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Dwelling Units and New Construction Eligibility

Purpose of Report

The purpose of this item is to discuss ways to restrict the use of new construction eligibility resulting from proposed housing developments to the development that generated the eligibility.

Problem Statement/Area of Concern

Members of the Program Review Subcommittee (Subcommittee) have expressed concern that new construction eligibility that is generated by proposed homes (also referred to as dwelling units) could be used on School Facility Program (SFP) new construction projects that do not serve the new housing development that generated the dwelling units. The following question has been raised:

- Should new construction eligibility generated by dwelling units be reserved for use on projects serving the new development?

Current New Construction Eligibility Calculation and Dwelling Unit Augmentation

How does is new construction eligibility calculated?

Education Code (EC) Section 17071.75 outlines the method of determining whether a district is eligible for new construction funding. New construction eligibility is determined by comparing a projection of a district's future enrollment (through a cohort survival enrollment projection) to its existing school building capacity. When the projected enrollment exceeds the school building, capacity, the district has eligibility for new construction funding.

How does the cohort survival enrollment projection work?

The cohort survival enrollment projection system uses trends in the district's current and previous years' enrollment to produce the projected enrollment. The *basic* (un-augmented) cohort enrollment projection assumes that the historical trends in the district's enrollment will continue in the future. As a result, the "basic" cohort enrollment projection system is more accurate for districts with steady enrollment trends and less accurate for districts experiencing sudden, unusual growth or declines.

What is the purpose of the dwelling unit augmentation?

Because the basic cohort survival enrollment projection only looks at current and historical enrollment, it does not necessarily account for unusual enrollment growth, such as growth from a planned housing development. Therefore, EC Section 17071.75(a)(2) allows districts to supplement the five-year enrollment projection with "the number of unhoused pupils that are anticipated as a result of dwelling units proposed pursuant to approved and valid tentative subdivision maps."

The dwelling unit augmentation is optional, and districts are not required to request it. The law does not allow the dwelling unit augmentation for districts that choose a 10-year enrollment projection or a projection using pupil data on the basis of pupil residence by High School Attendance Area (HSAA).

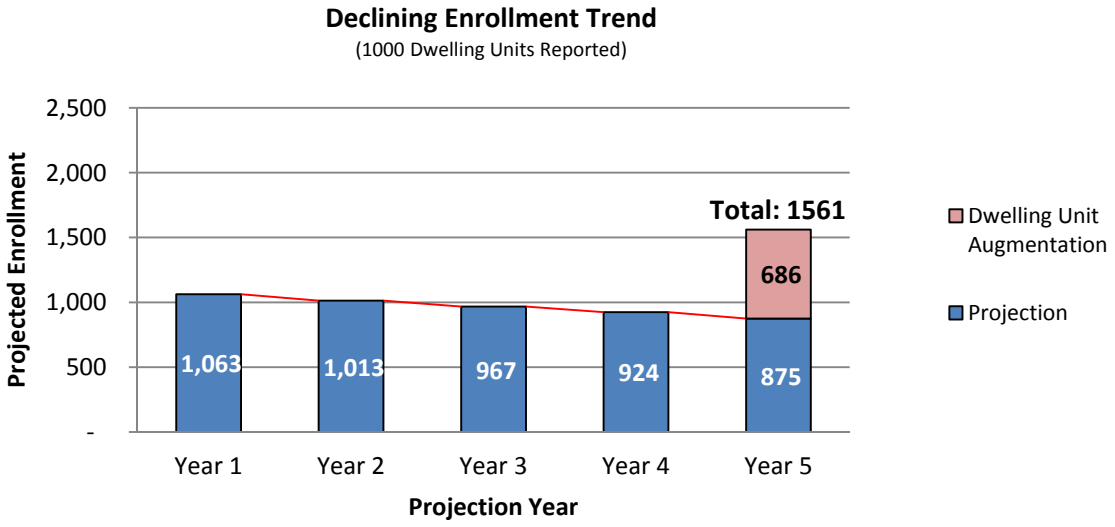
How does the dwelling unit augmentation impact five-year enrollment projections?

The dwelling unit augmentation adds the amount of growth from dwelling units *that exceeds the district's existing trend*. The dwelling unit augmentation only impacts K-6, 7-8, and 9-12 projections. It does not impact the Non-Severe and Severe Special Day Class projections.

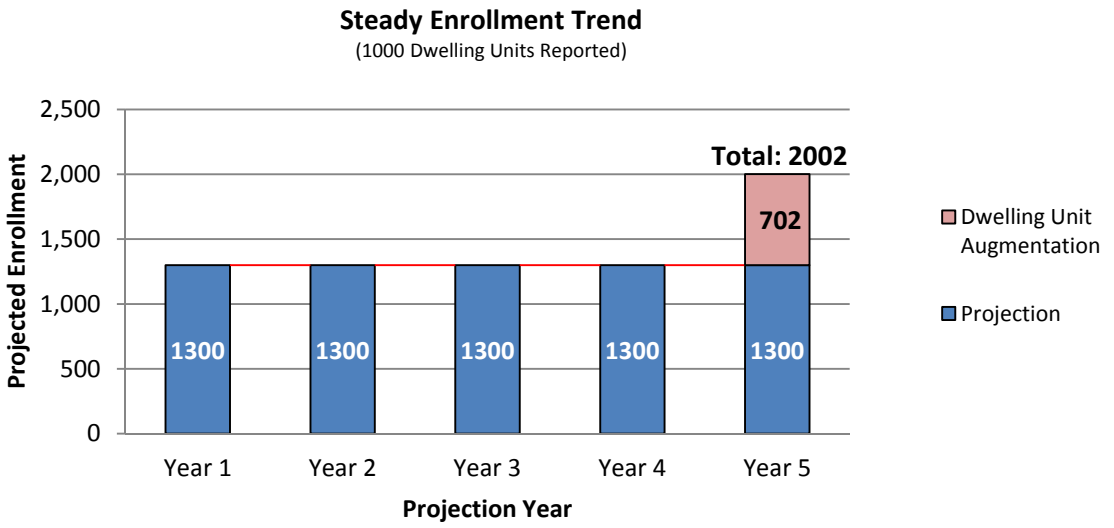
The dwelling unit augmentation has the greatest impact on projections for districts with a historical trend of stagnant or declining enrollment. The dwelling unit augmentation has the least impact on projections for growing districts. The two main variables that impact the dwelling unit augmentation are the number of dwelling units and the district's historical enrollment trend. The same number of dwelling units will generate a larger dwelling unit augmentation for districts with stagnant or declining enrollment, and a smaller augmentation for growing districts.

For instance, if a growing district expects 83 additional 4th-graders from a new housing development, and the *basic* five-year projection shows an increase of 52 4th-graders, then the dwelling unit augmentation will only add the 31 4th-graders from dwelling units that exceed the projected increase of 52.

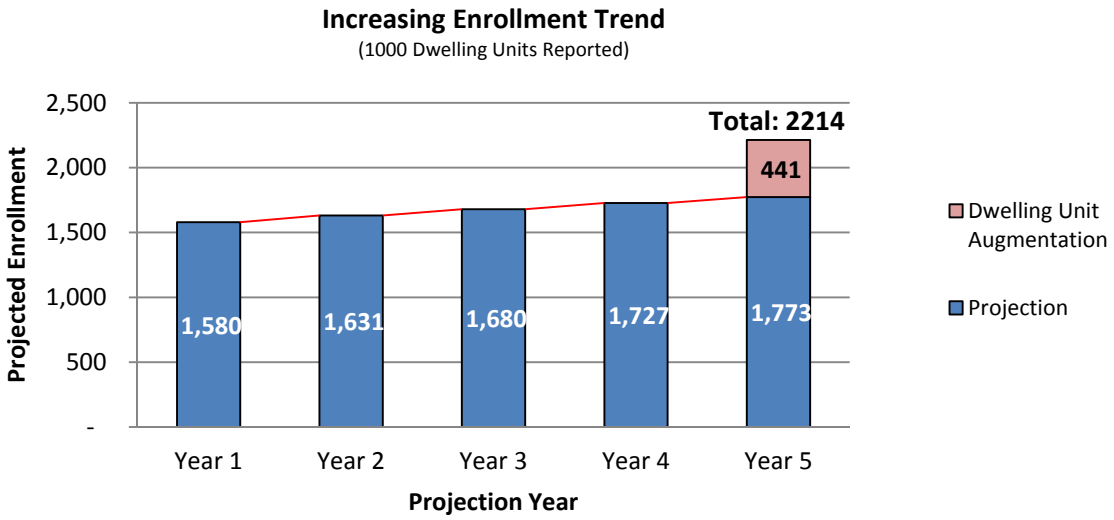
The following graphs illustrate how the size of the dwelling unit augmentation for 1000 dwelling units varies depending on the enrollment trend of the district.



An explanation of the dwelling unit augmentation calculation for the Declining Enrollment Trend presented above is provided in Attachment B. The graph above illustrates the example *Enrollment Projection/Certification* (Form SAB 50-01) in Attachment C.



The graph above illustrates the data on the example Form SAB 50-01 in Attachment D.



The graph above illustrates the data on the example Form SAB 50-01 in Attachment E.

For additional reference, a sample calculation of the basic cohort survival enrollment projection is provided in Attachment F.

What is a High School Attendance Area?

EC Section 17070.15(b) states, '"Attendance area" means the geographical area serving an existing high school and those junior high schools and elementary schools included therein.'

SFP Regulation Section 1895.2 further defines "High School Attendance Area (HSAA)" as "an attendance area that serves a currently operated high school other than a continuation school or a community school."

SFP Regulation Section 1859.2 also states, '"Super High School Attendance Area (Super HSAA)" means two or more HSAAs that are adjacent to each other.'

Districts currently have the option of establishing new construction eligibility using an HSAA or Super HSAA instead of the entire district. For new construction eligibility purposes, a district may choose to group adjacent HSAAs into a Super HSAA. New construction eligibility that is calculated on an HSAA/Super HSAA basis only incorporates the enrollment projection, classroom capacity, and dwelling units (if requested) for that specific HSAA/Super HSAA. Therefore, a district that calculates eligibility on an HSAA basis can have multiple *pots* of eligibility corresponding to each of its HSAAs.

Options for Change

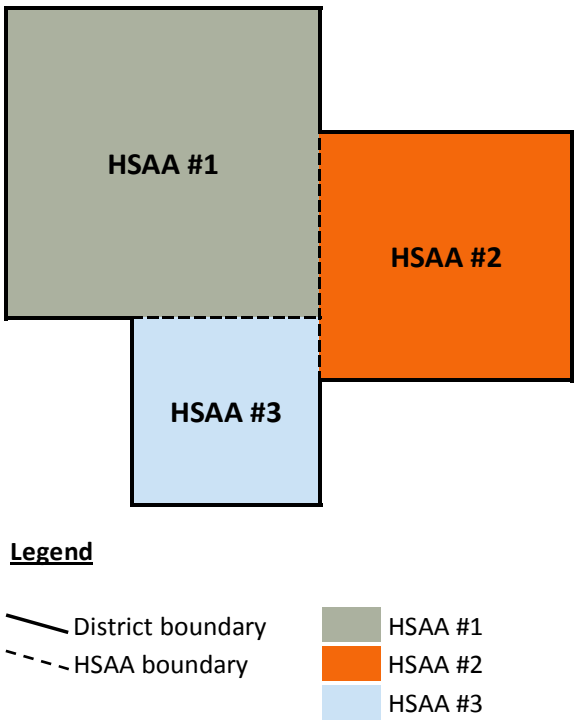
Option 1: Restrict Use by HSAA/Super HSAA

This option would reserve new construction eligibility that is generated by a planned housing development for new construction projects in the same HSAA or Super HSAA (two or more adjacent HSAAs), even when a district established eligibility on a districtwide basis.

This option would basically divide new construction eligibility into amounts reserved for projects in specific HSAA with planned dwelling units and another *unrestricted* amount that could be used throughout the district. This would ensure that new construction eligibility that is generated by new housing in a certain HSAA will be used on projects in the same HSAA. Districts that already calculate new construction eligibility on an HSAA/Super HSAA basis would not experience any changes.

Using HSAAs divides an entire district into discrete geographical areas that do not overlap. In addition, HSAAs are a concept districts are already familiar with. When requesting funding, districts would need to identify how many *restricted* pupils grants they are requesting versus *unrestricted* pupil grants.

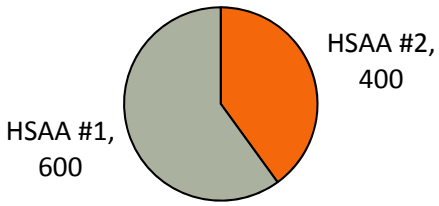
Option 1: Dwelling Unit Eligibility by HSAA



The following scenario illustrates how this option can work:

Scenario: K-12 District - 1000 Total Dwelling Units from Two HSAAs

Dwelling Units Per HSAA



Dwelling Unit Augmentation by HSAA

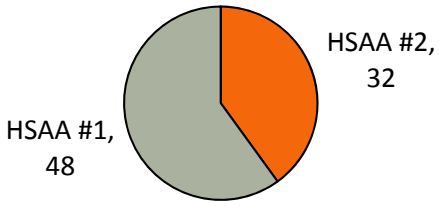
The 1000 dwelling units increase the K-6 projection by 80 pupils.

HSAA #1 proportionally "contributes" 60% of the 80 additional K-6 pupils

- HSAA #1 = 48 additional K-6 pupils.

HSAA #2 proportionally "contributes" 40% of the 80 additional K-6 pupils.

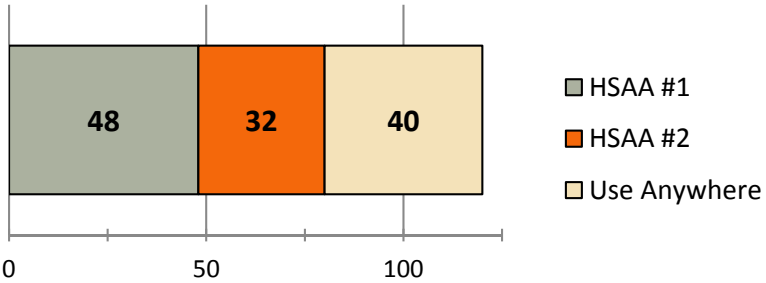
- HSAA #2 = 32 additional K-6 pupils.



Total K-6 Eligibility: HSAA #1, HSAA #2, and Unrestricted

Overall, the district has 120 K-6 eligibility.

- 48 K-6 eligibility is reserved for projects in HSAA #1.
- 32 K-6 eligibility is reserved for projects in HSAA #2.
- 40 K-6 eligibility can be used anywhere in the district.



The district could look at available eligibility in each HSAA and districtwide to determine how to use it toward its projects.

Program Changes Necessary

Education Code ☒ Regulations ☒

1. EC Section 17071.75(a)(2)(A) provides the authority to supplement the cohort survival enrollment projection with "the number of unhoused pupils that are anticipated as a result of dwelling units proposed pursuant to approved and valid tentative subdivision maps." This law may need to be modified to require that the districts to report the HSAA location of the dwelling units in the dwelling unit request.

2. Article 4 of the Leroy F. Green School Facilities Act of 1998, "New Construction Grant Eligibility Determination" (EC Sections 17072.10 – 17072.18) provides the authority and requirements for the various new construction grants. This portion of law would need to be modified to limit the usage of new construction eligibility generated by dwelling units to projects that serve the HSAA where the dwelling units are located.

3. SFP Regulation Section 1859.50 describes the calculations for determining new construction baseline eligibility. SFP Regulation Section 1859.51 describes the possible adjustments to new construction eligibility. The *Enrollment Projection/Certification* (Form SAB 50-01) is used to collect the district's enrollment data and dwelling units. These regulations and the Form SAB 50-01 would need to be modified to describe how to determine how much eligibility should be attributed to a given HSAA.

4. Article 8, "New Construction and Modernization Grant Determinations" of the SFP Regulations (Sections 1859.70 – 1859.79.3) describe the grants that are available for new construction and modernization projects and the corresponding grant requirements. This section would need to be modified to restrict districts' usage of new construction eligibility generated by dwelling units.

5. The *Application for Funding* (Form SAB 50-04) is used by districts to request funding for a number of programs, including new construction. This form would need to be modified to allow districts to report the amount of *restricted* and *unrestricted* eligibility they are requesting for the project.

Considerations

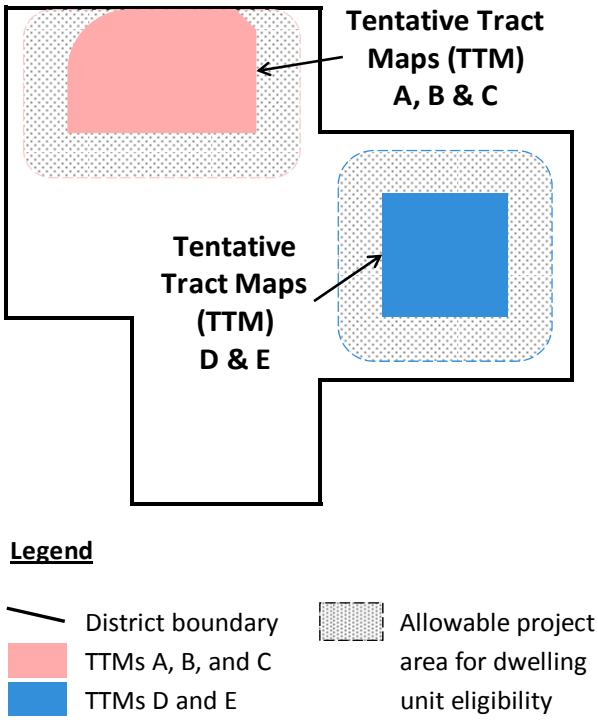
- This option reduces districts' flexibility to decide where to use new construction eligibility. It assumes that districts may lack classroom capacity in the vicinity of a new housing development. However, a district may actually have a different pattern of localized areas with excess capacity or overcrowding.
    - For example, a district may plan to use existing excess capacity near a new housing development and may have a greater need for additional pupil capacity in another area. This option could limit a district's flexibility to use its new construction eligibility to provide pupil housing needed in a specific area.
- Tracking the usage of *restricted* eligibility from year to year may present new complications. The dwelling unit augmentation will vary from year to year depending on the number of dwelling units reported and the enrollment trend of the district.
- This option would introduce a greater level of complexity to the new construction eligibility process. Districts and the Office of Public School Construction would calculate and track additional subcategories of reserved dwelling unit eligibility, depending on the number of HSAAs with dwelling units. For example, for a district with four HSAAs with dwelling units, it would be necessary to track five sets of eligibility: districtwide, plus four sets of "restricted" eligibility.
- The Subcommittee may wish to consider including an option for a waiver from the dwelling unit eligibility restriction for unique circumstances.

Option 2: Restrict Use by Groups of Tentative Tract Maps

This option would reserve new construction eligibility that is generated by planned housing developments on multiple adjacent tentative tract maps. The eligibility would need to be used on new construction projects located in or within a certain proximity to the tentative tract maps. The concept is similar to Option 1, except it uses developments identified on the approved tentative tract maps to identify the area where *restricted* new construction eligibility would need to be used, as opposed to an HSAA.

This option would divide new construction eligibility into amounts reserved for projects in specific groups of tentative tract maps and a separate *unrestricted* amount that could be used throughout the district. This would ensure that new construction eligibility that is generated by new housing will be used on projects in the same group of developments. This option would require districts requesting a dwelling unit augmentation to report a breakdown of the number of dwelling units in each development. When requesting funding, districts would need to identify how many *restricted* pupils grants they are requesting versus *unrestricted* pupil grants.

Option 2: Dwelling Unit Eligibility by Groups of Tentative Tract Maps



Program Changes Necessary

Education Code ☒ Regulations ☒

Same as Option 1, except changes would need to refer to groups of tentative tract maps rather than HSAAs.

Considerations

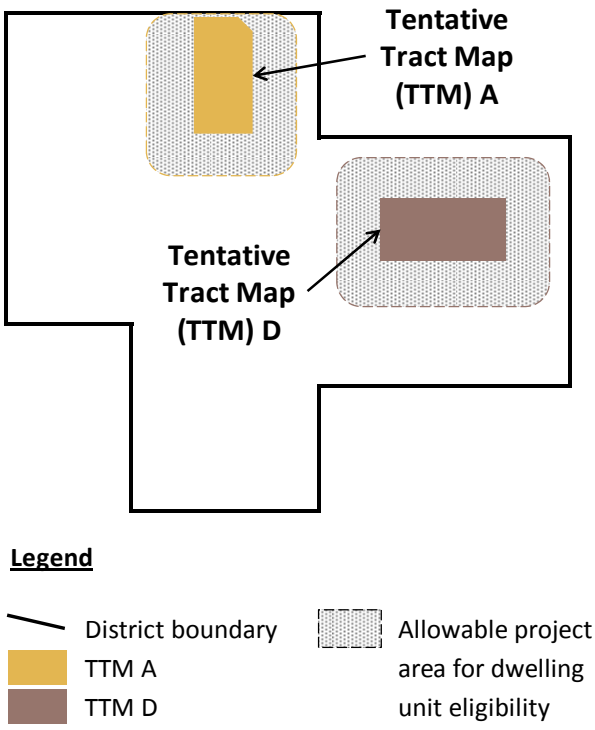
- Same as Option 1, plus:
- For districts with multiple housing developments, this option could create many separate *restricted* eligibility amounts that are too small to generate sufficient funding for a single project.
    - The Subcommittee may wish to consider whether this restriction is only needed for larger developments of a certain size.
    - Alternatively, the restriction could be imposed only when the dwelling unit eligibility for a group of developments reaches a certain threshold, such as the enrollment of a typical school.
        - As noted above, the magnitude of the dwelling unit augmentation also depends on the enrollment trend. The same number of dwelling units will produce a larger augmentation for districts with stagnant or declining enrollment, and a smaller augmentation for districts with increasing enrollment, as previously demonstrated by the bar charts.
- Introduces a greater level of complexity to new construction eligibility tracking, especially for districts with many different housing developments.
    - Districts would need to submit the approved tentative tract maps to identify the areas where *restricted* new construction eligibility should be used.
    - For example, for a district with 5 groups of planned housing developments, the districtwide eligibility plus the “restricted” amount for each of the five groups would need to be tracked.
- The Subcommittee may wish to consider including an option for a waiver from the dwelling unit eligibility restriction for unique circumstances.

Option 3: Restrict Use by Individual Tentative Tract Maps

This option would reserve new construction eligibility that is generated by planned housing on an individual tentative tract map. The eligibility would need to be used on new construction projects located in or within a certain proximity to the tentative tract map. The concept is similar to Option 1 and 2, except it uses individual approved tentative tract maps to identify the area where *restricted* new construction eligibility would need to be used, as opposed to an HSAA or groups of tentative tract maps.

This option would divide new construction eligibility into amounts reserved for projects in individual tract maps and a separate *unrestricted* amount that could be used throughout the district. This would ensure that new construction eligibility that is generated by new housing will be used on projects in or within a certain proximity to the tentative tract map. This option would require districts requesting a dwelling unit augmentation to report a breakdown of the number of dwelling units in each development. When requesting funding, districts would need to identify how many *restricted* pupils grants they are requesting versus *unrestricted* pupil grants.

Option 3: Dwelling Unit Eligibility by Individual Tentative Tract Maps



Program Changes Necessary

Education Code ☒ Regulations ☒

Same as Options 1 and 2, except changes would need to refer to individual tentative tract maps rather than HSAAs or groups of tentative tract maps.

Considerations

- Same as Options 1 and 2, plus:
- Introduces an even greater level of complexity to new construction eligibility tracking, especially for districts with many approved tentative tract maps.
    - For example, for a district with 10 tentative tract maps, Staff would need to track districtwide eligibility plus the *restricted* amount for each of the 10 tentative tract maps.
    - This option could prevent certain parts of the district from using any *restricted* eligibility. This option could also result in overlapping *allowable project areas* from multiple tentative tract maps, which would also create additional complexity.
- An appropriate radius would need to be determined for projects using dwelling unit eligibility. The Charter School Facilities Program and the Critically Overcrowded Schools program use a radius of 1-3 miles, depending on the grade level of the project. However, these distances are from individual school sites rather than larger tentative tract map areas. Also, a radius that makes sense in an urban area may not be appropriate for a rural area.
- The Subcommittee may wish to consider including an option for a waiver from the dwelling unit eligibility restriction for unique circumstances.

ATTACHMENT

AUTHORITY

Education Code Section 17071.75 states:

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:

….

(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.

....

(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.

(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.

School Facility Program Regulation Section 1859.42.1, "Supplements to the Fifth-Year Projection of Non-Special Day Class Enrollment" states:

A district utilizing a fifth-year enrollment projection pursuant to Section 1859.42(a), except when reporting on a HSAA or Super HSAA basis pursuant to Section 1859.41.1(b), may supplement the enrollment projection with any of the following:

(a) The number of pupils as reported by the district on Form SAB 50-01, that will reside in dwelling units included in an approved and valid tentative or final subdivision map that exceed the number of pupils projected as a result of the cohort survival method for that tentative or final subdivision map. The augmentation shall be calculated as follows:

(1) Calculate a first year projection by advancing the current enrollment as reported on Form SAB 50-01 by one year for each grade level without applying the average annual change. For kindergarten, the first year projection shall be the same as the reported current enrollment.

(2) Subtract the current enrollment progressed one year for each grade level as determined in (1) from the one year projection of enrollment for each grade level as determined in Section 1859.42(a). If the computation results in a negative number, the number shall be zero.

(3) Divide the current enrollment progressed one year for each grade level by the sum of the current enrollment progressed one year in all grade levels.

(4) Multiply the number of housing units in the approved and valid tentative or final subdivision maps by the pupil yield factor provided on the Form SAB 50-01.

(5) Multiply the number of pupils determined in (4) by the percentages determined in (3) for each grade.

(6) Subtract five times the value determined in (2) from the value determined in (5). If the computation results in a negative number, the number shall be zero.

(7) Add the value in (6) to the fifth year of projected enrollment as computed in Section 1859.42(a) to establish the augmented projection of enrollment.

(8) For districts with HSAA reporting, the augmentation as provided in this section may include only dwelling units located in the HSAA or Super HSAA.

….

ATTACHMENT B
Dwelling Unit Augmentation Calculation

1: Progressed Current Enrollment

Take the current enrollment reported on the Form SAB 50-01 (Attachment C - Declining Enrollment). Shift it down one grade. For "progressed K enrollment", enter the current K enrollment. For example: Progressed grade 9 enrollment = current Grade 8 enrollment.

This is what the next year's enrollment would look like if all pupils moved to the next grade with no change.

2: Average Weighted Change, if Positive

Enter the average weighted change used in the basic projection for this grade, if positive.

If the average weighted change is negative or zero, enter 0 here.

3: Percent of Progressed Enrollment

Determine this grade's percentage of the total progressed enrollment in **Step 1**. Round to the third decimal.

Grade 9 **=** (94/1,075) **x** 100 **=** 8.744%

	Dwelling Unit Augmentation							
	1: Progressed Current Enrollment	**2:** Average Weighted Change (Yearly), if Positive	**3:** Percent of Progressed Enrollment	**4:** No. Dwelling Units **X** Student Yield Factor	**5:** Step 3 **X** Step 4	**6:** Dwelling Unit Augmentation	Basic Five Year Projection	Five Year Projection **plus** Dwelling Unit Augmentation
K	67	0	6.233%	700	44	44	52	96
1	67	0	6.233%	700	44	44	54	98
2	67	0	6.233%	700	44	44	56	100
3	64	0	5.953%	700	42	42	58	100
4	80	0	7.442%	700	52	52	59	111
5	81	0	7.535%	700	53	53	62	115
6	82	0	7.628%	700	53	53	61	114
7	87	1	8.093%	700	57	52	60	112
8	91	0	8.465%	700	59	59	76	135
9	**94**	**2**	**8.744%**	**700**	**61**	**51**	81	132
10	93	0	8.651%	700	61	61	82	143
11	99	0	9.209%	700	64	64	86	150
12	103	0	9.581%	700	67	67	88	155

K-6	508	**K-6**	332	402	734
7-8	178	**7-8**	111	136	247
9-12	389	**9-12**	243	337	580
Total	1,075	**Total**	686	875	1,561

4: Additional Pupils from Dwelling Units

This is the total number of additional pupils expected from the dwelling units.

Multiply the number of dwelling units by the student yield factor (both reported on the Form SAB 50-01):

1,000 dwelling units **x** 0.7 pupils/dwelling unit **=** 700 add'l pupils

5: Share of Enrollment Increase from Dwelling Units

Multiply the additional pupils (**Step 4**) by the percentage from **Step 3**.

Round to the nearest whole number.
700 add'l pupils x 8.744% = 61 add'l pupils, Grade 9

6: Dwelling Unit Augmentation

The dwelling unit augmentation is the enrollment growth from dwelling units that is in excess of the 5-year increases in the basic projection.

6.1. Multiply **Step 2** (average weighted change, if positive) by 5:
2 pupils/year **x** 5 years **=** 10 pupils, Grade 9

6.2. Take **Step 5** and subtract the number found in **Step 6.1**:
61 pupils - 10 pupils **=** 51 net add'l pupils

STATE OF CALIFORNIA

ATTACHMENT C

STATE ALLOCATION BOARD

ENROLLMENT CERTIFICATION/PROJECTION

OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SAB 50-01 (REV 05/09)

Example: Declining Enrollment

SCHOOL DISTRICT	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory)
Happy Unified	55555
COUNTY	**HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable)**
Los Ninos	

Check one: ☑ Fifth-Year Enrollment Projection ☐ Tenth-Year Enrollment Projection

HSAA Districts Only - Check one: ☐ Attendance ☐ Residency

☐ Residency - COS Districts Only - (Fifth Year Projection Only)

☐ Modified Weighting (Fifth-Year Projection Only)

☐ Alternate Weighting - (Fill in boxes to the right):

3rd Prev. to 2nd Prev.	2nd Prev. to Prev.	Previous to Current

Part A. K-12 Pupil Data

	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
Grade	/	/	/	/	2010 / 2011	2011 / 2012	2012 / 2013	2013 / 2014
K					83	66	68	67
1					84	82	65	67
2					85	83	81	64
3					90	84	83	80
4					92	89	82	81
5					94	91	89	82
6					94	93	90	87
7					99	95	93	91
8					102	98	92	94
9					98	108	98	93
10					98	97	107	99
11					100	97	96	103
12					100	99	96	95
TOTAL					**1219**	**1182**	**1140**	**1103**

Part B. Pupils Attending Schools Chartered By Another District

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
				0	0	0	0

Part C. Continuation High School Pupils - (Districts Only)

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
9					0	0	0	0
10					0	0	0	0
11					0	0	0	0
12					0	0	0	0
TOTAL					**0**	**0**	**0**	**0**

Part D. Special Day Class Pupils - (Districts or County Superintendent of Schools)

	Elementary	Secondary	TOTAL
Non-Severe	0	0	**0**
Severe	0	0	**0**
TOTAL	0	0	

Part E. Special Day Class Pupils - (County Superintendent of Schools Only)

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
/	/	/	/	2010 / 2011	2011 / 2012	2012 / 2013	2013 / 2014

Part F. Birth Data - (Fifth-Year Projection Only)

☐ County Birth Data ☐ Birth Data by District ZIP Codes

8th Prev.	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	☐ Estimate 2nd Prev.	☐ Estimate Previous	☐ Estimate Current

Part G. Number of New Dwelling Units
(Fifth-Year Projection Only) 1000

Part H. District Student Yield Factor
(Fifth-Year Projection Only) 0.7

Part I. Projected Enrollment

1. Fifth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL
734	247	580	**1561**

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe	0	0	**0**
Severe	0	0	**0**
TOTAL	0	0	

2. Tenth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

I certify, as the District Representative, that the information reported on this form and, when applicable, the High School Attendance Area Residency Reporting Worksheet attached, is true and correct and that:

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NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE)
Ms. Mary Mack

SIGNATURE OF DISTRICT REPRESENTATIVE

DATE

TELEPHONE NUMBER
(111) 555-5555

E-MAIL ADDRESS
mary.mack@happyunifiedsd.edu

STATE OF CALIFORNIA

ATTACHMENT D

STATE ALLOCATION BOARD

ENROLLMENT CERTIFICATION/PROJECTION

OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SAB 50-01 (REV 05/09)

Example: Steady Enrollment

SCHOOL DISTRICT	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory)
Happy Unified	55555
COUNTY	**HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable)**
Los Ninos	

Check one: ☑ Fifth-Year Enrollment Projection ☐ Tenth-Year Enrollment Projection

HSAA Districts Only - Check one: ☐ Attendance ☐ Residency

☐ Residency - COS Districts Only - (Fifth Year Projection Only)

☐ Modified Weighting (Fifth-Year Projection Only)

☐ Alternate Weighting - (Fill in boxes to the right):

3rd Prev. to 2nd Prev.	2nd Prev. to Prev.	Previous to Current

Part A. K-12 Pupil Data

Grade	7th Prev. /	6th Prev. /	5th Prev. /	4th Prev. /	3rd Prev. 2010 / 2011	2nd Prev. 2011 / 2012	Previous 2012 / 2013	Current 2013 / 2014
K					100	100	100	100
1					100	100	100	100
2					100	100	100	100
3					100	100	100	100
4					100	100	100	100
5					100	100	100	100
6					100	100	100	100
7					100	100	100	100
8					100	100	100	100
9					100	100	100	100
10					100	100	100	100
11					100	100	100	100
12					100	100	100	100
TOTAL					**1300**	**1300**	**1300**	**1300**

Part B. Pupils Attending Schools Chartered By Another District

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
				0	0	0	0

Part C. Continuation High School Pupils - (Districts Only)

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
9					0	0	0	0
10					0	0	0	0
11					0	0	0	0
12					0	0	0	0
TOTAL					**0**	**0**	**0**	**0**

Part D. Special Day Class Pupils - (Districts or County Superintendent of Schools)

	Elementary	Secondary	TOTAL
Non-Severe	0	0	**0**
Severe	0	0	**0**
TOTAL	0	0	

Part E. Special Day Class Pupils - (County Superintendent of Schools Only)

7th Prev. /	6th Prev. /	5th Prev. /	4th Prev. /	3rd Prev. 2010 / 2011	2nd Prev. 2011 / 2012	Previous 2012 / 2013	Current 2013 / 2014

Part F. Birth Data - (Fifth-Year Projection Only)

☐ County Birth Data ☐ Birth Data by District ZIP Codes

8th Prev.	7th Prev.	6th Prev.	5th Prev.	4th Prev.	☐ Estimate 3rd Prev.	☐ Estimate 2nd Prev.	☐ Estimate Previous	☐ Estimate Current

Part G. Number of New Dwelling Units

(Fifth-Year Projection Only) 1000

Part H. District Student Yield Factor

(Fifth-Year Projection Only) 0.7

Part I. Projected Enrollment

1. Fifth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL
1078	308	616	**2002**

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe	0	0	**0**
Severe	0	0	**0**
TOTAL	0	0	

2. Tenth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

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Ms. Mary Mack

SIGNATURE OF DISTRICT REPRESENTATIVE

DATE

TELEPHONE NUMBER

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E-MAIL ADDRESS

mary.mack@happyunifiedsd.edu

STATE OF CALIFORNIA

ATTACHMENT E

STATE ALLOCATION BOARD

ENROLLMENT CERTIFICATION/PROJECTION

OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SAB 50-01 (REV 05/09)

Example: Increasing Enrollment

SCHOOL DISTRICT	FIVE DIGIT DISTRICT CODE NUMBER (*see California Public School Directory*)
Happy Unified	55555
COUNTY	**HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (*if applicable*)**
Los Ninos	

Check one: ☑ Fifth-Year Enrollment Projection ☐ Tenth-Year Enrollment Projection

HSAA Districts Only - Check one: ☐ Attendance ☐ Residency

☐ Residency - COS Districts Only - (Fifth Year Projection Only)

☐ Modified Weighting (Fifth-Year Projection Only)

☐ Alternate Weighting - (Fill in boxes to the right):

3rd Prev. to 2nd Prev.	2nd Prev. to Prev.	Previous to Current

Part A. K-12 Pupil Data

Grade	7th Prev. /	6th Prev. /	5th Prev. /	4th Prev. /	3rd Prev. 2010/2011	2nd Prev. 2011/2012	Previous 2012/2013	Current 2013/2014
K					115	120	120	125
1					110	120	120	125
2					105	110	120	125
3					105	110	115	125
4					100	105	115	120
5					100	110	110	120
6					100	110	110	102
7					100	110	110	102
8					100	105	112	115
9					100	105	110	115
10					100	105	110	116
11					100	105	110	117
12					100	105	110	120
TOTAL					**1335**	**1420**	**1472**	**1527**

Part B. Pupils Attending Schools Chartered By Another District

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
				0	0	0	0

Part C. Continuation High School Pupils - (Districts Only)

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
9					0	0	0	0
10					0	0	0	0
11					0	0	0	0
12					0	0	0	0
TOTAL					**0**	**0**	**0**	**0**

Part D. Special Day Class Pupils - (Districts or County Superintendent of Schools)

	Elementary	Secondary	TOTAL
Non-Severe	0	0	**0**
Severe	0	0	**0**
TOTAL	0	0	

Part E. Special Day Class Pupils - (County Superintendent of Schools Only)

7th Prev. /	6th Prev. /	5th Prev. /	4th Prev. /	3rd Prev. 2010/2011	2nd Prev. 2011/2012	Previous 2012/2013	Current 2013/2014

Part F. Birth Data - (Fifth-Year Projection Only)

☐ County Birth Data ☐ Birth Data by District ZIP Codes

8th Prev.	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev. ☐ Estimate	2nd Prev. ☐ Estimate	Previous ☐ Estimate	Current

Part G. Number of New Dwelling Units
(Fifth-Year Projection Only) 1000

Part H. District Student Yield Factor
(Fifth-Year Projection Only) 0.7

Part I. Projected Enrollment

1. Fifth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL
1267	345	602	**2214**

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe	0	0	**0**
Severe	0	0	**0**
TOTAL	0	0	

2. Tenth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

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Ms. Mary Mack

SIGNATURE OF DISTRICT REPRESENTATIVE

DATE

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E-MAIL ADDRESS
mary.mack@happyunifiedsd.edu

ATTACHMENT F

Sample Cohort Survival Enrollment Projection System for New Construction Eligibility

The following is a presentation of the cohort survival enrollment projection calculation. Please note that the enrollment data in this sample is not the same as the data used in Attachments C, D and E.

ATTACHMENT F

Sample Cohort Survival Enrollment Projection System for New Construction Eligibility

Step #1:
Figures are calculated on a *diagonal*:
120 - 130 = -10

Step #2:
Figures are calculated on a *diagonal*, then multiplied by "2":
(150-130) x 2 = 40

Step #3:
Figures are calculated *across* (K only), then multiplied by "3":
(110 - 120) x 3 = -30

Step #4 (Average Change):
Add the weighted enrollment change numbers across, then divide by 6:
[(-10) + (-20) + (-30)] / 6 = -10

5-YEAR ENROLLMENT PROJECTION

School District	Dwelling Units	SYF	County	Application No.
ABC Unified	0	0.7	ABC	50/12345-00-00

	ACTUAL ENROLLMENT				Average Change (Div. By 6)	PROJECTED ENROLLMENT				
Year	02/03	03/04 (x 1)	04/05 (x 2)	05/06 (x 3)		06/07 1-year projection	07/08 2-year projection	08/09 3-year projection	09/10 4-year projection	10/11 5-year projection
K	140	130 -10	120 -20	110 -30	-10	100	90	80	70	60
1	130	130 -10	150 40	150 90	20	130	120	110	100	90
2	140	120 -10	150 40	160 30	10	160	140	130	120	110
3	160	140 0	150 60	140 -30	5	165	165	145	135	125
4	145	160 0	170 60	150 0	10	150	175	175	155	145
5	135	150 5	170 20	180 30	9	159	159	184	184	164
6	150	170 35	140 -20	160 -30	-3	177	156	156	181	181
7	145	160 10	170 0	150 30	7	167	184	163	163	188
8	140	140 -5	150 -20	160 -30	-9	141	158	175	154	154
9	160	170 30	165 50	165 45	21	181	162	179	196	175
10	170	180 20	175 10	185 60	15	180	196	177	194	211
11	140	140 -30	150 -60	160 -45	-23	162	157	173	154	171
12	145	160 20	170 60	185 105	31	191	193	188	204	185
TOTAL Elem.	1000	1000	1050	1050		1041	1005	980	945	875
TOTAL High	900	950	980	1005		1022	1050	1055	1065	1084
TOTAL	1900	1950	2030	2055		2063	2055	2035	2010	1959
Annual change		50	80	25		8	-8	-20	-25	-51

ATTACHMENT F

5-YEAR ENROLLMENT PROJECTION

ACTUAL ENROLLMENT					Average Change (Div. By 6)	PROJECTED ENROLLMENT				
Year	02/03	03/04 (x 1)	04/05 (x 2)	05/06 (x 3)		06/07 1-year projection	07/08 2-year projection	08/09 3-year projection	09/10 4-year projection	10/11 5-year projection
K	140	130 -10	120 -20	**110** -30	-10	100	90	80	70	**60**
1	130	130 -10	150 40	150 90	20	130	120	110	100	90
2	140	120 -10	150 40	160 30	10	160	140	130	120	110
3	160	140 0	150 60	140 -30	5	165	165	145	135	125
4	145	160 0	170 60	150 0	10	150	175	175	155	145
5	135	150 5	170 20	180 30	9	159	159	184	184	164
6	150	170 35	140 -20	160 -30	-3	177	156	156	181	181
7	145	160 10	170 0	150 30	7	167	184	163	163	188
8	140	140 -5	150 -20	160 -30	-9	141	158	175	154	154
9	160	170 30	165 50	165 45	21	181	162	179	196	175
10	170	180 20	175 10	185 60	15	180	196	177	194	211
11	140	140 -30	150 -60	160 -45	-23	162	157	173	154	171
12	145	160 20	170 60	185 105	31	191	193	188	204	185
TOTAL Elem.	1000	1000	1050	1050		1041	1005	980	945	875
TOTAL High	900	950	980	1005		1022	1050	1055	1065	1084
TOTAL	**1900**	**1950**	**2030**	**2055**		2063	2055	2035	2010	**1959**
Annual change		**50**	**80**	**25**		8	-8	-20	-25	-51

Step #5 (Kindergarten 5-Yr Projection):

Take the current K enrollment & add the K average change, calculated *across* (K only) and repeat 5 times.

110 + (-10) + (-10) + (-10) + (-10) + (-10) = **60**

5-YEAR ENROLLMENT PROJECTION

ACTUAL ENROLLMENT					Average Change (Div. By 6)	PROJECTED ENROLLMENT				
Year	02/03	03/04 (x 1)	04/05 (x 2)	05/06 (x 3)		06/07 1-year projection	07/08 2-year projection	08/09 3-year projection	09/10 4-year projection	10/11 5-year projection
K	140	130 -10	120 -20	**110** -30	-10	100	90	80	70	60
1	130	130 -10	150 40	150 90	20	130	120	110	100	90
2	140	120 -10	150 40	160 30	10	160	140	130	120	**110**
3	160	140 0	150 60	140 -30	5	165	165	145	135	125
4	145	160 0	170 60	150 0	10	150	175	175	155	145
5	135	150 5	170 20	180 30	9	159	159	184	184	164
6	150	170 35	140 -20	160 -30	-3	177	156	156	181	181
7	145	160 10	170 0	150 30	7	167	184	163	163	188
8	140	140 -5	150 -20	160 -30	-9	141	158	175	154	154
9	160	170 30	165 50	165 45	21	181	162	179	196	175
10	170	180 20	175 10	185 60	15	180	196	177	194	211
11	140	140 -30	150 -60	160 -45	-23	162	157	173	154	171
12	145	160 20	170 60	185 105	31	191	193	188	204	185
TOTAL Elem.	1000	1000	1050	1050		1041	1005	980	945	875
TOTAL High	900	950	980	1005		1022	1050	1055	1065	1084
TOTAL	**1900**	**1950**	**2030**	**2055**		2063	2055	2035	2010	**1959**
Annual change		**50**	**80**	**25**		8	-8	-20	-25	-51

Step #5 (2nd Grade 5-Yr Projection:

Take the current K enrollment & add the K average change, calculating *across* for 3 years.

Then add the 1st grade average change, then the 2nd grade average change, calculating on a *diagonal:*

110 + (-10) + (-10) + (-10) + 20 + 10 = **110**

ATTACHMENT F

5-YEAR ENROLLMENT PROJECTION

ACTUAL ENROLLMENT					Average Change (Div. By 6)	PROJECTED ENROLLMENT				
Year	02/03	03/04 (x 1)	04/05 (x 2)	05/06 (x 3)		06/07 1-year projection	07/08 2-year projection	08/09 3-year projection	09/10 4-year projection	10/11 5-year projection
K	140	130 -10	120 -20	**110** -30	*-10*	100	90	80	70	60
1	130	130 -10	150 40	150 90	*20*	130	120	110	100	90
2	140	120 -10	150 40	160 30	*10*	160	140	130	120	110
3	160	140 0	150 60	140 -30	*5*	165	165	145	135	125
4	145	160 0	170 60	150 0	*10*	150	175	175	155	145
5	135	150 5	170 20	180 30	*9*	159	159	184	184	**164**
6	150	170 35	140 -20	160 -30	*-3*	177	156	156	181	181
7	145	160 10	170 0	150 30	*7*	167	184	163	163	188
8	140	140 -5	150 -20	160 -30	*-9*	141	158	175	154	154
9	160	170 30	165 50	165 45	*21*	181	162	179	196	175
10	170	180 20	175 10	185 60	*15*	180	196	177	194	211
11	140	140 -30	150 -60	160 -45	*-23*	162	157	173	154	171
12	145	160 20	170 60	185 105	*31*	191	193	188	204	185
TOTAL Elem.	1000	1000	1050	1050		1041	1005	980	945	875
TOTAL High	900	950	980	1005		1022	1050	1055	1065	1084
TOTAL	**1900**	**1950**	**2030**	**2055**		2063	2055	2035	2010	**1959**
Annual change		**50**	**80**	**25**		8	-8	-20	-25	-51

Step #5 (5th Grade 5-Yr Projection:

Take the current K enrollment & add the 1st grade average change (since K enrollment becomes the 1st grade enrollment on the following year), calculating on a *diagonal.*

Then add the 2nd grade average change, then the 3rd grade average change, and so forth, for 5 years:

110 + 20 + 10 + 5 + 10 + 9 = **164)**

ATTACHMENT F

5-YEAR ENROLLMENT PROJECTION

ACTUAL ENROLLMENT					Average Change (Div. By 6)	PROJECTED ENROLLMENT				
Year	02/03	03/04 (x 1)	04/05 (x 2)	05/06 (x 3)		06/07 1-year projection	07/08 2-year projection	08/09 3-year projection	09/10 4-year projection	10/11 5-year projection
K	140	130 -10	120 -20	**110** -30	*-10*	100	90	80	70	60
1	130	130 -10	150 40	150 90	*20*	130	120	110	100	90
2	140	120 -10	150 40	160 30	*10*	160	140	130	120	110
3	160	140 0	150 60	140 -30	*5*	165	165	145	135	125
4	145	160 0	170 60	150 0	*10*	150	175	175	155	145
5	135	150 5	170 20	180 30	*9*	159	159	184	184	164
6	150	170 35	140 -20	**160** -30	*-3*	177	156	156	181	181
7	145	160 10	170 0	150 30	*7*	167	184	163	163	188
8	140	140 -5	150 -20	160 -30	*-9*	141	158	175	154	154
9	160	170 30	165 50	165 45	*21*	181	162	179	196	175
10	170	180 20	175 10	185 60	*15*	180	196	177	194	211
11	140	140 -30	150 -60	160 -45	*-23*	162	157	173	154	**171**
12	145	160 20	170 60	185 105	*31*	191	193	188	204	185
TOTAL Elem.	1000	1000	1050	1050		1041	1005	980	945	875
TOTAL High	900	950	980	1005		1022	1050	1055	1065	1084
TOTAL	**1900**	**1950**	**2030**	**2055**		2063	2055	2035	2010	**1959**
Annual change		**50**	**80**	**25**		8	-8	-20	-25	-51

Step #5 (11th Grade 5-Yr Projection):

Take the current 6th grade enrollment & add the 7th grade average change (since 6th grade enrollment becomes the 7th grade enrollment on the following year), calculating on a *diagonal.*

Then add the 8th grade average change, then the 9th grade average change, and so forth, for 5 years:

160 + 7 + (-9) + 21 + 15 + (-23) = **171**

ATTACHMENT F

Sample Cohort Survival Enrollment Projection System for New Construction Eligibility

Step #1:
Figures are calculated on a *diagonal*:
120 - 130 = -10

Step #2:
Figures are calculated on a *diagonal*, then multiplied by "2":
(150-130) x 2 = 40

Step #3:
Figures are calculated *across* (K only), then multiplied by "3":
(110 - 120) x 3 = -30

Step #4 (Average Change):
Add the weighted enrollment change numbers across, then divide by 6:
[(-10) + (-20) + (-30)] / 6 = -10

5-YEAR ENROLLMENT PROJECTION

School District	Dwelling Units	SYF	County	Application No.
ABC Unified	0	0.7	ABC	50/12345-00-00

	ACTUAL ENROLLMENT				Average Change (Div. By 6)	PROJECTED ENROLLMENT				
Year	02/03	03/04 (x 1)	04/05 (x 2)	05/06 (x 3)		06/07 1-year projection	07/08 2-year projection	08/09 3-year projection	09/10 4-year projection	10/11 5-year projection
K	140	130 -10	120 -20	110 -30	-10	100	90	80	70	60
1	130	130 -10	150 40	150 90	20	130	120	110	100	90
2	140	120 -10	150 40	160 30	10	160	140	130	120	110
3	160	140 0	150 60	140 -30	5	165	165	145	135	125
4	145	160 0	170 60	150 0	10	150	175	175	155	145
5	135	150 5	170 20	180 30	9	159	159	184	184	164
6	150	170 35	140 -20	160 -30	-3	177	156	156	181	181
7	145	160 10	170 0	150 30	7	167	184	163	163	188
8	140	140 -5	150 -20	160 -30	-9	141	158	175	154	154
9	160	170 30	165 50	165 45	21	181	162	179	196	175
10	170	180 20	175 10	185 60	15	180	196	177	194	211
11	140	140 -30	150 -60	160 -45	-23	162	157	173	154	171
12	145	160 20	170 60	185 105	31	191	193	188	204	185
TOTAL Elem.	1000	1000	1050	1050		1041	1005	980	945	875
TOTAL High	900	950	980	1005		1022	1050	1055	1065	1084
TOTAL	1900	1950	2030	2055		2063	2055	2035	2010	1959
Annual change		50	80	25		8	-8	-20	-25	-51

ATTACHMENT F

5-YEAR ENROLLMENT PROJECTION

ACTUAL ENROLLMENT					Average Change (Div. By 6)	PROJECTED ENROLLMENT				
Year	02/03	03/04 (x 1)	04/05 (x 2)	05/06 (x 3)		06/07 1-year projection	07/08 2-year projection	08/09 3-year projection	09/10 4-year projection	10/11 5-year projection
K	140	130 -10	120 -20	**110** -30	-10	100	90	80	70	**60**
1	130	130 -10	150 40	150 90	20	130	120	110	100	90
2	140	120 -10	150 40	160 30	10	160	140	130	120	110
3	160	140 0	150 60	140 -30	5	165	165	145	135	125
4	145	160 0	170 60	150 0	10	150	175	175	155	145
5	135	150 5	170 20	180 30	9	159	159	184	184	164
6	150	170 35	140 -20	160 -30	-3	177	156	156	181	181
7	145	160 10	170 0	150 30	7	167	184	163	163	188
8	140	140 -5	150 -20	160 -30	-9	141	158	175	154	154
9	160	170 30	165 50	165 45	21	181	162	179	196	175
10	170	180 20	175 10	185 60	15	180	196	177	194	211
11	140	140 -30	150 -60	160 -45	-23	162	157	173	154	171
12	145	160 20	170 60	185 105	31	191	193	188	204	185
TOTAL Elem.	1000	1000	1050	1050		1041	1005	980	945	875
TOTAL High	900	950	980	1005		1022	1050	1055	1065	1084
TOTAL	**1900**	**1950**	**2030**	**2055**		2063	2055	2035	2010	**1959**
Annual change		**50**	**80**	**25**		8	-8	-20	-25	-51

Step #5 (Kindergarten 5-Yr Projection):

Take the current K enrollment & add the K average change, calculated *across* (K only) and repeat 5 times.

110 + (-10) + (-10) + (-10) + (-10) + (-10) = **60**

5-YEAR ENROLLMENT PROJECTION

ACTUAL ENROLLMENT					Average Change (Div. By 6)	PROJECTED ENROLLMENT				
Year	02/03	03/04 (x 1)	04/05 (x 2)	05/06 (x 3)		06/07 1-year projection	07/08 2-year projection	08/09 3-year projection	09/10 4-year projection	10/11 5-year projection
K	140	130 -10	120 -20	**110** -30	-10	100	90	80	70	60
1	130	130 -10	150 40	150 90	20	130	120	110	100	90
2	140	120 -10	150 40	160 30	10	160	140	130	120	**110**
3	160	140 0	150 60	140 -30	5	165	165	145	135	125
4	145	160 0	170 60	150 0	10	150	175	175	155	145
5	135	150 5	170 20	180 30	9	159	159	184	184	164
6	150	170 35	140 -20	160 -30	-3	177	156	156	181	181
7	145	160 10	170 0	150 30	7	167	184	163	163	188
8	140	140 -5	150 -20	160 -30	-9	141	158	175	154	154
9	160	170 30	165 50	165 45	21	181	162	179	196	175
10	170	180 20	175 10	185 60	15	180	196	177	194	211
11	140	140 -30	150 -60	160 -45	-23	162	157	173	154	171
12	145	160 20	170 60	185 105	31	191	193	188	204	185
TOTAL Elem.	1000	1000	1050	1050		1041	1005	980	945	875
TOTAL High	900	950	980	1005		1022	1050	1055	1065	1084
TOTAL	**1900**	**1950**	**2030**	**2055**		2063	2055	2035	2010	**1959**
Annual change		**50**	**80**	**25**		8	-8	-20	-25	-51

Step #5 (2nd Grade 5-Yr Projection:

Take the current K enrollment & add the K average change, calculating *across* for 3 years.

Then add the 1st grade average change, then the 2nd grade average change, calculating on a *diagonal:*

110 + (-10) + (-10) + (-10) + 20 + 10 = **110**

ATTACHMENT F

5-YEAR ENROLLMENT PROJECTION

ACTUAL ENROLLMENT					Average Change (Div. By 6)	PROJECTED ENROLLMENT				
Year	02/03	03/04 (x 1)	04/05 (x 2)	05/06 (x 3)		06/07 1-year projection	07/08 2-year projection	08/09 3-year projection	09/10 4-year projection	10/11 5-year projection
K	140	130 -10	120 -20	**110** -30	-10	100	90	80	70	60
1	130	130 -10	150 40	150 90	20	130	120	110	100	90
2	140	120 -10	150 40	160 30	10	160	140	130	120	110
3	160	140 0	150 60	140 -30	5	165	165	145	135	125
4	145	160 0	170 60	150 0	10	150	175	175	155	145
5	135	150 5	170 20	180 30	9	159	159	184	184	**164**
6	150	170 35	140 -20	160 -30	-3	177	156	156	181	181
7	145	160 10	170 0	150 30	7	167	184	163	163	188
8	140	140 -5	150 -20	160 -30	-9	141	158	175	154	154
9	160	170 30	165 50	165 45	21	181	162	179	196	175
10	170	180 20	175 10	185 60	15	180	196	177	194	211
11	140	140 -30	150 -60	160 -45	-23	162	157	173	154	171
12	145	160 20	170 60	185 105	31	191	193	188	204	185
TOTAL Elem.	1000	1000	1050	1050		1041	1005	980	945	875
TOTAL High	900	950	980	1005		1022	1050	1055	1065	1084
TOTAL	**1900**	**1950**	**2030**	**2055**		2063	2055	2035	2010	**1959**
Annual change		**50**	**80**	**25**		8	-8	-20	-25	-51

Step #5 (5th Grade 5-Yr Projection:

Take the current K enrollment & add the 1st grade average change (since K enrollment becomes the 1st grade enrollment on the following year), calculating on a *diagonal.*

Then add the 2nd grade average change, then the 3rd grade average change, and so forth, for 5 years:

110 + 20 + 10 + 5 + 10 + 9 = **164)**

Consolidating Supplemental Grants

Purpose of Report

The purpose of this item is to explore the possibility of consolidating the base grant and supplemental grants in order to streamline the process by which School Facility Program (SFP) grants are determined.

Problem Statement/Area of Concern

Members of the Program Review Subcommittee (Subcommittee) have expressed a desire to simplify the SFP grant process. It has been asked if any of the supplemental grants can be combined with the base grant to simplify the grant process.

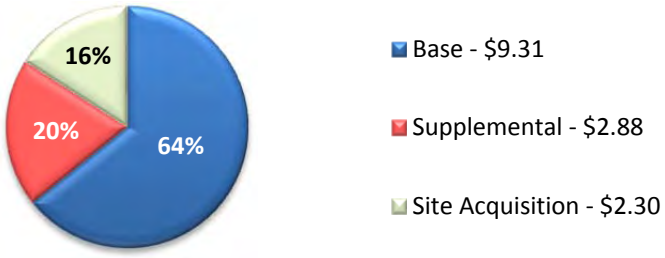
Overview of Supplemental Grants in the SFP

Currently, districts may qualify for a variety of supplemental grants depending on the size, type, location, scope of work, or other characteristics of the project. The supplemental grants are intended to recognize special additional costs associated with projects of a certain type or located in certain areas. Districts use the *Application for Funding* (Form SAB 50-04) to request the supplemental grants. The charts on the following pages are presented to provide additional information on supplemental grants.

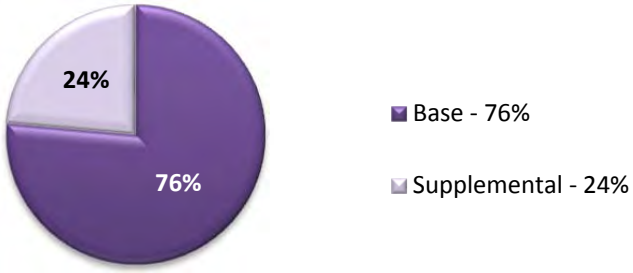
Chart A – New Construction Supplemental Grants

There were a total of 3,657 new construction projects approved by the State Allocation Board (Board) totaling approximately $14.5 billion in State funds from 1998 to 2013. The charts below represent a comparison between the base and supplemental grants provided under the new construction program:

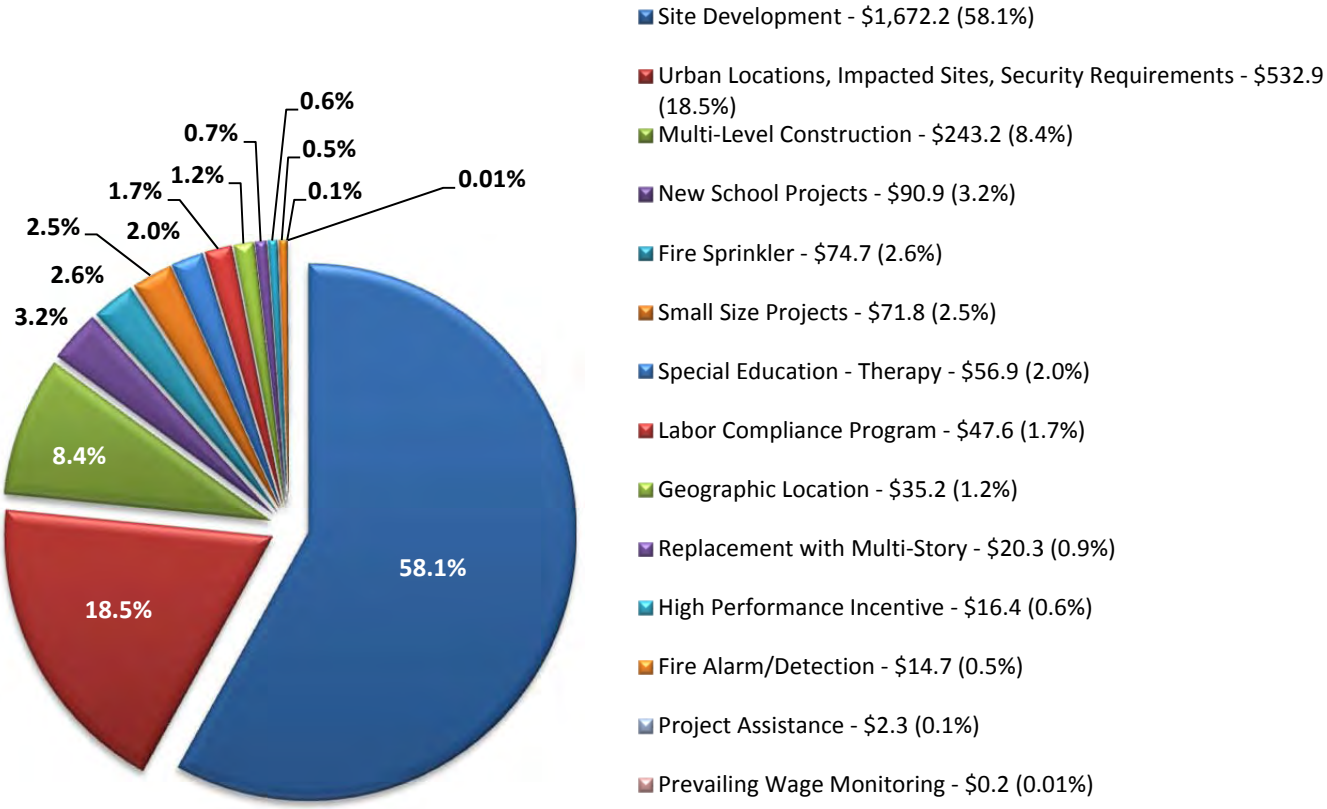
New Construction Grants - Including Site Acquisition - $14.5 Billion Total



New Construction Grants - Excluding Site Acquisition - $12.2 Billion Total



New Construction - Supplemental Grants (in millions)



Charts B, C & D – New Construction Supplemental Grants

The three charts below show the frequency of occurrence, average amount per project, and range of grant amount per project for supplemental grants provided for all SFP new construction projects. The charts are organized by the type of grant; Site-Related, Building-Related and Labor Compliance-Related. The data is based on 3,657 SFP New Construction projects.

CHART B Site-Related Grants	Frequency	# of Apps Receiving Grant	Average Grant Amount Per Project	Range of Grant Amount Per Project	Calculation Method
Site Development	76.7%	2,803	$576,279	$211 – 25,509,550	Site Specific
Site Acquisition	24.2%	885	$2,587,723	$88 – 58,000,000	Site Specific
Urban Locations, Impacted Sites, Security Requirements	19.0%	695	$766,834	$1,634 – 14,534,637	Sliding %
General Site	8.7%	317	$597,757	$2,500 – 2,765,806	Acreage + %
Geographic Location	5.7%	209	$168,369	$1,159 – 1,750,402	Fixed %

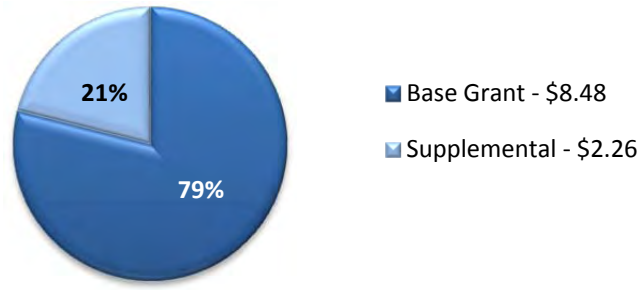
CHART C Building-Related Grants	Frequency	# of Apps Receiving Grant	Average Grant Amount Per Project	Range of Grant Amount Per Project	Calculation Method
Automatic Fire Detection/Alarm System	54.2%	1,982	$7,427	$20 – 106,315	Pupil Based
Small Size Projects	44.4%	1,624	$44,202	$2,097 – 1,951,809	Fixed %
Automatic Sprinkler System	22.0%	806	$88,967	$213 – 721,278	Pupil Based
Project Assistance	13.7%	500	$4,610	$2,291 – 10,996	Fixed Amount
Multilevel Construction	13.3%	487	$499,390	$20,013 – 4,129,866	Fixed %
Special Education—Therapy	8.2%	301	$162,409	$15,080 – 1,251,270	Square Footage
Energy Efficiency (funds now exhausted)	3.8%	139	$238,760	$5,124 – 1,862,935	Sliding %
New School Project	2.8%	104	$874,150	$4,328 – 2,825,531	Classroom Based
High Performance Incentive	2.3%	85	$192,988	$7,670 – 848,860	Base + %
Replacement with Multi-Story Construction	0.2%	6	$3,386,843	$1,663,826 – 4,731,575	Square Footage

CHART D Labor Compliance-Related Grants	Frequency	# of Apps Receiving Grant	Average Grant Amount Per Project	Range of Grant Amount Per Project	Calculation Method
Labor Compliance Program	51.7%	1,891	$25,167	$5,135 – 244,256	Sliding %
Prevailing Wage Monitoring	0.9%	31	$7,775	$683 – 38,290	Fixed %

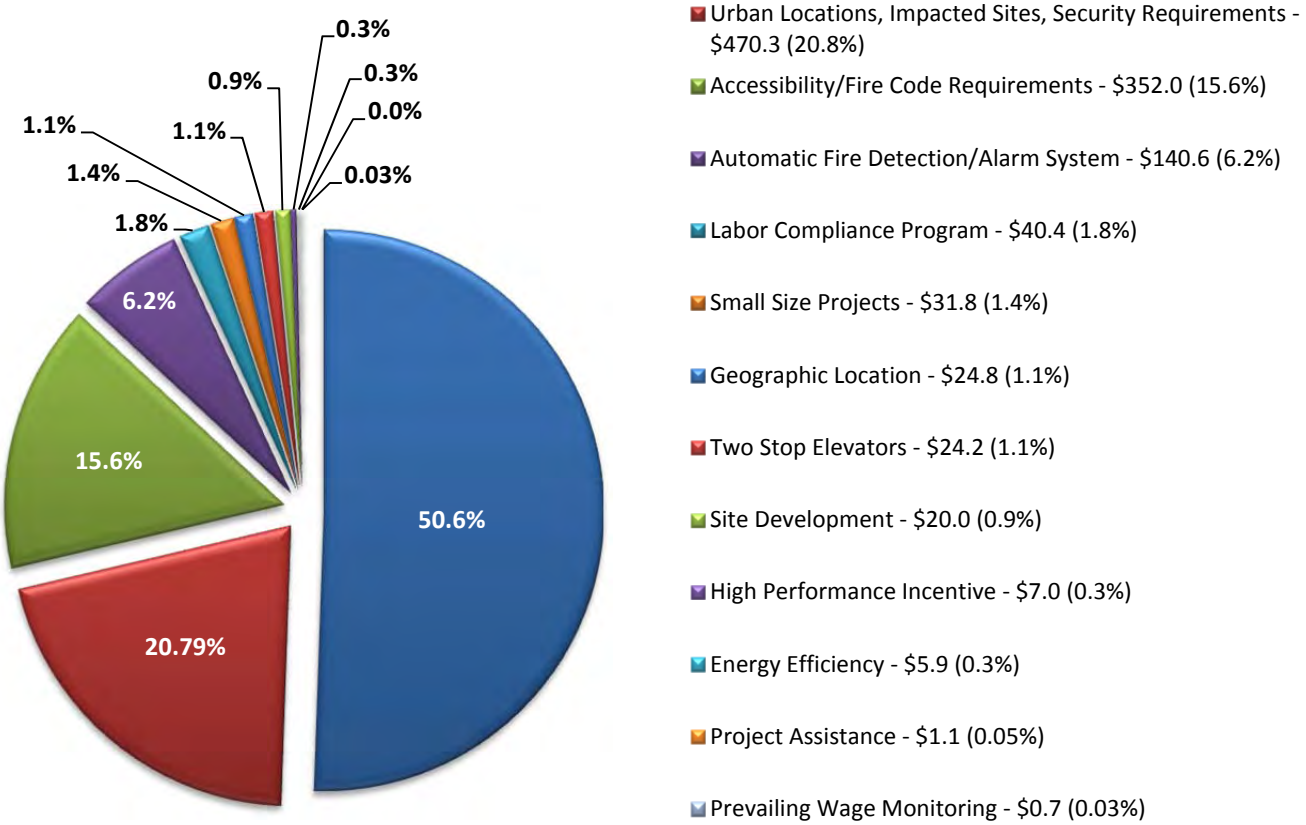
Chart E - Modernization Supplemental Grants

There were a total of 6,294 modernization projects approved by the Board totaling approximately $10.7 billion in State funds from 1998 to 2013. The charts below represent a comparison between the base and supplemental grants provided by the modernization program:

Modernization Grants - $10.7 Billion Total



Modernization - Supplemental Grants (in millions)



Charts F, G & H - Modernization Supplemental Grants

The three charts below show the frequency of occurrence, average amount per project, and range of grant amount per project for supplemental grants provided for all SFP modernization projects. The charts are organized by the type of grant; Site-Related, Building-Related and Labor Compliance-Related. The data is based on 6,294 SFP Modernization projects.

CHART F Site-Related Grants	Frequency	# of Apps Receiving Grant	Average Grant Amount Per Project	Range of Grant Amount Per Project	Calculation Method
Urban Locations, Impacted Sites, Security Requirements	30.7%	1,931	$243,567	$757 – 4,685,838	Sliding %
Geographic Location	5.5%	344	$72,006	$3,386 - 678,884	Fixed %
Site Development (Utilities)	2.7%	168	$118,791	$362 – 1,949,936	Site Specific

CHART G Building-Related Grants	Frequency	# of Apps Receiving Grant	Average Grant Amount Per Project	Range of Grant Amount Per Project	Calculation Method
Accessibility/Fire Code Requirements	74.0%	4,656	$75,602	$71 – 2,276,856	Pupil Based
Automatic Fire Detection/Alarm System	41.1%	2,589	$54,299	$535 – 430,573	Pupil Based
Small Size Projects	21.6%	1,362	$23,323	$284 – 166,320	Fixed %
50 Year Old Buildings	13.9%	876	$1,305,987	$4,955 – 13,691,320	Classroom %
Project Assistance	7.0%	438	$2,488	$1,133 – 4,592	Fixed Amount
Two Stop Elevators (or more)	3.4%	212	$113,975	$67,387 – 440,010	Fixed Amount
Energy Efficiency	0.8%	52	$113,389	$8,416 – 406,964	Sliding %
High Performance Incentive	0.5%	34	$206,742	$2,529 – 502,252	Base + %

CHART H Labor Compliance-Related Grants	Frequency	# of Apps Receiving Grant	Average Grant Amount Per Project	Range of Grant Amount Per Project	Calculation Method
Labor Compliance Program	32.2%	2,026	$19,945	$7,003 – 101,192	Sliding %
Prevailing Wage Monitoring	2.9%	180	$3,915	$113 – 25,806	Fixed %

Chart I – Impact of Supplemental Grants

The following tables show the impact that supplemental grants have on the average grant amounts. The data is based on 3,657 SFP New Construction projects and 6,294 SFP Modernization projects.

New Construction - Overall	
Average Base Grant	$7,843
Average Supplemental Grant	$4,286
Average Increase	55%

New Construction - Including Site Acquisition	
Average Base Grant	$7,843
Average Supplemental Grant	$5,763
Average Increase	73%

New Construction - Excluding Site Acquisition	
Average Base Grant	$7,843
Average Supplemental Grant	$2,146
Average Increase	27%

Modernization - Overall	
Average Base Grant	$3,139
Average Supplemental Grant	$822
Average Increase	26%

Options for Change

Option 1: Consolidate Some Grants

A. New Construction Program

The Subcommittee has the option to recommend consolidating any or all of the supplemental grants into the base grant. For purposes of this discussion, Staff has done a review of each individual grant to look at the benefits and drawbacks of consolidation.

The grants listed below appear to be the best candidates for consolidation into the base grant or a simplified method of calculation:

- Automatic Fire Detection/Alarm System
- Automatic Sprinkler System

Automatic Fire Detection/Alarm

This grant is required for all new construction projects (and modernization projects exceeding $200,000) that were submitted to the Division of the State Architect (DSA) on or after July 1, 2002. The only exception is a portable building that is sited with the intent to be at the site less than three years and is built with a temporary foundation that is designed for easy removal. A district with such a building may request a three year extension to this exemption if necessary, subject to Board approval. Most of the projects that did not receive this grant pre-dated its establishment.

Program Changes Necessary

Education Code ☒ Regulations ☒

Education Code (EC) Sections 17074.50 through 17074.56 establishes the grant and its requirements.

SFP Regulation Section 1859.71.2 outlines the calculation of the grant.

The base grant amount could be changed in law to include these grants, or regulations could be adjusted to simply combine the two grant amounts when calculating the new construction grant allowance.

Considerations

- The grant is a grade-level specific, per-pupil amount, subject to annual adjustments for changes in the Class B Construction Cost Index (CCI), which is similar to the base grant calculation.
- Since all projects moving forward would have been submitted to the DSA after July 1, 2002, and temporary portable buildings are a rare occurrence, this grant would appear to be a good candidate to consolidate into the base grant for new construction.

Automatic Sprinkler System

The SFP requires an automatic sprinkler system for all SFP new schools whose plans were submitted to the DSA on or after July 1, 2002, except for stand-alone portable buildings, which only require an automatic fire detection/alarm system. Sprinklers are also required for new construction additions on sites whose original plans for construction were submitted to the DSA on or after July 1, 2002. In the law, SFP addition projects on existing sites whose original plans for construction were submitted to the DSA *before* July 1, 2002 are treated like modernization and are not subject to sprinkler requirement. Temporary portables are exempt from this requirement as well as the automatic fire detection system requirement.

Program Changes Necessary

Education Code ☒ Regulations ☒

EC Sections 17074.50 through 17074.56 establishes the grant and its requirements.

SFP Regulation Section 1859.71.2 outlines the calculation of the grant.

The base grant amount could be changed in law to include these grants, or regulations could be adjusted to simply combine the two grant amounts when calculating the new construction grant allowance.

Considerations

- The grant is a grade-level specific, per-pupil amount, subject to annual CCI adjustments, which is similar to the base grant calculation.
- Currently, the SFP does not require automatic fire sprinklers for all SFP new construction projects. Rolling the automatic sprinkler grant into the new construction base grant could overfund projects that are not subject to the sprinkler requirement.
- It would seem most appropriate to roll the automatic sprinkler system grant into the new construction base grant if it is exclusive of projects that are standalone portable classrooms only, as this type of project does not require the installation of sprinklers.

B. Modernization Program

As with the supplemental grants for new construction projects, the Subcommittee has the option to recommend consolidating any or all of the supplemental grants into the base grant for modernization as well.

The grants listed below appear to be the best candidates for consolidation into the base grant:

- Automatic Fire Detection/Alarm System
- Accessibility and Fire Code Requirements

Automatic Fire Detection/Alarm System

An automatic fire detection/alarm system is required for all modernization projects exceeding $200,000 that were submitted to the DSA on or after July 1, 2002. The only exception to this is for a portable building that is sited with the intent to be at the site less than three years and is built with a temporary foundation that is designed for easy removal. A district with such a building may request a three year extension to this exemption if necessary, subject to Board approval. Most of the projects that did not receive this grant pre-dated its establishment.

Program Changes Necessary

Education Code ☒ Regulations ☒

EC Sections 17074.50 through 17074.56 establishes the grant and its requirements.

SFP Regulation Section 1859.71.2 outlines the calculation of the grant.

The base grant amount could be changed in law to include this grant, or regulations could be adjusted to simply combine the two grant amounts when calculating the new construction grant allowance.

Considerations

- The grant is a grade level-specific, per-pupil amount, subject to annual CCI adjustments, a similar calculation to the base grant.
- Since all modernization projects moving forward would have been submitted to the DSA after July 1, 2002, and temporary portable buildings likely being a rare occurrence, this grant would seem a good candidate to be consolidated into the base grant for modernization.
- Nearly all modernization projects will exceed the $200,000 threshold, so chances of funding projects not subject to the requirement are very low.

Accessibility/Fire Code Requirements Grant

All modernization projects are eligible for a three percent increase to the base grant for accessibility and fire code requirements. In lieu of the three percent, a district may request a formula-based grant based on 60 percent of a cost estimate of the minimum work required to receive DSA final plan approval. The Subcommittee could recommend adding these costs to the base grant amount in one of several ways:

- Include the 3 percent amount as part of the base grant. No longer allow the option for submitting a cost estimate for the minimum work required.
- Include the 3 percent amount as part of the base grant, but allow districts to submit a cost estimate for costs that exceed the 3 percent amount. This would be very little change to the existing process.
- Use the data collected to date on this grant to determine a new percentage increase to add to the base grant. Discontinue providing the grant based on a cost estimate for the minimum work necessary.

The option to request 60 percent of the minimum work required for accessibility and fire code requirements became effective on April 27, 2007. The chart below breaks out the number of projects that received the 3 percent versus the 60 percent amount out of the 1,088 modernization projects that were provided a choice between the two options. During this time, the average grant awarded for the 3 percent option was $45,792, and the average grant awarded for the 60 percent option was $210,569.

Accessibility/Fire Code Requirements Grant	
Total Projects Receiving Grant	1,088
3% Option	275 (25%)
60% of Minimum Work Option	813 (75%)
Average Award for 60% Option	$210,569
Average Award for 3% Option	$45,792

Program Changes Necessary

Education Code ☐ Regulations ☒

This grant is established and outlined in SFP Regulation Section 1859.83(f), and is based on the excessive cost hardship grant authorized in EC Section 17075.10(b)(2).

Considerations

- Consolidating this grant would streamline and simplify the process for submitting and reviewing modernization funding applications.
- Moving away from a cost estimate approach for costs in excess of 3 percent of the base grant may not be consistent with providing funds in accordance with the scope of the project.
- Allowing only the 3 percent amount may result in districts spending modernization funds on compliance issues without truly being able to modernize facilities.

Supplemental grants that are not recommended for consolidation are listed at the end of this section, following Option 3.

Option 2: Roll All Supplemental Grants (Except for Site Acquisition) into the Base Grant

This option would involve taking the average total project cost of all projects and creating a single, per-pupil grant based on this average for both new construction and modernization. Data collected from all SFP project grant amounts shows that the average project receives $4,286 in supplemental grants per new construction pupil grant and $822 per modernization pupil. Projects would no longer receive supplemental grants, aside from site acquisition. Grant amounts would be a simple calculation based on the pupils housed in the project. Site acquisition would remain as the only supplemental grant, its funding formula unchanged.

This option is a departure from the current funding model, but maximizes simplicity.

Program Changes Necessary

Education Code ☒ Regulations ☒

The program changes necessary for this option would be consistent with those outlined in other sections of this item.

Considerations

- This option would be departure from the current program. Although current grants are not necessarily based upon actual costs, this option would take grants further away from specific project costs.
- Projects with the same amount of pupil grants would receive the same amount of funding (apart from the site acquisition grant), regardless of the circumstances of each project.
- If the supplemental grants are combined with the base grant, the Subcommittee may wish to consider requiring that project savings be returned to the program.

Option 3: Make No Changes to the SFP Supplemental Grant Process

No changes to the program. This option would not consolidate any of the grants.

Program Changes Necessary

None.

Considerations

- This option would not simplify the process used to determine grant amounts.
- This option may keep grant amounts more consistent with the scope of individual projects.

Supplemental Grants That Are Not Recommended for Consolidation

Each supplemental grant was analyzed to determine whether or not it could be consolidated into the base grant or simplified. The following grants are not recommended for consolidation because they are either based on specific project attributes or specific district demographic information, or the grant funds are no longer available. Additionally, these grants are not commonly requested and are awarded to a minority of projects.

New Construction and Modernization Additional Grants

Energy Efficiency

A supplemental grant was available through Propositions 47 and 55 to districts with projects that have increased costs associated with plan design and other project components for school facility energy efficiency. The facilities in the proposed new construction project must exceed the nonresidential building energy efficiency standards as specified in Title 24, Part 6 of the California Code of Regulations by 15 percent. Currently, all energy efficiency funds have been exhausted.

Geographic Location

A supplemental grant is available to new construction and modernization projects that are located in areas of California that are remote, difficult to access, or lack a pool of contractors. This grant is available only to projects in specific locations that are defined in the SFP regulations.

High Performance Incentive

The High Performance Incentive (HPI) grant is intended to promote the use of high performance attributes. It is available to districts with projects that have increased costs associated with high performance attributes in school facilities, which include using designs and materials that promote energy and water efficiency, maximize the use of natural lighting, improve indoor air quality, utilize recycled materials and materials that emit a minimal amount of toxic substances, and employ acoustics that are conducive to teaching and learning. The HPI grant comes from a separate source of bond authority than the rest of the SFP.

Labor Compliance Program (LCP)

An LCP, as specified by Labor Code Section 1771.7, must be initiated and enforced for each project funded wholly or in part from Propositions 47 or 55 funds if the Notice to Proceed was issued on or after April 1, 2003 and before January 1, 2012. The authority authorizing the grant has expired. It has been replaced by the Prevailing Wage Monitoring (PWM) grant.

Prevailing Wage Monitoring

A supplemental grant is available for the cost of prevailing wage monitoring conducted by the Department of Industrial Relations. This requirement applies for all State bond funding sources. This grant is awarded for all new construction and modernization projects for which the construction contract was awarded on or after January 1, 2012. However, the grant calculation is one quarter of one percent of the total State funding of the project, including all supplemental grants and any Financial Hardship funding from the State. Even though every project moving forward is eligible for the PWM grant, because it is dependent on other funding amounts for its calculation, it cannot be consolidated into the base grant for either new construction or modernization.

Project Assistance

The Board may provide additional project grants for project assistance to small school districts with enrollment of 2,500 pupils or less. The 2013 additional grant of $5,884 may be used for costs associated with the preparation and submission of the SFP eligibility and funding applications, including costs related to support documentation such as site diagrams. The grant amount is adjusted each year using the Class B Construction Cost Index.

Small Size Projects

A supplemental grant is available to new construction and modernization projects that house no more than 200 pupils. The grant provides additional funds for core facilities and to make up for the lack of economies of scale when districts build small projects.

Urban Locations, Security Requirements and Impacted Sites

Urban locations on impacted sites are generally in areas of high property values or high population density, creating an environment difficult for districts to acquire ample real property, which causes increased project costs uniquely associated with urban construction. Districts with projects on these impacted sites are also faced with extra security requirements. The supplemental grant provides funds for security fences, watchpersons, increased premiums for insurance for contractors, and storage or daily delivery of construction materials to prevent theft and vandalism. Only available to projects that will be located on a site less than 60 percent of the California Department of Education (CDE)-recommended site size, and new construction projects must also have multilevel classrooms in the plans along with an appraised value for any land to be acquired of at least $750,000 per acre.

New Construction-Only Additional Grants

Multi-Level Construction

The SFP recognizes that districts face additional costs to construct multi-level school facilities on small sites. A supplemental grant is available for projects in densely populated areas to provide funds to alleviate and mitigate the impact of these small sites. If the useable site acreage for the project is less than 75 percent of the site size recommended by the CDE for the master planned project capacity, the new construction grant can be increased by 12 percent for each pupil housed in a multi-level building that will house pupils in all levels of the building.

New School Projects

Districts that will construct an entirely new school on a site without existing facilities may qualify for a supplemental grant. This allowance is intended to provide funds to construct core facilities, such as multi-purpose rooms, gymnasiums, libraries, kitchens, etc., for projects that have a minimal amount of classrooms, but not enough to generate a sufficient new construction grant to build these essential facilities. This allowance is offset from future new construction funding applications for the site.

Replacement with Multi-Story Construction

In most cases, new construction funding is only provided for the construction of additional classrooms. However, one exception is as follows: as part of a SFP new construction project, a school district may demolish a single story facility and replace it with a multi-story facility on the same site. In addition to the new construction grant allowance, the Board will provide a supplemental grant to fund 50 percent of the replacement cost of the single story facility(s) to be replaced, provided that the site size is less than 75 percent of the recommended CDE site size, the pupil capacity at the site will be increased, the cost of the demolition and replacement is less than the cost of providing a new facility at a new site to house the increased pupil capacity, and the project has CDE approval. Use of this grant is very rare (only six projects to date).

Site Development

This grant provides funding to develop the site where the project is to be located. Fifty percent of the site development costs are available for both new sites and for existing sites where additional facilities are being constructed with the exception of general site development. General site funding is only available for new school projects and additions to existing sites when additional acreage is acquired. These development costs fall under four categories:

- *Service site development* improvements are performed within school property lines and may include eligible site clearance, rough grading, soil compaction, drainage, erosion control and multi-level, single level subterranean or under building parking structures. This portion of the site preparation is accomplished prior to the general site development and construction of buildings.

- *Off-site improvements* are located along the perimeter of two sides of the site including street grading and paving, storm drainage lines, curbs, gutters, sidewalks, and street lighting. These improvements are commonly dedicated for public use. The local entities having jurisdiction of areas where the off-site development is proposed must approve the related plans and specifications. These approved plans and specifications must be submitted to the OPSC at the time the application for funding is submitted.

- *Utility service developments* include improvements of water, sewer, gas, electric, and telephone from the closest existing utility connection.

- *General site development* includes onsite driveways; walks; parking; curbs and gutters; athletic courts, tracks and fields; etc. Funding for general site work is limited to $15,846 per usable acre plus a percentage of the base grant including specific additional grants (multi-level, automatic fire detection/alarm system, automatic sprinkler system, and excessive cost hardship grants). Districts receive a 6 percent increase for elementary and middle school projects and a 3.75 percent increase for high school projects.

Site Acquisition

The site acquisition grant can be used to acquire and develop new school sites or, under some circumstances, to reimburse or credit the district for a portion of the site acquisition costs originally borne by the district, or, in specific circumstances, the current appraised value. Grant amounts vary widely and are determined on an individual basis based on actual or appraised value of the site and its related expenses. Eligible costs for site acquisition are:

- *Relocation Expenses*
- An allowance for appraisals, escrow, survey, site testing, CDE review/approvals and the preparation of the Phase One Environmental Site Assessment and the Preliminary Endangerment Assessment,
- *Department of Toxic Substances Control Oversight Costs*
- *Hazardous Waste Removal*

Special Education—Therapy Area

This grant provides additional funding for the area of new construction therapy space used by pupils with Exceptional Needs. The district may request funding for therapy area, not to exceed 3,000 square feet, plus 750 square feet per additional Special Day Class classroom needed for Severely Disabled Individuals with Exceptional Needs.

Modernization-Only Additional Grants

50 Year or Older Buildings

An increased base grant is available for modernization projects in which the pupils generating the funding are housed in permanent buildings that are 50 years old or older. Instead of receiving the typical base grant amounts, these projects receive a higher amount. This is also a grade-level specific, per-pupil amount, subject to annual CCI adjustments, a similar calculation to the base grant. Projects may have a mix of regular and 50 year old pupil grant amounts.

Site Development (Utilities Only)

A supplemental grant is provided for the purpose of upgrading existing utilities as necessary for the modernization of 50 year or older permanent buildings. The project grant may be up to sixty percent of the estimated utility costs, up to a maximum of twenty percent of the Modernization Grants (pupil grant). The allowable utility cost fall under five categories: Water, Sewer, Gas, Electrical, and Communications Systems.

Two Stop Elevators

A supplemental grant is available for modernization projects for which DSA requires a two-stop elevator be installed in a multi-story building. There is also an additional grant for each additional stop required.

The table below is provided as a tool to track the Subcommittee's suggestions.

TALLY SHEET TO TRACK POTENTIAL CHANGES

Supplemental Grant and OAL Approval Date	Consolidate?					
	New Construction			Modernization		
	Yes	No	N/A	Yes	No	N/A
Accessibility/Fire Code requirements *10/8/99 (3%), 4/25/07 (60%)*			X			
Site Development *12/3/98*						
Automatic Fire Detection/Alarm System *8/12/02*						
Labor Compliance Program *12/20/04*						
Small Size Projects *12/3/98*						
Site Acquisition *12/3/98*						X
Automatic Sprinkler System *8/12/02*						X
Urban Locations, Impacted Sites, Security Requirements *12/3/98*						
Project Assistance *6/26/00*						
Multilevel Construction *12/3/98*						
General Site *9/5/06*						X
Special Education—Therapy *12/3/98*						X
Geographic Location *12/3/98*						
Energy Efficiency (funds now exhausted) *11/4/02*			X			X
New School Projects *12/3/98*						X
High Performance Incentive *10/1/07*						
Prevailing Wage Monitoring *3/26/12*						
Replacement with Multi-Story Construction *7/25/01*						X
50 Year Old Buildings 11/4/02			X			
Two Stop Elevators (or more) *10/8/99*			X			

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ATTACHMENT

AUTHORITY

Education Code Section 17071.46.

(a) If an applicant school district proposes to demolish a single-story building and replace it with a multistory building on the same site, the State Allocation Board shall provide a supplemental grant for 50 percent of the replacement cost of the single-story building to be demolished, if all of the following conditions are met:
(1) The cost of the demolition and construction of a new multistory building on the same site is less than the total cost of providing a new school facility, including land, on a new site for the additional number of pupils housed as a result of the multistory replacement building on the existing site, as determined by the State Allocation Board. For purposes of this subdivision, the method of estimating the site acquisition costs savings shall be based on previous actual site sizes and acquisition costs in the district for equivalent numbers of pupils, or as otherwise determined by the board if actual site acquisition comparisons are not available for the district.
(2) The school district will maximize the increase in pupil capacity on the site when it builds the multistory replacement building, subject to the limits imposed on it pursuant to paragraph (3).
(3) The State Department of Education has determined that the demolition of an existing single-story building and replacement with a multistory building at the site is the best available alternative and will not create a school with an inappropriate number of pupils in relation to the size of the site, as determined by the State Department of Education.
(b) The State Allocation Board shall establish additional requirements it deems necessary to ensure that the economic interests of the state and the educational interests of the children of the state are protected.
(Amended by Stats. 2003, Ch. 904, Sec. 1. Effective January 1, 2004.)

Education Code Section 17072.12.

(a) In addition to the amount provided in Section 17072.10, the board may provide funding for assistance in site development and acquisition if all of the following are met:
(1) The amount of the site acquisition and development assistance does not exceed 50 percent of the cost of site development to the school district, plus the lesser of the following:
(A) 50 percent of the site cost to the school district.
(B) 50 percent of the appraised value of the site within six months of the time the complete application is submitted.
(2) The school district certifies that there is no alternative available site, or that the district plans to sell an available site in order to use the proceeds of the sale for the purchase of the new site.
(b) Notwithstanding subdivision (a), the board may provide funding for assistance in site development and acquisition to a school district that uses land previously acquired by the school district in an amount equal to 50 percent of the cost of site development to the school district, plus 50 percent of the site's appraised value at the time the application for site acquisition and development is submitted, provided all of the following are met:
(1) The site was acquired no less than five years prior to the date the application is submitted.
(2) The site had been productively used by the school district as other than a schoolsite for the five years immediately preceding the date the application is submitted.
(3) The board determines that the nonschool function currently taking place on the site must be discontinued or relocated in order to utilize the site as a schoolsite.

(c) A school district that receives assistance pursuant to subdivision (b) shall, within one year after the completion of the project, certify in writing to the board that the nonschool function was in fact relocated as set forth in paragraph (4) of subdivision (b).
(d) Pursuant to subdivision (b), an applicant school district shall include in its application to the board a cost-benefit analysis performed by the school district demonstrating how utilizing existing nonschoolsite district property pursuant to this section would be a more effective method of solving the school district's pupil housing problems than any other method of funding under this chapter. The board shall review and approve the analysis if the board agrees with the findings and shall consider the analysis and findings in approving the project pursuant to this section.
(Amended by Stats. 2001, Ch. 647, Sec. 1. Effective January 1, 2002.)

Education Code Section 17074.26.

The board shall adopt regulations to adjust the per-pupil amounts set forth in Section 17074.14 for modernization projects for school buildings that are 50 years old or older based upon the higher costs associated with modernizing older buildings.
(Added by Stats. 2002, Ch. 33, Sec. 16. Effective April 29, 2002.)

Education Code Section 17074.50.

(a) On and after July 1, 2002, all new construction projects submitted to the Division of the State Architect pursuant to this chapter, including, but not limited to, hardship applications, that require the approval of the Department of General Services shall include an automatic fire detection, alarm, and sprinkler system as set forth in Section 17074.52 and approved by the State Fire Marshal. These provisions shall entitle the school district to all applicable reductions in code requirements, as provided in the California Building Standards Code (Title 24 of the California Code of Regulations).
(b) On and after July 1, 2002, all modernization projects that have an estimated total cost in excess of two hundred thousand dollars ($200,000) submitted to the Division of the State Architect pursuant to this chapter, including, but not limited to, hardship applications, that require the approval of the Department of General Services shall include an automatic fire detection and alarm system as set forth in Section 17074.52 and approved by the State Fire Marshal. For a modernization project that is to be completed in more than one phase, the school district may defer installation of the system until the final phase of the modernization project. Solely for purposes of this section, "modernization" means any modification of a permanent structure or construction of a new building on an existing campus.
(c) The Department of General Services shall administer this section based upon the standards adopted by the State Fire Marshal pursuant to Section 17074.52.
(Added by Stats. 2001, Ch. 725, Sec. 2. Effective January 1, 2002.)

Education Code Section 17074.52.

(a) For modernization projects, the automatic fire detection and alarm system required pursuant to subdivision (b) of Section 17074.50 shall consist of smoke or heat detectors, or a combination thereof, as determined by the State Fire Marshall, installed in the school building. The alarm, upon activation of an initiating device, shall alert all occupants and shall transmit the alarm signal to an approved supervising station.
(b) For new construction projects, the automatic fire detection, alarm, and sprinkler system required pursuant to subdivision (a) of Section 17074.50, shall in addition to compliance with subdivision (a), include an automatic fire sprinkler system installed in the school building including, but not necessarily limited to, attic spaces.

(c) Notwithstanding Section 17074.50 or subdivisions (a) or (b) of this section, for a stand-alone portable building, the system required pursuant to this article shall consist of an automatic fire detection and alarm system. For the purposes of this subdivision a "stand alone portable building" means a portable building that is used as a single classroom and that is sited more than 25 feet from any other building, including, but not limited to, any other portable building.
(d) Except as required for automatic fire detectors and waterflow detection devices, manual fire alarm boxes shall not be required throughout the school building.
(e) The entire system shall be installed, tested, and maintained in accordance with the regulations of the State Fire Marshal.
(Added by Stats. 2001, Ch. 725, Sec. 2. Effective January 1, 2002.)

Education Code Section 17074.54.

(a) A portable building that is sited with the intent that it be at the site for less than three years and is sited upon a temporary foundation in a manner that is designed to permit easy removal, is exempt from Sections 17074.50 and 17074.52 for a period of three years from the date of siting.
(b) After the three-year exemption set forth in subdivision (a), a school district may request an extension of the exemption for an additional period not to exceed three additional years. The board shall grant the request if the school district presents convincing evidence demonstrating to the satisfaction of the board that the extension is necessary.
(c) For purposes of this section, " portable building" means a classroom building of modular design and construction that meets all of the following criteria:
(1) It is designed and constructed to be relocatable and transportable over public streets.
(2) It is designed and constructed for relocation without detaching the roof or the floor from the building.
(3) It has a floor area of 2,000 square feet or less when measured at the most exterior walls.
(Added by Stats. 2001, Ch. 725, Sec. 2. Effective January 1, 2002.)

Education Code Section 17074.56.

(a) The State Allocation Board shall adjust the per-pupil grant amount set forth in Section 17072.10 as necessary to accommodate 50 percent of the increased costs due to the automatic fire detection, alarm, and sprinkler system required pursuant to subdivision (a) of Section 17074.50. The board shall adjust the per-pupil grant amount set forth in Section 17074.10 as necessary to accommodate 80 percent of the increased costs due to the automatic fire detection and alarm system required pursuant to subdivision (b) of Section 17074.50. The board shall establish a method to provide up to 100 percent of the increased costs of the automatic fire detection, alarm, and sprinkler, if applicable, systems for school districts which qualify for hardship assistance pursuant to paragraph (1) of subdivision (b) of Section 17075.10.
(b) By July 1, 2003, the board shall review the adequacy of the per-pupil grant adjustments made pursuant to subdivision (a) and shall increase or decrease those adjustments as determined to be necessary.
(c) Any project submitted to the Division of the State Architect on or after September 1, 2001, that includes a qualifying fire detection, alarm, and sprinkler, if applicable, system, and that has not been fully funded prior to July 1, 2002, shall be eligible for grant or eligibility adjustments as set forth in this article.
(Added by Stats. 2001, Ch. 725, Sec. 2. Effective January 1, 2002.)

Education Code Section 17072.10.

(a) The board shall determine the maximum total new construction grant eligibility of an applicant by multiplying the number of unhoused pupils calculated pursuant to Article 3 (commencing with Section

17071.75) in each school district with an approved application for new construction, by the per-unhoused-pupil grant as follows:
(1) Five thousand two hundred dollars ($5,200) for elementary school pupils.
(2) Five thousand five hundred dollars ($5,500) for middle school pupils.
(3) Seven thousand two hundred dollars ($7,200) for high school pupils.
(b) The board annually shall adjust the per-unhoused-pupil apportionment to reflect construction cost changes, as set forth in the statewide cost index for class B construction as determined by the board.
(c) Regulations adopted by the board prior to July 1, 2000, that adjust the amounts identified in this section for qualifying individuals with exceptional needs, as defined in Section 56026, as amended after July 1, 2000, in consideration of the recommendations provided pursuant to Section 17072.15, shall continue in effect. An increase made to the per-unhoused-pupil grant amounts set forth in subdivision (a), on or after January 1, 2010, including, but not limited to, those made pursuant to Section 17072.11 on or after January 1, 2010, also shall be made to the per-unhoused-pupil who is a qualifying individual with exceptional needs grant amounts established pursuant to this subdivision. If an increase to the per-unhoused-pupil grant amounts differentiates among the pupil groups based on whether the pupils are elementary, middle, or high school pupils, the Office of Public School Construction shall recommend to the board, within 60 days of that increase, a methodology to adjust the per-unhoused-pupil grant amount for pupils who are qualifying individuals with exceptional needs so that those adjustments appropriately reflect the increases.
(d) The board may establish a single supplemental per-unhoused-pupil grant in addition to the amounts specified in subdivision (a) based on the statewide average marginal difference in costs in instances where a project requires multilevel school facilities due to limited acreage. The application of a school district shall demonstrate that a practical alternative site is not available.
(e) For a school district having an enrollment of 2,500 or less for the prior fiscal year, the board may approve a supplemental apportionment of up to seven thousand five hundred dollars ($7,500) for any new construction project assistance. The amount of the supplemental apportionment authorized pursuant to this subdivision shall be adjusted in 2008 and every year thereafter by an amount equal to the percentage adjustment for class B construction.
(Amended by Stats. 2009, Ch. 349, Sec. 1. Effective January 1, 2010. Section operative January 1, 2008, by its own provisions.)

Education Code Section 17077.35.

(a) An applicant school district may include plan design and other project components that seek school facility energy efficiency approaching the ultimate goal of school facility energy self-sufficiency, and may seek a grant adjustment for the state's share of the increased costs associated with those components.
(b) Energy efficiency components that are eligible for inclusion into a project pursuant to this section include, but are not limited to, conservation, load reduction technologies, peakload shifting, solar water heating technologies as described in subparagraph (A) of paragraph (2) of subdivision (b) of Section 25619 of the Public Resources Code and as rated and certified by the Solar Rating and Certification Corporation, the use of ground source temperatures for heating and cooling, photovoltaics, and technologies that meet the emerging technology eligibility criteria established by the State Energy Resources Conservation and Development Commission pursuant to Section 383.5 of the Public Utilities Code. A project that received funding from the renewable energy program administered by the State Energy Resources Conservation and Development Commission is not eligible for a grant adjustment under this section.
(c) In order to be eligible for the grant adjustment pursuant to this section, the building proposed for the project, including the energy-efficiency and renewable energy measures utilized pursuant to this section, shall exceed the nonresidential building energy-efficiency standards specified in Part 6 (commencing with

Section 100) of Title 24 of the California Code of Regulations by an amount not less than 15 percent for new construction projects and not less than 10 percent for modernization projects, and shall be shown to provide sufficient energy savings to return the cost of the initial investment in the project over a period not to exceed seven years. The applicant shall certify that the cost for the project exceeds the amount of funding otherwise available to the applicant under this chapter.

(d) The board shall provide an applicant for a new construction or modernization project with a grant adjustment to provide an increase not to exceed 5 percent of its state grants authorized by Sections 17072.10 and 17074.10 for the state's share of costs associated with design and other plan components related to school facility energy efficiency as set forth in this article.

(Added by Stats. 2002, Ch. 33, Sec. 22. Effective April 29, 2002.

Education Code Section 101012.

(a) The proceeds from the sale of bonds, issued and sold for the purposes of this chapter, shall be allocated in accordance with the following schedule:

(1) The amount of one billion nine hundred million dollars ($1,900,000,000) for new construction of school facilities of applicant school districts under Chapter 12.5 (commencing with Section 17070.10) of Part 10. Of the amount allocated under this paragraph, up to 10.5 percent shall be available for purposes of seismic repair, reconstruction, or replacement, pursuant to Section 17075.10.

(2) The amount of five hundred million dollars ($500,000,000) shall be available for providing school facilities to charter schools pursuant to Article 12 (commencing with Section 17078.52) of Chapter 12.5 of Part 10.

(3) The amount of three billion three hundred million dollars ($3,300,000,000) for the modernization of school facilities pursuant to Chapter 12.5 (commencing with Section 17070.10) of Part 10.

(4) The amount of five hundred million dollars ($500,000,000) for the purposes set forth in Article 13 (commencing with Section 17078.70) of Chapter 12.5 of Part 10, relating to facilities for career technical education programs.

(5) Of the amounts allocated under paragraphs (1) and (3), up to two hundred million dollars ($200,000,000) for the purposes set forth in Chapter 894 of the Statutes of 2004, relating to incentives for the creation of smaller learning communities and small high schools.

(6) The amount of twenty-nine million dollars ($29,000,000) for the purposes set forth in Article 10.6 (commencing with Section 17077.40) of Chapter 12.5 of Part 10, relating to joint use projects.

(7) The amount of one billion dollars ($1,000,000,000) shall be available for providing new construction funding to severely overcrowded schoolsites pursuant to Article 14 (commencing with Section 17079) of Chapter 12.5 of Part 10.

(8) The amount of one hundred million dollars ($100,000,000) for incentive grants to promote the use of designs and materials in new construction and modernization projects that include the attributes of high-performance schools, including, but not limited to, the elements set forth in Section 17070.96, pursuant to regulations adopted by the State Allocation Board.

(b) School districts may use funds allocated pursuant to paragraph (3) of subdivision (a) only for one or more of the following purposes in accordance with Chapter 12.5 (commencing with Section 17070.10) of Part 10:

(1) The purchase and installation of air-conditioning equipment and insulation materials, and related costs.

(2) Construction projects or the purchase of furniture or equipment designed to increase school security or playground safety.

(3) The identification, assessment, or abatement in school facilities of hazardous asbestos.

(4) Project funding for high-priority roof replacement projects.

(5) Any other modernization of facilities pursuant to Chapter 12.5 (commencing with Section 17070.10) of Part 10.
(c) Funds allocated pursuant to paragraph (1) of subdivision (a) may also be utilized to provide new construction grants for eligible applicant county boards of education under Chapter 12.5 (commencing with Section 17070.10) of Part 10 for funding classrooms for severely handicapped pupils, or for funding classrooms for county community school pupils.
(d) (1) The Legislature may amend this section to adjust the funding amounts specified in paragraphs (1) to (8), inclusive, of subdivision (a), only by either of the following methods:
(A) By a statute, passed in each house of the Legislature by rollcall vote entered in the respective journals, by not less than two-thirds of the membership in each house concurring, if the statute is consistent with, and furthers the purposes of, this chapter.
(B) By a statute that becomes effective only when approved by the voters.
(2) Amendments pursuant to this subdivision may adjust the amounts to be expended pursuant to paragraphs (1) to (8), inclusive, of subdivision (a), but may not increase or decrease the total amount to be expended pursuant to that subdivision.
(e) Funds available pursuant to this section may be used for acquisition of school facilities authorized pursuant to Section 17280.5.
(Added by Stats. 2006, Ch. 35, Sec. 16. Approved November 7, 2006, by adoption of Proposition 1D.)

Funding of Portable Classrooms

Purpose of Report

The purpose of this item is to discuss funding options for new construction of portable classrooms and for the modernization and/or replacement of district-owned portable classrooms.

Problem Statement/Area of Concern

Members of the Program Review Subcommittee (Subcommittee) have expressed concern with how both new construction and modernization funding is used for portable classrooms. Below are some of the concerns stated and questions that have been raised:

- Considering the life cycle of portables, does the Board wish to continue to provide bond funds to construct portables? Is this a good use of bond funds?
- Is it appropriate to provide the same grant amounts for both permanent and portable types of construction?
- Does the current structure of the program provide an incentive for school districts to use portable classrooms?
- If the program is changed to stop or reduce funding for portables, how can the SFP still assist districts with the portables already included in a district's classroom inventory?

Portables in the School Facility Program (SFP)

What is a "portable classroom"?

Education Code (EC) Section 17070.15(j) states, "Portable classroom" means a classroom building of one or more stories that is designed and constructed to be relocatable and transportable over public streets, and with respect to a single story portable classroom, is designed and constructed for relocation without the separation of the roof or floor from the building and when measured at the most exterior walls, has a floor area not in excess of 2,000 square feet."

In the SFP Regulations, the definition of "portable classroom" has the same meaning as set forth in the EC.

How is a relocatable building different than a portable?

The term "relocatable" was used interchangeably with the term "portable" when referring to portable classrooms in the State Relocatable Classroom Program (SRCP). By definition, the facilities in the SRCP were portable classrooms. The term "relocatable" is also used within the industry to describe a building that is modular. In contrast to portable classrooms where the entirety of the building is portable, modular classrooms have portions of the buildings prefabricated in an off-site factory with the components then assembled onsite. Any building not meeting the definition of a portable classroom would be considered a permanent building in the SFP.

Modular

Portable

How are portables facilities currently funded?

The new construction program provides per-pupil grant funding for portable facilities at the same amount as permanent facilities when adding capacity to a site.

When establishing the inventory of existing classrooms in a school district, portable classrooms in excess of 25 percent of the number of permanent classrooms in the district are excluded. The capacity of the portable classrooms in excess of the threshold is treated as though it does not exist. This allows districts to potentially generate eligibility that may be used to replace the existing portable classrooms (This concept is often referred to as replacing *excluded portables*).

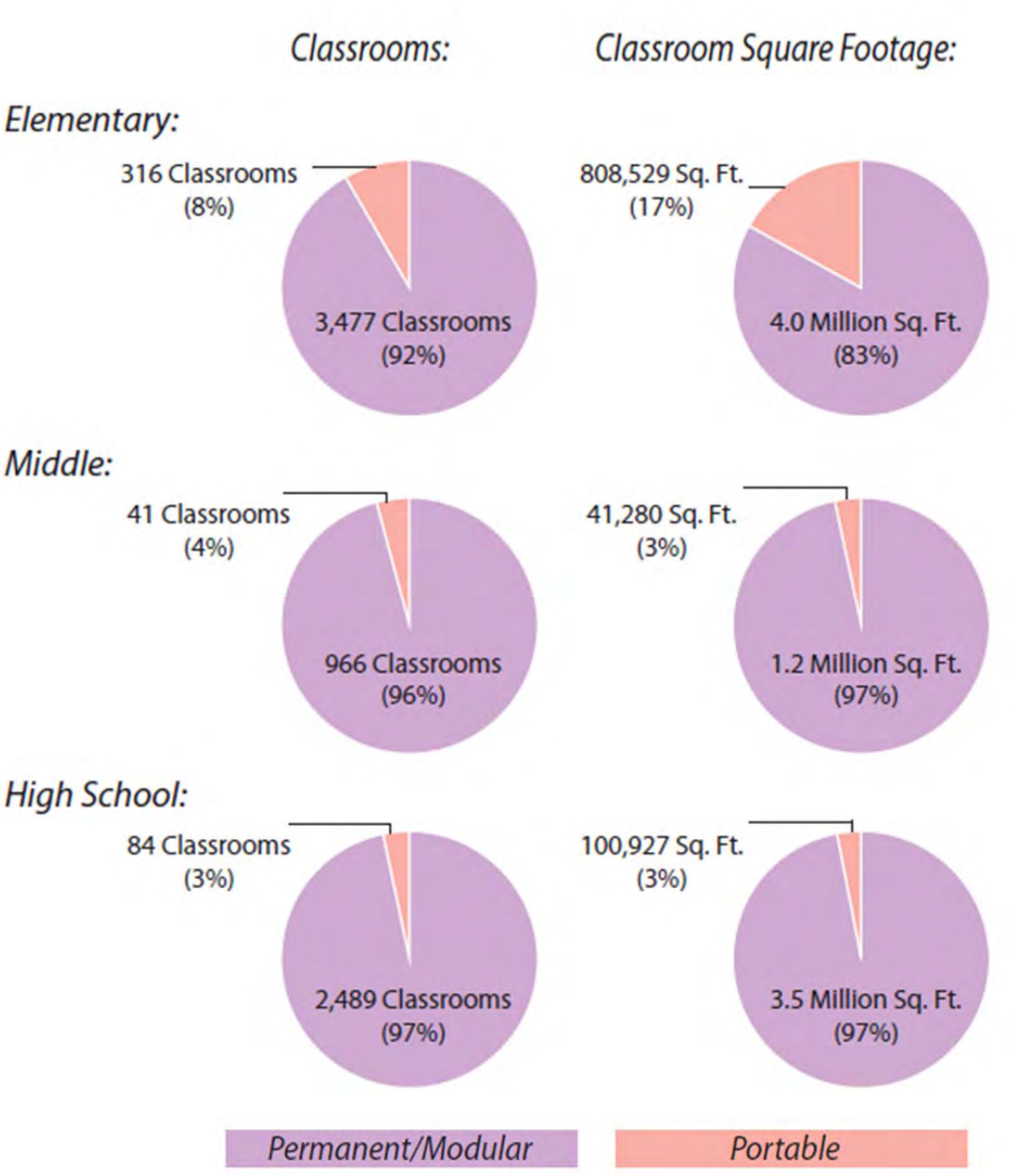
The per-pupil modernization grant amount is the same for eligible portable and permanent facilities.

A portable facility is eligible for modernization funding once it has reached 20 years of age (as opposed to 25 years for permanent facilities). If a portable is modernized at 20 years rather than replaced, after the next 20 years, modernization funds may only be used to replace the portable under the SFP pursuant to EC Section 17074.10.

Districts are not required to replace portables with permanent construction under the modernization program or through the *excluded portables* option in the new construction program. EC Section 17074.25 states that districts may use their modernization funds "for an improvement to extend the useful life of, or to enhance the physical environment of, the school."

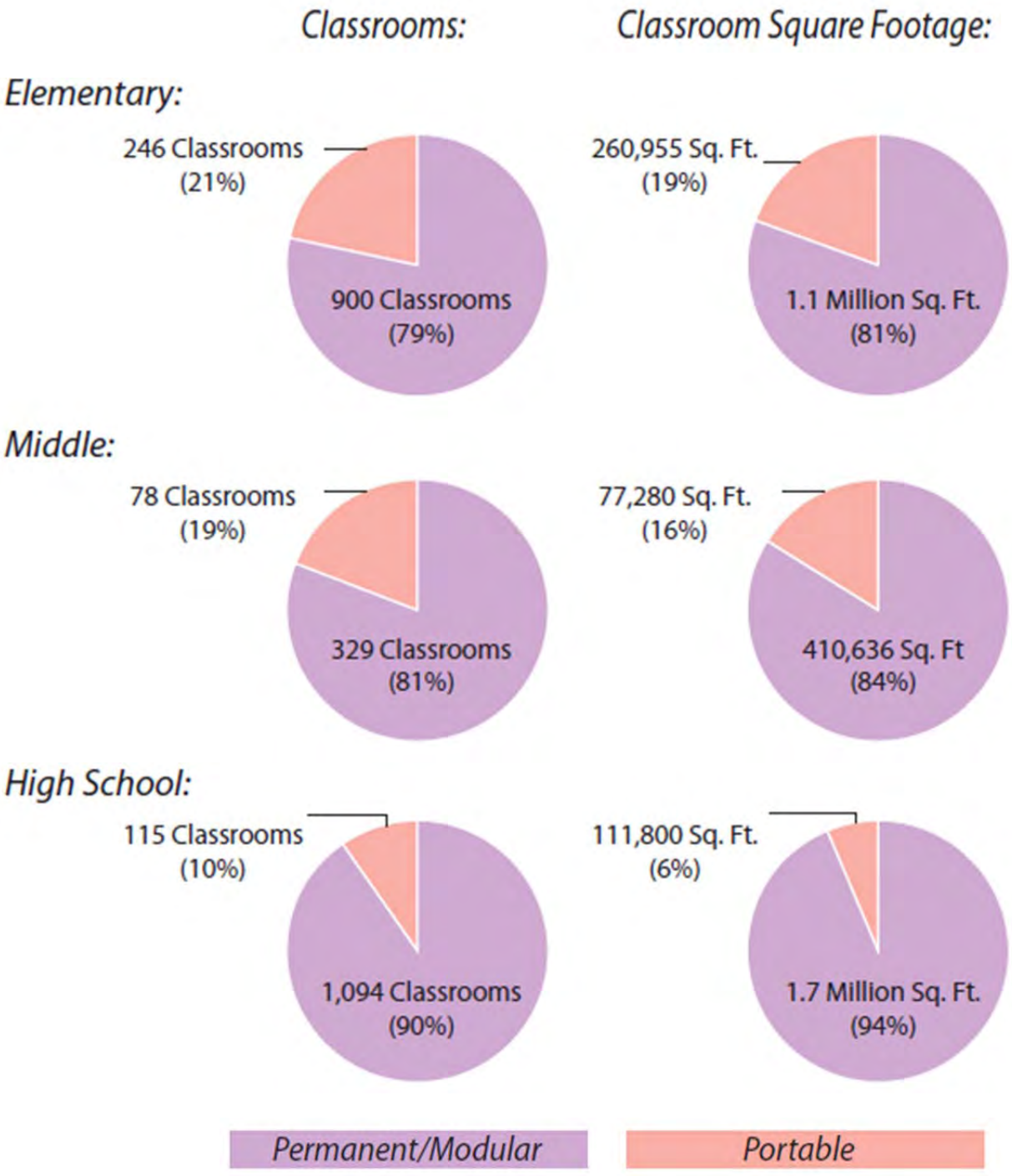
Permanent/Modular vs. Portable Construction
SFP New School Projects

The charts below display permanent (including modular) and portable facilities constructed in new school projects. The data is from projects that reported 100 percent complete on the Project Information Worksheet (PIW) as of June 25, 2013.



Permanent/Modular vs. Portable Construction
SFP New Construction Addition Projects

The charts below display permanent (including modular) and portable school facilities constructed on existing school sites. The data is from projects that reported 100 percent complete on the Project Information Worksheet (PIW) as of June 25, 2013.



Individual Options for the New Construction and Modernization Programs

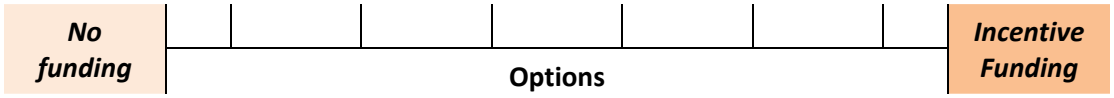
Staff has provided six options for the Subcommittee's consideration that combine potential changes to the new construction and modernization programs related to the funding of portable facilities. The options are comprised of complementary pairs of individual actions under the new construction and modernization programs, which are listed below. The actions range from the discontinuation of funding for portable facilities to providing incentive funding for the replacement of portable facilities with permanent.

New Construction Options

1. No new construction funding for portables.
2. Different grant amount for portables.
3. Exclude portables from site inventory.
4. Provide eligibility and funding for portables (current practice).

Modernization Options

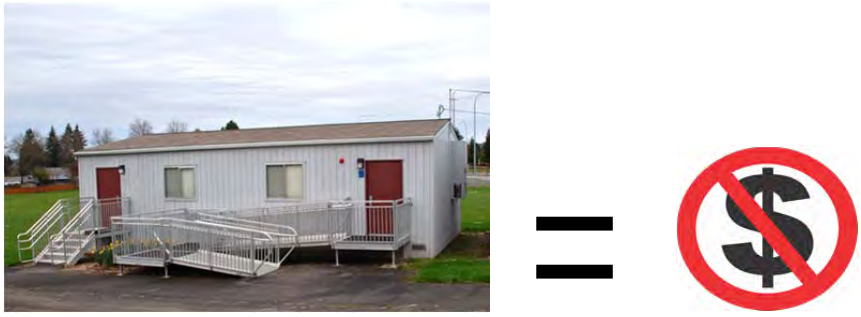
1. No modernization funding for portables.
2. Modernization funding only for the replacement of portables.
3. Provide eligibility prior to the 20 year mark to be used for the replacement of portables.
4. Gap funding to replace portables with permanent.
5. Provide eligibility and funding for portables (current practice).



Options for Change

Option 1: No New Construction or Modernization Funds for Portables

Provide no funding for the purchase, installation, or maintenance of portables.



With this option, the SFP would cease to provide funding for the purchase, installation, and modernization of portable facilities. Bond funds could only be used for the construction and modernization of permanent facilities. This would address concerns raised by Subcommittee members that portable facilities sometimes do not last as long as the debt service on the bond funds. Modular construction would still be allowed, as it is considered permanent construction.

Program Changes Necessary

Education Code ☒ Regulations ☒

EC Section 17072.35 states that new construction funds "may be used…for acquisition and installation of portable classrooms…"

EC Section 17073.20 states that portables are eligible to receive modernization funding when the building is more than 20 years old.

EC Section 17074.10 provides the per-pupil grant amounts for modernization.

EC Section 17074.25 states that modernization funding can be used to replace portable facilities.

Considerations

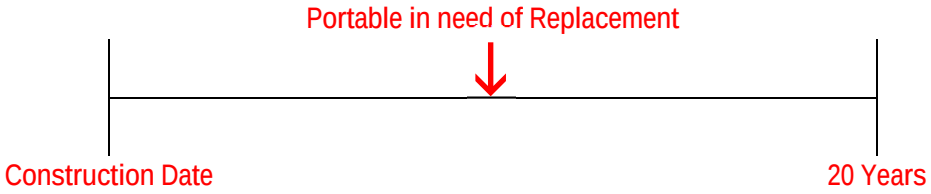
- May be problematic for districts that experience sudden increases or shifts in enrollment. However, use of modular construction or the leasing of temporary housing may be able to mitigate this concern.
- This option reduces flexibility in how districts use new construction funds to add capacity to school sites.
- Without assistance in funding of the modernization or replacement of these facilities, districts would face future costs related to portable buildings without participation from the SFP.
- The Subcommittee may wish to consider that Government Code Section 65995.5 provides that districts that wish to levy Level II Developer Fees have the option of meeting one of the prerequisites by having at least 20 percent of their teaching stations be relocatable classrooms.

Option 2: No New Construction Funds; Modernization Time Incentive for Replacement

Provide no new construction funding for the purchase and installation of portables. Allow districts to use modernization eligibility generated from a portable classroom prior to the 20 year mark when replacing it with a permanent facility.

New Construction: 

Modernization: 



With this option, the SFP would no longer provide new construction funding for the purchase and installation of portable facilities. Instead, the SFP would only provide funds for the construction of permanent facilities.

Currently, modernization eligibility is generated when a portable reaches 20 years of age per statute. With this option, districts that replace portables with permanent facilities would be able to generate eligibility from a portable before the 20 year mark (for example, at 15 years) to assist in funding of the replacement facilities. The portables would need to be either removed from K-12 use or demolished so they do not continue to generate modernization eligibility. This option would provide districts with flexibility in structuring campus wide modernization projects to include portable replacement at a time that is most convenient.

Program Changes Necessary

Education Code ☒ Regulations ☒

EC Section 17072.35 states that new construction funds "may be used…for acquisition and installation of portable classrooms…"

EC Section 17073.20 states that "[f]unding may be approved for the modernization of…any portable classroom that is more than 20 years old…"

Considerations

- May be problematic for districts that experience sudden increases or shifts in enrollment. However, use of modular construction or the leasing of temporary housing may be able to mitigate this concern.
- This option reduces flexibility in how districts use new construction funds to add capacity to school sites.
- Could change the expected date of need for modernization bond authority, adding bond pressure for replacing portables sooner. Grant amounts would not change, only timing.
- The Subcommittee may wish to consider that Government Code Section 65995.5 provides that districts that wish to levy Level II Developer Fees have the option of meeting one of the prerequisites by having at least 20 percent of their teaching stations be relocatable classrooms.

Option 3: No New Construction Funding; Modernization Eligibility Generated for Replacement Only

Provide no new construction funding for the purchase or installation of portables. Modernization eligibility is generated from portables, but use is limited to replacement of the portable building that generated the eligibility with a permanent building.

New Construction: 

Modernization: 

Replacement Only: $

The SFP currently provides the following base grant amounts per pupil for new construction and modernization:

SFP Per-Pupil Grant		
	New Construction	Modernization
Elementary	$ 9,751	$ 3,713
Middle	10,312	3,928
High	13,119	5,141
Special Day Class- Severe	27,396	11,829
Special Day Class-Non-Severe	18,321	7,914

With this option, the SFP would no longer provide new construction funding for the purchase and installation of portable facilities. Instead, the SFP would only provide funds for the construction of permanent facilities.

Currently, a district may use modernization funding to modernize or replace existing area of like kind. With this option, Modernization funds would no longer be eligible to be used for the modernization of portable facilities regardless of where the eligibility originated. Portable facilities would continue to generate eligibility for funding, but the resulting funding could only be used to replace the portable that generated the eligibility with a permanent facility.

According to a survey of manufacturers conducted by Staff in July 2013, the average price for the purchase, delivery and installation of a portable classroom is $55,000, which does not include the additional cost of hooking up the building to the site utilities to make it fully functional. Staff also contacted several districts and learned that these additional costs range from $58,000 to $200,000 depending on site conditions. The average additional cost from those contacted is approximately $91,000 making the average estimated cost of a portable $146,000.

In contrast, the 2013 Current Replacement Cost for 960 square feet (standard classroom size) using permanent construction is $304,320. The 2013 Current Replacement Cost of a permanent classroom is slightly more than two times greater than the amount provided through the Modernization pupil grant.

With this option, the Subcommittee could consider providing an additional grant to help bridge this gap which will help districts replace existing portables with permanent facilities, rather than modernize the portables. This option could be achieved by the creation of an additional grant that is available when a district submits plans for the construction of permanent classrooms and the removal of portables from the classroom inventory. Another option would be to change the modernization base grant amount that districts are eligible for when using it to replace portables with permanent.

Program Changes Necessary

Education Code ☒ Regulations ☒

EC Section 17072.35 states that new construction funds "may be used…for acquisition and installation of portable classrooms…"

EC Section 17073.20 states that modernization funding may be approved for portables that are over 20 years old.

EC Section 17074.10 provides the per-pupil grant amounts for modernization.

EC Section 17074.25 states that a modernization apportionment may be used for an improvement to extend the useful life of, or to enhance the physical environment of, the school and can be used to replace portable facilities.

Considerations

- May be problematic for districts that experience sudden increases or shifts in enrollment. However, use of modular construction or the leasing of temporary housing may be able to mitigate this concern.
- This option reduces flexibility in how districts use new construction funds to add capacity to school sites.
- The Subcommittee may wish to consider that Government Code Section 65995.5 provides that districts that wish to levy Level II Developer Fees have the option of meeting one of the prerequisites by having at least 20 percent of their teaching stations be relocatable classrooms.
- This option reduces flexibility in how districts use new construction funds to add capacity to school sites.

Option 4: No New Construction Funding; Modernization Funding Incentive for Replacement

Provide no new construction funding for the purchase or installation of portables. Provide additional funding for districts replacing the portable inventory with permanent classrooms when the portable classroom is eligible for modernization.

New Construction: 

Modernization: **$$$**

The SFP currently provides the following base grant amounts per pupil for new construction and modernization:

SFP Per-Pupil Grant		
	New Construction	Modernization
Elementary	$ 9,751	$ 3,713
Middle	10,312	3,928
High	13,119	5,141
Special Day Class- Severe	27,396	11,829
Special Day Class-Non-Severe	18,321	7,914

New Construction

With this option, the SFP would cease to provide funding for the purchase and installation of portable facilities through the new construction program and instead use bond funds only for the construction of permanent facilities.

Modernization

Currently, a district may use modernization funding to replace existing area of like kind. According to an informal survey conducted by Staff in July 2013, the average cost a portable classroom is $146,000. In contrast, the 2013 Current Replacement Cost for 960 square feet (standard classroom size) using permanent construction is $304,320. The 2013 Current Replacement Cost of a permanent classroom is slightly more than two times greater than the average portable classroom cost.

With this option, the Subcommittee could consider providing an additional grant to help bridge this gap which will help districts replace existing portables with permanent facilities, rather than modernize the portables. This option could be achieved by the creation of an additional grant that is available when a district submits plans for the construction of permanent classrooms and the removal of portables from the classroom inventory. Another option would be to change the modernization base grant amount that districts are eligible for when using it to replace portables with permanent. For districts that choose not to replace portables, the current allowable uses of modernization funds would apply.

The Subcommittee may wish to consider whether this option should apply only to existing portable inventory, or if it will also be allowed for portables constructed after adoption of the new procedure.

Program Changes Necessary

1. This option could be implemented by creating an additional or supplemental grant when a district is replacing a portable with permanent classrooms. Regulatory amendments would be required.

   Education Code ☐ Regulations ☒

2. Alternatively, this option could be implemented by increasing the modernization base grant amount that is provided when districts replace portable classrooms with permanent. Both statutory and regulatory amendments would be required.

   Education Code ☒ Regulations ☒

EC Section 17072.35 states that new construction funds "may be used…for acquisition and installation of portable classrooms…"

EC Section 17074.10 provides the per-pupil grant amount for modernization.

Considerations

- May be problematic for districts that experience sudden increases or shifts in enrollment. However, districts could still use of modular construction or lease temporary housing, which may mitigate this concern.
- This option reduces flexibility in how districts use new construction funds to add capacity to school sites.
- This could increase the need for additional modernization bond authority.
- The Subcommittee may wish to consider that Government Code Section 65995.5 provides that districts that wish to levy Level II Developer Fees have the option of meeting one of the prerequisites by having at least 20 percent of their teaching stations be relocatable classrooms.

Option 5: Different New Construction Grant Amount for Portable Facilities

Provide new construction funding for portable facilities at a lesser rate than permanent facilities. It could be implemented following the current per-pupil grant method of funding, or an alternative method based on square footage.

Permanent >

Portable

As mentioned in Option 3, the estimated average cost of a portable classroom is $146,000. The 2013 Current Replacement Cost for 960 square feet (standard classroom size) using permanent construction is $304,320. The 2013 Current Replacement Cost of a permanent classroom is slightly two times greater than the estimated average portable classroom cost. Additionally, the 2013 pupil grants award a higher dollar amount per classroom. For example, one elementary school classroom (25 pupils) is awarded $243,775 for the base grant alone. While this does include some funds built in for core facilities, it does not include any site development or additional grants for which the project may be eligible. Middle school and high school classrooms are awarded $278,424 and $354,213, respectively. By these measures, portable facilities cost less to purchase and install than construction of equivalent permanent facilities.

Portable: 

Permanent: 

With this option, the SFP would provide funding that is more in line with the cost of the classroom that is being added to the site. This option removes the incentive to purchase portables, which can currently produce project savings that be used elsewhere.

Program Changes Necessary

Education Code ☒ Regulations ☒

EC Section 17072.10 sets the per-unhoused-pupil grant amounts for new construction and does not differentiate between pupils to be housed in permanent or portable classrooms.

Considerations

- Currently, districts may mix permanent and portable construction to value engineer a new construction project as a whole. This option may reduce flexibility in how districts use the new construction grant.
- It will be necessary to determine the appropriate cost for portable classrooms to make the appropriate adjustment.

Option 6: Different New Construction Grant Amount; Modernization Funding Incentive for Replacement

Provide new construction funding for portable facilities at a lesser rate than permanent facilities, but also provide additional modernization funding for districts that are replacing portable facilities with permanent. This option could be implemented with the current per-pupil grant method of funding, or an alternative method based on square footage.

Permanent

Portable

Additional Modernization 

In this scenario, districts would receive a different new construction grant amount for the construction of portables, and additional modernization funding when it is used to replace a portable facility. For districts that choose not to replace portables, the current allowable uses of modernization funds would apply.

Program Changes Necessary

Education Code ☒ Regulations ☒

EC Sections 17072.10 and 17074.10 set the per-unhoused-pupil grant amounts for new construction and modernization, respectively, and do not differentiate between pupils to be housed in permanent or portable classrooms.

EC Section 17072.35 states that new construction funds "may be used…for acquisition and installation of portable classrooms…"

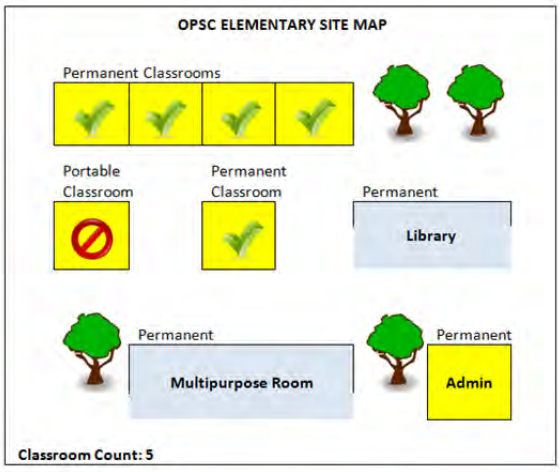
Considerations

- Currently, districts may mix permanent and portable construction to value engineer a new construction project as a whole. This option may reduce flexibility in how districts use the new construction grant.
- It will be necessary to determine the appropriate cost for portable classrooms to make the appropriate adjustment.
- This could increase the need for additional modernization bond authority.
- The Subcommittee may wish to consider that Government Code Section 65995.5 provides that districts that wish to levy Level II Developer Fees have the option of meeting one of the prerequisites by having at least 20 percent of their teaching stations be relocatable classrooms.

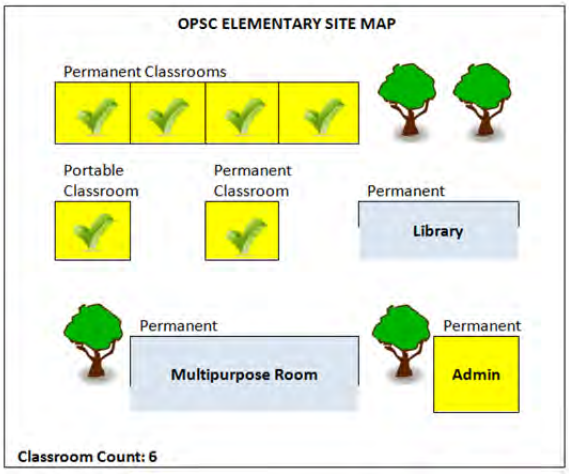
Option 7: Exclude All Portables from the Inventory. No Modernization Funds for Portables.

Do not count portables as part of a school district's existing school building capacity for new construction once the portable is 20 years of age. Discontinue providing eligibility or funding for the construction and the modernization of portable facilities.

Exclude portables from classroom count:



Include Portables in the classroom count:



With this option, portable facilities over 20 years old would not be counted as part of a school district's existing school building capacity for new construction. This could potentially increase a district's new construction eligibility overall to build more permanent facilities on a site and replace the portables. In addition, this option would cease providing new construction and modernization eligibility or funding for portable facilities on school sites. By not providing modernization funds for the portable classrooms, districts would not simultaneously receive funding to both replace and modernize portables.

Program Changes Necessary

Education Code ☒ Regulations ☒

EC Section 17071.30 requires portables to be included in a district's existing school building capacity.

EC Section 17072.35 states that new construction funds "may be used…for acquisition and installation of portable classrooms…"

EC Section 17073.20 states that modernization funding may be approved for portables that are over 20 years old.

EC Section 17074.10 provides the per-pupil grant amounts for modernization.

EC 17074.25 states that modernization funding can be used to replace portable facilities.

Considerations

- Statewide, new construction eligibility would increase. Pupils would be unhoused due to a change in definition of existing school building capacity. This is not a complete change, however, because some portables are already excluded in EC.

- This could increase the need for additional new construction bond authority.

- May be problematic for districts that experience sudden increases or shifts in enrollment. However, districts could still use of modular construction or lease temporary housing, which may mitigate this concern.

- This option reduces flexibility in how districts use new construction funds to add capacity to school sites.

- This option would show a commitment to assisting districts with replacing portable classrooms.

- If this option is chosen, it would be necessary to specify that portables must be replaced with permanent construction. Under the current program, new construction funds are allowed to be used to replace an existing portable with a new portable or with a permanent facility.

- Without assistance in funding of the modernization or replacement of these facilities, Districts would face future costs related to portable buildings without participation from the State.

ATTACHMENT

AUTHORITY

Education Code Section 17070.15(j) states,

"Portable classroom" means a classroom building of one or more stories that is designed and constructed to be relocatable and transportable over public streets, and with respect to a single story portable classroom, is designed and constructed for relocation without the separation of the roof or floor from the building and when measured at the most exterior walls, has a floor area not in excess of 2,000 square feet.

Education Code Section 17071.30 states,

For purposes of determining the existing school building capacity, each applicant school district shall include each portable classroom, whether owned or leased, except as otherwise provided in subdivision (a) or (b).
(a) Portable classrooms leased pursuant to Chapter 14 (commencing with Section 17085) shall be excluded from the existing school building capacity. Portable classrooms obtained by an applicant district pursuant to subdivision (b) of Section 17088.5 shall be excluded from the existing school building capacity, except as to any portable classroom or classrooms for which the district rejected the board's offer to purchase pursuant to that subdivision. Portable classrooms leased for a period of less than five years prior to the date of application shall not be included in existing school building capacity.
(b) The number of portable classrooms, reduced by the number of portable classrooms used as interim housing for modernization projects, that exceed 25 percent of the number of permanent classrooms available to the district shall not be included in the existing building capacity.

Education Code Section 17073.20 states,

Funding may be approved for the modernization of any permanent school building that is more than 25 years old, or any portable classroom that is more than 20 years old, as described in Section 17071.30.

Education Code Section 17074.10 states,

(a) The board shall determine the total funding eligibility of a school district for modernization funding by multiplying the following amounts by each pupil of that grade level housed in school buildings that satisfy the requirements of Section 17073.15:
(1) Two thousand two hundred forty-six dollars ($2,246) for each elementary pupil.
(2) Two thousand three hundred seventy-six dollars ($2,376) for each middle school pupil.
(3) Three thousand one hundred ten dollars ($3,110) for each high school pupil.
(b) The board shall annually adjust the factors set forth in subdivision (a) according to the adjustment for inflation set forth in the statewide cost index for class B construction, as determined by the board.
(c) The board may adopt regulations to be effective until July 1, 2000, that adjust the amounts identified in this section for qualifying individuals with exceptional needs, as defined in Section 56026. The regulations shall be amended after July 1, 2000, in consideration of the recommendations provided pursuant to Section 17072.15.
(d) It is the intent of the Legislature that the amounts provided pursuant to this article for school modernization do not include funding for administrative and overhead costs.
(e) For a school district having an enrollment of 2,500 or less for the prior fiscal year, the board may approve a supplemental apportionment of up to two thousand five hundred dollars ($2,500) for any modernization project assistance. The amount of the supplemental apportionment shall be adjusted in 2001 and every year thereafter by an amount equal to the percentage adjustment for class B construction.
(f) 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.

Education Code Section 17074.25. states,

(a) A modernization apportionment may be used for an improvement to extend the useful life of, or to enhance the physical environment of, the school. The improvement may only include the cost of design, engineering, testing, inspection, plan checking, construction management, demolition, construction, the replacement of portable classrooms, necessary utility costs, utility connection and other fees, the purchase and installation of air-conditioning equipment and insulation materials and related costs, furniture and equipment, including telecommunication equipment to increase school security, fire safety improvements, playground safety improvements, the identification, assessment, or abatement of hazardous asbestos, seismic safety improvements, and the upgrading of electrical systems or the wiring or cabling of classrooms in order to accommodate educational technology. A modernization grant may not be used for costs associated with acquisition and development of real property or for routine maintenance and repair.
(b) A modernization apportionment may also be used for the cost of designs and materials that promote the efficient use of energy and water, the maximum use of natural lighting and indoor air quality, the use of recycled materials and materials that emit a minimum of toxic substances, the use of acoustics conducive to teaching and learning, and other characteristics of high-performance schools.

Government Code Section 65995.5 states,

(a) The governing board of a school district may impose the amount calculated pursuant to this section as an alternative to the amount that may be imposed on residential construction calculated pursuant to subdivision (b) of Section 65995.
(b) To be eligible to impose the fee, charge, dedication, or other requirement up to the amount calculated pursuant to this section, a governing board shall do all of the following:
(1) Make a timely application to the State Allocation Board for new construction funding for which it is eligible and be determined by the board to meet the eligibility requirements for new construction funding set forth in Article 2 (commencing with Section 17071.10) and Article 3 (commencing with Section 17071.75) of Chapter 12.5 of Part 10 of the Education Code. A governing board that submits an application to determine the district's eligibility for new construction funding shall be deemed eligible if the State Allocation Board fails to notify the district of the district's eligibility within 120 days of receipt of the application.
(2) Conduct and adopt a school facility needs analysis pursuant to Section 65995.6.
(3) Until January 1, 2000, satisfy at least one of the requirements set forth in subparagraphs (A) to (D), inclusive, and, on and after January 1, 2000, satisfy at least two of the requirements set forth in subparagraphs (A) to (D), inclusive:
(A) The district is a unified or elementary school district that has a substantial enrollment of its elementary school pupils on a multitrack year-round schedule. "Substantial enrollment" for purposes of this paragraph means at least 30 percent of district pupils in kindergarten and grades 1 to 6, inclusive, in the high school attendance area in which all or some of the new residential units identified in the needs analysis are planned for construction. A high school district shall be deemed to have met the requirements of this paragraph if either of the following apply:
(i) At least 30 percent of the high school district's pupils are on a multitrack year-round schedule.
(ii) At least 40 percent of the pupils enrolled in public schools in kindergarten and grades 1 to 12, inclusive, within the boundaries of the high school attendance area for which the school district is applying for new facilities are enrolled in multitrack year-round schools.
(B) The district has placed on the ballot in the previous four years a local general obligation bond to finance school facilities and the measure received at least 50 percent plus one of the votes cast.
(C) The district meets one of the following:
(i) The district has issued debt or incurred obligations for capital outlay in an amount equivalent to 15 percent of the district's local bonding capacity, including indebtedness that is repaid from property taxes, parcel taxes, the district's general fund, special taxes levied pursuant to Section 4 of Article XIII A of the California Constitution, special taxes levied pursuant to Chapter 2.5 (commencing with Section 53311) of Division 2 of Title 5 that are approved by a vote of registered voters, special taxes levied pursuant to

Chapter 2.5 (commencing with Section 53311) of Division 2 of Title 5 that are approved by a vote of landowners prior to November 4, 1998, and revenues received pursuant to the Community Redevelopment Law (Part 1 (commencing with Section 33000) of Division 24 of the Health and Safety Code). Indebtedness or other obligation to finance school facilities to be owned, leased, or used by the district, that is incurred by another public agency, shall be counted for the purpose of calculating whether the district has met the debt percentage requirement contained herein.

(ii) The district has issued debt or incurred obligations for capital outlay in an amount equivalent to 30 percent of the district's local bonding capacity, including indebtedness that is repaid from property taxes, parcel taxes, the district's general fund, special taxes levied pursuant to Section 4 of Article XIII A of the California Constitution, special taxes levied pursuant to Chapter 2.5 (commencing with Section 53311) of Division 2 of Title 5 that are approved by a vote of registered voters, special taxes levied pursuant to Chapter 2.5 (commencing with Section 53311) of Division 2 of Title 5 that are approved by a vote of landowners after November 4, 1998, and revenues received pursuant to the Community Redevelopment Law (Part 1 (commencing with Section 33000) of Division 24 of the Health and Safety Code). Indebtedness or other obligation to finance school facilities to be owned, leased, or used by the district, that is incurred by another public agency, shall be counted for the purpose of calculating whether the district has met the debt percentage requirement contained herein.

(D) At least 20 percent of the teaching stations within the district are relocatable classrooms.

Loading and Counting Classrooms

Purpose of Report

The goal of this item is to discuss what qualifies as a classroom and how a classroom is counted and loaded in the School Facility Program (SFP) for purposes of both the Gross Classroom Inventory (GCI) and new construction funding applications.

Problem Statement/Area of Concern

Members of the Program Review Subcommittee have expressed a desire to consider alternatives to the existing SFP definition of a classroom and how classrooms are counted and loaded in the SFP.

- California Code of Regulations, Title 5 (Title 5) and the SFP's definitions of a classroom sometimes differ. Should they be aligned?
- Is it more appropriate to count capacity and provide funding on a different basis than 25 or 27 pupils into a "traditional" teaching station (one with four walls and a door, larger than 700 square feet in size)?
- Is it more appropriate to base the model on a square foot amount per pupil?

Current New Construction Program

How is new construction eligibility calculated?

Education Code (EC) Section 17071.75 outlines the method of determining whether a district is eligible for new construction funding. New construction eligibility is determined by comparing a projection of a district's future enrollment to its existing school building capacity. When the projected enrollment exceeds the school building capacity, the district has eligibility for new construction funding. This process is further defined in SFP Regulation Sections 1859.30-33, 1859.35, and 1859.40-43.

How is the existing school building capacity determined?

The SFP Regulations definition states that a "'Classroom' means a teaching station that has the same meaning as the term defined in EC Section 17071.25(a)(1)." EC Section 17071.25(a)(1) states that, "For the purposes of this section, "teaching station" means any space that was constructed or reconstructed to serve as an area in which to provide pupil instruction, but shall not include portable buildings [except those used in determining the existing school building capacity]."

EC Sections 17071.25 and 17071.30 outline the requirements for determining the district's existing capacity by counting all the classrooms in the district. SFP Regulation Section 1859.31 provides direction on how to prepare the GCI in the district. It further clarifies what kind of classrooms to count, including, but not limited

to, classrooms that: were constructed with funds from the Lease Purchase Program, used for Special Day Class or Resource Specialist Programs, used for preschool programs, and included in a closed school. Section 1859.32 further refines the determination by providing specific exclusions. For example, a classroom that is less than 700 square feet will be excluded from the total capacity. Multiplying the GCI by the state loading standard determines the district's existing capacity.

How are classrooms loaded under the SFP?

EC Section 17071.25(a)(2)(A) states that "the assumed capacity of each calculated teaching station pursuant to paragraph (1) shall be 25 pupils for each teaching station used for kindergarten or for grades 1 to 6, inclusive, and 27 pupils for each teaching station used for grades 7 to 12, inclusive."

When applying for new construction funding, how many pupil grants can a district request?

When applying for new construction funding, a district can request pupil grants equivalent to the capacity of their project as defined in EC Section 17071.25(a)(2)(A) above. For example, if the project contains four high school classrooms (with a loading standard of 27 pupils per classroom), the district may only request 108 pupil grants, regardless of whether they are four 960 square foot classrooms or four 1,920 square foot classrooms.

How are classrooms counted for the purpose of requesting funding under the SFP?

Under the SFP, any classroom that, pursuant to EC Section 17071.25(a)(1), was constructed or reconstructed to serve as an area in which to provide pupil instruction (with a few exceptions) and is at least 700 square feet is considered a classroom. This includes standard classrooms, shops, science laboratories and computer laboratories/classrooms.

This standard for identifying classrooms is applied when determining the GCI as well as the number of classrooms in a new construction application for which pupil grants may be requested.

Options for Change (counting classrooms – size of area, physical boundaries)

In all of the options below, it is assumed that the method of counting classrooms will be consistent for both determining the GCI and for determining how many classrooms receive funding on a new construction application.

Option 1: Look at Teaching Stations, Not Walls

The following tables show an example of how classrooms are currently counted and loaded under the SFP.

3,840 square feet

960 sq. ft. 25 pupils	960 sq. ft. 25 pupils
960 sq. ft. 25 pupils	960 sq. ft. 25 pupils

4 classrooms, 100 pupil capacity

3,840 square feet

1,920 sq. ft. 25 pupils	1,920 sq. ft. 25 pupils

2 classrooms, 50 pupil capacity

In this option, the SFP would provide eligibility and funding based on the EC definition of a teaching station, regardless of separation by physical boundaries (such as walls or movable partitions).To maintain consistency with the current requirement that each teaching station be at least 700 square feet, divide the total area by the number of teaching stations claimed.

EC Section 17071.25 (a) outlines how to calculate capacity based on "teaching stations" loaded pursuant to the state loading standards. The SFP Regulations' definition of a classroom is what the EC defines as a teaching station. In neither of these authorities does it state how to count spaces that are larger than a typical 960 square foot classroom. It would be a shift in practice and policy, more so than regulation, to count classroom areas that are part of a larger instructional space.

The following charts show how classrooms would be counted under this option:

3,840 square feet

1 teaching station 25 pupils	1 teaching station 25 pupils
1 teaching station 25 pupils	1 teaching station 25 pupils

4 teaching stations, 100 pupil capacity

3,840 square feet

2 teaching stations 50 pupils	1 teaching stations 25 pupils

3 teaching stations, 75 pupil capacity

Program Changes Necessary

Education Code ☐ Regulations ☒

This change can be made through clarifying regulations, unless there is a desire to change the loading of a teaching station. Loading standards are set in statute.

Considerations:

- Allows funding for different types of classroom spaces.
- California Department of Education (CDE) input would be needed to provide guidelines on how to determine the number of teaching stations within a given area.
- May require that CDE review Division of the State Architect (DSA)-approved plans to ensure consistency/uniformity with plans submitted for Office of Public School Construction (OPSC) review.
- Would require reestablishing eligibility to account for the capacity of teaching stations rather than number of classrooms counted based on four walls as the boundary.
- In large open areas it may be difficult to match square footage with teaching stations for purposes of recognizing only spaces with a minimum of 700 square feet per classroom/teaching station.

Option 2: Use Student Capacity of the Project

This option would allow the capacity of the project to determine the number of pupils housed and the pupil grant request allowed for funding. This option would allow for flexible teaching spaces when requesting pupil grant funding. This option would not attempt to count "classrooms" or teaching stations to determine the number of students housed.

The basic structure for determining pupil capacity would be:

- Title 5 guides the CDE review of the project.
- The CDE review would indicate the student capacity of the project.
- The student capacity would equal the number of pupils housed (no review of number of "classrooms").
- The number of pupils housed (student capacity) would equal the amount of eligibility available for a funding request.

Considerations

- Allows funding for alternative types of classroom spaces
- Would require reestablishing eligibility to account for the student capacity of instructional space rather than the loading standards per classroom.
- When re-establishing the baseline eligibility, it will be difficult to determine the originally intended student capacity.
    - An option to address this would be to use the existing loading standards and method of counting classrooms for purposes of the baseline, and use the capacity stated on the CDE plan approval for projects moving forward. However, this would be an inconsistency in determining students housed for purposes of eligibility and funding.
- May require that CDE review DSA-approved plans to ensure consistency/uniformity with the plans submitted for OPSC review.

Program Changes Necessary

Education Code ☒ Regulations ☒

EC Section 17071.25(a)(2)(A) provides the capacity for teaching stations at 25 pupils for grades K-6, and 27 pupils for grades 9-12. This section would need to be modified.

Option 3: Square Footage Based Eligibility/Funding

Provide eligibility and funding based on square footage of the classrooms/teaching stations.

For this option, it would be necessary to determine the appropriate square-footage-to-pupil ratio. As an example, if 35 square feet per pupil were the appropriate number, a district would divide the total square footage of a classroom by 35 to calculate the classroom's capacity. A 960 square foot classroom would have a capacity of 27 pupils and a 1,500 square foot classroom would have the capacity of 43 pupils.

Another way to calculate eligibility would be to get the total square footage of classrooms in the district and then divide by 35. So a district with 50,000 square feet of classrooms would have a capacity of 1,429 pupils.

Conversely, when applying for funding, a district's request would be based on the total square footage of classrooms in the project. If the district was constructing 3,000 square feet of classroom/instructional space in one project, the funding application could include a request for 86 pupil grants, regardless of how many actual classrooms there are.

Exceptions may need to be determined for certain classroom spaces, like Special Day Classrooms and kindergarten classrooms. Currently, Special Day classes have lower loading standards due to the needs of the educational program. The standard kindergarten classroom is typically built to 1,350 square feet to meet the Title 5 educational standards. This is usually larger in size than most classrooms for grades 1-12. It may be necessary to adjust the square footage ratio for these populations.

Program Changes Necessary

Education Code ☒ Regulations ☒

EC Sections 17071.25 through 17071.30, regarding existing school building capacity, would have to be changed to square footage based capacity instead of teaching station based capacity.

Considerations

- Allows for funding that is based on the actual area being constructed.
    - Allow districts the most flexibility when designing classrooms.
- Would require a defined "square footage per pupil" amount.
- Minimum and maximum individual classroom size would become an issue of local control.
- Because the designs of classrooms could become more varied, plans could require more scrutiny by CDE for educational adequacy.
- Would require reestablishing eligibility to account for the square footage of a classroom.

Option 4: No Changes to the Definition of a Classroom

Do not make any changes to the current SFP definition of a classroom and continue to fund classrooms based on the current implementation of the Education Code and SFP Regulations.

With this option, the SFP would continue to provide funding based on the current SFP definition of a classroom using the loading standards, count classrooms based on the concept of a typical or standard classroom, and provide the maximum number of requested pupil grants for each classroom based on the grade level.

ATTACHMENT

AUTHORITY

Education Code (EC) Section 17070.15 Definitions
(l)"School building capacity" means the capacity of a school building to house pupils.

EC Section 17071.25 Existing School Building Capacity
17071.25(a) The existing school building capacity in the applicant school district or, where appropriate, in the attendance area, at the time of initial application shall be calculated pursuant to the following formula:
(1) Identify by grade level all permanent teaching stations existing in the school district or, where appropriate, the attendance area. For the purposes of this section, "teaching station" means any space that was constructed or reconstructed to serve as an area in which to provide pupil instruction, but shall not include portable buildings, except as provided in Section 17071.30.
(2) (A) The assumed capacity of each calculated teaching station pursuant to paragraph (1) shall be 25 pupils for each teaching station used for kindergarten or for grades 1 to 6, inclusive, and 27 pupils for each teaching station used for grades 7 to 12, inclusive.
(B) On or after January 1, 2000, the board may adopt or amend regulations adjusting the assumed capacity set forth in this subparagraph as appropriate for each teaching station used for nonsevere or severe special day class purposes after considering the recommendations of the Legislative Analyst pursuant to Section 17072.15. These special day class capacity adjustments and any adjustment of existing school capacity related to changes in the assumed capacity of special day class teaching stations shall be approved by the Director of Finance prior to implementation.
(C) On or after January 1, 2001, the board may adopt regulations establishing assumed capacity standards after consideration of the recommendations developed by the Director of General Services for continuation high school, community day school, county community school, and county community day school, teaching stations pursuant to Section 17072.17. Teaching station assumed capacity adjustments pursuant to these regulations and any other adjustments of existing school capacity related to changes in the assumed capacity of continuation high school, community day school, county community school, and county community day school, teaching stations shall be approved by the Director of Finance prior to implementation.
(3) Multiply the assumed capacity of each teaching station as specified in paragraph (2) by the number of teaching stations calculated under paragraph (1).
(4) The result of this computation shall be the number of pupils housed by grade level in the existing school building capacity of the applicant school district.

EC Section 17072.10
(a) The board shall determine the maximum total new construction grant eligibility of an applicant by multiplying the number of unhoused pupils calculated pursuant to Article 3 (commencing with Section 17071.75) in each school district with an approved application for new construction by the per-unhoused-pupil grant as follows:….

California Department of Education

School Facilities and Transportation Services Division

The California Department of Education (CDE) plan review is focused on educational adequacy as presented in the *California Code of Regulations*, Title 5. Title 5 requires flexibility and adaptability to allow a building to respond to changing program needs that will occur over the life of the building. The definition of a teaching station used in the CDE review is attached.

One of the approaches districts are taking in adopting Common Core is to increase the use of project based learning. This has facility implications including:

Technology/Connectivity:

- Infrastructure to meet future needs, such as sufficient LAN and wireless capabilities to allow enough bandwidth for the entire school to be online at the same time for daily personalized learning and computer-based testing.
- Secure storage for various technologies such as hand held devices, iPads, smart boards, video conferencing.
- Ability to expand and adapt technology as needed.
- Ubiquitous and universal connectivity with less focus on computer labs and more on technology in all learning spaces.

Learning Spaces:

- Flexible, adaptable learning spaces that are able to accommodate both small and large group instruction and allow learners to alternate quickly between teacher lectures, working in teams, and working independently.
- Moveable furniture, breakout rooms, outdoor seating areas, flexible and operable walls, windows, partitions, and comfortable spaces for students to work in small groups while still allowing for supervision.
- Spaces designed with building systems that allow the ability for the reconfiguration of space with minimal cost.

Resources:

- Movable casework.
- Convenient access, availability, and storage, including various forms of technology, art supplies, lab supplies, and research materials.

Supporting Staff/Professional Development:

- Teacher meeting and collaboration spaces outside of classrooms and teacher training spaces.

The diagrams attached show example design responses to the learning spaces needs.

Diagram 1 shows buildings with similar square footage but different interior designs. The design on the left is a more traditional setting that aligns well with the School Facility Program (SFP) regulations that determine funding based on an historical understanding of a classroom. The design on the right can accommodate the same number of pupils, allows greater flexibility in educational delivery while maintaining the ability to change the interior of the building to accommodate changing programmatic needs.

Diagram 2 presents another approach to providing greater flexibility and combines traditional spaces with flexible spaces.

Diagram 3 is a design an independent study program that was not able to be funded by the SFP due to there not being any classrooms that met the definitions established by the State Allocation Board (SAB).

As districts adapt to changing program needs, flexibility to allow such designs are essential. A district may not choose to use such design features, but a facility funding program should not constrain educational program needs, and the SAB may want to consider a framework to allow districts such flexibility.

A framework for such a policy should include the following:

1. A board-adopted educational specification that defines the use and curriculum of the space.

2. A minimum number of square feet of learning space per student. For example, in Diagram 1, both spaces are the same size and provide 35 square feet of instructional space per student.

3. The ability to be adaptable for future needs. The building will last several decades and the interior walls should be able to be modified without having to reevaluate the structural features of the building.

4. The CDE review pursuant to Title 5 and the framework would define the student capacity of a project.

This framework is consistent with the parameters established by the Legislature for the Career Technical Education Facilities Program, where program needs were reviewed and approved by the CDE resulting in a wide range of design solutions.

California Department of Education

School Facility Planning Division

CLASSROOM DEFINITION POLICY—March 19, 2009

(Amended April 13, 2009)

A space requested by a local educational agency (LEA) as a classroom will be counted as a classroom and creating capacity for purposes of the California Department of Education's (CDE) approval letter for School Facility Program projects if the space:

1) Is consistent with minimum Title 5 classroom square footage standards or have adequate justification consistent with the LEA's educational program; or request an exemption demonstrating educational appropriateness and safety is not compromised (Title 5 14030 (g) (h) (i)) and (r).

2) Is consistent with documentation of intended use as a classroom via the LEA's board adopted Educational Specifications or equivalent document.

3) Is situated appropriately on campus and with consideration of access from a common circulation area. Title 5 14030 (a), (c), (d), (e), (f), (h), (j), and 14036).

4) Is of a shape and length to width ratio that provides clear and comfortable lines of sight in instructional areas.

5) Has casework and built-in furniture/equipment (lab stations, shop tables, marking boards, etc.) appropriate for the offered programs (Title 5 14030 (h) and (i)).

6) Has adequate lighting (Title 5 14030 (l)).

7) Has functioning heating and ventilation.

8) Is designed to be acoustically comfortable to permit instructional activities and minimize acoustical interference from adjacent areas (Title 5 14030 (f) and (m)).

9) Has a phone as required by Education Code 17077 and be connected to the school communications system.

10) Is not a space used for a pull-out program only.

The CDE will not count the following spaces as creating capacity:

Elementary School:

- Stages (Title 5 14040(k)(1)(C)
- Outdoor physical education spaces
- Spaces identified by the LEA in its educational specification to be used as a pull-out program (Resource, computer, etc.)

Secondary Schools, including K-8:

- Outdoor physical education
- Gymnasium
- Spaces identified by the LEA in its educational specification to be used as a pull-out program (Resource, computer, etc.)

Please contact your assigned School Facilities and Transportation Service Division Field Representative if you have any questions.

Diagram 1

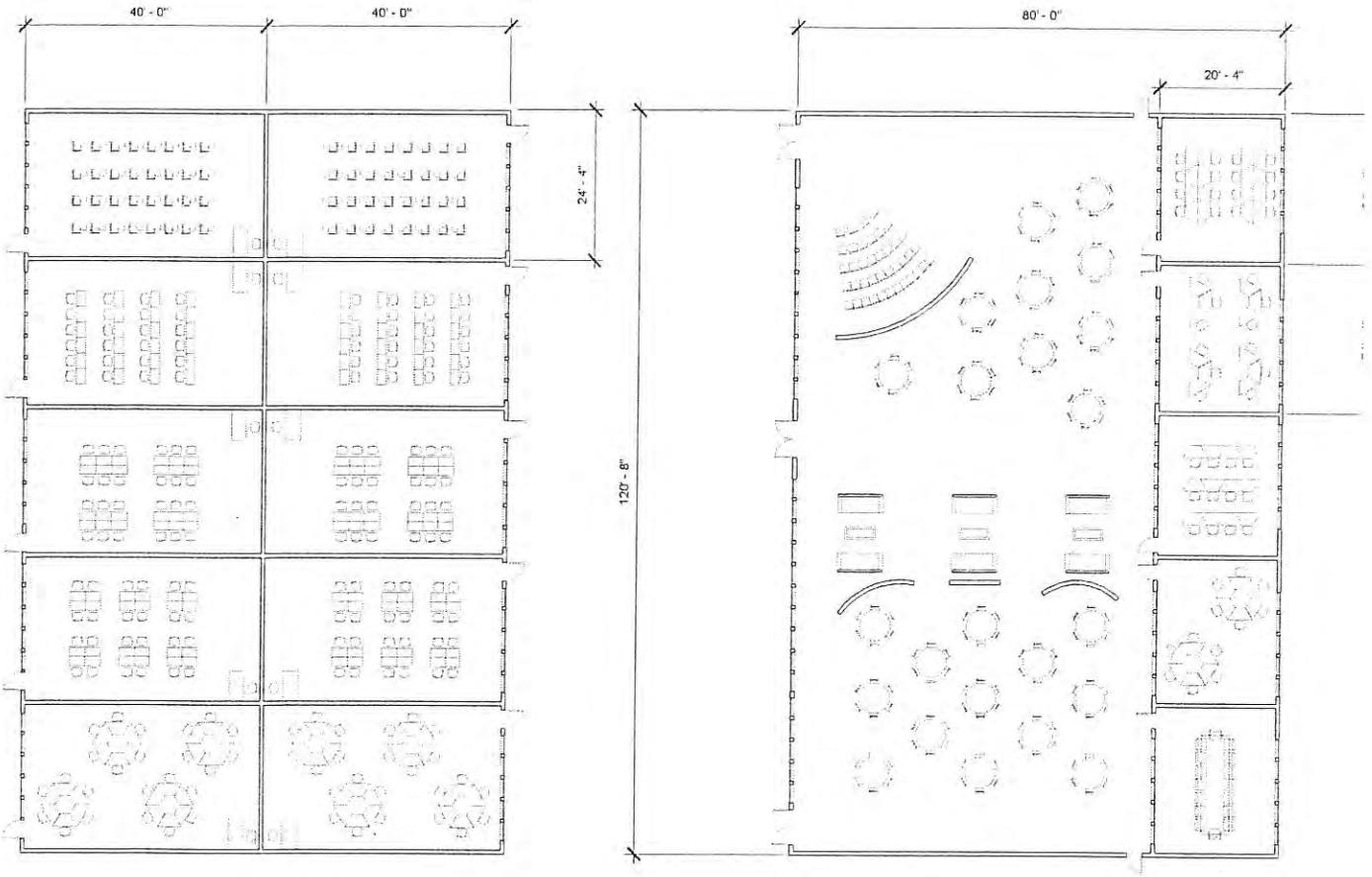


Diagram 2

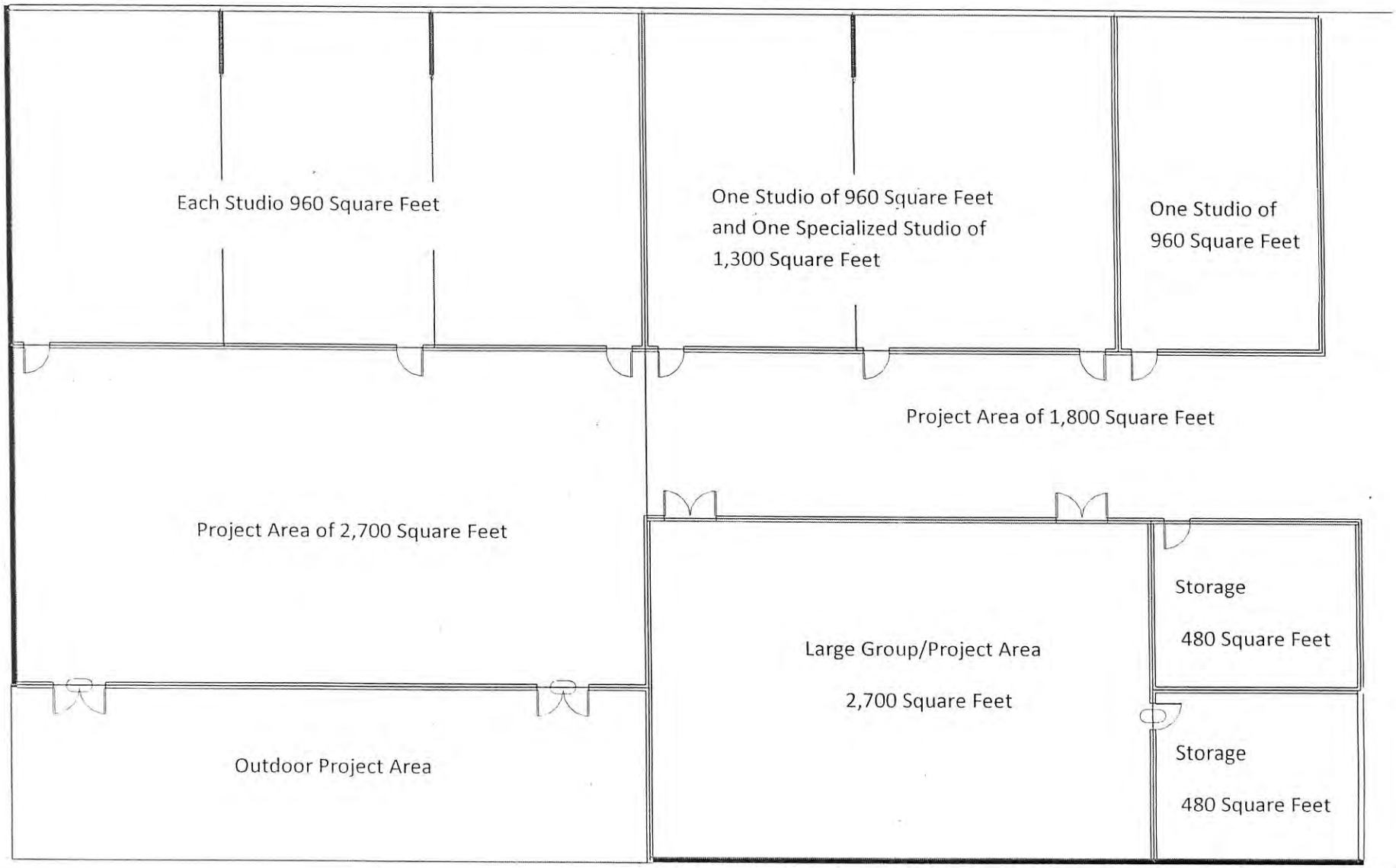

Each Studio 960 Square Feet
One Studio of 960 Square Feet
and One Specialized Studio of
1,300 Square Feet
One Studio of
960 Square Feet
Project Area of 1,800 Square Feet
Project Area of 2,700 Square Feet
Storage
480 Square Feet
Large Group/Project Area
2,700 Square Feet
Storage
480 Square Feet
Outdoor Project Area

Diagram 3