

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Demographic Study – January 2022

RECOMMENDATION:

The Superintendent is recommending the Board of Trustees review the Rescue USD Demographic Study.

BACKGROUND:

The District has been using the projections for staffing, facility, and other budget related purposes from demographic data collected in 2018. It was requested that a revised demographic study be completed and presented to the board.

STATUS:

The District has engaged the services of SchoolWorks, Inc. to prepare the following report:

1. Rescue USD Demographic Study – January 2022

The study gives projections for district enrollment out six years through the 2027-28 school year. Projections are based upon current enrollment, birth rates, migration patterns, and housing development with a low, medium and high option.

FISCAL IMPACT:

The information from the demographic study is used along with enrollment packets to determine kindergarten projections as well as multi-year budgeting so these numbers have significant fiscal impact.

BOARD GOAL:

Board Focus Goal II – FACILITY / HOUSING:

Build, improve and maintain school facilities to meet current and future education needs while integrating the most effective and efficient use of resources.

RESCUE UNION SCHOOL DISTRICT

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2021/22 DEMOGRAPHICS AND ENROLLMENT PROJECTIONS

JANUARY 2022



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Rescue Union School District
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Rescue Union School District

2021/22 Demographics and Enrollment Projections

EXECUTIVE SUMMARY

Rescue Union School District consists of five elementary schools, two middle schools, and an Independent Study program. Rescue Union School District has experienced a slightly declining enrollment over the past ten years from 3,896 students during the 2012/13 school year down to the current enrollment of 3,563 students. The enrollment numbers in this report do not include Non-Public School (NPS) students.

Rescue Union School District is projected to grow in enrollment by 0.03% (or 1 student) for the 2022/23 school year. The expanding TK program is projected to have an impact of 40 new TK students next year. The District is projected to have a slightly growing enrollment over the next six years, with a projected 3,654 students in the 2027/28 school year. This is a total growth of 91 students, which is an increase of 2.55%. The expanding TK program is projected to have an impact of 212 new TK students over the next six years.

Future impacts from new housing development is predicated upon information provided by local municipalities on the development of 706 housing units over the next six years. If the building rates increase or decrease, then the timeline shown in this Study will need to be modified accordingly. These projected new developments in the District's boundary are expected to generate 43 students next year, or a total of 191 students in the next six years.

Based on current District loading standards and classroom space, the District has a net classroom capacity of 5,508 students, and a current enrollment of 3,563. This gives the District a current utilization factor of 64.7%. The projected utilization factor in six years will be 66.3%. This assumes loading standards remain constant and no additional facilities are built or removed.

This report includes the anticipated growth in the Transitional Kindergarten program to reflect the recent "TK for All" initiative which will allow a phased plan for all 4 year olds to attend TK over the next four years. The projections in this report assume TK will be offered at each elementary site as the numbers will justify classes for each campus.

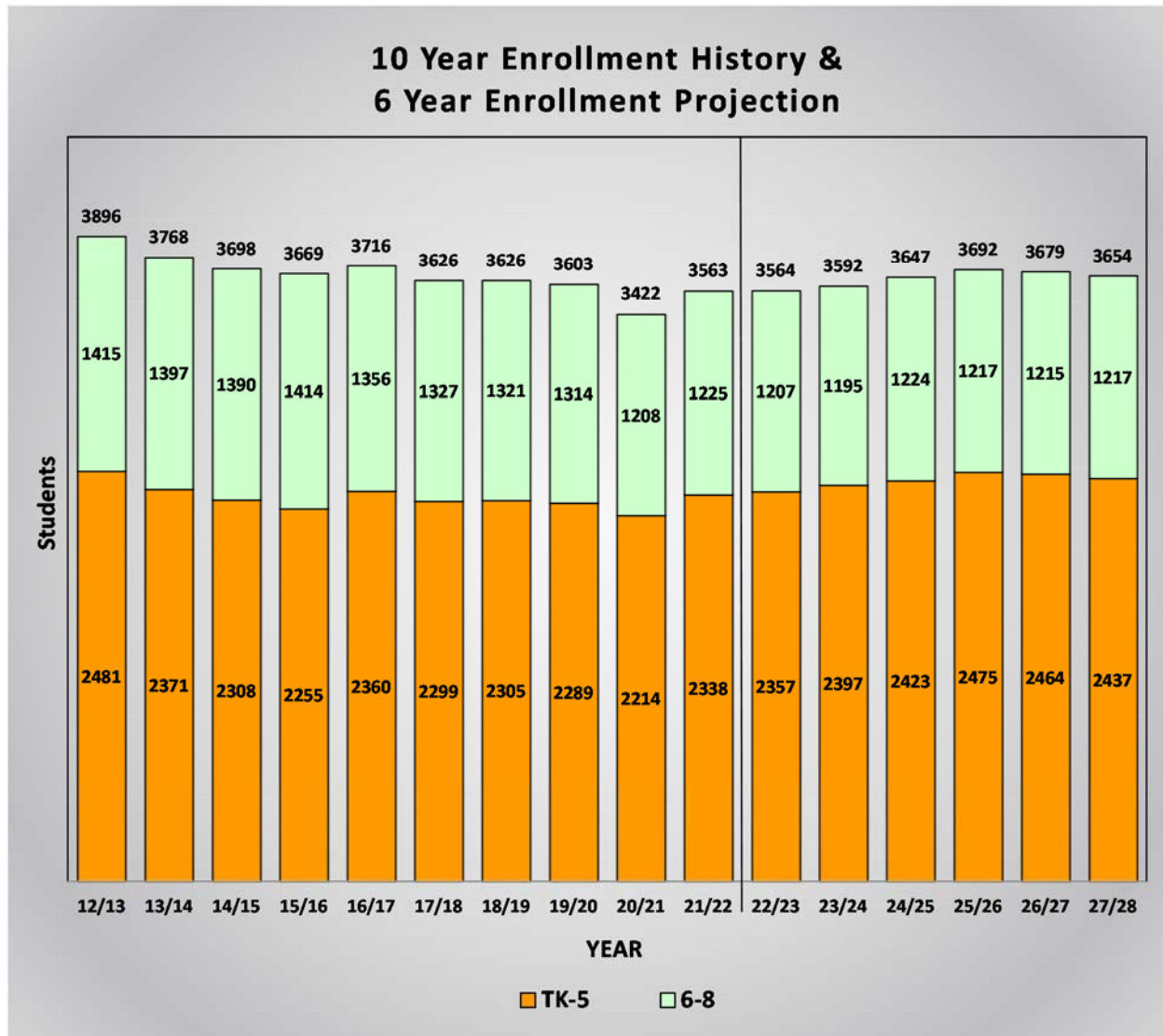
These projections assume the transfers between schools remain consistent. If changes in facilities, schedules, programs or policies are made, then the patterns may be impacted.

Rescue Union School District

2021/22 Demographics and Enrollment Projections

Ten Year Enrollment History and Six Year Enrollment Projections

This graph shows a summary of the projections for the entire District. It shows the current enrollment for 2021/22, the historic enrollment for the past nine years, and the projected enrollment for the next six years. The end result is a total of 3,654 students in the District in 2027/28. Non-Public School (NPS) students are not included in these enrollment numbers.



Non-Public School (NPS) students are not included in these enrollment numbers.

The Rescue Union School District has declined slightly over the past ten years from an enrollment of 3,896 in 2012/13 down to the current enrollment of 3,563.

This graph is color coded by grade groupings:

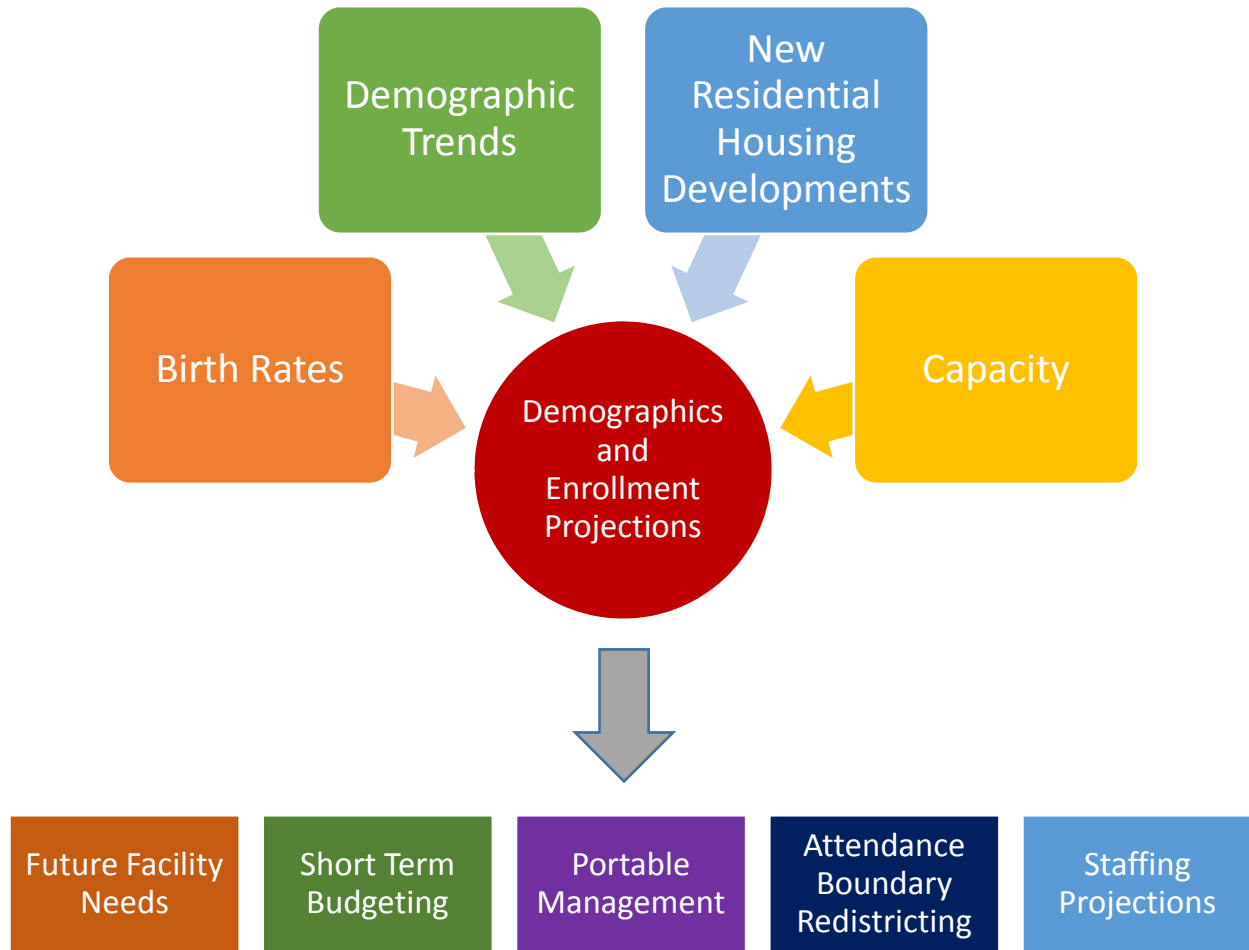
Orange represents the historic and projected enrollment for the elementary school grades TK-5.

Green represents the historic and projected enrollment for the middle school grades 6-8.

The entire District enrollment is shown at the top of each bar.

INTRODUCTION

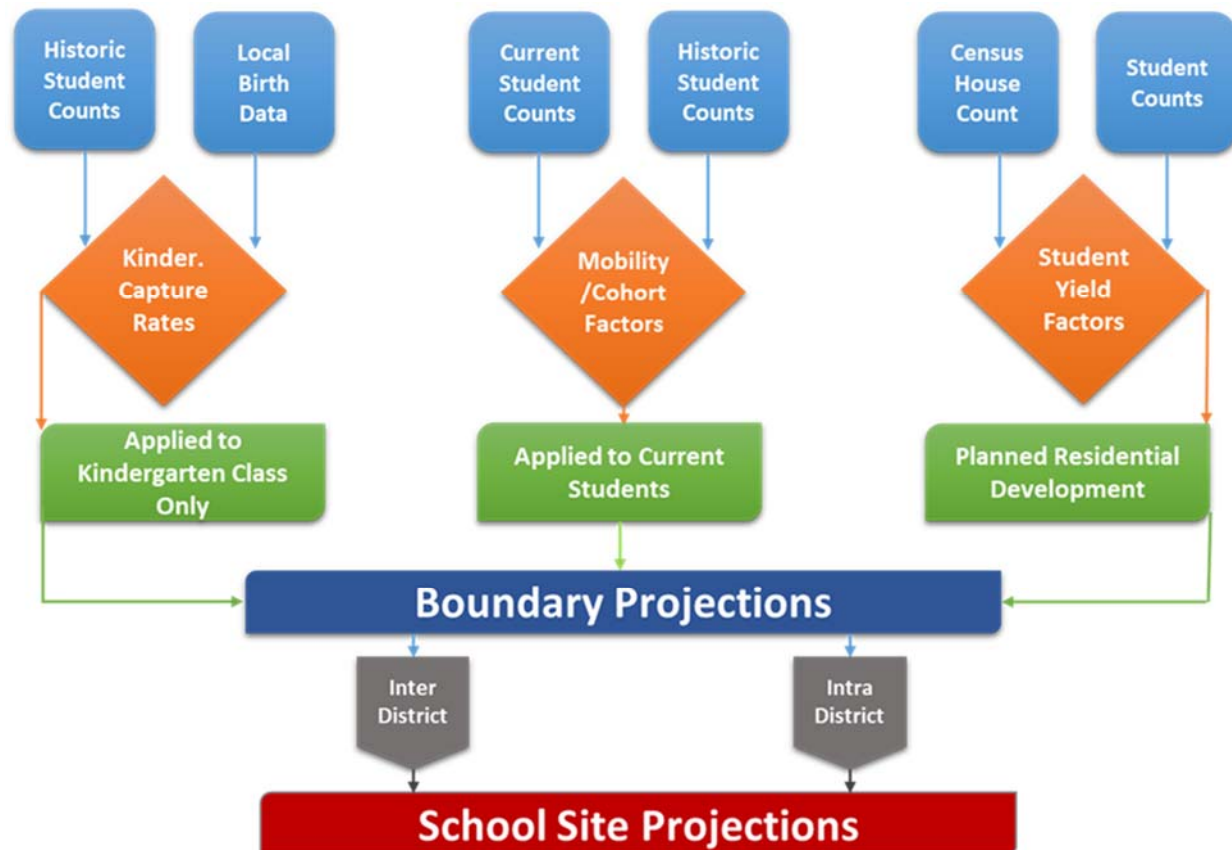
This Demographics and Enrollment Projections Study provides a comprehensive enrollment analysis for the Rescue Union School District. The district-wide and school-specific enrollment projections are meant to serve as a planning tool to help with both long- and short-term planning. Demographic Studies examine the factors that influence school enrollments, namely trends in demographics, birth rates, and housing development. They are also used as a tool to identify certain facility planning requirements such as capacity, utilization of existing facilities, planning for modernization or new construction, and attendance boundary redistricting.



This Study provides information based on the 2021/22 District enrollments and programs, local planning policies and residential development. As these factors change and timelines are adjusted, the Demographic and Enrollment Projections Study should be revised to reflect the most current information.

METHODOLOGY

The chart below summarizes the inputs to calculate the boundary and school site projections.



The **enrollment projections** for each school are generated using a State standard non-weighted cohort trend analysis. The basic projections are created by studying the individual geographic areas. Once the trends are analyzed for each area, the base projections are modified using the following procedures:

- a) **Birth rates** are used to project future kindergarten and transitional kindergarten enrollment. It is assumed if the births indicate there was an increase of 4% one year, then there will be a corresponding 4% increase in the kindergarten class five years later or the transitional kindergarten class four years later.
- b) **New Housing Development rates** and **yield rates** are compared to the historical impact of development, and if the future projections exceed the historical values, the projections are augmented accordingly.
- c) **Inter-District student** counts are not included in the base geographic trend analysis since these students reside outside of the District. Therefore, the current number of students-per-school and students-per-grade are added to the base projections.

Rescue Union School District

2021/22 Demographics and Enrollment Projections

- d) **Intra-District students** are those who transfer from one school to another. The number of students transferring into and out of each school are calculated and used to determine the difference between the projections for students living in each attendance area versus those that are projected to attend the school.
- e) The projections for **special education students** and **alternative programs** are created by assuming those programs typically serve a percentage of the total District population. Therefore, as the District grows or declines, the enrollment in those programs would increase or decrease accordingly.
- f) **Cohort Trend Analysis:** The number of students living in the boundary are used to generate the cohort factors. The non-weighted average of the three years was determined with each year weighted 33.3%. This reduces the current trends compared to the weighted model. This was done due to the impacts of the pandemic which should be a short-term adjustment. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years.

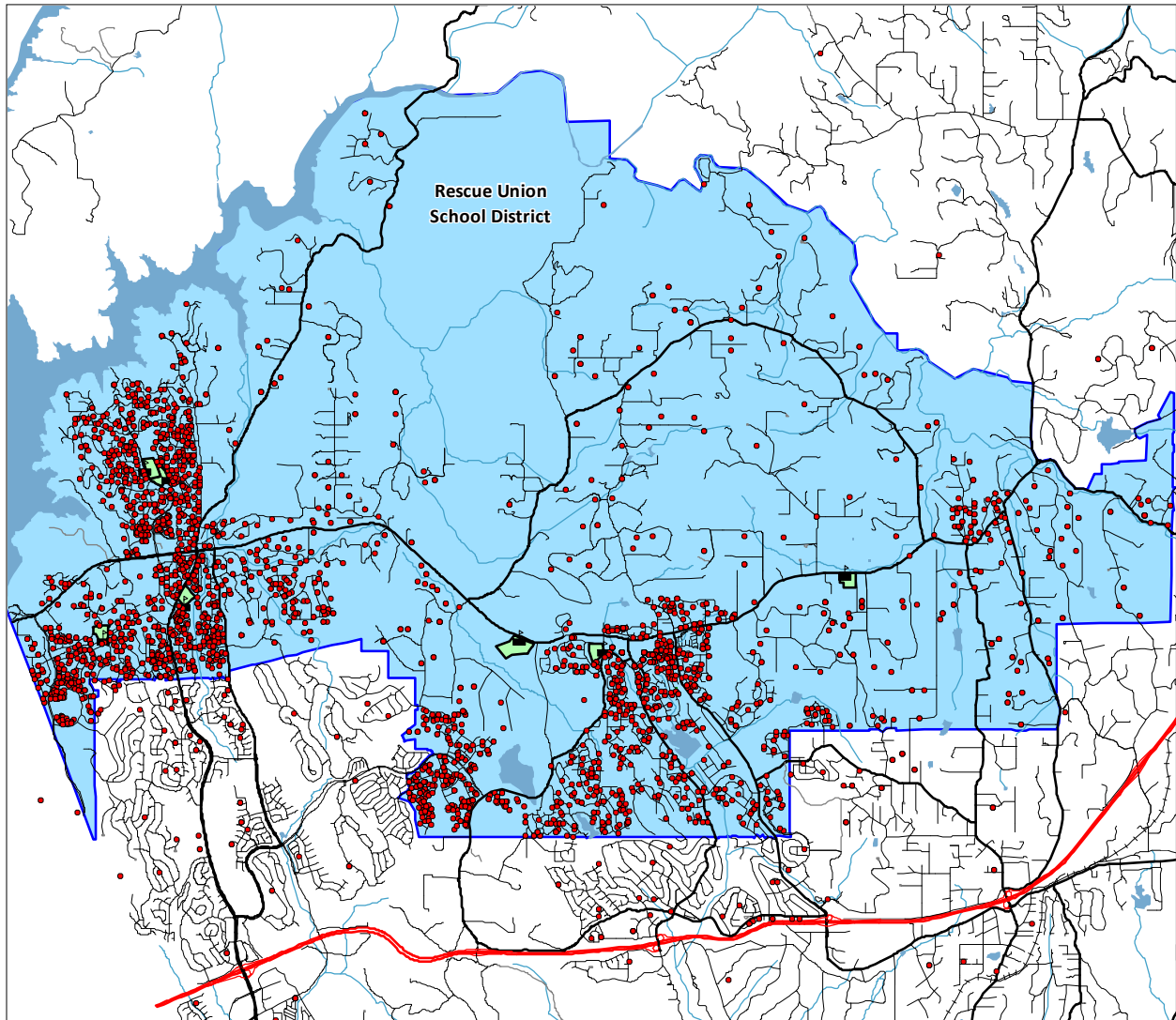
Neighborhood School Attendance Area Analysis: Each school attendance boundary is input into our GIS (Geographic Information Systems) Software. Students are counted in each of the attendance area boundaries based on their residential address and can be studied to view optimum and balanced utilizations. Attendance pattern maps for each individual boundary will analyze impacts of intra-district transfers from within the district boundary, as well as inter-district transfers from neighboring school districts.

“TK for All” Initiative: This report models the growth projected for Transitional Kindergarten in alignment with the recent “TK for All” initiative which follows a phased plan to allow all 4 year olds to attend TK by 2025/26. This includes the assumption that TK will be offered at all sites that currently house K students. The expansion for TK enrollment is based on the following schedule:

- 2022/23 – 5 months (Adds 2 months)
- 2023/24 – 7 months (Adds 2 months)
- 2024/25 – 9 months (Adds 2 months)
- 2025/26 – 12 months (Adds 3 months)

DISTRICT BOUNDARIES

District Map with Student Residential Locations

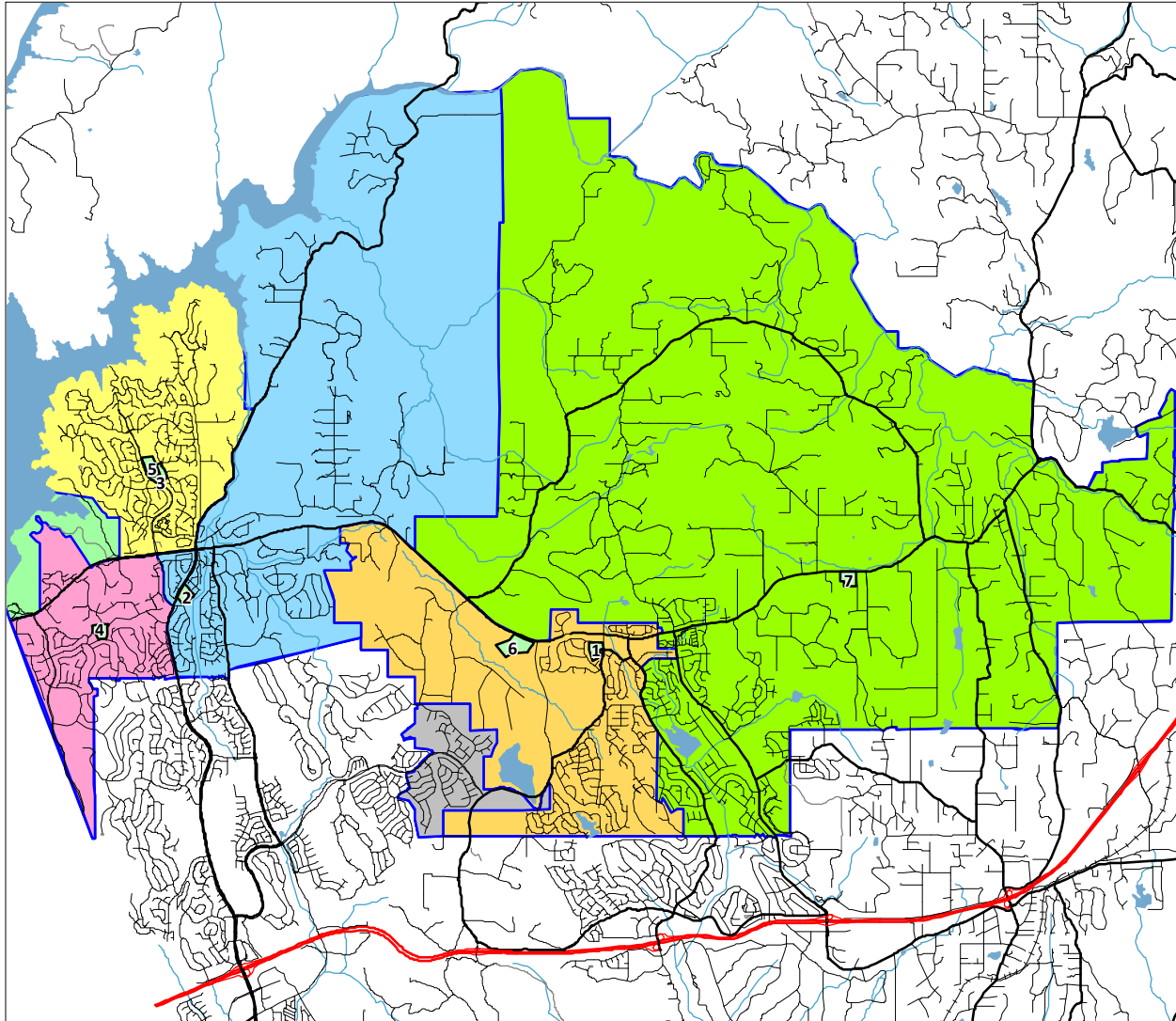


This map shows the District boundary along with the location of each student based on their residential address. This geographic data is the foundation for our demographic analysis. Any red dots outside the District boundary will represent students attending one of the District schools or programs but have a residence outside the District. This map also identifies different areas of student population density.

Rescue Union School District

2021/22 Demographics and Enrollment Projections

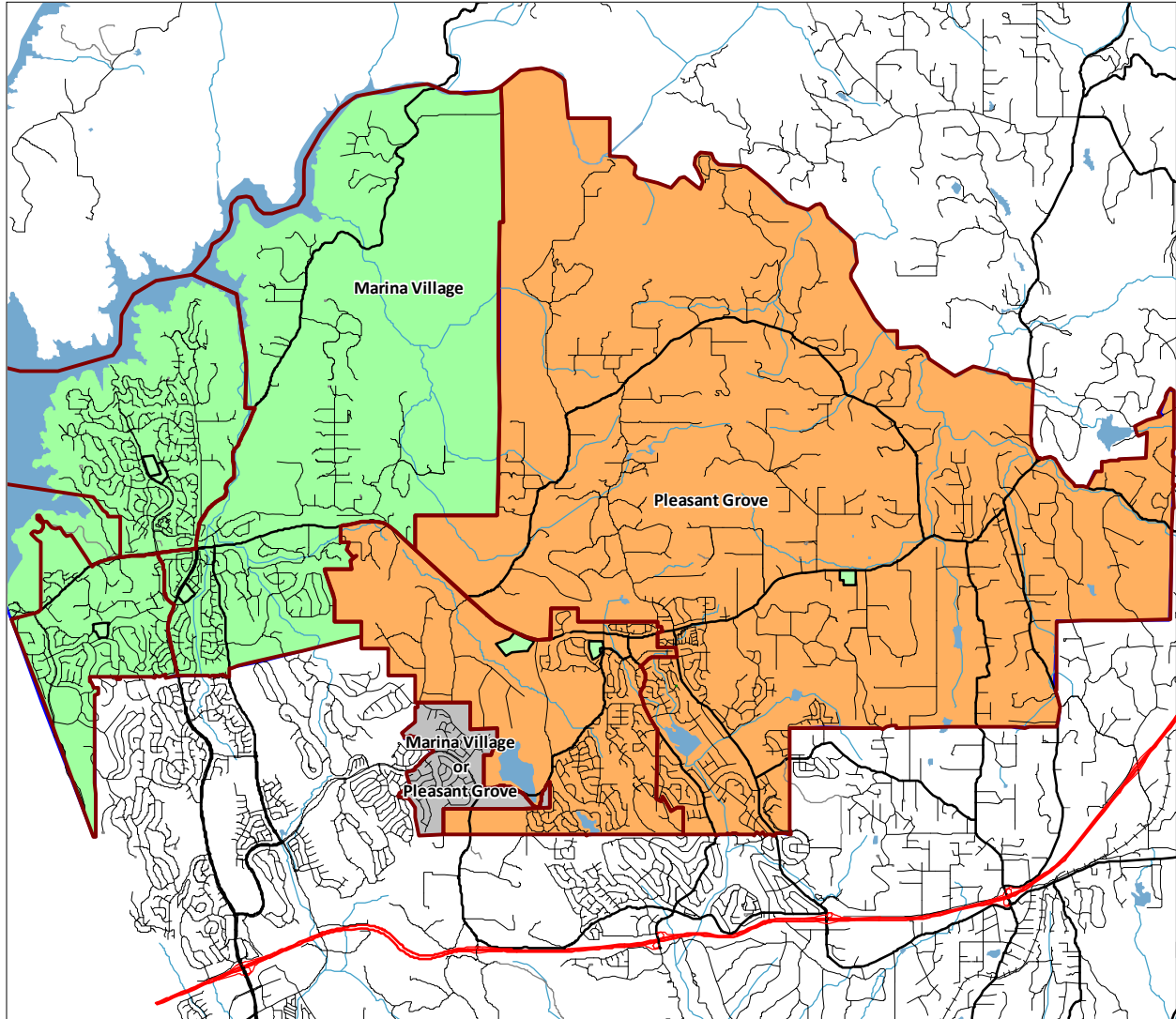
School Locations and Elementary Boundaries



<u>Id</u>	<u>School</u>	<u>Grades</u>	<u>Id</u>	<u>School</u>	<u>Grades</u>
1	Green Valley Elementary	TK-5	5	Marina Village Middle	6-8
2	Jackson Elementary	TK-5	6	Pleasant Grove Middle	6-8
3	Lake Forest Elementary	TK-5	7	Rescue Elementary	TK-5
4	Lakeview Elementary	TK-5			

Rescue Union School District 2021/22 Demographics and Enrollment Projections

Middle School Boundaries and Elementary Feeders



Middle School
Marina Village

Elementary Feeders
Jackson
Lake Forest
Lakeview

Middle School
Pleasant Grove

Elementary Feeders
Green Valley
Rescue

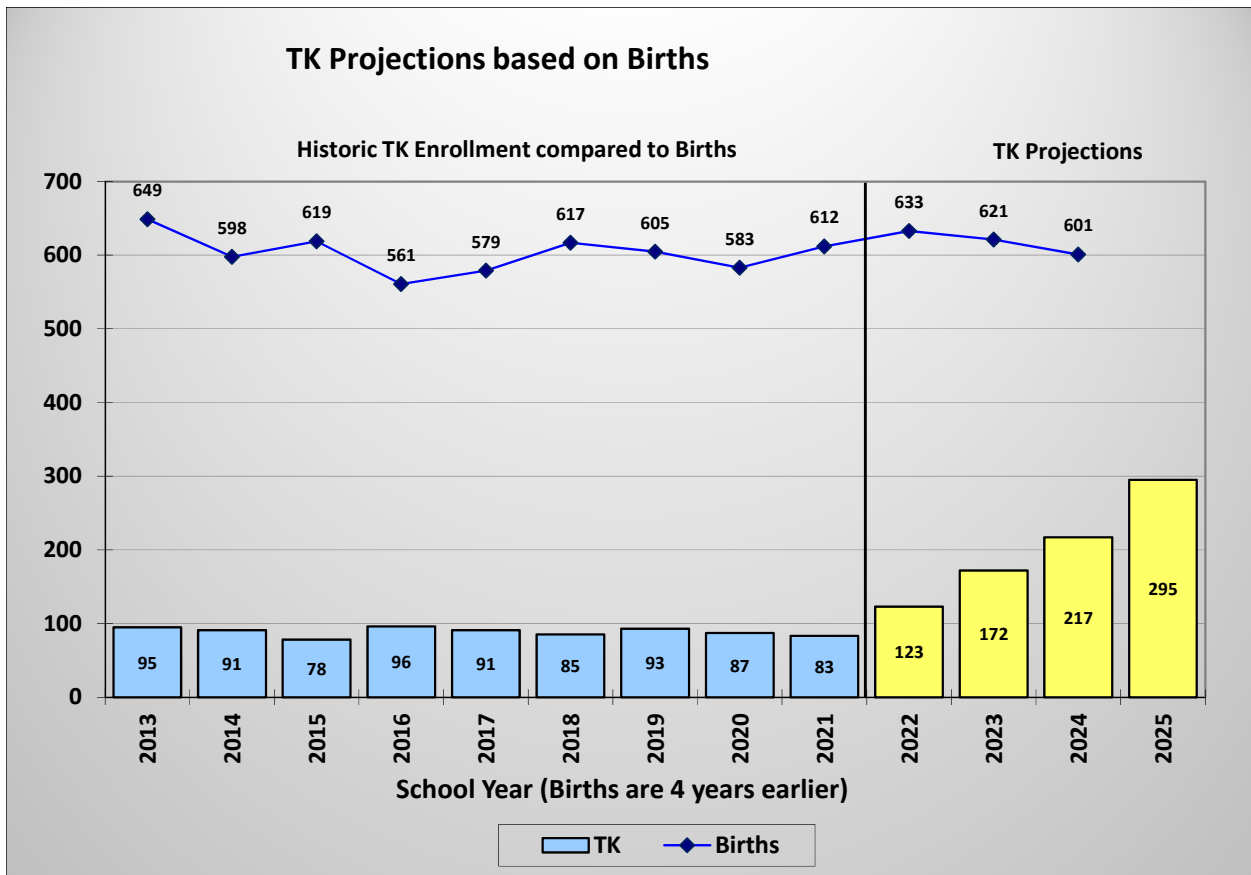
Rescue Union School District

2021/22 Demographics and Enrollment Projections

Transitional Kindergarten

The Transitional Kindergarten (TK) program started in 2012 to provide an extra year for young children to get ready for kindergarten. Currently, the TK program allows four year-olds who will turn five between September 1 and December 2. Some districts allow parents with children just outside that window to also participate in the program. Since the window for the TK program is only three months, participation in the TK program is typically less than 25% of the total kindergarten enrollment. In most current state processes, such as CalPADS reporting, the State Building Program, and ADA, TK students are included with the kindergarten numbers.

As mentioned under "Methodology", this report addresses the growth of the TK program over the next four years to a full grade.



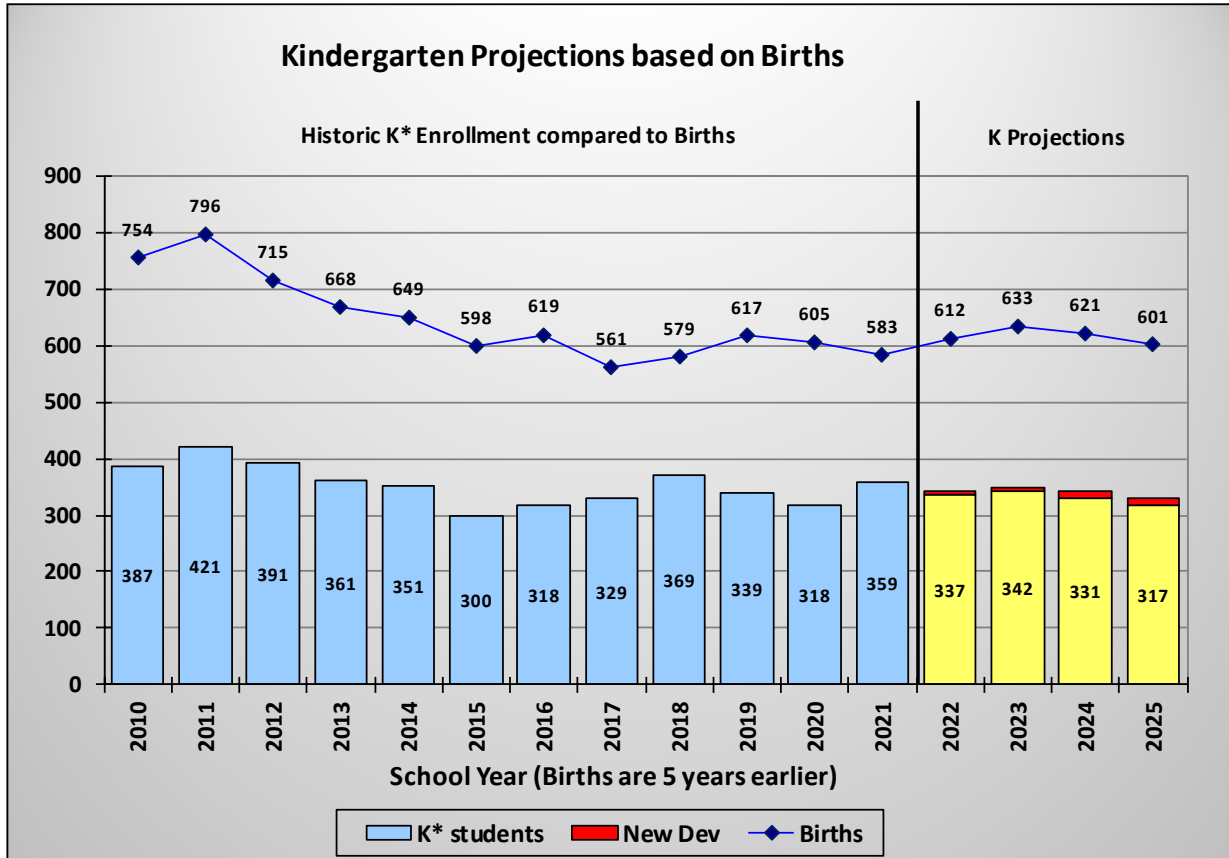
The TK projection for 2025/26 shows a total of 295 students and would be a full grade at that point.

Rescue Union School District

2021/22 Demographics and Enrollment Projections

HISTORIC BIRTH RATES

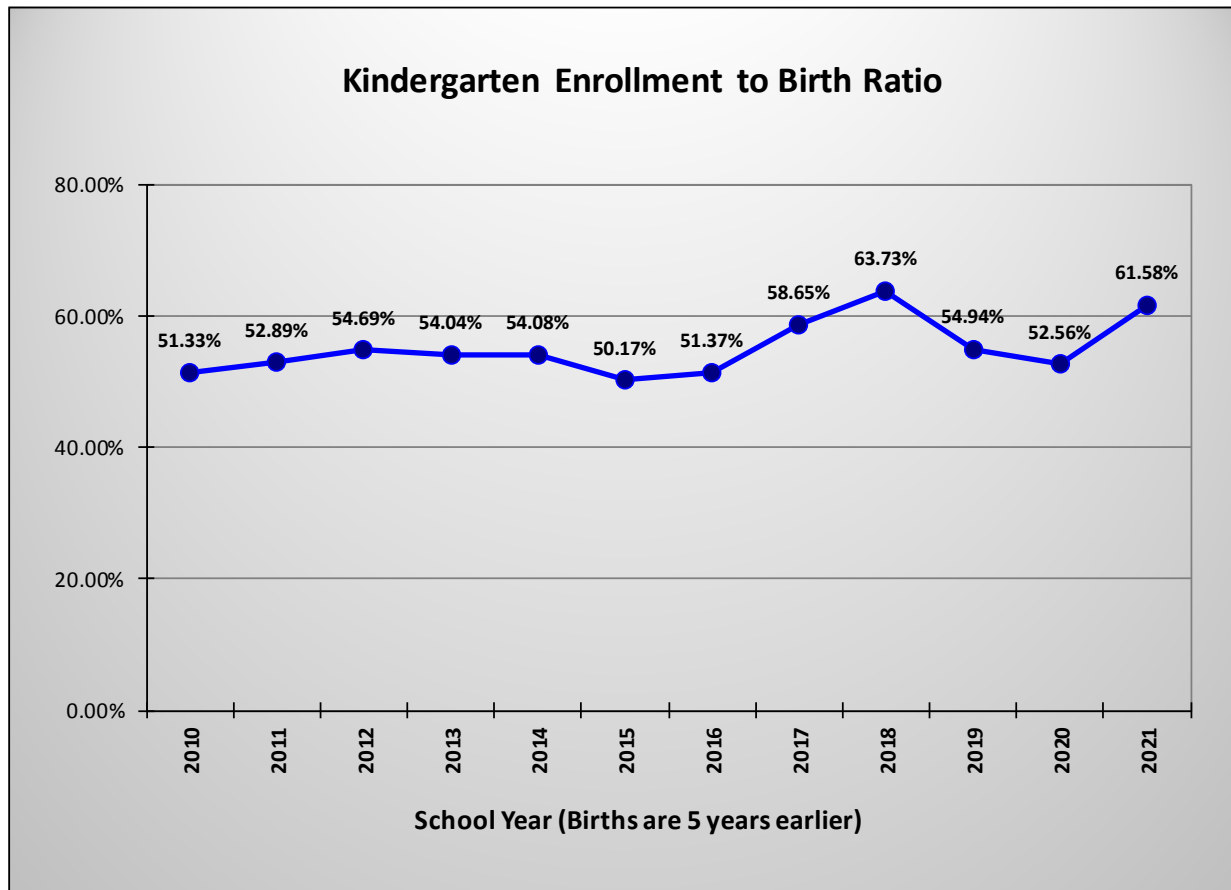
The following section is an analysis of the number of births in the Rescue Union School District. The number of births are compiled by zip code regions and provided by the Department of Health. The zip code areas do not exactly match the District boundaries and therefore the zip codes 95672, 95682, and 95762, which are in the District, were used for this analysis.



*Kindergarten Totals may include some Transitional Kindergarten students for some of the past years to more accurately correlate a 12-month period of births to a 12-month period of enrollment.

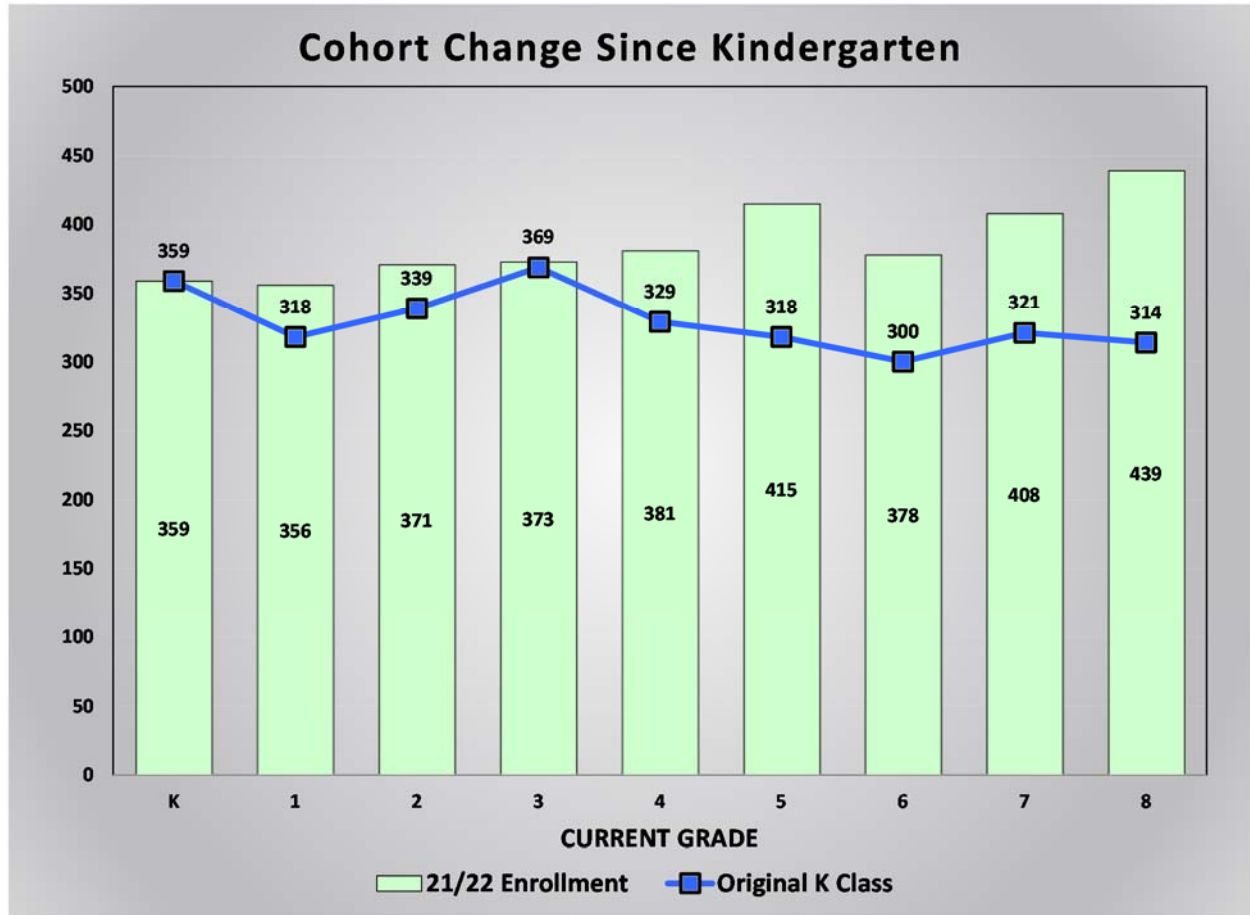
The above figure illustrates the correlation between births in the District area and the number of kindergarten students attending Rescue Union schools five years later. The number of births between 2005 and 2016 has averaged about 645 per year. The recent birth rates over the past four years (2017 to 2020), which will generate the kindergarten classes for the next four years (2022 to 2025), have been between 601 and 633. We have assumed a kindergarten capture rate of 58.00% for the future.

Historic Kindergarten Capture Rates



This figure shows the kindergarten capture rates for the past 12 years. Since the birth data is derived from zip code areas, which do not exactly match with the District boundaries, the capture rate also accounts for differences in the coverage areas. Low capture rates are common when a district serves only a portion of a large zip code area. A large capture rate is possible when families move into the area after the children were born, but before they arrived for kindergarten. Overall, the District has had a stable capture rate with a 12 year average of 55.00%.

Retention Rates Since Kindergarten



This chart compares the original kindergarten class size to the current enrollment for each grade. For example, the current 6th grade class has 378 students and six years ago the kindergarten class had 300 students. Overall the class sizes have increased since kindergarten.

Rescue Union School District

2021/22 Demographics and Enrollment Projections

Historic Enrollment and Trends

Rescue Union School District Historic Enrollment and Cohorts								
Grade	CalPADS Enrollment				Historic Cohorts			Weighted Average
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21	
TK	85	93	87	83	8	-6	-4	-2.7
K	369	339	318	359	-30	-21	41	8.5
1	352	374	330	356	5	-9	38	16.8
2	364	355	367	371	3	-7	41	18.7
3	352	370	351	373	6	-4	6	2.7
4	388	371	381	381	19	11	30	21.8
5	395	387	380	415	-1	9	34	19.8
6	458	401	379	378	6	-8	-2	-2.7
7	454	453	400	408	-5	-1	29	13.3
8	409	460	429	439	6	-24	39	12.5
Totals	3,626	3,603	3,422	3,563	1.7	-6.0	25.2	10.9
Annual Change:		-23	-181	141				

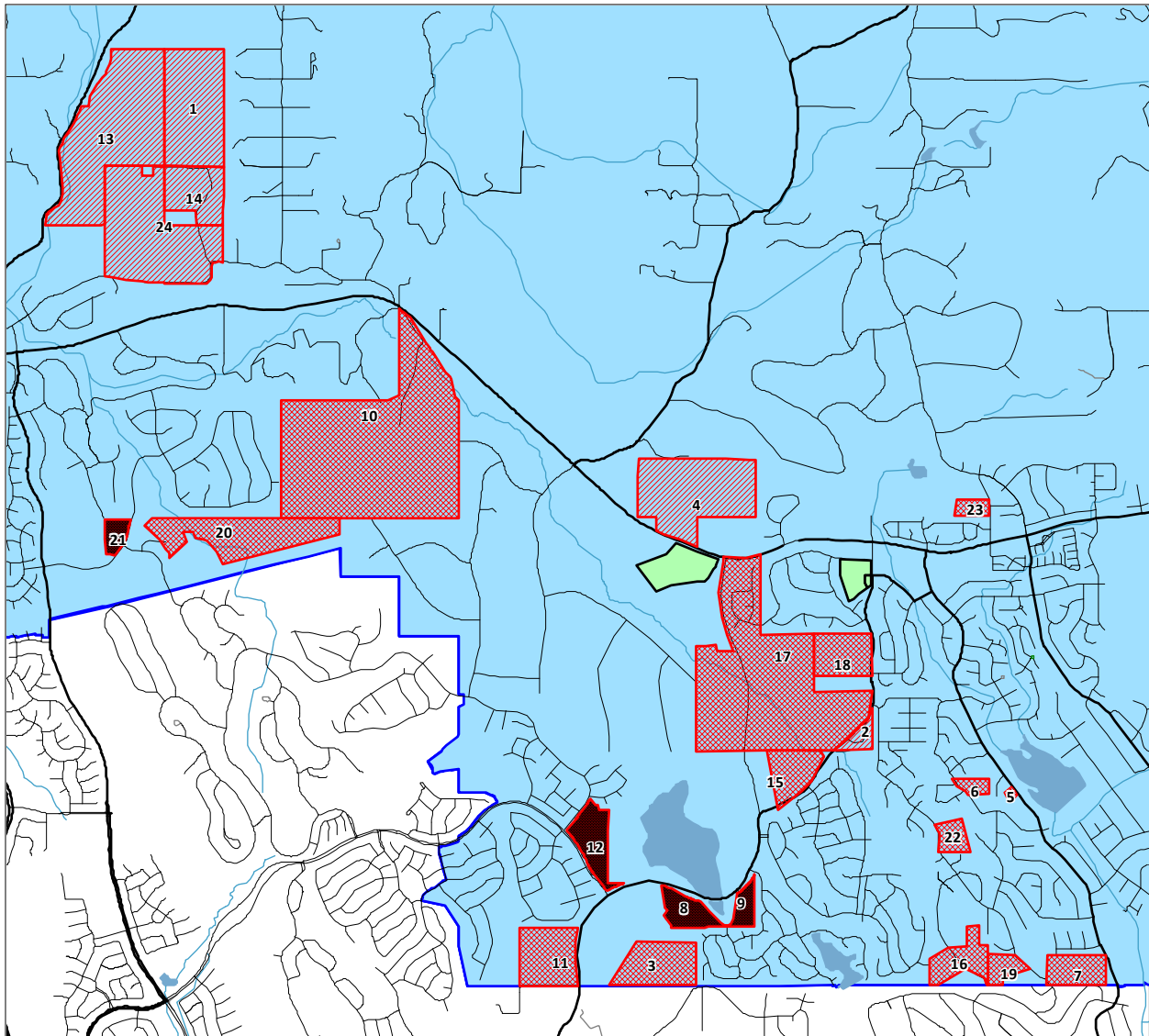
This chart shows the enrollment by grade level over the past four years. The cohort values were calculated for each grade and each year, along with the weighted average for each grade. A positive cohort value indicates that grade is expected to have more students than the previous grade last year. A negative value would mean that the grade has fewer students compared to the previous grade last year.

In general, a positive cohort is representative of growth and a negative cohort indicates a decline in enrollment. There are some exceptions. First grade usually has a positive cohort, as there are some students that do not attend kindergarten at public schools but arrive in first grade.

Another important item to notice is the current breakdown by grade level of the student population. Comparing the number of students in the lower grades to the upper grades can indicate potential increases or decreases in future enrollments. Also, if there is a large class or a small class, it will slowly cause a ripple in the enrollments as it advances a grade each year.

Finally, the annual change at the bottom of this chart indicates the net impact of the changes in enrollment over the past few years.

NEW HOUSING DEVELOPMENTS



This close up view of the District shows the location of the projected new development areas.

The County Planning Department within the school district's boundary was contacted for input on new housing developments. Two years of building permits were geocoded by address or APN to show the locations of active new developments.

Rescue Union School District

2021/22 Demographics and Enrollment Projections

The projections used in this report are based on the following number of units projected from these developments:

<u>ID</u>	<u>Name</u>	<u>Remaining</u> <u>Units</u>	<u>Six Year</u> <u>Projection</u>	<u>Elementary</u>	<u>Boundary</u>	<u>Middle</u>
1	Alto LLC	23	0	Jackson		Marina Village
2	Bass Lake Estates	36	12	Green Valley		Pleasant Grove
3	Bass Lake North	90	90	Green Valley		Pleasant Grove
4	Blue Mountains	29	29	Rescue		Pleasant Grove
5	Cambridge Road Townhomes	12	0	Rescue		Pleasant Grove
6	Cameron Heights	25	25	Green Valley		Pleasant Grove
7	Cameron Hills	41	0	Rescue		Pleasant Grove
8	Collina at Serrano	8	8	Lakeview or Green Valley	Marina Village or Pleasant Grove	
9	Edgelake at Serrano	65	65	Lakeview or Green Valley	Marina Village or Pleasant Grove	
10	Generations at Green Valley	439	0	Green Valley		Pleasant Grove
11	Hawk View at Bass Lake Hills	45	45	Green Valley		Pleasant Grove
12	Hidden Lake at Serrano	25	25	Lakeview or Green Valley	Marina Village or Pleasant Grove	
13	La Canada	47	0	Jackson		Marina Village
14	Malcolm Dixon Road Estates	7	0	Jackson		Marina Village
15	Oak View Estates	24	0	Green Valley		Pleasant Grove
16	Rancho Tierra	54	34	Green Valley		Pleasant Grove
17	Revere Silver Springs	243	243	Green Valley		Pleasant Grove
18	Richland	84	40	Green Valley		Pleasant Grove
19	Rihan Estates	83	40	Green Valley		Pleasant Grove
20	Serrano Village M2	48	0	Jackson		Marina Village
21	Serrano Village M5	10	0	Jackson		Marina Village
22	Sierra Sunrise	28	20	Green Valley		Pleasant Grove
23	Starbuck Ranch	49	0	Rescue		Pleasant Grove
24	Vineyards at El Dorado Hills	42	30	Jackson		Marina Village
	Totals	1,557	706			

Assuming that 706 of the 1,557 planned units are completed over a six year period, there would be an average of 118 new housing units per year. To determine the impact of the new housing development, each new housing unit is multiplied by the student yield rate. Currently the District student yield rate is 0.271 students per housing unit. This breaks down as follows:

Rescue Union School District			
Student Yield Rate Analysis			
<u>Grade</u>	<u>2020</u> <u>Students in District</u>	<u>2020</u> <u>Housing Units</u>	<u>Student</u> <u>Yield Rate</u>
Total TK-5	2,214	12,623	0.175
Total 6-8	1,208	12,623	0.096
Total	3,422		0.271

Based on 2020 Census Data for school district.

The yield rate used for new construction eligibility determination in the State building program is 0.50 students per home for K-8 districts. The yield rate in the Rescue Union School District is lower than the State average.

Rescue Union School District

2021/22 Demographics and Enrollment Projections

Rescue Union School District New Development Construction							
Housing Units per Year							
<u>School</u>	<u>22/23</u>	<u>23/24</u>	<u>24/25</u>	<u>25/26</u>	<u>26/27</u>	<u>27/28</u>	<u>Totals</u>
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
Green Valley Elem	158	95	90	108	113	83	647
Jackson Elem	0	0	0	10	10	10	30
Lake Forest Elem	0	0	0	0	0	0	0
Lakeview Elem	0	0	0	0	0	0	0
Rescue Elem	0	0	0	0	9	20	29
Elementary Totals	158	95	90	118	132	113	706
Marina Village Middle	0	0	0	10	10	10	30
Pleasant Grove Middle	158	95	90	108	122	103	676
Middle Totals	158	95	90	118	132	113	706

Based on these estimated construction rates, the development will generate 43 students next year and a total of 191 students in the next six years.

CLASSROOM COUNTS AND CAPACITY

It is important to understand that capacity and classroom counts may be viewed different ways for different purposes. The State School Facilities Program (SFP) considers all available teaching stations excluding physical education facilities and core facilities (e.g., libraries, multipurpose rooms, and administrative spaces), as part of the site capacity when calculating eligibility for new construction or modernization funding. The State also has its own loading standards per classroom as part of the eligibility determinations.

Another method for calculating capacity and number of classrooms is based on local District standards of class size and a definition of what is considered a full day teaching station. The District may set aside several classroom spaces defined by the SFP for specialized programs or pull-out spaces.

The classroom counts and capacities defined in this Demographics and Enrollment Projections Study represent the rooms that have been identified by Rescue Union School District administration as designated fulltime teaching stations. This count is a net count and may not take into consideration other rooms which could be used as fulltime teaching stations but are needed for other programs offered by the District.

The classroom counts are shown for each school and are used to determine the capacity. The classroom counts represent the rooms that can be used for teaching purposes at each school site. The classroom counts may not represent the current classrooms being used, as there may be unused rooms on the school site. In some cases, there may be fewer classrooms counted than current teaching stations if some of the rooms being used were designed for other purposes but are currently being used as classrooms due to overcrowding.

Rescue Union School District

2021/22 Demographics and Enrollment Projections

SCHOOL PROJECTIONS

This Study provides a detailed analysis of student attendance patterns and enrollment for each school. This includes a boundary map illustrating that particular school's attendance patterns along with a chart showing the projected enrollment for the next six years. These charts indicate the actual enrollment at each school over the past four years along with the projected enrollment for the next six years. In addition, the number of students living in the boundary are shown for the same time period. If there are more students attending than live in the area, then there is a net inflow. If more students live in the boundary than attend the school, then there is a net outflow.

The current capacity is shown on these charts to identify if there will be classroom space available for the students. If space is not available, then the attendance patterns will likely need to change if the additional facilities are not provided. The capacity for each school was determined by using the following loading standards for each classroom identified:

<u>Grade</u>	<u>Loading Standard</u>
TK	48
K	54
1-3	27
4-5	27
6-8	25

These loading standards are based on the current loading factors used this year and may change based on the level of funding for schools in the future.

Detailed data is provided below each projection chart that shows the calculations of the cohort factors used to determine the enrollment projections for each school.

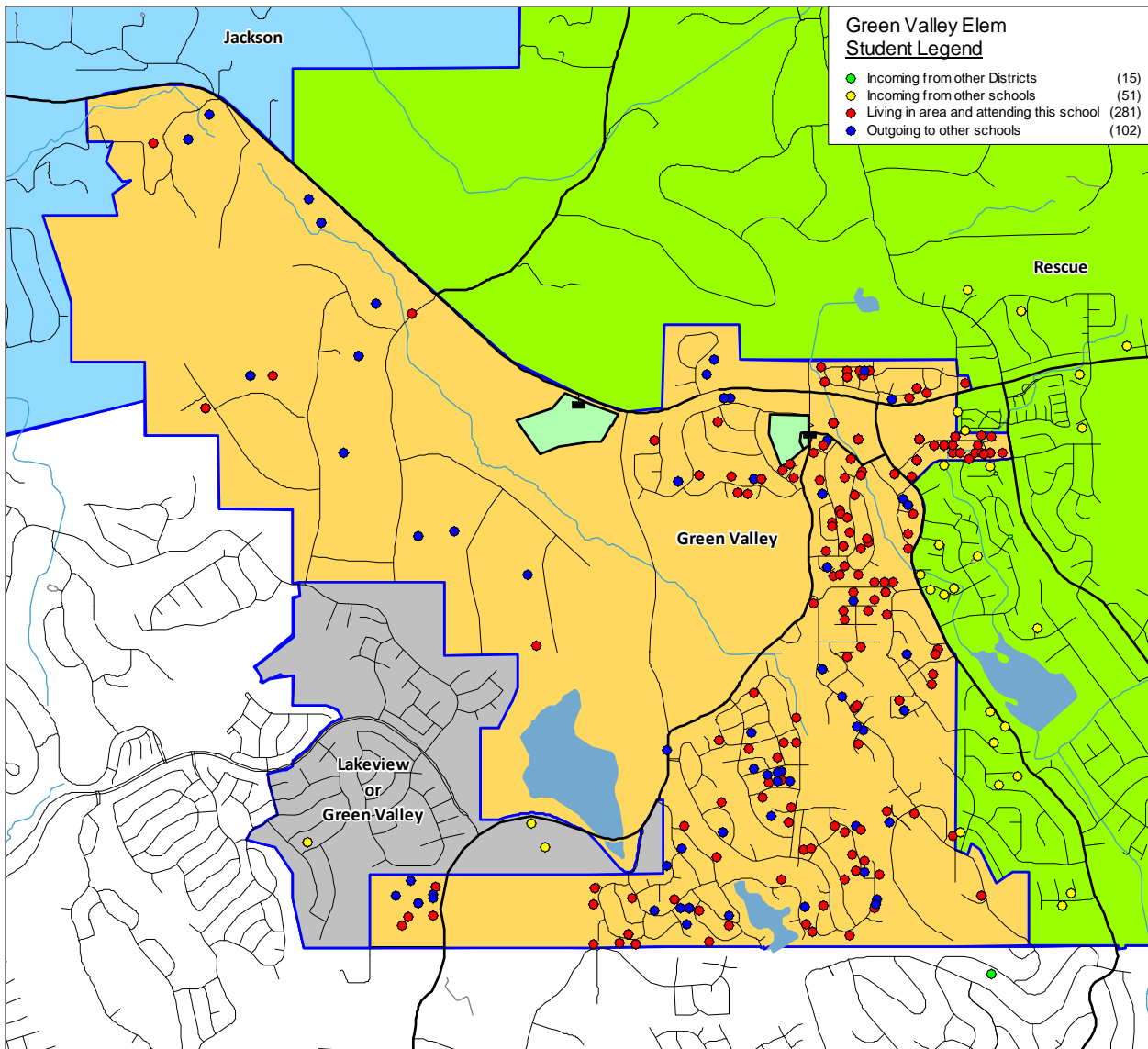
The number of students living in the boundary are shown, which are then used to generate the cohort factors. The non-weighted average of the three years was determined with each year weighted 33.3%. This reduces the current trends compared to the weighted model. This was done due to the impacts of the pandemic which should be a short-term adjustment. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years. The kindergarten and transitional kindergarten enrollment is projected using the birth data instead of a cohort factor.

The Attendance Factors were determined by analyzing the current year of students to see how many Inter- and Intra-District transfers there are. Once the baseline projections are calculated for the residents in the attendance area, the Intra-District and Inter-District factors are applied to determine the projected enrollment for each school.

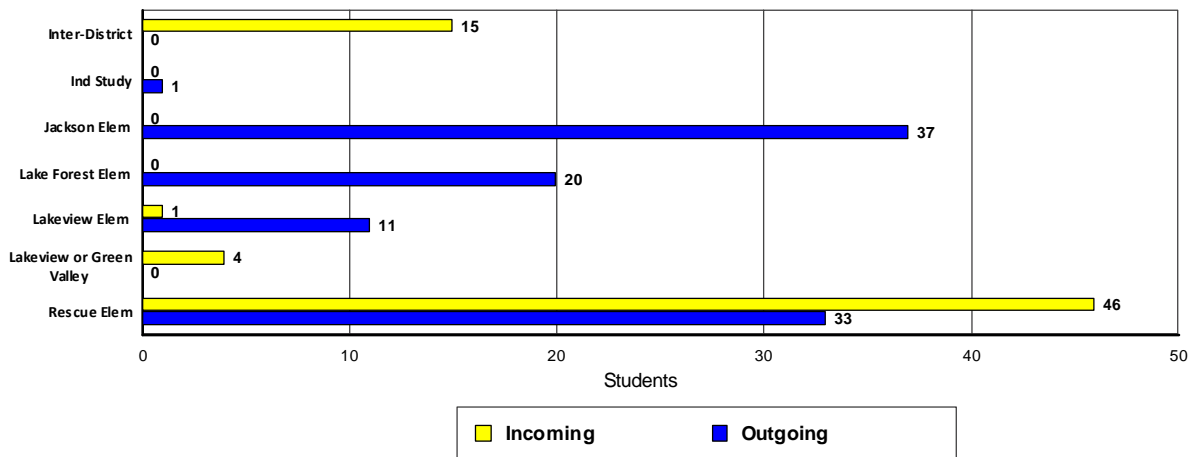
The last three columns in the chart, Current Enrollment, 22/23 Projection, and Net Change, show the current enrollment, next year's projection and net change in enrollment for next year. These are compared by grade to show the details needed for staffing and classroom needs.

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2021/22 Demographics and Enrollment Projections



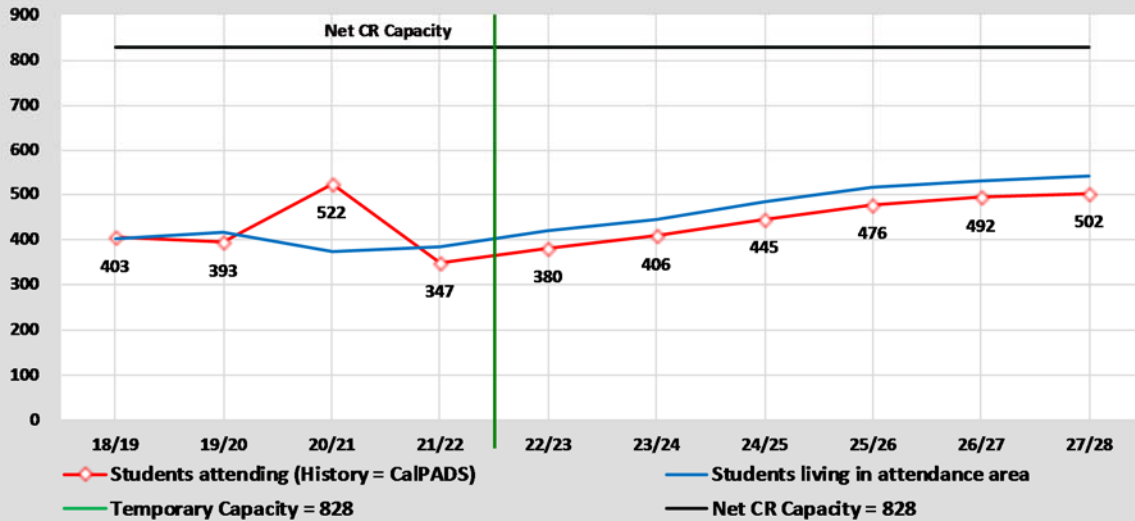
Green Valley Elem
Transfer Students



Rescue Union School District

2021/22 Demographics and Enrollment Projections

Capacity & Projected Enrollment Green Valley Elem



District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 26
 Grades Served = TK - 5

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	347	-175	0	828	0	0	-15	481	
22/23	380	33	0	828	0	0	-13	448	158
23/24	406	26	0	828	0	0	-13	422	95
24/25	445	39	0	828	0	0	-12	383	90
25/26	476	31	0	828	0	0	-10	352	108
26/27	492	16	0	828	0	0	-10	336	113
27/28	502	10	0	828	0	0	-10	326	83

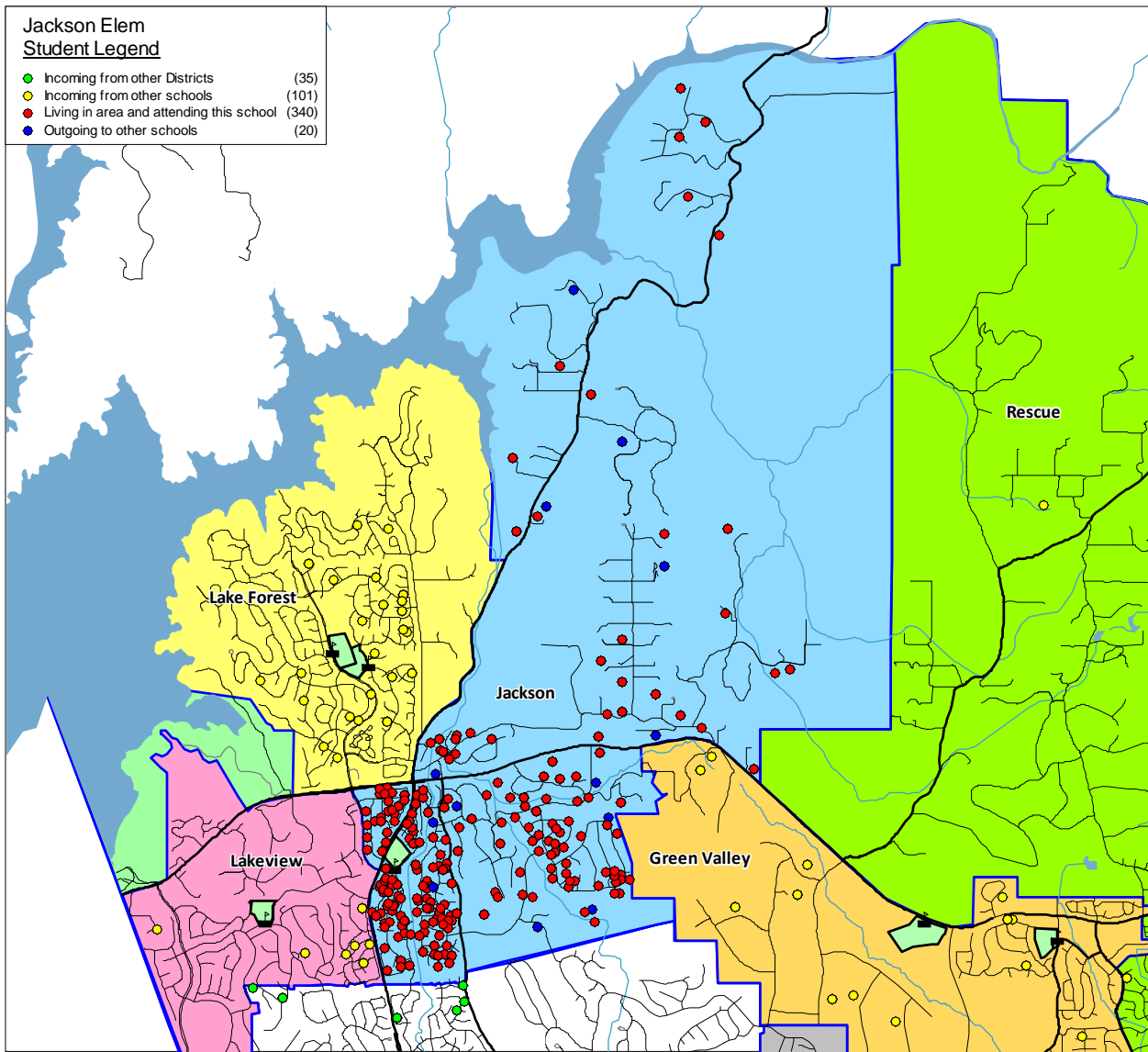
* Based on Students Attending (Squares on Graph)
 Net Classroom Count = 26

Green Valley Elem

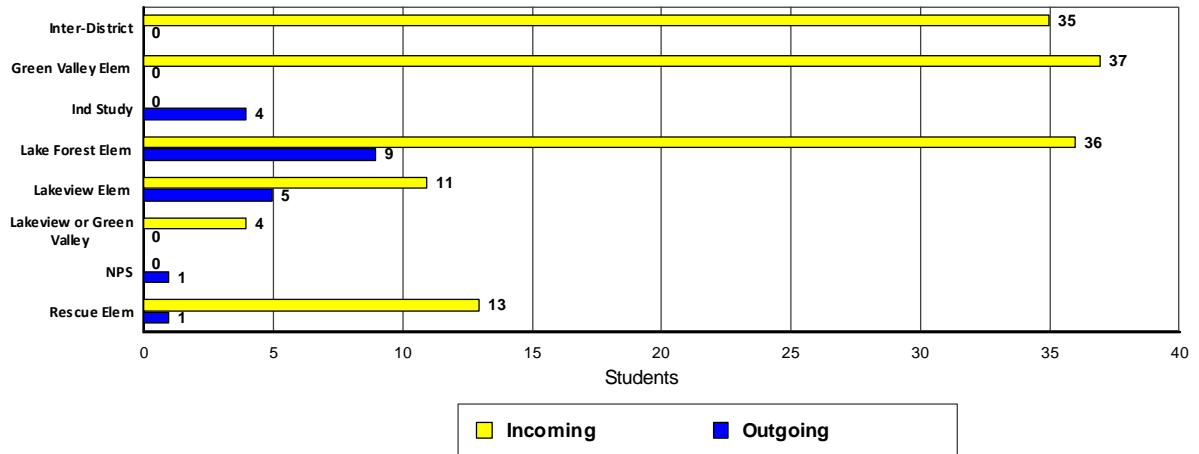
YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
Grade													
TK	0	23	16	15	23	-7	-1	0	-20.0%	0.0%	13	28	15
K	76	64	61	68	-12	-3	7	0	-14.7%	0.0%	58	61	3
1	57	57	62	61	-19	-2	0	-4	-13.1%	1.6%	54	60	6
2	65	63	51	65	6	-6	3	1	-18.5%	3.1%	55	56	1
3	62	63	56	44	-2	-7	-7	-5	-6.8%	11.4%	46	64	18
4	76	67	61	62	5	-2	6	3	-9.7%	9.7%	62	51	-11
5	66	78	66	68	2	-1	7	3	-14.7%	1.5%	59	60	1
Totals	402	415	373	383	0.4	-4.0	2.1	-0.3	-13.9%	3.9%	347	380	33

Rescue Union School District

2021/22 Demographics and Enrollment Projections



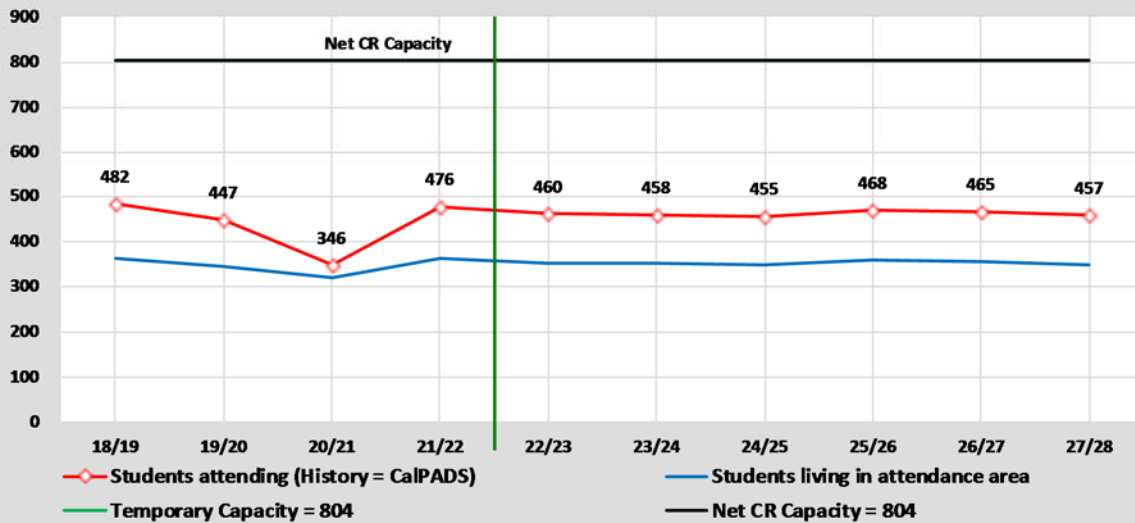
Jackson Elem
Transfer Students



Rescue Union School District

2021/22 Demographics and Enrollment Projections

Capacity & Projected Enrollment Jackson Elem



District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 26
 Grades Served = TK - 5

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	476	130	0	804	0	0	-10	328	
22/23	460	-16	0	804	0	0	-10	344	0
23/24	458	-2	0	804	0	0	-11	346	0
24/25	455	-3	0	804	0	0	-11	349	0
25/26	468	13	0	804	0	0	-10	336	10
26/27	465	-3	0	804	0	0	-11	339	10
27/28	457	-8	0	804	0	0	-11	347	10

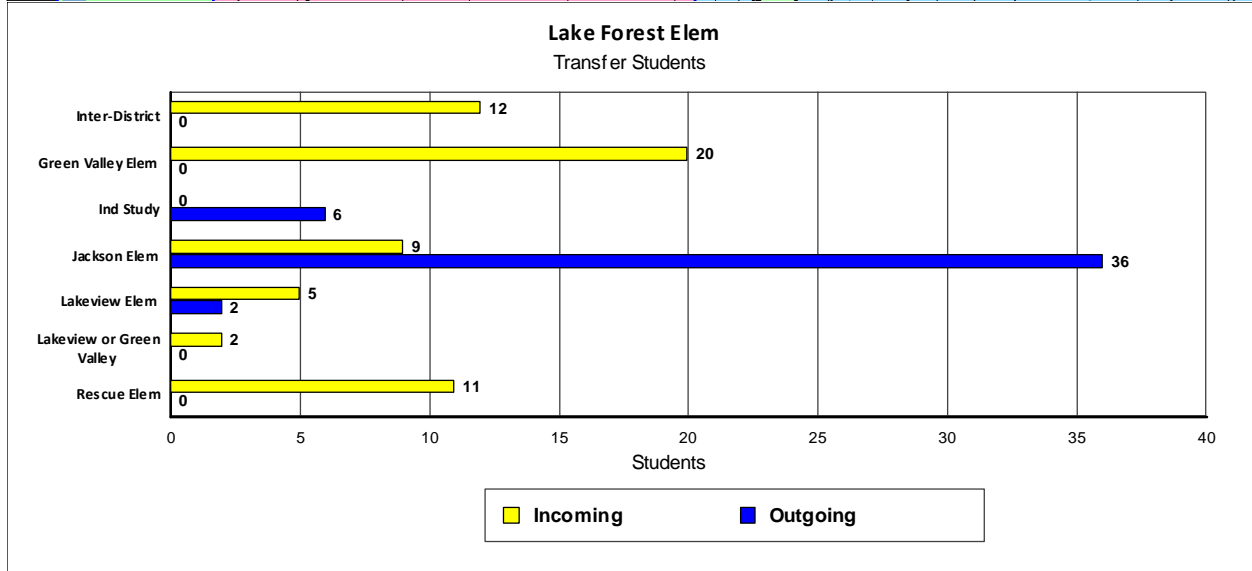
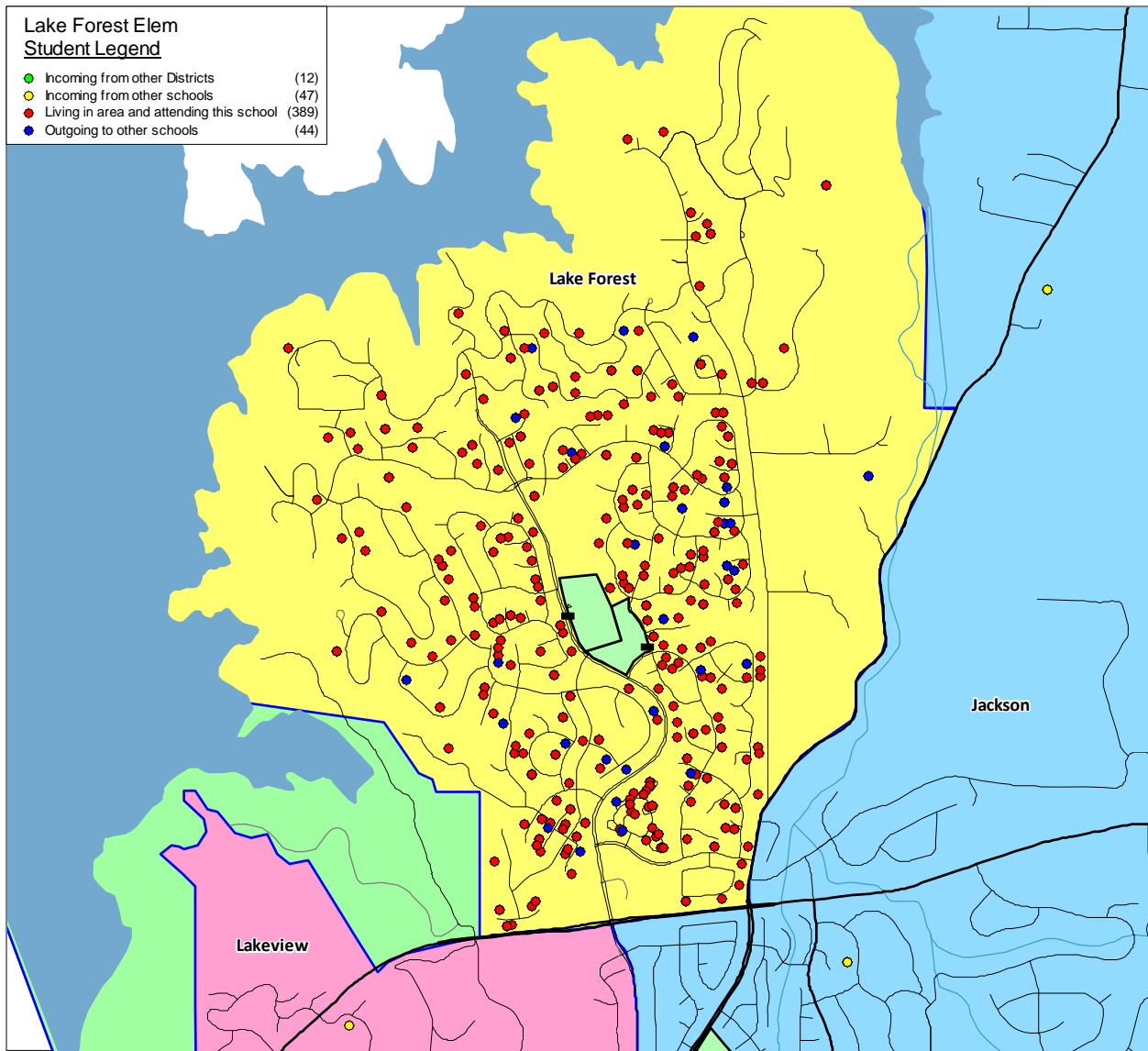
* Based on Students Attending (Squares on Graph)
 Net Classroom Count = 26

Jackson Elem

YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
Grade													
TK	0	13	12	10	13	-1	-2	0	-10.0%	20.0%	18	21	3
K	73	52	37	58	-21	-15	21	0	15.5%	10.3%	73	65	-8
1	52	60	43	52	-13	-9	15	-1	40.4%	9.6%	78	82	4
2	61	55	57	51	3	-3	8	3	19.6%	9.8%	66	69	3
3	48	60	58	59	-1	3	2	1	23.7%	6.8%	77	69	-8
4	59	48	64	61	0	4	3	2	18.0%	8.2%	77	76	-1
5	69	55	47	69	-4	-1	5	0	14.5%	11.6%	87	78	-9
Totals	362	343	318	360	-3.3	-3.1	7.4	0.7	17.4%	10.9%	476	460	-16

Rescue Union School District

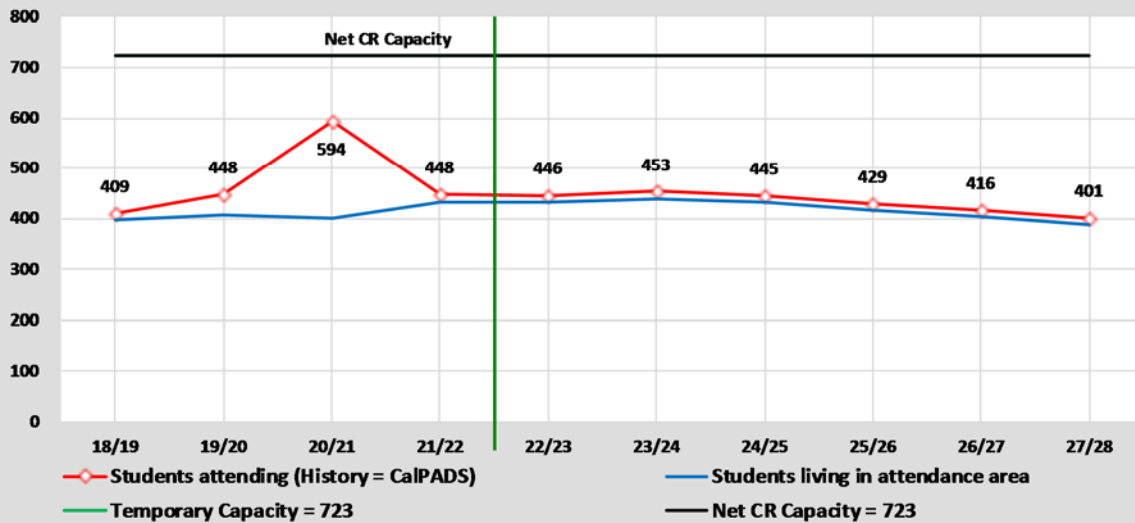
2021/22 Demographics and Enrollment Projections



Rescue Union School District

2021/22 Demographics and Enrollment Projections

Capacity & Projected Enrollment Lake Forest Elem



District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 23
 Grades Served = TK - 5

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	448	-146	0	723	0	0	-7	275	
22/23	446	-2	0	723	0	0	-8	277	0
23/24	453	7	0	723	0	0	-7	270	0
24/25	445	-8	0	723	0	0	-9	278	0
25/26	429	-16	0	723	0	0	-9	294	0
26/27	416	-13	0	723	0	0	-9	307	0
27/28	401	-15	0	723	0	0	-10	322	0

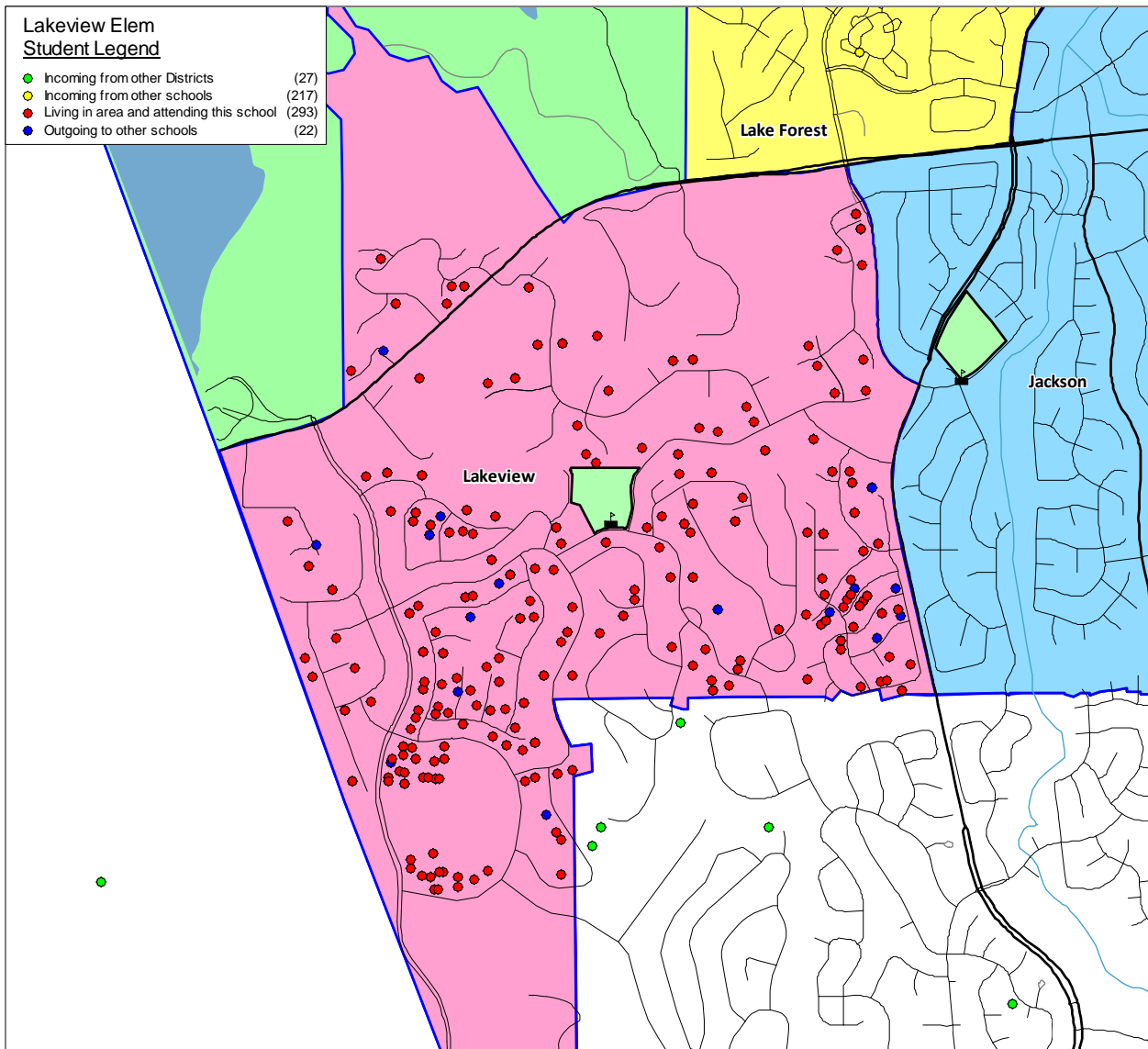
* Based on Students Attending (Squares on Graph)
 Net Classroom Count = 23

Lake Forest Elem

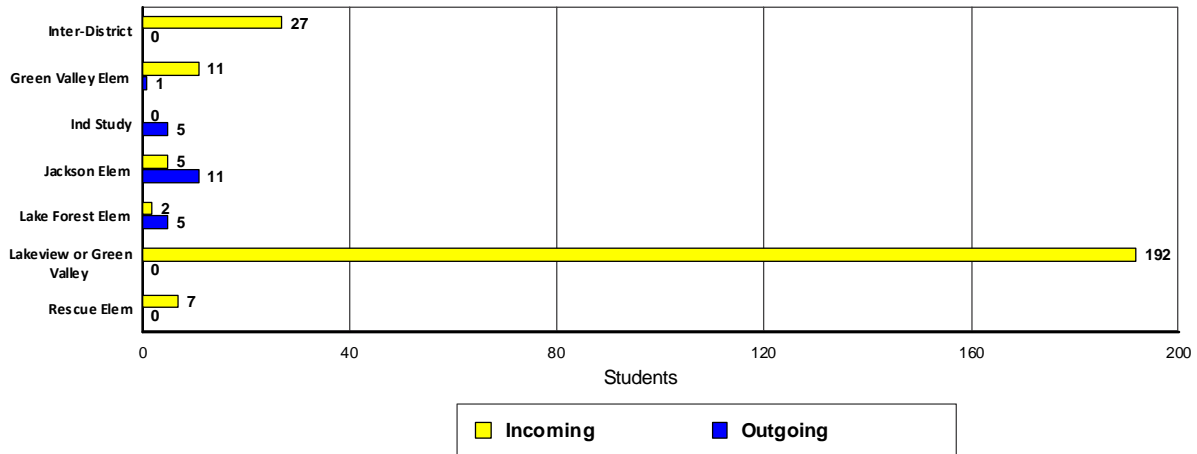
YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
Grade													
TK	0	16	16	14	16	0	-2	0	-21.4%	0.0%	13	22	9
K	75	66	45	61	-9	-21	16	0	8.2%	3.3%	68	65	-3
1	57	58	67	58	-17	1	13	-1	-10.3%	1.7%	53	53	0
2	67	57	63	81	0	5	14	6	1.2%	1.2%	83	64	-19
3	65	71	60	75	4	3	12	6	-9.3%	4.0%	71	81	10
4	69	66	72	64	1	1	4	2	10.9%	1.6%	72	83	11
5	65	74	76	80	5	10	8	8	5.0%	5.0%	88	78	-10
Totals	398	408	399	433	0.0	-0.1	9.3	3.0	-2.2%	2.4%	448	446	-2

Rescue Union School District

2021/22 Demographics and Enrollment Projections



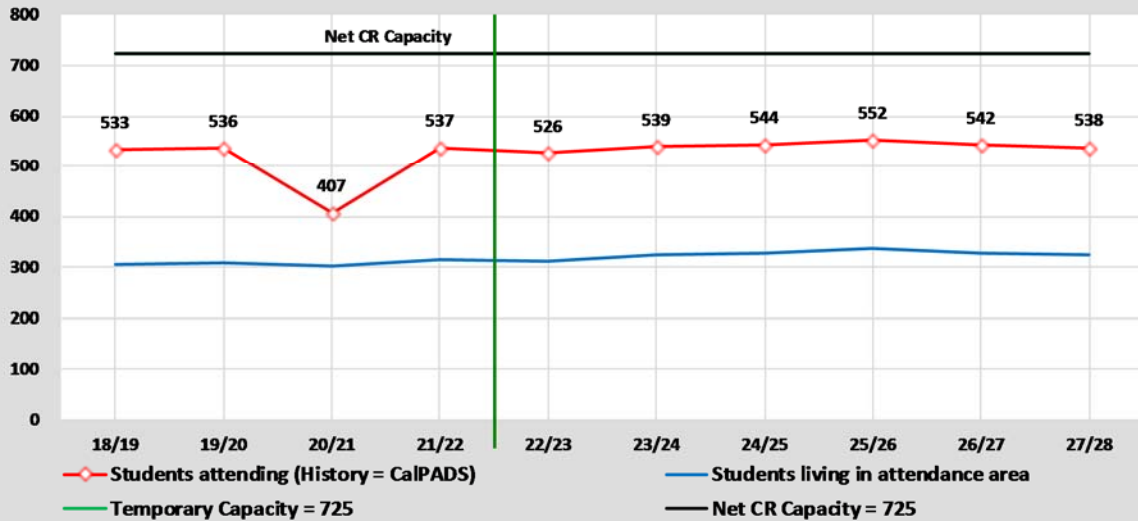
Lakeview Elem
Transfer Students



Rescue Union School District

2021/22 Demographics and Enrollment Projections

Capacity & Projected Enrollment Lakeview Elem



District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 24
 Grades Served = TK - 5

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	537	130	0	725	0	0	-5	188	
22/23	526	-11	0	725	0	0	-6	199	0
23/24	539	13	0	725	0	0	-5	186	0
24/25	544	5	0	725	0	0	-6	181	0
25/26	552	8	0	725	0	0	-6	173	0
26/27	542	-10	0	725	0	0	-7	183	0
27/28	538	-4	0	725	0	0	-7	187	0

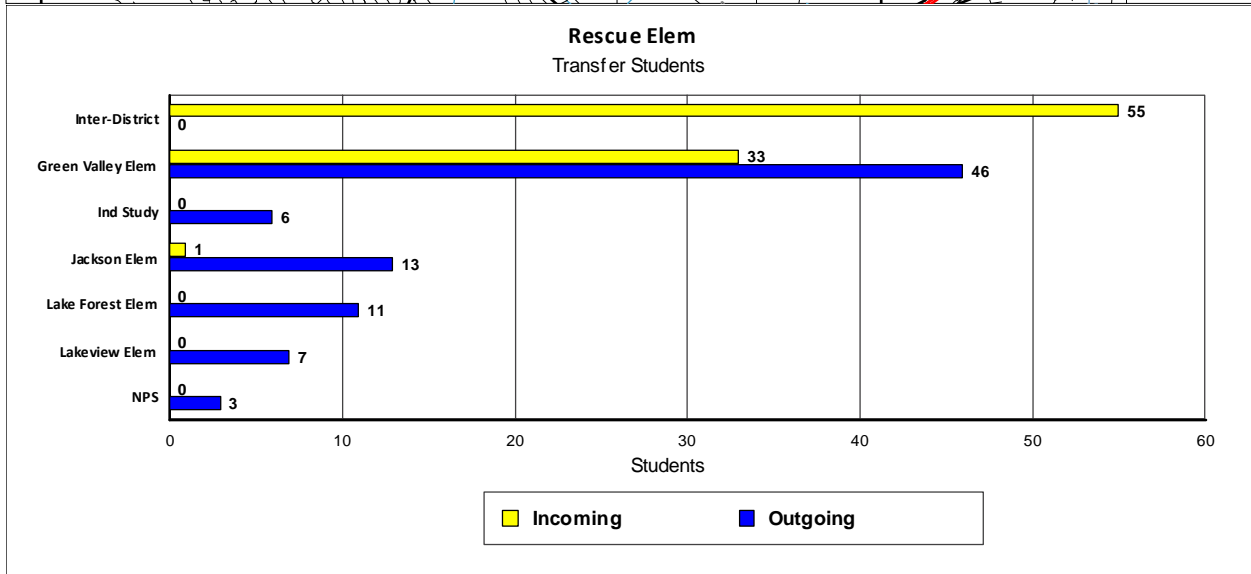
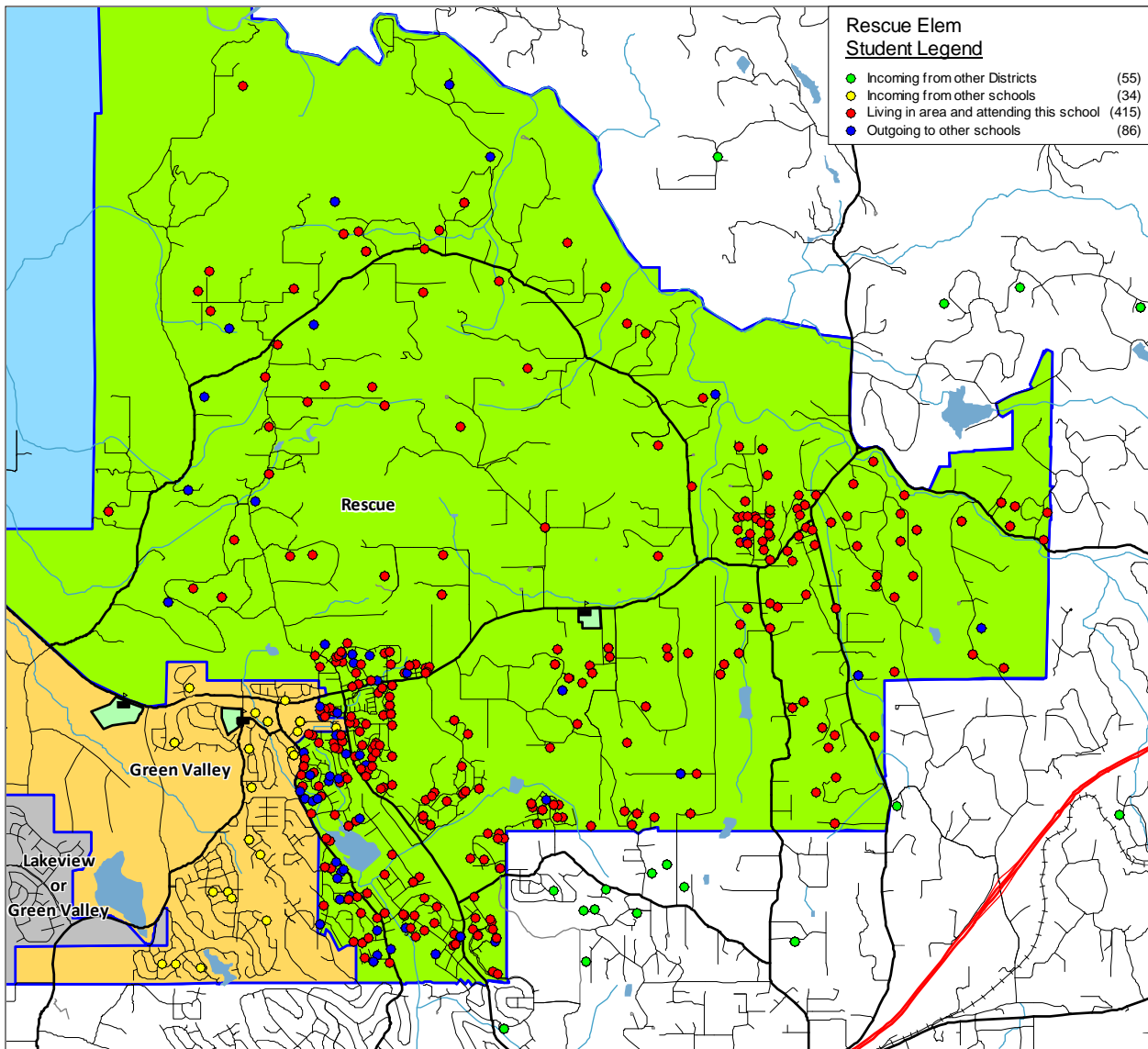
* Based on Students Attending (Squares on Graph)
 Net Classroom Count = 24

Lakeview Elem

YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
Grade													
TK	0	14	12	15	14	-2	3	0	-13.3%	0.0%	20	21	1
K	51	44	45	44	-7	1	-1	0	52.3%	9.1%	71	72	1
1	45	51	43	52	0	-1	7	2	63.5%	5.8%	88	81	-7
2	49	45	51	50	0	0	7	2	78.0%	6.0%	92	95	3
3	48	53	43	48	4	-2	-3	0	62.5%	14.6%	85	86	1
4	46	54	55	45	6	2	2	3	71.1%	8.9%	81	86	5
5	65	46	53	61	0	-1	6	2	54.1%	9.8%	100	85	-15
Totals	304	307	302	315	2.4	-0.4	3.0	1.3	52.6%	7.7%	537	526	-11

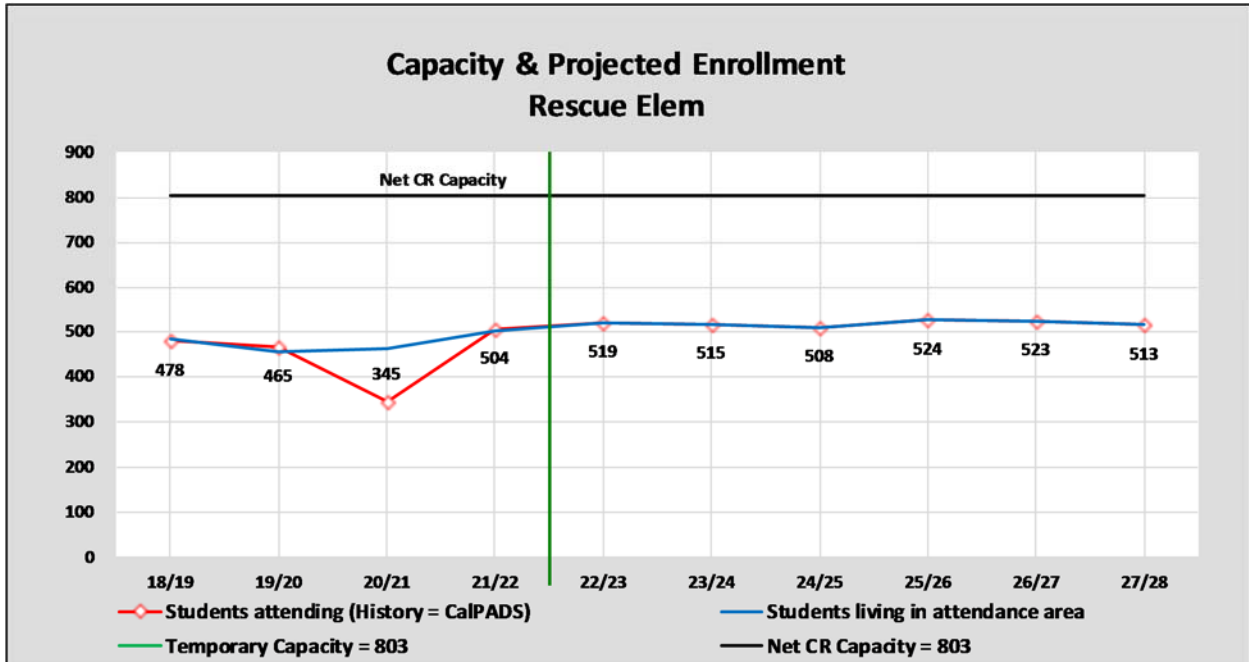
Rescue Union School District

2021/22 Demographics and Enrollment Projections



Rescue Union School District

2021/22 Demographics and Enrollment Projections



District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 26
 Grades Served = TK - 5

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	504	159	0	803	0	0	-9	299	
22/23	519	15	0	803	0	0	-8	284	0
23/24	515	-4	0	803	0	0	-9	288	0
24/25	508	-7	0	803	0	0	-9	295	0
25/26	524	16	0	803	0	0	-9	279	0
26/27	523	-1	0	803	0	0	-9	280	9
27/28	513	-10	0	803	0	0	-9	290	20

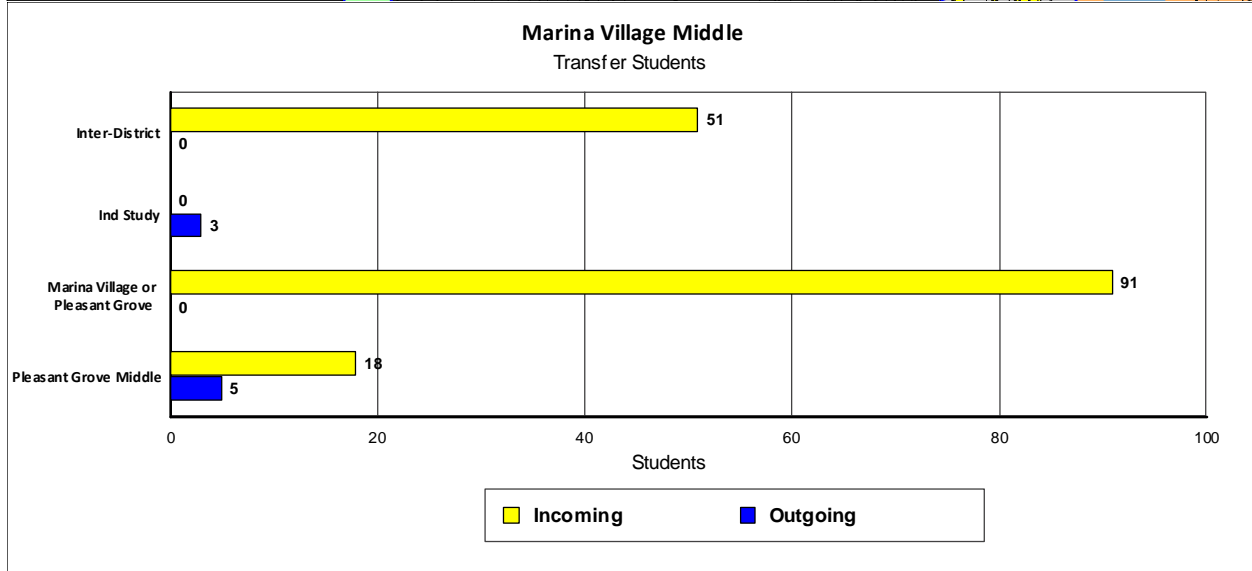
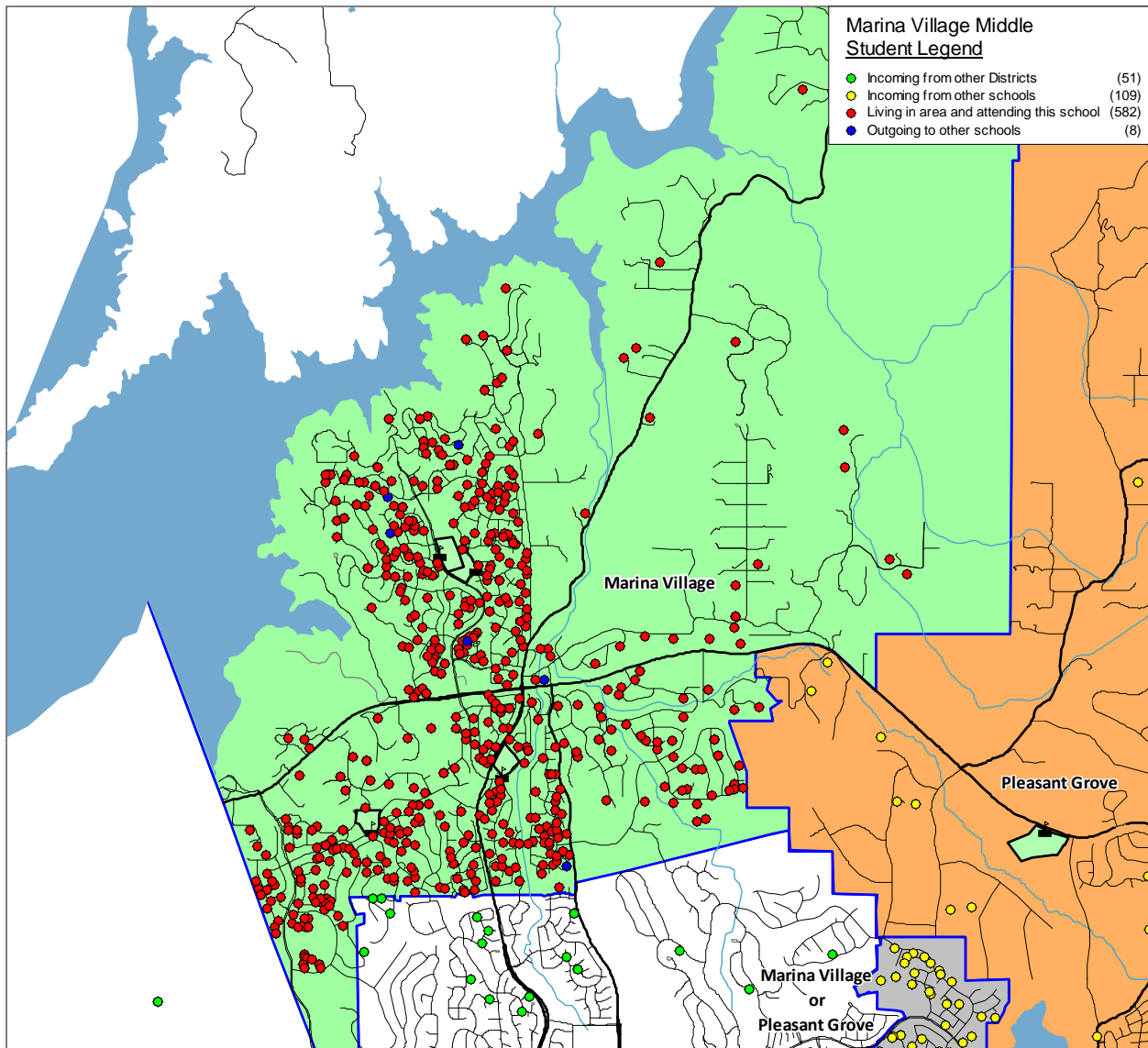
* Based on Students Attending (Squares on Graph)
 Net Classroom Count = 26

Rescue Elem

YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
Grade													
TK	0	19	21	18	19	2	-3	0	-22.2%	11.1%	19	31	12
K	110	63	71	87	-47	8	16	0	-8.0%	9.2%	88	77	-11
1	85	88	60	74	-22	-3	3	-4	-9.5%	13.5%	77	85	8
2	66	77	83	68	-8	-5	8	-2	-7.4%	13.2%	72	75	3
3	68	62	86	89	-4	9	6	4	-10.1%	10.1%	89	71	-18
4	75	71	68	93	3	6	7	5	-15.1%	8.6%	87	87	0
5	77	74	71	72	-1	0	4	1	-12.5%	12.5%	72	93	21
Totals	481	454	460	501	-8.6	2.4	5.9	0.6	-12.1%	11.2%	504	519	15

Rescue Union School District

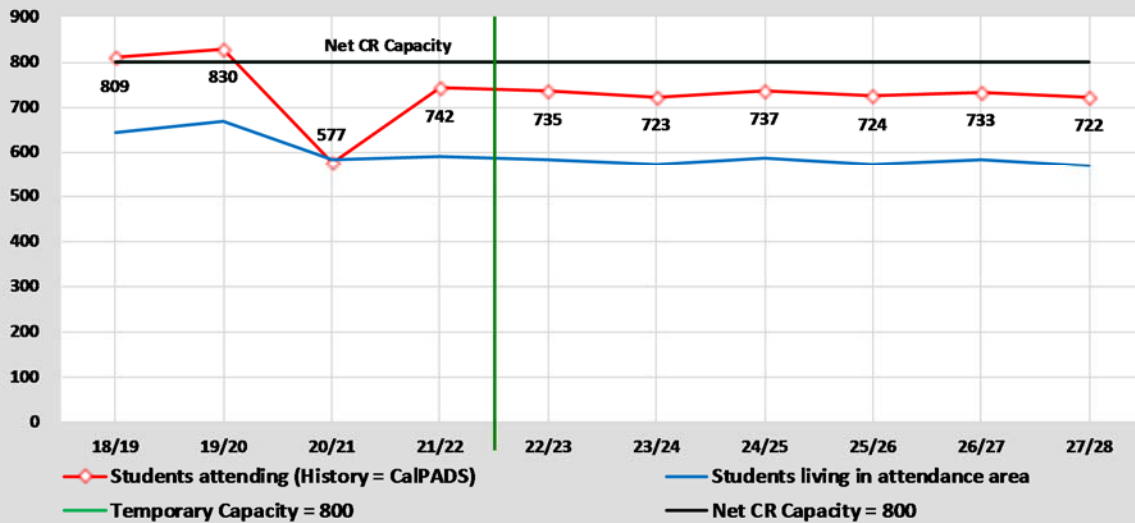
2021/22 Demographics and Enrollment Projections



Rescue Union School District

2021/22 Demographics and Enrollment Projections

Capacity & Projected Enrollment Marina Village Middle



District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 32
 Grades Served = 6 - 8

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	742	165	0	800	0	0	-3	58	
22/23	735	-7	0	800	0	0	-3	65	0
23/24	723	-12	0	800	0	0	-3	77	0
24/25	737	14	0	800	0	0	-2	63	0
25/26	724	-13	0	800	0	0	-3	76	10
26/27	733	9	0	800	0	0	-3	67	10
27/28	722	-11	0	800	0	0	-3	78	10

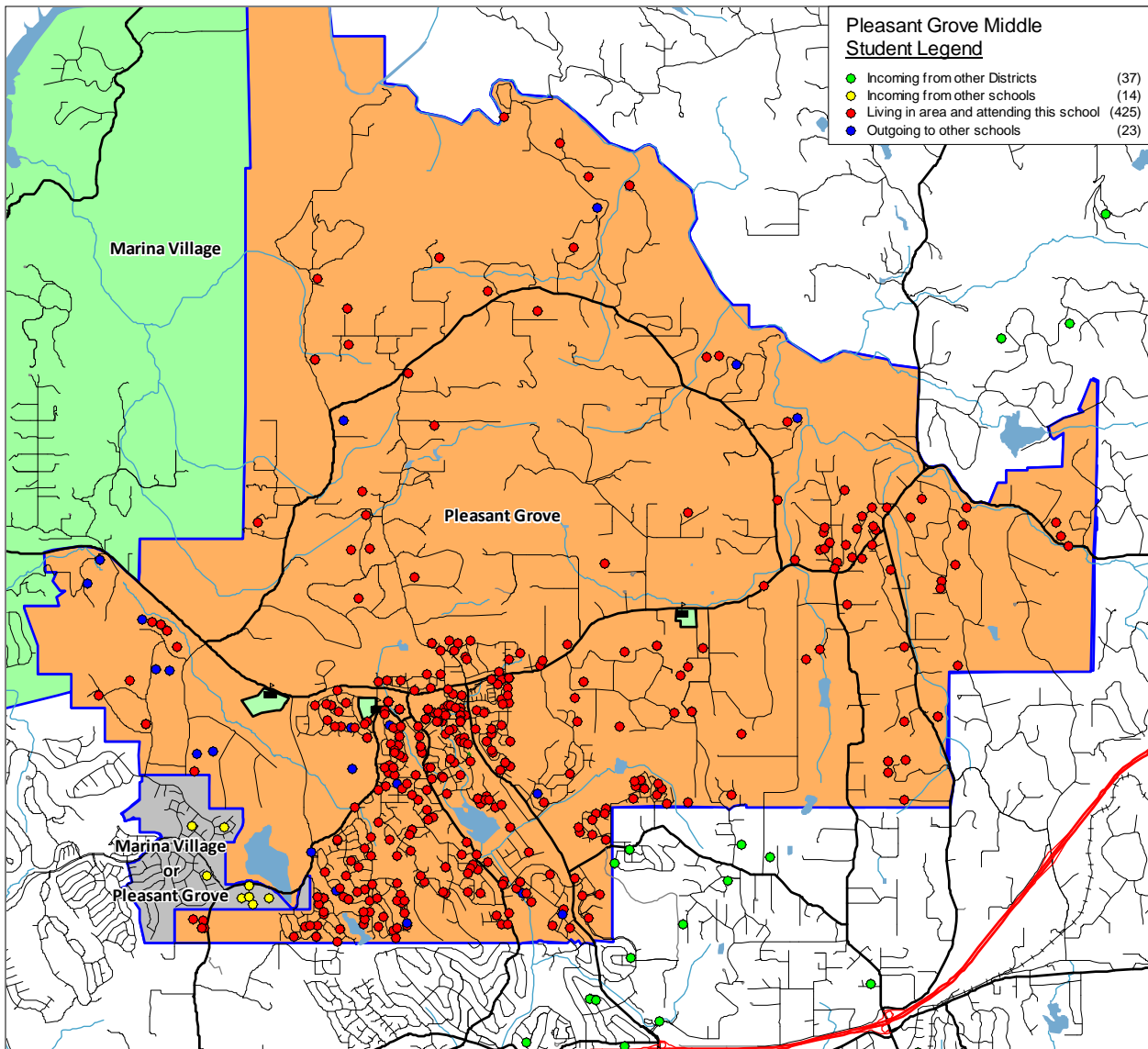
* Based on Students Attending (Squares on Graph)
 Net Classroom Count = 32

Marina Village Middle

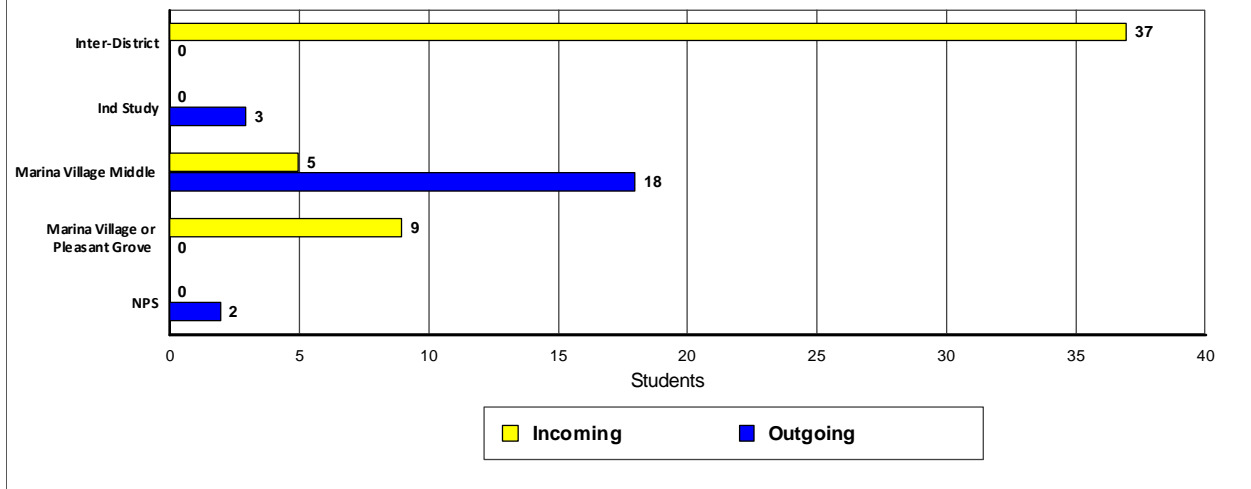
YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
Grade													
T K	0	43	40	39	43	-3	-1	0	0.0%	0.0%	0	0	0
K	199	162	127	163	-37	-35	36	1	0.0%	0.0%	0	0	0
1	154	169	153	162	-30	-9	35	-1	0.0%	0.0%	0	0	0
2	177	157	171	182	3	2	29	11	0.0%	0.0%	0	0	0
3	161	184	161	182	7	4	11	7	0.0%	0.0%	0	0	0
4	174	168	191	170	7	7	9	8	0.0%	0.0%	0	0	0
5	199	175	176	210	1	8	19	9	0.0%	0.0%	0	0	0
6	220	208	173	180	9	-2	4	4	16.1%	11.7%	230	261	31
7	233	220	205	191	0	-3	18	5	18.8%	7.3%	241	232	-9
8	189	239	205	219	6	-15	14	2	16.4%	7.3%	271	242	-29
Totals	1706	1725	1602	1698	0.9	-4.6	17.4	4.6	17.1%	8.8%	742	735	-7

Rescue Union School District

2021/22 Demographics and Enrollment Projections



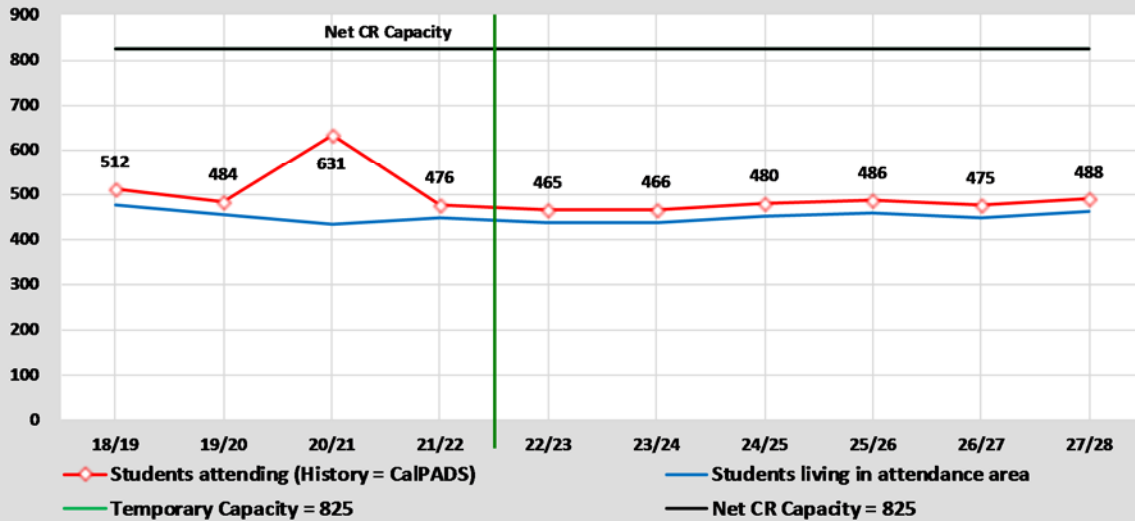
Pleasant Grove Middle
Transfer Students



Rescue Union School District

2021/22 Demographics and Enrollment Projections

Capacity & Projected Enrollment Pleasant Grove Middle



District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 33
 Grades Served = 6 - 8

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	476	-155	0	825	0	0	-14	349	
22/23	465	-11	0	825	0	0	-14	360	158
23/24	466	1	0	825	0	0	-14	359	95
24/25	480	14	0	825	0	0	-14	345	90
25/26	486	6	0	825	0	0	-14	339	108
26/27	475	-11	0	825	0	0	-14	350	122
27/28	488	13	0	825	0	0	-13	337	103

* Based on Students Attending (Squares on Graph)
 Net Classroom Count = 33

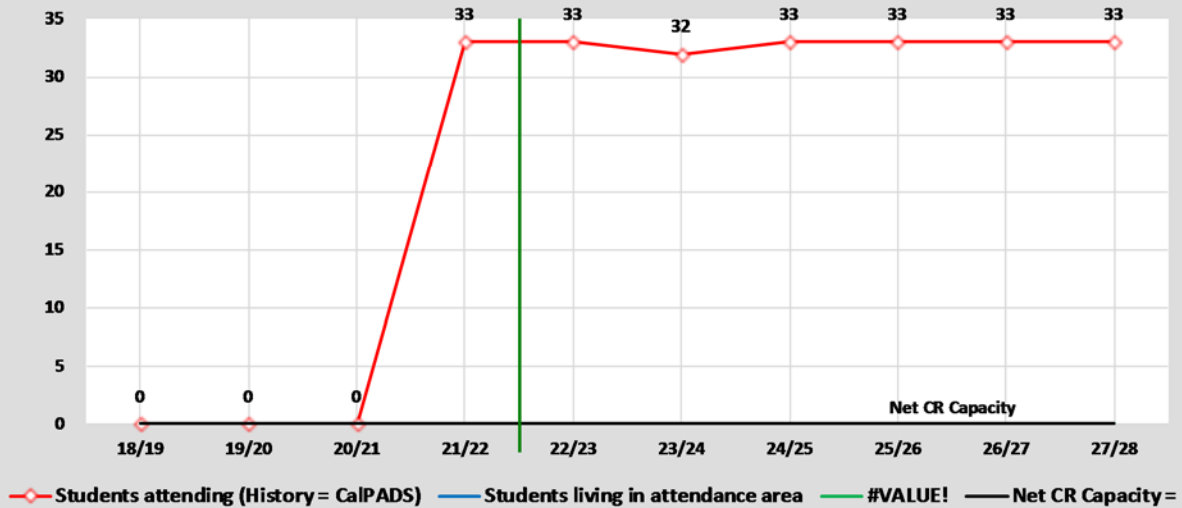
Pleasant Grove Middle

YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
Grade													
T K	0	42	37	33	42	-5	-4	0	0.0%	0.0%	0	0	0
K	186	127	132	155	-59	5	23	1	0.0%	0.0%	0	0	0
1	142	145	122	135	-41	-5	3	-7	0.0%	0.0%	0	0	0
2	131	140	134	133	-2	-11	11	-1	0.0%	0.0%	0	0	0
3	130	125	142	133	-6	2	-1	-2	0.0%	0.0%	0	0	0
4	151	138	129	155	8	4	13	8	0.0%	0.0%	0	0	0
5	143	152	137	140	1	-1	11	4	0.0%	0.0%	0	0	0
6	164	143	147	132	0	-5	-5	-3	-2.3%	12.1%	145	152	7
7	161	156	139	158	-8	-4	11	0	-3.8%	9.5%	167	144	-23
8	150	156	148	158	-5	-8	19	2	0.0%	3.8%	164	169	5
Totals	1358	1324	1267	1332	-7.0	-2.8	8.1	0.2	-2.0%	8.5%	476	465	-11

Rescue Union School District

2021/22 Demographics and Enrollment Projections

Capacity & Projected Enrollment Ind Study



District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count =
 Grades Served = K - 8

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	33	33	0	0	33	2	2	0	
22/23	33	0	0	0	33	0	2	0	158
23/24	32	-1	0	0	32	0	2	0	95
24/25	33	1	0	0	33	0	2	0	90
25/26	33	0	0	0	33	0	2	0	118
26/27	33	0	0	0	33	0	2	0	132
27/28	33	0	0	0	33	0	2	0	113

* Based on Students Attending (Squares on Graph)
 Net Classroom Count = 0

Ind Study

YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
Grade													
T K	0	85	77	72	85	-8	-5	0	0.0%	0.0%	0	0	0
K	385	289	259	318	-96	-30	59	1	0.0%	0.3%	1	1	0
1	296	314	275	297	-71	-14	38	-8	0.0%	2.0%	6	6	0
2	308	297	305	315	1	-9	40	11	0.0%	1.0%	3	3	0
3	291	309	303	315	1	6	10	6	0.0%	1.6%	5	5	0
4	325	306	320	325	15	11	22	16	0.0%	0.6%	2	2	0
5	342	327	313	350	2	7	30	13	0.0%	2.6%	9	9	0
6	384	351	320	312	9	-7	-1	0	0.0%	1.0%	3	3	0
7	394	376	344	349	-8	-7	29	5	0.0%	0.0%	0	0	0
8	339	395	353	377	1	-23	33	4	0.0%	1.1%	4	4	0
Totals	3064	3049	2869	3030	-6.1	-7.4	25.5	4.8	0.0%	1.3%	33	33	0

Rescue Union School District

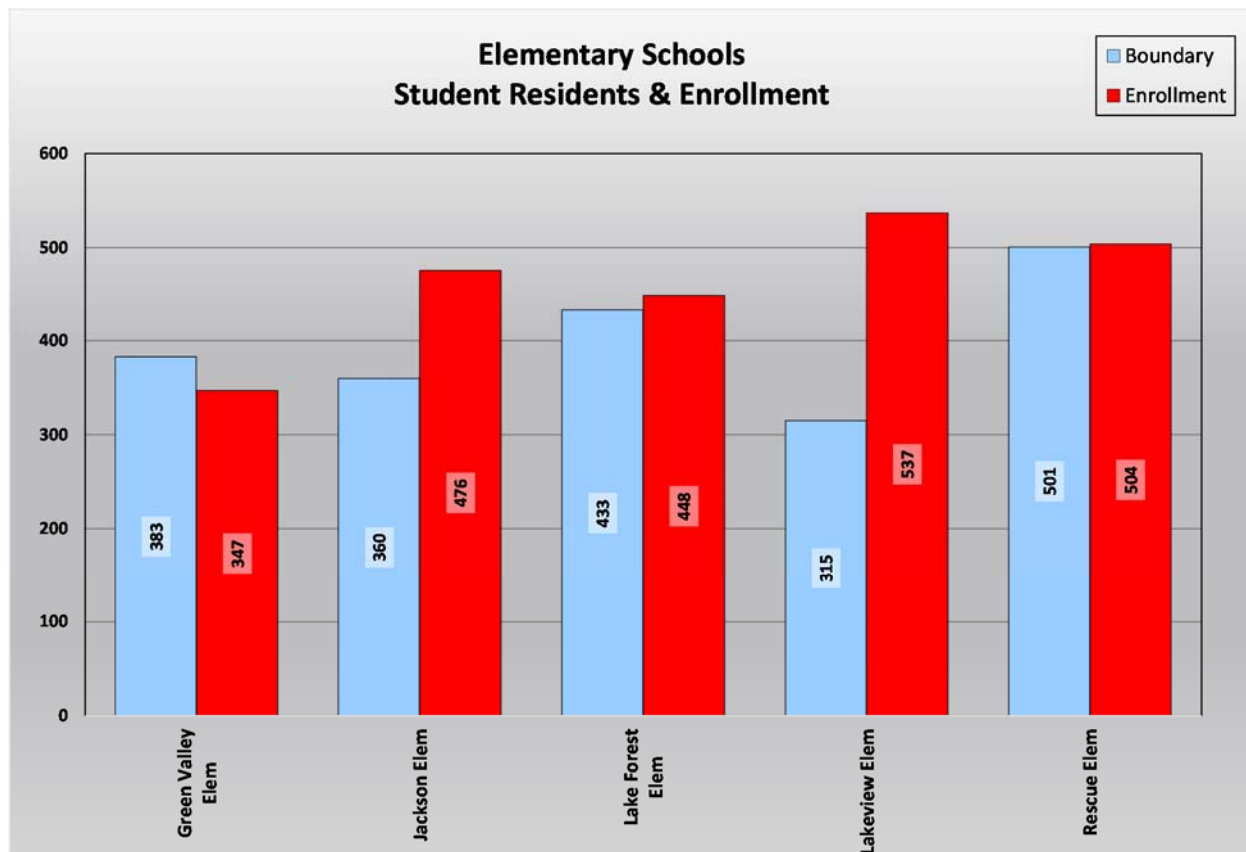
2021/22 Demographics and Enrollment Projections

Student Attendance Matrix

ATTENDANCE MATRIX										
		SCHOOL OF ATTENDANCE							Total Residing	
		Green Valley Elem	Jackson Elem	Lake Forest Elem	Lakeview Elem	Rescue Elem	Marina Village Middle	Pleasant Grove Middle		Ind Study
R E S I D E N C E	SCHOOL:									
	AREA									
	Inter-District	15	35	12	27	55	51	37	2	234
	Green Valley Elem	281	37	20	11	33	0	0	1	383
	Jackson Elem	0	340	9	5	1	0	0	4	359
	Lake Forest Elem	0	36	389	2	0	0	0	6	433
	Lakeview Elem	1	11	5	293	0	0	0	5	315
	Rescue Elem	46	13	11	7	415	0	0	6	498
	Marina Village Middle	0	0	0	0	0	582	5	3	590
	Pleasant Grove Middle	0	0	0	0	0	18	425	3	446
Lakeview or Green Valley	4	4	2	192	0	0	0	3	205	
Marina Village or Pleasant Grove	0	0	0	0	0	91	9	0	100	
Total Attending	347	476	448	537	504	742	476	33	3,563	
Intra-Ins	51	101	47	217	34	109	14	31	604	
Inter-Ins	15	35	12	27	55	51	37	2	234	
Total In-Flow	66	136	59	244	89	160	51	33	838	
Intra-Outs	102	19	44	22	83	8	21	0	299	
Net Transfers	-36	117	15	222	6	152	30	33	539	
% In-Flow Students	19.0%	28.6%	13.2%	45.4%	17.7%	21.6%	10.7%		23.5%	
% Out-Flow Students	26.6%	5.3%	10.2%	7.0%	16.7%	1.4%	4.7%		8.4%	

This chart summarizes the transfers in and out of each school as were seen by the yellow dots and blue dots on the school attendance maps. In addition, the data has been analyzed to determine the total in-flow and out-flow rates for each school. The school with the largest in-flow rate is Lakeview Elementary and the school with the largest out-flow rate is Green Valley Elementary.

Student Residency and Enrollment Comparison



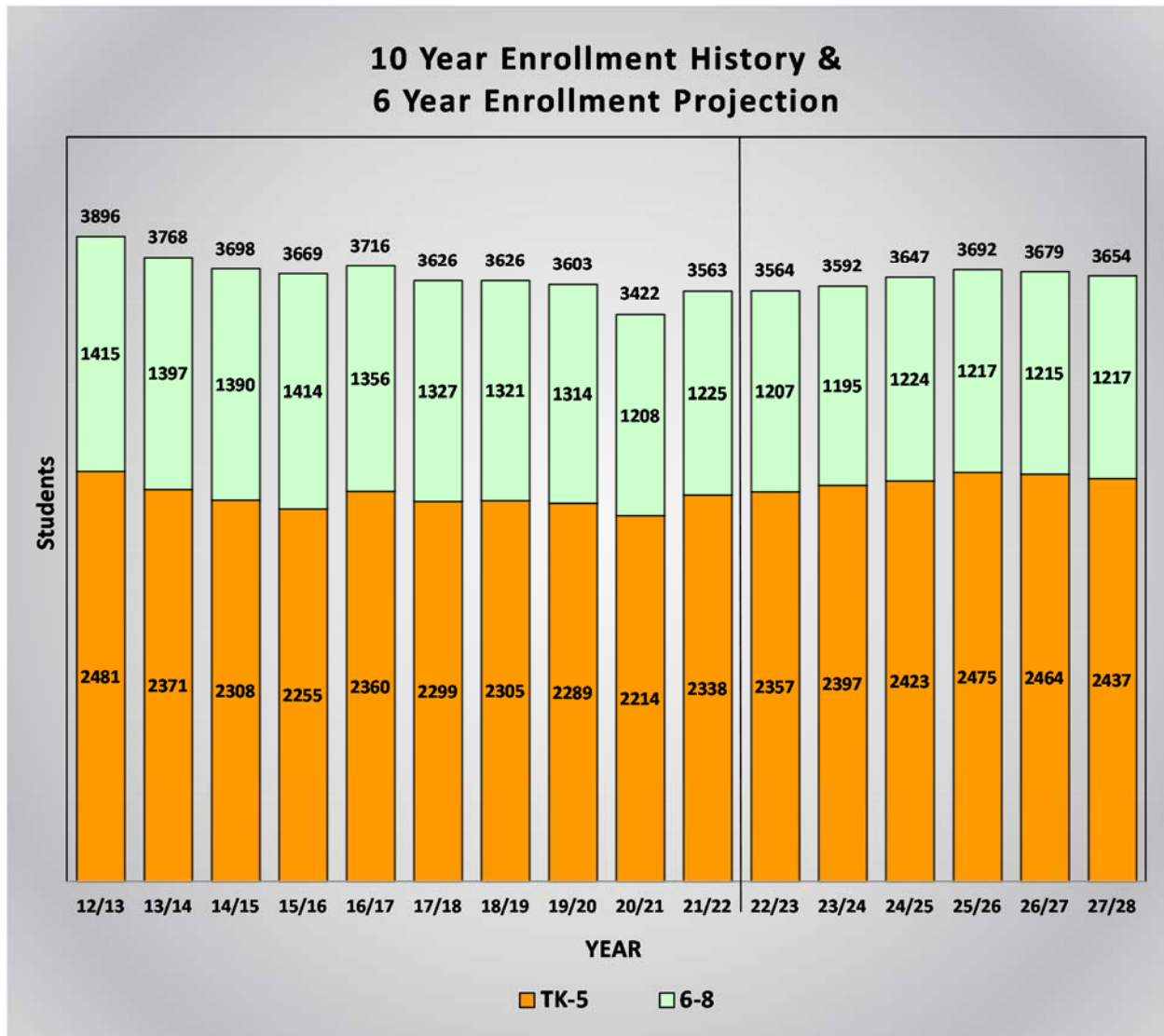
This chart compares each individual elementary school enrollment to the students that reside within the school attendance boundary. Utilizing this data helps make it easy to see which schools have the largest and smallest enrollments as well as which boundaries are most populated. Schools with more students enrolled than those living in the boundary have a net transfer into the school. This is typically found at schools with special programs such as Gate or Dual Immersion, schools housing students from overcrowded or Program Improvement (PI) schools, and schools with more capacity than the student population living in the boundary.

Rescue Union School District

2021/22 Demographics and Enrollment Projections

Ten Year Enrollment History and Six Year Enrollment Projections

This graph shows a summary of the projections for the entire District. It shows the current enrollment for 2021/22, the historic enrollment for the past nine years, and the projected enrollment for the next six years. The end result is a total of 3,654 students in the District in 2027/28. Non-Public School (NPS) students are not included in these enrollment numbers.



Non-Public School (NPS) students are not included in these enrollment numbers.

The Rescue Union School District has declined slightly over the past ten years from an enrollment of 3,896 in 2012/13 down to the current enrollment of 3,563.

This graph is color coded by grade groupings:

Orange represents the historic and projected enrollment for the elementary school grades TK-5.

Green represents the historic and projected enrollment for the middle school grades 6-8.

The entire District enrollment is shown at the top of each bar.

Rescue Union School District

2021/22 Demographics and Enrollment Projections

Enrollment Projection Summary by Grade

The chart below shows three years of historic enrollment, the current enrollment, and six years of projected enrollment by grade.

Rescue Union School District Enrollment Projection Summary by Grade										
Grade	Historic Enrollment			Current Enrollment	Projected Enrollment					
	<u>18/19</u>	<u>19/20</u>	<u>20/21</u>	<u>21/22</u>	<u>22/23</u>	<u>23/24</u>	<u>24/25</u>	<u>25/26</u>	<u>26/27</u>	<u>27/28</u>
TK	85	93	87	83	123	172	217	295	295	295
K	369	339	318	359	341	349	341	330	330	329
1	352	374	330	356	367	348	356	349	339	338
2	364	355	367	371	362	371	352	361	355	345
3	352	370	351	373	376	366	375	357	367	361
4	388	371	381	381	385	386	376	386	369	378
5	395	387	380	415	403	405	406	397	409	391
6	458	401	379	378	416	403	408	409	399	411
7	454	453	400	408	376	412	399	404	406	395
8	409	460	429	439	415	380	417	404	410	411
Total TK-5	2,305	2,289	2,214	2,338	2,357	2,397	2,423	2,475	2,464	2,437
Total 6-8	1,321	1,314	1,208	1,225	1,207	1,195	1,224	1,217	1,215	1,217
District Totals	3,626	3,603	3,422	3,563	3,564	3,592	3,647	3,692	3,679	3,654

Enrollment Projection Summary by School

Rescue Union School District Enrollment Projection Summary by School							
School	Current Enrollment						
	<u>21/22</u>	<u>22/23</u>	<u>23/24</u>	<u>24/25</u>	<u>25/26</u>	<u>26/27</u>	<u>27/28</u>
Green Valley Elem	347	380	406	445	476	492	502
Jackson Elem	476	460	458	455	468	465	457
Lake Forest Elem	448	446	453	445	429	416	401
Lakeview Elem	537	526	539	544	552	542	538
Rescue Elem	504	519	515	508	524	523	513
Elementary Totals	2,312	2,331	2,371	2,397	2,449	2,438	2,411
Marina Village Middle	742	735	723	737	724	733	722
Pleasant Grove Middle	476	465	466	480	486	475	488
Middle Totals	1,218	1,200	1,189	1,217	1,210	1,208	1,210
Ind Study	33	33	32	33	33	33	33
Other Totals	33	33	32	33	33	33	33
District Totals	3,563	3,564	3,592	3,647	3,692	3,679	3,654
Annual Change		1	28	55	45	-13	-25

Rescue Union School District

2021/22 Demographics and Enrollment Projections

2022/23 One Year Enrollment Projection by School and Grade

Rescue Union School District											
Enrollment Projections											
YEAR 22/23, 1 Year Proj.											
School	TK	K	1	2	3	4	5	6	7	8	TOTAL
Green Valley Elem	28	61	60	56	64	51	60	0	0	0	380
Jackson Elem	21	65	82	69	69	76	78	0	0	0	460
Lake Forest Elem	22	65	53	64	81	83	78	0	0	0	446
Lakeview Elem	21	72	81	95	86	86	85	0	0	0	526
Rescue Elem	31	77	85	75	71	87	93	0	0	0	519
Marina Village Middle	0	0	0	0	0	0	0	261	232	242	735
Pleasant Grove Middle	0	0	0	0	0	0	0	152	144	169	465
Ind Study	0	1	6	3	5	2	9	3	0	4	33
Totals	123	341	367	362	376	385	403	416	376	415	3,564
Current CalPADS	83	359	356	371	373	381	415	378	408	439	3,563
Net Change	40	-18	11	-9	3	4	-12	38	-32	-24	1
Cohort Change			8	6	5	12	22	1	-2	7	

Rescue Union School District has a current enrollment of 3,563 students. The projected enrollment for next year shows an increase of 1 student. This one year summary analyzes the net change between the current District enrollment by school and by grade, and the projected enrollment for 2022/23.

The students living in the boundary generate the cohort factors which are calculated for the past three years and the average is determined. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years. Next the attendance factor is used to determine the net enrollment for each grade. The attendance factor is determined by analyzing the current year of students to see how many Inter- and Intra-district transfers there are. The cohort change factor indicates the change in the number of students for each grade compared to the number of students in the prior grade the previous year.

These projections assume the transfers between schools remain consistent. If changes in facilities, schedules, programs or policies are made, then the patterns may be impacted.

The actual enrollment for each elementary may vary from the numbers shown depending on which sites offer TK classes.

Rescue Union School District

2021/22 Demographics and Enrollment Projections

SCHOOL FACILITY UTILIZATION

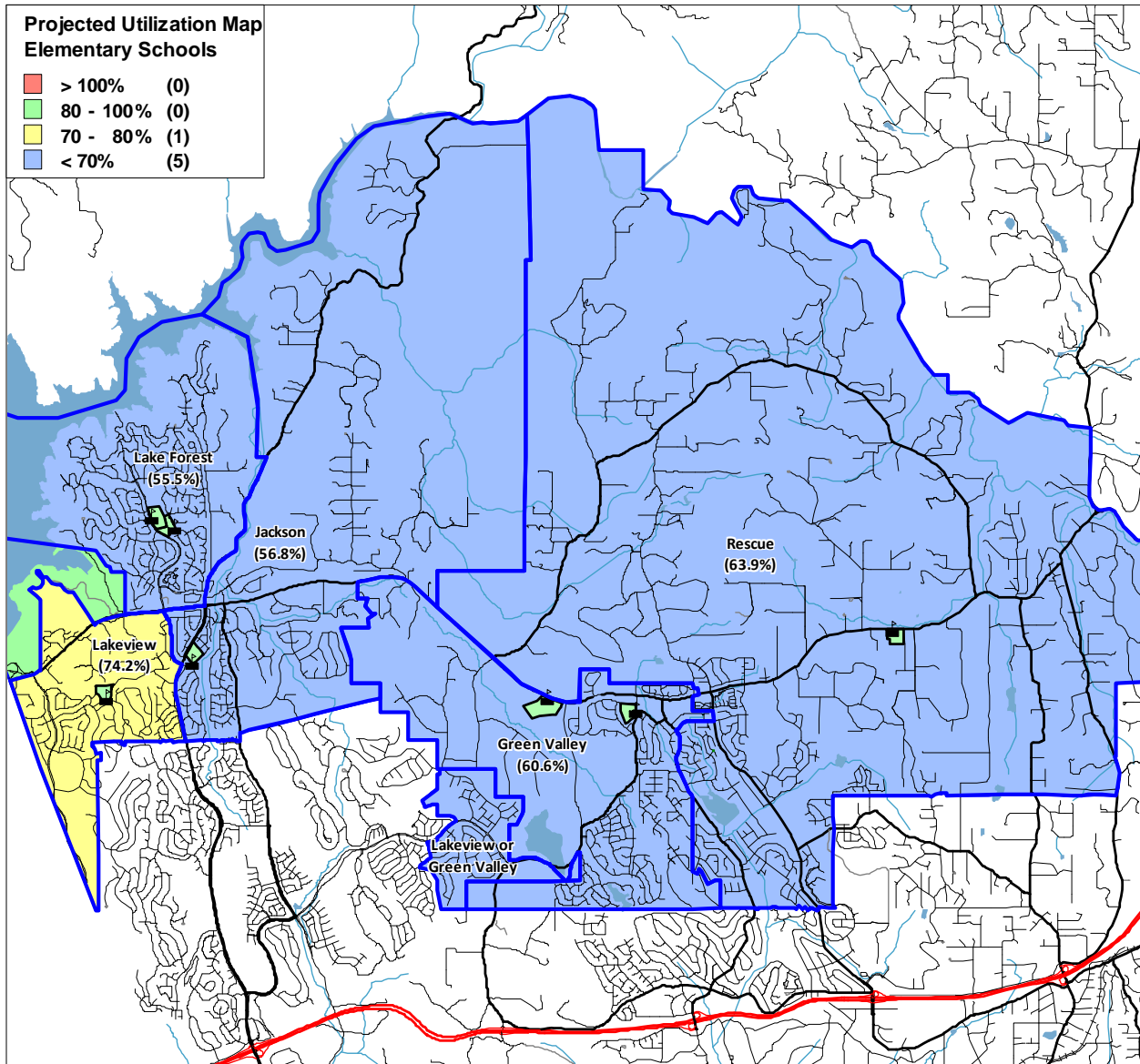
The following chart shows the current and projected utilization rates for each school. It has been color coded with blue representing schools with a utilization rate of under 70%, yellow representing a utilization rate of at least 70% but under 80% and red for the schools that have over 100% utilization. The utilization indicates the long term impacts of the changes in enrollment as compared to the school capacities.

School Facility Utilization			2021/22	2027/28	2021/22	2027/28
	Net	Net CR	Current	Projected	Current	Projected
<u>Elementary Schools</u>	<u>Classrooms</u>	<u>Capacity</u>	<u>Enrollment</u>	<u>Enrollment</u>	<u>Utilization</u>	<u>Utilization</u>
Green Valley Elem	26	828	347	502	41.9%	60.6%
Jackson Elem	26	804	476	457	59.2%	56.8%
Lake Forest Elem	23	723	448	401	62.0%	55.5%
Lakeview Elem	24	725	537	538	74.1%	74.2%
Rescue Elem	26	803	504	513	62.8%	63.9%
Sub-Totals	125	3,883	2,312	2,411	59.5%	62.1%
 <u>Middle Schools</u>						
Marina Village Middle	32	800	742	722	92.8%	90.3%
Pleasant Grove Middle	33	825	476	488	57.7%	59.2%
Sub-Totals	65	1,625	1,218	1,210	75.0%	74.5%
 <u>Other Schools</u>						
Ind Study	0	0	33	33		
Sub-Totals	0	0	33	33		
 District Totals	 190	 5,508	 3,563	 3,654	 64.7%	 66.3%

For 2021, the school with the highest percentage of available space is Green Valley Elementary and the school that is impacted the most is Marina Village Middle.

Rescue Union School District 2021/22 Demographics and Enrollment Projections

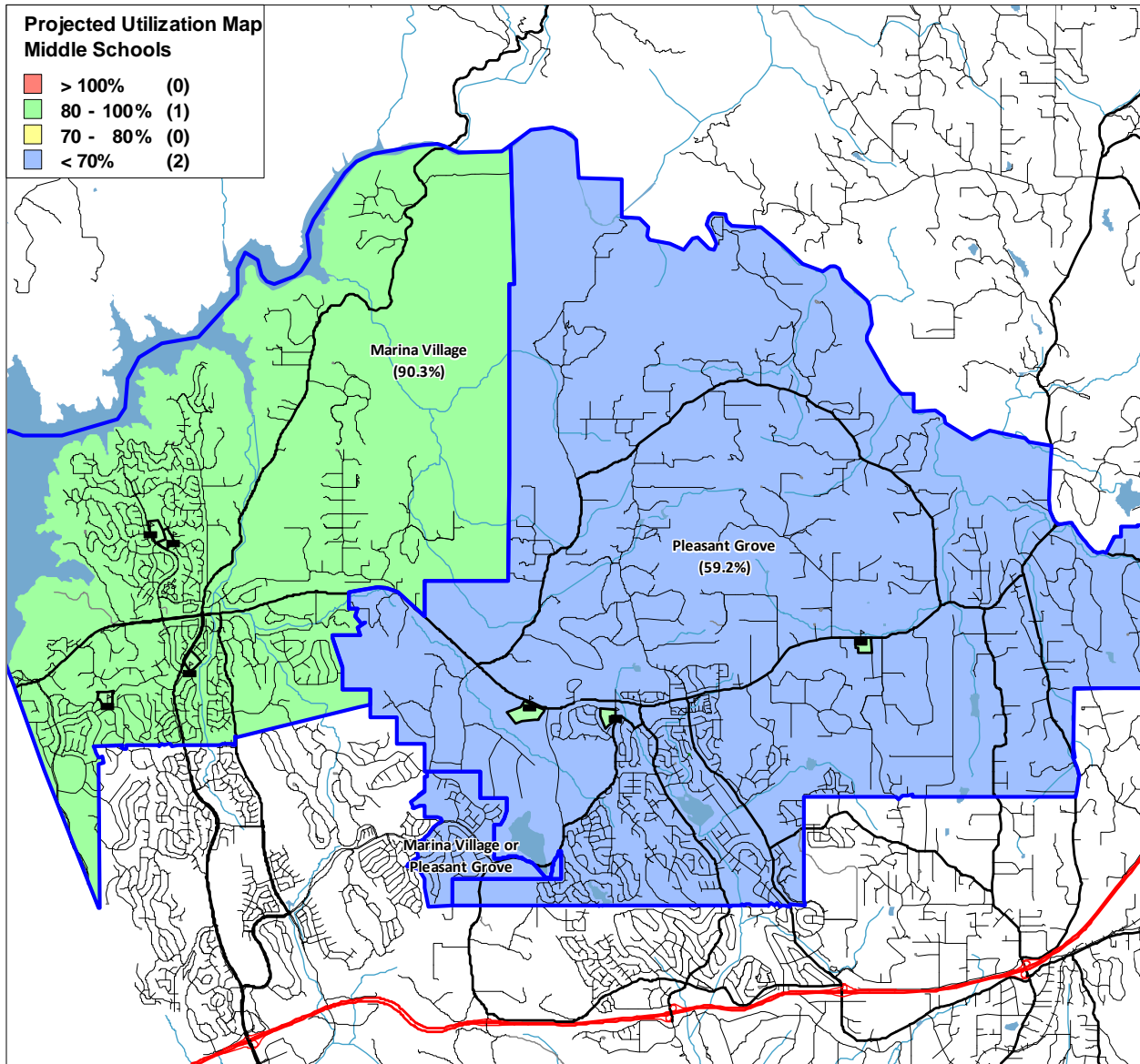
The color-coded map below shows the projected utilization for the elementary schools.



Rescue Union School District

2021/22 Demographics and Enrollment Projections

The color-coded map below shows the projected utilization for the middle schools.

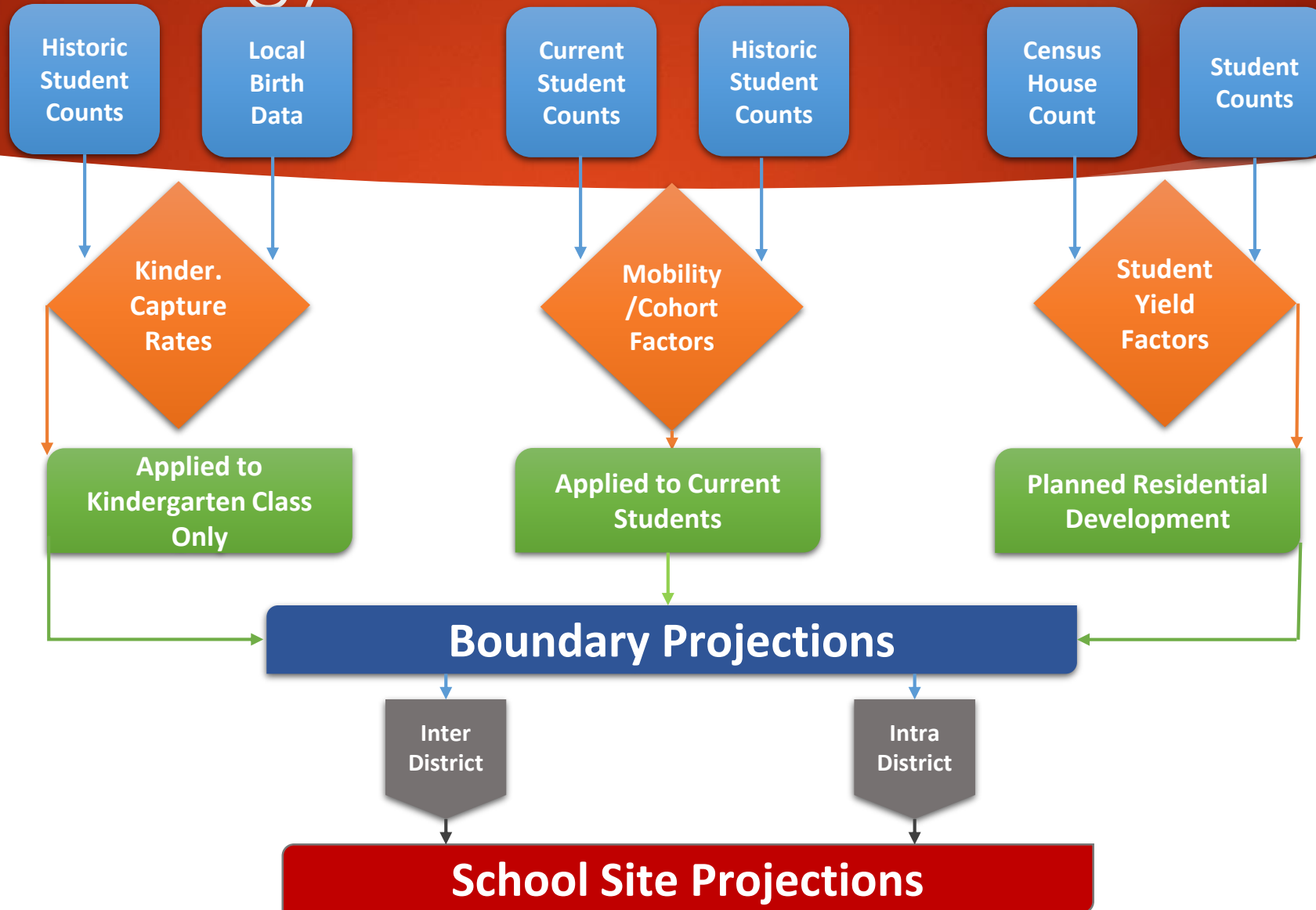


Rescue Union School District 2021/22 Demographics & Enrollment Projections



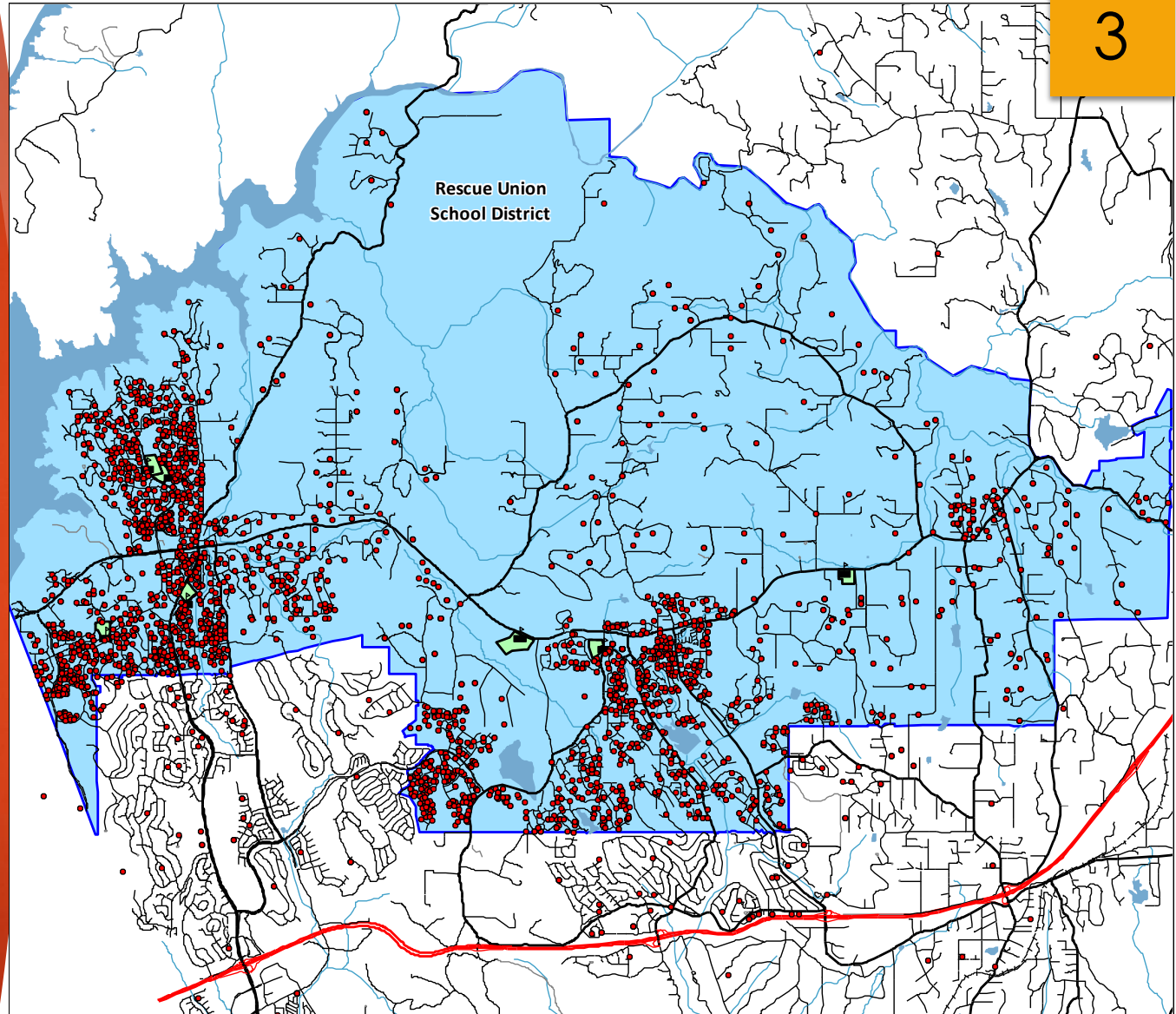
Methodology

2

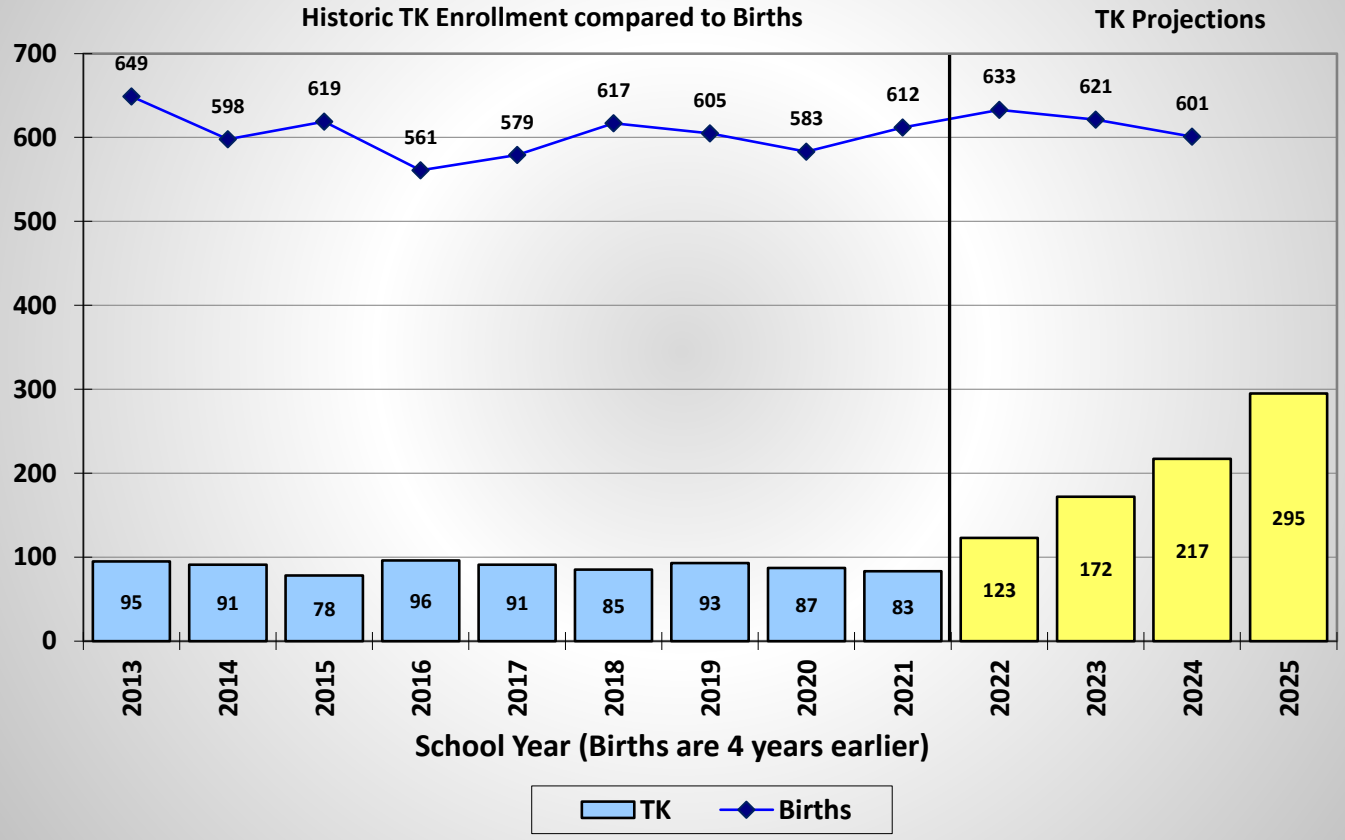


District Map & Student Distribution

- ▶ District information is input into a GIS program for analysis.
- ▶ Students are “geocoded” based on their current residential address.



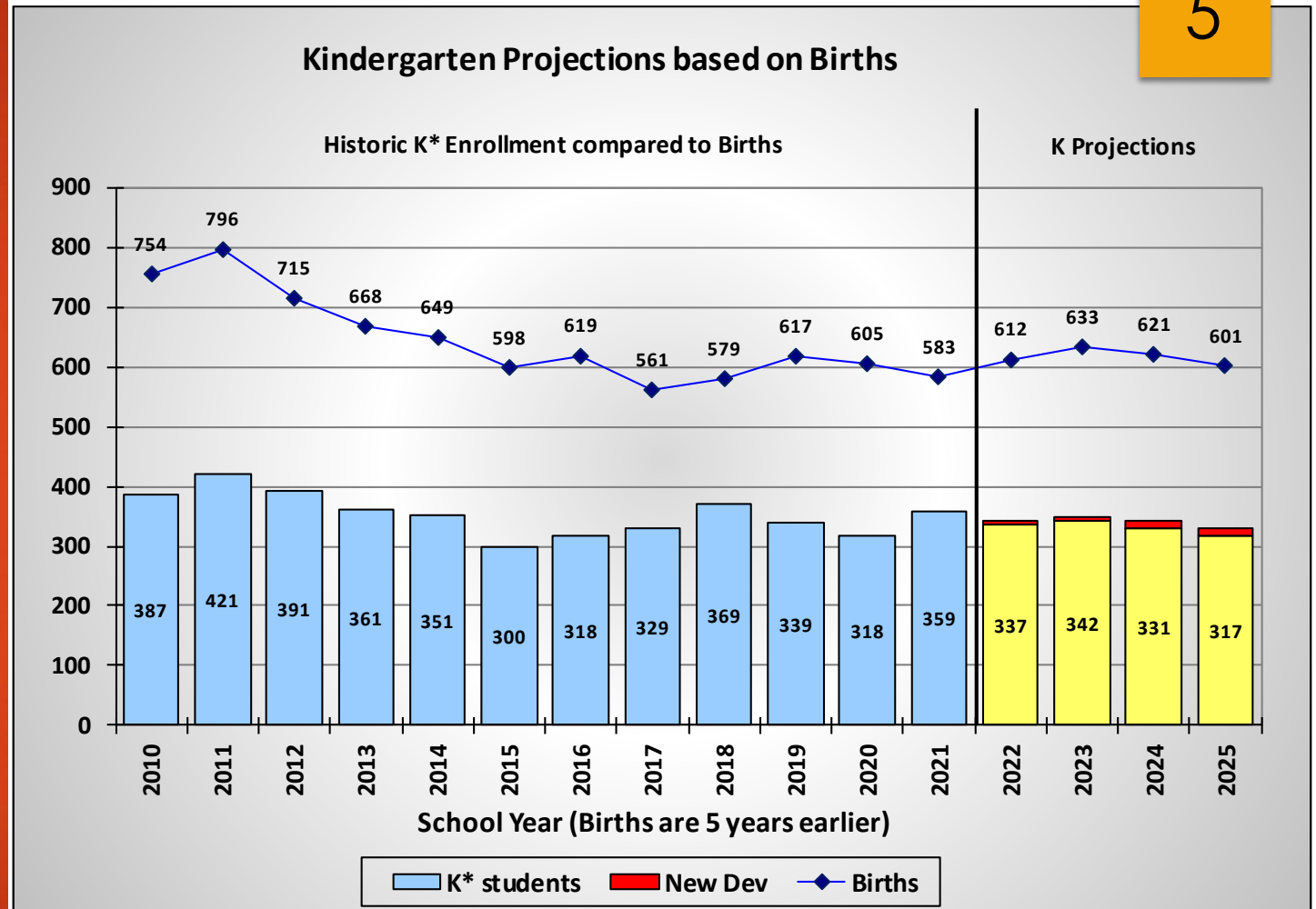
TK Projections based on Births



Transitional Kindergarten Projections

Birth Rates

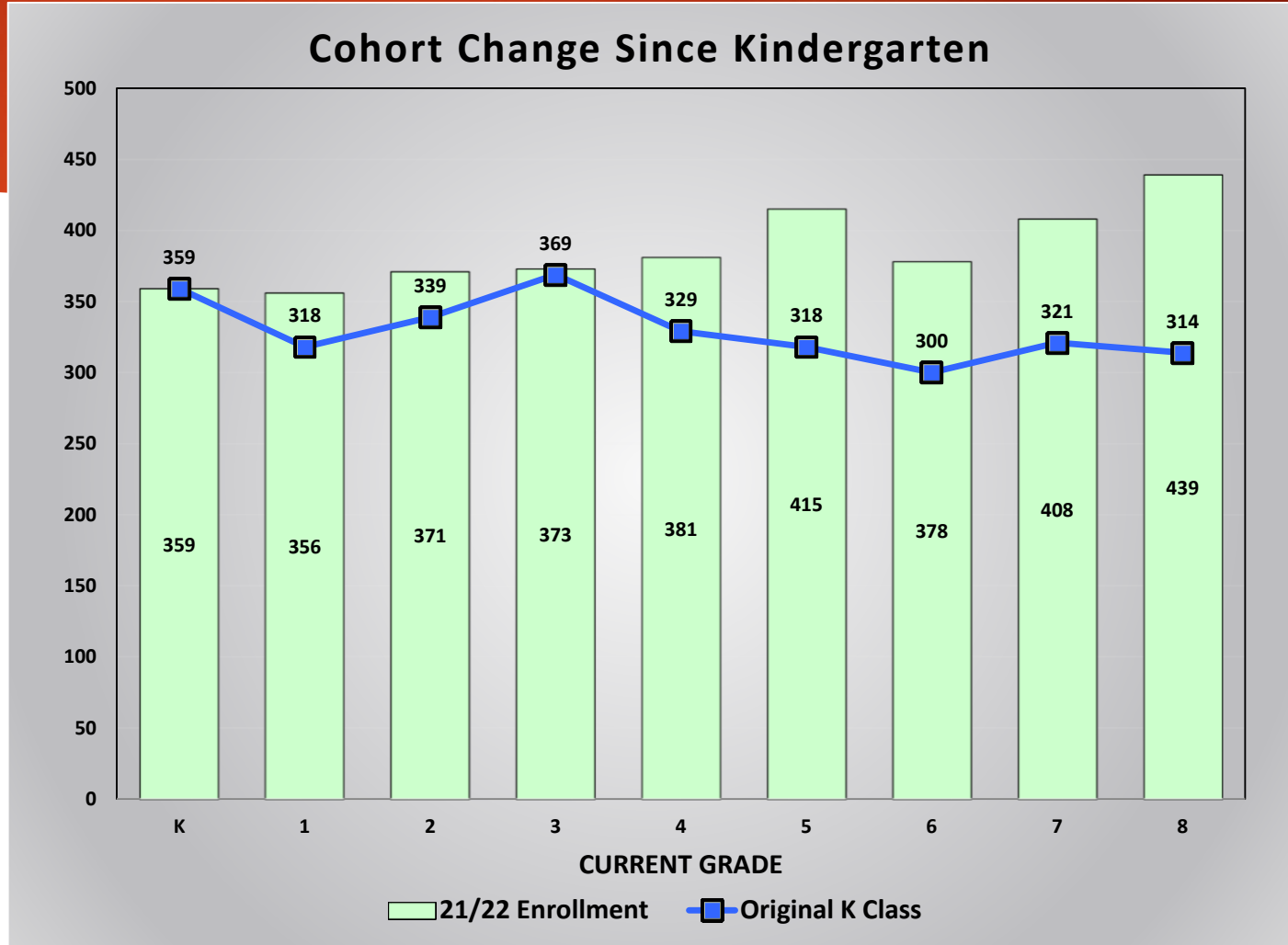
► This chart shows correlation between births in the District area and the number of kindergarten students attending schools five (5) years later.



*Kindergarten Totals may include some Transitional Kindergarten students for some of the past years to more accurately correlate a 12-month period of births to a 12-month period of enrollment.

Cohort Change Since Kindergarten

This chart compares the original kindergarten class size to the current enrollment for each grade.

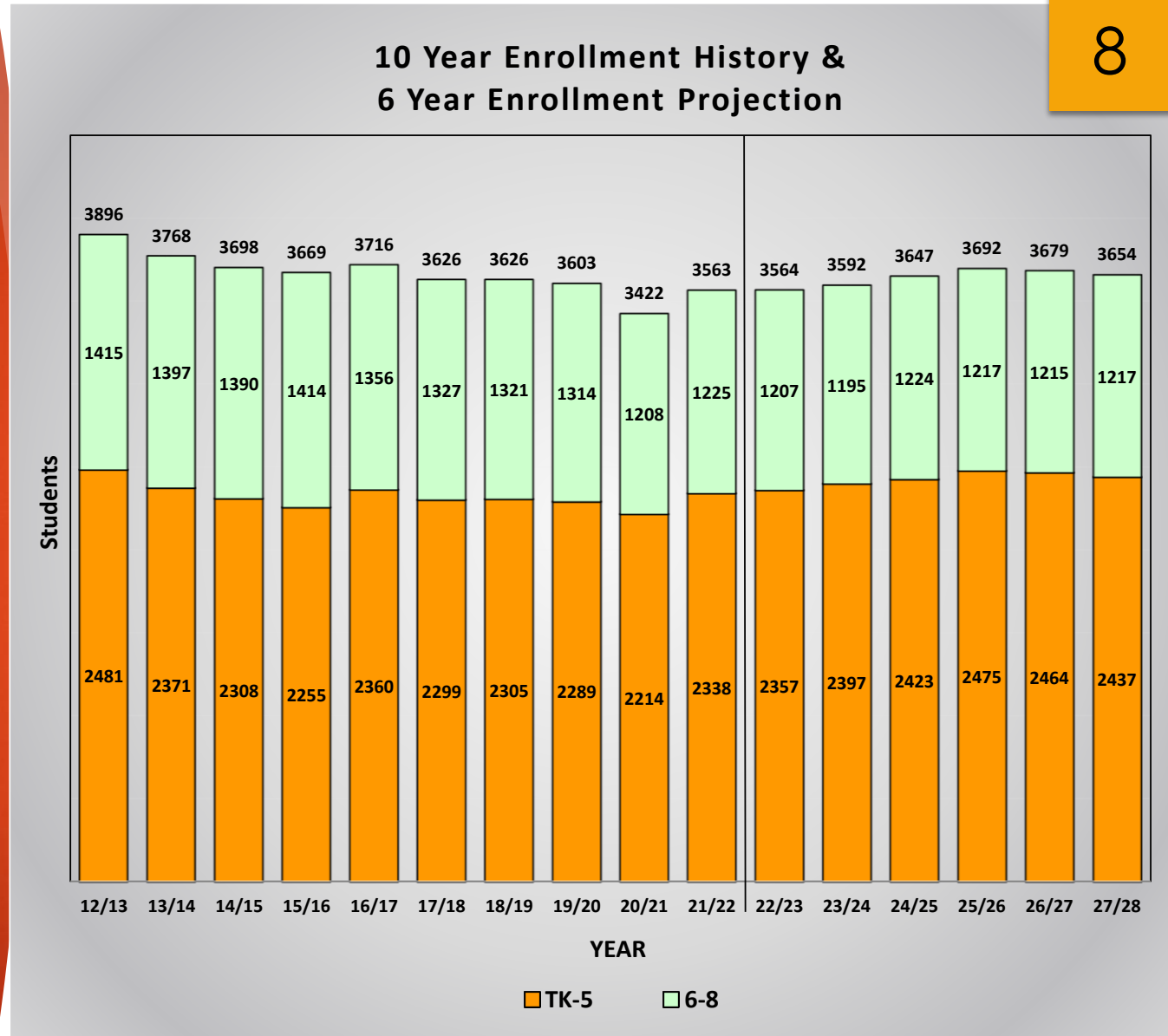


Rescue Union School District Historic Enrollment and Cohorts								
Grade	CalPADS Enrollment				Historic Cohorts			Weighted Average
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21	
T K	85	93	87	83	8	-6	-4	-2.7
K	369	339	318	359	-30	-21	41	8.5
1	352	374	330	356	5	-9	38	16.8
2	364	355	367	371	3	-7	41	18.7
3	352	370	351	373	6	-4	6	2.7
4	388	371	381	381	19	11	30	21.8
5	395	387	380	415	-1	9	34	19.8
6	458	401	379	378	6	-8	-2	-2.7
7	454	453	400	408	-5	-1	29	13.3
8	409	460	429	439	6	-24	39	12.5
Totals	3,626	3,603	3,422	3,563	1.7	-6.0	25.2	10.9
Annual Change:		-23	-181	141				

Historic Enrollments & Cohorts

Enrollment History & Projections

- ▶ This chart provides a summary of the last ten (10) years of historic enrollment and projected enrollment for the next six (6) years.
- ▶ These numbers do not include NPS (Non Public School) students.



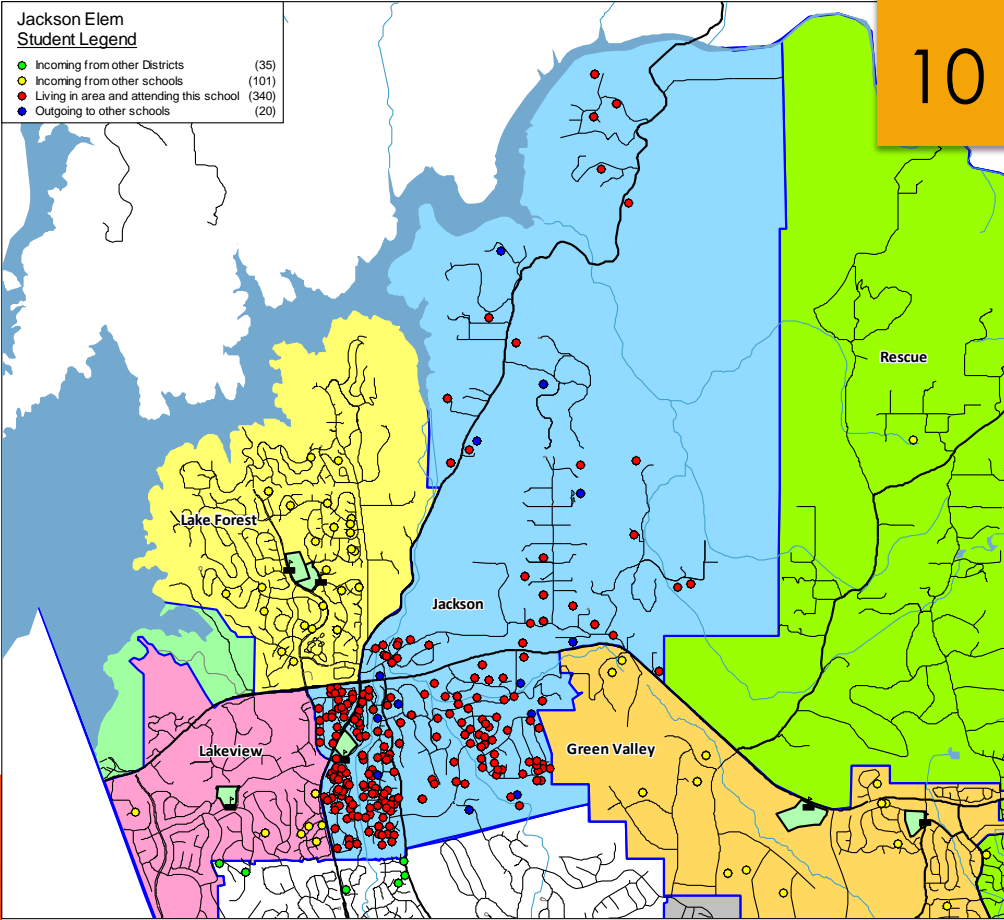
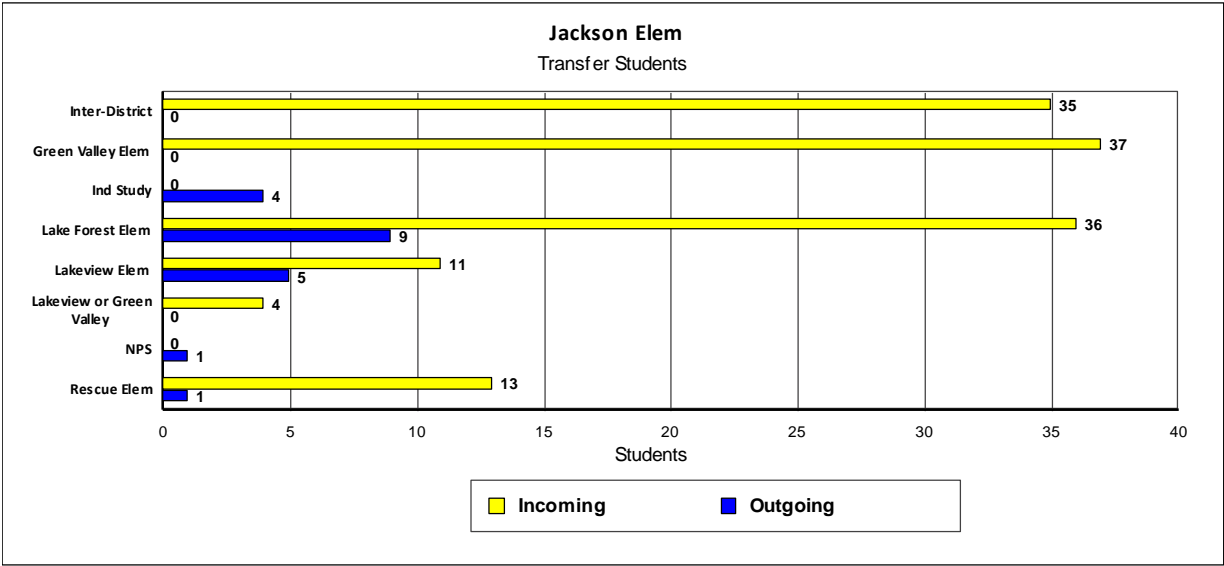
Classroom Counts & Loading Factors

The capacity for each school was determined by using the following loading standards for each classroom identified:

<u>Grade</u>	<u>Loading</u>
TK	48
K	54
1-5	27
6-8	25

Rescue Union School District Classroom Count Summary

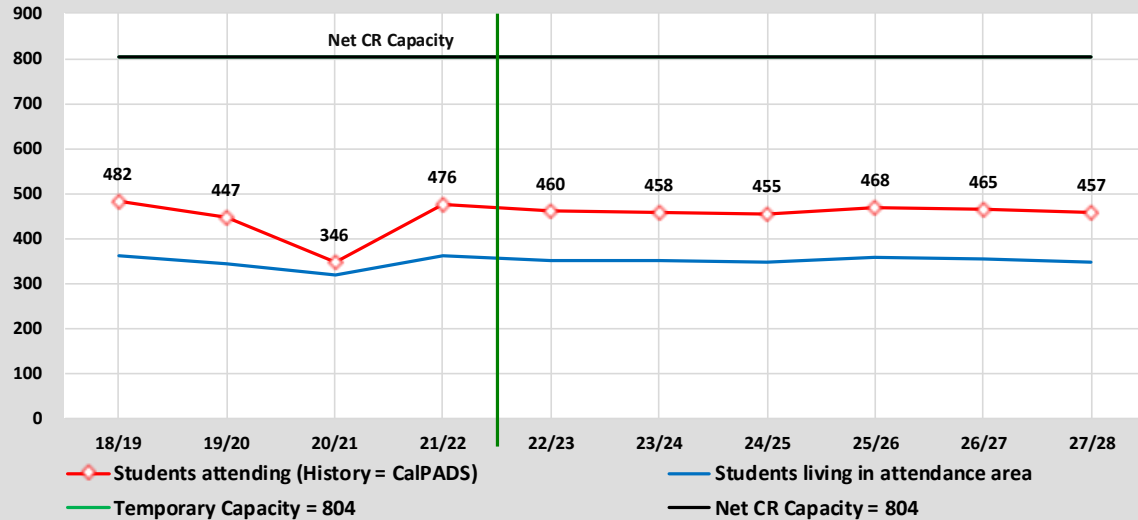
<u>Elementary Schools</u>	<u>Net CR Count</u>
Green Valley Elem	26
Jackson Elem	26
Lake Forest Elem	23
Lakeview Elem	24
Rescue Elem	26
Sub-Totals	125
<u>Middle Schools</u>	
Marina Village Middle	32
Pleasant Grove Middle	33
Sub-Totals	65
<u>Other Schools</u>	
Ind Study	0
Sub-Totals	0
District Totals	190



Sample of Map & Chart Provided For Each School

Demographics Sample Map

Capacity & Projected Enrollment Jackson Elem



District Loading Standards
 Traditional School
 All Portables Loaded
 Net Classroom Count = 26
 Grades Served = TK - 5

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	476	130	0	804	0	0	-10	328	
22/23	460	-16	0	804	0	0	-10	344	0
23/24	458	-2	0	804	0	0	-11	346	0
24/25	455	-3	0	804	0	0	-11	349	0
25/26	468	13	0	804	0	0	-10	336	10
26/27	465	-3	0	804	0	0	-11	339	10
27/28	457	-8	0	804	0	0	-11	347	10

* Based on Students Attending (Squares on Graph)
 Net Classroom Count = 26

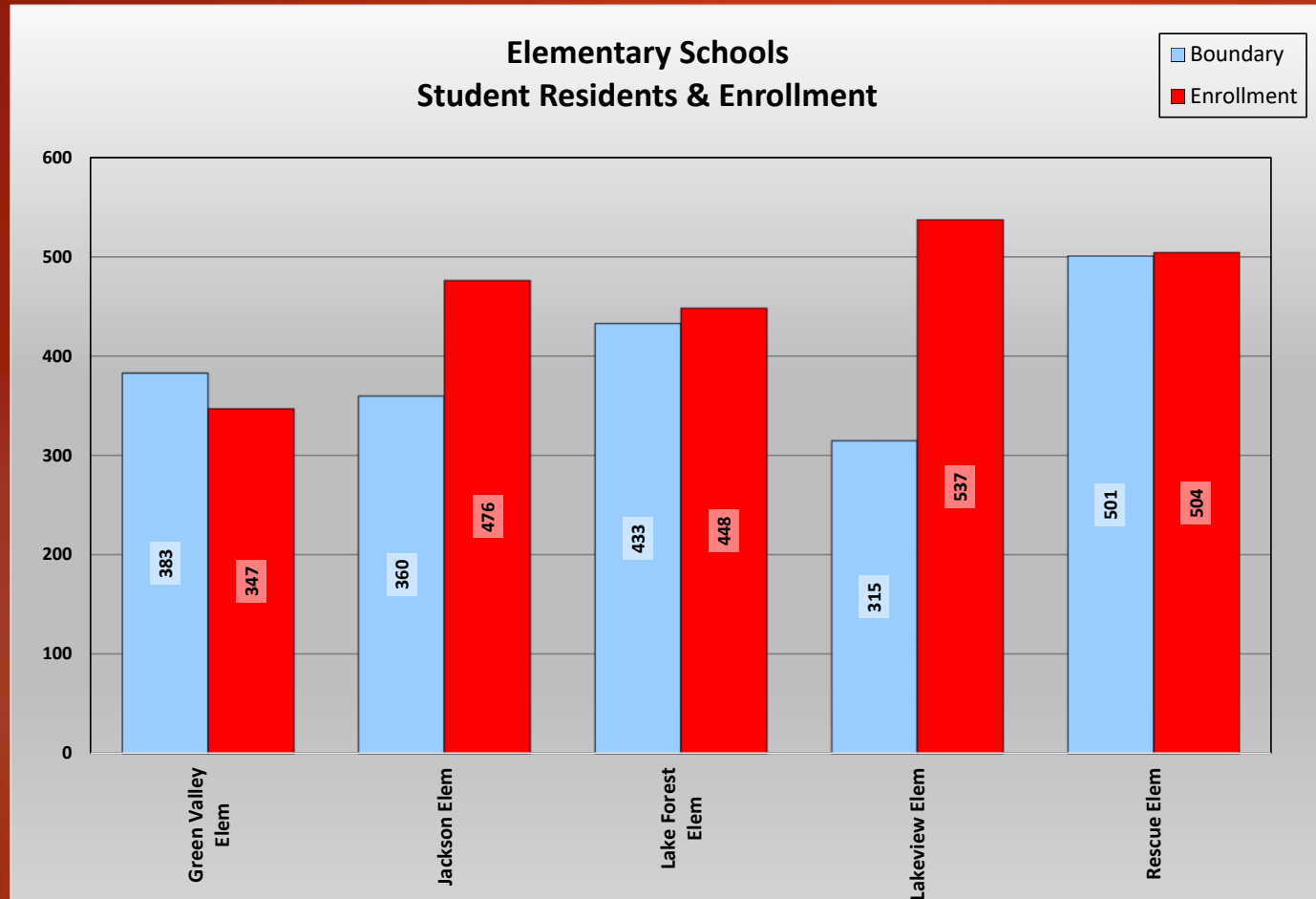
Sample Enrollment Projection

Sample of Graph Provided For Each School

ATTENDANCE MATRIX

		SCHOOL OF ATTENDANCE							Total Residing	
		Green Valley Elem	Jackson Elem	Lake Forest Elem	Lakeview Elem	Rescue Elem	Marina Village Middle	Pleasant Grove Middle		Ind Study
R E S I D E N C E	SCHOOL:									
	AREA									
	Inter-District	15	35	12	27	55	51	37	2	234
	Green Valley Elem	281	37	20	11	33	0	0	1	383
	Jackson Elem	0	340	9	5	1	0	0	4	359
	Lake Forest Elem	0	36	389	2	0	0	0	6	433
	Lakeview Elem	1	11	5	293	0	0	0	5	315
	Rescue Elem	46	13	11	7	415	0	0	6	498
	Marina Village Middle	0	0	0	0	0	582	5	3	590
	Pleasant Grove Middle	0	0	0	0	0	18	425	3	446
Lakeview or Green Valley	4	4	2	192	0	0	0	3	205	
Marina Village or Pleasant Grove	0	0	0	0	0	91	9	0	100	
Total Attending	347	476	448	537	504	742	476	33	3,563	
Intra-Ins	51	101	47	217	34	109	14	31	604	
Inter-Ins	15	35	12	27	55	51	37	2	234	
Total In-Flow	66	136	59	244	89	160	51	33	838	
Intra-Outs	102	19	44	22	83	8	21	0	299	
Net Transfers	-36	117	15	222	6	152	30	33	539	
% In-Flow Students	19.0%	28.6%	13.2%	45.4%	17.7%	21.6%	10.7%		23.5%	
% Out-Flow Students	26.6%	5.3%	10.2%	7.0%	16.7%	1.4%	4.7%		8.4%	

Attendance Matrix



Students in
Boundary &
Enrollment
Comparison

Utilization Chart

► The following chart shows the current and projected utilization rates for each school. It has been color coded with blue representing schools with a utilization rate of under 70%, yellow representing a utilization rate of at least 70% but under 80% and red for the schools that have over 100% utilization

School Facility Utilization			2021/22	2027/28	2021/22	2027/28
	Net	Net CR	Current	Projected	Current	Projected
<u>Elementary Schools</u>	<u>Classrooms</u>	<u>Capacity</u>	<u>Enrollment</u>	<u>Enrollment</u>	<u>Utilization</u>	<u>Utilization</u>
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<u>Other Schools</u>						
Ind Study	0	0	33	33		
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District Totals	190	5,508	3,563	3,654	64.7%	66.3%

Assisted Over 300 School Districts in CA

Contact Information:

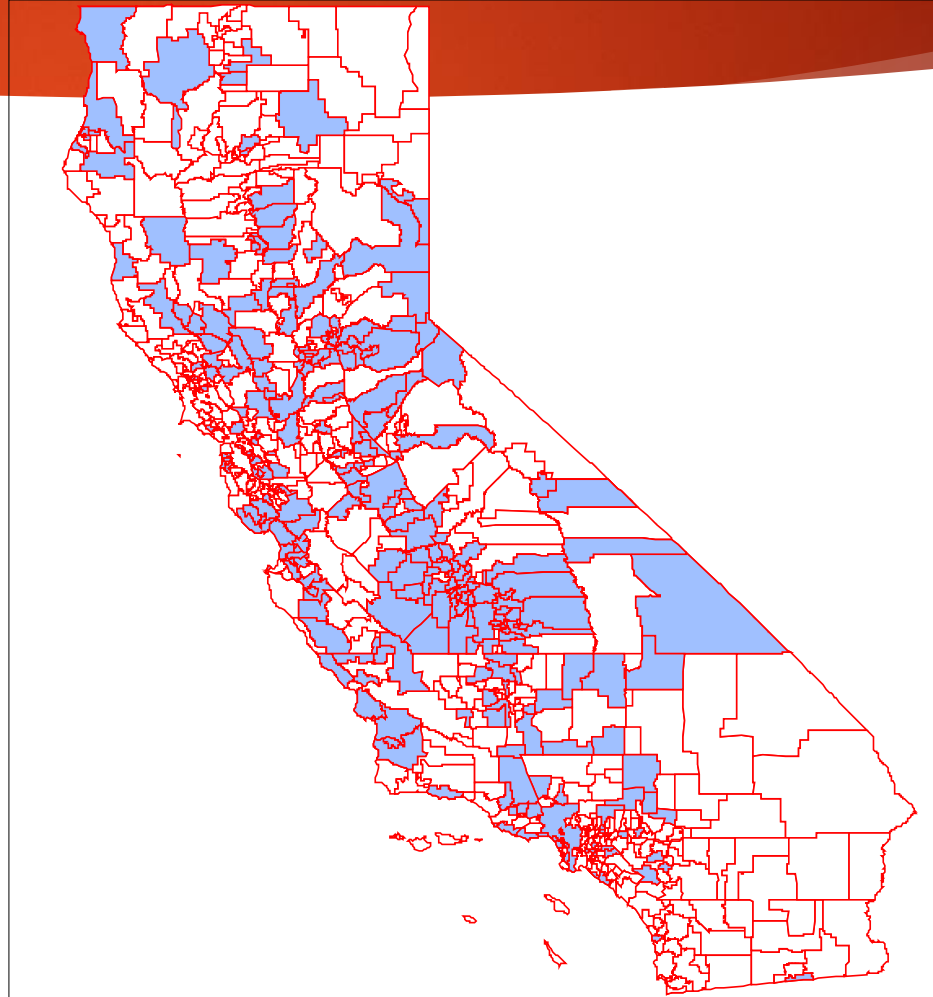
Ken Reynolds, President

E-mail: ken@schoolworksgis.com

8700 Auburn Folsom Rd, #200
Granite Bay, CA 95746

Phone: (916) 733-0402

Website: www.SchoolWorksGIS.com



RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: School Facility Fee Justification Report

RECOMMENDATION:

The Superintendent is recommending the Board of Trustees hold a public hearing on the proposed Adoption of School Facility Fees.

BACKGROUND:

The District regularly reviews the state of the District's facilities and plans for future facility needs. Per the Local Control Accountability Plan Goal #2, the District will create and maintain facilities and grounds that are safe, clean and conducive to the learning process. Additionally, the District maintain school facilities to meet current and future education needs while integrating the most effective and efficient use of resources.

STATUS:

The District has engaged the services of SchoolWorks, Inc. to prepare the **School Facility Fee Justification Report**.

Before the adoption of Resolution #22-01 to increase Statutory School Facility Fees, the Board must conduct a public hearing at which the public is invited to give oral and/or written presentations.

Notice of the time and place of the meeting, including a general explanation of the matter to be considered was duly published in accordance with applicable law. In addition, at least ten (10) days prior to the meeting, the District made all relevant information available to the public indicating the cost, or estimated cost, of the construction or reconstruction of school facilities made necessary by the Residential and/or Commercial/Industrial development to which the fee shall apply.

The following Public Notice was published in the Mountain Democrat on January 26, 2022 and February 4, 2022:

NOTICE IS HEREBY GIVEN that the Board of Education of the Rescue Union School District intends to conduct a Public Hearing on February 8, 2022 at 6:30 P.M. to consider input from the public and a resolution on the proposed adoption of school facilities fees on residential, commercial and industrial development. The fees are proposed to be levied at the K-12 rate of \$4.08 per square foot for residential construction and \$0.66 per square foot for commercial/industrial construction. Rescue Union School District shares the fee with the El Dorado Union High School District, with Rescue USD collecting 61% or \$2.49 per square foot for residential construction and \$0.40 per square foot for commercial/industrial construction, and would be levied for the purpose of funding the construction and reconstruction of school facilities pursuant Education Code section 17620. The Developer Fee Justification Report for the proposed school facilities fees is on file in the office of the Superintendent, and is available for public review. Members of the public are invited to provide comment at the Public Hearing, or, in writing, which is received on or before February 4, 2022. Any person challenging in court the decision made at the conclusion of the Public Hearing may be limited to raising only those issues raised at such hearing or in correspondence delivered to the school district prior to the close of such hearing. If you desire additional information concerning the above, please contact Lisa Donaldson at (530) 677-4461.

FISCAL IMPACT:

The district will collect facility impact fees caused by residential and commercial/industrial development.

BOARD GOAL:

Board Focus Goal II – FISCAL ACCOUNTABILITY:

Keep the district fiscally solvent through prudent LCAP aligned budget processes in order to meet the needs of our students.

Board Focus Goal V – FACILITY /HOUSING:

Build, improve and maintain school facilities to meet current and future education needs while integrating the most effective and efficient use of resources.

RESCUE UNION SCHOOL DISTRICT
2390 BASS LAKE ROAD
RESCUE, CA 95672

NOTICE OF PUBLIC HEARING

NOTICE IS HEREBY GIVEN that the Board of Education of the Rescue Union School District intends to conduct a Public Hearing on February 8, 2022 at 6:30 P.M. to consider input from the public and a resolution on the proposed adoption of school facilities fees on residential, commercial and industrial development. The fees are proposed to be levied at the K-12 rate of \$4.08 per square foot for residential construction and \$0.66 per square foot for commercial/industrial construction. Rescue Union School District shares the fee with the El Dorado Union High School District, with Rescue USD collecting 61% or \$2.49 per square foot for residential construction and \$0.40 per square foot for commercial/industrial construction, and would be levied for the purpose of funding the construction and reconstruction of school facilities pursuant Education Code section 17620.

The Developer Fee Justification Report for the proposed school facilities fees is on file in the office of the Superintendent, and is available for public review. Members of the public are invited to provide comment at the Public Hearing, or, in writing, which is received on or before February 4, 2022.

Any person challenging in court the decision made at the conclusion of the Public Hearing may be limited to raising only those issues raised at such hearing or in correspondence delivered to the school district prior to the close of such hearing.

If you desire additional information concerning the above, please contact Lisa Donaldson at (530) 677-4461.

RESCUE UNION SCHOOL DISTRICT
S/By Lisa Donaldson
Assistant Superintendent of Business Services

Published: January 26, 2022 (1st Notice)
February 4, 2022 (2nd Notice)
Mountain Democrat

Posted January 26, 2022

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: **Increase Statutory School Facility Fees
Resolution #22-01**

RECOMMENDATION:

The Superintendent is recommending the Board of Trustees adopt Resolution #22-01 to increase Statutory School Facility Fees.

BACKGROUND:

The District regularly reviews the state of the District's facilities and plans for future facility needs. Per the Local Control Accountability Plan Goal #2, the District will create and maintain facilities and grounds that are safe, clean and conducive to the learning process. Additionally, the District will maintain school facilities to meet current and future education needs while integrating the most effective and efficient use of resources.

STATUS:

The District has engaged the services of SchoolWorks, Inc. to prepare the **School Facility Fee Justification Report**.

Before the adoption of Resolution #22-01 to increase Statutory School Facility Fees, the Board must conduct a public hearing at which the public is invited to give oral and/or written presentations.

Notice of the time and place of the meeting, including a general explanation of the matter to be considered was duly published in accordance with applicable law. In addition, at least ten (10) days prior to the meeting, the District made all relevant information available to the public indicating the cost, or estimated cost, of the construction or reconstruction of school facilities made necessary by the Residential and/or Commercial/Industrial development to which the fee shall apply.

The following Public Notice was published in the Mountain Democrat on January 26, 2022 and February 4, 2022.

NOTICE IS HEREBY GIVEN that the Board of Education of the Rescue Union School District intends to conduct a Public Hearing on February 8, 2022 at 6:30 P.M. to consider input from the public and a resolution on the proposed adoption of school facilities fees on residential, commercial and industrial development. The fees are proposed to be levied at the K-12 rate of \$4.08 per square foot for residential construction and \$0.66 per square foot for commercial/industrial construction. Rescue Union School District shares the fee with the El Dorado Union High School District, with Rescue USD collecting 61% or \$2.49 per square foot for residential construction and \$0.40 per square foot for commercial/industrial construction, and would be levied for the purpose of funding the construction and reconstruction of school facilities pursuant Education Code section 17620. The Developer Fee Justification Report for the proposed school facilities fees is on file in the office of the Superintendent, and is available for public review. Members of the public are invited to provide comment at the Public Hearing, or, in writing, which is received on or before February 4, 2022. Any person challenging in court the decision made at the conclusion of the Public Hearing may be limited to raising only those issues raised at such hearing or in correspondence delivered to the school district prior to the close of such hearing. If you desire additional information concerning the above, please contact Lisa Donaldson at (530) 677-4461.

FISCAL IMPACT:

The district will collect facility impact fees caused by residential and commercial/industrial development.

BOARD GOAL:

Board Focus Goal II – FISCAL ACCOUNTABILITY:

Keep the district fiscally solvent through prudent LCAP aligned budget processes in order to meet the needs of our students.

Board Focus Goal V – FACILITY /HOUSING:

Build, improve and maintain school facilities to meet current and future education needs while integrating the most effective and efficient use of resources.

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE
RESCUE UNION SCHOOL DISTRICT
EL DORADO COUNTY, CALIFORNIA**

In the Matter of Adopting Development)	
Fees on Residential and Commercial and)	
Industrial Development to Fund the)	RESOLUTION
Construction or Reconstruction of School)	NO. 22-01
Facilities)	

WHEREAS, Education Code section 17620 et seq. and Government Code section 65995, authorize the governing board of any school district to levy a fee, charge, dedication, or other form of requirement (hereinafter “fee” or “fees”), in the maximum amounts specified therein, against residential, commercial and industrial development projects occurring within the boundaries of the district (hereinafter “development”), for the purpose of funding the construction or reconstruction of school facilities; and

WHEREAS, this Board has previously resolved to levy fees on development projects pursuant to this authority; and

WHEREAS, Government Code section 65995 provides that the maximum fees which may be levied on development projects 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 “SAB” and to become effective at its January meeting; and

WHEREAS, the SAB at its January 22, 2020 meeting, set the maximum fee to \$4.08 per square foot for residential development and to \$0.66 per square foot for commercial/industrial development; and

WHEREAS, the new Fees are an increase of what is currently being collected by Rescue Union School District. A copy of the Study is attached hereto, marked Exhibit "A," and incorporated herein by this reference; and

WHEREAS, in the judgment of this Board it is necessary and appropriate, and in the best interests of the District and its students, to levy fees for the purpose of funding the construction or reconstruction of school facilities necessary to serve the students generated by new development occurring within the District;

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE
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NOW, THEREFORE, BE IT RESOLVED, ORDERED AND FOUND by this Board as follows:

1. The foregoing recitals are true and correct.

2. This Board approves and adopts the Study and recommendation of the District Superintendent, or designee, to levy fees in the maximum amounts authorized on new residential, commercial and industrial development that occurs within the District, and based upon the Study and recommendations, and upon all other written and oral information presented to this Board concerning this matter, makes the following findings:

A. The purpose of the fees is to finance the construction and reconstruction of school facilities in order to provide adequate school facilities for the students of the District who will be generated by new residential and commercial/industrial development taking place in the District;

B. The construction or reconstruction of school facilities is necessary to create updated, adequate, appropriate classroom space and academic support facilities for the following reasons:

(1) New residential and commercial and industrial development is projected to occur within the District within the next five years which will generate additional school-aged children;

(2) Additional students projected from new development will impact and increase the need of the District to create updated, adequate, appropriate classroom space and academic support facilities.

(3) Existing school facilities in the District are in need of, or will be in need of, reconstruction or modernization. New development will generate students who will attend District schools and be housed in existing facilities. These students cannot be housed without upgrading existing school facilities, ultimately making reconstruction or modernization of such facilities necessary;

(4) Both existing students and new students generated by future development occurring within the district will need to be housed and served in existing school facilities, as well as new and additional school facilities necessary to serve the projected student population.

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE
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(5) As commercial and industrial development occurs, new jobs are created. Many of the people hired for these jobs move into the community, thereby increasing the need for residential development which generates additional students adding to the impact on the school facilities of the District. The maximum fee that can be levied against residential development is insufficient to cover the full cost of the new or reconstructed school facilities needed by the district to house students generated from new residential development, and therefore justifies a separate fee against commercial and industrial development in the maximum amount allowed by law.

C. Without the addition of new school facilities and/or the reconstruction and modernization of existing facilities, the District will be unable to adequately house and serve additional students generated by new development which will impair or adversely impact the normal functioning of educational programs and services of the District;

D. The District has no, or limited revenue sources available for funding the construction or reconstruction of school facilities attributable to new development;

E. The fees adopted herein bear a reasonable relationship to the need for, and the estimated cost of, the construction or reconstruction of school facilities attributable to the type of new development on which the fees will be imposed;

F. The cost of providing for the construction and/or reconstruction of school facilities attributable to the type of new development occurring in the District will exceed the revenues reasonably anticipated from fees;

G. Existing students will benefit from the use of developer fees for new school facilities. Conversely, students generated from new development will occupy existing school facilities and will benefit from the use of fees to reconstruct or modernize those facilities. Therefore, it is appropriate to use developer fees for existing facilities to the extent of the estimated use of such facilities by students generated by new development.

3. Based on the foregoing, this Board hereby determines:

A. To levy a fee on any new or on other residential development, as described in Education Code § 17620(a), occurring within the District, in the maximum amount currently authorized by law of \$2.49 per square foot of assessable space as such space is defined in

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE
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Government Code § 65995(b)(1). (This represents the elementary share of the \$4.08 total residential fee).

B. To levy a fee on categories of new commercial or industrial development, as described in Education Code § 17620(a), occurring within the boundaries of the District, in the maximum amount currently authorized by law of \$0.40 per square foot of chargeable covered and enclosed space as such space is defined in Government Code § 65995(b)(2), (this represents the elementary share of the \$0.66 total commercial/industrial fee). except for Rental Self-Storage projects in which a fee of \$0.05 per square foot is justified.

4. The fee provisions of this Resolution are not exclusive, and this Board specifically reserves authority to undertake other or additional methods to finance school facilities in partial or complete substitution for, or in conjunction with, the fee provisions set forth therein, as authorized by law. This Board reserves the authority, in its discretion, to substitute the dedication of land or other form of requirement in lieu of fees to be levied pursuant to this Resolution.

5. The District intends to utilize fees for new construction of school facilities, reconstruction or modernization of existing facilities, purchase, lease or lease-purchase of portable or relocatable classrooms and related facilities as interim school facilities to house students pending the construction of permanent facilities, or the purchase, lease or lease-purchase of land for school facilities. This includes all associated costs to plan and execute school facilities projects including, but not limited to, architectural and engineering costs, testing and inspection costs, permits and plan checking, and other administrative costs related to the provision of school facilities. Construction, reconstruction or modernization of school facilities includes, but is not limited to, classrooms and equipment and furnishings for classrooms, and all other reasonable and customary auxiliary, accessory, adjunct, or other supportive facilities for classrooms such as restrooms, gymnasiums, administrative offices, cafeterias, libraries, multi-purpose rooms, maintenance and storage rooms, walkways, overhangs, parking lots, landscaping, and all other similar facilities. Finally, fees may be used for studies and reports necessary to make the findings and determinations required by law for the collection of fees which may include the school facilities needs analysis described in Government Code section 65995.6, for reimbursement of administrative costs to collect fees, and for such other purposes consistent with

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE
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the purpose and intent of this Resolution, or authorized by law, or deemed necessary or appropriate by this governing board.

6. The Superintendent, or designee, is authorized to certify compliance of a particular development project with the fee or other requirement levied by this Board, or to certify where appropriate that a project is fully or partially exempt from fees in appropriate circumstances. Any certification of compliance for a particular residential construction project is expressly conditioned upon the continued satisfaction by that project of the requirements for that certification and failure to meet those requirements in the future may result in the revocation of such certification and enforcement of the appropriate fee requirement for the project.

7. Pursuant to Education Code § 17621(c), this board determines that the fee levied on residential development is not subject to the restrictions set forth in subdivision (a) of Government Code § 66007 and, pursuant to Education Code § 17620(b), shall be collected at the time of issuance of the building or similar permit required for a particular development project.

8. Pursuant to Government Code section 66001(d), the Superintendent or the District's designee shall review the Fund established pursuant to this Resolution for the fifth fiscal year following the first deposit of fees in the Fund, and every five years thereafter, and with respect to any portion of a fee remaining unspent five or more years after deposit, the Superintendent or the District's designee shall report to this Board which shall either make the findings required by section 66001(d) for said unspent fees, or direct the refund of such fees in the manner provided in 66001(e) and (f).

9. Pursuant to Government Code section 66001(e), the Superintendent or designee, shall advise this board whenever it appears sufficient fees have been collected to complete financing on incomplete public improvements that have been identified in the Study. This board shall then make a determination whether or not sufficient fees have been collected for a particular project, and when a determination is made by this board that sufficient fees have been collected, this Board shall identify, within 180 days of the determination, an approximate date by which the construction of the public improvement will be commenced, or shall refund the fees as provided in said section, unless the provisions of section 66001(f) are deemed to apply.

10. The fees adopted herein are effective sixty (60) days after the approval of this Resolution unless the School Board states this is an urgency due to the significant needs and

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE
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impacts of the impending new housing developments and there is a 4/5ths majority vote, to cause that the imposition of fees shall take effect thirty (30) days after the date of this Resolution.

11. The Superintendent or the District's designee is hereby authorized and directed to do the following:

A. As required by Government Code § 66006(a), to establish a separate capital facilities fund (herein "Fund") into which the fees received by the District shall be deposited and shall not be commingled with other revenues and funds of the District. The fees, and any interest earned thereon, shall be expended only for the purpose of funding the construction or reconstruction of school facilities or such other purposes as are permitted by law and authorized by this Board.

B. If applicable, negotiate agreements with other school district(s) with common territorial boundaries ensuring that the total fees collected by each school district does not exceed the maximum fees allowed by law for residential and commercial and industrial development and providing for an equitable division of the fees with such other school district(s). As required by Education Code section § 17623(a), copies of such agreement(s) shall be transmitted to the State Allocation Board, and shall also be sent to any county or city planning agency which is calculating or collecting fees on behalf of the District.

C. Take such further action as is necessary or appropriate to carry out the purpose and intent of this Resolution.

I, Jim Shoemake, Secretary to the Board of Trustees of the Rescue Union School District, do hereby certify that the foregoing Resolution was proposed by Board member _____, seconded by Board member _____, and was duly passed and adopted, by vote of said Board, at an official and public meeting thereof held on February 8, 2022, as follows:

AYES:

NOES:

ABSENT:

ABSTAIN:

Dated: _____

Secretary, Board of Trustees

NOVEMBER 2021

2020 DEVELOPER FEE JUSTIFICATION STUDY RESCUE UNION SCHOOL DISTRICT

JIM SHOEMAKE
SUPERINTENDENT



The Facility Problem Solvers

SCHOOLWORKS, INC.
8700 Auburn Folsom Road #200
Granite Bay, CA 956746

PHONE: 916-733-0402
WWW.SCHOOLWORKSGIS.COM

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- **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**

Executive Summary

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

A fee of \$3.48 per square foot for residential construction and a fee of \$0.56 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 \$0.60 per square foot and \$0.10 per square foot for residential and commercial/industrial construction, respectively. The District's share of the developer fees is 61%.

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

Table 1
Rescue Union School District
Developer Fee Collection Rates

Totals	<u>Previous</u>	<u>New</u>	<u>Change</u>
Residential	\$3.48	\$4.08	\$0.60
Commercial/Ind.	\$0.56	\$0.66	\$0.10
District Share:	61.00%		
Net Impact	<u>Previous</u>	<u>New</u>	<u>Change</u>
Residential	\$2.12	\$2.49	\$0.37
Commercial/Ind.	\$0.34	\$0.40	\$0.06

*except for Rental Self Storage facilities in which a fee of \$0.05 per square foot is justified.

The total projected number of housing units to be built over the next five years is 535. The average square feet per unit is 2,924. This Study demonstrates a need of \$3.76 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.

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 Rescue Union School District.

Following in this Study will be figures indicating the current enrollment and the projected development occurring within the attendance boundaries of the Rescue Union 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 2020/2021 the District's total enrollment (CBEDS) was 3,426 students. The enrollment by grade level is shown here in Table 2.

Table 2

**Rescue Union School District
CURRENT ENROLLMENT**

Grade	2020/2021
TK/K	404
1	331
2	367
3	353
4	381
5	381
6	379
<hr/>	
TK-6 Total	2,596
7	400
8	430
<hr/>	
7-8 Total	830
<hr/>	
TK-8 Total	3,426

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

**Rescue Union School District
STUDENT GENERATION FACTORS**

<u>Grades</u>	<u>Students per Household</u>
TK-6	0.3275
7-8	0.1001
Total	0.4276

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 **86.7%** 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

After contacting the El Dorado County planning department, within the school district boundaries, it was determined that the residential construction rate over the next five years will average 107 units per year. Projecting the average rate forward, we would expect that 535 units of residential housing will be built within the District boundaries over the next five years. This is also consistent with the number of housing units used in the Demographics Study.

To determine the impact of residential development, a student projection is done. Applying the student generation factor of 0.4276 to the projected 535 units of residential housing, we expect that 229 students will be generated from the new residential construction over the next five years. This includes 175 elementary school students and 54 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

**Rescue Union School District
DEVELOPMENT IMPACT ANALYSIS**

<u>Grades</u>	<u>Current Enrollment</u>	<u>Development Projection</u>	<u>Projected Enrollment</u>
TK to 6	2,596	175	2,771
7 to 8	830	54	884
Totals	3,426	229	3,655

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

**Rescue Union School District
 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	42	36	11	53	25	1,728	3,053
Grades 7-8	12	16	3	15	27	756	1,161
Special Ed	2	0	0	2	13	0	26
Totals	56	52	14	70		2,484	4,240

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>
Green Valley Elem	1	475	0	0	10
New Middle (Please)	2	378	756	0	32
Promontory Elem (l	3	800	0	0	32
Rescue Elem	4	75	0	0	3
Totals		1,728	756	0	77

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 56 permanent classrooms in the District when the baseline was established. In addition, there were 52 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 14 which is 25% of the permanent classroom count. This results in a total classroom count of 70 and is referred to as the chargeable classrooms since it accounts for the fact that some of the portables 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 4,240 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

Rescue Union School District Summary of Available District Capacity

<u>School Facility</u>	<u>State Capacity</u>	<u>Space Needed</u>	<u>Available Capacity</u>
Grades TK-6	3,053	2,751	302
Grades 7-8	1,161	912	249
Special Ed	26	23	3
Totals	4,240	3,686	554

The District capacity of 4,240 is more than the space needed of 3,686, assuming the existing facilities remain in sufficient condition to maintain existing levels of service. The difference is 554 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 Rescue Union 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>			
Green Valley Elementary	125	0	0	\$653,359	\$435,573	\$1,088,931
Marina Village	54	108	0	\$878,301	\$585,534	\$1,463,835
TOTALS	179	108	0	\$1,531,660	\$1,021,106	\$2,552,766

Table 10

New Development Share of Modernization Costs

<u>Grade</u>	<u>Eligible Modernization Grants</u>	<u>Students</u>	<u>New Development</u>	
			<u>\$/Student</u>	<u>Amount</u>
TK-6	179	175	\$25,350	\$4,436,250
7-8	108	54	\$26,874	\$1,451,196
Totals	287	229		\$5,887,446

**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.

In addition, the State provides that new construction projects can include the costs for site acquisition and development, including appraisals, surveys and title reports. The District does not need to acquire any land to meet the needs of the students projected from the new developments.

Finally, 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

**Rescue Union School District
 Summary of Residential Impact**

School Facility	Development Projection	Available Space	Net Unhoused	Construction Cost Per Student	Total Facility Costs
Elementary	175	302	0	\$25,350	\$0
Middle	54	249	0	\$26,874	\$0
Site Purchase:	0.0 acres				\$0
Site Development:					\$0
New Construction Needs:					\$0
Modernization Needs:					\$5,887,446
TOTAL NEEDS:					\$5,887,446
Average cost per student:					\$25,709
Total Residential Sq Ft:					1,564,340
Residential Fee Justified:					\$3.76

The total need for school facilities based solely on the impact of the 535 new housing units projected over the next five years totals \$5,887,446. 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 2,924 square feet. The total area for 535 new homes would therefore be 1,564,340 square feet. The total residential fee needed to be able to collect \$5,887,446 would be **\$3.76** 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 16,521 employees and 12,033 homes in the District. This represents a ratio of 1.373 employees per home.

There were 5,145 school age children living in the District in 2010. This is a ratio of 0.3114 students per employee. This ratio, however, must be reduced by including only the percentage of employees that worked in their community of residence (19.6%), 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 0.061.

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 (19.6 percent).
- Housing units per employee (0.7283). This was derived from the 2008-2012 ACS 5 Year Estimates data for the District, which indicates there were 16,521 employees, and the 2010 QT-H1 Summary File data for the District, which indicates there were 12,033 housing units.
- Percentage of employees that will occupy new housing units (75 percent).
- Average square feet per dwelling unit (2,924).
- The Districts share of the Residential fee charged by the District (\$2.49 (61% 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

Rescue Union School District Summary of Commercial and Industrial Uses							
<u>Type</u>	<u>Employees per 1,000 Sq. Ft.</u>	<u>Students per Employee</u>	<u>Students per 1,000 Sq. Ft.</u>	<u>Average Cost per Student</u>	<u>Cost per Sq. Ft.</u>	<u>Residential offset per Sq. Ft.</u>	<u>Net Cost per Sq. Ft.</u>
Banks	2.83	0.0610	0.173	\$25,709	\$4.44	\$2.21	\$2.24
Community Shopping Centers	1.53	0.0610	0.093	\$25,709	\$2.40	\$1.19	\$1.21
Neighborhood Shopping Centers	2.71	0.0610	0.165	\$25,709	\$4.25	\$2.11	\$2.14
Industrial Business Parks	3.52	0.0610	0.215	\$25,709	\$5.52	\$2.74	\$2.78
Industrial Parks	1.35	0.0610	0.082	\$25,709	\$2.12	\$1.05	\$1.07
Rental Self Storage	0.06	0.0610	0.004	\$25,709	\$0.10	\$0.05	\$0.05
Scientific Research & Development	3.04	0.0610	0.186	\$25,709	\$4.77	\$2.37	\$2.40
Lodging	1.13	0.0610	0.069	\$25,709	\$1.77	\$0.88	\$0.89
Standard Commercial Office	4.79	0.0610	0.292	\$25,709	\$7.52	\$3.73	\$3.78
Large High Rise Commercial Office	4.31	0.0610	0.263	\$25,709	\$6.76	\$3.36	\$3.41
Corporate Offices	2.69	0.0610	0.164	\$25,709	\$4.22	\$2.10	\$2.13
Medical Offices	4.27	0.0610	0.261	\$25,709	\$6.70	\$3.33	\$3.37

*Based on 1990 SanDAG Traffic Generator Report

Net Cost per Square Foot

Since the Districts share of the State Maximum Fee is now \$0.40 (61% of \$0.66) for commercial/industrial construction, the District is justified in collecting the maximum fee for all categories with the exception of Rental Self Storage. The District can only justify collection of \$0.05 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 new development totals \$5,887,446. The amount the District would collect over the five year period at the maximum rate of \$2.49 (61% of \$4.08) for residential and \$0.40 (61% of \$0.66) for commercial/industrial development would be as follows:

$\$2.49 \times 535 \text{ homes} \times 2,924 \text{ sq ft per home} = \$3,895,207$ for Residential

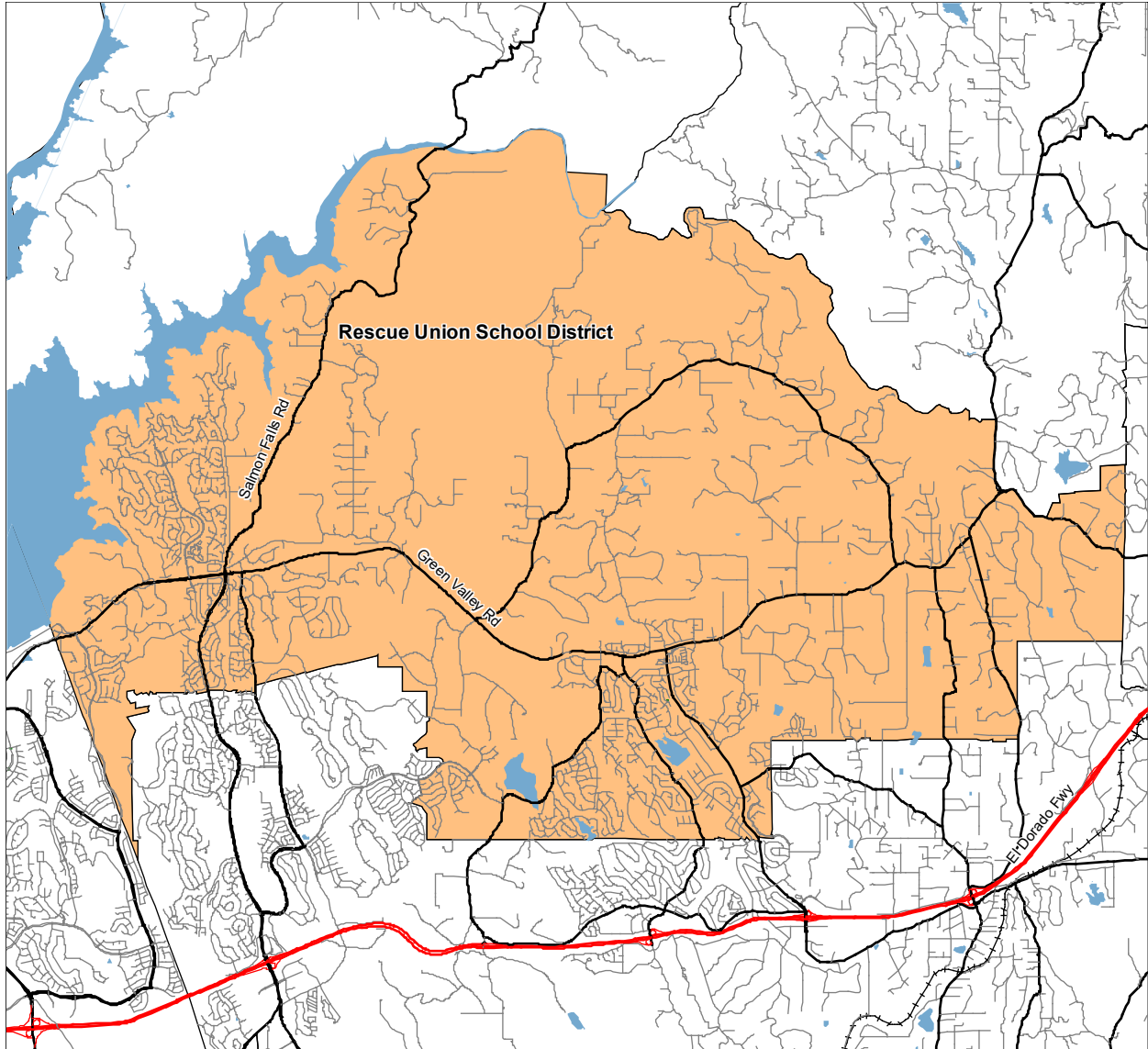
$\$0.40 \times 7,567 \text{ sq ft per year} \times 5 \text{ years} = \$15,134$ for Commercial/Industrial

Total projected 5 year income: \$3,910,341

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 Rescue Union 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 Rescue Union 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 0.4276 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 \$3.76 per square foot of residential development. Each square foot of residential development will generate \$2.49 (61% of \$4.08) in developer fees resulting in a shortfall of \$1.27 per square foot.

Benefit Nexus: The developer fees to be collected by the Rescue Union 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 District plans to use the developer fees on the list of projects in their 2017 Facilities Master Plan that have an estimated cost of \$49,222,917.

Per the District's agreement with the High School District, the elementary share of the developer fees collected is 61%. The reasonable relationship identified by these findings provides the required justification for the Rescue Union School District to levy the maximum fees of \$2.49 (61% of \$4.08) per square foot for residential construction and \$0.40 (61% of \$0.66) per square foot for commercial/industrial construction, except for Rental Self Storage facilities in which a fee of \$0.05 per square foot is justified as authorized by Education Code Section 17620.

Appendices

2020 Developer Fee Justification Study

Rescue Union 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 _____

MEANS OF TRANSPORTATION TO WORK BY SELECTED CHARACTERISTICS



Note: This is a modified view of the original table produced by the U.S. Census Bureau. This download or printed version may have missing information from the original table.

Rescue Union Elementary School District, California			
Total			
Label	Estimate	Margin of Error	
Workers 16 years and over	16,521	±779	
▼ AGE			
16 to 19 years	2.5%	±0.7	
20 to 24 years	6.1%	±1.3	
25 to 44 years	34.6%	±2.7	
45 to 54 years	32.8%	±2.5	
55 to 59 years	10.2%	±1.6	
60 years and over	13.9%	±1.9	
Median age (years)	47.2	±0.8	
► SEX			
► RACE AND HISPANIC OR LATINO ORIGIN			
Hispanic or Latino origin (of any race)	8.9%	±2.1	
White alone, not Hispanic or Latino	82.0%	±3.0	
► NATIVITY AND CITIZENSHIP STATUS			
► LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH			
► EARNINGS IN THE PAST 12 MONTHS (IN 2012 INFLATION-ADJUSTED DOLLARS) FOR WORKERS			
Median earnings (dollars)	54,817	±4,392	
► POVERTY STATUS IN THE PAST 12 MONTHS			
Workers 16 years and over	16,521	±779	
► OCCUPATION			
► INDUSTRY			
► CLASS OF WORKER			
► PLACE OF WORK			
Workers 16 years and over who did not work at home	14,629	±741	
► TIME LEAVING HOME TO GO TO WORK			
▼ TRAVEL TIME TO WORK			
Less than 10 minutes	7.3%	±1.6	
10 to 14 minutes	12.3%	±2.2	
15 to 19 minutes	14.0%	±2.0	
20 to 24 minutes	14.4%	±2.5	
25 to 29 minutes	5.6%	±1.5	
30 to 34 minutes	12.5%	±2.4	
35 to 44 minutes	12.1%	±1.9	
45 to 59 minutes	12.4%	±1.6	
60 or more minutes	0.2%	±1.8	

Table Notes

MEANS OF TRANSPORTATION TO WORK BY SELECTED CHARACTERISTICS

Survey/Program:

American Community Survey

Year:

2012

Estimates:

5-Year

Table ID:

S0802

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.

Explanation of Symbols:

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.

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.

An "-" following a median estimate means the median falls in the lowest interval of an open-ended distribution.

An "+" following a median estimate means the median falls in the upper interval of an open-ended distribution.

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.

An "*****" entry in the margin of error column indicates that the estimate is controlled. A statistical test for sampling variability is not appropriate.

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.

An "(X)" means that the estimate is not applicable or not available.

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.

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.

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.

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

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

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.

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

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.

SELECTED HOUSING CHARACTERISTICS

Note: This is a modified view of the original table produced by the U.S. Census Bureau. This download or printed version may have missing information from the original table.

Rescue Union Elementary School District, California					
Label	Estimate	Margin of Error	Percent	Percent Margin of Error	
▼ HOUSING OCCUPANCY					
Total housing units	12,947	±294	12,947		(X)
Occupied housing units	12,214	±340	94.3%		±1.6
Vacant housing units	733	±212	5.7%		±1.6
Homeowner vacancy rate	1.5	±1.2	(X)		(X)
Rental vacancy rate	1.5	±2.2	(X)		(X)
▼ UNITS IN STRUCTURE					
Total housing units	12,947	±294	12,947		(X)
1-unit, detached	11,221	±346	86.7%		±1.8
1-unit, attached	234	±94	1.8%		±0.7
2 units	39	±40	0.3%		±0.3
3 or 4 units	270	±112	2.1%		±0.9
5 to 9 units	481	±152	3.7%		±1.2
10 to 19 units	140	±113	1.1%		±0.9
20 or more units	229	±125	1.8%		±1.0
Mobile home	333	±118	2.6%		±0.9
Boat, RV, van, etc.	0	±27	0.0%		±0.3
► YEAR STRUCTURE BUILT					
► ROOMS					
► BEDROOMS					
► HOUSING TENURE					
▼ YEAR HOUSEHOLDER MOVED INTO OCCUPIED HOUSING UNITS					
Occupied housing units	12,214	±340	12,214		(X)
Moved in 2010 or later	947	±257	7.8%		±2.1
Moved in 2000 to 2009	7,066	±511	57.9%		±3.7
Moved in 1990 to 1999	2,622	±281	21.5%		±2.3
Moved in 1980 to 1989	1,130	±229	9.3%		±1.9
Moved in 1970 to 1979	397	±124	3.3%		±1.0
Moved in 1969 or earlier	52	±34	0.4%		±0.3
► VEHICLES AVAILABLE					
► HOUSE HEATING FUEL					
► SELECTED CHARACTERISTICS					
► OCCUPANTS PER ROOM					
► VALUE					
► MORTGAGE STATUS					
► SELECTED MONTHLY OWNER COST					

Table Notes

SELECTED HOUSING CHARACTERISTICS

Survey/Program:

American Community Survey

Year:

2012

Estimates:

5-Year

Table ID:

DP04

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.

Explanation of Symbols:

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.

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.

An "-" following a median estimate means the median falls in the lowest interval of an open-ended distribution.

An "+" following a median estimate means the median falls in the upper interval of an open-ended distribution.

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.

An "*****" entry in the margin of error column indicates that the estimate is controlled. A statistical test for sampling variability is not appropriate.

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.

An "(X)" means that the estimate is not applicable or not available.

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.

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.

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

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

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.

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 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.

The median gross rent excludes no cash renters.

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.

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

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.

FUNDING AND PROJECT COSTS

ESTIMATED TOTALS

Costs below include construction and soft costs. Soft costs consist of architectural and engineering fees, DSA review, inspectors fees, testing, surveying, insurance, labor compliance, and any other miscellaneous consultants. Costs that are not included are utility hook up fees, city connection fees, off site work, hazardous material surveys and abatement, and escalation.

CAMPUS	PHASE 1 PROJECTS	PHASE 2 PROJECTS	TOTAL ESTIMATED	ESTIMATED STATE FUNDS	ESTIMATED DISTRICT MATCHING FUNDS
Green Valley Elementary School	\$ 3,463,167.00	\$ 5,350,000.00	\$ 8,813,167.00	\$ 2,077,900.00	\$ 6,735,267.00
Jackson Elementary School	\$ 400,000.00	\$ 6,500,000.00	\$ 6,900,000.00	\$ 240,000.00	\$ 6,660,000.00
Lakeview Elementary School	-	\$ 300,000.00	\$ 300,000.00	-	\$ 300,000.00
Lake Forest Elementary School	\$ 2,361,250.00	\$ 3,500,000.00	\$ 5,861,250.00	\$ 1,416,750.00	\$ 4,444,500.00
Rescue Elementary School	\$ 1,737,500.00	\$ 11,000,000.00	\$ 12,737,500.00	\$ 850,000.00	\$ 11,877,500.00
Marina Village Middle School	\$ 6,311,000.00	\$ 6,900,000.00	\$ 13,211,000.00	\$ 3,100,000.00	\$ 10,111,000.00
Pleasant Grove Middle School	-	\$ 1,400,000.00	\$ 1,400,000.00	-	\$ 1,400,000.00
TOTALS	\$ 14,272,917.00	\$ 34,950,000.00	\$ 49,222,917.00	\$ 7,684,650.00	\$ 41,528,267.00

Estimated costs listed below are for construction of the Sienna Ridge K-8 school. Costs that are not included are hazardous material surveys and abatement, and escalation.

CAMPUS	BUILDING COST	SITE DEVELOPMENT	OFFSITE AND UTILITIES	SOFT COSTS	TOTAL
Sienna Ridge K-8 School	\$ 30,745,769.60	\$ 4,680,000.00	\$ 1,040,000.00	\$ 5,469,865.44	\$ 41,935,635.04



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

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Retirement Incentive for Certificated Non-Management, Classified Non-Management, and Confidential Employees

RECOMMENDATION:

The Superintendent is recommending that the board:

- Approve the retirement incentive be offered for Certificated Non-Management, Classified Non-Management, and Confidential Employees.
- Appoint the Superintendent, or designee, as the district's plan administrator.

BACKGROUND:

The District has reviewed many factors including cost savings, past retirement incentives, enrollment and staffing projections, and determined that a districtwide retirement incentive would be appropriate.

STATUS:

The qualifications, assumptions, payouts, and timeline for the district's retirement incentive are summarized in the attachments.

FISCAL IMPACT:

The retirement incentive must meet the district's fiscal and operational objectives for each individual group in order for the plan to be approved at the designated March 2022 meeting. If these goals are not reached by any individual group, the district may withdraw the retirement incentive for that individual group. If the district withdraws the retirement incentive, resignations may be rescinded by the employee.

BOARD GOAL:

Board Focus Goal II – FISCAL ACCOUNTABILITY

Keep the district fiscally solvent through prudent LCAP aligned budget processes in order to meet the needs of our students.

Board Focus Goal IV - STAFF NEEDS

Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to provide quality education for our students.

Board Focus Goal VI – CULTURE OF EXCELLENCE

Create and promote programs that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.



Rescue Union School District
Certificated (Non- Management)
Retirement Incentive
2021-22 School Year

Qualifications for Incentive

- Active Rescue Union School District (RUSD) staff who are employed as of board approval date in March of 2022.
- Permanent represented or unrepresented certificated employee (Non-Administration).
- Not currently on a Leave of Absence.
- At least ten (10) years of full-time equivalent service in RUSD as of 6/30/22.
- Age fifty (50) or older by 6/30/22.
- Acceptance of retiree incentive assumes participants will enter into STRS/PERS. If a participant chooses not to retire with the pension system, they may not be re-employed with RUSD at any time in the future and may only short term-substitute in RUSD.
- Interested parties **must** submit a **signed**, irrevocable retirement letter to the RUSD Human Resources Department by March 18, 2022 stating they are retiring from the Rescue Union School District no later than 6/30/2022.
- If the Board does not approve incentive at the designated March 2022 Board meeting any letter of resignation may be rescinded by March 31, 2022 by the employee.

Criteria for Board Approval of Retirement Incentive

- RUSD Board will evaluate and may approve the incentive at the designated meeting in March of 2022 based on several criteria:
 - Fiscal Criteria
 - A minimum of \$610,000 average annual savings for three years (total of \$1,830,000) is generated by the incentive for the certificated employee (Non-Administration) group.
 - Operational Criteria:
 - The retirement incentive must meet the district's operational objectives in order for the plan to go into effect.

If these criteria are not reached, the district may withdraw the retirement incentive. If the district withdraws the retirement incentive, resignations may be rescinded by the employee.

Assumptions for Incentive

- RUSD has an annual average of seven Certificated retirees (assumes first seven retirees with no savings and highest cost to the district).
- Assumes replacement teacher/nurse/counselor on Step 6 of salary schedule with 41 units.
- 62 certificated employees qualify for the retirement incentive as of 06/30/2022.

Incentive Payout

- All qualified retirees receive \$10,000.
- Additionally, all qualified retirees will earn \$1,100 for each full year (1.0 FTE) of paid service in RUSD.
 - Less than 1.0 FTE of paid service will be prorated and rounded. (*Example: an employee is .50 FTE for 20 years - 0.5 FTE x 20 Years = 10 years x \$1,000 = \$10,000*).
- Payout will be prior to the end of the fiscal year.
- Incentive is not STRS/PERS creditable.
- Employees must open a 403(b) or 457 plan that accepts employer directed contributions.
- Funds are to be deposited by the district into the retirees tax deferred account.

Estimated 2022 Timeline/Other Details (Dates may change)

- All employees who qualify must sign an incentive sheet confirming/declining participation.
- February 8th - Board may take action to approve offer of incentive.
- February to March – Interested participants should meet with financial advisors, CalSTRS, and other parties as needed to determine their ability to accept the retirement incentive.
- No later than March 8th at 8:00 AM – Those wishing to participate in the incentive sign an irrevocable letter of interest and submit it to the RUSD District Office Human Resource Department.
- If the district receives enough participants to generate the savings noted above in the criteria section, the Board may vote at the designated March 2022 meeting to officially approve the Retirement Incentive Program.
- March 2022 – If the district does not receive enough participants to generate the savings noted in the criteria section, the Board may take action to approve/not approve the incentive. If the plan is not approved, resignation letters are revocable at the employee's discretion.
- March - April – Participants set up a 403(b) or 457 employer contribution plans.
- May – Incentive is paid out to participant's 403(b) or 457 plan.



Rescue Union School District
Classified and Confidential (Non- Management)
Retirement Incentive
2021-22 School Year

Qualifications for Incentive

- Active Rescue Union School District (RUSD) staff who are employed as of board approval date in March of 2022.
- Permanent Classified and Confidential employees (Non-Administration).
- Not currently on a Leave of Absence.
- At least ten (10) years of full-time equivalent service in RUSD as of 6/30/22.
- Age fifty (50) or older by 6/30/22.
- Acceptance of retiree incentive assumes participants will enter into STRS/PERS. If a participant chooses not to retire with the pension system, they may not be re-employed with RUSD at any time in the future and may only short term-substitute in RUSD.
- Interested parties **must** submit a **signed**, irrevocable retirement letter to the RUSD Human Resources Department by March 18, 2022 stating they are retiring from the Rescue Union School District no later than 6/30/2022.
- If the Board does not approve incentive at the designated March 2022 Board meeting any letter of resignation may be rescinded by March 31, 2022 by the employee.

Criteria for Board Approval of Retirement Incentive

- RUSD Board will evaluate and may approve the incentive at the designated meeting in March of 2022 based on several criteria:
 - Fiscal Criteria
 - A minimum of \$234,000 average annual savings for three years (total of \$702,000) is generated by the incentive for the classified/confidential employee (Non-Administration) group.
 - Operational Criteria:
 - The retirement incentive must meet the district's operational objectives in order for the plan to go into effect.

If these criteria are not reached, the district may withdraw the retirement incentive. If the district withdraws the retirement incentive, resignations may be rescinded by the employee.

Assumptions for Incentive

- RUSD has very few classified retirees each year.
- Assumes replacement on Step 3 of the job classification salary schedule.

Incentive Payout

- All qualified retirees receive \$5,000.
- Additionally, all qualified retirees will earn \$500 for each full year (1.0 FTE) of paid service in RUSD.
 - Less than 1.0 FTE of paid service will be prorated and rounded. (*Example: an employee is .50 FTE for 20 years - 0.5 FTE x 20 Years = 10 years x \$500 = \$5,000*).
- Payout will be prior to the end of the fiscal year.
- Incentive is not STRS/PERS creditable.
- Employees must open a 403(b) or 457 plan that accepts employer directed contributions.
- Funds are to be deposited by the district into the retirees tax deferred account.

Estimated 2022 Timeline/Other Details (Dates may change)

- All employees who qualify must sign an incentive sheet confirming/declining participation.
- February 8th - Board may take action to approve offer of incentive.
- February to March – Interested participants should meet with financial advisors, CalSTRS, and other parties as needed to determine their ability to accept the retirement incentive.
- No later than March 8th at 8:00 AM – Those wishing to participate in the incentive sign an irrevocable letter of interest and submit it to the RUSD District Office Human Resource Department.
- If the district receives enough participants to generate the savings noted above in the criteria section, the Board may vote at the designated March 2022 meeting to officially approve the Retirement Incentive Program.
- March 2022 – If the district does not receive enough participants to generate the savings noted in the criteria section, the Board may take action to approve/not approve the incentive. If the plan is not approved, resignation letters are revocable at the employee's discretion.
- March - April – Participants set up a 403(b) or 457 employer contribution plans.
- May – Incentive is paid out to participant's 403(b) or 457 plan

RESCUE UNION SCHOOL DISTRICT

AGENDA:

Resolution No: 22-02
Local Teaching Assignments Credential Authorization

RECOMMENDATION:

The Superintendent is recommending the Board of Trustees approve the following resolution.

BACKGROUND:

Education Code Sections 44256(b) and 44258.2 allow, by resolution of the Governing Board, the holder of a Multiple Subject/ Standard Teaching Credential (44256(b)) or Single Subject Teaching Credential (44258.2) to teach, with his or her consent, any subject in departmentalized classes below grade 9 if the teacher has completed 12 semester units, or 6 upper division or graduate semester units, in the subject to be taught.

STATUS:

In order to accommodate the needs of the schools, the administration has selected the best-qualified teachers to teach in the following subject areas. Each teacher's college transcripts have been evaluated for this authorization to be valid.

<u>Name</u>	<u>Credential</u>	<u>Subject Verification Units</u>
Mayer, Patricia	Multiple Subject	Science

FISCAL IMPACT:

N/A

BOARD GOALS:

Board Focus Goal IV - STAFF NEEDS

Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to provide quality education for our students.

RESCUE UNION SCHOOL DISTRICT
Resolution No. 22-02

LOCAL TEACHING ASSIGNMENTS CREDENTIAL AUTHORIZATION

WHEREAS, the Governing Board of the Rescue Union School District recognizes its responsibility to provide adequate teaching staff to meet the educational needs of its middle school and elementary students; and

WHEREAS, the Board has considered the qualified applicants for teaching positions at all schools in the Rescue Union School District and has determined the need for the limited teaching authorizations hereinafter stated;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Rescue Union School District authorizes and approves the following teaching assignments in accordance with the regulations adopted by the California Commission on Teacher Credentialing, the applicable provisions of the California Education Code Sections 44256(b) and 44258.2:

EDUCATION CODE SECTIONS 44256(b) and 44258.2 allow, by resolution of the Governing Board, the holder of a Multiple Subject/Standard Elementary Teaching Credential (44256(b)) or Single Subject Teaching Credential (44258.2) to teach, with his or her consent, any subject in departmentalized classes below grade 9 if the teacher has completed 12 semester units, or 6 upper division or graduate semester units, in the subject to be taught. The following teachers have met these criteria:

Marina Village Middle School

Mayer, Patricia	Science (8)	.1.0 FTE	44256(b)
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PASSED AND ADOPTED by the Board of Trustees of the Rescue Union School District at its regular meeting held on February 8, 2022 in the Rescue District Boardroom by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAIN: _____

Board President _____ Date _____

Clerk of the Board of Trustees _____ Date _____

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: California Healthy Kids Survey Results

RECOMMENDATION:

The Superintendent is recommending the Board of Trustees receive a report on the California Healthy Kids Survey (CHKS) administered in October of 2021.

BACKGROUND:

The CalSCHLS system, which includes the California Healthy Kids Survey (CHKS), is the largest statewide survey of resiliency, protective factors, risk behaviors, and school climate in the nation. Across California the CHKS has led to a better understanding of the relationships between students' health behaviors and academic performance. The information gathered from this survey, along with additional climate measures, is incorporated into the Local Control and Accountability Plan regarding school climate and engagement.

The CalSCHLS system was created by the California Department of Education (CDE) in 1997 to efficiently and cost-effectively provide school districts and their partner communities with quality local data which can be used to improve student academic performance and social-emotional, behavioral and physical health of all youth. It assess key indicators linked to success in school and career, and life. The majority of district in California now use CalSCHLS data as Local Control and Accountability Plan (LCAP) indicators.

STATUS:

The Board will receive information regarding Rescue Union School District's results for the California Healthy Kids Survey administered to 5th and 7th grade students. The CHKS Core Module provides data on nearly all domains of school climate including: perceived school safety, violence, bullying, caring adult relationships, high expectations, opportunities for meaningful participation, substance abuse, and social emotional supports.

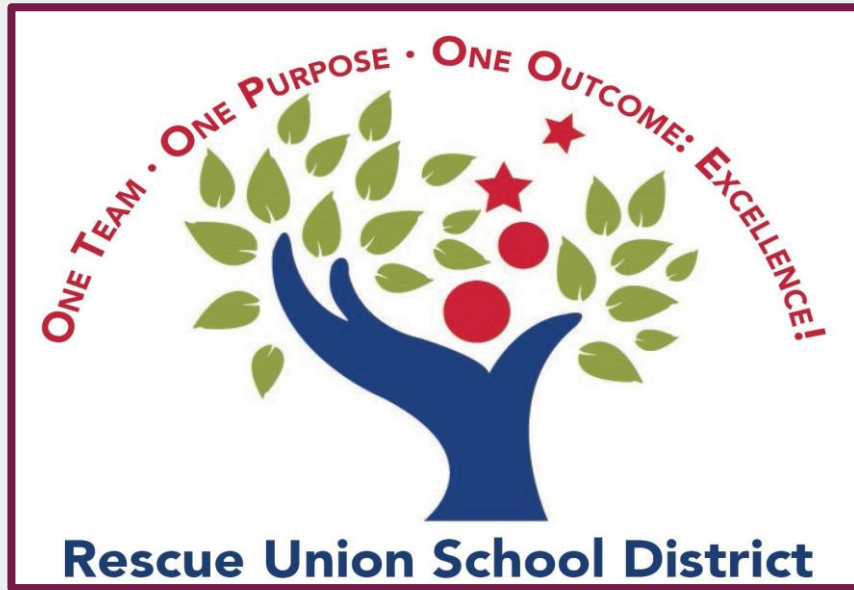
FISCAL IMPACT:

N/A

BOARD GOAL(S):

Board Focus Goal I - STUDENT NEEDS

- A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe supportive and diverse environment.
- B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.



February 8, 2022

**California Healthy Kids Survey
Results from October 2022 Administration**

Rescue Union School District Board of Education

Agenda

- California Healthy Kids Survey Descriptors
- Participation
- Analysis of the Data
- Next Steps
- Questions
- Appendix



California Healthy Kids Survey (CHKS) Descriptors

THE SURVEY

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data to assist schools in:

- **Fostering safe and supportive school climates, social-emotional competencies, and engagement in learning;**
- **Preventing youth health-risk behaviors** and other barriers to academic achievement; and
- **Promoting positive youth development,** resilience, and well-being.



California Healthy Kids Survey (CHKS) Descriptors

THE STUDENTS

- Each year, Rescue Union Students in **grades 5 and 7** participate in the California Healthy Kids Survey. Students in 5th grade require active consent, while students in 7th grade require passive consent.



California Healthy Kids Survey (CHKS) Descriptors

THE IMPACT

In order to improve school climate and the overall social, emotional, and physical health of our students, the results of the California Healthy Kids Survey **are examined alongside other data including:**

- Parent survey results
- Student listening circle feedback
- Reports from teachers, classified employees, and administrators
- Previous CHKS results
- Discipline referrals and suspension rates
- Behavioral observations
- Attendance rates



Participation

- 55% of all elementary 5th grade students participated in the survey in 2021-22 (51% Participated in 2019-20)
 - Female students - (49%)
 - Male students - (51%)

- 91% of all middle school 7th grade students participated in the survey in 2021-22 (85% Participated in 2019-20)
 - Female students - (51%)
 - Male students - (49%)



Analysis of the Data - Elementary School*

➤ **Bright Spots**

- Academic motivation and meaningful participation are notably higher this year.
- Students are feeling more connected to their school and their learning.
- Students appear to be taking better care of themselves (i.e. getting to bed at a good time).
- Perceptions of facility upkeep are lower

➤ **Areas of Focus**

- Participation rates are lower than the previous year.
- Inappropriate behaviors at school, including bullying, spreading rumors, name calling, and hitting continue to be an area of focus.

***This is based on a comparison with the 2019-2020 CHKS data.**



Analysis of the Data - Middle School*

➤ **Bright Spots**

- Participation rates remain high, providing more confidence in the data.
- Student focus on school work has improved from the previous year (2020-2021).

➤ **Areas of Focus**

- Absences of 3 or more per month have increased substantially.
- Inappropriate behaviors at school, including bullying, and spreading rumors have increased.
- Academic motivation has decreased
- Parental involvement has decreased.



***This is based on a comparison with the 2019-2020 CHKS data.**

Next Steps...

CHKS results for each individual school have been shared with site administrators.

Site leadership teams, School Site Councils, Safety Teams, Student Councils, and other groups will be planning ways to strategically improve student perceptions and outcomes.

It will be especially important to ensure that we continue to provide quality mental health services and social emotional supports, including counseling, PBIS, SEL competency building lessons, etc.

Additionally, we must be mindful of the decrease in student attendance and monitor the reasons for absence and look for ways to improve attendance in areas where it can be done safely.

The State intends to allocate significant resources to mental health in the new budget.



Questions?



Appendix



Summary of Key Indicators - Elementary

2019-2020 Comparison	21-22	Delta
School connectedness	82%	0%
Academic motivation	91%	-1%
Caring adults in school	80%	-3%
High expectations	90%	0%
Meaningful participation	44%	-2%
Facilities upkeep	90%	+3%
Parent Involvement	80%	-2%
Social emotional supports	79%	+2%
Anti-bully climate	79%	+1%
Feel safe at school	89%	+1%
Feel safe to and from school	96%	+3%
Been hit or pushed	26%	-13%
Mean rumors spread about you	33%	-11%
Called bad names (even once)	38%	-3%
Saw a weapon	9%	+0%
Cyberbullying	18%	N/A

2019-2020 Comparison	21-22	Delta
Rule Clarity	91%	0%
Students well behaved	63%	+3%
Students treated fairly	63%	+8%
Students treated w/respect	90%	-4%
Alcohol/drug use	19%	+4%
Marijuana use	1%	-1%
Cigarette or e-cigarette use	1%	-1%
Vaping	1%	-1%
Eating breakfast	87%	N/A
Late bedtime	20%	+6%
Frequent sadness	13%	-1%
Wellness	83%	N/A

Note: Indicators not listed above represent new questions



Summary of Key Indicators - Middle School

2020-2021 Comparison	21-22	Delta
School connectedness	66%	-1%
Academic motivation	61%	-14%
Monthly Absences (3 or more)	16%	+15%
Maintain focus - schoolwork	46%	N/A
Caring adult relationships	58%	-8%
High expectations	72%	-7%
Meaningful participation	25%	-8%
Facilities Upkeep	63%	+1%
Parent involvement	55%	-9%
School perceived safe	66%	-1%
Harassment/bullying	30%	+1%
Mean rumors spread about you	33%	-7%
Afraid of being beaten up	17%	+1%
Been in a physical fight	8%	+1%
Saw a weapon	14%	-2%
Cyberbullying	24%	N/A

2020-2021 Comparison	21-22	Delta
Current alcohol or drug use	4%	+1%
Current marijuana use	1%	0%
Current binge drinking	0%	2%
Current cigarette use	1%	0%
Current vaping	3%	+1%
Eating breakfast	64%	N/A
Bedtime (at 12a.m. or later)	12%	N/A
Social emotional distress	23%	N/A
Chronic sadness	25%	+3%
Considered suicide	14%	+3%
Optimism	61%	N/A

Note: Indicators not listed above represent new questions



RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Universal Transition Kindergarten

RECOMMENDATION:

The Superintendent is recommending that the Board of Trustees receive an informational report on Universal Transitional Kindergarten and how the District will plan for implementation beginning in the 2022-2023 school year.

BACKGROUND:

Transitional Kindergarten (TK) is a school grade that serves as a bridge between preschool and kindergarten, functioning to provide students with time to develop fundamental skills needed for success in school in an age and developmentally appropriate setting. Currently, TK serves students primarily those who turn 5 between September 2nd and December 2nd. These are the students who narrowly miss the cut off for regular kindergarten. The Universal Kindergarten will gradually be made available to every 4-year old student phasing in by 2025-26.

STATUS:

The District will begin phasing in Universal Transitional Kindergarten beginning in the 2022-23 school year expanding the range where 4-year-olds will be allowed to enroll in TK until all students turning 4 by September 1st 2025 will be eligible.

A power point presentation is being provided to inform the board on Universal Transitional Kindergarten.

FISCAL IMPACT:

Unknown at this time.

BOARD GOALS:

Board Focus Goal I - STUDENT NEEDS

A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.

B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

Board Focus Goal IV - STAFF NEEDS

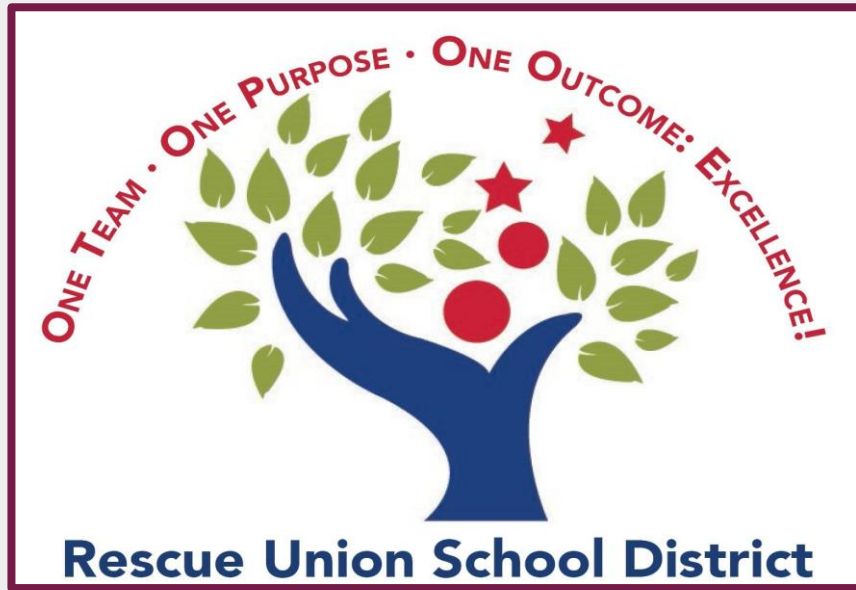
Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to provide quality education for our students.

Board Focus Goal V – FACILITY/HOUSING

Build, improve and maintain school facilities to meet current and future education needs while integrating the most effective and efficient use of resources

Board Focus Goal VI – CULTURE OF EXCELLENCE

Create and promote programs that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.



February 8, 2021

Implementation of Universal Transitional Kindergarten

Rescue Union School District Board of Education

Agenda

- Transitional Kindergarten Background
- History of Transitional Kindergarten
- Legal Requirements of Universal Transitional Kindergarten
- Staffing Configurations
- Instructional Minutes and Day Requirements
- TK Design and Implementation Factors
- Next Steps
- Questions



Transitional Kindergarten Background

What is Transitional Kindergarten (TK)?

- Transitional kindergarten is a school grade that serves as a bridge between preschool and kindergarten, functioning to provide students with time to develop fundamental skills needed for success in school in an age - and developmentally-appropriate setting. It is not called preschool, because it officially comes after preschool and before kindergarten.

“Transitioning” to Universal Transitional Kindergarten

- Currently, TK serves students primarily those who turn 5 between September 2nd and December 2nd. These are the students who narrowly miss the cut off for regular kindergarten. The Universal Transitional Kindergarten will gradually be made available to every 4-year old student phasing in by 2025-26.



History of Transitional Kindergarten

2010

Senate Bill (SB) 1381
(Simitian)

- Changed kindergarten age eligibility from a student whose 5th birthday occurs before December 2 to September 2
- Phased in over three years, beginning in 2012-13
- TK defined as kindergarten with a modified curriculum

2014

SB 858 (Budget)

- Required teachers first assigned to TK after July 1, 2015 to:
- Obtain 24 ECE¹ or child development credits
 - Have a CTC² child development permit
 - Locally determined to have equivalent experience
- Deadline extended until August 1, 2023

2015

Assembly Bill (AB) 104
(Budget)

- Authorized Expanded TK (ETK) for four-year-olds whose 5th birthday occurs at any time during the school year
- Prorates per student funding and excludes students from unduplicated pupil count

2021

AB 130 (Budget)

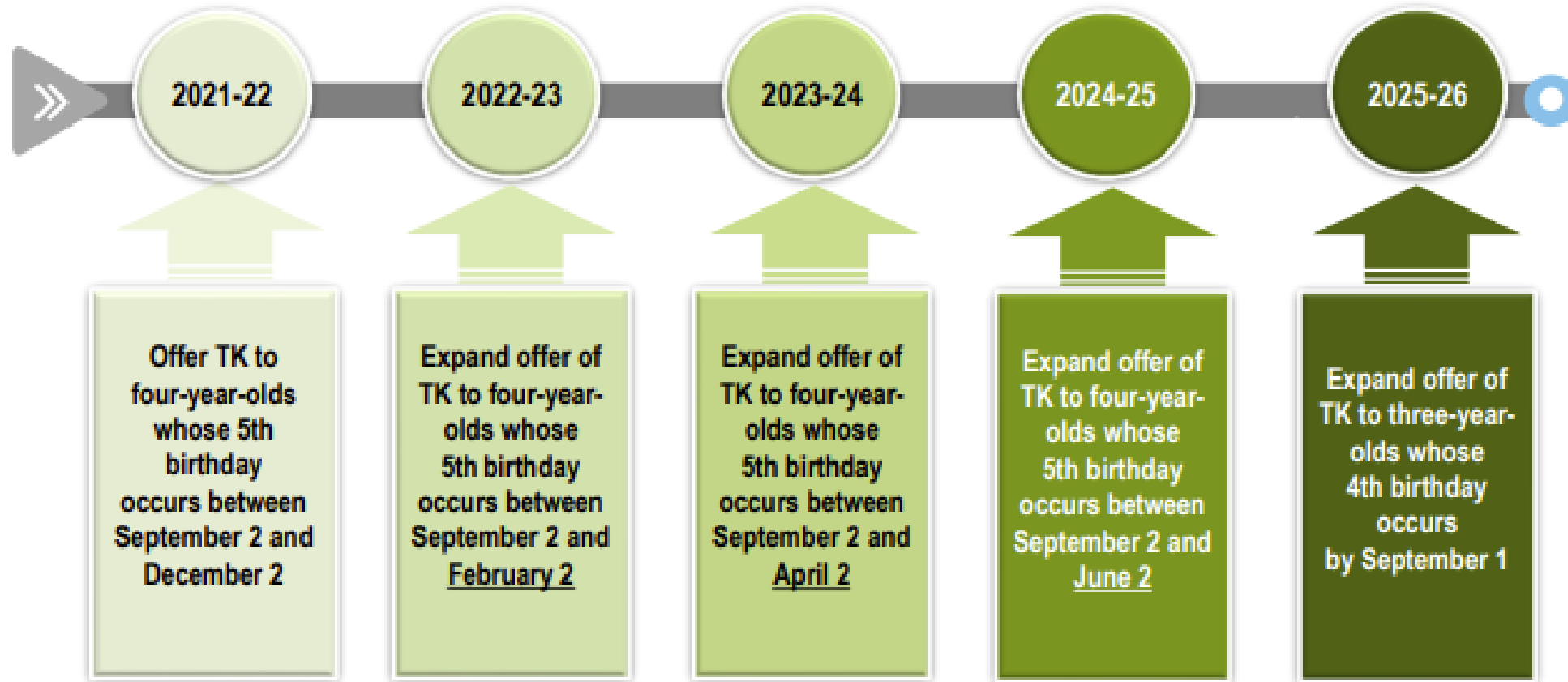
- Universalizes access to TK for all four-year-olds in the state
- Phased in over four years
- Maintains ETK authority
- Requires one teacher for every 12 students beginning in 2022-23 with intent to achieve 10:1 ratios if funded

¹Early Childhood Education (ECE)

²Commission on Teacher Credentialing (CTC)



Legal Requirements of Universal TK



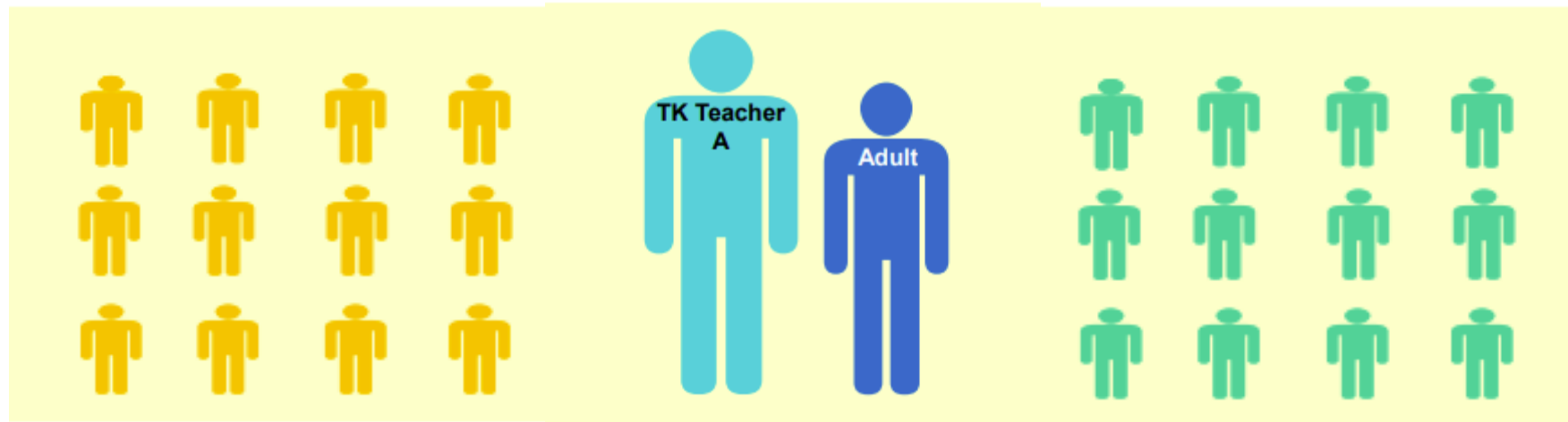
Education Code Sections (EC §) 48000(c)(1)(C)—(G)



Staffing Configuration

Law requires a maximum of 12 students per adult.

Classes that have a teacher and an instructional assistant may have up to 24 students in a class.



Instructional Minutes and Days Requirements

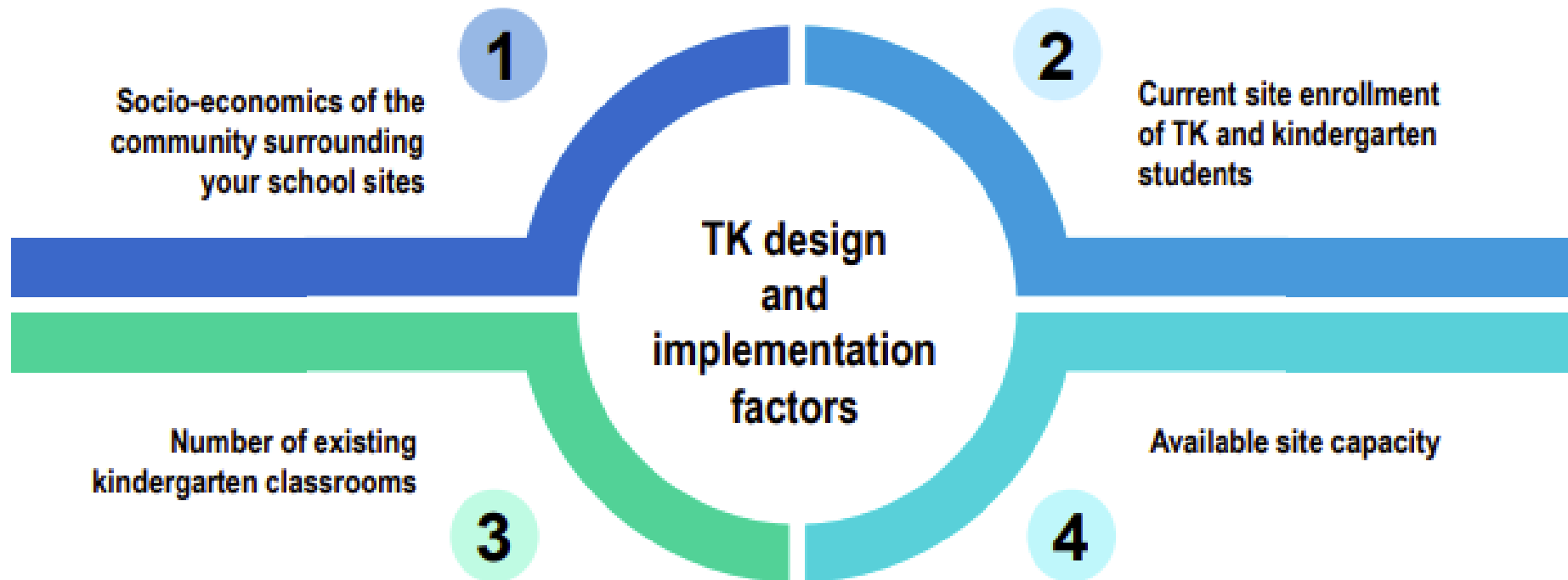
Districts are required to offer a minimum number of instructional days and minutes each year dependent upon the grade span.

Grade Level	District/Charter Instructional Minutes	District # of Instructional Days
TK-K	36,000	180
1-3	50,400	180
4-8	54,000	180



TK Design and Implementation Factors

In preparing for Transitional Kindergarten, our district will need to determine the following:



TK Design and Implementation Factors Cont...

In preparing for Transitional Kindergarten, our district will need to determine the following:

- Projected Enrollment
 - How many and which students are enrolling or planning to enroll in our school sites?
- Capacity
 - What classroom space do we have at our individual school sites?
- Staffing Needs
 - How many TK teachers are needed?
 - Ensuring that teachers selected meet the credential and experience requirements
 - How many instructional assistants are needed?
- Instructional Materials
 - What instructional materials are needed for each TK program?



Next Steps...

In preparing for the 2022-23 school year, our district will need to do the following:

- Monitor Enrollment for the 2022-23 school year
 - How many and which students are enrolling or planning to enroll in our school sites?
 - How many TK sections will be needed?

- Capacity
 - What classroom space do we have at our individual school sites?

- Staffing Needs
 - How many TK teachers are needed?
 - Ensuring that teachers selected meet the credential and experience requirements
 - How many instructional assistants are needed?

*** The District will need to monitor our TK model and adjust it accordingly as the enrollment eligibility date expands on an annual basis to meet the needs of our families.**



