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2020 DEVELOPER FEE JUSTIFICATION STUDY
SUNDALE UNION ELEMENTARY SCHOOL
DISTRICT

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SUPERINTENDENT



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TABLE OF CONTENTS

Executive Summary1

Background.....2

Purpose and Intent.....3

 Burden Nexus3

 Cost Nexus.....3

 Benefit Nexus.....3

Enrollment Projections4

 Student Generation Factor.....5

 New Residential Development Projections.....6

Existing Facility Capacity7

 Classroom Loading Standards7

 Existing Facility Capacity8

 Unhoused Students by State Housing Standards9

Calculation of Development’s Fiscal Impact on Schools10

 Reconstruction/Modernization Costs10

 Impact of Residential Development.....12

 Impact of Other Residential Development.....13

 Impact of Commercial/Industrial Development.....13

 Employees per Square Foot of Commercial Development14

 Students per Employee.....14

 School Facilities Cost per Student.....15

 Residential Offset.....15

 Net Cost per Square Foot.....16

 Verifying the Sufficiency of the Development Impact16

District Map17

Conclusion18

 Burden Nexus18

 Cost Nexus.....18

 Benefit Nexus.....18

Appendices

- **SAB 50-01 - Enrollment Certification/Projection**
- **Census Data**
- **Use of Developer Fees**
- **Site Development Costs**
- **Index Adjustment on the Assessment for Development – State Allocation Board Meeting of January 22, 2020**
- **Annual Adjustment to School Facility Program Grants**

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Executive Summary

This Developer Fee Justification Study demonstrates that the Sundale Union Elementary School District requires the full statutory impact fee to accommodate impacts from development activity.

A fee of \$3.79 per square foot for residential construction and a fee of \$0.61 per square foot for commercial/industrial construction is currently assessed on applicable permits pulled in the District. The new fee amounts are **\$4.08** per square foot for residential construction and **\$0.66*** per square foot for commercial/industrial construction. This proposed increase represents \$0.29 per square foot and \$0.05 per square foot for residential and commercial/industrial construction, respectively. The District's share of the developer fees is 66.67%.

The following table shows the impacts of the new fee amounts:

Table 1
Sundale Union Elementary
Developer Fee Collection Rates

Totals	<u>Previous</u>	<u>New</u>	<u>Change</u>
Residential	\$3.79	\$4.08	\$0.29
Commercial/Ind.	\$0.61	\$0.66	\$0.05
District Share:	66.67%		
Net Impact	<u>Previous</u>	<u>New</u>	<u>Change</u>
Residential	\$2.53	\$2.72	\$0.19
Commercial/Ind.	\$0.41	\$0.44	\$0.03

*except for Rental Self Storage facilities in which a fee of \$0.07 per square foot is justified.

The total projected number of housing units to be built over the next five years is 20. The average square feet per unit is 2,341. This Study demonstrates a need of \$6.59 per square foot for residential construction.

Background

Education Code Education Code Section 17620 allows school districts to assess fees on new residential and commercial construction within their respective boundaries. These fees can be collected without special city or county approval, to fund the construction of new school facilities necessitated by the impact of residential and commercial development activity. In addition, these fees can also be used to fund the reconstruction of school facilities to accommodate students generated from new development projects. Fees are collected immediately prior to the time of the issuance of a building permit by the City or the County.

As enrollment increases, additional school facilities will be needed to house the growth in the student population. Because of the high cost associated with constructing school facilities and the District's limited budget, outside funding sources are required for future school construction. State and local funding sources for the construction and/or reconstruction of school facilities are limited.

The authority cited in Education Code Section 17620 states in part "... the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities." The legislation originally established the maximum fee rates at \$1.50 per square foot for residential construction and \$0.25 per square foot for commercial/industrial construction. Government Code Section 65995 provides for an inflationary increase in the fees every two years based on the changes in the Class B construction index. As a result of these adjustments, the fees authorized by Education Code 17620 are currently **\$4.08** per square foot of residential construction and **\$0.66** per square foot of commercial or industrial construction.

If Proposition 13 (Public Preschool, K-12, and College Health and Safety Bond Act of 2020) passes on March 3, 2020 it will have the following effects on developer fees:

- Level 3 fees are suspended until Jan 1, 2028
- Multi-family units within ½ mile of major transit stop are exempt from school impact fees until Jan 1, 2026
- All other multi-family units get a 20% reduction in the school impact fees (Level 1 and Level 2) until Jan 1, 2026

Purpose and Intent

Prior to levying developer fees, a district must demonstrate and document that a reasonable relationship exists between the need for new or reconstructed school facilities and residential, commercial and industrial development. The justification for levying fees is required to address three basic links between the need for facilities and new development. These links or nexus are:

Burden Nexus: A district must identify the number of students anticipated to be generated by residential, commercial and industrial development. In addition, the district shall identify the school facility and cost impact of these students.

Cost Nexus: A district must demonstrate that the fees to be collected from residential, commercial and industrial development will not exceed the cost of providing school facilities for the students to be generated from the development.

Benefit Nexus: A district must show that the construction or reconstruction of school facilities to be funded by the collection of developer fees will benefit the students generated by residential, commercial and industrial development.

The purpose of this Study is to document if a reasonable relationship exists between residential, commercial and industrial development and the need for new and/or modernized facilities in the Sundale Union Elementary School District.

Following in this Study will be figures indicating the current enrollment and the projected development occurring within the attendance boundaries of the Sundale Union Elementary School District. The projected students will then be loaded into existing facilities to the extent of available space. Thereafter, the needed facilities will be determined and an estimated cost will be assigned. The cost of the facilities will then be compared to the area of residential, commercial and industrial development to determine the amount of developer fees justified.

Enrollment Projections

In 2019/2020 the District's total enrollment (CBEDS) was 817 students. The enrollment by grade level is shown here in Table 2.

Table 2

Sundale Union Elementary CURRENT ENROLLMENT

Grade	2019/2020
TK/K	108
1	88
2	90
3	91
4	88
5	90
6	86
<hr/>	
TK-6 Total	641
7	83
8	93
<hr/>	
7-8 Total	176
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TK-8 Total	817

This data will be the basis for the enrollment projections which will be presented later after a review of the development projections and the student generation factors.

Student Generation Factor

In determining the impact of new development, the District is required to show how many students will be generated from the new developments. In order to ensure that new development is paying only for the impact of those students that are being generated by new homes and businesses, the student generation factor is applied to the number of new housing units to determine development-related impacts.

The student generation factor identifies the number of students per housing unit and provides a link between residential construction projects and projections of enrollment. The State-wide factor used by the Office of Public School Construction is 0.50 for grades TK-8. For the purposes of this Study we will use the local factors to determine the students generated from new housing developments. This was done by comparing the number of housing units in the school district to the number of students in the school district as of the 2010 Census. Table 3 shows the student generation factors for the various grade groupings.

Table 3

**Sundale Union Elementary
STUDENT GENERATION FACTORS**

<u>Grades</u>	<u>Students per Household</u>
TK-6	0.4413
7-8	0.1372
Total	0.5785

When using the Census data to determine the average district student yield rate, it is not possible to determine which students were living in multi-family units versus single family units. Therefore, only the total average yield rate is shown. The Census data does indicate that **98.9%** of the total housing units within the district boundaries are single family units. It is reasonable to assume that the construction of new housing units would be similar to the current housing stock, which was confirmed by the various planning departments within the school district boundaries, and therefore the overall student generation rate will be used to determine student yields from the projected developments.

New Residential Development Projections

The Sundale Union Elementary School District has experienced an average new residential construction rate of approximately 4 units per year over the past four years. This was determined by reviewing the residential permits pulled and school development impact fees paid to the District. After contacting the various city planning departments within the school district boundaries, it was determined that the residential construction rate over the next five years will average 4 units per year. Projecting the average rate forward, we would expect that 20 units of residential housing will be built within the District boundaries over the next five years.

To determine the impact of residential development, a student projection is done. Applying the student generation factor of 0.5785 to the projected 20 units of residential housing, we expect that 12 students will be generated from the new residential construction over the next five years. This includes 9 elementary school students and 3 middle school students.

The following table shows the projected impact of new development. The students generated by development will be utilized to determine the facility cost impacts to the school district.

Table 4

**Sundale Union Elementary
DEVELOPMENT IMPACT ANALYSIS**

<u>Grades</u>	<u>Current Enrollment</u>	<u>Development Projection</u>	<u>Projected Enrollment</u>
TK to 6	641	9	650
7 to 8	176	3	179
Totals	817	12	829

Existing Facility Capacity

To determine the need for additional school facilities, the capacity of the existing facilities must be identified and compared to current and anticipated enrollments. The District's existing building capacity will be calculated using the State classroom loading standards shown in Table 6. The following types of "support-spaces" necessary for the conduct of the District's comprehensive educational program, are not included as "teaching stations," commonly known as "classrooms" to the public:

Table 5

List of Core and Support Facilities

Library	Resource Specialist
Multipurpose Room	Gymnasium
Office Area	Lunch Room
Staff Workroom	P.E. Facilities

Because the District requires these types of support facilities as part of its existing facility and curriculum standards at its schools, new development's impact must not materially or adversely affect the continuance of these standards. Therefore, new development cannot require that the District house students in these integral support spaces.

Classroom Loading Standards

The following maximum classroom loading-factors are used to determine teaching-station "capacity," in accordance with the State legislation and the State School Building Program. These capacity calculations are also used in preparing and filing the baseline school capacity statement with the Office of Public School Construction.

Table 6

State Classroom Loading Standards

TK/Kindergarten	25 Students/Classroom
1 st -3 rd Grades	25 Students/Classroom
4 th -6 th Grades	25 Students/Classroom
7 th -8 th Grades	27 Students/Classroom

Existing Facility Capacity

The State determines the baseline capacity by either loading all permanent teaching stations plus a maximum number of portables equal to 25% of the number of permanent classrooms or by loading all permanent classrooms and only portables that are owned or have been leased for over 5 years. As allowed by law and required by the State, facility capacities are calculated by identifying the number of teaching stations at each campus. All qualified teaching stations were included in the calculation of the capacities at the time the initial inventory was calculated. To account for activity and changes since the baseline was established in 1998/99, the student grants (which represent the seats added either by new schools or additions to existing schools) for new construction projects funded by OPSC have been added. Using these guidelines the District's current State calculated capacity is shown in Table 7.

Table 7

**Sundale Union Elementary
 Summary of Existing Facility Capacity**

<u>School Facility</u>	<u>Permanent Classrooms</u>	<u>Portable Classrooms</u>	<u>Chargeable Portables</u>	<u>Total Chargeable Classrooms</u>	<u>State Loading Factor</u>	<u>State Funded Projects</u>	<u>Total State Capacity</u>
Grades TK-6	14	14	4	18	25	371	821
Grades 7-8	0	0	0	0	27	221	221
Totals	14	14	4	18		592	1,042

OPSC Funded Projects

<u>Name</u>	<u>Project #</u>	<u>TK-6 Grants</u>	<u>7-8 Grants</u>	<u>Special Ed</u>	<u>CR</u>
Withdrawn	1	0	0	0	0
Sundale Elem	2	0	181	0	7
Sundale Elem	3	200	0	0	8
Sundale Elem	4	92	0	0	4
Sundale Elem	5	79	40	0	5
Totals		371	221	0	24

This table shows a basic summary of the form and procedures used by OPSC (Office of Public School Construction) to determine the capacity of a school district. There were a total of 14 permanent classrooms in the District when the baseline was established. In addition, there were 14 portable classrooms. However, OPSC regulations state that if the number of portables exceeds 25% of the permanent classrooms, then the maximum number of portables to be counted in the baseline capacity is 25% of the permanent classrooms. Therefore, the chart shows the chargeable portables as 4 which is 25% of the permanent classroom count. This results in a total classroom count of 18 and is referred to as the chargeable classrooms since it

accounts for the fact that some of the portable were not included in the total. This is done to account for the fact that portables are typically considered to be temporary, especially when the total number exceeds 25% of the permanent classrooms.

To determine the total capacity based on State standards, the capacity of the chargeable classrooms are multiplied by the State loading standards and then the capacity of the projects completed since 1998/99 (when the baseline was established) are added based on the State funded new construction projects. As Table 7 shows, the total State capacity of the District facilities is 1,042 students.

Unhoused Students by State Housing Standards

This next table compares the facility capacity with the space needed to determine if there is available space for new students from the projected developments. The space needed was determined by reviewing the historic enrollments over the past four years along with the projected enrollment in five years to determine the number of seats needed to house the students within the existing homes. The seats needed were determined individually for each grade grouping. The projected enrollment in this analysis did not include the impact of any new housing units.

Table 8

Sundale Union Elementary Summary of Available District Capacity

<u>School Facility</u>	<u>State Capacity</u>	<u>Space Needed</u>	<u>Available Capacity</u>
Grades TK-6	821	684	137
Grades 7-8	221	190	31
Totals	1,042	874	168

The District capacity of 1,042 is more than the space needed of 874, assuming the existing facilities remain in sufficient condition to maintain existing levels of service. The difference is 168 students.

Calculation of Development's Fiscal Impact on Schools

This section of the Study will demonstrate that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the Sundale Union Elementary School District. To the extent this relationship exists, the District is justified in levying developer fees as authorized by Education Code Section 17620.

Reconstruction/Modernization Costs

In addition to any new facilities needed, there is also a need to reconstruct or modernize existing facilities in order to maintain the existing levels of service as students from new development continue to arrive in the District's facilities. In order to generate capacity, it may also be necessary to reopen closed school facilities. Such reopening often requires reconstruction in order to provide the District's existing level of service. For purposes of this report, the analysis of modernization/reconstruction includes the possible reopening and refurbishing of closed or unused school facilities.

California has made a significant investment in school facilities through grants provided to help extend the useful life of public schools. The State's largest funding source for public school modernization projects, the School Facilities Program (SFP), requires a minimum local funding contribution of 40% of SFP-eligible costs. The State may provide up to 60% of the eligible costs at those times that State funding is available. However, SFP modernization grants frequently, if not usually, fall short of providing 60% of the actual costs for major modernizations. In the best cases, developer fees can help meet the District's required 40% local share. In many cases, developer fees may be necessary to supplement both the State's and the school district's contribution to a project.

Buildings generate eligibility for State reconstruction/modernization funding once they reach an age of 25 years old for permanent buildings and 20 years old for portables.

The usable life of school facilities is an important consideration in determining district facility needs into the future. The specific time when the projected residential developments will be built cannot be precisely predicted. Some new homes may be immediately occupied by families with school aged children, while others may be immediately occupied who will have school-aged children in five to ten years. As a result of these variables, for each new home, the District must be prepared to house the students residing there for an extended period of time. Students generated by the next five years of development will need to be

accommodated in District schools for a significant amount of time that could exceed twenty years. Thus, the District will need to ensure that it has facilities in place for future decades.

As evidenced by the State Building program's use of the criteria that buildings older than twenty-five years (and portables older than twenty years) are eligible for modernization funds, school buildings require reconstruction/modernization to remain in use for students beyond the initial twenty to twenty-five years of life of those buildings. To the extent that the District has buildings older than twenty to twenty-five years old, the point will be reached without reconstruction/modernization that those buildings will no longer be able to provide the existing level of service to students, and may, in some circumstances, need to be closed entirely for health and safety reasons. However, because of the new development, reconstruction/modernization must occur in order to have available school housing for the new students from development.

The following table shows the District's eligibility for modernization/reconstruction funding in the State Building Program.

Table 9

Modernization Project Needs

<u>School</u>	<u>Eligible Modernization Grants</u>			<u>State Funding</u>	<u>District Share</u>	<u>Project Total</u>
	<u>Elem</u>	<u>Middle</u>	<u>Spec Ed</u>			
Sundale Elem	201	41	0	\$1,230,538	\$820,359	\$2,050,897

Table 10

New Development Share of Modernization Costs

<u>Grade</u>	<u>Eligible Modernization</u>		<u>New Development</u>	
	<u>Grants</u>	<u>Students</u>	<u>\$/Student</u>	<u>Amount</u>
TK-6	201	9	\$25,350	\$228,150
7-8	41	3	\$26,874	\$80,622
Totals	242	12		\$308,772

**Includes students from new developments not housed in new facilities.
 Amounts based on State OPSC budgets for new construction projects.**

This data is used to show that there are significant needs within the school District to invest in its existing facilities. Without modernizing its schools, the District could be forced to begin closing some of its buildings and schools.

To accurately account for the amount of the modernization projects attributed to the impact of new developments, only the students from new developments that were not already housed in new facilities are included in the net needs for modernization projects. As can be seen in the charts, the net modernization needs due to new development impacts are much less than the total District modernization needs.

Impact of New Residential Development

This next table compares the development-related enrollment to the available district capacity for each grade level and then multiplies the unhoused students by the new school construction costs to determine the total school facility costs related to the impact of new residential housing developments.

The modernization needs are included for the students not housed in new facilities but who would be housed in existing facilities that are eligible for and need to be modernized to provide adequate housing and to maintain the existing level of service for the students generated by development.

Table 11

**Sundale Union Elementary
 Summary of Residential Impact**

<u>School Facility</u>	<u>Development Projection</u>	<u>Available Space</u>	<u>Net Unhoused</u>	<u>Construction Cost Per Student</u>	<u>Total Facility Costs</u>
Elementary	9	137	0	\$25,350	\$0
Middle	3	31	0	\$26,874	\$0
Site Purchase: 0.0 acres					\$0
Site Development:					\$0
New Construction Needs:					\$0
Modernization Needs:					\$308,772
TOTAL NEEDS:					\$308,772
Average cost per student:					\$25,731
Total Residential Sq Ft:					46,820
Residential Fee Justified:					\$6.59

The total need for school facilities based solely on the impact of the 20 new housing units projected over the next five years totals \$308,772. To determine the impact per square foot of residential development, this amount is divided by the total square feet of the projected developments. As calculated from the historic Developer Fee Permits, the average size home built has averaged 2,341 square feet. The total area for 20 new homes would therefore be 46,820 square feet. The total residential fee needed to be able to collect \$308,772 would be **\$6.59** per square foot.

Impact of Other Residential Development

In addition to new residential development projects that typically include new single family homes and new multi-family units, the District can also be impacted by additional types of new development projects. These include but are not limited to redevelopment projects, additions to existing housing units, and replacement of existing housing units with new housing units.

These development projects are still residential projects and therefore it is reasonable to assume they would have the same monetary impacts per square foot as the new residential development projects. However, the net impact is reduced due to the fact that there was a previous residential building in its place. Therefore, the development impact fees should only be charged for other residential developments if the new building(s) exceed the square footage area of the previous building(s). If the new building is larger than the existing building, then it is reasonable to assume that additional students could be generated by the project. The project would only pay for the development impact fees for the net increase in assessable space generated by the development project. Education Code allows for an exemption from development impacts fees for any additions to existing residential structures that are 500 square feet or less. As of January 1, 2020, ADU's (accessory dwelling units) are only charged if they are more than 750 square feet according to Senate Bill 13.

Impact of Commercial/Industrial Development

There is a correlation between the growth of commercial/industrial firms/facilities within a community and the generation of school students within most business service areas. Fees for commercial/industrial can only be imposed if the residential fees will not fully mitigate the cost of providing school facilities to students from new development.

The approach utilized in this section is to apply statutory standards, U.S. Census employment statistics, and local statistics to determine the impact of future commercial/industrial development

projects on the District. Many of the factors used in this analysis were taken from the U.S. Census, which remains the most complete and authoritative source of information on the community in addition to the “1990 SanDAG Traffic Generators Report”.

Employees per Square Foot of Commercial Development

Results from a survey published by the San Diego Association of Governments “1990 San DAG Traffic Generators” are used to establish numbers of employees per square foot of building area to be anticipated in new commercial or industrial development projects. The average number of workers per 1,000 square feet of area ranges from 0.06 for Rental Self Storage to 4.79 for Standard Commercial Offices. The generation factors from that report are shown in the following table.

Table 12

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	15541	0.00006
Scientific Research & Development	329	0.00304
Lodging	882	0.00113
Standard Commercial Office	209	0.00479
Large High Rise Commercial Office	232	0.00431
Corporate Offices	372	0.00269
Medical Offices	234	0.00427

Source: 1990 SanDAG Traffic Generators report

Students per Employee

The number of students per employee is determined by using the 2008-2012 American Community Survey 5-Year Estimates and the 2010 QT-H1 Summary File for the District. There were 1,101 employees and 707 homes in the District. This represents a ratio of 1.5573 employees per home.

There were 409 school age children living in the District in 2010. This is a ratio of 0.3715 students per employee. This ratio, however, must be reduced by including only the percentage of employees that worked in their community of residence (19%), because only those employees living in the District will impact the District’s school facilities with their children. The net ratio of students per employee in the District is 0.0706.

School Facilities Cost per Student

Facility costs for housing commercially generated students are the same as those used for residential construction. The cost factors used to assess the impact from commercial development projects are contained in Table 11.

Residential Offset

When additional employees are generated in the District as a result of new commercial/industrial development, fees will also be charged on the residential units necessary to provide housing for the employees living in the District. To prevent a commercial or industrial development from paying for the portion of the impact that will be covered by the residential fee, this amount has been calculated and deducted from each category. The residential offset amount is calculated by multiplying the following factors together and dividing by 1,000 (to convert from cost per 1,000 square feet to cost per square foot).

- Employees per 1,000 square feet (varies from a low of 0.06 for rental self storage to a high of 4.79 for office building).
- Percentage of employees that worked in their community of residence (19 percent).
- Housing units per employee (0.6421). This was derived from the 2008-2012 ACS 5 Year Estimates data for the District, which indicates there were 1,101 employees, and the 2010 QT-H1 Summary File data for the District, which indicates there were 707 housing units.
- Percentage of employees that will occupy new housing units (75 percent).
- Average square feet per dwelling unit (2,341).
- Residential fee charged by the District (\$2.72 (66.67% of \$4.08) per square foot).
- Average cost per student was determined in Table 11.

The following table shows the calculation of the school facility costs generated by a square foot of new commercial/industrial development for each category of development.

Table 13

**Sundale Union Elementary
 Summary of Commercial and Industrial Uses**

Type	Employees per 1,000 Sq. Ft.	Students per Employee	Students per 1,000 Sq. Ft.	Average Cost per Student	Cost per Sq. Ft.	Residential offset per Sq. Ft.	Net Cost per Sq. Ft.
Banks	2.83	0.0706	0.200	\$25,731	\$5.14	\$1.65	\$3.49
Community Shopping Centers	1.53	0.0706	0.108	\$25,731	\$2.78	\$0.89	\$1.89
Neighborhood Shopping Centers	2.71	0.0706	0.191	\$25,731	\$4.92	\$1.58	\$3.34
Industrial Business Parks	3.52	0.0706	0.248	\$25,731	\$6.39	\$2.05	\$4.34
Industrial Parks	1.35	0.0706	0.095	\$25,731	\$2.45	\$0.79	\$1.67
Rental Self Storage	0.06	0.0706	0.004	\$25,731	\$0.11	\$0.04	\$0.07
Scientific Research & Development	3.04	0.0706	0.215	\$25,731	\$5.52	\$1.77	\$3.75
Lodging	1.13	0.0706	0.080	\$25,731	\$2.05	\$0.66	\$1.39
Standard Commercial Office	4.79	0.0706	0.338	\$25,731	\$8.70	\$2.79	\$5.91
Large High Rise Commercial Office	4.31	0.0706	0.304	\$25,731	\$7.83	\$2.51	\$5.32
Corporate Offices	2.69	0.0706	0.190	\$25,731	\$4.89	\$1.57	\$3.32
Medical Offices	4.27	0.0706	0.301	\$25,731	\$7.75	\$2.49	\$5.27

*Based on 1990 SanDAG Traffic Generator Report

Net Cost per Square Foot

Since the Districts share of the State Maximum Fee is now \$0.44 (66.67% of \$0.66) for commercial/industrial construction, the District is justified in collecting its share of the maximum fee for all categories with the exception of Rental Self Storage. The District can only justify collection of \$0.07 per square foot of Rental Self Storage construction.

Verifying the Sufficiency of the Development Impact

Education Code Section 17620 requires districts to find that fee revenues will not exceed the cost of providing school facilities to the students generated by the development paying the fees. This section shows that the fee revenues do not exceed the impact of the new development.

The total need for school facilities resulting from development totals \$308,772. The amount the District would collect over the five year period at the maximum rate of \$2.72 (66.67% of \$4.08) for residential and \$0.44 (66.67% of \$0.66) for commercial/industrial development would be as follows:

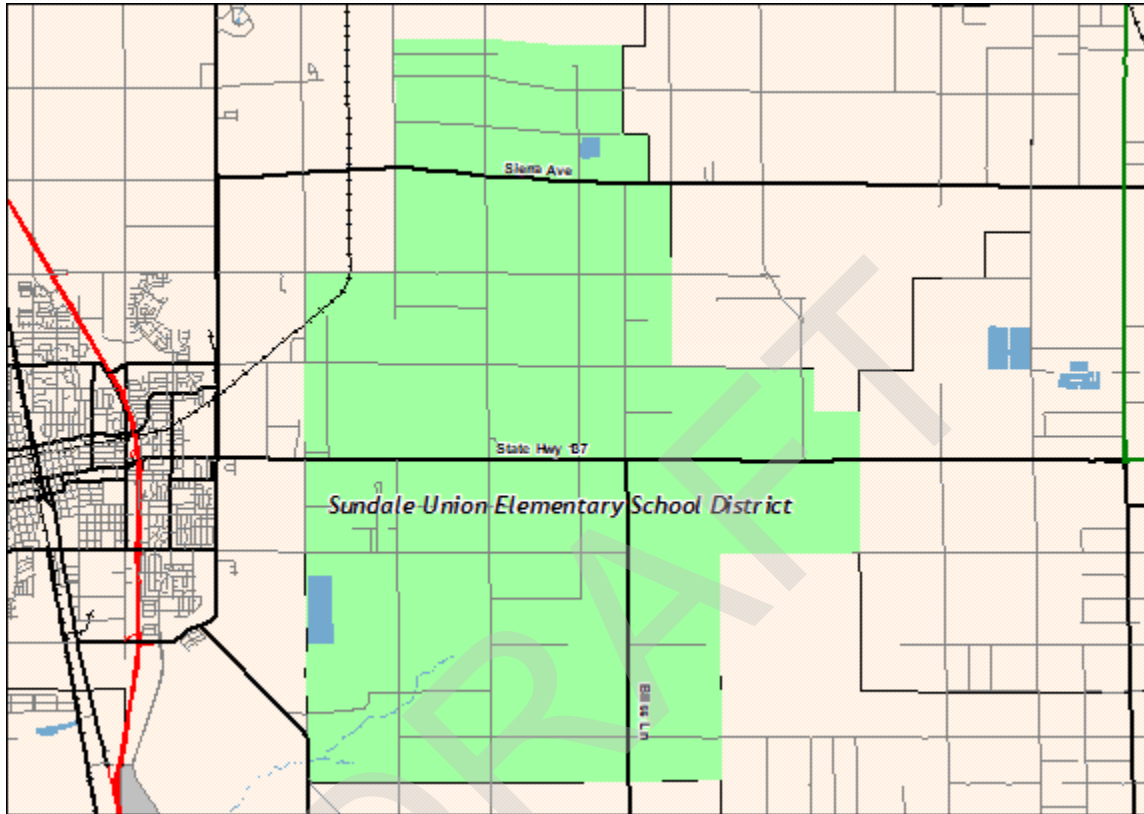
\$2.72 x 20 homes x 2,341 sq ft per home = \$127,357 for Residential

\$0.44 x 16,918 sq ft per year x 5 years = \$37,221 for Commercial/Industrial

Total projected 5 year income: \$164,578 The estimated income is less than the projected facility needs due to the impact of new development projects.

District Map

The following map shows the extent of the areas for which development fees are applicable to the Sundale Union Elementary School District.



Conclusion

Based on the data contained in this Study, it is found that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the Sundale Union Elementary School District. The following three nexus tests required to show justification for levying fees have been met:

Burden Nexus: New residential development will generate an average of 0.5785 TK-8 grade students per unit. Because the District does not have adequate facilities for all the students generated by new developments, the District will need to build additional facilities and/or modernize/reconstruct the existing facilities in order to maintain existing level of services in which the new students will be housed.

Cost Nexus: The cost to provide new and reconstructed facilities is an average of \$6.59 per square foot of residential development. Each square foot of residential development will generate \$2.72 (66.67% of \$4.08) in developer fees resulting in a shortfall of \$3.87 per square foot.

Benefit Nexus: The developer fees to be collected by the Sundale Union Elementary School District will be used for the provision of additional and reconstructed or modernized school facilities. This will benefit the students to be generated by new development by providing them with adequate educational school facilities.

The District's planned use of the fees received from development impacts will include the following types of projects, each of which will benefit students from new developments.

- 1) **New Schools:** When there is enough development activity occurring in a single area, the District will build a new school to house the students from new developments.
- 2) **Additions to Existing Schools:** When infill development occurs, the District will accommodate students at existing schools by building needed classrooms and/or support facilities such as cafeterias, restrooms, gyms and libraries as needed to increase the school capacity. Schools may also need upgrades of the technology and tele-communication systems to be able to increase their capacity.

- 3) Portable Replacement Projects: Some of the District's capacity is in temporary portables and therefore may not be included in the State's capacity calculations. These portables can be replaced with new permanent or modular classrooms to provide adequate space for students from new developments. These projects result in an increase to the facility capacity according to State standards. In addition, old portables that have reached the end of their life expectancy, will need to be replaced to maintain the existing level of service. These types of projects are considered modernization projects in the State Building Program. If development impacts did not exist, the old portables could be removed.

- 4) Modernization/Upgrade Projects: In many cases, students from new developments are not located in areas where new schools are planned to be built. The District plans to modernize or upgrade older schools to be equivalent to new schools so students will be housed in equitable facilities to those students housed in new schools. These projects may include updates to the building structures to meet current building standards, along with upgrades to the current fire and safety standards and any access compliance standards.

The Districts list of proposed uses includes: Increased parking, Safety - additional cameras and fencing/gates, upgrade internet and wireless infrastructure, bathrooms, dress out rooms turning lane to new parking, and additional play structures/area.

Per the District's agreement with the High School District, the elementary share of the developer fees collected is 2/3rds or 66.667%. The reasonable relationship identified by these findings provides the required justification for the Sundale Union Elementary School District to levy the maximum fees of \$2.72 (66.67% of \$4.08) per square foot for residential construction and \$0.44 (66.67% of \$0.66) per square foot for commercial/industrial construction, except for Rental Self Storage facilities in which a fee of \$0.07 per square foot is justified as authorized by Education Code Section 17620.

Appendices

2020 Developer Fee Justification Study

Sundale Union Elementary School District

STATE OF CALIFORNIA
ENROLLMENT CERTIFICATION/PROJECTION

SAB 50-01 (REV 05/09)

STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory)
COUNTY	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable)

Check one: Fifth-Year Enrollment Projection Tenth-Year Enrollment Projection
 HSAA Districts Only - Check one: Attendance Residency
 Residency - COS Districts Only - (Fifth Year Projection Only)

<input type="checkbox"/> Modified Weighting (Fifth-Year Projection Only)	3rd Prev. to 2nd Prev.	2nd Prev. to Prev.	Previous to Current
<input type="checkbox"/> Alternate Weighting - (Fill in boxes to the right):			

Part G. Number of New Dwelling Units
 (Fifth-Year Projection Only)

Part H. District Student Yield Factor
 (Fifth-Year Projection Only)

Part I. Projected Enrollment

1. Fifth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

2. Tenth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

Part A. K-12 Pupil Data

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
K	/	/	/	/	/	/	/	/
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
TOTAL								

Part B. Pupils Attending Schools Chartered By Another District

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current

Part C. Continuation High School Pupils - (Districts Only)

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
9								
10								
11								
12								
TOTAL								

Part D. Special Day Class Pupils - (Districts or County Superintendent of Schools)

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

Part E. Special Day Class Pupils - (County Superintendent of Schools Only)

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
/	/	/	/	/	/	/	/

Part F. Birth Data - (Fifth-Year Projection Only)

County Birth Data Birth Data by District ZIP Codes Estimate Estimate Estimate

8th Prev.	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current

I certify, as the District Representative, that the information reported on this form and, when applicable, the High School Attendance Area Residency Reporting Worksheet attached, is true and correct and that:

- I am designated as an authorized district representative by the governing board of the district.
- If the district is requesting an augmentation in the enrollment projection pursuant to Regulation Section 1859.42.1 (a), the local planning commission or approval authority has approved the tentative subdivision map used for augmentation of the enrollment and the district has identified dwelling units in that map to be contracted. All subdivision maps used for augmentation of enrollment are available at the district for review by the Office of Public School Construction (OPSC).
- This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction. In the event a conflict should exist, then the language in the OPSC form will prevail.

NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE) _____

SIGNATURE OF DISTRICT REPRESENTATIVE _____

DATE _____ TELEPHONE NUMBER _____

E-MAIL ADDRESS _____



QT-H1

General Housing Characteristics: 2010

2010 Census Summary File 1

NOTE: For information on confidentiality protection, nonsampling error, and definitions, see <http://www.census.gov/prod/cen2010/doc/sf1.pdf>.

Geography: Sundale Union Elementary School District, California

Subject	Number	Percent
OCCUPANCY STATUS		
Total housing units	757	100.0
Occupied housing units	707	93.4
Vacant housing units	50	6.6
TENURE		
Occupied housing units	707	100.0
Owner occupied	438	62.0
Owned with a mortgage or loan	281	39.7
Owned free and clear	157	22.2
Renter occupied	269	38.0
VACANCY STATUS		
Vacant housing units	50	100.0
For rent	10	20.0
Rented, not occupied	1	2.0
For sale only	2	4.0
Sold, not occupied	3	6.0
For seasonal, recreational, or occasional use	1	2.0
For migratory workers	1	2.0
Other vacant	32	64.0
TENURE BY HISPANIC OR LATINO ORIGIN OF HOUSEHOLDER BY RACE OF HOUSEHOLDER		
Occupied housing units	707	100.0
Owner-occupied housing units	438	62.0
Not Hispanic or Latino householder	339	47.9
White alone householder	324	45.8
Black or African American alone householder	4	0.6
American Indian and Alaska Native alone householder	4	0.6
Asian alone householder	4	0.6
Native Hawaiian and Other Pacific Islander alone householder	0	0.0
Some Other Race alone householder	0	0.0
Two or More Races householder	3	0.4
Hispanic or Latino householder	99	14.0
White alone householder	48	6.8
Black or African American alone householder	0	0.0
American Indian and Alaska Native alone householder	1	0.1
Asian alone householder	0	0.0
Native Hawaiian and Other Pacific Islander alone householder	0	0.0
Some Other Race alone householder	46	6.5

Subject	Number	Percent
Two or More Races householder	4	0.6
Renter-occupied housing units	269	38.0
Not Hispanic or Latino householder	139	19.7
White alone householder	132	18.7
Black or African American alone householder	0	0.0
American Indian and Alaska Native alone householder	3	0.4
Asian alone householder	1	0.1
Native Hawaiian and Other Pacific Islander alone householder	0	0.0
Some Other Race alone householder	0	0.0
Two or More Races householder	3	0.4
Hispanic or Latino householder	130	18.4
White alone householder	67	9.5
Black or African American alone householder	0	0.0
American Indian and Alaska Native alone householder	0	0.0
Asian alone householder	0	0.0
Native Hawaiian and Other Pacific Islander alone householder	0	0.0
Some Other Race alone householder	55	7.8
Two or More Races householder	8	1.1

X Not applicable.

Source: U.S. Census Bureau, 2010 Census.

Summary File 1, Tables H3, H4, H5, and HCT1.



DP04

SELECTED HOUSING CHARACTERISTICS

2008-2012 American Community Survey 5-Year Estimates

Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the Methodology section.

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, it is the Census Bureau's Population Estimates Program that produces and disseminates the official estimates of the population for the nation, states, counties, cities and towns and estimates of housing units for states and counties.

Subject	Sundale Union Elementary School District, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error
HOUSING OCCUPANCY				
Total housing units	907	+/-102	907	(X)
Occupied housing units	878	+/-101	96.8%	+/-2.7
Vacant housing units	29	+/-25	3.2%	+/-2.7
Homeowner vacancy rate	0.0	+/-6.7	(X)	(X)
Rental vacancy rate	2.0	+/-3.8	(X)	(X)
UNITS IN STRUCTURE				
Total housing units	907	+/-102	907	(X)
1-unit, detached	806	+/-96	88.9%	+/-4.9
1-unit, attached	5	+/-7	0.6%	+/-0.8
2 units	0	+/-13	0.0%	+/-4.0
3 or 4 units	4	+/-6	0.4%	+/-0.6
5 to 9 units	0	+/-13	0.0%	+/-4.0
10 to 19 units	0	+/-13	0.0%	+/-4.0
20 or more units	0	+/-13	0.0%	+/-4.0
Mobile home	92	+/-46	10.1%	+/-4.8
Boat, RV, van, etc.	0	+/-13	0.0%	+/-4.0
YEAR STRUCTURE BUILT				
Total housing units	907	+/-102	907	(X)
Built 2010 or later	0	+/-13	0.0%	+/-4.0
Built 2000 to 2009	106	+/-41	11.7%	+/-4.5
Built 1990 to 1999	79	+/-39	8.7%	+/-4.2
Built 1980 to 1989	153	+/-61	16.9%	+/-6.1
Built 1970 to 1979	201	+/-59	22.2%	+/-6.3
Built 1960 to 1969	218	+/-65	24.0%	+/-6.5
Built 1950 to 1959	65	+/-32	7.2%	+/-3.5
Built 1940 to 1949	26	+/-21	2.9%	+/-2.2
Built 1939 or earlier	59	+/-35	6.5%	+/-3.7
ROOMS				
Total housing units	907	+/-102	907	(X)
1 room	0	+/-13	0.0%	+/-4.0
2 rooms	11	+/-10	1.2%	+/-1.1

Subject	Sundale Union Elementary School District, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error
3 rooms	11	+/-10	1.2%	+/-1.1
4 rooms	75	+/-37	8.3%	+/-3.8
5 rooms	206	+/-63	22.7%	+/-6.3
6 rooms	298	+/-72	32.9%	+/-7.6
7 rooms	161	+/-63	17.8%	+/-6.3
8 rooms	67	+/-36	7.4%	+/-4.0
9 rooms or more	78	+/-27	8.6%	+/-2.9
Median rooms	6.0	+/-0.2	(X)	(X)
BEDROOMS				
Total housing units	907	+/-102	907	(X)
No bedroom	4	+/-6	0.4%	+/-0.7
1 bedroom	16	+/-11	1.8%	+/-1.2
2 bedrooms	106	+/-46	11.7%	+/-4.7
3 bedrooms	625	+/-85	68.9%	+/-7.8
4 bedrooms	147	+/-74	16.2%	+/-7.6
5 or more bedrooms	9	+/-10	1.0%	+/-1.1
HOUSING TENURE				
Occupied housing units	878	+/-101	878	(X)
Owner-occupied	542	+/-85	61.7%	+/-7.7
Renter-occupied	336	+/-84	38.3%	+/-7.7
Average household size of owner-occupied unit	3.17	+/-0.39	(X)	(X)
Average household size of renter-occupied unit	3.22	+/-0.39	(X)	(X)
YEAR HOUSEHOLDER MOVED INTO UNIT				
Occupied housing units	878	+/-101	878	(X)
Moved in 2010 or later	120	+/-61	13.7%	+/-6.3
Moved in 2000 to 2009	385	+/-74	43.8%	+/-6.5
Moved in 1990 to 1999	165	+/-60	18.8%	+/-6.5
Moved in 1980 to 1989	86	+/-28	9.8%	+/-3.3
Moved in 1970 to 1979	92	+/-32	10.5%	+/-3.6
Moved in 1969 or earlier	30	+/-19	3.4%	+/-2.1
VEHICLES AVAILABLE				
Occupied housing units	878	+/-101	878	(X)
No vehicles available	21	+/-14	2.4%	+/-1.7
1 vehicle available	176	+/-57	20.0%	+/-5.9
2 vehicles available	373	+/-81	42.5%	+/-7.2
3 or more vehicles available	308	+/-71	35.1%	+/-7.5
HOUSE HEATING FUEL				
Occupied housing units	878	+/-101	878	(X)
Utility gas	472	+/-79	53.8%	+/-6.5
Bottled, tank, or LP gas	268	+/-67	30.5%	+/-6.4
Electricity	117	+/-35	13.3%	+/-4.0
Fuel oil, kerosene, etc.	0	+/-13	0.0%	+/-4.2
Coal or coke	0	+/-13	0.0%	+/-4.2
Wood	21	+/-15	2.4%	+/-1.7
Solar energy	0	+/-13	0.0%	+/-4.2
Other fuel	0	+/-13	0.0%	+/-4.2
No fuel used	0	+/-13	0.0%	+/-4.2
SELECTED CHARACTERISTICS				
Occupied housing units	878	+/-101	878	(X)
Lacking complete plumbing facilities	0	+/-13	0.0%	+/-4.2
Lacking complete kitchen facilities	4	+/-6	0.5%	+/-0.7
No telephone service available	53	+/-35	6.0%	+/-3.8

Subject	Sundale Union Elementary School District, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error
OCCUPANTS PER ROOM				
Occupied housing units	878	+/-101	878	(X)
1.00 or less	828	+/-95	94.3%	+/-3.0
1.01 to 1.50	19	+/-19	2.2%	+/-2.1
1.51 or more	31	+/-27	3.5%	+/-2.9
VALUE				
Owner-occupied units	542	+/-85	542	(X)
Less than \$50,000	19	+/-13	3.5%	+/-2.4
\$50,000 to \$99,999	44	+/-22	8.1%	+/-3.8
\$100,000 to \$149,999	76	+/-44	14.0%	+/-7.3
\$150,000 to \$199,999	57	+/-33	10.5%	+/-6.0
\$200,000 to \$299,999	183	+/-62	33.8%	+/-9.0
\$300,000 to \$499,999	93	+/-35	17.2%	+/-6.8
\$500,000 to \$999,999	57	+/-26	10.5%	+/-4.7
\$1,000,000 or more	13	+/-10	2.4%	+/-1.9
Median (dollars)	239,900	+/-26,525	(X)	(X)
MORTGAGE STATUS				
Owner-occupied units	542	+/-85	542	(X)
Housing units with a mortgage	325	+/-74	60.0%	+/-8.1
Housing units without a mortgage	217	+/-49	40.0%	+/-8.1
SELECTED MONTHLY OWNER COSTS (SMOC)				
Housing units with a mortgage	325	+/-74	325	(X)
Less than \$300	0	+/-13	0.0%	+/-10.9
\$300 to \$499	0	+/-13	0.0%	+/-10.9
\$500 to \$699	14	+/-14	4.3%	+/-4.4
\$700 to \$999	52	+/-36	16.0%	+/-9.8
\$1,000 to \$1,499	65	+/-45	20.0%	+/-12.6
\$1,500 to \$1,999	59	+/-32	18.2%	+/-9.1
\$2,000 or more	135	+/-42	41.5%	+/-11.4
Median (dollars)	1,651	+/-170	(X)	(X)
Housing units without a mortgage	217	+/-49	217	(X)
Less than \$100	4	+/-6	1.8%	+/-2.8
\$100 to \$199	14	+/-11	6.5%	+/-5.0
\$200 to \$299	25	+/-15	11.5%	+/-6.3
\$300 to \$399	24	+/-16	11.1%	+/-7.2
\$400 or more	150	+/-40	69.1%	+/-9.1
Median (dollars)	454	+/-24	(X)	(X)
SELECTED MONTHLY OWNER COSTS AS A PERCENTAGE OF HOUSEHOLD INCOME (SMOCAPI)				
Housing units with a mortgage (excluding units where SMOCAPI cannot be computed)	325	+/-74	325	(X)
Less than 20.0 percent	61	+/-28	18.8%	+/-8.4
20.0 to 24.9 percent	33	+/-20	10.2%	+/-6.2
25.0 to 29.9 percent	50	+/-30	15.4%	+/-8.8
30.0 to 34.9 percent	10	+/-7	3.1%	+/-2.0
35.0 percent or more	171	+/-66	52.6%	+/-13.5
Not computed	0	+/-13	(X)	(X)
Housing unit without a mortgage (excluding units where SMOCAPI cannot be computed)	214	+/-49	214	(X)
Less than 10.0 percent	98	+/-40	45.8%	+/-13.4
10.0 to 14.9 percent	53	+/-27	24.8%	+/-12.2
15.0 to 19.9 percent	32	+/-18	15.0%	+/-8.1

Subject	Sundale Union Elementary School District, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error
20.0 to 24.9 percent	11	+/-10	5.1%	+/-4.6
25.0 to 29.9 percent	0	+/-13	0.0%	+/-16.0
30.0 to 34.9 percent	0	+/-13	0.0%	+/-16.0
35.0 percent or more	20	+/-14	9.3%	+/-6.6
Not computed	3	+/-6	(X)	(X)
GROSS RENT				
Occupied units paying rent	280	+/-78	280	(X)
Less than \$200	0	+/-13	0.0%	+/-12.5
\$200 to \$299	0	+/-13	0.0%	+/-12.5
\$300 to \$499	62	+/-39	22.1%	+/-12.4
\$500 to \$749	28	+/-29	10.0%	+/-9.7
\$750 to \$999	86	+/-46	30.7%	+/-14.6
\$1,000 to \$1,499	88	+/-51	31.4%	+/-14.5
\$1,500 or more	16	+/-15	5.7%	+/-5.6
Median (dollars)	856	+/-95	(X)	(X)
No rent paid	56	+/-36	(X)	(X)
GROSS RENT AS A PERCENTAGE OF HOUSEHOLD INCOME (GRAPI)				
Occupied units paying rent (excluding units where GRAPI cannot be computed)	280	+/-78	280	(X)
Less than 15.0 percent	58	+/-32	20.7%	+/-10.6
15.0 to 19.9 percent	42	+/-41	15.0%	+/-13.2
20.0 to 24.9 percent	57	+/-41	20.4%	+/-13.4
25.0 to 29.9 percent	27	+/-27	9.6%	+/-9.3
30.0 to 34.9 percent	46	+/-29	16.4%	+/-9.8
35.0 percent or more	50	+/-31	17.9%	+/-10.3
Not computed	56	+/-36	(X)	(X)

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see Accuracy of the Data). The effect of nonsampling error is not represented in these tables.

The median gross rent excludes no cash renters.

In prior years, the universe included all owner-occupied units with a mortgage. It is now restricted to include only those units where SMOCAPI is computed, that is, SMOC and household income are valid values.

In prior years, the universe included all owner-occupied units without a mortgage. It is now restricted to include only those units where SMOCAPI is computed, that is, SMOC and household income are valid values.

In prior years, the universe included all renter-occupied units. It is now restricted to include only those units where GRAPI is computed, that is, gross rent and household Income are valid values.

The 2007, 2008, 2009, 2010, 2011, and 2012 plumbing data for Puerto Rico will not be shown. Research indicates that the questions on plumbing facilities that were introduced in 2008 in the stateside American Community Survey and the 2008 Puerto Rico Community Survey may not have been appropriate for Puerto Rico.

Median calculations for base table sourcing VAL, MHC, SMOC, and TAX should exclude zero values.

Telephone service data are not available for certain geographic areas due to problems with data collection. See Errata Note #93 for details.

While the 2008-2012 American Community Survey (ACS) data generally reflect the December 2009 Office of Management and Budget (OMB) definitions of metropolitan and micropolitan statistical areas; in certain instances the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB definitions due to differences in the effective dates of the geographic entities.

Estimates of urban and rural population, housing units, and characteristics reflect boundaries of urban areas defined based on Census 2000 data. Boundaries for urban areas have not been updated since Census 2000. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Source: U.S. Census Bureau, 2008-2012 American Community Survey

Explanation of Symbols:

1. An '***' entry in the margin of error column indicates that either no sample observations or too few sample observations were available to compute a standard error and thus the margin of error. A statistical test is not appropriate.
2. An '-' entry in the estimate column indicates that either no sample observations or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest interval or upper interval of an open-ended distribution.
3. An '-' following a median estimate means the median falls in the lowest interval of an open-ended distribution.
4. An '+' following a median estimate means the median falls in the upper interval of an open-ended distribution.
5. An '****' entry in the margin of error column indicates that the median falls in the lowest interval or upper interval of an open-ended distribution. A statistical test is not appropriate.
6. An '*****' entry in the margin of error column indicates that the estimate is controlled. A statistical test for sampling variability is not appropriate.
7. An 'N' entry in the estimate and margin of error columns indicates that data for this geographic area cannot be displayed because the number of sample cases is too small.
8. An '(X)' means that the estimate is not applicable or not available.



S0802

MEANS OF TRANSPORTATION TO WORK BY SELECTED CHARACTERISTICS

2008-2012 American Community Survey 5-Year Estimates

Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the Methodology section.

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, it is the Census Bureau's Population Estimates Program that produces and disseminates the official estimates of the population for the nation, states, counties, cities and towns and estimates of housing units for states and counties.

Subject	Sundale Union Elementary School District, California				
	Total		Car, truck, or van -- drove alone		Car, truck, or van -- carpooled
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
Workers 16 years and over	1,101	+/-174	955	+/-166	45
AGE					
16 to 19 years	0.9%	+/-0.7	0.6%	+/-0.7	4.4%
20 to 24 years	15.8%	+/-5.4	18.2%	+/-6.2	0.0%
25 to 44 years	43.7%	+/-8.9	41.4%	+/-9.7	88.9%
45 to 54 years	19.4%	+/-5.3	22.0%	+/-6.0	0.0%
55 to 59 years	8.6%	+/-4.0	7.6%	+/-4.4	0.0%
60 years and over	11.5%	+/-3.5	10.2%	+/-3.4	6.7%
Median age (years)	38.6	+/-2.0	38.6	+/-3.1	37.5
SEX					
Male	63.3%	+/-7.1	63.0%	+/-8.2	66.7%
Female	36.7%	+/-7.1	37.0%	+/-8.2	33.3%
RACE AND HISPANIC OR LATINO ORIGIN					
One race	99.8%	+/-0.3	99.8%	+/-0.3	100.0%
White	92.6%	+/-3.8	93.1%	+/-3.7	100.0%
Black or African American	0.0%	+/-3.3	0.0%	+/-3.8	0.0%
American Indian and Alaska Native	0.9%	+/-1.5	0.0%	+/-3.8	0.0%
Asian	1.2%	+/-1.4	0.8%	+/-1.4	0.0%
Native Hawaiian and Other Pacific Islander	0.0%	+/-3.3	0.0%	+/-3.8	0.0%
Some other race	5.1%	+/-3.1	5.9%	+/-3.6	0.0%
Two or more races	0.2%	+/-0.3	0.2%	+/-0.3	0.0%
Hispanic or Latino origin (of any race)	40.3%	+/-10.2	40.8%	+/-11.1	62.2%
White alone, not Hispanic or Latino	57.4%	+/-10.3	58.1%	+/-11.0	37.8%
NATIVITY AND CITIZENSHIP STATUS					
Native	76.2%	+/-7.9	78.0%	+/-7.8	42.2%
Foreign born	23.8%	+/-7.9	22.0%	+/-7.8	57.8%
Naturalized U.S. citizen	5.0%	+/-3.5	5.4%	+/-4.1	6.7%
Not a U.S. citizen	18.8%	+/-6.0	16.5%	+/-6.4	51.1%

Subject	Sundale Union Elementary School District, California				
	Total		Car, truck, or van -- drove alone		Car, truck, or van -- carpooled
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH					
Speak language other than English	35.4%	+/-9.8	34.9%	+/-10.5	62.2%
Speak English "very well"	15.4%	+/-5.5	17.1%	+/-6.4	15.6%
Speak English less than "very well"	20.0%	+/-5.9	17.8%	+/-6.4	46.7%
EARNINGS IN THE PAST 12 MONTHS (IN 2012 INFLATION-ADJUSTED DOLLARS) FOR WORKERS					
Workers 16 years and over with earnings	1,101	+/-174	955	+/-166	45
\$1 to \$9,999 or loss	13.1%	+/-5.6	13.0%	+/-6.3	11.1%
\$10,000 to \$14,999	5.8%	+/-3.8	6.4%	+/-4.2	0.0%
\$15,000 to \$24,999	21.6%	+/-5.9	22.3%	+/-6.8	0.0%
\$25,000 to \$34,999	19.5%	+/-6.1	17.5%	+/-6.6	46.7%
\$35,000 to \$49,999	19.2%	+/-6.8	19.6%	+/-7.5	15.6%
\$50,000 to \$64,999	7.8%	+/-3.4	8.7%	+/-3.9	0.0%
\$65,000 to \$74,999	3.3%	+/-2.3	3.2%	+/-2.6	0.0%
\$75,000 or more	9.7%	+/-3.5	9.3%	+/-3.8	26.7%
Median earnings (dollars)	27,760	+/-4,999	30,065	+/-5,837	27,083
POVERTY STATUS IN THE PAST 12 MONTHS					
Workers 16 years and over for whom poverty status is determined	1,101	+/-174	955	+/-166	45
Below 100 percent of the poverty level	3.8%	+/-2.4	4.4%	+/-2.7	0.0%
100 to 149 percent of the poverty level	15.3%	+/-8.6	15.8%	+/-9.4	11.1%
At or above 150 percent of the poverty level	80.8%	+/-8.6	79.8%	+/-9.4	88.9%
Workers 16 years and over	1,101	+/-174	955	+/-166	45
OCCUPATION					
Management, business, science, and arts occupations	22.3%	+/-4.8	23.4%	+/-5.1	11.1%
Service occupations	10.1%	+/-3.5	11.4%	+/-4.0	4.4%
Sales and office occupations	25.3%	+/-6.8	23.1%	+/-7.6	44.4%
Natural resources, construction, and maintenance occupations	19.6%	+/-5.7	16.6%	+/-5.5	40.0%
Production, transportation, and material moving occupations	22.6%	+/-7.0	25.4%	+/-7.6	0.0%
Military specific occupations	0.0%	+/-3.3	0.0%	+/-3.8	0.0%
INDUSTRY					
Agriculture, forestry, fishing and hunting, and mining	20.6%	+/-6.0	18.5%	+/-6.8	0.0%
Construction	3.5%	+/-2.7	4.1%	+/-3.1	0.0%
Manufacturing	11.5%	+/-5.5	11.1%	+/-5.8	40.0%
Wholesale trade	2.7%	+/-2.5	3.1%	+/-2.9	0.0%
Retail trade	13.3%	+/-5.4	13.2%	+/-6.5	11.1%
Transportation and warehousing, and utilities	10.3%	+/-5.7	11.2%	+/-6.3	0.0%
Information and finance and insurance, and real estate and rental and leasing	5.3%	+/-3.0	4.8%	+/-3.1	26.7%
Professional, scientific, management, and administrative and waste management services	7.6%	+/-3.9	6.8%	+/-3.7	4.4%
Educational services, and health care and social assistance	12.1%	+/-4.6	13.4%	+/-5.1	11.1%
Arts, entertainment, and recreation, and accommodation and food services	3.5%	+/-4.2	4.1%	+/-4.8	0.0%
Other services (except public administration)	5.7%	+/-3.2	5.5%	+/-3.6	6.7%
Public administration	3.8%	+/-2.1	4.1%	+/-2.4	0.0%
Armed forces	0.0%	+/-3.3	0.0%	+/-3.8	0.0%
CLASS OF WORKER					
Private wage and salary workers	71.8%	+/-5.5	72.9%	+/-5.9	88.9%
Government workers	12.8%	+/-4.4	13.1%	+/-4.4	4.4%

Subject	Sundale Union Elementary School District, California				
	Total		Car, truck, or van -- drove alone		Car, truck, or van -- carpooled
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
Self-employed workers in own not incorporated business	15.4%	+/-4.9	14.0%	+/-5.4	6.7%
Unpaid family workers	0.0%	+/-3.3	0.0%	+/-3.8	0.0%
PLACE OF WORK					
Worked in state of residence	100.0%	+/-3.3	100.0%	+/-3.8	100.0%
Worked in county of residence	93.6%	+/-3.4	93.1%	+/-3.9	100.0%
Worked outside county of residence	6.4%	+/-3.4	6.9%	+/-3.9	0.0%
Worked outside state of residence	0.0%	+/-3.3	0.0%	+/-3.8	0.0%
Workers 16 years and over who did not work at home	1,050	+/-171	955	+/-166	45
TIME LEAVING HOME TO GO TO WORK					
12:00 a.m. to 4:59 a.m.	14.1%	+/-8.3	14.0%	+/-8.9	0.0%
5:00 a.m. to 5:29 a.m.	9.7%	+/-4.3	9.6%	+/-4.3	0.0%
5:30 a.m. to 5:59 a.m.	4.5%	+/-3.3	4.6%	+/-3.6	6.7%
6:00 a.m. to 6:29 a.m.	10.5%	+/-4.4	11.0%	+/-5.0	0.0%
6:30 a.m. to 6:59 a.m.	4.6%	+/-2.6	4.8%	+/-2.8	4.4%
7:00 a.m. to 7:29 a.m.	14.0%	+/-5.4	13.7%	+/-5.5	26.7%
7:30 a.m. to 7:59 a.m.	11.1%	+/-4.9	11.1%	+/-5.0	17.8%
8:00 a.m. to 8:29 a.m.	7.7%	+/-4.0	8.3%	+/-4.3	4.4%
8:30 a.m. to 8:59 a.m.	4.3%	+/-3.0	2.8%	+/-2.9	40.0%
9:00 a.m. to 11:59 p.m.	19.5%	+/-7.2	20.0%	+/-7.6	0.0%
TRAVEL TIME TO WORK					
Less than 10 minutes	19.0%	+/-6.4	14.7%	+/-6.0	46.7%
10 to 14 minutes	21.0%	+/-8.4	22.5%	+/-9.3	6.7%
15 to 19 minutes	24.6%	+/-8.7	26.3%	+/-9.4	15.6%
20 to 24 minutes	14.9%	+/-5.0	16.3%	+/-5.4	0.0%
25 to 29 minutes	2.9%	+/-2.3	1.5%	+/-1.6	26.7%
30 to 34 minutes	7.0%	+/-3.8	7.5%	+/-4.2	4.4%
35 to 44 minutes	4.2%	+/-3.5	4.6%	+/-3.9	0.0%
45 to 59 minutes	4.2%	+/-3.0	4.6%	+/-3.2	0.0%
60 or more minutes	2.2%	+/-1.8	2.0%	+/-2.0	0.0%
Mean travel time to work (minutes)	17.7	+/-2.1	18.2	+/-2.2	13.4
Workers 16 years and over in households	1,101	+/-174	955	+/-166	45
HOUSING TENURE					
Owner-occupied housing units	59.8%	+/-10.1	61.2%	+/-10.9	48.9%
Renter-occupied housing units	40.2%	+/-10.1	38.8%	+/-10.9	51.1%
VEHICLES AVAILABLE					
No vehicle available	0.0%	+/-3.3	0.0%	+/-3.8	0.0%
1 vehicle available	12.8%	+/-4.8	11.7%	+/-4.8	0.0%
2 vehicles available	40.0%	+/-9.5	40.5%	+/-9.9	6.7%
3 or more vehicles available	47.2%	+/-9.8	47.7%	+/-10.0	93.3%
PERCENT IMPUTED					
Means of transportation to work	8.7%	(X)	(X)	(X)	(X)
Time leaving home to go to work	17.7%	(X)	(X)	(X)	(X)
Travel time to work	12.2%	(X)	(X)	(X)	(X)
Vehicles available	0.0%	(X)	(X)	(X)	(X)

Subject	Sundale Union Elementary School District, California		
	Car, truck, or van -- carpoled	Public transportation (excluding taxicab)	
	Margin of Error	Estimate	Margin of Error
Workers 16 years and over	+/-37	0	+/-13
AGE			
16 to 19 years	+/-12.0	-	**
20 to 24 years	+/-47.5	-	**
25 to 44 years	+/-20.5	-	**
45 to 54 years	+/-47.5	-	**
55 to 59 years	+/-47.5	-	**
60 years and over	+/-15.0	-	**
Median age (years)	+/-2.8	-	**
SEX			
Male	+/-37.8	-	**
Female	+/-37.8	-	**
RACE AND HISPANIC OR LATINO ORIGIN			
One race	+/-47.5	-	**
White	+/-47.5	-	**
Black or African American	+/-47.5	-	**
American Indian and Alaska Native	+/-47.5	-	**
Asian	+/-47.5	-	**
Native Hawaiian and Other Pacific Islander	+/-47.5	-	**
Some other race	+/-47.5	-	**
Two or more races	+/-47.5	-	**
Hispanic or Latino origin (of any race)	+/-39.3	-	**
White alone, not Hispanic or Latino	+/-39.3	-	**
NATIVITY AND CITIZENSHIP STATUS			
Native	+/-40.7	-	**
Foreign born	+/-40.7	-	**
Naturalized U.S. citizen	+/-11.6	-	**
Not a U.S. citizen	+/-43.8	-	**
LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH			
Speak language other than English	+/-39.3	-	**
Speak English "very well"	+/-21.6	-	**
Speak English less than "very well"	+/-43.2	-	**
EARNINGS IN THE PAST 12 MONTHS (IN 2012 INFLATION-ADJUSTED DOLLARS) FOR WORKERS			
Workers 16 years and over with earnings	+/-37	0	+/-13
\$1 to \$9,999 or loss	+/-22.0	-	**
\$10,000 to \$14,999	+/-47.5	-	**
\$15,000 to \$24,999	+/-47.5	-	**
\$25,000 to \$34,999	+/-44.1	-	**
\$35,000 to \$49,999	+/-21.2	-	**
\$50,000 to \$64,999	+/-47.5	-	**
\$65,000 to \$74,999	+/-47.5	-	**
\$75,000 or more	+/-37.7	-	**
Median earnings (dollars)	+/-79,009	-	**
POVERTY STATUS IN THE PAST 12 MONTHS			
Workers 16 years and over for whom poverty status is determined	+/-37	0	+/-13
Below 100 percent of the poverty level	+/-47.5	-	**

Subject	Sundale Union Elementary School District, California		
	Car, truck, or van -- carpoled	Public transportation (excluding taxicab)	
		Margin of Error	Estimate
100 to 149 percent of the poverty level	+/-22.0	-	**
At or above 150 percent of the poverty level	+/-22.0	-	**
Workers 16 years and over	+/-37	0	+/-13
OCCUPATION			
Management, business, science, and arts occupations	+/-16.1	-	**
Service occupations	+/-12.0	-	**
Sales and office occupations	+/-41.4	-	**
Natural resources, construction, and maintenance occupations	+/-46.8	-	**
Production, transportation, and material moving occupations	+/-47.5	-	**
Military specific occupations	+/-47.5	-	**
INDUSTRY			
Agriculture, forestry, fishing and hunting, and mining	+/-47.5	-	**
Construction	+/-47.5	-	**
Manufacturing	+/-46.8	-	**
Wholesale trade	+/-47.5	-	**
Retail trade	+/-18.5	-	**
Transportation and warehousing, and utilities	+/-47.5	-	**
Information and finance and insurance, and real estate and rental and leasing	+/-37.7	-	**
Professional, scientific, management, and administrative and waste management services	+/-12.0	-	**
Educational services, and health care and social assistance	+/-16.1	-	**
Arts, entertainment, and recreation, and accommodation and food services	+/-47.5	-	**
Other services (except public administration)	+/-15.0	-	**
Public administration	+/-47.5	-	**
Armed forces	+/-47.5	-	**
CLASS OF WORKER			
Private wage and salary workers	+/-18.3	-	**
Government workers	+/-9.7	-	**
Self-employed workers in own not incorporated business	+/-15.0	-	**
Unpaid family workers	+/-47.5	-	**
PLACE OF WORK			
Worked in state of residence	+/-47.5	-	**
Worked in county of residence	+/-47.5	-	**
Worked outside county of residence	+/-47.5	-	**
Worked outside state of residence	+/-47.5	-	**
Workers 16 years and over who did not work at home	+/-37	0	+/-13
TIME LEAVING HOME TO GO TO WORK			
12:00 a.m. to 4:59 a.m.	+/-47.5	-	**
5:00 a.m. to 5:29 a.m.	+/-47.5	-	**
5:30 a.m. to 5:59 a.m.	+/-15.0	-	**
6:00 a.m. to 6:29 a.m.	+/-47.5	-	**
6:30 a.m. to 6:59 a.m.	+/-9.7	-	**
7:00 a.m. to 7:29 a.m.	+/-37.7	-	**
7:30 a.m. to 7:59 a.m.	+/-23.3	-	**
8:00 a.m. to 8:29 a.m.	+/-12.0	-	**
8:30 a.m. to 8:59 a.m.	+/-46.8	-	**
9:00 a.m. to 11:59 p.m.	+/-47.5	-	**

Subject	Sundale Union Elementary School District, California		
	Car, truck, or van -- carpoled	Public transportation (excluding taxicab)	
	Margin of Error	Estimate	Margin of Error
TRAVEL TIME TO WORK			
Less than 10 minutes	+/-43.2	-	**
10 to 14 minutes	+/-15.0	-	**
15 to 19 minutes	+/-21.6	-	**
20 to 24 minutes	+/-47.5	-	**
25 to 29 minutes	+/-37.7	-	**
30 to 34 minutes	+/-9.7	-	**
35 to 44 minutes	+/-47.5	-	**
45 to 59 minutes	+/-47.5	-	**
60 or more minutes	+/-47.5	-	**
Mean travel time to work (minutes)	+/-7.7	-	**
Workers 16 years and over in households	+/-37	0	+/-13
HOUSING TENURE			
Owner-occupied housing units	+/-42.1	-	**
Renter-occupied housing units	+/-42.1	-	**
VEHICLES AVAILABLE			
No vehicle available	+/-47.5	-	**
1 vehicle available	+/-47.5	-	**
2 vehicles available	+/-15.0	-	**
3 or more vehicles available	+/-15.0	-	**
PERCENT IMPUTED			
Means of transportation to work	(X)	(X)	(X)
Time leaving home to go to work	(X)	(X)	(X)
Travel time to work	(X)	(X)	(X)
Vehicles available	(X)	(X)	(X)

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see Accuracy of the Data). The effect of nonsampling error is not represented in these tables.

Foreign born excludes people born outside the United States to a parent who is a U.S. citizen.

Workers include members of the Armed Forces and civilians who were at work last week.

Industry codes are 4-digit codes and are based on the North American Industry Classification System 2007. The Industry categories adhere to the guidelines issued in Clarification Memorandum No. 2, "NAICS Alternate Aggregation Structure for Use By U.S. Statistical Agencies," issued by the Office of Management and Budget.

While the 2008-2012 American Community Survey (ACS) data generally reflect the December 2009 Office of Management and Budget (OMB) definitions of metropolitan and micropolitan statistical areas; in certain instances the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB definitions due to differences in the effective dates of the geographic entities.

Estimates of urban and rural population, housing units, and characteristics reflect boundaries of urban areas defined based on Census 2000 data. Boundaries for urban areas have not been updated since Census 2000. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Source: U.S. Census Bureau, 2008-2012 American Community Survey

Explanation of Symbols:

1. An '***' entry in the margin of error column indicates that either no sample observations or too few sample observations were available to compute a standard error and thus the margin of error. A statistical test is not appropriate.
2. An '-' entry in the estimate column indicates that either no sample observations or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest interval or upper interval of an open-ended distribution.
3. An '-' following a median estimate means the median falls in the lowest interval of an open-ended distribution.
4. An '+' following a median estimate means the median falls in the upper interval of an open-ended distribution.
5. An '****' entry in the margin of error column indicates that the median falls in the lowest interval or upper interval of an open-ended distribution. A statistical test is not appropriate.
6. An '*****' entry in the margin of error column indicates that the estimate is controlled. A statistical test for sampling variability is not appropriate.
7. An 'N' entry in the estimate and margin of error columns indicates that data for this geographic area cannot be displayed because the number of sample cases is too small.
8. An '(X)' means that the estimate is not applicable or not available.



Use of Developer Fees:

A School District can use the revenue collected on residential and commercial/industrial construction for the purposes listed below:

- Purchase or lease of interim school facilities to house students generated by new development pending the construction of permanent facilities.
- Purchase or lease of land for school facilities for such students.
- Acquisition of school facilities for such students, including:
 - Construction
 - Modernization/reconstruction
 - Architectural and engineering costs
 - Permits and plan checking
 - Testing and inspection
 - Furniture, Equipment and Technology for use in school facilities
- Legal and other administrative costs related to the provision of such new facilities
- Administration of the collection of, and justification for, such fees, and
- Any other purpose arising from the process of providing facilities for students generated by new development.

Following is an excerpt from the Education Code that states the valid uses of the Level 1 developer fees. It refers to construction and reconstruction. The term reconstruction was originally used in the Leroy Greene program. The term modernization is currently used in the 1998 State Building Program and represents the same scope of work used in the original reconstruction projects.

Ed Code Section 17620. (a) (1) The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code. This fee, charge, dedication, or other requirement may be applied to construction only as follows: ...

The limitations referred to in this text describe the maximum amounts that can be charged for residential and commercial/industrial projects and any projects that qualify for exemptions. They do not limit the use of the funds received.



Determination of Average State allowed amounts for Site Development Costs

Elementary Schools			Original	Inflation	2009 Adjusted	Project	2009	
District	Project #	Acres	OPSC Site Development	Factor	Site Development	Year	Cost/Acre	
Davis Jt Unified	3	9.05	\$532,282	38.4%	\$1,473,469	2004	\$162,814	
Dry Creek Jt Elem	2	8.5	\$516,347	46.2%	\$1,509,322	2002	\$177,567	
Dry Creek Jt Elem	5	11.06	\$993,868	20.1%	\$2,387,568	2006	\$215,874	
Elk Grove Unified	5	12.17	\$556,011	48.2%	\$1,648,316	2001	\$135,441	
Elk Grove Unified	10	11	\$690,120	48.2%	\$2,045,888	2001	\$185,990	
Elk Grove Unified	11	10	\$702,127	48.2%	\$2,081,483	2001	\$208,148	
Elk Grove Unified	14	10	\$732,837	46.2%	\$2,142,139	2002	\$214,214	
Elk Grove Unified	16	9.86	\$570,198	46.2%	\$1,666,733	2002	\$169,040	
Elk Grove Unified	17	10	\$542,662	46.2%	\$1,586,243	2002	\$158,624	
Elk Grove Unified	20	10	\$710,730	43.2%	\$2,034,830	2003	\$203,483	
Elk Grove Unified	25	10	\$645,923	38.4%	\$1,788,052	2004	\$178,805	
Elk Grove Unified	28	10.03	\$856,468	24.4%	\$2,130,974	2005	\$212,460	
Elk Grove Unified	39	9.91	\$1,007,695	20.1%	\$2,420,785	2006	\$244,277	
Folsom-Cordova Unified	1	9.79	\$816,196	20.1%	\$1,960,747	2006	\$200,281	
Folsom-Cordova Unified	4	7.5	\$455,908	46.2%	\$1,332,654	2002	\$177,687	
Folsom-Cordova Unified	5	8	\$544,213	46.2%	\$1,590,776	2002	\$198,847	
Folsom-Cordova Unified	8	8.97	\$928,197	11.2%	\$2,063,757	2007	\$230,073	
Galt Jt Union Elem	2	10.1	\$1,033,044	38.4%	\$2,859,685	2004	\$283,137	
Lincoln Unified	1	9.39	\$433,498	46.2%	\$1,267,148	2002	\$134,947	
Lodi Unified	3	11.2	\$555,999	46.2%	\$1,625,228	2002	\$145,110	
Lodi Unified	10	11.42	\$1,245,492	46.2%	\$3,640,669	2002	\$318,798	
Lodi Unified	19	9.93	\$999,164	11.2%	\$2,221,545	2007	\$223,721	
Lodi Unified	22	10	\$1,416,212	7.7%	\$3,051,426	2008	\$305,143	
Natomas Unified	6	8.53	\$685,284	46.2%	\$2,003,138	2002	\$234,834	
Natomas Unified	10	9.83	\$618,251	43.2%	\$1,770,061	2003	\$180,067	
Natomas Unified	12	9.61	\$735,211	24.4%	\$1,829,275	2005	\$190,351	
Rocklin Unified	8	10.91	\$593,056	46.2%	\$1,733,548	2002	\$158,895	
Stockton Unified	1	12.66	\$1,462,232	7.7%	\$3,150,582	2008	\$248,861	
Stockton Unified	2	10.5	\$781,675	43.2%	\$2,237,946	2003	\$213,138	
Stockton Unified	6	12.48	\$1,136,704	20.1%	\$2,730,703	2006	\$218,806	
Tracy Jt Unified	4	10	\$618,254	46.2%	\$1,807,204	2002	\$180,720	
Tracy Jt Unified	10	10	\$573,006	38.4%	\$1,586,202	2004	\$158,620	
Washington Unified	1	8	\$446,161	46.2%	\$1,304,163	2002	\$163,020	
Washington Unified	4	10.76	\$979,085	7.7%	\$2,109,575	2008	\$196,057	
Totals		341.16			\$68,791,833	Average	\$201,641	2020 Adjustment \$267,920
Middle and High Schools			Original	Inflation	2009 Adjusted	Project	2009	
District	Project #	Acres	OPSC Site Development	Factor	Site Development	Year	Cost/Acre	
Western Placer Unified	4	19.3	\$5,973,312	24.4%	\$7,431,085	2005	\$385,030	
Roseville City Elem	2	21.6	\$1,780,588	48.2%	\$2,639,311	2000	\$122,190	
Elk Grove Unified	4	66.2	\$8,659,494	48.2%	\$12,835,704	2000	\$193,893	
Elk Grove Unified	13	76.4	\$9,791,732	48.2%	\$14,513,986	2001	\$189,974	
Elk Grove Unified	18	84.3	\$13,274,562	43.2%	\$19,002,626	2003	\$225,417	
Grant Jt Union High	2	24	\$2,183,840	48.2%	\$3,237,039	2000	\$134,877	
Center Unified	1	21.2	\$1,944,310	46.2%	\$2,841,684	2002	\$134,042	
Lodi Unified	2	13.4	\$1,076,844	46.2%	\$1,573,849	2002	\$117,451	
Lodi Unified	6	13.4	\$2,002,164	46.2%	\$2,926,240	2002	\$218,376	
Galt Jt Union Elem	1	24.9	\$2,711,360	46.2%	\$3,962,757	2002	\$159,147	
Tahoe Truckee Unified	2	24	\$2,752,632	43.2%	\$3,940,412	2003	\$164,184	
Davis Unified	5	23.3	\$3,814,302	43.2%	\$5,460,199	2003	\$234,343	
Woodland Unified	3	50.2	\$8,664,700	46.2%	\$12,663,792	2002	\$252,267	
Sacramento City Unified	1	35.2	\$4,813,386	46.2%	\$7,034,949	2002	\$199,856	
Lodi Unified	4	47	\$7,652,176	46.2%	\$11,183,950	2002	\$237,956	
Stockton Unified	3	49.1	\$8,959,088	43.2%	\$12,824,996	2003	\$261,202	
Natomas Unified	11	38.7	\$3,017,002	38.4%	\$4,175,850	2004	\$107,903	
Rocklin Unified	11	47.1	\$11,101,088	24.4%	\$13,810,282	2005	\$293,212	
Totals		679.3			\$142,058,711	Average	\$209,125	2020 Adjustment \$252,060
Middle Schools:		260.7			\$49,447,897	Middle	\$189,704	\$252,060
High Schools:		418.6			\$92,610,814	High	\$221,217	\$293,931

INDEX ADJUSTMENT ON THE ASSESSMENT FOR DEVELOPMENT

PURPOSE OF REPORT

To report the index adjustment on the assessment for development, which may be levied pursuant to Education Code Section 17620.

DESCRIPTION

The law requires the maximum assessment for development be adjusted every two years by the change in the Class B construction cost index, as determined by the State Allocation Board (Board) at its January meeting. This item requests that the Board make the adjustment based on the change reflected using the RS Means index.

AUTHORITY

Education Code Section 17620(a)(1) states the following: "The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code."

Government Code Section 65995(b)(3) states the following: "The amount of the limits set forth in paragraphs (1) and (2) shall be increased in 2000, and every two years thereafter, according to the adjustment for inflation set forth in the statewide cost index for class B construction, as determined by the State Allocation Board at its January meeting, which increase shall be effective as of the date of that meeting."

BACKGROUND

There are three levels that may be levied for developer's fees. The fees are levied on a per-square foot basis. The lowest fee, Level I, is assessed if the district conducts a Justification Study that establishes the connection between the development coming into the district and the assessment of fees to pay for the cost of the facilities needed to house future students. The Level II fee is assessed if a district makes a timely application to the Board for new construction funding, conducts a School Facility Needs Analysis pursuant to Government Code Section 65995.6, and satisfies at least two of the requirements listed in Government Code Section 65995.5(b)(3). The Level III fee is assessed when State bond funds are exhausted; the district may impose a developer's fee up to 100 percent of the School Facility Program new construction project cost.

STAFF ANALYSIS/STATEMENTS

A historical comparison of the assessment rates for development fees for 2016 and 2018 are shown below for information. According to the RS Means, the cost index for Class B construction increased by 7.64, during the two-year period from January 2018 to January 2020, requiring the assessment for development fees to be adjusted as follows beginning January 2020*:

RS Means Index Maximum Level I Assessment Per Square Foot

	2016	2018	2020
Residential	\$3.48	\$3.79	\$4.08
Commercial/Industrial	\$0.56	\$0.61	\$0.66

*Assembly Bill 48 (O'Donnell) includes provisions related to development fees. In the event that Proposition 13 is approved by the voters in March 2020, the provisions of Assembly Bill 48 will take effect and may change the fee amounts above for certain types of development projects.

RECOMMENDATION

Increase the 2020 maximum Level I assessment for development in the amount of 7.64 percent using the RS Means Index to be effective immediately.

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 22, 2020

Grant Amount Adjustments

New Construction	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-19	Adjusted Grant Per Pupil Effective 1-1-20
Elementary	1859.71	\$12,197	\$12,451
Middle	1859.71	\$12,901	\$13,169
High	1859.71	\$16,415	\$16,756
Special Day Class – Severe	1859.71.1	\$34,274	\$34,987
Special Day Class – Non-Severe	1859.71.1	\$22,922	\$23,399
Automatic Fire Detection/Alarm System – Elementary	1859.71.2	\$15	\$15
Automatic Fire Detection/Alarm System – Middle	1859.71.2	\$20	\$20
Automatic Fire Detection/Alarm System – High	1859.71.2	\$33	\$34
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.71.2	\$61	\$62
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.71.2	\$43	\$44
Automatic Sprinkler System – Elementary	1859.71.2	\$205	\$209
Automatic Sprinkler System – Middle	1859.71.2	\$243	\$248
Automatic Sprinkler System – High	1859.71.2	\$253	\$258
Automatic Sprinkler System – Special Day Class – Severe	1859.71.2	\$646	\$659
Automatic Sprinkler System – Special Day Class – Non-Severe	1859.71.2	\$433	\$442

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 22, 2020

Grant Amount Adjustments

Modernization	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-19	Adjusted Grant Per Pupil Effective 1-1-20
Elementary	1859.78	\$4,644	\$4,747
Middle	1859.78	\$4,912	\$5,014
High	1859.78	\$6,431	\$6,565
Special Day Class - Severe	1859.78.3	\$14,802	\$15,110
Special Day Class – Non-Severe	1859.78.3	\$9,903	\$10,109
State Special School – Severe	1859.78	\$24,672	\$25,185
Automatic Fire Detection/Alarm System – Elementary	1859.78.4	\$151	\$154
Automatic Fire Detection/Alarm System – Middle	1859.78.4	\$151	\$154
Automatic Fire Detection/Alarm System – High	1859.78.4	\$151	\$154
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.78.4	\$415	\$424
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.78.4	\$278	\$284
Over 50 Years Old – Elementary	1859.78.6	\$6,452	\$6,586
Over 50 Years Old – Middle	1859.78.6	\$6,824	\$6,966
Over 50 Years Old – High	1859.78.6	\$8,933	\$9,119
Over 50 Years Old – Special Day Class – Severe	1859.78.6	\$20,565	\$20,993
Over 50 Years Old – Special Day Class – Non-Severe	1859.78.6	\$13,752	\$14,038
Over 50 Years Old – State Special Day School – Severe	1859.78.6	\$34,273	\$34,986

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 22, 2020

Grant Amount Adjustments

New Construction / Modernization / Facility Hardship / Seismic Mitigation / Joint Use	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-19	Adjusted Grant Amount Effective 1-1-20
Therapy/Multipurpose Room/Other (per square foot)	1859.72 1859.73.2 1859.77.3 1859.82 1859.125 1859.125.1	\$200	\$204
Toilet Facilities (per square foot)	1859.72 1859.73.2 1859.82 1859.125 1859.125.1	\$359	\$366

New Construction Only	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-19	Adjusted Grant Amount Effective 1-1-20
Parking Spaces (per stall)	1859.76	\$15,511	\$15,834
General Site Grant (per acre for additional acreage being acquired)	1859.76	\$19,853	\$20,266
Project Assistance (for school district with less than 2,500 pupils)	1859.73.1	\$7,460	\$7,615

Modernization Only	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-19	Adjusted Grant Amount Effective 1-1-20
Two-stop Elevator	1859.83	\$124,080	\$126,661
Each Additional Stop	1859.83	\$22,335	\$22,800
Project Assistance (for school district with less than 2,500 pupils)	1859.78.2	\$3,978	\$4,061