

**SAN DIEGO UNIFIED SCHOOL DISTRICT  
ADMINISTRATIVE PROCEDURES**

NO. 3410

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**CLASSIFICATION** FACILITIES, TEMPORARY **EFFECTIVE** 1-29-62  
**SUBJECT** SCHOOL CAPACITY STANDARDS FOR RELOCATION **REVISED** 4-3-90  
OF PORTABLE BUILDINGS AND LONG-RANGE FACILITIES PLANNING

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A. PURPOSE AND SCOPE:

General  
Revisions

1. To outline administrative procedures governing the process for determining the annual operating student capacity of schools in the district as it pertains to allocating portable classrooms to schools and long-range facilities planning.

B. LEGAL AND POLICY BASIS:

1. Reference: Board policy: C-7500, D-5000, D-6000, E-1000, E-2000, E-4000, G-4000; Board minutes, 4-29-86.

C. GENERAL:

1. Originating Office. Suggestions or questions concerning this procedure should be directed to Facilities Services Director, Business Services Division.
2. Definitions. Student capacity of a school plant is defined in two ways:
  - a. Total as-built capacity: Total number of students that can be housed in a school plant if all spaces designed as standard classroom, permanent or portable, are occupied by 30 or more students at a designated time of day.
  - b. Operating capacity: Total number of students that can be housed in a school plant in a given year based on the educational program and the staff assignment practices in effect at that school. Is often less than the as-built capacity due to alternate use of classroom spaces and reduced classroom size such as occurs in special education. In establishing the operating capacity of a school, it is assumed that:
    - (1) Grades 1-12 are on single-session programs.
    - (2) Kindergartens are on double sessions unless space is available on the site for single-session operation. An exception to this policy has been granted to magnet and minority isolated schools which may conduct single-session kindergartens.
    - (3) Classroom teachers for grades 1-6 have a single designated teaching station except in middle schools.
    - (4) There is conformance to legally mandated student class sizes, and district defined core facility requirements.

- C. 2. b. (5) Restructuring schools are reviewed under the standard criteria for space allocations. The restructuring policy does not provide for additional space resources. Classrooms dedicated to core facilities are to be maintained as such unless specific waivers are granted.
- (6) Capacity adjustments are made for special education, seminar and ROP class sizes.
- (7) The scheduling adjustment for secondary schools is applied to classrooms only.
- (8) The physical education stations at senior high schools are computed based on actual physical education enrollments.
- (9) Multitrack year-round school (MTYRS) site operating capacities will be determined as follows:
- (a) Special use classrooms are identified and removed from the total classroom spaces on the site. In addition to the core and priority 1 and 2 uses identified in section C.8., sites may designate a room for flex storage. The number of rooms required for the intersession program is designated by the summer school office.
- (b) Special education and seminar rooms are subtracted from the total classrooms and their formula enrollments are added at the end of the computation.
- (c) The number of teaching stations possible (30 students/teacher) is computed by multiplying the rooms remaining after steps (a) and (b) by 1.33. This identifies the number of teaching stations (classroom spaces) possible on a multitrack schedule. From this total, one teaching station is subtracted to account for the staffing formula adjustment required by the multitrack configuration.
- (d) The site capacity is then computed by multiplying the number of teaching stations resulting from (c) and adding the additional capacities of any seminar, ROP, and/or special education classes, and the double-session kindergartens possible.
- (e) To achieve the operating capacity, the number of teachers per track must be equal.
- (10) Children's center and state preschool enrollments are not included in the computation of site operating capacities.
3. Core Facilities. In addition to classroom facilities, all schools shall have a standard complement of space necessary to implement educational support services to students and staff within existing facilities or as resources become available.

C. 3. The use of established core facilities as an emergency measure to accommodate growth is a temporary measure only. The core facility space is to be restored as resources are available. Core facilities shall include, whenever possible, spaces for:

a. Elementary Schools

- (1) Teacher/office personnel material preparation
- (2) Nursing services
- (3) General office area
- (4) Instructional supply storage and issuance
- (5) Staff lounge/dining area (refer to guidelines, E.6.c.)
- (6) Site administrative office
- (7) Student dining area
- (8) Food services area
- (9) Staff mail area
- (10) Custodial/gardening storage (schools without permanent storage space will be footnoted)
- (11) Adult and student restroom facilities
- (12) Library/media center (to be housed in space equivalent to one standard classroom)
- (13) Student counseling center (amount of space to be determined on a case-by-case basis according to staffing level and program)
- (14) Adequate playground space

b. Secondary Schools

- (1) Teacher/office personnel material preparation
- (2) Student counseling
- (3) Nursing services
- (4) General office and public waiting
- (5) Library or media area
- (6) Instructional supply storage and issuance
- (7) Staff lounge/dining area (refer to guidelines, E.6.c.)
- (8) Site administrative office
- (9) Student dining area
- (10) Food services area
- (11) Staff mail area
- (12) Custodial/gardening storage
- (13) Adult and student restroom facilities

4. Redesignation of loft spaces. A total of 35 loft classroom spaces has been removed from the total capacity and operating capacity of the following eight elementary schools with loft space designs: Brooklyn (1), Mckinley (4), Sherman (4), Logan (5), Tierrasanta (4), Hancock (6), Miller (8), and Hamilton (3).

- C. 5. Playground area. School sites are developed as part of a comprehensive facility master plan designed to produce the most efficient use of a particular site. The area of the school site that is planned for playground and physical education purposes is a function of the land available. Specific site development design is primarily concerned with the implementation of the instructional program.

In each case, when a new school is planned or an existing school is to receive additional buildings, care is taken to maximize available playground area. However, it should be noted that absolute standards cannot be developed as every program ultimately is determined on a case-by-case basis according to the size and configuration of the site, the scheduled play activities for that school's instructional program, the school population, number of recesses, lunch periods, etc.

6. District Portables. The San Diego Unified School District owns and uses portable buildings which were built as classrooms and can be moved from site to site to provide classroom space when a school's enrollment exceeds its operating capacity, or to meet other approved needs. Portable structures are not to be adapted for specialized uses which compromise their ability for continued use as general purpose classrooms. For example, libraries are not to be established in portables, nor are interior modifications to be made for special education, magnet, or ROP uses.
7. Allocation of Portable Buildings. A review of the usage of all rooms on district school sites shall be coordinated annually by the Facilities Services Department. Assessment of the adequacy of space at district school sites and the criteria to be used for allocation of portables shall be in descending order of priority as outlined in Sections C.8., C.9., and C.10 below.
8. Classroom Allocation, Mandated Programs - Priority 1
- a. Classrooms to conduct those classes specified by course title and number in the board-adopted "Uniform Course Names and Numbers" (Procedure 4100) and to provide instruction as outlined in the board-adopted "Course of Study, K-12."
  - b. Classrooms to conduct classes for district-mandated instructional programs specifically designed or required to supplement courses described in C.8.a. Such classes must be taught to groups of 30 or more students by a certificated teacher who does not have an additional teaching station and who is assigned full-time to the school.

C. 8. c. Classrooms to conduct district-mandated "pull-out" and instructional support programs which involve small groups of students. Such classrooms shall share building spaces with compatible programs, as assigned by site principal, and facilities will be provided on a multiple-use basis. (Example: resource teachers and ESL pullout.)

d. Classrooms to conduct special education classes as outlined below:

(1) Special day classes to be accommodated in full-size classrooms: handicapped programs in atypical schools; learning handicapped, severely developmentally delayed, physically or multi-handicapped, seriously emotionally disturbed (at elementary level), small group instruction (at secondary level), and trainable mentally retarded classes in comprehensive school sites.

(2) Special day classes to be accommodated in two-thirds size classrooms: severe disorders of language, and hearing impaired (at elementary level) classes outside of the Lafayette complex for the hearing impaired.

(3) Special day classes to be accommodated in one-half size classrooms: hearing impaired and visually handicapped (at secondary level) and resource specialists.

e. Classrooms to house district children's centers and state preschool programs, established before 1987.

9. Classroom Allocation, Approved Instructional Support Services - Priority 2

a. Instructional support services determined by site choice for formal enrichment, program enhancement, or supplemental instruction when:

(1) Such activities are specifically designed to augment courses described in c.8.a., and

(2) Such formal classes of 30 or more students are taught by a certificated teacher who has an additional teaching station and is assigned full-time to a school site, or

(3) Such formal classes are conducted by a full-time or part-time employee of the district.

10. Classroom Allocation, Optional Programs - Priority 3

a. District children's center programs established after 1986.

b. State preschool programs established after 1986.

D. 10. c. Office housing for central district certificated staff and/or management employees; central district storage.

d. Instructional support spaces staffed by community volunteers.

e. Space for school-related organizations directly associated with operation of a school on a daily basis (e.g., PTA, citizens advisory committees, etc.).

f. Uses other than above (e.g., private, nonprofit child care programs).

11. Permanent Building Classrooms. Prior to movement of portable classrooms to supplement space at a particular site, permanent building spaces built as classrooms shall be used exclusively for full-time classroom instruction specified in c.8.a., classroom allocation mandated programs, priority 1, and in accord with core facility requirements as specified in sections c.3.a. and c.3.b.

12. Facilities Services Director Responsibilities

a. Coordinates annual survey of the operating capacity of district schools; maintains current inventory of portable classrooms, indicating specific use of each room.

b. Prepares report that compares/contrasts operating capacity, total as-built capacity, current and forecasted school-by-school enrollments. (Report follows Superintendent's Cabinet adoption of the school-by-school enrollment forecast submitted by Planning Department.)

c. Convenes Master Calendar for Major Activities Impacting Facilities Committee (AKA: Portable Move Committee) to determine facility needs, including remodeling facilities and portable moves for the ensuing school year.

d. Prepares draft report of portable classroom needs based on committee recommendations regarding receiving and releasing school sites; incorporates Finance Division budget and cost data; submits draft report to the superintendent in Superintendent's Cabinet meeting.

e. Following finalization and approval of utilization plans by Superintendent's Cabinet and adoption of the implementation budget by Board of Education, notifies School Operations Division assistant superintendents and receiving/releasing school site principals of approved portable classroom moves and budget allocations.

- C. 12. f. Submits any changes in the adopted plan through channels indicated for the plan if such changes affect number of portable buildings allocated to a site or propose an increase in the budget.
- g. Selects proper on-site locations for portable buildings in accordance with approved site master plan in cooperation with the site principal and the Maintenance and Operations Department (M&O), and has architectural drawings prepared as needed; forwards copies of drawings to the M&O Department for review and utilities checks.
- h. Issues requests for service with appropriate budget designations to M&O for implementation.
- i. Notifies Business Services Division department heads of approved portable relocations.

13. Maintenance and Operations Director Responsibilities

- a. Reviews placement of portables in relation to site utilities capacity and location.
- b. Schedules movement of portable buildings; prepares purchase order to obtain the services of the building moving contractor.
- c. Submits request for material to the purchasing office to initiate the process of employing the building moving contractor.
- d. Coordinates work of district maintenance force with work of building moving contractor.
- e. Contacts Custodial and Gardening Operations Supervisor to arrange preparation of buildings for moving; arranges with receiving site staff to ready portables for use after arrival.
- f. Notifies site principals and interested offices, in writing, that the move has been completed and that the buildings are ready for occupancy.

14. Purchasing and Materiel Director Responsibilities

- a. Determines need for equipment and furniture relative to moves and remodels.
- b. Establishes the furniture budget requirements which are forwarded to the Director of Facilities Services Department for inclusion in the report.

C. 14. c. Issues purchase order for employing the services of the building moving contractor.

D. IMPLEMENTATION: (See Section C)

E. FORMS AND AUXILIARY REFERENCES

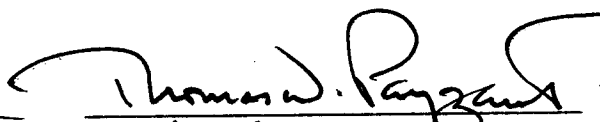
1. Elementary and Secondary Schools Capacity and Utilization Survey, Business Services Division form.
2. Application for Move Examination, form provided by City of San Diego Building Inspection Department.
3. Request for Maintenance Service.
4. Memo from the Maintenance and Operations Director indicating completion of the move.

F. REPORTS AND RECORDS:

1. Facilities Services Department reports, available from Business Services Division:
  - a. Adjusted Operating Capacity of Physical Education Stations at the Senior High School Level (2/3/86).
  - b. Scheduling Adjustment - Secondary Schools (1/30/86).
  - c. Scheduling Adjustment - Secondary Magnet Schools (9/29/89).
  - d. Standard Guidelines for Staff Lounges/Dining Rooms and Workrooms Square Footage (1/30/86).
  - e. Classification of Programs and Room Uses (2/3/86).
  - f. Multitrack year-round schools site utilization (9/12/89).
  - g. Loft classrooms (2/3/86).

G. APPROVED BY:

  
Assistant Superintendent  
Business Services

  
Superintendent