

Orange Unified School District

# Facilities Advisory Committee Final Report

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## PART I

### INTRODUCTION

The Facilities Advisory Committee (FAC) was appointed by the Board of Education on November 7, 2002.

#### **Mission Statement**

The committee developed the following Mission Statement, which was approved by the Board of Education:

In collaboration with the Orange Unified School District Board of Trustees, District staff, students, parents, the community, and the Master Plan consultant, the Facilities Advisory Committee will provide research, guidance and recommendations to support the Board's goal to establish a safe, appropriate and comfortable classroom for every OUSD student through

- Modernization of existing facilities
- Construction of new facilities to accommodate growth
- Efficient and cost-effective use of all District facilities and real properties

#### **Charges to the Committee**

The FAC was given a list of charges by the Board of Education. The charges, and the actions taken to fulfill them, are as follows:

**1. Review the current District property utilization.**

Every property owned by OUSD was toured by one or more FAC members. Sites include:

- 41 OUSD school sites
- Other District facilities
  - Maintenance, Operation and Transportation (MOT)
  - Central Kitchen
  - Education Center
  - Parkside
- District properties with other uses
  - Peralta site
  - Walnut site
  - Kilifer

**2. In coordination with staff, work with demographic data to assess school needs.**

Information about current school enrollments and future enrollment growth, developed by Davis Demographics & Planning, Inc., was reviewed and examined.

- 3. Using optimum school size standards (as approved by the Board), and the projected enrollment growth (as presented by Davis Demographics), determine the number, composition, location, and possible sites for new schools.**
  - a) FAC made preliminary recommendations to the Board on the number of new elementary, middle and high schools needed to accommodate students through build-out.
  - b) Tentative locations for school sites to accommodate new residential developments have been identified and are part of this report in Part II.
  
- 4. FAC and staff review the District educational facility standards.**
  - a) FAC reviewed and approved LHA Facilities Master Plan standards and developed FAC Facilities Guidelines. (See Appendixes A and B.)
  - b) FAC members toured an elementary school and a high school in the Irvine Unified School District to review current school facility standards.
  - c) FAC met with OUSD District staff to review and discuss facility needs for technology and Special Education.
  
- 5. Review the modernization needs for all District schools and support services.**
  - a) One or more FAC members toured every property owned by OUSD.
  - b) Individual reports on all sites were prepared.
  - c) A report on overall findings and conclusions, as well as individual school assessments, was compiled and presented to the Board of Education (FAC Report, "Preliminary Assessment of the Orange Unified School District Facilities," presented to the Board on April 25, 2003).
  - d) FAC heard a presentation by the Collaborative for High Performance Schools on cost-effective, energy-efficient strategies for modernization and new school construction.
  
- 6. Review financial needs to acquire land, build new schools, and complete modernization needs.**
  - a) FAC reviewed a staff report on "Funding Sources for School District Facilities," dated Oct. 4, 2002. (See Appendix C.)
  - b) The following alternative funding sources for school construction and modernization were investigated:
    - Redevelopment funding (See Appendix D.)
    - Joint uses with the Orange City Library and Santiago Canyon College
    - School construction by private developer (See Appendix E.)
  
- 7. Monitor and update timelines for anticipated development and apprise staff and Board.**
  - a) FAC members attended informational sessions presented by The Irvine Company regarding proposed residential developments in East Orange.
  - b) FAC members met with staff from the City of Anaheim Planning Department to learn about potential changes to the General Plan for the Anaheim Hills area.
  - c) FAC met with representatives from Fieldstone Communities, Inc. to collect information about the proposed residential development on the Sully-Miller property.
  - d) FAC members monitored various developments being processed through the City of Orange as they impact schools.



**8. Act as community liaisons to assist in the development of Master Plan recommendations.**

In collaboration with Leidenfrost/Horowitz and Associates (LHA), FAC members acted as facilitators and record keepers at four Community Forums designed to educate the public about OUSD facility needs.

- March 31, 2003 Portola Middle School
- April 21, 2003 Cerro Villa Middle School
- May 15, 2003 El Rancho Middle School
- May 19, 2003 Santiago Middle School

**9. Review reports from and act as a resource to LHA.**

- a) FAC reviewed and revised the questionnaire developed by LHA to collect information from school site staff and parents for the Facilities Master Plan.
- b) The FAC report, "Preliminary Assessment of the Orange Unified School District Facilities," was made available to LHA to assist in the preparation of the Facilities Master Plan.
- c) FAC previewed the Master Plan Powerpoint presentation by LHA.

**10. Provide monthly reports to the Board.**

Monthly oral and written reports were presented to the Board. (See Appendix K.)

**Guidelines for School Facility Decisions**

FAC developed the following guidelines for making decisions about school facilities:

- Focus on educational quality and equity for all students of OUSD without regard to race, creed, color, ethnicity, or socio-economic factors.
- Emphasize that educational needs and requirements of students should drive the design of every school.
- Advocate schools as vital community infrastructure as are police and fire protection, roads, utilities, water, storm drains, sewers, etc.
- Actively participate in the approval process for new residential developments and respond to the Environmental Impact Report to mitigate the impact on schools (e.g., dedication of land, soils contamination, new school construction, traffic safety, sound concerns, air quality).
- Site new schools in developing areas to accommodate the new growth and to relieve enrollment increases in existing impacted schools.
- Incorporate cost-effective, energy efficient and maintenance efficient guidelines District-wide.

**Overview of School District**

Orange Unified School District covers 108 square miles. District boundaries encompass the cities of Orange and Villa Park, parts of Anaheim, Santa Ana, Garden Grove and Yorba Linda, and unincorporated county areas. The easternmost boundary is the Riverside County line. The District serves a diversity of communities, ranging from densely-populated older neighborhoods in the west, to newer neighborhoods in the central area, and regions in the east where residential development continues. Large areas in the east District have been set aside as permanent open space. There is also a wide range of facilities among the 41 District schools, many of which were built in the 1950s and 1960s. The newest schools, in Anaheim Hills, opened in 1997 and 1999.

## DISTRICT POLICIES AND PRACTICES REGARDING FACILITIES

In examining and studying the District’s history, policies and practices regarding facilities, the FAC has made the following observations:

### Centralization of Administrative and Support Facilities

Due to inadequate facility sizes, offices and support services are scattered in various locations throughout the District. Administrative offices are located at the Education Center, the Maintenance, Operations and Transportation (MOT) yard, Parkside, and six school sites. The Nutrition Services Department is divided, with offices and storage at MOT, a central kitchen and storage at Crescent Intermediate School, and additional storage in the City of Commerce.

This situation creates inefficiencies and added expenses because District staff must drive to various offices in order to complete their duties. Equipment, such as computers and copying machines, must be duplicated, rather than shared. In addition, the use of school sites for administrative offices eliminates space that could be used for classroom purposes.

### Facility Planning

Due to a lack of responsible and effective long-range facilities planning to address population growth and new residential developments, many schools have become overcrowded.

School facilities have deteriorated because state funding has been inconsistent and inadequate to address the District’s deferred maintenance plan.

Efficient, cost-effective and productive facilities planning requires a long-range focus and a comprehensive, District-wide planning and implementation.

Historically, the District’s primary strategy for mitigating over-crowded schools has been the installation of portable classrooms. As a result, some schools have a high number of these “temporary” buildings. For example, Fairhaven Elementary School has 17 portables, compared to 14 permanent classrooms. Orange High School has 30 portables, Canyon High has 20 and Villa Park High has 21.

The total number of classrooms, district-wide, is as follows:

	Portables	Permanent
Elementary Schools	148	604
Middle Schools	23	169
High Schools	89	235
	260	1,008 (1,268 total)

As the table indicates, OUSD utilizes 260 portables, representing 20 percent of the District’s classrooms. Many of these structures are more than 25 years old. A common aphorism in the District is, “There’s nothing as permanent as a temporary classroom.”

Many portable classrooms show obvious signs of deterioration. Some are windowless, stuffy and odorous. A number of portables are not connected to school fire alarm and communication systems, posing a safety hazard.

The installation of portables at school sites has taken up valuable playground space. Due to clearance requirements, a group of portables will actually take up more space than a permanent multi-classroom structure.

In some cases, the location of portables has been problematic. Portables have been sited in drainage areas and directly on soil.

The presence of portable classrooms, especially older structures in long, dense rows, contributes to an institutional appearance at several of the schools. Security is compromised when direct observation of school areas is obstructed.

While the portable structures provide needed classroom space, other aspects of the schools' infrastructure – such as additional bathrooms, more office space and larger parking areas – have not been upgraded or increased to accommodate growing school enrollments.

### **Maintenance of Facilities**

In the past, planning for major maintenance projects was inconsistently implemented and changed due to political pressure and/or lack of funding. This lack of a consistently applied maintenance program has resulted in:

- Higher costs for delayed repairs.
- Premature deterioration of buildings and infrastructure due to neglected maintenance.
- Decisions based on perceived crises rather than careful preventative planning.
- Higher energy costs, and inefficient, outdated equipment and replacement parts.

The neglect of facilities maintenance has been exacerbated by the fact that several District schools are on multi-track year-round schedules. With students attending the schools nearly every week of the year, this leaves little “down time” for major cleaning, routine repairs and maintenance. In March, 2004, the School Board voted to return five schools to single track calendars, but two large elementary schools – Fairhaven and Lampson – remain on multi-track year-round schedules.

### **Attendance Zone Modification**

In previous years, the District did not routinely review and modify school attendance zones. Overcrowding at individual schools was addressed primarily by adding portable buildings, establishing multi-track year-round scheduling, and implementing an open enrollment policy.

As a result, there are enrollment imbalances among schools in the District. Some sites are overcrowded while nearby schools have empty classrooms. Recent action by the School Board will resolve some of these imbalances.

### **Relationships with Local Agencies**

Schools are a critical component of a healthy community. To assure that the needs of students are met, the School District must assure that school expansion or construction is taken into consideration by city or county officials when new residential developments are planned. This requires communication and coordination with municipalities and other agencies.

Close communication between the District and other agencies also opens opportunities for joint use projects that maximize the facilities available to the community and make best use of

public funds. In addition, advanced planning allows the District to apply for state matching funds in a timely manner.

During the past two years, a number of District policies and practices regarding facilities have been revised. Current plans for large residential developments within OUSD boundaries present opportunities for the District to work in cooperation with developers and city planners to assure that school needs are met in a realistic and timely manner.

## SPECIAL EDUCATION

The Special Education Department in 2002-03 served 3,192 OUSD students, approximately 10 percent of the District's total student population. The students range in age from 3 to 22 years. The facilities that serve these students must be given special attention.

### Description of Programs

Currently, programs are housed as follows:

Speech/Language: About 1,500 students, scattered throughout the District, require Speech/Language assistance provided twice a week by roving teachers. A small quiet room is needed at each school for these services.

Individual Education Program: Each school needs a room with privacy, where District psychologists can test students and, when appropriate, meet with staff and parents to develop an Individual Education Program (IEP). Many schools use a principal's office, workroom, or any space available for these purposes.

Resource Specialist Program: More than 1,000 students receive special assistance from the Resource Specialist Program (RSP) during part of the regular school day. Every OUSD school has at least one RSP classroom.

Special Day Classes: Students with more serious needs attend full-time Special Day Classes (SDC), pre-school through high school. All but nine elementary school sites have at least one SDC classroom.

Pre-School Special Day Classes: Toddlers aged 3 to 5 with special needs are served by Pre-School SDC. In 2002-03, the program served 151 children. The program is housed at the following sites:

Parkside	7 classrooms, Department Offices
Chapman Hills ES	2 classes
Fairhaven ES	2 classes
Riverdale ES	1 class
Sycamore ES	2 classes

Seven SDC classes are located in portables at Parkside in order to allow the children in that program to integrate or mainstream with students in the District's Child Development Program. This concept has not been completely successful, according to District staff.

Canyon Hills School: This facility, located on four acres between Imperial Elementary and Canyon High Schools, serves about 100 students with severe and multiple handicaps. The site is designed and equipped to serve the needs of these students. Parents may opt to send their children to this site rather than a regular school site.

Transitions Program: The Riverdale Annex, a house at the back of the Riverdale Elementary campus, houses the Transitions Program. It is designed to teach independent life-skills to young adults aged 18 to 22. In 2003-04, the program is serving 37 students. The Special Education Department is considering a second site near the intersection of Katella Avenue and Tustin Street. This location would facilitate the program's goal to teach young adults to live as independently as possible by using public transportation and working in local businesses. The Riverdale Annex will be retained to instruct students in household skills, such as cooking and doing laundry.

Counseling Services: The Orange County Mental Health Department provides counseling services for District students at the California House, located on the California Elementary campus.

### **Administration and Support Services**

The Pupil Services Department oversees School Age Care/Child Development, Health Services, Psychological Services and Special Education. Offices for staff members are scattered from one end of the District to the other. The administrative director, assistant director, five coordinators and five secretaries use office space at the District Education Center.

Additional offices are located at:	Canyon Hills School	Olive Elementary
	Crescent Intermediate	Parkside
	El Modena High School	Prospect Elementary
	Fletcher Elementary	Riverdale Elementary

### **Program Needs**

The population of students requiring special education services is growing rapidly and is not in proportion to the growth in the general student population. For example, the pre-school program now serves 66 autistic children, as compared to 20 three years ago. This is due to better early diagnosis of children and a recent dramatic increase in autism. The growing need must be taken into consideration when facilities decisions are made.

Currently, the Special Education Department has difficulty finding classroom space for SDC classes in elementary schools. Some schools have several classes while others have none.

This raises the issue of equity. According to Nancy Shipcott, former Director of Pupil Services, "The primary focus of any future plan should be equitable distribution of Special Day classes at the elementary level. The middle and high schools have already attained that equity by providing enough classes to house their own students and centralizing only the severely handicapped population."

Distributing SDC classes throughout the District gives students a better opportunity to attend a local school with children from their own neighborhood. It also allows the added responsibility of the SDC classes to be distributed among more principals.

### **Future Facility Needs**

SDC Classrooms: As described above, there is a growing need for Special Education classrooms. Classroom space may be lost at several west-side schools when they are taken off multi-track year-round schedule for the 2004-05 year.

Administration: Centralizing all Special Education Administrative Offices (except Pre-School SDC and Child Care) would allow the department to operate in a more efficient, cost-effective manner and would eliminate the need for travel among numerous distant locations. Approximately 22,000 square feet are needed for about 100 administrative and support services staff. The administrative director and assistant director should be located in the same building as District administrative staff. Other administrative offices may be consolidated at a separate site.

Pre-School: There is an immediate need for an additional SDC classroom at Parkside due to the growth in the Special Education Pre-School Program.

Medical Therapy Unit: OUSD has 60 to 70 students identified as needing medically necessary occupational and physical therapy in order to access their educational programs. These students are bused twice a week to other school districts to receive this specialized care. The establishment of a 1,280-square-foot Medical Therapy Unit would allow the District to serve these students in-house.

Alternative Education Program: The District currently expends about \$35,000 per student to send students with severe behavioral problems to programs outside the District. The establishment of a 2,560-square-foot Alternative Education site would allow the District to serve some of these students in-house.

## DISTRICT PROPERTIES NOT CURRENTLY USED AS SCHOOLS

The recommendations in this section are based on considerations of the best and most efficient use of District facilities and properties. FAC recognizes that many of these proposals will not be feasible until additional local and/or state funding becomes available.

OUSD owns five sites, all located in the City of Orange, that currently are not used as District schools. FAC members toured, researched and discussed each of these sites, as listed below:

- Peralta (Meats Avenue and Canal Street)
- Katella (Katella Avenue and Handy Street)
- Walnut (on Walnut Avenue, adjacent to Santiago Middle School)
- Maintenance, Operation and Transportation Yard (Collins Avenue and Batavia Street)
- Kilifer (Lemon Street, adjacent to Richland Continuation High School)
- Parkside (Yorba Street and Palmyra Avenue)

### **Peralta**

Located behind the Mall of Orange on Canal Street, this 22.8-acre former junior high school site has been leased to the Peralta Golf Partnership since 1994. The 15-year lease includes renewal options every five years. The partnership has sublet the property to several other tenants. The partnership makes monthly lease payments to the District. When the partnership's income from sales and the subleases increases to a certain level, a percentage of that increased income must be paid to the school district. To date, the District has received the minimum amount of \$12,500 per month, or \$150,000 annually. It could take 18 to 24 months to end the lease.

Several school buildings have been removed from the property. The original office building, six classrooms and the multi-purpose room remain on the site.

#### Situational Analysis:

- This is the largest piece of District-owned real property not in current use for school or other District purposes.
- The Peralta site is located in an area where schools are impacted by high enrollments.

#### Recommendations:

- Authorize staff to enter into discussions with the tenant at the Peralta site regarding the terms and conditions of the lease.
- Consider the construction of a high school with a capacity up to 1,500 students. (For additional information, see pages 47 through 52 of this report.)

#### Rationale:

- The Peralta property is a potential central location for a high school campus to alleviate over-crowding at Orange and Villa Park High Schools.



**Katella Site**

Located at Handy Street and Katella Avenue, this former elementary school site is currently used as the District Education Center.

**Situational Analysis:**

- Additional capacity is needed to alleviate overcrowding at several neighboring schools.
- Converting the facility back to elementary school use would be relatively easy.

**Recommendations:**

- Consolidate all District administrative offices and relocate the Education Center to a different site.
- Convert the site to a K-6 school, with the educational program to be determined by staff. (For additional information, see pages 26 to 37 of this report.)

**Rationale:**

- Without the Katella site, the higher enrollment projections for this area of the District cannot be accommodated by attendance zone modification exclusively.
- The square footage of the existing buildings is insufficient to accommodate all District administrative offices.

**Walnut Site**

This 9.3-acre site is located adjacent to Santiago Middle School. There is access to the property from a residential street on the south side and from the Santiago parking lot on the north side.

For the past 11 years, 3.5 acres have been leased to a nursery for palm trees, with the remainder of the site being vacant. For much of that time, the District has been in a loss position regarding the income from the property. The lease contract requires the grower to pay the District a share of sales from the property, but the District has never received any income from that partnership. A six-month notification is needed to end the lease.

**Situational Analysis:**

- The current status of the property offers no advantage to the District.
- The size and central location of the site indicate a potential to resolve District facility needs.

**Recommendations:**

- Authorize staff to enter into discussions with the tenant at the Walnut site regarding the terms and conditions of the lease.
- Terminate the lease.
- Construct facilities to relocate and consolidate the following programs and functions to the Walnut site, including, but not limited to:
  - ◆ Special Education administrative offices currently housed at seven sites
  - ◆ Canyon Hills School
  - ◆ Transition Program from Riverdale
  - ◆ Pre-Kindergarten Special Education classes from Parkside.

**Rationale:**

- Special Education offices are scattered at seven sites throughout the school district. Consolidating the offices would allow the department to operate in a more effective and efficient manner.
- Consolidating Special Education offices at Walnut results in a 15 percent reduction in office space needed at the Education Center.
- Relocation of Canyon Hills students to a central District location results in an estimated \$243,726 reduction in student transportation costs.
- Relocation of Canyon Hills students provides more classroom space for overcrowded Canyon High School.
- Relocation of psychologist offices from Crescent Intermediate School creates additional classroom space.
- A central location for the Transition Program (currently housed at Riverdale ES) accommodates that program's mission to teach young adults to live as independently as possible and to use public transportation to travel to job sites.

**Maintenance, Operation and Transportation – Collins Site**

Located near the southeast corner of Collins and Batavia in Orange, the Maintenance, Operation and Transportation (MOT) facility is the site of the OUSD Transportation Department and bus lot, a large warehouse, the District mail room and print shop, vehicle repair and other maintenance facilities, and offices for the Construction Department, Nutrition Services Department, and Planning and Facilities Department. The need for office supply storage in the large warehouse has been reduced, allowing the Nutrition Services Department to relocate some of its storage into the building. There are plans to transfer the Nutrition Services office and central kitchen to the warehouse.

**Situational Analysis:**

- Capacity is inadequate to accommodate administrative and support services office needs.

**Recommendations:**

- Acquire four residential lots on the Collins side of the property.
- Construct a 36,000-square-foot District administration building at the site to centralize all District offices.

**Rationale:**

- Relocation of the Education Center to a larger site allows consolidation of District offices and facilities currently scattered throughout the District. This leads to a more efficient and cost-effective operation of the District.

**Kilifer**

Located on Lemon Street in Orange, adjacent to Richland Continuation High School, the 3-acre Kilifer site is a former elementary school. The buildings, constructed in 1931, are in relatively good condition. The site is leased to the Rancho Santiago Community College District for an annual rent of \$25,000, plus a \$3,600 maintenance fee. The current lease agreement expires July 1, 2004. The college has purchased a new site and anticipates moving out of Kilifer in the near future.

**Parkside**

This 12-acre former elementary school site is located at Yorba Street and Palmyra Avenue in Orange and is used for non-traditional school programs. The office building and all or part of four of the permanent classroom buildings are used by the Orange County Department of Education's Regional Occupational Program (ROP) program. ROP serves approximately 2,000 students, with 45 percent of those coming from El Modena High, Orange High and Richland Continuation High Schools. (Richland students are required to take an ROP class.) The other students are adults. ROP also has 13 portables, 10 of which are inventoried by the Orange County Department of Education and 5 by OUSD.

OUSD uses the site to house five programs:

- Language Assessment uses two permanent classrooms.
- Independent Study uses two permanent classrooms.
- The Teen Mother Program uses three permanent classrooms.
- School Age Day Care has its main office in an inadequately-sized portable.
- The infant care and Child Development Center (pre-school) are located in the former Kindergarten rooms and three deteriorating portables. (Facilities for this program are purchased by categorical funds from the state Department of Education, not the OUSD General Fund.)
- Pre-School Special Education has its office and classrooms for 65 children in three portables located on the parking lot for Yorba Park.

**Situational Analysis:**

- Although it is not used as a traditional District school, this site serves several hundred OUSD students.

**Recommendations:**

- Relocate the Special Education Office and pre-school classrooms to a different location, allowing the expansion of the ROP facilities.
- Continue other OUSD programs on site.
- Put the property into the District's asset management plan as a resource.

**Rationale:**

- Conversion of the site to an elementary school is problematic due to the location and the proximity of Yorba Park, a former landfill.
- Consolidation of Special Education offices and facilities at another location would allow the department to operate in a more efficient and effective manner.

## ALTERNATIVE FUNDING OPTIONS

FAC reviewed a report from staff, dated Oct. 4, 2002, on "Funding Sources for School District Facilities." (See Appendix C.) The report describes the following methods commonly used by school districts to fund modernization projects and new school construction:

- Certificates of Participation (COP)
- Community Facilities District (CFD, or Mello-Roos)
- Developer Fees
- General Fund
- General Obligation Bonds (state and local)
- Lease Purchase
- Parcel Tax
- Redevelopment Funding

In addition, FAC investigated several alternative funding methods. They are as follows:

- Joint facility uses
- Redevelopment funding
- School construction by developer

### **Joint Facility Uses – Santiago Canyon College and Orange City Library**

An FAC sub-committee met with Juan Vazquez, President of Santiago Canyon College (SCC), and Nora Jacob, Library Services Director, City of Orange. Both are open to further discussions regarding possible joint use agreements.

SCC began construction on a 29,000-square-foot library building in Fall, 2003. Mr. Vasquez expressed a willingness to explore potential joint operational uses for the library. Combining staff from the college, school district and city would pose challenges, but both Mr. Vasquez and Ms. Jacob are willing to address those issues. The college is also open to exploring potential joint uses for a performing arts facility and/or for a small sports stadium, both of which are included in the college's master plan.

The college initiated discussions with OUSD regarding an Early College High School (Middle College) that could be developed through the cooperation of the college and the school district. Potential funding is available through the Bill and Melinda Gates Foundation. Planning should continue in anticipation of future funding possibilities. (For additional information about the Early College High School concept, see Appendix F.)

Nora Jacob has indicated an eagerness to explore the possibility of a joint public and high school library in East Orange. The Orange Library Master Plan calls for a new 23,300-square-foot library in East Orange, but this project is not currently funded.

### **Redevelopment Funding**

In 1989, Brea Olinda Unified School District opened the new campus of Brea Olinda High School, which was built without state aid and at no cost to local taxpayers. The construction was financed through redevelopment tax increments, ground lease payments and participation rent payments from the former site of the high school, located adjacent to the Brea Mall. This complex project was accomplished with the close cooperation and financial assistance of the City of Brea.

In order to determine whether this innovative process could be replicated in Orange, an FAC subcommittee conducted an investigation into the Brea project and current redevelopment areas within OUSD.

The conclusion is that there are no apparent opportunities to construct a school through redevelopment funding at this time. Conditions that existed in Brea during the 1980's – large areas of undeveloped land, an attractive, expendable piece of school district property, and a favorable economic climate – do not exist in OUSD today.

OUSD currently receives \$2.2 million annually in pass through payments from 11 redevelopment areas within school district boundaries. This income is dedicated to the debt service of a \$39.5 million COP which was set aside for soft costs to establish state eligibility for facilities projects and for some capital projects. (For the full report on redevelopment funding, see Appendix D.)

#### **School Construction by Private Developer**

In some California communities, major developers have not waited for school districts to construct new schools to serve large residential developments. These developers have paid for land costs and construction of schools by districts, or have built schools themselves. Developers benefit from the process by creating more attractive communities for buyers, expediting planning and approval processes, creating goodwill for their companies, and eliminating builders' fees. (For the full report on school construction by private developer, see Appendix E.)

## **SUMMARY OF FAC RECOMMENDATIONS PREVIOUSLY PRESENTED TO THE BOARD OF EDUCATION**

The following is a complete list of FAC recommendations and the dates on which the FAC voted to approve them. The recommendations were based on the best information available to the committee at the times the votes were taken.

### **New School Facilities Needs**

The following recommendation was approved to be sent to the School Board:

Whereas, it is the responsibility of the school district to provide safe and appropriate facilities for learning for every child in the district, and,

Whereas, the school board has recommended optimum school enrollment sizes of 600 students for an elementary school, 900 for a middle school, and 1,850 for a high school, and,

Whereas, current growth projections based on the most recent demographic report dated January 2002 indicate that student enrollment by the year 2008 will exceed school capacity at the majority of elementary schools, three middle schools and all four high schools, and,

Whereas, there are plans for the construction of nearly 10,000 new housing units within school district boundaries by 2008 (build out), and,

Whereas, a lengthy process is required for the school district to plan, approve, fund and construct public schools, and,

Whereas, a long-term perspective and facilities plan are required to allow the district to anticipate future need for school sites,

Now, therefore, be it resolved that the preliminary finding of the Board of Education is that the Orange Unified School District by 2008 (build out) will require at least the following additional facilities: 4 Elementary Schools, 1 Middle School and 2 High Schools. (Dec. 10, 2002)

### **Multi-Track Year-Round Schedule**

Multi-track year-round scheduling is not a cost effective use of District school facilities. (March 25, 2003)

Recommend that the Board of Education adopt a policy to eliminate multi-track year-round schedules at District schools to the extent possible. (March 25, 2003)

### **Peralta Site**

Recommend that the Peralta site lease be terminated for future use as District land. (May 13, 2003)

Preliminary recommendation to establish a high school with a capacity up to 1,500 at the Peralta site. (June 18, 2003)

Recommend that the Board of Education authorize staff to enter into discussions with the tenant at the Peralta site regarding the terms and conditions of the lease. (July 1, 2003)

### **Attendance Area Adjustments**

Recommend to the Board of Education that 2004-05 attendance area adjustments be made to achieve the elimination of multi-track year-round schedule at five elementary schools. (May 13, 2003)

Recommend that the Board adopt an implementation plan developed by FAC to remove as many schools as possible from the multi-track year-round schedule. (May 28, 2003)

### **Sully-Miller Property**

Recommend that the Board of Education direct staff to open discussion with Fieldstone Community, Inc. for future intermediate school site consideration at the Sully-Miller property. (May 13, 2003)

Recommend that the Board of Education authorize staff to contact the landowners at the Sully-Miller Property and the City of Orange to begin discussions on possible land acquisition for a middle school site. (June 24, 2003)

### **Katella Site**

Recommend to the Board of Education to relocate the District administrative office to another location and reuse the site as a K-6 school. (June 10, 2003)

### **Walnut Site**

Recommend to the Board of Education that the lease on the Walnut site be terminated. (June 10, 2003)

Recommend that the Board of Education authorize staff to enter into discussions with the tenant at the Walnut site regarding the terms and conditions of the lease. (July 1, 2003)

Recommend to the Board the relocation and consolidation of the following programs and functions to the Walnut site, including, but not limited to:

1. Special Education administrative offices currently housed at seven sites.
2. Canyon Hills School.
3. Transition Program from Riverdale.
4. Pre-Kindergarten Special Education classes from Parkside.

(July 1, 2003)

### **Demographics**

Recommend that the Board accept the Fall 2003 – Fall 2009 and Maturity Enrollment Projections Report provided by Davis Demographics and Planning, Inc. with the stipulation that the report be reviewed and amended if the Anaheim General Plan revisions, to be completed later this year, entitle more than 3,000 homes in the Mountain Park area. (July 14, 2003)

Recommend that the Board review DDP projections at least every two years to verify projected student generation to actual student enrollment and development plans. (July 14, 2003)

Recommend to the Board that they direct copies of the DDP report to be sent to the cities located within the Orange Unified jurisdiction in accordance with Chapter 396 of the Education Code. (July 14, 2003)

### **Facilities Needs and Funding**

After a site-by-site examination of existing school facilities and an extensive study of demographic projections for future school enrollments, the Facilities Advisory Committee has concluded that there is an urgent need to upgrade and modernize current District schools and to build new schools for students who will be living in future residential developments with the school district. To meet these needs, we recommend that the Board of Education pursue and maximize all available resources, including, but not limited to, state funding, site dedication and/or school construction by private developers, joint uses with local agencies, and a local school bond. (August 13, 2003)

### **Equity in Funding Allocation**

After reviewing Agenda Item 14D(i) from the Aug. 21, 2003 Board of Education meeting and studying expenditures planned for modernizing all District schools, the FAC has come to the following conclusions:

1. Determining funding per school based on ADA is not an equitable way to distribute modernization funds. Allocation of funds to each school should be based on the cost of the projects required to equitably repair and modernize the school facility, not on the number of students attending the school.
2. Funding currently allocated to each District school reflects the projects needed to bring that school to an acceptable level of safety, repair and modernization, and to make it generally equitable with all other schools in the district.
3. The two elementary schools identified by Board Item 14D(i) are designated to receive the first and second highest allocation of Level I and II funding from the bond proceeds, compared to other elementary schools. The high school singled out by the Board Item has the highest allocation among the high schools.
4. The total cost of district-wide school improvements, as listed in the Bond Project List attached to Resolution No. 06-03-04, is estimated at \$240 million. To maintain improvements to District facilities, the District will need to establish a capital building fund in the approximate amount of \$8 million (4% of the \$200 million bond). Funding both the projects and the building fund requires the expenditure of the entire proposed \$200 million local bond and the District's \$49 million (\$39 million in Certificates of Participation and \$10 million in Special Capital Reserve funds), leaving little or no discretionary funds. Allocating additional modernization funding to any individual schools will require a reduction of funding to other schools.
5. The total cost for modernization needs, based on the District's Facilities Master Plan, is estimated in excess of \$400 million.
6. All OUSD schools need additional funding, beyond that potentially provided by the local bond and other designated District funds, to bring them up to District modernization standards. (September 8, 2003)



**New High School**

Recommend to the Board of Education that a 40-acre site near the northeast corner of Jamboree and Santiago Canyon Road be designated as the best possible location for a high school with an optimum educational capacity of 1,850 students. (Oct. 2, 2003)

Recommend to the Board of Education that the continuing growth of the high school population in the School District would be best accommodated by the construction of a new high school(s), rather than the expansion of existing schools which have already surpassed educationally optimum enrollment levels and facilities capacity. (Oct. 2, 2003)

Orange Unified School District

Facilities Advisory Committee  
Final Report  
Part II

Sub-committee Report Prepared by

Carol Kawanami  
Gisela Meier  
Ronda Rolnicki  
Theresa Sears

July 2004

## PART II

### INTRODUCTION

Part II of the FAC Final Report represents a summary of the research and analysis completed by an FAC sub-committee (Carol Kawanami, Gisela Meier, Ronda Rolnicki and Theresa Sears) to address two of the charges assigned by the Board. The two charges are as follows:

1. In coordination with staff, work with demographic data to assess school needs.
2. Using optimum school size standards (*as approved by the Board*) and the projected enrollment growth (*as presented by Davis Demographics*), determine the number, composition, location, and possible sites for new schools.

Following the situational analysis, the most viable remedial options are identified, along with supporting data. These options are based on information that was available at the time of this study and are subject to review and revision as conditions change and new information becomes available.

### ASSESSMENT OF SCHOOL FACILITY NEEDS

In order to determine how many schools the District will need in the future, what grade levels they should include, and where they should be located, the Facilities Advisory Committee conducted an in-depth analysis of projected school enrollments. The demographic data used for this analysis is the "*Fall 2003-2009 and Maturity Enrollment Projections Report*" (March, 2003) prepared by Davis Demographics and Planning, Inc. (DDP).

Decisions regarding the selection of new school locations or the addition of capacity at existing schools are complex and challenging. Numerous variables must be taken into consideration, including topography, distances between schools, enrollment projections, actual enrollment, open enrollment, educationally optimum school size, the effective capacity of existing schools, traffic circulation, and future residential development plans.

Since demographic changes impact school enrollment, the District should monitor the demographic trends within the District as a whole, and also within regions of the District, in order to more accurately and proactively plan for school facility needs.

#### Background Information

Orange Unified School District students are assigned to schools based on the attendance zones where they live. Every year, some of the elementary, middle, and high school students attend schools other than those to which they are normally assigned. Some of these students choose other schools through the District's open enrollment policy. Others attend special programs such as the Gifted and Talented Education (GATE) or Special Education classes that are only offered at particular sites. (For details on where current students live and where they attend school, refer to the attendance matrices beginning on page 17 of the DDP report.)

DDP uses the residence of students, as opposed to their school enrollment, to provide the most accurate projection of where future schools may be needed. According to DDP's report:

It is critical to base future facility site decisions upon projected enrollment by residence, rather than school of choice, to encourage the concept of neighborhood schools. Assuming a perceived equity in the educational programs offered at each school site, families will generally send their children to the closest school with available space. (DDP report, page 24)

The best way to plan for existing and future schools is to know where the subsequent groups of students live, not necessarily which school they are currently attending.

DDP projects student enrollments for 2003 to 2009 and for "maturity." "Maturity" is defined as an unspecified time in the future when all possible residential development within the school district has been completed. Maturity projections help the District achieve a broad overall perspective for planning facilities.

Summaries of select demographic data from the DDP report, prepared by the FAC, are included in Appendix G, which includes:

- *Elementary School Enrollment K-6 Projections by Residence, 2003-2009 and Maturity*
- *Middle School Enrollment 7-8 Projections by Residence, 2003-2009 and Maturity*
- *High School Enrollment 9-12 Projections by Residence, 2003-2009 and Maturity*
- *Enrollment Totals: K-6, 7-8, 9-12*

#### **Educationally Optimum School Size**

Educationally Optimum School Sizes (EOSS) for the Orange Unified School District were established by the Board of Education on September 19, 2002, as follows:

<u>School Level</u>		<u>Target Enrollment</u>	<u>Range</u>
Elementary School	(K-6)	600	500 - 700
Middle School	(7-8)	900	800 - 1,000
High School	(9-12)	1,850	1,800 - 2,000

These enrollment standards are used throughout the following analysis.

The optimum school sizes provide an ideal standard for the District. However, in a number of cases, actual enrollments at OUSD schools are substantially higher or lower than optimum sizes, due to the location of the school, the physical size of the site and facility, and/or the nature of the surrounding area.

#### **School Capacity Standards**

For the purposes of this report, the number of students that a school can serve, based on the existing number of permanent and portable classrooms, is called the "effective capacity" for elementary schools and "classroom utilization capacity" for middle and high schools. Generally, a 95 percent effective capacity number is used to accommodate annual fluctuations in student enrollments.

Determining the capacity of an elementary school is relatively straight-forward, since students spend most of the school day in a single classroom. The capacities of middle and high schools are more complex, as students move from room to room to attend classes. In January, 2004, David Taussig and Associates, Inc., completed a space utilization study at every OUSD middle and high school to determine whether classrooms are being used to the maximum extent possible. (For details, see Appendix H.) The classroom utilization capacities determined by the study are incorporated into this report where applicable.

**Space Utilization Study**

A space utilization study analyzes the use of each teaching station, or classroom, during every period of the school day. Space utilization is determined by multiplying the total number of teaching stations at a site by six (the number of instructional periods in a day). This number is divided into the actual number of classrooms used as teaching stations during all periods of each day. For example, if a classroom is used five out of six periods as a teaching station, that classroom is utilized 83.3 percent of the possible time it could be used to house students.

In some secondary schools, a teacher is assigned to a particular classroom for six periods a day. However, the teacher only instructs classes five periods a day and uses the room during the extra period for preparatory work. It would be a more efficient use of the classroom if another teacher used it as a teaching station during the preparation period. The space utilization study also would help determine whether classrooms that have been converted to offices, conference rooms, or storage space could be converted back to teaching stations so that instructional spaces can be maximized.

**District-Wide Enrollment Projections**

Table 1 shows total district-wide enrollment increasing from 31,383 in Fall, 2002 (actual), to 33,650 in 2009, to 37,938 by maturity,

with a total district-wide enrollment increase of 6,555 (17%) between 2002 and maturity.

Table 1 ENROLLMENT PROJECTION TOTALS: K-6, 7-8, 9-12 2002 - Maturity											
	Actual 2002	2003	2004	2005	2006	2007	2008	2009	Maturity	Change 2002 - Maturity	
										Number	%
Elementary K-6	17603	17531	17576	17489	17302	17295	17285	17314	20229	2626	13%
Middle School 7-8	4927	5118	5125	5193	5412	5490	5365	5206	5787	860	15%
High School 9-12	8853	9145	9712	10089	10408	10738	10966	11130	11922	3069	26%
<b>TOTAL OUSD</b>	<b>31383</b>	<b>31794</b>	<b>32413</b>	<b>32771</b>	<b>33122</b>	<b>33523</b>	<b>33616</b>	<b>33650</b>	<b>37938</b>	<b>6555</b>	<b>17%</b>

Projections include Special Day Class, Unmatched, and Out-of-District students.

### District-Wide K-6 Enrollment Projections

Table 1 shows elementary school (K-6) projections of

17,603	in Fall, 2002 (actual),
17,314	in 2009, a temporary decline, and
20,229	by maturity,

with a total elementary school enrollment increase of 2,626 (13%) between 2002 and maturity.

### District-Wide Middle School 7-8 Enrollment Projections

Table 1 also shows projected middle school enrollments of

4,927	in Fall, 2002,
5,206	in 2009, and
5,787	by maturity,

with a total middle school enrollment increase of 860 (15%) between 2002 and maturity. The projections indicate a temporary decline in middle school student numbers between 2008 and 2009.

### District-Wide High School 9-12 Enrollment Projections

Table 1 reveals a steady increase for high school projected enrollments with

8,853	in Fall, 2002,
11,130	in 2009, and
11,922	by maturity,

with a total high school enrollment increase of 3,069 (26%) between 2002 and maturity.

The largest anticipated growth is expected to occur at the high school level with a 26 percent increase (3,069 students), followed by a 15 percent increase (860 students) at the 7-8 middle school level and 13 percent (2,626 students) at the elementary level.

These numbers include Special Day Class, out-of-district and unmatched students.

- Special Day Class (SDC) students are assigned to schools according to the programs they need and are not included in residential projections.
- "Out-of-district" students live outside of OUSD but attend an Orange Unified school.
- "Unmatched" students are enrolled in OUSD schools but cannot be matched with a specific address for demographic purposes because of incomplete information.

Specific numbers for each of these groups vary from year to year and are difficult to predict. Therefore, the same number is used each year for study purposes. Generally, the number of students from other districts who attend OUSD schools is balanced by the number of OUSD students attending schools in other districts. DDP data does not include students who reside in OUSD and attend private schools or school in other districts.

### Growth Factors

The rapid growth of student populations can be attributed to a number of factors, including new residential construction and the recycling of older neighborhoods by younger families with children. Middle and high schools are feeling the impacts of previous large Kindergarten classes as these students advance through higher grades.

A number of new residential developments are expected to have a significant impact on enrollment numbers. (For details, see Appendix I.) The largest developments, as listed in the DDP Report, are as follows:

<b>Project and Developer</b>	<b>City</b>	<b>Residential Units</b>
Santiago Hills II, The Irvine Company	Orange	1,746
East Orange, The Irvine Company	Orange	2,139
Mountain Park, The Irvine Company	Anaheim	2,971
Del Rio LLC	Orange	716
Serrano Heights completion, SunCal	Orange	542
Gateway Apartments, Archstone	Anaheim & Orange	884
The Pinnacle Apartments, BRE	Orange	462

A number of smaller developments are also planned or in process.

It should be noted that the City of Anaheim is reviewing and revising its General Plan, which currently allows the construction of up to 8,000 homes in the Mountain Park area. The projections used by the DDP report for Mountain Park are based on 2,971 units, the number proposed by recent Irvine Company plans. If the number of residential units increases during the development approval process, projections for school needs in Mountain Park must be revised for planning accuracy.

More recently approved large residential developments that are not listed in the DDP report include:

- A 500-unit apartment complex at The Block by The Mills Corp., which is expected to generate 58 K-6 students, seven 7-8 students, and 16 high school students.
- A 280-unit apartment complex at the former Orange Garden Inn site, near Chapman and State College, by Trammel Crow, which is expected to generate 32 K-6 students, four 7-8 students, and nine high school students.

**Cumulative Impact of Developments on Schools**

A number of other smaller residential developments are currently under construction or in planning phases. Taken individually, they may not increase school enrollments by large numbers. However, the cumulative impact of all of these developments on schools must be taken into account and steps must be taken to assure that schools do not become over-crowded as they accommodate these new students.

### School Construction Costs

Table 2 summarizes the costs to acquire property and construct and equip new schools at the elementary, middle and high school levels as of July, 2003. The estimates were prepared for OUSD by David Taussig and Associates, Inc. More detailed information may be found in Appendix J. The costs per student were based on optimum school capacities and a single track calendar.

Constructing a high school without a track and field area reduces the cost by about \$25.4 million, as shown.

**Table 2**  
**SUMMARY OF SCHOOL FACILITY COST ESTIMATES**

As of July, 2003

	Total Cost Estimate	School Capacity	School Facility Cost per Student	Acreage	Land Cost @ \$ 2 mil/acre
Elementary	\$ 30,299,390	602	\$ 50,311	10.2	20.5 mil.
Middle School	\$ 49,574,386	918	\$ 54,003	16.6	33.2 mil
High School**	\$ 143,974,605	1854	\$ 77,656	51.7	103.4 mil
HS Adjusted***	\$ 118,574,605	1854	\$ 63,956	40.0	80.0 mil

\* Source: David Taussig and Associates, Inc., "School Facilities Needs Analysis for Orange Unified School District," December 2, 2003.

\*\* Includes stadium/ track

*** HS Adjustment Detail	
Total HS Cost Estimate	\$ 143,974,605
Less Track/field	2,000,000
Less 11.7 acres @ \$2mil/acre	23,400,000
Subtotal	\$ 25,400,000
Total Adjusted HS Est.	\$ 118,574,605



## ELEMENTARY SCHOOLS

### Situational Analysis

In 2002, the District served 17,603 elementary students at twenty-nine (29) elementary schools with specific attendance zones and one K-8 magnet school with open enrollment (McPherson\*). This includes Special Day Class (435), unmatched (21), and out-of-district students (202). Although a slight overall decline in elementary enrollment is expected in the near future, the projections show an increase of 2,626 K-6 students by maturity.

\*Note: McPherson Magnet School does not have a defined attendance boundary and is available to students from throughout the District. Its actual 2002 enrollment was 595 students (76%) in grades K-6, and 184 (24%) in grades 7-8. It was originally built and functioned as a 7-9 junior high school on a 24.2 acre site. There is an enrollment cap of 90 students per grade. Continuing students and their siblings are given priority, and other new students for Kindergarten and higher grades (as space is available) are selected by lottery.

The Educationally Optimum School Size for elementary schools, as determined by the Board of Education, is a target enrollment of 600 students and a range of 500 to 700 students.

### Distribution of Elementary Student Population

Table 3, page 27, illustrates the growth of enrollments at elementary schools through maturity in relation to optimum school sizes. The numbers reflect students living in school attendance zones, rather than actual enrollments. The table indicates:

- The K-6 populations for 2002 ranged from a high of 1,188 for the Lampson attendance zone to a low of 93 for Silverado. (The unusually low enrollment at Silverado Elementary School is due to its remote location in a sparsely populated area.)
- In 2002, nine of the 28 elementary school attendance zones (32%) had less than 500 students each: Anaheim Hills, Imperial, Riverdale, Chapman Hills, Linda Vista, Panorama, Silverado, Fletcher, and Olive.
- In 2002, nine elementary school attendance zones (32%) had more than 700 students each: Running Springs, Canyon Rim, La Veta, Lampson, Handy, Fairhaven, Sycamore, Taft, and California.
- Twelve elementary school attendance zones are expected to show minimal change through maturity. Nohl Canyon, Jordan, Prospect, Cambridge, West Orange and Palmyra attendance zones will have K-6 populations remaining within the optimum range of 500 to 700. Imperial, Riverdale, Linda Vista, Panorama, Silverado, and Olive will continue to have fewer than 500 students each.
- Without attendance zone modifications and/or school construction, by maturity five schools will be in attendance areas with more than 1,000 students: Running Springs, Chapman Hills, Lampson, Handy and Taft.

**Table 3**  
**DISTRIBUTION OF K-6 SCHOOL ENROLLMENTS\*\*\*\* BY**  
**EDUCATIONALLY OPTIMUM SCHOOL SIZE**

Ranked in Descending Order by High School Attendance Zone at Maturity; Comparison with 2002, 2004, 2006, and 2009

Attendance Zones	Educationally Optimum School Size														
	<500					Target 600 (Range 500-700)					>700				
	2002	2004	2006	2009	Mat.	2002	2004	2006	2009	Mat.	2002	2004	2006	2009	Mat.
<b>Canyon HS AZ</b>															
Running Springs											848	935	958	1094	1475
Canyon Rim											782	751	711	708	780
Crescent Prim. & Int.						594	599	586	540						745
<i>Nohl Canyon*</i>	<i>Included in VPHS attendance zone</i>														
Anaheim Hills	409						585	566	520	522					
Imperial	281	278	263	271	371										
Riverdale	329	328	302	272	362										
<b>El Modena HS AZ</b>															
Chapman Hills	337	320	471											704	1243
LaVeta							676	640			757	728			734
Esplanade				499		522	528	512		613					
Jordan						632	637	599	556	584					
Prospect						591	615	607	604	587					
<i>Linda Vista***</i>	412	394	411	399	492										
Panorama	308	305	323	350	378										
Silverado	93	97	97	89	75										
<b>Orange HS AZ</b>															
Lampson (MTYR)											1188	1212	1232	1184	1313
<i>Handy^</i> (MTYR)											891	842	766	719	1025
Fairhaven (MTYR)											810	805	784	735	902
<i>California^^</i> (MTYR)											1029	1028	1019	1042	893
Sycamore (MTYR)							683	633	568		729				707
Cambridge (MTYR)						663	602	560	533	651					
West Orange						664	621	548	494	650					
Palmyra						627	636	653	664	543					
<b>Villa Park HS AZ</b>															
Taft (MTYR)											994	1059	1113	1154	1048
<i>Handy^</i> (MTYR)											<i>Included in OHS attendance zone</i>				
<i>California^^</i> (MTYR)											<i>Included in OHS attendance zone</i>				
Fletcher	420	415	440						618	656					
Villa Park ES			498	453		622	550			673					
Nohl Canyon*						569	562	571	563	608					
Serrano		497	454	416		526				592					
<i>Linda Vista***</i>	<i>Included in EMHS attendance zone</i>														
Olive	318	318	300	274	295										

*Italics* = Feeder schools to: \*CHS & VPHS; \*\*EMHS & OHS; \*\*\* EMHS & VPHS; ^OHS & VPHS; ^^ OHS & VPHS

MTYR = Multi-Track Year-Rounding Scheduling

\*\*\*\* = Projections do NOT include Special Day Class, Unmatched, and Out-of-District.

Special Notes: Comparison of K-6 and K-5 enrollments for select school attendance zones.

Lampson (K-6)											1188	1212	1232	1184	1313
Lampson (K-5)											1051	1059	1060	1026	1126
West Orange (K-6)						664	621	548	494	650					
West Orange (K-5)						577	532	452	431	557					

### **Multi-Track Year-Round Scheduling**

Although multi-track year-round (MTYR) scheduling increases the enrollment capacity of a school by 20 to 30 percent, depending on the number of tracks, it creates other problems at the facilities. The constant use of the school facility, except for one or two weeks a year, makes it difficult to complete deep-cleaning and routine maintenance, and leads to the premature deterioration of buildings and infrastructure.

Seven (23 %) of the District's 30 elementary schools were placed on MTYR schedules in response to over-crowding: California, Cambridge, Fairhaven, Handy, Lampson, Sycamore, and Taft. The Board of Education recently voted to return five schools to single-track calendars, but two large schools, Lampson and Fairhaven, remain on MTYR schedules.

### **Potential Mitigation Strategies**

In order to accommodate the growing elementary population, promote optimum school sizes and create enrollment equity among schools, a number of options should be considered. These include, but are not limited to:

#### New School Construction

The residential developments planned in East Orange and East Anaheim Hills will require the construction of a K-6 or K-8 school in each of those areas. Due to the large geographic area of the East Orange developments, a second elementary facility may be needed in that area.

#### Attendance Zone Modifications

As student populations fluctuate, school attendance zones should be reviewed and modified, as needed, to balance enrollments among adjacent schools. However, attention must be given to future developments that may impact current school enrollments. For example, as attendance zone modifications are made in the northwest section of the District, the long-term impacts of the Del Rio development (716 residential units) should be considered.

#### Reuse of Former School Site

The former Katella Elementary School site currently serves as the District's Education Center. Re-opening the Katella site as an elementary school would help alleviate over-crowding in surrounding schools.

### **Impacted Elementary Schools by Region**

Dividing the projected district-wide elementary school enrollment at maturity (20,229) by the optimum school size (600) indicates a total need for 33.7 elementary schools. Subtracting the 30 existing elementary schools (including McPherson) indicates a need for the equivalent of 3.7 schools in new school sites and/or added capacity to existing sites. Additional information, provided in Table 4, pages 29 and 30, is needed to determine where and when new elementary schools and additional capacity are needed.



SOUTHWEST Region (Peraita and Yorba Attendance Zones)															
Attendance Zones	# Study Areas	MS Atten. Zones	ddp K-6 PROJECTIONS By Residence*				Over (under) 2003 Effect. Cap.		Site size (acres)	Classrooms			K-6 To Mc Pherson 2002		
			2002	2004	2006	2009	2009	Maturity		Perm.	Port.	Total		% Port	
California (MTYRE)	12+5 (17)	Yorba/CV	1029.0	1028.0	1018.6	1042.4	893.2	318.4	169.2	10.1	25	6	31	19%	25
Cambridge	17+5 (22)	Yorba/Portola	663.0	601.9	559.7	531.8	651.0	-165.2	-46.0	8.7	24	4	28	14%	51
Fairhaven (MTYRE)	14 (14)	Portola	810.0	804.6	783.9	735.1	901.6	30.1	196.6	9.7	14	17	31	55%	24
Handy (MTYRE)	6+2 (8)	Yorba/CV	891.0	842.4	765.7	719.1	1024.8	-15.9	289.8	13.48	30	2	32	6%	47
Lampson (MTYRE)	8 (8)	Portola	1188.0	1211.6	1231.8	1183.8	1313.2	271.8	401.2	11.9	22	14	36	39%	3
Palmyra	11 (11)	Yorba	627.0	635.6	653.2	664.2	543.2	27.2	-93.8	10.0	17	12	29	41%	43
Sycamore (MTYRE)	11 (11)	Portola	729.0	682.6	633.0	567.6	707.0	-93.4	46.0	8.9	21	10	31	32%	18
West Orange	8 (8)	Portola	664.0	621.3	548.1	493.5	649.6	41.5	197.6	8.0	14	9	23	39%	15
<b>TOTAL*</b>			6601.0	6428.0	6194.0	5937.5	6683.6	414.5	1160.6		167	74	241	31%	226

SOUTHEAST Region (Santiago Charter Middle School Attendance Zones)															
Attendance Zones	# Study Areas	MS Atten. Zones	ddp K-6 PROJECTIONS By Residence*				Over (under) 2003 Effect. Cap.		Site size (acres)	Classrooms			K-6 To Mc Pherson 2002		
			2002	2004	2006	2009	2009	Maturity		Perm.	Port.	Total		% Port	
Chapman Hills + proj.	8 (8)	Santiago	337.0	318.5	470.9	704.4	1243.2	246.4	785.2	7.17	18	2	20	10%	2
Esplanade	10 (10)	Santiago	522.0	528.3	511.7	498.9	613.2	-84.1	30.2	9.7	21	5	26	19%	29
Jordon	11 (11)	Santiago	632.0	637.1	599.1	556.4	583.8	-93.6	-66.2	12.75	24	3	27	11%	58
La Veta	15 (15)	Santiago	757.0	727.8	676.3	640.2	734.3	-239.8	-145.7	16.8	33	6	39	18%	94
Linda Vista	10+1 (11)	Sant./CV	412.0	393.7	411.3	398.6	492.1	-163.4	-69.9	9.0	21	0	21	0%	17
Panorama	7 (7)	Santiago	308.0	304.7	323.1	350.0	378.0	35.0	63.0	6.19	12	2	14	14%	24
Prospect	9 (9)	Santiago	591.0	615.0	607.1	603.8	586.6	20.8	3.6	12.13	26	0	26	0%	39
Silverado	1 (1)	Santiago	93.0	97.3	97.3	89.4	74.9	-45.6	-60.1	9.76	5	2	7	29%	0
<b>TOTAL*</b>			3652.0	3622.4	3696.8	3841.7	4706.1	-324.3	540.1		160	20.0	180.0	11%	263

TOTAL ES DISTRICT-WIDE																
Attendance Zones	# Study Areas	MS Atten. Zones	ddp K-6 PROJECTIONS By Residence*				Over (under) 2003 Effect. Cap.		Site size (acres)	Classrooms			K-6 To Mc Pherson 2002			
			2002	2004	2006	2009	2009	Maturity		Perm.	Port.	Total		% Port		
Subtotal ES District-wide*			16945.0	16918.0	16650.6	16662.7	19504.8	-750.3	2091.8							
Special Day Class K-6			435.0	434.8	427.9	428.2	501.3	428.2	501.3							
Unmatched K-6			21.0	21.0	21.0	21.0	21.0	21.0	21.0							
Out-of-District K-6			202.0	202.0	202.0	202.0	202.0	202.0	202.0							
Subtotal SDC + Un + OOD			658.0	657.8	650.9	651.2	724.3	651.2	724.3							
<b>TOTAL ES DISTRICT-WIDE</b>			17603.0	17575.8	17301.5	17313.9	20229.1	-99.1	2816.1		604	148	752	20%	591	

\* David Demographics and Planning, Inc., March, 2003 Report. Does not include Special Day Class, unmatched, or Out-of-District.  
 Notes: **BOLD** (in maturity columns) = Enrollment exceeds both Effective Capacity and Educationally Optimum School Size of 600 (Range 500-700).  
 "Effective Capacity" includes permanent and portable classrooms (OUSD: R.Jameson)

For the purposes of this study, the elementary attendance areas are divided into four regions that roughly coincide with the middle school attendance areas. (Portola and Yorba MS attendance areas are combined in the southwest region.) In addition to the DDP by residence projections through maturity, the tables list:

- The 95 percent effective capacity for each school, based on the number of permanent and portable classrooms at each site in 2003.
- The number of students, by residence, over or under the effective capacity in 2009 and at maturity.
- The acreage of each school site.
- The number of permanent and portable classrooms at each site.
- The number of K-6 students in each attendance area who were enrolled in McPherson Magnet School in 2002-03. This may be used as an indicator of how many students from each region will attend McPherson in future years.

#### Northeast Region

This area encompasses most of Anaheim Hills and will be impacted by the proposed development of 2,971 residential units in the Mountain Park area. In 2002, 15 K-6 students from this area attended McPherson Magnet School.

#### *Running Springs ES*

Without additional school construction, there will be 1,475 students in the Running Springs attendance area by maturity, far surpassing the optimum school size and exceeding the effective capacity of 912 by 563 students.

#### Options:

1. Construct a K-6 school within the Mountain Park area.
2. Construct a K-8 school in the Mountain Park area to also alleviate overcrowding at El Rancho MS.

Timeframe: 2006 – maturity.

#### *Anaheim Hills and Canyon Rim ES*

A current imbalance in these adjacent attendance zones will continue through maturity, when there will be an estimated 522 students in the Anaheim Hills attendance zone as compared to 780 in the Canyon Rim attendance zone. The potential enrollment at the latter school will be higher than the optimum school size. Anaheim Hills ES has an effective capacity of 467 and no portable classrooms on a 14.8-acre site. Canyon Rim, with 14 portables on an 11.9-acre site, has an effective capacity of 741.

Option: Add permanent classrooms to Anaheim Hills and adjust attendance zones to balance enrollments between the two schools, requiring permanent replacement of fewer portable classrooms at Canyon Rim.

Timeframe: By maturity.

#### *Crescent Primary and Intermediate*

Crescent Primary will continue to operate below its effective capacity until maturity, when the potential enrollment is expected to be about 70 students higher than the effective capacity. Crescent Intermediate is operating far below effective capacity and

will continue to do so through maturity, serving an estimated 320 students in a facility that could accommodate 570.

Option: Reconfigure the Crescents to a K-8 school to make better use of the site.

Timeframe: 2009 – maturity

#### *Imperial and Riverdale ES*

The K-6 populations in these two attendance areas are below the effective capacities for both schools and below optimum school sizes. Although there will be some growth, the K-6 populations in both areas will be about 200 students lower than effective capacity by maturity.

Options:

1. Use available space at one or both schools to accommodate students from the Mountain Park development during school construction in that area.
2. On a long-term basis, use available space to accommodate special programs, as determined by district staff.

Timeframe: 2004-09 and maturity.

#### Northwest Region

The largest residential development in this area will be the 716-unit Del Rio project, along the Santa Ana River north of Lincoln within the Fletcher attendance zone. Attendance zone modification recently approved by the Board of Education will resolve enrollment imbalances in the near future. However, continuing growth in this area may require additional adjustments in the future. A total of 87 K-6 students from this region attended McPherson in 2002.

#### *Taft ES*

This school has the highest enrollment in the northwest region, with almost 1,000 students on a site with an effective capacity of 770. Taft is on a MTYR schedule. Without the attendance zone modifications that were approved by the Board, the Taft attendance area would continue to have more than 1,000 students, substantially higher than both the optimum school size and the effective capacity, through maturity.

The 19.96-acre Taft site is much larger than the standard 10-acre elementary school site and is the largest elementary site in the District. The school's attendance zone is located adjacent to the attendance zones of Fletcher, Olive and California elementary schools and is near the District's Education Center.

Options:

1. Additional attendance zone modifications may be needed in the future to balance enrollments among surrounding schools and achieve optimum school sizes.
2. Consider alternate uses for part of the school site.

Time frame: 2004-05

**APPENDIX D**

**School Construction Through Redevelopment Funding**



## APPENDIX D

### School Construction Through Redevelopment Funding

The Facilities Advisory Committee was asked to search for creative alternatives to fund the construction of new schools needed by the Orange Unified School District. An example of such an alternative can be found in Brea, where the city and the school district cooperated to construct a new high school through the use of redevelopment funding. In order to determine whether this innovative process could be replicated in the Orange Unified School District, an investigation was conducted into the redevelopment mechanism and how it was used for school construction in the Brea Olinda Unified School District.

#### Definition of Redevelopment

Redevelopment is a legal mechanism that allows local communities to renew and upgrade blighted areas. When a county or city designates a redevelopment area, the property tax base within that area is frozen. As new construction and/or renovation occurs, the assessed value of the property increases and creates a higher level of property tax. The difference between the frozen tax base and the higher property tax level – the tax increment – remains in the redevelopment area to pay the expenses of improving the area.

A percentage of the tax increment is shared with agencies that are impacted by the redevelopment, such as school districts. These “pass through payments” at one time were determined by local agreements and court cases. Since 1994 they have been mandated by state law.

Redevelopment is defined and regulated the California Health and Safety Code, Sections 33300 to 33490.

#### Redevelopment in Brea

The City of Brea has made extensive use of redevelopment to provide affordable housing, revitalize blighted areas and create a healthy business environment. One third of the city is within designated redevelopment areas. Brea has used this mechanism to rehabilitate its downtown area, develop the Brea Mall and surrounding commercial areas, and construct its Civic and Cultural Center.

#### Brea Olinda Unified School District

The Brea Olinda Unified School District covers 21 square miles, serving all of the City of Brea and a small area of Fullerton. The district serves about 6,000 students at nine schools: six elementary schools, one junior high school, one continuation high school and one high school.

The school district and city share almost identical boundaries, and there has been close cooperation between the two for decades. In the late 1970s, BOUSD sold its old district office site on Birch Street and used the proceeds to open a new bus yard and build one-half of Brea Country Hills Elementary School, its sixth elementary campus. “Opened in 1981, ‘Country Hills’ sits on four acres of land acquired through the Brea Redevelopment Agency, and was built at no cost to the taxpayers.” (One Hundred Years of Excellence: BOUSD 1903-2003, March 3, 2003) Since that time, the city has leased office space in the Brea Civic Center to the school district for \$1 a year.

In the early 1980s, the district determined that a new high school facility was needed. Brea's existing high school campus on Birch Street, just north of the Brea Mall, was aging and overcrowded, and a study indicated that modernization would not be cost-effective. Since the campus was located on highly-desirable property, the district decided to move the school. The combined sale and lease of the property allowed the district to purchase a new site northeast of Lambert and the 57 Freeway. The district entered into an agreement with the Brea Redevelopment Agency to lease the Birch Street site to a developer for 30 years. The city agreed to give the school district the entire tax increment resulting from the development of the site. The developer also agreed to pay the district participation rent, a percentage of the profits resulting from the rent of the retail buildings to be constructed on the property.

The district's income from the ground lease, tax increment and participation rent was expected to increase as the property was developed and occupied by tenants. Initially, the district anticipated that this would fund the \$20 million Certificate of Participation used to construct the high school.

However, the cost for the construction actually came to \$35 million. In 1986, BOUSD issued \$12 million in COPs with a debt service schedule designed to mirror the anticipated income profile from the redevelopment project. The bonds were to be paid off in 2018, which was also the last year the district would receive the redevelopment tax increment. In that year, the holder of the Birch Street ground lease will have the option to purchase the property at the appraised value or 10 times the value of the rent. The proceeds of this sale will be put into an endowment for the enhancement of the district's instructional program.

In 1988, the Brea Public Financing Authority issued bonds to the benefit of the Redevelopment Agency and the School District. (The joint benefit reduced issuance costs.) The School District used \$1 million of its share and a \$3 million loan from the Redevelopment Agency toward the construction of the high school. Construction was completed through \$18 million in COPs issued by the District in 1989.

The new high school was "the first public high school in California built without state aid and at no cost to local taxpayers." (One Hundred Years of Excellence: BOUSD 1903-2003) Unfortunately, the economy took a turn for the worse about this time. The Birch Street site was only partially developed and further construction was not feasible at this point. As a result, the district's income from the redevelopment project was not keeping pace with the escalating debt service.

The Redevelopment Agency continued to assist the School District in the ensuing years. In 1992, the Agency loaned the District \$2.5 million to assist in its debt payments on the COPs. In 1994, the district refinanced \$32 million in bonds.

Financial projections indicated that the income from the redevelopment project would not increase enough to cover the district's bond payments. This would have required the district to make the payments out of its General Fund. In 2002, the District refinanced its COPs and revised its debt service to extend to 2026, thus creating lower debt payments. The Redevelopment Agency cooperated by agreeing that the district would continue to receive the tax increment until that time. The holder of the ground lease still has the option to purchase the property in 2018.

These financial challenges have been resolved through the close cooperation of the City Council and School Board. There have also been trade-offs for BOUSD. The district gave up the right to collect developer fees in any other redevelopment area of the city. School fees for new residential developments within these Redevelopment Areas may be written off as loan payments to the Redevelopment Agency, at the Agency's discretion.

The district also had to deal with unanticipated challenges, such as the decline in the economy in the late 1980s and early 1990s. There have been major district expenditures for staff time, consultants and attorneys to complete and monitor the complex legal and financial agreements, and to monitor the payment of participation rents. In addition, the risk involved in the debt service has prompted the district to develop an 11% reserve in its budget to cover any shortfalls in the debt service. This unusually large reserve is a source of continuing controversy in contract negotiations with employee unions. The recent refinancing will allow the district to reduce the reserve to some extent.

In spite of these challenges, both the city and the school district believe that the project has been beneficial to all of the parties involved. The school district was able to construct a new state-of-the art high school at no cost to the taxpayers and will receive a large influx of funding when the Birch Street property is sold in 2018. The city receives the increased sales tax income from the new retail developments on Birch Street and the entire community benefits from increased property values due, in part, to attractive schools. The developer was given an opportunity to develop a prime piece of commercial real estate and has the option to purchase it in 2018.

#### **Reasons for the Success of the Brea Project**

The construction of Brea Olinda High School at no cost to the taxpayers was the result of a unique set of circumstances:

1. The boundaries of the City of Brea and the Brea Olinda Unified School District are almost identical; thus, both entities serve almost the same population. This creates a cohesive community that encourages a close, cooperative relationship between the city and school district.
2. The plan was developed under the leadership of Brea City Manager Wayne Wedin, who is widely recognized as an innovative and creative thinker. Neither city nor school district officials are aware of any other community that has constructed a school through such a partnership of city and school district.
3. At the time this project was initiated, BOUSD owned a large piece of land that was attractive to commercial developers.
4. A nearby, appropriate site for the relocation of the high school was available.
5. The project was made possible by a favorable economic climate and a developer willing to participate. Needs were mutually compatible and market conditions were right.

#### **Redevelopment within the Orange Unified School District**

In contrast to Brea Olinda Unified, Orange Unified School District encompasses 108 square miles and serves all or parts of six cities. OUSD operates 42 schools: 29 elementary schools, one magnet K-8 school, five middle schools, four high schools, one continuation high school and one school for students with special needs.

Two large communities in OUSD – the City of Villa Park and Anaheim Hills – have no redevelopment areas. The cities of Santa Ana, Garden Grove, Yorba Linda and Orange have a total of 11 redevelopment areas within OUSD boundaries. OUSD annually receives a total of \$2.2 million in pass through payments for the district's share of the tax increment in these redevelopment areas. The district is working with a consultant to resolve contested payments from some of these areas, which may result in a higher income from recovered past payments and future pass through payments. The district's income from redevelopment areas is dedicated to the debt service for a \$53 million COP, \$39.5 million of which will be used for soft costs to establish state eligibility for facilities projects and for some capital projects.

Very small sections of OUSD fall within the cities of Santa Ana, Garden Grove and Yorba Linda. The district owns the Fairhaven Elementary School site in Santa Ana and the Lampson Elementary School site in Garden Grove. Neither of these properties is expendable; in fact, both schools are over-crowded. The area of Yorba Linda that falls within OUSD boundaries is the Savi Ranch retail and business area. It is difficult to envision a mutually-beneficial redevelopment project involving the district and any of these three cities.

#### **Redevelopment in the City of Orange**

All of the City of Orange falls within OUSD boundaries, and it is the largest community served by the school district. Orange has established three Redevelopment Areas, all located on the west side of the city. (See map, Attachment 1, in this appendix.) It is the policy of the city to include only commercial property in its Redevelopment Areas. Residential areas are not considered for redevelopment.

The City currently pays OUSD about \$1.7 million in pass through redevelopment funding. This is expected to increase to \$1.9 million by fiscal year 2004-05. (See Attachment 2, in this appendix.) This has made it difficult for the City to complete its own projects. There have been initial meetings between attorneys for the city and the school district to discuss possible joint uses in lieu of pass through payments.

#### **OUSD Properties and Redevelopment**

Most OUSD schools and properties are located in residential neighborhoods. As previously noted, the City of Orange has established redevelopment areas only in commercial areas.

OUSD has two sites located within Orange Redevelopment areas: Parkside and the Maintenance and Operation yard.

#### **Parkside**

The Redevelopment Area that runs along Tustin Street includes the area bounded by Chapman Avenue, Yorba Street, Palmyra Avenue and the 55 Freeway. Half of this large block is Yorba Park, owned by the City of Orange. To the south of Yorba Park is Parkside, a former OUSD elementary school that houses the ROP program. OUSD also uses the Parkside site for Language Assessment offices, the Independent Study and Teen Mom Program, a pre-school, the School Age Day Care main office, and the SDC Pre-School office and classrooms. The YMCA is located west of Parkside.

This entire piece of property is a potential site for commercial redevelopment. However, there are a number of obstacles to such a project. New locations would have to be found for the

YMCA, ROP and OUSD programs housed at the site. Yorba Park is closed due to methane gas emissions from a former dump site under the property. The land was deeded to the city by the county with the restriction that it be used as a park. A group of residents have asked for the property to be turned into a dog park. This is a controversial issue that has not been resolved as of the date of this report. In addition, the intersection at Chapman and Yorba is the busiest in the city and cannot be widened to accommodate increased traffic.

#### Maintenance and Operation Yard

Located at Collins and Batavia, this property is the site of the OUSD Transportation Office and bus parking lot, as well as a large warehouse, part of which is being refurbished as the district's Nutrition Services Department office and central kitchen. Other offices located on the site include the Construction Department, Planning and Facilities Department, print shop, and mail room. There are also shops for vehicle repair, carpentry and custodial and grounds operations.

The School District has a continuing need for this property.

#### **Other OUSD Sites**

There are three other non-school properties owned by the school district: Katella site (District Office), Peralta and Walnut. None of these sites is located within a redevelopment area.

#### Katella

The District Office currently is located at this former elementary school site. The Facilities Advisory Committee has recommended that it be reverted back to school use.

#### Peralta

This former junior high school campus is located behind the Orange Mall. Because of its location, it would not be suitable as a retail site. It could be used for an office building, but this would not generate much income for the School District. The Facilities Advisory Committee has recommended the construction of a small high school at this site.

#### Walnut

This 9.3-acre site is located adjacent to Santiago Middle School. It is only accessible from the school parking lot on the north side and from a residential street to the south.

Fred Kelly Stadium, though not in a redevelopment area, sits in a commercially attractive location and a large retail business has expressed interest in the site. However, selling or leasing the property to a developer would present the major challenge of finding a large, suitable site to build a new stadium.

#### **Conclusion**

The school district's income from redevelopment areas is dedicated to the debt service for a \$53 million COP, \$39.5 million of which will be used for soft costs to establish state eligibility for facilities projects and for some capital projects.

At this time, there do not appear to be opportunities to construct a school through a redevelopment project as was done in Brea. Conditions that existed in Brea during the early 1980s do not exist within OUSD today.

- Unlike the Brea Unified School District, OUSD serves all or parts of six cities. Thus, it has not had the opportunity to develop the kind of cooperative working relationship that exists between the school district and city in Brea.
- Anaheim Hills and Villa Park have no redevelopment areas. There are small areas of the school district in Santa Ana, Garden Grove and Yorba Linda, but no opportunities for mutually beneficial cooperative projects.
- Orange, the largest city within the school district, has three redevelopment areas focused solely on commercial areas. Most OUSD properties are located in residential areas.
- Orange is almost built out (except for the east side) and there is little undeveloped property available for the relocation of school district facilities. Any available land is needed for additional school facilities, not to replace old sites.
- There are large areas of undeveloped land in East Orange, within the city's sphere of influence. Much of this land has been designated as permanent open space. The remainder is slated for development by the Irvine Company. The school district is negotiating with the Irvine Company regarding the acquisition of school sites. These sites will be needed as additional schools to accommodate the growth in enrollment that will result from the new residential development in that area.
- Current school populations and projected enrollments require the school district to make use of all of its existing property. At this time, there is no surplus district property that could be sold or traded for other sites.

### **Sources of Information**

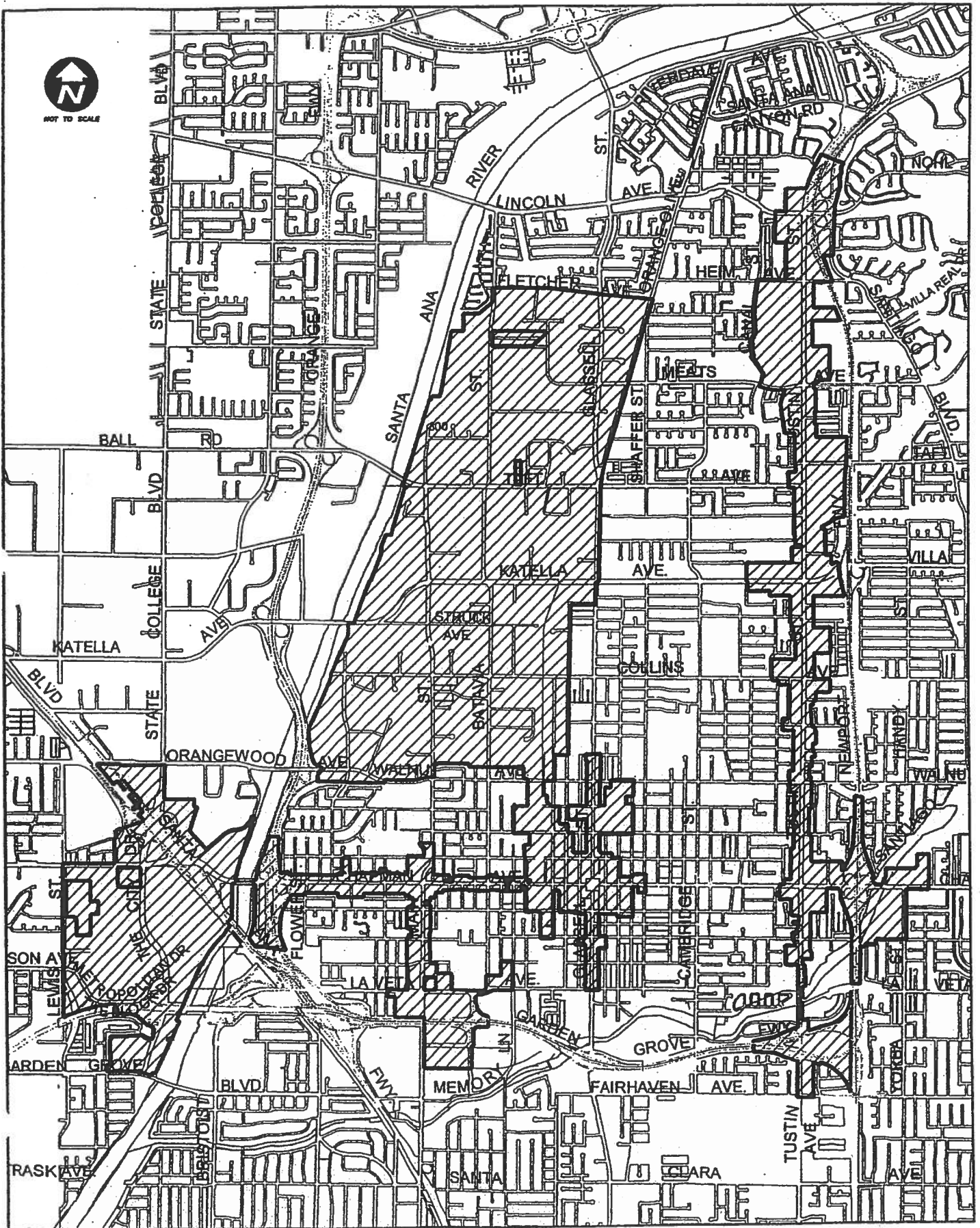
The Facilities Advisory Committee gratefully acknowledges the cooperation of the following individuals in providing information for this redevelopment report:

- Linda Boone, Director, Economic Development Department, City of Orange
- Dr. Thomas Godley, Assistant Superintendent for Business Services, Orange Unified School District
- Lee Squire, Financial Services Manager for Accounting, City of Brea
- Dr. Arthur J. "Skip" Roland, Assistant Superintendent for Business Services, Brea Olinda Unified School District

#### **Other Sources of Information:**

- Brea Olinda Unified School District website: [www.bousd.k12.ca.us](http://www.bousd.k12.ca.us)
- City of Brea website: [www.ci.brea.ca.us](http://www.ci.brea.ca.us)
- State of California websites: [www.ca.gov](http://www.ca.gov)
- California Redevelopment Association website: [www.ca-redevelopment.org](http://www.ca-redevelopment.org)

# THE ORANGE MERGED & AMENDED REDEVELOPMENT PROJECT AREA



Pass Through Payments to Orange Unified School District

Fiscal Year	Tustin Original 1983	Tustin Amendment #1 1988	Southwest Original 1984	Southwest Amendment #2 1988	Southwest Amendment #3 1986	Northwest Original 1988	Total Passthroughs All Project Areas
Actual 2000-2001	137,063	79,376	263,241	232,418	2,622	795,067	1,509,787
Actual 2001-2002	149,313	96,039	285,422	328,142	3,644	801,585	1,664,144
Projected 2002-2003	152,020	97,506	303,000	324,609	4,782	945,115	1,827,031
Estimated 2003-2004	155,470	99,597	309,060	331,101	4,875	973,153	1,873,258
Estimated 2004-2005	158,580	101,590	315,240	337,720	4,970	992,620	1,910,720



**APPENDIX E**

**School Construction by Private Developer**

## APPENDIX E

### School Construction by Private Developer

For the past several decades, schools in California have been built with a combination of funding sources such as state matching grants, general obligation bonds, developer fees, certificates of participation and Community Facility Districts (Mello-Roos fees). Private developers generally have not been involved in school construction.

When large residential neighborhoods were developed, the responsibility for funding and constructing new schools to serve those neighborhoods was left to the local school districts. Road improvements, sewer connections, utilities and the like were included in the planning process, but in many cases schools were not taken into consideration.

This situation has caused severe problems for cash-strapped school districts, which may be left scrambling for the funds to build new schools or expand existing ones. In some communities, Mello-Roos fees are used to assess new homeowners for the cost of schools (and other improvements) in their developments. However, there have been cases in which developers were paid for school sites, but construction of the schools was delayed because state funding was not available. These delays have added tremendous burdens to districts and residents alike.

Some observers believe that this lack of planning for school construction must be re-examined. According to a recent editorial in the Los Angeles Times:

County residents have for too long subsidized builders' profits by bearing the strains on roads, the environment, schools and the like. Once everyone faces the true price of suburban sprawl, it looks a lot less attractive than it sounds.

(Feb. 23, 2003. Page B-16)

In some California communities, local agencies and developers have taken a different approach towards residential development and school construction. Large developers are finding that they can build high-quality schools far more economically than school districts can. Some examples:

- In 1995, Shapell of Northern California was one of the first developers in the state to build a school in Castro Valley (near San Francisco). The builder was not reimbursed by the state.
- In San Ramon, Shapell Industries and Windermere teamed up with the school district and paid \$266 million in costs for land and construction of four elementary schools, two middle schools and one high school to serve 11,000 new homes in the Dougherty Valley. The developers chose to build quality schools in lieu of paying developer fees.
- In the Corona-Norco Unified School District the developer of a 1,100-home subdivision paid for an elementary school constructed of modular units that cost 15% to 20% less than traditional school construction but have the same 50-year life.

## APPENDIX E – Page 2

- In Ventura County, the developer of a 2,800-home RiverPark project have agreed to spend \$47 million to build and equip three schools in the Rio Elementary School District, with no guarantee of repayment.

Since 1998, plans for 725 new schools have been submitted to state officials by school districts. Developers have agreed to pay the costs for a dozen of those.

The construction of schools by developers provides obvious advantages to school districts and the communities they serve, but the developers also benefit from the process in the following ways:

- New homes are more attractive and marketable when new schools are ready to serve the children who will live there.
- Providing for school needs may expedite the local planning and approval process for residential developments.
- School construction or funding creates community goodwill for the developer.
- Builders fees may be eliminated.
- The ability to schedule and coordinate grading, infrastructure improvements and construction phases may be beneficial to the developer.

**APPENDIX F**

Early College High School

# The Early College High School Initiative

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- Overview
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## Early College High School Initiative Overview

Education beyond high school is more critical today than ever before. A high school diploma and at least some college credit are absolutely essential for full participation in today's economy. A four-year college graduate earns 70 percent more than a high school graduate does. Even one year of postsecondary education increases lifetime earnings. The unemployment rate for high school dropouts is four times the rate for college graduates.

Yet far too few youth complete a postsecondary education. Although nearly three-quarters of high school graduates go on to some form of postsecondary education, over half who enter college fail to complete a degree, and one-third never even make it to the sophomore year. The statistics are even more alarming for African Americans and Hispanics, of whom only 16 percent and 11 percent, respectively, complete a four-year college degree by age 29, compared with 28 percent of whites. And Native-American students have the highest K-12 drop-out rates and the lowest college-completion rates of any ethnic group in the United States. We can ill afford this waste of human talent, nor can we ignore the personal choices shut off for young people who do not attain a postsecondary education.

The Bill & Melinda Gates Foundation, with Carnegie Corporation of New York, the Ford Foundation, and the W.K. Kellogg Foundation, has provided funding to establish 70 Early College High Schools over the next five years. Drawing on lessons learned from the experiences of dual-enrollment programs and small schools, studies of time wasted in the senior year, and existing examples of institutions combining high school and college, the Early College High School Initiative has established its own distinctive vision and goals to suit the students it is designed to serve.

### *What Are Early College High Schools?*

- Early College High Schools are small schools from which all students graduate with an Associate of Arts degree or enough college credits to enter a four-year, baccalaureate program as a college junior.
- Early College High Schools share the characteristics of effective small schools (e.g., personalized learning environments, a common and coherent focus, a maximum of 400 students per school, an emphasis on adult-student relationships).

- **Early College High Schools reward mastery and competence with enrollment in college-level courses during high school.**
- **Early College High Schools include the middle grades or outreach to middle schools to promote academic preparation and awareness of the Early College High School option.**

### ***Benefits of Early College High School***

From the perspective of young people, high school is often boring and its purpose unclear. It takes too long to get a diploma, and there are few incentives to do well because college seems both too expensive and out of reach.

Early College High Schools:

- **Make higher education more accessible, affordable, and attractive by bridging the divide between high school and college in a physical place;**
- **Eliminate time wasted during the junior and senior years of high school and facilitate the transition of motivated students to higher education;**
- **Provide needed guidance and support from adults through the first two years of college; and,**
- **Demonstrate new ways of integrating levels of schooling to better serve the intellectual and developmental needs of young people.**

As a result of enrolling in Early College High Schools, motivated students will gain access to rigorous teaching and learning. The initiative will increase the number of first-generation, low-income, English language learners, and students of color attaining the Associate's degree or two years of college credit and the opportunity to attain a Bachelor's degree. By changing the structure of the high school years and compressing the number of years to the Associate's degree, Early College High School also has the potential to save dollars for families and taxpayers and to better prepare students for entry into high-skill careers. In addition, Early College High School unifies and reconceptualizes academic work from ninth grade through the second year of college, and thus it challenges the structure of our current secondary-postsecondary system.

[Next Page](#)

***Or Jump to Another Section:***

[Beyond Alignment: The Rationale for the Early College High School Model](#)

[Challenging the Separation of High School from College: The Implications for Educators and Policymakers](#)

# The Early College High School Initiative

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## Attributes of Early College High Schools

Each Early College High Schools will develop a unique vision and a learning environment that represents community interests and needs; however, all the schools in the Early College High School Initiative will share seven attributes of high-performing schools:

- Common focus on key research-based goals and intellectual mission;
- Shared, clear, high expectations and standards, with all students completing a coherent, rigorous course of study;
- Small, personalized learning environments, with no more than 400 students per high school (Early College High Schools may also link with feeder elementary and middle schools);
- Respect and responsibility among students, among teachers, and between students and teachers;
- Time for teachers/staff to collaborate and for the inclusion of parents and the community in an education partnership;
- Emphasis on performance, with students promoted based on demonstrated competency; and
- Technology used as a tool for designing and delivering engaging and imaginative curricula.

### *Attributes in Practice*

The priority of this initiative is to serve low-income, first-generation, English language learners, and students of color who are statistically underrepresented in higher education and for whom society often has low aspirations for academic achievement. All Early College High School designs ensure that students prepare for and master college-level work. The challenge is not only to establish a small-scale, nurturing environment and rigorous academic standards for high school but also to maintain such an environment for the first two years of college-level work.

#### **Shared Vision:**

Early College High School students, parents, staff, higher education, and community partners all share a common vision for student success that values learning for its own sake and for the career choices it puts before

young people. The vision is regularly reinforced and renewed. Expectations are clearly established for admission and for the standards and quality of work required in order for students to begin college-level courses, gain college credit, and demonstrate mastery. A letter of agreement or memorandum of understanding clearly articulates the vision of the participating school and higher education institution for student success, as well as the roles and responsibilities of the school and higher education and community partners.

***Culture of Learning and Support:***

The consistent focus is on instruction. The curriculum reinforces literacy development and is language-rich. Curriculum and instruction engage students in active inquiry. The purpose of practice and repetition is always clear to students. There are ongoing opportunities for students to demonstrate in-depth understanding and application of their knowledge. The schedule provides time for students to work on high-level learning (e.g., literacy blocks, longer school day, Saturday school, summer school).

Teachers are certified in their fields or have mastered their academic disciplines; professors work with teachers and attend collaboratively to student needs. Professional development enables teachers, professors, and other staff to continually reflect upon practice, improve instruction and student learning, and expand their own learning.

Early College High Schools implement best practices for the postsecondary experience of beginning students, whether college courses are taught in the high school or on a college campus. Such practices include: pre-college orientation during the summer, student-centered advising, a focus on study skills, timely feedback from professors, hands-on learning, classroom discussion, service learning, learning communities, and peer collaboration.

High school and college services, resources, and facilities are available and welcoming to students, including laboratory and arts facilities, academic support such as writing and math centers, information resources/libraries, and technology.

***Focus on Outcomes:***

Teachers, professors, and staff have regular time to discuss student work, and there is continual assessment of individual student progress toward performance expectations. With faculty and advisor approval, all students formulate and commit to an academic plan, and they assume growing responsibility for their own learning. Students develop the capacity for self-assessment. They demonstrate adequate academic progress through multiple measures of performance: standardized tests, performance assessments, portfolios, real-world tasks, and the like. The school has clear criteria regarding completion of high school and college credits. There are also rules for acceptable time to reach standards, for second chances, and for students who are not making adequate progress.

Placement testing policies and college-level expectations for reading, writing, and math are public and clear and meet nationally recognized benchmarks. Students complete high school requirements while achieving two years of college and/or an Associate of Arts degree; an AA degree and high school diploma may be awarded simultaneously.



## **APPENDIX G**

### **School Enrollment Projections:**

**Elementary, Middle and High School Levels, and District-Wide,  
2003-2009 and Maturity**

**Source:**

**Information Derived from Davis Demographics and Planning, Inc.**

APPENDIX G-1

ELEMENTARY SCHOOL ENROLLMENT K-6 PROJECTIONS By Residence, 2003 -2009 and Maturity*														
Existing Elementary Schools Attendance Zones (AZ) = 28	# of Study Areas (SA)	Notes	MS AZ**	Actual 2002 Enroll	PROJECTIONS									Maturity
					2003	2004	2005	2006	2007	2008	2009			
Anaheim Hills	7(7)	#107A&C	ER	409.0	502.6	585.2	586.7	565.9	553.2	542.7	519.7	522.2		
California	5 + 12 (17)		CV/Y	1029.0	1024.1	1028.0	1038.8	1018.6	1026.9	1043.5	1042.4	893.2		
Cambridge	5 + 17 (22)		P/Y	663.0	631.6	601.9	587.1	559.7	545.0	532.6	531.8	651.0		
Canyon Rim	13 (13)		ER	782.0	765.6	751.1	731.2	711.3	710.6	706.7	708.1	779.8		
Chapman Hills (part)	6 (8)	Some SA's only		336.0	321.1	318.5	323.2	321.8	316.2	304.9	305.4	308.0		
Santiago Hills II Project	1 (8)	SA #291A		0	0	0	0	0	149.1	365.2	322.0	420.0		
E. Orange Project	1 (8)	SA #291B		1.0	1.0	1.0	1.0	0	0	0	77.0	515.2		
Chapman Hills	8 (8)	All SA's	S	337.0	322.1	319.5	324.2	470.9	593.7	690.1	704.4	1243.2		
Crescent K-3, 4-6	8 (8)		ER	594.0	588.1	599.0	598.6	585.9	546.8	548.0	539.9	744.8		
Esplanade	10 (10)		S	522.0	515.7	528.3	526.9	511.7	507.3	499.0	498.9	613.2		
Fairhaven	14 (14)		P	810.0	813.2	804.6	807.4	783.9	761.4	738.6	735.1	901.6		
Fletcher	11 (11)		CV	420.0	402.2	414.6	414.3	439.5	510.3	574.2	618.4	655.9		
Handy	6 + 2 (8)		Y/CV	891.0	866.9	842.4	798.4	765.7	723.2	721.3	719.1	1024.8		
Imperial	5 (5)		ER	281.0	287.9	278.1	276.3	262.7	264.9	270.6	270.9	371.0		
Jordon	11 (11)		S	632.0	617.0	637.1	637.2	599.1	564.0	558.9	556.4	583.8		
Lampson	8 (8)		P	1188.0	1190.9	1211.6	1259.2	1231.8	1229.3	1204.2	1183.8	1313.2		
LaVeta	15 (15)		S	757.0	719.9	727.8	706.5	676.3	675.0	639.9	640.2	734.3		
Linda Vista	10 + 1 (11)		S/CV	412.0	389.5	393.7	389.8	411.3	426.5	408.7	398.6	492.1		
Nohi Canyon	7 + 3 (10)		CV/ER	569.0	562.7	561.8	566.2	570.5	563.9	561.8	562.9	607.6		
Olive	3 (3)		CV	318.0	321.4	318.0	317.3	300.4	305.8	273.8	273.5	284.9		
Palmyra	11 (11)		Y	627.0	634.6	635.6	659.1	653.2	658.6	665.8	664.2	543.2		
Panorama	7 (7)		S	308.0	297.7	304.7	317.5	323.1	333.2	349.8	350.0	378.0		
Prospect	9 (9)		S	591.0	600.1	615.0	616.9	607.1	611.6	603.8	603.8	586.6		
Riverdale	5 (5)		ER	329.0	343.9	327.5	319.6	301.7	285.5	273.8	272.4	361.9		
Running Springs (part)	8 (11)	Some SA's only		648.0	903.2	935.2	913.0	878.8	864.1	846.2	840.8	760.9		
Mt. Park Project	3 (11)	SA #42A, 42B, 123		0	0	0	0	79.1	148.1	206.1	253.3	714.0		
Running Springs	11 (11)	All SA's	ER	848.0	903.2	935.2	913.0	957.9	1012.2	1052.3	1094.1	1474.9		
Serrano	18 (18)		CV	526.0	499.8	486.9	468.4	453.5	428.2	414.6	415.6	591.5		
Silverado	1 (1)	SA #291	S	93.0	94.3	97.3	95.9	97.3	91.3	89.3	89.4	74.9		
Sycamore	11 (11)		P	729.0	708.8	682.6	660.5	633.0	606.8	570.8	567.6	707.0		
Taft	24 (24)		CV	994.0	1033.2	1059.0	1093.3	1113.1	1125.8	1152.6	1154.3	1047.9		
Villa Park	19 (19)		CV	622.0	600.6	550.2	526.7	497.5	466.5	452.2	453.4	672.7		
West Orange	8 (8)		P	664.0	636.0	621.3	595.3	548.1	517.3	494.8	493.5	649.6		
Subtotal K-6	305			16945.0	16873.6	16918.0	16833.3	16650.7	16644.8	16634.4	16662.4	19504.8		
Special Day Class (SDC)				435.0	433.7	434.8	432.6	427.9	427.8	427.5	428.2	501.3		
Unmatched				21.0	21.0	21.0	21.0	21.0	21.0	21.0	21.0	21.0		
Out of District				202.0	202.0	202.0	202.0	202.0	202.0	202.0	202.0	202.0		
Subtotal				656.0	656.7	657.8	655.6	650.9	650.8	650.5	651.2	724.3		
<b>TOTAL ELEMENTARY SCHOOL PROJECTIONS</b>				<b>17603.0</b>	<b>17530.3</b>	<b>17575.8</b>	<b>17488.9</b>	<b>17301.6</b>	<b>17295.6</b>	<b>17284.9</b>	<b>17313.6</b>	<b>20229.1</b>		

\*Source: Davis Demographics and Planning, Inc.(ddp), March, 2003.

<b>HIGH SCHOOL ENROLLMENT 9-12 PROJECTIONS By Residence: 2003 -2009 and Maturity*</b>											
Existing High Schools Attendance Zones (AZ) = 4	Actual 2002	PROJECTIONS									
		2003	2004	2005	2006	2007	2008	2009	Maturity		
Canyon HS	1835.0	1870.1	1995.8	2018.0	2051.8	2097.6	2144.3	2224.8	2488.6		
EI Modena HS	1795.0	1856.0	2020.6	2128.1	2230.0	2366.9	2394.6	2382.2	2644.5		
Orange HS	2345.0	2419.8	2561.1	2682.6	2798.5	2881.9	2992.7	3063.1	3639.1		
Villa Park HS	2197.0	2305.2	2415.5	2524.5	2578.0	2626.6	2659.7	2677.5	2332.1		
Subtotal 9-12	8172.0	8451.1	8993.0	9353.2	9658.3	9973.0	10191.3	10347.6	11104.3		
Special Day Class (SDC) 9-12	380.0	393.0	418.2	434.9	449.1	463.7	473.9	481.2	516.3		
Unmatched 9-12	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0		
Out-of-District 9-12	293.0	293.0	293.0	293.0	293.0	293.0	293.0	293.0	293.0		
Subtotal	681.0	694.0	719.2	735.9	750.1	764.7	774.9	782.2	817.3		
<b>TOTAL HIGH SCHOOL 9 -12 PROJECTIONS</b>	<b>8853.0</b>	<b>9145.1</b>	<b>9712.2</b>	<b>10089.1</b>	<b>10408.4</b>	<b>10737.7</b>	<b>10966.2</b>	<b>11129.8</b>	<b>11921.6</b>		

<b>DISTRICT-WIDE STUDENT ENROLLMENT TOTALS: K-6, 7-8, 9-12</b>										
Elementary	K-6	17603.0	17530.3	17575.8	17488.9	17301.6	17295.6	17284.9	17313.6	20229.1
Middle School	7-8	4927.0	5118.0	5125.1	5193.3	5412.1	5489.6	5365.2	5205.8	5787.1
High School	9-12	8853.0	9145.1	9712.2	10089.1	10408.4	10737.7	10966.2	11129.8	11921.6
<b>TOTAL DISTRICT-WIDE K-12</b>		<b>31383.0</b>	<b>31793.4</b>	<b>32413.1</b>	<b>32771.3</b>	<b>33122</b>	<b>33522.9</b>	<b>33616.3</b>	<b>33649.2</b>	<b>37937.8</b>

\* Source: Davis Demographics and Planning, Inc.(ddp)  
 " Fall 2003 - Fall 2009 and Maturity Projection Report," Appendices A,C,E, March, 2003

MIDDLE SCHOOL ENROLLMENT 7-8 PROJECTIONS By Residence: 2003 -2009 and Maturity*													
Existing Middle Schools Attendance Zones (AZ) = 5	Notes	HS AZ**	Actual 2002	ddp MIDDLE SCHOOL PROJECTIONS									Maturity
				2003	2004	2005	2006	2007	2008	2009			
Cerro Villa MS		VPHS	1179.0	1205.6	1205.1	1206.2	1217.9	1225.1	1196.3	1178.5	1164.4		
El Rancho MS		CHS	982.0	1006.5	989.3	1010.3	1085.1	1128.2	1087.1	1073.0	1242.4		
Portola MS		OHS	846.0	869.8	857.3	895.2	980.8	1020.5	978.8	909.2	1044.4		
Santiago MS		EMHS	1081.0	1159.9	1126.3	1126.1	1183.0	1162.4	1202.0	1197.4	1318.6		
Yorba MS		OHS	624.0	655.2	725.8	732.0	714.7	720.3	671.9	623.8	774.6		
Subtotal 7-8			4712.0	4897.0	4903.8	4969.8	5181.5	5256.5	5136.1	4981.9	5544.4		
Special Day Class (SDC) 7-8			158.0	164.0	164.3	166.5	173.6	178.1	172.1	166.9	185.7		
Unmatched 7-8			2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0		
Out-of-District 7-8			55.0	55.0	55.0	55.0	55.0	55.0	55.0	55.0	55.0		
Subtotal			215.0	221.0	221.3	223.5	230.6	233.1	229.1	223.9	242.7		
<b>TOTAL MIDDLE SCHOOL 7 - 8 PROJECTIONS</b>			<b>4927.0</b>	<b>5118.0</b>	<b>5125.1</b>	<b>5193.3</b>	<b>5412.1</b>	<b>5489.6</b>	<b>5365.2</b>	<b>5205.8</b>	<b>5787.1</b>		

**APPENDIX H**

**Classroom Utilization Study:**

**Middle Schools and High Schools**

Source:

David Taussig and Associates, Inc.

**ORANGE UNIFIED SCHOOL DISTRICT**  
**SUMMARY OF MIDDLE SCHOOL AND HIGH SCHOOL**  
**CLASSROOM UTILIZATION CAPACITY**  
 District Loading Standards as of December 2003

		Permanent and Portable		
		Classroom Utilization Capacity @		
		1.0	0.95	0.9
<b>MIDDLE SCHOOLS</b>				
CHS AZ	El Rancho	1209	1148.6	1088.1
EMHS AZ	Santiago	1323	1256.9	1190.7
OHS AZ	Portola	1147	1089.7	1032.3
	Yorba	962	913.9	865.8
<i>Subtotal OHS AZ</i>		<i>2109</i>	<i>2003.6</i>	<i>1898.1</i>
VPHS AZ	Cerro Villa	1322	1255.9	1189.8
	<b>TOTAL MS</b>	<b>5963</b>	<b>5664.9</b>	<b>5366.7</b>
<b>HIGH SCHOOLS</b>				
	Canyon	2326	2209.7	2093.4
	ElModena	2364	2245.8	2127.6
	Orange	2507	2381.7	2256.3
	Villa Park	2367	2248.7	2130.3
	<b>TOTAL HS</b>	<b>9564</b>	<b>9085.8</b>	<b>8607.6</b>

3/13/1004

**ORANGE UNIFIED SCHOOL DISTRICT  
CERRO VILLA MIDDLE SCHOOL  
CLASSROOM UTILIZATION AS OF DECEMBER 2003  
(DISTRICT LOADING STANDARDS)**

Classroom Utilization

Usage	Permanent Classrooms	Portable Classrooms	Total Classrooms
Regular Classrooms	23.0	4.0	27.0
Labs	3.0	0.0	3.0
Music	2.0	0.0	2.0
SDC	2.0	0.0	2.0
RSP	1.0	2.0	3.0
Other: ELD	1.0	0.0	1.0
Other: OPP	1.0	0.0	1.0
Other: Computer Class	1.0	0.0	1.0
<b>Total</b>	<b>34.0</b>	<b>6.0</b>	<b>40.0</b>

School Facility Capacity

Usage	District Loading Standards	Teaching Stations	Total Capacity
Regular Classrooms	32	27.0	864
Labs	28	3.0	84
Music	50	2.0	100
SDC	12	2.0	24
RSP	12	3.0	36
Physical Education	162	NA	162
Other: ELD	12	1.0	12
Other: OPP	12	1.0	12
Other: Computer Class	28	1.0	28
<b>Subtotal</b>	<b>NA</b>	<b>40.0</b>	<b>1,322</b>
Utilization Factor			0.86
<b>Total</b>			<b>1,137</b>

Student Enrollment (SY 03-04): 1,146  
Site Acreage: 22.5

**ORANGE UNIFIED SCHOOL DISTRICT  
EL RANCHO MIDDLE SCHOOL  
CLASSROOM UTILIZATION AS OF DECEMBER 2003  
(DISTRICT LOADING STANDARDS)**

Classroom Utilization

Usage	Permanent Classrooms	Portable Classrooms	Total Classrooms
Regular Classrooms	21.0	3.0	24.0
Labs	3.0	0.0	3.0
Music	2.0	0.0	2.0
SDC	2.0	1.0	3.0
RSP	2.0	0.0	2.0
Other: Theater	1.0	0.0	1.0
Other: Computer Class	1.0	0.0	1.0
Other: Office	1.0	0.0	1.0
<b>Total</b>	<b>33.0</b>	<b>4.0</b>	<b>37.0</b>

School Facility Capacity

Usage	District Loading Standards	Teaching Stations	Total Capacity
Regular Classrooms	32	24.0	768
Labs	28	3.0	84
Music	50	2.0	100
SDC	12	3.0	36
RSP	12	2.0	24
Physical Education	169	NA	169
Other: Theater	0	1.0	0
Other: Computer Class	28	1.0	28
Other: Office	0	1.0	0
<b>Subtotal</b>	<b>NA</b>	<b>37.0</b>	<b>1,209</b>
Utilization Factor			0.86
<b>Total</b>			<b>1,040</b>

Student Enrollment (SY 03-04): 1,071  
 Site Acreage: 20.2



**ORANGE UNIFIED SCHOOL DISTRICT  
PORTOLA MIDDLE SCHOOL  
CLASSROOM UTILIZATION AS OF DECEMBER 2003  
(DISTRICT LOADING STANDARDS)**

Classroom Utilization

Usage	Permanent Classrooms	Portable Classrooms	Total Classrooms
Regular Classrooms (Grades 7-8)	16.0	1.5	17.5
Regular Classrooms (Grade 6)	1.0	4.5	5.5
Labs	3.0	0.0	3.0
Music	2.0	0.0	2.0
SDC	3.0	0.0	3.0
RSP	2.0	0.0	2.0
Other: ELD	0.0	1.0	1.0
Other: ACE	1.0	0.0	1.0
Other: OPP	1.0	0.0	1.0
Other: Computer Class	1.0	0.0	1.0
<b>Total</b>	<b>30.0</b>	<b>7.0</b>	<b>37.0</b>

School Facility Capacity

Usage	District Loading Standards	Teaching Stations	Total Capacity
Regular Classrooms (Grades 7-8)	32	17.5	560
Regular Classrooms (Grade 6)	28	5.5	154
Labs	28	3.0	84
Music	50	2.0	100
SDC	12	3.0	36
RSP	12	2.0	24
Physical Education	137	NA	137
Other: ELD	12	1.0	12
Other: ACE	0	1.0	0
Other: OPP	12	1.0	12
Other: Computer Class	28	1.0	28
<b>Subtotal</b>	<b>NA</b>	<b>37.0</b>	<b>1,147</b>
Utilization Factor			0.86
<b>Total</b>			<b>986</b>

Student Enrollment (SY 03-04):

944

Site Acreage:

21.8

ORANGE UNIFIED SCHOOL DISTRICT  
SANTIAGO MIDDLE SCHOOL  
CLASSROOM UTILIZATION AS OF DECEMBER 2003  
(DISTRICT LOADING STANDARDS)

Classroom Utilization

Usage	Permanent Classrooms	Portable Classrooms	Total Classrooms
Regular Classrooms	21.0	5.0	26.0
Labs	4.0	0.0	4.0
Music	2.0	0.0	2.0
SDC	3.0	0.0	3.0
RSP	2.0	0.0	2.0
Other: ELD	3.0	0.0	3.0
Other: Lecture Hall	1.0	0.0	1.0
Other: Computer Class	0.0	1.0	1.0
<b>Total</b>	<b>36.0</b>	<b>6.0</b>	<b>42.0</b>

School Facility Capacity

Usage	District Loading Standards	Teaching Stations	Total Capacity
Regular Classrooms	32	26.0	832
Labs	28	4.0	112
Music	50	2.0	100
SDC	12	3.0	36
RSP	12	2.0	24
Physical Education	155	NA	155
Other: ELD	12	3.0	36
Other: Lecture Hall	0	1.0	0
Other: Computer Class	28	1.0	28
<b>Subtotal</b>	<b>NA</b>	<b>42.0</b>	<b>1,323</b>
Utilization Factor			0.86
<b>Total</b>			<b>1,138</b>

Student Enrollment (SY 03-04):

1,164

Site Acreage:

23.1

**ORANGE UNIFIED SCHOOL DISTRICT  
YORBA MIDDLE SCHOOL  
CLASSROOM UTILIZATION AS OF DECEMBER 2003  
(DISTRICT LOADING STANDARDS)**

Usage	Classroom Utilization		<i>Total</i>
	Permanent Classrooms	Portable Classrooms	<i>Classrooms</i>
Regular Classrooms	18.0	0.0	18.0
Labs	2.0	0.0	2.0
Music	2.0	0.0	2.0
SDC	3.0	0.0	3.0
RSP	2.0	0.0	2.0
Other: ELD	4.0	0.0	4.0
Other: Computer Lab	1.0	0.0	1.0
Other: Empty	1.0	0.0	1.0
Other: Offices	3.0	0.0	3.0
<b>Total</b>	<b>36.0</b>	<b>0.0</b>	<b>36.0</b>

Usage	School Facility Capacity		
	District Loading Standards	Teaching Stations	Total Capacity
Regular Classrooms	32	18.0	576
Labs	28	2.0	56
Music	50	2.0	100
SDC	12	3.0	36
RSP	12	2.0	24
Physical Education	94	NA	94
Other: ELD	12	4.0	48
Other: Computer Lab	0	1.0	0
Other: Empty	28	1.0	28
Other: Offices	0	3.0	0
<b>Subtotal</b>	<b>NA</b>	<b>36.0</b>	<b>962</b>
Utilization Factor			0.75
<b>Total</b>			<b>722</b>

Student Enrollment (SY 03-04): 748  
Site Acreage: 18.2

**ORANGE UNIFIED SCHOOL DISTRICT  
CANYON HIGH SCHOOL  
CLASSROOM UTILIZATION AS OF DECEMBER 2003  
(DISTRICT LOADING STANDARDS)**

**Classroom Utilization**

<b>Usage</b>	<b>Permanent Classrooms</b>	<b>Portable Classrooms</b>	<b>Total Classrooms</b>
Regular Classrooms	35.0	14.0	49.0
Freshman English/Math	6.0	3.0	9.0
Labs	5.0	0.0	5.0
ROP Labs	1.0	0.0	1.0
Music	1.0	0.0	1.0
SDC	2.0	1.0	3.0
RSP	3.0	1.0	4.0
Staff Lounge	0.0	0.0	0.0
Other: Computer Lab	2.0	0.0	2.0
Other: Computer Class	1.0	0.0	1.0
Other: Meeting Room	2.0	0.0	2.0
Other: ROP Class	0.0	1.0	1.0
<b>Total</b>	<b>58.0</b>	<b>20.0</b>	<b>78.0</b>

**School Facility Capacity**

<b>Usage</b>	<b>District Loading Standards</b>	<b>Teaching Stations</b>	<b>Total Capacity</b>
Regular Classrooms	33	49.0	1,617
Freshman English/Math	20	9.0	180
Labs	29	6.0	174
Music	50	1.0	50
SDC	12	3.0	36
RSP	12	4.0	48
Physical Education	93	NA	93
Other: Computer Lab	0	2.0	0
Other: Computer Class	29	1.0	29
Other: Meeting Room	33	2.0	66
Other: ROP Class	33	1.0	33
<b>Subtotal</b>	<b>NA</b>	<b>78.0</b>	<b>2,326</b>
Utilization Factor			0.83
<b>Total</b>			<b>1,931</b>

Student Enrollment (SY 03-04): 2,028  
 Site Acreage: 40.7

**ORANGE UNIFIED SCHOOL DISTRICT  
EL MODENA HIGH SCHOOL  
CLASSROOM UTILIZATION AS OF DECEMBER 2003  
(DISTRICT LOADING STANDARDS)**

**Classroom Utilization**

Usage	Permanent Classrooms	Portable Classrooms	Total Classrooms
Regular Classrooms	37.5	10.0	47.5
Freshman English/Math	7.5	1.0	8.5
Labs	7.0	0.0	7.0
ROP Labs	0.0	0.0	0.0
Music	2.0	0.0	2.0
SDC	2.0	4.0	6.0
RSP	1.0	1.0	2.0
Staff Lounge	0.0	0.0	0.0
Other: Storage	0.0	1.0	1.0
Other: Computer Lab	3.0	0.0	3.0
Other: Computer Class	1.0	0.0	1.0
Other: ELD	1.0	0.0	1.0
Other: Empty	1.0	0.0	1.0
Other: ASB	0.0	1.0	1.0
<b>Total</b>	<b>63.0</b>	<b>18.0</b>	<b>81.0</b>

**School Facility Capacity**

Usage	District Loading Standards	Teaching Stations	Total Capacity
Regular Classrooms	33	47.5	1568
Freshman English/Math	20	8.5	170
Labs	29	7.0	203
Music	50	2.0	100
SDC	12	6.0	72
RSP	12	2.0	24
Physical Education	157	NA	157
Other: Storage	0	1.0	0
Other: Computer Lab	0	3.0	0
Other: Computer Class	29	1.0	29
Other: ELD	12	1.0	12
Other: Empty	29	1.0	29
Other: ASB	0	1.0	0
<b>Subtotal</b>	<b>NA</b>	<b>81.0</b>	<b>2,364</b>
Utilization Factor			0.83
<b>Total</b>			<b>1,962</b>

Student Enrollment (SY 03-04): 2,115  
 Site Acreage: 42.9

**ORANGE UNIFIED SCHOOL DISTRICT  
ORANGE HIGH SCHOOL  
CLASSROOM UTILIZATION AS OF DECEMBER 2003  
(DISTRICT LOADING STANDARDS)**

**Classroom Utilization**

Usage	Permanent Classrooms	Portable Classrooms	Total Classrooms
Regular Classrooms	29.0	19.5	48.5
Freshman English/Math	5.0	3.5	8.5
Labs	8.0	0.0	8.0
ROP Labs	0.0	0.0	0.0
Music	2.0	0.0	2.0
SDC	1.0	5.0	6.0
RSP	4.0	1.0	5.0
Staff Lounge	0.0	1.0	1.0
Other: ELD	3.0	0.0	3.0
Other: OPP	1.0	0.0	1.0
Other: Resource Rm	1.0	0.0	1.0
Other: Agriculture	1.0	0.0	1.0
Other: ROTC	1.0	0.0	1.0
Other: Computer Lab	1.0	0.0	1.0
Other: Meeting Room	1.0	0.0	1.0
Other: Weight Room	1.0	0.0	1.0
<b>Total</b>	<b>59.0</b>	<b>30.0</b>	<b>89.0</b>

**School Facility Capacity**

Usage	District Loading Standards	Teaching Stations	Total Capacity
Regular Classrooms	33	48.5	1,601
Freshman English/Math	20	8.5	170
Labs	29	8.0	232
Music	50	2.0	100
SDC	12	6.0	72
RSP	12	5.0	60
Staff Lounge	0	1.0	0
Physical Education	162	NA	162
Other: ELD	12	3.0	36
Other: OPP	12	1.0	12
Other: Resource Rm	0	1.0	0
Other: Agriculture	29	1.0	29
Other: ROTC	33	1.0	33
Other: Computer Lab	0	1.0	0
Other: Meeting Room	0	1.0	0
Other: Weight Room	0	1.0	0
<b>Subtotal</b>	<b>NA</b>	<b>89.0</b>	<b>2,507</b>
Utilization Factor			0.86
<b>Total</b>			<b>2,156</b>

Student Enrollment (SY 03-04): 2,271  
Site Acreage: 34.8

**ORANGE UNIFIED SCHOOL DISTRICT  
VILLA PARK HIGH SCHOOL  
CLASSROOM UTILIZATION AS OF DECEMBER 2003  
(DISTRICT LOADING STANDARDS)**

Classroom Utilization

Usage	Permanent Classrooms	Portable Classrooms	Total Classrooms
Regular Classrooms	37.0	15.0	52.0
Freshman English/Math	5.0	4.0	9.0
Labs	2.0	0.0	2.0
ROP Labs	0.0	0.0	0.0
Music	3.0	0.0	3.0
SDC	2.0	2.0	4.0
RSP	4.0	0.0	4.0
Staff Lounge	0.0	0.0	0.0
Other: Computer Lab	1.0	0.0	1.0
Other: Computer Class	1.0	0.0	1.0
Other: ELD	0.0	0.0	0.0
Other: Storage	0.0	0.0	0.0
<b>Total</b>	<b>55.0</b>	<b>21.0</b>	<b>76.0</b>

School Facility Capacity

Usage	District Loading Standards	Teaching Stations	Total Capacity
Regular Classrooms	33	52.0	1,716
Freshman English/Math	20	9.0	180
Labs	29	2.0	58
Music	50	3.0	150
SDC	12	4.0	48
RSP	12	4.0	48
Physical Education	138	NA	138
Other: Computer Lab	0	1.0	0
Other: Computer Class	29	1.0	29
Other: ELD	12	0.0	0
Other: Storage	33	0.0	0
<b>Subtotal</b>	<b>NA</b>	<b>76.0</b>	<b>2,367</b>
Utilization Factor			0.83
<b>Total</b>			<b>1,965</b>

Student Enrollment (SY 03-04): 2,209  
Site Acreage: 38.0

## **APPENDIX I**

### **Residential Development Summary Report**

Source:

Davis Demographics and Planning, Inc.



RESIDENTIAL DEVELOPMENT SUMMARY REPORT

Total SFD = 3,630 Total MFA = 1,304 Total APT = 1,058 Total All Units = 5,992

Study Area	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6			YEAR 7			Study Area	All Units/Types Years 1 thru 7
	10/15/2002 - 10/14/2003		APT	10/15/2003 - 10/14/2004		APT	10/15/2004 - 10/14/2005		APT	10/15/2005 - 10/14/2006		APT	10/15/2006 - 10/14/2007		APT	10/15/2007 - 10/14/2008		APT	10/15/2008 - 10/15/2009		APT		
	SFD	MFA		SFD	MFA		SFD	MFA		SFD	MFA		SFD	MFA		SFD	MFA		SFD	MFA			
3	0	0	0	0	0	0	0	446	0	393	0	190	0	0	0	0	0	0	0	0	0	3	1,029
11	0	0	0	0	0	0	0	116	0	0	0	200	0	0	0	0	0	0	0	0	11	716	
14	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	21	
17	43	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17	43	
188	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	188	6	
23	32	0	0	74	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	23	106	
25	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	25	6	
29	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	29	61	
42A	0	0	0	0	0	0	0	11	0	107	0	190	107	0	0	0	0	0	0	0	42A	1,188	
58	0	0	0	0	0	0	0	0	24	0	0	0	0	0	0	0	0	0	0	0	58	24	
104	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	104	11	
107C	199	70	0	243	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	107C	542	
153	0	0	0	0	0	0	12	0	96	0	0	81	0	0	0	0	0	0	0	0	153	189	
171	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	171	29	
291A	0	0	0	0	0	0	0	0	348	233	0	348	233	0	0	0	0	0	0	0	291A	1,746	
291B	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	291B	275	
Types	306	70	0	329	30	0	23	0	475	824	340	393	819	340	190	739	342	0	590	182	Types	5,992	
Totals	2002/2003 = 376			2003/2004 = 359			2004/2005 = 498			2005/2006 = 1,557			2006/2007 = 1,349			2007/2008 = 1,081			2008/2009 = 772			Totals	

All of the above listed phasing schedules were estimated using the responses to developer contacts made by DDP from December 2002 through February 2003 and conversations with District staff and city planners.

Please note that all of the above phasing schedules are based upon estimated dates of occupancy.

SFD = Single Family Detached Unit APT = Apartments  
MFA = Multi-Family Attached Unit (incl. condo, townhouses, duplexes, etc.)

\*Active Projects\* - Projects that are proposed to be building over the next seven years:

Developer	Contact/Owner/Tract No.	Project/Area	Study Area(s)	Total		Type of Build
				Units	Units	
Archstone Communities	n/a	Unknown	3	*566	APT	ALL
Brandywine Dev. Corp.	16218	Bolinger Estates	14	21	SFD	ALL
BRE Properties	n/a	Pinnacle at Uptown Orange	3	463	APT	ALL
D.R. Horton	16254	Canyon Oaks	23	106	SFD	ALL
Fieldstone Communities	16332	Unknown	58	24	SFD	ALL
Fieldstone Communities	15750	"Sully Miller" project	153	189	SFD	ALL
Frank Elford	n/a	R.J. Noble/Del Rio	11	716	SFD	ALL
Orange Housing Dev.	n/a	Citrus Apt.'s ("affordable housing")	171	29	APT	ALL
Sheffield Homes	16036	Imperial Heights	104	11	SFD	ALL
Stonagate Dev. Co.	16440	Festival Ridge Estates	29	61	SFD	ALL
Starlight Oaks, LLC	n/a	Starlight Oaks Estates	25	6	SFD	ALL
Summerfield Homes	15961	Summer Creek Homes	17	43	SFD	ALL
SunCal (many builders)	many	Serrano Heights	107C	up to 1,200	SFD	542
The Irvine Company	n/a	Mountain Park	42A	2,971	Mixed Uses	ALL
The Irvine Company	n/a	Santiago Hills (Phase II)	291A	1,746	Mixed Uses	ALL
The Irvine Company	n/a	Remainder of the East Orange Area	291B	2,139	Mixed Uses	ALL
Unknown	15861	Unknown (Petratta Dr. units)	188	6	SFD	ALL

(as of Fall 2002)

\* There is actually a total of 884 proposed apartment units within the entire Archstone project. However, a portion of this project is located outside of the Orange Unified School District's boundary. This project has a total size of 20.57 acres. The City of Anaheim (location outside of the District) has 7.46 of those acres while the City of Orange (within OUSD) has 13.11 acres. With the direction of District staff, DDP used the same proportion to determine the total number of apartment units to be built within the Orange USD. Therefore, it was estimated that 566 of the 844 apartments would be located within the District's boundary.

## **APPENDIX J**

### **Summary of School Facility Cost Estimates**

Source:  
David Taussig and Associates, Inc.

**ORANGE UNIFIED SCHOOL DISTRICT  
SUMMARY OF ESTIMATED COSTS  
ELEMENTARY SCHOOL  
(As of July 2003)**

<b>A. SITE</b>		<b>\$20,440,000</b>
Purchase Price of Property		\$20,400,000
Acres *:	10.2	
Cost/Acre:	\$2,000,000	
EIR		\$20,000
Appraisals		\$10,000
Surveys		\$5,000
Escrow/Title		\$5,000
* Assumes Net Usable Acres		
<b>B. PLANS</b>		<b>\$593,211</b>
Architect's Fee (see Architect Fee Schedule worksheet)		\$508,211
Preliminary Tests		\$20,000
DSA/SDE Plan Check		\$45,000
Energy Fee Analysis		\$15,000
Other		\$5,000
<b>C. CONSTRUCTION</b>		<b>\$7,011,852</b>
Construction (see Cost Allowance Construction worksheet)		\$5,167,126
Site Development Costs		\$1,020,000
Acres :	10.2	
Cost/Acre:	\$100,000	
General Site Development (8% of Construction + \$15,000 per acre)		\$566,370
Technology (5% of Construction)		\$258,356
Unconventional Energy		\$0
<b>D. TESTS</b>		<b>\$50,000</b>
<b>E. INSPECTION</b>		<b>\$84,000</b>
(\$7,000 per month for 12 months)		
<b>F. LABOR COMPLIANCE</b>		<b>\$45,537</b>
<b>G. FURNITURE AND EQUIPMENT</b>		<b>\$317,109</b>
(\$5 x Regular Education SF + \$10 x Special Education SF, includes Cost Index Adjustment of 41%)		
<b>H. CONTINGENCY</b>		<b>\$1,427,085</b>
(5% of items A-G)		
<b>I. ITEMS NOT FUNDED BY THE STATE</b>		<b>\$330,596</b>
Technology (5% of Construction)		\$258,356
Library Books (8 books/student @ \$15)		\$72,240
<b>TOTAL ESTIMATED COST</b>		<b>\$30,299,390</b>

**SUMMARY**

School Facilities Capacity - Traditional Calendar	602
School Facilities Cost per Student - Traditional Calendar	\$50,331

**ORANGE UNIFIED SCHOOL DISTRICT  
SUMMARY OF ESTIMATED COSTS  
MIDDLE SCHOOL  
(As of July 2003)**

<b>A. SITE</b>		<b>\$33,255,000</b>
Purchase Price of Property		\$33,200,000
Acres *:	16.6	
Cost/Acre:	\$2,000,000	
EIR		\$25,000
Appraisals		\$12,000
Escrow/Title		\$8,000
Surveys		\$10,000
* Assumes Net Usable Acres		
<b>B. PLANS</b>		<b>\$983,690</b>
Architect's Fee (see Architect Fee Schedule worksheet)		\$818,190
Preliminary Tests		\$45,000
DSA/SDE Plan Check		\$88,000
Energy Fee Analysis		\$25,000
Other		\$7,500
<b>C. CONSTRUCTION</b>		<b>\$12,613,809</b>
Construction (see Cost Allowance Construction worksheet)		\$9,473,283
Site Development Costs		\$1,660,000
Acres :	16.6	
Cost/Acre:	\$100,000	
General Site Development (8% of Construction + \$15,000 per acre)		\$1,006,863
Technology (5% of Construction)		\$473,664
Unconventional Energy		\$0
<b>D. TESTS</b>		<b>\$180,000</b>
<b>E. INSPECTION</b>		<b>\$126,000</b>
(\$7,000/month x 18 months)		
<b>F. LABOR COMPLIANCE</b>		<b>\$69,824</b>
<b>G. FURNITURE AND EQUIPMENT</b>		<b>\$661,555</b>
(\$6 x Regular Education SF + \$10 x Special Education SF)		
(Includes Cost index Factor of 1.41)		
<b>H. CONTINGENCY</b>		<b>\$720,348</b>
(\$2,000 + 1.5% of items A - G)		
<b>I. ITEMS NOT FUNDED BY THE STATE</b>		<b>\$964,159</b>
Technology (5% of Construction)		\$473,664
Library Books (8 books/student @ \$20)		\$146,880
Landscaping (\$0.44/sq. ft. x 723,096 sq. ft.)		\$318,162
Landscape Architect Fees (8% of Landscaping)		\$25,453
<b>TOTAL ESTIMATED COST</b>		<b>\$49,574,386</b>

**SUMMARY**

School Facility Capacity - Traditional Calendar	918
School Facilities Cost per Student - Traditional Calendar	\$54,003

**ORANGE UNIFIED SCHOOL DISTRICT  
SUMMARY OF ESTIMATED COSTS  
HIGH SCHOOL  
(As of July 2003)**

<b>A. SITE</b>		<b>\$103,477,000</b>
Purchase Price of Property	\$103,400,000	
Acres* : 51.7		
Cost/Acre : \$2,000,000		
EIR	\$35,000	
Appraisals	\$15,000	
Escrow/Title	\$15,000	
Surveys	\$12,000	
Other	\$0	
* Assumes Net Usable Acres		
<b>B. PLANS</b>		<b>\$1,950,887</b>
Architect's Fee (see Architect Fee Schedule worksheet)	\$1,670,887	
Preliminary Tests	\$70,000	
DSA/SDE Plan Check	\$170,000	
Energy Fee Analysis	\$30,000	
Other	\$10,000	
<b>C. CONSTRUCTION</b>		<b>\$29,667,734</b>
Construction (see Cost Allowance Construction worksheet)	\$20,993,127	
Site Development Costs	\$5,170,000	
Acres : 51.7		
Cost/Acre : \$100,000		
General Site Development (8% of Construction + \$15,000 per acre)	\$2,454,950	
Technology (5% of Construction)	\$1,049,656	
Unconventional Energy	\$0	
<b>D. TESTS</b>		<b>\$350,000</b>
<b>E. INSPECTION</b>		<b>\$168,000</b>
(\$7,000/month x 24 months)		
<b>F. LABOR COMPLIANCE</b>		<b>\$142,604</b>
<b>G. FURNITURE AND EQUIPMENT</b>		<b>\$1,737,503</b>
(\$7 x Regular Education SF + \$10 x Special Education SF)		
(Includes Cost Index Factor of 1.41)		
<b>H. CONTINGENCY</b>		<b>\$2,064,406</b>
(\$2,000 + 1.5% of items A - G)		
<b>I. ITEMS NOT FUNDED BY THE STATE</b>		<b>\$4,416,471</b>
Technology (5% of Construction)	\$1,049,656	
Library Books (8 books/student @ \$20)	\$296,640	
Landscaping (\$0.44/sq. ft. x 2,252,052 sq. ft.)	\$990,903	
Landscape Architect Fees (8% of Landscaping)	\$79,272	
Stadium/Track	\$2,000,000	
<b>TOTAL ESTIMATED COST</b>		<b>\$143,974,605</b>

**SUMMARY**

School Facilities Capacity - Traditional Calendar	1,854
School Facilities Cost per Student - Traditional Calendar	\$77,656

**APPENDIX K**

**FAC Reports to Board of Education**

**APPENDIX K**  
**FAC Reports to Board of Education**

Oral and written status reports were presented to the Board of Education on the following dates:

December 12, 2002  
January 23, 2003  
March 27, 2003  
April 23, 2003  
May 24, 2003  
June 5, 2003  
July 17, 2003  
August 21, 2003