



Pre-State Allocation Board Meeting Forum

June 26, 2013



Office of
Public School Construction



California Department of Education

School Facility Program Funds Available

(in millions)	April 2013	May 2013
April 2013 Bond Sale	\$108.2	\$108.2
March 2013 Bond Sale	417.9	417.9
Oct. 2012 Bond Sale	7.7	7.7
April 2012 Bond Sale	13.4	13.4
Oct. 2011 Bond Sale	37.8	37.8
Nov. 2010 Bond Sale	34.0	33.6
March 2010 Bond Sale	18.3	18.2
Nov./Dec. 2009 Bond Sales	1.5	1.5
Oct./Nov. 2009 Bond Sales	6.1	4.9
April 2009 Bond Sale	0.1	0.1
Total Funds Available	\$645.0	\$643.3



California Department of Education

**School Facilities & Transportation
Services Division**

June 26, 2013

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



TOM TORLAKSON
State Superintendent
of Public Instruction

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.

Innovate

Collaborate

Serve

Learn



TOM TORLAKSON
State Superintendent
of Public Instruction

Agenda

1. Indoor Air Quality
2. Recruitment
3. CDE information from June 10, 2013
SAB Program Review Sub-committee.



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Indoor Air Quality

Asthma is a leading cause of student absences

Lost learning time

Lost revenue

Cost of substitute teachers



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of Public Instruction

Indoor Air Quality

“Association of classroom ventilation with reduced illness absence: a prospective study in California elementary schools”

– Lawrence Berkeley National Laboratory



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Indoor Air Quality

Findings:

The majority of classrooms in study provided less ventilation than specified in current State guidelines.

An investment in improving indoor air quality is repaid several times over by the increased funding due to improved attendance.



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State Superintendent
of Public Instruction

Indoor Air Quality Resources Include:

United States Environmental Protection Agency
<http://www.epa.gov/iaq/schools/index.html>



Collaborative for High Performing Schools

SAB Program Subcommittee

Project Based Learning Facility Considerations



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State Superintendent
of Public Instruction

Technology/Connectivity:

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



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Learning Spaces:

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



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Resources:

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

Supporting Staff/Professional Development:

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



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SAB Program Subcommittee

A framework for such a policy should include the following:

- A board-adopted educational specification that defines the use and curriculum of the space.
- A minimum number of square feet of learning space per student. For example, in Diagram 1, both spaces are the same size and provide 35 square feet of instructional space per student.
- The ability to be adaptable for future needs. The building will last several decades and the interior walls should be able to be modified without having to reevaluate the structural features of the building.
- The CDE review pursuant to Title 5 and the framework would define the student capacity of a project.



UNUSED SITE PROGRAM

June 26, 2013

Required Forms - by July 1, 2013

Required forms for submittal to the Office of Public School Construction by July 1, 2013:

- *Certification of Unused Sites* – Form SAB 423

And, if necessary:

- *Modification of Unused Site Status* – Form SAB 424

Unused Site Program

- Became Law in 1974
- Requires school districts and county superintendents of schools be subject to the fee for district properties that *are not* used for school purposes after specific time periods
- Governed by Education Code Sections 17219 through 17224
- State Allocation Board has adopted regulations in Title 2, Subgroup 10, California Code of Regulations, Sections 1864.1 through 1864.10

Definition of an Unused Site

A site is considered “unused” *unless* it meets one of the following conditions. It is currently used:

- As an active K-12 school
- To house students for any California Department of Education program (including Adult Education)
- To house Special Education students
- For district administration purposes, including support services such as warehousing and maintenance facilities

Definition of Unused Sites (continued)

- For preschool or child care center operated by or under contract with a district or county superintendent of schools
- For a community college if attendance is allowed for high school students (eleventh or twelfth grade)

When to Report an Unused Site

- When a school is closed
- When a property is purchased

Waivers

Districts will not be assessed a fee:

- For five years when a school site is closed
- For five years from the date of acquisition for an elementary school and any grades one through eight, maintained by an elementary school district or a unified school district
- For seven years from the date of acquisition for grades seven through twelve that is maintained by a high school district or a unified school district

Waivers (continued)

Districts may qualify for a waiver after the five or seven years if:

1. The district or any governmental agency, pursuant to an agreement with the district, uses the site for one of the following purposes:
 - for public school purposes
 - as a civic center
 - as a community playground
 - as a playing field
 - for outdoor recreational purposes

Waivers (continued)

2. The district submits documentation that the site will be used within a reasonable period of time, deemed to be no longer than three years
3. The district may qualify for a one-year waiver if a good faith effort has been made to sell the site at fair market value but no acceptable bid value was received
4. A waiver is automatically granted when the adjusted value of the site is less than \$45,266, as of Fiscal Year 2012-13

Waivers (continued)

5. The district submits documentation that the site is being used for at least half of the fiscal year to a tenant who is paying possessory taxes
6. The district is a Basic Aid District

Adding or Deleting a Site

- *A Modification of Unused Site Status* – Form SAB 424 must be submitted to add or delete a site
- All information in Section I of the Form SAB 424 must be completed when adding a site
- A site may be deleted when it:
 - Is sold
 - Began to be used for school purposes
 - Is being used for the construction of school facilities

Site Value and Calculation of the Fee

- For newly acquired property the acquisition value is determined based on the value of the land and structure(s) at the time of acquisition
- For closed school sites, the current site value
- Site value is modified annually by a factor that reflects the change in assessed value of all lands in the state from the date of purchase to the current date. Any improvements, including buildings added after acquisition, are not included in the adjusted value

Site Value and Calculation of the Fee

- If the district wishes to modify the adjusted value, it may submit an appraisal of the site by either a licensed independent appraiser or from the county assessor
- The fee is equal to one percent (1%) of the adjusted value of the site

Forms

- A *Certification of Unused Sites* – Form SAB 423 is mailed to districts on May 1 each year
- Districts must complete the Form SAB 423 by July 1 each year
- If the district requests a waiver, a *Modification of Unused Site Status* – Form SAB 424 must be submitted for *each* site for which the district is requesting a waiver

When the Fee is Due

- The Office of Public School Construction will notify the State Controller's Office when the Unused Site Item has been approved by the State Allocation Board
- The fee will be deducted from the district's State School Fund in four equal installments beginning in February and ending in May

Where the Unused Site Fee Goes

The Unused Site Fees collected are transferred from the State School Site Utilization Fund into the Deferred Maintenance Fund.

And finally... a reminder...

Please submit the following forms:

- *Certification of Unused Sites* – Form SAB 423
- *Modification of Unused Site Status* – Form SAB 424
(if necessary)

JULY 1, 2013

Contact Information

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916.375.4325

Questions

QUESTIONS



State Allocation Board
Program Review Subcommittee
Update

A decorative graphic consisting of a blue wave with a white highlight, curving across the middle of the slide. The background is a dark blue grid pattern.

Program Review Subcommittee

State Allocation Board Subcommittee

Established in late 2012

- To consider all elements of the State School Facilities Program
- Recommendations to the full SAB
- Potential recommendations from SAB to Legislature

The Subcommittee

Assemblywoman Joan Buchanan, Chair

Members:

- Assemblyman Curt Hagman
- Kathleen Moore, CDE
- Esteban Almanza, DGS
- Cesar Diaz, Governor's Appointee

OPSC provides staff support.

The Process

As envisioned by the Chair:

- Review each element of the SFP in depth
- Discuss issues, concerns from Subcommittee
- Reach consensus and develop recommendations to full Board

The Meetings

To date

Oct. 24, 2012: Overall SFP
Nov. 28, 2012: New Construction
January 16, 2013: Modernization & Charter Program
February 5, 2013: County Offices, Financial Hardship
March 6, 2013: UC Berkeley Report, School Safety (CDE & CA EMA)
May 21, 2013: State Agencies, PIW
June 10, 2013: Funding, Parking Lot issues

Upcoming

August 13, 2013: Follow up on Parking Lot issues
*September 5, 2013: Funding Special Programs
*October 1, 2013: Funding Discussions continued.

Future dates as needed.

*Tentative dates and topics, subject to change.

Program Review

OPSC prepared comprehensive background material

- Simple, graphically presented material

SFP Overview

- Individual programs
- More in-depth reviews of programs, funds, grants

New Construction Program

Funding Sources: Propositions 1A, 47, 55 & 1D

Overview

- The New Construction Program provides school districts with funding to add classroom capacity to meet future student housing needs.
- The program provides funding for costs associated with new school construction, or classroom additions to existing schools. In addition to funding added classroom capacity, the program funds libraries, multipurpose rooms, gymnasiums, administration, and other school facilities.

Eligibility

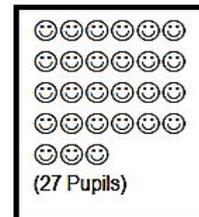


- A district's new construction eligibility is based on its projected need to house pupils. New construction eligibility is determined by comparing the district's projected enrollment and the district's current classroom capacity.
 - The formula used to project enrollment, known as the "cohort formula", projects what the enrollment will be in five or ten years. This projection allows districts to plan ahead and meet future needs.
 - The enrollment projection can be based on five or ten years of historical student enrollment.
 - The new construction eligibility formula is as follows:
 - Enrollment in 5 years – existing classroom capacity = # of unhoued pupils = eligibility

New construction example for K-6 pupils:

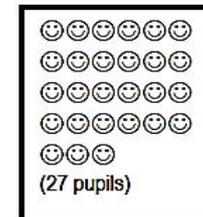
500 (Enrollment in 5 years) - 400 (existing classroom capacity) = 100 (eligibility).

Existing Classroom Capacity



Vs.

Enrollment in 5 Years



=

Eligibility
6 smiley faces
(6 pupils)

6 smiley faces
(6 pupils)

Program Review

An example of background material from the first Program Review Subcommittee meeting.



Program Review

“Parking Lot” Issues identified during Subcommittee meetings

- Issues for further consideration

Each member contributes

- Express concerns, ask questions about the program

New Construction “Parking Lot” issues

- What is the definition of a classroom under the SFP?
- What have the priorities for New Construction been?
 - Classrooms or Core Facilities
 - Permanent vs. Portable construction
- How can the current method for determining eligibility and projecting future needs for school facilities be improved?
- Funding: Is the current method of calculating grants (per pupil plus supplemental grants) working?

Modernization “Parking Lot” issues

- Does the allowance for Modernization of portables work?
- Does the current method of calculating eligibility for Modernization work? What are the challenges?
- What percentage of the modernization grants provided are used for hard construction costs?
- Is the current per pupil grant funding model working?

Other “Parking Lot” issues

Financial Hardship: Does the current method for qualifying work? What are the concerns?

- Is the current method of providing design grants working?

Charter School Facilities: Does the program work for the needs of the Charter community?

- Is the eligibility model for this program working?

County Offices of Education: What are alternative methods for providing facilities to meet the needs of the student populations served by COE’s?

- For COE’s is the current method for projecting eligibility and future needs working?
- Funding for COE’s—what are the current issues with the funding model?

Other “Parking Lot” issues

- **Special Programs**—are they working? What areas presented challenges?
 - HPI, CTEFP, ORG, SMP, Joint Use
- **Bond authority reservation**—how long should the Board reserve bond authority before the project is rescinded?
- How often has funding been provided through the SFP for real property and/or facilities that are no longer being used or were never developed?
- What is the best method to create and maintain a statewide database of all school facilities in California?

Reaching Consensus

The Subcommittee has reached consensus on several items

- Requesting staff to review options to frame recommendations

Statewide School Facilities Database—we do want to move toward a statewide database.

Project Information Worksheet (PIW)—yes, the PIW is valuable for New Construction and Modernization.

- Take another look at the data collected
- Implement Modernization PIW as part of a new bond

Reaching Consensus

Definition of a classroom—consider a more flexible definition

Re-establish New Construction Baseline Eligibility—as part of a new program.

- Statewide inventory could be a part of this process

Portables—Funding for portable classrooms needs to be reviewed.

Next Steps

- This Subcommittee will continue reviewing substantive issues with the School Facilities Program.
- OPSC staff will be presenting options for program improvement for areas the Subcommittee wishes to explore.
- Further discussion of Parking Lot issues.

Next Steps

Stakeholders are encouraged to participate in these important discussions!

Next meeting: August 13th, 2013