

*To enrich the lives of California's school children as stewards of the taxpayers' commitment to education.*

# **School Facility Program Guidelines for the Five-Year School Facilities Master Plan**

A guide to assist school districts in developing a Five-Year School Facilities Master Plan as a condition of participating in the School Facilities Program.

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# **Chapter 1: An Overview of School Facility Program Guidelines for the Five-Year School Facilities Master Plan**

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## Introduction

The Kindergarten through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024 (Proposition 2) requires that, as a condition of participating in the School Facility Program (SFP), for applications received on or after October 31, 2024, school districts and county offices of education (COE)<sup>1</sup> must submit to the Office of Public School Construction (OPSC) a Five-Year School Facilities Master Plan (Master Plan), or an updated Master Plan, approved by the governing board of the school district.

This guidebook was created by OPSC, in consultation with the California Department of Education (CDE), to support school districts in the development of Master Plans that are inclusive of all statutory requirements. While this guide offers recommendations and considerations to inform your planning, it is not intended to be prescriptive. School districts are encouraged to develop facilities plans that align with their unique goals, challenges and community needs. OPSC aims to provide a model that offers structure, practical insights, and helpful tools based on best practices in educational planning and facility management. However, each school district operates within its own context, and may wish to adapt, expand upon, or diverge from the recommendations provided that extend beyond the elements that are statutorily required to be included in the Master Plan.

Throughout this guide, you will find icons alongside the text to help you differentiate between a statutory requirement or a suggestion.



This icon appears when a component is required by Education Code Section 17070.54.



This icon appears for any recommended, environmentally conscientious planning strategies.



This icon appears for any other helpful hints from OPSC.

OPSC is here to help you meet the applicable statutory requirements. The school district is responsible for developing a Master Plan that fits the specific needs of its schools and community. Ultimately, the purpose of this resource is to serve as a starting point that empowers school districts to create a facilities plan that works best for each district.

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<sup>1</sup> References to a “school district” in this guidebook should generally be considered applicable to school districts and county offices of education.

## **What is the Five-Year School Facilities Master Plan?**

The California Department of Education (CDE) defines a long-range facilities plan as:

A compilation of information, policies, and statistical data about a school district. It is organized to provide (1) a continuous basis for planning educational facilities that will meet the changing needs of a community; and (2) alternatives in allocating facility resources to achieve the school district's goals and objectives. It is used for planning facilities needs for either pupil enrollment growth or decline.

By developing long-range facilities plans, school districts are enabled to:

1. Gather and organize factual information about a community from which present and future educational program needs can be determined.
2. Estimate pupil population as to numbers, ages, socioeconomic backgrounds, and ethnic composition so that facilities may be planned for and provided.
3. Make an objective appraisal of the quality and capacity of existing school facilities.
4. Make more effective decisions regarding the types, amounts, and quality of new and existing school facilities and the disposition of facilities during periods of declining enrollment.
5. Coordinate a program of total school and community planning.
6. Develop a system of educational program and facilities priorities as an integral part of the educational process.
7. Maintain a program of continuous comprehensive planning and financing of school facilities.<sup>2</sup>

Proposition 2 adds Education Code (EC) Section 17070.54, which requires that school districts submit a five-year school facilities Master Plan, or an updated five-year school facilities Master Plan, approved by the governing board of the school district as a condition of participating in the SFP on or after October 31, 2024.

In summary, Proposition 2 requires the following:

- School districts must include specified minimum elements as part of the required five-year school facilities master plan, including an inventory of existing facilities, sites, and property.
- OPSC must develop guidelines, in consultation with CDE, that school districts may use to guide the development of the school facilities master plan.
- OPSC must develop guidelines or standards, in consultation with CDE, that school districts must use to develop and submit the inventory of existing facilities, sites, and property, which must include specified elements.
- The State Controller's Office (SCO) must include instructions in the K-12 Audit Guide to verify that all required components are reflected in participating school districts' school facilities master plans.
- School districts must update their school facilities master plans to reflect any changes in enrollment, capacity, or other areas, as appropriate for purposes of participating in the SFP.

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<sup>2</sup> [Guide to Development of Long Range Facilities Plan - School Facility Design \(CA Dept of Education\)](#)

For the entirety of EC Section 17070.54, please refer to page 39 of the Appendix.

## **Who must submit it?**

EC Section 17070.54 requires the submittal of a Five-Year School Facilities Master Plan as a condition of participating in the SFP. Therefore, any school district or county office of education that submits an application for funding under the SFP (New Construction, Modernization, Small School District Program [SSDP], Charter School Facilities Program [CSFP], Career Technical Education Facilities [CTEFP]<sup>3</sup>, and/or Facility Hardship/Seismic Mitigation programs), must submit a Master Plan. However, Joint Powers Authorities (JPA) and independent Charter Schools are exempt from this requirement as these entities are not considered school districts<sup>4</sup>.

Additionally, a Master Plan submittal is not required for stand-alone eligibility applications. School districts are encouraged to submit eligibility adjustments when their enrollment increases for Modernization but are advised they may not be processed until a funding application is received.

## **Timelines for Submittal**

Proposition 2 requires submittal of a five-year school facilities Master Plan with specified elements as a condition of SFP participation, but it does not specify when the required Master Plan must be submitted. At the December 3, 2024 meeting, the State Allocation Board (SAB) adopted policies for initial implementation of Proposition 2 that relate to the timing of the submittal of the Master Plan to OPSC, dependent on the submittal date and project type. These policies facilitate continuous submittal of SFP applications during implementation of Proposition 2. SFP Regulation Section 1859.70.5 further clarifies the submittal requirements for the Master Plan and an overview follows:

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<sup>3</sup> SSDP, CSFP and CTE applications are only required to submit a Master Plan if their project is funded. See additional details in “Timelines for Submittal”

## Facility Hardship Program and Seismic Mitigation Program Applications

- Under existing SFP Regulations, applications for Facility Hardship and the Seismic Mitigation Program receive first priority for processing and presentation to the Board for funding consideration. Facility Hardship and Seismic Mitigation Program applications submitted on or after October 31, 2024 are subject to the Proposition 2 requirement to submit a Master Plan.
- Accordingly, to allow submittal, processing, and approval of these applications without delay, submittal of the Master Plan will be required within 18 months of fund release, or concurrently with submittal of the 100 percent complete *Expenditure Report* (Form SAB 50-06) if it is submitted less than 18 months following fund release.
- OPSC contacted all school districts that submitted applications between October 31, 2024 and December 3, 2024 to request a governing board resolution acknowledging the requirement to submit the Master Plan by the previously mentioned deadline. The governing board resolution also had to acknowledge the project may be rescinded for failure to submit a Master Plan with the required components. These school districts were provided 60 days to submit the resolution to OPSC.
- Applications submitted on or after December 4, 2024 are required to include a governing board resolution acknowledging the requirement to submit the Master Plan by the previously mentioned deadline. The governing board resolution must also acknowledge the project may be rescinded for failure to submit a Master Plan with the required components. OPSC provides applicants who submit an application without the resolution a corrective “24-hour letter” to request submittal of the resolution to OPSC within 24 hours or the application is returned to the applicant.

<b>Facility Hardship Program and Seismic Mitigation Program Applications</b>		
Date of Application Submittal	When is a Board Resolution Required?	When is Master Plan required?
On or after October 31, 2024	At the time of application submittal*	Within 18 months of fund release, or concurrently with submittal of the 100 percent complete <i>Expenditure Report</i> (Form SAB 50-06) if it is submitted less than 18 months following fund release
*Applications submitted on October 31, 2024 and through December 3, 2024 were provided a 60-day notification to submit the required board resolution.		

## New Construction and Modernization Program Applications

- OPSC contacted all school districts that submitted applications between October 31, 2024 and December 3, 2024 to request a governing board resolution acknowledging the requirement to submit the Master Plan at the time the application is processed by OPSC. The governing board resolution also had to acknowledge the project may be rescinded for failure to submit a master plan with the required components. These school districts were provided 60 days to submit the resolution to OPSC.
- Applications received on December 4, 2024 through 12 months following Office of Administrative Law (OAL) approval of regulations implementing these policies are required to submit a governing board resolution acknowledging the requirement to submit the Master Plan by the time the application is processed by OPSC. The governing board resolution must also acknowledge the project may be rescinded for failure to submit a Master Plan with the required components. OPSC provides applicants who submit an application without the resolution a corrective “24-hour letter” to request submittal of the resolution to OPSC within 24 hours or the application is returned to the applicant.
- Applications received more than 12 months following OAL’s approval of regulations implementing these policies will be required to submit the Master Plan at the time the application is submitted to OPSC. Applications submitted without the master plan will be provided a corrective “24-hour letter” to request submittal of the Master Plan to OPSC within 24 hours or the application will be returned to the applicant.

<b>New Construction and Modernization Applications (Full Grant) (including projects already Board-approved for Separate Design/Site)</b>		
Date of Application Submittal	When is a Board Resolution Required?	When is Master Plan required?
October 31, 2024 through 12 months from OAL approval of Regulations	At the time of application submittal*	Within 90 days of notification of application processing
>12 months after OAL approval of Regulations	N/A	When the full grant funding application is submitted to OPSC

\*Applications submitted on October 31, 2024 and through December 3, 2024 were provided a 60-day notification to submit the required board resolution.

New Construction and Modernization Applications for Design and/or Site Funding (New Requests)		
Date of Application Submittal	When is a Board Resolution Required?	When is Master Plan required?
October 31, 2024 through 12 months from OAL approval of Regulations	At the time of application submittal for full funding*	A Master Plan is not required to be submitted until the full grant funding application is submitted to OPSC. See prior table above for full grant applications.
>12 months after OAL approval of Regulations	At the time of application submittal for full funding	A Master Plan is not required until the full grant funding application is submitted to OPSC. See prior table above for full grant applications.
*Applications submitted between on October 31, 2024 and through December 3, 2024 were provided a 60-day notification to submit the required board resolution.		

### Career Technical Education Facilities Program Applications

- For CTEFP applications, submittal of the Master Plan will be required within 18 months of fund release, or concurrently with submittal of the 100 percent complete Form SAB 50-06 if it is submitted less than 18 months following fund release.

Career Technical Education Facilities Program Applications*		
Date of Application Submittal	When is a Board Resolution Required?	When is Master Plan required?
On or after October 31, 2024	At the time of application submittal	Within 18 months of fund release, or concurrently with submittal of the 100 percent complete Form SAB 50-06 if it is submitted less than 18 months following fund release.
*Joint Powers Authorities are exempt from the Master Plan requirement.		

## Charter School Facilities Program Applications

- For CSFP projects that previously received a Preliminary Apportionment but had not submitted an *Application for Funding* (Form SAB 50-04) to request a Final Apportionment on or before October 30, 2024, OPSC proposes that submittal of the Master Plan will be required within 18 months of fund release, or concurrently with submittal of the 100 percent complete Form SAB 50-06 if it is submitted less than 18 months following fund release.
- For CSFP projects receiving a preliminary apportionment on or after October 31, 2024 (funded under the 2025 filing round and beyond), OPSC proposes that submittal of the Master Plan will be required at the time the Final Apportionment application is submitted to OPSC via the *Application for Funding* (Form SAB 50-04). Applications submitted without the Master Plan will be provided a corrective “24-hour letter” to request submittal of the master plan to OPSC within 24 hours or the application will be returned to the applicant.

Charter School Facilities Program (CSFP) Applications*		
Date of Application Submittal	When is a Board Resolution Required?	When is Master Plan required?
School Districts that submitted a Form SAB 50-04 to request a Final Apportionment on or after October 31, 2024	At the time of application submittal	Within 18 months of fund release, or concurrently with submittal of the 100 percent complete Form SAB 50-06 if it is submitted less than 18 months following fund release.
If the School District receives a Preliminary Apportionment on or after October 31, 2024 (2025 CSFP Filing Round and beyond)	At the time of application submittal	By the time the application request for Final Apportionment is submitted to OPSC using Form SAB 50-04
*Independent Charter Schools are exempt from the Master Plan requirement.		

## Small School District Program Applications

- For SSDP Applications, OPSC proposes that submittal of the Master Plan will be required at the time the Final Apportionment application is submitted to OPSC via the *Application for Funding* (Form SAB 50-04). Applications submitted without the Master Plan will be provided a corrective “24-hour letter” to request submittal of the master plan to OPSC within 24 hours or the application will be returned to the applicant.

Small School District Program Applications		
Date of Application Submittal	When is a Board Resolution Required?	When is Master Plan required?
On or after October 31, 2024	At the time of application submittal for a Preliminary Apportionment	By the time the application request for Final Apportionment is submitted to OPSC using Form SAB 50-04

## Natural Disaster Assistance Program Applications

- For Natural Disaster Assistance Applications, submittal of the Master Plan will be required by the time of submittal of the 100 percent complete Form SAB 50-06.

<b>• Natural Disaster Assistance Applications</b>		
Date of Application Submittal	When is a Board Resolution Required?	When is Master Plan required?
On or after October 31, 2024	At the time of application submittal	By the time of submittal of the 100 percent complete Form SAB 50-06

For school districts required to submit a governing board resolution acknowledging the requirement to submit the Master Plan, sample resolutions can be found here: [School Facility Master Plans](#).

## **Submittal Guidelines**

OPSC acknowledges that many school districts may have existing Master Plans that were developed in various formats. OPSC provides flexibility to allow school districts to develop the Master Plan in a method that suits their purposes beyond the SFP submittal requirements, provided each of the components of the Master Plan required by EC Section 17070.54 is included in the submittal. OPSC also aims to create an interface in OPSC Online that will enable school districts to upload their Master Plans and any supplements, addenda, or updates to existing or previously submitted Master Plans. At present, OPSC has identified two main formats for submission - pdf or direct linking to websites.

### **Master Plan as a PDF Document**

School districts may elect to submit their Master Plans in a traditional pdf format. These documents must include a completed *Five-Year Master Plan Checklist* (Form SAB 50-MP). The final document must be uploaded to the school district's "District" tab in OPSC Online.

### **Master Plan as an External Link**

School districts that utilize their district website to present their Master Plan are welcome to provide the applicable Uniform Resource Locator (URL) link/s to OPSC. This will be captured on the *Five-Year Master Plan Checklist* (Form SAB 50-MP) that outlines the required elements of the Master Plan and has fields for collecting the corresponding links, as shown below. Please note that the Master Plan and any other linked documents shall be downloadable as a pdf from the URL link site.

**Figure 1- Excerpt from Form SAB 50-MP**

**Section 3 – Required Elements**

**The Master Plan, as required by Education Code (EC) Sections 17070.54(b), (c), and (d), must include the following information:**

The Master Plan includes an estimate of eligibility for state bond funding for the following program(s) pursuant to SFP Regulation Section 1859.18(d)(1):

- New Construction Program
- Modernization Program
- Facility Hardship Program/Seismic Mitigation Program
- Charter School Facilities Program
- Career Technical Education Facilities Program
- Any Other Program Under Chapter 12.5 of the Education Code, as applicable

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The Master Plan includes an inventory of existing school facilities, sites, and property pursuant to Section 17070.54(d) and pursuant to SFP Regulation Section 1859.18(d)(2), which includes all of the following for each school site:

- The year each building at the school that is currently used for instructional purposes was constructed. The year constructed shall be determined in accordance with Section 1859.60.
- The square footage of each building that is currently used for instructional purposes.
  
- The year, if any, each building that is currently used for instructional purposes was last modernized with local and/or state funds.
- The pupil capacity of the school listed by grade level including Special Day Class, Non-severe and Severe pupils.
- The age, in accordance with Section 1859.60, and number of portable buildings at the school.
- Whether the school has any of the following facilities:
  - Cafeteria
  - Kitchen
  - Library
  - Multi-Purpose Room
  - Hybrid Gymnasium/Multipurpose room
  - Auditorium/Performing Arts Facility
  - Athletic Facilities, including but not limited to pools, stadiums, etc.
  - Career Technical Education Facilities such as barns, shops and outdoor student work areas

Page Number(s):  URL(s), if applicable:

Future enhancements to OPSC Online will include a page that enables a school district to input the individual URLs of their Master Plan components directly to their school district profile. However, school districts are advised that any information submitted as a URL must remain continuously valid and available from the time the Master Plan is submitted through SCO certification of the project audit and closeout. Alternatively, a district could provide extracted files from the webpage that include the necessary information.

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## **Introduction**

This chapter outlines each of the regulatory required components of a Master Plan for participation in the SFP. Each section examines the required elements in greater detail, highlights practical considerations and offers guidance on how to integrate these components into the school district's local planning processes. This chapter provides a variety of examples and tips for compiling the necessary information in a clear and accessible format.

## **Defining Terms**

This guidebook features terminology that may be subject to varying interpretations. Unless otherwise specified, all terms are to be understood as defined by Education Code (EC) or SFP Regulations. These definitions are generally found in EC Section 17070.15 and Section 1859.2 of Title 2 of the California Code of Regulations.

OPSC understands that school districts' Master Plans will reflect the specific needs of their communities and that there may be instances in which OPSC's definitions do not align with the school district's. Where such differences occur, a footnote may be provided for clarification.

For example, the Master Plan's inventory must include the last year that each building currently used for instructional purposes by the district was modernized. Modernization includes any work school districts performed, with or without SFP funding applications for modernization funding. School districts that want to track their locally funded modernization projects should include this information in their Master Plans. School districts should consider noting the source of funding for all modernization work.

## **Five-Year Requirement**

Subdivisions (a) through (c) of SFP Regulation Section 1859.18 state:

- (a) The date of local governing board approval of the Master Plan must be no more than five years earlier than the applicable deadline for submittal of the Master Plan to OPSC in Section 1859.18.1 for the type of the associated application for funding. For a period of five years following the date of local governing board approval of a Master Plan determined by OPSC to be a complete and valid Master Plan, the School District may submit additional applications for funding to OPSC without resubmitting the previous, complete and valid Master Plan, except as specified in subsection (b).
- (b) For a period of five years following the date of local governing board approval of a Master Plan determined by OPSC to be a complete and valid Master Plan, the School District must submit one of the following to OPSC as a required component of an additional application for funding, only if any changes in enrollment, capacity, or other areas have materially affected components of the Master Plan required in subsection (d):
  - (1) An updated, complete and valid Master Plan with all required information.
  - (2) A governing board resolution updating the components required in subsection (d) that were materially affected and a description of what changed.
- (c) Once a period of five years has elapsed following the date of a previous local governing board approval of a Master Plan determined by OPSC to be a complete and valid Master Plan, the School District shall submit an updated, complete and valid Master Plan as a required component of additional applications for funding. The updated Master Plan must reflect a new five-year period as supported by a copy of the local governing board approval or board minutes. Following submittal of an updated Master Plan, subdivision (b) shall apply.

The overarching requirement of the Master Plan is that it be a five-year facilities plan. Therefore, when the Master Plan is submitted, SFP Regulations require that the date of the local governing board's approval of the Master Plan is no more than five years earlier than the applicable deadline for submittal of the Master Plan to OPSC for the type of the associated application for funding (see Chapter 1, Timelines for Submittal).

For a period of five years following the date of local governing board approval of a Master Plan determined by OPSC to be valid, the school district may submit additional applications for funding to OPSC without resubmitting the previous, valid Master Plan, unless otherwise required. Specifically, OPSC will only require an update to a school district's previously submitted, valid Master Plan during the five years immediately following the governing board's approval of that Master Plan if changes in enrollment, capacity, or other areas have materially affected components of the Master Plan that are required by statute within that timeframe and the school district wishes to submit an additional application for funding. To provide flexibility in the event such an update is required within the five-year period, in lieu of a fully updated Master Plan, the school district can provide a governing board resolution updating the components of

the Master Plan that are statutorily required and were materially affected since the local governing board's approval of the Master Plan, along with a description of the changes.

The date of the most recent Master Plan adopted by the applicant's governing board should be used as the date from which to measure when a new, or updated Master Plan is submitted. For example, if an application with a valid five-year Master Plan was adopted by the local school governing board on April 15, 2026, that plan could be submitted with any applications submitted until April 15, 2031, provided there are no changes materially affecting one or more statutorily required components of the district's latest Master Plan during that timeframe.

School districts that are less active in the SFP and do not submit new applications every year would only be required to submit a Master Plan upon participation in the SFP. School districts that frequently submit applications to OPSC would only need to submit an updated Master Plan once every five years, and at intervening times if the district experiences changes that materially affect one or more components of the district's latest Master Plan that are statutorily required.

## **School District Eligibility**

Pursuant to SFP Regulation Section 1859.18(d)(1), the Master Plan shall include:

An estimate of the School District's eligibility for state bond funding pursuant to Education Code Section 17070.54(b)...

OPSC currently maintains information on school districts' "eligibility for state bond funding" under the SFP by capturing submitted and SAB-approved New Construction and Modernization program eligibility applications and adjustments in the OPSC Online database. In developing the Master Plan, school districts shall consider existing SFP eligibility, as well as potential SFP program eligibility.

For the purposes of meeting regulatory requirements, a school district must submit a narrative that speaks to its existing and future eligibility, as follows:

- For the New Construction Program, the School District must provide a narrative which includes the School District's existing New Construction eligibility approved by the SAB or potential for New Construction eligibility based on enrollment trends in the School District. The narrative may include the estimated dollar value of potential funding based on the current per-unhoused-pupil grant amount as provided by Education Code Section 17072.10(a) and SFP Regulation Sections 1859.71 and 1859.71.1.
- For the Modernization Program, the School District must provide a narrative or list of the School District's existing Modernization eligibility approved by the SAB or potential for Modernization eligibility for each school site. The narrative may include the estimated dollar value of the eligibility based on the current pupil grant amount as provided by Education Code Section 17074.10(a) and SFP Regulation Sections 1859.78 and 1859.78.3.
- For the Facility Hardship Program and Seismic Mitigation Program, the School District must provide a narrative describing the School District's existing conceptual, unfunded, or funded projects approved by the SAB or potential future projects. The narrative shall include the estimated total project cost to mitigate the health and safety threat as defined

by Regulation Sections 1859.82.1 and 1859.82.2.

- For the Charter School Facilities Program, the School District must provide a narrative describing the School District's existing Charter School Facilities Program Preliminary Apportionments approved by the SAB or potential for future applications to the Charter School Facilities Program. The narrative may include the estimated total project cost based on Regulation Sections 1859.163.1 and 1859.163.5, respectively. If bond authority for this program is exhausted, this narrative is not required.
- For the Career Technical Education Facilities Program, the School District must provide a narrative describing the School District's existing Career Technical Education Facilities Program Apportionments approved by the SAB, or the potential for future applications to the on Career Technical Education Facilities Program. The narrative may include the estimated total project cost pursuant to Regulation Section 1859.193. If the School District does not operate a comprehensive high school or bond authority for this program is exhausted, the narrative is not required.
- Provide a narrative describing the School District's eligibility and potential funding for state bond funding pursuant to any other program under EC Chapter 12.5.

School districts may find tables and charts useful for conveying this information. Additionally, the projected enrollment and financing sections of this guidebook provide additional considerations to inform the eligibility narrative.

OPSC encourages school districts to reach out to their assigned OPSC Project Manager who can assist in determining the district's potential eligibility for state bond funding.

## **District-wide Inventory**

Pursuant to SFP Regulation Section 1859.18(d)(2), the Master Plan shall include:

An inventory of existing school facilities, sites, and property for each school in the School District...

Regulation requires the Master Plan to include an inventory of existing facilities, site, and property. This inventory shall include the following for every school in the district:

- The year each building at the school that is currently used for instructional purposes was constructed. The year constructed shall be determined in accordance with Section 1859.60.
- The square footage of each building that is currently used for instructional purposes.
- The year each building that is currently used for instructional purposes was last modernized, if applicable.
- The pupil capacity of the school.<sup>5</sup>
- The age and number of portable buildings at the school.
- Whether the school has any of the following:

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<sup>5</sup> For the purposes of SFP, districts should use the statutory/regulatory prescribed loading standards. However, each Master Plan should also acknowledge the reality of how classrooms are loaded at the local level and its impact on pupil capacity/facility planning, especially if it differs from prescribed loading standards.

- A cafeteria
- A kitchen
- A multipurpose room or hybrid multipurpose room
- A library
- A gymnasium or hybrid gymnasium
- An auditorium and/or performing arts facility
- Athletic facilities, including but not limited to, pools, stadiums, etc.
- Career Technical education facilities, including but not limited to, barns, shops, and outdoor student work areas.

When creating a site inventory, school districts shall identify each building, its square footage, and year of construction and modernization<sup>6</sup> (if applicable). For portable buildings, the age is determined by the year it was placed onsite<sup>7</sup>.

OPSC also recommends including:

- A graphical image site plan/map showing all existing facilities that includes building identifiers (number, letter, etc.) and their use (classroom, library, etc.).
- The site plan/map should also include the Unique Building Numbers (UBN) for each building on a site, once DSA has assigned them. The UBN is obtained by providing DSA the application numbers for the original construction of the buildings on the site.
- If the inventory includes portables, the DSA application number that constructed that portable in the manufacturer's plant, typically indicated on the metal identification label affixed to the building frame.

 Pursuant to Education Code Section 17070.54(c), the School Facilities Master Plan must include, at a minimum, an inventory of existing facilities, sites, and property as outlined in subdivision (d), which specifically references school sites. While additional facilities such as closed school sites or support properties are not explicitly addressed in current statute or regulations, OPSC recommends including them so that the master plan is comprised of a complete evaluation of the district's facilities.

Additionally, CDE's *Guide to Development of Long Range Facilities Plan, 1986*, recommends summarizing the utilization, capacities, and evaluations of all district facilities. Inclusion of non-instructional spaces and inactive school sites to the School District's inventory helps to provide a clear understanding of existing capacity and any potential for repurposing or redevelopment.

School districts likely already possess documents containing some of the requested information and are encouraged to utilize those existing resources. The [Form SAB 50-02 Existing School Building Capacity](#) will be helpful for determining pupil and classroom capacity at the school site. This form may provide a starting point for determining the facilities in the district at the time the Form SAB 50-02 was submitted. However, school districts will need to ensure the facilities inventory is current at the time the Master Plan is approved by the local governing board.

Example 1 demonstrates a single school elementary school district with 34 permanent classrooms and 4 portable classrooms. The school site has a hybrid Multipurpose Room and Library in Building 120. The school district submitted a site map and accompanying chart that

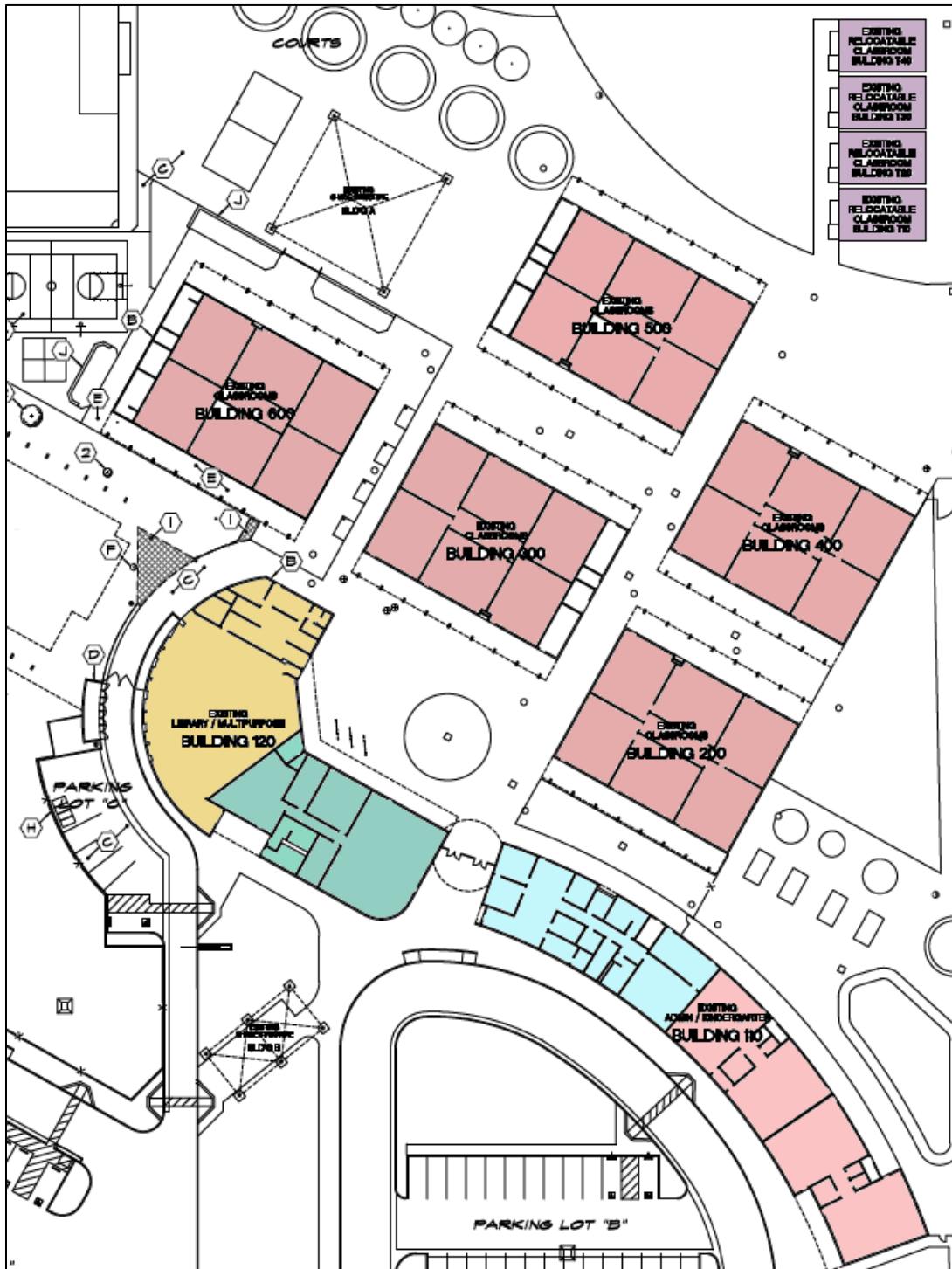
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<sup>6</sup> In the SFP modernization program, age of buildings is one year after DSA approval date

<sup>7</sup> A footnote could be included if the portable buildings were previously stockpiled or relocated from other sites

provides a basic inventory (Table A) containing all required elements of subdivision (d) of EC Section 17070.54.

### Example 1- OPSC Elementary School Site Map



**Table A**

OPSC Elementary School									
<b>Total Classroom Count: 38</b> <b>Total Pupil Capacity: 950</b>									
Building Identifier	Facility Use	Square Footage	Original DSA Construction Application #	Project Tracking Number (PTN)	Unique Building Number <sup>8</sup>	Year of Construction	Year of Modernization	Portable? Y/N	Classroom Count
Building 110	Administration and Kindergarten Wing	7,180	02-123456	N/A	2123456-001	1972	2012	N	4
Building 120	Multipurpose Room/ Library Hybrid	6,000	02-123456	N/A	2123456-002	1972	2012	N	0
Building 200	Classrooms	5,760	02-123456	N/A	2123456-003	1972	2012	N	6
Building 300	Classrooms	5,760	02-678910	76543-5	2067891-001	2003	N/A	N	6
Building 400	Classrooms	5,760	02-678910	76543-5	2067891-002	2003	N/A	N	6
Building 500	Classrooms	5,760	02-678910	76543-5	2067891-003	2003	N/A	N	6
Building 600	Classrooms	5,760	02-678910	76543-5	2067891-004	2003	N/A	N	6
Building T10	Relocatable Classroom	960	02-112233	76543-2	2112233-001	1999	N/A	Y	1
Building T20	Relocatable Classroom	960	02-112233	76543-2	2112233-002	1999	N/A	Y	1
Building T30	Relocatable Classroom	960	02-112233	76543-2	2112233-003	1999	N/A	Y	1
Building T40	Relocatable Classroom	960	02-112233	76543-2	2112233-004	1999	N/A	Y	1

 Those who are familiar with the Facility Hardship Program/Seismic Mitigation Program (FHP/SMP) may have experience compiling a site inventory for the purposes of determining replacement eligibility for square footage funding based on facility type. These application submittals often include both A1 type diagrams and a corresponding Excel spreadsheet that lists all facilities on the school site and their existing square footage. Such documents can be updated for the purpose of fulfilling the site inventory component of the Master Plan.

Additionally, a school district may elect to create an inventory that serves a dual purpose in the event of a facility hardship application submittal. In this case, the school district's inventory would include a more detailed breakdown of the square footages for each facility type listed in Table B below, pursuant to SFP Regulation Section 1859.82.1. Table C is an example of how to incorporate this data into the template provided in Table A above.

<sup>8</sup> DSA will assign a Unique Building Number (UBN) for each building based on the original application number for the construction of the buildings. Do not attempt to predetermine these numbers. If the UBNs have not yet been DSA assigned for a site, they need not be included.

**Table B**

Facility Type	Elementary School Pupils	Middle School Pupils	High School Pupils
Multi-Purpose (includes food service)	5.3 sq. ft. per pupil minimum 4,000 sq. ft.	5.3 sq. ft. per pupil minimum 5,000 sq. ft.	6.3 sq. ft. per pupil minimum 8,200 sq. ft.
Toilet	3 sq. ft. per pupil minimum 300 sq. ft.	4 sq. ft. per pupil minimum 300 sq. ft.	5 sq. ft. per pupil minimum 300 sq. ft.
Gymnasium (includes shower/locker area)	N/A	12.9 sq. ft. per pupil minimum 6,828 sq. ft. maximum 16,000 sq. ft.	15.3 sq. ft. per pupil minimum 8,380 sq. ft. maximum 18,000 sq. ft.
School Administration	3 sq. ft. per pupil minimum 600 sq. ft.	3 sq. ft. per pupil minimum 600 sq. ft.	4 sq. ft. per pupil minimum 800 sq. ft.
Library/Media Center	2.3 sq. ft. per pupil plus 600 sq. ft., minimum 960 sq. ft.	3.3 sq. ft. per pupil plus 600 sq. ft. minimum 960 sq. ft.	4.3 sq. ft. per pupil plus 600 sq. ft. minimum 960 sq. ft.
Kindergarten Classrooms (including Transitional Kindergarten)	1,350 sq. ft. for each replacement classroom.	NA	NA
Classrooms (1 <sup>st</sup> -12 <sup>th</sup> grade)	960 sq. ft. for each replacement classroom	960 sq. ft. for each replacement classroom	960 sq. ft. for each replacement classroom
Computer instructional support area, Industrial and Technology/Education Laboratory	960 sq. ft. for each replacement classroom.	960 sq. ft. for each replacement classroom.	960 sq. ft. for each replacement classroom.
Laboratory Classrooms (including science and consumer home economics. (Does not include Industrial and Technology/Education Laboratory)	1,300 sq. ft. for each replacement classroom.	1,300 sq. ft. for each replacement classroom.	1,300 sq. ft. for each replacement classroom.

**Table C**

OPSC Elementary School						
Total Classroom Count: 38						
Total Pupil Capacity: 950						
Building Name	Facility Use	Square Footage	DSA Application #	Project Tracking Number (PTN)	Building ID #	Year of Construction
Building 110	Administration and Kindergarten Wing	7,180	02-123456	N/A		1972
Square Footage Break Out		Room Name	Facility Type	Square Footage by Room		
		Kindergarten 1	Kinder CR	1,290		
		Kindergarten 2	Kinder CR	1,290		
		Kindergarten 3	Kinder CR	1,290		
		Kindergarten 4	Kinder CR	1,290		
		Kindergarten Restroom 1	Toilet	90		
		Kindergarten Restroom 2	Toilet	90		
		Main Office	Administration	960		
		Teacher's Lounge	Administration	700		
		Storage Closet	Other	55		
		Staff Restroom	Toilet	125		

The Education Code requires a district-wide inventory. Although the school district may break out the inventory by site, the Master Plan must be inclusive of all schools within the district, regardless of which school site is associated with their SFP application at the time of submittal.



## Existing Classroom Capacity

Pursuant to SFP Regulation Section 1859.18(d)(3), the Master Plan shall include:

Existing classroom capacity at each school site, as determined pursuant to Education Code Sections 17071.10 and 17071.25.

Regulation requires the Master Plan to include the existing classroom capacity. Though not required, many of the forms used to establish and/or adjust eligibility for either new construction or modernization funding can be used as a starting point for obtaining this information. . Both the *Existing School Building Capacity* (Form SAB 50-02), which is districtwide, and the *Eligibility Determination* (Form SAB 50-03), which is site-specific, can be used to obtain information on the facilities as they existed when those forms were submitted to OPSC. The school district can then use that information to develop their Master Plan. Additionally, OPSC often receives site-specific summaries that include building names, square footage, age, and use of each space. Those documents could also be used to examine the site as it was when the document was submitted and then amended for current information.



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.

To determine classroom capacity in the SFP, school districts utilize the Gross Classroom Inventory (GCI) methodology for identifying classrooms, as outlined in SFP Regulation Section 1859.31. This list is inclusive of any classroom:

- for which a contract was signed for the construction or acquisition of facilities or for which construction work has commenced at the time the SFP application for determination of eligibility is submitted to the OPSC;
- constructed with funds from 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 or created 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 pursuant to Chapter 14 of Part 10 of the Education Code;
- that have a waiver for continued use by the Board for Field Act exemptions;
- used for Community School purposes;
- included in a closed school.

Section 1859.32 then goes on to outline which classrooms may be excluded from the count above. The GCI calculated above will be reduced by any classrooms that fall under the following categories:

- 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 continuously for 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 (DSA) 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, childcare, preschool and/or Adult Education Programs, and was built or acquired with funds specifically available for those purposes;
- of less than 700 interior square feet;
- originally built for instructional use, but converted to one of the following:
  - (1) used continuously for school administration for at least five years prior to the submittal of the application to the OPSC for determination of eligibility.
  - (2) 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.
  - (3) used for school 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 space and leased for less than five 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 SFP.
- that was acquired with joint-use funds specifically available for that purpose.

Multiplying the GCI by the state loading standard determines the school district's existing pupil capacity. State loading standards for classrooms are as follows:

<b>K-6</b>	<b>7-8</b>	<b>Non-Severe Special Day Class</b>	<b>Severe Special Day Class</b>
25 pupils	27 pupils	13 pupils	9 pupils

School districts can use the GCI methodology and state loading standards described above as a means of determining the existing classroom capacity and pupil capacity of schools required as part of the inventory of existing facilities, sites, and property. Alternatively, school districts could choose their own format that tracks capacity consistent with the SFP. They may also include more detail than is required by statute for determining capacity.

The total classroom and pupil capacity can be presented together as part of the inventory required by subdivision (c)(1) of EC Section 17070.54.

## Projected Enrollment

Pursuant to SFP Regulation Section 1859.18(d)(4), the Master Plan shall include:

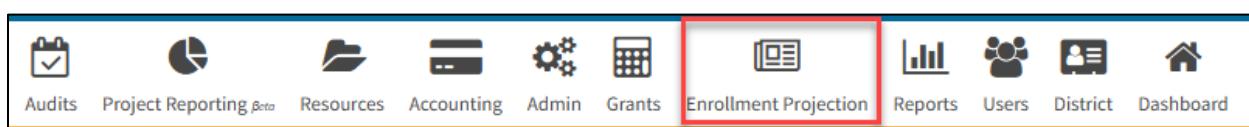
Projected enrollment changes for the School District over the next five years, accounting for changes pursuant to Education Code Sections 17071.75 and 17071.76.

Regulation requires the Master Plan to include projected enrollment change information over the five years after the Master Plan submittal. The School Facility Program's *Enrollment Certification/Projection* (Form SAB 50-01) can be used for this purpose, part or in whole, depending on whether the application submittal coincides with the same enrollment reporting year as the latest Form SAB 50-01. The form requires at least the current and three previous years of enrollment data to perform the projection. The applicant can take the data submitted on a current or previous Form SAB 50-01 and use that information to determine its five-year projected enrollment.

For example, if a school district wished to calculate the projected enrollment in 29/30, five years from now (24/25), they would input 24/25 as the current year and provide the enrollment for the three years preceding 24/25.

Part A. K-12 Pupil Data								
Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
K	/	/	/	/	/	/	/	/
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

OPSC's website also currently features an [Enrollment Calculator](#) to assist districts in determining projected enrollment.



Although school districts should provide high-level substantiation to justify their projections, enrollment data does not need to be verified by OPSC/SAB prior to submittal of their Master Plan. The table below shows an example of a school district that has calculated its projected enrollment. The school district provided substantiation for its calculations by including the enrollment data for the current and the previous five years by school site. If the school district had augmented their projected enrollment with birth rates or dwelling units, the Master Plan would also provide reference to those documents.

**Historic District-Wide Enrollment**

School Name	5 Years Prior	4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Current Year
	19/20	20/21	21/22	22/23	23/24	24/25
Alpha Charter	36	19	27	21	11	28
Beta Middle	286	258	244	229	209	188
Gamma Elementary	960	747	815	923	1,177	1,434
Delta High	2,331	2,174	2,127	2,016	2,165	2,148
<b>Total</b>	<b>3,613</b>	<b>3,198</b>	<b>3,213</b>	<b>3,189</b>	<b>3,562</b>	<b>3,798</b>

**Five-Year Projected Enrollment**

1 Year Projection	2 Year Projection	3 Year Projection	4 Year Projection	5 Year Projection
25/26	26/27	27/28	28/29	29/30
4,029	4,606	5,018	5,433	5,827

## **Capital Planning Budget**

Pursuant to SFP Regulation Section 1859.18(d)(5), the Master Plan shall include:

A capital planning budget outlining the School District's significant capital outlay projects included in the Master Plan. The budget shall outline the estimated costs for each project for each fiscal year.

Regulation requires the Master Plan to include a capital planning budget. To fulfill this requirement, the school district may submit a narrative that outlines the anticipated budget, and expenditure needs to complete the significant capital outlay projects that are included in the Master Plan. The school district may choose to present this information in any selected format. The school district may decide what type of projects to include in the master plan based on size, site, dollar value, etc. and may also decide how much detail to include on the scope of each project.

Below is an example of a school district that chose to use a web interface for their capital planning budget. The school district has broken down the costs associated with their planned projects according to school site.

### Example 1 : Capital Planning Budget

Recommended Project List																																																																								
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Improvement Project Hard Cost Adjustment for Region (+75%) \$36,695,899 <b>Total Hard Costs Subtotal</b> \$467,974,559 Soft Costs \$93,594,912 Escalation \$121,665,656 Contingency \$68,323,513 <b>Total Probable Cost</b> <b>\$751,558,639</b>																																																																								

### Facilities Condition Assessment

Although not required by statute, school districts are advised that maintaining an ongoing record of facilities' condition is helpful in creating a capital planning budget. By annually assessing the current state of their facilities across school sites, school districts can identify, plan, and budget for facility needs.

In the example above, each school site is linked to a facility assessment that identifies the current conditions of facilities onsite and estimated costs to maintain these facilities over the next ten years. Facilities assessments provide a framework for identifying the school district's needs and prioritizing their budget accordingly. CDE's *Guide to Development of Long-range Facilities Master Plan* publication has several forms to assist school districts in evaluating their facilities. A sample Form 1.02e *Evaluation of School Facilities* from the guide can be found on page 40 of the Appendix and will be updated as newer versions come into circulation.

Additionally, the topic of Facilities Conditions Assessments is further explored in the "Other Considerations" chapter of this guidebook.

## **Financing**

Pursuant to SFP Regulation Section 1859.18(d)(6), the Master Plan shall include:

The financing and other funding sources that would be used to support the acquisition of any applicable school site, new construction project, modernization project, and lead testing and remediation projects included in the Master Plan.

Regulation requires the Master Plan to include financing information. Similar to the Capital Planning Budget, this component could also be presented in narrative format. The document should provide an overview of the school district's assessed value, bonding capacity, , historical and current general obligation bond initiatives, and the status of any authorized or unsold bonds. Additionally, the plan should include current bonded indebtedness and a breakdown of other local revenue sources, such as developer fees, Mello-Roos Community Facilities Districts (CFDs), and Local Control Funding Formula (LCFF) allocations. Because much of this information is required as part of the Financial Hardship Fund Worksheet (see below), school districts may use this form as a resource to summarize their funds.

<b>FINANCIAL HARDSHIP WORKSHEET</b>			
CURRENT FINANCIAL CONDITION OF DISTRICT TO SUPPORT FINANCIAL HARDSHIP REQUEST			
DISTRICT	COUNTY		
<b>CAPITAL PROJECT FUND</b>			
Statement of revenues, expenditures and changes in fund balance for fund	Column 1 Amounts from District's Audited Financial Statement June 30, _____	Column 2 Subsequent Events as of _____	Column 3 Subsequent Events as of _____
Revenues (Actual):			
Developer Fees	\$0	\$0	\$0
Federal Funds	0	0	0
Redevelopment Funds	0	0	0
Surplus Property Sales	0	0	0
General Obligation Bonds	0	0	0
Earnings on Investments	0	0	0
Other Local Revenues	0	0	0
Other -	0	0	0
<b>(1) Total Revenues</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

The financing section should also provide information for all other funding sources that could fund projects or be used toward the required local match for all SFP projects. This includes any anticipated SFP apportionments. If applicable, the narrative could also include the school district's Financial Hardship status.

Lastly, the narrative may address the status of SFP funding as it pertains to the current processing timelines. This includes wait times from submittal to processing and/or acknowledgement that funding from any oversubscribed programs is dependent on the passage of a future statewide facilities bond for any applications on the Applications Received Beyond Bond Authority (ARBBA) List.

## **Assessed Current Value**

Pursuant to SFP Regulation Section 1859.18(d)(7), the Master Plan shall include:

Verification of the School District's current assessed value from the county audit controller or other appropriate local government entity that collects and maintains this information.

Regulation requires the Master Plan to include verification of the school district's current assessed value. The school district must provide documentation from the applicable county of the Gross Assessed Value of all taxable property in the school district. This information can be obtained from the local County Auditors or Assessor's Office. The assessment is updated annually every August, and the school district must provide the most recent version of the document. Keeping an updated assessment on file is beneficial for school districts to calculate their local bonding capacity if they request an adjustment to the local matching share for SFP applications. The assessment is also required documentation for purposes of determining Financial Hardship eligibility.

## **Deferred Maintenance Plan**

Pursuant to SFP Regulation Section 1859.18(d)(8), the Master Plan shall include:

The School District's deferred maintenance plan certified by the local governing board pursuant to Education Code Section 17070.75.

Regulation requires the Master Plan to include a Deferred Maintenance Plan (DMP). The cited EC Section 17070.75 requires school districts to make all necessary repairs, renewals, and replacements to ensure that a project is at all times maintained in good repair, working order, and condition. As part of this requirement, school districts are required to have a publicly approved ongoing and major maintenance plan that outlines the use of funds deposited, or to be deposited into their Routine Restricted Maintenance Account (RRMA). The RRMA is a reserve for school districts to contribute funds for the exclusive purpose of funding these projects.

The intent of the DMP is to forecast deferred maintenance projects and their estimated costs within the school district over the next five years. At times, there may be overlap between the Capital Planning Budget and Financing sections, as each component could inform another. Note, the DMP does not need to be specific, nor is the school district committed to performing all work outlined in the plan. The school district may submit an attachment or a link to the locally approved DMP or the local board agenda in which it was approved to demonstrate compliance.

Some examples of Deferred Maintenance projects include:

Floor Covering	Painting	Electrical	Classroom Lighting
<ul style="list-style-type: none"><li>• Carpeting</li><li>• Asphalt Tile and Vinyl Asbestos Tile</li><li>• Hardwood Floors</li></ul>	<ul style="list-style-type: none"><li>• Interior of classrooms, library, offices, hallways, cafeteria, restrooms, etc.</li><li>• Exterior stucco, masonry, wood, and metal trim</li></ul>	<ul style="list-style-type: none"><li>• Panels and boards</li><li>• Signal systems, including fire alarms and public address</li><li>• Conductors and cables</li></ul>	<ul style="list-style-type: none"><li>• Substandard incandescent lighting and obsolete fluorescent lighting</li><li>• Fixtures</li></ul>

Plumbing	Roofing	HVAC	Wall Systems
<ul style="list-style-type: none"> <li>Piping within boundaries</li> <li>Underground gas, water</li> <li>Sewer, leech fields</li> <li>Well replacement</li> </ul>	<ul style="list-style-type: none"> <li>Large sections or whole buildings of roofing systems</li> <li>Flashings, gutters, and downspouts</li> <li>Ceiling tiles</li> </ul>	<ul style="list-style-type: none"> <li>Heating</li> <li>Gas-fired unvented wall heaters</li> <li>Other heating systems <ul style="list-style-type: none"> <li>Boilers</li> <li>Piping</li> <li>Individual heating units except gas-fired wall heaters</li> </ul> </li> <li>Ventilation and Air-Conditioning Systems <ul style="list-style-type: none"> <li>Central systems</li> <li>Individual units</li> </ul> </li> <li>Cafeteria and automotive fume exhaust systems</li> </ul>	<ul style="list-style-type: none"> <li>Doors including hardware</li> <li>Window Assemblies (including wood sash)</li> <li>Indoor gym bleachers that pull out from wall</li> <li>Siding</li> <li>Restroom partitions (attached to wall)</li> </ul>
Paving	Underground Toxic Tank	Asbestos	Lead
<ul style="list-style-type: none"> <li>Asphalt</li> <li>Slurry coat</li> <li>Seal</li> <li>Concrete</li> </ul>	<ul style="list-style-type: none"> <li>Removal</li> <li>Clean-up</li> </ul>	<ul style="list-style-type: none"> <li>Inspection, sampling, and analysis</li> <li>Removal or encapsulation</li> </ul>	<ul style="list-style-type: none"> <li>Inspection, sampling, and analysis</li> <li>Removal or control management</li> </ul>

Although no longer active, the *Five Year Plan* (Form SAB 40-20) from the Deferred Maintenance Program is available as a resource which may be used by school districts to compile a summary of pending deferred maintenance projects at the applicable school sites. The form provides fields for the school district to enter the number of projects according to project categories, the estimated costs for each upcoming fiscal year, the sites where deferred maintenance projects are planned, and any additional information. A screenshot of a sample Form SAB 40-20 is below.

STATE OF CALIFORNIA  
**FIVE YEAR PLAN**  
DEFERRED MAINTENANCE PROGRAM  
SAB 40-20 (REV 12/10)

STATE ALLOCATION BOARD  
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

Page 2 of 3

SCHOOL DISTRICT OPSC School District	FIVE-DIGIT DISTRICT CODE NUMBER (SEE CALIFORNIA PUBLIC SCHOOL DIRECTORY) 12345
COUNTY Sacramento	CURRENT FISCAL YEAR 2026

The district:

has not previously submitted a Five Year Plan.  
 Is submitting this updated/revised Five Year Plan which supersedes the plan currently on file with SAB.

**Part I—Authorized District Representative**

The following individual has been designated as a district representative by the school board minutes:

DISTRICT REPRESENTATIVE John Smith	TITLE Superintendent
BUSINESS ADDRESS 707 Third Street	TELEPHONE NUMBER (916) 376-1771
E-MAIL ADDRESS opsccommunications@dgs.ca.gov	FAX NUMBER (916) 375-6721

**Part II—Estimated Fiscal Year Data**

PROJECT CATEGORY	1. NUMBER OF PROJECTS	2. CURRENT FISCAL YEAR	3. SECOND FISCAL YEAR	4. THIRD FISCAL YEAR	5. FOURTH FISCAL YEAR	6. FIFTH FISCAL YEAR	7. TOTAL ESTIMATE COST
Asbestos							0.00
Classroom Lighting	3		10,000.00		3,000.00	3,000.00	16,000.00
Electrical	3	44,000.00	3,000.00			3,000.00	50,000.00
Floor Covering	1	30,000.00				30,000.00	60,000.00
HVAC	3		10,000.00		6,000.00	4,000.00	20,000.00
Lead							0.00
Painting	2	5,000.00			3,000.00		8,000.00
Paving	1			5,000.00			5,000.00
Plumbing	2		5,000.00	60,000.00			65,000.00
Roofing	1	2,000.00			5,000.00		7,000.00
Underground Tanks							0.00
Wall Systems							0.00
8. Grand Total	16	81,000.00	28,000.00	65,000.00	17,000.00	40,000.00	231,000.00

**9. Remarks**

## **Narrative**

Pursuant to SFP Regulation Section 1859.18(d)(9), the Master Plan shall include:

A narrative describing how the Master Plan is consistent with the goals, actions, and services identified in the School District's local control and accountability plan for the first state priority, as described in paragraph (1) of subdivision (d) of Education Code Section 52060, as it relates to school facilities.

Regulation requires the Master Plan to include a narrative describing how the plan is consistent with the school district's goals, actions, and services of their Local Control and Accountability Plan (LCAP), pursuant to EC Section 52060. The referenced Education Code is below:

*(d) All of the following are state priorities for purposes of a school district's local control and accountability plan:*

*(1) The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair, as defined in subdivision (d) of Section 17002.*

CDE has a dedicated webpage for LCAP resources which can be accessed here:

<https://www.cde.ca.gov/re/lc>

The cited statute conveys the importance of learning conditions and adequacy of school facilities to support student achievement. Therefore, the narrative should describe how proposed facility plans directly support the district's strategic goals, improve student engagement, and ensure equity in learning environments. By connecting each component of the Master Plan to specific educational priorities, the school district can effectively communicate its commitment to creating safe, inclusive, and future-ready campuses that foster student success. Additional information on Educational Specifications will be further addressed in the next chapter for "Other Considerations."

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## **Introduction**

California has over 1,000 school districts and 58 county offices of education, each with its own unique facilities needs and varying access to funding. As a school district develops its Master Plan and considers how it can construct new and/or modernize existing facilities to house students for years to come, it may encounter challenges with construction costs or be faced with balancing funding priorities in the school district. Therefore, school districts are advised to consider areas that collectively influence the cost of school construction. This chapter identifies some of the key areas and processes that impact the cost of construction and provides suggestions of how to achieve measurable cost savings. This chapter is an abbreviated and updated version of information from the April 26, 2000 *Public School Construction Cost Reduction Guidelines* prepared by Vanir Construction Management, Inc., with Harry C. Hallenbeck, FAIA as Project Director, in consultation with a diverse stakeholder Cost Reduction Workgroup, at the solicitation of the State Allocation Board.

## **District Responsibilities**

Minimizing construction costs begins with good direction and project management from the school district. School districts should be aware of the value of good planning and the potential increase in the cost of a project due to the lack of a valid and complete planning effort. A well-developed Master Plan benefits the school district because it becomes 1) the commitment by the school district and community as to the direction of its educational facilities, and 2) the direction to the design professional so that false starts are avoided.

## **Joint-Use Facilities**

A joint-use facility is a facility of any type, core or otherwise, that has a shared use by, and benefit to, two or more entities through a contractual agreement; the development of which, including the cost of land and improvements, plus operation if it is part of the development agreement, results in a lower initial project cost to the school district, as compared to the school district having to provide a project that meets its needs individually.

There are several reasons for considering Joint-Use: 1) to achieve better facilities, 2) to achieve a better use of public funds, and 3) to reduce the school district's costs for facilities. However, impediments also exist such as: 1) the opportunities are just not available, 2) there is concern about compromising the school district's political independence, 3) the benefits don't offset the risks, or 4) the costs are excessive. The key is to seek the opportunities, to weigh the pros and cons, and to mesh the right project into the school district's facilities master plan.

School districts should evaluate whether the proposed Joint-Use project will save money. Although a Joint-Use project may be able to reduce the initial cost to the school district since part of the cost is paid by the Joint-Use partner, the total cost may not be less since it must serve both parties and there can be a tendency to over build the facility. In considering potential cost savings from the development of Joint-Uses facilities, it is important to keep in mind:

1. The benefit, to each of the participants in the Joint-Use, needs to be identified and documented. Support and involvement from the community is a mutual benefit.
2. There should be a formal agreement documenting the Joint-Use relationships and responsibilities.
3. The cost and time to design and construct the Joint-Use project could be significantly more than a comparable school-only facility.

The approach to reducing costs through the development of Joint-Use projects, is rooted in three basic precepts:

1. The school district must actively pursue the opportunities.
2. The benefits must accrue to all parties to the Joint-Use.
3. The costs to the school district must be less than building the facility on its own.

## **Site Concerns**

When accounting for site related concerns, there are two basic cost elements: 1) the acquisition costs, and 2) the improvement costs. A school district may be able to acquire a property that meets good demographic and educational criteria, but negatively impacts, or even fails, good construction cost criteria. School district should avoid acquiring property that has potential design and construction difficulties. In considering the potential cost impacts relative to Site Concerns, it is important to keep in mind:

1. The cost of site acquisition will impact the cost of improvements; i.e. size, shape, slope, availability of infrastructure, and environment all impact the value of the site and subsequently the construction costs.
2. There is no perfect site; often it is best to select an alternate site in consideration of subsequent construction costs.
3. Mitigating site problems that are either unknown or unconsidered at the time of acquisition, can be very costly even to the point of prohibitive.
4. Thorough investigation and advance planning can help reduce the unknown and unconsidered problems.

The approach to reducing the costs relative to Site Concerns, is rooted in the following precepts:

1. Select the site carefully, considering both the educational criteria and the design and construction impact.
2. Become fully involved in local land planning details that will affect the demographics, the availability, and the value of the school district's current and future property; involve the community in the selection.
3. Plan ahead; undertake and update long range Facilities Master Plans.

## **Professional Consultants**

Professional consultants can comprise a significant portion of the soft cost on a construction project. Architects, attorneys, bond counsel, and financial advisors are the most commonly

thought of consultants. However, numerous other consultants may be involved in the school construction process. In considering consultant services, there are several things to keep in mind:

1. State requirements governing the school construction process are extensive, with numerous stakeholders, decision makers and approving authorities.
2. Consider the relative experience and expertise of any potential consultant and cost-benefit considerations in employing their services.
3. Project planning and design are critical components relative to controlling subsequent construction costs, long term life-cycle costs, and quality of the educational facility and environment. Shortcuts at this stage may result in higher costs later in the life of the project.

The approach to reducing costs of professional consultants, without reducing the quality of the completed project, is rooted in three basic precepts:

1. Establishing a clear definition of the scope of services required, thus avoiding duplication or overlap of services, including the time restraint for providing the services, and the fee anticipated for the services.
2. Using the fewest, but most expert consultants possible through careful selection.
3. Managing their services through constant, prompt and thorough interaction.

## **Contractors**

Contractors are associated primarily with the hard costs of the school construction process. In considering contractors and their subcontractors, there are several things to keep in mind:

1. The school construction process is very competitive, and quality can vary among contractors and subcontractors.
2. The school district must ensure it follows all pertinent Public Contract Code requirements in solicitation and selection of bids.
3. The form of project delivery can be less important than the quality of the entity with whom the school district is contracting. The contractor is the school district's partner in a major undertaking; careful selection is essential.

The approach to reducing costs of construction without reducing the quality of the completed project, is rooted in three basic precepts:

1. Utilizing a thorough pre-qualification system that will solicit the most qualified contractors for the project.
2. Managing the construction phase through constant interaction and open communication.
3. Managing the Change Orders and Dispute Resolutions assertively and in a timely manner.

## **Agencies**

There are numerous state and local agencies that a school district must work with in the planning, design, and construction of a school. Both state and local agencies can affect the cost of a project from initial site selection and utilization to final approval of a fire hydrant. In considering the potential cost impacts from each agency, it is important to keep in mind:

1. The agency "cost" is in two forms: 1) direct fees and/or charges for services rendered, and 2) indirect costs resultant from decisions and/or requirements.
2. The perception that school districts are independent of local control is not correct for many aspects of the planning, design, or construction of facilities.
3. All agencies, state and local, are control oriented and their requirements may add to or delay approvals of a project.

The approach to reducing the costs related to state and local agencies, is rooted in three basic precepts:

1. Know what you don't know. Recognize your limitations and ask for help where you need it.
2. Become fully involved in both local and state agency issues.
3. Work with the agency staffs, who can often provide technical assistance in navigating their processes, free of charge.

## **Types of Construction**

Types of construction for public schools can vary significantly, and, in their selections, school districts must weigh the impact of everything from building configuration to the building's life expectancy and methods and materials of construction.

In considering the potential cost impacts relative to the types of construction, it is important to keep in mind:

1. The type of construction is dictated early in the design process by such things as building use and size, its locale and environment, and the image that the school district and community desire.
2. The desired materials and finishes of construction can be provided in a variety of ways which can affect the cost without reducing the quality.
3. The methods of construction are generally left to the contractor, but can be influenced, and even dictated by the design, including the number of factory-built components.

The approach to reducing the costs of construction, is rooted in the following precepts:

1. Keep the design as simple as possible; good architecture and good educational environments do not need overstatements of configuration, materials or finishes.
2. Utilize standard elements that work well, are readily available, and tested over time.
3. Maximize the use of factory-built components, wherever they best suit the design.

## **Prototypes**

A prototype is a school, or major component of a school, that is designed and constructed with the intent that the design will be repeated several times. In thinking about cost reduction techniques, a prototype school design must be: 1) one that is intended to be copied, and 2) one that's design and construction are refined sufficiently as to be worthy of copy. The definition includes the modeling of a whole school or any of its major components. The use of prototypes is more applicable to new construction than to modernization. As a school district considers the development of a new facility, whole or component, the school district should consider basing its new facility on a previously developed prototype.

In considering the use of prototypes, there are several things to keep in mind:

1. The initial prototype design process is more extensive than normal due to the fact that the design is intended to be copied at various sites.
2. The educational specifications and the input of each intended school's community is essential.
3. The school district may spend a little more on the prototype but will make it up with substantial savings on the repeats.

The approach to reducing costs through the use of prototypes, without reducing the quality of the completed project, is rooted in the following precepts:

1. Expend the time and resources necessary to fully research the best educational components from colleague districts so that the prototype design represents the very best thinking and experience.
2. Design the prototype as a complement of basic educational components to ensure maximum flexibility for future uses and educational changes.
3. Keep the basic components as simple as possible but include the ability to tailor the exterior visual character to the local community.

## **Project Delivery**

Project Delivery is a phrase used by the design and construction industry to describe the processes necessary to design and build a project. In general, the public school system in California is restricted to only a few of the common methods of project delivery that are available to other public and private institutions. There are several options available to school districts, each of which should be considered at the outset of a project.

In considering the use of various project delivery methods, there are several things to keep in mind:

1. The school district should consider all methods allowed by law, to achieve the most cost-effective project delivery.
2. The school district's selection of the traditional design-bid-build method, or another method will affect the time and cost of accomplishing the project.
3. The choice of which method to use may come down to the school district's own capability to manage the process, and the style in which the district is most comfortable.

The approach to reducing costs through the use of a specific project delivery method, without reducing the quality of the completed project, is rooted in the following precepts:

1. Regardless of the project delivery method used, the qualifications, capability, and commitment of the entities involved will dictate the success of the project.
2. The individual, professional responsibility of each entity involved remains the same. The school district, the design consultant, the general contractor, and each subcontractor is equally responsible for their portion of the work regardless of the type of project delivery.
3. There is no one best method for all scenarios and projects; all should be considered.

## **Conclusion**

In order to effectively utilize their capital outlay resources, school districts need to budget accurately and completely. This includes both long-range fiscal planning, and short-range project planning outlined in a complete Master Plan. In order to reduce the cost of each individual project and thereby accomplish more projects or fund other school district priorities, school districts must prepare, plan, prioritize their needs, set realistic budgets, and manage the process.

The proper design and construction process includes:

1. A good facilities Master Plan
2. Well established school district priorities
3. Careful needs assessment of existing facilities
4. Realistic project budgeting and financial projections
5. Strong project and construction management
6. Cost-effective design solutions
7. Utilization of good contractors and systems

School districts have an opportunity, and an obligation, to provide the best school facilities possible within the resources available. The key will be in knowing how to set realistic budgets and in ensuring that project designs adhere to those budgets.

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## **Introduction**

The previous chapter outlined the statutory requirements of the Master Plan. This chapter explores additional factors that school districts may consider when developing facilities plans. From sustainability to educational specifications, these considerations are intended to ensure that the Master Plan supports the school district's goals and best serves its community.

The following recommendations are provided based on input from CDE, DSA, and numerous stakeholders that provided feedback during the implementation of Proposition 2.

## **Seismic Safety**

When developing a campus-wide master plan and modernizing existing facilities, due consideration should be made to the seismic vulnerabilities that may exist that affect life safety. While not a mandatory requirement for most SFP funding, a seismic evaluation or screening of the existing facilities should be considered and a long-term strategy developed to mitigate any such hazards as part of any master plan. Various strategies could be employed, such as phasing voluntary seismic strengthening as ceilings are replaced or strengthening or removing from service the most vulnerable buildings. Seismic safety issues in existing buildings can vary from the entire building structural system or to nonstructural elements such as ceilings, veneers, and equipment supports. Modernization projects generally extend the useful life of the building and as such, the seismic safety should also be addressed to protect the occupants and investment. A structural engineering firm can be engaged to provide services to screen the existing building inventory for seismic hazards. This work is often done by performing a Tier 1 screening in accordance with ASCE 41, Seismic Evaluation and Retrofit of Existing Buildings.

## **Sustainability**



Sustainability and environmental impact are important considerations in school facilities planning and can be addressed in the development of a Master Plan. School districts can incorporate these considerations by evaluating energy efficiency, using renewable energy options, selecting environmentally responsible materials, and considering long-term environmental impacts in their planning and decision-making processes.

For example, school districts can consider spacing facilities to accommodate more trees. This allows for tree canopy expansion and reduces heat islands on campus. Most school sites are well shaded around the perimeter of the school; however, incorporating more trees throughout the site provides students with shade and protection from extreme heat for years to come. Additionally, school districts concerned about extreme heat may include strategies to procure cool roofing systems, utilize heat-resistant paint to protect HVAC systems, or lease solar as part of their Master Plan.

Below are several resources to assist with the development of sustainable school facilities:

### ***OPSC Joint Agency Workshop – Designing and Constructing Sustainable Facilities***

On Friday, Sept. 9, 2022, OPSC, CDE, DSA, and the California Department of Forestry and Fire Protection (CAL FIRE) conducted a free [workshop](#) to provide information on school planning,

design, and the availability of state funding to help local educational agencies build sustainable facilities and outdoor spaces. Topics included:

- Green Building and Energy Codes and Standards
- DSA's education and outreach program
- Educational Specification Considerations
- Funding opportunities for green buildings and schoolyards
- Case Study – A School District Perspective

### ***Green Ribbon Schools Award Program***

The [California Green Ribbon Schools](#) (CA-GRS) recognition award honors K-12 schools, school districts, and county offices of education that demonstrate exemplary achievement in three key areas: resource efficiency, health and wellness, and environmental and sustainability education. This recognition is part of a broader statewide effort to identify and promote effective practices that enhance student engagement, academic performance, graduation rates, and career readiness. School districts may refer to [Past Green Achiever Selectees](#) for examples of successful sustainable facilities projects throughout the state of California.

### ***Collaborative for High Performance Schools (CHPS)***

The [Collaborative for High Performance Schools \(CHPS\)](#) has resources for creating and maintaining high performance schools. Publications and resources such as its Best Practices Manuals, Volumes 1-4, a list of low-emitting products, and sample specifications for high performance portable classrooms, to name a few, can be found on their website. This organization also provides training in their best practices manuals.

### ***Leadership in Energy and Environmental Design (LEED)***

[LEED](#) is a green building certification program developed by the U.S. Green Building Council. It provides a framework for designing, constructing, operating, and maintaining environmentally responsible and resource-efficient buildings. LEED certification is a widely recognized standard for sustainability in the built environment.

## **Facility Inspection Tool Findings**

The Facility Inspection Tool (FIT) was developed by OPSC to determine if a school facility is in "good repair" as defined by EC Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site and can be used in conjunction with a facilities condition assessment

"Good repair" is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the School Accountability Report Card, school districts and county offices of education are required to make specified assessments of school conditions, including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. School districts and county offices of education must certify that a facility inspection system has been established to ensure that each of their facilities is maintained in good repair in order to participate in the SFP. This tool is intended to assist school districts and county offices of education in that determination.

Although the completed form is not submitted to OPSC, findings from the FIT can also inform the development of a Master Plan in multiple ways. School districts can address or embed their

findings as part of their Master Plan. The findings can provide a starting point for school districts to determine priorities for future funding projects. By performing a walk-through of their school sites and identifying any deficiencies, school districts may begin planning for future expenses as they relate to maintaining good repair of their facilities or any other visionary projects.

## **School District's Education Specifications**

Education Specifications (Ed Specs) are used by school districts when planning, designing, and constructing school facilities. These specifications ensure that their facilities support their specific educational program.

***“The shape of our students’ learning environment must be carefully planned to support our educational objectives as well as to provide clean, safe, and technologically up to date facilities. The planning process begins with the definition of educational goals and development of educational specifications.”***

***[Education Specification: Linking Design of School Facilities to Educational Program, CDE, 1997](#)***

A school district's unique vision outlined in its Ed Specs can inform many components of the Master Plan and district priorities. Conversely, Ed Specs may rely on the data presented in the Master Plan. It may be beneficial to develop both the Master Plan and Ed Specs in tandem to ensure the district's overall goals and site-specific visions are aligned.

## **Artificial Intelligence-Driven Educational Planning and Reporting Tools**

To the extent their use is permitted by any particular school district, school districts may consider exploring the use of artificial intelligence (AI)-driven platforms in the development of their Master Plan. These tools can save time and reduce costs by organizing data, generating draft content, and aligning plans with statute. Some platforms are even designed for educational planning and facilities reporting. However, school districts are advised that knowledgeable individuals familiar with the district should provide the inputs and review and amend the final plan as necessary to ensure all statutory requirements are fully addressed.

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## **Appendix 1 - Authority**

### **Education Code Section 17070.54. Submission and contents of school facilities master plans; guidelines and instructions; updates.**

- (a) As a condition of participating in the school facilities program, a school district shall submit to the department a five-year school facilities master plan, or updated five-year school facilities master plan, approved by the governing board of the school district.
- (b) The school facilities master plan submitted pursuant to subdivision (a) shall include information on the school district's eligibility for state bond funding pursuant to this chapter.
- (c) The school facilities master plan shall include, but is not limited to, all of the following information:
  - (1) An inventory of existing facilities, sites, and property pursuant to subdivision (d).
  - (2) Existing classroom capacity, as determined pursuant to Sections 17071.10 and 17071.25.
  - (3) Projected enrollment growth for the applicable school district over the next five years, accounting for growth pursuant to Sections 17071.75 and 17071.76.
  - (4) A capital planning budget outlining the applicable school district's projects.
  - (5) The financing and other funding sources that would be used to support the acquisition of the applicable schoolsite, new construction project, modernization project, and lead testing and remediation projects.
  - (6) Verification of the applicable school district's current assessed value from the appropriate local government entity that collects and maintains this information.
  - (7) The school district's deferred maintenance plan certified pursuant to Section 17070.75.
  - (8) A narrative describing how the school facilities master plan is consistent with the goals, actions, and services identified in the school district's local control and accountability plan for the first state priority, as described in paragraph (1) of subdivision (d) of Section 52060, as it relates to school facilities.
- (d) The department, in consultation with the State Department of Education, shall develop guidelines that school districts may use to guide the development of the school facilities master plan required as a condition of participating in the school facilities program. The department, in consultation with the State Department of Education, shall develop guidelines or standards that school districts shall use to develop and submit the inventory required pursuant to paragraph (1) of subdivision (c) for every school in the school district, including, but not limited to, all of the following:
  - (1) The year each building at the school that is currently used for instructional purposes was constructed.
  - (2) The square footage of each building that is currently used for instructional purposes.
  - (3) The year, if any, each building that is currently used for instructional purposes was last modernized.
  - (4) The pupil capacity of the school.
  - (5) The age and number of portable buildings at the school.
  - (6) Whether the school has any of the following:
    - (A) A cafeteria or multipurpose room.
    - (B) A library.
    - (C) A gymnasium.
- (e) The Controller shall include the instructions necessary to verify that all of the required components of this section are reflected in a participating school district's school facilities master plan in the audit guide required by Section 14502.1, as part of the audit procedures required pursuant to Section 41024.
- (f) The school district shall update its school facilities master plan to reflect any changes in enrollment, capacity, or other areas, as appropriate for purposes of participating in the school facilities program.

## Appendix 2 – Form 1.02e Evaluation of School Facilities

 <b>School Facilities Unit</b> <b>California State</b> <b>Department of Education</b>		<b>1.02e Evaluation of School Facilities</b> <b>May, 1977</b> <b>(Rev. March, 1986)</b>	
School		Grades	
Reported by		Date of report	
Item	Adequate	Comments on existing conditions and needed improvements	
<b>Site</b>			
Size			
Location			
Safety			
Contours			
Development			
Playfields			
Pool			
Parking			
Landscaping			
Other			
<b>Space</b>			
Administration			
Health			
Teachers			
Audiovisual			
Library			
Multipurpose			
Stage			
Kitchen			
Gymnasium			
Showers			
Toilets			
Lockers			
Storage			
Instructional space			
Size			
Flexibility			
Utilization			
Expandability			
Access for the handicapped			
Other			
<b>Light</b>			
Quantity			
Brightness			
Reflectances			
Windows			
Screening			
Audiovisual			
Energy factors			
Other			



Item	Adequate	Comments on existing conditions and needed improvements
<b>Heat and Air</b>		
Temperature comfort		
Insulation		
Air exchange		
Distribution		
Exhaust		
Conditions		
Energy factors		
Other		
<b>Sound</b>		
Floor absorption		
Wall absorption		
Ceiling absorption		
Ballast absorption		
Vent absorption		
Exterior absorption		
Interior absorption		
Isolation		
<b>Aesthetics</b>		
Appropriateness		
Naturalness		
Continuity		
Screening		
Other		
<b>Equipment</b>		
Quantity		
Mobility		
Flexibility		
Maintenance		
Instructional walls		
Other		
<b>Maintenance</b>		
Turfed areas		
Sprinklers		
Parking		
Hardcourt		
Sidewalks		
Exteriors		
Interiors		
Roofing		
Windows		
Fencing		
Mechanical equipment		
Hardware		
Plumbing fixtures		
Other		



**School Facilities Unit  
California State  
Department of Education**

**1.02e Evaluation of School Facilities (Continued)**

(Continued)  
May, 1977

(Rev. March, 1985)

Item	Excellent	Good	Average	Poor	Not acceptable
Site					
Space					
Light					
Heat and air					
Sound					
Aesthetics					
Equipment					
Maintenance					
Overall rating					

#### Recommendations for needed corrections and improvements:

## Appendix 3 – Five Year Plan (Form SAB 40-20)

STATE OF CALIFORNIA  
**FIVE YEAR PLAN**  
**DEFERRED MAINTENANCE PROGRAM**  
SAB 40-20 (REV 12/10)

STATE ALLOCATION BOARD  
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

Page 1 of 3

### **GENERAL INFORMATION**

This Form is a summary of proposed deferred maintenance projects the applicant district plans on completing annually over the next five fiscal years using the Basic Grant, pursuant to Education Code Section 17591. The fiscal year the plan commences is determined by the fiscal year in which it was filed. New and revised plans are accepted on a continuous basis for the current fiscal year up to the last working day in June. Revisions are not accepted for prior fiscal years.

### **SPECIFIC INSTRUCTIONS**

#### **Part I—Authorized District Representative**

Complete to designate or change the authorized district representative. Enter the name of the district employee that can act on behalf of the district. A consultant who is on contract with the district to communicate with the OPSC on behalf of the district's board may be listed.

#### **Part II—Estimated Fiscal Year Data**

ITEM	DESCRIPTION	INSTRUCTIONS
1	Number of Projects	List the number of eligible projects in each of the project categories shown (refer to Regulation Section 1866.4.1).
2–6	Current and subsequent fiscal years	Enter the total estimated costs in each project category for each fiscal year identified for the projects reported in column 1.
7	Total Estimated Cost	For each project category enter the totals of columns 2–6.
8	Grand Total	Total all columns.
9	Remarks	Include any additional information for each category. If the district is applying for extreme hardship grants for any of the projects listed on the plan, identify those projects in this space. If additional space is needed, you may attach a separate sheet with your remarks to this form.
10	School Information	List the facilities where deferred maintenance projects are planned as reported in column 1 on this Five Year Plan (refer to Regulation Section 1866.4.1). If additional space is needed, you may attach a separate sheet.
11	Certification	Review and complete (refer to Regulation Section 1866.4 and EC Section 17584.1).

When completed mail this form to:  
Office of Public School Construction  
Attn: Deferred Maintenance Program  
707 Third Street  
West Sacramento, CA 95605

NOTE: Any Five Year Plan, SAB 40-20, not conforming to State Allocation Board (SAB) guidelines will be returned to the district. If you need assistance in completing this form, please contact the Office of Public School Construction, at 916.376.1771.

STATE OF CALIFORNIA  
**FIVE YEAR PLAN**  
DEFERRED MAINTENANCE PROGRAM  
SAB 40-20 (REV 12/10)

STATE ALLOCATION BOARD  
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

Page 2 of 3

SCHOOL DISTRICT	FIVE-DIGIT DISTRICT CODE NUMBER (SEE CALIFORNIA PUBLIC SCHOOL DIRECTORY)
COUNTY	CURRENT FISCAL YEAR

**The district:**

- has not previously submitted a Five Year Plan.
- Is submitting this updated/revised Five Year Plan which supersedes the plan currently on file with SAB.

**Part I—Authorized District Representative**

The following individual has been designated as a district representative by the school board minutes:

DISTRICT REPRESENTATIVE	TITLE
BUSINESS ADDRESS	TELEPHONE NUMBER
E-MAIL ADDRESS	FAX NUMBER

**Part II—Estimated Fiscal Year Data**

PROJECT CATEGORY	1. NUMBER OF PROJECTS	2. CURRENT FISCAL YEAR	3. SECOND FISCAL YEAR	4. THIRD FISCAL YEAR	5. FOURTH FISCAL YEAR	6. FIFTH FISCAL YEAR	7. TOTAL ESTIMATE COST
Asbestos							0.00
Classroom Lighting							0.00
Electrical							0.00
Floor Covering							0.00
HVAC							0.00
Lead							0.00
Painting							0.00
Paving							0.00
Plumbing							0.00
Roofing							0.00
Underground Tanks							0.00
Wall Systems							0.00
<b>8. Grand Total</b>	<b>0</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**9. Remarks**

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**10. List the school names where deferred maintenance projects are planned in this Five Year Plan:**



**11. Certifications**

I certify as District Representative that:

- this work does not include ineligible items and that all work will be completed in accordance with program requirements, applicable laws and regulations. The district shall maintain proper documentation in the event of an audit; and,
- the district understands that should an audit reveal that these funds were expended for other than eligible deferred maintenance costs, the SAB will require the district to return all inappropriately expended funds; and,
- the plans and proposals for expenditures of funds as outlined in this report were discussed in a public hearing at a regularly scheduled school board meeting on \_\_\_\_\_; and the district has complied with all the other requirements of Education Code Sections 17584.1 and 17584.2; and,
- Beginning with the 2005/2006 fiscal year, the district has complied with Education Code Section 17070.75 (e) by establishing a facilities inspection system to ensure that each of its schools is maintained in good repair; and,
- This Form is an exact duplicate (verbatim) of the form provided by the OPSC. In the event a conflict should exist, then the language in the OPSC form will prevail.
- I certify under penalty of perjury under the laws of the State of California that the statements in this application and supporting documents are true and correct.

SIGNATURE OF DISTRICT REPRESENTATIVE		DATE
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## **Appendix 4 – State Agency Resources**

### **OPSC School Facility Master Plans Webpage**

Stakeholders can obtain information on the five-year school facilities master plans that are required to be submitted for participation in the SFP.

### **California Collaborative for Educational Excellence**

The California Collaborative for Educational Excellence was established in 2013 by California *Education Code* (EC) Section 52074 to provide advice and assistance to school districts, county offices of education, and charter schools in achieving the goals set forth in their Local Control Accountability Plan.

### **California Collaborative for Educational Excellence: School Climate Resilience Toolkit**

This toolkit from CCEE is designed to support school and district leaders to implement climate adaptation strategies, showcasing best practices from districts that have successfully addressed climate-related challenges like energy and grid resilience, extreme heat mitigation, stormwater management, and wildfire preparedness. This valuable resource provides practical tools and guidance to help schools take immediate steps toward building a more resilient and sustainable future.

### **CalOES School Emergency Planning & Safety**

The California Governor's Office of Emergency Services (CalOES) provides resources in school safety planning.

### **Cal OES and CDE guide: California Emergency Management for Schools: A Guide for Districts and Sites**

This guide, developed in collaboration between Cal OES and CDE, is a tool to assist in implementing comprehensive school safety planning and provides relevant information, resources, and tools for educational administrators, faculty, and staff.

### **CDE Guide to Development of Long Range Facilities Plan**

This is a guide to assist school administrator and facilities planners with the development of a long-range facilities plan.

### **CDE Master Plans Resources Website**

CDE's Master Plans Resources webpage has a variety of resources and information to assist school districts in preparing facility master plans.

### **California Energy Codes & Standards: CALGreen Resources Repository**

This website is hosted by California Energy Codes & Standards and is a central location with information from subject matter experts on California Green Building Standards Code, Part 11 of Title 24 (CALGreen) requirements. Here you will find guides, presentations, toolkits and factsheets, among many other resources to help you apply the regulations to your project.

### **OPSC Online**

The Office of Public School Construction's (OPSC) paperless online application system where applicants can electronically submit all School Facility Program (SFP) eligibility, funding, and expenditure report documents.

### **OPSC Online Application Tools for School Construction Projects**

Stakeholders can access online applications developed by OPSC, such as OPSC Online, the SFP Grant Calculator, and the Project Tracking Number Generator, which generates Project Tracking numbers and provides a search function for school construction projects.

### **OPSC Project Reporting**

OPSC's Project Reporting system is an application that allows stakeholders to access project status information for school projects. The information available includes various phases of the project and apportionment approval, fund release and category balances of the project.

### **OPSC Grant Calculator**

OPSC's Grant Calculator provides an estimate of the potential funding associated with a complete application that has the total amount of eligibility available to request for the project.

### **OPSC Enrollment Projection Calculator**

OPSC's Enrollment Projection Calculator calculates the district's projected enrollment according to the methodology outlined in SFP Regulations, which calculates projections based on annual enrollment changes and population trends within the community the district serves.

### **OPSC Forms**

Stakeholders can access the latest revisions of all forms associated with SFP programs.

## **Appendix 5 – Additional Resources**

This document is the result of numerous stakeholder meetings and extensive feedback received on Five Year Facilities Master Plan. The list below serves as a compilation of organizations that have participated in stakeholder meeting discussions and contributed feedback to shape the development of policies and regulations related to the Master Plan. Stakeholders have been grouped according to their respective areas of interest.

### **Climate and Environmental Advocacy**

- [Alliance for a Better Community](#)
- [California Alliance for Clean Air](#)
- [California Nurses for Environmental Health and Justice](#)
- [Center for Cities + Schools](#)  
[University of California Berkeley](#)
- [Center for Ecoliteracy](#)
- [Clean Air Allies](#)
- [Climate Action Campaign](#)
- [Climate Ready Schools Coalition](#)
- [Elders Climate Action Southern California](#)
- [Green Schoolyards America](#)
- [Jobs with Justice San Francisco](#)
- [Splash: Water and Wildlife Education](#)
- [Ten Strands](#)
- [TreePeople](#)

### **Consulting Groups**

- [CL Consulting, Inc.](#)
- [Hancock Park & DeLong, Inc.](#)
- [Jack Schreder & Associates, Inc.](#)
- [King, Inc.](#)
- [TRiGroup, Inc.](#)

### **Architect and Design Firms**

- [HED Architecture](#)
- [K12 School Facilities](#)
- [KBZ Architects](#)
- [LPA Design Studios](#)
- [Perkins Eastman Design](#)
- [New Buildings Institute](#)
- [Ruhnau Clarke Architects](#)

### **Local Educational Agencies**

- [Eden Area ROP](#)
- [Jurupa Unified School District](#)
- [Los Angeles Unified School District](#)
- [Santa Ana Unified School District](#)

### **Student and District Advocacy**

- [California Federation of Teachers](#)
- [California State PTA](#)
- [Children Now](#)
- [Coalition for Adequate Student Housing](#)
- [Generation Up](#)
- [Small School Districts' Association](#)
- [Undaunted K12](#)