TABLE OF CONTENTS

Introduction

Purpose

The purpose of the November 28, 2012 State Allocation Board Program Review Subcommittee (Subcommittee) is to take an in depth look at how new construction eligibility is currently determined and discuss what has been authorized using the new construction program.

Item Format

This item describes the process of establishing new construction eligibility. The item is divided into four main topics: enrollment projections, a Cohort Survival Enrollment Projection System (Cohort) study, classroom capacity and new construction data.

Enrollment Projections: The enrollment projections section focuses on the Cohort, enrollment augmentations, district-wide vs. High School Attendance Area (HSAA) reporting, and types of reportable students.

Cohort Survival Enrollment Projection System Study: This section provides the results of a study performed by the Office of Public School Construction (OPSC) on the accuracy of the Cohort in the School Facility Program (SFP) versus actual enrollment.

Existing Classroom Capacity: This section focuses on the loading standards for classrooms and the definition of a classroom under the SFP.

New Construction Data: Using data collected from application submittals and the Project Information Worksheet (PIW), information is presented to show what districts are building with SFP funds. The data includes number of classrooms, square footage, types of core facilities and permanent vs. portable/modular construction.

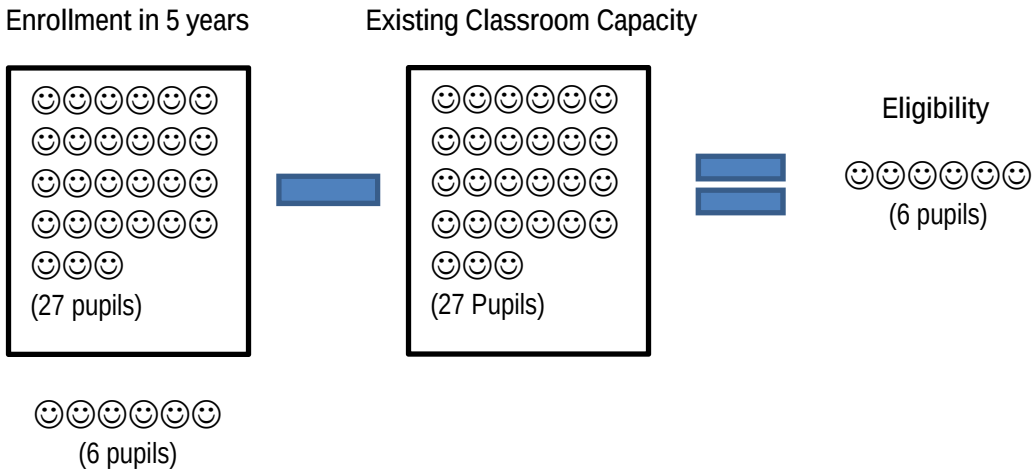
What is New Construction Eligibility?

The premise behind new construction eligibility is fairly simple. A district must demonstrate that existing seating capacity within the District is insufficient to house the anticipated future enrollment within the district. The new construction eligibility formula compares enrollment projections to the existing classroom capacity.

The new construction eligibility formula is as follows:

Enrollment in 5 or 10 years – Existing Classroom Capacity = # of Unhoused Pupils = Eligibility

Example ➡ 33 9-12 pupils (Enrollment in 5 years) - 27 (existing classroom capacity) = 6 (eligibility)



Districts establish an initial “baseline” eligibility that remains in place as the basis for all future applications. This baseline is updated over time to reflect changes in enrollment and for classrooms added within the district. Districts use this eligibility to request funding from the State to assist in the construction of school facilities.

Eligibility manifests itself in the form of pupil grants, which are intended to fund design, construction, testing, inspection, furnishings, and other costs closely related to the actual construction of the school buildings.

Enrollment Projections

Overview

New construction eligibility is based on enrollment projections. Enrollment projections are used primarily because building a school can be a lengthy process and districts need to be able to plan and provide adequate facilities not only for their current students, but also those students that will need to be housed in the future.

In order for a district to qualify for new construction funding, it must demonstrate a need to provide facilities for students that will be unhoused, based on a five-year or a ten-year projection of enrollment.

All districts have the option of establishing eligibility on a district-wide basis (i.e., the number of unhoused students district-wide), or on a HSAA basis (i.e., the number of unhoused students are determined separately for each HSAA within the district). HSAA attendance can be reported based on either residency within each HSAA or by attendance of the schools within each HSAA. There is also an option to combine one or more HSAA into one Super-HSAA.

Projecting Enrollment

The first step in determining new construction eligibility is to calculate the district's projected enrollment. This projection is mathematically calculated using the Cohort. Districts may use either a five-year or a 10-year projection.

If using a five-year projection, districts may augment their enrollment projection using the following:

- dwelling units (future housing included in approved and valid tentative subdivision maps), and/or
- birth rate data, and/or
- a student yield factor study.

Districts that use a ten year projection, as opposed to a five year projection may not use augmentations.

The enrollment projection is weighted. Under the standard weighting mechanism, the most recent year's enrollment is given greater weight. Districts may use either the standard weighting mechanism, or they may use a modified weighting mechanism. However, the district must substantiate that the modified mechanism is more accurate.

Enrollment Data

The California Basic Educational Data System (CBEDS) is an annual data collection administered by the California Department of Education (CDE). Districts report CBEDS data to the CDE for purposes of collecting information on student and staff demographics. The data is due in October with the following exceptions: SDC enrollment is reported in December, and community day enrollment is reported in April. Districts use CBEDS data when reporting enrollment data, however, the following students are not included for purposes of the enrollment projection:

- Students living in the district's boundaries but attending other districts
- Students attending regional occupational programs
- Students attending preschool programs
- Other students not generally considered K–12 students including adult education students
- Students receiving Classroom-Based Instruction in Charter Schools located within the district boundaries but are enrolled in grade levels or type not served by the district
- Students living inside district boundaries but are receiving Classroom-Based Instruction in Charter Schools located outside the district boundaries
- Students receiving Nonclassroom-Based Instruction
- Juvenile court/court school students
- Special Day Class pupils
- Continuation high school pupils

Cohort Survival Projection Enrollment System

The existing projection system utilizes the Cohort and four years of historical data (for a five-year projection) to develop an average change, which shows the average change in pupils from one year to the next as students advance through the grade levels. This average change is applied for each year until the fifth year projection is reached. This calculation method was utilized in the Lease-Purchase Program.

The Cohort is the mathematical means used to determine the enrollment projection. The Cohort estimates what the district's enrollment will be in five or 10 years by observing the trend of enrollment (increasing or decreasing) between grade levels, assuming that same trend will continue for five or 10 years.

Each grade level has a separate calculation. The sum of these calculations (for K-6, 7-8 and 9-12) becomes the five year projection. The average change is calculated for each grade. The 5th-year projection for each grade level is based on the current enrollment of the 5th prior grade level, plus the "average change" for each progressive grade. The projection basis is the current enrollment of the 5th prior grade. For example, current 6th grade enrollment is the basis for the 11th grade calculation. For grades kindergarten through five, the projection basis is the current Kindergarten enrollment. Five average changes are added to the basis, to progress the basis from current enrollment to each 5th year projection. (For grades K-5, the projection basis is the current Kindergarten enrollment. This is because data is not available for pre-kindergarten.)

In calculating the average change for each grade level, the Cohort calculates and averages the enrollment increase/decrease based on weighting mechanisms (described later in this section). In the standard calculation, the most recent year is weighted the heaviest. However, a district may select modified weighting if it is proven to be more accurate within the district.

Kindergarten is calculated by comparing the current kindergarten enrollment to the previous year's kindergarten enrollment, whereas all other grades compare to the previous year enrollment of the grade level below (i. e. current 1st grade enrollment-previous years kindergarten enrollment). That is because there is no pre-school data to compare kindergarten enrollment to. However, the SFP Regulations do authorize the use of birth-rate augmentation in order to help districts make the enrollment projection more accurate. This is true in circumstances where kindergarten enrollment fluctuates or makes an uncharacteristic drop in kindergarten enrollment. The birth-rate augmentation compares historical birth numbers to past kindergarten enrollment to determine how many children born will attend that district.

Below is a sample kindergarten one year calculation. This calculation highlights the projection based on weighted change from the 1999/2000 Kindergarten class to the 2000/2001 1st grade class.

Historic Enrollment

Year/ Grade	96/97	97/98	98/99	99/00
K	174	182	175	143
1st Grade	191	188	231	192
2nd Grade	182	182	167	200
3rd Grade	167	195	191	168

Projected Enrollment

Year/ Grade	2000/01	2001/02	2002/03	2003/04	2004/05
K	126	109	92	75	**58**
1st Grade	170	153	136	119	**102**
2nd Grade	168	146	129	112	**95**
3rd Grade	206	174	152	135	**118**
5-Year Projected Enrollment					**373**

Numeric Change

	96/97	97/98	98/99	99/00
K	174	182	175	
1st Grade		188	231	192
		14	49	17

1st Year Projection:

Current Year Kindergarteners become next year's 1st Graders

Current Kindergarten + 1st Grade Weighted Average Change

143 + 27 =**170**

Weighted Change

96/97	97/98	98/99	99/00
	14	**49**	**17**
	x	x	x
	1	2	3
	14	**98**	**51**

Year/Grade	2000/01	2001/02	2002/03	2003/04	2004/05
K	126	109	92	75	58
1st Grade	170	153	136	119	**102**
2nd Grade	168	146	129	112	**95**
3rd Grade	206	174	152	135	**118**

Weighted Average Change

(14 + 98 + 51) / 6 = **27**

Enrollment Projection Options

Districts have a number of options when it comes to reporting their projected enrollment.

- District-wide
- High School Attendance Area (HSAA) basis
- Five-year enrollment projection
- 10-year enrollment projection
- Small school district

District-wide vs. HSAA reporting

Districts generally establish eligibility for new construction funding on a district-wide basis. For most districts this is the most beneficial method, and the majority of applications are filed in this manner. However, under certain circumstances, the district may have more eligibility if the applications are made on a HSAA basis using two or more attendance areas. This circumstance occurs when the classroom capacity in one HSAA prevents another from receiving maximum eligibility.

For example, one attendance area may have surplus classroom capacity while another does not have the needed seats to meet the current and projected student enrollment. If the district were to file on a district-wide basis, there might be little or no overall eligibility, even though the students in one attendance are *unhoused* as defined by the SFP. In this case, by filing on a HSAA, the eligibility would increase to allow construction of adequate facilities for the unhoused students in that attendance area.

In the chart below, attendance areas 1 and 4 have surplus seats, while attendance areas 2 and 3 have unhoused pupils. If the district filed its eligibility on a district-wide basis, the district may not generate any eligibility even though there are areas of need. If the district files on an HSAA basis, the district may generate eligibility to house the pupils located in attendance areas 2 and 3.

Attendance Area 1	Attendance Area 2
	
Attendance Area 3	**Attendance Area 4**
	

The district may file using one high school attendance area, or at the district's option, it may combine two or more adjacent HSAAs, commonly called a "Super Attendance Area."

HSAA reporting requirements

1. The attendance area must serve an existing, operating high school
2. Eligibility for the HSAA or Super HSAA is based on existing HSAA boundaries
3. At least one HSAA has negative eligibility at any grade level

District's filing on an HSAA basis can report enrollment by either attendance or residency.

Once a district receives funding using an HSAA as the basis of its eligibility, it must continue to file future new construction applications on that basis for five years. In addition, funding generated by HSAA eligibility must be used within the boundaries of the HSAA that generated the eligibility.

Five-Year Enrollment Projection

The standard projection is the five-year enrollment projection. Enrollment must be reported for the current year and four years of historical enrollment. The five-year enrollment projection allows for augmentations to the Cohort projection. Five-Year Projection augmentations are listed and described below:

- Modified or alternative weighting mechanisms
- Birth Rate Augmentation
- Dwelling Unit Supplements
- Student Yield Factor

Modified Weighting Mechanisms

The Cohort weights the changes from one year to the next based on the assumption that the more recent changes in a district's enrollment will have the most effect on the district's future enrollment. Education Code (EC) Section 17071.75(a)(2)(b) allows for districts to supplant this weighting method with one that best represents the trends of the district. SFP Regulations provide a method for determining the weighting method that best represents the enrollment trends of the district using three standard modified weighting methods, and allow a district to propose an additional alternative weighting method for comparison.

Districts may use an alternate weighting mechanism only if it more accurately represents the district's five-year projection. Districts electing to use either the "3-2-1" or "1-1-1" modified weighting mechanisms below, or an alternative weighting mechanism must submit 18 years of historic data, in order to substantiate the request. The weighting options are:

- *1-2-3 (Standard Weighting)*- This is the standard weighting formula for the projection method as it has been shown to accurately predict future enrollment for the majority of districts. The projection method represents districts in which the current enrollment trends are most relevant to the fifth-year projections. In determining the annual change, the change from the current to previous year is multiplied by three, the change between previous and second previous year is multiplied by two, and the change from second previous year to third previous year is given a weight of one. The changes are then averaged to determine the average change.

- *3-2-1*- This mechanism is designed for districts where the more recent trends are contrary to the long term trends of the district. By weighting towards the older years, the weighting system is implying that past trends will be more prevalent in the future than the current ones. This method reverses the weighting that is applied in 1-2-3 calculation described above.

- *1-1-1*- This mechanism is designed for districts that have varied enrollment from year to year, and do not grow or in decline a more predictable manner. This method applies equal weights to each year's change in enrollment.

- *An alternate weighting mechanism*- A district may choose an alternate weighting mechanism using any 3 integers. (Example: *3-4-8, 3-2-8*, etc.). This method may only be used if the district can demonstrate it to be more accurate than any other weighting mechanism.

In order to use modified weighting, the district must supply 18 years of historical enrollment. These historical projections are then compared to the actual enrollment for the fifth projection year to analyze how accurate each method proved to be. Furthermore, SFP Regulations require the use of a linear regression model, or line-of-best-fit, to plot the results and determine which weighting mechanism is projected to yield the more accurate results and thus shall be used to make the fifth-year enrollment projection.

Birth Rate Augmentation

Birth Rate Augmentation- The SFP Regulations allow use of an average birth attendance rate to supplement the projection by supplanting the calculation of future kindergarten enrollment. Typically, the Cohort projects the kindergarten enrollment through an average change which compares kindergarten enrollment to the previous year's kindergarten enrollment. The birth-attendance rate supplement would replace this calculation by comparing historical birth numbers to past kindergarten enrollment to determine how many children born will attend that district. The rate is then applied to birth numbers corresponding to the projection years to determine the kindergarten enrollment. This modification does not change the nature of the Cohort; rather, it replaces the calculation of projected kindergarten enrollment. The Cohort is maintained because the kindergarten enrollment is then survived through the remaining grade levels providing for a consistent projection method.

Birth rate information may be reported based on county birth data, or based on birth data for the ZIP codes served by the district.

Dwelling Unit Supplements

A district may supplement the Cohort by the number of un-housed pupils that are anticipated as a result of dwelling units proposed to be built in the district or HSAA pursuant to approved and valid tentative subdivision maps. Essentially, districts that are experiencing residential growth can factor in these additional students into the enrollment projection.

California State law provides a framework by which city or county planning authorities process residential development projects. Typically, this process begins at the Specific Map stage, then proceeds to the Tentative Tract Map stage and concludes at the Final Map stage. The OPSC recognizes that each city or county planning authority process may not entirely follow this process. However, State law requires a tentative subdivision map be approved and valid at the time of submittal for the purposes of augmenting the enrollment projection. The following maps are eligible to be used to augment enrollment projections:

- Tentative Tract Map
- Final Map
- Parcel Map - only when the construction involves an apartment complex or condominium building.
- Other tract maps will be reviewed on a case-by-case basis.

In order for districts to account for the additional students that will reside in new subdivisions represented by the maps listed above, a district will need to submit an *Enrollment Certification/Projection* (Form SAB 50-01) and report the number of dwelling units to be constructed in the approved proposed subdivision. Additionally, the district must provide the approval dates of the maps by the local planning commission or approval authority; the number of dwelling units to be built in the subdivision; and one of the following:

- an acceptable map with the local planning commission or approval authority stamp approving the map; or,
- an acceptable map with the appropriate supporting documentation; or,
- a spreadsheet listing all of the subdivisions reported on the Form SAB 50-01 with the appropriate supporting documentation.

Supporting documentation must include one of the following:

- local planning commission or approval authority meeting minutes detailing the approval of the map; or,
- a letter from the local planning commission or approval authority indicating that the tract map is approved and valid at the time of the submittal; or,
- any other reasonable documentation from the local planning commission or approval authority that indicates the tract map is approved and valid.

Student Yield Factor

The Student Yield Factor means the number of students each dwelling unit will generate for purposes of an enrollment augmentation. The statewide average Student Yield Factors are as follows:

Student Yield Factor	District Type
0.2	High School Districts
0.5	Elementary School Districts
0.7	Unified School Districts

As an alternative, a district may use its own Student yield Factor. Should the district wish to use its own Student Yield Factor, a School Facility Needs Analysis study that justifies the student yield factor must be submitted. The district's study should determine the elementary, middle and high school pupils generated by new residential units, in each category of pupils enrolled in the district. This study should be based on the historical student generation rates of new residential units constructed during the previous five years that are of a similar type of unit to those anticipated to be constructed in which the school district is located.

Ten-Year Enrollment Projection

The ten-year projection is based on eight historical years of enrollment data as opposed to four, as a longer historical trend is needed to more accurately calculate a longer-term projection. The ten-year projection is still a cohort calculation, however this ten-year calculation is a stand-alone option; districts utilizing the ten-year projection may not use the dwelling unit augmentation, modified weighting mechanisms or the birth rate supplement.

Small School Districts

It is possible that small school districts can be disadvantaged by their size when submitting enrollment projections. Even small fluctuations can cause a dramatic change in a district's projected enrollment and eligibility. As a result, small school districts have a couple of reporting options.

Districts with less than 2500 pupils enrolled: Districts are required to update their enrollment for current CBEDS for projects received on or after November 1 of each year. Small School Districts may wait for three years between CBEDS updates if they are in a declining trend. If they have increases, they may apply for an update each year like any other district.

Districts with less than 300 pupils enrolled: As an option, school districts with current enrollment of less than 300 may report the previous five year average for any grade level for any year when the enrollment for that grade level has decreased by more than 50 percent from the previous year. If this option is used, the district must identify each grade level where this option is used and submit the appropriate enrollment documentation to support the request.

Cohort Enrollment Projection Study

Scope and Methodology of Study

Using data taken from submitted and verified *Enrollment Certification/Projections* (Forms SAB 50-01), the five-year projections were compared to actual enrollment for nine enrollment years: from 2001/2002 to 2011/2012. The study does not include information from county offices of education and districts with errors or omissions adjustments to their new construction eligibility. In addition, enrollment projections without the dwelling unit augmentation were compared to actual enrollment.

The first chart below provides information about the districts, counties, and district enrollment in the study. The second chart below shows the enrollment year and number of projections that were compared to actual enrollment.

Number of Districts	162
Number of Counties	37
Average District Enrollment in Study	30,584
Average District Enrollment in Study (Omitting LAUSD)	13,715
Greatest District Enrollment in Study	714,428
Least District Enrollment in Study	43

Enrollment Year	Number of Comparisons
2001/2002	1*
2002/2003	1*
2003/2004	51
2004/2005	35
2005/2006	43
2006/2007	38
2007/2008	32
2008/2009	42
2009/2010	19
2010/2011	16
2011/2012	6
Total	284

*Note: The data above from 2001/2002 and 2002/2003 is from the Los Angeles Unified School District.

Findings

The charts below reflect data from the comparison of the projected enrollment to the actual enrollment. The Average Trend represents the trend of the projections in the study – if it is a positive percentage, the projection generally over projected the enrollment in the data set. If it is a negative percentage, the projection generally under projected the enrollment. The Overall Inaccuracy represents the absolute value of the average inaccuracy of the projections

For the first chart, the projections were compared to the actual enrollment. Many of the projections include dwelling unit augmentations. Some districts did not request a dwelling unit augmentation.

Projections versus Actual Enrollment
(Projections include dwelling unit augmentation, if requested)

	Average Trend	Overall Inaccuracy (%)
K-6	3.98%	7.02%
7-8	4.25%	6.64%
9-12	4.77%	6.92%
Non-Severe	3.52%	18.54%
Severe	-20.65%	37.68%

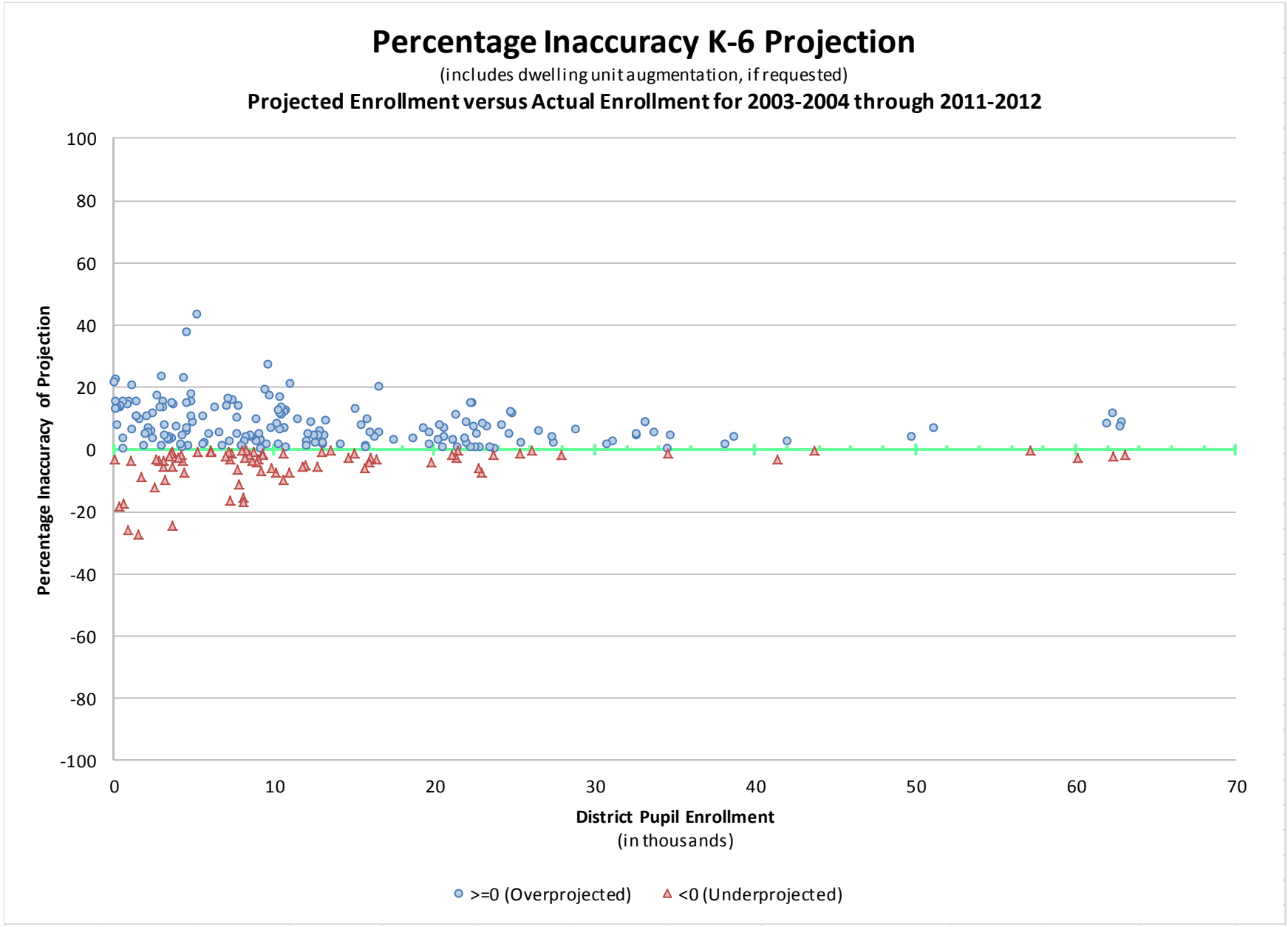
The study also examined the effect of the dwelling unit augmentation on the projections. For the second chart, Staff took the verified and approved projections with a dwelling unit augmentation and then calculated a second projection with the same enrollment data, but without the dwelling unit augmentation. The un-augmented second projections, along with the projections originally submitted without a dwelling unit request, were then compared to the actual enrollment. There is no comparison of Non-Severe and Severe Special Day Class (SDC) data because the dwelling unit augmentation does not apply to SDC projections.

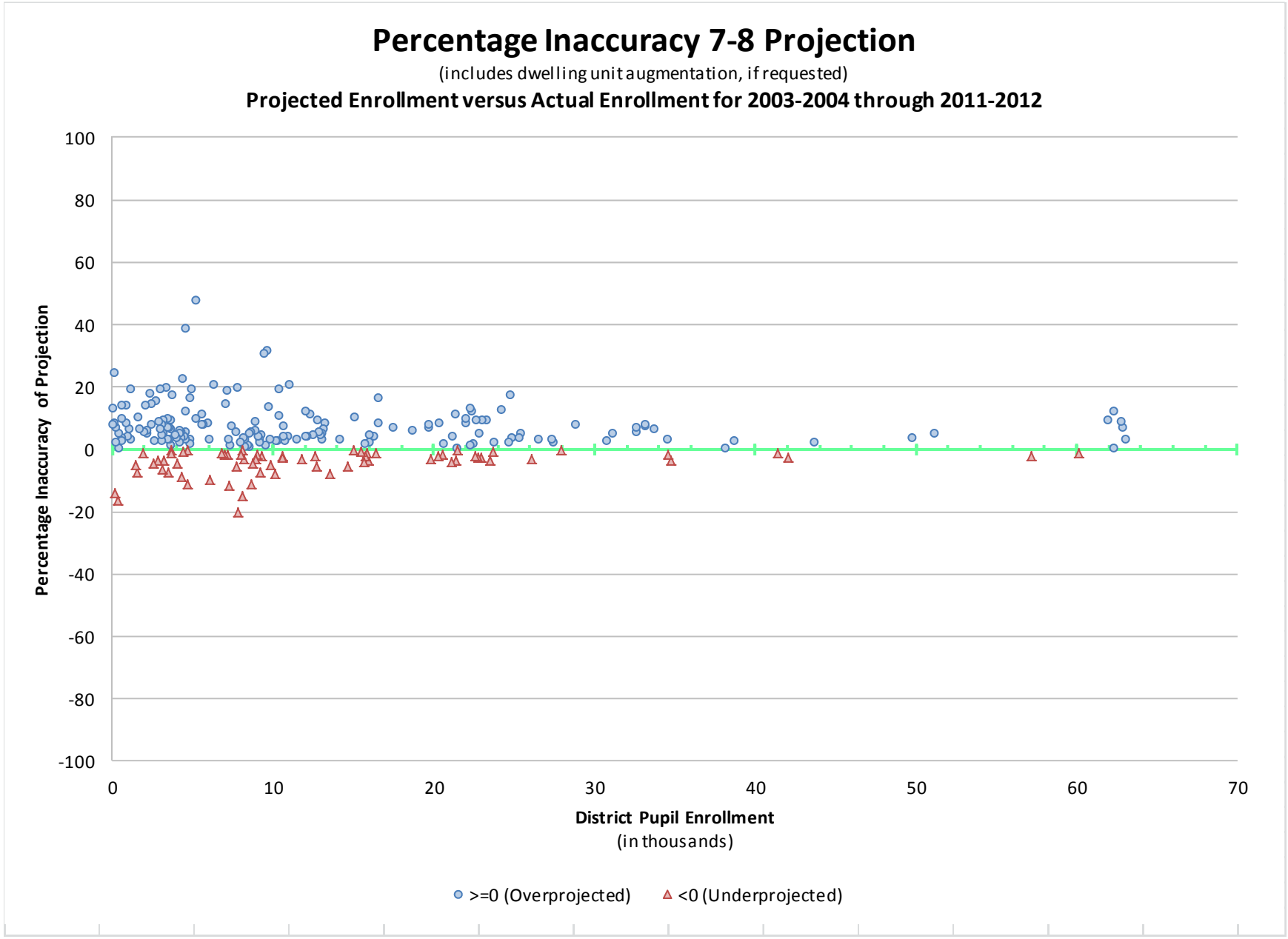
Projections (without dwelling unit augmentation) versus Actual Enrollment

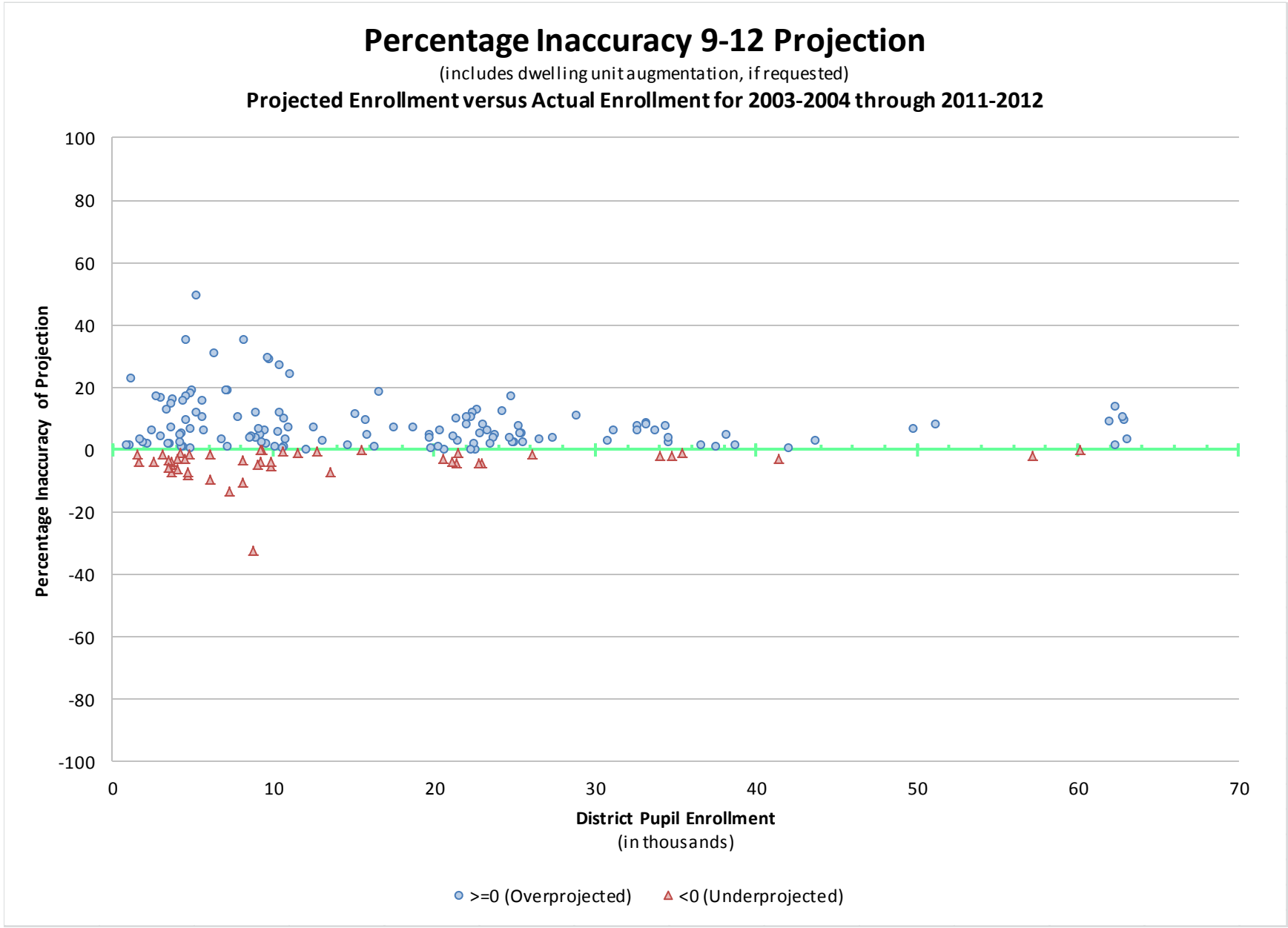
	Average Trend	Overall Inaccuracy (%)
K-6	-0.27%	5.96%
7-8	-0.18%	4.88%
9-12	-0.34%	4.24%

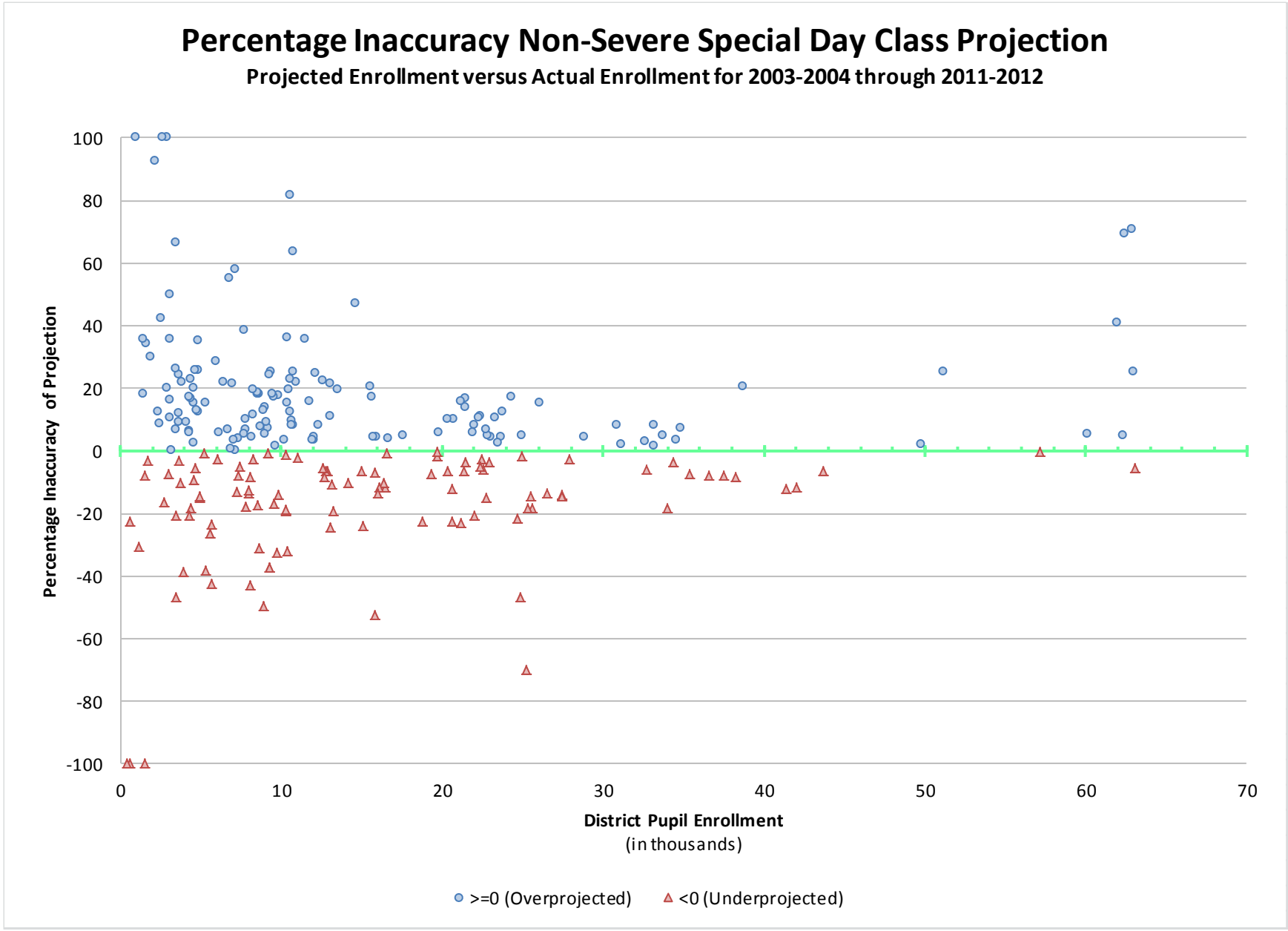
Lastly, the Overall Inaccuracy of the two sets of projections were compared (one set including the dwelling unit augmentations, if requested, versus the other set without the dwelling unit augmentation). On average:

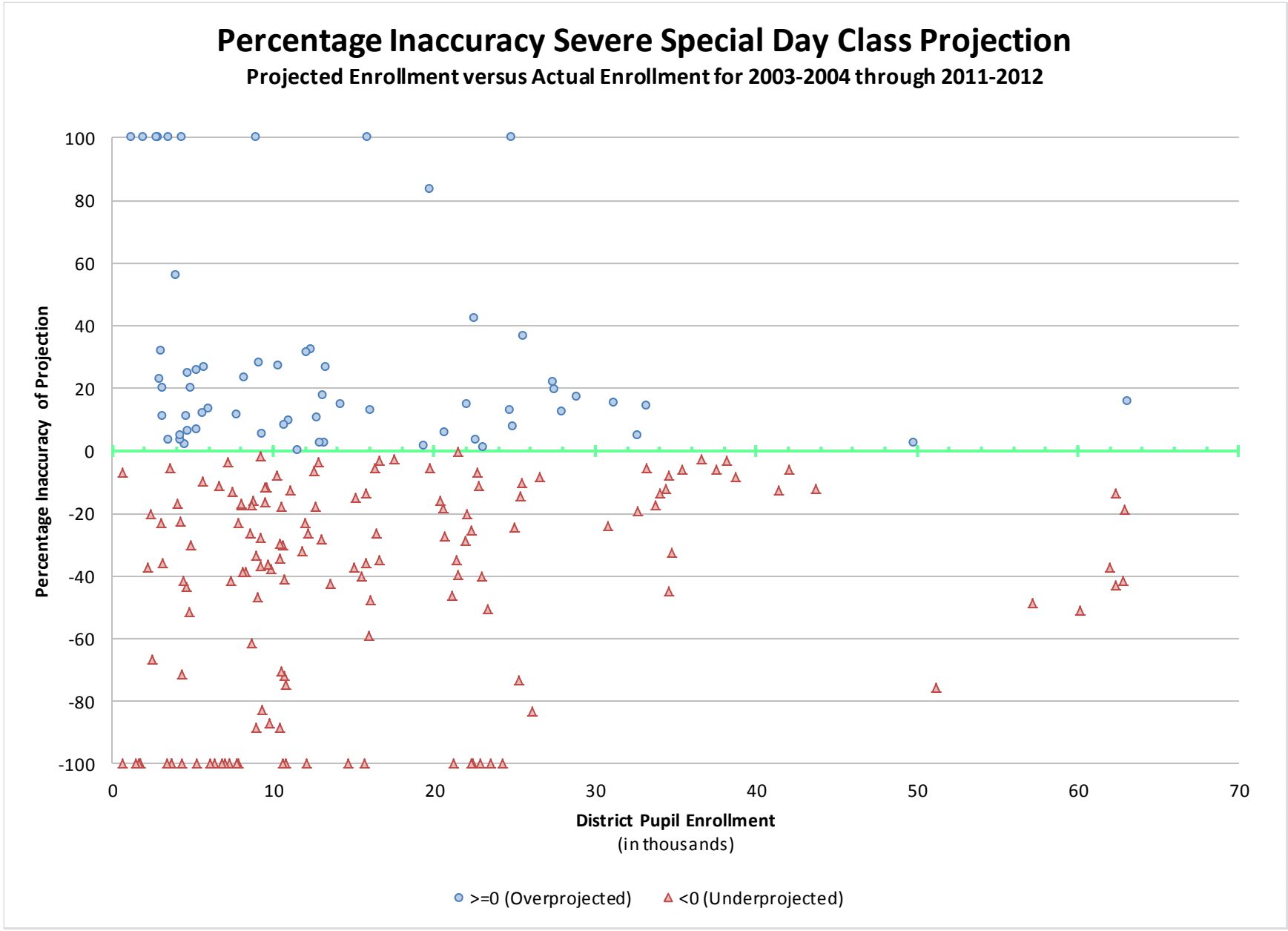
- K-6 projections with the dwelling unit augmentation were 1.06% less accurate than projections without it.
- 7-8 projections with the dwelling unit augmentation were 1.76% less accurate.
- 9-12 projections with the dwelling unit augmentation were 2.68% less accurate.

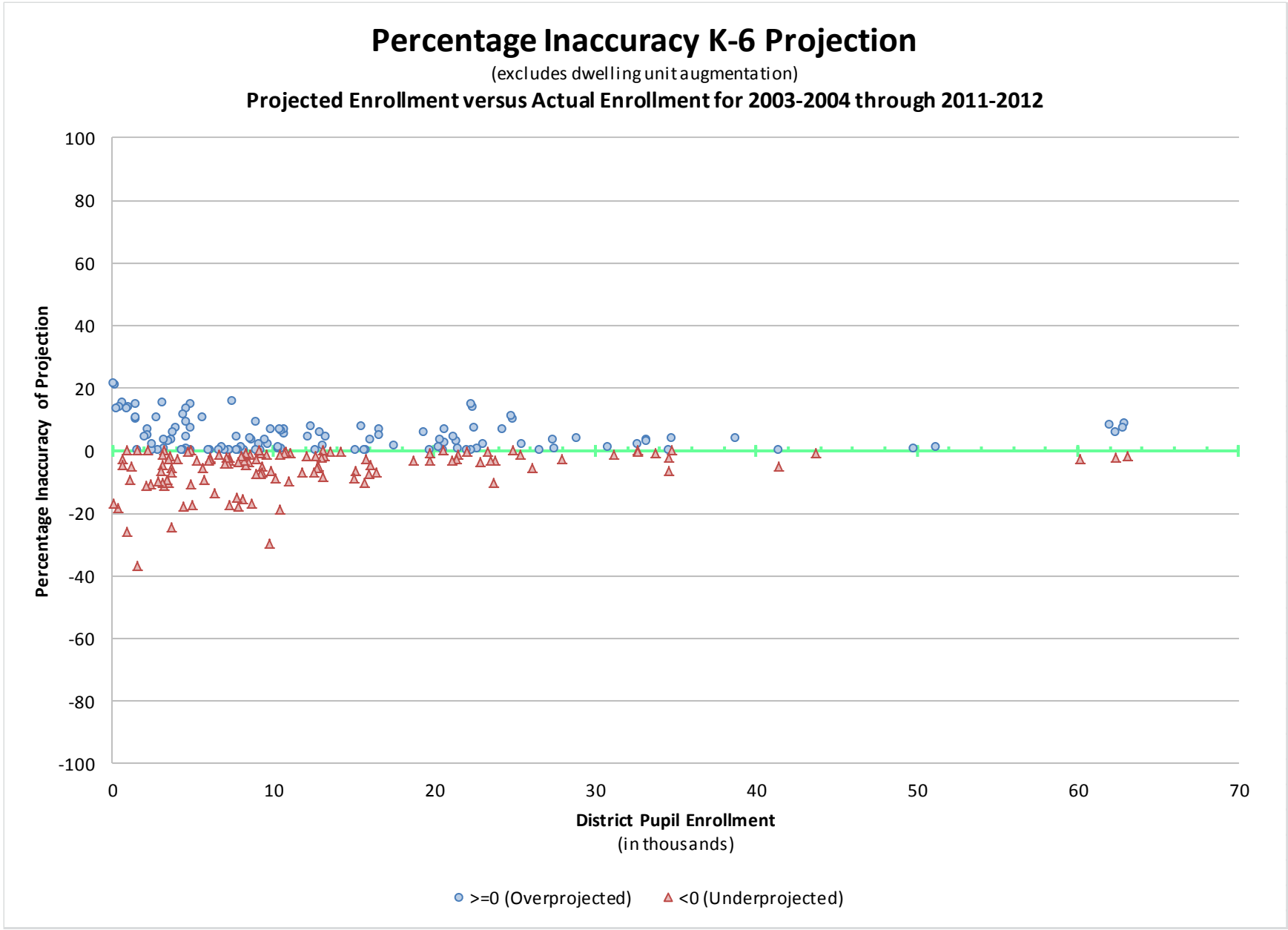

Percentage Inaccuracy K-6 Projection
(includes dwelling unit augmentation, if requested)
Projected Enrollment versus Actual Enrollment for 2003-2004 through 2011-2012
Percentage Inaccuracy of Projection
100
80
60
40
20
0
-20
-40
-60
-80
-100
0
10
20
30
40
50
60
70
District Pupil Enrollment
(in thousands)
>=0 (Overprojected)
<0 (Underprojected)

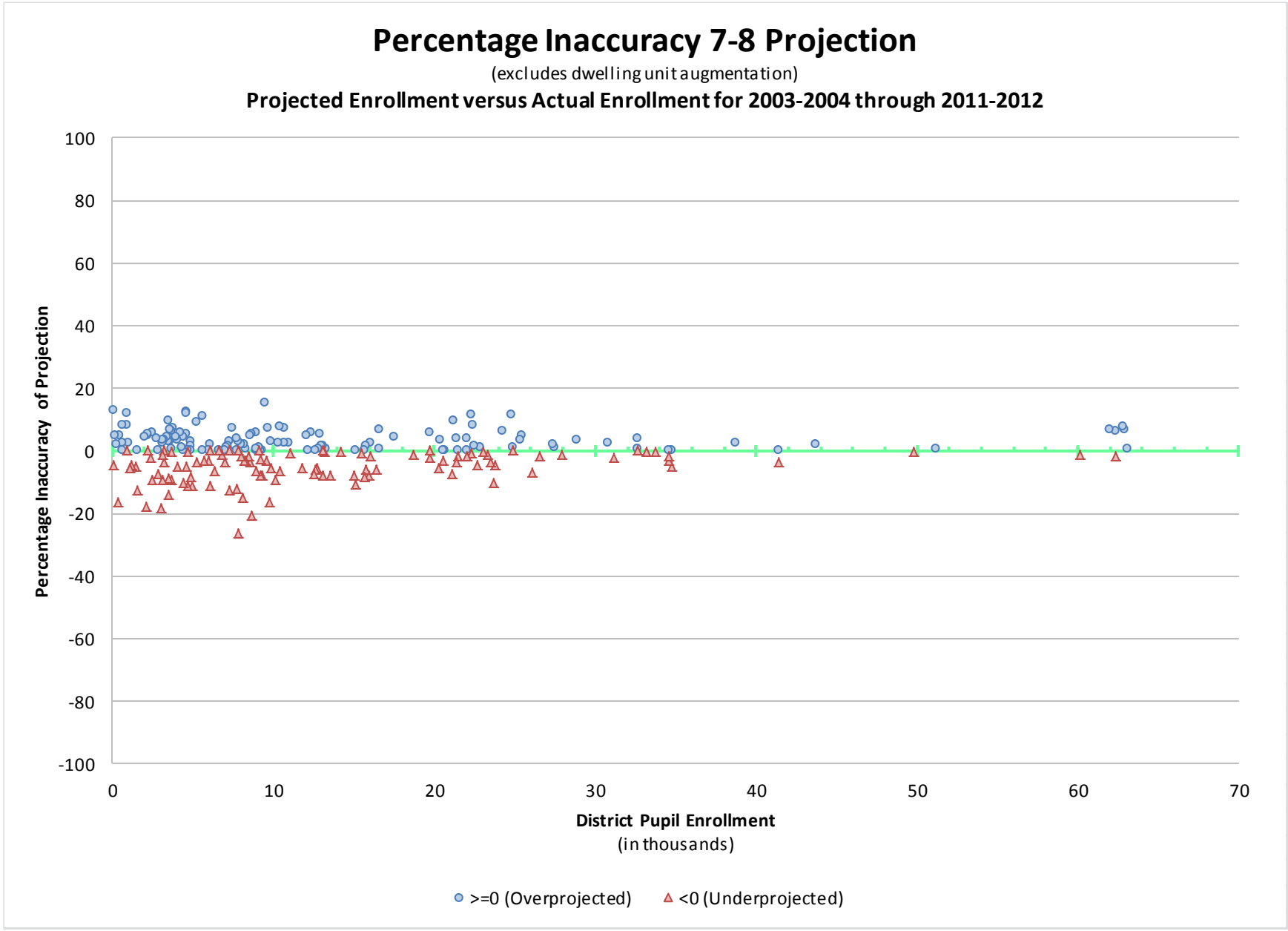

Percentage Inaccuracy 7-8 Projection
(includes dwelling unit augmentation, if requested)
Projected Enrollment versus Actual Enrollment for 2003-2004 through 2011-2012
Percentage Inaccuracy of Projection
100
80
60
40
20
0
-20
-40
-60
-80
-100
0
10
20
30
40
50
60
70
District Pupil Enrollment
(in thousands)
>=0 (Overprojected)
<0 (Underprojected)

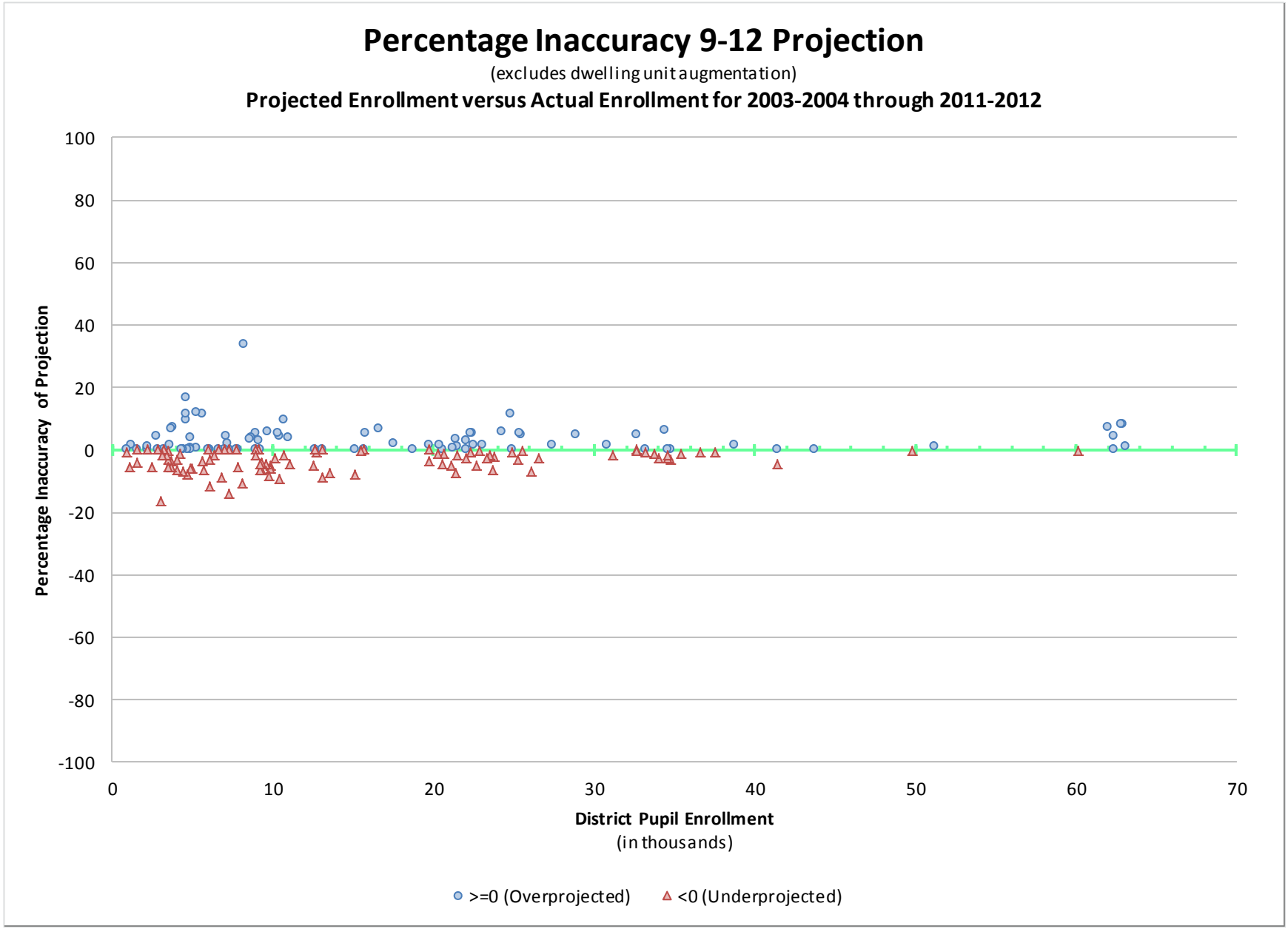

Percentage Inaccuracy 9-12 Projection
(includes dwelling unit augmentation, if requested)
Projected Enrollment versus Actual Enrollment for 2003-2004 through 2011-2012
Percentage Inaccuracy of Projection
100
80
60
40
20
0
-20
-40
-60
-80
-100
0
10
20
30
40
50
60
70
District Pupil Enrollment
(in thousands)
>=0 (Overprojected)
<0 (Underprojected)


Percentage Inaccuracy Non-Severe Special Day Class Projection
Projected Enrollment versus Actual Enrollment for 2003-2004 through 2011-2012
Percentage Inaccuracy of Projection
100
80
60
40
20
0
-20
-40
-60
-80
-100
0
10
20
30
40
50
60
70
District Pupil Enrollment
(in thousands)
>=0 (Overprojected)
<0 (Underprojected)


Percentage Inaccuracy Severe Special Day Class Projection
Projected Enrollment versus Actual Enrollment for 2003-2004 through 2011-2012
Percentage Inaccuracy of Projection
100
80
60
40
20
0
-20
-40
-60
-80
-100
0
10
20
30
40
50
60
70
District Pupil Enrollment
(in thousands)
>=0 (Overprojected)
<0 (Underprojected)


Percentage Inaccuracy K-6 Projection
(excludes dwelling unit augmentation)
Projected Enrollment versus Actual Enrollment for 2003-2004 through 2011-2012
Percentage Inaccuracy of Projection
100
80
60
40
20
0
-20
-40
-60
-80
-100
0
10
20
30
40
50
60
70
District Pupil Enrollment
(in thousands)
>=0 (Overprojected)
<0 (Underprojected)


Percentage Inaccuracy 7-8 Projection
(excludes dwelling unit augmentation)
Projected Enrollment versus Actual Enrollment for 2003-2004 through 2011-2012
Percentage Inaccuracy of Projection
100
80
60
40
20
0
-20
-40
-60
-80
-100
0
10
20
30
40
50
60
70
District Pupil Enrollment
(in thousands)
>=0 (Overprojected)
<0 (Underprojected)


Percentage Inaccuracy 9-12 Projection
(excludes dwelling unit augmentation)
Projected Enrollment versus Actual Enrollment for 2003-2004 through 2011-2012
Percentage Inaccuracy of Projection
100
80
60
40
20
0
-20
-40
-60
-80
-100
0
10
20
30
40
50
60
70
District Pupil Enrollment
(in thousands)
>=0 (Overprojected)
<0 (Underprojected)

Classroom Capacity

Overview

As part of the district's request for new construction eligibility, a determination of the district's existing school building capacity must be made. The capacity of the school district is determined at the time the first application for eligibility is filed under the SFP. This capacity calculation is done only once. The classroom capacity is based on the State loading standards and the number of classrooms available to the district.

State Loading Standards

The State has loading standards for the number of pupils that can be housed in a single classroom. These loading standards are grade specific and are used in determining the classroom capacity of a district as follows:

Grade Level	Loading Standard
K - 6	25
7 - 8	27
9 - 12	27
Non - Severe	13
Severe	9

The Calculation of Capacity

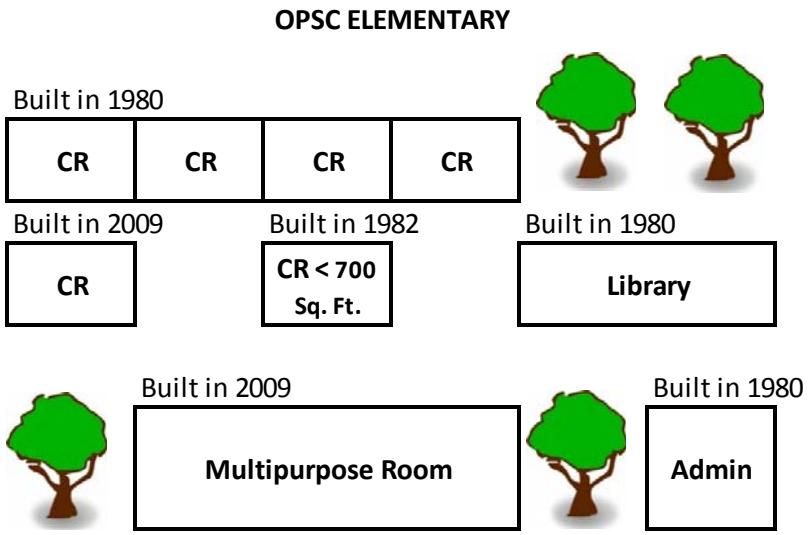
In order to determine a district's classroom capacity, the State looks at all of the available classrooms located within the district. All of the classrooms within the district make up the gross classroom inventory. Each classroom is identified based on the grade level served.

SFP Regulations allow for the exclusion of specific classrooms. These classrooms are deducted from the districts gross classroom inventory to determine the existing district capacity. The total number of existing classrooms after exclusions is used to determine the existing classroom capacity. The basic existing classroom formula is below.

Gross Classroom Inventory (all classrooms) – Exclusions = Existing Classrooms

In order to determine the total existing classrooms within a district, the district provides the OPSC with a site map for each site. The site map shows all of the buildings on the site and includes the age, building type and whether the building is permanent or portable.

The site map provided below is similar to what would be submitted by a district. In this case, the District has six total classrooms on the site; however one classroom can be excluded due to its size. For new construction eligibility determination purposes, this site has five total classrooms.



The process of calculating the districts' existing school building capacity is as follows:

1. The district completes a gross inventory of all spaces constructed or reconstructed to serve as an area to provide pupil instruction. The grade level of each classroom is also identified.
2. The gross inventory is adjusted by excluding certain spaces that are not considered available teaching stations under law or regulation. The classrooms remaining in the inventory are multiplied by the standard loading factor for the grade level (25 for elementary, 27 for middle and high school, 13 for non-severe, and 9 for severe classrooms) to determine the pupil capacity.
3. A final calculation is done to increase the capacity by a specified amount if the district does not have a substantial number of students enrolled in multi-track year-round education. High school districts are not subject to this adjustment. The district may request a waiver from this adjustment from the CDE, School Facilities Planning Division.

Districts are allowed to calculate the new construction eligibility using two different options depending on which option gives the greater eligibility (a lower classroom capacity produces greater eligibility).

Option A:
Straight count of classrooms – This option is the total number of classrooms after adjusting for exclusions.

Option B:
25 % Portable Exclusion - This option helps districts with a large number of portables according to the provisions of EC Section 17071.30. It allows districts with a proportionally large number of portable classrooms to exclude a percentage of them during the calculation of the new construction baseline eligibility. The goal is to assist school districts with a lot of portables to build more permanent facilities for their students as districts may request new construction eligibility to replace the excluded portables.

Substantial Enrollment Requirement

Most school districts must add capacity for the Substantial Enrollment Requirement (SER). Statute requires districts to alleviate six percent of their capacity needs by offering year-round classes. A SER calculation is done to increase the capacity by a specified amount if the district does not have a substantial number of students enrolled in multi-track year-round education.

The SER is calculated as follows

1. Six percent of the K-6 pupil capacity; and
2. Six percent of the K-6, non-severe and severe classroom capacity for elementary and unified districts.

Districts have the option to either spread the pupils out proportionally between all grade levels served, or place the total amount in one grade level.

A district does not have to make an SER adjustment if the elementary or unified district meets the substantial enrollment requirement, if the district is a high school district, or the district qualifies for a waiver of the SER authorized by EC Sections 17017.6 and 17017.7 (c). The Board approves these waivers based on a recommendation by the CDE.

Sample Classroom Capacity Calculation for a Unified School District

General Information

Gross Classroom Inventory (GCI)

Grade Level	Number of Classrooms
K-6	100
Non - Severe	25

Exclusions

Grade Level	Number of Classrooms
K-6	10
Non - Severe	15

Step 1: Determine the Total number of eligible classrooms

GCI – Exclusions = Total eligible classrooms

Grade Level	GCI - Exclusions	Total Eligible Classrooms
K-6	100 - 10	90
Non - Severe	25 - 15	10

Step 2: Determine the Total Classroom Capacity

Classroom Capacity = Number of Classrooms x State Loading Standard

Grade Level	Number of Classrooms x State Loading Standard	Classroom Capacity
K-6	90 x 25	2,250
Non - Severe	10 x 13	130

Step 3: Determine the SER adjustment

SER Adjustment

Grade Level	Classroom Capacity x 6%	SER Adjustment
K-6	2,250 x .06	135
Non - Severe	130 x .06	8

Step 4: Determine the Total Classroom Capacity

Total Classroom Capacity

Grade Level	Classroom Capacity x SER Adjustment	SER Adjustment
K-6	2,250 + 135	2,385
Non - Severe	130 + 8	138

Gross Classroom Inventory

As described earlier, the gross classroom inventory is made up of all of the classrooms located within the district boundaries. These can be reported on a district-wide basis or on an HSAA basis. SFP Regulation Section 1859.31 defines what must be reported as classroom capacity. The following spaces are considered a classroom.

Any classroom:

- under contract but not yet built;
- built under the Lease-Purchase Program (LPP);
- used for Special Day Class or Resource Specialist Programs;
- that are standard classrooms, shops, science laboratories, computer laboratories, or computer classrooms;
- acquired for Class Size Reduction purposes;
- used for preschool programs;
- converted to any non-classroom purpose including use by others;
- with Housing and Community Development or Department of Housing insignia;
- acquired for interim housing for a modernization project;
- leased or purchased under the State Relocatable Program;
- that have a waiver for continued use by the Board for Field Act Exemptions;
- used for Community School purposes;
- included in a closed school.

Gross Classroom Inventory Exclusions

Once the gross classroom inventory has been established, districts are eligible for classroom exemptions in order to reduce their existing school capacity. The gross inventory is adjusted by excluding certain spaces that are not considered available teaching stations.

Districts are eligible to exclude the spaces listed below; pursuant to SFP Regulations Section 1859.32 (the most common exclusions are underlined):

Any classroom:

- abandoned and approved for replacement as a hardship under the provisions of the LPP;
- at a school operated on a year round schedule that has been used continually at least 50 percent of the time for preschool programs in the five years preceding the receipt of the application for determination of eligibility;
- included in any new construction LPP project that has not received a phase C apportionment;
- that is portable and owned or leased by the district for 20 years or more that was approved for abandonment in a LPP project and the plans for the project had Division of the State Architect approval prior to November 4, 1998;
- that is a trailer and is transported/towed on its own wheels and axles;
- used exclusively for regional occupational centers, regional occupational programs, child care, preschool and or Adult Education Programs, and was acquired with funds specifically available for these purposes;
- of less than 700 interior square feet;
- originally build for instructional use, but converted to one of the following:
    - used continually for school administration for at least five years prior to the submittal of the application to the OPSC for determination of eligibility;
    - used continuously for central or main district administration for at least five years prior to the submittal of the application to the OPSC for determination of eligibility;
    - used for library purposes during the previous school year;
- owned but leased to another district;
- any portable classroom excluded by Education Code Section 17071.30;
- that is permanent spaced and leased for less than 5 years;
- any permanent classroom contained in a project for which the construction contract was signed between August 27, 1998 and November 18, 1998 and for which the district did not have full project eligibility under the LPP;
- that was acquired with joint-use funds specifically available for that purpose.

What Are We Building?

Data regarding facilities constructed under the SFP New Construction and Charter School Facilities Program are displayed on the following pages. Where possible, the data is also broken down and displayed by Career Technical Education (CTE) Service Regions to demonstrate the statewide distribution of SFP facilities constructed, though funding was not provided through the CTE Facilities Program.

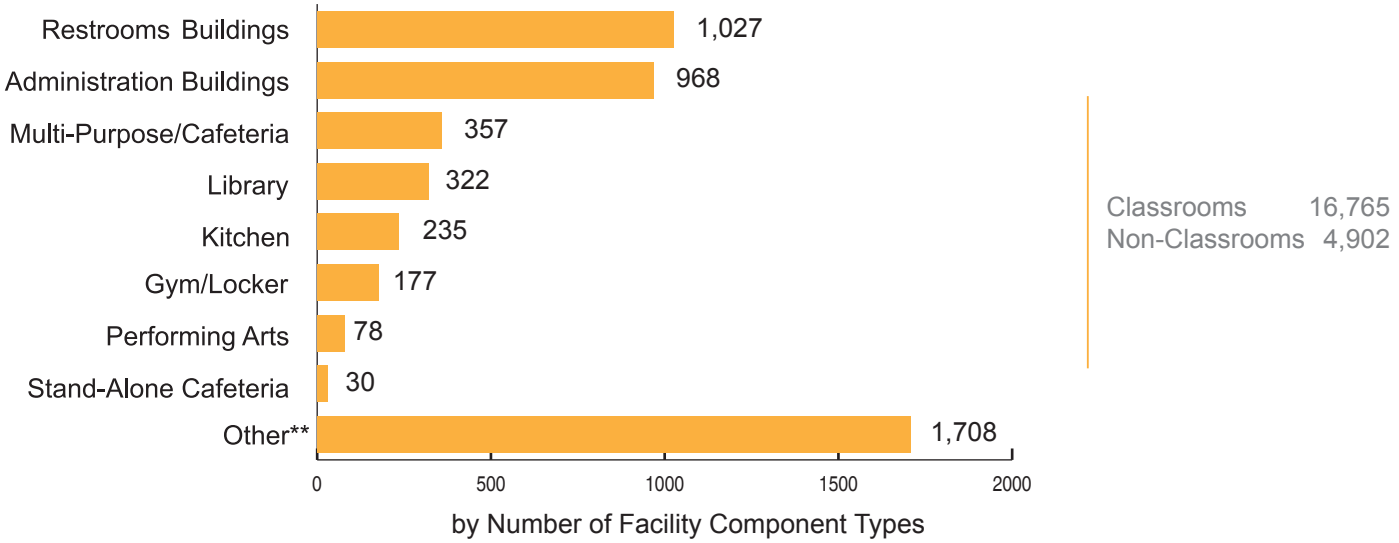
The "Square Footage Constructed", "Non-Classroom Facilities Built" and "Square Footage per Pupil Housed" charts are based on information provided on the Project Information Worksheet (PIW). Because PIWs were not required to be submitted until 2008, this information does not include all New Construction and CSFP projects.

To demonstrate what has been built throughout the entire course of the SFP, the total SFP classrooms approved for funding by the SAB is shown for each CTE Region throughout the State. The information was compiled using the number of classrooms indicated by the district on the *Application For Funding* (Form SAB 50-04) for all New Construction and CSFP new construction projects approved by the Board. This includes projects funded from all four SFP bond acts, the Class Size Reduction Kindergarten-University Public Education Facilities Bond Act of 1998 (Proposition 1A), the Kindergarten-University Public Education Facilities Bond Acts of 2002, 2004 and 2006 (Propositions 47, 55 and 1D).

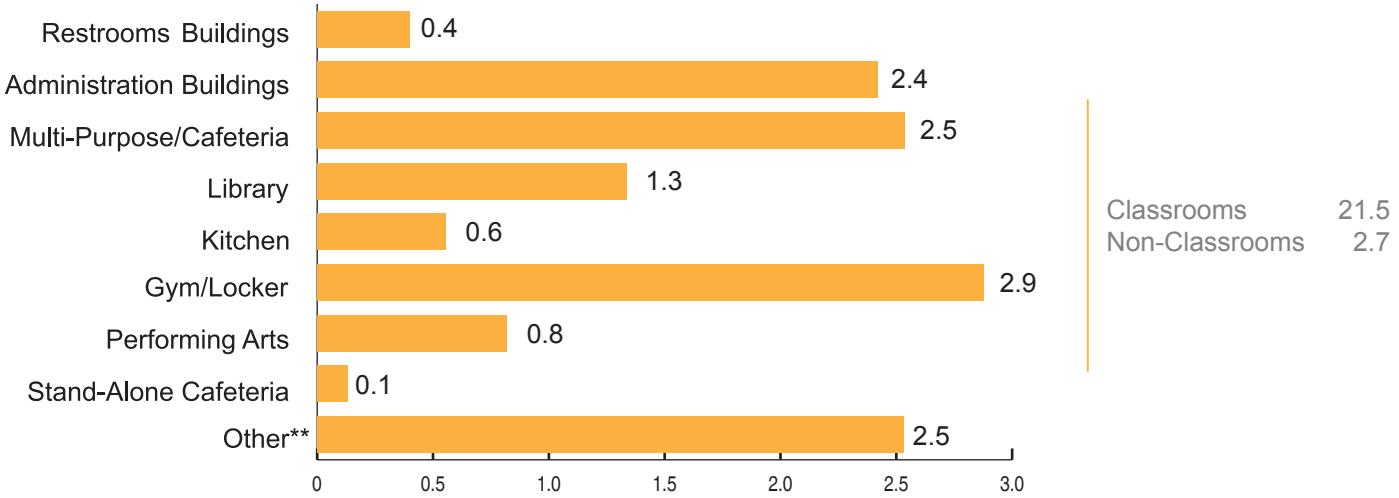
The number of SFP classrooms funded is also provided to the Legislature annually in the General Obligation Bond Report; however, that report only contains information related to the Propositions 55 and 1D, pursuant to Government Code Section 16724.4.

Facilities Built

Project Information Worksheet (PIW) Data*
(as of 11/15/12)



by Number of Facility Component Types



by Square Feet of Facility Component Types
(In Millions)

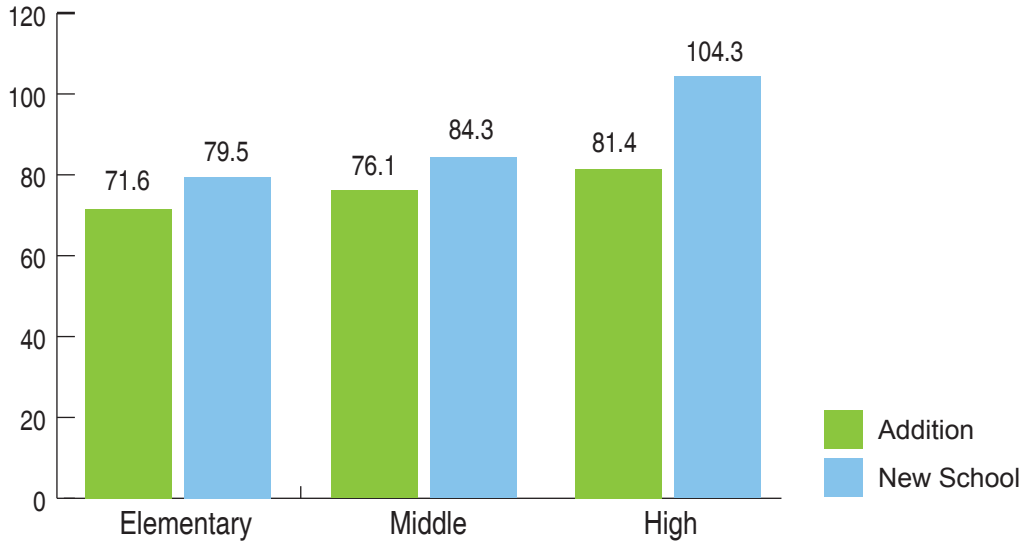
Average Square Feet Per Facility

Restroom Buildings	388	Gym/Locker	16,264
Administration Buildings	2,499	Performing Arts	10,505
Multi-Purpose/Cafeteria	7,098	Stand-Alone Cafeteria	4,360
Library	4,145	Other**	1,482
Kitchen	2,364	Classrooms	1,280

* The above information was compiled using 1,091 PIWs submitted to the Office of Public School Construction for School Facility Program New Construction and Charter projects since 2008. Facility Hardship projects were not included.

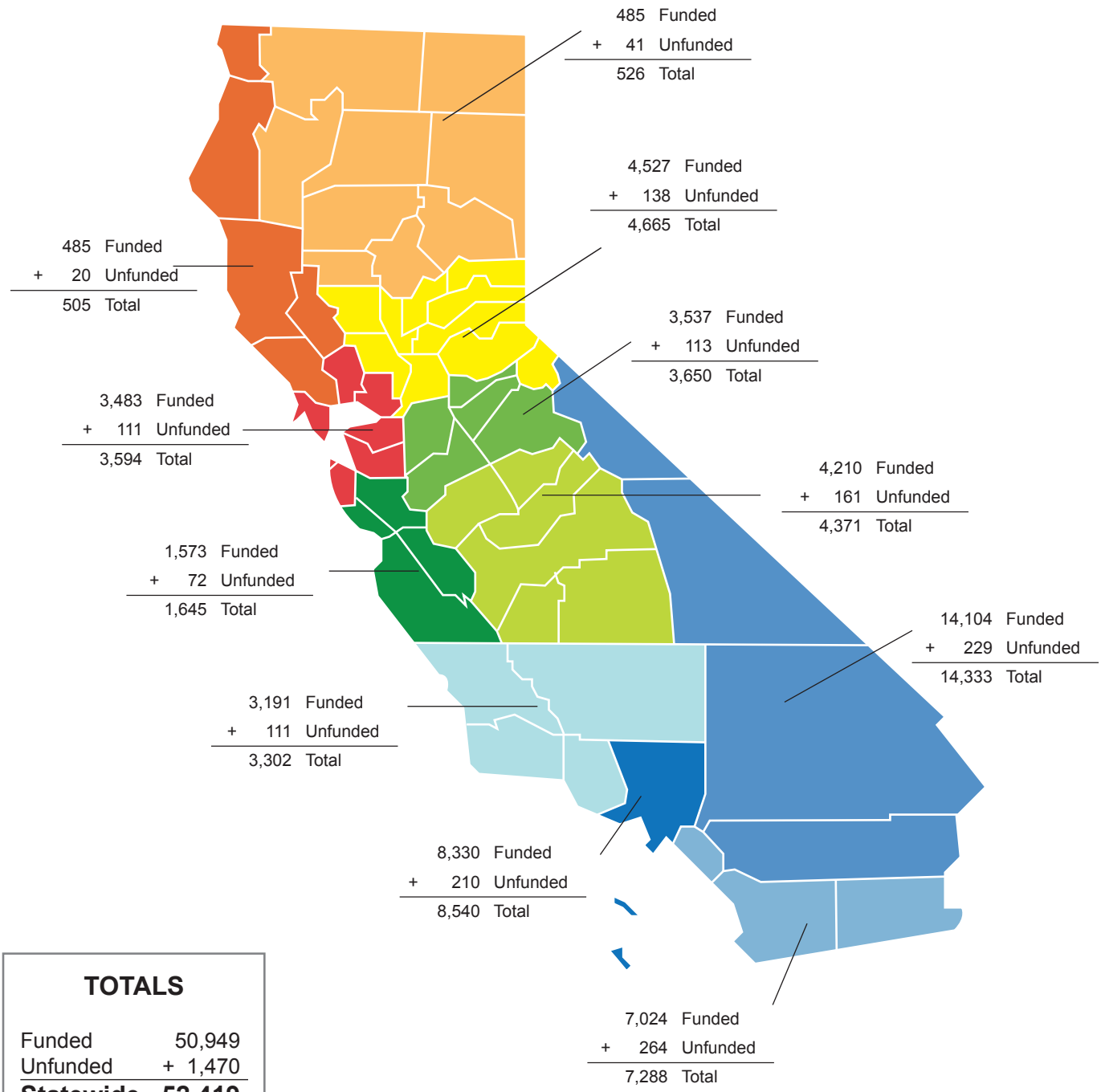
** Other includes (but is not limited to) facilities such as staff rooms, conference rooms and resource rooms.

Square Footage Per Pupil Housed
Project Information Worksheet (PIW) Data
(as of 11/15/12)



The above information was compiled using 953 PIWs submitted to the Office of Public School Construction for School Facility Program (SFP) New Construction and Charter projects since 2008. Use of Grants projects funded pursuant to SFP Regulation Section 1859.77.3 and Facility Hardship projects were not included.

New Construction and Charter Classrooms per Career Technical Education Service Regions
(as of 11/15/12)

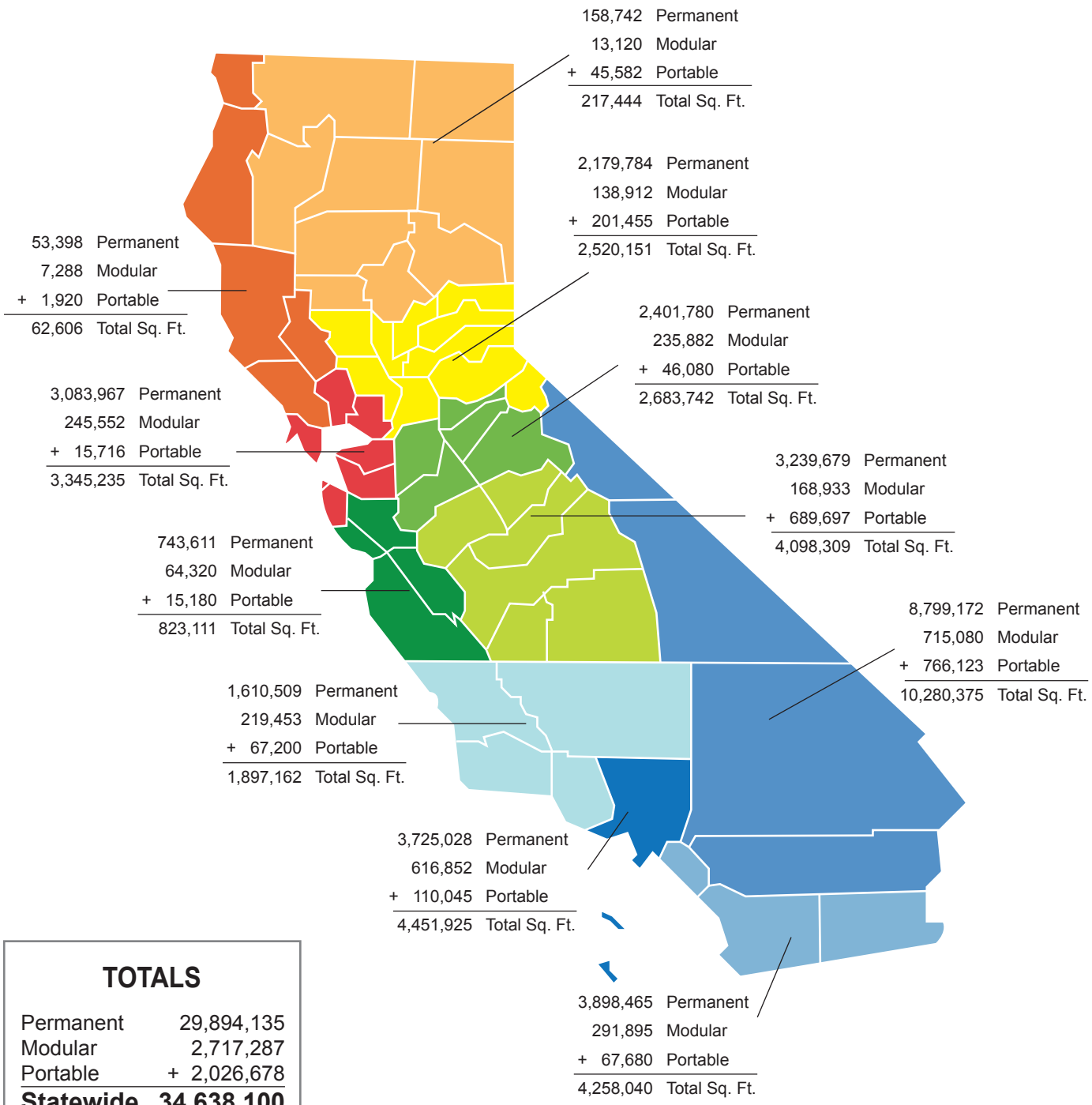


TOTALS	
Funded	50,949
Unfunded	+ 1,470
Statewide	**52,419**

The above information was compiled using 3,737 *Applications For Funding* (Form SAB 50-04) (3,594 Funded and 143 Unfunded) submitted to the Office of Public School Construction for School Facility Program New Construction and Charter projects since 1998. Facility Hardship projects were not included.

Square Footage Constructed per Career Technical Education Service Regions

Project Information Worksheet (PIW) Data
(as of 11/15/12)

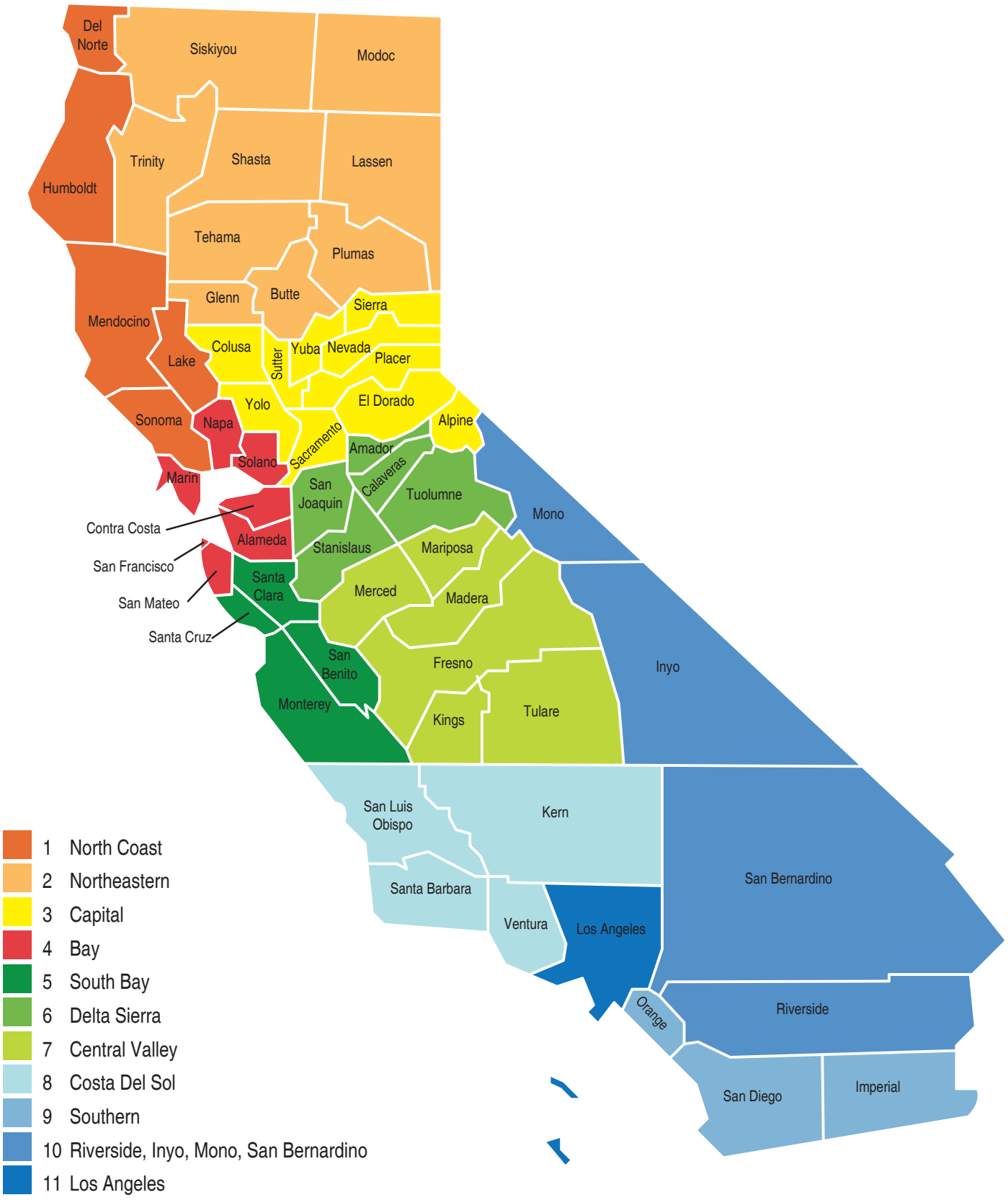


TOTALS

Permanent	29,894,135
Modular	2,717,287
Portable	+ 2,026,678
Statewide	**34,638,100**

The above information was compiled using 1,236 PIWs submitted to the Office of Public School Construction for School Facility Program New Construction and Charter projects since 2008. Facility Hardship projects were not included.

Career Technical Education Service Regions



School Facility Program Regulations

The following Regulation Sections pertaining to new construction eligibility listed below can be viewed at the following link: Link

Article 4 Determining Existing School Building Capacity

1859.30. Calculations to Determine Existing School Building Capacity.

1859.31. Gross Classroom Inventory.

1859.32. Adjustments to Gross Classroom Inventory.

1859.33. Classroom Identification and Determination of Existing School Building Capacity.

1859.35. Calculation of Existing School Building Capacity.

Article 5 Enrollment Projections

1859.40. Enrollment Projections Used to Determine a District's Eligibility for New Construction Grants.

1859.41. High School Attendance Area Reporting.

1859.41.1. Pupil Reporting Options for Projecting High School Attendance Area Enrollment.

1859.42. Projecting Non-Special Day Class Enrollment.

1859.42.1. Supplements to the Fifth-Year Projection of Non-Special Day Class Enrollment.

1859.43. Projecting Special Day Class Enrollment.

Article 6 New Construction Eligibility Determination

1859.50. Calculations to Determine New Construction Baseline Eligibility.

1859.51. Adjustments to the New Construction Baseline Eligibility.

1859.51.1. Baseline Adjustments for Locally Funded Facilities.

Leroy F. Greene School Facilities Act of 1998, Chapter 12.5: Pertaining to New Construction Eligibility

Article No.	Title	Education Code Section
1	General Provisions	17070.10-17070.99
2	Existing School Building Capacity	17071.10-17071.46
3	New Construction Eligibility Determination	17071.75-17071.76

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					PROJECTED ENROLLMENT				
Year	02/03	03/04 (x 1)	04/05 (x 2)	05/06 (x 3)	Average Change (Div. By 6)	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

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**

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)**

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**