

HISTORIC-PERIOD BUILDING EVALUATION

SONORA HIGH SCHOOL

**401 S. Palm Street, City of La Habra
Orange County, California**

Prepared for:

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For Submittal to:

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Title: Historic-Period Building Evaluation: Sonora High School, 401 S. Palm Street, City of La Habra, Orange County, California

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USGS Quadrangle: La Habra, 7.5’ quadrangle; Rancho San Juan Cajón de Santa Ana land grant; T3S R10W, San Bernardino Baseline and Meridian

Keywords: Northern Orange County; Site 4335-01H (temporary designation): Sonora High School campus, circa 1964; William Blurock and Associates, architect; not a “historical resource” under CEQA provisions

EXECUTIVE SUMMARY

Between October 2025 and February 2026, CRM TECH performed a cultural resources evaluation on the Sonora High School campus at 401 S. Palm Street in the City of La Habra, Orange County, California. The parcels occupied by the campus, Assessor's Parcel Nos. 296-021-01 and 296-402-13, comprise a portion of the Rancho San Juan Cajón de Santa Ana land grant lying within what would be Section 9 of 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 the proposed Math and Science Classroom Building Modernization and Field Improvements Project on the Sonora High School campus. The project entails exterior and interior renovations of a portion of Building No. 400 and various upgrading and additions to existing facilities at the sport track and field, including the construction of new bleachers and a single-story, 3,015-square-foot restroom building. The study is required by the lead agency for the project, namely the Fullerton Joint Union High School District (FJUHSD), pursuant to the California Environmental Quality Act (CEQA).

The purpose of the study is to provide the FJUHSD with the necessary information and analysis to determine whether Sonora High School meets CEQA definition of a "historical resource" and, thereby, whether the project would cause "a substantial adverse change in the significance of a historical resource" (PRC §21084.1). As the proposed renovations would inevitably have the potential to alter the current appearance and characteristics of Building No. 400, which is a part of the original campus built in 1966, a historic significance evaluation of the campus as a whole was included in the scope of this study.

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 resources records search, pursued historical background research, sought consultation with local community representatives, and carried out a systematic field inspection. As a result of these research procedures, the Sonora High School campus was recorded into the California Historical Resources Inventory since it meets the 50-year age threshold and retains sufficient historical character to relate to the date of construction. However, it does not appear to be eligible for listing in the California Register of Historical Resources and therefore 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 potential impact of the proposed project on the Sonora High School campus would not constitute "a substantial adverse change in the significance of a historical resource." No further cultural resources investigation is recommended for the campus.

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INTRODUCTION

Between October 2025 and February 2026, CRM TECH performed a cultural resources evaluation on the Sonora High School campus at 401 S. Palm Street in the City of La Habra, Orange County, California (Fig. 1). The parcels occupied by the campus, Assessor's Parcel Nos. 296-021-01 and 296-402-13, comprise a portion of the Rancho San Juan Cajón de Santa Ana land grant lying within what would be Section 9 of 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 the proposed Math and Science Classroom Building Modernization and Field Improvements Project on the Sonora High School campus. The project entails exterior and interior renovations of a portion of Building No. 400 and various upgrading and additions to existing facilities at the sport track and field, including the construction of new bleachers and a single-story, 3,015-square-foot restroom building. The study is required by the lead agency for the project, namely the Fullerton Joint Union High School District (FJUHSD), pursuant to the California Environmental Quality Act (CEQA; PRC §21000 et seq.).

The purpose of the study is to provide the FJUHSD with the necessary information and analysis to determine whether Sonora High School meets CEQA definition of a "historical resource" and, thereby, whether the project would cause "a substantial adverse change in the significance of a historical resource" (PRC §21084.1). As the proposed renovations would inevitably have the potential to alter the current appearance and characteristics of Building No. 400, which is a part of

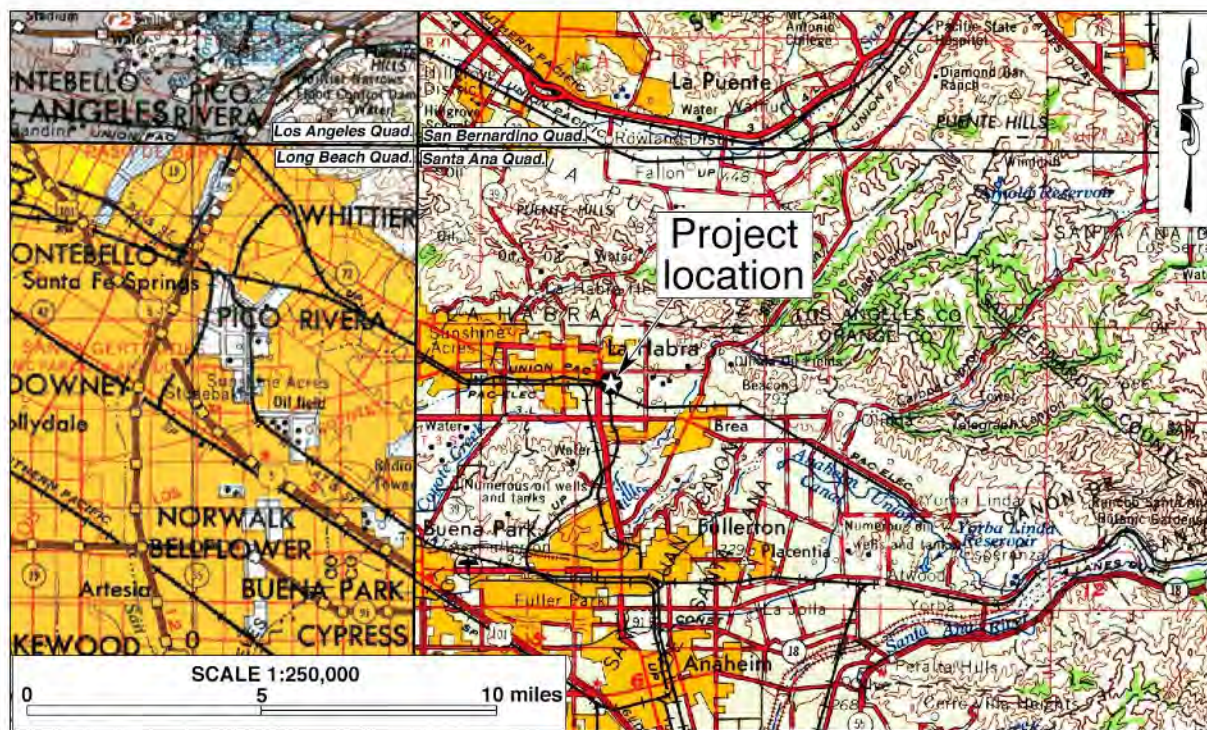


Figure 1. Project vicinity, based on USGS Long Beach, Los Angeles, San Bernardino, and Santa Ana, Calif., 120'x60' quadrangles (USGS 1969-1979).

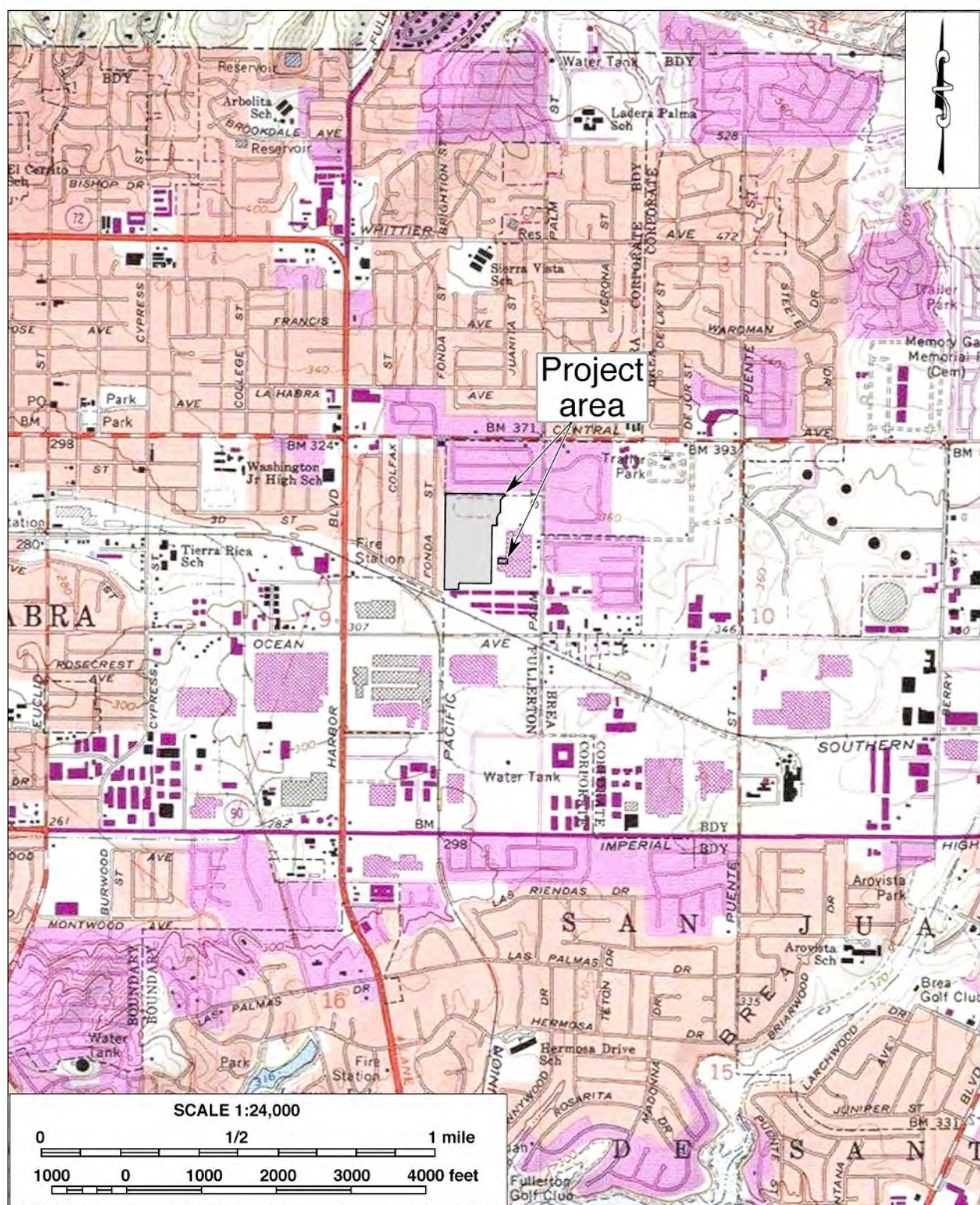




Figure 3. Recent satellite image of the project area, based on Google Earth imagery.

the original campus built in 1966, a historic significance evaluation of the campus as a whole was included in the scope of this study.

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 resources records search, pursued historical background research, sought consultation with local community representatives, and carried out a systematic field inspection. The following report is a complete account of the methods, results, and conclusion of the study. Personnel who participated in these research procedures are named in the appropriate sections below, and their qualifications are provided in Appendix 1.

HISTORIC CONTEXT

The Los Angeles Basin, including the La Habra area, was a part of the ancient homeland of the Tongva/Kizh (Gabrielino) people. In 1769, with the establishment of Mission San Diego de Alcalá, Spain laid claim on Alta California and began to implement a plan to rule over the new territory through a string of Franciscan missions along the coast. Later that year, a small force of Spanish soldiers under the commend of Gaspar de Portolá, the newly appointed governor of the Californias, became the first Europeans to travel through the La Habra area (Beck and Haase 1974:15). Soon afterwards, the area came under the control of nearby Mission San Gabriel Arcángel after it was founded in 1771.

After gaining independence from Spain in 1821, the Mexican authorities began in 1834 the process of secularization to dismantle the mission system in Alta California. During the next 12 years, former mission landholdings throughout Alta California were surrendered to the Mexican government and subsequently divided and granted to various prominent citizens of the province. In 1839, most of what is now the City of La Habra became a part of the Rancho Cañada de la Habra land grant, or simply Rancho La Habra, which was given to Mariano Reyes Roldán, a municipal council member at the pueblo of Los Angeles. The name of the rancho referred to the “Pass through the Hills,” a natural pass to the north of the area that was discovered by the Portolá expedition in 1769 (City of La Habra n.d.). The project location, however, lies within the boundaries of the adjacent Rancho San Juan Cajón de Santa Ana, which was granted in 1837 to Juan Pacifico Ontiveros, *mayordomo* (foreman) of Mission San Juan Capistrano.

Only sparsely populated throughout the Spanish and Mexican rule, California saw an increasing influx of settlers from the eastern United States after American annexation in 1848. In 1869, Abel Stearns, a prominent Yankee-turned *ranchero*, purchased Rancho La Habra to raise and graze cattle (City of La Habra n.d.; La Tour 2025). After a series of floods, freezes and droughts, Stearns was forced to sell or lease vast parcels of his holdings (County of Orange n.d.). By the early 1870s, Basque immigrants leased much of the land for sheep herding (County of Orange n.d.). American, English, and Swiss settlers arriving by wagons and trains throughout the second half of the 19th century to establish grain farms and fruit orchards (City of La Habra n.d.).

The town of La Habra was founded in 1896 when Willits J. Hole, a successfully businessman and real estate developer, purchased 3,500 acres of Rancho La Habra land and laid out a townsite (City of La Habra n.d.). The name La Habra was adopted when a post office was opened inside a corner

store, and a school was built the same year through Hole's efforts (City of La Habra n.d.). Irrigation water was brought to the area by the East Whittier Land and Water Company, and the cultivation of walnut, avocado, and citrus fruits flourished (County of Orange n.d.). By 1928, La Habra had distinguished itself as the leading avocado producer in southern California (City of La Habra n.d.). Meanwhile, an oil boom swept through the area around the turn of the 20th century, with the nearby Olinda-Fullerton oil field considered one of the most productive in the state (RareMaps n.d.).

In 1913, La Habra became a "tent city" due to the large number of migrant workers in the citrus and oil industries, and a housing boom ensued (City of La Habra n.d.). The development of residential tracts, commercial establishments, and civic amenities lead to the incorporation of the City of La Habra in 1925. Since then, suburban expansion has been the primary driving force behind the growth of the city, especially in the post-WWII era. Total population of the city increased steadily over the past 100 years, from 3,000 at incorporation to 5,000 in 1950, 25,000 in 1960, 50,000 in 1990, and 63,000 in 2020 (USCB n.d.).

The FJUHS was formed, along with Fullerton Union 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 2022). The new high school opened for classes in the fall of 1893 with eight students in attendance. In 1913, the high school board of trustees approved the formation of a junior college as an extension of the high school, beginning with a class of 26 (La Tour 2023). In the post-WWII era, the FJUHS expanded greatly with the establishment of five additional high schools in La Habra, Buena Park, and Fullerton between 1954 and 1972, including Sonora High School in 1966 (FJUHS 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 (FJUHS n.d.).

RESEARCH METHODS

RECORDS SEARCH

The historical/archaeological resources records search for this study was completed on November 3, 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 is to identify previously identified cultural resources and existing cultural resources reports within a one-mile radius of the project area. 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.

HISTORICAL RESEARCH

Historical background research for this study was conducted by CRM TECH archaeologist/historian Hunter O'Donnell and archaeologist/report writer Nicole Raslich 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 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 Sonora 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, CRM TECH contacted the La Habra Historical Museum in writing for 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 contact was initiated via e-mail on January 13, 2026. As of this time, no response has been received from the La Habra Historical Museum.

FIELD INSPECTION

The field inspection of the Sonora High School campus was conducted on January 9, 2026, by Hunter O'Donnell and CRM TECH archaeologist Melissa Portilla. As a part of the field procedures, O'Donnell and Portilla made detailed notations and preliminary photo-recording of the 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 (see App. 2) and, along with the results of other research procedures, form the basis of the architectural evaluation and historic integrity assessment presented in the sections below. Meanwhile, the ground surface on open land within the project boundaries was closely inspected for any indications of archaeological deposits from the prehistoric or historic period (i.e., more than 50 years of age). Except the site of Building No. 400, ground visibility was excellent (90-100%) in the project area.

RESULTS AND FINDINGS

RECORDS SEARCH

According to SCCIC records, Sonora High School had not been the subject of any cultural resources study prior to this one, and no cultural resources had been recorded on or adjacent to the campus. Within the one-mile scope of the records search, 23 cultural resources studies completed between 1974 and 2012 have been reported to the SCCIC, covering roughly 20% of the total area (Fig. 4). During one of these studies, a suspected prehistoric (i.e., Native American) archaeological site was recorded within the one-mile radius in 1979 and subsequently designated 30-000796 (CA-ORA-796) in the California Historical Resources Inventory. However, a re-visit to the site in 1980 resulted in the conclusion that the lithic pieces and marine shells at the site were not Native American artifacts. No other potential cultural resources were previously identified within the scope of the records search.

HISTORICAL RESEARCH

Historical sources consulted for this study indicate no human-made features within or adjacent to the project area prior to the 20th century (Figs. 5, 6). In the early 1930s, a dirt road running north-south along the western project boundary was the only human-made feature to be noted in the immediate

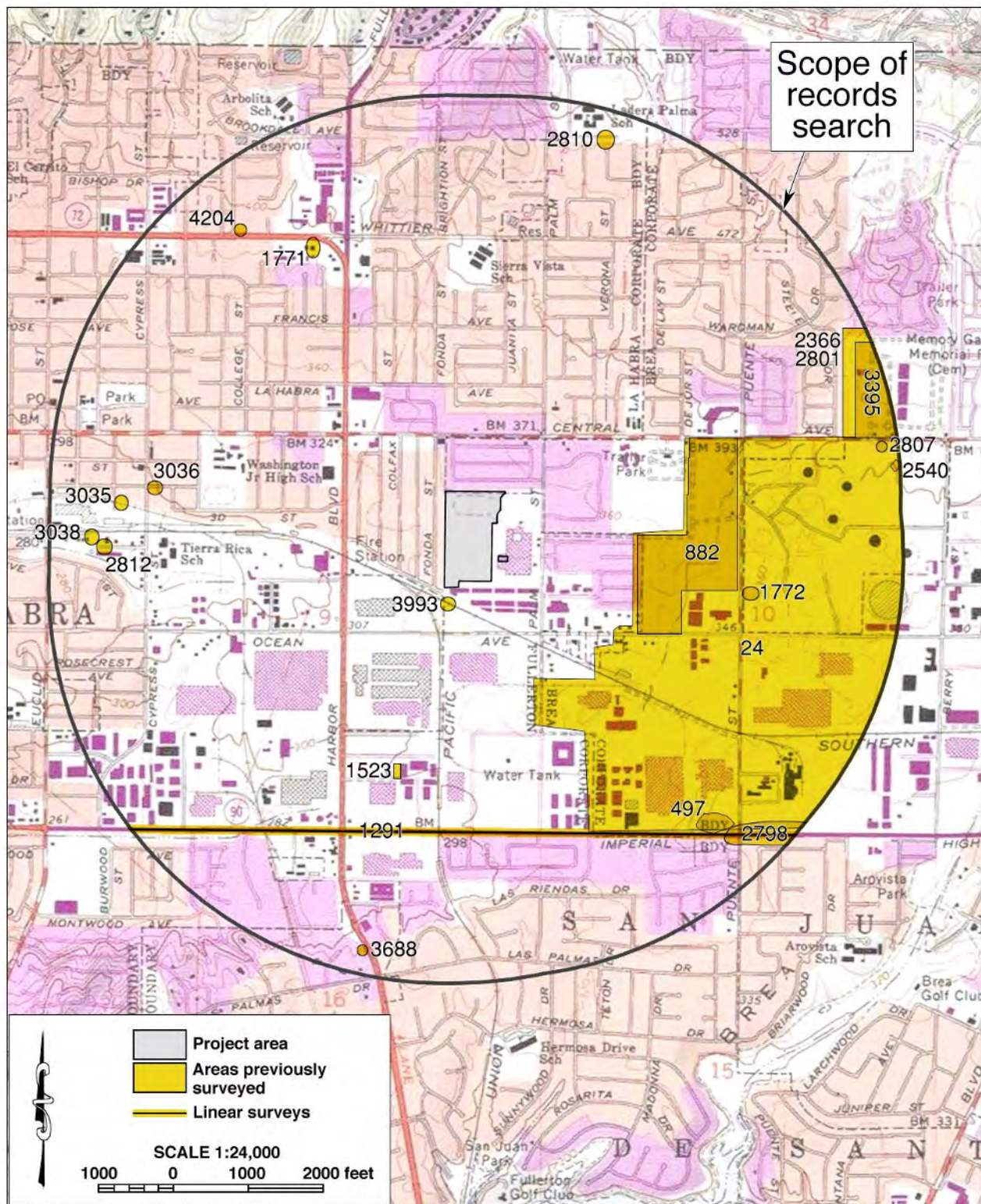


Figure 4. Previous cultural resources studies in the vicinity of the project area, listed by SCCIC file number. Locations of known historical/archaeological resources are not shown as a protective measure.

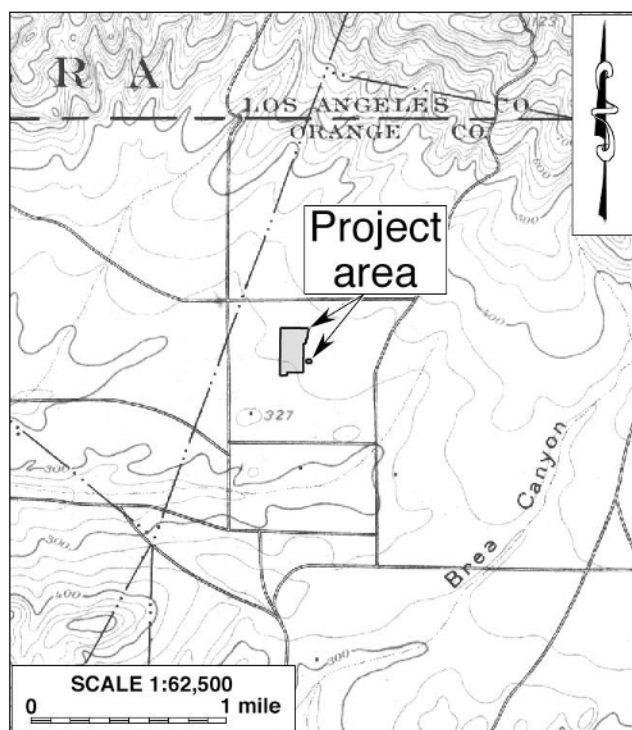


Figure 5. The project area and vicinity in 1894. (Source: USGS 1896)

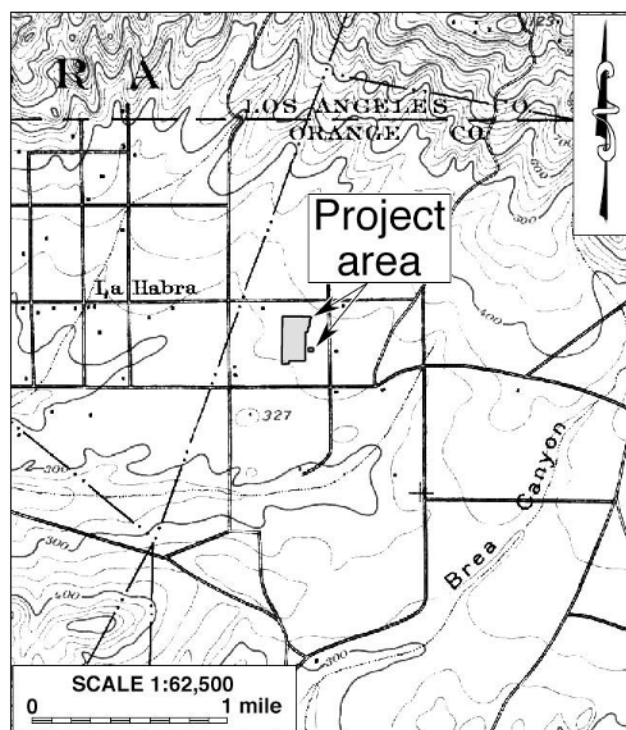
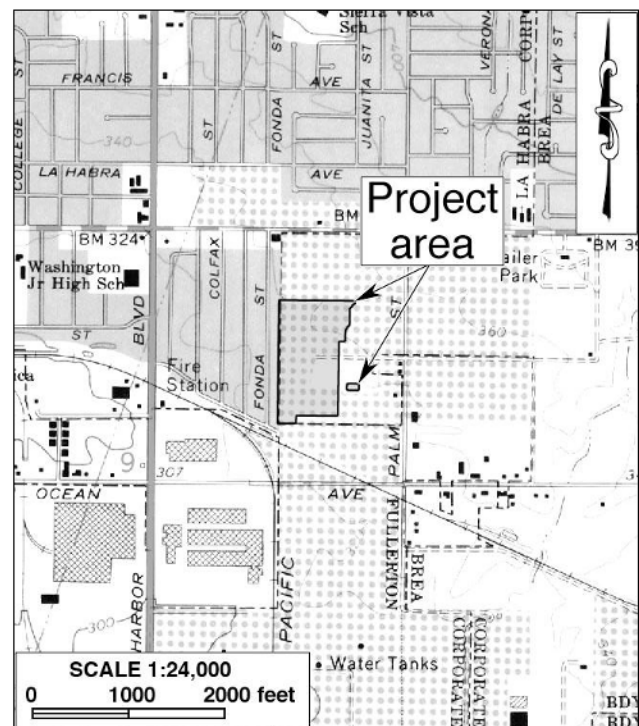
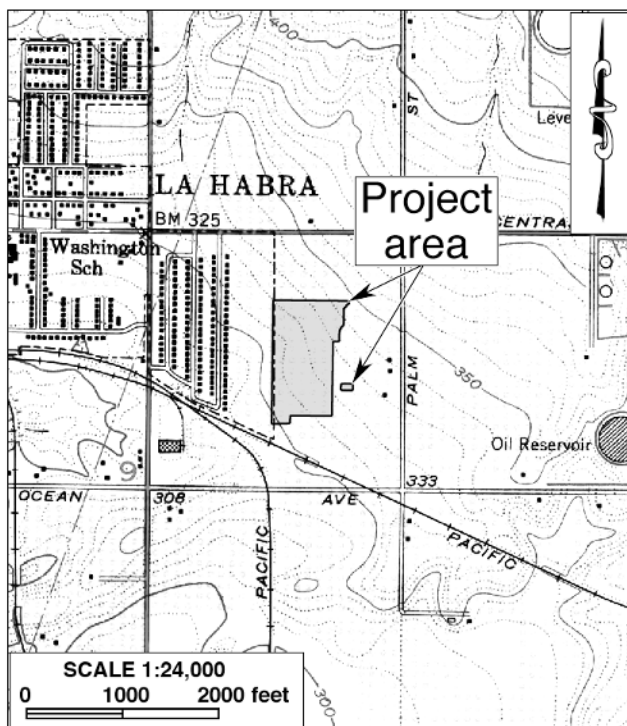
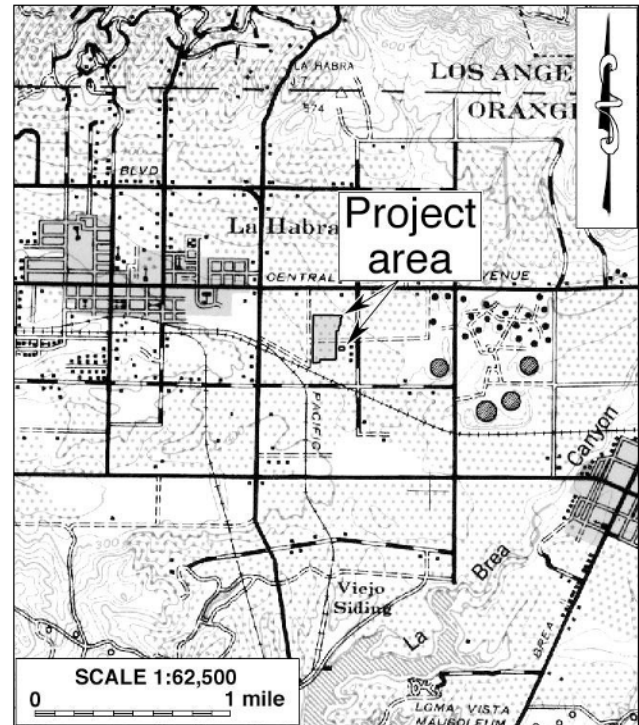
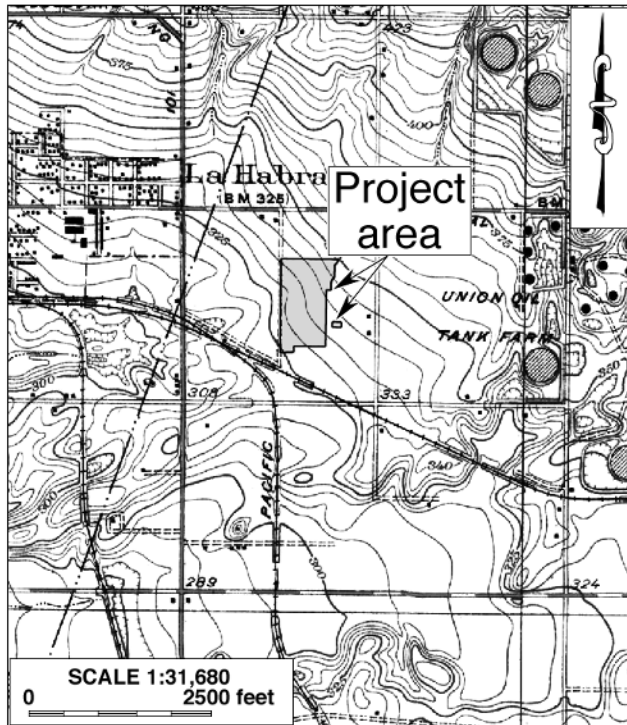


Figure 6. The project area and vicinity in 1900. (Source: USGS 1901)

vicinity (Fig. 7). Between the late 1930s and the mid-1960s, the project area was part of an expansive orchard (Figs. 8-10; NETR Online 1853; 1963). By the 1950s, however, suburban development had reached the adjacent properties to the west, along Fonda Street, and the site for Sonora High School was cleared for construction in 1965 (NETR Online 1953-1965).

Plans for what was originally called “High School 7” by architect William E. Blurock in his design drawings for the project were approved in early 1965 (*Register* 1965a). After delays caused by various litigations and supply issues, the construction work was finally underway in early 1966, with Argo Construction Company identified as the primary contractor (*Anaheim Bulletin* 1965; 1966a; *Register* 1965b; 1965c; 1966a; 1966b). The school officially opened in October 1966, with some of the buildings still under construction (*Anaheim Bulletin* 1966b; 1966c). The name “Sonora High School,” the school colors of navy blue and gold, and the official nickname “Raiders” were selected through a student election in March of 1966 (*Register* 1966b). Once construction was completed, the FJUHSd retained the service of architect Fred Lang of South Laguna to landscape the campus (*Register* 1967).

The designer of the campus, William Blurock (1922-2012), FAIA, is well recognized today for his achievements in the field. The firm that he founded in 1952, William E. Blurock and Associates of Newport Beach, 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.).

A 1972 aerial photograph offers an overview of the campus in its early years (NETR Online 1972). Since then, the configuration of the campus has remained largely unchanged, although some localized alterations and/or additions did occur, mostly notably the construction of the science and social building (No. 900) between the main building and the athletic fields in 2003-2004 and the “large gym” (No. 1000) to the north of the main building in 2018-2019 (NETR Online 1972-2022; Google Earth 1995-2025). Within the project boundaries, the configuration of some of the sports fields was altered over the years, but the overall land use and character of the area is unchanged (NETR Online 1972-2022; Google Earth 1995-2025).

FIELD INSPECTION

During the field survey, the historical components of the Sonora High School campus were found to retain sufficient historical characteristics to relate to their period of construction, as was the campus as a whole. Since the school meets the 50-year age threshold for potential “historical resources,” and since a portion of the 1966 main building, namely Building No. 400, will be involved in the proposed project, the entire campus was recorded into the California Historical Resources Inventory and designated temporarily as Site 4335-01H, pending assignment of a permanent identification number by the SCCIC. As mentioned above, the portion of the campus within the boundaries of the proposed project was also surveyed systematically for archaeological features or artifact deposits, but none was found.

The Sonora High School campus occupies a generally square-shaped site measuring approximately 37.3 acres, with most of the buildings concentrated in the eastern half and athletic fields in the western half. The 1966 main building, in the southeastern portion of the campus, encompasses most of the interior spaces of the school. This large, irregularly shaped building has a flat roof and exterior walls with a mixture of concrete bricks and stucco cladding. The rest of the interior spaces at the school are divided among a few small outbuildings, including some in the agricultural section and others used for maintenance, and the two modern buildings, namely Building Nos. 900 and 1000. The major buildings on campus share the basic characteristics of the typical Mid-century Modernist architecture as applied to public buildings, featuring simple geometric shapes and large expanses of unadorned surface. A more detailed description and photographs of the building and other features of the campus are presented in the standard record forms attached to this report as Appendix 2.

DISCUSSION

STATUTORY AND REGULATORY FRAMEWORK

As stated above, the primary objective of this study is to assist the FJUHSD in determining whether the Sonora High School campus at 401 S. Palm Street 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 Sonora 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 below as a potential “discretionary historical resource.”

SIGNIFICANCE EVALUATION

Opened in 1966 as the seventh high school in the FJUHSd, Sonora High School was established at a time when the post-WWII boom matured and school expansion became critical to accommodate the rapidly growing school-aged population. As such, its origin and early history are directly associated with the phenomenal urban/suburban expansion that swept across the nation during the post-war era, an event—or pattern of events—that left a lasting impact on the history of the U.S. and particularly

on southern California. However, as one of the numerous public education institutions in the region of similar vintage, Sonora High School does not demonstrate a unique or particularly close association with that event or historic theme. No specific events of recognized historic significance have been identified in association with the school.

Similarly, no historic figures of recognized significance have been identified in close association with Sonora High School. While a number of Sonora alumni later went on to become distinguished in their careers and reach a level of significance in their respective fields, such as famed film director James Cameron, their accomplishments postdate their association with the school. Furthermore, there is no evidence that their accomplishments have attained the level of historic significance required by the California Register, especially given the relatively recent time frame of their professional lives.

The campus architecture demonstrates 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, but it does not stand out as an important example of the Modernist movement in architecture or of any property type, period, region, or method of construction. Nor does it 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 throughout southern California and the U.S.

As stated above, the designer of the 1966 main building, architect William E. Blurock, is well recognized 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, Sonora High School, with its relatively common design for post-war educational institutions and other office buildings, has not been recognized as an important, exemplary, or especially notable example of his work.

Lastly, as a common late-historic-period facility, Sonora High School is unlikely to yield information important to the study of the pertinent aspects of national, state, or local history, such as the accelerated growth of public education in the age of suburban expansion and population boom, which is well-documented in published literature, contemporary sources, and archival records. Based on these considerations, the Sonora High School campus does not appear to meet any of the criteria for listing in the California Register of Historical Resources. As such, it does not appear to qualify as a “historical resource” in the “discretionary” category.

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 Sonora High School campus 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 the campus.

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 - 1966a \$50,000 Ends Battle over Steel Delays. February 23:C2.
 - 1966b Fullerton School Name "Sonora." March 8:A2.
 - 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/>.
- USCB (United States Census Bureau, U.S. Department of Commerce)
- n.d. La Habra City, California. https://data.census.gov/profile/La_Habra_city,_California?g=160XX00US0639290.
- 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.
 - 1935 Map: Coyote Hills, Calif. (1:31680); surveyed in 1932.
 - 1942 Map: Anaheim, Calif. (15', 1:62,500); surveyed in 1939.
 - 1950 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.
 - 1969 Map: San Bernardino, Calif. (120'x60', 1:250,000); 1958 edition revised.
 - 1975 Map: Los Angeles, Calif. (120'x60', 1:250,000); aerial photographs taken in 1972.
 - 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.
 - 1981 Map: La Habra, 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

Nicole A. Raslich, M.A.

Education

- 2017- Ph.D. candidate, Michigan State University, East Lansing.
- 2011 M.A., Anthropology, Michigan State University, East Lansing.
- 2005 B.A., Natural History of Biology and Anthropology, University of Michigan, Flint.

- 2022 Adult First Aid/CPR/AED Certification, American Red Cross.
- 2019 Grant and Research Proposal Writing for Archaeologists; SAA Online Seminar.
- 2014 Bruker Industries Tracer S1800 pXRF Training; presented by Dr. Bruce Kaiser, Bruker Scientific.
- 2013 Introduction to ArcGIS, Michigan State University, East Lansing.

Professional Experience

- 2022- Project Archaeologist/Report Writer, CRM TECH, Colton, California.
- 2022 Archaeological Technician, Agua Caliente Band of Cahuilla Indians, Palm Springs, California.
- 2008-2021 Archaeological Consultant, Saginaw Chippewa Indian Tribe of Michigan.
- 2019 Archaeologist, Sault Tribe of Chippewa Indians and Little Traverse Bay Band of Odawa Indians
- 2018 Teaching Assistant, Michigan State University, East Lansing.
- 2017 Adjunct Professor, University of Michigan, Flint.
- 2015-2016 Graduate Fellow, Michigan State University Campus Archaeology Program, East Lansing.
- 2015 Archaeologist, Michigan State University, Illinois State Museum, and Dickson Mounds Museum.
- 2013-2015 Curation Research Assistant, Michigan State University Museum, East Lansing.
- 2008-2014 Research Assistant, Intellectual Property Issues in Cultural Heritage, Simon Fraser University, British Columbia, Canada.
- 2009-2012 Editorial Assistant/Copy Editor, *American Antiquity*.
- 2009-2011 Archaeologist/Crew Chief, Saginaw Chippewa Indian Tribe of Michigan.

Publications

- 2017 Preliminary Results of a Handheld X-Ray Fluorescence (pXRF) Analysis on a Marble Head Sarcophagus Sculpture from the Collection of the Kresge Art Center, Michigan State University. Submitted to Jon M. Frey, Department of Art, Art History, and Design. Michigan State University, East Lansing.
- 2016 Preserving Sacred Sites: Arctic Indigenous Peoples as Cultural Heritage Rights Holders (L. Heinämäki, T.M. Herrmann, and N.A. Raslich). University of Lapland Printing Centre, Rovaniemi, Finland.

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

Education

- 2016- M.A. Program, Applied Archaeology, California State University, San Bernardino.
2015 B.A. (*cum laude*), Anthropology, California State University, San Bernardino.
2012 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

- 2025- Field Director, CRM TECH, Colton, California.
2022-2025 Field Crew Chief, CRM TECH, Colton, California.
2017- Project Archaeologist/Historian, 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
Melissa A. Portilla, B.A.

Education

- 2023 A.A. (*cum laude*), Anthropology, Fullerton College.
2019 B.A., Ancient History: Classics, University of Hawaii, Manoa.

Professional Experience

- 2023- Project Archaeologist, CRM TECH, Colton, California.
2023-2024 Project Archaeologist, Psomas, Pasadena, California.
2020 Collections Assistant, Museum of Us, San Diego, California.

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- 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 _____

Other Listings

Review Code _____ Reviewer _____ Date _____
*Resource Name or # (Assigned by recorder) CRM TECH 4335-01H

Page 1 of 9

P1. Other Identifier:

*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, Calif. Date 1964, photorevised 1981
T3S; R10W; E 1/2 of NE 1/4 of Sec 9 ; S.B. B.M. (within the Rancho San Juan Cajón
de Santa Ana land grant)

c. Address 401 South Palm Street City La Habra Zip 90631

d. UTM: (Give more than one for large and/or linear resources) Zone 11 ;
NW Corner: 414,165 mE/ 3,754,765 mN; NE Corner: 414,555 mE/ 3,695,604 mN
SW Corner: 414,160 mE/ 3,754,375 mN; SE Corner: 414,550 mE/ 3,754,765 mN

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 296-021-01 and 296-402-13; on the west side of Palm
Street, approximately 590 feet north of Lambert Road

*P3a. Description: (Describe resource and its major elements. Include design, materials, condition, alterations, size, setting,
and boundaries) Sonora High School consists of a main building constructed in 1966,
several small outbuildings in the agricultural section and for general property
maintenance, and two modern buildings, namely the science and social science
building (Building 900) and the "large gym" (Building 1000). The main building,
which encompasses most of the interior spaces of the school, is a large,
(Continued on Page 4)

*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): Main
entrance, January 9, 2026;
view to the west

*P6. Date Constructed/Age and Sources:
☒ Historic ☐ Prehistoric ☐ Both
Circa 1966

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

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

*P9. Date Recorded: January 9,
2026

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

*P11. Report Citation: (Cite survey report and other sources, or enter "none.") Bai "Tom" Tang, Nicole
Raslich, Hunter O'Donnell, and Melissa Portilla (2026): Historic-Period
Building Evaluation: Sonora High School, 401 S. Palm Street, City of La Habra,
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 _____

*Resource Name or # (Assigned by recorder) CRM TECH 4335-01H

B1. Historic Name: Sonora High School

B2. Common Name: Same

B3. Original Use: Educational

B4. Present Use: Educational

*B5. Architectural Style: Modern

*B6. Construction History: (Construction date, alterations, and date of alterations) Plans for what was originally called "High School 7" by architect William Blurock in his design drawings for the project were approved in early 1965. After delays caused by various litigations and supply issues, the construction work was finally underway in early 1966, with Argo Construction Company identified as the primary contractor. The school officially opened in October 1966, with some of the buildings still under construction. The name "Sonora High School," the school colors of navy blue and gold, and the official nickname "Raiders" were selected through a student election in March of 1966. Once construction was completed, the FJUHSD retained the service of architect Fred Lang of South Laguna to landscape the campus. (Continued on Page 4).

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

*B8. Related Features: _____

B9a. Architect: William Blurock

b. Builder: Argo Construction Company

*B10. Significance: Theme Post-WWII urban/suburban expansion

Area La Habra

Period of Significance 1960s-1970s

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.) Opened in 1966 as the seventh high school in the FJUHSD, Sonora High School was established at a time when the post-WWII boom matured and school expansion became critical to accommodate the rapidly growing school-aged population. As such, its origin and early history are directly associated with the phenomenal urban/suburban expansion that swept across the nation during the post-war era, an event—or pattern of events—that left a lasting impact on the history of the U.S. and particularly on southern California. However, as one of (Continued on Page 4)

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

B12. References: See Item P11.

B13. Remarks: _____

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

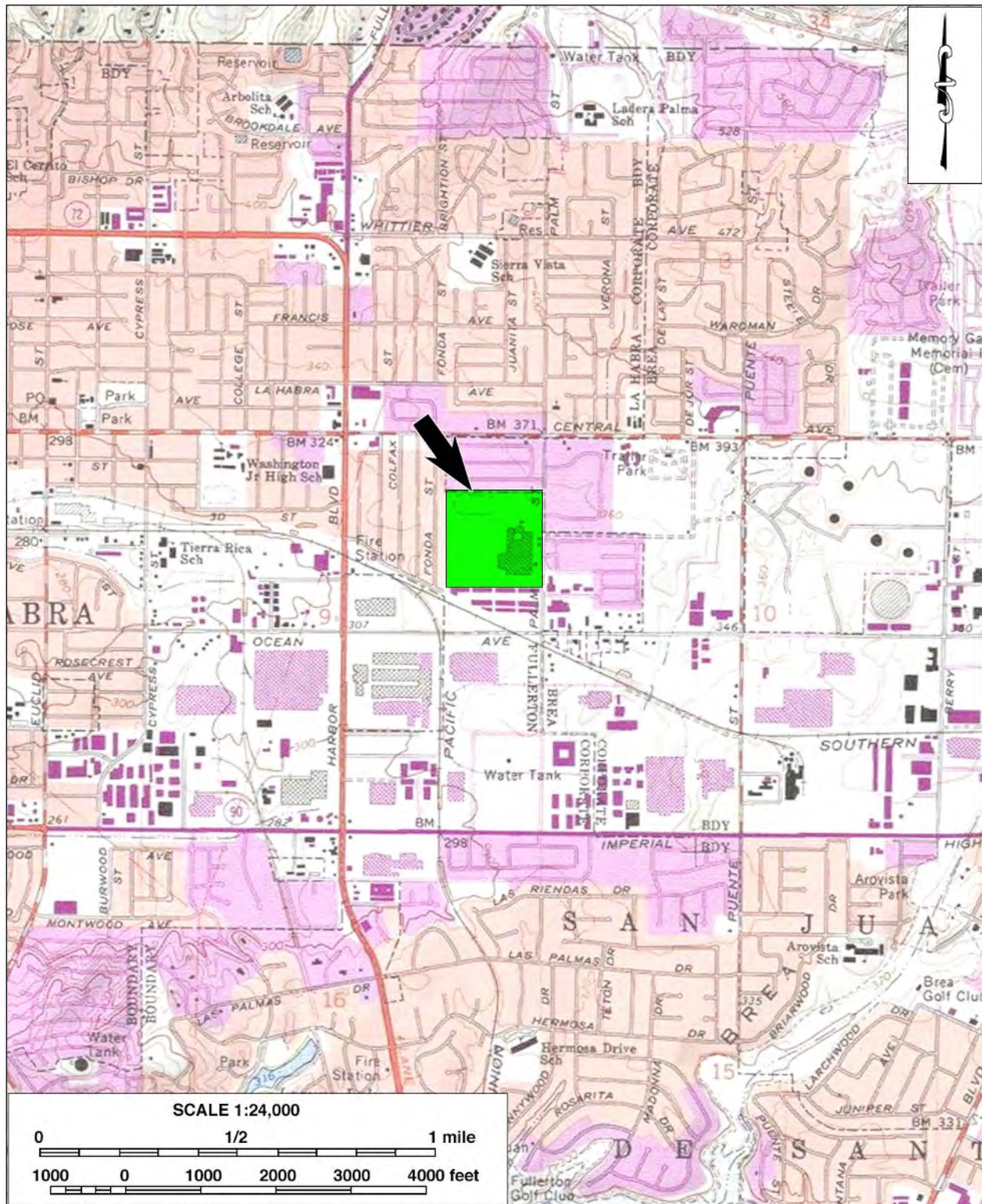
*Date of Evaluation: February 2026

(This space reserved for official comments.)

(Sketch Map with north arrow required.)



LOCATION MAP



State of California--The Resources Agency
DEPARTMENT OF PARKS AND RECREATION
CONTINUATION SHEET

Primary # _____

HRI # _____

Trinomial _____

Page 4 of 9

Resource name or # (Assigned by recorder) CRM TECH 4335-01H

Recorded by: Melissa Portilla

*Date: January 9, 2026

☒ Continuation ☐ Update

***P3a. Description (continued):** irregularly shaped building with a void near the north end to accommodate the swimming pool. The flat roof of the building is covered with what appears to be BUR and has no eaves. The exterior wall surface features a mixture of concrete bricks and stucco cladding with black metallic trim. Doors are steel-framed and painted black with some having a boarded-over transom opening while others are partially glazed with fixed transom windows above.

The two-story science and social science building is rectangular in shape and rests on a concrete foundation. The flat BUR roof features a black metallic fascia and little eave overhang though there is a walkway overhang extending off of the east side of the building. The walls are clad in white stucco. Doors are all steel-framed, some of them glazed. Fenestration consists of steel-framed sliding windows.

The three-story large gym is rectangular in shape and rests on a concrete foundation. The roof is nearly flat and is surrounded by low parapets. The exterior walls are covered with smoothed concrete with vertical fluting along either side of the central body. Protruding poured concrete columns line the southern and northern façades. The central portions of the eastern and western façades are rounded in a semi-circle with fixed mesh metal panels. Doors are steel-framed with a variety of single and double steel doors and two fully glazed doors at either end along the entrance alcoves. Fenestration consists of semi-circular walls of fixed and tinted windows in steel frames along the west side and fixed sidelite and transom windows at the entry doors to the east. A mesh fence is installed around the second level perimeter and a metal roofed walkway rounds the southeast and southwest corners with a prominent semi-circle covering over the eastern entry, where a metallic "SONORA" signage faces the parking lot in front.

Additional outbuildings around the main building include a corrugated metal shed, a cinder block and corrugated steel storage building, a locker room building with stucco walls and tan brick fascia accents with steel-framed steel doors and concrete partitions at entryways. The agricultural area includes two pastures, three pole-barn stables, and stucco and corrugated steel storage and small animal enclosure buildings. A pool, tennis courts, blacktop with basketball courts, track and athletic field, two softball fields and two baseball fields (junior varsity and varsity) make up the athletic activity areas arranged around the campus.

***B6. Construction History (continued):** A 1972 aerial photograph offers an overview of the campus in its early years. Since then, the configuration of the campus has remained largely unchanged, although some localized alterations and/or additions did occur, mostly notably the construction of the science and social building (No. 900) between the main building and the athletic fields in 2003-2004 and the "large gym" (No. 1000) to the north of the main building in 2018-2019. The configuration of some of the sports fields was altered over the years, but the overall land use and character of the area is unchanged.

***B10. Significance (continued):** the numerous public education institutions in the region of similar vintage, Sonora High School does not demonstrate a unique or particularly close association with that event or historic theme. No specific events of recognized historic significance have been identified in association with the school.

Similarly, no historic figures of recognized significance have been identified in close association with Sonora High School. While a number of Sonora alumni later went on to become distinguished in their careers and reach

State of California--The Resources Agency
DEPARTMENT OF PARKS AND RECREATION
CONTINUATION SHEET

Primary # _____
HRI # _____
Trinomial _____

Page 5 of 9

Resource name or # (Assigned by recorder) CRM TECH 4335-01H

Recorded by: Melissa Portilla *Date: January 9, 2026 ☒ Continuation ☐ Update

***B10. Significance (continued):** a level of significance in their respective fields, such as famed film director James Cameron, their accomplishments postdate their association with the school. Furthermore, there is no evidence that their accomplishments have attained the level of historic significance required by the National Register of Historic Places or the California Register of Historical Resources, especially given the relatively recent time frame of their professional lives.

The campus architecture demonstrates 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, but it does not stand out as an important example of the Modernist movement in architecture or of any property type, period, region, or method of construction. Nor does it 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 throughout southern California and the U.S.

The designer of the 1966 main building, architect William E. Blurock, is well recognized 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, Sonora High School, with its relatively common design for post-war educational institutions and other office buildings, has not been recognized as an important, exemplary, or especially notable example of his work.

Lastly, as a common late-historic-period facility, Sonora High School is unlikely to yield information important to the study of the pertinent aspects of national, state, or local history, such as the accelerated growth of public education in the age of suburban expansion and population boom, which is well-documented in published literature, contemporary sources, and archival records. Based on these considerations, the Sonora High School campus does not appear to meet any of the criteria 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 4335-01H

Recorded by: Melissa Portilla

*Date: January 9, 2026

✓ Continuation Update

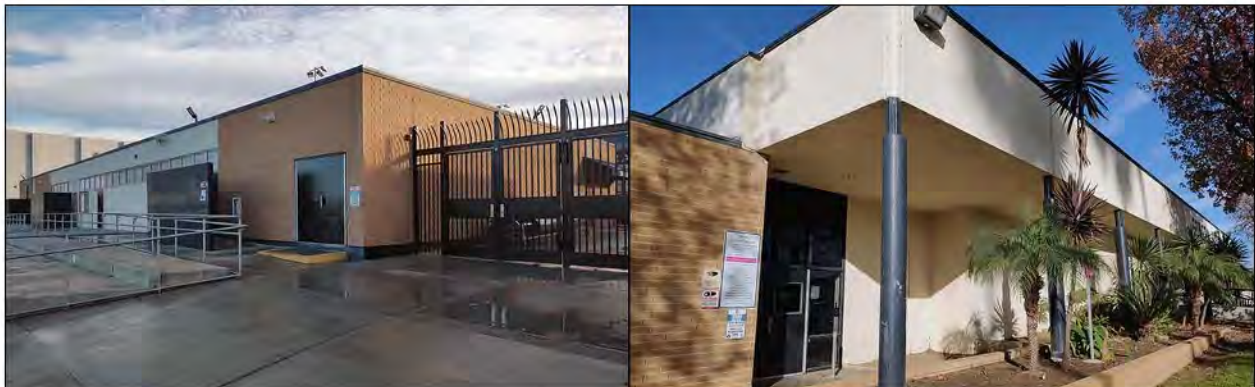
Additional Photographs:



Main building. *Left: along the eastern (front) façade, view to the northwest; right: rear of the building, view to the southwest*



Gym. *Left: connection between the main building and the gym, view to the west; right: northern façade of the gym, view to the south*



Main building. *Left: locker rooms, view to the northeast; right: front of the building, view to the northwest*

CONTINUATION SHEET

Page 7 of 9

*Resource Name or # (Assigned by recorder) CRM TECH 4335-01H

Recorded by: Melissa Portilla

*Date: January 9, 2026

☒ Continuation ☐ Update

Additional Photographs:



Modern additions. *Left*: large gym (No. 1000), view to the west;
right: science and social science building (No. 900), view to the southwest



Steel outbuildings. *Left*: grounds maintenance building, view to the north;
right: outbuilding against main building mass, view to the northeast



Outbuildings. *Left*: three adjoined buildings in parking lot, view to the southwest;
right: agricultural building, view to the southeast

CONTINUATION SHEET

Page 8 of 9

*Resource Name or # (Assigned by recorder) CRM TECH 4335-01H

Recorded by: Melissa Portilla

*Date: January 9, 2026

☒ Continuation ☐ Update

Additional Photographs:



Agricultural buildings. *Left*: small animal enclosures, view to the north;
right: livestock pole barn, view to the west



Secondary features. *Left*: greenhouse and garden, view to the north;
right: solar panel-covered parking, view to the north



Athletic fields. *Left*: junior varsity baseball field, view to the northwest;
right: varsity baseball field, view to the southwest

CONTINUATION SHEET

Page 9 of 9

*Resource Name or # (Assigned by recorder) CRM TECH 4335-01H

Recorded by: Melissa Portilla

*Date: January 9, 2026

☒ Continuation ☐ Update

Additional Photographs:



Athletic fields. *Left:* junior varsity softball field, view to the northwest;
right: varsity softball field, view to the northeast



Athletic fields. *Left:* Soccer/multipurpose field, view to the west;
right: main athletic field, view to the west



Athletic areas. *Left:* obstacle course, view to the north;
right: tennis courts, view to the south