Ensuring High Quality School Environments

A Policy Overview

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California Perspective

- >1,000 School Districts & County Offices of Education, Charter School Entities
- 10,000 existing public K-12 schools
- 100 new traditional K-12 schools/year
- 100 traditional K-12 schools were closed in 2009/2010 school year
More California Perspective

• Since 1998
  - State K-12 bonds - $35.4 billion
  - Local bonds - $63.8 billion

• Other capital funding sources
  - Developer fees
  - Redevelopment
  - Foundation grants
  - Federal funds and tax credits (QZAB and QCSB)
Local Educational Agencies

- Select school sites and design schools
- Are “lead agency” implementing CEQA
- May override local zoning for classroom facilities*
- May use eminent domain*
- May enter into joint-use agreements/projects such as parks, libraries, performing arts, sports fields, etc.
- Have local bonding authority*

*not available to charters
Facility Responses to Educational and Community Trends

- Community services on campus and 24/7 community use
- High performance/sustainable features
- Choice - alternative/magnet/charter schools, career technical education, open enrollment, online/virtual schools
- School closure and larger schools
- Equity issues
LEA Tensions and Issues

- **Governance**: Meeting state requirements while maintaining local control

- **Financial**: State and LEA fiscal constraints at both capital and operational levels

- **Educational**: Providing 21st century learning environments in outdated facilities

- **Siting**: Identifying new sites in developed/developing areas

- **Zoning**: Protecting existing schools from encroaching incompatible uses

- **Community**: Role in “Smart Growth” efforts
State Agency Roles

School Facilities Planning Division - SFPD
Establishes regulatory standards to ensure safe and educationally appropriate schools, provides best practices

Dept. of Toxic Substances Control - DTSC
Provides hazardous material assessment and cleanup oversight for state funded non-exempt school construction

Division of State Architect - DSA
Approves all school construction for structural, fire/life safety, access standards *(Title 24 & Field Act – Seismic standards)*

Office of Public School Construction - OPSC
Administers State bond funding programs, supports and implements State Allocation Board (SAB) regulations/policies
Role of CDE/SFPD

- Establish school siting & plan standards
  - Pursuant to authority in *Education Code* Section 17251
  - Within *California Code of Regulations Title 5*, Section 14001 et seq.

- Review and approve projects (site and plans) for consistency with Title 5 *(required if state bond funds are requested)*

- Provide best practices, advice and assistance to Local Educational Agencies

- Provide leadership via a variety of educational policy venues

- Represent the Superintendent of Public Instruction on the State Allocation Board (SAB)
Title 5 Regulations

- Educational and safety standards
  - Performance standards
  - Quantifiable standards
  - Required processes

- Are flexible and adaptable via exemption process
  - Document alternative way of meeting standards
  - Most projects have one or more exemptions granted
CDE Site Selection
Weighted Ranking Criteria

- Safety #1
- Location
- Environment
- Soils
- Topography
- Size and Shape
- Accessibility

- Public Services
- Utilities
- Costs
- Availability
- Public Acceptance
2008 CDE Roundtable Recommendations

1. Vision & Guiding Principles
2. Review and update Title 5
3. Increase collaboration
4. Increase focus on modernization
5. Review and restructure the linkage between school facility finance and design
CDE Vision for School Facilities

CDE envisions school facilities that enhance the achievement of all students and are learner-centered, safe, sustainable, and centers of community.
Key Guiding Principles that Support Smart Growth

Siting and design of educational facilities will:

• Reflect the LEA Board adopted facility master plan and education specifications
• Result from an open, community-based, and comprehensive planning process including all stakeholders and early dialogue with all involved planning agencies
• Promote sustainable practices that conserve natural resources, limit greenhouse gas emissions, optimize construction and life cycle costs, and encourage walking and bicycling
• Consider the full spectrum of community facilities and support opportunities for joint-use and educational partnerships
• Accommodate a complete facility adaptable to future demographic, educational, and community needs
Key Points

- LEAs identify sites, design schools and are lead agency
- Title 5 is flexible and adaptable and consistent with “smart growth” concepts
- Multiple avenues for public and city/county input
SB 50 Reverses Mira/Hart/Murietta

- In 1998 SB 50 created a new school facility funding program

- Eliminated the power of cities/counties to deny approvals, or require school mitigations in excess of statutory LEA fees for impacts of legislative or adjudicative approvals, based upon inadequacy of school facilities
Collaboration Opportunities

- School Facilities Master Plan
- Educational Specifications
- General Plans, Specific Plans
- CEQA project alternatives analysis
- Closing school sites
- Selling surplus sites
Resources and Contact

http://www.cde.ca.gov/ls/fa/

- Forms
- Best practices
- Exemption protocols

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