

#### PAJARO VALLEY UNIFIED SCHOOL DISTRICT MISSION STATEMENT

The Mission of the Pajaro Valley Unified School District is to educate and to support learners in reaching their highest potential. We prepare students to pursue successful futures and to make positive contributions to the community and global society.

## May 23, 2012 REGULAR BOARD MEETING

CLOSED SESSION – 6:00 p.m. – 7:00 p.m. PUBLIC SESSION – 7:00 p.m.

## DISTRICT OFFICE BOARDROOM 292 Green Valley Road, Watsonville, CA 95076

# NOTICE TO THE PUBLIC: PURSUANT TO SB 343, BOARD PACKET DOCUMENTS ARE AVAILABLE FOR YOUR REVIEW AT THE FOLLOWING LOCATIONS:

- Superintendent's Office: 294 Green Valley Road, Watsonville, CA (4<sup>th</sup> Floor)
  - On our Webpage: www.pvusd.net

#### Notice to the Audience on Public Comment

Members of the audience are welcome to address the Board on all items not listed on this agenda. Such comments are welcome at the "Visitor Non-Agenda Items".

Members of the audience will also have the opportunity to address the Board during the Board's consideration of each item on the agenda.

Individual speakers will be allowed three minutes (unless otherwise announced by the Board President) to address the Board on each agenda item. You must submit this card prior to the discussion of the agenda item you wish to speak to; once an item has begun, cards will not be accepted for that item. For the record, please state your name at the beginning of your statement. The Board shall limit the total time for public input on each agenda item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

Note: Time allotment for each item is for the report portion only; it is not an anticipation of the total time for the discussion of the item.

We ask that you please turn off your cell phones and pagers when you are in the boardroom.

Please Note that Reporting out of Closed Session will Take Place AFTER Action Items.

#### 1.0 CLOSED SESSION OPENING CEREMONY IN OPEN SESSION – 6:00 P.M.

- 1.1 Call to Order
- 1.2 Public comments on closed session agenda.

#### 2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
  - a. Certificated Employees (see Attached)
  - b. Classified Employees (see attached)
- 2.2 Public Employee Discipline/Dismissal/Release/Leaves
- 2.3 Negotiations Update
  - a. CSEA
  - b. PVFT
  - c. Unrepresented Units: Management and Confidential
  - d. Substitutes Communication Workers of America (CWA)
- 2.4 Claims for Damages
- 2.5 Pending Litigation
- 2.6 Anticipated Litigation
- 2.7 Real Property Negotiations
- 2.8 1 Expulsions

#### 3.0 OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 7:00 P.M.

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President

Trustees Kim De Serpa, Doug Keegan, Sandra Nichols, Karen Osmundson, Jeff Ursino, Willie Yahiro and President Leslie DeRose.

- 3.3 Superintendent Comments
  - Ted Altenberg, 2011 Recipient of the California Association of the Gifted (CAG)
  - Teri de la Torre, Recipient of the Librarian of the Year from the Santa Cruz County Reading Association
- 3.4 Student Recognition
  - Kaitlin Sakae Bradley Elementary School
  - Aliyah McGuire Linscott Charter School
  - Alyssa Gutierrez Pacific Coast Charter School
- 3.5 Jacob Young Financial Teacher of the Month Award for May 2012
  - Joel Amrani, Renaissance High School
- 4.0 APPROVAL OF THE AGENDA
- 5.0 APPROVAL OF MINUTES
  - a) Minutes for May 9, 2012
- 6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

#### 7.0 PUBLIC HEARING ON DEVELOPER FEES

- 7.1 Report on Approving Annual Developer Fee Justification Analysis and Adoption of Resolution #11-12-22 for level 1 and Resolution #11-12-30 for Level 2/3 Developer Fees Pursuant to Government Code Sections 65995.5 and 65995.7.
  - Report by Brett McFadden, CBO.

10 min. pres.; 15 min. discussion

- 7.2 Public Comment
- 7.3 Board Comments/Questions

#### 8.0 VISITOR NON-AGENDA ITEMS

Public comments on items that are not on the agenda can be addressed at this time. The Board President will recognize any member of the audience wishing to speak to an item not on the agenda on a matter directly related to school business. The President may allot time to those wishing to speak, but no action will be taken on matters presented (Ed. Code Section 36146.6). If appropriate, the President or any Member of the Board may direct that a matter be referred to the Superintendent's Office for placement on a future agenda. (Please complete a card if you wish to speak.)

#### 9.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA 5 Min. Each

#### 10.0 CONSENT AGENDA

Information concerning the Consent items listed above has been forwarded to each Board Member prior to this meeting for his/her study. Unless some Board Member or member of the audience has a question about a particular item(s) and asks that it be withdrawn from the Consent list, the item(s) will be approved at one time by the Board of Trustees. The action taken in approving Consent items is set forth in the explanation of the individual item(s).

- 10.1 Purchase Orders May 3 16, 2012
  The PO's will be available in the Superintendent's Office.
- 10.2 Warrants May 3 16, 2012
  The warrants will be available in the Superintendent's Office.
- 10.3 Approve CAHSEE Passage Waiver for Student #11-12-33, English Language Arts, Pajaro Valley High School.
- 10.4 Approve CAHSEE Passage Waiver for Student # 11-12-34, English Language Arts, Pajaro Valley High School.
- 10.5 Approve CAHSEE Passage Waiver for Student #11-12-35, English Language Arts, Renaissance High School.
- 10.6 Approve CAHSEE Passage Waiver for Student #11-12-36, Math, Renaissance High School.
- 10.7 Approve CAHSEE Passage Waiver for Student #11-12-37, Math, Watsonville High School.
- 10.8 Approve CAHSEE Passage Waiver for Student #11-12-38, Math, Watsonville High School.

The administration recommends approval of the Consent Agenda.

#### 11.0 DEFERRED CONSENT ITEMS

#### 12.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

12.1 Report, discussion and possible action to Adopt Resolution #11-12-22 to Index Level 1 Developer Fees Pursuant to State Law.

\*Report given under item 7.0.

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- 12.2 Report, discussion and possible action to Adopt Resolution #11-12-30 to Levy Level 2 and 3 Developer Fees Pursuant to State Law.

  \*Report given under item 7.0.
- 12.3 Report, discussion and possible action on Draft Scope and Project List for Possible November Proposition 39 School Bond.

  Report by Brett McFadden, CBO.

  10 min. pres.; 20 min. discussion

#### 14.0 ACTION ON CLOSED SESSION

#### 15.0 GOVERNING BOARD COMMENTS/REPORTS

#### 16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2012

All meetings, unless otherwise noted, take place at the District Office Boardroom, 292 Green Valley Road, Watsonville, CA. Closed Session begins at 6:00 pm; Open Session begins at 7:00 pm.

May	<b>■</b> 30	Approve 3 <sup>rd</sup> Interim Report
June	<b>1</b> 3	
	<b>2</b> 7	■ 10-11 Budget Adoption
July	•	No Meetings Scheduled
August	• 8	
	<b>=</b> 22	
September	<b>1</b> 2	<ul> <li>Unaudited Actuals</li> </ul>
•	<b>2</b> 6	
October	<b>■</b> 10	
	<b>=</b> 24	
November	<b>=</b> 14	•
December	• 5 Annual	Approve 1st Interim Report
	Organization Mtg.	

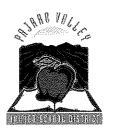
#### 17.0 ADJOURNMENT

## PAJARO VALLEY UNIFIED SCHOOL DISTRICT CLOSED SESSION AGENDA May 23, 2012

- Public Employee Appointment/Employment, Government Code Section 54957 a. Certificated Employees b. Classified Employees 2.1

New	Hires – Probationary
	None
New	Substitutes
anna de la competitoria de la comp	None
New	Hires
	None
Pron	notions
1	Lead Custodian
Rehi	res
1	Mild/Moderate Instructor
Adm	inistrative Appointments
1	Principal Interim
Tran	sfers
	None
Extr	a Pay Assignments
11	Coaches
1	Department Chairs
Extra	a Period Assignments
	None
Leav	es of Absence
6	Primary Teachers
7	Secondary Teachers
1	Cafeteria Assistant
1	Instructional Assistant – General
1	Instructional Assistant II
1	Office Manager
Retir	ements
	None
Resig	nations/Terminations
2	Primary Teachers
2	Special Education Teacher

Supple	emental Service Agreements	
1	Mesa Day Advisor	
1	EL Teaching Support	
1	CST Parent Meetings	
1	Program Opt Night Parent Meet	
10	CST Test/Prep/AR Intervention	
3	AR Intervention	
20	System ELD Plan/Collaboration	
1	Reading Intervention.	
35	Child Development Teacher	
Miscel	laneous Actions	
1	Testing Specialist II	
1	Data Entry Specialist	
Separa	ations From Service	
	None	
Limite	ed Term – Projects	
1	Administrative Secretary II	
1	Behavior Technician	
2	Campus Safety Coordinators	
1	Career Development Specialist I	
1	Career Development Specialist II	
1	Custodian I	
1	Data Entry Specialist	
6	Instructional Assistant - General	
1	Instructional Assistant II	
9	Instructional Assistant – Migrant/Children Center	
1	Migrant Outreach Specialist	
1	Warehouse Worker I	
Exempt		
2	Childcare	
3	Student Helper	
Provis	ional	
2	Instructional Assistant I	
Limited Term - Substitute		
	None	



## May 9, 2012 REGULAR BOARD MEETING

CLOSED SESSION – 6:00 p.m. – 7:00 p.m. PUBLIC SESSION – 7:00 p.m. UNADOPTED MINUTES

# DISTRICT OFFICE BOARDROOM

292 Green Valley Road, Watsonville, CA 95076

#### 1.0 CLOSED SESSION OPENING CEREMONY IN OPEN SESSION – 6:00 P.M.

1.1 Call to Order

President DeRose called the meeting of the Board to order at 6:05 pm at 292 Green Valley Road, Watsonville, CA.

**1.2** Public comments on closed session agenda. None.

#### 2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
  - a. Certificated Employees
  - b. Classified Employees

New 1	New Hires – Probationary		
	None		
New S	Substitutes		
	None		
New l	Hires		
	None		
Prom	otions		
	None		
Rehir	es		
	None		
Admi	nistrative Appointments		
	None		
Trans	ifers		
occanonia amendero ameni	None		
Extra	Pay Assignments		
	None		
Extra	Period Assignments		
	None		

Leaves	s of Absence
2	Cafeteria Assistants
1	Attendance Specialist
9	Primary Teachers
5	Secondary Teachers
2	Special Education Teachers
1	Psychologist
1	Counselor
Other	
	None
Retire	ments
1	Secondary Teacher
Resign	nations/Terminations
2	Teachers
1	Site Computer Support Technician
Supple	emental Service Agreements
2	Primary Teachers
4	Secondary After School Teachers
4	Migrant Education Teachers
8	FCCHS
3	Child Development Teachers
Miscel	laneous Actions
	None
Separa	ations From Service
1	Instructional Assistant II
1	Maintenance Supervisor
Limite	ed Term – Projects
1	Administrative Secretary III
1	Custodian I
1	Behavior Technician
2	Data Entry Specialist
1	Enrichment Specialist
1	Office Assistant III
5	Instructional Aide – General Education
1	Lead Custodian II

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Exem	Exempt		
3	Childcare		
3	Student Helper		
Provis	sional		
	None		
Limit	Limited Term - Substitute		
2	Health Services Assistant		
1	Instructional Assistant I		
1	Instructional Assistant II		
1	Office Manager		
Rescinds			
1	1 Secondary Teacher		

#### 2.2 Public Employee Discipline/Dismissal/Release/Leaves

#### 2.3 Negotiations Update

- a. CSEA
- b. PVFT
- c. Unrepresented Units: Management and Confidential
- d. Substitutes Communication Workers of America (CWA)
- 2.4 Claims for Damages
- 2.5 Pending Litigation
- 2.6 Anticipated Litigation
- 2.7 Real Property Negotiations
- 2.8 10 Expulsions

#### 3.0 OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 7:00 P.M.

#### 3.1 Pledge of Allegiance

Trustee Osmundson led the Board in the Pledge of Allegiance.

#### 3.2 Welcome by Board President

Trustees Kim De Serpa, Doug Keegan, Sandra Nichols, Karen Osmundson, Jeff Ursino, Willie Yahiro and President Leslie DeRose were present.

#### 3.3 Superintendent Comments

Superintendent Dorma Baker attended an Arts event at City Hall to enjoy artwork from PVUSD students. The collaboration with the City and students being able to display their work is wonderful. Mrs. Baker spoke to an artist who said that her inspiration came from her teacher and her supportive family. Students seem to appreciate the artwork being framed and displayed. She invited all to visit City Hall and enjoy the artwork.

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#### 3.4 Amesti Elementary School Student Choir Presentation

Teacher: Catherine Espinoza, Amesti School Librarian

#### 5<sup>th</sup> graders

Elizabeth Bravo, Paulina Garcia, Gertrudis Rubio, Arturo Infante, Mayra Andrade, Jennifer Garcia, Ricardo Guerrero, Jackie Boyzo, Sofia Perez, Jennifer Arevalo, Jesus Magdaleno, and Kimberly Herrera

## 4<sup>th</sup> graders

Adam Tangonan, Fabian Mendoza, Evelyn Pulido, Eveny Pulido, Fatima Nieves, Anjana Koshy, Carlos Vasquez, and Fatima Cabrera

## 3<sup>rd</sup> graders

Carolina Rubio

Erin Hailey introduced Ms. Espinoza and commented on her effort to continue to have music at the school.

Students delighted the Board with their performance.

#### 3.5 Jacob Young Financial - Teacher of the Month Award for April and May 2012

#### - Sydnie Moore, MacQuiddy Elementary School, April 2012

Richard Hallett, Principal, spoke about Ms. Moore and commented on her knowledge of many things, including technology. Ms. Moore prepares individualized instruction for each of her students. She also encourages involvement and gets involved in many activities and events at the school.

Ms. Moore thanked the community for their faith in her. She stated that her students make her life wonderful, that her friends and comrades are amazing and that her administrator has been inspirational.

#### - Joel Amrani, Renaissance High School, May 2012

Joel Amrani was not present but Jacob Young did give a brief statement on his selection by the selection committee of retired teachers and administrators.

# 3.6 Jacob Young Financial - Classified Employee of the Month Award for April and May 2012

- Carrie Marquez, Attendance Clerk, Pacific Coast Charter School, April 2012 Suzanne Smith, Principal, noted that Carrie Marquez does an amazing job in a part time position. Ms. Marquez is also involved in many activities and events at the school.

#### - Debbie Lerma, Attendance Specialist, Adult Education, May 2012

Nancy Bilicich, Director of Adult Education, commented that Debbie Lerma is extremely knowledgeable about the program and is always willing to help.

Superintendent Dorma Baker commented that Ms. Lerma is also a teacher in the school and said that she could have been selected also for the Teacher of the Month award.

Ms. Lerma commented that her work would not be possible without the entire team.

#### 4.0 APPROVAL OF THE AGENDA

Trustee Keegan moved to approve the agenda. Trustee Ursino seconded the motion. The motion passed 6/0/1 (Yahiro away from his seat).

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#### 5.0 APPROVAL OF MINUTES

#### a) Minutes for April 25, 2012

Trustee Nichols moved to approve the minutes for April 25, 2012. Trustee De Serpa seconded the motion. The motion passed 6/0/1 (Yahiro away from his seat).

#### 6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Markus Serrano and Bianca Salgadillo of Watsonville High School commented that they raised enough money to buy new Willie Mascot (\$6,000). They mentioned a concern regarding the high cost for attending a prom and are thinking of ways to minimize costs to increase student attendance to the prom. The last rally of the year is on Friday. Awards and scholarship nights will take place soon. They noted that two students from WHS received the Gates Millennium Scholarship. The play "Little Shops of Horrors" was a success. ASB elections taking place next week. Markus thanked the Board for letting them be the representatives for WHS.

Rachel Riddick and Karla Munoz of Aptos High School mentioned that the school is able to complete the new field. The prom is next Friday and the school will try the Embassy Suites in Seaside as the new venue for the event. The school administration held a luncheon for teachers in honor of Teacher Appreciation Week. AHS sports teams performed exceptionally during the Spring. The performance of Fiddler on the Roof went very well.

#### 7.0 VISITOR NON-AGENDA ITEMS

<u>Josefina Castellon</u>, teacher, stated that the Breakfast in the Classroom is not working at the school. She distributed a letter to trustees outlining the difficulties encountered by one teacher in the program.

<u>Kristin Hurley</u>, parent at PCCS, commented on the school's enrollment number and the need for additional space to accommodate all students adequately.

<u>Bill Beecher</u>, community member, commented on his view of the English Langer Development program in the district. There seems to be a large number of students being lost between 8<sup>th</sup> and 9<sup>th</sup> grade. Important to address this issue.

**8.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA** *5 Min. Each* <u>Jack Carroll, PVFT, thanked Human Resources for the efforts to resolve many issues of concern for the union. The rescission of many layoffs was an expeditious process. He noted that Breakfast in the Classroom is not a program that is working well and needs to be reconsidered.</u>

#### 9.0 CONSENT AGENDA

Trustee Keegan moved to approve the consent agenda, recognizing the valuable donations by the Community Foundation. Trustee Yahiro seconded the motion.

Trustee Yahiro commented on item #9.5 acknowledging the work of Athletic Directors at the high schools.

The motion passed unanimously.

- 9.1 Purchase Orders April 19 May 2, 2012
- 9.2 Warrants April 19 May 2, 2012
- 9.3 Accept with Gratitude the Following Donations from the Community Foundation of Santa Cruz County at the Jack & Peggy Baskin Center for Philanthropy: \$250 for Starlight Elementary for General Operating Support, \$1,000 for the Ivy League Tour for Pajaro Valley High School, and \$3,000 to provide academic and enrichment opportunities to Ohlone Elementary School.
- 9.4 Approve Scholarship Committees for Aptos High, Pajaro Valley High, Renaissance High and Watsonville High Schools.

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#### 9.5 Approve PVUSD Representation for California Interscholastic Federation.

#### 10.0 DEFERRED CONSENT ITEMS

None.

#### 11.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

11.1 Report, discussion and possible action on Resolution #11-12-23, Temporary Borrowing Between District Funds in Order to Meet the Cash Flow Needs of the District for Fiscal Year 2012-2013.

Report by Helen Bellonzi, Director of Finance.

Brett McFadden spoke at this time of items 11.1 and 11.2, both related to district cash balances. The district has had budget challenges, similar to many others. Over the last two years, Helen Bellonzi, Finance Director, and her team have been working hard to ensure a balanced budget; this is done through continuous monitoring. Mr. McFadden spoke about apportionment deferrals, stating that the district can periodically run negative cash balances due to the inadequate funding revenue from various state sources. At this time, the district's cash balance projection indicate a decrease in cash flow through 20012-13, leading to a negative cash flow in June of 2013. In the event this occurs, it is important to have options and prepare as early as possible. Both, resolutions #11-12-23 and #11-12-24 allow the district to have cash borrowing choices in the event it is necessary. Mr. McFadden noted that on May 14 the Governor will propose the budget and the projections may completely change.

Ms. Bellonzi commented on the steps the district is taking to ensure finance solvency; these include monitoring cash intakes daily and monitoring all invoices to be sure all is accurate. The timeliness of cash flow apportionments is critical, as is receiving Federal and State grants as scheduled. However, some of those funds can take up to 18 months to be fully received.

Board participated with comments and questions.

Trustee Yahiro moved to approve this item. Trustee Keegan seconded the motion. The motion passed unanimously.

11.2 Report, discussion and possible action on Resolution #11-12-24 to the Board of Supervisors of the County of Santa Cruz to Provide Temporary Cash Loans to Pajaro Valley Unified School District.

Report by Helen Bellonzi, Director of Finance.

Trustee Nichols moved to approve this item. Trustee Ursino seconded the motion. The motion passed unanimously.

11.3 Report, discussion and possible action on Resolution #11-12-26, Recognizing May 9, 2012 as Day of the Teacher.

Report by Albert Roman, Assistant Superintendent, HR.

Albert Roman noted that he was honored to celebrate the Day of the Teacher with this resolution. He mentioned that the district will be taking a cake to each site in celebration of this and Classified Employees Week.

Superintendent Dorma Baker added that State Superintendent Torlakson sent a letter encouraging everyone to let teachers know how much their job is appreciated.

Trustee Osmundson moved to approve this item. Trustee Keegan seconded the motion. The motion passed unanimously.

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# 11.4 Report, discussion and possible action on Resolution #11-12-27, Recognizing May 20 -26, 2012 as Classified Employees Week.

Report by Albert Roman, Assistant Superintendent, HR.

Albert Roman noted that the district will honor classified staff during classified employee week. He added that most students see a classified employee throughout their day. They provide the necessary support to ensure teachers can successfully work with students. The district has hard-working classified staff and we look forward to honoring them.

Superintendent Dorma Baker added that we can always have more opportunities to thank our classified employees.

Trustee Nichols moved to approve this item. Trustee Yahiro seconded. The motion passed unanimously.

# 11.5 Report, discussion and possible action on Resolution #11-12-25, Declaring District Membership in the Protected Insurance Program for School Joint Powers Authority (PIPS JPA) for Workers Compensation.

Report by Brett McFadden, CBO.

Brett McFadden asked for the board's support to move from self-funded workers compensation system into a JPA. Staff looked at a few options and selected PIPS. Most districts are moving their WC into JPA to reduce exposure. No change to benefits or administration of program or staffing, it will simply be a no longer self-funded system. PIPS is the largest program in the nation and a very successful program. The plan is to decrease the district's long-term liability. Estimate there will be an ongoing annual savings to the district of approximately \$580,000. Transition to the new system will be seamless.

Board participated with comments and questions.

Trustee Ursino moved to approve this item. Trustee Keegan seconded the motion. The motion passed unanimously.

# 11.6 Report, discussion and possible action on Resolution#11-12-28, to Eliminate Particular Kinds of Services and Decision Not to Reemploy Certificated Employees for the 2012-13 School Year.

Report by Albert Roman, Assistant Superintendent, HR.

Albert Roman noted that out of 80 positions, only 2 are coming for final layoff notices and that these two will be hired for temporary work. PVFT and the district came with a timeline to provide rescission letters to be completed by June, but with the work of all staff involved, we were able to complete the process much quicker. Mr. Roman commends the board and staff for all the work.

Superintendent Dorma Baker noted that it takes a massive amount of work to complete these tasks.

Board participated with comments and questions.

Trustee Osmundson moved to approve this item. Trustee Yahiro seconded the motion. The motion passed 6/0/1 (Keegan away from his seat).

# 11.7 Report, discussion and possible action on Adding a May 30, 2012 Board Meeting to the Schedule to Allow Staff to Finalize 3<sup>rd</sup> Interim Report.

Report by Albert Roman, Assistant Superintendent, HR.

Trustee Nichols moved to approve the addition of this meeting to the board schedule. Trustee Ursino seconded the motion. The motion passed unanimously.

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#### 12.0 ACTION ON CLOSED SESSION

## 2.1 Public Employee Appointment/Employment, Government Code Section 54957

#### a. Certificated Employees

Trustee Nichols moved to approve the certificated employee report with the addition of 1teacher under retirement, 2 teachers under resignations, and 1 secondary teacher under rescinds. Trustee Keegan seconded the motion. The motion passed 6/0/1(Ursino abstained).

#### b. Classified Employees

Trustee Nichols moved to approve the classified employee report with the addition of 1Site Computer Support Technician under separation from service. Trustee Keegan seconded the motion. The motion passed 6/0/1 (Ursino abstained).

#### 2.2 Public Employee Discipline/Dismissal/Release/Leaves

Trustee Nichols reported that the board approved on a 6/0/1 vote (Ursino absent) Resolution #11-12-29 to not reelect 1 certificated employee.

#### 2.8 10 Expulsions

#### Action on Expulsions:

Trustee Osmundson moved to approve the recommendation of the Hearing Panel for the following expulsion:

#### 11-12-007

Trustee Nichols seconded the motion. The motion passed unanimously.

Trustee Osmundson moved to approve the recommendation of the Hearing Panel for the following expulsion:

#### 11-12-061

Trustee De Serpa seconded the motion. The motion passed unanimously.

Trustee Osmundson moved to approve the recommendation of the District Administration for the following expulsion:

#### 11-12-077

Trustee Nichols seconded the motion. The motion passed 6/1/0 (De Serpa dissented).

Trustee Osmundson moved to approve the recommendation of the District Administration for the following expulsion:

#### 11-12-080

Trustee Nichols seconded the motion. The motion passed unanimously.

Trustee Osmundson moved to approve the recommendation of the District Administration for the following expulsion:

#### 11-12-081

Trustee Nichols seconded the motion. The motion passed unanimously.

Trustee Osmundson moved to approve the recommendation of the District Administration for the following expulsion:

#### 11-12-083

Trustee Nichols seconded the motion. The motion passed unanimously.

Trustee Osmundson moved to approve the recommendation of the District Administration for the following expulsion:

#### 11-12-084

Trustee Keegan seconded the motion. The motion passed 6/1/0 (De Serpa dissented).

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Trustee Osmundson moved to approve the recommendation of the District Administration for the following expulsion:

#### 11-12-085

Trustee Nichols seconded the motion. The motion passed unanimously.

Trustee Osmundson moved to approve the recommendation of the District Administration for the following expulsion:

#### 11-12-086

Trustee Nichols seconded the motion. The motion passed unanimously.

Trustee Osmundson moved to approve the recommendation of the District Administration for the following expulsion:

#### 11-12-087

Trustee Nichols seconded the motion. The motion passed 6/1/0 (De Serpa dissented).

#### 13.0 GOVERNING BOARD COMMENTS/REPORTS

Trustee Yahiro commented on the good programs that high schools have for students. He asked for a special meeting in June to look at what is happening with English Learners.

Trustee Osmundson commented on the benefits of having the academies at the high schools, especially at WHS. She attended the Day of the Teachers event sponsored by AMAE and was delighted. She also attended the student Art Exhibit at the City office and all open houses in her trustee area, making sure to say hello to every teacher.

Trustee Keegan reminded the board that Saturday would be the Queer Youth Leadership Awards dinner.

President DeRose reported that the Santa Cruz County College Commitment is having all 4<sup>th</sup> graders attend an event on Friday to start developing their college vision; they are expecting approximately 2,000 4<sup>th</sup> graders. She announced that the AMGEN Bike tour will end at Cabrillo on Monday.

Trustee De Serpa reported that two parcel tax measures recently passed in Los Gatos and Saratoga. She provided other board members with a copy of the proposed bylaws for the Santa Cruz County Boards Association; the association is encouraging PVUSD to be a member and is reviewing its bylaws to clarify their purpose. She requested an investigation about all the kids suspended and expelled and to find out what the district is doing to mitigate the suspensions. She noted that changing sites can become difficult for students.

## 14.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2012

All meetings, unless otherwise noted, take place at the District Office Boardroom, 292 Green Valley Road, Watsonville, CA. Closed Session begins at 6:00 pm; Open Session begins at 7:00 pm. Board added a regular meeting on May 30, 2012.

May	<b>2</b> 3	<ul> <li>Approve 3<sup>rd</sup> Interim Report</li> </ul>
June	<b>1</b> 3	
	<b>2</b> 7	■ 10-11 Budget Adoption
July	8	No Meetings Scheduled
August	<b>*</b> 8	
•	<b>2</b> 2	
September	<b>1</b> 2	Unaudited Actuals
•	<b>=</b> 26	
October	<b>=</b> 10	
	24	
November	<b>1</b> 4	*
December	<ul><li>5 Annual</li></ul>	Approve 1 <sup>st</sup> Interim Report
	Organization Mtg.	

Board Meeting May 9, 2012 Unadopted Minutes Page 9 of 10

## 15.0 ADJOURNMENT

There being no further business to discuss, the meeting adjourned at 9:27 pm.

Dorma Baker, Superintendent

Board Meeting May 9, 2012 Unadopted Minutes Page 10 of 10



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT



# Board Agenda Backup

Item No: 7.0

Date: May 23, 2012

Item: PUBLIC HEARING: Report on Approving Annual Developer Fee Justification

Analysis and Adoption of Resolution #11-12-22 for Level 1 and Resolution #11-12-

30 for Level 2/3 Developer Fees pursuant to state law.

Overview:

The board will hold a public hearing to discuss imposing updated Level 1, 2, and 3 developer fees as authorized by state law. The proposed amounts per square foot are set forth in the attached resolutions and justification studies. These documents have been on file and available for public review for approximately one month. Staff is recommending to impose new and updated Level 1 fees per law, but to keep Level 2 fee amount at the 2011-12 rate for 2012-13.

#### Background:

Senate Bill 50 was signed into law in 1998 and took effect upon the passage of Proposition 1A on November 3, 1998. SB 50 allows school districts to establish Level 1, 2 and 3 developer fees. Justification studies must be conducted and a public hearing held annually to consider the adoption of school facilities fees on new development pursuant to Education Code Section 17620 and Government Code Section 65995.

#### Level 1 developer fees

Level 1 fees are only imposed when a district does not authorize the levying of Level 2 fees. This fee level is intended to be a minimum amount only. The district has historically justified the imposition of Level 2 fees pursuant to law and has not utilized Level 1 fee amounts. The maximum amount of Level 1 fees is established by the State Allocation Board (SAB). Districts are required to update and justify their Level 1 fee amounts every two years.

The SAB, at its January 25, 2012 meeting, authorized school districts to adjust Level 1 developer fees for inflation to a maximum of \$3.20 per square foot for residential construction and \$0.51 per square foot for commercial/industrial construction. The district had previously adopted Level 1 fees of \$2.97 per square foot for residential space and \$0.47 per square foot for commercial/industrial space.

Staff is recommending that district adopt its Level 1 developer fees to the state approved maximums of \$3.20 per square foot for residential construction and \$0.51 per square foot for commercial/industrial construction. The district would impose Level 1 fees only if it did not authorize Level 2 fees in the future. The district conducted a study to justify the fee amounts as required by law. Attached is the Level 1 Justification Study and corresponding resolution to take this action. This action item will be taken up as a separate matter.

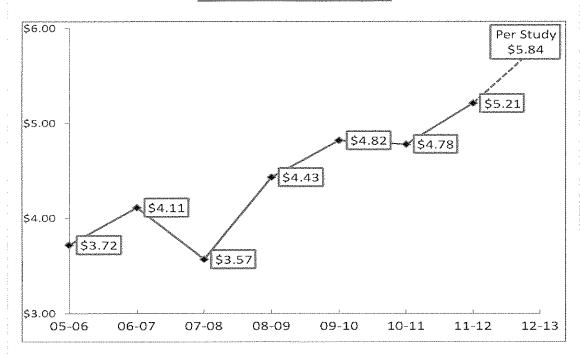
Level 2 and 3 developer fees

Level 2 fees may be levied in lieu of Level 1 fees on new residential construction. The attached justification study has determined that Level 2 fees for all residential housing types could be imposed at \$5.84 per square foot. This amount is \$0.63 higher than the current Level 2 fee of \$5.21 authorized by the board in 2011-12.

Level 3 fees may be levied in lieu of Level 2 fees only in the event that the state runs out of school facility funding. The needs analysis has determined that Level 3 fees for all residential housing types shall be \$11.68 per square foot. At this time, funding remains in the state school construction amount. Therefore, the district would not be authorized to assess Level 3 fees.

The district has historically imposed Level 2 fees on new construction within the district. The graph below details recent Level 2 fee amounts.

#### **PVUSD Level 2 Fee Amounts**



Staff recommends the district's 2012-13 Level 2 fee amount remain at the current year amount of \$5.21 per square foot. Although justified according to statutory formulas, the fee amount has increased in recent years as displayed above. Staff sought the input of local developers and construction businesses when analyzing this matter. The Pajaro Valley continues to struggle with the effects of the *Great Recession*. The local industry is predominately made up of small, family owned businesses. Input from the businesses and development community indicated that another fee increase would pose further challenges to the industry's recovery efforts. Staff analysis indicates the current Level 2 rate is sufficient to address district facility needs in 2012-13.

Staff further recommends the rates for the below listed categories remain at current 2010-11 levels as follows:

Senior house development	\$0.47 per sq. ft.
Commercial/industrial	\$0.47 per sq ft.
Parking structures	\$0.10 per sq ft.
Self storage facilities	\$0.30 per sq ft.



#### **Public notice**

The law requires school district to provide minimum public notice regarding the justification and subsequent imposition of Level 1, 2, and 3 fee amounts. The district once again conducted an extensive effort to provide maximum public notice on this issue. Staff posted all documents for public review one month prior to the board meeting. The minimum notification required by law is approximately two weeks. Staff posted several public notices in the Sentinel and Register Pajaronian newspapers, and contacted local press reporters informing them of this action item.

Recommendation:

Hold a public hearing to discuss and receive public input on the imposition of Level 1, 2, and 3 developer fees as described above.

Prepared By:

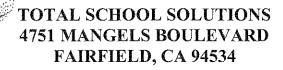
Brett W. McFadden, CBO

Richard Mullikin, Director of M/O/F

Superintendent's Signature:

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

DEVELOPER FEE
JUSTIFICATION DOCUMENT
FOR RESIDENTIAL, COMMERCIAL
AND INDUSTRIAL
DEVELOPMENT PROJECTS
Level 1



April 2012

# **Pajaro Valley Unified School District**

# **BOARD OF EDUCATION**

April 5, 2012

<u>Member</u>	Trustee Area	<u>Title</u>
Kim De Serpa	I	Member
Doug Keegan	$\mathbf{II}$	Member
Karen Osmundson	III	Member
Willie Yahiro	$\mathbf{IV}$	Member
Leslie De Rose	$\mathbf{V}$	President
Sandra Nichols	VI	Member
Jeff Ursino	VII	Vice President/Clerk

# **ADMINISTRATION**

Dorma Baker, Superintendent

Brett McFadden, Chief Business Officer

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#### **FOREWORD**

This "Developer Fee Justification Document" update incorporates changes made to California law and State Allocation Board regulations, updated residential development data, historical building permits, historical student yield rates, State Allocation Board (SAB) construction grant allowance per student, inflationary increases in construction costs, and California Department of Education guidelines on site size requirements.

The SAB, at its January 25, 2012 meeting, increased the maximum Level 1 fee that can be imposed to \$3.20 per square foot on residential construction and to \$0.51 per square foot on commercial/industrial construction, to reflect increases in the cost index for Class B construction based on the Marshall & Swift Eight California Cities Index. The prior Level 1 fees, set in January 2008 and unchanged in January 2010, were \$2.97 and \$0.47.

Total School Solutions April 2012

#### **EXECUTIVE SUMMARY**

The Pajaro Valley Unified School District (District) is justified to collect the legal maximum fee of \$3.20 per square foot of residential development as authorized by Government Code Section 65995 (Level 1 fees), as future residential development creates a school facility cost of \$11.68 per square foot. The District is also justified to collect the legal maximum fee of \$0.51 per square foot of development on all categories of commercial/industrial development, as they create school facility costs that exceed \$0.51 per square foot of future development. Fees for new rental self-storage should be established on an individual case-by-case basis.

The District's justification for collecting fees on future residential and commercial/industrial development is based on the following facts and projections:

- 1. The District's projected enrollment in grades K-12 is larger than its pupil capacity. The District, therefore, does not have sufficient capacity to house students generated by future development.
- 2. Over a five-year period, future residential development is projected to create 124 unhoused K-12 students in the District. These students will require the District to acquire new school facilities.
- 3. Each square foot of future residential development creates an estimated school facilities cost of \$11.68. All categories of commercial/industrial development create an estimated school facilities cost exceeding \$0.51 per square foot of commercial/industrial development.
- 4. If the District collects the current maximum fee on residential development (new and additions) authorized by Government Code Section 65995 of \$3.20 per square foot, fee revenue will offset 35 percent of the school facility costs attributable to residential development. If the District collects the current maximum fee on commercial/industrial development authorized by Government Code Section 65995 of \$0.51 per square foot, fee revenue will offset about three percent of the school facility cost attributable to commercial/industrial development. For both residential and commercial/industrial development, the fees authorized by Government Code Section 65995 are fully justified.

The fees outlined above all meet the requirements of Government code Section 66001 (the nexus requirements), that is, a reasonable relationship exists between the amount and use of the fees and the developments on which they are charged.

## INTRODUCTION

This report analyzes the cost of providing school facilities for students generated by future residential and commercial/industrial development projects in the Pajaro Valley Unified School District (District). Total School Solutions has been retained by the District to conduct the analysis and prepare this report.

#### A. Purpose and Scope

The purpose of this report is to show that the District meets pertinent requirements of State law regarding the collection of developer fees.

State law gives school districts the authority to charge fees on new residential and commercial/industrial developments if those developments generate additional students and cause a need for additional school facilities. Government Code Section 65995 authorizes school districts to collect fees on future development of no more than \$3.20 per square foot for residential construction and \$0.51 for commercial/industrial construction (Level 1 fees). Level 1 fees are adjusted every two years according to the inflation rate for Class B construction as determined by the State Allocation Board. Government Code Section 66001 requires that a reasonable relationship exist between the amount and use of the fees and the development on which the fees are to be charged.

#### This report:

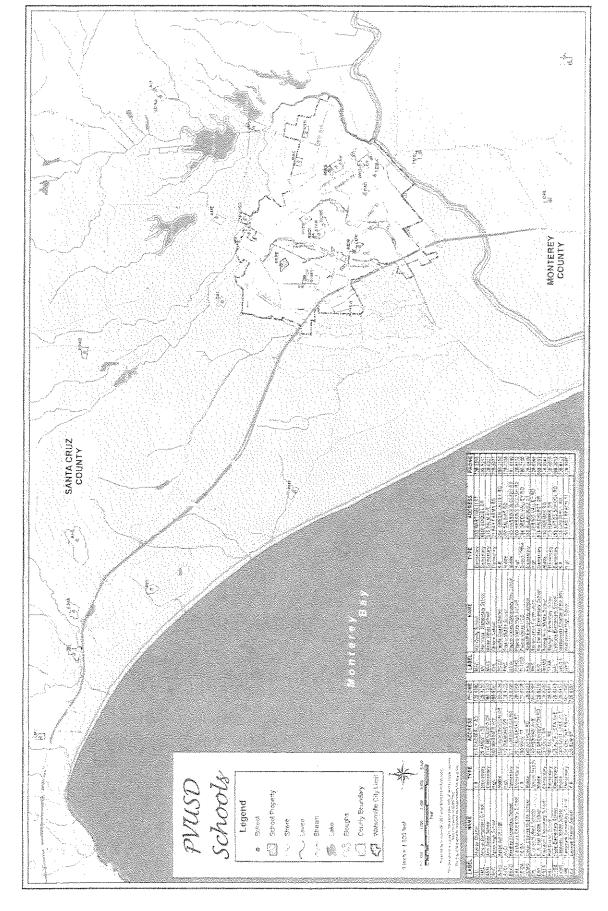
- Identifies the cost of providing school facilities for students generated by future residential and commercial/industrial development in order to justify the collection of fees on those developments and
- Explains the relationship between the fees and the developments on which those fees are to be charged.

#### B. Brief Description of the Pajaro Valley Unified School District

The Pajaro Valley Unified School District is located in the south end of Santa Cruz County. The District currently (2011-12) serves 19,965 students in grades K-12 and operates the following schools (not including adult education):

Total	22
Charter Schools	6
9-12 (New School Community Day	1
9-12 (Continuation)	1
9-12 (Comprehensive)	3
7-8	1
6-8	5
K-6	5
K-5	11

The County and District map shows the school district boundary and surrounding areas.



#### I. DISTRICT FACILITY NEEDS

This section describes the District's requirements for school facilities. Specifically, the following subsections:

- A) Identify the District's student capacity,
- B) Subtract the District's enrollment from the District's capacity to calculate the District's facility needs and
- C) Describe the District's plan to fulfill its facility needs.

#### A. Student Capacity of District Facilities

The District's student capacity is based on form SAB 50-02, Existing School Building Capacity, as certified by the Office of Public School Construction/State Allocation Board (OPSC/SAB). The original form SAB 50-02 was submitted to OPSC/SAB on January 25, 1999, and was certified May 26, 1999. The certified student capacity creates the "baseline" for determining future eligibility for funding under the School Facility Program.

The baseline capacity based on chargeable classrooms (see Appendix A) is the following:

Grades	Number of Classrooms	Students per Classroom	SAB 50-02 Capacity
K-6	308	25	7,700
7-8	91	27	2,457
9-12	114	27	3,078
SDC-Non Severe	19	13	247
SDC-Severe	25	9	225
Total	557		13,707

Because the above capacity is the basis for determining eligibility for school facilities needs, it will be used to calculate unhoused students.

#### **B.** Projected Unhoused Students

The District's projected enrollment five years in the future is based on historical cohort factors and births/kindergarten trends (see Attachment A). The projections are used in conjunction with Form SAB 50-02, Existing School Building Capacity, to determine the number of unhoused students. Also presented, for comparison, is the SAB official eligibility based on the official SAB 50-01/50-02/50-03 forms.

Grades	Projected Enrollment 2016-17	SAB 50-02 Capacity	Unhoused Students	SAB 50-03 Remaining Eligibility
K-6	12,036	7,700	4,.96	3,391
7-8	3,269	2,457	812	862
9-12	5,552	3,078	2,474	983
SDC	Included	472	(472)	138
Total	20,857	13,707	7,150	5,374

From the above, it can be seen that using either District projections or SAB projections, there are significant numbers of unhoused students.

#### C. District Facilities Needs

The District's facilities needs and associated costs are discussed below.

State School Facility Program -- New School Construction

The cost to provide housing for 5,374 unhoused students (SAB 50-03 remaining eligibility) based on the State grant would be the following:

Grades	Unhoused	State Grant	Full Cost
	Students	(1/2 cost)	(State times 2)
K-6	3,391	\$9,625	\$65,276,750
7-8	862	10,204	17,591,696
9-12	983	12,942	25,443,972
SDC-Non-Severe	107	18,134	3,880,676
SDC- Severe	31	27,115	1,681,130
Total	5,37,4		\$113,874,224

#### **Facilities Master Plan**

The above calculation of new school construction costs under the State School Facility Program (SSFP) totaling \$113,874,224 is based solely on eligibility under that program.

The District prepared a comprehensive Facilities Master Plan<sup>1</sup> for the ten-year period 2012-2022 dated, January 6, 2012. That document identified costs to provide adequate school housing – new construction, backlog/unmet need and modernization/renovation – as follows:

Category	
Elementary Schools	\$45,005,084
Middle Schools	38,407,111
High Schools	56,526,411
Charter Schools	12,897,638
District Facilities	48,987,847
New Classroom Needs	44,100,000
Maintenance Endowment	7,500,000
	\$253,424,091

<sup>&</sup>lt;sup>1</sup> Source: Facilities Master Plan: 2012-2022, Total School Solutions, January 6, 2012. Board approved February 22, 2012.

To provide funding for the approved Facilities Master Plan, the District has identified the following funding sources:

State SFP - New Construction	\$30,664,393
State SFP - Modernization	12,221,794
Developer Fees	6,000,000
New General Obligation Bond	204,537,904
Total	\$253,424,091

While the Facilities Master Plan is a ten-year plan, it clearly identifies the need for extensive State and local funding to enable its full implementation. It is also clear that developer fees are an essential component of the financing plan.

# II. FINANCIAL IMPACT ON THE DISTRICT OF FUTURE RESIDENTIAL DEVELOPMENT

This section quantifies how future residential development financially affects the District.

Future residential development will generate additional students in the District. As shown in the previous section, adequate school facilities do not exit for these students. Future residential development, therefore, financially affects the District by generating a need for additional school facilities that the District must acquire at some cost.

#### A. Formulas

The formulas used in the calculation of Level 3 fees (full-cost under the State SFP) are as follows:

1.	New Residential sq.ft.	≕	H.U. Projection (5-years) x average sq.ft. per unit
2.	Unhoused Students	=	H.U. Projection (5-years) x Student Yield Rate
3.	Construction Cost	=	Unhoused Students x State grant per student
4.	Total Cost	=	Construction Cost + Site Acquisition Cost + Site Development Cost
5.	Net Cost	WEATHER SERVICE	Total Cost - Other Local Funds
6.	Level 1 Fee per sq.ft.		Net Cost divided by New Residential sq.ft.

#### B. New Residential Square Footage

Building permits and average square feet per unit for the past five years are presented in Appendix B. For the purposes of this study, the five-year projection of housing units that will be subject to Level 3 fees, the average square feet per unit, and the new residential square feet will be as follows:

New Housing Units	# Units	Avg. Square Foot	<b>Total Square Foot</b>
Single-Family	200	1,841	368,200

#### C. Unhoused Students

Student yield rates were determined by a "Student Yield Rates Study", (Appendix C) by matching building permit and student addresses for the past five years. Yield rates by grade groupings from that study were the following:

Housing Type	Units	K-6	7-8	9-12	Total
Single-Family		0.414	0.067	0.138	0.619

From the above data, the number of unhoused students was calculated as follows:

Unhoused Students	K-6	7-8	9-12	Total
Single-Family	83	13	28	124

The SAB 50-01 five-year projected enrollments based on 2006-07 – 2009-10 enrollments consisted of the following for total K-12 enrollment:

38 25.6% 87 2.2% 58 100%	
10 15.570	
18 15.5%	
15 56.7%	

Based on the above percentages, the projected unhoused students were adjusted as follows:

	Original Projection	Adjusted <b>Projection</b>	
K-6	83	82	
7-8	13	12	
9-12	28	27	
SDC – Non-Severe	Included	3	
Total	124	124	

Government Code Section 65995.6(a) states that the existing school building capacity shall be calculated pursuant to Education Code Section 17071.10 et seq., which is in accordance with regulations adopted by the State Allocation Board. Those regulations are established in form SAB 50-02, as summarized in Appendix A.

As presented in the previous section, the District currently has more students than its State-loaded capacity, and projections indicate that the number of unhoused students will increase over the next five years. There is therefore a backlog of unhoused students in all grade groups, and new students for those groups to be generated from projected housing units over the next five years are unhoused.

#### D. Construction Cost

The new construction State grant amounts for grades K-6, 7-8, 9-12 and SDC-Non-Severe, as adjusted by the State Allocation Board on January 25, 2012, and including grants for auto alarm/detection and sprinklers were the following:

**New Construction Grants** 

Grades	Base Grant	Fire	Sprinklers	Grant per
		Detection/Alarm	-	Student
K-6	\$9,455	\$11	\$159	\$9,625
7-8	\$9,999	\$16	\$189	\$10,204
9-12	\$12,721	\$25	\$196	\$12,942
SDC-Non-Severe	\$17,765	\$33	\$336	\$18,134
SDC-Severe	\$26,564	\$49	\$502	\$27,115

From the above data, the construction cost for school facilities was calculated as follows:

<b>Construction Cost</b>	# Students	Grant	Cost
K-6	82	\$9,625	\$789,250
7-8	12	\$10,204	\$122,448
9-12	27	\$12,942	\$349,434
SDC-Non-Severe	3	\$18,134	\$54,402
Total	124		\$1,315,534

#### E. Total Cost

According to the "Guide to School Site Analysis and Development, 2000 Edition", the following site sizes would be required for future schools:

**Student Capacities and Site Sizes** 

Grades	Student Capacity	Site Size (Acres)
K-6	600	11.0
7-8	900	25.0
9-12	1,601-1,800	44.5

The cost of land for acquisition by the District was based upon an estimated cost of \$230,000 per acre. Additional site acquisition costs must be included for appraisals, surveys, toxic studies, soils tests, EIR, preliminary architectural/engineering work, school site approval process, legal fees, consultants, etc. Based on estimated costs for K-6, 7-8 and 9-12 schools (Appendix D), the estimated total site acquisition costs per acre were the following:

K-6	\$244,828
7-8	\$237,623
9-12	\$235,150

Based on the above acreages and projected unhoused students, the total costs would be the following:

**Total New School Site Acquisition Costs** 

Grades	Unhoused Students	Required Acres	Total Site Acquisition Cost
K-6	83	1.522	\$372,628
7-8	13	0.361	\$ 85,782
9-12	28	0.778	\$182,947
Total	124	2.661	\$641,357

Site development costs (including on-site and off-site costs) were based on actual bids, as summarized in Appendix D. Those cost data revealing the following estimated site development costs per acre:

K-6	\$427,611/acre
7-8	\$392,072/acre
9-12	\$305,023/acre

While site development costs will vary depending upon many variables (utilities requirements, off-site access requirements, site slope and condition, etc.), it is believed that for the District the average site development costs above would be reasonable. Based on these estimates, the site development costs would be the following:

Grades	Required Acres	Total Site Development Cost	
K-6	1.522	\$650,824	
7-8	0.361	\$141,538	
9-12	0.778	\$237,308	
Total	2.661	\$1,029,670	

#### F. Level 3 Fee Per Square Foot

Level 3 fees were calculated based on full-cost data presented above as follows:

Grades	Construction Cost	Site Acquisition Cost	Site Development Cost	Total Cost
K-6	\$1,578,500	\$372,628	\$650,824	\$2,601,952
7-8	\$244,896	\$85,782	\$141,538	\$472,216
9-12	\$698,868	\$182,947	\$237,308	\$1,119,123
SDC-Non-Severe	\$108,804	Included	Included	\$108,804
Total	\$2,631,068	\$641,357	\$1,029,670	\$4,302,095

From the above data, the Level 3 fees per square foot were calculated as follows:

## Level 3 Fees

	Total Cost	Total Sq. Ft.	Cost/Sq.Ft.
Residential Housing	\$4,302,095	368,200	\$11.68

# III. REVENUE FROM FEES ON RESIDENTIAL DEVELOPMENT VERSUS COSTS OF SCHOOL FACILITIES

This section compares the projected revenues from fees levied on future residential development to the school facility costs attributable to that development.

State law currently caps Level 1 fees at \$3.20 per square foot. As demonstrated in the previous section, each square foot of future residential development will generate a school facility cost of \$11.68. Any given amount of future development will, therefore, generate more school facility costs than Level 1 fee revenue.

#### A. Fee Revenue from Residential Development Over the Next Five Years

Based on the average square footage, 200 new residential units will generate 368,200 square feet of residential development over the next five years.

If the District were to collect the maximum allowable Level 1 fees (\$3.20) on residential development, the District would collect \$1,178,240 in residential developer fees over a five-year projection period. This total fee amount is only 27.4 percent of the total cost of providing facilities.

#### B. Fee Revenue from Additions to Existing Residences

Fees will also be generated by additions to existing residences and the fee revenue calculation for additions is the same as for new units. Based on an estimated 100,000 square feet of additions over the next five years, those additions would generate \$320,000 in fee revenue (100,000 times \$3.20). Pursuant to Education Code Section 17620(a)(1)(C)(i), developer fees may be charged on residential additions "only if the resulting increase in assessable space exceeds 500 square feet."

#### C. Fee Revenue from Reconstruction and Redevelopment

Fees will also be generated by single and multi-family units in redevelopment projects and single and multi-family units that replace demolished units (to the extent that the new units are larger than the demolished units). This report does not account for the total fee revenue collected from reconstruction and redevelopment. However, the fee revenue calculation from reconstruction and/or redevelopment is the same as for new units. For example, reconstruction and/or redevelopment totaling 50,000 square feet would generate \$160,000 in fee revenue (50,000 times \$3.20).

# D. School Facility Costs Generated by Residential Development Over the Next Five Years

The total school facility cost attributable to future residential development over the next five years was calculated in Section I.C at \$4,302,095.

#### E. Extent of Mitigation of School Facility Costs Provided by Level 1 Residential Fees

From Section A above, total residential Level 1 fee revenue of \$1,178,240 will cover only 27.4 percent of the \$4,302,095 in total school facility costs attributable to residential development over the next five years. Some of this shortfall may be recovered from fees on additions to existing residential units and commercial development, but such revenues will likely be minimal.

#### F. Senior Citizen Restricted Housing

As required by law, a lower fee, currently the commercial/industrial maximum of \$0.51 per square foot is established for certain types of residences that are restricted in occupancy to senior citizens. Housing of this type generates employees and has an indirect impact on the school district similar to that from commercial/industrial development projects.

# IV. FINANCIAL EFFECT ON THE DISTRICT OF NEW COMMERCIAL /INDUSTRIAL DEVELOPMENT

This section analyzes the costs of providing school facilities for students generated by new commercial/industrial development.

Commercial/industrial development will attract additional workers to the District, and, because some of those workers will have school-age children, will generate additional students in the District. As shown in Section I, adequate school facilities do not exist for these students. New commercial/industrial development, therefore, creates a fiscal impact on the District by generating a need for new school facilities.

The report multiplies the following five factors together to calculate the school facility cost incurred by the District per square foot of new commercial/industrial development:

- A. Employees per square foot of new commercial/industrial development,
- B. Percent of employees in the District that also live in the District,
- C. Houses per employee,
- D. Students per house, and
- E. School facility cost per student.

The report calculates each of these factors in the next sections.

#### A. Employees per Square Foot of Development

As permitted by State law, the report uses results from a survey published by the San Diego Association of Governments (SanDAG) to establish the number of employees per square foot of new commercial/industrial development projects.

# **Employees Per Square Foot of Commercial/Industrial Development, by Category**

Commercial/Industrial Category	Average Square Foot per Employee	Employees per Average Square Foot
Banks	354	0.00283
Community Shopping Centers	652	0.00153
Neighborhood Shopping Centers	369	0.00271
Industrial Business Parks	284	0.00352
Industrial Parks	742	0.00135
Rental Self Storage	15,541	0.00006
Scientific Research & Development	329	0.00304
Lodging	882	0.00113
Standard Commercial Office	209	0.00479
Large High Rise Com. Office	232	0.00431
Corporate Offices	372	0.00269
Medical Offices	234	0.00427

Source: 1990 SanDAG Traffic Generators report.

#### B. Percentage of Employees Residing Within the District

Based on 2000 U.S. Census data, it is estimated that approximately 60 percent of people working in the District also live in the District.

#### C. Number of Households per Employee

U.S. Census data indicates that there are approximately 0.65 housing units for every one worker. The report, therefore, assumes that each new resident worker in the District will demand 0.65 housing units.

# D. Number of Students per Dwelling Unit

As calculated from Section II.C., the report assumes that 0.619 K-12 students will reside in each housing unit.

# E. School Facility Cost per Student

As calculated from Section II.F., the report estimates that the school facility cost per K-12 student is \$34,738 (\$11.68/square foot times 1,841 square foot divided by 0.619 yield.).

# F. School Facility Cost per Square Foot of Commercial/Industrial Development

The following table calculates the school facility cost generated by a square foot of new commercial/industrial development for each of the categories of commercial/industrial projects listed in Section A.

School facility costs for development projects not included on this list may be estimated by using the closest employee-per-square foot ratio available for the proposed development or by following the District's administrative procedures for appeals of school facility fee imposition.

Based on an estimated 250,000 square feet of commercial/industrial space to be constructed over the next five years (total of five prior years as reported in Appendix B), a fee of \$0.51 per square foot will generate about \$127,500 in total fees. This is approximately three percent of the \$4,302,095 total cost for new facilities.

# Facility Cost Per Square Foot of Commercial/Industrial Development, by Category

Category	Employees per Square Foot	% Employees Residing in District	Dwelling Units per Employee	K-12 Students Per Dwelling Unit	Cost per K-12 Student	Cost per Square Foot
Banks	0.00283	0.60	0.65	0.619	\$34,738	\$23.73
Community Shopping Centers	0.00153	0.60	0.65	0.619	\$34,738	\$12.83
Neighborhood Shopping Centers	0.00271	0.60	0.65	0.619	\$34,738	\$22.73
Industrial Business Parks	0.00352	0.60	0.65	0.619	\$34,738	\$29.52
Industrial Parks	0.00135	0.60	0.65	0.619	\$34,738	\$11.32
Rental Self Storage	0.00006	0.60	0.65	0.619	\$34,738	\$0.50
Scientific Research & Development	0.00304	0.60	0.65	0.619	\$34,738	\$25.49
Lodging	0.00113	0.60	0.65	0.619	\$34,738	\$9.48
Standard Commercial Office	0.00479	0.60	0.65	0.619	\$34,738	\$40.17
Large High Rise Com. Office	0.00431	0.60	0.65	0.619	\$34,738	\$36.14
Corporate Offices	0.00269	0.60	0.65	0.619	\$34,738	\$22.56
Medical Offices	0.00427	0.60	0.65	0.619	\$34,738	\$35.81
Parking Structures	0.00002	0.60	0.65	0.619	\$34,738	\$0.17

#### V. FINDINGS

This section shows that the District meets the requirements of Government Code Section 66001 regarding the collection of developer fees and summarizes other potential funding sources for the District's capital projects.

### A. Government Code Section 66001(a)(1) - Purpose of the Fee

The purpose of collecting fees on residential and commercial/industrial development is to acquire funds to construct or reconstruct school facilities for the students generated by new residential and commercial/industrial developments.

# B. Government Code Section 66001(a)(2) – Use of the Fee

The District's use of the fee will involve constructing new school facilities. In addition, the fee may be used to construct additional facilities on existing school campuses and/or reconstructing school campuses. The District may also need to purchase or lease portable classrooms to use for interim housing while permanent facilities are being constructed.

Revenue from fees collected on residential and commercial/industrial development may be used to pay for any of the following:

- 1) Land (purchased or leased) for school facilities,
- 2) Design of school facilities,
- 3) Permit and plan checking fees,
- 4) Construction or reconstruction of school facilities,
- 5) Testing and inspection of school sites and school buildings,
- 6) Furniture for use in new school facilities,
- 7) Interim school facilities (purchased or leased) to house students generated by new development while permanent facilities are being constructed,
- 8) Legal and administrative costs associated with providing facilities to students generated by new development,
- 9) Administration of the collection of developer fees (including the costs of justifying the fees) and
- 10) Miscellaneous purposes resulting from student enrollment growth caused by new residential development.

# C. Government Code Section 66001(a)(3) – Relationship Between Fee's Use and the Type of Project Upon Which Fee is Imposed.

Future residential development will cause new families to move into the District and, consequently, will generate additional students in the District. As shown in Section I.B. of this report, adequate school facilities do not exist for these students. Future residential development, therefore, creates a need for additional school facilities. The fee's use (acquiring school facilities) is, therefore, reasonably related to the type of project (future residential development) upon which it is imposed.

New commercial/industrial development will cause new workers to move into the District. Because some of these workers will have school-age children, commercial/industrial will also generate new students in the District. As shown in Section I.B. of this report, adequate school facilities do not exist for these students. New commercial/industrial development, therefore, creates a need for additional school facilities. The fee's use (acquiring school facilities) is, therefore, reasonably related to the type of project (new commercial/industrial development) upon which it is imposed.

# D. Government Code Section 66001(a)(4) – Relationship Between the Need for the Public Facility and the Type of Project Upon Which Fee is Imposed

The District's current enrollment is larger than its student capacity. The District, therefore, does not have sufficient existing capacity to house students generated by future development. Future residential and commercial/industrial development in the District will generate additional students and consequently, a need for additional school facilities. A relationship exists, therefore, between the District's need to provide additional school facilities and the construction of new residential and commercial/industrial development projects.

# E. Government Code Section 66001(b) – Relationship Between the Fee and the Cost of the Public Facility Attributable to the Development on Which the Fee is Imposed

This report demonstrates that the school facility cost attributable to future residential development is \$11.68 per square foot. Level 1 fees of \$3.20 per square foot on residential development are, therefore, fully justified.

This report also demonstrates that the school facility costs attributable to all categories of commercial/industrial development exceed \$0.51 per square foot. Level 1 fees of \$0.51 on these types of development are, therefore, fully justified. Fees for low-employee-generating types of development should be examined on a case-by-case basis.

All school facility costs and fees in this report are calculated on a per-student basis to ensure that future developments only pay for impacts they cause.

### F. Other Funding Sources

The following is a review of potential other funding sources for constructing school facilities.

#### 1) General Fund

The District's General Fund budget is typically committed to instructional and day-to-day operating expenses and not used for capital outlay uses, as funds are needed to meet the District's non-facility needs. General Fund monies may however, be use for portable lease payments or facilities projects is other funding sources are insufficient to meet commitments.

# 2) State Programs

The District has been approved for eligibility under the School Facility Program. The State match allowance of 50 percent, however, leaves a shortfall between State funding and the District's actual facility needs. State funds for deferred maintenance may not be used to pay for new facilities. State law prohibits use of lottery funds for facilities.

#### 3) General Obligation Bonds

School districts can, with the approval of two-thirds or 55 percent of its voters, issue general obligation bonds that are paid for out of property taxes. As noted earlier, the District's Facilities Master Plan indicates a need for a future \$204.5 million general obligation bond to raise funds for specific District projects and part of the match requirement to obtain state funds.

#### 4) Parcel Taxes

Approval by two-thirds of the voters is required to impose taxes that are not based on the assessed value of individual parcels. While these taxes have been occasionally used in school districts, the revenues are typically used to supplement operating budgets.

# 5) Mello-Roos Community Facilities Districts

This alternative uses a tax on property owners within a defined area to pay long-term bonds issued for specific public improvements. Mello-Roos taxes require approval from two-thirds of the voters (or land owners if fewer than 12) in an election.

# 6) Surplus Property

The District does not own any surplus property that could be used to finance additional school facilities.

# 7) Redevelopment

The District has no Redevelopment Agency funds in effect.

#### VI. RECOMMENDATIONS

This report recommends that the District levy the maximum statutory fee authorized by law of \$3.20 per square foot of residential development. The report also recommends that the District levy the maximum fee as authorized by law of \$0.51, on commercial/industrial development. Developer fees for low-employee generating developments, such as rental self-storage, should be examined on a case-by-case basis.

These recommendations are based on the findings that residential and commercial/industrial development creates a school facility cost for the District that is larger than the revenue generated by charging these fees.

# APPENDIX A

# STATE ALLOCATION BOARD ELIGIBILITY DETERMINATION

# APPENDIX A ELIGIBILITY DETERMINATION

# APPENDIX A ELIGIBILITY DETERMINATION

The District's new construction eligibility was calculated as follows:

Grades	Baseline <sup>1</sup> Eligibility	SAB Approvals/Adjustments <sup>2</sup>	Remaining Eligibility
K-6	2,873	518	3,391
7-8	233	629	862
9-12	2,239	(1,256)	983
SDC-Non-Severe	0	107	107
SDC- Severe	0	31	31
Totals	5,345	29	5,374

<sup>&</sup>lt;sup>1</sup> The Baseline Eligibility (SAB 50-03) was certified by the State Allocation Board (SAB) on May 26, 1999, based on the Enrollment Certification/Projection (SAB 50-01) which used CBEDS enrollment data for 1995-96 through 1998-99, less the Existing School Building Capacity (SAB 50-02).

# **Classroom Inventory**

The original SAB 50-02 classroom inventory and the current classroom inventory<sup>1</sup> were the following:

Category	Original	Current	
	January 1999	January 2012 <sup>1</sup>	
Permanent	502 (68%)	504 (67%)	
Portable	238 (32%)	252 (33%)	
Total	740 (100%)	756 (100%)	

<sup>&</sup>lt;sup>1</sup> Source: Facility Master Plan 2012-2022, January 6, 2012, Total School Solutions. Does not include charter school capacity.

<sup>&</sup>lt;sup>2</sup> The SAB Approvals/Adjustments were based on updated SAB 50-01 projections and approved projects under the California School Facility Program. Taken from the OPSC website status as of March 21, 2011.

Public School Construction 5 DGS

Monday, February 1st. 2012

Project Tracking System: School Facility Program: Project Summary

District: District Rep:

Pajaro Valley Unified

Mr. Brett McFadden

Application No: 50/09709-00-000

County: Sente Cruz

#### SAB 56-03 New Construction Eligibility Information

New Construction Esseting Eligibility

Grade Level:	K = 6	7 8	9 - 12	Non- Severe	Savere
Established Eligibility:	2873	233	2239	0	0
SAE Approvals/Adjustments:	618	529	*256	507	31
Remaining Eligibility:	3391	862	983	167	31

SAB 50-63 Eligibility Document Status/Dates

Status: PM Comsiste Clats Signed: 1/25/1999 Date Received: 1/25/1999 5/26/1999 SAB Approval Date:

If you have any quastions regarding this information you can contact the assigned Project

OPSC Project Manager: John Goowie

Telephone:

(916) 375-4280

E-mail Address:

john.acuveinfäldas.co.gov

View Mocsemization Eligibility

Project Tracking Home

Back to Top of Page

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The content found herein may not necessarily represent the views and opinions of the Brown Administration.

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# **APPENDIX B**

# HOUSING DEVELOPMENTS

# APPENDIX B. HOUSING DEVELOPMENTS

The numbers of new residential units constructed in the District were compiled from District developer fee collection records. For the recent past, the annual new dwelling units were the following:

2006	176
2007	102
2008	63
2009	28
2010	33
2011	47

Because of the economic slow-down, the numbers of annual new dwelling units have dropped significantly. Based on the assumption that new residential construction will remain low for several years, the five-year projection of new dwelling units is 200 units.<sup>1</sup>

The construction of 200 new dwelling units will generate only 114 new K-12 students based on a K-12 yield rate of 0.573, but it is emphasized that the calculation of Level 2/3 fees per square foot is independent of the actual number of housing units to be constructed over the next five years.

<sup>&</sup>lt;sup>1</sup> The 2009 study made a five-year projection of 300 new housing units at 1,894 square feet per unit. The 2010 study made a five-year projection of 250 new housing units at 1,794 square feet per unit. This 2012 study, with a five-year projection of 200 new housing units at 1,844 square feet per unit, reflects the on-going economic downturn.

# DEVELOPER FEE COLLECTIONS<sup>1</sup>

# SINGLE-FAMILY (SFD)

Period	# Units	<b>Total Square</b>	
		Foot	/ Square
			Foot
January - June 2006	44	87,857.00	\$3.72
July - December 2006	132	218,822.00	4.11
January - June 2007	58	102,843.00	4.11
July - December 2007	44	88,366.00	3.57
January - June 2008	41	83,764.00	3.57
July - December 2008	22	39,142.00	4.43
January - June 2009	11	20,217.75	4.43
July - December 2009	17	38,404.00	4.82
January - June 2010	15	25,367.00	4.82
July - December 2010	18	35,753.00	4.78
January - June 2011	28	44,152.00	4.78
July - December 2011	19	41,959.00	5.21
Totals	449	826,646.75	
	Average=	1,841	

<sup>&</sup>lt;sup>1</sup> Source: District developer fee collection records for new single-family units (SFD), new multi-family units (MF), additions to existing residential units (ADD) and commercial buildings (COM).

# 2006 DEVELOPER FEE COLLECTIONS

Month	# Units	Total Square Foot	Fee/Square Foot	Total Fee
January	5	13,362	\$3.72	\$49,706.64
February	9	10,453	3.72	38,885.16
March	5	15,316	3.72	*
April	13	25,293	3.72	94,089.96
May	5	10,454	3.72	38,888.88
June	7	12,979	3.72	48,281.88
Subtotal	44	87,857		326,828.04
July	14	31,958	4.11	131,347.38
August	38	65,778	4.11	270,347.58
September	9	21,504	4.11	88,381.44
October	5	9,760	4.11	40,113.60
November	62	84,022	4.11	345,330.42
December	4	5,800	4.11	23,838.00
Subtotal	132	218,822		\$899,358.42
Totals	176	306,679		\$1,226,186.46
	Average=	1,742		
	Othe	r-Sea Vie	w Ranch	
Total	29	8,523	3.72	31,703.70
		ADD		
Total	54	52,088		197,896.44
		COM		
Total	34	91,989	0.36/0.42	35,591.88
Grand Total				\$1,491,378.48

# 2007 DEVELOPER FEE COLLECTIONS SFD

Month	# Units	Total Square Foot	Fee/Square Foot	Total Fee
January	14	26,193	\$4.11	\$107,653.23
February	12	19,701	4.11	80,971.11
March	9	12,007	4.11	49,348.77
April	10	18,806	4.11	77,292.66
-	9	19,827		81,488.97
May	<del>-</del>	6,309		
June	4			25,929.99
Subtotal	58	102,843		422,684.73
July	6	11,514		•
August	13	21,460		*
September	7	17,429	3.57	,
October	6	12,678	3.57	45,260.46
November	5	12,084	3.57	43,139.88
December	7	13,201	3.57	47,127.57
Subtotal	44	88,366		\$315,466.62
Totals	102	191,209		\$738,151.35
	Average=	1,875		
		ADD		
Total	52	50,629		196,777.70
		COM		
Total	6	44,694	0.42	18,771.48
Grand Total				\$953,700.53

# 2008 DEVELOPER FEE COLLECTIONS SFD

Month	# Units	Total Square Foot	Fee/Square Foot	Total Fee
January	8	15,485	\$3.57	\$55,281.45
February	7	11,589	3.57	41,372.73
March	5	10,288	3.57	36,728.16
April	6	11,883	3.57	42,422.31
May	4	9,054	3.57	32,322.78
June	11	25,465	3.57	90,910.05
Subtotal	41	83,764		299,037.48
July	5	8,979	4.43	39,776.97
August	10	17,171	4.43	76,067.53
September	3	7,005	4.43	31,032.15
October	1	1,996	4.43	8,842.28
November	2	2,791	4.43	12,364.13
December	1	1,200	4.43	5,316.00
Subtotal	22	39,142		\$173,399.06
Totals	63	122,906		\$472,436.54
	Average=	1,951		
		ADD		
Total	30	30,025		116,465.21
		COM		
Total	6	34,504	0.42/0.47	15,080.03
Grand Total		······································		\$603,981.78

# 2009 DEVELOPER FEE COLLECTIONS SFD

Month	# Units	Total Square	Fee/Square Foot	Total Fee
		Foot		
January	2	1,913	\$4.43	\$8,474.59
March	1	2,437	4.43	10,795.91
April	2	9,150	4.43	40,534.50
June	6	6,717.75	4.43	32,379.56
Subtotal	11	20,217.75		92,184.56
July	5	9,541	4.82	45,987.62
August	6	14,713	4.82	70,916.66
September	2	5,823	4.82	28,066.86
October	2	2,820	4.82	13,592.40
November	2	5,507	4.82	26,543.74
Subtotal	17	38,404		\$185,107.28
Totals	28	58,621.75	· · · · · · · · · · · · · · · · · · ·	\$277,291.84
	Average=	2,094		
		ADD		
Total	16	14,327		67,781.23
		COM		
Total	5	127,985	0.47	60,152.95
Grand Total				\$405,226.02

# 2010 DEVELPER FEE COLLECTIONS SFD

Month	# Units	Total Square	Fee/Square Foot	Total Fee
		Foot	~ ***	
January	2	3,803	\$4.82	\$18,330.46
March	1	1,232	4.82	5,938.24
April	1	1,199	4.82	5,779.18
May	3	7,241	4.82	34,901.62
June	7	8,998	4.82	43,370.36
June 24	1	2,894	4.82	13,833.32
Subtotal	15	25,367		122,153.18
July	1	2,264	4.78	10,821.92
August	3	4,339	4.78	20,740.42
September	3	7,687	4.78	36,743.86
October	4	7,744.75	4.78	37,019.91
November	3	5,592	4.78	26,729.76
December	4	8,127	4.78	39,172.14
Subtotal	18	35,753.75		\$171,228.01
Totals	33	61,121		\$293,381.19
	Average=	1,852		
		ADD		
Total	11	16,369		78,771.14
		COM		
Total	5	17,501	0.47	8,225.47
Grand Total				\$380,377.80

# 2011 DEVELPER FEE COLLECTIONS SFD

Month	# Units	Total Square Foot	Fee/Square Foot	Total Fee
March	21	20,382	\$4.78	\$97,425.96
April	2	7,836	4.78	37,456.08
May	2	4,270	4.78	20,410.60
June	2	10,482	4.78	50,103.96
June 24	1	1,182	5.21	6,158.22
Subtotal	28	44,152		\$211,554.82
July	5	15,358	\$5.21	\$80,015.18
August	8	16,862	5.21	87,850.72
September	2	4,196	5.21	21,861.16
October	2	2,660	5.21	13,858.60
November	2	2,883	5.21	15,020.43
Subtotal	19	41,959		\$218,606.09
Totals	47	86,111		\$430,160.91
	Average=	1,832		

# OTHER - INTERSECTION MINTO RD/MIEDL AVE

December	Unknown	87,154	\$5.21	\$454,072.34
		ADD		
January-May	4	1,603	\$4.78	\$10,339.14
June-December	6	5,011	5.21	29,551.12
		COM		
Total	6	26,264	\$0.47	\$12,344.08
	REIN	MBURSEMENT	S	
Total	6			(\$29,883.08)
Grand Total				\$906,584.51

# APPENDIX C

# **PUPIL YIELD RATES**

# APPENDIX C

# APPENDIX C. PUPIL YIELD RATES

Pupil yield rates were calculated 2012 by a manual address match of 2011-12 students enrolled in the District and building permits issued during the period January 2006 through December 2011. In conducting the yield rate study, building permits were first matched against residence addresses of students and second, where there were no residence addresses given, against mailing addresses, thereby producing the maximum number of matches possible. Approximately 450 students had no residence address, but about 400 of those students did have mailing addresses. The remaining 50 had neither residence or mailing addresses, with post office boxes being the primary address given.

The yield rates from prior 2009 and 2010 studies and the current 2012 study were the following:

Grades	$2009^{1}$	$2010^{-1}$	$2012^{2}$
K-6	0.298	0.342	0.414
7-8	0.088	0.086	0.067
9-12	0.182	0.145	0.138
Total	0.568	0.573	0.619

<sup>&</sup>lt;sup>1</sup> Source: School Facilities Needs Analysis, April 2009 and April 2010, SchoolWorks, Inc.

The pupil yields differed only slightly from 2009 to 2010. For this Needs Analysis, the average of the two prior studies was used.

It should be noted that the State yield rates allowed when using the dwelling unit method on form SAB 50-01 are:

<sup>&</sup>lt;sup>2</sup> Source: Total School Solutions, March 2012

# Pupil Yield Rates<sup>1</sup> Single – Family

	2006	2007	2008	2009	2010	2011	Total
	Jan-Dec	Jan-Dec	Jan-Dec	Jan-Dec	Jan-Dec	Jan-Dec	
<b>Building Permits</b>	176	102	63	28	33	47	449
Grades							
K	14	7	4	0	4	1	30
1	18	7	2	1	1	1	30
2	15	8	5	0	0	0	28
3	14	5	2	0	1	2	24
4	11	7	7	1	2	3	31
5	7	10	6	1	0	0	24
6	8	6	4	0	1	0	19
Subtotal	87	50	30	3	9	7	186
Yield Rate							(0.414)
7	9	6	3	0	1	0	19
8	5	1	5	0	0	0	11
Subtotal	14	7	8	0	1	0	30
Yield Rate							(0.067)
9	7	4	5	1	0	0	17
10	10	10	1	0	0	0	21
11	4	6	4	0	0	0	14
12	6	3	1	0	0	0	10
Subtotal	27	23	11	1	0	0	62
Yield Rate							(0.138)
Total	128	80	49	4	10	7	278
Yield Rate							(0.619)

<sup>&</sup>lt;sup>1</sup> In conducting a match of building permits and students, both residence and mailing addresses were used and potential errors caused by misspelled addresses were corrected. Building permits for 2011 were included in the data in spite of the fact that many of those residences were not completed and occupied by the 2011-12 school. Because of that fact and the lack of addresses for some students, the resultant yield rates calculated are probably slightly lower than the true yield rates.

# APPENDIX D

SITE ACQUISITION AND DEVELOPMENT COSTS

# SITE ACQUISITION COSTS

Site purchase costs can vary significantly from site to site within a school district based on land availability, unimproved vs. improved land, prior sales prices and zoning. Before a purchase can be finalized, appraisals must be made and terms and conditions must be agreed upon.

According to information provided by the District for this Needs Analysis update, a purchase price of \$230,000 per acre in the District continues to be reasonable. In the prior two developer fee studies, land costs were estimated at \$250,000/acre (2009) and \$230,000/acre (2010).

In addition to the cost of land, there are support costs associated with the acquisition of land. The Bakersfield City School District prepared an analysis of the various categories of service to be considered during the acquisition process as follows:

#### Estimated Support Costs<sup>1</sup>

Category	K-6	7-8	9-12
Appraisal Fees	\$15,000	\$15,000	\$15,000
Legal Fees	50,000	50,000	50,000
Escrow Fees	30,000	30,000	30,000
CEQA Documentation	7,500	25,000	50,000
Environmental Analysis (DTSC)	25,000	25,000	25,000
Topographic Survey	3,000	6,000	10,000
Traffic Study	6,000	6,000	6,000
Geo-Technical Hazards Report	3,000	6,000	10,000
Total	\$139,500	\$163,000	\$196,000
Inflationary Adjustment (16.92%) <sup>2</sup>	\$163,103	\$190,580	\$229,163

<sup>&</sup>lt;sup>1</sup> Bakersfield City School District 2007-2014 Facilities Plan, June 14, 2006. Cost estimates based on 2006 dollars

Actual land acquisition support costs can vary depending on local factors at work. While a precise support cost cannot be calculated, the analysis above is reasonable to use.

<sup>&</sup>lt;sup>2</sup> Based on construction cost index for Class B construction for the period January 2006 (1.74) through January 2010 (1.96) totaling 12.64 percent (SAB action on January 27, 2010), plus a 4.28 percent increase from January 2010 to January 2011 (SAB action on January 26, 2011).

State recommended acreages were used to compute total site acquisition costs for the District are as follows:

Grades	Enrollment	State Recommended Acreage
K-6	600	11.0
7-8	900	25.0
9-12	1,601-1,800	44.5

Grades	Acres	Cost/Acre	Total
K-6	11.0	\$230,000	\$2,530,000
7-8	25.0	\$230,000	\$5,750,000
9-12	44.5	\$230,000	\$10,235,000

# **Total Site Acquisition Cost**

Grades	Acres	Land	Support	Total Cost	Total Cost/Acre
K-6	11.0	\$2,530,000	\$163,103	\$2,693,103	\$244,828
7-8	25.0	\$5,750,000	\$190,580	\$5,940,580	\$237,623
9-12	44.5	\$10,235,000	\$229,163	\$10,464,163	\$235,150

#### SITE DEVELOPMENT COSTS<sup>1</sup>

Site development costs cannot be precisely calculated because of many variables at work, such as whether off-site utilities and streets are available, site conditions (substrata rocks, clean-up requirements, etc.), site slope/cuts/fills, etc. However, reasonable estimates of site development costs per acre can be prepared from local experience and architect estimates.

Planning and construction costs for the two examples from the Manteca Unified School District – Mossdale Elementary School and Lathrop High School – summarize local costs, as shown in the table. Based on the assumption that 25 percent of total planning and construction costs go to site development, the site development cost analysis presents the following conclusions:

Category	Mossdale Elementary	Lathrop High
Acreage	16.0	50.0
Student Capacity	K-5 525, 7-9 459	9-12 1,566
Site Development/Acre	\$380,410	\$305,023

To verify the reasonableness of the above data, architectural estimates prepared for the Bakersfield City School District were used for comparison purposes. The conclusions from the Bakersfield estimates were K-6 site development costs of \$348,380/acre and 7-8 site development costs of \$335,177/acre, thereby confirming the reasonableness of the above data.

For the District, the following site development costs per acre will be used:

K-6	\$427,611
7-8	\$392,072
9-12	\$305,023

<sup>&</sup>lt;sup>1</sup> There was a 3.76 percent increase in the Class B construction cost index from January 1, 2011 to January 1, 2012, which should theoretically result in a 3.76 percent increase in site development cost. However, the bidding climate also impacts construction costs, so for the purpose of this study, site development costs for K-6 and 7-8 schools were based on actual recent bids in the Bakersfield City School District and 9-12 costs were inflated by 3.76%.

# PLANNING AND CONSTRUCTION

	Mossdale	Lathrop
Category	Elementary	High
Architect/Engineering Fees	\$1,263,612	\$2,921,155
DSA/CDE Fees	113,375	333,334
Consultants	15,151	118,735
Subtotal Planning	\$1,392,138	\$3,373,224
Construction	\$21,894,668	\$54,741,454
Inspections	149,855	378,042
Tests	2,237	227,169
Labor Compliance	25,125	74,155
Subtotal Construction	\$22,071,885	\$55,420,820
Total Planning & Construction	\$23,464,023	\$58,794,044
Furniture & Equipment	400,474	853,236
Grand Total	\$23,864,497	\$59,647,280
Estimated Cost Split		
Site Development (25%)	\$5,866,006	\$14,698,514
Construction (75%)	16,598,017	44,095,544
Subtotal	\$22,464,023	\$58,794,058
Furniture & Equipment	400,474	853,236
Grand Total	\$22,864,497	\$59,647,294
Site Acreage	16.0	50.0
Site Development/Acre	\$366,625	\$293,970
Inflationary Adjustment (3.76%)	\$380,410	\$305,023

# CONSTRUCTION COSTS<sup>1</sup>

Site Development

	K-6	7-8
Utility Services	\$100,000	\$100,000
Off-Site Development	\$100,000	\$175,000
Service Site Development	\$1,950,000	\$3,000,000
General Site Development	\$1,336,640	\$1,918,700
Fees/Reports/Testing & Inspection (25%)	\$386,895	\$539,745
Total Site Development	\$3,873,535	\$5,733,445
Inflationary Adjustment (16.92%) <sup>2</sup>	\$4,528,937	\$6,703,544
Site Development/Acre³	\$348,380	\$335,177

**Building Construction** 

•	K-6	7-8
Building Construction (New)	\$10,766,400	\$15,354,000
Built-In Equipment & Technology	\$550,000	\$733,000
Contingency	\$735,152	\$1,055,285
Fees/Reports/Testing & Inspection (75%)	\$1,160,685	\$1,619,233
Total Building Construction	\$13,212,237	\$18,761,518
Inflationary Adjustment (16.92%) <sup>2</sup>	\$15,447,747	\$21,935,966

Furniture & E	auinment	\$

Movable Furniture & Equipment	\$500,000	\$500,000
-------------------------------	-----------	-----------

#### \$20,476,684 \$29,139,510 **Total Construction Cost**

<sup>&</sup>lt;sup>1</sup> Bakersfield City School District's 2007-2014 Facilities Plan, June 14, 2006. Cost estimates based on 2006 data.

<sup>&</sup>lt;sup>2</sup> Based on construction cost index for Class B construction for the period January 2006 through January 2011 totaling 16.92 percent (SAB action on January 26, 2011).

<sup>&</sup>lt;sup>3</sup> Based on District planned acreage: 13 acres for K-6 school and 20 acres for 7-8 school.

# UPDATED CONSTRUCTION COSTS BAKERSFIELD CITY SCHOOL DISTRICT

	Estimated Costs		Actual Bids <sup>1</sup>	
Category	K-6	7-8	K-6	7-8
Site Development	\$4,528,937 (22.1%)	\$6,703,544 (23.0%)	\$5,558,949 (22.1%)	\$7,841,434 (23.0%)
Site Development/Acre <sup>2</sup>	\$348,380	\$335,177	\$427,611	\$392,072
Construction Costs and F&E	\$15,947,747 (77.9%)	\$22,435,966 (77.0%)	\$19,594,665 (77.9%)	\$26,251,758 (77.0%)
<b>Total Construction Cost</b>	\$20,476,684	\$29,139,510	\$25,153,614	\$34,093,192

<sup>&</sup>lt;sup>1</sup> Actual total bid costs included construction costs, soft costs and 4 percent contingency. The estimates for site development costs based on actual total construction costs were based on the percentages for the estimated costs. <sup>2</sup> Based on 13 acres for K-6 school and 20 acres for 7-8 school.

# **ATTACHMENT A**

# DISTRICT ENROLLMENT PROJECTIONS

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**DEMOGRAPHIC STUDY** 2012-13 – 2021-22

TEN-YEAR DISTRICT ENROLLMENT PROJECTIONS
AND
FIVE-YEAR SCHOOL ENROLLMENT PROJECTIONS

TOTAL SCHOOL SOLUTIONS
4751 MANGELS BOULEVARD
FAIRFIELD, CA 94534
(707) 422-6393
(707) 422-6494 (fax)

October 2011

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT DEMOGRAPHIC STUDY

#### **EXECUTIVE SUMMARY**

#### **Conclusions**

After considering all major factors that impact school enrollments in the District, the following conclusions were made:

- K-12 enrollment temporarily peaked in 2000-01 at 19,864, then declined to a low of 18,899 in 2004-05, after which there have generally been increases, which are projected to continue in the future.
- Kindergarten enrollment, following birth numbers five years earlier, peaked in 1996-97 at 1,740, then declined to a low of 1,495 in 2004-05, after which there were general increases. After a temporary low of 1,685 in 2015-16, kindergarten enrollment is projected to increase steadily thereafter.
- K-5 enrollment, following the kindergarten trend, peaked in 1998-99 at 9,922, then declined to 8,926 in 2004-05, after which, because of projected increases in kindergarten enrollment, K-5 enrollment is projected to increase steadily.
- 6-8 enrollment, following the K-5 trend, peaked in 2003-04 at 4,623, then declined to 4,368 in 2006-07 and following the K-5 trend, is also projected to increase steadily.
- 9-12 enrollment, following the 6-8 trend, peaked in 2005-06 at 5,627 two years after the 6-8 peak then declined to a low of 5,297 in 2009-10. Because of projected increases in 6-8 enrollment, 9-12 enrollment is also projected to increase steadily.

The enrollment trends discussed above are presented graphically and numerically in tables presented throughout this report.

# **Factors Impacting Enrollment**

The major factors that impact school enrollments in the District are summarized below. For a more detailed discussion, refer to the appropriate sections in this report.

#### Births and Kindergarten Trends

Statewide, births peaked in 1990 and reached a low point in 1999. Santa Cruz County followed the statewide trend, as births peaked in 1990 and reached a low point in 2010. With an increasing upward trend in births after 2010 in the County, kindergarten enrollment is projected to increase steadily thereafter.

# **Cohort Movement and Migration Patterns**

The cohort is the movement of students through the grades, and is impacted by in-migration, out-migration (impacted by home foreclosures), residential construction, transfers to/from charter schools, private schools and home-schooled students, and high school dropouts.

The K-7/1-8 cohort trends of the past ten years include significantly large cohort losses in seven of the ten years, for a net loss of 1,552 students. Offsetting cohort losses were age distribution gains (prior year grade 8 and following year kindergarten) totaling 1,757, resulting in a net gain of 205 students in grades K-8. It is assumed that the major cohort losses caused by a declining economy are over, and that future cohort losses will be minimal as the economy recovers.

The 8-11/9-12 cohort trends of the past ten years also reflect significantly large cohort losses caused by the factors discussed above plus high school student dropouts. It is assumed that the cohort loss percentages of the past five years will continue over the next ten years.

#### **Residential Development**

It was assumed that residential construction, that dropped sharply during the recent past, will increase slowly in the coming years as the economy improves, resulting in 200 new units over the next five years and 400 new units over the following five years. The impact of residential construction will be minimal compared to the age distribution factor, and was reflected in the cohort numbers.

# **Charter School Enrollment**

There are six charter schools in the District which will continue to draw students from the regular District schools. Separate charter school projections were prepared with District enrollments adjusted accordingly.

### **High School Attrition**

High school attrition – the decline in enrollment for grades 9-12 – includes all the factors discussed above, but dropout plays a significant role. For the District, the loss of students begins at grade 9 and continues through grade 12. The average high school attrition rates for the past five years were the following:

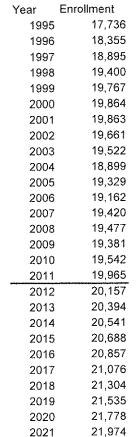
Average Attrition Rate
-1.4%
-3.4%
-6.8%
-0.5%

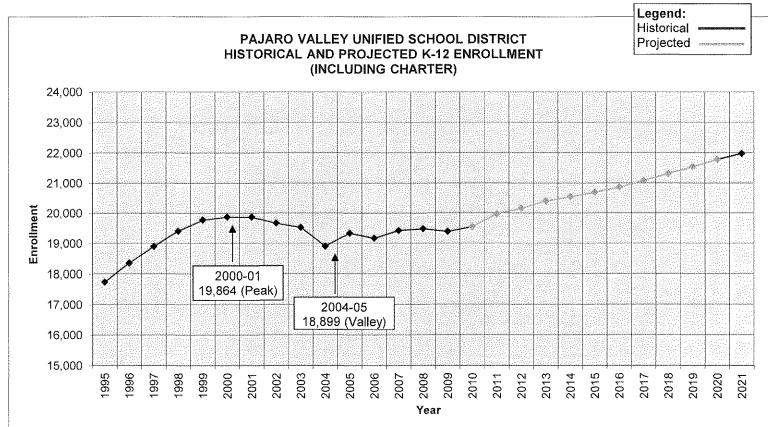
The above attrition rates are based on CBEDS/CALPADS enrollments taken in October of each year, and therefore do not reflect additional student attrition that occurs in grade 12 after October. These attrition rates, which are assumed to continue in the future, have a significant impact on the District's enrollment.

# **Summary**

The most significant factors affecting District enrollments include births/kindergarten, cohort loss and high school dropout. Combined, it is concluded that District enrollment will increase steadily in the future, although there may be erratic cohort gains and losses as vacancy rates vary and the economy continues to impact the region. The peak and valley effect can be seen in grades K, 1-5, 6-8 and 9-12 as students move through the grades, shown graphically below.

#### DATA FOR K-12 GRAPH





### PAJARO VALLEY UNIFIED SCHOOL DISTRICT PROJECTED ENROLLMENT (CBEDS/CALPADS)

Grade	2012-13 <sup>1</sup>	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K <sup>2</sup>	1,734 /	1,794 /	1,708 /	1,685 /	1,707 /	1,733 /	1,765 /	1,788 /	1,811 /	1,827 /
1	<b>1,834</b> / 32	<b>1,766</b> / 32	<b>1,826</b> / 32	1,742 / 34	1,719 / 34	1,741 / 34	<b>1,769</b> / 36	<b>1,801</b> / 36	1,824 / 36	1,849 / 38
2	<b>1,703</b> / <b>-</b> 22	<b>1,812</b> / <b>-</b> 22	<b>1,744</b> / -22	<b>1,808</b> / -18	1,724 / -18	1,701 / -18	1,727 / -14	1,755 / -14	1,787 / -14	1,814/-10
3	<b>1,701</b> / <b>-</b> 27	1,676 / -27	<b>1,785</b> / <b>-</b> 27	<b>1,721</b> / -23	<b>1,785</b> / <b>-</b> 23	1,701 / -23	<b>1,682</b> / <b>-</b> 19	<b>1,708</b> / <b>-</b> 19	<b>1,736</b> / <b>-</b> 19	<b>1,772</b> / -15_
4	1,674 / -17	1,684 / -17	<b>1,659</b> / <b>-</b> 17	<b>1,772</b> / <b>-</b> 13	<b>1,708</b> / <b>-</b> 13	<b>1,772</b> / -13	1,692 / -9	1,673 / -9	<b>1,699</b> / <b>-</b> 9	1,731 / -5
5	1,563 / -14	1,660 / -14	1,670 / -14	<b>1,649</b> / -10	1,762 / -10	<b>1,698</b> / -10	1,766 / -6	1,686 / -6	1,667 / -6	1,697 / -2
6	1,534 / -22	1,541 / -22	1,638 / -22	1,652 / -18	1,631 / -18	1,744 / -18	1,684 / -14	1,752 / -14	1,672 / -14	1,657 / -10
7	<b>1,506</b> / -13	<b>1,521</b> / -13	1,528 / -13	<b>1,629</b> / <b>-</b> 9	1,643 / -9	1,622 / -9	<b>1,739</b> / -5	1,679 / -5	1,747 / -5	<b>1,671</b> / -1
8	1,443 / -7	1,499 / -7	1,514 / -7	<b>1,525</b> / -3	1,626 / -3	1,640 / -3	1,623 / 1	1,740 / 1	<b>1,680</b> / 1	<b>1,752</b> / 5
Total	<b>14,692</b> / -90	<b>14,953</b> / -90	<b>15,072</b> / -90	15,183 / -60	<b>15,305</b> / -60	15,352 / -60	<b>15,447</b> / -30	15,582 / -30	<b>15,623</b> / -30	<b>15,770</b> / 0
Net Change	167	261	119	111	122	47	95	135	41	147

Cohort numbers for 2012-13 were averages for the five years 2006-07 - 2009-10 and 2011-12. The year 2010-11 was excluded because of the anomaly from kindergarten to 1st grade -- a loss of 188 students.

<sup>&</sup>lt;sup>2</sup> See Section 5, Births and Kindergarten Trends tables, for kindergarten projections. Also, note that a phase-in of SB 1381 beginning with 2012-13 could reduce traditional kindergarten enrollment while establishing transitional kindergarten classes.

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT PROJECTED ENROLLMENT (CBEDS/CALPADS)

Grade	2012-13 <sup>1</sup>	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
9	1,456 / -21	<b>1,423</b> / -20	1,478/-21	<b>1,493</b> / <b>-</b> 21	1,504 / -21	1,603 / -23	<b>1,617</b> / -23	1,600 / -23	1,716 / -24	1,656 / -24
10	<b>1,409</b> / <b>-</b> 50	<b>1,406</b> / <b>-</b> 50	1,375 / -48	1,428 / -50	1,442 / -51	1,453 / -51	1,549 / -54	<b>1,562</b> / -55	<b>1,546</b> / <b>-</b> 54	1,658 / -58
11	<b>1,306</b> / <b>-</b> 95	1,313 / -96	1,310 / -96	1,281 / -94	1,331 / -97	1,344 / -98	1,354 / -99	1,444 / -105	<b>1,456</b> / -106	1,441 / -105
12	1,294 / -7	1,299 / -7	1,306 / -7	1,303 / -7	1,275 / -6	1,324 / -7	1,337 / -7	1,347 / -7	1,437 / -7	1,449 / -7
Total	<b>5,465</b> / -173	<b>5,441</b> / -173	<b>5,469</b> / <b>-</b> 172	<b>5,505</b> / <b>-</b> 172	<b>5,552</b> / -175	<b>5,724</b> / <b>-</b> 179	<b>5,857</b> / <b>-</b> 183	<b>5,953</b> / <b>-</b> 190	<b>6,155</b> / <b>-1</b> 91	<b>6,204</b> / <b>-</b> 194
Net Change	25	-24	28	36	47	172	133	96	202	49
K-12 Total	20,157	20,394	20,541	20,688	20,857	21,076	21,304 \	21,535	21,778	21,974
Net Change	192	237	147	147	169	219	228	231	243	196

<sup>&</sup>lt;sup>1</sup> Cohort numbers for 2012-13 were averages for the five years 2006-07 - 2009-10 and 2011-12. The year 2010-11 was excluded because of the anomaly from kindergarten to 1st grade -- a loss of 188 students.

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

NEEDS ANALYSIS SCHOOL FACILITIES FEES LEVEL 2/3

TOTAL SCHOOL SOLUTIONS 4751 MANGELS BOULEVARD FAIRFIELD, CA 94534

**April 5, 2012** 

### **Pajaro Valley Unified School District**

### **BOARD OF EDUCATION**

April 5, 2012

Member	Trustee Area	<u>Title</u>
Kim De Serpa	I	Member
Doug Keegan	$\mathbf{H}$	Member
Karen Osmundson	III	Member
Willie Yahiro	IV	Member
Leslie De Rose	${f V}$	President
Sandra Nichols	VI	Member
Jeff Ursino	VII	Vice President/Clerk

### **ADMINISTRATION**

Dorma Baker, Superintendent

Brett McFadden, Chief Business Officer

#### **FOREWORD**

SB 50 was enacted into law in 1998 to address school financing issues that had plagued California for many years. To enable the reader of this "Needs Analysis" to better understand the issues, attached in Appendix E is a report on SB 50 that was prepared by the Coalition for Adequate School Housing's (C.A.S.H.) Legal Advisory Committee.

In addition to the cooperative effort documented in Appendix E, a key player in the development and passage of SB 50 was the California Building Industry Association. As noted in the website for David L. Colgan, Attorney, he states that he was "...a key member of the California Building Industry Association's legal team that helped draft and secure passage of SB 50 in 1998, the historic school facilities financing and developer fee reform legislation that became effective with the electorate approving Proposition 1A".

California law stipulates that Level 2/3 fees may be imposed for one year only based on a "Needs Analysis", and that annual updates are required to continue to levy fees. The "Needs Analysis" incorporates changes made to California law and State Allocation Board regulations, residential development data, student yield rates, State Allocation Board construction grant allowance per student, inflationary increases in construction costs, and California Department of Education guidelines on site size requirements.

SAB grants were adjusted in January 2012 to reflect a 3.76 percent increase in the cost index for Class B construction during the period January 1, 2011 to January 1, 2012, based on the Marshall and Swift index for eight California cities. This 2011 to 2012 increase followed a 2010 to 2011 increase when, in January 2011, the SAB increased State grants by 4.28 percent.

The effects of the above identified factors are fully documented in this "Needs Analysis".

Vern Weber Total School Solutions April 5, 2012

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#### PAJARO VALLEY UNIFIED SCHOOL DISTRICT

### NEEDS ANALYSIS SCHOOL FACILITIES FEES April 5, 2012

#### **SUMMARY**

Based on this Needs Analysis, the maximum Level 2 and Level 3 fees that may be imposed per square foot on new residential construction by the Pajaro Valley Unified School District are the following:

Category	Level 2 Fees	Level 3 Fees
Single-family	\$5.84	\$11.68
Multi-family	\$5.84	\$11.68

The above Level 2 fees are 63 cents higher than the Level 2 fees levied one year earlier due to a 3.76 percent increase in the State grant amounts for new construction and the Class B construction cost index, and other factors as summarized below:

Variable	2011	2012	Impact on Developer Fee
State grant amounts	Base	+3.76%	3.76% increase
Class B construction cost	Base	+3.76%	3.76% increase
Average square foot per unit	1,842	1,841	0.05% increase
Student yield rate	0.571	0.619	8.41% increase
Actual site development costs above estimates	Base	+20%	Approximately 20% increa

#### Previous Level 2 fees per square foot

2005-06	\$3.72
2006-07	\$4.11
2007-08	\$3.57
2008-09	\$4.43
2009-10	\$4.82
2010-11	\$4.78
2011-12	\$5.21

#### 1. INTRODUCTION

SB 50, which became law on November 4, 1998, upon passage of Proposition 1A on November 3, 1998, provided school districts with the authority to impose three different levels of fees.

#### 1.1 Level 1 Fees

Level 1 fees are identical to those previously imposed by school districts (a.k.a. AB 2926 or Stirling fees). SB 50 set the initial fee limit at \$1.93 per square foot for residential units and \$0.31 per square foot for commercial/industrial projects, with bi-annual adjustments for inflation. (State Allocation Board action on January 30, 2008, increased these fees to \$2.97 and \$0.47.) A Developer Fee Justification Study, based on requirements established in Education Code Sections 17620-17621 and Government Code Sections 65995 et seq., is required to impose Level 1 fees. The District's "Level 1-Developer Fee Justification Study" dated June 2008, justified the maximum residential fee of \$2.97 per square foot for new residential units and residential additions of 500+ square feet and \$0.47 per square foot for commercial/industrial. On January 25, 2012, the State Allocation Board increased Level 1 fees to \$3.20 and \$0.51. A new Developer Fee Justification Study has been prepared to adopt the new fees.

#### 1.2 Level 2 Fees

Level 2 fees were established by SB 50 under Government Code Section 65995.5. Before imposing Level 2 fees, a Needs Analysis must be prepared in accordance with Government Code Section 65995.6. Additionally, a school district must be eligible to receive new construction funding, file an eligibility application with the State Allocation Board ("SAB"), and receive SAB approval (or, alternatively, after passage of 120 days from submittal). Also, a school district must meet two out of four statutory requirements as set forth in Government Code Section 65995.5(b)(3). The District's prior "School Facilities Needs Analysis", dated April 2011, justified a fee of \$5.21 per square foot for new residential construction.

#### 1.3 Level 3 Fees

Level 3 fees were established by SB 50 under Government Code Section 65995.7, and take effect only in the event that State funds are exhausted. The difference between Level 2 and Level 3 fees is that Level 2 fees are based on 50 percent of school construction costs while Level 3 fees are based on 100 percent.

#### 2. ELIGIBILITY FOR NEW CONSTRUCTION FUNDING

On January 25, 1999, the Pajaro Valley Unified School District filed forms SAB 50-01 (Enrollment Certification/Projection) and SAB 50-02 (Existing School Building Capacity), and on May 26, 1999, the State Allocation Board (SAB) certified the Baseline Eligibility (Appendix A). Subsequently, the District filed updated SAB 50-01's, resulting in increasing enrollments and New Construction Baseline Eligibility. For detail, refer to the February 13, 2012, New Construction Eligibility information from the Office of Public School Construction website (Appendix A).

Needs Analysis, School Facilities Fee, Level 2/3 April 5, 2012 The eligibility condition to impose Level 2 fees is met upon SAB approval of the Eligibility Determination or 120 days after submittal, whichever occurs first. The District has therefore complied with eligibility regulations.

#### 3. COMPLIANCE WITH STATUTORY REQUIREMENTS

After January 1, 2000, a school district must satisfy two of the following four statutory requirements to impose Level 2 fees:

- (a) Multi-track year-round education requirement.
- (b) Local general obligation bond measure placed on the ballot in the past four years which received at least 50 percent plus one of the votes cast.
- (c) Issued debt or incurred obligations for capital outlay totaling 15 percent of the local bonding capacity, including indebtedness repaid from property taxes, parcel taxes, general fund, special taxes, Mello-Roos funds approved by registered voters, Mello-Roos funds approved by landowners <u>prior</u> to November 4, 1998. If Mello-Roos funds approved by landowners <u>after</u> November 4, 1998 are included, the debt percentage increases from 15 percent to 30 percent.
- (d) At least 20 percent of teaching stations are relocatable.

The Pajaro Valley Unified School District complies with requirement (c) and (d) outlined above. The District held a general obligation bond election (Measure J, \$58,250,000) on November 5, 2002, which passed but is beyond the four-year threshold. For the 2008-09 fiscal year, the District had a total bonding capacity of \$186,381,211 and capital debt of \$63,350,316 – 34 percent of bonding capacity – thereby exceeding the statutory threshold defined in (c) above. The District has 925 classrooms total, of which 331 (36 percent) are relocatable (Appendix A), thereby complying with (d) defined above.

### 4. CALCULATION OF LEVEL 2 FEES

#### 4.1 Formulas

The formulas used in the calculation of Level 2 fees are the following:

- 1. New Residential sq.ft. = H.U. Projection (5-years) <sup>1</sup> x average sq.ft. per unit <sup>2</sup>
- 2. Unhoused Students<sup>4</sup> = H.U. Projection (5-years) x Student Yield Rate<sup>3</sup>
- 3. Construction Cost = Unhoused Students x State grant per student<sup>5</sup>
- 4. Total Cost = Construction Cost + Site Acquisition Cost (@ 50 percent)<sup>6</sup> + Site Development Cost (@ 50 percent)

- 5. Net Cost = Total Cost Other Local Funds<sup>7</sup>
- 6. Level 2 Fee per sq.ft. = Net Cost divided by New Residential sq.ft.

#### FOOTNOTES:

<sup>1</sup> Housing Units (H.U.) by type: single-family attached, single-family detached or multi-family.

Average sq.ft. for each Housing Unit type.

- Student Yield Rates for each housing unit type from housing units constructed and occupied during the five prior years.
- <sup>4</sup> If there is any existing excess capacity, the unhoused students would have to be reduced accordingly.

<sup>5</sup> State grant per student is adjusted for inflation.

<sup>6</sup> Site acquisition cost based on California Department of Education guideline for allowable acreage.

Other Local Funds" include any District funds not committed to projects to provide school housing for unhoused students. This could include the District's Level 1 Fees, any available Mello-Roos or G.O. Bonds, and any available surplus property.

#### Impact of Variables on Developer Fee Per Square Foot

The major variables and their impact on the resultant developer fee to be levied include the following:

- Housing units to be constructed over the next five years: No impact on fee, unless no students are unhoused.
- Average square foot per unit: As the average increases the developer fee decreases.
- Student yield rate: As the rate increases the developer fee increases.
- State grant per student: As the grant increases the developer fee increases.
- Construction cost: As inflationary increases and the bidding climate impact site acquisition and/or site development costs, the developer fee increases.

#### 4.2 New Residential Square Footage

Housing developments are discussed in Appendix B. For the purposes of this study, the five-year projection of housing units in the current economic climate that will be subject to Level 2 and 3 fees, the average square feet per unit, and the new residential square feet were calculated as follows:

New Housing Units	# Units	Avg. Square Foot	<b>Total Square Foot</b>
Single-Family	200	1,841	368,200

It is emphasized that the calculation of Level 2/3 fees per square foot is independent of the actual number of housing units to be constructed over the next five years.

#### 4.3 Unhoused Students

Pupil yield rates by grade groupings were taken from a yield study conducted in 2012 (Appendix C) as follows:

Housing Type	K-6	7-8	9-12	Total
Single-Family	0.414	0.067	0.138	0.619

From the above housing unit and yield rate data, the numbers of unhoused students were calculated as follows:

Unhoused Students	<b>K-6</b>	7-8	9-12	Total
Single-Family	83	13	28	124

The SAB 50-01 five-year projected enrollments based on 2006-07–2009-10 enrollments consisted of the following for total K-12 enrollment:

Total	22,058	100%
SDC - Non-Severe	487	2.2%
Regular Students – 9-12	5,638	25.6%
Regular Students – 7-8	3,418	15.5%
Regular Students – K-6	12,515	56.7%

Based on the above percentages, the projected unhoused students were adjusted as follows:

	Original Projection	Adjusted Projection
K-6	83	82
7-8	13	12
9-12	28	27
SDC-Non-Severe	Included	3
Total	124	124

Government Code Section 65995.6(a) states that the existing school building capacity shall be calculated pursuant to Education Code Section 17071.10 et seq., which is in accordance with regulations adopted by the State Allocation Board. Those regulations are established in form SAB 50-02, as summarized in Appendix A. As of October 2011, the District's total enrollment was 19,965 and the total capacity was 18,074 – therefore, 1,891 of current enrollment are unhoused. In addition, based on the District's adjusted new construction eligibility (Appendix A), there is a backlog of 5,374 unhoused students, and all new students to be generated from projected housing units over the next five years are unhoused.

#### 4.4 Construction Cost

The new construction State grant amounts for grades K-6, 7-8, 9-12 and SDC-Non-Severe, as adjusted by the State Allocation Board on January 25, 2012, and including grants for auto alarm/detection and sprinklers were the following:

**New Construction Grants** 

Grades	Base Grant	Fire Detection/Alarm	Sprinklers	Grant per Student
K-6	\$9,455	\$11	\$159	\$9,625
7-8	\$9,999	\$16	\$189	\$10,204
9-12	\$12,721	\$25	\$196	\$12,942
SDC-Non-Severe	\$17,765	\$33	\$336	\$18,134

From the above data, the construction cost for school facilities was calculated as follows:

<b>Construction Cost</b>	# Students	Grant	Cost
K-6	82	\$9,625	\$789,250
7-8	12	\$10,204	\$122,448
9-12	27	\$12,942	\$349,434
SDC-Non-Severe	3	\$18,134	\$54,402
Total	124	···········	\$1,315,534

#### 4.5 Total Cost

According to the "Guide to School Site Analysis and Development, 2000 Edition", the following site sizes would be required for future schools:

**Student Capacities and Site Sizes** 

Grades	Student Capacity	Site Size (Acres)
K-6	600	11.0
7-8	900	25.0
9-12	1,601-1,800	44.5

The cost of land for acquisition by the District was based upon an estimated cost of \$230,000 per acre. Additional site acquisition costs must be included for appraisals, surveys, toxic studies, soil tests, EIR, preliminary architectural/engineering work, school site approval process, legal fees, consultants, etc. Based on estimated costs for K-6, 7-8 and 9-12 schools (Appendix D), the estimated total site acquisition costs per acre were the following:

K-6	\$244,828
7-8	\$237,623
9-12	\$235,150

Based on the above acreages and projected unhoused students, the total costs would be the following:

**Total New School Site Acquisition Costs** 

Grades	Unhoused Students	Required Acres	Total Site Acquisition Cost
K-6	83	1.522	\$372,628
7-8	13	0.361	\$85,782
9-12	28	0.778	\$182,947
Total	124	2.661	\$641,357

Site development costs (including on-site and off-site costs) were based on actual bids, as summarized in Appendix D. Those cost data revealing the following estimated site development costs per acre:

K-6	\$427,611/acre
7-8	\$392,072/acre
9-12	\$305,023/acre

While site development costs will vary depending upon many variables (utility requirements, off-site access requirements, site slope and condition, etc.), it is believed that for the District the average site development costs above would be reasonable. Based on these estimates, the site development costs would be the following:

Grades	Required Acres	<b>Total Site</b>
	•	<b>Development Cost</b>
K-6	1.522	\$650,824
7-8	0.361	\$141,538
9-12	0.778	\$237,308
Total	2.661	\$1,029,670

From the above data, the total cost for each grade group was calculated as follows:

Grades	State Grant Share of Construction	Site Acquisition Cost(@1/2)	Site Dev. Cost(@1/2)	Ťotaľ Cost
	Cost (1/2 of total)			
K-6	\$789,250	\$186,314	\$325,412	\$1,300,976
7-8	\$122,448	\$42,891	\$70,769	\$236,108
9-12	\$349,434	\$91,474	\$118,654	\$559,562
SDC-Non-Severe	\$54,402	Included	Included	\$54,402
Total	\$1,315,534	\$320,679	\$514,835	\$2,151,048

#### 4.6 Net Cost

The formulas used to calculate the Level 2 fee included a reduction of total costs by other local funds, including any District funds not committed to provide school housing for unhoused students, including Level 1 fees, Mira fees, G.O. bonds, available surplus property, etc.

As noted in Section 4.3, the District has 5,374 unhoused students. Therefore, all Level 1 fees and other available funds are committed to providing for the current backlog.

It is concluded from the above information that the District has no local resources available to finance the construction or reconstruction of school facilities needed to accommodate any growth in enrollment attributable to the construction of the new residential units subject to Level 2 fees. Therefore, the total cost of \$2,151,048 is the basis upon which Level 2 fees are to be calculated.

#### 4.7 Level 2 Fee per Square Foot

From the above data, the Level 2 fees per square foot were calculated as follows:

#### Level 2 Fees

	Total Cost	Total Square Foot	Cost/Square Foot
Residential Housing	\$2,151,048	368,200	\$5.84

#### 5. CALCULATION OF LEVEL 3 FEES

When State funds for new construction are not available, Level 3 fees, as authorized under Section 65995.7 of the Education Code, may be imposed by a school district.

#### 5.1 Level 3 Fee per Square Foot

Level 3 fees were calculated based on Level 2 fees data presented in Section 2, except that full costs were used as follows:

Grades	Construction Cost	Site Acquisition Cost	Site Development Cost	Total Cost
K-6	\$1,578,500	\$372,628	\$650,824	\$2,601,952
7-8	\$244,896	\$85,782	\$141,538	\$472,216
9-12	\$698,868	\$182,947	\$237,308	\$1,119,123
SDC-Non-Severe	\$108,804	Included	Included	\$108,804
Total	\$2,631,068	\$641,357	\$1,029,670	\$4,302,095

From the above data, the Level 3 fees per square foot were calculated as follows:

#### Level 3 Fees

:	Total Cost	<b>Total Square Foot</b>	Cost/Square Foot
Residential Housing	\$4,302,095	368,200	\$11.68

### **APPENDIX A**

### **ELIGIBILITY DETERMINATION**

#### APPENDIX A. ELIGIBILITY DETERMINATION

The District's new construction eligibility was calculated as follows:

Grades	Baseline <sup>1</sup> Eligibility	SAB Approvals/Adjustments <sup>2</sup>	Remaining Eligibility
K-6	2,873	518	3,391
7-8	233	629	862
9-12	2,239	(1,256)	983
SDC-Non-Severe	0	107	107
SDC- Severe	0	31	31
Total	5,345	29	5,374

<sup>&</sup>lt;sup>1</sup> The Baseline Eligibility (SAB 50-03) was certified by the State Allocation Board (SAB) on May 26, 1999, based on the Enrollment Certification/Projection (SAB 50-01) which used CBEDS enrollment data for 1995-96 through 1998-99, less the Existing School Building Capacity (SAB 50-02).

#### **Classroom Inventory**

The original SAB 50-02 classroom inventory and the current classroom inventory<sup>1</sup> were the following:

Category	Original	Current
	January 1999	January 2012 <sup>1</sup>
Permanent	502 (68%)	504 (67%)
Portable	238 (32%)	252 (33%)
Total	740 (100%)	756 (100%)

<sup>&</sup>lt;sup>1</sup> Source: Facility Master Plan 2012-2022, January 6, 2012, Total School Solutions. Does not include charter school capacity.

<sup>&</sup>lt;sup>2</sup> The SAB Approvals/Adjustments were based on updated SAB 50-01 projections and approved projects under the California School Facility Program. Taken from the OPSC website status as of March 21, 2011.



Public School Construction DG5



Monday, Fabruary 53, 2012

Project Tracking System: School Facility Program: Project Summary

Destrict:

Pajaro Valley Unified

Application No: 50/09790-00-000

District Rep:

Wr. Brelt McFadden

County:

Sarea Cruz

SAB 50-03 New Construction Eligibility Information

New Construction Baseline Eligibility

Grede Level:	K · 6	7-8	9 - 12	Non- Seven	Severe
Established Eligibility:	2873	233	2239	Û	0
SAB Approvals/Adjustments;	516	626	-1256	107	34
Remaining Eligibility:	3391	862	983	107	31

SAS 50-03 Eligibility Document Status/Dates Status. PM Complete Date Signed: 1/25/1999 Date Received: 1/25/1999 5/26/1999 SAB Approval Date:

If you have any questions regarding this information you can contact the assigned Project Manager:

OPSC Project Managert. John Gosvela

Telephone:

(916) 375-4260

E-mail Address:

ighn.couveis@das.ce.gov

View Modernization Eligibility

Project Tracking Home

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### APPENDIX B

### HOUSING DEVELOPMENTS

#### APPENDIX B. HOUSING DEVELOPMENTS

The number of new residential units constructed in the District was compiled from District developer fee collection records. For the recent past, the annual new dwelling units were the following:

2006	176
2007	102
2008	63
2009	28
2010	33
2011	47

Because of the economic slow-down, the number of annual new dwelling units has dropped significantly. Based on the assumption that new residential construction will remain low for several years, the five-year projection of new dwelling units is 200 units.<sup>1</sup>

The construction of 200 new dwelling units will generate only 114 new K-12 students based on a K-12 yield rate of 0.573, but it is emphasized that the calculation of Level 2/3 fees per square foot is independent of the actual number of housing units to be constructed over the next five years.

<sup>&</sup>lt;sup>1</sup> The 2009 study made a five-year projection of 300 new housing units at 1,894 square feet per unit. The 2010 study made a five-year projection of 250 new housing units at 1,794 square feet per unit. This 2012 study, with a five-year projection of 200 new housing units at 1,844 square feet per unit, reflects the on-going economic downturn.

#### DEVELOPER FEE COLLECTIONS<sup>1</sup>

#### SINGLE-FAMILY (SFD)

Period	# Units	Total Square	Level 2 Fee /
		Foot	Square Foot
January - June 2006	44	87,857.00	\$3.72
July - December 2006	132	218,822.00	4.11
January - June 2007	58	102,843.00	4.11
July - December 2007	44	88,366.00	3.57
January - June 2008	41	83,764.00	3.57
July - December 2008	22	39,142.00	4.43
January - June 2009	11	20,217.75	4.43
July - December 2009	17	38,404.00	4.82
January - June 2010	15	25,367.00	4.82
July - December 2010	18	35,753.00	4.78
January - June 2011	28	44,152.00	4.78
July - December 2011	19	41,959.00	5.21
Totals	449	826,646.75	

Average= 1,841

<sup>&</sup>lt;sup>1</sup> Source: District developer fee collection records for new single-family units (SFD), new multi-family units (MF), additions to existing residential units (ADD) and commercial buildings (COM).

#### 2006 DEVELOPER FEE COLLECTIONS

Month	# Units	Total Square Foot	Fee/Square Foot	Total Fee
January	5	13,362	\$3.72	\$49,706.64
February	9	10,453	3.72	38,885.16
March	5	15,316	3.72	56,975.52
April	13	25,293	3.72	94,089.96
May	5	10,454	3.72	38,888.88
June	7	12,979	3.72	48,281.88
Subtotal	44	87,857		326,828.04
July	14	31,958	4.11	131,347.38
August	38	65,778	4.11	270,347.58
September	9	21,504	4.11	88,381.44
October	5	9,760	4.11	40,113.60
November	62	84,022	4.11	345,330.42
December	4	5,800	4.11	23,838.00
Subtotal	132	218,822		\$899,358.42
<b>Totals</b>	176	306,679		\$1,226,186.46
	Average=	1,742		
	O:	ther-Sea View F	Ranch	
Total	29	8,523	3.72	31,703.70
		ADD		
Total	54	52,088		197,896.44
		COM		
Total	34	91,989	0.36/0.42	35,591.88
Grand Total				\$1,491,378.48

# 2007 DEVELOPER FEE COLLECTIONS SFD

Month	# Units	Total	Fee/Square	Total Fee
		Square Foot	Foot	
January	14	26,193	\$4.11	\$107,653.23
February	12	19,701	4.11	80,971.11
March	9	12,007	4.11	49,348.77
April	10	18,806	4.11	77,292.66
May	9	19,827	4.11	81,488.97
June	4	6,309	4.11	25,929.99
Subtotal	58	102,843	eela e nakaasi	422,684.73
July	6	11,514	3.57	41,104.98
August	13	21,460	3.57	76,612.20
September	7	17,429	3.57	62,221.53
October	6	12,678	3.57	45,260.46
November	5	12,084	3.57	43,139.88
December	7	13,201	3.57	47,127.57
Subtotal	44	88,366		\$315,466.62
Totals	102	191,209		\$738,151.35
	Average=	1,875		
		ADD		
Total	52	50,629		196,777.70
		COM		
Total	6	44,694	0.42	18,771.48
Grand Total				\$953,700.53

# 2008 DEVELOPER FEE COLLECTIONS SFD

Month	# Units	Total Square	Fee/Square	Total Fee
		Foot	Foot	
January	8	15,485	\$3.57	\$55,281.45
February	7	11,589	3.57	41,372.73
March	5	10,288	3.57	36,728.16
April	6	11,883	3.57	42,422.31
May	4	9,054	3.57	32,322.78
June	11	25,465	3.57	90,910.05
Subtotal	41	83,764		299,037.48
July	5	8,979	4.43	39,776.97
August	10	17,171	4.43	76,067.53
September	3	7,005	4.43	31,032.15
October	1	1,996	4.43	8,842.28
November	2	2,791	4.43	12,364.13
December	1	1,200	4.43	5,316.00
Subtotal	22	39,142		\$173,399.06
Totals	63	122,906	·	\$472,436.54
	Average=	1,951		
		ADD		
Total	30	30,025		116,465.21
and the same of th		COM		
Total	6	34,504	0.42/0.47	15,080.03
Grand Total				\$603,981.78

# 2009 DEVELOPER FEE COLLECTIONS SFD

Month	# Units	Total Square	Fee/Square	Total Fee
		Foot	Foot	
January	2	1,913	\$4.43	\$8,474.59
March	1	2,437	4.43	10,795.91
April	2	9,150	4.43	40,534.50
June	6	6,717.75	4.43	32,379.56
Subtotal	11	20,217.75		92,184.56
July	5	9,541	4.82	45,987.62
August	6	14,713	4.82	70,916.66
September	2	5,823	4.82	28,066.86
October	2	2,820	4.82	13,592.40
November	2	5,507	4.82	26,543.74
Subtotal	17	38,404		\$185,107.28
Totals	28	58,621.75		\$277,291.84
	Average=	2,094		
		ADD		***************************************
Total	16	14,327		67,781.23
		COM		
Total	5	127,985	0.47	60,152.95
Grand Total				\$405,226.02

# 2010 DEVELPER FEE COLLECTIONS SFD

Month	# Units	Total Square	Fee/Square	Total Fee
		Foot	Foot	
January	2	3,803	\$4.82	\$18,330.46
March	1	1,232	4.82	5,938.24
April	1	1,199	4.82	5,779.18
May	3	7,241	4.82	34,901.62
June	7	8,998	4.82	43,370.36
June 24	1	2,894	4.82	13,833.32
Subtotal	15	25,367		122,153.18
July	1	2,264	4.78	10,821.92
August	3	4,339	4.78	20,740.42
September	3	7,687	4.78	36,743.86
October	4	7,744.75	4.78	37,019.91
November	3	5,592	4.78	26,729.76
December	4	8,127	4.78	39,172.14
Subtotal	18	35,753.75		\$171,228.01
Totals	33	61,121		\$293,381.19
	Average=	1,852		
		ADD		
Total	11	16,369	•	78,771.14
		COM	the state of the s	
Total	5	17,501	0.47	8,225.47
Grand Total				\$380,377.80

# 2011 DEVELPER FEE COLLECTIONS SFD

Month	# Units	Total Square Foot	Fee/Square Foot	Total Fee
March	21	20,382	\$4.78	\$97,425.96
April	2	7,836	4.78	37,456.08
May	2	4,270	4.78	20,410.60
June	2	10,482	4.78	50,103.96
June 24	1	1,182	5.21	6,158.22
Subtotal	28	44,152		\$211,554.82
July	5	15,358	\$5.21	\$80,015.18
August	8	16,862	5.21	87,850.72
September	2	4,196	5.21	21,861.16
October	2	2,660	5.21	13,858.60
November	2	2,883	5.21	15,020.43
Subtotal	19	41,959		\$218,606.09
Totals	47	86,111		\$430,160.91
	Average=	1,832		
ОТН	ER - INTERS	ECTION MINT	O RD/MIEDL A	VE
December	Unknown	87,154	\$5.21	\$454,072.34
		ADD		
January-May	4	1,603	\$4.78	\$10,339.14
June-December	6	5,011	5.21	29,551.12
		COM		
Total	6	26,264	\$0.47	\$12,344.08
	R	EIMBURSEME	NTS	
Total	6	:		(\$29,883.08)
Grand Total				\$906,584.51

# APPENDIX C

### **PUPIL YIELD RATES**

#### APPENDIX C. PUPIL YIELD RATES

Pupil yield rates were calculated in 2012 by a manual address match of 2011-12 students enrolled in the District and building permits issued during the period January 2006 through December 2011. In conducting the yield rate study, building permits were first matched against residence addresses of students and second, where there were no residence addresses given, against mailing addresses, thereby producing the maximum number of matches possible. Approximately 450 students had no residence address, but about 400 of those students did have mailing addresses. The remaining 50 had neither residence nor mailing addresses, with post office boxes being the primary address given.

The yield rates from prior 2009 and 2010 studies and the current 2012 study were the following:

Grades	2009 <sup>1</sup>	2010 <sup>1</sup>	2012 <sup>2</sup>
K-6	0.298	0.342	0.414
7-8	0.088	0.086	0.067
9-12	0.182	0.145	0.138
Total	0.568	0.573	0.619

<sup>&</sup>lt;sup>1</sup> Source: School Facilities Needs Analysis, April 2009 and April 2010, SchoolWorks, Inc.

The pupil yields differed only slightly from 2009 to 2010. For this Needs Analysis, the average of the two prior studies was used.

It should be noted that the State yield rates allowed when using the dwelling unit method on form SAB 50-01 are:

<sup>&</sup>lt;sup>2</sup> Source: Total School Solutions, March 2012

#### **Pupil Yield Rates**<sup>1</sup> Single – Family

	2006	2007	2008	2009	2010	2011	Total
	1	1	Jan-Dec	Jan-Dec	Jan-Dec	Jan-Dec	
<b>Building Permits</b>	176	102	63	28	33	47	449
Grades							
K	14	7	4	0	4	1	30
1	18	7	2	1	1	1	30
2	15	8	5	0	0	0	28
3	14	5	2	0	1	2	24
4	11	7	7	1	2	3	31
5	7	10	6	1	0	0	24
6	8	6	4	0	1	0	19
Subtotal	87	50	30	3	9	7	186
Yield Rate			6 6 6 6 6	200000000000000000000000000000000000000	7 43533		(0.414)
7	9	6	3	0	1	0	19
8	5	1	5	0	0	0	11
Subtotal	14	7	8	0	1	0	30
Yield Rate							(0.067)
9	7	4	5	1	0	0	17
10	10	10	1	0	0	0	21
11	4	6	4	0	0	0	14
12	6	3	1	0	0	0	10
Subtotal	27	23	11	- 1	0	0	62
Yield Rate				3			(0.138)
Total	128	80	49	4	10	7	278
Yield Rate	2.3.3%						(0.619)

<sup>&</sup>lt;sup>1</sup> In conducting a match of building permits and students, both residence and mailing addresses were used and potential errors caused by misspelled addresses were corrected. Building permits for 2011 were included in the data in spite of the fact that many of those residences were not completed and occupied by the 2011-12 school. Because of that fact and the lack of addresses for some students, the resultant yield rates calculated are probably slightly lower than the true yield rates.

### APPENDIX D

SITE ACQUISITION AND DEVELOPMENT COSTS

#### SITE ACQUISITION COSTS

Site purchase costs can vary significantly from site to site within a school district based on land availability, unimproved vs. improved land, prior sales prices and zoning. Before a purchase can be finalized, appraisals must be made and terms and conditions must be agreed upon.

According to information provided by the District for this Needs Analysis update, a purchase price of \$230,000 per acre in the District continues to be reasonable. In the prior two developer fee studies, land costs were estimated at \$250,000/acre (2009) and \$230,000/acre (2010).

In addition to the cost of land, there are support costs associated with the acquisition of land. The Bakersfield City School District prepared an analysis of the various categories of service to be considered during the acquisition process as follows:

#### Estimated Support Costs<sup>1</sup>

Category	K-6	7-8	9-12
Appraisal Fees	\$15,000	\$15,000	\$15,000
Legal Fees	50,000	50,000	50,000
Escrow Fees	30,000	30,000	30,000
CEQA Documentation	7,500	25,000	50,000
Environmental Analysis (DTSC)	25,000	25,000	25,000
Topographic Survey	3,000	6,000	10,000
Traffic Study	6,000	6,000	6,000
Geo-Technical Hazards Report	3,000	6,000	10,000
Total	\$139,500	\$163,000	\$196,000
Inflationary Adjustment (16.92%) <sup>2</sup>	\$163,103	\$190,580	\$229,163

<sup>&</sup>lt;sup>1</sup> Bakersfield City School District 2007-2014 Facilities Plan, June 14, 2006. Cost estimates based on 2006 dollars.

Actual land acquisition support costs can vary depending on local factors at work. While a precise support cost cannot be calculated, the analysis above is reasonable to use.

<sup>&</sup>lt;sup>2</sup> Based on construction cost index for Class B construction for the period January 2006 (1.74) through January 2010 (1.96) totaling 12.64 percent (SAB action on January 27, 2010), plus a 4.28 percent increase from January 2010 to January 2011 (SAB action on January 26, 2011).

State recommended acreages were used to compute total site acquisition costs for the District are as follows:

Grades	Enrollment	State Recommended Acreage	
K-6	600	11.0	
7-8	900	25.0	
9-12	1,601-1,800	44.5	

Grades	Acres	Cost/Acre	Total
K-6	11.0	\$230,000	\$2,530,000
7-8	25.0	\$230,000	\$5,750,000
9-12	44.5	\$230,000	\$10,235,000

**Total Site Acquisition Cost** 

Grades	Acres	Land	Support	Total Cost	Total Cost/Acre
K-6	11.0	\$2,530,000	\$163,103	\$2,693,103	\$244,828
7-8	25.0	\$5,750,000	\$190,580	\$5,940,580	\$237,623
9-12	44.5	\$10,235,000	\$229,163	\$10,464,163	\$235,150

#### SITE DEVELOPMENT COSTS<sup>1</sup>

Site development costs cannot be precisely calculated because of many variables at work, such as whether off-site utilities and streets are available, site conditions (substrata rocks, clean-up requirements, etc.), site slope/cuts/fills, etc. However, reasonable estimates of site development costs per acre can be prepared from local experience and architect estimates.

Planning and construction costs for the two examples from the Manteca Unified School District – Mossdale Elementary School and Lathrop High School – summarize local costs, as shown in the table. Based on the assumption that 25 percent of total planning and construction costs go to site development, the site development cost analysis presents the following conclusions:

Category	Mossdale Elementary	Lathrop High
Acreage	16.0	50.0
Student Capacity	K-5 525, 7-9 459	9-12 1,566
Site Development/Acre	\$380,410	\$305,023

To verify the reasonableness of the above data, architectural estimates prepared for the Bakersfield City School District were used for comparison purposes. The conclusions from the Bakersfield estimates were K-6 site development costs of \$348,380/acre and 7-8 site development costs of \$335,177/acre, thereby confirming the reasonableness of the above data.

For the District, the following site development costs per acre will be used:

K-6	\$427,611
7-8	\$392,072
9-12	\$305,023

<sup>&</sup>lt;sup>1</sup> There was a 3.76 percent increase in the Class B construction cost index from January 1, 2011 to January 1, 2012, which should theoretically result in a 3.76 percent increase in site development cost. However, the bidding climate also impacts construction costs, so for the purpose of this study, site development costs for K-6 and 7-8 schools were based on actual recent bids in the Bakersfield City School District and 9-12 costs were inflated by 3.76 percent.

#### PLANNING AND CONSTRUCTION

	Mossdale	Lathrop
Category	Elementary	High
Architect/Engineering Fees	\$1,263,612	\$2,921,155
DSA/CDE Fees	113,375	333,334
Consultants	15,151	118,735
Subtotal Planning	\$1,392,138	\$3,373,224
Construction	\$21,894,668	\$54,741,454
Inspections	149,855	378,042
Tests	2,237	227,169
Labor Compliance	25,125	74,155
Subtotal Construction	\$22,071,885	\$55,420,820
Total Planning & Construction	\$23,464,023	\$58,794,044
Furniture & Equipment	400,474	853,236
Grand Total	\$23,864,497	\$59,647,280
Estimated Cost Split		
Site Development (25%)	\$5,866,006	\$14,698,514
Construction (75%)	16,598,017	44,095,544
Subtotal	\$22,464,023	\$58,794,058
Furniture & Equipment	400,474	853,236
Grand Total	\$22,864,497	\$59,647,294
Site Acreage	16.0	50.0
Site Development/Acre	\$366,625	\$293,970
Inflationary Adjustment (3.76%)	\$380,410	\$305,023

### CONSTRUCTION COSTS<sup>1</sup>

## **Site Development**

	K-6	7-8
Utility Services	\$100,000	\$100,000
Off-Site Development	\$100,000	\$175,000
Service Site Development	\$1,950,000	\$3,000,000
General Site Development	\$1,336,640	\$1,918,700
Fees/Reports/Testing & Inspection (25%)	\$386,895	\$539,745
Total Site Development	\$3,873,535	\$5,733,445
Inflationary Adjustment (16.92%) <sup>2</sup>	\$4,528,937	\$6,703,544
Site Development/Acre <sup>3</sup>	\$348,380	\$335,177

# Building Construction

	K-6	7-8
Building Construction (New)	\$10,766,400	\$15,354,000
Built-In Equipment & Technology	\$550,000	\$733,000
Contingency	\$735,152	\$1,055,285
Fees/Reports/Testing & Inspection (75%)	\$1,160,685	\$1,619,233
Total Building Construction	\$13,212,237	\$18,761,518
Inflationary Adjustment (16.92%) <sup>2</sup>	\$15,447,747	\$21,935,966

## Furniture and Equipment

Movable Furniture & Equipment	\$500,000	\$500,000
Total Construction Cost	\$20,476,684	\$29,139,510

<sup>&</sup>lt;sup>1</sup> Bakersfield City School District's 2007-2014 Facilities Plan, June 14, 2006. Cost estimates based on 2006 data.
<sup>2</sup> Based on construction cost index for Class B construction for the period January 2006 through January 2011

totaling 16.92 percent (SAB action on January 26, 2011).

<sup>&</sup>lt;sup>3</sup> Based on District planned acreage: 13 acres for K-6 school and 20 acres for 7-8 school.

## UPDATED CONSTRUCTION COSTS BAKERSFIELD CITY SCHOOL DISTRICT

	<b>Estimated Costs</b>		Actual Bids <sup>1</sup>		
Category	K-6	7-8	K-6	7-8	
Site Development	\$4,528,937	\$6,703,544	\$5,558,949	\$7,841,434	
	(22.1%)	(23.0%)	(22.1%)	(23.0%)	
Site Development/Acre <sup>2</sup>	\$348,380	\$335,177	\$427,611	\$392,072	
Construction Costs and F&E	\$15,947,747	\$22,435,966	\$19,594,665	\$26,251,758	
	(77.9%)	(77.0%)	(77.9%)	(77.0%)	
<b>Total Construction Cost</b>	\$20,476,684	\$29,139,510	\$25,153,614	\$34,093,192	

 $<sup>^{1}</sup>$  Actual total bid costs included construction costs, soft costs and 4 percent contingency. The estimates for site development costs based on actual total construction costs were based on the percentages for the estimated costs.  $^{2}$  Based on 13 acres for K-6 school and 20 acres for 7-8 school.

## APPENDIX E

Senate Bill 50 and School Facility Fees A Report Prepared by C.A.S.H.'s Legal Advisory Committee

## Senate Bill 50 and School Facility Fees

## A Report Prepared by C.A.S.H.'s Legal Advisory Committee

#### Introduction

On August 27, 1998, the Governor signed into law Senate Bill 50 (Greene) ("SB 50"), the Leroy F. Greene School Facilities Act of 1998, which is identified as Chapter 407, Statutes of 1998. SB 50 placed a \$9,200,000,000 State bond measure on the ballot at the November 3, 1998 election ("Proposition 1A"). The effectiveness of many of SB 50's provisions was contingent on the passage of Proposition 1A. Now that Proposition 1A has passed, SB 50 is fully operative.

SB 50 imposes new limitations on the power of cities and counties to require mitigation of school facilities impacts as a condition of approving new development and suspends--or perhaps even repeals--the series of cases known as "Mira/Hart/Murrieta". However, it also authorizes school districts to levy statutory developer fees at levels which may be significantly higher than those previously permitted, although school districts must follow a new--and more stringent--set of rules to do so.

The purpose of this report is to discuss the limitations imposed by SB 50 on the local development review process and the new developer fee rules that are now in place following the approval of Proposition 1A. It is not the purpose of this report to discuss the bill's impacts on the State school funding process, the proposed allocation of funds from the State general obligation bonds approved at the November election, the bill's affordable housing provisions, or other sections not directly related to the development mitigation process.

This report was produced by C.A.S.H.'s Legal Advisory Committee. This is a new committee which grew out of a "Developer Fee Technical Subcommittee" organized to review SB 50 and assist the Board and C.A.S.H. members in responding effectively to its challenges and opportunities. Among the attorneys who assisted in the preparation of the materials used in this report were:

- Alex Bowie, Bowie, Arneson, Wiles & Giannone
- Priscilla Brown, Miller Brown & Dannis
- Addison Covert, Kronick, Moskovitz, Tiedemann & Girard
- Dean Derleth, Best, Best & Krieger
- Harold Freiman, Lozano Smith
- Steve Hartsell, Schools Legal Service
- Bill Kadi, Jones Hall
- Susanne Reed, School & College Legal Services
- Lysa Saltzman, Best Best & Krieger
- Wendy Wiles, Bowie, Arneson, Wiles & Giannone

In addition, the following non-attorneys were of invaluable assistance to the "Developer Fee Technical Subcommittee":

· Rob Corley, Rob Corley Consultant

- Tom Duffy, Superintendent, Moorpark USD
- Richard Recht, Schoolhouse Economists & Planners.

One of the first important tasks of the Subcommittee was to determine what to call the "alternate fees" authorized by SB 50. This task was not such an easy one, since it was not entirely clear as to whether the bill is authorizing two new fees or just higher levels for existing fees. After some discussion, the Subcommittee agreed upon the following terminology which will be used in this report:

The current statutory fees (currently limited to \$1.93) will be described as "General School Facilities Fees." These fees may also be described as "Level 1 Fees."

The higher fee amount authorized pursuant to Government Code Section 65995.5 (nominally 50 percent of construction cost) will be described as "Alternate School Fees per Government Code Section 65995.5." These fees may also be described as "Level 2 Fees."

The even higher fee amount authorized pursuant to Government Code Section 65995.7 (nominally 100 percent of construction cost) will be described as "Alternate School Fees per Government Code Section 65995.7." These fees may also be described as "Level 3 Fees."

This report is divided into six sections as follows:

Section 1: Suspension/Repeal of Mira/Hart/Murrieta

**Section 2: Transition Rules** 

**Section 3: The New School Facility Fees** 

**Section 4: The Needs Analysis** 

Section 5: Glossary

The information and materials in this report represent the committee members' current understanding and analysis of SB 50. Because this legislation is both so recent and so complex, the committee members' interpretations of the statute are still evolving. Anticipated clean-up legislation and possible court decisions in the future may also affect those interpretations. In addition, the information in this report is necessarily general, and its application to a particular set of facts and circumstances may vary. For each of these reasons, the information and materials in this report do not constitute legal advice and it is recommended that school districts consult with their own legal counsel prior to acting on any of the information in this report.

If you have any questions, comments, or suggestion regarding this report please feel free to contact Steve Hartsell 661/636-4599.

#### Section 1

## Suspension/Repeal of Mira/Hart/Murrieta

- A. The 1986 Legislation. The School Facilities Law of 1986 authorized school districts to levy development fees to fund school facilities. Under this scheme, the maximum amount that could be levied was \$1.50 per square foot for residential development and \$0.25 per square foot for commercial and industrial development. (With inflation adjustments, these rates had risen to \$1.93 and \$0.31 in 1998.) The 1986 law appeared, on its face, to prohibit municipalities to levy fees in excess of the statutory maximum amounts to fund schools or to deny requests for development approvals on the basis of inadequacy of school facilities.
- **B.** Judicial Interpretation. In a series of appellate decisions known as "Mira/Hart/Murrieta", however, the courts found a way around the limitations of the 1986 law. In Mira Development Corp. v. City of San Diego ("Mira"), 205 Cal. App. 3d 1201 (1988); William S. Hart Union High School District v. Regional Planning Commission ("Hart"), 226 Cal. App. 3d 1612 (1991); and Murrieta Valley Unified School District v. County of Riverside ("Murrieta"), 228 Cal. App. 3d 1212 (1991), the courts held that the limitations of the School Facilities Law of 1986 only applied to municipalities when they made adjudicative decisions (such as approvals of parcel maps, use permits, and building permits) but not when they made legislative decisions (such as general plan amendments, zoning changes, and development agreements). The courts held that, when a municipality made a legislative decision concerning land use, it could consider the impacts of that decision on school facilities and could condition its approval on mitigation measures, even if the mitigation measures exceeded the limits of what school districts could require on their own.

Mira/Hart/Murrieta allowed cities and counties to use their legislative power over land use (a part of what is called their "police power") to assist school districts by requiring developer fees, land dedications, or other measures to fully mitigate the impacts of development on school facilities. In addition to exercising their police powers to control land development, municipalities have a duty to assess and mitigate the environmental effects of development under the California Environmental Quality Act (CEQA) (Public Resources Code Sections 21000 et seq). Prior to the passage of Proposition 1A, Government Code Section 65996 prohibited local agencies to deny approval of a "project" on the basis of the adequacy of school facilities. The Murrieta case interpreted the term "project" to again limit the application of this rule to adjudicative decisions, thereby allowing mitigation measures under CEQA for school facilities pursuant to legislative acts.

C. Repeal of Mira/Hart/Murrieta. In essence, SB 50 completely relieves cities and counties of the power to require development fees or other exactions in excess of the statutory maximum amounts to help fund school facilities. SB 50 amends Government Code Section 65995(a) to provide that only those fees expressly authorized by Education Code Section 17620 (discussed below) or Government Code Sections 65970 and following (the old interim facilities fees) may be levied or imposed in connection with or made conditions of any legislative or adjudicative act by a local agency involving planning, use, or development of real property. Subdivision (h) of section 65995 declares that the payment of the development fees authorized by Education Code Section 17620 is "full and complete mitigation of the impacts of any legislative or adjudicative act . . . on the provision of adequate school facilities." Section 65995(i) prohibits an agency from

denying or refusing to approve a legislative or adjudicative act involving development "on the basis of a person's refusal to provide school facilities mitigation that exceeds the amounts authorized [by SB 50]."

As with the limitations on the police power in Government Code Section 65995, SB 50 makes its limitations on a city's or county's power under CEQA to mitigate school facilities impacts applicable to both adjudicative and legislative decisions. The new version of Government Code Section 65996 also recites that the development fees authorized by SB 50 are deemed to be "full and complete school facilities mitigation" for the purposes of CEQA or for any other reason. A local agency may not deny approval of a legislative or adjudicative action under CEQA relating to real estate development on the basis of the inadequacy of school facilities.

- **D.** Restoration of Power to Deny Legislative Approvals. If at a statewide election in 2006 or thereafter, a statewide general obligation measure for school facilities is submitted to the voters and the measure is not approved, Government Code Section 65996 would become inoperative and the provisions of Section 65997 would go into effect. Section 65997(d) provides that "notwithstanding any other provision of law [which would include Section 65995(i)], a public agency may refuse to approve a legislative act" involving property development on the basis that school facilities are inadequate. While Section 65997 would permit a complete denial of a legislative development approval, it still would prohibit a public agency to require payment of "a fee, charge, dedication, or other financial requirement" in excess of those authorized by SB 50 as a condition of approval. It would also prohibit a public agency from denying, pursuant to CEQA, approval of a project on the basis of the adequacy of school facilities.
- **E.** The Effects of SB 50 on Mello-Roos Districts. SB 50 forbids requiring the use of the Mello-Roos financing for schools as a condition of approval of any legislative or adjudicative action. A person's refusal to participate in a Mello-Roos school funding program may not be taken into account when considering any legislative or adjudicative action relating to land development. If a person voluntarily participates in a Mello-Roos program approved by landowner vote, the present value of the taxes to be paid are to be calculated as an amount per square foot of assessable space and credited against any developer fee liability.

Mello-Roos taxes may still be used to make new development bear more of the costs that it imposes on school districts. To comply with SB 50 however, the taxes would need to be approved by two-thirds of the registered voters within the boundaries of a Mello-Roos district created by the school district (which could include the entire school district territory). Because the tax is approved by registered voters rather than landowners, the amount of the tax is not an offset to developer fees (although it would be taken into account in the justification studies done for the developer fees). It may also be possible for a school district to propose to its voters that they approve a Mello-Roos tax that is levied on any property that receives approval for development that will lead to increased enrollment on the theory that the tax is not a condition to the approval of development; it is a consequence of that approval.

**F. Site Designation.** SB 50 severely limits cities' and counties' consideration of school facilities issues in the land use approval process, but one section of the new law preserves the traditional power of cities and counties to use the general plan and zoning to reserve areas for schools. New Section 65998 of the Government Code states that nothing in SB50 shall be interpreted to "limit or prohibit the authority of a local agency to reserve or designate real property for a school site."

While a city or county may not ask a developer to donate land for a school site in exchange for a development approval, a municipality retains its general authority to designate and zone an area for a school and thereby prohibit other types of development in that area, even if the owner of the property wishes to develop it in another way. School districts should be aware, however, that, if a district does not immediately purchase the property and the designation as a school site eliminates the owner's ability to make economic use of the property, the owner may have a claim against the city or county that made the site designation for compensation for a temporary regulatory taking.

#### Section 2

#### **Transition Rules**

- **A.** Introduction. Senate Bill 50 contains certain permanent and temporary exceptions to its limitations on mitigation requirements and the application of the enhanced developer fees to projects that are in the development pipeline. These exceptions are sometimes referred to as "grandfather" provisions. These exceptions fall into four categories, as follows:
- **B.** Permanent Exception for Pre-1987 Contracts. Any residential construction that is subject to a contract (such as a development agreement or a memorandum of understanding) entered into between a person and a school district, city or county, on or before January 1, 1987, that requires payment of a fee, charge, or dedication for school facilities mitigation is not subject to the provisions of Education Code section 17620 (the basic fee authorization) nor to SB 50's new fee provisions and suspension of *Mira/Hart/Murrieta*.
- C. Permanent Exception for Pre-November 4, 1998 Contracts. Any construction that is subject to a contract (such as a development agreement or a memorandum of understanding) entered into between a person and a school district, city or county, after January 1, 1987, but before November 4, 1998, that requires payment of a fee, charge, or dedication for school facilities mitigation shall not be affected by any of the provisions of SB 50.
- D. Temporary Exception for Construction Subject to Condition Pre-November 4, 1998. Any construction that is not subject to a contract (as described above) but that is carried out on real property for which residential development was made subject to a condition relating to school facilities imposed by a state or local agency in connection with a legislative act approving or authorizing the residential development of the property after January 1, 1987, but before November 4, 1998, shall be required to comply with the condition, until January 1, 2000. On and after January 1, 2000, such construction may not be subject to a fee, charge, dedication, or other requirement exceeding the fee limits imposed by SB 50.
- E. Temporary Exception for Construction Receiving Building Permit Prior to January 1, 2000. Any construction that is neither the subject of a contract nor conditioned in the manner described in paragraph C above may not be charged more than the \$1.93 per square foot residential fee and \$0.31 per square foot commercial or industrial fee authorized by Government Code Section 65995, if such construction:
  - 1. Received a tentative map, development permit or conditional use permit before November 4, 1998, and
  - 2. Received a building permit prior to January 1, 2000.

Any construction not meeting these requirements is subject to the increased alternative fees authorized by new Government Code Sections 65995.5 and 65995.7. It should be kept in mind that this exception only applies to the specific construction authorized by the qualifying building permit. In other words, issuance of a building permit for residential construction in a tract prior to January 1, 2000 does not exempt construction in the remainder of the tract – only the construction on the lot for which the permit was issued.

#### Section 3

#### The New School Facility Fees

- A. Introduction. SB 50 provides authority for three different levels of fees. Education Code Section 17620 provides the basic authority for school districts to levy fees against construction for the purpose of funding construction or reconstruction of school facilities, subject to limits set forth in Government Code Section 65995. Prior to SB 50, Section 65995 limited those fees to an inflation-adjusted \$1.93 for residential construction and an inflation-adjusted \$0.31 for commercial or industrial construction. SB 50 modified Section 65995 to provide, in addition to those "Level 1 Fees", higher fees on new residential construction pursuant to Government Code Sections 65995.5 and 65995.7. At the end of this section is a chart which graphically summarizes the development fee process under SB 50.
- B. Level 1 Fees (Govt. Code §65995). SB 50 does not affect the levying of Level 1 Fees. A school district may continue to levy these fees as long as the school district's development Fee Justification Study (as required by Ed. Code §17621 and Govt. Code §6600 1) justifies them.

(Note: Although it is understood that SB 50 was not intended to have any effect on what are now referred to as Level 1 Fees, Government Code Section 65995.5(f) could be interpreted as requiring that all development fees, including those collected on residential additions and commercial or industrial construction be spent solely on facilities necessitated by students generated from new residential construction. C.A. S.H. expects that this issue will be resolved in future clean-up legislation.)

## C. Level 2 Fees (Govt. Code § 65995.5).

a. Governing board makes a "timely application" to the SAB for new construction funding for which it is eligible and is determined by SAB to meet the eligibility requirements for new construction set forth in Education Code Sections 17071.10 et seq. and § 17071.75 et seq. (Govt. Code §65995.5(b)(1) A school district which submits an application to determine its eligibility is deemed eligible if the SAB fails to notify the district within 120 days of receipt of the application.

The committee believes that the only "application" referred to in Section 65995.5(b)(1) is SAB 50-03 which is used to request an eligibility determination based on the information in Forms SAB 50-01 and SAB 50-02. (See SAB Emergency Regulations ("E.R.") §§1859.20 and 1859.50) However, we understand that the building industry may believe that the "application" referred to in the first sentence of Section 65995.5(b)(1) is actually SAB 50-04 by which a district requests funding for a specific project.

In order to preclude any legal challenge on this issue, the committee suggests that districts consider filing an SAB Form 50-04 for at least one project concurrently with their filing of SAB Forms 50-01, 50-02, and 50-03, or as soon as possible thereafter. Although the SAB requires that the Division of State Architect ("DSA") must have approved the plans and specifications for the project for which funding is sought, it should be kept in mind that a qualifying SAB Form 50-04 could be filed (and funding requested) for a single relocatable structure.

- b. Satisfy at least 1 of the 4 requirements listed below until Jan. 1, 2000 and then on and after Jan. 1, 2000 satisfy 2 of the 4 following requirements: (Govt. Code §65995.5(b)(3))
- (1) Multi Track Year Round Education (MTYRE) Requirement
- (a) Have at least 30% of K- 6 enrollment in high school attendance area of growth on MTYRE for unified and elementary school districts; (Govt. Code §65995.5(b)(3)(A))

or

(b) Have at least 30% of high school district enrollment on MTYRE; (Govt. Code §65995. 5(b)(3)(A)(i))

or

- (c) Have at least 40% of K-12 enrollment within the boundaries of the high school attendance area for which the district is applying for funding on MTYRE (Govt. Code §65995.5(b)(3)(A)(ii))
- The district has placed a local bond measure on the ballot in the past 4 years which received at least 50% plus 1 of the votes (Govt. Code §65995.5(b)(3)(B))
- (3) The district meets one of the following criteria (Govt. Code §65995.5(b)(3)(C)):
- (a) The district has issued debt or incurred obligations for capital outlay equal to 15% of local bonding capacity including indebtedness repaid from:
  - (i) property taxes
  - (ii) parcel taxes
  - (iii) the district's general fund
  - (iv) special taxes levied by cities, counties and special districts, approved by a twothirds vote of the qualified electors pursuant to Art.XII A §4 of the California Constitution
  - (v) special taxes levied pursuant to the Mello-Roos Community Facilities Act of 1982 that are approved by a <u>vote of registered voters</u>
  - (vi) special taxes levied pursuant to the Mello-Roos Community Facilities Act of 1982 that are approved by a <u>vote of landowners prior to Nov. 4, 1998</u>
  - (vii) revenues received pursuant to the Community Redevelopment Law (i.e.; pass-through funds, tax increment funds)

- (b) The district has issued debt or incurred obligations for capital outlay equal to 30% of local bonding capacity including indebtedness repaid from:
  - (i) property taxes
  - (ii) parcel taxes
  - (iii) the district's general fund
  - (iv) special taxes levied by cities, counties and special districts, approved by a twothirds vote of the qualified electors pursuant to Art.XII A §4 of the California Constitution
  - (v) special taxes levied pursuant to the Mello-Roos Community Facilities Act of 1982 that are approved by a <u>vote of registered voters</u>
  - (vi) special taxes levied pursuant to the Mello-Roos Community Facilities Act of 1982 that are approved by a vote of landowners after Nov. 4, 1998
  - (vii) revenues received pursuant to the Community Redevelopment Law (i.e.; pass-through funds, tax increment funds)
- (4) At least 20% of teaching stations per Ed. Code § 17071.25 within the district are relocatable classrooms (Govt. Code §65995. 5(b)(3)(D)).
- (c.) Adopt Needs Analysis in accordance with Govt. Code §65995.6 (Govt. Code §65995.5 (b) (2)). See Section 4.
- 2. Calculation of Level 2 Fee
- a. See Govt. Code §65995.5(c): The number of unhoused students identified in the Needs Analysis, <u>multiplied</u> by the regular grant amount per each grade level, plus the sum of site acquisition and development costs, less local funds "dedicated" by the governing board, for school facilities necessitated by new construction, <u>divided by</u> the projected total square footage of residential units anticipated to be constructed during the next 5 years
- (1) Site acquisition costs are limited to 50% and site development costs cannot exceed two times the amount funded by the SAB (Govt. Code §65995.5(h) and Ed. Code § 17072.12)
- (2) Local funds are all funds dedicated by the governing board to provide facilities necessitated by new construction, including commercial and industrial fees (Govt. Code §65995.5(c)(2)).

Refer to Annual and Five Year Developer Fee Reports required per Govt. Code §§66001 and 66006 to identify "dedicated" funds.

- (3) Projected square footage shall be determined by information from the city or county where the new residential units are anticipated to be constructed or by a market report prepared by an independent third party.
- (4) The regular grant amount is a per- unhoused pupil grant that excludes the cost of interim housing, central administration, and other site specific facilities, therefore state funding received will be less than the amount required to provide adequate facilities and developer fees will most likely be necessary to satisfy the deficiency.
- 3. Elementary and High School Districts that split developer fees (Ed. Code § 17623) must each satisfy the requirements to levy the Alternative Statutory Fee described above (Govt. Code §65995.5(d)).
- 4. Level 2 Fee may be used only to finance the school facilities identified in the Needs Analysis as required to accommodate students generated from new residential construction (Govt. Code §65995.5(f)). The amount of the district's share of the Level 1 Fee will be deducted from the Level 2 Fee to determine the amount of funds available to spend on administrative costs.

## D. Level 3 Fees (Govt. Code §65995.7).

- 1. Requirements to levy the Level 3 Fee
  - a. State funding is not available (Govt. Code §65995.7(a)).
    - (1) The SAB is no longer approving apportionments for new construction per Ed. Code §17072.20 due to lack of funds and the SAB has notified the Secretary of the Senate and the Chief Clerk of the Assembly, in writing, of the determination that funds are no longer available.
    - (2) E.R. § 1859.91 provides that the SAB "shall declare that state funds are insufficient when" the grant requests that are ready for apportionment exceed the amount of state funds available. This declaration serves as the mechanism for the SAB to notify the Legislature for purposes of the Level 3 Fee.
  - b. School District has adopted the Level 2 Fee per 65995.5.

#### 2. Calculation of Level 3 Fee

- a. Add the full amount of local funds dedicated by the district to provide school facilities to accommodate students generated from new growth, including commercial/industrial fee to the Level 2 Fee amount (Govt. Code §65995.7(a)).
- b. The maximum total fee that may be levied on new residential construction is equal to the sum of the amount in a, and the Level 2 Fee.

- 3. Level 3 Fee may be used only to finance the school facilities identified in the Needs Analysis as required to accommodate students generated from new residential construction (Govt. Code §65995.5(f)). The amount of the district's share of the Level 1 Fee will be deducted from the Level 3 Fee to determine the amount of funds available to spend on administrative costs.
- 4. Reimbursement Election (Govt. Code §65995.7(b)(c) & (d))
  - a. Statutory Reimbursement: the governing board may offer a "reimbursement election" to the developer providing for a reimbursement of the difference between the Level 2 Fee and the Level 3 Fee, less any amount expended for interim facilities, to the extent such state funding is subsequently received by the district (Govt. Code §65995.7(b))/
    - (1) If the district offers a "reimbursement election" pursuant to Govt. Code §65995.7 (b), the developer has the option to apply the reimbursement "on a tract or lot basis".
    - (2) If the district offers a "reimbursement election" pursuant to Govt. Code §65995.7 (b), reimbursement of available state funds must be made within 30 days of receipt of such funds by the district.
    - (3) Currently, the developer would receive the reimbursement, even if the cost of the school fees was passed through to the home owner.
  - b. Negotiated Reimbursement: the governing board may offer the developer an opportunity to negotiate an alternative reimbursement agreement mutually agreeable to both parties, without adhering to the requirements above (Govt. Code §65995.7(c)). The governing board may provide in the written agreement that the rights granted by the "reimbursement election" are assignable (Govt. Code §65995.7(d)).
  - c. Every reimbursement, whether statutory or negotiated, should be memorialized in writing, in the form of a mitigation agreement.
  - d. If the district fails to offer a reimbursement election or enter into a mitigation agreement, the amount of state funding subsequently received shall be reduced by the difference between the Level 2 Fee and the Level 3 Fee, less any amount expended for interim facilities (Ed. Code §17072.20(b); Govt. Code § 65995.7(b)).

It is possible that a district will offer a reimbursement election to a developer who then refuses or denies such election. In such case, the district must document in writing the district's offer for a reimbursement election and the developer's refusal/denial of the reimbursement to prevent any future reduction in state funding by the SAB.

The draft emergency regulations have been revised so that the reduction in the regular grant amount for failure to offer a reimbursement election applies to only the Level 3 Fees collected

from residential units to be served by the facilities associated with the new construction grant (E.R. § 1859.77)

E. Accounting for Level 1, Level 2, and Level 3 Fees. Because each of the fees discussed above are subject to different restrictions and conditions, districts should segregate the money attributable to each type in different funds, accounts, or sub-accounts. For example, if a unified district is levying a Level 2 fee of \$2.50 per square foot, \$1.93 should be deposited in one fund, account, or sub-account with the difference between \$1.93 between \$2.50 (i.e., \$0.57) being deposited in another; if that same district is levying an additional \$2.75 Level 3 fee when the state is out of money, that amount should be deposited in yet another fund, account, or sub-account.

#### **Section 4**

#### The Needs Analysis

**A. Introduction.** In order for a school district to levy the fee under Government Code Section 65995.5 or 65995.7, the district must have completed a Needs Analysis. Even though the Needs Analysis is similar to the Fee Justification Study required under Government Code sections 66000 et seq. (sometimes referred to as the AB 1600 requirements), these are separate legal requirements. The elements of the Fee Justification Study are listed in Government Code Section 66001 and the elements of the Needs Analysis are listed in Section 65995.6.

As a practical matter, the Fee Justification Study may be combined with the Needs Analysis into a single document, so long as the document contains all of the elements for both studies. In any case, the Needs Analysis can (and probably should) include information on the cost of school facilities based on school district standards and not just those based on SB 50 amounts for State Funding. This might include interim classrooms, central administration and support. Although these costs cannot be the basis for calculating the amount of the Alternative School Fees, they are appropriate to demonstrate that levying the Level 2 and Level 3 fees would be in compliance with statutory and case law governing fees and to provide the public with information regarding the true cost of school facilities needed to serve students coming from new residential development.

A school district should involve at an early date an attorney experienced in school facility fees. Whether the district can do some or all of the work required for a legally adequate Needs Analysis depends on time and expertise available. If the district will need outside assistance, it should consider getting more than one proposal, as costs, content and quality are factors to consider. Districts may want to consult with their legal counsel about contracting for consultant services through legal counsel to preserve the attorney-client privilege on all work product and communications regarding the calculation of the Level 2 and Level 3 Fees, as well as preparation of the Needs Analysis in the event there is future litigation over the sufficiency of the Needs Analysis or the collection of the Level 2 and Level 3 Fees.

### B. Preparation of Needs Analysis.

1. Districts should prepare a preliminary estimate of eligibility under the new School Facilities Program (SFP) using the guidance of the emergency regulations and SAB Forms. Participation in the SFP is a prerequisite to levying the Level 2 and Level 3 Fees, therefore, districts must confirm eligibility in the SFP prior to completing the Needs

Analysis.

- 2. Districts should conduct a cursory calculation of the Level 2 Fee to determine if it exceeds \$1.93 per square foot of residential construction (i.e.; greater than the Level 1 Fee)
- 3. Districts should conduct a preliminary review of the requirements to collect the Level 2 fee to determine if the district can satisfy at least 1 of the 4 requirements until January 1, 2000
- 4. If items 1-3 above are positive, the district should:
  - a. If it has not already done so, complete the requirements to obtain an eligibility determination from SAB. (Once eligibility for the SFP has been confirmed by the SAB, the District may which to consider adopting a resolution to that effect for purposes of the Needs Analysis.)
  - b. If it has not already done so, submit an application for new construction funding under the SFP. See Section 3, Para. C.1.a.
  - c. Prepare the Needs Analysis.

## C. Content of Needs Analysis (Govt. Code §65995.6(a) & (b))

- 1. Projection of the number of unhoused pupils generated by new residential units based upon the historical student generation rates of new residential units constructed during the previous five years and upon relevant planning agency information that may modify the historical figures.
- 2. Calculation of existing school building capacity per Ed. Code § 17071.10 et seq. (Note: For purposes of eligibility under the SFP, the calculation set forth in these code sections is made on a "one-time basis" and then updated per Ed. Code §17071.75 et seq. For purposes of Level 2 and Level 3 Fees, this calculation must be made without reference to per Ed. Code § 17071.75 et seq.
- 3. Identification and consideration of each of the following:
  - a. Any surplus property owned by the district that can be used as a school site or that is available for sale to finance school facilities.
  - b. The extent to which projected enrollment may be accommodated by excess capacity in existing facilities.
  - c. Local sources other than fees, charges, dedications, or other requirements imposed on residential construction available to finance the construction or reconstruction of

school facilities need to accommodate any growth attributable to the construction of new residential units.

- 4. Identification of school facilities to be constructed to accommodate new growth. Compare proposed facilities with Annual and Five Year Developer Fee Reports to ensure consistency.
- 5. Explanation of the reasonable relationship between the Level 2 and Level 3 Fees and the impact of new residential development (i.e.; nexus requirement). This may involve a calculation of cost to provide new school facilities identified in 4. above based on governing board policies and school district standards, including all costs for interim housing and central administration and comparison of this cost with that calculated per Govt. Code §65995.5(c)(1).

## D. Procedure of Adopting Needs Analysis (Govt. Code §65995.6(c))

- 1. Have final Needs Analysis available for public review and comment 30 days prior to public hearing.
- 2. Provide Needs Analysis to city/county for review and comment 30 days prior to public hearing.
- 3. Publish notice of time and place of public hearing including location and procedure for requesting a copy of the Needs Analysis at least 1 time in a newspaper of general circulation at least 30 days prior to the public hearing. (Govt. Code §65995.6(d)).
- 4. Mail Needs Analysis at least 30 days prior to the public hearing to any person who has made a written request at least 45 days before the public hearing for a copy of the Needs Analysis.
- 5. Prior to adoption of the Needs Analysis at the public hearing, the governing board must respond to any written comments received. There is no legal requirement for this response to be in writing, and a district could respond to any written comments orally at the public hearing.
- 6. Conduct a public hearing and adopt Needs Analysis by resolution of the governing board.
- 7. File Notice of Exemption under CEQA with local County Clerk and post copy in District office for 30 days.

Note: Govt. Code §65995.6(g) provides that CEQA "may not" apply to the adoption of the Needs Analysis whereas Ed. Code § 17621 specifically exempts the adoption of the Fee Justification Study from CEQA. Although the committee believes that this language is intended to exempt the adoption of the Needs Analysis from CEQA, districts should consult with legal counsel as to the necessary CEQA requirements prior to adopting the Needs Analysis.

## E. Effective Date of the Alternative School Fees (Govt. Code §65995.6(f))

- 1. The Level 2 Fee and the Level 3 Fee are effective immediately upon adoption of the resolution by the governing board.
- 2. The Alternative School Fees (Level 2 and Level 3 Fees) supported by the Needs Analysis are valid for 1 year and may be revised at any time.

#### Section 5

#### Glossary

Alternate School Fees School facilities fees permitted pursuant to Government Code Section 65995.5 (Level 2 Fee) and 65995.7. (Level 3 Fee)

CDE California Department of Education

CEQA California Environmental Quality Act (Public Resources Code

Section 21000 et. seq.)

CFD Community facilities district formed pursuant to the Mello-Roos

Community Facilities Act of 1982, Government Code Section 53311. Condition of Approval A condition adopted by a city or county requiring certain action by a developer/property owner to mitigate

impacts on school facilities prior to project approval

DSA Division of State Architect

E.R. Emergency Regulations adopted by the State Allocation Board

Fee Justification Study Study adopted by Governing Board justifying the collection of the

Level 1 Fees and establishing the nexus for the Level 1 Fees

General School Fees School facilities fees collected pursuant to Education Code Section

17620 and Government Code Section 65995, also referred to as "Level 1 Fees," currently in the amount of \$1.93 per square foot of new residential construction and \$0.31 per square foot of new

commercial construction

Level 1 Fee The general school fee collected pursuant to Education CodeSection

17620 and Government Code Section 16995, currently in the

amount of \$1.93 per square foot for new residential construction

Level 2 Fee The alternative school fee collected pursuant to Government Code

Section 65995.5

Level 3 Fee The alternative school fee collected pursuant to

Government Code Section 65995.7 collected only when the State Allocation Board is no longer approving apportionments for new

construction funding

## Local Agency City or county

LPP Leroy F. Greene State School Building Lease-

Purchase Law of 1976 (Education Code Section 17700 et.

seq.); Lease Purchase Program

Mitigation Agreement 
An agreement entered into between a developer/property owner

and school district providing for mitigation of school facilities

impacts

MTYRE Multi track year round education

Needs Analysis School facilities needs analysis required by Government Code

Section 65995.6

OAL Office of Administrative Law

OPSC Office of Public School Construction

SAB State Allocation Board

SFP Leroy F. Greene School Facilities Act of 1998 (Education Code

Section 17070.10 et. seq.); School Facilities Program





# Board Agenda Backup

10.3

**Date:** May 23, 2012

Item: CAHSEE Passage Waiver

English Language Arts (PVHS 11-12-33)

Overview:

Daggaran andahian.

Per Education Code 60851 (c) the parent/guardian of a student who has taken any section of the exam with one or more modifications and has received the equivalent of a passing score may request that his/her child receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit to the Governing Board a request for a waiver.

The attached documentation as required by Education Code demonstrates that the identified special education student has earned "the equivalent of a passing score" (350 or more points) on the exit exam using modifications identified in the student's IEP.

Required documentation includes a) Notification to Parent regarding students eligibility for waiver b) Parent's written request for a waiver c) Documentation of passing score with the use of a modification d) Documentation of the disability which required the modification e) IEP authorizing use of the modification and f) Transcript identifying current academic progress.

Recommendation	on: Approv	
<b>Budget Consi</b>	iderations:	None
Fund	ing Source:	
	Budgeted:	Yes: No:
	Amount:	<b>\$</b>
Prepared By: Dee Deutschel, Program Director Special Services		
Superintendent	's Signature:	Dorm Bat

## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Parent/Guardian Request for Waiver of the High School Exit Examination Requirement for Students with Disabilities

	Date: April 30, 2612		
	To The Parent/Guardian of:		
	Beginning with the 2005-06 school year, all California public school students, including students with disabilities, are required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.		
	This letter is to inform you that your child took one or more subject matter parts of the CAHSEE with a modification prescribed in his/her current individualized education program (IEP		
	At your written request, The PVUSD Board of Education may waive the requirement to successfully pass one or both subject matter parts of the CAHSEE in order to receive a diploma. You may submit this request by completing the information below and returning this form to the principal of your child's high school.		
	Signature of Principal: Date:		
	I request that my child,, who was tested with a modification and earned the equivalent of a passing score one or more parts of the CAHSEE, be granted a waiver of this California graduation requirement.		
	I understand that, in order to receive such a waiver, state law requires that my child have all of the following:		
1.	An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.		
	. Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.		
3.	An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.		
	Signature of Parent: Date: 5/1/1/2		
	FOR SITE USE ONLY		
	Date Received by Principal:		
	Student Identification Number:		

## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Principal's Certification and Request for the Governing Board to Waive the High School Exit Examination Requirement for Students with Disabilities

Student's Na	me: Student's ID Number
requested that school exit e examination determined b	Education Code 6051, the parent/guardian of, a student with disabilities, has at the Governing Board waive the requirement that he/she successfully pass the high xamination in order to receive a diploma. This student has taken the high school exit with one or more modifications that fundamentally alter what the test measures as by the State Board of Education, and has achieved the equivalent of a passing score one of the examination.
I certify that	the student qualifies for a waiver because he/she satisfies all of the following conditions
wi ex	as an individualized education program (IEP) adopted pursuant to the Individuals ith Disabilities Education Act that specifies the use of the modification(s) on the it examination, standardized testing, or classroom instruction and assessments. It tach the section of the IEP that specifies the modifications.)
а.	Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student.
b.	Describe any modification used on the X English/language arts or math section of the exam (separate form must be filled out for each section):
c.	State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.
d.	Describe the modification(s) that the student regularly uses in the classroom and on other assessments.
	Plane Sil Enamana Magae

- 1a.) Student has weaknesses in areas of auditory processing which impact reading comprehension and auditory memory. Delays in visual-perceptual skills and processing speed slow student's performance in scanning text and following sequential order of answer document.
- b.) Test questions and answer options were read aloud to support student's attending and rate of response.
- c.) Rationale for use of modification: Although student has adequate word recognition, fluency is below grade level which impacts overall comprehension. Reading test questions aloud provides clarity, increases student's focus to details and assists in pacing rate of responding. Rate of performance is supported by discouraging impulsive responding and/or skipping over test items due to frustration.
- d.) As stated in the student's IEP, the following accommodations can be utilized to support instruction and/or student's assessment in the general education classroom: copy of class notes, use of graph paper, masking extra content on a page, directions read aloud, extra time on assignments/tests (1.5) visual models for reference, check for understanding, use of calculator, and preferential seating. Student can request use of the above accommodations as needed or as recommended by the classroom teacher.

- 2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (Attach transcripts showing coursework completed.)
- 3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.)

Certified by

I agree that the information on this Waiver Request Sheet at this student regularly uses as identified in the IEP.	ccurately describes the modifications that
Mary forth	april 31, 2012
Signature of Student's Special Education Teacher	Date
MARU South	
Print Name of Student's Special Education Teacher	
I agree that the information on this Waiver Request Sheet a student has satisfactorily completed or is in the process of c sufficient to have obtained the skills and knowledge otherwike Examination.	completing in the high school curriculum is
Signature of Student's Academic Counselor	Date
Kimena Ospina	
Printed Name of Student's Academic Counselor	



# Pajaro Valley Unified School District Special Education Local Plan Area INDIVIDUALIZED EDUCATION PROGRAM

Supplementary & Specialized Support/Promotion & Assessment Standards

Student			Date of Birth		سيبيسي
			IEP Meeting Date 11/1	5/11	
SUPPLEMENTARY/SPI	ECIALIZED SUFFO	1.1			
Student requires supple Supports for sch	ool personnel	vices or specialized mater Specialized  None	rials/equipment as speci l aids/materials/equipme		ve Technology)
Description	Responsible	Location	Frequency/Intensity	Duration	Start/End Date*
	Personnel/Agency				No.
					Start:
					End:
		<del>, , , , , , , , , , , , , , , , , , , </del>			Start:
					End:
* If a placement or service is	ending give reason	4			
DRDP-R  Language Arts: (C  No accommo  Accommodations:  Modifications:	(Preschool Only)  DRDP Access Addr. 2-11)  Grade Exception	aptations/Accommodation	OR CMA ((specify below) Mc	edifications et) (Gr. 3-7	; Algebra I: 7-11)
Accommodations: Modifications: Science (Gr. 5 & Science (Gr. 6 & Science (	8 Gr. 9-11) Grade Edutions or modification detections or modification of modification or modification or modifications or modifications or modifications or modifications	ns Accommodations  npt CST * (Grade 8;  ons Accommodations  mpt CST	OR CMA ( (specify below) Mo	Criteria Me odifications rades 9 through difications ( eria Met) (C	t) (Gr. 5, 8 & 10) (specify below) 11 World History) (specify below)
Modifications:  Life Skills Curric		A Level 1 🗌	2 🔲 3 🔲	4 🔲	5 🔲
Other State or D setting	istrict-Wide Assessme	nt Accommodations/Mo	difications (specify) Exte	ended time (1	.5) and Flexible
accommodations  Student is working	ng towards a diploma : or 🗸 with accommo	and will be promoted bas dations. e and will be promoted b	,		_
CALIFORNIA HIGH SO	CHOOL EXIT EXAMI	NATION (CAHSEE)			
✓ Modifications (sp.)	ons or modifications ecify) <u>Q's read aloud(EL</u> (specify) <u>Q's read aloud</u>		Exempt due to eligi Grade Exempt (belo Passed both subtest	w grade 10	

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# Pajaro Valley Unified School District Special Education Local Plan Area INDIVIDUALIZED EDUCATION PROGRAM Specialized Instruction

•	

D.	5			
St	11(1	er	П.	

Date of Birth		_
IEP Meeting Date	<u> 11/15/11</u>	

## INSTRUCTIONAL ACCOMMODATIONS

		Responsible	
Area of Difficulty	Accommodation	Agency/Personnel	Start Date
ther: Visual Processing	Provide with Notes, Other: graph paper for math; masking extra content on a page	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/15/2011
Uditor - Dougo - 45 Obb			
udatory Perception, Other: short term recall		District of Service/ Gen. Ed. Teacher, Assistant, RS	11/15/2011
rocessing Speed	Calculator, Extra Time: Assignments/Tests (1.5)	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/15/2011
isual-Motor		District of Service/ Gen. Ed. Teacher, Assistant, RS	11/15/2011

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rage /	01	$\sim \nu$

## ajaro Valley Unified School District

Date: 8/13/2008

uated:

of: 2012

School Name/Address

Pajaro Valley High School 500 Harkins Slough Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Ospina

SSID:

Community ( )

					Course Title		Credit	<u> </u>	
ajaro Valley High School Grd 09 410 - P. Algebra 1A/B					lley High School			Subject Area Reg Cmp	Def
	В	5.000	3310	P	Chemistry	RF	0.000	1	10.00
3 · · · · · · · · · · · · · · · · · · ·	C-	5.000	9270		Directed Study	A	5.000	B Math 20.00 20.00	
1910 Health	D	5.000	1330	P	English 3/Ameri		0.000	C Biological Science 10.00 10.00	
3610 P Integrated Science I	C	5.006	5054	_	ROP Computer Ar	•		D Physical Science 10.00 10.00	
2976   Math B (9th)	В	5.000	4210		Spanish 1 SS	D	5.000	E Health 5.00 5.00	
1510 N Physical Education 9	B+	5.000	7210		US History	D	5.060	F Fine Arts / Foreign L 10.00 15.00	
Crs Att: 30.000 Cmp: 30.000 Total	GPA: :	2.333	Crs At	:t:	30.000 Cmp: 20.0	00 Total GPA:	1.500	G Physical Education 20.00 20.00 B Applied Arts 10.00 15.00	
Pajaro Valley High School Grd 09	6/2009		Pajaro	ે √લ	lley High School	Grd 12 12/20	11	I World Civilization 10.00 10.00	
2410 P Algebra 1A/B	В	5.000	9270		Directed Study	A	5.000	J US History 10.00 10.00	
l130 P English l	C-	5.000	6020	F	Draw/Paint	D-	5.000	K Federal Government 5.00 0.00	5,00
3610 P Integrated Science I	C-	5.000	7410	P	Economics	- D	5.000	L Economics 5.00 5.00	
5051 Intro Computers	C-	5.000	1430	P	English 4	C-	5.000	M Electives 45.00 35.00	10.00
2976 Math B (9th)	С	5.000	5082		ROP Small Busir	ess Mana C-	5.000	N Algebra 10.00 10.00	
4510 N Physical Education 9	В	5.000	4220	₽	Spanish 2 SS	С	5.000	O Science 10.00 10.00	
Ors Att: 30.000 Cmp: 30.000 Total			ì		30.000 Cmp: 30.0	0.0	,		
					eereee emp. eere			Total Credits 220.00 205.00	
Pajaro Valley Righ School Grd 10	12/200	Ģ.	After	Sch	ool Pajaro Valle	y High Grd 12	12/2011	C 22.2	
4610 N Adv PE	C-	5.000	AS331	)	CHEMISTRY - 2nd	lsem C-	5.000	GPA Summary	
3210 P Biology	E)	5,000	Crs A	t:	5.000 Cmp: 5.000	Total GPA: 2	.000		
9270 Directed Study	Α÷	5.000						Academic GPA: 2.073 Rank 267 out	of 334
1230 P English 2	B-	5.000	·					Total GPA: 2.116 Rank 269 out	of 334
2510 P Geometry	D	5.000			Work In P.	rogress		CSU GPA: 1.696	
7110 P World Civ	С	5,600	<del>                                     </del>					Cal Grant GPA: 2.042	
Crs Att: 30.600 Cmp; 30.600 Total	GPA:		9270		Directed Study		0.000		
			6020	Ρ	Draw/Paint		0.000		
Pajaro Valley High School Grd 10	6/2010		1330	P	English 3/Ameri	can Lite	0.000	Testing Information	
4610 N Adv PE	В	5,000	1430	P	English 4		0.000	CAMSES ELA-1-1	
3210 P Biology	D	5.000	7310	P	Federal Govern	ent/US G	0.000	CA HSEE ELA F 2/7/2012	
9270 Directed Study	A	5.000	5082		ROP Small Busin	ess Mana	0.000	CAHSEE Math-1-1	
1230 P English 2	C	5.000	Ì					CA HSEE Math P 11/10/2010	
2510 P Geometry	C'-	5.000							
7110 P World Civ	C-	5.000							
Crs Att: 30.000 Cmp: 30.000 Total	GPA:	2.333							
Pajaro Valley High School Grd 11	12/201	0							
3310 P Chemistry	D~	5.000							
9270 Directed Study	A	5.000							
330 P English 3/American Lite	C	5.000							
5054 ROP Computer Applicatio		5.000							
1210 P Spanish 1 SS	Ċ	5.000	j						
7210 P US History	C+	5.000							
Ors Att: 30.000 Cmp: 30.000 Total									
		<del></del>			ed Placement i				

DTB MMR	4/11/1994 3/9/1995	6/15/1994 12/21/1998	8/17/1994	6/15/1995	12/21/1998
HEP B	3/3/1994	4/11/1994	11/21/1994		
Varicella	12/9/1997				
Transcript	le venefficia) v	niaca cigan	d bu o sake	nol official	
Transcript School Of	t is unofficial u	niess signe	d by a scho	ool official	



# California High School Exit Exami

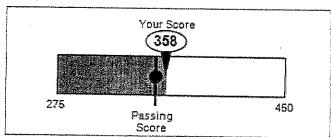
## Student and Parent Report

# English-Language Arts

Test	Date:	02/07/2012
------	-------	------------

Your Total Score	Score Required to Pass	Status :
358	350	MODIFIED

Your student took this test using modifications as specified in his or her IEP or Section 504 plan. See "Taking the CAHSEE with Modifications" on the back of this report.



## Strands for English-Language, Lava

- man *	9467		
READING	Number of Questions	Number Correct	
Word Analysis	7	and the state of t	arear .
Reading Comprehension	18	12	
Literary Response & Analysis	20	14	1
WRITING			1
Writing Strategies	12	3	
Writing Conventions	15	8	

With the particular section of the Your Score

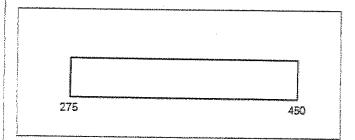
Essay 3.0

## Mathematics

## Test Date: 02/08/2012

Your Total Score	Score Required to Pass	Status
		NOT ATTEMPTED

Your student answered fewer than 5 questions on this portion of the exam.



## Strands for Mathematics

	Questions	Correct
Probability & Statistics		Wan y A vije Produka pil
Number Sense		To the meaning management of the control of the con
Algebra & Functions		
Measurement & Geometry		2.2
Algebra I		Prijas Popus en mega
		(Proposition of the Control of the C

Number of

Number

<sup>\*</sup> Each student essay receives two scores that range from 1 (lowest) to 4 (nignest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score". The Writing Applications score counts as 20% of the lotal English-Language Arts score.





# Board Agenda Backup

Item No: 10.4

**Date:** May 23, 2012

Item: CAHSEE Passage Waiver

English Language Arts (PVHS 11-12-34)

Overview:

Per Education Code 60851 (c) the parent/guardian of a student who has taken any section of the exam with one or more modifications and has received the equivalent of a passing score may request that his/her child receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit to the Governing Board a request for a waiver.

The attached documentation as required by Education Code demonstrates that the identified special education student has earned "the equivalent of a passing score" (350 or more points) on the exit exam using modifications identified in the student's IEP.

Required documentation includes a) Notification to Parent regarding students eligibility for waiver b) Parent's written request for a waiver c) Documentation of passing score with the use of a modification d) Documentation of the disability which required the modification e) IEP authorizing use of the modification and f) Transcript identifying current academic progress.

Recommendation: Approve
Budget Considerations: None
Funding Source:
Budgeted: Yes: No:
Amount: \$
Prepared By: Dee Teutschel, Program Director Special Services
Superintendent's Signature: V ) cm BN

## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Parent/Guardian Request for Waiver of the High School Exit Examination Requirement for Students with Disabilities

Date: April 30, 2012

To The Parent/Guardian of:

	Beginning with the 2005-06 school year, all California public school students, including students with disabilities, are required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.
	This letter is to inform you that your child took one or more subject matter parts of the CAHSEE with a modification prescribed in his/her current individualized education program (IEP
	At your written request, The PVUSD Board of Education may waive the requirement to successfully pass one or both subject matter parts of the CAHSEE in order to receive a diploma. You may submit this request by completing the information below and returning this form to the principal of your child's high school.
	Signature of Principal: Date:
	I request that my child,, who was tested with a modification and earned the equivalent of a passing score one or more parts of the CAHSEE, be granted a waiver of this California graduation requirement.
	I understand that, in order to receive such a waiver, state law requires that my child have all of the following:
1.	An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
2.	Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.
3.	An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.
	Signature of Parent: vate: 05-10-12
Γ	FOR SITE USE ONLY
	Date Received by Principal:
	Student Identification Number:
L	

## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Principal's Certification and Request for the Governing Board to Waive the High School Exit Examination Requirement for Students with Disabilities

Student's ID Number:

Student's	Nan	ne: Student's ID Number:
requested school ex examinati determine	that it ex on v d by	ducation Code 6051, the parent/guardian of, a student with disabilities, has the Governing Board waive the requirement that he/she successfully pass the high amination in order to receive a diploma. This student has taken the high school exit with one or more modifications that fundamentally alter what the test measures as the State Board of Education, and has achieved the equivalent of a passing score one of the examination.
I certify t	hat t	he student qualifies for a waiver because he/she satisfies all of the following conditions:
, 1.	wit exi	s an individualized education program (IEP) adopted pursuant to the Individuals the Disabilities Education Act that specifies the use of the modification(s) on the examination, standardized testing, or classroom instruction and assessments. Each the section of the IEP that specifies the modifications.)
	a.	Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student.
	b.	Describe any modification used on the English/language arts or math section of the exam (separate form must be filled out for each section):
	c.	State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.
	d.	Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

Test Date: 11/01/2011

1a). Student has deficits in auditory memory and attention processing. Reading and Writing achievement are below average compared to same-age peers. Student is easily distracted and has weak impulse control which often limits attention to details and ability to follow through tasks in sequential order.

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- b. Test questions were read aloud for the ELA subtest.
- c.) Rationale for use of modification: Reading test questions aloud increases this student's attention to the content and details presented by the question. Attention and pace of responding is also supported which discourages student from responding impulsively or skipping over items.
- d.) As stated in this student's IEP, the following accommodations can be utilized to support instruction and/or assessment in the general education classroom: preferential seating, testing in alternate setting, extra time on assignments/tests, directions read aloud, checking for understanding prior to starting an assignment, provide with class notes, and self-monitoring scale.

- 2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (Attach transcripts showing coursework completed.)
- 3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.)

Certified by:

I agree that the information on this Waiver Request Sheet this student regularly uses as identified in the IEP.  Signature of Student's Special Education Teacher	accurately describes the modifications that  ML 31, 20/2  Date
Mary South Print Name of Student's Special Education Teacher	
I agree that the information on this Waiver Request Sheet student has satisfactorily completed or is in the process of sufficient to have obtained the skills and knowledge other Examination.	f completing in the high school curriculum is
	5/10/12
Signature of Student's Academic Counselor  Printed Name of Student's Academic Counselor	Date
Printed Name of Student's Academic Counselor	



## Pajaro Valley Unified School District Special Education Local Plan Area INDIVIDUALIZED EDUCATION PROGRAM

Supplementary & Specialized Support/Promotion & Assessment Standards

THE SHARESHE					
Student	•		Date of Birth		
			IEP Meeting Date 03/1	7/11	
SUPPLEMENTARY/SP	ECIALIZED SUPPOR	T	William Market and a second		
Student requires suppl Supports for scl Program modifi			rials/equipment as speci d aids/materials/equipme		
Description	Responsible Personnel/Agency	Location	Frequency/Intensity	Duration	Start/End Date*
	1	······································			Start:
					End:
					Start:
					End:
* If a placement or service is	ending, give reason				
DRDP-R  Language Arts: (C  No accommo Accommodations: Modifications:  Math: (Gr. 2-11)  No accommo Accommodations: Modifications:  Science (Gr. 5 & No accommo Accommodations: Modifications:  History/Social Sc  No accommo Accommodations: Modifications:  Writing (Gr. 4 & No accommo Accommodations: Modifications:  Writing (Gr. 4 & No accommo Accommodations: Modifications:  I ho accommo Accommo Accommodations: Modifications:  Life Skills Curric Participation in C  Other State or Di	☐ CMA (Geometry, Gradations or modifications  8 Gr. 9-11)☐ Grada Exemple dations or modifications  itence* ☐ Grada Exemple dations or modifications  7 only) ☐ Grada Exemple dations or modifications  ulum: CAPA I CAT-6/CST not appropriations  istrict-Wide Assessment	CST OR CST OR CST OR CACCOMMODATION  CST OR CACCOMMODATION  CONTROL CST ACCOMMODATION  CST (Grade 8: CST * (Grade 8: CST ACCOMMODATION  CT CST CST CST CST CST CST ACCOMMODATION  CACCOMMODATION  CACCOMMODATION  CACCOMMODATION  CACCOMMODATION  CACCOMMODATION  CACCOMMODATION  CONTROL CST	OR CMA (Criteria Months of the control of the contr	et) (Gr. 3–7 school year diffications Criteria Me diffications rades 9 throug diffications eria Met) (Codifications 4  ible setting; 6	(; Algebra I: 7-11) () ((specify below)  t) (Gr. 5 , 8 & 10) ((specify below)  h 11 World History) ((specify below)  Gr. 4 & 7 only) ((specify below)  5   extended time
accommodations  Student is working	ng towards a diploma and or  with accommodating towards a certificate a ess towards goals.	ions.			
CALIFORNIA HIGH SO	CHOOL EXIT EXAMINA	TION (CAHSEE)			
✓ Modifications (sp.)	ons or modifications ecify) Questions read aloud (specify) Ques.read aloud		Exempt due to eligible Grade Exempt (belo Passed both subtests	w grade 10	)
IEP 01D (12/10)				Page_(	10 of 13



# Pajaro Valley Unified School District Special Education Local Plan Area INDIVIDUALIZED EDUCATION PROGRAM Specialized Instruction

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	-	~	
Date	O.T.	$\mathbf{R}$	rth.

IEP Meeting Date 03/17/11

### INSTRUCTIONAL ACCOMMODATIONS

		Responsible	
Area of Difficulty	Accommodation	Agency/Personnel District of Service/ Gen. Ed.	Start Date
tending Skills	Preferential Seating, Study Buddy, Take Tests in Alternate Setting, Other: Redirect and check for understanding	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/18/2011
auditory Memory	Directions Read Aloud, Other: Check for	District of Service/ Gen. Ed.	03/18/2011
	understanding prior to starting assignment	Teacher, Assistant, RS	
ine Motor Skills	Extra Time: Assignments/Tests (1.5), Provide with Notes, Visual Models. Other: word processing for longer writing assignments	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/18/2011
Attending Skills, Social Skills, Other: Self-monitoring	Other: Rating scale to self-evaluate his own behavior	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/18/2011

	10		12
Page	10	of	132

aro Valley Unified School District

ite: 8/12/2009

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2013

School Name/Address

Pajaro Valley High School 500 Harkins Slough Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Puente SSID:

.

CrsID	- {	Course Title M	ark	Credit	CrsID Course Title Mark Credit CrsID Course Title Mark Credi
-		alley High School Grd 09	12/20		
	5	Algebra 1A/B (Support97	. C	5.000	After School Pajaro Valley High Grd 11 12/2011
9270		Directed Study	В	5.000	AS3210 BIOLOGY - 2nd sem C 5.000
	Ρ	English l	D	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.429
3910		Health	F	0.000	
3610	P	Integrated Science I	В	5.000	
4210		Spanish 1 SS	₽	5.000	Work In Progress
Crs At	ŧ:	30.000 Cmp: 25.000 Total	GPA:	1.667	
					2610 P Algebra II
		alley High School Grd 09			3310 P Chemistry 0.000
2413	P	Algebra 1A/B (Support 97		5.000	9270 Directed Study 0.000
9270	_	Directed Study		5.000	1330 P English 3/American Lite 0.000
		English 1	С	5.000	420 P Spanish 2 SS 0.000
3610 5051	1."	Integrated Science I		5.000	7210 P US History 0.000
4210	D-	Intro Computers	B-	5.000	
		Spanish 1 SS 30.000 Cmp; 30.000 Total	D+	5.000	Credit Summary - High School
ULD ML	L.	aorona Cuib: 20.000 IOCSI	GFA:	∠.16/	3
		alley High School Grd 10			Subject Area Req Cmp Def
4620		Adv PE	B+		A English 40.00 25.00 15.00
3210	Р	Biology	D	5.000	B Math 20.00 10.00 10.00
9270	_	Directed Study	С		C Biological Science 10.00 10.00
1230 2510		=	D+		D Physical Science 10.00 10.00
2510 3910	۳	•	RD		E Health 5.00 5.00
	53	Health World Civ	8-		F Fine Arts / Foreign L 10.00 10.00
		35.000 Cmp; 30.000 Total	B-		G Physical Education 20.00 10.00 10.00   H Applied Arts 10.00 5.00 5.00
015 110	٠.	33.000 Cmp. 33.000 ICCEI	GFA.	2.107	1 11 11 11 11 11 11 11 11 11 11 11 11 1
Pajaro	Va	lley High School Grd 10	6/201	,	I   World Civilization   10.00   10.00
4610		Adv PE	B-	5.000	1 4.44
3210		Biology	RF		L Economics 5.00 0.00 5.00
9270		Directed Study	В	5.000	1
1230	P	English 2	D		N Algebra 10.00 10.00
2510		Geometry	C-	5.000	O Science 10.00 5.00 5.00
5051		Intro Computers		0.000	3.00
7110	₽	World Civ	В	5.000	Total Credits 220,00 145,00 75,00
Crs At	t:	30.000 Cmp: 25.000			GPA Summary
After	Sch	oci Pajaro Valley High G	rd 10	6/2011	4
AS2510	Ρ	GEOMETRY - 1st Sem.	D	5.000	Academic GPA: 1.828 Rank 240 out of 309
Crs At	t:	5.000 Cmp: 5.000 Total G	PA: 2		Total GPA: 1.903 Rank 237 out of 309
					CSU GPA: 1.462
		lley Kigh School Grd 11	12/20	11	Cal Grant GPA: 1.765
		Algebra II	£	0.000	
	P	Chemistry	D	5.000	Name of Marking Tables and the same of the
9270		Directed Study	Β÷	5.000	Testing Information
		English 3/American Lite		5.000	CAHSEE_ELR-1-1
1220		Spanish 2 SS			CA HSEE ELA M 11/1/2011
		US History	D-	5.000	CAHSEE_Math-1-1
	7.	30.000 Cmp: 25.000			CA HSEE Math F 3/9/2011

## H = Honors A = Advanced Placement P = College Prep N = Non-Academic One GPA is provided per semester.

Polio	10/19/1995	12/21/1995	3/4/1997	3/23/2000	
DTB	10/19/1995	12/21/1995	2/22/1996	3/4/1997	3/24/2000
MMR	11/27/1996	3/23/2000			
HEP B	10/19/1995	12/21/1995	8/27/1996		
Varicella	11/27/1996				
Transpire	in		- 1 · · · · · · ·		
	is unofficial u	niess signe	a by a scn	ooi omciai	
School Of	nciais				
 Signature					Date: 3/14/2012



# To Selpa 4-17-12 California High School Exit Examination

See back for details

Student and Parent Report

District: 69799 - Pajaro Valley Unified

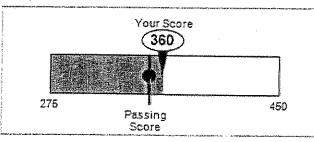
County: 44 - Santa Cruz

# English-Language Arts

Test Date: 11/01/2011

Your Total Score	Score Required to Pass	Sietus
360	350	MODIFIED

Your student took this test using modifications as specified in his or her IEP or Section 504 plan. See "Taking the CAHSEE with Modifications" on the back of this report.



## sink egerymsi-dalignii not shnaus

		625° - 123°		
	READING	Number of Guestions	Number Correct	
	Word Analysis	7	4	1
and the second	Reading Comprehension	18	13	
1	Literary Response & Analysis	20	13	1
	WRITING			:
7 74 7 440	Writing Strategies	12	9	:
1	Writing Conventions	15	12	

Your Score

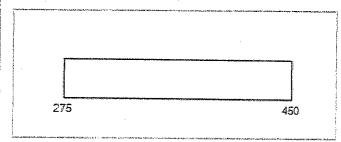
Essay

2.0

Test Date: 11	/02/2011	
Your Total Score	Score Required to Pass	Satus
Standarford maker town, the list will believe town or country's one dispression foliable by a sur-	rikina ik Annana amana ar paga jali siki pagamani ki makilina PA Manakina bilan anga	ADCENT

Your student was absent for this portion of the exam.

Mathematics



## Strands for Matthernather

y-mx		Number of Questions	Number Correct	
the second of th	Probability & Statistics		•	1
	Number Sense			
	Algebra & Functions			4
	Measurement & Geometry			
	Algebra I			1
•				

A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.

<sup>\*</sup> Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The everage of these two scores is listed above under the heading "Your Score" The Writing Applications score counts as 20% of the total English-Language Arts score.





## Board Agenda Backup

Item No:	10.5
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**Date:** May 23, 2012

Item: CAHSEE Passage Waiver

English Language Arts (RHS 11-12-35)

Overview:

Per Education Code 60851 (c) the parent/guardian of a student who has taken any section of the exam with one or more modifications and has received the equivalent of a passing score may request that his/her child receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit to the Governing Board a request for a waiver.

The attached documentation as required by Education Code demonstrates that the identified special education student has earned "the equivalent of a passing score" (350 or more points) on the exit exam using modifications identified in the student's IEP.

Required documentation includes a) Notification to Parent regarding students eligibility for waiver b) Parent's written request for a waiver c) Documentation of passing score with the use of a modification d) Documentation of the disability which required the modification e) IEP authorizing use of the modification and f) Transcript identifying current academic progress.

Recommendation: Approve
Budget Considerations: None
Funding Source:
Budgeted: Yes: No:
Amount: \$
Prepared By: Dee Teutschel, Program Director Special Services
Superintendent's Signature: Dorm Bol

## Parent/Guardian Request for Waiver of the High School Exit Examination Requirement for Students with Disabilities

	Date: May 2, 2012
	To The Parent/Guardian of:
	Beginning with the 2005-06 school year, all California public school students, including students with disabilities, are required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.
	This letter is to inform you that your child took one or more subject matter parts of the CAHSEE with a modification prescribed in his/her current individualized education program (IEP
	At your written request, The PVUSD Board of Education may waive the requirement to successfully pass one or both subject matter parts of the CAHSEE in order to receive a diploma. You may submit this request by completing the information below and returning this form to the principal of your child's high school.
	Signature of Principal Attention Date: 5-4/2
	I request that my child d with a modification and carned the equivalent of a passing score one or r SEE, be granted a waiver of this California graduation requirement.
	I understand that, in order to receive such a waiver, state law requires that my child have all of the following:
1.	An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
2.	Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.
3.	An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.
	Signature of Parent: te: 5-15
	FOR SITE USE ONLY
	Date Received by Principal:
	Student Identification Number:

#### Principal's Certification and Request for the Governing Board to Waive the High School Exit Examination Requirement for Students with Disabilities

Student's Nat	ne:ttudent's ID Number:
requested tha school exit ex examination determined b or both parts	ducation Code 6051, the parent/guardian of lities, has the Governing Board waive the requirement must necessite successitury pass the high camination in order to receive a diploma. This student has taken the high school exit with one or more modifications that fundamentally alter what the test measures as y the State Board of Education, and has achieved the equivalent of a passing score one of the examination.
I certify that	the student qualifies for a waiver because he/she satisfies all of the following conditions:
wii evi	s an individualized education program (IEP) adopted pursuant to the Individuals h Disabilities Education Act that specifies the use of the modification(s) on the texamination, standardized testing, or classroom instruction and assessments.  It tack the section of the IEP that specifies the modifications.)
a.	Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student.
ъ.	Describe any modification used on the English/language arts or math section of the exam (separate form must be filled out for each section):
c.	State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.
d.	Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

#### Attachment to Request to Waive the CAHSEE Requirement for Students with Disabilities

#### Student ID#

- 1a. Student's primary disability is under the category Other Health Impairment but also exhibits delays in the area of cognitive processing with academic delays that presents grade level curriculum challenging for him. These delays have manifested themselves as weak academic progress across all curriculum areas over his school career. His low academic achievement in the core curriculum greatly increase the likelihood that a student has had difficulty understanding and recalling what he/she has been verbally taught as in the case of the student. The difficulty also impacts his performance on classroom reading comprehension and written language tasks. Finally, his congenital mitral stenosis and the anticoagulation medication adds fatigue, bruising and absences from school making sequence of important skills necessary to progress in language arts more difficult.
- 1b. Directions and test questions were read aloud to him during the ELA test.
- 1c. Student's overall reading skills are significantly below grade level due to his delays. Oral reading of the test items to him provided reinforcement of information presented leading to better clarity. He was able to read the test items along with the examiner. This assisted his fluency in processing and responding to information.
- 1d. Teachers have been provided with the student's IEP profile indicating his learning style and academic levels and needs. Recommended accommodations or modifications needed in order to be academically successful in general education classes, when requested by student or when determined appropriate by the classroom teacher, were provided.

- 2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (Attach transcripts showing coursework completed.)
- 3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.)

Translation .	
I agree that the information on this Waiver Request Sheet access this student regularly uses as identified in the IEP.  Signature of Student's Special Education Teacher  Print Name of Student's Special Education Teacher  I agree that the information on this Waiver Request Sheet access	5/16/2012 Date
student has satisfactorily completed or is in the process of consufficient to have obtained the skills and knowledge otherwise Examination.	mpleting in the nigh school curriculum is
Signature of Student's Academic Counselor	Date
Printed Name of Student's Academic Counselor	



## Pajaro Valley Unified School District Special Education Local Plan Area INDIVIDUALIZED EDUCATION PROGRAM

Supplementary & Specialized Support/Promotion & Assessment Standards

· .	is a second of the second of t				
Student			Date of Birth		
শ			IEP Meeting Date 11/2	29/11	
PPLEMENTARY/SPI	ECIALIZED SUPPO	RT			
		vices or specialized ma	aterials/equipment as speci	fied below.	
Supports for sch		☐ Speciali  ✓ None	zed aids/materials/equipme	ent (Assistiv	ve Technology)
Description	Responsible	Location	Frequency/Intensity	Duration	Start/End Date*
-	Personnel/Agency				
					Start:
					End:
					Start:
					End:
f a placement or service is	anding give garger			L	<u> </u>
✓ Language Arts: (C	Gr. 2-11)  Grade Ex dations or modification  Grade Exempt  CMA (Geometry, dations or modification  Grade F	CST OR Grades 7-11) (Grades ons Accommodation  Accommodation  Exempt CST	OR CMA (cons (specify below) Mosel M	et) (Gr. 3–7 school year odifications Criteria Me	; Algebra I: 7-11 (specify below) t) (Gr. 5, 8 & 10
Modifications:    History/Social Sci   No accommodations:   Modifications:   Writing (Gr. 4 & '   No accommodations:   No accommodations:   Modifications:   Life Skills Curried Participation in Commodations:	ience*	mpt CST * (Grade ons Accommodation CST ons Accommodation Accommodation A Level 1 priate due to:	or 8; Grade 11 for U.S. History; Grans (specify below)	difications ( eria Met) (0	in 11 World History) (specify below) Gr. 4 & 7 only)
Modifications:  History/Social Sci No accommod Accommodations: Modifications: Writing (Gr. 4 & ' No accommod Accommodations: Modifications: Modifications: Modifications: Modifications: Other Skills Currict Participation in O  Other State or Di  PROMOTION STAND Student is working accommodations Student is working Student is working Student is working	ience*  Grade Exected Grade Execution Grade	mpt	ons (specify below) Mo  OR CMA (Crit ons (specify below) Mo  2 3 3	difications deria Met) (Codifications 4   lum standar	in 11 World History) (specify below)  Gr. 4 & 7 only) (specify below)  5   ds  without
Modifications:  History/Social Sci No accommod Accommodations: Modifications: Writing (Gr. 4 & ' No accommod Accommodations: Modifications: Life Skills Currict Participation in C Other State or Di  PROMOTION STAND Student is working accommodations: Student is working	ience*  Grade Exected Grade Execution Grade	mpt	OR CMA (Crit ons (specify below) Mo  2 3 3  Modifications (specify)  based upon district curriculated based upon alternative curriculated	difications eria Met) (Codifications 4  lum standar	in 11 World History) (specify below)  Gr. 4 & 7 only) (specify below)  5   ds   without andards and/or
Modifications:  History/Social Sci No accommodations: Modifications: Writing (Gr. 4 & ' No accommodations: Modifications: Life Skills Currict Participation in C Other State or Di  PROMOTION STAND Student is working accommodations: Student is working substantial programmodations No accommodations  No accommodations	ience*  Grade Exected Grade Gr	mpt CST * (Grade ons Accommodations)  A Level 1 priate due to: ent Accommodations/N  and will be promoted dations. te and will be promoted.	OR CMA (Crit cons (specify below) Mo  OR SMA (Crit cons (specify below) Mo  2 3 3  Modifications (specify)  based upon district curriculary	difications eria Met) (Codifications 4  lum standar arriculum standar	in 11 World History) (specify below)  Gr. 4 & 7 only) (specify below)  5   ds   without andards and/or

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## Pajaro Valley Unified School District Special Education Local Plan Area INDIVIDUALIZED EDUCATION PROGRAM Specialized Instruction

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4				
Student_			Date of Birth_	
			IEP Meeting Date 11	/29/11

## Area of Difficulty Accomm

Area of Difficulty	Accommodation	Agency/Personnel	Start Date
Area of Difficulty Other: Other Health Impairment	Accommodation  Calculator, Extra Time: Assignments/Tests (2.0), Frequent Breaks, Preferential Seating, Provide with Notes, Shortened Assignments, Study Buddy, Take Tests in Alternate Setting, Visual Models, Other: frequent check of understanding;notes if possible	Agency/Personnel District of Service/ Gen. Ed. Teacher, Assistant, RS	11/29/2011
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#### ajaro Valley Unified School District

Date: 2/13/2012

uated:

Of: 2012

School Name/Address

Renaissance

11 Spring Valley Road Watsonville, CA 95076

Tel: (831)728-6344

Fax: (831)728-6419

Counselor: Pat Messer

SSID:

CrsID	C	ourse Title Ma	ırk .	Credit	CrsI	5 (	Course Title	Ma	ark	Credit	ŝ.	V 5039	Work In	Progres	<b>s</b> .	
Pataro	Va	lley High School Grd 09	12/200	8	Parar	o Va	lley High School	Grd 11	6/201	1 .	9291	Ва	sic Skills	CA Exit I	S×	0.000
1042		Adv ELD B	¢	5.000	4610		Adv PE		C+	5.000	6210		ginning Dr			0.000
1042		Adv ELD B	ć	5.000	2610		Algebra II		F	0.000	9270		rected Stu			0.000
2410	Þ	Algebra 1A/B	B-	5.000	3310		Chemistry		F	0.000	1430		glish 4	~,		0.000
9270	-	Directed Study	Ċ+	5.000	9270		Directed Study		C+	5.000	7310		deral Gove	roment/US	G	0.000
3910		Health	D	5,000	1330	Þ	English 3/Ameri	can Lite		5.000	6080		Computer			0.000
3610	Þ	Integrated Science I	D-	5.000	7210		US History		D-	5.000	1			CESIFILEOD		
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020 110	•											Credi	t Summar	y - High	Schoo	1.75
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2410		Algebra 1A/B	Z\	5.000	6210	Р	Beginning Drama		c-	5.000	Subne	ct Area		Rea	Cmp	Def
9270		Directed Study	C	5.000	9270		Directed Study		C-	5.000	1 -	nalish		40.00	38.80	1.20
1130	Þ	English 1	c	5.000	7410	P	Economics		F	0.000		ath		20.00	11.25	8.75
1130	P	-	Ċ	5.000	1430	P	English 4		F	0.000	C B	iologica	al Science		10.00	
3610		Integrated Science I	D+	5.000	6080	₽		aphics	F	0.000		-	Science	10.00	10.00	
5051		Intro Computers	C-	5.000	2821	₽	Statistics		F	0.000	1	ealth		5.00	5.00	
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Pajaro	Va	lley High School Grd 10	12/200	G.	PVHS	Tran	sfer Credit Grd	12 12/200	11			oplied A		10.00	5.00	5.00
4610		Adv PE	C+	5.000	9291		Basic Skills CA			1.250			/ilization		10.00	4,
3210		Biology	D	5.000	9270		Directed Study		C	1.250	1 -	5 Histor		10.00	10.00	
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1230	Þ	English 2	C	5.000	1430	P			£	0.000	3	conomic		5.00	0.30	4.70
2510		Geometry	C+	5.000	7310	₽	Federal Governm	ent/US G	r	0.000	M E	lectives			46,25	
7110		World Civ	D	5.000			6.250 Cmp: 3.750					lgebra			10.00	
1		30.000 Cmp: 30.000 Total									}	cience			10.00	
	•				Renai	ssan	ce Grd 12 6/2012							Arrive Art and Arr House an		
Pataro	Va.	lley High School Grd 10	6/2010	ı	4610		Adv PE		P	0.200	To	tal Cred	dits	220.00	193.95	27.60
4610		Adv PE	B+	5.000	7410		Economics		P	0.300	<del></del>			Star (Salindar)	-274(15)	CHI Say 1 cus
3210		Biology	Đ	5.000	1740		English Electiv	e	P	8,800			GPA S	ummary		
9270		Directed Study	C+	5.000	7310		Federal Governm	ent/US G	₽	0.300		Table to American	and the first services of the services of	A to the property of the party		
1230	i>	English 2	D-	5.000	6910		Fine Art Electi	ve	P	0.500	Acade	mic GPA	. 1	.475 Rank	325 out	of 334
2510		Geometry	D+	5.000	3650		Science Electiv	ė	p	5.000	Total			.500 Kank		
7110		World Civ	D	5.000	Crs A	tt:	15.100 Cmp: 15.1	00			CSU G			.043		
		30.000 Cmp: 30.000 Total	GPA:			-,.						rant GP		.409		
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Panaro	Va	lley High School Grd 11	12/201	.0							(6)/2:104	66 EN 1866	onduka Masser 1870	kalan nebelah da	5-14/200480	a Maria y Bell
4610		Adv PE	С	5.000	İ							が記載さ	esting I	nformati	ion	報が記り
2610		Algebra II	F	0.000							-transfer open SV 1	- 1435 FR 17541	CAHSEE	ELA-1-1	4.11.17-173-02	,614 ,914 <u>9 ,</u> 64
3310		Chemistry	D-	5.000	}						CA HS	EE ELA	F	2/7/2012		
9270	-	Directed Study	C+	5.000										Math-1-1		
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H = Honors A = Advanced Placement P = College Prep N = Non-Academic One GPA is provided per semester.

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	50 1 1 mm			
	School Officials			
	Signature		Date: 4/23	maaa

## California High School Exit Examination

See back for details

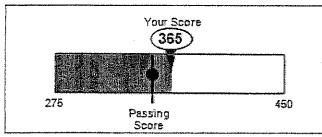
### Student and Parent Report

### **English-Language** Arts

	Test	Date:	02/07/2012
--	------	-------	------------

Your Total Score	Score Required to Pass	Status
365	350	MODIFIED

Your student took this test using modifications as specified in his or her IEP or Section 504 plan. See "Taking the CAHSEE with Modifications" on the back of this report.



#### Strands for English-language -area

READING	Number of Questions	Number Correct
Word Analysis	7	7
Reading Comprehension	18	10
Literary Response & Analysis	20	17
WRITING		
Writing Strategies	12	8
Writing Conventions	15	8

Your Score

Essay

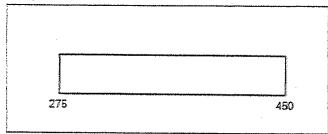
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### **Mathematics**

# Your Score Required Status Total Score to Pass SATISFIED REQ

The district reported that your student previously satisfied the requirement to successfully pass this portion of the CAHSEE. This report is not proof of a passing score.



#### Strands for Hathemalica

	Number of Questions	Number Correct
Probability & Statistics	-	
Number Sense		and of the second
Algebra & Functions		and the second s
Measurement & Geometry		The control of the co
Algebra I		Activities to the second

A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.

<sup>\*</sup> Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score". The Writing Applications score counts as 20% of the total English-Language Arts score.





## Board Agenda Backup

Item No: 1	0.6
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**Date:** May 23, 2012

Item: CAHSEE Passage Waiver

Math (RHS 11-12-36)

Overview:

Per Education Code 60851 (c) the parent/guardian of a student who has taken any section of the exam with one or more modifications and has received the equivalent of a passing score may request that his/her child receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit to the Governing Board a request for a waiver.

The attached documentation as required by Education Code demonstrates that the identified special education student has earned "the equivalent of a passing score" (350 or more points) on the exit exam using modifications identified in the student's IEP.

Required documentation includes a) Notification to Parent regarding students eligibility for waiver b) Parent's written request for a waiver c) Documentation of passing score with the use of a modification d) Documentation of the disability which required the modification e) IEP authorizing use of the modification and f) Transcript identifying current academic progress.

Recommendation: Approve
Budget Considerations: None
Funding Source:
Budgeted: Yes: No:
Amount: \$
Prepared By: Dee Teutschel, Program Director Special Services
Superintendent's Signatures (1)
Superintendent's Signature: Dorm Bot

Parent/Guardian Request for Waiver of the High School Exit Examination Requirement for Students with Disabilities
Date: 5)4(2012
To The Parent/Guardian of:
Beginning with the 2005-06 school year, all California puone school students, including students with disabilities, are required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.
This letter is to inform you that your child took one or more subject matter parts of the CAHSEE with a modification prescribed in his/her current individualized education program (IEP
At your written request, The PVUSD Board of Education may waive the requirement to successfully pass one or both subject matter parts of the CAHSEE in order to receive a diploma. You may submit this request by completing the information below and returning this form to the principal of your child's high school.
Signature of Principal! The Date: 5 4/Z
I request that my child divide a modification and carned the equivalent of a passing score one or modern EE, be granted a waiver of this California graduation requirement.
I understand that, in order to receive such a waiver, state law requires that my child have all of the following:
An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.
An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.
Signature of Parent: e: 5-15
FOR SITE USE ONLY
Date Received by Principal: 5/16/2012
Student Identification Number:

1.

2.

3.

Principal's Certification and Request for the Governing Board to Waive the High School Exit Examination Requirement for Students with Disabilities

Student's	Nai	me: tudent's ID Number:
requested school exi examinati determine	thatit exon your display	ducation Code 6051, the parent/guardian of, a student with disabilities, has the Governing Board waive the requirement that he/she successfully pass the high samination in order to receive a diploma. This student has taken the high school exit with one or more modifications that fundamentally alter what the test measures as y the State Board of Education, and has achieved the equivalent of a passing score one of the examination.
I certify th	nat 1	the student qualifies for a waiver because he/she satisfies all of the following conditions:
	wit exi	s an individualized education program (IEP) adopted pursuant to the Individuals h Disabilities Education Act that specifies the use of the modification(s) on the t examination, standardized testing, or classroom instruction and assessments. tach the section of the IEP that specifies the modifications.)
	a.	Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student.
	b.	Describe any modification used on the English/language arts or math section of the exam (separate form must be filled out for each section):
	c.	State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.
	d.	Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

Student ID#

- 1a. He has cognitive processing deficits and academic delays that presents grade level curriculum challenging for him. These delays have manifested themselves as weak academic progress across all curriculum areas over his school career. Math calculation has been especially difficult for him and has negatively affected his schoolwork in general, as he is easily overwhelmed and discouraged when confronted with math problems he perceives as too difficult for him. Although he has made great improvements academically and has learned to compensate for his identified delays, he continues to be challenged by math calculation, especially when presented to him on a high stakes test such as the CAHSEE. His low academic achievement in the core curriculum greatly increase the likelihood that a student has had difficulty understanding and recalling what he/she has been verbally taught and counting in a sequence. Finally, his congenital mitral stenosis and the anticoagulation medication adds fatigue, bruising and absences from school makes organizing information doubly difficult, which further complicates success in problem solving.
- **1b.** He was permitted to use a calculator to complete the math test.
- 1c. Given (1) his identified delays in cognitive processing and academic delays, which cause him to become easily confused as he works through basic algorithms, and (2) the fact that, by using a calculator in his high school algebra 1, he was able to pass the classes and earn more than enough high school math credits, the use of a calculator to mitigate his identified delays is justified.
- **1d.** As previously mentioned, he is permitted to use a calculator in the classroom for all math classes as well as any math-related assignments. This instructional accommodation is spelled out in his IEP and is attached.

- 2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (Attach transcripts showing coursework completed.)
- 3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.)

I agree that the information on this Waiver Request Sheet accurately de this student regularly uses as identified in the IEP.	escribes the modifications that
Cot Mesi	5/16/2012
Signature of Student's Special Education Teacher	Date
Print Name of Student's Special Education Teacher	
I agree that the information on this Waiver Request Sheet accurately st student has satisfactorily completed or is in the process of completing i sufficient to have obtained the skills and knowledge otherwise to pass t	in the high school curriculum is
Examination.	d de
Cath Mes	5/16/2012
Signature of Student's Academic Counselor	Date
Patrice Messe-	
Printed Name of Student's Academic Counselor	



## Pajaro Valley Unified School District Special Education Local Plan Area INDIVIDUALIZED EDUCATION PROGRAM

Supplementary & Specialized Support/Promotion & Assessment Standards

			:				
Student			Date of Birth				
	IEP Meeting Date 11/29/10						
SUPPLEMENTARY/SPI	ECIALIZED SUPPOR	R1					
			rials/equipment as speci	fied below.			
Supports for sch			d aids/materials/equipme		e Technology)		
Program modific	cations	✓ None					
Description	Responsible Personnel/Agency	Location	Frequency/Intensity	Duration	Start/End Date*		
					Start:		
					End:		
h.,					Start:		
					End:		
* If a placement or service is				<u> </u>	21101		
□ DRDP-R □ □ Language Arts: (C □ No accommonations: Modifications: □ Math: (Gr. 2-11) □ No accommonations: Modifications: □ Science (Gr. 5 & □ No accommonations: Modifications: □ History/Social Sc □ No accommonations: Modifications: □ Writing (Gr. 4 & □ No accommonations: Modifications: □ No accommonations: Modifications: □ No accommonations: Modifications: Modifications: Modifications: Modifications: Modifications: Modifications:	Grade Exempt Grade Exempt Grade Exempt Grade Exempt CMA (Geometry, Odations or modification extra time, flexible setting, ience* Grade Exempt Grade	ptations/Accommodation  mpt	OR CMA ( s (specify below) Mo  CMA (Criteria M  CMA (Criteria M  CMA (Criteria M  CMA (Criteria M  CMA (S (specify below) Mo  CMA (S (specify below) Mo  CMA (Criteria M  CMA (C	et) (Gr. 3–7 school year odifications Criteria Me odifications rades 9 throug odifications teria Met) (Godifications	(; Algebra I: 7-11) () (specify below)  (t) (Gr. 5, 8 & 10) (specify below)  (h 11 World History) (specify below)  Gr. 4 & 7 only) (specify below)		
Life Skills Curric Participation in (	CAT-6/CST not approp			4 🔲	5 🔲		
Other State or D	istrict-Wide Assessmer	nt Accommodations/Mo	odifications (specify)				
accommodations Student is worki	ng towards a diploma as or  with accommoding towards a certificate ress towards goals.	lations. and will be promoted	sed upon district curricu				
☐ No accommodati ☐ Modifications (sp	ons or modifications pecify) <u>calculator:Q's reac</u> s (specify) <u>test &gt;1day:Q's</u>	i aloud(ELA); test +1day	Exempt due to eligi Grade Exempt (belo	ow grade 10			

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## Pajaro Valley Unified School District Special Education Local Plan Area INDIVIDUALIZED EDUCATION PROGRAM Specialized Instruction

		•			
Student_	·9		Date of Birth		
			IEP Meeting Date 1	1/29/10	

#### INSTRUCTIONAL ACCOMMODATIONS

		Responsible	
Area of Difficulty	Accommodation	Agency/Personnel District of Service/ Gen. Ed.	Start Date
other: re: Artificial Thitral alve	Other: Don't allow student to participate in any contact sport	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/29/2010
			445000040
uditory Memory, Other: esting	Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Take Tests in Alternate Setting, Other: frequent check of understanding; provide notes if possible	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/29/2010
rocessing Speed	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Frequent Breaks, Take Tests in Alternate Setting, Visual Models, Visual Schedule	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/29/2010

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#### ajaro Valley Unified School District

Date: 2/13/2012

uated:

s Of: 2012

School Name/Address

Renaissance

11 Spring Valley Road Watsonville, CA 95076

Tel: (831)728-6344

Fax: (831)728-6419

Counselor: Pat Messer

SSID:

rsID	Course Title	Mark	Credit	CrsI	) (	Course Title	Mark	Credit	Work In Progress
ajaro	Valley High School Grd	09 12/200	)8	Pajar	o Va	liey High School Grd	11 6/201	.1 .	9291 Basic Skills CA Exit Ex 0.00
042	Adv ELD B	С	5.000	4610	N	Adv PE	C+	5.000	6210 P Beginning Drama 0.00
.042	Adv ELD B	C	5.000	2610	Þ	Algebra II	F	0.000	9270 Directed Study 0.00
410	P Algebra 1A/B	8	5.000	3310	₽	Chemistry	F	0.000	1430 P English 4 0.0
270	Directed Study	C⁴·	5,000	9270		Directed Study	C+	5.000	7310 F Federal Government/US G 0.0
910	Health	D	5.000	1330		English 3/American D		5.000	6080 P ROP Computer Graphics 0.00
610	P Integrated Science I	D	5.000	7210		US History	D-	5.000	
rs Ati	: 30.000 Cmp: 30.000 To	stal GPA:	1.833	Crs A	tt:	30.000 Cmp: 20.000 To	etal GPA:	1.167	Credit Summary - High School
ajaro	Valley High School Grd	09 6/2009	)	Patar	o Va	lley High School Grd	12 12/20	11	
410	P Algebra 1A/B	A	5.000	6210	Þ	Beginming Drama	Ç-	5.000	Subject Area Req Cmp De:
270	Directed Study	С	5.000	9270		Directed Study	C-	5.000	A English 40.00 38.80 1.3
.130	P English 1	С	5.000	7410	P	Economics	F	0.000	B Math 20.00 11.25 8.
130	P English l	C	5.000	1430	Þ	English 4	F'	0.000	C Biological Science 10.00 10.00
61C	P Integrated Science I	. D+	5.000	6080	Þ	ROP Computer Graphic	cs E	0.000	D Physical Science 10.00 10.00
051	Intro Computers	C-	5.000	2821	₽	Statistics	£	0.000	E Health 5.00 5.00
rs At	t; 30.000 Cmp: 30.000 To	stal GPA:	2.167	Crs A	t.t.»	30.000 Cmp: 10.000			F Fine Arts / Foxeign L 10.00 6.75 3. G Physical Education 20.00 20.20
aiaro	Valley High School Grd	10 12/200	9	PVHS	Tran	sfer Credit Grd 12 12	2/2011		H Applied Arts 10.00 5.00 5.0
610	N Adv PE	C+	5.000	9291		Basic Skills CAHSEE		1.250	I World Civilization 10.00 10.00
210	P Biology	D	5.000	9270		Directed Study	С	1.250	J US History 10,00 10.00
270	Directed Study	₽+	5.000	6210	ţ)	Drama 1	D	1.250	K Federal Government 5.00 0.30 4.
230	P English 2	C	5,000	1430		English 4	F	0.000	L Economics 5.00 0.30 4.
510	P Geometry	C+	5.000	7310		Federal Government/	JS G E	0.000	M Electives 45.00 46.25
7110	P World Civ	D	5.000	1		6.250 Cmp; 3.750 Tota			N Algebra 10.00 10.00
	t: 30,000 Cmp: 30,000 To	otal GPA:							O Science 10.00 10.00
	r			Renai	ssar	ce Grd 12 6/2012			tag may may may may may may mad that talk may man man man man man man man man man
ajaro	Valley High School Grd	10 6/2010	)	4610	ľ	Adv PE	P	0.200	Total Credits 220.00 193.85 27.
161.0	N Adv PE	B÷	5.000	7410		Economics	F	0.300	GPA Summary
3210	P Biology	D	5,000	1740		English Elective	P	8.800	GPA Schillary
270	Directed Study	C+	5.000	7310		Federal Government/	JS G P	0.300	
1230	P English 2	D-	5.000	6910		Fine Art Elective	₽	0.500	Academic GPA: 1.475 Rank 325 out of
2510	P Geometry	D+	5.000	3650		Science Elective	P	5.000	Total GPA: 1.500 Rank 327 out of
7110	P World Civ	Ľ)	5.000	Crs A	tt:	15.100 Cmp: 15.100			CSU GPA: 1.043
irs At	t: 30,000 Cmp: 30.000 To	otal GPA:	1.500						Cal Grant GPA: 1.409
?ajaro	Valley High School Grd	11 12/20	10						Totting Information
1610	N Adv PE	C	5.000						restring informations
2610	P Algebra II	F	0.000			4			CAESEE_ELA-1-1
3310	P Chemistry	D	5.000						CA HSEE ELA F 2/7/2012
270	Directed Study	C+	5.000	-					CAHSEE_Math-1-1
1330	P English 3/American D	Lite C	5.000	1					CA HSEE Math F 12/10/2011
721C	P US History	D-	5.000	1					
ers At	t: 30,000 Cmp: 25.000 To	otal GPA:	1.333	1					
				-					

H = Honors A = Advanced Placement P = College Prep N = Non-Academic One GPA is provided per semester.

1100		
<b> </b>		
	Transcript is unofficial unless signed by a school official School Officials Signature	Date: 4/23/2012



## California High School Exit Exar

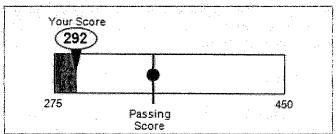
## Student and Parent Report

### English-Language Arts

Test Date: 11/01/2011

Your Total Score	Score Requi	red Status	Continues o comments.
292	350	MODIFIED	***************************************

Your student took this test using modifications as specified in his or her IEP or Section 504 plan. See "Taking the CAHSEE with Modifications" on the back of this report.



#### Aranie for Freilspolewines dem

READING	Number of Number Questions Correct
Word Analysis	7
Reading Comprehension	18 2
Literary Response & Analysi	s 20 6
WRITING	AND SEASON SEASON SEASON SEA
Writing Strategies	12 3
Writing Conventions	<b>15</b>

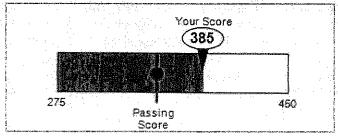
Essay 2.0

### Mathematics

Test Date: 11/02/2011

Your Total Sc		e Required o Pass	Statu	\$ (2.5)
385	Alamania and a surface of the same of the	<b>/ 350</b>	MODIFIED	welfood I politicismon a elektromaca a conscilera d'a a la

Your student took this test using modifications as specified in his or her IEP or Section 504 plan. See "Taking the CAHSEE with Modifications" on the back of this report.



#### Situate for Marke acceptation

	Number of Questions	Number Correct
Probability & Statistics	13	10
Number Sense	the state of the s	3.
	20	1 1
Measurement & Geometry	18	13
Algebra I	12	10
	silse - i samelanenenas este	ti i sakada da

<sup>\*</sup> Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score". The Writing Applications score counts as 20% of the total English-Language Arts score.





## Board Agenda Backup

Item No:	10.7
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**Date:** May 23, 2012

Item: CAHSEE Passage Waiver

Math (WHS 11-12-37)

Overview:

Per Education Code 60851 (c) the parent/guardian of a student who has taken any section of the exam with one or more modifications and has received the equivalent of a passing score may request that his/her child receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit to the Governing Board a request for a waiver.

The attached documentation as required by Education Code demonstrates that the identified special education student has earned "the equivalent of a passing score" (350 or more points) on the exit exam using modifications identified in the student's IEP.

Required documentation includes a) Notification to Parent regarding students eligibility for waiver b) Parent's written request for a waiver c) Documentation of passing score with the use of a modification d) Documentation of the disability which required the modification e) IEP authorizing use of the modification and f) Transcript identifying current academic progress.

Recommendation: Approve
Budget Considerations: None Funding Source:
Budgeted: Yes: No:
Amount: \$
Prepared By: Dee Textschel, Program Director Special Services
Superintendent's Signature: Dorm Box

## Parent/Guardian Request for Waiver of the High School Exit Examination Requirement for Students with Disabilities

Date: 05/16/12
To The Parent/Guardian of:
All California public school students, including students with disabilities, are required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.
This letter is to inform you that your child took one or more subject matter parts of the CAHSEE with a modification prescribed in his/her current individualized education program (IEP
At your written request, The PVUSD Board of Education may waive the requirement to successfully pass one or both subject matter parts of the CAHSEE in order to receive a diploma. You may submit this request by completing the information below and returning this form to the principal of your child's high school.
Signature of Principal: Glacine Regenta Date: 5/17/12
I request that my child was tested with a modification and earned the equivalent of a passing rts of the CAHSEE, be granted a waiver of this California graduation requirement.
I understand that, in order to receive such a waiver, state law requires that my child have all of the following:
An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.
An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.
Signature of Parent: ate: 5/18/12
dic. <u>1/10</u> /10
FOR SITE USE ONLY
Date Received by Principal: 5/18/12
Student Identification Number:_

1.

2.

3.

## Principal's Certification and Request for the Governing Board to Waive the High School Exit Examination Requirement for Students with Disabilities

Student's	Na	me: Student's ID Number:
has reque school ex examinat determin	ested tit ex tion ed b	ducation Code 6051, the parent/guardian of with disabilities, that the Governing Board waive the requirement that he/she successfully pass the high samination in order to receive a diploma. This student has taken the high school exit with one or more modifications that fundamentally alter what the test measures as y the State Board of Education, and has achieved the equivalent of a passing score one of the examination.
I certify	that	the student qualifies for a waiver because he/she satisfies all of the following conditions:
1.	wit exi	s an individualized education program (IEP) adopted pursuant to the Individuals the Disabilities Education Act that specifies the use of the modification(s) on the texamination, standardized testing, or classroom instruction and assessments. Etach the section of the IEP that specifies the modifications.)
	a.	Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. qulifies for Special Education services as a student with a Specific Learning Disability in the areas of reading and writing and cognitive delays in his auditory working memory abilities.
	b.	Describe any modification used on the English/language arts or M math section of the exam (separate form must be filled out for each section):During the math section of the exam, M was allowed to use a calculator to complete the test items per his IEP.
	c.	State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. According to the last SPED Assessment, performed better on Matrix Reasoning tasks, requiring abstract reasoning skills that are know to correlate with Math reasoning skills. However, his standard score on the Key Math 3 subtest for Operations (computation and estimation) was an 82, which corresponds to a percentile rank of 12 and a grade equivalent of 5.7. This means that is capeable of determining how to solve a problem, but struggles computing the answer.

d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. During his regular classes, \_\_\_\_ is provided with modified

curriculum, specially in English Language Arts and in Social Sciences. It is modified because it is written in a format in which Edgar can read the text fluently and understand what he's read. In Math class, Edgar has been allowed to use a calculator to complete his work.

- 2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (Attach transcripts showing coursework completed.)
- 3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.)

Certified by: <u>Ham Hornets</u>
Principal's Signature

I agree that the information on this Waiver Request Sheet ac this student regularly uses as identified in the IEP.	scurately describes the modifications that  5/18/2012
Signature of Student's Special Education Teacher	Date
Rene Asis	
Print Name of Student's Special Education Teacher	
I agree that the information on this Waiver Request Sheet ac student has satisfactorily completed or is in the process of c sufficient to have obtained the skills and knowledge otherwi- Examination.	ompleting in the high school curriculum is
C. Selve	5/18/12
Signature of Student's Academic Counselor	Date
Angelica Echeverria	
Printed Name of Student's Academic Counselor	



## Pajaro Valley Unified School District Special Education Local Plan Area INDIVIDUALIZED EDUCATION PROGRAM

Supplementary & Specialized Support/Promotion & Assessment Standards

TRIVER STREET	TATE OF THE PARTY				
Student			Date of Birth_		
			IEP Meeting Date 10/0	03/11	
UPPLEMENTARY/S	PECIALIZED SUPPO	ORT			
			materials/equipment as speci		
Supports for s	school personnel	☐ Specia ✓ None	dized aids/materials/equipm	ent (Assisti	ve Technology)
Description	Responsible	Location	Frequency/Intensity	Duration	Start/End Date*
Doscription	Personnel/Agency	Location	1 requeite y/intensity	Duration	StarvEnd Date
					Start:
				TO POST POST POST POST POST POST POST PO	End:
					Start:
					End:
If a placement or service	is ending, give reason				
No accomm Accommodation Modifications:  ✓ Math: (Gr. 2-11  ☐ No accomm Accommodation Modifications: ✓ Science (Gr. 5 & ☐ No accomm Accommodation Modifications: ✓ History/Social S ☐ No accomm Accommodation Modifications: ✓ Writing (Gr. 4 & ☐ No accomm Accommodation Modifications: ✓ Uriting (Gr. 4 & ☐ No accommodation Modifications: ✓ Life Skills Curri Participation in	s:  CMA (Geometry, nodations or modifications:  See 8 Gr. 9-11) Grade I modations or modifications:  Geometry Grade I Grade Exemple I Grade Ex	CST OR Grades 7-11) (Grades ons Accommodate  Exempt CST on	OR CMA (Criteria Mes 8-11 effective 2011-2012 tions (specify below) Model McCons (specify below) McCons (specify b	et) (Gr. 3–7 school year odifications Criteria Me odifications rades 9 through difications (eria Met) (Codifications	; Algebra I: 7-11) ) (specify below) t) (Gr. 5, 8 & 10) (specify below) 11 World History) (specify below) Gr. 4 & 7 only) (specify below) 5
accommodation  Student is work	cing towards a diplomans or  with accommo	dations.	I based upon district curriculed based upon alternative cu		
ALIFORNIA HIGH S	SCHOOL EXIT EXAMI	NATION (CAHSEE)			
Modifications (s	tions or modifications specify) test over 1 day, cans as (specify) <u>Extended time</u>		Exempt due to eligib Grade Exempt (belo Passed both subtests	w grade 10)	

IEP 01D (12/10)

Page\_\_\_of\_\_\_



## Pajaro Valley Unified School District Special Education Local Plan Area INDIVIDUALIZED EDUCATION PROGRAM Specialized Instruction

ONIFFED SCHOOL DISTRICT		
*		
Student	Date of Birth	
	IEP Meeting Date 10/03/11	,
•		

## INSTRUCTIONAL ACCOMMODATIONS Responsible Agency/Personnel District of Service/ Gen. Ed. Area of Difficulty Start Date Accommodation Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Frequent Breaks, Grammar Checker, Study Buddy, Take Tests in Processing Speed 12/16/2010 Teacher, Assistant, Special Class Alternate Setting 1, 🕏

IEP 04B (4/0	7)	ae c	of
LEF UMD (M/U	/ )	5CU	) <u> </u>

#### 'ajaro Valley Unified School District

er Date: 8/13/2008

duated:

ss Of: 2012

School Name/Address

Watsonville High School 250 East Beach St Watsonville, CA 95076

Tel: (831)728-6390

Fax: (831)761-6013

Counselor: Echevarria A

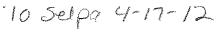
SSID:

Community

rsID	Course	Title	Mark	Credit	CrsII	Course Title	e i	vark	Credit		Tes	ting Information	
atsonvi	lle High	School Grd 09	2/2008	·	2410	P Algebra 1A/B		F	0.000			CAHSEE_ELA-1-1	
210 P	Beginni	ing Drama	Е	5.000	9245	IEP Advisory		A	0.500	CA HSEE É	LA	F 10/4/2011	
354	Biology	/ Modified	F	0.000	8364	Math Tutoria	.1	C	5.000			CAHSEE_Math-1-1	
351	English	1 (M)	C	5.000	8352	System 44		B+	5.000	CA HSEE M	ath	M 11/2/2011	
355	Health	(M)	В	5.000	9358	US History M	odified	8-	10.000				
353	Math Mo	odified	A	5,000	4620	N Weights/ Fit	ness PE	C	5.000				
510	N Physica	al Education 9	A	5.000	8349	Writing ELA	(M)	C-	5.000				
rs Att:	30,000 0	Cmp: 25,000 Tota	al GPA:	2.667	Crs A	t: 35,500 Cmp: 3	0.500 Tota	l GPA:	2.169				
atsonvi	lle High	School Grd 09	5/2009		Watson	ville High Schoo	1 Grd 12 I	2/2011					
210 P	Beginni	ing Drama	A	5.000	9241	Advisery		A	0.500			•	
354	Biology	Modified	В	5.000	8611	CBI·(M)		8+	5.000				
351	English		8+	5.000	8359	Fed Governme	nt (M)	8÷	5.000				
245	IEP Adv		Pi ÷	1.000	9020	N Student Teac		A+	5.000				
353	Math Mo		A-	5,000	8352	System 44		A	5.000				
363		ed Intro to Comp		5.000	8366	Transition L	dfe Skills		0,000				
		al Education 9		5.000	8349	Writing ELA		В	5.000	Ì			
	-	Omp: 31.000 Tota				t: 25.500 Cmp: 2							
steonyi	lle Wich	School Grd 10	1272000		5857188 <b>x</b> 1	anti en den treskinder		T		1			
	N Adv PE	SCHOOL GLG TO	12/2009 A	5.000		Credit Summar	y - High	Scho	ol .				
435		a Readiness	A	5.000	248 24,3168 34	<u> </u>	<u>Se nork ortike</u>	<u> </u>	12 38 Na 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	-			
43J 351			A-	5.000	Cubán	c Area	Req	Cimp	De f				
351 245	English				1 ~		40.00	49.00					
	IEP Adv	•	A	0,500	I.	nglish							
362	.,	ated Science I		5.000		ath	20.00			1			
365	Tutoria		A-	5.000	1	iological Science		5.00		İ			
357	World (		A	5.000	1	nysical Science		10.00					
rs Att:	30.500 (	Omp: 30.500 Tota	al GPA:	4.000		ealth ine Arts / Foreig	5.00 m L 10.00	5.00					
atsonvi	lle High	School Grd 10	6/2010			nysical Education		20.00					
	N Adv PE		A-		1	oplied Arts		10.00					
435		a Readiness	8-		1 '	orld Civilization		10.00					
351	English		B-		1	S History		10.00					
245	IEP Adv		A		}	ederal Government		10.00					
362		ated Science I		5.000	1	conomics	5,00	0.00					
365		al 9-12	A			Lectives		39.50					
357	World		B+		1	lgebra	10.00						
		Cmp: 30.500 Tota			1	ience	10.00		10.00				
LO NEC.	30.300		ar Gin,	5.044	0 5	21.01100							
latsonvi	lle High	School Grd 11	12/2010		To	al Credits	220.00	203.50	30.50				
410 P	Algebra	a 1A/B	В	5,000	9787 5		ita iyaralırı	AL, L	41 7 7 7	}			
359		vernment (M)	C	5.000	1000	GPA S	Summary	45. Chi.,		1			
245	IEP Adv		A	0.500	<u> </u>			· · · · · · · · · · · · · · · · · · ·		1			
364	Math Ti		8	5.000	Acade	nic GPA: 3	3.101 Rank	84 out	of 364				
352	System		A-	5,000	Total		3.110 Rank			Į			
	,	s/ Fitness PE	D	5,000	UC/CS		.500						
349		g ELA (M)	B+	5.000	1								
-		Cmp: 30.500 Tot.											
le t convi	lla Uimh	School Grd 11	6/2011		-								

H = Honors A = Advanced Placement P = College Prep N = Non-Academic R = Repeáted Course
One GPA is provided per semester.

	Polio	
11	DTP	
11	MMR	
	HEP B	
	Varicella	
Į.		
L	Transcript is unofficial unless signed by a school official School Officials	
	Signature	Date: 5/18/2012
		-





## California High School Exit Exar -----

Sec back for details

Student and Parent Report

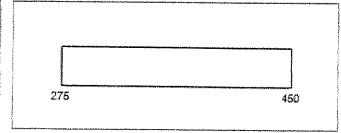
### English-Language Arts

Test Date: 02/07/2012

Essay

Your Total Score	Score Required to Pass	Status
		ABSENT

Your student was absent for this portion of the exam.



Strands for English-Language Arts

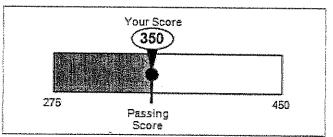
READING	Number of Questions	Number Correct
Word Analysis	estamon (Colorina and American Statement (American Statement (American Statement (American Statement (American	Table menya, proprieta popula, y Militaria Militaria and security
Reading Comprehension	·	
Literary Response & Analysis		
WRITING		
Writing Strategies		1 1 1
Writing Conventions		
All sales and the same of the	Seed to the second seco	And the Control of th

#### Mathematics

Test Date: 02/08/2012

Your Total Score	Score Required fo Pass	Status	
350	350	MODIFIED	1

Your student took this test using modifications as specified in his or her IEP or Section 504 plan. See "Taking the CAHSEE with Modifications" on the back of this report.



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	9
Number Sense	17	10
Algebra & Functions	20	9
Measurement & Geometry	18	9
Algebra I	12	6

<sup>\*</sup> Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score". The Writing Applications score counts as 20% of the total English-Language Arts score.

A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.





## Board Agenda Backup

Item No: 10.8

May 23, 2012 Date:

Item: **CAHSEE Passage Waiver** 

Math (WHS 11-12-38)

Overview:

Per Education Code 60851 (c) the parent/guardian of a student who has taken any section of the exam with one or more modifications and has received the equivalent of a passing score may request that his/her child receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit to the Governing Board a request for a waiver.

The attached documentation as required by Education Code demonstrates that the identified special education student has earned "the equivalent of a passing score" (350 or more points) on the exit exam using modifications identified in the student's IEP.

Required documentation includes a) Notification to Parent regarding students eligibility for waiver b) Parent's written request for a waiver c) Documentation of passing score with the use of a modification d) Documentation of the disability which required the modification e) IEP authorizing use of the modification and f) Transcript identifying current academic progress.

Recommendation: Approve
Budget Considerations: None
Funding Source:
Budgeted: Yes: No:
Amount: \$
Prepared By: Dee Meutschel, Program Director Special Services
У
Superintendent's Signature: Dorm Bot

## Parent/Guardian Request for Waiver of the High School Exit Examination Requirement for Students with Disabilities

	Requirement for Students with Disabilities
	Date: 05/16/12
	To The Parent/Guardian of:
	All California public school students, including students with disabilities, are required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.
	This letter is to inform you that your child took one or more subject matter parts of the CAHSEE with a modification prescribed in his/her current individualized education program (IEP
	At your written request, The PVUSD Board of Education may waive the requirement to successfully pass one or both subject matter parts of the CAHSEE in order to receive a diploma. You may submit this request by completing the information below and returning this form to the principal of your child's high school.
	Signature of Principal: While Hogset Date: 5/18/12
	I request that my child who was tested with a modification and earned the equivalent of a passing score one or more parts of the CAHSEE, be granted a waiver of this California graduation requirement.
	I understand that, in order to receive such a waiver, state law requires that my child have all of the following:
1.	An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
2.	Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.
3.	An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.
	Signature of Parent:
	FOR SITE USE ONLY
	Date Received by Principal: 5/18/12
	Student Identification Number:

## Principal's Certification and Request for the Governing Board to Waive the High School Exit Examination Requirement for Students with Disabilities

Student's 1	Name:	Student's ID Number:	
requested t school exit examinatio determined	b Education Code 6051, the parent/guar that the Governing Board waive the req t examination in order to receive a diplo on with one or more modifications that I by the State Board of Education, and tts of the examination.	uiremen oma. This student has taken the h fundamentally alter what the test	measures as
l certify tha	at the student qualifies for a waiver bec	ause he/she satisfies all of the fol	lowing conditions:
v e	Has an individualized education progrethy that Sexit examination, standardized testing (Attach the section of the IEP that specific progrethy).	specifies the use of the modificate, or classroom instruction and a	tion(s) on the
a	this will result in overt identification auditory processing deficit and here has a Specific Learning disability the	n of the student. Emilyanne conting cognitive levels are particularly lo	nues to display an ow in Math. She
b	o. Describe any modification used on the exam (separate form must be fil of a calculator to help her overcome	led out for each section):Emilyani	math section of ne requires the use
c	e. State the rationale for applying the passing score on the CAHSEE for the Watsonville High School indicated Emilyanne was "significantly below Math". Emilyanne, as a result of her math calculations consistent and organd a way of her processing problem	nis student. Gary Krejsa, Psycholo in his Triennial Assessment (04/2) her estimated cognitive ability in disabilities, does not have the maganized. The calculator allows her	ogist at 8/10) that the area of emory to keep all some security

d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. According to her IEP she is allowed to use a calculator for Math problems, she can test in alternate settings, she tests in short segments and she can have

frequent breaks. These modifications help her to perform as her best in a general education setting and on tests/assessments in spite of her disabilities.

- 2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (Attach transcripts showing coursework completed.)
- 3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.)

5/18/12

Elbrie Llogoni

I agree that the information on this Waiver Request Sheet of this student regularly uses as identified in the IEP.	accurately describes the modifications that
Signature of Student's Special Education Teacher	Date /
Print Name of Student's Special Education Teacher	
I agree that the information on this Waiver Request Sheet a student has satisfactorily completed or is in the process of sufficient to have obtained the skills and knowledge otherw. Examination.	completing in the high school curriculum is
Signature of Student's Academic Counselor	Date
Amadian Echeversia	
Printed Name of Student's Academic Counselor	



## Pajaro Valley Unified School District Special Education Local Plan Area INDIVIDUALIZED EDUCATION PROGRAM Specialized Instruction

Ng.		
Student_	Date of Birth	
	IEP Meeting Date 05/09/11	<del></del>

# INSTRUCTIONAL ACCOMMODATIONS Responsible Agency/Personnel District of Service/ Gen. Ed. Teacher, Assistant, Special Class Area of Difficulty Accommodation Calculator, Dictionary, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Shortened Assignments, Take Tests in Start Date Auditory Perception 05/09/2011 Alternate Setting . .

TED	MD	(4/07)

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Page	of	



## Pajaro Valley Unified School District Special Education Local Plan Area INDIVIDUALIZED EDUCATION PROGRAM

Supplementary & Specialized Support/Promotion & Assessment Standards

BNIFIED SCHOOL DISTRIC	<b>2</b>						
Student				Date of Birth	_		
,				IEP Meeting	Date_05/0	09/11	
SUPPLEMENTARY/SP.	ECIALIZED SUPPO	ORT			:		
Student requires suppl		vices or speci	ialized ma	terials/equipmen	t as spec	ified below.	
Supports for scl				ed aids/materials	s/equipm	ent (Assistir	ve Technology)
Program modifi	<del></del>	<b>✓</b>	None	**************************************			
Description	Responsible	Loca	tion	Frequency/I	ntensity	Duration	Start/End Date*
	Personnel/Agency						
							Start:
							End:
*.							Start:
			,				
If a placement or service is		1. <b>\$</b>		V. DOMESTICAL			End:
	(Preschool Only) DRDP Access Ac	laptations/Aco	commoda CST		] cma (i	Criteria Me	t) (Gr. 3 -11)
Accommodations: Modifications: Math: (Gr. 2-11)  No accommodations: Modifications: Science (Gr. 5 &	dations or modification  Grade Exempt CMA (Geometry, dations or modifications)  Grade Ideations or modifications or modifications or modifications or modifications	CS Grades 7-11) ons Accor	T <b>OR</b> (Grades mmodatio	CMA (C 8-11 effective 20 ns (specify below	riteria M 11-2012 v)	et) (Gr. 3–7 school year odifications Criteria Me	; Algebra I: 7-11 ) (specify below) t) (Gr. 5, 8 & 10
✓ History/Social Sci  No accommodations:  Modifications:  Writing (Gr. 4 &	odations or modificati  7 only)	ons	nmodation	or C	r) □Mo MA (Crit	difications ( eria Met) (C	(specify below)  3r. 4 & 7 only)
Modifications: Life Skills Currier Participation in C	ulum: CAP CAT-6/CST not appro	A Level priate due to:	1	2 🔲 3		4	5 🗌
Other State or Di	strict-Wide Assessme	ent Accommo	dations/M	odifications (spe	cify) CAH	łSEE, acomm	nodations
accommodations	ng towards a diploma or ✓ with accommo	dations.					<del></del>
substantial progr	ng towards a certificates towards goals.	e and will be	promoted	vased upon alter	native cu	irriculum sta	andards and/or
ALIFORNIA HIGH SC	HOOL EXIT EXAMI	NATION (CA	HSEE)				
Modifications (sp	ons or modifications ecify) Flex setting & ext (specify) Calculator / I	ra time Calc	ulator	Exempt due Grade Exem Passed both	npt (belo	w grade 10)	

IEP 01D (12/10)

Page\_\_\_of\_\_

#### Pajaro Valley Unified School District

iter Date: 8/15/2007

aduated:

ass Of: 2012

School Name/Address

Watsonville High School 250 East Beach St Watsonville, CA 95076

Tel: (831)728-6390

Fax: (831)761-6013

Counselor: Mora G

Community :

Course Title	Mark	Credit	CrsID	С	ourse Title	Mark	Credit	CrsID Course Title Mark Cr	edit
	12/2007		1					Watsonville High School Grd 12 7/2011	
	A	0.500	4610	N	Adv PE	A	5.000	SS7210 P US HISTORY-1st Sem B- 5	.000
(M) English	С	5.000	9242		Advisory 11th	A	0.500	SS7210 P US HISTORY-2nd Sem A- S	.000
	B		1	₽	Algebra (10-12)	P	5.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: 3.	500
•	B		1		English (M)	A	5.000		
	C-		1		Fed Government (M)	A-	5.000	Watsonville High School Grd 12 12/2011	
2	A-		8365		Tutorial 9-12	<i>M</i> -	5,000	9238 Advisory Yearbook A C	.000
N PE 9	B+	5.000	Crs At	t: 2	15.500 Cmp: 25.500 To	tal GPA:	4.000	3518 P Ag Engineering/Applied D 5	.000
: 30.500 Cmp: 30.500 Tot	al GPA:	2.852						9294 CAHSEE Math A+ 5	.000
			Watson	vill	e High School Grd 11.	6/2010		8370 Directed Study (ACM) A- 5	.000
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(M) English	В	5.000	2411	P	Algebra (10-12)	P	5.000	1710 Yearbook A 5	.000
(M) Health	В	5.000	8371		Economics Modified	A	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.	167
(M) Integ Sci I	В	5.000	8351		English (M)	A	5.000	, '	
(M) Math	₽	5.000	8365		Tutorial 9-12	B-	5.000		
Driver's Ed	C	5.000	Crs At	p: 2	25.500 Cmp: 25.500			Credit Summary - High School	
N PE 9	B	5.000	1						
: 30,500 Cmp: 30,500 Tot	al GPA:	2.852	WHS In	d St	udy Grd 11 6/2010			Subject Area Reg Cmp	Def
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H = Honors A = Advanced Placement P = College Prep N = Non-Academic R = Repeated Course One GPA is provided per semester.

i	Polio	1/19/1993	3/3/1993	7/27/1995	2/14/1997		
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## 10 Selpa 4-17-12 California High School Exit Examination

Coccuping Security See back for details

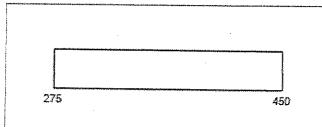
Student and Parent Report

## English-Language Arts

#### Test Date: 02/07/2012

Total S	four Score Required I Score to Pass		Status	1
· · · · · · · · · · · · · · · · · · ·	- Law or we want to		SATISFIED REQ	

The district reported that your student previously satisfied the requirement to successfully pass this portion of the CAHSEE. This report is not proof of a passing score.



#### Strands for English-Language Arts

	READING	Number of Questions	Number Correct	
	Word Analysis		umman jumbar di anchin kidaman di Kilibina anch' Kilibina di Kilibina di Kilibina di Kilibina di Kilibina di K	
1000	Reading Comprehension			
	Literary Response & Analysis			100
and the second second second	WRITING			
1	Writing Strategies			
•	Writing Conventions			
*	Share and the control of the state of the st	CONTRACTOR CONTRACTOR	CONTRACTOR OF ALL PROPERTY.	Não.

Your Score

Essay

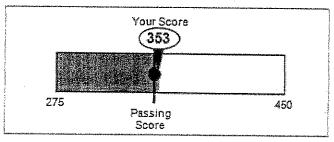
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#### Mathematics

#### Test Date: 02/08/2012

- 100 C - 100 C - 100 C	Your Total Score	Score Required to Pass	Status	The second second
Stratistics of the second	353	350	MODIFIED	

Your student took this test using modifications as specified in his or her IEP or Section 504 plan. See "Taking the CAHSEE with Modifications" on the back of this report.



#### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	7
Number Sense	17	11
Algebra & Functions	20	13
Measurement & Geometry	18	10
Algebra I	12	4
:		· · · · · · · · · · · · · · · · · · ·

A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.

<sup>\*</sup> Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score". The Writing Applications score counts as 20% of the total English-Language Arts score.





## Board Agenda Backup

Item No: 12.1

Date: May 23, 2012 Adoption of Resolution #11-12-22 to index Level 1 Developer Fees pursuant to Item: state law Earlier this meeting, the board held a public hearing to discuss imposing updated Level Overview: 1, 2, and 3 developer fees as authorized by state law. This action item pertains to the imposition of updated Level 1 developer fees in the amounts of \$3.20 per square foot for residential construction and \$0.51 per square foot for commercial/industrial construction. The district had previously adopted Level 1 fees of \$2.97 per square foot for residential space and \$0.47 per square foot for commercial/industrial space. Approve Resolution #11-12-22 to index Level 1 developer fees pursuant to state law at Recommendation: the amounts recommended by district staff. Brett W. McFadden, CBO Prepared By: Richard Mullikin, Director of M/O/F

Superintendent's Signature:





# RESOLUTION NO. 11-12-22 OF THE GOVERNING BOARD OF THE PAJARO VALLEY UNIFIED SCHOOL DISTRICT, REGARDING THE LEVY AND COLLECTION OF LEVEL 1 SCHOOL FACILITIES FEES

WHEREAS, the California Legislature has authorized individual school districts to impose School Facility Fees which may be used to construct or reconstruct school facilities to provide adequate schools to serve new development projects; and

WHEREAS, the Governing Board of the Pajaro Valley Unified School District ("Board") has determined that school facilities will be needed to serve the growing community as new development occurs; and

WHEREAS, the State Allocation Board has recently adjusted the maximum allowable fees per square foot on construction pursuant to Government Code Section 65995(b)(3) as follows:

Residential \$3.20 Commercial/Industrial \$0.51; and

WHEREAS, the Board has collected, examined, and analyzed written evidence, and has heard and considered evidence and testimony at a duly-noticed public hearing regarding the levy and collection of School Facilities Fees; and

WHEREAS, the Board has in all respects complied with legal requirements concerning establishing and imposing the fees; and

WHEREAS, the Board reviewed a Justification Document that determined that the Pajaro Valley Unified School District could justify and levy a fee of \$3.20 per square foot for residential construction, and a fee of at least \$0.51 per square foot for commercial and industrial construction; and

WHEREAS, the District seeks to impose the maximum rate allowable under Level 1 fees in those situations where the District will collect Level 1 fees;

NOW, THEREFORE, the Board finds and directs as follows:

#### 1. Justification Report:

The Board has conducted a duly-noticed public hearing at which it has received and examined the written evidence listed and referred to as the Justification Document and thereby incorporated herein by reference. The Board has also considered any additional oral and written evidence and testimony presented at the hearing. The evidence and testimony support the findings herein.

### 2. School Facilities Fees are Necessary and Reasonable:

Based on any findings and evidence contained in the Board's earlier resolutions on this subject, as well as the evidence presented to this Board at the hearing, this Board reaffirms its earlier resolutions, adopts the findings and conclusions set forth as its own, and finds each of the following:

- A. The purpose of levying such fees, charges, dedications or other requirements is to finance the construction and/or reconstruction of school facilities. The proceeds shall also be used for reimbursement of the administrative costs incurred in collecting and repaying fees, charges, dedications, and other requirements; and for the costs of performing any study and otherwise making the findings and determinations required by law; as well as any other use permitted by law. The public facilities to be financed hereby are as defined in Section 1 above.
- B. These fees will be used to fund the construction or reconstruction of school facilities needed to reduce overcrowding which exists or will exist in the district and impairs or will impair the normal functioning of educational programs.
- C. The overcrowding to be reduced by use of these fees exists or will exist because the enrollment projected to result from continuing residential, commercial or industrial development exceeds the state-certified capacity of the district to provide adequate housing.
- D. The amount of fees to be paid pursuant to this Resolution bears a reasonable relationship and is limited to the needs of the community for school facilities and is reasonably related and limited to the need for schools caused by residential, commercial or industrial development.
- E. The amount of fees to be paid pursuant to the Resolution does not exceed the estimated reasonable costs of providing for the construction or reconstruction of school facilities necessitated by the development projects from which the fees are to be collected.
- F. As determined in the written and oral evidence and testimony, there is a reasonable relationship between the use of the fees, charges, dedications, and other requirements and the impacts from the development project on which the fees are imposed; there is a reasonable relationship between the need for the above described school facilities and the impact arising from the type of development project on which the fees, charges, dedications and other requirements are imposed; and there is a reasonable relationship between the amount of the fees, charges, dedications and other requirements and the cost of the public facilities or portion of the public facilities attributable to the development.
- G. The uses of the fees proposed and implemented pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed.

H. The reference to fees herein refers to both the fees collected under Government Code Section 65995 and fees collected as a mitigation measure or condition of a development project involving approvals by governmental agencies.

### 3. Exemptions From Fees:

This Board recognizes that various categories of residential, commercial, or industrial development, as well as individual development projects, are or will be exempted from fees imposed under Education Code Section 17620 by such statutory provisions as Education Code Sections 17620, 17622, 17625, 17626, Government Code Sections 65995, 65995.1, 65995.2, 66000, 66001, and judicial decisions.

### 4. Compliance with Law:

All terms in this Resolution shall be given the definition provided by applicable law. It is the Board's intent that this Resolution comply with Education Code Sections 17620-17626 inclusive; Government Code Sections 65995-66009, inclusive; and other applicable law.

### 5. Adoption of Fees:

- A. Based upon all of the findings contained in this Resolution and the evidence presented to the Board at the hearing," this Board increases the previously levied fee upon any development project within the boundaries of the District to the following amounts:
  - 1. \$3.20 per square foot of "assessable space" of all new residential construction, except adults only housing as required by law; and
  - 2. \$3.20 per square foot of "assessable space" of all other residential construction to the extent of any resulting increase in assessable space in excess of 500 square feet; and
  - 3. \$0.51 per square foot of all chargeable and enclosed space in the case of any new commercial or industrial construction.
- B. This Board determines that the fees to be levied will be collected for public improvements or facilities for which an account has been established and funds appropriated, and for which the Board has adopted a proposed construction schedule or plan. Based on this determination, and pursuant to Section 66007(b) of the Government Code, this Board orders that payment of the fees specified above will be required prior to issuance of a building permit.
- C. This Board will deposit, invest and account for the fees as required by law and shall periodically review the facilities fee account pursuant to Government Code Sections 66011 and 66006 and other applicable law and will either make the findings required by Government Code Sections 66001 and 66006 or direct the refund of the fees.

- D. With respect to commercial and industrial development, the Board finds as follows:
  - 1. Based upon the Board's earlier resolutions, the findings and the evidence presented to this Board at the hearing on this Resolution, the Board finds that, in general, the various categories of commercial and industrial development, should and shall be included within the assessment on commercial and industrial projects.
  - 2. A Justification Document prepared by the District, determined the impact of the increased number of employees anticipated to result from the commercial and industrial development pursuant to Education Code 17621 (e)(1)(B) and this Board has considered the results of such study in making its findings herein. This Board further adopts the appeal procedure attached as Exhibit "A."
- E. With respect to space that is covered or enclosed for agricultural purposes, and based upon the Board's earlier resolutions, the findings and the evidence presented to this Board at the hearing on this resolution, the Board finds that:
  - 1. In general, the fees for commercial and industrial projects as imposed on agricultural projects bear a reasonable relationship and are limited to the needs to the community for elementary or high school facilities caused by the development.
  - 2. The amount of the fees does not exceed the estimated reasonable cost of providing for the construction or reconstruction of the school facilities necessitated by the development projects from which the fees are to be collected.

## 6. Impact of Level 2 Fees and Mira Fees

Nothing herein shall preclude the District from collecting Level 2 fees or from collecting fees pursuant to existing negotiated agreements or project conditions that were imposed under the County General Plan ("Mira Fees") in lieu of the Level 1 fees provided herein. The Level 1 fee shall only be levied in those instances where the District cannot, or elects not to collect the Level 2 fees or the Mira fees.

### 7. Transmittal of Resolution

A copy of this Resolution shall be transmitted forthwith to the City of Watsonville and Santa Cruz County accompanied by all relevant supporting documents and a map clearly indicating the boundaries of the area subject to the fees, charges, dedications and other requirements.

# 8. <u>Prohibition Against Permit Issuance Absent Compliance with This</u> Resolution:

Pursuant to Education Code Section 71620(b), no city or county may issue a building permit for any residential, commercial or industrial construction, as defined by law, absent certification by the Superintendent or his/her designee of (1) compliance by that project with any fee, charge, dedication, or other requirement under this Resolution or (2) his/her determination that the fee, charge, dedication, or other requirement does not apply to the construction.

### 9. Superintendent Authorized to Take Necessary and Appropriate Action:

The Board further directs and authorizes the Superintendent to take on its behalf such further action as may be necessary and appropriate to effectuate this Resolution, including entering into an Agreement with the County of Santa Cruz or the County Office of Education for the collection of such fees.

### 10. Resolution Does Not Limit Board Authority:

Nothing herein shall preclude satisfaction of the requirement of payment of the amount set forth above by dedication of land on terms acceptable to the Board; or preclude acceptance by the Board of fees charges, or land whose value exceeds that required by this Resolution. In the absence of any such agreement to accept a dedication of land, the above amounts shall be collected in the form of fees, charges, or other requirements. Nothing herein shall be interpreted to preclude the District from taking any other action, including but not limited to levying any other fee, charge or requirement of dedication or land, or from requesting the City or County from levying a fee, charge, mitigation measure or other requirement which the District determines is necessary to provide school facilities which meet the needs of the District, its students, and the community. Such additional requirement may also include participation in a Mello-Roos Community Facility District. Superintendent or his/her designee is authorized to enter into negotiations with property owners regarding the substitution or charges, dedications, or other requirements in lieu of, or in addition to, the payment of fees as described herein; provided, however, that the value of such charges, dedications, or other requirements shall be greater than or comparable to the amounts specified herein. In no event shall the District's share of such fees exceed the maximum amount that can be justified under the study presented to the Board on May 23, 2012. The District expressly makes the findings set forth in Section 2 above for all additional fees, charges, mitigation measures or other requirements referenced herein.

### 11. Deposit in Fund:

All fees and charges, along with any interest income earned thereon, shall be deposited in a separate capital facilities fund in a manner to avoid any co-mingling of the fees and charges with other revenues and funds of the District, and shall be expended solely for the purposes for which the fees and charges are collected, which the Board hereby designates to be those purposes permitted by any applicable law.

### 12. Refunds:

In the event that a project qualifies for refund of the fee, charge, dedication, or other requirement under Education Code Section 17624, repayment shall be made, less the amount of the administrative costs incurred in collecting and repaying the fee, charge, dedication, or other requirement.

### 13. Effective Date:

Pursuant to Education Code Section 17621(a), the adoption of, or increase in, the fee, charge, dedication, or other requirement shall be effective a minimum of sixty (60) days following the adoption of this Resolution on May 23, 2012. The new Level 1 fees shall take effect July 23, 2012.

### 14. Severability:

If any clause, phrase, sentence, or section in this Resolution is held invalid, the remaining clauses, phrases, and sections of the Resolution shall remain valid and shall be interpreted in the manner most consistent with deleting the invalid provision.

### 15. Certification of Resolution:

	aly passed and adopted by said Board, at an official Brd day of May 2012, the following vote, to wit:
AYES: NOES: ABSENT:	
	By: President, Governing Board of the Pajaro Valley Unified School District
EST:	

#### **EXHIBIT A**

# PROCEDURE TO APPEAL IMPOSITION OF RESIDENTIAL, COMMERCIAL OR INDUSTRIAL DEVELOPMENT FEE

In accordance with Government Code Section 53080.1, subdivision (e)(2), the following appeals procedure is available to any developer who wishes to contest a fee imposed by the District on residential, commercial or industrial development.

### A. Procedure to Appeal Fee Imposition

### 1. Written Statement of Appeal

- a. Any appeal of the administration's decision to impose fees on development must be presented to the District's Superintendent or his/her designee in writing.
- b. The developer's written statement of appeal shall be dated and include the specific grounds for the appeal and any information that supports the developer's contention that the fee imposition is improper.
- c. The written statement of appeal must be submitted by the developer to the Superintendent or his/her designee within five (5) days of the administration's determination to impose the fee.

### 2. Appeal to Superintendent or His/Her Designee

- a. The Superintendent or his/her designee shall have an opportunity to investigate the contentions made in the developer's statement of appeal. In conjunction with this investigation, the Superintendent or his/her designee may request to meet with the developer.
- b. Within seven (7) days from the date of receipt of the developer's statement of appeal, the Superintendent or his/her designee shall mail the developer a decision in writing either granting or denying the appeal.

#### 3. Governing Board

- a. If the developer is dissatisfied with the decision of the Superintendent or his/her designee, the developer may request a hearing before the Governing Board.
- b. The developer's request for a hearing must be received in the District office within seven (7) days of the date of the Superintendent's decision upholding the fee imposition.
- c. The date for the hearing shall be established by the District as soon as practicable following receipt of the developer's request. It shall be the District's prerogative

to decide whether the hearing will be conducted at a regular meeting of the governing board or at a special meeting.

d. As soon as possible and in no event less than five (5) days before the date set for the hearing, the District shall send the developer a written notice including the time, date and place set for the hearing.

### B. Conduct of the Hearing

- 1. At the hearing, the developer shall bear the burden of establishing that the fee is improper.
  - a. The developer shall be allotted 15 minutes in which to present the information showing that the fee requirement is improper.
  - b. The District administration shall have 15 minute in which to present information rebutting the developer's contentions.
  - c. The Governing Board has the discretion to grant either party or both additional time in which to present information in further support of their contentions.
- 2. Within five (5) days of the hearing, the Governing Board or its designee shall mail the developer a notice in writing of its decision either granting the appeal or upholding the fee imposition.
- 3. All hearings conducted pursuant to this section shall be informal in nature and be designed to determine the parties' contentions without unnecessary formality.

### C. Miscellaneous

- 1. Any failure on the part of the developer to pursue their appeal within the timelines stated in this procedure shall result in the developer's forfeiture of their opportunity for a hearing before the Governing Board.
- 2. The timelines contained in this procedure may be extended by mutual written agreement of all parties.
- 3. It will be sufficient in meeting any of the notice requirements contained in this procedure for the District to send such notices to the developer by regular mail at their last known address as listed on their statement of appeal.
- 4. Whenever the deadline for any act required under this procedure falls on a Saturday, Sunday or holiday, the time shall automatically be extended to the next business day.



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



# Board Agenda Backup

Item No: 12.2

**Date:** May 23, 2012

Item: Adoption of Resolution #11-12-30 to levy Level 2 and 3 Developer Fees pursuant

to state law

Overview: Earlier this meeting, the board held a public hearing to discuss imposing updated Level

1, 2, and 3 developer fees as authorized by state law. This action item pertains to the imposition of Level 1 and 2 developer fees. Although the district's justification study indicated the district could increase its Level 2 fee amount, staff recommends keeping

the rate at the current 2011-12 level for 2012-13. The analysis for this

recommendation was detailed in the public hearing item.

This action is effective from July 1, 2012 to June 30, 2013.

**Recommendation:** Approve Resolution #11-22-30 to levy 2012-13 Level 2 developer fees at the current

2011-12 amount of \$5.21 per square foot with a Level 3 amount of \$11.38 per square

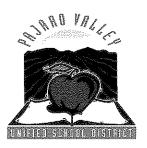
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Prepared By: Brett W. McFadden, CBO

Richard Mullikin, Director of M/O/F

Superintendent's Signature: ( )00

Dam Bas



# RESOLUTION NO. 11-21-30 OF THE GOVERNING BOARD OF THE PAJARO VALLEY UNIFIED SCHOOL DISTRICT REGARDING THE LEVY AND COLLECTION OF LEVEL 2 AND 3 SCHOOL FACILITIES FEES

WHEREAS, under Government Code Section 65995.5, which was enacted pursuant to Chapter 40, Statutes of 1998 ("Senate Bill 50" or "SB 50"), and amended by Chapter 858, Statutes of 1999 ("Assembly Bill 695" or "AB 695"), a school district's governing board may establish fees to offset the cost of school facilities made necessary by new construction following the making of certain findings by such governing board; and

WHEREAS, the Pajaro Valley Unified School District ("District") has undertaken a review of its eligibility to establish fees under the provisions of SB 50; and

WHEREAS, separate and apart from determining its eligibility to establish such fees, the District has prepared an analysis entitled "Needs Analysis", dated April 5, 2012 (the "Needs Analysis") in accordance with the provisions of SB 50; and

WHEREAS, the District seeks to establish fees in accordance with and under the authority of Senate Bill 50 for the purpose of funding the construction and reconstruction of school facilities made necessary by development within the District's boundaries; and

WHEREAS, the District has submitted applications for new construction eligibility to the State Allocation Board of the State of California which have been approved, thereby meeting the eligibility requirements for such construction in accordance with the provisions of Government Code Section 65995.5(b)(1) after 120 days or approval by the State Allocation Board, whichever first occurs; and

WHEREAS, the District has outstanding debt that exceeds the statutory threshold as required by Government Code Section 65995.5(b)(3)(C); and

WHEREAS, at least 20% of the teaching stations of the District are relocatable classrooms pursuant to Government Code Section 65995.5(b)(3)(D); and

WHEREAS, in accordance with Government Code Section 65995.5, a purpose of this Resolution is to declare the District's eligibility for, and to establish fees under the provisions of SB 50 consistent with the information and data set forth in the Needs Analysis and upon such other information and documentation prepared by or on file with the District, as presented and described to the Board.

NOW, THEREFORE, BE IT HEREBY RESOLVED by the Governing Board of the Pajaro Valley Unified School District:

- Procedure: This Board hereby finds that prior to the adoption of this Resolution, the Board conducted a public hearing at its regular meeting at which oral and written presentations were made. Notice of the time and place of the public hearing, including a general explanation of the matter to be considered, has been published in a newspaper of general circulation in accordance with Government Code Section 65995.6(d), and a notice, including a statement that the Needs Analysis required by Government Code Section 65995.6 was available, was mailed at least 30 days prior to the public hearing to any interested party who had filed a written request with the District for mailed notice of the meeting on new or increased fees or service charges within the period specified by law. At least 30 days prior to the public hearing, the District made available to the public in its Needs Analysis, data indicating the amount of the cost, or estimated cost, required to provide the facilities for which the fee is to be levied pursuant to this Resolution, and the revenue sources anticipated to provide this service. By way of such public meeting, the Board received oral and written presentations by District staff which are summarized and contained in the District's Needs Analysis and the District's applications and related documents filed with the State Allocation Board pursuant to the State Facility Program (hereinafter collectively referred to as the "Plan") along with other materials which formed the basis for the action taken pursuant to this Resolution.
- Section 2. <u>Findings</u>: The Board has reviewed the provisions of the Needs Analysis and the Plan as they relate to proposed and potential development, the resulting school facilities needs, the cost thereof, and the available sources of revenue including the fees provided by this Resolution and based thereon and upon all other written and oral presentations to the Board, the Board hereby approves and adopts the Needs Analysis and makes the following findings:
  - (a) Enrollment at various schools of the District is presently at or exceeding capacity;
  - (b) Additional residential development projects within the District will increase the need for school facilities:
  - (c) Without the addition of new school facilities, further residential development projects within the District will result in a significant decrease in the quality of education presently offered by the District;
  - (d) New residential development is projected within the District's boundaries and the enrollment produced thereby will exceed the capacity of the schools of the District. Projected development within the District, without additional school facilities, will result in conditions of overcrowding which will impair the normal functioning of the District's educational programs;
  - (e) The fees proposed in the Needs Analysis and levied pursuant to this Resolution are for the purpose of providing adequate school facilities and related support facilities to maintain the quality of education offered by the District;
  - (f) The fees proposed in the Needs Analysis and levied pursuant to this Resolution will be used for construction and reconstruction of school facilities and support facilities as identified in the Needs Analysis;
  - (g) The uses of the fees proposed in the Needs Analysis and levied pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed;
  - (h) The fees proposed in the Needs Analysis and levied pursuant to this Resolution bear a reasonable relationship to the need for school and support facilities created by the types of development projects on which the fees are imposed;

- (i) The fees proposed in the Needs Analysis and levied pursuant to this Resolution do not exceed the estimated amount required to provide funding for the construction or reconstruction of school and support facilities for which the fees are levied; and in making this finding, the Board declares that it has considered the availability of all revenue sources anticipated to provide such facilities, including general fund revenue;
- (j) The fees will be collected for school and support facilities for which an account has been established and funds appropriated and for which the District has adopted a construction schedule;
- (k) The District has no other local sources of funds available to provide the funding for the school facilities provided in the school facilities plan.

Section 3: <u>Fee</u>: Based upon the foregoing findings, the Board hereby retains the current 2011-12 fee upon residential construction, to be known as the "Level 2 Fee", as follows:

- (a) The Level 2 Fee for residential construction in 2012-13 remains at the 2011-12 rate of \$5.21 per square foot of single-family detached, single-family attached, and multi-family residential development;
- (b) In addition, the district will continue to levy fee amounts for 2012-13 for the following:

Senior house development	\$0.47 per sq. ft.
Commercial/industrial	\$0.47 per sq ft.
Parking structures	\$0.10 per sq ft.
Self storage facilities	\$0.30 per sq ft.

- (c) The Level 2 Fee and other fees as detailed in (b) shall be collected as a precondition to the issuance of any building permit for construction within the District's boundaries.
- (d) This resolution and its findings and declarations shall be effective July 1, 2012 to June 30, 2013.

#### Section 4: Determination of Eligibility:

- (a) The District submitted a timely application to the State Allocation Board for new construction funding, and eligibility for such funding has been met in accordance with the provisions of Government Code Sections 65995.5(b)(1) after 120 days or approval by the State Allocation Board, whichever first occurs;
- (b) The District has outstanding debt that exceeds the statutory threshold as required by Government Code Section 65995.5(b)(3)(C);
- (c) At least 20% of the teaching stations of the District are relocatable classrooms pursuant to Government Code Section 65995.5(b)(3)(D);
- (d) The Board has reviewed the Needs Analysis along with such oral and written information as has been presented by District staff and consultants and has determined that the Needs Analysis meets the requirements of Government Code Section 65995.6 and is a suitable basis for the establishment of Level 2 Fees in accordance with the provisions of Government Code Section 65995.5;

- Section 5. Determination of "Level 3 Fee": In accordance with the provisions of Government Code Section 65995.7, the District's Board is authorized to establish a fee in an amount higher than the Level II Fee in the event the State Allocation Board is no longer approving apportionments for new construction in accordance with Education Code Section 17072.20 due to lack of funds and the State Allocation Board has notified the Secretary of the Senate and Chief Clerk of the Assembly, in writing, of the determination that such funds are no longer being allocated. In the event that on or before the Anniversary Date of this Resolution as defined below, the State Allocation Board is no longer approving apportionments due to inadequate funding and such fact is relayed to the appropriate state representatives, the Level 2 Fee may be supplemented with an additional fee amount which, when combined with the Level 2 Fee, shall be known as the "Level 3 Fee". The Level 3 Fee shall be established in the following amounts:
  - (a) \$11.68 per square foot of single-family detached, single-family attached, and multi-family residential development.
  - Section 6. <u>Fee Adjustment and Limitations</u>: The fees established herewith shall be subject to the following:
    - (a) The District's Level 2 Fee (or the Level 3 Fee in the event it is implemented by the Board) shall be effective for a period of one year following the commencement date in this Resolution as set forth below (the "Anniversary Date") and shall be reviewed on or before the Anniversary Date, and annually thereafter to determine if such fee is to be re-established or revised.
    - (b) To the extent any other fees established by the District might be applied to property subject to the Level 2 Fee established herein, such as fees levied through the terms of any contract entered into between the District and a person prior to November 4, 1998, or any other fees that are levied by the District, the District may elect to levy and collect such alternative fee rather than the Level 2 Fee established herein. In no event shall the District charge both the Level 2 Fee and such alternative fee that might be collected by the District.
- Section 7. Additional Mitigation Methods: The policies set forth in this Resolution are not exclusive, and the Board reserves the authority to undertake other or additional methods to finance school facilities including but not limited to the Mello-Roos Community Facilities Act of 1982 (Government Code Section 53311 et seq.) and such other funding mechanisms as are authorized by Government Code Section 65996. This Board reserves the authority to substitute the dedication of land or other property or other form of requirement in lieu of the fees levied by way of this Resolution at its discretion, so long as the reasonable value of land to be dedicated does not exceed the maximum fee amounts contained herein or modified pursuant hereto.
- Section 8. <u>Implementation</u>: For construction projects within the District, the Superintendent, or the Superintendent's designee, is authorized to issue Certificates of Compliance upon payment of any fee levied under the authority of this Resolution.
- Section 9. <u>California Environmental Quality Act</u>: The Board hereby finds that the fees established pursuant to this Resolution are exempt from the provisions of the California Environmental Quality Act ("CEQA").
- Section 10. <u>Commencement Date</u>: The Board orders that the fees established hereby shall take effect immediately upon adoption.
- Section 11. <u>Notification of Local Agencies</u>: The Secretary of the Board is hereby directed to forward copies of this Resolution along with a map of the District's boundaries to the Planning Departments of any applicable cities and counties having jurisdiction over territory within the District, and to file a Notice of Exemption from the California Environmental Quality Act with the County Clerk.

Section 12.	Severability:	If any port	ion of this	Resolution i	is found	by a Court	of competent
jurisdiction	to be invalid, suc	ch finding sh	all not affe	ect the validit	y of the	remaining pe	ortions of this
Resolution.	The Board hereby	y declares its	intent to ad	opt this Resolu	ution irre	spective of th	e fact that one
or more of it	ts provisions may l	be declared in	valid subse	quent hereto.			

APPROVED, PASSED AND ADOPTED by the Governing Board of the Pajaro Valley Unified School District this 23rd day of May 2012, by the following vote:

AYES: NOES: ABSENT:	
·	PAJARO VALLEY UNIFIED SCHOOL DISTRICT
	By:
ATTEST:	
Secretary of the Board of Education Pajaro Valley Unified School District	



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



# Board Agenda Backup

Item No:

12.3

**Date:** May 23, 2012

Item: Review and adopt draft scope and project list for possible

November Proposition 39 school bond

Overview:

Staff requests the board to review and adopt the attached Scope and Project List for a possible district-sponsored school facilities bond for the November 2012 elections. At its April 18 study session, the board directed staff to develop a draft scope and project list for a possible November school bond. The board directed staff to include a scope and project list that was comprehensive and district-wide.

### Background:

In February, the board adopted a comprehensive ten-year Facilities Master Plan and Needs Analysis. All school sites were included in the analysis. The report identified the need for extensive modernization and other capital investment throughout the district. A significant percentage of the district's facilities are more than 50 years old. The age and condition of its facilities puts the district in significant danger of not being able to meet its core mission of educating students and preparing them for the 21<sup>st</sup> Century. Furthermore, the condition of many district facilities jeopardized the health and safety of students and staff.

At its April 18 bond study session, the board analyzed three possible scenarios in terms of scope and size of a possible bond. The board directed staff to develop a detailed scope and project list resembling "option one" as presented to the board. Option one was a comprehensive and detailed strategy to improve and upgrade all schools to equitable standards. The primary focus of this option is to improve instructional outcomes for students, upgrade the educational environment for student/staff, address health and safety matters, and provide 21<sup>st</sup> Century technology and training to all students.

Attached is a draft Scope and Project List per the board's April 18 directive. District staff and members of the district's bond team will be on hand to provide an in-depth analysis regarding the scope and project list provided. This is not the board's final action on this matter. This action would designate the scope and projects to be included in a possible bond. Should the board approve this measure, staff and bond counsel will next draft necessary documents for the board's final consideration in June to place a bond measure on the November, 2012 election ballot.



Recommendation: Review and approve the Scope and Project List as submitted; direct staff to draft

documents necessary for possible board action to sponsor and place a bond

measure on the November, 2012 election ballot.

Brett W. McFadden, CBO Prepared By:

Richard Mullikin, Director of M/O/F

Superintendent's Signature: 100 nm Bol

egory	Schools/Other	Bond overview: Estimated total amount approx \$195 million, 35 year Proposition 39 G.O. Bond
		MAJOR COMPONENTS/THEMES OF THE BOND - Improve classroom instruction and educational environment of schools focusing on the following three areas:
	100 E 100 E 100 E 100 E 100 E 100 E 100 E 100 E 100 E 100 E 100 E 100 E 100 E 100 E 100 E 100 E 100 E 100 E 10	Address Health and Safety Issues
		<ul> <li>Major modernization to schools to bring them up to current safety and seismic codes</li> <li>Upgrade accessibility to sites, restrooms and other facilities</li> </ul>
		<ul> <li>Upgrade fire alarm systems, bells, clock systems</li> <li>Address structural deficiencies</li> </ul>
		Upgrade and/or replace aging restrooms     Modernize Schools to Equitable Levels District wide
		<ul> <li>Upgrade and/or install Energy Management Systems (EMS)</li> <li>Upgrade or replace HVAC systems and controls as required</li> </ul>
		<ul> <li>Upgrade and remodel interior classrooms and buildings</li> <li>Upgrade lighting systems; utilize green and sustainable building strategies</li> </ul>
		Upgrade / replace portable classrooms     Replace roofing systems, gutters, downspouts, drainage
		<ul> <li>Upgrade kitchens to improve nutritional options</li> <li>Paint and repair exterior surfaces of buildings</li> <li>21st Century Technology</li> </ul>
		Upgrade District facilities as required to meet the educational and technological needs of the 21st century classroom
		Upgrade classrooms to Intelligent Classrooms     Upgrade network equipment, wiring, data systems
		<ul> <li>Make necessary IT investments to Aptos area schools to bring them up equitable standards</li> <li>Upgrade all sites to Voice over Internet Protocol (VoIP) telephone systems</li> </ul>
m. ools	Amesti	\$1.9 million:  *Upgrade grounds - parking, driving areas, exterior lighting, pathways
		<ul> <li>Replace playground equipment, restore playfield and grass areas</li> <li>Install EMS, siding and exterior painting, windows in D wing, new exterior doors</li> </ul>
		Replace carpet and flooring in all classrooms and MPR, new HVAC system Remodel and upgrade kitchen, replace/remodel portables Replace and/or remodel all restrooms
	Ann Soldo	\$520k: newer school, not in need of major work  *Perform work indicated on general list  *Make improvements to parking, driveways, walkways and other exterior paving areas
	Bradley	\$3.4 million:
		Reroof all permanent structures, paint and upgrade interior and exterior classrooms  Make improvements to parking, driveways, walkways and other exterior paving areas
		Install energy mgmt. system, exterior doors, windows, replace old sinks and plumbing
		<ul> <li>Install energy mgmt. system, exterior doors, windows, replace old sinks and plumbing</li> <li>Replace and upgrade playground equipment, playfields, grass areas</li> <li>Replace floors and carpet in all classrooms, offices, MPR, new HVAC systems</li> <li>Remodel restrooms, remodel kitchen for more efficiency and nutritional options, replace/upgrade portables, ma</li> </ul>

alabasas reedom	\$3.2 million:  Replace casework, lighting systems, and plumbing fixtures in classrooms  Make improvements to parking, driveways, walkways and other exterior paving areas;  Install EMS and lighting controls, improving energy efficiency  Re-roof all perm structures, siding/ext/interior painting, new doors, floors, walls, ceilings  Upgrade site utilities, install new HVAC systems  Replace playground equipment; upgrade hard courts and paved areas  Remove old bars on windows, upgrade restrooms, upgrade kitchen/MPR, upgrade portables  \$3.3 million:  Make improvements to parking, driveways, walkways and other exterior paving areas  Upgrade site utilities, re-roof perm buildings, address dry rot, eaves, gutters etc.  Upgrade perimeter fencing, upgrade portables
	*Replace casework, lighting systems, and plumbing fixtures in classrooms  *Make improvements to parking, driveways, walkways and other exterior paving areas;  *Install EMS and lighting controls, improving energy efficiency  *Re-roof all perm structures, siding/ext/interior painting, new doors, floors, walls, ceilings  *Upgrade site utilities, install new HVAC systems  *Replace playground equipment; upgrade hard courts and paved areas  *Remove old bars on windows, upgrade restrooms, upgrade kitchen/MPR, upgrade portables  \$3.3 million:  *Make improvements to parking, driveways, walkways and other exterior paving areas  *Upgrade site utilities, re-roof perm buildings, address dry rot, eaves, gutters etc.
reedom	<ul> <li>Make improvements to parking, driveways, walkways and other exterior paving areas;</li> <li>Install EMS and lighting controls, improving energy efficiency</li> <li>Re-roof all perm structures, siding/ext/interior painting, new doors, floors, walls, ceilings</li> <li>Upgrade site utilities, install new HVAC systems</li> <li>Replace playground equipment; upgrade hard courts and paved areas</li> <li>Remove old bars on windows, upgrade restrooms, upgrade kitchen/MPR, upgrade portables</li> <li>\$3.3 million:</li> <li>Make improvements to parking, driveways, walkways and other exterior paving areas</li> <li>Upgrade site utilities, re-roof perm buildings, address dry rot, eaves, gutters etc.</li> </ul>
reedom	<ul> <li>Install EMS and lighting controls, improving energy efficiency</li> <li>Re-roof all perm structures, siding/ext/interior painting, new doors, floors, walls, ceilings</li> <li>Upgrade site utilities, install new HVAC systems</li> <li>Replace playground equipment; upgrade hard courts and paved areas</li> <li>Remove old bars on windows, upgrade restrooms, upgrade kitchen/MPR, upgrade portables</li> <li>\$3.3 million:</li> <li>Make improvements to parking, driveways, walkways and other exterior paving areas</li> <li>Upgrade site utilities, re-roof perm buildings, address dry rot, eaves, gutters etc.</li> </ul>
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reedom	<ul> <li>Upgrade site utilities, install new HVAC systems</li> <li>Replace playground equipment; upgrade hard courts and paved areas</li> <li>Remove old bars on windows, upgrade restrooms, upgrade kitchen/MPR, upgrade portables</li> <li>\$3.3 million:</li> <li>Make improvements to parking, driveways, walkways and other exterior paving areas</li> <li>Upgrade site utilities, re-roof perm buildings, address dry rot, eaves, gutters etc.</li> </ul>
reedom	<ul> <li>Replace playground equipment; upgrade hard courts and paved areas</li> <li>Remove old bars on windows, upgrade restrooms, upgrade kitchen/MPR, upgrade portables</li> <li>\$3.3 million:</li> <li>Make improvements to parking, driveways, walkways and other exterior paving areas</li> <li>Upgrade site utilities, re-roof perm buildings, address dry rot, eaves, gutters etc.</li> </ul>
reedom	*Remove old bars on windows, upgrade restrooms, upgrade kitchen/MPR, upgrade portables  \$3.3 million:  *Make improvements to parking, driveways, walkways and other exterior paving areas  *Upgrade site utilities, re-roof perm buildings, address dry rot, eaves, gutters etc.
reedom	\$3.3 million:  *Make improvements to parking, driveways, walkways and other exterior paving areas  *Upgrade site utilities, re-roof perm buildings, address dry rot, eaves, gutters etc.
reedom	•Make improvements to parking, driveways, walkways and other exterior paving areas •Upgrade site utilities, re-roof perm buildings, address dry rot, eaves, gutters etc.
	*Upgrade site utilities, re-roof perm buildings, address dry rot, eaves, gutters etc.
	-Upgrade perimeter fencing, upgrade portables
	-Replace playground equipment, improve playfields and grass areas, hard courts and playground
	Paint entire site, classrooms, new doors, EMS / lighting control, upgrade kitchen
.A. Hyde	\$3.8 million:
, , ,	Upgrade parking, driveways, lighting, ADA ramps, hard courts and playground area
	*Upgrade playfield, replace play structures, upgrade fencing,
	*Upgrade site and building utilities, install new fire alarm system, clock and bell system, EMS
	•Re-roof all perm structures, paint site, exterior doors
	Interior work - flooring, carpeting, walls, ceilings, casework, light fixtures, HVAC systems
	•Upgrade plumbing and sinks
	•Upgrade MPR, kitchen, restrooms, portables
all District	\$3.0 million:
	•Replace windows; re-roof all perm structures, paint entire school, improve ADA access
	*Upgrade site and building utilities, replace carpeting and flooring
	*Replace playground equipment, upgrade perimeter fencing, upgrade portables
	•Upgrade water and other utilities, install EMS, upgrade kitchen, upgrade restrooms
	•Make improvements to parking, driveways, walkways and other exterior paving areas
andmark	\$500k: Newer site
	*Upgrade playfields, parking, driveways, clock and bell system, EMS (newer facility)
lacQuiddy	\$4 million:
	*Repair and upgrade parking, driveways, pathways, walkways
	*Outdoor facilities - hard courts, paved areas, install new running track, replace play structures
	Install EMS, upgrade lighting, install new HVAC systems,
	-Replace tables in MPR, re-roof all perm, replace gutters/downspouts, exterior doors
	Interior finishes - floors, walls, ceilings, classroom painting
	Replace casework in classrooms and admin offices, shelving, cubbies etc.
	•Upgrade / remodel MPR and all restrooms
	•Upgrade portable classrooms, replace windows
	•Upgrade site utilities, paint school
lar Vista	\$5 million:
	•Add a new multi-purpose room, major IT improvements
	•Upgrade library casework, expand library into former MPR with upgrades
	*Add restroom facilities and modernize others, expand office manager area
	*Upgrade plumbing fixtures, re-roof all perm structures, paint site, new exterior doors
	Replace carpets and flooring, remodel kitchen, upgrade portables, upgrade playfield
	•Make improvements to parking, driveways, walkways and other exterior paving areas, ADA access
	•New fire alarm system, EMS, HVAC
lintie White	\$7.4 million: one of district's oldest sites
	•Conduct a major renovation of A Wing classroom building
	*Significant outdoor and playfield improvements, painting, EMS, re-roofing
	•Make improvements to parking, driveways, walkways and other exterior paving areas
	Upgrade turf, irrigation and landscaping
7	acQuiddy

egory	Schools/Other	Bond overview: Estimated total amount approx \$195 million, 35 year Proposition 39 G.O. Bond
lem. chools	Ohlone	\$2.7 million: Improve parking, driveways, walkways, pathways, and other exterior areas Replace carpeting and flooring, install new HVAC, upgrade MPR and kitchen Replace or upgrade playground equipment, install EMS, re-roofing, painting, upgrade portables Upgrade playfields; regrade track; add turf, irrigation and landscape.
	Radcliff	\$519k:  *Make improvements to parking, driveways, walkways and other exterior paving areas  *Repair or replace windows  *Add playground equipment
	Rio Del Mar	\$4.2 million: in addition to IT investments  *Upgrade casework in classrooms, library and office spaces, upgrade plumbing fixtures  *Upgrade track, repair and improve playfields and equipment  *Make improvements to parking, driveways, walkways, exterior paving areas, ADA access  *Install outside tables/umbrellas, upgrade hard court  *Upgrade clock/bell system, EMS, site utilities, lighting  *Re-roofing all perm structures, siding /ext painting, new exterior doors  *Replace carpet and flooring, upgrade walls, upgrade ceilings, upgrade casework,  *Improve MPR. upgrade kitchen, restrooms, replace/upgrade portables
	Starlight	\$2.6 million:  *Upgrade casework in classrooms, library and office spaces  *Make improvements to parking, driveways, walkways and other exterior paving areas  *Upgrade or replace playground equipment  *Upgrade playfields; add turf, irrigation and landscape  *Upgrade perimeter fencing
	Valencia	\$3.7 million: in addition to IT investments  *Upgrade casework in classrooms, library and office spaces; upgrade portables  *Upgrade plumbing fixtures, replace carpeting and flooring, restroom upgrades  *Make improvements to parking, driveways, walkways and other exterior paving areas;  *Paint exterior and interior, replace windows, new fire alarm system, new light fixtures  *Upgrade site utilities; re-roof all structures, new exterior doors, remodel classrooms  *Upgrade perimeter fencing, upgrade kitchen, major IT improvements

Category	Schools/Other	Bond overview: Estimated total amount approx \$195 million, 35 year Proposition 39 G.O. Bond
Middle	Aptos Jr.	\$8.3 million: Perform work outlined in FMP with major IT upgrade (outlined in FMP)
Schools	Apros II.	-Add new gymnasium and upgraded kitchen area (not included in FMP)
Schools		-Make improvements to the existing multipurpose and locker rooms, outdoor metal tables
		•Make improvements to parking, driveways, walkways and other exterior paving areas;
		Re-roofing, painting, exterior doors, HVAC, EMS, bell/clock system, carpet / floors
3533		<ul> <li>Make upgrades to utility systems, new lighting systems, upgrade/replace portables, upgrade field and track, hard court area, grass areas, new outdoor lighting</li> </ul>
	Cesar Chavez	\$2.5 million:
	Cesar chavez	Upgrade ceiling furnaces and support beams in the Multipurpose Room;
		Make improvements to parking, driveways, walkways and other exterior paving areas
		•Make improvements to turf areas and irrigation systems, hard courts, paved play areas
6600		*Upgrade perimeter fencing, EMS, HVAC, re-roofing, exterior doors, carpet/floors, painting
		Replace the school sign, upgrade kitchen, upgrade restrooms, upgrade/replace potables
1000000	E.A. Hall	\$18.4 million: Perform major modernization work per FMP - NOTE one of district's oldest facilities - in need of major
	L.A. Hun	mod work
5 8 8 8		•Conduct major renovations to A Wing, Cafeteria, Kitchen and locker rooms
		-Upgrade building electrical systems, remove interior fencing, painting, upgrade restrooms
		*Upgrade theatre, modernize portables, redo parking and driveways, pathways
		Install new track, upgrade fields and play areas, outdoor lighting, carpet, flooring, painting
	Lakeview	\$2.6 million: Complete work per FMP
		Replace existing boiler in Multipurpose with smaller units
		•Make improvements to parking, driveways, walkways and other exterior paving areas
		•Make improvements to track and playfields
		•Add trash enclosure
		■Provide upgrades to stage furnishings
	Pajaro Middle	\$2.3 million: Complete work per FMP
	,	•Upgrade electrical service, replace gutters and downspouts, painting
		•Make improvements to parking, driveways, walkways and other exterior paving areas;
		*Upgrade track and playfields
		•Upgrade utilities, EMS, HVAC, paint interior and exterior
		-Upgrade perimeter fencing, modernize kitchen
66.66.66		opprade permieter renorms, modernize kronen
	Rolling Hills	\$5.5 million: Complete work per FMP, older facility in need of mod work
		•Conduct major renovation of Arts Room
0.000		•Conduct renovation of gymnasium and shower/locker rooms
		Remove non-functioning boiler at Duncan Holbert
		Replace damaged gutters, downspouts and skylights
		•Make improvements to parking, driveways, walkways and other exterior paving areas
10000		•Make improvements to site grading, drainage, turf and irrigation
		-Upgrade track and field areas
		*Add trash enclosures to Rolling Hills and Duncan Holbert sites
		FANG trash enclosures to noming this and puncan molecusites
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Category	Schools/Other	Bond overview: Estimated total amount approx \$195 million, 35 year Proposition 39 G.O. Bond
High Schools	AHS	\$10.1 million:  *Major modernization of classrooms and buildings, roofing, HVAC, new outdoor lighting  *Resurface Mariner Way, landscape entrance to school, resurface/install new parking  *Replace turf at stadium, provide upgrades to athletic facilities and fields,  *Replace interior finishes in classrooms and support spaces where required  *Upgrade lighting systems in classrooms and support spaces  *Replace deteriorated wood doors, gutters, downspouts, re-roofing  *Upgrade and modernize restrooms campus wide  *Make playfield improvements, add restrooms and add marquis at entrance to school  *Make parking lot, driveway and walkway improvements
	PVHS	\$10,2 million:  *Complete the high school;  *Add new auditorium/MPR, expand student eating area  *Make improvements to playfields; add field house, restroom, equipment storage and drinking fountains to playfield areas, resurface and slope front practice field, landscaping  *Add synthetic track and field with bleachers on upper 9 acres (per Coastal Comm - no stadium)  *Make improvements to vehicular access, parking areas and walkways  *Provide utility and plumbing fixture upgrades
	WHS	\$29 million:  *Conduct major renovations / modernization to wings A, B, C, D, I, P, O, N and M  *Make improvements to the theater, drama room, modernize science and ag labs  *Make improvements to the utility systems, HVAC, upgrade lighting  *Make improvements to turf and irrigation throughout campus, paint interior and exterior  NOTE: One of oldest facilities - built in 1937, in need of major upgrades
	Renaissance HS	\$2.4 million:  *Make improvements to the interior finishes in the Gymnasium;  *Make improvements to parking, driveway, walkway and other exterior paving;  *Make improvements to site utilities.
Charter/ Alternative Schools	AVCI	\$500k: •Make improvements to parking, driveways, walkways and other exterior paving areas •Add protective cover at restroom doors
	Alianza	\$7 million:  *Upgrade casework in classrooms, library and office spaces;  *Upgrade plumbing fixtures, HVAC, upgrade portables, new lighting systems  *Replace windows and accessories, upgrade restrooms  *Upgrade site utilities, address drainage issues campus wide  *Make improvements to parking, driveways, walkways and other exterior paving areas;  *Upgrade turf, irrigation and landscaping; regrade site for surface drainage;  *Develop outside eating area for students, modernize kitchen and MPR  NOTE: Older facility in need of extensive mod work.
	Linscott	\$750k:  *Make improvements to parking, driveways, walkways and other exterior paving areas  *Upgrade turf, irrigation and landscaping  *Add trash enclosure, HVAC system, new windows on main building
	New School	\$247k:  *Make improvements to parking, driveways, walkways and other exterior paving areas  *Upgrade turf, irrigation and landscaping
5/18/2012	WCSA	\$1 million:  *Upgrade casework in classrooms, library and office spaces  *Upgrade plumbing fixtures, upgrade lighting systems, EMS, HVAC, new exterior doors  *Repair or replace windows and accessories  *Repair or replace playground equipment  *Make improvements to parking, driveways, walkways and other exterior paving areas

Category	Schools/Other	Bond overview: Estimated total amount approx \$195 million, 35 year Proposition 39 G.O. Bond
GF Relief Projects	Solar	\$10.8 million: Solar carports at following sites - Bradley, Hall, Aptos JH, Rolling Hills MS, PV High, and Watsonville High - utility savings for other GF fund purposes per Board policy
	COPs payoff	\$1.5 million: Pay off COPs bridge financing from previous years, savings could be utilized for other GF fund purposes per Board policy
7 (1950) 7 (25) (1991) (25)		Def. maintained and IT endowments would provide additional GF savings. Savings could be used for other purposes per board policy
District level support	Deferred Maintenance Endowment	\$7.5 million: \$750k per yr/10 yrs to fund def. maintenance projects. District no longer receives state Def. Maint. funding, reserve funding will run out by 13-14, will save district GF by not having to incur costs for unforeseen items
	IT Endowment	\$5 million: \$500k per yr./10 yrs to fund IT upgrades - new computers for classrooms/labs, new software in classrooms. Would help Aptos area schools get upgrades at same pace of other schools
	Adult Ed	\$1.4 million: Retire COPs loan at \$1.3m used to finance ILC. Provide approx. \$120k per year savings to AE program along w/ interest savings, funding could be used to offset deficit; \$100k in security and facility upgrades to ILC Bldg.
	Central Kitchen/ Nutrition Center	\$5 million:  New central kitchen and nutrition center. Current facility inadequate to handle current and future district needs, growing out of existing facility - could be noncompliant with new federal nutrition standards  Would allow program to expand nutritional options to all schools
	Instructional Technology	\$18 million: IT upgrades, \$4 million less than FMP - significant emphasis on Aptos area schools with other district-wide applications as outlined in the FMP
	Total	Staff reviewing projects and est. costs to decrease size of bond to within \$195 million range