

School Site Council Meeting #3

Plaza Elementary School District
2021-22 school year

Thursday March 31st, 2022

3:00 pm

4th Grade – Room 5

Meeting Minutes

Meeting called by: Patrick Conklin @ 2:59 pm Type of meeting: School Site Council
Facilitator: Patrick Conklin Note taker: Jamie Cramer
Attendees: Scott Fleharty, Mary McDade, Chelsea Sgontz, Patrick Conklin, Jamie Cramer, Kadie Salazar, Cody Stilwell

Minutes

Agenda item: I Call Meeting to Order Presenter: Patrick Conklin
• All members present

Agenda item: II Pledge of Allegiance Presenter: Patrick Conklin

Agenda item: III Approved January 6th, 2022 Minutes Presenter: Patrick Conklin

Conclusions:

Meeting minutes from January 6 2022 were approved

Agenda item: IV Approved 2022-23 Consolidated Application and Reporting System (CARS) Presenter: Patrick Conklin

Discussion: Title III money is federal money allotted for English Learners

- We use to get more money because of the formula used to decide how much money is allocated per district. The formula took census data that essentially was deemed “double dipping” for us because of the fact that we are K-8 and our students in 7th and 8th grade are within the Orland Unified School District for middle school. We were allocated money based on the # of families in the district and due to the above discovery, that is no longer the case it is directly tied to the number pf EL students we have.
- We use that money to offset the cost of aides in our classrooms because our EL student count is low and the aides are typically the ones working with those EL students
- **Jamie C. asked** “What would a larger school district do with that money?”
 - Patrick explained that a larger school district would have a much higher number of EL students and they would use that federal money each year to develop an EL program and hire multiple staff members to focus on the educational development of those EL students specifically

Conclusion: It was concluded that School Site Council approved the 22/23 Consolidated Application and Reporting System with first motion by Scott F. and second motion from Chelsea S.

Agenda item: V 2021-22 LCAP Survey Presenter: Patrick Conklin

Discussion: The survey is sent out to parents anonymously each year in the hopes that we get real time feedback about our performance as a school district specifically to see how that feedback aligns with our LCAP goals for the year. The survey is kept

anonymous to allow families the privacy of speaking to concerns they have without any fear. The questions are kept short and sweet with the intention of hitting the focus areas of the LCAP and the point is to help us work through concerns that parents have, but also track trends that come up over the years.

- **Jamie C. asked**, “How long have we been implementing the parent survey? How often are the questions changed or altered?”
 - Patrick responded that the survey has been in effect for several years and the questions are rarely changed in a drastic manor for more precise tracking of year-to-year trends in parent answers.

Conclusion:

It was concluded that the survey has an effective purpose. Scott F. asked because this year a name space was put on the survey if the phrase “optional” could be added to help keep the anonymity aspect if families felt so inclined. The survey was revised before the close of the meeting.

Agenda item: VI 2022-23 Local Control and Accountability Plan (LCAP) Presenter: Patrick Conklin

Discussion:

LCAP refers to the ways we allocate funds for the school year in the budget depending on the different needs of the school and the goals we set in place for different areas of education such as increased academic achievement, appropriate staffing, adequate facilities and materials, a safe and positive learning environment, and a welcoming of parent involvement.

- majority of the school funds used are LCFF funds (state funds) as well as supplemental and concentration funding which is based on the following three: foster youth, English learners, and low income students
 - These factors increase the dollar amount received for each student in a district in the hopes that more money = more resources available to them
 - These students are inherently less likely to graduate or go to college
- We are currently in year 1 of our 3-year plan.
- The County Office of Ed. has to approve this plan in order for it to be passed along to the state.
- In the LCAP and pertaining to Goal #1, the state testing scores are presented for the district’s previous year of testing. Last year’s data shows that it is unusually high percentages for proficiency pretty]. This is because the testing was made shorter and less rigorous due to overwhelming learning loss in the state. We are at an advantage because we were back to in-person school much faster than most districts allowing us to close the learning loss gap much quicker.
 - **Jamie C. asked** “Is it a concern that we had such high percentages when the likelihood of them staying that high for the following years is low?”
 - Patrick responded that it is not because the goals are simply to help us stay on track and we are confident that they will not make a significant drop this year in comparison
 - **Scott F. asked**, “Does it indicate somewhere that there is a reason for the high percentages?”
 - Patrick responded that there is a section where we have indicated the reasoning and it can be clearly viewed by anyone reading the LCAP to better understand.

Conclusion: As the school’s site council, we are allowed to make suggestions for changes to be taken to the board. It was concluded that no changes were suggested.

Agenda item: VII 2021 -22 Single Plan for Student Achievement Goals Presenter: Patrick Conklin

Discussion: As a one school district, we are required to submit this particular plan to outline how we plan to ensure student achievement. Most of it mirrors the LCAP goals we set and even asks for them verbatim in the plan. There is little to no new information added to this plan that is not already accessible in our LCAP.

Conclusion: It was concluded that no questions or concerns were had about this plan.

Discussion: A local school wellness policy is a written document that guides a local educational agency (LEA) or school district's efforts to establish a school environment that promotes students' health, well-being, and ability to learn. The responsibility for developing a wellness policy is placed at the local level so the unique needs of each school under the LEA's jurisdiction can be addressed.

Our current plan and determine what, if any, revisions should be made to remain compliant with the most recent changes in state and federal regulations.

- Food shortages due to Covid-19 only slightly impacting our cafeteria
- Operating under USDA guidelines for nutrition in school provided meals
- 2 years of essentially universal free breakfast and lunch due to Covid-19, becoming permanent in public schools
- The importance of the school lunch application within the parent registration required to be filled out at the beginning of each school year. Student status determines portions of funding

Conclusion: It was concluded that the council feels no changes or adaptations should be suggested for this policy.

Discussion:

This was our last School Site Council of the 2021-22 school year. School Site council members hold a 3-year term, but if anyone would like to relinquish their position on the council, it is possible and should contact Patrick.

The meeting was closed @ 3:48pm on Thursday March 31st, 2022

SARB Prosecution Outline

1. Burden of proof beyond a reasonable doubt
 - a. Doubt that leaves you with an *abiding conviction* that the charge is true.
 - b. A defendant in a criminal case is presumed to be innocent. Jury has to impartially compare and consider all evidence to find guilty beyond a reasonable doubt.
2. **DOCUMENTATION** – authenticated
 - a. Notate what the parent said, times, use Aeries or use a universal log with initials
 - b. Pattern: illness, counseling
 - c. Assessment: speech/hearing assessment, IEP, 504 plan for behavioral issues
3. Totals: Excused versus Unexcused
 - a. Verified versus unverified
 - b. Illness policy, how many tardy and how often
4. 1st Truancy Letter: 3 unexcused absence, proof of mailing
5. 2nd Truancy Letter: 4th unexcused absence, proof of mailing
6. Time: 2 weeks of time for parent involvement to fix the issues presented.
7. Phone call to parent and home visit – how many?
8. Conferences – how many? Due diligence is 3 attempts at different times of day and week.
 - a. Attendance Improvement Conferences/ Site Contracts
 - b. SST (Student Study/Support Team)
 - c. School level SART – School Attendance Review Team
 - d. Home visits? Phone calls? SARB Coordinator involvement?
9. **Intervention – Support Services** – Get Eddy involved
 - a. Alarm clock
 - b. Address adequate bed time, cell phone/electronic usage in the evening
 - c. Bus stop – identify, add, walking to bus stop
 - d. Independent study
 - e. Grades, tutoring, homework help
 - f. Strengthening Families
10. School Cite Contracts – for intervention at the school level with the family to agree to get the student to school every day with identified resources that will assist in punctual attendance.
11. 3rd Truancy Letter: 5th unexcused absence, proof of mailing
12. SARB Contract
 - a. Legal contract under Ed Codes 48263 and 48200
 - b. Intervention component – Attendance Improvement Plan
 - c. This contract follows the student from school to school until 18th birthday, even if family tries to change schools.
13. Contract Breach
 - a. SARB Coordinator will still try intervention, fix loopholes
 - b. Every absence does not require a citation as the goal is to seek improvement of attendance before referral to law enforcement.
 - c. Once all efforts are exhausted: involve Law Enforcement to prepare report for DA with SARB Coordinator intervention.

- d. Provide all documentation
 - i. Attendance Clerks
 - ii. School Admins
 - iii. **Teachers** (especially a letter from teacher about observations of student demeanor in the classroom)
 - iv. Services implemented by SARB Coordinator
14. RECAP: Several steps at intervention takes place before a SARB case is sent to law enforcement and the DA to complete a criminal complaint. **Documentation is key.**
- a. Timeline
 - b. Due Diligence
 - c. Time for parent/guardian to resolve the issue
 - d. Intervention Services
 - e. Proof beyond a reasonable doubt.

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
March 17th, 2022
3:00PM
Minutes

- I. **Call to Order** – The meeting was called to order at 3:01PM
- II. **Pledge of Allegiance**
- III. **Members Present** Board Trustees Connie King and Jake Cecil, Superintendent Patrick Conklin, Business Manager Dusty Thompson. Absent – Board Trustee PJ Davis
- IV. **Correspondence**
- V. **Superintendent Report/Information**
 - A. **February and March Pirates Post** –Mr. Conklin discussed the last two Pirates Posts
 - B. **Plaza Community Club**
 1. **Playground Equipment** – Mr. Conklin updated the board on the approximately \$105,000 playground structure PCC would like to purchase. The cost includes taxes, delivery, and installation. He is waiting for a final quote. The board approved contributing \$50,000 in the 2021-22 budget.
 - C. **Facilities**
 1. **New Construction and Modernization** Mr. Conklin explained that OPSC is conducting a final review for the New Construction project. He stated that we should know by late May or June when we will receive the grant money. Mr. Conklin presented three different options for the gym, based on cost. Mrs. King stated that one single use bathroom might not be enough.
 2. **Water Line** – Mr. Conklin informed the board that a main water line broke last month causing a significant amount of water to flow under the 7th-8th grade building for an undetermined amount of time. Mr. Fissori and Mr. Felix were able to locate the break and Snyder's Plumbing repaired it.
 - D. **Bus Inspection** – Mr. Conklin reported our inspection was satisfactory.
 - E. **Local Control and Accountability Plan** -- Mr. Conklin explained that he will attend a countywide LCAP training soon and then will work on the 2021-22 over the next few months
 - F. **Quarterly Report on Williams Complaints as of January 2022** – No complaints were filed
 - G. **2022-23 Classified Salary Schedule** – Mr. Conklin presented a draft salary schedule with a 3% increase.
 - H. **2022-23 Certificated Salary Schedule** Mr. Conklin presented a draft salary schedule with a 3% increase based on the three year PTA agreement. Mrs. King requested a draft for the next meeting that included the 5.33% COLA increase the Governor included in his 2022-23 January budget proposal.
 - I. **Glenn County Educator's Hall of Fame** – The board did not recommend a nominee this year
 - J. **2020-2021 Annual Audit as of June 30th, 2021** Mr. Conklin informed the board that there were no findings.

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
March 17th, 2022
3:00PM
Minutes

- K. **2021-22 School Year** – Mr. Conklin updated the board on the school year. Student and staff attendance has improved significantly the last few weeks. He presented the most recent CDPH guidelines, which include mostly recommendations versus mandates.
- L. **2021-22 Enrollment** – There are 194 students enrolled.
- VI. **Comments: Agenda Items Only**—Any person wishing to address the Board will identify themselves, the agenda item they are speaking about, and limit remarks to three minutes.
- VII. **Action**
 - A. **Old Business**
 - B. **New Business**
 - 1. **Consent Agenda: Routine matters that can be approved with one motion**
 - a. **Approve the Minutes of the January 20th, 2022 Regular Board Meeting**
 - b. **Approve Warrant Registers—January 12th, 2022 – March 11th, 2022**
 - c. **Approve Budget Transfers— None**

Connie King moved to approve the Consent Agenda and Jake Cecil seconded. All approved.

2. Approve Certification of 2nd Interim Report as of January 31st, 2021

Connie King moved to Approve the Certification of the 2nd Interim Report as of January 31st, 2021 and Jake Cecil seconded. All approved.

3. Approve 8th Grade Class Trip to SunSplash in Roseville, CA on Friday, May 27th, 2022

Connie King moved to Approve 8th Grade Class Trip to SunSplash in Roseville, CA on Friday, May 27th, 2022 and Jake Cecil seconded. All approved.

- VIII. **Closed Session-** The board did not go into Closed Session
- IX. **Comments: Non Agenda Items**—The Board Clerk will allow three minutes for speakers to address the appropriate matters. Speakers will identify themselves when acknowledged by the Clerk.

Mr. Conklin read an email submitted by Lindsey Mower requesting the board make an exception to our enrollment policy to allow her daughter to enroll into a full class next year.

Mr. Ryan Bentz introduced himself to the board and stated he was running for Glenn County Superintendent of Schools

Mr. Lovell stated that based on his experience, a full sized basketball court should be strongly considered for the new construction project.

- X. **Adjournment – Next Regular Scheduled Meeting Thursday, April 28th @ 3PM** – The meeting was adjourned at 4:06PM

PARENT INVOLVEMENT

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent/Principal or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1230 - School-Connected Organizations)
(cf. 1240 - Volunteer Assistance)
(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5145.6 - Parental Notifications)

The Superintendent/Principal or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

(cf. 0500 - Accountability)

Title I Schools

Each year the Superintendent/Principal or designee shall identify specific objectives of the district's parent involvement program. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

(cf. 6171 - Title I Programs)

The Superintendent/Principal or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

PV NO	Vendor/Addr Name	Tax ID	Inv Date	Entered	Paid	Batch	Description
LN	Fd Res Y	Goal Func Obj	Sit B&R DD	PV amount	UT-Obj	UT-Rate	UT-Amount
000356	000627/00	ADVANCED DOCUMENT	3/31/2022	3/31/2022	4/06/2022	36	
1.	01-0000-0-1110-1000-5640-000-0000-000000			292.07	N		N
MARCH 2022 COPIES							
000338	000474/00	AT&T	3/14/2022	3/14/2022	3/23/2022	34	
1.	01-0000-0-0000-8100-5910-000-0000-000000			40.80	N		N
2/10/22-3/09/22 PHONE SERVICE							
000378	000474/00	AT&T	4/15/2022	4/15/2022		39	
1.	01-0000-0-0000-8100-5910-000-0000-000000			54.14	N		N
3/10/22-4/09/22 PHONE SERVICE							
000341	000600/00	CORNELL DISTRIBUTING	3/17/2022	3/17/2022	3/23/2022	34	
1.	13-5310-0-0000-3700-4700-000-0000-000000			204.42	N		N
433145 CAFETERIA FOOD							
2.	13-5310-0-0000-3700-4700-000-0000-000000			170.56	N		N
433151 CAFETERIA FOOD							
Total amount				374.98 *		0.00 *	
000344	000600/00	CORNELL DISTRIBUTING	3/21/2022	3/24/2022	3/30/2022	35	
1.	13-5310-0-0000-3700-4700-000-0000-000000			238.70	N		N
433182 CAFETERIA FOOD							
2.	13-5310-0-0000-3700-4700-000-0000-000000			307.26	N		N
433157 CAFETERIA FOOD							
Total amount				545.96 *		0.00 *	
000353	000600/00	CORNELL DISTRIBUTING	3/28/2022	3/31/2022	4/06/2022	36	
1.	13-5310-0-0000-3700-4700-000-0000-000000			137.12	N		N
434231 CAFETERIA FOOD							
2.	13-5310-0-0000-3700-4700-000-0000-000000			272.77	N		N
433195 CAFETERIA FOOD							
Total amount				409.89 *		0.00 *	
000360	000600/00	CORNELL DISTRIBUTING	4/04/2022	4/07/2022	4/13/2022	37	
1.	13-5310-0-0000-3700-4700-000-0000-000000			211.92	N		N
434271 CAFETERIA FOOD							
2.	13-5310-0-0000-3700-4700-000-0000-000000			352.68	N		N
434243 CAFETERIA FOOD							
Total amount				564.60 *		0.00 *	

PV NO	Vendor/Addr Name	LN	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	Tax ID	Inv Date	Entered	UT	UT-Obj	UT-Amount	Batch	Description
000371	000600/00 CORNELL DISTRIBUTING											4/11/2022	4/14/2022	4/20/2022	38			
	1. 13-5310-0-0000-3700-4700-000-00000												70.68	N				N
	434293 CAFETERIA FOOD																	
	2. 13-5310-0-0000-3700-4700-000-00000												302.68	N				N
	434283 CAFETERIA FOOD																	
	Total amount											373.36 *				0.00 *		
000343	000336/00 DANIELSEN CO											3/18/2022	3/18/2022	3/30/2022	35			
	1. 13-5310-0-0000-3700-4700-000-00000												2,975.13	N				N
	273416 CAFETERIA FOOD																	
000351	000336/00 DANIELSEN CO											3/28/2022	3/28/2022	4/06/2022	36			
	1. 13-5310-0-0000-3700-4300-000-00000												178.01	N				N
	274234 CAFETERIA SUPPLIES																	
	2. 13-5310-0-0000-3700-4700-000-00000												2,493.64	N				N
	274234 CAFETERIA FOOD																	
	Total amount											2,671.65 *				0.00 *		
000358	000336/00 DANIELSEN CO											4/01/2022	4/01/2022	4/13/2022	37			
	1. 13-5310-0-0000-3700-4700-000-00000												2,352.55	N				N
	274691 CAFETERIA FOOD																	
	2. 13-5310-0-0000-3700-4300-000-00000												102.38	N				N
	274691 CAFETERIA FOOD																	
	Total amount											2,454.93 *				0.00 *		
000367	000336/00 DANIELSEN CO											4/08/2022	4/08/2022	4/20/2022	38			
	1. 13-5310-0-0000-3700-4700-000-00000												3,134.00	N				N
	275381 CAFETERIA FOOD																	
	2. 13-5310-0-0000-3700-4300-000-00000												183.59	N				N
	275381 CAFETERIA SUPPLIES																	
	Total amount											3,317.59 *				0.00 *		
000382	000336/00 DANIELSEN CO											4/21/2022	4/21/2022		39			
	1. 13-5310-0-0000-3700-4700-000-00000												3,565.85	N				N
	275645 CAFETERIA FOOD																	
	2. 13-5310-0-0000-3700-4300-000-00000												148.04	N				N
	275645 CAFETERIA SUPPLIES																	
	Total amount											3,713.89 *				0.00 *		

FV NO	Vendor/Addr Name	LN	Fd Res	Y	Goal	Func	Obj	Sit	BdR	DD	Tax ID	Inv Date	Entered	UT	Obj	UT-Obj	Batch	Description	UT-Amount	I099
000339	000094/00 DEMCO INC										00000000	3/14/2022	3/14/2022		37	3/23/2022	34			
	1. 01-0000-0-1144-2420-4300-000-000000												47.90	N						N
	7091202 LIBRARY BOOK LABELS												42.74	N						N
	2. 01-0000-0-1110-1000-4300-000-000000												42.74	N						N
	7091202 K-8 LABELS												90.64 *						0.00 *	
	Total amount																			
000368	000404/00 DNA											4/08/2022	4/08/2022			4/20/2022	38			
	1. 01-0000-0-1110-1000-5890-000-000000												50.00	N						N
	APRIL 2022 WEB HOSTING																			
000362	000378/00 GLENN COUNTY											4/04/2022	4/04/2022			4/13/2022	37			
	1. 01-0000-0-0000-3600-5890-000-000000												112.50	N						N
	45 DAY INSPEC. 2/07/22												102.31	N						N
	2. 01-0000-0-0000-3600-5630-000-000000												483.24	N						N
	COOLER HUMP HOSE REPLACEMENT																			N
	3. 01-0000-0-0000-3600-5630-000-000000												698.05 *						0.00 *	
	10,000 MILE SERVICE 2/22/22																			
	Total amount																			
000337	000630/00 HUNT PROPANE INC.										00000000	3/14/2022	3/14/2022			3/23/2022	34			
	1. 01-0000-0-0000-8100-5540-000-000000												491.56	N						N
	873170 135.20 GAL OF PROPANE																			
000340	000041/00 J.C. NELSON SUPPLY CO.											3/17/2022	3/17/2022			3/23/2022	34			
	1. 01-0000-0-0000-8100-4300-000-000000												1,155.58	N						N
	766098 SITE SUPPLIES																			
000355	000634/00 J.W. WOOD COMPANY -FACE SUPPLY										00000000	3/29/2022	3/29/2022			4/06/2022	36			
	1. 01-0000-0-0000-8100-4300-000-000000												442.66	N						N
	DRINKING FOUNTAIN PARTS																			
000369	000669/00 JAMIE CRAMER											4/08/2022	4/15/2022			4/20/2022	38			
	1. 01-0000-0-0000-8100-4300-000-000000												12.86	N						N
	REIMB. CLOROX WIPES																			

005 PLAZA SCHOOL DISTRICT
Plaza Pay Vouchers

Pay Voucher Transactions
Date: 03/12/2022 - 04/22/2022
PV#: 000000 - 999999

J64434 PV0100 L.00.00 04/22/22 PAGE 4

PV NO	Vendor/Addr	Name	IN	Fd Res	Y	Goal	Func	Obj	Sit	BdR	DD	Tax ID	Inv Date	Entered	UT	UT-Obj	Paid	Batch	Description
														UT	UT-Obj	UT-Rate	UT-Amount		
000383	000675/00	LARRY'S PEST & WEED CONTROL											4/21/2022	4/21/2022			39		
		1. 01-0000-0-0000-8100-5530-000-000000											240.00	N					
		W15394 APRIL PEST CONTROL																	
000375	000645/00	NOR CAL SOLAR CLEAN, INC										510628048	4/14/2022	4/14/2022			4/20/2022	38	
		1. 01-0000-0-0000-8100-5630-000-000000											125.00	N					
		4639 SOLAR PANEL CLEANING																	
000350	000049/00	OFFICE DEPOT											3/24/2022	3/24/2022			3/30/2022	35	
		1. 01-0000-0-1110-1000-4300-000-000000											91.01	N					
		K-8 SUPPLIES																	
		2. 01-0000-0-0000-2700-4300-000-000000											14.00	N					
		OFFICE SUPPLIES																	
		Total amount											105.01 *						0.00 *
000373	000049/00	OFFICE DEPOT											4/11/2022	4/14/2022			4/20/2022	38	
		1. 01-0000-0-1110-1000-4300-000-000000											41.57	N					
		K-8 SUPPLIES																	
		2. 01-0000-0-1110-1000-4300-000-000000											10.32	N					
		K-8 SUPPLIES																	
		3. 01-0000-0-1110-1000-4300-000-000000											20.15	N					
		K-8 SUPPLIES																	
		4. 01-0000-0-1110-1000-4300-000-000000											320.25	N					
		K-8 SUPPLIES																	
		5. 01-0000-0-1110-1000-4300-000-000000											478.28	N					
		12 CASES OF COPY PAPER																	
		6. 01-0000-0-1144-2420-4300-000-000000											4.30	N					
		LIBRARY SUPPLIES																	
		7. 01-0000-0-1110-1000-4300-000-000000											62.33	N					
		K-8 SUPPLIES																	
		8. 01-0000-0-1144-2420-4300-000-000000											15.18	N					
		LIBRARY SUPPLIES																	
		9. 01-0000-0-1144-2420-4300-000-000000											47.40	N					
		LIBRARY SUPPLIES																	
		Total amount											999.78 *						0.00 *
000379	000049/00	OFFICE DEPOT											4/21/2022	4/21/2022			39		
		1. 01-0000-0-1110-1000-4300-000-000000											7.92	N					
		K-8 SUPPLIES																	

005 PLAZA SCHOOL DISTRICT
Plaza Pay Vouchers

Pay Voucher Transactions
Date: 03/12/2022 - 04/22/2022
PV#: 000000 - 999999

J64434 PV0100 L.00.00 04/22/22 PAGE

PV NO	Vendor/Addr Name	IN	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	Tax ID	Inv Date	Entered	UT	UT-Obj	UT-Rate	Batch	Description	UT-Amount	1099	
000346	000050/00	ORLAND	HARDWARE & IMP. CO.									3/21/2022	3/21/2022	3/30/2022	35						
	1. 01-0000-0-0000-8100-4300-000-00000											71.68	N								N
	494253	SITE SUPPLIES																			
000348	000050/00	ORLAND	HARDWARE & IMP. CO.									3/23/2022	3/23/2022	3/30/2022	35						
	1. 01-0000-0-0000-8100-4300-000-00000											56.14	N								N
	494442	SITE SUPPLIES																			
000357	000050/00	ORLAND	HARDWARE & IMP. CO.									3/31/2022	3/31/2022	4/06/2022	36						
	1. 01-0000-0-0000-8100-4300-000-00000											104.05	N								N
	495321	SITE SUPPLIES																			
000365	000050/00	ORLAND	HARDWARE & IMP. CO.									4/07/2022	4/07/2022	4/13/2022	37						
	1. 01-0000-0-0000-8100-4300-000-00000											17.92	N								N
	496047	SITE SUPPLIES																			
000374	000050/00	ORLAND	HARDWARE & IMP. CO.									4/12/2022	4/12/2022	4/20/2022	38						
	1. 01-0000-0-0000-8100-4300-000-00000											48.43	N								N
	496467	SITE SUPPLIES																			
000380	000050/00	ORLAND	HARDWARE & IMP. CO.									4/21/2022	4/21/2022	39							
	1. 01-0000-0-0000-8100-4300-000-00000											4.45	N								N
	496962	SITE SUPPLIES																			
	2. 01-0000-0-0000-8100-4300-000-00000											19.94	N								N
	497028	SITE SUPPLIES																			
	Total amount											24.39 *									0.00 *
000376	000491/00	PACE	ANALYTICAL SERVICES LLC									4/15/2022	4/21/2022	39							
	1. 01-0000-0-0000-8100-5560-000-00000											88.40	N								N
	2202428-28	DRINK WATER MONITOR																			
	2. 01-0000-0-0000-8100-5560-000-00000											88.40	N								N
	2203686-28	DRINK WATER MONITOR																			
	Total amount											176.80 *									0.00 *

005 PLAZA SCHOOL DISTRICT
 Plaza Pay Vouchers

Pay Voucher Transactions
 Date: 03/12/2022 - 04/22/2022
 PV#: 000000 - 999999

J64434 PV0100 L.00.00 04/22/22 PAGE 6

PV NO	Vendor/Addr	Name	LN	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	Tax ID	Inv Date	Entered	UT	Obj	UT-Rate	Batch	Description	
000347	000054/00	PACIFIC GAS & ELECTRIC CO.											3/22/2022	3/22/2022		3/30/2022	35			
		1. 01-0000-0-0000-8100-5545-000-000000											10.34	N						N
		2/15/22-3/16/22 STREET LIGHT																		
000364	000054/00	PACIFIC GAS & ELECTRIC CO.											4/06/2022	4/06/2022		4/13/2022	37			N
		1. 01-0000-0-0000-8100-5545-000-000000											23.82	N						
		3/03/22 - 3/31/22 PGE																		
000381	000054/00	PACIFIC GAS & ELECTRIC CO.											4/21/2022	4/21/2022		3/23/2022	34			N
		1. 01-0000-0-0000-8100-5545-000-000000											10.58	N						
		3/17/22-4/15/22 STREET LIGHT																		
000342	000175/00	PRO PACIFIC FRESH											3/17/2022	3/17/2022		3/30/2022	35			N
		1. 13-5310-0-0000-3700-4700-000-000000											605.14	N						
		6922057 CAFETERIA FOOD																		
000345	000175/00	PRO PACIFIC FRESH											3/21/2022	3/21/2022		3/30/2022	36			N
		1. 13-5310-0-0000-3700-4700-000-000000											507.65	N						
		6923301 CAFETERIA FOOD																		
000354	000175/00	PRO PACIFIC FRESH											3/28/2022	3/28/2022		4/06/2022	37			N
		1. 13-5310-0-0000-3700-4700-000-000000											674.75	N						
		6924710 CAFETERIA FOOD																		
000359	000175/00	PRO PACIFIC FRESH											4/04/2022	4/04/2022		4/13/2022	38			N
		1. 13-5310-0-0000-3700-4700-000-000000											637.98	N						
		6925780 CAFETERIA FOOD																		
000372	000175/00	PRO PACIFIC FRESH											4/11/2022	4/11/2022		4/20/2022	39			N
		1. 13-5310-0-0000-3700-4700-000-000000											684.23	N						
		6927367 CAFETERIA FOOD																		
000384	000596/00	SAN JOAQUIN CO. OFFICE OF ED.											4/21/2022	4/21/2022						

Pay Voucher Transactions
 Date: 03/12/2022 - 04/22/2022
 PV#: 000000 - 999999

J64434 PV0100 L.00.00 04/22/22 PAGE 7

PV NO	Vendor/Addr	Name	LN	Fd Res	Y	Goal	Func	Obj	Sit	BdR	DD	Tax ID	Inv Date	Entered	UT	Obj	UT-Obj	Batch	Description
														PV amount	UT		UT-Rate	Batch	Description
000384	(CONTINUED)																		
		1. 01-0000-0-1110-1000-5890-000-00000												800.00	N				N
		EDJOIN ACCT FEES FY 21/22																	
000377	000065/00	SCHOLASTIC INC.											4/15/2022	4/15/2022				39	
		1. 01-0000-0-1144-2420-4300-000-00000												438.40	N				N
		NEW LIBRARY BOOKS																	
		2. 01-7425-0-1110-1000-4300-000-00106												256.94	N				N
		6TH GRD CLASS BOOK SETS																	
		Total amount											695.34 *					0.00 *	
000352	000656/00	SIERRA WATER UTILITY										843130602	3/28/2022	3/28/2022				4/06/2022	36
		1. 01-0000-0-0000-8100-5890-000-00000												100.70	N				Y
		OPERATOR SERVICE CHARGE																	
000366	000490/00	TCG ADMINISTRATORS/CALSTRS											4/07/2022	4/07/2022				4/13/2022	37
		1. 01-0000-0-0000-2700-5890-000-00000												6.00	N				N
		MARCH 2022 MONTHLY ADMIN FEES																	
000363	000628/00	TIAA, FSB											4/06/2022	4/06/2022				4/13/2022	37
		1. 01-0000-0-1110-1000-5890-000-00000												280.15	N				N
		8843353 COPIER CHARGES																	
000349	000080/00	TRI-COUNTY SCHOOLS INS GROUP											3/24/2022	3/24/2022				3/30/2022	35
		1. 01-0000-0-0000-0000-9571-000-00000												2,581.59	N				N
		APRIL 2022 EMPLOYEE PD INS																	
		2. 01-0000-0-0000-0000-9572-000-00000												19,180.49	N				N
		APRIL 2022 DISTRICT PD INS																	
		3. 01-0000-0-0000-0000-9573-000-00000												1,949.67	N				N
		APRIL 2022 RETIREE PD INS																	
		4. 01-0000-0-1110-1000-3701-000-00000												1,208.33	N				N
		APRIL 2022 DIST RETIREE CERT																	
		Total amount											24,920.08 *					0.00 *	

PV NO	Vendor/Addr	Name	LN	Fd Res	Y	Goal	Func	Obj	Sit	BdR	DD	Tax ID	Inv Date	Entered	UT	UT-Obj	Paid	Batch	Description	
000361	000583/00	US BANK											4/04/2022	4/04/2022		4/13/2022	37			
			1.		01-0000-0-0000-3600-5890-000-0000-00000									60.75	N				N	
		UNIFIED CARRIER REGIST. JF																		
			2.		01-0000-0-0000-3600-5890-000-0000-00000									60.75	N				N	
		UNIFIED CARRIER REGIST. AF																		
			3.		01-7425-0-1110-1000-4300-000-0000-00103									414.41	N				N	
		3RD GRADE CLASSROOM BOOKS																		
			4.		01-7425-0-1110-1000-5890-000-0000-00107									100.00	N				N	
		7TH GRD EDULASTIC SUBSCRIPTION																		
			5.		01-7425-0-1110-1000-5890-000-0000-00108									100.00	N				N	
		8TH GRD EDULASTIC SUBSCRIPTION																		
			6.		01-7425-0-1110-1000-5890-000-0000-00201									290.00	N				N	
		READ NAT SUBSCRIP R. ALIEMANDI																		
			7.		01-0000-0-0000-8100-4300-000-0000-00000									69.70	N				N	
		ANTI-CHOKING DEVICE																		
			8.		01-0000-0-0000-9330-000-0000-00000									500.00	N				N	
		MTSS CONFERENCE REG FOR NR/PC																		
			9.		01-0000-0-0000-9330-000-0000-00000									210.83	N				N	
		MTSS CONFERENCE HOTEL - NR																		
			10.		01-0000-0-0000-9330-000-0000-00000									210.83	N				N	
		MTSS CONFERENCE HOTEL - PC																		
			11.		01-0000-0-0000-9330-000-0000-00000									416.96	N				N	
		MTSS CONFERENCE AIR FARE																		
			12.		01-0000-0-0000-9330-000-0000-00000									416.96	N				N	
		MTSS CONFERENCE AIR FARE																		
			13.		01-0000-0-0000-9330-000-0000-00000									20.00	N				N	
		MTSS AIR FARE EARLY BIRD PC																		
			14.		01-0000-0-0000-9330-000-0000-00000									20.00	N				N	
		MTSS AIR FARE EARLY BIRD NR																		
			15.		01-0000-0-0000-9330-000-0000-00000									20.00	N				N	
		MTSS AIR FARE EARLY BIRD PC																		
			16.		01-0000-0-0000-9330-000-0000-00000									20.00	N				N	
		MTSS AIR FARE EARLY BIRD NR																		
		Total amount											2,931.19 *				0.00 *			

000370	000034/00	WASTE MANAGEMENT											4/08/2022	4/08/2022		4/20/2022	38			
			1.		01-0000-0-0000-8100-5520-000-0000-00000															
		MARCH 2022 GARBAGE												387.92	N				N	
		Grand total											55,983.33	*****					0.00	*****

PARENT INVOLVEMENT (continued)

The Superintendent/Principal or designee shall consult with parents/guardians in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

(cf. 3100 - Budget)

Non-Title I Schools

The Superintendent/Principal or designee shall develop and implement strategies to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

UNITED STATES CODE, TITLE 20

6311 Parental notice of teacher qualifications and student achievement

6312 Local educational agency plan

6314 Schoolwide programs

6316 School improvement

6318 Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

PARENT INVOLVEMENT (continued)

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

STATE BOARD OF EDUCATION POLICIES

89-01 Parent Involvement in the Education of Their Children, rev. 1994

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE

Parental Involvement: Title I, Part A, April 23, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships:
<http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

No Child Left Behind: <http://www.ed.gov/nclb>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

U.S. Department of Education: <http://www.ed.gov>

APR 18 2012

Policy
adopted:

PLAZA ELEMENTARY SCHOOL DISTRICT
Orland, California

PARENT INVOLVEMENT

District Strategies for Title I Schools

To ensure that parents/guardians are provided with opportunities to be involved in their children's education, the Superintendent/Principal or designee shall:

1. Involve parents/guardians in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318)

(cf. 6171 - Title I Programs)

The Superintendent/Principal or designee may:

- a. Establish a committee including parent/guardian representatives to review and comment on the LEA plan in accordance with the review schedule established by the Governing Board
- b. Invite input on the LEA plan from other district committees and the school site council

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input
 - d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan
2. Provide coordination, technical assistance, and other support necessary to assist the school in planning and implementing effective parent involvement activities to improve student academic achievement and school performance (20 USC 6318)

The Superintendent/Principal or designee may:

- a. Provide ongoing workshops to assist staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops

PARENT INVOLVEMENT (continued)

- b. Provide information to staff and parents/guardians about the indicators and assessment tools that will be used to monitor progress
3. Build the capacity of the school and parents/guardians for strong parent involvement (20 USC 6318)

The Superintendent/Principal or designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
- c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

- d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education

PARENT INVOLVEMENT (continued)

- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent involvement activities as parents/guardians may request
- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

In addition, the Superintendent/Principal or designee may:

- a. Involve parents/guardians in the development of training for teachers and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students
- f. Adopt and implement model approaches to improving parent involvement
- g. Establish a parent advisory council to provide advice on all matters related to parent involvement in Title I programs
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families

PARENT INVOLVEMENT (continued)

(cf. 1020 - Youth Services)

- j. Provide a master calendar of district activities and district meetings
- k. Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means
- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

(cf. 1230 - School-Connected Organizations)

- m. To the extent practicable, provide translation services at the school and at meetings involving parents/guardians as needed
- n. Provide training and information to members of the school site council and advisory committees to help them fulfill their functions
- o. Regularly evaluate the effectiveness of staff development activities related to parent involvement
- p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

- 4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs (20 USC 6318)

(cf. 6300 - Preschool/Early Childhood Education)

The Superintendent/Principal or designee may:

- a. Identify overlapping or similar program requirements
- b. Involve school representatives from other programs to assist in identifying specific population needs

PARENT INVOLVEMENT (continued)

- c. Schedule joint meetings with representatives from related programs and share data and information across programs
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the school (20 USC 6318)

The Superintendent/Principal or designee shall:

- a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC 6318)
- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318)
- c. Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code 11503)

The Superintendent/Principal or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
 - b. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged
 - c. Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement
6. Involve parents/guardians in the activities of the school (20 USC 6318)

PARENT INVOLVEMENT (continued)

The Superintendent/Principal or designee may:

- a. Include information about school activities in district communications to parents/guardians
- b. To the extent practicable, provide translation services or other accommodations needed to encourage participation of parents/guardians with special needs
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

(cf. 5145.6 - Parental Notifications)

District Strategies for Non-Title I Schools

The Superintendent/Principal or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent/Principal or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
- c. Provide parents/guardians with information about students' class assignments and homework assignments

PARENT INVOLVEMENT (continued)

2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent/Principal or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent/Principal or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
- c. Provide information about parent involvement opportunities through school and/or class newsletters, the district's web site, and other written or electronic communications
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
- e. Develop mechanisms to encourage parent/guardian input on district and school issues
- f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background

PARENT INVOLVEMENT (continued)

- g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
- 4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504)

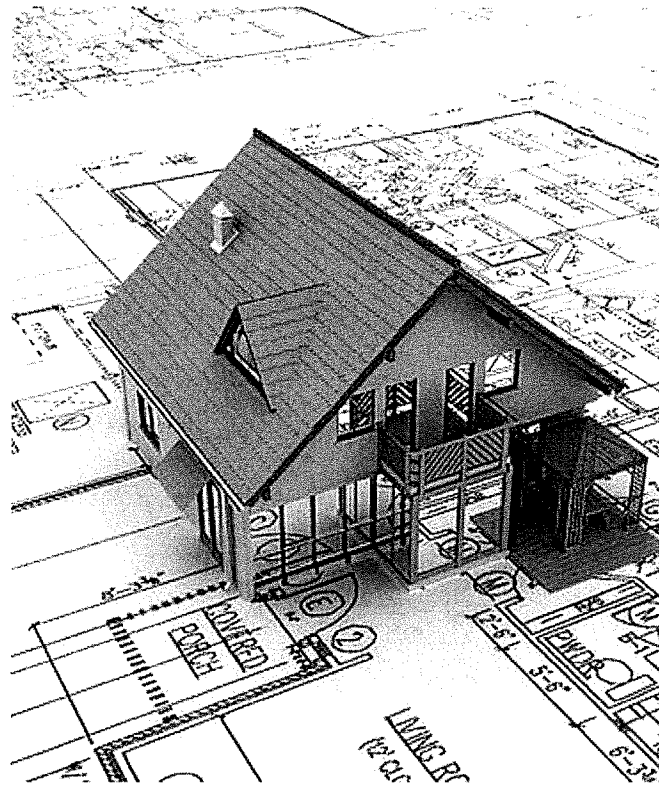
The Superintendent/Principal or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate parent involvement programs into school plans for academic accountability

The Superintendent/Principal or designee may:

- a. Include parent involvement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians in school planning processes

LEVEL 1 DEVELOPER FEES INCREASED



FEBRUARY 23, 2022

SAB RAISES LEVEL 1 DEVELOPER FEES 17.45%

At the February 23rd meeting of the State Allocation Board the Board approved the agenda item as presented to increase the maximum Level 1 assessment for development in the amount of 17.45%, using the RS Means Index to be effective immediately.

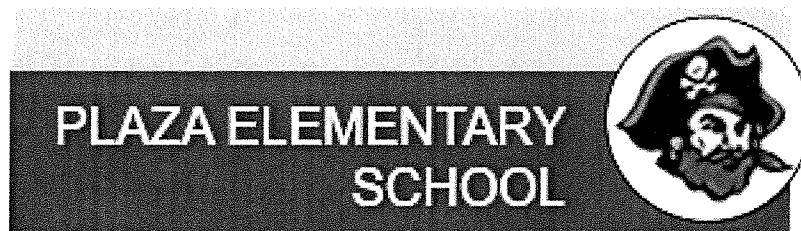
The new approved rates are:

\$4.79 per square foot for **residential** development (an increase of \$0.71)

\$0.78 per square foot for **commercial/industrial** development (an increase of \$0.12)

Contact us for a contract, proposal, or price quote: (916) 733-0402
SchoolWorks, Inc., 8700 Auburn Folsom Road, #200, Granite Bay, CA 95746

APRIL 2022



2022 DEVELOPER FEE JUSTIFICATION STUDY PLAZA ELEMENTARY SCHOOL DISTRICT

PATRICK CONKLIN,
SUPERINTENDENT

SCHOOLWORKS, INC.
8700 Auburn Folsom Rd., #200
Granite Bay, CA 95746

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



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- **Census Data**
- **Use of Developer Fees**
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- **Index Adjustment on the Assessment for Development – State Allocation Board Meeting of February 23, 2022**
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Executive Summary

This Developer Fee Justification Study demonstrates that the Plaza Elementary School District requires its share of the full statutory impact fee to accommodate impacts from development activity.

A fee of \$4.08 per square foot for residential construction and a fee of \$0.66 per square foot for commercial/industrial construction is currently assessed on applicable permits pulled in the District. The new fee amounts are **\$4.79** per square foot for residential construction and **\$0.78*** per square foot for commercial/industrial construction. This proposed increase represents \$0.71 per square foot and \$0.12 per square foot for residential and commercial/industrial construction, respectively. The District's share of the developer fee is 60 percent.

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

Table 1
Plaza Elementary School District
Developer Fee Collection Rates

Totals	<u>Previous</u>	<u>New</u>	<u>Change</u>
Residential	\$4.08	\$4.79	\$0.71
Commercial/Ind.	\$0.66	\$0.78	\$0.12
District Share:	60.00%		
Net Impact	<u>Previous</u>	<u>New</u>	<u>Change</u>
Residential	\$2.45	\$2.87	\$0.42
Commercial/Ind.	\$0.40	\$0.47	\$0.07

*except for Rental Self Storage facilities in which a fee of \$0.31 per square foot is justified.

The total projected number of housing units to be built over the next five years is 10. The average square feet per unit is 2,204. This Study demonstrates a need of \$10.71 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.

The impact of new developments result in the need for either additional or modernization of school facilities to house the students generated. Because of the high cost associated with school facility projects and the District's limited budget, outside funding sources are required for school projects. 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 **\$4.79** per square foot of residential construction and **\$0.78** 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 Plaza Elementary School District.

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

Enrollment Projections

In 2021/2022 the District's total enrollment (CBEDS) was 190 students. The enrollment by grade level is shown here in Table 2.

Table 2

**Plaza Elementary School District
CURRENT ENROLLMENT**

Grade	2021/22
TK/K	22
1	21
2	23
3	21
4	21
5	21
6	19
<hr/>	
TK-6 Total	148
7	23
8	19
<hr/>	
7-8 Total	42
<hr/>	
TK-8 Total	190

This data will be the basis for the enrollment impacts 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 2020 Census. Table 3 shows the student generation factors for the various grade groupings.

Table 3

**Plaza Elementary School District
 STUDENT GENERATION FACTORS**

<u>Grades</u>	<u>Students per Household</u>
TK-6	0.5082
7-8	0.1393
Total	0.6475

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 **82.9%** of the total housing units within the district boundaries are single family units. It is reasonable to assume that the construction of new housing units would be similar to the current housing stock, which was confirmed by the various planning departments within the school district boundaries, and therefore the overall student generation rate will be used to determine student yields from the projected developments.



New Residential Development Projections

The Plaza Elementary School District does not experience any significant residential construction on an annual basis. For the purposes of this Study to determine the impacts of residential projects, it is assumed a rate of 2 new units per year will be constructed. This was determined by reviewing the residential permits pulled and school development impact fees paid to the District. After contacting the various city planning departments within the school district boundaries, it was verified that using the same average residential construction rate over the past four years for the next five years is a reasonable assumption. Projecting the average rate forward, we would expect that 10 units of residential housing will be built within the District boundaries over the next five years.

To determine the impact of residential development, a student projection is done. Applying the student generation factor of 0.6475 to the projected 10 units of residential housing, we expect that 6 students will be generated from the new residential construction over the next five years. This includes 5 elementary school students and 1 middle school student.

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

Plaza Elementary School District
FIVE YEAR DEVELOPMENT IMPACT ANALYSIS

<u>Grades</u>	<u>Current Enrollment</u>	<u>Development Projection</u>	<u>Projected Enrollment</u>
TK to 6	148	5	153
7 to 8	42	1	43
Totals	190	6	196



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

**Plaza Elementary 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	2	2	2	4	25	75	175
Grades 7-8	1	0	0	1	27	6	33
Totals	3	2	2	5		81	208

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>
Plaza Elem	1	75	6	0	5

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 3 permanent classrooms in the District when the baseline was established. In addition, there were 2 portable classrooms. This results in a total classroom count of 5 and is referred to as the chargeable 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 208 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

**Plaza Elementary 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	175	174	1
Grades 7-8	33	48	(15)
Totals	208	222	0

Since the enrollment space needed exceeds the District capacity there is no excess capacity available to house students from new development.



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 Plaza Elementary School District. To the extent this relationship exists, the District is justified in levying developer fees as authorized by Education Code Section 17620.

School Facility Construction Costs

For the purposes of estimating the cost of building school facilities we have used the State School Building Program funding allowances. These amounts are shown in Table 9. In addition to the basic construction costs, there are site acquisition costs of \$50,000 per acre and service-site, utilities, off-site and general site development costs which are also shown in Table 9.

Table 9

NEW CONSTRUCTION COSTS

<u>Grade</u>	<u>Base Grant</u>	<u>Fire Alarms</u>	<u>Fire Sprinklers</u>	Per Student
				<u>Total</u>
TK-6	\$29,246	\$34	\$490	\$29,770
7-8	\$30,932	\$46	\$584	\$31,562

Site Acreage Needs

<u>Grade</u>	<u>Typical</u>	<u>Average</u>	<u>Projected</u>	<u>Equivalent</u>	<u>Site</u>
	<u>Acres</u>	<u>Students</u>	<u>Unhoused</u>	<u>Sites</u>	<u>Acres</u>
TK-6	10	600	5	0.01	0.08
7-8	20	800	1	0.00	0.03
TOTAL					0.11

General Site Development Allowance

<u>Grade</u>	<u>Acres</u>	<u>Allowance/</u>		<u>% Allowance</u>	<u>Added Cost</u>	<u>Total Cost</u>
		<u>Acre</u>	<u>Base Cost</u>			
TK-6	0.08	\$47,602	\$3,808	6%	\$8,931	\$12,739
7-8	0.03	\$47,602	\$1,428	6%	\$1,894	\$3,322
Totals	0.11					\$16,061

Site Acquisition & Development Summary

<u>Grade</u>	<u>Acres</u>		<u>Total</u>	<u>Site</u>		<u>General Site</u>	<u>Total Site</u>
	<u>To Be</u>	<u>Land</u>		<u>Development</u>	<u>Site</u>		
	<u>Bought</u>	<u>Cost/Acre</u>	<u>Land Cost</u>	<u>Cost/Acre</u>	<u>Dev. Cost</u>	<u>Development</u>	<u>Development</u>
TK-6	0.08	\$50,000	\$4,000	\$314,657	\$25,173	\$12,739	\$37,912
7-8	0.03	\$50,000	\$1,500	\$296,030	\$8,881	\$3,322	\$12,203
Totals	0.11		\$5,500		\$34,053	\$16,061	\$50,114

Note: The grant amounts used are twice those shown in the appendix to represent the full cost of the facility needs and not just the standard State funding share of 50%.



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 needs to acquire 0.11 acres to meet the needs of the students projected from the new developments. Therefore, the costs for site acquisition and development of the land have been included in the total impacts due to new development.

Table 10

**Plaza Elementary School District
 Summary of Residential Impact**

<u>School Facility</u>	<u>Development Projection</u>	<u>Available Space</u>	<u>Net Unhoused</u>	<u>Construction Cost Per Student</u>	<u>Total Facility Costs</u>
Elementary	5	0	5	\$29,770	\$148,850
Middle	1	0	1	\$31,562	\$31,562
Site Purchase: 0.11 acres					\$5,500
Site Development:					\$50,114
			New Construction Needs:		\$236,026
			Average cost per student:		\$39,338
			Total Residential Sq Ft:		22,040
			Residential Fee Justified:		\$10.71

The total need for school facilities based solely on the impact of the 10 new housing units projected over the next five years totals \$236,026. 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 2,204 square feet. The total area for 10 new homes would therefore

be 22,040 square feet. The total residential fee needed to be able to collect \$236,026 would be **\$10.71** 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.

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 11

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 2015-2019 American Community Survey 5-Year Estimates for the District. There were 152 employees and 122 homes in the District. This represents a ratio of 1.2459 employees per home.

There were 79 school age children living in the District in 2019. This is a ratio of 0.5197 students per employee. This ratio, however, must be reduced by including only the percentage of employees that worked in their community of residence (30.9%), 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 0.1606.

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 10.

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 (30.9 percent).
- Housing units per employee (0.8026). This was derived from the 2015-2019 American Community Survey 5-Year Estimates data for the District, which indicates there were 152 employees, and the 2015-2019 American Community Survey 5-Year Estimates data for the District, which indicates there were 122 housing units.
- Percentage of employees that will occupy new housing units (75 percent).
- Average square feet per dwelling unit (2,204).
- Residential fee charged by the District (\$2.87 (60% of \$4.79) per square foot).
- Average cost per student was determined in Table 10.

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 12

Plaza Elementary School District Summary of Commercial and Industrial Uses							
Type	Employees per 1,000 Sq. Ft.	Students per Employee	Students per 1,000 Sq. Ft.	Average Cost per Student	Cost per Sq. Ft.	Residential offset per Sq. Ft.	Net Cost per Sq. Ft.
Banks	2.83	0.1606	0.454	\$39,338	\$17.88	\$3.33	\$14.55
Community Shopping Centers	1.53	0.1606	0.246	\$39,338	\$9.67	\$1.80	\$7.87
Neighborhood Shopping Centers	2.71	0.1606	0.435	\$39,338	\$17.12	\$3.19	\$13.93
Industrial Business Parks	3.52	0.1606	0.565	\$39,338	\$22.24	\$4.14	\$18.10
Industrial Parks	1.35	0.1606	0.217	\$39,338	\$8.53	\$1.59	\$6.94
Rental Self Storage	0.06	0.1606	0.010	\$39,338	\$0.38	\$0.07	\$0.31
Scientific Research & Development	3.04	0.1606	0.488	\$39,338	\$19.21	\$3.58	\$15.63
Lodging	1.13	0.1606	0.181	\$39,338	\$7.14	\$1.33	\$5.81
Standard Commercial Office	4.79	0.1606	0.769	\$39,338	\$30.26	\$5.64	\$24.62
Large High Rise Commercial Office	4.31	0.1606	0.692	\$39,338	\$27.23	\$5.07	\$22.16
Corporate Offices	2.69	0.1606	0.432	\$39,338	\$16.99	\$3.17	\$13.82
Medical Offices	4.27	0.1606	0.686	\$39,338	\$26.98	\$5.02	\$21.96

*Based on 1990 SanDAG Traffic Generator Report

Net Cost per Square Foot

Since the District's share of the State Maximum Fee is now \$0.47 (60% of \$0.78) 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 \$0.31 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 \$236,026. The amount the District would collect over the five year period at the maximum rate of \$2.87 (60% of \$4.79) for residential and \$0.47 (60% of \$0.78) for commercial/industrial development would be as follows:

\$2.87 x 10 homes x 2,204 sq ft per home = \$63,255 for Residential

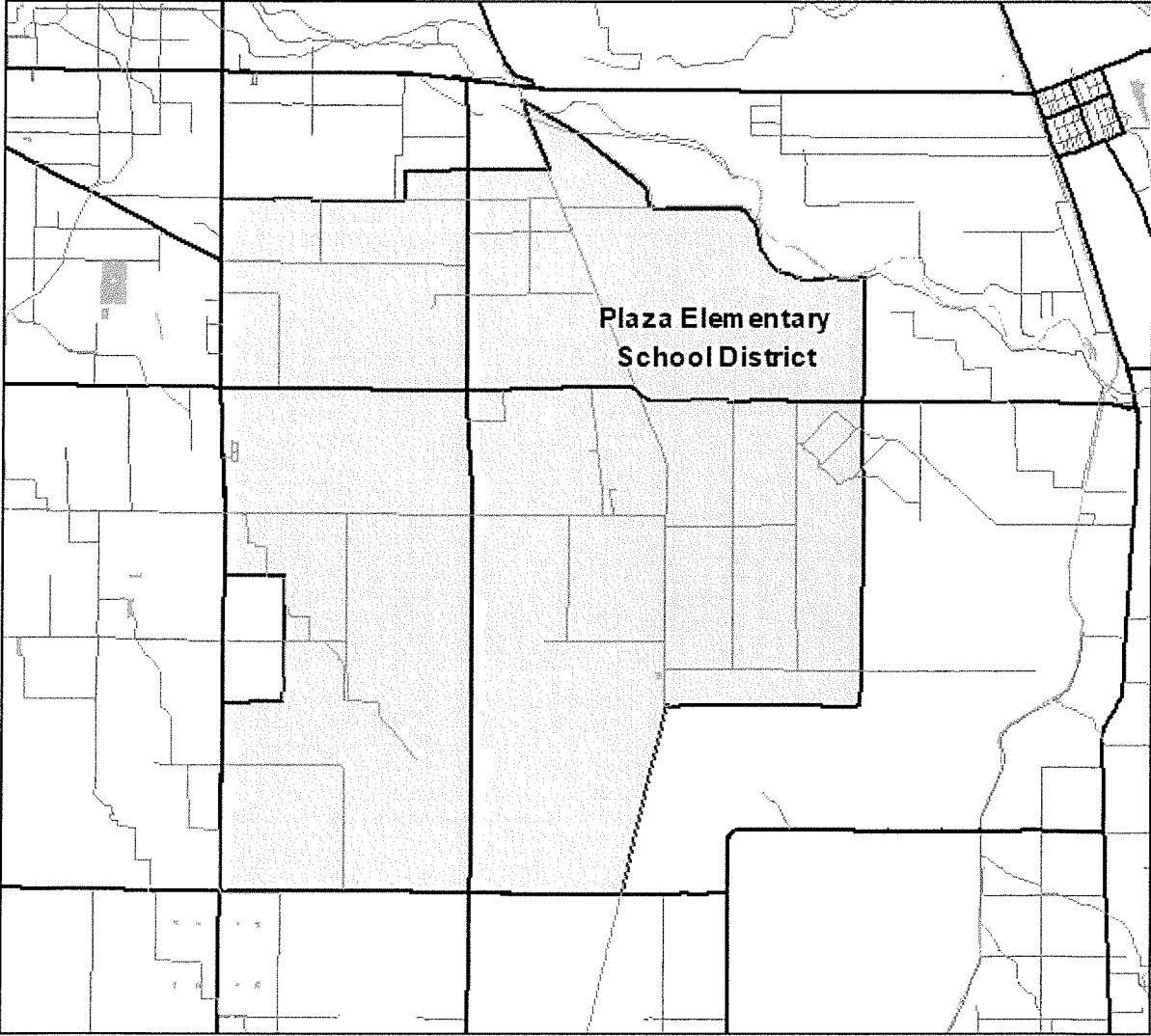
\$0.47 x 500 sq ft per year x 5 years = \$1,175 for Commercial/Industrial

Total projected 5 year income: \$64,430

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 Plaza Elementary School District.



Conclusion

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

Burden Nexus: New residential development will generate an average of 0.6475 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 \$10.71 per square foot of residential development. Each square foot of residential development will generate \$2.87 (60% of \$4.79) in developer fees resulting in a shortfall of \$7.84 per square foot.

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

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

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

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

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

The District plans to use their developer fees for their new construction project. The project includes three portables and a gymnasium.

Per the District's agreement with the High School District, the elementary share of the developer fees collected is 60%. The reasonable relationship identified by these findings provides the required justification for the Plaza Elementary School District to levy the maximum fees of **\$2.87 (60% of \$4.79)** per square foot for residential construction and **\$0.47 (60% of \$0.78)** per square foot for commercial/industrial construction, except for Rental Self Storage facilities in which a fee of **\$0.31** per square foot is justified as authorized by Education Code Section 17620.

Appendices

2022 Developer Fee Justification Study

PLAZA ELEMENTARY SCHOOL DISTRICT

SCHOOL DISTRICT Plaza Elementary	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) 62638
COUNTY Glenn	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) 10

Part H. District Student Yield Factor
 (Fifth-Year Projection Only) .647541

Part A. K-12 Pupil Data

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
	/	/	/	/	2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022
K					22	23	16	22
1					22	23	21	21
2					22	23	21	23
3					23	24	19	21
4					24	23	22	21
5					24	22	20	21
6					22	22	24	19
7					23	20	20	23
8					25	23	19	19
9					0	0	0	0
10					0	0	0	0
11					0	0	0	0
12					0	0	0	0
TOTAL					207	203	182	190

Part B. Pupils Attending Schools Chartered By Another District

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
				0	0	0	0

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

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
9					0	0	0	0
10					0	0	0	0
11					0	0	0	0
12					0	0	0	0
TOTAL					0	0	0	0

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

	Elementary	Secondary	TOTAL
Non-Severe	0	0	0
Severe	0	0	0
TOTAL	0	0	

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
/	/	/	/	2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022

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

Part I. Projected Enrollment

1. Fifth-Year Projection
Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL
179	36	0	215

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe	0	0	0
Severe	0	0	0
TOTAL	0	0	

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			

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.

Plaza Elementary School District, California		
Label	Estimate	Margin of Error
Total		
> Workers 16 years and over	152	±57
> EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)		
> POVERTY STATUS IN THE PAST 12 MONTHS		
> Workers 16 years and over for whom poverty status is determined	152	±57
> Workers 16 years and over	152	±57
> Workers 16 years and over who did not work from home	136	±57
> TIME OF DEPARTURE TO GO TO WORK		
> TRAVEL TIME TO WORK		
Less than 10 minutes	19.9%	±13.1
10 to 14 minutes	11.0%	±9.3
15 to 19 minutes	8.8%	±8.4
20 to 24 minutes	6.6%	±7.1
25 to 29 minutes	14.0%	±13.6
30 to 34 minutes	24.3%	±13.2
35 to 44 minutes	1.5%	±2.9
45 to 59 minutes	8.8%	±10.2
60 or more minutes	5.1%	±5.6

Table Notes

MEANS OF TRANSPORTATION TO WORK BY SELECTED CHARACTERISTICS

Survey/Program: American Community Survey

Year: 2019

Estimates: 5-Year

Table ID: S0802

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.

Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates

When information is missing or inconsistent, the Census Bureau logically assigns an acceptable value using the response to a related question or questions. If a logical assignment is not possible, data are filled using a statistical process called allocation, which uses a similar individual or household to provide a donor value. The "Allocated" section is the number of respondents who received an allocated value for a particular subject.

2019 ACS data products include updates to several categories of the existing means of transportation question. For more information, see: Change to Means of Transportation.

Occupation titles and their 4-digit codes are based on the Standard Occupational Classification (SOC). The Census occupation codes for 2018 and later years are based on the 2018 revision of the SOC. To allow for the creation of the multiyear tables, occupation data in the multiyear files (prior to data year 2018) were recoded to the 2018 Census occupation codes. We recommend using caution when comparing data coded using 2018 Census occupation codes with data coded using Census occupation codes prior to data year 2018. For more information on the Census occupation code changes, please visit our website at <https://www.census.gov/topics/employment/industry-occupation/guidance/code-lists.html>.

In 2019, methodological changes were made to the class of worker question. These changes involved modifications to the question wording, the category wording, and the visual format of the categories on the questionnaire. The format for the class of worker categories are now listed under the headings "Private Sector Employee," "Government Employee," and "Self-Employed or Other." Additionally, the category of Active Duty was added as one of the response categories under the "Government Employee" section for the mail questionnaire. For more detailed information about the 2019 changes, see the 2016 American Community Survey Content Test Report for Class of Worker located at http://www.census.gov/library/working-papers/2017/acs/2017_Martinez_01.html.

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 ACS Technical Documentation). The effect of nonsampling error is not represented in these tables.

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

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

Industry titles and their 4-digit codes are based on the North American Industry Classification System (NAICS). The Census industry codes for 2018 and later years are based on the 2017 revision of the NAICS. To allow for the creation of multiyear tables, industry data in the multiyear files (prior to data year 2018) were recoded to the 2017 Census industry codes. We recommend using caution when comparing data coded using 2017 Census industry codes with data coded using Census industry codes prior to data year 2018. For more information on the Census industry code changes, please visit our website at <https://www.census.gov/topics/employment/industry-occupation/guidance/code-lists.html>.

The 2015-2019 American Community Survey (ACS) data generally reflect the September 2018 Office of Management and Budget (OMB) delineations 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 delineation lists due to differences in the effective dates of the geographic entities.

Estimates of urban and rural populations, housing units, and characteristics reflect boundaries of urban areas defined based on Census 2010 data. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

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, or the margin of error associated with a median was larger than the median itself.

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.

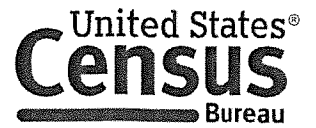
An "*****" entry in the margin of error column indicates that the estimate is controlled. A statistical test for sampling variability is not appropriate.

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.

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



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.

Plaza Elementary School District, California		
Label	Estimate	Margin of Error
▼ HOUSING OCCUPANCY		
▼ Total housing units	140	±36
Occupied housing units	122	±37
Vacant housing units	18	±14
Homeowner vacancy rate	0.0	±36.4
Rental vacancy rate	0.0	±43.1
▼ UNITS IN STRUCTURE		
▼ Total housing units	140	±36
1-unit, detached	116	±31
1-unit, attached	1	±3
2 units	6	±13
3 or 4 units	0	±12
5 to 9 units	5	±8
10 to 19 units	0	±12
20 or more units	0	±12
Mobile home	12	±11
Boat, RV, van, etc.	0	±12
▼ YEAR STRUCTURE BUILT		
▼ Total housing units	140	±36
Built 2014 or later	0	±12
Built 2010 to 2013	0	±12
Built 2000 to 2009	18	±12
Built 1990 to 1999	14	±9
Built 1980 to 1989	30	±18
Built 1970 to 1979	19	±11
Built 1960 to 1969	9	±8

Table Notes

SELECTED HOUSING CHARACTERISTICS

Survey/Program: American Community Survey

Year: 2019

Estimates: 5-Year

Table ID: DP04

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.

Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates

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 ACS Technical Documentation). The effect of nonsampling error is not represented in these tables.

Households not paying cash rent are excluded from the calculation of median gross rent.

Telephone service data are not available for certain geographic areas due to problems with data collection of this question that occurred in 2015, 2016, and 2019. Both ACS 1-year and ACS 5-year files were affected. It may take several years in the ACS 5-year files until the estimates are available for the geographic areas affected.

The 2015-2019 American Community Survey (ACS) data generally reflect the September 2018 Office of Management and Budget (OMB) delineations 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 delineation lists due to differences in the effective dates of the geographic entities.

Estimates of urban and rural populations, housing units, and characteristics reflect boundaries of urban areas defined based on Census 2010 data. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

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, or the margin of error associated with a median was larger than the median itself.

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.

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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.

SchoolWorks, Inc.
8700 Auburn Folsom Road, #200
Granite Bay, CA 95746
916.733.0402



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	2022
Washington Unified	4	10.76	\$979,085	7.7%	\$2,109,575	2008	\$196,057	Adjusted Value
Totals		341.16			\$68,791,833	Average	\$201,641	\$314,657
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	2022
Rocklin Unified	11	47.1	\$11,101,088	24.4%	\$13,810,282	2005	\$293,212	Adjusted Value
Totals		679.3			\$142,058,711	Average	\$209,125	\$296,030
Middle Schools:		260.7			\$49,447,897	Middle	\$189,704	\$296,030
High Schools:		418.6			\$92,610,814	High	\$221,217	\$345,206

REPORT OF THE EXECUTIVE OFFICER
State Allocation Board Meeting, February 23, 2022

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) in each calendar year. 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 2018 and 2020 are shown below for information. According to the RS Means, the cost index for Class B construction increased by 17.45% percent, during the two-year period from January 2020 to January 2022, requiring the assessment for development fees to be adjusted as follows beginning January 2022:

RS Means Index Maximum Level I Assessment Per Square Foot

	<u>2018</u>	<u>2020</u>	<u>2022</u>
Residential	\$3.79	\$4.08	\$4.79
Commercial/Industrial	\$0.61	\$0.66	\$0.78

RECOMMENDATION

Increase the 2022 maximum Level I assessment for development in the amount of 17.45 percent using the RS Means Index to be effective immediately.

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

PURPOSE OF REPORT

To adopt the annual adjustment in the School Facility Program (SFP) grants based on the change in construction costs pursuant to the Education Code (EC) and SFP Regulations.

DESCRIPTION

This item presents the State Allocation Board (Board) with the annual adjustment to the SFP grants based on the statewide cost index for Class B construction. Each year the Board adjusts the SFP grants to reflect construction cost changes. In January 2016, the Board adopted the RS Means index for 2016 and future years. This item presents the 2022 annual adjustment to SFP grants based on the RS Means index.

AUTHORITY

See Attachment A.

STAFF ANALYSIS/STATEMENTS

At the January 2016 meeting, the Board adopted an increase to the SFP grants using the RS Means Construction Cost Index (CCI) as the statewide cost index for Class B construction.

The current rate of change between 2021 and 2022 for the RS Means Class B CCI is 15.80 percent. The chart below reflects the amounts previously adopted for 2021 compared to the potential amount for the new construction base grants.

Grade Level	Regulation Section	Current Adjusted Grant Per Pupil Effective 1-1-21	RS Means 15.80%
			Potential Grant Per Pupil Effective 1-1-22
Elementary	1859.71	\$12,628	\$14,623
Middle	1859.71	\$13,356	\$15,466
High	1859.71	\$16,994	\$19,679
Special Day Class – Severe	1859.71.1	\$35,484	\$41,090
Special Day Class – Non-Severe	1859.71.1	\$23,731	\$27,480

STAFF ANALYSIS/STATEMENTS (cont.)

The following chart shows the amounts previously adopted compared to the potential amount for the modernization base grants.

RS Means 15.80%

Grade Level	Regulation Section	Current Adjusted Grant Per Pupil Effective 1-1-21	Potential Grant Per Pupil Effective 1-1-22
Elementary	1859.78	\$4,808	\$5,568
Middle	1859.78	\$5,085	\$5,888
High	1859.78	\$6,658	\$7,710
Special Day Class – Severe	1859.78.3	\$15,325	\$17,746
Special Day Class – Non-Severe	1859.78.3	\$10,253	\$11,873

In addition, the CCI adjustment would increase the threshold amount for Government Code Section 66452.6(a)(2) for the period of one year commencing March 1, 2022. The following chart shows the amount previously adopted for 2021 compared to the resulting threshold amount, upon approval of the proposed 2022 CCI adjustment:

RS Means 15.80%

	Effective 3-1-2021	Potential 3-1-2022
Resulting Amount	\$317,941	\$368,176

RECOMMENDATION

Adopt the increase of 15.80 percent for the 2022 SFP grants based on the RS Means Construction Cost Index as shown in Attachment B.

ATTACHMENT A

AUTHORITY

For the New Construction grant, EC Section 17072.10(b) states, "The board annually shall adjust the per-unhoused- pupil apportionment to reflect construction cost changes, as set forth in the statewide cost index for class B construction as determined by the board."

For Modernization funding, EC Section 17074.10(b) states, "The board shall annually adjust the factors set forth in subdivision (a) according to the adjustment for inflation set forth in the statewide cost index for class B construction, as determined by the board."

Government Code Section 66452.6 states:

(a)(1) An approved or conditionally approved tentative map shall expire 24 months after its approval or conditional approval, or after any additional period of time as may be prescribed by local ordinance, not to exceed an additional 12 months. However, if the subdivider is required to expend two hundred thirty-six thousand seven hundred ninety dollars (\$236,790) or more to construct, improve, or finance the construction or improvement of public improvements outside the property boundaries of the tentative map, excluding improvements of public rights-of-way which abut the boundary of the property to be subdivided and which are reasonably related to the development of that property, each filing of a final map authorized by Section 66456.1 shall extend the expiration of the approved or conditionally approved tentative map by 36 months from the date of its expiration, as provided in this section, or the date of the previously filed final map, whichever is later. The extensions shall not extend the tentative map more than 10 years from its approval or conditional approval.

...

(2) Commencing January 1, 2012, and each calendar year thereafter, the amount of two hundred thirty-six thousand seven hundred ninety dollars (\$236,790) shall be annually increased by operation of law 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. The effective date of each annual adjustment shall be March 1. The adjusted amount shall apply to tentative and vesting tentative maps whose applications were received after the effective date of the adjustment.

SFP Regulation Section 1859.71 states,

The new construction per-unhoused-pupil grant amount, as provided by Education Code Section 17072.10(a), will be adjusted annually based on the change in the Class B Construction Cost Index as approved by the Board each January. The base Class B Construction Cost Index shall be 1.30 and the first adjustment shall be January, 1999.

The new construction per-unhoused-pupil grant amount, as provided by Education Code Section 17072.10(a), may be increased by an additional amount not to exceed six percent in a fiscal year, or decreased, based on the analysis of the current cost to build schools as reported on the Project Information Worksheet (Revised 05/10) which shall be submitted with the Forms SAB 50-05 and 50-06 and as approved by the Board.

ATTACHMENT A

SFP Regulation Section 1859.2 Definitions states,

“Class B Construction Cost Index” is a construction factor index for structures made of reinforced concrete or steel frames, concrete floors, and roofs, and accepted and used by the Board.

SFP Regulation Section 1859.78 states, “The modernization per-unhoused-pupil grant amount, as provided by Education Code Section 17074.10(a), will be adjusted annually based on the change in the Class B Construction Cost Index as approved by the Board each January.

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, February 23, 2022

Grant Amount Adjustments

New Construction	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-21	Adjusted Grant Per Pupil Effective 1-1-22
Elementary	1859.71	\$12,628	\$14,623
Middle	1859.71	\$13,356	\$15,466
High	1859.71	\$16,994	\$19,679
Special Day Class – Severe	1859.71.1	\$35,484	\$41,090
Special Day Class – Non-Severe	1859.71.1	\$23,731	\$27,480
Automatic Fire Detection/Alarm System – Elementary	1859.71.2	\$15	\$17
Automatic Fire Detection/Alarm System – Middle	1859.71.2	\$20	\$23
Automatic Fire Detection/Alarm System – High	1859.71.2	\$34	\$39
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.71.2	\$63	\$73
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.71.2	\$45	\$52
Automatic Sprinkler System – Elementary	1859.71.2	\$212	\$245
Automatic Sprinkler System – Middle	1859.71.2	\$252	\$292
Automatic Sprinkler System – High	1859.71.2	\$262	\$303
Automatic Sprinkler System – Special Day Class – Severe	1859.71.2	\$668	\$774
Automatic Sprinkler System – Special Day Class – Non-Severe	1859.71.2	\$448	\$519

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, February 23, 2022

Grant Amount Adjustments

Modernization	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-21	Adjusted Grant Per Pupil Effective 1-1-22
Elementary	1859.78	\$4,808	\$5,568
Middle	1859.78	\$5,085	\$5,888
High	1859.78	\$6,658	\$7,710
Special Day Class - Severe	1859.78.3	\$15,325	\$17,746
Special Day Class – Non- Severe	1859.78.3	\$10,253	\$11,873
State Special School – Severe	1859.78	\$25,543	\$29,579
Automatic Fire Detection/Alarm System – Elementary	1859.78.4	\$156	\$181
Automatic Fire Detection/Alarm System – Middle	1859.78.4	\$156	\$181
Automatic Fire Detection/Alarm System – High	1859.78.4	\$156	\$181
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.78.4	\$430	\$498
Automatic Fire Detection/Alarm System – Special Day Class – Non- Severe	1859.78.4	\$288	\$334
Over 50 Years Old – Elementary	1859.78.6	\$6,680	\$7,735
Over 50 Years Old – Middle	1859.78.6	\$7,065	\$8,181
Over 50 Years Old – High	1859.78.6	\$9,248	\$10,709
Over 50 Years Old – Special Day Class – Severe	1859.78.6	\$21,291	\$24,655
Over 50 Years Old – Special Day Class – Non-Severe	1859.78.6	\$14,237	\$16,486
Over 50 Years Old – State Special Day School – Severe	1859.78.6	\$35,483	\$41,089

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, February 23, 2022

Grant Amount Adjustments

New Construction / Modernization / Facility Hardship / Seismic Mitigation / Joint Use	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-21	Adjusted Grant Amount Effective 1-1-22
Therapy/Multipurpose Room/Other (per square foot)	1859.72		
	1859.73.2		
	1859.77.3		
	1859.82.1	\$207	\$240
	1859.82.2		
	1859.125		
Toilet Facilities (per square foot)	1859.125.1		
	1859.72		
	1859.73.2		
	1859.82.1	\$371	\$430
	1859.82.2		
	1859.125		
Portable Therapy/Multipurpose Room/Other (per square foot)	1859.125.1		
	1859.72		
	1859.73.2		
	1859.77.3		
	1859.82.1	\$47	\$54
	1859.125		
Portable Toilet Facilities (per square foot)	1859.125.1		
	1859.72		
	1859.73.2		
	1859.82.1	\$120	\$139
	1859.125		
	1859.125.1		

New Construction Only	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-21	Adjusted Grant Amount Effective 1-1-22
Parking Spaces (per stall)	1859.76	\$16,059	\$18,596
General Site Grant (per acre for additional acreage being acquired)	1859.76	\$20,554	\$23,801
Project Assistance (for school district with less than 2,500 pupils)	1859.73.1	\$7,723	\$8,943

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, February 23, 2022
Grant Amount Adjustments

Modernization Only	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-21	Adjusted Grant Amount Effective 1-1-22
Two-stop Elevator	1859.83	\$128,460	\$148,757
Each Additional Stop	1859.83	\$23,124	\$26,778
Project Assistance (for school district with less than 2,500 pupils)	1859.78.2	\$4,119	\$4,770

Facility Hardship / Rehabilitation	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-21	Adjusted Grant Amount Effective 1-1-22
Current Replacement Cost – Permanent Other (per square foot)	1859.2	\$412	\$477
Current Replacement Cost – Permanent Toilets (per square foot)	1859.2	\$742	\$859
Current Replacement Cost – Portable Other (per square foot)	1859.2	\$94	\$109
Current Replacement Cost – Portable Toilets (per square foot)	1859.2	\$241	\$279
Interim Housing – Financial Hardship (per classroom)	1859.81	\$42,342	\$49,032

Charter School Facilities Program – Preliminary Apportionment Amounts	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-21	Adjusted Grant Amount Effective 1-1-22
Charter School Elementary (per pupil)	1859.163.1	\$12,693	\$14,698
Charter School Middle (per pupil)	1859.163.1	\$13,438	\$15,561
Charter School High (per pupil)	1859.163.1	\$17,055	\$19,750
Charter School Special Day Class – Severe (per pupil)	1859.163.1	\$35,653	\$41,286
Charter School Special Day Class - Non-Severe (per pupil)	1859.163.1	\$23,843	\$27,610
Charter School Two-stop Elevator	1859.163.5	\$107,050	\$123,964
Charter School Each Additional Stop	1859.163.5	\$19,269	\$22,314

ATTACHMENT B

NEW SCHOOL ADJUSTMENTS (REGULATION SECTION 1859.83)

State Allocation Board Meeting, February 23, 2022

Classrooms in Project	Elementary School Adjusted Grant Effective 1-1-21	Elementary School Adjusted Grant Effective 1-1-22	Middle School Adjusted Grant Effective 1-1-21	Middle School Adjusted Grant Effective 1-1-22	High School Adjusted Grant Effective 1-1-21	High School Adjusted Grant Effective 1-1-22	Alternative Education New School Effective 1-1-21	Alternative Education New School Effective 1-1-22
1	\$342,561	\$396,686	\$1,443,039	\$1,671,039	\$3,138,719	\$3,634,637	\$930,697	\$1,077,747
2	\$807,160	\$934,691	\$1,618,603	\$1,874,342	\$3,265,038	\$3,780,914	\$1,129,167	\$1,307,575
3	\$1,211,811	\$1,403,277	\$1,798,448	\$2,082,603	\$4,035,802	\$4,673,459	\$1,973,925	\$2,285,805
4	\$1,535,104	\$1,777,650	\$1,995,420	\$2,310,696	\$4,720,926	\$5,466,832	\$2,220,761	\$2,571,641
5	\$1,802,730	\$2,087,561	\$2,200,958	\$2,548,709	\$5,198,369	\$6,019,711	\$2,467,598	\$2,857,478
6	\$2,185,968	\$2,531,351	\$2,408,636	\$2,789,200	\$5,675,815	\$6,572,594	\$2,714,434	\$3,143,315
7	\$2,573,493	\$2,980,105	\$2,616,313	\$3,029,690	\$6,153,260	\$7,125,475	\$2,961,272	\$3,429,153
8	\$2,871,094	\$3,324,727	\$2,843,261	\$3,292,496	\$6,521,513	\$7,551,912	\$3,220,442	\$3,729,272
9	\$2,871,094	\$3,324,727	\$3,083,053	\$3,570,175	\$6,816,973	\$7,894,055	\$3,488,089	\$4,039,207
10	\$3,376,370	\$3,909,836	\$3,324,987	\$3,850,335	\$7,110,290	\$8,233,716	\$3,755,736	\$4,349,142
11	\$3,376,370	\$3,909,836	\$3,566,921	\$4,130,495	\$7,405,751	\$8,575,860	\$4,794,340	\$5,551,846
12	\$3,554,075	\$4,115,619			\$7,675,517	\$8,888,249	\$5,061,988	\$5,861,782
13					\$7,941,003	\$9,195,681	\$5,329,635	\$6,171,717
14					\$8,206,488	\$9,503,113	\$5,597,282	\$6,481,653
15					\$8,474,114	\$9,813,024	\$5,864,931	\$6,791,590
16					\$8,739,599	\$10,120,456	\$6,132,577	\$7,101,524
17					\$9,007,225	\$10,430,367	\$6,400,225	\$7,411,461
18					\$9,272,711	\$10,737,799	\$6,667,872	\$7,721,396
19					\$9,538,196	\$11,045,231	\$6,935,520	\$8,031,332
20					\$9,805,822	\$11,355,142	\$7,203,168	\$8,341,269
21					\$10,071,306	\$11,662,572	\$7,471,009	\$8,651,428
22					\$10,336,791	\$11,970,004	\$7,738,656	\$8,961,364
23							\$8,006,305	\$9,271,301
24							\$8,273,951	\$9,581,235
25							\$8,541,599	\$9,891,172
26							\$8,809,248	\$10,201,109
27							\$9,076,894	\$10,511,043

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE
PLAZA ELEMENTARY SCHOOL DISTRICT
GLENN 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.21-04
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 February 23rd, 2022 meeting, set the maximum fee to \$4.79 per square foot for residential development and to \$0.78 per square foot for commercial/industrial development; and

WHEREAS, the new Fees are an increase of what is currently being collected by Plaza Elementary 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
PLAZA ELEMENTARY SCHOOL DISTRICT
GLENN COUNTY, CALIFORNIA**

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
PLAZA ELEMENTARY SCHOOL DISTRICT
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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 \$2.45 per square foot of assessable space as such space is defined in

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE
PLAZA ELEMENTARY SCHOOL DISTRICT
GLENN COUNTY, CALIFORNIA**

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 \$0.10 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
PLAZA ELEMENTARY SCHOOL DISTRICT
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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
PLAZA ELEMENTARY SCHOOL DISTRICT
GLENN COUNTY, CALIFORNIA**

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, _____, Secretary to the Board of Trustees of the Plaza Elementary 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 _____, 2022, as follows:

AYES:

NOES:

ABSENT:

ABSTAIN:

Dated: _____

Secretary, Board of Trustees

FIELD TRIP REQUEST FORM

Major Field Trip (over 20 miles)

Minor Field Trip (Local /20 miles or less)

Teacher Mr. Lee

Destination (Place) / Activity Turtle Bay Tutankhamen Exhibit

City Redding

Distance in miles, one way 67 miles

Purpose Explore the Tutankhamen exhibit for a better understanding of ancient Egyptian life.

Date of proposed trip May 20th

Departure Time: 8:30 Return Time: 2:30-2:45

Method of Transportation School Bus

Minor Field Trip Approval

Signature _____ Date _____

Superintendent

Major Field Trip Approval

Signature _____ Date _____

Clerk, Board of Trustees

FIELD TRIP REQUEST FORM

Major Field Trip (over 20 miles)

Minor Field Trip (Local /20 miles or less)

Teacher Mr. Lee

Destination (Place) / Activity Old Sacramento Underground Tour

City Sacramento

Distance in miles, one way 103 miles

Purpose To Explore what Sacramento looked like before building up the levees.

Date of proposed trip May 27th

Departure Time: 8am Return Time: 2:30-2:45

Method of Transportation School Bus

Minor Field Trip Approval

Signature _____ Date _____

Superintendent

Major Field Trip Approval

Signature _____ Date _____

Clerk, Board of Trustees