

OFFICE OF PUBLIC SCHOOL CONSTRUCTION
STAKEHOLDER MEETING
February 20, 2025

**MODERNIZATION GRANT FOR FACILITIES PREVIOUSLY
MODERNIZED WITH STATE FUNDS**

PURPOSE

The purpose of this meeting is to discuss and provide clarity on how school districts generate School Facility Program (SFP) modernization eligibility for the second time, and how funding utilizing that eligibility must be applied.

DESCRIPTION

This item primarily focuses on portable and permanent classrooms that generated eligibility, were provided an apportionment, and have become eligible for an apportionment again. This item will also discuss how the second apportionment can be utilized.

Assembly Bill (AB) 1244 (Chapter 572, Statutes of 2003) and Senate Bill (SB) 15 (Chapter 587, Statutes of 2003) amended statute to enable school districts to receive a subsequent apportionment for portable classrooms every 20 years and permanent buildings every 25 years after the date of the previous state apportionment. While the SFP already provides funding for buildings 20 or 25 years of age, the statutes specify that buildings that have been previously modernized with state funds will be eligible for a second apportionment once they have progressed to 20 or 25 years of age after the initial SFP apportionment.

The statute requires school districts to use the additional funds to replace portable classrooms that generate modernization eligibility for a second time, and to certify that the portable classrooms will be removed from any classroom use. The only exception provided allows for school districts to modernize the portable classrooms that generated second round eligibility and submit acceptable documentation that demonstrates that modernizing the portable classrooms is a better use of public resources. The requirements mentioned in statute and SFP regulation only apply to portable classrooms generating a second round of modernization eligibility, and do not apply to permanent buildings.

A school district can determine if a school site will generate a second round of modernization eligibility if it has been 20 years since the initial apportionment using eligibility derived from portable classrooms or 25 years for permanent buildings. The additional eligibility generated will be added to the modernization eligibility baseline and the school district can then apply for an eligible modernization project.

Staff has prepared Attachment A, which includes the Education Code Sections (EC) 17073.15 and 17074.10(f) and SFP Regulations that establish the parameters with which the Office of Public School Construction (OPSC) will review modernization applications to determine if the site includes buildings eligible for a second

apportionment and the requirements that an applicable project must meet in order to use the second round eligibility.

AUTHORITY

See Attachment A

BACKGROUND

SFP Modernization Eligibility Overview

To be eligible for modernization funding, a school district must have established SFP eligibility. As modernization is site specific, each campus within a district generates its own eligibility as determined by the number of pupils attending and the age and type of buildings at the school site. When a site is established within the SFP, all facilities on campus are identified and eligibility is determined based only on those facilities that existed at the time of establishment.

To be considered eligible, portable classrooms must be at least 20 years of age and permanent buildings must be at least 25 years of age. To determine the age of the building when eligibility is established, the 20 and 25-year period shall begin 12 months after the plans for the building were approved by the Division of State Architect (DSA). If the facility was previously modernized under the Lease Purchase Program (LPP), the 20 or 25-year period begins on the date of the LPP construction phase apportionment. If the facility was previously modernized under the SFP, then the 20 or 25-year period begins 12 months after the plans for the building were approved by DSA. An *Eligibility Determination* (Form SAB 50-03) is used to calculate a school district's eligibility for modernization funding under the SFP.

When filling out the Form SAB 50-03, the school district may use one of two options to calculate its modernization eligibility by grade category. Option A uses the lesser of enrollment and the capacity of classrooms that are "of age," whereas Option B looks at the percentage of classrooms or all buildings' square footage that are of-age and applies that percentage to the enrollment in each grade category at the site.

Districts may choose to update their eligibility when additional facilities become 20 or 25 years of age and/or when enrollment increases occur. Once the entirety of a site's buildings has reached either 20 and/or 25 years of age, additional eligibility is primarily gained through an increase of the site's pupil enrollment. Subsequent to apportionments, additional eligibility can be gained through second round modernization eligibility.

SFP Modernization Funding Overview

Modernization funding is requested with the *Application for Funding* (Form SAB 50-04) and can be used either to modernize the same facilities that generated the modernization eligibility or for other parts of the campus. A school district is not required to use all of the grants available on the baseline. A school district may use a portion of the grants, or what is necessary to fund a specific project and then the

grants remaining will be available for future projects. The funding is based on a dollar amount given on a per-pupil basis. The grant amounts a district receives through modernization funding are based on a Class B Construction Cost Index which is approved by the State Allocation Board and updated annually.

The modernization grant can be used for improvements that extend the useful life of or enhance the physical environment of a campus. Modernization grants can be used for the cost of designs, demolition, and replacement of like kind building area, as well as other modernization expenditures. However, modernization funding may not be spent for additional square footage, added classrooms, or site acquisition, unless otherwise permitted by law. Modernization funding for future or past modernization projects uses available modernization eligibility.

Regulation Amendments to Provide Subsequent Modernization Apportionments
AB 1244 and SB 15 led to additions to EC and SFP Regulations to reflect a change in how continually aging facilities would be handled in regard to state funding. In 2004, two Implementation Committee meetings were held to discuss what the new EC pertaining to a subsequent apportionment would mean for the SFP. The first meeting occurred on April 1, 2004, and the discussion involved an addition to the SFP Regulations to include the new EC guidelines regarding subsequent apportionments. Changes to the Form SAB 50-04 were also made to allow a district to certify that the portable classroom(s) eligible for a second apportionment would be removed within six months of the filing of the Notice of Completion. Lastly, it was proposed that the district be allowed to switch the Option on the Form SAB 50-03 from what was used at establishment, to secure the pupil grants generated by the site's permanent buildings eligible for a second apportionment. The second meeting occurred on June 4, 2004, and detailed the potential choice not to demolish the portable classroom or remove it from classroom use, but rather to provide documentation that it would be a better use of public resources to instead modernize the portable. As a self-certification does not ensure that the requirement under law will be met requiring a district to document how modernizing the portable classroom would be a better usage of public resources, suggestions were discussed as to how a district could meet this obligation. As a result of these meetings, SFP Regulations, the Form SAB 50-03, and the Form SAB 50-04 were amended to provide for the second apportionment available to districts.

EC Section 17073.15 reflects the statutory authority allowing a school site to generate a second round of eligibility for existing buildings that previously generated modernization eligibility. In addition, this EC allows for a subsequent apportionment every 20/25 years after the date of previous apportionment. Under this statute, districts continue to have the ability to utilize future eligibility generated every 20/25 years from a prior SFP modernization project.

EC Section 17074.10(f) defines the circumstances when eligibility is generated from portable classrooms and what the district must do with that funding once it is received. This EC requires the school district to use the modernization funds to replace the portable classroom(s) and certify that the existing portable classroom(s) will be removed permanently from any classroom use. If the district decides to

modernize the portable classroom, the school district must be able to provide documentation that modernizing the portable is a better use of public resources. However, once those requirements are fulfilled, any residual funds can be used for any other general modernization costs in a project.

STAFF ANALYSIS/STATEMENTS

The amount of pupil grants to be returned to the district's baseline will be calculated based on the Option the district chose on the Form SAB 50-03 that was considered the most current at the time of initial apportionment. To ensure that the request for the second apportionment is accurate, the district will need to have the site's Special Day Class (SDC) separated from the general K-12 grade level category if this did not already occur. Separation of the SDC from the general K-12 category is a critical step to determine from which categories the second round pupil grants are to be added to the district's baseline.

Calculating Second Round Modernization Eligibility

Once it is confirmed that the baseline has the correct separation of grade levels, the number of pupil grants to be added to the baseline will be dependent on three potential circumstances:

- When the first apportionment was based on eligibility generated by both permanent buildings and portable classrooms: In this case, a proration will be applied to determine how many pupil grants will be added during the time of review. The proration will also give clarification as to when the rest of the subsequent eligibility will be generated and added to the baseline.
- When the first apportionment was based on eligibility generated from portable classrooms only: In this case, no proration is needed. The district may only use the pupil grants that are added to replace the portables that generated the eligibility (or show that modernizing them is a better use of public resources) as specified in statute and regulation.
- When the first apportionment was based on eligibility generated by permanent buildings only: In this case, no proration is needed. The funds generated by permanent buildings may be used towards any eligible modernization work and replacement of the buildings is not required.

Below are examples of a variety of scenarios to demonstrate how second round eligibility is calculated and returned to a site's baseline.

Scenario 1: Mix of Portable and Permanent Facilities

School site XYZ is a K-6 school with an enrollment of 700 students and the district selected Option A on the Form SAB 50-03 to establish modernization eligibility. The modernization eligibility was generated by 10 portable classrooms and 10 permanent classrooms. This resulted in an eligibility determination of 500 (K-6) pupil grants approved by the SAB on April 28, 1999. The district then submitted an Form SAB 50-04 requesting all its available pupil grants (500 K-6) and received an apportionment on May 26, 1999.

On July 1, 2019, the district submitted a Form SAB 50-04 with request for an additional apportionment for portable classrooms that received an apportionment over 20 years ago.

Assuming there were no other eligibility updates submitted prior to the Form SAB 50-04 submitted on July 1, 2019, OPSC staff has determined that for all the portable classrooms eligible for an additional apportionment, the requirements pursuant to EC Section 17074.10(f) have been met. An adjustment then would be calculated by prorating the percentage of portable classrooms eligible for an additional apportionment compared to the initial total of eligible classrooms (which includes permanent classrooms not yet of age for second round eligibility). The percentage is then multiplied by the pupil grants funded from the initial Form SAB 50-04 as shown by the table below. In addition, the table indicates the date and amount of pupil grants that are eligible to be added to the baseline.

Apportionment Pupil Grants Previously Funded:

K-6	7-8	9-12	SDC Non-Severe (NS)	SDC Severe (S)
500	0	0	0	0

	K-6
Portable Classrooms Eligible for an Additional Apportionment	10
Permanent Classrooms Eligible at Establishment	10
Total Eligible Portable & Permanent Classrooms at Establishment	20
% of Portable Classrooms Eligible for an Additional Apportionment vs. Total Classrooms	50%
% of Permanent Classrooms Eligible for an Additional Apportionment vs. Total Classrooms	50%
Modernization Apportionment (Form SAB 50-04) Pupil Grants	500
Portable Pupil Grants Added to Baseline (Available May 26, 2019)	250
Permanent Pupil Grants Added to Baseline (Available May 26, 2024)	250

Note: The same proration method applies to Modernization eligibility established using Option B on the Form SAB 50-03. However, selecting Option B provides the district a choice to use square footage instead of classrooms as the determining factor in the calculation.

Scenario 2: All Portable Facilities

School site XYZ is a K-6 school with an enrollment of 700 students and the district selected Option A on the Form SAB 50-03 to establish modernization eligibility. The modernization eligibility was generated by 20 portable classrooms and no permanent classrooms. This resulted in an eligibility determination of 500 (K-6) pupil grants approved by the SAB on April 28, 1999. The district then submitted a Form SAB 50-04 requesting all its available pupil grants (500 K-6) and received an apportionment on May 26, 1999.

On July 1, 2019, the district submitted a Form SAB 50-04 with a request for an additional apportionment for portable classrooms that received an apportionment over 20 years ago.

Assuming there were no other eligibility updates submitted prior to the Form SAB 50-04 submitted on July 1, 2019, OPSC staff has determined that for all the portable classrooms eligible for an additional apportionment, the requirements pursuant to EC Section 17074.10(f) have been met. An adjustment then would be calculated based on the percentage of portable classrooms eligible for an additional apportionment compared to the initial total of eligible classrooms. The percentage is then multiplied by the pupil grants funded from the initial Form SAB 50-04 as shown by the table below. In addition, the table indicates the date and amount of pupil grants that are eligible to be added to the baseline.

Apportionment Pupil Grants Previously Funded:

K-6	7-8	9-12	SDC NS	SDC S
500	0	0	0	0

	K-6
Portable Classrooms Eligible for an Additional Apportionment	20
Total Eligible Portable & Permanent Classrooms	20
% of Portable Classrooms Eligible for an Additional Apportionment vs. Total Eligible Classrooms	100%
Modernization Apportionment (Form SAB 50-04)	500
Pupil Grants Added to Baseline (Available May 26, 2019)	500

Scenario 3: All Permanent Facilities

School site XYZ is a K-6 school with an enrollment of 700 students and the district selected Option A on the Form SAB 50-03 to establish modernization eligibility. The modernization eligibility was generated by 20 permanent classrooms and no portable classrooms. This resulted in an eligibility determination of 500 (K-6) pupil grants approved by the SAB on April 28, 1999. The district then submitted a Form SAB 50-04 requesting all its available pupil grants (500 K-6) and received an apportionment on May 26, 1999.

On July 1, 2019, the district submitted a Form SAB 50-04 with a request for an additional apportionment for permanent facilities that received an apportionment over 25 years ago.

Assuming there were no other eligibility updates submitted prior to the Form SAB 50-04 submitted on July 1, 2019, OPSC staff has determined that for all the portable classrooms eligible for an additional apportionment, the requirements pursuant to EC Section 17074.10(f) have been met. An adjustment then would be calculated by the percentage of permanent classrooms eligible for an additional apportionment compared to the initial total of eligible classrooms. The percentage is then multiplied by the pupil grants funded from the initial Form SAB 50-04 as shown by the table below. In addition, the table indicates the date and amount of pupil grants that are eligible to be added to the baseline.

Apportionment Pupil Grants Previously Funded:

K-6	7-8	9-12	SDC NS	SDC S
500	0	0	0	0

	K-6
Permanent Classrooms Eligible for an Additional Apportionment	20
Total Eligible Portable & Permanent Classrooms	20
% of Permanent Classrooms Eligible for an Additional Apportionment vs. Total Eligible Classrooms	100%
Modernization Apportionment (Form SAB 50-04)	500
Pupil Grants Added to Baseline (Available May 26, 2024)	500

Scenario 4: Only Some Portables Meet Statutory and Regulatory Requirements

School site XYZ is a K-8 school with an enrollment of 500 (K-6) and 200 (7-8) students and the district selected Option A on the Form SAB 50-03 to establish modernization eligibility. The modernization eligibility was generated by 10 portable classrooms and 10 permanent classrooms. This resulted in an eligibility determination of 300 (K-6) and 200 (7-8) pupil grants approved by the SAB on April 28, 1999. The district then submitted a Form SAB 50-04 requesting all its available pupil grants (300 K-6 & 200 7-8) and received an apportionment on May 26, 1999.

On June 1, 2024, the district submitted a Form SAB 50-04 with a request for an additional apportionment for portable classrooms and permanent facilities that received an apportionment over 20/25 years ago.

Assuming there were no other eligibility updates submitted prior to the Form SAB 50-04 submitted on June 1, 2024, OPSC staff has determined that only 6 of the 10 portable classrooms eligible for an additional apportionment have met the requirements pursuant to EC Section 17074.10(f). The 6 classrooms that met the requirements were K-6 classrooms and therefore, the eligibility generated by the 7-8 classrooms cannot be used until those requirements are met. An adjustment then would be calculated by prorating the percentage of portable classrooms eligible for an additional apportionment compared to the initial total of eligible classrooms. The percentage is then multiplied by the pupil grants funded from the initial Form SAB 50-04 as shown by the table below. In addition, the table indicates the date and amount of pupil grants that are eligible to be added to the baseline.

Apportionment Pupil Grants Previously Funded:

K-6	7-8	9-12	SDC NS	SDC S
300	200	0	0	0

	K-6	7-8
Portable Classrooms Eligible for an Additional Apportionment	6	4
Permanent Classrooms Eligible for an Additional Apportionment	6	4
Total Eligible Portable & Permanent Classrooms	12	8
% of Portables Eligible for an Additional Apportionment vs. Total Eligible Classrooms	50%	50%
% of Permanent Classrooms Eligible for an Additional Apportionment vs. Total Eligible Classrooms	50%	50%
Modernization Apportionment (Form SAB 50-04)	300	200
Portable Grants Added to Baseline (Available May 26, 2019)	150	*100
Permanent Grants Added to Baseline (Available May 26, 2024)	150	100

*Note: 100 (7-8) pupil grants added to the baseline will not be accessible until the second round requirements for portable classrooms are met.

Funding requirements to use the second round of pupil grants added

To receive additional funding for portable classrooms, the project scope of the funding application utilizing these grants must include work on the portable that generated eligibility in the project that was apportioned over 20 years ago. The work will need to include either the demolition and replacement of the portable classroom, or the modernization for better use of the portable. As the regulation indicates, if the portable classroom is replaced, the district must replace it with a permanent classroom. For the grants that are added to be eligible for use in an application, there will also be requirements as to the timing of the portable classroom removal.

The following scenarios present three potential instances for the timing of the removal of the portable classroom generating eligibility for a second apportionment. Whether the portable classroom was removed in a prior SFP funded project, or if the portable is now being removed with a current SFP project, the use of second round funds for that portable will be determined by the timing of its removal:

Scenario 1: The portable classroom generating second round grants was already removed prior to the application that is requesting a second apportionment.

- The removal of the portable classroom was locally funded by the district outside of an SFP funded project:
 - If the district removed a portable classroom with local funds that was of age during the initial apportionment and is requesting a subsequent apportionment for that portable, the district has the ability to receive the pupil grants to replace that portable classroom with another classroom in an SFP funded project. To do so, the district must submit a certification indicating that the portable classroom was demolished or permanently removed from classroom use in a locally funded project and has not been replaced. Per the regulatory requirements previously mentioned indicating a portable classroom must be replaced with a permanent classroom, the district can use the eligibility from the previously demolished portable classroom as part of like-kind replacement of permanent classrooms only, and not square footage.
- The removal of the portable classroom was completed within a prior new construction project:
 - If the portable classroom was removed and replaced as part of the district's excluded portables within the new construction baseline, the need for replacement of the portable has already been addressed. In addition, as the portable classroom was replaced using new construction funds, the portable does not meet the conditions set in statute that require the use of modernization funds to replace that portable classroom. Therefore, no second round modernization eligibility is generated.

- The removal of the portable classroom was completed within a prior modernization project:
 - If the eligible portable classroom was demolished or permanently removed from classroom use in a prior SFP project as a part of like-kind replacement under modernization, the second apportionment requirements will have been satisfied and no further grants will be given for that portable. If the portable classroom was not used as part of like-kind replacement and was instead indicated as a net loss to the site, the district may use that demolished portable classroom as part of like-kind replacement in the current project.

Scenario 2: The eligible portable that is eligible is included in the application for an additional apportionment.

- The district will be able to utilize the pupil grants generated by the additional apportionment to fund the current project, only if the eligible portable is included in the scope of the project. If not all of the portable classrooms generating a second apportionment are included in the project scope, the amount of added pupil grants the district may request would be calculated by prorating the percentage of portable classrooms eligible. The remaining pupil grants would be available to be added to the baseline for a future project that includes those portable classrooms generating a second apportionment.

Scenario 3: The portable is going to be removed after the application is processed.

- The district will need to provide documentation for the removal of the portable within six months of the filing of the Notice of Completion with OPSC.

If a district chooses to retain a portable classroom rather than utilizing the additional funds for its removal and replacement, EC and regulation provisions allow districts to provide evidence that modernizing the portable classroom is a better use of public resources. Options for districts to choose from may comprise a variety of methods that include, but are not limited to:

- a cost benefit analysis prepared by a licensed design professional.
- a narrative that provides the rationale to substantiate the modernization of the portable classroom(s) rather than replacement, which could include copies of maintenance records, photos, etc.
- submission of the school board minutes that indicate that the board and community have discussed and agreed that modernization of the portable classroom eligible for an additional apportionment would be a better use of public resources. The school board minutes should include a detailed explanation as to why modernization is preferable, as discussed by the board and community.

- the district can also provide other evidence satisfactory to the State Allocation Board to be reviewed for the potential to meet the parameters of better use.

If a district is not able to satisfy the requirement showing that modernization is a better use of public resources, then the portable must be replaced with the second round of funding. Proof of demolition or removal of the portables will need to be submitted to OPSC within six months of the filing of the Notice of Completion to OPSC.

If only a portion of the eligible portables on the site is included in the project scope for the application, the additional pupil grants added for all of the portables of age will remain on the baseline. However, the remaining pupil grants generated by those portables may only be utilized if the project scope includes work specifically pertaining to those portables. The district may not use those grants generated by portables for any other work on campus.

DISCUSSION

OPSC sees a need for clarification to the existing regulations to provide more transparency on the requirements needed for an additional modernization apportionment. Therefore, at this time OPSC is requesting stakeholder feedback regarding the second round of modernization funding.

SUMMARY AND NEXT STEPS

OPSC is seeking stakeholder feedback on the information presented in this item. Staff will review any feedback obtained in today's meeting and anything received through March 7, 2025, for consideration and will address those suggestions in the next public meeting on this topic. If you would like to submit written feedback subsequent to today's meeting, please email your suggestions to the OPSC Communications Team at OPSCCommunications@dgs.ca.gov.

ATTACHMENT A

AUTHORITY

Education Code 17073.15(a) – Modernization Eligibility Determination

A school district is eligible to receive an apportionment for the modernization of a permanent school building that is more than 25 years old or a portable classroom that is at least 20 years old. A school district is eligible to receive an additional apportionment for the modernization of a permanent school building every 25 years after the date of the previous apportionment or a portable classroom every 20 years after the previous apportionment.

Education Code Section 17074.10(f) – Modernization Apportionment

For a portable classroom that is eligible for a second modernization, the board shall require the school district to use the modernization funds to replace the portable classroom and to certify that the existing eligible portable classroom will be removed from any classroom use, unless the school district is able to document that modernizing the portable classroom is a better use of public resources. The capacity and eligibility of the school district shall not be adjusted for replacing a portable classroom pursuant to this subdivision and Section 17073.15.

School Facility Program (SFP) Regulation Section 1859.60. Calculation to Determine Modernization Baseline Eligibility

The district shall calculate its modernization eligibility for each school site with the completion of the Form SAB 50-03. The eligibility determination may be made by either identifying all classrooms on the site pursuant to (a) or by the identification of all square footage on the site pursuant to (b), as follows:

- (a) Identify all classrooms at the school site that would have been included in the Gross Classroom Inventory pursuant to Section 1859.31 that are:
 - (1) Permanent and at least 25 years old.
 - (2) Portable and at least 20 years old.
 - (3) The remaining classrooms not reported in (1) or (2) above.
- (b) Identify all square footage at the school site that is:
 - (1) Permanent area and at least 25 years old.
 - (2) Portable classroom area and at least 20 years old.
 - (3) The remaining square footage on the site not reported in (1) or (2) above.

The age of the classroom or square footage shall begin 12 months after the plans for the building were approved by the DSA; or in the case of permanent or portable classrooms that were previously modernized with State funds or rehabilitated under the Charter School Facilities Program, the 25/20 year period shall begin on the date of its previous apportionment. For purposes of identifying square footage at a school site, include the square footage at each level.

Enrollment at the school shall be the latest CBEDS report for K-6, 7-8 and 9-12 pupils. If the school is closed at the time of application for eligibility determination for modernization, and the district intends to reopen it and use it as a school for at least the next five years, the enrollment may be estimated based on district demographic data.

The calculated eligibility determined on the Form SAB 50-03, shall be referred to as the modernization baseline eligibility for the specific school site.

SFP Regulation Section 1859.61. Adjustments to the Modernization Baseline Eligibility

The baseline eligibility for modernization as provided in Section 1859.60 for a specific site will be adjusted as follows:

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- (a) Reduced by the number of pupils provided grants in a modernization SFP project or a CSFP Rehabilitation project at the specific site.
- (b) Reduced by the number of pupils housed, based on the loading standards pursuant to Education Code Section 17071.25(a)(2), in a modernization LPP project funded under the LPP pursuant to Sections 1859.14 and 1859.15.
- (c) Increased by changes in projected enrollment in subsequent enrollment reporting years.
- (d) Increased for additional facilities not previously modernized with State funds, that become 25 years old, if permanent, or 20 years old, if portable or as a result of audit findings made pursuant to Sections 1859.90, 1859.90.3 and 1859.105.
- (e) Adjusted as a result of errors or omissions by the district or by the OPSC.
- (f) Adjusted as a result of amendments to these Subgroup 5.5 Regulations that affect the eligibility.
- (g) For classroom loading standards adopted by the Board for non-severely disabled individuals with exceptional needs and severely disabled individuals with exceptional needs.
- (h) As directed by the Board due to a finding of a Material Inaccuracy pursuant to Regulation Section 1859.104.1.
- (i) Increased for facilities previously modernized with State funds, which qualify for an additional modernization apportionment pursuant to Section 1859.78.8.
- (j) Decreased for facilities that were deemed eligible for modernization pursuant to Sections 1859.60 and 1859.61(d) and subsequently replaced, or will be replaced under a signed contract for construction or acquisition of facilities, in a project funded by the district without participation from the State.
- (k) Adjusted as a result of replaced eligible portables funded with the Overcrowding Relief Grant, pursuant to Education Code Section 17079, et seq.
- (l) Adjusted upon Board receipt of the local school board resolution acknowledging that the buildings have been removed from K-12 use, as follows:
 - (1) School Buildings and/or classrooms that receive replacement funding via the New Construction Grant or the Facility Hardship Square Footage Grant pursuant to Section 1859.82.1 or Section 1859.82.2
 - (2) School Buildings and/or classrooms that were originally included in the district's baseline eligibility and were later demolished or removed from classroom use due to health and/or safety concerns that meet the requirements of Regulation Section 1859.82.1 or 1859.82.2 as verified by OPSC, except the district did not have the current enrollment to support the replacement and funding of those School Buildings and/or classrooms. Buildings and/or classrooms removed from K-12 classroom use that remain on the school site will be identified on a list published on OPSC's website.

For (l)(1) the building age shall be reset to the date of the Apportionment for the corresponding project. For (l)(2) the building shall be removed from the classroom inventory used to establish modernization eligibility at the site.

SFP Regulation Section 1859.78.8. Modernization Grant for Facilities Previously Modernized with State Funds

The Board shall provide an additional apportionment provided by Education Code 17074.10(a) and Section 1859.78.3, for facilities previously modernized with State funds as follows:

- (a) An additional apportionment will be provided for the modernization of a permanent school building every 25 years following the date of its previous State modernization apportionment.

ATTACHMENT A

- (b) In the case of portable classrooms, an additional apportionment will be permitted every 20 years after the date of its previous State modernization apportionment provided the modernization funds will be used to replace the portable classroom(s) and the school district must certify that the portable classrooms will be removed from any classroom use unless acceptable documentation is provided by the district indicating that the modernization of the portable classrooms is a better use of public resources.

If the previous SFP modernization apportionment includes both permanent and portable facilities, the number of pupil grants that will be added to the site's baseline eligibility shall be determined by the percentage of permanent or portable facilities identified on the Form SAB 50-03 that generated the initial eligibility.

The capacity and eligibility of the school district will not be adjusted for the replacement of the portable classroom pursuant to Education Code Sections 17074.10(f) and 17073.15.

OFFICE OF PUBLIC SCHOOL CONSTRUCTION
STAKEHOLDER MEETING
February 20, 2025

EVALUATION OF TRANSITIONAL KINDERGARTEN PUPILS IN SCHOOL FACILITY PROGRAM ENROLLMENT PROJECTIONS

PURPOSE

To discuss the impact of reporting Transitional Kindergarten (TK) in current enrollment projections as its own grade category, and to present proposed amendments to the *Enrollment Certification/Projection* (Form SAB 50-01).

DESCRIPTION

Chapter 705, Statutes of 2010 (Senate Bill (SB) 1381, Simitian) created a statewide “Transitional Kindergarten” level of education that requires districts to house some students for an additional year if parents enroll their children in TK. To date, TK enrollment has been reported on the Form SAB 50-01 combined with kindergarten enrollment. Inclusion of TK pupils has a direct impact on the enrollment projections that are generated using the Form SAB 50-01.

Staff are proposing changes to the Form SAB 50-01 to separate TK enrollment from kindergarten enrollment to more accurately account for the impacts of TK on a district’s overall enrollment projection. Although districts are required to make TK available, enrollment in TK is not mandatory and attendance fluctuations can significantly impact enrollment projections for other grade levels as well. Reporting and projecting TK enrollment separately from kindergarten enrollment will lessen the impacts of fluctuating TK enrollment on other grade levels while still accounting for the district’s need to house TK pupils.

AUTHORITY

See Attachment A

BACKGROUND

SB 1381 established the Kindergarten Readiness Act of 2010 and amended Sections 46300, 48000, and 48010 of the California Education Code. The bill shifted the birthday requirements for kindergarten and first grade admission and introduced TK. TK was also established as the first year of a two-year program with a modified curriculum designed to be age and developmentally appropriate and designed to prepare children for kindergarten. These TK pupils are included in computing the average daily attendance of a school district. In all, with SB 1381, the Legislature aimed to provide a bridge between preschool and kindergarten.

When SB 1381 was chaptered, the Office of Public School Construction (OPSC) began the process of developing solutions to address the impact the bill would have on the School Facility Program (SFP) in the following years, anticipating the need to accommodate TK pupils. Before a full analysis had been completed, SFP bond authority began to dwindle and, at the time, there was potential for larger program changes to the SFP in a future bond. OPSC opted to delay the separate incorporation of TK into the Form SAB 50-01 while waiting to see if changes that might affect TK would take place within the overall program as a result of a future bond.

In 2021, Chapter 44, Statutes of 2021 (Assembly Bill (AB) 130) provided families with the opportunity to enroll their children earlier in TK by expanding the age range of children eligible for TK enrollment. The TK age expansion was phased in from the 2022–23 school year to the 2025–26 school year. OPSC is further analyzing how to best incorporate TK into the Form SAB 50-01 projections so that the program more accurately accounts for TK enrollment and so that TK enrollment projection methodology is in place with new SFP bond authority now available from Proposition 2.

Currently, districts report TK enrollment combined with kindergarten enrollment, which affects the outcome of the overall enrollment projections when compared to what the projection would be with kindergarten enrollment reported independently. With the variance in TK participation across districts, it appears that TK and kindergarten enrollment should be reported separately to more accurately project enrollment and housing needs for the entire district. These proposed changes are aimed at more accurately reporting TK enrollment on the Form SAB 50-01 so that districts have the necessary eligibility to construct classrooms needed to house all TK-12 students in the district.

STAFF ANALYSIS/STATEMENTS

To recommend a more accurate representation of TK enrollment in the Form SAB 50-01, Staff has tested several methodologies where TK enrollment is separated from kindergarten enrollment and either reported separately in its own row in Part A of the Form SAB 50-01, or distinctly recorded in a TK-only dedicated section of the form.

Currently, the Form SAB 50-01 calculates kindergarten enrollment using a linear weighted average and independently from grades 1-12. The cohort survival method then uses the kindergarten enrollment to project grades 1-12 five years into the future. See below for reference on the differences in the linear weighted average approach used for kindergarten enrollment and the cohort survival method approach used for grades 1-12 enrollment:

Kindergarten Linear Weighted Average 5-Year Projection (Current Form SAB 50-01)

Because enrollment prior to kindergarten is not currently reported, kindergarten enrollment is looked at individually and the projection method compares changes in kindergarten enrollment using a linear weighted average. Below are the calculation steps incorporated into the current version of the Form SAB 50-01:

Step 1: Determine the annual change in kindergarten enrollment using the previous year's kindergarten enrollment by subtracting the 3rd Prev. from the 2nd Prev., the 2nd Prev. from the Previous, and the Previous from the Current. Example results are displayed below and then used in Step 2.

	3rd Prev.	2nd Prev.	Previous	Current
Grade	18/19	19/20	20/21	21/22
K	1,351	1,267	1,212	1,303

$$(1,267 - 1,351) = -84$$

$$(1,212 - 1,267) = -55$$

$$(1,303 - 1,212) = 91$$

*Note this example is an actual enrollment data point from a processed 2021/2022 update.

Step 2: Compute the average annual change by multiplying the annual change derived in Step 1 with the 1-2-3 weighting method for each previous year and dividing the sum of the weighted changes by six. Please note, the traditional 1-2-3 weighting method multiplies the most recent change by three, the next most recent change by two, and the earliest change by one, for a total of six.

Grade	3rd Prev. to 2nd Prev.	2nd Prev. to Previous	Previous to Current	Average Annual Change
	18/19 to 19/20	19/20 to 20/21	20/21 to 21/22	
K	$(-84 \times 1) = -84$	$(-55 \times 2) = -110$	$(91 \times 3) = 273$	$(-84 + -110 + 273) / 6 = 13$

Step 3: Finally, calculate the future kindergarten enrollment by adding the average annual change derived in Step 2 to the current kindergarten enrollment, compounded through the five-year projection period, modifying the progression each year by the average annual change.

Grade	3rd Prev.	2nd Prev.	Previous	Current	Avg. Annual Change	1-Year Projection	2-Year Projection	3-Year Projection	4-Year Projection	5-Year Projection
	18/19	19/20	20/21	21/22		22/23	23/24	24/25	25/26	26/27
K	1,351	1,267	1,212	1,303	13	$(1,303 + 13) = 1,316$	$(1,316 + 13) = 1,329$	$(1,329 + 13) = 1,342$	$(1,342 + 13) = 1,355$	$(1,355 + 13) = 1,368$

Grades 1-12 Cohort Survival Method (Current Form SAB 50-01)

Because enrollment prior to grade 1 is currently reported, the cohort survival method is used to predict enrollment for grades 1-12. Below are the calculation steps incorporated in the current version of the Form SAB 50-01:

Step 1: For each grade, determine the annual change in enrollment by comparing the enrollment in the current grade to the next lower grade, following the pupils as they advance through each subsequent grade level. In the 2nd Prev, Previous, and Current columns, subtract the enrollment reported from the prior grade level in the prior year from the enrollment reported in that column. To follow these calculations in the chart below, the enrollment groups are color-coded to track as they advance through each subsequent grade level.

Grade	3rd Prev.	2nd Prev.	Previous	Current
	18/19	19/20	20/21	21/22
K	1,351	1,267	1,212	1,303
		$(1,267 - 1,351) = -84$	$(1,212 - 1,267) = -55$	$(1,303 - 1,212) = 91$
1	1,080	1,172	1,111	1,059
		$(1,172 - 1,351) = -179$	$(1,111 - 1,267) = -156$	$(1,059 - 1,212) = -153$
2	1,077	1,097	1,199	1,112
		$(1,097 - 1,080) = 17$	$(1,199 - 1,172) = 27$	$(1,112 - 1,111) = 1$
3	1,078	1,100	1,098	1,199
		$(1,100 - 1,077) = 23$	$(1,098 - 1,097) = 1$	$(1,199 - 1,199) = 0$
4	1,132	1,077	1,086	1,146
		$(1,077 - 1,078) = -1$	$(1,086 - 1,100) = -14$	$(1,146 - 1,098) = 48$
5	1,087	1,150	1,086	1,112
		$(1,150 - 1,132) = 18$	$(1,086 - 1,077) = 9$	$(1,112 - 1,086) = 26$
6	1,144	1,127	1,194	1,193
		$(1,127 - 1,087) = 40$	$(1,194 - 1,150) = 44$	$(1,193 - 1,086) = 107$
7	1,234	1,197	1,168	1,197
		$(1,197 - 1,144) = 53$	$(1,168 - 1,127) = 41$	$(1,197 - 1,194) = 3$
8	1,130	1,224	1,214	1,176
		$(1,224 - 1,234) = -10$	$(1,214 - 1,197) = 17$	$(1,176 - 1,168) = 8$
9	1,219	1,283	1,374	1,368
		$(1,283 - 1,130) = 153$	$(1,374 - 1,224) = 150$	$(1,368 - 1,214) = 154$
10	1,179	1,217	1,292	1,396
		$(1,217 - 1,219) = -2$	$(1,292 - 1,283) = 9$	$(1,396 - 1,374) = 22$
11	1,195	1,127	1,169	1,228
		$(1,127 - 1,179) = -52$	$(1,169 - 1,217) = -48$	$(1,228 - 1,292) = -64$
12	1,042	1,176	1,043	1,122
		$(1,176 - 1,195) = -19$	$(1,043 - 1,127) = -84$	$(1,122 - 1,169) = -47$

Step 2: Compute the average annual change by multiplying the annual changes derived in Step 1 by the 1-2-3 weighting method (multiply the most recent change by three, the next most recent change by two, and the earliest change by one), and dividing the sum of the weighted changes by six.

Grade	3rd Prev. to 2nd Prev.	2nd Prev. to Previous	Previous to Current	Average Annual Change
	18/19 to 19/20	19/20 to 20/21	20/21 to 21/22	
K	$(-84 \times 1) = -84$	$(-55 \times 2) = -110$	$(91 \times 3) = 273$	$(-84 + -110 + 273) / 6 = 13$
1	$(-179 \times 1) = -179$	$(-156 \times 2) = -312$	$(-153 \times 3) = -459$	$(-179 + -312 + -459) / 6 = -158$
2	$(17 \times 1) = 17$	$(27 \times 2) = 54$	$(1 \times 3) = 3$	$(17 + 54 + 3) / 6 = 12$
3	$(23 \times 1) = 23$	$(1 \times 2) = 2$	$(0 \times 3) = 0$	$(23 + 2 + 0) / 6 = 4$
4	$(-1 \times 1) = -1$	$(-14 \times 2) = -28$	$(48 \times 3) = 144$	$(-1 + -28 + 144) / 6 = 19$
5	$(18 \times 1) = 18$	$(9 \times 2) = 18$	$(26 \times 3) = 78$	$(18 + 18 + 78) / 6 = 19$
6	$(40 \times 1) = 40$	$(44 \times 2) = 88$	$(107 \times 3) = 321$	$(40 + 88 + 321) / 6 = 75$
7	$(53 \times 1) = 53$	$(41 \times 2) = 82$	$(3 \times 3) = 9$	$(53 + 82 + 9) / 6 = 24$
8	$(-10 \times 1) = -10$	$(17 \times 2) = 34$	$(8 \times 3) = 24$	$(-10 + 34 + 24) / 6 = 8$
9	$(153 \times 1) = 153$	$(150 \times 2) = 300$	$(154 \times 3) = 462$	$(153 + 300 + 462) / 6 = 153$
10	$(-2 \times 1) = -2$	$(9 \times 2) = 18$	$(22 \times 3) = 66$	$(-2 + 18 + 66) / 6 = 14$
11	$(-52 \times 1) = -52$	$(-48 \times 2) = -96$	$(-64 \times 3) = -192$	$(-52 + -96 + -192) / 6 = -57$
12	$(-19 \times 1) = -19$	$(-84 \times 2) = -168$	$(-47 \times 3) = -141$	$(-19 + -168 + -141) / 6 = -55$

Step 3: Calculate the future enrollment for grades 1-12 by adding the average annual change derived in Step 2 to the previous grade's current enrollment, compounded through

the five-year projection period, modifying the grade progression each year by the average annual change for each grade.

	3rd Prev.	2nd Prev.	Previous	Current	Avg. Annual Change	1-Year Projection	2-Year Projection	3-Year Projection	4-Year Projection	5-Year Projection
Grade	18/19	19/20	20/21	21/22		22/23	23/24	24/25	25/26	26/27
K	1,351	1,267	1,212	1,303	13	(1,303 + 13) = 1,316	(1,316 + 13) = 1,329	(1,329 + 13) = 1,342	(1,342 + 13) = 1,355	(1,355 + 13) = 1,368
1	1,080	1,172	1,111	1,059	-158	(1,303 + -158) = 1,145	(1,316 + -158) = 1,158	(1,329 + -158) = 1,171	(1,342 + -158) = 1,184	(1,355 + -158) = 1,197
2	1,077	1,097	1,199	1,112	12	(1,059 + 12) = 1,071	(1,145 + 12) = 1,157	(1,158 + 12) = 1,170	(1,171 + 12) = 1,183	(1,184 + 12) = 1,196
3	1,078	1,100	1,098	1,199	4	(1,112 + 4) = 1,116	(1,071 + 4) = 1,075	(1,157 + 4) = 1,161	(1,170 + 4) = 1,174	(1,183 + 4) = 1,187
4	1,132	1,077	1,086	1,146	19	(1,199 + 19) = 1,218	(1,116 + 19) = 1,135	(1,075 + 19) = 1,094	(1,161 + 19) = 1,180	(1,174 + 19) = 1,193
5	1,087	1,150	1,086	1,112	19	(1,146 + 19) = 1,165	(1,218 + 19) = 1,237	(1,135 + 19) = 1,154	(1,094 + 19) = 1,113	(1,180 + 19) = 1,199
6	1,144	1,127	1,194	1,193	75	(1,112 + 75) = 1,187	(1,165 + 75) = 1,240	(1,237 + 75) = 1,312	(1,154 + 75) = 1,229	(1,113 + 75) = 1,188
7	1,234	1,197	1,168	1,197	24	(1,193 + 24) = 1,217	(1,187 + 24) = 1,211	(1,240 + 24) = 1,264	(1,312 + 24) = 1,336	(1,229 + 24) = 1,253
8	1,130	1,224	1,214	1,176	8	(1,197 + 8) = 1,205	(1,217 + 8) = 1,225	(1,211 + 8) = 1,219	(1,264 + 8) = 1,272	(1,336 + 8) = 1,344
9	1,219	1,283	1,374	1,368	153	(1,176 + 153) = 1,329	(1,205 + 153) = 1,358	(1,225 + 153) = 1,378	(1,219 + 153) = 1,372	(1,272 + 153) = 1,425
10	1,179	1,217	1,292	1,396	14	(1,368 + 14) = 1,382	(1,329 + 14) = 1,343	(1,358 + 14) = 1,372	(1,378 + 14) = 1,392	(1,372 + 14) = 1,386
11	1,195	1,127	1,169	1,228	-57	(1,396 + -57) = 1,339	(1,382 + -57) = 1,325	(1,343 + -57) = 1,286	(1,372 + -57) = 1,315	(1,392 + -57) = 1,335
12	1,042	1,176	1,043	1,122	-55	(1,228 + -55) = 1,173	(1,339 + -55) = 1,284	(1,325 + -55) = 1,270	(1,286 + -55) = 1,231	(1,315 + -55) = 1,260

Fifth-Year Projection Enrollment (K-6)	(1,368 + 1,197 + 1,196 + 1,187 + 1,193 + 1,199 + 1,188) = 8,528
Fifth-Year Projection Enrollment (7-8)	(1,253 + 1,344) = 2,597
Fifth-Year Projection Enrollment (9-12)	(1,425 + 1,386 + 1,335 + 1,260) = 5,406

There are several options for how to incorporate TK enrollment independently from kindergarten enrollment. Staff have developed six options outlined below. Options 1-5 are presented on Attachments B, C, and D in chart format as well. For testing purposes, Staff utilized actual enrollment data from six sample school districts. Four medium and two small districts were selected from the districts that reported actual TK enrollment data provided as displayed on the California Department of Education (CDE) TK data website here: <https://www.cde.ca.gov/ds/ad/filestktdata.asp>. Because of the limited number of school districts that reported TK enrollment to CDE, Staff used various enrollment years - 2019/2020, 2020/2021, and 2021/2022.

Assumptions

Staff tested the fifth-year enrollment projection for illustrative purposes, as its results did not impact the projected enrollment for grades 7-8 and 9-12. However, it is important to recognize that there is a possibility that the tenth-year enrollment projection may impact the projected enrollment for grades 7-8 and 9-12. Additionally, any supplements, like modified weighting, alternate weighting, birth data, and/or dwelling units, to the fifth-year enrollment projection will impact the projected enrollment for grades TK-6, 7-8, and/or 9-12. It is also worth noting that the alternative weighting method could produce hundreds of other potential outcomes, though these scenarios are less likely to occur.

Option 1 – TK and Kindergarten Linear Weighted Average Projection and Cohort Survival Method Grades 1-12 Projection, Using Actual TK Enrollment

Option 1 inserts a new row before the kindergarten grade level in Part A of the Form SAB 50-01 to capture TK enrollment for all the reporting years used in the request. This

option uses actual TK enrollment data provided by the district and as displayed on the CDE TK data website.

Part A. K-12 Pupil Data				
Grade	3rd Prev.	2nd Prev.	Previous	Current
K	/	/	/	/
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
TOTAL				

Part A. TK-12 Pupil Data (Proposed)				
Grade	3rd Prev.	2nd Prev.	Previous	Current
TK	/	/	/	/
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
TOTAL				

When testing this option, the actual number of TK pupils was entered in the "TK" row for each respective reporting year. The TK pupil counts were obtained from the TK data website. These TK pupil counts are also included in the California Basic Educational Data System (CBEDS) kindergarten enrollment listed in DataQuest, the official CDE online record of reported enrollment. In 2024, DataQuest started reporting TK and kindergarten pupils separately. To accurately represent both TK and kindergarten enrollment for reporting years prior to 2024, the TK pupil counts obtained from the TK data website were subtracted from the total kindergarten pupils reported by the district. Option 1 applies the current kindergarten linear weighted average calculation (on the Form SAB 50-01) for TK, using actual TK and kindergarten enrollment individually, then continues to use the current cohort survival projection methodology for grades 1-12.

Results for Option 1:

Using this methodology, two of the six sample school districts had increases to their TK-6 enrollment projection, but the other four school districts had decreases.

In this example, the TK enrollment is isolated from the K-12 projection and then K-12 is projected in the same manner as it is projected on the current version of the Form SAB 50-01. This results in a smaller change overall and removes the impact TK enrollment has had on K-12 projections by being combined with kindergarten enrollment.

District	TK-6 Projected Enrollment (Current Method)	TK- 6 Projected Enrollment (TK & K Linear)	% Change
A	2,568	2,628	2%
B	9,839	9,784	-1%
C (Small School District)	362	342	-6%
D	8,528	8,303	-3%
E	1,538	1,518	-1%
F (Small School District)	594	649	9%

Pros:

- Does not affect existing methodology for projecting K-12 enrollment.
- Isolates TK enrollment, which reduces TK enrollment fluctuation effects/impact to other grade levels.
- Uses actual TK enrollment data.
- The change in projected enrollment from the existing projection method, in which TK and kindergarten are combined, was subtle in most of the test cases (between 1% and 9%) and varied by 2% or less in half of the district test scenarios.

Cons:

- As TK enrollment becomes more common, and the number of kindergarten students that also enroll in TK more closely aligns, this option will need to be updated to project kindergarten enrollment through the cohort survival method instead of the current linear weighted average projection methodology.

Option 2 – TK Linear Weighted Average Projection and K-12 Cohort Survival Method Projection, Using Actual TK Enrollment

Option 2, like Option 1, inserts a new row before the kindergarten grade level in Part A of the Form SAB 50-01 to capture TK enrollment for all the reporting years used in the request. This option also uses actual TK enrollment data provided by the district and as displayed on the CDE TK data website.

The main difference from Option 1, is that Option 2 applies the current kindergarten linear weighted average calculation (on the Form SAB 50-01) for TK only. Kindergarten and grades 1-12 will follow the cohort survival methodology currently used for grades 1-12 only. In Option 2, kindergarten enrollment is no longer calculated using a linear weighted average, and instead adopts the cohort survival method that is used for grades 1-12 enrollment in the current Form SAB 50-01.

Results for Option 2:

Using this methodology, there was a drastic increase in pupil enrollment from TK to K, resulting in an inflation of projected TK-6 enrollment in each of the sample school districts:

District	TK-6 Projected Enrollment (Current Method)	TK- 6 Projected Enrollment (TK Linear)	% Change
A	2,568	6,948	171%
B	9,839	26,929	174%
C (Small School District)	362	792	119%
D	8,528	21,323	150%
E	1,538	4,218	174%
F (Small School District)	594	2,014	239%

Pros:

- Does not affect existing methodology for projecting grades 1-12 enrollment.
- Isolates TK enrollment, which reduces TK enrollment fluctuation effects/impacts to other grade levels.
- Uses actual TK enrollment data.

Cons:

- Does not appear to provide an accurate representation of the housing needs for a district due to the sharp enrollment increase from TK to kindergarten, which significantly affects subsequent grade level projections.

Option 3 – TK and Kindergarten Linear Weighted Average Projection and Cohort Survival Method Projection for Grades 1-12, Using Expanded FDK Program Methodology to Calculate TK Enrollment

Option 3 also inserts a new row before the kindergarten grade level in Part A of the Form SAB 50-01 to capture TK enrollment. Option 3 is similar to Option 1 in how it projects enrollment forward; however, the main difference is that it captures TK enrollment for all reporting years using the same methodology as the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program (Expanded FDK Program). This approach calculates the average of the first grade, second grade, and third grade enrollment within the district to project TK enrollment in each reporting year. This option yields an average estimation of the number of pupils that would have been in the TK grade level had those first grade, second grade, and third grade students all enrolled in TK and progressed through subsequent grade levels within the district.

The chart below illustrates how the Expanded FDK Program enrollment is derived:

Grade	3rd Prev. 18/19	2nd Prev. 19/20	Previous 20/21	Current 21/22
TK	$((1,080 + 1,077 + 1,078) / 3) = 1,078$	$((1,172 + 1,097 + 1,100) / 3) = 1,123$	$((1,111 + 1,199 + 1,098) / 3) = 1,136$	$((1,059 + 1,112 + 1,199) / 3) = 1,123$
K	1,155	1,080	1,017	1,087
1	1,080	1,172	1,111	1,059
2	1,077	1,097	1,199	1,112
3	1,078	1,100	1,098	1,199

The average estimation of TK pupils was entered in the “TK” row for each respective reporting year. This option then applies the current kindergarten linear weighted average calculation (on the Form SAB 50-01) for grades TK and kindergarten individually, using the Expanded FDK Program method to derive TK enrollment, and continues to use the current cohort survival method projection for grades 1-12.

Results for Option 3:

Using this methodology, five of the six sample school districts had increases to their TK-6 enrollment projection, and one school district remained level.

District	TK-6 Projected Enrollment (Current Method)	TK- 6 Projected Enrollment (TK & K Linear)	% Change
A	2,568	2,877	12%
B	9,839	10,679	9%
C (Small School District)	362	361	0%
D	8,528	9,175	8%
E	1,538	1,705	11%
F (Small School District)	594	733	23%

Pros:

- Does not affect existing methodology for projecting K-12 enrollment.
- Isolates TK enrollment, which reduces TK enrollment fluctuation effects/impact to other grade levels.

- Similar to how this works for the Expanded FDK Program, this methodology assumes that 1-3 grade pupils were at one time TK eligible and, had they all enrolled, it reflects back what the district's TK enrollment could have been.

Cons:

- Does not use actual TK enrollment data, which is reported by all school districts and made available on DataQuest.
- Applying this methodology for Expanded FDK Program projects makes more sense than it does for the School Facility Program (SFP) because estimating TK enrollment for the Expanded FDK Program is used to specifically house TK enrollment only, whereas in the SFP, TK is only one grade level among eight total grade levels comprising the TK-6 projection on the Form SAB 50-01.

**Option 4 – TK Linear Weighted Average Projection and Cohort Survival Method
Projection for Grades K-12, Using Expanded FDK Program Methodology to Calculate
TK Enrollment**

Option 4 also inserts a new row before the kindergarten grade level in Part A of the Form SAB 50-01 to capture TK enrollment. Option 4 combines the approaches of Options 2 and 3 by calculating TK using the linear weighted average calculation, and then using the cohort survival method for calculating grades K-12 like Option 2. Then, similar to Option 3, it uses the Expanded FDK Program method of deriving TK enrollment by creating an average estimation of the number of pupils that would have been in the TK grade level had the district's first grade, second grade, and third grade students all enrolled in TK and continued attendance through subsequent grade levels within the district.

Results for Option 4:

Using this methodology, there was an overall decrease in the projected TK-6 enrollment for each of the sample school districts. Because the average estimation of TK enrollment was derived from first through third grade enrollments, it resulted in TK enrollment data that exceeded the actual kindergarten data from the second previous enrollment year to the current enrollment year. Consequently, with the addition of the TK row to the Form SAB 50-01, data is now available for the TK average annual change. Additionally, with the linear weighted average calculation applied to TK only, the average annual change for kindergarten showed a decrease compared to the average annual change calculated with current method. Conversely, this methodology resulted in an increased average annual change for grade 1. Despite the increase for grade 1, when the cohort survival methodology was applied to kindergarten and grades 1-12, this methodology impacted the calculations for the one-year through five-year projected enrollment for grade levels TK through fifth grade, causing an overall decrease in the projected TK-6 enrollment.

District	TK-6 Projected Enrollment (Current Method)	TK- 6 Projected Enrollment (TK Linear)	% Change
A	2,568	2,232	-13%
B	9,839	8,984	-9%
C (Small School District)	362	331	-9%
D	8,528	8,245	-3%
E	1,538	1,465	-5%
F (Small School District)	594	523	-12%

Pros:

- Does not affect existing methodology for projecting grades 1-12 enrollment.
- Isolates TK enrollment, which reduces TK enrollment fluctuation effects/impact to other grade levels.
- Similar to how this works for the Expanded FDK Program, this methodology assumes that 1-3 grade pupils were at one time TK eligible and, had they all enrolled, it reflects back what the district's TK enrollment could have been.

Cons:

- Does not use actual TK enrollment data, which is reported by all school districts and made available on DataQuest.
- Applying this methodology for Expanded FDK Program projects makes more sense than it does for the SFP because estimating TK enrollment for the Expanded FDK Program is used to house TK enrollment only, whereas in the SFP, TK is only one grade level among eight total grade levels comprising the TK-6 projection on the Form SAB 50-01.
- Results in an overall decrease across all districts in the test group.

Option 5 – Separate TK Projection From Existing K-12 Projection, Apply Special Day Class Pupil Enrollment Projection Methodology to Actual TK Enrollment

Option 5 proposes an alternative approach to placing TK enrollment in Part A of the Form SAB 50-01 by extracting TK pupils from the kindergarten grade level, then adopting the methodology used to project Special Day Class (SDC) pupils. The actual TK enrollment for the current reporting year is entered into a dedicated section for only TK enrollment, separate from Part A.

Part A. K-12 Pupil Data

	3rd Prev.	2nd Prev.	Previous	Current
Grade	/	/	/	/
K (w/TK)				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
TOTAL				

Part A. K-12 Pupil Data (Proposed)

	3rd Prev.	2nd Prev.	Previous	Current
Grade	/	/	/	/
K (w/o TK)				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
TOTAL				

Part X. TK Pupil Data (Proposed)

	Current
Grade	/
TK	

Currently, there is not a version of the Form SAB 50-01 available to test this approach. For this exercise, the current year's TK enrollment was entered in Part D of the Form SAB 50-01 to mimic how SDC enrollment is calculated, but applied to TK enrollment. Subsequently, staff added the projected TK enrollment using the SDC method to the K-6 projected enrollment to yield a new TK-6 projection.

How SDC Projections Work:

The existing SDC enrollment projection applies the percentage change between the current and projected enrollment of non-SDC pupils to the current SDC enrollment. The formula is as follows:

$$\frac{\text{Current Elementary Severe or Non-Severe SDC Enrollment} \times \text{Percentage Change in K-6 Non-SDC Enrollment}}{\text{Projected Elementary Severe or Non-Severe SDC Enrollment}}$$

Below is an example of how this works:

Step 1: Calculate the percentage change in Elementary (K-6) Non-SDC enrollment:

- Projected K-6 Enrollment: 375
- Current K-6 Enrollment: 350
- Percentage Change = $375 / 350 = 1.07\%$

Step 2: Calculate Elementary Non-Severe (or Severe) SDC enrollment:

- Current Non-Severe SDC Enrollment: 15
- Percentage Change in K-6 Non-SDC Enrollment: 1.07%
- $15 \times 1.07\% = 16.05$, round up to 17
- Projected Non-Severe Enrollment then equals 17.

Results for Option 5:

Using this methodology, the TK-6 enrollment projections for four of the six sample school districts decreased, and two sample school districts had an increase.

District	TK-6 Projected Enrollment (Current Method)	TK- 6 Projected Enrollment (Using SDC Methodology)	% Change
A	2,568	2,639	3%
B	9,839	9,761	-1%
C (Small School District)	362	331	-9%
D	8,528	8,246	-3%
E	1,538	1,510	-2%
F (Small School District)	594	658	11%

Pros:

- Does not affect existing methodology for projecting K-12 enrollment.
- Isolates TK enrollment, which reduces TK enrollment fluctuation effects/impact to other grade levels.
- Uses actual TK enrollment data.
- SDC enrollment is similar to TK enrollment in that it is highly variable and inconsistent. The existing method for projecting SDC enrollment accounts for this and uses a percentage change in the district's overall K-6 enrollment trend and then applies it to the current SDC enrollment.

Cons:

- Does not include all reporting years' TK enrollment; it would only capture the current year's TK enrollment.

- By applying the percentage change in Elementary K-6 enrollment to the current TK enrollment, this option uses the projected K-6 enrollment versus using actual TK enrollment data to calculate projected TK enrollment.

Option 6 – Make No Changes to Existing Form SAB 50-01 Projection Methodology, Continue to Report TK Combined with Kindergarten Enrollment

Option 6 leaves the Form SAB 50-01 as it is currently being used, whereby TK and kindergarten enrollment are reported as a combined number. This option makes no changes to the current form or enrollment projection methodology.

Pros:

- Uses the same approach and projection methodology that has been used since TK became a choice for parents within California school districts.
- Enables apples-to-apples comparison of the past several years' worth of reporting by all school districts.
- Uses actual TK enrollment.

Cons:

- As TK enrollment trends upward, reporting TK and kindergarten enrollment as a combined amount creates a larger and larger decrease in the enrollment projection flowing from the kindergarten row to subsequent grade levels, which would negatively affect, or skew, the cohort survival methodology currently used for grades 1-12. For example, if a district has enrollment of 50 kindergarten pupils and 15 TK pupils, the district will have a total of 65 pupils reported in the kindergarten row in Part A of the Form SAB 50-01. Only 50 of those 65 reported pupils can move to first grade for the next school year, which results in an artificial drop in enrollment that works into the formula for projecting all K-6 enrollment.
- With the gradual TK age expansion completed by the 2025-26 school year, OPSC anticipates TK enrollment will increase in future years. Combining TK and kindergarten enrollment does not recognize TK as its own category.

Other Factors Affecting Projected Enrollment

Enrollment projections for school districts utilizing a fifth-year enrollment, with TK enrollment on the Form SAB 50-01, may also be impacted by augmentations for various factors such as dwelling units, alternative student yield factors, birth data, and alternative weighting augmentations. Whichever option for projecting TK enrollment is ultimately recommended by OPSC and Stakeholders for State Allocation Board approval, will incorporate existing methodology for augmenting projections on the Form SAB 50-01 to account for these factors.

DISCUSSION

Staff requests stakeholder feedback on the methodologies outlined as part of this item. The scenarios created here are not the only options for breaking out TK enrollment in the Form SAB 50-01, but these appear to be the most viable options. Stakeholder feedback on these scenarios is encouraged.

Staff has included the following attachments for reference:

Attachment A – Authority

SB 1381, relevant excerpts of AB 130, and the Education Code are included for reference in this attachment.

Attachment B – Options 1 and 2

A “TK” row was added in Part A of the Form SAB 50-01 to account for TK enrollment by using the actual TK enrollment reported to the CDE. Staff tested two options for calculation.

Attachment C – Options 3 and 4

A “TK” row was added in Part A of the Form SAB 50-01 to account for TK enrollment by averaging enrollment in first grade, second grade, and third grade. Staff tested two options for calculation.

Attachment D – Option 5

In Part D of the Form SAB 50-01, the current year’s TK enrollment was entered, similar to the calculation of projected SDC pupils.

SUMMARY AND NEXT STEPS

OPSC seeks stakeholder feedback on the options presented in this item. Staff will review any feedback obtained in today’s meeting and anything received through Friday, March 7, 2025 for consideration and will address those suggestions in the next public meeting on this topic. If you would like to submit written feedback subsequent to today’s meeting, please email your suggestions to the OPSC Communications Team at OPSCCommunications@dgs.ca.gov.

ATTACHMENT A

AUTHORITY

Education Code Section 48000 - Kindergartens

(a) A child shall be admitted to a kindergarten maintained by the school district at the beginning of a school year, or at a later time in the same year, if the child will have their fifth birthday on or before one of the following dates:

- (1) December 2 of the 2011–12 school year.
- (2) November 1 of the 2012–13 school year.
- (3) October 1 of the 2013–14 school year.
- (4) September 1 of the 2014–15 school year and each school year thereafter.

(b) The governing board of the school district of a school district maintaining one or more kindergartens may, on a case-by-case basis, admit to a kindergarten a child having attained the age of five years at any time during the school year with the approval of the parent or guardian, subject to the following conditions:

(1) The governing board of the school district determines that the admittance is in the best interests of the child.

(2) The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

(c) (1) As a condition of receipt of apportionment for pupils in a transitional kindergarten program pursuant to Section 46300, and Chapter 3 (commencing with Section 47610) of Part 26.8, as applicable, a school district or charter school shall ensure the following:

(A) In the 2012–13 school year, a child who will have their fifth birthday between November 2 and December 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

(B) In the 2013–14 school year, a child who will have their fifth birthday between October 2 and December 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

(C) From the 2014–15 school year to the 2021–22 school year, inclusive, a child who will have their fifth birthday between September 2 and December 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

(D) In the 2022–23 school year, a child who will have their fifth birthday between September 2 and February 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

(E) In the 2023–24 school year, a child who will have their fifth birthday between September 2 and April 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

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(F) In the 2024–25 school year, a child who will have their fifth birthday between September 2 and June 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

(G) In the 2025–26 school year, and in each school year thereafter, a child who will have their fourth birthday by September 1 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

(2) (A) In any school year, a school district or charter school may, at any time during a school year, admit a child to a transitional kindergarten program who will have their fifth birthday after the date specified for the applicable year in subparagraphs (A) to (F), inclusive, of paragraph (1) but during that same school year, with the approval of the parent or guardian, subject to the following conditions:

(i) The governing board of the school district or the governing body of the charter school determines that the admittance is in the best interests of the child.

(ii) The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

(B) Notwithstanding any other law, a pupil admitted to a transitional kindergarten program pursuant to subparagraph (A) shall not generate average daily attendance for purposes of Section 46300, or be included in the enrollment or unduplicated pupil count pursuant to Section 42238.02, until the pupil has attained the pupil's fifth birthday, regardless of when the pupil was admitted during the school year.

(d) For purposes of this section, "transitional kindergarten" means the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.

(e) A transitional kindergarten shall not be construed as a new program or higher level of service.

(f) It is the intent of the Legislature that transitional kindergarten curriculum be aligned to the California Preschool/Transitional Kindergarten Learning Foundations developed by the department.

(g) As a condition of receipt of apportionment for pupils in a transitional kindergarten program pursuant to Section 46300, a school district or charter school shall do all of the following:

(1) Maintain an average transitional kindergarten class enrollment of not more than 24 pupils for each schoolsite. For purposes of this calculation, the following shall apply for each schoolsite of a school district or charter school:

(A) "Class" means a group of pupils scheduled to report regularly at a particular time to a particular teacher during the regular schoolday, as defined by the governing board of the school district or the governing body of the charter school, as applicable, excluding special day classes. Classes in the evening and summer school class shall not be considered classes for purposes of this calculation.

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(B) (i) “Active enrollment count” for purposes of subparagraph (C) means the count of all pupils enrolled in a class with transitional kindergarten pupils on the first day of the school year on which the class was in session, plus all later enrollees, minus all withdrawals since that first day. An active enrollment count shall be made on the last teaching day of each school month that ends before April 15 of the school year.

(ii) For school districts, active enrollment count shall not include pupils enrolled in independent study pursuant to Article 5.5 (commencing with Section 51744) of Chapter 5 of Part 28 who meet the minimum day requirements for independent study and are continually enrolled in independent study for more than 14 schooldays in a school year.

(iii) For charter schools, active enrollment count shall not include pupils enrolled in independent study pursuant to Article 5.5 (commencing with Section 51744) of Chapter 5 of Part 28 who are continually enrolled in independent study for more than 14 schooldays on any of the days on which school is taught for the purpose of meeting the 175-instructional-day offering, as described in Section 11960 of Title 5 of the California Code of Regulations.

(C) “Average number of pupils enrolled per class” means the quotient of the sum of the active enrollment counts made under subparagraph (B) divided by the total number of those active enrollment counts for each class of the schoolsite.

(D) “Average transitional kindergarten class enrollment” means the quotient of the sum of the average number of pupils enrolled per class determined pursuant to subparagraph (C) of all classes at the schoolsite divided by the total number of all classes at the schoolsite that include transitional kindergarten pupils, rounded to the nearest half or whole integer.

(2) Commencing with the 2022–23 school year, maintain an average of at least one adult for every 12 pupils for transitional kindergarten classrooms at each schoolsite. For purposes of this calculation, the following shall apply for each schoolsite of a school district or charter school:

(A) “Total transitional kindergarten enrollment” is the sum of the average number of pupils enrolled per class of all classes at the schoolsite, as determined in subparagraph (C) of paragraph (1).

(B) “Number of adults” shall be determined for each schoolsite as follows:

(i) A count of employees of the school district or charter school assigned to each class at the schoolsite that includes transitional kindergarten pupils shall be made on the last teaching day of each school month that ends before April 15 of the school year.

(ii) The sum of all of the adult counts pursuant to clause (i) shall be divided by the total number of those counts, rounded to the nearest half or whole integer.

(C) “Adult-to-pupil ratio” shall be the quotient of the total transitional kindergarten enrollment divided by the total number of adults, rounded to the nearest half or whole integer.

(3) (A) Commencing with the 2025–26 school year, and for each year thereafter, maintain an average of at least one adult for every 10 pupils for transitional kindergarten classrooms.

(B) It is the intent of the Legislature to appropriate funds for purposes of this paragraph.

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(4) Ensure that credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, have, by August 1, 2025, one of the following:

(A) At least 24 units in early childhood education, childhood development, or both.

(B) As determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in subparagraph (A).

(C) A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

(h) A school district or charter school may place four-year-old children, as defined in Section 8205, enrolled in a California state preschool program into a transitional kindergarten program classroom. A school district or charter school that commingles children from both programs in the same classroom shall meet all of the requirements of the respective programs in which the children are enrolled, and the school district or charter school shall adhere to all of the following requirements, irrespective of the program in which the child is enrolled:

(1) An observation using the Classroom Assessment Scoring System (CLASS) tool and CLASS Environment tool shall be completed for the classroom.

(2) All children enrolled for 10 or more hours per week shall be evaluated using the Desired Results Developmental Profile, as specified in Section 17702 of Title 5 of the California Code of Regulations.

(3) The classroom shall be taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing in accordance with Section 44065 and subdivision (b) of Section 44256 and who meets the requirements set forth in subdivision (g).

(4) The classroom shall be in compliance with the adult-child ratio specified in subdivision (c) of Section 8241.

(5) Contractors of a school district or charter school commingling children enrolled in the California state preschool program with children enrolled in a transitional kindergarten program classroom shall report the services, revenues, and expenditures for the California state preschool program children in accordance with Section 18068 of Title 5 of the California Code of Regulations. Those contractors are not required to report services, revenues, and expenditures for the children in the transitional kindergarten program.

(i) Until July 1, 2019, a transitional kindergarten classroom that has in attendance children enrolled in a California state preschool program shall be licensed pursuant to Chapter 3.4 (commencing with Section 1596.70) of, and Chapter 3.5 (commencing with Section 1596.90) of, Division 2 of the Health and Safety Code.

(j) A school district or charter school that chooses to place California state preschool program children into a transitional kindergarten program classroom shall not also include children enrolled in transitional kindergarten for a second year or children enrolled in kindergarten in that classroom.

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(k) A child's eligibility for transitional kindergarten enrollment under paragraph (1) or (2) of subdivision (c) shall not impact family eligibility for a preschool or childcare program, including, but not limited to, all of the following:

(1) A Head Start or Early Head Start program, as defined by the federal Head Start Act, as amended (42 U.S.C. Sec. 9801 et seq.).

(2) A childcare center, family childcare home, or license-exempt provider serving children through an alternative payment program pursuant to Chapter 3 (commencing with Section 10225) of Part 1.8 of Division 9 of the Welfare and Institutions Code.

(3) A migrant childcare and development program serving children pursuant to Chapter 6 (commencing with Section 10235) of Part 1.8 of Division 9 of the Welfare and Institutions Code.

(4) A childcare center or family childcare home educational network serving children through a California state preschool program pursuant to Article 2 (commencing with Section 8207) of Chapter 2 of Part 6 of Division 1 of Title 1.

(5) A childcare center, family childcare home, or license-exempt provider serving children through a general childcare and development program pursuant to Chapter 7 (commencing with Section 10240) of Part 1.8 of Division 9 of the Welfare and Institutions Code.

(6) A family childcare home educational network serving children pursuant to Chapter 8 (commencing with Section 10250) of Part 1.8 of Division 9 of the Welfare and Institutions Code.

(7) Childcare and development services for children with special needs pursuant to Chapter 9 (commencing with Section 10260) of Part 1.8 of Division 9 of the Welfare and Institutions Code.

(8) A program serving children through a CalWORKs Stage 1, Stage 2, or Stage 3 program pursuant to Chapter 21 (commencing with Section 10370) of Part 1.8 of Division 9 of the Welfare and Institutions Code.

(l) (1) The Superintendent shall authorize California state preschool program contracting agencies to offer less than four hours each instructional day of wraparound childcare services within a part-day California state preschool program for children enrolled in an education program as a transitional kindergarten or kindergarten pupil, if their families meet the requirements of Section 8208.

(2) The Superintendent shall authorize California state preschool programs operating on a local education agency campus to operate a part-day California state preschool program that allows flexibility in the operational hours and enrollment cutoff dates to better align with the enrollment for the new school year.

(3) Notwithstanding the rulemaking provisions of the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code) and Section 33308.5, until regulations are filed with the Secretary of State to implement this subdivision the department shall implement this subdivision, through management bulletins or similar letters of instruction on or before December 31, 2022.

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Education Code Section 48010 – Elementary Schools

(a) A child shall be admitted to the first grade of an elementary school during the first month of a school year if the child will have his or her sixth birthday on or before one of the following dates:

- (1) December 2 of the 2011–12 school year.
- (2) November 1 of the 2012–13 school year.
- (3) October 1 of the 2013–14 school year.
- (4) September 1 of the 2014–15 school year and each school year thereafter.

(b) For good cause, the governing board of a school district may permit a child of proper age to be admitted to a class after the first school month of the school term.

Education Code Section 17071.75 – New Construction Eligibility Determination

After a one-time initial report of existing school building capacity has been completed, the ongoing eligibility of a school district for new construction funding shall be determined by making all of the following calculations:

(a) A school district that applies to receive funding for new construction shall use the following methods to determine projected enrollment:

(1) A school district that has two or more school sites each with a pupil population density that is greater than 115 pupils per acre in kindergarten and grades 1 to 6, inclusive, or a schoolsite pupil population density that is greater than 90 pupils per acre in grades 7 to 12, inclusive, as determined by the Superintendent using enrollment data from the California Basic Educational Data System for the 2004–05 school year, may submit an application for funding for projects that will relieve overcrowded conditions. That school district may also submit an alternative enrollment projection for the fifth year beyond the fiscal year in which the application is made using a methodology other than the cohort survival enrollment projection method as defined by the board pursuant to paragraph (2), to be reviewed by the Demographic Research Unit of the Department of Finance, in consultation with the department and the Office of Public School Construction. If the Office of Public School Construction and the Demographic Research Unit of the Department of Finance jointly determine that the alternative enrollment projection provides a reasonable estimate of expected enrollment demand, a recommendation shall be forwarded to the board to approve or disapprove the application, in accordance with all of the following:

(A) Total funding for new construction projects using this method shall be limited to five hundred million dollars (\$500,000,000), from the Kindergarten-University Public Education Facilities Bond Act of 2004.

(B) The eligibility amount for proposed projects that relieve overcrowding is the difference between the alternative enrollment projection method for the year the application is submitted and the cohort survival enrollment projection method, as defined by paragraph (2), for the same year, adjusted by the existing pupil capacity in excess of the projected enrollment according to the cohort survival enrollment projection method.

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(C) The Office of Public School Construction shall determine whether each proposed project will relieve overcrowding, including, but not limited to, the elimination of the use of Concept 6 calendars, four track year-round calendars, or busing in excess of 40 minutes, and recommend approval to the board. The number of unhoused pupil grants requested in the application for funding from the eligibility determined pursuant to this paragraph shall be limited to the number of seats necessary to relieve overcrowding, including, but not limited to, the elimination of the use of Concept 6 calendars, four track year-round calendars, or busing in excess of 40 minutes, less the number of unhoused pupil grants attributed to that school as a source school in an approved application pursuant to Section 17078.24.

(D) A school district shall use the same alternative enrollment projection methodology for all applications submitted pursuant to this paragraph and shall calculate those projections in accordance with the same districtwide or high school attendance area used for the enrollment projection made pursuant to paragraph (2).

(2) A school district shall calculate enrollment projections for the fifth year beyond the fiscal year in which the application is made. Projected enrollment shall be determined by utilizing the cohort survival enrollment projection system, as defined and approved by the board. The board may supplement the cohort survival enrollment projection with any of the following:

(A) The number of unhoused pupils that are anticipated as a result of dwelling units proposed pursuant to approved and valid tentative subdivision maps.

(B) Modified weighting mechanisms, if the board determines that they best represent the enrollment trends of the district. Mechanisms pursuant to this subparagraph shall be developed and applied in consultation with the Demographic Research Unit of the Department of Finance.

(C) An adjustment to reflect the effects on kindergarten and first grade enrollment of changes in birth rates within the school district or high school attendance area boundaries.

(3) (A) A school district may submit an enrollment projection for either a 5th year or a 10th year beyond the fiscal year in which the application is made. A school district that bases its enrollment projection calculation on a high school attendance area may use pupil residence in that attendance area to calculate enrollment. A school district that utilizes pupil residence shall do so for all high school attendance areas within the district. A pupil shall not be included in a high school attendance area enrollment projection based on pupil residence unless that pupil was included in the California Basic Educational Data System (CBEDS) report of the district for the same enrollment year. The board may require a district to provide a reconciliation of the districtwide CBEDS and residency data. The board also may adopt regulations to specify the format and certification requirements for a school district that submits residency data.

(b) (1) Add the number of pupils that may be adequately housed in the existing school building capacity of the applicant school district as determined pursuant to Article 2 (commencing with Section 17071.10) to the number of pupils for whom facilities were provided from any state or local funding source after the existing school building capacity was determined pursuant to Article 2 (commencing with Section 17071.10). For this purpose, the total number of pupils for whom facilities were provided shall be determined using the pupil loading formula set forth in Section 17071.25.

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(2) Subtract from the number of pupils calculated in paragraph (1) the number of pupils that were housed in facilities to which the school district or county office of education relinquished title as the result of a transfer of a special education program between a school district and a county office of education or special education local plan area, if applicable. For this purpose, the total number of pupils that were housed in the facilities to which title was relinquished shall be determined using the pupil loading formula adopted by the board pursuant to subparagraph (B) of paragraph (2) of subdivision (a) of Section 17071.25. For purposes of this paragraph, title also includes any lease interest with a duration of greater than five years.

(c) Subtract the number of pupils pursuant to subdivision (b) from the number of pupils determined pursuant to paragraph (2) of subdivision (a).

(d) The calculations required to establish eligibility under this article shall result in a distinction between the number of existing unhoused pupils and the number of projected unhoused pupils.

(e) Apply the increase or decrease resulting from the difference between the most recent report made pursuant to Section 42268, and the report used in determining the baseline capacity of the school district pursuant to subdivision (a) of Section 17071.25.

(f) For purposes of calculating projected enrollment pursuant to subdivision (a), the board may adopt regulations to ensure that the enrollment calculation of individuals with exceptional needs receiving special education services is adjusted in the enrollment reporting period in which the transfer occurs and three previous school years as a result of a transfer of a special education program between a school district and a county office of education or a special education local plan area. However, the projected enrollment calculation of a county office of education shall only be adjusted if a transfer of title for the special education program facilities has occurred. The regulations, if adopted, shall ensure that if a transfer of title to special education program facilities constructed with state funds occurs within 10 years after initial occupancy of the facility, the receiving school district or school districts shall remit to the state a proportionate share of any financial hardship assistance provided for the project pursuant to Section 17075.10, if applicable.

(g) For a school district with an enrollment of 2,500 or less, an adjustment in enrollment projections shall not result in a loss of ongoing eligibility to that school district for a period of three years from the date of the approval of eligibility by the board.

Section 1859.42. - Projecting Non-Special Day Class Enrollment.

The district enrollment, as reported on the Form SAB 50-01, shall be used to calculate the district's projected enrollment other than Special Day Class enrollment. The OPSC shall use either (a) or (b) to determine the district's projected enrollment:

(a) Fifth-year projected enrollment with the exception of Special Day Class enrollment shall be calculated pursuant to the cohort survival enrollment projection system which is described as follows:

(1) For all grades, using the current and three previous years of enrollment, determine the numerical change in enrollment between the current grade and the next lower grade in the previous year; determine the numerical change in enrollment between the previous year grade and the next lower grade in the second previous year; determine the numerical change in enrollment between the second previous year grade and the next lower grade in the third previous year. Determine the numerical change of kindergarten enrollment on the second previous and third previous year respectively. A district utilizing a fifth-year enrollment

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projection may calculate the kindergarten enrollment projection in accordance with Section 1859.42.1(b).

- (2) Compute the annual change in enrollment as explained in (1) for each grade. The annual change shall then be weighted by multiplying the most recent annual change in enrollment by three, the next most recent annual change by two, and the earliest annual change by one, and dividing the sum of the annual weighted changes for each grade by six. The result shall be the average annual change.
- (3) Calculate enrollment for each projection year by advancing the enrollment in each grade level through the five-year projection period, modifying the grade progression each year by the average annual change for each grade as computed in (2).
- (b) Tenth-year projected enrollment with the exception of Special Day Class enrollment shall be calculated pursuant to the cohort survival enrollment projection system which is described as follows:
 - (1) For all grades, using the current and seven previous years of enrollment, determine the numerical change in enrollment between:
 - (A) The current grade and the next lower grade in the first previous year;
 - (B) The first previous year grade and the next lower grade in the second previous year;
 - (C) The second previous year grade and the next lower grade in the third previous year;
 - (D) The third previous year grade and the next lower grade in the fourth previous year;
 - (E) The fourth previous year grade and the next lower grade in the fifth previous year;
 - (F) The fifth previous year grade and the next lower grade in the sixth previous year;
 - (G) The sixth previous year grade and the next lower grade in the seventh previous year;
 - (H) Determine the numerical change of kindergarten enrollment using the previous year's kindergarten enrollment in place of the next lower grade in the previous year for each step in (A) through (G), respectively.
- (2) Compute the annual change in enrollment as explained in (1) for each grade. The annual change shall then be weighted by multiplying the most recent annual change in enrollment by seven, the next most recent annual change by six, the next most recent annual change by five, the next most recent annual change by four, the next most recent annual change by three, the next most recent annual change by two, and the earliest annual change by one, and dividing the sum of the annual weighted changes for each grade by 28. The result shall be the average annual change.
- (3) Calculate enrollment for each projection year by advancing the latest enrollment in each grade through the ten-year projection period, modifying the grade progression each year by the average annual change for each grade as computed in (2).
- (c) The projected enrollment of a HSAA or Super HSAA shall be computed in the same manner as that set forth in this section, except that the enrollment used in such computation shall be that of the HSAA or Super HSAA rather than the entire district.

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Options 1 and 2 Actual TK Enrollment

In Part A of the Form SAB 50-01, a "TK" row was inserted before the kindergarten grade level to capture TK enrollment for all the reporting years. These options used actual TK enrollment data provided by the district and as displayed on the CDE TK data website. The actual number of TK pupils was entered in the "TK" row for each respective reporting year.

Two options were tested:

Option 1:

Applied the current kindergarten linear weighted average calculation (on the Form SAB 50-01) for grades TK and K, using the traditional 1-2-3 weighting method. Then used the cohort survival method for grades 1-12, also using the traditional 1-2-3 weighting method.

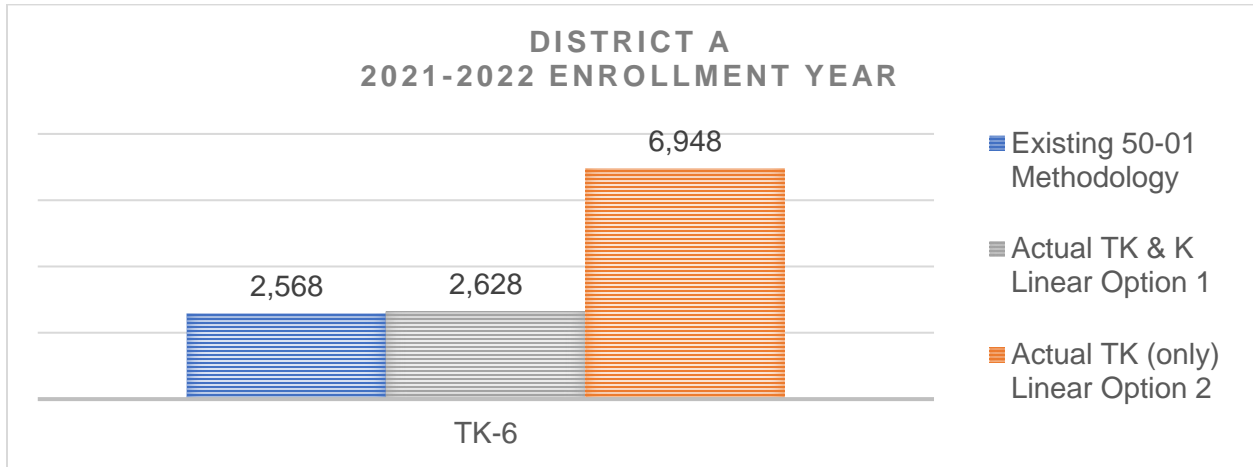
Option 2

Applied the current kindergarten linear weighted average calculation (on the Form SAB 50-01) for TK only, using the traditional 1-2-3 weighting method. Then used the cohort survival method for grades K-12, also using the traditional 1-2-3 weighting method.

Each graph below shows three various fifth-year projection enrollments for grades TK-6, using actual enrollment data from six sample school districts:

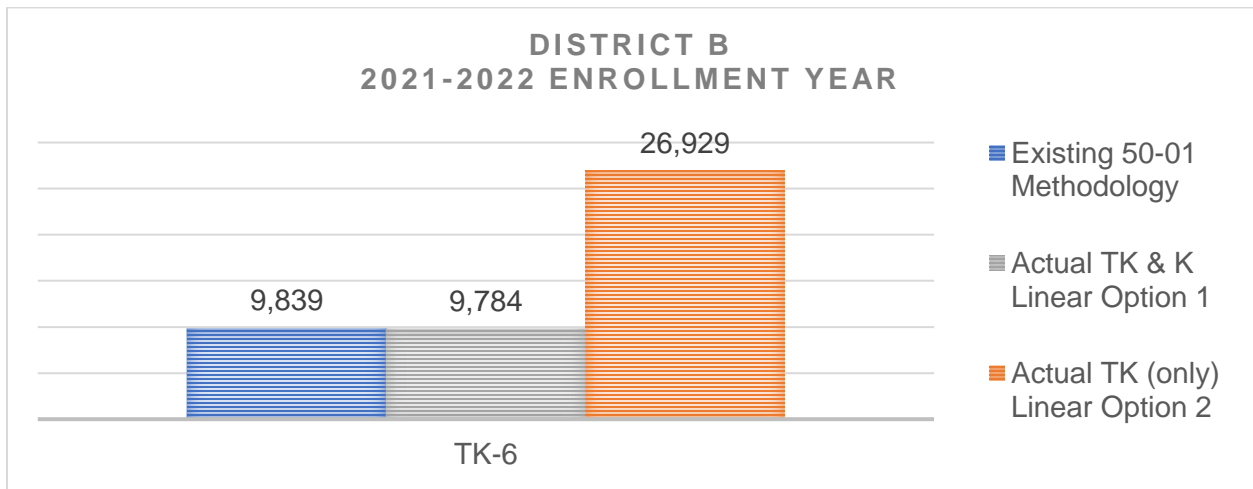
1. Existing 50-01 Methodology (Current): The fifth-year projected enrollment was determined using the current Form SAB 50-01 calculations, in which the kindergarten row is calculated using the linear weighted average calculation, and grades 1-12 use the cohort survival method.
2. Actual TK & K Linear (Option 1): The fifth-year projected enrollment was determined using the actual TK enrollment data and applying the current kindergarten linear weighted average calculation to grades TK and K. Then the cohort survival method was used for grades 1-12.
3. Actual TK (only) Linear (Option 2): The fifth-year projected enrollment was determined using the actual TK enrollment data and applying the current kindergarten linear weighted average calculation to grade TK. Then the cohort survival method was used for grades K-12.

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District A % Change of Projected TK-6 Enrollment

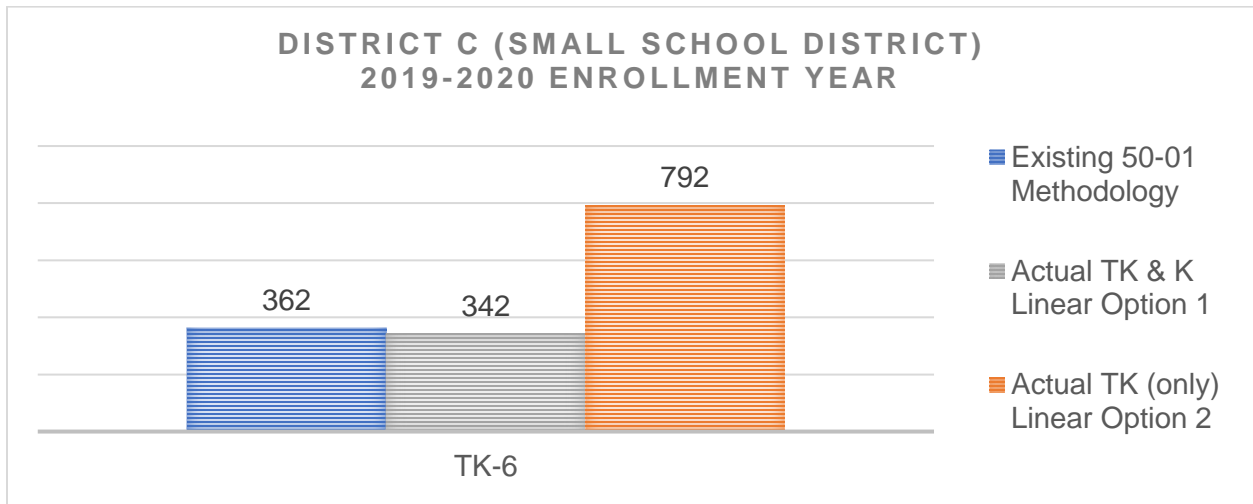
Option 1 – TK & K Linear	2.34%
Option 2 - TK (only) Linear	170.56%



District B % Change of Projected TK-6 Enrollment

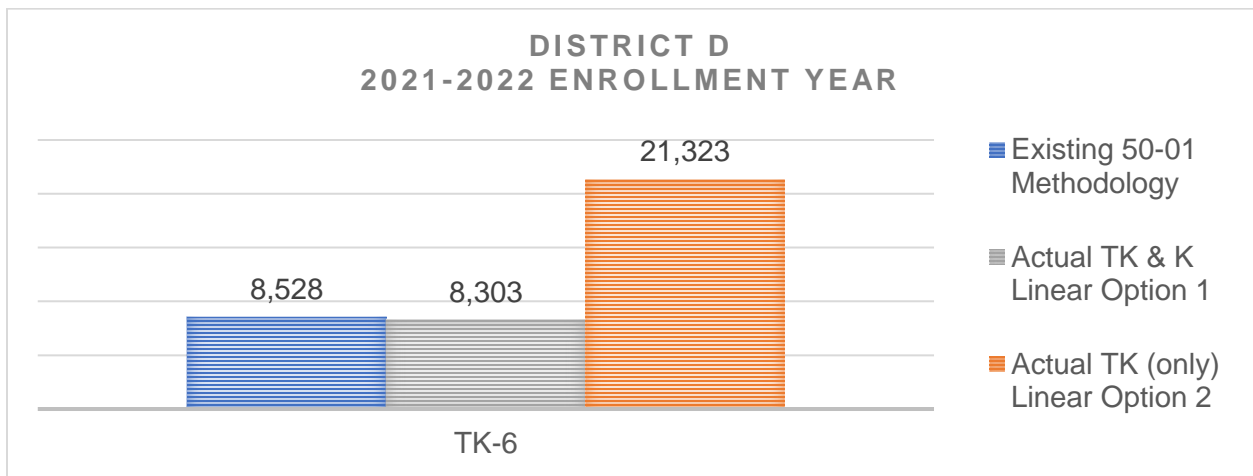
Option 1 – TK & K Linear	- 0.56%
Option 2 - TK (only) Linear	173.70%

ATTACHMENT B



**District C (Small School District)
% Change of Projected TK-6 Enrollment**

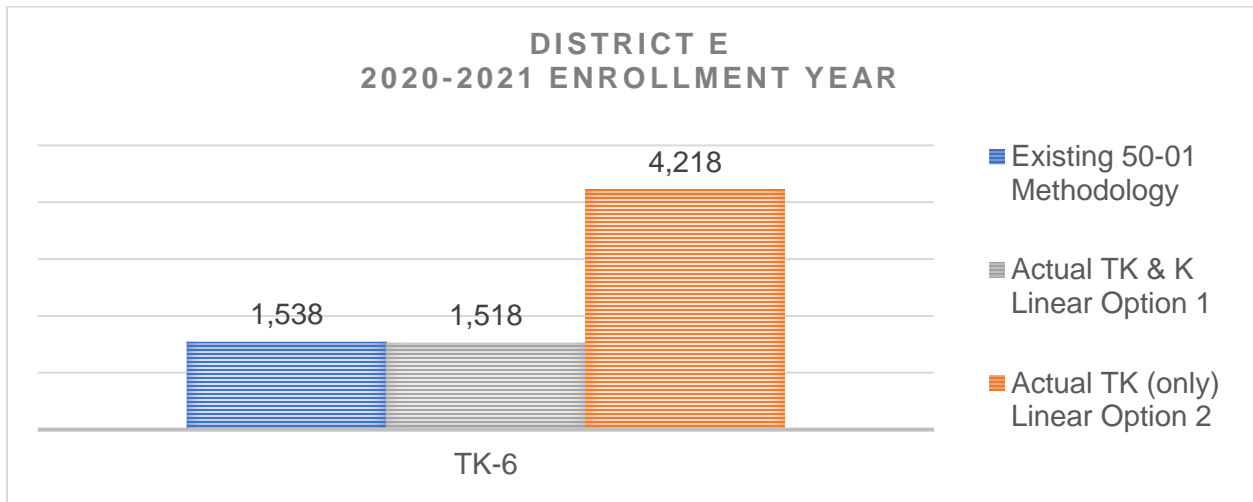
Option 1 – TK & K Linear	- 5.52%
Option 2 - TK (only) Linear	118.78%



**District D
% Change of Projected TK-6 Enrollment**

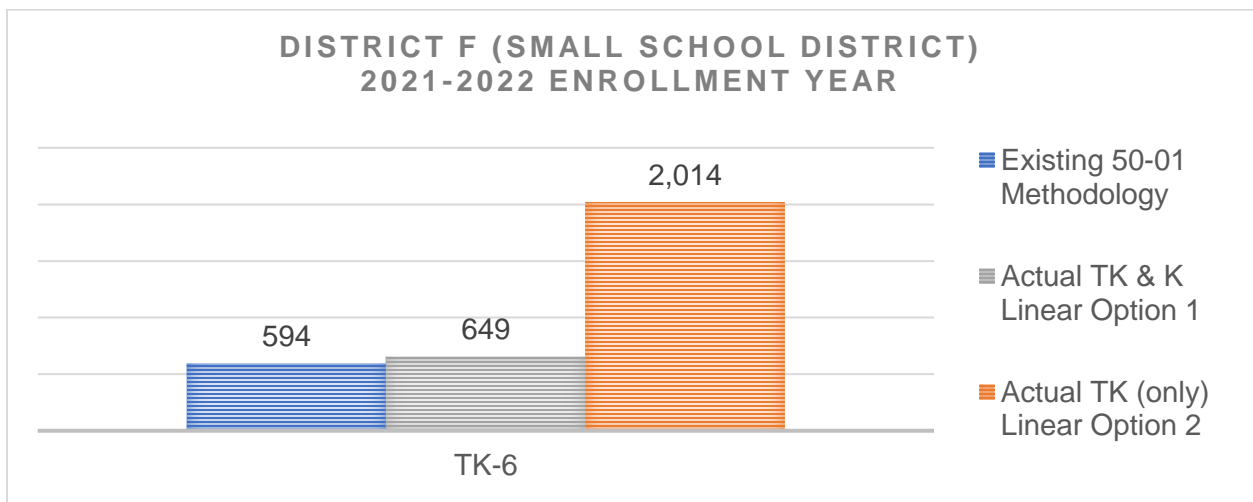
Option 1 – TK & K Linear	- 2.64%
Option 2 - TK (only) Linear	150.04%

ATTACHMENT B



District E % Change of Projected TK-6 Enrollment

Option 1 – TK & K Linear	-1.30%
Option 2 - TK (only) Linear	174.25%



District F (Small School District) % Change of Projected TK-6 Enrollment

Option 1 – TK & K Linear	9.26%
Option 2 - TK (only) Linear	239.06%

ATTACHMENT C

Options 3 and 4 Average TK Enrollment

In Part A of the Form SAB 50-01, a “TK” row was inserted before the kindergarten grade level to capture TK enrollment for all the reporting years. This option calculates the average of the first grade, second grade, and third grade enrollment within the district to project TK enrollment in each reporting year. This option yielded an average estimation of the number of pupils that would have been in the TK grade level had those first grade, second grade, and third grade students all enrolled in TK and continued in the district.

Two options were tested:

Option 3:

Applied the current kindergarten linear weighted average calculation for grades TK and K, using the traditional 1-2-3 weighting method. Then used the cohort survival method for grades 1-12, also using the traditional 1-2-3 weighting method.

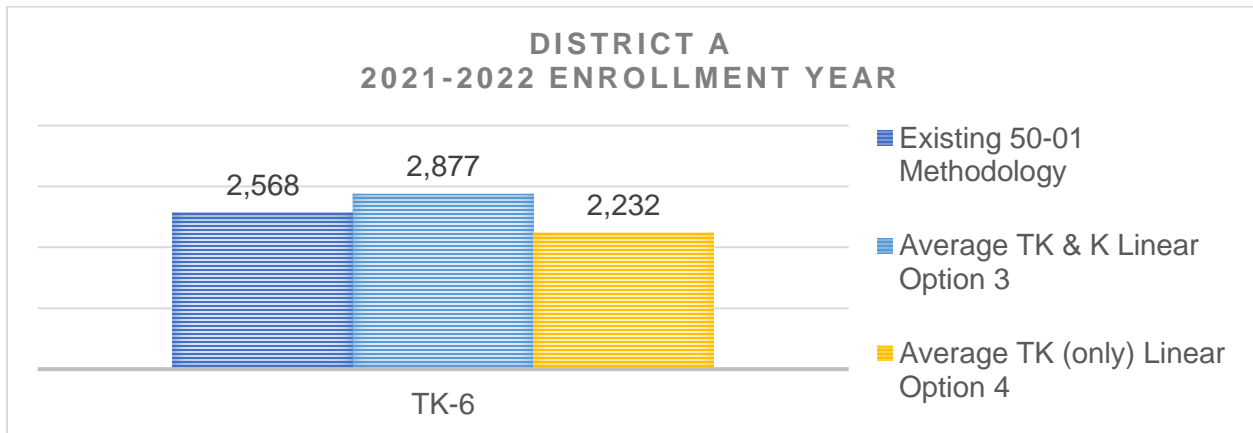
Option 4:

Applied the current kindergarten linear weighted average calculation for grade TK only, using the traditional 1-2-3 weighting method. Then used the cohort survival method for grades K-12, also using the traditional 1-2-3 weighting method.

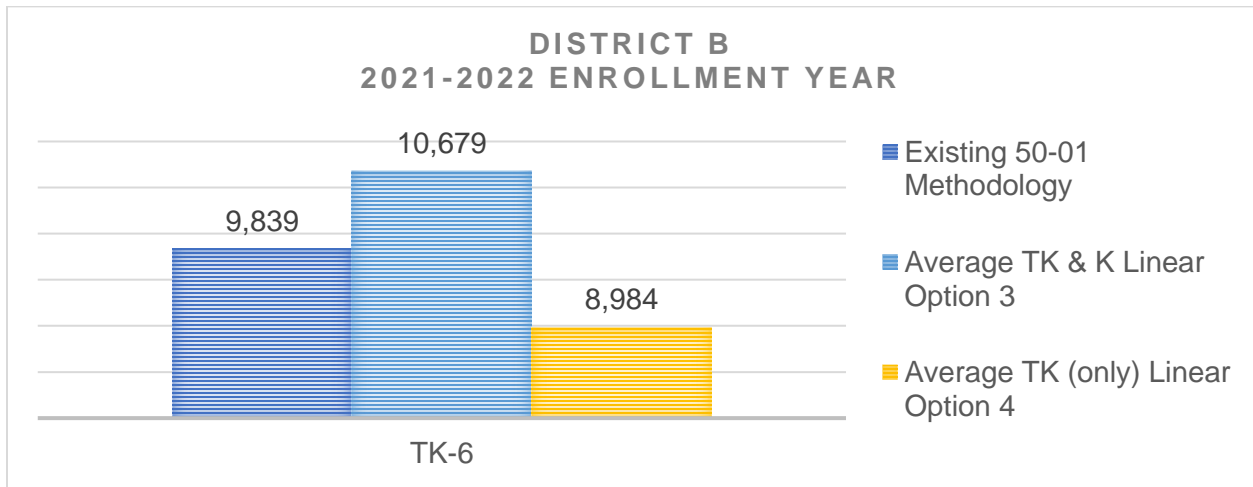
Each graph below shows three various fifth-year projection enrollments for grades TK-6, using actual enrollment data from six sample school districts:

1. Existing 50-01 Methodology (Current): The fifth-year projected enrollment was determined using the current Form SAB 50-01 calculations, in which the kindergarten row is calculated using the linear weighted average calculation, and grades 1-12 use the cohort survival method.
2. Average TK & K Linear (Option 3): The fifth-year projected enrollment was determined using the average TK enrollment data and applying the current kindergarten linear weighted average calculation to grades TK and K. Then the cohort survival method was used for grades 1-12.
3. Average TK (only) Linear (Option 4): The fifth-year projected enrollment was determined using the average TK enrollment data and applying the current kindergarten linear weighted average calculation to grade TK. Then the cohort survival method was used for grades K-12.

ATTACHMENT C

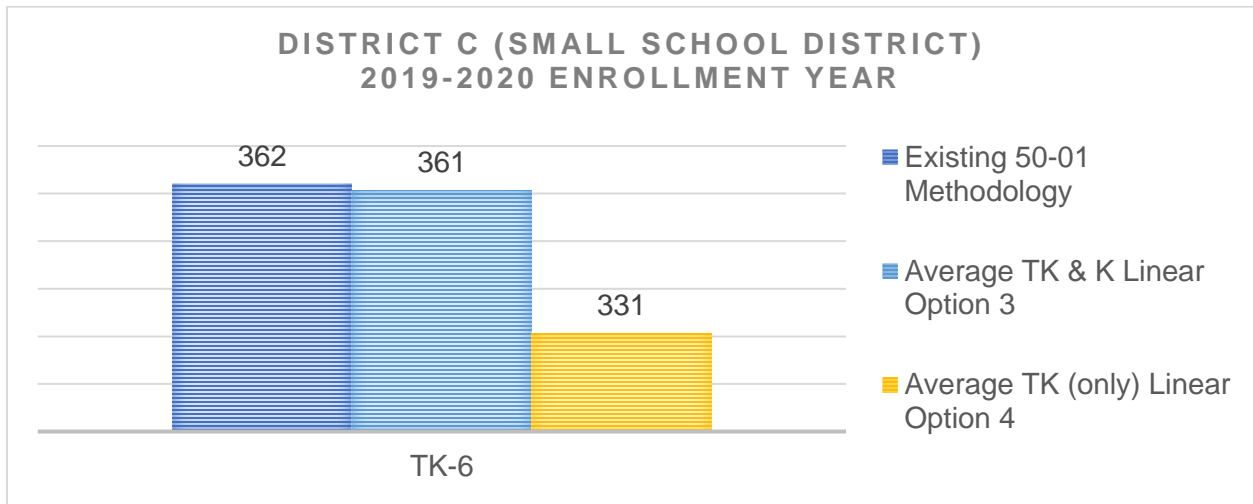


District A % Change of Projected TK-6 Enrollment	
Option 3 - TK & K Linear	12.03%
Option 4 - TK (only) Linear	-13.08%



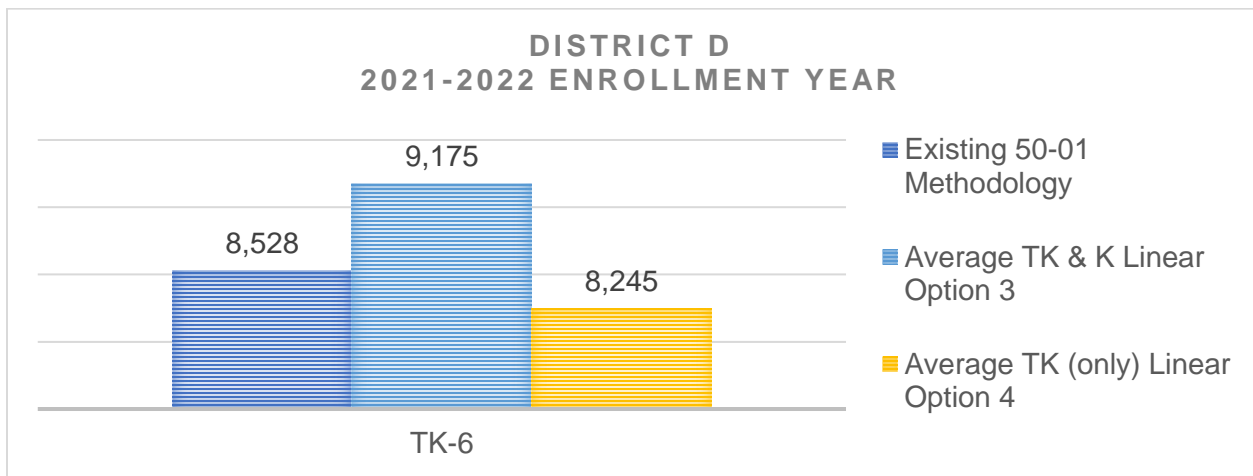
District B % Change of Projected TK-6 Enrollment	
Option 3 - TK & K Linear	8.54%
Option 4 - TK (only) Linear	- 8.69%

ATTACHMENT C



District C (Small School District)
% Change of Projected TK-6 Enrollment

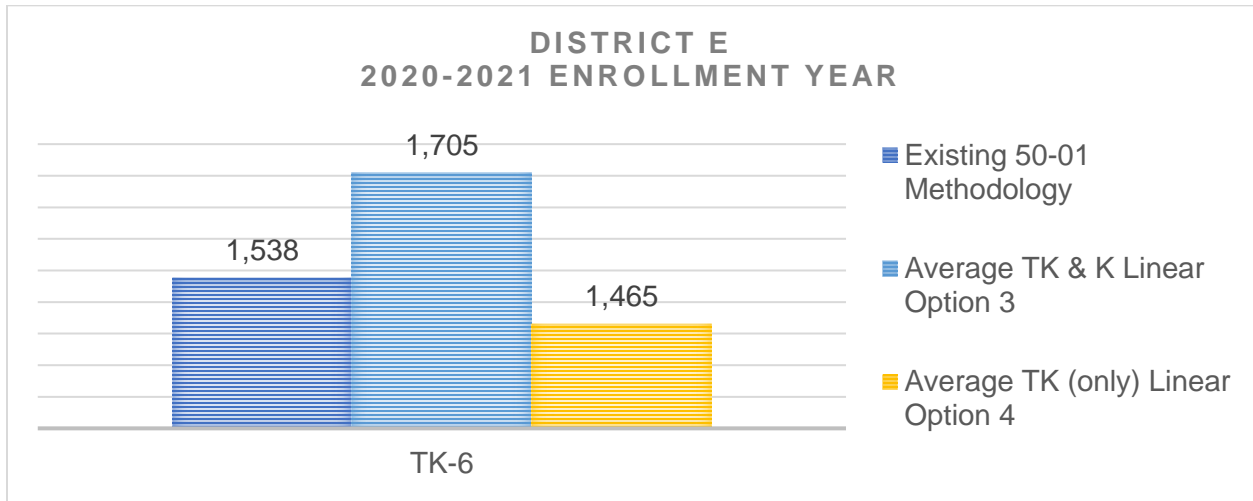
Option 3 - TK & K Linear	- 0.28%
Option 4 - TK (only) Linear	- 8.56%



District D
% Change of Projected TK-6 Enrollment

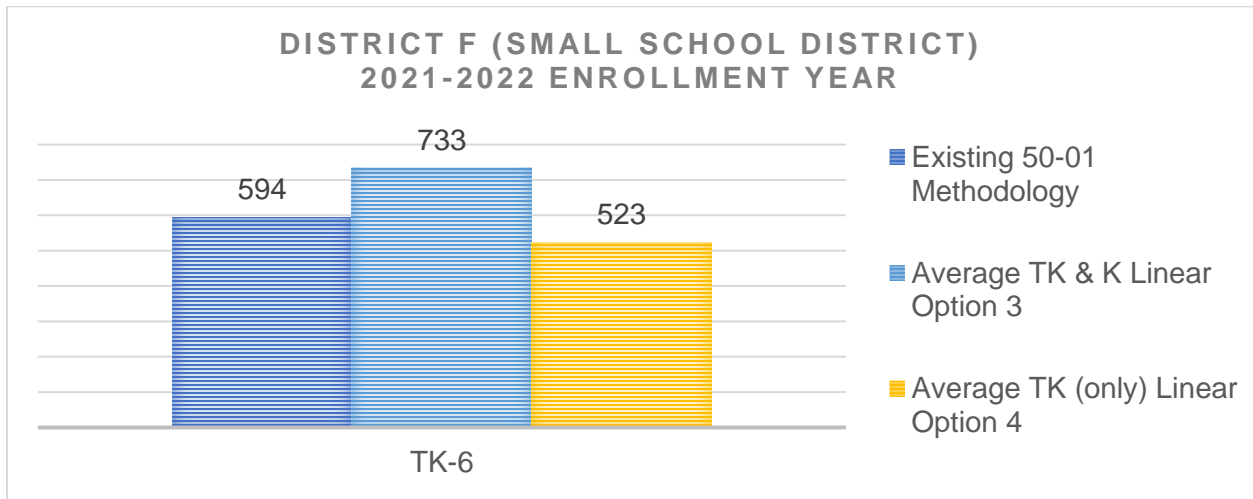
Option 3 - TK & K Linear	7.59%
Option 4 - TK (only) Linear	- 3.32%

ATTACHMENT C



District E
% Change of Projected TK-6 Enrollment

Option 3 - TK & K Linear	10.86%
Option 4 - TK (only) Linear	- 4.75%



District F (Small School District)
% Change of Projected TK-6 Enrollment

Option 3 - TK & K Linear	23.40%
Option 4 - TK (only) Linear	- 11.95%

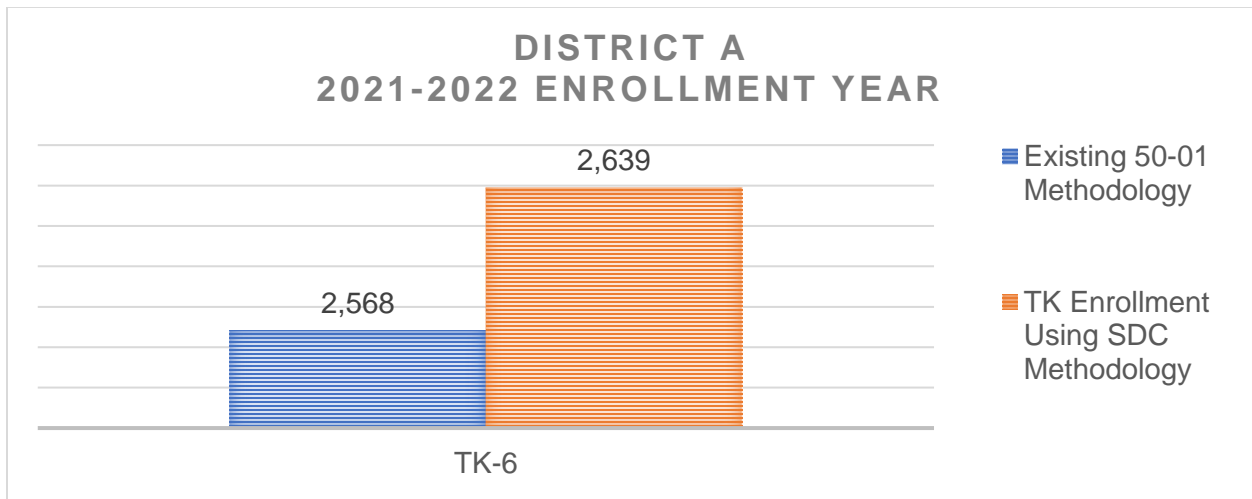
ATTACHMENT D

Option 5 Projecting Actual TK Enrollment Using Existing SDC Methodology

The actual TK enrollment data provided by the district and as displayed on the CDE TK data website was extracted from the kindergarten enrollment in Part A of the Form SAB 50-01. Then the actual TK enrollment for the current enrollment year was entered in Part D of the Form SAB 50-01. This mimics how SDC enrollment is calculated.

Each graph below shows two various fifth-year projection enrollments for grades TK-6, using actual enrollment data from six sample school districts:

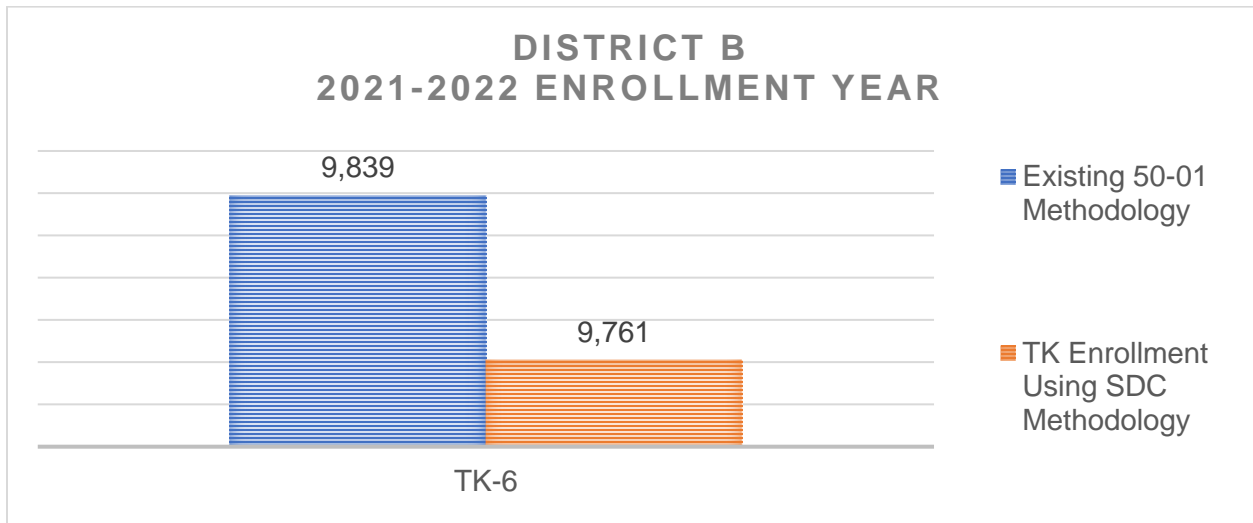
1. Existing 50-01 Methodology (Current): The fifth-year projected enrollment was determined using the current Form SAB 50-01 calculations, in which the kindergarten row is calculated using the linear weighted average calculation, and grades 1-12 use the cohort survival method.
2. TK Enrollment Using SDC Methodology (Option 5): The actual TK data was extracted from the kindergarten enrollment in Part A of the Form SAB 50-01, and the actual TK data for the current enrollment year was added to Part D of the Form SAB 50-01. The current Form SAB 50-01 calculations for Part A and D were then applied to determine the fifth-year projected enrollment.



District A
% Change of projected TK-6 Enrollment

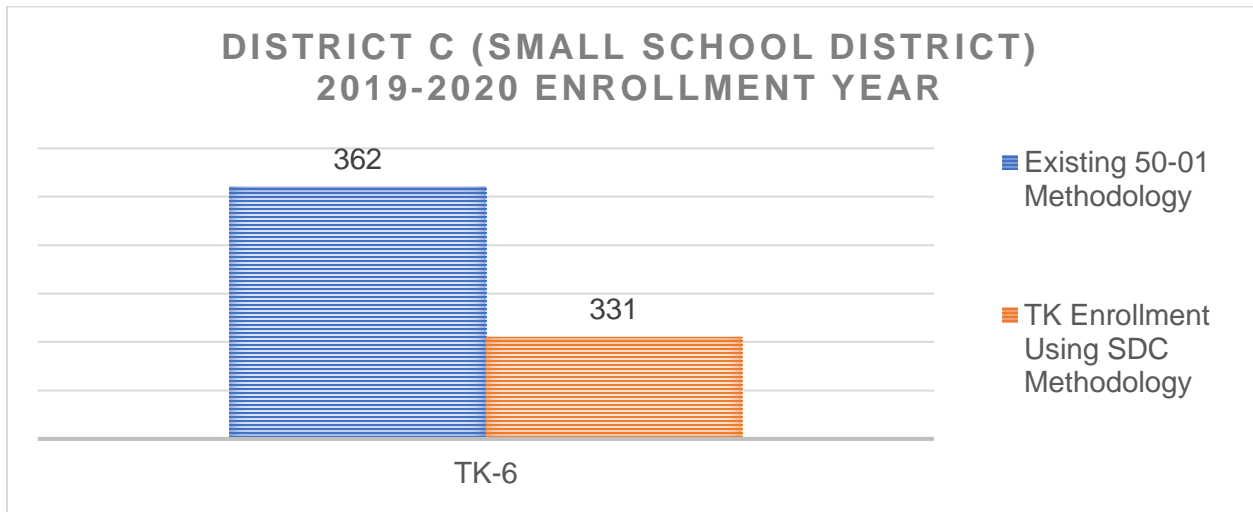
Option 5 – TK Added to Part D	2.76%
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ATTACHMENT D



District B
% Change of projected TK-6 Enrollment

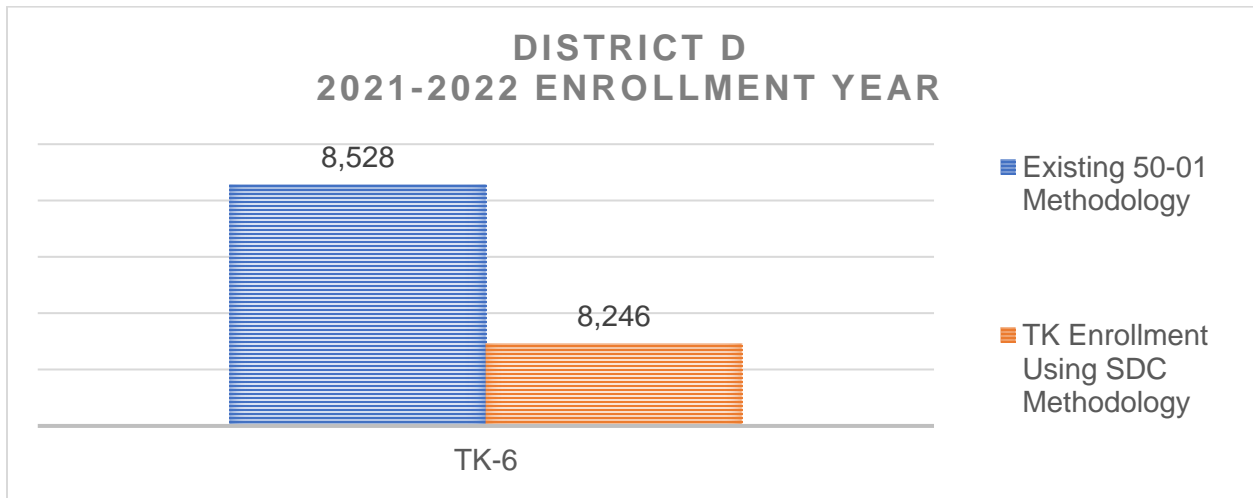
Option 5 – TK Added to Part D	-0.79%
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District C (Small School District)
% Change of projected TK-6 Enrollment

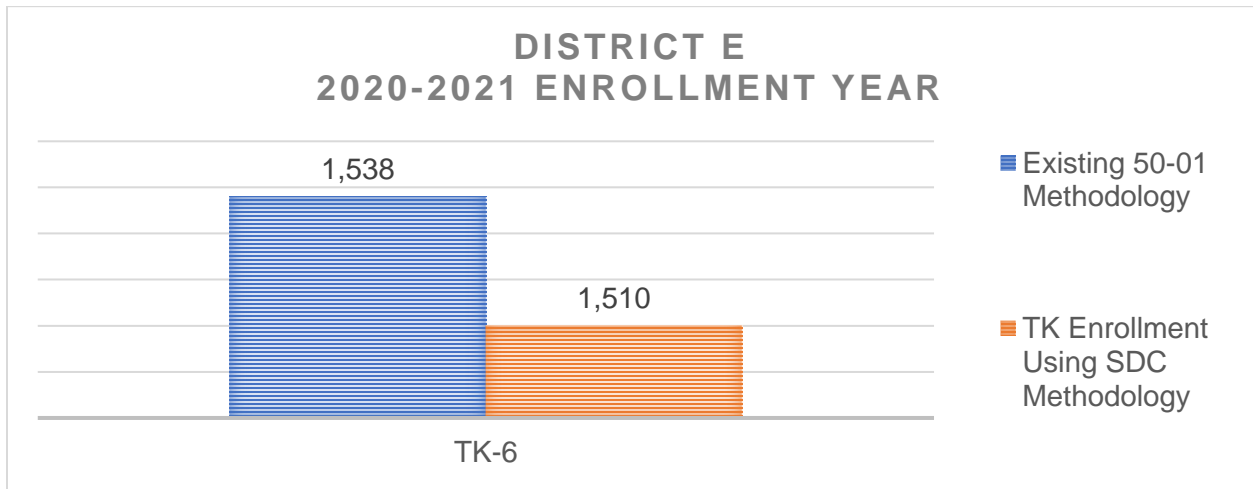
Option 5 – TK Added to Part D	-8.56%
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ATTACHMENT D



District D
% Change of projected TK-6 Enrollment

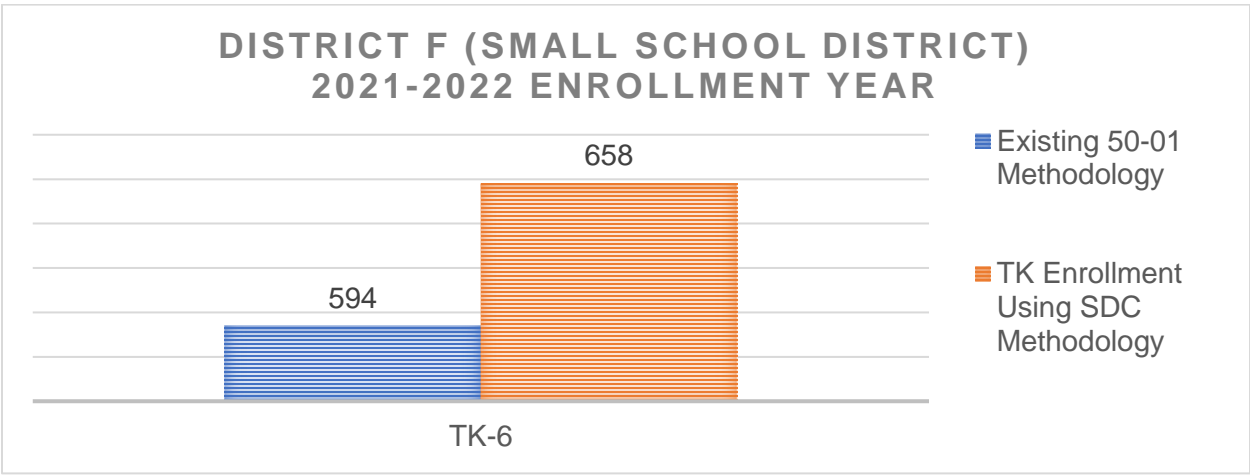
Option 5 – TK Added to Part D -3.31%



District E
% Change of projected TK-6 Enrollment

Option 5 – TK Added to Part D -1.82%

ATTACHMENT D



District F (Small School District)
% Change of projected TK-8 Enrollment

Option 5 – TK Added to Part D	10.77%
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