
APPENDIX B

CULTURAL RESOURCE EVALUATION REPORT

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CULTURAL RESOURCE EVALUATION REPORT

TROY HIGH SCHOOL

**2200 Dorothy Lane, City of Fullerton
Orange County, California**

Prepared For:

HANA Resources, Inc.
20361 Hermana Circle
Lake Forest, CA 92630

For Submittal to:

Fullerton Joint Union High School District
1051 W. Bastanchury Road
Fullerton, CA 92833

Prepared by:

CRM TECH
1016 E. Cooley Drive, Suite A/B
Colton, CA 92324

Bai “Tom” Tang, Principal Investigator
Daniel Ballester, Principal Investigator

January 12, 2026
CRM TECH Contract No. 4334

Title: Cultural Resource Evaluation Report: Troy High School, Assessor's Parcel Number 283-291-02, 2200 Dorothy Lane, City of Fullerton, Orange County, California

Author(s): Deirdre Encarnación, Archaeologist/Report Writer
Hunter O'Donnell, Archaeologist/Historian
Eulices Lopez, Archaeologist

Consulting Firm: CRM TECH
1016 E. Cooley Drive, Suite A/B
Colton, CA 92324
(909) 824-6400

Date: January 12, 2026

Prepared for: Don Cully, General Manager
HANA Resources, Inc.
20361 Hermana Circle
Lake Forest, CA 92630
(949) 680-4416

For Submittal to: Fullerton Joint Union High School District
1051 W. Bastanchury Road
Fullerton, CA 92833
(714) 870-2800

USGS Quadrangle: La Habra, 7.5' quadrangle; Section 26, T3S R10W, San Bernardino Baseline and Meridian

Keywords: Northern Orange County; Site 4334-01H: Troy High School, circa 1964; William Blurock and Associates, architect; not a "historical resource" under CEQA provisions

EXECUTIVE SUMMARY

Between October 2025 and January 2026, CRM TECH performed a cultural resource evaluation on the Troy High School campus at 2200 Dorothy Lane in the City of Fullerton, Orange County, California. The campus occupies most of Assessor's Parcel Number 283-291-02, located generally in the area surrounded by Dorothy Lane, State College Boulevard, Nutwood Avenue, and Hale Avenue, within the southeast quarter of Section 26, Township 3 South, Range 10 West, San Bernardino Baseline and Meridian, as depicted in the United States Geological Survey La Habra, California, 7.5' quadrangle.

The study is a part of the environmental review process for improvements outlined in the Fullerton Joint Union High School District (FJUHSD) Facilities Master Plan. On the Troy High School campus, the proposed improvements include sports field upgrades such as the installation of lighting, a synthetic turf field, a synthetic track, a golf putting green, bleachers, and a scoreboard as well as the construction of a new field building. In addition, seismic retrofitting is proposed on some of the existing buildings on campus. As the retrofitting inevitably has the potential to alter the current appearance and characteristics of the buildings involved, the entire campus is included in the scope of this study.

As the lead agency for the project, the FJUHSD required the study in compliance with the California Environmental Quality Act (CEQA). The purpose of the study is to provide the District with the necessary information and analysis to determine whether Troy High School as a whole meets CEQA definition of a "historical resource" and whether the proposed improvements would cause "a substantial adverse change in the significance of a historical resource" (PRC §21084.1). In order to document the history, characteristics, and current conditions of the campus and assess its historical significance and integrity, CRM TECH conducted a historical/archaeological records search, pursued historical background research, consulted with local community representatives, and carried out a field inspection of the campus.

The results of these research procedures indicate that Troy High School constructed in 1964 with further expansion and improvements through 1972. Additional rounds of construction and improvements continued throughout the modern era. The campus was evaluated against the criteria for listing in the California Register of Historical Resources and was found not to be eligible. Therefore, it does not qualify as a "historical resource" for CEQA-compliance purposes. Pursuant to PRC §21084.1, CRM TECH recommends to the FJUHSD a conclusion that the proposed project's potential impact on the campus would not constitute "a substantial adverse change in the significance of a historical resource." No further cultural resources investigation is recommended for Troy High School.

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INTRODUCTION

Between October 2025 and January 2026, CRM TECH performed a cultural resource evaluation on the Troy High School campus at 2200 Dorothy Lane in the City of Fullerton, Orange County, California (Fig. 1). The campus occupies most of Assessor's Parcel Number 283-291-02, located generally in the area surrounded by Dorothy Lane, State College Boulevard, Nutwood Avenue, and Hale Avenue, within the southeast quarter of Section 26, Township 3 South, Range 10 West, San Bernardino Baseline and Meridian, as depicted in the United States Geological Survey La Habra, California, 7.5' quadrangle (Figs. 2, 3).

The study is a part of the environmental review process for improvements outlined in the Fullerton Joint Union High School District (FJUHSD) Facilities Master Plan. On the Troy High School campus, the proposed improvements include sports field upgrades such as the installation of lighting, a synthetic turf field, a synthetic track, a golf putting green, bleachers, and a scoreboard as well as the construction of a new field building. In addition, seismic retrofitting is proposed on some of the existing buildings on campus. As the retrofitting inevitably has the potential to alter the current appearance and characteristics of the buildings involved, the entire campus is included in the scope of this study (Figs. 2, 3).

As the lead agency for the project, the FJUHSD required the study in compliance with the California Environmental Quality Act (CEQA). The purpose of the study is to provide the District with the necessary information and analysis to determine whether Troy High School as a whole meets CEQA definition of a "historical resource" and whether the proposed improvements would cause "a

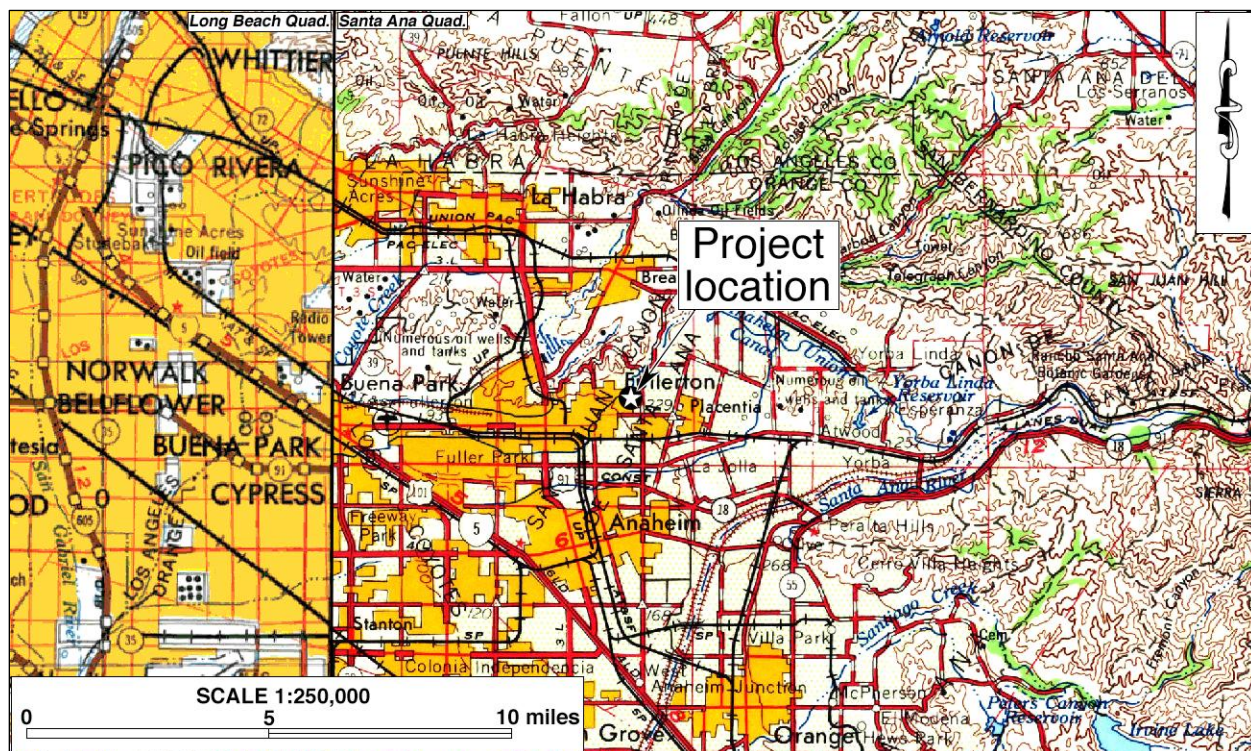


Figure 1. Project vicinity. (Based on USGS Long Beach and Santa Ana, Calif., 120'x60' quadrangles [USGS 1978; 1979])

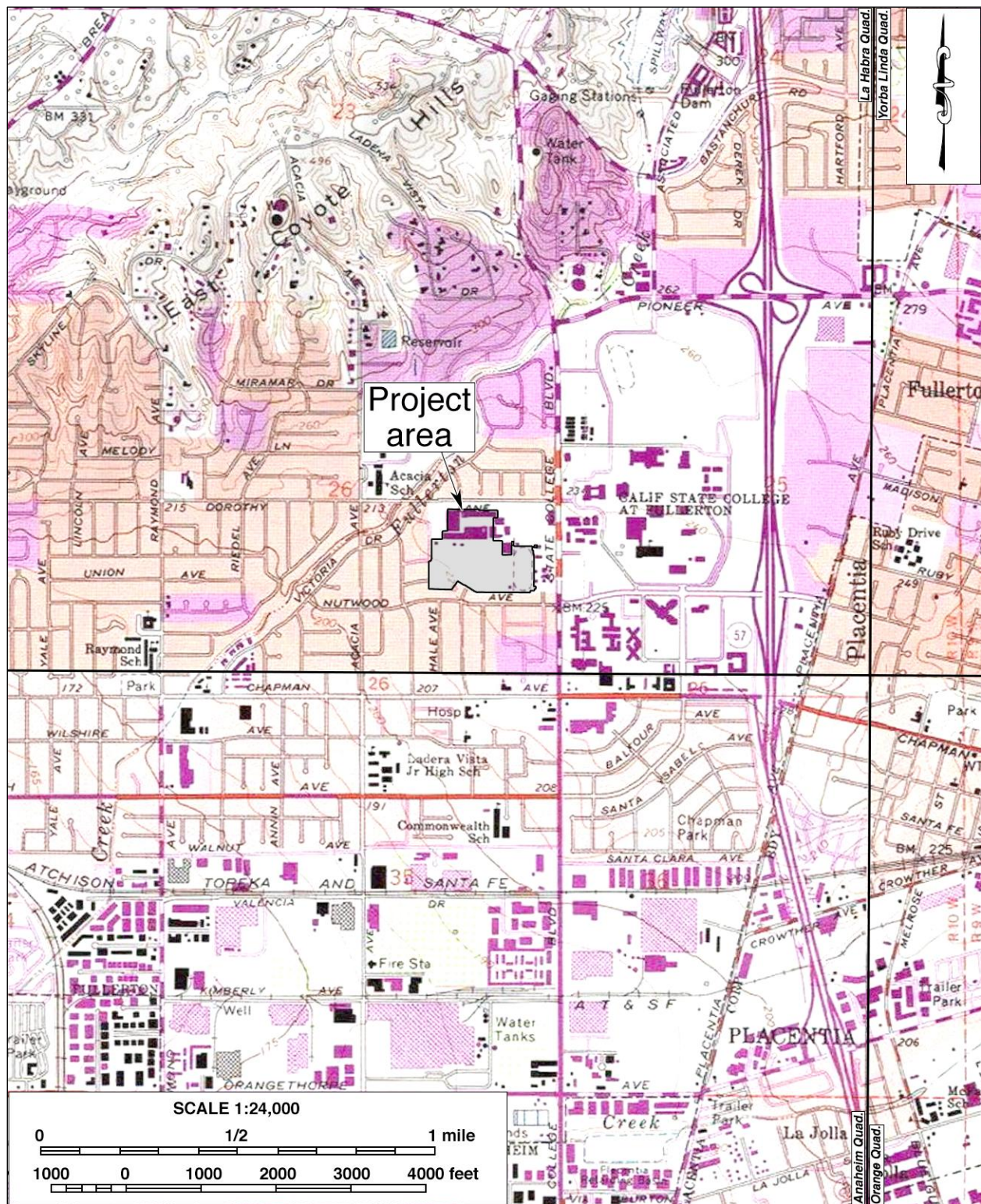


Figure 2. Project location. (Based on USGS Anaheim, La Habra, Orange, and Yorba Linda, Calif., 7.5' quadrangles [USGS 1981a-d])



Figure 3. Recent satellite image of the project location. (Based on Google Earth imagery)

substantial adverse change in the significance of a historical resource” (PRC §21084.1). In order to document the history, characteristics, and current conditions of the campus and assess its historical significance and integrity, CRM TECH conducted a historical/archaeological records search, pursued historical background research, consulted with local community representatives, and carried out a field inspection of the campus. The following report is a complete account of the methods, results, and final conclusion of the study. Personnel who participated in the study are named in the appropriate sections below, and their qualifications are presented in Appendix 1.

HISTORIC CONTEXT

The Los Angeles Basin, including the Fullerton area, was originally part of the Tongva/Kizh (Gabrielino) people’s traditional territory. In July 1769, a Spanish expedition led by Gaspar de Portolá passed through what is now the Fullerton area and noted “an Indian village of about fifty persons” (La Tour 2025). The region was claimed by Spain and eventually fell under the influence of the Missions San Gabriel Arcangel and San Juan Capistrano. After Mexico gained independence from Spain, what is now the City of Fullerton became part of a Mexican land grant known as Rancho San Juan Cajón de Santa Ana, which was awarded in 1837 to Juan Pacifico Ontiveros, the *mayordomo* of Mission San Juan Capistrano, and his wife Mario Ontiveros (La Tour 2025). Ultimately Oliveros began to sell off parcels of the rancho, with a portion becoming part of the vast land holdings of Abel Stearns, a prominent Yankee-turned *ranchero* (La Tour 2025).

Around 1860, Basque immigrant Domingo Bastanchury purchased Stearn’s parcel to raise and graze sheep, with other early residents including Scottish immigrant Alex Gardiner and German immigrant Andrew Rorden arriving by wagon train in the 1870s to establish farms (La Tour 2025). In 1887, the California Central Railroad, a subsidiary of the Atchison, Topeka and Santa Fe Railway, sent George H. Fullerton, president of the Pacific Land and Improvement Company (also a Santa Fe subsidiary), to the area in order to purchase land for a railroad right-of-way.

The City of Fullerton was founded that year by brothers George and Edward Amerige, wealthy grain merchants from Boston who purchased the 430-acre townsite located north of Anaheim after hearing rumors of the upcoming rail line. The Amerige brothers negotiated with George Fullerton, offering free right-of-way in exchange for Fullerton’s assurance that the area would be included on the railroad line (La Tour 2025; City of Fullerton n.d.). On July 5, 1887, Edward Amerige drove a stake into what is now the corner of Harbor Boulevard and Commonwealth Avenue, and the townsite of Fullerton was born, named in honor of its benefactor, George Fullerton.

Oil prospecting had begun in the canyons to the north of the new town by the 1880s and was booming by the turn of the 20th century. The Olinda-Fullerton oil field, among the most prolific and longest running, was described as one of the best in the state (RareMaps n.d.). By the 1920s, at least 376 oil wells were present in the northern portion of Fullerton, producing a monthly average of 325,000 barrels (La Tour 2024).

Parallel to the early expansion of the oil industry, in 1894 Charles Chapman, a retired Chicago publisher, purchased an orange orchard in eastern Fullerton, specializing in the Valencia variety of oranges, which he promoted from his Santa Ysabel Ranch (La Tour 2022a). Drawing upon his

experience in publishing and marketing, Chapman created colorful orange crate labels for his Old Mission and Golden Eagle orange brands depicting idyllic scenes and elevating the labels to artistic levels (La Tour 2022a; Fullerton College Centennial n.d.). The Valencia variety proved to be well suited to the local climate, and Fullerton became home to more orange groves than any other municipality in the United States (La Tour 2022a; Fullerton College Centennial n.d.). With the success of his citrus ranches, Chapman gained economic and political power, becoming Fullerton's first mayor when the city incorporated in 1904 (Fullerton College Centennial n.d.).

The FJUHSD were formed, along with Fullerton High School, in the spring of 1893 through a special election to serve northern Orange County, specifically the elementary school districts of Buena Park, Fullerton, Orangethorpe, and Placentia (La Tour 2022b). The new high school opened for classes in the fall of 1893 with eight students in attendance, in a rented room on the second floor of the Fullerton Elementary School. Classes were taught by the school principal, W.R. Carpenter, and included Latin, physics, algebra, geometry, history, and English (La Tour 2022b).

By 1908, with enrollment increased to 62 students, the high school received a new principal, Delbert Brunton, and moved to a new building. That summer, Brunton canvassed the area on bicycle seeking out prospective students in an effort to boost enrollment. At the time, the need for education beyond eighth grade was not seen as universal, and the high school was seen as a tax burden by some in the community (La Tour 2022b). In 1910, fire destroyed the high school building, resulting in classes moving to tents and bungalows until Fullerton voters approved a bond to pay for new buildings in 1911. The high school board of trustees approved the formation of a junior college as an extension of the high school in 1913, with a class of 26 students. Delbert Brunton also served as the head of the new Fullerton Junior College (La Tour 2023). During the Great Depression, at least 20 federal projects were undertaken by the Civil Works Authority between 1933 and 1942 to improve the Fullerton Union High School and Junior College campus.

In the post-WWII era, the FJUHSD continued to expand with the establishment of La Habra High School in 1954 and Buena Park High School in 1956 (FJUHSD n.d.). Currently there are six comprehensive high schools, an alternative school, and a continuation school in the district, which serves over 12,300 students as of the 2025-2026 school year (FJUHSD n.d.). Meanwhile, the City of Fullerton, like other northern Orange County communities, has seen accelerated suburban residential development and increasingly taken on the characteristics of a "bedroom community" in support of the Greater Los Angeles area. As of 2025, the city's total population was estimated to be just over 140,000 spread over an area of 22 square miles (City of Fullerton n.d.).

RESEARCH METHODS

RECORDS SEARCH

The historical/archaeological resources records search for this study was completed on October 27, 2025, by CRM TECH archaeologist Eulices Lopez at the South Central Coastal Information Center at California State University, Fullerton. The purpose of the records search was to compile a complete inventory of previously identified cultural resources and existing cultural resources reports in the project vicinity. Previously identified cultural resources include

properties designated as California Historical Landmarks or Points of Historical Interest as well as those listed in the National Register of Historic Places, the California Register of Historical Resources, or the California Historical Resources Inventory. The scope of the records search extended to a one-mile radius of the project location.

HISTORICAL BACKGROUND RESEARCH

Historical background research for this study was conducted by CRM TECH archaeologist/historian Hunter O'Donnell and archaeologist/report writer Deirdre Encarnación on the basis of published literature in local and regional history, U.S. Geological Survey (USGS) topographic maps dated 1896-1981, and aerial/satellite photographs of the Fullerton area taken between 1952 and 2025, which are accessible through the Google Earth software and at the Nationwide Environmental Title Research (NETR) Online website. For information specific to Troy High School and the FJUHSD, O'Donnell supplemented these sources with historical and contemporary news accounts and online genealogical and architectural databases.

CONSULTATION WITH LOCAL COMMUNITY

As a part of the research procedures, Deirdre Encarnación contacted the Fullerton Heritage Society and the Community and Economic Development Department of the City of Fullerton, Planning Division, in writing for supplementary information about any potential properties of local historic significance in the vicinity of the project area or other cultural resources concerns regarding the proposed project. The consultation to both organizations was initiated via e-mail on December 8, 2025. The response(s) are summarized in the sections below.

FIELD INSPECTION

The field inspection of the Troy High School campus was conducted on December 11, 2025, by Hunter O'Donnell. To facilitate their proper documentation and evaluation, O'Donnell made detailed notations and preliminary photo-recording of structural and architectural characteristics, notable features, and current conditions of the historical components of the campus. The field data were then compiled into standard record forms prepared for the school (see App. 2) and, along with the results of other research procedures, form the basis of the significance evaluation and historic integrity assessment presented below.

RESULTS AND FINDINGS

RECORDS SEARCH

According to SCCIC records, the Troy High School campus had not been surveyed systematically for cultural resources prior to this study, and no cultural resources had been recorded within or adjacent to its boundaries. Outside of the project area but within the one-mile radius, SCCIC records identify 32 studies on various tracts of land and linear features (Fig. 5), resulting in the recordation of ten cultural resources within the scope of the records search. Among these known cultural resources were eight buildings constructed between 1886 and 1965, including four single-family residences, a commercial building, and several buildings associated

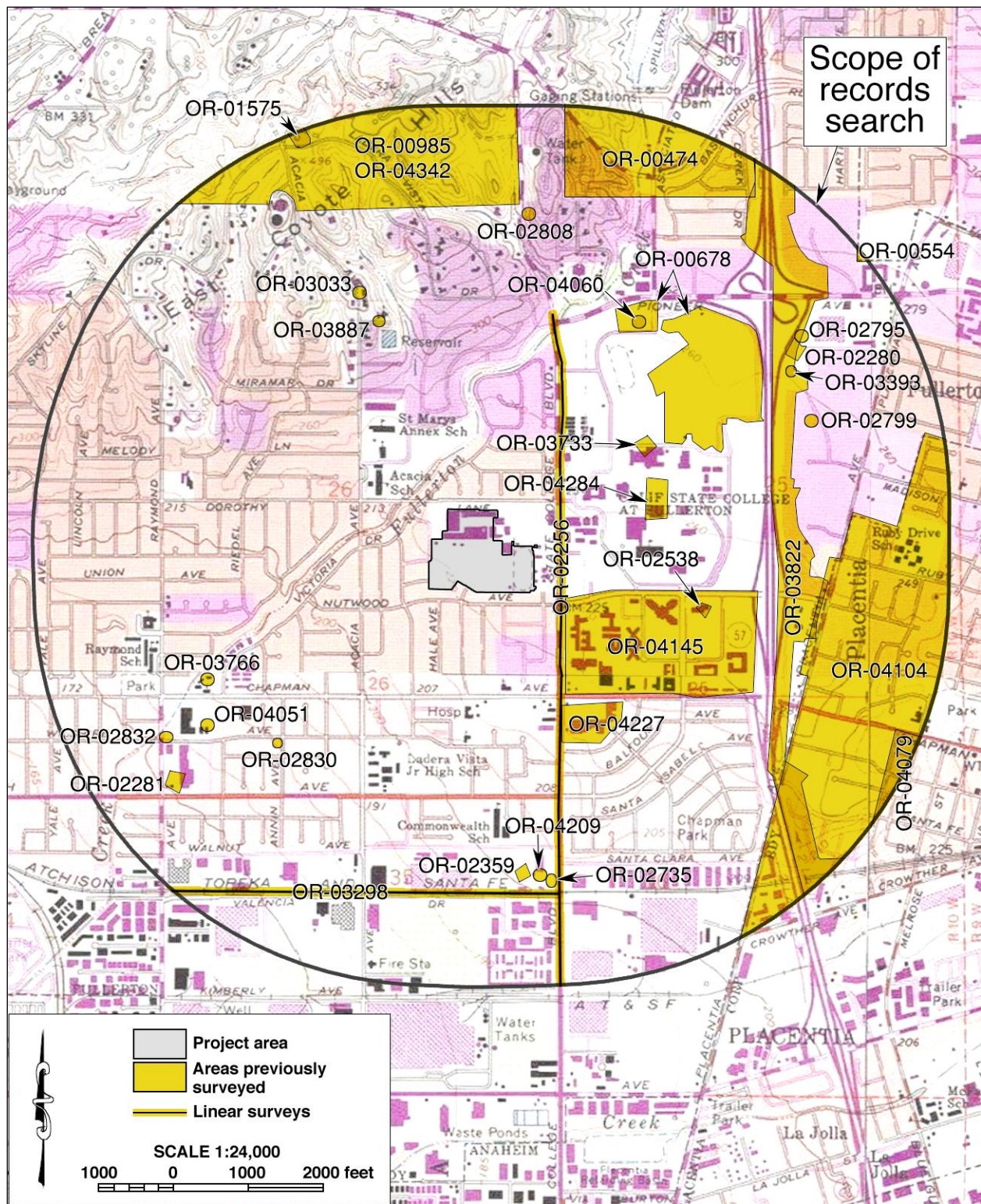


Figure 4. Previous cultural resources studies in the vicinity of the project area, listed by SCCIC file number. Locations of known historical/archaeological resources are not shown as a protective measure.

with local college campuses. The other two sites consisted of a concrete structural foundation and the Burlington Northern Santa Fe (formerly Atchison, Topeka and Santa Fe) Railway in Orange and Los Angeles Counties. None of these sites was located in the immediate vicinity of the project area, and thus none of them requires further consideration during this study.

HISTORICAL BACKGROUND RESEARCH

Historical sources consulted during this study suggest that the project location appears to be low in sensitivity for any cultural resources that predate the construction of Troy High School in the mid-1960s (Figs. 5-10). From the early 1890s through the turn of the 20th century, human-made features noted on the landscape nearby included grids of roads, the Atchison, Topeka and Santa Fe Railway, and scattered buildings, most of them presumably farmsteads (Figs. 5, 6). Between then and the 1930s, the project location and the surrounding area were almost entirely under cultivation as citrus groves (Figs. 7, 8). As noted above, Fullerton was home to more orange groves than any other municipality in the United States during that time frame.

Citrus cultivation continued to be the dominant land use throughout the 1950s but began to wane as suburban residential development was evident by the early 1960s (NETR Online 1952-1963). As the population increased, so did the need for public education. In April 1964, Troy High School became the sixth high school constructed in the FJUHSD (*Register* 1964). The buildings were designed by the architectural firm of William E. Blurock and Associates (*Anaheim Bulletin* 1964a). Prior to the school's opening, \$1 million in classroom and shop additions were approved by the board of trustees, also designed by William E. Blurock and Associates (*Anaheim Bulletin* 1964a).

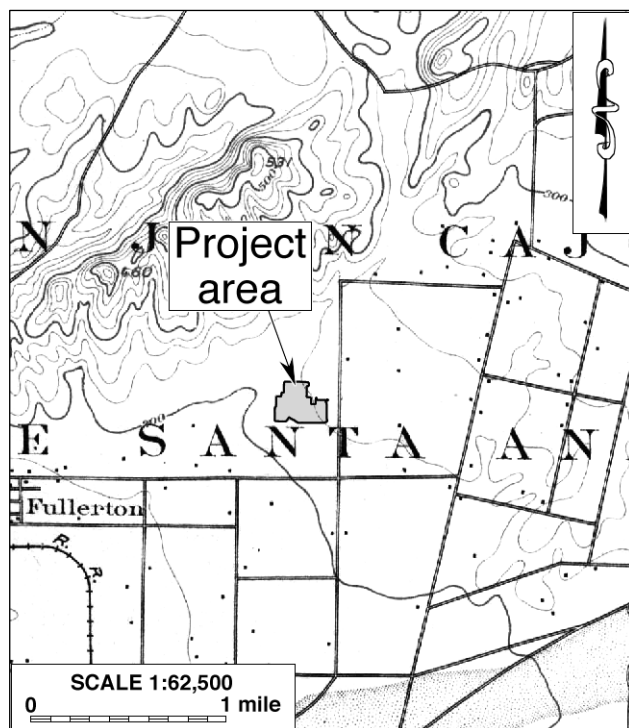


Figure 5. The project location and vicinity in 1894.
(Source: USGS 1896)

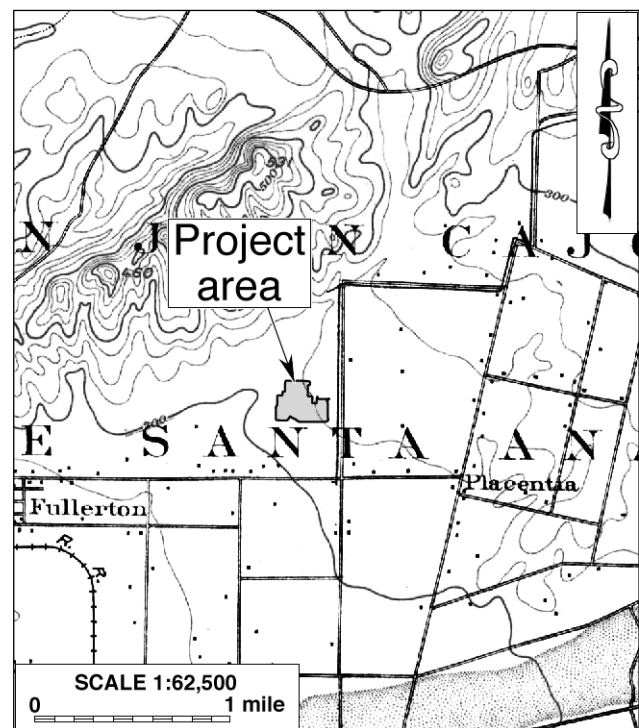
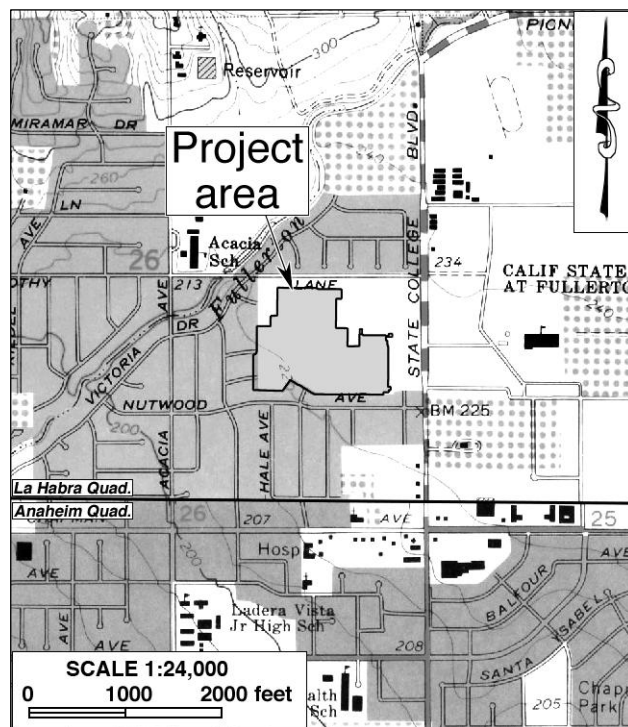
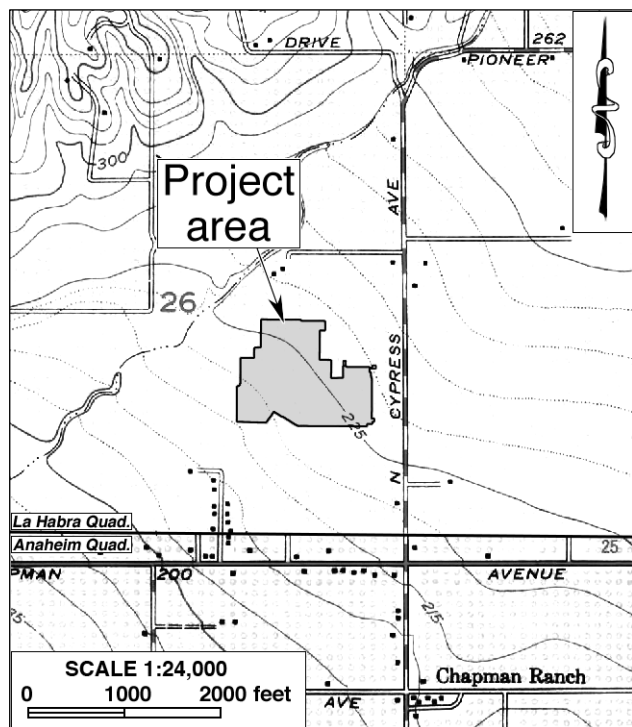
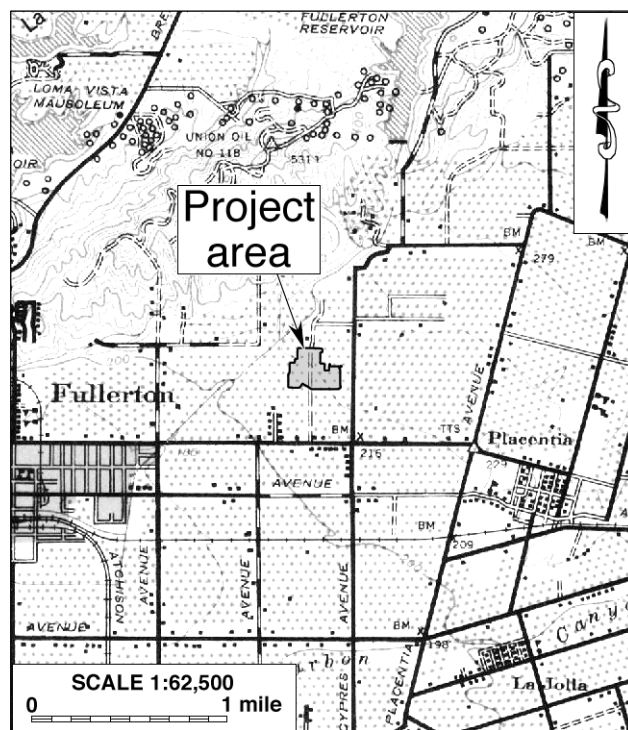
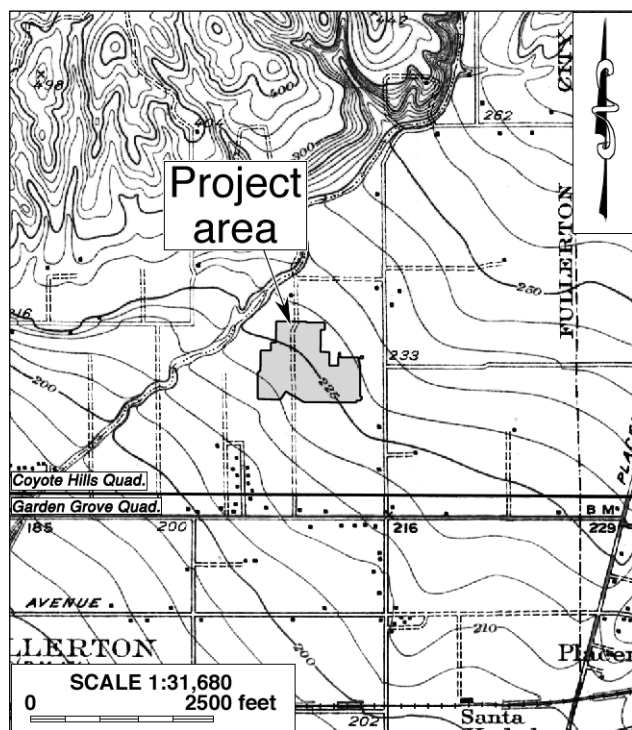


Figure 6. The project location and vicinity in 1900.
(Source: USGS 1901)



Founded by architect William E. Blurock (1922-2012), FAIA, in 1952, the Newport Beach-based firm was responsible for the design of hundreds of schools and colleges in California as well as educational campuses in Australia, Brazil, Hong Kong, Italy, Korea, and Saudi Arabia, corporate campuses for Allegran, Home Savings and Hunt Wesson Foods, and restaurants for Far West Services, including Coco's, Reuben's, and the Reuben E. Lee (Bissell 2012; tBP/Architecture n.d.). The firm's present-day successor, tBP/Architecture, earned an Honor Award in 2012 for "historically significant design and achievement during the past 30 years" (*Register* 2012; tBP/Architecture n.d.).

The classroom building at Troy High School was designed with 27 classrooms and a closed-circuit instructional television system while the industrial arts building had seven shops (*Anaheim Bulletin* 1964a). The total cost for school construction was estimated at \$4,000,000 (*Anaheim Bulletin* 1964b). Enrollment at opening was around 800 students with the second phase of construction, completed by September 1965, accommodating a student population of 1,200 (*Anaheim Bulletin* 1964b; 1965). The closed-circuit network included 40 receivers, control room equipment, slide and film strip projectors, two portable transmitters, two magnification consoles, a video tape recorder, a multiplex dual-transmission mixer and antenna, and tuner costing \$40,000, half of which was paid for by National Defense Education Act funds (*Anaheim Bulletin* 1964b).

The school entered into an agreement for "free" wool carpeting installed in 520,000 square yards of the school with a monthly cleaning charge of \$3,360, including a purchase clause when the 5-year, \$217,8000 contract expired (*Anaheim Bulletin* 1964c). In 1967, Troy High School received \$7,000 worth of landscaping, including low-growing shrubs and tropicals in the three large interior planters (*Register* 1967). By 1972, the campus had expanded to include the 300-, 400-, and 500-buildings, library and theater, administrative office, north gym and locker rooms, pool, tennis courts, track, and two baseball fields (NETR Online 1972). Expansions, improvements, and construction has continued throughout the modern era to meet the rising student population. Currently the campus consists of 20 buildings and 6 athletic fields.

CONSULTATION WITH LOCAL COMMUNITY

As stated above, written inquiries were sent to the Fullerton Heritage Society and the Community and Economic Development Department of the City of Fullerton, Planning Division, on December 8, 2025. In an e-mail reply on the same day, Andrew Kusch, Associate Planner with the City, requested that project details and plans be forwarded via e-mail (App. 3). Mr. Kusch included several links regarding cultural resources on the city website, including the Local Register of Historical Resources and the procedure for review of proposals for a designated "Historical Landmark" and "Significant Properties," as well as a table of properties listed on the National Register of Historic Places located near the campus. Information from these sources is incorporated into the historical background research results. No response has been received from the Fullerton Heritage Society to date.

FIELD INSPECTION

Troy High School occupies an irregularly-shaped parcel located on the south side of Dorothy Lane. The campuses of La Vista High School and California State University, Fullerton, lie on the adjoining property to the east. Among the original and early 1970s buildings and facilities still extant

on the campus of Troy High School are five classroom buildings, the library, theater, administrative office, north gym and locker rooms, pool, tennis courts, track, and two baseball fields. The buildings are all generally one-story, rectangular structures with flat roofs on concrete foundations, with more recent additions continuing in this original design and color scheme.

The 1960s buildings, along with those from the early 1970s, retain sufficient historical character to warrant recording of the campus as a whole into the California Historical Resources Inventory. As a part of this study, the campus was recorded under the temporary designation of Site 4334-01H, pending assignment of a permanent identification number by the SCCIC. Further descriptions of the campus and individual buildings that contribute to the historical character of the campus, along with photographs, maps, and other information, are presented in the standard record forms attached to this report in Appendix 2.

DISCUSSION

STATUTORY AND REGULATORY GUIDELINES

As stated above, the purpose of this study is to assist the FJUHS in determining whether Troy High School meets the official definition of a “historical resource,” as provided in the California Public Resources Code, in particular CEQA. According to PRC §5020.1(j), “‘historical resource’ includes, but is not limited to, any object, building, site, area, place, record, or manuscript which is historically or archaeologically significant, or is significant in the architectural, engineering, scientific, economic, agricultural, educational, social, political, military, or cultural annals of California.”

More specifically, CEQA guidelines state that the term “historical resources” applies to any properties listed in or determined to be eligible for listing in the California Register of Historical Resources, included in a local register of historical resources, or determined to be historically significant by the lead agency (Title 14 CCR §15064.5(a)(1)-(3)). In other words, buildings, structures, sites, or districts that belong to one or more of the following three categories are to be considered “historical resources” for the purposes of CEQA compliance (160 Cal. App. 4th 1051):

- Mandatory historical resources: properties that are listed in or formally determined to be eligible for listing in the California Register of Historical Resources;
- Presumptive historical resources: properties that are designated in an officially established local register, recognized by local ordinance, resolution, or general plan, or identified in a local survey prepared in accordance with PRC §5024.1(g), unless determined not to be historically or culturally significant by the lead agency upon a preponderance of the evidence;
- Discretionary historical resources: properties that are determined to be historically significant in the lead agency’s discretion, independent of any decision to list or designate them in a national, state, or local register of historical resources.

Regarding the proper criteria of historic significance evaluation of potential “discretionary historical resources,” CEQA guidelines mandate that “generally a resource shall be considered by the lead agency to be ‘historically significant’ if the resource meets the criteria for listing on the California Register of Historical Resources” (Title 14 CCR §15064.5(a)(3)). A resource may be listed in the California Register if it meets any of the following criteria:

- (1) Is associated with events that have made a significant contribution to the broad patterns of California's history and cultural heritage.
- (2) Is associated with the lives of persons important in our past.
- (3) Embodies the distinctive characteristics of a type, period, region, or method of construction, or represents the work of an important creative individual, or possesses high artistic values.
- (4) Has yielded, or may be likely to yield, information important in prehistory or history. (PRC §5024.1(c))

Since Troy High School has not been listed in the California Register of Historical Resources, formally determined eligible for such listing, or designated in an officially established local register, it does not meet the definition of a "historical resource" in the "mandatory" or "presumptive" category. Therefore, it is evaluated during this study as a potential "discretionary historical resource."

SIGNIFICANCE EVALUATION

Troy High School was built in 1964 as the sixth high school in the FJUHSD. The campus underwent continued expansion through at least 1972, with further improvements through the modern era. Today, the 1960s and early 1970s buildings remain architecturally compatible to their period of construction and have reached the 50-year age threshold for consideration as potential "historical resources" under CEQA provisions. The potential period of significance for the campus is set to be from 1964 to 1972. The following evaluation assesses the historical significance of the school campus against the criteria above to determine whether the school qualifies as a "historical resource" under CEQA in response to planned and future projects that may involve alterations of existing buildings on the campus.

Troy High School was built to serve a rapidly growing suburban population in Fullerton during the post-World War II boom. As such, its origin and early history are directly associated with the phenomenal urban/suburban expansion at the time, an event—or pattern of events—that left a lasting impact on the history of the U.S. and particularly southern California. As one of numerous public education institutes in the region of similar vintage, however, it does not demonstrate a unique or particularly close association with that event or historic theme. The school's history reflects typical educational activities and community involvement, such as student organizations and extracurricular programs, but these are not unique or exceptional in the context of California's educational system. No specific events of distinctive significance, such as nationally recognized achievements or groundbreaking educational reforms, have been identified in association with the school that would elevate its historical importance. Therefore, Troy High School does not appear to meet California Register Criterion 1.

Similarly, historical background research during this study has not identified any persons of recognized significance in national, state, regional, or local history in close association with Troy High School. While a number of former students later went on to become distinguished in their careers and reach a level of significance in their respective fields, such as a former mayor of Santa Ana and several professional athletes and musicians, their accomplishments postdated their association with the school, and there is no evidence that any of them attained the level of historic significance required by the California Register. Therefore, Troy High School does not appear to meet California Register Criterion 2.

The architecture of the 1960s buildings demonstrate the basic characteristics of Mid-Century Modernism, a style that was ubiquitous in California—and indeed throughout the U.S. and the world—during the post-war decades. The portions of the campus from that period feature functional, mostly single-story buildings with minimal ornamentation, typical both of the style and of the emphasis on cost-effective, standardized school construction to accommodate rapid population growth. However, the school and its buildings do not stand out as an important example of the Mid-Century Modernist movement in architecture, nor do they exhibit a particularly high level of artistic value or any other distinctive merits to distinguish it from the numerous similar school campuses of similar age in southern California.

The designer identified for the original buildings on campus, architect William E. Blurock, is well recognized today for his achievements in architecture, including hundreds of schools and colleges in the State of California and elsewhere, along other buildings. While Blurock undoubtedly qualifies as a master architect, Troy High School, with its relatively common design for post-World War II educational institutes and other office buildings, has not been recognized as an important, exemplary, or especially notable example of his work. For these reasons, Troy High School does not appear to meet California Register Criterion 3.

Lastly, as a common late-historic-period to modern-era facility, Troy High School is unlikely to yield information important to the study of educational or local history, for which published materials, contemporary sources, and archival records are readily available, or to contribute otherwise to historical or architectural research. Consequently, it does not appear to meet California Register Criterion 4. Based on these considerations, Troy High School does not appear eligible for listing in the California Register of Historical Resources and thus does not qualify as a “historical resource” in the category of “discretionary historical resources.”

CONCLUSION AND RECOMMENDATIONS

CEQA establishes that “a project that may cause a substantial adverse change in the significance of a historical resource is a project that may have a significant effect on the environment” (PRC §21084.1). “Substantial adverse change,” according to PRC §5020.1(q), “means demolition, destruction, relocation, or alteration such that the significance of a historical resource would be impaired.”

In summary of the findings and analysis outlined above, the Troy High School campus as a whole was evaluated against the criteria for listing in the California Register of Historical Resources as a part of this study and was found not to be eligible. Therefore, it does not qualify as a “historical resource” for CEQA-compliance purposes. Pursuant to PRC §21084.1, CRM TECH recommends to the FJUHSD a conclusion that the proposed project’s potential impact on the campus would not constitute “a substantial adverse change in the significance of a historical resource.” No further cultural resources investigation is recommended for Troy High School.

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Bissell, Therese

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FJUHS (Fullerton Joint Union High School District)

- n.d. District Overview: General Background Information. <https://www.fjuhsd.org/district-overview>.

Fullerton College Centennial

- n.d. Southern California History: Charles C. Chapman. <https://fullertoncollegecentennial.com/socal-stories/chapman.html>.

Google Earth

- 1989-2025 Aerial/satellite photographs taken in 1989, 1994, 1995, 2002-2009, and 2011-2025. Available through the Google Earth software.

La Tour, Jesse

- 2022a Charles Chapman and the Citrus Industry. Fullerton History blog, December 19. <https://fullertonhistory.com/2022/12/19/charles-chapman-and-the-citrus-industry/>.
- 2022b Louis Plummer's History of Fullerton High School and Fullerton College: Part I. Fullerton History blog, December 29. <https://fullertonhistory.com/2022/12/29/louis-plummers-history-of-fullerton-union-high-school-and-fullerton-college-part-i/>.
- 2023 The Early History of Fullerton College. Fullerton History blog, January 9. <https://fullertonhistory.com/2023/01/09/the-early-history-of-fullerton-college/>.
- 2024 Local History: What Was Fullerton like 100 Years Ago? *Fullerton Observer* October 4. <https://fullertonobserver.com/2024/10/04/local-history-what-was-fullerton-like-100-years-ago/>.
- 2025 A Brief History of Immigration to Fullerton. Fullerton History blog, July 2. <https://fullertonhistory.com/2025/07/02/a-brief-history-of-immigration-to-fullerton/>.

NETR (Nationwide Environmental Title Research) Online

- 1952-2022 Aerial/satellite photographs of the project vicinity; taken in 1952, 1953, 1963, 1972, 1980, 1987, 1992-2000, 2003-2005, 2009, 2010, 2012, 2014, 2016, 2018, 2020, and 2022. <https://historicaerials.com/>.

RareMaps

- n.d. California's First Major Oil Discovery. <https://www.raremaps.com/gallery/detail/58835/fullerton-oil-field-from-union-hill-columbia-oil-production-company>.

Register, The (Santa Ana, California)

- 1964 New Fullerton High School Is Named Troy. April 9:B15.
- 1967 \$47,000 Up to Beautify Two Campuses. June 21:B16.
- 2012 William E. Blurock Obituary. June 24.

tBP/Architecture

n.d. Legacy. <https://tbparchitecture.com/legacy/>.

USGS (United States Geological Survey, U.S. Department of the Interior)

- 1896 Map: Anaheim, Calif. (15', 1:62,500); surveyed in 1894.
- 1901 Map: Anaheim, Calif. (15', 1:62,500); surveyed in 1894, culture revised in 1900.
- 1935a Map: Coyote Hills, Calif. (1:31680); surveyed in 1932.
- 1935b Map: Garden Grove, Calif. (1:31680); surveyed in 1932.
- 1942 Map: Anaheim, Calif. (15', 1:62,500); surveyed in 1939.
- 1950a Map: Anaheim, Calif. (7.5', 1:24,000); aerial photographs taken in 1947, field checked in 1949.
- 1950b Map: La Habra, Calif. (7.5', 1:24,000); aerial photographs taken in 1947, field checked in 1950.
- 1964 Map: La Habra, Calif. (7.5', 1:24,000); aerial photographs taken in 1963, field checked in 1964.
- 1965 Map: Anaheim, Calif. (7.5', 1:24,000); aerial photographs taken in 1963.
- 1978 Map: Long Beach, Calif. (120'x60', 1:250,000); 1957 edition revised.
- 1979 Map: Santa Ana, Calif. (120'x60', 1:250,000); 1959 edition revised.
- 1981a Map: Anaheim, Calif. (7.5', 1:24,000); 1965 edition photorevised in 1978.
- 1981b Map: La Habra, Calif. (7.5', 1:24,000); 1964 edition photorevised in 1978.
- 1981c Map: Orange, Calif. (7.5', 1:24,000); 1964 edition photorevised in 1978.
- 1981d Map: Yorba Linda, Calif. (7.5', 1:24,000); 1964 edition photorevised in 1978.

APPENDIX 1: PERSONNEL QUALIFICATIONS

PRINCIPAL INVESTIGATOR, HISTORY/ARCHITECTURAL HISTORY Bai “Tom” Tang, M.A.

Education

- | | |
|-----------|--|
| 1988-1993 | Graduate Program in Public History/Historic Preservation, University of California, Riverside. |
| 1987 | M.A., American History, Yale University, New Haven, Connecticut. |
| 1982 | B.A., History, Northwestern University, Xi'an, China. |
| 2000 | “Introduction to Section 106 Review,” presented by the Advisory Council on Historic Preservation and the University of Nevada, Reno. |
| 1994 | “Assessing the Significance of Historic Archaeological Sites,” presented by the Historic Preservation Program, University of Nevada, Reno. |

Professional Experience

- | | |
|-----------|---|
| 2002- | Principal Investigator, CRM TECH, Riverside/Colton, California. |
| 1993-2002 | Project Historian/Architectural Historian, CRM TECH, Riverside, California. |
| 1993-1997 | Project Historian, Greenwood and Associates, Pacific Palisades, California. |
| 1991-1993 | Project Historian, Archaeological Research Unit, University of California, Riverside. |
| 1990 | Intern Researcher, California State Office of Historic Preservation, Sacramento. |
| 1990-1992 | Teaching Assistant, History of Modern World, University of California, Riverside. |
| 1988-1993 | Research Assistant, American Social History, University of California, Riverside. |
| 1985-1988 | Research Assistant, Modern Chinese History, Yale University. |
| 1985-1986 | Teaching Assistant, Modern Chinese History, Yale University. |
| 1982-1985 | Lecturer, History, Xi'an Foreign Languages Institute, Xi'an, China. |

Cultural Resources Management Reports

Preliminary Analyses and Recommendations Regarding California's Cultural Resources Inventory System (with Special Reference to Condition 14 of NPS 1990 Program Review Report). California State Office of Historic Preservation working paper, Sacramento, September 1990.

Numerous cultural resources management reports with the Archaeological Research Unit, Greenwood and Associates, and CRM TECH, since October 1991.

PRINCIPAL INVESTIGATOR, ARCHAEOLOGY
Daniel Ballester, M.S., RPA (Registered Professional Archaeologist)

Education

2013	M.S., Geographic Information System (GIS), University of Redlands, California.
1998	B.A., Anthropology, California State University, San Bernardino.
1997	Archaeological Field School, University of Las Vegas and University of California, Riverside.
1994	University of Puerto Rico, Rio Piedras, Puerto Rico.
2021	An Introduction to Geoarchaeology: How Understanding Basic Soils, Sediments, and Landforms Can Make You a Better Archaeologist; Society for American Archaeology online seminar.
2007	Certificate in Geographic Information Systems (GIS), California State University, San Bernardino.
2002	Historic Archaeology Workshop; presented by Richard Norwood, Base Archaeologist, Edwards Air Force Base, at CRM TECH, Riverside, California.

Professional Experience

2025-	Principal Investigator, CRM TECH, Riverside/Colton, California.
2002-2024	Field Director/GIS Specialist, CRM TECH, Riverside/Colton, California.
2011-2012	GIS Specialist for Caltrans District 8 Project, Garcia and Associates, San Anselmo, California.
2009-2010	Field Crew Chief, Garcia and Associates, San Anselmo, California.
2009-2010	Field Crew, ECorp, Redlands.
1999-2002	Project Archaeologist, CRM TECH, Riverside, California.
1998-1999	Field Crew, K.E.A. Environmental, San Diego, California.
1998	Field Crew, A.S.M. Affiliates, Encinitas, California.
1998	Field Crew, Archaeological Research Unit, University of California, Riverside.

Cultural Resources Management Reports

Field Director, co-author, and contributor to numerous cultural management reports since 2002.

Memberships

Society for American Archaeology; Society for California Archaeology.

PROJECT ARCHAEOLOGIST/REPORT WRITER
Deirdre Encarnación, M.A.

Education

2003	M.A., Anthropology, San Diego State University, California.
2000	B.A., Anthropology, minor in Biology, with honors, San Diego State University, California.
2000	Archaeological Field School, San Diego State University.
2001	Archaeological Field School, San Diego State University.
2021	Certificate of Specialization, Kumeyaay Studies, Cuyamaca College, California.
2025	Certificate of Completion, “PredictionX: Lost without Longitude,” Harvard University online learning initiative.

Professional Experience

2016-	Archaeological Consultant, Friends of Maha’ulepu, Koloa, Hawai’i.
2004-	Project Archaeologist/Report Writer, CRM TECH, Riverside/Colton, California.
2001-2003	Part-time Lecturer, San Diego State University, California.
2001	Research Assistant for Dr. Lynn Gamble, San Diego State University.
2001	Archaeological Collection Catalog, San Diego State University Foundation.

Presentations

2023	“The Kumeyaay-Critical Awareness, Critical Activation,” Salaam, San Diego College of Continuing Education.
2023	“A Look at the Three Wise Men and Their Global Celebrations,” The Epiphany Project.
2022	“The Original Beach Town: San Diego’s Coastal Heritage,” San Diego Archaeological Center Living Room Lecture.

Memberships

Society for California Archaeology; Society for Hawaiian Archaeology; California Native Plant Society.

PROJECT ARCHAEOLOGIST/HISTORIAN
Hunter C. O'Donnell, B.A.

Education

- 2016-2015 M.A. Program, Applied Archaeology, California State University, San Bernardino.
2012 B.A. (*cum laude*), Anthropology, California State University, San Bernardino.
2011 A.A., Social and Behavioral Sciences, Mt. San Antonio College, Walnut, California.
2011 A.A., Natural Sciences and Mathematics, Mt. San Antonio College, Walnut, California.
- 2014 Archaeological Field School, Santa Rosa Mountains; supervised by Bill Sapp of the United States Forest Service and Daniel McCarthy of the San Manuel Band of Mission Indians.

Professional Experience

- 2022-2017-2016-2018 Field Crew Chief, CRM TECH, Colton, California.
2016-2018 Project Archaeologist, CRM TECH, Colton, California.
2016-2018 Graduate Research Assistant, Applied Archaeology, California State University, San Bernardino.
2016-2017 Cultural Intern, Cultural Department, Pechanga Band of Luiseño Indians, Temecula, California.
2015 Archaeological Intern, U.S. Bureau of Land Management, Barstow, California.
2015 Peer Research Consultant: African Archaeology, California State University, San Bernardino.

PROJECT ARCHAEOLOGIST
Eulices Lopez, B.S.

Education

- 2015 B.S., Anthropology, University of California, Riverside.
2013 A.A., Anthropology, East Los Angeles College, Monterey Park, California.

Professional Experience

- 2024-2017-2024 Project Archaeologist/Native American Liaison, CRM TECH, Colton, California.
2017-2024 Deputy Coordinator, Eastern Information Center, University of California, Riverside.
2017-2024 Director Assistant, Archaeological Research Unit, University of California, Riverside.
2017-2024 Curator Facilitator, Archaeological Curation Unit, University of California, Riverside.
2014-2015 Information Officer, Eastern Information Center, University of California, Riverside.
2013 Lithic Analyst Assistant, Anthropology Department, East Los Angeles College, Monterey Park, California.
2012 Hominid Cast Fossils Cataloger, Anthropology Department, East Los Angeles College, Monterey Park, California.

APPENDIX 2

CALIFORNIA HISTORICAL RESOURCES INVENTORY
RECORD FORMS

PRIMARY RECORD

Primary # _____
HRI # _____
Trinomial _____
NRHP Status Code 6Z

Other Listings _____
Review Code _____ Reviewer _____ Date _____

Page 1 of 9 *Resource Name or # (Assigned by recorder) CRM TECH 4334-01H

P1. Other Identifier: Troy High School

*P2. Location: ☐ Not for Publication ☒ Unrestricted *a. County Orange
and (P2c, P2e, and P2b or P2d. Attach a Location Map as necessary.)

*b. USGS 7.5' Quad La Habra Date 1964, photorevised 1981
T3S; R10W; N 1/2 of SE 1/4 of Sec 26 ; S.B. B.M.

c. Address 2200 Dorothy Lane City Fullerton Zip 92831

d. UTM: (Give more than one for large and/or linear resources) Zone 11 ;
417,236 mE/ 3,749,362 mN (NW Corner); 417,617 mE/ 3,749,360 mN (NE Corner)
417,193 mE/ 3,749,009 mN (SW Corner); 417,619 mE/ 3,749,995 mN (SE Corner)

UTM Derivation: ☐ USGS Quad ☐ GIS ☒ Google Earth

e. Other Locational Data: (e.g., parcel #, directions to resource, elevation, decimal degrees, etc., as appropriate)
Assessor's Parcel Number 283-291-02; on the south side of Dorothy Lane,
approximately 295 feet west of State College Boulevard

*P3a. Description: (Describe resource and its major elements. Include design, materials, condition, alterations, size, setting, and boundaries) This site consists of the Troy High School campus, constructed in 1964-1965, with the main campus including the 100 through 500 classroom buildings, library and theater, administrative office, north gym and locker rooms, pool, tennis courts, track, and two baseball fields completed by 1972. Currently, the campus consists of 20 buildings and 6 athletic fields. The buildings are generally one-story, rectangular structures with flat roofs on
(Continued on p. 5)

*P3b. Resource Attributes: (List attributes and codes) HP15: Educational buildings (high school campus)

*P4. Resources Present: ☒ Building ☐ Structure ☐ Object ☐ Site ☐ District ☐ Element of District
☐ Other (isolates, etc.)

P5a. Photograph or Drawing (Photograph required for buildings, structures, and objects.)



P5b. Description of Photo (view, date, accession number): December 11, 2025; view to the south

*P6. Date Constructed/Age and Sources:
☒ Historic ☐ Prehistoric ☐ Both
Circa 1964

*P7. Owner and Address: Fullerton Joint Union High School District, 1051 West Bastanchury Road, Fullerton, CA 92833

*P8. Recorded by (Name, affiliation, & address): Hunter O'Donnell, CRM TECH, 1016 East Cooley Drive, Suite A/B, Colton, CA 92324

*P9. Date Recorded: December 11, 2025

*P10. Survey Type (describe): Phase I intensive-level survey for CEQA compliance

*P11. Report Citation: (Cite survey report and other sources, or enter "none.") Bai "Tom" Tang, Deirdre Encarnación, Hunter O'Donnell, and Eulices Lopez (2025): Historic-Period Building Evaluation: Troy High School, Assessor's Parcel Number 283-291-02, 2200 Dorothy Lane, City of Fullerton, Orange County, California

*Attachments: ☐ None ☒ Location Map ☐ Sketch Map ☒ Continuation Sheet ☒ Building, Structure, and Object Record
☐ Archaeological Record ☐ District Record ☐ Linear Resource Record ☐ Milling Station Record ☐ Rock Art Record
☐ Artifact Record ☐ Photograph Record ☐ Other (List): _____

BUILDING, STRUCTURE, AND OBJECT RECORD

Page 2 of 9

*NRHP Status Code 6Z

*Resource Name or # (Assigned by recorder) CRM TECH 4334-01H

B1. Historic Name: Troy High School B2. Common Name: Same
B3. Original Use: Education B4. Present Use: Same

*B5. Architectural Style: Modern

*B6. Construction History: (Construction date, alterations, and date of alterations) The name Troy High School was selected in April of 1964, and the campus was designed by the Newport Beached-based architectural firm of William E. Blurock and Associates. Construction was completed in 1964-1965, and the school opened for enrollment in 1965. The total cost of construction, including a classroom and industrial arts building addition, was estimated at \$4,000,000. The second phase of construction was completed in September of 1965 to accommodate a total student population of 1,200, with further expansion and improvements through 1972 and beyond.

*B7. Moved? ☒ No ☐ Yes ☐ Unknown Date: _____ Original Location: _____

*B8. Related Features:

B9a. Architect: William E. Blurock and Associates b. Builder: Unknown

*B10. Significance: Theme Post-WWII urban/suburban expansion
Area Fullerton Period of Significance 1964-1972
Property Type High school Applicable Criteria N/A

(Discuss importance in terms of historical or architectural context as defined by theme, period, and geographic scope. Also address integrity.) Troy High School was built to serve a rapidly growing suburban population in Fullerton during the post-World War II boom. As such, its origin and early history are directly associated with the phenomenal urban/suburban expansion at the time, an event—or pattern of events—that left a lasting impact on the history of the U.S. and particularly southern California. As one of numerous public education institutes in the region of similar vintage, however, it does not demonstrate a unique or particularly close association with that event or historic theme. The school's history reflects typical educational activities and community involvement, such as student organizations and extracurricular programs, but these are not unique or exceptional in the context of California's educational system. No specific events of distinctive significance, such as nationally recognized achievements or groundbreaking educational reforms, have been identified in association with the school that would elevate its historical importance. Therefore, Troy High School does not appear to meet NRHP Criterion A or CRHR Criterion 1.

Similarly, historical background research during this study has not identified any persons of recognized significance in national, state, regional, or local history in close association with Troy High School. While a number of former students later went on to become distinguished in their careers and reach a level of significance in their respective fields, such as a former mayor of Santa Ana and several professional athletes and musicians, their accomplishments postdated their association with the school, and there is no evidence that any of them attained the level of historic significance required by the California
(Continued on p. 5)

B11. Additional Resource Attributes: (List attributes and codes) _____

B12. References: See Item P11.

B13. Remarks: _____

*B14. Evaluator: Bai "Tom" Tang, M.A.

*Date of Evaluation: December 2025

(This space reserved for official comments.)

(Sketch Map with north arrow required.)

See p. 4.

LOCATION MAP

Trinomial _____

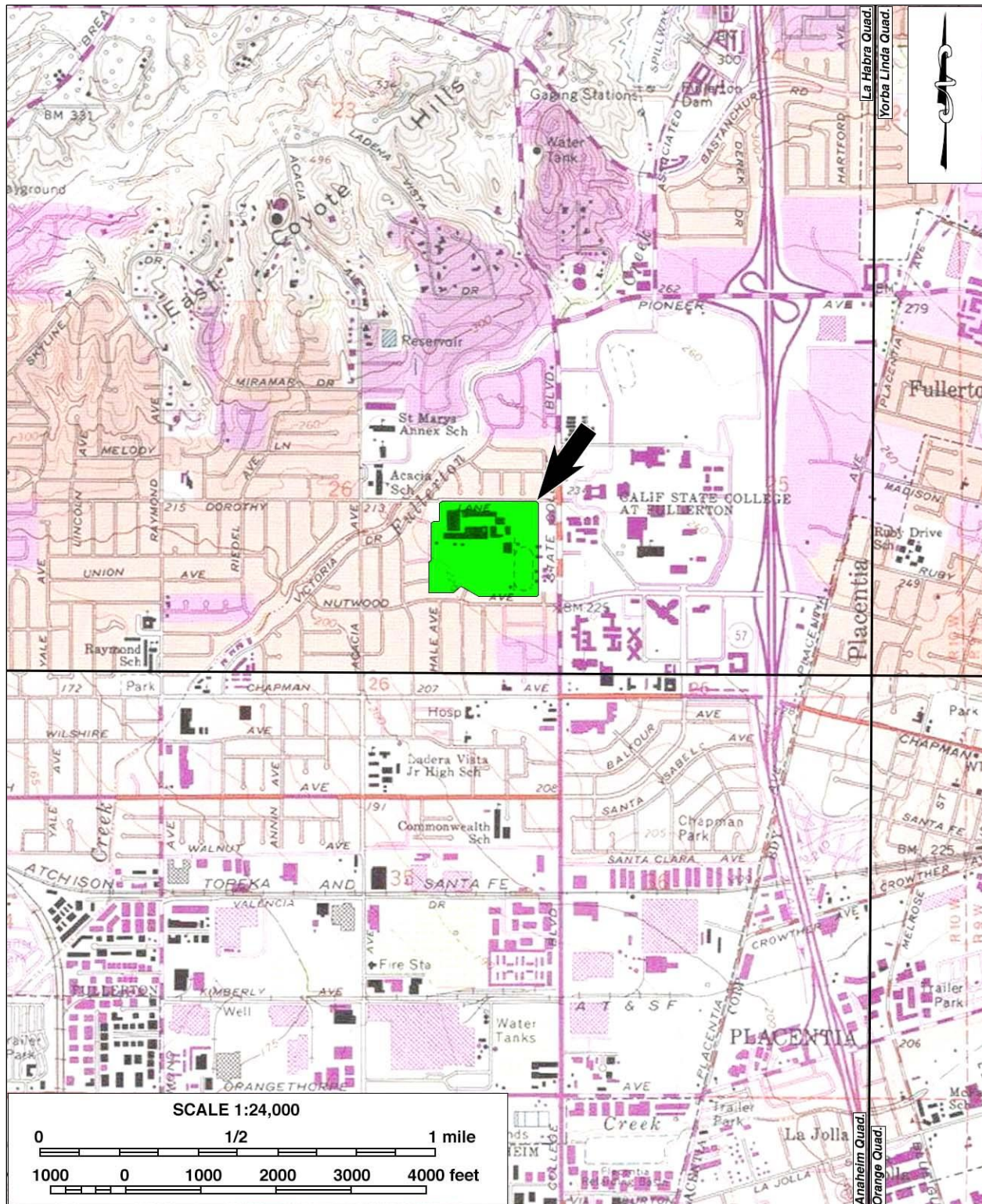
Page 3 of 9

*Resource Name or # (Assigned by recorder) CRM TECH 4334-01H

*Map Name: La Habra, Calif.

*Scale: 1:24,000

*Date of Maps: 1964/1981



SITE MAP



CONTINUATION SHEET

Page 5 of 9

Resource name or # (Assigned by recorder) CRM TECH 4334-01H

Recorded by: Hunter O'Donnell

*Date: December 11, 2025

√ Continuation Update

*P3a. **Description (continued):** concrete foundations. Subsequent building constructions continue the design and color scheme implemented in the original construction with the schools colors of black, red, and white/off-white utilized throughout. Individual buildings and other features on campus are identified in the site map on p. 4.

*B10. **Significance (continued):** Register. Therefore, Troy High School does not appear to meet NRHP Criterion B or CRHR Criterion 2.

The architecture of the 1960s buildings demonstrate the basic characteristics of Mid-Century Modernism, a style that was ubiquitous in California--and indeed throughout the U.S. and the world--during the post-war decades. The portions of the campus from that period feature functional, mostly single-story buildings with minimal ornamentation, typical both of the style and of the emphasis on cost-effective, standardized school construction to accommodate rapid population growth. However, the school and its buildings do not stand out as an important example of the Mid-Century Modernist movement in architecture, nor do they exhibit a particularly high level of artistic value or any other distinctive merits to distinguish it from the numerous similar school campuses of similar age in southern California.

The designer identified for the original buildings on campus, architect William E. Blurock, is well recognized today for his achievements in architecture, including hundreds of schools and colleges in the State of California and elsewhere, along other buildings. While Blurock undoubtedly qualifies as a master architect, Troy High School, with its relatively common design for post-World War II educational institutes and other office buildings, has not been recognized as an important, exemplary, or especially notable example of his work. For these reasons, Troy High School does not appear to meet NRHP Criterion C or CRHR Criterion 3.

Lastly, as a common late-historic-period to modern-era facility, Troy High School is unlikely to yield information important to the study of educational or local history, for which published materials, contemporary sources, and archival records are readily available, or to contribute otherwise to historical or architectural research. Consequently, it does not appear to meet NRHP Criterion D or CRHR Criterion 4. Based on these considerations, Troy High School does not appear eligible for listing in the National Register of Historic Places or the California Register of Historical Resources.

CONTINUATION SHEET

Page 6 of 9

*Resource Name or # (Assigned by recorder) CRM TECH 4334-01H

Recorded by: Hunter O'Donnell

*Date: December 11, 2025

✓ Continuation Update

Additional Photographs:



Construction photos. *Left*: Theater, view to the southeast; *right*: 300 Building, Theater, and Library, view to the east (courtesy of Vivian Love via Facebook)



Office and cafeteria. *Left*: office front, view to the south; *right*: cafeteria rear, view to the northwest



200 Building (Theater and Library). *Left*: theater front, view to the south; *right*: west side of Library, view to the northeast

CONTINUATION SHEET

Page 7 of 9

*Resource Name or # (Assigned by recorder) CRM TECH 4334-01H

Recorded by: Hunter O'Donnell

*Date: December 11, 2025

☒ Continuation ☐ Update

Additional Photographs:



300 Building. *Left*: southwest corner, view to the northeast;
right: modern utility additions, view to the east



400 Building. *Left*: southeast corner, view to the northwest;
right: north side, view to the southeast



500 Building and North Gym. *Left*: southeast corner, view to the northwest;
right: southeast corner, view to the northwest

CONTINUATION SHEET

Page 8 of 9

*Resource Name or # (Assigned by recorder) CRM TECH 4334-01H

Recorded by: Hunter O'Donnell

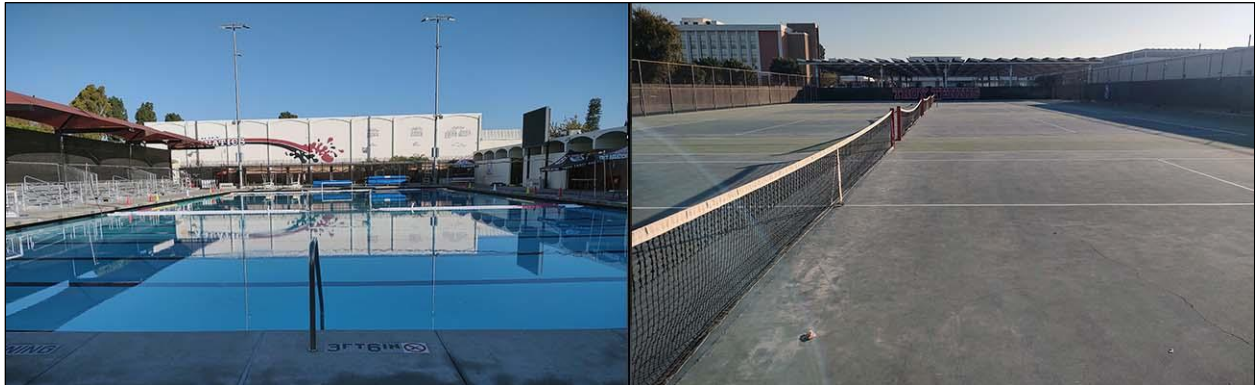
*Date: December 11, 2025

√ Continuation Update

Additional Photographs:



Locker rooms. *Left*: boys' locker room, view to the northwest;
right: girls' locker room, view to the southeast



Athletic areas. *Left*: across pool, view to the north;
right: tennis courts, view to the east



Athletic areas. *Left*: track and athletic field, view to the north;
right: JV baseball field, view to the northeast

CONTINUATION SHEET

Page 9 of 9

*Resource Name or # (Assigned by recorder) CRM TECH 4334-01H

Recorded by: Hunter O'Donnell

*Date: December 11, 2025

☒ Continuation ☐ Update

Additional Photographs:



Varsity baseball field. *Left*: across field, view to the southeast;
right: honored former players, view to the southwest



Iron gate elements. *Left*: entrance by North Gym, view to the west;
right: athletics entrance, view to the south



Iron gate elements. *Left*: pool entrance, view to the west;
right: breezeway along office, view to the north

