



MORGAN HILL UNIFIED SCHOOL DISTRICT

15600 CONCORD CIRCLE • MORGAN HILL, CA 95037 • (408) 201-6023

June 28, 2007

Mr. Darryl Boyd, Principal Planner
Department of Planning, Building & Code Enforcement
City of San Jose
200 East Santa Clara Street
San Jose, CA 95113-1905

Via Email & U.S. Mail

Dear Mr. Boyd:

This letter is in response to the draft Environmental Impact Report (EIR) for the Coyote Valley Specific Plan (CVSP) housing project within the Morgan Hill Unified School District (District) boundaries. The District has reviewed numerous documents including technical documents contained on the CD ROM. All actions with respect to residential development will result in an impact on the Morgan Hill Unified School District's school system, and overcrowding in public schools is a statewide concern.

Public Services 2.1.8 (Schools)

The District's ability to meet the educational needs of the public with new schools is seriously impaired if adequate land is not set aside to meet the number of K-12 students generated by this enormous development, with provisions put in place to construct adequate new facilities in a timely fashion.

The number of students generated will be directly related to the number of dwelling units planned as well as type of dwelling units built. Additional considerations must include students generated from families who will not reside within the CVSP area but have students to be served by District schools due to the parent's employment. Current CVSP planning includes one 60-acre high school campus for two high schools, two 15-acre middle school sites (grades 7-8), and nine 9-acre elementary school sites (grades K-6) with adjoining one acre shared use open fields to be located throughout the CVSP. The total acres reserved for public school identified in the CVSP is 171 acres.

There are two specifically identified school 'impacts' included within section 4.14.3. These impacts reflect estimated student generation factors as well as the number of school sites required to house students generated. Additionally school impact fees are included as mitigation and avoidance measures for that impact.

Section 4.14.3.3 reflects the impact of the CVSP on the District. Based on the information contained within the draft EIR, Section 4.1.4.3, the number of housing units generated by Coyote Valley development will more than double the number of houses currently within the District's boundaries. Construction of over 25,000 new housing units (the original draft data) and 50,000 jobs over the next 25 years will have a great impact on North Coyote Valley as well as the entire Morgan Hill Unified School District.

The stated numbers are evidently increasing to approximately 26,400 dwelling units. As the District will potentially be serving all students generated from the CVSP project in a variety of education and community ways, the District must plan for the highest realistic generation rate that the CVSP project will produce and land should be reserved to match that number. The District is currently developed on a suburban model. The current suburban model included and referenced on page 521 in the CVSP reflects a student generation rate of .072 according to the Association of Bay Area Governments (ABAG). A large number of the total proposed units in the CVSP are designated as high-density urban housing, which is anticipated to produce a lower student generation rate. The draft EIR has anticipated a set aside of land for facilities use as specified in Table 1 below:

TABLE 1

School Level	School Facilities Reserved Under the Original CVSP (approx. 25,000 D.U.)	School Facilities Projected Under the Revised CVSP (approx. 26,400 D.U.)
Elementary School	81 acres	86 acres
Middle School	30 acres	31.8 acres
High School	60 acres	67.2 acres
Totals	171 acres	185 acres

The densities reflected in the draft EIR are not comparable to any other projects in the Northern California area. As such, students generated from the project, who enroll in the District, will create the 'true' student generation factor. CVSP planning should take this into account. It should also be noted that the plan calls for 20% restricted affordable housing, which historically produces a greater number of students per dwelling unit. The commercial development within the CVSP will bring 50,000 new jobs to the area, which will have a significant impact on the schools. Parents will commute from outside of the area and wish to utilize the public schools and childcare facilities near their places of employment. It is difficult to project the impact on schools generated by these new jobs, as data is not typically documented by commercial development and school attendance in most areas, specifically in high-density urban areas.

Table 1 reflects the concept of two comprehensive high school facilities on a single 60-acre site. The Morgan Hill Unified School District Board of Education has not approved this concept nor is it at this time an acceptable educational program in line with the current educational programs approved by the District Board of Education.

School Site Acreage

Smart growth principles include building community schools which minimize the need for busing and incorporate safe routes for walking and bike riding by students to make vibrant family neighborhoods. As such, the District must reserve, as a minimum, the number of acres noted in Column 3 of Table 1 in order to provide the best educational environment to serve the students of the District. The draft CVSP (with 25,000 dwelling units) sets aside approximately 171 acres of land for schools. This increases to 185 acres as the dwelling unit numbers increased to 26,400. The Impact SER-3, page 410, stipulates that the proposed project would require the proposed construction of schools to serve the residents of the CVSP and those schools would not result in significant adverse environmental impacts with the mitigation measures included in this EIR when adequate numbers of schools are constructed. In as much as the draft EIR does not take into account the dwelling unit increase in Table 1, the requirement for two separate high school sites, the impact of low and moderate housing on student generation, and students generated from parents working but not residing in the District, the number of acres set aside will not adequately mitigate the impact set forth in this draft EIR. The cumulative impact of item C-SERV-4 referenced the ABAG generation rates, and reflects a worst case projection for student housing needs.

Based on the above, the District has factored in the change elements which are referred to in the draft EIR. With these change elements in mind, the District requests that an additional 130 acres for schools be included in the EIR land use planning, or at least available as a back up provision should future school needs be greater than those currently provided for in the draft EIR. A land "bank" or reserve allocation should be identified. This is requested to adequately mitigate the impact of the referenced development within the MHUSD and bring it within the parameters of the draft EIR.

Additional School Site Considerations

The recommended sites have not been reviewed by the California Department of Education. The CVSP area is within Shannon Fault and San Jose Potential Fault Hazard Zones. As such, all potential school sites must meet the current California Department of Education regulations as outlined in *California Code of Regulations, Title 5* for environmental, hydrology and geological hazards. See Attachment A, *Title 5 California Codes of Regulations*. In addition, The Department of Toxic Substances Control must approve the school site after the completion of a Preliminary Endangerment Assessment report for each school site. Technical data contained in the draft EIR indicates that specific sites set aside for schools might have difficulty obtaining clearance from state agencies. This cannot be resolved without testing and evaluation of each proposed individual site. A school validation process will include a review of all factors that concern the health and safety of students on the school site. This will include the availability of all utilities such as water, electricity, gas and sewer and the absence of any hazards, including noise and air quality issues. While none of the school impacts stated above were listed as significant unavoidable impacts or irreversible impacts, the indirect impact of traffic and transportation is considered a significant unavoidable impact.

Traffic

The City of Morgan Hill has four listed intersections in the draft EIR. Three of the four listed intersections are degraded by the CVSP project to an LOS D rating. Within the CVSP area, significant traffic impacts can be expected during peak hours. Both of the above create significant impacts, which are considered significant but unavoidable. In addition, C-TRAN-16, 25 and 26 lists the intersections as significant unavoidable impacts. These traffic issues will impact not only the new Coyote Valley school facilities and operations but existing school facilities and operations as well. Traffic congestion and service interruption need to be addressed as these affect District operation schedules.

Public Services – Parks

The City of San Jose General Plan requires 3.0 acres for every 1,000 residents to be set aside for parkland. The District remains committed to joint-use school and park projects provided that this does not detract from the acreage available for school use. The *Guide to School Site Analysis and Development* (2000 Edition) by the California Department of Education (CDE) recommends site sizes for the different levels of comprehensive schools facilities. See Attachment B, Excerpts from *Guide to School Site Analysis and Development*. The potential school acreage cannot be part of the park and recreation calculation of 3.0 acres for every 1,000 residents, if it reduces the available school acreage below the CDE standards. Safety and security of District students is one of the top priorities of the Board of Education. Any design with parks abutting school playfields will need to be reviewed and approved to ensure that adequate supervision of students is possible during school operation hours.

Financial

Of major concern to the District, the draft CVSP does not include any viable financial plan to cover the costs to build the new educational facilities as denoted in C-SERV-4. The financial impact to pay for these new school facilities must be addressed along with all mitigation measures. In recent years, local, state and federal budget cuts have had a devastating impact on the financing of new schools. While there is a state mandated school mitigation fee that is currently collected on all new development at the time building permits are issued, this fee does not adequately cover the cost of construction for new schools or mitigate the impact of enrollment growth on existing facilities. Additionally there is no provision within the draft EIR that addresses the impact on District support facilities including maintenance, operation, transportation and food services. While there is a general designation for a shared corporate yard, the direct benefit to any of the affected municipalities, including the District, is not specified. Without providing a financial plan to address the impact issues, the draft EIR fails to mitigate the impacts to a less than significant level.

Project Phasing 2.1.6

Project phasing incorporates provisions for a regulated, controlled, orderly growth within the Coyote Valley. The draft EIR states financing, phasing and implementation strategies are under

preparation for implementation of major infrastructure elements. It is imperative that the District school facilities and support facilities are included in these strategies.

At this time, the District is unable to accept the school data set forth in the Draft EIR as being adequately mitigated. The District is committed to working diligently with the City of San Jose and the Coyote Valley Specific Plan developers to ensure mitigation measures are in place to reduce the CVSP impact issues to insignificant levels. The District requests that its concerns be incorporated in the comments section of the EIR, and that its positions, as set forth in this letter, are placed on the record.

Sincerely,



Dr. Alan K. Nishino
Superintendent

cc: Board of Education
Bonnie Tognazzini, Deputy Superintendent Business Services

Attachment A: *Title 5, California Code of Regulations*

Attachment B: Excerpts from *Guide to School Site Analysis and Development* (2000 Edition)

AKN:jz

Attachment A

Title 5, California Code of Regulations

Taken from: <http://www.cde.ca.gov/ls/fa/sf/title5regs.asp>
Last modified: Wednesday, February 07, 2007

Title 5, California Code of Regulations

Division 1, Chapter 13, Subchapter 1

School Facilities Construction

Article 1. General Standards

§14001. Minimum Standards.

Educational facilities planned by school districts shall be:

- a. Evolved from a statement of educational program requirements which reflects the school district's educational goals and objectives.
- b. Master-planned to provide for maximum site enrollment.
- c. Located on a site which meets California Department of Education standards as specified in Section 14010.
- d. Designed for the environmental comfort and work efficiency of the occupants.
- e. Designed to require a practical minimum of maintenance.
- f. Designed to meet federal, state, and local statutory requirements for structure, fire, and public safety.
- g. Designed and engineered with flexibility to accommodate future needs.

Note: Authority cited: Sections 17251(b) and 33031, Education Code. Reference: Section 17017.5 and 17251(b), Education Code.

Article 2. School Sites

§ 14010. Standards for School Site Selection.

All districts shall select a school site that provides safety and that supports learning. The following standards shall apply:

- a. The net usable acreage and enrollment for a new school site shall be consistent with the numbers of acres and enrollment established in Tables 1-6 of the 2000 Edition, "School Site Analysis and Development" published by the California Department of Education and incorporated into this section by reference, in toto, unless sufficient land is not available or circumstances exist due to any of the following:
 1. Urban or suburban development results in insufficient available land even after considering the option of eminent domain.
 2. Sufficient acreage is available but it would not be economically feasible to mitigate geological or environmental hazards or other site complications which pose a threat to the health and/or safety of students and staff.
 3. Sufficient acreage is available but not within the attendance area of the unhoused students or there is an extreme density of population within a given attendance area requiring a school to serve more students on a single site. Choosing an alternate site would result in extensive long-term bussing of students that would cause extreme financial hardship to the district to transport students to the proposed school site.
 4. Geographic barriers, traffic congestion, or other constraints would cause extreme financial hardship for the district to transport students to the proposed school site.

- b. If a school site is less than the recommended acreage required in subsection (a) of this section, the district shall demonstrate how the students will be provided an adequate educational program including physical education as described in the district's adopted course of study.
- c. The property line of the site even if it is a joint use agreement as described in subsection (o) of this section shall be at least the following distance from the edge of respective power line easements:
 - 1. 100 feet for 50-133 kV line.
 - 2. 150 feet for 220-230 kV line.
 - 3. 350 feet for 500-550 kV line.
- d. If the proposed site is within 1,500 feet of a railroad track easement, a safety study shall be done by a competent professional trained in assessing cargo manifests, frequency, speed, and schedule of railroad traffic, grade, curves, type and condition of track need for sound or safety barriers, need for pedestrian and vehicle safeguards at railroad crossings, presence of high pressure gas lines near the tracks that could rupture in the event of a derailment, preparation of an evacuation plan. In addition to the analysis, possible and reasonable mitigation measures must be identified.
- e. The site shall not be adjacent to a road or freeway that any site-related traffic and sound level studies have determined will have safety problems or sound levels which adversely affect the educational program.
- f. Pursuant to Education Code sections 17212 and 17212.5, the site shall not contain an active earthquake fault or fault trace.
- g. Pursuant to Education Code sections 17212 and 17212.5, the site is not within an area of flood or dam flood inundation unless the cost of mitigating the flood or inundation impact is reasonable.
- h. The site shall not be located near an above-ground water or fuel storage tank or within 1500 feet of the easement of an above ground or underground pipeline that can pose a safety hazard as determined by a risk analysis study, conducted by a competent professional, which may include certification from a local public utility commission.
 - i. The site is not subject to moderate to high liquefaction or landslides.
 - j. The shape of the site shall have a proportionate length to width ratio to accommodate the building layout, parking and playfields that can be safely supervised and does not exceed the allowed passing time to classes for the district.
- k. The site shall be easily accessible from arterial roads and shall allow minimum peripheral visibility from the planned driveways in accordance with the Sight Distance Standards established in the "Highway Design Manual," Table 201.1, published by the Department of Transportation, July 1, 1990 edition, and incorporated into this section by reference, in toto.
- l. The site shall not be on major arterial streets with a heavy traffic pattern as determined by site-related traffic studies including those that require student crossings unless mitigation of traffic hazards and a plan for the safe arrival and departure of students appropriate to the grade level has been provided by city, county or other public agency in accordance with the "School Area Pedestrian Safety" manual published by the California Department of Transportation, 1987 edition, incorporated into this section by reference, in toto.
- m. Existing or proposed zoning of the surrounding properties shall be compatible with schools in that it would not pose a potential health or safety risk to students or staff in accordance with Education Code Section 17213 and Government Code Section 65402 and available studies of traffic surrounding the site.
- n. The site shall be located within the proposed attendance area to encourage student walking and avoid extensive bussing unless bussing is used to promote ethnic diversity.
- o. The site shall be selected to promote joint use of parks, libraries, museums and other public services, the acreage of which may be included as part of the recommended acreage as stated in subsection (a) of this section.
- p. The site shall be conveniently located for public services including but not limited to fire protection, police protection, public transit and trash disposal whenever feasible.
- q. The district shall consider environmental factors of light, wind, noise, aesthetics, and air pollution in its site selection process.

- r. Easements on or adjacent to the site shall not restrict access or building placement.
- s. The cost and complications of the following shall be considered in the site selection process and should not result in undue delays or unreasonable costs consistent with State Allocation Board standards:
 - 1. Distance of utilities to the site, availability and affordability of bringing utilities to the site.
 - 2. Site preparation including grading, drainage, demolition, hazardous cleanup, including cleanup of indigenous material such as serpentine rock, and off-site development of streets, curbs, gutters and lights.
 - 3. Eminent domain, relocation costs, severance damage, title clearance and legal fees.
 - 4. Long-term high landscaping or maintenance costs.
 - 5. Existence of any wildlife habitat that is on a protected or endangered species list maintained by any state or federal agency, existence of any wetlands, natural waterways, or areas that may support migratory species, or evidence of any environmentally sensitive vegetation.
- t. If the proposed site is on or within 2,000 feet of a significant disposal of hazardous waste, the school district shall contact the Department of Toxic Substance Control for a determination of whether the property should be considered a Hazardous Waste Property or Border Zone Property.
- u. At the request of the governing board of a school district, the State Superintendent of Public Instruction may grant exemptions to any of the standards in this section if the district can demonstrate that mitigation of specific circumstances overrides a standard without compromising a safe and supportive school environment.

Note: Authority cited: Sections 17251(b) and 33031, Education Code. Reference: Sections 17212, 17212.5, 17213, 17251(b), 17251(f), and 25220, Education Code; Section 65402, Government Code; Section 25220, Health and Safety Code; Sections 21372, 22350, 22352, 22358.4, and 22358.5, Vehicle Code; and Sections 1859.74 and 1859.75(b), Title 2, California Code of Regulations.

§ 14011. Procedures for Site Acquisition State-Funded School Districts.

A state-funded school district is defined as a school district having a project funded under Chapter 12.5 (commencing with Section 17070.10) of the Education Code. A state-funded school district, before acquiring title to real property for school use, shall obtain written approval from the California Department of Education using the following procedures:

- a. Request a preliminary conference with a consultant from the School Facilities Planning Division and in consultation review and evaluate sites under final consideration.
- b. Contact the School Facilities Planning Division of the California Department of Education to obtain a "School Facilities Planning Division Field Site Review," form SFPD 4.0, published by the California Department of Education, as last amended in December 1999 and incorporated into this section by reference, in toto, which lists the site options in order of merit according to the site selection standards delineated in Section 14010.
- c. Prepare a statement of policies as delineated on the "School Facilities Planning Division School Site Report," form SFPD 4.02, as last amended in December 1999 and incorporated into this section by reference, in toto, covering the range and organization of grades to be served, the transportation of pupils, and the ultimate maximum pupil enrollment to be housed on the site. Prepare a statement showing how the site is appropriate in size as justified by the school district's Facilities Master Plan, including acreage increases above the California Department of Education recommendation made to compensate for off-site mitigation. A school district may choose, in place of a master plan, a developer fee justification document or a five-year plan if it addresses enrollment projections, needed schools, and site sizes.
- d. Prepare maps showing present and proposed school sites, significant roads or highways, unsanitary or hazardous installations, such as airports or industries and the indicated boundary of the pupil attendance area to be served as delineated on form SFPD 4.02.
- e. Meet with appropriate local government, recreation, and park authorities to consider

- possible joint use of the grounds and buildings and to coordinate the design to benefit the intended users as required by Education Code Section 35275.
- f. Give written notice to the local planning agency having jurisdiction, to review the proposed school site or addition to an existing school site and request a written report from the local planning agency of the investigations and recommendations for each proposed site with respect to conformity with the adopted general plan as required by Public Resource Code Section 21151.2 and Government Code Section 65402.
 - g. Comply with Education Code sections 17212 and 17212.5, with particular emphasis upon an engineering investigation made of the site to preclude locating the school on terrain that may be potentially hazardous:
 1. The geological and soils engineering study shall address all of the following:
 - A. Nature of the site including a discussion of liquefaction, subsidence or expansive soils, slope, stability, dam or flood inundation and street flooding.
 - B. Whether the site is located within a special study zone as defined in Education Code Section 17212.
 - C. Potential for earthquake or other geological hazard damage.
 - D. Whether the site is situated on or near a pressure ridge, geological fault or fault trace that may rupture during the life of the school building and the student risk factor.
 - E. Economic feasibility of the construction effort to make the school building safe for occupancy.
 2. Other studies shall include the following:
 - A. Population trends
 - B. Transportation
 - C. Water supply
 - D. Waste disposal facilities
 - E. Utilities
 - F. Traffic hazards
 - G. Surface drainage conditions
 - H. Other factors affecting initial and operating costs.
 - h. Prepare an environmental impact report, or negative declaration in compliance with the Environmental Quality Act, Public Resources Code, Division 13, (commencing with Section 21000 with particular attention to Section 21151.8). As required by Education Code Section 17213, the written findings of the environmental impact report or negative declaration must include a statement verifying that the site to be acquired for school purposes is not currently or formerly a hazardous, acutely hazardous substance release, or solid waste disposal site or, if so, that the wastes have been removed. Also, the written findings must state that the site does not contain pipelines which carry hazardous wastes or substances other than a natural gas supply line to that school or neighborhood. If hazardous air emissions are identified, the written findings must state that the health risks do not and will not constitute an actual or potential danger of public health of students or staff. If corrective measures of chronic or accidental hazardous air emissions are required under an existing order by another jurisdiction, the governing board shall make a finding that the emissions have been mitigated prior to occupancy of the school.
 - i. Consult with, or demonstrate that the lead agency, if other than the district preparing the environmental impact report or negative declaration, has consulted with the appropriate city/county agency and with any air pollution control district or air quality management district having jurisdiction, concerning any facilities having hazardous or acutely hazardous air emissions within one-fourth of a mile of the propose school site as required by Education Code Section 17213.
 - j. For purposes of Environmental Site Assessment, school districts shall comply with Education Code sections 17210.1, 17213.1, and 17213.2.
 - k. Follow the recommendations of the State Superintendent of Public Instruction report based upon the Department of Transportation, Division of Aeronautics, findings, if the proposed site is within two miles of the center line of an airport runway or proposed runway as required by Education Code Section 17215.
 - l. Follow the standards for school site selection in Section 14010 of this article.
 - m. Conduct a public hearing by the governing board of the school district as required in

Education Code Section 17211 to evaluate the property using the standards described in Section 14010 of this article. The school district's facility advisory committee may provide an evaluation of the proposed site to the governing board.

- n. Submit the request for exemption from a standard in Section 14010 of this article, with a description of the mitigation that overrides the standard, to the California Department of Education.
- o. Certify there are no available alternative school district-owned sites for the project deemed usable for school purposes by the California Department of Education or certify that the school district intends to sell an available alternative school district-owned site and use the proceeds from the sale for the purchase of the new school site.

Note: Authority cited: Sections 17251(b) and 33031, Education Code. Reference: Sections 17070.50, 17072.12, 17210.1, 17211, 17212, 17213, and 17251(b), Education Code; Sections 2621 et seq., 21000 et seq., 21151.2, 21151.8, and 21152.3, Public Resources Code; Section 65402, Government Code; and Sections 1859.74, 1859.74.1, and 1859.75, Title 2, California Code of Regulations.

§ 14012. Procedures for Site Acquisition - Locally-Funded School Districts.

A locally-funded school district is defined as a school district with a project not applying for funding from any state program administered by the State Allocation Board as defined in Chapter 12.0 (commencing with Section 17000) or Chapter 12.5 (commencing with Section 17070.10) of the Education Code. A locally-funded school district, before acquiring title to real property for school use, shall:

- a. Evaluate the property using the standards established in Section 14010 and items (e) through (l) in Section 14011;
- b. Comply with terms of the complaint investigation described in Section 14012(d); and
- c. May request advice from the California Department of Education as described in *Education Code* Section 17251(a).
- d. Prepare documentation of and retain for purposes of a complaint investigation the exemption from the standard in Section 14010 of this article with a description of the mitigation that overrides the standard. Locally-funded school districts may request from the California Department of Education a review of the adequacy of the mitigation measure.
- e. Comply with Education Code Section 17268 regarding potential safety or health risks to students and staff.

Note: Authority cited: Sections 17251(b) and 33031, Education Code. Reference: Sections 17072.3, 17251(a) and (b), and 17268, Education Code.

Article 4. Standards, Planning and Approval of School Facilities

§ 14030. Standards for Development of Plans for the Design and Construction of School Facilities.

The following standards for new schools are for the use of all school districts for the purposes of educational appropriateness and promotion of school safety:

- a. **Educational Specifications.** Prior to submitting preliminary plans for the design and construction of school facilities, and as a condition of final plan approval by CDE, school board-approved educational specifications for school design shall be prepared and submitted to the California Department of Education based on the school district's goals, objectives, policies and community input that determine the educational program and define the following:
 1. Enrollment of the school and the grade level configuration.
 2. Emphasis in curriculum content or teaching methodology that influences school design.
 3. Type, number, size, function, special characteristics of each space, and spatial relationships of the instructional area that are consistent with the

- educational program.
4. Community functions that may affect the school design.
- b. **Site Layout.** Parent drop off, bus loading areas, and parking shall be separated to allow students to enter and exit the school grounds safely unless these features are unavailable due to limited acreage in urban areas or restrictive locations, specifically:
1. Buses do not pass through parking areas to enter or exit school site unless a barrier is provided that prevents vehicles from backing directly into the bus loading area.
 2. Parent drop off area is adjacent to school entrance and separate from bus area and parking.
 3. Vehicle traffic pattern does not interfere with foot traffic patterns. Foot traffic does not have to pass through entrance driveways to enter school. Crosswalks are clearly marked to define desired foot path to school entrance.
 4. Parking stalls are not located so vehicles must back into bus or loading areas used by parents. Island fencing or curbs are used to separate parking areas from loading/unloading areas.
 5. To provide equal access to insure the purposes of the least restrictive environment, bus drop off for handicapped students is in the same location as for regular education students.
- c. **Playground and Field Areas.** Adequate physical education teaching stations shall be available to accommodate course requirements for the planned enrollment, specifically:
1. A variety of physical education teaching stations are available to provide a comprehensive physical education program in accordance with the district's adopted course of study (including hardcourt, field area and indoor spaces).
 2. The physical education teaching stations are adequate for the planned student enrollment to complete the minimum instruction and course work defined in *Education Code* sections 51210(g), 51220(d) and 51225.3(a)(1) (F).
 3. Supervision of playfields is not obstructed by buildings or objects that impair observation.
 4. Joint use for educational purposes with other public agencies is explored. Joint use layout with parks is not duplicative and fulfills both agencies' needs.
- d. **Delivery and Utility Areas.** Delivery and service areas shall be located to provide vehicular access that does not jeopardize the safety of students and staff:
1. Delivery/utility vehicles have direct access from the street to the delivery area without crossing over playground or field areas or interfering with bus or parent loading unless a fence or other barrier protects students from large vehicle traffic on playgrounds.
 2. Trash pickup is fenced or otherwise isolated and away from foot traffic areas.
- e. **Future Expansion.** Site layouts shall have capability for expansion without substantial alterations to existing structures or playgrounds:
1. Site layout designates area(s) for future permanent or temporary additions that are compatible with the existing site plans for playground layout and supervision.
 2. Utilities to the expansion area are included in the plans and have the capacity to accommodate anticipated growth.
 3. Exits, corridors, stairs, and elevators are located to accommodate capacity of additions, particularly in such buildings added as the multi-purpose/cafeteria, administration, gymnasium/or auditorium.
- f. **Placement of Buildings.** Building placement shall consider compatibility of the various functions on campus and provide optimum patterns of foot traffic flow around and within buildings. Site layout of buildings, parking, driveways, and physical education areas shall be adequate to meet the instructional, security and service needs of the educational programs:
1. Building placement is compatible with other functions on campus; e.g., band room is not next to library.
 2. Physical relationship of classrooms, auxiliary, and support areas allows unobstructed movement of staff and students around the campus.
 3. Building placement has favorable orientation to wind, sun, rain, and natural

- light.
4. Restrooms are conveniently located, require minimum supervision, and, to the extent possible, are easily accessible from playground and classrooms.
 5. Parking spaces are sufficient for staff, visitors, and students (where applicable).
 6. The campus is secured by fencing and electronic devices such as code entries, electronic monitoring or motion sensors when needed.
- g. **Classrooms.** Classrooms at new school sites shall have adequate space to perform the curriculum functions for the planned enrollment as described in the school district's facility master plan, specifically:
1. Classroom size standards:
 - A. General classrooms, grades one through twelve are not less than 960 square feet. Classrooms proposed of less than 960 square feet require written justification to be submitted to and approved by the State Superintendent of Public Instruction. Adjacent instructional space shall be included in the calculation of square feet for purposes of approving classroom design.
 - B. Proposed classrooms of less than 960 square feet have written justification consistent with the educational program and curriculum indicating that the district's education program can be delivered in the proposed size classrooms.
 2. Total classroom space meets or exceeds the capacity planned for the school using the district's classroom loading standards in accordance with State Allocation Board policy.
 3. Consideration is given to some classrooms which are easily alterable in size and shape at a reasonable cost.
 4. Conduit/cabling and outlets are available for technology in each classroom to provide network and stand alone equipment related to the planned and future potential educational functions.
- h. **Specialized Classrooms and Areas.** Specialized classrooms shall be designed to reflect the function planned for that portion of the educational program. If any of the following classrooms are needed, these standards apply:
1. Small-Group Areas.
 - A. Small-group instruction areas are not included in the computation of classroom size unless the area is an integral part of the classroom and can be visibly supervised by a teacher from the classroom.
 - B. Small-group instruction areas are designed to allow for collaborative learning opportunities where appropriate to support the regular education program and are located in the vicinity of classrooms.
 2. Kindergarten Classrooms.
 - A. Kindergarten classroom size for permanent structures is not less than 1350 square feet, including restrooms, storage, teacher preparation, wet and dry areas.
 - B. Kindergarten classrooms are designed to allow supervision of play yards (unless prevented by site shape or size) and all areas of the classroom.
 - C. Play yard design provides a variety of activities for development of large motor skills.
 - D. Classrooms are located close to parent drop-off and bus loading areas.
 - E. Storage, casework, and learning stations are functionally designed for use in free play and structured activities; e.g., shelves are deep and open for frequent use of manipulative materials.
 - F. Windows, marking boards, sinks, drinking fountains, and furniture are appropriate heights for kindergarten-age students.
 - G. Restrooms are self-contained within the classroom or within the kindergarten complex.
 3. Special Education Classrooms and Areas.
 - A. A new school designates at least 240 square feet for the resource specialist program and provides additional space in accordance with the allocations in Education Code Section 17747(a) as larger

- enrollments are being planned.
 - B. A new school designates at least 200 square feet for the speech and language program which is close to classrooms when an individualized instruction program is necessary.
 - C. A new school designates office area for the psychologist/counseling program which provides for confidentiality and may be shared with other support service programs.
 - D. Special day classrooms are at least the same size as regular education classrooms at that site and are properly equipped for the students who will occupy the space, for their age and type of disabling condition.
 - E. The square footage allowance in Education Code Section 17747(a) for special day class programs is used for the design of classroom space and other space on the campus to support the special education program. The support space includes but is not limited to speech specialist area, psychologist, counseling offices and conference area.
 - F. Special day classrooms are distributed throughout the campus with age appropriate regular education classrooms.
 - G. A cluster of two special day classrooms may be considered if support or auxiliary services (e.g., bathrooming, feeding, physical or occupational therapy) are needed to serve the students throughout the school day.
 - H. A conference area is available to conduct annual individualized education program meetings for each special education student.
 - I. Medical therapy units, if planned for the site, are close to visitor parking areas and accessible after school hours.
- i. **Laboratories shall be designed in accordance with the planned curriculum.**
- 1. Science laboratory:
 - A. Size is at least 1300 square feet including storage and teacher preparation area.
 - B. Science laboratory design is consistent with the requirements for proper hazardous materials management specified in both the "Science Facilities Design for California Public Schools," published by the California Department of Education, 1993, and the "Science Safety Handbook for California Public Schools," published by the California State Department of Education, 1999.
 - C. Accommodations are made for necessary safety equipment and storage of supplies; e.g., fire extinguisher, first aid kit, master disconnect valve for gas.
 - D. Secured storage areas are provided for volatile, flammable, and corrosive chemicals and cleaning agents.
 - E. Properly designated areas are provided with appropriate ventilation for hazardous materials that emit noxious fumes, including a high volume purge system in the event of accidental release of toxic substances which may become airborne.
 - F. Exhaust fume hoods, eye washes, deluge showers are provided.
 - G. Floor and ceiling ventilation is provided in areas where chemicals are stored.
 - H. Room is provided for movement of students around fixed-learning stations.
 - I. There is the capability for technology which complements the curriculum.
 - J. Classrooms are flexibly designed to insure full student access to laboratory stations and lecture areas.
 - 2. Consumer Home Economics laboratory:
 - A. There is room for movement of students around fixed learning stations.
 - B. Cooking equipment reflects current home food preparation practices and/or commercial food preparation simulation.
 - C. There is the capability for technology which complements portions of

- the curriculum, such as fashion design, consumer economics, and nutritional analysis of foods.
 - D. There is space for industrial or home sewing equipment consistent with the planned curriculum.
 - E. There is storage for student projects and supplies.
 - F. Space for work tables is provided for such activities as cutting fabric or completing interior design projects.
 - G. Lecture area is provided.
 - H. At least 1300 square feet is allocated for each laboratory.
 - I. If part of the planned program, space for a child care area or for laboratory to teach child growth and development is provided.
3. Industrial and Technology/Education Laboratory:
- A. Room is provided for movement of students around fixed learning stations.
 - B. Flexible stations with sufficient outlets and power source for industrial type equipment is provided.
 - C. Space is provided for various simulations of job-related experiences and laboratory work stations.
 - D. There is capability to utilize technology which complements the curriculum, such as computer-aided graphics, electronics and specialized tools.
 - E. There is lecture area within each laboratory or near the laboratory area where appropriate.
 - F. There are accommodations for necessary health and safety equipment, such as fire extinguisher and first aid kit.
 - G. Secured storage areas for volatile, flammable and corrosive chemicals and cleaning agents are provided where appropriate.
 - H. There are properly designated areas with appropriate ventilation for the use of hazardous material that emit noxious fumes or excessive dust particles.
 - I. Proper storage and removal access for hazardous waste materials is provided in each laboratory using such materials.
4. Computer Instructional Support Area:
- A. If a standard classroom is being designated as a computer laboratory, size is at least 960 square feet.
 - B. Room is provided for movement of students around learning stations.
 - C. Sufficient outlets, power sources, and network links for the amount of equipment are provided.
 - D. Proper ventilation is provided.
 - E. Room provides for security of equipment.
 - F. Lighting minimizes screen glare and eye strain.
5. Art Studios:
- A. Sufficient square feet per student should be allotted for movement and work around easels and project tables.
 - B. Location on the ground floor should be considered for easy movement of heavy supplies and projects.
 - C. Appropriate display space should be provided.
 - D. Adequate electrical outlets should be provided.
 - E. Adequate ventilation for dust and fumes should be provided.
 - F. Room should be able to be darkened for projectable imagery.
 - G. Sinks should be provided with traps for grease and clay.
 - H. Floor and all surfaces should be easily cleanable.
 - I. Sufficient and secure storage for supplies and projects should be provided.
 - J. Devices and spaces should be provided for drying projects.
 - K. Kiln should be located in a safe, properly wired and ventilated area.
6. Music Rooms:

- A. Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for movement of students and instruments, various presentation arrangements, and acoustical quality.
 - B. Running water should be provided for instrument maintenance and clean up.
 - C. Rooms should be acoustically isolated from the rest of the school.
 - D. Sufficient, secure storage space should be provided for instruments, equipment, and instructional materials.
 - E. Music rooms should have convenient access to auditorium.
 - F. Small ensemble rehearsal rooms of 350 square feet should be considered.
 - G. Several practice rooms of at least 50 square feet should be considered.
7. Dance Studios:
- A. Dance studios should be free from distractions and uninvited spectators.
 - B. Dance studios should be convenient to school auditorium.
 - C. Adequate temperature and ventilation should be provided.
 - D. Sprung wooden floors should be considered.
 - E. Dance studio should have mirrors, ballet bars, and electrical outlets.
 - F. Storage area and locker rooms should be provided.
 - G. A minimum of 2000 square feet (or 3,500 square feet if performance space is needed) should be considered.
8. Theater/Auditorium:
- A. General design should have adequate seating capacity reflecting the needs of the instructional program.
 - B. Seating portion should be ramped for comfortable sight lines.
 - C. Doors should be able to open and shut quietly.
 - D. Adequate space and electrical service should be provided to accommodate necessary and innovative stage lighting and set design.
 - E. Adequate space should be allowed between front row seats and stage to accommodate an orchestra area.
 - F. Location should provide convenient public access and parking while considering the security of the rest of the school campus.
- j. **Gymnasium, Shower/Locker shall be designed to accommodate multiple use activities in accordance with the planned enrollment:**
- 1. The gymnasium is secured from other parts of the campus for evening and weekend events or for public use purposes.
 - 2. The shower/locker area is of sufficient size to allow students enrolled in the physical education program to shower and dress each period.
 - 3. Toilets are available for the public in facilities intended for shared community use other than in shower/locker areas.
 - 4. Office space is provided for physical education teachers.
 - 5. Space is available for specialized age-appropriate physical education activities such as weight lifting, exercise equipment usage, aerobics.
- k. **Auxiliary Areas.**
- 1. Multipurpose/cafeteria area (indoor or outdoor) shall be adequately sized and flexibly designed to protect students from the elements and to allow all students adequate eating time during each lunch period and to accommodate such uses as physical education activities, assemblies, and extracurricular activities:
 - A. Tables and benches or seats are designed to maximize space and allow flexibility in the use of the space.
 - B. The location is easily accessible for student and community use, but is close to street for delivery truck access.
 - C. Stage/platform may have a dividing wall to be used for instructional purposes but is not intended as a classroom.

- D. Area for the cafeteria line is designed for the flow of traffic for each lunch period.
 - E. Design of kitchen reflects its planned function; e.g., whether for food preparation or warming only.
 - F. Space is available for refrigeration and preparation of foods to accommodate maximum number of students planned for the school.
 - G. Office, changing, and restroom area for food preparation staff is available and shall comply with local department of health requirements.
 - H. Ceiling height allows for clearance of light fixtures for physical education activities.
2. **Administrative Office.** The administrative office shall have sufficient square footage to accommodate the number of staff for the maximum enrollment school district and shall be designed to efficiently conduct the administrative functions, specifically:
- A. Students have direct confidential access to pupil personnel area.
 - B. Counter tops are accessible for an age-appropriate population both at a standing and wheelchair level.
 - C. Clerical staff have a clear view of nurse's office.
 - D. The nurse's office has a bathroom separate from staff bathroom(s) in administration area.
 - E. Space for private conference and waiting area is available.
 - F. Capability for such computer networking functions as attendance accounting and communicating to each classroom is considered.
 - G. A faculty workroom is available for a staff size proportionate to the student population.
3. **Library/Media Center and Technology.** Library space shall be proportional to the maximum planned school enrollment. The size shall be no less than 960 square feet. However, to allow adaptation for changing technology and communication systems, the following is recommended:
 -two square feet per unit of ada for middle or junior high (grades 6-8);
 -four square feet per unit of ada for high school. In addition:
- A. Provide security for technology and media equipment.
 - B. Space and capability for computer terminals is considered for student use, research and report writing.
 - C. Visual supervision from circulation desk is available to study areas, stack space, and student work centers.
 - D. Design for open and closed-circuit television, dedicated phone line, electrical outlets for stand-alone computers, and conduit connecting all instructional areas is considered.
- i. **Lighting.** Light design shall generate an illumination level that provides comfortable and adequate visual conditions in each educational space, specifically:
- 1. Ceilings and walls are white or light colored for high reflectance unless function of space dictates otherwise.
 - 2. Lights do not produce glare or block the line of sight.
 - 3. Window treatment allows entrance of daylight but does not cause excessive glare or heat gain.
 - 4. Fixtures provide an even light distribution throughout the learning area.
 - 5. Light design follows the California Electrical Code found in Part 3 of Title 24 of the California Code of Regulations.
- m. **Acoustical.** Hearing conditions shall complement the educational function by good sound control in school buildings, specifically:
- 1. The sound-conditioning in a given space is acoustically comfortable to permit instructional activities to take place in this classroom.
 - 2. Sound is transmitted without interfering with adjoining instructional spaces; e.g., room partitions are acoustically designed to minimize noise.
 - 3. The ventilation system does not transmit an inordinate sound level to the instructional program.
- n. **Plumbing.** Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision.

1. Refer to Part 5, Title 24, of the California Code of Regulations.
 2. Outdoor restrooms having direct outside access are located in areas that are visible from playground and are easily supervised.
- o. **Year-Round Education.** If a school is being planned for multitrack year-round operation, additional space shall be provided for associated needs:
1. Additional space is available for storage of records for staff for all tracks. Additional storage space for the supplies and projects of off-track students is considered.
 2. Storage and planning space is available for off-track teachers or teachers not assigned to a classroom.
- p. **American Disabilities Act.** Schools shall comply with standards established by the American Disabilities Act (Public Law 101-336, Title II).
- q. **Child Care Programs.** Schools shall comply with the requirements set forth in Education Code Section 39113.5 regarding plans and specifications for new schools being designed to provide appropriate space to accommodate before-school and after-school child care programs.
- r. **Exemptions.** At the request of the governing board of a school district, the State Superintendent of Public Instruction may grant exemptions to any of the standards in this section if the district can demonstrate that the educational appropriateness and safety of a school design would not be compromised by an alternative to that standard.

Note: Authority cited: Sections 17251(c) and 33031, Education Code. Reference: Sections 17047(a), 17251(c), 17310, 51210(g), 51220(d), and 51225.3, Education Code; 1995 Uniform Plumbing Code, Appendix C, Part 2, Title 24, California Code of Regulations; and California Electrical Code, Part 3, Title 24, California Code of Regulations.

§ 14031. Plan Approval Procedures for State-Funded School Districts.

- a. Each state-funded school district shall submit preliminary plans following the standards in Section 14030 including site utilization, elevations and floor plan drawings that describe the spaces and give the square footage and educational specifications to the California Department of Education for approval. Prior to preparation of final plans, the school district shall obtain approval of the preliminary plans from the California Department of Education.
- b. Each state-funded school district shall submit final plans including grading, site utilization, elevation, floor, lighting, and mechanical working drawings and any alterations to the educational specifications to the California Department of Education for approval.
- c. Each state-funded school district shall submit the request for exemption from a standard in Section 14030 of this article, with a description of how the educational appropriateness and safety of a school design would not be compromised by deviation from the standard, to the California Department of Education.

Note: Authority cited: Sections 17251(c), and 33031, Education Code. Reference: Sections 17017.5(c) and 17251(c), Education Code.

§ 14032. Plan Approval for State-Funded School Districts.

The California Department of Education shall notify the district, the district's architect and the Department of General Services that the preliminary and final plans comply with the standards set forth in Section 14030. Approvals for either preliminary or final plans are in effect for a maximum of two years from the date of signed approval. School districts may request an extension of preliminary or final plan approvals if the time line exceeds one year.

Note: Authority cited: Sections 17251(c) and 33031, Education Code. Reference: Sections 17024, 17070.50, and 17251(c), Education Code.

§ 14033. Applicability of Plan Standards to Locally-Funded School Districts.

- a. Locally-funded districts shall use the plan standards set forth in Section 14030.

- b. Locally-funded districts may request assistance from the California Department of Education to review plans and specifications for any new school construction or rehabilitation project.
- c. Locally-funded districts need not submit preliminary and final plans to the California Department of Education.
- d. Locally-funded districts shall prepare documentation of and retain for purposes of a complaint investigation the exemption from the standard in Section 14030 of this article, with a description of how the educational appropriateness and safety of a school design would not be compromised by deviation from the standard. Locally-funded districts may request from the California Department of Education a review of the adequacy of the mitigation measure.
- e. Locally-funded districts shall continue to comply fully with the requirements of Article 3 (commencing with Section 17280) and Article 6 (commencing with Section 17365) of Chapter 2, Part 23 of the Education Code (The Field Act) and submit all plans and specifications to the Department of General Services, Office of the State Architect for review and approval prior to executing a contract for the construction or alteration of a public school building or expending any public funds for such a project.

Note: Authority cited: Sections 17251(c) and (d) and 33031, Education Code. Reference: Sections 17251(d), 17280, and 17365, Education Code.

§ 14034. Planning Guides.

The latest edition of The Guide for Planning Educational Facilities, published by the Council of Educational Facility Planners, 29 West Woodruff Avenue, Columbus, Ohio, 43210, may be used as a guide in developing school building plans.

Note: Authority cited: Sections 17251(c) and 33031, Education Code, . Reference: Section 17251(c), Education Code.

§ 14035. Abandonment of Inadequate Facilities.

Abandonment of inadequate facilities may be recommended by the California Department of Education to the State Allocation Board for approval when it appears from the estimated cost of structural rehabilitation plus the estimated cost of desirable modernization that the facility would meet the criteria for replacement established by the State Allocation Board.

Note: Authority cited: Sections 17251(c) and 33031, Education Code. Reference: Sections 16044, 16047, 16104, and 16190 through 16207, Education Code.

§ 14036. Integrated Facilities.

In accordance with Education Code Section 17047.5, for school districts constructing classrooms for special education purposes, those classrooms shall be no more physically separated from classrooms constructed for their nonhandicapped peers than those classrooms are from each other; preferably the classrooms are under the same roof and adjacent to the classrooms of their nonhandicapped peers, specifically.

- a. A new school facility is considered integrated if it meets the following criteria:
 - 1. Classrooms for special education are located in proximity to regular education classrooms in such a way as to encourage age-appropriate interaction among all students.
 - 2. Whenever possible, if relocatable classrooms are used for special education classes, the ratio of special education relocatable classrooms to permanent special education classrooms is the same as the classroom ration between relocatable classrooms and permanent classrooms for regular education students.
 - 3. Side-by-side school sites are not considered integrated.
- b. A waiver to acquire or newly construct a non-integrated facility is recommended the Advisory Commission on Special Education for approval only if it includes a plan to transition the individuals with exceptional needs to a regular campus setting. The

waiver includes a capacity study of the existing special education classrooms in the special education local plan area (SELPA) to verify that no classrooms are available to house the population targeted in the waiver.

- c. The waiver includes justification as to why the non-integrated facility is the only option available on a long-term basis and discusses the feasibility of a short-term lease as an option to new construction or acquisition.

Note: Authority cited: Sections 17251(c) and 33031, Education Code. Reference: Sections 17047, 17047.5, 17251(c), and 56000 et seq., Education Code.

Questions: Fred Yeager | fyeaager@cde.ca.gov | 916-327-7148

Attachment B

Excerpts from Guide to School Site Analysis and Development (2000 Edition)

How to Use the Tables and Layouts

for very small schools to 10 percent for large schools. The percentage factor varies because schools tend to grow and because the more elements that are planned on a site, the greater is the efficiency possible in placing these elements within the site boundaries.

The tables in Section 3 contain information about the facilities and the amount of land needed to serve a specified number of grade levels and school enrollment. The suggested site acreage is based on the total area required for facilities, including land for buildings, parking, and outdoor physical education spaces. Each of the various outdoor physical education spaces is represented by a letter that is keyed to the layout of the facility. A number before a letter indicates the number of units of the physical education facilities required. Layouts for the various types of physical education facilities are presented with their correct dimensions. Tables are organized according to the number of classrooms or grade levels at a school.

Table 2 contains data for schools with fewer than seven classrooms. Small schools are a necessity in many areas in California that are sparsely populated and isolated. These small schools, however, pose special problems. The site factors, including outdoor physical education facilities and parking, are minimal. The outdoor spaces are compromised by necessity because pupils of various age groups must use the same facilities.

Table 3 contains data for elementary schools with more than six classrooms. The outdoor facilities required for the schools are suited to the grade level of the pupil enrollment. The table is divided to show the outdoor areas required for kindergarten activities; the outdoor facilities for grades one, two, and three; and those required for grades four, five, and six. Adjustments in acreage related to the implementation of CSR are on separate lines.

Table 4 contains data for schools with grades six through eight or solely seven and eight. When grade six is added to a school with grade seven or grades seven and eight to form a middle school, the outdoor facility requirements for grade six enrollment are considered the same as those for grades seven and eight. When grades five and six or grades four through six are placed in combination with upper grades to form groupings commonly referred to as middle schools, the outdoor facility requirements for grades four through six shall be determined by the table for elementary schools. Acreages related to the implementation of CSR are on separate lines.

Table 5 contains data for schools with grades six through nine, including area requirements for football and/or track facilities. When grade

nine is included with the upper elementary grades, the requirements for space and facilities increase appreciably because the ninth-grade programs usually introduce some of the physical education activities commonly associated with a high school. Even though a school that includes grade nine does not offer a program requiring facilities such as a track or a baseball field, land should be purchased that would permit those activities to be introduced in the program in the future. Acreages related to the implementation of CSR are on separate lines.

Table 6 contains data for high schools. This table should be used to determine the site requirements for grades nine, ten, eleven, and twelve or any combination of those grades. Acreages related to the implementation of CSR are on separate lines.

Table 7 contains data for county community schools, community day schools, and continuation high schools. The table includes acreage requirements for those types of schools, but that does not imply that they can share the same site. Generally, they cannot (see *Education Code* Section 48661). The data for those schools are combined in one table because the acreage requirements are the same.

Tables A.2, A.3, and A.4 in the appendix rely on Tables 3, 4, 5, and 6 and show the acreage requirements for very large schools, grades one through twelve, with CSR in effect.

The tables in this guide are designed so that the same procedure employed in using one table (except for Table 7) may be employed in using all the other tables. This procedure is illustrated through the following hypothetical problem that uses the table for elementary schools with more than six classrooms (Table 3).

Example

Step 1. Determine the age groups to be served.

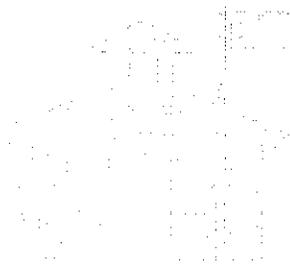
For example, assume that the school to be planned will provide for children of kindergarten age and those in grades one through six. The projected enrollment is 600.

Step 2. Determine the projected enrollments in kindergarten; grades one, two, and three; and grades four, five, and six.

Enrollment for kindergarten (up to 50 pupils may be taught in one classroom in two half-day sessions)	84
Enrollment for grades one, two, and three	258
Enrollment for grades four, five, and six	<u>258</u>
Total	600

Step 3. Refer to the appropriate column to determine the acreage required.

- a. In the column titled "Number of Classrooms," find the land requirement for two kindergarten classes: 0.5 acre
If CSR requires a third kindergarten classroom, add: 0.3 acre
 (Up to 40 pupils may be taught in one classroom in two half-day sessions.)
- b. In the column titled "Enrollment 151 to 300," find the land requirement for grades one, two, and three: 2.8 acres
 If CSR is in effect in grades one, two, and three, add the following acreage for:
Buildings and grounds 0.3 acre
Parking and roads 0.1 acre
- c. In the column titled "Enrollment 151 to 300," find the land requirement for grades four, five, and six: 5.9 acres
 If CSR is in effect in grades four, five, and six, add the following acreage for:
Buildings and grounds 0.3 acre
Parking and roads 0.1 acre
- d. If CSR is in effect for only a portion of any grade-level grouping, look in the appropriate enrollment columns to find the acreages.
 Total (K-6 without CSR) 9.2 acres
 Total (K-6 with CSR) 10.3 acres



Section 3

Layouts of Facilities

For each of the facilities noted by a letter in the tables, illustrations and the dimensions are provided in the layouts on pages 26 through 38. This information may be useful to architects. For example, if an architect wants to know the hardcourt requirements for up to 300 pupils in grades four, five, and six, he or she should refer to figure 10, which indicates that an area of 32,000 square feet is required for 300 pupils. Basic Unit F (see fig. 9) is a space module of 80 feet by 100 feet, and four of these units are required for the hardcourt area. These four modules may be blocked into various geometric patterns or planned as separate units. Therefore, the layout shown in figure 10 should be treated as being only one of many possible layouts.

The illustration shown in figure 10 also suggests that the hardcourt area provide for four basketball courts, six volleyball courts, and an area for miscellaneous games, such as tetherball, hopscotch, foursquare, and shuffleboard. The architect may arrange these areas to solve a particular problem, as necessary, to meet program requirements. He or she may also design a special layout suited to the area if the appropriate number of modules is included, the facilities are identified, and the dimensions are provided.

Table 2 Site Requirements for Small Schools

Grades one through six	<i>Number of classrooms</i>					
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>Type of outdoor facility</i>	<i>Number of facilities required</i>					
A Field area 90' × 120'				1	2	1
B Hardcourt area 60' × 75'			1	1	1	1
C Apparatus area (3,200 sq. ft.)	1	1	1	1	1	1
D Field area 180' × 180'	1	1	1	1	1	2
F Hardcourt area 80' × 100'	0.5	1	1	1	1.5	1.5
<i>Percentage factor for layout</i>	30	30	30	25	25	20
<i>Area use</i>	<i>Number of usable acres required</i>					
Physical education	1.2	1.3	1.4	2.0	2.4	2.7
Buildings and grounds	0.2	0.3	0.4	0.5	0.6	0.7
Parking and roads	0.3	0.3	0.4	0.4	0.4	0.4
<i>Total acres</i>	1.7	1.9	2.2	2.9	3.4	3.8
Grades one through eight	<i>Number of classrooms</i>					
<i>Type of outdoor facility</i>	<i>Number of facilities required</i>					
A Field area 90' × 120'				1	2	1
B Hardcourt area 60' × 75'			1	1	1	1
C Apparatus area (3,200 sq. ft.)	1	1	1	1	1	1
D Field area 180' × 180'	1	1	1	1	1	2
F Hardcourt area 80' × 100'	0.5	1	1	1	1.5	1.5
G Field area 260' × 260'	1	1	1	1	1	1
<i>Percentage factor for layout</i>	30	30	30	25	25	20
<i>Area use</i>	<i>Number of usable acres required</i>					
Physical education	2.2	2.3	2.5	2.7	2.8	3.0
Buildings and grounds	0.2	0.3	0.4	0.5	0.6	0.7
Parking and roads	0.3	0.3	0.4	0.4	0.4	0.4
<i>Total acres</i>	2.7	2.9	3.3	3.6	3.8	4.1

Note: Small schools are defined as those with fewer than seven classrooms. The information in Table 2 requires no adjustment for class size reduction because it is based on the number of classrooms, not the size of enrollment. Adjustment automatically occurs when the number of classrooms increases.

Table 3 Site Requirements for Elementary Grades (In Schools with More Than Six Classrooms)

Kindergarten	<i>Number of classrooms</i>	
	<i>1</i>	<i>2</i>
<i>Type of outdoor facility (in square feet)</i>		
Turfed area	3,000	5,500
Paved area	2,000	4,000
Apparatus area	2,000	2,500
<i>Land required for buildings and grounds</i>	2,800	4,000
<i>Total square feet required</i>	9,800	16,000
<i>Percentage factor for layout</i>	20	20
<i>Total usable acres required</i>	0.3	0.5
<p><i>Notes:</i></p> <ol style="list-style-type: none"> 1. For CSR in kindergarten, increase the acreage as the number of classrooms increases. 2. If the school includes grades seven and eight or seven through nine, see Tables 4 and 5 for the increased acreage requirement. 		

Type of outdoor facility

- A** Field area 90' × 120'
- B** Hardcourt area 60' × 75'
- C** Apparatus area (3,200 sq. ft.)
- D** Field area 180' × 180'
- E** Field area 120' × 180'
- F** Hardcourt area 80' × 100'

Percentage factor for layout

Area use

Physical education

Buildings and grounds

Parking and roads

Total acres without CSR

Class size reduction

Added acreage for buildings and grounds

Added acreage for parking and roads

Total acres with CSR

Grades one through three**Grades four through six**

	<i>Enrollment</i>					<i>Enrollment</i>				
	<i>Up to 75</i>	<i>76 to 150</i>	<i>151 to 300</i>	<i>301 to 450</i>	<i>451 to 600</i>	<i>Up to 75</i>	<i>76 to 150</i>	<i>151 to 300</i>	<i>301 to 450</i>	<i>451 to 600</i>
	<i>Number of facilities required</i>					<i>Number of facilities required</i>				
	1	1	2	2	4	1	2	3	4	4
	1	2	4	6	8	1	2	4	4	4
	1	2	3	4	5	1	2	4	6	8
	15	15	10	10	10	20	15	10	10	10
	<i>Usable acres required</i>					<i>Usable acres required</i>				
	0.5	0.7	1.3	1.9	2.4	1.2	2.4	4.4	6.0	7.4
	0.3	0.6	1.2	1.8	2.4	0.3	0.6	1.2	1.8	2.4
	0.3	0.3	0.3	0.4	0.4	0.3	0.3	0.3	0.4	0.4
	1.1	1.6	2.8	4.1	5.2	1.8	3.3	5.9	8.2	10.2
	0.1	0.2	0.3	0.5	0.7	0.1	0.2	0.3	0.5	0.7
	0.1	0.1	0.1	0.2	0.2	0.1	0.1	0.1	0.2	0.2
	1.3	1.9	3.2	4.8	6.1	2.0	3.6	6.3	8.9	11.1

Table 4 Site Requirements for Grades Six Through Eight

	<i>Enrollment</i>								
	<i>Up to 75</i>	<i>76 to 150</i>	<i>151 to 300</i>	<i>301 to 450</i>	<i>451 to 600</i>	<i>601 to 750</i>	<i>751 to 900</i>	<i>901 to 1,050</i>	<i>1,051 to 1,200</i>
Type of outdoor facility	<i>Number of facilities required</i>								
G Field area 260' × 260'	1	1							
H Field area 260' × 460'			1	1	1	1	2	2	2
I Field area 240' × 300'					1	1			1
J Hardcourt area 90' × 100'	1	2	3	3	4	4	5	5	6
K Hardcourt area 100' × 120'				2	2	3	3	3	3
P Apparatus area (1,000 sq. ft.)	1	2	2	3	3	3	4	4	4
Percentage factor for layout	30	30	25	25	20	20	15	15	15
Area use	<i>Number of usable acres required</i>								
Physical education	2.3	2.7	4.3	5.0	7.0	7.3	8.5	8.5	10.7
Buildings and grounds	0.6	1.4	2.1	2.7	3.3	4.1	4.9	5.8	6.6
Parking and roads	0.3	0.3	0.3	0.4	0.4	0.5	0.6	0.7	0.8
<i>Total acres without CSR</i>	3.2	4.4	6.7	8.1	10.7	11.9	14.0	15.0	18.1
Class size reduction	<i>Number of usable acres added</i>								
Added acreage for buildings and grounds	0.1	0.2	0.3	0.5	0.7	0.9	1.0	1.2	1.4
Added acreage for parking and roads	0.1	0.1	0.1	0.2	0.2	0.3	0.3	0.4	0.4
<i>Total acres with CSR</i>	3.4	4.7	7.1	8.8	11.6	12.9	15.3	16.6	19.9

Note: These specifications are intended for grades six, seven, and eight or a combination of grades seven and eight. If facilities for football and track are not required, use the specifications on this table; if they are required, see the specifications in Table 5.

Table 5 Site Requirements for Grades Six Through Nine

	<i>Enrollment</i>								
	<i>Up to 75</i>	<i>76 to 150</i>	<i>151 to 300</i>	<i>301 to 450</i>	<i>451 to 600</i>	<i>601 to 750</i>	<i>751 to 900</i>	<i>901 to 1,050</i>	<i>1,051 to 1,200</i>
Type of outdoor facility	<i>Number of facilities required</i>								
G Field area 260' × 260'			1		1	1			
H Field area 260' × 460'				1			1	1	1
J Hardcourt area 90' × 100'	1	2	3	3	4	4	5	5	6
K Hardcourt area 100' × 120'				2	2	3	3	3	3
L Field area 360' × 360'	1	1	1	1	1	1	1	1	1
M Field area 300' × 750'					1	1	1	1	1
P Apparatus area (1,000 sq. ft.)	1	2	2	3	3	3	4	4	4
Percentage factor for layout	30	30	25	25	20	20	20	20	20
Area use	<i>Number of usable acres required</i>								
Physical education	4.2	4.5	6.5	8.7	13.4	13.7	15.4	15.4	15.7
Buildings and grounds	0.8	1.6	2.3	3.0	3.6	4.2	4.9	5.8	6.6
Parking and roads	0.3	0.3	0.3	0.4	0.4	0.5	0.6	0.7	0.8
<i>Total acres without CSR</i>	5.3	6.4	9.1	12.1	17.4	18.4	20.9	21.9	23.1
Class size reduction	<i>Number of usable acres added</i>								
Added acreage for buildings and grounds	0.1	0.2	0.3	0.5	0.7	0.9	1.0	1.2	1.4
Added acreage for parking and roads	0.1	0.1	0.1	0.2	0.2	0.3	0.3	0.4	0.4
<i>Total acres with CSR</i>	5.5	6.7	9.5	12.8	18.3	19.6	22.2	23.5	24.9

Note: These specifications are intended for any combination of grades six, seven, eight, and nine and include area requirements for football and track.

Table 6 Site Requirements for Grades Nine Through Twelve

	<i>Enrollment</i>										
	<i>Up to 400</i>	<i>401 to 600</i>	<i>601 to 800</i>	<i>801 to 1,000</i>	<i>1,001 to 1,200</i>	<i>1,201 to 1,400</i>	<i>1,401 to 1,600</i>	<i>1,601 to 1,800</i>	<i>1,801 to 2,000</i>	<i>2,001 to 2,200</i>	<i>2,201 to 2,400</i>
<i>Type of outdoor facility</i>	<i>Number of facilities required</i>										
G Field area 260' × 260'	1	1		1	1						
H Field area 260' × 460'			1	1	1	2	2	3	3	3	3
K Hardcourt area 100' × 120'	2	2	3	3	3	3	3	3	4	4	4
L Field area 360' × 360'	1	1	1	1	1	1	1	1	1	1	1
M Field area 300' × 750'	1	1	1	1	1	1	1	1	1	1	1
N Hardcourt area 100' × 110'	3	4	5	5	6	6	6	7	7	7	8
O Field area 200' × 360'		1	1	1	1	1	1	1	1	2	2
P Apparatus area (1,000 sq. ft.)	2	3	3	4	4	5	5	6	6	7	7
<i>Percentage factor for layout</i>	25	20	20	20	20	15	15	15	15	10	10
<i>Area use</i>	<i>Number of usable acres required</i>										
Physical education	13.8	15.6	17.6	19.5	19.8	20.4	20.4	23.9	24.2	25.0	25.3
Buildings and grounds	3.3	4.0	5.1	6.3	7.6	8.9	10.1	11.4	12.7	13.9	15.2
Parking and roads	2.1	3.6	4.4	5.2	6.1	7.1	8.2	9.2	10.2	11.2	12.2
<i>Total acres without CSR</i>	19.2	23.2	27.1	31.0	33.5	36.4	38.7	44.5	47.1	50.1	52.7
<i>Class size reduction</i>	<i>Number of usable acres added</i>										
Added acreage for buildings and grounds	0.4	0.6	0.8	1.0	1.2	1.4	1.6	1.8	2.0	2.1	2.3
Added acreage for parking and roads	0.1	0.2	0.2	0.3	0.3	0.4	0.5	0.5	0.6	0.6	0.7
<i>Total acres with CSR</i>	19.7	24.0	28.1	32.3	35.0	38.2	40.8	46.8	49.7	52.8	55.7

Note: If field area L, Baseball Field, includes bleachers and dugouts, the site should be increased 0.3 acre.
 If field area M, Football Field and Track, includes a stadium, the site should be increased 1.7 acres.
 If the school program includes aquatics and requires both swimming and diving pools, the site should be increased 0.6 acre.

Table 7 Site Requirements for County Community Schools, Community Day Schools, and Continuation High Schools

<i>Area use</i>	<i>Enrollment</i>						
	<i>5 to 20</i>	<i>21 to 40</i>	<i>41 to 60</i>	<i>61 to 90</i>	<i>91 to 120</i>	<i>121 to 150</i>	<i>Over 150</i>
	<i>Number of square feet and usable acres required</i>						
Buildings and grounds (in sq. ft.)	5,000	10,000	15,000	20,000	28,000	34,000	34,000 plus 200 sq. ft. per pupil for each pupil in excess of 150
Parking and roads (in sq. ft.)	8,000	16,000	24,000	36,000	48,000	60,000	400 sq. ft. per pupil for the total number of pupils
Physical education (in sq. ft.)	16,000	16,000	24,000	36,000	48,000	60,000	400 sq. ft. per pupil for the total number of pupils
<i>Total sq. ft. recommended</i>	29,000	42,000	63,000	92,000	124,000	154,000	
<i>Acres</i>	0.7	1.0	1.5	2.2	2.9	3.6	