

**Overview of the public school
construction process:
State agencies**

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Background

Statewide classroom needs 2005-10

State share	Number of classrooms per year	Per year	5-year need
New Construction (50 percent state share)	6,494	\$2.01 billion	\$10.6 billion
Modernization (60 percent state share)	8,898	\$0.81 billion	\$4.06 billion
Total (Rounded)	15,000	\$2.82 billion	\$14.12 billion

State agency overview

- Office of Public School Construction
- State Allocation Board
- Division of the State Architect
- California Department of Education,
School Facilities Planning Division
- Other

The Office of Public School Construction

The OPSC administers and implements the state school facilities programs for the State Allocation Board. The OPSC is also charged with the responsibility of verifying that all applicant school districts/COEs meet specific criteria based on the type of funding which is being requested.

State Allocation Board

The SAB is responsible for determining the allocation of state resources including proceeds from general obligation bond issues and other designated state funds used for the new construction and modernization of public school facilities. The SAB is also charged with the responsibility for the administration of the State School Facility Program, the State Relocatable Classroom Program and the Deferred Maintenance Program.

Division of the State Architect

The DSA is involved in three phases of school construction projects: plan review and approval, construction oversight and project closing and certification. The Division of the State Architect reviews projects for structural, fire/life safety and accessibility requirements.

California Department of Education, School Facilities Planning Division

CDE reviews public school sites and plans to determine if they meet Title 5 standards. The review includes areas such as: standards for school site selection; procedures for site acquisition; standards for the development of plans for the design and construction of school facilities; educational specifications; site layout; playground and field areas; delivery and utility areas; future expansion; placement of buildings; classrooms; specialized classrooms and areas; gymnasium; shower/lockers; auxiliary areas; lighting; acoustical; plumbing; year-round education; Americans with Disabilities Act; and child care.

Depending upon the location of the school site, other agencies may be required in the plan approval process, such as:

- Army Corps of Engineers
- Airport authority
- Air Resources Board
- CalTrans
- California Highway Patrol
- Department of Conservation
- Department of Fish and Game
- Historic Preservation/historic landmark groups
- Santa Monica Mountains Conservancy
- Water district

The process: state agency involvement

1. Facilities needs assessment
2. Funding eligibility
3. Site approval
4. Building design plan approval
5. Funding application
6. Before construction
7. During construction
8. Project closure
9. Follow-up

Note: While the steps of this process appear here in chronological order, there is some overlap to the timeline and multiple activities may be occurring simultaneously.

1. Facilities needs assessment

- Analyze enrollment trends
- Assess facilities needs
- Plan for new facilities
- Board determines means to fund project, identifying resources available such as bonds, certificates of participation, etc.
- Board sets a budget for the construction project

2. Funding eligibility

- Determine district's/COE's eligibility for state funds by submitting a funding eligibility application (which is separate from a funding application) before beginning project.

3. Site approval

- Potential sites – LEA identifies and evaluates potential sites
- CDE evaluation – CDE evaluates three or more of the potential sites identified by the district/COE
- Preferred site – LEA identifies preferred site and prepares requested studies for CDE site approval
- CDE site approval – CDE reviews project and approves if Title 5 standards are met
- LEA submits site approval letter from CDE as part of their OPSC funding application

4. Building design plan approval

- Educational specifications – LEA develops educational specifications
- Developing the plans – LEA submits preliminary plans to CDE (design development)
- Preliminary plans – LEA resolves CDE concerns
- CDE plan approval – CDE reviews project and approves if Title 5 standards are met
- District/COE submits plans to DSA for approval
- LEA submits plans to CDE and DSA

5. Funding application

- District/COE submits application for eligibility determination to OPSC
- OPSC processes eligibility applications for SAB approval
- SAB approval
- District/COE submits plans to CDE for approval
- District/COE submits plans to DSA for approval
- District/COE submits funding application (including DSA and CDE approved plans) to the OPSC

5. Funding application, cont.

- OPSC processes funding applications for SAB approval and funding of grant allowance and site
- SAB approval
- OPSC releases grant amount upon evidence of district/COE match and construction contract
- Project construction
- District/COE submits expenditure reports to the OPSC
- OPSC performs audits of district/COE expenditures to ensure that state funds were expended in accordance with law

6. Before construction

- Upon approval by the DSA of all drawings and specifications and written approval of the application, award a contract for project construction.
- Hire a project inspector (also known as the inspector of record, who must pass DSA administered inspector examinations) and obtain DSA approval of the inspector.
- The DSA-approved project inspector must be present at the construction site to maintain a personal knowledge of the ongoing work and to verify that construction conforms to approved documents. The project inspector also must inspect all work before it is covered or closed in by other construction work.

7. During construction

- Coordinate field reviews
- Coordinate specialized lab tests and inspections
- Respond if special circumstances arise

8. Project closure

- The DSA can close projects either by issuing the final certification of construction or by closing the project without certification.
- Without certification, the state will not assume liability for the facility. Your district's/COE's school board members remain liable in any construction-related litigation.

9. Follow-up

- Within two years of project completion, the OPSC will perform a financial audit of the project expenditures.
- The Department of Toxic Substances Control may need to monitor long-term operations and maintenance at the school site, if the district/COE was required to prepare a response action for the site.

School Facility Program

- Funds come from SAB and the school district/COE
- SAB funds originate from proceeds of general obligation bonds and the state general fund.
- School district/COE funds may come from local general obligation bonds, developer fees, general fund, etc.

School Facility Program, cont.

Six types of school construction

- New Construction grant
- Modernization grant
- Charter schools
- Critically Overcrowded Schools
- Joint-Use Projects
- Facilities Hardship Replacement or Rehabilitation

New Construction grant

- 50 percent state funds
- 50 percent local school district/COE funds
- Eligibility for state funding based on a district's/COE's need to house pupils and is determined by criteria set in law

Modernization grant

- 60 percent state funds
- 40 percent local school district/COE funds
- School facilities must be at least 25 years old, relocatables at least 20 years old
- Grant can be used to fund a variety of work (air conditioning, plumbing, lighting, electrical system and roof replacement)

Charter schools

- Funding for new charter school facilities
- To qualify a charter must be deemed financially sound by the California School Finance Authority and meet the SFP new construction eligibility

Critically Overcrowded Schools

- Allows school districts/COEs with qualifying critically overcrowded school facilities to apply for a preliminary apportionment for new construction projects to relieve overcrowding

Joint-Use Projects

- 50 percent state funds
- 50 percent local funds (the joint-use partner must match a minimum of 25 percent of project costs)
- Type I – Part of a SFP new construction project that will either increase the size, create extra costs or both beyond that necessary for school use of the multi-purpose room, gymnasium, childcare facility, library, or teacher education.
- Type II – Either part of a modernization or stand alone project located at a school because it does not have the type of facility or the existing facility is inadequate.

Facilities Hardship Replacement or Rehabilitation

- Under unusual circumstances, the school district/COE may apply for “hardship funding” from the state to offset its local share of costs.
- Funding is for classrooms or related facilities (or lack of facilities) where a clear and imminent threat to the health and safety of students can be demonstrated along with an on-going need for those facilities to house pupils.

Resources

For more information, please visit the Web resource page of the CSBA Construction Management Task Force

www.csba.org/constructionmanagement.aspx



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