updated
- Need a regulation size and depth pool

b. *How can these facilities better support your future needs?*
As we make changes in the purpose and focus of physical education, it is important that the facilities are adequate for use. In order to expand our athletic programs, their facilities need to be appropriate as well.

2.5 Site

a. *List any site amenity deficiencies (e.g., lack of playfields, parking, student drop-off, restrooms)?*
We need more faculty and student restrooms; playing fields need to be reconfigured; we need more faculty/staff parking

b. *How do the site and/or building complex configuration enhance or compromise the educational program?*
The Media Center can become a great place for counseling and parent resources once it is brought up to ADA standards. The lack of science labs make it difficult to expand STEM programs. Main and attendance offices need to be reconfigured to provide better access and resources for parents.

2.6 Social Spaces

a. *Are there a variety of indoor and outdoor areas where students and staff can meet with friends and colleagues, sit quietly or engage in activities? If not, is this important to the school/desired?*
There are limited areas for staff to meet to sit quietly and/or engage in activities. This is important to staff.

b. *Are there adequate shaded areas either accomplished by the placement of shade structures or intentionally (purposefully) placed seating within landscaped areas? If not, is this important to the school/desired?*
There are not enough shaded areas and this would be important to the school

2.7 Performing & Fine Arts

a. *Do the facilities support your current needs?*
Seating and pest control need to be taken care of in the Forum.

b. *How can these facilities better support your future needs?*
We would like to expand the usage of the Forum for theater, music, and dance performances.

WESTERN HIGH SCHOOL

2.8 Special Youth Services – Special Education

a. *How many students are in Special Education?*
About 200 students.

b. *Which programs are supported by the site (e.g. SDC, SH, RSP, DHH, etc.)*?
SCD, RSP, SH

c. *Do the current facilities support the Special Education needs?* No

d. *How can these facilities better support your future needs?*
There needs to be additional restrooms for some programs in close proximity to the classrooms and there needs to be more space for assessments and academic support.

e. *Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred?*
Spread throughout the campus, which is fine.

f. *Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students?*
Need more restrooms that are close to those classrooms.

2.9 North Orange County Regional Occupation Program - ROP

a. *Please list the ROP classes on your campus.*
- BITA
- Culinary Arts
- Forensics
- Early Childhood Education
- Law/Legal
- Dance
- Medical Careers

b. *Do the facilities support the ROP's current needs?*
There needs to be more classroom space dedicated for programs such as Medical Careers and Law Enforcement courses so that labs could be set up and equipment stored (Share space with general education classrooms and other ROP programs). The Culinary Arts facilities need to be upgraded.

c. *How can these facilities better support your future needs?*
We would like to see these programs expand.

d. *Which spaces, if any, are used by ROP during after-school hours?*
Culinary Arts and BITA classrooms.

3 TECHNOLOGY

a. *How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)*
There are two computer labs available. There are three technology classrooms with computers. iPads and laptops have been integrated in some classrooms.

b. *How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired.*
More computer lab space; adequate power supply and electrical; increased bandwidth and storage capacity

4 COMMUNITY USE

a. *What spaces, if any, are used by the community during after-school hours?*
Band room, cafeteria, English Office

b. *Are they monitored, and/or do they have limited access points to ensure safety and security of staff and students?*
Usually the activity is limited to the main quad area after hours.

c. *Are there other programs or expansion of existing programs that may be planned into the future that should be considered in the Master Plan (e.g., Parent Volunteers, Adult Ed., community clinics, before- and after-school care facilities)?*
Once it is ADA compliant, the lower level of the Media Center can be used as a parent resource center.

d. *Describe any joint use agreements for either use of the fields and/or facilities.*
Anaheim Achieves (YMCA) – Media Center and classrooms.

e. Please list on-going concerns, if any, related to community use spaces.

5 SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

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WESTERN HIGH SCHOOL

5.1 Symbolically Meaningful

a. *Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are examples? They may be positive and/or negative.*
The layout of the facilities is more suited as a junior high and classrooms need to be upgraded to meet the needs of a senior high. Positive designs of the campus is that we have two gyms so that there is a practice area and graduating class plaques are imbedded in some walkways. The landscape, especially the trees, give it a positive look in terms of beauty and nature. The garden area also contributes to the beauty of the school. Since it was modified from a junior high campus, its design is not fluid but is often a mismatch of rooms and walkways.

b. *Are there any site features or icons that the school community is particularly attached to and that must be preserved?*
The Forum, senior quad, and graduating class gifts and plaque walkways.

c. Are there any culturally or historically significant elements that promote the heritage of the school? If so, please describe.

5.2 Visually Pleasing

a. *Are the school buildings and grounds visually pleasing?*
The color could be improved. Many of the buildings look old and need to be upgraded/remodeled. The front of the school was recently remodeled and looks very nice, but the back parking lot and walkways need to be upgraded. The new tennis facility is also a great addition with its landscaping.

b. *In your opinion, what is the overall curb appeal of the school?*
The curb appeal on Western Avenue is great and the landscape on Orange Avenue is great. But the curb appeal from the Orang parking lot to the stadium is not very appealing.

c. *Are there any significant issues with vandalism or other issues that impact the school's community presence? If so, what are they?*
The walkway on the north side of campus leading from the elementary school to Western Avenue is constantly vandalized, with graffiti and the north fence being cut. It is also a place where drugs and alcohol paraphernalia is left. It is a dangerous area that needs to shut down.

d. *Does the campus elicit pride from the community, students, and staff?*
Many great individuals have walked the halls of Western High and does elicit a sense of pride. With modernization, that pride can be increased for both current and former students.

6 HEALTH AND SAFETY

Are there any problem areas in relation to health and safety that need to be addressed? These may include the following: accessibility, wayfinding (e.g. kiosk, directory, signage, building identification for emergency response), sanitary spaces (e.g. enough / appropriately located restrooms), potable water, fire safety, emergency lighting, security, supervision, building condition, vehicular and pedestrian traffic)?
Pedestrian and vehicular traffic is dangerous on the Western Avenue parking lot due to drop off and pick up issues as well as jaywalking. Water quality of the drinking fountains needs to be improved. Additional signage and fencing is necessary to keep the campus secure and to help visitors with direction and access.

7 SUSTAINABILITY, LONG LIFE OF THE CAMPUS & 'GREEN SCHOOL' PROGRAMS

a. *How do you feel about a sustainable / 'green' school (A school that creates a healthy environment that is conducive to learning, while saving energy, resources and money)?*
All for it. Would like to look into community garden, solar panels, and other projects.

b. *In what ways is your school site already sustainable/ 'green'?*

c. *Are there any student run / District-wide 'green school' programs?*
Student organizations such as Planeteers, POND, and What Really Matters promote such programs.

8 CAMPUS PRIORITIES

List the three **most** important areas that you feel need to be addressed first.

a) Classroom facility upgrades

b) Athletic facility upgrades

c) Office and Media Center upgrades and reconfiguration

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PRINCIPAL QUESTIONNAIRES

HOPE SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan

Principal Questionnaire

October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	Hope School		
Participant(s):	Joe Denny, Julie Hahn, Cherylin Lew, Louie LeMonnier, Marsha Goldfine, Karen Troutman, Alfred Cruz, Mark Fieldhouse, Ryan Loch, Irma Ramirez, Norma Armas, and Matthew Huisman.		
	Years at School	**Years at District**	
Contact Name/Role:	Cherylin Lew, Principal	16 years	
Email Address:	lew_c@auhsd.us		
Current Enrollment:	300		

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your **initial reaction** to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan

Principal Questionnaire

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs?

- Bathrooms: There is a significant need for student bathrooms. The bathrooms lack adequate space for changing students in large wheelchairs. Students who use walkers are not able to adequately maneuver in bathrooms. The limited number of bathrooms means that students in wheelchairs often have to wait 30+ minutes to change diapers. Students waiting to use the restroom means they are not in classrooms for instruction.
- Staff bathrooms: There is 1 primary female bathroom (2 stalls) and 1 primary male bathroom (2 urinals, 1 stall) for 130+ staff. The primary bathrooms are not ADA accessible, and there are staff that use wheelchairs or adaptive equipment and they have difficulty accessing the bathrooms. The male restroom urinals are so close together that two staff cannot use the urinal next to each other comfortably. The male restroom only has 1 stall. There is a portable restroom on the SW corner of campus; however it is a temporary portable and far from the center of campus. There is frequently a line for the staff restrooms.
- All the students have medical conditions and disabilities. The facility needs to consider all the medical needs and think about a school-hospital hybrid facility.
- Sinks in classrooms: Not all classrooms have sinks in the room. This is a necessity for safety, protection, and sanitation. Staff deal with student bodily fluids (saliva, feces, sputum, urine, mucous, etc.) on a daily basis. When staff or students need to wash their hands, they have to leave the classroom and this constantly interrupts instruction. Also when there is an emergency (i.e. a student is smearing feces on the classroom), there is not an effective way to clean or sanitize.
- Hard floor surfaces: many classrooms still have carpet. We would like hard floor surfaces for sanitary and safety purposes. Again, there are bodily fluids and food that inevitably end up in the carpet, which is very unsanitary.
- When it rains, there is a not a covered pathway from the bus area to classrooms. Students in wheelchairs get very wet on rainy days.
- When it is very hot, the lack of a covered pathway also puts medically fragile students at risk.
- There are many cracks and uneven surfaces throughout the campus. This makes it dangerous for staff pushing large wheelchairs, students who are blind and use canes, and students who use walkers.
- There is no pathway for students to access the field.
- The P.A. system is ineffective. When there are school-wide announcements, there are many areas where staff cannot hear. There have been a number of incidents where the school is in lockdown and staff do not hear the

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HOPE SCHOOL

announcement. There needs to be an effective school wide P.A. system that can be heard inside all classrooms, outside through the campus, and on the field.

- Bus area: there is no shade for students when waiting for the bus. There are safety risks on the bus area.
- Multipurpose room: It is small and all students cannot fit in the MPR at once. Therefore a number of the students eat in classrooms. There is an electric ramp however it is frequently breaks and it is very slow. When wheelchair students go on the stage, they have to be loaded 1 student at a time. We would like a ramped surface for access to the stage. Also when many students in the MPR, it is very crowded and students with mobility issues are at risk to fall.
- We not have a flag pole
- Need for storage
- Currently, classrooms and/or departments are not organized by junior high, high school or adult.
- All equipment and storage is antiquated
- Limited storage areas

b. What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities?

- There is no gym and indoor PE facilities are very limited. Hope students cannot be in the rain or sun for extended periods of time. There is no air conditioning in the locker rooms, and the ventilation is very poor.
- There is no auditorium
- We would like a community based instruction area on campus for training. This might include a bus stop, traffic light, cross walk, real bus, and a sheltered workshop.
- The stage is limited in size and accessibility for VAPA performances.
- The field does not have usable baseball diamond or volleyball field. There is no wheelchair accessibility. There also is no shade on the field.
- Garden: there is a need for a larger greenhouse, paths to the garden, and more wheelchair accessible areas.
- Apartment: The apartment needs updated equipment and more instructional materials to make the apartment "real life."
- 2 vans or buses are needed to provide transportation for students to access the community. This is especially important for adult transition students.

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain.

- Medically fragile classrooms lack space and are very tight. It is difficult to move wheelchair students around in the classroom. Space is limited for students who require specialized positioning.
- PE lacks indoor teaching spaces.
- Other programs are impacted by limited space (dance, computer, storage).
- Departmentalized classrooms are overcrowded where there are wheelchairs.
- Classrooms need more outlets.
- Technology updates in all classrooms
- Classrooms need to be wired for FM systems so all deaf and hard of hearing students can use their FM devices.
- The school needs an emergency light system to alert all dear and hard of hearing students if there an emergency.

b. What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years?

- Hope School classroom loading is much lower than comprehensive site classroom loading because all students are in the severe range. Students are placed at Hope School because of medical, behavioral, or cognitive concerns. The number of students in each section ranges from 8-19. There is no contractual language that indicates the number of students in a section for moderate-severe teachers. Overall, there are more students in a section than in the past.
- Some classroom sections are overcrowded. There is a high staff to student ratio, and certain sections have a high number of staff. This contributes to some sections having too many people in the class.

c. How many "traveling" teachers are there at the school?

- There is 1 teacher who teaches 1 period in another area.

1.2 Space Uses

a. List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable.

- Computer lab
- Vocational centers (retail, library, apartment, MPR)
- VAPA
- Vocational library
- Medically fragile
- Sensory room
- Adult transition
- Adult transition VAPA

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Principal Questionnaire

b. Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where?
- Site tech office and server is in a storage area
- Speech therapist in an open area outside AP office
- Health office is in a former classroom. There is no bathroom in the area.
- Custodial area is in a cement block house
- Storage is placed in locker rooms in an old weight room
- 1 teacher is teaching 1 class in the conference room
- APE aerobics room is a convert 2 classroom space

c. Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?)
- 2 story building at Gilbert West is vacant
- Amphitheatre is not utilized because of the lack of shade. The benches are not maintained and have lot of splinters. There is also no sound system.
- Track is not utilized because of the lack of accessibility for students with mobility issues or wheelchairs.
- Awning behind the cafeteria is not used because it is in a poor location. Can it be moved?
- Grass area next to the classroom is under-utilized.
- Area between the back office and the field is also under-utilized. It is an open space.

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.
- HVAC: frequently breaking down (cooling and heating), drips in to ceiling panels or through the ceiling, drips off the corner of the buildings,
- Poor air quality: black soot comes from the vents in Main Office, both locker rooms, back office, and classrooms.
- Poorly insulated walls which contributes to high levels of noise
- Wall panels occasionally punched out by students or other incidents
- Some classrooms and offices are not well ducted, therefore there are hot/cold spots.
- The IEP room HVAC is so strong that the room is always very cold
- MPR heating and cooling is poor. During the summer is it almost unbearable.
- Furniture (chairs, tables, desks, etc.) is old, broken, stained, and warped. Aesthetically the furniture is an eye sore.
- Lighting: flickers and hums. The lights bother students who autism. The lights are not recessed in the ceiling and sometimes this is problematic for students who throw things.

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- Windows: poorly insulated, do not open close, and severely scratched. The style does not allow for screens.
- All bathrooms are poorly ventilated. They frequently smell and the smell lingers for a long time.
- Carpet in classrooms are not sanitary. Classrooms that have hard surfaces are very loud.
- There are areas that do not have heating or cooling (locker rooms).
- There is no public or staff restroom in the Main Office. Public and staff have to go to the center of campus to use the restroom.
- Some of the restrooms have curtains that separate the stalls. We need permanent fixtures to separate stalls.
- Curtains in the back of the MPR are old and antiquated.

- Front office Safety recommendations:
  -Install a buzzer to let people in/out on back door (like at Hospitals)
  -Have a pedestrian gate installed onto the black fence that was recently installed for safety purposes in front of the main office.
  -Install a view panel on door of back office. This would give office staff a view point when we know that a situation is ongoing. We currently only hear of commotion, as front office has no windows to school, and therefore we are totally detached (physically) from ongoing events. We do use radios for communication.
- Main office lighting: Light over Sr. Administrative Assistant's desk is not sufficient for this work area. Because of this, we currently use a corner lamp; and a desk lamp daily. Requisitions have been submitted for adequate lighting to no avail.
- Main office side gate (entrance for buses)-This gate is broken and needs either to be replaced or repaired.

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces

a. Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs?
- Power outlets on all walls
- Little flexibility with classrooms especially medically fragile classrooms.
- Classrooms lack space for collaborative projects.

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Principal Questionnaire

- Classrooms are small with little to no storage. Classroom supplies are stored in portable cabinets, tables, etc. Little to no shelving or cabinets in classrooms.
- Teacher desks and work spaces are poorly configured.
- VAPA classrooms have little to no storage (drama)

b. Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable?
- Outdoor accessibility is extremely limited. Lack of shade, seating, proper surfaces for wheelchair students, appropriate ground surfaces, etc.
- APE areas lack appropriate outside environments.

c. Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so?
- Limited space for workshops or training
- Limited space to train students for work skills
- Spaces frequently need to be broken down and set up. This is difficult with limited manpower. More specifically, the MPR is used for lunch, VAPA performances, assemblies, staff meetings, trainings, etc.
- Limited storage for student personal belongings and staff personal belongings.

2.1 Staff Spaces and Administration

a. Are there adequate provisions for workspace or workrooms for teaching staff and school administration?
- Small space for teacher workroom. There are limited to no supplies for teachers. Teachers do all prep in classrooms.
- Consider reconfigure the back office area. The health office does not have a bathroom. Speech therapist's office is in an open area with no privacy.

b. Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred?
- Teachers prep in their classrooms. Materials and equipment (laminator, die cut, copier, paper cutter, etc.) are located in various areas throughout campus.

c. Describe any deficiencies in the administration and support areas that create problems in the administrative functions.
- The conference room is closely located to the AP office and there is a lot of noise.
- The configuration of the flow of the AP office and the conference room is poor.
- Main office is not centrally located.
- No bathroom in the front office.

d. How can this facility better support the staff/administration's future needs?

Principal Questionnaire

e. Where is staff Professional Development handled?
- Teacher meetings are held in a small conference room. If there are more than 20 people, it is very crowded.
- Most staff meetings and inservice days are held in the MPR. It is difficult to hear in the MPR. There is no permanent sound or AV equipment.

f. Provide a list and number of staff that are in non-teaching stations. (e.g. (1) Principal, (2) Assistant Principals, (1) Secretary, etc., (3) Counselors, (1) Tech Support, etc.)
- 1 Principal
- 1 Assistant Principal (also serves as counselor and program specialist)
- 1 Administrative Assistant, 1 Attendance (also serves as registrar), and 1 GOC
- 1 speech language pathologist and speech language pathologist assistant
- 2/5 Site Tech
- 2/5 Psychologist
- ½ ASB tech
- 1 school nurse and 1 licensed vocational nurse
- 1 day senior custodian
- 2 night custodians
- 1 occupational therapist that is itinerant for the district

2.2 Food Service

a. Does the food service facility support your current needs?
- Cafeteria tables crowded. No buffet lines. No walking around room for students to get their own meals.
- Kitchen needs larger walk-in freezer and refrigerator
- Heating and cooling is not sufficient for students
- Poor water pressure
- Bathroom in the cafeteria is not accessible
- There is no bathroom for students in the MPR
- Acoustics are very poor
- The back panels are all scratched and aesthetically poor.
- The back panels pop out frequently
- Bumpers on the loading docks are worn out.

b. How can this facility better support your future needs?
- Outdoor serving window
- More accessible tables and chairs
- Exits more accessible especially in an evacuation
- Better security from inside/outside
- Permanent ramp

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- Acoustics
- Accommodate more seating for performances and ceremonies.
- VAPA needs

c. Are the areas for student dining adequate? (Indoor and/or outdoor areas, shaded areas, etc.)
- There is only indoor dining options
- Outdoor dining would be an option if there were tables, benches, and shade that was accessible.
- Medically fragile students eat in classrooms

d. Are there any delivery issues / service access? If so, describe.
- Delivery areas are too small for large delivery trucks
- Food service would like an automated gate with intercom
- New fence on the classroom/campus-side of alley to separate campus from the alley.

2.3 Library/ Media Center

a. Does the facility support your current needs?
- We do not have a library or media center. We would love one!!

b. Is there adequate technology & equipment?
- Wifi is not adequate (constantly goes down, slow, poor capacity, and needs to support mobile devices more effectively).
- Projector with blurry image.
- Recent change in site technician support has greatly improved.
- No student computers in music and drama.
- Antiquated stereo and speakers in classrooms (VAPA)
- Multipurpose room sound system old
- Some classrooms need more student computers
- Need for mobile labs

c. How can this facility better support your future needs?
- We need a library/media center.

2.4 Physical Education/Athletics

a. Do the facilities support your current needs? Please state any deficiencies:
- Fields poorly maintained
- No place to play (swings)
- Path to track and field is inaccessible for all students. After the rain, the fields are very muddy with holes.

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan

Principal Questionnaire

- Locker rooms have lockers and showers that are not being used. There are a lot of unusable spaces, which have ended up as storage. There is no heating or cooling. It will flood at times. The windows do not open. There is no gym.
- The aerobics room is small and is primarily used for medically fragile students.

b. How can these facilities better support your future needs?
- There is a significant need for a gym. Providing Hope with a gymnasium will allow us to have a controlled environment where adapted PE classes can be taught with optimal space while keeping classes in the same area. A gym will also provide the school with a place to hold assemblies, school dances, open houses, back to school night, and other parents meetings as well as other school functions such as Homecoming, which is when Hope plays its annual student vs. alumni basketball.
- Locker rooms need heating and cooling. The air quality is very poor.
- Playground structure is needed
- The field will flood when there are heavy rains and it will take weeks for the water to subside.
- Sprinklers are not effective.
- Concrete walkway to the track.
- All weather track
- Remove the showers, lockers, and concrete foundation for lockers. Level the surface in other words.
- Have one area where equipment is store for PE will allow for better inventory, accessibility and use of equipment.

2.5 Site

a. List any site amenity deficiencies (e.g., lack of playfields, parking, student drop-off, restrooms)?
- Bathrooms: no doors on stalls, no privacy, no adequate bathroom for public, automatic toilets are problematic, soap dispensers are problematic, toilet paper falls off the holder, need for privacy partitions outside student restrooms. Changing areas for wheelchair students are inadequate.
- Lack of sinks in classrooms
- Lack of gymnasium
- Lack of play structures
- Lack of library or media center
- Bus area needs some work to ensure safety. Bus yard - unsafe, no curbing or visual areas to wait. Students must walk through bus parking lot with buses coming and going.
- Higher fence in alleyway. Perimeter fence on south side of school next to shopping center not high enough for security.

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- Seal back gate entrance
- Needs for all new windows
- Efficient and effective P.A. system
- Need a flag pole
- Any changes to walls and floors need to be created for heavy use and wheelchair students. Walls have chipped paint because of wheelchairs scraping the walls and waxed floors are scuffed quickly. Students are very hard on equipment and facilities.
- Old, antiquated. Embarrassing state of repair.
- Fence old and not finished.
- HVAC
- Plumbing
- Wifi
- Ceilings
- Asbestos in ceilings and floors
- Windows old and do not seal well
- Get rid of carpet in classrooms

b. How do the site and/or building complex configuration enhance or compromise the educational program?
- The building configuration needs to consider medical needs and possibly looking more like a medical facility (hospital, long term care facility, assisted living, etc.
- Jr. High campus - great set-up as school. Old-dilapidated.
- Grounds, planters, bushes are lovely in some areas, but other areas are not so lovely.
- Asphalt - cracked, and unsafe walkways. Dips and puddles are safety hazard.
- Classrooms are widespread causing students to get soaked when transitioning during rain - walkways should be covered.

2.6 Social Spaces

a. Are there a variety of indoor and outdoor areas where students and staff can meet with friends and colleagues, sit quietly or engage in activities? If not, is this important to the school/desired?
- There are not a variety of indoor or outdoor areas where students can socialize.
- There is limited shade outdoors so it limits where students can sit.
- There is no flag pole for the US flag.
- The only indoor area is the MPR, and it is not conducive for socialization.

b. Are there adequate shaded areas either accomplished by the placement of shade structures or intentionally (purposefully) placed seating within landscaped areas? If not, is this important to the school/desired?

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- The lack of shade is a huge problem.
- Some lovely grassy areas, unused because of no shade.
- Outdoor amphitheatre - no shade, wooden benches splinter
- Bus area - no shade
- PE areas outside - no shade.
- The Garden lacks a shaded area.

2.7 Performing & Fine Arts

a. Do the facilities support your current needs?
- Indoor Multipurpose Room - No permanent lighting. Has to be broken down and reset for each performance.
- Limited access to stage.
- Limited access to wheelchair lift and exits.
- No permanent technology in multipurpose room. No projection sound. Wireless poor.

b. How can these facilities better support your future needs?
- Stage - Reconfigured ?
- Sound and lighting booth with updated equipment
- Permanent computer, projector
- Wireless microphone
- Permanent microphone feeds
- Easily removed tables and chairs
- Drama room relocated closer to stage

2.8 Special Youth Services – Special Education

a. How many students are in Special Education? 300, 100%
b. Which programs are supported by the site (e.g. SDC, SH, RSP, DHH, etc.)? SDC, SH, Adult Transition
c. Do the current facilities support the Special Education needs? Inadequate for current needs
d. How can these facilities better support your future needs? See above
e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred? Spread out throughout entire campus
f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students? No

2.9 North Orange County Regional Occupation Program - ROP

a. Please list the ROP classes on your campus - NONE
b. Do the facilities support the ROP's current needs?

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PRINCIPAL QUESTIONNAIRES

HOPE SCHOOL

c. How can these facilities better support your future needs?

d. Which spaces, if any, are used by ROP during after-school hours?

3 TECHNOLOGY

3.1 How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)

- There is 1 computer lab that can accommodate about 20 students. There are also student computers and mobile devices used in all classrooms. Wireless access is available throughout campus, however there are many "dead" or weak spots.
- wireless infrastructure unreliable
- limited classroom computers, computers old
-

3.2 How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired.

- IT intrastructure upgraded to support new technology (i.e., iPads, Smart Boards, Tap-It devices, projectors, etc.)

4 COMMUNITY USE

a. What spaces, if any, are used by the community during after-school hours?

- The fields have been used by soccer and baseball groups

b. Are they monitored, and/or do they have limited access points to ensure safety and security of staff and students?

- We have not have a group this school year. There is 1 access point in the parking lot, however there have been groups that have gotten on campus. There were problems in the past where groups were using the bathrooms, and staff were not sure how they were getting in the bathrooms. In the past, outside groups have been very problematic because they were not clean or supervised well.

b. Are there other programs or expansion of existing programs that may be planned into the future that should be considered in the Master Plan (e.g., Parent Volunteers, Adult Ed., community clinics, before- and after-school care facilities)?

- Yes, more Parent Volunteers and expansion of adult transition.

c. Describe any joint use agreements for either use of the fields and/or facilities.

- None that we are aware of.

d. Please list on-going concerns, if any, related to community use spaces.

5 SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are examples? They may be positive and/or negative.

- "Campus" appeal important to overall ideal and philosophy of program.
- Hope looks like a school.

b. Are there any site features or icons that the school community is particularly attached to and that must be preserved?

- Painting of "Hope School Tigers" on PE building and multipurpose room.
- Garden

c. Are there any culturally or historically significant elements that promote the heritage of the school? If so, please describe.

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing?

- Not visually pleasing - needs upgrades inside and out from front fence to inside each classroom.

b. In your opinion, what is the overall curb appeal of the school?

- Curb appeal better with new office and marquee.
- From the street the school looks more like a reformatory than a school because of the fencing.
- Fencing in front of school needs to be replaced with something more attractive
- Awning is unpleasant to the eye
- The actual front entrance of the school was originally on LaPalma

c. Are there any significant issues with vandalism or other issues that impact the school's community presence? If so, what are they?

- Tagging
- Broken windows
- Trespassing on weekends and evenings
- Car break-in's during the day

d. Does the campus elicit pride from the community, students, and staff?

- There is a lot of pride from the families and staff.

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PRINCIPAL QUESTIONNAIRES

HOPE SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan

Principal Questionnaire

- Community has a difficult time telling it is a school from the street.
- The buildings and classrooms do not visually reflect the amount of student care Hope staff provides day to day.

6 HEALTH AND SAFETY

Are there any problem areas in relation to health and safety that need to be addressed? These may include the following: accessibility, wayfinding (e.g. kiosk, directory, signage, building identification for emergency response), sanitary spaces (e.g. enough / appropriately located restrooms), potable water, fire safety, emergency lighting, security, supervision, building condition, vehicular and pedestrian traffic)?

- Poor accessibility throughout the whole campus
- Poor signage
- Room numbers do not make sense, especially numbers 10, 11, 12, 13,14, 15,and 16.
- Walkways are hazardous
- Need higher fencing along alleyway
- Toilets
- Sinks in the classrooms
- Remove carpet
- Asbestos in carpet in ceilings
- Lack of emergency supplies
- Lack of storage for emergency supplies
- Ineffective P.A. system
- All classrooms have open windows which is problematic in case of an active shooter situation (no place for SH students to hide).
- Need to improve sanitation throughout the campus
- Need for generators for medical equipment
- Air quality is poor with black soot coming from many vents
- Bus traffic is a safety hazard during embarking and disembarking buses.
- Windows are poorly secured and sealed
- Hope should be a closed, secure campus. It is not, from the front door to the back gate. Strangers can walk onto our campus unchallenged and cars (strangers cars from the community) can drive onto the campus and sometimes do.
- Health office does not have a bathroom
- No public restroom without going to the center of campus
- Cafeteria back doors are not secure in case of a lock down.

7 SUSTAINABILITY, LONG LIFE OF THE CAMPUS & 'GREEN SCHOOL' PROGRAMS

a. How do you feel about a sustainable / 'green' school (A school that creates a healthy environment that is conducive to learning, while saving energy, resources and money)?
   - We are open to developing a "green" school.

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan

Principal Questionnaire

b. In what ways is your school site already sustainable/ 'green'?
   - Student driven recycling program

c. Are there any student run / District-wide 'green school' programs?
   - Student driven recycling program

8 CAMPUS PRIORITIES

List the three **most** important areas that you feel need to be addressed first.

Leadership team still needs to come to consensus on order of priority. Sorry that there are more than 3 areas…

- Student and staff bathrooms.
- Classrooms - furniture and amenities update
- Sinks in classrooms
- Updated classroom with sinks, storage/cabinets, electrical outlets, remove carpet
- Security/Safety - bus loading/unloading area
- Fences/gates(automated)
- Unsecure cafeteria (large ground-level, plexiglass windows)
- Asphalt and sidewalks repaired.
- Multipurpose room - permanent lighting, sound, technology.
- Upgrade classrooms/learning areas
- Update and improve multipurpose room

MISCELLANEOUS NEEDS:

- Covered walkways and common areas
- Two additional vans.
- Vocational learning center - workspaces, workshop, expanded garden.
- Drama room relocated to room 39.
- Storage space for drama. Possible spaces: unit outside of stage or in IT room.
- Repurpose cabinets in room 39
- Mirrored wall
- Split room 16

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PRINCIPAL QUESTIONNAIRES

COMMUNITY DAY SCHOOL

LPA
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October 31st, 2013

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT
PROJECT: Facilities Master Plan
LPA PROJECT NO.: 13174.10

Principal Questionnaire
General Information

School Name:	Community Day School		
Participant(s):	Jei Garlitos		
		Years at School	**Years at District**
Contact Name/Role:	Jei Garlitos, Program Administrator	1	1
Email Address:	Garlitos_j@auhsd.k12.ca.		
Current Enrollment:			

As part of the Facilities Master Plan process, the information acquired today will provide the Anaheim Union High School District Facilities Planning Department with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. The intention is to collect responses based on your **initial reaction** to each of the topics. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school facilities, organizationally, that currently prohibit staff from implementing the desired educational programs?
Currently, there are not enough portables to allow for a separate library/computer lab facility nor is there a room for Physical Education. Furthermore, there is no science lab or home economics facility that allow for experimentation and hands-on activities.

b. What desired curriculum programs, if any, are limited due to either lack of specialized facilities or the condition of the existing building structures or amenities?

No specific programs, per se; however, access to a computer lab and library for student research would improve student acquisition of common core standards as we move towards that end. As mentioned in the previous question, the lack of a science lab and home economics room prevents the students from gaining total access to the curriculum.

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Consider program-specific needs as well. (Is there a shortage of program-specific classrooms, e.g., quantity of science labs based on current enrollment?) Explain.
The number of classrooms at present is adequate for the population of students currently enrolled.

b. What is your average classroom loading (student to teacher ratio) today? Is it more / less than the District standard? Has there been an increase in loading in the past few years?
Currently, it is less than the district standard. As CDS falls under a different set of requirements regarding student to teacher ratio and with the constant changing of enrollment due to the nature of the school site, these ratios change constantly.

c. How many "traveling" teachers are there at the school?
The physical Education teacher "travels" if she requires a room for indoor physical education. This occurs when she needs to lecture on new rules for a sport, weigh in students, rainy days, and other activities that require the use of an indoor facility.

1.2 Space Uses

a. List out specialty labs, developed Professional Learning Community (PLC) zones, and magnet programs, if applicable.
Currently, the library/Staff lounge/Parent meeting room/teacher workroom are all in the same portable. Teachers meet with each other in classrooms. Bi-monthly staff meetings are held in a classroom.

b. Are there non-traditional spaces used (re-purposed rooms) for student instruction or administrative offices (e.g., storage rooms used for counseling, etc.)? If yes, where?
No

c. Are there any underutilized areas? (e.g., spaces that are too large for the activities or uses being housed in this space?)
No

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.
Classrooms need additional computer chairs and bookshelves.

2. FUNCTIONALITY OF INDIVIDUAL SPACES

2.0 Learning Spaces

a. Briefly describe classroom layouts. Are they flexible, with adequate space for moving and teaching in various methods, or somewhat rigid in nature? Do they support integration of technology, development of student 21st Century Skills, future Common Core requirements, STEM / STEAM programs?
CDS is comprises entirely of portables. As mentioned above, additional computers in the classroom or an actual computer center and computer chairs would facilitate additional student access to both technology and 21st century curriculum via the internet etc.

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PRINCIPAL QUESTIONNAIRES

COMMUNITY DAY SCHOOL

b. Are the classrooms accessible to outdoor learning areas? If not, would this be seen as beneficial/desirable?
Not particularly, there is a field for general use.

c. Do amenities provided at the classroom/lab support the desired educational program (e.g., casework for student work areas at specialized labs, adjacent workrooms, etc.)? If not, how so?
No. There are already a set number of portable classrooms. Additional portables would be required.

2.1 Staff Spaces and Administration

a. Are there adequate provisions for workspace or workrooms for teaching staff and school administration?
See Above

b. Do teachers share workrooms or do they do prep work in their classrooms? Which is preferred?
They work in the workroom (library, PE storage and staff lounge) as well in their own classrooms. Since the copier is in the lounge, teachers are usually in their classrooms working unless they require copies.

c. Describe any deficiencies in the administration and support areas that create problems in the administrative functions.
An additional meeting room for Parent or student meetings would be helpful.

d. How can this facility better support the staff/administration's future needs?
See above.

e. Where is staff Professional Development handled?

In a specified classroom, primarily, in room 109 is where the majority of staff meetings, in-services and whole school teacher collaboration take place.

f. Provide a list and number of staff that are in non-teaching stations. (e.g. (1) Principal, (2) Assistant Principals, (1) Secretary, etc., (3) Counselors, (1) Tech Support, etc.)
Program Administrator 1
School Counselor 1
Secretary 1
Attendance Clerk 1
Tech support (shared with Gilbert)

2.2 Food Service

a. Does the food service facility support your current needs?
Yes

b. How can this facility better support your future needs?
N/A

c. Are the areas for student dining adequate? (Indoor and/or outdoor areas, shaded areas, etc.)
Yes when the weather permits. During inclement weather classrooms are opened up for students as the outdoor shaded areas do not provide 100% weatherproof coverage

d. Are there any delivery issues / service access? If so, describe.

2.3 Library/ Media Center

a. Does the facility support your current needs?
No

b. Is there adequate technology & equipment?
No

c. How can this facility better support your future needs?
We need a separate portable for a usable up to date library and computer center.

2.4 Physical Education/Athletics

a. Do the facilities support your current needs? Please state any deficiencies:
- There is no space/room for students to change into actual PE clothing
- There is no space/room for indoor PE activities or instruction

b. How can these facilities better support your future needs?
An additional portable or space.

2.5 Site

a. List any site amenity deficiencies (e.g., lack of playfields, parking, student drop-off, restrooms)?
N/A

b. How do the site and/or building complex configuration enhance or compromise the educational program?
N/A

2.6 Social Spaces

a. Are there a variety of indoor and outdoor areas where students and staff can meet with friends and colleagues, sit quietly or engage in activities? If not, is this important to the school/desired?
Yes

b. Are there adequate shaded areas either accomplished by the placement of shade structures or intentionally (purposefully) placed seating within landscaped areas? If not, is this important to the school/desired?
Yes

2.7 Performing & Fine Arts

a. Do the facilities support your current needs?

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COMMUNITY DAY SCHOOL

No

b. How can these facilities better support your future needs?
Additional Portables

2.8 Special Youth Services – Special Education

a. How many students are in Special Education?
b. Which programs are supported by the site (e.g. SDC, SH, RSP, DHH, etc.)? RSP
c. Do the current facilities support the Special Education needs?
Yes
d. How can these facilities better support your future needs?
N/A
e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred?
The Special Education teacher travels to all the classrooms to support student learning. He also has his own classroom for pull out purposes for additional help for all special ed students.
f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students?
Yes

2.9 North Orange County Regional Occupation Program - ROP

a. Please list the ROP classes on your campus. N/A
•
•
•

b. Do the facilities support the ROP's current needs? N/A

c. How can these facilities better support your future needs? N/A

d. Which spaces, if any, are used by ROP during after-school hours?

N/A

3 TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?) Each classroom has access to the internet. There are least 4 computers in addition to the teacher computer in each classroom. As we are in portables, there is a limited amount of space for computers.

b. How might the current infrastructure be improved to facilitate the desired educational curriculum? Identify unique IT issues for specific programs, if desired.

Larger portables or the addition of a portable for a library/computer center.

4 COMMUNITY USE

a. What spaces, if any, are used by the community during after-school hours?
The field is used for sporting events and practice.

b. Are they monitored, and/or do they have limited access points to ensure safety and security of staff and students?
They are not part of school sponsored activities

c. Are there other programs or expansion of existing programs that may be planned into the future that should be considered in the Master Plan (e.g., Parent Volunteers, Adult Ed., community clinics, before- and after-school care facilities)?
N/A

d. Describe any joint use agreements for either use of the fields and/or facilities.
Other the fields used by some sports teams for practice, there are no other after school use of facilities that are not specifically CDS related or sponsored.

e. Please list on-going concerns, if any, related to community use spaces.
N/A

5 SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are examples? They may be positive and/or negative.
We have a banner that states that the location is the site of Community Day School.

b. Are there any site features or icons that the school community is particularly attached to and that must be preserved?
N/A

c. Are there any culturally or historically significant elements that promote the heritage of the school? If so, please describe.
N/A

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing?
Buildings and grounds have no decorations nor plants.

b. In your opinion, what is the overall curb appeal of the school?
CDS requires more than just portables and a shade cover.
c. Are there any significant issues with vandalism or other issues that impact the school's community presence? If so, what are they?

d. Does the campus elicit pride from the community, students, and staff?

Not in particular. It is primarily a grouping of 11 portables and two shaded areas.

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PRINCIPAL QUESTIONNAIRES

COMMUNITY DAY SCHOOL

6 HEALTH AND SAFETY

Are there any problem areas in relation to health and safety that need to be addressed? These may include the following: accessibility, wayfinding (e.g. kiosk, directory, signage, building identification for emergency response), sanitary spaces (e.g. enough / appropriately located restrooms), potable water, fire safety, emergency lighting, security, supervision, building condition, vehicular and pedestrian traffic)?

N/A

7 SUSTAINABILITY, LONG LIFE OF THE CAMPUS & 'GREEN SCHOOL' PROGRAMS

a. How do you feel about a sustainable / 'green' school (A school that creates a healthy environment that is conducive to learning, while saving energy, resources and money)?
   A good idea.
b. In what ways is your school site already sustainable/ 'green'?
   N/A
c. Are there any student run / District-wide 'green school' programs?
   N/A

8 CAMPUS PRIORITIES

List the three **most** important areas that you feel need to be addressed first.

a)_____Space_____

b)_____Technology Infrastucture_____

c)_____Updating Current Rooms_____

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PRINCIPAL QUESTIONNAIRES

BALL JUNIOR HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

School Name:	(Ball Junior High)
Provide a list of Highest Priority Need	
1	Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:
	Safety (seems like it is in the plan), bigger multi-purpose room (facility for student use), Covered areas for students. ALSO very important that classrooms are 21st century aligned and we have UPDATED plumbing and air conditioning units
Review and provide input for accuracy of the existing site plan	
2	Are there any inaccuracies on the existing site plan?
	No Home Ec Class?, CO-Lab (computer lab or collaboration room?),
3	Are there any existing issues on your school site that should be considered for the school proposal?
	Special Ed classes near the front instead of the back; Need Home Ec classroom; 8 basketball courts in one large horizontal row makes it very difficult for teacher to supervise (PE teachers utilize courts all the time)
f	
4	Indicate any changes LPA has proposed to your site that are NOT supported at your school site:
5	Indicate any changes LPA has proposed to your site that are fully supported at your school site:
6	Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:
Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan	
7	Indicate the (3) changes proposed that are of the lowest priority for your school site:

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PRINCIPAL QUESTIONNAIRES

BROOKHURST JUNIOR HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

School Name:	**BROOKHURST JHS**

Provide a list of Highest Priority Need

1	Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:
	Updated Science rooms. Yes Additional Bathrooms needed. No Safety Fencing. Yes

Review and provide input for accuracy of the existing site plan

2	Are there any inaccuracies on the existing site plan?
	New Buildings confusion: the two proposed maps are different 1. Between 11 and 20 2. Room 1 and 2 3. Bathroom missing by room 19 4. Drama classroom is missing
	Are there any existing issues on your school site that should be considered for the school proposal?
3	New tennis courts may eat up too much space in field. There is no room for second soccer field.

Review and provide input on the proposed Master Plan Diagram

4	Indicate any changes LPA has proposed to your site that are NOT supported at your school site:
	Parent room location is not ideally located
5	Indicate any changes LPA has proposed to your site that are fully supported at your school site:
	Updated Science rooms Learning courts Fencing Modernized classrooms New band room MPR Covered lunch area
6	Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:
	Science room locations can be changed to the PBL and Stem lab rooms
	New drop off area that will relieve conjestion

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan

7	Indicate the (3) changes proposed that are of the lowest priority for your school site:
	1. Locations of proposed rooms 2. Parking lot size adjustment

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PRINCIPAL QUESTIONNAIRES

DALE JUNIOR HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

School Name:	**DALE JHS**
Provide a list of Highest Priority Need	
1	Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:
	Classrooms/School upgrade to 21st century, Quad area, Front of School/parking
Review and provide input for accuracy of the existing site plan	
2	Are there any inaccuracies on the existing site plan?
	We don't know where the Home Ec class is located. Are there labs in Science rooms? What are the PBL labs? CoLabs?
3	Are there any existing issues on your school site that should be considered for the school proposal?
	The location of the garden. Adding a second soccer field. Would the staff parking be fenced in? Science Storage/PE storage…will they get this?
Review and provide input on the proposed Master Plan Diagram	
4	Indicate any changes LPA has proposed to your site that are NOT supported at your school site:
	equipment. The tennis courts being so far away from the PE area. The location of the fields/no 2nd soccer field. Library on the 2nd floor.
5	Indicate any changes LPA has proposed to your site that are fully supported at your school site:
	New classrooms and the Learning Courts. STEM labs and lunch area.
6	Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:
	Addition of an ASB room/Student Store.
Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan	
7	Indicate the (3) changes proposed that are of the lowest priority for your school site:
	We only have high priorities at Dale…tons of needs.

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PRINCIPAL QUESTIONNAIRES

LEXINGTON JUNIOR HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

School Name:	(Insert school name here)	Lexington Junior High School
Provide a list of Highest Priority Need		
1	Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:	Internet, Air and heating systems, technology outdated
Review and provide input for accuracy of the existing site plan		
2	Are there any inaccuracies on the existing site plan?	NO
3	Are there any existing issues on your school site that should be considered for the school proposal?	Internet, air and heat's
Review and provide input on the proposed Master Plan Diagram		
4	Indicate any changes LPA has proposed to your site that are NOT supported at your school site:	Not Sure
5	Indicate any changes LPA has proposed to your site that are fully supported at your school site:	Not Sure
6	Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:	Not Sure
Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan		
7	Indicate the (3) changes proposed that are of the lowest priority for your school site:	Fields

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ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

School Name:	(Insert school name here)	
Provide a list of Highest Priority Need		
1	Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:	(1.) Common areas (2) technology (3.) field update
Review and provide input for accuracy of the existing site plan		
2	Are there any inaccuracies on the existing site plan?	Tennis courts are already finished-plan indicates a need for new one
3	Are there any existing issues on your school site that should be considered for the school proposal?	Common Areas are not addressed (MPR Library Quad)
Review and provide input on the proposed Master Plan Diagram		
4	Indicate any changes LPA has proposed to your site that are NOT supported at your school site:	
5	Indicate any changes LPA has proposed to your site that are fully supported at your school site:	moving the baseball field and updating the PE facilities
6	Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:	reconfiguring/modernizing common areas
Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan		
7	Indicate the (3) changes proposed that are of the lowest priority for your school site:	moving special education

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PRINCIPAL QUESTIONNAIRES

LEXINGTON JUNIOR HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

School Name:	(insert school name here)	Lexington JHS
Provide a list of Highest Priority Need		
1	Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:	1) Tech 2) Quad area (usability, seating, etc.) 3) Library details... use for more PBL? Or more tech access?
Review and provide input for accuracy of the existing site plan		
2	Are there any inaccuracies on the existing site plan?	Room between Gym & Band? Is it storage?
3	Are there any existing issues on your school site that should be considered for the school proposal?	Plenty of parking for parents on family nights, locker room security
Review and provide input on the proposed Master Plan Diagram		
4	Indicate any changes LPA has proposed to your site that are NOT supported at your school site:	What is intent for "STEM labs?" What is intent for "PBL"?
5	Indicate any changes LPA has proposed to your site that are fully supported at your school site:	
6	Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:	Upgrade to layout of (locker room)
Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan		
7	Indicate the (3) changes proposed that are of the lowest priority for your school site:	Extra P.E. room, too many spec. ed rooms? (maybe?)

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ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

School Name:	(insert school name here)	Lexington
Provide a list of Highest Priority Need		
1	Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:	Parking lot next to gym on "unused grass area"
Review and provide input for accuracy of the existing site plan		
2	Are there any inaccuracies on the existing site plan?	Why do "STEM" NOT on Key
3	Are there any existing issues on your school site that should be considered for the school proposal?	Internet
Review and provide input on the proposed Master Plan Diagram		
4	Indicate any changes LPA has proposed to your site that are NOT supported at your school site:	
5	Indicate any changes LPA has proposed to your site that are fully supported at your school site:	
6	Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:	
Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan		
7	Indicate the (3) changes proposed that are of the lowest priority for your school site:	

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PRINCIPAL QUESTIONNAIRES

ORANGEVIEW JUNIOR HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

School Name:	**ORANGEVIEW JHS**
Provide a list of Highest Priority Need	
1	Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:
	Main office location moved, Media Center, lunch area
Review and provide input for accuracy of the existing site plan	
2	Are there any inaccuracies on the existing site plan?
	No
3	Are there any existing issues on your school site that should be considered for the school proposal?
	Counseling center
Review and provide input on the proposed Master Plan Diagram	
4	Indicate any changes LPA has proposed to your site that are NOT supported at your school site:
	Putting special education classes next to each other
5	Indicate any changes LPA has proposed to your site that are fully supported at your school site:
	Main Office moved
6	Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:
	Digital Marquee
Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan	
7	Indicate the (3) changes proposed that are of the lowest priority for your school site:
	Tennis courts

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8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

SOUTH JUNIOR HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

School Name:	**South JHS**
Provide a list of Highest Priority Need	
1	Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:
	1) Student Shelter - achieved ;2) Location for Band(away from MPR) - achieved, but needs, revision ; 3) Flexible spaces such as STEM and PBL - achieved
Review and provide input for accuracy of the existing site plan	
2	Are there any inaccuracies on the existing site plan?
	No
3	Are there any existing issues on your school site that should be considered for the school proposal?
	1)Parent Resource center should be closer to front of school and larger; 2)we at times have no parking available for visitors/guests;3) Need solution to traffic flow issue in the front of the school
Review and provide input on the proposed Master Plan Diagram	
4	Indicate any changes LPA has proposed to your site that are NOT supported at your school site:
	1)Band room far away from the MPR; 2) lack of parent resource center;3) new science class far away from other science classes and takes away from lunch area 4) lack of Site Tech office ;
5	Indicate any changes LPA has proposed to your site that are fully supported at your school site:
	1) Separate band room;2) additional Science, STEM, PBI rooms, 3) Enough Storage
6	Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:
	1) bike rack should be moved to front of school area; 2) additional faculty restrooms; 3) proposed band room (i.e old faculty lounge) doesn't accommodate all needs of band program due to lack of size.;4)
Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan	
7	Indicate the (3) changes proposed that are of the lowest priority for your school site:
	1) change of Art class location; 2

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8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

SYCAMORE JUNIOR HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

School Name:	**Sycamore Junior High**
Provide a list of Highest Priority Need	
1	Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:
	Adequate locker room facilities- addressed, adequate cafeteria and support space- addressed, safety and access issues- addressed
Review and provide input for accuracy of the existing site plan	
2	Are there any inaccuracies on the existing site plan?
	Question about propsed enrollment of 2000
3	Are there any existing issues on your school site that should be considered for the school proposal?
Review and provide input on the proposed Master Plan Diagram	
4	Indicate any changes LPA has proposed to your site that are NOT supported at your school site:
5	Indicate any changes LPA has proposed to your site that are fully supported at your school site:
	Everything!
6	Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:
	Question about drop off space
Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan	
7	Indicate the (3) changes proposed that are of the lowest priority for your school site:
	Fields, main quad,

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8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

WALKER JUNIOR HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

School Name:	**Walker Junior High**
Provide a list of Highest Priority Need	
1	Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:
	1. Facility improvement (roofs, paint, a/c, etc.) 2. Locker Rooms 3. 21st Century Learning Spaces 4. Adequate science rooms and computer lab classrooms
Review and provide input for accuracy of the existing site plan	
2	Are there any inaccuracies on the existing site plan?
	1. There is a room marked computer lab that is not (B2) and a classroom in orange that should be red (33).
3	Are there any existing issues on your school site that should be considered for the school proposal?
	1. Parking issues with a junior high and high school across from each other. It is a zoo. 2. More science rooms. 3. More computer lab spaces. 4. More storage for programs.
Review and provide input on the proposed Master Plan Diagram	
4	Indicate any changes LPA has proposed to your site that are NOT supported at your school site:
	1. What exactly is an Art Yard? 2. Is it possible to have a Performing Arts wing/building that would house choir, band, drama, storage for all and the stage (MPR) instead of having them separated?
5	Indicate any changes LPA has proposed to your site that are fully supported at your school site:
	1. STEM and PBL classrooms. 2. More science rooms. 3. An Admin building that houses all of the supports (psychologist, speech, conference rooms, etc.) 4. PE classroom
6	Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:
	1. We currently have 2 RSP, 2 LH, 1 LHs and 1 ED - the plan does not show a space for the 2 LH. 2. Is there a space and storage for student leadership classes (we have 2 and they have storage issues due to
	putting on dances, activities and awareness weeks).
Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan	
7	Indicate the (3) changes proposed that are of the lowest priority for your school site:
	We want it all. :)

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PRINCIPAL QUESTIONNAIRES

ANAHEIM HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

School Name:	**Anaheim High School**
1	Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:
	1) PE/ Gym area 2) Cafeteria 3) Student Union
Review and provide input for accuracy of the existing site plan	
2	Are there any inaccuracies on the existing site plan?
	no custodial; VI program is not indicated; activities office is missing. We are still concerned with no shade
3	Are there any existing issues on your school site that should be considered for the school proposal?
	switch ILC with the new Faculty workroom/ lounge
Review and provide input on the proposed Master Plan Diagram	
4	Indicate any changes LPA has proposed to your site that are NOT supported at your school site:
	The proposal of the changes with the field
5	Indicate any changes LPA has proposed to your site that are fully supported at your school site:
	PE/Gym area; student union; Cafeteria; new counseling with upstairs classroom building; black box
6	Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:
	Visual Impared room is not indicated but should not be moved; we need visitor parking that will allow us to secure the campus.
Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan	
7	Indicate the (3) changes proposed that are of the lowest priority for your school site:
	special ed rooms

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8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

CYPRESS HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

	School Name: Cypress High School
	Provide a list of Highest Priority Need
1	Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:
	Review and provide input for accuracy of the existing site plan
2	Are there any inaccuracies on the existing site plan?
3	Are there any existing issues on your school site that should be considered for the school proposal?
	3.1 Where will the school psychologist and speech therapist be, they need at least as much square feet as they now have.
	Review and provide input on the proposed Master Plan Diagram
4	Indicate any changes LPA has proposed to your site that are NOT supported at your school site:
	4.1 Custodian equipment room and supply room has totally been eliminated.
	4.2 Mailroom for teachers mail and packages has been eliminated, currently in main office.
	4.3 Attendance office should stay where it was remodeled to for outside/interior access to students/parents and not moved back to where it was previously.
	4.4 Moving attendance office would displace video production, and student announcement room. New map does not show one on the new plans.
	4.5 No ASB student meeting room or workroom in new plans it has been eliminated, a must need.
	4.6 Offices for psychologist, speech therapist, social worker interns have been eliminated from library / campus.
	4.7 Main office should stay where is and not move to counseling area There is not enough room for both in one bldg. The counseling and administration area should be two separate areas.
	4.8 No place for counselors or office staff with admin moving to counseling center (ie. registrar, records, etc.)
	4.9 No Student accounts office or vault. Old location has been eliminated.
	4.10 Theater has been eliminated no place on campus to hold large meetings or student functions, needs to stay size and place it is.
	4.11 No need for canopy at front of school parking lot will make it hard access for emergency vehicles, etc.
	4.12 Keep most of the basketball courts where they are but eliminate two- three in order to put in two tennis courts which allows for the Varsity soccer field to stay in tact.
	4.13 Flip flop tennis courts to where basketball courts are
	4.14 Based on removal of theatre there is no meeting area or place for large groups to gather and perform.
	be extended or the parking and field direction changed in order to eliminate the many broken windows and damages to cars.

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ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

	4.16 Where is the sustanible seeds of change garden. New plans show it being paved over for parking. Needs to stay.
5	Indicate any changes LPA has proposed to your site that are fully supported at your school site:
6	Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:
	6.1 Custodail equipment room or supplies room.
	6.2 No meeting rooms on campus.
	6.3 New athletic shed for equipment, district truck, field equipment
	6.4 No Central copier room (one in library has been eliminated)
	6.5 No consideration given for street improvements. Ex: stop light at parking entrance
	6.6 Conflict with those exiting and entering with proposed main parking lot improvements
	6.7 With large space between lockers and quad perhaps install shelter and tables for students.
	6.8 Staff parking lot needs a place for electric vehicles to park and plug in.
	6.9 Staff parking lot is extended too close to Varsity softball field.
	6.7 With such a large media center / library will there be a need for this area if books are going to be eliminated.
	6.8 In student parking lot need a loop around area for parents to go around again if student is not waiting in pick up area. This eliminates cars parked in the RED curb emergency area.
	6.9 Art will need more than one big room if you plan to expand the A-G requirements.
	6.10 Athletic Training room is not centrally located for field sports. Current Athletic Training room needs minimal upgrades. Current size of Athletic Training room is the minimal size of ATR.
	6.11 No student store in the plan, it also needs to make it user friendly.
	6.12Noise problem with new plans between band playing, choir singing, and dance playing music and also classrooms.
	6.13 Need all weather track and artificial turf on football field to keep up with changes and saves on water.
	6.14 Need a fence installed at back of school that goes between the school and oak knoll park to keep intruders out.
	6.15 Change location of dance room and add on to side of existing practice gym and keep the high ceiling so that both cheer/song and tall flags could also use this area for practice before and after school.
	6.16 Needs to be windown and / or skylights to cut down on energy expenses.
7	Indicate the (3) changes proposed that are of the lowest priority for your school site:
	7.1 No need to move main office or attendance office nor eliminate theatre and offices in library.

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CYPRESS HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
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	7.2 No need for canopy in front of school
	7.2 No need to tear down the theater just upgrade the stage area and seating.

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PRINCIPAL QUESTIONNAIRES

JOHN F. KENNEDY HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

School Name:	**John F. Kennedy High School**
Provide a list of Highest Priority Need	
1	Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:
	1. Physical and Technological upgrades to classrooms. 2. Address the parking areas and pick up/drop-off spots 3. Increase the outside sitting areas of campus
Review and provide input for accuracy of the existing site plan	
2	Are there any inaccuracies on the existing site plan?
	Not that I see.
3	Are there any existing issues on your school site that should be considered for the school proposal?
	Yes. The faculty lot entrance needs to be widened.
Review and provide input on the proposed Master Plan Diagram	
4	Indicate any changes LPA has proposed to your site that are NOT supported at your school site:
	The drop off lot in front on Walker. It would back up causing traffic to block the faculty entrance.
	Administration buidling is a low priority.
5	Indicate any changes LPA has proposed to your site that are fully supported at your school site:
	Learning courts/labs
6	Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:
	Redo the student parking entrance and drop off. There is a way to have the cars enter the lot, drop off students, and have students walk to the campus without having to cross car traffic
Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan	
7	Indicate the (3) changes proposed that are of the lowest priority for your school site:
	Administrative building, weight room, and some labs.

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PRINCIPAL QUESTIONNAIRES

KATELLA HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

School Name:	**Katella**
Provide a list of Highest Priority Need	
1	Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs: 1, Science Building 2. grounds 3. Physical Education facilities
Review and provide input for accuracy of the existing site plan	
2	Are there any inaccuracies on the existing site plan?
	We believe the science buildings and aoutshop/woodshop building should stay where they are.
3	Are there any existing issues on your school site that should be considered for the school proposal?
	There are many. Science Buildings, grounds, P.E. facilities,
Review and provide input on the proposed Master Plan Diagram	
4	Indicate any changes LPA has proposed to your site that are NOT supported at your school site:
	Switching Science with auto and wood shop buildings.
5	Indicate any changes LPA has proposed to your site that are fully supported at your school site:
	They are listed above.
6	Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:
	The ILC needs to be in a different location than what is proposed.
	The theater needs some work.
Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan	
7	Indicate the (3) changes proposed that are of the lowest priority for your school site:
	The English/History building, The main building, parking lots.

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PRINCIPAL QUESTIONNAIRES

LOARA HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

School Name:	**Loara High School**
Provide a list of Highest Priority Need	
1	Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:
	1) Removal of portable classrooms and replacement with appropriate learning spaces 2) Enhanced campus safety via adequate fences and cameras 3) Enlarged and shaded locations for students to eat
Review and provide input for accuracy of the existing plan	
2	Are there any inaccuracies on the existing site plan?
	Reg. should be Admin.; Computer Lab should be Choir; Child Education should be Business Lab.
3	Are there any existing issues on your school site that should be considered for the school proposal?
	We are very concerned about the limited space available to our band program in the band classroom. We have 160 students crammed into the current band room space. Is it possible to modify the size of that space by pushing the east wall back? Even the addition of 15-20 feet would make a huge difference. Also, there is no indication that the fencing along 3/4 of the campus perimter will be upgraded or that a camera system will be added. Will these things happen?
Review and provide input on the proposed Master Plan Diagram	
4	Indicate any changes LPA has proposed to your site that are NOT supported at your school site:
	All proposed changes are supported and we are hoping this will all become reality. We have been given double space for our video production classroom, but we may end up using that duplicated space for a different purpose, such as a computer lab. According to the plan, our Yearbook class has been moved from its small classroom but there is no indication of where they are going--perhaps we could use the second Video Production classroom for the purpose. Call it Media Arts?
5	Indicate any changes LPA has proposed to your site that are fully supported at your school site:
	All indicated changes are supported.
6	Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:
	Enhancement of available band space--the location is simply too small to be an effective classroom for our band program. Improved fencing and a camera security system. Split JROTC into two adjoining classrooms connected via doorway--one that can accommodate 30 seats and the other for 20 seats--and include a 10'x12' storage space for uniforms and equipment. One of the Video Production rooms could be reduced in size to permit this, if necessary.
Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan	
7	Indicate the (3) changes proposed that are of the lowest priority for your school site:
	1) Provision of a second Video Production classroom--this is probably needlessly redundant 2) The reconfiguration of the 100 building, which includes the admin. office 3) Introduction of the Adult Transition program in the indicated location

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PRINCIPAL QUESTIONNAIRES

MAGNOLIA HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

School Name:	**Magnolia High**
Provide a list of Highest Priority Need	
1	Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:
	Modernized classrooms, theatre, second gym, student work areas. These are all addressed in our proposed plan.
Review and provide input for accuracy of the existing site plan	
2	Are there any inaccuracies on the existing site plan?
	No inaccuracies noted.
3	Are there any existing issues on your school site that should be considered for the school proposal?
	We still need a better plan for the "garden" space.
Review and provide input on the proposed Master Plan Diagram	
4	Indicate any changes LPA has proposed to your site that are NOT supported at your school site:
	Changes all seem to be supported.
5	Indicate any changes LPA has proposed to your site that are fully supported at your school site:
	Theater, second gym, two story building, learning courts, and a plan to remove portables and replace with permanent rooms fully supported.
6	Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:
	Need an art gallery/display space. JROTC needs storage equivalent to at least 25% of a classroom. The ASB complex needs to include student store space, ASB meeting room, ASB work room, and ASB Accounts Clerk work area. Our pool needs a coach's office and locker area within the pool complex. The theatre will require prop storage and male and female dressing rooms. The health office location is not specified on this plan.
Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan	
7	Indicate the (3) changes proposed that are of the lowest priority for your school site:
	None. All are essential.

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PRINCIPAL QUESTIONNAIRES

SAVANNA HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

School Name:	**(Insert school name here)**	Savanna HS
Provide a list of Highest Priority Need		
1	Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:	①New Gym → Yes (lobby) ②New Science Labs → Partial ③Parking lot reorganization → Partial ④ Shade Structure
Review and provide input for accuracy of the existing site plan		
2	Are there any inaccuracies on the existing site plan?	Yes, TBA
3	Are there any existing issues on your school site that should be considered for the school proposal?	—No wrestling room —Larger band room or relocation → Create Service road for emergency vehicles
Review and provide input on the proposed Master Plan Diagram		
4	Indicate any changes LPA has proposed to your site that are NOT supported at your school site:	→ New building will change architecture (double) (Eliminate Library) → Parking lot → Relocation of tennis courts → Relocation of cafeteria
5	Indicate any changes LPA has proposed to your site that are fully supported at your school site:	→ New Gym and additions to existing Gym. → Addition of Parent Center
6	Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:	→ creating a pick up / drop off area near current student center → Larger band room → Re Surfacing Main Quad → New lighting • Quad • Parking • Tennis courts
Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan		
7	Indicate the (3) changes proposed that are of the lowest priority for your school site:	① New administration ② Cafeteria → Weight room

* current library → AP offices / Records Conference Rooms

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WESTERN HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

School Name:	**Western High School**

Provide a list of Highest Priority Need

1	**Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:**
	1) "The boy's gym needs new bleachers. Automated ones like other schools would be nice and make them easier to push in. Also some rails on the sides would help protect students from falling off the side."; "Athletic/PE Facilities- All-weather track, pool upgrade, locker room, wrestling room closer to gym."; "I hope that an all-weather facility is in the plans for Handel, we need to stop playing in the "dirt".";
	2) The need for a wall that separates our school from the neighborhood that borders the softball and soccer fields. The potential for damage to property and individuals in that area is very high. It is a hazard zone back there for sure. I do not see that this is part of the plan.
	3) The legend on the side of the of the map shows 11 science classrooms - I only count 8 classrooms, only 5 of which appear to be designated as lab classrooms. This is less than what we have currently. The new plan should have the same or more lab/ science classrooms.

Review and provide input for accuracy of the existing site plan

2	**Are there any inaccuracies on the existing site plan?**
	You cannot position baseball fields in a manner that would have the hitter staring into the sun. The fields must be rotated a minimum of 90 degrees in either direction. Restrooms are indicated with a T, but are these for staff or students? Is ASB supposed to have two locations? If so, why?
3	**Are there any existing issues on your school site that should be considered for the school proposal?**
	The weight room needs to be bigger and athletic facilities need to be updated to be commensurate with other schools. The plan does not really address classroom interiors so I cannot speak to that.

Review and provide input on the proposed Master Plan Diagram

4	**Indicate any changes LPA has proposed to your site that are NOT supported at your school site:**
	"Having only one way in and one way out of the new proposed parking lot is too inefficient. Staff not having a separate parking lot will add to congestion in the morning and after school."; "There will be only one parking lot?"; "My main concern is the new location of the parking lot. I believe that it will be a safety hazard and a traffic nightmare. I find it hard to believe that convenience for people who will use it several times a year (football game/graduation attendees) takes precedence over everyday users. I'm not crazy about students/staff sharing a parking lot but do understand that many schools already do this."; "Also, the parking lot looks like it's going to be a nightmare."; "The indicated parking lot could be a problem. It could stay where it is instead of moving it by the stadium. There are not many stadiums where you get out of your car and walk right in."; "Why does the district want to waste so much money on moving a parking lot that will only be used 1/4 of the year? Most stadiums throughout the county you have to park and walk to get to. It will be more dangerous with the trucks doing their deliveries during P.E. classes and passing times, it only a matter of time when a student or staff member will get hit. I did not see where outdoor basketball will be?"; "The narrow road going to the parking lot near the stadium is a nightmare in the works. The road either needs to be wider (4 lanes) or there needs to be 2nd entrance/road.";

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	"Current plan only indicates one art room, no indication of where a ceramics room would be or if art room means both classes? Does the plan then indicate art teachers would be sharing a room? Or it will be divided in half. Art rooms can not be the same size as a normal classroom. Ceramic room needs to stay same size or larger. Location of kilns, power outlets and plumbing should be considered when moving rooms to a new location. Kilns need to be covered and if located indoors need proper ventilation. Kilns can not be uncovered outside.Kilns need to have gas run to them. Three kilns would have to moved. Ceramics room needs office space for storage of certain supplies. Both art rooms should be located in the same building. Possibility for an art computer lab that can be shared should be considered to meet the needs of art classes. If the rooms end up being moved or just remodeled I hope consideration to include us in those discussions when or if it gets to that point is taken into account." "Art teachers have special needs that are often overlooked in the designing / upgrading / remodeling that are often over looked or are not at all considered. There is only one art room? What happens to the Kiln? Are they getting rid of the ceramics classes?"; "What about the band room? Why is the band room not being updated? Every year the number of music students grow...the room is not big enough now."
	Where is the elevator in the "new" Library? Please do not make the Library a second story structure. Will the Library have the same amount of space that it does now? What will happen to the shelving for the Library books. Will they be providing new shelves? Will there be
	The 2 story classrooms at the back of the campus - Where is the elevator? Are they going to put in more than one elevator? There are at least two 2-story structures proposed, with a number of staircases. There was no indication where the elevators would be located. Since these are architectural drawings, these should be indicated. Elevators are required for 2-story buildings if Western is to be in compliance with Federal and State laws regarding access for students & adults with disabilities. Note: Apparently, whenever a site has elevators, a district employee must test each elevator on a regular basis (weekly or monthly - every elevator!) and log the tests - again, in order to be in compliance. This costs the district money, to have regular inspections of elevators that would not be necessary in the first place, if we continue with our 1-story buildings.
	The English Office is missing from the plan. This is an area that is consistently used by many groups on campus (i.e.: Leadership, School Site Council, etc). What are the plans to include a flexible meeting space?
	As I looked closer at the pool area they have taken out the AD/Pool office and adjacent team room. It is a common omission for the architects to leave out office/team and equipment space at pools. The area designated for "Pool Equipment" has to be for pump room/filters/chemicals because the existing pump room space is now labeled "Coaches rooms". If areas are to be re-designated, I am wondering if we can suggest an AD Office space that both Annette and I can share. If it is in the space between the two gyms and near the pool, it will be co-ed. Technically as of now, there is no designated area for ADs. I also want to emphasize the needs for an office/coaches space at the pool. This is a heavily traveled and utilized space at Western and cannot be removed and not replaced.

WESTERN HIGH SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

	The proposed wrestling room looks to be too narrow. A standard mat is 40 x 40 feet. As is a full mat would not fit. If it's going to be new then it should be made to fit our team. Ideally 45 x by 80 feet would work but space may be limited so 45 x 65 feet is generally a good room for most teams. This gives adequate space for practice and safety of all students. Another concern for the wrestling room is the location. It would be more convenient to be by the boy's gym since mats have to be transported back and forth so often. There is a need for a girl's wrestling room since it is now a CIF sport and it has grown on our campus.
	There is a Photo room. Why? Will this be the Yearbook room? Is it supposed to include film developing facilities? This seemed extraneous since almost no one develops photos anymore.
	The baseball fields cannot be situated as proposed. The hitters will be staring into the sun. This is a safety issue. The fields can go where proposed but must be rotated to address the sun issue.
	I noticed they have a black box on the blueprint. I don't know if this will actually be in the final version of the plans, but it would be nice to know if they have someone with some knowledge of the performing arts and the function/use of such a space on their team. The planning and construction of the performing arts center at Kennedy is an example of what not to do. They didn't listen to any advice from the performing arts teachers, and as a result, there are serious issues with that space.
5	**Indicate any changes LPA has proposed to your site that are fully supported at your school site:**
	More classrooms; learning courtyards; fence around the entire perimeter; science labs
6	**Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:**
	A 2nd exit for the stadium parking lot.; The only thing the seems to be missing is the building of a thrust on the Forum stage and some lighting to light it. The stage is too small for many of our performances.
	Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan
7	**Indicate the (3) changes proposed that are of the lowest priority for your school site:**
	Stadium parking lot; field configuration

Page 3 of 3 LPA

Liao, Jomay

From: Neely, Patricia <neely_p@auhsd.k12.ca.us>
Sent: Monday, April 28, 2014 10:52 AM
To: Liao, Jomay
Subject: FW: Proposed Facilities Master Plan

Jomay,

Another one from Western.

Patricia Neely | AIA | Architect
Director | Facilities Planning ▪ Design ▪ Construction

Anaheim Union High School District
501 Crescent Way | Anaheim | CA | 92803-3520
714 999 3505 | neely_p@auhsd.us

From: Sporn, Dana
Sent: Monday, April 28, 2014 10:22 AM
To: Neely, Patricia
Subject: RE: Proposed Facilities Master Plan

Is there a place for the Student Store? I didn't see one.

Dana Sporn

From: Neely, Patricia
Sent: Monday, April 28, 2014 10:19 AM
To: Rusk, Katheryn; Lunt, Daniel
Cc: Clark-Yamamoto, Karen; Gruenthal, Heather; Reta, Karen; Lauber, Stephan; ruskmsk@aol.com; Western_All
Subject: RE: Proposed Facilities Master Plan

Thank you Ms. Rusk. We will review the comments. I appreciate your effort in compiling this information.

-P

Patricia Neely | AIA | Architect
Director | Facilities Planning ▪ Design ▪ Construction

Anaheim Union High School District
501 Crescent Way | Anaheim | CA | 92803-3520
714 999 3505 | neely_p@auhsd.us

From: Rusk, Katheryn
Sent: Friday, April 25, 2014 3:23 PM
To: Lunt, Daniel
Cc: Clark-Yamamoto, Karen; Gruenthal, Heather; Reta, Karen; Lauber, Stephan; Rusk, Katheryn; ruskmsk@aol.com; Western_All; Neely, Patricia
Subject: RE: Proposed Facilities Master Plan

04.25.2014

Good Afternoon - Mr. Lunt,

1

8.2 APPENDIX PRINCIPAL QUESTIONNAIRES

WESTERN HIGH SCHOOL

Liao, Jomay

From: Neely, Patricia <neely_p@auhsd.k12.ca.us>
Sent: Monday, April 28, 2014 10:17 AM
To: Liao, Jomay
Subject: FW: Proposed Facilities Master Plan

Jomay,

Not sure if this got included in the principal's questionnaire – Westrn HS. I will review.

Patricia Neely | AIA | Architect
Director | Facilities Planning • Design • Construction

Anaheim Union High School District
501 Crescent Way | Anaheim | CA | 92803-3520
714 999 3505 | neely_p@auhsd.us

From: Rusk, Katheryn
Sent: Friday, April 25, 2014 3:23 PM
To: Lunt, Daniel
Cc: Clark-Yamamoto, Karen; Gruenthal, Heather; Reta, Karen; Lauber, Stephan; Rusk, Katheryn; ruskmsk@aol.com; Western_All; Neely, Patricia
Subject: RE: Proposed Facilities Master Plan

04.25.2014

Good Afternoon - Mr. Lunt,

Happy Friday to you! My comments below regarding the draft of Western's site plan reflect interviews and discussions with a number of other Western staff, as well as some of my own concerns/ideas.

A. Western High School has sound buildings, in general. Obviously, due to Western's age, we do need modernization and upgrades to existing facilities. This plan proposes removal of entire, sound structures - with no rationale or good reason. Western needs a renovation, with modernization and upgrades; Western does not need to have sound buildings knocked down, just to turn around and have to build new buildings.
Given some of the failures of Measure Z (in the early 2000s) to meet the needs of the district, this plan - which proposes to bulldoze/knock down some 1/4 of Western's current structures and facilities - for new construction is, quite bluntly, questionable at best, and terrifying at worst. The example of one school, I believe Lexington, with its subsequent construction lawsuit - which had some faulty and shoddy construction as part of its Measure Z construction - should serve as a warning. New construction is not always better. In fact, it is frequently poorly done, and less sound than older, existing structures. I know this from professional experience, having worked for a General and Roofing Contractor who was a regular consultant in Construction Defect Litigation. I liaised and participated in many Construction Defect Lawsuit inspections, and prepared my employer's reports for the lawyers and other contractors.
B. So, some of the problems that were noted (NOT listed in order of importance, only the messy order of my notes as I interviewed others and studied the plan):
1. Removal of Rooms: This plan includes the total removal of Room #17, and Rooms 20, 21, 22, 23, 24, & the English Office. Other classrooms are being eliminated and/or even condensed from 4-5 rooms down to one, as with the ILC center. Entire wings of classrooms are being eliminated - which obviously entails the removal of the teachers and all of their teaching materials and resources.
2. Ceramics/Art Rooms: This plan includes the removal of the Ceramics room with its kiln. There was no clear indication where these would be moved to. Or would we lose this valuable program altogether? Additionally, the art room is being removed and shifted to the other side of campus, as well as the Accounts Office being relocated - to where I don't know. But the Ceramics & Art room space are being converted to Property Rooms & Dressing Rooms on either side of the Theatre/Forum. Do we need that much space for the theatre/drama productions - so much space that we no longer have Ceramics and the kiln?

3. 2-Story Buildings: There are at least two 2-story structures proposed, with a number of staircases. There was no indication where the elevators would be located. Since these are architectural drawings, these should be indicated. Elevators are required for 2-story buildings if Western is to be in compliance with Federal and State laws regarding access for students & adults with disabilities. Note: Apparently, whenever a site has elevators, a district employee must test each elevator on a regular basis (weekly or monthly - every elevator!) and log the tests - again, in order to be in compliance. This costs the district money, to have regular inspections of elevators that would not be necessary in the first place, if we continue with our 1-story buildings.
- - Note: 2-story buildings just seem so out of place at our site. At other sites with 2-story buildings, the campuses have a cold, institutional feeling and appearance, lacking in aesthetic appeal.
4. Stairs on Campus: Adding stairs to the campus creates a safety issue, plain and simple. Also, the location of the stairwells creates opportunities for inappropriate student behavior.
5. Bathrooms: Restrooms are indicated with a T, but are these for staff or students? Or are we all supposed to share?
6. Storage & Offices: A number of teachers noted that they are losing offices and storage space/facilities with no clear plan to replace it in other areas. This is a problem around the proposed new pool, with lost storage due to the pump rooms. At other sites with new designs, their pool equipment was very quickly stolen from the site - adding to the cost of the pools since equipment had to be replaced.
7. Wrestling: Where is Wrestling going go be, since they are being shifted from the current Wrestling room?
8. ASB: Is ASB supposed to have two locations? If so, why?
9. Special Education Classrooms: The Special Education Department is spread out over campus, with numerous classrooms assigned to them. But, in the last few years, RSP and other Special Education teachers have seen their classrooms assigned elsewhere, to other teachers and departments - due to Mainstreaming and Inclusion, etc.
10. Photo Classroom: There is a Photo room. Why? Will this be the Yearbook room? Is it supposed to include film developing facilities? This seemed extraneous since almost no one develops photos anymore.
11. Parking Lots: Western has a large and more than adequate student parking lot. This lot even houses staff members' vehicles on a daily basis. There is no reason to relocate it, unless the rumors are true that this is due to Cypress and Kennedy parents complaining about having to walk all the way to Handel Stadium - from the current more-than-adequate parking lot - when they come for football games. Are we really going to knock down buildings, relocate fields, and more, for 20 football games a year? Since the trend in AUHSD,and across the country, is greater concern for graduating Career & College Ready - and Life Ready - students,money should not be wasted relocating a parking lot so that it is right next to the football field. Or, really, for any reason. Note: Staff should not have to park where students park, where the buses pull in, and where many parents drop off and pick up their students. Staff should have a dedicated parking lot, for more efficient access, and for the protection of staff property. It has been noted previously that staff members have had their vehicles vandalized, broken into, etc. We need a dedicated Staff Parking Lot.
12. Entrances to Campus: The one entrance shown, the entrance leading to the one parking lot and the football fields, may be/apparently is a violation of Fire Code. This one entrance only allows for one Ingress and Egress, which limits access to emergency vehicles in fires and other emergencies, and limits evacuation in case of fire, lock-downs, and/or other emergencies. Also, this may prevent Western from being used for CIF events and evening games - due to this limited access. Apparently, at least one California high school has suffered the consequences of not having enough sufficient entrances/exits to their campus.
13. Library: Yes, Western's current Library / Media Center is older and needs modernization and upgrades. But it is a wealth of resources, with collections of books, encyclopedias, magazines, computers/other technology, etc. If they are moved to the 2-story facility, all collections will have to be packed up and the shelves removed/moved. A major concern is that they will not be given new shelves to house these valuable collections - that these collections will be lost, since some people think that, if a source is not digital/technology-based, then it has no value. This attitude is limited and short-sighted - there is real value in handling actual hard copies of resources. No one would argue that the paper copies/hard copies of the U.S. Constitution should be replaced with digital copies only, that the hard copy has no value. I know it seems like an exaggeration - but there is a real value to the Library collection of hard copy resources. Note: This is especially true when the District's Internet is down.
14. Athletic Fields: The baseball and soccer fields, under the draft proposal, are overlapping, with the soccer fields running over the baseball fields, or the baseball fields running over the soccer fields. I suppose it depends on the coach being asked. This means that, for 2/3 of the year, the baseball teams, soccer teams, etc. do not have access to their fields for practice. They only have access for 1/3 of the year, because their fields overlap. This hardly seems fair or equitable for these teams, teams that want to go out and represent Western to the best of their ability and skill. But, because skill is something that needs to be practiced, these teams are getting shortchanged in the practice department because of their limited access to their practice/playing fields.
- - Also regarding the baseball fields: The proposed configuration for the baseball fields means that the batter, catcher, and umpire have the sun in their eyes. Why is this a problem? Because baseball pitchers are sending pitches in at roughly 90+ mph, this is a safety issue, for the batter, catcher, and umpire.

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

WESTERN HIGH SCHOOL

- - One interviewee commented that it is a problem for home-runs (or not) since the wind, at this configuration, is in the wrong direction and impedes home-runs.
- - The Varsity Baseball Field should should have a fence around it. But this draft/proposed design negates this option, since it has a soccer field overlapping it.
15. These are just some of the myriads of comments about how this draft/"proposal" will negatively impact the classrooms, administrative buildings, & athletic fields - and thus students, staff (classified & certificated), & athletes.

Clearly, this draft/proposed design for Western's site plan is a problem (possibly a construction nightmare) in so many different ways. These are just a few. I hope that the concerns/ideas submitted by other Western Staff cover areas of serious concern, areas that the people I interviewed, and I, have missed. The District needs to see that this is not a workable or viable draft/proposal. I hope that the District will also see that Western Staff are deeply concerned about this and that we want our collective voices to be heard. Thank you, Mr. Lunt, for your time and attention in this matter. And I thank you in advance for presenting the concerns/ideas of Western Staff to the District. Again, thank you and have a nice weekend.

Very sincerely,
Ms. Kate Rusk.

: Lunt, Daniel
Sent: Thursday, April 17, 2014 5:01 PM
To: Western_All
Subject: FW: Proposed Facilities Master Plan

Attached is a feedback sheet after viewing the draft of the plan. This will be discussed at the next School Site Council Meeting.

Daniel K. Lunt
Principal, Western High School
Anaheim Union High School District
(714) 220-4032

From: Lunt, Daniel
Sent: Thursday, April 17, 2014 4:58 PM
To: Western_All
Subject: Proposed Facilities Master Plan

Western Staff,

Please take the time to go by the map of the proposed facilities master plan for Western located in the staff lounge and email me any suggestions so that I can pass them along to district planners. Thanks.

Daniel K. Lunt

3

Principal, Western High School
Anaheim Union High School District
(714) 220-4032

Anaheim Union High School District
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8.2 APPENDIX PRINCIPAL QUESTIONNAIRES

WESTERN HIGH SCHOOL

Liao, Jomay

From: Neely, Patricia <neely_p@auhsd.k12.ca.us>
Sent: Monday, April 28, 2014 10:52 AM
To: Liao, Jomay
Subject: FW: Western High School

Jomay,

More from Western.

Patricia Neely | AIA | Architect
Director | Facilities Planning • Design • Construction

Anaheim Union High School District
501 Crescent Way | Anaheim | CA | 92803-3520
714 999 3505 | neely_p@auhsd.us

From: Smith, Lawrence
Sent: Monday, April 28, 2014 10:37 AM
To: Neely, Patricia
Cc: Rusk, Katheryn; Reta, Karen; Luethke, Donald; Lunt, Daniel
Subject: Western High School

Mrs. Neely,

I am writing to you because Kate Rusk says you are the person we should address concerns to regarding the proposed changes to Western High. Let me begin by saying I am the Health Department Chairman and Head Varsity Baseball Coach at Western, and although some might say my viewpoint might be one sided, I believe the issues I will present are valid and need to be addressed.

Looking at the proposal I can see that the plan removes the faculty parking lot off of Orange Ave., and moves the parking for the school to be moved next to the stadium. I have asked several people why there is a push to move the parking lot next to the stadium, and have been told it is because people from Cypress and Kennedy complain about having to walk (or because the athletes/band members have to walk) 50 yards to get from the bus drop off to the stadium. Why? Because buses are not to drive on the new basketball courts. BTW...the buses drive on it every day anyway. If this is the reason to spend millions of dollars to save well conditioned athletes and band members save the short walk it is ridiculous. The stadium is used not more than 25 nights a year. Most of them are football games and one day for graduation. How can this be justified? There are more pressing issues than saving athletes a few extra steps. Then the issue we have with removing the teacher's parking lot is that now teachers will have their cars unsupervised where students have access to the vehicles. Imagine being a teacher. You discipline a student and go to your car. When you get there its been keyed or something broken off. Will the District cover the cost of repairing the car? No. Currently, teachers (including myself) monitor the teacher's lot to be sure everything is secure...which it is. Also, how safe is it going to be to have cars driving on and off campus while students are out at PE or while in their sport? When someone gets hit by a car who will be at fault?

The next issue is in the proposed fields. Are you aware that only two schools do not have permanent fences around their baseball field. The first is Katella, and they don't want one. Why? They play all their games across the street at Boysen Park. The other school is Western. Why? Because, **unlike every school in the District**, we have to share our field with Football and Soccer. Having to do so puts each of these teams and players behind every other school because we cannot practice 2/3 of the year. People talk about equity within the District all the time, but when it comes to this situation they are 100% fine with keeping the inequity. Even within the proposal we will have to share the facilities with all three sports. Can someone explain why? But please explain why to our kids. Tell them why kids at every other school is allowed to practice inside their fenced in field except of us. Tell them why they have to start most Mondays cleaning up their unfenced field because people came onto it over the weekend and messed up the field. Tell them why they have to raise funds to pay for these repairs and no other school does. We are not asking for a scoreboard...like everyone else has, or

multiple batting cages...like everyone else has, we just want a fence.

Finally, whoever drew the proposal has never played baseball. If they had the would not place home plate (on both fields) toward the sun. Can you image a batter, or catcher, sitting there as a 90mph fastball comes at them and being able to see it due to the sun in their eye? Talk about being held liable.

Is there a solution? Yes, and its simple and cost effective. 1) Leave the current parking configuration as it stands. 2) Remove the asphalt where our old portable classrooms use to sit and grass in that area. By doing so, we can move the football/soccer field over there and dedicate the baseball field to baseball. Estimates from professionals I have spoken to say it would cost less than $50,000 (permanent baseball fence included), as opposed to the missions of dollars it would cost to redo the parking lot and athletic fields. Plus this can be done this summer and be ready for the start of next school year.

Thank you for your time.

Lonnie Smith
Western High School
Head Varsity Baseball Coach
Health Department Chairman

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8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

WESTERN HIGH SCHOOL

Liao, Jomay

From: Neely, Patricia <neely_p@auhsd.k12.ca.us>
Sent: Wednesday, April 30, 2014 1:41 PM
To: Smith, Lawrence
Cc: Luethke, Donald; Lunt, Daniel; Adair, Darrel; Matsuda, Michael; Rusk, Katheryn; Mc Ghee, Joan; Liao, Jomay; Poore, Dianne; Rogers, Wendy
Subject: RE: Western Proposal

Lonnie,

Thank you for sharing your concerns and for the time spent reviewing Western's FMP. Dan Lunt voiced your concerns Monday when we collected comments from the school. We agreed to leave the parking lot in its same location – cleaning up edges, of course, and converting the asphalt area to turf where the old portables used to be. The baseball field stays in its same location but we will include the installation of a permanent fence in the needs assessment document that feeds into the school's master plan.

The architect is working on the reconfiguration of the parking lot to explore the separation of staff and student parking areas.

-P

Patricia Neely | AIA | Architect
Director | Facilities Planning • Design • Construction

Anaheim Union High School District
501 Crescent Way | Anaheim | CA | 92803-3520
714 999 3505 | neely_p@auhsd.us

From: Smith, Lawrence
Sent: Wednesday, April 30, 2014 9:41 AM
To: Neely, Patricia
Cc: Luethke, Donald; Lunt, Daniel; Adair, Darrel; Matsuda, Michael; Rusk, Katheryn; Mc Ghee, Joan
Subject: Western Proposal

Mrs. Neely

I know I am including my letter to you once again, but I wanted everyone involved to have my opinion...not just you.

Since my letter to you we have had the mild wind storms that have passed through Anaheim. Because of the wind, the fence on the baseball field has been blown over. This happens every time we have a wind event as we are experiencing this week. Yesterday we had to forgo practice to spend almost 3 hours repairing the fence in order to prevent anyone from being injured. I am including the pictures I took of the fence so everyone can see the obstacles having a temporary fence has on our program. I know for fact Cypress, Kennedy or no one else in the district had to do the repairs we had to because no one else has to use a temporary fence.

For those that of you who were not sent the original letter I sent to Patricia I am pasting it below.

"I am writing to you because Kate Rusk says you are the person we should address concerns to regarding the proposed changes to Western High. Let me begin by saying I am the Health Department Chairman and Head Varsity Baseball Coach at Western, and although some might say my viewpoint might be one sided, I believe the issues I will present are valid and need to be addressed.

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next to the stadium, and have been told it is because people from Cypress and Kennedy complain about having to walk (or because the athletes/band members have to walk) 50 yards to get from the bus drop off to the stadium. Why? Because buses are not to drive on the new basketball courts. BTW...the buses drive on it every day anyway. If this is the reason to spend millions of dollars to save well conditioned athletes and band members save the short walk it is ridiculous. The stadium is used not more than 25 nights a year. Most of them are football games and one day for graduation. How can this be justified? There are more pressing issues than saving athletes a few extra steps. Then the issue we have with removing the teacher's parking lot is that now teachers will have their cars unsupervised where students have access to the vehicles. Imagine being a teacher. You discipline a student and go to your car. When you get there its been keyed or something broken off. Will the District cover the cost of repairing the car? No. Currently, teachers (including myself) monitor the teacher's lot to be sure everything is secure...which it is. Also, how safe is it going to be to have cars driving on and off campus while students are out at PE or while in their sport? When someone gets hit by a car who will be at fault?

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Is there a solution? Yes, and its simple and cost effective. 1) Leave the current parking configuration as it stands. 2) Remove the asphalt where our old portable classrooms use to sit and grass in that area. By doing so, we can move the football/soccer field over there and dedicate the baseball field to baseball. Estimates from professionals I have spoken to say it would cost less than $50,000 (permanent baseball fence included), as opposed to the missions of dollars it would cost to redo the parking lot and athletic fields. Plus this can be done this summer and be ready for the start of next school year."

Thank you for your time.

Lonnie Smith
Western High School
Head Varsity Baseball Coach
Health Department Chairman

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8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

HOPE SCHOOL

School Name: Hope School

Provide a list of Highest Priority Need

1 Indicate the (3) highest priority facility or grounds needs for your school site and note if the proposed plan addresses these needs:
Classrooms (insulation, sinks, remove carpets, better control of heating and AC, better windows with tinting and shatter resistent, cabinet space, multiple electrical outlets on all walls, shortthrow/interactive projectors) Addressed in part in the plan.

Additional bathrooms (more input from school site to discuss functionality)
The bus area proposed in the site plan is a disaster. All buses should load "curbside" or on a painted line replicating a curb so students don't have to walk through buses. There is enough room do this with the proper design. Walkways from buses to classrooms (leveled, covered, drainage for water, plus an uncovered walkway to and around the track) Higher fence between us and

Review and provide input for accuracy of the existing site plan

2 Are there any inaccuracies on the existing site plan?

Projected costs for each element in the plan. We would like the biggest bang for our buck.

Bus/parking lot plan

Fencing along south end of campus separating us from the shopping center

Multipurpose Room (sound for performances and linked with intercom on phone system, projector, upgrade internet bandwidth for professional development) Not addressed in plan.

Storage center

3 Are there any existing issues on your school site that should be considered for the school proposal?

Walkways from buses to classrooms (leveled, covered, drainage for water, plus an uncovered walkway to and around the track)
The bus area proposed in the site plan is a disaster. All buses should load "curbside" or on a painted line replicating a curb so students don't have to walk through buses. There is enough room do this with the proper design.

New fencing for the entire campus.

Review and provide input on the proposed Master Plan Diagram

4 Indicate any changes LPA has proposed to your site that are NOT supported at your school site:
The bus area proposed in the site plan is a disaster. All buses should load "curbside" or on a painted line replicating a curb so students don't have to walk through buses. There is enough room to do this with the proper design.

5 Indicate any changes LPA has proposed to your site that are fully supported at your school site:

6 Indicate any changes LPA should consider at your school site that are not indicated on your site's proposal:

Covered walkways from buses to classrooms when it rains, leveled out pavement, covered area for students waiting for the buses
The bus area proposed in the site plan is a disaster. All buses should load "curbside" or on a painted line replicating a curb so students don't have to walk through buses. There is enough room t do this with the proper design.

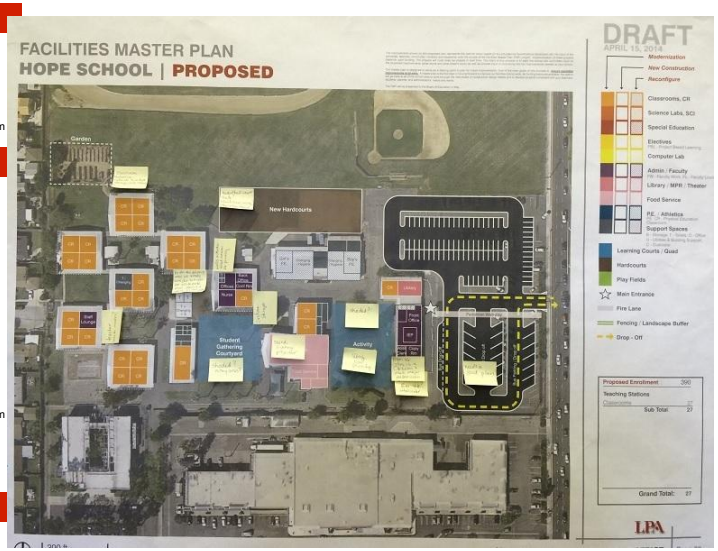
Higher fence between us and shopping center. This is basic safety - any criminal activity in the shopping center could easily end up on school grounds because the existing fence is so low.

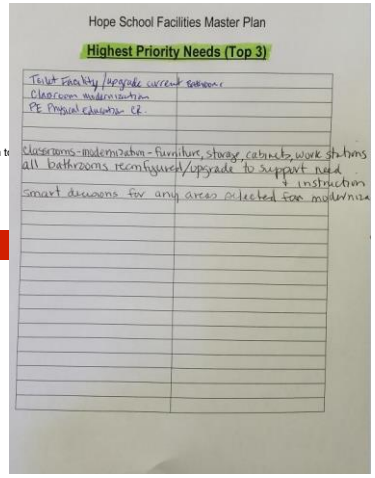
Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan

7 Indicate the (3) changes proposed that are of the lowest priority for your school site:

leveled amplitheater, 2 student work areas (amplitheater & outside cafeteria)

redesigned hardcourts

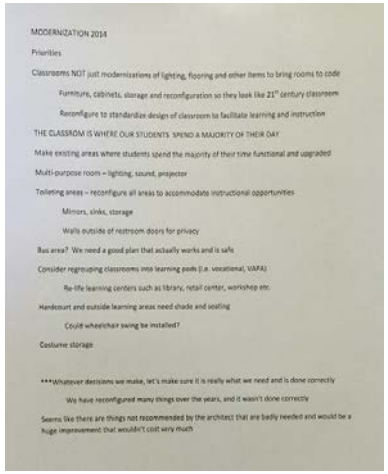



Hope School Facilities Master Plan

Highest Priority Needs (Top 3)

Toilet Facility Upgrade current bathrooms
Classroom modernization
PE Physical education CR

Classrooms - modernization - furniture, storage, cabinets, work stations
all bathrooms reconfigured/upgrade to support need + instruction
Smart classrooms for any areas selected for modernization


MODERNIZATION 2014

Priorities

Classrooms NOT just modernizations of lighting, flooring and other items to bring rooms to code

Furniture, cabinets, storage and reconfiguration so they look like 21st century classroom

Reconfigure to standardize design of classroom to facilitate learning and instruction

THE CLASSROOM IS WHERE OUR STUDENTS SPEND A MAJORITY OF THEIR DAY

Make existing areas where students spend the majority of their time functional and upgraded

Multi-purpose room – lighting, sound, projector

Toileting areas – reconfigure all areas to accommodate instructional opportunities

Mirrors, sinks, storage

Walls outside of restroom doors for privacy

Bus area? We need a good plan that actually works and is safe

Consider regrouping classrooms into learning pods (i.e. vocational, VAPA)

Re-life learning centers such as library, retail center, workshop etc.

Hardcourt and outside learning areas need shade and seating

Could wheelchair swing be installed?

Costume storage

***Whatever decisions we make, let's make sure it is really what we need and is done correctly

We have reconfigured many things over the years, and it wasn't done correctly

Seems like there are things not recommended by the architect that are badly needed and would be a huge improvement that wouldn't cost very much

APPENDIX
BLUEPRINT FOR THE FUTURE COMMITTEE CONSENSUS REPORT

Blueprint for the Future Committee

Committee Consensus

February 25, 2014

Over the course of four meetings during the month of February 2014, the Blueprint for the Future Committee developed consensus on several items. We have described how our committee came together, what we learned, and what we agreed to report from our efforts.

How We Came Together

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. We held four Tuesday evening meetings, on February 4, 11, 18, and 25. We dedicated approximately 500 hours to learning about the District's facilities needs, the options for addressing them, and in developing consensus.

Our efforts were supported by District staff and consultants (please see list attached).

We divided our working time into meeting as a committee of the whole, and as subgroups comprising the following topics:

- Accountability and Finance
- Energy Conservation and Sustainability
- Facilities, Fields, and Outdoor Areas
- Safety and Security
- Student Learning
- Technology

Many of our members also took tours of the District's school sites offered by the principals at each of the District's 19 campuses.

At each meeting, attendees studied the issues, shared varied opinions, and came back to the committee of the whole to report out priorities and future considerations. We then discussed equitability and accessibility in relation to 21st Century learning.

What We Learned

Each of our meetings had a main area of focus.

Our first meeting addressed:

Understanding of Committee Purpose and Function, Sub-Committee Selection, and Introduction to Facilities

We learned that the District has eight high schools, eight junior high schools, three specialized school sites, and a District office. We learned that the District serves more than 30,000 students; has more than 260 buildings, most of which are 35 to 63 years old; has 129 buildings that have never been remodeled/refurbished; and has approximately 70 percent of its buildings in need of repair.

Committee members learned about the Facilities Master Plan process under way, which will be completed in June. We learned that the needs assessment portion of the Facilities Master Plan had already identified significant basic facilities needs.

We also learned about the vision of the campus and classroom of the future, with flexible spaces for collaboration and use of technology.

It is expected that our Facilities Master Plan will indicate the need for something approaching $1 billion to be invested in our schools.

Our second meeting addressed:

Understanding of Operational vs. Capital Funding, How Bonds and Taxes Work, and What Might be Affordable

Committee members learned that the District will have revenues of approximately $283 million to spend on basic operations this year, which is 10 percent less than five years ago. We also learned that three-quarters of the revenues come from the state and that 80 percent is spent on teachers and other staff. We learned that the District has approximately $10 million that is subject to various restrictions, but could be invested in facilities.

We reviewed Measure Z and learned that tax rates are averaging less than $25 per $100,000 of assessed value. We learned that the District could afford a $249 million bond measure for a tax rate of $30, the limit on projected taxes for a 55 percent voter approval bond measure.

Our third meeting addressed:

Understanding Public Information Research

Attendees learned that the demographics of our total community are not reflected in our voters and that the survey addresses what voters think.

We learned that 60 percent of voters think their community is headed in the right direction, more than 55 percent of voters think schools need additional funds, and that it is feasible to think that a bond measure could pass, although a public information campaign would be needed.

We learned how our Board of Trustees maintains relationships with all the different constituencies in our community, including the five cities and five feeder elementary school districts.

What we agreed to report from our efforts

- 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's 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.

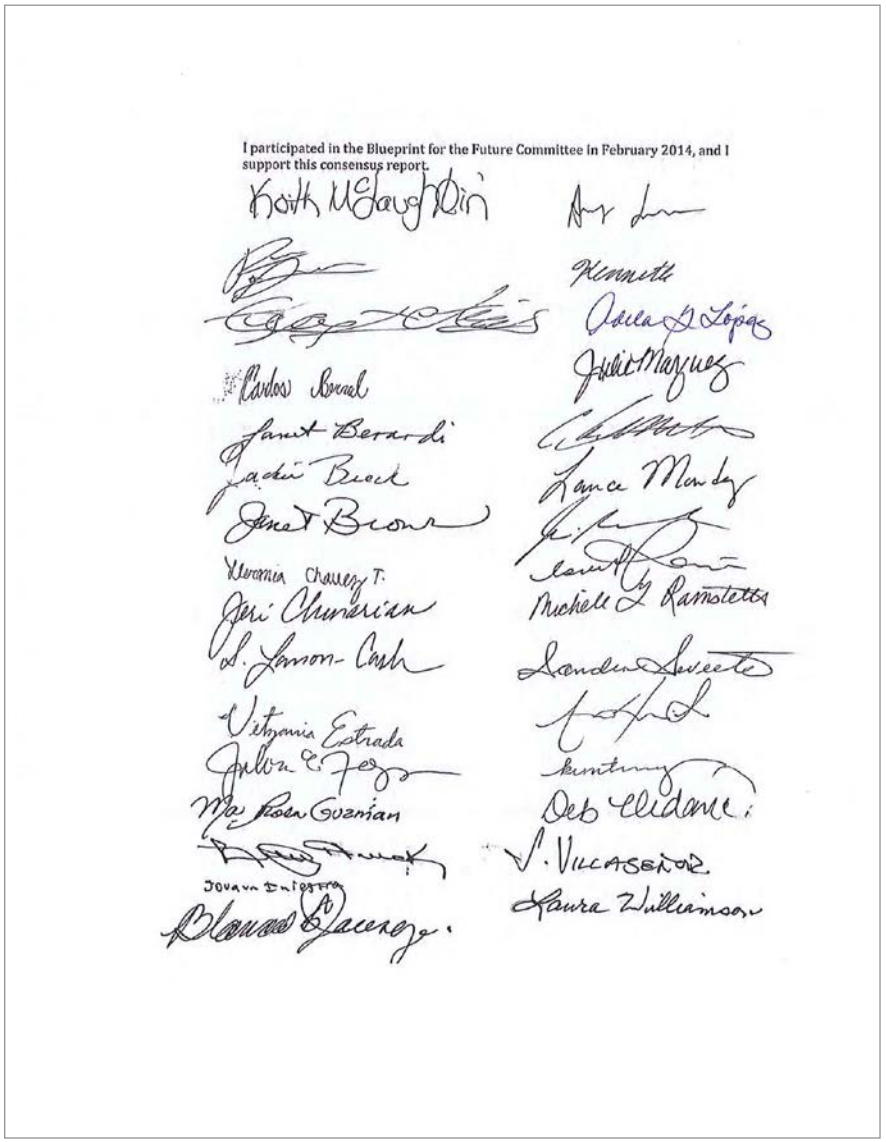
- Consideration of a bond measure should begin with accountability. The statutorily required Citizens' Bond Oversight Committee should be formed before the Board considers action to place a bond measure on the ballot. The oversight committee should review the proposed bond project list and confirm that the projects can be completed with the anticipated bond measure funding before the Board takes action to put a bond measure on the ballot. The oversight committee could also be tasked with establishing benchmarks to measure progress of the facilities projects to be completed with bond funding. The benchmarked performance should be regularly reported to the community via the website www.auhsdblueprint.us.

- The Committee learned a great deal about school facilities and funding, and realizes that the general public doesn't have this information. A public information process is important to illuminate the Blueprint Committee's work and conclusions for the larger community.

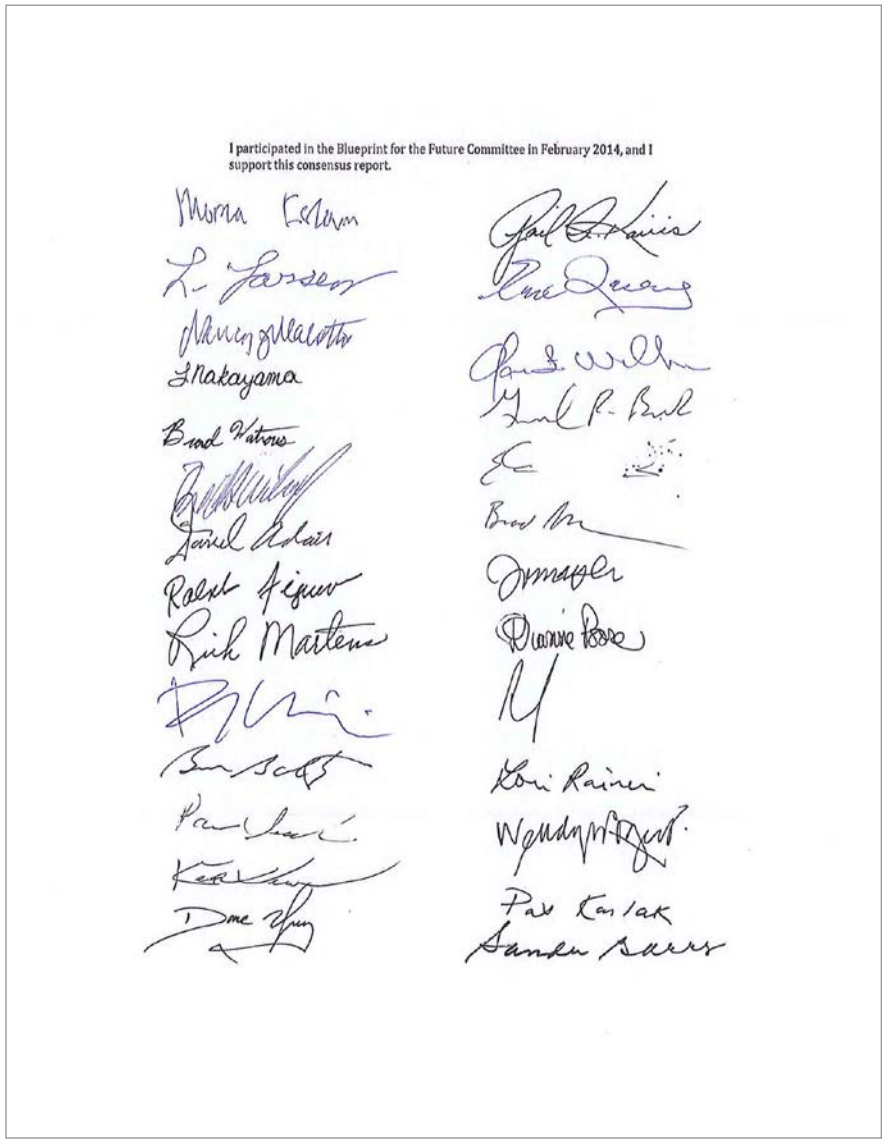
AUHSD Staff and Consultants

- Darrel Adair, director of maintenance and operations
- Dave Bannon of GBA, architectural consultant
- Mark Berg, PlanNet, technology consultant
- Jerry Buck, PlanNet, technology consultant
- Jazmin Castellano-Luna, Spanish language translator
- Ralph Figueroa, project manager
- Erik Greenwood, chief technology officer
- Brad Jackson, director of special youth services
- Pat Karlak, public information officer
- Kari Kikuta, LPA, architectural consultant
- Jomay Liao, LPA, architectural consultant
- Trish Lockhart, director of curriculum and instruction
- Rick Martens, director of student support services
- Brad Minami, director of purchasing
- Patty Neely, director of facilities' planning, design, and construction
- Dianne Poore, assistant superintendent of business services
- Lori Raineri, Government Financial Strategies, financial services consultant
- Erik Ring, LPA, architectural consultant
- Wendy Rogers, LPA, architectural consultant
- Bruce Saltz, controller
- Paul Sevillano, assistant superintendent of education
- Susan Stocks, director of special programs
- Keith Weaver, Government Financial Strategies, financial services consultant
- Dave Young, PlanNet, technology consultant

8.3 APPENDIX
BLUEPRINT FOR THE FUTURE COMMITTEE CONSENSUS REPORT



I participated in the Blueprint for the Future Committee in February 2014, and I support this consensus report.



I participated in the Blueprint for the Future Committee in February 2014, and I support this consensus report.

8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

BALL JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / BALL JR. HIGH SCHOOL

CURRENT ENROLLMENT: 1100

CURRENT GRADE LEVELS: 7-8

ADMINISTRATIVE STAFF: 88 total: 3 Administrators, 2 Counselors, 1 Psychologist, 44 Teachers and 38 Classified.

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

The latest modernization was in 2002.

INTRODUCTION:

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 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.

FACILITIES NEEDS ASSESSMENT / BALL JR. HIGH SCHOOL

GREATEST NEEDS: The staff offered the following list of 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 are 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.

- PORTABLES TO PERMANENT — 6 portable classrooms.
- TRAFFIC / CIRCULATION / FIRE LANES — Overall traffic circulation works well
- PAVING
  - ASPHALT — The existing condition of asphalt is poor and needs to be replaced including the front parking lot, main parking lot, amphitheater, basketball courts and west campus areas near portables (160,500 s.f.). Repurpose the amphitheater.
  - CONCRETE — In general the existing concrete is in fair condition with some areas that need to be replaced due to cracking (26,000 s.f.).
- FENCING — 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.
- LANDSCAPE & IRRIGATION — 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 (23,500 s.f.). Landscape and irrigation between classroom buildings need to be replaced (43,000 s.f.). The amphitheatre needs to be repurposed.

AUHSD / BALL JR. HIGH SCHOOL
May 2014

8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

BALL JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / BALL JR. HIGH SCHOOL

- ATHLETIC FIELDS
  - o GENERAL CONDITION: The existing playing fields and irrigation are in poor condition (14 acres) and in need of a new irrigation system. Existing tennis court fencing needs to be replaced. The tennis courts are in need of resurfacing, wind screens, and fencing (43,800 s.f.).
  - o LIGHTING: N/A
- ROOFING: 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.
- LUNCH SHELTERS: Lunch shelters are needed at the campus quad.
- ACCESSIBILITY
  - o PATH OF TRAVEL: The existing asphalt is in poor condition presenting several path-of-travel issues. The existing concrete paving poses minor path-of-travel issues.
  - o PARKING: The 2002 modernization addressed accessible parking. However, parking signage will still need to be brought up to current code. Additional parking spaces are also needed.
  - o DRINKING FOUNTAINS: All drinking fountains need to be upgraded to meet code.
- MARQUEE: The existing school marquee is digital and operational.
- SKYLIGHTS: The existing clerestory windows at the boys and girls locker rooms are leaking and need to be replaced.
- WINDOW SYSTEMS: Windows in poor condition were noted in the administration building and in the library. Evaluate the feasibility of replacing single pane glazing with energy efficient window systems.
- SIGNAGE: Signage was addressed in the 2002 modernization. Restroom and wayfinding signage needs to be upgraded to current code.
- SITE UTILITIES
  - o SEWER: The existing sewer system needs to be replaced.
  - o DOMESTIC WATER: The existing domestic water system need to be replaced.
  - o FIRE WATER: N/A
  - o STORM DRAIN: Address storm drain system throughout. 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.
  - o GAS: The existing gas system needs to be replaced along with an earthquake shutoff valve.

FACILITIES NEEDS ASSESSMENT / BALL JR. HIGH SCHOOL

- o ELECTRIC: 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.
- HVAC: 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.

AUHSD / BALL JR. HIGH SCHOOL
May 2014

8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

BROOKHURST JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / BROOKHURST JR. HIGH SCHOOL

CURRENT ENROLLMENT: 1250

CURRENT GRADE LEVELS: 7-8

ADMINISTRATIVE STAFF: 81 Total: 3 Administrators, 2 Counselors, 1 Psychologist, 1 SLP, 46 Teachers, 28 Classified.

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

The most recent modernization was in 1993.

INTRODUCTION:

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. The Principal 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.

GREATEST NEEDS: The staff offered the following list of greatest needs:

- Highest Program Needs:
  - Safety & Security Upgrades
  - 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.

FACILITIES NEEDS ASSESSMENT / BROOKHURST JR. HIGH SCHOOL

- Need to add more restrooms on campus.
- Secure classrooms facing Crescent Ave.

- PORTABLES TO PERMANENT — There are 3 portable classroom buildings on the south side of the campus.
- TRAFFIC / CIRCULATION / FIRE LANES — 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.
- PAVING
  - ASPHALT — Much of the existing asphalt 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.).
  - CONCRETE — Much of the concrete paving is broken and cracked (19,000 s.f.). Existing concrete walkways are too narrow and need to be replaced (35,000 s.f.) The courtyard spaces are underutilized and could be converted to outdoor learning areas (63,000 s.f.).
- FENCING — 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.).
- LANDSCAPE & IRRIGATION — Revamp the central quad. Upgrade the landscape throughout campus. Replace the existing irrigation system (6 acres) serving grounds and athletic fields.
- ATHLETIC FIELDS — Replace non-DSA certified field maintenance sheds.
  - GENERAL CONDITION — The existing asphalt tennis courts need to be resurfaced along with new fencing and windscreens (37,000 s.f.). A sixth tennis court should be added. Add a softball backstop.
  - LIGHTING — Not Applicable.
- ROOFING — The entire campus roofing is in need of a tune up.
- LUNCH SHELTERS — Need to add lunch/shade shelters on campus.
- ACCESSIBILITY
  - PATH OF TRAVEL — There are several non-compliant accessibility issues throughout campus.
  - PARKING — Upgrade the existing accessible parking to meet current code.

AUHSD / BROOKHURST JR. HIGH SCHOOL
May 2014

8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

BROOKHURST JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / BROOKHURST JR. HIGH SCHOOL

o DRINKING FOUNTAINS	Replace drinking fountains throughout campus.
• MARQUEE	Existing manual marquee should be upgraded to digital.
• SKYLIGHTS	The roof skylights and ventilation in the gym need to be addressed.
• WINDOW SYSTEMS	Existing window systems are in need of replacement with energy efficient window systems.
• SITE UTILITIES	
o SEWER	Replace the existing sewer system.
o DOMESTIC WATER	Replace the existing domestic water system.
o FIRE WATER	N/A
o STORM DRAIN	Evaluate the storm drain system, roof gutters, and downspouts and repair/replace as required.
▪ PONDING	There are several areas on campus with ponding water such as the track, the quad, and courtyards.
o GAS	Replace the existing gas piping system. Provide an earthquake shutoff valve.
• ELECTRIC	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.
• HVAC	Modernized in 1993, the rooftop package units are well past typical life cycle. Add a ventilation system in the gym. Replace the EMS system.

8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

DALE JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / DALE JR. HIGH SCHOOL

CURRENT ENROLLMENT: 1205

CURRENT GRADE LEVELS: 7-8

ADMINISTRATIVE STAFF: 100 Total: 3 Administrators, 51 Teachers, 2 Counselors, 2 Psychologists, 1 SLP, 41 Classified

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

A minor modernization of buildings occurred in 2001-2002 focusing on HVAC, lights, and the installation of a new manual fire alarm system.

INTRODUCTION:

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 building 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.

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.

FACILITIES NEEDS ASSESSMENT / DALE JR. HIGH SCHOOL

GREATEST NEEDS: The staff offered the following list of 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.

- PORTABLES TO PERMANENT — Four portable buildings are on site.
- TRAFFIC / CIRCULATION / FIRE LANES — The design of the front drop-off parking lot should be reconfigured for efficiency and improved curb appeal.
- PAVING
  - ASPHALT — 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 — 20,000 s.f. of concrete paving needs to be replaced in various locations throughout the campus.
- FENCING — Fencing will be required at the northwest side of campus if the central kitchen is built at this location (800 l.f.). New chain link fencing is required along Ball Rd. (400 l.f.).
- LANDSCAPE & IRRIGATION — 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.

AUHSD / DALE JR. HIGH SCHOOL
May 2014

8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

DALE JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / DALE JR. HIGH SCHOOL

• ATHLETIC FIELDS	
o GENERAL CONDITION	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.
o LIGHTING	Not Applicable.
o BLEACHERS	Gymnasium bleachers need to be replaced.
• ROOFING	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.
• LUNCH SHELTERS	Provide shade structures in the central quad.
• ACCESSIBILITY	
o PATH OF TRAVEL	Path-of-travel issues are prevalent throughout the site. See asphalt and concrete paving above.
o PARKING	Accessible parking is available, but needs to be addressed to meet current code.
o DRINKING FOUNTAINS	Accessible hi-lo drinking fountains are required.
• MARQUEE	Upgrade the existing marquee to digital.
• SKYLIGHTS	Not Applicable.
• WINDOW SYSTEMS	The existing windows systems are old and in need of replacement with energy efficient window systems.
• SIGNAGE	Upgrade signage per new room numbering system. Provide wayfinding signage.
• SITE UTILITIES	
o SEWER	The sewer system needs to be replaced.
o DOMESTIC WATER	The domestic water system needs to be replaced.
o FIRE WATER	N/A
o STORM DRAIN	Evaluate the storm drain system, gutters, and downspouts. Repair/replace as required.
▪ PONDING	Some ponding occurs at the central quad and southeast parking lot.
o GAS	The existing gas lines need to be replaced. Provide an earthquake shut-off valve.

FACILITIES NEEDS ASSESSMENT / DALE JR. HIGH SCHOOL

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

AUHSD / DALE JR. HIGH SCHOOL
May 2014

8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

LEXINGTON JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / LEXINGTON JR. HIGH SCHOOL

CURRENT ENROLLMENT: 1264

CURRENT GRADE LEVELS: 7-8

ADMINISTRATIVE STAFF: 86 Total: 2 Administrators, 44 Teachers, 34 Classified, 6 Cafeteria

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

Campus wide modernization and expansion, 2007, Measure Z.

INTRODUCTION:

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.

GREATEST NEEDS:

The staff described their greatest needs as follows:

- Highest Program Needs:
  - Library / Media Center Upgrade
  - Gym and Locker Room Improvements
  - Exterior Student Quads and Courtyards
  - Technology Upgrades

FACILITIES NEEDS ASSESSMENT / LEXINGTON JR. HIGH SCHOOL

- 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.

- PORTABLES TO PERMANENT — Not Applicable.
- TRAFFIC / CIRCULATION / FIRE LANES — General traffic and student drop-off/pick-up is very efficient. The staff expressed the need for additional special event parking. Currently, special event parking is directed to the turf playfields.
- PAVING
  - ASPHALT — Parking lots and perimeter asphalt conditions are relatively good. Cross slope at the northwest corner perimeter road exceeds 2%.
  - CONCRETE — Overall site concrete is in poor condition (17,000 s.f.). The condition of the central quad is especially poor (13,000 s.f.).
- FENCING — 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.
- LANDSCAPE & IRRIGATION — The campus landscape and irrigation (fields and grounds) were upgraded in 2007 and are in good condition.
- ATHLETIC FIELDS
  - GENERAL CONDITION — 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.
  - LIGHTING — Existing sports field lighting is maintained by AYSO with separate electric meter through Southern California Edison. It is in good condition.

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DETAILED CONDITION ASSESSMENTS

LEXINGTON JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / LEXINGTON JR. HIGH SCHOOL

o BLEACHERS	Existing wood field bleachers need to be replaced.
• ROOFING	The roofing is scheduled for a tune-up in 2014.
• LUNCH SHELTERS	Provide lunch shelters.
• ACCESSIBILITY	
o PATH OF TRAVEL	Upgraded in 2007-2008.
o PARKING	Upgraded in 2007-2008.
o DRINKING FOUNTAINS	Upgraded in 2007-2008.
• MARQUEE	Upgraded in 2007-2008.
• SKYLIGHTS	Skylights in Buildings 600 and 700 are in good condition.
• WINDOW SYSTEMS	In good condition.
• SIGNAGE	Upgraded in 2007-2008. Upgrade if required to conform to new room numbering convention and for wayfinding.
• UTILITIES	
o SEWER	Good condition.
o DOMESTIC WATER	Good condition.
o FIRE WATER	Good condition.
o STORM DRAIN	Good condition.
▪ PONDING	Need to address minor ponding at various locations on campus.
o GAS	The gas system is in good condition but needs an earthquake shutoff valve.
o ELECTRIC	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.
• HVAC	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.

8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

ORANGEVIEW JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / ORANGEVIEW JR. HIGH SCHOOL

CURRENT ENROLLMENT: 950

CURRENT GRADE LEVELS: 7-8

ADMINISTRATIVE STAFF: 73 Total: 2.5 Administrators, 35 Teachers, 35 Classified

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

1993

INTRODUCTION:

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.

GREATEST NEEDS:

The staff offered the following list of 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.

FACILITIES NEEDS ASSESSMENT / ORANGEVIEW JR. HIGH SCHOOL

- 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.

- PORTABLES TO PERMANENT: Not Applicable.
- TRAFFIC / CIRCULATION / FIRE LANES: 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.
- PAVING
  - ASPHALT: Asphalt is in need of removal and replacement (145,800 s.f.).
  - CONCRETE: Concrete is in need of removal and replacement (25,000 s.f.).
- FENCING: Address perimeter security fencing (1,600 l.f.).
- LANDSCAPE & IRRIGATION: Need to replace existing landscape and irrigation (courtyards 74,500 s.f., fields 7.7 acres).
- ATHLETIC FIELDS
  - GENERAL CONDITION: 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.
  - LIGHTING: Not Applicable.
  - BLEACHERS: Need to replace gymnasium bleachers.
- ROOFING: In need of a tune up.
- COVERED WALKWAYS: Very dark between buildings. Recommend solutions to lighten these areas.
- LUNCH SHELTERS: Replace existing with metal shelters; add one more.
- ACCESSIBILITY
  - PATH OF TRAVEL: Significant elevation change at lunch shelters and at the back of the site needs to be addressed.
  - DOOR HARDWARE: Replace a major portion of the door hardware.
  - PARKING: Upgrade parking lots.
  - DRINKING FOUNTAINS: Remove and replace.
- MARQUEE: Need new digital school marquee.

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DETAILED CONDITION ASSESSMENTS

ORANGEVIEW JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / ORANGEVIEW JR. HIGH SCHOOL

• SKYLIGHTS	Address leaky roof skylights.
• WINDOW SYSTEMS	Need to replace the existing window systems with energy efficient window systems.
• SIGNAGE	Replace room signage and provide wayfinding signage.
• SITE UTILITIES	
o SEWER	The existing sewer lines need to be replaced.
o DOMESTIC WATER	The existing domestic water lines need to be replaced.
o FIRE WATER	Not Applicable.
o STORM DRAIN	The storm drainage needs to be improved throughout campus.
▪ PONDING	Ponding occurs between finger buildings. Drainage blocked by trees.
o GAS	Needs to be replaced and earthquake shutoff valve added.
o ELECTRIC	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.
• HVAC	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.

8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

SOUTH JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / SOUTH JR. HIGH SCHOOL

CURRENT ENROLLMENT: 1575

CURRENT GRADE LEVELS: 7-8

ADMINISTRATIVE STAFF: 126 Total: 3 Administrators, 3 Counselors, 75 Teachers, 45 Classified

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

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.

INTRODUCTION:

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

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

GREATEST NEEDS: The staff offered the following list of 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.

FACILITIES NEEDS ASSESSMENT / SOUTH JR. HIGH SCHOOL

- 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.

- PORTABLES TO PERMANENT — Funding to support the nine existing QEIA portables at the northeast corner of the campus is due to expire soon and these buildings will need to be removed.
- TRAFFIC / CIRCULATION / FIRE LANES — A second bus drop off along South Street will be master planned.
- PAVING
  - ASPHALT — Asphalt needs to be refurbished at the central quad and between buildings (161,000 s.f.).
  - CONCRETE — 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.).
- FENCING — 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.
- LANDSCAPE & IRRIGATION — 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.
- ATHLETIC FIELDS
  - GENERAL CONDITION — 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.
  - LIGHTING — Not applicable.
- ROOFING — Existing roofing is in need of a tune up.
- LUNCH SHELTERS — Need to add lunch shelters throughout campus.
- ACCESSIBILITY
  - PATH OF TRAVEL — Asphalt paving within the central courtyard area is poor with many accessibility issues. See paving notes above.
  - PARKING — Addressed in 2005 and 2013.
  - DRINKING FOUNTAINS — Addressed in 2005.
- MARQUEE — The existing marquee is digital and in good condition.

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DETAILED CONDITION ASSESSMENTS

SOUTH JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / SOUTH JR. HIGH SCHOOL

• SKYLIGHTS	Not applicable.
• WINDOW SYSTEMS	Evaluate the feasibility of replacing single pane glazing with energy efficient window systems.
• SIGNAGE	Addressed in 2005. Address future room numbering and wayfinding.
• SITE UTILITIES	
o SEWER	50% of the existing sewer system needs to be replaced. Need to run a camera to locate existing clogging.
o DOMESTIC WATER	The existing domestic water needs to be replaced.
o FIRE WATER	A separate fire water system was added in 2005.
o STORM DRAIN	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.
• PONDING	See storm drain notes above.
o GAS	50% of the existing gas system needs to be replaced and an earthquake shut off valve added.
o ELECTRIC	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.
• HVAC	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.

8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

SYCAMORE JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / SYCAMORE JR. HIGH SCHOOL

CURRENT ENROLLMENT: 1490

CURRENT GRADE LEVELS: 7-8

ADMINISTRATIVE STAFF: 105 total: 3 Administrators, 2.4 Counselors, 1 Psychologist, 1 Speech Therapist, 73 Teachers, and 22 Classified.

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

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.

INTRODUCTION: 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.

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 buildings that are in poor condition and need to be replaced with permanent classrooms.

The school needs science labs equipped to meet S.T.E.M. 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. Additional storage spaces are needed throughout campus.

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.

FACILITIES NEEDS ASSESSMENT / SYCAMORE JR. HIGH SCHOOL

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.

GREATEST NEEDS: The staff offered the following list of 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.

- PORTABLES TO PERMANENT — The campus has 26 aging portable buildings that are in poor condition and need to be replaced with permanent classrooms.
- TRAFFIC / CIRCULATION / FIRE LANES — 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.
- PAVING
  - ASPHALT — The majority of campus hardscape is asphalt. It is in poor condition and in need of replacement (208,000 s.f.).
  - CONCRETE — 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.).
- FENCING — 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.
- LANDSCAPE & IRRIGATION — 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.

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8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

SYCAMORE JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / SYCAMORE JR. HIGH SCHOOL

• ATHLETIC FIELDS	Much of the existing fields are in poor condition as they 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.
o GENERAL CONDITION	The existing playfields are in poor shape and in need of reconditioning. Provide new irrigation with a smart controller (10.4 acres). The tennis courts need to be resurfaced (45,000 s.f.).
o LIGHTING	N/A
o BLEACHERS	Need to replace wooden bleachers (3 units) at the gym and baseball fields.
• ROOFING	The majority of roof area 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.).
• LUNCH SHELTERS	Need to add lunch shelters and replace fabric on two existing shade structures. Consider metal shelters.
• ACCESSIBILITY	
o PATH OF TRAVEL	Path-of-travel is an issue at the majority of the asphalt paving areas. See Paving above.
o PARKING	Accessible parking was addressed during the 2001 modernization, however, signage will have to be updated to current code. Also, accessibility issues will need to be addressed if current parking/horseshoes are expanded.
o DRINKING FOUNTAINS	Most exterior drinking fountains were replaced in the 2001 modernization, however, two still need to be replaced.
• MARQUEE	Existing campus marquee should be upgraded to digital format.
• SKYLIGHTS	The existing clerestory windows at the boys and girls locker rooms are leaking and need to be replaced.
• WINDOW SYSTEMS	The condition of the windows varies from building to building. Windows in poor condition were noted at the administration building, Building 2 and the clerestory windows at the locker rooms. Evaluate the feasibility of replacing single pane glazing with energy efficient window systems.
• SIGNAGE	Addressed in 2002. Upgrade with new room numbering and wayfinding.
• SITE UTILITIES	
o SEWER	Replace 75% of the existing sewer system.
o DOMESTIC WATER	Replace the existing domestic water system.

FACILITIES NEEDS ASSESSMENT / SYCAMORE JR. HIGH SCHOOL

o FIRE WATER	Replace the existing backflow and riser at the MPR, and tie into a new fire water system.
o STORM DRAIN	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 entrance to the office building.
o GAS	Replace the existing gas system. Provide an earthquake shut off valve.
o ELECTRIC	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.
• HVAC	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.

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8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

WALKER JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / WALKER JR HIGH SCHOOL

CURRENT ENROLLMENT: 1146

CURRENT GRADE LEVELS: 7-8

ADMINISTRATIVE STAFF: +/- 78 Total: 2.5 Administrators, 45 Faculty and 30 Classified.

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

A minor modernization of buildings occurred in 2002 focusing on HVAC, lights, and installing a new manual fire alarm system.

INTRODUCTION:

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 are built within the roof structure. These 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.

GREATEST NEEDS:

The staff offered the following list of 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.

FACILITIES NEEDS ASSESSMENT / WALKER JR HIGH SCHOOL

- 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.

- PORTABLES TO PERMANENT — Not Applicable.
- TRAFFIC / CIRCULATION / FIRE LANES — 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.
- PAVING
  - QUAD — The quad is in need of a redesign to include hardscape, landscape, seating, and event lighting.
  - ASPHALT — Need to replace 75%-100% of existing asphalt (218,000 s.f.).
  - CONCRETE — Need to replace 50%-60% of existing concrete (36,000 s.f.).
- FENCING — Fencing at softball fields and bike rack needs replacement (2,150 l.f.). Add ornamental steel security fencing (950 l.f.).
- LANDSCAPE & IRRIGATION — Need to replace 100% of irrigation system throughout campus, including smart controllers. Replace landscape throughout.
- ATHLETIC FIELDS
  - GENERAL CONDITION — The tennis courts need resurfacing (40,000 s.f.) with new wind screens and fencing. The fields are relatively level, but the turf is in poor condition and needs reconditioning (11.4 acres).
  - LIGHTING — Not Applicable.
  - BLEACHERS — Need to replace the existing bleachers in gym with motorized.
- ROOFING — One serious issue to be remedied is the original rain gutters which are built within the roof structure. These 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.
- LUNCH SHELTERS — The lunch area is in need of new shade structures. The existing 20 X 20 shade structure needs to be replaced.
- ACCESSIBILITY
  - PATH OF TRAVEL — Needs to be addressed in some areas. See asphalt and concrete paving above.
  - PARKING — Addressed in 2002 modernization. Update when re-configuring parking lots.

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DETAILED CONDITION ASSESSMENTS

WALKER JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / WALKER JR HIGH SCHOOL

o DRINKING FOUNTAINS	The existing courtyard drinking fountain is an accessible hi-lo unit. Field drinking fountain needs to be added.
• MARQUEE	The existing marquee needs to be replaced with digital.
• SKYLIGHTS	Not Applicable.
• WINDOW SYSTEMS	A complete replacement of the window systems is needed with energy efficient window systems.
• UTILITIES	
o SEWER	Need to replace the existing sewer system.
o DOMESTIC WATER	Need to replace the existing domestic water system.
o FIRE WATER	N/A
o STORM DRAIN	Evaluate the existing storm drainage system for replacement.
• PONDING	Ponding occurs to the west of the basketball courts and at the south end of the staff parking lot.
o GAS	Existing gas system needs replacement. Provide an earthquake shut off valve.
o ELECTRIC	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.
• HVAC	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.

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8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

ANAHEIM HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / ANAHEIM HIGH SCHOOL

CURRENT ENROLLMENT: 3300

CURRENT GRADE LEVELS: 9-12

ADMINISTRATIVE STAFF: 4.5 Administrators, 167 Teachers, 9 Counselors, 60 Classified (includes food service)

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

A campus wide site beautification was completed in 2008. Buildings were last modernized in 1993.

INTRODUCTION: Anaheim High School is located at 811 W. Lincoln Ave., Anaheim, CA 92805. Its 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 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

FACILITIES NEEDS ASSESSMENT / ANAHEIM HIGH SCHOOL

science labs, 2 home economics, 1 band, 1 choir, 3 art, 1 photo, 2 shops, 1 ROTC and 1 dance classroom.

GREATEST NEEDS: The staff presented the following list of greatest needs:

- Highest Program Needs:
  - Gym/ Locker Room / Athletic facilities need upgrades and improvements.
  - ROTC/ ROP facilities need to be upgraded to better support program needs.
  - 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.

- PORTABLES TO PERMANENT: There are 15 relocatable classrooms and (1) restroom facility that were permanently installed in 2008.
- TRAFFIC / CIRCULATION / FIRE LANES: Upgraded in 2008.
- PAVING
  - ASPHALT: The main parking lot is in good condition. Asphalt north of the weight room needs to be replaced (7,000 s.f).
  - CONCRETE: In general, concrete paving is in good condition (allow 5,000 s.f.).
- FENCING: Fencing is in acceptable condition with some replacement needed along W. Sycamore St. and N. Citron St. (5,600 s.f.).

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DETAILED CONDITION ASSESSMENTS

ANAHEIM HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / ANAHEIM HIGH SCHOOL

- LANDSCAPE & IRRIGATION — The existing smart controllers need to be linked. Replace (5) outdated controllers. The landscape was updated in 2008.
- ATHLETIC FIELDS
  - GENERAL CONDITION — A new olympic sized pool is planned along West Street to replace the existing one. The school is also in need of a second (practice) gym to adequately support the athletic program. The existing gym and locker rooms are in need of a major modernization.
  - LIGHTING — Upgrade site lighting especially around the gym.
  - BLEACHERS — The cement bleachers built by the track in 1928 are condemned and must be replaced. Replace bleachers in the gym.
- ROOFING — Buildings 1, 3, 6, 7, 8 and 9 need new roofing. Buildings 2, 4, and 5 need a tune up.
- COVERED WALKWAYS — Not applicable.
- LUNCH SHELTERS — Replace fabric at 2 existing shelters. A new lunch area with shade structures is needed.
- ACCESSIBILITY
  - PATH OF TRAVEL — Addressed in 2008.
  - PARKING — Addressed in 2008. The main parking lot is in good condition.
  - DRINKING FOUNTAINS — Need to add 4 accessible drinking fountains.
  - GENERAL — Refer to ADA Transition Plan.
- MARQUEE — The existing marquee is digital. It was installed in 2011.
- SKYLIGHTS — All skylights on campus need to be replaced.
- WINDOW SYSTEMS — Existing window systems need to be replaced, except at the main building along Lincoln Avenue. Evaluate the feasibility of replacing single pane glazing with energy efficient window systems.
- SIGNAGE — Signage following the new room numbering system is required. Provide wayfinding signage.
- SITE UTILITIES
  - SEWER — 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.
  - DOMESTIC WATER — The existing domestic water system needs to be replaced.

FACILITIES NEEDS ASSESSMENT / ANAHEIM HIGH SCHOOL

- FIRE WATER — The fire water system was installed in 2008 to mainly serve the new 2-story building.
- STORM DRAIN — The storm drain system was replaced in 2008.
  - PONDING — Ponding issues need to be addressed north of classrooms 24, 25, 26, 27, and room 16.
- GAS — 50% of the north side gas system still needs replacement. Add a gas earthquake shutoff valve.
- ELECTRIC — 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.
- HVAC — 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.

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8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

CYPRESS HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / CYPRESS HIGH SCHOOL

CURRENT ENROLLMENT: 2800

CURRENT GRADE LEVELS: 9-12

ADMINISTRATIVE STAFF: 4 Administrators, 166 Faculty

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

Cypress High School underwent modernization in 2006 as part of Measure Z.

INTRODUCTION:

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.

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.

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.

GREATEST NEED:

The staff offered the following list of greatest needs:

- Highest Program Needs:

FACILITIES NEEDS ASSESSMENT / CYPRESS HIGH SCHOOL

  - Parking and drop-off improvements
  - Exterior student quads and courtyards
  - 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 athletic fields.
- Consider possible expansion to accommodate:
  - Dance room
  - Cheer storage
  - Food serving and speedlines
- Address path-of-travel issues throughout the campus.
- Need for lunch shelters.
- Reconstruct tennis courts providing correct orientation.

- PORTABLES TO PERMANENT — Not Applicable.
- TRAFFIC / CIRCULATION / FIRE LANES — Vehicular parking, traffic, drop-off, and exiting the student parking lot are a major concern. 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.
- PAVING
  - ASPHALT — The asphalt paving at the student parking lot is in poor condition and needs replacement (163,175 s.f.).
  - CONCRETE — The existing concrete at the central quad is in poor condition with extensive cracking, lifting, and slope issues (81,000 s.f.).
  - FENCING — Approximately 3,750 l.f. of fencing is required to secure the site.
- LANDSCAPE & IRRIGATION — Landscape improvements are needed. Replace the irrigation system in the athletic fields and connect to the existing smart controller. Various areas on campus need new irrigation and smart controllers.
- ATHLETIC FIELDS
  - GENERAL CONDITION — 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

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DETAILED CONDITION ASSESSMENTS

CYPRESS HIGH SCHOOL

	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. There is also some minor ponding at the track. Existing bike racks are in good condition.
○ LIGHTING	Not Applicable.
○ POOL	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.
○ BLEACHERS	Replace exterior wooden movable bleachers.
• ROOFING	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.
• LUNCH SHELTERS	Add new shade structures in the quad.
• ACCESSIBILITY	
○ PATH OF TRAVEL	The condition of the existing quad area is extremely poor with extensive ADA compliance issues.
○ PARKING	Upgraded in 2006.
○ DRINKING FOUNTAINS	Acceptable.
• MARQUEE	Upgrade and paint the existing structure.
• SKYLIGHTS	Not applicable.
• WINDOW SYSTEMS	Evaluate the feasibility of replacing single pane glazing with energy efficient window systems.
• SIGNAGE	Upgraded in 2006. Address new room numbering and wayfinding.
• SITE UTILITIES	
○ SEWER	Need to remove and replace approximately 50%.
○ DOMESTIC WATER	Replace the main domestic water pipe and backflow device.
○ FIRE WATER	Installed in 2006.
○ STORM DRAIN	Acceptable condition.
▪ PONDING	Ponding at the track and at the JV soccer field.
○ GAS	Need to replace 100% of gas piping (except at new buildings) and add new earthquake shutoff valve.
○ ELECTRIC	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"

FACILITIES NEEDS ASSESSMENT / CYPRESS HIGH SCHOOL

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

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DETAILED CONDITION ASSESSMENTS

JOHN F. KENNEDY HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / KENNEDY HIGH SCHOOL

CURRENT ENROLLMENT: 2300

CURRENT GRADE LEVELS: 9-12

ADMINISTRATIVE STAFF: 164

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

Campus wide modernization and expansion in 2006. Six portable classrooms were added in 2008.

INTRODUCTION:

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.

Site issues include major concerns for traffic flow and exiting from the southern student parking lot. It is also recommended the Walker Street vehicular traffic "horseshoe" at the front of the school be redesigned to 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.

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. 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.

GREATEST NEEDS:

The following list of items was offered when asked their greatest need:

- Highest Program Needs:
  - Safety and Security
  - Classroom 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 parking lot at the front of the school.
- Need to reorganize the main campus quad.

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FACILITIES NEEDS ASSESSMENT / KENNEDY HIGH SCHOOL

- 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 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

- PORTABLES TO PERMANENT — Not Applicable. Six portables were added in 2008.
- TRAFFIC / CIRCULATION / FIRE LANES — There are major issues with the student parking area (127,650 s.f.) with need for reconfiguration for better vehicular flow. Need to re-evaluate front parking lot (36,000 s.f.).
- PAVING
  - ASPHALT/CONCRETE — The condition is poor campus wide (80,000 s.f.). North parking lot paving is fair to poor (42,650 s.f.).
- FENCING — Security fencing issues at the perimeter (3,000 l.f.).
- LANDSCAPE & IRRIGATION — Replace interior courtyard landscape and irrigation (86,000 s.f.). Replace 40% 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. Provide isolation valves.
- ATHLETIC FIELDS
  - GENERAL CONDITION — The existing athletic fields are in good condition. Tennis courts need to be replaced (56,000 s.f.), including new fencing and windscreens.
  - LIGHTING — Not Applicable.
  - POOL — A standard modernization of the pool is required including new plaster, deck re-surfacing and pool lights replacement. Consider pool covers. Consider variable frequency drives (VFD) for the pump motors. Only 50% of the electrical outlets in the pool deck are operational.
- ROOFING — Tear off and replace roofing at Buildings 6, 9, 10, 12, and 13 (40%). Tune up the remaining 60% of the campus roofing.

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DETAILED CONDITION ASSESSMENTS

JOHN F. KENNEDY HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / KENNEDY HIGH SCHOOL

• LUNCH SHELTERS	Need to integrate new lunch shelters with the redesign of quad; replace fabric shelters with metal.
• ACCESSIBILITY	
o PATH OF TRAVEL	Poor condition campus wide (80,000 s.f.).
o PARKING	Upgraded in 2006. Major concerns for traffic flow and exiting from the southern student parking lot (127,650 s.f.). A reconfiguration will be required.
o DRINKING FOUNTAINS	Upgraded in 2006.
• MARQUEE	The existing manual marquee needs to be upgraded to a digital marquee.
• SKYLIGHTS	Not Applicable.
• WINDOW SYSTEMS	Need to replace 25% of existing window systems. Evaluate the feasibility of replacing single pane glazing with energy efficient window systems.
• SIGNAGE	Upgraded in 2006. Wayfinding signage is needed.
• SITE UTILITIES	
o SEWER	Upgraded in 2006.
o DOMESTIC WATER	Upgraded in 2006.
o FIRE WATER	Upgraded in 2006.
o STORM DRAIN	Upgraded in 2006.
▪ PONDING	Ponding occurs by the track, north parking lot adjacent to the buildings, and some areas of the quad.
o GAS	Upgraded in 2006. Provide an earthquake shutoff valve.
o ELECTRIC	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.
• HVAC	Replace HVAC units installed in 1999, including chillers in courtyards. HVAC controls need to be evaluated for proper operation.

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8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

KATELLA HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / KATELLA HIGH SCHOOL

CURRENT ENROLLMENT: 2600

CURRENT GRADE LEVELS: 9-12

ADMINISTRATIVE STAFF: 175 Total: with 4 Administrators, 4 Counselors, 1 Psychologist, 1 Speech, 90 Teachers and 75 Classified.

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

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. A new two-story classroom/administration building and second gymnasium were added in 2006. The site parking lots and drop-off were addressed in 2008 as well.

INTRODUCTION:

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

As noted above, 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 second gymnasium were added in 2006. The remaining buildings only received a power and low voltage system upgrades and are in need of standard modernization.

The condition of the site paving is very poor. Replacement of the paving will correct many ADA path-of-travel issues. The parking lots and drop-off were addressed in 2008 and are in good condition.

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, 1 dance room, and 1 child care portable.

GREATEST NEEDS: The staff offered the following list of needs:

- Highest Program Needs:
  - Science Facilities Upgrades
  - Exterior Student Quads and Courtyards
  - 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.

FACILITIES NEEDS ASSESSMENT / KATELLA HIGH SCHOOL

- 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.

- PORTABLES TO PERMANENT — Not applicable. There is (1) childcare relocatable building used by ROP.
- TRAFFIC / CIRCULATION / FIRE LANES — Addressed in 2008. Existing bike racks and enclosure need to be relocated.
- PAVING
  - ASPHALT — Asphalt at central quad asphalt paving is in poor condition and needs to be replaced (177,000 s.f.). Courtyards need to be redesigned as outdoor learning spaces.
  - CONCRETE — 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.).
- FENCING — Strategically place ornamental steel fencing along Wagner Ave. (750 l.f.). Perimeter fencing on the east needs to be evaluated.
  - LANDSCAPE & IRRIGATION — Overall the fields are in good condition, but the courtyards are in poor shape. The landscape area north of the tennis courts, courtyards and the quad need revamping along with new irrigation.
- ATHLETIC FIELDS
  - GENERAL CONDITION — The fields are in good condition. Replace asphalt tennis courts with concrete, new fabric and fencing (59,000 s.f.). Athletic storage facilities need to be replaced and a softball field added. Replace existing back stops.
  - LIGHTING — Not applicable.
  - POOL — A standard modernization of the pool is required including new plaster, deck re-surfacing and pool lights replaced. Consider pool covers and variable frequency drives (VFD) for the pump motors for energy conservation.

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DETAILED CONDITION ASSESSMENTS

KATELLA HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / KATELLA HIGH SCHOOL

• ROOFING	A majority of roofing received a tune-up in 2008. The pool building needs tear off and replacement.
• LUNCH SHELTERS	Relocate two existing shade structures or replace per new quad design.
• ACCESSIBILITY	
o PATH OF TRAVEL	Path of travel is poor at quads. See "Paving" note above.
o PARKING	Addressed in 2008. Sealed and restriped in 2013.
o DRINKING FOUNTAINS	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 modernization.
• MARQUEE	The existing marquee is digital, but needs to be replaced.
• SKYLIGHTS	Not applicable.
• WINDOW SYSTEMS	Existing window systems at original buildings are in poor condition. Evaluate the feasibility of replacing single pane glazing with energy efficient window systems.
• SIGNAGE	Addressed at buildings modernized in 2008 and not at others. Provide new signage including wayfinding. Improve room number sequence.
• SITE UTILITIES	
o SEWER	Addressed in 2008.
o DOMESTIC WATER	Addressed in 2008.
o FIRE WATER	Addressed in 2008.
o STORM DRAIN	Replace piping and catch basins.
▪ PONDING	Ponding issues at existing quads and northwest of tennis courts.
o GAS	Addressed in 2008.
o ELECTRIC	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.
• HVAC	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. The HVAC system in the theatre building needs an upgrade.

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8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

LOARA HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / LOARA HIGH SCHOOL

CURRENT ENROLLMENT: 2480

CURRENT GRADE LEVELS: 9-12

ADMINISTRATIVE STAFF: 165 Total: 4 Administrators, 4 Counselors, 1 Psychologist, 100 Teachers, 36 Classified and 20 Instructional Assistants.

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

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.

INTRODUCTION: 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.

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.

GREATEST NEEDS: The staff provided the following list of 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.

FACILITIES NEEDS ASSESSMENT / LOARA HIGH SCHOOL

- Add shade structures in the quad.
- Expand technology.

- PORTABLES TO PERMANENT — Need to replace eleven deteriorating relocatable buildings with permanent classrooms.
- TRAFFIC / CIRCULATION / FIRE LANES — Overall traffic and circulation is good. The front visitor parking lot needs to be evaluated. Runoff from the campus sheet flows to this location.
- PAVING
  - ASPHALT — Repave/redevelop the area south of the athletic fields - buffer (40,250 s.f.). Crack seal and slurry the basketball courts (51,000 s.f.).
  - CONCRETE — Concrete is in good condition with a few exceptions (10,000 s.f.).
- FENCING — Security at the front of the campus was improved, but Euclid Street and the north and west sides of the site is poor (2,900 l.f.).
- LANDSCAPE & IRRIGATION — Landscape and irrigation within the campus need minor improvements. Hydraulic irrigation at fields is poor (17.3 acres). The campus needs a new irrigation backflow, pumps and controllers.
- ATHLETIC FIELDS
  - GENERAL CONDITION — The athletic fields are in acceptable condition. Level where required and recondition. The asphalt tennis courts need to be replaced with concrete (59,200 s.f.).
  - POOL — A standard modernization of the pool is required including new plaster, deck re-surfacing and pool lights replaced. Consider pool covers. Consider variable frequency drives (VFD) for the pump motors. Evaluate safety netting at the pool.
  - BLEACHERS — Replace bleachers.
- ROOFING — Existing roofing in need of a tune up.
- LUNCH SHELTERS — The quad needs new shade structures and new covers for two existing lunch shelters.
- ACCESSIBILITY
  - PATH OF TRAVEL — Addressed in 2006.
  - PARKING — Addressed in recent parking lot renovation.
  - DRINKING FOUNTAINS — Addressed in 2006.
- MARQUEE — Need digital marquee. The existing is outdated.

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DETAILED CONDITION ASSESSMENTS

LOARA HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / LOARA HIGH SCHOOL

• SKYLIGHTS	Not Applicable.
• WINDOW SYSTEMS	Windows are in fair to good condition. Evaluate the feasibility of replacing single pane glazing with energy efficient window systems.
• SIGNAGE	Addressed in 2006. Consider replacing to follow new room numbering system. Wayfinding needed.
• SITE UTILITIES	
o SEWER	50% of the sewer system needs replacement.
o DOMESTIC WATER	Domestic water upgraded in 2006.
o FIRE WATER	Upgraded in 2006 building addition.
o STORM DRAIN	New storm drain added in 2006. 10% of the storm drain system needs replacement.
▪ PONDING	Address minor ponding between the Library and Theater Buildings and the potential flooding by the east side doors of the Library/Media Center.
o GAS	50% of the gas system needs replacement. Add an earthquake valve at the gas meter.
o ELECTRIC	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.
	Theater is in fair shape; requires new house lighting.
• HVAC	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.

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8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

MAGNOLIA HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / MAGNOLIA HIGH SCHOOL

CURRENT ENROLLMENT: 1850

CURRENT GRADE LEVELS: 9-12

ADMINISTRATIVE STAFF: 144 Total: 4 Administrators, 77 Teachers (Including Counselors), 66 Classified (including Food Service).

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

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.

INTRODUCTION:

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.

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.

GREATEST NEEDS: The staff described their greatest needs as follows:

- 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.

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FACILITIES NEEDS ASSESSMENT / MAGNOLIA HIGH SCHOOL

- PORTABLES TO PERMANENT — Magnolia HS currently has 15 portable classroom buildings that need to be converted to permanent.
- TRAFFIC / CIRCULATION / FIRE LANES — General vehicular traffic flow is good. It was suggested that the Ball Road drive inlet to the campus be aligned with the opposite city street, S. Webster Avenue.
- PAVING — Classroom courtyards: Encroaching trees are uplifting the adjacent paving. There are elevation changes throughout the site that need to be evaluated for ADA compliance.
  - ASPHALT — The asphalt paving throughout campus is in good condition.
  - CONCRETE — Need to upgrade the western side of the central quad, 35,000 s.f.
- FENCING — Approximately 4,000 l.f. of 8' high fencing is required to secure the campus.
- LANDSCAPE & IRRIGATION — Central quad landscape and irrigation were recently replaced. The fields need new backflow, pump, and smart controller. A portion of the campus has been equipped with smart controllers.
- ATHLETIC FIELDS
  - GENERAL CONDITION — Need to recondition all playing fields, approximately 20.5 acres. Replace irrigation system. Potential site for new District stadium. The playing fields drain properly. The asphalt paved tennis courts (56,800 s.f.), fencing, and wind screens need to be replaced.
  - LIGHTING — Not Applicable.
  - POOL — A standard modernization of the pool is required including new plaster, deck re-surfacing and pool lights replaced. Consider pool covers. Consider variable frequency drives (VFD) for the pump motors.
  - BLEACHERS — Replace wooden movable bleachers.
- ROOFING — Roofing is in good condition but will require a tune-up in the near future. Downspouts to grade causing some flooding issues.
- LUNCH SHELTERS — Need to add lunch shelters and replace fabric on existing.
- ACCESSIBILITY
  - PATH OF TRAVEL — Recently upgraded at central quad. Some areas remain with path of travel issues.
  - PARKING — Recently upgraded.
  - DRINKING FOUNTAINS — Replace.
- MARQUEE — Replace manual marquee with digital.

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DETAILED CONDITION ASSESSMENTS

MAGNOLIA HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / MAGNOLIA HIGH SCHOOL

• SKYLIGHTS	Not Applicable.
• WINDOW SYSTEMS	Window systems are old and in need of replacement. Evaluate the feasibility of replacing single pane glazing with energy efficient window systems.
• SIGNAGE	Upgraded in 2002. Replace following new room numbering. Wayfinding is needed.
• SITE UTILITIES	
o SEWER	Sewer mains need to be replaced.
o DOMESTIC WATER	Water mains need to be replaced.
o FIRE WATER	Need to add separate fire water service.
o STORM DRAIN	A storm chamber system was installed in 2012 to correct storm water runoff problems.
▪ PONDING	Minor ponding issues throughout campus.
o GAS	Needs to be replaced along with addition of earthquake valve.
• ELECTRIC	While the campus power system was upgraded in 2002, some electrical 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 P.A. 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 H.I.D. Evaluate replacing with LEDs for energy efficiency.
• HVAC	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.

8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

SAVANNA HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / SAVANNA HIGH SCHOOL

CURRENT ENROLLMENT: 2100

CURRENT GRADE LEVELS: 9-12

ADMINISTRATIVE STAFF: 94 Total: 4 Administrators, 84 Teachers, 1 Psychologist, 1 SLP, 4 Counselors, 43 Classified

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

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.

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

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. Install a pool scoreboard. 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 needs.

The ROP/CTE is in need of a few upgrades including the auto shop and 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.

FACILITIES NEEDS ASSESSMENT / SAVANNA HIGH SCHOOL

GREATEST NEEDS: The staff presented the following list of 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

- PORTABLES TO PERMANENT — Not Applicable. There are (12) classroom and (1) restroom relocatable buildings that are in good condition.
- TRAFFIC / CIRCULATION / FIRE LANES — 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. Add a paved road between campus and the fields to complete a loop around the site.
- PAVING
  - ASPHALT — The asphalt (330,700 s.f.) is in poor condition.
  - CONCRETE — Concrete is cracked, broken and uneven throughout the campus (18,000 s.f.) creating multiple path-of-travel issues.
  - CENTRAL QUAD — 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.
- FENCING — 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.).
- LANDSCAPE & IRRIGATION — Upgrade landscape throughout campus. Replace irrigation system as stated under the "Central Quad" topic.
- ATHLETIC FIELDS
  - GENERAL CONDITION — The athletic fields are in good condition. However, the irrigation system needs full replacement, including a smart

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SAVANNA HIGH SCHOOL

	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.
o LIGHTING	The site staff has requested security lighting at the northwest corner of the fields due to proximity to the park.
o POOL	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.
• ROOFING	Roofing was recently upgraded.
• LUNCH SHELTERS	Need to add lunch shelters (currently none).
• ACCESSIBILITY	
o PATH OF TRAVEL	Correct path-of-travel issues throughout campus.
o PARKING	Accessible parking was recently addressed at the south parking lot. The main parking lot will be addressed with its reconfiguration.
o DRINKING FOUNTAINS	50% of the exterior drinking fountains are hi-lo.
• MARQUEE	Upgrade the existing digital marquee.
• SKYLIGHTS	Skylights in very poor condition at library.
• WINDOW SYSTEMS	Existing windows need to be replaced/upgraded throughout the campus. Evaluate the feasibility of replacing single pane glazing with energy efficient window systems.
• SIGNAGE	Address with new room numbering. Wayfinding signage is needed.
• UTILITIES	
o SEWER	Existing sewer needs to be replaced.
o DOMESTIC WATER	Domestic water system needs to be replaced.
o FIRE WATER	N/A
o STORM DRAIN	
▪ PONDING	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.
o GAS	Existing gas system needs to be replaced. Provide a gas earthquake shut off valve.

FACILITIES NEEDS ASSESSMENT / SAVANNA HIGH SCHOOL

o ELECTRIC	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.
• HVAC	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.

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DETAILED CONDITION ASSESSMENTS

WESTERN HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / WESTERN HIGH SCHOOL

CURRENT ENROLLMENT: 2250

CURRENT GRADE LEVELS: 9-12

ADMINISTRATIVE STAFF: 4 Administrators, 86 Teachers, 4 Counselors, 25-30 Classified

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

The tennis courts were re-built in the summer of 2013. The front parking lot and student drop-off along Western Avenue was removed, replaced and expanded in 2012. Twelve high quality portable classrooms and one restroom building were also installed in 2012. A majority of the buildings were last modernized in 1993.

INTRODUCTION:

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.

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.

FACILITIES NEEDS ASSESSMENT / WESTERN HIGH SCHOOL

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.

GREATEST NEEDS: The staff offered the following items as their greatest need:

- 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.

- PORTABLES TO PERMANENT: Existing portable units are new, on concrete foundations, and in good condition. Five HVAC wall mount units need to be replaced with roof top units.
- TRAFFIC / CIRCULATION / FIRE LANES: The Western Avenue drop-off was recently improved. Consider a new drop-off area along Orange Avenue. Reconfigure the main parking lot to separate staff and student parking.
- PAVING
  - ASPHALT: The asphalt paving at the main parking lot and areas between classrooms is in poor condition (247,000 s.f.).
  - CONCRETE: The central quad and finger wing paving is in poor condition (97,000 s.f.) with several ADA compliance issues.
- FENCING: 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 (3,000 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.

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WESTERN HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / WESTERN HIGH SCHOOL

• LANDSCAPE & IRRIGATION	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.
• ATHLETIC FIELDS	Athletic fields need reconditioning. Replace the field irrigation system and connect to the existing smart controller. Provide permanent fence around varsity baseball field.
• POOL	The swimming pool needs a complete overhaul to address shape, size, and depth.
• ROOFING	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.
• LUNCH SHELTERS	Need to add two (2) new shade structures.
• ACCESSIBILITY	
o PATH OF TRAVEL	There are several areas where the cross slope exceeds 2% and where the slope in the direction of travel exceeds 5% without handrails.
o PARKING	The front parking lot along Western Avenue is accessible having been addressed in 2012. The main parking lot needs to be addressed.
o DRINKING FOUNTAINS	Hi-lo drinking fountains are needed to meet ADA requirements.
• MARQUEE	The digital marquee was installed in 2011.
• SKYLIGHTS	Address leaking skylights in the gym.
• WINDOW SYSTEMS	The majority of the window systems need to be addressed. Evaluate the feasibility of replacing single pane glazing with energy efficient window systems.
• SIGNAGE	Needs to be addressed with new room numbering. Wayfinding signage is needed.
• UTILITIES	
o SEWER	The existing sewer system needs to be replaced.
o DOMESTIC WATER	The existing domestic water system needs to be replaced.
o FIRE WATER	N/A
o STORM DRAIN	Evaluate the existing storm drain system. The trees in the swale north of the administration building are blocking the drainage.
▪ PONDING	Address severe ponding at classroom courtyards.

FACILITIES NEEDS ASSESSMENT / WESTERN HIGH SCHOOL

o GAS	The existing gas lines need to be replaced. Provide a gas earthquake shut off valve.
o ELECTRIC	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. The forum requires new house lighting and new AV system.
• HVAC	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.
• HANDEL STADIUM	Handel Stadium needs include: o Upgraded restrooms and team rooms. o ADA parking o Bus parking o Perimeter ornamental steel fencing o Security system with cameras o Synthetic track and field o Replace visitor bleachers. o New ticket booth and concessions o Evaluate the replacement of the stadium lighting. o Provide separate irrigation water supply to the stadium.

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8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

TRIDENT EDUCATION CENTER

FACILITIES NEEDS ASSESSMENT / TRIDENT EDUCATION CENTER

CURRENT ENROLLMENT:
Polaris: 300
Gilbert: 750
CDS: 70-100

CURRENT GRADE LEVELS:
7-12 (CDS and Polaris)
9-12 Gilbert

ADMINISTRATIVE STAFF:
3.5 Administrators, 51 Teachers, 3 Counselors, 1 Speech, 37 Classified, 1 District Psychologist

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

2002.

INTRODUCTION:

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 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 to meet S.T.E.M. requirements. Classrooms need to be upgraded to meet Common Core.

One 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 ad 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.

GREATEST NEEDS:

The following was offered as a list of greatest needs:

- Highest Program Needs:
  - Fitness Room
  - Classroom Upgrades

FACILITIES NEEDS ASSESSMENT / TRIDENT EDUCATION CENTER

  - 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.

- PORTABLES TO PERMANENT: 10 portables and a restroom at Community Day School; 1 office portable at Gilbert High School.
- TRAFFIC / CIRCULATION / FIRE LANES: Reorganize traffic flow and reconfigure to emphasize wayfinding and program identity.
- PAVING: The parking lot paving is in good condition. Revamp the entire central quad to include hardscape, landscape, irrigation with smart controllers, seating areas, shade structures and event lighting.
- FENCING: 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.).
- LANDSCAPE & IRRIGATION: Update the landscape and irrigation throughout campus.
- ATHLETIC FIELDS
  - GENERAL CONDITION: Both 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.
  - LIGHTING: N/A
  - BLEACHERS: N/A
- ROOFING: 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 ad 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.
- LUNCH SHELTERS: Shade structures are needed for Gilbert and Polaris. CDS received 2 shade structures in 2012.
- ACCESSIBILITY
  - PATH OF TRAVEL: Evaluate the path-of-travel throughout Gilbert and Polaris.
  - PARKING: Parking is compliant at Community Day School, but not at Polaris.
  - DRINKING FOUNTAINS: N/A

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TRIDENT EDUCATION CENTER

FACILITIES NEEDS ASSESSMENT / TRIDENT EDUCATION CENTER

o SHOWER/LOCKERS	Need compliance.
• MARQUEE	The campus needs a digital marquee.
• SKYLIGHTS	N/A
• WINDOW SYSTEMS	Existing window system throughout campus need to be replaced. Evaluate the feasibility of replacing single pane glazing with energy efficient window systems.
• SIGNAGE	Room signage per new room numbering system and for wayfinding is needed.
• SITE UTILITIES	
o SEWER	Needs to be replaced.
o DOMESTIC WATER	Needs to be replaced.
o FIRE WATER	N/A
o STORM DRAIN	The existing storm drain system is in fair condition. Some work is required between buildings.
▪ PONDING	Minor ponding at southwest of track
o GAS	The existing gas lines need to be replaced. Provide an earthquake shut-off valve.
o ELECTRIC	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.
• HVAC	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.

8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

HOPE SCHOOL & GILBERT WEST

FACILITIES NEEDS ASSESSMENT / HOPE SCHOOL & GILBERT WEST

CURRENT ENROLLMENT: 300

CURRENT GRADE LEVELS: Special Needs (Grade 7-Adult)

ADMINISTRATIVE STAFF: 130 Total

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

Administration building upgraded in 2010

INTRODUCTION:

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 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 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, is in fair condition, but still needs additional work.

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

GREATEST NEEDS: The staff offered the following list of greatest needs:

- Highest Program Needs:
  - 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.

FACILITIES NEEDS ASSESSMENT / HOPE SCHOOL & GILBERT WEST

- Improved classroom hygiene. Need sink as a minimum in classrooms.
- Need to improve drop-off area. 70 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.

- PORTABLES TO PERMANENT — (1) Restroom building at Gilbert West.
- TRAFFIC / CIRCULATION / FIRE LANES — Need to improve the front drop-off bottleneck at the Building 9 breezeway to simultaneously handle numerous students who are wheelchair bound.
- PAVING
  - ASPHALT — Asphalt is in poor condition and needs to be replaced at the east side Knott Ave. parking lot (70,000 s.f.), the south side parking lot off of La Palma Ave. (45,000 s.f.), and the interior court paving (98,750 s.f.).
  - CONCRETE — Replace all concrete paving (48,000 s.f.) due to special path-of-travel needs.
- FENCING — Upgrade fencing at the field and on south property line adjacent to shopping center (2,400 l.f.).
- LANDSCAPE & IRRIGATION — Landscape and irrigation (including fields) in need of replacement campus wide.
- ATHLETIC FIELDS
  - GENERAL CONDITION — The fields need to be reconditioned. Accessibility is required.
  - LIGHTING — Not Applicable.
- ROOFING — Buildings 11 and 12 require tear off and replacement of the existing roof. All other roofing is in fair condition, but, in need of a tune-up. Downspouts drain to walks with water in P.O.T.
- LUNCH SHELTERS — None. Address with modernization on site.
- ACCESSIBILITY — Gilbert West (2-story, no elevator)
  - PATH OF TRAVEL — Very poor paving campus wide.
  - PARKING — Needs to be addressed.
  - DRINKING FOUNTAINS — Needs to be addressed.

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8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

HOPE SCHOOL & GILBERT WEST

FACILITIES NEEDS ASSESSMENT / HOPE SCHOOL & GILBERT WEST

o RESTROOMS	Major renovation will be necessary in the two changing areas that do not meet ADA requirements and that did not have clear separation between the boys and girls areas.
• MARQUEE	Installed in 2012.
• SKYLIGHTS	Not Applicable.
• WINDOW SYSTEMS	Existing windows are in poor condition and need to be replaced with energy efficient window systems.
• FLAG POLE	Flag pole needed at Hope School.
• SIGNAGE	Needs to be addressed.
• SITE UTILITIES	
o SEWER	Needs to be replaced.
o DOMESTIC WATER	Needs to be replaced.
o FIRE WATER	Not Applicable.
o STORM DRAIN	Downspout issues across campus with water flowing down into the accessible path of travel. Drainage issues at south of campus.
▪ PONDING	Standing water at central drive.
o GAS	The existing gas lines need to be replaced. The boiler needs to be replaced at Gilbert West.
o ELECTRIC	At both Gilbert West and Hope School, the main electrical power system was previously updated, but a rework of the distribution system is required. The existing telephone/data, CATV, CCTV, fire alarm, clock/intercom need to be replaced. The fiber backbone needs to be evaluated. Upgrade the existing site and parking lot lighting to LED technology for energy efficiency. Replace interior lighting.
• HVAC	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.

8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

OXFORD ACADEMY

FACILITIES NEEDS ASSESSMENT / OXFORD ACADEMY

CURRENT ENROLLMENT: 1180

CURRENT GRADE LEVELS: 7-12

ADMINISTRATIVE STAFF: 65 Total: 2 Administrators, 41 Teachers, 2 Counselors, 20 Classified

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

The majority of the campus underwent modernization in 2006, Measure Z.

INTRODUCTION:

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.

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 recommeded 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.

GREATEST NEEDS:

The staff offered the following list as their greatest need:

- 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.

FACILITIES NEEDS ASSESSMENT / OXFORD ACADEMY

- Improve wayfinding.

• PORTABLES TO PERMANENT	Not applicable.
• TRAFFIC / CIRCULATION / FIRE LANES	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.
• PAVING	
o ASPHALT	The parking lots and basketball court areas are in good condition. The central quad area is in poor condition with many ADA path-of-travel issues, (59,300 s.f.).
o CONCRETE	Existing concrete is in acceptable condition. See above regarding the central quad.
• FENCING	Ornamental steel fencing is recommended to secure the Orange Ave. side of the campus (750 l.f.). The existing chain link fencing along Grindlay St. is in poor condition (1,300 l.f.).
• LANDSCAPE & IRRIGATION	The existing field hydraulic irrigation system needs to be replaced. The quad landscaping and irrigation needs to be redesigned/replaced.
• ATHLETIC FIELDS	
o GENERAL CONDITION	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.
o LIGHTING	Not applicable.
o POOL	The Oxford Academy does not have a pool. It was suggested one should be added for parity with other high school campuses.
o BLEACHERS	Replace the existing aluminum bleachers near the track and baseball fields.
• ROOFING	Buildings 100, 300, 500, 600, 700 and 800 require tear-off and replacement. Building 400 and the gym need a tune up.
• LUNCH SHELTERS	Need new lunch shelters at the central quad.
• ACCESSIBILITY	
o PATH OF TRAVEL	Several path-of-travel issues at the central quad and to the fields.

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DETAILED CONDITION ASSESSMENTS

OXFORD ACADEMY

FACILITIES NEEDS ASSESSMENT / OXFORD ACADEMY

o PARKING	Student and staff accessible parking was addressed in 2006. The front parking lot will require accessible parking. Bus drop off needs to be evaluated for ADA. There is elevation change in the area that needs to be reconsidered. The ramps are in need of railing.
o DRINKING FOUNTAINS	Minor accessibility issues with existing drinking fountains.
• MARQUEE	Marquee recently upgraded.
• SKYLIGHTS	Not Applicable.
• WINDOW SYSTEMS	Acceptable. Evaluate the feasibility of replacing single pane glazing with energy efficient window systems.
• SIGNAGE	Upgraded in 2006. Wayfinding required.
• SITE UTILITIES	
o SEWER	Upgraded in 2006.
o DOMESTIC WATER	Upgraded in 2006.
o FIRE WATER	Upgraded in 2006.
o STORM DRAIN	Some flooding at baseball field and track. The quad area has some ponding. The west side gymnasium doors are unprotected from weather and prone to rainwater intrusion.
o GAS	Recently upgraded. Need to add earthquake shut-off valve.
• ELECTRIC	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 lighitng 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.
• HVAC	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.

8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

DISTRICT OFFICE

FACILITIES NEEDS ASSESSMENT / DISTRICT OFFICE

CURRENT ENROLLMENT: N/A

CURRENT GRADE LEVELS: N/A

ADMINISTRATIVE STAFF: 359 Total

WHAT WAS THE MOST RECENT PROJECT/MODERNIZATION COMPLETED AND WHEN:

The last improvements were made in 1972.

INTRODUCTION:

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.
- 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.

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FACILITIES NEEDS ASSESSMENT / DISTRICT OFFICE

- Boardroom upgrades.
- Interior and exterior finishes including flooring.
- Upgrade / consolidation of the transportation facilities.

GREATEST NEEDS: The greatest facilities needs include:

- 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.

- PORTABLES TO PERMANENT — Existing portables to remain (4,800 s.f.).
- TRAFFIC / CIRCULATION / FIRE LANES — Adequate.
- PAVING
  - ASPHALT — All asphalt areas received a maintenance and seal coats in 2013. The fueling station areas require a slurry coat.
  - CONCRETE — Minor replacement is needed.
- FENCING — Upgrade fencing along the perimeter of the site.
- LANDSCAPE & IRRIGATION — The site's landscaping and irrigation system are in good condition. Minor landscape upgrades will be needed.
- ATHLETIC FIELDS — N/A
  - GENERAL CONDITION — N/A
  - LIGHTING — N/A
  - BLEACHERS — N/A
- ROOFING — Replace the entire roofing.
- LUNCH SHELTERS — N/A
- ACCESSIBILITY
  - PATH OF TRAVEL — There are many path-of-travel issues throughout the site.
  - PARKING — Adequate
  - DRINKING FOUNTAINS — Replace to meet current code.

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DETAILED CONDITION ASSESSMENTS

DISTRICT OFFICE

FACILITIES NEEDS ASSESSMENT / DISTRICT OFFICE

• MARQUEE	N/A
• SKYLIGHTS	N/A
• WINDOW SYSTEMS	Evaluate the feasibility of replacing single pane glazing with energy efficient window systems.
• SIGNAGE	
• SITE UTILITIES	
o SEWER	Replace the existing sewer system throughout.
o DOMESTIC WATER	The domestic water system is in good condition.
o FIRE WATER	The existing fire sprinklers are connected to the domestic water system. Upgrade to current code.
o STORM DRAIN	The site's storm drainage is adequate.
o GAS	The existing gas system is in good condition. Provide an earthquake shut off valve.
o ELECTRIC	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.
• HVAC	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.

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May 2014

Anaheim Union High School District

IT and Security Assessment

Report on Findings, Recommendations and Budget Guidance

Final

May 20, 2014

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Anaheim Union High School District – IT and Security Assessment
May 20, 2014 – Final

1. 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. IT 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.

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					
School Level	Percentage Distribution			District Total	School Level 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

- 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.

The following assumptions were used in this cost estimation:

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

- 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.

2. 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.

3. 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.

The following schools were visited by PlanNet subject matter experts in IT Physical Infrastructure and Physical Security.

School	*Address*	*PI*	*Sec*
Oxford Academy	*5172 Orange Ave, Cypress, CA 90630*	*06-Feb-14*	*26-Nov-14*
Walker JHS	*8132 Walker St, La Palma CA 90623*	*06-Feb-15*	*26-Nov-14*
Kennedy HS	*8281 Walker St, La Palma CA 90623*	*06-Feb-16*	*26-Nov-14*
Hope School	*7901 Knott Ave, Buena Park, CA 90620*	*06-Feb-17*	*26-Nov-14*
Katella HS	*2200 E Wagner Ave, Anaheim, CA 92806*	*22-Jan-14*	*22-Jan-14*
South JHS	*2320 E South St, Anaheim CA 92806*	*22-Jan-14*	*22-Jan-14*
Loara HS	*1765 W Cerritos, Anaheim, CA 92804*	*23-Jan-14*	*05-Feb-14*
Ball JHS	*1500 W Ball Rd, Anaheim, CA 92802*	*23-Jan-14*	*05-Feb-14*
Anaheim HS	*811 W Lincoln Ave, Anaheim, CA 92805*	*19-Feb-14*	*24-Jan-14*
Sycamore JHS	*1801 E Sycamore St, Anaheim, CA 92805*	*19-Feb-14*	*24-Jan-14*
AUHSD District Offices	*501 N Crescent Way, Anaheim, CA 92801*	*19-Feb-14*	*19-Feb-14*

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.

4. Findings and Observations

4.1. IT Physical Infrastructure

The IT Physical Infrastructure consists of both shared and dedicated equipment rooms, cabling conveyance and cabling used to house equipment and support the distribution of voice and data services throughout the Anaheim Union High School District sites.

The District's support of the IT Physical Infrastructure is a collaboration between the Facilities Management Departments and it's Information Technology Departments. The Facilities Management Departments are responsible for the creation of IT spaces, the installation of pathways, the documentation of these elements and the direct oversight of sub-contractors/vendors who perform this work. The Information Technology Departments are responsible for developing IT standards, determining/recommending needs, and managing the installed network components.

Site walk observations, reviews of provided documentation, and interviews with key stakeholders were completed to gain an understanding of the existing installations planned infrastructure upgrade initiatives.

4.1.1. District Offices

The MPOE is located directly behind the Catering Office, from there the copper is cross-connected and distributed throughout the District Office. The Server Room houses the District Core Switches and Servers supporting all schools. Each school is connected via 100 mbps MPLS link from AT&T with the exception of Hope School that has a 50 mbps link and Anaheim High School which has a 250 mbps link.

The Server Room contains:

- AT&T Service Provider (Phone and WAN)
- Phone System (ADIX IX200PWS)
- Data communications interface equipment for digital carrier copper and fiber optic cables.
- LAN/WAN Core equipment such as routers (Cisco), Servers (HP and Dell), fiber optic interface equipment for internal or external communications.
- Fire Alarm Panels
- Electrical Panels

The Server Room is designed to industry standards.

The MPOE contains:

- AT&T Service Provider (Phone and WAN)
- Phone System (WIN 440CT)
- T-Mobile (Ericsson Equipment)

MPOE observations:

- Conduit sleeve not fire proofed (refer to photo 1).

IDF observations (above mezzanine in Maintenance/Shipping area):

- Accessibility not ideal it can be hazardous for maintenance and daily operation, the only method of accessing this space is through a small ladder, and there is very limited light available.
- Existing Cabinet at capacity, no room for expansion (refer to photo 2).
- Lack of cable management and label, which can be challenging for maintenance, and less conducive of add-ons and changes (refer to photo 2).
- No UPS system found supporting the switch.
- Telecommunication Ground Busbar not found

Photo 1

Photo 2

4.1.2. Campus Level

4.1.2.1. Anaheim High School

The MPOE/MDF is located in the subterranean portion of the Administration building (refer to photo 3). The access to this room is from the yard behind the Administration Building. This space is where AT&T (Phone and Internet/WAN) enters the campus and it is also where the campus Distribution Layer Network resides. Connectivity to the 24 campus IDFs comes from this room.

MPOE/MDF contains:

- AT&T Service Provider (Phone and WAN)
- Phone System (ADIX Model IX-200PWS and Shoretel)
- Campus Main Overhead PA System (Simplex 5100)

- Data communication interface equipment for digital carrier copper and fiber optic cable(s).
- LAN/WAN equipment such as routers (Cisco), servers (HP), fiber optic interface equipment for internal or external communications.
- Fire Alarm Panels.
- Electrical Panels.

MPOE/MDF observations:

- Opening to the outside in the east side of the room potential to water infiltration (refer to photos 4, 5 and 6).
- Telecommunication Ground Busbar not found.
- Conduit sleeve not fire proofed (refer to photos 6 and 7).
- Lack of vertical, horizontal cable management and labeling, which can be challenging for maintenance, and less conducive of add-ons and changes (refer to photo 9).
- All equipment within the rack powered from single power strip, no diversity (refer to photo 10).
- Fan within equipment cabinet not working during the site survey (refer to photo 11).

Photo 3

Photo 4

Photo 5

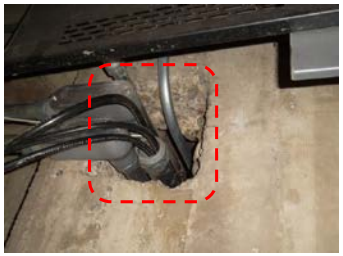

Photo 6

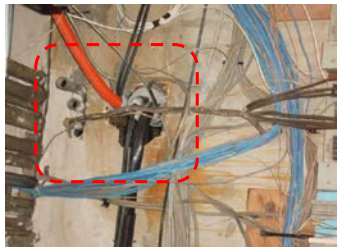

Photo 7

Photo 8

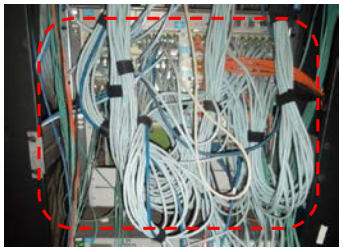

Photo 9

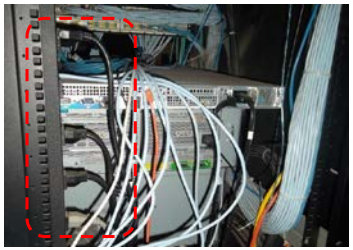

Photo 10

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Photo 11

IDF observations:

- Lack of vertical cable management, which can be challenging for maintenance, and less conducive of add-ons and changes (refer to photo 12).
- Telecommunication Ground Busbar not found.
- Cable bundles with ZIP ties. Cable bundles with ZIP ties, in lieu of velcro recommended by industry standards, which can easily accommodate changes and add-ons (refer to photo 13).
- No room within cabinet for expansion (refer to photo 14).

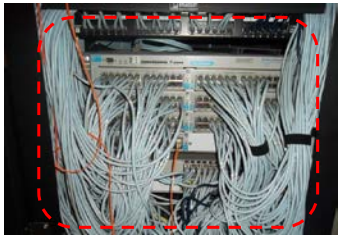

Photo 12

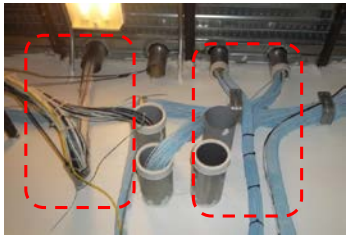

Photo 13

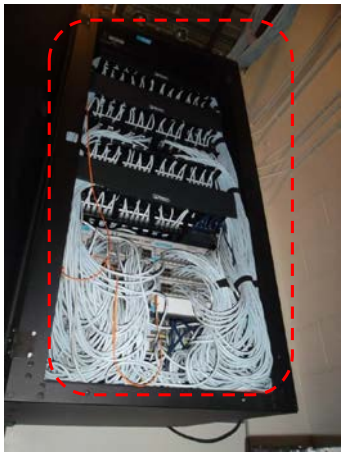

Photo 14

4.1.2.2. Katella High School

The MPOE/MDF is located in the ground floor of the New Administration building. This space is where AT&T (Phone and Internet/WAN) enters the campus and it is also where the campus Distribution Layer Network resides. Connectivity to the 23 campus IDFs comes from this room.

MPOE/MDF contains:

- AT&T Service Provider (Phone and WAN)
- Phone System (Vodavi-XTS-P)
- Campus Main Overhead PA System (Bogen Multicom 2000)
- Data communication interface equipment for digital carrier copper and fiber optic cable(s).
- LAN/WAN equipment such as routers (Cisco), servers (HP), fiber optic interface equipment for internal or external communications.
- Cable TV, Video Surveillance.

- Fire Alarm Panels.
- Electrical Panels.

MPOE/MDF Observations:

- No Battery system found supporting the campus main switch and servers.
- Lack of cable management in the back of the equipment racks, which can difficult daily operations and potentially become a tripping hazard (refer to photo 16).
- Cables are not labeled properly, not easy for maintenance and troubleshooting (refer to photo 15).
- Single Carrier. Single Pathway.
- Only one 30amp circuit found.
- Not all IT equipment is grounded properly.
- Cooling adequate, measured 70◦F during survey (temperature measure using IR thermometer , Extech IR250).

Photo 15

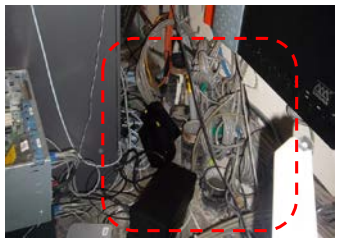

Photo 16

4.1.2.3. Kennedy High School

The MPOE/MDF is located in the Storage room of the Main office. This space is where AT&T (Phone and Internet/WAN) enters the campus and it is also where the campus Distribution Layer Network resides. Connectivity to the 18 campus IDFs comes from this room.

MPOE/MDF contains:

- AT&T Service Provider (Phone and WAN)
- Phone System (Vodavi-XTS)

- Campus Main Overhead PA System (Bogen Multicom 2000)
- Data communication interface equipment for digital carrier copper and fiber optic cable(s).
- LAN/WAN equipment such as routers (Cisco), servers (HP), fiber optic interface equipment for internal or external communications.
- Fire Alarm Panels.
- Electrical Panels.

MPOE/MDF observations:

- Cables are not labeled properly, not easy for maintenance and troubleshoot (refer to photo 17).
- No Battery system found supporting the campus main switch and servers.
- Lack of cable management and labeling, which can be challenging for maintenance, and less conducive of add-ons and changes. (refer to photo 18).
- Single Carrier. Single Pathway.
- Cooling adequate, measured 70◦F during survey (temperature measure using IR thermometer , Extech IR250).

Photo 17

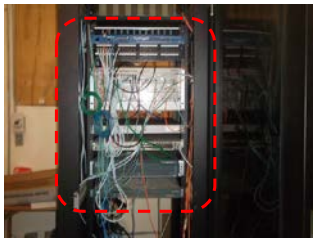

Photo 18

IDF observations:

- IDF wall cabinet over crowed, no room for expansion (refer to photo 19).
- The room appears to have HVAC; however the HVAC was not working during the site walk. Temperature measured approximately 96.8◦F in middle of the back of the rack and 92.5◦F in the front during site survey (temperature was measured using IR thermometer , Extech IR250).

- Lack of cable management and labeling, which can be challenging for maintenance, and less conducive of add-ons and changes.
- No UPS supporting the switches.
- Cooling not adequate for TR, measured approximately 96.8◦F in the back of the rack and 92.5◦F in the front during survey (temperature was measure using IR thermometer , Extech IR250)
- Only few power outlets within the room are working. All network equipment are supported by single power strip (refer to photo 20).

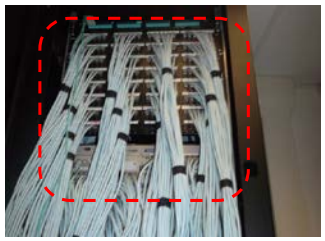

Photo 19

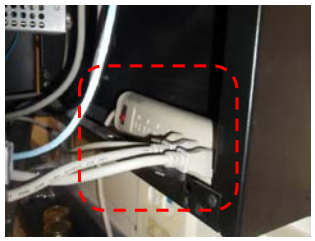

Photo 20

4.1.2.4. Loara High School

The MPOE/MDF is located in the ground floor between room 501 and 506**.** This space is where AT&T (Phone and Internet/WAN) enters the campus and it is also where the campus Distribution Layer Network resides. Connectivity to the 23 campus IDFs comes from this room.

MPOE/MDF contains:

- AT&T Service Provider (Phone and WAN)
- Phone System (Vodavi-XTS-P)
- Campus Main Overhead PA System (Bogen Multicom 2000)
- Data communication interface equipment for digital carrier copper and fiber optic cable(s).
- LAN/WAN equipment such as routers (Cisco), servers (HP), fiber optic interface equipment for internal or external communications.
- Cable TV, Video Surveillance.
- Fire Alarm Panels

- Electrical Panels

MPOE/MDF observations:

- Cables are not labeled properly, not easy for maintenance and troubleshooting (refer to photo 21).
- Single Carrier. Single Pathway
- No telecommunication ground busbar found.
- Cooling adequate for EF/ER, measured approximately 77◦F during survey on January 23rd (temperature measure using IR thermometer , Extech IR250)
- No battery backup found in the TR.

Photo 21

4.1.2.5. Ball Junior High School

The MPOE/MDF is located in the ground floor of the Administration building. This space is where AT&T (Phone and Internet/WAN) enters the campus and it is also where the campus Distribution Layer Network resides. Connectivity to the 13 campus IDFs comes from this room.

MPOE/MDF contains:

- AT&T Service Provider (Phone and WAN)
- Phone System (Vodavi-XTS)
- Campus Main Overhead PA System (Bogen Multicom 2000)

- Data communication interface equipment for digital carrier copper and fiber optic cable(s).
- LAN/WAN equipment such as routers (Cisco), servers (HP), fiber optic interface equipment for internal or external communications.
- Cable TV, Video Surveillance
- Fire Alarm Panels
- Electrical Panels

MPOE/MDF observations:

- Cables are not labeled properly, not easy for maintenance and troubleshoot (refer to photo 22).
- Single Carrier. Single Pathway.
- No telecommunication ground busbar found.
- No 30 amp circuit found.
- Cooling not adequate for EF/ER, measured approximately 86◦F during survey on January 23rd (temperature measure using IR thermometer , Extech IR250)
- Ventilation not adequate for typical MDF (ground floor of the media center). Measured approximately 90◦F, to the middle of the rack during site survey. Recommend replace the front door with perforated door to help with the airflow (temperature measure in the back of the cabinet using IR thermometer, Extech IR250).
- Typical TR, cable bundles with ZIP ties, does not meet industry standards (refer to photo 23).
- No battery backup found in the TR.

Photo 22

Photo 23

4.1.2.6. South Junior High School

The MPOE is located behind the Faculty Lounge building. This space is where AT&T (Phone and Internet/WAN) enters the campus. The MDF is located in the administration office. This is where the campus Distribution Layer Network resides. Connectivity to the 24 campus IDFs comes from this room.

MPOE contains:

- AT&T Service Provider (Phone and WAN)
- Data communication interface equipment for digital carrier copper and fiber optic cable(s).
- Phone System (Vodavi-XTS)
- Cable TV

MDF contains:

- Campus Main Overhead PA System (Bogen)
- LAN/WAN equipment such as routers (Cisco), servers (HP), fiber optic interface equipment for internal or external communications.
- Video Surveillance equipment.
- Fire Alarm Panels.

MDF observations:

- Cable bundles with ZIP ties. Cable bundles with ZIP ties, in lieu of Velcro recommended by industry standards, which can easily accommodate changes and add-ons (MPOE and MDF, refer to photo 24 and 26).
- No room to expand.
- No Battery system found supporting the campus main switch and servers.
- Cables are not labeled properly, not easy for maintenance and troubleshoot (refer to photos 24 and 25).
- Single carrier. Single pathway.
- Telecommunication Ground Busbar not found.
- Cooling not adequate , measure 87.8◦F during January(Equipment room, temperature measured using IR thermometer , Extech IR250)

IDF observations:

- IDF cabinet is mounted extremely high, over 7'-6" from the bottom of the cabinet, hazardous for daily operations (EF, refer to photo 27).

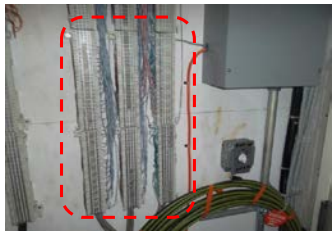

Photo 24 (MPOE)

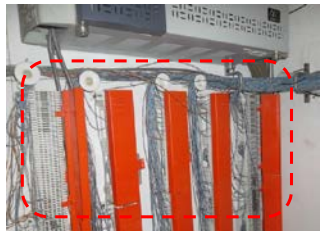

Photo 25

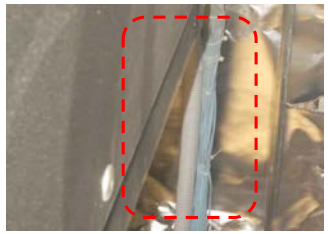

Photo 26 (MDF)

Photo 27 (IDF)

4.1.2.7. Sycamore Junior High School

The MPOE/MDF is located in the ground floor of the Main Office. This space is where AT&T (Phone and Internet/WAN) enters the campus and it is also where the campus Distribution Layer Network resides. Connectivity to the 17 campus IDFs comes from this room.

MPOE/MDF contains:

- AT&T Service Provider (Phone and WAN)
- Phone System (Vodavi-XTS)
- Campus Main Overhead PA System (Bogen Multicom 2000)
- Data communication interface equipment for digital carrier copper and fiber optic cable(s).
- LAN/WAN equipment such as routers (Cisco), servers (HP), fiber optic interface equipment for internal or external communications.

- Fire Alarm Panels.
- Electrical Panels.

MPOE/MDF observations:

- The room contains HVAC split unit mounted on the north wall, which is away from the equipment cabinet and does not provide enough cooling to the equipment. Measured approximately 92.2◦F in the back of the rack and 83.4◦F in the front cabinet during survey (temperature was measure using IR thermometer, Extech IR250).
- Telecommunication Ground Busbar not found.
- Fire Alarm panel behind cabinet does not have enough clearance 21"(refer to photo 29).
- Lack of cable management and label, which can be challenging for maintenance, and less conducive of add-ons and changes (refer to photos 28, 29 and 30).
- Conduit fill ratio exceeds fill ratio recommended by NEC (refer to photo 32).
- Lack of power outlets to accommodate expansion and diversity (refer to photo 33).

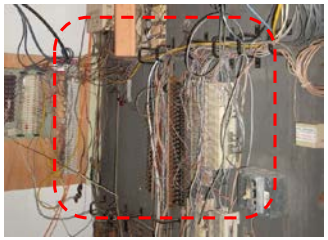

Photo 28

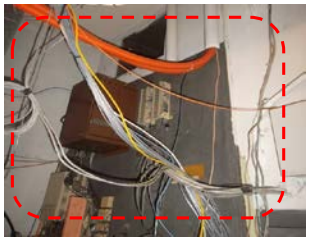

Photo 29

Photo 30

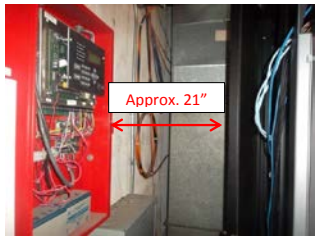

Photo 31

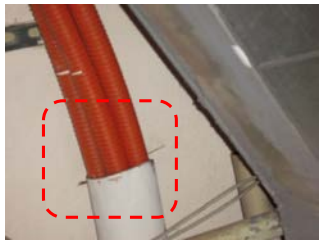

Photo 32

Photo 33

4.1.2.8. Walker Junior High School

The MPOE is located on the ground floor of the Main Office. This space is where AT&T (Phone and Internet/WAN) enters the campus. The MDF is also located on the ground floor of the Main Office, but in a separate room from the MPOE. This is where the campus Distribution Layer Network resides. Connectivity to the 7 campus IDFs comes from this room.

MPOE contains:

- AT&T Service Provider (Phone and WAN)
- Data communication interface equipment for digital carrier copper and fiber optic cable(s).
- Phone System (Vodavi)
- Campus Main Overhead PA System (Bogen)

MDF contains:

- LAN/WAN equipment such as routers (Cisco), servers (HP), fiber optic interface equipment for internal or external communications.
- Video Surveillance equipment.
- Fire Alarm Panels.

MPOE Observations:

- Carpet in the MPOE. Not recommended due to potential static electricity.
- Telecommunication Ground Busbar not found.
- Conduit sleeve not fire proofed (refer to photo 34).

- Single carrier. Single pathway.
- The room appears to have HVAC; however the HVAC was not working during the site walk.
- Not enough clearance behind Bogen equipment (21"), industry standard recommends 36" inches front and back of equipment rack for proper maintenance and equipment service.

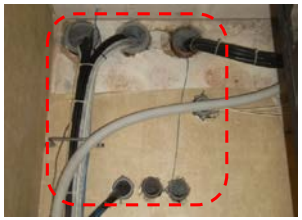

Photo 34

MDF Observations:

- Carpet in the MDF. Not recommended due to potential static electricity.
- Telecommunication Ground Busbar not found.
- Not adequate clearance behind equipment rack (17") to provide proper clearance for service and maintenance (refer to photo 35).
- All equipment within the rack powered from single power strip (no diversity).
- Lack of cable management and label, which can be challenging for maintenance, and less conducive of add-ons and changes (refer to photo 36).
- Water heater and other plumbing conduits in the room, which can potentially cause water infiltration and damage of the equipment (refer to photos 37 and 38).
- Lack of power outlets within the room to accommodate expansion and diversity (refer to photo 39).

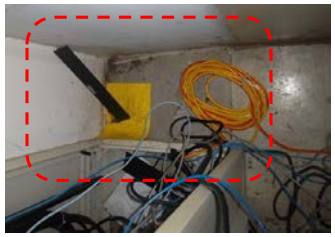

Photo 35

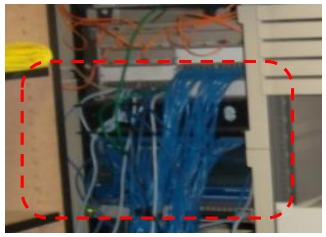

Photo 36

Photo 37

Photo 38

Photo 39

IDF Observations:

- IDF over crowed, no room for expansion (refer to photo 40).
- Cable bundles with ZIP ties. Cable bundles with ZIP ties, in lieu of Velcro recommended by industry standards, which can easily accommodate changes and add-ons (refer to photo 41).

- Solid wall cabinet with poor ventilation and air flow, back of the cabinet measured approximately 89.2◦F during site survey (temperature measure using IR thermometer , Extech IR250).
- Lack of power outlets within the room to accommodate expansion and diversity (refer to photo 42).

Photo 40

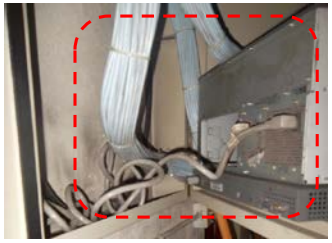

Photo 41

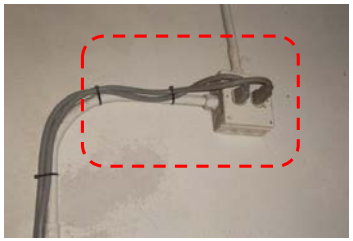

Photo 42

4.1.2.9. Hope School

The MPOE/MDF is located in the ground floor of Building 5 next to the Generator room. This space is where AT&T (Phone and Internet/WAN) enters the campus and it is also where the campus Distribution Layer Network resides. Connectivity to the 15 campus IDFs comes from this room.

MPOE/MDF contains:

- AT&T Service Provider (Phone and WAN)

- VoIP System (Shortel)
- Data communication interface equipment for digital carrier copper and fiber optic cable(s).
- LAN/WAN equipment such as routers (Cisco), servers (HP), fiber optic interface equipment for internal or external communications.

MPOE/MDF observations:

- No Battery backup or UPS system found to support the campus main switch and servers.
- Lack of power outlets within the room to accommodate expansion and diversity (refer to photo 43).
- Single carrier. Single pathway.

Photo 43

IDF observations:

- Telecommunication Ground Busbar not found.
- IDF Cabinet over crowed, No room for expansion.

4.1.2.10. Oxford Academy

The MPOE/MDF is located in the ground floor of Building 5 between classroom 509 and 510. This space is where AT&T (Phone and Internet/WAN) enters the campus and it is also where the campus Distribution Layer Network resides. Connectivity to the 15 campus IDFs comes from this room.

MPOE/MDF contains:

- AT&T Service Provider (Phone and WAN)
- Phone System (Vodavi-XTS)
- Campus Main Overhead PA System (Bogen Multicom 2000)
- Data communication interface equipment for digital carrier copper and fiber optic cable(s).
- LAN/WAN equipment such as routers (Cisco), servers (HP), fiber optic interface equipment for internal or external communications.
- Fire Alarm Panels.
- Electrical Panels

MPOE/MDF observations:

- Lack of power outlets within the room to accommodate expansion and diversity (refer to photos 44 and 45).
- Conduits penetrations on ceiling not fire proofed (refer to photo 46).
- Cables are not labeled properly, not easy for maintenance and troubleshoot (refer to photo 48).
- Sprinkler valve directly above power outlets (refer to photo 47).

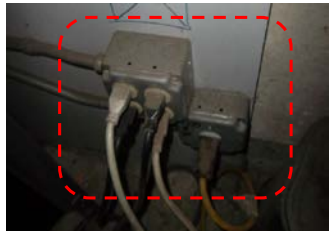

Photo 44

Photo 45

Photo 46

Photo 47

Photo 48

4.2. Physical Security

4.2.1. General Observations

4.2.1.1. Physical Access

All of the 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 accessible to climbing. Some campuses have gates for entering the campus from the fence lines bordering the residential neighborhoods that are not attended. At the classroom level most of the door locks are not lockable from the inside and can be a risk if there needs to be a "lockdown" of the campus or specific area. All of the schools have a limited ability to create a single "choke point" for visitors. A visitor roaming the campus creates an "unknown" situation for staff and students creating a perception of potential danger.

4.2.1.2. Physical Intrusion Detection

Intrusion detection systems at the various campuses are not complete, not functioning, on non-existent. The intrusion detection systems that are functioning cover mostly the classrooms with computers.

4.2.1.3. Electronic / Video Surveillance

Video Surveillance is located in only a few of the schools. Anaheim High School has a system located in the new classrooms and cameras placed on the Gym. Video observation at the entry points of the campus would help identify "a person of interest" for security and law enforcement. A Video Surveillance system will provide electronic assessment tools that shall allow law enforcement and security personnel to detect, deter, prevent, and provide an electronic record of campus security events and/or unlawful behavior.

4.2.1.4. Lighting Considerations

The current lighting at the campuses are switched off at night leaving only selected lights on. This method works well for reducing cost but renders real and perceived security ineffective. The creation of "safe corridors" will proved pathways of travel at night. The lighting should be considered as a primary target for improvement. The ability to leave more lights on will help the security posture and provide more visibility at night.

4.2.1.5. Environmental Considerations

Campus environmental design considerations shall include and address the following:

- Video "dead zones" – Areas that are blocked by trees, shrubs, etc.

- Fencing – Areas that shall be isolated as a first level of security.
- Lighting – Lighting shall be used to maximize campus visibility and serve as a natural deterrent to crime, especially in high traffic areas or areas where people congregate.
- Barriers – Bollards, curbs, landscaping to reinforce the boundaries of the Campus and define the intended purpose of each space.

4.2.2. Fields Observations

The field observations were conducted on November 26, January 22 & 24, February 5 & 19 and included District Staff, School Staff and PlanNet Consulting. Site walks were conducted to review current conditions and possible security measures. Field discussions with site personnel were considered for this report.

4.2.2.1. District Office

The District office is located in an industrial area with an existing building to the south and bordering the 5 freeway. The building has parking areas open on two sides with no barriers. The area is somewhat isolated and not a common target for random vandalism.

Observations

- Main entry area is not visible from the reception desk.
- No electronic locks (access control) at this location. Recommend card readers on the server room area doors and the main perimeter entry doors.
- No Video Surveillance coverage of the entry areas, internal corridors, server room, and file rooms.
- Loading area is open and easily accessible. Recommend fencing and gate to secure loading dock area and rear of building.
- No camera coverage at ATM.
- Entry gates are open during the day and easily accessed.
- The existing camera coverage in the bus area is ineffective.
- No effective intrusion detection system.
- The bus and maintenance yard fencing is adequate.

Recommendations:

- Provide electronic locks (access control) for the main perimeter doors, server room, HR file storage, and Legal file storage.
- Provide Video Surveillance coverage for the main entry points, outside gate areas, loading dock area, server room, ATM machine, maintenance yard, and the bus yard.
- Install fencing and a motorized gate in the shipping and receiving area. This are should controlled, currently open to the public.
- Install motorized gate for the maintenance vehicle entry.
- Provide intrusion detection devices in all rooms with glass windows to provide early detection of possible theft and vandalism.
- Provide additional wayfinding signage for visitors as to the location of the visitor lobby. This location should be the only entrance for visitors.
- The lobby area should be redesigned to control access into the building. There is no clear line of site from the reception desk.

4.2.2.2. Anaheim High School

Anaheim High School is surrounded by residential and commercial property and located on a busy street. Direction to the administration office is not obvious to visitors.

Observations

- No wayfinding signage directing visitors to the office.
- Once you enter main entrance, the campus is easily accessible from both hallway exits, no barriers.
- Front entry doors are unlocked and unsupervised.
- East side fencing not chain link but is not tall enough to discourage climbing.
- Cameras located on the gym too high for recognition, should be 12=15' for better overall view. Cameras at this height are good for looking "out" from the building.
- Fencing around field too low and easily climbed.
- An east side gate is open to the public.
- The new building on the southwest corner is well covered by cameras.
- Classrooms that open out are vulnerable.
- The fence line that separates the classrooms from the field area should be 7-8' and controlled during school hours.
- The area by the child care area is wide open.
- Fencing around staff and student parking too low and easily climbed.
- Auditorium door was easily accessible at the site visit; door appeared closed but was propped open with a pen.

Recommendations:

- Provide fencing around the fields with locking gates that is taller than 5-6' to restrict access during school hours. Complete fence line around the campus "core" to "lock off" this area after school hours.
- Electronic Locks (access control) should be provided for classrooms with computers and the administration office for after hour's access and control.
- The design of the administration office area does not allow for a restricted access point. The entry lobby should be redesigned or relocated to create a "choke point" for visitor entrance.
- Provide additional Video Surveillance cameras at all of the control points for live and forensic use. Images should be recorded for future retrieval. It is recommended to consider camera placement in the classrooms with computers, perimeter entry points, common pathways, and area where students congregate.
- Existing cameras should be evaluated for quality and upgraded as needed.
- Provide locking hardware that can be locked from inside the classroom. In a "lockdown" situation the staff would be at risk if they needed to go out of the classroom to lock the door.
- Provide intrusion detection devices in all buildings to provide early detection of possible theft and vandalism.
- Improve light fixtures to allow for more unswitched lighting on the campus. (LED Lighting)
- Provide clear wayfinding signage for visitors as to the location of the administration office. The administration office should be the only entrance for visitors when students are present.
- The administration counter should be raised to create a barrier to visitors. The doors accessible to the campus should be controlled at this point.

4.2.2.3. Katella High School

Katella High School is surrounded by residential neighborhoods on three sides and shares a common area with an adjacent elementary school. Direction to the administration office is not obvious to visitors.

Observations

- Perimeter fence has gates that are open at certain times that are not supervised. (Groveland PL, Evening Shade Dr.
- West side fence line is low, recommend 7-8'.
- Bike cage out front accessible from adjacent parking lot.
- West side fence line is close to building 33 recommend 7-8'.
- The west fence line is close to residential wall that allows easy access.
- North side classrooms open out to the street.
- There is not any wayfinding signage directing visitors to the office. After class is out gates are open with free access to the campus.
- Several gates were shown with pad-locks but not locked.
- Intrusion system was in place and appears operational.
- Video Surveillance camera at main office corridor, no other system was present.
- The office entry area does not have any barrier to prevent anyone from entering the school grounds. Fence and locked gate should be installed.
- The main office counter is too low for control of access to the campus.
- Classroom locking hardware should be locked from the outside when the door is closed.
- The tall fence line on the south and west side towards the elementary school stops and is accessible from the residential neighborhood.
- The security fencing from the neighboring school is vulnerable and open. Access from the field side of the HS is easy from the neighboring school.
- All fencing is chain link and easily climbed. There is evidence of fence climbing in areas with the low fence line.

Recommendations:

- Provide additional fencing with locking gates between schools to restrict access during school hours. Fencing that borders the residential area has sections that are high and adequate but not completed on the south side. It is recommended to extend the fence line around this area.
- Provide fencing at the administration office to "lock off" access to the school from this side.
- Electronic Locks (access control) should be provided for classrooms with computers and the administration office for after hour's access and control.
- Provide Video Surveillance cameras at all of the control points for live and forensic use. Images should be recorded for future retrieval. It is recommended to consider camera placement in classrooms with computers, perimeter entry points, common pathways, and area where students congregate.
- Provide locking hardware that can be locked from inside the classroom. In a "lockdown" situation the staff would be at risk if they needed to go out of the classroom to lock the door.

- Provide intrusion detection devices in all buildings to provide early detection of possible theft and vandalism.
- Improve light fixtures to allow for more unswitched lighting on the campus. (LED Lighting)
- Provide clear wayfinding signage for visitors as to the location of the administration office. The administration office should be the only entrance for visitors when students are present.
- The administration counter should be raised to create a barrier to visitors. The doors accessible to the campus should be controlled at this point.

4.2.2.4. Kennedy High School

Kennedy High School is surrounded by residential neighborhoods on two sides. Direction to the administration office is not obvious to visitors.

Observations

- The existing campus along with the new construction has a motorized gate for entry Semi Closed Campus; the 3 courtyards are fenced and gated.
- Proper wayfinding signage is visible at front admin.
- Windows are low and vulnerable.
- No fencing, at front of campus.
- Doors have glass lights, should be smaller and 72" aff.
- No Electronic Locks (access control).
- No Video Surveillance.
- After hours lighting is limited.
- Doors with panic hardware can be locked from the inside; all other doors are only locked from the outside.
- Science wing has lockable doors from the inside.
- The campus is open to the public
- Skateboard issues by Health building
- Inadequate wayfinding signage directing visitors to the administration office.
- Alarm system auto arms/ disarms.
- Access gates have been installed in several places along west fence line.
- Inadequate fencing around front and sides.
- Admin counter not secured enough, height to low and not an adequate barrier.

Recommendations:

- Provide additional fencing with locking gates at the front of the school to create a control point (choke point) for students, staff, and visitors. The fencing should be 7 to 8 feet in height to discourage climbing.
- Electronic Locks (access control) should be provided for classrooms with computers and the administration office for after hour's access and control.
- Provide Video Surveillance cameras at the control points for live and forensic use and record images for future retrieval. It is recommended to consider camera placement in classrooms with computers, perimeter entry points, common pathways, and area where students congregate.
- Provide locking hardware that can be locked from inside the classroom. In a "lockdown" situation the staff would be at risk if they needed to go out of the classroom to lock the door.

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- Provide intrusion detection devices in all buildings to provide early detection of possible theft and vandalism.
- Improve light fixtures to allow for more unswitched lighting on the campus. (LED Lighting)
- Provide clear wayfinding signage for visitors as to the location of the administration office. The administration office should be the only entrance for visitors when students are present.
- The administration counter should be raised to create a barrier to visitors. The doors accessible to the campus should be controlled at this point.
- Provide fencing to "lock off" the areas of the campus that need to be separated from the public access areas. (Ball fields, etc.)

4.2.2.5. Loara High School

Loara High School is surrounded by residential neighborhoods on two sides and busy streets on two sides. Direction to the administration office is not obvious to visitors.

Observations

- No Video Surveillance system.
- No clear wayfinding signage directing visitors to the office.
- IDS present in the office and computer classroom.
- The Lobby/ office have no barrier to visitors, easy access to the campus.
- Front fence line adequate for security protection.
- Panic hardware on entry gates easy to open from outside unsecured side.
- Gates were left unlocked.
- Gym has cameras for tagging. (2)
- The north side classrooms open out to the public.
- Several gates on the north side are not operational.
- West side of campus is open, no fencing to restrict entry.
- Child care area was open and accessible, no control point.

Recommendations:

- Provide fencing around the north side classrooms, they open out to an unprotected space.
- Improve fencing near the child care area and the public corridor to the ball fields (west side).
- Improve fencing near Gym to discourage climbing.
- The plate on the gates with panic hardware can be opened from the uncontrolled side. Additional metal coverage should be provided.
- Electronic Locks (access control) should be provided for classrooms with computers and the administration office for after hour's access and control.
- Provide Video Surveillance cameras at all of the control points for live and forensic use. Images should be recorded for future retrieval. It is recommended to consider camera placement in classrooms with computers, perimeter entry points, common pathways, and area where students congregate.
- Provide locking hardware that can be locked from inside the classroom. In a "lockdown" situation the staff would be at risk if they needed to go out of the classroom to lock the door.
- Provide intrusion detection devices in all buildings to provide early detection of possible theft and vandalism.

- Improve light fixtures to allow for more unswitched lighting on the campus. (LED Lighting)
- Provide clear wayfinding signage for visitors as to the location of the administration office. The administration office should be the only entrance for visitors when students are present.
- The administration counter should be raised to create a barrier to visitors. The doors accessible to the campus should be controlled at this point.

4.2.2.6. Ball Junior High School

Ball Junior High School is surrounded by residential neighborhoods on two sides, apartments on one side, and railroad tracks on one side. Direction to the administration office is not obvious to visitors.

Observations

- No clear wayfinding signage directing a visitor to the office.
- No Video Surveillance coverage.
- North fence line is too low, easily climbed.
- North parking area has access to the campus, gate at south end easily opened.
- The north side classrooms open out to the public.
- No barrier in the lobby area, unrestricted access to the campus.
- West fence line has evidence of climbing from the adjacent apartment complex. The fence is too low to discourage access.
- East fence line too low, evidence of climbing in several locations. During site visit students were observed running along the adjacent railroad tracks.
- Intrusion detection system in the computer room.
- No Electronic Locks (access control) System.
- During site visit classroom doors were propped open.
- East side gate was open during site visit.

Recommendations:

- Improve fencing on the north side, north parking area, and east side.
- Provide fencing for the north side classrooms, they open out to an unprotected space.
- Electronic Locks (access control) should be provided for classrooms with computers and the administration office for after hour's access and control.
- Provide Video Surveillance cameras at all of the control points for live and forensic use. Images should be recorded for future retrieval. It is recommended to consider camera placement in classrooms with computers, perimeter entry points, common pathways, and area where students congregate.
- Provide locking hardware that can be locked from inside the classroom. In a "lockdown" situation the staff would be at risk if they needed to go out of the classroom to lock the door.
- Provide intrusion detection devices in all buildings to provide early detection of possible theft and vandalism.
- Improve light fixtures to allow for more unswitched lighting on the campus. (LED Lighting)

- Provide clear wayfinding signage for visitors as to the location of the administration office. The administration office should be the only entrance for visitors when students are present.
- The administration counter should be raised to create a barrier to visitors. The doors accessible to the campus should be controlled at this point.

4.2.2.7. South Junior High School

South Junior High School is surrounded by residential neighborhoods on two sides along with another school and a park.

Observations

- Front fence and gates are adequate; the steel fencing is tall and hard to climb.
- The steel fence line ends at the temp buildings on the Northeast corner. The chain link fence at this area is low.
- Existing intrusion detection system appears operational.
- The east fence line by the church has evidence of fence climbing. There is a ladder on the other side of the fence.
- South fence line is low.
- The lobby counter in the main office is low and easily breached.
- Wayfinding signage is good.
- No existing Video Surveillance system.
- Not all door hardware locks from the outside.
- The campus student egress point is controlled and adequate for security.

Recommendations:

- Provide additional fencing with locking gates between schools to restrict access during school hours. The chain link fencing that is by the Church property is low and should be raised to prevent climbing. All fencing that is 6' or less should be considered. The field area has traffic from the neighboring school and park.
- Electronic Locks (access control) should be provided for classrooms with computers and the administration office for after hour's access and control.
- Provide Video Surveillance cameras at all of the control points for live and forensic use. Images should be recorded for future retrieval. It is recommended to consider camera placement in classrooms with computers, perimeter entry points, common pathways, and area where students congregate.
- Provide locking hardware that can be locked from inside the classroom. In a "lockdown" situation the staff would be at risk if they needed to go out of the classroom to lock the door.
- Provide intrusion detection devices in all buildings to provide early detection of possible theft and vandalism.
- Improve light fixtures to allow for more unswitched lighting on the campus. (LED Lighting)
- The administration counter should be raised to create a barrier to visitors. The doors accessible to the campus should be controlled at this point.

4.2.2.8. Sycamore Junior High School

Sycamore Junior High School is surrounded by residential neighborhoods on two sides. Direction to the administration office is not obvious to visitors.

Observations

- The south fence line to low and easily climbed.
- Fencing within the campus is adequate for closing off areas attended by students.
- The Classrooms open out on the south side, unprotected.
- No wayfinding signage directing visitors to the office.
- Southwest fence and gate has evidence of repeated climbing.
- Office lobby is set up to screen visitors but does not offer any barrier.
- No Electronic Locks (access control) System
- No camera coverage.
- No working intrusion control system.
- Locking hardware is dogged, unlocking the door from the outside.
- Staff parking area and gate is not secured from the front parking area. Gate was open.

Recommendations:

- Provide fencing around the south side classrooms, they open out to an unprotected space.
- Improve south and southwest fencing to discourage climbing.
- Electronic Locks (access control) should be provided for classrooms with computers and the administration office for after hour's access and control.
- Provide Video Surveillance cameras at all of the control points for live and forensic use. Images should be recorded for future retrieval. It is recommended to consider camera placement in classrooms with computers, perimeter entry points, common pathways, and area where students congregate.
- Provide locking hardware that can be locked from inside the classroom. In a "lockdown" situation the staff would be at risk if they needed to go out of the classroom to lock the door.
- Provide intrusion detection devices in all buildings to provide early detection of possible theft and vandalism.
- Improve light fixtures to allow for more unswitched lighting on the campus. (LED Lighting)
- Provide clear wayfinding signage for visitors as to the location of the administration office. The administration office should be the only entrance for visitors when students are present.
- The administration counter should be raised to create a barrier to visitors. The doors accessible to the campus should be controlled at this point.

4.2.2.9. Walker Junior High School

Walker Junior High School is surrounded by residential neighborhoods on three sides. The ball fields are open to the public and accessible from an adjacent parking lot.

Observations

- No Electronic Locks (access control) System.
- No Video Surveillance System.

- No intrusion detection.
- Campus fenced adequately.
- Front entry door has too much glass, vulnerable.
- Admin counter not secured enough, height to low and not an adequate barrier.
- Glass lights are low in the classroom doors, should be 72"aff.
- Fields used by the public.
- Doors are only lockable from the outside.
- Rear gates open during the day, creates a perimeter breach.
- Staff access driveway open during the day, creates a perimeter breach.

Recommendations:

- Electronic Locks (access control) should be provided for classrooms with computers and the administration office for after hour's access and control.
- Replace administration door with a more secure type of door.
- Provide Video Surveillance cameras at the control points for live and forensic use and record images for future retrieval. It is recommended to consider camera placement in classrooms with computers, perimeter entry points, common pathways, and area where students congregate.
- Provide locking hardware that can be locked from inside the classroom. In a "lockdown" situation the staff would be at risk if they needed to go out of the classroom to lock the door.
- Provide intrusion detection devices in all buildings to provide early detection of possible theft and vandalism.
- Improve light fixtures to allow for more unswitched lighting on the campus. (LED Lighting)
- Provide clear wayfinding signage for visitors as to the location of the administration office. The administration office should be the only entrance for visitors when students are present.
- The administration counter should be raised to create a barrier to visitors. The doors accessible to the campus should be controlled at this point.
- Provide a motorized gate entry to be able to lock south side gate and employee parking gate during school hours.

4.2.2.10. Hope Junior High School

Hope Junior High School is located on a busy street and next to a retail center. The entry is well defined.

Observations

- The metal fencing at front entry to low.
- Perimeter fencing is adequate
- The South wall bordering the commercial area is higher than the campus area. This situation creates an easy way to climb over, evidence of this.
- Front wayfinding signage is faded.
- No Electronic Locks (access control) System.
- No Video Surveillance System.
- Intrusion system exists in the computer room, unable to verify operation.
- Doors are only lockable from the outside.
- Admin counter not secured enough, height to low and not an adequate barrier.

- Fields not accessible to the public.
- Adult learning area has evidence of fence climbing near access road and by admin office.

Recommendations:

- Provide taller fencing on the south side and by the residential perimeter. The fencing should be 7 to 8 feet in height to discourage climbing.
- Electronic Locks (access control) should be provided for the administration office for after hour's access and control.
- Provide Video Surveillance cameras at the control points for live and forensic use and record images for future retrieval. It is recommended to consider camera placement in classrooms with computers, perimeter entry points, common pathways, and area where students congregate.
- Provide locking hardware that can be locked from inside the classroom. In a "lockdown" situation the staff would be at risk if they needed to go out of the classroom to lock the door.
- Provide intrusion detection devices in all buildings to provide early detection of possible theft and vandalism.
- Improve light fixtures to allow for more unswitched lighting on the campus. (LED Lighting)
- Replace wayfinding signage at the administration office. The administration office should be the only entrance for visitors when students are present.
- The administration counter should be raised to create a barrier to visitors. The doors accessible to the campus should be controlled at this point.

4.2.2.11. Oxford High School

The Oxford High School is an open campus with no fencing or barriers preventing entrance to the school grounds. Direction to the administration office is not obvious to visitors.

Observations

- Open Campus, no locking gates.
- No Electronic Locks (access control).
- No Video Surveillance.
- Security Guards are present.
- Open to the public
- No windows on outside classroom doors.
- Doors are only lockable from the outside.
- Some buildings have intrusion detection, not sure if it is fully functional.
- After hours lighting is switched and limited.
- Inadequate wayfinding signage.
- No controllable entry point.
- Fencing around the fields has openings for the public.
- Admin counter not secured enough, height to low and not an adequate barrier.

Recommendations:

- Provide fencing with locking gates at the front of the school to create a control point (choke point) for students, staff, and visitors. The fencing should be 7 to 8 feet in height to discourage climbing.
- Electronic Locks (access control) should be provided for classrooms with computers and the administration office for after hour's access and control.
- Provide Video Surveillance cameras at the control points for live and forensic use and record images for future retrieval. It is recommended to consider camera placement in classrooms with computers, perimeter entry points, common pathways, and area where students congregate.
- Provide locking hardware that can be locked from inside the classroom. In a "lockdown" situation the staff would be at risk if they needed to go out of the classroom to lock the door.
- Provide intrusion detection devices in all buildings to provide early detection of possible theft and vandalism.
- Improve light fixtures to allow for more unswitched lighting on the campus. (LED Lighting)
- Provide clear wayfinding signage for visitors as to the location of the administration office. The administration office should be the only entrance for visitors when students are present.
- The administration counter should be raised to create a barrier to visitors. The doors accessible to the campus should be controlled at this point.
- Provide fencing to "lock off" the areas of the campus that need to be separated from the public access areas. (Ball fields, etc.)

5. Recommendations and Budget Guidance

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The table below represents a high level cost guidance derived from the individual sites that were inspected. These generalized costs can be used to extrapolate budget approximations for the remainder of the schools in the district based on the school level (High School or Junior High School).

		IDF	Room	MDF	MDF	Carrier	OSP	SCCS	Network	VoIP	Video	Electronic	Standard	Way-	Network &	Infrastructure		Combined
Inspected Sites	Enroll	Qty	Qty	Relocation	Remediation	Redundancy	Fiber/Path	Copper	Electronics	Comm	Surveillance	Locks	Locks	Finding	Communications	IT	Security	Total
Anaheim High School	3,232	13	135		5,000		13,000	86,400	60,000	25,000	84,000	91,800	44,550	2,000	85,000	104,400	222,350	411,750
Katella High School	2,686	13	100		5,000	50,000	13,000	64,000	60,000	25,000	84,000	68,000	33,000	2,000	85,000	132,000	187,000	404,000
Kennedy High School	2,322	10	90		5,000	50,000	10,000	57,600	60,000	25,000	84,000	61,200	29,700	2,000	85,000	122,600	176,900	384,500
Loara High School	2,624	15	150	150,000		50,000	15,000	96,000	60,000	25,000	84,000	102,000	49,500	2,000	85,000	311,000	237,500	633,500
Ball Junior High School	1,128	8	60	-	9,000	50,000	8,000	38,400	40,000	19,000	37,000	40,800	19,800	1,000	59,000	105,400	98,600	263,000
South Junior High School	1,575	10	75	-	8,500	50,000	10,000	48,000	40,000	19,000	37,000	51,000	24,750	1,000	59,000	116,500	113,750	289,250
Sycamore Junior High School	1,490	7	80	100,000			7,000	51,200	40,000	19,000	37,000	54,400	26,400	1,000	59,000	158,200	118,800	336,000
Walker Junior High School	1,139	8	50		5,000	50,000	8,000	32,000	40,000	19,000	37,000	34,000	16,500	1,000	59,000	95,000	88,500	242,500
Hope School	304	4	50	-	8,000	50,000	4,000	32,000	15,000	10,000	37,000	34,000	16,500	1,000	25,000	94,000	88,500	207,500
District Offices			20	-	6,500			12,800	180,000	15,000		13,600	6,600		195,000	19,300	20,200	234,500
Oxford Academy	1,152	8	55		5,000		8,000	35,200	40,000	19,000	37,000	37,400	18,150	1,000	59,000	48,200	93,550	200,750
				250,000	57,000	350,000	96,000	553,600	635,000	220,000	558,000	588,200	285,450	14,000	855,000	1,306,600	1,445,650	3,607,250

		MDF	MDF	Carrier	OSP	SCCS	Network	VoIP	Video	Electronic	Standard	Way-	Network &	Infrastructure		Combined
Summary of Inspected Sites	Site Qty	Relocation	Remediation	Redundancy	Fiber	Copper	Electronics	Comm	Surveillance	Locks	Locks	Finding	Communications	IT	Security	Total
High School	4	150,000	15,000	150,000	51,000	304,000	240,000	100,000	336,000	323,000	156,750	8,000	340,000	670,000	823,750	1,833,750
Junior High School	4	100,000	22,500	150,000	33,000	169,600	160,000	76,000	148,000	180,200	87,450	4,000	236,000	475,100	419,650	1,130,750
Other Locations	3	-	19,500	50,000	12,000	80,000	235,000	44,000	74,000	85,000	41,250	2,000	279,000	161,500	202,250	642,750
	11	250,000	57,000	350,000	96,000	553,600	635,000	220,000	558,000	588,200	285,450	14,000	855,000	1,306,600	1,445,650	3,607,250

		MDF	MDF	Carrier	OSP	SCCS	Network	VoIP	Video	Electronic	Standard	Way-	Network &	Infrastructure		Combined
Average by School Level	Qty	Relocation	Remediation	Redundancy	Fiber	Copper	Electronics	Comm	Surveillance	Locks	Locks	Finding	Communications	IT	Security	Total
High School	1	37,500	3,750	37,500	12,750	76,000	60,000	25,000	84,000	80,750	39,188	2,000	85,000	167,500	205,938	458,438
Junior High School	1	25,000	5,625	37,500	8,250	42,400	40,000	19,000	37,000	45,050	21,863	1,000	59,000	118,775	104,913	282,688
Other Locations	1	-	6,500	16,667	4,000	26,667	78,333	14,667	24,667	28,333	13,750	667	93,000	53,833	67,417	214,250
	1	22,727	5,182	31,818	8,727	50,327	57,727	20,000	50,727	53,473	25,950	1,273	77,727	118,782	131,423	327,932

		MDF	MDF	Carrier	OSP	SCCS	Network	VoIP	Video	Electronic	Standard	Way-	Network &	Infrastructure		Combined
Projection for all District Locations	Site Qty	Relocation	Remediation	Redundancy	Fiber	Copper	Electronics	Comm	Surveillance	Locks	Locks	Finding	Communications	IT	Security	Total
High School	8	300,000	30,000	300,000	102,000	608,000	480,000	200,000	672,000	646,000	313,500	16,000	680,000	1,340,000	1,647,500	3,667,500
Junior High School	8	200,000	45,000	300,000	66,000	339,200	320,000	152,000	296,000	360,400	174,900	8,000	472,000	950,200	839,300	2,261,500
Other Locations	5	-	32,500	83,333	20,000	133,333	391,667	73,333	123,333	141,667	68,750	3,333	465,000	269,167	337,083	1,071,250
	21	500,000	107,500	683,333	188,000	1,080,533	1,191,667	425,333	1,091,333	1,148,067	557,150	27,333	1,617,000	2,559,367	2,823,883	7,000,250

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 – including all four High Schools. 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 Cap	2,000
UPS	2,000
Grounding	2,500

- 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.

Video Surveillance	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.

  The following assumptions were used in this cost estimation:

  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.

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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			Other Locations			District
		Electronic	Standard	Total	Electronic	Standard	Total	Electronic	Standard	Total	Total
Option 1	10-20 per site	160,000	224,000	384,000	320,000	400,000	720,000	40,000	50,000	90,000	1,194,000
Option 2	1/3 of rooms	352,000	176,000	528,000	640,000	320,000	960,000	85,000	41,250	126,250	1,614,250
Option 3	All rooms	1,056,000	-	1,056,000	1,920,000	-	1,920,000	240,000	-	240,000	3,216,000

- 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 is being done 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.

6. District Standards in High Level Design Criteria Format

6.1. TECHNOLOGY

- IT Spaces:
  - MDF in a dedicated room (Note: OK to share with other low-voltage systems such as BMS, Fire/Security Alarm panel, Audio/Video, Paging & Communications). Not to be shared with any other facility functions (eg: Electrical, Janitorial, Storage, Office or classroom).
    - Location: At or above grade. Accessible to Utilities/Carriers MPOE. Accessible to campus pathways. Away from risk of flooding and adjacent hazards.
    - Dimensions: 8ft x 10ft. Minimum dimensions assume 2 racks. Additional racks may be necessary to support some locations. (3 racks: 10ft x 10ft; 4 racks: 12ft x 10ft) Permits 3ft clearance on 3 sides.
    - UPS to provide battery backup for all connected loads to operate for enough time to 1) survive 75% of observed power incidents, and 2) execute orderly shutdown. Features include: power smoothing (high/low voltage and frequency/waveform regulation); network connected log and alert; automated network triggers (eg: automated/smart shutdown).
    - Cooling 24/7 active cooling sized to maximum connected load (typical 3,000 per rack. Air flow of 2 air exchanges per hour. Temperature range 64-75 F. Maintain 30 – 50% of relative humidity.
    - Power: 1 20A circuit per rack. 1 20A circuit for backboard. 1 20A GPO on separate branch. Other power may be required (eg: 30A, 220V circuits) depending on equipment specification and power design.
    - Grounding busbar per TIA/EIA-607 requirements and NEC.
    - Backboard: 4ft x 8ft (minimum) ¾" A-C fire-rated plywood, painted with fire retardant on one wall.
    - No false ceiling
    - Firestopping for all penetrations.
    - Door opens outward. Access secured and limited to necessary service personnel.
  - IDF in secure space separate from general use spaces (ie: not in classrooms or office areas due to potentially disruptive sound levels of equipment fans).
    - Located within 295 ft of access ports.
    - Secure space and/or locking cabinet.
    - UPS to provide battery backup for all connected loads to operate for enough time to 1) survive 75% of observed power incidents, and 2) execute orderly shutdown.
    - Cooling to maintain temperature range 64-75 F.
- OSP (Outside Plant)
  - OM3 multi-mode fiber. Minimum: 6-strand MM. Recommended: 12-strand MM & 6 strand SM (hybrid bundle)
  - Home-run from MDF to every IDF.
- SCCS (Structured Communication Cable System) – Horizontal Cable
  - Cat6 – Current standard acceptable.
- Documentation
  - Develop (or require) standardized documentation to be provided for all IT infrastructure in electronic, editable form.
  - Maintain as a "living document" – recording all changes as they occur.
  - Consistent labeling standard shall be deployed in every MDF, IDF & access port.
  - MDF shall have posted diagram showing OSP pathways and location of all IDFs.
  - Conduit junction points (eg: Vaults, pull-boxes and hand-holds) shall have labeling on conduits and exposed cables corresponding to end-point labeling of same.

6.2. SECURITY

- Network Video Security
  - Fixed IP Cameras will provide digital video capable of being centrally recorded and directly viewed in real-time.
  - Cameras will be used for:
    - Control points – main campus entry points
    - High-value rooms (Computer lab, chemical storage, sensitive records)
    - Congregation areas (Gymnasium, lunch area)
    - Remote visibility (Parking lot, swimming pool)
  - Network Video Recording system will be housed on premise at each campus and will have the following features:
    - Local storage sized to hold 1 month of recordings (minimum)
    - Remotely viewable by approved district personnel, security firm, law enforcement.
    - Searchable by meta-data: timestamp, motion, local trigger (eg: Door open)
    - Exportable video segments long-term storage or legal/law enforcement action.
    - Support individual user logins with customized security levels.
- Electronic Door Lock
  - Located on all high-value rooms and administrative office/suites.
  - Real-time or near real-time network connection in order to support remote lock-down or lock-out.
- Intrusion Detection
  - Motion detection and door contacts will be installed in every classroom and every office/suite.
  - Intrusion detection will be connected to a central alarm panel with programmatic capability. System will be programmed to alert security district personnel, monitoring service, and/or local law enforcement in conformance with district policy.

8.6 APPENDIX
DETAILED COST ESTIMATE

PROJECT COST SUMMARY

Anaheim Union High School District
Facilities Needs Assessment
Opinion of Probable Cost **1-Jul-14**

Project Cost Summary (2014$)

	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	

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Anaheim Union High School District
Facilities Needs Assessment
Opinion of Probable Cost **1-Jul-14**

Project Cost Summary (2014$)

	Campus	Subtotal Project Cost (2014$)	Total Project Cost (2014$)
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)

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8.6 APPENDIX
DETAILED COST ESTIMATE

PROJECT COST SUMMARY - TOTAL CAMPUSES COMBINED

Anaheim Union High School District
Total Campuses Combined
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Total Campuses Combined

Item	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings			
1a Replacement or repair of roofs		$ 34,509,000	$ 46,397,000
1a.1 Replace roofs	$ 15,656,000		
1a.2 Repair roofs	$ 18,853,000		
1b Replacement or repair of walls		$ 7,231,000	$ 10,117,000
1b.1 Replace walls	$ 4,504,000		
1b.2 Repair walls	$ 2,727,000		
1c Replacement or repair of windows		$ 5,871,000	$ 8,308,000
1c.1 Replace windows	$ 4,922,000		
1c.2 Repair windows	$ 949,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)		$ 2,485,000	$ 3,805,000
1d.1 Replace doors & hardware	$ 1,499,000		
1d.2 Repair doors & hardware	$ 986,000		
1e Replacement or repair of floors		$ 5,510,000	$ 7,828,000
1e.1 Replace floors	$ 4,557,000		
1e.2 Repair floors	$ 953,000		
1f Replacement or repair of ceilings		$ 9,268,000	$ 12,849,000
1f.1 Replace ceilings	$ 8,171,000		
1f.2 Repair ceilings	$ 1,097,000		
1g Patch & Paint Interior/Exterior		$ 4,018,000	$ 5,394,000
1g.1 Patch & paint interior	$ 1,314,000		
1g.2 Patch & paint exterior	$ 2,704,000		
2 Existing Building Systems & Toilets			
2a HVAC system upgrades	$ 34,814,000	$ 34,814,000	$ 47,303,000
2b Lighting upgrades - new interior lighting & controls	$ 10,382,000	$ 10,382,000	$ 14,808,000
2c Electrical upgrades	$ 1,076,000	$ 7,474,000	$ 10,940,000
2c.1 Upgrade electrical wiring & increase electrical outlets	$ 7,474,000		
2d Plumbing system upgrades	$ 7,199,000	$ 7,199,000	$ 10,575,000
2e Replace aging plumbing, upgrade and/or expand restroom facilities		$ 7,403,000	$ 10,846,000
2e.1 Modernize Existing Restroom	$ 4,270,000		
2e.2 Reconfigure Existing Restroom	$ 2,451,000		
2e.3 New Restroom	$ 663,000		
2e.4 Sitework & Site Improvements	$ 19,000		
2f Energy-efficient building systems and controls (EMS system, per sf of Bldg)	$ 3,008,000	$ 3,008,000	$ 5,133,000
3 Site Utilities			
(For entire campus and site)			
3a Updated gas service lines	$ 4,408,000	$ 4,408,000	$ 5,863,000
3b Updated sewer service lines	$ 7,015,000	$ 7,015,000	$ 9,685,000
3c Updated water service lines	$ 7,905,000	$ 7,905,000	$ 10,514,000
3d Updated electrical mains and distribution	$ 9,290,000	$ 9,290,000	$ 12,483,000
3e Updated storm drainage system	$ 9,427,000	$ 9,427,000	$ 12,538,000

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Anaheim Union High School District
Total Campuses Combined
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Total Campuses Combined

Item	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
4 New Construction Classrooms			
4b New Construction - Classrooms		$ 82,591,000	$ 109,847,000
4b.1 Remove Portable Classrooms	$ 200,000		
4b.3 Demolish Existing Buildings	$ 1,055,000		
4b.6 New Middle School Classroom Building (1-story)	$ 1,219,000		
4b.7 New Middle School Classroom Building (2-story)	$ 21,088,000		
4b.8 New High School Classroom Building (1-story)	$ 7,534,000		
4b.9 New High school Classroom Building (2-story)	$ 47,496,000		
4b.10 Sitework & Site Improvements	$ 3,999,000		
5 Design Lab, Science, and Career Tech Education			
5a Design and Science Lab Classrooms		$ 65,784,000	$ 87,492,000
5a.1 Remove Portable Classrooms	$ 240,000		
5a.3 Demolish Existing Buildings	$ 2,801,000		
5a.4 Modernize Science Classroom Building	$ 5,923,000		
5a.5 Reconfigure Science Classroom Building	$ 8,103,000		
5a.6 New Science Classroom Building	$ 45,515,000		
5a.7 Sitework & Site Improvements	$ 3,202,000		
5b Middle School Electives		$ 33,087,000	$ 44,006,000
5b.3 Modernize Middle School Electives Classrooms'	$ 847,000		
5b.4 Reconfigure Middle School Electives Classrooms	$ 8,767,000		
5b.6 New Middle School Electives Classroom Building	$ 22,238,000		
5b.7 Sitework & Site Improvements	$ 1,235,000		

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8.6 APPENDIX
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PROJECT COST SUMMARY - TOTAL CAMPUSES COMBINED

Anaheim Union High School District
Total Campuses Combined
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Project Cost Summary (2014$) - Total Campuses Combined

Item	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
5c High School Electives		$ 54,918,000	$ 73,041,000
5c.3 Modernize High School Electives Classrooms'	$ 5,133,000		
5c.4 Reconfigure High School Electives Classrooms	$ 22,092,000		
5c.5 Demolish Existing Buildings	$ 144,000		
5c.6 New High School Electives Classroom Building	$ 26,264,000		
5c.7 Sitework & Site Improvements	$ 1,285,000		
6 Performing Arts Improvements			
6a High school theatre		$ 27,874,000	$ 37,074,000
6a.2 Modernize Theatre	$ 8,245,000		
6a.3 Reconfigure Theatre	$ 7,126,000		
6a.4 New Theatre	$ 11,784,000		
6a.5 Sitework & Site Improvements	$ 719,000		
6b Music/Drama/Dance/Support Space		$ 37,879,000	$ 50,379,000
6b.2 Modernize Drama/Music/Dance	$ 2,479,000		
6b.3 Reconfigure Drama/Music/Dance	$ 5,712,000		
6b.4 New Drama/Music/Dance	$ 19,402,000		
6b.5 Modernize Theatre support space	$ 848,000		
6b.6 Reconfigure Theatre support space	$ 1,090,000		
6b.7 New Theatre support space	$ 6,197,000		
6b.8 Sitework & Site Improvements	$ 2,151,000		
7 Multipurpose/Food Service Improvements			
7a Elementary/Middle School multipurpose rooms		$ 24,700,000	$ 32,853,000
7a.2 Modernize Multipurpose Room	$ 905,000		
7a.3 Reconfigure Multipurpose Room	$ 647,000		
7a.4 New Multipurpose Room	$ 21,524,000		
7a.5 Sitework & Site Improvements	$ 1,624,000		
7b High School Cafeteria		$ 14,102,000	$ 18,756,000
7b.1 Demolish Existing Buildings	$ 70,000		
7b.2 Modernize High School Cafeteria	$ 3,939,000		
7b.4 New High School Cafeteria	$ 9,399,000		
7b.5 Sitework & Site Improvements	$ 694,000		

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Anaheim Union High School District
Total Campuses Combined
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Project Cost Summary (2014$) - Total Campuses Combined

Item	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
7c Food service areas		$ 42,217,000	$ 56,149,000
7c.2 Modernize Food Service	$ 2,124,000		
7c.3 Reconfigure Food Service	$ 15,855,000		
7c.4 New Food Service	$ 20,267,000		
7c.5 New Kitchen Equipment	$ 2,678,000		
7c.6 New Trash Enclosure	$ 799,000		
7c.7 Sitework & Site Improvements	$ 494,000		
7d New Lunch Shelters	$ 12,498,000	$ 12,498,000	$ 16,622,000
8 Physical Education Improvements			
8a New Gym and Lobby/Concessions		$ 25,116,000	$ 33,405,000
8a.1 Demolish Existing Buildings	$ 60,000		
8a.2 Modernize Gymnasium	$ 17,070,000		
8a.4 New Gymnasium	$ 7,318,000		
8a.5 Sitework & Site Improvements	$ 668,000		
8b Middle School/High School Shower/Locker Rooms		$ 33,615,000	$ 44,708,000
8b.2 Modernize Shower/Locker Rooms	$ 7,082,000		
8b.3 Reconfigure Shower/Locker Rooms	$ 24,391,000		
8b.4 New MS/HS Shower/Locker Rooms	$ 1,996,000		
8b.5 Sitework & Site Improvements	$ 146,000		
8c Middle School/High School Fitness/Aerobics Labs		$ 23,292,000	$ 30,978,000
8c.2 Modernize Fitness/Aerobics Labs	$ 339,000		
8c.3 Reconfigure Fitness/Aerobics Labs	$ 3,479,000		
8c.4 New Fitness/Aerobics Labs	$ 17,833,000		
8c.5 Sitework & Site Improvements	$ 1,641,000		
8d High School Weight Room		$ 16,855,000	$ 22,417,000
8d.1 Demolish Existing Buildings	$ 160,000		
8d.2 Modernize Weight Room	$ 237,000		
8d.4 New Weight Room	$ 15,070,000		
8d.5 Sitework & Site Improvements	$ 1,388,000		
9 Administration & Staff Support			
9a Expanded, reorganized or relocated administration spaces		$ 41,069,000	$ 54,918,000
9a.1 Demolish Existing Buildings	$ 3,808,000		
9a.2 Modernize Administration	$ 7,126,000		
9a.3 Reconfigure Administration	$ 2,660,000		
9a.4 New Administration	$ 25,086,000		
9a.5 Sitework & Site Improvements	$ 2,389,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

PROJECT COST SUMMARY - TOTAL CAMPUSES COMBINED

Anaheim Union High School District
Total Campuses Combined
Facilities Needs Assessment
Opinion of Probable Cost **1-Jul-14**

Project Cost Summary (2014$) - Total Campuses Combined

Item	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
9b Staff Collaboration/Work Rooms		$ 548,000	$ 729,000
9b.4 New Staff Collaboration/Work Rooms	$ 500,000		
9b.5 Sitework & Site Improvements	$ 48,000		
9d New M&O Warehouse		$ 1,598,000	$ 2,125,000
9d.2 New M&O Warehouse	$ 1,508,000		
9d.3 Sitework & Site Improvements	$ 90,000		
9e Transportation Bus Barn		$ 3,340,000	$ 4,442,000
9e.1 Demolish Existing Buildings	$ 3,120,000		
9e.2 New Transportation Bus Barn	$ 220,000		
9g Child center	$ 622,000	$ 622,000	$ 827,000
9h Propane tank	$ 211,000	$ 211,000	$ 281,000
10 Student Collaboration & Student Support Services			
10b Middle School/High School Library/Student Union		$ 30,219,000	$ 40,190,000
10b.2 New Library/Student Union	$ 17,941,000		
10b.3 Modernize Library/Student Union	$ 1,512,000		
10b.4 Reconfigure Library/Student Union	$ 9,120,000		
10b.5 Sitework & Site Improvements	$ 1,646,000		
10c Student Services		$ 14,597,000	$ 19,414,000
10c.2 New Student Services Building	$ 11,134,000		
10c.3 Modernize Student Services Building	$ 607,000		
10c.4 Reconfigure Student Services Building	$ 1,794,000		
10c.5 Sitework & Site Improvements	$ 1,062,000		
10d Learning Center		$ 2,512,000	$ 3,341,000
10d.2 New Learning Center	$ 1,932,000		
10d.4 Reconfigure Learning Center	$ 448,000		
10d.5 Sitework & Site Improvements	$ 132,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Total Campuses Combined
Facilities Needs Assessment
Opinion of Probable Cost **1-Jul-14**

Project Cost Summary (2014$) - Total Campuses Combined

Item	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
10e Student Colaboration Lab		$ 634,000	$ 843,000
10e.4 Student Colaboration Lab, reconfigure	$ 634,000		
11 Safety & Security			
11b Safety improvements to and/or new parent/bus drop-off areas and parking		$ 28,523,000	$ 42,936,000
11b.1 New Parking Lot	$ 12,148,000		
11b.3 Entry Plaza	$ 2,586,000		
11b.4 Landscape Enhancement	$ 1,694,000		
11b.5 New Drop-off Area/Bus Loop	$ 4,263,000		
11b.6 New Access Road	$ 3,298,000		
11b.7 Access Ramp inc Rails & Retaining	$ 243,000		
11b.8 New Stair inc Railing	$ 949,000		
11b.9 Repair existing Parking Lot	$ 2,695,000		
11b.10 Slurry Coat & Stripe Existing Paving	$ 260,000		
11b.11 New concrete walkways	$ 225,000		
11b.12 Repair concrete walkways	$ 162,000		
11c Covered Walkway	$ 1,758,000	$ 1,758,000	$ 3,078,000
11d Exterior lighting to ensure student safety	$ 313,000	$ 313,000	$ 427,000
11e Safety locks at classroom doors	$ 492,000	$ 492,000	$ 673,000
11f Signage for emergency response and wayfinding	$ 504,000	$ 504,000	$ 680,000
11g Marquee Sign	$ 130,000	$ 130,000	$ 183,000
11h Fencing with controlled campus entrances		$ 8,397,000	$ 13,243,000
11h.1 Chain Link Perimeter Fencing	$ 3,383,000		
11h.2 Decorative Metal Fencing & Gates	$ 3,045,000		
11h.3 Rolling Decorative Metal Gate	$ 983,000		
11h.4 Rolling Chain Link Gate	$ 986,000		
11i Fire safety equipment, fire alarms and emergency lighting		$ 5,241,000	$ 6,971,000
11i.1 Fire Alarm System	$ 3,791,000		
11i.2 Emergency Lighting	$ 1,450,000		
11j New public address/emergency communication systems	$ 2,678,000	$ 2,678,000	$ 3,562,000
11k Intrusion alarms	$ 844,000	$ 844,000	$ 1,123,000
11l Security cameras and other security systems	$ 3,073,000	$ 3,073,000	$ 4,087,000
12 Outdoor Learning Quads			
12a Main Student Quad		$ 9,984,000	$ 16,779,000
12a.1 Demolish Existing Buildings	$ 234,000		
12a.2 New Main Student Quad	$ 9,750,000		
12b Learning Courts		$ 10,204,000	$ 13,902,000
12b.1 Demolish Existing Buildings	$ 1,036,000		
12b.2 New Learning Court	$ 9,168,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

PROJECT COST SUMMARY - TOTAL CAMPUSES COMBINED

Anaheim Union High School District
Total Campuses Combined
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Total Campuses Combined

Item	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
13 Exterior Play Spaces, Play Fields & Hard Courts			
13b PE Play Yard & Hardcourts		$ 4,795,000	$ 6,636,000
13b.1 New Play Pad Surface	$ 185,000		
13b.3 Relocate Elementary Play Apparatus	$ 13,000		
13b.4 Shade Structure	$ 298,000		
13b.5 Resurface & Repair Hardcourts	$ 1,032,000		
13b.6 New Hardcourts	$ 1,944,000		
13b.8 Basketball Court/Sports Equipment	$ 308,000		
13b.9 Ball Walls	$ 279,000		
13b.10 Perimeter CMU wall - 8' high	$ 736,000		
13c Playfields		$ 15,788,000	$ 20,998,000
13c.1 Repair Playfields	$ 10,188,000		
13c.2 New natural grass turf area	$ 5,600,000		
13d Baseball/Softball Fields		$ 7,820,000	$ 10,401,000
13d.1 Baseball field - natural turf	$ 5,400,000		
13d.2 Repair Bleachers	$ 300,000		
13d.3 Pitching mound/bases, per field	$ 144,000		
13d.4 Backstops, per field	$ 220,000		
13d.5 Dugouts, per field	$ 854,000		
13d.6 Scoreboards	$ 282,000		
13d.7 Field delineation, per field	$ 144,000		
13d.8 Press Box Repair (minor)	$ 30,000		
13d.9 Sidewalk	$ 446,000		
13e Synthetic Track & Field		$ 3,928,000	$ 5,224,000
13e.1 Synthetic turf at football field	$ 2,000,000		
13e.2 Synthetic running track	$ 680,000		
13e.3 Shot put area	$ 168,000		
13e.4 Field lighting	$ 1,080,000		
13f Stadium Bleachers		$ 5,581,000	$ 7,423,000
13f.1 Aluminum Bleachers	$ 5,145,000		
13f.2 New Pressbox	$ 193,000		
13f.3 Access Ramp inc Rails & Retaining	$ 243,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Total Campuses Combined
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Total Campuses Combined

Item	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
13g Field Structures		$ 2,716,000	$ 3,612,000
13g1 Field House Team Rooms	$ 1,779,000		
13g2 Concessions	$ 470,000		
13g3 Scoreboard	$ 220,000		
13g4 Storage Building	$ 247,000		
13h Landscape/Hardscape Enhancement	$ 270,000	$ 270,000	$ 359,000
13k Pool and deck	$ 14,035,000	$ 14,035,000	$ 18,667,000
13m Tennis Courts	$ 14,661,000	$ 14,661,000	$ 19,499,000
13n Aquatic center	$ 3,149,000	$ 3,149,000	$ 4,188,000
14 21st Century Learning Classroom Flexibility			
14a Flexible furniture (Per Classroom, Direct Cost)	$ 30,910,000	$ 30,910,000	$ 31,760,000
15 Technology Infrastructure			
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	$ 8,857,000	$ 8,857,000	$ 9,357,000
15b MDF and IDF data rooms with environmental control (direct cost only)	$ 759,000	$ 759,000	$ 759,000
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	$ 9,305,000	$ 9,305,000	$ 9,540,000
Total Construction/Project Cost (2014$)		$ 961,810,000	$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.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

BALL JUNIOR HIGH SCHOOL

Anaheim Union High School District
Ball Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Ball Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					**$ 1,747,000**	**$ 2,324,000**
1a Replacement or repair of roofs						
1a.1 Replace roofs	13,960	sf	$ 21.60	$ 302,000		
1a.2 Repair roofs	35,860	sf	$ 12.10	$ 434,000		
1b Replacement or repair of walls						
1b.1 Replace walls	5,255	sf	$ 29.70	$ 156,000		
1b.2 Repair walls	13,200	sf	$ 4.70	$ 62,000		
1c Replacement or repair of windows						
1c.2 Repair windows	18,455	sf	$ 2.70	$ 50,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	5,255	sf	$ 10.10	$ 53,000		
1d.2 Repair doors & hardware	13,200	sf	$ 1.70	$ 22,000		
1e Replacement or repair of floors						
1e.1 Replace floors	18,455	sf	$ 10.80	$ 199,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	18,455	sf	$ 20.20	$ 373,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	18,455	sf	$ 1.80	$ 33,000		
1g.2 Patch & paint exterior	18,455	sf	$ 3.40	$ 63,000		
2 Existing Building Systems & Toilets					**$ 1,348,000**	**$ 1,793,000**
2a HVAC system upgrades	46,009	sf	$ 22.00	$ 1,012,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	1,400	sf	$ 63.00	$ 88,000		
2f Energy-efficient building systems and controls (EMS syste	46,009	sf	$ 5.40	$ 248,000		
3 Site Utilities					**$ 2,119,000**	**$ 2,818,000**
(For entire campus and site)						
3a Updated gas service lines	1,001,880	sf	$ 0.23	$ 225,000		
3b Updated sewer service lines	1,001,880	sf	$ 0.30	$ 301,000		
3c Updated water service lines	1,001,880	sf	$ 0.35	$ 351,000		
3d Updated electrical mains and distribution	1,001,880	sf	$ 0.49	$ 491,000		
3e Updated storm drainage system	1,001,880	sf	$ 0.75	$ 751,000		
4 New Construction Classrooms						
4b New Construction - Classrooms					**$ 6,204,000**	**$ 8,251,000**
4b.7 New Middle School Classroom Building (2-story)	17,676	sf	$ 337.00	$ 5,957,000		
4b.10 Sitework & Site Improvements	8,838.00	sf	$ 28.00	$ 247,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Ball Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Ball Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
5 Design Lab, Science, and Career Tech Education					**$ 11,010,000**	**$ 14,643,000**
5a Design and Science Lab Classrooms						
5a.6 New Science Classroom Building	13,166	sf	$ 338.30	$ 4,454,000		
5a.7 Sitework & Site Improvements	6,583.00	sf	$ 28.00	$ 184,000		
5b Middle School Electives						
5b.6 New Middle School Electives Classroom Building	18,088	sf	$ 338.30	$ 6,119,000		
5b.7 Sitework & Site Improvements	9,044	sf	$ 28.00	$ 253,000		
6 Performing Arts Improvements					**$ 1,893,000**	**$ 2,518,000**
6b Music/Drama/Dance/Support Space						
6b.4 New Drama/Music/Dance	5,187	sf	$ 337.00	$ 1,748,000		
6b.8 Sitework & Site Improvements	5,187	sf	$ 28.00	$ 145,000		
7 Multipurpose/Food Service Improvements					**$ 6,700,000**	**$ 8,911,000**
7a Elementary/Middle School multipurpose rooms						
7a.4 New Multipurpose Room	11,611	sf	$ 371.00	$ 4,308,000		
7a.5 Sitework & Site Improvements	11,611	sf	$ 28.00	$ 325,000		
7c Food service areas						
7c.4 New Food Service	3,325	sf	$ 438.00	$ 1,456,000		
7c.5 New Kitchen Equipment	3,325	sf	$ 23.50	$ 78,000		
7c.6 New Trash Enclosure	1	ea	$ 47,000.00	$ 47,000		
7d New Lunch Shelters	3,600	sf	$ 135.00	$ 486,000		
8 Physical Education Improvements					**$ 3,016,000**	**$ 4,011,000**
8a New Gym and Lobby/Concessions						
8a.2 Modernize Gymnasium	9,100	sf	$ 92.00	$ 837,000		
8b Middle School/High School Shower/Locker Rooms						
8b.3 Reconfigure Shower/Locker Rooms	6,254	sf	$ 196.00	$ 1,226,000		
8c Middle School/High School Fitness/Aerobics Labs						
8c.4 New Fitness/Aerobics Labs	2,873	sf	$ 304.00	$ 873,000		
8c.5 Sitework & Site Improvements	2,873	sf	$ 28.00	$ 80,000		
9 Administration & Staff Support					**$ 676,000**	**$ 899,000**
9a Expanded, reorganized or relocated administration spaces						
9a.3 Reconfigure Administration	5,780	sf	$ 88.00	$ 509,000		
9d New M&O Warehouse						
9d.2 New M&O Warehouse	998	sf	$ 156.00	$ 156,000		
9d.3 Sitework & Site Improvements	998	sf	$ 11.00	$ 11,000		
10 Student Collaboration & Student Support Services					**$ 1,836,000**	**$ 2,442,000**
10b Middle School/High School Library/Student Union						
10b.2 New Library/Student Union	2,800	sf	$ 305.00	$ 854,000		
10b.4 Reconfigure Library/Student Union	2,980	sf	$ 183.00	$ 545,000		
10b.5 Sitework & Site Improvements	2,800	sf	$ 28.00	$ 78,000		
10c Student Services						
10c.4 Reconfigure Student Services Building	2,040	sf	$ 176.00	$ 359,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

BALL JUNIOR HIGH SCHOOL

Anaheim Union High School District
Ball Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Ball Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
11 Safety & Security					**$ 2,517,000**	**$ 3,348,000**
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	85,000	sf	$ 12.00	$ 1,020,000		
11b.3 Entry Plaza	3,000	sf	$ 24.00	$ 72,000		
11b.4 Landscape Enhancement	20,000	sf	$ 7.00	$ 140,000		
11b.5 New Drop-off Area/Bus Loop	5,625	sf	$ 13.00	$ 73,000		
11b.6 New Access Road	31,200	sf	$ 12.10	$ 378,000		
11b.11 New concrete walkways	800	sf	$ 11.00	$ 9,000		
11d Exterior lighting to ensure student safety	1	ls	$ 15,000.00	$ 15,000		
11e Safety locks at classroom doors	39	ea	$ 337.00	$ 13,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	1,800	lf	$ 74.00	$ 133,000		
11h.2 Decorative Metal Fencing & Gates	500	lf	$ 189.00	$ 95,000		
11h.3 Rolling Decorative Metal Gate	1	ea	$ 27,000.00	$ 27,000		
11h.4 Rolling Chain Link Gate	2	ea	$ 18,900.00	$ 38,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11i.1 Fire Alarm System	46,009	sf	$ 4.00	$ 184,000		
11i.2 Emergency Lighting	46,009	sf	$ 1.10	$ 51,000		
11j New public address/emergency communication systems	46,009	sf	$ 2.85	$ 131,000		
11k Intrusion alarms	46,009	sf	$ 0.65	$ 30,000		
11l Security cameras and other security systems	46,009	sf	$ 1.60	$ 74,000		
12 Outdoor Learning Quads					**$ 904,000**	**$ 1,202,000**
12a Main Student Quad						
12a.2 New Main Student Quad	20,000	sf	$ 20.00	$ 400,000		
12b Learning Courts						
12b.1 Demolish Existing Buildings		sf	$ 16.00	$ -		
12b.2 New Learning Court	28,000	sf	$ 18.00	$ 504,000		
13 Exterior Play Spaces, Play Fields & Hard Courts					**$ 3,085,000**	**$ 4,103,000**
13b PE Play Yard & Hardcourts						
13b.6 New Hardcourts	69,000	sf	$ 9.00	$ 621,000		
13b.8 Basketball Court/Sports Equipment	1	ls	$ 84,000.00	$ 84,000		
13b.10 Perimeter CMU wall - 8' high	775	lf	$ 310.00	$ 240,000		
13c Playfields						
13c.1 Repair Playfields	524,000	sf	$ 2.00	$ 1,048,000		
13m Tennis Courts	6	ea	$ 182,000.00	$ 1,092,000		
14 21st Century Learning Classroom Flexibility					**$ 975,000**	**$ 975,000**
14a Flexible furniture (Per Classroom, Direct Cost)	39	ea	$ 25,000.00	$ 975,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Ball Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Ball Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
15 Technology Infrastructure					**$ 527,000**	**$ 527,000**
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	46,009	sf	$ 4.58	$ 210,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	39	ea	$ 7,500.00	$ 293,000		
Total Construction/Project Cost (2014$)					**$ 44,557,000**	**$58,765,000**

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

BROOKHURST JUNIOR HIGH SCHOOL

Anaheim Union High School District
Brookhurst Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Brookhurst Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					**$ 3,548,000**	**$ 4,719,000**
1a Replacement or repair of roofs						
1a.2 Repair roofs	129,004	sf	$ 12.10	$ 1,561,000		
1b Replacement or repair of walls						
1b.1 Replace walls	2,796	sf	$ 29.70	$ 83,000		
1b.2 Repair walls	39,022	sf	$ 4.70	$ 183,000		
1c Replacement or repair of windows						
1c.2 Repair windows	41,818	sf	$ 2.70	$ 113,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	2,796	sf	$ 10.10	$ 28,000		
1d.2 Repair doors & hardware	39,022	sf	$ 1.70	$ 66,000		
1e Replacement or repair of floors						
1e.1 Replace floors	41,818	sf	$ 10.80	$ 452,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	41,818	sf	$ 20.20	$ 845,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	41,818	sf	$ 1.80	$ 75,000		
1g.2 Patch & paint exterior	41,818	sf	$ 3.40	$ 142,000		
2 Existing Building Systems & Toilets					**$ 5,631,000**	**$ 7,489,000**
2a HVAC system upgrades	100,421	sf	$ 22.00	$ 2,209,000		
2b Lighting upgrades - new interior lighting & controls	100,421	sf	$ 11.00	$ 1,105,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	100,421	sf	$ 6.70	$ 673,000		
2d Plumbing system upgrades	100,421	sf	$ 8.00	$ 803,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	2,520	sf	$ 63.00	$ 159,000		
2e.2 Reconfigure Existing Restroom	840	sf	$ 167.00	$ 140,000		
2f Energy-efficient building systems and controls (EMS syste	100,421	sf	$ 5.40	$ 542,000		
3 Site Utilities					**$ 1,986,000**	**$ 2,641,000**
(For entire campus and site)						
3a Updated gas service lines	805,860	sf	$ 0.23	$ 181,000		
3b Updated sewer service lines	805,860	sf	$ 0.30	$ 242,000		
3c Updated water service lines	805,860	sf	$ 0.70	$ 564,000		
3d Updated electrical mains and distribution	805,860	sf	$ 0.49	$ 395,000		
3e Updated storm drainage system	805,860	sf	$ 0.75	$ 604,000		
4 New Construction Classrooms					**$ 426,000**	**$ 567,000**
4b New Construction - Classrooms						
4b.1 Remove Portable Classrooms	3	ea	$ 8,000.00	$ 24,000		
4b.6 New Middle School Classroom Building (1-story)	1,210	sf	$ 304.00	$ 368,000		
4b.10 Sitework & Site Improvements	1,210.00	sf	$ 28.00	$ 34,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Brookhurst Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Brookhurst Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
5 Design Lab, Science, and Career Tech Education					**$ 3,150,000**	**$ 4,190,000**
5a Design and Science Lab Classrooms						
5a.5 Reconfigure Science Classroom Building	9,600	sf	$ 91.00	$ 874,000		
5b Middle School Electives						
5b.3 Modernize Middle School Electives Classrooms'	1,680	ea	$ 91.00	$ 153,000		
5b.4 Reconfigure Middle School Electives Classrooms	11,665	sf	$ 182.00	$ 2,123,000		
6 Performing Arts Improvements					**$ 1,893,000**	**$ 2,518,000**
6b Music/Drama/Dance/Support Space						
6b.4 New Drama/Music/Dance	5,187	sf	$ 337.00	$ 1,748,000		
6b.8 Sitework & Site Improvements	5,187	sf	$ 28.00	$ 145,000		
7 Multipurpose/Food Service Improvements					**$ 6,040,000**	**$ 8,033,000**
7a Elementary/Middle School multipurpose rooms						
7a.4 New Multipurpose Room	11,079	sf	$ 371.00	$ 4,110,000		
7a.5 Sitework & Site Improvements	11,079	sf	$ 28.00	$ 310,000		
7c Food service areas						
7c.3 Reconfigure Food Service	2,375	sf	$ 263.00	$ 625,000		
7c.4 New Food Service	1,000	sf	$ 438.00	$ 438,000		
7c.5 New Kitchen Equipment	1,000	sf	$ 23.50	$ 24,000		
7c.6 New Trash Enclosure	1	ea	$ 47,000.00	$ 47,000		
7d New Lunch Shelters	3,600	sf	$ 135.00	$ 486,000		
8 Physical Education Improvements					**$ 2,804,000**	**$ 3,729,000**
8a New Gym and Lobby/Concessions						
8a.2 Modernize Gymnasium	8,140	sf	$ 92.00	$ 749,000		
8b Middle School/High School Shower/Locker Rooms						
8b.3 Reconfigure Shower/Locker Rooms	7,780	sf	$ 196.00	$ 1,525,000		
8c Middle School/High School Fitness/Aerobics Labs						
8c.4 New Fitness/Aerobics Labs	1,596	sf	$ 304.00	$ 485,000		
8c.5 Sitework & Site Improvements	1,596	sf	$ 28.00	$ 45,000		
9 Administration & Staff Support					**$ 650,000**	**$ 865,000**
9a Expanded, reorganized or relocated administration spaces						
9a.3 Reconfigure Administration	6,130	sf	$ 88.00	$ 539,000		
9d New M&O Warehouse						
9d.2 New M&O Warehouse	665	sf	$ 156.00	$ 104,000		
9d.3 Sitework & Site Improvements	665	sf	$ 11.00	$ 7,000		
10 Student Collaboration & Student Support Services					**$ 1,427,000**	**$ 1,898,000**
10b Middle School/High School Library/Student Union						
10b.4 Reconfigure Library/Student Union	5,898	sf	$ 183.00	$ 1,079,000		
10c Student Services						
10c.4 Reconfigure Student Services Building	1,975	sf	$ 176.00	$ 348,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

BROOKHURST JUNIOR HIGH SCHOOL

Anaheim Union High School District
Brookhurst Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Brookhurst Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
11 Safety & Security					**$ 3,058,000**	**$ 4,067,000**
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	46,000	sf	$ 12.00	$ 552,000		
11b.3 Entry Plaza	3,000	sf	$ 24.00	$ 72,000		
11b.4 Landscape Enhancement	14,000	sf	$ 7.00	$ 98,000		
11b.5 New Drop-off Area/Bus Loop	40,000	sf	$ 13.00	$ 520,000		
11b.6 New Access Road	12,000	sf	$ 12.10	$ 145,000		
11c Covered Walkway	1,200	sf	$ 135.00	$ 162,000		
11d Exterior lighting to ensure student safety	1	ls	$ 15,000.00	$ 15,000		
11e Safety locks at classroom doors	47	ea	$ 337.00	$ 16,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	2,000	lf	$ 74.00	$ 148,000		
11h.2 Decorative Metal Fencing & Gates	850	lf	$ 189.00	$ 161,000		
11h.3 Rolling Decorative Metal Gate	2	ea	$ 27,000.00	$ 54,000		
11h.4 Rolling Chain Link Gate	3	ea	$ 18,900.00	$ 57,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11i.1 Fire Alarm System	100,421	sf	$ 4.00	$ 402,000		
11i.2 Emergency Lighting	100,421	sf	$ 1.10	$ 110,000		
11j New public address/emergency communication systems	100,421	sf	$ 2.85	$ 286,000		
11k Intrusion alarms	100,421	sf	$ 0.65	$ 65,000		
11l Security cameras and other security systems	100,421	sf	$ 1.60	$ 161,000		
12 Outdoor Learning Quads					**$ 1,066,000**	**$ 1,418,000**
12a Main Student Quad						
12a.1 Demolish Existing Buildings	700	sf	$ 16.00	$ 11,000		
12a.2 New Main Student Quad	10,000	sf	$ 20.00	$ 200,000		
12b Learning Courts						
12b.2 New Learning Court	47,495	sf	$ 18.00	$ 855,000		
13 Exterior Play Spaces, Play Fields & Hard Courts					**$ 1,744,000**	**$ 2,320,000**
13b PE Play Yard & Hardcourts						
13b.5 Resurface & Repair Hardcourts	40,000	sf	$ 4.00	$ 160,000		
13c Playfields						
13c.1 Repair Playfields	285,000	sf	$ 2.00	$ 570,000		
13d Baseball/Softball Fields						
13d.4 Backstops, per field	1	ea	$ 20,000.00	$ 20,000		
13m Tennis Courts	6	ea	$ 165,620.00	$ 994,000		
14 21st Century Learning Classroom Flexibility					**$ 1,175,000**	**$ 1,175,000**
14a Flexible furniture (Per Classroom, Direct Cost)	47	ea	$ 25,000.00	$ 1,175,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Brookhurst Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Brookhurst Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
15 Technology Infrastructure					**$ 836,000**	**$ 836,000**
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	100,421	sf	$ 4.58	$ 459,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	47	ea	$ 7,500.00	$ 353,000		
Total Construction/Project Cost (2014$)					**$ 35,434,000**	**$46,465,000**

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

DALE JUNIOR HIGH SCHOOL

Anaheim Union High School District
Dale Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Dale Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					**$ 3,540,000**	**$ 4,708,000**
1a Replacement or repair of roofs						
1a.1 Replace roofs	68,450	sf	$ 21.60	$ 1,479,000		
1b Replacement or repair of walls						
1b.1 Replace walls	23,040	sf	$ 29.70	$ 684,000		
1c Replacement or repair of windows						
1c.1 Replace windows	23,040	sf	$ 13.50	$ 311,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	23,040	sf	$ 10.10	$ 233,000		
1e Replacement or repair of floors						
1e.1 Replace floors	23,040	sf	$ 10.80	$ 249,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	23,040	sf	$ 20.20	$ 465,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	23,040	sf	$ 1.80	$ 41,000		
1g.2 Patch & paint exterior	23,040	sf	$ 3.40	$ 78,000		
2 Existing Building Systems & Toilets					**$ 3,509,000**	**$ 4,667,000**
2a HVAC system upgrades	62,010	sf	$ 22.00	$ 1,364,000		
2b Lighting upgrades - new interior lighting & controls	30,770	sf	$ 8.25	$ 254,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	90,520	sf	$ 5.03	$ 455,000		
2d Plumbing system upgrades	90,520	sf	$ 8.00	$ 724,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.2 Reconfigure Existing Restroom	2,260	sf	$ 167.00	$ 377,000		
2f Energy-efficient building systems and controls (EMS syste	62,010	sf	$ 5.40	$ 335,000		
3 Site Utilities					**$ 2,828,000**	**$ 3,761,000**
(For entire campus and site)						
3a Updated gas service lines	949,000	sf	$ 0.30	$ 285,000		
3b Updated sewer service lines	949,000	sf	$ 0.60	$ 569,000		
3c Updated water service lines	949,000	sf	$ 0.70	$ 664,000		
3d Updated electrical mains and distribution	949,000	sf	$ 0.63	$ 598,000		
3e Updated storm drainage system	949,000	sf	$ 0.75	$ 712,000		
4 New Construction Classrooms						
4b New Construction - Classrooms					**$ 6,177,000**	**$ 8,215,000**
4b.7 New Middle School Classroom Building (2-story)	17,600	sf	$ 337.00	$ 5,931,000		
4b.10 Sitework & Site Improvements	8,800.00	sf	$ 28.00	$ 246,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Dale Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Dale Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
5 Design Lab, Science, and Career Tech Education					**$ 10,183,000**	**$ 13,543,000**
5a Design and Science Lab Classrooms						
5a.6 New Science Classroom Building	15,400	sf	$ 338.30	$ 5,210,000		
5a.7 Sitework & Site Improvements	15,400.00	sf	$ 28.00	$ 431,000		
5b Middle School Electives						
5b.4 Reconfigure Middle School Electives Classrooms	9,500	sf	$ 182.00	$ 1,729,000		
5b.6 New Middle School Electives Classroom Building	9,044	sf	$ 297.00	$ 2,686,000		
5b.7 Sitework & Site Improvements	4,522	sf	$ 28.00	$ 127,000		
6 Performing Arts Improvements					**$ 2,064,000**	**$ 2,745,000**
6b Music/Drama/Dance/Support Space						
6b.3 Reconfigure Drama/Music/Dance	2,900	sf	$ 202.00	$ 586,000		
6b.4 New Drama/Music/Dance	4,050	sf	$ 337.00	$ 1,365,000		
6b.8 Sitework & Site Improvements	4,050	sf	$ 28.00	$ 113,000		
7 Multipurpose/Food Service Improvements					**$ 3,106,000**	**$ 4,131,000**
7a Elementary/Middle School multipurpose rooms						
7a.2 Modernize Multipurpose Room	5,300	sf	$ 74.00	$ 392,000		
7a.3 Reconfigure Multipurpose Room	2,900	sf	$ 223.00	$ 647,000		
7c Food service areas						
7c.4 New Food Service	3,325	sf	$ 438.00	$ 1,456,000		
7c.5 New Kitchen Equipment	3,325	sf	$ 23.50	$ 78,000		
7c.6 New Trash Enclosure	1	ea	$ 47,000.00	$ 47,000		
7d New Lunch Shelters	3,600	sf	$ 135.00	$ 486,000		
8 Physical Education Improvements					**$ 4,059,000**	**$ 5,398,000**
8a New Gym and Lobby/Concessions						
8a.2 Modernize Gymnasium	9,000	sf	$ 92.00	$ 828,000		
8b Middle School/High School Shower/Locker Rooms						
8b.3 Reconfigure Shower/Locker Rooms	7,110	sf	$ 196.00	$ 1,394,000		
8c Middle School/High School Fitness/Aerobics Labs						
8c.4 New Fitness/Aerobics Labs	5,533	sf	$ 304.00	$ 1,682,000		
8c.5 Sitework & Site Improvements	5,533	sf	$ 28.00	$ 155,000		
9 Administration & Staff Support					**$ 4,263,000**	**$ 5,670,000**
9a Expanded, reorganized or relocated administration spaces						
9a.4 New Administration	12,721	sf	$ 294.00	$ 3,740,000		
9a.5 Sitework & Site Improvements	12,721	sf	$ 28.00	$ 356,000		
9d New M&O Warehouse						
9d.2 New M&O Warehouse	1,000	sf	$ 156.00	$ 156,000		
9d.3 Sitework & Site Improvements	1,000	sf	$ 11.00	$ 11,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

DALE JUNIOR HIGH SCHOOL

Anaheim Union High School District
Dale Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Dale Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
10 Student Collaboration & Student Support Services					**$ 2,883,000**	**$ 3,834,000**
10b Middle School/High School Library/Student Union						
10b.2 New Library/Student Union	6,900	sf	$ 305.00	$ 2,105,000		
10b.5 Sitework & Site Improvements	6,900	sf	$ 28.00	$ 193,000		
10d Learning Center						
10d.2 New Learning Center	1,800	sf	$ 297.00	$ 535,000		
10d.5 Sitework & Site Improvements	1,800.00	sf	$ 28.00	$ 50,000		
11 Safety & Security					**$ 3,131,000**	**$ 4,164,000**
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	60,275	sf	$ 12.00	$ 723,000		
11b.3 Entry Plaza	7,000	sf	$ 24.00	$ 168,000		
11b.4 Landscape Enhancement	10,000	sf	$ 7.00	$ 70,000		
11b.5 New Drop-off Area/Bus Loop	37,000	sf	$ 13.00	$ 481,000		
11b.6 New Access Road	15,000	sf	$ 12.10	$ 182,000		
11c Covered Walkway	4,000	sf	$ 135.00	$ 540,000		
11d Exterior lighting to ensure student safety	1	ls	$ 15,000.00	$ 15,000		
11e Safety locks at classroom doors	52	ea	$ 337.00	$ 18,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	450	lf	$ 74.00	$ 33,000		
11h.2 Decorative Metal Fencing & Gates	900	lf	$ 189.00	$ 170,000		
11h.3 Rolling Decorative Metal Gate	1	ea	$ 27,000.00	$ 27,000		
11h.4 Rolling Chain Link Gate	2	ea	$ 18,900.00	$ 38,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11i.1 Fire Alarm System	62,010	sf	$ 4.00	$ 248,000		
11i.2 Emergency Lighting	62,010	sf	$ 1.10	$ 68,000		
11j New public address/emergency communication systems	62,010	sf	$ 2.85	$ 177,000		
11k Intrusion alarms	62,010	sf	$ 0.65	$ 40,000		
11l Security cameras and other security systems	62,010	sf	$ 1.60	$ 99,000		
12 Outdoor Learning Quads					**$ 1,116,000**	**$ 1,484,000**
12a Main Student Quad						
12a.2 New Main Student Quad	35,000	sf	$ 20.00	$ 700,000		
12b Learning Courts						
12b.2 New Learning Court	23,100	sf	$ 18.00	$ 416,000		
13 Exterior Play Spaces, Play Fields & Hard Courts					**$ 4,451,000**	**$ 5,920,000**
13c Playfields						
13c.2 New natural grass turf area	310,000	sf	$ 10.50	$ 3,255,000		
13d Baseball/Softball Fields						
13d.3 Pitching mound/bases, per field	2	ea	$ 16,000.00	$ 32,000		
13d.4 Backstops, per field	2	ea	$ 20,000.00	$ 40,000		
13d.7 Field delineation, per field	2	ea	$ 16,000.00	$ 32,000		
13m Tennis Courts	6	ea	$ 182,000.00	$ 1,092,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Dale Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Dale Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
14 21st Century Learning Classroom Flexibility					**$ 1,300,000**	**$ 1,300,000**
14a Flexible furniture (Per Classroom, Direct Cost)	52	ea	$ 25,000.00	$ 1,300,000		
15 Technology Infrastructure					**$ 698,000**	**$ 698,000**
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	62,010	sf	$ 4.58	$ 284,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	52	ea	$ 7,500.00	$ 390,000		
Total Construction/Project Cost (2014$)					**$ 53,308,000**	**$70,238,000**

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

LEXINGTON JUNIOR HIGH SCHOOL

Anaheim Union High School District
Lexington Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Lexington Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					$ 2,079,000	$ 2,765,000
1a Replacement or repair of roofs						
1a.2 Repair roofs	140,830	sf	$ 6.05	$ 852,000		
1b Replacement or repair of walls						
1b.2 Repair walls	23,432	sf	$ 4.70	$ 110,000		
1c Replacement or repair of windows						
1c.2 Repair windows	23,432	sf	$ 2.70	$ 63,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.2 Repair doors & hardware	23,432	sf	$ 1.70	$ 40,000		
1e Replacement or repair of floors						
1e.2 Repair floors	23,432	sf	$ 2.00	$ 47,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	41,818	sf	$ 20.20	$ 845,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	23,432	sf	$ 1.80	$ 42,000		
1g.2 Patch & paint exterior	23,432	sf	$ 3.40	$ 80,000		
2 Existing Building Systems & Toilets					$ 4,460,000	$ 5,932,000
2a HVAC system upgrades	90,526	sf	$ 22.00	$ 1,992,000		
2b Lighting upgrades - new interior lighting & controls	90,526	sf	$ 11.00	$ 996,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	90,526	sf	$ 6.70	$ 607,000		
2d Plumbing system upgrades	90,526	sf	$ 8.00	$ 724,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	2,986	sf	$ 47.25	$ 141,000		
3 Site Utilities					$ 589,000	$ 783,000
(For entire campus and site)						
3a Updated gas service lines	801,504	sf	$ 0.11	$ 84,000		
3d Updated electrical mains and distribution	801,504	sf	$ 0.28	$ 224,000		
3e Updated storm drainage system	801,504	sf	$ 0.35	$ 281,000		
4 New Construction Classrooms						
Not anticipated						
5 Design Lab, Science, and Career Tech Education					$ 2,621,000	$ 3,486,000
5a Design and Science Lab Classrooms						
5a.4 Modernize Science Classroom Building	11,130	sf	$ 119.00	$ 1,324,000		
5b Middle School Electives						
5b.3 Modernize Middle School Electives Classrooms'	7,630	ea	$ 91.00	$ 694,000		
5b.4 Reconfigure Middle School Electives Classrooms	3,315	sf	$ 182.00	$ 603,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Lexington Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Lexington Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
6 Performing Arts Improvements					$ 2,766,000	$ 3,679,000
6b Music/Drama/Dance/Support Space						
6b.3 Reconfigure Drama/Music/Dance	5,520	sf	$ 202.00	$ 1,115,000		
6b.4 New Drama/Music/Dance	4,522	sf	$ 337.00	$ 1,524,000		
6b.8 Sitework & Site Improvements	4,522	sf	$ 28.00	$ 127,000		
7 Multipurpose/Food Service Improvements					$ 1,542,000	$ 2,051,000
7a Elementary/Middle School multipurpose rooms						
7a.2 Modernize Multipurpose Room	5,465	sf	$ 37.00	$ 202,000		
7c Food service areas						
7c.2 Modernize Food Service	2,000	sf	$ 66.00	$ 132,000		
7c.3 Reconfigure Food Service	2,568	sf	$ 263.00	$ 675,000		
7d New Lunch Shelters	3,600	sf	$ 135.00	$ 486,000		
8 Physical Education Improvements					$ 2,677,000	$ 3,560,000
8a New Gym and Lobby/Concessions						
8a.2 Modernize Gymnasium	8,700	sf	$ 92.00	$ 800,000		
8b Middle School/High School Shower/Locker Rooms						
8b.2 Modernize Shower/Locker Rooms	7,260	sf	$ 115.00	$ 835,000		
8c Middle School/High School Fitness/Aerobics Labs						
8c.4 New Fitness/Aerobics Labs	3,139	sf	$ 304.00	$ 954,000		
8c.5 Sitework & Site Improvements	3,139	sf	$ 28.00	$ 88,000		
9 Administration & Staff Support					$ 200,000	$ 266,000
9a Expanded, reorganized or relocated administration spaces						
9a.2 Modernize Administration	4,550	sf	$ 44.00	$ 200,000		
10 Student Collaboration & Student Support Services					$ 1,443,000	$ 1,919,000
10b Middle School/High School Library/Student Union						
10b.4 Reconfigure Library/Student Union	4,500	sf	$ 183.00	$ 824,000		
10c Student Services						
10c.3 Modernize Student Services Building	540	sf	$ 88.00	$ 48,000		
10d Learning Center						
10d.2 New Learning Center	1,500	sf	$ 297.00	$ 446,000		
10d.4 Reconfigure Learning Center	930	sf	$ 89.00	$ 83,000		
10d.5 Sitework & Site Improvements	1,500.00	sf	$ 28.00	$ 42,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

LEXINGTON JUNIOR HIGH SCHOOL

Anaheim Union High School District
Lexington Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Lexington Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
11 Safety & Security					**$ 1,298,000**	**$ 1,726,000**
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.6 New Access Road	6,900	sf	$ 12.10	$ 83,000		
11d Exterior lighting to ensure student safety	1	ls	$ 15,000.00	$ 15,000		
11e Safety locks at classroom doors	44	ea	$ 337.00	$ 15,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	900	lf	$ 74.00	$ 67,000		
11h.2 Decorative Metal Fencing & Gates	500	lf	$ 189.00	$ 95,000		
11h.3 Rolling Decorative Metal Gate	1	ea	$ 27,000.00	$ 27,000		
11h.4 Rolling Chain Link Gate	2	ea	$ 18,900.00	$ 38,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11i.1 Fire Alarm System	90,526	sf	$ 4.00	$ 362,000		
11i.2 Emergency Lighting	90,526	sf	$ 1.10	$ 100,000		
11j New public address/emergency communication systems	90,526	sf	$ 2.85	$ 258,000		
11k Intrusion alarms	90,526	sf	$ 0.65	$ 59,000		
11l Security cameras and other security systems	90,526	sf	$ 1.60	$ 145,000		
12 Outdoor Learning Quads					**$ 360,000**	**$ 479,000**
12a Main Student Quad						
12a.2 New Main Student Quad	18,000	sf	$ 20.00	$ 360,000		
13 Exterior Play Spaces, Play Fields & Hard Courts					**$ 614,000**	**$ 817,000**
13b PE Play Yard & Hardcourts						
13b.6 New Hardcourts	10,000	sf	$ 9.00	$ 90,000		
13c Playfields						
13c.1 Repair Playfields	252,000	sf	$ 2.00	$ 504,000		
13d Baseball/Softball Fields						
13d.4 Backstops, per field	1	ea	$ 20,000.00	$ 20,000		
14 21st Century Learning Classroom Flexibility					**$ 1,100,000**	**$ 1,100,000**
14a Flexible furniture (Per Classroom, Direct Cost)	44	ea	$ 25,000.00	$ 1,100,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Lexington Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Lexington Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
15 Technology Infrastructure					**$ 768,000**	**$ 768,000**
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	90,526	sf	$ 4.58	$ 414,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	44	ea	$ 7,500.00	$ 330,000		
Total Construction/Project Cost (2014$)					**$ 22,517,000**	**$29,331,000**

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

ORANGEVIEW JUNIOR HIGH SCHOOL

Anaheim Union High School District
Orangeview Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Orangeview Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					**$ 3,491,000**	**$ 4,643,000**
1a Replacement or repair of roofs						
1a.2 Repair roofs	113,204	sf	$ 12.10	$ 1,370,000		
1b Replacement or repair of walls						
1b.1 Replace walls	3,400	sf	$ 29.70	$ 101,000		
1b.2 Repair walls	32,400	sf	$ 4.70	$ 152,000		
1c Replacement or repair of windows						
1c.1 Replace windows	35,800	sf	$ 13.50	$ 483,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	3,400	sf	$ 10.10	$ 34,000		
1d.2 Repair doors & hardware	32,400	sf	$ 1.70	$ 55,000		
1e Replacement or repair of floors						
1e.1 Replace floors	35,800	sf	$ 10.80	$ 387,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	35,800	sf	$ 20.20	$ 723,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	35,800	sf	$ 1.80	$ 64,000		
1g.2 Patch & paint exterior	35,800	sf	$ 3.40	$ 122,000		
2 Existing Building Systems & Toilets					**$ 4,275,000**	**$ 5,686,000**
2a HVAC system upgrades	89,990	sf	$ 22.00	$ 1,980,000		
2b Lighting upgrades - new interior lighting & controls	89,990	sf	$ 11.00	$ 990,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	89,990	sf	$ 3.35	$ 301,000		
2d Plumbing system upgrades	89,990	sf	$ 8.00	$ 720,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	4,500	sf	$ 63.00	$ 284,000		
3 Site Utilities					**$ 2,445,000**	**$ 3,252,000**
(For entire campus and site)						
3a Updated gas service lines	884,268	sf	$ 0.23	$ 199,000		
3b Updated sewer service lines	884,268	sf	$ 0.60	$ 531,000		
3c Updated water service lines	884,268	sf	$ 0.70	$ 619,000		
3d Updated electrical mains and distribution	884,268	sf	$ 0.49	$ 433,000		
3e Updated storm drainage system	884,268	sf	$ 0.75	$ 663,000		
4 New Construction Classrooms						
Not anticipated						
5 Design Lab, Science, and Career Tech Education					**$ 3,256,000**	**$ 4,330,000**
5a Design and Science Lab Classrooms						
5a.5 Reconfigure Science Classroom Building	9,400	sf	$ 91.00	$ 855,000		
5b Middle School Electives						
5b.4 Reconfigure Middle School Electives Classrooms	13,190	sf	$ 182.00	$ 2,401,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Orangeview Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Orangeview Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
6 Performing Arts Improvements					**$ 707,000**	**$ 940,000**
6b Music/Drama/Dance/Support Space						
6b.3 Reconfigure Drama/Music/Dance	3,500	sf	$ 202.00	$ 707,000		
7 Multipurpose/Food Service Improvements					**$ 5,854,000**	**$ 7,786,000**
7a Elementary/Middle School multipurpose rooms						
7a.4 New Multipurpose Room	11,080	sf	$ 371.00	$ 4,111,000		
7a.5 Sitework & Site Improvements	11,080	sf	$ 28.00	$ 310,000		
7c Food service areas						
7c.2 Modernize Food Service	3,000	sf	$ 66.00	$ 198,000		
7c.3 Reconfigure Food Service	2,400	sf	$ 263.00	$ 631,000		
7c.5 New Kitchen Equipment	3,000	sf	$ 23.50	$ 71,000		
7c.6 New Trash Enclosure	1	ea	$ 47,000.00	$ 47,000		
7d New Lunch Shelters	3,600	sf	$ 135.00	$ 486,000		
8 Physical Education Improvements					**$ 2,678,000**	**$ 3,562,000**
8a New Gym and Lobby/Concessions						
8a.2 Modernize Gymnasium	8,300	sf	$ 92.00	$ 764,000		
8b Middle School/High School Shower/Locker Rooms						
8b.3 Reconfigure Shower/Locker Rooms	8,000	sf	$ 196.00	$ 1,568,000		
8c Middle School/High School Fitness/Aerobics Labs						
8c.3 Reconfigure Fitness/Aerobics Labs	1,900	sf	$ 182.00	$ 346,000		
9 Administration & Staff Support					**$ 2,342,000**	**$ 3,115,000**
9a Expanded, reorganized or relocated administration spaces						
9a.1 Demolish Existing Buildings	6,000	sf	$ 16.00	$ 96,000		
9a.4 New Administration	6,630	sf	$ 294.00	$ 1,949,000		
9a.5 Sitework & Site Improvements	6,630	sf	$ 28.00	$ 186,000		
9d New M&O Warehouse						
9d.2 New M&O Warehouse	665	sf	$ 156.00	$ 104,000		
9d.3 Sitework & Site Improvements	665	sf	$ 11.00	$ 7,000		
10 Student Collaboration & Student Support Services					**$ 2,910,000**	**$ 3,870,000**
10b Middle School/High School Library/Student Union						
10b.2 New Library/Student Union	7,000	sf	$ 305.00	$ 2,135,000		
10b.5 Sitework & Site Improvements	7,000	sf	$ 28.00	$ 196,000		
10c Student Services						
10c.2 New Student Services Building	1,800	sf	$ 294.00	$ 529,000		
10c.5 Sitework & Site Improvements	1,800	sf	$ 28.00	$ 50,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

ORANGEVIEW JUNIOR HIGH SCHOOL

Anaheim Union High School District
Orangeview Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Orangeview Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
11 Safety & Security					**$ 2,125,000**	**$ 2,826,000**
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	45,000	sf	$ 12.00	$ 540,000		
11b.4 Landscape Enhancement	14,000	sf	$ 7.00	$ 98,000		
11b.5 New Drop-off Area/Bus Loop	30,000	sf	$ 13.00	$ 390,000		
11b.7 Access Ramp inc Rails & Retaining	100	lf	$ 809.00	$ 81,000		
11b.9 Repair existing Parking Lot	42,000	sf	$ 4.70	$ 197,000		
11c Covered Walkway	1,200	sf	$ 135.00	$ 162,000		
11d Exterior lighting to ensure student safety	1	ls	$ 15,000.00	$ 15,000		
11e Safety locks at classroom doors	44	ea	$ 337.00	$ 15,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	3,400	lf	$ 74.00	$ 252,000		
11h.2 Decorative Metal Fencing & Gates	700	lf	$ 189.00	$ 132,000		
11h.3 Rolling Decorative Metal Gate	1	ea	$ 27,000.00	$ 27,000		
11h.4 Rolling Chain Link Gate	2	ea	$ 18,900.00	$ 38,000		
11l Security cameras and other security systems	89,990	sf	$ 1.60	$ 144,000		
12 Outdoor Learning Quads					**$ 1,360,000**	**$ 1,809,000**
12a Main Student Quad						
12a.2 New Main Student Quad	23,000	sf	$ 20.00	$ 460,000		
12b Learning Courts						
12b.2 New Learning Court	50,000	sf	$ 18.00	$ 900,000		
13 Exterior Play Spaces, Play Fields & Hard Courts					**$ 2,204,000**	**$ 2,931,000**
13b PE Play Yard & Hardcourts						
13b.5 Resurface & Repair Hardcourts	40,000	sf	$ 4.00	$ 160,000		
13b.6 New Hardcourts	25,000	sf	$ 9.00	$ 225,000		
13b.8 Basketball Court/Sports Equipment	1	ls	$ 56,000.00	$ 56,000		
13c Playfields						
13c.1 Repair Playfields	335,412	sf	$ 2.00	$ 671,000		
13m Tennis Courts	6	ea	$ 182,000.00	$ 1,092,000		
14 21st Century Learning Classroom Flexibility					**$ 1,100,000**	**$ 1,100,000**
14a Flexible furniture (Per Classroom, Direct Cost)	44	ea	$ 25,000.00	$ 1,100,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Orangeview Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Orangeview Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
15 Technology Infrastructure					**$ 766,000**	**$ 766,000**
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	89,990	sf	$ 4.58	$ 412,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	44	ea	$ 7,500.00	$ 330,000		
Total Construction/Project Cost (2014$)					**$ 35,513,000**	**$46,616,000**

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

SOUTH JUNIOR HIGH SCHOOL

Anaheim Union High School District
South Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - South Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					**$ 2,546,000**	**$ 3,386,000**
1a Replacement or repair of roofs						
1a.2 Repair roofs	117,700	sf	$ 12.10	$ 1,424,000		
1b Replacement or repair of walls						
1b.2 Repair walls	52,500	sf	$ 4.70	$ 247,000		
1c Replacement or repair of windows						
1c.2 Repair windows	52,500	sf	$ 2.70	$ 142,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.2 Repair doors & hardware	52,500	sf	$ 1.70	$ 89,000		
1e Replacement or repair of floors						
1e.2 Repair floors	52,500	sf	$ 4.00	$ 210,000		
1f Replacement or repair of ceilings						
1f.2 Repair ceilings	52,500	sf	$ 3.05	$ 160,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	52,500	sf	$ 1.80	$ 95,000		
1g.2 Patch & paint exterior	52,500	sf	$ 3.40	$ 179,000		
2 Existing Building Systems & Toilets					**$ 906,000**	**$ 1,205,000**
2a HVAC system upgrades	117,700	sf	$ 7.70	$ 906,000		
3 Site Utilities					**$ 1,419,000**	**$ 1,887,000**
(For entire campus and site)						
3a Updated gas service lines	949,608	sf	$ 0.11	$ 100,000		
3b Updated sewer service lines	949,608	sf	$ 0.30	$ 285,000		
3c Updated water service lines	949,608	sf	$ 0.35	$ 332,000		
3d Updated electrical mains and distribution	949,608	sf	$ 0.49	$ 465,000		
3e Updated storm drainage system	949,608	sf	$ 0.25	$ 237,000		
4 New Construction Classrooms						
4b New Construction - Classrooms					**$ 929,000**	**$ 1,236,000**
4b.6 New Middle School Classroom Building (1-story)	2,800	sf	$ 304.00	$ 851,000		
4b.10 Sitework & Site Improvements	2,800.00	sf	$ 28.00	$ 78,000		
5 Design Lab, Science, and Career Tech Education					**$ 1,729,000**	**$ 2,300,000**
5a Design and Science Lab Classrooms						
5a.5 Reconfigure Science Classroom Building	1,800	sf	$ 91.00	$ 164,000		
5b Middle School Electives						
5b.4 Reconfigure Middle School Electives Classrooms	8,600	sf	$ 182.00	$ 1,565,000		
6 Performing Arts Improvements					**$ 1,394,000**	**$ 1,854,000**
6b Music/Drama/Dance/Support Space						
6b.3 Reconfigure Drama/Music/Dance	6,900	sf	$ 202.00	$ 1,394,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
South Junior High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - South Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
7 Multipurpose/Food Service Improvements					**$ 936,000**	**$ 1,245,000**
7a Elementary/Middle School multipurpose rooms						
7a.2 Modernize Multipurpose Room	8,400	sf	$ 37.00	$ 311,000		
7c Food service areas						
7c.4 New Food Service	300	sf	$ 438.00	$ 131,000		
7c.7 Sitework & Site Improvements	300	sf	$ 28.00	$ 8,000		
7d New Lunch Shelters	3,600	sf	$ 135.00	$ 486,000		
8 Physical Education Improvements					**$ 2,891,000**	**$ 3,845,000**
8a New Gym and Lobby/Concessions						
8a.2 Modernize Gymnasium	10,500	sf	$ 92.00	$ 966,000		
8b Middle School/High School Shower/Locker Rooms						
8b.3 Reconfigure Shower/Locker Rooms	7,500	sf	$ 196.00	$ 1,470,000		
8c Middle School/High School Fitness/Aerobics Labs						
8c.3 Reconfigure Fitness/Aerobics Labs	2,500	sf	$ 182.00	$ 455,000		
9 Administration & Staff Support					**$ 730,000**	**$ 971,000**
9a Expanded, reorganized or relocated administration spaces						
9a.2 Modernize Administration	8,800	sf	$ 44.00	$ 387,000		
9a.3 Reconfigure Administration	3,900	sf	$ 88.00	$ 343,000		
10 Student Collaboration & Student Support Services					**$ 1,153,000**	**$ 1,533,000**
10b Middle School/High School Library/Student Union						
10b.4 Reconfigure Library/Student Union	6,300	sf	$ 183.00	$ 1,153,000		
11 Safety & Security					**$ 1,095,000**	**$ 1,456,000**
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.4 Landscape Enhancement	7,000	sf	$ 7.00	$ 49,000		
11b.5 New Drop-off Area/Bus Loop	24,000	sf	$ 13.00	$ 312,000		
11d Exterior lighting to ensure student safety	1	ls	$ 15,000.00	$ 15,000		
11e Safety locks at classroom doors	57	ea	$ 337.00	$ 19,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	4,000	lf	$ 74.00	$ 296,000		
11h.2 Decorative Metal Fencing & Gates	670	lf	$ 189.00	$ 127,000		
11h.3 Rolling Decorative Metal Gate	1	ea	$ 27,000.00	$ 27,000		
11h.4 Rolling Chain Link Gate	2	ea	$ 18,900.00	$ 38,000		
11l Security cameras and other security systems	117,700	sf	$ 1.60	$ 188,000		
12 Outdoor Learning Quads					**$ 708,000**	**$ 942,000**
12a Main Student Quad						
12a.2 New Main Student Quad	7,500	sf	$ 20.00	$ 150,000		
12b Learning Courts						
12b.2 New Learning Court	31,000	sf	$ 18.00	$ 558,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

SOUTH JUNIOR HIGH SCHOOL

Anaheim Union High School District
South Junior High School
Facilities Needs Assessment
Opinion of Probable Cost **1-Jul-14**

Project Cost Summary (2014$) - South Junior High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
13 Exterior Play Spaces, Play Fields & Hard Courts					**$ 784,000**	**$ 1,043,000**
13c Playfields						
13c.1 Repair Playfields	435,000	sf	$ 1.30	$ 566,000		
13m Tennis Courts	6	ea	$ 36,400.00	$ 218,000		
14 21st Century Learning Classroom Flexibility					**$ 1,425,000**	**$ 1,425,000**
14a Flexible furniture (Per Classroom, Direct Cost)	57	ea	$ 25,000.00	$ 1,425,000		
15 Technology Infrastructure					**$ 990,000**	**$ 990,000**
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	117,700	sf	$ 4.58	$ 538,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	57	ea	$ 7,500.00	$ 428,000		
Total Construction/Project Cost (2014$)					**$ 19,635,000**	**$25,318,000**

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

SYCAMORE JUNIOR HIGH SCHOOL

Anaheim Union High School District
Sycamore JHS
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Sycamore JHS

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					$ 3,470,000	$ 4,615,000
1a Replacement or repair of roofs						
1a.1 Replace roofs	45,400	sf	$ 21.60	$ 981,000		
1b Replacement or repair of walls						
1b.1 Replace walls	27,800	sf	$ 29.70	$ 826,000		
1c Replacement or repair of windows						
1c.1 Replace windows	27,800	sf	$ 13.50	$ 375,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	27,800	sf	$ 10.10	$ 281,000		
1e Replacement or repair of floors						
1e.1 Replace floors	27,800	sf	$ 10.80	$ 300,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	27,800	sf	$ 20.20	$ 562,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	27,800	sf	$ 1.80	$ 50,000		
1g.2 Patch & paint exterior	27,800	sf	$ 3.40	$ 95,000		
2 Existing Building Systems & Toilets					$ 1,366,000	$ 1,817,000
2a HVAC system upgrades	45,270	sf	$ 22.00	$ 996,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	2,000	sf	$ 63.00	$ 126,000		
2f Energy-efficient building systems and controls (EMS syste	45,270	sf	$ 5.40	$ 244,000		
3 Site Utilities					$ 2,555,000	$ 3,398,000
(For entire campus and site)						
3a Updated gas service lines	958,320	sf	$ 0.23	$ 216,000		
3b Updated sewer service lines	958,320	sf	$ 0.60	$ 575,000		
3c Updated water service lines	958,320	sf	$ 0.70	$ 671,000		
3d Updated electrical mains and distribution	958,320	sf	$ 0.49	$ 470,000		
3e Updated storm drainage system	958,320	sf	$ 0.65	$ 623,000		
4 New Construction Classrooms						
4b New Construction - Classrooms					$ 9,582,000	$ 12,744,000
4b.7 New Middle School Classroom Building (2-story)	27,300	sf	$ 337.00	$ 9,200,000		
4b.10 Sitework & Site Improvements	13,650.00	sf	$ 28.00	$ 382,000		
5 Design Lab, Science, and Career Tech Education					$ 18,691,000	$ 24,859,000
5a Design and Science Lab Classrooms						
5a.6 New Science Classroom Building	27,100	sf	$ 338.30	$ 9,168,000		
5a.7 Sitework & Site Improvements	13,550.00	sf	$ 28.00	$ 379,000		
5b Middle School Electives						
5b.6 New Middle School Electives Classroom Building	29,400	sf	$ 297.00	$ 8,732,000		
5b.7 Sitework & Site Improvements	14,700	sf	$ 28.00	$ 412,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Sycamore JHS
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Sycamore JHS

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
6 Performing Arts Improvements					$ 2,299,000	$ 3,058,000
6b Music/Drama/Dance/Support Space						
6b.4 New Drama/Music/Dance	6,300	sf	$ 337.00	$ 2,123,000		
6b.8 Sitework & Site Improvements	6,300	sf	$ 28.00	$ 176,000		
7 Multipurpose/Food Service Improvements					$ 6,835,000	$ 9,091,000
7a Elementary/Middle School multipurpose rooms						
7a.4 New Multipurpose Room	13,167	sf	$ 371.00	$ 4,885,000		
7a.5 Sitework & Site Improvements	13,167	sf	$ 28.00	$ 369,000		
7c Food service areas						
7c.4 New Food Service	3,325	sf	$ 438.00	$ 1,456,000		
7c.5 New Kitchen Equipment	3,325	sf	$ 23.50	$ 78,000		
7c.6 New Trash Enclosure	1	ea	$ 47,000.00	$ 47,000		
8 Physical Education Improvements					$ 4,622,000	$ 6,147,000
8a New Gym and Lobby/Concessions						
8a.2 Modernize Gymnasium	9,150	sf	$ 92.00	$ 842,000		
8b Middle School/High School Shower/Locker Rooms						
8b.3 Reconfigure Shower/Locker Rooms	3,550	sf	$ 196.00	$ 696,000		
8b.4 New MS/HS Shower/Locker Rooms	3,200	sf	$ 384.00	$ 1,229,000		
8b.5 Sitework & Site Improvements	3,200	sf	$ 28.00	$ 90,000		
8c Middle School/High School Fitness/Aerobics Labs						
8c.3 Reconfigure Fitness/Aerobics Labs	2,770	sf	$ 182.00	$ 504,000		
8c.4 New Fitness/Aerobics Labs	3,800	sf	$ 304.00	$ 1,155,000		
8c.5 Sitework & Site Improvements	3,800	sf	$ 28.00	$ 106,000		
9 Administration & Staff Support					$ 2,304,000	$ 3,064,000
9a Expanded, reorganized or relocated administration spaces						
9a.4 New Administration	6,636	sf	$ 294.00	$ 1,951,000		
9a.5 Sitework & Site Improvements	6,636	sf	$ 28.00	$ 186,000		
9d New M&O Warehouse						
9d.2 New M&O Warehouse	998	sf	$ 156.00	$ 156,000		
9d.3 Sitework & Site Improvements	998	sf	$ 11.00	$ 11,000		
10 Student Collaboration & Student Support Services					$ 2,868,000	$ 3,814,000
10b Middle School/High School Library/Student Union						
10b.2 New Library/Student Union	6,900	sf	$ 305.00	$ 2,105,000		
10b.5 Sitework & Site Improvements	6,900	sf	$ 28.00	$ 193,000		
10c Student Services						
10c.2 New Student Services Building	1,768	sf	$ 294.00	$ 520,000		
10c.5 Sitework & Site Improvements	1,768	sf	$ 28.00	$ 50,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

SYCAMORE JUNIOR HIGH SCHOOL

Anaheim Union High School District
Sycamore JHS
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Sycamore JHS

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
11 Safety & Security					**$ 3,397,000**	**$ 4,518,000**
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	100,000	sf	$ 12.00	$ 1,200,000		
11b.3 Entry Plaza	3,000	sf	$ 24.00	$ 72,000		
11b.4 Landscape Enhancement	29,000	sf	$ 7.00	$ 203,000		
11b.5 New Drop-off Area/Bus Loop	37,500	sf	$ 13.00	$ 488,000		
11b.6 New Access Road	21,600	sf	$ 12.10	$ 261,000		
11b.7 Access Ramp inc Rails & Retaining	100	lf	$ 809.00	$ 81,000		
11b.11 New concrete walkways	9,000	sf	$ 11.00	$ 99,000		
11d Exterior lighting to ensure student safety	1	ls	$ 15,000.00	$ 15,000		
11e Safety locks at classroom doors	67	ea	$ 337.00	$ 23,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	3,300	lf	$ 74.00	$ 244,000		
11h.2 Decorative Metal Fencing & Gates	600	lf	$ 189.00	$ 113,000		
11h.3 Rolling Decorative Metal Gate	1	ea	$ 27,000.00	$ 27,000		
11h.4 Rolling Chain Link Gate	4	ea	$ 18,900.00	$ 76,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11i.1 Fire Alarm System	45,270	sf	$ 4.00	$ 181,000		
11i.2 Emergency Lighting	45,270	sf	$ 1.10	$ 50,000		
11j New public address/emergency communication systems	45,270	sf	$ 2.85	$ 129,000		
11k Intrusion alarms	45,270	sf	$ 0.65	$ 29,000		
11l Security cameras and other security systems	45,270	sf	$ 1.60	$ 72,000		
12 Outdoor Learning Quads					**$ 805,000**	**$ 1,071,000**
12a Main Student Quad						
12a.1 Demolish Existing Buildings	2,700	sf	$ 16.00	$ 43,000		
12a.2 New Main Student Quad	30,000	sf	$ 20.00	$ 600,000		
12b Learning Courts						
12b.2 New Learning Court	9,000	sf	$ 18.00	$ 162,000		
13 Exterior Play Spaces, Play Fields & Hard Courts					**$ 2,307,000**	**$ 3,068,000**
13b PE Play Yard & Hardcourts						
13b.6 New Hardcourts	60,435	sf	$ 9.00	$ 544,000		
13b.8 Basketball Court/Sports Equipment	1	ls	$ 56,000.00	$ 56,000		
13c Playfields						
13c.1 Repair Playfields	410,000	sf	$ 1.50	$ 615,000		
13m Tennis Courts	6	ea	$ 182,000.00	$ 1,092,000		
14 21st Century Learning Classroom Flexibility					**$ 1,675,000**	**$ 1,675,000**
14a Flexible furniture (Per Classroom, Direct Cost)	67	ea	$ 25,000.00	$ 1,675,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Sycamore JHS
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Sycamore JHS

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
15 Technology Infrastructure					**$ 734,000**	**$ 734,000**
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	45,270	sf	$ 4.58	$ 207,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	67	ea	$ 7,500.00	$ 503,000		
Total Construction/Project Cost (2014$)					**$ 63,510,000**	**$83,673,000**

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

WALKER JUNIOR HIGH SCHOOL

Anaheim Union High School District
Walker JHS
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Walker JHS

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					**$ 2,632,000**	**$ 3,501,000**
1a Replacement or repair of roofs						
1a.2 Repair roofs	68,100	sf	$ 12.10	$ 824,000		
1b Replacement or repair of walls						
1b.1 Replace walls	5,750	sf	$ 29.70	$ 171,000		
1b.2 Repair walls	23,065	sf	$ 4.70	$ 108,000		
1c Replacement or repair of windows						
1c.1 Replace windows	28,815	sf	$ 13.50	$ 389,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	5,750	sf	$ 10.10	$ 58,000		
1d.2 Repair doors & hardware	23,065	sf	$ 1.70	$ 39,000		
1e Replacement or repair of floors						
1e.1 Replace floors	28,815	sf	$ 10.80	$ 311,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	28,815	sf	$ 20.20	$ 582,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	28,815	sf	$ 1.80	$ 52,000		
1g.2 Patch & paint exterior	28,815	sf	$ 3.40	$ 98,000		
2 Existing Building Systems & Toilets					**$ 1,652,000**	**$ 2,197,000**
2a HVAC system upgrades	54,794	sf	$ 22.00	$ 1,205,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	2,400	sf	$ 63.00	$ 151,000		
2f Energy-efficient building systems and controls (EMS syste	54,794	sf	$ 5.40	$ 296,000		
3 Site Utilities					**$ 3,181,000**	**$ 4,231,000**
(For entire campus and site)						
3a Updated gas service lines	1,193,544	sf	$ 0.23	$ 269,000		
3b Updated sewer service lines	1,193,544	sf	$ 0.60	$ 716,000		
3c Updated water service lines	1,193,544	sf	$ 0.70	$ 835,000		
3d Updated electrical mains and distribution	1,193,544	sf	$ 0.49	$ 585,000		
3e Updated storm drainage system	1,193,544	sf	$ 0.65	$ 776,000		
4 New Construction Classrooms						
Not anticipated						
5 Design Lab, Science, and Career Tech Education					**$ 8,435,000**	**$ 11,219,000**
5a Design and Science Lab Classrooms						
5a.5 Reconfigure Science Classroom Building	5,870	sf	$ 91.00	$ 534,000		
5a.6 New Science Classroom Building	6,584	sf	$ 338.30	$ 2,227,000		
5a.7 Sitework & Site Improvements	6,584.00	sf	$ 28.00	$ 184,000		
5b Middle School Electives						
5b.4 Reconfigure Middle School Electives Classrooms	1,900	sf	$ 182.00	$ 346,000		
5b.6 New Middle School Electives Classroom Building	15,827	sf	$ 297.00	$ 4,701,000		
5b.7 Sitework & Site Improvements	15,827	sf	$ 28.00	$ 443,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Walker JHS
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Walker JHS

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
6 Performing Arts Improvements					**$ 1,893,000**	**$ 2,518,000**
6b Music/Drama/Dance/Support Space						
6b.4 New Drama/Music/Dance	5,187	sf	$ 337.00	$ 1,748,000		
6b.8 Sitework & Site Improvements	5,187	sf	$ 28.00	$ 145,000		
7 Multipurpose/Food Service Improvements					**$ 6,487,000**	**$ 8,628,000**
7a Elementary/Middle School multipurpose rooms						
7a.4 New Multipurpose Room	11,079	sf	$ 371.00	$ 4,110,000		
7a.5 Sitework & Site Improvements	11,079	sf	$ 28.00	$ 310,000		
7c Food service areas						
7c.4 New Food Service	3,325	sf	$ 438.00	$ 1,456,000		
7c.5 New Kitchen Equipment	3,325	sf	$ 23.50	$ 78,000		
7c.6 New Trash Enclosure	1	ea	$ 47,000.00	$ 47,000		
7d New Lunch Shelters	3,600	sf	$ 135.00	$ 486,000		
8 Physical Education Improvements					**$ 3,654,000**	**$ 4,860,000**
8a New Gym and Lobby/Concessions						
8a.2 Modernize Gymnasium	8,675	sf	$ 92.00	$ 798,000		
8b Middle School/High School Shower/Locker Rooms						
8b.3 Reconfigure Shower/Locker Rooms	9,534	sf	$ 196.00	$ 1,869,000		
8c Middle School/High School Fitness/Aerobics Labs						
8c.4 New Fitness/Aerobics Labs	2,973	sf	$ 304.00	$ 904,000		
8c.5 Sitework & Site Improvements	2,973	sf	$ 28.00	$ 83,000		
9 Administration & Staff Support					**$ 2,304,000**	**$ 3,064,000**
9a Expanded, reorganized or relocated administration spaces						
9a.4 New Administration	6,637	sf	$ 294.00	$ 1,951,000		
9a.5 Sitework & Site Improvements	6,637	sf	$ 28.00	$ 186,000		
9d New M&O Warehouse						
9d.2 New M&O Warehouse	998	sf	$ 156.00	$ 156,000		
9d.3 Sitework & Site Improvements	998	sf	$ 11.00	$ 11,000		
10 Student Collaboration & Student Support Services					**$ 2,342,000**	**$ 3,115,000**
10b Middle School/High School Library/Student Union						
10b.2 New Library/Student Union	5,320	sf	$ 305.00	$ 1,623,000		
10b.5 Sitework & Site Improvements	5,320	sf	$ 28.00	$ 149,000		
10c Student Services						
10c.2 New Student Services Building	1,769	sf	$ 294.00	$ 520,000		
10c.5 Sitework & Site Improvements	1,769	sf	$ 28.00	$ 50,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

WALKER JUNIOR HIGH SCHOOL

Anaheim Union High School District
Walker JHS
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Walker JHS

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
11 Safety & Security					**$ 2,607,000**	**$ 3,467,000**
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.3 Entry Plaza	8,000	sf	$ 24.00	$ 192,000		
11b.4 Landscape Enhancement	14,000	sf	$ 7.00	$ 98,000		
11b.5 New Drop-off Area/Bus Loop	46,500	sf	$ 13.00	$ 605,000		
11b.6 New Access Road	24,000	sf	$ 12.10	$ 290,000		
11b.7 Access Ramp inc Rails & Retaining	100	lf	$ 809.00	$ 81,000		
11b.9 Repair existing Parking Lot	62,000	sf	$ 4.70	$ 291,000		
11c Covered Walkway	1,200	sf	$ 135.00	$ 162,000		
11d Exterior lighting to ensure student safety	1	ls	$ 15,000.00	$ 15,000		
11e Safety locks at classroom doors	44	ea	$ 337.00	$ 15,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	1,370	lf	$ 74.00	$ 101,000		
11h.2 Decorative Metal Fencing & Gates	525	lf	$ 189.00	$ 99,000		
11h.3 Rolling Decorative Metal Gate	1	ea	$ 27,000.00	$ 27,000		
11h.4 Rolling Chain Link Gate	2	ea	$ 18,900.00	$ 38,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11i.1 Fire Alarm System	54,794	sf	$ 4.00	$ 219,000		
11i.2 Emergency Lighting	54,794	sf	$ 1.10	$ 60,000		
11j New public address/emergency communication systems	54,794	sf	$ 2.85	$ 156,000		
11k Intrusion alarms	54,794	sf	$ 0.65	$ 36,000		
11l Security cameras and other security systems	54,794	sf	$ 1.60	$ 88,000		
12 Outdoor Learning Quads					**$ 615,000**	**$ 818,000**
12a Main Student Quad						
12a.2 New Main Student Quad	15,000	sf	$ 20.00	$ 300,000		
12b Learning Courts						
12b.2 New Learning Court	17,500	sf	$ 18.00	$ 315,000		
13 Exterior Play Spaces, Play Fields & Hard Courts					**$ 1,317,000**	**$ 1,752,000**
13b PE Play Yard & Hardcourts						
13b.5 Resurface & Repair Hardcourts	41,000	sf	$ 4.00	$ 164,000		
13c Playfields						
13c.1 Repair Playfields	662,200	sf	$ 1.00	$ 662,000		
13m Tennis Courts	6	ea	$ 81,900.00	$ 491,000		
14 21st Century Learning Classroom Flexibility					**$ 1,100,000**	**$ 1,100,000**
14a Flexible furniture (Per Classroom, Direct Cost)	44	ea	$ 25,000.00	$ 1,100,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Walker JHS
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Walker JHS

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
15 Technology Infrastructure					**$ 605,000**	**$ 605,000**
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	54,794	sf	$ 4.58	$ 251,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	44	ea	$ 7,500.00	$ 330,000		
Total Construction/Project Cost (2014$)					**$ 38,824,000**	**$51,075,000**

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

ANAHEIM HIGH SCHOOL

Anaheim Union High School District
Anaheim High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Anaheim High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					$ 4,391,000	$ 5,840,000
1a Replacement or repair of roofs						
1a.1 Replace roofs	85,000	sf	$ 21.60	$ 1,836,000		
1a.2 Repair roofs	35,000	sf	$ 12.10	$ 424,000		
1b Replacement or repair of walls						
1b.1 Replace walls	2,670	sf	$ 29.70	$ 79,000		
1b.2 Repair walls	14,370	sf	$ 4.70	$ 68,000		
1c Replacement or repair of windows						
1c.1 Replace windows	80,000	sf	$ 13.50	$ 1,080,000		
1c.2 Repair windows	60,000	sf	$ 2.70	$ 162,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	2,670	sf	$ 10.10	$ 27,000		
1d.2 Repair doors & hardware	14,370	sf	$ 1.70	$ 24,000		
1e Replacement or repair of floors						
1e.1 Replace floors	2,670	sf	$ 10.80	$ 29,000		
1e.2 Repair floors	14,370	sf	$ 4.00	$ 57,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	2,670	sf	$ 20.20	$ 54,000		
1f.2 Repair ceilings	14,370	sf	$ 3.05	$ 44,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	17,040	sf	$ 1.80	$ 31,000		
1g.2 Patch & paint exterior	140,000	sf	$ 3.40	$ 476,000		
2 Existing Building Systems & Toilets					$ 8,046,000	$ 10,701,000
2a HVAC system upgrades	140,000	sf	$ 22.00	$ 3,080,000		
2b Lighting upgrades - new interior lighting & controls	140,000	sf	$ 11.00	$ 1,540,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	140,000	sf	$ 6.70	$ 938,000		
2d Plumbing system upgrades	140,000	sf	$ 8.00	$ 1,120,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.2 Reconfigure Existing Restroom	3,665	sf	$ 167.00	$ 612,000		
2f Energy-efficient building systems and controls (EMS syste	140,000	sf	$ 5.40	$ 756,000		
3 Site Utilities					$ 1,809,000	$ 2,406,000
(For entire campus and site)						
3a Updated gas service lines	760,122	sf	$ 0.30	$ 228,000		
3b Updated sewer service lines	760,122	sf	$ 0.60	$ 456,000		
3c Updated water service lines	760,122	sf	$ 0.70	$ 532,000		
3d Updated electrical mains and distribution	760,122	sf	$ 0.63	$ 479,000		
3e Updated storm drainage system	760,122	sf	$ 0.15	$ 114,000		
4 New Construction Classrooms						
4b New Construction - Classrooms					$ 319,000	$ 424,000
4b.8 New High School Classroom Building (1-story)	960	sf	$ 304.00	$ 292,000		
4b.10 Sitework & Site Improvements	960.00	sf	$ 28.00	$ 27,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Anaheim High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Anaheim High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
5 Design Lab, Science, and Career Tech Education					$ 15,083,000	$ 20,060,000
5a Design and Science Lab Classrooms						
5a.5 Reconfigure Science Classroom Building	10,755	sf	$ 91.00	$ 979,000		
5a.6 New Science Classroom Building	22,610	sf	$ 338.30	$ 7,649,000		
5a.7 Sitework & Site Improvements	22,610	sf	$ 28.00	$ 633,000		
5c High School Electives						
5c.4 Reconfigure High School Electives Classrooms	25,420	sf	$ 178.00	$ 4,525,000		
5c.6 New High School Electives Classroom Building	3,990	sf	$ 297.00	$ 1,185,000		
5c.7 Sitework & Site Improvements	3,990	sf	$ 28.00	$ 112,000		
6 Performing Arts Improvements					$ 9,794,000	$ 13,026,000
6a High school theatre						
6a.3 Reconfigure Theatre	23,050	sf	$ 275.00	$ 6,339,000		
6a.4 New Theatre	6,188	sf	$ 459.00	$ 2,840,000		
6a.5 Sitework & Site Improvements	6,188	sf	$ 28.00	$ 173,000		
6b Music/Drama/Dance/Support Space						
6b.5 Modernize Theatre support space	4,600	sf	$ 96.00	$ 442,000		
7 Multipurpose/Food Service Improvements					$ 3,728,000	$ 4,958,000
7c Food service areas						
7c.4 New Food Service	5,500	sf	$ 438.00	$ 2,409,000		
7c.5 New Kitchen Equipment	5,500	sf	$ 47.00	$ 259,000		
7c.6 New Trash Enclosure	1	ea	$ 47,000.00	$ 47,000		
7d New Lunch Shelters	7,500	sf	$ 135.00	$ 1,013,000		
8 Physical Education Improvements					$ 11,636,000	$ 15,476,000
8a New Gym and Lobby/Concessions						
8a.1 Demolish Existing Buildings	3,775	sf	$ 16.00	$ 60,000		
8a.2 Modernize Gymnasium	12,075	sf	$ 92.00	$ 1,111,000		
8a.4 New Gymnasium	11,988	sf	$ 307.00	$ 3,680,000		
8a.5 Sitework & Site Improvements	11,988	sf	$ 28.00	$ 336,000		
8b Middle School/High School Shower/Locker Rooms						
8b.3 Reconfigure Shower/Locker Rooms	20,800	sf	$ 196.00	$ 4,077,000		
8c Middle School/High School Fitness/Aerobics Labs						
8c.4 New Fitness/Aerobics Labs	2,664	sf	$ 304.00	$ 810,000		
8c.5 Sitework & Site Improvements	2,664	sf	$ 28.00	$ 75,000		
8d High School Weight Room						
8d.1 Demolish Existing Buildings	10,000	sf	$ 16.00	$ 160,000		
8d.4 New Weight Room	3,996	sf	$ 304.00	$ 1,215,000		
8d.5 Sitework & Site Improvements	3,996	sf	$ 28.00	$ 112,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

ANAHEIM HIGH SCHOOL

Anaheim Union High School District
Anaheim High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Anaheim High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
9 Administration & Staff Support					**$ 1,163,000**	**$ 1,547,000**
9a Expanded, reorganized or relocated administration spaces						
9a.2 Modernize Administration	10,000	sf	$ 44.00	$ 440,000		
9a.3 Reconfigure Administration	1,800	sf	$ 88.00	$ 158,000		
9d New M&O Warehouse						
9d.2 New M&O Warehouse	1,443	sf	$ 156.00	$ 225,000		
9d.3 Sitework & Site Improvements	1,443	sf	$ 11.00	$ 16,000		
9g Child center	1,920	sf	$ 169.00	$ 324,000		
10 Student Collaboration & Student Support Services					**$ 6,780,000**	**$ 9,017,000**
10b Middle School/High School Library/Student Union						
10b.4 Reconfigure Library/Student Union	9,300	sf	$ 183.00	$ 1,702,000		
10c Student Services						
10c.2 New Student Services Building	15,770	sf	$ 294.00	$ 4,636,000		
10c.5 Sitework & Site Improvements	15,770	sf	$ 28.00	$ 442,000		
11 Safety & Security					**$ 3,154,000**	**$ 4,195,000**
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	58,000	sf	$ 12.00	$ 696,000		
11b.3 Entry Plaza	5,500	sf	$ 24.00	$ 132,000		
11b.4 Landscape Enhancement	7,000	sf	$ 7.00	$ 49,000		
11b.9 Repair existing Parking Lot	24,000	sf	$ 4.70	$ 113,000		
11c Covered Walkway		sf	$ 135.00	$ -		
11d Exterior lighting to ensure student safety	1	ls	$ 15,000.00	$ 15,000		
11e Safety locks at classroom doors	119	ea	$ 337.00	$ 40,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	5,600	lf	$ 74.00	$ 414,000		
11h.2 Decorative Metal Fencing & Gates	600	lf	$ 189.00	$ 113,000		
11h.3 Rolling Decorative Metal Gate	2	ea	$ 27,000.00	$ 54,000		
11h.4 Rolling Chain Link Gate	4	ea	$ 18,900.00	$ 76,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11i.1 Fire Alarm System	140,000	sf	$ 4.00	$ 560,000		
11i.2 Emergency Lighting	140,000	sf	$ 1.10	$ 154,000		
11j New public address/emergency communication systems	140,000	sf	$ 2.85	$ 399,000		
11k Intrusion alarms	140,000	sf	$ 0.65	$ 91,000		
11l Security cameras and other security systems	140,000	sf	$ 1.60	$ 224,000		
12 Outdoor Learning Quads					**$ 880,000**	**$ 1,170,000**
12a Main Student Quad						
12a.2 New Main Student Quad	26,000	sf	$ 20.00	$ 520,000		
12b Learning Courts						
12b.2 New Learning Court	20,000	sf	$ 18.00	$ 360,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Anaheim High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Anaheim High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
13 Exterior Play Spaces, Play Fields & Hard Courts					**$ 4,001,000**	**$ 5,321,000**
13b PE Play Yard & Hardcourts						
13b.1 New Play Pad Surface	4,600	sf	$ 24.00	$ 110,000		
13b.4 Shade Structure	500	sf	$ 135.00	$ 68,000		
13c Playfields						
13c.1 Repair Playfields	815,000	sf	$ 0.50	$ 408,000		
13k Pool and deck	29,000	sf	$ 63.70	$ 1,847,000		
13m Tennis Courts	8	ea	$ 81,900.00	$ 655,000		
13n Aquatic center	5,900	sf	$ 154.79	$ 913,000		
14 21st Century Learning Classroom Flexibility					**$ 2,975,000**	**$ 2,975,000**
14a Flexible furniture (Per Classroom, Direct Cost)	119	ea	$ 25,000.00	$ 2,975,000		
15 Technology Infrastructure					**$ 1,558,000**	**$ 1,558,000**
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	140,000	sf	$ 4.58	$ 641,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	119	ea	$ 7,500.00	$ 893,000		
Total Construction/Project Cost (2014$)					**$ 75,317,000**	**$98,674,000**

The following items are excluded from this budget:
- Utility hook-up fees & City connection fees.
- Offsite work and traffic signals.
- Land acquisition costs.
- Hazardous material surveys, abatement, and disposal.
- Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

CYPRESS HIGH SCHOOL

Anaheim Union High School District
Cypress High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Cypress High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					**$ 3,882,000**	**$ 5,163,000**
1a Replacement or repair of roofs						
1a.2 Repair roofs	203,000	sf	$ 12.10	$ 2,456,000		
1b Replacement or repair of walls						
1b.2 Repair walls	76,400	sf	$ 4.70	$ 359,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.2 Repair doors & hardware	76,400	sf	$ 1.70	$ 130,000		
1e Replacement or repair of floors						
1e.2 Repair floors	76,400	sf	$ 4.00	$ 306,000		
1f Replacement or repair of ceilings						
1f.2 Repair ceilings	76,400	sf	$ 3.05	$ 233,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	76,400	sf	$ 1.80	$ 138,000		
1g.2 Patch & paint exterior	76,400	sf	$ 3.40	$ 260,000		
2 Existing Building Systems & Toilets					**$ 4,507,000**	**$ 5,994,000**
2a HVAC system upgrades	187,395	sf	$ 22.00	$ 4,123,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	6,100	sf	$ 63.00	$ 384,000		
3 Site Utilities					**$ 1,672,000**	**$ 2,224,000**
(For entire campus and site)						
3a Updated gas service lines	1,616,076	sf	$ 0.30	$ 485,000		
3b Updated sewer service lines	1,616,076	sf	$ 0.27	$ 436,000		
3c Updated water service lines	1,616,076	sf	$ 0.18	$ 283,000		
3d Updated electrical mains and distribution	1,616,076	sf	$ 0.14	$ 226,000		
3e Updated storm drainage system	1,616,076	sf	$ 0.15	$ 242,000		
4 New Construction Classrooms						
4b New Construction - Classrooms					**$ 1,793,000**	**$ 2,385,000**
4b.8 New High School Classroom Building (1-story)	5,400	sf	$ 304.00	$ 1,642,000		
4b.10 Sitework & Site Improvements	5,400.00	sf	$ 28.00	$ 151,000		
5 Design Lab, Science, and Career Tech Education					**$ 4,994,000**	**$ 6,642,000**
5a Design and Science Lab Classrooms						
5a.4 Modernize Science Classroom Building	10,000	sf	$ 59.50	$ 595,000		
5a.5 Reconfigure Science Classroom Building	10,900	sf	$ 91.00	$ 992,000		
5c High School Electives						
5c.3 Modernize High School Electives Classrooms'	13,300	sf	$ 89.00	$ 1,184,000		
5c.4 Reconfigure High School Electives Classrooms	5,690	sf	$ 178.00	$ 1,013,000		
5c.6 New High School Electives Classroom Building	3,724	sf	$ 297.00	$ 1,106,000		
5c.7 Sitework & Site Improvements	3,724	sf	$ 28.00	$ 104,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Cypress High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Cypress High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
6 Performing Arts Improvements					**$ 6,395,000**	**$ 8,505,000**
6a High school theatre						
6a.2 Modernize Theatre	5,500	sf	$ 138.00	$ 759,000		
6b Music/Drama/Dance/Support Space						
6b.2 Modernize Drama/Music/Dance	2,000	sf	$ 101.00	$ 202,000		
6b.4 New Drama/Music/Dance	14,888	sf	$ 337.00	$ 5,017,000		
6b.8 Sitework & Site Improvements	14,888	sf	$ 28.00	$ 417,000		
7 Multipurpose/Food Service Improvements					**$ 1,417,000**	**$ 1,885,000**
7b High School Cafeteria						
7b.2 Modernize High School Cafeteria	3,100	sf	$ 114.00	$ 353,000		
7c Food service areas						
7c.2 Modernize Food Service	4,700	sf	$ 66.00	$ 310,000		
7c.5 New Kitchen Equipment	4,700	sf	$ 47.00	$ 221,000		
7c.6 New Trash Enclosure	1	ea	$ 47,000.00	$ 47,000		
7d New Lunch Shelters	3,600	sf	$ 135.00	$ 486,000		
8 Physical Education Improvements					**$ 3,834,000**	**$ 5,099,000**
8a New Gym and Lobby/Concessions						
8a.2 Modernize Gymnasium	10,000	sf	$ 92.00	$ 920,000		
8b Middle School/High School Shower/Locker Rooms						
8b.3 Reconfigure Shower/Locker Rooms	10,725	sf	$ 196.00	$ 2,102,000		
8c Middle School/High School Fitness/Aerobics Labs						
8c.2 Modernize Fitness/Aerobics Labs	3,725	sf	$ 91.00	$ 339,000		
8c.3 Reconfigure Fitness/Aerobics Labs	2,600	sf	$ 182.00	$ 473,000		
9 Administration & Staff Support					**$ 758,000**	**$ 1,008,000**
9a Expanded, reorganized or relocated administration spaces						
9a.2 Modernize Administration	9,835	sf	$ 44.00	$ 433,000		
9a.3 Reconfigure Administration	3,690	sf	$ 88.00	$ 325,000		
10 Student Collaboration & Student Support Services					**$ 2,534,000**	**$ 3,370,000**
10b Middle School/High School Library/Student Union						
10b.4 Reconfigure Library/Student Union	12,540	sf	$ 183.00	$ 2,295,000		
10d Learning Center						
10d.4 Reconfigure Learning Center	2,690	sf	$ 89.00	$ 239,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

CYPRESS HIGH SCHOOL

Anaheim Union High School District
Cypress High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Cypress High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
11 Safety & Security					**$ 2,880,000**	**$ 3,830,000**
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	185,000	sf	$ 12.00	$ 2,220,000		
11b.4 Landscape Enhancement	7,000	sf	$ 7.00	$ 49,000		
11b.6 New Access Road	9,000	sf	$ 12.10	$ 109,000		
11d Exterior lighting to ensure student safety	1	ls	$ 15,000.00	$ 15,000		
11e Safety locks at classroom doors	89	ea	$ 337.00	$ 30,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	860	lf	$ 74.00	$ 64,000		
11h.2 Decorative Metal Fencing & Gates	120	lf	$ 189.00	$ 23,000		
11h.3 Rolling Decorative Metal Gate	1	ea	$ 27,000.00	$ 27,000		
11h.4 Rolling Chain Link Gate	1	ea	$ 18,900.00	$ 19,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11l Security cameras and other security systems	187,395	sf	$ 1.60	$ 300,000		
12 Outdoor Learning Quads					**$ 870,000**	**$ 1,157,000**
12a Main Student Quad						
12a.2 New Main Student Quad	30,000	sf	$ 20.00	$ 600,000		
12b Learning Courts						
12b.2 New Learning Court	15,000	sf	$ 18.00	$ 270,000		
13 Exterior Play Spaces, Play Fields & Hard Courts					**$ 3,273,000**	**$ 4,353,000**
13b PE Play Yard & Hardcourts						
13b.6 New Hardcourts	15,000	sf	$ 9.00	$ 135,000		
13b.8 Basketball Court/Sports Equipment	1	ls	$ 28,000.00	$ 28,000		
13c Playfields						
13c.1 Repair Playfields	840,000	sf	$ 0.90	$ 756,000		
13k Pool and deck	14,100	sf	$ 63.70	$ 898,000		
13m Tennis Courts	8	ea	$ 182,000.00	$ 1,456,000		
14 21st Century Learning Classroom Flexibility					**$ 2,225,000**	**$ 2,225,000**
14a Flexible furniture (Per Classroom, Direct Cost)	89	ea	$ 25,000.00	$ 2,225,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Cypress High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Cypress High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
15 Technology Infrastructure					**$ 1,549,000**	**$ 1,549,000**
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	187,395	sf	$ 4.58	$ 857,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	89	ea	$ 7,500.00	$ 668,000		
Total Construction/Project Cost (2014$)					**$ 42,583,000**	**$55,389,000**

The following items are excluded from this budget:

Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

JOHN F. KENNEDY HIGH SCHOOL

Anaheim Union High School District
John F Kennedy High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - John F Kennedy High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					**$ 5,673,000**	**$ 7,545,000**
1a Replacement or repair of roofs						
1a.1 Replace roofs	100,612	sf	$ 21.60	$ 2,173,000		
1a.2 Repair roofs	150,918	sf	$ 12.10	$ 1,826,000		
1b Replacement or repair of walls						
1b.1 Replace walls	7,540	sf	$ 29.70	$ 224,000		
1b.2 Repair walls	44,120	sf	$ 4.70	$ 207,000		
1c Replacement or repair of windows						
1c.1 Replace windows	12,915	sf	$ 13.50	$ 174,000		
1c.2 Repair windows	38,745	sf	$ 2.70	$ 105,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	7,540	sf	$ 10.10	$ 76,000		
1d.2 Repair doors & hardware	44,120	sf	$ 1.70	$ 75,000		
1e Replacement or repair of floors						
1e.1 Replace floors	7,540	sf	$ 10.80	$ 81,000		
1e.2 Repair floors	44,120	sf	$ 4.00	$ 176,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	7,540	sf	$ 20.20	$ 152,000		
1f.2 Repair ceilings	44,120	sf	$ 3.05	$ 135,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	51,660	sf	$ 1.80	$ 93,000		
1g.2 Patch & paint exterior	51,660	sf	$ 3.40	$ 176,000		
2 Existing Building Systems & Toilets					**$ 4,647,000**	**$ 6,181,000**
2a HVAC system upgrades	186,210	sf	$ 22.00	$ 4,097,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	186,210	sf	$ 1.68	$ 312,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	3,770	sf	$ 63.00	$ 238,000		
3 Site Utilities					**$ 823,000**	**$ 1,095,000**
(For entire campus and site)						
3a Updated gas service lines	1,960,200	sf	$ 0.03	$ 59,000		
3d Updated electrical mains and distribution	1,960,200	sf	$ 0.14	$ 274,000		
3e Updated storm drainage system	1,960,200	sf	$ 0.25	$ 490,000		
4 New Construction Classrooms						
4b New Construction - Classrooms					**$ 2,397,000**	**$ 3,188,000**
4b.8 New High School Classroom Building (1-story)	7,220	sf	$ 304.00	$ 2,195,000		
4b.10 Sitework & Site Improvements	7,220.00	sf	$ 28.00	$ 202,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
John F Kennedy High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - John F Kennedy High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
5 Design Lab, Science, and Career Tech Education					**$ 6,033,000**	**$ 8,024,000**
5a Design and Science Lab Classrooms						
5a.4 Modernize Science Classroom Building	20,800	sf	$ 59.50	$ 1,238,000		
5c High School Electives						
5c.3 Modernize High School Electives Classrooms'	11,650	sf	$ 89.00	$ 1,037,000		
5c.4 Reconfigure High School Electives Classrooms	16,000	sf	$ 178.00	$ 2,848,000		
5c.6 New High School Electives Classroom Building	2,800	sf	$ 297.00	$ 832,000		
5c.7 Sitework & Site Improvements	2,800	sf	$ 28.00	$ 78,000		
6 Performing Arts Improvements					**$ 6,348,000**	**$ 8,443,000**
6a High school theatre						
6a.2 Modernize Theatre	28,280	sf	$ 138.00	$ 3,903,000		
6a.3 Reconfigure Theatre	2,860	sf	$ 275.00	$ 787,000		
6b Music/Drama/Dance/Support Space						
6b.2 Modernize Drama/Music/Dance	8,860	sf	$ 101.00	$ 895,000		
6b.7 New Theatre support space	2,188	sf	$ 321.00	$ 702,000		
6b.8 Sitework & Site Improvements	2,188	sf	$ 28.00	$ 61,000		
7 Multipurpose/Food Service Improvements					**$ 1,758,000**	**$ 2,338,000**
7b High School Cafeteria						
7b.2 Modernize High School Cafeteria	2,650	sf	$ 114.00	$ 302,000		
7c Food service areas						
7c.2 Modernize Food Service	3,500	sf	$ 66.00	$ 231,000		
7c.5 New Kitchen Equipment	3,500	sf	$ 47.00	$ 165,000		
7c.6 New Trash Enclosure	1	ea	$ 47,000.00	$ 47,000		
7d New Lunch Shelters	7,500	sf	$ 135.00	$ 1,013,000		
8 Physical Education Improvements					**$ 5,060,000**	**$ 6,730,000**
8a New Gym and Lobby/Concessions						
8a.2 Modernize Gymnasium	12,000	sf	$ 92.00	$ 1,104,000		
8b Middle School/High School Shower/Locker Rooms						
8b.2 Modernize Shower/Locker Rooms	14,480	sf	$ 115.00	$ 1,665,000		
8c Middle School/High School Fitness/Aerobics Labs						
8c.4 New Fitness/Aerobics Labs	2,400	sf	$ 304.00	$ 730,000		
8c.5 Sitework & Site Improvements	2,400	sf	$ 28.00	$ 67,000		
8d High School Weight Room						
8d.4 New Weight Room	4,500	sf	$ 304.00	$ 1,368,000		
8d.5 Sitework & Site Improvements	4,500	sf	$ 28.00	$ 126,000		
9 Administration & Staff Support					**$ 2,559,000**	**$ 3,403,000**
9a Expanded, reorganized or relocated administration spaces						
9a.1 Demolish Existing Buildings	3,000	sf	$ 16.00	$ 48,000		
9a.4 New Administration	7,800	sf	$ 294.00	$ 2,293,000		
9a.5 Sitework & Site Improvements	7,800	sf	$ 28.00	$ 218,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

JOHN F. KENNEDY HIGH SCHOOL

Anaheim Union High School District
John F Kennedy High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - John F Kennedy High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
10 Student Collaboration & Student Support Services					**$ 872,000**	**$ 1,160,000**
10b Middle School/High School Library/Student Union						
10b.3 Modernize Library/Student Union	6,000	sf	$ 91.00	$ 546,000		
10c Student Services						
10c.3 Modernize Student Services Building	3,700	sf	$ 88.00	$ 326,000		
11 Safety & Security					**$ 1,324,000**	**$ 1,761,000**
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	10,000	sf	$ 12.00	$ 120,000		
11b.4 Landscape Enhancement	7,000	sf	$ 7.00	$ 49,000		
11b.9 Repair existing Parking Lot	45,000	sf	$ 4.70	$ 212,000		
11b.10 Slurry Coat & Stripe Existing Paving	90,000	sf	$ 2.00	$ 180,000		
11b.11 New concrete walkways	4,125	sf	$ 11.00	$ 45,000		
11d Exterior lighting to ensure student safety	1	ls	$ 15,000.00	$ 15,000		
11e Safety locks at classroom doors	78	ea	$ 337.00	$ 26,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	2,500	lf	$ 74.00	$ 185,000		
11h.2 Decorative Metal Fencing & Gates	500	lf	$ 189.00	$ 95,000		
11h.3 Rolling Decorative Metal Gate	1	ea	$ 27,000.00	$ 27,000		
11h.4 Rolling Chain Link Gate	2	ea	$ 18,900.00	$ 38,000		
11l Security cameras and other security systems	186,210	sf	$ 1.60	$ 298,000		
12 Outdoor Learning Quads					**$ 768,000**	**$ 1,021,000**
12a Main Student Quad						
12a.2 New Main Student Quad	46,000	sf	$ 3.00	$ 138,000		
12b Learning Courts						
12b.2 New Learning Court	35,000	sf	$ 18.00	$ 630,000		
13 Exterior Play Spaces, Play Fields & Hard Courts					**$ 1,553,000**	**$ 2,065,000**
13k Pool and deck	14,100	sf	$ 63.70	$ 898,000		
13m Tennis Courts	8	ea	$ 81,900.00	$ 655,000		
14 21st Century Learning Classroom Flexibility					**$ 1,950,000**	**$ 1,950,000**
14a Flexible furniture (Per Classroom, Direct Cost)	78	ea	$ 25,000.00	$ 1,950,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
John F Kennedy High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - John F Kennedy High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
15 Technology Infrastructure					**$ 1,461,000**	**$ 1,461,000**
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	186,210	sf	$ 4.58	$ 852,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	78	ea	$ 7,500.00	$ 585,000		
Total Construction/Project Cost (2014$)					**$ 43,226,000**	**$56,365,000**

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

KATELLA HIGH SCHOOL

Anaheim Union High School District
Katella High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Katella High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					**$ 4,272,000**	**$ 5,682,000**
1a Replacement or repair of roofs						
1a.2 Repair roofs	175,500	sf	$ 12.10	$ 2,124,000		
1b Replacement or repair of walls						
1b.1 Replace walls	5,400	sf	$ 29.70	$ 160,000		
1b.2 Repair walls	59,132	sf	$ 4.70	$ 278,000		
1c Replacement or repair of windows						
1c.1 Replace windows	5,400	sf	$ 13.50	$ 73,000		
1c.2 Repair windows	59,132	sf	$ 2.70	$ 160,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	5,400	sf	$ 10.10	$ 55,000		
1d.2 Repair doors & hardware	59,132	sf	$ 1.70	$ 101,000		
1e Replacement or repair of floors						
1e.1 Replace floors	64,532	sf	$ 10.80	$ 697,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	5,400	sf	$ 20.20	$ 109,000		
1f.2 Repair ceilings	59,132	sf	$ 3.05	$ 180,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	64,532	sf	$ 1.80	$ 116,000		
1g.2 Patch & paint exterior	64,532	sf	$ 3.40	$ 219,000		
2 Existing Building Systems & Toilets					**$ 5,478,000**	**$ 7,286,000**
2a HVAC system upgrades	180,623	sf	$ 16.50	$ 2,980,000		
2b Lighting upgrades - new interior lighting & controls	180,623	sf	$ 3.85	$ 695,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	180,623	sf	$ 3.35	$ 605,000		
2d Plumbing system upgrades	180,623	sf	$ 3.60	$ 650,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	5,800	sf	$ 63.00	$ 365,000		
2f Energy-efficient building systems and controls (EMS syste	33,818	sf	$ 5.40	$ 183,000		
3 Site Utilities					**$ 1,729,000**	**$ 2,300,000**
(For entire campus and site)						
3a Updated gas service lines	1,685,772	sf	$ 0.03	$ 51,000		
3b Updated sewer service lines	1,685,772	sf	$ 0.09	$ 152,000		
3c Updated water service lines	1,685,772	sf	$ 0.11	$ 177,000		
3d Updated electrical mains and distribution	1,685,772	sf	$ 0.35	$ 590,000		
3e Updated storm drainage system	1,685,772	sf	$ 0.45	$ 759,000		
4 New Construction Classrooms						
4b New Construction - Classrooms					**$ 4,418,000**	**$ 5,876,000**
4b.9 New High school Classroom Building (2-story)	12,588	sf	$ 337.00	$ 4,242,000		
4b.10 Sitework & Site Improvements	6,294.00	sf	$ 28.00	$ 176,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Katella High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Katella High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
5 Design Lab, Science, and Career Tech Education					**$ 10,219,000**	**$ 13,591,000**
5a Design and Science Lab Classrooms						
5a.1 Remove Portable Classrooms	15	ea	$ 8,000.00	$ 120,000		
5a.3 Demolish Existing Buildings	72,440	sf	$ 16.00	$ 1,159,000		
5a.5 Reconfigure Science Classroom Building	17,500	sf	$ 91.00	$ 1,593,000		
5c High School Electives						
5c.3 Modernize High School Electives Classrooms'	12,000	sf	$ 89.00	$ 1,068,000		
5c.4 Reconfigure High School Electives Classrooms	18,500	sf	$ 178.00	$ 3,293,000		
5c.6 New High School Electives Classroom Building	10,055	sf	$ 297.00	$ 2,986,000		
6 Performing Arts Improvements					**$ 1,694,000**	**$ 2,253,000**
6a High school theatre						
6a.2 Modernize Theatre	7,200	sf	$ 138.00	$ 994,000		
6b Music/Drama/Dance/Support Space						
6b.2 Modernize Drama/Music/Dance	6,930	sf	$ 101.00	$ 700,000		
7 Multipurpose/Food Service Improvements					**$ 2,655,000**	**$ 3,531,000**
7b High School Cafeteria						
7b.2 Modernize High School Cafeteria	8,823	sf	$ 114.00	$ 1,006,000		
7c Food service areas						
7c.2 Modernize Food Service	5,213	sf	$ 66.00	$ 344,000		
7c.5 New Kitchen Equipment	5,213	sf	$ 47.00	$ 245,000		
7c.6 New Trash Enclosure	1	ea	$ 47,000.00	$ 47,000		
7d New Lunch Shelters	7,500	sf	$ 135.00	$ 1,013,000		
8 Physical Education Improvements					**$ 6,933,000**	**$ 9,221,000**
8a New Gym and Lobby/Concessions						
8a.2 Modernize Gymnasium	11,025	sf	$ 92.00	$ 1,014,000		
8b Middle School/High School Shower/Locker Rooms						
8b.3 Reconfigure Shower/Locker Rooms	12,460	sf	$ 196.00	$ 2,442,000		
8c Middle School/High School Fitness/Aerobics Labs						
8c.3 Reconfigure Fitness/Aerobics Labs	5,120	sf	$ 182.00	$ 932,000		
8d High School Weight Room						
8d.4 New Weight Room	7,666	sf	$ 304.00	$ 2,330,000		
8d.5 Sitework & Site Improvements	7,666	sf	$ 28.00	$ 215,000		
9 Administration & Staff Support					**$ 22,000**	**$ 29,000**
9a Expanded, reorganized or relocated administration spaces						
9a.2 Modernize Administration	500	sf	$ 44.00	$ 22,000		
Not anticipated						

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

KATELLA HIGH SCHOOL

Anaheim Union High School District
Katella High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Katella High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
10 Student Collaboration & Student Support Services					**$ 760,000**	**$ 1,011,000**
10d Learning Center						
10d.4 Reconfigure Learning Center	1,420	sf	$ 89.00	$ 126,000		
10e Student Colaboration Lab						
10e.4 Student Colaboration Lab, reconfigure	3,600	sf	$ 176.00	$ 634,000		
11 Safety & Security					**$ 1,315,000**	**$ 1,749,000**
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.6 New Access Road	30,000	sf	$ 12.10	$ 363,000		
11b.9 Repair existing Parking Lot	40,000	sf	$ 4.70	$ 188,000		
11d Exterior lighting to ensure student safety	1	ls	$ 23,000.00	$ 23,000		
11e Safety locks at classroom doors	98	ea	$ 337.00	$ 33,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	1,400	lf	$ 74.00	$ 104,000		
11h.2 Decorative Metal Fencing & Gates	1,000	lf	$ 189.00	$ 189,000		
11h.3 Rolling Decorative Metal Gate	2	ea	$ 27,000.00	$ 54,000		
11h.4 Rolling Chain Link Gate	2	ea	$ 18,900.00	$ 38,000		
11l Security cameras and other security systems	180,623	sf	$ 1.60	$ 289,000		
12 Outdoor Learning Quads					**$ 1,890,000**	**$ 2,514,000**
12a Main Student Quad						
12a.2 New Main Student Quad	45,000	sf	$ 20.00	$ 900,000		
12b Learning Courts						
12b.2 New Learning Court	55,000	sf	$ 18.00	$ 990,000		
13 Exterior Play Spaces, Play Fields & Hard Courts					**$ 3,068,000**	**$ 4,080,000**
13d Baseball/Softball Fields						
13d.1 Baseball field - natural turf	60,000	sf	$ 9.00	$ 540,000		
13d.3 Pitching mound/bases, per field	1	ea	$ 16,000.00	$ 16,000		
13d.4 Backstops, per field	1	ea	$ 20,000.00	$ 20,000		
13d.5 Dugouts, per field	2	ea	$ 61,000.00	$ 122,000		
13d.7 Field delineation, per field	1	ea	$ 16,000.00	$ 16,000		
13k Pool and deck	14,100	sf	$ 63.70	$ 898,000		
13m Tennis Courts	8	ea	$ 182,000.00	$ 1,456,000		
14 21st Century Learning Classroom Flexibility					**$ 2,450,000**	**$ 2,450,000**
14a Flexible furniture (Per Classroom, Direct Cost)	98	ea	$ 25,000.00	$ 2,450,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Katella High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Katella High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
15 Technology Infrastructure					**$ 1,585,000**	**$ 1,585,000**
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	180,623	sf	$ 4.58	$ 826,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	98	ea	$ 7,500.00	$ 735,000		
Total Construction/Project Cost (2014$)					**$ 48,488,000**	**$63,158,000**

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

LOARA HIGH SCHOOL

Anaheim Union High School District
Loara High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Loara High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					**$ 5,065,000**	**$ 6,736,000**
1a Replacement or repair of roofs						
1a.2 Repair roofs	216,985	sf	$ 12.10	$ 2,626,000		
1b Replacement or repair of walls						
1b.1 Replace walls	20,435	sf	$ 29.70	$ 607,000		
1b.2 Repair walls	39,220	sf	$ 4.70	$ 184,000		
1c Replacement or repair of windows						
1c.2 Repair windows	56,955	sf	$ 2.70	$ 154,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	20,435	sf	$ 10.10	$ 206,000		
1d.2 Repair doors & hardware	39,220	sf	$ 1.70	$ 67,000		
1e Replacement or repair of floors						
1e.1 Replace floors	20,435	sf	$ 10.80	$ 221,000		
1e.2 Repair floors	39,220	sf	$ 4.00	$ 157,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	20,435	sf	$ 20.20	$ 413,000		
1f.2 Repair ceilings	39,220	sf	$ 3.05	$ 120,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	59,655	sf	$ 1.80	$ 107,000		
1g.2 Patch & paint exterior	59,655	sf	$ 3.40	$ 203,000		
2 Existing Building Systems & Toilets					**$ 2,279,000**	**$ 3,031,000**
2a HVAC system upgrades	175,670	sf	$ 3.30	$ 580,000		
2b Lighting upgrades - new interior lighting & controls	175,670	sf	$ 5.50	$ 966,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	175,670	sf	$ 2.35	$ 412,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	5,100	sf	$ 63.00	$ 321,000		
3 Site Utilities					**$ 1,182,000**	**$ 1,572,000**
(For entire campus and site)						
3a Updated gas service lines	855,954	sf	$ 0.30	$ 257,000		
3b Updated sewer service lines	855,954	sf	$ 0.60	$ 514,000		
3d Updated electrical mains and distribution	1,711,908	sf	$ 0.14	$ 240,000		
3e Updated storm drainage system	171,191	sf	$ 1.00	$ 171,000		
4 New Construction Classrooms						
4b New Construction - Classrooms					**$ 7,345,000**	**$ 9,769,000**
4b.1 Remove Portable Classrooms	12	ea	$ 8,000.00	$ 96,000		
4b.3 Demolish Existing Buildings	10,000	sf	$ 16.00	$ 160,000		
4b.9 New High school Classroom Building (2-story)	20,197	sf	$ 337.00	$ 6,806,000		
4b.10 Sitework & Site Improvements	10,098.50	sf	$ 28.00	$ 283,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Loara High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Loara High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
5 Design Lab, Science, and Career Tech Education					**$ 7,318,000**	**$ 9,733,000**
5a Design and Science Lab Classrooms						
5a.4 Modernize Science Classroom Building	20,800	sf	$ 59.50	$ 1,238,000		
5c High School Electives						
5c.3 Modernize High School Electives Classrooms'	20,720	sf	$ 89.00	$ 1,844,000		
5c.6 New High School Electives Classroom Building	13,034	sf	$ 297.00	$ 3,871,000		
5c.7 Sitework & Site Improvements	13,034	sf	$ 28.00	$ 365,000		
6 Performing Arts Improvements					**$ 2,136,000**	**$ 2,841,000**
6a High school theatre						
6a.2 Modernize Theatre	8,770	sf	$ 138.00	$ 1,210,000		
6b Music/Drama/Dance/Support Space						
6b.2 Modernize Drama/Music/Dance	5,150	sf	$ 101.00	$ 520,000		
6b.5 Modernize Theatre support space	4,230	sf	$ 96.00	$ 406,000		
7 Multipurpose/Food Service Improvements					**$ 4,729,000**	**$ 6,290,000**
7b High School Cafeteria						
7b.2 Modernize High School Cafeteria	2,670	sf	$ 114.00	$ 304,000		
7c Food service areas						
7c.4 New Food Service	6,938	sf	$ 438.00	$ 3,039,000		
7c.5 New Kitchen Equipment	6,938	sf	$ 47.00	$ 326,000		
7c.6 New Trash Enclosure	1	ea	$ 47,000.00	$ 47,000		
7d New Lunch Shelters	7,500	sf	$ 135.00	$ 1,013,000		
8 Physical Education Improvements					**$ 5,508,000**	**$ 7,326,000**
8a New Gym and Lobby/Concessions						
8a.2 Modernize Gymnasium	12,075	sf	$ 92.00	$ 1,111,000		
8b Middle School/High School Shower/Locker Rooms						
8b.2 Modernize Shower/Locker Rooms	17,425	sf	$ 115.00	$ 2,004,000		
8c Middle School/High School Fitness/Aerobics Labs						
8c.4 New Fitness/Aerobics Labs	3,550	sf	$ 304.00	$ 1,079,000		
8c.5 Sitework & Site Improvements	3,550	sf	$ 28.00	$ 99,000		
8d High School Weight Room						
8d.4 New Weight Room	3,660	sf	$ 304.00	$ 1,113,000		
8d.5 Sitework & Site Improvements	3,660	sf	$ 28.00	$ 102,000		
9 Administration & Staff Support					**$ 1,147,000**	**$ 1,526,000**
9a Expanded, reorganized or relocated administration spaces						
9a.2 Modernize Administration	8,225	sf	$ 44.00	$ 362,000		
9b Staff Collaboration/Work Rooms						
9b.4 New Staff Collaboration/Work Rooms	1,700	sf	$ 294.00	$ 500,000		
9b.5 Sitework & Site Improvements	1,700	sf	$ 28.00	$ 48,000		
9g Child center	1,400	sf	$ 169.00	$ 237,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

LOARA HIGH SCHOOL

Anaheim Union High School District
Loara High School
Facilities Needs Assessment
Opinion of Probable Cost **1-Jul-14**

Project Cost Summary (2014$) - Loara High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
10 Student Collaboration & Student Support Services					**$ 979,000**	**$ 1,302,000**
10b Middle School/High School Library/Student Union						
10b.3 Modernize Library/Student Union	8,200	sf	$ 91.00	$ 746,000		
10c Student Services						
10c.3 Modernize Student Services Building	2,650	sf	$ 88.00	$ 233,000		
11 Safety & Security					**$ 930,000**	**$ 1,237,000**
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.4 Landscape Enhancement	7,000	sf	$ 7.00	$ 49,000		
11b.6 New Access Road	15,000	sf	$ 12.10	$ 182,000		
11d Exterior lighting to ensure student safety	1	ls	$ 15,000.00	$ 15,000		
11e Safety locks at classroom doors	91	ea	$ 337.00	$ 31,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	2,400	lf	$ 74.00	$ 178,000		
11h.2 Decorative Metal Fencing & Gates	500	lf	$ 189.00	$ 95,000		
11h.3 Rolling Decorative Metal Gate	1	ea	$ 27,000.00	$ 27,000		
11h.4 Rolling Chain Link Gate	2	ea	$ 18,900.00	$ 38,000		
11l Security cameras and other security systems	175,670	sf	$ 1.60	$ 281,000		
12 Outdoor Learning Quads					**$ 768,000**	**$ 1,021,000**
12a Main Student Quad						
12a.2 New Main Student Quad	46,000	sf	$ 3.00	$ 138,000		
12b Learning Courts						
12b.2 New Learning Court	35,000	sf	$ 18.00	$ 630,000		
13 Exterior Play Spaces, Play Fields & Hard Courts					**$ 3,160,000**	**$ 4,203,000**
13b PE Play Yard & Hardcourts						
13b.1 New Play Pad Surface	1,900	sf	$ 24.00	$ 46,000		
13b.4 Shade Structure	500	sf	$ 135.00	$ 68,000		
13b.5 Resurface & Repair Hardcourts	44,000	sf	$ 4.00	$ 176,000		
13b.6 New Hardcourts	12,000	sf	$ 9.00	$ 108,000		
13c Playfields						
13c.1 Repair Playfields	815,000	sf	$ 0.50	$ 408,000		
13k Pool and deck	14,100	sf	$ 63.70	$ 898,000		
13m Tennis Courts	8	ea	$ 182,000.00	$ 1,456,000		
14 21st Century Learning Classroom Flexibility					**$ 2,275,000**	**$ 2,275,000**
14a Flexible furniture (Per Classroom, Direct Cost)	91	ea	$ 25,000.00	$ 2,275,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Loara High School
Facilities Needs Assessment
Opinion of Probable Cost **1-Jul-14**

Project Cost Summary (2014$) - Loara High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
15 Technology Infrastructure					**$ 1,511,000**	**$ 1,511,000**
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	175,670	sf	$ 4.58	$ 804,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	91	ea	$ 7,500.00	$ 683,000		
Total Construction/Project Cost (2014$)					**$ 46,332,000**	**$60,373,000**

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

MAGNOLIA HIGH SCHOOL

Anaheim Union High School District
Magnolia High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Magnolia High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					**$ 3,347,000**	**$ 4,452,000**
1a Replacement or repair of roofs						
1a.2 Repair roofs	104,000	sf	$ 12.10	$ 1,258,000		
1b Replacement or repair of walls						
1b.1 Replace walls	10,300	sf	$ 29.70	$ 306,000		
1b.2 Repair walls	20,810	sf	$ 4.70	$ 98,000		
1c Replacement or repair of windows						
1c.1 Replace windows	31,110	sf	$ 13.50	$ 420,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	10,300	sf	$ 10.10	$ 104,000		
1d.2 Repair doors & hardware	20,810	sf	$ 1.70	$ 35,000		
1e Replacement or repair of floors						
1e.1 Replace floors	31,110	sf	$ 10.80	$ 336,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	31,110	sf	$ 20.20	$ 628,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	31,110	sf	$ 1.80	$ 56,000		
1g.2 Patch & paint exterior	31,110	sf	$ 3.40	$ 106,000		
2 Existing Building Systems & Toilets					**$ 1,961,000**	**$ 2,608,000**
2a HVAC system upgrades	75,560	sf	$ 5.50	$ 416,000		
2b Lighting upgrades - new interior lighting & controls	75,560	sf	$ 11.00	$ 831,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	75,560	sf	$ 3.35	$ 253,000		
2d Plumbing system upgrades	75,560	sf	$ 3.60	$ 272,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	3,000	sf	$ 63.00	$ 189,000		
3 Site Utilities					**$ 2,415,000**	**$ 3,212,000**
(For entire campus and site)						
3a Updated gas service lines	1,916,640	sf	$ 0.11	$ 201,000		
3b Updated sewer service lines	1,916,640	sf	$ 0.21	$ 402,000		
3c Updated water service lines	1,916,640	sf	$ 0.25	$ 470,000		
3d Updated electrical mains and distribution	1,916,640	sf	$ 0.35	$ 671,000		
3e Updated storm drainage system	1,916,640	sf	$ 0.35	$ 671,000		
4 New Construction Classrooms						
4b New Construction - Classrooms					**$ 19,705,000**	**$ 26,208,000**
4b.9 New High school Classroom Building (2-story)	56,140	sf	$ 337.00	$ 18,919,000		
4b.10 Sitework & Site Improvements	28,070.00	sf	$ 28.00	$ 786,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Magnolia High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Magnolia High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
5 Design Lab, Science, and Career Tech Education					**$ 11,895,000**	**$ 15,820,000**
5a Design and Science Lab Classrooms						
5a.1 Remove Portable Classrooms	15	ea	$ 8,000.00	$ 120,000		
5a.3 Demolish Existing Buildings	72,440	sf	$ 16.00	$ 1,159,000		
5a.5 Reconfigure Science Classroom Building	10,800	sf	$ 91.00	$ 983,000		
5a.6 New Science Classroom Building	9,044	sf	$ 338.30	$ 3,060,000		
5a.7 Sitework & Site Improvements	9,044	sf	$ 28.00	$ 253,000		
5c High School Electives						
5c.6 New High School Electives Classroom Building	21,280	sf	$ 297.00	$ 6,320,000		
6 Performing Arts Improvements					**$ 14,020,000**	**$ 18,647,000**
6a High school theatre						
6a.4 New Theatre	19,485	sf	$ 459.00	$ 8,944,000		
6a.5 Sitework & Site Improvements	19,485	sf	$ 28.00	$ 546,000		
6b Music/Drama/Dance/Support Space						
6b.7 New Theatre support space	12,980	sf	$ 321.00	$ 4,167,000		
6b.8 Sitework & Site Improvements	12,980	sf	$ 28.00	$ 363,000		
7 Multipurpose/Food Service Improvements					**$ 3,728,000**	**$ 4,958,000**
7c Food service areas						
7c.4 New Food Service	5,500	sf	$ 438.00	$ 2,409,000		
7c.5 New Kitchen Equipment	5,500	sf	$ 47.00	$ 259,000		
7c.6 New Trash Enclosure	1	ea	$ 47,000.00	$ 47,000		
7d New Lunch Shelters	7,500	sf	$ 135.00	$ 1,013,000		
8 Physical Education Improvements					**$ 13,104,000**	**$ 17,428,000**
8a New Gym and Lobby/Concessions						
8a.2 Modernize Gymnasium	13,400	sf	$ 92.00	$ 1,233,000		
8b Middle School/High School Shower/Locker Rooms						
8b.3 Reconfigure Shower/Locker Rooms	12,475	sf	$ 196.00	$ 2,445,000		
8c Middle School/High School Fitness/Aerobics Labs						
8c.3 Reconfigure Fitness/Aerobics Labs	2,125	sf	$ 182.00	$ 387,000		
8c.4 New Fitness/Aerobics Labs	4,470	sf	$ 304.00	$ 1,359,000		
8c.5 Sitework & Site Improvements	4,470	sf	$ 28.00	$ 125,000		
8d High School Weight Room						
8d.4 New Weight Room	22,755	sf	$ 304.00	$ 6,918,000		
8d.5 Sitework & Site Improvements	22,755	sf	$ 28.00	$ 637,000		
9 Administration & Staff Support					**$ 4,863,000**	**$ 6,468,000**
9a Expanded, reorganized or relocated administration spaces						
9a.2 Modernize Administration	2,650	sf	$ 44.00	$ 117,000		
9a.4 New Administration	14,038	sf	$ 294.00	$ 4,127,000		
9a.5 Sitework & Site Improvements	14,038	sf	$ 28.00	$ 393,000		
9d New M&O Warehouse						
9d.2 New M&O Warehouse	1,450	sf	$ 156.00	$ 226,000		
9e Transportation Bus Barn						

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

MAGNOLIA HIGH SCHOOL

Anaheim Union High School District
Magnolia High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Magnolia High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
10 Student Collaboration & Student Support Services					**$ 4,104,000**	**$ 5,458,000**
10b Middle School/High School Library/Student Union						
10b.2 New Library/Student Union	10,110	sf	$ 305.00	$ 3,084,000		
10b.5 Sitework & Site Improvements	10,110	sf	$ 28.00	$ 283,000		
10c Student Services						
10c.2 New Student Services Building	2,289	sf	$ 294.00	$ 673,000		
10c.5 Sitework & Site Improvements	2,289	sf	$ 28.00	$ 64,000		
11 Safety & Security					**$ 2,586,000**	**$ 3,439,000**
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	47,000	sf	$ 12.00	$ 564,000		
11b.4 Landscape Enhancement	50,000	sf	$ 7.00	$ 350,000		
11c Covered Walkway	1,200	sf	$ 135.00	$ 162,000		
11d Exterior lighting to ensure student safety	1	ls	$ 23,000.00	$ 23,000		
11e Safety locks at classroom doors	88	ea	$ 337.00	$ 30,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	4,000	lf	$ 74.00	$ 296,000		
11h.2 Decorative Metal Fencing & Gates	1,200	lf	$ 189.00	$ 227,000		
11h.3 Rolling Decorative Metal Gate	2	ea	$ 27,000.00	$ 54,000		
11h.4 Rolling Chain Link Gate	4	ea	$ 18,900.00	$ 76,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11i.1 Fire Alarm System	75,560	sf	$ 4.00	$ 302,000		
11i.2 Emergency Lighting	75,560	sf	$ 1.10	$ 83,000		
11j New public address/emergency communication systems	75,560	sf	$ 2.85	$ 215,000		
11k Intrusion alarms	75,560	sf	$ 0.65	$ 49,000		
11l Security cameras and other security systems	75,560	sf	$ 1.60	$ 121,000		
12 Outdoor Learning Quads					**$ 2,761,000**	**$ 3,672,000**
12a Main Student Quad						
12a.2 New Main Student Quad	90,000	sf	$ 20.00	$ 1,800,000		
12b Learning Courts						
12b.2 New Learning Court	53,400	sf	$ 18.00	$ 961,000		
12c Student Amphitheatre						

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Magnolia High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Magnolia High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
13 Exterior Play Spaces, Play Fields & Hard Courts					**$ 15,441,000**	**$ 20,537,000**
13b PE Play Yard & Hardcourts						
13b.5 Resurface & Repair Hardcourts	43,500	sf	$ 4.00	$ 174,000		
13b.10 Perimeter CMU wall - 8' high	800	lf	$ 310.00	$ 248,000		
13c Playfields						
13c.2 New natural grass turf area	265,000	sf	$ 7.00	$ 1,855,000		
13d Baseball/Softball Fields						
13d.1 Baseball field - natural turf	360,000	sf	$ 9.00	$ 3,240,000		
13d.2 Repair Bleachers	1	ls	$ 200,000.00	$ 200,000		
13d.3 Pitching mound/bases, per field	4	ea	$ 16,000.00	$ 64,000		
13d.4 Backstops, per field	4	ea	$ 20,000.00	$ 80,000		
13d.5 Dugouts, per field	8	ea	$ 61,000.00	$ 488,000		
13d.6 Scoreboards	4	ea	$ 47,000.00	$ 188,000		
13d.7 Field delineation, per field	4	ea	$ 16,000.00	$ 64,000		
13d.8 Press Box Repair (minor)	1	ls	$ 30,000.00	$ 30,000		
13d.9 Sidewalk	27,000	sf	$ 16.50	$ 446,000		
13e Synthetic Track & Field						
13e.1 Synthetic turf at football field	50,000	sf	$ 20.00	$ 1,000,000		
13e.2 Synthetic running track	20,000	sf	$ 17.00	$ 340,000		
13e.3 Shot put area	1	ea	$ 84,309.00	$ 84,000		
13e.4 Field lighting	1	ls	$ 540,000.00	$ 540,000		
13f Stadium Bleachers						
13f.1 Aluminum Bleachers	8,400	seat	$ 472.00	$ 3,965,000		
13f.2 New Pressbox	250	sf	$ 297.00	$ 74,000		
13f.3 Access Ramp inc Rails & Retaining	300	lf	$ 809.00	$ 243,000		
13g Field Structures						
13g2 Concessions	600	sf	$ 391.00	$ 235,000		
13g3 Scoreboard	1	ea	$ 110,000.00	$ 110,000		
13g4 Storage Building	850	sf	$ 290.00	$ 247,000		
13h Landscape/Hardscape Enhancement	1	ls	$ 135,000.00	$ 135,000		
13k Pool and deck	14,100	sf	$ 63.70	$ 898,000		
13m Tennis Courts	8	ea	$ 45,500.00	$ 364,000		
13n Aquatic center	1,500	sf	$ 86.00	$ 129,000		
14 21st Century Learning Classroom Flexibility					**$ 2,200,000**	**$ 2,200,000**
14a Flexible furniture (Per Classroom, Direct Cost)	88	ea	$ 25,000.00	$ 2,200,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

MAGNOLIA HIGH SCHOOL

Anaheim Union High School District
Magnolia High School
Facilities Needs Assessment
Opinion of Probable Cost **1-Jul-14**

Project Cost Summary (2014$) - Magnolia High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
15 Technology Infrastructure					**$ 1,030,000**	**$ 1,030,000**
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	75,560	sf	$ 4.58	$ 346,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	88	ea	$ 7,500.00	$ 660,000		
Total Construction/Project Cost (2014$)					**$ 103,160,000**	**$136,137,000**

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

SAVANNA HIGH SCHOOL

Anaheim Union High School District
Savanna High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Savanna High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					**$ 3,376,000**	**$ 4,490,000**
1a Replacement or repair of roofs						
1a.2 Repair roofs	114,600	sf	$ 12.10	$ 1,387,000		
1b Replacement or repair of walls						
1b.1 Replace walls	5,170	sf	$ 29.70	$ 154,000		
1b.2 Repair walls	22,250	sf	$ 9.40	$ 209,000		
1c Replacement or repair of windows						
1c.1 Replace windows	27,420	sf	$ 13.50	$ 370,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	5,170	sf	$ 10.10	$ 52,000		
1d.2 Repair doors & hardware	22,250	sf	$ 3.40	$ 76,000		
1e Replacement or repair of floors						
1e.1 Replace floors	27,420	sf	$ 10.80	$ 296,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	27,420	sf	$ 20.20	$ 554,000		
1f.2 Repair ceilings	22,250	sf	$ 6.10	$ 136,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	27,420	sf	$ 1.80	$ 49,000		
1g.2 Patch & paint exterior	27,420	sf	$ 3.40	$ 93,000		
2 Existing Building Systems & Toilets					**$ 5,456,000**	**$ 7,256,000**
2a HVAC system upgrades	99,195	sf	$ 22.00	$ 2,182,000		
2b Lighting upgrades - new interior lighting & controls	99,195	sf	$ 11.00	$ 1,091,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	99,195	sf	$ 6.70	$ 665,000		
2d Plumbing system upgrades	99,195	sf	$ 8.00	$ 794,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	2,335	sf	$ 63.00	$ 147,000		
2e.2 Reconfigure Existing Restroom	2,335	sf	$ 167.00	$ 390,000		
2f Energy-efficient building systems and controls (EMS syste	99,195	sf	$ 1.89	$ 187,000		
3 Site Utilities					**$ 2,865,000**	**$ 3,810,000**
(For entire campus and site)						
3a Updated gas service lines	1,807,740	sf	$ 0.17	$ 298,000		
3b Updated sewer service lines	1,807,740	sf	$ 0.30	$ 542,000		
3c Updated water service lines	1,807,740	sf	$ 0.35	$ 633,000		
3d Updated electrical mains and distribution	1,807,740	sf	$ 0.42	$ 759,000		
3e Updated storm drainage system	1,807,740	sf	$ 0.35	$ 633,000		
4 New Construction Classrooms						
4b New Construction - Classrooms					**$ 9,577,000**	**$ 12,737,000**
4b.3 Demolish Existing Buildings	35,770	sf	$ 16.00	$ 572,000		
4b.9 New High school Classroom Building (2-story)	24,672	sf	$ 337.00	$ 8,314,000		
4b.10 Sitework & Site Improvements	24,672.00	sf	$ 28.00	$ 691,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Savanna High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Savanna High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
5 Design Lab, Science, and Career Tech Education					**$ 16,499,000**	**$ 21,944,000**
5a Design and Science Lab Classrooms						
5a.6 New Science Classroom Building	24,871	sf	$ 338.30	$ 8,414,000		
5a.7 Sitework & Site Improvements	24,871	sf	$ 28.00	$ 696,000		
5c High School Electives						
5c.4 Reconfigure High School Electives Classrooms	19,750	sf	$ 178.00	$ 3,516,000		
5c.6 New High School Electives Classroom Building	11,917	sf	$ 297.00	$ 3,539,000		
5c.7 Sitework & Site Improvements	11,917	sf	$ 28.00	$ 334,000		
6 Performing Arts Improvements					**$ 4,851,000**	**$ 6,452,000**
6a High school theatre						
6a.2 Modernize Theatre	4,355	sf	$ 138.00	$ 601,000		
6b Music/Drama/Dance/Support Space						
6b.2 Modernize Drama/Music/Dance	1,600	sf	$ 101.00	$ 162,000		
6b.3 Reconfigure Drama/Music/Dance	2,700	sf	$ 202.00	$ 545,000		
6b.4 New Drama/Music/Dance	5,750	sf	$ 337.00	$ 1,938,000		
6b.7 New Theatre support space	4,138	sf	$ 321.00	$ 1,328,000		
6b.8 Sitework & Site Improvements	9,888	sf	$ 28.00	$ 277,000		
7 Multipurpose/Food Service Improvements					**$ 3,723,000**	**$ 4,952,000**
7c Food service areas						
7c.4 New Food Service	5,490	sf	$ 438.00	$ 2,405,000		
7c.5 New Kitchen Equipment	5,490	sf	$ 47.00	$ 258,000		
7c.6 New Trash Enclosure	1	ea	$ 47,000.00	$ 47,000		
7d New Lunch Shelters	7,500	sf	$ 135.00	$ 1,013,000		
8 Physical Education Improvements					**$ 10,926,000**	**$ 14,532,000**
8a New Gym and Lobby/Concessions						
8a.2 Modernize Gymnasium	11,905	sf	$ 92.00	$ 1,095,000		
8a.4 New Gymnasium	11,850	sf	$ 307.00	$ 3,638,000		
8a.5 Sitework & Site Improvements	11,850	sf	$ 28.00	$ 332,000		
8b Middle School/High School Shower/Locker Rooms						
8b.3 Reconfigure Shower/Locker Rooms	10,230	sf	$ 196.00	$ 2,005,000		
8c Middle School/High School Fitness/Aerobics Labs						
8c.4 New Fitness/Aerobics Labs	8,901	sf	$ 304.00	$ 2,706,000		
8c.5 Sitework & Site Improvements	8,901	sf	$ 28.00	$ 249,000		
8d High School Weight Room						
8d.2 Modernize Weight Room	2,600	sf	$ 91.00	$ 237,000		
8d.4 New Weight Room	2,000	sf	$ 304.00	$ 608,000		
8d.5 Sitework & Site Improvements	2,000	sf	$ 28.00	$ 56,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

SAVANNA HIGH SCHOOL

Anaheim Union High School District
Savanna High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Savanna High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
9 Administration & Staff Support					$ 4,552,000	$ 6,054,000
9a Expanded, reorganized or relocated administration spaces						
9a.2 Modernize Administration	3,965	sf	$ 44.00	$ 174,000		
9a.3 Reconfigure Administration	8,930	sf	$ 88.00	$ 786,000		
9a.4 New Administration	10,407	sf	$ 294.00	$ 3,060,000		
9a.5 Sitework & Site Improvements	10,407	sf	$ 28.00	$ 291,000		
9d New M&O Warehouse						
9d.2 New M&O Warehouse	1,443	sf	$ 156.00	$ 225,000		
9d.3 Sitework & Site Improvements	1,443	sf	$ 11.00	$ 16,000		
10 Student Collaboration & Student Support Services					$ 4,233,000	$ 5,630,000
10b Middle School/High School Library/Student Union						
10b.2 New Library/Student Union	9,677	sf	$ 305.00	$ 2,951,000		
10b.5 Sitework & Site Improvements	9,677	sf	$ 28.00	$ 271,000		
10c Student Services						
10c.2 New Student Services Building	2,555	sf	$ 294.00	$ 751,000		
10c.4 Reconfigure Student Services Building	1,070	sf	$ 176.00	$ 188,000		
10c.5 Sitework & Site Improvements	2,555	sf	$ 28.00	$ 72,000		
11 Safety & Security					$ 4,455,000	$ 5,925,000
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.3 Entry Plaza	30,000	sf	$ 24.00	$ 720,000		
11b.4 Landscape Enhancement	14,000	sf	$ 7.00	$ 98,000		
11b.5 New Drop-off Area/Bus Loop	31,000	sf	$ 13.00	$ 403,000		
11b.6 New Access Road	51,000	sf	$ 12.10	$ 617,000		
11b.9 Repair existing Parking Lot	152,000	sf	$ 4.70	$ 714,000		
11b.11 New concrete walkways	6,500	sf	$ 11.00	$ 72,000		
11d Exterior lighting to ensure student safety	1	ls	$ 23,000.00	$ 23,000		
11e Safety locks at classroom doors	83	ea	$ 337.00	$ 28,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	3,100	lf	$ 74.00	$ 229,000		
11h.2 Decorative Metal Fencing & Gates	1,500	lf	$ 189.00	$ 284,000		
11h.3 Rolling Decorative Metal Gate	4	ea	$ 27,000.00	$ 108,000		
11h.4 Rolling Chain Link Gate	6	ea	$ 18,900.00	$ 113,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11i.1 Fire Alarm System	99,195	sf	$ 4.00	$ 397,000		
11i.2 Emergency Lighting	99,195	sf	$ 1.10	$ 109,000		
11j New public address/emergency communication systems	99,195	sf	$ 2.85	$ 283,000		
11k Intrusion alarms	99,195	sf	$ 0.65	$ 64,000		
11l Security cameras and other security systems	99,195	sf	$ 1.60	$ 159,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Savanna High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Savanna High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
12 Outdoor Learning Quads					$ 1,608,000	$ 2,139,000
12a Main Student Quad						
12a.2 New Main Student Quad	62,200	sf	$ 20.00	$ 1,244,000		
12b Learning Courts						
12b.2 New Learning Court	20,200	sf	$ 18.00	$ 364,000		
13 Exterior Play Spaces, Play Fields & Hard Courts					$ 6,119,000	$ 8,138,000
13b PE Play Yard & Hardcourts						
13b.6 New Hardcourts	14,500	sf	$ 9.00	$ 131,000		
13b.8 Basketball Court/Sports Equipment	1	ls	$ 28,000.00	$ 28,000		
13c Playfields						
13c.1 Repair Playfields	840,000	sf	$ 2.00	$ 1,680,000		
13g Field Structures						
13g1 Field House Team Rooms	695	sf	$ 371.00	$ 258,000		
13k Pool and deck	14,100	sf	$ 182.00	$ 2,566,000		
13m Tennis Courts	8	ea	$ 182,000.00	$ 1,456,000		
14 21st Century Learning Classroom Flexibility					$ 2,075,000	$ 2,075,000
14a Flexible furniture (Per Classroom, Direct Cost)	83	ea	$ 25,000.00	$ 2,075,000		
15 Technology Infrastructure					$ 1,101,000	$ 1,101,000
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	99,195	sf	$ 4.58	$ 454,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	83	ea	$ 7,500.00	$ 623,000		
Total Construction/Project Cost (2014$)					$ 81,416,000	$107,235,000

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

WESTERN HIGH SCHOOL

Anaheim Union High School District
Western High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Western High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					$ 5,855,000	$ 7,787,000
1a Replacement or repair of roofs						
1a.1 Replace roofs	163,209	sf	$ 21.60	$ 3,525,000		
1b Replacement or repair of walls						
1b.1 Replace walls	15,230	sf	$ 29.70	$ 452,000		
1b.2 Repair walls	14,555	sf	$ 9.40	$ 137,000		
1c Replacement or repair of windows						
1c.1 Replace windows	29,785	sf	$ 13.50	$ 402,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	12,030	sf	$ 10.10	$ 122,000		
1d.2 Repair doors & hardware	14,555	sf	$ 3.40	$ 49,000		
1e Replacement or repair of floors						
1e.1 Replace floors	29,785	sf	$ 10.80	$ 322,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	29,785	sf	$ 20.20	$ 602,000		
1f.2 Repair ceilings	14,555	sf	$ 6.10	$ 89,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	29,785	sf	$ 1.80	$ 54,000		
1g.2 Patch & paint exterior	29,785	sf	$ 3.40	$ 101,000		
2 Existing Building Systems & Toilets					$ 6,020,000	$ 8,007,000
2a HVAC system upgrades	120,672	sf	$ 22.00	$ 2,655,000		
2b Lighting upgrades - new interior lighting & controls	114,912	sf	$ 11.00	$ 1,264,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	114,912	sf	$ 6.70	$ 770,000		
2d Plumbing system upgrades	114,912	sf	$ 8.00	$ 919,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	3,100	sf	$ 63.00	$ 195,000		
2f Energy-efficient building systems and controls (EMS syste	114,912	sf	$ 1.89	$ 217,000		
3 Site Utilities					$ 2,956,000	$ 3,931,000
(For entire campus and site)						
3a Updated gas service lines	1,698,840	sf	$ 0.15	$ 255,000		
3b Updated sewer service lines	1,698,840	sf	$ 0.30	$ 510,000		
3c Updated water service lines	1,698,840	sf	$ 0.35	$ 595,000		
3d Updated electrical mains and distribution	1,698,840	sf	$ 0.49	$ 832,000		
3e Updated storm drainage system	1,698,840	sf	$ 0.45	$ 764,000		
4 New Construction Classrooms						
4b New Construction - Classrooms					$ 9,921,000	$ 13,195,000
4b.3 Demolish Existing Buildings	20,215	sf	$ 16.00	$ 323,000		
4b.9 New High school Classroom Building (2-story)	27,345	sf	$ 337.00	$ 9,215,000		
4b.10 Sitework & Site Improvements	13,672.50	sf	$ 28.00	$ 383,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Western High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Western High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
5 Design Lab, Science, and Career Tech Education					$ 13,286,000	$ 17,670,000
5a Design and Science Lab Classrooms						
5a.3 Demolish Existing Buildings	20,215	sf	$ 16.00	$ 323,000		
5a.5 Reconfigure Science Classroom Building	10,447	sf	$ 91.00	$ 951,000		
5a.6 New Science Classroom Building	13,566	sf	$ 338.30	$ 4,589,000		
5a.7 Sitework & Site Improvements	13,566	sf	$ 28.00	$ 380,000		
5c High School Electives						
5c.4 Reconfigure High School Electives Classrooms	20,910	sf	$ 178.00	$ 3,722,000		
5c.6 New High School Electives Classroom Building	11,182	sf	$ 297.00	$ 3,321,000		
6 Performing Arts Improvements					$ 2,809,000	$ 3,736,000
6a High school theatre						
6a.2 Modernize Theatre	5,640	sf	$ 138.00	$ 778,000		
6b Music/Drama/Dance/Support Space						
6b.3 Reconfigure Drama/Music/Dance	4,660	sf	$ 202.00	$ 941,000		
6b.6 Reconfigure Theatre support space	5,650	sf	$ 193.00	$ 1,090,000		
7 Multipurpose/Food Service Improvements					$ 1,820,000	$ 2,421,000
7b High School Cafeteria						
7b.2 Modernize High School Cafeteria	4,070	sf	$ 114.00	$ 464,000		
7c Food service areas						
7c.2 Modernize Food Service	2,620	sf	$ 66.00	$ 173,000		
7c.5 New Kitchen Equipment	2,620	sf	$ 47.00	$ 123,000		
7c.6 New Trash Enclosure	1	ea	$ 47,000.00	$ 47,000		
7d New Lunch Shelters	7,500	sf	$ 135.00	$ 1,013,000		
8 Physical Education Improvements					$ 9,905,000	$ 13,174,000
8a New Gym and Lobby/Concessions						
8a.2 Modernize Gymnasium	19,250	sf	$ 92.00	$ 1,771,000		
8b Middle School/High School Shower/Locker Rooms						
8b.3 Reconfigure Shower/Locker Rooms	8,020	sf	$ 196.00	$ 1,572,000		
8b.4 New MS/HS Shower/Locker Rooms	1,998	sf	$ 384.00	$ 767,000		
8b.5 Sitework & Site Improvements	1,998	sf	$ 28.00	$ 56,000		
8c Middle School/High School Fitness/Aerobics Labs						
8c.4 New Fitness/Aerobics Labs	12,294	sf	$ 304.00	$ 3,737,000		
8c.5 Sitework & Site Improvements	12,294	sf	$ 28.00	$ 344,000		
8d High School Weight Room						
8d.4 New Weight Room	4,995	sf	$ 304.00	$ 1,518,000		
8d.5 Sitework & Site Improvements	4,995	sf	$ 28.00	$ 140,000		
9 Administration & Staff Support					$ 2,645,000	$ 3,518,000
9a Expanded, reorganized or relocated administration spaces						
9a.2 Modernize Administration	760	sf	$ 44.00	$ 33,000		
9a.4 New Administration	8,113	sf	$ 294.00	$ 2,385,000		
9a.5 Sitework & Site Improvements	8,113	sf	$ 28.00	$ 227,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

WESTERN HIGH SCHOOL

Anaheim Union High School District
Western High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Western High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
10 Student Collaboration & Student Support Services					$ 5,517,000	$ 7,338,000
10b Middle School/High School Library/Student Union						
10b.2 New Library/Student Union	10,110	sf	$ 305.00	$ 3,084,000		
10b.5 Sitework & Site Improvements	10,110	sf	$ 28.00	$ 283,000		
10c Student Services						
10c.2 New Student Services Building	5,045	sf	$ 294.00	$ 1,483,000		
10c.5 Sitework & Site Improvements	5,045	sf	$ 28.00	$ 141,000		
10d Learning Center						
10d.2 New Learning Center	1,770	sf	$ 297.00	$ 526,000		
11 Safety & Security					$ 5,277,000	$ 7,018,000
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	120,600	sf	$ 12.00	$ 1,447,000		
11b.3 Entry Plaza	15,000	sf	$ 24.00	$ 360,000		
11b.4 Landscape Enhancement	14,000	sf	$ 7.00	$ 98,000		
11b.5 New Drop-off Area/Bus Loop	19,200	sf	$ 13.00	$ 250,000		
11b.6 New Access Road	30,000	sf	$ 12.10	$ 363,000		
11b.9 Repair existing Parking Lot	40,000	sf	$ 4.70	$ 188,000		
11c Covered Walkway	1,600	sf	$ 135.00	$ 216,000		
11d Exterior lighting to ensure student safety	1	ls	$ 23,000.00	$ 23,000		
11e Safety locks at classroom doors	92	ea	$ 337.00	$ 31,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	3,000	lf	$ 74.00	$ 222,000		
11h.2 Decorative Metal Fencing & Gates	3,500	lf	$ 189.00	$ 662,000		
11h.3 Rolling Decorative Metal Gate	4	ea	$ 27,000.00	$ 108,000		
11h.4 Rolling Chain Link Gate	6	ea	$ 18,900.00	$ 113,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11i.1 Fire Alarm System	114,912	sf	$ 4.00	$ 460,000		
11i.2 Emergency Lighting	114,912	sf	$ 1.10	$ 126,000		
11j New public address/emergency communication systems	114,912	sf	$ 2.85	$ 327,000		
11k Intrusion alarms	114,912	sf	$ 0.65	$ 75,000		
11l Security cameras and other security systems	114,912	sf	$ 1.60	$ 184,000		
12 Outdoor Learning Quads					$ 912,000	$ 1,213,000
12a Main Student Quad						
12a.2 New Main Student Quad	15,000	sf	$ 20.00	$ 300,000		
12b Learning Courts						
12b.2 New Learning Court	34,000	sf	$ 18.00	$ 612,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Western High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Western High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
13 Exterior Play Spaces, Play Fields & Hard Courts					$ 10,125,000	$ 13,466,000
13b PE Play Yard & Hardcourts						
13b.10 Perimeter CMU wall - 8' high	800	lf	$ 310.00	$ 248,000		
13c Playfields						
13c.1 Repair Playfields	613,000	sf	$ 1.50	$ 920,000		
13e Synthetic Track & Field						
13e.1 Synthetic turf at football field	50,000	sf	$ 20.00	$ 1,000,000		
13e.2 Synthetic running track	20,000	sf	$ 17.00	$ 340,000		
13e.3 Shot put area	1	ea	$ 84,309.00	$ 84,000		
13e.4 Field lighting	1	ls	$ 540,000.00	$ 540,000		
13f Stadium Bleachers						
13f.1 Aluminum Bleachers	2,500	seat	$ 472.00	$ 1,180,000		
13f.2 New Pressbox	400	sf	$ 297.00	$ 119,000		
13g Field Structures						
13g1 Field House Team Rooms	4,100	sf	$ 371.00	$ 1,521,000		
13g2 Concessions	600	sf	$ 391.00	$ 235,000		
13g3 Scoreboard	1	ea	$ 110,000.00	$ 110,000		
13h Landscape/Hardscape Enhancement	1	ls	$ 135,000.00	$ 135,000		
13k Pool and deck	14,100	sf	$ 182.00	$ 2,566,000		
13n Aquatic center	3,275	sf	$ 343.98	$ 1,127,000		
14 21st Century Learning Classroom Flexibility					$ 2,300,000	$ 2,300,000
14a Flexible furniture (Per Classroom, Direct Cost)	92	ea	$ 25,000.00	$ 2,300,000		
15 Technology Infrastructure					$ 1,240,000	$ 1,240,000
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	114,912	sf	$ 4.58	$ 526,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	92	ea	$ 7,500.00	$ 690,000		
Total Construction/Project Cost (2014$)					$ 80,588,000	$106,014,000

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

ILC (ALTERNATIVE)

Anaheim Union High School District
ILC (Alternative)
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - ILC (Alternative)

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					$ -	$ -
Not anticipated						
2 Existing Building Systems & Toilets					$ 209,000	$ 278,000
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.3 New Restroom	500	sf	$ 418.00	$ 209,000		
3 Site Utilities					$ 120,000	$ 160,000
(For entire campus and site)						
3a Updated gas service lines	30,000	sf	$ 0.30	$ 9,000		
3b Updated sewer service lines	30,000	sf	$ 0.60	$ 18,000		
3c Updated water service lines	30,000	sf	$ 0.70	$ 21,000		
3d Updated electrical mains and distribution	30,000	sf	$ 1.40	$ 42,000		
3e Updated storm drainage system	30,000	sf	$ 1.00	$ 30,000		
4 New Construction Classrooms					$ 2,205,000	$ 2,933,000
4b New Construction - Classrooms						
4b.1 Remove Portable Classrooms	10	ea	$ 8,000.00	$ 80,000		
4b.8 New High School Classroom Building (1-story)	6,400	sf	$ 304.00	$ 1,946,000		
4b.10 Sitework & Site Improvements	6,400.00	sf	$ 28.00	$ 179,000		
5 Design Lab, Science, and Career Tech Education					$ -	$ -
Not anticipated						
6 Performing Arts Improvements					$ -	$ -
Not anticipated						
7 Multipurpose/Food Service Improvements					$ -	$ -
Not anticipated						
8 Physical Education Improvements					$ -	$ -
Not anticipated						
9 Administration & Staff Support					$ -	$ -
Not anticipated						
10 Student Collaboration & Student Support Services					$ 837,000	$ 1,113,000
10c Student Services						
10c.2 New Student Services Building	2,600	sf	$ 294.00	$ 764,000		
10c.5 Sitework & Site Improvements	2,600	sf	$ 28.00	$ 73,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
ILC (Alternative)
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - ILC (Alternative)

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
11 Safety & Security					$ 446,000	$ 593,000
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	28,000	sf	$ 12.00	$ 336,000		
11e Safety locks at classroom doors	4	ea	$ 337.00	$ 1,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	640	lf	$ 74.00	$ 47,000		
11h.4 Rolling Chain Link Gate	2	ea	$ 18,900.00	$ 38,000		
12 Outdoor Learning Quads					$ 36,000	$ 48,000
12b Learning Courts						
12b.2 New Learning Court	2,000	sf	$ 18.00	$ 36,000		
13 Exterior Play Spaces, Play Fields & Hard Courts					$ 74,000	$ 98,000
13b PE Play Yard & Hardcourts						
13b.6 New Hardcourts	2,000	sf	$ 9.00	$ 18,000		
13b.8 Basketball Court/Sports Equipment	1	ls	$ 56,000.00	$ 56,000		
14 21st Century Learning Classroom Flexibility					$ 40,000	$ 40,000
14a Flexible furniture (Per Classroom, Direct Cost)	4	ea	$ 10,000.00	$ 40,000		
15 Technology Infrastructure					$ 54,000	$ 54,000
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	4	ea	$ 7,500.00	$ 30,000		
Total Construction/Project Cost (2014$)					$ 4,021,000	$5,317,000

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

GILBERT HIGH SCHOOL

Anaheim Union High School District
Gilbert High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Gilbert High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					**$ 3,232,000**	**$ 4,299,000**
1a Replacement or repair of roofs						
1a.1 Replace roofs	81,200	sf	$ 21.60	$ 1,754,000		
1b Replacement or repair of walls						
1b.2 Repair walls	23,400	sf	$ 9.40	$ 220,000		
1c Replacement or repair of windows						
1c.1 Replace windows	23,400	sf	$ 13.50	$ 316,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.2 Repair doors & hardware	23,400	sf	$ 3.40	$ 80,000		
1e Replacement or repair of floors						
1e.1 Replace floors	23,400	sf	$ 10.80	$ 253,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	23,400	sf	$ 20.20	$ 473,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	23,400	sf	$ 2.40	$ 56,000		
1g.2 Patch & paint exterior	23,400	sf	$ 3.40	$ 80,000		
2 Existing Building Systems & Toilets					**$ 1,982,000**	**$ 2,636,000**
2a HVAC system upgrades	53,190	sf	$ 7.70	$ 410,000		
2b Lighting upgrades - new interior lighting & controls	53,190	sf	$ 11.00	$ 585,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	53,190	sf	$ 3.35	$ 178,000		
2d Plumbing system upgrades	53,190	sf	$ 8.00	$ 426,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	2,800	sf	$ 63.00	$ 176,000		
2e.3 New Restroom	450	sf	$ 418.00	$ 188,000		
2e.4 Sitework & Site Improvements	450	sf	$ 42.00	$ 19,000		
3 Site Utilities					**$ 1,276,000**	**$ 1,697,000**
(For entire campus and site)						
3a Updated gas service lines	1,045,440	sf	$ 0.20	$ 204,000		
3b Updated sewer service lines	1,045,440	sf	$ 0.15	$ 157,000		
3c Updated water service lines	1,045,440	sf	$ 0.18	$ 183,000		
3d Updated electrical mains and distribution	1,045,440	sf	$ 0.35	$ 366,000		
3e Updated storm drainage system	1,045,440	sf	$ 0.35	$ 366,000		
4 New Construction Classrooms						
4b New Construction - Classrooms					**$ 1,593,000**	**$ 2,119,000**
4b.8 New High School Classroom Building (1-story)	4,800	sf	$ 304.00	$ 1,459,000		
4b.10 Sitework & Site Improvements	4,800.00	sf	$ 28.00	$ 134,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Gilbert High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Gilbert High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
5 Design Lab, Science, and Career Tech Education					**$ 4,412,000**	**$ 5,868,000**
5a Design and Science Lab Classrooms						
5a.3 Demolish Existing Buildings	10,000	sf	$ 16.00	$ 160,000		
5a.4 Modernize Science Classroom Building	6,450	sf	$ 59.50	$ 384,000		
5a.5 Reconfigure Science Classroom Building	1,960	sf	$ 91.00	$ 178,000		
5c High School Electives						
5c.4 Reconfigure High School Electives Classrooms	4,965	sf	$ 178.00	$ 884,000		
5c.5 Demolish Existing Buildings	9,000	sf	$ 16.00	$ 144,000		
5c.6 New High School Electives Classroom Building	8,191	sf	$ 297.00	$ 2,433,000		
5c.7 Sitework & Site Improvements	8,191	sf	$ 28.00	$ 229,000		
6 Performing Arts Improvements					**$ 424,000**	**$ 564,000**
6b Music/Drama/Dance/Support Space						
6b.3 Reconfigure Drama/Music/Dance	2,100	sf	$ 202.00	$ 424,000		
7 Multipurpose/Food Service Improvements					**$ 5,638,000**	**$ 7,499,000**
7b High School Cafeteria						
7b.4 New High School Cafeteria	5,940	sf	$ 379.00	$ 2,251,000		
7b.5 Sitework & Site Improvements	5,940	sf	$ 28.00	$ 166,000		
7c Food service areas						
7c.4 New Food Service	5,500	sf	$ 438.00	$ 2,409,000		
7c.5 New Kitchen Equipment	5,500	sf	$ 47.00	$ 259,000		
7c.6 New Trash Enclosure	1	ea	$ 47,000.00	$ 47,000		
7d New Lunch Shelters	3,750	sf	$ 135.00	$ 506,000		
8 Physical Education Improvements					**$ 382,000**	**$ 508,000**
8c Middle School/High School Fitness/Aerobics Labs						
8c.3 Reconfigure Fitness/Aerobics Labs	2,100	sf	$ 182.00	$ 382,000		
9 Administration & Staff Support					**$ 3,561,000**	**$ 4,736,000**
9a Expanded, reorganized or relocated administration spaces						
9a.2 Modernize Administration	770	sf	$ 88.00	$ 68,000		
9a.4 New Administration	10,848	sf	$ 294.00	$ 3,189,000		
9a.5 Sitework & Site Improvements	10,848	sf	$ 28.00	$ 304,000		
10 Student Collaboration & Student Support Services					**$ 2,011,000**	**$ 2,675,000**
10b Middle School/High School Library/Student Union						
10b.4 Reconfigure Library/Student Union	3,535	sf	$ 183.00	$ 647,000		
10c Student Services						
10c.4 Reconfigure Student Services Building	5,110	sf	$ 176.00	$ 899,000		
10d Learning Center						
10d.2 New Learning Center	1,430	sf	$ 297.00	$ 425,000		
10d.5 Sitework & Site Improvements	1,430.00	sf	$ 28.00	$ 40,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

GILBERT HIGH SCHOOL

Anaheim Union High School District
Gilbert High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Gilbert High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
11 Safety & Security					$ 3,267,000	$ 4,345,000
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	95,500	sf	$ 12.00	$ 1,146,000		
11b.3 Entry Plaza	20,000	sf	$ 24.00	$ 480,000		
11b.4 Landscape Enhancement	14,000	sf	$ 7.00	$ 98,000		
11b.5 New Drop-off Area/Bus Loop	27,000	sf	$ 13.00	$ 351,000		
11b.6 New Access Road	13,500	sf	$ 12.10	$ 163,000		
11c Covered Walkway	1,200	sf	$ 135.00	$ 162,000		
11d Exterior lighting to ensure student safety	1	ls	$ 15,000.00	$ 15,000		
11e Safety locks at classroom doors	42	ea	$ 337.00	$ 14,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	940	lf	$ 74.00	$ 70,000		
11h.2 Decorative Metal Fencing & Gates	660	lf	$ 189.00	$ 125,000		
11h.3 Rolling Decorative Metal Gate	1	ea	$ 27,000.00	$ 27,000		
11h.4 Rolling Chain Link Gate	2	ea	$ 18,900.00	$ 38,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11i.1 Fire Alarm System	53,190	sf	$ 4.00	$ 213,000		
11i.2 Emergency Lighting	53,190	sf	$ 1.10	$ 59,000		
11j New public address/emergency communication systems	53,190	sf	$ 2.85	$ 152,000		
11k Intrusion alarms	53,190	sf	$ 0.65	$ 35,000		
11l Security cameras and other security systems	53,190	sf	$ 1.60	$ 85,000		
12 Outdoor Learning Quads					$ 380,000	$ 505,000
12a Main Student Quad						
12a.2 New Main Student Quad	8,000	sf	$ 20.00	$ 160,000		
12b Learning Courts						
12b.2 New Learning Court	12,200	sf	$ 18.00	$ 220,000		
13 Exterior Play Spaces, Play Fields & Hard Courts					$ 1,166,000	$ 1,551,000
13b PE Play Yard & Hardcourts						
13b.1 New Play Pad Surface	1,200	sf	$ 24.00	$ 29,000		
13b.3 Relocate Elementary Play Apparatus	1	ea	$ 13,000.00	$ 13,000		
13b.4 Shade Structure	1,200	sf	$ 135.00	$ 162,000		
13b.6 New Hardcourts	8,000	sf	$ 9.00	$ 72,000		
13c Playfields						
13c.1 Repair Playfields	200,000	sf	$ 2.00	$ 400,000		
13c.2 New natural grass turf area	70,000	sf	$ 7.00	$ 490,000		
14 21st Century Learning Classroom Flexibility					$ 1,050,000	$ 1,050,000
14a Flexible furniture (Per Classroom, Direct Cost)	42	ea	$ 25,000.00	$ 1,050,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Gilbert High School
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Gilbert High School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
15 Technology Infrastructure					$ 582,000	$ 582,000
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	53,190	sf	$ 4.58	$ 243,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	42	ea	$ 7,500.00	$ 315,000		
Total Construction/Project Cost (2014$)					$ 30,956,000	$40,634,000

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

POLARIS HIGH SCHOOL

Anaheim Union High School District
Polaris High
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Polaris High

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					$ 680,000	$ 904,000
1a Replacement or repair of roofs						
1a.1 Replace roofs	7,000	sf	$ 21.60	$ 151,000		
1b Replacement or repair of walls						
1b.1 Replace walls	5,900	sf	$ 29.70	$ 175,000		
1c Replacement or repair of windows						
1c.1 Replace windows	5,900	sf	$ 13.50	$ 80,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	5,900	sf	$ 10.10	$ 60,000		
1e Replacement or repair of floors						
1e.1 Replace floors	5,900	sf	$ 10.80	$ 64,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	5,900	sf	$ 20.20	$ 119,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	5,900	sf	$ 1.80	$ 11,000		
1g.2 Patch & paint exterior	5,900	sf	$ 3.40	$ 20,000		
2 Existing Building Systems & Toilets					$ 445,000	$ 592,000
2a HVAC system upgrades	5,900	sf	$ 22.00	$ 130,000		
2b Lighting upgrades - new interior lighting & controls	5,900	sf	$ 11.00	$ 65,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	5,900	sf	$ 3.35	$ 20,000		
2d Plumbing system upgrades	5,900	sf	$ 8.00	$ 47,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	2,500	sf	$ 63.00	$ 158,000		
2e.2 Reconfigure Existing Restroom	150	sf	$ 167.00	$ 25,000		
3 Site Utilities					$ 83,000	$ 110,000
(For entire campus and site)						
3a Updated gas service lines	20,740	sf	$ 0.30	$ 6,000		
3b Updated sewer service lines	20,740	sf	$ 0.60	$ 12,000		
3c Updated water service lines	20,740	sf	$ 0.70	$ 15,000		
3d Updated electrical mains and distribution	20,740	sf	$ 1.40	$ 29,000		
3e Updated storm drainage system	20,740	sf	$ 1.00	$ 21,000		
4 New Construction Classrooms Not anticipated						
5 Design Lab, Science, and Career Tech Education Not anticipated					$ -	$ -
6 Performing Arts Improvements Not anticipated					$ -	$ -

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Polaris High
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Polaris High

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
7 Multipurpose/Food Service Improvements Not anticipated					$ -	$ -
8 Physical Education Improvements Not anticipated					$ -	$ -
9 Administration & Staff Support Not anticipated					$ -	$ -
10 Student Collaboration & Student Support Services Not anticipated					$ -	$ -
11 Safety & Security					$ 421,000	$ 560,000
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	28,000	sf	$ 12.00	$ 336,000		
11e Safety locks at classroom doors	2	ea	$ 337.00	$ 1,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11i.1 Fire Alarm System	5,900	sf	$ 4.00	$ 24,000		
11i.2 Emergency Lighting	5,900	sf	$ 1.10	$ 6,000		
11j New public address/emergency communication systems	5,900	sf	$ 2.85	$ 17,000		
11k Intrusion alarms	5,900	sf	$ 0.65	$ 4,000		
11l Security cameras and other security systems	5,900	sf	$ 1.60	$ 9,000		
12 Outdoor Learning Quads					$ 85,000	$ 113,000
12b Learning Courts						
12b.2 New Learning Court	4,700	sf	$ 18.00	$ 85,000		
13 Exterior Play Spaces, Play Fields & Hard Courts Not anticipated					$ -	$ -
14 21st Century Learning Classroom Flexibility					$ 20,000	$ 20,000
14a Flexible furniture (Per Classroom, Direct Cost)	2	ea	$ 10,000.00	$ 20,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

POLARIS HIGH SCHOOL

Anaheim Union High School District
Polaris High
Facilities Needs Assessment
Opinion of Probable Cost **1-Jul-14**

Project Cost Summary (2014$) - Polaris High

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
15 Technology Infrastructure					$ 66,000	$ 66,000
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	5,900	sf	$ 4.58	$ 27,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	2	ea	$ 7,500.00	$ 15,000		
Total Construction/Project Cost (2014$)					$ 1,800,000	$2,365,000

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

OXFORD ACADEMY

Anaheim Union High School District
Oxford Academy
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Oxford Academy

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					$ 3,268,000	$ 4,346,000
1a Replacement or repair of roofs						
1a.1 Replace roofs	65,150	sf	$ 21.60	$ 1,407,000		
1a.2 Repair roofs	23,750	sf	$ 12.10	$ 287,000		
1b Replacement or repair of walls						
1b.1 Replace walls	3,600	sf	$ 29.70	$ 107,000		
1b.2 Repair walls	22,300	sf	$ 4.70	$ 105,000		
1c Replacement or repair of windows						
1c.1 Replace windows	25,900	sf	$ 13.50	$ 350,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	3,600	sf	$ 10.10	$ 36,000		
1d.2 Repair doors & hardware	22,300	sf	$ 1.70	$ 38,000		
1e Replacement or repair of floors						
1e.1 Replace floors	25,900	sf	$ 10.80	$ 280,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	25,900	sf	$ 20.20	$ 523,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	25,900	sf	$ 1.80	$ 47,000		
1g.2 Patch & paint exterior	25,900	sf	$ 3.40	$ 88,000		
2 Existing Building Systems & Toilets					$ 1,147,000	$ 1,526,000
2a HVAC system upgrades	79,415	sf	$ 7.70	$ 611,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	1,740	sf	$ 63.00	$ 110,000		
2e.2 Reconfigure Existing Restroom	1,300	sf	$ 167.00	$ 217,000		
2e.3 New Restroom	500	sf	$ 418.00	$ 209,000		
3 Site Utilities					$ 608,000	$ 809,000
(For entire campus and site)						
3a Updated gas service lines	958,320	sf	$ 0.05	$ 43,000		
3d Updated electrical mains and distribution	958,320	sf	$ 0.14	$ 134,000		
3e Updated storm drainage system	958,320	sf	$ 0.45	$ 431,000		
4 New Construction Classrooms						
Not anticipated						
5 Design Lab, Science, and Career Tech Education					$ 3,663,000	$ 4,872,000
5a Design and Science Lab Classrooms						
5a.4 Modernize Science Classroom Building	19,230	sf	$ 59.50	$ 1,144,000		
5a.6 New Science Classroom Building	2,200	sf	$ 338.30	$ 744,000		
5a.7 Sitework & Site Improvements	2,200	sf	$ 28.00	$ 62,000		
5c High School Electives						
5c.4 Reconfigure High School Electives Classrooms	5,500	sf	$ 178.00	$ 979,000		
5c.6 New High School Electives Classroom Building	2,260	sf	$ 297.00	$ 671,000		
5c.7 Sitework & Site Improvements	2,260	sf	$ 28.00	$ 63,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Oxford Academy
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Oxford Academy

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
6 Performing Arts Improvements					$ 2,373,000	$ 3,156,000
6b Music/Drama/Dance/Support Space						
6b.4 New Drama/Music/Dance	6,500	sf	$ 337.00	$ 2,191,000		
6b.8 Sitework & Site Improvements	6,500	sf	$ 28.00	$ 182,000		
7 Multipurpose/Food Service Improvements					$ 9,524,000	$ 12,667,000
7b High School Cafeteria						
7b.1 Demolish Existing Buildings	4,400	sf	$ 16.00	$ 70,000		
7b.4 New High School Cafeteria	18,860	sf	$ 379.00	$ 7,148,000		
7b.5 Sitework & Site Improvements	18,860	sf	$ 28.00	$ 528,000		
7c Food service areas						
7c.3 Reconfigure Food Service	2,315	sf	$ 263.00	$ 609,000		
7c.5 New Kitchen Equipment	2,315	sf	$ 47.00	$ 109,000		
7c.6 New Trash Enclosure	1	ea	$ 47,000.00	$ 47,000		
7d New Lunch Shelters	7,500	sf	$ 135.00	$ 1,013,000		
8 Physical Education Improvements					$ 3,347,000	$ 4,452,000
8a New Gym and Lobby/Concessions						
8a.2 Modernize Gymnasium	12,250	sf	$ 92.00	$ 1,127,000		
8b Middle School/High School Shower/Locker Rooms						
8b.2 Modernize Shower/Locker Rooms	6,400	sf	$ 115.00	$ 736,000		
8c Middle School/High School Fitness/Aerobics Labs						
8c.4 New Fitness/Aerobics Labs	4,470	sf	$ 304.00	$ 1,359,000		
8c.5 Sitework & Site Improvements	4,470	sf	$ 28.00	$ 125,000		
9 Administration & Staff Support					$ 579,000	$ 770,000
9a Expanded, reorganized or relocated administration spaces						
9a.1 Demolish Existing Buildings	6,000	sf	$ 16.00	$ 96,000		
9a.4 New Administration	1,500	sf	$ 294.00	$ 441,000		
9a.5 Sitework & Site Improvements	1,500	sf	$ 28.00	$ 42,000		
10 Student Collaboration & Student Support Services					$ 2,253,000	$ 2,996,000
10a Elementary School Library/Media Center						
10b Middle School/High School Library/Student Union						
10b.4 Reconfigure Library/Student Union	4,780	sf	$ 183.00	$ 875,000		
10c Student Services						
10c.2 New Student Services Building	4,280	sf	$ 294.00	$ 1,258,000		
10c.5 Sitework & Site Improvements	4,280	sf	$ 28.00	$ 120,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

OXFORD ACADEMY

Anaheim Union High School District
Oxford Academy
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Oxford Academy

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
11 Safety & Security					**$ 2,364,000**	**$ 3,144,000**
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	50,000	sf	$ 12.00	$ 600,000		
11b.4 Landscape Enhancement	7,000	sf	$ 7.00	$ 49,000		
11b.5 New Drop-off Area/Bus Loop	30,000	sf	$ 13.00	$ 390,000		
11b.9 Repair existing Parking Lot	135,000	sf	$ 4.70	$ 635,000		
11c Covered Walkway	1,200	sf	$ 135.00	$ 162,000		
11d Exterior lighting to ensure student safety	1	ls	$ 15,000.00	$ 15,000		
11e Safety locks at classroom doors	49	ea	$ 337.00	$ 17,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	2,000	lf	$ 74.00	$ 148,000		
11h.2 Decorative Metal Fencing & Gates	700	lf	$ 189.00	$ 132,000		
11h.3 Rolling Decorative Metal Gate	1	ea	$ 27,000.00	$ 27,000		
11h.4 Rolling Chain Link Gate	2	ea	$ 18,900.00	$ 38,000		
11l Security cameras and other security systems	79,415	sf	$ 1.60	$ 127,000		
12 Outdoor Learning Quads					**$ 1,048,000**	**$ 1,394,000**
12a Main Student Quad						
12a.2 New Main Student Quad	39,000	sf	$ 20.00	$ 780,000		
12b Learning Courts						
12b.2 New Learning Court	14,900	sf	$ 18.00	$ 268,000		
13 Exterior Play Spaces, Play Fields & Hard Courts					**$ 7,780,000**	**$ 10,347,000**
13c Playfields						
13c.1 Repair Playfields	490,000	sf	$ 2.00	$ 980,000		
13d Baseball/Softball Fields						
13d.1 Baseball field - natural turf	180,000	sf	$ 9.00	$ 1,620,000		
13d.2 Repair Bleachers	1	ls	$ 100,000.00	$ 100,000		
13d.3 Pitching mound/bases, per field	2	ea	$ 16,000.00	$ 32,000		
13d.4 Backstops, per field	2	ea	$ 20,000.00	$ 40,000		
13d.5 Dugouts, per field	4	ea	$ 61,000.00	$ 244,000		
13d.6 Scoreboards	2	ea	$ 47,000.00	$ 94,000		
13d.7 Field delineation, per field	2	ea	$ 16,000.00	$ 32,000		
13d.9 Sidewalk						
13k Pool and deck	14,100	sf	$ 182.00	$ 2,566,000		
13m Tennis Courts	6	ea	$ 182,000.00	$ 1,092,000		
13n Aquatic center	2,850	sf	$ 343.98	$ 980,000		
14 21st Century Learning Classroom Flexibility					**$ 1,225,000**	**$ 1,225,000**
14a Flexible furniture (Per Classroom, Direct Cost)	49	ea	$ 25,000.00	$ 1,225,000		

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Oxford Academy
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Oxford Academy

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
15 Technology Infrastructure					**$ 755,000**	**$ 755,000**
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	79,415	sf	$ 4.58	$ 363,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	49	ea	$ 7,500.00	$ 368,000		
Total Construction/Project Cost (2014$)					**$ 39,934,000**	**$52,459,000**

The following items are excluded from this budget:

Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

GILBERT WEST (CONTINUATION)

Anaheim Union High School District
Gilbert West (Continuation)
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Gilbert West (Continuation)

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					$ 901,000	$ 1,198,000
1a Replacement or repair of roofs						
1a.1 Replace roofs	11,200	sf	$ 21.60	$ 242,000		
1b Replacement or repair of walls						
1b.1 Replace walls	7,370	sf	$ 29.70	$ 219,000		
1c Replacement or repair of windows						
1c.1 Replace windows	7,370	sf	$ 13.50	$ 99,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	7,370	sf	$ 10.10	$ 74,000		
1e Replacement or repair of floors						
1e.1 Replace floors	7,370	sf	$ 10.80	$ 80,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	7,370	sf	$ 20.20	$ 149,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	7,370	sf	$ 1.80	$ 13,000		
1g.2 Patch & paint exterior	7,370	sf	$ 3.40	$ 25,000		
2 Existing Building Systems & Toilets					$ 245,000	$ 326,000
2a HVAC system upgrades	15,495	sf	$ 7.70	$ 119,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.2 Reconfigure Existing Restroom	755	sf	$ 167.00	$ 126,000		
3 Site Utilities					$ 352,000	$ 468,000
(For entire campus and site)						
3a Updated gas service lines	88,100	sf	$ 0.30	$ 26,000		
3b Updated sewer service lines	88,100	sf	$ 0.60	$ 53,000		
3c Updated water service lines	88,100	sf	$ 0.70	$ 62,000		
3d Updated electrical mains and distribution	88,100	sf	$ 1.40	$ 123,000		
3e Updated storm drainage system	88,100	sf	$ 1.00	$ 88,000		
4 New Construction Classrooms						
4b New Construction - Classrooms					$ -	$ -
Not anticipated						
5 Design Lab, Science, and Career Tech Education					$ 1,312,000	$ 1,745,000
5c High School Electives						
5c.4 Reconfigure High School Electives Classrooms	7,370	sf	$ 178.00	$ 1,312,000		
6 Performing Arts Improvements					$ -	$ -
Not anticipated						
7 Multipurpose/Food Service Improvements					$ -	$ -
Not anticipated						

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Gilbert West (Continuation)
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Gilbert West (Continuation)

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
8 Physical Education Improvements					$ -	$ -
Not anticipated						
9 Administration & Staff Support					$ -	$ -
Not anticipated						
10 Student Collaboration & Student Support Services					$ -	$ -
Not anticipated						
11 Safety & Security					$ 315,000	$ 419,000
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.4 Landscape Enhancement	7,000	sf	$ 7.00	$ 49,000		
11b.10 Slurry Coat & Stripe Existing Paving	40,000	sf	$ 2.00	$ 80,000		
11e Safety locks at classroom doors	11	ea	$ 337.00	$ 4,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11i.1 Fire Alarm System	15,495	sf	$ 4.00	$ 62,000		
11i.2 Emergency Lighting	15,495	sf	$ 1.10	$ 17,000		
11j New public address/emergency communication systems	15,495	sf	$ 2.85	$ 44,000		
11k Intrusion alarms	15,495	sf	$ 0.65	$ 10,000		
11l Security cameras and other security systems	15,495	sf	$ 1.60	$ 25,000		
12 Outdoor Learning Quads					$ 32,000	$ 43,000
12b Learning Courts						
12b.2 New Learning Court	1,800	sf	$ 18.00	$ 32,000		
13 Exterior Play Spaces, Play Fields & Hard Courts					$ -	$ -
Not anticipated						
14 21st Century Learning Classroom Flexibility					$ 275,000	$ 275,000
14a Flexible furniture (Per Classroom, Direct Cost)	11	ea	$ 25,000.00	$ 275,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

GILBERT WEST (CONTINUATION)

Anaheim Union High School District
Gilbert West (Continuation)
Facilities Needs Assessment
Opinion of Probable Cost **1-Jul-14**

Project Cost Summary (2014$) - Gilbert West (Continuation)

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
15 Technology Infrastructure					$ 178,000	$ 178,000
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	15,495	sf	$ 4.58	$ 71,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	11	ea	$ 7,500.00	$ 83,000		
Total Construction/Project Cost (2014$)					$ 3,610,000	$4,652,000

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

HOPE SPECIAL EDUCATION CENTER

Anaheim Union High School District
Hope Special Education Center
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Hope Special Education Center

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					**$ 3,304,000**	**$ 4,394,000**
1a Replacement or repair of roofs						
1a.2 Repair roofs	74,657	sf	$ 12.10	$ 903,000		
1b Replacement or repair of walls						
1b.1 Replace walls	26,850	sf	$ 29.70	$ 797,000		
1c Replacement or repair of windows						
1c.1 Replace windows	26,850	sf	$ 13.50	$ 362,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	26,850	sf	$ 10.10	$ 271,000		
1e Replacement or repair of floors						
1e.1 Replace floors	26,850	sf	$ 10.80	$ 290,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	26,850	sf	$ 20.20	$ 542,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	26,850	sf	$ 1.80	$ 48,000		
1g.2 Patch & paint exterior	26,850	sf	$ 3.40	$ 91,000		
2 Existing Building Systems & Toilets					**$ 3,289,000**	**$ 4,374,000**
2a HVAC system upgrades	46,110	sf	$ 22.00	$ 1,014,000		
2b Lighting upgrades - new interior lighting & controls	46,110	sf	$ 11.00	$ 507,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	46,110	sf	$ 6.70	$ 309,000		
2d Plumbing system upgrades	46,110	sf	$ 8.00	$ 369,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.2 Reconfigure Existing Restroom	2,810	sf	$ 167.00	$ 469,000		
2e.3 New Restroom	1,350	sf	$ 418.00	$ 564,000		
2e.4 Sitework & Site Improvements	1,350	sf	$ 42.00	$ 57,000		
3 Site Utilities					**$ 601,000**	**$ 799,000**
(For entire campus and site)						
3a Updated gas service lines	435,600	sf	$ 0.30	$ 131,000		
3b Updated sewer service lines	435,600	sf	$ 0.60	$ 261,000		
3d Updated electrical mains and distribution	871,200	sf	$ 0.14	$ 122,000		
3e Updated storm drainage system	87,120	sf	$ 1.00	$ 87,000		
4 New Construction Classrooms						
Not anticipated						
5 Design Lab, Science, and Career Tech Education					$ -	$ -
Not anticipated						
6 Performing Arts Improvements					$ -	$ -
Not anticipated						

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
Hope Special Education Center
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - Hope Special Education Center

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
7 Multipurpose/Food Service Improvements					**$ 2,779,000**	**$ 3,696,000**
7b High School Cafeteria						
7b.3 Reconfigure High School Cafeteria	6,650	sf	$ 227.00	$ 1,510,000		
7c Food service areas						
7c.3 Reconfigure Food Service	2,800	sf	$ 263.00	$ 736,000		
7c.6 New Trash Enclosure	1	ea	$ 47,000.00	$ 47,000		
7d New Lunch Shelters	3,600	sf	$ 135.00	$ 486,000		
8 Physical Education Improvements					**$ 1,842,000**	**$ 2,450,000**
8b Middle School/High School Shower/Locker Rooms						
8b.3 Reconfigure Shower/Locker Rooms	9,400	sf	$ 196.00	$ 1,842,000		
9 Administration & Staff Support					**$ 308,000**	**$ 410,000**
9a Expanded, reorganized or relocated administration spaces						
9a.2 Modernize Administration	7,000	sf	$ 44.00	$ 308,000		
10 Student Collaboration & Student Support Services					**$ 220,000**	**$ 293,000**
10b Middle School/High School Library/Student Union						
10b.4 Reconfigure Library/Student Union	1,200	sf	$ 183.00	$ 220,000		
11 Safety & Security					**$ 2,689,000**	**$ 3,576,000**
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	94,950	sf	$ 12.00	$ 1,139,000		
11b.3 Entry Plaza	12,000	sf	$ 24.00	$ 288,000		
11b.4 Landscape Enhancement	7,000	sf	$ 7.00	$ 49,000		
11b.7 Access Ramp inc Rails & Retaining	200	lf	$ 809.00	$ 162,000		
11c Covered Walkway	1,200	sf	$ 135.00	$ 162,000		
11d Exterior lighting to ensure student safety	1	ls	$ 15,000.00	$ 15,000		
11e Safety locks at classroom doors	34	ea	$ 337.00	$ 11,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	2,200	lf	$ 74.00	$ 163,000		
11h.2 Decorative Metal Fencing & Gates	400	lf	$ 189.00	$ 76,000		
11h.3 Rolling Decorative Metal Gate	2	ea	$ 27,000.00	$ 54,000		
11h.4 Rolling Chain Link Gate	4	ea	$ 18,900.00	$ 76,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11i.1 Fire Alarm System	46,110	sf	$ 4.00	$ 184,000		
11i.2 Emergency Lighting	46,110	sf	$ 1.10	$ 51,000		
11j New public address/emergency communication systems	46,110	sf	$ 2.85	$ 131,000		
11k Intrusion alarms	46,110	sf	$ 0.65	$ 30,000		
11l Security cameras and other security systems	46,110	sf	$ 1.60	$ 74,000		

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

HOPE SPECIAL EDUCATION CENTER

Anaheim Union High School District
Hope Special Education Center
Facilities Needs Assessment
Opinion of Probable Cost **1-Jul-14**

Project Cost Summary (2014$) - Hope Special Education Center

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
12 Outdoor Learning Quads					**$ 2,048,000**	**$ 2,724,000**
12a Main Student Quad						
12a.1 Demolish Existing Buildings	90,000	sf	$ 16.00	$ 1,440,000		
12a.2 New Main Student Quad	30,000	sf	$ 3.00	$ 90,000		
12b Learning Courts						
12b.2 New Learning Court	28,800	sf	$ 18.00	$ 518,000		
13 Exterior Play Spaces, Play Fields & Hard Courts					**$ 672,000**	**$ 894,000**
13b PE Play Yard & Hardcourts						
13b.6 New Hardcourts	22,000	sf	$ 9.00	$ 198,000		
13b.10 Perimeter CMU wall - 8' high	900	lf	$ 310.00	$ 279,000		
13c Playfields						
13c.1 Repair Playfields	390,000	sf	$ 0.50	$ 195,000		
14 21st Century Learning Classroom Flexibility					**$ 850,000**	**$ 850,000**
14a Flexible furniture (Per Classroom, Direct Cost)	34	ea	$ 25,000.00	$ 850,000		
15 Technology Infrastructure					**$ 490,000**	**$ 490,000**
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	46,110	sf	$ 4.58	$ 211,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
15c Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, and phone sytem (i.e items attached to the building, direct cost only)	34	ea	$ 7,500.00	$ 255,000		
Total Construction/Project Cost (2014$)					**$ 19,092,000**	**$24,950,000**

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

DISTRICT CAMPUS

Anaheim Union High School District
District Campus
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - District Campus

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					**$ 903,000**	**$ 1,201,000**
1a Replacement or repair of roofs						
1a.2 Repair roofs	74,657	sf	$ 12.10	$ 903,000		
2 Existing Building Systems & Toilets					**$ 6,032,000**	**$ 8,023,000**
2a HVAC system upgrades	114,549	sf	$ 22.00	$ 2,520,000		
2b Lighting upgrades - new interior lighting & controls	114,549	sf	$ 11.00	$ 1,260,000		
2c Electrical upgrades						
2c.1 Upgrade electrical wiring & increase electrical outlets	114,549	sf	$ 6.70	$ 767,000		
2d Plumbing system upgrades	114,549	sf	$ 8.00	$ 916,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.2 Reconfigure Existing Restroom	3,410	sf	$ 167.00	$ 569,000		
3 Site Utilities					**$ 2,236,000**	**$ 2,974,000**
(For entire campus and site)						
3a Updated gas service lines	637,065	sf	$ 0.30	$ 191,000		
3b Updated sewer service lines	637,065	sf	$ 0.60	$ 382,000		
3c Updated water service lines	637,065	sf	$ 0.70	$ 446,000		
3d Updated electrical mains and distribution	637,065	sf	$ 0.91	$ 580,000		
3e Updated storm drainage system	637,065	sf	$ 1.00	$ 637,000		
4 New Construction Classrooms						
Not anticipated						
5 Design Lab, Science, and Career Tech Education					$ -	$ -
Not anticipated						
6 Performing Arts Improvements					$ -	$ -
Not anticipated						
7 Multipurpose/Food Service Improvements					$ -	$ -
Not anticipated						
8 Physical Education Improvements					$ -	$ -
Not anticipated						

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
District Campus
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - District Campus

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
9 Administration & Staff Support					**$ 11,984,000**	**$ 15,939,000**
9a Expanded, reorganized or relocated administration spaces						
9a.1 Demolish Existing Buildings	13,880	sf	$ 16.00	$ 222,000		
9a.2 Modernize Administration	74,093	sf	$ 44.00	$ 3,260,000		
9a.3 Reconfigure Administration	37,046	sf	$ 132.00	$ 4,890,000		
9e Transportation Bus Barn						
9e.2 New Transportation Bus Barn	20,000	sf	$ 156.00	$ 3,120,000		
9ee.3 Sitework & Site Improvements	20,000	sf	$ 11.00	$ 220,000		
9h Propane tank	1	ea	$ 60,702.00	$ 61,000		
9i Fuel canopy	2,400	sf	$ 88.00	$ 211,000		
10 Student Collaboration & Student Support Services					$ -	$ -
Not anticipated						
11 Safety & Security					**$ 5,771,000**	**$ 7,675,000**
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	222,680	sf	$ 12.00	$ 2,672,000		
11b.3 Entry Plaza	15,000	sf	$ 24.00	$ 360,000		
11b.4 Landscape Enhancement	10,000	sf	$ 7.00	$ 70,000		
11b.9 Repair existing Parking Lot	201,850	sf	$ 4.70	$ 949,000		
11b.10 Slurry Coat & Stripe Existing Paving	78,500	sf	$ 2.00	$ 157,000		
11d Exterior lighting to ensure student safety	1	ls	$ 15,000.00	$ 15,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	3,300	lf	$ 74.00	$ 244,000		
11h.4 Rolling Chain Link Gate	6	ea	$ 18,900.00	$ 113,000		
11i Fire safety equipment, fire alarms and emergency lighting						
11i.1 Fire Alarm System	114,549	sf	$ 4.00	$ 458,000		
11i.2 Emergency Lighting	114,549	sf	$ 1.10	$ 126,000		
11j New public address/emergency communication systems	114,549	sf	$ 2.85	$ 326,000		
11k Intrusion alarms	114,549	sf	$ 0.65	$ 74,000		
11l Security cameras and other security systems	114,549	sf	$ 1.60	$ 183,000		
12 Outdoor Learning Quads					**$ 2,048,000**	**$ 2,724,000**
12a Main Student Quad						
12a.1 Demolish Existing Buildings	90,000	sf	$ 16.00	$ 1,440,000		
12a.2 New Main Student Quad	30,000	sf	$ 3.00	$ 90,000		
12b Learning Courts						
12b.2 New Learning Court	28,800	sf	$ 18.00	$ 518,000		
13 Exterior Play Spaces, Play Fields & Hard Courts					$ -	$ -
Not anticipated						
14 21st Century Learning Classroom Flexibility					$ -	$ -
Not anticipated						

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

DISTRICT CAMPUS

Anaheim Union High School District
District Campus
Facilities Needs Assessment
Opinion of Probable Cost **1-Jul-14**

Project Cost Summary (2014$) - District Campus

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
15 Technology Infrastructure					$ 548,000	$ 548,000
15a Data cabling backbone infrastructure, wireless networking/wireless access points, and switches (direct cost only)	114,549	sf	$ 4.58	$ 524,000		
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
Total Construction/Project Cost (2014$)					$ 29,522,000	$39,084,000

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.6 APPENDIX
DETAILED COST ESTIMATE

DISTRICT CAMPUS KITCHEN

Anaheim Union High School District
District Campus Kitchen
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - District Campus Kitchen

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
1 Modernize & Reconfigure Existing Classroom & Lab Buildings					$ -	$ -
Not anticipated						
2 Existing Building Systems & Toilets					$ -	$ -
Not anticipated						
3 Site Utilities					**$ 560,000**	**$ 745,000**
(For entire campus and site)						
3a Updated gas service lines	140,000	sf	$ 0.30	$ 42,000		
3b Updated sewer service lines	140,000	sf	$ 0.60	$ 84,000		
3c Updated water service lines	140,000	sf	$ 0.70	$ 98,000		
3d Updated electrical mains and distribution	140,000	sf	$ 1.40	$ 196,000		
3e Updated storm drainage system	140,000	sf	$ 1.00	$ 140,000		
4 New Construction Classrooms						
Not anticipated						
5 Design Lab, Science, and Career Tech Education					$ -	$ -
Not anticipated						
6 Performing Arts Improvements					$ -	$ -
Not anticipated						
7 Multipurpose/Food Service Improvements					**$ 14,518,000**	**$ 19,309,000**
7c.4 New Food Service	30,400	sf	$ 438.00	$ 13,315,000		
7c.5 New Kitchen Equipment	25,600	sf	$ 47.00	$ 1,203,000		
8 Physical Education Improvements					$ -	$ -
8a New Gym and Lobby/Concessions						
Not anticipated						
9 Administration & Staff Support					$ -	$ -
Not anticipated						
10 Student Collaboration & Student Support Services					$ -	$ -
Not anticipated						

Prepared by: LPA, Inc. / Cumming

Anaheim Union High School District
District Campus Kitchen
Facilities Needs Assessment
Opinion of Probable Cost 1-Jul-14

Project Cost Summary (2014$) - District Campus Kitchen

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
11 Safety & Security					**$ 1,447,000**	**$ 1,925,000**
11b Safety improvements to and/or new parent/bus drop-off areas and parking						
11b.1 New Parking Lot	81,240	sf	$ 12.00	$ 975,000		
11b.4 Landscape Enhancement	28,360	sf	$ 7.00	$ 199,000		
11f Signage for emergency response and wayfinding	1	ls	$ 24,000.00	$ 24,000		
11h Fencing with controlled campus entrances						
11h.1 Chain Link Perimeter Fencing	1,100	lf	$ 74.00	$ 81,000		
11h.2 Decorative Metal Fencing & Gates	400	lf	$ 189.00	$ 76,000		
11h.3 Rolling Decorative Metal Gate	2	ea	$ 27,000.00	$ 54,000		
11h.4 Rolling Chain Link Gate	2	ea	$ 18,900.00	$ 38,000		
12 Outdoor Learning Quads					$ -	$ -
Not anticipated						
13 Exterior Play Spaces, Play Fields & Hard Courts					$ -	$ -
Not anticipated						
14 21st Century Learning Classroom Flexibility					$ -	$ -
Not anticipated						
15 Technology Infrastructure					**$ 24,000**	**$ 24,000**
15b MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 24,000.00	$ 24,000		
Total Construction/Project Cost (2014$)					**$ 16,549,000**	**$22,003,000**

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$ calculated to the end of the year)

Prepared by: LPA, Inc. / Cumming

8.7 APPENDIX
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 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.

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8.7 APPENDIX
DISTRICT STANDARDS SPECIFICATIONS

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8.7 APPENDIX
DISTRICT STANDARDS SPECIFICATIONS

01 01 00 (01010) - SUMMARY OF WORK

- By AUHSD.

01 57 13 (01500) – TEMPORARY EROSION AND SEDIMENT CONTROL

- Comply with all erosion control requirements per the National Pollutant Discharge Elimination System (NPDES), Phases I and II, under requirements for the most current Construction General Permit (CGP).
- Develop a Storm Water Pollution Prevention Plan (SWPPP) for land disturbance of over 1 acre and obtain a Notice of Intent (NOI) prior to construction.
- Prevent sedimentation of waterways, including rivers, streams, lakes, ponds, open drainage channels and storm drains, on and off the project site.
- Implement erosion control measures on and off the project site, including storm drain curb inlet barriers, soil stockpiles, silt fences, straw waddles, mulching and seeding.
- Storm Water Runoff:
  - Control increased storm water runoff into storm drain systems due to disturbance of surface cover due to construction activities.
  - Prevent point source discharge during construction activities.
- Erosion on site:
  - Minimize wind, water and vehicular erosion of soil on project site due to construction activities.
  - Control movement of sediment from temporary stockpiles.
  - Stabilize all temporary slopes using appropriate erosion control measures.
- Erosion off site:
  - Prevent erosion of soil and disposition of sediment on other properties caused by water leaving the project site due to construction activities.
  - Prevent tracking of mud onto public roads outside site.

01 73 29 (01700) - CUTTING AND PATCHING

- The Contractor shall submit a proposal describing cutting and patching procedures.
- Joint-to-joint replacement is required where existing concrete is cut for new work.
- Cut through asphalt, concrete and masonry using a cutting machine, such as a carborundum saw or a diamond-core drill.

02 41 00 (01732) – DEMOLITION

- Remove, demolish, salvage or relocate items as indicated on design drawings, including but not limited to paving, curbs, foundations, walls, footings, structures, fences, utilities and drainage inlets.
- Fill excavations, open pits and holes in ground areas generated as a result of removals using fill per geotechnical recommendations.
- Protect existing utilities to remain from damage.

- Perform demolition in a manner that maximizes salvage and recycling of materials.
- Coordinate work with utility companies. Notify before starting work and comply with utility company requirements. Obtain required permits.
- Remove debris, junk and trash from the site. Clean up spillage and wind-blown debris. Leave site in clean condition, ready for subsequent work.

SECTION 03 30 00 (03300) - CAST-IN-PLACE CONCRETE

- Vapor Retarders:
  - Sheet Vapor Retarder: ASTM E 1745, Class A, except with maximum water-vapor permanence of 0.01. Include manufacturer's recommended adhesive or pressure-sensitive tape.
    - Thickness: Not less than 15 mils (0.38 mm).
    - Puncture Resistance ASTM D 1709: Not less than 4000 grams.
    - Stego Wrap or approved equal.

SECTION 04 22 00 (04816) - CONCRETE UNIT MASONRY

- Concrete Masonry Units (CMUs): Match existing unless otherwise indicated.
  - Provide graffiti-resistant coating on all exposed exterior surfaces.
    - See Section 09 96 23 Graffiti-Resistant Coatings
      - Manufacturer: Surtec

SECTION 05 12 00 (05120) - STRUCTURAL STEEL FRAMING

- Surface Preparation: SSPC-SP 6/NACE No. 3, "Commercial Blast Cleaning," unless otherwise indicated.
- Galvanize exposed exterior steel unless otherwise indicated.

SECTION 05 50 00 (05500) - METAL FABRICATIONS

- Surface Preparation: SSPC-SP 6/NACE No. 3, "Commercial Blast Cleaning," unless otherwise indicated.
- Galvanize exposed exterior metal fabrications unless otherwise indicated.

SECTION 05 52 13 (05521) - PIPE AND TUBE RAILINGS

- Surface Preparation: SSPC-SP 6/NACE No. 3, "Commercial Blast Cleaning," unless otherwise indicated.
- Galvanize exposed exterior pipe and tube railings unless otherwise indicated.
  - Powder coated is acceptable if approved by the District in writing.

SECTION 06 16 00 (06160) - SHEATHING

- Wall Sheathing:
  - Glass-Mat Gypsum: ASTM C 1177/1177M.
    - Basis-of-Design Product: G-P Gypsum Corporation; Dens-Glass Gold.
    - Type and Thickness: Type X, 5/8 inch (15.9 mm) thick.

SECTION 06 41 16 (06412) - PLASTIC-LAMINATE-FACED ARCHITECTURAL CABINETS

- Related Sections:
  - Section 12 35 53.16 Plastic-Laminate-Clad Laboratory Casework
  - Section 12 36 23.13 – Plastic Laminate-Clad Countertops
- Quality Standard: Unless otherwise indicated, comply with the "Architectural Woodwork Standards" for grades of architectural plastic-laminate cabinets indicated for construction, finishes, installation, and other requirements.
- Grade: Premium.
- Type of Construction: Frameless.
- Cabinet and Door and Drawer Front Interface Style: Flush overlay.
- Laminate Cladding for Exposed Surfaces:
  - Horizontal Surfaces: NEMA LD 3, Grade HGS, 0.048 inch (1.2 mm) thick.
  - Postformed Surfaces: NEMA LD 3, Grade HGP, 0.039 inch (1.0 mm) thick.
  - Vertical Surfaces: NEMA LD 3, Grade HGS, 0.048 inch (1.2 mm) thick.
  - Edges: NEMA LD 3, Grade HGS, 0.048 inch (1.2 mm) thick.
  - For semiexposed backs of panels with exposed plastic-laminate surfaces, provide surface of high-pressure decorative laminate, NEMA LD 3, Grade VGS 0.028 inch (0.7 mm) thick.
- Materials for Semiexposed Surfaces:
  - Surfaces Other Than Drawer Bodies: Thermoset decorative panels.
    - Edges of Plastic-Laminate Shelves: PVC edge banding, 0.12 inch (3 mm) thick, matching laminate in color, pattern, and finish.
    - Edges of Thermoset Decorative Panel Shelves: PVC or polyester edge banding.
  - Drawer Sides and Backs: Solid-hardwood lumber.
  - Drawer Bottoms: Hardwood plywood.
- Dust Panels: 1/4 inch (6.4 mm) plywood or tempered hardboard above compartments and drawers unless located directly under tops.
- Concealed Backs of Panels with Exposed Plastic-Laminate Surfaces: High-pressure decorative laminate, NEMA LD 3, Grade BKL.
- Drawer Construction: Fabricate with exposed fronts fastened to subfront with mounting screws from interior of body.
- Shelves: Load factor of not less than 50 lbs/sq ft (22.7 kg/sq cm). Comply with the following:
  - 3/4 inch (19.1 mm) particleboard for shelves not more than 25 inches (635 mm) long.
  - 1 inch (25.4 mm) particleboard for shelves not more than 34 inches (864 mm) long.
  - 3/4 inch (19.1 mm) plywood for shelves not more than 46 inches (1168 mm) long.
  - 1 inch (25.4 mm) plywood for shelves not more than 61 inches (1549 mm) long.
- Cabinet Hardware:
  - Hinges: Butt, semiconcealed.
    - Basis-of-Design Product: Rockford Process Control, Inc.; RPC 376.

    - For doors less than 40 inches (1016 mm) in height, provide not less than two hinges per door.
    - For doors from 40 inches (1016 mm) to 60 inches (1524 mm) in height, provide not less than three hinges per door.
    - For doors from 60 inches (1524 mm) to 80 inches (2031 mm) in height, provide not less than four hinges per door.
    - For doors more than 80 inches (2031 mm) in height, provide not less than five hinges per door. Provide one additional hinge for every 18 inches (457 mm) over 80 inches (2031 mm).
  - Wire Pulls: Back mounted, solid metal, 4 inches (100 mm) long, 1-1/2 inches (37.5 mm) deep, and 5/16 inch (8 mm) in diameter.
    - Provide "U" shaped wire pulls at all accessible casework with a minimum projection of 1-1/2 inches (37.5 mm) per CBC 1125B.4.
  - Catches: Magnetic catches.
    - Basis-of-Design Product: Engineered Products Co.; EPCO 592.
    - For doors up to 40 inches (1016 mm) in height, provide not less than one magnetic catch per door.
    - For doors more than 40 inches (1016 mm) in height, provide not less than two magnetic catches per door.
  - Adjustable shelf supports.
    - Shelf Standard (Pilaster) Basis-of-Design Product: K&V; 255 ZC, Zinc Coated Steel.
    - Shelf Support Basis-of-Design Product: K&V; 256R ZC, Zinc Coated Steel with Rubber Cushion.
  - Drawer Slides: BHMA A156.9.
    - Grade 1HD-100 and Grade 1HD-200: Side mounted; full-extension type; zinc-plated-steel ball-bearing slides.
    - Box Drawer Slides: Grade 1HD-100; for drawers not more than 6 inches (150 mm) high and 16 inches (400 mm) wide.
      - Basis-of-Design Product: Accuride; No. 3832.
    - Box Drawer Slides: Grade 1HD-100; for drawers not more than 6 inches (150 mm) high and 24 inches (600 mm) wide.
      - Basis-of-Design Product: Accuride; No. 7432.
    - Box Drawer Slides: Grade 1HD-200; for drawers more than 6 inches (150 mm) high and not more than 42 inches (1000 mm) wide.
      - Basis-of-Design Product: Accuride; No. 3640.
    - File Drawer Slides: Grade 1HD-200; for drawers more than 6 inches (150 mm) high and not more than 42 inches (1000 mm) wide.
      - Basis-of-Design Product: Accuride; No. 3640.
    - Keyboard Tray Slides: Grade 1HD-100; for computer keyboard tray not more than 16 inches (400 mm) wide.
      - Basis-of-Design Product: Accuride; No. 2109.
    - Keyboard Tray:
      - Basis-of-Design Product: Accuride; CBERGO-300 Keyboard Tray.
  - Door Locks: Five-pin tumbler.
    - Basis-of-Design Product: Olympus Lock, Inc.; N078L or N078R with D4292 (5-pin) keyway.
    - Provide locks on all doors.

- Provide a minimum of two keys per lock and two master keys.
- Keying: Key locks alike within each room; key each room separately unless otherwise indicated.
- Master Key System: Key all locks to be operable by master key.

o Drawer Locks: Five-pin tumbler.
- Basis-of-Design Product: Olympus Lock, Inc.; N078 Drawer Lock with D4292 (5-pin) keyway.
- Provide locks on all doors.
- Provide a minimum of two keys per lock and two master keys.
- Keying: Key locks alike within each room; key each room separately unless otherwise indicated.
- Master Key System: Key all locks to be operable by master key.

o Exposed Hardware Finishes: Satin chromium plated.

SECTION 06 64 00 (06640) - PLASTIC PANELING

- Glass-Fiber-Reinforced Plastic Paneling:
  - o Basis-of-Design Product: Marlite, Inc.; P100, Class A.
  - o Surface Finish: Molded pebble texture.
  - o Color: White.
  - o Provide in custodial closets and kitchen areas.

SECTION 07 01 50.16 (07590) - ROOFING MAINTENANCE PROGRAM

- Repair of existing system.
  - o Repair of defects in the roof membrane including blisters, splits, fishmouths, and loose laps.
  - o Repair or replacement of defects in the flashings at walls, roof penetrations, metal flanges, etc. including replacement of deteriorated cant strips, curbs, wood nailers, etc.
  - o Refill pitch pans
  - o Replacement of deteriorated sheet metal to match existing as designated on job walk.
  - o Cleaning and resetting roof drains/scuppers as applicable.
  - o Repair or replacement of defects in expansion joints with compatible material as applicable.
  - o Removal of all debris from the roof.
- Resurface roof membrane and base and wall flashings.
  - o Henry Specification #HMS-107/558.
  - o Henry Specification #HMS-107/291-280.
  - o Henry Specification #H-MR.
  - o Henry Specificaiton #H1-PE-MR.
- Miscellaneous requirements including:
  - o Wood blocking under pipe supports where missing or deteriorated
  - o Install protective layer of Ruftac under unsecured wood blocking where missing or deteriorated.
- Fill low spots as designated at job walk with PondPatch.

SECTION 07 21 00 (07210) - THERMAL INSULATION

- Foil-Faced, Mineral-Wool Board Insulation: ASTM C 612; faced on one side with foil-scrim or foil-scrim-polyethylene vapor retarder; with maximum flame-spread and smoke-developed indexes of 25 and 5, respectively, per ASTM E 84.
  - o Nominal density of 8 lb/cu. ft. (128 kg/cu. m), Type III, thermal resistivity of 4.35 deg F x h x sq. ft./Btu x in. at 75 deg F (30.2 K x m/W at 24 deg C).
  - o Provide at glazed aluminum curtain wall perimeter fire containment system.
- Unfaced, Glass-Fiber Blanket Insulation: ASTM C 665, Type I; with maximum flame-spread and smoke-developed indexes of 25 and 50, respectively, per ASTM E 84; passing ASTM E 136 for combustion characteristics.
  - o Provide in all framed walls unless otherwise indicated.
- Unfaced, Mineral-Wool Blanket Insulation: ASTM C 665, Type I (blankets without membrane facing); consisting of fibers; with maximum flame-spread and smoke-developed indexes of 25 and 50, respectively, per ASTM E 84; passing ASTM E 136 for combustion characteristics.
  - o Provide in all fire-resistance-rated framed walls. Comply with mineral-fiber requirements of assembly. Provide mineral-fiber insulation to comply with requirements of perimeter fire-containment system.

SECTION 07 25 00 (07275) - WEATHER BARRIERS

- Materials:
  - o Building Paper: Water-vapor-permeable, asphalt-saturated kraft building paper that complies with ICC-ES AC38, Grade D; except with water-resistance rating not less than 1 hour.
    - Basis-of-Design Product: Fortifiber Building Systems Group; Super Jumbo Tex 60 Minute.
  - o Building Wrap: ASTM E 1677, Type I air barrier; with flame-spread and smoke-developed indexes of less than 25 and 450, respectively, when tested according to ASTM E 84; UV stabilized; and acceptable to authorities having jurisdiction.
    - Basis-of-Design Product: DuPont Building Innovations: E. I. du Pont de Nemours and Company; Tyvek CommercialWrap.
  - o Building-Wrap Tape: Pressure-sensitive plastic tape recommended by building-wrap manufacturer for sealing joints and penetrations in building wrap.
  - o Flexible Flashing: Provide either butyl rubber flexible flashing or rubberized-asphalt flexible flashing at the Contractor's option.
- Installation:
  - o Cover sheathing and open framing with one layer of building paper over one layer of building wrap securely fastened to framing immediately after sheathing is installed.
  - o Apply flexible flashing where indicated to comply with manufacturer's written instructions.

SECTION 07 51 23.11 (07520.11) - GLASS-FIBER-REINFORCED ASPHALT EMULSION ROOFING

- Henry Specification #H3-IGC-MR (or approved equal) over rigid insulation, any deck.
  - o Over prepared deck surface mechanically fasten polyisocyanurate insulation and or adhere second layer of roof insulation in #111 InsulBond cold adhesive roof insulation. Install 3 layers of #604 25# adhered in #902 Permanent Bond Adhesive. Surface with #107 Asphalt

Emulsion reinforced with Chopped Fiberglass. Finish with #291 Base Coat and #280DC White Elastomeric Coating.

SECTION 07 51 23.22 (07520.22) - GLASS-FIBER-REINFORCED ASPHALT EMULSION ROOFING

- Henry Specification #H3-NGC-MR (or approved equal), nailable.
  - Over prepared deck surface mechanically fasten one layer #605 80# Inverted Cap and two ply #604 25# or #607 33# Fiberglass Base Sheet adhered in #902 Permanent Bond Adhesive. Surface with #107 Asphalt Emulsion reinforced with #189 Chopped Fiberglass. Finish with #291 Premium Elastomeric Base Coat and #280DC White Elastomeric Roof Coating or other colors as specified.

SECTION 07 62 00 (07620) - SHEET METAL FLASHING AND TRIM

- Sheet Metals:
  - Metallic-Coated Steel Sheet:
    - Not less than 0.028 inch (0.71 mm) thick, 24 gage, galvanized steel or aluminum-zinc alloy-coated steel unless otherwise indicated.
      - Copings: Not less than 0.040 inch (1.02 mm) thick, 20 gage, galvanized steel or aluminum-zinc alloy-coated steel unless otherwise indicated.
- Underlayment:
  - Self-adhering, high-temperature sheet with rosin-sized building paper slip sheet.
- Downspouts: Schedule 40 pipe.

SECTION 08 11 13 (08110) - HOLLOW METAL DOORS AND FRAMES

- Provide steel doors at all exterior and wet opening locations.
- Doors:
  - ANSI/SDI-100, Grade lll, extra heavy-duty, Model 4, minimum 16-gage galvanized steel faces. Close top with flush closure treatment.
- Frames:
  - Provide 16 gage minimum, integral stops, welded frames with three (3) anchors per jamb, plus base anchor at doors.
    - Provide 14 gage, galvanized steel at exterior doors.
- Window frames:
  - Provide 16 gage minimum, integral stops, continuously welded frames.
  - Glass and glazing shall be installed on the exterior rabbet of the frame assembly.
- Anchors and Accessories: Use galvanized items for units built into exterior walls.
  - At Metal Studs: Provide minimum 18 gage welded in steel stud anchors and secure to minimum 16 gage steel stud with two (2) #12 self tapping screws per anchor.
  - At Wood Studs: Provide minimum 18 gage welded in pipe, hat or "c" anchors. Drill frame and form countersink. Anchor to wood studs with 3/8" x 4" flat head wood screws.
  - At Masonry: Provide minimum 18 gage welded in pipe, hat or "c" anchors. Drill frame and form countersink. Anchor to masonry with 3/8" x 6" expansion anchors.

SECTION 08 14 16 (08211) - FLUSH WOOD DOORS

- Door Construction, General:
  - Quality Standard: Architectural Woodwork Standards and WDMA I.S.1-A.
  - Particleboard-Core Doors:
    - Particleboard: ANSI A208.1, Grade LD-2, made with binder containing no urea-formaldehyde.
    - Blocking: Provide wood blocking in particleboard-core doors as needed to eliminate through-bolting hardware and as follows:
      - 5 inch (125 mm) top-rail blocking, in doors indicated to have closers.
      - 5 inch (125 mm) bottom-rail blocking, in exterior doors and doors indicated to have protection plates.
    - Provide doors with structural-composite-lumber cores instead of particleboard cores for doors indicated to receive exit devices.
  - Structural-Composite-Lumber-Core Doors:
    - Structural Composite Lumber: WDMA I.S.10.
    - Blocking: Provide wood blocking in structural-composite-lumber-core doors as needed to eliminate through-bolting hardware and as follows:
      - 5 inch (125 mm) top-rail blocking, in doors indicated to have closers.
      - 5 inch (125 mm) bottom-rail blocking, in exterior doors and doors indicated to have protection plates.
      - Screw-Holding Capability: 550 lbf (2440 N) per WDMA T.M.-10.
  - WDMA I.S.1-A Performance Grade:
    - Extra Heavy Duty unless otherwise indicated.
- Veneer-Faced Doors for Transparent Finish:
  - Interior Solid-Core Doors: Provide in administrative areas and where approved by District.
    - Grade: Premium, with Grade AA faces.
    - Species: Select white maple.
    - Cut: Plain sliced (flat sliced).
    - Match between Veneer Leaves: Book match.
    - Assembly of Veneer Leaves on Door Faces: Center-balance match.
    - Core: Particleboard or structural composite lumber.
    - Construction: Five or seven plies, bonded.
- Doors For Opaque Finish:
  - Interior Solid-Core Doors: Provide unless otherwise indicated.
    - Grade: Custom.
    - Faces: Paint grade birch.
    - Core: Particleboard or structural composite lumber.
    - Construction: Five or seven plies, bonded.
- Light Frames and Louvers:
  - Baked-on metal primer finish
- Priming/Finishing:
  - Factory Finishing: Doors indicated to receive transparent finish.
  - Transparent Factory Finishes:
    - Grade: Premium.
    - Finish: UV curable, water based.
    - Effect: Open-grain finish.

SECTION 08 41 13 (08411) - ALUMINUM-FRAMED ENTRANCES AND STOREFRONTS

- Framing Members:
  - Basis-of-Design Product: United States Aluminum; Series 450 - 1-3/4 by 4-1/2 inches (44.5 by 114.3 mm).
  - Construction: Thermally broken.
  - Glazing System: Gaskets on four sides.
  - Glazing Plane: Center.
- Entrance Doors:
  - Basis-of-Design Product: United States Aluminum; Heavy Duty, Series 850 – Wide Stile.
  - Door Construction: 1-3/4-inch (44.5-mm) overall thickness.
  - Bottom Rail: 12 inch bottom rail.
  - Door Design: Wide stile.
  - Glazing stops and gaskets.
- Aluminum Finishes:
  - New Construction: Provide one of the following:
    - Clear Anodic Finish: AAMA 611, AA-M12C22A41, Class I, 0.018 mm or thicker.
    - Color Anodic Finish: AAMA 611, AA-M12C22A42/A44, Class I, 0.018 mm or thicker.
  - Modernization: Match existing.
    - Clear Anodic Finish: AAMA 611, AA-M12C22A41, Class I, 0.018 mm or thicker.
    - Color Anodic Finish: AAMA 611, AA-M12C22A42/A44, Class I, 0.018 mm or thicker.

SECTION 08 51 13 (08520) - ALUMINUM WINDOWS

- Product Standard: AAMA/WDMA/CSA 101/I.S.2/A440.
  - Minimum Performance Class: AW.
  - Minimum Performance Grade: 65.
- Thermal Transmittance: 0.50 Btu/sq. ft. x h x deg F (2.86 W/sq. m x K) maximum.
- Accessories: Integral mounting flange and inside anchor clip with cover trim.
- Frames and Sashes: Thermally broken aluminum extrusions.
- Insect Screens: At each operable exterior sash, with aluminum frames and without wickets.
- Aluminum Finishes:
  - New Construction: Provide one of the following:
    - Clear Anodic Finish: AAMA 611, AA-M12C22A41, Class I, 0.018 mm or thicker.
    - Color Anodic Finish: AAMA 611, AA-M12C22A42/A44, Class I, 0.018 mm or thicker.
  - Modernization: Match existing.
    - Clear Anodic Finish: AAMA 611, AA-M12C22A41, Class I, 0.018 mm or thicker.
    - Color Anodic Finish: AAMA 611, AA-M12C22A42/A44, Class I, 0.018 mm or thicker.

SECTION 08 71 00 (08710) - DOOR HARDWARE

- Contact AUHSD for the latest updates to this Section.
- Continuous Hinge: Markar 300 Series.
- Butt Hinge: Hager AB Series (4-1/2 by 4-1/2)
- Exit Device: Von Duprin 99 Series.

- Lockset: Schlage L9 series - Rhodes Lever.
- Cylinders: Schlage I/C Everest D Keyway.
- Armor Collar: Keedex.
- Anti Vandal Pull: Trimco 1097.
- Surface Closer: LCN P4040 Series.
- Kick Plate: Trimco.
- Floor Stop: Trimco 1209.
- Seals: Pemko 303S.
- Door Sweep: Pemko 57V.
- Threshold: Pemko 158 x MSA.
- Provide thumb-turn locksets with occupied/vacant indicators on staff restrooms.
  - Provide emergency override keys for staff restrooms.

SECTION 08 80 00 (08800) - GLAZING

- Monolithic Glass:
  - Glass Type: Clear heat-strengthened float glass, provide fully tempered float glass where indicated and where required.
- Insulating Glass:
  - Modernization Glass Type: Insulating glass: Match existing.
  - New Construction Glass Type: Low-E-coated, tinted insulating glass.
    - Overall Unit Thickness: 1 inch (25 mm).
    - Thickness of Each Glass Lite: 6.0 mm.
    - Outdoor Lite: Tinted, heat-strengthened float glass, provide fully tempered float glass where indicated and where required.
    - Basis-of-Design Product: Graylite 14
    - Interspace Content: Air.
    - Indoor Lite: Clear, heat-strengthened float glass, provide fully tempered float glass where indicated and where required.
  - Modernization Glass Type: Spandrel glass: Match existing.
  - New Construction Glass Type: Silicone-coated, low-E-coated, tinted insulating spandrel glass.
    - Overall Unit Thickness: 1 inch (25 mm).
    - Thickness of Each Glass Lite: 6.0 mm.
    - Outdoor Lite: Tinted, heat-strengthened float glass, provide fully tempered float glass where indicated and where required.
    - Basis-of-Design Product: Graylite 14.
    - Interspace Content: Air.
    - Indoor Lite: Clear, heat-strengthened float glass, provide fully tempered float glass where indicated and where required.
    - Basis-of-Design Product: Subject to compliance with requirements, provide ICD High Performance Coatings; OPACI-COAT-300, Silicone Spandrel, or comparable product by another manufacturer.
      - Coating Color: Gray.
      - Silicone Coating Location: Fourth surface.

SECTION 09 24 00 (09220) - CEMENT PLASTERING

- Welded-wire fabric lath.
  - Basis-of-Design Product: Structa Wire Corp.; Mega Lath.
  - Welded-Wire Lath: ASTM C 933; self-furring, 1.95 lb/sq. yd. (1.1 kg/sq. m).
- Finish Coats: Acrylic based.
  - Color: Match Architect's sample as closely as possible using no organic pigments.
- Plaster Mixes: ASTM C 926.
  - Base-Coat Mixes for Use over Metal Lath: Scratch and brown coats for three-coat plasterwork as follows:
    - Portland Cement Mixes:
      - Scratch Coat: For cementitious material, mix 1 part portland cement and 0 to 3/4 parts lime. Use 2-1/2 to 4 parts aggregate per part of cementitious material.
      - Brown Coat: For cementitious material, mix 1 part portland cement and 0 to 3/4 parts lime. Use 3 to 5 parts aggregate per part of cementitious material, but not less than volume of aggregate used in scratch coat.
  - Base-Coat Mixes for Use over Unit Masonry and Concrete: Single base (scratch) coat for two-coat plasterwork on low-absorption plaster bases as follows:
    - Portland Cement Mix: For cementitious material, mix 1 part portland cement and 0 to 3/4 part lime. Use 2-1/2 to 4 parts aggregate per part of cementitious material.
    - Provide three-coat plasterwork where required to align with adjacent plaster surfaces.
  - Factory-Prepared Finish-Coat Mixes: For acrylic-based finish coatings, comply with manufacturer's written instructions.
- Plaster Finishes:
  - Modernization: Match existing.
  - New Construction: Match Architect's sample.

SECTION 09 29 00 (09250) - GYPSUM BOARD

- Interior Gypsum Board:
  - Gypsum board, Type X. Provide unless otherwise indicated.
    - Thickness: 5/8 inch (15.9 mm).
  - Abuse-resistant gypsum board, Type X. Provide in corridors and gymnasiums.
    - Thickness: 5/8 inch (15.9 mm).
    - Mold Resistance: ASTM D 3273, score of 10 as rated according to ASTM D 3274.
    - Provide Level 2 in corridors.
    - Provide Level 3 in gymnasiums and locker rooms.
  - Moisture- and mold-resistant gypsum board, Type X. Provide in wet areas.
    - Thickness: 5/8 inch (15.9 mm).
    - Mold Resistance: ASTM D 3273, score of 10 as rated according to ASTM D 3274.
- Gypsum Board Finish Levels: Finish panels to levels indicated below and according to ASTM C 840:
  - Level 1: Ceiling plenum areas, concealed areas, and where indicated.
  - Level 3: At panel surfaces that will not be exposed to view such as those in mechanical and electrical rooms, panel surfaces that are substrate for plastic paneling (FRP) and acoustical tile, and where indicated on Drawings.

  - Level 4: At panel surfaces that are substrate for wall coverings and panel surfaces that will be exposed to view unless otherwise indicated.

SECTION 09 30 13 (09310) - CERAMIC TILING

- Floor Tile: Factory-mounted unglazed ceramic mosaic tile.
  - Composition: Porcelain.
  - Size: 2 by 2 inches (50.8 by 50.8 mm).
  - Thickness: 1/4 inch (6.4 mm).
  - Face: Plain with cushion edges.
  - Surface:
    - Smooth, without abrasive admixture unless otherwise indicated.
    - Slip resistant, with abrasive admixture in showers.
  - Dynamic Coefficient of Friction: Not less than 0.42.
  - Tile Colors and Pattern: Provide two colors; primary tile and school color accent tile.
  - Trim Shapes: Tapered transition.
- Wall Tile: Glazed wall tile.
  - Size: 4-1/4 by 4-1/4 inches (108 by 108 mm).
  - Face Size Variation: Rectified.
  - Thickness: 5/16 inch (8 mm).
  - Face: Plain with modified square edges or cushion edges.
  - Tile Colors and Pattern: Provide two colors; primary tile and school color accent tile.
  - Trim Shapes: Straight base, surface bullnose wainscot cap, surface bullnose external corner.
  - Field-butted square internal corners.
  - Provide wall tile full height with school color accent band.
- Thresholds: Granite.
- Tile Backing Panels: Cementitious backer units.
  - Thickness: 5/8 inch (15.9 mm).
- Portland Cement Mortar (Thickset) Installation Materials: ANSI A108.02.
- Latex-Portland Cement Mortar (Thinset): ANSI A118.4.
- High-Performance Tile Grout: ANSI A118.7.
  - Darker color grout is preferred.
- Metal Edge Strips: Angle or L-shaped, height to match tile and setting-bed thickness, metallic, designed specifically for flooring applications; stainless-steel, ASTM A 666, 300 Series exposed-edge material.
- Grout Sealer: Manufacturer's standard product for sealing grout joints and that does not change color or appearance of grout.
  - Basis-of-Design Product: Custom Building Products; Surfaceguard Sealer.
- Interior Tile Installation:
  - Interior Floors on Concrete:
    - TCNA F121: Cement mortar bed (thickset) on waterproof or crack isolation membrane.
      - Ceramic Tile Type: Floor Tile.
      - Bond Coat for Cured-Bed Method: Latex-portland cement mortar.
      - Grout: High-performance unsanded grout.
      - Provide crack isolation membrane unless otherwise indicated.
      - Provide waterproof membrane in showers.

- Interior Walls, Wood Studs or Furring:
  - TCNA W231/W241: Cement mortar bed (thickset).
    - Ceramic Tile Type: Wall tile.
    - Bond Coat for Cured-Bed Method: Latex-portland cement mortar.
    - Grout: High-performance unsanded grout.
- Interior Walls, Metal Studs or Furring:
  - TCNA W244C: Thinset mortar on cementitious backer units.
    - Ceramic Tile Type: Wall Tile.
    - Thinset Mortar: Latex-portland cement mortar.
    - Grout: High-performance unsanded grout.

SECTION 09 51 13 (09511) - ACOUSTICAL PANEL CEILINGS

- Drop ceilings are preferred.
- Acoustical Ceiling Panels, General: ASTM E 1264. General.
  - Basis-of-Design Product: Armstrong World Industries, Inc.; Fissured, Square Lay-In, Medium Texture, Item Number 755.
  - Thickness: 5/8 inch (15 mm).
  - Modular Size: 24 by 48 inches (610 by 1220 mm).
- Acoustical Ceiling Panels, Serving Areas: ASTM E 1264. Provide gypsum board ceilings in kitchen areas.
  - Basis-of-Design Product: USG Interiors, Inc.; Subsidiary of USG Corporation; Sheetrock Lay-In Ceiling Panel, ClimaPlus, Vinyl, Item Number 3270.
  - Thickness: 1/2 inch (13 mm).
  - Modular Size: 24 by 48 inches (610 by 1220 mm).
  - Panels shall meet USDA/FSIS requirements for food processing areas.
  - Panels shall be approved by Health Department.
- Metal Suspension Systems: ASTM C 635.
  - Basis-of-Design Product: Armstrong World Industries, Inc.; Prelude XL 15/16 inch Heavy-Duty Exposed Tee System, Heavy-Duty Main Beam Item Number 7301, Heavy-Duty 48 inch Cross Tee Item Number XL7340, Heavy-Duty 24 inch Cross Tee Item Number XL6120.
  - Wide-Face, Capped, Double-Web Steel: Heavy duty.
- Metal Edge Moldings and Trim:
  - Basis-of-Design Product: Armstrong World Industries, Inc.; Prelude XL 15/16 inch Exposed Tee System, Wall Molding Item Number 7800.
  - Roll-formed sheet metal.

SECTION 09 51 23 (09511) - ACOUSTICAL TILE CEILINGS

- Modernization Acoustical Ceiling Tiles: ASTM E 1264. Match existing. Use only where required to match existing.
  - Basis-of-Design Product: Armstrong World Industries, Inc.; Fine Fissured, Medium Texture, Item Number 741.
  - Thickness: 1/2 inch (13 mm).
  - Modular Size: 12 by 12 inches (305 by 305 mm).

- Metal Edge Moldings and Trim: Roll-formed sheet metal. Match existing

SECTION 09 64 66 (09642) - WOOD ATHLETIC FLOORING

- System Type: Floating.
- Strip Flooring: Northern hard maple, kiln dried.
  - Grade: MFMA-RL, random length as follows:
    - Second and Better.
  - Cut: Edge grain.
  - Thickness: 25/32 inch (20 mm).
  - Face Width: 2-1/4 inches (57 mm).
- Wood Sleepers: Standard grade; 48 inches (1200 mm) long; kiln-dried Eastern hemlock, fir, pine, or spruce.
  - Size: Nominal 2 by 3 inches (50 by 75 mm).
- Resilient Pads: With air voids for resiliency and installed at manufacturer's standard spacing for product designation indicated above.
  - Thickness: 3/8 inch (10 mm).
- Finishes: MFMA Group 3, Gymnasium-Type Surface Finishes.
- Game-line and marker paint.
- Accessories:
  - Vapor retarder.
  - Resilient or wood wall base.

SECTION 09 65 13 (09643) - RESILIENT BASE AND ACCESSORIES

- Resilient Base: Thermoset rubber.
  - Minimum Thickness: 0.125 inch (3.2 mm).
  - Height: 4 inches (102 mm) unless otherwise indicated.
  - Outside Corners: Preformed.
  - Inside Corners: Job formed or preformed.

SECTION 09 65 16 (09652) - RESILIENT SHEET FLOORING

- Basis-of-Design Product: Armstrong World Industries, Inc.; Connection Corlon.
  - Product Standard: ASTM F 1303.
    - Type (Binder Content): Type II, minimum binder content of 34 percent.
    - Wear-Layer Thickness: Grade 1.
    - Overall Thickness: 0.080 inches (2.0 mm).
    - Interlayer Material: None.
    - Backing Class: Class A (fibrous).
  - Wearing Surface: Smooth.
  - Sheet Width: 6 feet (1.8 m).
  - Seamless-Installation Method: Heat welded.
- Seamless-Installation Accessories:

- Heat-Welding Bead: Manufacturer's solid-strand product for heat welding seams.
  - Color: Match flooring.
- Integral-Flash-Cove-Base Accessories:
  - Cove Strip: 1 inch (25 mm) radius provided or approved by resilient sheet flooring manufacturer.
  - Cap Strip: Square metal, vinyl, or rubber cap provided or approved by resilient sheet flooring manufacturer.
  - Corners: Metal inside and outside corners and end stops provided or approved by resilient sheet flooring manufacturer.

SECTION 09 65 19 (09651) - RESILIENT TILE FLOORING

- Basis-of-Design Product: Armstrong World Industries, Inc; Standard Excelon, Imperial Texture.
  - Tile Standard: ASTM F 1066, Class 2, through-pattern tile.
  - Wearing Surface: Smooth.
  - Thickness: 0.125 inch (3.2 mm).
  - Size: 12 by 12 inches (305 by 305 mm).

SECTION 09 67 23 (09671) - RESINOUS FLOORING

- Flooring system must be approved for use by Health Department
- Resinous Flooring and Integral Cove Base: Provide in kitchens, serving areas, and selected custodial rooms.
  - System Characteristics:
    - Color: Gray.
    - Wearing Surface: Smooth, no abrasives.
    - Overall System Thickness: Not less than 30 mils (0.76 mm).
    - USDA or FDA approved for food-processing environments.
  - System Components:
    - Basis-of-Design Product: Sunbelt Flooring, Inc.; Heavy-Duty Sunbelt Flooring No. 1100 Chemical Resistant Industrial Floor.
      - Primer as recommended by manufacturer for conditions.
      - Chemical Resistant Industrial Flooring No. 1100.

SECTION 09 68 16 (09680) - SHEET CARPETING

- Tufted Carpet:
  - Basis-of-Design Product: Tandus Flooring; Powerbond Cushion RS.
- Abrasive Action Tufted Carpet:
  - Basis-of-Design Product: Tandus Flooring; Abrasive Action TDX.

SECTION 09 72 00 (09720) - WALL COVERINGS

- Vinyl Wall Covering:
  - Mildew resistant.
  - FS CCC-W-408D or CFFA-W-101-D for Type II, Medium-Duty products.
  - ASTM F 793 for strippable wall coverings.
  - Repeat: Random.
  - Stain-resistant coating.
- Adhesive: Mildew-resistant, nonstaining, strippable adhesive.
- Primer/Sealer: Mildew resistant, complying with requirements in Section 099123 "Interior Painting" and recommended in writing by primer/sealer and wall-covering manufacturers for intended substrate.

SECTION 09 91 13 (09911) - EXTERIOR PAINTING

- Contact AUHSD for the latest updates to this Section.
- Products:
  - Exterior Plaster Primer: Alkali resistant, water based, Dunn-Edwards Eff-Stop Select ESSL00, MPI #3.
  - Concrete Unit Masonry Block Filler: Factory-formulated high-performance latex block fillers.
    - Basis-of-Design Product: Dunn-Edwards; Smooth BLOCFIL Premium (SBPR00), applied at a dry film thickness of not less than 8.0 mils (0.203 mm).
  - Galvanized Metal Pretreatment: Factory-formulated galvanized metal pretreatment for exterior and interior application.
    - Basis-of-Design Product: Dunn-Edwards; Metal Clean and Etch (SCME-01).
  - Exterior Ferrous-Metal Primer: Factory-formulated rust-inhibitive metal primer for exterior application.
    - Basis-of-Design Product: Dunn-Edwards; BLOC-RUST Premium (BRPR00), applied at a dry film thickness of not less than 2.0 mils (0.051 mm).
  - Exterior Galvanized Metal Primer: Factory-formulated galvanized metal primer for exterior application.
    - Basis-of-Design Product: Dunn-Edwards; GALV-ALUM Premium (GAPR00), applied at a dry film thickness of not less than 2.0 mils (0.051 mm).
  - Exterior Aluminum Primer under Acrylic Finishes: Factory-formulated acrylic-based metal primer for exterior application.
    - Basis-of-Design Product: Dunn-Edwards; GALV-ALUM Premium (GAPR00), applied at a dry film thickness of not less than 2.0 mils (0.051 mm).
  - Exterior Semigloss Acrylic Enamel: Factory-formulated semigloss waterborne acrylic-latex enamel for exterior application.
    - Basis-of-Design Product: Dunn-Edwards; EVERSHIELD (EVSH50) exterior semi-gloss, applied at a dry film thickness of not less than 1.5 mils (0.038 mm).

Exterior Painting:
  - General: All systems shall include not less than three coats; one primer and two finish coats.
  - Exterior Plaster: Provide the following finish system over exterior plaster:
    - Semigloss Acrylic-Enamel Finish: Two finish coats over a exterior plaster primer.
      - Primer: Exterior plaster primer.

- Finish Coats: Exterior semigloss acrylic enamel.
- Concrete Unit Masonry: Provide the following finish system over exterior concrete unit masonry:
  - Semigloss Acrylic-Enamel Finish: Two finish coats over a block filler.
    - Block Filler: Concrete unit masonry block filler.
    - Finish Coats: Exterior semigloss acrylic enamel.
- Ferrous Metal: Provide the following finish system over exterior ferrous metal:
  - Semigloss Acrylic-Enamel Finish: Two finish coats over a rust-inhibitive primer.
    - Primer: Exterior ferrous-metal primer.
    - Finish Coats: Exterior semigloss acrylic enamel.
- Galvanized-Metal: Provide the following finish system over exterior galvanized metal:
  - Semigloss Acrylic-Enamel Finish: Two finish coats over a galvanized metal primer.
    - Pretreatment: Exterior galvanized metal pretreatment.
    - Primer: Exterior galvanized metal primer.
    - Finish Coats: Exterior semigloss acrylic enamel.
- Aluminum: Provide the following finish system over exterior aluminum:
  - Semigloss Acrylic-Enamel Finish: Two finish coats over a primer.
    - Primer: Exterior aluminum primer under acrylic finishes.
    - Finish Coats: Exterior semigloss acrylic enamel.

SECTION 09 91 23 (09912) - INTERIOR PAINTING

- Contact AUHSD for the latest updates to this Section.
- Products:
  - Concrete Unit Masonry Block Filler: Factory-formulated high-performance latex block fillers.
    - Basis-of-Design Product: Dunn-Edwards; Smooth BLOCFIL Premium (SBPR00), applied at a dry film thickness of not less than 8.1 mils (0.206 mm).
  - Galvanized Metal Pretreatment: Factory-formulated galvanized metal pretreatment for exterior and interior application.
    - Basis-of-Design Product: Dunn-Edwards; Metal Clean and Etch (SCME01).
  - Interior Gypsum Board Primer: Factory-formulated latex-based primer for interior application.
    - Basis-of-Design Product: Dunn-Edwards; VINYLASTIC Premium (VNPR00), applied at a dry film thickness of not less than 1.2 mils (0.030 mm).
  - Interior Ferrous-Metal Primer: Factory-formulated quick-drying rust-inhibitive metal primer.
    - Basis-of-Design Product: Dunn-Edwards; BLOC-RUST Premium (BRPR00), applied at a dry film thickness of not less than 2.0 mils (0.051 mm).
  - Interior Galvanized Metal Primer: Factory-formulated galvanized metal primer.
    - Basis-of-Design Product: Dunn-Edwards; GALV-ALUM (GAPR00), applied at a dry film thickness of not less than 2.0 mils (0.051 mm).
  - Interior Wood Primer for Acrylic-Enamel Finishes: Factory-formulated acrylic-latex-based interior wood primer.
    - Basis-of-Design Product: Dunn-Edwards; INTER-KOTE (IKPR00), applied at a dry film thickness of not less than 1.5 mils (0.038 mm).
  - Interior Semigloss Acrylic Enamel: Factory-formulated semigloss acrylic-latex enamel for interior application.

- Basis-of-Design Product: Dunn-Edwards; EVERSHIELD (EVSH50) Interior Semi-Gloss Paint , applied at a dry film thickness of not less than 1.5 mils (0.038 mm).
- Interior Painting:
  - General: All systems shall include not less than three coats; one primer and two finish coats.
  - Concrete Unit Masonry: Provide the following finish system over interior concrete masonry:
    - Semigloss Acrylic-Enamel Finish: Two finish coats over a block filler.
      - Block Filler: Concrete unit masonry block filler.
      - Finish Coats: Interior semigloss acrylic enamel.
  - Gypsum Board: Provide the following finish system over interior gypsum board:
    - Semigloss Acrylic-Enamel Finish: Two finish coats over a primer.
      - Primer: Interior gypsum board primer.
      - Finish Coats: Interior semigloss acrylic enamel.
  - Ferrous Metal: Provide the following finish system over ferrous metal:
    - Semigloss Acrylic-Enamel Finish: Two finish coats over a primer.
      - Primer: Interior ferrous-metal primer.
      - Finish Coats: Interior semigloss acrylic enamel.
  - Galvanized-Metal: Provide the following finish system over interior galvanized metal:
    - Semigloss Acrylic-Enamel Finish: Two finish coats over a primer.
      - Pretreatment: Interior galvanized metal pretreatment.
      - Primer: Interior galvanized metal primer.
      - Finish Coats: Interior semigloss acrylic enamel.
  - Wood and Hardboard: Provide the following paint finish system over interior wood:
    - Semigloss Acrylic-Enamel Finish: Two finish coats over a wood undercoater.
      - Primer: Interior wood primer for acrylic-enamel finishes.
      - Finish Coats: Interior semigloss acrylic enamel.

SECTION 09 96 23 (09965) - GRAFFITI-RESISTANT COATINGS

- Graffiti-Resistant Coating: Clear.
  - Basis-of-Design Product: Surtec; Graffiti Barrier VOC over Bond Coat.
  - Gloss: Not more than 35 units at 60 degrees, according to ASTM D 523.
  - Provide two coats of Graffiti Barrier VOC over two coats of Bond Coat applied at manufacturer's recommended rate.

SECTION 10 11 00 (10101) - VISUAL DISPLAY UNITS

- Materials, General:
  - Porcelain-Enamel Face Sheet: Manufacturer's standard steel sheet with porcelain-enamel coating fused to steel; not less than 0.015 inch (0.38 mm) thick, 28 gage.
  - Vinyl Fabric: Mildew resistant, washable, self healing, complying with FS CCC-W-408D, Type II, burlap weave; weighing not less than 21 oz./L yd. (651 g/L m) or 14 oz./sq. yd. (475 g/sq. m); with surface-burning characteristics indicated.
    - Basis-of-Design Product: Koroseal; Highlander.
  - Particleboard: ANSI A208.1, Grade M-1, made with binder containing no urea formaldehyde.
  - Fiberboard: ASTM C 208.

- Natural-Cork Sheet: Seamless, single-layer, compressed fine-grain cork sheet; bulletin board quality; face sanded for natural finish.

- Products:
  - Porcelain-Enamel Markerboards: Balanced, high-pressure, factory-laminated markerboard assembly of three-ply construction consisting of backing sheet, core material, and porcelain-enamel face sheet with low-gloss finish.
    - Basis-of-Design Product: Platinum Visual Systems; a division of ABC School Equipment, Inc.; BTS Series.
    - Particleboard Core: 1/2 inch (13 mm) thick.
    - Backing Sheet: 0.005 inch (0.127 mm) thick, aluminum foil backing.
    - Assembly: Factory.
    - Frames and Trim: Factory-applied aluminum.
      - Frame: CH215 channel frame with 3/4 inch (19 mm) face.
    - Mounting: Direct to wall.
    - Accessories:
      - Chalk Tray: CR340.
        - Box Type: Extruded aluminum with slanted front, grooved tray, and cast-aluminum end closures.
      - Map Rail: MR411.
        - Size: 1 inch (25 mm) high by full length of visual display unit.
        - End Stops: Located at each end of map rail.
        - Map Hooks: One map hook for every 24 inches (610 mm) of map rail or fraction thereof.
        - Flag Holder: One for each room.
    - Size: 48 by 96 inches (1219 by 2438 mm) unless otherwise indicated.
  - Vinyl-Fabric-Faced Tackboard: Vinyl fabric factory laminated to natural cork factory laminated to fiberboard core.
    - Basis-of-Design Product: Platinum Visual Systems; a division of ABC School Equipment, Inc.; BTS Series.
    - Facing: Vinyl fabric factory laminated to 1/4 inch (6 mm) thick cork sheet.
    - Core: 1/4 inch (6 mm) thick fiberboard or particleboard.
    - Assembly: Factory.
    - Frames and Trim: Factory-applied aluminum.
      - Frame: CH215 channel frame with 3/4 inch (19 mm) face.
    - Mounting: Direct to wall.
- Aluminum Finishes:
  - Clear Anodic Finish: AAMA 611, AA-M12C22A31, Class II, 0.010 mm or thicker.
- Installation:
  - General: Install visual display surfaces in locations and at mounting heights indicated on Drawings, or if not indicated, at height indicated below. Comply with applicable provisions in the CBC and the ADAAG for accessible visual display unit mounting height.
    - Mounting Height for Grades 7 and Higher: 36 inches (914 mm) above finished floor to top of chalktray.

SECTION 10 14 19 (10432) - DIMENSIONAL LETTER SIGNAGE

- Cast Characters: Characters with uniform faces, sharp corners, and precisely formed lines and profiles, and as follows:
  - Character Material: Cast aluminum.
  - Character Height: As indicated.
  - Thickness: Manufacturer's standard for size of character.
  - Finishes:
    - New Construction: Provide one of the following:
      - Clear Anodic Finish: AAMA 611, AA-M12C22A41, Class I, 0.018 mm or thicker.
      - Color Anodic Finish: AAMA 611, AA-M12C22A42/A44, Class I, 0.018 mm or thicker.
    - Modernization: Match existing.
      - Clear Anodic Finish: AAMA 611, AA-M12C22A41, Class I, 0.018 mm or thicker.
      - Color Anodic Finish: AAMA 611, AA-M12C22A42/A44, Class I, 0.018 mm or thicker.
  - Mounting: Projecting studs.
    - Characters shall be mounted 1/2 inch (50 mm) off the wall surface.
  - Typeface: Arial unless otherwise indicated.
- Site Identification:
  - Type: Cast dimensional characters.
  - Text/Message: "SCHOOL NAME."
  - Character Size: 8 to 12 inches (200 to 305 mm).
  - Location: Above main entrance to site or administration building.
- Building Identification:
  - Type: Cast dimensional characters.
  - Text/Message: "BUILDING NAME."
  - Character Size: 4 to 8 inches (100 to 200 mm).
  - Location: Above main entrance(s) to building.
- Building Address Numerals:
  - Type: Cast dimensional characters.
  - Text/Message: "BUILDING ADDRESS NUMERALS."
  - Character Size: 12 to 18 inches (305 to 456 mm).
  - Location: Visible from street, near top of wall of building.

SECTION 10 14 23 (10434) - PANEL SIGNAGE

- Panel Signs: Sign with smooth, uniform surfaces; with message and characters having uniform faces, sharp corners, and precisely formed lines and profiles; and as follows:
  - Laminated-Sheet Sign: Acrylic face sheet with flush acrylic graphics laminated to face sheet to produce composite sheet.
    - Face Sheet Thickness: 0.25 inch (6.35 mm).
  - Sign-Panel Perimeter: Finish edges smooth.
    - Edge Condition: Bullnosed, manufacturer's standard radius.
    - Corner Condition in Elevation: Rounded to radius indicated on Drawings or, if not indicated, 0.5 inch (12.70 mm).
      - Provide corners that are not rounded on door mounted signs.

- Mounting: Surface mounted to wall and door with countersunk flathead through fasteners unless otherwise indicated.
  - Surface mount to glass with adhesive where indicated.
- Surface Finish and Applied Graphics:
  - Integral Acrylic Sheet Color:
    - Face Sheet Color: Blue equal to Color No. 15090 in Federal Standard 595B unless otherwise indicated.
    - Raised and Flush Graphics Color: White unless otherwise indicated.
    - The appropriate enforcement agency may approve special signs and identification necessary to compliment décor or unique design when it is determined that such signs and identification provide adequate direction to persons with disabilities.
- Pictorial Symbol Signs (Pictograms): The outside dimension of the pictogram field shall be a minimum of 6 inches (152.4 mm) in height per CBC Section 1117B.5.5.
- Text and Typeface:
  - Finish characters to contrast with background color.
  - Accessible raised characters unless otherwise indicated.
    - Raised characters shall be raised 1/32 inch (0.794 mm) minimum and shall be sans serif uppercase characters accompanied by California (Contracted) Grade 2 Braille placed directly below the raised characters per CBC Section 1117B.5.5.
    - Raised characters shall be a minimum of 5/8 inch (15.875 mm) and a maximum of 2 inches (50.8 mm) high per CBC Section 1117B.5.5.
  - Braille.
    - California (Contracted) Grade 2 Braille shall be used whenever Braille is required per CBC Section 1117B.5.6.
    - Dots shall be spaced 1/10 inch (2.540 mm) on centers in each cell with 2/10 inch (5.080 mm) space between cells, measured from the second column of dots in the first cell to the first column of dots in the second cell per CBC Section 1117B.5.6.
    - Dots shall be raised a minimum of 1/40 inch (0.635 mm) above the background per CBC Section 1117B.5.6.
    - Each dot shall be distinct and separate and shall have a rounded or domed top per CBC Section 1117B.5.6.
  - Finish raised characters to contrast with background color, and finish Braille to match background color.

SECTION 10 14 26 (10436) - POST AND PANEL/PYLON SIGNAGE

- Post and Panel Signs: Sign of single-panel configuration; with smooth, uniform surfaces and support assembly; with message and characters having uniform faces, sharp corners, and precisely formed lines and profiles; and as follows:
  - Solid-Sheet Sign Panels: Aluminum sheet with finish specified in "Sign-Panel-Face Finish and Applied Graphics" Subparagraph below and as follows:
    - Thickness: Manufacturer's standard for size of sign and not less than 0.081 inch (2.05 mm), 12 gage, thick.
    - Surface-Applied Graphics: Applied paint.
    - Edge Condition: Square.
    - Corner Condition: Rounded to radius indicated.

- Sign Mounting: On posts unless otherwise indicated.
- Posts: Hot-dip galvanized steel.
  - Shape: Round or square.
  - Size: 2 inch (50 mm) diameter or 2 by 2 inches (50 by 50 mm).
    - Note: Provide manufacturer's standard 2 pounds per linear foot "U-channel" hot-dip galvanized posts in lieu of round or square hot-dip galvanized steel tubing when approved by Architect.
  - Installation Method: Direct burial.
  - Finish and Color: As fabricated.
- Sign-Panel-Face Finish and Applied Graphics:
  - Finish and Graphics: Manufacturer's standard, factory-applied, reflectorized finish, in color as indicated on Drawings or, if not indicated, as selected by Architect from manufacturer's full range.
  - Colors:
    - Yellow: Color shall match Color No. 13538 in Federal Standard 595B.
    - White: Color shall match Color No. 17875 in Federal Standard 595B.
    - Red: Color shall match Color No. 11105 in Federal Standard 595B.
    - Green: Color shall match Color No. 14109 in Federal Standard 595B.
    - Blue: Color shall match Color No. 15090 in Federal Standard 595B.
  - Comply with applicable provisions in the CBC and the ADAAG.
    - Black: Color shall match Color No. 17038 in Federal Standard 595B.
- Text and Typeface: Arial unless otherwise indicated.

SECTION 10 21 13.17 (10167) - PHENOLIC-CORE TOILET COMPARTMENTS

- Phenolic-core toilet compartments configured as toilet enclosures and urinal screens.
  - Toilet-Enclosure Style: Overhead braced.
  - Urinal-Screen Style: Wall hung, flat panel.
    - Provide urinal-screens only in staff toilet rooms.
- Basis-of-Design Product: Bobrick Washroom Equipment, Inc; 1182.67 Series, DuraLine, Class A Fire-Resistant, Solid Phenolic, Overhead-Braced Partitions and Screens with Institutional Hardware.
- Door, Panel, and Pilaster Construction: Solid phenolic-core panel material with melamine facing on both sides.
  - Provide minimum 3/4 inch (19 mm) thick doors and pilasters and minimum 1/2 inch (13 mm) thick panels.
- Pilaster Shoes: Formed from stainless-steel sheet, not less than 0.031 inch (0.79 mm) nominal thickness and 3 inches (76 mm) high, finished to match hardware.
- Brackets (Fittings):
  - Full-Height (Continuous) Type: Manufacturer's standard design; stainless steel.
    - Provide wall brackets not less than 54 inches (1372 mm) long with fasteners through substrate to backing on both sides of panel.
- Phenolic-Panel Finish:
  - Facing Sheet Finish: One color and pattern in each room.
  - Edge Color: Manufacturer's standard dark color core.

- Hardware and Accessories: Manufacturer's heavy-duty stainless-steel operating hardware and accessories.
  - Hinges: Manufacturer's heavy-duty, minimum 0.062 inch (1.59 mm) thick, stainless-steel continuous, cam or spring-loaded type that swings to a closed or partially open position, allowing emergency access by lifting door. Mount with through-bolts.
  - Latch and Keeper: Manufacturer's heavy-duty surface-mounted cast-stainless-steel latch unit designed to resist damage due to slamming, with combination rubber-faced door strike and keeper, and with provision for emergency access. Provide units that comply with regulatory requirements for accessibility at compartments designated as accessible. Mount with through-bolts.
  - Coat Hook: Manufacturer's heavy-duty combination cast-stainless-steel hook and rubber-tipped bumper, sized to prevent in-swinging door from hitting compartment-mounted accessories. Mount with through-bolts.
  - Door Bumper: Manufacturer's heavy-duty rubber-tipped cast-stainless-steel bumper at out-swinging doors. Mount with through-bolts.
  - Door Pull: Manufacturer's heavy-duty cast-stainless-steel pull at out-swinging doors that complies with regulatory requirements for accessibility. Provide units on both sides of doors at compartments designated as accessible. Mount with through-bolts.
    - Provide "U" shaped wire pulls at compartments indicated to be accessible to people with disabilities with a minimum projection of 1-1/2 inches (37.5 mm).
- Overhead Bracing: Manufacturer's standard continuous, clear-anodized extruded-aluminum head rail with antigrip profile.
- Door Size and Swings: Unless otherwise indicated, provide 24 inch (610 mm) wide in-swinging doors for standard toilet compartments and 36 inch (914 mm) wide out-swinging doors for compartments designated as accessible.

SECTION 10 28 00 (10801) - TOILET, BATH, AND LAUNDRY ACCESSORIES

- Contact AUHSD for the latest updates to this Section.
- Public-Use Washroom Accessories:
  - Surface-Mounted Multi-Roll Toilet Tissue Dispenser:
    - Basis-of-Design Product: Hospeco (800) 321-9832, Model No. 816, fabricated of 1/8" thick aluminum, with vandal resistant locking design.
    - For student toilets, except as otherwise indicated.
  - Recessed Multi-Roll Toilet Tissue Dispenser:
    - Basis-of-Design Product: Bobrick Washroom Equipment, Inc; Model B-3888.
    - Provide in faculty and accessible stalls.
  - Surface-Mounted Roll-Paper-Towel Dispenser:
    - Basis-of-Design Product: Bobrick Washroom Equipment, Inc; Model B-52860.
    - Provide at each sink location on campus.
  - Recessed Waste Receptacle:
    - Basis-of-Design Product: Bobrick Washroom Equipment, Inc; Model B-3644.
  - Surface-Mounted Soap Dispenser:
    - Basis-of-Design Product: Bobrick Washroom Equipment, Inc; Model B-4112.
    - Provide at each sink location on campus.
  - Grab Bar With Snap Flange Type A:

    - Basis-of-Design Product: Bobrick Washroom Equipment, Inc; Model B-6806 x 36.
  - Grab Bar With Snap Flange Type B:
    - Basis-of-Design Product: Bobrick Washroom Equipment, Inc; Model B-6806 x 42.
  - Surface-Mounted Sanitary Napkin Disposal:
    - Basis-of-Design Product: Bobrick Washroom Equipment, Inc; Model B-254.
    - Provide in standard stalls.
  - Recessed Sanitary Napkin Disposal:
    - Basis-of-Design Product: Bobrick Washroom Equipment, Inc; Model B-353.
    - Provide in faculty and accessible stalls.
  - Surface-Mounted Seat-Cover Dispenser:
    - Basis-of-Design Product: Bobrick Washroom Equipment, Inc; Model B-221.
    - Provide in faculty stalls.
  - Surface-Mounted Seat-Cover Dispenser:
    - Basis-of-Design Product: Bobrick Washroom Equipment, Inc; Model B-5221.
    - Provide in student stalls.
  - Glass Mirror With Stainless Steel Welded Angle Frame, Snap Locking Design:
    - Basis-of-Design Product: Bobrick Washroom Equipment, Inc; Model B-290 1830.
    - Provide in faculty toilet rooms.
  - Frameless Stainless Steel Mirror:
    - Basis-of-Design Product: Bobrick Washroom Equipment, Inc; Model B-1556 1830.
    - Provide in Student toilet rooms.
- Warm-Air Dryers:
  - Warm-Air Hand Dryer:
    - Basis-of-Design Product: Excel Dryer, Inc.; XLERATOR XL-SB Surface Mounted, Automatic Hand Dryer with Brushed Stainless Steel Cover. Provide XLERATOR Brushed Stainless Steel ADA Recess Kit Model 40502 unless otherwise indicated.
  -
- Custodial Accessories:
  - Utility Shelf With Mop/Broom Holders And Rag Hooks:
    - Basis-of-Design Product: Bobrick Washroom Equipment, Inc; Model B-224 x 36.
- Fasteners: Screws, bolts, and other devices of same material as accessory unit and tamper-and-theft resistant where exposed.

SECTION 10 44 13 (10522) - FIRE PROTECTION CABINETS

- Fire-Protection Cabinets:
  - Provide at new construction. See Section 10 44 16 Fire Extinguishers for modernization construction.
  - Type: Fire extinguisher.
    - Basis-of-Design Product: Potter Roemer LLC; Model Number 1734.
  - Cabinet Material:
    - Semirecessed Cabinet: Cold-rolled steel sheet.
  - Mounting:
    - Semirecessed: Provide unless otherwise indicated.
      - Fire protection cabinets shall not project more than 4 inches (101.6 mm) into the path of travel.

- Cabinet Trim Material: Stainless-steel sheet.
- Door Material: Stainless-steel sheet.
- Door Style: Fully glazed panel with frame.
- Door Glazing: Tempered float glass (clear).
- Door Hardware:
  - Provide projecting lever handle with cam-action latch.
  - Accessible door-operating hardware shall comply with applicable provisions in the CBC and the ADAAG.
  - Provide continuous hinge, of same material and finish as trim, permitting door to open 180 degrees.
- Accessories:
  - Mounting bracket.
  - Identification: Lettering complying with authorities having jurisdiction for letter style, size, spacing, and location. Locate as indicated.
    - Identify fire extinguisher in fire-protection cabinet with the words "FIRE EXTINGUISHER."
      - Location: Applied to inside surface of cabinet glazing.
      - Application Process: Die cut, reverse, pressure-sensitive vinyl letters.
      - Lettering Color: Red.
      - Orientation: Vertical.
- Finishes:
  - Steel:
    - Baked enamel or powder coat.
    - White unless otherwise indicated.
  - Stainless Steel:
    - No. 4 directional satin finish.

SECTION 10 44 16 (10523) - FIRE EXTINGUISHERS

- Portable Hand-Carried Fire Extinguishers:
  - Fire Extinguishers: Type, size, and capacity for each fire-protection cabinet and mounting bracket indicated.
    - New Construction: Provide fire-protection cabinet unless otherwise indicated.
    - Modernization: Provide mounting bracket unless otherwise indicated.
  - Basis-of-Design Product: Potter Roemer LLC; Model Number 3005.
  - Multipurpose Dry-Chemical Type: UL-rated 2-A:10-B:C, 5-lb (2.3-kg) nominal capacity, with monoammonium phosphate-based dry chemical in manufacturer's standard enameled container.
- Mounting brackets.
  - Identification: Lettering complying with authorities having jurisdiction for letter style, size, spacing, and location. Locate where indicated by Architect.
    - Identify bracket-mounted fire extinguishers with the words "FIRE EXTINGUISHER" in red letter decals applied to mounting surface.
      - Orientation: Vertical.

SECTION 10 75 16 (10351) - GROUND-SET FLAGPOLES

- Aluminum Flagpoles:
  - Aluminum Flagpoles: Entasis-tapered flagpoles fabricated from seamless extruded tubing complying with ASTM B 241/B 241M, Alloy 6063, with a minimum wall thickness of 3/16 inch (4.8 mm).
  - Exposed Height: 30 feet (7.5 m).
  - Construct flagpoles in one piece if possible. If more than one piece is necessary, comply with the following:
    - Fabricate shop and field joints without using fasteners, screw collars, or lead calking.
    - Provide flush hairline joints using self-aligning, snug-fitting, internal sleeves.
  - Sleeve for Aluminum Flagpole: Fiberglass or PVC pipe foundation sleeve, made to fit flagpole, for casting into concrete foundation.
    - Flashing Collar: Same material and finish as flagpole.
- Fittings:
  - Finial Ball: Flush-seam ball, sized as indicated or, if not indicated, to match flagpole-butt diameter.
    - 0.063 inch (1.6 mm) spun aluminum with gold anodic finish.
  - External Halyard: Ball-bearing, nonfouling, revolving truck assembly of cast metal with continuous 5/16 inch (8 mm) diameter, braided polypropylene halyard and 9 inch (228 mm) cast-metal cleats with fasteners. Finish exposed metal surfaces to match flagpole.
    - Halyards and Cleats: One at each flagpole.
    - Cleat Covers: Cast metal, finished to match flagpole, secured with cylinder locks.
    - Halyard Flag Snaps: Stainless-steel swivel snap hooks with neoprene or vinyl covers. Furnish four per halyard.
  - Flags:
    - Provide one polyester American flag 36 by 60 inches (914 by 1524 mm).
    - Provide one polyester California state flag 36 by 60 inches (914 by 1524 mm).
- Aluminum Finishes:
  - Gold Anodic Finish: AAMA 611, AA-M32C22A43, Class I, 0.018 mm or thicker, gold color.
  - Baked-Enamel or Powder-Coat Finish: AAMA 2603 except with a minimum dry film thickness of 1.5 mils (0.04 mm). Comply with coating manufacturer's written instructions for cleaning, conversion coating, and applying and baking finish.
    - Color and Gloss: White, gloss or full gloss.
- Provide in-ground uplights.

SECTION 11 52 13 (11132) - PROJECTION SCREENS

- Manually Operated, Front-Projection Screens:
  - Bracket-mounted, metal-encased screens.
    - Basis-of-Design Product: Da-Lite Screen Company; Model C with CSR (Controlled Screen Return).
  - Provide extension wall brackets for each manually operated, front-projection screen.
    - Basis-of-Design Product: Da-Lite Screen Company; No. 6 Wall Bracket.
      - Finish and Color: Matching screen case.
  - Provide manually operated, front-projection screens in Classrooms and where indicated.

- Electrically Operated, Front-Projection Screens:
  - Suspended screens without ceiling closure.
    - Basis-of-Design Product: Da-Lite Screen Company ; Senior Electrol.
  - Controls: Remote, key-operated, three-position control switch installed in recessed device box with flush cover plate matching other electrical device cover plates in room where switch is installed.
    - Provide one control switches for each screen unless otherwise indicated.
  - Provide electrically operated, front-projection screens in Multi-Purpose Room and where indicated.
- Front-Projection Screen Material: Matte-white viewing surface.
  - Basis-of-Design Product: Da-Lite Screen Company; Matte White.
  - Seamless Construction: Provide screens, in sizes indicated, without seams.
  - Edge Treatment: Black masking borders.
  - Size of Viewing Surface:
    - Multi-Purpose Room (MPR): 92 by 164 inches (2337 by 4166 mm) unless otherwise indicated.
      - Video Widescreen (HDTV) Format: 1.78:1 or 16:9.
    - Classroom: 54 by 96 inches (1372 by 2438 mm) unless otherwise indicated.
      - Video Widescreen (HDTV) Format: 1.78:1 or 16:9.
  - Provide extra drop length as needed at top of screen for bottom of screen to be 36 inches (914 mm) above floor unless otherwise indicated.
    - Provide extra drop length as needed at top of screen for bottom of screen to be 12 inches (305 mm) above platform floor in Multi-Purpose Room (MPR).
    - Color: Black.

SECTION 12 24 13 (12494) - ROLLER WINDOW SHADES

- Manually Operated Shades with Double Rollers:
  - Basis-of-Design Product: Draper, Inc., Dual Roller FlexShade.
  - Provide manually operated shades unless otherwise indicated.
  - Chain-and-Clutch Operating Mechanisms: With continuous-loop bead chain and clutch that stops shade movement when bead chain is released; permanently adjusted and lubricated.
    - Bead Chains: Nickel-plated metal or stainless steel.
  - Rollers: Corrosion-resistant steel or extruded-aluminum tubes of diameters and wall thicknesses required to accommodate operating mechanisms and weights and widths of shadebands indicated without deflection. Provide with permanently lubricated drive-end assemblies and idle-end assemblies designed to facilitate removal of shadebands for service.
    - Double-Roller Mounting Configuration: Offset, outside roller over and inside roller under.
    - Inside Roller:
      - Drive-End Location: Right side of inside face of shade.
      - Direction of Shadeband Roll: Regular, from back of roller.
    - Outside Roller:
      - Drive-End Location: Left side of inside face of shade.
      - Direction of Shadeband Roll: Regular, from back of roller.
    - Shadeband-to-Roller Attachment: Removable spline fitting integral channel in tube.
    - Plastic hardware is not acceptable.

  - Mounting Hardware: Brackets or endcaps, corrosion resistant and compatible with roller mounting configuration, roller assemblies, operating mechanisms, installation accessories, and installation locations and conditions indicated.
    - Plastic hardware is not acceptable.
  - Inside Shadeband Material: Light-filtering fabric.
    - Shadeband Bottom (Hem) Bar: Steel or extruded aluminum.
      - Type: Enclosed in sealed pocket of shadeband material.
  - Outside Shadeband Material: Light-blocking fabric.
    - Shadeband Bottom (Hem) Bar: Steel or extruded aluminum.
      - Type: Enclosed in sealed pocket of shadeband material.
- Shadeband Materials:
  - Shadeband Material Flame-Resistance Rating: Comply with Title 19 CCR, Chapter 8 and NFPA 701. Testing by a qualified testing agency. Identify products with appropriate markings of applicable testing agency.
  - Light-Filtering Fabric:
    - Basis-of-Design: E-Screen 1 percent, as manufactured by Mermet.
      - Fabric Content and Structure: 36 percent PVC-coated fiberglass and 64 percent vinyl blend woven into high quality 2 x 2 basketweave.
      - Openness Factor: 1 percent in accordance with ASHRAE 74.
      - Thickness: 0.020 inches.
      - Weight: 13.30 oz./sq. yd.
      - Color: Linen unless otherwise indicated.
  - Light-Blocking Fabric:
    - Basis-of-Design: SheerWeave® Series SW7100, as manufactured by Phifer.
      - Fabric Content and Structure: PVC-coated fiberglass laminated with a 2-ply PVC film with Microban® Protection.
      - Openness Factor: 0 percent in accordance with ASHRAE 74.
      - Thickness: 0.023 inches
      - Weight: 19.80 oz./sq. yd.
      - Color: Bone unless otherwise indicated.

SECTION 12 35 53.16 (12362) - PLASTIC-LAMINATE-CLAD LABORATORY CASEWORK

- Product Standard: SEFA 8 PL, "Laboratory Grade Plastic Laminate Casework."
- Quality Standard: Unless otherwise indicated, comply with the "Architectural Woodwork Standards" for grades of architectural plastic-laminate cabinets indicated for construction, finishes, installation, and other requirements.
- Flammable Liquid Storage Cabinets: NFPA 30.
- Laminate Cladding for Exposed Surfaces: General purpose.
  - Horizontal Surfaces: Grade HGS, 0.048 inch (1.2 mm) thick.
  - Postformed Surfaces: Grade HGP, 0.039 inch (1.0 mm) thick.
  - Vertical Surfaces: Grade HGS, 0.048 inch (1.2 mm) thick.
  - Edges: Grade HGS, 0.048 inch (1.2 mm) thick.
  - For semiexposed backs of panels with exposed plastic-laminate surfaces, provide surface of high-pressure decorative laminate, NEMA LD 3, Grade VGS 0.028 inch (0.7 mm) thick.
- Materials for Semiexposed Surfaces:

- Surfaces Other Than Drawer Bodies: Thermoset decorative panels.
  - Edges of Plastic-Laminate Shelves: PVC edge banding, 0.12 inch (3 mm) thick, matching laminate in color, pattern, and finish.
  - Edges of Thermoset Decorative Panel Shelves: PVC or polyester edge banding.
- Drawer Sides and Backs: Solid-hardwood lumber.
- Drawer Bottoms: Hardwood plywood.

- Dust Panels: 1/4 inch (6.4 mm) plywood or tempered hardboard above compartments and drawers unless located directly under tops.
- Concealed Backs of Panels with Exposed Plastic-Laminate Surfaces: High-pressure decorative laminate, NEMA LD 3, Grade BKL.
- Drawer Construction: Fabricate with exposed fronts fastened to subfront with mounting screws from interior of body.
- Utility-Space Framing: Steel framing units consisting of two slotted channels connected at top and bottom by U-shaped brackets.
- Countertops: Provide one of the following:
  - Epoxy: 1 inch (25 mm) thick solid epoxy.
    - Configuration: Flat with backsplash.
  - Phenolic Composite (Trespa): 1 inch (25 mm) thick.
    - Configuration: Flat with backsplash.
- Shelves: Load factor of not less than 50 lbs/sq ft (22.7 kg/sq cm). Comply with the following:
  - 3/4 inch (19.1 mm) particleboard for shelves not more than 25 inch (635 mm) long.
  - 1 inch (25.4 mm) particleboard for shelves not more than 34 inch (864 mm) long.
  - 3/4 inch (19.1 mm) plywood for shelves not more than 46 inch (1168 mm) long.
  - 1 inch (25.4 mm) plywood for shelves not more than 61 inch (1549 mm) long.
- Cabinet Hardware:
  - Hinges: Butt, semiconcealed.
    - Basis-of-Design Product: Rockford Process Control, Inc.; RPC 376.
    - For doors less than 40 inches (1016 mm) in height, provide not less than two hinges per door.
    - For doors from 40 inches (1016 mm) to 60 inches (1524 mm) in height, provide not less than three hinges per door.
    - For doors from 60 inches (1524 mm) to 80 inches (2031 mm) in height, provide not less than four hinges per door.
    - For doors more than 80 inches (2031 mm) in height, provide not less than five hinges per door. Provide one additional hinge for every 18 inches (457 mm) over 80 inches (2031 mm).
  - Wire Pulls: Back mounted, solid metal, 4 inches (100 mm) long, 1-1/2 inches (37.5 mm) deep, and 5/16 inch (8 mm) in diameter.
  - Catches: Magnetic catches.
    - Basis-of-Design Product: Engineered Products Co.; EPCO 592.
    - For doors up to 40 inches (1016 mm) in height, provide not less than one magnetic catch per door.
    - For doors more than 40 inches (1016 mm) in height, provide not less than two magnetic catches per door.
  - Adjustable shelf supports.
    - Shelf Standard (Pilaster) Basis-of-Design Product: K&V; 255 ZC, Zinc Coated Steel.

    - Shelf Support Basis-of-Design Product: K&V; 256R ZC, Zinc Coated Steel with Rubber Cushion.
  - Drawer Slides: BHMA A156.9.
    - Grade 1HD-100 and Grade 1HD-200: Side mounted; full-extension type; zinc-plated-steel ball-bearing slides.
    - Box Drawer Slides: Grade 1HD-100; for drawers not more than 6 inches (150 mm) high and 16 inches (400 mm) wide.
      - Basis-of-Design Product: Accuride; No. 3832.
    - Box Drawer Slides: Grade 1HD-100; for drawers not more than 6 inches (150 mm) high and 24 inches (600 mm) wide.
      - Basis-of-Design Product: Accuride; No. 7432.
    - Box Drawer Slides: Grade 1HD-200; for drawers more than 6 inches (150 mm) high and not more than 42 inches (1000 mm) wide.
      - Basis-of-Design Product: Accuride; No. 3640.
    - File Drawer Slides: Grade 1HD-200; for drawers more than 6 inches (150 mm) high and not more than 42 inches (1000 mm) wide.
      - Basis-of-Design Product: Accuride; No. 3640.
    - Keyboard Tray Slides: Grade 1HD-100; for computer keyboard tray not more than 16 inches (400 mm) wide.
      - Basis-of-Design Product: Accuride; No. 2109.
    - Keyboard Tray:
      - Basis-of-Design Product: Accuride; CBERGO-300 Keyboard Tray.
  - Door Locks: Five-pin tumbler.
    - Basis-of-Design Product: Olympus Lock, Inc.; N078L or N078R with D4292 (5-pin) keyway.
    - Provide locks on all doors.
    - Provide a minimum of two keys per lock and two master keys.
    - Keying: Key locks alike within each room; key each room separately unless otherwise indicated.
    - Master Key System: Key all locks to be operable by master key.
  - Drawer Locks: Five-pin tumbler.
    - Basis-of-Design Product: Olympus Lock, Inc.; N078 Drawer Lock with D4292 (5-pin) keyway.
    - Provide locks on all doors.
    - Provide a minimum of two keys per lock and two master keys.
    - Keying: Key locks alike within each room; key each room separately unless otherwise indicated.
    - Master Key System: Key all locks to be operable by master key.
  - Exposed Hardware Finishes: Satin chromium plated.

SECTION 12 36 23.13 (06417) - PLASTIC-LAMINATE-CLAD COUNTERTOPS

- Quality Standard: Unless otherwise indicated, comply with the "Architectural Woodwork Standards" for grades of architectural plastic-laminate cabinets indicated for construction, finishes, installation, and other requirements.
- Grade: Premium.

- Laminate Cladding for Exposed Surfaces:
  - Flat Countertops: NEMA LD 3, Grade HGS, 0.048 inch (1.2 mm) thick.
  - Postformed Countertops: NEMA LD 3, Grade HGP, 0.039 inch (1.0 mm) thick.
  - Vertical Surfaces: NEMA LD 3, Grade HGS, 0.048 inch (1.2 mm) thick.
  - Edges: NEMA LD 3, Grade HGS, 0.048 inch (1.2 mm) thick.
  - Backer Sheet: Provide plastic-laminate backer sheet, NEMA LD 3, Grade BKL, on underside of countertop substrate.
- Grommets for Cable Passage through Countertops: 3 inch (75 mm) OD, molded-plastic grommets and matching plastic caps with slot for wire passage.
  - Basis-of-Design Product: Doug Mockett & Company, Inc.; XG Flip-Top Series, XG3 - 3 inch Flip-Top Grommet Set.
  - Colors and Finishes: Matte black.
  - Provide grommets where required to access power or signal system.

SECTION 14 24 00 (14240) - HYDRAULIC ELEVATORS

- Basis-of-Design Product: ThyssenKrupp Elevator; Model AMEE 35.
- Elevator Description:
  - Cylinder Type: Holeless, beside-the-car, telescoping, dual cylinder.
  - Rated Load: Not less than 3500 lb (1589 kg).
  - Rated Speed: Not less than 110 fpm (0.56 m/s).
  - Operation System: Single automatic unless otherwise indicated.
  - Auxiliary Operations:
    - Battery-powered lowering.
    - Automatic dispatching of loaded car.
    - Nuisance call cancel.
    - Loaded-car bypass.
  - Car Enclosures: Enameled steel with removable wall panels, with car roof, access doors, power door operators, and ventilation.
    - Inside Width: Not less than 80 inches (2032 mm).
    - Inside Depth: Not less than 65 inches (1651 mm).
    - Inside Height: Not less than 88 inches (2235 mm).
    - Front Walls (Return Panels): Satin stainless steel, No. 4 finish with integral car door frames.
    - Side and Rear Wall Panels: Vertical panels. Satin stainless steel, No. 4 finish.
    - Reveals: Enameled steel. Provide black unless otherwise indicated.
    - Door Faces (Interior): Satin stainless steel, No. 4 finish.
    - Door Sills: Nickel silver, polished.
    - Ceiling: Luminous ceiling.
    - Ceiling Frame Finish: Satin stainless steel, No. 4 finish.
    - Handrails: 1-1/2 inches (38 mm) O.D. maximum round satin stainless steel, No. 4 finish, at rear of car.
    - Floor: Prepared to receive resilient flooring.
  - Hoistway Entrances:
    - Width: Not less than 42 inches (1067 mm).
    - Height: 84 inches (2134 mm).

    - Type: Single-speed side sliding. Right or left hand as indicated on Drawings.
    - Frames: Satin stainless steel, No. 4 finish.
    - Doors: Satin stainless steel, No. 4 finish.
    - Door Sills: Nickel silver, polished.
  - Hall Fixtures: Satin stainless steel, No. 4 finish.
  - Additional Requirements:
    - Provide inspection certificate in each car, mounted under acrylic cover with frame made from satin stainless steel, No. 4 finish.
    - Provide hooks for protective pads in all cars and one complete set of full-height protective pads.

SECTION 14 42 00 (14420) - WHEELCHAIR LIFTS

- Basis-of-Design Product: ThyssenKrupp Access; Porch-Lift® vertical platform lift model PL-S.
- Wheelchair Lift Description:
  - Drive: AC powered ballscrew drive; 1/2 hp, 120 V, 60Hz, instant reversing motor.
  - Number of Stops: Two.
  - Power Supply: 120 V, 20 amp, 60 Hz, one phase.
  - Rated Load: Not less than 750 lb (340 kg) with minimum safety factor of 5X.
  - Rated Speed: 9 to 12 fpm (0.05 to 0.06 m/s)] (ballscrew drive) with rated load.
  - Operating Features:
    - Platform Controls: Directional paddle switch, on/off key switch, emergency stop switch with alarm, and illuminated alarm button.
    - Landing Controls: Directional paddle switch, on/off key switch, emergency stop switch with alarm mounted inside gate/door frames.
    - Grounded electrical system with upper, lower and final limit switches and 24 V operating controls.
    - Platform underpanel equipped with obstruction sensors.
    - Grab rail on platform.
    - Manual lowering device.
    - Remote emergency lowering switch.
    - Battery backup power for emergency exit from platform.
    - Integral ballscrew safety device and electromechanical brake (ballscrew drive).
    - Pit switch.
    - Telephone jack on platform.
    - Upper Landing Gate/Door:
      - 42 inch (1067 mm) high, self-closing gate with VDR mechanical interlock and steel sheet.
  - Lower Landing Door:
    - 42 inch (1067 mm) high, self-closing gate with VDR mechanical interlock and steel sheet.
  - Automatic Gate/Door openers.
- Finishes:
  - Steel and Galvanized Steel: Powder-coat.
  - Stainless Steel: Directional satin finish No. 4.

8.7 APPENDIX
DISTRICT STANDARDS SPECIFICATIONS

211313 (13930) – WET PIPE FIRE SUPPRESSION SYSTEMS

- Coverage:
  - Where required, building areas shall be provided with complete sprinkler coverage via wet pipe automatic fire sprinkler system.
- Code Compliance:
  - Fire sprinkler work shall conform to the latest requirements of NFPA 13.
  - Fire protection system materials and components shall be Underwriters Laboratories listed and labeled, and Factory Mutual.
- Materials:
  - Sprinkler piping shall be black steel Schedule 40 for all piping with threaded joints and fittings.
- Sprinkler Heads:
  - Sprinkler heads in suspended ceiling areas shall be pendent quick response sprinkler, white finish with adjustable semi-recessed white finish escutcheon.
  - Sprinkler heads in gyp board or other non-suspended ceiling areas shall be quick response concealed pendent sprinkler with white or custom color cover plate to match adjacent ceiling surfaces as applicable.
  - Areas with no ceiling shall be provided with sprinkler coverage using brass finish upright quick response sprinklers.

22 00 00 (15400) – PLUMBING

- Hot Water
  - Provide domestic hot water to janitor's closets, nurse rooms, kitchens, student restrooms, staff restrooms, classroom sinks, and faculty lounges, consistent with California Plumbing Code.
- Water Heaters
  - Natural gas-fired, tank type (40 to 120 gallon) commercial water heaters, low-NOx with Type B vent preferred. Bradford White, AO Smith, American Water Heater.
  - Electric, tank-type (10 to 40 gallon) commercial water heater acceptable where natural gas is not available or feasible.
  - Instantaneous, on-demand, and point-of use electric or gas water heaters are bitt desired.
- Domestic Hot Water Circulating Pump
  - For buildings with fixtures more than 100 feet from water heater, provide DHW return system and circulating pump with integral time switch and aquastat controls. Grundfos.
- Classroom Sinks
  - Provide ADA porcelain over cast iron with gooseneck faucet and separate bubbler. Haws, American Standard, Kohler sinks. Chicago faucet.
- Art Classroom Sinks
  - Provide ADA accessible, porcelain over cast iron with gooseneck faucet and separate bubbler. Provide solids interceptor at sink. Haws, American Standard, Kohler sinks. Chicago faucet.
- Science Classrooms
  - Provide solid surface resin, acid-resistant sinks in science classrooms.
  - Provide acid resistant waste piping and acid neutralization for science classrooms.
  - Provide emergency shower and eyewash in science classrooms. Provide floor drain with mechanical trap primer beneath emergency shower. Haws, Gaurdian.
- Workroom, Nurse Room Sinks

  - Provide ADA stainless steel sinks with integral faucet deck so faucets are mounted on sink, not countertop. American Standard, Kohler.
  - Provide automatic sensor (wired) in staff areas. Chicago faucet.
- Faculty Lounge Sinks
  - Provide ADA stainless steel sinks with integral faucet deck so faucets are mounted on sink, not countertop. American Standard, Kohler.
  - Provide ¾-hp garbage disposal for faculty lounge sinks.
  - Provide automatic sensor (wired) in staff areas. Chicago faucet.
- Student Restroom Lavatories
  - Provide ADA porcelain wall mounted lavatory with wall carrier and integral back splash. American Standard, Kohler.
  - Provide manual, metering faucet. Chicago faucet.
- Staff Restroom Lavatories
  - Provide ADA porcelain wall mounted lavatory with wall carrier and integral back splash. American Standard, Kohler.
  - Provide automatic sensor (hard-wired) faucet. Chicago faucet.
- Water Closets
  - For minor renovations, replace wall hung toilets with wall hung toilets and floor mount toilets with floor mount toilets.
  - For major renovations and new additions, provide floor mount toilets.
  - Water closet flushvalves in all restrooms to be 1.28 gpf, automatic sensor (wired) type. Zurn, Sloan.
  - Provide wall-mounted clean-out for restroom.
  - Water Closets to be Kohler
- Urinals
  - Wall-hung, integral trap porcelain urinals.
  - Water closet flushvalves in all restrooms to be 0.125 gpf, automatic sensor (wired) type. Zurn, Sloan.
  - Provide wall-mounted clean-out above each urinal.
  - Do not specify waterless urinals. Replace existing waterless urinals.
  - Urinals to be Kohler
- Hose Bibbs
  - Provide recessed, lockable hose bibb in every restroom.
  - Provide hose bibbs with removable handle at building entrances, roofs, and around perimeter of new buildings. Assume 75' maximum hose reach.
- Floor Drains
  - Provide floor drains in all restrooms.
- Trap primers
  - All restroom floor drains to be provided with mechanical trap primer connected to water closet flush valve.
- Water Hammer Arrestors
  - Provide water hammer arrestors with wall access panel at all restrooms.
- Isolation Valves
  - Provide cold and hot water isolation valves with wall access panel at all restrooms.
  - Isolation valves to be ¼-turn ball valves.
  - Soldered or threaded connections (no unions).
- Drinking Fountains

- Interior drinking fountains to be stainless steel, dual-height with wall carrier.
- Exterior drinking fountains shall be Elkay PolyMarble Composite Trough Sinks.
- Provide bottle filling option in gymnasium and athletic facilities.
- Provide chilled water at faculty areas only.
- Drinking fountains to be Haws, Bradley, Bobrick.

- Janitor Closets
  - Provide floor-mounted sinks with wall mount faucets in all janitor's closets.
  - Provide dedicated 20 gallon, electric water heaters, wall hung above sink, where DHW not otherwise available.
- Domestic Water Piping
  - Piping within the building and above grade shall be Type "L" copper tubing with sweat fittings.
  - Below grade piping outside of the building within five feet (5') of the foundation shall be Type "K" copper with w sweat fittings.
  - Below slab piping shall be Type "K" soft annealed copper tubing with no fittings.
- Sanitary Waste And Vent Piping
  - Soil, waste and vent piping within the building and outside within five feet (5') of the foundation shall be no-hub cast iron pipe and fittings
  - Exposed vent piping shall be Schedule 40 galvanized steel pipe.
  - Vents through roof shall terminate with vandal resistant hoods, by Zurn.
- Roof Drains
  - Cast iron roof drains, Zurn, JR Smith.

23 00 00 (15700) – HVAC

- Rooftop Package HVAC Units
  - Provide single-zone, direct expansion (DX), gas-fired rooftop packaged HVAC units with vibration isolation curb, 2" MERV-8 filters, air-side economizer.
  - Heat pump units are acceptable where gas heating is not feasible.
  - Consider single-zone VAV and multi-stage or variable compressors
  - Down shot ductwork preferred. Avoid rooftop ductwork.
  - Unit controls to interface with District standard BACNet controls, without gateways.
  - Provide CO2 monitors for demand controlled ventilation in classrooms.
  - Provide door switches to allow for unit shut-down when doors are left open.
  - Power Exhaust relief in units 7 1/2 tons and larger only.
  - Provided convenience outlets via independent 120v circuit, not integral to unit.
  - Carrier, York, Trane.
- Mutli-zone HVAC Units
  - Mutli-zone systems including VAV reheat and VVT approaches are not preferred by the District.
- Chilled and Hot Water Systems
  - Hydronic heating and cooling systems are not preferred by District.
- Heating and Ventilation units
  - Provide gas-fired heating and ventilation only (no cooling) for gymnasiums and locker rooms.
  - Provide split system cooling for coach's offices and team rooms.
- Split Systems (IDF and Computer Rooms)
  - Provide split-system cooling units for the IDF rooms.

  - Provide dedicated thermostat for split system control with building management system zone temperature sensor for monitoring and alarm in IDFs.
  - No ventilation required for IDFs.
  - Carrier, York, Mitsubishi.
- Exhaust Fan Cooling (Electrical rooms)
  - Electrical rooms may be provided with thermostatically controlled exhaust fans for cooling
- Wall-Hung Heat Pump Units (Modular Classrooms Only)
  - Bard "Quiet Climate 2" is District preferred wall-hung heat pump system for modular buildings.
- General Exhaust Fans
  - Provide rooftop, upblast exhaust fans for restrooms and other general exhaust applications.
  - Ceiling mounted fans acceptable where roof-mounted fans are not feasible.
  - Direct drive fans preferred to belt drive where feasible.
  - Restroom exhaust fan control to be interlocked with restroom light control.
  - Greenheck, Cook, Twin City Fan.
- Ductwork
  - Install galvanized steel ductwork per SMACNA standards.
  - Internal duct lining not permitted, without District approval. Provide exterior duct wrap insulation only. Provide sound traps for acoustic control, where required.
  - Duct hangers and supports per SMACNA requirements.
- Duct Insulation
  - Concealed HVAC supply air ductwork shall be insulated with mineral fiber or cellular glass duct wrap insulation and integral ASJ jacket.
  - Insulation thickness shall be per Title-24 Building Energy Efficiency Standards.
- Flexible Ducts
  - Flexible ducts shall be used for final 6' connection to supply air diffusers only.
- HVAC System Test, Adjusting, and Balancing (TAB)
  - Testing, adjusting, and balancing agent will be certified by AABC or NEBB
- Condensate Drainage
  - Condensate drain piping to be copper.
  - District prefers condensate drainage to terminate in lavatory tail piece where feasible.

23 09 00 (13800) – BUILDING AUTOMATION SYSTEM

- Building Automation System to integrate with BAS head end located at District Office.
  - BACNet protocol
  - Johnson Controls, Alerton, Automated Logic, Siemens
  - Provide zone temperature sensors with occupant setpoint adjustment of +/- 2 F. No display on zone sensors
  - Provide exterior door contacts at each individual conditioned space
  - BAS to control exterior lights based on single from central system.
  - Exterior lighting at each site to be have three control zones:
    - Exterior House Lights
    - Parking Lot Lights
    - Exterior Security Lights

23 11 23 (02550) – NATURAL GAS DISTRIBUTION

- Provide gas earthquake valve at main gas line to every site. Pacific.
- Provide main gas shut-off valve located at meter.
- Natural Gas Piping:
  - Above ground: Schedule 40 black steel.
  - Exposed piping outside the building: Schedule 40, galvanized.
  - Below ground, outside the building: Polyethylene plastic pipe. Butt fusion unions are acceptable

26 00 00 (16000) – ELECTRICAL

- Locate all panels including EMS, etc. for full operational clearance in electrical rooms.
- Power
  - The new energy code Title 24 shall be complied with.
  - Service and distribution shall be: 480Y/277V 3-phase, 4 wireUtilization and convenience power shall be: 208Y/120V 3-phase, 4 wire
  - Transformers shall be located in electric rooms. Provided ventilation or cooling for rooms with transformers.
  - On site generators will not be permitted. Provide auto transfer switch (ATS) and connection point to bring on portable generators as needed. Provide a means of connecting the generator such as pre-drilled lugs in the switch or a pin-and-sleeve receptacle. Verify with the District electrical shop which means of connection will be used at each campus.
  - Equipment loads that will have emergency backup power shall include:
    - Food service areas including cold storage. Food service shall remain fully operational during power outage.
    - Communications systems
    - Gym, to be verified. Backup power shall be provided on a case-by-case basis.
  - Switchgear equipment manufacturers shall include, in order of preference:
    - Square D
    - Siemens
    - Cutler Hammer
  - Devices
    - Leviton or Hubble switches and outlets.
    - Stainless steel face plates.
    - Galvanized steel faceplates may be used in unfinished spaces and back-of-house areas.
- Lighting
  - Comply with the new energy code Title 24 for all lighting requirements and controls.
  - Offices and Classrooms, 2' x 4' Direct/Indirect.
  - Pendent fixtures: Alera PR, Prudential P60
    - Typical Classroom Lighting Control switches at teacher station in corner of room and at entry doors.
    - Provide LED lighting sources as much as possible.
    - Fluorescent lamp: Philips F32T8 / TL 841, 800 series, 32 watt, 41K temperature

  - New construction shall incorporate easy to maintain fixtures. Samples must be provided to the district for review, comment and verification of easy access and maintenance prior to approval for use in project specification.
  - Outdoor lighting and controls:
    - Use LED fixtures in parking and general areas.
    - Parking lot fixtures shall be Gardco Gullwing
    - Provide one photo-sensor and time clock for entire campus for consistent uniform lighting control. Control to have manual bypass with manual on for maintenance use.
    - Keep controls simple to use and maintain.
  - Lighting branch circuit voltage: Use 277V where ever available.
  - Lighting Controls:
    - Occupant sensors shall be dual technology, vacancy type provided in each space.
    - Dimming control of lighting fixtures shall be used in occupied spaces.
    - Day-lit areas shall have dimming control with automatic dimming controlled by a calibrated photocell.
    - Lighting shall be controlled by EMS when present on campus.
    - Restrooms to have key switch: Pass & Seymour Sierra Keyway
  - Egress Path and Emergency Lighting:
    - Fixtures with battery packs preferred, Inverter Panels with centralized batteries can be used in large spaces such as gymnasiums, theaters, etc.
    - Generators shall not be used.
- Technology and Low Voltage Systems
  - Telephones: VOIP by Cisco.
  - Create separate MDF room; centralize IT equipment along with fire alarm, security, CCTV and other communication systems.
  - Data Networking: Leviton structured cabling system. Do not include system electronics.
  - Data cabling shall be Cat 6.
  - NO IDF's in classrooms.
  - Integrated Communication:
    - Public Address: Bogen Quantum V, IP Product
    - Laethem clock system
    - Prefer combination clock and PA system with common face plate.
    - Classroom speakers can be mounted in wall or ceiling, to be determined on case-by-case basis.
- Security Systems
  - CCTV: Provide Ethernet backbone for District CCTV system. Coordinate locations and requirements with District and District vendor (ICS)
  - Intrusion:
    - Equipment: DMP
    - Include both motion detectors and door contacts. Provide two pole door contacts, one for EMS and one for intrusion detection.
- Fire Alarm
  - Manufacturer: Silent Knight
    - DSA compliant, fully automatic system

APPENDIX
DISTRICT STANDARDS SPECIFICATIONS

31 10 00 – SITE CLEARING

- Remove trees, shrubs, brush and stumps in areas to be covered by structures, paving and landscape areas, within limits indicated on drawings.
- Coordinate work with utility companies. Notify before starting work and comply with utility company requirements. Obtain required permits.
- Protect existing structures and other elements that are not to be removed.
- Remove debris, junk and trash from the site. Clean up spillage and wind-blown debris. Leave site in clean condition, ready for subsequent work.

31 22 00 – GRADING

- Locate, identify and protect utilities that are to remain. Notify utility companies prior to removal or relocation of utilities.
- Protect site features to remain, including existing structures, fences, paving and curbs.
- Remove topsoil from areas to be further re-graded.
- Stockpiles shall be designated and maintained in accordance with erosion control plans and NPDES permit requirements.
- Remove debris, roots and stones in excess of 1/2 inch.
- Protect trees and other vegetation to remain, or if damaged, replace in-kind.

31 23 16 – EXCAVATION

- Excavation shall conform to 2012 "Greenbook" Standard Specifications Section 300-2.
- Structure excavation and backfill shall conform to 2012 "Greenbook" Standard Specifications Section 300-3.
- Remove excavated material that is unsuitable for re-use from site.
- Locate, identify and protect utilities that are to remain. Notify utility companies prior to removal or relocation of utilities.
- Excavation shall not interfere with 45 degree angle of influence from bottom of adjacent structural foundations, except as directed by structural engineer.

31 23 16.13 – TRENCHING

- General fill of trenches shall conform to 2012 "Greenbook" Standard Specifications Section 300-3.
- Cut trenches wide enough to allow inspection of installed utilities.
- Remove excavated material that is unsuitable for re-use from site.
- Locate, identify and protect utilities that are to remain. Notify utility companies prior to removal or relocation of utilities.
- Trenching shall not interfere with 45 degree angle of influence from bottom of adjacent structural foundations, except as directed by structural engineer.
- Backfill trenches to elevations indicated on drawings.
- Backfill and compact over-excavated areas per geotechnical recommendations.

31 23 23 – FILL

- General and engineered fill material shall be per geotechnical recommendations.
- Slope grade away from buildings.
- Structural backfill shall conform to 2012 "Greenbook" Standard Specifications Section 300-3.5.
- Pervious backfill shall conform to 2012 "Greenbook" Standard Specifications Section 300-3.5.2.

32 01 90 – LANDSCAPE MAINTENANCE

- Maintain plants in a manner that promotes health, growth, color and appearance, to quality levels specified.
- Replace dead, dying, and damaged plants at no extra cost to owner.
- Maintenance Period begins following final completion of the project and all punch-list items have been accepted by the Landscape Architect and Owner.
- Maintenance Period shall continue behind the 90 day maintenance period as required, until final acceptance is given by the Landscape Architect.
- All materials used shall conform to specifications or shall otherwise be acceptable to the Landscape Architect.
- Proper maintenance includes, but is not limited to, watering, weeding, pruning, mowing, edging, fertilization, rolling of turf, replacement of mulch and jute mesh, infill of settled areas, repairing and protection, pest control, fertilization, and trash removal.
- Irrigation system shall be flushed out and checked for proper operation. Valves and controllers shall operate as intended per design drawings.

32 11 06 – POROUS UNIT PAVING

- Grasspave 2; Invisible Structures Inc.

32 11 08 – RECREATIONAL COURT SURFACING

- Plexipave Sport Surfacing Systems; California Products Corporation

32 11 12 – SITE FURNISHINGS

- Precast concrete trash, recycle containers and pots; QuickCrete
- Metal benches, tables, chairs, trash containers and bollards with powdercoat finish; Landscape Forms
- Metal tree grates; Urban Accessories
- Drinking fountains; MDF ADA compliant hi-low model
- Bike racks with powdercoat finish
- Marquee signs; Daktronics

- Scoreboard; by Daktronics. To be combined with Field Scoreboard and determined based on site and District direction. Provide both hard wire and radio controlled connections to a score keepers area and the press box if appropriate.

32 11 23 – AGGREGATE BASE COURSES

- Aggregate base course shall conform to 2012 "Greenbook" Standard Specifications Section 203-6.3.1.
- Aggregate base course thickness per geotechnical recommendations.

32 11 25 – TURF SURFACED ROADWAYS

- Turf reinforcement manufacturer shall be approved by the Landscape Architect, Civil Engineer and Geotechnical Engineer.
- Aggregate base course shall comply with the requirements in section 32 11 23, except as recommended by product manufacturer or Geotechnical Engineer.
- Installation of turf reinforcement shall be per design drawings and product manufacturer's recommendation.

SECTION 32 12 16 (02741) - ASPHALT PAVING

- Asphalt Materials:
  - Paint Binder/Tack Coat: Asphalt emulsion shall be CSS-1 or CSS-1h and shall conform to the requirements of Standard Specifications for Public Works Construction Section 203-3 Emulsified Asphalt.
  - Base Course: Base course asphalt concrete, in all areas, shall conform to Standard Specifications for Public Works Construction Section 203-6.4.3, Type B, with asphalt content of 4.5 to 5.8 percent.
  - Surface Course:
    - Playground area surface course asphalt concrete shall conform to Standard Specifications for Public Works Construction Section 203-6.4.3, Type D2, with asphalt content of 4.8 to 6.5 percent.
    - Parking lot surface course asphalt concrete shall conform to Standard Specifications for Public Works Construction Section 203-6.4.3, Type C2, with asphalt content of 4.6 to 6.0 percent.
  - Asphalt performance grade shall be PG-64-10.
  - Not less than two courses of asphalt concrete shall be laid when Type D2 asphalt concrete is more than 1-1/2 inches (38 mm) thick. The surface course shall be not less than 1 inch (25 mm) and not more than 1-1/2 inches (38 mm) thick.
  - Not less than two courses of asphalt concrete shall be laid when Type C2 asphalt concrete is more than 3 inches (75 mm) thick. The surface course shall be not less than 1 inch (25 mm) and not more than 2 inches (50 mm) thick.
  - Rubberized asphalt paving is not allowed.
- Paving section shall comply with recommendations in geotechnical investigation report.

  - Playground Area: Paving section shall be not less than 4 inches (100 mm) asphalt concrete over compacted native soil.
  - Parking Lot and Traffic Areas: Paving section shall be not less than 4 inches (100 mm) asphalt concrete over 6 inches (150 mm) crushed aggregate base over compacted native soil.
- Allow new asphalt pavement to cure 30 days before application of seal coat.
- Asphalt maintenance and repair:
  - Repair severe asphalt damage with pothole repair. Excavate damaged pavement, apply tack coat to the vertical edges and base of the excavation, and backfill the excavation with hit-mix asphalt mixture.
  - Treat minor surface cracking with fog seal, applied per manufacturer's specifications.
  - Treat minor surface cracking with slurry seal. Apply to dry and clean pavement that has already been repaired.

32 12 17 – PAVEMENT MARKING, TRUNCATED DOMES AND SIGNAGE

- Truncated tile domes; Wausau Tile. Precast.

SECTION 32 12 36 (02785) - SEAL COAT

- Seal Coat: The materials for sealcoat shall conform to the requirements of Standard Specifications for Public Works Construction Section 203-9 "Sealcoat - Asphalt Based."
  - Provide one of the following:
    - Vulcan Materials Company; GuardTop.
    - Diversified Asphalt Product: Over Kote.
    - Western Colloid Products: Park Top.
    - Asphalt Coating Engineering; Sure Seal.
    - SealMaster Pavement Products & Equipment; MasterSeal.
    - Approved equal.
- Crack Sealing:
  - Provide one of the following:
    - Henry Inc.; CalSeal Modified Asphalt Joint Sealant.
    - Crafco; Polyflex Type 3.
    - Approved equal.
- Allow new asphalt pavement to cure 30 days before application of seal coat.

32 13 13 (02781) – CEMENT CONCRETE PAVEMENT

- Formwork and form materials shall be plywood, metal, metal-framed plywood, or other approved panel-type materials to provide full-depth, continuous, straight and smooth surfaces.
- Flatwork, Curb, Curb & Gutter Mix Design: 2,500 psi at 28 days compressive strength, minimum.
- V-Gutter Mix Design: 3,250 psi at 28 days compressive strength, minimum.
- Parking Bumper Design: 2,500 psi at 28 days compressive strength, minimum.
- Reinforcing: #3 bars at 18" o.c., each way. Welded wire fabric only if approved by the District in writing.

- Finish: Smooth sack all exposed site concrete retaining walls, seat walls, etc.
- Joints
  - Expansion joints shall be provided at every building and walkway corner and at all fixed object locations such as pole footings etc. and at every thirty-two (32) feet or less.
  - Sawcut or tooled contraction joints shall be provided every eight (8) feet or less.
- Truncated Domes - Tactile Warning Tiles: Surface Applied Tactile Panels as provided by ADA Solutions Inc. 130531
- Aggregate base shall be Class II crushed aggregate.

SECTION 32 13 73 (02764) - CONCRETE PAVING JOINT SEALANTS

- Joints within concrete paving.
  - Location: Expansion and isolation joints.
  - Sealant: Silicone, S, NS, 25, T, NT: Single-component, nonsag, plus 25 percent and minus 25 percent movement capability, traffic- and nontraffic-use, neutral-curing silicone joint sealant; ASTM C 920, Type S, Grade NS, Class 25, Uses T and NT.
- Joint-Sealant Backer Materials: Round backer rods for cold-applied joint sealants.

SECTION 32 14 00 (02780) - UNIT PAVING

- Concrete Pavers: Solid interlocking paving units complying with ASTM C 936/C 936M and resistant to freezing and thawing when tested according to ASTM C 67, made from normal-weight aggregates.
  - 6"x12" thru-mix precast color concrete pavers; Ackerstone or approved equal.
  - Compressive Strength: Not less than 8000 psi (55 MPa).
  - Factory Applied Sealer:
    - Factory apply one coat of penetrating sealer to all surfaces of unit pavers.
    - Sealer shall be recommended by manufacturer of unit pavers, non-staining, penetrating material, type suitable for exterior or interior use, which does not discolor or darken the surface of unit pavers.
    - Conform to sealer manufacturer's recommendations for application of sealer.
- Job-Built Concrete Edge Restraints: Comply with requirements in Section 033000 "Cast-in-Place Concrete" for normal-weight, air-entrained, ready-mixed concrete with minimum 28-day compressive strength of not less than 3000 psi (20 MPa); not less than 2500 psi (17.2 MPa) when approved by Owner.
- Aggregate Setting Bed:
  - Refer to the geotechnical report for pedestrian and vehicular rated requirements.
  - Aggregate subbase and base over compacted subgrade.
  - Leveling course, treated with herbicide, of 1-1/2 to 2 inches (38 to 50 mm) over geotextile.
  - Pavers set with 1/16 to 1/8 inch (1.5 to 3 mm) sand-filled joints.

32 15 00 – DECOMPOSED GRANITE SURFACING

- Baseball Field Infield

  - Pro Gold Infield Mix; Gail Materials
  - Stabilizer Gold Infield Mix; Stabilizer Solutions
- Baseball Field Mound and Homeplate
  - Pro Gold Professional Mound and Homeplate Clay; Gail Materials
- Multipurpose Packing Clay
  - Pro Gold Athletic Mix Packing Blend; Gail Materials
- Softball Field
  - Stabilized Decomposed Granite; Stabilizer Solutions

SECTION 32 17 13 (02843) - PARKING BUMPERS

- Concrete Wheel Stops: Precast, steel-reinforced, air-entrained concrete, 5000 psi (34.5 MPa) minimum compressive strength, 4-1/2 inches (115 mm) high by 6 inches (150 mm) wide by 72 inches (1800 mm) long or 4-1/2 inches (115 mm) high by 6 inches (150 mm) wide by 48 inches (1800 mm) long as indicated on Drawings. Provide chamfered corners, transverse drainage slots on underside, and a minimum of two 7/8 inch (22 mm) diameter factory-formed or -drilled vertical holes through wheel stop for anchoring to substrate.
  - Mounting Hardware: Galvanized-steel spike or dowel, 5/8 inch (16 mm) diameter, 12 inch (300 mm) minimum length.
  - Adhesive: As recommended by wheel-stop manufacturer for adhesion to pavement.
- Concrete Paving: Install wheel stops in a continuous bed of adhesive before anchoring.
- Asphalt Paving: Securely anchor wheel stops to asphalt paving with hardware in each preformed vertical hole in wheel stop. Recess head of hardware beneath top of wheel stop.

SECTION 32 17 23 (02763) - PAVEMENT MARKINGS

- Pavement-Marking Paint: Latex, waterborne emulsion, lead and chromate free, ready mixed, complying with FS TT-P-1952, Type II, with drying time of less than 45 minutes.
  - Basis-of-Design Product: Ennis Traffic Safety Solutions. Dry film thickness of not less than 8.0 mils (0.203 mm).
  - Colors: Where indicated on Drawings.
    - Yellow: Color shall match Color No. 13538 in Federal Standard 595B.
    - White: Color shall match Color No. 17875 in Federal Standard 595B.
    - Red: Color shall match Color No. 11105 in Federal Standard 595B.
    - Green: Color shall match Color No. 14109 in Federal Standard 595B.
    - Blue: Color shall match Color No. 15090 in Federal Standard 595B.
      - Comply with applicable provisions in the CBC and the ADAAG.
    - Black: Color shall match Color No. 17038 in Federal Standard 595B.
- Glass Beads: AASHTO M 247, Type 1 made of 100 percent recycled glass.
  - Roundness: Minimum 80 percent true spheres by weight.
- Allow paving and seal coat to age for not less than 30 days before starting pavement marking.
- Apply paint with mechanical equipment to produce pavement markings, of dimensions indicated, with uniform, straight edges. Apply at manufacturer's recommended rates to provide a minimum wet film thickness of 15 mils (0.4 mm).
  - All pavement marking shall include not less than two finish coats.

- Apply graphic symbols and lettering with paint-resistant, die-cut stencils, firmly secured to pavement. Mask an extended area beyond edges of each stencil to prevent paint application beyond the stencil. Apply paint so that it cannot run beneath the stencil.
- Where indicated, broadcast glass beads uniformly into wet markings at a rate of 6 lb/gal. (0.72 kg/L).

32 18 13 – SYNTHETIC TURF SURFACING

- Turf: Field Turf Revolution 2.5" Monofilament Fiber w/ Cryogenic rubber and sand infill.
- Striping: White for Football.
  - Yellow or Blue for Soccer per site requirements.
  - No End Zone Logos unless otherwise approved by District.
  - Center Field Logo to be limited to High School Initials unless otherwise approved by District.
- Base: 4" Class II Permeable Base minimum*
  - 2' Min. overex and recompact of subgrade*
- Drainage: ADS Flat Drains w/ Sleeve connections to perimeter trunk lines
  - 12" Perimeter Styrene or PVC perforated pipe with Mirafi filter fabric and pea gravel backfill
- Impermeable Liner: Hercusrim Liner by In-Line Plastics
- Goal Posts and other related items: Sports Field Specialties – exact model numbers to be confirmed based on specific site conditions and program requirements.
- Data and Comm Boxes: Sports Field Specialties SS Com Boxes.
- Cooling System: Quick Coupler systems set in SS boxes.
  - Underhill Mirage Synthetic Turf Rotors system set in SS boxes.
  - Piping and Pump to be determined by qualified Irrigation Designer based on system requirements and site conditions.
  - Coaches boxes for remote operation of cooling system.

Thickness of base material and treatment of subgrade is to be determined by a qualified geotechnical engineer. Quantities shown are minimum considerations that should be verified and confirmed based on use and soil conditions.
The District would like to review existing installations of the proposed system prior to placement of any system.

32 18 39 – SYNTHETIC RUNNING TRACK SURFACING

- Track Surfacing: Bynon BSS 300
- Runways: Concrete with track surfacing. Min 6" thick concrete based on soils conditions.
- AC: To be determined by geotechnical engineer and to accommodate fire truck traffic.
- Base Material and Subgrade: To be determined by geotechnical engineer and to accommodate fire truck traffic.
- Drainage: At D-Zones – ACO Sport 3000 Radius'd trench drain and catch basins.
- Striping: Per NFHS Standards
- D-Zones: To be determined based on site conditions and program requirements.

- Field Events and Track Gates: Gill Athletics – exact model numbers to be confirmed based on specific site conditions and program requirements.
- Shot-put area: Shot Put DG surfacing by Gail Materials.
- Traffic Mats: Bynon track crossing mats.
- Perimeter Fence: Surround track with 4' Ht. standard black vinyl coated chain link fencing. See fencing section. Gates as required per site conditions.
  - Enclose entire facility with TS or Chain Link fencing per site requirements and District direction.

Thickness of base material and treatment of subgrade is to be determined by a qualified geotechnical engineer. Quantities shown are minimum considerations that should be verified and confirmed based on use and soil conditions.
The District would like to review existing installations of the proposed system prior to placement of any system.

SECTION 32 31 13 (02821) - CHAIN LINK FENCES AND GATES

- Chain-Link Fence Fabric:
  - General: Provide fabric in one-piece heights measured between top and bottom of outer edge of selvage knuckle or twist according to "CLFMI Product Manual" and requirements indicated below:
    - Fabric Height: 8 feet unless otherwise indicated.
    - Steel Wire for Fabric: Wire diameter of 0.148 inch (3.76 mm), 9 gage.
      - Mesh Size: 2 inches (50 mm) unless otherwise indicated.
      - Zinc-Coated Fabric: ASTM A 392, Type II, Class 2, 2.0 oz./sq. ft. (610 g/sq. m) with zinc coating applied before or after weaving.
      - Coat selvage ends of metallic-coated fabric before the weaving process with manufacturer's standard clear protective coating.
    - Selvage:
      - Fabric not more than 72 inches (1830 mm) high knuckled at both selvages.
      - Fabric more than 72 inches (1830 mm) high knuckled top and twisted bottom.
- Fence Framework:
  - Posts and Rails: ASTM F 1043 for framework, including rails, braces, and line; terminal; and corner posts. Provide members with minimum dimensions and wall thickness according to ASTM F 1043 or ASTM F 1083 based on the following:
    - Fence Height: 8'-0" (1830 mm) unless otherwise indicated.
    - Heavy-Industrial-Strength Material: Group IA, round steel pipe, Schedule 40.
      - Line Post: Not less than 2.375 inches (60 mm) in diameter.
      - End, Corner, and Pull Posts: Not less than 2.875 inches (73 mm) in diameter.
  - Horizontal Framework Members: Intermediate and top rails according to ASTM F 1043.
    - Top Rail: 1.66 inches (42 mm) in diameter.
    - Provide intermediate rail when fence is more than 72 inches (1830 mm) high.
  - Brace Rails: ASTM F 1043.
  - Metallic Coating for Steel Framework:

- Type A: Not less than 2.0 oz./sq. ft. (0.61 kg/sq. m) average zinc coating according to ASTM A 123/A 123M or 4.0 oz./sq. ft. (1.22 kg/sq. m) zinc coating according to ASTM A 653/A 653M.

- Tension Wire:
  - Metallic-Coated Steel Wire: 0.177 inch (4.5 mm) diameter, marcelled tension wire according to ASTM A 817 or ASTM A 824, with the following metallic coating:
    - Type II: Zinc coated (galvanized) by hot-dip or electrolytic process, with the following minimum coating weight:
      - Class 4: Not less than 1.2 oz./sq. ft. (366 g/sq. m) of uncoated wire surface.
- Swing Gates:
  - General: ASTM F 900 for gate posts and single and double swing gate types.
    - Single Gate Leaf Width: 36 inches (914 mm) unless otherwise indicated.
    - Double Gate Leaf Width: 72 inches (1830 mm) unless otherwise indicated.
    - Framework Member Sizes and Strength: Based on gate fabric height of 2 inches (50 mm) less than adjacent fence height.
  - Pipe and Tubing:
    - Zinc-Coated Steel: ASTM F 1043 and ASTM F 1083; protective coating and finish to match fence framework.
      - Galvanize gates after fabrication.
    - Gate Posts: Round tubular steel.
    - Gate Frames and Bracing: Round tubular steel.
    - Panic Hardware Tube at Gates in the Path of Travel: Rectangular steel tubing 14 by 2 inches (356 by 51 mm) with 3/16 inch (4.76 mm) wall thickness, hot-dip galvanized after fabrication.
    - Kick Plate Tube at Gates in the Path of Travel: Rectangular steel tubing 10 by 2 inches (254 by 51 mm) with 3/16 inch (4.76 mm) wall thickness, hot-dip galvanized after fabrication.
  - Frame Corner Construction: Welded.
  - Hardware:
    - Hinges: 360-degree inward and outward swing.
    - Latch: Permitting operation from both sides of gate with provision for padlocking accessible from both sides of gate.
    - Padlock: Owner furnished.
    - Finish:
      - Metallic Coating for Pressed Steel or Cast Iron: Not less than 1.2 oz./sq. ft. (366 g/sq. m) of zinc.
    - Gates in the path of travel shall comply with exit door requirements. CBC Section 1003.3.2.
- Fittings:
  - Post Caps: Provide for each post.
    - Provide line post caps with loop to receive top rail.
  - Rail and Brace Ends: For each gate, corner, pull, and end post.
  - Rail Fittings: Provide the following:
    - Top Rail Sleeves: Pressed-steel or round-steel tubing not less than 6 inches (152 mm) long.
    - Rail Clamps: Line and corner boulevard clamps for connecting intermediate rails to posts.
  - Tension and Brace Bands: Pressed steel.

  - Tension Bars: Steel, length not less than 2 inches (50 mm) shorter than full height of chain-link fabric. Provide one bar for each gate and end post, and two for each corner and pull post, unless fabric is integrally woven into post.
  - Truss Rod Assemblies: Steel, hot-dip galvanized after threading rod and turnbuckle or other means of adjustment.
  - Tie Wires, Clips, and Fasteners: According to ASTM F 626.
    - Standard Round Wire Ties: For attaching chain-link fabric to posts, rails, and frames, according to the following:
      - Hot-Dip Galvanized Steel: 0.148 inch (3.76 mm) diameter wire; galvanized coating thickness matching coating thickness of chain-link fence fabric.
  - Finish:
    - Metallic Coating for Pressed Steel or Cast Iron: Not less than 1.2 oz./sq. ft. (366 g/sq. m) of zinc.
- Post Setting: Set posts in concrete at indicated spacing into firm, undisturbed soil.
  - Concrete Fill: Place concrete around posts to dimensions indicated and vibrate or tamp for consolidation. Protect aboveground portion of posts from concrete splatter.
    - Exposed Concrete in Landscaped Areas: Extend 2 inches (50 mm) above grade; shape and smooth to shed water.
    - Exposed Concrete in Paved Areas: Flush with adjacent paving; shape and smooth to shed water.
    - Provide 12" wide minimum concrete mow strip under fence.

SECTION 32 31 19 (02826) - DECORATIVE METAL FENCES AND GATES

- Decorative Metallic-Coated-Steel Tubular Picket Fences:
  - Comply with ASTM F 2408 for heavy industrial application (class) unless otherwise indicated.
    - Basis-of-Design Product: Ameristar Fence Products; Montage II Welded Heavy Industrial Ornamental Fence, Majestic Three Rail Style.
  - Fence Height: 96 inches (2438 mm) unless otherwise indicated.
  - Posts:
    - End and Corner Posts: Square tubes not less than 4 by 4 inches (102 by 102 mm) formed from not less than 0.123 inch (3.13 mm) nominal-thickness, 11 gage, metallic-coated steel sheet or formed from not less than 0.120 inch (3.04 mm) nominal-thickness, 11 gage, uncoated steel sheet hot-dip galvanized after fabrication.
    - Line Posts: Square tubes not less than 3 by 3 inches (76 by 76 mm) formed from 0.108 inch (2.75 mm) nominal-thickness, 12 gage, metallic-coated steel sheet or formed from 0.105 inch (2.66 mm) nominal-thickness, 12 gage, uncoated steel sheet hot-dip galvanized after fabrication.
    - Posts at Swing Gate Openings: Square tubes not less than 4 by 4 inches (102 by 102 mm) formed from not less than 0.123 inch (3.13 mm) nominal-thickness, 11 gage, metallic-coated steel sheet or formed from not less than 0.120 inch (3.04 mm) nominal-thickness, 11 gage, uncoated steel sheet hot-dip galvanized after fabrication.
  - Post Caps: Formed from steel sheet and hot-dip galvanized after forming.
  - Rails: Double-wall channels.
    - Size: 1-3/4 by 1-3/4 inches (45 by 45 mm).

- Metal and Thickness: Not less than 0.108 inch (2.75 mm) nominal-thickness, 12 gage, metallic-coated steel sheet or not less than 0.105 inch (2.66 mm) nominal-thickness, 12 gage, uncoated steel sheet, hot-dip galvanized after fabrication.

o Pickets: Square tubes.
- Size: 1 by 1 inches (25 by 25 mm).
- Metal and Thickness: Not less than 0.079 inch (1.99 mm) nominal-thickness, 14 gage, metallic-coated steel sheet or not less than 0.075 inch (1.90 mm) nominal-thickness, 14 gage, uncoated steel sheet, hot-dip galvanized after fabrication.
- Terminate tops of pickets at top rail for flush top appearance.
- Picket Spacing: Not more than 4 inches (101.6 mm) clear between pickets.

o Metallic-Coated Steel Sheet: Galvanized-steel sheet or aluminum-zinc, alloy-coated steel sheet.

o Interior surface of tubes formed from uncoated steel sheet shall be hot-dip zinc coated same as exterior.

o Galvanizing: For components indicated to be galvanized and for which galvanized coating is not specified in ASTM F 2408, hot-dip galvanize to comply with ASTM A 123/A 123M. For hardware items, hot-dip galvanize to comply with ASTM A 153/A 153M.

o Finish: Organic coating complying with requirements in ASTM F 2408.

- Gates:

o Swing Gate Configuration: Single leaf and double leaf.
- Single Gate Leaf Width: 36 inches (914 mm) unless otherwise indicated.
- Double Gate Leaf Width: 72 inches (1830 mm) unless otherwise indicated.
- Gate Frame Height: 2 inches (50 mm) less than adjacent fence height.
- Gates in the path of travel shall comply with exit door requirements. CBC Section 1003.3.2.

o Galvanized-Steel Frames and Bracing: Fabricate members from square tubes not less than 2 by 2 inches (51 by 51 mm) formed from not less than 0.123 inch (3.13 mm) nominal-thickness, 11 gage, metallic-coated steel sheet or formed from not less than 0.120 inch (3.04 mm) nominal-thickness, 11 gage, uncoated steel sheet hot-dip galvanized after fabrication.
- Panic Hardware Tube at Gates in the Path of Travel: Rectangular steel tubing 14 by 2 inches (356 by 51 mm) with 3/16 inch (4.76 mm) wall thickness, hot-dip galvanized after fabrication.
- Kick Plate Tube at Gates in the Path of Travel: Rectangular steel tubing 10 by 2 inches (254 by 51 mm) with 3/16 inch (4.76 mm) wall thickness, hot-dip galvanized after fabrication.

o Frame Corner Construction: Welded.

o Additional Rails: Provide as indicated, complying with requirements for fence rails.

o Infill: Comply with requirements for adjacent fence.

o Picket Size, Configuration, and Spacing: Comply with requirements for adjacent fence.
- Perforated Metal: Provide perforated metal covering entire surface of gates where indicated. Finish as specified for adjacent fence and gates.

o Hardware: Latches permitting operation from both sides of gate, hinges, and keepers for each gate leaf more than 5 feet (1.52 m) wide. Provide center gate stops and cane bolts for pairs of gates where indicated. Fabricate latches with integral eye openings for padlocking; padlock accessible from both sides of gate.

o Hinges: Manufacturer's standard hinge recommended for gate leaves weighing more than 90 lbs., suitable for exterior use.

- Post Setting: Set posts in concrete at indicated spacing into firm, undisturbed soil.

o Concrete Fill: Place concrete around posts to dimensions indicated and vibrate or tamp for consolidation. Protect aboveground portion of posts from concrete splatter.
- Exposed Concrete in Landscaped Areas: Extend 2 inches (50 mm) above grade; shape and smooth to shed water.
- Exposed Concrete in Paved Areas: Flush with adjacent paving; shape and smooth to shed water.
- Provide 12" wide minimum concrete mow strip under fence.

32 84 00 – PLANTING IRRIGATION

- Irrigation

o Spray Bodies
- Rainbird 1800

o Rotors
- Rainbird Falcon 6504 at fields.
- Rainbird 3500 at planter areas.

o Controller
- Calsense

32 93 00 – LANDSCAPE WORK

- All shrub/groundcover planting areas shall be covered with 3" of shredded wood mulch over a fabric weed barrier.

33 05 13 – MANHOLE AND STRUCTURES

- Precast concrete manhole per Jensen Precast Engineered Systems Specifications.
- Cast iron manhole lid and frame for H-20 loading.
- Excavation, bedding and backfill per geotechnical recommendations.

33 11 16 – SITE WATER UTILITY DISTRIBUTION PIPING

- Piping:

o PVC C900 Class 235 pipe for 3" pipe and larger.

o Copper Type K for 2.5" pipe and smaller, and within 5 feet of the foundation.

o Ductile iron pipe shall be thickness class 52 and wrapped.
- Resilient seated gate valves in cast-iron valve boxes.
- Provide water shut-off ball valve at building connects, just below grade adjacent to the building.
- Water meters shall be compliant with the appropriate water utility agency.
- Corrosion protection:

o Provide for underground metal piping and fittings.

- LLDPE film of 0.008-inch minimum thickness, or high-density crosslaminated PE film of 0.004-inch minimum thickness.
- Backflow preventers:
  - Provide double detector check backflow prevention device.
  - Provide Febco backflow devices.
- Fire hydrants shall be wet-barrel and per the appropriate City standard drawings.
- Fire department connections and post indicator valves shall follow the Uniform Fire Code and appropriate fire department requirements.
- Concrete thrust blocks shall be sized per geotechnical recommendations and with a factor of safety of 1.5, or per the appropriate City standard drawings.
- Comply with the following water utility agencies:
  - City of Anaheim Public Utilities
  - City of La Palma Water Division
  - Golden State Water Company (City of Cypress)
  - City of Buena Park Public Works Department
- Comply with the following fire departments:
  - City of Anaheim Fire Department
  - Orange County Fire Authority (OCFA) (Cities of La Palma, Cypress and Buena Park)

33 13 00 – DISINFECTING OF WATER UTILITY DISTRIBUTION

- Verify that the piping system has been clean, inspected and pressure tested.
- Disinfection method shall comply with applicable state or local codes, health authority or water purveyor having jurisdiction, or AWWA C651.

33 31 11 – SITE SANITARY UTILITY SEWERAGE PIPING

- Piping:
  - Cast iron within the building and within 5 feet of the foundation.
  - PVC SDR 35 pipe with bell-and-spigot end joints.
  - VCP (Vitrified Clay Pipe) in public right-of-way.
- Cleanouts:
  - Provide cleanouts at upper terminal and at intervals of 100 feet.
  - Cleanouts at building connections shall be in yard boxes with covers.
  - Cleanouts in vehicular areas shall be traffic-rated to H-20 loading.
- Do not wrap underground sewer piping with poly sleeving unless specifically warranted by geotechnical recommendations and approved by District.
- Excavation, bedding and backfill per geotechnical recommendations.

33 41 11 – SITE STORM UTILITY DRAINAGE PIPING

- PVC SDR 35 pipe with bell-and-spigot end joints.
- Area drains:

  - Area drains in vehicular areas shall be traffic-rated to H-20 loading.
  - Area drains in landscape areas shall be NDS or approved equivalent.
  - Area drains in concrete pavement areas shall be stainless steel or match adjacent concrete color, as approved by Landscape Architect.
- Cast-iron backwater valves.
- Cleanouts:
  - Provide cleanouts at upper terminal and at intervals of 100 feet.
  - Cleanouts at building connections shall be in yard boxes with covers.
  - Cleanouts in vehicular areas shall be traffic-rated to H-20 loading.
- Double pump system where required.
- Excavation, bedding and backfill per geotechnical recommendations and per 2012 "Greenbook" Standard Specification.

33 42 13 – PIPE CULVERTS

- Reinforced concrete pipe with bell-and-spigot end joints.
- Excavation, bedding and backfill per geotechnical recommendations.

33 44 19 – UTILITY STORM WATER TREATMENT

- Develop a Water Quality Management Plan to comply with the County of Orange Model WQMP (May 19, 2011).
- References:
  - County of Orange Model Water Quality Management Plan (Model WQMP) (May 19, 2011).
  - County of Orange Technical Guidance Document (May 19, 2011)
  - State of California Regional Water Quality Control Board Santa Ana Region Order No. R8-2009-0030 NPDES No. CAS618030, as amended by Order No. R8-2010-0062
  - Cities of Anaheim, La Palma, Cypress and Buena Park standard plans and water quality requirements.
  - Master Plan of Storm Drainage for Carbon Creek Channel Tributary Area (September 2010)
  - Master Plan of Storm Drainage for Moody Creek Channel Tributary Area (September 2010)
  - Master Plan of Storm Drainage for Anaheim Barber City Channel Tributary Area (June 2009)
  - Santa Ana River Basin Plan, California RWQCB Resolution No. 94-1.
- Criteria:
  - Improvements that disturb, add or replace more than 5,000 square feet of impervious area, including parking lots and drive aisles, are considered Priority Projects and shall satisfy Priority Project requirements per the Model WQMP.
  - Improvements that are not considered Priority Projects shall satisfy Non-Priority Project requirements per the Model WQMP.
  - Priority Projects shall conduct a site assessment to determine the following:
    - Whether the project has a Hydrologic Condition of Concern (HCOC) exists and implement on-site hydromodification controls. A project does not have an HCOC if:
      - The volume of runoff for the post-development condition is less than 105% of the volume of runoff for the pre-development condition, or

    - The site infiltrates at least the runoff from a two-year storm event.
  - Pollutants of Concern (POC), including those on the State Water Resources Control Board's 303(d) list and Environmentally Sensitive Areas (ESA).
- Requirements:
  - Priority Projects shall implement Low Impact Development (LID) Best Management Practices (BMP) to fulfill HCOC requirements and address POCs. LID BMPs shall mitigate the 85th percentile, 24-hour storm event (Design Capture Volume), as outlined in the Model WQMP. LID BMPs shall be implemented in the following order:
    - Infiltration
    - Evapotranspiration
    - Harvest and Use
    - Biotreatment
- LID BMP options:
  - Infiltration BMPs include: Infiltration Trenches, Bioretention Without Underdrains, and Drywells.
  - Evapotranspiration BMPs include: Green Roofs.
  - Harvest and Use BMPs include: Cisterns, Underground Detention, Irrigation Use, and Domestic Use.
  - Biotreatment BMPs include: Bioretention With Underdrains, Stormwater Planter Boxes with Underdrains, and Vegetated Swales.
- Proprietary facilities not listed above may be allowed and require review and approval from the City or agency having jurisdiction.
- Priority Projects shall implement Source Control BMPs on-site.

HARVEST AND USE BMPS

- Harvest and Use BMPs may include the following:
  - Cisterns
  - Underground Detention
  - Storage for Irrigation Use
  - Storage for Domestic Use
- Harvest and Use products may include, but are not limited to, the following:
  - Contech DuroMaxx Steel Reinforced Polyethylene (SRPE) detention system
- Execution
  - Follow all manufacturer safety instructions.
  - Trenching practices shall be in accordance with 2012 "Greenbook" specifications, and per geotechnical recommendations.
  - Dewatering shall be in accordance with local requirements and codes, and per geotechnical recommendations.
  - Pipe and tank installation shall be per manufacturer instructions.
  - Subgrade shall be compacted per geotechnical recommendations.
  - Foundation and bedding, backfill and compaction shall be per manufacturer recommendations and per geotechnical recommendations.
  - Manhole and other structure connections shall be per manufacturer recommendations.
- Inspection

  - Clear all sediment and debris within the area and around all drainage inlets connected to the cistern.
  - Inspections of the drainage inlets connected to the cistern shall occur at a minimum of three times per year:
    - Before the rainy season begins (prior to October 1)
    - During the rainy season (October 1 to April 30)
    - After the rainy season ends (May)
  - Perform visual inspection for defects and signs of illegal dumping into drain inlets connected to the cistern. If illegal dumping as occurred, the proper authorities and property owner representative shall be notified as soon as practicable.
  - Perform visual inspection for signs of sediment and erosion adjacent to all drain inlets connected to the cistern.
  - During the first year, quarterly inspections are recommended to assess site loading and verify initial operation. After the first year, inspect the cistern annually.
  - Ensure the inlet is free from obstructions and debris.
  - Check the sump area for blockages and the amount of accumulated sediment. Sediment depths above 4 inches indicate maintenance is needed.
  - Refer to the pump manual for inspections instructions.
  - Follow all manufacturer recommended inspections.
- Maintenance
  - Clear trash, debris, and sediment in and around drain inlets connected to the cistern.
  - Repair broken components to the drainage inlets connected to the cistern.
  - The cistern should be cleaned during the dry season where there is little or no water in the cistern. The cistern should be empty and all inlets should be blocked before entry.
  - Remove all debris from the inlet.
  - Vacuum all sediment from the sump area of the empty cistern using a power washer and vacuum truck.
  - Remove pumps and vacuum all sediment from the sump area using a power washer and vactor truck.
  - Repairs to the storage tank should be performed by a qualified welder or sealant technician.
  - Refer to the pump manual for maintenance instructions.
  - Follow all manufacturer recommended maintenance.

PROPRIETARY BIOTREATMENT BMP – FILTERRA

- Filterra BMPs may include, but are not limited to, the following:
  - Filterras with single or double curb openings for parking lot and roadway applications.
  - Filterras with roof drain connections.
  - Filterras with infiltration cells to satisfy hydromodification requirements.
  - Filterras with storage chambers for storage and re-use.
  - Filterras configured for sidewalk placement.
- Use of Filterra and acceptance of Filterra as an acceptable LID BMP requires review and approval from the governing jurisdiction.
- Filterra plant selection shall be determined suitable for use by the manufacturer.
- Execution
  - Follow all manufacturer safety instructions.

- Trenching practices shall be in accordance with 2012 "Greenbook" specifications, and per geotechnical recommendations.
- Dewatering shall be in accordance with local requirements and codes, and per geotechnical recommendations.
- Filterra unit installation shall be per manufacturer instructions.
- Subgrade shall be compacted per geotechnical recommendations.
- Foundation and bedding, backfill and compaction shall be per manufacturer recommendations and per geotechnical recommendations.

- Maintenance
  - Follow instructions included in Filterra 1 year maintenance agreement.
  - Perform annual maintenance before the rainy season to remove excessive leaves and debris.
  - Remove trash and heavy sediments accumulated on top of mulch layer.
  - Add fresh mulch on top of engineered media, to remain until next maintenance.
  - Follow all manufacturers recommended continued maintenance.

33 44 19.13 – IN-LINE UTILITY STORM WATER FILTERS

- In-line utility storm water filters may be used as pretreatment prior to an LID BMP facility.
- In-line utility storm water filters may include, but are not limited to, the following:
  - Bio Clean Downspout Filter.
- Use of in-line utility storm water filters and acceptance as an acceptable form of pretreatment requires review and approval from the governing jurisdiction.
- Maintenance:
  - Inspect before and after the rainy season (October – May) and after each storm event.
  - Clean/repair/replace as needed to ensure proper function.
  - Replace oil absorbent pouch as needed (when the filter media turns grey or black).

33 44 19.16 – CATCH BASIN INSERT UTILITY STORM WATER FILTERS

- Catch basin insert filters may be used as pretreatment prior to an LID BMP facility.
- Catch basin insert filters may include, but are not limited to, the following:
  - Bio Clean curb inlet basket.
- Use of catch basin insert filters and acceptance as an acceptable form of pretreatment requires review and approval from the governing jurisdiction.
- Maintenance:
  - Inspect before and after the rainy season (October – May) and after each storm event.
  - Clean/repair/replace as needed to ensure proper function.
  - Replace oil absorbent pouch as needed (when the filter media turns grey or black).

33 44 19.19 – UTILITY OIL AND GAS SEPARATORS

- Products:
  - Contech CDS Units
  - Sand/Oil Interceptors

  - Baffle Boxes
- Maintenance:
  - Follow manufacturer's recommendations.
  - Check for obstructions to the inlet before the rainy season and after large storm events.
  - Measure depth of floatables (oil and trash) and sediment.
  - Maintain if inlet is obstructed, the floatable depth is greater than 12 inches, or the sump is within the maintenance range for the unit.

OTHER STORM WATER TREATMENT FACILITIES

- Grass/Vegetated Swales or Strips
  - Check for excessive trash, debris and sediment during normal landscape maintenance and after each storm event.
  - Inspect for vegetation health and erosion issues.
  - Ensure that no standing water remains in swale more than 48 hours after every rain event.
  - Mow grass and adjust irrigation schedule to ensure adequate vegetative cover while preventing irrigation runoff to the storm drain.
  - Re-seed or remove sediment if needed.
- Bioretention
- Filtration Systems
- Infiltration Basin
- Infiltration Trench
- Wet Pond
- Constructed Wetland

33 46 00 - SUBDRAINAGE

- PVC SDR 35 perforated pipe.
- Nonwoven geotextile fabric, Mirafi 140N.
- Cast-iron backwater valves and cleanouts.
- Excavation, bedding and backfill per geotechnical recommendations.

TECHNOLOGY

- IT Spaces:
  - MDF in a dedicated room (Note: OK to share with other low-voltage systems such as BMS, Fire/Security Alarm panel, Audio/Video, Paging & Communications). Not to be shared with any other facility functions (eg: Electrical, Janitorial, Storage, Office or classroom).
    - Location: At or above grade. Accessible to Utilities/Carriers MPOE. Accessible to campus pathways. Away from risk of flooding and adjacent hazards.
    - Dimensions: 8ft x 10ft. Minimum dimensions assume 2 racks. Additional racks may be necessary to support some locations. (3 racks: 10ft x 10ft; 4 racks: 12ft x 10ft) Permits 3ft clearance on 3 sides.

- UPS to provide battery backup for all connected loads to operate for enough time to 1) survive 75% of observed power incidents, and 2) execute orderly shutdown. Features include: power smoothing (high/low voltage and frequency/waveform regulation); network connected log and alert; automated network triggers (eg: automated/smart shutdown).
- Cooling 24/7 active cooling sized to maximum connected load (typical 3,000 per rack. Air flow of 2 air exchanges per hour. Temperature range 64-75 F. Maintain 30 – 50% of relative humidity.
- Power: 1 20A circuit per rack. 1 20A circuit for backboard. 1 20A GPO on separate branch. Other power may be required (eg: 30A, 220V circuits) depending on equipment specification and power design.
- Grounding busbar per TIA/EIA-607 requirements and NEC.
- Backboard: 4ft x 8ft (minimum) ¾" A-C fire-rated plywood, painted with fire retardant on one wall.
- No false ceiling
- Firestopping for all penetrations.
- Door opens outward. Access secured and limited to necessary service personnel.

o IDF in secure space separate from general use spaces (ie: not in classrooms or office areas due to potentially disruptive sound levels of equipment fans).
- Located within 295 ft of access ports.
- Secure space and/or locking cabinet.
- UPS to provide battery backup for all connected loads to operate for enough time to 1) survive 75% of observed power incidents, and 2) execute orderly shutdown.
- Cooling to maintain temperature range 64-75 F.

- OSP (Outside Plant)
  - o OM3 multi-mode fiber. Minimum: 6-strand MM. Recommended: 12-strand MM & 6 strand SM (hybrid bundle)
  - o Home-run from MDF to every IDF.
- SCCS (Structured Communication Cable System) – Horizontal Cable
  - o Cat6 – Current standard acceptable.
- Documentation
  - o Develop (or require) standardized documentation to be provided for all IT infrastructure in electronic, editable form.
  - o Maintain as a "living document" – recording all changes as they occur.
  - o Consistent labeling standard shall be deployed in every MDF, IDF & access port.
  - o MDF shall have posted diagram showing OSP pathways and location of all IDFs.
  - o Conduit junction points (eg: Vaults, pull-boxes and hand-holds) shall have labeling on conduits and exposed cables corresponding to end-point labeling of same.

SECURITY

- Network Video Security
  - o Fixed IP Cameras will provide digital video capable of being centrally recorded and directly viewed in real-time.
  - o Cameras will be used for:
    - Control points – main campus entry points
    - High-value rooms (Computer lab, chemical storage, sensitive records)

- Congregation areas (Gymnasium, lunch area)
- Remote visibility (Parking lot, swimming pool)

  - o Network Video Recording system will be housed on premise at each campus and will have the following features:
    - Local storage sized to hold 1 month of recordings (minimum)
    - Remotely viewable by approved district personnel, security firm, law enforcement.
    - Searchable by meta-data: timestamp, motion, local trigger (eg: Door open)
    - Exportable video segments long-term storage or legal/law enforcement action.
    - Support individual user logins with customized security levels.
- Electronic Door Lock
  - o Located on all high-value rooms and administrative office/suites.
  - o Real-time or near real-time network connection in order to support remote lock-down or lock-out.
- Intrusion Detection
  - o Motion detection and door contacts will be installed in every classroom and every office/suite.
  - o Intrusion detection will be connected to a central alarm panel with programmatic capability. System will be programmed to alert security district personnel, monitoring service, and/or local law enforcement in conformance with district policy.

UNIFORM COMPLAINT PROCEDURES 91200

The Governing Board recognizes the District is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The District shall investigate any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, or bullying and shall seek to resolve those complaints in accordance with the District's uniform complaint procedures.

The District shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics such as race or ethnicity, color, ancestry, national origin, nationality, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the District or that is funded directly by, or that receives or benefits from any state financial assistance.

Uniform complaint procedures shall also be used to address any complaint alleging the District's failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, and the development and adoption of the school safety plan.

Uniform complaint procedures shall be used to address any complaint alleging the District's non-compliance with Article 5.5 of Chapter 6 of Part 27 of Division 4 of Title 2 of the Education Code (commencing with Section 49010) regarding pupil fees.

In addition, pursuant to Education Code section 52075, individuals may file a complaint under the district's Uniform Complaint Procedure alleging that the school district has not complied with the Local Control and Accountability Plan (LCAP) requirements in the Education Code. A complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of the Education Code. A complainant not satisfied with the decision of a school district may appeal the decision to the Superintendent and shall receive a written appeal decision within 60 days of the Superintendent's receipt of the appeal.

If the school district finds merit in the complaint or the Superintendent finds merit in an appeal, the school district will provide a remedy to all affected pupils, parents, and guardians.

The Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant.

The Board encourages the early, informal resolution of complaints at the site level whenever possible. The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving the problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate, the Superintendent or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed.

The District's Williams uniform complaint procedures, BP 7703.01, shall be used to investigate and resolve any complaint related to the following:

1. Textbooks or Instructional Materials
2. Facility Conditions
3. Teacher Vacancies or Misassignments
4. High School Exit Examination

Legal Reference:

EDUCATION CODE

200-262.4	Prohibition of discrimination
8200-8498	Child care and development programs
8500-8538	Adult basic education
18100-18203	School libraries
32289	School safety plan, uniform complaint procedures
35186	Williams uniform complaint procedures
37254	Intensive instruction and services for students who have not passed exit exam
41500-41513	Categorical education block grants
48985	Notices in language other than English
49060-49079	Student records
49490-49590	Child nutrition programs
52160-52178	Bilingual education programs
52300-52490	Career technical education
52500-52616.24	Adult schools
52800-52870	School-based program coordination
54000-54028	Economic impact aid programs
54100-54145	Miller-Unruh Basic Reading Act

54400-54425	Compensatory education programs
54440-54445	Migrant education
54460-54529	Compensatory education programs
56000-56867	Special education programs
59000-59300	Special schools and centers
64000-64001	Consolidated application process

GOVERNMENT CODE

11135	Nondiscrimination in programs or activities funded by state
12900-12996	Fair Employment and Housing Act

PENAL CODE

422.6	Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080	Application of section
4600-4687	Uniform complaint procedures
4900-4965	Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

6301-6577	Title I basic programs
6601-6777	Title II preparing and recruiting high quality teachers and principals
6801-6871	Title III language instruction for limited English proficient and immigrant students
7101-7184	Safe and Drug-Free Schools and Communities Act
7201-7283g	Title V promoting informed parental choice and innovative programs
7301-7372	Title V rural and low-income school programs

Board of Trustees: February 9, 1981
Reviewed: April 1986
Revised: March 1993
Revised: June 1996
Revised: May 2004
Revised: September 2007
Revised: May 2008
Revised: July 2008
Revised: March 2013
Revised: April 2014
Revised: July 2014 *(Pending)*
P

Compliance Officers

The Board designates the Assistant Superintendent of Human Resources as the Compliance Officer designated to receive and investigate complaints and ensure District compliance with the law. The Compliance Officer may designate another District administrator to investigate complaints.

Assistant Superintendent, Human Resources
501 Crescent Way / P.O. Box 3520
Anaheim, CA 92803
Phone: 714 999-1512

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall annually provide written notification of the District's uniform complaint procedures to students, employees, parents/guardians, the District advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints

2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable

3. Advise the complainant of the appeal process pursuant to Education Code sections 262.3 and 49013(c), including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies

4. Include statements that:

   a. The District is primarily responsible for compliance with state and federal laws and regulations.

   b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.

c. An unlawful discrimination, harassment, intimidation or bullying complaint must be filed not later than six months from the date the alleged discrimination harassment, intimidation, or bullying occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying.

d. The complainant has a right to appeal the District's decision to the CDE by filing a written appeal within 15 days of receiving the District's decision.

e. The appeal to the CDE must include a copy of the complaint filed with the District and a copy of the District's decision.

f. Copies of the District's uniform complaint procedures are available free of charge.

g. In addition, pursuant to Education Code section 52075, individuals may file a complaint under the district's Uniform Complaint Procedure alleging that the school district has not complied with the Local Control and Accountability Plan (LCAP) requirements in the Education Code. A complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of the Education Code. A complainant not satisfied with the decision of a school district may appeal the decision to the Superintendent and shall receive a written appeal decision within 60 days of the Superintendent's receipt of the appeal. If the school district finds merit in the complaint or the Superintendent finds merit in an appeal, the school district will provide a remedy to all affected pupils, parents, and guardians.

Procedures

The following procedures shall be used to address all complaints which allege that the District has violated federal or state laws or regulations governing educational programs or which allege unlawful discrimination, harassment, intimidation or bullying.

All complaints shall be investigated and resolved within 60 days of the receipt of the complaint. Compliance Officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All known complainants and respondents involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of the District's alleged noncompliance with federal or state laws or regulations governing educational programs. (5 CCR 4630)

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying. The complaint shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 days. (5 CCR 4630)

A complaint alleging non-compliance with the law regarding student fees and charges (Education Code section 49010 et seq.) may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of non-compliance.

The complaint shall be presented to the Assistant Superintendent of Human Resources who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, District staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Step 2: Mediation

The Compliance Officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the Compliance Officer shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the District's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

Step 3: Investigation of Complaint

Within a reasonable time of receiving the complaint, the Compliance Officer shall provide the complainant (if known) and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The Compliance Officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the District's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631) This provision shall not apply to anonymous complaints alleging non-compliance with the laws regarding student fees and charges (Education Code section 49010 et seq.) if the complaint provides evidence or information leading to evidence to support an allegation of non-compliance.

In accordance with law, the District shall provide the investigator with access to records and/or other information related to the allegation in the complaint. (5 CCR 4631)

Step 4: Response

Unless extended by written agreement with the complainant, the Compliance Officer shall prepare and send to the complainant a written report of the District's investigation and decision, as described in Step #5 below, within 60 days of the District's receipt of the complaint. (5 CCR 4631)

Step 5: Final Written Decision

The District's decision shall be in writing and sent to the complainant. (5 CCR 4631) The District's decision shall be written in English and, when required by Education Code 48985, in the complainant's primary language.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered.

2. The conclusion(s) of law.

3. Disposition of the complaint.

4. Rationale for such disposition.

5. Corrective actions, if any are warranted. If a complaint alleging non-compliance with the laws regarding student fees and charges is found to have merit, the District shall provide a remedy to all affected pupils, parents, and

guardians that, where applicable, includes reasonable efforts by the District to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

6. Notice of the complainant's right to appeal the District's decision within 15 days to the CDE and procedures to be followed for initiating such an appeal.

   In addition, any decision concerning a complaint of discrimination, harassment, intimidation, or bullying based on state law shall include a notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. (Education Code 262.3)

   If investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of District expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the District's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the District's decision. When appealing to the CDE, the complainant shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the District's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the District's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint.

2. A copy of the decision.

3. A summary of the nature and extent of the investigation conducted by the District, if not covered by the decision.

4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.

6. A copy of the District's uniform complaint procedures.

7. Other relevant information requested by the CDE.

The CDE may directly intervene in a complaint without waiting for action by the District when one of the conditions listed in 5 CCR 4650 exists, including cases in which the District has not taken action within 60 days of the date the complaint was filed with the District.

Civil Law Remedies

Civil law remedies may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code section 262.3.

A complainant may pursue available civil law remedies outside of the District's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints of discrimination, harassment, intimidation, or bullying based on state law, a complainant shall wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the District has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to complaints of discrimination, harassment, intimidation, or bullying based on federal law.

Board of Trustees: February 9, 1981
Reviewed: April 1986
Revised: March 1993
Revised: June 1996
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Revised: April 2014
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P

EXHIBIT E

PROPOSED AGREEMENT BETWEEN

ANAHEIM UNION HIGH SCHOOL DISTRICT

AND....

AMERICAN FEDERATION OF STATE,
COUNTY AND MUNICIPAL EMPLOYEES
AFL-CIO, LOCAL 3112 (COUNCIL 36)

For the Period

July 1, 2014

to

June 30, 2017

(Submitted by AFSCME on June 24, 2014)

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AGREEMENT

(Please note: the following proposal is submitted by AFSCME Local 3112 with two goals in mind: [1] to be consistent with its Unfair Labor Practice charge ["LA-CE-5741-E"] and [2] to present a proposal which is written in such a manner that it will be understood by the parties in negotiations regardless of whether the subsequently issued complaint is upheld by PERB or not.)

This Agreement is made and entered into this _____, by and between the Board of Trustees of the Anaheim Union High School District, whose address is 501 Crescent Way, Anaheim, California, 92803-3520, hereinafter referred to as the "District" or "Board" and the American Federation of State, County, and Municipal Employees, AFL-CIO, Local 3112, (AFSCME Council 36), whose address is 2101 West Crescent Avenue, Suite C, Anaheim, California, 92801, hereinafter referred to as the "Union" or "AFSCME."

ARTICLE 1: RECOGNITION

The Board recognizes the American Federation of State, County and Municipal Employees, AFL-CIO, Local 3112, (AFSCME Council 36) as the sole and exclusive representative of blue collared classified as described below:

INCLUDED
Athletic Facilities Worker I
Athletic Facilities Worker II
Audio-Visual Technician
Auditorium Operations Assistant
Auditorium Operations Technician
Bus Driver
Custodian
Custodian-Athletic Facilities
Driver Instructor
Electronics Technician
Equipment Operator
Equipment Repair Mechanic
Food Service Assistant I
Food Service Assistant II
Food Service Assistant III
Food Service Assistant III-Bilingual
Food Service Assistant IV-Food Preparation
Food Service Assistant IV-Food Production Office
Food Service Baker
Food Service Cook
Food Service Equipment Technician
Graphic Arts Technician
Grounds Maintenance Worker
Heavy Equipment Operator
HVAC Technician
Instrument Repair Technician
Inventory Control Specialist
Irrigation Systems Technician
Maintenance Carpenter
Maintenance Electrician
Maintenance Floor/Plaster Worker
Maintenance Glazier
Maintenance Locksmith
Maintenance Painter
Maintenance Plumber
Maintenance Service Worker
Maintenance Welder/Fabricator

Mechanic
Microcomputer Technician
Network Technician
Offset Press Operator
Pool Maintenance Technician
Senior Custodian
Senior Equipment Operator
Senior Graphic Arts Technician
Senior Warehouse Worker-Central Warehouse
Senior Warehouse Worker-Nutrition Services
Shop Equipment Repair Technician
Technology Services Assistant
Technology Service Technician (replaces School site Technology Technician)
Transportation Dispatcher
Transportation Operations Specialist
Warehouse Worker-Central Warehouse
Warehouse Worker-Nutrition Services

It is agreed by the parties that all Food Service Assistants IIIs currently assigned to an elementary school (no longer in a floating assignment) shall be at least 10.5 month employees.[1]

EXCLUDED

Food Service Manager I; Food Service Manager II; Food Service Supervisor; Maintenance Lead; Project Manager; Site Custodial Supervisor I; Site Custodial Supervisor II; all substitutes; all classified directors; all management supervisory and all confidential employees as defined by PERB.

The Union, in turn, recognizes the Board as a duly elected representative of the people and agrees to negotiate exclusively with the Board through the provisions of the Rodda Act.

~~1.2~~ 1.1 It is agreed by the parties that both AFSCME and the Anaheim Union High School District have negotiated the principle of "seniority" into this collective bargaining agreement wherever it is possible to do so. ~~All applications of seniority are specifically noted within this agreement~~. It is further agreed by the parties that the principle of "seniority" shall be used by the District to solve unanticipated problems in assignments or equity matters, as long as a fair, neutral and reasonable observer would not conclude, upon examining the issue, that the application of seniority would cause a significant obstacle to the efficient operation of the District.

[1] Because of AFSCME's ULP, AFSCME believes this language is still in, while the District does not share this belief.

1.2 ~~It is agreed by the parties that effective on the date of the signing of this re-opener~~, All skilled maintenance work performed on the weekend shall be performed by skilled craft-workers covered by this collective bargaining agreement, not by maintenance lead workers nor any other management or supervisory employees of the District. This clause shall be applied with equal force to ensure that semi-skilled and un-skilled maintenance work will not be performed by management or supervisory employees on the weekends.

1.3 Students shall not do the work of employees represented by AFSCME.

1.4 Volunteers shall not do the work of employees represented by AFSCME.

1.5 Neither contract employees nor contractors shall be employed by the District to do the work of employees represented by AFSCME. Moreover, regardless of what they are called, no other person or persons shall do the work of employees represented by AFSCME.

ARTICLE 2: HEALTH AND WELFARE

2.1 The Board shall contribute towards the cost of medical, dental, life, vision care, short term income protection, and accidental death/dismemberment insurance benefits for active employees who are within the unit through June 30, 2004 as indicated below:

2.1.1 Effective October 1, 2005, self-insured major medical utilizing the Blue Cross Prudent Buyer Plan or Blue Cross HMO insurance for employees and eligible dependents utilizing the Preferred Provider Plan with $200 deductible per person, maximum of $600 per family or the HMO Plan.

2.1.1.1 All eligible bargaining unit members and retirees currently enrolled in the Preferred Provider Plan shall be provided with a prescription drug card utilizing a co-payment system.

2.1.2 Life and accidental death/dismemberment insurance for employees and life insurance protection for employee's spouse and eligible children.

2.1.3 Delta Dental insurance for employee and eligible dependents (no deductible) $1,500/$1,700 yearly maximum per person including 70% coverage for major dental procedures.

2.1.4 Vision health services with special contact lens provisions for employees and eligible dependents.

2.1.5 Alcohol, drug abuse and psychological care utilizing MHN Company for employees, spouse, and eligible dependents.

2.1.6 Short term income protection plan. Up to two years, $5,000 maximum, 66.6% of income with a sixty (60) day elimination period. American Fidelity Assurance Company shall be the administrator and the plan provider.

2.1.7 Hearing aids and annual hearing examination for employees only.

2.2 The Union shall have the right to contact the Health and Welfare contract administrator directly for any information it wishes relative to the plan.

2.3 In the event an employee expires while in paid status, currently covered surviving dependents shall be extended District health and dental benefits coverage at District expense for a period of nine (9) additional calendar months following the month of the employee's death. ~~(Increase to four (4) months from one (1) month effective January 1, 2005.)~~

2.4 The District will maintain a self-insurance plan, using the contract administrator of its choice. The District shall meet, negotiate, and reach agreement with the union ~~through the District Insurance Committee~~ if it wishes to change contract administration.

2.5 Employees, spouse, and dependents may select the doctor of their choice and reimbursement will be approved at a reasonable and customary rate set by the foundation doctors and/or insurance companies.

2.6 Retirees

The Board of Trustees shall provide the 1979-80 fringe benefit amounts toward the major medical and dental portion of the fringe benefit compensation package to all employees in the employment of the District between July 1, 1975 and February 28, 1980 and who retired on or after February 28, 1980 with fifteen (15) or more years of service to the District and who are not otherwise covered by similar programs provided through social security or other retirement plans. The retiree's coverage shall terminate upon the first day of the month immediately preceding the date that a retiree attains age sixty-five (65), or becomes eligible for Medicare, whichever comes first. However, supplemental coverage for employees sixty-five (65) years or over shall be provided by the District.

Retirees referred to in the above paragraph who wish to continue participation in the program will be required to make monthly payments, in advance; to the Business Office the difference between the current costs and the 1979-80 costs.

The retiree shall no longer be eligible for this benefit when the retiree becomes eligible for a group medical or dental benefit plan with another employer or agency.

Employees who are hired after February 28, 1980 and who subsequently retire from the District with fifteen (15) or more years of service, and who have not attained the age of 60, may participate in the major medical and dental portion of the fringe package by depositing the entire amount

of the premium with the District Business Office, unless they become eligible for a group medical or dental plan with another employer.

All employees ages 60-65 who are regularly employed on February 21, 1989 and who retire on or after that date with fifteen (15) years of service to the District and who are not otherwise covered by similar programs provided through social security or other retirement programs shall be provided with the major medical and dental portion of the District's fringe benefit compensation package for the retiree only at no cost to him/her.

2.7 Insurance Committee

The union may name two (2) (regular) members of the District Insurance Committee, one of whom may be the AFSCME business representative. Decisions of the insurance committee shall not be binding on AFSCME. The District and the Union will work together aggressively on health and welfare cost containment.

2.8 Eligibility

All employees who work at least four (4) hours per day shall be covered under the Health and Welfare program.

Employees on unpaid leave of absence who wish to participate in the program may do so by depositing their premium costs with the District Business Office.

2.9 Employee Assistance Programs

Employees may take non-work time to avail themselves of any Employee Assistance Program which is made available through AFSCME or other appropriate sources. AFSCME shall be allowed to post flyers on all bulletin boards regarding such employee assistance programs. Employee participation in such Employee Assistance Program shall be completely confidential. Work time absences for participation in Employee Assistance Programs shall be covered by Article 13.10.

ARTICLE 3: ORGANIZATIONAL SECURITY - AGENCY SHOP (FAIR SHARE)

3.1 Dues Deduction

The right to payroll deduction for payment of organizational dues shall be accorded to the Union. Union members who currently have authorization cards on file for the above purposes need not be re-solicited. Union dues and fees shall be a set amount, or percentage of wages, as designated by the union from time to time. The District

agrees to recalculate wages two times a year until there is the ability to recalculate monthly.

Provided the district receives at least 5 requests, payroll deduction for voluntary political contributions through AFSCMEs "PEOPLE" Program, or other similar programs, shall also be provided by the District to AFSCME.

3.1.1 Non-benefited food service positions will come under this provision through attrition.

3.1.2 Non-benefited food service employees who are not currently AFSCME members will have until July 1, 2000 to complete an exclusionary form. Failing to complete an exclusionary form by that date will result in AFSCME membership.

3.2 All permanent classified employees shall sign in ink and deliver to the Union Business Office and the District Payroll Office an official District payroll deduction authorization for union membership dues. Pursuant to such authorization, the District shall deduct monthly dues from the regular salary check of the employee.

3.3 Said deduction, together with a written statement of names and amounts deducted, as well as the "People" deductions, shall be forwarded within thirty (30) calendar days to the Union headquarters. Changes in the amounts of dues to be deducted shall be requested in writing by the Union. The District shall not be obligated to put into effect any new or changed deduction until the pay period commencing fifteen (15) calendar days after such submission. After such fifteen calendar days, the District shall make the change as requested by the union.

3.4 All employees who voluntarily are, or who voluntarily become members of the Union shall remain members of the Union in good standing until the period March 1, 2017, to March 31, 2017.

3.5 The right of payroll deduction for payment of organizational dues shall be accorded by the Board to AFSCME, and shall not be accorded to any other organization whose employees are part of the bargaining unit represented by AFSCME.

3.6 Any employee represented by AFSCME, Local 3112, who feels s/he cannot continue to pay his/her Union dues, fees and general assessments due to a financial hardship, may petition in writing to the Executive Board of AFSCME, Local 3112, a request for review of his/her personal circumstances to allow the employee to withdraw from the Union. This review shall be done on an individual/ confidential basis; the decision shall be left solely to the Executive Board of AFSCME, Local 3112.

3.7 Agency Shop (Fair Share)

3.7.1 Any employee who is not a member of AFSCME or who does not make application for membership within thirty calendar (30) days of the effective date of this Section, or within thirty (30) calendar days from the date of completion of probation shall become a member of the Union or pay to the Union a fee in an amount equal to membership dues payable to the Union in one lump sum cash payment in the same manner as required for the payment of membership dues, provided, however, that the employee may authorize payroll deduction for such fee in the same manner as provided in section 3.2 of this Article. In the event that an employee shall not pay such fee directly to the Union, or authorize payment through payroll deduction as

provided in section 3.2, the Union shall so inform the District, and the District shall immediately begin automatic payroll deduction as provided in Education Code section 45061 and in the same manner as set forth in section 3.2 of this Article. There shall be no charge to the Union for such mandatory agency fee deductions.

3.7.2 Any employee who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join or financially support AFSCME except that such employee shall pay, in lieu of a service fee, sums equal to such service fee to one of the following non-religious, non-labor charitable funds exempt from taxation under section 501(c) (3) of Title 26 of the Internal Revenue Code:

3.7.2.1 Anaheim Union High School District Scholarship Fund

3.7.2.2 Anaheim Prep Sports/Activities Foundation

3.7.2.3 Any other qualified charity mutually agreed upon by the fee payer and the Union.

3.7.3 Those who object to joining or financially supporting employee organizations, pursuant to section 3.7.2 above, shall submit proof of payment on an annual basis to the Union and District as a condition of continued exemption from the provisions of sections 3.7.1 and 3.7.2 above. Proof of payment shall be in the form of receipts and/or canceled checks indicating the amount paid, date of payment, and to whom payment, in lieu of the service fee, has been made. Such proof shall be presented on or before October 1 of each school year. A written statement of objection shall accompany the first year's proof of payment and is subject to verification by the Union.

3.7.4 Any employee making payments as set forth in sections 3.7.2 and 3.7.3 above, and who requests that the grievance or arbitration provisions of this Agreement be used in his or her behalf, shall be responsible for paying the reasonable cost of using said grievance or arbitration procedures.

3.7.5 With respect to all sums deducted by the District, pursuant to section 3.7.1 and 3.7.2 above, whether for membership dues or agency fee, the District agrees promptly to remit such monies to the Union accompanied by an alphabetical list of employees for whom such deductions have been made, categorizing them as

to membership or non-membership in the Union, and indicating any changes in personnel from the list previously furnished.

3.7.6 The Union agrees to furnish any information needed by the District to fulfill the provisions of section 3.7 of this Article.

3.8 Hold Harmless

3.8.1 The Union agrees to pay to the District all reasonable legal fees and legal costs incurred in defending against any court action and/or administrative action before the Public Employment Relations Board challenging the legality or constitutionality of the agency fee provisions of this Agreement or the implementation of same.

3.8.2 The Union shall have the exclusive right to decide and determine whether any such action or proceeding referred to in 3.9.1 above shall or shall not be compromised, resisted, defended, tried, or appealed.

3.9 The District and Union recognize that an employee may at any given time, be employed both by Anaheim Union High School District and by Anaheim City School District. In the situation where a work-related problem in this District may require the involvement of the Anaheim City School District, this District will make every effort to insure that the Anaheim City School District recognizes the Union as representative of the employee and to urge the Anaheim City School District to cooperate with the Union and to otherwise allow it to fully represent the employee.

ARTICLE 4: GRIEVANCE PROCEDURES

Definition: A grievance is a claim by an employee that there has been a misinterpretation, misapplication, or violation of a specific provision of this agreement.

4.1 Rights of the Union

4.1.1 Individual Rights - This grievance procedure is not intended to deny the right of an individual to seek a satisfactory resolution to his/her problem by him/herself.

4.1.2 If an employee is not represented by the Union or its representative, the District shall notify the Union whenever a grievance has been filed, and prior to an adjustment of the grievance shall notify the Union of the proposed adjustment and shall provide the Union with the opportunity to respond to the

proposed adjustment. If the District wishes to settle such grievance in a manner that would set precedence for future interpretations of the collective bargaining agreement between the parties, the District shall obtain not only the written concurrence of the employee involved but the union as well.

4.2 General Provisions

4.2.1 The grievant may have a representative, who is an employee of the District or a staff member of AFSCME, at the informal level. Said representative and the grievant shall obtain permission of his/her immediate supervisor and shall report back to the supervisor when the informal grievance meeting has been concluded. In addition, the grievant shall have the right to be represented by the Union at Steps 1, 2, 3, and Arbitration.

4.2.2 Grievances which proceed beyond the informal step shall be in writing on a form already approved by the parties and shall be a statement of the grievance including the specific provisions of this Agreement alleged to have been violated, the circumstances involved, and decision rendered at the informal conference and the remedy sought. If a mistake as to the specific article and section is made at the first written level of the grievance steps, the grievance may proceed to Step III with corrections made, provided however, that new allegations are not introduced.

4.2.3 At each step of the formal grievance procedure, unless the parties have mutually agreed to alternate wording, the ultimate disposition shall be rendered by one of the following statements:

4.2.3.1 Grievance sustained.

4.2.3.2 Grievance denied.

4.2.3.3 Grievance sustained in part.

4.2.4 During the conduct of grievance meetings, only the following participants shall be permitted:

4.2.4.1 The grievant(s).

4.2.4.2 The grievant's representative (maximum of two (2)).

4.2.4.3 The respondent.

4.2.4.4 The respondent's representative (maximum of two (2)).

4.2.4.5 Any witness deemed necessary by either party.

At the request of either party, all witnesses for both parties shall be sequestered.

4.2.5 Failure to Meet Time Limits

If a grievance is not processed by the grievant and the Union in accordance with the time limits set forth in this Article, it shall be considered withdrawn by the union.[2] If the District fails to respond to the grievance within the time limits at each step of the grievance, the failure to respond shall be deemed a denial of the grievance and termination of the level involved, and the grievant may proceed to the next step.

Time limits hereunder may be lengthened or shortened in any particular case only by mutual written agreement. The parties will attempt in good faith to adjust time limit problems which occur after Step 1 as a result of the summer recess, winter break or spring break.

4.2.6 The grievant and grievance representative shall be entitled to be present and to participate in all grievance meetings and discussion.

4.2.7 Employees, not to exceed a maximum of the grievant and two (2) witnesses, shall be released from assigned responsibility without loss of compensation when participating in grievance meetings held during the school day. When employees from other bargaining units or other parts of the District transfer, demote, or promote into the bargaining unit covered by this collective bargaining agreement, their existing file(s) shall be promptly and completely excised of any documents, communications, and records dealing with the processing of a grievance or claim while an employee in the other bargaining unit or part of the District. AFSCME shall be notified in writing by the District on a case by case basis as to whether such excising has taken place. (If no excising takes place, AFSCME shall nevertheless be notified.) Such notification shall occur within twenty two (22) work days of the transfer, promotion, or demotion of the new bargaining unit member.

[2] The District, given the dispute over AFSCME's Unfair Labor Practice Charge, may consider this to be accepted already.

Such excised documents shall be completely destroyed by the District and, under no circumstances, may be used by the District in any future proceeding.

Other material which would not have been placed in an employee's file if he or she had been covered by this collective bargaining agreement shall also be excised and destroyed by the District, and done so within the same time frames.

4.2.8 All documents, communications, and records dealing with the processing of the grievance shall be filed separately from the personnel files of the participants.

4.2.9 For purposes of computing the time limits set forth in this Article, a "day" is any day in which the central administrative office is open for business.

4.2.10 The original written remedy sought by the grievant, or the Articles or Sections cited, may be modified at Step 2 or 3 by the union, as long as it does not change the nature of the grievance.

4.3 Grievance Procedures

4.3.1 Step 1: When an employee has a grievance, the grievance may be brought to the attention of the appropriate administrative representative in an attempt to resolve the problem through discussion.

4.3.2 Step 2: The grievant or the grievant's representative shall present the grievance in writing to the appropriate administrative representative of the Board. Such grievances must be presented within twenty (20) days of the date of the occurrence which led to the grievance, or within twenty (20) days of the date the grievant could reasonably be expected to have knowledge of the occurrence, whichever is later. Within five (5) days after filing of the grievance, a meeting shall be held with the grievant and the grievant's representative. The respondent shall render the Step 2 disposition within ten (10) days after the Step 2 meeting.

4.3.3 Step 3: In the event the grievant is not satisfied with the decision of Step 2, the grievant may appeal the decision in writing to the Superintendent or his/her designee and request a formal hearing. Such appeal must be made within ten (10) days

of the termination of Step 2. The appeal shall include a copy of the original grievance, the decision rendered at Step 2, and a clear, concise statement of the reasons for the appeal.

In lieu of a formal hearing, the grievant may request that an informal conference be held with the Superintendent or designee in an attempt to resolve the problem through discussion.

Step 3 hearings or conferences shall be held within ten (10) days of the receipt of the appeal from Step 2. The Superintendent or designee shall communicate a decision within five (5) days after the date of the Step 3 hearing or conference and such a decision will terminate Step 3.

4.3.4 Arbitration

4.3.4.1 Submission to Arbitration

If the Union is not satisfied with the decision at Step 3, the grievance may be submitted, by the Union, to arbitration, provided that notification of the submission to arbitration is given to the Superintendent within fifteen (15) days of the Union's receipt of the Step 3 decision.

4.3.4.2 Selection of Arbitrator

The Union and the District shall agree upon an arbitrator. If no agreement is reached within ten (10) days, the parties shall request the American Arbitration Association to administer the selection of the arbitrator in accordance with its rules governing ~~employment~~ *labor* disputes.[3] Both parties will request lists from the American Arbitration Association which only contain the names of Arbitrators who are members of the National Academy of Arbitrators.

4.3.4.3 Hearing: Arbitrator's Decision

The arbitrator selected in accordance with paragraph 4.3.4.2 above shall conduct a hearing promptly, and in accordance with the American Arbitration Association rules governing ~~employment~~ labor disputes. The arbitrator shall hear the issues presented, and shall render a decision promptly, but in no event later than thirty (30) calendar days from the date of the hearing or thirty (30) calendar days from the deadline for filing post-hearing briefs, whichever occurs later.

[3] Again, the District may believe this word change has been accepted.

4.3.4.4 Fees and Expenses

The fees and expenses of the arbitrator and the hearing shall be borne equally by the parties. All other expenses, including witness fees, conferees, etc., shall be borne by the party incurring them, except that the grievant, the grievance representative, and a reasonable number of necessary witnesses shall be released from their assignments without loss in compensation or cost to the Union. This shall include loss in compensation as a result of lost overtime opportunities.

4.3.4.5 Statement of Issues

The arbitrator shall be limited to deciding the issue(s) submitted to him/her. If the parties cannot agree upon a statement of the issues, the arbitrator shall determine the issue(s). In cases of ~~procedural~~ disputes regarding arbitrability, the parties agree that such questions of ~~procedural~~ arbitrability shall be decided by the arbitrator.

4.3.4.6 Limitations Upon Arbitrator

The arbitrator shall have no power to alter, amend, change, add to, or subtract from any of the terms of this Agreement, but shall determine only whether or not there has been a misapplication, misinterpretation or[4] violation of the Agreement, in the respect alleged in the grievance and the appropriate remedy. The decision of the arbitrator shall be based solely upon evidence and arguments presented by the respective parties in the presence of each other, and upon arguments presented in briefs. This Agreement constitutes a collective bargaining agreement between the parties which shall be interpreted and applied to the parties by the arbitrator in the same manner as any other collective bargaining agreement under the laws of the State of California.

The function and purpose of the arbitrator is to determine disputed interpretations of terms actually found in the Agreement, or to determine disputed facts upon which the application of the Agreement depends. The arbitrator shall therefore not have authority to decide any issue not submitted or to interpret or apply the Agreement so as to change what can fairly be said to have been the intent of the parties as determined by (1) generally accepted rules for contract construction and (2) arbitrators' common understanding of the

[4] Again, the District may believe this has been adopted.

informal rules and practices of the workplace . Past practice of the parties in interpreting or applying terms of this Agreement may be relevant evidence, but shall not be used so as to justify, or result in, a modification (whether by addition or detraction) of the written terms of this Agreement.

The arbitrator shall only have the power to render an award on grievances occurring while this Agreement is in effect.

The arbitrator may hear and determine only one (1) grievance at a time unless the parties expressly agree otherwise. Both parties will in good faith endeavor to handle cases which involve the same or similar facts and issues in an expeditious and convenient manner.

No decision rendered by the arbitrator shall be retroactive beyond the beginning of the last payroll period prior to the twenty (20) day period specified in Step 1 of the grievance procedure.

4.3.4.7 Rules of Procedure

Upon agreement of the parties, the arbitration may proceed under Expedited ~~Employment~~[5] Labor Arbitration rules of the American Arbitration Association and notice of such agreement shall accompany any request for a list of arbitrators.

The decision of the arbitrator, ~~within the limits herein prescribed,~~ shall be binding on the Union, the District and the grievant.

4.4 No Reprisals

No reprisals of any kind will be taken against any participant in the grievance procedure by reason of such participation.

4.5 Restrictions on Competing Forums

It is acknowledged by the parties that their intent in revising this Article and the subsequent Article on evaluations in the summer of 2014 has been motivated, at least in part, by a desire to reduce or eliminate "forum shopping" by the union, the District or an individual bargaining unit

[5] Again, the District may believe that this has already been accepted.

employee, non-bargaining unit employee, or visitor or other non-employee claimant such as a vendor.

Accordingly, the parties hereby agree that the grievance and arbitration procedure contained in this collective bargaining agreement is meant to have exclusive jurisdiction over any claims by an employee or the District, or in defense of any employee or the District, except where the competing jurisdiction is that of the Personnel Commission, the EEOC, FEH, or PERB.

ARTICLE 5: WORKING HOURS[6]

5.1 Workday

The full time employee's regular workday shall consist of eight (8) hours of work. Any reduction in assigned time shall be accomplished in accordance with the District layoff procedures in effect at the time of the action, and only after meeting and conferring and reaching agreement with AFSCME.

5.2 Workweek

The employee's regular workweek shall consist of five (5) consecutive days from Monday through Friday, inclusive. ~~It is recognized, however, that the actual workweek is a seven (7) day period, Monday through Sunday, inclusive, and that the Board may, for valid operational reasons only, assign employees to consecutive workdays other than Monday through Friday within this seven (7) day period. The District will meet and consult confer with the AFSCME before making any permanent decisions.~~

5.3 Work Year

No employee's work year shall be reduced except by voluntary agreement between the employee, the District and the union.

Warehouse Worker-Nutrition Services shall bid and receive routes based on seniority. Also, at the same time drivers, in order of seniority, will select a truck that has been designated as appropriate to the type and size of the route.

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[6] The parties may have a disagreement as to the state of the record on this Article. AFSCME's ULP charge may resolve this one way or the other.

In the classification of Maintenance Service Worker, the work assignment of the filter crew will be assigned to the two least senior employees in this classification.

Eleven and one-half month employees shall receive no less than half of the days of pay in their half month when it occurs within a fixed, calendar month, and no less than twelve (12) days of pay for their half month when their half month is scheduled by the District at different times throughout the calendar year.

5.4 Lunch Periods

Each employee who works five (5) hours or more shall be granted an unpaid duty-free lunch period of at least one-half (1/2)hour, which shall be scheduled by the immediate supervisor at or about the midpoint of each shift or as mutually agreed upon.

5.5 Rest Period

Each employee who works more than three (3) but less than six and one half hours per day shall be provided one (1) uninterrupted duty-free 15 minute rest period minute per day. Eight (8) hour, seven and one half hour, seven hour, and six and one half hour per day employees shall be provided two (2) uninterrupted duty free 15 minute rest periods each day. Rest periods will be taken at times approved by the immediate supervisor, except rest periods shall not be scheduled by a supervisor at the end of the shift. Rest periods are a part of the regular workday and shall be compensated at the regular rate of pay for the employee and shall be taken in addition to and exclusive of the scheduled lunch period. Rest periods shall not be accumulated for any purpose.

Nothing in subsections 5.4 or 5.5 shall deprive any employee of a lunch or rest period he or she is currently receiving.

5.6 Extra Hours

In Food Service, the District shall rotate extra hours opportunities by strict seniority at the site. The most senior employee at the site shall receive the first opportunity each fiscal year to work extra hours. Where an employee is assigned to both a school site and to the Central Kitchen, he or she shall bring their District-wide seniority with them to each site. Regular employees shall always be favored over substitutes. Long-term openings for extra time shall be rotated by seniority after every two (2) weeks.

In Food Service, regular employees shall be favored over substitutes in the matter of both rotation of extra hours and temporary assignment to a

higher class. No substitute shall receive extra hours until all regular Food Service employees at every site have been offered the extra hours.

For purposes of rotation of extra hours in Food Service, Food Service **Is** shall rotate into the position of Food Service **IIs** and receive temporary assignment to a higher class pay. This too shall be by seniority.

When a Food Service Manager **I** or **II** is absent, it shall be a rebuttable presumption that a Food Service **II** at the site shall rotate into that position on the basis of temporary assignment to a higher class pay, (plus any extra hours which go along with the position), and that, in turn, a Food Service Assistant **I** at the site shall rotate into the now vacant position of Food Service Assistant **II** on the basis of temporary assignment to a higher class pay (plus any extra hours which go along with the position). This presumption shall be considered un-rebutted if the employees to be upgraded have at least sixty percent (60%) of the requisite skills and experience for the position.

In Food Service, any statement or waiver signed by an employee without an official union representative present shall be void and have no effect. This shall apply as well to documents which are not labeled as "waivers" or "releases," but are, in whole or in part.

The above standard shall apply to Food Service. For the rest of the School District, the following standard shall apply: the District shall make a good faith effort to ensure that all part-time regular employees are given an equal opportunity to work extra hours and extra assignments. "Good faith" effort shall mean at the very least a process similar to the process used to equalize overtime in Transportation. When the opportunity to work extra hours arises, and the extra hours do not conflict with regular employees' work schedules, regular employees shall be favored over substitutes. These extra hours shall be on a rotation based on seniority. Long-term openings shall be rotated after every two (2) weeks.

The parties agree that the above language is not meant to apply to or create overtime opportunities or health benefits.

5.6.1 In the Food Services Department, blue sheets will be updated on a regular basis, at a minimum of twice a year.

5.7 The Anaheim Union High School District shall provide an overtime/extra hours report which shall be posted monthly at each location. In order to comply with this section, the District shall post in plain view at each location all AFSCME and related substitute time sheets with names, social security numbers and ID numbers redacted.

5.8 Whenever there is a second service breakfast at the Elementary School level, these extra hours shall be provided to the Food Service III at the site. Also, no Food Service I at the Elementary School level shall do the work of the Food Service III at the Elementary School Level.

5.9 Overtime

Employees shall be compensated at the rate of one and one-half (1 1/2) times the employee's regular rate of pay for any time worked in excess of eight (8) hours in any one (1) day except that it shall be after ten (10) hours for all time worked during the 10 hour/4 day work week during the summer recess and any time in excess of forty (40) hours in any calendar week. Except in an emergency, overtime shall be specifically assigned and authorized in advance by the supervisor.

5.9.1 For the purposes of computing the number of hours worked, time during which an employee is excused from work because of paid leave shall be considered as time worked by the employee. ~~(Reference Education Code 45128)~~ [7]

5.9.2 An employee having an average workday of four (4) hours or more shall be compensated for any work required to be performed on the sixth (6th) or seventh (7th) day following the commencement of the normal workweek at a rate equal to one and one-half(1 1/2) times his/her regular rate of pay. The regular workweek shall begin at 12:01 a.m. Monday. This section shall also apply to regular employees on layoff who are acting as substitutes.

5.9.3 An employee having an average workday of less than four (4) hours per day shall be compensated for any work required to be performed on the seventh (7th) day following the commencement of the normal workweek at a rate equal to one and one-half (1 1/2) times his/her regular rate of pay.

5.10 Overtime Pay on Holidays

Employees required to work on Board authorized holidays shall receive compensation, or compensatory time off, at one and one-half (1 1/2) times the regular rate of pay in addition to the regular rate of pay for the

[7] Again, the District may believe this has been accepted.

holiday. Compensatory time off may be given in lieu of compensation only with the voluntary agreement of the employee involved. An employee who is assigned to a contract site will follow the contract site calendar as long as the number of compensated holidays is equal to the district's calendar.

5.11 Compensatory Time Off, Overtime - Right of Refusal

A supervisor may grant compensatory time off at the same prorated ratio as overtime cash payment. Compensatory time off may be given in lieu of compensation only with the voluntary agreement of the employee involved. Such agreement shall be truly voluntary.

An employee may be assigned overtime only when (1) there is an emergency, (2) all other employees in the relevant classifications decline voluntary overtime, and (3) he/she is the employee within the relevant classification with the least overtime worked during the fiscal year. In the case of custodians and kitchen workers at the site, number three (3) in the sentence above shall read, "when he/she is the employee within the relevant classifications at the site with the least overtime worked during the fiscal year."

5.12 Compensatory Overtime

Compensatory overtime off for overtime in excess of eight (8) hours in one (1) day or forty (40) hours in one (1) week shall be taken within twelve (12) months of the payroll period in which it is earned as scheduled and approved by the immediate supervisor.

5.13 Assignment of Voluntary Overtime

The Anaheim Union High School District shall provide an overtime/extra hours report which will be posted monthly at each location. Except in emergencies, the opportunity to work overtime at a site to which assigned will be rotated in order of seniority, with the following exceptions:

5.13.1 Overtime at Handel and Glover Stadiums and graduation shall be offered to Maintenance and Grounds employees on a rotation basis according to seniority. Each June, one (1) list will be created of those regular employees who desire to work stadium and graduation overtime. Friday morning stadium clean up will be offered to custodial employees on a rotation basis, according to seniority. Saturday morning overtime for "clean-up" after athletic or musical events will be offered both to Maintenance and Grounds employees as well as to the top ten (by seniority) day custodians and Senior Custodians (stated

more precisely, the seniority overtime list for Saturday morning "clean-ups" shall be integrated among the top ten – by seniority -- day custodians, Senior Custodians, and Maintenance and Grounds employees). If sufficient coverage is not available, the opportunity to work stadium and graduation overtime will be offered to all Operations employees as necessary.

Effective July 1, 2014, all musical events staged by the District which require overtime by Maintenance, Grounds, or Operations employees – including but not limited to – the event entitled "Bands Spectacular" – shall also be integrated into the same overtime rotation procedure described above.

5.13.2 For purpose of rotation, overtime declined shall count the same as overtime worked, except in the event such overtime is offered with twenty-four (24)hours or less advance notice, in which case the declined overtime will not count at all.

5.14 Night Work Differential

(See Article 11: Wages, 11.4)

5.15 Minimum Call-In Time

Any employee called in to work on a day when the employee is not scheduled to work shall receive a minimum of three (3) hours pay at the appropriate rate of pay under this Agreement.

5.16 Call Back Time

Any employee called back to work after having left the work location upon completion of his/her regular assignment shall be compensated for at least three (3) hours of work at the overtime rate, irrespective of the actual time less than that required to be worked.

5.17 Transportation

Special rules of bus drivers, driver trainer, and dispatchers which modify and add to this Article and to this Agreement are contained in Article 15. They shall be considered a full and integral part of this Agreement.

ARTICLE 6: TRANSFER PROCEDURES

6.1 A transfer refers to any District action, either employee initiated or District initiated, which results in the movement of an employee from the position he/she holds immediately preceding such action to another position within the same or within a related job classification but at a different school or District administrative department.

6.2 ~~The personnel director shall determine whether classes are sufficiently related to permit transfer between them. S/he shall consider similarity of duties, minimum qualifications, examination content and occupational group.~~

6.3 A transfer shall be made without decrease or increase in salary rate, change in anniversary date, hours worked, accumulated illness leave, accumulated comp. time and accumulated vacation credit.

6.4 Voluntary Transfer

A permanent employee desiring a voluntary transfer shall submit a request according to these procedures:

6.4.1 Transfer requests will be kept completely confidential. Such requests will be kept until June 30 of each year. Employees must reapply yearly. There will be no requirement, formally or informally, that supervisors approve transfer requests. Employees may contact the Classified Personnel Office to obtain information concerning current openings.

6.4.2 When vacancies occur, all employees who have current "Request for Transfer" forms on file with the Classified Personnel Office will be notified of the vacancy and given the opportunity to interview for the position.

6.4.3 The Classified Personnel Office shall notify those individuals interviewed for a specific vacant position of the hiring supervisor's recommendation.

6.4.4 When the employee is notified that he or she has received a transfer or a promotion, the previous supervisor cannot retain such an employee for more than ten (10) working days.

6.5 Disciplinary Transfer

A disciplinary transfer may be made only for reasonable cause.

6.6 No employee shall be transferred arbitrarily or capriciously.

6.7 ~~All employees of the unit are considered employees of the District and the District reserves the right to transfer employees to meet the needs of the District~~.

ARTICLE 7: EVALUATION PROCEDURES

7.1 The employee's assigned District manager shall make the evaluation and complete the evaluation form. Employees will be promptly informed as to who their assigned District manager is. Neither certificated teachers nor Athletic Directors shall evaluate employees covered by this agreement. Evaluations shall be based on observable performance and/or data and knowledge of the evaluator. No complaint against an employee or incident of alleged misconduct shall be included in an evaluation of that employee unless the information regarding the complaint or alleged misconduct has been discussed with the employee as soon as reasonably possible. The parties agree that reasonably possible in the previous sentence shall at the very least mean "within thirty days" of the District, or its agents, having been made aware of such information.[8]

7.1.1 Probationary employees will be evaluated at the end of the third (3rd) and fifth (5th) months of service.

7.1.2 All other employees will have a formal evaluation at least every other year, no later than May 15.

7.1.3 Probationary or permanent employees may be evaluated more frequently if the District manager or principal feels that an evaluation would benefit the work performance of an employee.

7.1.3.1 Additionally, an evaluation will be performed at an employee's request, but in any event no more often than once per year.

7.1.4 Excellent performance shall be commended in writing on all evaluation forms.

7.1.5 The assigned District manager shall present the performance evaluation to the employee and shall discuss it with him/her and confer concerning areas of work needing improvement. The evaluation form shall be signed by the employee to indicate receipt, and he/she shall be given a signed copy.

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[8] Again, the District may believe that this has been accepted and codified.

The evaluatee's signature indicates that the evaluatee has read the document and has been provided the opportunity of attaching rebuttal comments. Such comments shall be presented for attachment within thirty (30) working days of the date on the copy of the Performance Evaluation Report.

7.1.6 The evaluation shall be made in writing on a form to be provided by the Classified Personnel Office. This form shall be designated the "Performance Evaluation Report" form.

7.1.7 Any grievance under this Article shall be limited to a claim that the above procedures have been violated or that the evaluation given is, in effect, disciplinary..

7.1.8 Driving evaluations for bus drivers shall not be placed in the employee's Personnel File.

7.1.9 An employee shall have unrestricted access to all materials in his or her personnel file that may affect his or her employment status, except that such materials subject to inspection shall not include confidential ratings, reports, or records which were:

- Obtained prior to the person's employment
- Prepared by identifiable examination committee mem*bers*
- Obtained in connection with a promotional examination[9]

Documents not in the employee's official District personnel file at the time of proposed discipline shall not be used against an employee in a subsequent discipline or discharge hearing. The parties agree that this does not ban documents at hearings that have as their only purpose proving that oral counseling occurred. [10]

7.1.0 When an employee requests a review of his or her official personnel file, no documents shall be added or deleted by the District between the time the employee makes the request and the time the District makes the file available for review. If there is more than a few minutes delay, then it shall be a rebuttable presumption that material has either been added or deleted from this file. And the parties agree that the District, in such circumstances, has the burden of proof that such addition or

[9] Again, the District may believe this has been accepted.
[10] Again, the District may believe this has been accepted.

deletion did not occur – and such burden shall be assumed by the District from the occurrence of the delay up through and including the time of the grievance meetings and the arbitration.

7.1.1 Pages in the employee's files shall be numbered in consecutive order.

7.2 Non-Employee and/or Guardian Complaints Brought Against Employees

7.2.1 If ~~in the opinion of the supervisor~~ a serious complaint is lodged against an employee by a non-employee and/or Guardian, the employee shall be notified within a reasonable period of time. Complaints not reported to the employee under this section shall not be utilized in an evaluation or disciplinary action.

It is agreed by the parties that, for purposes of this section an employee of another School District – for example, Anaheim City School District or Savanna Elementary School District -- is a "non-employee or guardian."

7.2.2 If the complainant pursues the matter further, the supervisor will make available to the employee a conference between the person making the complaint, the employee and the supervisor. The purpose of this conference is to resolve the issue.

7.2.3 Complaints that are not resolved as per 7.2.2 above ~~may~~ shall be directed to the Superintendent.

7.2.4 If after the Superintendent has responded to the complaint, the person making the complaint is still not satisfied, further appeal may be made in writing to the Board of Trustees for its investigation and action if deemed necessary. Such investigation shall be conducted by an investigator jointly appointed by AFSCME and the District. If the District and AFSCME cannot agree upon an investigator within seven (7) calendar days of the Board's decision, then an arbitrator shall be appointed by the American Arbitration Association through its Labor Arbitration rules. Such arbitrator shall then appoint the investigator.

Both parties shall request an arbitrator who belongs to the National Academy of Arbitrators.

It shall be the purpose of the investigator to conduct an investigation of the merits, or lack of merits, of the non-employee's or Guardian's complaint. The results of the investigation shall initially be shared by the investigator only with

the Board of Trustees and its agents. After thirty calendar days, the results of the investigation shall be disclosed to that employee who is the subject of the complaint and to AFSCME. This shall include disclosing to the employee and to AFSCME the written report of the investigator as well as all exhibits (including audio, video, and other electronic exhibits), with only those parts of the written report redacted which clearly would be an invasion of someone else's privacy. It is further agreed by the parties that such redaction would be done by the District in whatever manner would be most likely to leave a segregable portion of that report or exhibit available for inspection by the employee and by AFSCME.

7.3 Evaluation and/or Discipline of Whistle-Blowers

7.3.1 The District will not negatively evaluate or discipline an employee for blowing the whistle on the District. The only exception to this rule is a situation where the whistleblower has no evidence of wrong-doing or the evidence he or she has is evidence with no probative value.

7.4 Complaints against Fellow Employees

7.4.1 The District will not negatively evaluate or discipline an employee because of a grievance or complaint against that employee taken by a fellow employee. The only exception to this rule shall be where the grievance or complaint taken by a fellow employee is in conformance with a complaint procedure embedded in a Federal or State Law, or in an established Board Policy.

ARTICLE 8: SAFETY CONDITIONS

8.1 The District shall provide employees with safe and healthy working conditions. It shall be a rebuttable presumption that an employee denied an uninterrupted lunch period or rest period has unsafe and unhealthy working conditions.

8.2 The District shall comply with the provisions of the California State Occupational Safety and Health Act regulations. The District shall also comply with all safety and health provisions sought to be achieved by the certification programs currently approved by the American National Standards Institute for food safety and protection, such as Servsafe, NRFSP, and Prometric. The parties agree that compliance with all such food safety and health provisions on the part of the District has as its purpose a guarantee to the food service worker that the food and beverages he or she provides to others on behalf of the District would be safe and healthy for she herself, or he himself, to eat or drink.

8.3 It shall be the responsibility of employees to report unsafe working conditions to their immediate supervisor. No retaliation or reprisals of any kind will be taken against any employee who reports unsafe or unhealthy working conditions, or violations of food safety and protection standards. Such guarantee of "no retaliation or reprisals" shall include a guarantee that an employee will not be threatened with, or subject to, "job shadows."

8.4 Clothing or uniforms required by the District will be furnished by the District. When new uniforms are necessary, the uniforms being replaced will be returned to the District.. ~~When required, uniforms, including but not limited to the number, kind, item, style, cleaning, and replacement procedure will be as prescribed by District regulations~~. Employees shall be provided at least the same number, kind, item, style, and cleaning of uniforms as in the past, except that no employee shall be provided with less than five (5) sets of uniforms a year. In addition, food service employees shall be provided with jackets, mittens, and polo shirts. Such clothing shall be maintained and laundered by the District. (AFSCME may have an interest in adding to its proposal here.)

8.5 No employee shall be required to work under conditions dangerous to the employee's safety or a threat to the employee's health.

8.6 The District shall provide necessary first aid kits at all work locations. First aid kits shall be checked periodically and replenished when needed. First aid kits shall not be locked and shall be immediately available to employees. Emergency telephone numbers will be posted near all telephones.

8.7 The District will provide first aid training and CPR training to at least five (5) employees at each school and at the District Office.

8.8 For all employees, there shall be convenient coffee break rooms and restrooms which are totally smoke free. This shall include such rooms for employees who travel from school to school.

8.9 In the case of a bomb threat or other immediate threats to the health and safety of employees, employees shall not be asked or ordered to search for the bomb or otherwise perform services for which they are not trained. Whenever feasible, employees shall be informed of these threats.

8.10 The District shall provide night custodians who are working alone with a cellular phone or comparable technology to allow him/her to communicate with the District and emergency units.

ARTICLE 9: CONCERTED ACTIVITIES

9.1 It is agreed and understood that there will be no strike, work stoppage, or slowdown by the Union during the term of this Agreement nor will there be compliance with the request of other labor organizations to engage in such activity.

9.2 To this end, the Union recognizes its duty and obligation to comply with the provisions of this Agreement and to make every effort reasonably within its power ensuring that employees comply. In the event of a strike, work stoppage, or slowdown by employees, the Union agrees in good faith to take all steps necessary, and reasonably within its power, to cause those employees to cease such action.

9.3 Employees engaging in unauthorized leave with regard to strike, work stoppage, or slowdown may be subject to discipline up to and including termination by the District.

9.4 In the absence of a strike, work stoppage, or slowdown on the part of the Union, the District will not engage in any lockout of employees ~~for the duration~~ during the term of this Agreement.[11]

ARTICLE 10: MANAGEMENT RIGHTS

It is understood and agreed that the District retains all of its powers and authority to direct, manage, and control to the full extent of the law. Included in, but not limited to those duties and powers, are the exclusive rights to determine its organization; direct the work of its employees; determine the time and hours of

[11] Again, the District may believe that this has been accepted.

operation; determine the kinds and levels of services to be provided, and the methods and means of providing them; establish its educational policies, goals and objectives; insure the rights and educational opportunities of students; determine staffing patterns; determine the number and kinds of personnel required; maintain the efficiency of District operations; determine the curriculum; build, move or modify facilities; establish budget procedures and determine budgetary allocation; determine the methods of raising revenue; take action on any matter in the event of an emergency, i.e., act of God, natural disaster, act of war, declaration of martial law, strike, insurrection, revolution, flood, earthquake, fire, epidemic, plague, drought, power failure, or energy crisis; in addition, the District retains the right to hire, classify, assign, evaluate, promote, terminate and discipline employees.

The District retains its right to amend, modify or rescind policies and practices referred to in this Agreement in cases of emergency; limited however to the actual duration of the emergency. The determination of whether or not an emergency exists is solely within the discretion of the District.

The above described rights of the District shall be exercised in a fair and reasonable manner and are subject to the restrictions of the entire Agreement.

Any dispute arising out of or in any way connected with either the existence of or the exercise of any of the above-described rights of the District is not subject to the grievance provisions set forth in Article 4 unless the dispute is otherwise grievable under another Article of the Agreement.

ARTICLE 11: WAGES

11.1 Salary

Effective July 1, 2014, the 2014-15 salary schedule shall be increased by nine per cent (9 %)

11.1.1 Status After Classification Review

When positions have been reallocated to lower classifications, employees in this category will remain on their present salary range and receive all rights, benefits, successive steps, future salary raises, etc., as long as they remain in the classification in which they are presently employed.

11.2 Salary Increase

If any other employee organization or the association or committee of Management Employees of the District receives a salary increase of any

type which is a higher increase than the increase contained in this collective bargaining agreement for 2014-5 school year, then such increase shall immediately be made effective for all employees covered by this Agreement. If any other employee organization or the association or committee of Management Employees of the District receives an increase in benefits which is better than the benefits reflected in this collective bargaining agreement, then such new or better benefits shall immediately be made effective for all employees covered by this Agreement.

11.3 Night Work Differential

All positions (excluding custodians, Article 11.5), the regularly assigned time of which requires the employee to work one-half (1/2) time or more between the hours of 5:00 p.m. and 7:00 a.m., shall be paid $125 per month higher than the range for daytime employees.

11.4 Custodial Shift Differential

All night and day differential amounts have been added to the base salary for custodians.

11.5 Refrigerated Area Differential

The three percent (3%) differential for Food Service Assistant I's working in the refrigerated area of the Central Kitchen shall continue as in the past. This shall include customary six (6) month rotation into the refrigerated area, by seniority. Substitutes shall receive the 3% differential for each day in the refrigerated area. For employees working in refrigerators, the District will provide, without charge, insulated coats and appropriate gloves. For purposes of this section, "substitutes" shall mean regular employees temporarily assigned to the refrigerated area in order to fill in for a regular employee. In addition, employees working in the classification of Food Service Assistant II or Custodian shall receive a 3% differential, if in any pay period they are assigned to work in the refrigerated area of the Central Kitchen for more than 30% of their work time.

11.6 Pay Increases After Promotion

An employee who receives a promotion to a class* allocated to a higher salary range shall be placed on the first (1st) step of the salary range that reflects at least a four percent (4%) increase, provided the new classification salary range permits this increase. Additional advancement will occur on the first (1st) of the month, following completion of six (6) months of service, regardless of step placement, and at one (1) year intervals thereafter until the maximum is achieved.

* Class: A group of positions sufficiently similar in duties and responsibilities that the same descriptive title may be used to designate each position allocated to the class; substantially the same requirement of education, experience, knowledge, and ability are demanded of incumbents; substantially the same tests of fitness may be used in choosing qualified appointees; and the same salary range may be applied with equity.

11.7 Longevity

Employees will be eligible for long service recognition (longevity) in the Anaheim Union High School District under the following plan:

2% plus $326 after ten (10) years of service with Anaheim Union High School District

4% plus $1,060 after fifteen (15) years of service with Anaheim Union High School District

6% plus $2,238 after twenty years (20) of service with Anaheim Union High School District

9% plus $3,120 after twenty-five (25) years of service with Anaheim Union High School District

12% plus $3500 after thirty (30) years of service with Anaheim Union High School District

15% plus $3500 after thirty three years of service with Anaheim Union High School District.

Percentages and flat rates stand alone. They are not added together or compounded.

11.8 Working Out of Classification

Employees shall not be required to perform duties which are not fixed and prescribed for the position by the governing board in accordance with Section 45109, unless the duties reasonably relate to those fixed for the position by the Board, for any period of time which exceeds five (5) working days within a pay period except as authorized herein. An employee may be required to perform duties inconsistent with those assigned to the position by the governing board for a period of more than five (5) working days provided that his/her salary is adjusted upward for the entire period s/he is required to work out of classification. Such adjustments upward shall be consistent with the salary placement given a unit member who receives a promotion as indicated in Article 11.6.

11.9 Mileage

Any employee who uses a private vehicle for school district business shall be reimbursed for mileage at the standard IRS business mileage rate.

In addition to mileage, the employee will stay on the clock during authorized travel time. Travel time will be part of overall blue sheet time. The use of private vehicles for school district business is subject to the approval of the immediate supervisor.

When an employee uses a private vehicle for school district business, the school district may not require the employee to carry more auto liability insurance than the minimum required by the State of California for an individual to carry on her or his own personal vehicle, unless such additional auto liability insurance is successfully negotiated with the Union.

11.10 Replacement of Personal Property

The District shall pay the cost of replacing or repairing certain property of an employee when such items are damaged or stolen in the line of duty as a result of malicious acts and without fault of the employee.

Covered items are:

11.10.1 prescription eye glasses, hearing aides, watches, articles of clothing, or other items necessarily worn or carried by the employee.

11.10.2 vehicles

11.10.3 other personal property of the employee, when approval for the use of the personal property in the line of duty was given in writing by the site administrator or designee before the property was brought to the work site, and when the value of the property was agreed upon in writing by the person or persons bringing the property and the site administrator, or designee, at the time the approval for its use was given.

The following items are excluded from coverage under this article:

11.10.4 Vehicle collision (including hit and run incidents.

11.10.5 Such personal items as tape recorders, radios, telephones, pagers, or compact disc players belonging to the employee, unless approved by the District in item 11.11.3 above. This

includes items in a vehicle, regardless of whether the item is fixed or removable from the vehicle.

11.10.6 Purses or wallets, or the contents thereof (credit cards, cash, etc.).

11.10.7 Cash, credit cards, or other cash equivalent items. The maximum payment of any one claim is $3,500 or actual cost whichever is less in the case of vehicles and $3,000 or actual cost whichever is less for other property. Loss or damage shall be reported to the principal or supervisor, and, if appropriate, to the police as soon as the employee becomes aware of such loss or damage. Claim forms are available in the Business Division and should be forwarded through the principal or supervisor to the Business Division when completed.

Any losses, or damages, which are compensable wholly or partially, under the employee's private insurance policy, or policies, shall to such extent not be compensable under the terms of this policy.

11.11 Bilingual Pay

~~The District and the Union agree to form a committee to research and recommend options in the area of bilingual pay and classifications. This committee shall be comprised of two members each from the District and the Union. The committee shall report back to the negotiating team by April 1, 2000.~~

Employees who wish to be considered for bilingual pay shall pass a competency test in a language other than English required by the assignment.

Principals and District department heads (Directors) shall be aware of employees who have voluntarily tested for and passed competency requirements in any language other than English. If an employee is selected for a bilingual assignment, the employee shall be compensated an additional $165 per month for conversing, reading, and/or writing in a language other than English.

No employee assigned bilingual duties under the above provision shall have their performance evaluation lowered or be reprimanded if they are unable to complete their regular work assignments as a result of being assigned the above referenced bilingual duties. No employee will be assigned the duties of another employee because that employee has been assigned bilingual duties.

No employee shall lose their bi-lingual pay – whether based on stipend or job title – because the school where they are assigned goes through a

demographic change which results in fewer students needing translation.[12]

11.12 Because of changing technological requirements, or changes in student needs, the parties recognize that the District may, from time to time, choose to request a revised job description from the Classified Personnel Director. Under these circumstances, the District agrees to first meet, negotiate, and reach agreement with AFSCME on the rate of pay for the new position. This section shall be made retroactive for HVAC technicians.

11.12 Professional Growth Program

(See attached Memorandum of Understanding.)

ARTICLE 12: VACATIONS

12.1 Earned vacation shall not be utilized until completion of the initial six (6) months of employment of the unit member unless permission is given by the District. Members of the bargaining unit who have completed six (6) months of paid service as a regular probationary employee or a restricted employee, shall accumulate vacation from their date of hire at the regular rate of pay earned at the time the vacation is commenced. However, all employees employed by the District and covered by this Collective Bargaining Agreement shall receive from the District, at a minimum, the same number of vacation days received each year by first and second year AUHSD management employees. Thereafter, the following procedure shall be used by the District in order to ascertain whether employees covered by this collective bargaining agreement are entitled to more than such a minimum:

12.1.1 Every employee shall earn vacation at the prescribed rate. Employees who are on leave to serve in a limited-term assignment, or who serve in a limited-term assignments during periods when they are not regularly assigned, shall earn vacation during such limited-term assignments. Vacation shall also be earned during any paid leave of absence.

12.1.2 Employees shall be entitled to vacation with pay earned at the rate of one (1) day for each month in a paid status, not to exceed twelve (12) working days of vacation in each fiscal year, computed as follows:

[12] The District may believe that this change has been implemented, though through a side letter.

One (1) year or less in a paid status:

12 month unit members	12 days
11 month unit members	11 days
10 month unit members	10 days
9 month unit members	9 days

Employees in a paid status who work less than the normal eight (8) hour day shall be eligible for vacation benefits on a prorated basis using the ratio of actual time worked to eight (8) hours; i.e., a six (6) hour employee would receive 6/8th of a day per month.

12.1.3 Employees with more than one (1) year of service in a paid status are entitled to additional working days of vacation with pay in each fiscal year, in addition to those set forth in 12.1.2, computed as follows:

1 additional day at the start of the 2nd year
2 additional days at the start of the 4th year
3 additional days at the start of the 5th year
4 additional days at the start of the 6th year
4 additional days at the start of the 7th year
5 additional days at the start of the 8th year
6 additional days at the start of the 9th year
6 additional days at the start of the 10th year
7 additional days at the start of the 11th year
7 additional days at the start of the 12th year
8 additional days at the start of the 13th year
8 additional days at the start of the 14th year
9 additional days at the start of the 15th year
10 additional days at the start of the 16th year
11 additional days at the start of the 17th year

12.1.4 Earned vacation shall be taken at times requested by employees and approved by the immediate supervisor. Reasonable vacation requests shall not be denied. All vacation requests shall be given a response by the requesting employee's supervisor within five (5) working days. Employees are encouraged to schedule vacations during periods when students are not in session. Should two (2) or more employees

in the same classification request similar vacation times and the District can afford to release only one, the employee with the greater classification seniority will be given preference. Vacation days can be used for family leave or personal emergencies when sick leave has expired.

The District Office and schools will normally be closed to the public during winter recess. No employee will be unduly encouraged to take vacation during winter recess.

12.1.5 All vacation days earned by twelve (12) month regular full time employees with less than five (5) years of service must be taken within twelve (12) months following the period in which earned and may not be accumulated beyond this period. Twelve (12) month regular fulltime employees, after five (5) years of service may "save" up to six (6) days of vacation earned during the preceding year to be used within the following year for an extended vacation, not to exceed twenty-eight (28) working days under adopted regulations regarding vacations.

Vacation may, with the approval of the employee's immediate supervisor, be taken at any time during the school year. If the employee is not permitted to take his/her full annual vacation, the amount not taken shall accumulate for use in the next year or be paid for, in cash, at the option of the District. The employee may be granted vacation during the school year, even though not earned at the time the vacation is taken, with the approval of the immediate supervisor.

12.1.6 Summer Time Assignments

All employees represented by AFSCME who work a nine (9), ten (10) or eleven (11) month schedule (or any schedule less than a full year) shall receive for the summer assignment, compensation and benefits that are applicable to the assignment for the full twelve month year. The parties agree that, if the daily hours of assignment differ from the regular hours during the year, then such compensation and benefits shall prorate accordingly. In administering this section, the District shall ensure that:

1. Vacation shall be accumulated in hourly units.

2. Sick leave shall be accumulated in day units.[13]

[13] The District may believe that this section has been amended to say "hourly" units, not "day" units.

3. The total amount of vacation and sick leave which the employee is expected to accumulate during the summer assignment will be made available to the employee for use by the employee from the beginning of his/her period of summer employment, provided:

   a. Any request to take vacation during the summer should be subject to supervisory approval, which said approval will not be unreasonably withheld.

   b. Any additional vacation or sick leave accumulated by virtue of a summer assignment may subsequently be withdrawn from the employee if the employee is not in paid status for three quarters of the work days which occur during the time required to carry out the summer assignment.

4. An employee under this section who is in paid status for the entire summer (defined as the period from the beginning of summer break until the day before school begins in the fall), shall be entitled to earn as much in total vacation and sick leave as a twelve month employee.

   When an employee is in paid status for a portion or all of the summer additional vacation and sick leave shall be calculated in the following manner:

   The total available work days in the entire summer excluding holidays will be calculated. An employee will earn one third of the total entitlement possible by working or being in paid status for one third of those available work days, and two thirds for working or being in paid status for two thirds of those available work days. "Days in paid status" excludes holidays. (Example: 54 days are available in summer = three additional days sick leave and vacation. Each 18 days in paid status for a scheduled work day (1/3 of 54 days) = 1 day additional vacation and sick leave, 36 average days = 2 days, 54 work days = 3 days.) Hours paid for vacation will be the hours worked in the summer assignment.

12.1.7 In case of termination, vacation time owed the District shall be deducted from the final paycheck.

12.1.8 A vacation once having commenced shall be terminated only by the employee becoming ill, returning to work, being laid off, being terminated from employment, or death of a member of the immediate family. Members of the immediate family, as used in

this section, means the mother, father, grandmother, grandfather, or a grandchild of the employee or of the spouse of the employee and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the employee or any relative living in the immediate household of the employee.

12.1.9 On separation from service, the employee shall be entitled to lump sum compensation for all earned and unused vacation at the rate of pay applicable to his/her last regular assignment, except that employees who have not completed six (6) months employment in regular or restricted status shall not be entitled to such compensation.

ARTICLE 13: LEAVES

13.1 Bereavement Leave

The District agrees to grant necessary leave of absence with pay at the employee's regular rate not to exceed three (3) days, or five (5) days if three hundred (300) miles or more or out-of-state travel is required, on account of the death of any member of the immediate family of an employee. "Member of the immediate family" means the father, mother, father-in-law, mother-in-law, son, daughter, adopted child, foster child, son-in-law, daughter-in-law, husband, wife, grandmother, grandfather, grandchildren, sister, brother, sister-in-law, brother-in-law, niece, nephew, aunt, uncle, great-grandparent, great-grandchild, step-parents, step-grandparents, step-siblings, step-children of the employee, and like relatives of spouse, or any relative living in the immediate household of the employee. Bereavement leave shall be limited to a three (3) or five (5) day period following the date of death in the immediate family. If such leave of three (3) or five (5) days is not scheduled immediately and consecutively following the death, the employee will notify his/her immediate supervisor prior to scheduling an alternative plan for bereavement leave. In exceptional circumstances, the Superintendent may grant up to two (2) additional days leave.

Employees exercising this leave provision shall notify their immediate supervisor as soon as possible and indicate the expected duration of the absence.

Employees shall be required to complete the standard form provided by the payroll department to verify the reason for the absence.

13.2 Jury Leave

The District agrees to grant to employees regularly called for jury duty in the manner provided by law, a leave of absence without loss of pay for time the employee is required to perform jury duty during the employee's regularly assigned working hours. Employees, so called for jury duty, must notify the District of service date(s) upon receiving said notice from officers of the court. The District shall pay the employee the difference, if any, between the employee's regular rate of pay and the amount received for jury duty. Employees who elect to contribute their fees to the County in which serving jury duty, must submit a copy of the receipt to payroll indicating that they donated their fee to the County. Monies granted by the court for meals, travel and parking will not be considered in computing the difference. Employees are required to return to work during any day or portion thereof in which jury duty services are not required; however, an employee excused from jury duty with less than two and one-half (2 1/2) hours left on his/her shift shall not be required to return to work.

Evening or night shift employees shall receive leave without loss of pay equal to the number of hours each day which they spend on jury duty, including travel time. Such employees may take such leave the evening or night of the jury duty.

The District may require verification of jury duty days prior to or subsequent to providing jury duty compensation on a form provided by the District or the court.

13.3 Military Leave

Employees shall be required to request military leaves in writing and, upon request, shall provide the District with a copy of orders and status reports.

13.4 Tragedy Personal Necessity Leave

A long term ninety (90) day personal necessity leave of absence may be provided to an employee who experiences a serious tragedy within his/her immediate family. For purposes of this section, "immediate family" shall be defined to include parent, sibling, spouse, dependent child, or any relative living in the immediate household of the employee. An employee's compensation during such leave shall be equivalent to the employee's regular salary and fringe benefits minus the amount necessary to pay a substitute whether or not a substitute is employed to replace the employee while on leave.

13.5 Paid Sick Leave

13.5.1 Sick leave is the authorized absence of an employee because of illness or off the job injury or exposure to a contagious disease.

13.5.2 Employees employed by the District five (5) days per week, eight (8) hours per day, with full pay for a fiscal year shall be entitled to twelve 12) days leave of absence for illness or injury, exclusive of days they are not required to render service. Day, as used in this Article, means the employee's regularly assigned workday, exclusive of overtime.

13.5.3 Employees employed less than five (5) days per week and/or less than a full fiscal year are entitled to that proportion of twelve (12) days leave of absence for illness or injury as the number of months and/or number of days a week they are employed bears to twelve (12) months.

13.5.4 Pay for any hour(s) or day(s) of illness or injury need not be accrued prior to taking such leave by the employee and such leave may be taken at any time during the employee's assigned work year. Probationary employees of the District shall not be eligible to take more than six (6) days, or the proportionate amount to which they may be eligible under sections 13.5.2 and 13.5.3, whichever is the lesser, until the first day of the calendar month after completion of six (6) months of active service with the District.

13.5.5 Pay for any day of sick leave shall be the same daily rate the employee would have received if s/he had worked that day.

13.5.6 An employee returning from absence must contact the school or site two (2) hours prior to the close of the preceding workday of his/her intent to return. In the event that the District has not been notified of the employee's intention to return, and accordingly has employed a substitute for the day, the District may require the returning employee to be charged with one (1) day of absence without pay.

13.5.7 An employee who is absent due to personal illness and/or injury, including a disability caused or contributed to by pregnancy, miscarriage, childbirth and recovery therefrom, shall be allowed full pay for the number of days absent provided that the number of days absent does not exceed the employee's total accumulated days of sick leave.

13.5.8 Verification of Absence

The Board may require satisfactory proof of the existence and duration of the illness if it has reasonable cause to believe an employee to be abusing the use of sick leave. In the event that an investigation results in proof that abuse has taken place, the employee may be subject to loss of pay for the day(s) of the proven abuse and/or other appropriate action.

For absences of more than five (5) days, when there is a question as to the existence and duration of the disability, or the employee's ability to return to work, the Board may require the employee to submit to an examination by a physician selected and paid by the employee and the District. The selection must take place within forty-eight (48) hours after the District's request. In the event the time limit is not met, the District shall select the physician from among those physicians under consideration by the employee and the District.

The District shall pay for the medical examination. The employee will be given a copy of the physician's report. Such medical reports shall be submitted to the Assistant Superintendent, Human Resources, who shall maintain the confidentiality of such reports.

Absence for sick leave shall not be for the purpose of withholding services of assigned responsibilities.

13.5.9 An employee, while on unpaid leave of absence granted by the Board of Trustees, shall maintain any sick leave credits which were accumulated prior to such leave but shall not accumulate any additional sick leave credit during the period of such leave.

13.5.10 An employee who is absent from duty because of illness or accident beyond his/her accumulated sick leave shall be paid at the rate of 50% of his/her daily rate of pay for those days beyond his/her accumulated sick leave. This additional paid sick leave shall not exceed 100 working days in any one (1) fiscal year. It shall not be accumulated and shall be exclusive of any other paid leave, holidays, vacation, or authorized compensatory time to which the employee may be entitled. If the absence is due to non-industrial accident or illness, the leave shall run concurrent with sick leave. The extended sick leave described above shall be granted to all employees on July 1 of each year. No employee, whether at their hundred half days or not, shall lose any paid leave because of delays by Classified Personnel in administering the Americans with Disabilities Act.

13.6 Industrial Accident and Industrial Illness Leave

13.6.1 Leave resulting from an industrial accident or industrial illness shall be granted in accordance with the provisions of Education Code Sections 44043 and 45192 and this Article.

13.6.2 An employee who is absent from duty because of an illness or injury defined as an industrial accident or industrial illness, under provisions of the Workers' Compensation Insurance Law, shall be granted paid industrial leave for each such accident or illness while receiving temporary disability benefits from Workers' Compensation provided that s/he has probationary or permanent status. No employee, whether at their hundred half days or not, shall lose any paid leave because of delays by Classified Personnel in administering the Americans with Disabilities Act.

13.6.3 An employee absent from duty because of illness of injury resulting from an accident or condition incurred on duty, which qualified under Workers' Compensation Insurance, shall be granted an occupational leave for each such accident provided that neither the number of days for one (1) leave nor the total number of days allowed in one (1) school year for more than one (1) such leave does not exceed a total of sixty (60) consecutive working days. When the District pays for an employee to be treated by one of its Doctors through Workers' Compensation, or otherwise, the District shall not delay the start of these 60 consecutive working days with pay.

13.6.4 Occupational leave shall be granted from the first (1st) day of disability but shall not extend beyond the last day for which temporary disability indemnity is received. ~~Only absences which are supported by a physician's certificate and have been verified to be the result of a duty connected illness or injury can be paid under the occupational leave policy. Any absence that cannot be so verified shall be charged against the employee's leave.~~

13.6.5 Should the employee's absence, due to an occupational injury or illness, extend beyond sixty (60) consecutive working days, the employee shall be permitted to use accumulated sick leave until temporary disability payment ceases, until s/he returns to duty, or until illness credits have been used up, whichever is sooner. If an employee is referred to therapy after sustaining a work related injury while working for the District, it is hereby

agreed between the parties that such employee should not have to wait more than five calendar days from the time such therapy is prescribed and the time that such therapy begins. If such delay occurs, then such employee may begin his or her therapy and the District will take responsibility for usual and customary costs.

13.6.6 During any period an employee is receiving his/her regular salary from the District, s/he is required to endorse over to the District all temporary disability payments received in accordance with Section 44983 of the Education Code. Charges to the employee's leave balances shall be as follows:

13.6.6.1 Occupational leave shall be reduced by one (1) day for each day of authorized absence regardless of temporary disability payments paid.

13.6.6.2 Sick leave and/or vacation leave shall be reduced only by that amount necessary to provide a full day's wage or salary when added to temporary disability benefits. Any employee who is absent because of a work connected illness or accident shall not be entitled to receive wages or salary from the District, which, when added to temporary disability benefits, will exceed his/her full salary during the period of his/her absence. (See Section 44043 of Education Code.)

13.6.7 During any period of absence because of an industrial accident or illness, the District will make a reasonable effort to return the employee to light duty work where it reasonably can be made available. The District shall first attempt to place the employee in his/her classification. If that is not feasible, then the District shall attempt to place the employee in the same department. If that is not feasible, the District shall attempt to place the employee in this bargaining unit. If the accident or illness causes the employee to be partially incapacitated on a permanent basis, the District will make every reasonable effort to rehabilitate the employee for another job within the District if it is feasible and of benefit to the employee.

13.6.8 While an employee is on any paid leave resulting from an industrial accident or industrial illness, the employee's salary paid by the District shall not, when added to a normal temporary disability allowance award without penalties granted the employee under State Workers' Compensation Insurance Laws, exceed the employee's regular salary.

Final allowance for permanent industrial disability settlements shall not be subject to remittance to the District under this rule.

13.7 Court Appearance

An employee shall be granted not to exceed three (3) days of absence with full pay because of necessary appearance in court or in response to a subpoena duly served provided such subpoena is filed with the Board of Trustees or its delegated authority within a reasonable period of time. This section shall not be applicable to employees who are litigants.

13.8 Personal Necessity Leave of Absence

Unit members may use up to eleven (11) days of accumulated sick leave without stating a reason for personal necessity provided the number of personal necessity days does not exceed the number of days of unused sick leave.

Permissible Personal Necessity Use:

13.8.1 Personal necessity may be used without prior approval for the reasons listed below. However, the employee ~~shall make every reasonable effort to comply with District procedures designed to secure substitutes and s/he~~ shall notify the immediate supervisor prior to the absence.

13.8.1.1 Accident or serious illness involving his/her personal property or property of his/her immediate family.

13.8.1.2 Court appearance as a litigant or as a witness under order.

13.8.1.3 Religious observance.

13.8.1.4 Wedding and graduations for immediate family members. Immediate family for this section shall mean parent, sibling, spouse, or child.

13.8.1.5 Personal necessity may be used for circumstances that meet all of the following criteria: Are of serious nature, and which the employee cannot be expected to disregard, and which necessitate the immediate attention of the employee, and which cannot be accommodated during off-duty hours.

13.8.2 Such leave shall not be used for seeking or engaging in other employment, for vacation, or other recreational activities or for other activities which do not fit the criteria listed above.

13.8.3 Personal necessity leave shall not be used in whole, or in part, for any strike, work stoppage, or work slowdown or concerted activity of any kind.

13.8.4 An employee shall be allowed to use four (4) days of personal necessity leave per year, which will not be charged against his/her accumulated sick leave.

Verification of Personal Necessity Leave

The District may require satisfactory proof of the nature, extent, and duration of the personal necessity leave if it has reasonable cause to believe a unit member is abusing the use of personal necessity leave. In the event that an investigation results in proof that abuse has taken place, the unit member may be subject to loss of pay for the day(s) of the proven abuse and/or other appropriate action.

When an employee works more hours than they are assigned, utilizes illness or personal necessity leave, such employee shall be paid based on the average number of hours the employee worked in the pay period prior to the leave commencing.

This option shall be recalculated for each pay period based on actual hours worked. The averaged hours shall not exceed eight (8) hours per day.

13.9 Leaves of Absence Without Pay

The Board shall grant an employee a leave of absence without pay for reasonable cause.

13.9.1 Reasonable cause in this section means a leave which, in past practice, was the type of leave approved by the Board and which does not cause a significant hardship to the District. Requests for leaves of absence without pay shall be made on forms provided by the Director of Human Resources, Classified and shall state specifically the reasons for the request, the date desired to begin the leave, and the probable date of return.

13.9.2 Reinstatement From Leave

Upon the expiration of a leave of absence, an employee shall be reinstated in his/her former classification if such classification still exists.

13.9.3 District Notification

The Classified Personnel Office will notify any employee who is on leave of absence, twenty-five (25) days before the expiration of such leave, that his/her position is being held pending notification of the employee's intent to return. Such notification shall be sent by U.S. mail to the employee's last known mailing address. In the event the employee fails to respond to the District notification within fifteen (15) days before the expiration of the leave indicating the employee's intention to return from leave, it is understood that the District may proceed to fill the employee's position. If a leave is granted for fewer than twenty-five (25) days or in the event of emergency conditions, the above procedures may be waived by the Director of Human Resources, Classified.

13.9.4 Failure to Return From Leave

Failure to report for duty after a leave of absence has expired or has been revoked or canceled shall constitute dismissal from District service, unless the employee so dismissed shall satisfactorily show that such failure was excusable as determined by the Superintendent, in which case the employee shall be reinstated.

13.9.5 Benefits While on Leave

Time elapsed while on leave of absence without pay shall not be counted toward compensation, sick leave or vacation privileges, except an employee absent on Peace Corps service shall include such time toward qualifying for advancement to the next higher step in the salary range, and an employee absent on military leave shall be accorded all the rights and privileges granted by the Education Code and the Military and Veterans' Code.

13.9.6 Employment While on Leave

An employee, on leave of absence, may not accept other gainful employment with another employer, except ordered military or Peace Corps service, without express prior approval of the Board of Trustees.

13.9.7 Such leave of absence without pay may be granted for any of the following reasons:

13.9.7.1 Health

A regular classified employee shall be granted a leave of absence without pay for legitimate health purposes for specified

periods of time, but usually not less than three (3) months, or more than twelve (12) months. Upon recommendation of the Superintendent, the leave may be extended at the sole discretion of the Board.

13.9.7.2 Short Term Personal Leave Without Pay

An unexcused absence without pay for an employee may be approved for one (1) day by the principal or classified supervisor. Upon the recommendation of the principal or classified supervisor, the Director, Human Resources, Classified, may authorize an excused absence without pay for employees from two (2) to five (5) days.

13.9.7.3 Pregnancy Leaves of Absences

Pregnant employees shall be granted pregnancy leave with or without pay, such leave to commence on a date to be determined by the employee and her physician. Sick leave and vacation benefits may be used by employees on pregnancy leave.

13.9.7.4 Peace Corps

A regular classified employee who has completed three (3) full years of service in the District may be granted a leave of absence for Peace Corps service. The leave will be granted for one (1) full school year with the provision that it will be extended for a second (2nd) year if the employee continues in Peace Corps service. When such a leave is granted, the employee will be transferred to an unassigned status wherever possible, and upon return will be entitled to a position in the classification he/she held upon leaving, but not necessarily the same position. Year-for-year salary credit will be granted.

13.9.7.5 Educational Improvement

A leave without pay may be granted, at the discretion of the Board, to a permanent classified employee for a period not to exceed twelve (12) months in duration, to participate in education or specialized course of study if such participation is determined by the personnel director and the Superintendent to be in the best interests of the school district. Such leave shall require official documentation regarding the nature and scope of the proposed education and/or training project; and based upon these facts, a determination shall be made that the granting of the leave will increase the efficiency and usefulness of the

knowledge, skills, and abilities of the employee upon his/her return to the service of the District.

A regular employee granted a leave under this rule must sign an agreement on forms available in the office of the Director of Human Resources, Classified, stating particularly that the Board will be given written notice no less than thirty (30) days before the expiration of the date of the leave, of his/her intention to return to District service. Failure to file such notice will be considered as notice that the employee will not return and that his/her position is vacant.

13.9.7.6 Serious Illness Within the Immediate Family

A leave without pay may be granted, to a permanent employee for a period not to exceed twelve (12) weeks in any one year for a serious illness in his/her immediate family. "Member of the immediate family" as used in this section means the spouse, father, mother, child, or like relative of spouse, or any relative living in the immediate household of the employee. A letter from a medical doctor substantiating the cause for leave shall accompany the request for leave.

13.9.8 Health/Welfare Benefits While on Leave

An employee on Board approved leave of absence, without pay, may participate in the District's health and dental and life insurance benefit program at the employee's own expense.

Prior to the effective date of the Board approved leave of absence, the employee shall submit a written request to the Business Office to continue or discontinue the health and dental and life insurance program. A decision to discontinue the program is irrevocable during the period of the leave.

The employee who elects to maintain the health and dental and life insurance program shall submit a check or money order to the Business Office for the exact amount of premium on or before the twenty-fifth (25th) day of each preceding month. Failure to comply with this payment provision will result in loss of insurance benefits during the entire period of the leave of absence.

13.10 Drug or Alcohol Rehabilitation Leave

District shall accommodate an employee with a drug or alcohol problem, provided the employee takes the initiative to acknowledge his/her problem and to request a leave, by granting a leave of up to sixty (60)

working days, as long as such accommodation does not cause an undue hardship to the District. This shall be on a one-time basis only. The employee need not indicate the specific type of drug or alcohol drink abused in order to receive this leave. The District shall treat such leaves with strict confidentiality. The employee shall have the option of using all or part of sick or vacation leave and may supplement same with the necessary unpaid leave, or the employee may take the entire leave as unpaid leave.

13.11 Scheduled Paid Holidays

Independence Day
Labor Day
Veteran's Day
Thanksgiving Day
Day After Thanksgiving
Day Before Christmas
Christmas Day
Day Before New Year's Day
(in lieu of Admission Day)
New Year's Day
Martin Luther King, Jr. Day
Lincoln's Birthday
Washington's Birthday
Spring Friday
Memorial Day

13.12 Family Medical Leave Act

District shall grant unpaid leave as specified by the Family Medical Leave Act.

ARTICLE 14: UNION RIGHTS

14.1 The District will provide all new hires with a copy of the AFSCME contract and AFSCME provided literature and will make available AFSCME membership application forms.

14.2 Upon twenty-four (24) hours prior notice to the District, and authorization by the President of the Union, the Union shall be provided a maximum of thirty-five (35) days each fiscal year of released time with pay for the purpose of conducting Union business. Thirty-five (35) days may be taken in minimum increments of one-half (1/2) days. Where the Union

needs three (3) or more consecutive days of released time, the Union will give the District at least one (1) week prior notice.

14.3 The Union shall have the right to post notices of matters of Union concern on designated bulletin boards in each school building and District building in areas frequented by employees.

14.4 The Union shall have the right to use the District mail service and individual employee mail boxes so far as such use complies with the law. The Union will deliver a copy of all materials to be mailed to the Assistant Superintendent, Human Resources, no later than the time of the mailing. AFSCME will be charged $1.00 for each District mailout, up to a maximum of $25.00 per year.

14.5 During each fiscal year when negotiations are in progress, and following prior notice and schedule coordination with the immediate supervisor, AFSCME authorized representatives shall be granted a total of forty-five (45) full days of released time with pay for the purpose of negotiations.

14.6 Reasonable access to school and District sites will be provided to AFSCME representatives and officers. The Union will not interfere with the work of the employees.

14.7 AFSCME stewards and officers shall be allowed a reasonable amount of released time with pay to resolve alleged employee/supervisor differences.

14.8 The parties agree that no reprisals shall be taken by or against any participant in the grievance procedure, or the union-management informal problem solving process.

14.9 Whenever the District proposes to terminate an employee or to suspend an employee for three (3) or more days, the District will promptly notify the AFSCME president and the AFSCME business representative. Such notification will be verbal and written. The District may, at its option, refrain from informing the Union of the reasons for the proposed suspension or termination. The Union holds the District harmless in all matters of employee confidentiality.

14.10 Prior to September 15 of each year, the District shall provide AFSCME with a list of the names and school site location of all bargaining unit members. Prior to October 15 of each school year, the District shall provide AFSCME with a list of names, addresses, and telephone numbers of all bargaining unit members.

14.11 The District will make available to AFSCME two (2) school board packets at least forty-eight (48) hours in advance of a regularly scheduled or specially scheduled Board meeting.

14.12 Steward training may be conducted by AFSCME up to four (4) times per year on District property during regular work hours. The combined total

hours for all those sessions shall not exceed eight (8) hours per year. Each session shall start either at the beginning or the end of the workday. Employees will be identified by the Union and a list submitted to the District at least two weeks prior to each training session. No more than one (1) employee per school site and no more than fifteen (15) total employees shall participate in any one training session, unless mutually agreed upon by the District and the Union. Training may also be conducted jointly by AFSCME and the District for the purpose of educating stewards and supervisors on the MOU, the Ed-Code, and other pertinent regulations to ensure cooperative labor relations. These training sessions shall be conducted in addition to the union days off mentioned in Article 14.2 and without loss of pay for the AFSCME members attending the training.

14.13 AFSCME shall notify Human Resources, in writing, the names of its officers and job stewards on September 1 of every other year. If a change is made in officers and job stewards, which occur during the course of the year, the union shall inform Human resources within ten (10) working days.

The parties agree that an officer or job steward appointed by AFSCME will not be denied the right to represent an employee if his or her name was inadvertently left off the list provided to Human Resources or not provided within ten (10) work days.

ARTICLE 15: TRANSPORTATION

15.1 All regular bus drivers of the District shall be classified as ten point one (10.1) month employees. Annually, at the beginning of each school year and at the beginning of the summer school session, bus drivers will select a route in order of seniority. All routes selected shall be defined as to and from school only. All other assignments shall be defined in Article 15.4. For purposes of Article 15 seniority will be considered by date of hire. Also at the same time, drivers, in order of seniority, will select a bus that has been designated as appropriate to the type and size of the route. Within forty-five (45) to sixty (60) days of the beginning of each school year, bus drivers may rebid routes in order of seniority. Selection of buses will not be rebid, bus to stay with route. All routes shall be available for review by the drivers one week prior to the actual rebid day. If the need for a larger bus is required, the driver may select a different bus from the spare bus pool. If a driver does not want to give up their route, but wants to select a different bus from the spare bus pool of the appropriate type and size they may do so. On both bid and rebid, steward(s) and two senior drivers who volunteer shall choose for absent drivers, as before.

Seniority used for all seniority related issues in the District Transportation Department shall now be determined by first date of hire in the job classification. If an employee has a break in service longer than thirty nine (39) months, the date of hire used for seniority purposes will be the date on which the employee returned to regular employment. All other District service will be used for tie breaking purposes as outlined below.

In the event of equal seniority, ties will be broken by using the longest total service in the District in classified services (regardless of bargaining unit.) Time as a substitute, provisional or limited term employee, or as a Campus Aide shall not be counted in such a tie. In the event that there is still equal seniority these ties shall be broken by using the date of hire in any capacity in the District. (Based upon MOU dated 10/15/03)

When an employee leaves, vacant runs will be posted, bid and filled on the basis of seniority (as defined above) three (3) working days from the occurrence of the vacancy until all vacancies are filled, and all employees involved have been notified through posted information.

The vacancy shall be posted as quickly as possible after it occurs but in no event shall the posting occur more than three (3) working days after the vacancy.

15.2 As part of the employees' regular shift, there will be a twenty (20) minute warm-up time each morning for purposes of checking the oil and water and otherwise preparing the bus. In the evening, there will continue to be a fifteen (15) minute period with full pay for the same purpose.

15.2.1 Layover time between trips will be one (1) hour.

15.2.2 The District will offer extra hours to regular drivers before relief drivers.

15.3 All drivers who desire overtime or non-overtime trips which are in addition to their regular route shall be accorded the opportunity to work them on an equal basis. For purposes of this section "equal" shall mean an equal number of hours paid for during the semester (combining both straight time and overtime), and overtime worked shall be counted as its premium rate (for example, overtime of four (4) hours paid at time and one half (1 1/2) shall count as six (6) hours.) Work turned back and work not assigned because the driver was not available shall count as if the work was completed. In the event a driver is off on paid status and is not in line for a trip assignment, s/he shall not be randomly charged for a trip s/he would not have been assigned. Work volunteered for during Winter recess, Thanksgiving, and Spring recess holiday periods, when school is closed, shall not count in this formula. Work turned back on a Sunday and work turned back for jury duty, bereavement or union business also shall not count. Finally, hours added for "equalizing purposes" under subsection 15.3.2.3 below shall not count for purposes of this section. Medical, dental and eye appointments that have been scheduled for a driver's off time and made in advance of a trip notice shall not be charged. The driver shall be responsible to notify the dispatcher in writing at least three (3) work days in advance of the date and time of the scheduled appointment. Also, no driver shall be credited with a turn-down for mountain driving for which such driver is not qualified. If a driver trains to be snow or mountain certified, that driver shall be required to remain on the snow or mountain list for a period of one year. No charge will be made against drivers for workers' compensation appointments. No charge will be made against a driver who chooses not to do an overnight trip. No charge will be made against any driver going through the required recertification process, for a trip or a turn back when the times for the trip conflict with the training. When making weekend trip assignments the District will not automatically exclude drivers based upon their blue sheeted hours. All week-end trips shall be assigned from the equalization list posted on Thursday, prior to that week-end.

For purposes of equalization, any hours charged for trips turned back will be deemed as hours paid. No driver will be charged for a trip, if the driver is involved in the professional growth program (Article 11.13),

which has been approved by the supervisor, for the whole trip, or any portion thereof. An equalization list shall be posted on Monday (pm) and Thursday (pm), barring any unforeseen circumstances. Drivers are responsible for submitting time cards daily.

15.3.1 If the bus driver with the most hours paid for the semester, as above, is less than fifteen (15) hours above the driver with the least hours paid, as above, then there is no violation of this section.

15.3.2 Also, it shall not be a violation of this section if both the following two conditions are met:

15.3.2.1 The discrepancy between the total hours paid for during the semester, as defined above, is not greater than forty-five (45) among the drivers, and

15.3.2.2 The school district makes every reasonable effort to correct this discrepancy by giving within the next semester the necessary equalizing hours to the drivers who were behind more than fifteen (15) hours the previous semester. There will be no zeroing out process.

15.3.2.3 Equalization shall begin on the first day of school and shall end on midnight of the last day of school. The equalizing week runs from midnight Sunday until midnight Sunday, except on the last day before a holiday period. Equalization will end at midnight of the last day of school and will begin again at midnight of the day before school starts.

15.3.3 To be chargeable for overtime turndown for a Saturday or weekend work, the District must have notified an employee of such overtime opportunity by the drivers Friday p.m. report time. Drivers are eligible for weekend assignments regardless of their status on Friday or the last day of the workweek, provided they notify the department of their availability by 12:00 p.m. on the Friday or the last workday of the week. Upon providing proof of participation, drivers shall not be charged for a trip, if participating in the Bus Rodeo, either as a participant or a judge.

15.3.4 When trips scheduled for Saturday, Sunday, holiday, or any other non-school days are canceled on the date of the trip, the following compensation rules shall apply:

Location of Driver at Time of Notification	Hours Paid
School or pickup site	4
Bus yard	3
Driver's residence	2

For cancellations of a weekday trip, the driver shall be compensated for the actual time worked.

For cancellations of weekday evening trips, when a driver has remained "on the clock," the driver will be compensated for the actual time worked. In the case that the driver has left the job site because s/he is "off the clock" and has returned to work, the driver shall receive three (3) hours of pay. If the driver is still at home when notified, no additional compensation will be required.

15.4 In addition to 15.1 and 15.3 on the previous pages, "special needs assignments" or "early out pickups" shall be assigned to bus drivers in the following order: the most senior will receive such assignments until s/he reaches eight (8) hours in a day, and thereafter such assignments will proceed to the next most senior driver in a like manner and so on throughout the seniority list. "Special needs assignments" and "early out pickups" are defined here as those assignments which involve a small group of children or one child, occur at odd hours, are relatively permanent, and cannot be categorized as field trips.

15.5 Uniforms are required, therefore, the District shall provide, at time of hire, uniforms for all regular bus drivers; uniforms shall also be provided for the dispatcher(s) and driver trainer if requested by the dispatcher(s) or driver trainer. The number provided at time of hire will be at least five (5) complete uniforms. Replacement uniforms will be provided on an annual basis.

15.5.1 Uniform Options

A pre-approved list of uniforms and options shall be distributed to the drivers. Drivers will have the option to mix and match, up to ten (10) items from the list, for example: five (5) pants, three (3) shirts, one (1) jacket and one (1) sweater; as long as these items are within the allotted dollar amount, which includes names on uniforms. Each wheelchair bus shall have a district provided rain coat.

15.6 Failure to work on Friday because of jury duty, doctor's appointment, bereavement or authorized Union leave will not disqualify a driver from taking overtime trips on Saturday, Sunday or holidays.

15.7 Winter Break, Spring Break and Summertime Work

Selection of drivers for winter break, spring break, and summertime work shall be made by seniority order. All trip assignments shall be assigned and rotated, (through the entire list of drivers) by seniority order, with the most senior driver, in that week's rotation, receiving the longest trip assignment(s). If a driver is assigned a trip during this period, the trip shall not be re-assigned to another driver, without notifying the first driver.

15.7.1 Any long-term work will be offered on a seniority basis with the senior driver receiving the longest work assignment(s).

15.8 Out of District students whose vacation schedules are in conflict with the District shall be picked up in the following manner:

15.8.1 Entire routes (i.e., University and Venado) shall be driven by the regular driver whose vacation schedule will be adjusted to fit the school's schedule.

15.8.2 Individual students (i.e., students attending an out of District school and are added to a route on an individual basis) will be done by the regular route driver. If the driver chooses to go on vacation, the time will be added to assigned trips.

15.9 After hours transportation dispatching will be rotated evenly among the employees holding the positions of Director of Transportation, Transportation Specialist, Transportation Dispatcher, and Driver Trainer. The rotation shall be on a weekly basis from Monday 5:31 a.m. through Monday 5:30 a.m.

15.10 The District shall provide a dispatcher to be on duty during the normal operation of the work day. These duties to be performed by a qualified AFSCME member or management.[14]

15.11 Drivers who are required to take a bi-annual physical (DMV, DL51A), shall be compensated as needed, not to exceed two hours.

15.9 AFSCME reserves the right to add to this Transportation Article.

[14] The District may believe that a small grammatical change has been accepted here.

ARTICLE 16: CONTRACTING OUT

16.1 Work normally performed by employees in this bargaining unit shall not be contracted out unless it can be done without transfer or layoff.

16.2 The contracting out committee shall be reinstituted as in the past. If AFSCME requests monthly meetings of this committee, and does so at least three times in writing, and the District fails substantially to meet monthly with this committee, then it shall be a rebuttable presumption that the District is attempting to avoid the value of this committee by failing to meet. If such presumption is not effectively rebutted within thirty calendar days of the date of delivery of AFSCME's third such written request, then the District shall contribute one thousand dollars a month to a recognized charity named by AFSCME. Such donations shall end when the contracting out committee resumes its meetings.

ARTICLE 17: PROMOTION PROCEDURES

17.1 In a promotion, the District will not change the hours of the position in order to favor one (1) candidate over another.

17.2 All benefit jobs in food service shall be posted for at least ten (10) working days at all sites.

17.2.1 This posting shall be in the kitchens on a bulletin board in plain view for all employees.

17.2.2 When a Food Service I position with greater than four hours, as above, thus providing health and welfare benefits, becomes available, the vacancy will be posted for ten (10) days. If at the conclusion of the posting there are three or more eligible candidates, the vacancy shall be filled from this list and shall not be open to non-AUHSD employees.

17.3 Whenever two or more part-timers are working at one site or in one classification, and they do not have to be on duty at the same time, then the District shall transform such assignment into a full time position and promote from within. Employees in those part time jobs shall be be given preference.

17.4 Whenever the "second in command" at a High School or Junior High Cafeteria or Food Service Unit terminates or transfers, the most senior Food Service Assistant I at the site shall be promoted to that position.

17.5 Whenever a Food Service III terminates or transfers, the most senior "floater" shall assume the classification of Food Service III at that site and at those hours.

17.6 Whenever a "floater" Food Service III assumes the classification of Food Service III at a permanent site, the most senior Food Service I working in the elementary schools shall be offered a promotion to this Floater (Food Service III) position, and so on down through the seniority order.

ARTICLE 18: LAYOFF AND RECALL..

18.1 Layoff Determinations

18.1.1 Employees subject to layoff shall be given notice of layoff not less than sixty (60) calendar days prior to the effective date of layoff. They shall be informed of their "bumping" or displacement rights, as well as their recall or reemployment rights.

18.1.2 The reason(s) for layoff shall be for lack of work or lack of funds. A layoff is any loss of regular status, including loss of employment or voluntary demotion or reduction in hours or months of employment in lieu of loss of employment.

18.1.3 The District shall not lay off an employee for disciplinary reasons or in retaliation for the exercise of union, legal, or constitutional rights. The District agrees to call back to work any custodian, part time custodian, or Senior Custodian laid off in 2009, 2010, 2011, or 2012. Such recall shall occur no later than September 10, 2014. The District also agrees to call back to work all Athletic Facility Workers laid off between the years 2005-12; such recall shall be permanent. When they "float," such recalled Athletic Facility Workers shall be paid their normal Athletic Facility Worker II salary and regular benefits. Such "floaters" shall have preference for any permanent site which opens up.

It is agreed by the parties that one of the purposes of the language above is to ensure that every high school in the District has one full time Athletic Facilities Worker II for boys sports, one full time Athletic Facilities Worker II for girls sports, and one full time Athletic Facilities Worker II for the field. (In the vernacular, the parties agree that by the date of September 10,

2014, there will not be any more splitters. Each school will have three full time Athletic Facility Worker II.)

18.1.4 The order of layoff within a classification shall be determined by seniority according to classification seniority. The parties agree to use "date of hire" as modified below.

18.1.4.1 Employees who have been on personal leave of absence (without pay, and other than for Maternity, Military, or Peace Corps leave) shall have their dates of hire reduced to account for periods of non-paid status.

18.1.4.2 Employees who have been reinstated following a separation from service (other than for military service or Peace Corps service) shall have their dates of hire adjusted to account for periods of non-employment.

18.1.5 The employee who has the least seniority in the classification, plus higher classifications shall be laid off first.

18.1.6 In the event of equal seniority preference shall be given to the employee with the longest total service in the District (regardless of bargaining unit), determined by original date of hire. Time as a substitute, provisional or limited term employee, time as a campus aide, or any other form of non-regular employment shall not be counted in such a tie breaker.

18.1.7 If a tie exists after counting all regular employment, preference shall then be given to the employee with the longest total seniority in the district including time as a substitute, provisional or limited term employee, and time as a campus aide or any other form of non-regular employment shall be counted as a tie breaker.

18.1.8 If a tie still exists, the Director of Human Resources, Classified and an AFSCME representative will draw lots to determine preference.

18.2 Bumping Rights

18.2.1 An employee who is to be laid off may exercise displacement or "bumping" rights within his/her classification in order to protect employment provided that:

18.2.1.1 The employee has more seniority in the classification plus higher classifications than the employee being displaced or bumped, and;

18.2.1.2 The employee displaces or bumps the least senior employee under the classification title with an equal work schedule.

18.2.1.3 If no such option is available, the employee being laid off may bump a less senior employee in his/her class among those employees occupying positions of less time and most nearly comparable in total assigned working time (hours for the fiscal year) to their original position. An employee displacing or bumping into a lesser work schedule shall be placed on a recall or reemployment list for his/her former work schedule for a period of sixty-three (63) months.

18.2.1.4 If an employee has no displacement or bumping rights under the classification title, he/she may displace or bump an employee in an equal or lower classification title who has the least seniority in the classification plus higher classifications provided that the employee so exercising such displacement or bumping rights has more seniority in the other classification plus all higher classifications. Employees exercising displacement or bumping rights to an equal or lower classification, have no seniority in the equal or lower classification if he/she has never served in that classification. Such employee displacing or bumping into the lower classification title shall be placed on a recall or reemployment list for his/her former classification title for a period of sixty three (63) months. If bumping to a lower classification the employee being laid off may bump a less senior employee in his/her class among those employees occupying positions of less time and most nearly comparable in total assigned working time (hours for the fiscal year) to their original position.

18.2.1.5 An employee may not bump any employee assigned a higher work schedule.

18.2.1.6 An employee who has no displacement or bumping rights or who waives the opportunity to exercise

bumping rights will be laid off and will be placed on a recall or reemployment list for his/her former classification for a period of thirty-nine (39) months.

18.2.1.7 If an employee waives the opportunity to exercise displacement or bumping rights, he/she may voluntarily accept assignment into an equal or lower classification for which he/she is qualified and be placed on a recall or reemployment list for his/her former classification for a period of sixty three (63) months.

18.3 Recall or Reemployment

18.3.1 The parties agree that "recall" and "reemployment" have the same meaning. An employee on a reemployment list is still an employee of the District, albeit a laid off one. An employee on a reemployment list may accept full time or substantial employment with another employer, albeit employment which he or she must give up in order to return to the district.

18.3.2 Employees who have been laid off will be offered reemployment in vacant positions in their former classifications according to seniority. Such employees will be offered recall or reemployment while their names remain on the recall or reemployment list.

18.3.3 The District shall by certified or registered mail, offer to the employee with the highest seniority on the recall or reemployment list any vacancy to which the employee has a recall or reemployment right.

18.3.4 While a recall or reemployment list is in effect, no new employees shall be hired in classifications for which employees have recall or reemployment rights, until all employees on the recall list have first been offered and declined the position.

18.3.5 An employee on a recall or reemployment list will be given by the District one offer of full reinstatement, with two weeks to return to District employment. Offers of reinstatement to lesser time, or a lesser classification will be made each and every time something is available for that employee.

18.3.6 If an employee on lay off status is on an eligibility list he/she shall retain that position on the list until the list expires.

18.3.7 Employees on reemployment lists shall be eligible to compete in all examinations, given by the District for which they qualify by

experience, ability or training. Employees on lay off status shall receive ranking and service points as if they were in current service with the District.

ARTICLE 19: SEPARABILITY AND SAVINGS

If any provision of this Agreement or any application thereof to any employee is held by the highest court in the State or by a federal court to be contrary to law, then such provision or application will be deemed invalid, to the extent required by such court decision, but all other provisions or applications shall continue in full force and effect.

If any such decision or change in law occurs, the parties hereto shall, within ten (10) working days commence meeting and negotiating with respect to the means of compliance therewith.

ARTICLE 20: ENTIRE AGREEMENT

The District and the Union shall not be bound by any requirement which is not expressly and explicitly stated in this Agreement. Specifically, neither the District nor the Union is bound by past practice unless such past practice is specifically stated in the Agreement.

AFSCME agrees that the Agreement is intended to cover all matters related to wages, hours, and all other terms and conditions of employment and that during the term of the Agreement neither the District nor the Union, without mutual agreement, will be required to meet and negotiate on any further matters affecting these or any other subjects not specifically set forth in this Agreement, even though such subject or matters may not have been within the knowledge or contemplation of either or both the District or AFSCME at the time they met and negotiated on and executed this Agreement, or even though such subjects or matters were proposed and later withdrawn.

21: PUBLICATION OF AGREEMENT

21.1 As soon as possible after the execution of this Agreement, the District shall print and provide, without charge, a copy of this Agreement to every employee in the bargaining unit. Any employee, who becomes a member of the bargaining unit after execution of this Agreement, shall be provided with a copy of this Agreement by the District without charge at the time of employment.

21.2 The printed copy shall be no longer than 5 1/2 inches by 8 1/2 inches and shall be printed and distributed annually by the District to all Union members.

21.3 The Union shall continue to have the opportunity to appear at orientation meetings in order to explain how the Union functions.

ARTICLE 22: REOPENER

It is understood that during both the year 2015-2016 and the year 2016-2017, the subjects of Article 2 - Health and Welfare, and Article 11 - Wages and Items Related to Wages, shall be open for negotiations.

In addition to these articles referenced above, AFSCME and the District shall each year have the option of opening one (1) other article of their own choosing These topics will be the only subjects of negotiations.

ARTICLE 23: DURATION

This Agreement shall become effective July 1, 2014 and shall remain in full force and effect up to and including June 30, 2017 and thereafter shall continue in effect year-by-year unless one of the parties has been notified by the other in writing of its intent to terminate.

DATED: _____

ANAHEIM UNION HIGH SCHOOL DISTRICT

By: _____
Superintendent

AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES, LOCAL 3112 (COUNCIL 36), AFL-CIO

By: _____,
Gerald Adams
President,
Local 3112

EXHIBIT F

ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)

INITIAL CONTRACT PROPOSAL TO

AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES AFL-CIO, LOCAL 3112 (COUNCIL 36) (AFSCME)

FOR THE PERIOD JULY 1, 2014, TO JUNE 30, 2017

Board of Trustees Meeting
July 10, 2014

Anaheim Union High School District
July 10, 2014

District's Initial Negotiation Proposal for Collective Bargaining Purposes with the American Federation of State, County and Municipal Employees AFL-CIO, Local 3112 (Council 36)

The District will open negotiations with the American Federation of State, County and Municipal Employees, AFL-CIO, Local 3112 (Council 36) for the 2014-2015 through 2016-2017 contract subsequent to a public hearing before the Board of Trustees.

The District intends to open negotiations on the following contract articles:

Article 1 Recognition

Update list of positions, if needed.

1.2 Revise to permit work to be performed by maintenance lead workers and supervisory employees.

Article 2 Health and Welfare

The District reserves the right to present a proposal for District contributions towards the cost of health and welfare benefits and/or program design changes.

Article 4 Grievance Procedures

4.3.4 In lieu of utilizing the American Arbitration Association, the District proposes:

4.3.4.2 Selection of Arbitrator

The Association and the District shall attempt to agree upon an arbitrator. If no agreement is reached within ten (10) days, the parties shall request the American Arbitration Association to administer the selection of the arbitrator in accordance with its rules the Public Employment Relations Board (PERB) to submit to the Association and the District the names of seven (7) arbitrators, all of whom are located in Southern California, and who are members of the National Academy of Arbitrators. Each party shall alternately strike a name until only one (1) name remains who shall be the arbitrator. The party who strikes the first name shall be determined by lot.

4.3.4.3 Hearing: Arbitrator's Decision

The arbitrator selected in accordance with paragraph 4.3.4.2 above shall conduct a hearing promptly, and in accordance with the rules of the American Arbitration Association. The arbitrator shall hear

the issues presented, and shall render a decision promptly, but in no event later than thirty (30) days from the deadline for filing post-hearing briefs, whichever occurs later.

4.3.7 Rules of Procedure

The arbitrator shall apply the rules of procedure normally followed by arbitrators in Southern California with respect to binding arbitration hearings, opinions, and awards pertaining to classified public school employees. Upon agreement of the parties, the arbitration may proceed under expedited rules of the American Arbitration Association, and notice of such agreement shall accompany any request for a list of arbitrators. The decision of the arbitrator, within the limits herein prescribed by this Article, shall be binding on the Union, the District, and the grievant.

Article 5 Working Hours

5.1 Work Day – Amend to provide for reduction in work day to occur through "meet and confer" subject to mutual agreement on an expedited process to allow for reduction in work day due to operational necessity. Add language to provide for reduction in work day when District services contract such as Food Services is modified by the elementary district. Also add that a reduction in work day may be established by the District at the conclusion of the current contract.

5.3 Work Year – Amend to provide for reduction in work year to occur through "meet and confer" subject to mutual agreement on an expedited process to allow for reduction in work day due to operational necessity. Add language to provide for reduction in work day when District services contract such as Food Services is modified by the elementary district. Also add that a reduction in work year may be established by the District at the conclusion of the current contract.

5.6 Extra Hours – Clarify the process for the assigning of extra duty hours.

5.12.1 Assignment of Voluntary Overtime – Amend and clarify process of assigning overtime at Handel and Glover Stadiums.

5.17 Employee Check In – Provide procedures for electronic check in system at work.

Article 7 Evaluation Procedures

7.1.5 Amend language requiring rebuttal comments by employee to be presented for attachment within ten (10) working days.

7.2 Non-Employee and/or Guardian Complaints Against Unit Members. Clarify intent regarding "guardian complaints" and delete sections 7.2.2 – 7.2.4.

Article 11 Wages

11.1 Salary – The District reserves the right to present a proposal for a salary increase. The proposed effective date for the salary increase shall occur once both parties have ratified the tentative agreement or such other date as mutually agreed to.

11.2 Salary Increase. Delete me-too provision from 2007-2008.

Article 13 Leaves

13.1 Bereavement – Clarify language regarding "to verify the reason for the absence."

13.3 Job Abandonment – Add provision for job abandonment so that any unit member who fails to return to work within 3 work days after the expiration of an authorized leave of absence or who is absent from work without an authorized leave for 3 consecutive work days, shall be deemed to have abandoned employment with the District, and such conduct shall constitute an automatic resignation.

Article 14 Union Rights

14.7 – Clarify language on definition of "reasonable amount of release time." Provide for up to 104 hours per fiscal year for this purpose. This leave is in addition to the leave already provided for in 14.2.

Article 21 Publication of Agreement

21.1 and 21.2 – Revise to provide for electronic copies and provide for copies available through the Human Resources Office instead of providing every employee with a printed copy. Notify new employees of contract's electronic availability.

Article 22 Reopener

It is understood that during both the year 2015-2016 and the year 2016-2017, AFSCME and the District shall each have the right of opening two (2) articles of its own choice. Each party to sunshine reopener proposals in July so that negotiations may commence for that fiscal year by September.

Article 23 Duration

This Agreement shall become effective upon ratification by both parties and shall remain in full force and effect up to and including June 30, 2017, and thereafter shall continue in effect year-by-year unless one of the parties has been notified by the other in writing by June 2017 of its intent to reopen negotiations for a successor collective bargaining agreement.

Work Calendar

Confirm work calendar for 2015-16, 2016-17 and 2017-18. Note this primarily pertains to employees working less than a 12 month schedule and is a result of the earlier starting instructional-school calendar.

Additional Proposals

The District retains the right, during the course of negotiations, to amend, modify and to add new articles and additional proposals.

EXHIBIT G

NUMBER OF ADULT/STUDENT MEMBERS AND TERMS OF OFFICE **BP 10110**

Adult Members

The Board of Trustees shall consist of five (5) members elected by the qualified voters of the District, as provided by law. The District ~~will be~~ is divided into five (5) trustee areas. Each trustee area shall be represented by a Board member who resides in, and is elected by, voters residing within that trustee area. The map identifying the five Trustee areas is attached hereto. Trustee areas shall be balanced by population as required by state and federal law. ~~The Board intends that this election process be implemented by the November 2014 general election for the Board of Trustees. The Board directs staff to undertake the necessary steps including seeking approval by the Orange County Committee on School District Organization and other necessary approvals to effectuate this change to a by-trustee area voting system~~.

Prior to March 1 following the year in which the results of each decennial federal census are released, the Board of Trustees shall adjust the boundaries of the District's trustee areas based on population figures as validated by the Population Research Unit of the Department of Finance. (Education Code 5019.5)

A person is eligible to be a member of the Board of Trustees if he/she is 18 years of age or older, a citizen of the state, a resident and a registered voter in the trustee area in which there is a vacancy and not legally disqualified from holding civil office.

A District employee elected to the Board shall resign his/her position as an employee before being sworn in, or shall have his/her employment automatically terminated upon being sworn into office.

The term of office of the member thus elected shall be for four (4) years beginning the first Friday of December next succeeding the member's election.

Student Member

On receipt of a student petition requesting the Board of Trustees to appoint one (1), or more non-voting student members to the Board of Trustees, the Board shall, after determining the procedure by which such student members will be selected, appoint one (1) non-voting student member to the Board.

The student member shall serve for one (1) year commencing July 1.

Legal References:

Education Code

5000-5033	Part 4 Elections. Chapter 1 Election of School District Board Members. Article 1 Elections
35012	Number of Members; Terms; Student Member
35107	Eligibility; school district employees; term limitations; voting restrictions

Bylaw Adopted:
October 9, 1980

Board of Trustees
October 26, 1989
Revised: October 26, 1989
Revised: February 14, 1991
Revised: January, 1993
Revised: May 2004
Revised: October 10, 2013
Revised:

SECOND AMENDMENT TO THE AGREEMENT BETWEEN THE ANAHEIM UNION HIGH SCHOOL DISTRICT AND TWINING, INC.

This Amendment Agreement is made and entered into this 11th day of July 2014 ("Effective Date"), by and between the **Anaheim Union High School District**, 501 Crescent Way, Anaheim, California 92801 ("District"), and **Twining, Inc.**, 2883 East Spring Street, Third Floor, Long Beach, California 90806 ("Consultant"), for Geotechnical Soils Inspections and Material Testing Services.

WHEREAS, the District and Consultant entered into an agreement on April 20, 2012, setting forth the terms and conditions under which the Consultant would perform professional consulting services ("Agreement"), in connection with the District's facilities and maintenance projects for Geotechnical Soils Inspections and Material Testing Services ("Project" or "Projects");

WHEREAS, the District and Consultant subsequently agreed to amend the Agreement by vote of the Board of Trustees on May 13, 2013;

WHEREAS, the term of the Agreement is from April 20, 2012 to April 20, 2014;

WHEREAS, the scope of services under the Agreement have expanded due to additional Projects;

WHEREAS, the District and Consultant desire to amend the Agreement;

NOW, THEREFORE, District and Consultant hereby agree to modify the Agreement with the following:

1. The term of this Agreement shall be extended until April 20, 2015. Neither District nor Consultant shall have any obligations to the other after April 21, 2015 unless and until a written extension agreement is entered into between the parties.

2. All other terms and conditions of the Agreement shall remain in force.

IN WITNESS WHEREOF, this Amendment Agreement entered into as of the day and year first written above.

DISTRICT	CONSULTANT
Anaheim Union High School District	Twining, Inc.
Dianne Poore Assistant Superintendent, Business	Steven D. Schiffer Vice President

EXHIBIT 1

SECOND
AMENDMENT TO THE AGREEMENT
BETWEEN THE
ANAHEIM UNION HIGH SCHOOL DISTRICT
AND
ENVIRONMENTAL NETWORK CORPORATION

This Amendment Agreement is made and entered into this 11th day of July, 2014 ("Effective Date"), by and between the **Anaheim Union High School District**, 501 Crescent Way, Anaheim, California 92801 ("District"), and **Environmental Network Corporation**, 16700 Valley View Ave, Suite 100, La Mirada, California 90638 ("Consultant"), for hazardous materials abatement and monitoring services.

WHEREAS, the District and Consultant entered into an agreement on April 20, 2012, setting forth the terms and conditions under which the Consultant would perform professional services for hazardous materials abatement and monitoring services ("Agreement"), in connection with the District's facilities and maintenance projects requiring preparation of plans and specifications for bidding or monitoring of hazardous materials ("Project" or "Projects");

WHEREAS, the District and Consultant subsequently agreed to amend the Agreement by vote of the Board of Trustees on September 3, 2013;

WHEREAS, the term of the Agreement is from April 20, 2012 to April 20, 2014;

WHEREAS, the scope of services under the Agreement have expanded due to additional Projects;

WHEREAS, the District and Consultant desire to amend the Agreement;

NOW, THEREFORE, District and Consultant hereby agree to modify the Agreement with the following:

1. The term of this Agreement shall be extended until April 20, 2015. Neither District nor Consultant shall have any obligations to the other after April 20, 2015 unless amended by written agreement.

2. All other terms and conditions of the Agreement shall remain in force.

IN WITNESS WHEREOF, this Amendment Agreement entered into as of the day and year first written above.

DISTRICT	CONSULTANT
Anaheim Union High School District	Environmental Network Corporation
_____	_____
Dianne Poore	Bill Bohning
Assistant Superintendent - Business	Vice President

EXHIBIT J

Declaring Certain Furniture as Unusable, Obsolete, and/or Out-of-Date and Ready for Sale, or Destruction

Quantity	Description
1	LCD Projector Cart
1	Table (Demonstrations/Cooking)
2	Television Carts
3	Televisions

Declaring Certain Equipment as Unusable, Obsolete, and/or Out-of-Date and Ready for Sale, or Destruction

Quantity	Type of Equipment
24	Alpha Smart Computers
1	Battery Back-Up
1	Battery Charger
1	Boom Box
1 Box	Broken Head Phones
2	Cameras
2	Cassette Drawers
25	Cassette Players
1	Cell Phone
83	Computers
1	Digital Presenter
4	Docking Stations
2	DVD's
52	Keyboards
3	Keyboards/Mouthpiece
5	Laptop Batteries
2	Laptops
4	Laser Discs
1 Box	Misc. Software
7 Boxes	Misc. Tech/Cables
1	Monitor Stand

33	Monitors (CRT)
43	Mouse
6	Printers
5	Projectors
3	Scanners
1	Server
52	Used Toner Cartridges
2	VCR's
2	VHS Players
2	Video Cameras
1	Yamaha Receiver

EXHIBIT K

Declaring Certain Textbooks and Instructional Materials as Unusable, Obsolete, and/or Out-of-Date, Damaged, and Ready for Sale, or Destruction

Description*	Quantity	Publication Date	General Condition	Reason for Disposition	Compliant with Current Instructional Standards (Yes or No) **
VARIOUS LIBRARY BOOKS					
Misc. Library Books	814	Outdated	Fair	Obsolete	No To be sold

*Books have been viewed by the Education Division and deemed unusable, obsolete, and/or out-of-date, damaged, and ready for sale, or destruction.	**If not sold, will be destroyed.

EXHIBIT L

Donations

July 10, 2014

Location	Donated By	Item
Hope	Tony and Patryce Hodges	$ 500
Orangeview	Don Ewing	7 Multimedia projectors, 125 history videos and DVD's

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
ANAHEIM UNION HIGH SC	V6400267	5454	44,673.76	44,673.76	00119359V7510812 648 75 7501017557105813
A1 TRANSMISSION SERVI	V6400030	4370	1,935.89	2,935.89	00119360
		5610	1,000.00		
ANAHEIM HIGH SCHOOL	V6400260	8699	216.22	216.22	00119361
ASSOCIATED BUSINESS P	V6400369	4410	866.85	866.85	00119362
BALL JR HIGH SCHOOL	V6400433	8699	72.67	72.67	00119363
BROOKHURST JUNIOR HIG	V6400602	8699	194.38	194.38	00119364
BSN SPORTS	V6400615	4310	2,520.18	2,520.18	00119365
CALIFORNIA COMMERICAL	V6400682	4355	86.40	86.40	00119366
CSM CONSULTING INC.	V6409922	5810	4,600.00	4,600.00	00119367
CALIFORNIANS TOGETHER	V6408384	4210	2,160.00	2,160.00	00119368
CENGAGE LEARNING	V6404723	5880	279.45	279.45	00119369
CHAMPION CHEMICAL CO.	V6400860	9320	1,088.64	1,088.64	00119370
CHEM MARK	V6400886	4320	355.38	355.38	00119371
CHRISTIAN COMPANY INC	V6400919	4350	282.94	282.94	00119372
CITLAU, RENEE	V6403897	5220	166.72	166.72	00119373
CITY OF ANAHEIM	V6400957	5520	42,512.54	55,497.35	00119374
		5530	9,710.82		
		5580	3,273.99		
CLARK SECURITY PRODUC	V6400966	4355	167.10	167.10	00119375
COCO PRINTING AND GRA	V6410045	5810	2,017.44	2,017.44	00119376
CONSOLIDATED ELECTRIC	V6407431	4355	1,077.29	1,077.29	00119377
CORREIA, FRANCES	V6401738	5220	124.94	124.94	00119378
COUNTS, JACKIE	V6406390	5220	527.16	527.16	00119379

EXHIBIT M

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
CROWN TROPHY	V6401151	4310	49.81	49.81	00119380
CRUZ, ADELA	V6410372	5220	231.69	231.69	00119381
CRYSTAL GLASS AND MIR	V6401153	4355	372.60	372.60	00119382
CULVER NEWLIN	V6411589	4310	7,743.01	9,674.08	00119383
		4320	1,931.07		
DALE JUNIOR HIGH ASB	V6405581	8699	71.13	71.13	00119384
DARTCO TRANSMISSION S	V6401258	4376	1,938.60	1,938.60	00119385
E.B. BRADLEY COMPANY	V6401456	4355	25.76	25.76	00119386
EVOQUA WATER TECHNOLO	V6408457	4380	398.84	398.84	00119387
EWING IRRIGATION PROD	V6401634	4347	499.30	499.30	00119388
FLEET SERVICES INC	V6405625	4376	456.63	456.63	00119389
FOLLETT SCHOOL SOLUTI	V6411526	4210	365.54	500.24	00119390
		4310	134.70		
FROG ENVIRONMENTAL IN	V6407428	5610	650.00	650.00	00119391
GILBERT HIGH SCHOOL	V6407727	8699	42.40	42.40	00119392
GLASBY MAINTENANCE SU	V6401863	4320	367.20	380.89	00119393
		4347	13.69		
GOLDEN STATE WATER CO	V6408018	5530	61,213.44	61,213.44	00119394
GOLDEN WEST MEDICAL C	V6401892	5810	70.00	70.00	00119395
HOME DEPOT	V6405234	4355	164.84	164.84	00119396
JACKSONS A S BREA	V6406346	4347	284.85	284.85	00119397
KATELLA HIGH SCHOOL	V6402515	8699	202.97	202.97	00119398
KENNEDY HIGH SCHOOL	V6402571	8699	139.66	139.66	00119399
LEXINGTON JUNIOR HIGH	V6402729	8699	349.63	349.63	00119400

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
LOARA ASB	V6402803	8699	35.07	35.07	00119401
MACKIN LIBRARY MEDIA	V6402903	4210	29.55	429.55	00119402
		4310	400.00		
MAGNOLIA HIGH SCHOOL	V6402920	8699	89.03	89.03	00119403
MANVILLE, LAURIE	V6411542	5220	283.92	283.92	00119404
MC FADDEN DALE HARDWA	V6403056	4355	248.54	248.54	00119405
MC KINLEY EQUIPMENT C	V6405952	5610	410.50	410.50	00119406
MISSION LINEN SUPPLY	V6411115	4388	263.87	263.87	00119407
MOBILE INDUSTRIAL SUP	V6407890	4375	56.00	56.00	00119408
ORANGE COUNTY FIRE PR	V6403457	5610	1,653.60	1,653.60	00119409
ORANGEVIEW JR HIGH SC	V6403468	8699	63.21	63.21	00119410
OXFORD ACADEMY	V6403485	8699	70.44	70.44	00119411
PRAXAIR	V6403719	4355	85.52	85.52	00119412
PRO ONE INC.	V6410351	4384	437.64	437.64	00119413
RALPHS GROCERY COMPAN	V6403828	4310	213.47	213.47	00119414
SAVANNA HIGH SCHOOL	V6404130	8699	128.01	128.01	00119415
SCHAFER, BOBBIE	V6411421	5850	2,000.00	2,000.00	00119416
SCHORR METALS INC	V6404179	4355	53.20	53.20	00119417
SIGNATURE PARTY RENTA	V6406791	5620	2,967.88	2,967.88	00119418
SKS INC	V6404058	4384	2,833.76	2,833.76	00119419
SO CAL OFFICE TECHNOL	V6406339	5620	19.00	19.00	00119420
SOCIAL STUDIES SCHOOL	V6404322	4310	3,824.00	3,824.00	00119421
SOUTH JHS ASB	V6405227	8699	399.78	399.78	00119422

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
SOUTHWEST SCHOOL AND	V6404383	9320	4,285.70	4,285.70	00119423
SPICERS PAPER INC	V6404405	4320	12,523.97	12,523.97	00119424
STATE OF CALIFORNIA	V6404447	5610	450.00	450.00	00119425
STERICYLE COMMUNICATI	V6411455	5918	851.00	851.00	00119426
SYCAMORE JR HIGH ASB	V6404569	8699	25.50	25.50	00119427
TOMARK SPORTS INC.	V6404748	4410	1,118.88	12,553.23	00119428
		5610	11,434.35		
TRADITIONAL AUTO SUPP	V6409571	4370	2,096.37	6,606.18	00119429
		4375	614.47		
		4376	2,562.84		
		4384	193.91		
		4385	781.69		
		4387	356.90		
TROXELL COMMUNICATION	V6404796	4410	9,455.03	9,455.03	00119430
TURF STAR INC	V6404805	4347	364.00	364.00	00119431
TYCO INTEGRATED SECUR	V6400100	5610	601.95	601.95	00119432
UNION AUTO SERVICE CE	V6404840	4370	1,030.25	2,445.10	00119433
		5610	1,414.85		
UNITED REFRIGERATION	V6404853	4347	24.11	24.11	00119434
VERNIER SOFTWARE	V6404919	4310	6,281.65	6,281.65	00119435
WALKER JR HIGH SCHOOL	V6404990	8699	240.27	240.27	00119436
WALTERS WHOLESALE	V6409053	4355	179.36	179.36	00119437
WARD'S NATURAL SCIENC	V6404999	4310	955.84	955.84	00119438
				*** CHECK GAP ***	
1 ON 1 LEARNING WITH	V6410581	5805	4,397.02	4,397.02	00119440
A AND W ELECTRIC MOTO	V6400015	5610	56.20	56.20	00119441

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
A Z PARTS SALES	V6409623	4385	1,054.50	1,054.50	00119442
ACE TUTORING SERVICES	V6409870	5805	1,290.00	1,290.00	00119443
ACHIEVEMENT MATTERS I	V6411528	5805	3,616.50	3,616.50	00119444
ADVANCED READING SOLU	V6410959	5805	634.37	634.37	00119445
ALTERNATIVES UNLIMITE	V6409944	5805	8,357.10	8,357.10	00119446
APPLE INC	V6400319	4310	246.88	3,279.64	00119447
		4410	3,032.76		
APPLE iPAD AND ANDROI	V6411576	5805	2,084.00	2,084.00	00119448
BEACON DAY SCHOOL	V6409269	5860	29,498.97	29,498.97	00119449
BONDED CLEANERS AND L	V6400564	5560	1,094.70	1,094.70	00119450
BRAINIAC LEARNING	V6411570	5805	8,330.00	8,330.00	00119451
BUSWEST LLC	V6407892	4376	121.88	121.88	00119452
CITY OF ANAHEIM	V6400957	5520	14.01	14.01	00119453
CLARK SECURITY PRODUC	V6400966	4355	38.97	38.97	00119454
CYPRESS TUTORING CLUB	V6411259	5805	315.00	315.00	00119455
DIESEL EXHAUST AND EM	V6411516	4376	23,893.16	23,893.16	00119456
DOCTRINA TUTORING	V6410240	5805	613.62	613.62	00119457
DUNN EDWARDS PAINTS	V6401448	4355	784.13	784.13	00119458
E.B. BRADLEY COMPANY	V6401456	4355	34.07	34.07	00119459
EDUCATIONAL TESTING S	V6401522	4310	9,489.00	9,489.00	00119460
EXPRESS PIPE AND SUPP	V6401644	4355	868.69	868.69	00119461
FENN TERMITE AND PEST	V6401679	5610	320.00	320.00	00119462
FIVE STAR RUBBER STAM	V6405116	4320	27.47	27.47	00119463

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
FOLLETT SCHOOL SOLUTI	V6411526	4110	743.13	743.13	00119464
FRIENDLY COMMUNITY OU	V6410239	5805	333.50	333.50	00119465
FUTURE STARS TUTORING	V6410963	5805	3,463.80	3,463.80	00119466
GAMACHE, STEPHANIE	V6410166	5210	500.00	500.00	00119467
GANAHL LUMBER CO	V6401804	4355	844.51	844.51	00119468
GEARY PACIFIC SUPPLY	V6401824	4347	692.50	692.50	00119469
GLASBY MAINTENANCE SU	V6401863	4347	162.55	162.55	00119470
GOLDEN WEST MEDICAL C	V6401892	5810	230.00	230.00	00119471
GRAINGER	V6404982	4347	180.79	1,941.40	00119472
		4355	1,760.61		
GREENS DISCOUNT GLASS	V6409591	4355	729.00	729.00	00119473
HAUGE, COREY	V6411514	5220	26.60	26.60	00119474
HOME DEPOT	V6405234	4355	1,196.02	1,196.02	00119475
HOWARD INDUSTRIES	V6402088	4347	723.77	723.77	00119476
ICS SERVICE CO.	V6406452	5610	10,083.71	10,083.71	00119477
IMMIXTECHNOLOGY INC	V6411546	4310	97.20	97.20	00119478
JOSTENS	V6402437	4310	1,320.35	2,800.62	00119479
		4320	1,480.27		
JOSTENS	V6402437	4310	7,862.40	7,862.40	00119480
KNORR SYSTEMS	V6402610	4347	7,932.92	7,932.92	00119481
KONICA MINOLTA BUSINE	V6403156	5620	3,726.72	3,726.72	00119482
LANGUAGE NETWORK INC	V6409301	5810	550.00	550.00	00119483
LATHEM TIME COMPANY	V6409059	4355	1,651.44	1,651.44	00119484

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
LEARNING CURVE INC.,	V6410585	5805	1,012.50	1,012.50	00119485
LEARNING PARTNERS INC	V6410245	5805	489.90	489.90	00119486
LINCOLN AQUATICS	V6411554	4347	137.05	137.05	00119487
MATHWIZ	V6411529	5805	334.40	334.40	00119488
MC FADDEN DALE HARDWA	V6403056	4355	664.28	664.28	00119489
MILESTONES FAMILY LEA	V6410243	5805	764.40	764.40	00119490
NO. 1 TOUCH SCREEN TA	V6411222	5805	425.00	425.00	00119491
OCDE	V6403452	5210	180.00	180.00	00119492
OXFORD TUTORING	V6411261	5805	14,350.44	14,350.44	00119493
PARKER AND COVERT LLP	V6403544	5821	19,265.76	19,265.76	00119494
PRESTWICK HOUSE	V6403742	4210	187.97	187.97	00119495
PRO ED INC.	V6403756	4310	417.89	417.89	00119496
PROFESSIONAL TUTORS O	V6407161	5805	510.00	510.00	00119497
RED ROCK CANYON SCHOO	V6410336	5860	24,713.00	24,713.00	00119498
ROSSIER PARK ELEMENTA	V6404020	5860	4,225.65	4,225.65	00119499
SEHI COMPUTER PRODUCT	V6404221	4310 4410 5880	6,991.15 4,668.42 52.00	11,711.57	00119500
SIGNATURE PARTY RENTA	V6406791	5620	3,186.51	3,186.51	00119501
STUDENTNEST INC.dba S	V6410965	5805	96.20	96.20	00119502
THOMSON REUTERS WEST	V6407958	4210	128.53	128.53	00119503
TOTAL EDUCATION SOLUT	V6409871	5805	55.00	55.00	00119504
VAVRINEK TRINE DAY	V6404910	5820	14,723.00	14,723.00	00119505

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
XAMAZE IN HOME TUTORI	V6411555	5805	880.00	880.00	00119506
				*** CHECK GAP ***	
1 COMPUTADORA GRATIS	V6411527	5805	54,412.50	54,412.50	00119508
1ST CHOICE ANDROID SM	V6411531	5805	935.00	935.00	00119509
A LINE INC	V6409724	5610	325.00	325.00	00119510
AAA ELECTRIC MOTOR SA	V6400033	4347	2,049.18	2,049.18	00119511
ACCESSORIE AIR COMPRE	V6405179	4355	893.04	893.04	00119512
ACE TUTORING SERVICES	V6409870	5805	795.00	795.00	00119513
ACES	V6409808	5860	997.50	997.50	00119514
ACOUSTICAL MATERIAL S	V6400070	4355	141.74	141.74	00119515
ADI	V6400095	4355	352.00	352.00	00119516
ALLIED SUPPLY CORP	V6400173	4355	6,369.66	6,369.66	00119517
ALVARADO PAINTING, A	V6406348	5610	690.00	690.00	00119518
ANAHEIM DISPOSAL	V6400256	5580	12,173.99	12,173.99	00119519
APPROACH LEARNING AND	V6404702	5860	7,128.00	7,128.00	00119520
APRENDE TUTORING	V6410960	5805	21,536.55	21,536.55	00119521
AUDIO DYNAMIX INC	V6407736	4310	855.40	855.40	00119522
AWARDS BY PAUL	V6400412	4310 4320	864.37 682.56	1,546.93	00119523
B AND H PHOTO VIDEO I	V6400422	4310 4410	2,528.68 6,837.39	9,366.07	00119524
B AND K ELECTRIC WHOL	V6400623	4355	167.26	167.26	00119525
B AND M LAWN AND GARD	V6400423	4410	1,510.92	1,510.92	00119526

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
BARNES AND NOBLE	V6400450	4310	165.63	165.63	00119527
BAVCO	V6407678	4347	465.10	465.10	00119528
BSN SPORTS	V6400615	4310	2,197.80	2,197.80	00119529
BUCK INSTITUTE FOR ED	V6410730	4210	1,640.16	1,640.16	00119530
BUTLER CHEMICALS INC	V6411506	4310	1,287.40	1,287.40	00119531
CALIFORNIA DEPT. OF J	V6400689	5880	2,506.00	2,506.00	00119532
CAROLINA BIOLOGICAL S	V6400778	4310	1,650.04	1,650.04	00119533
CHIRIBOGA, SILVIA	V6406735	5220	12.32	12.32	00119534
CLARK SECURITY PRODUC	V6400966	4355	61.95	61.95	00119535
CONTINENTAL CHEMICAL	V6409578	9320	595.73	595.73	00119536
COUNTS, JACKIE	V6406390	5220	73.42	73.42	00119537
CREATE A PARTY	V6401126	5620	554.25	554.25	00119538
CRYSTAL GLASS AND MIR	V6401153	4355	431.13	431.13	00119539
CULVER NEWLIN	V6411589	4310	724.46	724.46	00119540
DEL SOL SCHOOL	V6411308	5860	5,330.00	5,330.00	00119541
MICHELOTTI, RON	V6404003	5210	261.76	261.76	00119542
MOUSA, LINA	V6410403	5220	71.40	71.40	00119543
OCDE	V6403452	5210	60.00	60.00	00119544
PANIAGUA, ELISA	V6411585	5220	7.00	7.00	00119545
PARK, ESTHER	V6411350	5220	25.76	25.76	00119546
PETITT, CYNTHIA	V6405571	5210	542.35	542.35	00119547
TRUJILLO, MARTHA	V6411464	5220	79.30	79.30	00119548

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
TUPARAN, LUIS	V6410822	5220	68.38	68.38	00119549
VILLASENOR JR, JESUS	V6408991	5220	330.86	330.86	00119550
				*** CHECK GAP ***	
CATHEDRAL HOME FOR CH	V6407473	5860	14,662.00	14,662.00	00119554
A U H S D FOOD SERVIC	V6400023	4390	1,573.29	1,573.29	00119555
AAA ELECTRIC MOTOR SA	V6400033	4347	604.80	604.80	00119556
ABLE	V6410583	5805	3,354.59	3,354.59	00119557
ACCO ENGINEERED SYSTE	V6411375	5610	475.91	475.91	00119558
ALTERNATIVE REVOLVING	V6400190	4110	165.00	7,490.91	00119559
		4210	34.00		
		4310	3,902.77		
		4320	1,058.05		
		4347	246.77		
		4355	57.24		
		4390	896.10		
		5210	181.00		
		5620	190.02		
		5910	739.96		
		8695	20.00		
ANAHEIM CONVENTION CE	V6400255	5620	200.00	200.00	00119560
APPLE INC	V6400319	4310	737.84	2,587.16	00119561
		4410	1,849.32		
APPROACH LEARNING AND	V6404702	5860	5,103.00	5,103.00	00119562
ARES SPORTSWEAR	V6407390	4310	45.50	45.50	00119563
ARMSTRONG LANDSCAPING	V6411505	4310	2,405.04	2,405.04	00119564
ARMSTRONG, IAN	V6408439	5220	58.80	58.80	00119565
ASCD	V6400361	4210	339.94	339.94	00119566
AUDIOMETRICS	V6409369	4347	270.00	270.00	00119567

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
AWARDS BY PAUL	V6400412	4320	16.20	16.20	00119568
B AND H PHOTO VIDEO I	V6400422	4310	3,387.72	3,387.72	00119569
B AND M LAWN AND GARD	V6400423	4347	300.16	300.16	00119570
BARNES AND NOBLE	V6400450	4210	1,279.93	1,279.93	00119571
BEE BUSTERS	V6400472	5610	250.00	250.00	00119572
BELINDA DUNNICK KARGE	V6410918	5805	5,000.00	5,000.00	00119573
BURNS, KENNETH	V6411504	5210	284.50	284.50	00119574
BUSH, REBECCA	V6403854	5220	81.76	81.76	00119575
CAMERON WELDING SUPPL	V6400741	4355	131.86	131.86	00119576
CARNEGIE LEARNING INC	V6411378	4150	772.20	772.20	00119577
CCAC	V6407534	5310	120.00	120.00	00119578
CCS PRESENTATION SYST	V6406933	4410	1,534.68	1,534.68	00119579
CITY OF ANAHEIM	V6400957	5520 5530 5580	26,356.09 3,332.29 2,304.55	31,992.93	00119580
CITY OF BUENA PARK	V6400958	5530	6,435.70	6,435.70	00119581
CLARK SECURITY PRODUC	V6400966	4355	1,005.43	1,005.43	00119582
CLT COMPUTER MWAVE.CO	V6410378	4320	60.39	60.39	00119583
COCO PRINTING AND GRA	V6410045	5810	681.48	681.48	00119584
COMPREHENSIVE DRUG TE	V6410899	5810	560.00	560.00	00119585
COUNTS, JACKIE	V6406390	5220	35.22	35.22	00119586
CREATIVE BUS SALES	V6409840	4385	203.47	203.47	00119587
CULVER NEWLIN	V6411589	4320	405.76	405.76	00119588

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
DBQ PROJECT, THE	V6406985	4210	2,106.00	2,106.00	00119589
DESIGNS BY MARINA	V6401334	4320	246.80	246.80	00119590
DHAWAN, SONITA	V6410951	5220	33.88	33.88	00119591
DIESEL EXHAUST AND EM	V6411516	5610	11,946.58	11,946.58	00119592
DUNN EDWARDS PAINTS	V6401448	4355	2,641.46	2,641.46	00119593
ECONOMY RENTALS INC	V6401478	5610	247.32	1,227.32	00119594
		5620	980.00		
EWING IRRIGATION PROD	V6401634	4347	151.76	151.76	00119595
EXPRESS PIPE AND SUPP	V6401644	4355	35.10	35.10	00119596
EXPRESS TEES OF CALIF	V6409833	4310	1,175.34	1,175.34	00119597
FARANDA, TOM	V6408626	5210	78.40	348.88	00119598
		5220	270.48		
FedEx	V6401675	5910	313.08	313.08	00119599
FLEET SERVICES INC	V6405625	4376	498.84	1,262.76	00119600
		4387	763.92		
FLINN SCIENTIFIC INC	V6401708	4310	273.63	273.63	00119601
FULLERTON ACE HARDWAR	V6405244	4310	509.77	509.77	00119602
FUN AND FUNCTION LLC	V6411593	4310	167.96	167.96	00119603
GALVIN, SANDRA	V6411635	5210	75.00	75.00	00119604
GLOBAL CTI GROUP	V6409893	5880	90.00	90.00	00119605
GOLD COAST TOURS	V6409983	5620	460.00	460.00	00119606
GOODWILL INDUSTRIES O	V6400379	5810	134.00	134.00	00119607
GRAINGER	V6404982	4347	58.65	714.86	00119608
		4355	656.21		

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
GRAYBAR ELECTRIC COMP	V6401918	4320	423.42	423.42	00119609
GREATER ANAHEIM SELPA	V6401927	5805	1,419.97	1,419.97	00119610
GROVE, KELLY A.	V6409563	5220	61.04	61.04	00119611
GUERRERO, HEATHER	V6409850	5210	1,054.57	1,054.57	00119612
H AND H AUTO PARTS WH	V6401967	4385	321.02	321.02	00119613
HD INDUSTRIES	V6401983	4376	38.57	38.57	00119614
HERITAGE SCHOOL	V6402041	5860	23,196.00	23,196.00	00119615
HOLLYWOOD SOUND SYSTE	V6402073	5620	11,189.25	11,189.25	00119616
HOLT, MATILDE	V6410494	5210	1,554.00	1,554.00	00119617
HOME DEPOT	V6405234	4355	412.28	412.28	00119618
HORIZON	V6408259	4347	1,966.68	1,966.68	00119619
HWANG, BETHANY	V6408748	5220	974.40	974.40	00119620
ICS SERVICE CO.	V6406452	5610	7,844.94	7,844.94	00119621
IDENTICARD SYSTEMS WO	V6409335	4410	565.44	565.44	00119622
IMPERIAL PRODUCTS INC	V6402137	4355	415.47	415.47	00119623
INLAND TOP SOIL	V6402153	4347	3,542.40	3,542.40	00119624
IPC USA INC.	V6410467	4382	53,053.26	53,053.26	00119625
JACKSONS A S BREA	V6406346	4347	211.99	211.99	00119626
JAUREGUI, JOSE	V6411346	5220	29.94	29.94	00119627
JEYCO PRODUCTS INC	V6402332	4375	127.60	127.60	00119628
JOSTENS	V6402437	4310	1,197.64	1,218.60	00119629
		4320	20.96		
JUNIOR LIBRARY GUILD	V6402477	4210	153.40	153.40	00119630

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
KEMP, CHRISTINE	V6400923	5220	51.52	51.52	00119631
KRUEGER, CELESTE	V6409442	5220	54.32	54.32	00119632
LANGUAGE NETWORK INC	V6409301	5810	280.00	280.00	00119633
LEE, SANG HU	V6404111	5220	15.12	15.12	00119634
LOPEZ, CYNTHIA D.	V6407771	5220	225.68	225.68	00119635
LUNDQUIST, KATHY	V6402536	5220	282.80	282.80	00119636
MARTIN, KRISTENA	V6411628	5230	500.00	500.00	00119637
MC FADDEN DALE HARDWA	V6403056	4355	391.69	391.69	00119638
MC GRAW HILL EDUCATIO	V6411310	4310	3,064.11	3,064.11	00119639
MD INSTALLATIONS INT'	V6410469	5610	1,594.00	1,594.00	00119640
MEDI QUIP	V6409674	4320	823.50	823.50	00119641
MONTGOMERY HARDWARE C	V6405624	4355	1,809.19	1,809.19	00119642
MOUNT PLEASANT CAMPUS	V6411428	5860	12,264.00	12,264.00	00119643
MUZEO	V6409996	5620	1,300.00	1,300.00	00119644
NASCO MODESTO	V6403253	4310	780.86	780.86	00119645
NGO, LUCIE HOANG	V6411492	5220	367.25	367.25	00119646
NIMCO	V6403365	4310	1,092.57	1,092.57	00119647
NO. 1 ACADEMIA DE SER	V6411249	5805	6,073.60	6,073.60	00119648
NO. 1 EDUCANDO CON TA	V6411530	5805	2,994.30	2,994.30	00119649
OCDE	V6403452	5210	150.00	150.00	00119650
OFFICE DIGITAL SOLUTI	V6411101	4320	3,052.50	3,052.50	00119651
ORANGE COUNTY FIRE PR	V6403457	5610	2,009.28	2,009.28	00119652

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
ORANGE COUNTY TRANSIT	V6406414	4320	1,190.70	3,888.27	00119653
		5880	2,697.57		
ORNELAS SMITH, JULIE	V6408683	5210	78.40	78.40	00119654
ORVAC ELECTRONICS	V6403479	4355	47.40	47.40	00119655
OXFORD ACADEMY	V6403485	5880	3,426.00	3,426.00	00119656
PARKHOUSE TIRE INC.	V6403547	4385	-800.00	2,448.68	00119657
		4386	3,248.68		
PC MALL GOV	V6403599	4310	2,635.20	2,808.08	00119658
		4386	172.88		
PEARSON EDUCATION	V6403609	4210	4,555.45	4,555.45	00119659
PENNER PARTITIONS INC	V6403625	4355	143.10	143.10	00119660
PERMA BOUND	V6403638	4110	172.96	5,473.76	00119661
		4210	5,300.80		
PERRY PASSARO Ph.D.	V6411634	5805	3,245.00	3,245.00	00119662
POOL SUPPLY OF ORANGE	V6403700	4347	1,938.32	1,938.32	00119663
PROJECT LEAD THE WAY	V6410754	5880	1,800.09	1,800.09	00119664
PSAV PRESENTATION SER	V6411495	5620	325.00	325.00	00119665
PSS	V6405735	4320	364.56	364.56	00119666
QWIZDOM INC.	V6407542	4310	1,217.16	1,217.16	00119667
RED ROCK CANYON SCHOO	V6410336	5860	12,917.00	12,917.00	00119668
RIV OR COUNTIES PUMP	V6409881	5610	439.80	439.80	00119669
ROBLES, JENNIFER	V6411633	5220	22.73	22.73	00119670
ROSSIER PARK SCHOOL	V6411451	5860	36,494.50	36,494.50	00119671
ROUTLEY ENTERPRISES	V6411368	5610	1,237.10	1,237.10	00119672

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
RUSSELL SIGLER INC.	V6410420	4347	2,033.46	2,033.46	00119673
SCHOOL BUS PARTS	V6404157	4385	93.09	93.09	00119674
SCHORR METALS INC	V6404179	4355	105.26	105.26	00119675
SEHI COMPUTER PRODUCT	V6404221	4310	71.28	1,843.32	00119676
		4320	1,772.04		
SIERRA PACKAGING	V6404280	4320	600.00	600.00	00119677
SKS INC	V6404058	4384	150.26	150.26	00119678
SO CAL OFFICE TECHNOL	V6406339	5620	496.80	496.80	00119679
SOUTHWEST SCHOOL AND	V6404383	9320	172.48	172.48	00119680
SPICERS PAPER INC	V6404405	4320	381.90	381.90	00119681
SPOT COOLERS	V6411074	5620	550.80	550.80	00119682
STARBUCK, MARY	V6411627	5230	1,000.00	1,000.00	00119683
STEINBRICK, GAIL	V6408751	5220	88.98	88.98	00119684
STEVE WEISS MUSIC	V6410268	4310	369.95	369.95	00119685
SURFAS CULINARY DISTR	V6411248	4310	617.92	617.92	00119686
SWEETWATER	V6409201	4310	2,335.85	3,385.83	00119687
		4410	1,049.98		
TEACHER'S DISCOVERY	V6404620	4210	540.53	540.53	00119688
THOMASSON, MELANIE	V6410437	5220	85.07	85.07	00119689
TORO AIRE INC	V6408584	4347	59.40	59.40	00119690
TRADITIONAL AUTO SUPP	V6409571	4370	221.00	136.76	00119691
		4376	-84.24		
TROXELL COMMUNICATION	V6404796	4410	13,434.99	13,434.99	00119692
UNION AUTO SERVICE CE	V6404840	4370	1,868.66	3,483.61	00119693

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
		5610	1,614.95		
UNITED PARCEL SERVICE	V6408429	4310	60.04	225.27	00119694
		5910	165.23		
UNITED REFRIGERATION	V6404853	4347	206.43	206.43	00119695
WESTERN HIGH SCHOOL A	V6405044	5810	238.00	238.00	00119696
WURTH USA INC	V6408563	4375	114.03	114.03	00119697
YELLOW CAB OF GREATER	V6405135	5870	2,146.00	2,146.00	00119698
				*** CHECK GAP ***	
ALTERNATIVE REVOLVING	V6400190	4310	669.07	1,770.92	00119702
		4347	41.44		
		4390	126.00		
		5880	874.92		
		5918	59.49		
DEVEREUX TEXAS TREATM	V6401339	5860	40,524.99	40,524.99	00119703
DEVEREUX TEXAS TREATM	V6401339	5860	13,176.19	13,176.19	00119704
HOROWITZ, FREDRIC R.	V6410286	5821	8,200.00	8,200.00	00119705
*** VOID CONTINUE ***	VOID.CONTINU		0.00	0.00	00119706
HP DIRECT	V6408671	4310	101,459.50	305,128.61	00119707
		4320	1,440.00		
		4410	154,079.04		
		5880	6,259.18		
		6490	41,890.89		
PACIFIC COAST SPEECH	V6410543	5805	17,992.00	17,992.00	00119708
ROYER STUDIOS INC.	V6411102	5805	14,925.00	14,925.00	00119709

TOTAL FOR FUND: 0101 GENERAL FUND 1,442,112.07

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
		Object	Object Total		
		4110	1,081.09		
		4150	772.20		
		4210	18,821.80		
		4310	186,998.03		
		4320	29,224.70		
		4347	25,162.07		
		4350	282.94		
		4355	27,300.80		
		4370	7,152.17		
		4375	912.10		
		4376	29,426.28		
		4380	398.84		
		4382	53,053.26		
		4384	3,615.57		
		4385	1,653.77		
		4386	3,421.56		
		4387	1,120.82		
		4388	263.87		
		4390	2,595.39		
		4410	200,003.70		
		5210	4,999.98		
		5220	4,768.46		
		5230	1,500.00		
		5310	120.00		
		5454	44,673.76		
		5520	68,882.64		
		5530	80,692.25		
		5560	1,094.70		
		5580	17,752.53		
		5610	56,750.04		
		5620	26,146.23		
		5805	185,036.26		
		5810	9,360.92		
		5820	14,723.00		
		5821	27,465.76		
		5850	2,000.00		
		5860	230,230.80		
		5870	2,146.00		
		5880	17,985.21		
		5910	1,218.27		
		5918	910.49		
		6490	41,890.89		

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
		8695	20.00		
		8699	2,340.37		
		9320	6,142.55		
TOTAL FOR FUND: 0101 GENERAL FUND			1,442,112.07		

Total Number Of Checks Printed:	343
Number Of Void Checks Printed:	1
Number Of Actual Checks Printed:	342

FUND: 2525 CAPITAL FAC

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
				*** CHECK GAP ***	
VALVERDI, ROY	V6411626	8681	804.87	804.87	00119507

TOTAL FOR FUND: 2525 CAPITAL FAC 804.87

Object	Object Total
8681	804.87

TOTAL FOR FUND: 2525 CAPITAL FAC 804.87

Total Number Of Checks Printed: 1
Number Of Void Checks Printed: 0
Number Of Actual Checks Printed: 1

FUND: 6769 INS - H&W

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
				*** CHECK GAP ***	
GALLAGHER BENEFIT SER	V6408675	5812	11,000.00	11,000.00	00119439
				*** CHECK GAP ***	
EXPRESS SCRIPTS INC.	V6410974	5895	100,118.07	100,118.07	00119551
METLIFE	V6408692	5462	20,484.40	20,484.40	00119552
MHN SERVICES	V6406987	5463	35,149.01	35,149.01	00119553
				*** CHECK GAP ***	
AMERICAN FIDELITY ASS	V6408036	5450	7,456.14	7,456.14	00119699
AUHSD	V6400400	5891	1,453,329.15	1,453,329.15	00119700
PINNACLE CLAIMS MANAG	V6409946	5812	164,761.10	164,761.10	00119701

TOTAL FOR FUND: 6769 INS - H&W 1,792,297.87

Object	Object Total
5450	7,456.14
5462	20,484.40
5463	35,149.01
5812	175,761.10
5891	1,453,329.15
5895	100,118.07

TOTAL FOR FUND: 6769 INS - H&W 1,792,297.87

Total Number Of Checks Printed: 7
Number Of Void Checks Printed: 0
Number Of Actual Checks Printed: 7

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 07/10/2014 **FROM 06/17/2014 TO 06/30/2014**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
H64A0239	ANAHEIM CONVENTION CENTER	200.00	200.00	0106106072 5620	BUSINESS/GENL ADM / RENTALS/OPERATING
H64A0240	CERRELL ASSOCIATES INC.	18,000.00	18,000.00	0106106072 5810	BUSINESS/GENL ADM / NON-INSTRUCTIONAL
H64A0241	PERRY PASSARO PH.D.	20,000.00	20,000.00	0119119039 5805	SPEC ED/UNREST/PUP SVC / INSTRUCTIONAL PR
H64A0242	SCHOOL FACILITY CONSULTANTS	31,000.00	31,000.00	2556710072 5810	FAC/DEVELOPER FEES/GEN ADMIN /
H64A0243	VALENCIA, EDUARDO AND LIZETH	34,238.00	34,238.00	0119283039 5850	SYS/OTHER PUPIL / JUDGEMENTS
H64A0244	AUGUSTIN EGELSEE LLP	6,500.00	6,500.00	0119283039 5850	SYS/OTHER PUPIL / JUDGEMENTS
H64A0245	ROSSIER PARK SCHOOL	9,476.90	9,476.90	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
H64A0246	LAW OFFICES OF SOO YUN	7,000.00	7,000.00	0119283039 5850	SYS/OTHER PUPIL / JUDGEMENTS
H64A0247	TEACHING POSITIVE	5,000.00	5,000.00	0153381510 5805	ECIA-I/PROFESSIONAL DEVELOPMNT /
H64A0248	OCEAN VIEW SCHOOL NPS	11,416.00	11,416.00	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
H64A0249	SCIENCE ON THE GO INC.	8,000.00	8,000.00	0172903510 5805	OCDE-TUPE GRANT COHORT F / INSTRUCTIONAI
H64A0250	LAW OFFICES OF ERIC BATHEN	6,500.00	6,500.00	0101101071 5821	BOARD/ BRD SUPT / LEGAL FEES
H64C0325	SCHOOL SERVICES OF CALIFORNIA	945.00	135.00	0101101071 5210	BOARD/ BRD SUPT / TRAVEL AND CONFERENCE
			135.00	0104104072 5210	CERT HR/GENL ADM / TRAVEL AND CONFERENC
			135.00	0106106072 5210	BUSINESS/GENL ADM / TRAVEL AND CONFEREN
			135.00	0107107072 5210	ACCTG /GENL ADM / TRAVEL AND CONFERENCE
			135.00	0115115021 5210	EDUCATION/SUPV INST / TRAVEL AND
			135.00	0153000821 5210	SP PR/LCFF-SUPPLEMENTAL/SUPV / TRAVEL ANI
			135.00	0155155072 5210	BUSINESS/ GENL ADM / TRAVEL AND
H64C0367	MEDI QUIP	823.50	823.50	0119283021 4320	SYS/SUPV INST / OTHER OFFICE/MISC SUPPLIES
H64C0400	POOL DENTIST, THE	1,000.00	1,000.00	0128240081 5610	CY/POOL/MO / REPAIRS/MAINT - O/S SERVICES
H64C0408	ENVIRONMENTAL REMEDIATION	7,800.00	7,800.00	0134230081 5610	WA/GENERAL/MO / REPAIRS/MAINT - O/S
H64C0409	CULVER NEWLIN	1,213.96	350.87	0106106072 4320	BUSINESS/GENL ADM / OTHER OFFICE/MISC
			863.09	0156156072 4320	FACILITIES/GENL ADM / OTHER OFFICE/MISC
H64C0410	SEHI COMPUTER PRODUCTS, INC	858.95	858.95	0114114072 4320	WAREHOUSE/GENL ADM / OTHER OFFICE/MISC
H64C0411	CRYSTAL GLASS AND MIRROR	5,000.00	5,000.00	0179113036 5610	GARAGE/TRANS-REG ED/TRANSPORT /

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 07/10/2014 **FROM 06/17/2014 TO 06/30/2014**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
H64C0412	ACCO ENGINEERED SYSTEMS INC.	800.00	800.00	0122235081 5610	MA/HVAC/MO / REPAIRS/MAINT - O/S SERVICES
H64C0414	ACTION DOOR REPAIR CORPORATION	800.00	800.00	0142230081 5610	OXFORD/GENERAL/MO / REPAIRS/MAINT - O/S
H64C0415	DHK PLUMBING AND PIPING	2,500.00	2,500.00	0124235081 5610	LOARA/HVAC/MO / REPAIRS/MAINT - O/S
H64C0416	BOBCAT OF CERRITOS INC.	1,720.24	1,720.24	0111222081 5610	OPERATIONS - GROUNDS / REPAIRS/MAINT - O/S
H64C0417	MATCO TECH	800.00	800.00	0123231081 5610	SA/ELECTRIC/MO / REPAIRS/MAINT - O/S SERVIC
H64R1610	DEMCO INC	113.23	113.23	0138000810 4310	BA/LCFF-SUPPLEMENTAL/INSTR / INSTRUCTION
H64R1611	VALVERDI, ROY	804.87	804.87	2520710000 8681	ANA/DEVELOPER FEE/REV / FEES
H64R1612	PSAV PRESENTATION SERVICES	325.00	325.00	0106106072 5620	BUSINESS/GENL ADM / RENTALS/OPERATING
H64R1613	STARBUCK, MARY	500.00	500.00	0125177072 5230	RISK MANAGEMENT/GEN ADMIN /
H64R1614	MARTIN, KRISTENA	500.00	500.00	0123177072 5230	RISK MANAGEMENT/GEN ADMIN /
H64R1615	OCDE	1,800.00	1,800.00	0122532110 5210	MA/GEAR UP-CSFU #2/INSTR / TRAVEL AND
H64R1616	MUZEO	1,300.00	1,300.00	0153508140 5620	AN PREP FOUNDATION/ANCILLARY /
H64R1617	EXPRESS TEES OF CALIFORNIA	1,175.34	1,175.34	0172903510 4310	OCDE-TUPE GRANT COHORT F / INSTRUCTIONAI
H64R1618	CULVER NEWLIN	633.23	633.23	0177177072 4320	RISK MANAGEMENT / OTHER OFFICE/MISC
H64R1619	CONTRACT PAPER GROUP INC.	1,026.00	1,026.00	0118118072 4320	GRAPHICS/GENL ADM / OTHER OFFICE/MISC
H64R1620	HOROWITZ, FREDRIC R.	8,200.00	8,200.00	0104104072 5821	CERT HR/GENL ADM / LEGAL FEES
H64R1621	GOLD COAST TOURS	460.00	460.00	0124008010 5620	LOARA/VOC MUSIC/INSTR / RENTALS/OPERATIN
H64R1623	PROJECT LEAD THE WAY INC	1,800.09	1,800.09	0121393010 5880	WESTERN/VEA-2B/INSTR / OTHER OPERATING
H64R1624	DESIGNS BY MARINA	246.80	246.80	0105105072 4320	CLASS HR/GENL ADM / OTHER OFFICE/MISC
H64R1625	CLASS LEASING INC	52,775.00	52,775.00	2537710085 6221	SYC/DEVELOPER FEES/FAC ACQ / BUILDING
H64R1626	CORREIA CONSULTING AND DESIGN	10,000.00	10,000.00	0123244085 6212	SA/DEFERRED MAINTENANCE/ACQ / PLANNING
H64R1627	OPTIMUM ENERGY DESIGN	18,800.00	18,800.00	0144427085 6212	LEX/PROP 39-CA CLEAN ENERGY/AC / PLANNINC
H64R1628	CYPRESS HS	350.00	350.00	0102087572 4390	SUPT/YOUNG WOMEN/MEN CAREER / MEETING
H64R1629	BARNES AND NOBLE	1,036.75	1,036.75	0124901010 4310	LO/LOCAL GRANTS/INSTR / INSTRUCTIONAL

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 07/10/2014 **FROM 06/17/2014 TO 06/30/2014**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
H64R1630	AMERICAN MARKETING PROMOTIONS	1,183.44	1,183.44	0102102071 4320	SUPT/BRD SUPT / OTHER OFFICE/MISC SUPPLIES
H64R1631	ADVANCED OFFICE SERVICES	94.59	94.59	0177177072 4320	RISK MANAGEMENT / OTHER OFFICE/MISC
H64R1632	ORANGE COUNTY REGISTER	158.00	158.00	0106106072 5880	BUSINESS/GENL ADM / OTHER OPERATING
H64R1633	MD INSTALLATIONS INT'L INC.	225.00	225.00	0124000010 5610	LOARA/INSTR / REPAIRS/MAINT - O/S SERVICES
H64T0677	B AND H PHOTO VIDEO INC	2,589.40	2,589.40	0147000810 4310	HOPE/LCFF-SUPPLEMENTAL/INSTR /
H64T0678	APPLE INC	433.92	433.92	0120381010 4310	ANAHEIM/ECIA1/INSTR / INSTRUCTIONAL MATL
H64T0679	HP DIRECT	16.00	16.00	0120381010 5880	ANAHEIM/ECIA1/INSTR / OTHER OPERATING
H64T0680	APPLE INC	1,956.24	85.32	0120423010 4310	AN/PERFORM ARTS/PROD ACADEMY /
			1,870.92	0120423010 4410	AN/PERFORM ARTS/PROD ACADEMY / EQUIPMEI
H64T0681	HP DIRECT	16.00	16.00	0120423010 5880	AN/PERFORM ARTS/PROD ACADEMY / OTHER
H64T0682	SEHI COMPUTER PRODUCTS, INC	2,565.32	2,565.32	0114114072 4410	WAREHOUSE/GENL ADM / EQUIPMENT -

Fund 01 Total:	**208,096.90**
Fund 25 Total:	**84,579.87**
Total Amount of Purchase Orders:	**292,676.77**

EXHIBIT O

ANAHEIM UNION HIGH SCHOOL DISTRICT

CAFETERIA FUND

FINANCIAL STATEMENTS

APRIL 2014

Balance Sheet
Anaheim School Dist/Food Services
4/30/2014

Asset	**Assets**	
CASH		
9120	Cash-Checking	$7,729,258.42
9122	Change Fund	$14,230.00
9123	Petty Cash	$50.00
Total CASH		$7,743,538.42
RECEIVABLE		
9210	A/R - Current	$73,290.50
9280	A/R - State	$292,885.97
9290	A/R - Federal	$3,568,597.13
Total RECEIVABLE		$3,934,773.60
INVENTORIES		
9321	Warehouse Food	$61,162.55
9322	Warehouse Commodity	$22,092.11
9323	Warehouse Supplies	$43,542.76
9326	School Food	$40,700.89
9327	School Commodity	$10,658.81
9328	School Supplies	$11,151.22
Total INVENTORIES		$189,308.34
Total Asset		$11,867,620.36
Liability	**Liabilities and Fund Balance**	
LIABILITIES		
9510	A/P - Current	$2,043,816.54
9530	A/P - Accrued. Vacation	$99,432.00
9580	Sales Tax Liability	$14,588.34
9599	Purchases Clearing	$0.00
9650	Deferred Revenue	$52,778.20
9780	Reserve/Central Kitchen	$5,000,000.00
Total LIABILITIES		$7,210,615.08
Total Liability		$7,210,615.08
Fund Balance		
FUND BALANCE		
9798	Fund Balance	$4,078,268.86
Total FUND BALANCE		$4,078,268.86
Total Fund Balance		$4,078,268.86
Current Year Profit (Loss)		$578,736.41
Total Liabilities and Fund Balance		$11,867,620.35

Accounting Period equals 10 - 2014

Statement of Revenues and Expenses

Anaheim School Dist/Food Services

	Period ending 4/30/2014				Period ending 4/30/2013			
	Monthly	%	YTD	%	Monthly	%	YTD	%
Revenue								
Local Revenue								
8620 Elementary - Breakfast	$0.00	0.00 %	$0.00	0.00 %	$2,101.50	0.10 %	$18,025.50	0.10 %
8621 Elementary - Lunch	$17,960.25	0.90 %	$218,847.75	1.17 %	$23,337.50	1.07 %	$205,250.00	1.11 %
8632 High School - Breakfast	$5,243.00	0.26 %	$41,053.25	0.22 %	$5,365.50	0.25 %	$46,593.75	0.25 %
8633 High School - Lunch	$43,389.00	2.18 %	$403,743.00	2.15 %	$45,538.75	2.09 %	$450,832.25	2.44 %
8635 A La Carte Sales	$179,486.95	9.01 %	$1,579,252.08	8.41 %	$168,735.05	7.76 %	$1,595,002.38	8.64 %
8636 Adult Rev. - Breakfast	$35.15	0.00 %	$299.72	0.00 %	$46.26	0.00 %	$304.06	0.00 %
8637 Adult Rev. - Lunch	$4,954.93	0.25 %	$42,531.46	0.23 %	$5,069.40	0.23 %	$41,171.87	0.22 %
Local Revenue	**$251,069.28**	**12.60 %**	**$2,285,727.26**	**12.18 %**	**$250,193.96**	**11.50 %**	**$2,357,179.81**	**12.77 %**
Federal Reimbursements								
8200 Fed. Meal Rev.-Breakfast	$324,223.84	16.27 %	$2,992,854.65	15.95 %	$350,150.19	16.10 %	$2,879,345.95	15.60 %
8220 Fed. Meal Rev.-Lunch	$1,216,931.36	61.06 %	$11,519,571.39	61.38 %	$1,345,576.05	61.86 %	$11,281,059.02	61.12 %
8290 Misc Fed Rev.-Snack	$40,865.60	2.05 %	$405,047.20	2.16 %	$46,911.54	2.16 %	$367,263.78	1.99 %
Federal Reimbursements	**$1,582,020.80**	**79.37 %**	**$14,917,473.24**	**79.48 %**	**$1,742,637.78**	**80.12 %**	**$14,527,668.75**	**78.70 %**
State Reimbursements								
8500 St. Meal Rev.-Breakfast	$38,866.65	1.95 %	$358,213.87	1.91 %	$42,305.99	1.95 %	$347,660.78	1.88 %
8520 St. Meal Rev.-Lunch	$91,296.31	4.58 %	$863,707.93	4.60 %	$101,775.57	4.68 %	$855,801.91	4.64 %
State Reimbursements	**$130,162.96**	**6.53 %**	**$1,221,921.80**	**6.51 %**	**$144,081.56**	**6.62 %**	**$1,203,462.69**	**6.52 %**
Other Revenue								
8638 Cash Over & Short	($695.81)	-0.03 %	($12,322.93)	-0.07 %	($836.30)	-0.04 %	($6,922.92)	-0.04 %
8689 Misc Fees/Contract	$0.00	0.00 %	$0.50	0.00 %	$0.00	0.00 %	$125,816.25	0.68 %
8699 Spec Activity/Cater	$30,607.32	1.54 %	$356,304.25	1.90 %	$39,000.73	1.79 %	$251,339.60	1.36 %
Other Revenue	**$29,911.51**	**1.50 %**	**$343,981.82**	**1.83 %**	**$38,164.43**	**1.75 %**	**$370,232.93**	**2.01 %**
Total Revenue	$1,993,164.55	100.00 %	$18,769,104.12	100.00 %	$2,175,077.73	100.00 %	$18,458,544.18	100.00 %
Expense								
Food Purchases & Govnmt								
4700 Food Purchases	$832,236.83	41.75 %	$7,245,095.38	38.60 %	$740,543.90	34.05 %	$6,592,780.82	35.72 %
Food Purchases & Govnmt	**$832,236.83**	**41.75 %**	**$7,245,095.38**	**38.60 %**	**$740,543.90**	**34.05 %**	**$6,592,780.82**	**35.72 %**
Supplies								
4300 Materials & Supplies	$82,092.57	4.12 %	$997,369.86	5.31 %	$12,838.71	0.59 %	$183,021.81	0.99 %
4790 Supplies (Food)	$5,083.77	0.26 %	$52,390.54	0.28 %	$72,814.51	3.35 %	$493,074.16	2.67 %
Supplies	**$87,176.34**	**4.37 %**	**$1,049,760.40**	**5.59 %**	**$85,653.22**	**3.94 %**	**$676,095.97**	**3.66 %**
Salaries								

Statement of Revenues and Expenses

Anaheim School Dist/Food Services

	Period ending 4/30/2014				Period ending 4/30/2013			
	Monthly	%	YTD	%	Monthly	%	YTD	%
Expense								
Salaries								
2200 Classified Salaries	$599,360.95	30.07 %	$5,593,471.21	29.80 %	$623,330.27	28.66 %	$5,409,629.29	29.31 %
2300 Class.Sup/Admin Salaries	$37,833.62	1.90 %	$355,947.10	1.90 %	$37,339.04	1.72 %	$371,523.50	2.01 %
2400 Clerical/Office Salaries	$29,991.25	1.50 %	$301,117.22	1.60 %	$29,056.13	1.34 %	$287,602.24	1.56 %
2550 Food Service Vacation Pay	$12,429.00	0.62 %	$99,432.00	0.53 %	$12,429.00	0.57 %	$99,432.00	0.54 %
Salaries	**$679,614.82**	**34.10 %**	**$6,349,967.53**	**33.83 %**	**$702,154.44**	**32.28 %**	**$6,168,187.03**	**33.42 %**
Benefits								
3202 PERS, Classified Position	$53,812.54	2.70 %	$552,997.73	2.95 %	$61,851.65	2.84 %	$548,593.63	2.97 %
3302 OASD/MED/Classified Position	$50,389.00	2.53 %	$475,612.43	2.53 %	$52,670.34	2.42 %	$462,866.46	2.51 %
3402 Hlth/Welfare, Classified	$175,432.54	8.80 %	$1,652,756.07	8.81 %	$164,510.39	7.56 %	$1,603,860.03	8.69 %
3502 SUI, Classified Position	$330.55	0.02 %	$3,125.16	0.02 %	$7,578.02	0.35 %	$66,931.36	0.36 %
3602 Workers Comp, Classified	$13,550.12	0.68 %	$127,949.71	0.68 %	$12,647.09	0.58 %	$110,235.18	0.60 %
3802 PERS Reduc, Classified	$0.00	0.00 %	$0.00	0.00 %	$8,391.35	0.39 %	$74,095.27	0.40 %
Benefits	**$293,514.75**	**14.73 %**	**$2,812,441.10**	**14.98 %**	**$307,648.84**	**14.14 %**	**$2,866,581.93**	**15.53 %**
Other Expenses								
5200 Travel & Conference	$759.38	0.04 %	$16,089.68	0.09 %	$232.86	0.01 %	$13,977.64	0.08 %
5500 Operation & Housekeeping	$9,299.00	0.47 %	$84,878.99	0.45 %	$8,400.00	0.39 %	$356,692.82	1.93 %
5600 Rental/Lease/Repair	$46,930.01	2.35 %	$323,036.25	1.72 %	$50,637.81	2.33 %	$435,116.12	2.36 %
5650 Bank Fees	$20.00	0.00 %	$351.75	0.00 %	$20.00	0.00 %	$351.75	0.00 %
5800 Prof. Consult Service	$0.00	0.00 %	$0.00	0.00 %	$0.00	0.00 %	$28,628.04	0.16 %
5900 Fax, Pager, Postage	$0.00	0.00 %	$20,587.37	0.11 %	$0.00	0.00 %	$17,686.04	0.10 %
6200 Bldg & Imp of Bldg	$0.00	0.00 %	$14,050.00	0.07 %	$0.00	0.00 %	$146,349.56	0.79 %
6400 Equipment less $5000	$3,580.20	0.18 %	$57,456.04	0.31 %	$6,545.16	0.30 %	$110,356.02	0.60 %
Other Expenses	**$60,588.59**	**3.04 %**	**$516,450.08**	**2.75 %**	**$65,835.83**	**3.03 %**	**$1,109,157.99**	**6.01 %**
Capital Outlay								
6500 Equipment-RPmore$5000	$112,436.30	5.64 %	$216,653.22	1.15 %	$0.00	0.00 %	$215,826.33	1.17 %
Capital Outlay	**$112,436.30**	**5.64 %**	**$216,653.22**	**1.15 %**	**$0.00**	**0.00 %**	**$215,826.33**	**1.17 %**
Total Expense	$2,065,567.63	103.63 %	$18,190,367.71	96.92 %	$1,901,836.23	87.44 %	$17,628,630.07	95.50 %
Net Profit (Loss)	($72,403.08)	-3.63 %	$578,736.41	3.08 %	$273,241.50	12.56 %	$829,914.11	4.50 %

Accounting Period equals 10 - 2014 and the Prior Accounting Period is equal to Accounting Period equals 10 - 2013

EXHIBIT P

ANAHEIM UNION HIGH SCHOOL DISTRICT
501 Crescent Way – P.O. Box 3520
Anaheim, CA 92803-3520

EDUCATIONAL CONSULTING AGREEMENT

THIS AGREEMENT is made and entered into this

22nd	day of	May	2014

by and between

Parent Institute for Quality Education

Independent Contractor, hereinafter referred to as "Consultant" and the Anaheim Union High School District, hereinafter referred to as "District."

WHEREAS the District is in need of special services and advice;

WHEREAS such services and advice are not available at no cost from public agencies;

WHEREAS Consultant is specially trained, experienced, and competent to provide the special services and advice required; and

WHEREAS such services are needed on a limited basis.

NOW, THEREFORE, the parties hereto agree as follows:

1. Services to be provided by Consultant:

Parent Institute for Quality Education (PIQE) will conduct nine weekly training sessions for Katella High School parents. These sessions will be taught by credentialed teachers and paraprofessionals trained by PIQE. PIQE will contact parents and invite them to attend the sessions, which focus on (1) understanding the high school system; (2) identifying the classes that form the four-year plan; (3) recognizing the importance of grades and grade point averages; (4) reviewing other important requirements and programs; (5) discussing higher education options; (6) identifying the different financial aid options; and (7) an opportunity to dialogue with the principal. The course culminates with a graduation ceremony, hosted by Katella High School, where parents receive a certificate of program completion. The sessions also promote a partnership between parents and the school. Services include: telephone calls to all households for the recruitment of parent participants; curriculum for the nine parent seminars; and materials required for the course, such as binders and lesson plans for the parent participants.

Site/School:	Katella High School	Funds (Cost Center):	Title I (3810)

2. List of Other Supportive Staff or Consultants:

No other support staff is required.

3. Consultant shall commence providing services under this AGREEMENT on:

Date:	September 2, 2014

and shall diligently perform as specified and complete performance by:

Date:	October 28, 2014

Consultant shall perform said services as an independent contractor and not as an employee of the District. Consultant shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

4. District shall prepare and furnish the following information to Consultant, upon request, such information as is reasonably necessary to the performance of Consultant to this AGREEMENT:

Katella High School staff will provide a current list of students, which includes appropriate parent contact information, for the purpose of recruiting parents.

5. District shall pay Consultant the maximum amount of

$15,000

for services rendered

to # of people:	135 parent participants	# hours per day:	1.5 hour sessions (once a week)	# of days:	9 weekly sessions

pursuant to this AGREEMENT. Payment shall be made 15 to 30 days after receipt of invoice. Consultant shall submit an invoice to District.

6. District may at any time for any reason terminate this AGREEMENT. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Consultant. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.

7. Consultant agrees to and shall hold harmless and indemnify District, its officers, agents, and employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:

   a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage, expense sustained by Consultant or any person, firm, or corporation employed by Consultant upon or in connection with the services called for in this AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of District, its officers, employees, or agents.

b. Any injury to or death of persons or damage to property, sustained by any persons, firm, or corporation, including the District, arising out of, or in any way connected with the services covered by this AGREEMENT, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

Consultant, at Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment/lawsuit reimbursement that may be rendered against the District, its officers, agents, or employees in any action suit, or other proceedings as a result thereof.

8. This AGREEMENT is not assignable without written consent of the parties hereto.

9. Consultant and assistants shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, including Worker's Compensation.

10. Consultant, if an employee of another public agency, certifies that Consultant shall not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to the AGREEMENT.

11. The following is a brief description of what will be achieved by Consultant as a result of this AGREEMENT:

Parents, who attend the nine weekly sessions, will learn about their student's educational process, and will establish a working partnership with the school. Parents who complete the course will receive a certificate of completion.

12. What are the technical reasons Consultant is being hired as an Independent Contractor rather than an employee?

PIQE staff are trained and experienced in the implementation of the curriculum used in the program. PIQE staff members provide the parent sessions in the appropriate language (Spanish and English), and are not available for hire by the District.

List any technical support that will need to be supplied by District:

Katella High School will provide facilities for parent seminars and childcare, as needed.

COMMON-LAW FACTORS
(IRS Revenue Rule 87-41)

Mark all items that are true for the intended Consultant (if completing on-line, double click the box to mark):

☒ **No Instructions**: The consultant will not be required to follow explicit instructions to accomplish the job.

☒ **No Training**: The consultant will not receive training provided by the employer. The consultant will use independent methods to accomplish the work.

☒ **Work Not Essential to the Employer**: The employer's success or continuation does not depend on the services of the consultant.

☒ **Right to Hire Others**: The consultant is being hired to provide a result and will have the right to hire others for actual work, unless otherwise noted.

☒ **Control of Assistants**: Assistants hired at consultant's discretion; consultant responsible for hiring, supervising, paying of assistants.

☒ **Not a Continuing Relationship**: If frequent, will be at irregular intervals, on call, or whenever work is available.

☐ **Own Work Hours**: Consultant will establish work hours for the job.

☒ **Time to Pursue Other Work**: Since specific hours are not required, consultant may work for other employers simultaneously, unless otherwise noted.

☐ **Job Location**: Consultant controls job location, under district discretion, whether on employer's site or not.

☒ **Order of Work**: Consultant, rather than employer, determines order or sequence of steps in performance of work.

☒ **No Interim Reports**: Only specific pre-determined reports defined in the consulting agreement.

☒ **Basis of Payment**: Consultant paid for services rendered, if applicable (see Agreement #4); total compensation set in advance of starting the job.

☒ **Business Expenses**: Consultant is responsible for incidental or special business expenses.

☒ **Tools and Equipment**: Consultant furnishes the identified tools and equipment needed for the job.

☒ **Significant Investment**: Consultant can perform services without using the employer's facilities. Consultant's investment in own trade is real, essential, and adequate.

☒ **Possible Profit or Loss**: Consultant does these (check valid items):

- ☒ Hires, directs, pays assistants
- ☒ Has equipment, facilities
- ☒ Has a continuing and recurring liability
- ☒ Performs specific jobs for prices agreed-upon in advance
- ☒ Lists services in Business Directory
- ☐ Other (explain) _____

☒ **Work for Multiple Employers**: Consultant may perform services for more than one employer simultaneously, unless otherwise noted.

☒ **Services Available to the General Public** (check valid items):

- ☒ Maintains an office
- ☒ Business license
- ☒ Business signs
- ☒ Advertises services
- ☒ Lists services in Business Directory
- ☒ Other (explain)

☒ **Limited Right to Discharge**: Consultant not subject to termination as long as contract specifications are met, unless otherwise noted (see Agreement #5 and #11).

☒ **No Compensation for Non-Completion**: Responsible for satisfactory completion of job; no compensation for non-completion.

IN WITNESS WHEREOF, the parties hereto have caused this AGREEMENT to be executed:

CONSULTANT:	DISTRICT:
Typed Name of consultant (same as page 1):	
Parent Institute for Quality Education	Anaheim Union High School District
Typed Name/Title of Authorized Signatory:	Typed Name of Assistant Superintendent:
Albert Rodriguez	Patricial Luckeroth-Lockhart Director of Guidance and Student Services
Authorized Signature:	
Street Address:	Street Address:
2670 N. Main St., Suite 370	**501 Crescent Way, P.O. Box 3520**
City, State, Zip Code	City, State, Zip Code
Santa Ana, Ca 92705	**Anaheim, CA 92803-3520**
Date:	Date:
5-22-14	7-11-14

Mark Appropriately:

Independent/Sole Proprietor:	
Corporation:	X
Partnership:	
Other/Specify:	

Social Security Number* or	Federal Identification Number*
	33-0259359

*Or, initial below:

	I have completed a new IRS Form **W-9** that will be submitted directly to AUHSD Accounting.

Telephone Number:	E-mail Address:
(714) 540-9920	www.piqe.org

If a company/corporation is being approved, the signature must be that of a responsible person. Typed company/corporation/individual's name must be identical to that on page 1.

PRINCIPAL/DISTRICT ADMINISTRATOR:

Signature of Principal or District Administrator (sign prior to submitting to District indicating review and approval):

Signature:		Date:	5-28-14

EXHIBIT Q

COOPERATIVE AGREEMENT NO. 14-PUENTE-HS-01
between
THE REGENTS OF THE UNIVERSITY OF CALIFORNIA
PUENTE PROJECT
and
ANAHEIM UNION HIGH SCHOOL DISTRICT
FISCAL YEARS 2014-15, 2015-16, 2016-17

THIS AGREEMENT is entered into between and The Regents of the University of California at Berkeley (hereinafter called "The Regents"), on behalf of the Puente Project (hereinafter called "Puente"), and Anaheim Union High School District (hereinafter called "Recipient").

WHEREAS, The Regents of the University of California at Berkeley, Center for Educational Partnerships administer Puente, which has established guidelines for Puente high school programs; and

WHEREAS, Puente possesses the capability to provide staff support and training for Recipient personnel who are implementing these programs at their own high school(s);

WHEREAS, the mission of the Puente Project is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations; and

WHEREAS, Recipient has been selected as a Puente High School site;

NOW, THEREFORE, in carrying out their respective responsibilities, the parties agree to comply with the following terms, including Attachments A and B, attached and incorporated herein:

I. PERIOD OF PERFORMANCE

This Agreement shall be in effect from July 1, 2014 through June 30, 2017.

II. STATEMENT OF WORK

A. Recipient and Puente shall work together to provide a program for educationally disadvantaged students at the following school(s):

1. Anaheim High School High School
2. Katella High School High School
3. Magnolia High School High School
4. Savanna High School High School

During the ninth and tenth grades, students will participate in a class that will satisfy the Recipient requirements for college preparatory English, taught by a teacher specially trained by Puente. The students will be supported from grades 9-12 by a Puente Counselor, who is trained by Puente and employed by the Recipient, and assigned half time to the Puente program. Puente, in collaboration with site teams, will identify community resources to provide students with opportunities for participation in leadership and community activities.

B. The current ***Puente Program Implementation Guidelines*** (hereinafter called Puente Guidelines) is incorporated into this Agreement by reference as though set forth in full, and outlines program responsibilities, roles, and expectations for Puente, Recipient, and their staffs in detail. Puente and Recipient agree to follow these Guidelines and the provisions set forth herein in conducting a Puente program. In case of inconsistencies between this Agreement and the Guidelines, this Agreement takes precedence.

C. The Recipient agrees to make no changes in the Puente model without written agreement by the Puente Executive Director.

D. Additional programmatic responsibilities for each party are included in Attachments A and B.

III. BUDGET EXPENDITURES AND FINANCIAL REPORTS

A. Budget Expenditures

The Regents will provide $4,600 per site in your district for the 2014-15 fiscal year totaling $18,400 (4 site(s) x $4,600 per program); $4,600 per site in your district for the 2015-16 fiscal year totaling $18,400 (4 site(s) x $4,600 per program); and, $4,600 per site in your district for the 2016-17 fiscal year totaling $18,400 (4 site(s) x $4,600 per program). Funds may be used for functions associated with implementing Puente at the site as detailed below, subject to Puente Guidelines. High School site teams and site administrators must collaborate with the designated Puente Coordinator to request changes to this budget.

(a)	Books	$ 800
(b)	Field Trips	$2,400
(c)	Orientations, workshops, receptions for parents, mentors, and/or students (includes food, awards, promotional materials, translators, entertainment & decorations)	$1,000
(d)	Office supplies & instructional materials	$ 400
	TOTAL	**$4,600**

Approved/allowed Puente program expenses include the following: student recruitment activities, field trips and mentor activities. Recipient is to prioritize resources for the Puente field trips, orientations, workshops and receptions for parents, community leadership/mentoring, and/or students.

Expenses which are **not allowed** include: substitute teacher costs, indirect costs (i.e. overhead), office furniture (e.g., file cabinets, desks, tables, and chairs), office renovations or constructions, equipment (e.g., computers and printers) and travel reimbursements for teachers or counselors.

If sufficient funds are not appropriated by the State of California for this program, or if funding for any fiscal year is reduced or deleted, this Agreement shall either be cancelled pursuant to the applicable Agreement termination provisions or amended to reflect a reduction in funds.

B. Financial Reporting Requirements:

(a) Recipient will monitor budget implementation on a regular basis and communicate results of this monitoring to site teams, and site administration. Additional financial reports may be periodically requested by Puente.

(b) Recipient shall maintain accounts, records and other evidence pertaining to costs incurred.

(c) This Agreement shall be subject to the examination and audit by The Regents for a period of three years after expiration or termination. The examination and audit shall be confined to those matters connected with the performance of this Agreement.

(d) Should there be an unexpended balance of Agreement funds, the Puente Executive Director may approve a no cost time extension request. Absent this approval, any un-obligated or unexpended funds left under this Agreement must be returned to the University of California. The check, made out to the Regents of the University of California, shall be remitted by September 4, 2015 (for 2014-15 fiscal year), September 2, 2016 (for 2015-16 fiscal year) and September 1, 2017 (for the 2016-17 fiscal year) to the Puente Statewide Office.

IV. PROGRAMMATIC REPORTING REQUIREMENTS

Recipient will provide access to student and school data necessary to evaluate the program. Such data include but are not limited to: statistics regarding the school's ethnic breakdown, retention/graduation rates, college acceptance rates, and percentage of English language learners. Data should be compiled and submitted to the Puente Statewide Office.

Reports are to include data on students in the program and comparison groups, including but not limited to: GPAs, progress through school, credits attempted/earned, "a-g" courses completed, transcripts, and scores on standardized and College Board tests. Students will also participate in interviews, complete questionnaires, and/or complete other assessment instruments necessary to evaluate the Puente program. In no case will data be collected which identifies individual students without a release form signed by the student and student's parent or guardian.

Recipient will compile the following categories of data and submit the information to the Puente Statewide Office.

(a) Final transcripts of June 2015, June 2016 and June 2017 graduates

(b) Tracking form with results for Puente students, consisting of CSIS (California Student Identification System), CAHSEE (California High School Exit Exam), PSAT/SAT testing, and EAP (California State University Early Assessment Program); 9th grade and 10th grade (only if student is joining program); Puente student enrollment forms, **accompanied by parent consent forms.** Without parent consent, Puente staff cannot collect student data or provide directory information (name, address) to college recruiters, scholarship programs, or financial aid.

(c) 9th, 10th, 11th grade enrollment rosters; 9th and 10th grade student surveys; student category information; individual senior information updates; 12th grade roster-graduation verification forms (likelihood of graduation); college acceptance data; 12th grade counselor report.

V. INFORMATION HANDLING

Recipient agrees to comply with all applicable laws, including but not limited to applicable provisions of the Federal Family Educational Rights and Privacy Act ("FERPA"), the State of California Education Code, the State Information Practices Act, in its collection, storage, handling, and transmission of student data under this Agreement. Recipient shall not collect any information (whether by interview, questionnaire from students, parents or the public) in the name of the Regents, Puente or the Puente Statewide Office except as expressly provided for by Article IV or any other provision of this Agreement.

VI. PUBLICATION AND ACKNOWLEDGMENT OF PARTICIPATION

The Recipient may publish results of its local Puente site activity provided that such publications (printed, visual, or sound) contain an acknowledgment of participation in Puente, administered by The Regents, and a statement that findings, conclusions, and recommendations are those of the author or Recipient personnel only and do not necessarily represent the view of The Regents and the Puente Statewide Office. Two copies of all such publications must be furnished to the Puente Executive Director following publication. Such publications include sections of larger reports that describe Recipient activities.

VII. USE OF PUENTE NAME

It is hereby recognized that the use of the term "Puente Project" is to apply only to programs that have been authorized by the Puente Executive Director. The Recipient must advise the Executive Director or his designee of any planned proposals which solicit funds for the Puente program or any program which is modeled on Puente as soon as possible.

Any public announcements using a press release must receive prior authorization from the Puente Executive Director or his designee. Any publication produced by the Recipient, which includes a description of Puente, shall use either of the following descriptions, ad verbatim:

"The Puente Project is a national-award winning program that has helped tens of thousands of educationally disadvantaged students enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations. Begun in 1981, Puente combines accelerated instruction, intensive academic counseling, and community leadership opportunities."

"The Puente Project helps to prepare educationally disadvantaged students for college admission and success through its combination of accelerated instruction, intensive academic counseling, and opportunities for community leadership. Puente is open to all students."

If a more-in-depth description (for example, a brief history of the program, numbers of students and sites served, etc.) or if a deviation from this standard description is requested, the Recipient will contact the Puente Statewide Office.

VIII. INDEMNIFICATION

Recipient shall defend, indemnify and hold Puente, The Regents, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Recipient, its officers, employees or agents.

The Regents shall defend, indemnify and hold Recipient, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of The Regents, its officers, employees or agents.

IX. INSURANCE

The Recipient at its sole cost and expense, shall insure its activities in connection with this Agreement and obtain, keep in force and maintain insurance as follows:

A. Commercial Form General Liability Insurance (contractual liability included) with limits as follows:

(a) Each Occurrence	$1,000,000
(b) Products/Completed Operations Aggregate	$3,000,000
(c) Personal and Advertising Injury	$1,000,000
(d) General Aggregate	$3,000,000

If the above insurance is written on a claims-made form, it shall continue for three (3) years following termination of this Agreement. The insurance shall have a retroactive date of placement prior to or coinciding with the effective date of this Agreement.

B. Business Automobile Liability Insurance for owned, scheduled, non-owned, or hired automobiles with a combined single limit no less than one million ($1,000,000) per occurrence if using automobiles in conducting research under this Agreement.

C. Workers' Compensation as required under California State law.

D. Commercial Blanket Bond with a limit not less than the amount of grant funds provided by this Agreement in Recipient's possession at any one time covering all employees of Recipient, including coverage to protect money and securities as found in a Comprehensive Crime Policy.

E. Such other insurance in such amounts which from time to time may be reasonably required by the mutual consent of The Regents and the Recipient against other insurable risks relating to performance of the agreement.

F. The coverages required under this Article shall not in any way limit the liability of the Recipient.

G. The coverages referred to under (1) and (2) of this Article shall name "The Regents of the University of California" as Additionally Insured. Such a provision, however, shall apply only in proportion to and to the extent of the negligent acts or omissions of Recipient, its officers, employees, and agents. A thirty (30)-day advance written notice (10 days for non-payment of premium) to The Regents of any modification, change or cancellation of any of the above insurance coverages is required. **Upon the execution of this Agreement, Recipient shall furnish to the Puente Statewide Office contact listed in Article XIII Certificates of Insurance evidencing Recipient's insurance coverage and Additional Insured Endorsements demonstrating that The Regents are an Additional Insured on the applicable policies for each fiscal year covered under this Agreement.**

X. AFFIRMATIVE ACTION/NON-DISCRIMINATION

Recipient agrees that when applicable, the following are incorporated herein as though set forth in full: the non-discrimination and affirmative action clauses contained in Executive Order 11246, as amended, relative to equal employment opportunity for all persons without regard to race, color, religion, sex or national origin, and the implementing rules and regulations contained in Title 41, part 60-1.4 of the Code of Federal Regulations, as amended; the non-discrimination and affirmative action clause contained in Section 503 of the Rehabilitation Act of 1973, as amended, relative to the employment and advancement in employment of qualified individual(s) with a disability without discrimination, and the implementing rules and regulations in Title 41, part 60-741.5 of the Code of Federal Regulations; the non-discrimination and affirmative action clause of the Vietnam Era Veterans Readjustment Assistance Act of 1974 relative to the employment and advancement in employment of qualified disabled veterans, recently separated veterans, Vietnam era veterans, veterans who served on active duty in the U.S. military, ground, naval or air service during a war or in a campaign or expedition for which a campaign badge has been authorized, and Armed Forces service medal veterans, without discrimination, and the implementing rules and regulations in Title 41, parts 60-250.5 and 60-300.5 of the Code of Federal Regulations; Title II of the Genetic Information Nondiscrimination Act of 2008

which prohibits employment discrimination based on genetic information (including family medical history); and the nondiscrimination clause required by California Government Code Section 12990(c) relative to equal employment opportunity for all persons without regard to race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition (cancer-related or genetic characteristics), marital status, sex (including but not limited to pregnancy and gender identity), age, or sexual orientation, and the implementing rules and regulations of Title 2, Division 4, Chapter 5, Section 8107 of the California Code of Regulations.

XI. TERMINATION

Either party may terminate this Agreement in whole or in part without cause upon 30 days advance written notice to the other party. Unexpended advance payment balances must be returned to The Regents within 60 days of termination.

Upon Recipient or Puente's decision to terminate program, Recipient will notify Puente parents and students and set in place a transitional plan.

A. The transitional plan must, at a minimum, designate a counselor who will continue to work with Puente students until their graduation or exit from the school, in order to monitor their individual academic planning towards college enrollment. This will include ensuring that the students are familiar with college requirements and A-G courses, take the requisite tests, and are provided with assistance on the required personal statement and on completing college applications.

B. The transitional plan must also identify a teacher or counselor who will provide data on the Puente students to the Puente Statewide Office until the students exit the school.

C. Puente will work with Recipient to establish further transitional plan guidelines specific to the Recipient students and parents.

XII. AMENDMENTS

All amendments or modifications to this Agreement shall be by mutual consent of the parties and shall be in writing.

XIII. PROJECT PERSONNEL AND OTHER INFORMATION

The following staff are the contacts to resolve any issues arising through activities conducted under this agreement.

The Regents'/Puente Contacts

Program Matters

Jane Allsopp	Director, Puente High School Programs	(510) 664-9912	jane.allsopp@berkeley.edu

Fiscal and Contractual Matters

Synta Bogan	Financial Analyst, Puente Project	(510) 664-9953	synta@berkeley.edu

Recipient Contacts (Please fill out contact information below.)

Program Matters

Name: Patricia Luckeroth Lockhart Title: Director Email: lockhart_p@auhsd.us

Fiscal and Contractual Matters

Name: Patricia Luceroth Lockhart Title: Director Email: lockhart_p@auhsd.us

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Authorized Representative for the Regents

Signature: _____ Date: _____

Name: _____

Title: _____

Authorized Representative for the Recipient

Signature: _____ Date: _____

Name: Patricia Luckeroth-Lockhart

Title: Director, Guidance & Student Services

Attachment A

RESPONSIBILITIES OF THE RECIPIENT

Recipient shall be responsible for the following:

A. Puente Class

The Puente college preparatory ninth and tenth grade English classes shall be scheduled **during the morning**. Puente is considered an honors class at some sites.

B. Staffing

Staff Selection and Coordination
Recipient will provide the following staff for each high school program annually. A program is defined as up to four cohorts of one class of no fewer than 27 students or two classes of 20:1 students each.

1. **Certified English Teacher**

   Teacher's schedule should enable full team participation over a 2-year period (9th and 10th grade English classes).

2. **Counselor**

   Counselor should be a full time (50%) Pupil Personnel Services (PPS) credentialed counselor, preferably bilingual (English-Spanish), assigned at least 50% time to the Puente Project. This assignment means, for example, if Recipient considers 400 students a full counseling load, then 200 students or (50%) are assigned to the Puente counselor from general counseling and the 50% balance is assigned to the counselor for Puente students, the parent component, and co-coordination of the program. The 50% non-Puente assignment should not be for coordinating or managing another major program e.g., MESA, AVID, etc.

   In recognition of current fiscal constraints, the parties recognize that the counselor time to be dedicated to the Puente Project indicated above is a deviation from the standard required percentage (as described in the *Puente High School Program Implementation Guidelines).* In good faith, the Recipient shall restore the counseling assignment to its original design as soon as it is able to do so. Also, in order to mitigate the effects of a reduced Puente-dedicated counselor, Recipient should preferably assign a counseling intern to each high school program and partner with Puente in ensuring that the counseling intern attends staff development trainings provided by Puente.

3. **Clerical assistance of at least 10 hours a week for the Puente Project**

4. **Consultations and Prior Approvals**

   a. Teaching and counseling staff shall be selected in consultation with Puente. High School Site Administrator will contact the designated Puente coordinator who will inform the appropriate Puente staff. This required consultation process may include an on-site interview and/or classroom observation by Puente staff. Recipient maintains final selection discretion.

   b. Any changes in District's teaching and counseling staff for this Agreement must be discussed in advance with the Puente Executive Director or his designee. Personnel changes made without prior consultation may result in the high school paying for the cost of training the replacement staff. This cost is $2,500 per person.

C. Office and Administrative Support

1. Recipient is responsible for providing office space in the counseling department area for the counselor, including a personal computer with access to the school scheduling and student record system, for scheduling and counseling students. Office and equipment shall be provided by the first day of instruction of 2014, 2015 and 2016.
2. Recipient agrees to provide office space and a personal computer for the clerical assistance to the program. Office and equipment shall be provided by first day of instruction of 2014, 2015 and 2016.
3. Recipient is responsible for providing access to long distance and fax services for counselor, teacher and clerical.

D. Training and Field Trip Days

Recipient agrees to release counselors and teachers, and to cover substitute teacher costs out of Recipient funds, to attend all required Puente training sessions and to take students on field trips to colleges and cultural events. Recipient agrees to reimburse counselors and teachers for the use of their privately owned vehicle for travel to Puente training events. Recipient will provide up to nine (9) substitute days per Puente teacher to participate in these activities.

Attachment B

RESPONSIBILITIES OF PUENTE

Puente shall be responsible for the following:

A. Training

Puente will provide the following staff development trainings and support at no cost to Recipient:

1. Puente Summer Institute (PSI): initial mandatory, weeklong training for new teachers and counselors selected to participate in the Puente program. Training program will include instruction on improving student writing, effective counseling strategies, incorporating concepts of community and leadership into the curriculum, working as a team to establish and implement the program, and program accountability.
2. Ongoing training for teachers and counselors participating in the Puente program. Training will consist of regional or statewide training sessions and area network meetings as needed annually.
3. Ongoing support provided by Puente coordinators and state office training staff through telephone and email consultations and site visits.
4. Teacher and counselor resource materials and community leadership/mentoring materials.

B. Assessment

1. Puente will provide ongoing assessment of Recipient's program, including: student outcome data analysis; writing portfolio assessment; statewide and local site assessment data collection and reports.

ANAHEIM UNION HIGH SCHOOL DISTRICT
501 Crescent Way – P.O. Box 3520
Anaheim, CA 92803-3520

EDUCATIONAL CONSULTING AGREEMENT

THIS AGREEMENT is made and entered into this:

10th	day of	July	2014

by and between

The Regents of the University of California on behalf of UCI's Irvine Math Project

Independent Contractor, hereinafter referred to as "Consultant" and the Anaheim Union High School District, hereinafter referred to as "District."

WHEREAS the District is in need of special services and advice;

WHEREAS such services and advice are not available at no cost from public agencies; and

WHEREAS Consultant is specially trained, experienced, and competent to provide the special services and advice required; and

WHEREAS such services are needed on a limited basis.

NOW, THEREFORE, the parties hereto agree as follows:

1. Services to be provided by Consultant:

Regents, University of California, Irvine (UCI Math Project), an educational consultant, will:

a) Revise and write curricular unit plans and train teachers to write unit lessons for new common core courses, as detailed in "ATTACHMENT A." The instructional units will order and develop lessons with research-based strategies and academic language, following the pacing outlined in the proposed year at a glance for common core Math 1 and Math 2.

b) Professional development provided to mathematics teachers for new and existing mathematics courses, as detailed in "ATTACHMENT A." Teachers attending the training will learn research-based activities and improve pedagogical techniques. Teachers will participate in hands-on, conceptual activities, and then discuss modifications and implementation strategies.

c) Provide Classroom Demonstration Lessons in two Math 1 or Math 2 classrooms, with classroom teachers in attendance, and debrief during a third period.

d) Write two Performance Task Assessments; one for Math 1 and one for Math 2.

e) Create Parent Letter and Student Tool Box for each curricular unit in both Math 1 and 2

Site/School:	All AUHSD Schools and District Campus	Funds (Cost Center):	Title I Funds

2. List of Other Supportive Staff or Consultants:

No other support staff is required.

3. Consultant shall commence providing services under this AGREEMENT on:

Date:	July 11, 2014

and shall diligently perform as specified and complete performance by:

Date:	June 30, 2015

Consultant shall perform said services as an independent contractor and not as an employee of the District. Consultant shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

4. District shall prepare and furnish the following information to Consultant, upon request, such information as is reasonably necessary to the performance of Consultant to this AGREEMENT:

The Education Division will provide instructional materials necessary for curriculum development/revision, such as mathematics textbooks and curriculum guides that are currently in use.

5. District shall pay Consultant the maximum amount of

$68,000

for services rendered

to # of people:	A minimum of 70 mathematics teachers	# hours per day:	8	# of days:	30

pursuant to this AGREEMENT. Payment shall be made 15 to 30 days after receipt of invoice. Consultant shall submit an invoice to District.

6. Either party may at any time for any reason terminate this AGREEMENT and compensate Consultant only for services rendered to the date of termination. Written notice by the District's superintendent or UCI Procurement Services shall be sufficient to stop further performance of services by Consultant. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.

7. Either party shall defend, indemnify and hold harmless the other party, its officers, employees, and agents from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such

liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Consultant, its officers, employees, or agents.

District shall defend, indemnify and hold harmless Consultant, its officers, employees, and agents from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officers, employees, or agents.

Neither termination of this Agreement nor completion of the acts to be performed under this Agreement shall release any party from its obligation to indemnify as to any claims or cause of action asserted so long as the event(s) upon which such claim or cause of action is predicated shall have occurred prior to the effective date of termination or completion.

8. This AGREEMENT is not assignable without written consent of the parties hereto.

9. Consultant and assistants shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, including Worker's Compensation.

10. Consultant, if an employee of another public agency, certifies that Consultant shall not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to the AGREEMENT.

11. The following is a brief description of what will be achieved by Consultant as a result of this AGREEMENT:

The consultant will develop curriculum and instructional strategies specifically designed to help students to conceptualize and master key mathematics standards, to facilitate improved student achievement results in mathematics.

12. What are the technical reasons Consultant is being hired as an Independent Contractor rather than an employee?

The UCI Math Project provides state approved research-proven curriculum and instructional strategies to support Program Improvement schools and districts. It is part of the California Subject Matter Project network, which has supported the California Department of Education (CDE) in its efforts to meet teacher quality goals since the implementation of the No Child Left Behind Act (2001).

List any technical support that will need to be supplied by District:

No technical support is required.

ATTACHMENT A

Irvine Math Project- Anaheim Union High School District Common Core Proposal 2013-14 Fiscal Year

2014-15 Grades 7-8 Summary

The work proposed below outlines a plan for the UC Irvine Math Project (IMP) to collaborate with district leadership to revise curricular units aligned to the Common Core Standards and Math Practices for grades 7 and 8 implementation in the 2014-15 academic year. Content for both courses is based upon the California Common Core State Standards for Mathematics (CCSSM) for each grade level, with the addition of some topics needed in the students' transition to CCSSM. IMP will work with teacher leaders to revise further develop units, including an end of unit assessments. The lesson will embed research-based, EL strategies. IMP will conduct professional development for both teachers and administrators to learn the mathematics and strategies and how to implement the curriculum. Curriculum will be analyzed and discussed at each PD session. IMP will also support AUHSD communication with parents through development of a parent letter and student tool box for each unit.

Spring-Summer 2014- Professional Development		
5 Total days of **Curriculum Writing Support** for CC Math 1 and CC Math 2 (2 days May; 3 Days June)	$1,200/day includes copies and prep.	$6,000
2 Total days of Summer **Professional Development (PD)** (1 day for each course: CC Math 1 and CC Math 2)- Max of 35 teachers	$2,000/day includes copies, materials, writing and prep.	$4,000
2014-2015 Curriculum Writing/Revision		
Write Performance Assessment Task for CC Math 1 and CC Math 2	$750 per task x 2	$1,500
Revise Middle School Curriculum (CC Math 1 & CC Math 2).	$75/hr x 15 hours per unit x 17 units.	$19,125
Create Parent Letter and Student Tool Box for each curricular unit CC Math 1 and 2	$2,500 per course x 2	$5,000

	courses	
Academic Year 2014-15- Professional Development		
Classroom Demonstration Lessons for Math 1 or Math 2 IMP will work with site administration and teachers to schedule and conduct demonstrations in 2 different classrooms (same lesson) or 2 periods, with a debrief and analysis time included during a third period. Site administrators are encouraged to provide substitutes for a few periods so that all teachers can observe and debrief the lessons. Demo lessons will be scheduled on a first come, first served basis and scheduled around each site's request (with a minimum 1 week advance notice of topic).	$720/partial day x 10 Demonstration Days includes copies, materials, writing, mileage and prep	$7,200
8 days of PD for Middle School Teachers to learn CC content (4 Math 1, 4 Math 2)- Max 35 teachers	$2,000/day includes copies, materials, writing and prep.	$16,000
Totals & Overhead		
On-going Communication General Teacher, Admin team, district, and partnership communication and support.	$2,500	
10% UCI CFEP overhead tax	$6,132	
Grand Total 2014-15	**$67, 457**	

COMMON-LAW FACTORS

(IRS Revenue Rule 87-41)

Mark all items that are true for the intended Consultant (if completing on-line, double click the box to mark):

☒ **No Instructions**: The consultant will not be required to follow explicit instructions to accomplish the job.

☒ **No Training**: The consultant will not receive training provided by the employer. The consultant will use independent methods to accomplish the work.

☐ **Work Not Essential to the Employer**: The employer's success or continuation does not depend on the services of the consultant.

☒ **Right to Hire Others**: The consultant is being hired to provide a result and will have the right to hire others for actual work, unless otherwise noted.

☐ **Control of Assistants**: Assistants hired at consultant's discretion; consultant responsible for hiring, supervising, paying of assistants.

☐ **Not a Continuing Relationship**: If frequent, will be at irregular intervals, on call, or whenever work is available.

☒ **Own Work Hours**: Consultant will establish work hours for the job.

☒ **Time to Pursue Other Work**: Since specific hours are not required, consultant may work for other employers simultaneously, unless otherwise noted.

☒ **Job Location**: Consultant controls job location, under district discretion, whether on employer's site or not.

☒ **Order of Work**: Consultant, rather than employer, determines order or sequence of steps in performance of work.

☐ **No Interim Reports**: Only specific pre-determined reports defined in the consulting agreement.

☒ **Basis of Payment**: Consultant paid for services rendered, if applicable (see Agreement #4); total compensation set in advance of starting the job.

☒ **Business Expenses**: Consultant is responsible for incidental or special business expenses.

☒ **Tools and Equipment**: Consultant furnishes the identified tools and equipment needed for the job.

☒ **Significant Investment**: Consultant can perform services without using the employer's facilities. Consultant's investment in own trade is real, essential, and adequate.

☐ **Possible Profit or Loss**: Consultant does these (check valid items):

- ☐ Hires, directs, pays assistants
- ☐ Has equipment, facilities
- ☐ Has a continuing and recurring liability
- ☐ Performs specific jobs for prices agreed-upon in advance
- ☐ Lists services in Business Directory
- ☐ Other (explain) _____

☒ **Work for Multiple Employers**: Consultant may perform services for more than one employer simultaneously, unless otherwise noted.

☐ **Services Available to the General Public** (check valid items):

- ☐ Maintains an office
- ☐ Business license
- ☐ Business signs
- ☐ Advertises services
- ☐ Lists services in Business Directory
- ☐ Other (explain) _____

☒ **Limited Right to Discharge**: Consultant not subject to termination as long as contract specifications are met, unless otherwise noted (see Agreement #5 and #11).

☒ **No Compensation for Non-Completion**: Responsible for satisfactory completion of job; no compensation for non-completion.

IN WITNESS WHEREOF, the parties hereto have caused this AGREEMENT to be executed:

CONSULTANT:	**DISTRICT:**
Typed Name of consultant:	
Regents, University of California, Irvine	**Anaheim Union High School District**
Typed Name/Title of Authorized Signatory:	Typed Name of Assistant Superintendent:
(1) Rick Coulon, Assistant Director; (2) Stephanie Reyes-Tuccio, Director	**Diane Donnelly-Toscano, Ed.D..**
Authorized Signatures:	Signature of Director of Curriculum/Instruction:
(1) (2)	
Street Address:	Street Address:
479 Social Science Tower, UC Irvine	**501 Crescent Way, P.O. Box 3520**
City, State, Zip Code	City, State, Zip Code
Irvine, CA 92697-2505	**Anaheim, CA 92803-3520**
Date:	Date:
June 20, 2013	July 12, 2013

Mark Appropriately:

Independent/Sole Proprietor:	
Corporation:	X
Partnership:	
Other/Specify:	

Social Security Number*	or	Federal Identification Number*
		95-2226406

*Or, initial below:

	I have completed a new IRS Form **W-9** that will be submitted directly to AUHSD Accounting.

Telephone Number:	E-mail Address:
(949) 824-6510	rcoulon@uci.edu

If a company/corporation is being approved, the signature must be that of a responsible person. Typed company/corporation/individual's name must be identical to that on page 1.

PRINCIPAL/DISTRICT ADMINISTRATOR:

Signature of Principal or District Administrator:

Signature:		Date:	

EXHIBIT S

AGREEMENT NUMBER: 40795

ANAHEIM UNION HIGH SCHOOL DISTRICT
INCOME AGREEMENT

This AGREEMENT is hereby entered into this 19th day of June, 2014, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as SUPERINTENDENT, and Anaheim Union High School District, 501 North Crescent Way, Anaheim, California 92801, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

WHEREAS, DISTRICT is in need of such special services and advice; and

WHEREAS, SUPERINTENDENT is specially trained and experienced and competent to perform the special services required by the SUPERINTENDENT, and such services are needed on a limited basis;

NOW, THEREFORE, the Parties hereby agree as follows:

1.0 SCOPE OF WORK. DISTRICT hereby engages SUPERINTENDENT as an independent contractor to perform the following described work and SUPERINTENDENT hereby agrees to perform the following described services upon the terms and conditions hereinafter set forth. Specifically, SUPERINTENDENT's English Language Arts, Instructional Services Program shall perform the following services:

1.1 Provide three (3) days of Expository Reading and Writing (ERWC) training. Materials to be provided by Stanislaus County of Education and DISTRICT will provide facility.

2.0 TERM. This AGREEMENT shall commence on July 1, 2014, and end on October 31, 2014, subject to termination as set forth in this AGREEMENT.

3.0 PAYMENT. SUPERINTENDENT agrees to perform the services as described in Section 1.0 of this AGREEMENT at no cost ($0.00) to DISTRICT. Funds for this training are provided by a State grant through the Stanislaus County Office of Education.

4.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT, in the performance of this AGREEMENT, shall be and act as an independent contractor. SUPERINTENDENT understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT'S employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. SUPERINTENDENT assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. SUPERINTENDENT shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to SUPERINTENDENT'S employees.

5.0 HOLD HARMLESS/INDEMNIFICATION.

A. SUPERINTENDENT hereby agrees to indemnify, defend, and hold harmless DISTRICT, its Governing Board, officers, agents, and employees from liability and claims of liability for bodily injury,

personal injury, sickness, disease, or death of any person or persons, or damage to any property, real personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of SUPERINTENDENT or the Orange County Board of Education during the period of this AGREEMENT.

B. DISTRICT herby agrees to indemnify, defend, and hold harmless SUPERINTENDENT, the Orange County Board of Education, and its officers, agents, and employees from liability and claims of liability for bodily injury, personal injury, sickness, disease, or death of any persons or persons, or damage to any property, real, personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of DISTRICT during the period of this AGREEMENT.

6.0 ASSIGNMENT. The obligations of the DISTRICT pursuant to this AGREEMENT shall not be assigned by the DISTRICT without prior written approval of SUPERINTENDENT.

7.0 TOBACCO USE POLICY. In the interest of public health, the SUPERINTENDENT provides a tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles, and on any property owned, leased or contracted for by the SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400.15. Failure to abide with conditions of this policy could result in the termination of this AGREEMENT.

8.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that they will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin,

ancestry, physical handicap, medical condition, marital status, or sex of such persons.

9.0 TERMINATION. Either party may terminate this AGREEMENT with or without reason with the giving of thirty (30) days written notice to the other party. DISTRICT shall compensate SUPERINTENDENT only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by SUPERINTENDENT. Notice shall be deemed given when received by the SUPERINTENDENT or DISTRICT or no later than three (3) days after the day of mailing, whichever is sooner.

10.0 NOTICE. All notices or demands to be given under this AGREEMENT by either party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this AGREEMENT, the addresses of the parties are as follows:

DISTRICT: Anaheim Union High School District
501 North Crescent Way
Anaheim, California 92801
Attn: _____

SUPERINTENDENT: Orange County Superintendent of Schools
200 Kalmus Drive
P.O. Box 9050
Costa Mesa, California 92628-9050
Attn: Patricia McCaughey

11.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

12.0 SEVERABILITY. If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

13.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California.

14.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits attached hereto constitute the entire agreement among the Parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both Parties to the AGREEMENT.

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IN WITNESS WHEREOF, the Parties hereto set their hands.

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
BY: _____ Authorized Signature	BY: _____ Authorized Signature
PRINT NAME: _____	PRINT NAME: Patricia McCaughey
TITLE: _____	TITLE: Coordinator
DATE: _____	DATE: June 19, 2014

AUHSD-Income-(ERWC)(4)14
ZIP6

COLLEGE READINESS SYSTEM™ SOLUTIONS AGREEMENT

COLLEGE BOARD CONTRACT #: 2015S-K12-26582

THIS AGREEMENT, including all appendices, exhibits, and schedules attached hereto (the "Agreement"), is made as of this 24th day of June, 2014 ("Effective Date"), by and between Anaheim Union High School District ("Client") and the College Board (the "College Board").

WHEREAS, the College Board shall make available, and Client may order the following College Board exams, products, and services related to College Readiness System™.

NOW, THEREFORE, in consideration of the foregoing, the mutual covenants and undertakings contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties, intending to be legally bound, hereby agree to the following:

1.0 Services & Deliverables. The College Board shall furnish Client with the following selected services and/or deliverables ("Deliverables") in accordance with the applicable Schedule attached hereto and incorporated herein by this reference:

☒ **PSAT/NMSQT®[1] Exam**
☒ **ReadiStep™ Assessment**

The parties agree that purchases after the commencement date of this Agreement shall be added by a Schedule signed by both parties covering such exams, products, and/or services.

2.0 Term & Termination.

2.1 Term. This Agreement shall be for a term beginning as of July 1, 2014 and, unless sooner terminated as provided herein, will expire on June 30, 2015 ("Initial Term"). Client may renew this Agreement in twelve (12) month increments ("Renewal Term"), upon notice to the College Board of its intent to renew within thirty (30) days prior to the expiration date of this Agreement. During any Renewal Term, this Agreement shall be subject to the College Board's then-current fees and policies at the time of renewal. The Initial Term and each subsequent Renewal Term shall be collectively referred to as the "Term." If the Term includes testing for the 2015-2016 academic year or after, for such period, this Agreement, including the applicable Schedule(s), will be revised to reflect operational changes associated with any redesigned assessments.

2.2 Termination. If either party breaches any of the provisions of this Agreement (including but not limited to Client's failure to make any payment when due), either party shall have the right to give the other party written notice to cure such breach within thirty (30) days and, if such breach is not cured within a thirty (30) day period, either party shall have the right to terminate this Agreement, without waiver of any other remedy, whether legal or equitable; provided, however, if Client breaches the Representations and Warranties, Ownership, or Confidentiality provisions, then the College Board shall have the right to terminate this Agreement immediately.

[1] PSAT/NMSQT is a registered trademark of the College Board and the National Merit Scholarship Corporation and should be so noted in all communications.

2.2.1 Rights After Termination. If any Schedule is terminated for any reason, all rights granted to Client hereunder with respect to the deliverables under that Schedule shall cease, and Client shall; (a) immediately cease all use of the applicable deliverables and purge any and all software, content, and materials from Client's computer systems, storage media and files, and all copies thereof, as applicable, and (b) promptly return or destroy, at College Board's direction, content and materials, and all copies thereof, and all other confidential information of College Board then in Client's possession or under Client's control. Upon termination of this Agreement, the College Board shall terminate Client's access to any systems to which Client has access under this Agreement.

2.2.2 Partial Payment Upon Termination. Client will compensate the College Board for all services performed, products furnished, and licenses granted, including any costs associated with the initial deployment of resources in preparation for providing the services under this Agreement, through the effective date of any termination in accordance with invoices issued or to be issued by the College Board.

2.2.3 Availability of Deliverables. In addition to its other rights hereunder, the College Board may cease making certain Deliverables commercially available at any time by providing Client sixty (60) days written notice. In such event, the College Board will cease furnishing such Deliverable(s) under this Agreement and the Agreement shall continue in full force and effect, except for provisions specifically affecting such Deliverable(s). The College Board will refund Client any fees paid for the unused portion of such Deliverable(s).

3.0 Fees and Payment. Client shall pay those fees set forth in each Schedule for the services and deliverables furnished during the 2014–2015 implementation year. Unless otherwise indicated in a Schedule, payment terms are Net 30.

4.0 Taxes. Client agrees to pay any sales, use, value added or other taxes or import duties (other than the College Board's corporate income taxes) based on, or due as a result of, any fees paid to the College Board under this Agreement, unless Client is exempt from such taxes as the result of Client's corporate or government status and Client has furnished the College Board with a valid tax exemption certificate.

5.0 Representations and Warranties.

5.1 Authority. Client represents and warrants that it is empowered under applicable state laws to enter into and perform this Agreement and it has caused this Agreement to be duly authorized, executed, and delivered.

5.2 College Board Services Warranty. The College Board represents and warrants that it shall perform its obligations under this Agreement in a professional, workmanlike manner.

5.3 College Board Disclaimer of Implied Warranties. EXCEPT AS PROVIDED ABOVE, THE COLLEGE BOARD MAKES NO WARRANTIES WHATSOEVER AND PROVIDES THE SERVICES AND DELIVERABLES, AS APPLICABLE, ON AN "AS IS" AND "AS AVAILABLE" BASIS. THE COLLEGE BOARD HEREBY DISCLAIMS ALL OTHER WARRANTIES, WHETHER EXPRESS, IMPLIED, OR STATUTORY, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT OF THIRD PARTY RIGHTS. THE COLLEGE BOARD DOES NOT WARRANT THE OPERATION OF THE DELIVERABLES TO BE UNINTERRUPTED OR ERROR-FREE OR THAT ALL DEFICIENCIES OR ERRORS ARE CAPABLE OF BEING CORRECTED. FURTHERMORE, THE COLLEGE BOARD DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS REGARDING THE USE OF THE DELIVERABLES OR THE RESULTS OBTAINED THEREFROM OR THAT THE DELIVERABLES WILL SATISFY CLIENT'S REQUIREMENTS.

6.0 Limitation of Liability. TO THE EXTENT PERMITTED BY LAW, AND NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, THE TOTAL LIABILITY, IN THE AGGREGATE, OF THE COLLEGE BOARD AND ITS OFFICERS, TRUSTEES, PARTNERS, EMPLOYEES, AGENTS AND THE COLLEGE BOARD'S SUBCONTRACTORS AND CONSULTANTS, AND ANY OF THEM, TO CLIENT AND ANYONE CLAIMING BY, THROUGH OR UNDER CLIENT, FOR ANY AND ALL CLAIMS, LOSSES, COSTS, OR DAMAGES WHATSOEVER ARISING OUT OF, RESULTING FROM OR IN ANY WAY RELATED TO THIS AGREEMENT OR THE WORK PERFORMED BY THE COLLEGE BOARD PURSUANT TO THIS AGREEMENT FROM ANY CAUSE OR CAUSES, INCLUDED BUT NOT LIMITED TO THE NEGLIGENCE, PROFESSIONAL ERRORS OR OMISSIONS, STRICT LIABILITY OR BREACH OF CONTRACT OR WARRANTY EXPRESS OR IMPLIED OF THE COLLEGE BOARD OR THE COLLEGE BOARD'S OFFICERS, TRUSTEES, PARTNERS, EMPLOYEES, AGENTS, SUBCONTRACTORS OR CONSULTANTS OR ANY OF THEM, SHALL NOT EXCEED THE ACTUAL AMOUNT PAID TO THE COLLEGE BOARD UNDER THIS AGREEMENT FOR THE SPECIFIC DELIVERABLE SUBJECT TO THE DAMAGES CLAIM.

IN NO EVENT SHALL EITHER PARTY, THEIR AFFILIATES OR THEIR SUBCONTRACTORS BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, CONSEQUENTIAL, EXEMPLARY, OR PUNITIVE DAMAGES (INCLUDING, BUT NOT LIMITED TO, ANY DAMAGES FOR LOSS OF PROFITS OR SAVINGS, LOSS OF USE, BUSINESS INTERRUPTION OR THE LIKE), EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

7.0 Indemnification. To the extent permitted by law and notwithstanding any other provision of this Agreement, Client agrees to indemnify, hold harmless, and defend the College Board from and against any and all liabilities, demands, claims, fines, penalties, damages, forfeitures, and suits, together with reasonable attorneys' and witnesses' fees and other costs and expenses of defense and settlement, which the College Board may incur, become responsible for or pay out as a result of death or bodily injury or threat thereof to any person, destruction of or damage to any property, contamination of or adverse effect on natural resources or the environment, any violation of local state or federal laws, regulations, or orders, or any other damages claimed by third parties (collectively, "Damages") provided, however, that Client shall not be obligated to indemnify the College Board to the extent such Damages are caused directly by the negligence or willful misconduct of the College Board.

8.0 Ownership of Intellectual Property. Client agrees and acknowledges that all intellectual property provided under or pertaining to the Agreement, including, but not limited to, any College Board publications, College Board website(s), CD-ROMs, videos, examinations, and all items contained therein, including all copies thereof, all data and score reports and any parts thereof, all copyrights, trademarks, trade secrets, patents, and other similar proprietary rights are the sole and exclusive property of the College Board. Nothing in this Agreement should be interpreted to indicate that the College Board is passing its proprietary rights in and to the College Board Intellectual Property to the Client except as specifically provided under a particular Schedule.

9.0 Miscellaneous.

9.1 Cooperation. Client shall cooperate fully with College Board, its agents, consultants, and subcontractors and provide all assistance as reasonably necessary for the College Board to furnish the Deliverables as applicable, including but not limited to: (a) fulfilling its obligations under the applicable Schedule and (b) other assistance reasonably required by College Board to fulfill its obligations under this Agreement.

9.2 Force Majeure. No party will be responsible to the other, and such shall not be grounds to terminate this Agreement, for disruptions in usage of the Deliverables caused by acts of God, acts of terrorism, government action, curtailment of transportation facilities, Client's failure to cooperate as described in Section 9.1 (Cooperation), labor strikes, governmental authority, or all other events beyond the reasonable control of the party claiming rights under this Section (a "Force Majeure Event"); provided that the College Board shall have a duty to reasonably mitigate, or cause to be mitigated, any such disruptions (or parts thereof). The College Board's obligation

to furnish the Deliverables shall be suspended (or reduced, as applicable) during the period and to the extent that provision of the Deliverables is disrupted by the Force Majeure Event, without such suspension or disruption constituting a material breach of its obligations under this Agreement.

9.3 Governing Law. This Agreement is governed by the laws of the State of California, U.S.A. Any dispute or controversy arising out of or relating to this Agreement or otherwise shall be determined by a court of competent jurisdiction; provided, however, that prior to the instigation of any such action (other than an action for equitable relief) a meeting shall be held at a mutually agreed upon location, attended by individuals with decision-making authority to attempt in good faith to negotiate a resolution of the dispute. If within forty-five (45) days after such meeting the parties have not succeeded in resolving the dispute, either party may proceed at law, or in equity, in a court of competent jurisdiction.

9.4 Notices. All notices or other communications hereunder shall be deemed to have been duly given and made if in writing and if served by personal delivery upon the party for whom it is intended on the day so delivered, if delivered by registered or certified mail, return receipt requested, or by courier service on the date of its receipt by the intended party (as indicated by the records of such of the U.S. Postal Service or the courier service), or if sent by e-mail, or if not a business day, the next succeeding business day, provided that the email sender retains confirmation of a "read-receipt" which acknowledges recipient's opening of such email, or if not available, promptly confirms by telephone confirmation thereof, to the person at the address set forth below, or such other address as may be designated in writing hereafter, in the same manner, by such person:

To College Board:	**With a copy to**	**To Client:**
K-12 Contract Management	Legal Department	
		Assistant Superintendent
The College Board	The College Board	Anaheim Union High School District
45 Columbus Avenue	45 Columbus Avenue	501 North Crescent Way
New York, NY 10023	New York, NY 10023	Anaheim, CA 92801
Tel: (212) 373-8796	Tel: (212) 713-8000	Tel: (714) 999-3501
Email:	Email:	
contractsmanagement@collegeboard.org	Legalnotice@collegeboard.org	

9.5 Publicity. Each party agrees to promptly inform the other party of all media inquiries prior to responding thereto and to permit the other party to review and approve prior to release any press releases regarding the products, services, and deliverables provided for under this Agreement.

9.6 Relationship of the Parties. The relationship of the Client and the College Board is that of independent contractors. Neither party nor their employees are partners, agents, employees, or joint ventures of the other party. Neither party shall have any authority to bind the other party to any obligation by contract or otherwise. The College Board, its employees, and agents shall not be considered employees of the Client while performing these services and will not be entitled to fringe benefits normally accruing to employees of the Client. Client and the College Board recognize and agree that the College Board is an independent contractor.

9.7 Third-Party Rights. Nothing contained in this Agreement, express or implied, establishes or creates, or is intended or will be construed to establish or create, any right in or remedy of, or any duty or obligation to, any third party.

9.8 Survival. It is agreed that certain obligations of the parties under this Agreement, which, by their nature would continue beyond the termination, cancellation, or expiration of this Agreement, shall survive termination, cancellation, or expiration of this Agreement, including without limitation, payment, ownership of

intellectual property, representations and warranties, limitation of liability, confidential and proprietary information, indemnification, term and termination, and Section 9 (Miscellaneous) herein.

9.9 Amendment; Waiver. Any provision of this Agreement may be amended or waived if, and only if, such amendment or waiver is in writing and signed, in the case of an amendment, by the parties, or in the case of a waiver, by the party against whom the waiver is to be effective. No failure or delay by any party in exercising any right, power, or privilege hereunder shall operate as a waiver thereof nor shall any single or partial exercise thereof or the exercise of any other right, power, or privilege. Except as otherwise provided herein, the rights and remedies herein provided shall be cumulative and not exclusive of any rights or remedies provided by law.

9.10 Severability. The provisions of this Agreement shall be deemed severable and the invalidity or unenforceability of any provision shall not affect the validity or enforceability of the other provisions hereof. If any provision of this Agreement, or the application thereof to any person or entity or any circumstance, is invalid or unenforceable, (a) a suitable and equitable provision shall be substituted therefor in order to carry out so far as may be valid and enforceable provision and (b) the remainder of this Agreement and the application of such provision to other persons, entities, or circumstances shall not be affected by such invalidity or unenforceability, nor shall such invalidity or unenforceability affect the validity or enforceability of such provision, or the application thereof, in any other jurisdiction.

9.11 Order of Precedence. In the event of conflict between the terms and conditions of any Schedule and the Agreement the terms and conditions of the Schedule shall prevail. The parties acknowledge and agree that each shall construe the terms, covenants, and conditions set forth in this Agreement, including each Schedule hereto, as consistent with one another insofar as possible, so as to give effect to the fullest extent possible to each particular clause. Client shall remit any Client-issued purchasing documents such as a contract or purchase order prior to the scheduled delivery of any License or Deliverable to ensure prompt payment for services and deliverables received under this Agreement ("Client Purchase Order"). Notwithstanding anything to the contrary, the parties hereby acknowledge and agree that the Client Purchase Order shall be subject to the terms and conditions of this Agreement and this Agreement shall override any terms and conditions included in the Client Purchase Order. Client acknowledges and agrees that the College Board may delay and/or withhold furnishing Licenses or Deliverables if Client fails to issue the Client Purchase Order for such License or Deliverable, as applicable, prior to the scheduled delivery date for such License or Deliverable.

9.12 Headings. Headings contained in this Agreement are for reference purposes only. They shall not affect in any way the meaning or interpretation of this Agreement.

Integration, Execution and Delivery. The Agreement includes the Schedules attached hereto and constitutes the entire agreement between the College Board and Client and supersedes all prior written or oral understandings, bids, offers, negotiations, or communications of every kind concerning the subject matter of this Agreement, including any Client Purchase Order. No course of dealing between parties and no usage of trade shall be relevant to supplement any term used in the Agreement. Acceptance or acquiescence in a course of performance rendered under the Agreement shall not be relevant to determine the meaning of the Agreement and no waiver by a party of any right under the Agreement shall prejudice that party's exercise of that right in the future. This Agreement may be executed through signatures to any number of counterparts, each of which shall be deemed an original, which together will constitute one Agreement. Delivery of an executed counterpart of this Agreement by electronic transmission shall be equally as effective as delivery of an original executed counterpart of this Agreement. Any party delivering an executed counterpart of this Agreement by electronic transmission also shall deliver an original executed counterpart of this Agreement but the failure to deliver an original executed counterpart shall not affect the validity, enforceability, and binding effect of this Agreement. The foregoing execution and delivery shall apply to this Agreement.

ANAHEIM UNION HIGH SCHOOL DISTRICT	THE COLLEGE BOARD
Signature	Signature
Diane Donnelly-Toscano, Ed.D Name	Jeremy Singer Name
Director, Curriculum and Instruction Title	Chief Operating Officer Title
Date	Date

PSAT/NMSQT
EARLY PARTICIPATION PROGRAM
FIXED FEE SCHEDULE

I. SCOPE OF WORK

The College Board's Early Participation Program ("Early Participation Program") is an initiative to support the involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning, and increase students' readiness for college expectations. Additionally, earlier involvement in the PSAT/NMSQT program will expose students to a wealth of college planning and preparation tools to get and keep them actively involved in the process. The College Board supports this initiative by providing districts with access to additional savings and associated deliverables when districts pay to engage at least one entire grade of sophomore students in taking the PSAT/NMSQT ("Participating Grade"). Shifting this financial obligation from the student to the district provides greater access for pre-junior students to the PSAT/NMSQT and initiates students' earlier entry on the road to college.

The College Board shall furnish the PSAT/NMSQT and the following deliverables and reports ("Services and Deliverables") to the schools designated by the Client in the Section III (List of Participating Schools) ("Participating Schools").

A. Description of Services and Deliverables.

1. Standard PSAT/NMSQT Program Deliverables

1.1 PSAT/NMSQT test materials (student guides and test booklets)
1.2 PSAT/NMSQT Score Report Plus (two copies per student)
1.3 Official Educator Guide to the PSAT/NMSQT (one per school)
1.4 School-level Summary Reports (one per school) (Available for schools testing at least 50 sophomores and 50 juniors. All other schools receive statistical summary reports).
1.5 ScoreWrite: A Guide to Preparing for the SAT Essay (online access)

1.6 School-level Summary of Answers and Skills (SOAS) Reports (Available for schools testing at least 50 sophomores and 50 juniors. All other schools receive statistical summary reports)
1.7 School-level AP Potential™ access
1.8 My College QuickStart™ access, including MyRoad™, for students who take the PSAT/NMSQT

2. Early Participation Program Deliverables

2.1 Unused test fees waived for all Participating Schools
2.2 District-level AP Potential access for multi-high school districts
2.3 District-level Summary of Answers and Skills (SOAS) Report for multi-high school districts
2.4 District-level Student Data Disk [2]
2.5 District-level System Summary Report

[2] The data will be provided on CD-ROM in the file format specified in the College Readiness Budget Schedule. It is the responsibility of the District to share this data with Participating Schools.

The Client acknowledges that successful implementation of the Early Participation Program is contingent on the Client requiring 100% of their high schools[2] to participate under this Agreement.

II. PSAT/NMSQT TERMS AND CONDITIONS

A. **Ownership of Intellectual Property**. The College Board is the exclusive owner of all rights in and to the PSAT/NMSQT examination, all individual test items (questions) and all data collected there from, including but not limited to all individually identifiable information collected under the registration and administration of the exam. In addition, the College Board is the exclusive owner of MyRoad, My College QuickStart, and the publications and reports described in Section I (Scope of Work), including all copyrights, trademarks[3], trade secrets, patents, and other similar proprietary rights, and all renewals and extensions thereof (collectively "College Board Intellectual Property"). The Client acknowledges and agrees that, nothing in this Schedule shall be interpreted to indicate that the College Board is passing its propriectary rights in and to College Board Intellectual Property to the Client.

B. **Student Reports.** The College Board hereby grants the Client a limited, nonexclusive, nontransferable, non-assignable right to use the score reports and individual student data for internal purposes only, which includes district-wide training sessions, as long as the data used during training preserves the confidentiality of students. The Client may not use or distribute the score reports externally or to third parties without the express written consent of the College Board.

C. **Confidentiality.** All information exchanged hereunder to which either party shall have access in connection with this Schedule, is confidential ("Confidential Information"), and except as otherwise expressly provided in this Schedule and to the extent permitted by law, neither party will authorize or permit the other party's Confidential Information to be disclosed to any third party, provided, however, that Confidential Information shall exclude any data or information that: (a) is publicly disclosed or expressly approved for public disclosure by the act of an authorized agent of either party; (b) becomes publicly known without breach of any confidentiality obligation; or (c) is required to be disclosed pursuant to any applicable law or regulation, government authority or duly authorized subpoena or court order.

D. **Required Information**. The Client shall furnish the College Board with: (i) a list of participating high schools with their respective High School Code as prescribed in Section III (List of Participating Schools); (ii) a review of estimated student enrollment from a public data source as prescribed in Section IV (Fee Calculation For Service and Deliverables); and (iii) the Client's contacts as prescribed in Section V (Contact Information), incorporated by reference herein. The Client will review the pre-populated enrollment data from public data sources and send any adjustments as prescribed in Section IV (Fee Calculation For Service and Deliverables). Changes to the list of participating high schools cannot be made after **September 12, 2014**. Schools without a valid high school code must submit a high school request form by **September 1, 2014**

In the event that: (i) any of the Client's schools are omitted from the List of Participating Schools ("Omitted Schools") or listed without valid high school codes, then such schools shall not be covered under this Schedule and (ii) students in Participating Schools that incorrectly enter a grade or fail to enter a grade on their answer sheets will be incorrectly depicted in reports furnished under this Schedule, and no adjustments can be made to the reports furnished to Client under this Schedule as outlined in Section I (Scope of Work).

III. LIST OF PARTICIPATING SCHOOLS

SCHOOL NAME	HIGH SCHOOL CODE
Anaheim Community Day School, Anaheim	054442
Anaheim High School, Anaheim	050090
Cypress High School, Cypress	050714
Gilbert High School, Anaheim	050089
John F Kennedy High School, La Palma	050379
Katella High School, Anaheim	050081
Loara High School, Anaheim	050084
Magnolia High School, Anaheim	050083
Polaris High School	Pending
Oxford Academy, Cypress	050776
Savanna High School, Anaheim	050087
Western High School, Anaheim	050092

IV. FEE CALCULATION FOR SERVICE AND DELIVERABLES

The fee calculation for this Schedule depends solely on the total enrollment figures for the Participating Grades as indicated in the College Readiness Agreement Budget Schedule ("Budget Schedule"), and the official Free and Reduced Priced Lunch (FRPL) percentage of the Client. If, during the term covered by this Schedule, the College Board is furnishing other assessments to Client in addition to the PSAT/NMSQT, or if multiple grades are being tested under this Schedule the fee calculation represents a greater discount. Please see the table below for specifics.

	Multiple Assessments and/or Grades	**Single Assessment and Grade**
Free and Reduced Price Lunch (FRPL)	PSAT/NMSQT per student	PSAT/NMSQT per student
<25%	$11.00	$13.00
>=25%	$10.50	$12.00

Clients will be charged a fixed fee based on enrollment, regardless of how many students actually take the PSAT/NMSQT examination. The enrollment and total cost indicated in the Budget Schedule are

estimates; the Client will be given an opportunity to adjust and review the enrollment in the fall to determine their final fee.

If the Client determines, after the signing of this Schedule, that the enrollment figures provided herein are incorrect by more than 5% (increase or decrease), the Client must provide the College Board with the adjusted enrollment figures, and identify how and where College Board may confirm this information. The Client shall send the updated enrollment figures and an official enrollment report or references, on official letterhead, to: PSAT/NMSQT Early Participation Program, College Board, 45 Columbus Avenue, New York, NY 10023 no later than **October 31, 2014**

Notwithstanding the foregoing, after the administration of the exam, the College Board may request a verification of enrollment by Participating Grade from the Client. If enrollment figures provided by the Client based on such request, differ from those provided herein, the College Board will adjust the total cost of the Schedule to account for either increases or decreases in enrollment. Additionally, in the event actual participation in a Participating Grade exceeds the Client's enrollment figures indicated herein, the Client shall remit payment to the College Board for any additional students at the full test fee of $14.00 per student. The College Board will cooperate with the Client regarding the time to remit payment for such fees.

No student participating under this Schedule will be assessed an individual fee for taking the PSAT/NMSQT examination. Furthermore, there are no fee waivers granted for juniors should they be covered under this Schedule.

READISTEP ASSESSMENT
EARLY PARTICIPATION PROGRAM
FIXED FEE SCHEDULE

I. SCOPE OF WORK

The College Board's Early Participation Program ("Early Participation Program") is an initiative to support the involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning, and increase students' readiness for college expectations. The College Board supports this initiative by providing Clients with access to additional savings when Clients pay to engage at least one entire grade of students in taking the ReadiStep exam ("Participating Grade"). Shifting this financial obligation from the student to the Client provides greater access for middle school students to the ReadiStep Program and initiates students' earlier entry on the road to college.

The College Board shall furnish the ReadiStep assessment and the following deliverables and reports ("Services and Deliverables") to the schools designated by the Client in Section III (List of Participating Schools) ("Participating Schools").

A. **Description of Services and Deliverables.** The ReadiStep assessment will be furnished by the College Board in October 2014 and will include the following ReadiStep Services and Deliverables:

a) ReadiStep test materials (test booklets, answer sheets, and supervisor's manuals)
b) *Official Educator Guide to the ReadiStep Assessment*
c) *Using ReadiStep Results and Skills Insight*
d) Student Score Report (two copies per Participating School)
e) School-level Summary Report (one per Participating School)
f) School and district-level Student Data Files
g) School- and district-level Summary of Answers and Skills (SOAS) Reports

In order for the Participating Schools to receive all deliverables, answer sheets must be returned by **October 31, 2014.**

The Client acknowledges that successful implementation is contingent on the Client requiring 100% of their schools[3] with students in the Participating Grade to participate under this Agreement.

B. **Required Information.** The Client shall furnish the College Board with: (i) a list of participating middle schools as prescribed in Section III (List of Participating Schools); and (ii) the Client's contacts as prescribed in Section V (Client Contact Information). The Client will use best efforts to estimate student enrollment for Participating Schools. Changes to the list of participating middle schools cannot be made after **September 12, 2014.**

[3] The College Board acknowledges that certain schools are excluded from this requirement, which include without limitation and by way of example, schools for the severely disabled, charter schools excluded from the administrative authority of the District, and schools primarily possessing students not enrolled to obtain a standard high school diploma.

In the event that: (i) any of the Client's schools are omitted from Section III (List of Participating Schools) ("Omitted Schools"), then such schools shall not be covered under this Agreement and (ii) students in Participating Schools listed on Section III (List of Participating Schools) who incorrectly enter a grade or fail to enter a grade on their answer sheets will be incorrectly depicted in reports furnished under this Schedule, and no adjustments can be made to the reports furnished to Client under section A, Description of Services and Deliverables.

II. READISTEP TERMS AND CONDITIONS

A. **Ownership of Intellectual Property**. The College Board is the exclusive owner of all rights in and to the ReadiStep examination, exam booklets, all individual test items (questions) and all data collected there from, including but not limited to all individually identifiable information collected under the registration and administration of the exam. In addition, the College Board is the exclusive owner of the publications and reports described in Section I, including all copyrights, trademarks, trade secrets, patents, and other similar proprietary rights, and all renewals and extensions thereof (collectively "College Board Intellectual Property"). Client acknowledges and agrees that, nothing in this Agreement shall be interpreted to indicate that the College Board is passing its proprietary rights in and to College Board Intellectual Property to the Client.

B. **Student Reports.** The College Board hereby grants the Client a limited, nonexclusive, nontransferable, non-assignable right to use the score reports and individual student data for internal purposes only, which includes district-wide training sessions, as long as the data used during training preserves the confidentiality of students. The District may not use or distribute the score reports externally or to third parties without the express written consent of the College Board.

C. **ReadiStep Test Booklets.** The College Board hereby grants to Client during the Term of this Agreement a limited, non-exclusive, non-transferable, non-assignable, revocable license to use the ReadiStep Test Booklets for the sole purpose of administering the ReadiStep assessment and reviewing the scores with students within the classroom of a Participating School. Client shall destroy ReadiStep Test Booklets upon termination of this Agreement.

Except as expressly provided herein, Client is prohibited from copying, disseminating, publishing, displaying or distributing in any form, or reproducing the ReadiStep Test Booklets in whole or in part, without the prior written consent of the College Board. Client does not gain any ownership interest in the ReadiStep Test Booklets.

D. **ReadiStep Assessment Administration.** Client shall comply with the any published security and administration guidelines set forth in the Supervisor's Manual for the ReadiStep™ Assessment.

III. LIST OF PARTICIPATING SCHOOLS

DISTRICT NAME	SCHOOL NAME
Anaheim Union High School District	Anaheim Community Day School, Anaheim
Anaheim Union High School District	Ball Junior High School, Anaheim
Anaheim Union High School District	Brookhurst Junior High School, Anaheim
Anaheim Union High School District	Dale Junior High School, Anaheim
Anaheim Union High School District	Lexington Junior High School, Cypress
Anaheim Union High School District	Orangeview Junior High School, Anaheim
Anaheim Union High School District	Oxford Academy, Cypress
Anaheim Union High School District	South Junior High School, Anaheim
Anaheim Union High School District	Sycamore Junior High School, Anaheim
Anaheim Union High School District	Walker Junior High School, La Palma

IV. FEE CALCULATION FOR SERVICE AND DELIVERABLES

The fee calculation for this Schedule depends solely on the total enrollment figures for the Participating Grades as indicated in the College Readiness Agreement Budget Schedule ("Budget Schedule"), and the official Free and Reduced Price Lunch (FRPL) percentage of the Client. If, during the term covered by this Schedule, the College Board is furnishing other assessments to Client in addition to ReadiStep, or if multiple grades are being tested under this Schedule the fee calculation represents a greater discount. Please see the table below for specifics.

	Multiple Assessments and/or Grades	**Single Assessment and Grade**
Free and Reduced Price Lunch (FRPL)	ReadiStep per student	ReadiStep per student
<25%	$3.00	$6.00
>=25%	$2.00	$6.00

Client will be charged a fixed fee based on enrollment, regardless of how many students actually take the ReadiStep examination. The enrollment and total cost indicated in the Budget Schedule are estimates; the Client will be given an opportunity to adjust and review the enrollment in the fall to determine their final fee.

If the Client determines, after the signing of this Schedule, that the enrollment figures provided herein are incorrect by more than 5% (increase or decrease), the Client must provide the College Board with the adjusted enrollment figures, and identify how and where College Board may confirm this information. The Client shall send the updated enrollment figures and an official enrollment report or references, on official letterhead, to: ReadiStep, College Board, 45 Columbus Avenue, New York, NY 10023 no later than **October 31, 2014**.

Notwithstanding the foregoing, after the administration of the exam, the College Board may request a verification of enrollment by Participating Grade from the Client. If enrollment figures provided by the Client based on such request, differ from those provided herein, the College Board will adjust the total cost of the Schedule to account for either increases or decreases in enrollment. ***Additionally, in the event actual participation in a Participating Grade exceeds the Client's enrollment figures indicated herein, the Client shall remit payment to the College Board for any additional students at the full test fee of $8.00 per student***. The College Board will cooperate with the Client regarding the time to remit payment for such fees.

No student participating under this Agreement will be assessed an individual fee for taking the ReadiStep assessment.

V. CLIENT CONTACT INFORMATION

	Primary[4]	Data Recipient[5]	Billing[6]
Name:		Cynthia Petitt	Joanie Taurman
Title:	Assistant Superintendent	Assessment & Evaluation Analyst	Accounting
Address:	501 North Crescent Way	501 North Crescent Way	501 North Crescent Way
City/State/Zip:	Anaheim, CA 92801	Anaheim, CA 92801	Anaheim, CA 92801
Phone:	(714) 999-3501	(714) 999-3567	(714) 999-3602
Fax:			
Email:	sevillano_p@auhsd.us	petitt_c@auhsd.us	taurman_j@auhsd.us

[4] This is the person to whom the College Board should direct primary communications.

[5] This is the person to whom the College Board should send the data/data access information for this Schedule, if different from the Primary Contact.

[6] The person to whom the College Board should send the invoice for this Schedule, if different from the Primary Contact.

BUDGET SCHEDULE

	Quantity	*Unit Price*	*Cost*	*Discount*	*Total Cost*
Year 2: 2014-15 Products and Services					
PSAT/NMSQT District Level Student Data File - Excel Ready	1	$50.00	$50.00	($50.00)	$0.00
PSAT/NMSQT EPP Fixed-Fee 10th Grade	5221	$14.00	$73,094.00	($18,273.50)	$54,820.50
ReadiStep Fixed-Fee 8th Grade	5228	$8.00	$41,824.00	($31,368.00)	$10,456.00
Sub Total for Year 2: 2014-15 Products and Services			***$114,968.00***	*($49,691.50)*	***$65,276.50***
Total			***$114,968.00***	*($49,691.50)*	***$65,276.50***

MEMORANDUM OF UNDERSTANDING
Between
ANAHEIM UNION HIGH SCHOOL DISTRICT
And
REGENTS OF THE UNIVERSITY OF CALIFORNIA
on behalf of
UNIVERSITY OF CALIFORNIA, IRVINE

The Memorandum of Understanding (MOU) that follows is a formal agreement and contract to work together to provide accountability for University of California School University Partnership (UC-SUP; includes UCOP programs i.e. EAOP and SAM), state programs (ARCHES-Multiple Pathways) and federal programs (FOCUS, GEAR UP, Math & Science Partnership, and TRIO). The goal of UC-SUP, GEAR UP, MSP, and TRIO programs is to provide the highest quality education to students within the Anaheim Union High School District (AUHSD) in order to increase the number of educationally disadvantaged students prepared for higher education and the workplace, and for regular and competitive admission to the University of California.

The University of California, Irvine (UCI) is committed to providing its UC-SUP, GEAR UP, ARCHES, MSP, and TRIO schools with effective programs that meet or exceed stated educational goals. Conducting ongoing, data-driven program evaluation is essential for fulfilling UCI's commitment. Evaluation will help assess program effects as well as serve as a guide for improving program models. Successfully conducting program evaluation requires that student level data be collected for both student and teacher program participation tracking and evaluative purposes. The University of California Office of the President (UCOP) is a major participant in this effort to ensure that UC-SUP programs are positively impacting program recipients, as is the US Department of Education (USDOE) and National Science Foundation (NSF) in ensuring accountability for the GEAR UP, MSP, and TRIO programs and the State of California for ARCHES-Multiple Pathways. While UCOP is coordinating a UC-wide data collection effort for UC-SUP program evaluation purposes --UCI is only one of ten UC campuses participating in this endeavor-- UCI is the only UC campus leading the EAOP and TRIO programs in AUHSD.

DATA SHARING

To accomplish the purposes stated above AUHSD and the Center for Educational Partnerships, representing UCI, will share student level data for purposes of program evaluation and enhancement. The Center for Educational Partnerships will inventory annually AUHSD's student databases at the end of each semester during the academic year. At that time, AUHSD and the Center for Educational Partnerships will work jointly to determine the provisions of the student database requirements for delivery to the Center for Educational Partnerships. The school sites to be involved for the annual student data collection include all middle and high schools in AUHSD.

Data Requirements and Delivery for Each Academic Year

AUHSD agrees to provide the Center for Educational Partnerships with the following student level data elements for all students attending schools in the district:

> Student Number; Permanent ID Number; First Name; Last Name; Gender; Grade; DOB; Home Language; Schl (ID); Year (Academic Year); Tm (Term); Grd (Grade level of student when course was taken); Crs ID (Code, letters and numbers); Std Course Title (Text); RT (a "repeat column" to indicate a student repeated a class); CP (class the school marked as college prep in the Course table); N/H (class the school marked as non-academic in the Course Table); Mark (grade received); Atmp (credits attempted); Comp (credits received).

The Center for Educational Partnerships agrees to share with AUHSD statistical and/or research findings generated by the Center for Educational Partnerships from the shared student data. The Center for Educational Partnerships will also keep AUHSD apprised of UCOP's progress in evaluating UC-SUP programs—this includes research design and findings, in addition to ARCHES, NSF and USDOE progress in evaluating the MSP and ITQ programs.

CONFIDENTIALITY

Student records contain sensitive information, the disclosure of which is governed by California Education Code section 49060 et seq. and implementing regulations contained in title 5 of the California Code of Regulations, "Directory information," as defined in Education Code section 49061, subdivision (c) may be released pursuant to Governing Board policy. However, directory information may not be released by the District or used by the Center for Educational Partnerships or UCI if a parent has notified the District that the information is not to be released. District shall be responsible for monitoring the provision of directory information to ensure that it does not release directory information to Center for Educational Partnerships and UCI for those students whose parents have provided a notice of non- disclosure.

Pupil record information, as defined in Education Code section 49061, subdivision (b), may be released by the District on a limited basis. The parties agree and acknowledge that the Center for Educational Partnerships, acting on behalf of UCI, is an "organization conducting studies for, or on behalf of, educational agencies or institutions for the purpose of...improving instruction," and on that basis the District shall provide the pupil record information to Center for Educational Partnerships. The sole use of the student data will be for research and educational program evaluation for programs directly related to the improvement of instruction in the District.

In accordance with the Education Code section 49076, subdivision (a)(2)(E), Center for Educational Partnerships shall not use pupil record information in any manner that will permit the personal identification of students or their parents by persons other than representatives of the Center for Educational Partnerships. The data will be stored both in a PC and disk format in a locked office at the Center for Educational Partnerships. The data collected by Center for Educational Partnerships will be shared with NSF, USDOE, UCOP for program evaluation purposes only. All data collected will remain confidential, and any reports generated from the data will be made in aggregate form to ensure that student or teacher identifiers, such as student or teacher name, and student or teacher identification numbers are not disclosed to others besides representatives of the Center for Educational Partnerships. Student or teacher identifiers will be used purely for longitudinal data tracking only.

Any requests made to the Center for Educational Partnerships for student data other than NSF, USDOE, and UCOP shall be immediately forwarded to the District for evaluation. The Center for Educational Partnerships shall not release or disclose any student or teacher information to any outside research department, institution, school or individual under any circumstances, without express written approval of the District. The Center for Educational Partnerships shall destroy all student and teacher data when no longer needed for program evaluation purposes. Center for Educational Partnerships and UCI shall indemnify, defend and hold harmless District for all losses and expenses (including costs and attorney's fees) associated with claims and liabilities arising from an unauthorized disclosure of student and teacher record information by the Center for Educational Partnerships.

TERMS
This Memorandum of Understanding and Contract shall become effective immediately when signed and remain in effect until September 2015 with the possibility of renewal.

TERMINATION
This MOU Contract may be terminated prior to the end of the term at the request of any party. The party initiating the termination shall provide written notice of its intent to terminate at least sixty (60) days prior to its intention to terminate. If the cause for termination is noncompliance, the party in default shall be given sixty (60) days to cure the default. Each party reserves the right, however, to determine if an effective cure can be implemented, and to terminate if and when it has an institutional need to do so.

INDEMNIFICATION
The parties hereto agree to indemnify, defend, and hold one another, their respective officers, agents, and employees harmless from and against all losses and expenses (including costs or attorney's fees) by reason of liability imposed by law upon the parties for damages because of bodily injury, personal injury, including death at any time resulting therefrom, sustained by any person or persons or an account of damage to property, including loss of use thereof, arising out of or in consequence of the performance of this MOU, provided such injuries to persons or damage to property are caused by or result from the negligent or intentional acts or omissions of the indemnifying party or its respective officers, agents and employees. The provisions under this indemnification, however, shall only apply in proportion to and to the extent of such negligent or intentional acts or omissions.

SUBCONTRACT AND ASSIGNMENT
Neither party shall assign its rights, duties or privileges under this MOU, nor shall either party attempt to confer any of its rights, duties or privileges under this MOU on any third party, without the written consent of the other party.

INDEPENDENT CORPORATION STATUS
This MOU is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

CALIFORNIA LAW
This MOU shall be governed by and the rights, duties and obligation of the parties shall be determined and enforced in accordance with the laws of the State of California. The parties further agree that any action or proceeding brought to enforce the terms and conditions of this MOU shall be maintained by Orange County, California.

ATTORNEY'S FEES
If either party files any action or brings any proceedings against the other arising out of this MOU, the prevailing party shall be entitled to recover, in addition to its costs of suit and damages, reasonable

attorneys' fees to be fixed by the court. The "prevailing party" shall be the party who is entitled to recover its costs of suit, whether or not suit proceeds to final judgment. No sum for attorney's fees shall be counted in calculating the amount of a judgment for purposes of determining whether a party is entitled to its costs or attorney's fees.

AMENDMENT
This Memorandum of Understanding and Contract may be amended only by written instrument signed by duly authorized representatives of the Anaheim Union High School District and the University of California, Irvine.

NOTICES
Any notice required to be given by the terms of this document shall be deemed to have been given when the same is personally delivered, or sent by first-class mail, postage prepaid, addressed to the respective parties as follows:

To: Center for Educational Partnerships
University of California, Irvine
5171 California Avenue, Ste. 150
Irvine, CA 92697

To: Anaheim Union High School District
501 N. Crescent Way
Anaheim, CA 92803

ADMINISTRATION OF AGREEMENT
The Anaheim Union High School District designates Michael Matsuda, his/her designee to represent the District in all matters pertaining to this Memorandum of Understanding. The University of California, Irvine designates Dr. Stephanie Reyes-Tuccio, his/her designee to represent the University in all matters pertaining to this Memorandum of Understanding.

SEVERABILITY
The invalidity in whole or in part of any provision of this Memorandum of Understanding and Contact shall not void or affect the validity of any other provision of this agreement.

IN WITNESS THEREOF, the University of California, Irvine, and the Anaheim Union High School District have executed this Memorandum of Understanding and Contract as of the date first written above.

Michael Matsuda
Superintendent,
Anaheim Union High School District

Date

Designee:

Erik Greenwood
Chief Technology Officer
Anaheim Union High School District

Date

Brent W. Yunek
Assistant Vice Chancellor, Enrollment Services
University of California, Irvine

Date

Designee:

Dr. Stephanie Reyes-Tuccio
Director, Center for Educational Partnerships
University of California, Irvine

Date

EXHIBIT V

CA. PPO # 16622

ORANGE COUNTY PUBLIC SAFETY
Service, Pride, Safety...

1040 E. Whittier Blvd
Suite 205
La Habra, CA. 90631
P(951)642-0247
F(951)346-9344

SERVICE AGREEMENT

This service agreement is made this 23rd day of June, 2014, by and between ORANGE COUNTY PUBLIC SAFETY ("Contractor") and The Anaheim Union High School District ("Client").
SERVICE ADDRESS: 501 Crescent Way Anaheim, Ca 92803
BILLING ADDRESS: 501 Crescent Way Anaheim, Ca 92803

1. **SCOPE OF SERVICES, AUTHORIZATION:** Client authorizes Orange County Public Safety ("Contractor") to enter the property at the service address in order to perform the security services as specified in Exhibit A, entitled "Scope of Work." Client warrants that it is the owner and/or other person in control of such property, or has full authority from such person to grant such authorization. Dedicated and alarm response services shall be performed beginning July 1, 2014.

2. **PAYMENT:** Contractor shall bill the client for patrol and alarm response services provided. The Client understands and agrees to pay for security services as set forth and agreed to by both client and contractor.

3. **SERVICE FEE**: The Client agrees to pay **$6,541.00** for services provided for the Anaheim Union High School District, Anaheim, California. The invoice will be provided to the Client on the 1st of the month, for services to be rendered the 1st of the following month through the last day of the that month (i.e. an invoice submitted July 1, will be paid by August 1, for services to be rendered through August 31).

4. **INDEMNIFICATION**: Contractor shall indemnify, hold harmless, and defend Anaheim Union High School District and its affiliated entities and personnel from and against any and all claims, allegations, demands, causes of action, damages, cost or expenses, actual attorney's fees, losses, or liability arising out of, or in connection with, Contractor's operations to be performed under this Agreement and due or claimed to be due to the Contractor's negligence or willful acts or omissions, including that of its employees, subcontractors, or agents. The provisions of this paragraph shall apply regardless of any limitation by insurance and shall survive the expiration or termination of this Agreement.

5. **TERM:** The term of this agreement shall be for ongoing patrol and alarm response services for the Anaheim Union High School District beginning July 1, 2014, and ending on June 30, 2015. At that point all parties will reassess the contract and make any necessary adjustments or revisions as needed. This contract may be terminated by either party with a 30 day notice to terminate in writing.

6. **INSURANCE:** Contractor agrees to secure all insurance that is required for approval by the Anaheim Union High School District.

7. **LIABILITY:** Any personal and or property damage incurred in enforcing any citizen's arrest will be submitted to OCPS's insurance agency/broker for appropriate handling and resolution. All claims will be investigated accordingly with all supporting documentation collected and submitted to handling agency/company by OCPS, client and or any persons making a claim.

8. **EMPLOYEES:** Client agrees to immediately notify OCPS of any specific concerns or issues observed that they may have with an OCPS officer. Any cause to have any employee removed from Client's property will be investigated immediately. Upon completion and at the sole discretion of the Client, the employee can be removed if justified.

9. **HOURS OF SERVICE:** The Client shall notify Contractor verbally or in writing of any change in hours or type of service.

10. SECURITY SERVICE: Orange County Public Safety agrees to furnish uniformed, armed security officers, as specified in Exhibit A, to patrol the Client's property and respond to alarm activations, to protect lives and property, and ensure personal safety.

11. TOWING: All tow requests are the responsibility of the Client.

12. LAW OF CONTRACT: The Client agrees that this contract shall be construed in accordance with the laws of the State of California. The parties of this agreement hereby irrevocably agree and confer jurisdiction to the state and/or federal courts located in and for the County of Orange, California, in any and all actions relating to this agreement, and waive any additional venue to which either party may be entitled by domicile or otherwise.

13. INDEPENDENT CONTRACTOR: Contractor is an independent contractor. Neither Contractor nor any of Contractor's officers, employees, agents, or subcontractors, if any, is an employee of Client by virtue of this Agreement or performance of any services under the Agreement.

14. LICENSES, PERMITS, ETC: Contractor represents and warrants to Client that all Contractor services shall be provided by a person or persons duly licensed by the State of California to provide the type of services to be performed under this Agreement and that Contractor has all the permits, qualifications, and approvals of whatsoever nature that are legally required for Contractor to conduct its business, all of which shall be in effect during the term of this Agreement.

15. ENTIRE AGREEMENT: This Agreement, including all Exhibits, contains the entire agreement between the parties and supersedes any prior oral or written understanding between the parties. This Agreement shall not be modified except by a mutual agreement of the parties in writing.

16. EXHIBITS: The following exhibits are attached and incorporated by reference:

Exhibit A, entitled "Scope of Work"

Authorized Client signature	Date
Authorized Client printed name	
Al Rodriquez, OCPS Co-owner signature	6/23/14 Date
Al Rodriquez, (Co-owner)	
Al Rodriquez, OCPS Co-owner printed name	

EXHIBIT A

SCOPE OF WORK

SCOPE OF SERVICE:

SECURITY SERVICE:

- OCPS will provide dedicated alarm response services Monday through Friday between the hours of 10:30PM and 5:30AM for all schools, including district administrative and maintenance facilities within the respective district.
- OCPS will provide alarm response services on weekends, beginning on Friday evening at 10:30PM and ending on Monday morning at 5:30AM.
- Officers will respond to alarms and investigate any suspicious persons or activities.
- Officers will complete and submit detailed reports of their findings.
- OCPS will conduct campus and vehicle patrols as agreed upon. Security patrols provide high visibility presence and assist as crime deterrence.
- OCPS will work directly with district administration as well as local law enforcement agencies on issues related to security and public safety for district properties.
- OCPS will provide additional security services to the Anaheim Union High School District upon request. This service will be billed separately from this service agreement.

Instructional Materials Submitted for Adoption
July 10, 2014
June 26, 2014-July 10, 2014

Curriculum	Basic / Suppl	Course Name/ Number	GR	Title	Publisher
English	Suppl.	Intensive Literature Reading Course #6103,6024, 6074, 6184	7-12	*Language for Learning*	SRA McGraw-Hill
English	Suppl.	Intensive Literature Reading Course #6103,6024, 6074, 6184	7-12	*Language for Writing Text & Workbook*	SRA McGraw-Hill
Business	Suppl.	Marketing Course #876	9-12	*Marketing Essentials*	McGraw-Hill
Math	Suppl.	Calculus AB HP (AB) Course #3800	11-12	*Multiple Choice to Prepare for the AP Calculus AB Exam*	Mathboat

SCHEDULE A

STUDENT IN NONPUBLIC SCHOOL UNDER EC 56030
Regular School Year 2013-14

STUDENT	DOB	GRADE	BOARD APPROVAL DATE	NONPUBLIC SCHOOL	TOTAL CONTRACT COST*
SYS-149	08-10-96	11	07-10-14	Beacon Day School	$8, 580.00
SYS-153	09-07-97	12	07-10-14	Rossier Park School	$4,356.40

*Includes transportation costs, if applicable.

EXHIBIT X

SCHEDULE A

STUDENT IN NONPUBLIC SCHOOL UNDER EC 56030
Addendum Regular School Year 2013-14

STUDENT	DOB	GRADE	BOARD APPROVAL DATE	NONPUBLIC SCHOOL	TOTAL CONTRACT COST*
SYS-099	03-07-95	12	07-10-14	Devereux Texas Treatment	$60,871.05

*Includes transportation costs, if applicable.

EXHIBIT Y

Field Trip Report

Board of Trustees July 10, 2014

1. Anaheim High School–Forestry Team (14 students; 7 male 7 female); Angela Lewis (female) adviser; Joe Chavez (male), Angela Schultz (female), Mike Barrera (male), chaperones.

   To: Yosemite, CA
   Dates: July 27, 2014–August 1, 2014
   Purpose: To provide team with field experience
   Expenses: ASB/Club Fundraisers: Registration, meals, transportation, accommodations

   Number of school days missed for this trip: 0
   Number of school days missed previously: 0
   Total number of days missed by this group: 0

2. Katella High School–Cheer (23 students; 3 male, 20 female); Brianna Barnes (female) adviser; Maria Flammer (female), chaperone. Chaperones from the organization will assist in meeting District guidelines.

   To: Los Angeles, CA
   Dates: July 31, 2014–August 3, 2014
   Purpose: Cheer Camp
   Expenses: ASB Club Fundraisers: Registration, transportation

   Number of school days missed for this trip: 0
   Number of school days missed previously: 0
   Total number of days missed by this group: 0

3. South Junior High School–Honors U.S. History (50 students; 16 male 34 female); Victoria Bower (female) adviser; Diane Bethencourt (female), Lisa Hawk (female), Jacob Smith (male), Denise Holbrook (female), Chris Holbrook (male), chaperones. Chaperones from the organization will assist in meeting District guidelines.

   To: Sacramento, CA
   Dates: April 9, 2015–April 10, 2015
   Purpose: To learn about the American political system
   Expenses: ASB/Club Fundraisers: Registration, transportation, meals, accommodations, substitutes
   Parent/Student: Registration, meals, transportation, accommodations
   Other (World Strides)

   Number of school days missed for this trip: 2
   Number of school days missed previously: 1
   Total number of days missed by this group: 3

EXHIBIT 7

Print Form

2013-2014 Quarterly Report on Williams Uniform Complaints
(Required by Education Code Section 35186)

District: Anaheim Union High School District

Person completing this form: Russell Lee-Sung

Title: Assistant Superintendent, Human Resources

☐	Quarter #1	July 1 to September 30, 2013	**Report due by October 31, 2013**
☐	Quarter #2	October 1 to December 31, 2013	**Report due by January 31, 2014**
☐	Quarter #3	January 1 to March 31, 2014	**Report due by April 30, 2014**
☒	Quarter #4	April 1 to June 30, 2014	**Report due by July 31, 2014**

Date information will be reported publicly at governing board meeting: July 10, 2014

Please check the box that applies:

☒ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancies or Misassignments	0		
Facility Conditions	0		
CAHSEE Intensive Instruction & Services (High school districts only)	0		
TOTALS	0		

Print name of Superintendent: Michael B. Matsuda

Signature of Superintendent: _____ Date: _____

Please submit to:

Suzie Strelecki
Senior Administrative Assistant
200 Kalmus Drive, *B-1009*
P.O. Box 9050, Costa Mesa, CA 92628-9050
(714) 966-4336 or fax to: (714) 549-2657

EXHIBIT A A

INTERNSHIP CREDENTIAL PROGRAM AGREEMENT

This Internship Credential Program Agreement ("**Agreement**") is entered into effective August 1, 2014 ("**Effective Date**") by and between Anaheim Union High School District, a legal association of school districts who have partnered for the purpose of providing contractual services for students, or state-supported K-12 educational service unit, which is located in the State of California, County of Orange (individually or collectively, "**District**"), and National University ("**University**"), a California nonprofit, private university.

RECITALS

A. **University** is accredited by the Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). **University** has met all of the preconditions prescribed by the California Commission on Teacher Credentialing (CTC) to offer the following internship credential programs ("**Programs**"): Teacher Education Internship Credential, Special Education Internship Credential, Preliminary Administrative Services Internship Credential, and Pupil Personnel Services Internship Credential – School Counseling, Pupil Personnel Services Internship Credential – School Psychology;

B. California Education Code Sections 44452 and 44321 authorize a public school district or county office of education in cooperation with an approved college or university to establish an internship program meeting the provisions of applicable California statutes and CTC regulations. **District** is a public school district (or state-supported K-12 educational service unit) or county office of education and **University** is an approved university within the meaning of Ed Code Section 44452; and

C. **District** and **University** wish to partner to deliver services in support of the Programs that meet the regulations and standards of CTC. Attached as Exhibit "A" to this Agreement and incorporated herein by this reference is a list of the Programs that **District** and **University** will be supporting through this partnership.

Based on these recitals, **District** and **University** agree as follows:

1. Term. The term of this Agreement shall commence as of the Effective Date above and shall continue until such time as either party gives 30 days notice of its intent to terminate this Agreement. All Interns placed with **District** and who are in good standing with **District** and **University** as of the date of termination of this Agreement shall be permitted to complete their internship experience with **District**.

2. Placement of Interns. **University** students, certified as qualified and competent by **University** to provide intern services to **District**, may, at **District's** discretion, be accepted and assigned to its schools for services as interns ("**Interns**"). **University** and **District** shall coordinate the process of selection and placement of Interns. **University** reserves the right to make the final determination on any Intern's acceptance into the Program, while **District** reserves the right to make the final determination on any Intern's employment. Neither **University** nor **District** shall discriminate in the selection or acceptance of, or participation by, any Intern pursuant to this Agreement because of race, color, national origin, religion, sex, sexual orientation, handicap, age, veteran's status, medical condition, marital status, or citizenship, within the limits imposed by law.

3. Program Requirements. Each Intern accepted into the Program must have met all of the following qualifying minimum criteria:

   a. Recommendation to a Program by a **District** designee.
   b. Interview and screening by **District** staff, including a background check, district administrator interview and paper screening, Department of Justice fingerprint clearance, and a baccalaureate degree from an accredited institution.
   c. Interview and screening by **University** staff, including a personal interview, written self-evaluation regarding teaching and learning, and verification of coursework and prior experience with K-12 students in a multicultural, multilingual setting.
   d. Interview with a **University** Support Provider/Supervisor and a lead faculty member for the Program.
   e. Passage of the CBEST exam or proof of basic skills assessment and verification of subject matter competence by completion of an approved program or passage of the CSET.
   f. All service preconditions required by the CCTC shall have been met.

4. Intern Employment Status. Interns shall be **District** employees for all purposes, including for the payment of any federal, state, or local income or occupational taxes, FICA taxes, unemployment compensation or workers' compensation contributions, vacation pay, sick leave, retirement benefits or any other payments or benefits for or on behalf of Interns.

5. Reservation of Right to Payment. Pursuant to Education Code Section 44462, **District** reserves the right to request an adjustment of any Intern's salary to cover supervision services pursuant to this Agreement.

6. Non-Displacement of Certificated Employees. Pursuant to CTC requirements, upon request **District** shall provide written certification to **University** that each Intern placed with **District** has not displaced a certificated **District** employee, which shall enable **University** to verify to CTC that all statutory and CTC requirements have been met.

7. Intern Advisory Committee. **District** and **University** will collaborate to develop an Intern Advisory Committee comprised of community members, institutional administrators, teachers, faculty members, and at least one Intern representative, which will serve to provide guidance and support for the Programs.

8. Teacher and Special Education Intern Support.

   a. To support Education Credential Interns, **District** and **University** will each provide a qualified supervisor to assist each Intern in a Program. **District** supervisors are called "Site Support Providers". **University** supervisors are called "University Support Providers". **District** Site Support Providers will mentor, coach and consult with interns on all areas of responsibility as a teacher of record by visiting the classroom to conduct real time observations with pre- and post-debriefing protocols to provide weekly course planning, modeling and coaching with attention to differentiated instruction for English Learners; assessment of language needs and progress; and support for language accessible instruction. **University** Support Providers will provide guidance and mentorship in weekly planning for all students including, but not limited to English Language Learners via virtual communication, in-classroom coaching and mentoring as deemed appropriate.
   b. **District** Site Support Providers will hold a valid Clear or Life Credential, three years of successful teaching experience, and a valid English Learner Authorization or CLAD Certificate issued pursuant to section 80015 or valid bilingual authorization issued pursuant to section 80015.1. **University** Support Providers will have current knowledge in their subject-matter area; ability to model best practices in teaching, scholarship and service; working knowledge about diversity (abilities, culture, language, ethnic, gender); and understanding of academic standards, frameworks and accountability for public schools. **District** and **University** shall independently determine the qualifications of their respective supervisors.
   c. **District's** Site Support Provider and **University's** Support Provider will together meet periodically with Interns to ensure Interns are following the California standards for the specific credential each Intern is seeking to obtain.
   d. **District's** Site Support Provider/Site Supervisors and **University's** Support Providers will meet without the Intern to discuss the Intern's progress, as needed.
   e. Concurrent with an Intern's experience at **District**, **University** will hold Program orientation seminars for Interns and training seminars for **District** Site Support Providers/Supervisors. During the Site Support Providers'/Site Supervisors' training, **University** representatives will review supervising techniques, establish procedures for conducting observations and providing assistance, introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to Site Support Providers.
   f. **District** will include Interns in appropriate **District** support programs and regularly scheduled staff development activities.
   g. **District** will designate a liaison, who may or may not be on the Intern Advisory Committee, to ensure supervisory and support assistance to Interns at **District**.
   h. **University** Support Providers will visit Interns at their sites on a regularly scheduled basis to monitor each Intern's progress. **District** Site Support Providers will provide supervision and ongoing support for a minimum of 72 hours. Interns without an English Language Authorization must receive focused English Language instruction support. **University** Support Providers will provide supervision and ongoing support for a minimum of 72 hours. Interns without an English Language Authorization must receive a minimum of 45 hours of focused English Language instruction support. **University** Support Providers will monitor the completion of employer-provided support via a Intern Support Verification Form to verify the clockwork hours provided by Site Support Providers and/or employer support personnel. Forms must be turned in as part of the intern's clinical practice course assignments.

9. Counseling, Psychology and Administrative Services Intern Support

   a. To support Services Credential Interns, **District** and **University** will each provide a qualified supervisor to assist each Intern in a Pupil Personnel Services School Counseling, Pupil Personnel Services School Psychology, and Administrative Services Programs. **District** supervisors are called "Site Support Providers/Site Supervisors". **University** supervisors are called "Support Providers/University Supervisors".
   b. **District** and **University** shall independently determine the qualifications of their respective supervisors.
   c. **District's** Site Support Provider/Site Supervisors and **University's** Support Provider/University Supervisors will together meet periodically with Interns to ensure Interns are following the California standards for the services credential each intern is seeking to obtain.
   d. **District's** Site Support Provider/Site Supervisors and **University's** Support Providers/University Supervisors will meet without the Intern to discuss the Intern's progress, as needed.
   e. Concurrent with an Intern's experience at **District**, **University** will hold Program orientation seminars for Interns and training seminars for **District** Site Support Providers/Supervisors. During the Site Support Providers'/Site Supervisors' training, **University** representatives will review supervising techniques, establish procedures for conducting observations and providing

assistance, introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to Site Support Providers.

f. **District** will include Interns in appropriate **District** support programs and regularly scheduled staff development activities.

g. **District** will designate a liaison, who may or may not be on the Intern Advisory Committee, to ensure supervisory and support assistance to Interns at **District**.

h. **University** Support Providers will visit Interns at their sites on a regularly scheduled basis to monitor each Intern's progress.

10. Academic Responsibility. **University** shall have exclusive control over all academic issues involving the Programs, which shall include, without limitation: selection of course content and required textbooks; delivery of instructional programs; selection and approval of faculty; admission, registration, and retention of Interns; evaluation of Interns' prior experience and education; evaluation of Interns' academic progress; scheduling courses; awarding academic credit; and conferring degrees.

11. Duration of Internship. Once a student has been accepted as an Intern by **District**, and if the student remains in good standing in the Program at **University** and within the **District's** policies and performance standards, the Intern will be permitted to finish his/her internship at **District**. However, an Intern who performs below acceptable **District** or **University** standards, after appropriate support and advice efforts have been exhausted, may be removed from the paid internship position by the **District** and/or removed from his/her Program by the **University**. All services provided by **University** and **District** pursuant to this Agreement shall terminate upon an Intern's removal from the **District** or termination of participation in a Program.

12. Assessment. Assessment is a function of the Teacher Education Internship Seminar course (for the Teacher Education Internship Credential), Specialist Education Clinical Practice Seminar courses (for the Special Education Internship Credential), Intern Field Experience course (for the Preliminary Administrative Services Internship Credential) and Best Practices Internship Seminar for School Counseling and School Psychology (for the Pupil Personnel Services Internship Credential). Students in those classes will pre-assess their teaching or administrative skills, develop a plan for growth, and assess their growth at the close of the course. This pre-assessment, development and post-assessment will occur in collaboration with the **District** Site Support Provider/Site Supervisor and the **University** Support Provider/University Supervisor.

13. Indemnity. The **District** shall defend, indemnify and hold the **University**, its officers, employees, and agents, harmless from and against any and all liability, loss, expense (including reasonable attorneys fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the **District**, its officers, employees, or agents.

    The **University** shall defend, indemnify and hold the **District**, its officers, employees, and agents, harmless from and against any and all liability, loss, expense (including reasonable attorneys fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the **University**, its officers, employees, or agents.

14. Relationship of Parties. Nothing in this Agreement is intended nor shall be construed to create an employer/employee relationship, or a joint venture, partnership or agency relationship between the parties.

15. Publicity. Neither **University** nor **District** shall cause to be published or disseminated any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to this Agreement, without the prior written consent of the other party. In addition, neither party may use the names, logos, or trademarks of the other party without its prior written consent.

16. Records. It is understood and agreed that all employment records shall remain the property of **District**, and all student records, including Intern assessments, will remain the property of **University**.

17. Entire Agreement and Severability. If a court or arbitrator holds any provision of this Agreement to be illegal, unenforceable, or invalid, the remaining provisions will not be affected. This Agreement contains the entire agreement between the parties pertaining to the transaction and may not be amended unless in writing, signed by both parties.

18. Assignment. Neither party shall assign its rights or delegate its duties under this Agreement without the prior written consent of the other party.

19. Notices. All notices or other communications given under this Agreement will be in writing and sent to the addressee listed below (unless a party has changed its address by giving notice), and will be effective upon receipt if delivered personally or by overnight mail, or effective three days after mailing if by certified mail, return receipt requested.

20. Representations. Each party represents that: (a) it will abide by all applicable federal, state, or local statutes or regulations; (b) the individual signing this Agreement has the authority to do so; and (c) it has the ability and authority to perform each of its obligations under this Agreement. These representations will continue after the Agreement terminates.

21. General Provisions. The Agreement: (a) will be binding and enforceable by the parties and their respective successors or assigns, but not by any individual or organization not a party to this Agreement; (b) may be executed in counterparts and effective with original or facsimile signatures; (c) will be governed by California law; and (d) has been executed at San Diego, California.

This Agreement is executed by and between:

University: National University

Contact: Jason Garchie
Credentials Contract Coordinator
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
Telephone (858) 642-8300
Facsimile (858) 642-8717
credcontracts@nu.edu

By: Randy C. Frisch
Randy C. Frisch, Esq.
Vice Chancellor, Business and Administration

Dated: 6/18/14

District: Anaheim Union High School District

By: _____
Russell Lee-Sung
Assistant Superintendent, Human Resources
501 N. Crescent Way
Anaheim, CA 92801
Telephone (714) 999-3511

Dated: _____

TEACHER BARGAINING UNIT:

By: _____
Dean Elder
ASTA President

Dated: _____

EXHIBIT A
Internship Programs

District and **University** wish to partner to support the following Programs:

Teacher Education Internship Credential
Special Education Internship Credential
Preliminary Administrative Services Internship Credential
Pupil Personnel Services Internship Credential – School of Counseling
Pupil Personnel Services Internship Credential – School of Psychology

1. Resignations/Retirements, effective as noted:

Blanton, William; Retirement, 6/12/14

Gruenthal, Heather; Resignation, 6/12/14

2. Leaves of Absence:

Duarte, Thomas, for professional development, without pay and without health benefits from 8/21/14 through the end of the working day on 6/12/15.

Kough, Kris, for military leave, with pay and with health benefits from 6/6/14 through the end of the working day on 6/6/14.

Perez, Jessica, for professional development, without pay and without health benefits from 8/21/14 through the end of the working day on 6/12/15.

Wohlgezogen, Laura, for compelling family matters/personal necessity, without pay and without health benefits from 8/21/14 through the end of the working day on 6/12/15.

2. Employment:

A. Classroom Teacher(s)/Probationary:

		Column	Step
Glenn, Mark	8/21/14	4	4

B. Psychologist(s)/Probationary:

		Range	Step
MacKenzie, Lana	7/1/14	31	1

C. GASELPA Program Specialist:

		Range	Step
Castillo, Wendy	7/1/14	30	3

3. Extra Service Compensation:

A. Independent Learning Center (ILC) Training Stipend, for the following individuals selected for the Western High School ILC program to shadow and train with the summer ILC team at Anaheim High School, to be paid at the hourly rate of pay, not to exceed $503 per person: (General Funds)

Cardenas, Elizabeth
Cruchley, Lara

B. English PLC Planning–AP Language Curriculum Development Stipend, for the following individual to develop curriculum on August 19, 2014, for the 2014-15 school year, to be paid at the miscellaneous rate of $41.95 per hour, not to exceed three hours per person: (Title I)

Sell, Jeremy	Western
Pryor, Roslynn	Western

C. English PLC Planning–English I Curriculum Development Stipend, for the following individual to develop curriculum on July 14, 2014, for the 2014-15 school year, to be paid at the miscellaneous rate of $41.95 per hour, not to exceed three hours per person: (Title I)

Castro, Carole	Western
Criner, Wendy	Western
Seagraves, David	Western
Torres, Maria	Western
Link, Tom	Western

D. English PLC Planning–English II Curriculum Development Stipend, for the following individual to develop curriculum on August 7, 2014, for the 2014-15 school year, to be paid at the miscellaneous rate of $41.95 per hour, not to exceed three hours per person: (Title I)

Garcia, Juanis	Western
Leang, Charlene	Western
Shozi, Lisa	Western

E. English PLC Planning–Senior English Curriculum Development Stipend, for the following individual to develop curriculum on July 14, 2014, for the 2014-15 school year, to be paid at the miscellaneous rate of $41.95 per hour, not to exceed three hours per person: (Title I)

Leighton, Brandon	Western
Rittel, Tori	Western
Rosette, Lizabeth	Western

4. Volunteer Employee Aides, with coverage by Workers' Compensation Insurance, effective as noted:

Anderson, Joseph	6/19/14	Kester, Shannon	6/16/14
Childers, Richard	6/19/14	Martinez, Ana Lourdes	6/18/14
Garroutte, Jeannette	6/18/14	Mccollum, Angelee Rose	6/18/14
Higashi, Edward	6/20/14	Robles, Regina	6/20/14

5. Extra Service Specialists, employment effective as noted:

Classified:

	Salary	Term	Effective
Anaheim			
Reese, David Football, Asst. Varsity	$2,821	Season	8/11/14
Scharf, Krista Colorguard	$4,300	Year	8/21/14
Vega, Roberto Drill Team	$4,300	Year	8/21/14

Cypress			
Anderson, Aric Volleyball, Girls, JV & Varsity	$2,937	Season	8/11/14
Anderson, Aric Volleyball, Boys, JV & Varsity	$2,937	Season	1/26/15
Arenas, Rafael Asst. Band Director	$1,256	1st Semester	8/22/14
Arenas, Rafael Asst. Band Director	$1,256	2nd Semester	1/26/15
Blazer, Thomas Football, Asst. Varsity	$2,821	Season	8/11/14
Castillo, Joanne Basketball, Girls, Freshman	$2,648	Season	11/10/14
Clark, Steven A. Football, Asst. Varsity	$2,821	Season	8/11/14
Dai Lee, Young Tennis, Girls	$2,386	Season	8/11/14
Dai Lee, Young Tennis, Boys	$2,386	Season	8/11/14
McNamara, Brian Cross Country, Boys, Head Coach	$2,648	Season	8/11/14
Mitchell, Derek Basketball, Boys, Head Varsity	$3,314	Season	11/10/14
Mitchell, Douglas Golf, Girls, Head Varsity	$2,386	Season	8/11/14
Moore, Christopher Football, Sophomore	$2,648	Season	8/11/14
Moreno, Luis Volleyball, Girls, Asst. Frosh/Soph	$2,386	Season	8/11/14
Pounds, Jorden Football, JV	$2,648	Season	8/11/14
Rivera, Duane Basketball, Girls, Sophomore	$2,648	Season	8/11/14
Rivera, Nicole Golf, Girls, Asst. JV & Varsity	$2,386	Season	8/11/14

Scott-Sawyer, Shari Cheer/Song	$1,961.50	1st Semester	8/22/14
Scott-Sawyer, Shari Cheer/Song	$1,961.50	2nd Semester	8/22/14
Vargas, Fidel Basketball, Boys, JV	$2,648	Season	11/10/14
Katella			
Doyle, Matthew Football, JV	$2,648	Season	8/11/14
Flores, Michael Football, Asst. JV & Varsity	$2,648	Season	8/11/14
Morrill, Katherine Dance	$2,229	Year	8/22/14
Kennedy			
Bixby, Billie Volleyball, Girls, Varsity	$2,648	Season	8/11/14
Cochran, Ryan Football, Asst. Varsity	$2,386	Season	8/11/14
Duarte, Anthony Baseball, Asst. JV	$2,386	Season	2/9/15
Major, Erice Football, Asst. Varsity	$2,386	Season	8/11/14
Pacheco, Yesenia Volleyball, Asst. JV	$2,386	Season	8/11/14
Paffenroth, Shawn Football, Sophomore	$2,648	Season	8/11/14
Reed, Jordan Football, Asst. Varsity	$2,386	Season	8/11/14
Reynes, Mary Monique Volleyball, Girls, Asst. JV	$2,386	Season	8/11/14
Urbanos, Daniel Football, Asst. Varsity	$2,821	Season	8/11/14
Urbanos, Daniel Baseball, Freshman	$2,648	Season	2/9/15/14

Wang, Jeffrey Volleyball, Girls, Asst. Varsity	$2,386	Season	8/11/14
Magnolia			
Catolico, Shawn Tennis, Asst. Frosh/Soph	$2,386	Season	8/11/14
De la Rosa, Frank Football, Asst. Frosh/Soph	$2,386	Season	8/11/14
Diller, Andrew Football, Sophomore	$2,648	Season	8/11/14
Kitchens, Emily Waterpolo, Asst. Frosh/Soph	$2,386	Season	8/11/14
McFeggan, William Football, Asst. Frosh/Soph	$2,386	Season	8/11/14
Nguyen, Diana Volleyball, Asst. Frosh/Soph	$2,386	Season	8/11/14
Ramirez, Modesto Football, Freshman	$2,648	Season	8/11/14
Rotherham, Nicholas Football, JV	$2,648	Season	8/11/14
Velasco, Wilford Cross Country, Girls, Head Varsity	$2,648	Season	8/11/14
Ybarra, Richard Football, Asst. Varsity	$2,821	Season	8/11/14

Human Resources Division, Classified Personnel

1. **Retirements/Resignations/Terminations, effective as noted:**

Brito, Angelica, Instructional Assistant – Specialized Academic Instruction, 06/11/2014, Resignation

Ferrufino, Benjamin, Instructional Assistant – Specialized Academic Instruction, 06/11/2014, Resignation

Ortega, Lee, Bus Driver, 07/25/2014, Retirement

2. **Employment and Promotions, effective as noted:**

	Range/Step:	**Effective:**
Telarico, Christopher Director of Transportation	36/01	7/14/2014

3. **Leaves of Absence:**

Chavez, Araceli, for child bonding/care, without pay and without health benefits from 6/16/14 through the end of the working day on 8/8/14.

Stearns, Cheryl, under the provisions of FMLA, without pay and with health benefits from 6/17/14 through the end of the working day on 6/27/14.

4. **Employment, Extended School Year, effective as noted:**

	Range/Step	**Effective:**
Marvin, Martha Sign Language Interpreter	55/07	06/30/2014
Richardson, Mayleen Sign Language Interpreter	55/10	6/30/2014

5. **Summer Employment other than Extended School Year, effective as noted:**

	Range/Step	**Effective:**
Arnold, Angela Food Services Assistant III	52/10	06/20/2014
Asturi, Victoria Food Services Assistant III	50/10	06/20/2014
Bailey, Rebecca Food Services Assistant II	49/10	06/13/2014
Barrera, Maria Food Services Assistant II	49/10	06/13/2014

Beard, Rosa Food Services Assistant II	49/10	06/13/2014
Bidwell, Judy Food Services Assistant III	50/10	06/20/2014
Bohlen, Gloria Food Services Assistant III	50/10	06/20/2014
Burbage, Elisa Food Services Assistant II	49/08	06/13/2014
Burns, Phillip Food Services Sous Chef	55/06	06/12/2014
Campbell, Barbara Office Assistant	43/10	06/16/2014
Casarrubias, Lourdes Food Services Assistant III	50/09	06/20/2014
Castellanos-Luna, Jazmin Translator	53/03	06/18/2014
Castro, Nora Food Services Assistant III	50/07	06/20/2014
Cazares, Maribel Food Services Assistant II	49/10	06/13/2014
Crisp, Janet Office Assistant	43/10	06/13/2014
Cruz, Yadira Instructional Assistant – Bilingual (Spanish)	43/10	08/11/2014
Dack, Lois Food Services Assistant III	50/10	06/20/2014
De Lira, Narciso Instructional Assistant – Bilingual (Spanish)	47/10	08/11/2014
Diaz, Michelle Instructional Assistant – Specialized Academic Instruction (Bilingual)	47/10	07/30/2014
Duran, Patrice Food Services Assistant II	49/04	06/13/2014
Figueroa, Graciela Secretary – Program Support (Bilingual)	53/06	06/12/2014

Gamboa, Maria Food Services Assistant II	49/07	06/13/2014
Garcia, Jasmine Instructional Assistant – Bilingual (Spanish)	47/10	07/30/2014
Garcia, Vitalina Food Services Assistant II	49/10	06/13/2014
Garza, Omar Translator	53/02	06/18/2014
Giron, America Food Services Assistant III	52/10	06/20/2014
Hantula, Colleen Food Services Assistant I	43/10	06/13/2014
Hernandez, Norma Food Services Assistant IV	51/04	06/13/2014
Honma, Linda Food Services Assistant III	52/10	06/20/2014
Jemerson, Troy Food Services Assistant II	49/03	06/13/2014
Kaniye, Veralyn Food Services Assistant II	49/10	06/13/2014
Kawamoto, Mitsuko Food Services Assistant II	49/10	06/13/2014
Lang, Roy Warehouse Worker – Nutrition Services	51/01	06/13/2014
Loftis, Maria Food Services Assistant II	49/04	06/13/2014
Martin, Kristena Food Services Assistant II	41/04	06/13/2014
Martinez, Cruz Instructional Assistant – Specialized Academic Instruction	43/10	08/11/2014
Martinez, Lisa Food Services Assistant II	49/10	06/13/2014
Mendoza, Gloria Food Services Assistant II	49/10	06/13/2014

Mercado, Claudia Language Testing Assistant	51/10	07/14/2014
Milanes, Francia Instructional Assistant – Specialized Academic Instruction	43/10	08/11/2014
Morton, Frances Food Services Assistant III	52/10	06/20/2014
Mousa, Lina Instructional Assistant – Bilingual (Arabic)	47/07	08/11/2014
Navarro, Gloria Food Services Assistant II	49/10	06/13/2014
Paniagua, Elisa Instructional Assistant – Bilingual (Spanish)	47/10	08/11/2014
Park, Esther Translator	53/03	06/18/2014
Penwarden, Barbara Braille Transcriber	55/10	06/30/2014
Pham, Rick Instructional Assistant – Bilingual (Vietnamese)	47/10	08/11/2014
Ramirez, Anna Food services Assistant II	49/10	06/13/2014
Reyes, Diana Office Assistant - Bilingual	47/10	07/14/2014
Rivero, Gerard School Community Liaison	47/04	06/18/2014
Rodriguez, Rebeca Food Services Assistant III	50/10	06/20/2014
Ruth, Lynetta Food Services Assistant III	50/09	06/20/2014
Salcedo, Martha Secretary – Program Support (Bilingual)	53/10	07/28/2014
Serrano, Willliam Language Testing Assistant	51/10	07/28/2014

Tovar, Maria Food Services Assistant II	49/10	06/13/2014
Trujillo, Wendy Food Services Assistant III	50/09	06/20/2014
Villasenor, Jesus Translator	53/08	06/18/2014
Zuniga, Monica Food Services Assistant II	49/10	06/13/2014

6. **Workability, current minimum wage or stipend of $256 effective as noted:**
(Workability Grant Funds)

	Effective
Alo, Jeffrey	06/17/2014
Christensen, Nathan	06/17/2014
Ramirez, Daniel	06/09/2014
Smith, Mckayla	06/17/2014

EXHIBIT D D

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

BOARD OF TRUSTEES
Minutes
Thursday, May 29, 2014

UNADOPTED

1. CALL TO ORDER–ROLL CALL

President Brian O'Neal called the meeting of the Anaheim Union High School District Board of Trustees to order at 1:02 p.m.

Present: Brian O'Neal, president; Annemarie Randle-Trejo, clerk; Anna L. Piercy, assistant clerk; Katherine H. Smith and Al Jabbar, members; Michael B. Matsuda, superintendent; Russell Lee-Sung, Dianne Poore, and Paul Sevillano, assistant superintendents; and Jeff Riel, District counsel.

2. ADOPTION OF AGENDA

Staff requested the following amendments to the agenda:

- Pull item 9.1, Student Representative's Report
- On item 9.2, in the title, change (DELAC) to (DAC)
- On item 11.8, replace Exhibit J with revised Exhibit J. The revisions are: 1) In the *state relationship to curriculum and/or instructional program of the district* section, third sentence, revised from "I" to "they" and 2) In the last box on the page, first sentence, revised from "Fundraising will vary for each school and outside activities" to "fundraising will vary at the school and include outside activities."
- On item 11.8, pull Exhibit K, FHA-Hero Chapter, Walker Junior High School
- Pull item 12.12
- On item 12.13, replace page 1 of Exhibit W with revised page 1 of Exhibit W, the revision reflects 10 days of training
- On item 12.13, under Background Information, in the first sentence, replace "2014-15" with "2013-14"
- On item 12.17, under the Budget Implication section, change "costs for these services are not to exceed $10,000" to "costs for these services are not to exceed $20,000"

On the motion of Trustee Jabbar, duly seconded and unanimously carried, the agenda was adopted as amended.

3. FACILITIES MASTER PLAN STUDY SESSION

A study session regarding the Facilities Master Plan site scope and prioritization was presented.

4. PUBLIC COMMENTS, CLOSED SESSION ITEMS

There were no requests to speak.

5. CLOSED SESSION

The Board of Trustees entered closed session at 3:10 p.m.

6. RECONVENE MEETING, PLEDGE OF ALLEGIANCE, AND CLOSED SESSION REPORT OUT

6.1 ***Reconvene Meeting***

The Board of Trustees reconvened into open session at 6:01 p.m.

6.2 ***Pledge of Allegiance and Moment of Silence***

Student Representative to the Board of Trustees Ibrahim Bharmal led the Pledge of Allegiance to the Flag of the United States of America and provided the moment of silence.

6.3 ***Closed Session Report***

Board Clerk Annemarie Randle-Trejo reported the following actions taken during closed session:

6.3.1 No reportable action taken regarding negotiations.

6.3.2 No reportable action taken regarding personnel.

6.3.3 Pursuant to Government Code Section 54956.9 (a), the Board of Trustees unanimously approved the settlement agreement resolving all outstanding issues by providing parent reimbursement for educational expenses unilaterally obtained during the 2013-14 and 2014-15 school years.

6.3.4 Pursuant to Government Code Section 54956.9 (a), the Board of Trustees unanimously voted to approve the settlement agreement in OAH Case No. 2013110390 resolving all outstanding issues by modifying student's placement and reimbursing parent $6,500 for educationally-related fees and costs.

6.3.5 The Board of Trustees took formal action by a unanimous vote to settle an agreement, with former Superintendent Elizabeth I. Novack, resolving a dispute concerning her compensation during the 12-month period, following termination of her agreement for employment.

6.3.6 The Board of Trustees took formal action to approve the expulsion of the following students:

1. 13-66 under Education Code 48900(b), 48915(a)(2), and 48915(b)(2)
2. 13-70 under Education Code 48900(k) and 48915(b)(1)
3. 13-71 under Education Code 48900(k) and 48915(b)(1)
4. 13-73 under Education Code 48900(c) and 48915(c)
5. 13-75 under Education Code 48900(c) and 48015(b)(1)

7. INTRODUCTION OF GUESTS

The Board of Trustees recognized our community stakeholders for their interest in the Anaheim Union High School District, for attending our Board meeting, and thanked them for their participation and contribution as we create an education environment that graduates socially aware, civic-minded students who are college and career ready for the 21st century.

In addition, Board of Trustees' President Brian O'Neal introduced Joanne Fawley, ASTA president and Dean Elder, ASTA president elect.

8. RECOGNITIONS

8.1 ***Student Representative to the Board of Trustees***

The Board of Trustees honored Ibrahim Bharmal for his service as student representative to the Board of Trustees during the 2013-14 year.

8.2 ***2013-14 AUHSD Student Ambassadors***

The Board of Trustees honored District's student ambassadors for their service during the 2013-14 year. The ambassadors served as official spokespersons for all of the District's students at special ceremonies, events, and functions. The student leaders were also deeply embedded in the District's governance structure, and actively provided the "student voice" wherever possible. The following students were recognized for this important contribution to the District:

Karen Reyes, Anaheim High School
Shania Thomas, Cypress High School
Riley Saldana, Cypress High School
Thuy Lam, Katella High School
Gabrielle Lin, Kennedy High School
Nhung Nguyen, Loara High School
Debby Romero, Magnolia High School
Karla Rodriguez, Oxford Academy
Amiel Cristobal, Savanna High School
Kim Truong, Western High School

8.3 ***California Association for Bilingual Education (CABE) Student Essay Winners***

The Board of Trustees recognized two District students, Jonathan Aldana from Sycamore Junior High School and Rudi-Ann Kristine Salas from Cypress High School, who were selected as winners for the Student Writing Contest at the CABE 2014 Annual Conference. The theme for the writing contest was "How does being bilingual create a change in my community?" Students were encouraged to approach the writing contest in an imaginative and meaningful manner, expressing themselves in either English or another language.

8.4 ***Culinary Arts Programs***

The Board of Trustees recognized the culinary arts students and teachers from Western, Savanna, Kennedy, Katella, Cypress, and Gilbert high schools. Throughout the 2013-14 year, the culinary arts students prepared and served delicious dinners for the Board of Trustees prior to each Board of Trustees' meeting. The following teachers and students were recognized for their culinary arts talents:

Cypress High School
Eleni Karapoulios, teacher
Ethan Vergel De Dios
Heather Turpin

Gilbert High School
Jason Jassman, teacher
Alexis Vences
Andy Dorado

Katella High School
Stacey Izabal, teacher
Adriana Herrera
Anthony Barajas

Kayla Lasher
Nathan Sun
Nicole Murry
Rebecca Lopez
Robin'ae Sanders
Tyler Eisleban

Brenda Perez
Devon Perry
Hector Guillen
Joshua Sampson
Luz Quiroz
Omar Orozco
Oscar Gutierrez

Cristopher Acosta
Christopher Martinez
Eduardo Parra
Giovanni Vicente
Jayde Romo
Steven Rivera

Kennedy High School
Mary Cronin, teacher
Keaton Ereth
Nicholas Castillo
Nikaela Oineza
Rick Joseph Ajos

Savanna High School
Bob Moonswami, teacher
Crystal Sanchez
Javier Delgado
Kelsey Gibson
Kristina Bakhous
Stephanie Cruz

Western High School
Corey Duarte, teacher
Debbie Mitchell
Kim Vu
Yunwoo (Jessica) Cho
Nathan Phan
Shayna Specht

8.5 ***Bundles of Books***

The Board of Trustees recognized Bundles of Books, CEO Charmaine Alvarado; Daphne Hammer, principal, Dale Junior High School; and Denise Tarver, teacher, Dale Junior High School, for their work with the April 12, 2014, Bundles of Books event at Dale Junior High School. Bundles of Books is a non-profit organization whose mission is to provide books and other resources to needy children in communities throughout the world. The event was a success with over 1,800 individuals in attendance and over 5,500 books distributed. Library resources, literacy activities, and training on reading with kids at home were also part of the event.

8.6 ***Association of California School Administrators (ACSA), Every Student Succeeding Award***

The Board of Trustees recognized student Efrain Medina of Loara High School, who was selected as the recipient of the Association of California School Administrators, Every Student Succeeding Award. ACSA's Every Student Succeeding program honors students who exceed expectations and educators who supported them along the way. The award highlights the young men and women who have overcome great obstacles to succeed.

8.7 ***National Merit Scholars***

The Board of Trustees recognized three Oxford Academy students, Christine Kim, Jaewon Kim, and Grace Yao, who were awarded a National Merit Scholarship. The National Merit Scholarship is an academic competition for recognition and scholarships, which began in 1955. High school students enter the National Merit Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test, a test that serves as an initial screening for approximately 1.5 million entrants each year. To be considered for a National Merit Scholarship, semifinalists had to fulfill requirements to advance to finalist standing. Each semifinalist submitted a detailed scholarship application, which included essays and information about extracurricular achievements, awards, and leadership positions. Semifinalists also had to have an outstanding academic record, were endorsed and recommended by a school official, and earned SAT scores that confirmed their qualifying test performance. From the semifinalist group, some 15,000 met finalist requirements. By the conclusion of the competition, a select group of finalists were chosen to receive prestigious National Merit Scholarships totaling nearly $35 million. Winners were the finalist candidates judged to have the strongest combination of academic skills and achievements, extracurricular accomplishments, and potential for success in rigorous university studies. Scholarship winners represent less than one percent of the initial pool of student entrants.

Christine Kim will attend Claremont Mckenna College, Jaewon Kim will attend Princeton University, and Grace Yao will attend California Institute of Technology.

8.8 ***Greater Anaheim SELPA Community Advisory Committee Honorees***

The Board of Trustees recognized three District employees and one District student who were nominated and selected for outstanding service to students with disabilities. The Greater Anaheim SELPA Community Advisory Committee recognized the accomplishments of Betty Hagan, special education teacher at Katella High School; Mike Anderson, special education teacher at Magnolia High School; and Sandra Swetland, instructional assistant at Dale Junior High School, as well as Kai Kozai, Cypress High School student.

8.9 ***Anaheim High School, Energy Invitational Team***

The Board of Trustees recognized the Energy Invitational Team, led by teacher Mr. Ron Ponce, from Anaheim High School for their outstanding performance at the University of California, Irvine, Energy Invitational. The team built an electric race car designed to complete as many laps as possible within one hour using only $1 worth of energy. The team placed first for technical design and second for overall performance.

9. REPORTS

9.1 ***Student Representative's Report***

This item was pulled prior to the adoption of the agenda.

9.2 ***District Advisory Committee (DAC) Report***

Patricia Lockhart, director, curriculum and instruction, reported on DAC activities throughout the District.

9.3 ***Reports of Associations***

9.3.1 Joanne Fawley, ASTA, shared that this would be her last Board meeting as ASTA president. She noted it has been a pleasure to work with the Board. She formally introduced Dean Elder, the new ASTA president.

9.3.2 Dean Elder, ASTA, said he is looking forward to his new role as president. He thanked Joanne Fawley for her work and leadership with ASTA over the years.

9.3.3 Brian Bannon, APGA, thanked the Board for their support of counselors. He shared information regarding Gilbert and Polaris high schools.

9.4 ***Principal's Report***

Ron Hoshi, principal, Oxford Academy, presented a report on performance tasks.

10. PUBLIC COMMENTS, OPEN SESSION ITEMS

10.1 Sharon Lauderback spoke regarding her son being assaulted on campus.

There was an additional speaker following item 11.8

11. **ITEMS OF BUSINESS**

RESOLUTIONS

11.1 ***Resolution No. 2013-14-BOT-05, Order of Biennial Trustee Election and Specifications of the Election Order***

Background Information:
A consolidated election is required in the District this year in accordance with Education Code Section 5340. A resolution and order of election are required to be completed and provided to the Orange County Department of Education and Orange County Registrar of Voters.

Current Consideration:
The Board of Trustees is requested to adopt Resolution No. 2013/14-BOT-05, Order of Biennial Trustee Election and Specifications of the Election Order, as prescribed by Education Code Section 5000, calling for the biennial governing board member election to be held on Tuesday, November 4, 2014.

Budget Implication:
Election-related costs for the November 2012 election were $108,000. Election-related costs for the November 2014 election are unknown at this time due to the transition to by-trustee area elections.

Action:
On the motion of Trustee Piercy and duly seconded, Board of Trustees adopted Resolution No. 2013/14-BOT-05. The roll call vote follows.

Ayes: Trustees Jabbar, Smith, Piercy, Randle-Trejo, and O'Neal

11.2 ***Resolution No. 2013-14-BOT-06, Support of Buena Park School District's Bond, Measure B***

Background Information:
Buena Park School District (BPSD) has a bond, Measure B, on the June ballot. BPSD schools are over 50 years old; school safety improvements, essential repairs, and technology upgrades are needed.

Current Consideration:
The Board of Trustees is requested to adopt Resolution No. 2013/14-BOT-06, Support of Buena Park School District's Bond, Measure B.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Randle-Trejo and duly seconded, Board of Trustees adopted Resolution No. 2013/14-BOT-06. The roll call vote follows.

Ayes: Trustees Jabbar, Smith, Piercy, Randle-Trejo, and O'Neal

11.3 ***Resolution No 2013/14-B-13 and Resolution No. 2013/14-B-14, Education Protection Account***

Background Information:
Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by the voters on November 6, 2012, temporarily increased the state sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. Pursuant to Article XIII, Section 36 of the California Constitution, school districts, county offices of education, and community college districts were required to determine how the monies received from the Education Protection Account (EPA) are spent in the school, or schools, within its jurisdiction, provided that the governing board makes the spending determinations in an open session of a public meeting. The language in the constitutional amendment requires that funds shall not be used for the salaries and benefits of administrators, or any other administrative costs, for the years 2012-13 through 2017-18.

Current Consideration:
The new revenues generated from Proposition 30 are deposited into a newly created state account named the Education Protection Account (EPA). School districts, county offices of education, charter schools, and Local Educational Agencies (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount, including charter school general purpose funding. A corresponding reduction is made to an LEA's revenue limit, or charter school general purpose state aid, equal to the amount of their EPA entitlement.

This resolution, as required by Article XIII, Section 36 of the California Constitution, approving the District's utilization of funds subject to Education Protection Account for 2013-14 and 2014-15, has been prepared for the Board's consideration.

Budget Implication:
There is no cost to the District.

Action:
On the motion of Trustee Piercy and duly seconded, the Board of Trustees adopted Resolution No. 2013/14-B-13 and Resolution No. 2013/14-B-14, approving the District's utilization of funds subject to the Education Protection Account. The roll call vote follows.

Ayes: Trustees Jabbar, Smith, Piercy, Randle-Trejo, and O'Neal

11.4 ***Resolution No. 2013/14-HR-07, Concerning the Reinstatement of Classified Positions from the 2008-09, 2009-10, and 2011-12 Reductions in Force***

Background Information:
The Board of Trustees took action during the 2008-09, 2009-10, and 2011-12 years to reduce particular kinds of services provided by classified employees. These actions were necessitated by the state-wide budget crisis and significant reductions in District revenues. Reinstatement of positions is based on the current needs of the District and the availability of funds.

Current Consideration:
The resolution provides the reinstatement of 12 positions; four athletic facilities worker I positions and eight custodian positions will be reinstated. The reinstatement will be effective July 1, 2014. The reinstatement process will be in accordance with the requirements of the Education Code and offered to employees by seniority.

Budget Implication:
The cost for these positions is $808,000 and is a budgeted General Fund expenditure.

Action:
On the motion of Trustee Randle-Trejo and duly seconded, the Board of Trustees adopted Resolution No. 2013/14-HR-07, Reinstatement of Classified Positions, to reinstate 12 classified positions. The roll call vote follows.

Ayes: Trustees Jabbar, Smith, Piercy, Randle-Trejo, and O'Neal

BUSINESS SERVICES DIVISION

11.5 ***Early Appointment of Citizens' Oversight Committee***

Background Information:
As part of the responsibility of a school district in the passing of a local school construction bond, the Education Code, Chapter 1.5, Strict Accountability in Local School Construction Bonds Act of 2000, requires the appointment of a Citizens' Oversight Committee. The oversight committee is to directly participate in the oversight of bond expenditures and to promptly alert the public to any waste or improper expenditure of school construction bond money.

Current Consideration:
Normally, a Citizens' Oversight Committee is appointed subsequent to the passage of a bond measure by the voters. However, included in the consensus report of the Blueprint for the Future Committee, provided to the Board April 17, 2014, was a recommendation to appoint a Citizens' Oversight Committee much earlier. In appointing members of the oversight committee early, the committee could begin their review of the projects and the funding of those projects and make a recommendation to the Board of Trustees prior to the vote of the Board.

Budget Implication:
There is no cost to the District.

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, following discussion, the Board of Trustees appointed Larry Larson, Patricia Rich, and Alan Walker to serve on the Citizens' Oversight Committee. The term of service will be from May 30, 2014, through the end of the modernization projects.

EDUCATIONAL SERVICES DIVISION

11.6 ***Memorandum of Understanding, Napa County Office of Education, CalSTAT Project***

Background Information:
As a corrective action, subsequent to the Special Education Verification Review conducted by the California Department of Education in May 2013, the District was required to provide additional training for high school special education teachers and program specialists relative to transition plan development and implementation for students with disabilities.

Current Consideration:
Based on the need to contract with an outside source to provide the training and the recommendation of the California Department of Education Focused Monitoring and Technical Assistance (FMTA) Department, California Services for Technical Assistance and Training (CalSTAT), a special project of the California Department of Education Special Education Division through the Napa County Office of Education, will provide training for up to 20 individuals who will then disseminate the information.

Budget Implication:
There is no impact to the budget. Napa County Office of Education CalSTAT Project will not charge the District for the training and will provide Technical Assistance dollars in the amount of $1,200 to cover the cost of substitutes for one representative from each of the comprehensive sites, one representative from Hope School, and one representative from alternative education.

Action:
On the motion of Trustee Piercy, duly seconded and unanimously carried, the Board of Trustees approved the memorandum of understanding with Napa County Office of Education CalSTAT Project for training to be provided on June 6, 2014.

11.7 ***Public Works Service Agreement***

Background Information:
The District and Chapman University are collaborating on a three-year federally funded California Mathematics and Science Partnership (CaMSP) research grant. This grant has been placed in Cohort 10 of CaMSP projects. The goals of the grant are to: 1) deepen science teachers' subject matter competency; 2) familiarize teachers with the Next Generation Science Standards (NGSS); and 3) provide instructional pedagogy on performance-based lesson design. A major component of the grant is the local evaluation, which will assess the impact of the training on teacher subject matter competency, effectiveness in instructional pedagogy implementation, and student learning outcomes. Public Works is a Pasadena-based independent evaluator contracted by the California Department of Education for the Cohort 10 CaMSP projects. Public Works will serve as the state and local evaluator for the Chapman-Anaheim Science Partnership (CASP) grant project.

Current Consideration:
The Public Works Service Agreement is for Cycle One of the three-year CaMSP research grant (2014-2017). The grant requires 60 intensive hours of training and 24 hours of follow-up coaching each year. Currently, 55 District science teachers, representing all District schools, are participating as Science Teacher Fellows. The service agreement covers the cost of the local evaluation conducted by Public Works for Cycle One.

Budget Implication:
The Public Works Service Agreement is $18,510 for Public Works' expenses for Cycle One of the grant. Cycle two and three will follow at the start of each subsequent year of the grant (California Mathematics and Science Partnership Project, Cohort 10, Cycle One).

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved the service agreement. The cycle one service agreement term is June 1, 2014, through September 30, 2015.

11.8 ***School-Sponsored Student Organizations, Anaheim and Loara High Schools and Walker Junior High School***

Background Information:
The Board of Trustees shall give approval for the establishment of all student organizations. The proposed organizations shall not engage in any activities, other than those that are organizational in nature, until the Board of Trustees has approved its application.

Current Consideration:
The following schools have submitted school-sponsored student organization applications:

Open Mic Club, Anaheim High School
Law-Legal & Forensic Club, Loara High School

The FHA-Hero Chapter, Walker Junior High School, was pulled prior to the adoption of the agenda.

Budget Implication:
Each school-sponsored student organization offsets operational costs through donations and fundraising efforts.

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved the school-sponsored student organization applications, with the exception of FHA-Hero Chapter, Walker Junior High School.

PUBLIC COMMENT

Linda Lobatos expressed her concerns regarding alternative education and the Independent Learning Center.

12. **CONSENT CALENDAR**

On the motion of Trustee Piercy, duly seconded and unanimously carried, the Board of Trustees approved all consent calendar items, with the exception of item 12.17 pulled by Trustee Randle-Trejo.

BUSINESS SERVICES DIVISION

12.1 ***Agreement Amendment #4, Sungard Bi-Tech System***

Background Information:
The Anaheim Union High School District contracts with the Orange County superintendent of schools to provide annual software support services for the Sungard Bi-Tech software. The Bi-Tech system support covers basic financial/budget, school site finance, stores inventory, and fixed asset systems.

Current Consideration:
The contract provides for an annual evaluation of support service charges for possible upward, or downward adjustments based on the Orange County superintendent of school's actual costs to support Sungard Bi-Tech software.

Budget Implication:
Amendment #4 covers the 2014-15 fiscal year, at a cost not to exceed $89,395. There is no increase from the 2013-14 agreement. (General Funds)

Action:
The Board of Trustees approved the Sungard Bi-Tech System Support, Amendment #4.

12.2 ***Agreement Amendment #1, Orange County Superintendent of Schools, Human Resources Application***

Background Information:
The Anaheim Union High School District contracts with the Orange County superintendent of schools to provide annual software support services for the Human Resources application software.

Current Consideration:
The contract provides for professional services to the District for the implementation of the Human Resources application, including on-going training services for present and future employees, future software enhancements, and support services.

Budget Implication:
Amendment #1 covers the 2014-15 fiscal year, at a cost not to exceed $80,349. There is no increase from the 2013-14 agreement. (General Funds)

Action:
The Board of Trustees approved agreement amendment #1 for the Orange County superintendent of schools Human Resources application.

12.3 ***Agreement Renewal, School Facility Consultants***

Background Information:
California school districts have the potential to realize significant state funding contributions through the analysis of funding eligibility under the state's School Facility Program (SFP). School Facility Consultants specializes in analyzing a district's complex data sets to determine eligibility for modernization and new construction funding administered by the Office of Public School Construction (OPSC).

As the District is in the process of completing a new Facilities Master Plan, the determination of feasible budgets potentially funded with a general obligation bond is a major component of the task. The District is interested in leveraging local bond funds by seeking state eligibility for modernization and new construction. In the past, the District hired School Facility Consultants on a yearly basis to access its state eligibility funding during the Measure Z bond program. School Facility Consultants currently has all of the district's historical data related to its state eligibility funding, therefore making the process of preparing and submitting the documentation to the state very efficient.

Current Consideration:
The consultant has been hired to assist the District in obtaining and maximizing state funding for modernization and new construction to potentially leverage local general obligation bond funds.

Budget Implication:
School Facility Consultants is providing services at a cost not to exceed $31,000 in accordance with Section One, Determination of Eligibility under the State School Facility Program (SFP), of their proposal dated April 25, 2014. The fee will be billed at an hourly rate per the schedule shown on the proposal. The term of the agreement is from May 1, 2014, through December 31, 2014.

Action:
The Board of Trustees ratified the agreement with School Facility Consultants.

12.4 ***Award of Bid***

Bid #	Service	Award	Amount
2014-14 District Office (Maintenance Funds)	Lighting Retrofit	AMTEK Construction	$234,873

Action:
Staff estimates this project will save the District approximately $3,500 per month in energy usage, and we are anticipating an energy rebate from the city of Anaheim (approximately $23,000-$35,000). Additionally, the light bulbs we currently use are being phased out and replaced with new energy efficient bulbs. The Board of Trustees awarded the bid as listed.

12.5 ***Declaring Certain Furniture and Equipment as Unusable, Obsolete, and/or Out-of-Date, and Ready for Sale, or Destruction***

Action:
The Board of Trustees approved the list of District furniture and equipment as unusable, obsolete, and/or out-of-date, and ready for sale, or destruction, and authorized proper disposal in accordance with Education Code Section 60510 et al.

12.6 ***Declaring Certain Textbooks and Instructional Materials as Unusable, Obsolete, and/or Out-of-Date, Damaged, and Ready for Sale, or Destruction***

Action:
The Board of Trustees approved the list of District textbooks and instructional materials as unusable, obsolete, and/or out-of-date, damaged, and ready for sale, or destruction as surplus, and authorized staff to dispose of the textbooks and instructional materials in accordance with Education Code Section 60510 et al.

12.7 ***Donations***

Action:
The Board of Trustees accepted the donations as listed.

12.8 ***Check Register/Warrants Report***

Action:
The Board of Trustees ratified the check register/warrants report, April 29, 2014, through May 19, 2014.

12.9 ***Purchase Order Detail Report***

Action:
The Board of Trustees ratified the Purchase Order Detail Report, April 29, 2014, through May 19, 2014.

12.10 ***Supplemental Information***

12.10.1 Cafeteria Report, March 2014

12.10.2 Enrollment Report, Month 9

EDUCATIONAL SERVICES DIVISION

12.11 ***2013-14 Single Plan for Student Achievement***

Background Information:
California Education Code, Section 64001, specifies that schools and districts that receive state and federal funding prepare a Single Plan for Student Achievement (SPSA) for any recipient school. The purpose of the SPSA is to coordinate all educational services at the school. Additionally, it serves as a blueprint to improve the academic performance of all students.

Current Consideration:
Each action plan, recently distributed to the Board of Trustees, and available to the public in the Educational Services Division at the District Office, includes information pertaining to site curriculum, instruction, professional development, parent activities, and budget expenditures.

Budget Implication:
There is no cost to the District.

Action:
The Board of Trustees approved the 2013-14 Single Plan for Student Achievement, for all school sites.

12.12 ***Educational Consulting Agreement, ATvantage Athletic Training***

This item was pulled prior to the adoption of the agenda.

12.13 ***Educational Consulting Agreement, Belinda Dunnick-Karge, Ph.D. for Special Education Inclusion Trainings for Certificated and Support Staff***

Background Information:
The District provided extensive inclusion staff development during the 2013-14 year. This initiative was supported by the efforts of Belinda Dunnick-Karge, Ph.D. She has worked with the District providing trainings for inclusion co-teaching teams and other support staff, and is a nationally recognized expert in inclusive education. Dr. Dunnick-Karge is part of the faculty at California State University Fullerton, where many District teachers have earned their teaching credentials. She is uniquely qualified to assist the District as part of our improvement efforts as she knows our staff, state requirements, and has a national perspective.

Current Consideration:
Consultant will provide 10 days of training and/or services for inclusion co-teaching teams and other support staff. Trainings will include understanding the legal and instructional foundations for inclusive services, co-teaching strategies, engagement strategies, differentiated instructional strategies, and coaching for teacher teams.

Budget Implication:
Services will be provided at a cost not to exceed $10,000; the budget includes costs for training and materials for the 2014-15 year. (Special Education Funds)

Action:
The Board of Trustees approved the educational consulting agreement between Dr. Belinda Dunnick-Karge and the District. Services will be provided from July 1, 2014, through June 30, 2015.

12.14 ***Membership, Learning Ally***

Background Information:
Learning Ally's collection of more than 75,000 digitally-recorded textbooks and literature titles is the largest of its kind in the world. Learning Ally allows students with print disabilities access to the District-wide curriculum.

Current Consideration:
The purpose of renewing the District membership with Learning Ally is to provide unlimited downloads, mainstream listening devices, teacher tools, professional development, integrated text-to-speech, and also free listening options. Some of the students that will need access to Learning Ally are students who have recently lost their vision and have not yet learned, or mastered, Braille and are unable to use large print material.

Budget Implication:
The price for each student membership is $79. The District will pay the annual membership fee to Learning Ally, at a cost not to exceed $395. (Special Education Funds)

Action:
The Board of Trustees approved an annual membership between Learning Ally and the District. The membership will be in effect from July 1, 2014, through June 30, 2015.

12.15 ***Educational Consulting Agreement, Goodwill Industries of Orange County dba Assistive Technology Exchange Center***

Background Information:
Since July of 2007, Goodwill Industries of Orange County, dba Assistive Technology Exchange Center (ATEC), has contracted with the District to provide evaluations for students with significant communication disabilities who are in need of assistive technology and/or augmentative and alternative communication devices. ATEC provides evaluations, which are completed per an Individual Education Program (IEP) team recommendation and may also include trials of equipment and training for students, staff, and parents.

Current Consideration:
Due to the unique area of expertise and services provided, the District intends to continue to utilize ATEC for evaluations, as well as trials of equipment and training for the 2014-15 year.

Budget Implication:
Services will be provided at a cost not to exceed $5,000. (Special Education Funds)

Action:
The Board of Trustees approved the educational consulting agreement for the provision between Goodwill Industries of Orange County dba Assistive Technology Exchange Center, and the District. Services will be provided from July 1, 2014, through June 30, 2015.

12.16 ***Educational Consulting Agreement, DEAFinitely Professional Interpreting Services***

Background Information:
Since September of 2010, the District has contracted with DEAFinitely Professional Interpreting Services, a subdivision of Goodwill Industries of Orange County, to provide interpreting services for parents who are deaf or hard-of-hearing. The parents require sign language interpretation in order to participate in their child's educational meetings, such as IEP meetings and parent meetings, on an as-needed basis. The District is required to provide services to parents, when needed, in order to facilitate in their child's education.

Current Consideration:
Due to the unique area of expertise and services provided, the District intends to continue to utilize DEAFinitely Professional Interpreting Services, a subdivision of Goodwill Industries of Orange County, to provide interpreting services for parents who are deaf or hard-of-hearing, for the 2014-15 year.

Budget Implication:
Services will be provided at a cost not to exceed $5,000. (General Funds)

Action:
The Board of Trustees approved the educational consulting agreement between DEAFinitely Professional Interpreting Services, a subdivision of Goodwill Industries of Orange County and the District. Services will be provided from July 1, 2014, through June 30, 2015.

12.17 ***Agreement for Assessment Services***

Background Information:
The District employs school psychologists that provide services to special education students throughout the District. School psychologists are trained to assess students' educational needs related to special education, Section 504, response to intervention and other ancillary services. In addition, school psychologists provide necessary supports to school personnel in assisting with developing and providing appropriate interventions to address both academic and social/emotional needs. Sometimes, students can exhibit behavior that may indicate a threat toward self and/or others. When there is a significant concern that a student may be a danger to self or others, District personnel rely on either the police department, who make a determination of whether the student requires further emergency assessment, or the Orange County Health Care Agency's Crisis Assessment Team (OCHCA-CAT) to go to the school to conduct an immediate threat assessment. The OCHCA-CAT determines whether or not the student is a current threat.

Current Consideration:
The police department and OCHCA-CAT assess for immediate threat. Following an immediate threat assessment, there are times when school personnel continue to have significant concerns that a student may pose an ongoing danger to self or others in the school setting. For these students, the District needs to conduct a thorough threat evaluation to determine whether or not the student is safe to return to school. This is a clinical evaluation that must be conducted by an experienced clinical psychologist, who has greater experience in diagnosis and treating significant mental health issues. School psychologists are not trained to conduct such an evaluation. Recently, the District required the assistance of a clinical psychologist to conduct two threat evaluations. Due to safety reasons, the District immediately engaged a clinical psychologist to assist with the threat evaluations, which is why the consulting agreement is brought forward for ratification. In moving forward, the District is requesting approval for the continued services of the clinical psychologist should a threat evaluation be needed in the future.

Budget Implication:
Costs for these services are not to exceed $20,000. (Special Education Fund)

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, following discussion, the Board of Trustees ratified the consulting agreement. Services are being provided March 1, 2014, through June 30, 2015.

12.18 ***Instructional Materials Submitted for Display***

The Instructional Materials Review Committee has recommended the selected materials for display, for basic and supplemental courses in English. Before the materials can be approved for adoption, they must be made available for public review. The Board of Trustees will be requested to consider adoption of the materials following the end of the period of public display, May 30, 2014, through June 19, 2014.

Action:
The Board of Trustees approved the display.

12.19 ***Instructional Materials Submitted for Adoption***

The Instructional Materials Review Committee has recommended the selected books for basic and supplemental courses, which include math and history. The books have been made available for public view.

Action:
The Board of Trustees adopted the selected instructional materials.

12.20 ***Transportation Agreements, Beacon Day School***

Under the Individuals with Disability Education Act, the District is obligated to provide transportation services to special education students that require transportation to receive a free and appropriate public education. Our transportation department safely and effectively transports approximately 700 special education students on any given school day. In rare circumstances, a student's needs are such that our transportation department is not able to safely or efficiently transport the student. In those circumstances, alternative forms of transportation are provided through contracted services or through reimbursing parents the cost incurred in transporting their child. These alternative forms of transportation are permitted under the Education Code and federal law. Due to student confidentiality, the transportation agreements are redacted with limited information is provided regarding the student or family.

Approve the transportation agreement to pay the parent of a special education student attending Beacon Day School, located at 24 Centerpointe, Suite 100, La Palma, CA 90623, for round trip daily transportation, July 7, 2014, through August 22, 2014, at a cost not to exceed $2,100. (Special Education Funds)

Approve the transportation agreement to pay the parent of a special education student attending Beacon Day School, located at 24 Centerpointe, Suite 100, La Palma, CA 90623, for round trip daily transportation, September 9, 2014, through June 30, 2015, at a cost not to exceed $11,100. (Special Education Funds)

Action:
The Board of Trustees approved the transportation agreements to Beacon Day School.

12.21 ***Individual Service Contracts***

Action:
The Board of Trustees approved/ratified the individual service contracts as submitted. (Special Education Funds)

12.22 ***Field Trip Report***

Action:
The Board of Trustees approved/ratified the field trip report as submitted.

HUMAN RESOURCES DIVISION

12.23 ***Certificated Personnel Report***

Action:
The Board of Trustees approved/ratified the certificated personnel report as submitted.

12.24 ***Classified Personnel Report***

Action:
The Board of Trustees approved/ratified the classified personnel report as submitted.

SUPERINTENDENTS OFFICE

12.25 ***California School Boards Association (CSBA) Membership***

Background Information:
California School Boards Association (CSBA) is the nonprofit education association representing the elected officials who govern public school districts and county offices of education. A membership-driven organization, CSBA provides policy resources and training to members and represents the state-wide interests of public education through legal, political legislative, community, and media advocacy. The cost is based on the total revenue figures for the District as reported to the California Department of Education.

Current Consideration:
CSBA membership benefits include policy analysis and services, leadership development, and education advocacy.

Budget Implication:
The cost of membership for the 2014-15 year is not to exceed $16,149. For the 2013-14 year, the Board approved the CSBA membership at a cost not to exceed $16,021. (General Funds)

Action:
The Board of Trustees approved the membership to CSBA for the 2014-15 year.

12.26 ***Board of Trustees' Meeting Minutes***

12.26.1 March 27, 2014, Regular Meeting

12.26.2 April 16, 2014, Regular Meeting

Action:
The Board of Trustees approved the minutes as submitted.

13. SUPERINTENDENT AND STAFF REPORT

Mr. Matsuda discussed the Parent Learning Walks pilot program.

14. BOARD OF TRUSTEES' REPORT

Mr. Jabbar noted his attendance at the Superintendent's Scholar Athlete Dinner, Ball Junior High School and Hope School Open Houses, Budget Committee meeting, West Anaheim Neighborhood Development (WAND) barbeque, Western High School's Memorial Day ceremony, Sustainability Showcase, Anaheim P21 Business Summit, and Dual Language Academy Award Ceremony at Sycamore Junior High School.

Mrs. Smith discussed her attendance at the Superintendent's Scholar Athlete Dinner. Additionally, she shared job opportunities available to young people today.

Mrs. Piercy referenced her attendance at the student ambassador interviews, Smarter Balanced Assessment Consortium (SBAC) testing at Lexington Junior High School, Regional Occupational Program (ROP) meeting and retirement reception, Chromebook pilot showcase at Kennedy High School, Cypress Police Department Awards luncheon, Classified Employee of the Year Awards, Western High School's Memorial Day ceremony, ribbon cutting ceremony at Holder Elementary School, AUHSD Retirement Tea, Superintendent's Scholar Athlete Dinner, and Science, Technology, Engineering, Art, and Mathematics (STEAM) event at South Junior High School.

Mrs. Randle-Trejo said she attended the STEAM event at South Junior High School, California Association of Bilingual Education (CABE) student awards, Oxford Academy choir show, Classified Employee of the Year Awards, AUHSD Retirement Tea, Superintendent's Scholar Athlete Dinner, WAND barbeque, AUHSD Foundation meeting, interview with YMCA, Advancement via Individual Determination (AVID) Awards ceremony, Pageant of Hope, Savanna High School capstone interviews, Anaheim P21 Business Summit, and Sustainability Showcase.

Mr. O'Neal noted his attendance at the Personnel Commission meeting, ROP meeting and retirement recognition, Government Leaders Prayer Breakfast, Anaheim Sister City Commission meeting, Classified Employee of the Year Awards, AUHSD Retirement Tea, Superintendent's Scholar Athlete Dinner, Ball Junior High School Open House, and Western High School's Memorial Day ceremony.

15. ADVANCE PLANNING

15.1 ***Future Meeting Dates***

The next regular meeting of the Board of Trustees will be held on Thursday, June 19, 2014, at 6:00 p.m.

Thursday, June 26	Tuesday, September 23
Thursday, July 10	Thursday, October 16
Thursday, August 21	Thursday, November 6
Thursday, September 4	Thursday, December 11

15.2 ***Suggested Agenda Items***

There were no suggested agenda items.

16. **ADJOURNMENT**

On the motion of Trustee Piercy, duly seconded and unanimously carried, the Board of Trustees' adjourned the meeting at 8:25 p.m.

Approved _____
Clerk, Board of Trustees