

## California Department of Education

Orange County Office of Education Meeting December 6, 2011

Kathleen Moore, Director School Facilities & Transportation Services Division

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



TOM TORLAKSON State Superintendent of Public Instruction

#### **Mission Statement**

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



# Alignment

Effective October 1, 2011:

**New Division Name:** School Facilities and Transportation **Services Division** New Branch: Services for Administration, Finance, **Technology, and Infrastructure Branch New Deputy:** 

Jeannie Oropeza



#### A Blueprint for Great Schools Transition Advisory Team Report



http://www.cde.ca.gov/eo/in/bp/bpcontents.asp



## A Blueprint for Great Schools

 59 Members appointed by State Superintendent Torlakson

9 Policy Areas



# A Blueprint for Great Schools

- 1. Educator Quality
- 2. Curriculum and Assessment
- 3. Higher Education and Secondary Alignment
- 4. Accountability and School Improvement
- 5. Early Childhood Education
- 6. Education Supports
- 7. Health, Nutrition, and Physical Fitness
- 8. School Finance
- 9. School Facilities and Construction Reform



#### A Blueprint for Great Schools Facilities Recommendations

- Collaborate with the Governor to consolidate or better coordinate agencies.
- Inventory school facilities.
- Enable districts to engage in more efficient facilities construction and re-design.
- Establish a State Superintendent's Council of Business/Labor.
- Foster joint use agreements that support schools as community hubs.



#### Schools of the Future Report



#### The Schools of the Future Report is available online at: http://www.cde.ca.gov/ls/fa/sf/documents/ sotfreport.pdf



### Schools of the Future Report

- 90 Member Team
- 2 Major Policy Areas
- 8 Sub-committees' Policy Memos



## Schools of the Future Report School Facility Program Reform

- 1. Educational Impact of Design
- 2. School Site Selection and Community Impact
- 3. Modernization
- 4. Funding and Governance



### Schools of the Future Report Educational Impact of Design

- Revise Title 5 to reflect 21<sup>st</sup> century learning environments
- Explore ways to ensure on-going maintenance
- Develop research, resources, and best practices to assist local planning efforts



## Schools of the Future Report School Site Selection Community Impact

- Align future state bond measures and CDE regulations and guidance with state sustainability goals
- Develop guidance documents and training programs for LEA/local governments cross-collaboration



#### Schools of the Future Report Modernization

- Eliminate portables that are beyond their useful life
- Look at the total needs of a school – both physical and educational
- Protect the investments (deferred maintenance)



#### Schools of the Future Report Funding and Governance

- Use existing data to determine school facility needs
- State wide facility condition inventory
- Examine alternative governance structures



# Schools of the Future Report High Performance Schools

- 1. High Efficiency Schools
- 2. Renewable Energy
- 3. Grid Neutral Schools
- 4. Financing of High Performance Schools



#### Schools of the Future Report High Efficiency Schools

- Develop a Green Schools Recognition Program
- Adopt a California Environmental Literacy Plan



#### Schools of the Future Report Renewable Energy

- Develop processes to help LEAs evaluate the procurement, financing, and construction of renewable energy systems
- CDE should ensure that local decision makers have access to the training and resources to reduce energy use and understand the renewable energy marketplace



#### Schools of the Future Report Grid Neutral Schools

- Change regulations to allow for more cost effective solar installations
- Conduct energy audits of all schools
- Encourage new construction and modernization to incorporate grid neutral operations



#### Schools of the Future Report Financing of High Performance Schools

- New and expanded funding sources
- Maximize production at school sites



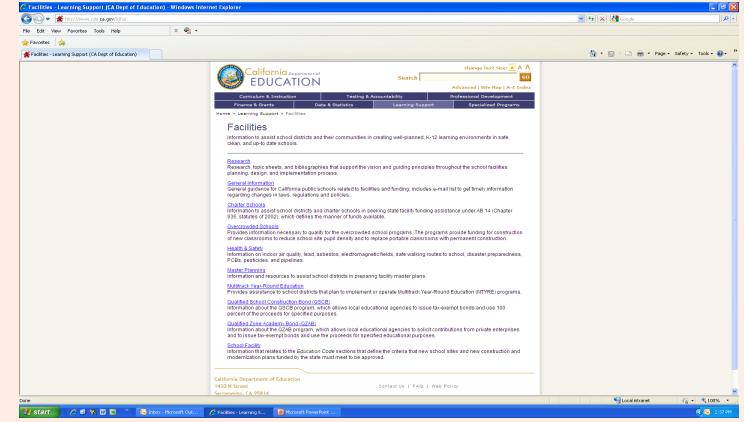
#### Schools of the Future Initiative Actions to Date

- SSPI support of 2012 statewide bond
- USDOE Green Ribbon Award
- Senior Architect, Diane Waters named as Energy Liaison
- Research and Best Practices



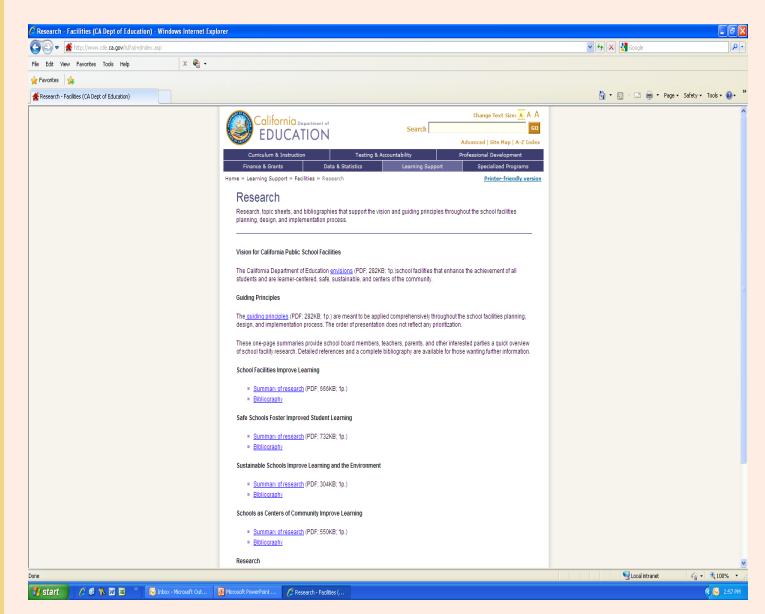
# **Facility Research**

Four separate documents designed to provide board members, teachers, parents, the public, and others a quick overview of key research on educational facilities.



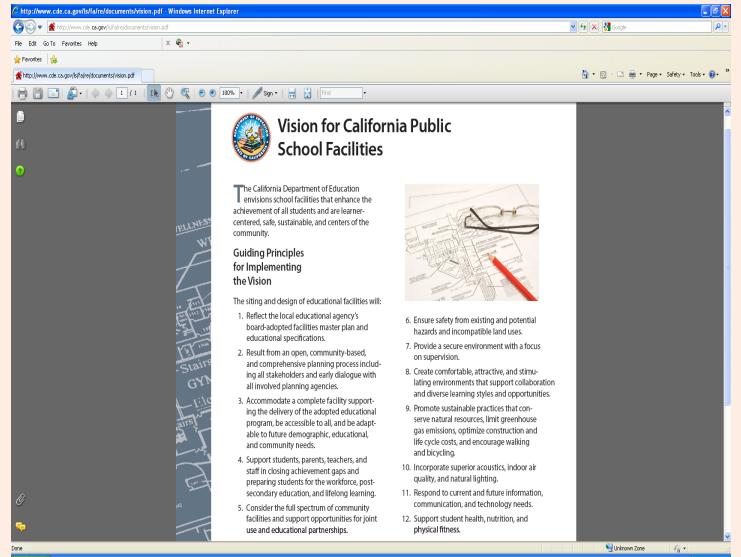


### **Facility Research**





#### **Facility Research**



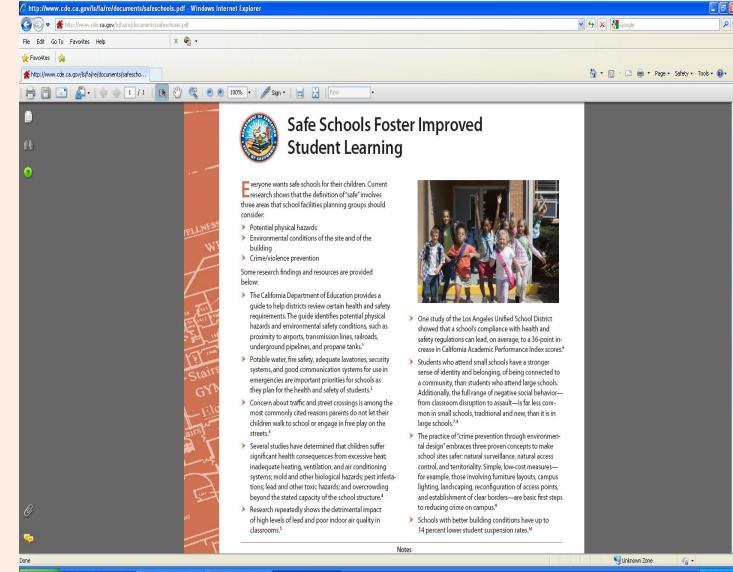


#### **Facility Research**





### **Facility Research**



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## Facility Research



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The recent National Action Plan for Greening America's Schools concludes that a sustainable school creates a healthy environment that is conducive to learning and saves energy, resources, and money. Additional benefits of sustainable schools include improved student health, attendance, and academic achievement.<sup>1</sup>

Here are a few more reasons to consider sustainable features:

- A 2006 study showed that sustainable schools use 33 percent less energy and 32 percent less water than conventionally constructed schools, significantly reducing utility costs over the average 42-year life cycle of a school.<sup>2</sup>
- Additional studies show the continuing high cost of energy and utilities. According to national data from 2008, the median annual cost for energy and utilities per student in kindergarten through grade twelve was \$295.13.<sup>3</sup>
- Improving a school's health and safety standards can lead to a 36-point increase in California Academic Performance Index scores.<sup>4</sup>
- Because green schools emphasize a healthy indoor environment, a district that builds green schools will benefit from reduced exposure to liability for students' and staff's health-related problems, fewer lawsuits, and less risk of damage to its reputation.<sup>5</sup>
- A school site that uses effective construction techniques can reduce, reuse, and recycle between 50 percent and 75 percent of building materials (e.g., brick, asphalt, wood, plastic, glass, gypsum



board, and carpet), thereby reducing environmental impacts.<sup>6</sup>

- Attention to school siting practices can improve solar access, take advantage of natural air flows; maximize daylighting; and increase easy and safe pedestrian, bicycle, and mass transit options.<sup>7,8</sup>
- Substandard physical environments are strongly associated with truancy and other behavior problems in students. Lower student attendance led to lower scores on standardized tests in English-language arts and math and to less funding.<sup>8,10</sup>
- Studies indicate that student performance is improved by an even distribution of daylight, an expansive view, and limited glare and thermal heat gain. One study found 20 percent faster student progress on math and 26 percent faster progress in reading compared with students in classrooms with less exposure to daylight.<sup>11, 12</sup>

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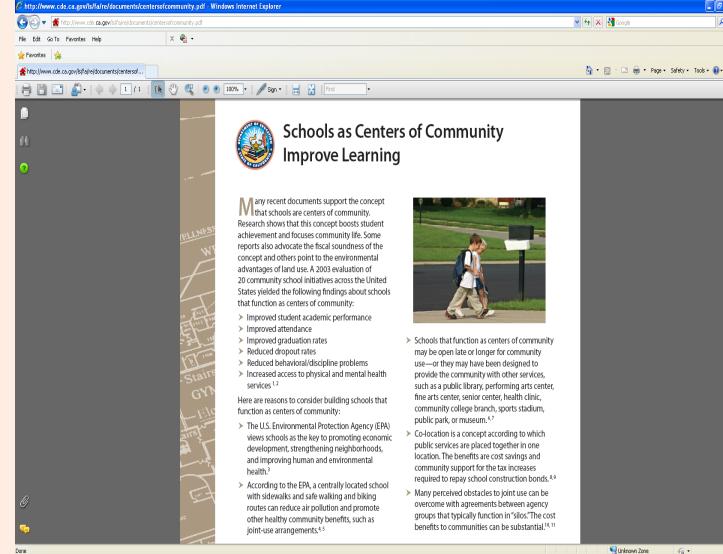
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#### **Facility Research**



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#### U.S. Department of Education Green Ribbon Schools

- 4 Award Nominations per State
- Criteria three Pillars

http://www2.ed.gov/programs/greenribbon-schools/index.html



# Importance of Educational Specifications

- Design of a new school—Required by Title 5
- When planning an addition—Recommended Referring to the educational specification will ensure that additions are made consistent with program needs
- Modernization—Recommended A focused educational specification for modernization will help to target modernization funds



# Importance of Educational Specifications

Required by Regulations

- California Code of Regulations, Title 5 14001 (a) and 14030 (a)
- Plan Summary Effective July 1, 2010— Board Adopted
- District board policy
  - The Superintendent of each LEA "Oversees the preparation of (school construction and modernization) plans from the developed educational specifications". (CSBA Board Policy 7100)



# Importance of Educational Specifications

- Better product
  - School design that supports and enhances the educational program
- Builds Relationships
  - Among district staff
  - Between district and community
- Puts students as the focal point of decision making



#### **Contact Information**

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