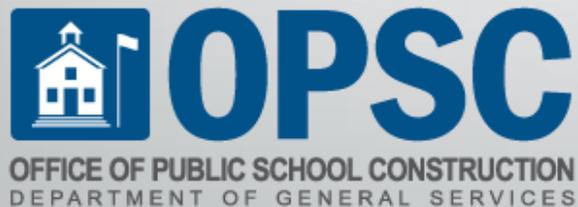


The Roles of State Agencies in the School Construction Process

Applying for the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program

February 3, 2022



Agenda

Introductions

Office of Public School Construction

California Department of Education

Division of the State Architect

Case Study – Pixley Union Elementary School District

Question & Answer Session

Conclusion

Welcome

Ana Lasso, *Director*



Introductions

- **Office of Public School Construction**

- Lisa Silverman, *Executive Officer*
- Barbara Kampmeinert, *Deputy Executive Officer*
- Joshua Potter, *Program Supervisor*
- Lindsey Gordon, *Program Analyst*

- **California Department of Education**

- Juan Mireles, *Director, School Facilities & Transportation Services Division*
- John Gordon, *Education Administrator, Field Operations*
- Lesley Taylor, *Education Administrator, Policy Unit*

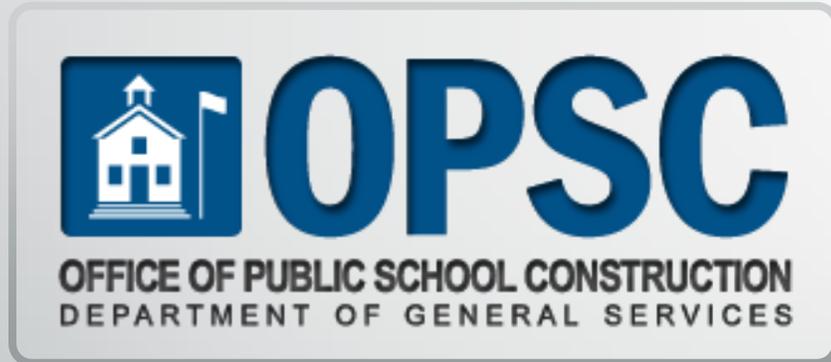
- **Division of the State Architect**

- Ida Clair, *State Architect*
- Douglas Humphrey, *Regional Manager, Los Angeles*
- Harlan Reymont, *Regional Manager, Sacramento*

- **Pixley Union Elementary School District**

- Joel Munoz, *Director of Maintenance and Operations*
- Gennifer Carvalho, *Chief Business Officer*

Office of Public School Construction

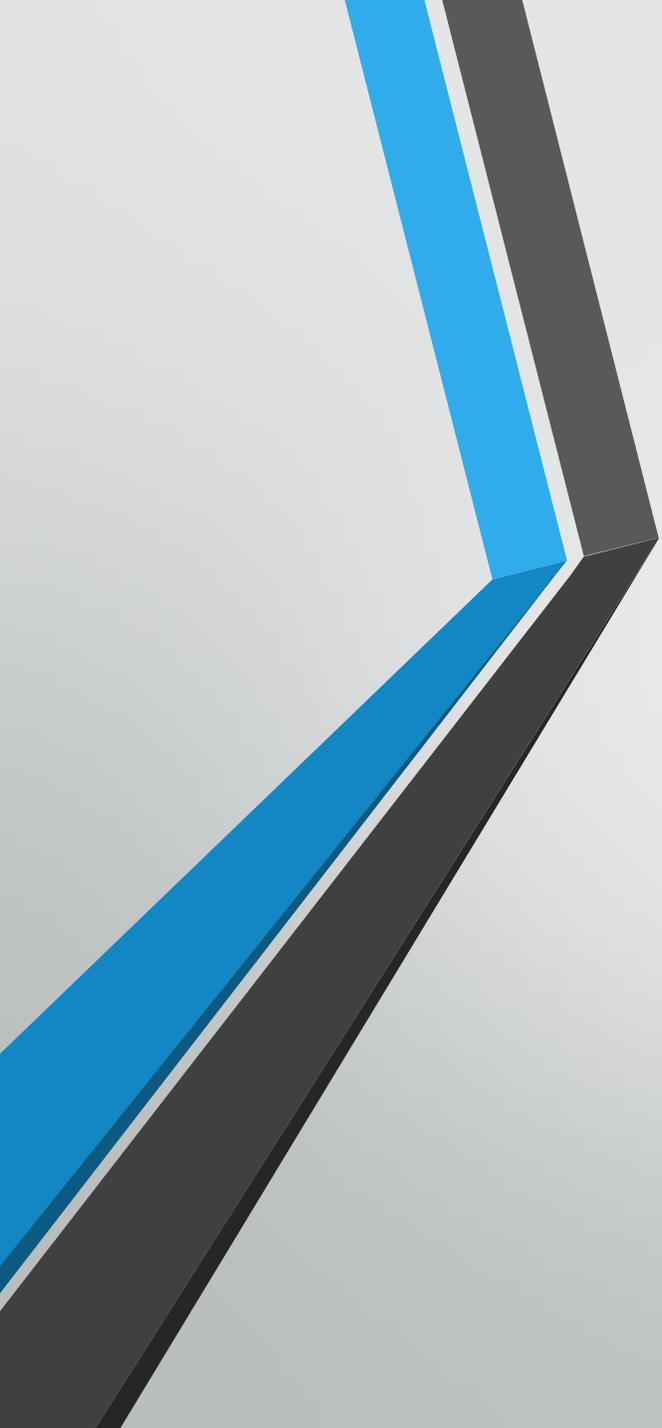


Lisa Silverman, *Executive Officer*

Barbara Kampmeinert, *Deputy Executive Officer*

Joshua Potter, *Operations Manager – Program Services*

Lindsey Gordon, *Program Analyst*



Office of Public School Construction

- Staff to the State Allocation Board on behalf of DGS
- Headquarters in The Ziggurat Building in West Sacramento
- Administer the \$42 billion School Facility Program
- Administer \$590 million California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Program

Office of Public School Construction – Management Team

Lisa Silverman, *Executive Officer*

Barbara Kampmeinert, *Deputy Executive Officer*

Michael Watanabe, *Chief, Program Services & Administrative Services*

Brian LaPask, *Policy & Operations Manager, Program Services*

Joshua Potter, *Operations Manager, Program Services*

Suzanne Reese, *Operations Manager, Fiscal Services*

Paula Felseghi, *Accounting Manager*

Department of Education



Juan Mireles, *Director, School Facilities & Transportation Services Division*

John Gordon, *Education Administrator, Field Operations*

Lesley Taylor, *Education Administrator, Policy Unit*



School Facilities & Transportation Services Division

Juan Mireles | Director

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

School Facilities and Transportation Services Division

Office of Learning Environments

Facilities Planning
Policy and Standards

Facilities Field
Operations

Administrative and
Analytical Support

Office of School Transportation

School Bus Driver
Instructor Curriculum

School Bus Driver
Instructor Training

School Bus Driver
Instructor Certification

Emergency Services Team

Mitigation

Preparedness

Response

Recovery

Education Code, Section 17251

- *"...develop standards for use by school districts in the selection of school sites."*
- *"...establish standards for use by school districts to ensure the design and construction of school facilities are educationally appropriate and promote school safety."*

California Code of Regulations, Title 5,

- Section 14010 — Standards for School Site Selection
- Section 14030 – Standards for Development of Plans for the Design and Construction of School Facilities

CDE's Field
Operations
Unit Role

Division of State Architect



Ida Clair, *State Architect*

Douglas Humphrey, *Regional Manager, Los Angeles*

Harlan Reymont, *Regional Manager, Sacramento*



**1,084 K-12
School Districts**

9,292 Campuses



**72 Community
College Districts**

114 Campuses



**Essential Service
Buildings**



**Access Only
State funded construction**

**DESIGN &
CONSTRUCTION
OVERSIGHT**

**STRUCTURAL, FIRE &
LIFE SAFETY, ACCESS
COMPLIANCE**

DSA Regional Offices

CONTACT DSA OAKLAND

Oakland Regional Office

Dessa Rooney, Regional Manager

1515 Clay Street, Suite 1201

Oakland, CA 94612

[Oakland Regional Office Phone Roster \(XLS\)](#)

General Information

(510) 622-3101

Regional Manager

(510) 622-3109

1

CONTACT DSA SACRAMENTO

Sacramento Regional Office

Harlan Reymont, Regional Manager

1102 Q Street, Suite 5200

Sacramento, CA 95811

[Sacramento Regional Office Phone Roster \(XLS\)](#)

General Information

(916) 445-8730

Regional Manager

(916) 323-3775

2

CONTACT DSA LOS ANGELES

Los Angeles Regional Office

Douglas Humphrey, Regional Manager

355 South Grand Avenue, Suite 2100

Los Angeles, CA 90071

[Los Angeles Regional Office Phone Roster \(XLS\)](#)

[Wells Fargo Center Visitor Guide \(PDF\)](#)

General Information

(213) 897-3995

Regional Manager

(213) 897-4092

3

CONTACT DSA SAN DIEGO

San Diego Regional Office

Craig Rush, Regional Manager

10920 Via Frontera, Suite 300

San Diego, CA 92127

[San Diego Regional Office Phone Roster \(XLS\)](#)

General Information

(858) 674-5400

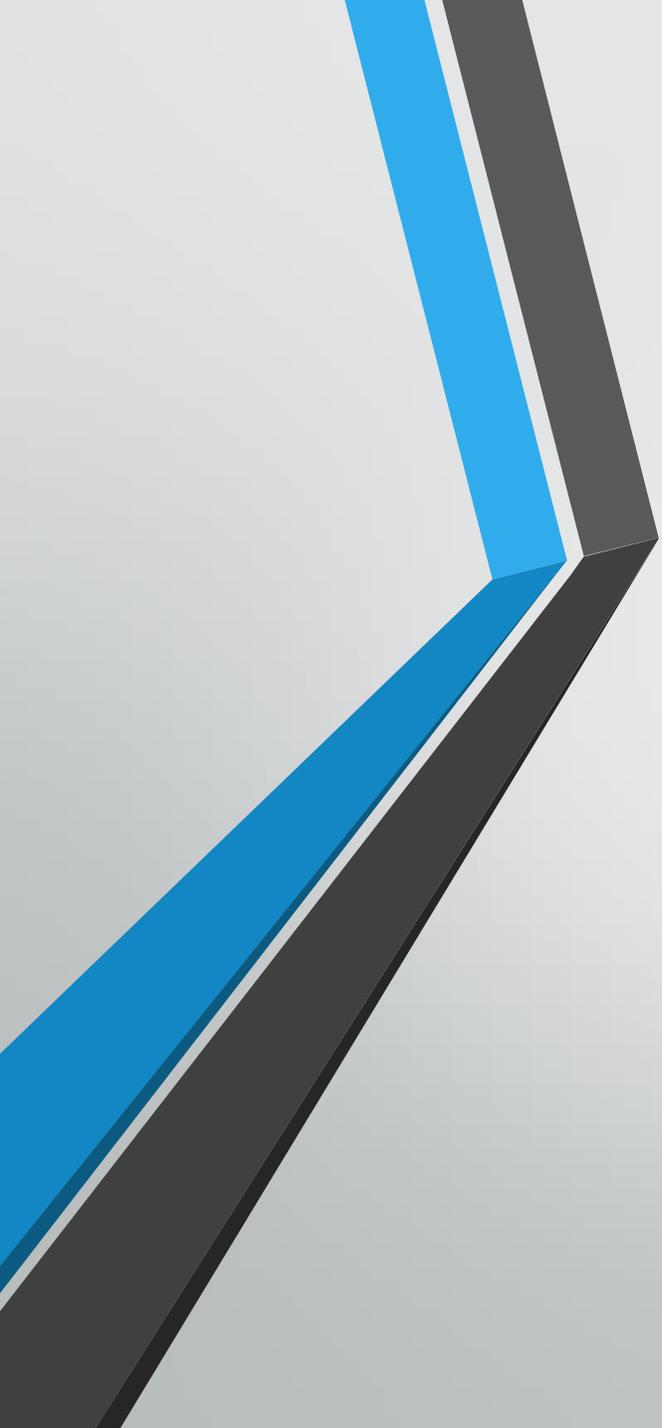
Regional Manager

(858) 674-5413

4



DSA REGIONAL OFFICES AND COUNTIES THEY SERVE



CALIFORNIA PRESCHOOL, TRANSITIONAL KINDERGARTEN AND FULL-DAY KINDERGARTEN FACILITIES GRANT PROGRAM

Presented by
Office of Public School Construction (OPSC)

February 3, 2022

Program Overview



California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program (Program)

- Established in June 2018, and expanded in July 2021
- One-time grants to increase the number of full-day classrooms by either:
 - Constructing new school facilities; or,
 - Retrofitting existing school facilities
- The Program now includes preschool and transitional kindergarten

Application Submittal Funding Rounds

- Additional \$490 million, less administrative costs will be split into two potential rounds

Round Dates
April 1, 2022 – April 30, 2022
April 1, 2023 – April 30, 2023

- \$225 million will be made available for the 2022 Round.
- The 2023 Round will include all remaining program funds
- Funding must be encumbered by June 30, 2024

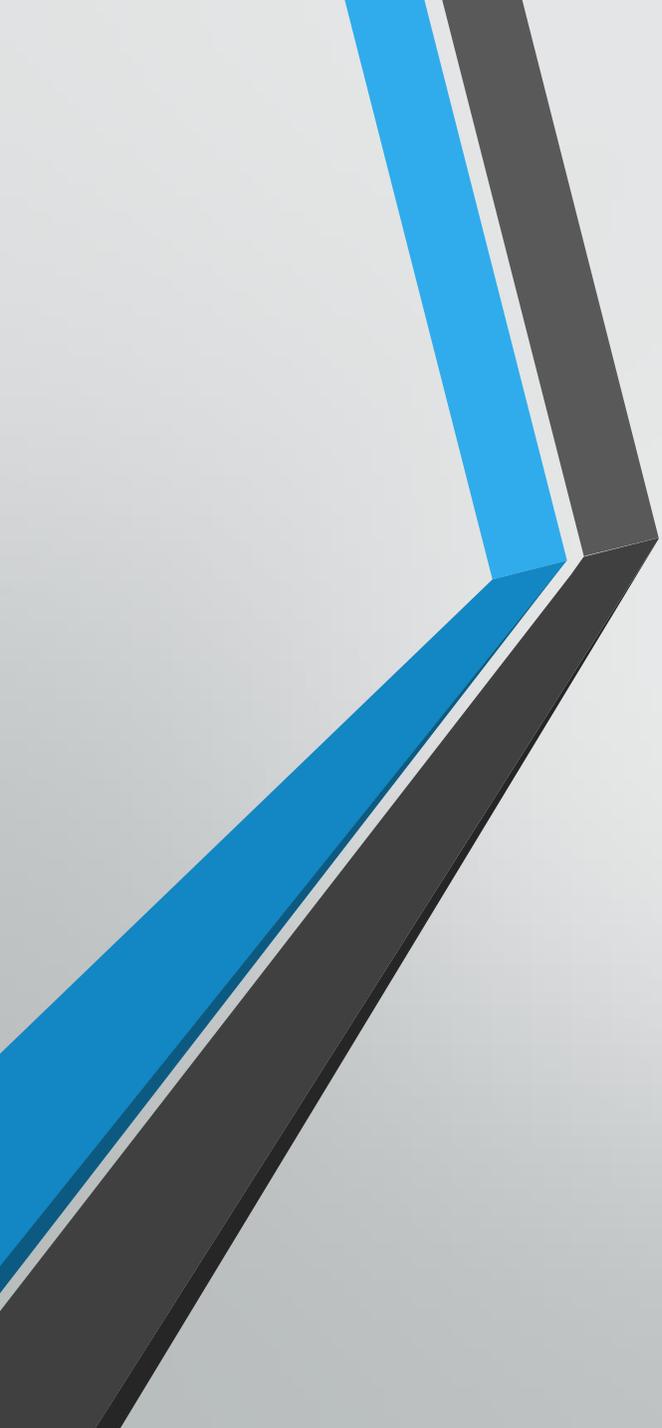


Funding

- Program funding is provided as grants and does not require a local matching share
 - Program matching share requirements, based on project type, will be provided in the next slide
- Grant amounts are based on a per pupil allocation
- Program base grants will use the most current School Facility Program (SFP) new construction and modernization K-6 pupil grant amount

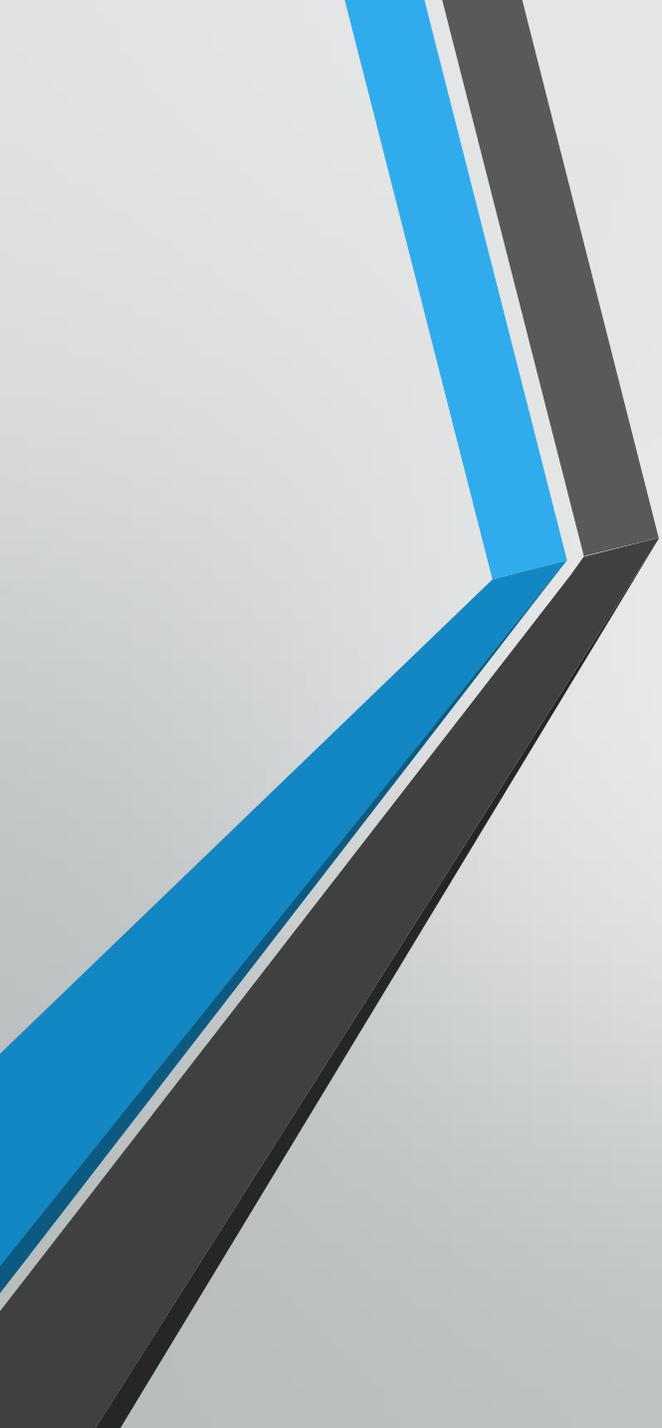
Funding

Program	Program Status	New Construction or Retrofit Project?	State Share	District Share*
Full Day Kindergarten	Existing	New Construction	50%	50%
Transitional Kindergarten Preschool Part-Day to Full Day Kindergarten	New/Existing New/Existing Converting	New Construction	75%	25%
Full Day Kindergarten	Existing	Retrofit	60%	40%
Transitional Kindergarten Preschool Part-Day to Full Day Kindergarten	New/Existing New/Existing Converting	Retrofit	75%	25%



Who Can Apply?

- Full-Day and Transitional Kindergarten Programs
 - Application site lacks adequate Title 5 compliant kindergarten classrooms
 - Only School Districts may apply for Program funding.
 - School district must hold title to the real property where the facilities will be located
 - Therefore, projects located on leased land are not eligible for Program funding



Who Can Apply?

- California Preschool Programs
 - Lacks the facilities to provide full-day instruction
 - School Districts and County Offices of Education may apply for preschool funding
 - School district must hold title to the real property where the facilities will be located.
 - Therefore, projects located on leased lands are not eligible for Program funding



Classroom Capacity

- Districts are considered lacking preschool and transitional kindergarten facilities if:
 - Site's enrollment exceeds site's kindergarten compliant classroom capacity
 - Classrooms constructed as kindergarten classrooms or altered to house kindergarten students, regardless of current use, will be included when determining existing kindergarten classroom capacity
- Classrooms will be loaded in increments of 25 pupils

Determining Capacity Need

The following is an example of how this methodology will be used to determine Transitional Kindergarten or Preschool enrollment.

1 st Grade	2 nd Grade	3 rd Grade	3-Year Average
70 pupils	65 Pupils	75 pupils	70 pupils/year

Preschool and Transitional Kindergarten (TK) Classroom Need

Preschool	TK
70 Pupils	70 pupils

Before project

Original Kindergarten
CR #1
50 pupils:25
AM/25 PM

Original Kindergarten
CR #2
50 pupils:
25 AM/25 PM

Original Transitional Kindergarten
CR #3
50 pupils:25
AM/25 PM



After Project

Original Kindergarten
CR #1
25 pupils
(Full day)

Original Kindergarten
CR #2
25 pupils
(Full day)

Original Transitional Kindergarten
CR #3
25 pupils
(Full day)

New Kindergarten
CR #4
25 pupils
(Full day)

New Kindergarten
CR #5
25 pupils
(Full day)

New Transitional Kindergarten
CR #6
25 pupils
(Full day)

Example of Eligible Full-Day Project

Types of Grants

New Construction

- Increase number of Program classrooms through an addition to an existing school site

Retrofit

- Increase number of program classrooms through retrofit of an existing facility

-
- OPSC will consult with California Department of Education (CDE) to determine if application will be limited to a retrofit project
 - Districts must certify if there are any classrooms on the site that met kindergarten or preschool design requirements when they were built

Types of Grants (cont.)

Grants without Advance

- For school districts that have all required supporting documentation
 - Division of State Architect (DSA) plan approval
 - California Department of Education (CDE) final plan approval

Grants with Advance

- For school districts that have none or only a portion of required supporting documentation
- New Construction
 - Advance funding for design (40% of base grant)
 - Advance funding for site acquisition
- Retrofit
 - Advance funding for design (25% of base grant)

Types of Grants (cont.)

Base grants can be increased by additional grants

New Construction

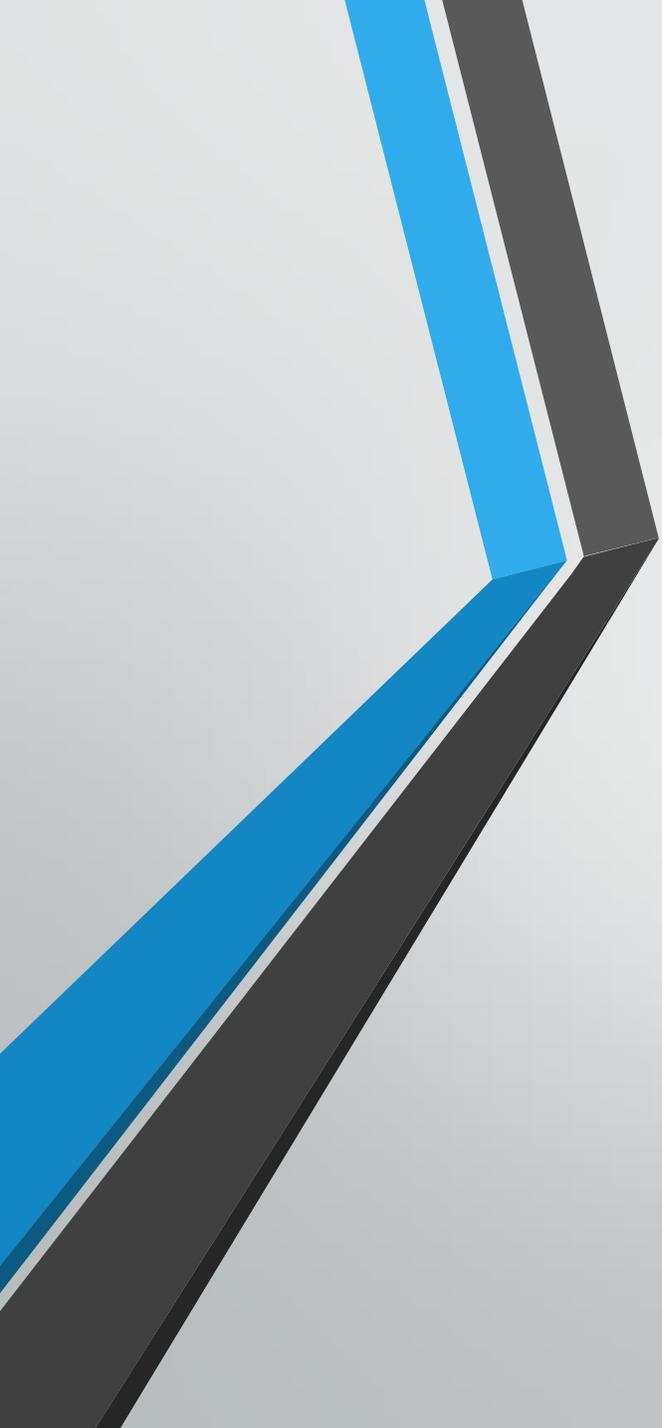
- Site acquisition
- Hazardous waste removal
- Automatic fire detection/alarm system
- Automatic sprinkler system
- Site development (35%)
- Multilevel classroom construction (12%)
- Project assistance

Retrofit

- Automatic fire detection/alarm system
- Site development (35%)
- 50-year old utilities (15%)
- Project assistance

Application Process





What Makes a Complete Application?

- Items required for all application types:
 - *Application for Funding* (Form SAB 70-01)
 - Detailed site map must include:
 - Current use of all facilities on the site
 - Use of Preschool, Transitional Kindergarten and Kindergarten classrooms after project (i.e. part-day or full-day)
 - Documentation verifying district's overall enrollment at the site
 - Enrollment year application is submitted and the three immediately preceding enrollment years

What Makes a Complete Application? (cont.)

- Items required for all application types: (cont.)
 - Detailed narrative description of the proposed project must include:
 - Explanation of proposed project scope of work
 - Number of kindergarten classrooms before project to be funded
 - Number and use of Program funded classrooms after project completion
 - Explanation of if the site is currently offering a full day program

What Makes a Complete Preschool Application? (cont.)

- Items required for Preschool applications
- Applications must include all items in the previous two slides
 - The district or COE must submit its county's most recent childcare needs assessments conducted by its regional local planning council for preschool age children
 - A current or future contract with the CDE to operate a preschool program

Reminder: School districts applying for Program funds for facilities for a California state preschool program, must build facilities that are not less than 1,350 square feet



OPSC Supporting Documentation

Additional Items for New Construction Applications

- New Construction Grant without advance release of funds
 - DSA application number
 - DSA final plan approval letter date
 - CDE final plan approval letter date
 - Access to Plans and Specifications (P&S) for the DSA-approved project
 - CDE final site approval letter (site acquisition only)
 - Appraisal of property that must be dated within six months prior to purchase of the site (site acquisition only)



OPSC Supporting Documentation

Additional Items for New Construction Applications (cont.)

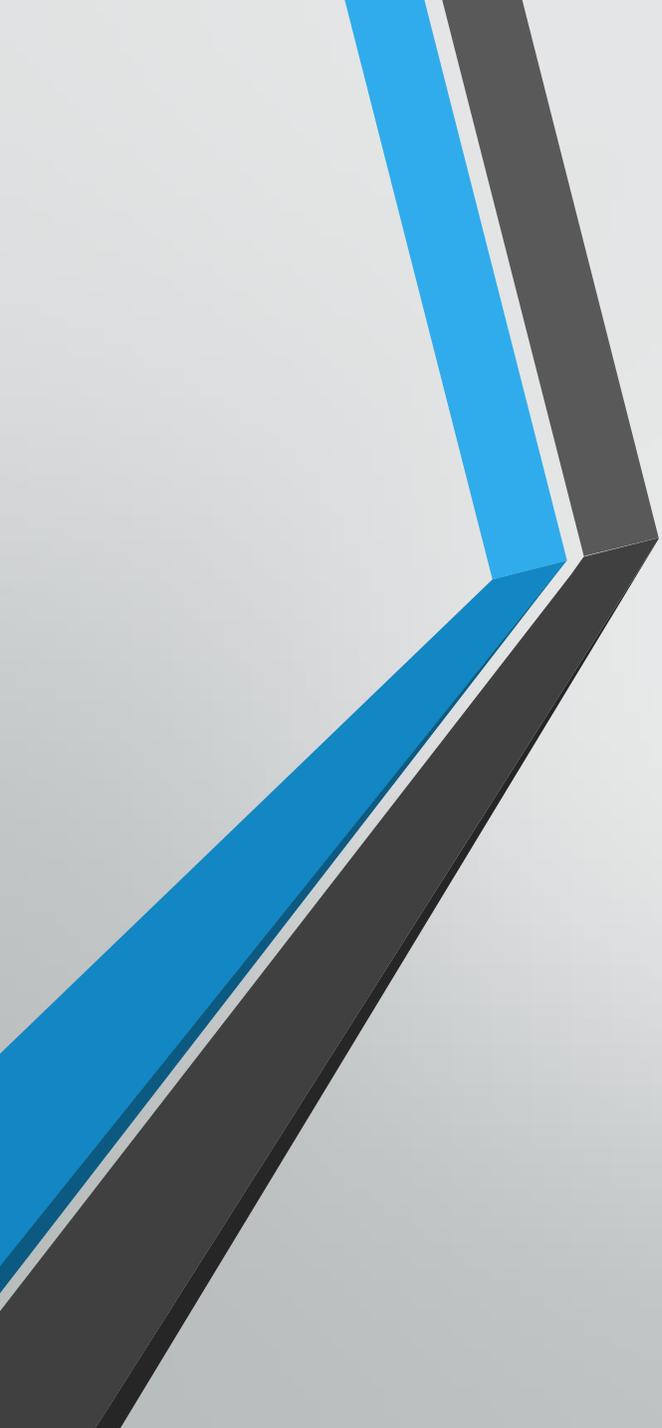
- New Construction Grant with advance release of funds
 - CDE contingent site approval letter (site acquisition only)
 - Preliminary appraisal of property that must be dated within six months prior to received date of Form SAB 70-01 (site acquisition only)



OPSC Supporting Documentation

Additional Items for Retrofit Applications

- Retrofit Grant without advance release of funds
 - DSA application number
 - DSA plan approval letter date
 - CDE final plan approval letter date
 - Access to P&S for the DSA-approved project
 - Identify facilities to be retrofitted and age of the building(s) on site map (50-year old utilities grant only)
- Retrofit Grant with advance release of funds
 - Identify facilities to be retrofitted and age of the building(s) on site map (50-year old utilities grant only)



Financial Hardship Process

- District submits funding application, checks box for financial hardship request
- OPSC will notify district when 70-01 is scheduled to be processed
- District submits financial hardship documents within 30 days
- Financial Hardship Approval and Funding Application processed concurrently

Reminder: If the district is planning to use Bridge Financing, please contact OPSC prior to beginning the process



Funding Order

Funding Order

- Preference points are assigned to each application
 - 80 maximum points possible
 - Financial Hardship requirements met: 40 points
 - Low Income: Up to 40 points
 - Percentage of pupils within school district who are eligible for Free and Reduced-Price School Meals

Percentage Eligible for Free and Reduced Price School Meals	Preference Points Assigned
60-65%	4
66-70%	8
71-75%	15
76%	16
77%	17
78%	18
79%	19
80%	20
81%	21
82%	22
83%	23
84%	24
85%	25
86%	26
87%	27
88%	28
89%	29
90%	30
91%	31
92%	32
93%	33
94%	34
95%	35
96%	36
97%	37
98%	38
99%	39
100%	40



Fund Release and Reporting

Fund Release Process

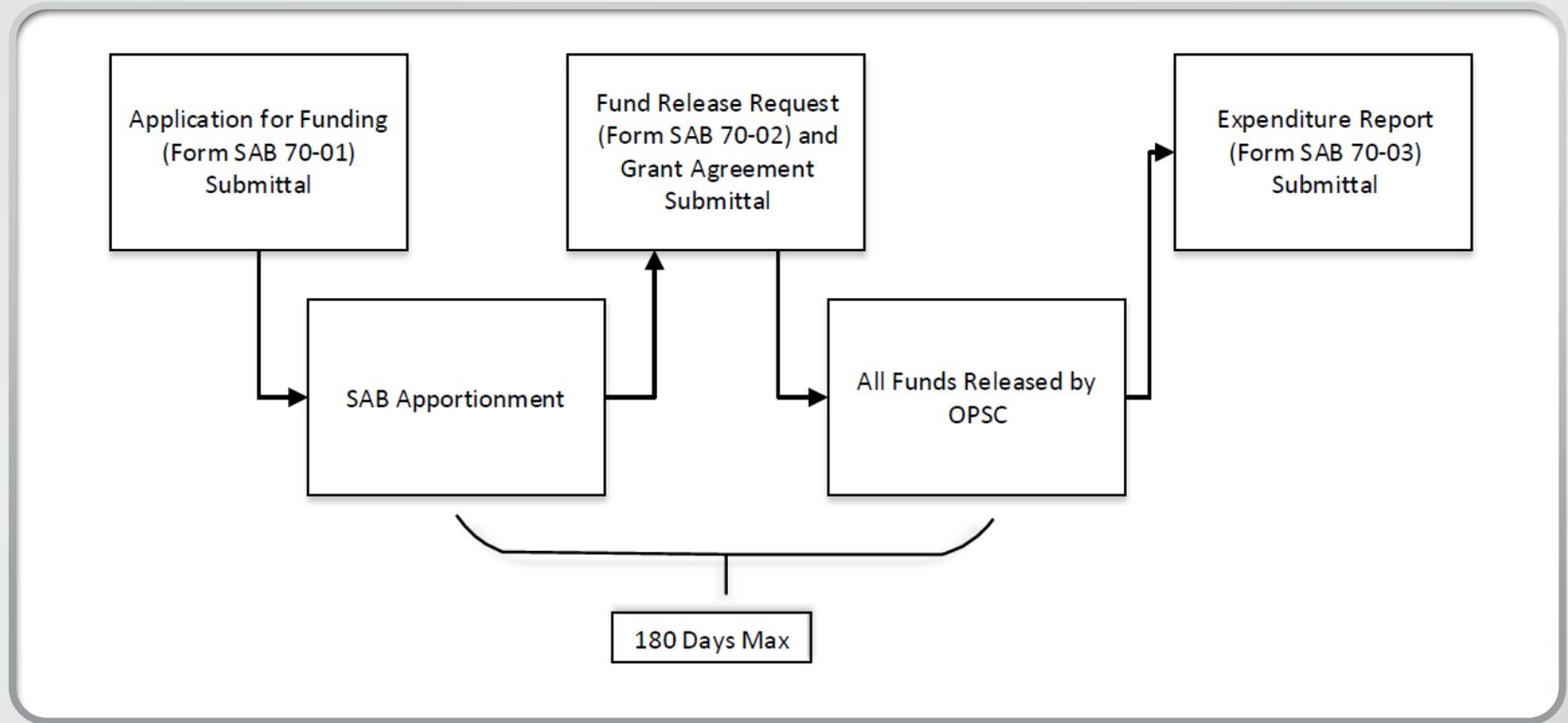
New Construction or Retrofit Grants without Advance

- Must submit *Fund Release Authorization* (Form SAB 70-02) with all approvals within **180 days** of apportionment

New Construction or Retrofit Grants with Advance

- Must submit *Fund Release Authorization* (Form SAB 70-02) with all approvals within **12 months** of apportionment

-
- Must execute and submit grant agreement before release of **any** funds
 - Cash proceeds will be made available after apportionment and will be released upon receipt of a Grant Agreement

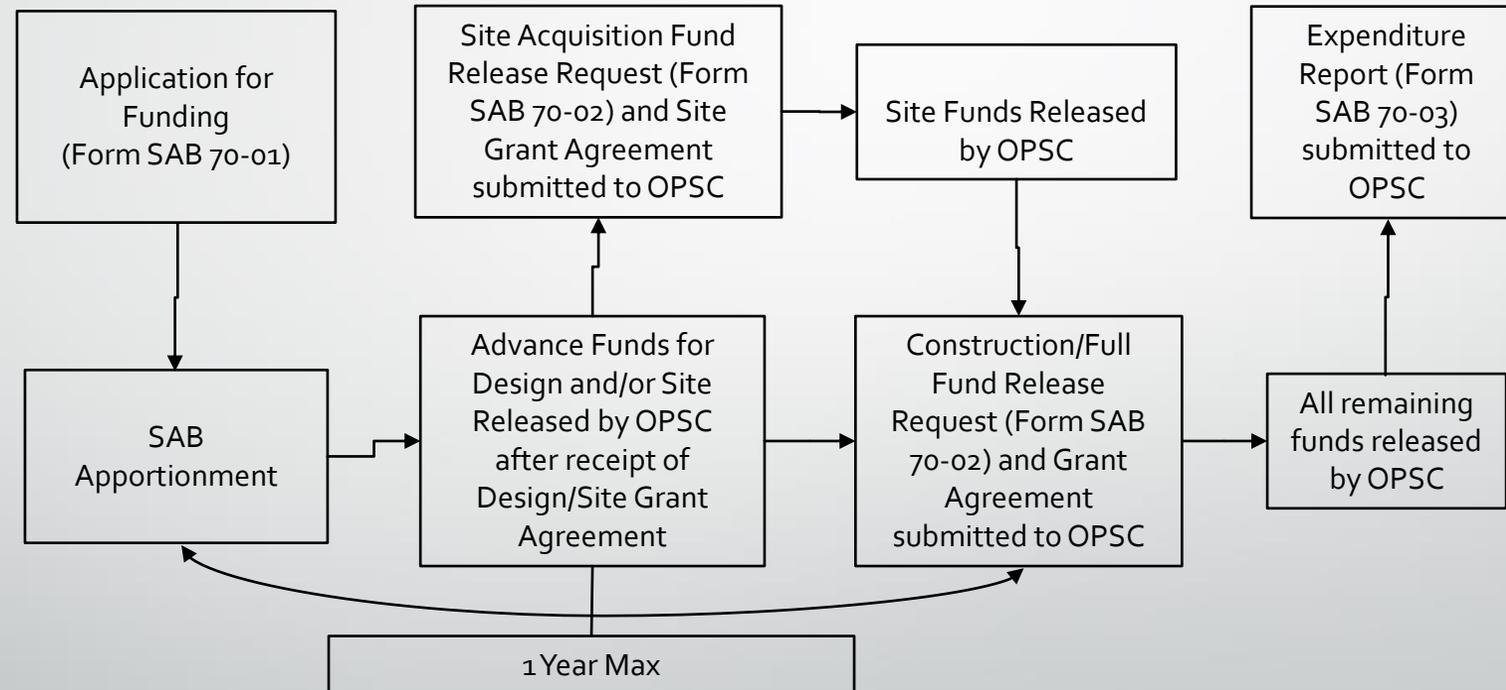


Sample Program Timeline

Projects without advance release of funds

Sample Program Timeline

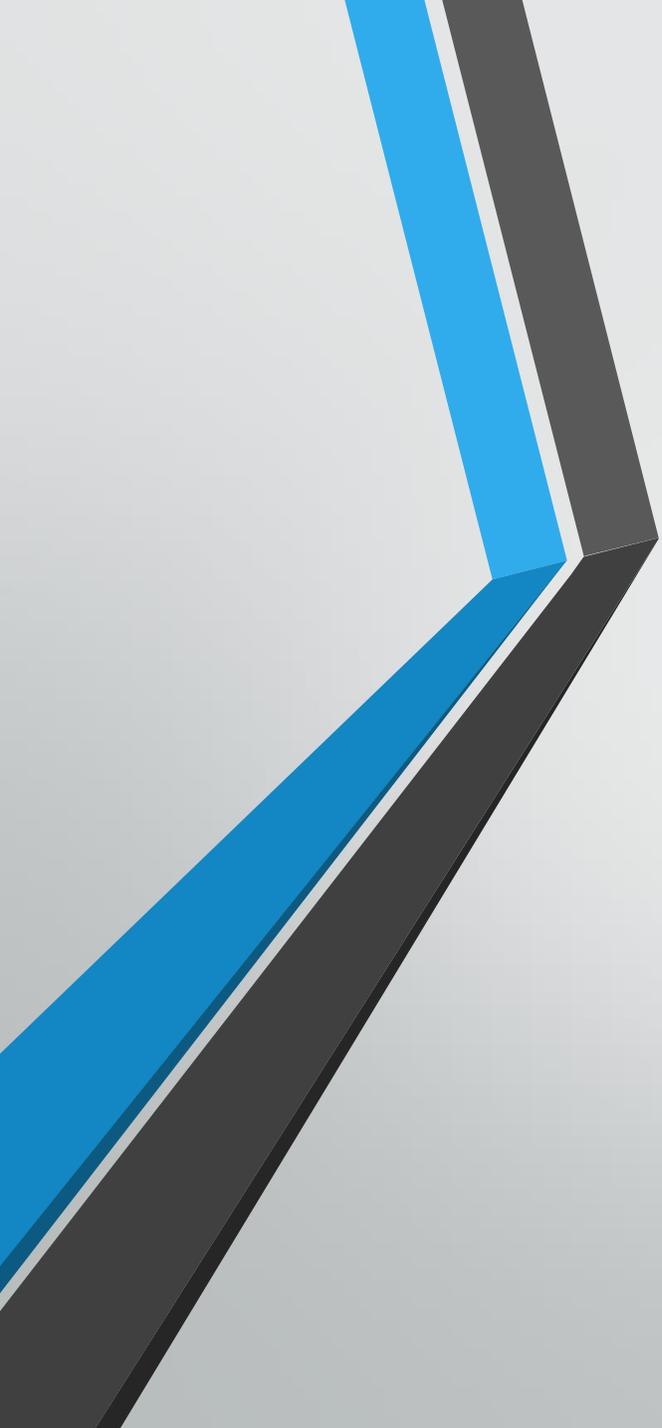
Projects with advance release of funds





Program Reporting

- Must submit an *Expenditure Report* (Form SAB 70-03) at project completion
 - A projects is complete when either of the following occur:
 - Notice of completion for the project has been filed; or
 - One year from the date of the final fund release
- Must report expenditure of project savings within one year from project completion
- All projects will be subject to a local audit



OPSC and Program Websites

- Program Website
 - <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding#@ViewBag.JumpTo>
- OPSC Online
 - <https://www.webapps.dgs.ca.gov/opsc/opsconline/>
- PTN Generator and Project Tracker
 - <https://www.dgsapps.dgs.ca.gov/opsc/PT/Ptn/Default.aspx>

Program Contacts

- Joshua Potter, *Program Services Operations Manager*
 - Joshua.Potter@dgs.ca.gov
 - (279) 946-8454
- Lindsey Gordon, *Project Manager*
 - Lindsey.Gordon@dgs.ca.gov
 - (279) 946-8458
- Jason Hernandez, *Financial Hardship Supervisor*
 - Jason.Hernandez@dgs.ca.gov
 - (279) 946-8449

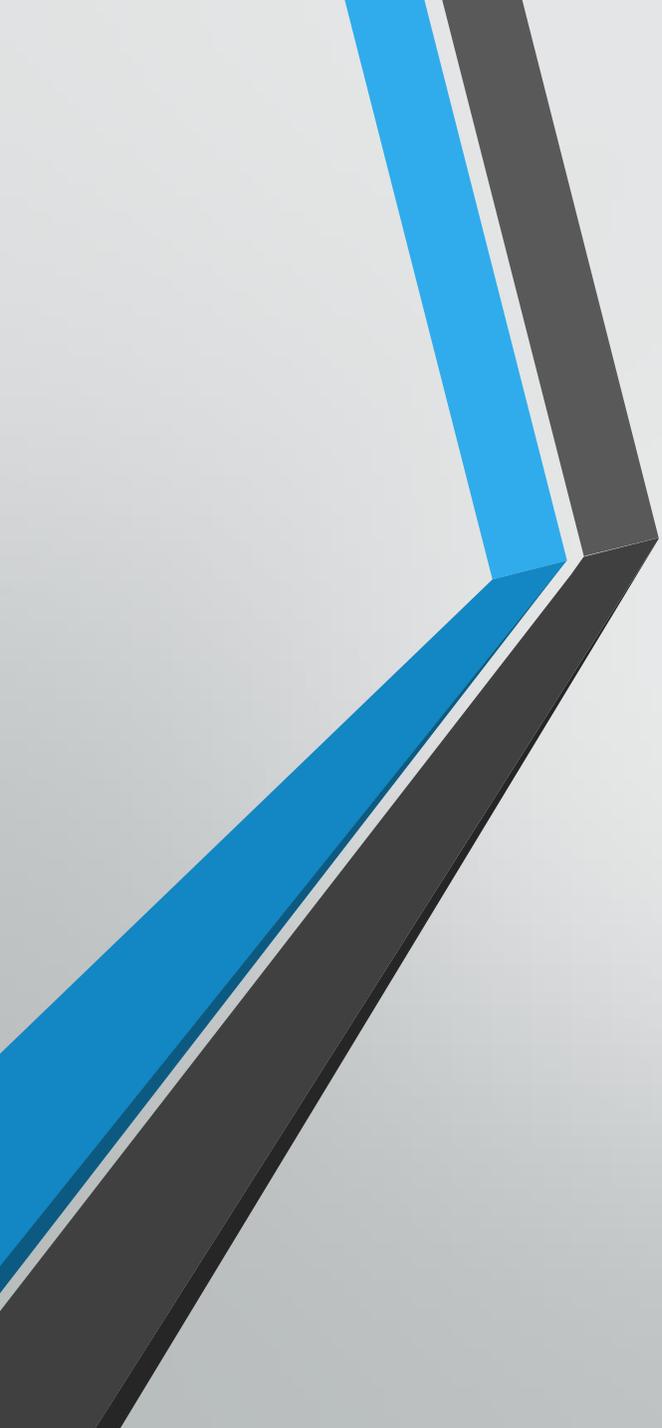


Thank You



Road to UPK, TK, FDK Starts with Planning

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction



Implementing Early Learning Requires Planning and Commitment

- What is the “state of the state” regarding Early Learning in your district?
 - What is the Superintendent/School Board’s vision? Timeframe?
 - Has your district developed an implementation schedule?
 - Are Early Learning Programs reflected in your Facilities Master Plan?
 - What are the enrollment projections for PK, TK and K?
 - How many unhoused students are projected?
 - How many classrooms will the district need?
 - Do your school sites currently have existing preschool programs (i.e. Head Start, California Preschool Program)?

Evaluate District Assets to Address Facilities Needs

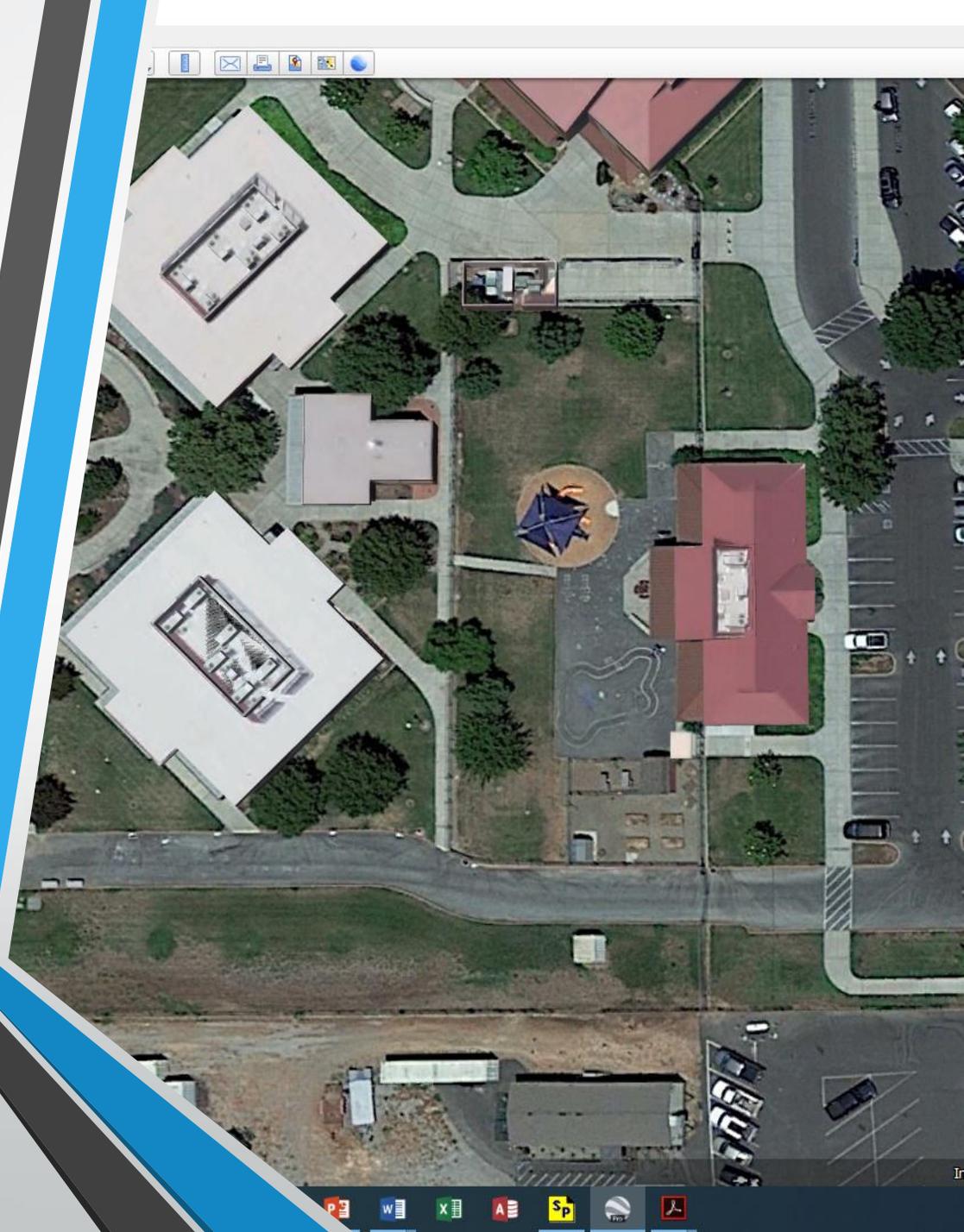
- Not all school sites are the same – site size, enrollment, etc.
 - District should evaluate which sites can support additional classrooms
 - More classrooms = smaller blacktop/playfield footprint
 - Need to ensure sites have adequate space to meet Education Code 51223
 - Sites under 70% of what CDE recommends require a PE Plan
 - *Resource:*
<https://www.cde.ca.gov/ls/fa/sf/peguideelement.asp>
- Does the district have unused or closed school sites that might serve to address early learning needs?
 - Remember, unused sites need to meet Title 5 Regulations, Section 14010.
 - *Resource:*
<https://www.cde.ca.gov/ls/fa/sf/title5regs.asp>

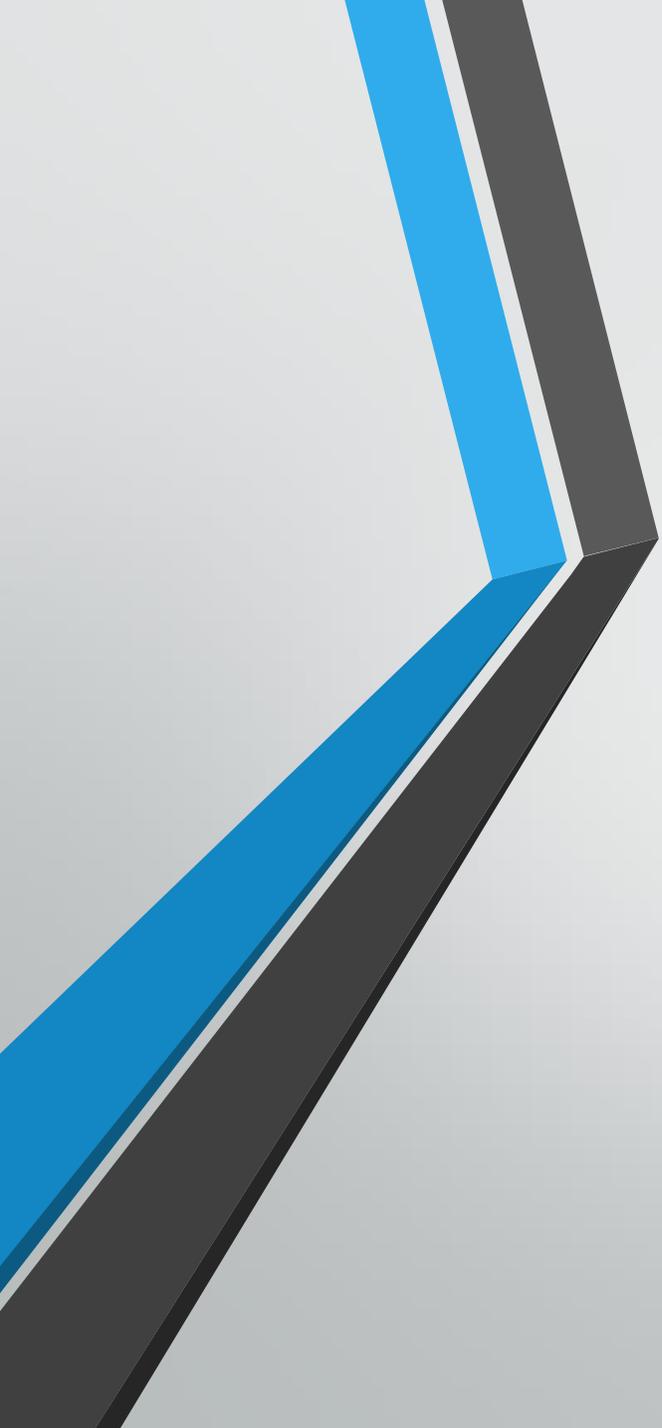
Evaluating Building Placement

- Proximity to existing kindergarten complex
- Path of Travel for parents and UPK/TK/K students
 - Classrooms are located close to parent drop-off and bus loading areas (Title 5, Section 14030(h)(2)(D))
- Proximity of nearby hazards (See SFPD 4.07/4.08, Part 4, Section C)
 - Powerlines (i.e. 100 feet setback for 50-133 kV line)
 - Pipelines (high pressure gas/water pipelines within 1,500 feet)
 - Railroads (within 1,500 feet)

Planning Considerations: Parent Drop Off

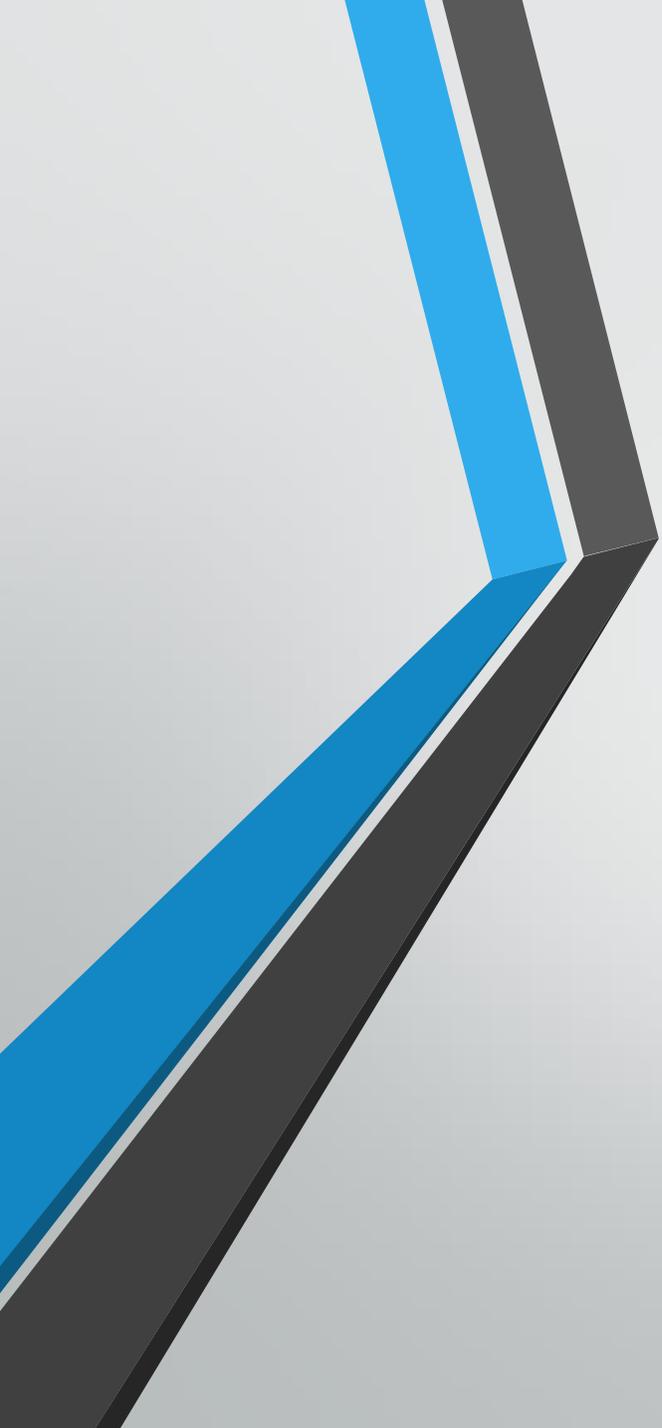
- Most parents escort their student to class:
 - Are parents expected to park in general parking lot and navigate their child through the rush hour of cars?
 - Designate safe walking paths that avoid pedestrian/vehicle conflict
 - Design separate parking area/entry for early learners.





Design Requirements under UPK, TK, FDK

- Minimum Classroom Size is 1,350 square feet (Title 5, Section 14030(h)(2))
- Classroom size includes restrooms, storage, teacher prep, wet/dry area
- Resource: <https://www.cde.ca.gov/ls/fa/sf/title5regs.asp>
- Proposed Regulations for UPK/TK/FDK Program:
 - For new construction, classrooms must be no less than 1,350 sq. ft. - no exceptions
 - For retrofit/reconfiguration, no less than 1,250 sq. ft.
 - Classroom size allow flexibility between UPK/TK/FDK



Design Requirements under UPK, TK, FDK (cont.)

- Dedicated play areas for UPK, TK, FDK
- Resource:
<https://www.cde.ca.gov/ls/fa/sf/documents/schoolsiteanalysis2000.pdf>
- For Licensed Preschools, check with the Department of Social Services, Community Care Licensing for site and specific requirements:
<https://www.cdss.ca.gov/inforesources/child-care-licensing>



Planning Considerations: Play Areas

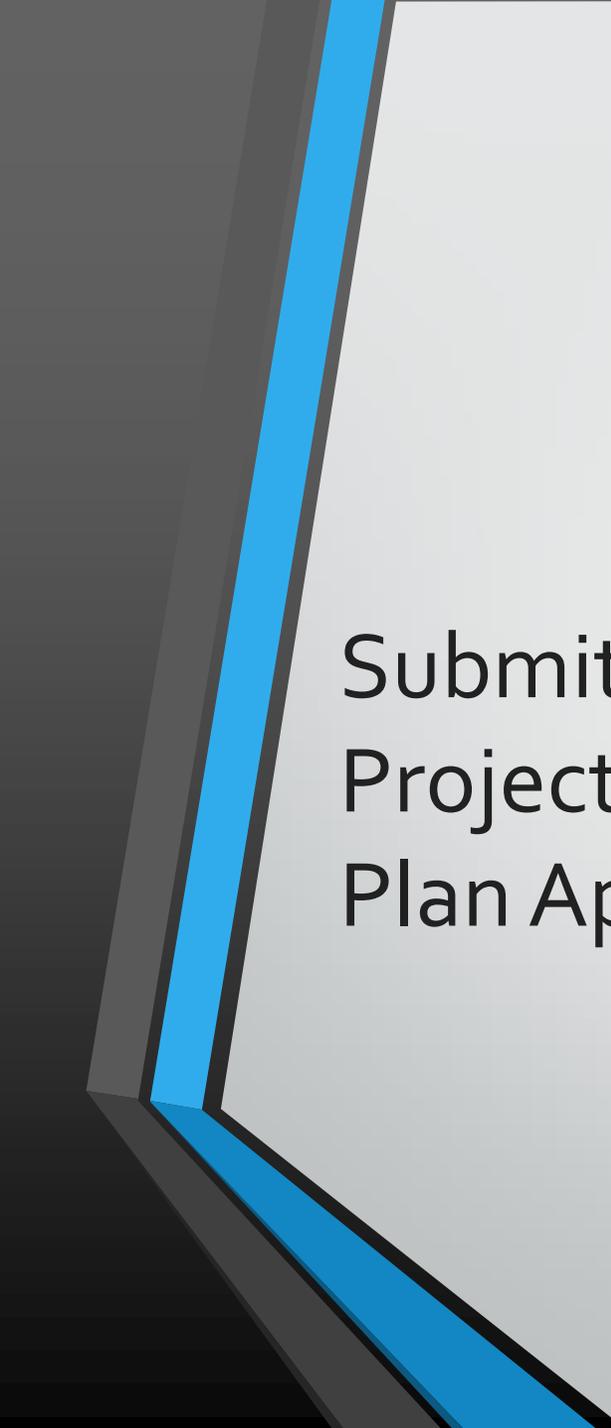
- Evaluate how many early learning play areas are needed
- Will play areas be shared?
 - Evaluate current usage/scheduling of existing play area
 - Identify “tipping point” when an additional play area is needed
 - Ensure supervision (Title 5, Section 14030(h)(2)(B))
- Provide playground apparatuses that developmentally appropriate (i.e. it may look different for PK vs TK)
- Dedicated play areas for licensed preschools (contact CDSS/CCL)



What Districts are Considering...

What CDE is hearing so far...

- Evaluating attendance boundaries
- Changing grade spans at school sites
- Utilizing portions of existing closed school sites
- Purchasing small sites dedicated to early learning – check with OPSC on whether these acquisitions can qualify for the PK/TK/FDK Facilities Grant Program.



Submitting to Projects for CDE Plan Approval

- Submit the following documents:
 - SFPD 4.07/4.08 application
 - SFPD Plan Summary (if applicable)
 - Architectural Plans (site, floor, interiors, exteriors)
- Upload onto CDEBox or send paper project to CDE
- Three levels of review (Analyst, Field Representative, Education Admin)
- CDE committed to a three-month review time

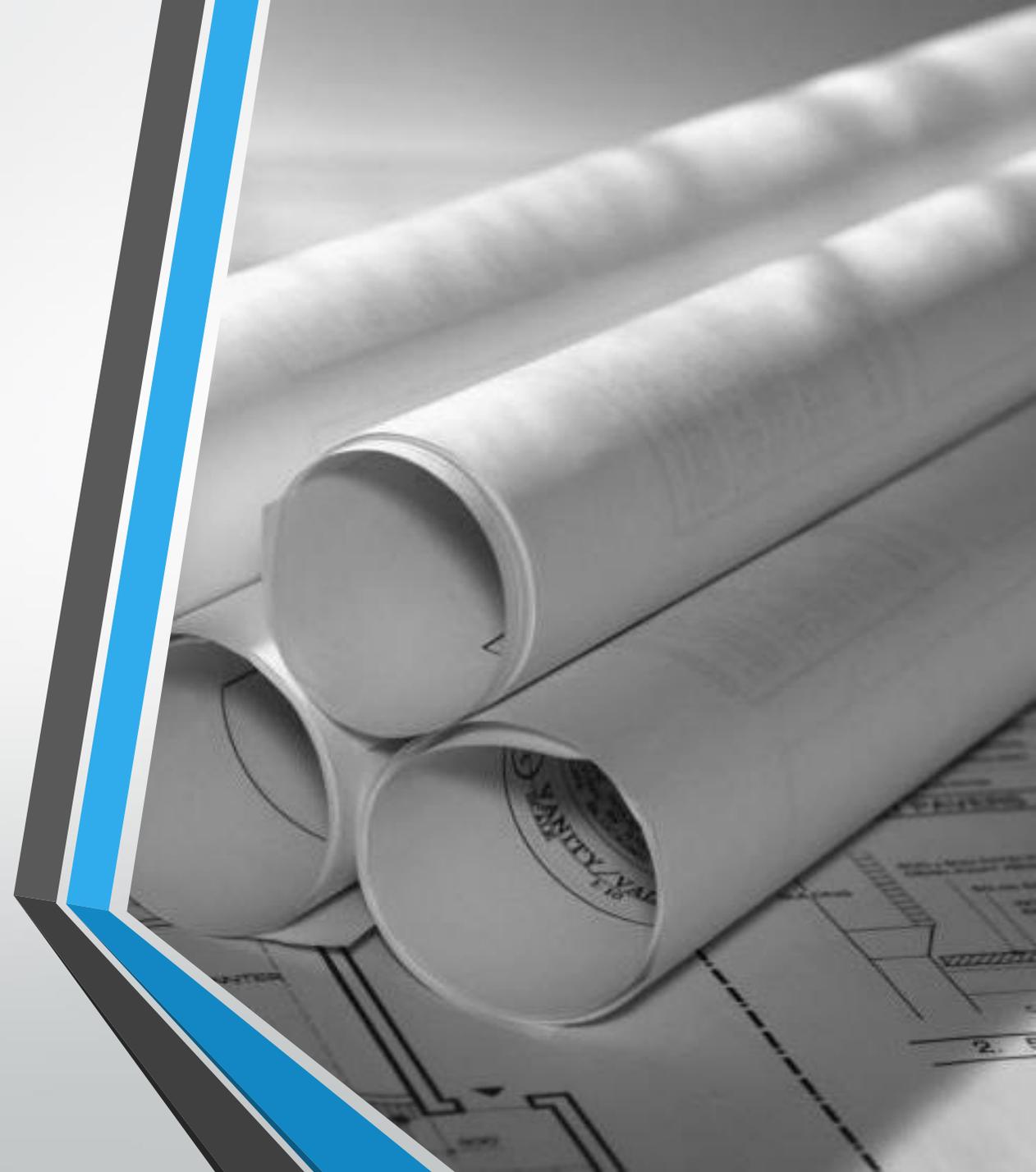
CDE Contacts

- Bryan Boyd, *Education Programs Consultant*
School Facilities and Transportation Services Division
 - bboyd@cde.ca.gov
- John Gordon, *Education Administrator I*
School Facilities and Transportation Services Division
 - jgordon@cde.ca.gov
- Preschool & TK (non-facilities) Questions
 - UPK@cde.ca.gov
- Benjamin Allen, *Education Programs Consultant*
Early Education Division
 - ballen@cde.ca.gov



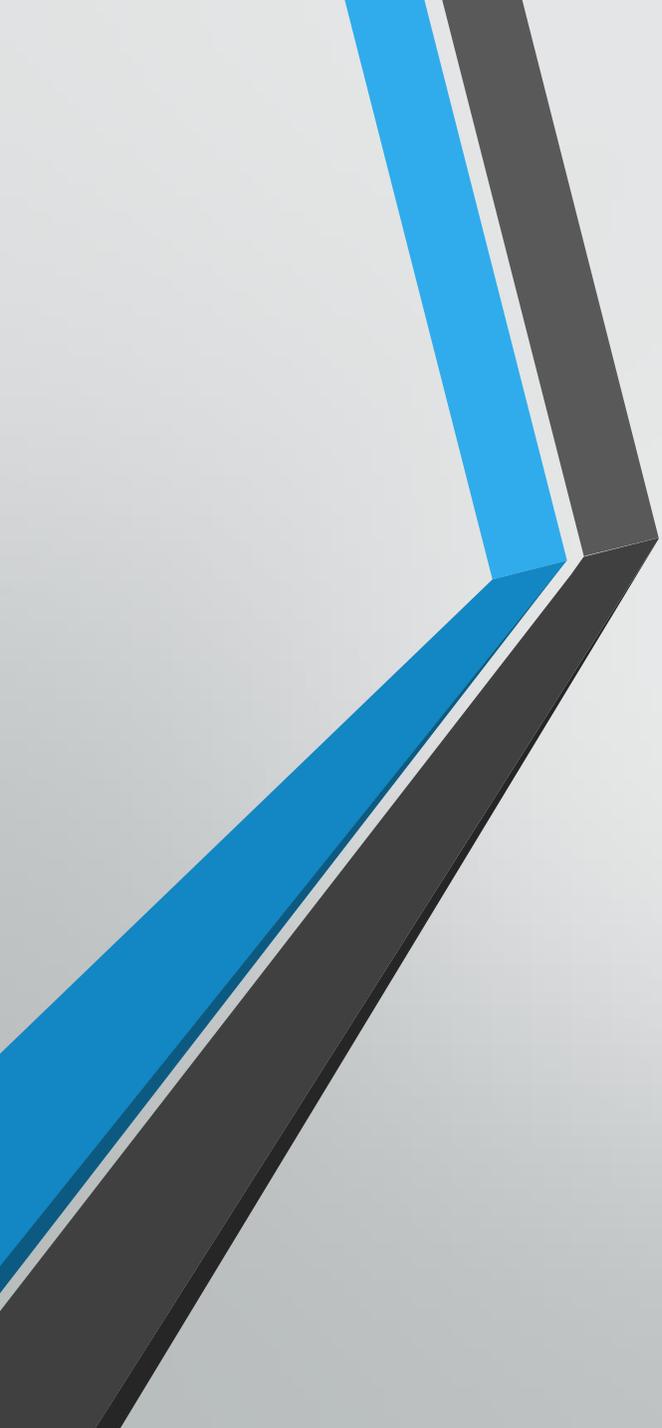
Plan Approval Process

All New Construction, Modernizations,
and Site Work on Public School
Campuses must be reviewed by DSA,
with few exceptions.



EXEMPTIONS BASED ON PROJECT COST

- [IRA-22](#): Construction Projects Exempt from DSA Review
- Exemption threshold raised to \$119,230 for all disciplines
- Exemption Raised to \$268,268 when:
 - There is no structural work
 - Project contains no access compliance work
 - Project contains no work that triggers Path of Travel improvements
 - Project meets all fire & life safety standards
- Exempt projects must comply with all design, construction and inspection requirements of the CBC
- School District is responsible for compliance with all code requirements
- Exemption is only applicable to alterations to DSA certified structures



EXEMPTIONS BASED ON PROJECT SCOPE

- Applies to “maintenance” work, defined as
 - Ordinary upkeep and repair
 - Replacement in kind
 - Repainting
 - Re-plastering
 - Reroofing
 - Limited to one additional application
 - Need to examine for deterioration prior to reroofing
- Maintenance does **not** include:
 - Work on structural framing or reinforcement other than repainting
 - Replacement of large mechanical, electrical, or plumbing systems

Meet with us at.....

- Project Planning
 - Ask DSA for a Preliminary Meeting with
 - School District
 - Design Professionals
- Schematic Design
 - Ask DSA for a Preliminary Meeting
 - With School District and Design Professionals
 - Discuss Schedule
 - Discuss Code Interpretations





APPOINTMENT PROCESS

1. Submit form DSA 1-Reg & DSA 1
 - Request date 6 – 8 weeks in advance
2. DSA opens project on DSAbox and issues "A " Application Number
 - No fees due at this time
3. Submit drawings to help define project
4. Submit revised form, if changing appointment
 - Request date 6 - 8 weeks from change date
5. Submit documents for review, including fees



DSAbox

- DSAbox is a secure cloud based collaborative solution initiated by the Division of the State Architect (DSA) to allow greater transparency and communication between DSA field engineers and designated stakeholders.
- DSAbox allows the DSA to set folder permissions to document folders, versioning control, 24/7 mobile and desktop access, and internal enterprise reporting for all documents submitted.
- DSAbox allows internal and external stakeholders to share, view and collaborate in real time in one location online.

ELECTRONIC PLAN REVIEW

Since March 13, 2020, all services are conducted electronically:

- Plan review
- Over-the-counter projects
- Back Check
- Remote Back Check
- Construction change documents

Review uses BlueBeam Sessions



Submitting Your Project

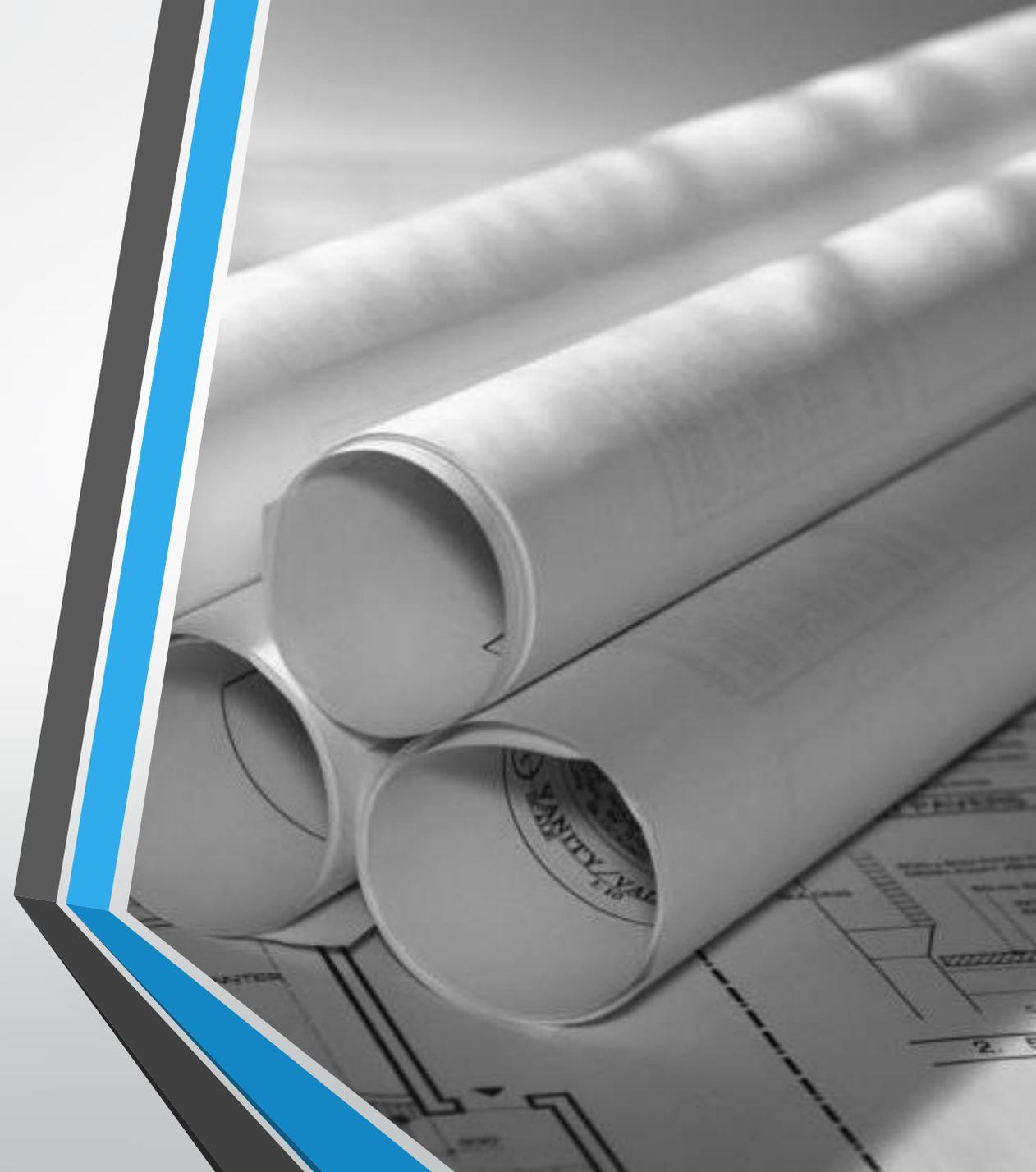
All New Construction, Modernizations, and Site Work on Public School Campuses must have complete drawings sets submitted indicating all work for the project.

DSA provides **full review** for:

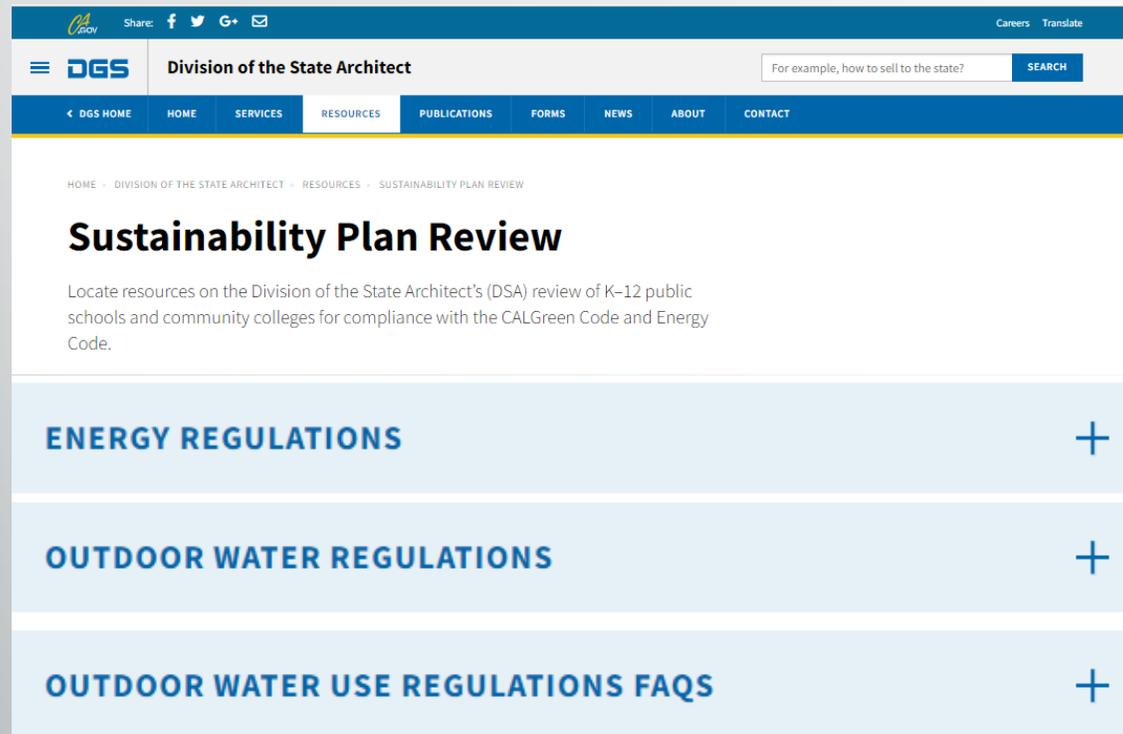
STRUCTURAL SAFETY

FIRE & LIFE SAFETY

ACCESS COMPLIANCE



ADDITIONAL DOCUMENTATION REQUIRED



The screenshot shows the website for the Division of the State Architect (DSA). The page is titled "Sustainability Plan Review" and provides information about resources for K-12 public schools and community colleges. Below the title, there are three expandable sections: "ENERGY REGULATIONS", "OUTDOOR WATER REGULATIONS", and "OUTDOOR WATER USE REGULATIONS FAQs". Each section has a plus sign to its right, indicating it can be expanded.

CA.gov Share: f t G+ ✉ Careers Translate

DGS Division of the State Architect For example, how to sell to the state? SEARCH

< DGS HOME HOME SERVICES RESOURCES PUBLICATIONS FORMS NEWS ABOUT CONTACT

HOME > DIVISION OF THE STATE ARCHITECT > RESOURCES > SUSTAINABILITY PLAN REVIEW

Sustainability Plan Review

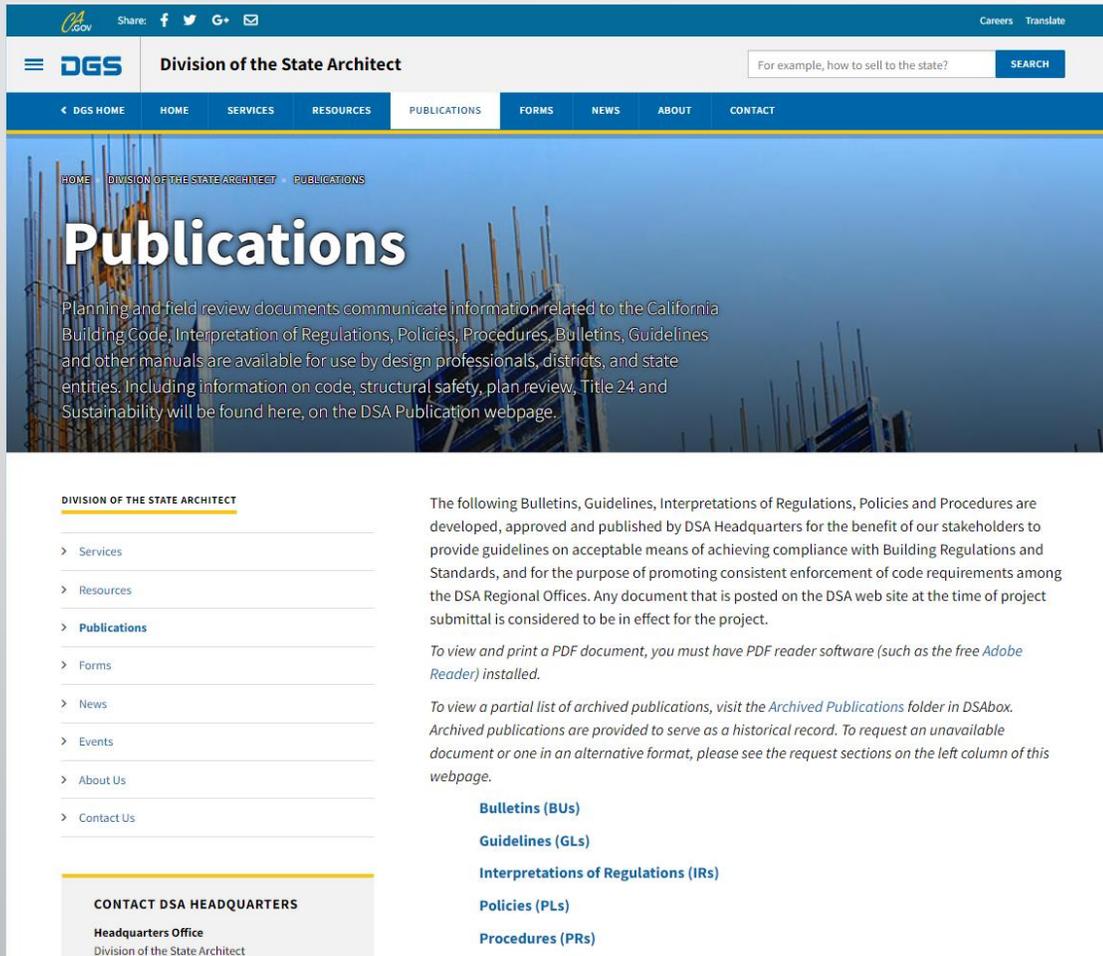
Locate resources on the Division of the State Architect's (DSA) review of K-12 public schools and community colleges for compliance with the CALGreen Code and Energy Code.

- ENERGY REGULATIONS +
- OUTDOOR WATER REGULATIONS +
- OUTDOOR WATER USE REGULATIONS FAQs +

Full Drawing Submittal includes all work required for construction, including:

- Title 24 Part 6 Energy Documentation including notice of required third party Acceptance Testing
- Title 24 Part 11 CALGreen Requirements, including:
 - Outdoor Water Use (MWELO) documentation for new or rehabilitated landscaped areas including landscape plans with shade tree calculations, if applicable
 - EV Charging Station Infrastructure readiness, if applicable

MORE INFORMATION ON DSA WEBSITE



The screenshot shows the 'Publications' page of the Division of the State Architect. The header includes the DGS logo, navigation menu, and search bar. The main content area features a large 'Publications' title and a descriptive paragraph. A sidebar on the left contains a navigation menu with links to Services, Resources, Publications, Forms, News, Events, About Us, and Contact Us. Below the sidebar is a 'CONTACT DSA HEADQUARTERS' section with the address: Headquarters Office, Division of the State Architect.

DIVISION OF THE STATE ARCHITECT

- > Services
- > Resources
- > **Publications**
- > Forms
- > News
- > Events
- > About Us
- > Contact Us

CONTACT DSA HEADQUARTERS

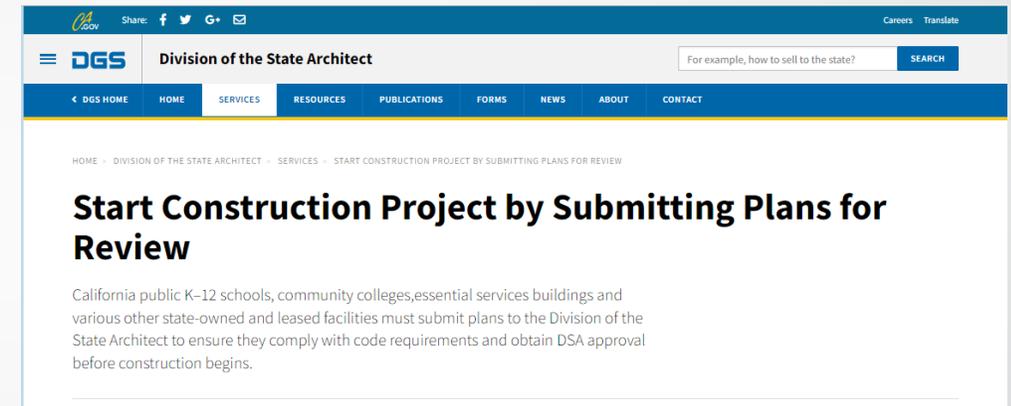
Headquarters Office
Division of the State Architect

The following Bulletins, Guidelines, Interpretations of Regulations, Policies and Procedures are developed, approved and published by DSA Headquarters for the benefit of our stakeholders to provide guidelines on acceptable means of achieving compliance with Building Regulations and Standards, and for the purpose of promoting consistent enforcement of code requirements among the DSA Regional Offices. Any document that is posted on the DSA web site at the time of project submittal is considered to be in effect for the project.

To view and print a PDF document, you must have PDF reader software (such as the free Adobe Reader) installed.

To view a partial list of archived publications, visit the Archived Publications folder in DSABox. Archived publications are provided to serve as a historical record. To request an unavailable document or one in an alternative format, please see the request sections on the left column of this webpage.

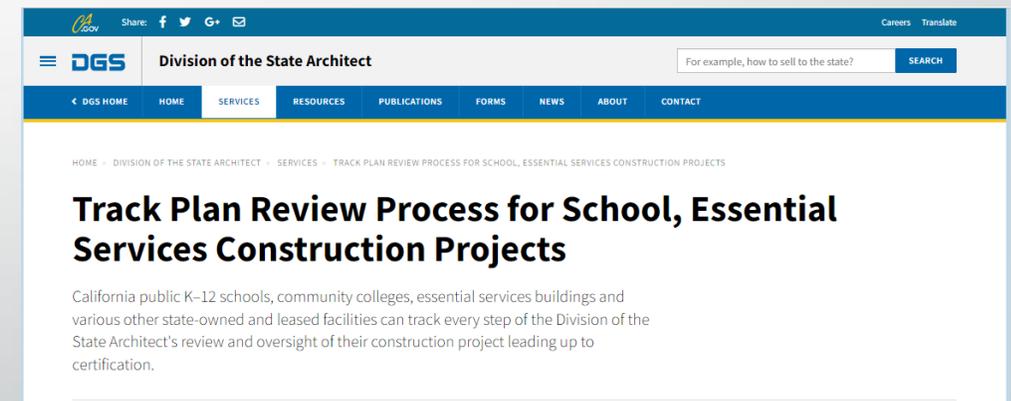
- Bulletins (BUs)**
- Guidelines (GLs)**
- Interpretations of Regulations (IRs)**
- Policies (PLs)**
- Procedures (PRs)**



The screenshot shows the 'Start Construction Project by Submitting Plans for Review' page. The header includes the DGS logo, navigation menu, and search bar. The main content area features a large title and a descriptive paragraph.

Start Construction Project by Submitting Plans for Review

California public K-12 schools, community colleges, essential services buildings and various other state-owned and leased facilities must submit plans to the Division of the State Architect to ensure they comply with code requirements and obtain DSA approval before construction begins.



The screenshot shows the 'Track Plan Review Process for School, Essential Services Construction Projects' page. The header includes the DGS logo, navigation menu, and search bar. The main content area features a large title and a descriptive paragraph.

Track Plan Review Process for School, Essential Services Construction Projects

California public K-12 schools, community colleges, essential services buildings and various other state-owned and leased facilities can track every step of the Division of the State Architect's review and oversight of their construction project leading up to certification.

CONSIDERATIONS FOR PROJECT SUBMITTAL

- Pre-application meeting
- Complete submittal <> DSA-3
- Underlying facility certification
- Accurate estimated cost
- Evaluation of existing building seismic compliance
- Analysis of existing site facilities for accessibility
- Accessibility cost threshold
- CGS geotechnical hazard review
- FLS requirements for fire flow, hydrants, and fire department access
- Site modifications for drop-offs and parking



PRESCHOOL /TK / KINDERGARTEN

Site and facility considerations are not specific to Preschool or TK/K use, but must address these **access compliance** concerns:

- Drop-off areas
- Route of travel; walkways (width and side slopes)
- Ramps, slopes, and handrails
- Main entrances, width of entrance and force required to open doors
- Handrail heights and cross sections
- Cabinets, heights, depth, and approach
- Toilets, size, and distance from wall
- Changing tables
- Drinking fountains
- Safe dispersal areas
- Playground equipment
- CBC provisions for suggested children's mounting dimensions for plumbing fixtures, toilet accessories and general reach ranges



TRANSITIONAL KINDERGARTEN / KINDERGARTEN

CCR Title 5 (CDE) "Facility Design Guidelines for Kinder Classrooms" would suggest considering the following:

- Kinder classrooms size to be no less than 1350 square feet, including restrooms, storage, teacher preparation area, wet and dry areas.
- Classrooms should be designed to allow full supervision of the classroom and all play yards utilized by the same classroom group.
- That the play yard design provides a variety of activities for the development of large motor skills.
- Classrooms are located close to parent drop-off and bus loading areas.
- Storage, casework and learning stations are functionally designed for use in free play and structured activities, e.g., shelves are clear and open for frequent use of manipulative materials.
- Windows, marking boards, sinks, drinking fountains and furniture are appropriate heights for the user age group.
- Restrooms are self-contained within the classroom or within the kinder complex for exclusive use by the same user group.



STAY INFORMED

The screenshot shows the top portion of the Division of the State Architect website. At the top left is the 'Cal Gov' logo and social media icons for Facebook, Twitter, and Google+. The main header includes the 'DGS' logo, the text 'Division of the State Architect', and a search bar with the placeholder text 'For example, how to sell to the state?'. Below the header is a navigation menu with links for HOME, SERVICES, FORMS, RESOURCES, PUBLICATIONS, NEWS, ABOUT, and CONTACT. The main content area features a large blue banner with a photograph of a school's solar canopy. The banner text reads: 'Sustainability for California Schools' and 'Learn DSA's role in helping California schools create sustainable educational facilities and how it supports sustainability efforts through the adoption of guidelines and technical resources.' Below the banner is a 'NEWS' section with a 'MORE NEWS' link. Three news items are listed: 'CBSC Code Advisory Committee Meeting - February 11 and 12, 2020', 'Document Updates and Announcements for the Fourth Quarter of 2019', and 'Request for Qualifications: Structural Plan Review Services, DSA - CR 19-00382'. A fourth item, 'Valuation Threshold Updated for 2020', is partially visible.

**SUBSCRIBE
TO OUR
LISTSERV!**

The footer section contains contact information and a subscription form. On the left, under the 'CONTACT' heading, is the 'Division of the State Architect' name, address (1102 Q Street, Suite 5100, Sacramento, CA 95811), phone number (916) 445-8100, and email address DSA-Feedback@dgs.ca.gov. A link to 'Report a Website Problem' is also provided. On the right, under the 'CONNECT WITH US' heading, are social media icons for Facebook, Twitter, YouTube, and LinkedIn. Below these is the text 'Subscribe to DSA's mailing lists' and 'Choose to receive the communications that interest you.' A blue 'SUBSCRIBE' button is positioned below the text. At the bottom of the footer, there are links for 'Back to Top', 'Accessibility', 'Certification', and 'Privacy Policy', along with social media icons for Facebook, Twitter, YouTube, and LinkedIn.



Pixley Union Elementary School District

Believing in Youth to Succeed. Believe it! Achieve it!

Case Study

Joel Munoz, Director of Maintenance and Operations

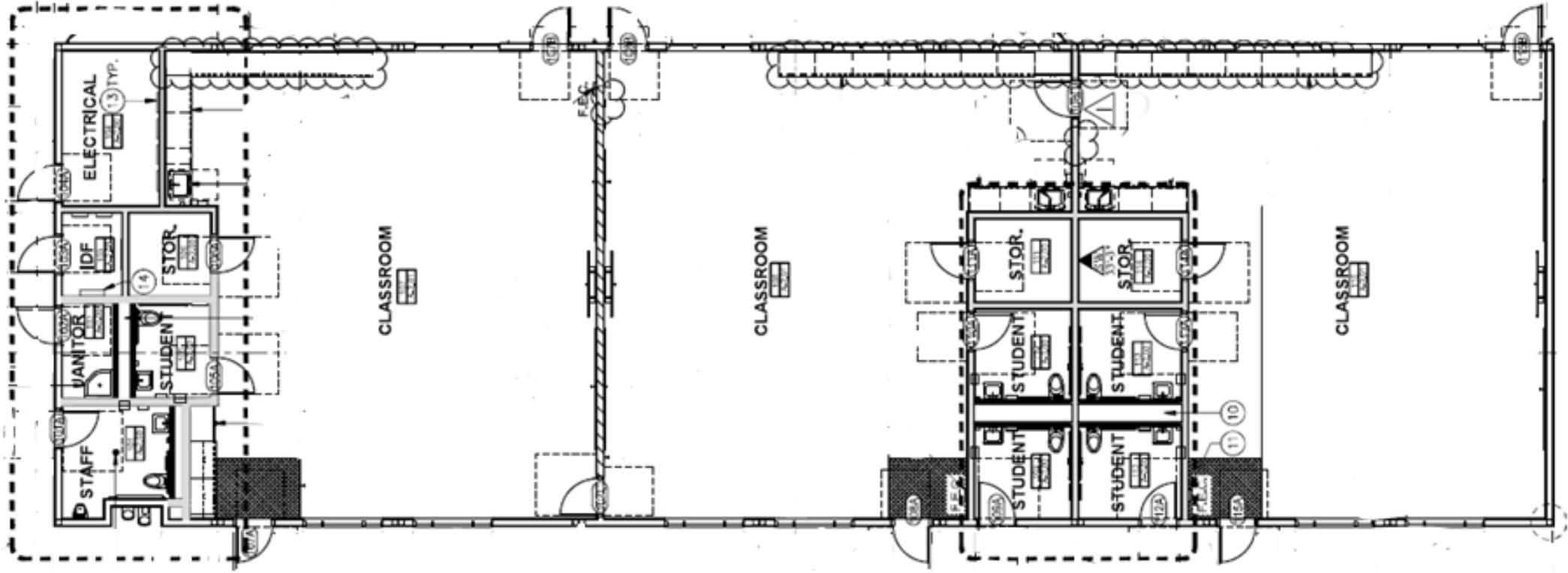
Gennifer Carvalho, Chief Business Officer











Pixley Union
Elementary School
District is located in
Pixley, California
(population 2,987),
Tulare County, one of
the world's richest
agricultural areas.



Pixley Elementary School

- Grades TK – 5
- Enrollment - 600
- Campus - 18 Acres

Pixley Middle School

- Grades 6-8
- Enrollment – 310
- Campus - 25 Acres

Unduplicated Pupil Percentage - 96%
Free & Reduced Lunch Percentage - 95.6%

Opportunity

- Attend Local, County, and State Level facility meetings & workshops
 - Potential Funding
 - Create key contacts
 - Networking

Resources:

California Association of School Business Officials (CASBO) <https://www.casbo.org/>

California Department of Education (CDE) <https://www.cde.ca.gov/>

Coalition for Adequate School Housing (CASH) <https://cashnet.org/>

Fiscal Crisis Management Assistant Teams (FCMAT) <https://www.fcmat.org/>

Office of Public School Construction (OPSC) <https://www.dgs.ca.gov/OPSC>



Needs Assessment

- Important Considerations
 - Enrollment vs. Capacity
 - Lack of classrooms
 - Insufficient design
 - Educational Program
 - Modernize or New Structures
 - Eligibility determination





Stakeholder Input

- Board, Staff, Community...
 - Discussion of needs
 - Future Operational Impact
 - Input from each department
 - Priorities

Application Process

- Board Approval
 - Submission
 - OPSC supporting documentation
 - Gathering of documents
 - Proof of eligibility



Application Approval

- Next Steps
 - Architect Selection
 - Tip: Solicit an Architect Pool
 - Inspector of Record
 - Tip: Start early for plan review & audit
 - Secure Laboratory of Record
 - Environmental Impact, Soil Testing, etc.
- Consideration
 - Do not exceed dollar amount
 - Project Manager

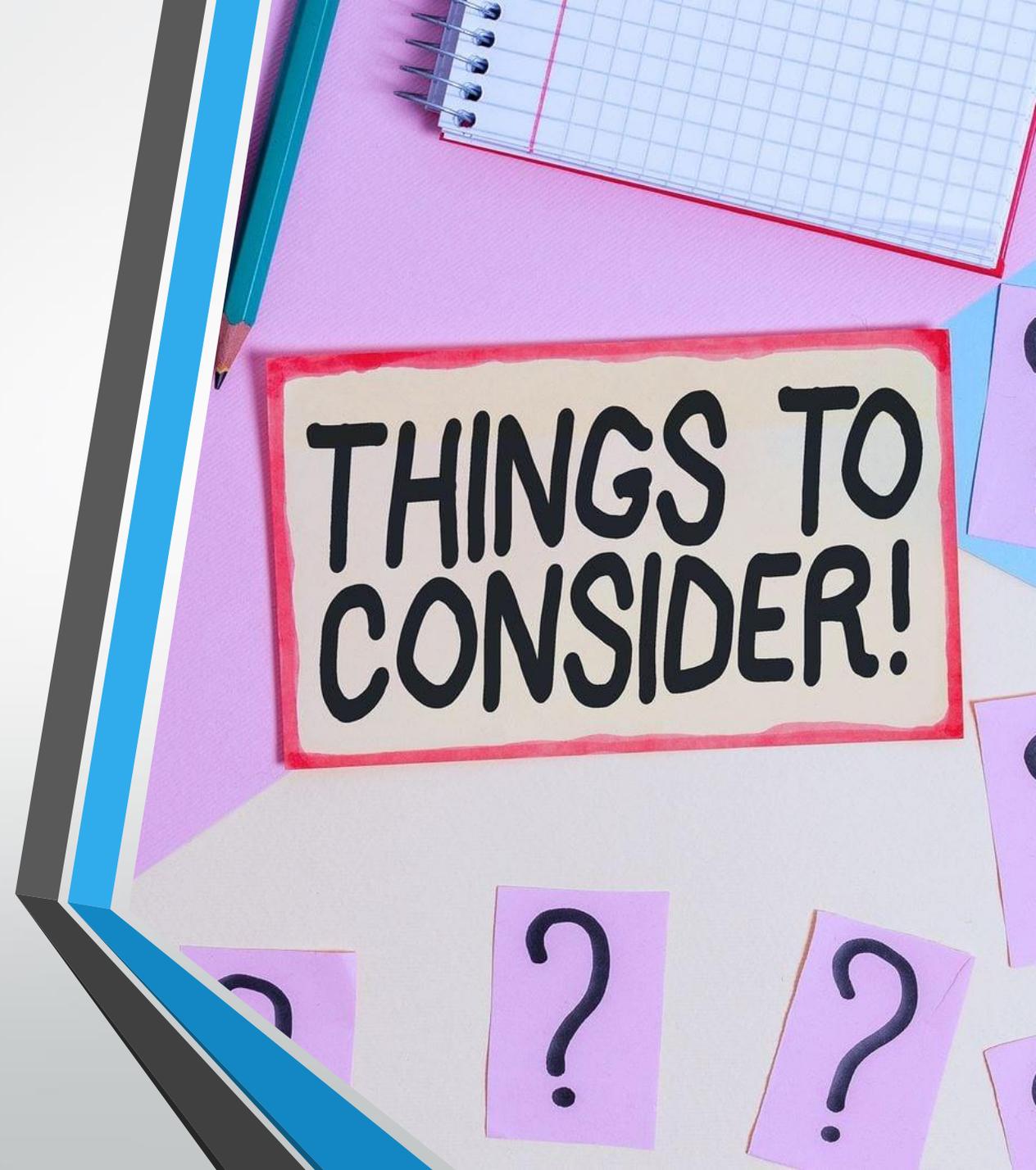


Pre-Construction

- Create Project Committee
 - Availability for meetings
 - Composition of committee
 - Reconvene Stakeholders
 - Location of project
 - Final Design Details

Record Keeping

- Considerations & Tips
 - Shared Drive
 - Folders
 - Standard Process for Invoicing
 - Email
 - Subject line
 - Project Name/Number
 - Monthly Project Review Meeting
 - Google Sheet (Itemized)





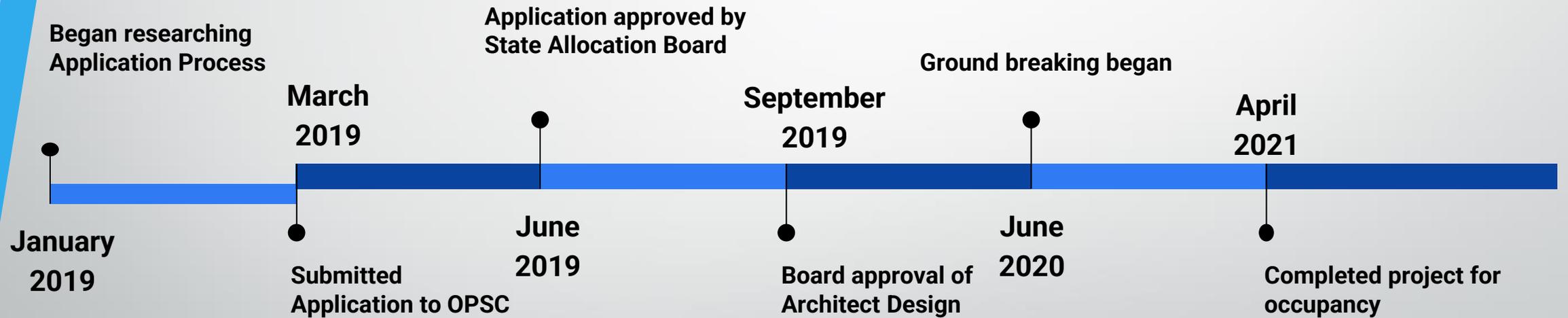
Construction

- District Oversight
 - Extra hours on site
 - Ground rules for construction
 - Parameters
 - Student Safety
 - Pandemic
 - Language
 - Appropriate Attire

Remember why we are here!!



Timeline



Key Takeaways

- Don't be afraid to ask questions
- Don't hesitate to call agencies
- Lots of work & extra hours
- It's for the students!!



Questions & Answers

If you would like to ask a question:

Use the Raise Hand function in the Reactions menu of the Zoom interface or,

Type your question in the Q&A module of Zoom.



Conclusion