

LEGAL ISSUES INVOLVING USE OF ENERGY CONSERVATION CONTRACTS

ORANGE UNIFIED SCHOOL DISTRICT SPECIAL BOARD MEETING

December 4, 2023

**Douglas N. Yeoman
Parker & Covert LLP**

ALTERNATIVE ENERGY PUBLIC POLICY

- In 1974, the California Legislature passed Public Resources Code § 25007, which established a state policy “to employ a range of measures to reduce wasteful, uneconomical, and unnecessary uses of energy, thereby reducing the rate of growth of energy consumption, prudently conserve energy resources, and assure statewide environmental, public safety, and land use goals.”
- With continued increases in energy usage and energy costs, the Legislature revised the statewide policy in 1981, adding that it was the further policy of the state to “promote all feasible means of energy and water conservation and all feasible uses of alternative energy and water supply sources”. (Public Resources Code § 25008.)

ENERGY SERVICE CONTRACTS

- To implement the public policy set forth in Public Resources Code § 25008, the California Legislature in 1986 adopted and added Chapter 3.2 of the Government Code (sections 4217.10 – 4217.18), which grants great flexibility to school districts in structuring agreements for the development of energy conservation, co-generation and alternate energy supply sources.
- Government Code § 4217.11(c) defines “conservation measures” to mean “equipment, maintenance, load management techniques and equipment, or other measures to reduce energy use or make for a more efficient use of energy.”
- An advantage of entering into an energy services contract is that a competitive selection process is not required under Government Code § 4217.16. Notwithstanding, it is typically recommended that school districts solicit proposals to insure they are receiving the greatest available energy savings.

ENERGY SERVICE CONTRACTS – cont'd

- Although a direct energy services contract and related facility ground lease may be entered into without competitive bidding, before entering into any such agreement(s), Government Code § 4217.12 requires the Governing Board to determine that:
 - (a) entering into the proposed energy services contract is in the best interests of the school district,
 - (b) the anticipated cost of energy from implementation of the conservation measures will be less than existing energy costs without conservation measures, and if applicable,
 - (c) the difference, if any, between fair rental value of the property and agreed rent subject to the facility ground lease will be offset by below-market energy purchases or other benefits provided under the energy services agreement.
- This determination must be made at a regularly scheduled public hearing and public notice of the hearing must be given at least two weeks in advance of the hearing.

FACILITY FINANCING CONTRACTS AND LEASES

- When a school district is able to apply for and utilize state or federal funds, such as the Proposition 39 and CalSHAPE funds, to offset in whole or in part the cost of installing the selected energy conservation measures, the aforementioned findings of energy savings can easily be validated.
- If an energy project will be financed in part by means of a facility lease, certificates of participation, or other third-party financing arrangement, the Governing Board must also determine, as part of a regularly scheduled public hearing, that entering into the financing agreement is in the best interests of the school district.
- When an energy project is financed, the Board must make the finding that energy savings are projected to exist, as well as find that the energy savings will be sufficient to repay the financing or the cost of design, construction and operation of the energy conservation facility.

POWER PURCHASE AGREEMENTS

- Pursuant to Government Code § 5956-5956.10, when a school district considers installing ground-mounted solar structures, elevated solar shade structures, and/or carport solar shade structures, a power purchase agreement may be used as an alternative delivery method.
- These sections grant the authority to a school district “to utilize private investment capital to study, plan, design, construct, develop, finance, maintain, rebuild, improve, repair, or operate, or any combination thereof, fee-producing infrastructure facilities.”

POWER PURCHASE AGREEMENTS – cont'd

- The term “fee-producing infrastructure project is defined as the “operation of the infrastructure project or facility...paid for by the persons or entities benefited by or utilizing the project or facility.” (Gov. Code § 5956.3(c).)
- Any combination of private infrastructure financing, federal or local funds may be utilized under the statutory scheme. (Gov. Code § 5956.10).)
- The power purchase provisions require that the school district solicit proposals as part of a competitive negotiation process. Neither competitive bidding nor compliance with any other provision of the Public Contract Code or Government Code related to public procurements is required.

**BOARD MEMBER
QUESTIONS OR COMMENTS**

Facilities Asset Management Plan

ORANGE UNIFIED SCHOOL DISTRICT SPECIAL BOARD MEETING

December 4, 2023

David A. Rivera, Deputy Superintendent and Chief Business Official
Doug Yeoman, Parker & Covert LLP

Agenda

- Long Range Facilities Master Plan
- Asset Management Plan
- Surplus Property Guidelines

Long Range Facilities Master Plan

Long Range Facilities Master Plan

- Adopted by the Governing Board on July 22, 2021
- Covers all elementary and middle schools
- Provides a general blue-print on facility improvements
- Outlines nearly \$1 billion of facility needs
- Outlines projects by school sites based on community and Board input
- Plan does not include additional facility needs as a result of:
 - New added programs
 - Instructional Program expansion
 - New services provided by the District

Staff Recommendation #1

- The Plan is a living document that should be reassessed every 3 to 5 Years
- Staff recommends that re-evaluating the FLRMP for increased facility demands:
 - General and Special Education Programs
 - TK Expansion
 - Pre-school Programing (0-3 years of age)
 - Community School Grants (14 sites)
 - Expanded Learning Opportunity Grants
 - Visual and Performing Arts
 - After School Child Care (CARES)
 - After School Safety Grant (ASES)

Staff Recommendation #2

- Update our inventory of our permanent and temporary buildings along with play structures
 - Re-examine placement of programs in permanent and temporary facilities, geographic placements
 - Conduct an analysis of age-appropriate restroom and playgrounds for students
 - Portable classroom needs assessment
 - Identify buildings that should be replaced/removed
 - Provide appropriate facilities to support Early Learning, Afterschool Programs and Visual and Performing Arts Program
 - Ensure programmatic and compliance needs (Special Education/Other Grants)

Staff Recommendation #3

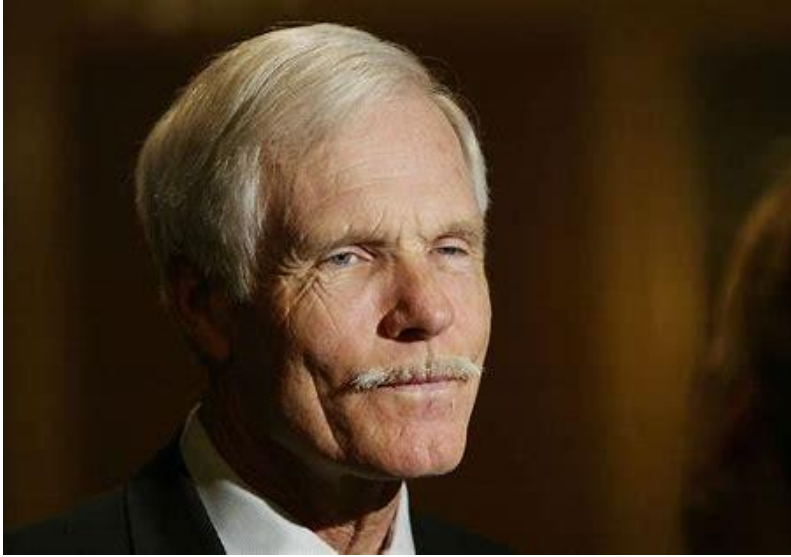
- Provide the Board of Education an implementation plan, which includes the following:
 - Identify highest priorities
 - Identify available funding sources
 - Maximize external funding sources
 - Solicit stakeholder input
 - Maintain ongoing dialog with Board of Education
 - Provide implementation timelines
 - Aligned Plan with the Board of Education Strategic Objectives

BOARD MEMBER QUESTIONS OR COMMENTS

Asset Management Plan

Why should Orange Unified School District have an Asset Management Plan?

Ted Turner (2.0 m Acres / 87.1 b sq. ft.)



Net worth \$2.2 billion



OUSD (605 Acres / 26.3 m sq. ft.)
\$1 m Acre = \$605 million)

Stan Kroneke (1.38 m Acres / 60.1 b sq. ft.)



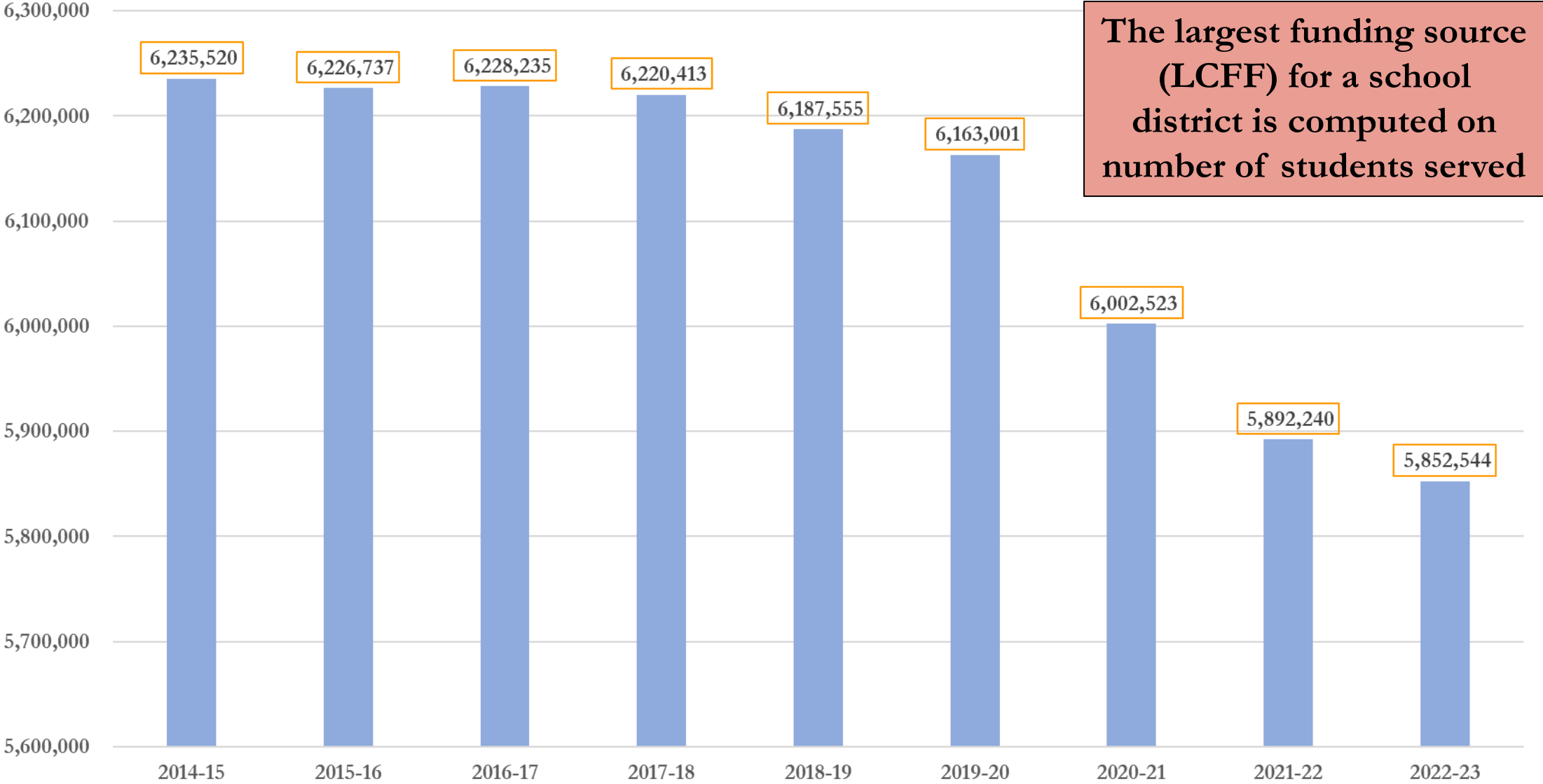
Net worth \$13 billion

Peter Buck (925 K m Acres / 40.3 b sq. ft.)



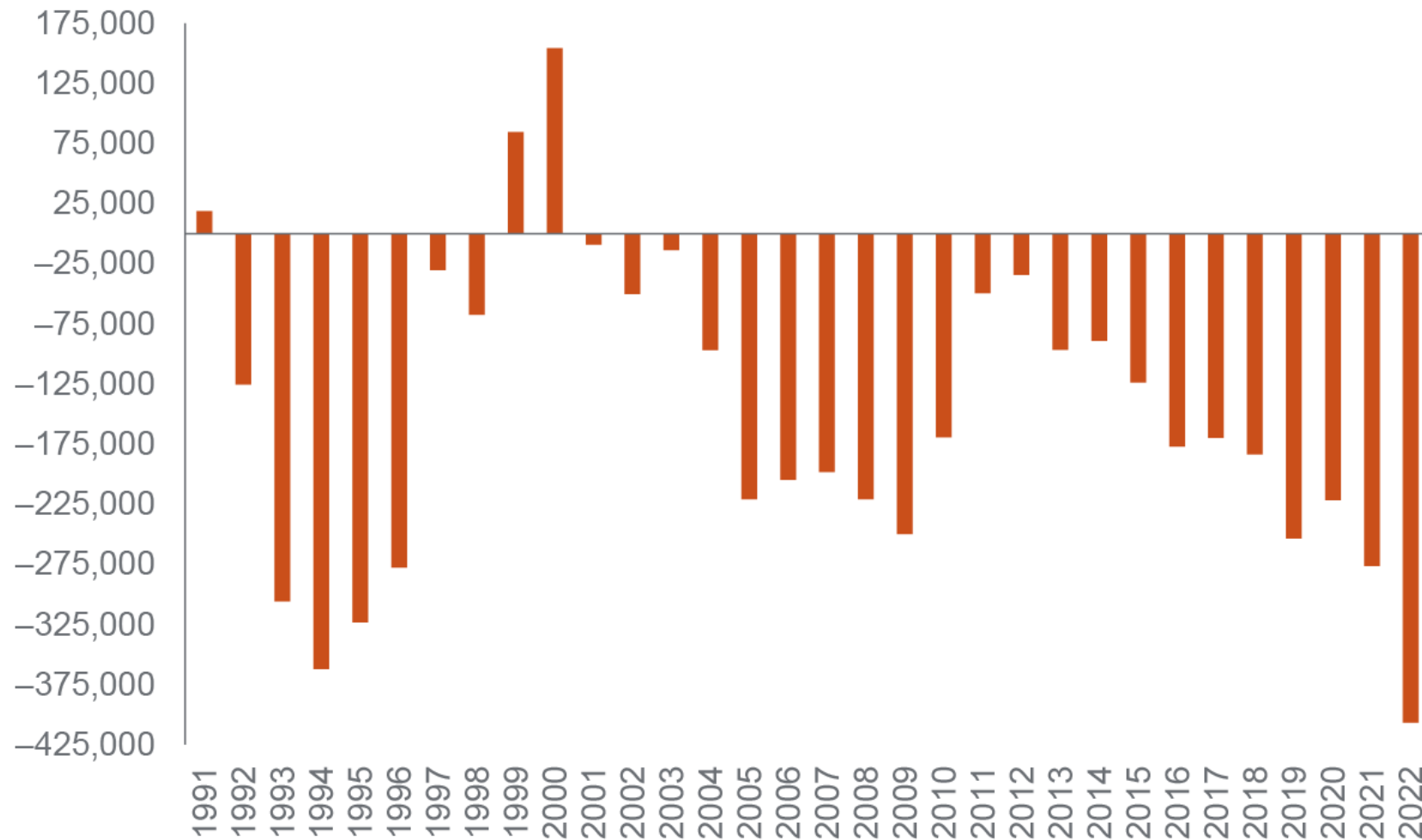
Net worth \$50 million

California Public Student Enrollment
Source Document: EdData Website



California has been losing residents to other states for two decades

Net interstate migration

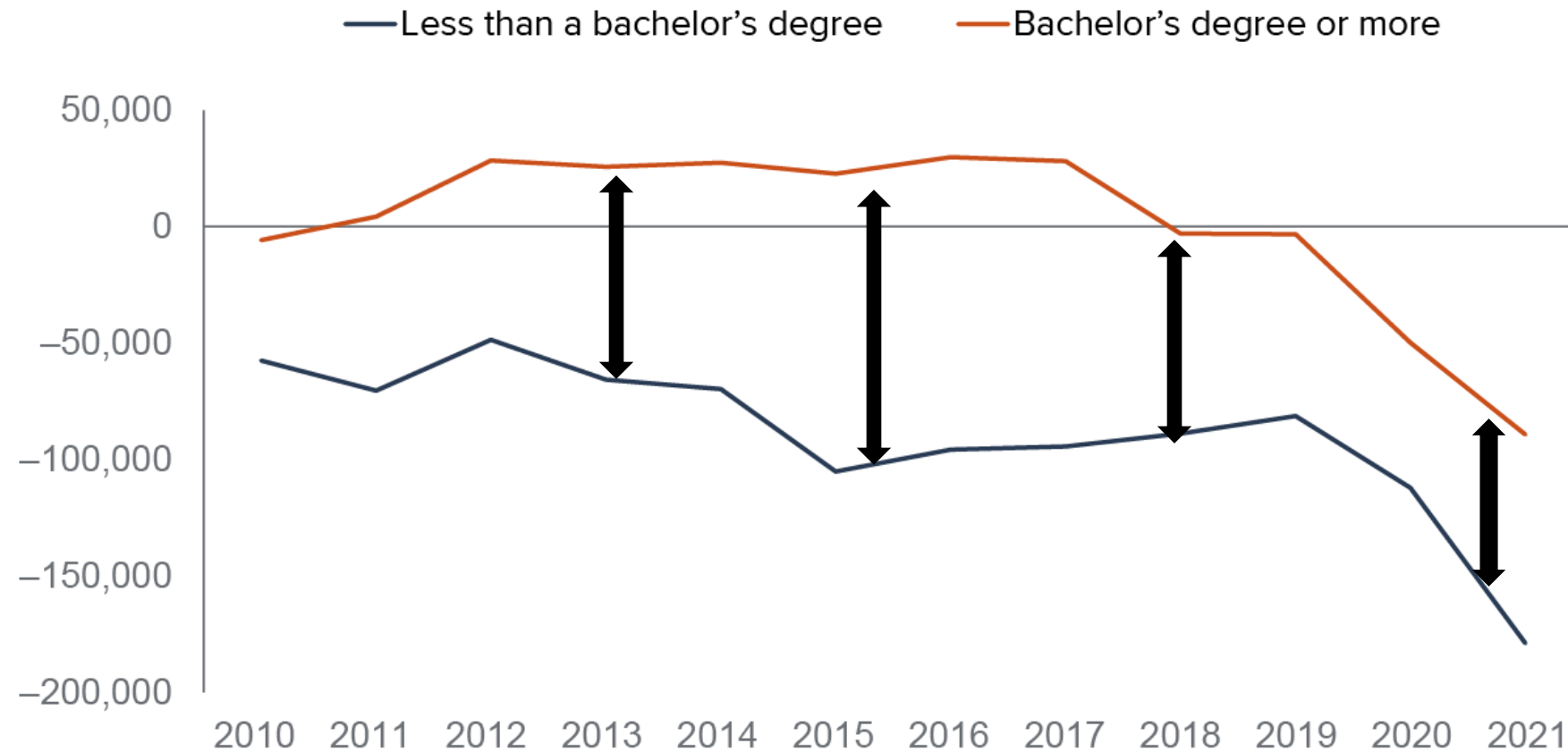


SOURCE: California Department of Finance estimates. Net flows are from July 1 to June 30th.

FROM: PPIC Blog, March 2023.

California is now losing college graduates as well as adults without a college degree

Net interstate migration by educational attainment



SOURCE: PPIC, based on American Community Survey data through 2021 for adults ages 20 to 60.

FROM: PPIC Blog, March 2023.

Impact of Declining Student Population to Public Education

- ❑ Likelihood of reduction of program funding
- ❑ Potential elimination of valuable programs and services to students
- ❑ Increased challenges to staff essential positions

Asset Management Plan

- All major organizations develop strategies to maximize returns from real estate holdings

Strategies include:

1. Leasing/Licensing of unused or under-utilized assets
2. Developing property to enhance asset portfolio and projected cashflows
3. Buy, sell or exchange of assets to greater support the organization's mission

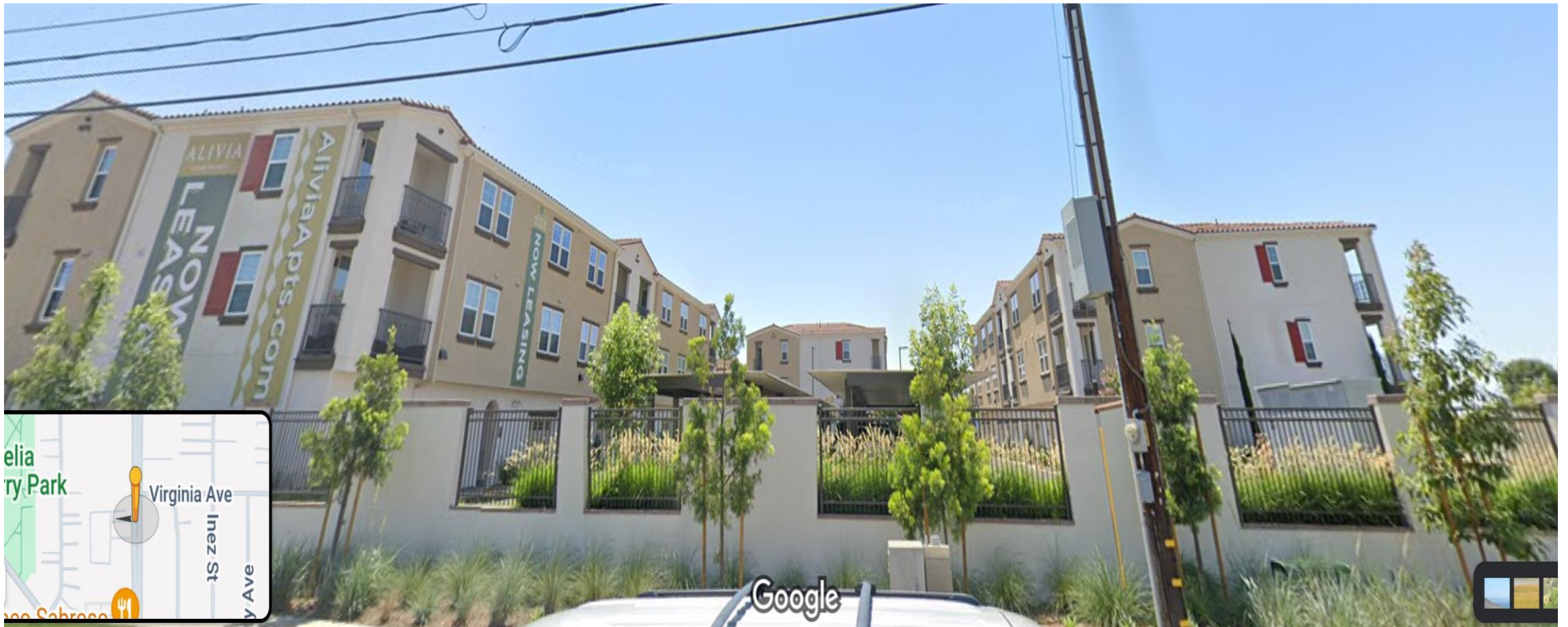
Expected outcomes:

1. Increase organization's operational efficiencies
2. Generate additional sources of revenue to support the organization's mission

Illustration of Prior Under-Utilized Property



Illustration of Property Development



Benefits to the School District and Community

- ❑ Revenues from Developer Fees
- ❑ Economic stimulus to the community
- ❑ Increased property values
- ❑ Increased operational efficiencies
- ❑ Potential increase to student enrollment

Intended Use of Proceeds – Improve School Facilities

- ☐ Energy Efficient Windows
- ☐ Flooring Replacement
- ☐ Install new age-appropriate Playground Equipment
- ☐ Lighting Upgrades (Interior and Exterior)
- ☐ New Asphalt and Paving
- ☐ New Heating and Air Conditioning Units
- ☐ Paint Facilities (Interior and Exterior)
- ☐ Repair/Replace aging irrigation systems
- ☐ Replace aging plumbing system
- ☐ Roof Replacement
- ☐ Upgrade Fire Alarm Systems

Considerations in Determining Surplus Properties

- ☐ Size of Property/Acreage
- ☐ Property Location
- ☐ Property Accessibility
- ☐ Marketability of Property
- ☐ No or minimal impact to educational program(s)
- ☐ No or minimal impact to the community

Foreword – Example from 2007 Washington USD

The purpose of this Asset Management Planning Report is to enable the to gather information on the practical and economic options that are available to it in regard to the possible surplus or exchange of real properties that, at some point in the future, may no longer serve its mission purpose.

“Asset management” in the context of a public school district means that the public agency will treat its real property assets in a business-like fashion. A business is expected to operate efficiently by handling assets that it has invested in, in a way which furthers its goals. If those goals change and the assets can no longer contribute to the successful implementation of a business plan, then the business would consider disposing of the assets. In this way, essential capital is freed up for other uses.

Similarly, if a public school district can reorganize its assets to more efficiently achieve its mission purpose, then it should at least study and consider those possibilities. Such a planning effort is particularly true when, as in the case of the, parts of the District appear to be in severe student enrollment decline for the foreseeable future.

Samples of Asset Management Plans

- Washington Unified School District, 2007
- South Pasadena Unified School District, 2007

Staff Recommendations

- ❑ The District develop and implement an Asset Management Plan
- ❑ Further conversations and parameters surrounding district property should be conducted in closed session
- ❑ If the Board is interested in a Plan, then staff would engage with our legal counsel and property advisor

BOARD MEMBER QUESTIONS OR COMMENTS

Surplus Property Guidelines

District Advisory Committee (“7/11 Committee”)



- Prior to selling or leasing school property that is not needed for school purposes, the District’s governing board is required to appoint a 7/11 Committee to advise the governing board in developing policies and procedures governing the use or disposition of surplus property.

(Ed. Code § 17388)

7/11 Committee Composition

The 7/11 Committee is composed of a minimum of 7 and maximum of 11 members who are representative of:

- The ethnicities, ages, and socioeconomic composition of the District
- The business community
- Landowners and renters, with preference to HOA reps
- Teachers
- Administrators
- Parents of students
- Persons with expertise in environmental impact, legal contracts, building codes, and land use planning

(Ed. Code § 17389)



7/11 Committee's Duties

The 7/11 Committee is tasked with:

- Reviewing the projected school enrollment
- Establishing a priority list of use of surplus space and real property acceptable to the community
- Circulating throughout the attendance area a priority list of surplus space and real property, and holding hearings to gather community input on acceptable uses of the surplus property, including the sale or lease of surplus real property for child care development purposes
- Making a “final determination of limits of tolerance of use of space and real property”
- Forwarding to the district governing board a report recommending uses of surplus space and real property

(Ed. Code § 17390)



7/11 Committee Meetings

The purpose of the 7/11 Committee meetings are to gather information, and present the Board of Education with a report with recommendations and a list of priorities which is advisory and nonbinding.

- The Board authorizes the Superintendent or designee to release applications for membership on the Committee.
- The Committee is formally established pursuant to Board review and approval at a Board meeting.
- The Board directs the Committee to consider the potential surplus property sites.
- The Board also directs the Committee to provide hearings for community input and make recommendations for uses of surplus space and real property to the Board.
- The 7/11 Committee meetings are subject to the Brown Act (Gov. Code § 54952.3) and held over a series of weeks to gather community input, assess the District properties, and provide preliminary recommendations.

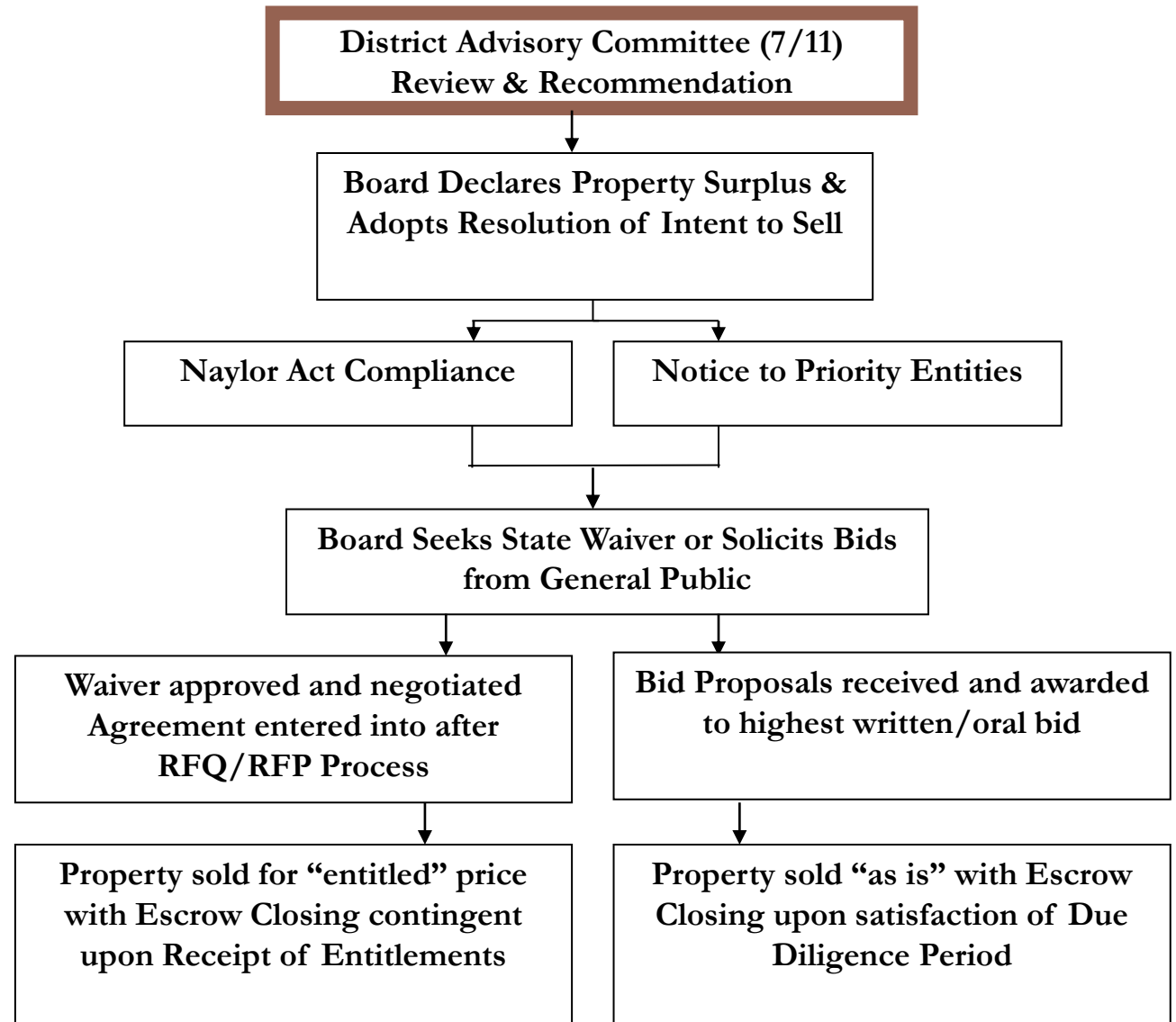
7/11 Committee Recommendations

Once the 7/11 Committee has concluded its series of meetings, the Committee may recommend:

- Declaring the real property surplus and either sell or lease the property, or
- Developing the property, or
- Retaining the real property for present or future school use.



SALE OF SURPLUS REAL PROPERTY FLOW CHART



BOARD MEMBER QUESTIONS OR COMMENTS

Orange Unified School District Energy Efficiency Projects

Special Presentation to the Board of Education
December 4, 2023

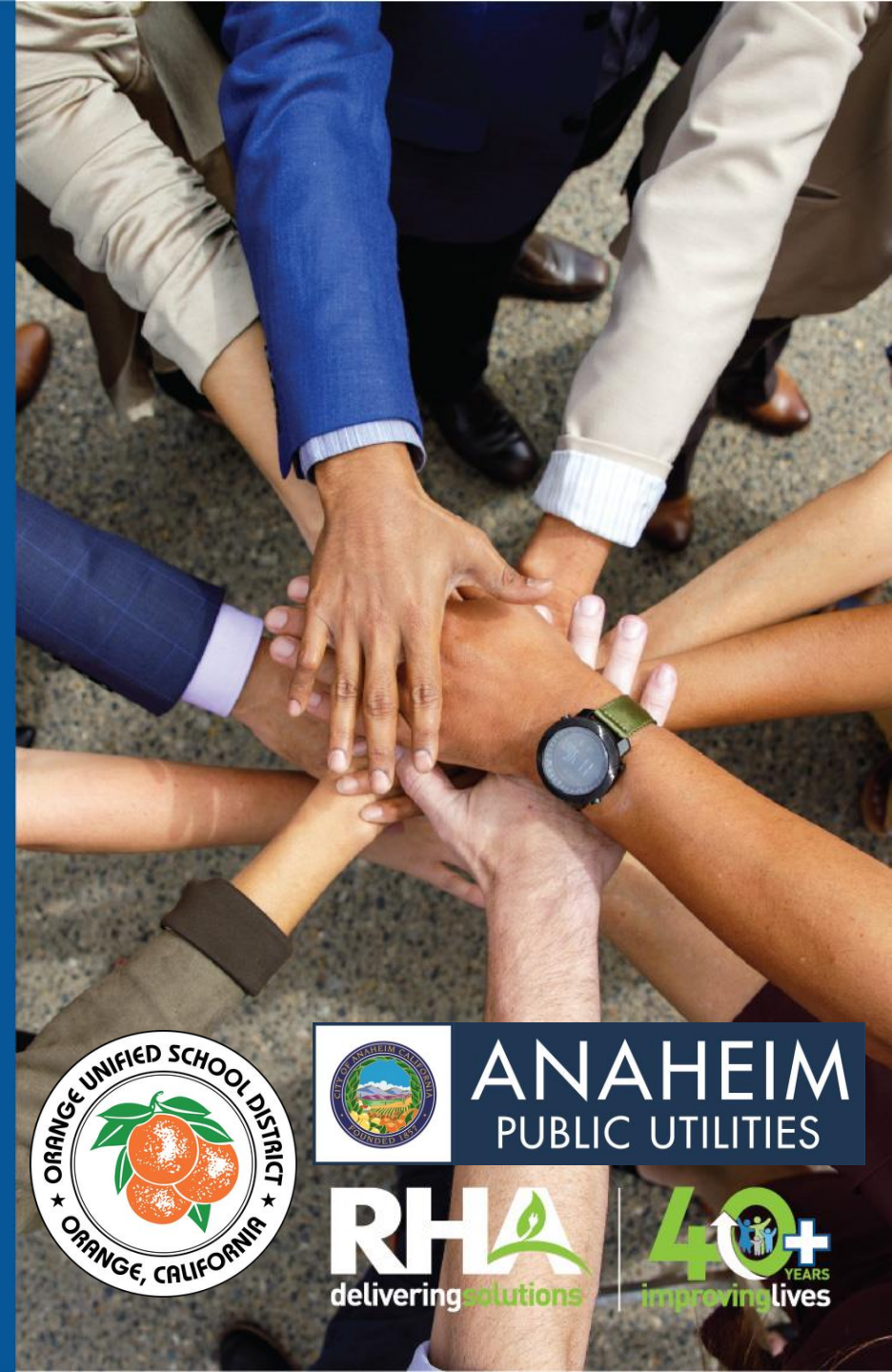
Presenters:

David A. Rivera, Deputy Superintendent/CBO

Gabriel Peredo, Senior Director of Los Angeles Operations, RHA



ANAHEIM
PUBLIC UTILITIES





OUSD Energy Efficiency Potentials

Past energy efficiency projects

1. Performance Contracts

- a) 2006-2012
- b) Project financed with verified energy cost savings
- c) \$23,340,164 (10 schools)

2. Prop 39

- a) 2015-2017
- b) State grant stipulating simple payback over life of upgrade
- c) \$7,491,801 (21 schools)

3. Solar PV Projects

Potential energy efficiency projects

- 1. Air Conditioner replacement
- 2. Upgrade lighting to LED fixtures
- 3. Add HVAC and lighting controls





Benefits of Mechanical System Upgrades

- Capital improvement projects
 - Improve learning environment
 - Improve classroom air quality and comfort
 - Improves energy efficiency
 - Lowers utility bills
 - Reduces maintenance costs

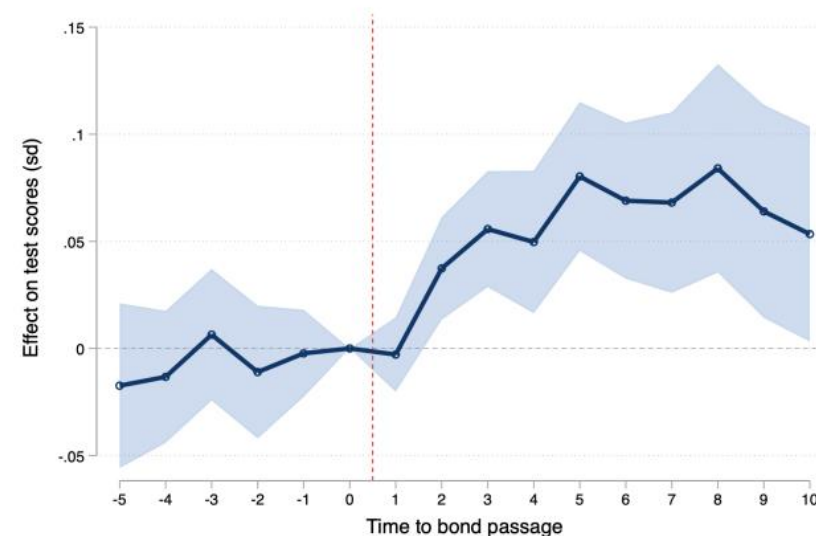


Figure: Test scores after capital improvements Projects

[Effectiveness and Efficiency of School Capital Investments Across the U.S.* Barbara Biasi† Julien Lafortune‡ David Schonholzer ~ § July 12, 2023](#)



RHA Introduction



**Founded
in 1980**



**Over 230
Employees**



**Delivering Solutions
that Advance Social
& Environmental
Equity**



**Minority Business
Enterprise**



RHA Experience

- Currently contracted with Anaheim Public Utilities
- Commercial, Industrial and Residential Services, including:
 - Energy Efficiency Consulting, Assessments and Implementation
 - Energy Management
 - Construction and Project Management
 - Funding Procurement
 - CSLB B, C-10, C-20, C-36
- Clients Served:
 - School districts
 - Municipal Utilities throughout CA



**WATER AND
POWER**



Your Trusted Community Utility



Anaheim Public Utilities



ANAHEIM
PUBLIC UTILITIES





Anaheim Public Utilities Program

- Comprehensive Energy Assessment
 - No cost to APU customers
 - Provides building energy usage, energy efficiency recommendations and energy rebates for:
 - Air Conditioning
 - Lighting
 - Refrigeration
 - Completed 6 assessments:
 - Anaheim Hills Elementary
 - Canyon High
 - Canyon Rim Elementary
 - Crescent Elementary
 - Imperial Elementary
 - Nohl Canyon K-6
 - Currently 2 assessments in progress:
 - Running Springs Elementary
 - Canyon Hills Specialty



Air Conditioner Incentive

Air Purifier Rebate

Customized Energy Incentives

EV Charger Rebate

Energy & Water Incentives for Multi-family Housing

Heat Pump Incentives Program

Lighting Incentives Program

Motor Incentive Program

New Construction Incentives

TreePower Program

Uninterruptible Power Supply Rebate

Home » Departments » Public Utilities » Ways to Save » Commercial » Business Energy Rebates

Business Energy Rebates

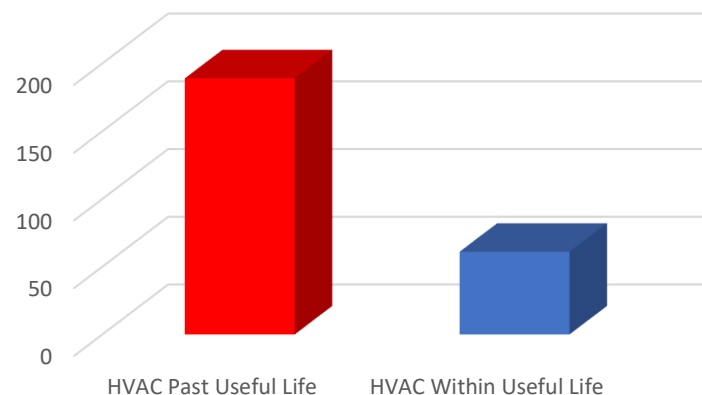




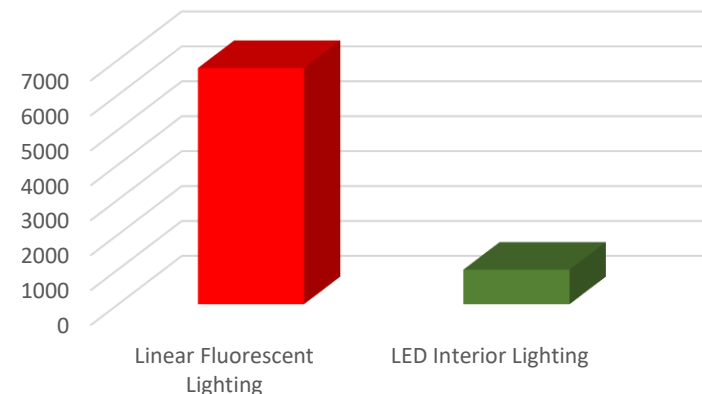
Anaheim Public Utilities Cont.

- Comprehensive Assessment Findings
 - All 6 schools assessed have HVAC equipment and/or lighting past useful life
 - **Over 180 HVAC units** near or past life cycle
 - **Over 6,700 lighting fixtures** near or past life cycle
 - Equipment repairs increase
 - More labor spent on repairs
 - Parts become obsolete and more expensive
 - Equipment efficiency decreases; utility consumption and cost increases

APU Schools HVAC Assessment



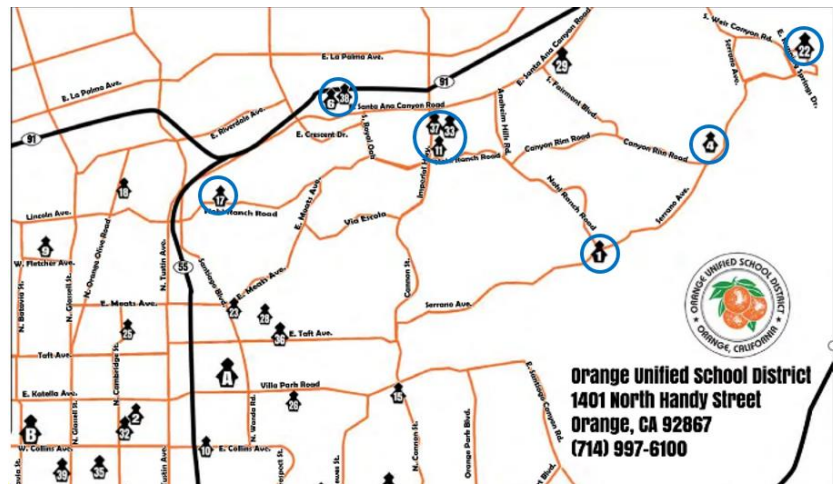
APU Schools Interior Lighting Assessment





Anaheim Public Utilities Cont.

- Schools Assessed (Year Built)
 1. Anaheim Hills Elementary (1977)
 2. Canyon High (1973)
 3. Canyon Rim Elementary (1997)
 4. Crescent Elementary (1968)
 5. Imperial Elementary (1976)
 6. Nohl Canyon K-6 (1969)



Energy Savings & APU Incentives Summary

Energy Conservation Measure	Annual Cost Savings (\$/Year)	Electricity Savings (kWh/Year)	Demand Reduction (kW)	Estimated Incentives (\$)	Estimated Project Cost (\$)	Net Present Value (\$)	Expected Useful Life (Years)	Greenhouse Gas Emissions Reduced (Tons)	Simple Payback (Years)
HVAC Replacement and Tune-up	\$ 106,731.37	495,485	651.7	\$ 92,545.94	\$ 2,558,045.22	\$ 47,827.07	15	387.1	23.1
LED Lighting and Controls	\$ 148,399.59	679,653	257.7	\$ 125,444.95	\$ 1,560,578.17	\$ 463,400.05	11	530.9	9.7
Total	\$ 255,130.96	1,175,137	909.3	\$ 217,990.89	\$ 4,118,623.38	\$ 511,227.12	-	918.0	15.3



Additional Funding Opportunities

- Other Funding Sources
 - Federal
 - Inflation Reduction Act (IRA)
 - Grants
 - Direct Pay
 - Loan
 - Transferability
 - State
 - CalSHAPE Assembly Bill 841
 - Energy Conservation Assistance Act
 - Zero Interest Loan
 - Utilities
 - Anaheim Public Utilities Incentives Program
 - SoCalGas On Bill Financing
 - Zero Interest Loan
 - SCE On Bill Financing*
 - Zero Interest Loan

*SCE provides power to remaining schools within OUSD



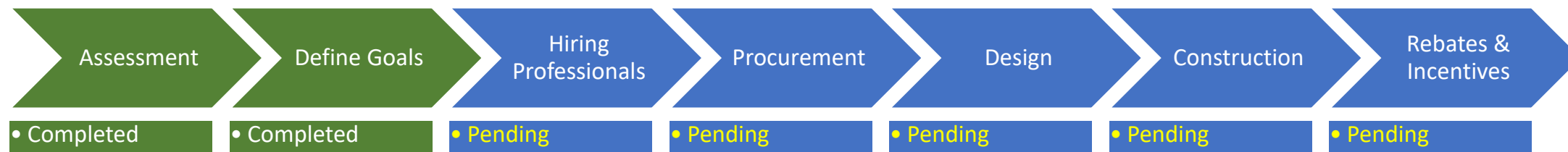


Additional Funding Opportunities Cont.

Funding Source	Type	Requirements/Restrictions	URL	Notes
Anaheim Public Utilities Commercial Rebates	Rebate	Must be an APU Utility Customer	https://www.anaheim.net/2533/Commercial	
Energy Conservation Assistance Act - Zero Interest Loan	Loan	Must be an energy efficiency project; Maximum loan amount is \$3 Million	https://www.energy.ca.gov/programs-and-topics/programs/energy-conservation-assistance-act/zero-interest-loans	Contact information: pubprog@energy.ca.gov
Inflation Reduction Act	Rebate/Tax Credit/Grant	Varies by program	https://www.whitehouse.gov/cleanenergy/inflation-reduction-act-guidebook/	Several federal programs may stack with local and state funding sources. Additional incentive multipliers if projects are in disadvantage communities and using prevailing wage
SoCal Gas On Bill Financing	Loan	Maximum loan amount \$250K; Limited to heating only measures with payback less than 15 years	https://www.socalgas.com/for-your-business/energy-savings/zero-percent-financing	Zero percent on bill financing
SCE On Bill Financing	Loan	Maximum loan amount \$1 Million with approval from SCE; Limited to schools in SCE territory. Maximum Loan term for 10 years	https://www.sce.com/business/tools/on-bill-financing	Zero percent on bill financing



Implementation Plan





Summary

- HVAC and Lighting Projects
 - Moderate to low cost to District
 - Different funding mechanisms available
 - Improving classroom learning environments
 - Lighting
 - Classroom comfort
- Cost Avoidances
 - Utility Cost
 - Use to pay capital improvement loans
 - Redirect for other district needs
 - Maintenance Labor and Parts Cost
 - Redirected for other maintenance needs





Staff Recommendations

1. Proceed with the projects outlined in the Comprehensive Energy Assessment Study conducted by APU
2. Contract with a consultant to pursue external funding for the approved projects
3. Provide a project implementation plan for Board approval
4. Work with our attorney on best delivery method for the approved projects



Board Member Comments or Questions?



State Matching Funds Presentation

December 4, 2023

Presenters:

David A. Rivera, Deputy Superintendent/CBO
DLR Group



The Education Funding Services Team



- State funding experts
- Client Resource-an extension of your staff
- Agency Liaison

New Construction/Modernization

\$2,111,260,251

Seismic/Facility Hardship

\$21,052,320

California Preschool, Transitional, Kindergarten and Full-Day Kindergarten Facilities Grant Program

\$12,298,528

Career Technical Education

\$33,451,087

Joint Use

\$24,659,588

Critically Overcrowded Schools

\$72,817,958

Overcrowded Relief Grant

\$46,362,831

Fed Renovation

\$6,251,400

TOTAL \$2,315,855,435



School Facility Program

- Established in 1998 with the passage of SB 50 by the legislature and Prop 1A by the voters
- Funded exclusively by Statewide Bond Measures:
 - California has authorized almost \$43 billion for TK – 12 school facilities. The most recent bond measure, Proposition 51, passed in 2016 and provided \$9 billion for school facilities.
 - Virtually All State Bond Authority Exhausted.



November 2016 State-wide School Bond (Prop 51)



- \$3 billion for new construction;
- \$3 billion for modernization;
- \$500 million for charter schools;
- \$500 million for career technical education, and
- \$2 billion for community college facilities.

Note: There are about \$1.58 billion in projects yet to be apportioned at the State that are waiting on lists for Modernization and New Construction apportionments

2 Current State-Wide School Bond Bills (2024)

B 247 (Muratsuchi)

\$14 billion

TK-12 and CCD

& SB 28 (Glazer)

\$15.5 billion

TK-12 and Univ/CalState/UC



- Held as 2-year bills for further legislative discussion / development
- Anticipated for November General Election
- Bills must be approved by June 2024 deadline



Who is involved:

California Department Education:

Review school sites and plans for Title 5 regulations for school safety

Division of the State Architect:

ADA, FLS, and Structural

Office of Public School Construction:

Reviews applications for eligibility and funding

SAB: Apportions projects

**Every day counts!!!
DSA + CDE = FREE FOR ME!**



Agency Review: California Department of Education (CDE)

CDE reviews and approves school sites and plans to determine if they meet Title 5 standards for State funded projects.

- Site is safe and free of hazards
- Design in terms of site layout, drop-off, classroom sizes, adjacencies, science lab safety, classroom sizes etc.



Plan Review and Approval

- Submittals:
 - Forms and Certifications for school safety
 - Floor Plans, Elevations and Site Plan
 - CEQA compliance if required
- Typically takes up to 3 months for approval
- Final Plan Approval Letter is valid for 2 years



Agency Review: Division of the State Architect (DSA)

DSA Approval of Plans and Specs are required for State funding

DSA is involved in three phases of public-school construction projects:

1. Plan review and approval
2. Construction oversight
3. Project closing and certification



DSA reviews projects for Title 24 compliance:

- Structural
- Fire/Life Safety
- Accessibility

Typically, DSA Approval can take 6-9 months

DSA Approval letter is valid for up to 4 years



Agency Review: Office of Public School Construction (OPSC)



- Administers and implements the state school facilities program for the State Allocation Board (SAB)
- Verifies that all school districts meet specific criteria based on the type of project being requested.
- Recent programs include: New Construction, Modernization, Charter Schools, Career Technical Education, Seismic Retrofit, PreSchool/TK, etc.



State Allocation Board (SAB)

Responsible for allocating State resources used for the construction, modernization and maintenance of local school facilities.

- 10 member board
 - Department of Finance (serves as Chair)
 - Department of General Services
 - State Superintendent of Public Instruction
 - 3 State Senators
 - 3 State Assembly members
 - Governor's Appointment
- Meets monthly to approve policy/regulations and appportion projects





Approval Process

From start to finish, the process is very complex and time consuming.

Planning efforts include:

- Analyze Facility Needs Assessment or Master Plan
- Analyze enrollment
- Review capacity
- Assess facility needs
- Fire/life safety, seismic, structural, ADA, program requirements
- Plan for modernization of existing facilities
- Plan for new facilities
- Determine budget
- Determine eligibility for accessing funds from the State



Modernization Overview

Scope of Work will Determine Funding

Decline in enrollment prevents Orange USD from getting New Construction funds

Modernization Program

- Updating the buildings
- Can demolish portables and replace with modular/permanent facilities
- Eligibility is formula driven - determined by students in “overage buildings”
- Can use money on any building or infrastructure etc.
- Can be reimbursed for work completed
- Permanent buildings at least 25 years old
- Relocatable buildings at least 20 years old
- This is a 60/40 program (State/District)

Potential District-wide Modernization State Share:

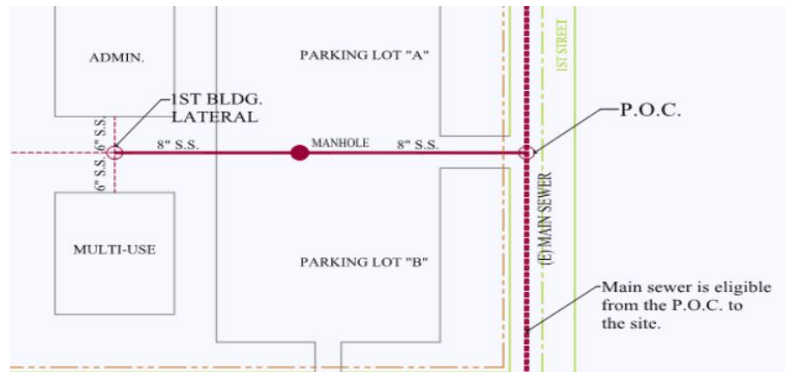
\$ 140 million for all eligible sites



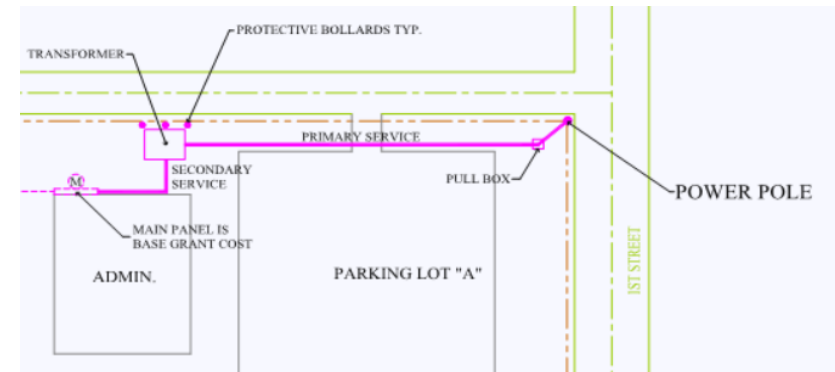
Modernization Overview

Facilities over 50-years old are eligible for additional funds PLUS utilities

- State will provide funding for utility replacement costs or improvements
 - Water – domestic water line from POC to water meter
 - Sewer – main sewer line from POC to first building lateral
 - Gas – gas line from POC to meter
 - Electricity – primary service from POC to the transformer and main panel



Sewer



Electrical



Orange USD – Successfully Funded Over \$90.5 Million

(as of Nov. 2023)



Office of
Public School Construction

Data Last Refreshed: 11/19/2023

Summary

Source

Assembly

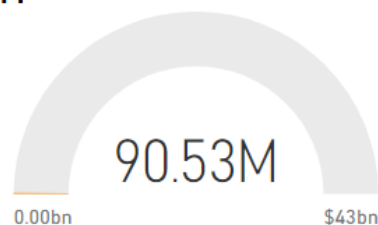
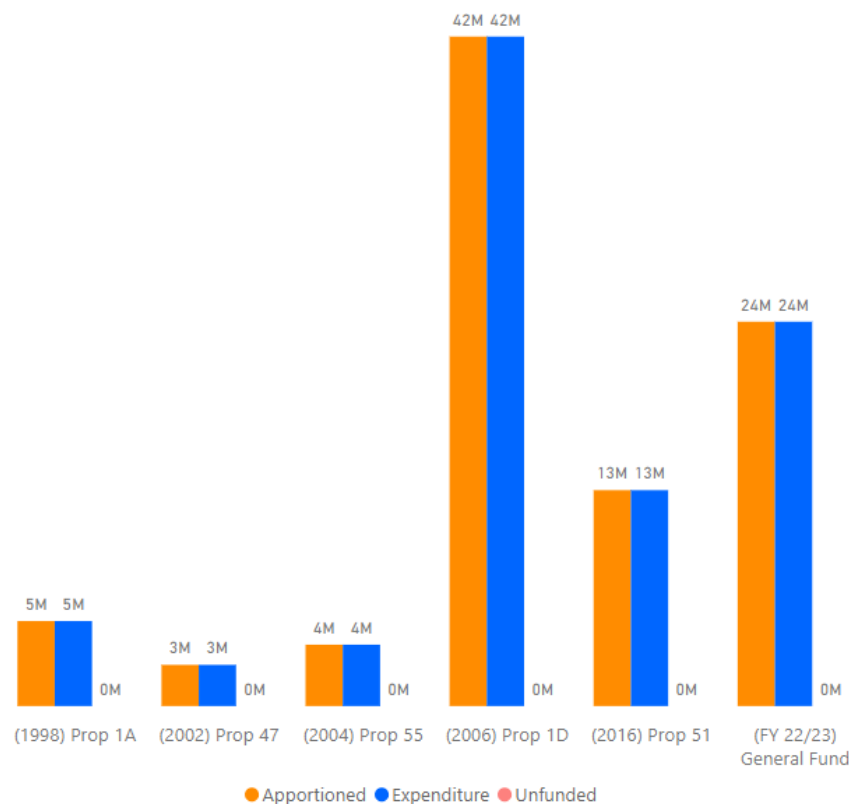
Senator

Detail

Funding by Program

Program Name	Apportioned
(50) New Construction	1,795,038.00
(55) CTE: New Constr	0.00
(57) Modernization	87,973,384.00
(58) Rehabilitation	762,000.00
(59) CTE: Modernization	0.00
Total	90,530,422.00

Apportionments



County

All

District

Orange Unified

- ☐ Oakley Union Elementary
- ☐ Ocean View Elementary
- ☐ Oceanside City Unified
- ☐ Ojai Unified
- ☐ Old Adobe Union Elementa...
- ☐ Ontario-Montclair
- ☐ Orange County Office of E...
- ☒ Orange Unified
- ☐ Orcutt Union Elementary
- ☐ Orick Elementary
- ☐ Orinda Union Elementary
- ☐ (FY 24/25) General Fund

Program

- ☐ (50) New Construction
- ☐ (51) Facility Hardship
- ☐ (52) Joint-Use
- ☐ (53) Crit Overcrowded
- ☐ (54) Charter Schools
- ☐ (55) CTE: New Constr
- ☐ (56) Overcrowding Relief
- ☐ (57) Modernization
- ☐ (58) Rehabilitation
- ☐ (59) CTE: Modernization





DLR-District Collaboration

Project Name	Mod	NC	Fac Hardship	State Share	Date Apportioned
El Modena HS (Stadium)	X			\$ 17,566,965	October 26, 2022
Canyon HS	X			\$ 6,863,394	May 31, 2023
Orange HS	X			\$ 6,547,382	April 27, 2022
Villa Park HS	X			\$ 5,749,255	February 22, 2023
Yorba MS	X			\$ 4,953,979	December 15, 2010
Lampson	X			\$ 4,934,582	December 12, 2012
Portola MS	X			\$ 3,718,390	August 27, 2008
Sycamore	X			\$ 2,861,202	December 15, 2010
Cerro Villa	X			\$ 2,627,683	December 15, 2010
Villa Park HS	X			\$ 2,533,310	December 12, 2007
El Modena HS	X			\$ 2,470,000	April 28, 2000
Jordan	X			\$ 2,366,752	September 24, 2008
Prospect	X			\$ 2,330,118	December 10, 2008
El Rancho Charter	X			\$ 2,025,626	January 24, 2007
Santiago JHS	X			\$ 1,958,000	April 23, 2008
Running Springs		X		\$ 1,795,038	December 18, 2002
Orange HS	X			\$ 1,719,476	December 15, 2010
Crescent Int	X			\$ 1,639,242	December 12, 2007
McPherson Magnet	X			\$ 1,580,751	February 22, 2006
Canyon HS	X			\$ 1,570,800	December 12, 2007
El Rancho Charter	X			\$ 1,239,893	July 25, 2007





DLR-District Collaboration (cont'd)

Project Name	Mod	NC	Fac Hardship	State Share	Date Apportioned
Olive	X			\$ 1,219,005	July 5, 2000
Orange HS	X			\$ 1,200,322	August 25, 1999
Crescent Primary	X			\$ 1,120,878	September 24, 2008
Anaheim Hills	X			\$ 992,386	October 24, 2018
Villa Park HS	X			\$ 775,424	October 29, 2008
El Modena HS			X	\$ 762,000	August 23, 2006
Imperial	X			\$ 707,097	December 10, 2008
El Modena HS	X			\$ 617,870	July 5, 2000
El Modena HS	X			\$ 576,077	June 27, 2007
Fletcher	X			\$ 562,368	October 26, 2022
Cambridge ES	X			\$ 260,110	July 5, 2000
Fairhaven	X			\$ 260,110	July 5, 2000
Sycamore	X			\$ 260,110	July 5, 2000
Portola MS	X			\$ 255,333	July 5, 2000
California ES	X			\$ 241,363	July 5, 2000
Handy	X			\$ 241,363	July 5, 2000
Lampson	X			\$ 241,363	July 5, 2000
Taft	X			\$ 241,363	July 5, 2000
West Orange	X			\$ 241,363	July 5, 2000

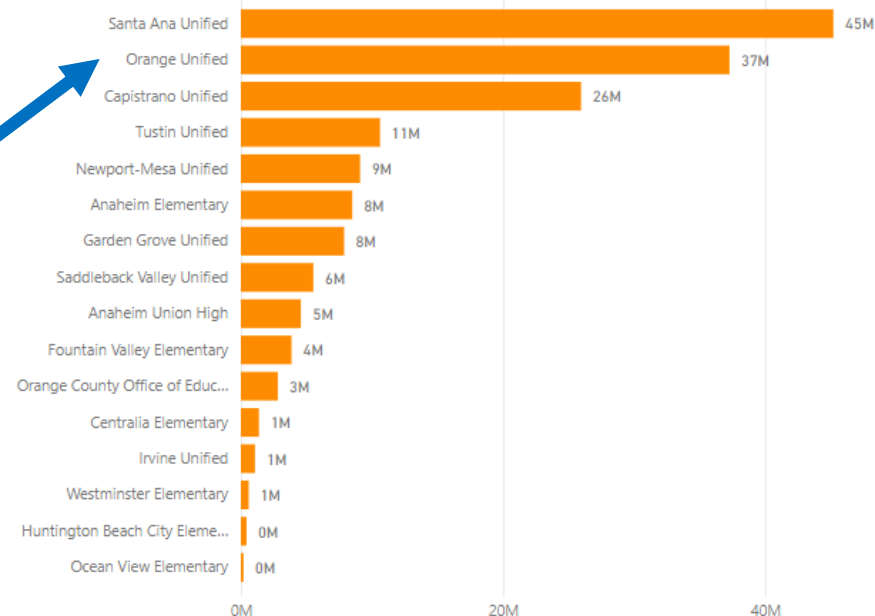




Orange County – Districts that Received State Funding (FY 2022/2023)

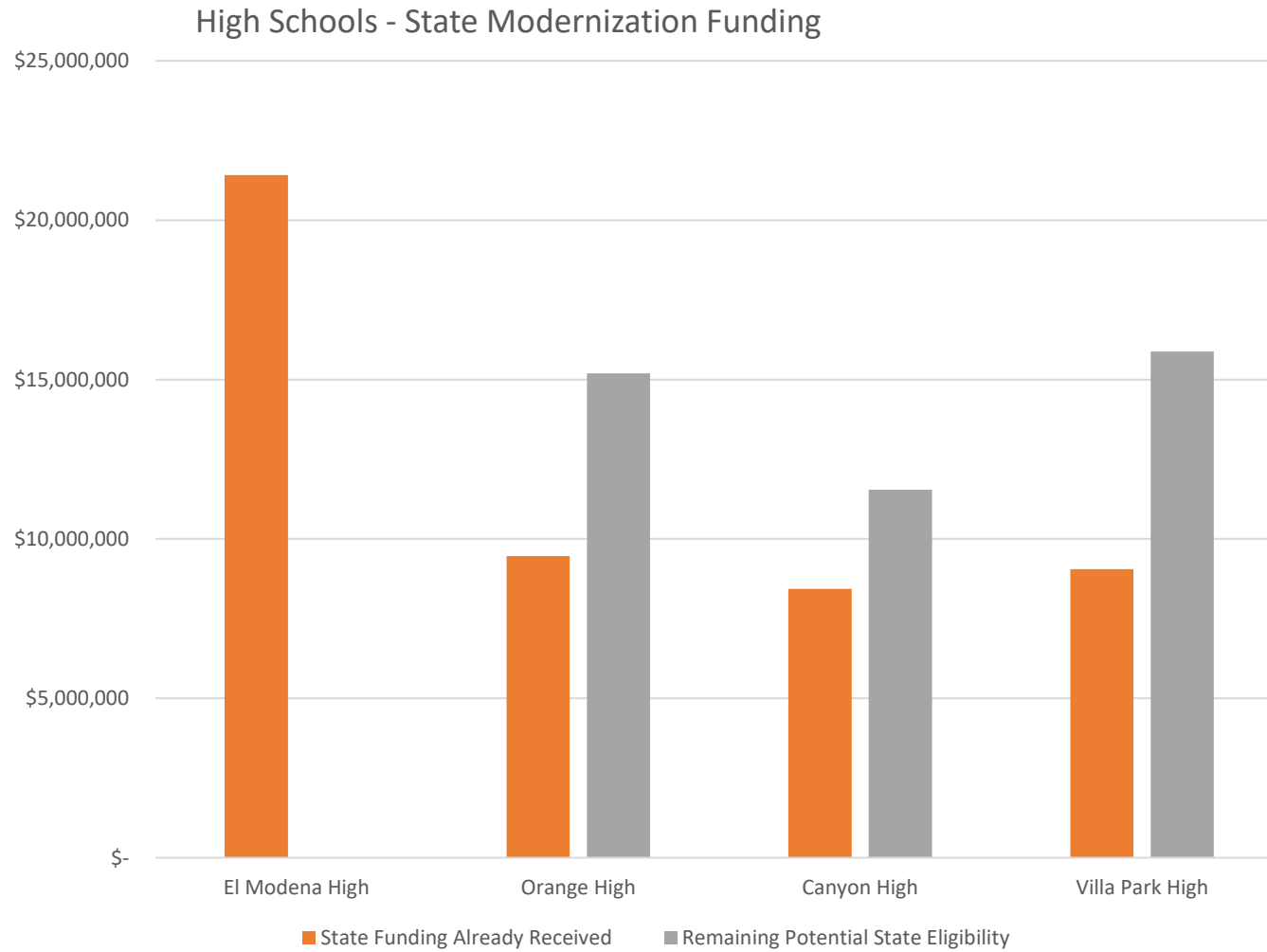
County	District	Fiscal Year
Orange	All	2022/2023

District Selected





Maximize Revenues and Leverage Funding





MODERNIZATION ELIGIBILITY: ELEMENTARY SCHOOLS



SCHOOL	SHARE		TOTAL
	STATE	DISTRICT	
Anaheim Hills ES (1977)	\$ 3,529,573.65	\$ 2,353,049.10	\$ 5,882,622.75
California ES (1958)	\$ 5,190,106.53	\$ 3,460,071.02	\$ 8,650,177.55
Cambridge ES (1951)	\$ 4,599,935.99	\$ 3,066,623.99	\$ 7,666,559.98
Canyon Hills	\$ 3,571,680.95	\$ 2,381,120.63	\$ 5,952,801.58
Canyon Rim ES (1997)	\$ 918,441.15	\$ 612,294.10	\$ 1,530,735.25
Chapman Hills (1989)	\$ 3,642,835.48	\$ 2,428,556.99	\$ 6,071,392.47
Crescent ES (Crescent Primary) (1968)	\$ 1,784,776.08	\$ 1,189,850.72	\$ 2,974,626.80
Orange PreK (was Crescent ES)	\$ -	\$ -	\$ -
Esplanade ES (1961)	\$ -	\$ -	\$ -
Fairhaven ES (1980)	\$ 4,606,009.79	\$ 3,070,673.19	\$ 7,676,682.98
Fletcher ES (1965)	\$ 6,094,267.62	\$ 4,062,845.08	\$ 10,157,112.70
Handy ES (1960)	\$ 4,746,469.72	\$ 3,164,313.15	\$ 7,910,782.87
Imperial ES (1976)	\$ 2,228,781.80	\$ 1,485,854.53	\$ 3,714,636.33
Jordan ES (1962)	\$ -	\$ -	\$ -
La Veta ES (1968)	\$ 2,690,838.33	\$ 1,793,892.22	\$ 4,484,730.55
Lampson ES (1962)	\$ -	\$ -	\$ -
Linda Vista ES (1968)	\$ 3,451,749.95	\$ 2,301,166.63	\$ 5,752,916.58
McPherson K-8	\$ 2,550,535.55	\$ 1,700,357.03	\$ 4,250,892.58
Nohl Canyon ES (1969)	\$ 3,782,949.30	\$ 2,521,966.20	\$ 6,304,915.50
Olive ES (1951)	\$ -	\$ -	\$ -
Palmyra ES (1951)	\$ 4,196,386.60	\$ 2,797,591.07	\$ 6,993,977.67
Panorama ES(1965)	\$ 2,965,978.65	\$ 1,977,319.10	\$ 4,943,297.75
Peralta ES	\$ -	\$ -	\$ -
Prospect ES (1965)	\$ -	\$ -	\$ -
Riverdale ES	\$ -	\$ -	\$ -
Running Springs ES (1999)	\$ -	\$ -	\$ -
Serrano ES (1962)	\$ 3,540,689.18	\$ 2,360,459.45	\$ 5,901,148.63
Sycamore ES (1956)	\$ 1,759,985.23	\$ 1,173,323.49	\$ 2,933,308.72
Taft ES (1961)	\$ 5,839,321.74	\$ 3,892,881.16	\$ 9,732,202.90
Villa Park ES (1956)	\$ 3,976,946.70	\$ 2,651,297.80	\$ 6,628,244.50
West Orange ES (1961)	\$ 3,660,361.60	\$ 2,440,241.07	\$ 6,100,602.67
ES funding	\$ 79,328,621.59	\$ 52,885,747.73	\$ 132,214,369.32

Buildings over 50 years old.
Additional funds for utility upgrades when qualified

Note: Some sites with – No remaining modernization eligibility on the books. Some facilities may now qualify based on facilities of age



MODERNIZATION ELIGIBILITY: MIDDLE AND HIGH SCHOOLS



SFP Eligibility based on 2023 Base Grant			
	SHARE		
SCHOOL	STATE	DISTRICT	TOTAL
Cerro Villa	\$ 3,414,478.19	\$ 2,276,318.79	\$ 5,690,796.98
El Rancho Charter	\$ 5,302,493.15	\$ 3,534,995.43	
Portola			
Santiago Charter School	\$ 4,868,057.64	\$ 3,245,371.76	\$ 8,113,429.40
Yorba	\$ -	\$ -	\$ -
MS Funding	\$ 13,585,028.98	\$ 9,056,685.99	\$ 22,641,714.97

	SHARE		
SCHOOL	STATE	DISTRICT	TOTAL
El Modena HS			
Canyon HS	\$ 11,541,153.00	\$ 7,694,102.00	\$ 19,235,255.00
Villa Park HS	\$ 15,882,445.75	\$ 10,588,297.17	\$ 26,470,742.92
Orange HS	\$ 15,191,030.75	\$ 10,127,353.83	\$ 25,318,384.58
Richland CHS	\$ 4,692,644.60	\$ 3,128,429.73	\$ 7,821,074.33
HS Funding	\$ 47,307,274.10	\$ 31,538,182.73	\$ 78,845,456.83

Buildings over 50 years old.
Additional funds for utility upgrades
when qualified



Totals

	SHARE		
SCHOOL	STATE	DISTRICT	TOTAL
Elementary Schools	\$ 79,328,621.59	\$52,885,747.73	\$ 132,214,369.32
Middle Schools	\$ 13,585,028.98	\$ 9,056,685.99	\$ 22,641,714.97
High Schools	\$ 47,307,274.10	\$ 31,538,182.73	\$ 78,845,456.83
TOTALS	\$ 140,220,924.67	\$ 93,480,616.45	\$ 233,701,541.12

Every day counts!!!
DSA + CDE = FREE FOR ME!



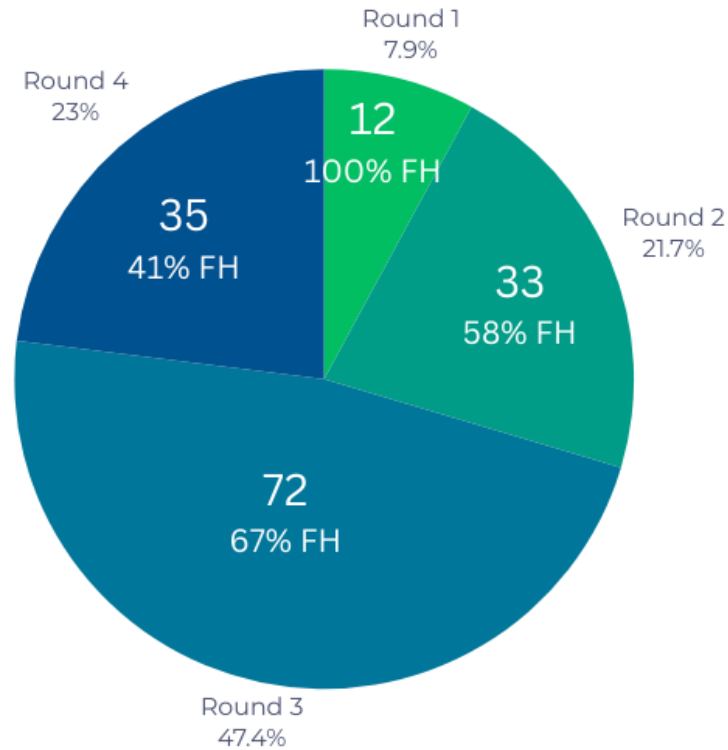
PRESCHOOL, TRANSITIONAL KINDERGARTEN AND FULL-DAY KINDERGARTEN



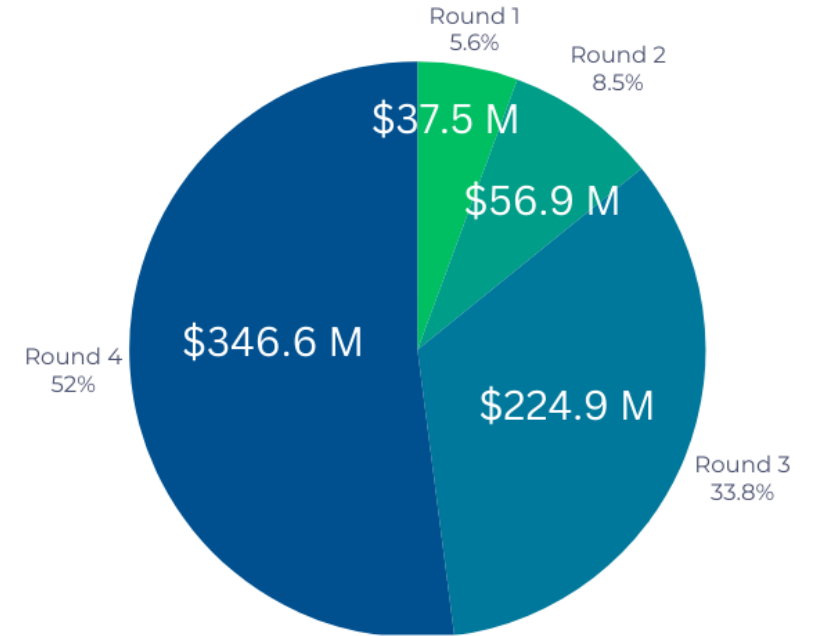
California Preschool, TK, FDK Facilities Grant Program (CPTKFDKFP)



NUMBER PROJECTS FUNDED
% FINANCIAL HARDSHIP (FH)

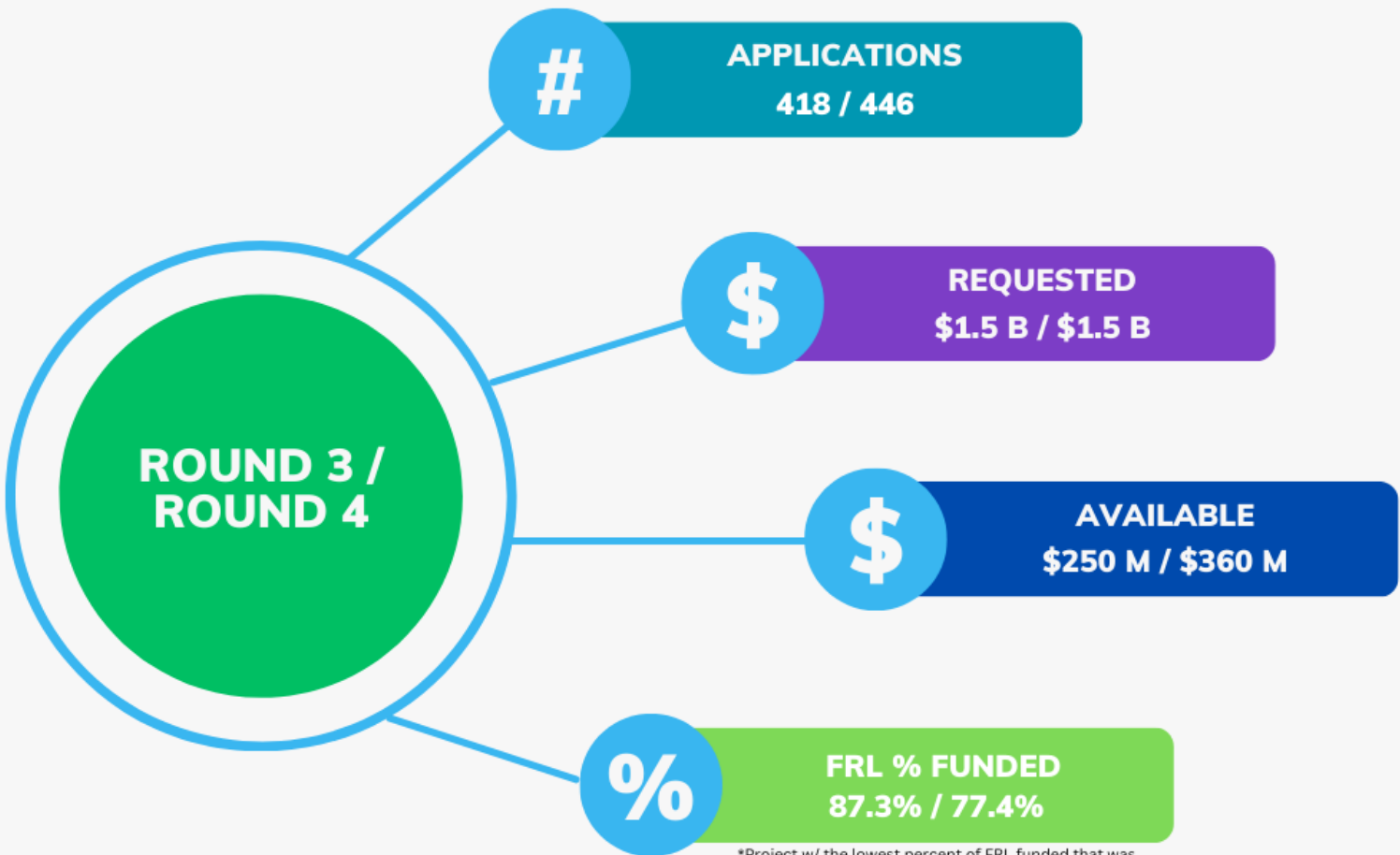


\$ FUNDED





California Preschool, TK, FDK Facilities Grant Program (CPTKFDKFP)



*Project w/ the lowest percent of FRL funded that was not financial hardship



BOARD MEMBER QUESTIONS OR COMMENTS?