



search this site

Search

Teaching & Learning ▾

Testing & Accountability ▾

Finance & Grants ▾

Data & Statistics ▾

Specialized Programs ▾

Learning Support ▾

Home / Learning Support / School Facilities / Title 5, California Code of Regulations

Title 5, California Code of Regulations

This is an excerpt of California Code of Regulations, Title 5 that relate to school facilities.

This is an excerpt of *California Code of Regulations, Title 5* that relate to school facilities construction. The complete text of the [California Code of Regulations, Title 5](#) may be downloaded from the Office of Administrative Law.

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*.

[Back to Top](#)

§ 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*.

[Back to Top](#)

§ 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 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.

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](#)  (PDF)).
- 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*.

[Back to Top](#)

§ 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*.

[Back to Top](#)

§ 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 ratio 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*.

[Back to Top](#)

Questions: [Title 5 Team](#) | sftsd@cde.ca.gov | 916-322-2470

Last Reviewed: Wednesday, May 28, 2025

Trending in School Facilities

Title 5, California Code of Regulations (this page)

[Year-Round Education Program Guide](#)

[K-12 Toilet Requirement Summary](#)

[Guide to School Site Analysis and Development](#)

[Physical Education Guidelines Middle & High School](#)

[More Trending Items](#)

Recently Posted in School Facilities

[Plan Submittal Process](#) (added 30-Oct-2025)

Describes the procedure for obtaining plan approval from the California Department of Education.

[Healthy School Facilities: Indoor Air Quality](#) (updated 17-Oct-2025)

This page contains information regarding healthy school facilities indoor air quality.

About CDE

[CDE Locations](#)

[CDE Mission](#)

[CDE Organization](#)

[Contact Us](#)

[Equal Opportunity](#)

[Jobs at CDE](#)

[Newsroom](#)

[Stay Connected with CDE](#)

[Superintendent's Initiatives](#)

State Board of Education

[Meeting Agendas](#)

[Meeting Minutes & Schedule](#)

[Members](#)

Popular Content

[California School Dashboard](#)

[Common Core State Standards](#)

[Complaint Procedures](#)

[Content Standards](#)

[Curriculum Resources](#)

[Education Funding](#)

[English Language Development Standards](#)

[Financial Allocations & Apportionments](#)

[High School Equivalency Tests](#)

[High School Graduation Requirements](#)

[Kindergarten in California](#)

[Social and Emotional Learning](#)

[Standards & Frameworks](#)

Popular Program Areas

[Accountability - School Performance](#)

[Career Technical Education](#)

[Charter Schools](#)

[Child Nutrition](#)

[Child Development](#)

[Disaster and Emergency Management](#)

[Expanded Learning](#)

[Principal Apportionments](#)

[Safe Schools](#)

[School Facilities](#)

[Special Education](#)

[Standardized Testing](#)

[Title I](#)

[Title III](#)

Resources

[California School Directory](#)

[Education Calendars](#)

[Education FAQs](#)

[Language Access Complaint](#)

[Laws & Regulations](#)

[Multilingual Documents](#)

[Publications](#)

[School and District Reports](#)

>> [More Resources](#)

Site Information

[A-Z Index](#) | [Site Map](#)

[Web Policy](#)

[Accessibility Certification](#)

© California Department of Education