

# JOINT AGENCY WORKSHOP

## PLANNING FOR AND ADDRESSING NATURAL DISASTERS

A SCHOOL FACILITIES PERSPECTIVE



# INTRODUCTIONS



**Cal OES**  
GOVERNOR'S OFFICE  
OF EMERGENCY SERVICES

- ▶ California Governor's Office of Emergency Services



- ▶ California Department of Education



**OPSC**

OFFICE OF PUBLIC SCHOOL CONSTRUCTION  
DEPARTMENT OF GENERAL SERVICES

- ▶ Office of Public School Construction,  
Department of General Services



**DSA**

DIVISION OF THE STATE ARCHITECT  
DEPARTMENT OF GENERAL SERVICES

- ▶ Division of the State Architect,  
Department of General Services

# ▶ PANEL DISCUSSION

Tom Taylor, Paradise Unified School District

Tad Alexander, Butte County Office of Education

# OVERVIEW

CAL OES

- ▶ Introductions
- ▶ Background
- ▶ Cal OES and the CDE Emergency Services Team's role in the planning and recovery process including:
  - ▶ Programs and how to navigate them
  - ▶ Tips LEA's should consider prior to a disaster

# INTRODUCTIONS

CAL OES

## ▶ Cal OES

- ▶ Lynne Olson, Program Manager II, Planning Division, Preparedness Branch
- ▶ Noele Richmond, Program Manager I, Emergency Functions Planning Unit
- ▶ Nick Murray, Sr. Emergency Services Coordinator, Emergency Functions Planning Unit
- ▶ Danielle Chapman-Huizar, Emergency Services Coordinator, Emergency Functions Planning Unit



# INTRODUCTIONS

C D E

- ▶ California Department of Education
  - ▶ Abel Guillen, Deputy Superintendent, Operations and Administration Branch
  - ▶ Juan Mireles, Director, School Facilities and Transportation Services Division
  - ▶ Joe Anderson, Manager, Emergency Services Team
  - ▶ Jake Wolf, Specialist, Emergency Services Team





# BACKGROUND

CDE ( 1 OF 2 )

- ▶ 2014 to 2017 - Drought, fires
- ▶ 2017 - Winter storms, floods, spillway failure, wildfires
- ▶ 2018 - Second most fires in a single year, mudslides
- ▶ 2019 - More fires, earthquake, PSPS
- ▶ 2020 - Largest fire CA history, Covid-19, civil unrest, PSPS
- ▶ 2021 - Second largest fire in CA history, Covid-19, civil unrest, winter storms, PSPS
- ▶ 2022 - Covid-19, drought, wildfire conditions

A satellite image showing a large plume of white and grey smoke rising from the West Coast of the United States, covering a significant portion of the sky. The smoke is dense and extends far inland. The land below is brown and tan, with some green areas. The image is partially obscured by a blue geometric graphic on the right side of the slide.

# BACKGROUND

C D E ( 2 O F 2 )

- ▶ 37 school facilities have been damaged or destroyed since 2017:
  - ▶ In 8 different counties
  - ▶ By 9 different fires
- ▶ Schools were impacted by other disasters:
  - ▶ COVID-19
  - ▶ Public Safety Power Shutoffs
  - ▶ Wildfire Smoke
  - ▶ Evacuations/Sheltering Operations
  - ▶ Mudslides
  - ▶ Earthquakes
  - ▶ Storms

*2021 - Wildfire smoke covers whole West Coast, NOAA satellites show*



# ROLES CDE (1 OF 5)



*Water flows down Oroville Dam's main spillway on February 13, 2017.*

- ▶ The Governors Office of Emergency Services (Cal OES) requested CDE's support at the State Operations Center (SOC) during the Oroville Dam Spillway Incident, where CDE gained a strong partnership with Cal OES.
- ▶ CDE has been asked to represent K-12 education at the SOC for multiple disasters fulfilling multiple roles within the response/recovery structure.

# ROLES CDE (2 OF 5)



*California Department of Education's Chair at the State Operations Center*

- ▶ State of California Emergency Plan
  - ▶ Department Operations Center (DOC) Activation:
    - ▶ Each state agency may activate a department operations center to manage information and resources assigned to the incident.
    - ▶ If a DOC is activated, an agency representative or liaison may be deployed to facilitate information flow between the two facilities.
  - ▶ State Agency Assistance:
    - ▶ Other state agencies may provide support to local governments under their respective authorities, or under other federal programs.
    - ▶ State agencies coordinate their activities with Cal OES, but may direct operations from their respective Department Operations Centers.

# ROLES CDE ( 3 OF 5 )



*Elementary school playground in Greenville, Ca  
after the Dixie Fire*

- ▶ In addition to OPSC funding, CDE will help LEAs Navigate other recovery funds.
  - ▶ Public Assistance (PA)
    - ▶ For restoring public facilities back to their pre-disaster condition and implementing mitigation measures to reduce the risk of damage for future similar incidents (refer to PAPPG)
    - ▶ For school districts in counties impacted by federally-declared disasters
    - ▶ From FEMA, but Cal OES manages the funds in California and Covers 75% of project costs
  - ▶ California Disaster Assistance Act (CDAA)
    - ▶ For Restoring public facilities back to their pre-disaster condition, can supplement the Public Assistance grant by covering 75% of the local match, or can act as a standalone grant that covers 75% of project costs
    - ▶ For school districts in counties impacted by disasters in California
    - ▶ Comes from state funds, administered by Cal OES

# ROLES CDE (4 OF 5)



- ▶ Project School Emergency Response to Violence (Project SERV)
  - ▶ Federal grant for expenses that restore the learning environment and manage problems related to safety and security such as:
    - ▶ Mental health services (related to the event)
    - ▶ Overtime for staff to clean up the school and receive training
    - ▶ Substitutes and additional staff
    - ▶ Technical assistance for developing crisis response
    - ▶ Transportation for operating school in an alternative location and Leasing of space to substitute for damaged buildings
  - ▶ From the US Department of Education's Disaster Recovery Unit (DRU)
  - ▶ Direct from Feds to LEAs
  - ▶ 100% federally funded

# ROLES CDE ( 5 OF 5 )



*The first tsunami vertical structure in the United States: Ocosta Elementary School, Westport, Washington. The building is designed to withstand an earthquake and has a flat roof over the gym to accommodate up to 1,000 students and community members from a resulting tsunami.*

- ▶ Technical Assistance for navigation of Hazard Mitigation Grants:
  - ▶ For measures to reduce loss of life and property from future disasters including, but not limited to:
    - ▶ Hazardous fuels reduction
    - ▶ Creating defensible space
    - ▶ Flood risk reduction
    - ▶ Seismic risk reduction
    - ▶ Critical facility generators
    - ▶ Local hazard mitigation plan

# S.E.R.S. CDE

## Local Educational Agency (LEA) Logon

### LEA Logon

The School Emergency Reporting System (SERS) web application is utilized by the California Department of Education (CDE) to track school statuses during disasters.

Please logon to report new emergency incidents and update your educational agency's situational status. If you do not have your Access Code, please follow the "Forgot Access Code?" link below.

Access Code:

[Forgot Access Code?](#)

*Schools Emergency Reporting System's Local Education Agency Login Page on the California Department of Education's Webpage*

- ▶ Tracks impacts from disasters to California's K-12 education
- ▶ System for communications with LEAs
- ▶ EST request responses
- ▶ Schools self report
- ▶ Helps find support gaps

# TIPS CDE

- ▶ Know your facilities and where the utility shutoffs are located
- ▶ Back up important files through a cloud-based service
- ▶ Keep a facility inventory with photos
- ▶ Have contact information for local emergency management and insurance provider
- ▶ Know what's in your Comprehensive School Safety Plan





# ROLES

CAL OES ( 1 OF 9 )

## School Emergency Planning & Safety

- ▶ Provides K-12 education with direct and easy access to pertinent emergency preparedness information and resources
- ▶ Resources for Emergency Preparedness and Youth/School Safety.
- ▶ Coming Soon: *California Emergency Management for Schools: A Guide for Districts and Sites*

<https://www.caloes.ca.gov/individuals-families/school-emergency-planning-safety>



# ROLES

CAL OES (2 OF 9)

- ▶ **Mitigation** is the effort to reduce loss of life and property by lessening the impact of disasters.
- ▶ **Preparedness** is the effort to plan, train, and prepare for the disaster
- ▶ **Response** is the implementation of emergency plans, activation of resources, and dealing with the disaster and its effects.
- ▶ **Recovery** is the return to a new normal, through rebuilding, cost recovery, and moving forward



# ROLES CAL OES (3 OF 9)

- ▶ Hazard Mitigation Planning requires the coordinated effort and participation of a wide range of stakeholders and the public in the planning process, especially K-12 education.
- ▶ Mitigation starts at the local level through establishing relationships with your county office of emergency management.
- ▶ Learn your hazards by using the Cal OES [MyHazards](#) tool to learn what your school/district is at risk for.
- ▶ Sign up for alerts via [CalAlerts.org](#).
- ▶ Review your county's Hazard Mitigation Plan.

# ROLES CAL OES (4 OF 9)

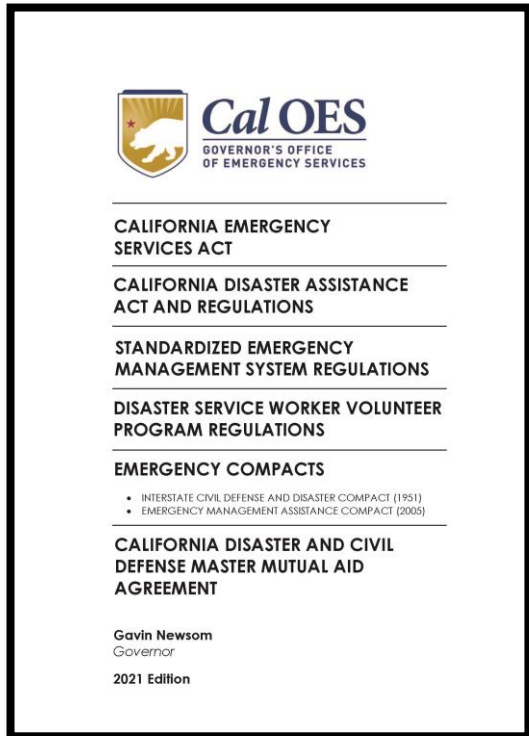
- ▶ Schools Facilities Vulnerability Assessment
  - ▶ Active shooters, school violence, and physical threats are an unfortunate reality for educational facilities throughout the State of California and our nation.
  - ▶ State Threat Assessment System (STAS) Infrastructure Protection Working Group (IPWG) created a subcommittee focused on developing a vulnerability assessment training curriculum.
  - ▶ Through these efforts, the “Vulnerability Assessments-School Facilities-Basic Course” was approved by the Commission on Peace Officer Standards and Training (POST) on August 8, 2019. Substitutes and additional staff
  - ▶ Target Audience for this training includes:
    - ▶ Law Enforcement
    - ▶ School Resource Officers (SRO’s)
    - ▶ School Administrators with security responsibilities For School districts and County Offices of Education

# ROLES CAL OES (5 OF 9)

- ▶ Planning for a disaster is a group function.
  - ▶ Include community partners, internal/external stakeholders, first responders, Parent-Teacher Associations, students.
  - ▶ Utilize the California Standardized Emergency Management System
- ▶ Train the Staff/Exercise the Plan

California Specialized Training Institute (CSTI)	Readiness and Emergency Management for Schools	FEMA's Emergency Management Institute School Program
More than 100 course covering emergency management, human trafficking, active shooter/intruder for state and local government agencies	Step by step K-12 Guidance on creating high quality Emergency Operations Plans (EOPs) for districts and sites	Free, online coursework. EMI offers school officials courses supporting the implementation of NIMS as well as general courses aimed at building school emergency management capacity.

# SEMS CAL OES (6 OF 9)

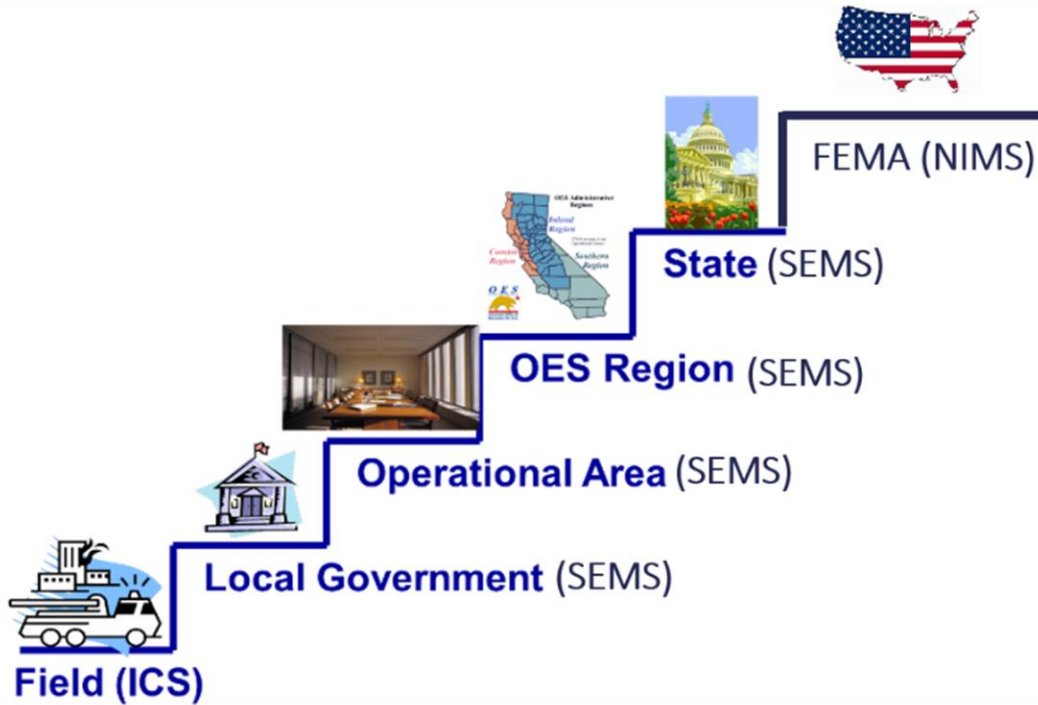


*Cal OES "Yellow Book" available on the [Cal OES webpage](#).*

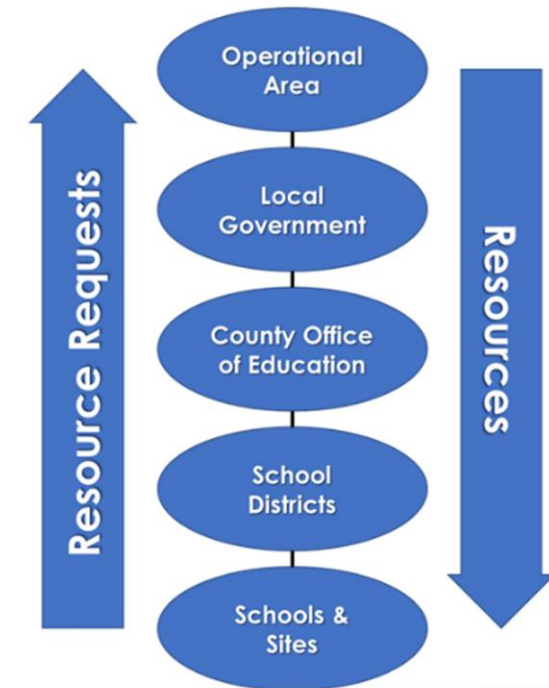
- ▶ Standardized Emergency Management System (SEMS)
  - ▶ California's guidelines to operate and organize for emergency response.
  - ▶ State agencies must use SEMS. Others are encouraged to use SEMS to be eligible for reimbursement of disaster response costs.
  - ▶ SEMS incorporates:
    - ▶ Incident Command System (ICS)
    - ▶ Multi-agency Coordination (MAC)
    - ▶ Mutual Aid (MA)
    - ▶ Operational Area Concept (OA)

# SEMS CAL OES (7 OF 9)

## SEMS Organizational Levels



*“SEMS is a hierarchy of mutual support”*



*Visual representation of the Standardized Emergency Management System (SEMS)*

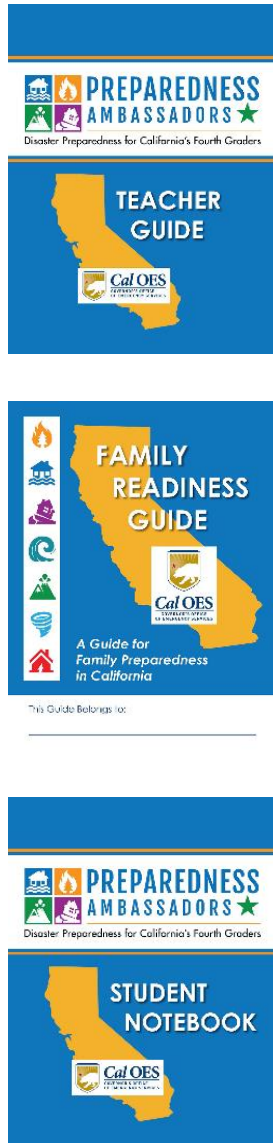
*Proposed structure of SEMS in Schools.*

# ROLES CAL OES ( 8 OF 9 )

## ▶ Preparedness Ambassadors

- ▶ Created by the California Governor's Office of Emergency Services in partnership with the California Department of Education, CalRecycle, and the Sacramento County Office of Education.
- ▶ Designed to engage fourth grade students to develop and promote disaster preparedness guidelines for their homes, school, and local community.
- ▶ No Registration Required, just reach out to [danielle.chapman-huizar@caloes.ca.gov](mailto:danielle.chapman-huizar@caloes.ca.gov)

<https://www.caloes.ca.gov/preparednessambassadors>



*Preparedness Ambassador's Teacher's Guide,  
Student's Notebook, and Family Readiness Guide*

# ROLES CAL OES (9 OF 9)

Response	Recovery
<ul style="list-style-type: none"><li>• <b>Implementation</b> of emergency plans.</li><li>• <b>Activation</b> of sheltering and/or evacuation procedures.</li><li>• <b>Organizing</b> staff and personnel into a response structure using ICS.</li><li>• <b>Coordination</b> with first responder and emergency management agencies for life saving resources.</li><li>• <b>Communication</b> with parents/guardians and the district to ensure safe reunification of students with their family units.</li><li>• <b>Track your costs</b> whether that is staff overtime, expending of supplies, and procurement.</li></ul>	<ul style="list-style-type: none"><li>• Long-term process</li><li>• Rebuild and restore to a new normal</li><li>• Cost Recovery</li><li>• Mitigate against future disasters</li><li>• Review lessons learned</li><li>• Refine your emergency plan</li></ul> <p>Plan for the <b>psychological and emotional recovery</b> of your children and staff</p>



# CONTACT INFORMATION



**Cal OES**  
GOVERNOR'S OFFICE  
OF EMERGENCY SERVICES

- ▶ Cal OES Emergency Functions Planning Unit (EFPU)
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- ▶ California Department of Education Emergency Services Team (EST)
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  - ▶ Jake Wolf, EST Specialist - [jwolf@cde.ca.gov](mailto:jwolf@cde.ca.gov)



**DIVISION OF THE STATE ARCHITECT**  
DEPARTMENT OF GENERAL SERVICES

**Joint Agency  
Workshop**  
May 5, 2022

Ida A. Clair AIA, State Architect  
Harlan Reymont, Manager Sacramento  
Doug Humphrey, Manager Los Angeles  
Dessa Rooney, Manager Oakland  
Eric Driever, Principal Architect HQ

# DSA REGIONAL OFFICES

## CONTACT DSA OAKLAND

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1

## CONTACT DSA LOS ANGELES

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

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## CONTACT DSA SAN DIEGO

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# Plan Approval Process

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

# 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



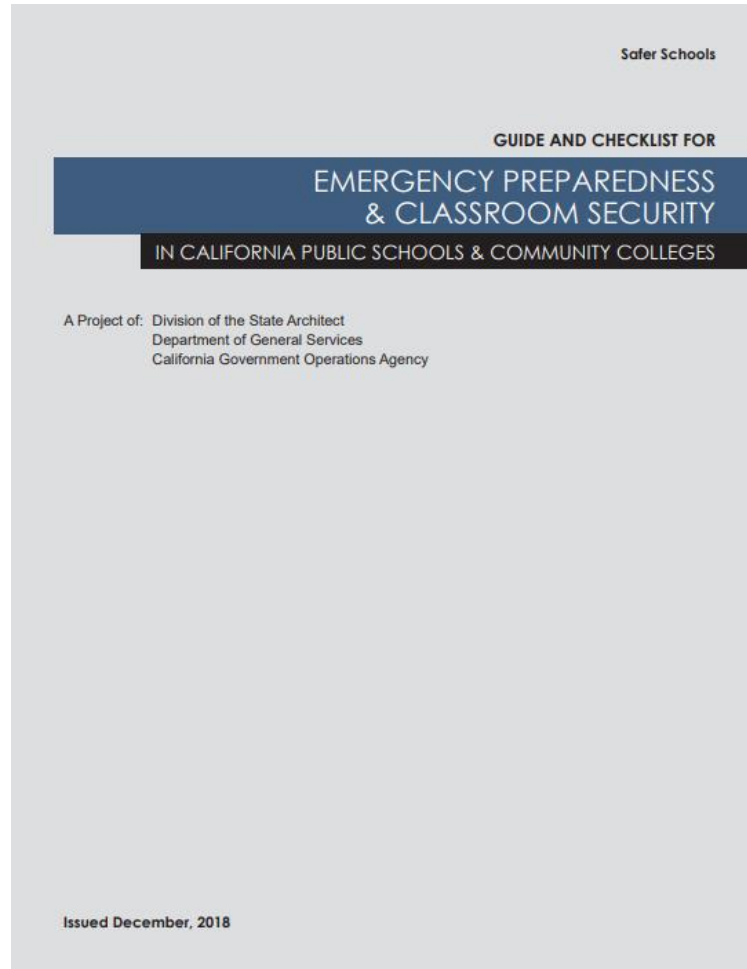
# EMERGENCY PROCESS

- ▶ Regardless of size of event:
  - ▶ First contact local jurisdiction to discuss process for proceeding
  - ▶ Next contact County Office of Education for additional guidance
  - ▶ When cleared by local jurisdiction and COE, call local DSA Regional Office for assistance
    - ▶ On-site evaluation of structural concerns
    - ▶ Recovery concerns:
      - ▶ Interim housing
      - ▶ Repair/replacement of facilities
      - ▶ Project planning

# PLANNING FOR EMERGENCIES

- ▶ Fire Preparedness - Coordinate with nearby districts to have a plan in place to address near term needs for students and faculty
- ▶ Earthquake
  - ▶ Evaluate facilities - Most injuries in an earthquake are caused by falling objects - verify that bookshelves and other objects that can tip are secured to walls
- ▶ Active Shooter
  - ▶ Classroom doors are required to be lockable from the inside while still permitting egress
  - ▶ Campus security upgrades shall be submitted to DSA
- ▶ Tsunami/Flood - Being prepared
  - ▶ Have contact numbers handy
  - ▶ Evacuation plan and drills
- ▶ Placing a generator - standby generators need to be submitted to DSA for review unless specifically exempted in DSA IR A-22

# EMERGENCY PREPAREDNESS AND CLASSROOM SECURITY



- ▶ DSA Guidance Document:
- ▶ Emergency Preparedness & Classroom Security
  - ▶ How to establish an Emergency Preparedness Plan
  - ▶ How to select appropriate security hardware that
    - ▶ Permits egress and maintains accessibility
  - ▶ Consult with DSA prior to modification
  - ▶ Do not use after-market devices





# EMERGENCY PREPAREDNESS: FIRE

- ▶ Chapter 7, Fire and Smoke Protection Features
  - ▶ Requires the building owner to maintain an inventory of all required fire-resistance-rated construction, and construction installed to resist the passage of smoke.
  - ▶ Such construction to be visually inspected annually and properly repaired, restored, or replaced where damaged, breached, or penetrated.
- ▶ Chapter 49, Requirements WUI Fire Areas
  - ▶ Requires landscaping within areas designated as Very High Fire Hazard Severity Zones to be fire-resistant vegetation
  - ▶ Must be maintained as it matures

**APPROVED BY BSC DECEMBER 14, 2021**  
**EFFECTIVE DATE 1.1.23**

[2021 Public comments \(ca.gov\)](#)



# EMERGENCY PROCESS: SCHOOLS USED AS SHELTERS

**201.3 Temporary and Permanent Structures.** These requirements shall apply to temporary and permanent *buildings and facilities*.

**Advisory 201.3 Temporary and Permanent Structures.** Temporary buildings or facilities covered by these requirements include, but are not limited to, reviewing stands, temporary classrooms, bleacher areas, stages, platforms and daises, fixed furniture systems, wall systems, and exhibit areas, temporary banking facilities, and temporary health screening facilities. Structures and equipment directly associated with the actual processes of construction are not required to be accessible as permitted in 203.2.

- ▶ Accessibility - ADA
  - ▶ 2010 ADA Standards
  - ▶ Section 201.3 - Temporary and Permanent Structures. These requirements [ADA Accessible Guidelines (ADAAG)] shall apply to temporary and permanent buildings and facilities.

# EMERGENCY PROCESS: SCHOOLS USED AS SHELTERS

- ▶ Subpart D Program Accessibility
- ▶ 28 CFR 35.149 - Discrimination Prohibited
  - ▶ Except as otherwise provided in § 35.150, no qualified individual with a disability shall, because a public entity's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity.

# EMERGENCY PROCESS: SCHOOLS USED AS SHELTERS

- ▶ Section 35.151 of 28 CFR Part 35(e)
  - ▶ Social service center establishments. Group homes, halfway houses, shelters, or similar social service center establishments that provide either temporary sleeping accommodations or residential dwelling units that are subject to this section shall comply with the provisions of the 2010 Standards applicable to residential facilities, including, but not limited to, the provisions in sections 233 and 809.

# EMERGENCY PROCESS: SCHOOLS USED AS SHELTERS

- ▶ Planning for Emergencies
  - ▶ Interim School Housing (Classrooms) Accessibility
    - ▶ Alternate locations (Local and extended locations)
  - ▶ Schools as a local resource
    - ▶ Campus maps and infrastructure availability with accessible elements identified.
    - ▶ Accessible route to all public elements such as entrances, parking, restrooms, beds/cots, if no permanent route exists consider alternate locations or temporary surfaces.

# EMERGENCY PROCESS: SCHOOLS USED AS SHELTERS

- ▶ Planning for Emergencies - cont.
  - ▶ Provide an appropriate number of accessible elements.
  - ▶ If no standard is listed in CBC Chapter 11B, a good practice is generally 5% of elements should be accessible, bed/cots and should include maneuvering clearances such as a 5' diameter turning area and door clearances.
- ▶ Requirements specific to Shelter and Variable Messaging (VMS) CBC Chapter 11B-216.13
  - ▶ Where provided for emergency shelters conveying emergency information, must comply with 11B-703.8

# RECOVERY: INTERIM HOUSING PLAN REVIEW AND APPROVAL

- ▶ **DSA IR A-1 Approval for Temporary School Use of DSA Approved Relocatable Buildings**
  - ▶ Expedited process in the case of EQ, Fires, Tsunamis or Flood
  - ▶ District notification to DSA of intent to install rels for emergency use
  - ▶ Three-year temporary approval (maximum) from date of placement
  - ▶ Within 14 days of install, District to notify DSA of number of rels placed
  - ▶ Within 60 days of install, District must provide DSA fees for SSS/FLS/ACS, a letter from District acknowledging Temporary Use and a complete submittal package for DSA review and approval.
  - ▶ OPSC and CDE coordination



# LESSONS LEARNED: NAPA

Napa Earthquake: August 24, 2014 (6.0 magnitude; \$362M-\$1B damage; 1 person killed and 200 injured; 70 buildings red-tagged)

- Non-structural component anchorage problematic: file cabinets overturned

August 24, 2014

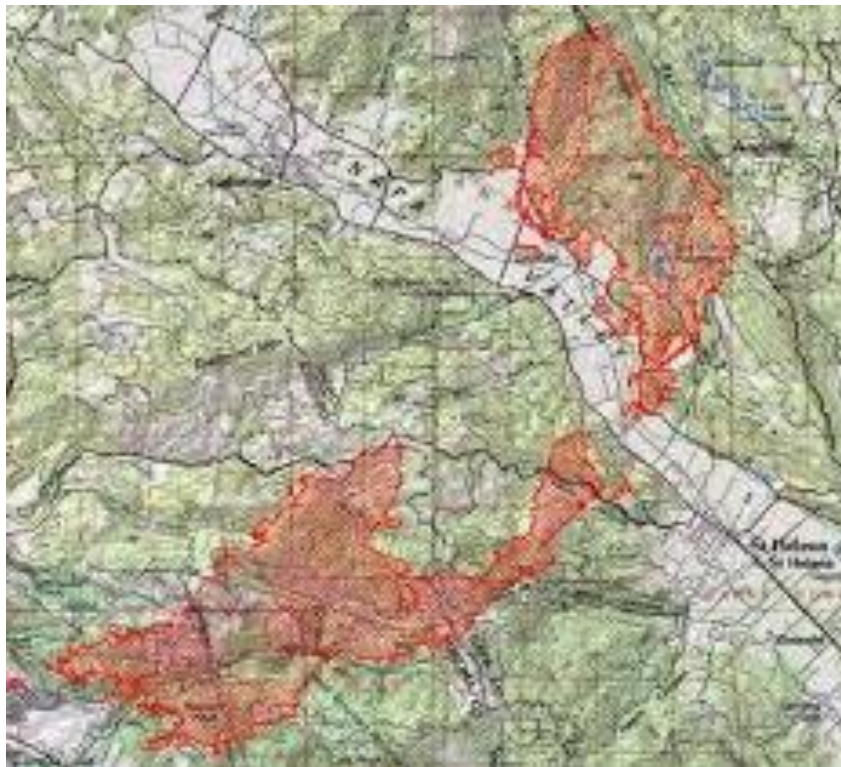
September 24, 2020

Napa Glass Fire: September 24, 2020 (over 67,000 acres; 1555 structures destroyed; 70,000 people evacuated/displaced)

- Very costly fire including the rest of the complex



**2014 Napa Earthquake**  
Examples of damage to non-school buildings



# 2020 Napa Glass Fire

# State Agency Workshop

# Planning for and Addressing

# Natural Disasters

Applying for Funds Through the Facility Hardship Program



**Brian LaPask, Operations & Policy Manager**

Office of Public School Construction

Thursday, May 5, 2022

# BACKGROUND AND PROGRAM PURPOSE

- ▶ The Facility Hardship Program can provide funding assistance to school districts for facilities that have been lost or damaged in a natural disaster.
  - ▶ Health & Safety projects
  - ▶ Education Code Section 17075.10(a): “A school district may apply for hardship assistance in cases of extraordinary circumstances.”

# PROGRAM FEATURES

- ▶ Minimum Work to mitigate health and safety risk.
- ▶ Applications receive expedited processing
  - ▶ Complete Applications brought to SAB within 90-120 Days of OPSC's receipt
  - ▶ Processing will take place ahead of non-health and safety projects, these move directly to the top of OPSC's workload.
- ▶ Does not rely on existing New Construction and Modernization eligibility
  - ▶ Funding may still result in adjustments to existing NC and/or Mod eligibility

# PROGRAM FEATURES

- ▶ The Facility Hardship Program is funded from available new construction bond authority for replacement projects and funded from available modernization bond authority for rehabilitation projects.
  - ▶ This can be bond proceeds, General Fund appropriations, or any source providing funding for OPSC/SAB programs.
- ▶ If insurance proceeds are awarded for a project, the Facility Hardship funding is offset by 50% of the insurance proceeds received.
- ▶ Funding received from FEMA can also be used in conjunction with a Facility Hardship application. OPSC will review FEMA funded projects on a case-by-case basis to determine funding impacts.

# TYPES OF FACILITY HARDSHIP APPLICATIONS

- ▶ Full School Replacement
- ▶ Facility Replacement
  - ▶ Individual Structures/buildings
- ▶ Rehabilitation
  - ▶ Components and Repairs

## Conceptual or Design

- ▶ *Design*: Only accepted for Districts that receive Financial Hardship Approval and provides design grant
- ▶ *Conceptual*: Accepted for non-financial hardship eligible applicants, but does not reserve bond authority



# FUNDING DETERMINATION

## Facility Hardship

**Replacement**  
(50/50 State/District)

**Full School**

Pupil Grants  
(based on enrollment)

**Building(s)**

Square Footage  
Calculation

**Rehabilitation**  
(60/40 State/District)

Cost Estimate

If a district qualifies for Financial Hardship, it can receive up to 100% of the district's matching funds

# INDUSTRY SPECIALIST'S REPORT

Establishes scope of mitigation project

**The report should contain the following:**

- ▶ Description of the imminent health and safety threat
- ▶ Root cause of health and safety threat
- ▶ Minimum measures required to mitigate the health and safety threat
- ▶ Examples of industry specialists: Plumber, Structural Engineer, Electrician

# GOVERNMENTAL CONCURRENCE

Provides 3<sup>rd</sup> party review of proposed scope of work

**Concurrence should contain the following:**

- ▶ Government-level agency must concur to presence of an imminent health & safety threat and confirm mitigation measures represent minimum work
- ▶ Examples of government agencies: Health Department, DSA, Fire Marshall, California Geologic Survey (CGS)

# COST ESTIMATE

Itemized cost summary of the construction materials needed to rehabilitate

- ▶ Two main uses:
  - ▶ Cost-Benefit Analysis comparison (replacement funding vs. rehabilitation funding)
    - ▶ If estimated rehabilitation cost is less than 50% of cost to replace = Rehabilitation funding
  - ▶ Verified costs directly determine the **“base grant” amount for rehabilitation applications**

In addition to considerable program information on the OPSC's website linked below, there are virtual workshops and video tutorials available to walk through the basics of the program.

- ▶ Facility Hardship Website  
<https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Obtain-Facility-Hardship-Funding>
- ▶ Facility Hardship & Seismic Mitigation Virtual Workshop Video  
<https://www.youtube.com/watch?v=94dLpPyZ0mA>

HELPFUL  
LINKS

# CONTACT INFORMATION

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