APPENDIX | SECTION 8

LPA

CREATING SUSTAINABLE PLACES AND SPACES THAT ENRICH THE LIVES OF THOSE WHO USE THEM

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
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   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.

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8.1 APPENDIX MEETING MINUTES

TECHNOLOGY & SECURITY FOCUS GROUP

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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

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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	

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MEETING MINUTES

OVERARCHING FOCUS GROUP - HIGH SCHOOL

ACTION ITEM NO. DUE DATE

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

ACTION	ITEM NO.	DUE DATE

- 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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OVERARCHING FOCUS GROUP - HIGH SCHOOL

ACTION	ITEM NO.		DUE DATE

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

5161 California Avenue, Suite 100, Irvine, California 92617

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

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.	

8.1 APPENDIX MEETING MINUTES

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

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

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	

ACTION	ITEM NO.		DUE DATE
		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.	

8.1 APPENDIX MEETING MINUTES

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

ACTION	ITEM NO.	DUE DATE

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
5161 California Avenue, Suite 100, Irvine, California 92617
p. 949.261.1001 f. 949.260.1190
w. lpainc.com e. lpa@lpainc.com

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	

ACTION	ITEM NO.		DUE DATE
		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

5161 California Avenue, Suite 100, Irvine, California 92617

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

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

LPA

5161 California Avenue, Suite 100, Irvine, California 92617

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

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
13174.1013174.10

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

LPA
5161 California Avenue, Suite 100, Irvine, California 92617
p. 949.261.1001 f. 949.260.1190
w. lpainc.com e. lpa@lpainc.com

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

J:\2013\1317410\DOCS\002 Meeting Minutes_Agendas\04_Overarching Focus Groups\05_Technology\002 Technology Furniture Meeting MM 1.docx

8.2 APPENDIX PRINCIPAL QUESTIONNAIRES

BALL JUNIOR HIGH SCHOOL

LPA
p. 949.261.1001 f. 949.260.1199
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:	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
5161 California Avenue, Suite 100, Irvine, California 92617
p. 949.261.1001 f. 949.260.1199
w. lpainc.com e. lpa@lpainc.com

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
p. 949.261.1001 f. 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:	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
Page 5

-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
5161 California Avenue, Suite 100, Irvine, California 92617
p. 949.261.1001 f. 949.260.1190
w. lpainc.com e. lpa@lpainc.com

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?

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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 a location signs at corner (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

8.2 APPENDIX PRINCIPAL QUESTIONNAIRES

SOUTH JUNIOR HIGH SCHOOL

LPA
5161 California Avenue, Suite 100, Irvine, California 92617
p. 949.261.1001 f. 949.260.1180
w. lpainc.com e. lpa@lpainc.com

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)_____

SYCAMORE JUNIOR HIGH SCHOOL

LPA
5161 California Avenue, Suite 100, Irvine, California 92617
p. 949.261.1001 f. 949.260.1180
w. lpainc.com e. lpa@lpainc.com

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

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
5161 California Avenue, Suite 100, Irvine, California 92617
p. 949.261.1001 f. 949.260.1199
w. lpainc.com e. lpa@lpainc.com

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.

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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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PRINCIPAL QUESTIONNAIRES

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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PRINCIPAL QUESTIONNAIRES

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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PRINCIPAL QUESTIONNAIRES

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)_____

ANAHEIM HIGH SCHOOL

LPA
5161 California Avenue, Suite 100, Irvine, California 92617
p. 949.261.1001 t. 949.260.1190
w. lpainc.com e. lpa@lpainc.com

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?

8.2 APPENDIX PRINCIPAL QUESTIONNAIRES

ANAHEIM HIGH SCHOOL

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

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan
Principal Questionnaire

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
p. 949.261.1001 f. 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:	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

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?

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 needs 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? 2 ?

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LPA

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?
YES, MULTI-PURPOSE ROOM IS USED AS DANCE ROOM
504/505 ... offices

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[R]

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.
smell & noise from ASB activities & ... 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 (?)
Theater & library sometimes 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
3 counselors 8 custodians

2.2 Food Service

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8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

CYPRESS HIGH SCHOOL

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 indoor 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 ... parking lot need ...

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 refurbished & electronic ... seating repaired / replaced

2.8 **Special Youth Services – Special Education**

SDC = 86 RSP = 128

a. How many students are in Special Education?
b. Which programs are supported by the site (e.g. SDC, SH, RSP, DHH, etc.)? ED adult transition
c. Do the current facilities support the Special Education needs?
d. How can these facilities better support your future needs? special needs bathroom update
e. Are Special Education classrooms spread throughout campus (integrated with traditional Classrooms) or concentrated in one building? Which is preferred? somewhat spread out ... mostly
f. Do the restroom / support facilities adequately serve the needs of the severely handicapped (SH) students? needs ... 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?
2 classrooms

3 **TECHNOLOGY**

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. In-classroom computers; wireless infrastructure?) ... used in classroom but ... library or ...

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 either teacher or other staff

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 usage or gym assigned through facilities

e. Please list on-going concerns, if any, related to community use spaces.
all areas over used with year-round sports & community use hard to maintain or reseed fields

5 **SYMBOLISM, MEANING, & PERSONAL CONNECTIONS**

CYPRESS HIGH SCHOOL

LPA ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan
Principal Questionnaire

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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? back field open – readily accessible

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 areas dangerous [illegible] in front of the school & guard [illegible] fire lanes [illegible] blocked due to students 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

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:	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

LPA
p. 949.261.1001 f. 949.260.1199
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:	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

LPA
p. 949.261.1001 f. 949.260.1199
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:	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

LPA
5161 California Avenue, Suite 100, Irvine, California 92617
p. 949.261.1001 f. 949.260.1180
w. lpainc.com e. lpa@lpainc.com

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)?

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

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.

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

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

WESTERN 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:	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.

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

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

8.2 APPENDIX
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

8.2 APPENDIX PRINCIPAL QUESTIONNAIRES

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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HOPE SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan

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.

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan

Principal Questionnaire

- 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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HOPE SCHOOL

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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HOPE SCHOOL

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Principal Questionnaire

- 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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PRINCIPAL QUESTIONNAIRES

HOPE SCHOOL

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan

Principal Questionnaire

- 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?

ANAHEIM UNION HIGH SCHOOL DISTRICT – Facilities Master Plan

Principal Questionnaire

- 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

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

COMMUNITY DAY 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:	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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PRINCIPAL QUESTIONNAIRES

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_____

8.2 APPENDIX
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

8.2 APPENDIX
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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8.2 APPENDIX
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 move 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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8.2 APPENDIX
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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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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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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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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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
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

	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 bottleneck egress → 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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PRINCIPAL QUESTIONNAIRES

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.";

ANAHEIM UNION HIGH SCHOOL DISTRICT
School Site Committee (SSC) Feedback for the Facility Master Plan (FMP) 2014

	"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.

8.2 APPENDIX
PRINCIPAL QUESTIONNAIRES

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

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

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.

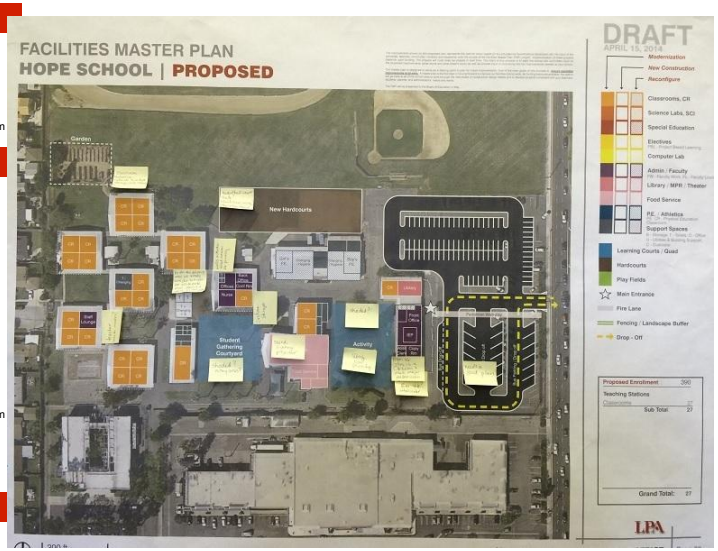
Higher fence between us and shopping center. This is basic safety - any criminal activity in the shopping center could easily end up on school grounds because the existing fence is so low.

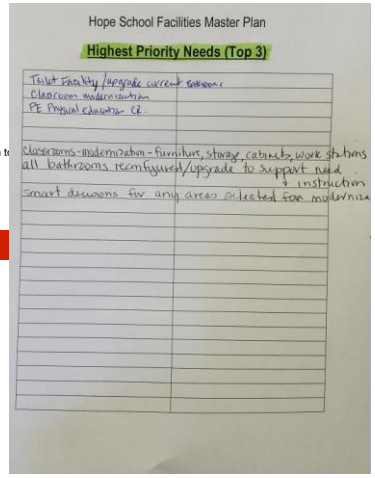
Provide a list of LOW priority scope recommendations as indicated on the proposed Master Plan

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

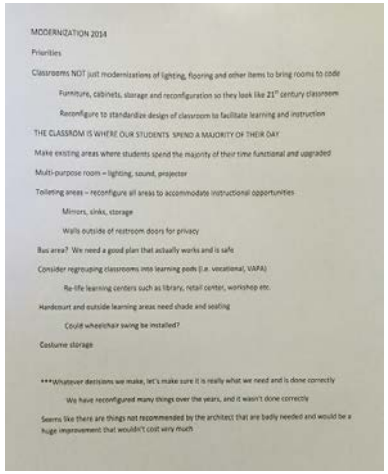



Hope School Facilities Master Plan

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.

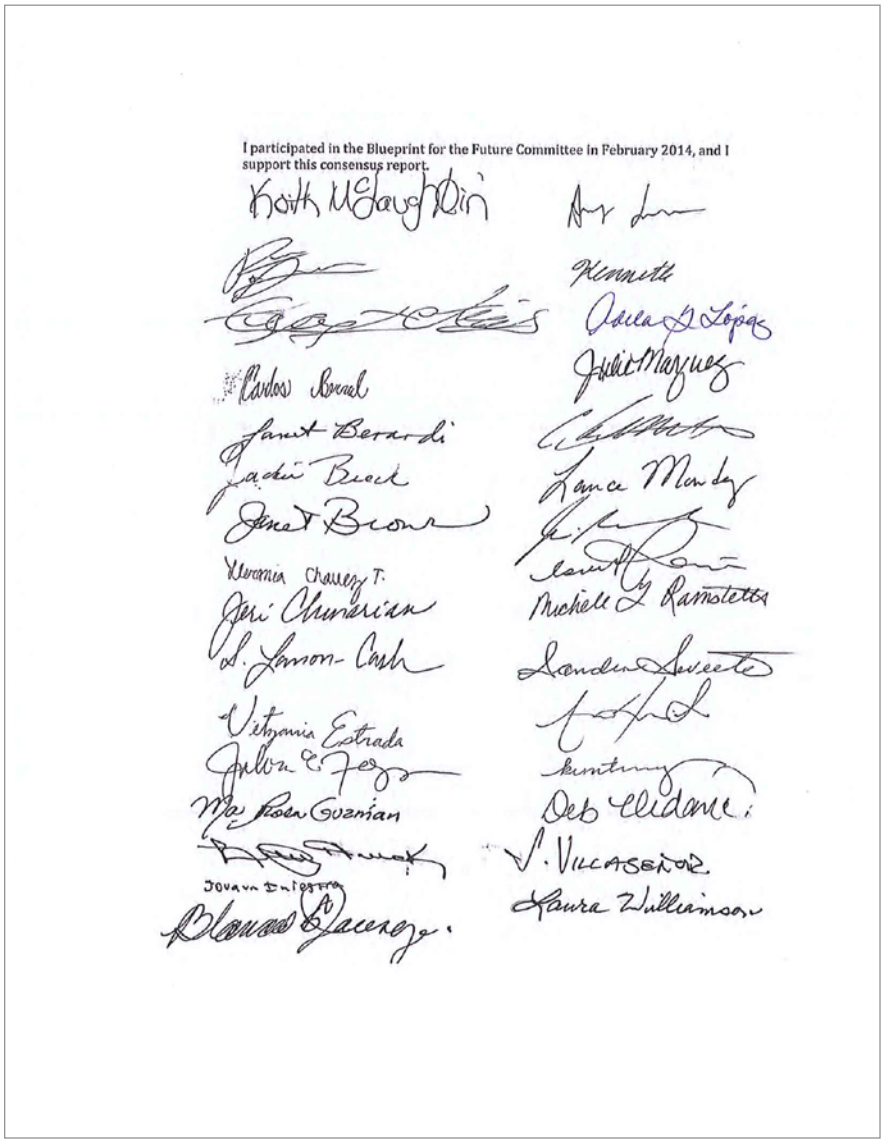
- Consideration of a bond measure should begin with accountability. The statutorily required Citizens' Bond Oversight Committee should be formed before the Board considers action to place a bond measure on the ballot. The oversight committee should review the proposed bond project list and confirm that 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.

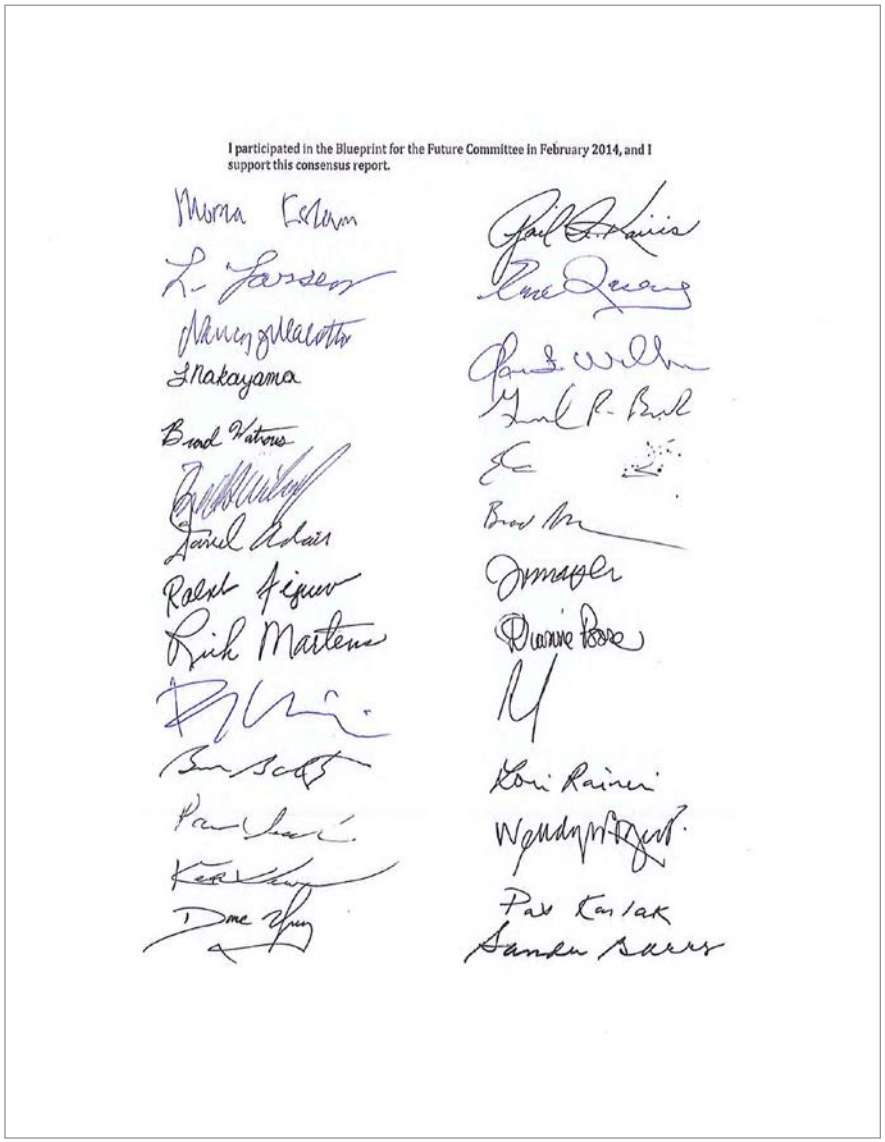
AUHSD Staff and Consultants

- 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	
○ 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.).
○ 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	
○ 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.
○ 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.
○ 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	
○ SEWER	The existing sewer system needs to be replaced.
○ DOMESTIC WATER	The existing domestic water system need to be replaced.
○ FIRE WATER	N/A
○ 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.
○ GAS	The existing gas system needs to be replaced along with an earthquake shutoff valve.

FACILITIES NEEDS ASSESSMENT / BALL 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 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

○ 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	
○ SEWER	Replace the existing sewer system.
○ DOMESTIC WATER	Replace the existing domestic water system.
○ FIRE WATER	N/A
○ 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.
○ 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.

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8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

DALE JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / DALE JR. HIGH SCHOOL

• ATHLETIC FIELDS	
○ 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.
○ LIGHTING	Not Applicable.
○ 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	
○ PATH OF TRAVEL	Path-of-travel issues are prevalent throughout the site. See asphalt and concrete paving above.
○ PARKING	Accessible parking is available, but needs to be addressed to meet current code.
○ 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	
○ SEWER	The sewer system needs to be replaced.
○ DOMESTIC WATER	The domestic water system needs to be replaced.
○ FIRE WATER	N/A
○ 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.
○ 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.

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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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8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

LEXINGTON JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / LEXINGTON JR. HIGH SCHOOL

○ 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	
○ PATH OF TRAVEL	Upgraded in 2007-2008.
○ PARKING	Upgraded in 2007-2008.
○ 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	
○ SEWER	Good condition.
○ DOMESTIC WATER	Good condition.
○ FIRE WATER	Good condition.
○ STORM DRAIN	Good condition.
▪ PONDING	Need to address minor ponding at various locations on campus.
○ GAS	The gas system is in good condition but needs an earthquake shutoff valve.
○ 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	
○ SEWER	The existing sewer lines need to be replaced.
○ DOMESTIC WATER	The existing domestic water lines need to be replaced.
○ FIRE WATER	Not Applicable.
○ STORM DRAIN	The storm drainage needs to be improved throughout campus.
▪ PONDING	Ponding occurs between finger buildings. Drainage blocked by trees.
○ GAS	Needs to be replaced and earthquake shutoff valve added.
○ 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.

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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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8.4 APPENDIX
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	
○ SEWER	50% of the existing sewer system needs to be replaced. Need to run a camera to locate existing clogging.
○ DOMESTIC WATER	The existing domestic water needs to be replaced.
○ FIRE WATER	A separate fire water system was added in 2005.
○ 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.
○ GAS	50% of the existing gas system needs to be replaced and an earthquake shut off valve added.
○ 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.
  - 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.).
  - LIGHTING — N/A
  - 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
  - PATH OF TRAVEL — Path-of-travel is an issue at the majority of the asphalt paving areas. See Paving above.
  - 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.
  - 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
  - SEWER — Replace 75% of the existing sewer system.
  - DOMESTIC WATER — Replace the existing domestic water system.

FACILITIES NEEDS ASSESSMENT / SYCAMORE JR. HIGH SCHOOL

- FIRE WATER — Replace the existing backflow and riser at the MPR, and tie into a new fire water system.
- 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.
- GAS — Replace the existing gas system. Provide an earthquake shut off valve.
- 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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8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

WALKER JUNIOR HIGH SCHOOL

FACILITIES NEEDS ASSESSMENT / WALKER JR HIGH SCHOOL

○ 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	
○ SEWER	Need to replace the existing sewer system.
○ DOMESTIC WATER	Need to replace the existing domestic water system.
○ FIRE WATER	N/A
○ 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.
○ GAS	Existing gas system needs replacement. Provide an earthquake shut off valve.
○ 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

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- 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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APPENDIX
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.

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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8.4 APPENDIX
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	
○ PATH OF TRAVEL	Poor condition campus wide (80,000 s.f.).
○ 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.
○ 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	
○ SEWER	Upgraded in 2006.
○ DOMESTIC WATER	Upgraded in 2006.
○ FIRE WATER	Upgraded in 2006.
○ STORM DRAIN	Upgraded in 2006.
▪ PONDING	Ponding occurs by the track, north parking lot adjacent to the buildings, and some areas of the quad.
○ GAS	Upgraded in 2006. Provide an earthquake shutoff valve.
○ 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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8.4 APPENDIX
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	
○ PATH OF TRAVEL	Path of travel is poor at quads. See "Paving" note above.
○ PARKING	Addressed in 2008. Sealed and restriped in 2013.
○ 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	
○ SEWER	Addressed in 2008.
○ DOMESTIC WATER	Addressed in 2008.
○ FIRE WATER	Addressed in 2008.
○ STORM DRAIN	Replace piping and catch basins.
▪ PONDING	Ponding issues at existing quads and northwest of tennis courts.
○ GAS	Addressed in 2008.
○ 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	
○ SEWER	50% of the sewer system needs replacement.
○ DOMESTIC WATER	Domestic water upgraded in 2006.
○ FIRE WATER	Upgraded in 2006 building addition.
○ 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.
○ GAS	50% of the gas system needs replacement. Add an earthquake valve at the gas meter.
○ 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.

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	
○ SEWER	Sewer mains need to be replaced.
○ DOMESTIC WATER	Water mains need to be replaced.
○ FIRE WATER	Need to add separate fire water service.
○ STORM DRAIN	A storm chamber system was installed in 2012 to correct storm water runoff problems.
▪ PONDING	Minor ponding issues throughout campus.
○ 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

FACILITIES NEEDS ASSESSMENT / 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.
○ LIGHTING	The site staff has requested security lighting at the northwest corner of the fields due to proximity to the park.
○ 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	
○ PATH OF TRAVEL	Correct path-of-travel issues throughout campus.
○ PARKING	Accessible parking was recently addressed at the south parking lot. The main parking lot will be addressed with its reconfiguration.
○ 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	
○ SEWER	Existing sewer needs to be replaced.
○ DOMESTIC WATER	Domestic water system needs to be replaced.
○ FIRE WATER	N/A
○ 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.
○ GAS	Existing gas system needs to be replaced. Provide a gas earthquake shut off valve.

FACILITIES NEEDS ASSESSMENT / SAVANNA HIGH SCHOOL

○ 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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8.4 APPENDIX
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	
○ 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.
○ PARKING	The front parking lot along Western Avenue is accessible having been addressed in 2012. The main parking lot needs to be addressed.
○ 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	
○ SEWER	The existing sewer system needs to be replaced.
○ DOMESTIC WATER	The existing domestic water system needs to be replaced.
○ FIRE WATER	N/A
○ 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

○ GAS	The existing gas lines need to be replaced. Provide a gas earthquake shut off valve.
○ 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: ○ 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.

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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

AUHSD / TRIDENT EDUCATION CENTER
May 2014

8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

TRIDENT EDUCATION CENTER

FACILITIES NEEDS ASSESSMENT / TRIDENT EDUCATION CENTER

○ 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	
○ SEWER	Needs to be replaced.
○ DOMESTIC WATER	Needs to be replaced.
○ FIRE WATER	N/A
○ STORM DRAIN	The existing storm drain system is in fair condition. Some work is required between buildings.
▪ PONDING	Minor ponding at southwest of track
○ GAS	The existing gas lines need to be replaced. Provide an earthquake shut-off valve.
○ 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.

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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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DETAILED CONDITION ASSESSMENTS

HOPE SCHOOL & GILBERT WEST

FACILITIES NEEDS ASSESSMENT / HOPE SCHOOL & GILBERT WEST

○ 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	
○ SEWER	Needs to be replaced.
○ DOMESTIC WATER	Needs to be replaced.
○ FIRE WATER	Not Applicable.
○ 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.
○ GAS	The existing gas lines need to be replaced. The boiler needs to be replaced at Gilbert West.
○ 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
  - 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.).
  - 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
  - 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.
  - LIGHTING — Not applicable.
  - POOL — The Oxford Academy does not have a pool. It was suggested one should be added for parity with other high school campuses.
  - 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
  - PATH OF TRAVEL — Several path-of-travel issues at the central quad and to the fields.

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8.4 APPENDIX
DETAILED CONDITION ASSESSMENTS

OXFORD ACADEMY

FACILITIES NEEDS ASSESSMENT / OXFORD ACADEMY

○ 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.
○ 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	
○ SEWER	Upgraded in 2006.
○ DOMESTIC WATER	Upgraded in 2006.
○ FIRE WATER	Upgraded in 2006.
○ 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.
○ 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	
○ SEWER	Replace the existing sewer system throughout.
○ DOMESTIC WATER	The domestic water system is in good condition.
○ FIRE WATER	The existing fire sprinklers are connected to the domestic water system. Upgrade to current code.
○ STORM DRAIN	The site's storm drainage is adequate.
○ GAS	The existing gas system is in good condition. Provide an earthquake shut off valve.
○ 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

Prepared by:
PlanNet Consulting, LLC
2850 Saturn Street, Suite 100
Brea, California 92821
Voice: (714) 982.5800
http://www.plannet.net

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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

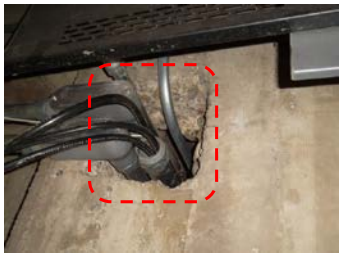

Photo 6

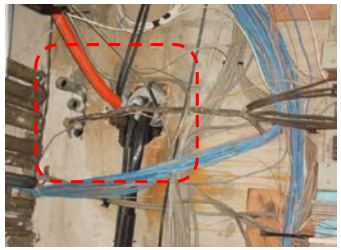

Photo 7

Photo 8

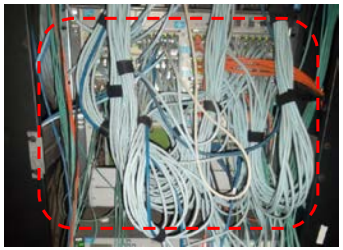

Photo 9

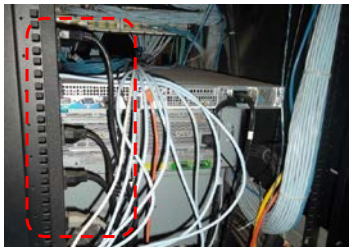

Photo 10

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).

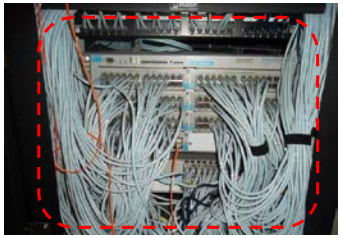

Photo 12

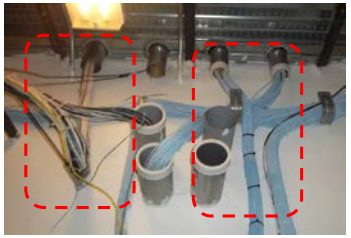

Photo 13

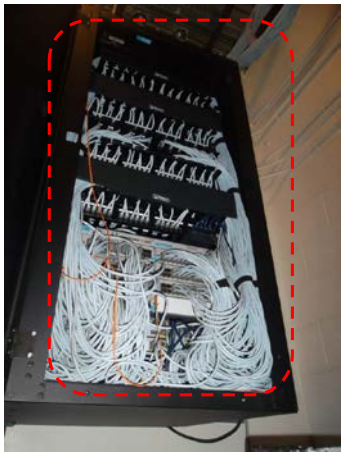

Photo 14

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

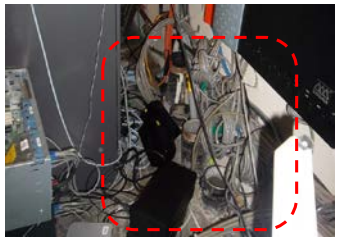

Photo 16

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

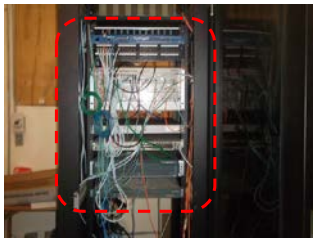

Photo 18

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).

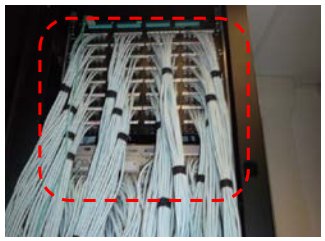

Photo 19

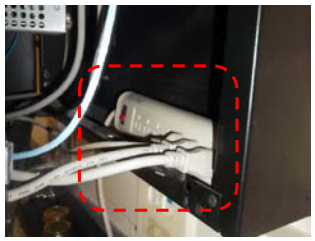

Photo 20

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).

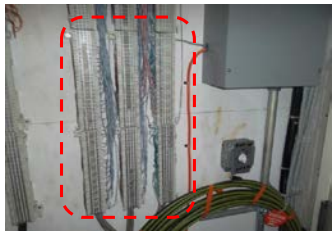

Photo 24 (MPOE)

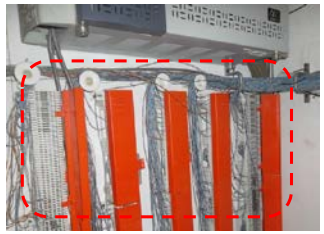

Photo 25

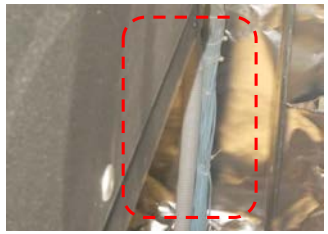

Photo 26 (MDF)

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).

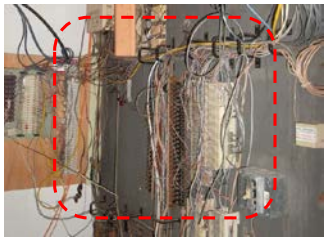

Photo 28

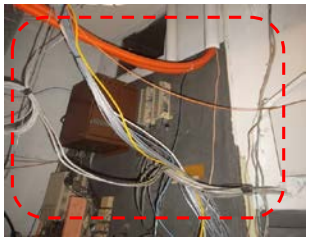

Photo 29

Photo 30

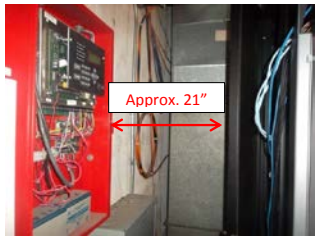

Photo 31

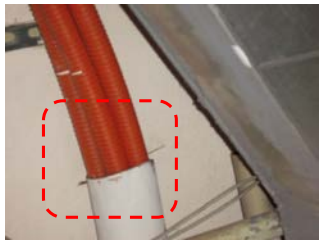

Photo 32

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.

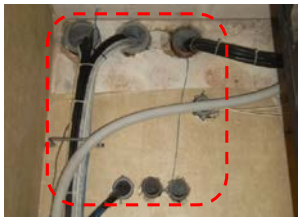

Photo 34

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).

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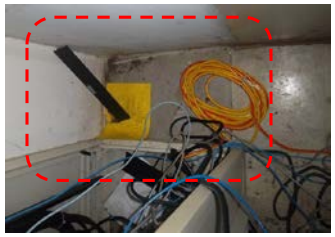

Photo 35

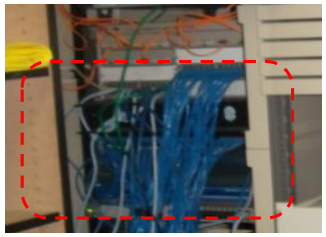

Photo 36

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

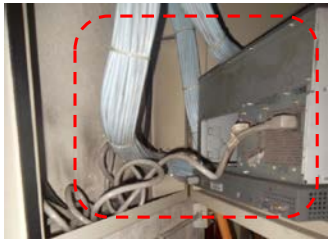

Photo 41

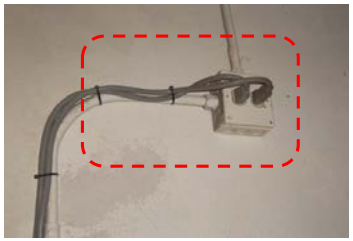

Photo 42

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).

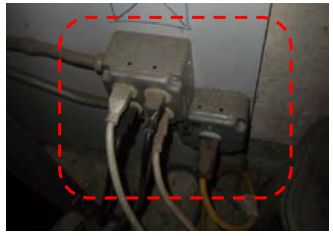

Photo 44

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

Anaheim Union High School District – IT & Security Assessment

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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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
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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
Facilities Needs Assessment
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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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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.