



Pre-State Allocation Board Meeting Forum

January 23, 2013



Office of
Public School Construction



**California Department of
Education**



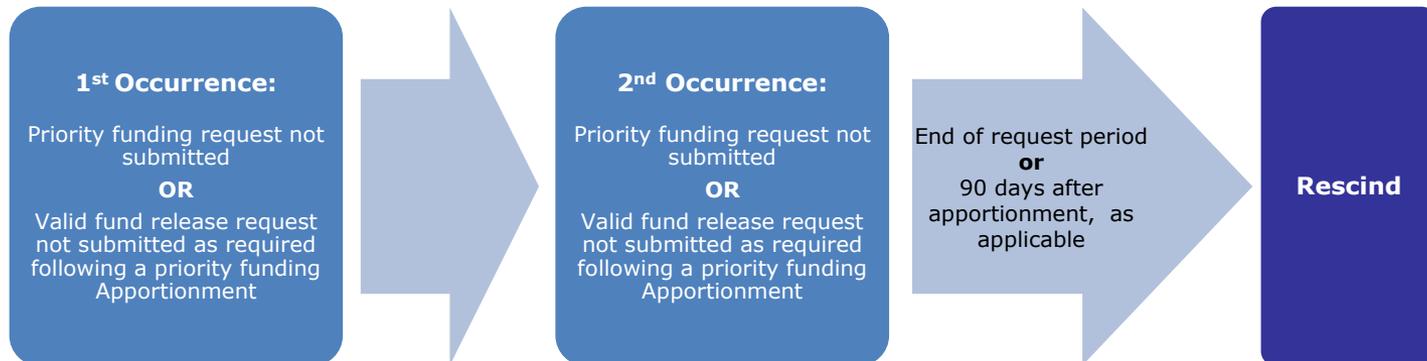
Office of Public School Construction

January State Allocation Board Meeting Overview

Agenda Highlights

Regulatory Amendments for Non-Participation in the Priority Funding Process

- These proposed regulations would provide the Board with a mechanism to rescind the unfunded approval for projects that do not participate in the priority funding process.



Agenda Highlights

Options for Execution of the 2013 Grant Amounts

- In this item the Board will determine which projects will receive adjusted grant amounts to account for the 2013 Construction Cost Index increase.

Chair & Vice Chair Elections

- Consistent with the “Rules and Operating Procedures of the State Allocation Board,” the Board will elect a Chair and Vice Chair to serve a two-year term.
 - Chair: Administration or Agency Designee
 - Vice-Chair: Legislative Member

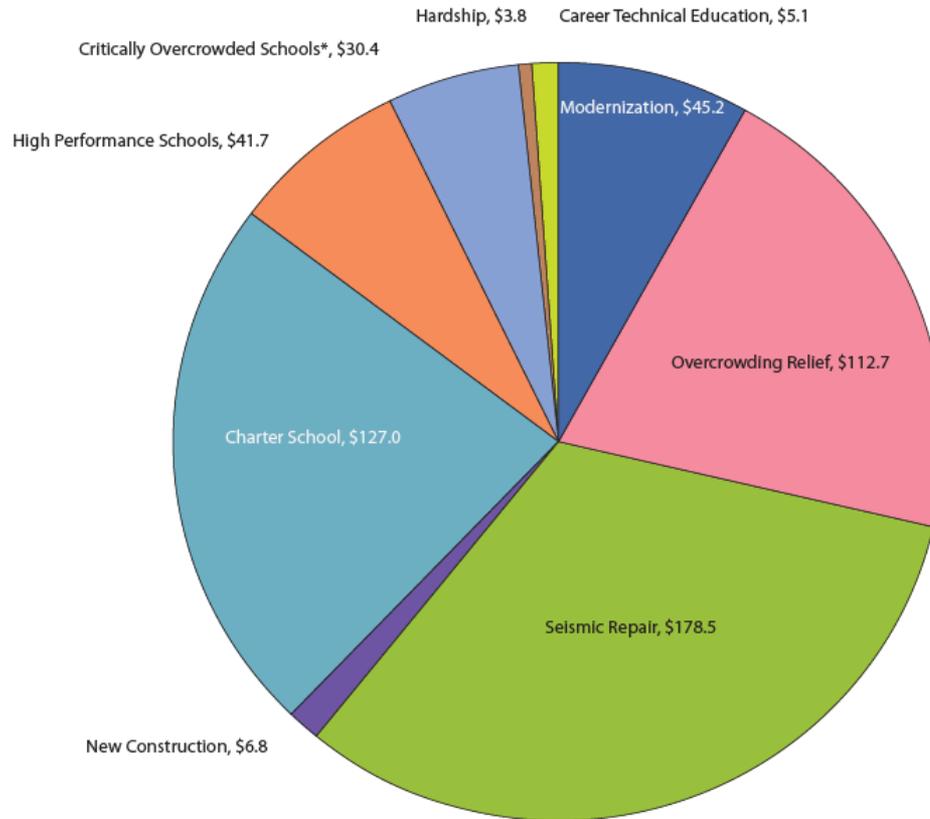
School Facility Program Funds Available

(in millions)	Oct. 2012	Dec. 2012
Oct. 2012 Bond Sale	\$363.9	\$363.3
April 2012 Bond Sale	29.1	19.2
Oct. 2011 Bond Sale	29.8	46.2
Nov. 2010 Bond Sale	34.8	34.7
March 2010 Bond Sale	25.1	25.1
Nov./Dec. 2009 Bond Sales	1.5	1.5
Oct./Nov. 2009 Bond Sales	5.3	9.1
April 2009 Bond Sale	0.1	0.1
Total Funds Available	\$489.6	\$499.2

Remaining Bond Authority

Remaining Bond Authority - \$551.2 million

(by program, in millions)
As of January 23, 2013



Remaining Bond Authority (in millions)

Modernization	\$ 45.2
Overcrowding Relief	\$112.7
Seismic Repair	\$178.5
New Construction	\$ 6.8
Charter School	\$127.0
High Performance Schools	\$ 41.7
Critically Overcrowded Schools*	\$ 30.4
Hardship	\$ 3.8
Career Technical Education	\$ 5.1

Grand Total **\$551.2**

Charter remaining bond authority is reserved for projects awarded a Preliminary Charter School Apportionment until all projects have either converted to a Final Charter School Apportionment or have been rescinded by the State Allocation Board.



California Department of Education Update

School Facilities Planning Division

January 23, 2013



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California Department of Education Mission

California will provide a world-class education for all students, from early childhood to adulthood. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a highly connected world.



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Crime Prevention Through Environmental Design (CPTED)

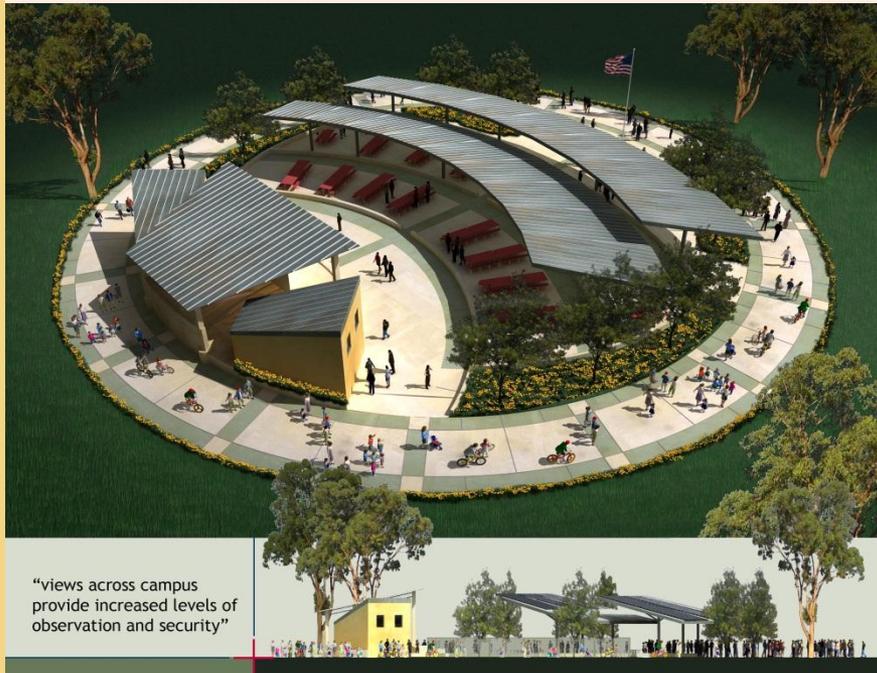
- CPTED is a multi-disciplinary approach to deterring criminal behavior through environmental design.
- CPTED strategies rely upon the ability to influence offender decisions that precede criminal acts.



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Natural Surveillance

- “See and be seen” is the overall goal of CPTED
- A person is less likely to commit a crime if they think someone will see them do it.



Lighting, landscaping, site layout and building placement all play an important role in natural surveillance



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Landscaping and the ability to supervise



Trees with high crowns allow better supervision of field areas



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Landscaping and the ability to supervise

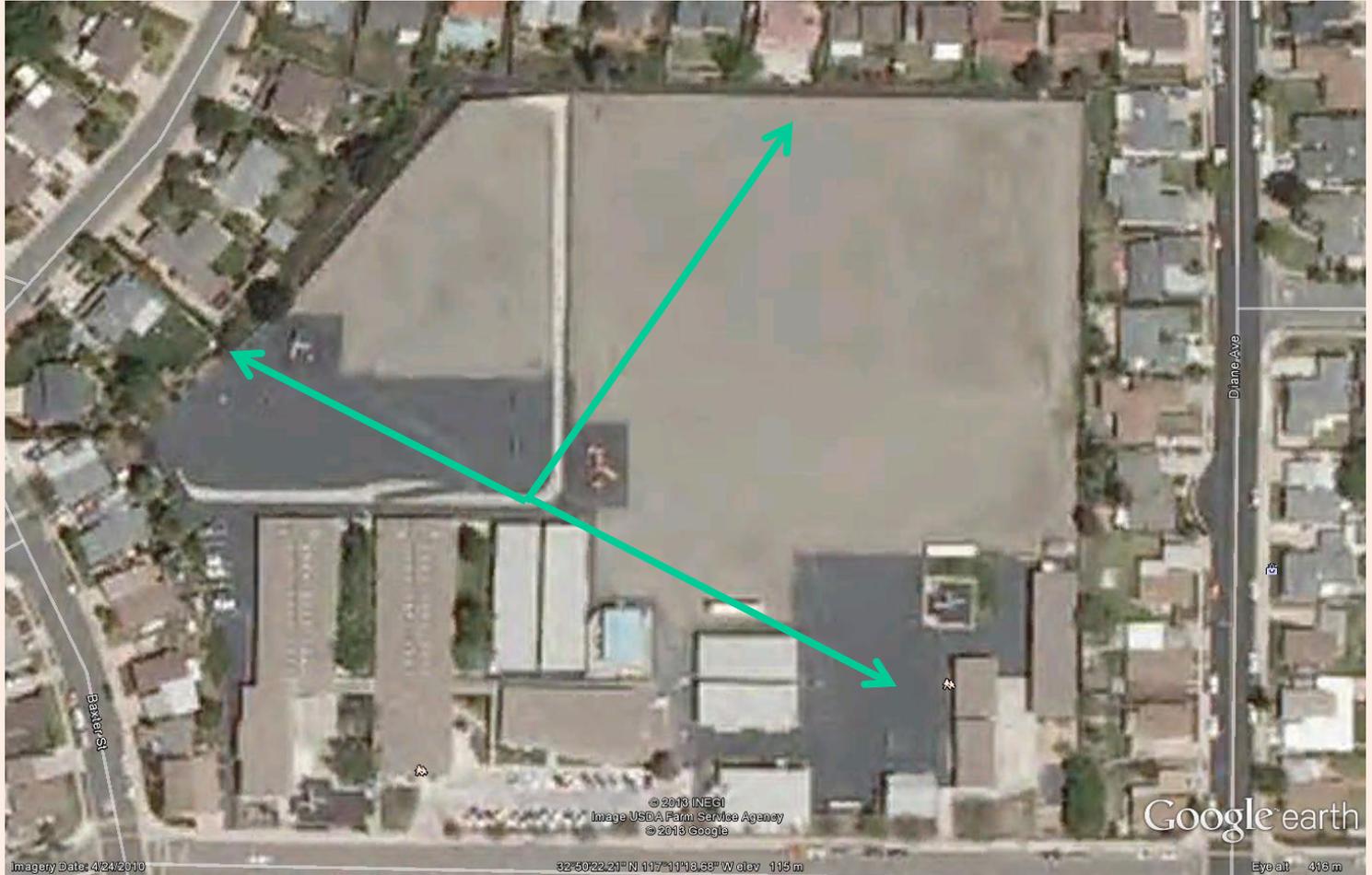


Wide walkways, high crowns and
low shrubs along buildings

Placement of buildings and the ability to supervise



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Placement of buildings and the ability to supervise



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Placement of buildings and the ability to supervise



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Natural Surveillance--Inside

Classroom size standards –allows for supervision and movement



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Natural Access Control

- Use walkways, fences, lighting, signage and landscape to clearly guide people and vehicles to and from the proper entrances

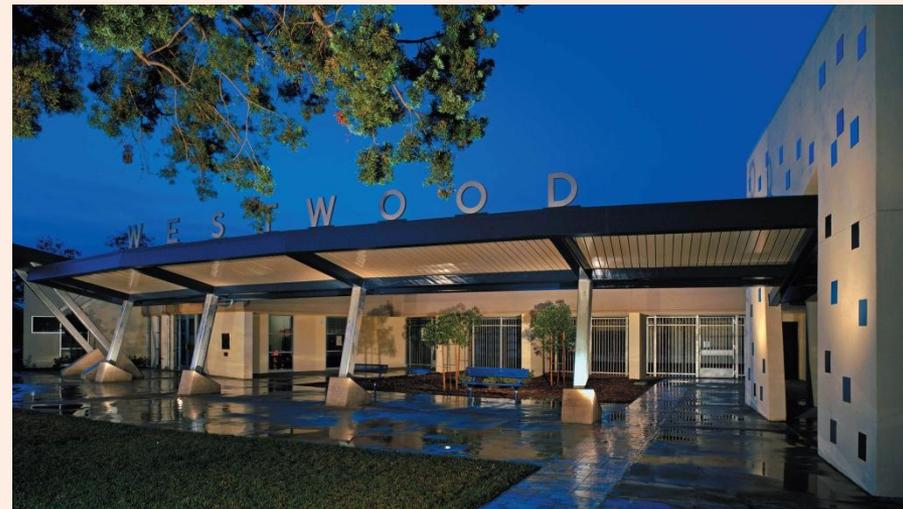




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Territorial Reinforcement

- Creating or extending a “sphere of influence” using pavement treatments, landscaping and signage
- Creating a sense of proprietorship
- Public areas are distinguished from private ones





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Maintenance

- “Broken Window Theory:” a nuisance, if allowed to exist, will lead to others
- Maintenance can affect sense of pride and ownership





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Principles of CPTED and related Title 5 Requirements

- Natural Surveillance
 - Title 5 14030(c)(3)—Buildings or objects do not impair supervision
 - Title 5 14030 (g) and (h)—Classroom square footage
 - Title 5 14010(j)—Supervision of playfields



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Principles of CPTED and related Title 5 Requirements

- Natural Access Control
 - Title 5 14030(b)(2)—Drop off points near school entrance
 - Title 5 14030 (f)(6)--Fencing



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Principles of CPTED and related Title 5 Requirements

- Territorial Reinforcement
 - Title 5 14030(k)(1)(B)—Multipurpose room is accessible for community use



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Principles of CPTED and related Title 5 Requirements

- Maintenance
 - Title 5 14001(e)—Require a minimum of maintenance



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Beyond Regulations

- CDE provides guidance on a variety of topics including safe school environments

<http://www.cde.ca.gov/ls/fa/re/documents/safeschools.pdf>

Safe Schools Foster Improved Student Learning

Everyone wants safe schools for their children. Current research shows that the definition of "safe" involves three areas that school facilities planning groups should consider:

- Potential physical hazards.
- Environmental conditions of the site and of the building.
- Crime/violence prevention.

Some research findings and resources are provided below:

- The California Department of Education provides a guide to help districts review certain health and safety requirements. The guide identifies potential physical hazards and environmental safety conditions, such as proximity to airports, transmission lines, sidewalks, underground pipelines, and propane tanks.¹
- Potable water, fire safety, adequate lavatories, security systems, and good communication systems for use in emergencies are important priorities for schools, as they plan for the health and safety of students.²
- Concern about traffic and street crossing is among the most commonly cited reasons parents do not let their children walk to school or engage in free play on the streets.³
- Several studies have determined that children suffer significant health consequences from excessive heat; inadequate heating, ventilation, and air conditioning systems; mold and other biological hazards; pest infestations; lead and other toxic hazards; and overcrowding beyond the stated capacity of the school structure.⁴
- Research repeatedly shows the detrimental impact of high levels of lead and poor indoor air quality in classrooms.⁵

One study of the Los Angeles Unified School District showed that a school's compliance with health and safety regulations can lead, on average, to a 36-point increase in California Academic Performance Index scores.⁶

Students who attend small schools have a stronger sense of identity and belonging, of being connected to a community, than students who attend larger schools. Additionally, the full range of negative social behavior—from classroom disruption to assault—is far less common in small schools, traditional and new, than it is in large schools.⁷

The practice of "crime prevention through environmental design" embraces three proven concepts to make school sites safer: natural surveillance, natural access control, and territoriality. Simple, low-cost measures—for example, those involving furniture layouts, campus lighting, landscaping, reconfiguration of access points, and establishment of clear borders—are basic first steps to reducing crime on campus.⁸

Schools with better building conditions have up to 14 percent lower student suspension rates.⁹

Notes

- California Department of Education, School Facilities Planning Division, School Site Selection and Approval Guide (Sacramento: CDE Press, 2006).
- Gary L. Earleman, *Provisioning of 11 Criteria for School Building Adequacy* (Baltimore, MD: American Civil Liberties Union Foundation of Maryland, 2004).
- Committee on Environmental Health, "The Built Environment: Designing Commitments to Promote Physical Activity in Children," *Pediatrics* 113, no. 6 (2004): 1841-48.
- Robert S. O'Leary, "The Impact of the Physical Conditions of School Facilities on Students' Short-Term and Long-Term Health," in Robert Williams, *Book of Calligraphy*, 2002 (San Francisco: Superior Court of California, 2003).
- Robert O'Leary, "The Condition of California School Facilities and Problems Related to These Conditions," in *Expert Report: Williams, State of California, 2002* (San Francisco: Superior Court of California, 2003).
- California Department of Education, School Facilities Planning Division, and YI Shang, *Los Angeles Unified School District School Facilities and Academic Performance* (Washington, DC: National Center for Research on Educational Facilities, 2004).
- Kathleen Coburn, *New Small Learning Communities: Findings from Rural and Inner-City Portland, OR* (Northwest Regional Educational Laboratory, 2001).
- Joe Nathan and Karen Felber, *Smaller, Safer, Sooner: Successful Schools* (Washington, DC: National Center for Research on Educational Facilities, 2003).
- Toot Schwanke, "CFED 101: Crime Prevention through Environmental Design—the Fundamentals for Schools" (Washington, DC: National Center for Research on Educational Facilities, 2010).
- Stephen Rosen and John Saxe, *New York State School Facilities and Student Health, Achievement, and Attendance: A Data Analysis Report* (Albany, NY: Healthy Schools Network, Inc., 2005).

For more information, contact the California Department of Education, School Facilities Services Division, at 916.322.2470.



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CDE Resources

<http://www.cde.ca.gov/lr/ss/vp/sschecklist.asp>

Safe School Planning checklist

<http://www.cde.ca.gov/lr/ss/vp/sscollab.asp>

Improving Collaboration on School Safety Issues

Suggestions for working with students, parents, community residents, and law enforcement personnel.

<http://www.cde.ca.gov/lr/ss/vp/scvptraining.asp>

School Community Violence Prevention (SCVP) training schedule for bullying, crisis response, and safe school planning, which is funded through the SCVP program



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Other Resources

Los Angeles Unified School District
Office of Environmental Health and Safety
<http://www.lausd-oehs.org/index.asp>

California Emergency Management Agency
<http://www.calema.ca.gov/Pages/default.aspx>

Homeland Security
<http://www.dhs.gov/school-safety>