



Implementation Committee

Meeting Agenda

August 10, 2012

In This Meeting Packet

<u>Item</u>	<u>Page</u>
• MPR/Gym Hybrid Minimum Essential Facilities	1
• Applying the Project Information Worksheet to Additional SFP Project Types	34

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STATE ALLOCATION BOARD
IMPLEMENTATION COMMITTEE MEETING
August 10, 2012

Multi-Purpose Room/Gymnasium Hybrid Use of Grants Requests

PURPOSE OF REPORT

The purpose of this item is to present proposed regulations for Use of Grants (UOG) requests to fund construction of a Multi-Purpose Room (MPR)/Gymnasium Hybrid pursuant to School Facilities Program (SFP) Regulation Sections 1859.77.3 and 1859.82.

DESCRIPTION

Under the SFP, a school district's eligibility for State funding is determined by a formula that projects the number of unhoused pupils and assigns available New Construction pupil grants. These grants, which are paid with State bond funds, are used to construct new classrooms and other facilities necessary to house projected new students or to relieve classroom overcrowding.

The SFP regulations also permit school districts to use these pupil grants, under certain circumstances, to construct an MPR, gymnasium, library, counseling offices and/or conference rooms instead of using them to fund new classrooms. As written, these regulations provide criteria to determine what types of facilities may be funded for schools serving elementary, middle, or high school students, and a formula to determine whether the square footage of an existing facility exceeds the threshold to qualify for State funding under the UOG option. The formula also identifies the maximum number of new construction grants that may be used to fund construction of these ancillary facilities instead of classrooms. However, the regulations did not anticipate hybrid facilities located within the same structure and sharing a portion of the square footage.

AUTHORITY

See Attachment A.

BACKGROUND

Pursuant to SFP Regulation Section 1859.77.3, districts meeting specific requirements can request a UOG for new construction grants to construct an MPR, gymnasium, library, counseling offices and/or conference rooms at an existing site that does not have an existing facility of that type, or if the existing facility is determined to be inadequate.

Facilities Eligible under the UOG Option

For the purpose of developing funding eligibility, the facility size is calculated using the chart in SFP Regulation Section 1859.77.3 for Alternative Education projects, and Section 1859.82 for all other projects. Eligible facilities under the UOG option only include:

- MPR
- Gymnasium (for High Schools and Middle Schools only)
- Library/Media Center
- Counseling and/or Conference Rooms (Alternative Education only)

School Board Resolution

Before a school district submits an application containing a UOG request to the Office of Public School Construction (OPSC), the district must adopt a school board resolution containing the following:

- An acknowledgement that funds for the purposes of housing the excess pupils are being diverted to another project.
- An acknowledgement that the State has satisfied its obligation to house the pupils receiving grants in the project, pursuant to SFP Regulation Section 1859.50.
- A plan outlined in the resolution that identifies how the district has housed or will house the pupils receiving grants in the project in school buildings, as defined in EC Section 17368. The plan must certify one of the following methods:
 - The district will construct or acquire facilities for housing the pupils with funding not otherwise available to the SFP as a district match, within five years of project approval by the State Allocation Board (Board), and the district must identify the source of the funds; or
 - The district will utilize higher district loading standards provided the loading standards are within the approved district's teacher contract, and do not exceed 33 students per classroom.

Specific Issue

Last fall, a K-8 one-school district submitted an *Application for Funding* (Form SAB 50-04) requesting a UOG for an ancillary facility that the OPSC was unable to process to the Board based on current SFP regulations.

The district requested a UOG to expand an existing MPR to include full gym functionality for the 7th-8th grade students, and a stage. The enlarged facility was viewed by the OPSC as an MPR. The California Department of Education (CDE) classified the building as an MPR in its plan approval letter and recognized that the building could also provide functions typically found in a gymnasium. SFP Regulation Section 1859.77.3(a) states that funding for a new facility is authorized "at an existing site that does not have an existing or adequate facility of the type being requested...." It then specifies the calculations to determine whether or not an existing facility would

be eligible for State funding for the expansion. The district's existing MPR was not below the square footage requirement in the regulations to be eligible for UOG funding, so the expansion could not be funded. However, the regulations did authorize funding for a separate gym facility for the 7th-8th grade students because the school site did not have an existing gym.

The district appealed its case to the Board, which voted to consider the expansion area of the MPR as a separate gym and approved only those costs related to the expanded area. Prior to this action, CDE provided an updated approval letter to note the unique features of the hybrid building. The Board asked for a review of the regulations.

STAFF ANALYSIS/STATEMENTS

Determining if an Project is Eligible for State Funding under Use of Grants

The SFP regulations authorize a UOG request for funding for a new ancillary facility only if there is no existing facility of that type, or if the existing facility is found to be "inadequate." To be classified as inadequate, for the purposes of UOG funding only, the existing square footage must be less than 60 percent of the square footage defined in regulations for the current enrollment of the site plus the capacity of the proposed project. This calculation is used to determine the amount of square footage the State is authorized to help fund, but districts may build smaller or larger facilities with other fund sources.

The calculation is as follows:

- a) Site enrollment + project capacity = total eligible pupils
- b) Multiply the total eligible pupils by the per pupil square footage for the type of facility being requested pursuant to Section 1859.82(b) chart (see Attachment C).
- c) Use the greater of either the total determined in b) or the minimum square footage for the type of facility and grade level from Regulation Section 1859.82(b); 5,000 square feet for middle schools.
- d) Divide the existing square footage by either the greater of b) or the minimum square footage for the grade level.
- e) If d) is less than 60 percent, the project qualifies for a UOG pursuant to SFP Regulation Section 1859.77.3(a)(5).

The district identifies the type of project as elementary, middle or high school on the Form SAB 50-04. This determines which column is used from the Section 1859.82 chart.

SAB Direction

The SAB, at its February 22, 2012 meeting, directed OPSC staff to revise the regulations to address unique cases related to K-8 facilities, such as the appeal described previously, and to discuss the issue at the Implementation Committee.

DISCUSSION

In the case of the recent appeal, the project included renovation of the existing MPR floor space to be combined with the floor of the addition as one large gym floor. The apportionment related only to the addition and did not relate to the renovation of the existing space.

It appears that this issue is unlikely to occur for facilities other than MPR/Gym Hybrid buildings. A building that contains both gym space and library space, for example, could easily be calculated as separate facilities because they would serve clearly separate functions, and be separated by a wall. However, the floor space in an MPR may already be used for indoor physical education, so the addition of extra space to create full gym function would typically be considered an expansion to the MPR as opposed to building a gym.

K-6 sites are not eligible for a separate gym, so this issue would not impact elementary schools. However, it could occur at middle schools, high schools, or schools that combine grade levels.

At the June 8, 2012 SAB Implementation Committee meeting, there was discussion illustrating that there are many districts moving to different grade level combinations besides K-8, making this a potential issue at school sites other than K-8.

At the July 12, 2012 SAB Implementation Committee meeting, several questions arose when discussing this topic. The major questions surrounding the chart and its use are listed below, with OPSC's responses.

Question/Comment:

Should SFP regulations be amended to address a Gym/ MPR hybrid only or for all types of potential hybrid facilities?

Response:

After examining possible combinations of allowable facilities, the MPR/Gym Hybrid appears to be the only combination where we would be unable to draw a line between two types of facilities, or clearly distinguish square footage amounts for each type. If a submitted project contains a combination of space that is hard to distinguish, as with any application, the OPSC has the ability to review projects on a case-by-case basis.

Question/Comment:

The term Minimum Essential Facility (MEF) is often used synonymously with the facilities listed in the chart in SFP Regulation Section 1859.82. Is that accurate?

Response:

The chart was designed to show the amount that the State can provide for specific facilities based on the number of pupils for facility hardship funding. The term MEF does not appear in SFP Regulation Section 1859.82.

Question/Comment:

Where did the 12.9 square feet per pupil amount (for a gymnasium) in SFP Regulation Section 1859.82 originate?

Response:

The Lease-Purchase Program (LPP) contained detailed space allowances for components of these types of facilities. SFP regulations used the LPP square footage as a guide.

Question/Comment:

The sentence above the chart in Regulation Section 1859.82 that says, "The square footage provided, after accounting for all useable facilities on the site, shall not exceed the following" could cause confusion. Some districts conclude that school design is limited to the amounts contained in the chart. Can this be clarified?

Response:

This chart addresses the minimums and maximums of funding that the State can provide for the type of facility being requested for facility hardship funding purposes. Some of these square footage amounts are also used for determining UOG funding amounts. The calculation for UOG is as follows:

- a) Multiply the current CBEDS for the site plus the net school building capacity for the proposed project by the per pupil square footage from the chart (see Attachment C) to determine the total amount of square footage needed for the pupils being served.
- b) That square footage is multiplied by the dollar amount per square feet in regulations, which is adjusted in the CCI annually, to arrive at a dollar value.
- c) Divide the dollar value by the per pupil grant amount for the grade level of the pupils that will be served by the new facility. This gives us the maximum number of new construction grants that the district can request for the UOG.

School districts are not limited to the square footage amounts in the regulations when designing schools.

Proposed Square Footage for MPR/Gym Hybrid

At the July 2012 Implementation Committee meeting, a recommendation was made to use the square footage amounts for a Gymnasium from the current regulations, and add 2.0 square feet per pupil for food service. The member of the public who made the recommendation recalled that the Lease-Purchase Program (LPP) Handbook indicated State funding for that amount of square footage for food service. The OPSC reviewed the LPP Handbook and found that the amount of food service square footage was as follows:

- Elementary Schools: 2 square feet per pupil with a minimum of 400 square feet and a maximum of 1,480 square feet.
- Middle Schools: 2 square feet per pupil with a minimum of 400 square feet and a maximum of 1,880 square feet.

- High Schools: 3 square feet per pupil with a minimum of 600 square feet and a maximum of 3,975 square feet.

The CDE provided input (see Attachment D) to the OPSC on square footage amounts for the components of an MPR/Gym Hybrid. The CDE provided three examples of MPR/Gym Hybrids, including the square footage amount and number of pupils to be served. When comparing the proposed regulations to the CDE’s data, the square footage amounts are comparable. Therefore, the proposed amounts are consistent with the intent of the regulations and with what some school districts are building for this type of facility.

The proposed square footage amounts for an MPR/Gym Hybrid is a combination of (1) the square footages in the current regulations for a gymnasium, (2) the amount of square footage allowed for Food Service or Kitchen under the LPP, and (3) the amount of square footage allowed for MPR mechanical/electrical under the LPP (food service would have mechanical and electrical needs beyond what would be required in a gymnasium).

Middle School MPR/Gym Hybrid

Gymnasium	12.9 square feet
Food Service	2.0 square feet
Mechanical/Electrical	<u>.3 square feet</u>
Total MPR/Gym Hybrid square footage per pupil	15.2 square feet

High School MPR/Gym Hybrid

Gymnasium	15.3 square feet
Food Service	3.0 square feet
Mechanical/Electrical	<u>.3 square feet</u>
Total MPR/Gym Hybrid square footage per pupil	18.6 square feet

The proposed minimum and maximum square footage amounts were calculated based on the number of pupils that would be required to meet the minimum and maximum square footage amounts for a gymnasium under current SFP regulations. This method was used to calculate the proposed minimum and maximum square feet for both middle school and high school hybrids, and is consistent with current regulations.

Here are the calculations:

Middle School

	Min. Sq. Feet	Max. Sq. Feet
Square foot for gym in SFP regulations	6,828	16,000
Square foot per pupil in SFP regulations	÷ 12.9	÷ 12.9
Number of pupils needed to reach min/max square foot for gym	530	1,240
Proposed square foot per pupil for MPR/Gym Hybrid	x 15.2	x 15.2
Proposed minimum square foot for MPR/Gym Hybrid	8,056	18,848

High School

	Min. Sq. Feet	Max. Sq. Feet
Square foot for gym in SFP regulations	8,380	18,000
Square foot per pupil in SFP regulations	÷ 15.3	÷ 15.3
Number of pupils needed to reach min/max square foot for gym	548	1,176
Proposed square foot per pupil for MPR/Gym Hybrid	x 18.6	x 18.6
Proposed minimum square foot for MPR/Gym Hybrid	10,193	21,874

Revised List of Facilities Eligible for UOG by Type of School Site

A district would be entitled to build MPR's, Gyms, and Hybrids for the following types of school sites:

- Elementary School site: Eligible for an MPR only
- Middle School site: Eligible for an MPR and Gymnasium, or for an MPR/Gym Hybrid
- High School site: Eligible for an MPR and Gymnasium, or for an MPR/Gym Hybrid
- For school sites that combine two or more grade levels, use the type for the highest grade level. For example, a combination elementary/middle school site would use the Middle School level.

ATTACHMENT A

Authority

Section 1859.77.3. Use of New Construction Grant Funds for Projects Accepted by the DSA after January 22, 2003.

New Construction Grant funds and any other funds provided by these Regulations shall be expended as set forth in Education Code Section 17072.35; and may also be utilized for the cost incurred by the district for the development and implementation of remedial action plan approved by the DTSC pursuant to Education Code Section 17213.

Authorization for use of New Construction Grants for which the final plans and specifications for the project were accepted by the DSA after January 22, 2003 may be requested as follows:

- (a) A district may request new construction grants that exceed the capacity of the project based on loading standards pursuant to Education Code Section 17071.25(a)(2) and any loading standards adopted by the SAB by these regulations if the project is to construct a multipurpose, gymnasium, and/or library, or for an Alternative Education school to construct a multipurpose/gymnasium, library, counseling offices, and/or conference rooms, at an existing site that does not have an existing or adequate facility of the type being requested when all of the following is met:
 - (1) The district must adopt a school board resolution that has been discussed at a public hearing at a regularly scheduled meeting of the district's governing board on a date preceding the application filing that includes the following:
 - (A) An acknowledgement that funds for the purposes of housing the excess pupils are being diverted to another project.
 - (B) An acknowledgement that the State has satisfied its obligation, pursuant to Section 1859.50, to house the pupils receiving grants in the project.
 - (C) A plan outlined in the resolution that identifies how the district has housed or will house the pupils receiving grants in the project in school buildings as defined in Education Code Section 17368. The plan must certify one of the following methods:
 - 1. The district will construct or acquire facilities for housing the pupils with funding not otherwise available to the SFP as a district match within five years of project approval by the SAB, and the district must identify the source of the funds; or
 - 2. The district will utilize higher district loading standards providing the loading standards are within the approved district's teacher contract and do not exceed 33:1 per classroom.
 - (2) The existing school site was not constructed under the SFP.
 - (3) The proposed project includes no more than eight classrooms.
 - (4) Grants requests, above 100 percent of the number of pupils to be housed, based on Special Day Class pupil eligibility are only permitted under this subsection (a) when building a Special Day Class facility.
 - (5) For purposes of this section to determine if an existing facility is inadequate, the existing square footage is less than 60 percent of the square footage necessary for the current CBEDS for the site plus the Net School Building Capacity of the proposed project as calculated pursuant to Section 1859.82(b), except for Alternative Education Schools....

(Alternative Education chart not included.)

ATTACHMENT A

- (6) The maximum excess pupil amount being requested for this type of use of grants request, is calculated by the following:
- (A) Multiply the current CBEDS for the site plus the Net School Building Capacity for the proposed project by the square footage for the type of facility being requested, pursuant to Section 1859.82(b), except for Alternative Education Schools. For Alternative Education Schools, refer to the chart above.
 - (B) Multiply the product in (a)(6)(A) above by the per square foot grant amount for multipurpose, gymnasium or library facilities pursuant to Section 1859.82(b); utilize the same per square foot grant amount for the Alternative Education school facilities as shown in Section 1859.82(b).
 - (C) Divide the product in (a)(6)(B) above by the New Construction Grant amount for the project grade level, rounded up to the nearest whole number.

...

Note: Authority cited: Sections 17070.35 and 17072.13, Education Code.
Reference: Sections 17072.13 and 17072.35, Education Code.

ATTACHMENT B

Proposed Regulations

Section 1859.2. Definitions.

...

“Multipurpose Room/Gymnasium Hybrid” means a single facility that is comprised of both a multipurpose room and a gymnasium that share common space for purposes of Section 1859.77.3. A hybrid built using State funds shall be considered an adequate multipurpose room and an adequate gymnasium. The facility must be identified as a Multipurpose Room/Gymnasium Hybrid by the California Department of Education.

...

Section 1859.77.3. Use of New Construction Grant Funds for Projects Accepted by the DSA after January 22, 2003.

New Construction Grant funds and any other funds provided by these Regulations shall be expended as set forth in Education Code Section 17072.35; and may also be utilized for the cost incurred by the district for the development and implementation of remedial action plan approved by the DTSC pursuant to Education Code Section 17213.

Authorization for use of New Construction Grants for which the final plans and specifications for the project were accepted by the DSA after January 22, 2003 may be requested as follows:

- (a) A district may request new construction grants that exceed the capacity of the project based on loading standards pursuant to Education Code Section 17071.25(a)(2) and any loading standards adopted by the SAB by these regulations if the project is to construct a multipurpose, gymnasium, Multipurpose/Gymnasium Hybrid, and/or library, or for an Alternative Education school to construct a multipurpose/gymnasium, library, counseling offices, and/or conference rooms, at an existing site that does not have an existing or adequate facility of the type being requested when all of the following is met:
 - (1) The district must adopt a school board resolution that has been discussed at a public hearing at a regularly scheduled meeting of the district’s governing board on a date preceding the application filing that includes the following:
 - (A) An acknowledgement that funds for the purposes of housing the excess pupils are being diverted to another project.
 - (B) An acknowledgement that the State has satisfied its obligation, pursuant to Section 1859.50, to house the pupils receiving grants in the project.
 - (C) A plan outlined in the resolution that identifies how the district has housed or will house the pupils receiving grants in the project in school buildings as defined in Education Code Section 17368. The plan must certify one of the following methods:
 - 1. The district will construct or acquire facilities for housing the pupils with funding not otherwise available to the SFP as a district match within five years of project approval by the SAB, and the district must identify the source of the funds; or
 - 2. The district will utilize higher district loading standards providing the loading standards are within the approved district’s teacher contract and do not exceed 33:1 per classroom.
 - (2) The existing school site was not constructed under the SFP.
 - (3) The proposed project includes no more than eight classrooms.

ATTACHMENT B

- (4) Grants requests, above 100 percent of the number of pupils to be housed, based on Special Day Class pupil eligibility are only permitted under this subsection (a) when building a Special Day Class facility.
- (5) For purposes of this section to determine if an existing facility is inadequate, the existing square footage is less than 60 percent of the square footage necessary for the current CBEDS for the site plus the Net School Building Capacity of the proposed project as calculated pursuant to Section 1859.82(b), except for Alternative Education Schools....

(Alternative Education chart not included.)

- (6) The maximum excess pupil amount being requested for this type of use of grants request, is calculated by the following:
 - (A) Multiply the current CBEDS for the site plus the Net School Building Capacity for the proposed project by the square footage for the type of facility being requested, pursuant to Section 1859.82(b), except for Alternative Education Schools or Multipurpose/Gymnasium Hybrid facilities. For Alternative Education Schools, refer to the chart above. For Multipurpose/Gymnasium Hybrid facilities, refer to (a)(7) below.
 - (B) Multiply the product in (a)(6)(A) above by the per square foot grant amount for multipurpose, gymnasium or library facilities pursuant to Section 1859.82(b); utilize the same per square foot grant amount for the Alternative Education school facilities as shown in Section 1859.82(b).
 - (C) Divide the product in (a)(6)(B) above by the New Construction Grant amount for the project grade level, rounded up to the nearest whole number.
- (7) The maximum excess pupil amount being requested for a Multipurpose/Gymnasium Hybrid is calculated by the following:
 - (A) Multiply the current CBEDS for the site plus the Net School Building Capacity for the proposed project by the square footage for the type of facility being requested.
 - (B) Multiply the product in (a)(7)(A) above by the per square foot grant amount for Multipurpose/Gymnasium Hybrid facilities as follows:
 - 1. For middle schools, use 15.2 square feet per pupil, with a minimum of 8,056 square feet and a maximum of 18,848 square feet.
 - 2. For high schools, use 18.6 square feet per pupil, with a minimum of 10,193 square feet and a maximum of 21,874 square feet.
 - (C) Divide the product in (a)(7)(B) above by the new construction grant amount for the project grade level, rounded up to the nearest whole number.

...

Note: Authority cited: Sections 17070.35 and 17072.13, Education Code.
Reference: Sections 17072.13 and 17072.35, Education Code.

ATTACHMENT C

The following chart shows the types of facilities eligible under the Use of Grants (UOG) option, K-12 school sites only.

The square footage provided, after accounting for all useable facilities on the site, shall not exceed the following:

<i>Facility</i>	<i>Elementary School Pupils</i>	<i>Middle School Pupils</i>	<i>High School Pupils</i>
Multi-Purpose (includes food service)	5.3 sq. ft. per pupil minimum 4,000 sq. ft.	5.3 sq. ft. per pupil minimum 5,000 sq. ft.	6.3 sq. ft. per pupil minimum 8,200 sq. ft.
Gymnasium (includes shower/locker)	N/A	12.9 sq. ft. per pupil minimum 6,828 sq. ft. maximum 16,000 sq. ft.	15.3 sq. ft. per pupil minimum 8,380 sq. ft. maximum 18,000 sq. ft.
Library/Media Space	2.3 sq. ft. per pupil plus 600 sq. ft.	3.3 sq. ft. per pupil plus 600 sq. ft.	4.3 sq. ft. per pupil plus 600 sq. ft.

The following chart illustrates the proposed changes to SFP Regulation Section 1859.77.3, Use of Grants.

<i>Facility</i>	<i>Elementary School Pupils</i>	<i>Middle School Pupils</i>	<i>High School Pupils</i>
<u>Hybrid MPR/Gymnasium (may include food service, shower/locker)</u>	<u>N/A</u>	<u>15.2 sq. ft. per pupil minimum 8,056 sq. ft. maximum 18,848 sq. ft.</u>	<u>18.6 sq. ft. per pupil minimum 10,193 sq. ft. maximum 21,874 sq. ft.</u>

CDE Recommendation to the Implementation Committee regarding Hybrid Gym/Multipurpose Rooms at a K-8 School

August 2, 2012

A gym/multipurpose room supports a number of programmatic functions at a K-8 school including physical education, food service, school wide assemblies, competitive sports and community use. For the most part, the size of the facility is based on the programs to be provided and not on enrollment. That is, a gym floor is the same size for a school of 250 students as it is for a school of 1,000 students.

Some of the key programs to use the gym/ multipurpose room are described below. Each school will have different needs, so the distribution and use of the square footage will vary. These figures were developed based on discussion with architects and districts. Recent projects built via the SFP and the educational specifications developed by the US Department of Defense were used as a reference points to begin the discussion.

Gym Floor Area--7,500 Square feet.

This space is sized to accommodate a high school competitive level basketball court. This will maximize school and public use by allowing high school sport teams to use for practice and for community league games.

This space will also provide the primary area for eating (breakfast and lunch) and as seating area for school and community events using the stage area.

The space will be used for physical education for all grades and will provide a usable area during inclement weather and days with poor air quality

Spectator Seating--300 square feet.

Seating for whole school assemblies and community function is needed. Space for bleacher storage is required in order to maximize the use and flexibility of the floor area.

Public Toilets—600 square feet (300 per gender)

The gym/multipurpose room will be used for school wide and community events so dedicated toilets are needed to maintain campus security and to meet programmatic needs.

Teacher Office and Restrooms—450 square feet.

Office space for physical education near the area in which they teach is necessary. This space will contain student records and instructional materials.

Changing Room –2,000 square feet (1,000 per gender)

An area for students to use to change and secure storage for backpacks and books is required for middle school students. Typically, a K-8 physical education class will have 30-35 students.

Gym Storage—1,000 square feet

Physical education curriculum requires storage for materials such as mats, balls, rackets and technology. The CDE publication "*Healthy Children Ready to Learn Facilities Best Practices*" recommends a minimum of 1,000 square feet of storage for a middle school physical education program.

Kitchen and Related spaces—2,000 square feet

A full service kitchen is included. Depending on the enrollment of the school and district policies, a combination of full service and serving is likely to be needed to provide breakfast and lunch, and the availability of a full service kitchen will maximize the use and flexibility of the space.

CDE's Nutrition Services Division notes that full service kitchens that allow for scratch cooking are key in meeting the changing school nutrition standards.

Dining area—no additional area needed

Provided on gym floor.

Cafeteria Storage—200 square feet

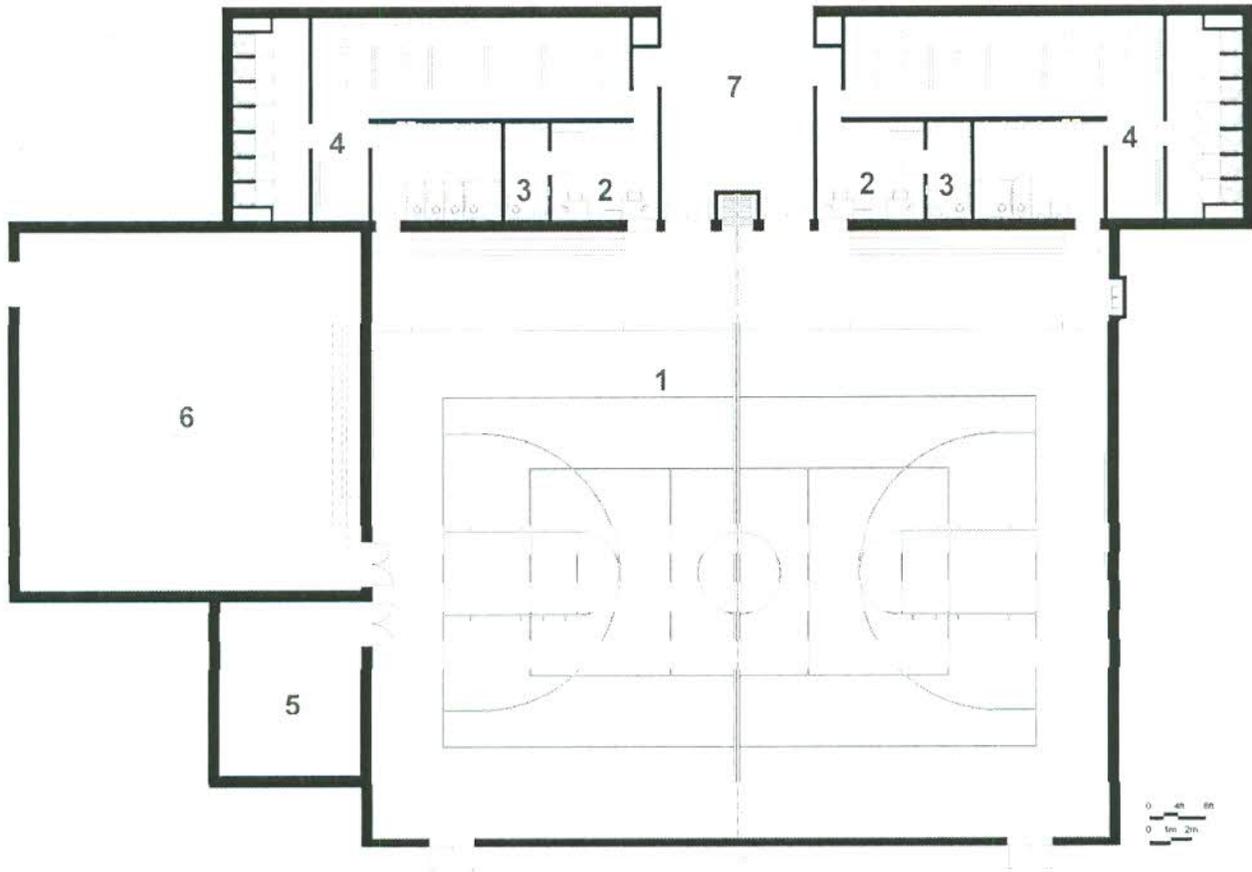
Storage for chairs, tables and related items is needed when the gym floor/dining area is to be used for other functions.

Stage and supporting spaces—1,600 square feet.

A stage is used for performing arts, school wide assemblies and community events. Storage for musical instruments, theatrical supplies and other curriculum material is required.

Total square footage of the above is 15,650.

Conceptual Plan



Planning Requirements

Middle School Enrollment	Area (Top Square Feet, Bottom Meters)			
	100-299	300-699	700-999	1,000+
1 Gym/Court Area	6,500 604	6,500 604	6,500 604	6,500 604
Spectator Seating	0	300 28	300 28	300 28
2 Teacher Office	See Note 1	See Note 1	See Note 1	See Note 1
3 Teacher Restroom	75 7	150 14	150 14	150 14
4 Locker Rooms (½ male – ½ female)	2,400 223	See Note 2	See Note 2	See Note 2
5 Gym Storage	400 37	See Note 3	See Note 3	See Note 3
6 Auxiliary Gym	0	0	2,500 232	6,500 604

Note 1: 1-2 PE teachers – provide a shared office with 150sf (14m²) per teaching position
 3+ PE teachers – provide a shared office with 125sf (12m²) per teaching station

Note 2: Use Equation 1200 + ((# of students – 300)*2) [use total # of students, boys and girls]

Note 3: Use Equation 0.9 * (# of students) or 400 min

Functional Area Descriptions

The Gymnasium provides a dedicated space for physical education and organized sports. After school use requires that the area function discretely from the remainder of the school building. A moveable partition or drop curtain allows two activities to run simultaneously. The gym supports basketball, volleyball, dancing, running, gymnastics, and tumbling.

1 GYMNASIUM

The primary functional area of the gymnasium should accommodate a 50'x 84' basketball court and a regulation volleyball court. Supply additional lines to accommodate the educational program. Allow 10' out-of-bounds at the ends of the court and 6' at the side. If seating is provided, adjust the area accordingly. The seating should not encroach on the out of bounds areas. A small amount of seating allows for community use of the facility. Allow a clear ceiling height of 24'. Windows, light fixtures, and mechanical equipment must withstand the impact abuse of balls. Include recessed alcove with drinking fountains. Six adjustable height basketball hoops shall be provided.

2 TEACHER OFFICE

Provide a shared office for the assigned physical education teachers near the entry to the gymnasium. Provide a view window from the office into the gymnasium.

3 TEACHER RESTROOMS

Provide male and female teacher restrooms with showers adjacent to the Teacher Office. Where only one PE teacher is assigned, provide one uni-sex teacher restroom with shower.

4 LOCKER ROOMS

Locker rooms provide space for students to change clothing and store personal belongings while engaging in physical education or athletic events. The rooms also contain up to 6 showers, drinking fountains, and toilet facilities. Provide separate facilities for male and female students. Access the locker rooms directly from the court area or a supervised corridor. The locker rooms should also provide easy access to the exterior play fields. Consider privacy as well as easy supervision in the layout of the whole space.

5 GYMNASIUM STORAGE

The storage area provides storage for gym equipment. The room should include a pair of doors for a min. 6' wide opening directly adjacent to the court area. Where possible it should also include doors to the exterior for storage of equipment used on the fields.

6 AUXILIARY GYM (AS AUTHORIZED)

When Middle Schools need an additional teaching station, provide this space for dancing classes, exercise, gymnastics, table tennis, wrestling, etc. The auxiliary gym should accommodate a 38'x38' wrestling mat. The ceiling should be 24' high if possible, or a minimum of 16'. Provide (overhead) mat storage.

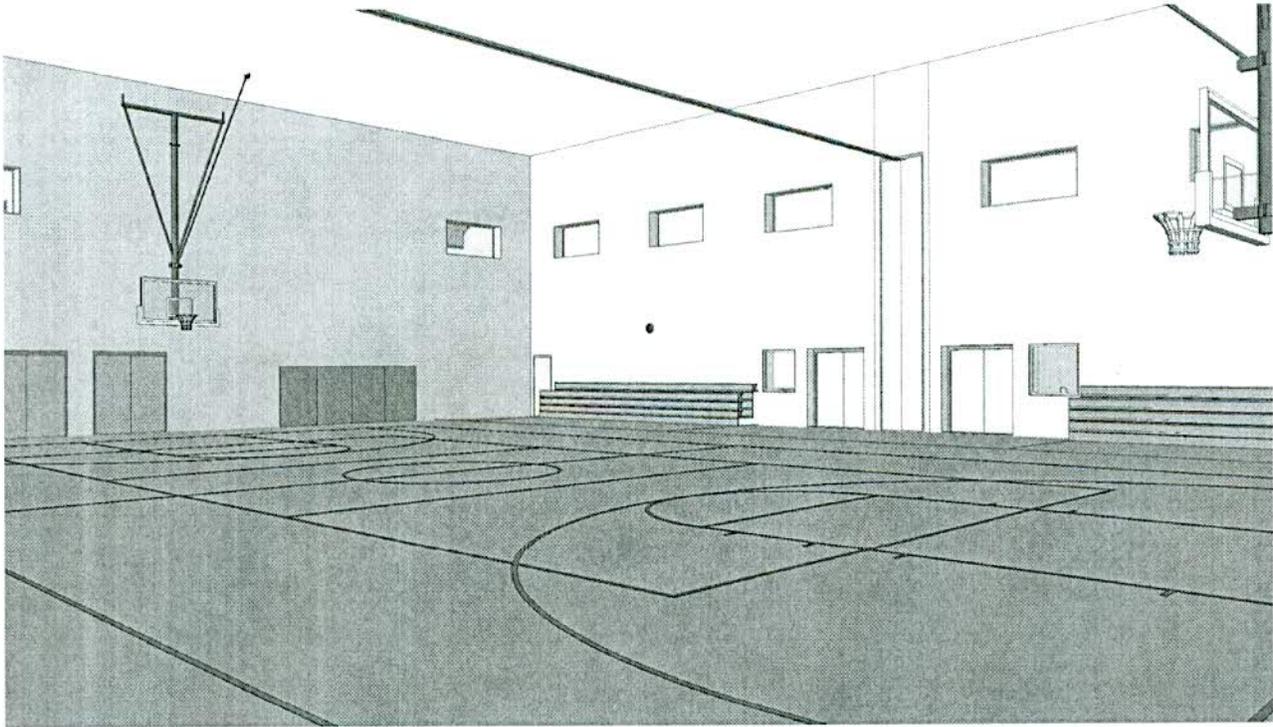
7 LOBBY AREA

The foyer provides an interior gathering/meeting space directly adjacent to the gymnasium functions. The area should connect to both interior and exterior school circulation. Public restrooms should be located near the gymnasium.

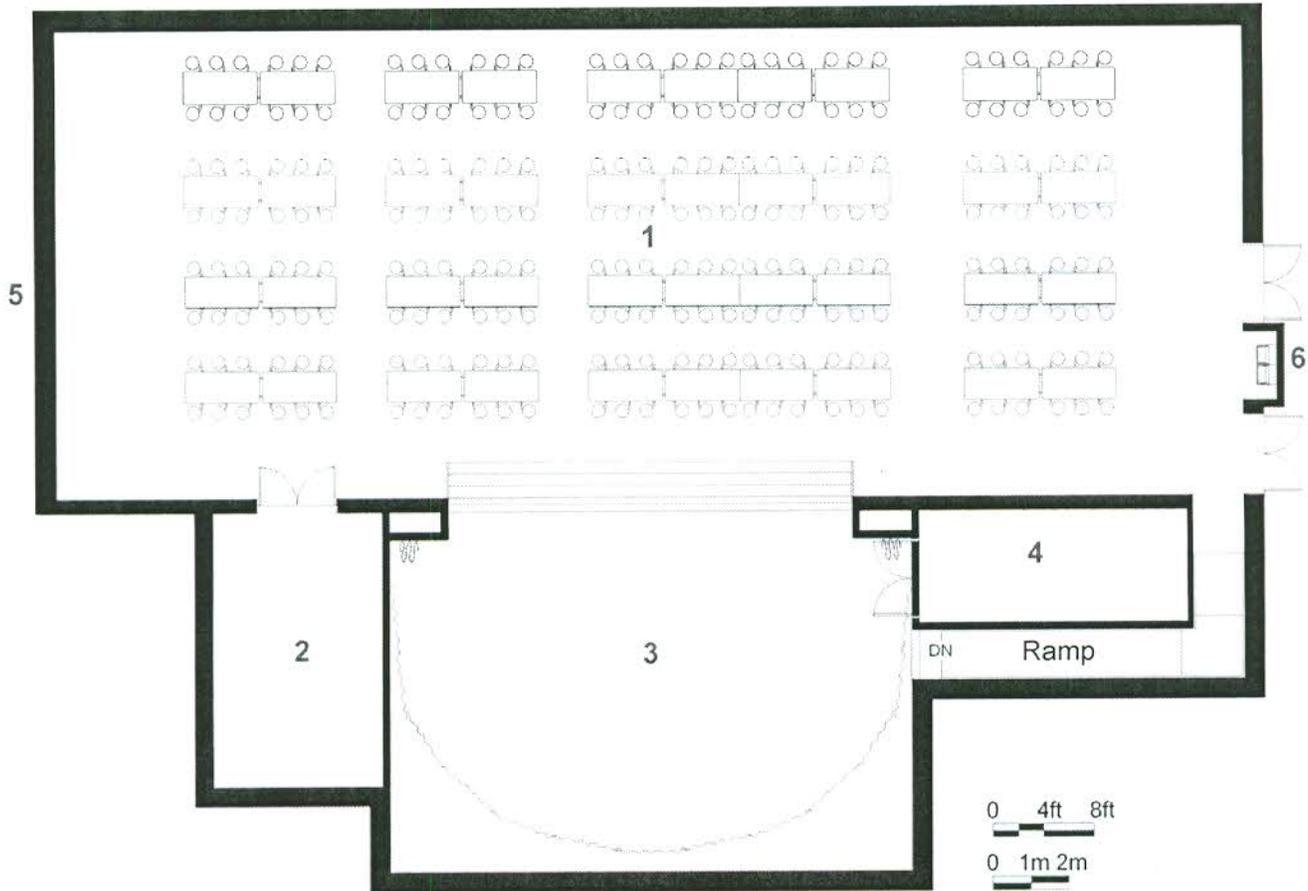
Specialized Features (include as required)

- Basketball hoops (6)
- Wall padding - 6' high (main court area, auxiliary gym)
- Chinning bars
- Volleyball standards
- Acoustical panels
- Main court basketball lines
- Main court volleyball lines
- Side court basketball lines
- Side court volleyball lines
- Lockers
- Benches
- Overhead mat storage
- Gym divider curtain
- Scoreboard

Concept Views



Conceptual Plan



Planning Requirements

Middle School Enrollment	Area (Top Square Feet, Bottom Meters)			
	100-299	300-699	700-999	1,000+
1 Multipurpose Room	2,500 232	See Note 1	See Note 1	See Note 1
2 Cafeteria Storage	200 19	300 28	400 37	400 37
3 Stage	1,600 149	1,600 149	1,600 149	1,600 149
4 Stage Storage	200 19	200 19	200 19	200 19
Dressing Room (not shown)	0 0	400 37	400 37	400 37

Note 1-Use Equation $3.75 * (\# \text{ students} - 300) + 2,500$

Functional Area Descriptions

The multipurpose room can combine space for lunchroom student dining, and performances or assemblies. Extracurricular activities in the multipurpose room may require the room to function as a completely separate facility with access to public restrooms and dedicated mechanical equipment. Provide height similar to that of the gymnasium.

1 MULTIPURPOSE ROOM

For assembly functions the audience will sit on folding chairs. For lunch the students sit at folding tables. A movable wall can be installed between the gymnasium and multipurpose room if additional seating space is needed.

2 CAFETERIA STORAGE

Provide dedicated storage for lunchroom tables and chairs for the cafeteria.

3 STAGE/PERFORMANCE AREA

The stage provides space for presentations and theatrical or music performances. Locate on a different wall than the serving line to allow for use during lunch periods. Consider placing near music spaces to allow for staging of productions. Consider under stage storage for folding chairs. Provide catwalk above stage for maintenance. The proscenium height should be approximately 18'. Leave adequate space at the sides of the proscenium for the curtain stacking depth.

4 STAGE STORAGE

Provide storage adjacent to the stage for stage equipment.

5 FOOD SERVICE

See Food Service section.

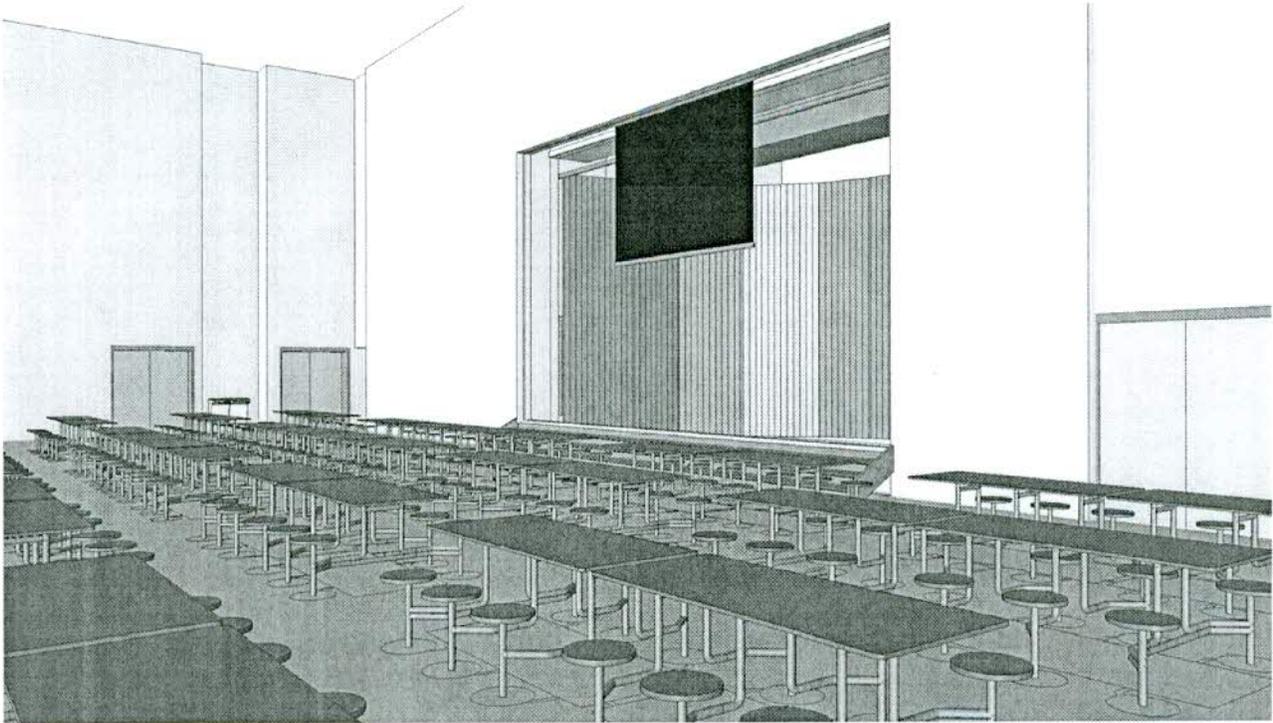
6 LOBBY AREA

The foyer provides an interior gathering/meeting space directly adjacent to the multipurpose functions. The area should connect to both interior and exterior school circulation. Include access to public restrooms.

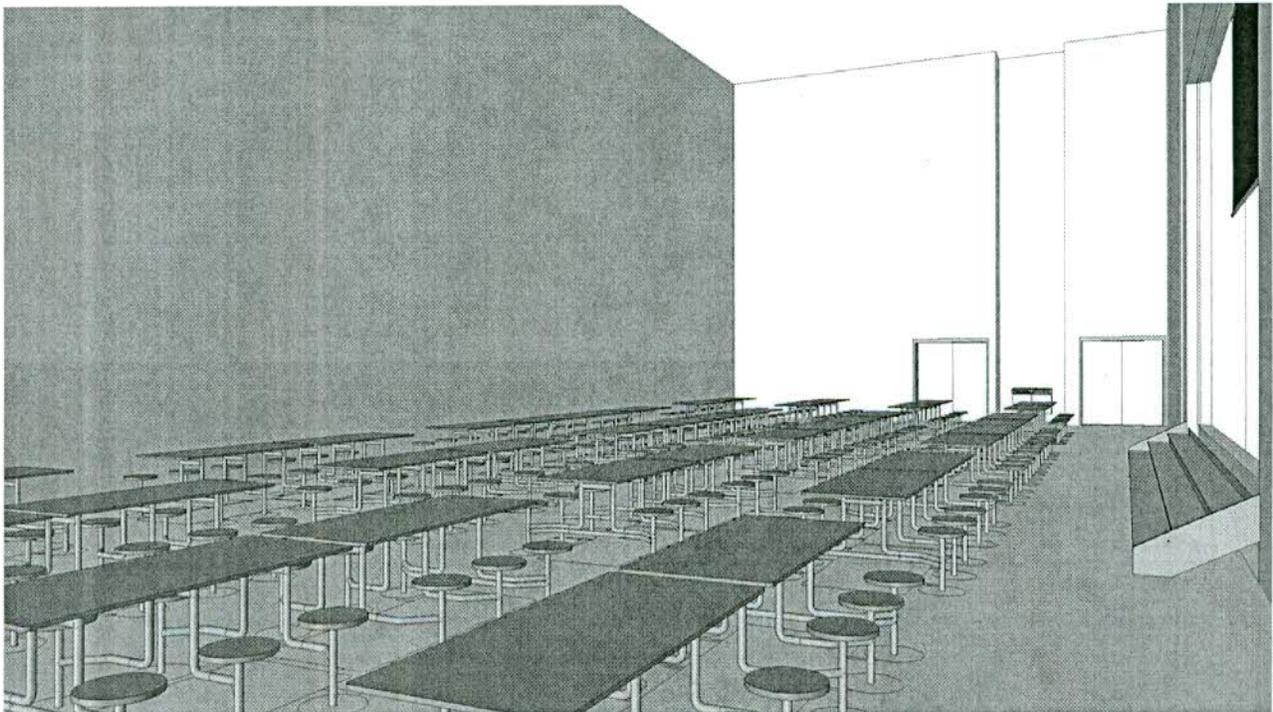
Specialized Features (include as required)

- Overhead screen at stage
- Simple stage rigging
- Fire rated stage curtain
- Large projection screen (stage)
- Under stage storage trucks
- Acoustical panels
- Cyclorama curtain
- Stackable folding chairs
- Folding lunch tables

Concept Views



Stage Area



Rear Wall

Conceptual Plan

Conceptual plans will be included in future release.

Planning Requirements

Full Service NSF:

1-2	Serving Line/Food Preparation (4 sf/student) (Not sized for food court style serving)	1600 sf (min)	(149 m ²) (min)
3	Dishwashing	300 sf (min)	(28 m ²) (min)
4	Dry Storage (0.5 sf/student served)	100 sf (min)	(9 m ²) (min)
4	Refrigerator / freezer* (0.5 sf/student served, 1/3 freezer)	100 sf (min)	(9 m ²) (min)
5	Office	100 sf	(9 m ²)
6	Restroom	50 sf	(5 m ²)
7	Lockers	80 sf	(7 m ²)
8	Janitor	20 sf	(2 m ²)
9	Receiving Area	100 sf	(9 m ²)

Satellite NSF:

1-2	Serving Line/Food Preparation (2 sf/student)	1000 sf (min)	(93 m ²) (min)
3	Dishwashing	300 sf (min)	(28 m ²) (min)
4	Dry Storage (0.5 sf/student served)	50 sf (min)	(5 m ²) (min)
4	Refrigerator / freezer* (0.5 sf/student served, 1/3 freezer)	50 sf (min)	(5 m ²) (min)
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7	Lockers	80 sf	(7 m ²)
8	Janitor	20 sf	(2 m ²)
9	Receiving Area	100 sf	(9 m ²)

Serve Only NSF:

1	Serving	300 sf (min)	(28 m ²) (min)
---	---------	--------------	----------------------------

* When refrigerator/ freezer requirement is less than 125 sf, use upright units

Functional Area Descriptions

The school food service program provides space for delivery, storage, preparation and serving of student lunches, as well as dining space. Programs are run by Army and Air Force Exchange Service (AAFES), the Navy Exchange (NEX), a Navy galley, or a contractor.

The kitchen provides either full service, satellite, or serving only operations. A full service kitchen includes a full complement of spaces to allow for the storage and preparation of the food served. A satellite kitchen serves food prepared elsewhere. A satellite kitchen may heat up prepared items and do other finishing work on meals. A serve-only kitchen dispenses food completely prepared elsewhere.

A food service equipment professional with specialized expertise typically prepares the food service equipment floor plans and specifications. The space for the kitchen is generally allocated in the planning stage by the number of meals served (or total student capacity) and refined by the size and requirements of the actual food service equipment.

Locate the cafeteria convenient to toilet facilities for student use. Buffer the noise of the kitchen and cafeteria from the quiet areas of the school. Locate the kitchen near the building service entrance.

Conceptual Plan

Conceptual plans will be included in future release.

Planning Requirements

Full Service NSF:

1-2	Serving Line/Food Preparation (4 sf/student) (Not sized for food court style serving)	1600 sf (min)	(149 m ²) (min)
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A food service equipment professional with specialized expertise typically prepares the food service equipment floor plans and specifications. The space for the kitchen is generally allocated in the planning stage by the number of meals served (or total student capacity) and refined by the size and requirements of the actual food service equipment.

Locate the cafeteria convenient to toilet facilities for student use. Buffer the noise of the kitchen and cafeteria from the quiet areas of the school. Locate the kitchen near the building service entrance.

1 SERVING LINES

Multiple factors determine the number of serving lines: the number of students per serving period, the variety of foods offered, the length of the lunch period, and the method of payment for meals. Assume that students require half of the lunch period to eat. A serving line can process about 5 students per minute. Paying at the cashier limits the speed of the line. If utilizing a card system, the speed can increase to 6 students per minute. In general, a line can serve approximately 100 students per period. Utilize mobile serving line equipment for ease of cleaning. At the middle and high school level, scatter or "Food Court" arrangements can work more effectively than traditional serving lines

2 FOOD PREPARATION

Layout of this space should allow for efficient preparation of food. In a serving kitchen this might include only reheating. In a full service kitchen this will involve large scale equipment for baking, steaming and frying of foods. Equipment selection is greatly affected by menu variety and types of foods served. Include hand washing sinks for staff in this area.

3 DISHWASHING

The size of this area will vary depending on the type of dishware used. This space should share wall space with the cafeteria for dish drop off.

4 DRY STORAGE / REFRIGERATOR / FREEZER

All kitchens require refrigerator and freezer space as well as dry storage. Size may increase if the facility buys in bulk.

5 OFFICE

The office should enable the food service director to see the receiving and food preparation areas.

6 RESTROOM

An ADA compliant restroom should access the locker area.

7 LOCKERS

Provide an area for staff to change clothes and store personal belongings.

8 JANITOR'S CLOSET

Provide a janitor's closet specifically for kitchen and cafeteria.

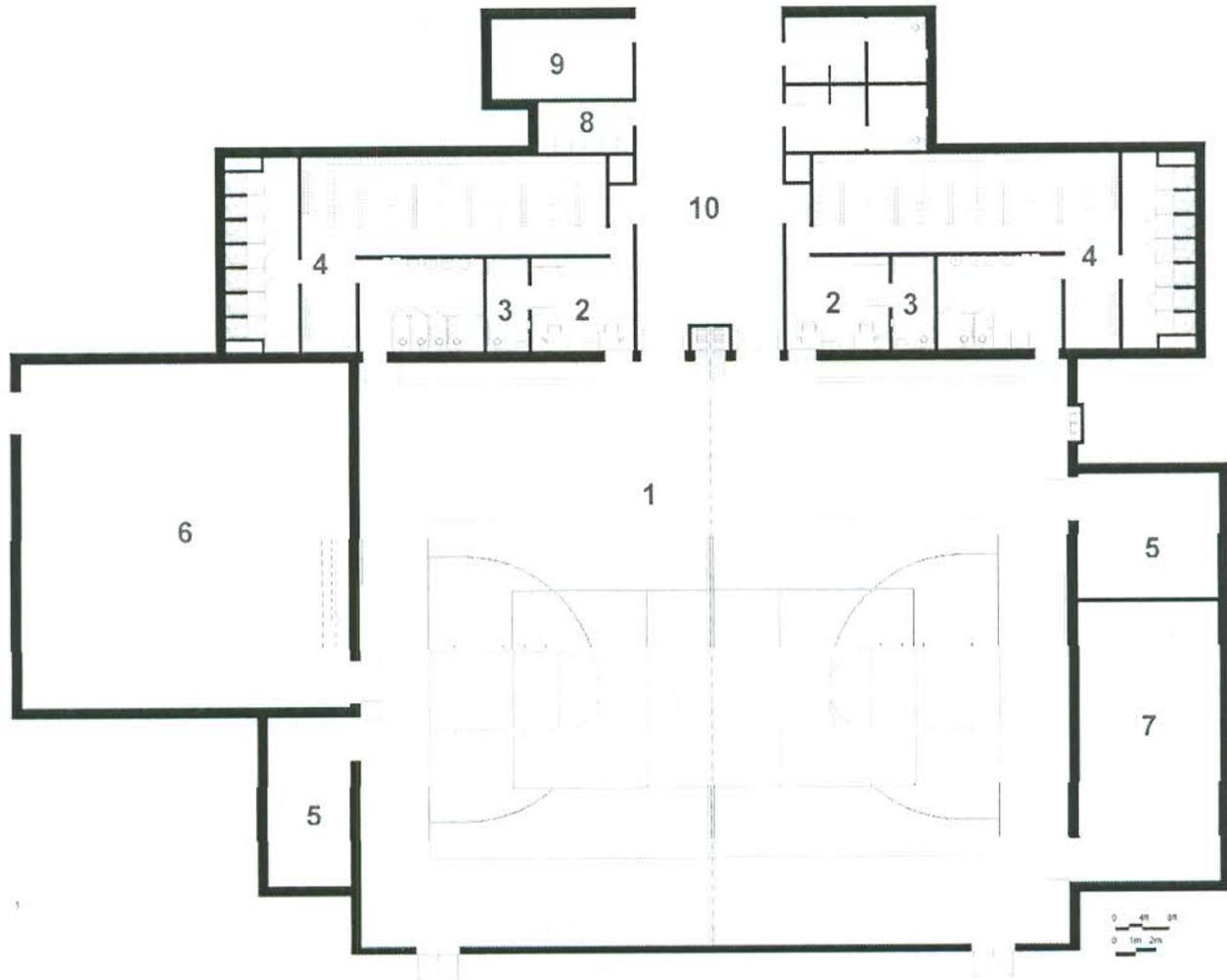
9 RECEIVING AREA

The receiving area shall be easily accessible from the service drive. Provide an oversize door to accommodate deliveries.

10 SEATING

See multi-purpose room.

Conceptual Plan



Planning Requirements

High School Enrollment	Area (Top Square Feet, Bottom Meters)			
	100-299	300-699	700-999	1,000+
1 Gym/Court Area	7,500 697	7,500 697	7,500 697	7,500 697
Spectator Seating	See Note 1	See Note 1	See Note 1	See Note 1
2 Teacher Office	See Note 2	See Note 2	See Note 2	See Note 2
3 Teacher Restroom	75 7	150 14	150 14	150 14
4 Locker Rooms (½ male – ½ female)	2,400 223	See Note 3	See Note 3	See Note 3
5 Gym Storage	400 37	See Note 4	See Note 4	See Note 4
6 Auxiliary Gym	0	0	2,500 232	7,500 697
7 Weight Training/ Fitness Room	850 80	850 80	850 80	850 80
8 Laundry	100 9	100 9	100 9	100 9

Note 1: Use Equation $4 * (\# \text{ of students} + \text{staff})$ or 900 min

Note 2: 1-2 PE teachers – provide a shared office with 150sf (14m²) per teaching position
 3+ PE teachers – provide a shared office with 125sf (12m²) per teaching station

Note 3: Use Equation $1200 + ((\# \text{ of students} - 300) * 2)$ [use total # of students, boys and girls]

Note 4: Use Equation $0.9 * (\# \text{ of students})$ or 400 min

Functional Area Descriptions

The Gymnasium provides a dedicated space for physical education and organized sports. After school use requires that the area function discretely from the remainder of the school building. A moveable partition or drop curtain allows two activities to run simultaneously. The gym supports basketball, volleyball, dancing, running, gymnastics, and tumbling.

1 GYMNASIUM

The primary functional area of the gymnasium should accommodate a 50'x 84' basketball court and a regulation volleyball court. Supply additional lines to accommodate the educational program. Allow 10' out-of-bounds at the ends of the court and 6' at the side. If seating is provided, adjust the area accordingly. The seating should not encroach on the out of bounds areas. A small amount of seating allows for community use of the facility. Allow a clear ceiling height of 24'. Windows, light fixtures, and mechanical equipment must withstand the impact abuse of balls. Include recessed alcove with drinking fountains. Six adjustable height basketball hoops shall be provided.

2 TEACHER OFFICE

Provide a shared office for the assigned physical education teachers near the entry to the gymnasium. Provide a view window from the office into the gymnasium.

3 TEACHER RESTROOMS

Provide male and female teacher restrooms with showers adjacent to the Teacher Office. Where only one PE teacher is assigned, provide one uni-sex teacher restroom with shower.

4 LOCKER ROOMS

Locker rooms provide space for students to change clothing and store personal belongings while engaging in physical education or athletic events. The rooms also contain up to 6 showers, drinking fountains, and toilet facilities. Provide separate facilities for male and female students. Access the locker rooms directly from the court area or a supervised corridor. The locker rooms should also provide easy access to the exterior play fields. Consider privacy as well as easy supervision in the layout of the whole space.

5 GYMNASIUM STORAGE

The storage area provides storage for gym equipment. The room should include a pair of doors for a min. 6' wide opening directly adjacent to the court area. Where possible it should also include doors to the exterior for storage of equipment used on the fields.

6 AUXILIARY GYM (AS AUTHORIZED)

When high schools need an additional teaching station, provide this space for dancing classes, exercise, gymnastics, table tennis, wrestling, etc. The auxiliary gym should accommodate a 38'x38' wrestling mat. The ceiling should be 24' high if possible, or a minimum of 16'. Provide (overhead) mat storage.

7 WEIGHT TRAINING/FITNESS ROOM

The weight training room contains weight lifting apparatus and fitness equipment. Weight training consists of iron weights, barbells, dumbbells, flat benches, incline benches, squat machines, etc. Fitness area consists of treadmills, stationary bikes, step machines, floor mats for stretching, calisthenics and aerobics, etc. Free weight training or heavy lifting is delimited apart from fitness and may be in separate spaces. Provide adequate maneuvering clearance around equipment for safety.

8 LAUNDRY

Provide a small laundry facility for the cleaning of towels. This area should be separate from the locker room area.

9 TRAINING ROOM

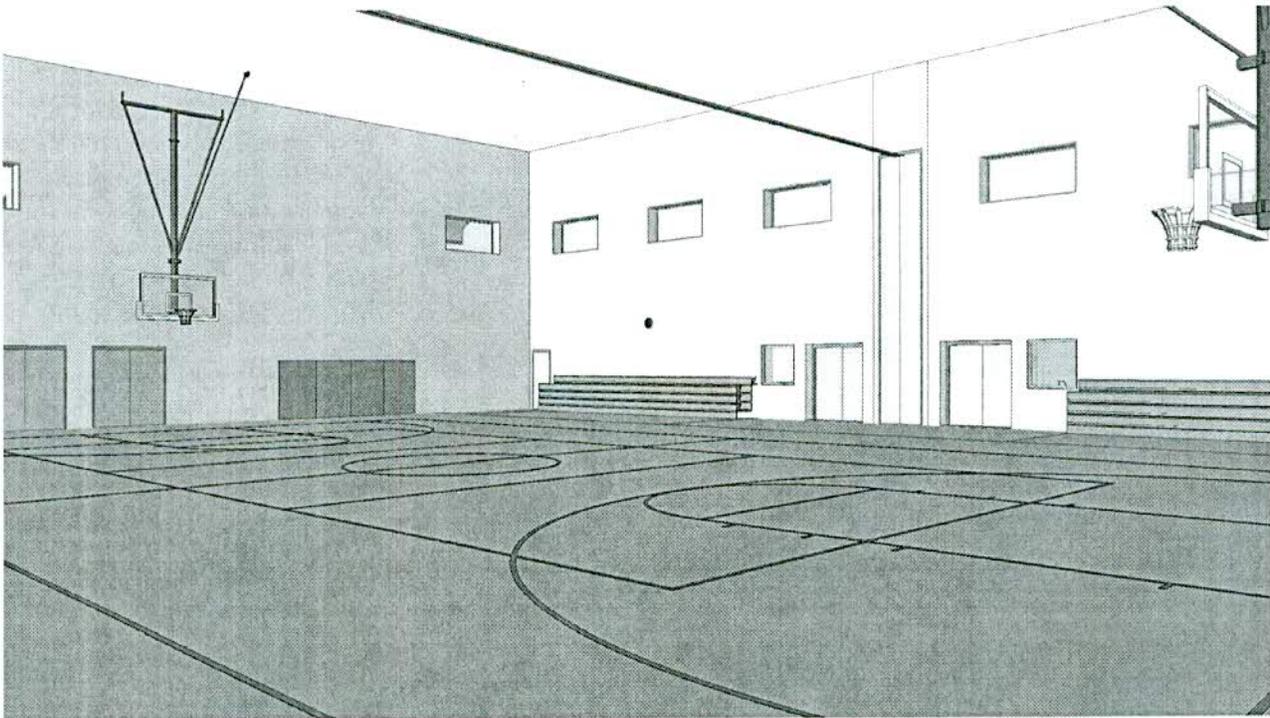
A training room may be provided adjacent to the locker rooms. The Training Room contains injury treatment facilities. This space houses the trainer's area, whirlpool, treatment table, etc.

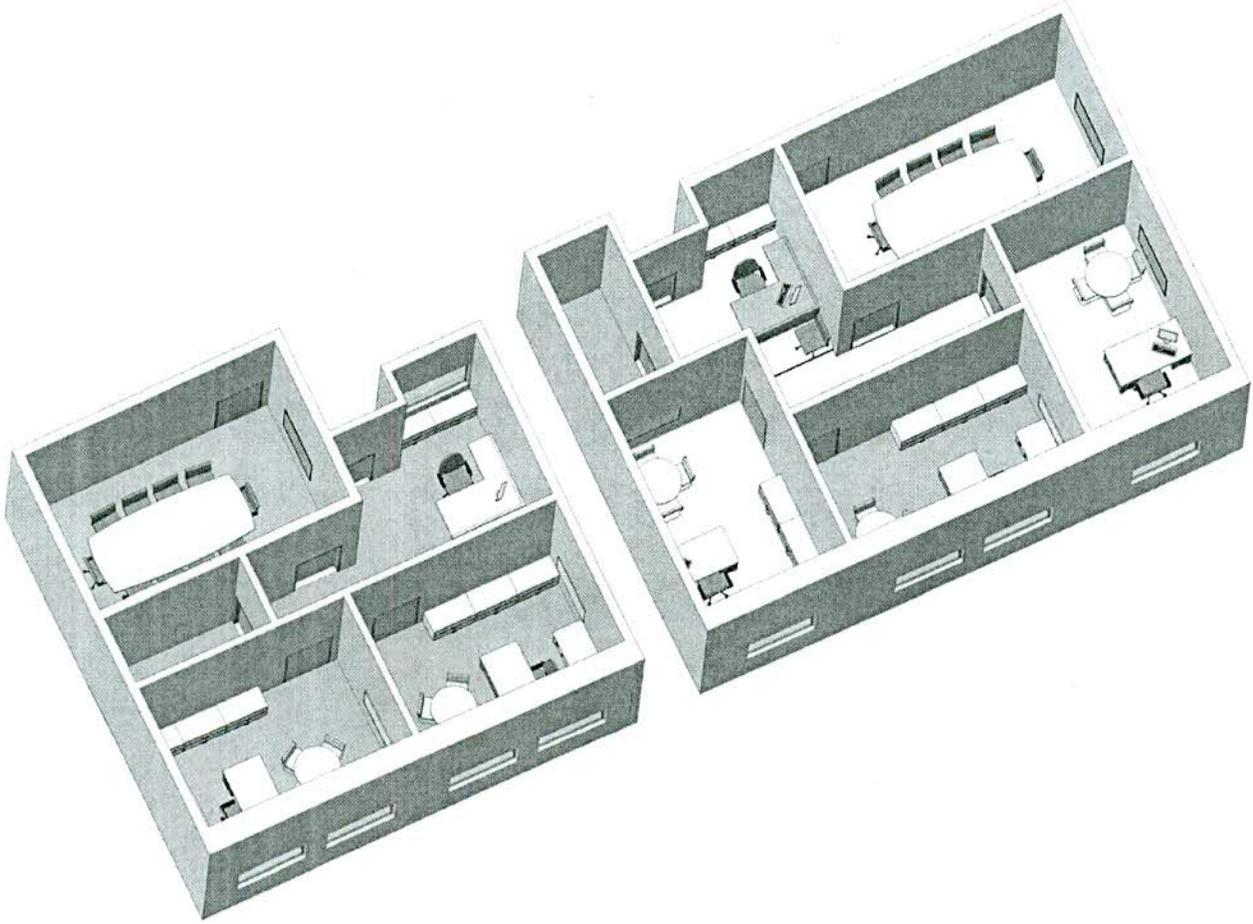
10 LOBBY AREA

The foyer provides an interior gathering/meeting space directly adjacent to the gymnasium functions. The area should connect to both interior and exterior school circulation. Public restrooms should be located near the gymnasium.

Specialized Features (include as required)

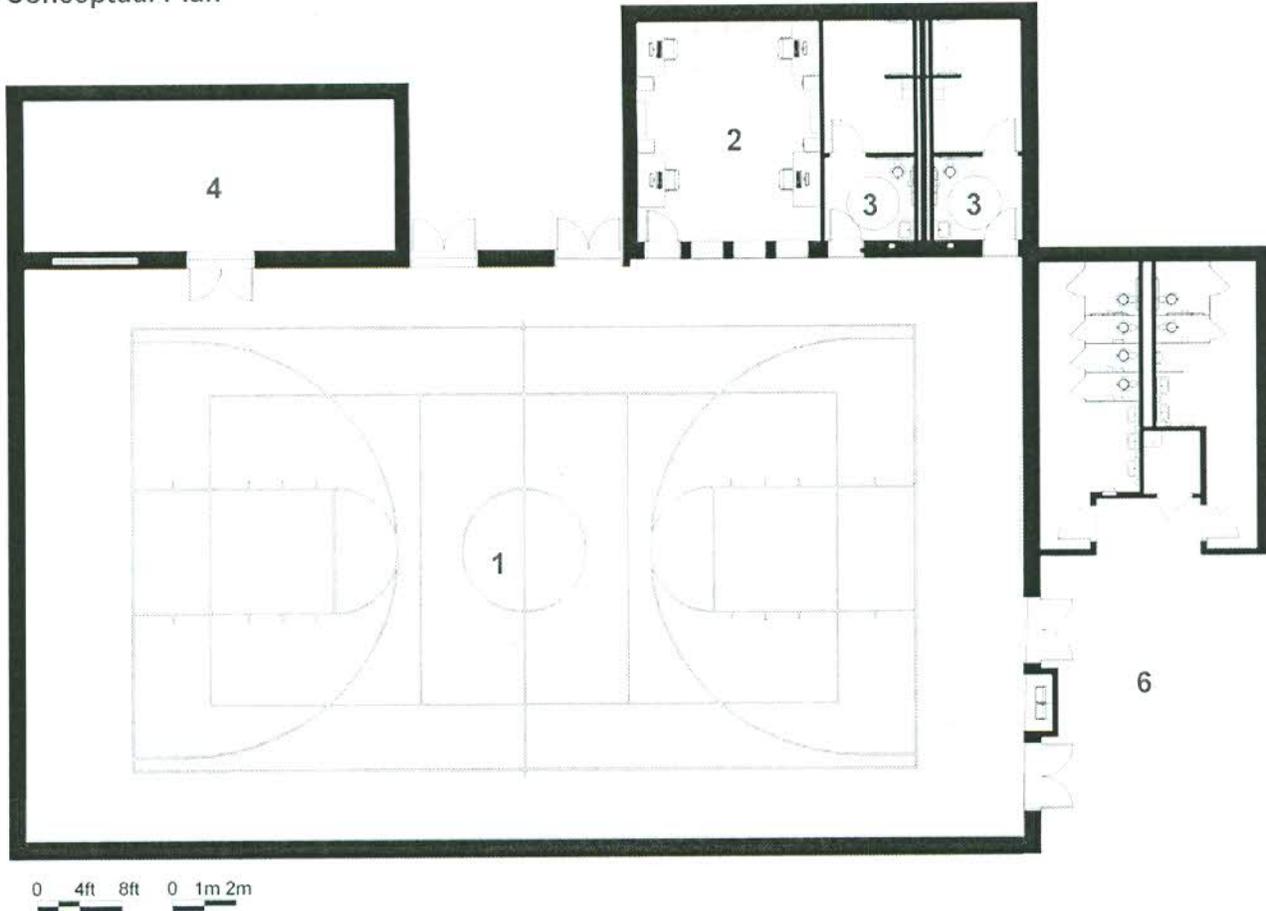
- Basketball hoops (6)
- Wall padding - 6' high (main court area, auxiliary gym)
- Chinning bars
- Volleyball standards
- Acoustical panels
- Main court basketball lines
- Main court volleyball lines
- Side court basketball lines
- Side court volleyball lines
- Side court badminton
- Lockers
- Benches
- Overhead mat storage
- Gym divider curtain
- Scoreboard (2 each min)
- Shot clocks
- Hydrotherapy tubs
- Fitness equipment
- Mirrors in locker room and weight room
- Interlocking rubber tiles beneath weight equipment

Concept Views



Birdseye View

Conceptual Plan



Planning Requirements

Elementary School Enrollment	Area (Top Square Feet, Bottom Meters)			
	100-299	300-699	700-999	1,000+
1 Gym/Court Area	5,075 471	5,075 471	5,075 471	5,075 471
2 Teacher Office	See Note 1	See Note 1	See Note 1	See Note 1
3 Teacher Restroom	75 7	150 14	150 14	150 14
4 Gym Storage	400 37	See Note 2	See Note 2	See Note 2
5 Auxilliary Gym	0	0	2,500 232	5,075 471

Note 1: 1-2 PE teachers – provide a shared office with 150sf (14m²) per teaching position
 3+ PE teachers – provide a shared office with 125sf (12m²) per teaching station

Note 2: Use Equation 0.9 * (# students) or 400 min.

Functional Area Descriptions

The Gymnasium provides a dedicated space for physical education and organized sports. After school use requires that the area function discretely from the remainder of the school building. A moveable partition or drop curtain allows two activities to run simultaneously. The gym supports basketball, volleyball, dancing, running, gymnastics, and tumbling.

1 GYMNASIUM

The primary functional area of the gymnasium should accommodate a 42'x 74' basketball court and a regulation volleyball court. Supply additional lines to accommodate the educational program. Allow 10' out-of-bounds at the ends of the court and 6' at the side. Allow a clear ceiling height of 24'. Windows, light fixtures, and mechanical equipment must withstand the impact abuse of balls. Include recessed alcove with drinking fountains. Six adjustable height basketball hoops shall be provided.

2 TEACHER OFFICE

Provide a shared office for the assigned physical education teachers near the entry to the gymnasium. Provide a view window from the office into the gymnasium.

3 TEACHER RESTROOMS

Provide male and female teacher restrooms with showers adjacent to the Teacher Office. Where only one PE teacher is assigned, provide one uni-sex teacher restroom with shower.

4 GYMNASIUM STORAGE

The storage area provides storage for gym equipment. The room should include a pair of doors for a min. 6' wide opening directly adjacent to the court area. Where possible it should also include doors to the exterior for storage of play equipment used on the fields.

5 AUXILIARY GYM (AS AUTHORIZED)

When elementary schools need an additional teaching station, provide this space for dancing classes, exercise, gymnastics, table tennis, etc. The ceiling should be 24' high if possible, or a minimum of 16'.

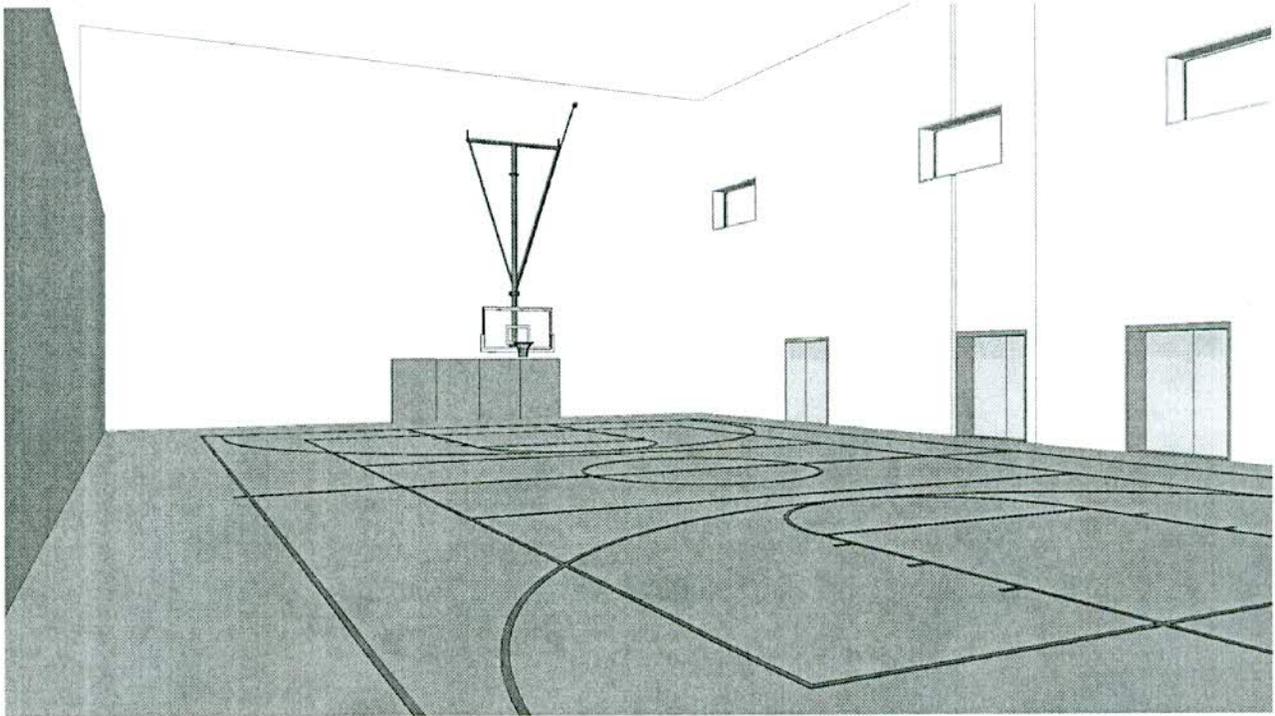
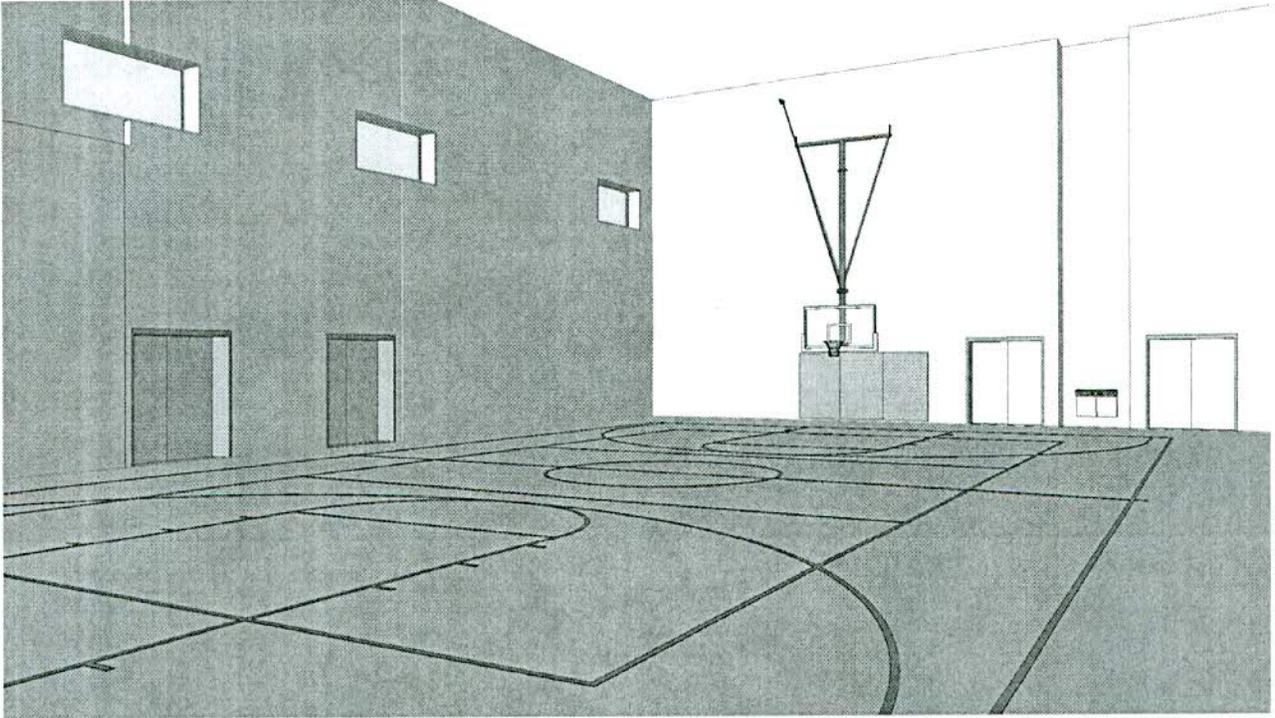
6 LOBBY AREA

The foyer provides an interior gathering/meeting space directly adjacent to the gymnasium functions. The area should connect to both interior and exterior school circulation. Public restrooms should be located near the gymnasium.

Specialized Features (include as required)

- Basketball hoops (height adjustable)
- Wall padding
- Moveable wall partition (as required)
- Chinning bars
- Volleyball equipment
- Acoustical panels
- Main court basketball lines
- Main court volleyball lines
- Side court basketball lines
- Side court volleyball lines

Concept Views

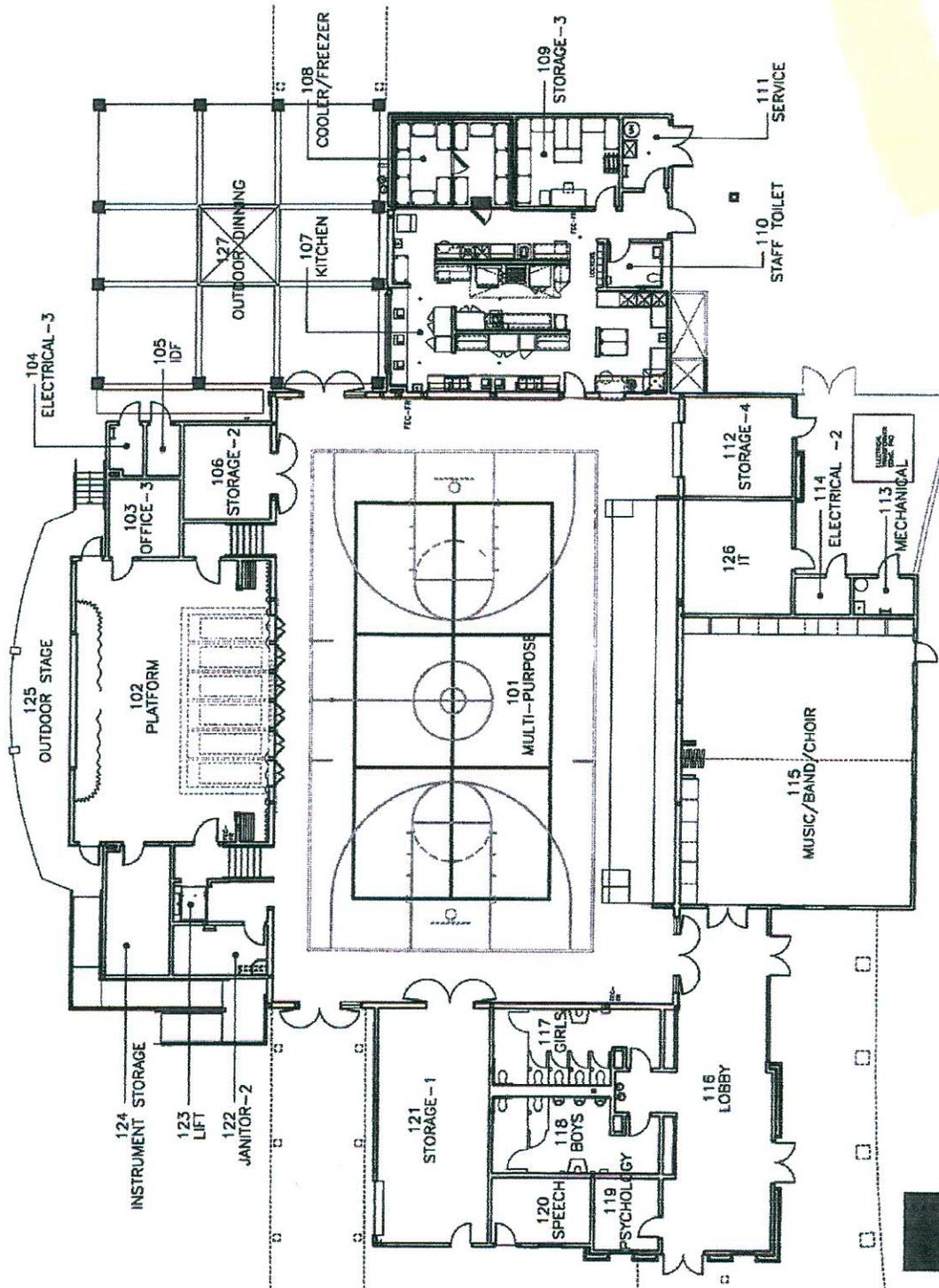


ATTACHMENT D

Hybrid Gym/Multipurpose Room K-8/Middle School

Program	Square Feet
Gym Area (HS)	7,500
Spectator Seating	300
Public Toilets	600
Teacher Office (2 teachers)	300
Teacher Restroom	150
Locker Rooms/changing rooms	2,000
Gym Storage	1,000
Kitchen and related spaces	2,000
Multipurpose Room(in gym area)	-
Cafeteria Storage	200
Stage and related uses	1,600
TOTAL	15,650

EXAMPLES	Gym/MP Hybrid Square Feet	Master Plan Enrollment	SF/Student
Questa in Lammersville USD	14,718	1,103	13.34
La Tijera, Inglewood USD	13,427	889	15.10
Lytle Creek, San Bernardino USD	11,600	939	12.35



SPACE INVENTORY				
NUMBER	ROOM NAME	LENGTH	WIDTH	AREA
101	MULTI-PURPOSE	91'-10"	79'-1"	5678 SF
102	PLATFORM	43'-0"	28'-10"	1289 SF
103	OFFICE-3	12'-0"	11'-3"	135 SF
104	ELECTRICAL-3	8'-3"	5'-9"	47 SF
105	IDF	8'-3"	5'-6"	45 SF
106	STORAGE-2	14'-9"	13'-6"	200 SF
107	KITCHEN	30'-11"	42'-2"	1133 SF
108	COOLER/FREEZER	14'-2"	18'-7"	263 SF
109	STORAGE-3	13'-11"	16'-1"	224 SF
110	STAFF TOILET	7'-3"	9'-9"	71 SF
111	SERVICE	11'-2"	7'-6"	84 SF
112	STORAGE-4	15'-7"	18'-10"	288 SF
114	ELECTRICAL -2	6'-3"	9'-0"	56 SF
113	MECHANICAL	8'-3"	9'-8"	81 SF
115	MUSIC/BAND/CHOIR	43'-7"	35'-8"	1551 SF
118	BOYS	51'-10"	24'-5"	862 SF
117	GIRLS	12'-7"	25'-5"	296 SF
118	BOYS	12'-6"	25'-5"	294 SF
119	PSYCHOLOGY	11'-7"	10'-4"	116 SF
120	SPEECH	10'-7"	15'-4"	161 SF
121	STORAGE-1	35'-8"	17'-8"	623 SF
122	JANITOR-2	8'-3"	14'-8"	120 SF
123	LIFT	6'-8"	14'-8"	94 SF
124	INSTRUMENT STORAGE	20'-3"	10'-3"	208 SF
126	IT	17'-4"	17'-2"	286 SF
				14178 SF



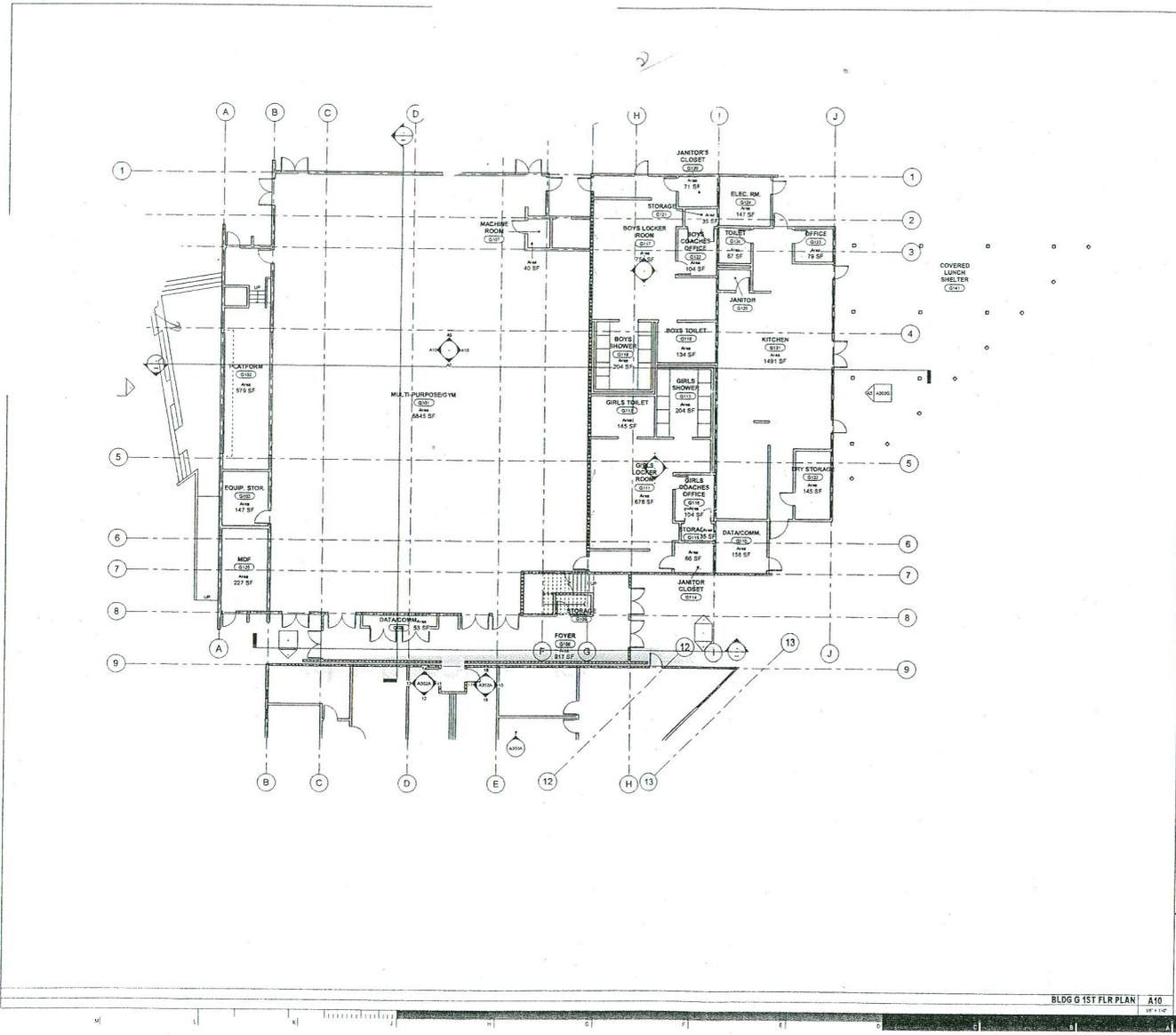
Building 'A'
Multi-Purpose Bldg.

Questa School New K-8 School
Lammersville Elementary School District

A

0' 8' 16' 32'

February 9, 2023
04170.002



REVISIONS: REVISION 1: 01/15/2007
 REVISION 2: 01/15/2007
 REVISION 3: 01/15/2007
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 REVISION 100: 01/15/2007

LA TIJERA K-8 SCHOOL
 INGLEWOOD UNIFIED SCHOOL DISTRICT
 INGLEWOOD, CA 90302

JOB	31518.00
SCALE	1/8" = 1'-0"
DRAWN	Authr
DATE	03/22/2007

BLDG G 1ST FLR PLAN

KEY PLAN



NOT TO SCALE

A101G
 CDE



BLDG G 1ST FLR PLAN A10

3154-D
 03/22/2007
 03/22/2007

STATE ALLOCATION BOARD
IMPLEMENTATION COMMITTEE MEETING
August 10, 2012

Applying the Project Information Worksheet (PIW)
to Additional School Facility Program (SFP) Project Types

PURPOSE OF REPORT

To present options for using the PIW capture data for SFP modernization projects, and gather feedback regarding the structure of the options and suggestions to improve the questions, from the State Allocation Board (Board) Implementation Committee (Committee).

DESCRIPTION

At the January 2012 Board meeting, the Board directed the Office of Public School Construction (OPSC) staff to take an item to the Committee to explore ways to streamline the PIW, and to explore applying the PIW to additional SFP projects beyond new construction.

At the February, March and April 2012 Committee meetings, OPSC staff worked with the Committee to develop plans to streamline the PIW online submittal process through auto-population of any information already collected by the OPSC, and options to reduce the number of submittals required. The Committee also discussed whether the PIW could be used for SFP project types other than new construction, such as modernization. Consensus was reached that the worksheet would need substantial modifications to capture meaningful modernization project data.

The Board provided further clarification that the original direction at the January 2012 Board meeting was to develop a detailed proposal to expand the PIW to collect data for other SFP project types, and that it expects that this proposal will be included in the item that the OPSC presents to the Board.

AUTHORITY

See Attachment A

BACKGROUND

The Board approved the PIW in September 2007 and modified it in May 2010 (see Attachment B). The worksheet was approved by the Board originally for the following purposes:

- To analyze the relationship between the pupil grant and the cost of new construction pursuant to Education Code Section 17072.11(b)
- To demonstrate bond accountability
- To identify the changes in the bid climate over time
- To evaluate the High Performance Incentive (HPI) Grant

At the January 2012 Board meeting, the Board directed staff to bring a discussion of PIW improvements to the Committee, specifically to explore:

- Ways to streamline the PIW
- Reducing the number required submittals for individual projects
- Applying the PIW to programs other than New Construction

At its February, March and April 2012 meetings, the Committee discussed the first two elements of the Board direction at length. Pursuant to these discussions, OPSC staff took steps to streamline the online entry of the PIW, and to create proposals for the Board to reduce the number of required submittals.

At this time, the PIW is required for these SFP project types:

- New Construction (50)
- Facility Hardship New Construction (51)
- Critically Overcrowded Schools (53)
- Charter Schools (54) (new construction only)
- Overcrowding Relief Grant (56)
- Modernization (57) – only High Performance Incentive information, if applicable

The PIW is not required for these SFP project types:

- Joint-Use (52)¹
- Charter Schools (54) (rehabilitation)
- Career Technical Education (55) (new construction)
- Career Technical Education (59) (modernization)
- Modernization (57)
- Facility Hardship rehabilitation (58) (modernization)

In July 2012 the Committee began an in-depth discussion of how the PIW could be expanded to modernization programs. The Committee agreed that the current PIW would not effectively gather data for these programs, and that expanding the PIW to other programs would require different questions to address the wide variety of types of work that may be funded for modernization. The Committee asked OPSC staff to develop some sample questions and a draft to show what a PIW for additional programs might look like for the August meeting.

¹ If a new construction project includes joint-use funding, then the district indicates the following information on the PIW: type of joint-use partner, OPSC application number (if applicable), type of joint-use facility and the amount of funds provided by the joint-use partner and/or the State. No information is gathered on the PIW for any joint-use project that is not part of a State-funded new construction project.

STAFF ANALYSIS/STATEMENTS

Currently, a PIW is required for all new construction projects that receive funding based on new construction pupil grants, or for modernization projects that receive HPI grant funding. The PIW in its current form is used for all SFP project types that are funded through these grants, but because its questions are oriented toward gathering new construction data, it could also be applied for Joint-Use and Career Technical Education (CTE) projects, though there may be additional data the Board would wish to capture for these programs.

The remaining SFP project types, Modernization, Facility Hardship Rehabilitation, CTE modernization and Charter School rehabilitation, are all variants of modernization. Just as the current PIW applies to several programs involving new construction, if the PIW was expanded to include questions related to modernization, it could be applied to all of these remaining programs.

Attachments C and D are options for a Modernization PIW replacement for the “Project Information” section of the existing PIW (Attachment B, Page 2). Both of these options are presented in three sections to represent a series of three data entry screens in the online PIW entry system that would feed the information in to this part of the Modernization PIW². The first two sections for Attachments C and D are identical.

Section 1 – Overall Project Information

The first section would collect overall information regarding the project, including the type of school site, the number of pupils served, a chart to list and describe each building modernized as part of this project, and the type of project, e.g. modernization, like-kind replacement only, or like-kind replacement with other modernization.

Section 2 – Like-kind Replacement

The second section would apply only for projects that include like-kind replacement, and would gather information regarding the replacement facilities.

Section 3 - Modernization

The third section would not apply for like-kind replacement only projects, because it includes questions regarding the specific types of work done in the modernization project. The OPSC has identified two options for the organization of questions in this section:

² Attachments C and D highlight how data entry would be completed in the online PIW entry system. The user will only be required to complete the fields relevant to the project. The printed version of the Modernization PIW will show all possible data entry categories in order to receive approval from the Office of Administrative Law.

- in Attachment C, the district can describe all the types of modernization work performed and indicate which buildings were included in that type of work, or
- in Attachment D, the district can list each building modernized and describe each type of work done on that building.

NEXT STEPS

- Identify additions, deletions and/or improvements, to the questions shown in Attachments C and D.
- Determine if both options for the third section are useful, or if one option would be better than the other.
- Determine if additional questions specific for modernization projects should be added to other sections of the existing PIW, such as the Project Funding and the Additional Information sections (pages 1 and 4 of Attachment B, respectively).

ATTACHMENT A

AUTHORITY

EDUCATION CODE

Education Code (EC) Section 17072.11 (b) states, "On or after January 1, 2008, the [Board] shall increase or decrease the per-unhoused-pupil grant eligibility determined pursuant to subdivision (a) by amounts it deems necessary to cause the grants to correspond to costs of new school construction, provided that the increase in any fiscal year pursuant to this section shall not exceed 6 percent."

EC 17074.25 states, "(a) A modernization apportionment may be used for an improvement to extend the useful life of, or to enhance the physical environment of, the school. The improvement may only include the cost of design, engineering, testing, inspection, plan checking, construction management, demolition, construction, the replacement of portable classrooms, necessary utility costs, utility connection and other fees, the purchase and installation of air-conditioning equipment and insulation materials and related costs, furniture and equipment, including telecommunication equipment to increase school security, fire safety improvements, playground safety improvements, the identification, assessment, or abatement of hazardous asbestos, seismic safety improvements, and the upgrading of electrical systems or the wiring or cabling of classrooms in order to accommodate educational technology. A modernization grant may not be used for costs associated with acquisition and development of real property or for routine maintenance and repair.

(b) A modernization apportionment may also be used for the cost of designs and materials that promote the efficient use of energy and water, the maximum use of natural lighting and indoor air quality, the use of recycled materials and materials that emit a minimum of toxic substances, the use of acoustics conducive to teaching and learning, and other characteristics of high-performance schools."

EC Section 17070.35(a) states, "In addition to all other powers and duties as are granted to the board by this chapter, other statutes, or the California Constitution, the board shall do all of the following: . . . (2) Establish and publish any procedures and policies in connections with the administration of this chapter as it deems necessary."

GOVERNMENT CODE

Government Code Section 15503 states, "Whenever the board is required to make allocations or apportionments under this part, it shall prescribe rules and regulations for the administration of, and not inconsistent with, the act making the appropriation of funds to be allocated or apportioned. The board shall require the procedure, forms, and the submission of any information it may deem necessary or appropriate. . . ."

ATTACHMENT A

SCHOOL FACILITY PROGRAM REGULATIONS

School Facility Program (SFP) Regulation Section 1859.71 states, "The new construction per-unhoused-pupil grant amount, as provided by (EC) Section 17072.10(a), may be increased by an additional amount not to exceed six percent in a fiscal year, or decreased, based on the analysis of the current cost to build schools as reported on the Project Information Worksheet (New 09/07) which shall be submitted with the Forms SAB 50-05 and 50-06 and as approved by the Board."

SFP Regulation Section 1859.104.1 states, "A school district filing a (PIW) with the best information available will not be subject to a Material Inaccuracy for that information."

SFP Regulation Section 1859.71 states, "The new construction per-unhoused-pupil grant amount, as provided by Education Code Section 17072.10(a), may be increased by an additional amount not to exceed six percent in a fiscal year, or decreased, based on the analysis of the current cost to build schools as reported on the Project Information Worksheet (New 09/07) which shall be submitted with the Forms SAB 50-05 and 50-06 and as approved by the Board."

SFP Regulation Section 1859.104 states, "A School District receiving an Apportionment for high performance incentive grants pursuant to Section 1859.71.6 or 1859.77.4 shall submit a completed Project Information Worksheet to the OPSC for all expenditures related to the additional design and construction costs of the high performance building components. In addition, the School District shall provide information related to resulting energy savings and efficiency, as well as other resulting benefits. The Project Information Worksheet shall be submitted with the Form SAB 50-05 and the District's first and final Forms SAB 50-06 pursuant to (a)(1) and (2) above."

The information collected using this form is necessary in order to conduct an analysis of the relationship between the per-unhoused-pupil grant eligibility and the per-pupil cost of new school construction for grades K - 12 pursuant to Education Code Section 17072.11, to meet the requirements for bond accountability, and status of the bid climate.

COMPLETED BY		TITLE	
PHONE NUMBER		DATE COMPLETED	
APPLICATION NUMBER(S)			
SCHOOL DISTRICT		COUNTY	
PROJECT TRACKING NUMBER		PROJECT NAME	
REPORTING PERIOD			
<input type="checkbox"/> FUND RELEASE (FORM SAB 50-05) <input type="checkbox"/> ANNUAL REPORTING PERIOD (FORM SAB 50-06) PERCENT COMPLETED _____			

PROJECT FUNDING

1. Is this a Financial Hardship Project? Yes No

2. Funds Available:

	AMOUNT	ESTIMATE	ACTUAL
a. Total Amount of State Apportionment(s):	\$	<input type="checkbox"/>	<input type="checkbox"/>
1. Project:	\$	<input type="checkbox"/>	<input type="checkbox"/>
2. Joint-Use (if applicable):	\$	<input type="checkbox"/>	<input type="checkbox"/>
b. Interest Earned on State Apportionment for this project:	\$	<input type="checkbox"/>	<input type="checkbox"/>
c. Total District Match:	\$	<input type="checkbox"/>	<input type="checkbox"/>
1. Project:	\$	<input type="checkbox"/>	<input type="checkbox"/>
2. Joint-Use (if applicable):	\$	<input type="checkbox"/>	<input type="checkbox"/>
d. Additional Local Funds Necessary to Complete State Funded Project:	\$	<input type="checkbox"/>	<input type="checkbox"/>

PROJECT COSTS

	AMOUNT	ESTIMATE	ACTUAL
1. Total cost for site acquisition (State share & District amount):	\$	<input type="checkbox"/>	<input type="checkbox"/>
2. Bid/Construction Contract Data:			
a. Accepted Base Bid Amount Prior to additive/deductive alternates:	\$	<input type="checkbox"/>	<input type="checkbox"/>
b. Amount of accepted additive/deductive alternates:	\$	<input type="checkbox"/>	<input type="checkbox"/>
c. Total Construction Cost:	\$	<input type="checkbox"/>	<input type="checkbox"/>
1) Building Cost in Contract(s):	\$	<input type="checkbox"/>	<input type="checkbox"/>
2) Site Development in Contract(s):	\$	<input type="checkbox"/>	<input type="checkbox"/>
3) Other (Interim Housing, Demolition, General Conditions, if applicable):	\$	<input type="checkbox"/>	<input type="checkbox"/>
3. Soft Costs (e.g., tests and inspections, architect fees, etc.):	\$	<input type="checkbox"/>	<input type="checkbox"/>
4. Estimated Remaining Project Cost Not Yet Contracted (Hard Costs):	\$	<input type="checkbox"/>	<input type="checkbox"/>
5. Construction Management Fees (General Conditions, if applicable):	\$	<input type="checkbox"/>	<input type="checkbox"/>
6. Contingency:	\$	<input type="checkbox"/>	<input type="checkbox"/>
7. Furniture and Equipment:	\$	<input type="checkbox"/>	<input type="checkbox"/>
8. Total Project Cost (Sum of 2c, 3, 4, 5, 6 and 7):	\$		

JOINT-USE INFORMATION:

1. Did the project include a joint-use partner? Yes No OPSC Application Number (if applicable): _____

2. Which type of joint-use partner did it include? Non-Profit Government Higher Education Other (Explain)

3. Did the joint-use partner contribute any capital funding towards the construction of the project? Yes No

If yes, how much? \$ _____

4. Which facilities were involved? Gymnasium Multi-Purpose Room Teacher Education Facility
 Library Childcare Facility Other (Explain)

ATTACHMENT B

PROJECT INFORMATION

Project Type

School Type

Outdoor Physical Education Facilities: <i>(Check all that apply)</i>	
FACILITY	NUMBER
<input type="checkbox"/> Baseball Diamond	
<input type="checkbox"/> Softball Diamond	
<input type="checkbox"/> Football/Soccer Field	
<input type="checkbox"/> Playground/Hardcourt/Turf	
<input type="checkbox"/> Track	
<input type="checkbox"/> Swimming Pool	
<input type="checkbox"/> Stadium	
<input type="checkbox"/> Other <i>(Explain)</i>	

Grade and Number of Pupils Served: <i>(Check all that apply)</i>	
GRADE	NUMBER
<input type="checkbox"/> K	
<input type="checkbox"/> 1	
<input type="checkbox"/> 2	
<input type="checkbox"/> 3	
<input type="checkbox"/> 4	
<input type="checkbox"/> 5	
<input type="checkbox"/> 6	
<input type="checkbox"/> 7	
<input type="checkbox"/> 8	
<input type="checkbox"/> 9	
<input type="checkbox"/> 10	
<input type="checkbox"/> 11	
<input type="checkbox"/> 12	
<input type="checkbox"/> Non-Severe	
<input type="checkbox"/> Severe	

Master Plan Site Capacity of project <i>(Based on single-track use and local district loading standard):</i>	
Square footage of parking structure <i>(if applicable):</i>	
Net Useable Site Size <i>(Acres):</i>	

COMPONENT TYPES:		CONSTRUCTION TYPE (CHOOSE FROM PULL DOWN MENU)	SQUARE FOOTAGE FROM DSA APPROVED PLAN	FUND RELEASE (FIRST REPORT) SQUARE FOOTAGE	FIRST ANNUAL REPORT	FINAL EXPENDITURE REPORT
<i>(Complete if applicable)</i>	NUMBER				SQUARE FOOT	SQUARE FOOT
<input checked="" type="checkbox"/> Classrooms	17	Permanent				
<input checked="" type="checkbox"/> Classrooms	16	Modular				
<input checked="" type="checkbox"/> Classrooms	2	Portable				
<input type="checkbox"/> Multi-Purpose Room/Cafeteria						
<input type="checkbox"/> Cafeteria - Stand Alone						
<input type="checkbox"/> Kitchen						
<input type="checkbox"/> Library						
<input checked="" type="checkbox"/> Gym/Shower Locker Room	1	Permanent				
<input checked="" type="checkbox"/> Administration/Support	1	Permanent				
<input type="checkbox"/> Performing Arts Facility						
<input checked="" type="checkbox"/> Restroom Building	4	Portable				
<input type="checkbox"/> Other <i>(Explain)</i>						
Total:						

Total Square Feet All Facilities:
Permanent:
Modular:
Portable:

Total Building Cost (Per Square Foot)	
ORIGINAL ESTIMATE	CURRENT ESTIMATE / ACTUAL
\$	\$

ADDITIONAL INFORMATION: This information is being collected to evaluate the bid climate.

1. How many bidders bid the project? _____

2. What date did the bid(s) open? _____

3. How many times was the project re-bid? _____

4. Please describe the accepted additive/deductive alternates:
 Facilities (e.g., Multi-Purpose, Gym, Library) SQ. FT. _____
 Building Elements (e.g., metal roof, glazing) _____

5. Did this contract(s) include any facilities or other construction that has not yet been identified on this form?
 Yes No Explain. _____

6. Was the project modified due to cost? Yes No
a. What measures were taken? (e.g., permanent to portable) Explain _____

7. Indicate which facilities or elements were eliminated to meet the project budget and/or indicate any facilities that were added to the project. Provide a brief explanation of why they were eliminated. _____

a. Answer the following question only if the project received an Adjusted Grant fund release on or after November 1, 2007. Were the facilities and/or square footage that was added or deleted approved by:
the CDE Yes No
the DSA Yes No
the SAB Yes No
Please attach the appropriate documentation.

b. Are these buildings considered deferred until a later date? Yes No
If yes, explain. _____

8. Were there any local requirements or ordinances the district had to meet that were not funded with State funds (e.g., road, street improvements, utilities, fees)? Yes No
a. If yes, were these costs included in the contract? Yes No
b. If yes, please specify the local requirement and the associated cost. _____ Cost: \$ _____

9. Did you utilize existing architectural plans from another project? Yes No
a. If yes, how many times were these plans re-used within the district? _____ Project Name(s): _____
b. Indicate which other districts have used these plans, if known. _____
Who was the architect? _____

Comments/Additional Information _____

HIGH PERFORMANCE INCENTIVE GRANT INFORMATION

1. Is this a Financial Hardship Project? Yes No

2. Number of HPRC Points attained: _____

	AMOUNT	ESTIMATE	ACTUAL
3. Total State Apportionment:.....	\$	<input type="checkbox"/>	<input type="checkbox"/>
a. State Share HPI:.....	\$	<input type="checkbox"/>	<input type="checkbox"/>
4. Total District Match:	\$	<input type="checkbox"/>	<input type="checkbox"/>
a. Total HPI Match.....	\$	<input type="checkbox"/>	<input type="checkbox"/>

5. Differential Hard Costs of achieving High Performance:

Component/Element	High Performing Cost	Standard Cost	Difference
	\$		
	\$		

6. Differential Soft Costs of achieving High Performance:

Component/Element	High Performing Cost	Standard Cost	Difference
	\$		
	\$		

ADDITIONAL HIGH PERFORMANCE INCENTIVE GRANT INFORMATION

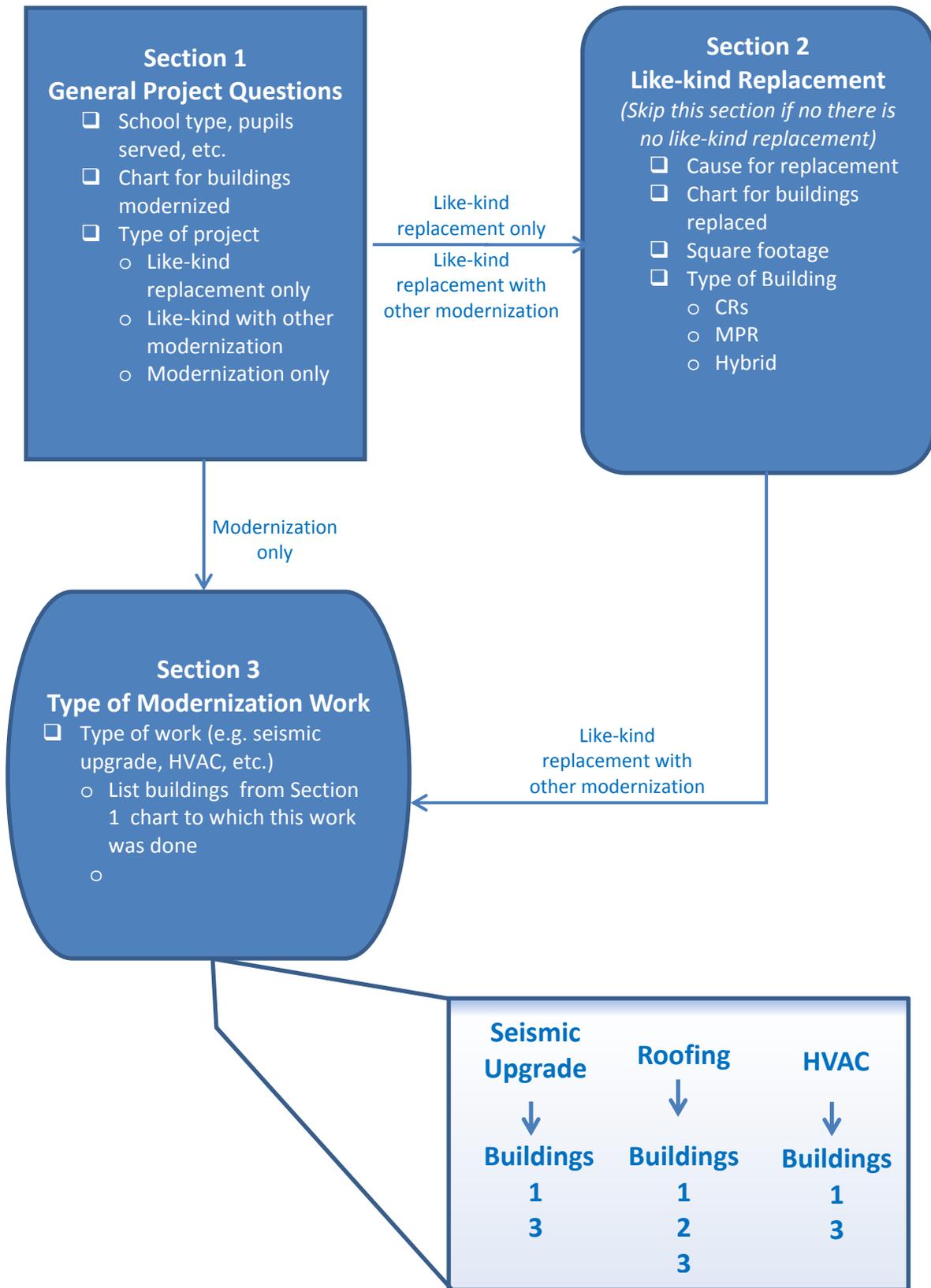
1. Energy Savings:..... \$ _____ ESTIMATE ACTUAL

Description of Energy Savings _____

2. Student Achievement _____

3. Other Benefits realized _____

Type of Work-Based Approach



Draft Modernization Project Information Section for PIW

- **Section 1 General Information**
- **Section 2 Like-Kind Replacement**
- **Section 3 Organized by Type of Work**

Modernization Project Information, Section 1—General Information

- 1. School Type** *(drop down)*
 - i. Elementary
 - ii. Middle
 - iii. High
 - iv. K-8
 - v. K-12
 - vi. Other (text box for description)

- 2. Number of Students Served** *(numeric field)*

- 3. Project Type** *(drop down – select all that apply)*
 - i. Like-kind replacement only
 - ii. Like-kind replacement plus other modernization
 - iii. Limited scope modernization
 - iv. Systems & Infrastructure upgrade or replacement only
 - v. Full scope modernization
 - vi. Other—Example: Playground upgrades only, Energy Retrofit, Photovoltaic Installation, etc. *(text box for description)*

Section 2 on the next page would only be required if the district indicates above that like-kind replacement work was done.

4. Facilities Modernized

Building Name or Number	Type of Facility	Number of Classrooms, if Applicable	Number of Stories	Construction Type	Total Building Square Footage	Age of Building	Years Since the Building was Last Modernized	Will this Building Require Further Modernization within the next five years?
<i>Alphanumeric field</i>	<i>Drop Down</i>	<i>Numeric Field</i>	<i>Numeric Field</i>	<i>Drop Down</i>	<i>Numeric Field</i>	<i>Numeric Field</i>	<i>Numeric Field</i>	<i>Yes/No Drop Down</i>
<i>Defaults to auto-number</i>								

5. Total Cost per Square Foot for Modernization *(numeric field)*

ATTACHMENT C

Modernization Project Information, Section 2—Like-Kind Replacement

DOES NOT APPLY UNLESS DISTRICT SELECTS LIKE-KIND ONLY OR LIKE-KIND PLUS OTHER MODERNIZATION IN SECTION 1

1. Like-kind replacement required due to: *(drop down)*

- i. Hazardous materials abatement
- ii. Portable demolition/removal and replacement
- iii. Site reconfiguration
- iv. Like-kind replacement was cost effective
- v. Age
- vi. Educational need

2. What buildings were replaced? *(drop down showing buildings entered in Section 1, #4)*

3. Please describe the buildings modernized *(grid is automatically populated based on Section 1, #4)*

Building Name or Number	Original Building – Type of Facility	Replacement Building – Type of Facility	Original Number of Classrooms, if Applicable	Replacement Number of Classrooms, if Applicable	Original Number of Stories	Replacement Number of Stories
<i>Auto Populate</i>	<i>Auto Populate</i>	<i>Drop Down</i>	<i>Auto Populate</i>	<i>Numeric Field</i>	<i>Auto Populate</i>	<i>Numeric Field</i>

Original Construction Type	Replacement Construction Type	Original Total Building Square Footage	Replacement Total Building Square Footage
<i>Auto Populate</i>	<i>Drop Down</i>	<i>Auto Populate</i>	<i>Numeric Field</i>

4. Total Cost per Square Foot for Like-Kind Replacement *(numeric field)*

ATTACHMENT C

Modernization Project Information, Section 3—Information for Each Type of Modernization Work Performed

DOES NOT APPLY FOR LIKE KIND ONLY PROJECTS

Please describe the scope of your project; Fill out one set of questions for each type of work *(allow multiple sets of these questions for different types of work in the project)*

1. **Type of Work** *(drop down based on categories identified on the next page with Roman numerals)*

1.(a) System *(drop down based on subcategories identified on the next page with letters)*

1.(b) Building(s) in which work was done—select all that apply *(drop down showing buildings entered in Section 1, #4, plus “General Site” or “N/A” options)*

1.(c) Square footage of area or other applicable measure for scope *(numeric field with drop down list of measurement types—only those applicable based on answers in 7, 9, and or 10 will be available)*

1.(d) HPI attributes? *(drop down)*

1.(e) Impact of cost considerations on choice of materials?

2. **Type of Work**

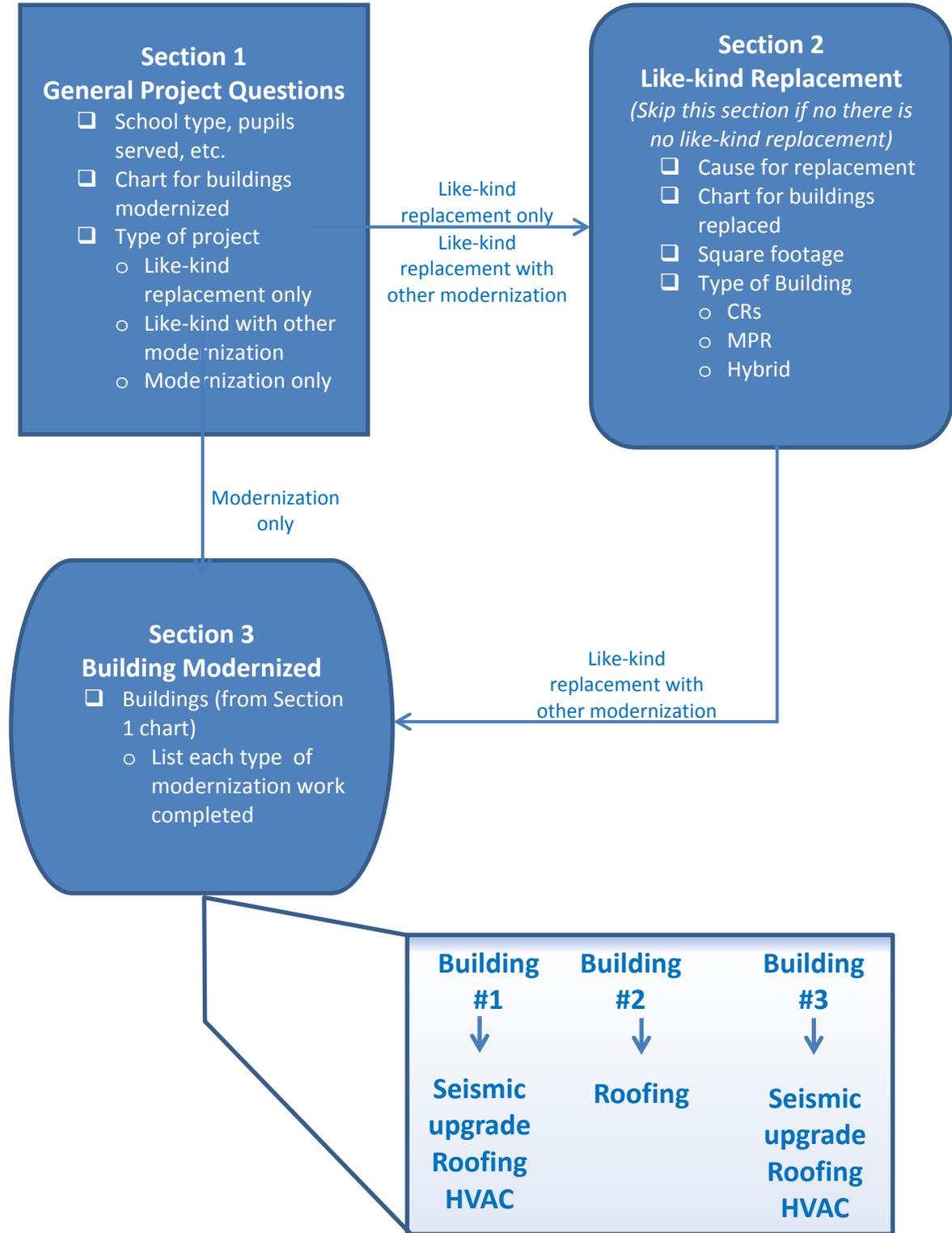
ALL OF SECTION 3 IS REPEATED FOR EACH MAJOR TYPE OF WORK PERFORMED

ATTACHMENT C

Type of Work – Reference List for Drop-Down Menus in Section 3

- I. Site Infrastructure
 - a) Gas, Water (Dom/Fire/Irrig), Storm, Sanitary, Electrical, Low-Voltage
- II. Hazardous Materials Abatement
- III. Sitework
 - a) Playgrounds
 - b) Fields
 - c) Fences & Gates
 - d) Parking & Drop-off
- IV. ADA Compliance
 - a) Path-of-travel improvements
 - b) Elevators & Lifts
 - c) Doors & Hardware
 - d) Restroom Reconfiguration/Upgrades
- V. Structural/Seismic Upgrades
- VI. Reconfiguration for Educational Enhancement
- VII. Building Exterior Envelope
 - a) Roofing
 - b) Wall Finishes
 - c) Windows & Doors
- VIII. Building Interiors
 - a) Flooring
 - b) Walls
 - c) Ceilings
- IX. Building Mechanical Systems
 - a) HVAC
 - b) Plumbing
- X. Building Electrical/Lighting Systems
 - a) Power systems
 - b) Lighting
 - c) Low-voltage systems
 - d) Photo-voltaic
- XI. Special Systems & Equipment

Building-Based Approach



ATTACHMENT D

Draft Modernization Project Information Section for PIW

- Section 1 General Information
- Section 2 Like-Kind Replacement
- Section 3 Organized by Building

Modernization Project Information, Section 1—General Information

1. School Type *(drop down)*

- i. Elementary
- ii. Middle
- iii. High
- iv. K-8
- v. K-12
- vi. Other (text box for description)

2. Number of Students Served *(numeric field)*

3. Project Type *(drop down – select all that apply)*

- vii. Like-kind replacement only
- viii. Like-kind replacement plus other modernization
- ix. Limited scope modernization
- x. Systems & Infrastructure upgrade or replacement only
- xi. Full scope modernization
- xii. Other—Example: Playground upgrades only, Energy Retrofit, Photovoltaic Installation, etc. *(text box for description)*

Section 2 on the next page would only be required if the district indicates above that like-kind replacement work was done.

4. Facilities Modernized

Building Name or Number	Type of Facility	Number of Classrooms, if Applicable	Number of Stories	Construction Type	Total Building Square Footage	Age of Building	Years Since the Building was Last Modernized	Will this Building Require Further Modernization within the next five years?
<i>Alphanumeric field</i>	<i>Drop Down</i>	<i>Numeric Field</i>	<i>Numeric Field</i>	<i>Drop Down</i>	<i>Numeric Field</i>	<i>Numeric Field</i>	<i>Numeric Field</i>	<i>Yes/No Drop Down</i>
<i>Defaults to auto-number</i>								

5. Total Cost per Square Foot for Modernization *(numeric field)*

ATTACHMENT D

Modernization Project Information, Section 2—Like-Kind Replacement

DOES NOT APPLY UNLESS DISTRICT SELECTS LIKE-KIND REPLACEMENT ONLY OR LIKE-KIND REPLACEMENT PLUS OTHER MODERNIZATION IN SECTION 1

5. Like-kind replacement required due to: *(drop down)*

- i. Hazardous materials abatement
- ii. Portable demolition/removal and replacement
- iii. Site reconfiguration
- iv. Like-kind replacement was cost effective
- v. Age
- vi. Educational need

6. What buildings were replaced? *(drop down showing buildings entered in Section 1, #4)*

7. Please describe the buildings modernized *(grid is automatically populated based on Section 1, #4)*

Building Name or Number	Original Building – Type of Facility	Replacement Building – Type of Facility	Original Number of Classrooms, if Applicable	Replacement Number of Classrooms, if Applicable	Original Number of Stories	Replacement Number of Stories
<i>Auto Populate</i>	<i>Auto Populate</i>	<i>Drop Down</i>	<i>Auto Populate</i>	<i>Numeric Field</i>	<i>Auto Populate</i>	<i>Numeric Field</i>

Original Construction Type	Replacement Construction Type	Original Total Building Square Footage	Replacement Total Building Square Footage
<i>Auto Populate</i>	<i>Drop Down</i>	<i>Auto Populate</i>	<i>Numeric Field</i>

8. Total Cost per Square Foot for Like-Kind Replacement *(numeric field)*

ATTACHMENT D

Modernization Project Information Section 3—Information for Each Building

DOES NOT APPLY TO LIKE-KIND REPLACEMENT ONLY PROJECTS

Please describe the scope of your project; Fill out one set of questions for each building modernized (*allow multiple sets of these questions for different buildings in the project*)

1. **Building Modernized** (*drop down showing buildings entered in Section 1, #4, plus “General Site” or “N/A” options*)

1.(a) First Type of Work (*drop down based on categories identified on the next page with Roman numerals*)

- (1) Area or system, if applicable (*drop down based on subcategories identified on the next page with letters, plus option for “other,” with text field for description*)
- (2) Square footage of area or other applicable measure for scope (*numeric field with drop down list of measurement types—only those applicable based on answers in 7, 9, and/or 10 will be available*)
- (3) HPI attributes? (*drop down*)
- (4) Impact of cost considerations on choice of materials?

1.(b) Second Type of Work (*drop down based on categories identified on the next page with Roman numerals*)

- (1) Area or system, if applicable (*drop down based on subcategories identified on the next page with letters, plus option for “other,” with text field for description*)
- (2) Square footage of area or other applicable measure for scope (*numeric field with drop down list of measurement types—only those applicable based on answers in 7, 9, and or 10 will be available*)
- (3) HPI attributes? (*drop down*)
- (4) Impact of cost considerations on choice of materials?

1.(c) Third Type of Work (*these questions are repeated for each type of work performed on this building*)

2. **Building Modernized ...**

ALL OF SECTION 3 IS REPEATED FOR EACH BUILDING DESCRIBED IN THE CHART IN SECTION 1, #4, PLUS GENERAL SITE, IF APPLICABLE

ATTACHMENT D

Type of Work – Reference List for Drop-Down Menus in Section 3

- XII. Site Infrastructure
 - b) Gas, Water (Dom/Fire/Irrig), Storm, Sanitary, Electrical, Low-Voltage

- XIII. Hazardous Materials Abatement

- XIV. Sitework
 - e) Playgrounds
 - f) Fields
 - g) Fences & Gates
 - h) Parking & Drop-off

- XV. ADA Compliance
 - e) Path-of-travel improvements
 - f) Elevators & Lifts
 - g) Doors & Hardware
 - h) Restroom Reconfiguration/Upgrades

- XVI. Structural/Seismic Upgrades

- XVII. Reconfiguration for Educational Enhancement

- XVIII. Building Exterior Envelope
 - d) Roofing
 - e) Wall Finishes
 - f) Windows & Doors

- XIX. Building Interiors
 - d) Flooring
 - e) Walls
 - f) Ceilings

- XX. Building Mechanical Systems
 - c) HVAC
 - d) Plumbing

- XXI. Building Electrical/Lighting Systems
 - e) Power systems
 - f) Lighting
 - g) Low-voltage systems
 - h) Photo-voltaic

- XXII. Special Systems & Equipment