

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

BOARD OF EDUCATION

CSBA Professional Governance Standards

Adopted by the Santa Maria Joint Union High School District April 11, 2001

THE BOARD

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a “governance team.” This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

To operate effectively, the board must have a unity of purpose and:

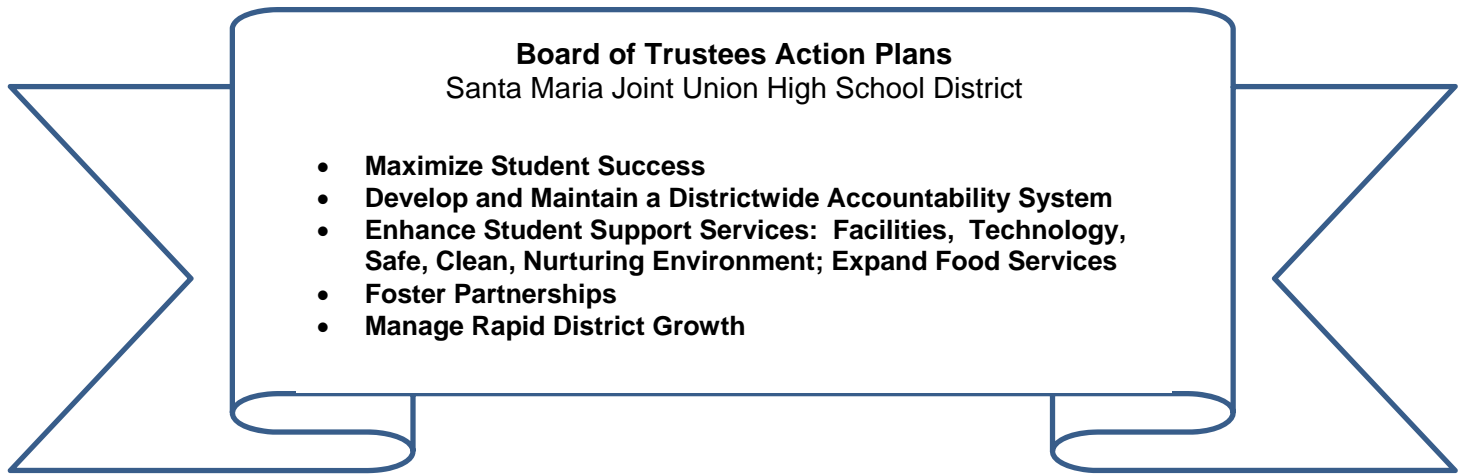
- Keep the district focused on learning and achievement for all students.
- Communicate a common vision.
- Operate openly, with trust and integrity.
- Govern in a dignified and professional manner, treating everyone with civility and respect.
- Govern within board-adopted policies and procedures.
- Take collective responsibility for the board’s performance.
- Periodically evaluate its own effectiveness.
- Ensure opportunities for the diverse range of views in the community to inform board deliberations.

THE INDIVIDUAL TRUSTEE

In California’s public education system, a trustee is a person elected or appointed to serve on a school district or county board of education. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

To be effective, an individual trustee:

- Keeps learning and achievement for *all* students as the primary focus.
- Values, supports and advocates for public education.
- Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
- Acts with dignity, and understands the implications of demeanor and behavior.
- Keeps confidential matters confidential.
- Participates in professional development and commits the time and energy necessary to be an informed and effective leader.
- Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.
- Understands that authority rests with the board as a whole and not with individuals.



RESPONSIBILITIES OF THE BOARD

The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out.

Effective boards:

- Involve the community, parents, students and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students.
- Adopt, evaluate and update policies consistent with the law and the district's vision and goals.
- Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.
- Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.
- Conduct regular and timely evaluations of the superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable.
- Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.
- Ensure that a safe and appropriate educational environment is provided to all students.
- Establish a framework for the district's collective bargaining process and adopt responsible agreements.
- Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION**

Regular Meeting

April 12, 2016

**Santa Maria Joint Union High School District
2560 Skyway Drive, Santa Maria, California 93455**

5:30 p.m. Closed Session/6:30 p.m. General Session

*The Santa Maria Joint Union High School District mission is,
“We prepare all learners to become productive citizens and college/career ready by providing chal-
lenging learning experiences and establishing high expectations for achievement.”*

Any materials required by law to be made available to the public prior to a meeting of the Board of Education of the District can be inspected at the above address during normal business hours.

Individuals who require special accommodation including, but not limited to, American Sign Language Interpreter, accessible seating or documentation in accessible formats should contact the superintendent or designee within a reasonable amount of time before the meeting date.

I. OPEN SESSION

A. Call to Order

II. ADJOURN TO CLOSED SESSION

Note: The Board will consider and may act upon any of the following items in closed session. They will report any action taken publicly at the end of the closed session as required by law.

- A. Certificated and Classified Personnel Actions** – Government Code Section 54957. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations as reported by the Assistant Superintendent, Human Resources. **Appendix A**
- B. Conference with Labor Negotiators** - The Board will be provided a review of negotiations with the Faculty Association (California Teachers Association) and the California School Employees Association (CSEA).
- C. Student Matters** – Education Code Sections 35146 & 48918. The Board will review proposed expulsions/suspended expulsion(s) and/or requests for re-admission. *NOTE: The education code requires closed sessions in these cases to prevent disclosure of confidential student record information.*
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III. RECONVENE IN OPEN SESSION

Call to Order/Flag Salute

IV. ANNOUNCE CLOSED SESSION ACTIONS – Dr. Richardson

V. PRESENTATIONS

- A. CFW Scholarship Presentation**
 - B. Migrant Education Students – Trip to Washington D.C.**
-

VI. REPORTS

- A. Student Reports** – Sarah Galaciano/SMHS, Alex Vargas Gonzalez/Delta, Joseph Codamos/PVHS, Kyler Corral/ERHS
 - B. Principal Reports**
 - PVHS Panther Pack and CIF Wrestling Team – Shanda Herrera
 - C. Superintendent’s Report**
 - CSEA Employee of the Year Recognition
 - D. Board Member Reports**
-

VII. Items Scheduled for Action

- A. General**
 - 1. Approval of Revised Board Policies/Administrative Regulations – *Appendix C***

The administration has reviewed the following amended Board Policies that are aligned with the California School Board Association updates, which are provided as education code and laws change and are being presented for the Board’s review and approval. A summary of the revised policies are presented in ***Appendix C***.

BP 0410	Nondiscrimination in District Programs and Activities
BP/AR 1312.3	Uniform Complaint Procedures

Resource Person: Mark Richardson, Superintendent

*** **IT IS RECOMMENDED THAT** the Board of Education approve the Board Policies and Administrative Regulations as presented.

Moved _____ **Second** _____ **Vote** _____

B. INSTRUCTION

1. Approve Voter Education Resolution

The Board is asked to approve Resolution # 13-2015-2016 supporting that the last two weeks in April and the last two weeks in September, 2016 be declared as "Voter Education Weeks" in the Santa Maria Joint Union High School District.

Resource Person: John Davis, Asst. Supt. of Curriculum

*** **IT IS RECOMMENDED THAT** the Board of Education approve Resolution # 13-2015-2016 declaring the last two weeks in April and the last two weeks in September, 2016 be declared as "Voter Registration Weeks" in the SMJUHS.

Moved _____ **Second** _____ **Vote** _____

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Resolution Number 13-2015-2016

RESOLUTION DECLARING
APRIL 18-29, 2016
SEPTEMBER 19-30, 2016
TO BE "HIGH SCHOOL VOTER EDUCATION WEEKS"

WHEREAS, Assembly Bill 1817 was signed by Governor Jerry Brown designating the last two full weeks in April and September as High School Voter Education Weeks; and

WHEREAS, the California Secretary of State's office encourages school districts to participate in voter registration activities; and

WHEREAS, Santa Maria Joint Union High School District recognizes that the right to vote is one of the most important rights of citizenship in a democratic country; and

WHEREAS, Santa Maria Joint Union High School District recognizes that California law allows 17 year olds to register to vote as long as they will be 18 before the next election; and

WHEREAS, Santa Maria Joint Union High School District government classes will utilize a portion of the designated time to assist students in participating in this democratic process of voter registration and provide a context for the activity; and

WHEREAS, Santa Maria Joint Union High School District encourages our young voters to register.

NOW, THEREFORE, BE IT RESOLVED that the last two weeks in April and the last two weeks in September, 2016 be declared as "Voter Education Weeks" in the Santa Maria Joint Union High School District.

PASSED AND ADOPTED by the Board of Education of the Santa Maria Joint Union High School District, County of Santa Barbara, State of California, this twelfth day of April, 2016.

Clerk/Secretary/President of the Board of Education
Santa Maria Joint Union High School District

2. Textbook Review

The following textbooks are presented to the Board of Education for pre-view. These textbooks are aligned with the common core.

ERHS Social Studies Department/Alex Jauregui

Title: Psychology, Principals in Practice
 Author: Spencer A. Rathus
 Publisher: Holt McDougal
 Copyright: 2010

ERHS International Languages Department/Patricia Villalobos

Title: Asi se dice (Levels 1,2,3 & 4)
 Author: Conrad J. Schmitt
 Publisher: McGraw Hill Education
 Copyright: 2016

Resource Person: John Davis, Asst. Supt. of Curriculum

*** **IT IS RECOMMENDED THAT** the Board of Education preview the presented textbooks and approve them upon the second reading at the next board meeting.

Moved _____ **Second** _____ **Vote** _____

C. BUSINESS

1. Inflationary Increase of Developer Fees – Level I

Legislation (AB 2926 Sterling, passed in October 1986) authorized public school districts to levy fees to assist in mitigating impaction of facilities due to the growth in student populations from new construction and expansion of residential properties within district boundaries. The State Allocation Board approved an inflationary increase to the fees at their February 2016 Board meeting.

Type Of Development	SAB Approved Rates	Previous SAB Rates	Change	Prior District Split	New District Split
Residential	\$3.48	\$3.36	\$.12	\$1.03	\$1.07
Commercial/Industrial	\$.56	\$.54	\$.02	\$.17	\$.17

Resolution Number 14 – 2015-2016 presented as Appendix D authorizes the district to adjust the developer fees for residential, commercial and industrial properties pursuant to Government Code Section 65995. Exhibit A of the resolution is the district’s Developer Fee Justification Study, dated March 2016. Exhibit B of the resolution is a sample of the fee split agreement that the district has with four of our feeder elementary districts – Blochman, Guadalupe, Orcutt and Santa Maria-Bonita and a fee split schedule.

A PUBLIC HEARING IS REQUIRED AT THIS TIME

1. Open Public Hearing
2. Take Public Comments
3. Close Public Hearing

Resource Person: Yolanda Ortiz, Asst. Superintendent of Business Services

*** **IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 14-2015-2016 increasing the School Developer Fees – Level 1, per State Allocation Board approved rates, to be effective May 13, 2016.

Moved _____ **Second** _____ **Vote** _____

2. Santa Barbara County Special Education Local Plan Joint Powers Agency Amendments

The district participates in a Joint Powers Agency with Santa Barbara County Special Education Local Plan Area (SBCSELPA). Proposed amendments are as follows:

Section 1 “Parties”

Added **Manzanita Public Charter School**

Section 4 “Administration and Governance”:

The SBCSELPA JPA Board shall be comprised of ~~nine~~ **eight** voting members.

~~Two~~ **One** members from direct service districts shall be selected by the Superintendents’ Council, ~~with one member~~ representing direct service districts in **both** North and **South** Santa Barbara County. ~~and one member representing direct service districts in South Santa Barbara County.~~

The County Superintendent of Schools shall continuously serve as a ~~ninth~~ **eighth** member of the board

Section 8 "Functions of the SBCSELPA":

Special day classes, resource specialist programs, ~~designated instruction and services~~ **related services** and other special education instructional programs as agreed upon by the SBCSELPA and the particular Local Education Agencies involved.

The proposed amendments require the Board of Education's approval.

Resource Person: Yolanda Ortiz, Asst. Superintendent of Business Services

*** **IT IS RECOMMENDED THAT** the Board of Education approve the proposed amendments as presented to the Santa Barbara County Special Education Local Plan Area.

Moved _____ **Second** _____ **Vote** _____

3. Consider approving and adopting the April 2016 3rd Status Report on the Reconfiguration and Facilities Program – Appendix F

Caldwell Flores Winters, Inc. (CFW) provides an update to the Board every six months, containing a review of program implementation activities. These updates also review the master program schedule and master program budget and propose adjustments to either, as warranted by developments or decisions made during the preceding six months or by the availability of new data.

The third Program update has been completed and CFW will provide a summary presentation of the content contained within the report. Since the last update report in October 2015, Program implementation efforts have focused on the following components:

- Continued Programs of Study development for industry sector educational pathways and submitted and received a California Career Technical Education Incentive Grant
- Commenced construction of District Performing Arts Center at Pioneer Valley High School
- Submitted Righetti High School 38 classroom project to DSA, approval anticipated by summer 2016
- Conducted spatial study of Santa Maria High School to determine a classroom and department orientation supportive of the school's educational programs

- Continued property acquisition efforts for the CTE Center/Ag farm; the design and preconstruction team is prepared to start work upon close of escrow
- Completed voter opinion survey with results showing community support for the District’s activities, approach to education, and a new G.O. bond measure

The third Program update presents recommended adjustments to the Program Master Budget and Master Schedule including the following:

- Phase 1 has been adjusted to provide additional funds required for a permanent connection between the District Performing Arts Center and existing Pioneer Valley High buildings
- Technology funding is maintained at projected levels and now identified separately from master budget
- Phase 2 uses have been adjusted for an increase in the total number of classrooms at Santa Maria High School and an increased Program Reserve
- The Master Schedule extends the CTE Center/Ag Farm project by approximately 10 months to accommodate the new land acquisition schedule and an adjusted design and construction schedule
- The Master Schedule maintains the balance of Phase 1 projects and the Phase 2 schedule as reported in December 2015

The District has submitted to the Board the April 2016 3rd Status Report on the Reconfiguration and Facilities Program and seeks the Board’s approval and adoption of the document as a record of program implementation achievements and as a summary of adjustments to the master program schedule and budget.

Resource Person: Yolanda Ortiz, Asst. Superintendent of Business Services

*** **IT IS RECOMMENDED THAT** the Board of Education approve and adopt the April 2016 3rd Status Report on the Reconfiguration and Facilities Program – ***Appendix F.***

Moved _____

Second _____

Vote _____

VIII. CONSENT ITEMS

***** IT IS RECOMMENDED THAT the Board of Education approve the following consent items as presented.**

All items listed are considered to be routine and may be enacted by approval of a single roll call vote. There will be no separate discussion of these items; however, any item may be removed from the consent agenda upon request of any member of the board and acted upon separately.

Moved _____ Second _____

A Roll Call Vote is Required:

Dr. Garvin	_____
Dr. Karamitsos	_____
Ms. Perez	_____
Mr. Palera	_____
Ms. Lopez	_____

A. Approval of Minutes

Regular Board Meeting – March 8, 2016

B. Approval of Warrants for the Month of March 2016

Payroll	\$6,372,043.14
Warrants	<u>2,321,054.59</u>
Total	\$8,693,097.73

C. Attendance Report

Mrs. Yolanda Ortiz, Assistant Superintendent of Business Services, will be available to answer questions regarding the monthly attendance report presented on the last page of this agenda.

D. Board Policy Ratification

Administrative Regulation 4153 is presented for ratification by the Board.

E. Facility Report – **Appendix B**

F. School Calendars for 2016/2017 & 2017/2018 - **Appendix E**

Proposals of the 2016/2017 and 2017/2018 school calendars were given to the two employee associations for their consideration. The recommendation for the 2016/2017 and the 2017/2018 school calendars are presented in **Appendix E**.

G. Pupil Matters

Administrative Recommendation to order expulsion: Student #'s 347514, 347492, 345537.

H. Textbook Approval

SMHS Agriculture Department

Title	Introduction to Veterinary Science
Author	James B. Lawhead, MeeCee Baker
Publisher	Delmaar
Copyright	2005

I. Out of State Travel

PERSON/REASON	PLACE/DATE	FUNDING
Tina Van Den Heever Professional Development	Florida July 16-19, 2016	Title I

J. Purchase Orders

PO #	Vendor	Amount	Description/Funding
PO16-01393	Paso Robles Plaris-KTM	\$74,558.59	Vehicles (Carts)/General Fund
PO16-01396	Culver Newlin, Inc.	\$73,996.01	SMHS Furniture/General Fund

K. LEA Plan Addendum

Review and approve the LEA Plan Addendum as part of the Federal Program Monitoring requirements.

L. Acceptance of Gifts

Delta High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
La Costa Harvest, Inc.	Yearbook	\$300.00
Abshere, Ryan	Grad Nite	\$20.00
Rodriguez, Frank/Emma	Grad Nite	\$40.00
Shannon, Gabby	Grad Nite	\$20.00
Total Delta Valley High School		<u>\$380.00</u>

REGULAR MEETING
April 12, 2016

Pioneer Valley High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Geraldine Starowicz	Performing Arts Center	\$1,000.00
PG & E	Link Crew	\$120.00
PG & E	Watkins District Acct	\$89.00
Elida Carranza	AVID 2019	\$350.00
PVHS Boosters	Various Clubs, Sports	\$4,040.00
G Brothers Kettle Corn	Link Crew	<u>\$200.00</u>
Total Pioneer Valley High School		<u>\$5,799.00</u>
Righetti High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Target	School	\$569.48
Alice Worhacz	Magazine	\$25.00
Susan J. Case	Magazine	\$100.00
Robert & Patricia Hoffman	Magazine	\$100.00
Tomooka Family	Magazine	<u>\$500.00</u>
Total Righetti High School		<u>\$1,294.48</u>
Santa Maria High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Target	School	\$263.96
Evelyn Pedron	Classes	\$6,651.90
Richard and Catherine Boyle	Library	\$625.50
Maria Aguirre	Race Team	\$500.00
The Ruiz Family	Baseball	\$200.00
Mike Draper Memorial Fund	FFA	\$700.00
San Marcos Equine	FFA	\$100.00
Elvira Viveros	Baseball	\$150.00
Allan Hancock College	Auto Shop	\$3000.00
Microwave Applications Group	Las Comadres	<u>\$300.00</u>
Total Santa Maria High School		<u>\$12,491.36</u>

IX. REPORTS FROM EMPLOYEE ORGANIZATIONS

X. OPEN SESSION PUBLIC COMMENTS

The public may address the Board on any matter (except personnel) concerning the District and not on the agenda. Note: The time limit to address the Board may not exceed two minutes. The Board is not required to respond to the Public Comment. The public may also address the Board on each item on the Agenda as the Board takes up those items. Persons wishing to speak should complete a blue request form and hand it to the Board secretary.

XI. ITEMS NOT ON THE AGENDA

Note: The law generally prohibits the Board from discussing items not on the agenda. Under limited circumstances, the Board may discuss and act on items not on the agenda if they involve an emergency affecting safety of persons or property, or a work stoppage, or if the need to act came to the attention of the District too late to include on the posted agenda.

XII. NEXT MEETING DATE

Unless otherwise announced, the next regular meeting of the Board of Education will be held on May 10, 2016. Closed session begins at 5:30 p.m. Open session begins at 6:30 p.m. The meeting will be held at the District Support Services Center.

XIII. FUTURE REGULAR BOARD MEETINGS FOR 2016

June 14, 2016	September 13, 2016
June 21, 2016	October 11, 2016
July 12, 2016	November 8, 2016
August 2, 2016	December 13, 2016

XIV. ADJOURN

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
MONTHLY REPORT OF ATTENDANCE
SEVENTH MONTH OF 2015-16

February 01, 201 through February 26, 2016

	Seventh Month 2014-15			Seventh Month 2015-16			Accumulated ADA				
	Ending Enrollment	ADA	ADA % of Poss. Enroll.	Ending Enrollment	ADA	ADA % of Poss. Enroll.	Prior Year		Current Year		
							ADA % to CBEDS	ADA	ADA % to CBEDS	ADA	
ERNEST RIGHETTI HIGH											
Regular	1845	1770.78	95.5%	1914	1826.33	94.9%		1830.39		1873.86	
Special Education	79	75.33	95.8%	69	64.94	93.4%		76.22		69.94	
Independent Study	36	26.67	78.7%	59	42.61	77.4%		21.63		32.94	
Independent Study 12+	1	0.17	16.7%	0	0.00	---		0.59		0.00	
Independent Study Spec Ed	0	0.00	0.0%	0	0.00	---		0.00		0.62	
CTE Program	7	5.89	84.1%	6	5.72	95.4%		7.06		6.21	
Home and Hospital-Reg Ed	3	2.17	76.5%	2	1.00	60.0%		2.14		0.77	
Home and Hospital-Spec Ed	3	3.33	98.4%	4	1.83	38.8%		2.00		2.88	
TOTAL RIGHETTI	1974	1884.34	95.5%	2054	1942.44	94.8%		1940.03		1987.22	
SANTA MARIA HIGH											
Regular	2286	2217.78	96.1%	2320	2233.33	96.1%		2272.86		2321.48	
Special Education	88	83.33	94.5%	84	77.17	92.6%		86.38		78.50	
Independent Study	74	58.00	89.6%	94	83.56	92.7%		36.65		71.86	
Independent Study 12+	3	1.67	62.5%	1	1.00	100.0%		1.35		1.09	
Independent Study Spec Ed	2	0.56	27.8%	1	1.33	66.7%		0.86		0.51	
CTE Program	6	5.11	78.0%	7	6.11	85.9%		4.96		5.92	
Home and Hospital-Reg Ed	8	6.83	92.5%	11	9.33	85.7%		6.74		6.36	
Home and Hospital-Spec Ed	1	0.32	---	1	0.00	88.5%		0.12		0.76	
TOTAL SANTA MARIA	2468	2373.6	96.0%	2519	2411.83	95.9%		2409.92		2486.50	
PIONEER VALLEY HIGH											
Regular	2492	2406.00	96.4%	2542	2464.56	96.7%		2471.87		2467.19	
Special Education	119	107.94	90.9%	116	108.72	94.0%		114.51		104.76	
Independent Study	30	23.44	71.8%	20	14.17	68.2%		17.87		7.85	
Independent Study Spec Ed	5	3.94	79.8%	1	0.83	83.3%		2.22		1.85	
Home and Hospital-Reg Ed	13	9.06	86.7%	22	14.78	85.8%		7.09		8.58	
Home and Hospital-Spec Ed	0	0.00	---	0	0.00	---		0.00		0.00	
TOTAL PIONEER VALLEY	2659	2550.38	96.2%	2701	2603.06	96.6%		2613.56		2590.24	
DAY TREATMENT @ LINCOLN STREET	8	6.67	80.5%	5	3.17	63.3%		6.14		4.36	
DISTRICT SPECIAL ED TRANSITION	10	9.61	96.1%	21	20.61	94.4%		9.86		22.14	
DISTRICT SPECIAL ED TRANS/VOC MM	13	11.11	85.5%	16	15.06	99.3%		11.83		15.39	
ALTERNATIVE EDUCATION											
Delta Continuation	306	257.14	83.0%	301	254.58	83.4%		245.96		255.24	
Delta 12+	0	0.00	---	1	0.62	62.0%		0.73		2.14	
Delta Independent Study	50	40.04	84.4%	32	31.28	96.1%		30.55		16.13	
Delta Independent Study 12+	12	11.74	79.4%	8	8.11	85.9%		24.70		11.40	
Delta Independent Study Spec Ed	1	0.00	0.0%	2	0.72	36.1%		0.00		0.18	
Home & Hospital Reg Ed	3	0.00	---	0	0.41	104%		0.27		0.48	
Reach Program--SMHS	18	13.17	64.4%	9	7.06	82.5%		6.09		6.31	
Reach Program--PVHS	15	10.78	77.9%	15	10.83	86.3%		6.09		5.92	
Home School @ Library Program	47	39.28	85.5%	48	41.89	88.5%		34.00		42.52	
TOTAL ALTERNATIVE EDUCATION	452	372.15	82.3%	416	355.49	85.5%		348.39		340.32	
TOTAL HIGH SCHOOL DISTRICT	7584	7207.86	95.0%	7732	7351.66	95.1%	94.3%	7339.73	94.3%	7446.17	

April 12, 2016

CLASSIFIED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Pay Rate	Hours
	Resign	Plant Manager	PVHS	3/31/16	8/C	8
	Employ-Temporary	Custodian	PVHS	3/29-6/10/16	\$17.73/hr	8
	Employ-Temporary	Custodian	PVHS	3/29-6/10/16	\$17.73/hr	8
	Employ-Temporary	Custodian	PVHS	3/30-6/10/16	\$17.73/hr	8
	FMLA	Migrant School Advisor	PVHS	3/15-5/15/16	24/B	8
CERTIFICATED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Salary	FTE
	Status Change/Permanent	COUNSELOR	DHS	2016-17	03/IV +5	1.0
	Status Change/Permanent	INTL LANGUAGE	SMHS	2016-17	05/V	1.0
	Status Change/Probationary 2	MATH	RHS	2016-17	03/III	1.0
	Employ/Probationary 2	AGRICULTURE	SMHS	2016-17	6/V	1.0
	Status Change/Permanent	COUNSELOR	PVHS	2016-17	05/IV +5	1.0
	Status Change/Permanent	SPED MENTAL HEALTH SPEC	SMHS	2016-17	11/V +10	1.0
	Status Change/Probationary 2	MATH	PVHS	2016-17	07/IV	1.0
	Status Change/Permanent	MATH	SMHS	2016-17	04/IV	1.0
	Status Change/Permanent	ENGLISH	PVHS	2016-17	03/IV	1.0
	Status Change/Permanent	INTL LANGUAGE	PVHS	2016-17	08/1V	1.0
	Status Change/Permanent	BAND	RHS	2016-17	08/V	1.0
	Status Change/Permanent	SCIENCE	PVHS	2016-17	03/IV	1.0
	Resignation	English	PVHS	6/9/16	01/II	1.0
	Status Change/Permanent	ENGLISH	SMHS	2016-17	04/V	1.0
	Status Change/Permanent	MATH	RHS	2016-17	09/V	1.0
	Status Change/Permanent	SPED Mild/Mod	RHS	2016-17	03/IV	1.0
	Status Change/Probationary 2	ENGLISH	PVHS	2016-17	02/IV	1.0
	Employ/Probationary 2	ENGLISH	SMHS	2016-17	02/IV	1.0
	Employ/Probationary 2	SOC SCIENCE	SMHS	2016-17	3/III	1.0
	Status Change/Permanent	SOCIAL SCIENCE	RHS	2016-17	04/V	1.0
	Status Change/Permanent	ENGLISH	PVHS	2016-17	03/III	1.0
	Status Change/Permanent	SPED Mild/Mod	SMHS	2016-17	03/IV	1.0
	Retire	Social Science	DHS	6/10/16	40/IV	1.0

April 12, 2016

CERTIFICATED PERSONNEL ACTIONS

Name	Action	Assignment	Site	Effective	Salary	FTE
	Status Change/Permanent	PSYCHOLOGIST	RHS	2016-17	11/V +10	1.0
	Employ/Probationary 2	PHYS ED	PVHS	2016-17	3/III	1.0
	Status Change/Permanent	INTL LANGUAGE	RHS	2016-17	04/V	1.0
	Status Change/Permanent	INTL LANGUAGE	SMHS	2016-17	08/V	1.0
	Status Change/Probationary 2	INTL LANGUAGE	SMHS	2016-17	07/V	1.0
	Status Change/Permanent	INTL LANGUAGE	RHS	2016-17	08/IV	1.0
	Status Change/Permanent	COUNSELOR	SMHS	2016-17	03/IV +5	1.0
	Status Change/Permanent	SOCIAL SCIENCE	PVHS	2016-17	05/IV	1.0
	Status Change/Permanent	ENGLISH	RHS	2016-17	03/III	1.0
	Employ/Probationary 2	OCS	SMHS	2016-17	2/V	1.0
	Status Change/Permanent	SCIENCE	RHS	2016-17	06/V	1.0
	Status Change/Permanent	COUNSELOR	SMHS	2016-17	05/IV +5	1.0
	Employ/Probationary 2	AGRICULTURE	RHS	2016-17	2/V	1.0
	Status Change/Permanent	ENGLISH	SMHS	2016-17	03/III	1.0
	Employ/Probationary 2	ENGLISH	SMHS	2016-17	02/III	1.0
	Status Change/Permanent	COUNSELOR	RHS	2016-17	07/IV +5	1.0
	Status Change/Probationary 2	ENGLISH	SMHS	2016-17	04/V	1.0
	Status Change/Probationary 2	MATH	SMHS	2016-17	04/IV	1.0
	Resignation	SCIENCE	SMHS	6/9/16	02/III	1.0
	Status Change/Probationary 2	ENGLISH	RHS	2016-17	02/IV	1.0
	Status Change/Permanent	COUNSELOR	PVHS	2016-17	07/IV +5	1.0
	Employ/Probationary 2	COUNSELOR	PVHS	2016-17	07/V +5	1.0
	Status Change/Permanent	MATH	PVHS	2016-17	09/V	1.0
	Status Change/Permanent	INTL LANGUAGE	PVHS	2016-17	08/V	1.0
	Status Change/Permanent	MATH	SMHS	2016-17	03/IV	1.0
	Status Change/Permanent	COUNSELOR	SMHS	2016-17	03/IV +5	1.0
	Status Change/Permanent	ENGLISH	RHS	2016-17	06/V	1.0
	Status Change/Probationary 2	ENGLISH	PVHS	2016-17	05/IV	1.0
	Status Change/Probationary 2	ENGLISH	RHS	2016-17	07/V	1.0
	Status Change/Permanent	INTL LANGUAGE	PVHS	2016-17	08/III	1.0
	Status Change/Probationary 2	ENGLISH	SMHS	2016-17	02/III	1.0

April 12, 2016

CERTIFICATED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Salary	FTE
	Employ/Probationary 2	INTL LANG	SMHS	2016-17	3/IV	1.0
	Status Change/Permanent	COUNSELOR	RHS	2016-17	05/IV +5	1.0
	Status Change/Permanent	SPED SH	PVHS	2016-17	04/V	1.0
	Status Change/Permanent	VISUAL PERFORMING ARTS	RHS	2016-17	06/III	1.0
	Status Change/Probationary 2	ENGLISH	RHS	2016-17	02/III	1.0
	Status Change/Permanent	ENGLISH	SMHS	2016-17	03/III	1.0
	Status Change/Permanent	ENGLISH	PVHS	2016-17	02/III	1.0
	Status Change/Permanent	ENGLISH	DHS	2016-17	04/III	1.0
	Column Advance	Physical Education	PVHS	7/1/15	10, V	1.0
	FTE Update	English	RHS	6/9/16	06/V	0.6
	Status Change/Probationary 2	SPED ED	LC	2016-17	06/IV	1.0
	Status Change/Probationary 2	BAND	SMHS	2016-17	07/V	1.0
	Status Change/Permanent	ENGLISH	SMHS	2016-17	08/III	1.0
	Status Change/Permanent	ENGLISH	SMHS	2016-17	08/V	1.0
	Status Change/Probationary 2	SPED MOD/SEVERE	SMHS	2016-17	05/V	1.0
	Status Change/Permanent	ATHLETIC DIRECTOR	SMHS	2016-17	11/V +5	1.0
	Status Change/Permanent	PHYSICAL EDUCATION	SMHS	2016-17	08/V	1.0
COACHING PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	District	ASB/Booster
	Stipend Update	Assistant Athletic Director	PVHS	Spring	\$435.00	
	Stipend Update	Assistant Athletic Director	PVHS	Spring		\$847.46
	Stipend	Wrestling Head Varsity Girls	PVHS	Winter		\$500.00
	Stipend Update	Baseball Head JV Boys	PVHS	Spring	\$1,785.40	
	Stipend Update	Baseball Head JV Boys	PVHS	Spring	\$1,785.00	
	Stipend Update	Softball, Head Varsity Girls	PVHS	Spring	\$3,763.65	
	Stipend Update	Volleyball Head JV Boys	RHS	Spring	\$2,196.00	
	Stipend Update	Swim Head JV Girls	RHS	Spring	\$2,354.05	
	Stipend Update	Swim Asst Varsity Girls	RHS	Spring	\$451.55	
	Stipend Update	Volleyball, Head Varsity Boys	RHS	Spring	\$2,628.00	
	Stipend Update	Baseball Asst Varsity Boys	PVHS	Spring	\$2,509.11	
	Stipend Update	Swim Asst Varsity Boys	RHS	Spring	\$1,177.02	

Appendix B

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT FACILITIES REPORT

March 2016

1. Santa Maria High School Construction Projects

C2004 SMHS New Classroom Building at Broadway – Rachlin Partners

- The installation of the solar panels on the band shelter and facility roof began during spring break and is expected to continue into the week of April 11, 2016. Final contract closeout activities for the main building continue. **(Photo)**

SMHS Camino Colegio Parking Area – Rachlin Partners

- Work completed this period includes rerouting existing conduit and pipe, ADA ramp installation, concrete sidewalks, and fencing. **(Photo)**

SMHS Breeze Way Canopy Removal – Support Services

- Final contract closeout activities continue.

SMHS Administration Roof Repairs – Support Services

- Channel Islands Roofing was awarded the bid in the amount of \$74,243. Repair work commenced March 24, 2016 and is expected to conclude April 14, 2016. **(Photo)**

SMHS 2016 Paving Projects – Flowers & Associates

- Flowers & Associates consultants is continuing project document development. Bidding is now expected to occur in late April with construction to commence in June.

2. Ernest Righetti High School Construction Projects

ERHS New 38-Classroom Building – Rachlin Partners

- DSA is continuing their review of project construction plans and specifications. The tentative construction start date estimated for May 2016 is currently under evaluation pending DSA approval and contractor cost negotiations.

ERHS Cafeteria Walk-In Freezer Project – Rachlin Partners

- Santa Barbara County Health Department project approval was received. DSA approval requirements related to structural work are under review. The construction period is pending final reviews and approvals.

ERHS Maintenance and Operations Building Project – Rachlin Partners

- Initial discussions regarding schematic design of a new M&O building are underway. The existing site's location is in the footprint of the new 38 classroom facility requiring its demolition. Current consideration is being given to a location immediately west of the 38 classroom project, previously occupied by two old greenhouses.

3. Pioneer Valley High School Construction Projects

C2004 District Performing Arts Center – BCA Architects

- Site construction activities occurring this period include installation of steel structural elements, interior wall framing for door openings, and structural block.
(Photos)

4. New Facility

C2004 New Facility School CTE Component – Architect to Be Determined

- Phase 1 Environmental Site Assessment (ESA): Complete.
- California Environmental Quality Act (CEQA): Complete.
- California Department of Education (CDE): Complete
- Educational Program and Funding Development: CFW continues to provide ongoing programming reviews, adjustments, and funding analysis.
- Escrow: Acquisition is awaiting clearance of remaining exceptions.

5. District Wide and Support Services Center

District Wide Energy Upgrade – Johnson Controls Inc.

- Punch list and final contract closeout activities are continuing. The one year Measurement and Verification Period continues through November 1, 2016.

District Wide Project Closeout – Support Services

- Review of project closeout issues continues. Projects under current review and their status are as follows:
 - PVHS Pool: Evaluations continue on revisions to eight concrete block pilasters at the pool building.
 - PVHS 12 Modular Classrooms: Coordination of modifications to the fire sprinkler system continues. Revisions are scheduled for summer 2016.
 - SMHS CHCCC: Pending DSA confirmation of reopened file to review status of change orders.
 - ERHS Industrial Arts: DSA and the project Architect are continuing discussions and evaluations related to the need for verification of installations.

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- ERHS Administration Building Renovation: DSA accepted the closeout package. Final project approval is expected soon.

SSC New West Parking Area – Flowers and Associates

- Flowers and Associates has commenced design engineering. Soils and surveying consultants are under contract to support the design effort. Construction scheduling will occur following design completion and City approval.

SSC Commodities Walk-In Freezer Project – Rachlin Architects

- Plans and specifications have been completed and are expected to be submitted the first week of April to the Santa Barbara County Health Department and the City of Santa Maria for review. The construction period is pending County and City approvals.

6. Summer Activities

District Wide Summer Projects Planning

- Various roofing, carpeting, and small project development are ongoing.

Gary Wuitschick
Director – Support Services

Maintenance & Operations

PVHS

- Reseeded lawns.
- Inspected and repaired sprinklers throughout campus.
- Performed monthly fume hood inspections.
- Performed monthly inspection of automatic external defibrillators
- Performed monthly inspection of emergency showers and eye washes.
- Installed first aid kits in the administration building.
- Repaired the wall padding in the weight room as well as in the gymnasium.
- Adjusted doors in classrooms 626 and 555.
- Started daytime classroom vacuuming and student restroom cleaning pilot project. Three new employees will perform these duties through the end of the school year. **(Photo)**
- Performed monthly exhaust hood inspection in the cafeteria kitchen.
- Performed the weekly wheelchair lift inspection at the football stadium.
- Replaced the old wireless classroom clocks with a new wireless synchronous clock that will be more reliable.
- Replaced computer projector bulbs in classrooms.
- Performed quarterly preventive maintenance service for all HVAC units in the gymnasium and the cafeteria building.
- Replaced lighting ballasts in the following rooms: 401, 413, and 423.
- Investigated and repaired fire alarm trouble codes.
- Installed drain pipe pads on all the sink drains in classroom 325.
- Patched and painted wall damage in room 508 and the special education office.
- Painted classroom doors in the modular classrooms 208-211.
- Repainted the discus ring for track and field.
- Ground asphalt –to-concrete transitions in the front parking lot to reduce bumps in the walking paths.
- Setup several events – ASVAB testing. SAAS speaker and parent meeting, PSAT testing, AHC placement exam, BSU presentations, academic awards, blood drive, ELAC meeting, all school rally, boys' volleyball, track meets, baseball and softball games, mens' soccer, and Crosspointe Church.
- Preventive work order hours – 53
- Routine work order hours – 168
- Total work orders completed – 159
- Event setup hours – 129

ERHS

- Repaired broken sprinklers, a broken sprinkler line, leaking sprinkler valves, and adjusted sprinkler coverage for baseball outfield fence.
- Began installation of a new marquee at the intersection of Foster Road and Bradley Road. **(Photo)**
- Repaired several portable classroom access ramps.
- Installed ten new computer drops in classroom 304.
- Repaired the library book security system.
- Replaced the flag pole light with an LED unit.
- Repaired a wiring problem on the wood shop equipment.
- Cleared storm drains in the quad and in the science building area.
- Performed annual service on pool building and 504 -508 portable classroom air conditioning units.
- Performed semi-annual cleaning of air conditioning coils on the 600s portable classrooms.
- Performed semi-annual service of shop compressors.
- Performed quarterly service on boilers.
- Performed monthly service on fire extinguishers, AEDs, emergency lighting, and emergency showers.
- Inspected, adjusted, and lubricated doors: 300s, 400s, and Delta High School.
- Repaired the science fume hood in classroom 112.
- Replaced nonfunctioning lights on the baseball and softball scoreboards.

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- Repaired the cafeteria walkway roof and increased the size of the drain to improve water flow.
- Serviced custodial equipment in preparation for spring break cleaning projects.
- Replaced lamps in several computer projectors.
- Relocated career center furniture.
- Completed spring earthquake and fire drill.
- DHS – replaced six sink faucet cartridges in the girls' restroom.
- Setup several events – new student orientation, eighth grade registration, ASM meeting, staff development, Warrior Welcome, College Fair, FFA meeting, Spring Renaissance, Booster Club meeting, CIF basketball, boys' volleyball, water polo, baseball, and softball.
- Preventive work order hours – 61
- Routine work order hours – 105
- Total work orders completed – 154
- Event setup hours – 102

SMHS

- Performed monthly landscape maintenance in various areas of the campus. **(Photo)**
- Repaired damaged turf in baseball and softball fields.
- Inventoried emergency preparedness supplies.
- Repaired soccer field goals and flags.
- Replaced flag pole rope.
- Fertilized turf in various areas of the campus.
- Continued update of the teachers' lounge kitchen. **(Photo)**
- Performed cafeteria kitchen grease trap inspection.
- Repaired toilets in several restrooms: Old Science Breezeway Boy's, Lincoln Street Girls', 400 Building (Old JC) Womens', 500 area portables Boys', 600 portables Girls', and pool building boys'.
- Sealed and painted the stucco on the small gym and math building following the covered walkway removal.
- Installed computer drops and power in classroom 340 for a new curriculum, In School Intervention (ISI).
- Investigated and identified underground pipes discovered in the new parking lot construction.
- Replaced lighting ballasts in rooms 129, 341, and the Math Building hallway.
- Patched walls and painted the new wrestling room (formerly the weight room near the lobby) in Wilson Gymnasium. **(Photo)**
- Repaired the food warmer transport ramps in the cafeteria kitchen.
- Inspected and repaired the swamp coolers in the Agriculture Science greenhouse
- Repaired HVAC units in the following rooms: 109, 310, 422, and 904.
- Repaired damaged restroom partitions in the 500 portable Boys' and the 300 (Plastic Lab) boys'.
- Completed monthly ADA chair lift inspection.
- Reorganized the substitute key box for the new administrative assistant that will be coordinating substitute keys.
- Installed a new projector screen in classroom 360.
- Repaired pool heater #1.
- Repaired the pool chemical monitoring probe.
- Repaired custodial cleaning equipment (Tornado walk-behind scrubber) in preparation for spring break cleaning.
- Repaired the pool chlorine tablet feeder.
- Tested and repaired computer projectors in classrooms 611, 623, and 904.
- Replaced fluorescent lamps in several areas throughout the campus.
- Repaired and replaced student furniture in classrooms 622, 633, 640, and 645.
- Replace damaged ceiling tiles in classroom 908.
- Relocated furniture in the following classrooms: 342, 512, 615, 628, 640, and 901.

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- Setup several events: Delta Saturday school, current student 2016-2017 school year registration, Junior High School Parent/Student orientation, SAAS guess speaker & parent meeting, Taco Tuesday, staff development, Faculty Association meeting, DELAC, PIDA, MPAC, incoming 9th grade testing, WASC, Sadie Hawkins dance, FFA meeting, Fighting Back Santa Maria Valley, Allan Hancock College classes, CIF wrestling individuals division championship, winter sports banquets, volleyball, softball, baseball, Swim, Track, OAHS soccer, CIF Soccer, high school track, high school swimming, high school tennis, adult soccer league.
- Preventive work order hours – 22
- Routine work order hours – 166
- Total work orders completed – 184
- Event setup hours – 457

District Maintenance

- Completed the county health permit process of the new food service truck. **(Photo)**

Graffiti & Vandalism

- ERHS \$ 300
- DHS \$ 0
- SMHS \$ 50
- PVHS \$ 210

Reese Thompson
Director – Facilities and Operations

Photo Gallery – Major Projects



SMHS – Solar Panel Installation Beginning at the Broadway Classroom Building



SMHS – Concrete Walkway Installation for the New Parking Lot



SMHS – Administration Building Roof Repairs are Underway



PVHS – Performing Arts Center Structural Steel Assembly Begins



PVHS - Scaffolding is Assembled for Block Wall Installation



PVHS - Performing Art Center: First Blocks Laid!

Photo Gallery – Maintenance & Operations



PVHS – New Custodians Assemble their Vacuums for Daytime Cleaning Pilot Project



ERHS – Ernest Paz and José Placencia Erect Supports for the New Marquee at Foster Road and Bradley Road



SMHS – Groundskeeper Clears Weeds in Front of the Broadway Classroom Building



ERHS – Flavio Rodriguez Completes the Plumbing in the Revised Staff Kitchen



SMHS - Wilson Gymnasium Weight Room is Converted to a Wrestling Room



SMHS - Greg Matthews Shows-off the Clean and Newly Permitted Food Service Truck

**Board Policies for Approval
April 12, 2016 Board Meeting**

POLICY NUMBER	DESCRIPTION
BP 0410	<p><u>Nondiscrimination in District Programs and Activities</u> Mandated policy updated to generally reflect NEW LAW (AB1266) which requires districts to permit a student to participate in sex-segregated school programs and activities, including athletic teams and competitions, and to use facilities consistent with the student's gender identity, regardless of his/her gender as listed on his/her educational records. Policy also references NEW LAW (AB556) which prohibits employers from discriminating against employees and job applicants based on their military or veteran status.</p>
BP/AR 1312.3	<p><u>Uniform Complaint Procedures</u> Policy and regulation updated to reflect NEW LAWS which authorize the use of uniform complaint procedures to resolve complaints of noncompliance with requirements related to accommodations for lactating students (AB 302, 2015), educational rights of foster youth and homeless students (AB 379, 2015), assignment of students to courses without educational content for more than one week per semester or to courses they have previously completed (AB 1012, 2015), and physical education instructional minutes in elementary schools (AB 1391, 2015).</p> <p>Regulation also reflects provisions of these laws which allow appeals of the district's decision related to these complaints to the California Department of Education and provide that, if any complaint regarding physical education instructional minutes is found to have merit, the district must provide a remedy to all affected students and parents/guardians.</p>

REGULAR MEETING
April 12, 2016

APPENDIX D

2015-2016

RESOLUTION NUMBER 14 - 2015-2016 **Regarding the Levying and Collection** **of Level 1 School Facilities Fees**

and

EXHIBIT A
Developer Fee Justification Study

EXHIBIT B
Sample Split Fee Agreement Letter

(This report is available for viewing
on the District webpage.)

REGULAR MEETING
April 12, 2016

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 14 - 2015-2016**

**REGARDING THE LEVY AND COLLECTION
OF LEVEL I SCHOOL FACILITIES FEES**

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 24, 2016 meeting, set the maximum fee to \$3.48 per square foot for residential development and to \$0.56 per square foot for commercial/industrial development; and

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

WHEREAS, the Board recognizes that the statutory fee is split with the feeder elementary school districts, wherein the elementary districts collect 9/13 of the maximum allowed and the high school district collects 4/13 of the maximum allowed (as shown in Appendix D - Exhibit B); and

WHEREAS, the Board reviewed a School Facility Fee Justification Report that determined that the Santa Maria Joint Union High School District could justify and the levy fees of at least \$1.07 per square foot for residential construction and at least \$0.17 per square foot for commercial and industrial construction and a maximum of \$0.11 per square foot for rental/self-storage; 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;

NOW, THEREFORE, BE IT RESOLVED, the Board finds and directs 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.
 - (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 local 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 \$3.48 per square foot of assessable space as such space is defined in Government Code § 65995(b)(1) to be shared with the elementary school district.
 - 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 \$0.56 per square foot of chargeable covered and enclosed space as such space is defined in Government Code § 65995(b)(2) to be shared with the elementary school district, except for Rental Self-Storage projects in which a fee of \$0.11 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 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 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.
11. Transmittal of Resolution: A copy of this Resolution shall be transmitted forthwith to the City of Santa Maria and Santa Barbara County accompanied by all relevant supporting documents and a map clearly indicating the boundaries of the area subject to the fees, charges, dedications and other requirements.

12. Prohibition Against Permit Issuance Absent Compliance with This Resolution: Pursuant to Education Code Section 71620(b), no city or county may issue a building permit for any residential, commercial or industrial construction, as defined by law, absent certification by the Superintendent or his/her designee of (1) compliance by that project with any fee, charge, dedication, or other requirement under this Resolution or (2) his/her determination that the fee, charge, dedication, or other requirement does not apply to the construction.
13. The Superintendent or the District's designee is hereby authorized and directed to do the following:
 - A. As required by Government Code § 66006(a), 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.
14. Certification of Resolution:

PASSED AND ADOPTED by the Board of Education of the Santa Maria Joint Union High School District at a regular meeting held this 12th day of April 2016, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

ATTEST:

President/Secretary/Clerk to the Governing Board
Santa Maria Joint Union High School District

2560 Skyway Dr.
Santa Maria, CA 93455
Phone 815-922-4573

Mark Richardson
Superintendent

LEVEL 1 - DEVELOPER FEE
JUSTIFICATION STUDY
For
SANTA MARIA JOINT UNION HIGH
SCHOOL DISTRICT

March 2016



SchoolWorks, Inc.
8331 Sierra College Blvd., #221
Roseville, CA 95661

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Executive Summary

This developer fee justification study demonstrates that the Santa Maria Joint Union High School District requires the full statutory impact fee to accommodate growth from development activity.

A Level 1 fee of \$3.36 per square foot for residential construction and a fee of \$0.54 per square foot for commercial/industrial construction is currently assessed on applicable permits pulled within the District's boundary. The new fee amounts are **\$3.48** per square foot for residential construction and **\$0.56*** per square foot for commercial/industrial construction. This proposed increase represents \$0.12 per square foot and \$0.02 per square foot for residential and commercial/industrial construction, respectively. The District's portion or share of the developer fees collected within its boundary is based on the 4/13^{ths} when split with the elementary districts, which equates to approximately 30.77%.

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

Table 1
Santa Maria Joint Union HSD
Developer Fee Collection Rates

Totals	<u>Previous</u>	<u>New</u>	<u>Change</u>
Residential	\$3.36	\$3.48	\$0.12
Commercial/Ind.	\$0.54	\$0.56	\$0.02
District Share:	30.77%		
Net Impact	<u>Previous</u>	<u>New</u>	<u>Change</u>
Residential	\$1.03	\$1.07	\$0.04
Commercial/Ind.	\$0.17	\$0.17	\$0.00

*except for Rental Self Storage facilities in which a fee of \$0.11 per square foot is justified.

Background

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 or reopening schools to accommodate development-related enrollment growth. Fees are collected immediately prior to the time of the issuance of a building permit by the City or the County.

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

The authority cited in Education Code Section 17620 states in part "... the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities." The legislation originally established the maximum fee rates at \$1.50 per square foot for residential construction and \$0.25 per square foot for commercial/industrial construction. Government Code Section 65995 provides for an inflationary increase in the fees every two years based on the changes in the Class B construction index. As a result of these adjustments, the fees authorized by Education Code 17620 are currently **\$3.48** per square foot of residential construction and **\$0.56** 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 report is to document if a reasonable relationship exists between residential, commercial and industrial development and the need for additional facilities in the Santa Maria Joint Union High School District.

Following in this report will be figures indicating the current enrollment and the projected growth occurring within the attendance boundaries of the Santa Maria Joint Union High School District. This projected growth 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 2015/2016 the District's total enrollment (CBEDS) was 7,900 students. The enrollment by grade level is shown here in Table 2.

Table 2

**Santa Maria Joint Union HSD
Current Enrollment**

Grade	2015/2016
9	1,958
10	2,020
11	1,908
12	2,014
<hr/>	
9-12 Total	7,900

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

Student Generation Factor

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

The student generation factor identifies the number of students per housing unit and provides a link between residential construction projects and projections of increased enrollment. The State-wide factor used by the Office of Public School Construction is 0.20 for grades 9-12. For the purposes of this report we will use the local factors to determine the students generated from new housing developments. This was done by comparing the number of housing units in the school district to the number of students in the school district as of the 2010 Census. Table 3 shows the student generation factor.

Table 3

**Santa Maria Joint Union HSD
Student Generation Factors**

<u>Grades</u>	<u>Students per Household</u>
9-12	0.1876
Total	0.1876

New Residential Development Projections

The Santa Maria Joint Union High School District has experienced an average new residential construction rate of approximately 316 units per year. Projecting the average rate forward, we would expect that 1,580 units of residential housing will be built within the District boundaries over the next five years.

To determine the impact of residential development, an enrollment projection is done. Applying the student generation factor of 0.1876 to the projected 1,580 units of residential housing, we expect that 296 high school students will be generated from the new residential construction over the next five years.

The District is required to use the development-based enrollment projection for the purposes of this study. This is utilized as the cost basis for development impact throughout this study, unless otherwise noted.

Table 4

**Santa Maria Joint Union HSD
Five Year Enrollment Projection**

<u>Grades</u>	<u>Current Enrollment</u>	<u>Development Projection</u>	<u>Projected Enrollment</u>
9 to 12	7,900	296	8,196

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

9 th -12 th Grades	27 Students/Classroom
Special Ed	13 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. To account for activity and changes since the baseline was established, the student grants for completed OPSC new construction projects have been added. Using these guidelines the District's current State calculated capacity is shown in Table 7.

Table 7

**Santa Maria Joint Union HSD
 Summary of Existing Facility Capacity**

<u>School Facility</u>	<u>Permanent Classrooms</u>	<u>Portable Classrooms</u>	<u>Chargable Portables</u>	<u>Total Chargable Classrooms</u>	<u>State Loading Factor</u>	<u>State Funded Projects</u>	<u>Total State Capacity</u>
Grades 9-12	95	104	29	124	27	3,372	6,720
Special Ed	8	4	4	12	13	70	226
Totals	103	108	33	136		3,442	6,946

OPSC Projects Completed

<u>Name</u>	<u>Project #</u>	<u>9-12 Grants</u>	<u>Special Ed</u>	<u>CR</u>
Pioneer Valley High	1	2,697	70	80
Righetti High	2	54	0	2
Delta Continuation High	3	243	0	12
Santa Maria High	4	378	0	14
Totals		3,372	70	

As Table 7 shows, the total State capacity of the District facilities is 6,568 students.

Unhoused Students by State Housing Standards

This next chart compares the 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 maximum 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

**Santa Maria Joint Union HSD
Summary of Available District Capacity**

<u>School Facility</u>	<u>State Capacity</u>	<u>Space Needed</u>	<u>Available Capacity</u>
Grades 9-12	6,720	8,667	(1,947)
Special Ed	226	0	226
Totals	6,946	8,667	(1,721)

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 additional school facilities in the Santa Maria Joint Union High 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 schools 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 \$301,640 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>	<u>Per Student Total</u>	
9-12	\$28,622	\$58	\$440	\$29,120	
Site Acreage Needs					
<u>Grade</u>	<u>Typical Acres</u>	<u>Average Students</u>	<u>Projected Unhoused Students</u>	<u>Equivalent Sites Needed</u>	<u>Site Acres Needed</u>
9-12	40	1,500	296	0.20	7.89
				TOTAL	7.89

General Site Development Allowance

<u>Grade</u>	<u>Acres</u>	<u>Allowance/Acre</u>	<u>Base Cost</u>	<u>% Allowance</u>	<u>Added Cost</u>	<u>Total Cost</u>
9-12	7.89	\$34,616	\$273,120	3.75%	\$323,232	\$596,352
Totals	7.89					\$596,352

Site Acquisition & Development Summary

<u>Grade</u>	<u>Acres To Be Bought</u>	<u>Land Cost/Acre</u>	<u>Total Land Cost</u>	<u>Site Development Cost/Acre</u>	<u>Site Dev. Cost</u>	<u>General Site Development</u>	<u>Total Site Development</u>
9-12	7.89	\$301,640	\$2,379,940	\$251,034	\$1,980,658	\$596,352	\$2,577,011
Totals	7.89		\$2,379,940		\$1,980,658	\$596,352	\$2,577,011

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 Residential Development

This next table compares the development-related enrollment projection 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 each District shall be reimbursed for site acquisition costs, including appraisals, surveys and title reports. The District needs to acquire 7.89 acres to meet the needs of the students projected from the new developments.

Table 10

**Santa Maria Joint Union HSD
 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>
High & Cont.	296	0	296	\$29,120	\$8,619,520
Site Purchase: 7.89 acres					\$2,379,940
Site Development:					\$2,577,011
			New Construction Needs:		\$13,576,470
			Average cost per student:		\$45,866

The total need for school facilities based on the impact of the 1,580 new housing units projected over the next five years totals \$13,576,470. 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 1,890 square feet. The total area for 1,580 new homes would therefore be 2,986,200 square feet. The total residential fee needed to be able to collect \$13,576,470 would be **\$4.55** per square foot. Since the District's share of the State Maximum Fee is currently **\$1.07** (4/13^{ths} of \$3.48) for residential construction, the District is justified in collecting their portion of the maximum fee.

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 2008-2012 American Community Survey 5-Year Estimates for the District. There were 58,402 employees and 41,530 homes in the District. This represents a ratio of 1.4063 employees per home.

There were 7,793 high school age children residing in the District in 2010. This is a ratio of 0.1334 students per employee. This ratio, however, must be reduced by including only the percentage of employees that worked in their community of residence (35.8%), because only those employees living in the District will impact the District's school facilities with their children. The actual ratio of students per employee in the district is 0.0478.

School Facilities Cost per Student

State 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 (35.8 percent).
- Housing units per employee (0.7111). This was derived from the 2008-2012 ACS 5-Year Estimates data for the District, which indicates there were 41,530 housing units and 58,402 employees.
- Percentage of employees that will occupy new housing units (75 percent).
- Average square feet per dwelling unit (1,890).
- District's share of the Residential fee rate (\$1.07 per square foot).

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

**Santa Maria Joint Union HSD
 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	0.0478	0.135	\$45,866	\$6.20	\$1.09	\$5.11
Community Shopping Centers	1.53	0.0478	0.073	\$45,866	\$3.35	\$0.59	\$2.76
Neighborhood Shopping Centers	2.71	0.0478	0.129	\$45,866	\$5.94	\$1.05	\$4.89
Industrial Business Parks	3.52	0.0478	0.168	\$45,866	\$7.71	\$1.36	\$6.35
Industrial Parks	1.35	0.0478	0.064	\$45,866	\$2.96	\$0.52	\$2.44
Rental Self Storage	0.06	0.0478	0.003	\$45,866	\$0.13	\$0.02	\$0.11
Scientific Research & Development	3.04	0.0478	0.145	\$45,866	\$6.66	\$1.17	\$5.49
Lodging	1.13	0.0478	0.054	\$45,866	\$2.48	\$0.44	\$2.04
Standard Commercial Office	4.79	0.0478	0.229	\$45,866	\$10.50	\$1.85	\$8.64
Large High Rise Commercial Office	4.31	0.0478	0.206	\$45,866	\$9.44	\$1.67	\$7.78
Corporate Offices	2.69	0.0478	0.129	\$45,866	\$5.89	\$1.04	\$4.85
Medical Offices	4.27	0.0478	0.204	\$45,866	\$9.36	\$1.65	\$7.71

*Based on 1990 SanDAG Traffic Generator Report

Net Cost per Square Foot

Since the District's share of the State Maximum Fee is now **\$0.17** (4/13^{ths} of \$0.56) 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 will only be allowed to collect \$0.11 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.

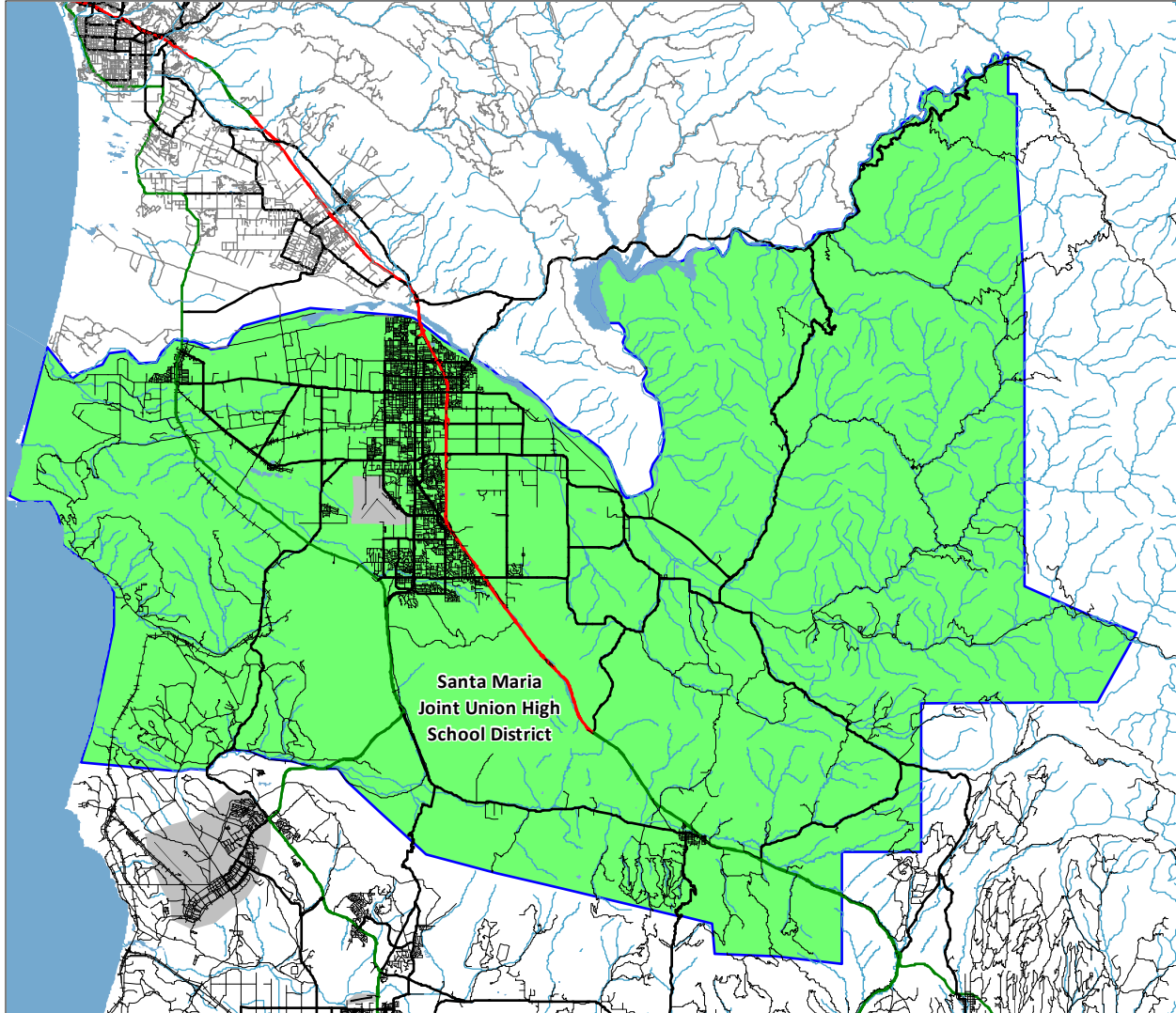
The total need for school facilities totals \$13,576,470. The amount the District would collect over the five year period at the maximum rate of \$1.07 for residential and \$0.17 for commercial/industrial development would be as follows:

\$1.07 x 1,580 homes x 1,890 sq ft per home = \$3,197,531 for Residential
 \$0.17 x 200,000 sq ft per year x 5 years = \$172,308 for Commercial/Industrial
 Total projected 5 year income: \$3,369,839

The income is significantly less than the projected needs.

District Map

The following map shows the extent of the areas for which development fees are applicable to the Santa Maria Joint Union High 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 additional school facilities in the Santa Maria Joint Union High 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 0.1876 9-12 grade students per unit. Because the District does not have adequate facilities for the students generated by new developments, the district will need to build additional facilities and/or modernize/reconstruct the existing facilities in which the new students will be housed.

Cost Nexus: The cost to provide new and reconstructed facilities is an average of \$4.55 per square foot of residential development. Each square foot of residential development will generate \$1.07 (4/13^{ths} of \$3.48) in developer fees resulting in a shortfall of \$3.48 per square foot.

Benefit Nexus: The developer fees to be collected by the Santa Maria Joint Union High School District will be used for the provision of additional and reconstructed school facilities. This will benefit the students to be generated by new development by providing them with adequate educational 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 may be in portables. These portables will need to be replaced with new permanent or modular classrooms to provide adequate space for the students from new developments.
- 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 reasonable relationship identified by these findings provides the required justification for the Santa Maria Joint Union High School District to levy the maximum fees of \$1.07 (4/13^{ths} of \$3.48) per square foot for residential construction and \$0.17 (4/13^{ths} of \$0.56) per square foot for commercial/industrial construction, except for Rental Self Storage facilities in which a fee of \$0.11 per square foot is justified as authorized by Education Code Section 17620.

Per the District's agreement with the Elementary School Districts, the high school share of the developer fees collected is 4/13^{ths} or 30.77%. This results in a net collection rate of \$1.07 per square foot for residential construction and \$0.17 per square foot for commercial/industrial construction. The District will be able to collect a fee of \$0.11 per square foot for Rental Self Storage facilities.

Appendices

DEVELOPER FEE JUSTIFICATION STUDY 2016

Santa Maria Joint Union High School District

SCHOOL DISTRICT Santa Maria Joint Union High	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) 69310
COUNTY Santa Barbara	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable)

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

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

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

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

Part I. Projected Enrollment

1. Fifth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL
0	0	8924	8924

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			

Part A. K-12 Pupil Data

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
	/	/	/	/	2012 / 2013	2013 / 2014	2014 / 2015	2015 / 2016
K					2623	2825	2899	3062
1					2543	2471	2555	2315
2					2564	2507	2488	2504
3					2451	2536	2560	2478
4					2249	2469	2544	2537
5					2131	2254	2501	2541
6					2086	2132	2291	2427
7					2175	2122	2152	2227
8					2074	2151	2126	2094
9					1962	1921	1993	1958
10					1882	1992	1952	2020
11					1878	1822	1961	1908
12					1913	1984	1876	2014
TOTAL					28531	29186	29898	30085

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
/	/	/	/	2012 / 2013	2013 / 2014	2014 / 2015	2015 / 2016

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

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

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

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

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

NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE) _____

SIGNATURE OF DISTRICT REPRESENTATIVE _____

DATE _____ TELEPHONE NUMBER _____

E-MAIL ADDRESS _____



S0802

MEANS OF TRANSPORTATION TO WORK BY SELECTED CHARACTERISTICS

2008-2012 American Community Survey 5-Year Estimates

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

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

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

Subject	Santa Maria Joint Union High School District, California				
	Total		Car, truck, or van -- drove alone		Car, truck, or van -- carpooled
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
Workers 16 years and over	58,402	+/-1,115	40,805	+/-1,202	13,045
AGE					
16 to 19 years	3.7%	+/-0.6	3.0%	+/-0.6	5.7%
20 to 24 years	12.6%	+/-0.9	11.4%	+/-1.2	17.2%
25 to 44 years	46.7%	+/-1.1	44.9%	+/-1.6	53.5%
45 to 54 years	22.4%	+/-1.0	23.6%	+/-1.3	17.0%
55 to 59 years	6.8%	+/-0.7	8.0%	+/-0.9	3.0%
60 years and over	7.9%	+/-0.8	9.1%	+/-0.9	3.7%
Median age (years)	39.3	+/-0.5	41.0	+/-0.6	32.2
SEX					
Male	56.5%	+/-1.1	56.5%	+/-1.4	59.1%
Female	43.5%	+/-1.1	43.5%	+/-1.4	40.9%
RACE AND HISPANIC OR LATINO ORIGIN					
One race	97.8%	+/-0.4	97.5%	+/-0.5	98.6%
White	81.3%	+/-1.3	81.3%	+/-1.5	82.8%
Black or African American	1.4%	+/-0.6	1.5%	+/-0.8	0.8%
American Indian and Alaska Native	0.9%	+/-0.3	0.8%	+/-0.2	1.0%
Asian	5.0%	+/-0.5	5.6%	+/-0.8	2.5%
Native Hawaiian and Other Pacific Islander	0.2%	+/-0.1	0.1%	+/-0.1	0.0%
Some other race	9.0%	+/-1.1	8.2%	+/-1.1	11.4%
Two or more races	2.2%	+/-0.4	2.5%	+/-0.5	1.4%
Hispanic or Latino origin (of any race)	58.0%	+/-1.4	50.8%	+/-1.7	83.0%
White alone, not Hispanic or Latino	35.1%	+/-1.5	41.6%	+/-1.7	14.0%
NATIVITY AND CITIZENSHIP STATUS					
Native	59.8%	+/-1.7	68.3%	+/-1.7	31.2%
Foreign born	40.2%	+/-1.7	31.7%	+/-1.7	68.8%
Naturalized U.S. citizen	10.8%	+/-0.8	11.8%	+/-1.0	7.6%
Not a U.S. citizen	29.4%	+/-1.5	19.9%	+/-1.6	61.2%

Subject	Santa Maria Joint Union High School District, California				
	Total		Car, truck, or van -- drove alone		Car, truck, or van -- carpooled
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH					
Speak language other than English	52.9%	+/-1.5	45.6%	+/-1.8	77.5%
Speak English "very well"	20.4%	+/-1.4	22.7%	+/-1.8	13.5%
Speak English less than "very well"	32.5%	+/-1.6	22.9%	+/-1.6	63.9%
EARNINGS IN THE PAST 12 MONTHS (IN 2012 INFLATION-ADJUSTED DOLLARS) FOR WORKERS					
Workers 16 years and over with earnings	58,390	+/-1,118	40,793	+/-1,204	13,045
\$1 to \$9,999 or less	14.7%	+/-1.0	12.1%	+/-1.0	18.6%
\$10,000 to \$14,999	11.4%	+/-1.1	9.0%	+/-1.0	19.5%
\$15,000 to \$24,999	22.3%	+/-1.1	18.6%	+/-1.3	34.2%
\$25,000 to \$34,999	14.1%	+/-0.9	16.0%	+/-1.2	9.6%
\$35,000 to \$49,999	12.5%	+/-0.9	14.5%	+/-1.1	6.9%
\$50,000 to \$64,999	9.1%	+/-0.7	11.2%	+/-1.0	4.0%
\$65,000 to \$74,999	3.8%	+/-0.5	4.7%	+/-0.7	1.1%
\$75,000 or more	11.9%	+/-0.9	14.0%	+/-1.1	6.2%
Median earnings (dollars)	25,731	+/-553	30,733	+/-904	17,506
POVERTY STATUS IN THE PAST 12 MONTHS					
Workers 16 years and over for whom poverty status is determined	58,402	+/-1,115	40,805	+/-1,202	13,045
Below 100 percent of the poverty level	7.9%	+/-0.9	5.8%	+/-0.9	12.9%
100 to 149 percent of the poverty level	13.4%	+/-1.4	9.2%	+/-1.1	26.0%
At or above 150 percent of the poverty level	78.7%	+/-1.5	85.0%	+/-1.2	61.1%
Workers 16 years and over	58,402	+/-1,115	40,805	+/-1,202	13,045
OCCUPATION					
Management, business, science, and arts occupations	23.2%	+/-1.0	26.7%	+/-1.4	12.3%
Service occupations	18.5%	+/-1.2	19.1%	+/-1.3	12.0%
Sales and office occupations	21.0%	+/-1.3	23.9%	+/-1.4	12.1%
Natural resources, construction, and maintenance occupations	25.1%	+/-1.4	18.2%	+/-1.2	52.5%
Production, transportation, and material moving occupations	11.9%	+/-0.9	11.8%	+/-1.0	11.0%
Military specific occupations	0.3%	+/-0.1	0.4%	+/-0.2	0.1%
INDUSTRY					
Agriculture, forestry, fishing and hunting, and mining	21.4%	+/-1.5	13.1%	+/-1.4	51.4%
Construction	5.9%	+/-0.6	6.5%	+/-0.8	5.3%
Manufacturing	7.4%	+/-0.7	8.7%	+/-0.9	3.8%
Wholesale trade	3.4%	+/-0.6	3.5%	+/-0.6	3.1%
Retail trade	9.1%	+/-0.8	10.5%	+/-1.1	4.4%
Transportation and warehousing, and utilities	4.0%	+/-0.6	4.7%	+/-0.8	2.1%
Information and finance and insurance, and real estate and rental and leasing	5.3%	+/-0.7	5.6%	+/-0.8	2.7%
Professional, scientific, management, and administrative and waste management services	7.6%	+/-0.7	7.7%	+/-0.9	7.1%
Educational services, and health care and social assistance	17.0%	+/-1.2	19.4%	+/-1.5	8.2%
Arts, entertainment, and recreation, and accommodation and food services	8.7%	+/-0.8	8.7%	+/-1.1	5.7%
Other services (except public administration)	4.3%	+/-0.6	4.7%	+/-0.7	2.3%
Public administration	5.0%	+/-0.6	5.7%	+/-0.8	3.7%
Armed forces	0.9%	+/-0.3	1.1%	+/-0.4	0.3%
CLASS OF WORKER					
Private wage and salary workers	79.2%	+/-1.0	77.3%	+/-1.4	88.5%
Government workers	14.1%	+/-0.9	16.4%	+/-1.1	8.3%

Subject	Santa Maria Joint Union High School District, California				
	Total		Car, truck, or van -- drove alone		Car, truck, or van -- carpooled
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
Self-employed workers in own not incorporated business	6.6%	+/-0.7	6.2%	+/-0.8	3.1%
Unpaid family workers	0.1%	+/-0.1	0.1%	+/-0.1	0.1%
PLACE OF WORK					
Worked in state of residence	99.9%	+/-0.1	99.9%	+/-0.1	99.9%
Worked in county of residence	87.3%	+/-1.0	86.7%	+/-1.1	86.4%
Worked outside county of residence	12.5%	+/-1.0	13.2%	+/-1.1	13.5%
Worked outside state of residence	0.1%	+/-0.1	0.1%	+/-0.1	0.1%
Workers 16 years and over who did not work at home	56,735	+/-1,094	40,805	+/-1,202	13,045
TIME LEAVING HOME TO GO TO WORK					
12:00 a.m. to 4:59 a.m.	4.9%	+/-0.6	5.0%	+/-0.7	3.4%
5:00 a.m. to 5:29 a.m.	5.3%	+/-0.7	4.6%	+/-0.6	7.3%
5:30 a.m. to 5:59 a.m.	8.2%	+/-1.0	6.7%	+/-0.9	13.0%
6:00 a.m. to 6:29 a.m.	15.7%	+/-1.3	11.6%	+/-1.1	29.4%
6:30 a.m. to 6:59 a.m.	11.1%	+/-1.2	9.6%	+/-1.0	16.9%
7:00 a.m. to 7:29 a.m.	12.3%	+/-1.1	14.1%	+/-1.2	8.0%
7:30 a.m. to 7:59 a.m.	10.9%	+/-0.8	12.5%	+/-1.2	6.2%
8:00 a.m. to 8:29 a.m.	7.9%	+/-0.8	8.8%	+/-1.0	5.0%
8:30 a.m. to 8:59 a.m.	3.5%	+/-0.5	4.2%	+/-0.6	1.7%
9:00 a.m. to 11:59 p.m.	20.2%	+/-1.4	22.8%	+/-1.5	9.0%
TRAVEL TIME TO WORK					
Less than 10 minutes	15.4%	+/-1.2	17.9%	+/-1.4	8.5%
10 to 14 minutes	20.4%	+/-1.5	23.8%	+/-1.6	11.6%
15 to 19 minutes	19.0%	+/-1.4	19.1%	+/-1.5	19.1%
20 to 24 minutes	13.5%	+/-1.2	12.3%	+/-1.2	17.5%
25 to 29 minutes	4.3%	+/-0.7	4.1%	+/-0.7	4.8%
30 to 34 minutes	12.7%	+/-1.2	9.9%	+/-0.9	22.1%
35 to 44 minutes	4.3%	+/-0.6	4.2%	+/-0.7	4.6%
45 to 59 minutes	4.7%	+/-0.8	4.0%	+/-0.7	4.5%
60 or more minutes	5.6%	+/-0.9	4.6%	+/-0.7	7.2%
Mean travel time to work (minutes)	N	N	N	N	N
Workers 16 years and over in households	58,316	+/-1,114	40,786	+/-1,211	13,044
HOUSING TENURE					
Owner-occupied housing units	55.7%	+/-1.8	62.9%	+/-2.0	34.4%
Renter-occupied housing units	44.3%	+/-1.8	37.1%	+/-2.0	65.6%
VEHICLES AVAILABLE					
No vehicle available	2.4%	+/-0.6	1.0%	+/-0.4	4.1%
1 vehicle available	17.3%	+/-1.3	14.7%	+/-1.5	23.5%
2 vehicles available	38.5%	+/-1.9	40.1%	+/-2.1	35.1%
3 or more vehicles available	41.9%	+/-1.9	44.1%	+/-2.2	37.3%
PERCENT IMPUTED					
Means of transportation to work	4.8%	(X)	(X)	(X)	(X)
Time leaving home to go to work	10.9%	(X)	(X)	(X)	(X)
Travel time to work	10.2%	(X)	(X)	(X)	(X)
Vehicles available	0.8%	(X)	(X)	(X)	(X)

Subject	Santa Maria Joint Union High School District, California		
	Car, truck, or van -- carpooled	Public transportation (excluding taxicab)	
	Margin of Error	Estimate	Margin of Error
Workers 16 years and over	+/-929	1,236	+/-270
AGE			
16 to 19 years	+/-1.4	5.7%	+/-3.9
20 to 24 years	+/-2.6	11.9%	+/-6.6
25 to 44 years	+/-3.1	45.6%	+/-10.2
45 to 54 years	+/-2.7	25.2%	+/-8.4
55 to 59 years	+/-0.9	4.9%	+/-4.1
60 years and over	+/-1.3	6.8%	+/-4.9
Median age (years)	+/-0.9	34.7	+/-6.5
SEX			
Male	+/-2.7	49.0%	+/-9.7
Female	+/-2.7	51.0%	+/-9.7
RACE AND HISPANIC OR LATINO ORIGIN			
One race	+/-0.8	96.9%	+/-2.4
White	+/-2.9	75.3%	+/-9.0
Black or African American	+/-0.4	1.6%	+/-1.7
American Indian and Alaska Native	+/-0.6	4.6%	+/-4.1
Asian	+/-0.9	7.0%	+/-4.7
Native Hawaiian and Other Pacific Islander	+/-0.1	2.0%	+/-2.5
Some other race	+/-2.5	6.3%	+/-3.7
Two or more races	+/-0.8	3.1%	+/-2.4
Hispanic or Latino origin (of any race)	+/-2.6	47.7%	+/-9.3
White alone, not Hispanic or Latino	+/-2.4	37.1%	+/-8.2
NATIVITY AND CITIZENSHIP STATUS			
Native	+/-4.2	69.0%	+/-9.2
Foreign born	+/-4.2	31.0%	+/-9.2
Naturalized U.S. citizen	+/-1.9	9.8%	+/-6.4
Not a U.S. citizen	+/-4.2	21.2%	+/-7.9
LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH			
Speak language other than English	+/-3.1	45.2%	+/-9.3
Speak English "very well"	+/-3.0	17.2%	+/-7.1
Speak English less than "very well"	+/-4.3	28.0%	+/-9.7
EARNINGS IN THE PAST 12 MONTHS (IN 2012 INFLATION-ADJUSTED DOLLARS) FOR WORKERS			
Workers 16 years and over with earnings	+/-929	1,236	+/-270
\$1 to \$9,999 or loss	+/-3.0	23.5%	+/-7.9
\$10,000 to \$14,999	+/-2.9	13.4%	+/-6.7
\$15,000 to \$24,999	+/-3.5	21.5%	+/-6.1
\$25,000 to \$34,999	+/-1.8	8.3%	+/-5.3
\$35,000 to \$49,999	+/-1.4	14.2%	+/-6.1
\$50,000 to \$64,999	+/-1.1	1.6%	+/-1.8
\$65,000 to \$74,999	+/-0.5	8.7%	+/-5.3
\$75,000 or more	+/-1.4	8.7%	+/-5.4
Median earnings (dollars)	+/-745	20,000	+/-5,097
POVERTY STATUS IN THE PAST 12 MONTHS			
Workers 16 years and over for whom poverty status is determined	+/-929	1,236	+/-270
Below 100 percent of the poverty level	+/-2.7	12.6%	+/-5.7

Subject	Santa Maria Joint Union High School District, California		
	Car, truck, or van -- carpooled	Public transportation (excluding taxicab)	
	Margin of Error	Estimate	Margin of Error
100 to 149 percent of the poverty level	+/-4.1	13.8%	+/-6.0
At or above 150 percent of the poverty level	+/-4.6	73.6%	+/-7.3
Workers 16 years and over	+/-929	1,236	+/-270
OCCUPATION			
Management, business, science, and arts occupations	+/-2.0	22.1%	+/-9.1
Service occupations	+/-2.4	28.6%	+/-8.9
Sales and office occupations	+/-2.3	23.9%	+/-9.2
Natural resources, construction, and maintenance occupations	+/-4.6	13.3%	+/-10.1
Production, transportation, and material moving occupations	+/-2.3	12.1%	+/-5.7
Military specific occupations	+/-0.1	0.0%	+/-3.0
INDUSTRY			
Agriculture, forestry, fishing and hunting, and mining	+/-4.6	12.8%	+/-10.8
Construction	+/-1.5	1.1%	+/-1.7
Manufacturing	+/-1.2	9.9%	+/-6.1
Wholesale trade	+/-1.7	0.9%	+/-1.5
Retail trade	+/-1.3	9.1%	+/-6.0
Transportation and warehousing, and utilities	+/-0.8	0.0%	+/-3.0
Information and finance and insurance, and real estate and rental and leasing	+/-1.4	5.0%	+/-3.5
Professional, scientific, management, and administrative and waste management services	+/-1.6	8.2%	+/-5.3
Educational services, and health care and social assistance	+/-2.0	14.8%	+/-7.3
Arts, entertainment, and recreation, and accommodation and food services	+/-1.5	29.0%	+/-10.2
Other services (except public administration)	+/-0.8	7.6%	+/-5.0
Public administration	+/-1.3	1.5%	+/-1.9
Armed forces	+/-0.3	0.0%	+/-3.0
CLASS OF WORKER			
Private wage and salary workers	+/-2.3	89.8%	+/-6.2
Government workers	+/-2.0	9.7%	+/-6.2
Self-employed workers in own not incorporated business	+/-0.9	0.5%	+/-0.9
Unpaid family workers	+/-0.1	0.0%	+/-3.0
PLACE OF WORK			
Worked in state of residence	+/-0.2	99.4%	+/-1.1
Worked in county of residence	+/-2.4	88.6%	+/-9.2
Worked outside county of residence	+/-2.4	10.8%	+/-9.3
Worked outside state of residence	+/-0.2	0.6%	+/-1.1
Workers 16 years and over who did not work at home	+/-929	1,236	+/-270
TIME LEAVING HOME TO GO TO WORK			
12:00 a.m. to 4:59 a.m.	+/-2.0	13.8%	+/-7.0
5:00 a.m. to 5:29 a.m.	+/-2.2	9.5%	+/-9.1
5:30 a.m. to 5:59 a.m.	+/-3.2	7.3%	+/-5.4
6:00 a.m. to 6:29 a.m.	+/-3.7	11.2%	+/-5.1
6:30 a.m. to 6:59 a.m.	+/-3.9	6.7%	+/-4.8
7:00 a.m. to 7:29 a.m.	+/-2.1	1.4%	+/-1.7
7:30 a.m. to 7:59 a.m.	+/-1.5	6.4%	+/-4.9
8:00 a.m. to 8:29 a.m.	+/-1.5	7.0%	+/-5.4
8:30 a.m. to 8:59 a.m.	+/-0.9	0.2%	+/-0.3
9:00 a.m. to 11:59 p.m.	+/-2.0	36.7%	+/-10.4

Subject	Santa Maria Joint Union High School District, California		
	Car, truck, or van -- carpooled	Public transportation (excluding taxicab)	
	Margin of Error	Estimate	Margin of Error
TRAVEL TIME TO WORK			
Less than 10 minutes	+/-2.4	0.6%	+/-1.1
10 to 14 minutes	+/-2.6	5.7%	+/-4.7
15 to 19 minutes	+/-3.8	9.7%	+/-6.0
20 to 24 minutes	+/-3.0	8.3%	+/-5.0
25 to 29 minutes	+/-1.5	4.1%	+/-3.9
30 to 34 minutes	+/-3.8	4.2%	+/-3.9
35 to 44 minutes	+/-1.5	8.3%	+/-5.7
45 to 59 minutes	+/-1.9	32.0%	+/-13.5
60 or more minutes	+/-2.4	27.0%	+/-8.5
Mean travel time to work (minutes)	N	N	N
Workers 16 years and over in households			
	+/-929	1,230	+/-270
HOUSING TENURE			
Owner-occupied housing units	+/-4.7	51.1%	+/-10.9
Renter-occupied housing units	+/-4.7	48.9%	+/-10.9
VEHICLES AVAILABLE			
No vehicle available	+/-2.0	14.3%	+/-7.3
1 vehicle available	+/-3.7	15.9%	+/-8.0
2 vehicles available	+/-4.5	42.1%	+/-12.3
3 or more vehicles available	+/-4.1	27.6%	+/-9.7
PERCENT IMPUTED			
Means of transportation to work	(X)	(X)	(X)
Time leaving home to go to work	(X)	(X)	(X)
Travel time to work	(X)	(X)	(X)
Vehicles available	(X)	(X)	(X)

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

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

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

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

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

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

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

Explanation of Symbols:

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



DP04

SELECTED HOUSING CHARACTERISTICS

2008-2012 American Community Survey 5-Year Estimates

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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.

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

Subject	Santa Maria Joint Union High School District, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error
HOUSING OCCUPANCY				
Total housing units	43,972	+/-589	43,972	(X)
Occupied housing units	41,530	+/-639	94.4%	+/-0.8
Vacant housing units	2,442	+/-350	5.6%	+/-0.8
Homeowner vacancy rate	1.6	+/-0.7	(X)	(X)
Rental vacancy rate	4.0	+/-1.0	(X)	(X)
UNITS IN STRUCTURE				
Total housing units	43,972	+/-589	43,972	(X)
1-unit, detached	29,729	+/-655	67.6%	+/-1.1
1-unit, attached	1,900	+/-217	4.3%	+/-0.5
2 units	993	+/-208	2.3%	+/-0.5
3 or 4 units	2,218	+/-324	5.0%	+/-0.7
5 to 9 units	2,603	+/-289	5.9%	+/-0.7
10 to 19 units	1,871	+/-283	4.3%	+/-0.6
20 or more units	1,662	+/-198	3.8%	+/-0.5
Mobile home	2,972	+/-237	6.8%	+/-0.5
Boat, RV, van, etc.	24	+/-13	0.1%	+/-0.1
YEAR STRUCTURE BUILT				
Total housing units	43,972	+/-589	43,972	(X)
Built 2010 or later	86	+/-68	0.2%	+/-0.2
Built 2000 to 2009	6,424	+/-398	14.6%	+/-0.9
Built 1990 to 1999	5,063	+/-415	11.5%	+/-0.9
Built 1980 to 1989	10,127	+/-536	23.0%	+/-1.3
Built 1970 to 1979	6,791	+/-447	15.4%	+/-1.0
Built 1960 to 1969	7,543	+/-445	17.2%	+/-1.0
Built 1950 to 1959	4,482	+/-430	10.2%	+/-1.0
Built 1940 to 1949	1,454	+/-224	3.3%	+/-0.5
Built 1939 or earlier	2,002	+/-273	4.6%	+/-0.6
ROOMS				
Total housing units	43,972	+/-589	43,972	(X)
1 room	948	+/-236	2.2%	+/-0.5
2 rooms	1,330	+/-231	3.0%	+/-0.5

Subject	Santa Maria Joint Union High School District, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error
3 rooms	2,986	+/-312	6.8%	+/-0.7
4 rooms	8,196	+/-505	18.6%	+/-1.1
5 rooms	10,624	+/-590	24.2%	+/-1.3
6 rooms	9,174	+/-655	20.9%	+/-1.4
7 rooms	5,184	+/-475	11.8%	+/-1.1
8 rooms	3,305	+/-362	7.5%	+/-0.8
9 rooms or more	2,225	+/-300	5.1%	+/-0.7
Median rooms	5.3	+/-0.1	(X)	(X)
BEDROOMS				
Total housing units	43,972	+/-589	43,972	(X)
No bedroom	1,110	+/-243	2.5%	+/-0.5
1 bedroom	3,359	+/-314	7.6%	+/-0.7
2 bedrooms	10,697	+/-485	24.3%	+/-1.0
3 bedrooms	19,566	+/-640	44.5%	+/-1.3
4 bedrooms	7,781	+/-510	17.7%	+/-1.1
5 or more bedrooms	1,459	+/-299	3.3%	+/-0.7
HOUSING TENURE				
Occupied housing units	41,530	+/-639	41,530	(X)
Owner-occupied	24,346	+/-623	58.6%	+/-1.3
Renter-occupied	17,184	+/-624	41.4%	+/-1.3
Average household size of owner-occupied unit	3.11	+/-0.06	(X)	(X)
Average household size of renter-occupied unit	3.76	+/-0.12	(X)	(X)
YEAR HOUSEHOLDER MOVED INTO UNIT				
Occupied housing units	41,530	+/-639	41,530	(X)
Moved in 2010 or later	4,325	+/-386	10.4%	+/-0.9
Moved in 2000 to 2009	22,413	+/-695	54.0%	+/-1.4
Moved in 1990 to 1999	7,490	+/-539	18.0%	+/-1.3
Moved in 1980 to 1989	4,015	+/-387	9.7%	+/-0.9
Moved in 1970 to 1979	1,848	+/-258	4.4%	+/-0.6
Moved in 1969 or earlier	1,439	+/-215	3.5%	+/-0.5
VEHICLES AVAILABLE				
Occupied housing units	41,530	+/-639	41,530	(X)
No vehicles available	2,582	+/-343	6.2%	+/-0.8
1 vehicle available	12,025	+/-620	29.0%	+/-1.4
2 vehicles available	16,089	+/-704	38.7%	+/-1.6
3 or more vehicles available	10,834	+/-520	26.1%	+/-1.2
HOUSE HEATING FUEL				
Occupied housing units	41,530	+/-639	41,530	(X)
Utility gas	33,078	+/-650	79.6%	+/-1.2
Bottled, tank, or LP gas	625	+/-129	1.5%	+/-0.3
Electricity	6,005	+/-464	14.5%	+/-1.0
Fuel oil, kerosene, etc.	36	+/-40	0.1%	+/-0.1
Coal or coke	0	+/-30	0.0%	+/-0.1
Wood	321	+/-130	0.8%	+/-0.3
Solar energy	9	+/-11	0.0%	+/-0.1
Other fuel	19	+/-19	0.0%	+/-0.1
No fuel used	1,437	+/-246	3.5%	+/-0.6
SELECTED CHARACTERISTICS				
Occupied housing units	41,530	+/-639	41,530	(X)
Lacking complete plumbing facilities	211	+/-115	0.5%	+/-0.3
Lacking complete kitchen facilities	241	+/-113	0.6%	+/-0.3
No telephone service available	771	+/-186	1.9%	+/-0.4

Subject	Santa Maria Joint Union High School District, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error
OCCUPANTS PER ROOM				
Occupied housing units	41,530	+/-639	41,530	(X)
1.00 or less	35,589	+/-690	85.7%	+/-0.9
1.01 to 1.50	3,590	+/-343	8.6%	+/-0.8
1.51 or more	2,351	+/-268	5.7%	+/-0.7
VALUE				
Owner-occupied units	24,346	+/-623	24,346	(X)
Less than \$50,000	1,357	+/-239	5.6%	+/-0.9
\$50,000 to \$99,999	1,105	+/-205	4.5%	+/-0.8
\$100,000 to \$149,999	1,242	+/-184	5.1%	+/-0.7
\$150,000 to \$199,999	2,345	+/-286	9.6%	+/-1.2
\$200,000 to \$299,999	6,819	+/-436	28.0%	+/-1.6
\$300,000 to \$499,999	8,616	+/-514	35.4%	+/-2.0
\$500,000 to \$999,999	2,455	+/-278	10.1%	+/-1.1
\$1,000,000 or more	407	+/-120	1.7%	+/-0.5
Median (dollars)	291,100	+/-5,810	(X)	(X)
MORTGAGE STATUS				
Owner-occupied units	24,346	+/-623	24,346	(X)
Housing units with a mortgage	17,545	+/-654	72.1%	+/-1.8
Housing units without a mortgage	6,801	+/-451	27.9%	+/-1.8
SELECTED MONTHLY OWNER COSTS (SMOC)				
Housing units with a mortgage	17,545	+/-654	17,545	(X)
Less than \$300	32	+/-27	0.2%	+/-0.2
\$300 to \$499	156	+/-68	0.9%	+/-0.4
\$500 to \$699	362	+/-101	2.1%	+/-0.6
\$700 to \$999	1,157	+/-216	6.6%	+/-1.2
\$1,000 to \$1,499	2,744	+/-293	15.6%	+/-1.6
\$1,500 to \$1,999	4,639	+/-464	26.4%	+/-2.4
\$2,000 or more	8,455	+/-541	48.2%	+/-2.4
Median (dollars)	1,965	+/-45	(X)	(X)
Housing units without a mortgage	6,801	+/-451	6,801	(X)
Less than \$100	153	+/-66	2.2%	+/-1.0
\$100 to \$199	506	+/-121	7.4%	+/-1.7
\$200 to \$299	1,050	+/-181	15.4%	+/-2.4
\$300 to \$399	1,218	+/-210	17.9%	+/-2.8
\$400 or more	3,874	+/-330	57.0%	+/-3.4
Median (dollars)	443	+/-20	(X)	(X)
SELECTED MONTHLY OWNER COSTS AS A PERCENTAGE OF HOUSEHOLD INCOME (SMOCAPI)				
Housing units with a mortgage (excluding units where SMOCAPI cannot be computed)	17,495	+/-644	17,495	(X)
Less than 20.0 percent	3,869	+/-354	22.1%	+/-2.0
20.0 to 24.9 percent	2,276	+/-318	13.0%	+/-1.7
25.0 to 29.9 percent	2,720	+/-369	15.5%	+/-2.0
30.0 to 34.9 percent	1,831	+/-239	10.5%	+/-1.2
35.0 percent or more	6,799	+/-424	38.9%	+/-2.0
Not computed	50	+/-48	(X)	(X)
Housing unit without a mortgage (excluding units where SMOCAPI cannot be computed)	6,765	+/-443	6,765	(X)
Less than 10.0 percent	2,663	+/-295	39.4%	+/-3.4
10.0 to 14.9 percent	1,292	+/-183	19.1%	+/-2.7
15.0 to 19.9 percent	837	+/-164	12.4%	+/-2.1

Subject	Santa Maria Joint Union High School District, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error
20.0 to 24.9 percent	408	+/-118	6.0%	+/-1.7
25.0 to 29.9 percent	292	+/-100	4.3%	+/-1.5
30.0 to 34.9 percent	230	+/-72	3.4%	+/-1.0
35.0 percent or more	1,043	+/-228	15.4%	+/-3.1
Not computed	36	+/-28	(X)	(X)
GROSS RENT				
Occupied units paying rent	16,712	+/-604	16,712	(X)
Less than \$200	202	+/-110	1.2%	+/-0.7
\$200 to \$299	368	+/-118	2.2%	+/-0.7
\$300 to \$499	709	+/-182	4.2%	+/-1.1
\$500 to \$749	1,552	+/-243	9.3%	+/-1.5
\$750 to \$999	3,484	+/-353	20.8%	+/-1.9
\$1,000 to \$1,499	5,635	+/-554	33.7%	+/-3.2
\$1,500 or more	4,762	+/-438	28.5%	+/-2.3
Median (dollars)	1,149	+/-23	(X)	(X)
No rent paid	472	+/-129	(X)	(X)
GROSS RENT AS A PERCENTAGE OF HOUSEHOLD INCOME (GRAPI)				
Occupied units paying rent (excluding units where GRAPI cannot be computed)	16,508	+/-596	16,508	(X)
Less than 15.0 percent	1,111	+/-222	6.7%	+/-1.3
15.0 to 19.9 percent	1,918	+/-321	11.6%	+/-1.8
20.0 to 24.9 percent	2,061	+/-305	12.5%	+/-1.9
25.0 to 29.9 percent	1,931	+/-306	11.7%	+/-1.9
30.0 to 34.9 percent	1,848	+/-260	11.2%	+/-1.6
35.0 percent or more	7,639	+/-596	46.3%	+/-2.9
Not computed	676	+/-144	(X)	(X)

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

The median gross rent excludes no cash renters.

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

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

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

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

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

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

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

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

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

Explanation of Symbols:

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



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

District	Project #	Acres	Original	Inflation	2009 Adjusted	Project	2009	
			OPSC Site Development		Site		Cost/Acre	
Davis Jt Unified	3	9.05	\$532,282	38.4%	\$1,473,469	2004	\$162,814	
Dry Creek Jt Elem	2	8.5	\$516,347	46.2%	\$1,509,322	2002	\$177,567	
Dry Creek Jt Elem	5	11.06	\$993,868	20.1%	\$2,387,568	2006	\$215,874	
Elk Grove Unified	5	12.17	\$556,011	48.2%	\$1,648,316	2001	\$135,441	
Elk Grove Unified	10	11	\$690,120	48.2%	\$2,045,888	2001	\$185,990	
Elk Grove Unified	11	10	\$702,127	48.2%	\$2,081,483	2001	\$208,148	
Elk Grove Unified	14	10	\$732,837	46.2%	\$2,142,139	2002	\$214,214	
Elk Grove Unified	16	9.86	\$570,198	46.2%	\$1,666,733	2002	\$169,040	
Elk Grove Unified	17	10	\$542,662	46.2%	\$1,586,243	2002	\$158,624	
Elk Grove Unified	20	10	\$710,730	43.2%	\$2,034,830	2003	\$203,483	
Elk Grove Unified	25	10	\$645,923	38.4%	\$1,788,052	2004	\$178,805	
Elk Grove Unified	28	10.03	\$856,468	24.4%	\$2,130,974	2005	\$212,460	
Elk Grove Unified	39	9.91	\$1,007,695	20.1%	\$2,420,785	2006	\$244,277	
Folsom-Cordova Unified	1	9.79	\$816,196	20.1%	\$1,960,747	2006	\$200,281	
Folsom-Cordova Unified	4	7.5	\$455,908	46.2%	\$1,332,654	2002	\$177,687	
Folsom-Cordova Unified	5	8	\$544,213	46.2%	\$1,590,776	2002	\$198,847	
Folsom-Cordova Unified	8	8.97	\$928,197	11.2%	\$2,063,757	2007	\$230,073	
Galt Jt Union Elem	2	10.1	\$1,033,044	38.4%	\$2,859,685	2004	\$283,137	
Lincoln Unified	1	9.39	\$433,498	46.2%	\$1,267,148	2002	\$134,947	
Lodi Unified	3	11.2	\$555,999	46.2%	\$1,625,228	2002	\$145,110	
Lodi Unified	10	11.42	\$1,245,492	46.2%	\$3,640,669	2002	\$318,798	
Lodi Unified	19	9.93	\$999,164	11.2%	\$2,221,545	2007	\$223,721	
Lodi Unified	22	10	\$1,416,212	7.7%	\$3,051,426	2008	\$305,143	
Natomas Unified	6	8.53	\$685,284	46.2%	\$2,003,138	2002	\$234,834	
Natomas Unified	10	9.83	\$618,251	43.2%	\$1,770,061	2003	\$180,067	
Natomas Unified	12	9.61	\$735,211	24.4%	\$1,829,275	2005	\$190,351	
Rocklin Unified	8	10.91	\$593,056	46.2%	\$1,733,548	2002	\$158,895	
Stockton Unified	1	12.66	\$1,462,232	7.7%	\$3,150,582	2008	\$248,861	
Stockton Unified	2	10.5	\$781,675	43.2%	\$2,237,946	2003	\$213,138	
Stockton Unified	6	12.48	\$1,136,704	20.1%	\$2,730,703	2006	\$218,806	
Tracy Jt Unified	4	10	\$618,254	46.2%	\$1,807,204	2002	\$180,720	
Tracy Jt Unified	10	10	\$573,006	38.4%	\$1,586,202	2004	\$158,620	
Washington Unified	1	8	\$446,161	46.2%	\$1,304,163	2002	\$163,020	
Washington Unified	4	10.76	\$979,085	7.7%	\$2,109,575	2008	\$196,057	
Totals		341.16			\$68,791,833	Average	\$201,641	2016 Adjustment \$228,819

Middle and High Schools

District	Project #	Acres	Original	Inflation	2009 Adjusted	Project	2009	
			OPSC Site Development		Site		Cost/Acre	
Western Placer Unified	4	19.3	\$5,973,312	24.4%	\$7,431,085	2005	\$385,030	
Roseville City Elem	2	21.6	\$1,780,588	48.2%	\$2,639,311	2000	\$122,190	
Elk Grove Unified	4	66.2	\$8,659,494	48.2%	\$12,835,704	2000	\$193,893	
Elk Grove Unified	13	76.4	\$9,791,732	48.2%	\$14,513,986	2001	\$189,974	
Elk Grove Unified	18	84.3	\$13,274,562	43.2%	\$19,002,626	2003	\$225,417	
Grant Jt Union High	2	24	\$2,183,840	48.2%	\$3,237,039	2000	\$134,877	
Center Unified	1	21.2	\$1,944,310	46.2%	\$2,841,684	2002	\$134,042	
Lodi Unified	2	13.4	\$1,076,844	46.2%	\$1,573,849	2002	\$117,451	
Lodi Unified	6	13.4	\$2,002,164	46.2%	\$2,926,240	2002	\$218,376	
Galt Jt Union Elem	1	24.9	\$2,711,360	46.2%	\$3,962,757	2002	\$159,147	
Tahoe Truckee Unified	2	24	\$2,752,632	43.2%	\$3,940,412	2003	\$164,184	
Davis Unified	5	23.3	\$3,814,302	43.2%	\$5,460,199	2003	\$234,343	
Woodland Unified	3	50.2	\$8,664,700	46.2%	\$12,663,792	2002	\$252,267	
Sacramento City Unified	1	35.2	\$4,813,386	46.2%	\$7,034,949	2002	\$199,856	
Lodi Unified	4	47	\$7,652,176	46.2%	\$11,183,950	2002	\$237,956	
Stockton Unified	3	49.1	\$8,959,088	43.2%	\$12,824,996	2003	\$261,202	
Natomas Unified	11	38.7	\$3,017,002	38.4%	\$4,175,850	2004	\$107,903	
Rocklin Unified	11	47.1	\$11,101,088	24.4%	\$13,810,282	2005	\$293,212	
Totals		679.3			\$142,058,711	Average	\$209,125	2016 Adjustment \$215,274
Middle Schools:		260.7			\$49,447,897	Middle	\$189,704	\$215,274
High Schools:		418.6			\$92,610,814	High	\$221,217	\$251,034

REPORT OF THE EXECUTIVE OFFICER
State Allocation Board Meeting, February 24, 2016

INDEX ADJUSTMENT ON THE ASSESSMENT FOR DEVELOPMENT

PURPOSE OF REPORT

To present for State Allocation Board approval a RS Means' correction to the previously approved percentage increase for the index adjustment on the assessment for development from 1.05 percent to 3.59 percent.

DESCRIPTION

On January 27, 2016, the Board adopted an increase of 1.05 percent for the biennial adjustment to 2016 maximum Level I assessment for development based on the RS Means Class B Construction Cost Index. Following that adoption, the Office of Public School Construction (OPSC) received corrected source data from RS Means that results in an increase of 3.59 percent. Therefore, Staff is presenting the corrected adjustment for the Board's approval.

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."

STAFF ANALYSIS/STATEMENTS

At the January 2016 meeting the Board adopted an increase to the maximum Level I assessment for development in the amount of 1.05 percent using the RS Means Construction Cost Index as the statewide cost index for class B construction. Once the adoption was made by the Board, RS Means provided corrected source data to OPSC. After reviewing the new data, Staff determined that the 2016 maximum Level I assessment for development fees needs to be amended to reflect the corrected amounts.

Based on the new data, the cost index for Class B construction reflects an increase of 3.59 percent during the period of January 2014 through December 2015. The corrected January 2016 assessment rates are presented below along with a historical comparison of what the rates would have been for 2010, 2012, 2014 and 2016 according to the RS Means Construction Cost Index.

RS Means Index Maximum Level I Assessment Per Square Foot

	<u>2010</u>	<u>2012</u>	<u>2014</u>	<u>2016</u>
Residential	\$3.01	\$3.20	\$3.36	\$3.48
Commercial/Industrial	\$0.48	\$0.51	\$0.54	\$0.56

(Continued on Page Two)

RECOMMENDATION

Increase the 2016 maximum Level I assessment for development in the amount of 3.59 percent using the corrected RS Means Index to be effective immediately.

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS
State Allocation Board Meeting, February 24, 2016

Grant Amount Adjustments

		Regulation Section	Current Adjusted Grant Per Pupil Effective 1-1-15	Current Adjusted Grant Per Pupil Effective 1-1-16
New Construction	Elementary	1859.71	\$10,345	\$10,634
	Middle	1859.71	\$10,942	\$11,247
	High	1859.71	\$13,923	\$14,311
	Special Day Class – Severe	1859.71.1	\$29,070	\$29,881
	Special Day Class – Non-Severe	1859.71.1	\$19,442	\$19,984
	Automatic Fire Detection/Alarm System – Elementary	1859.71.2	\$12	\$12
	Automatic Fire Detection/Alarm System – Middle	1859.71.2	\$17	\$17
	Automatic Fire Detection/Alarm System – High	1859.71.2	\$28	\$29
	Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.71.2	\$53	\$54
	Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.71.2	\$36	\$37
	Automatic Sprinkler System – Elementary	1859.71.2	\$173	\$178
	Automatic Sprinkler System – Middle	1859.71.2	\$206	\$212
	Automatic Sprinkler System – High	1859.71.2	\$214	\$220
	Automatic Sprinkler System – Special Day Class – Severe	1859.71.2	\$548	\$563
	Automatic Sprinkler System – Special Day Class – Non-Severe	1859.71.2	\$368	\$378
	Modernization	Elementary	1859.78	\$3,939
Middle		1859.78	\$4,167	\$4,283
High		1859.78	\$5,455	\$5,607
Special Day Class - Severe		1859.78.3	\$12,555	\$12,905
Special Day Class – Non-Severe		1859.78.3	\$8,399	\$8,633
State Special School – Severe		1859.78	\$20,925	\$21,509
Automatic Fire Detection/Alarm System – Elementary		1859.78.4	\$127	\$131
Automatic Fire Detection/Alarm System – Middle		1859.78.4	\$127	\$131
Automatic Fire Detection/Alarm System – High		1859.78.4	\$127	\$131
Automatic Fire Detection/Alarm System – Special Day Class – Severe		1859.78.4	\$352	\$362
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe		1859.78.4	\$235	\$242
Over 50 Years Old – Elementary		1859.78.6	\$5,472	\$5,625
Over 50 Years Old – Middle		1859.78.6	\$5,788	\$5,949
Over 50 Years Old – High		1859.78.6	\$7,577	\$7,788
Over 50 Years Old – Special Day Class – Severe		1859.78.6	\$17,442	\$17,929
Over 50 Years Old – Special Day Class – Non-Severe		1859.78.6	\$11,664	\$11,989
Over 50 Years Old – State Special School – Severe		1859.78.6	\$29,069	\$29,880

(Continued on Page Two)

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS
February 2016

Grant Amount Adjustments

New Construction / Modernization / Joint-Use	Regulation Section	Current Adjusted Grant Per Pupil Effective 1-1-15	Current Adjusted Grant Per Pupil Effective 1-1-16
Therapy/Multipurpose Room/Other (per square foot)	1859.72 1859.73.2 1859.77.3 1859.82 1859.125 1859.125.1	\$169	\$174
Toilet Facilities (per square foot)	1859.72 1859.73.2 1859.82 1859.125 1859.125.1	\$304	\$312
New Construction Only			
Parking Spaces	1859.76	\$13,155	\$13,522
General Site Grant (per acre for additional acreage being acquired)	1859.76	\$16,838	\$17,308
Project Assistance (for school district with less than 2,500 pupils)	1859.73.1	\$6,327	\$6,504
Modernization Only			
Two-stop Elevator	1859.83	\$105,240	\$108,176
Additional Stop	1859.83	\$18,943	\$19,472
Project Assistance (for school district with less than 2,500 pupils)	1859.78.2	\$3,374	\$3,468
Facility Hardship / Rehabilitation			
Current Replacement Cost - Other (per square foot)	1859.2	\$338	\$347
Current Replacement Cost - Toilets (per square foot)	1859.2	\$608	\$625
Interim Housing – Financial Hardship (per classroom)	1859.81	\$34,687	\$35,655
Charter School Facilities Program - Preliminary Apportionment Amounts			
Charter School Elementary	1859.163.1	\$10,399	\$10,689
Charter School Middle	1859.163.1	\$11,009	\$11,316
Charter School High	1859.163.1	\$13,972	\$14,362
Charter School Special Day Class - Severe	1859.163.1	\$29,209	\$30,024
Charter School Special Day Class - Non-Severe	1859.163.1	\$19,534	\$20,079
Charter School Two-stop Elevator	1859.163.5	\$87,700	\$90,147
Charter School Additional Stop	1859.163.5	\$15,786	\$16,226

(Continued on Page Three)

RESOLUTION 14 - EXHIBIT B
SPLIT FEE AGREEMENT LETTER

AGREEMENT

This Agreement is entered into by and between the **SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT** and the **ELEMENTARY SCHOOL DISTRICT**.

1. The parties agree that the following recitals are true:
 - a. Education Code Section 17620 permits the governing boards of school districts to levy a fee, charge, dedication or other form of requirement on residential, commercial and industrial development for the purpose of funding the construction and reconstruction of school facilities; and
 - b. Section 65995 of the Government Code limits the fees levied to **\$3.48** per square foot of residential development and **\$.56** per square foot of commercial or industrial development; and
 - c. Both the High School and Elementary School are impacted by residential, commercial and industrial development, and it will be necessary for each of them to levy fees pursuant to Education Code Section 17620 as a means of mitigating that impact; and
 - d. The High School District and Elementary School District each desire that a workable process be established so that the revenues generated within the common boundaries can be allocated between the High School and the Elementary School on a fair and reasonable basis.
2. The parties agree that the revenues of developer fees levied and collected within the common boundaries will be allocated pursuant to the relative need of each district for school facilities to serve unhoused students residing within the boundaries of the school districts. That allocation will be made as indicated on the document which is attached as Attachment 1.
3. The parties agree that application of these procedures results in each district being entitled to a specified percentage of the total revenues generated by those fees subject to Government Code Section 65995(b) and collected within the boundaries of the school districts. For purpose of collection, however, and in order to reduce the administrative costs in allocating these revenues, that percentage will be applied to the maximum rate set by Government Code Section 65996(b) or each category of development, as shown in Attachment 1 of this document, and the resulting rate will be established and collected by each district.
4. The parties agree that this agreement and the rates specified in Attachment 1 will be in effect from May 13, 2016 until changed. The parties further agree that they

will review the rates specified in Attachment 1 no later than March 1 of each calendar year, so that a successor to this agreement can be entered into prior to June 30 of each calendar year. Should one or both of the parties determine that agreement on the rates to be in effect for Fiscal Year 2016 cannot be reached, the parties agree to submit the issue to arbitration as specified in Education Code Section 17623 no later than May 1 of each calendar year, so that a successor agreement can be entered into prior to June 15 of each calendar year.

5. The parties agree that either party may request a review of the existing rates should unforeseen circumstances either reduce the District's capacity to house students or increase the number of students in the District. Should the parties be unable to reach an agreement as to whether the rates should be adjusted based on this review, they agree that the rates specified in Attachment 1 will continue to be in effect for the duration of this Agreement.

Yolanda Ortiz
Asst. Supt. of Business Services

**SANTA MARIA JOINT UNION
HIGH SCHOOL DISTRICT**

Authorized Signature

**ELEMENTARY
SCHOOL DISTRICT**

Date

Date

ATTACHMENT 1

Allocation of Fee Revenue

The allocation of the School Facilities Fee agreed by each District in consideration of the reciprocal covenant of each District to the other is as follows:

<u>SCHOOL DISTRICT</u>	<u>RESIDENTIAL PER SQ. FT.</u>	<u>COMMERCIAL PER SQ. FT.</u>
Elementary School District	\$2.41	.39
Santa Maria High School District	<u>\$1.07</u>	<u>\$.17</u>
Total SAB Approved Rate	\$3.48	\$.56

The Districts hereby agree upon the foregoing allocation of the School Facilities Fees subject to the School Facilities Fee Cap as set forth herein and agree to establish and maintain fees in such amounts until the parties mutually agree to change any condition of this Agreement except as otherwise herein provided.

Dated: _____

APPENDIX E

B

Similar to what we have now

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT 2016/2017 SCHOOL YEAR CALENDAR						
S	M	T	W	T	F	S
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29	30	31				

JULY 2016
July 4 - Independence Day Holiday

AUGUST
8/1 - 8/8 - One Floating Workday *certificated*
August 9 - Staff Development
August 10 - School Begins

SEPTEMBER
September 1 - Back to School Night
September 2 - Minimum Day
September 5 - Labor Day Holiday
September 16 - Minimum Day - Progress Reports

OCTOBER
October 26 - Minimum Day - Progress Reports

NOVEMBER
November 11 - Veteran's Day
November 21-25 - Thanksgiving Break

DECEMBER
December 14-16 - Exams
December 16 - Minimum Day - Fall Semester Ends
Winter Break - Dec 19 - Jan 6

JANUARY
January 9 - Staff Development *certificated only*
January 10 - All Staff Workday
January 11 - Students Return
January 16 - Martin Luther King, Jr. Day

FEBRUARY
February 13 - Lincoln's Day
February 20 - Washington's Day

MARCH
March 3 - Minimum Day - Progress Reports

APRIL
April 13 - 21 - Spring Break
April 16 - Easter Sunday
April 28 - Progress Reports - Minimum Day

MAY
May 26 - Off
May 29 - Memorial Day

JUNE
June 5, 6, 7 - Finals Schedule
June 7 - Last Day of School
June 8 - Graduation PD Day

JULY 2016
July 4 - Independence Day Holiday

Week off - Thanksgiving

Minimum days for only Finals

86

June 8 - Graduation/PD day

94

Approved _____



School Closure
Staff Workday - 1/10 & One Floating Day
3 Staff Development Days - 8/9, 1/9, & 6/8
Back to School Night - 9/1

180 TOTAL

1-Sep

Notes:

B

Similar to what we have now

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT 2017/2018 SCHOOL YEAR CALENDAR						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JULY 2016
July 4 - Independence Day Holiday

AUGUST 7/31 - 8/4 - One Floating Workday *certificated*
August 8 - Staff Development
August 9 - School Begins
August 31 - Back to School Night

SEPTEMBER September 1 - Min Day
September 4 - Labor Day
September 15- Minimum Day - Progress Reports

OCTOBER
October 27 - Minimum Day - Progress Reports

NOVEMBER
November 10 - Veteran's Day
November 20-24 - Thanksgiving Break

DECEMBER
December 13-15 - Exams
Winter Break - Dec 18 - Jan 5

JANUARY January 8 - Staff Development *certificated only*
January 9 - All Staff Workday
January 10 - Students Return
January 15 - Martin Luther King, Jr. Day

FEBRUARY
February 12 - Lincoln's Day
February 19 - Washington's Day
February 23 - Minimum Day - Progress Reports

MARCH
March 29 - April 6 - Spring Break

APRIL
April 1 - Easter Sunday
April 20, Progress Reports-Minimum Day

MAY
May 25 - Off
May 28 - Memorial Day

JUNE
June 4,5,6 - Finals Schedule
June 6 - Last Day of School
June 7 - Graduation PD Day

JULY 2016
July 4 - Independence Day Holiday

Week off - Thanksgiving

Minimum days for only Finals

86

June 7 - Graduation/PD day

94

Board Approved _____

School Closed

Staff Workday - 1/9 & One Floating Day
3 Staff Development Days - 8/8, 1/8, & 6/7
Back to School Night - 9/14

180 TOTAL

**REGULAR MEETING
APRIL 12, 2016**

**APPENDIX F
2015-2016**

APRIL 2016

**RECONFIGURATION AND FACILITIES
PROGRAM**

3rd STATUS REPORT



April 2016



**SANTA
MARIA
JOINT UNION
HIGH SCHOOL
DISTRICT**

RECONFIGURATION AND FACILITIES PROGRAM

**3rd Status Report on the Reconfiguration and Facilities
Program to the Board of Education**

Caldwell Flores Winters, Inc.



PREPARED BY:

Caldwell Flores Winters, Inc.

6425 Christie Avenue, Suite 270
Emeryville, CA 94608

1901 Victoria Avenue, Suite 106
Oxnard, CA 93035

FOR:

Santa Maria Joint Union High School District

2560 Skyway Drive
Santa Maria, CA 93455

Board of Education

Jack Garvin, Ed.D., PRESIDENT

Carol Karamitsos, CLERK

Dominick Palera, MEMBER

Diana Perez, MEMBER

Amy Lopez, MEMBER

District Administration

Dr. Mark Richardson, SUPERINTENDENT

Yolanda Ortiz, ASSISTANT SUPERINTENDENT, BUSINESS SERVICES

John Davis, ASSISTANT SUPERINTENDENT, CURRICULUM

Tracy Marsh, ASSISTANT SUPERINTENDENT, HUMAN RESOURCES

Gary Wuitschick, DIRECTOR OF SUPPORT SERVICES

Reese Thompson, DIRECTOR OF FACILITIES AND OPERATIONS

Lawrence Dragan, DIRECTOR OF INFORMATION SYSTEMS

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SECTION 1

PROGRAM OVERVIEW

1.1 INTRODUCTION

In August 2014, the Board of Education for the Santa Maria Joint Union High School District (“District”) adopted a Reconfiguration and Facilities Program (“Program”) to serve as a blueprint for future improvements that will aid in the creation of 21st century learning environments and innovative academic initiatives for all students served by the District and its four high schools. The planning and implementation of a 21st century high school environment is driven by two programs – an **education program** that outlines academic achievement opportunities at the District level, and a **facilities program** that implements capital improvements in support of educational program initiatives. Combined, the Program formalizes an educational, capital, and financing strategy that matches the District’s vision and goals, and establishes the specifications for future capital facilities.

The focus of the Program is to:

- enhance career pathway educational programs and develop new career technical facilities
- upgrade classroom facilities and improve digitally interactive learning environments for every teacher and student Districtwide
- construct new classrooms to replace aging portables and renovate existing classrooms to support 21st century learning
- implement new support facilities to complement enhanced educational programming and technology

The Program is designed to transform the District’s four high schools over two project phases following an analysis of the District’s educational vision, facility needs, capital and financing options, essential specifications, and implementation requirements. Phase 1 facility improvements consist of:

- designing and constructing a 38-classroom facility at Righetti High to replace outdated portable classrooms with 21st century learning environments
- constructing a Performing Arts Center at Pioneer Valley High for assembly and performance space during school and after school hours for student and community use
- developing a Career Technical Education (CTE) and Agricultural Farm facility on a new District property for capstone classes that transition students from Grade 12 to college and/or high-demand jobs
- creating digitally interactive 21st century learning environments for every teacher and student Districtwide and upgrading classroom facilities to integrate infrastructure and mobile devices

Phase 2 facility improvements include:

- reconstruction of the Santa Maria High School campus into a 21st century learning facility reflective of its heritage, including restoration of the historic Ethel Pope Auditorium, and facilities available at companion high schools
- renovation of existing permanent classrooms at Pioneer Valley High and Righetti High to achieve similar 21st century functionality to newly constructed District facilities
- construction of a new practice gymnasium and support facilities at Righetti High School to expand physical education, performance and educational support space
- construction of an Ag Pavilion at the CTE Center/Ag Farm to meet educational requirements for student demonstrations and exhibits in support of the District’s academic pathway programs

To assist in coordinating the implementation of the Program, the District selected Caldwell Flores Winters, Inc. (“CFW”) to serve as its Program Manager to guide the District in the procurement of qualified professionals to establish a Program Team and to lead the design and implementation of the overall Program. Regularly, six-month updates are required to be presented to the Board of Education by the Program Team to allow the Board and District administrators to evaluate program progress, determine if revisions to the implementation process are warranted, and document any changes or adjustments from the original Program. The Program Team is composed of District staff, CFW and required professionals. The following six-month report integrates an analysis of the educational program and practices, career and college linked learning opportunities, facility capital and financing strategies, specifications, and implementation requirements. It also presents updates to Master Budgets, Master Schedules, and Expenditures to date required to implement these programs and projects.

1.2 REPORT OVERVIEW

All Phase 1 projects reported in the October 2015 semi-annual update continue to move forward, with the exception of the CTE Center/Ag Farm project, which remains in the land acquisition stage. Educational programming activities have continued to focus on the development of academic pathways and the District’s organizational structure for managing them, while taking on a site-specific focus with the proposed reconfiguration of Santa Maria High School.

A summary of activities for the education program, facilities program, and project funding is provided below:

1.2.1 EDUCATION PROGRAM

- Over the past six months of Program implementation, the focus has been on development of Programs of Study to build a sequence of courses within a grouping of pathways into the following nine industry sectors:
 - Agriculture and Natural Resources
 - Arts, Media, and Entertainment

- Business and Finance
 - Energy, Environment, and Utilities
 - Engineering and Architecture
 - Health Science and Medical Technology
 - Hospitality, Recreation, and Tourism
 - Information and Communication Technologies
 - Manufacturing and Product Development
- The District applied for and received a California Career Technical Education Incentive Grant in January 2016. Funds from this grant will be used for teacher professional development for high quality instruction, Advisory Board and Career Field committee development, ongoing development of Programs of Study, purchase of industry standard equipment to meet the instructional needs of the pathways, developing student internships and career technical student organizations.
 - The District focused on selecting members of the community and school district to serve on the CTE Advisory Board, Career Field Advisory Committees and Pathway Design Teams. Jointly, these committees will assist in implementing the Board’s vision and direction of CTE/pathway programs that will enable District students to transition from high school to college classes and/or jobs with local businesses.

1.2.2 FACILITIES PROGRAM

- In September 2015, work transitioned from the preconstruction to construction phase on the Pioneer Valley High performing arts center. By the end of January 2016, the contractor had substantially completed all work involving underground utilities and building foundation and was commencing work on outer walls and floor slabs. Weekly project team meetings helped the project team stay on schedule, even with the wet weather in early January.
- 100% construction drawings for the 38-classroom facility at Righetti High were submitted to the Division of the State Architect (DSA) in November 2015, thereby concluding the design phase of the project and initiating a review period that is anticipated to continue into spring 2016. It is expected that DSA review will produce further comments to be addressed by the design team, at which time a revised submittal, incorporating all required corrective adjustments to the plans, both by DSA and the District, will be provided to DSA to initiate the “back-check” phase of review. Final approval by DSA is anticipated by early summer 2016.
- A review of the spatial manifestation of the current educational program at existing classrooms (portable and permanent) at Santa Maria High School has been undertaken in order to accommodate a more collaborative staffing and department orientation to support daily instruction and the District’s pathway programs, especially with the planned replacement of all portables, reconstruction of many older buildings, modernization of existing facilities, and reconfiguration of the original administration facility.

- The District continued to pursue the acquisition of the property proposed for the new CTE Center and agricultural farm. A design and construction team has been selected to start work upon the close of escrow of the property, which requires the conclusion of negotiations and legal proceedings between the current landowner and another party over subsurface mineral rights claims at the property. As it awaits a favorable outcome to complete escrow, the District has continued required elements of its ongoing due diligence, having conducted a photogrammetric survey of the property in November 2015 in addition to its prior work securing required documentation and review by local and State agencies.

1.2.3 PROJECT FUNDING AND SEQUENCING

- An annual review of the District’s eligibility for State modernization and new construction grants based on 2015-16 enrollment was conducted in February 2016. The quantity of pupil grants comprising the District’s eligibility remains unchanged from the 2014 Reconfiguration and Facilities Program. However, the amount per grant was increased by the State Allocation Board (SAB), effective January 1, 2016. At this time, the District’s eligibility is projected to be approximately \$46 million in new construction grants for Grades 9-12 and approximately \$3.9 million in modernization grants.
- To explore general voter attitudes to projects in the District’s Reconfiguration and Facilities Program, the District conducted a telephone survey of 450 likely voters from the Santa Maria area during the last two weeks of October 2015. Results showed community support for the District’s activities and approach to education, as well as a new general obligation bond measure to fund 21st century school facilities.
- The Program’s master budget has been adjusted to reflect an increase in anticipated State new construction and modernization reimbursements, an increased cost estimate to accommodate an expanded scope of work for the Santa Maria High reconfiguration project in Phase 2, and updated costs related to completion of the a connection between existing classrooms and the new District Performing Arts Center at Pioneer Valley High School.

1.3 RECOMMENDATIONS

Upon review and consideration, it is recommended that the Board of Education:

- Accept and adopt this semi-annual Program update as an adjustment to the Reconfiguration and Facilities Program
- Consider the next semi-annual Program update at its regularly scheduled October 2016 meeting

SECTION 2

EDUCATION PROGRAM

In support of the vision and mission of the District, and after reviewing available options and input from District stakeholders (in collaboration with institutions of higher education), the District has opted to offer pathway programs for its students. These build on existing District programs and strengthen existing pathway classes at all four high schools.

The District is now prepared to begin its third year of educational program implementation activities to meet the District Strategic Plan goals to prepare students for success in college, careers with growth potential, and productive citizenship in an interconnected world. At this time, the District continues to undertake activities that support attainment of the District's Strategic Plan goals. This year, the District began to build out the sequence of study for the pathways selected and this will continue into the third year of implementation.

Over the past six months of Program implementation, the focus has been on:

- The development of Programs of Study to build a sequence of courses for nine separate academic pathways
- Visiting exemplary culinary arts programs
- Securing additional funds for teacher professional development and the purchase of industry standard equipment to meet the instructional needs of the pathways
- Selecting members of the community and school district to serve on the CTE Advisory Board, Career Field Advisory Committees and Pathway Design Teams

The Reconfiguration and Facilities Program adopted by the Board in August 2014 proposed recommendations that support the District's Strategic Plan, whose primary mandate is to improve student achievement. The District has identified five goals in this mandate:

- **Goal 1:** Develop and implement a course sequence in supporting programs and services that increase the number of students successfully completing A-G courses and/or becoming prepared for a career with growth potential
- **Goal 2:** Provide all students with equal access to learning experiences that enable them to meet the high expectations established by the District
- **Goal 3:** Strengthen District wide support systems, processes, and practices so that they support student learning and success
- **Goal 4:** Strengthen partnerships with parents and the local community

- **Goal 5:** Develop and implement effective strategies for helping all students become responsible for their learning and become lifelong learners

The planning and implementation of a 21st century high school environment in Santa Maria is driven by two programs—an **education program** that outlines academic achievement opportunities at the District level, and a **facilities program** that describes how capital improvements will support the implementation of the education program. To that end, the Reconfiguration and Facilities Program integrates the District’s vision for innovative education initiatives with a facilities plan that supports the implementation of these initiatives. Efforts were undertaken in the first year of educational program implementation to analyze course content and collect baseline data on courses offered throughout the District in order to categorize these courses into Career Field clusters. Joint use opportunities between District school sites and Allan Hancock College were explored, educational specifications for new school facilities were developed, and demonstration 21st century classrooms to expose teachers and students to modern classroom learning experiences were completed. The second year of implementation led to updated articulation agreements with Allan Hancock College, with the goal of expanding opportunities for students taking dual enrollment classes. As additional courses are identified for dual enrollment, the District will identify corresponding teachers who have the proper credentials to teach the courses.

2.1 DISTRICT PATHWAY PROGRAMS

The District has refined its identified pathways to take advantage of potential funding, curriculum development and curricular frameworks available from the California Department of Education (CDE) Career Technical Education (CTE) Department. The identified pathways have been grouped under the following industry sectors:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Business and Finance
- Energy, Environment, and Utilities
- Engineering and Architecture
- Health Science and Medical Technology
- Hospitality, Recreation, and Tourism
- Information and Communication Technologies
- Manufacturing and Product Development

During the last six months, the District continued its commitment to the development of the pathway programs, including the application and award of a CTE Incentive Grant providing over \$1.1 million dollars to support the implementation of the nine identified pathway programs. Teams of District teachers have begun to develop programs of study that identify a sequence of courses and a final capstone course for each of the pathways within the industry sectors identified above.

For example, to develop the Culinary Arts pathway portion of the Hospitality, Recreation and Tourism industry sector, a District team, including Assistant Superintendent John Davis, visited an exemplary culinary arts program at the Paso Robles Unified School District. Over the course of the visit, a

comprehensive overview of the program was given by the Paso Robles culinary arts instructor, followed by a group discussion on next steps for the structure and development of Santa Maria's own culinary arts component. District participants agreed to develop a course of study to determine classes to be offered as the pathway is developed and subsequently achieved this through the creation of a sequence of courses leading to a culinary arts capstone class.

The educational program development prompted by the visit promotes corresponding recommendations for future District culinary arts facilities, including lessons learned by Paso Robles staff to improve the viability and economic sustainability of the program over time. In the case of Paso Robles, this is accomplished in part by housing the culinary arts program in a purpose-built facility shared by food service staff that utilize a central cooking kitchen for distribution throughout the District. This allows the culinary arts and food service programs to share in the infrastructure costs of provisioning the kitchen equipment and food storage space, as well as in the bulk purchasing of food. As a result, operating costs for the student-run restaurant are reduced to a level that is cost-neutral to the District. Similar operating efficiencies could be achieved by the District at its proposed CTE Center/Ag Farm culinary arts facility were it to integrate with food service programs elsewhere in the District or with any food service supplied to students attending courses onsite.

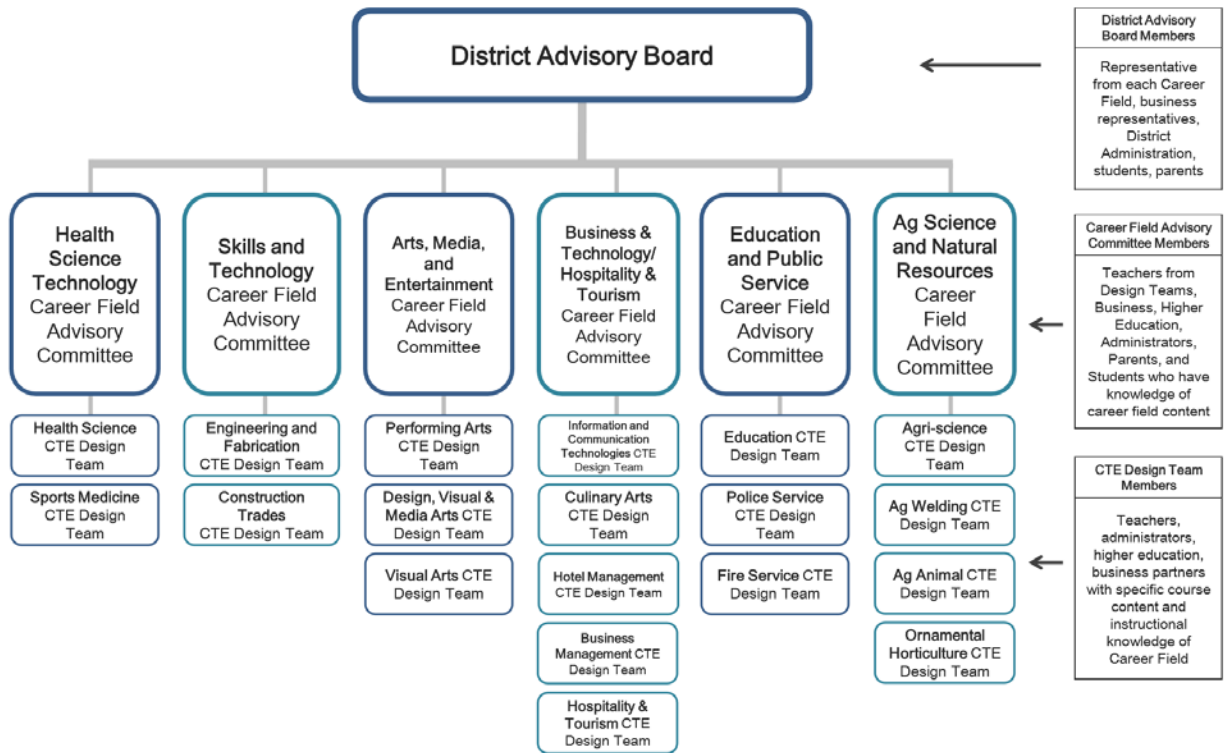
For all pathways, the program of study must be developed, followed by identification of curriculum which is either purchased or written for each of the courses. Professional development needs are concurrently assessed and appropriate training selected. Additionally, industry standard equipment is identified and purchased for selected courses within the pathways.

A structure to oversee and further develop the pathways program has been formalized, with District staff now preparing to constitute membership of the required boards and committees:

- At a District level, a **District Advisory Board** is established to promote the overall vision and direction for the CTE pathway committees and programs as set by the Board of Education. This advisory board comprises members of the business community, community at large, District administration, and representatives of individual Career Field Advisory Committees, along with students and parents.
- For every industry sector, a corresponding **Career Field Advisory Committee** is created to advise and develop the pathways comprising the industry sector. The Committee, comprised of teachers, business representatives, and institutions of higher education, as well as parents and students with knowledge of the career field, provides technical guidance and support to the ongoing development of pathway programs.
- Each pathway is guided by a **CTE Design Team**, responsible for developing programs of study and supplying course content. Team members include teachers, administrators, and business partners with specific knowledge of the pathway.

Figure 1 on the following page illustrates the relationship and organizational structure of the District's CTE pathway program.

Fig. 1: Organizational Structure for District’s Academic Pathway/CTE Program



Source: CFW and Santa Maria Joint Union High School District

Pathway development will continue based on the aforementioned organizational structure and activities over the next six months will include:

- Research of additional resources to support the curriculum development of the pathway courses. A meeting with National Academy Foundation (NAF) members scheduled for April will supply information on a sequence of courses within pathways that lead to a capstone course. Curriculum for these courses has been developed and vetted nationwide with high schools and industry partners, and assessments have been developed to supply industry certifications.
- Surveys of students to determine desired pathway course selection. Such surveys are preferably conducted with students while they are in the 8th grade, thus requiring agreements with feeder districts to be administered, and otherwise surveys may be taken of 9th grade students. It is highly recommended that prior to students taking a career interest survey, they are provided instruction on the potential careers within each of the pathways so that they may better understand the variety of career options available to them.
- Selection of members to serve on the District Advisory Board and Career Field Advisory Committees.
- Further engagement of the Career Technical Education teachers in the ongoing development of a program of study for each of the pathways selected under the Career Fields. This is an ongoing

process that will take several years of development with ongoing adjustments to meet the ever changing industry needs.

- Commission professional development for staff to meet the needs of credential requirements for the new pathway courses selected and developed as well as the needs for subject matter specific information related to new courses they will teach.

2.2 SANTA MARIA HIGH SCHOOL EDUCATIONAL RECONFIGURATION

The Reconfiguration and Facilities Program provides a once-in-a-generation opportunity to rebuild a large part of the Santa Maria High School campus in a manner that uses spaces more efficiently and incorporates a campus design that honors the high school's heritage while promoting a state-of-the-art 21st century learning environment responsive to the District's pathway program. As with the reconfiguration of the Righetti campus permitted by the construction of its new facility, the scope of the Santa Maria High reconfiguration creates an opportunity to evaluate existing classroom usage across the campus in consideration of educational program enhancement and the creation of a more cohesive and logical arrangement of classroom assignments. The proposed Santa Maria High reconfiguration also permits academic buildings throughout the far-flung campus to become primarily consolidated in the northern half of the quarter-mile long property, reducing the time required of students outside the classroom to navigate the campus.

For example, during the 2015-16 academic year, classrooms for English could be found in several different aging permanent classroom wings on the campus as well as multiple locations spread across a wide distance among the school's portable classrooms. Similarly, it is not uncommon for students to navigate across the campus to reach teachers within the same department or to move between classes within the same pathway program. Therefore, in determining future occupancy the proposed new classroom buildings and modernized existing buildings, two main configurations for the campus were considered:

1. Classrooms grouped by pathway programs so that the core classes (English, math, science, and social studies) that support a pathway program are located together to foster teacher collaboration for the development and implementation of the pathways
2. Classrooms grouped by department (e.g., English, science, social studies, foreign languages) to improve interdepartmental collaboration around Common Core State Standards and optimize the use of existing facilities

In an effort to determine which educational configuration would work best at Santa Maria High School, the Facilities Implementation Plan adopted by the Board in August 2014 was reviewed, the school site plan was studied, and the school's master schedule was used to determine the number of classes taught and the quantity of classrooms needed within each department today, as well as needs anticipated by the District's future education program goals. On four separate occasions, CFW staff toured the campus to conduct assessments of the current configuration, the need for dedicated uses, and the availability of

existing general classrooms. Meetings were also held with the school principal and District staff to discuss room uses and approaches to enhancing collaboration between instructors.

Subsequent to this process, it was decided that grouping classrooms by department upon reconfiguration of Santa Maria High school was the most appropriate solution based upon the following findings:

- Organizing the school by department allows for greater flexibility to accommodate the need for pathway courses to develop and change over time. Typically, core educational departments remain the same over the years while pathway classes are subject to greater fluctuation due to changes in the demands of the workforce, society and student choice. Arrangement by department was found to best meet the perceived need for greater interdepartmental collaboration while allowing for pathway fluctuations without substantially impacting adjacent uses into the future.
- The scope of reconfiguration requires most classrooms to be rebuilt or modernized. With the changes in staffing and needs of the educational programs, most of the teachers on the campus will be relocated over time to a new permanent location, thus the current location of a particular class or department need not influence its final location.
- Given that 2016 is the final year for QEIA funding at the school, which provided for additional teachers to reduce the class size in the core subject areas, there will be a reduction in the total required teaching stations. Combined with the anticipated growth in enrollment, the school will lose 14 of the 17 QEIA funded teachers resulting in the need for 14 fewer teaching stations.
- Certain specialty classrooms are already arranged by department and would be costly to reconstruct and rearrange as part of individualized pathway centers. For example, there are eight science labs currently provided by Building 240; these labs would need to be removed or reconstructed elsewhere to accommodate a non-department approach. Instead, the labs may be retained and reutilized by Ag Science, enabling these classes to meet instructional and educational needs to complete science lab work and reducing the number of lab spaces to be moved or reconstructed in other locations. Remaining classrooms in Building 240 could accommodate Health courses.
- Given this approach, additional new labs and science classrooms would be provided for general sciences (e.g. biology, chemistry, physics) in a clustered area of the new classroom facilities. Five lab rooms along with five adjoining science classrooms would departmentalize science instruction in the new facilities. Given the high cost of retrofitting existing facilities to provide 21st century science learning environments with necessary gas and plumbing required for lab activities, their placement within new facilities may optimize limited modernization dollars more effectively.
- English presents the greatest demand for classroom spaces with a need for 21 classrooms, followed by Math with a need for 16 classrooms. Their relocation by department into the newly constructed classroom facilities provides the ability to substantially reduce the number of

portable classrooms in use while relinquishing the most number of existing permanent classrooms that may be used to further consolidate departments with less demand for total classroom spaces.

- One remaining classroom within the new facility would be set aside for culinary arts, with its location strategically planned for potential coordination with food services operations as well as student-run activities around the school's new central quad. Given the high cost of retrofitting existing facilities with necessary gas, plumbing, and mechanical ventilation required within a culinary arts learning environment, its placement within new facilities may optimize limited modernization dollars more effectively.
- Remaining permanent facilities on the campus would be optimized to provide departmental adjacency along with a centralized and compact relationship between related fields. The Social Studies Department would be located in Buildings 230 and 350, which are in close proximity to each other. The severely handicapped program will remain in its current location as the space has been designed to meet the unique needs of the students. Other special education classes are located throughout the campus so that they are either located in a central location or are in close proximity to other classes.
- Building 500 will remain in use, thereby removing the need for the high construction cost of a new shop and electronics lab building elsewhere.
- The current administration building lends itself well to classrooms that need large open areas for students to work making this be an ideal location for many of the classes in the Arts, Media and Entertainment pathway/department and the non-science labs. It is in close proximity to the newly built 12-classroom building that currently houses the band, choir and theater programs thus creating an opportunity for the department to be in close proximity of each other.

In addition, this approach provides the greatest positive economic impact to the District by:

- Allowing several costly dedicated specialty classrooms that would otherwise need to be reconstructed to remain in place and be reutilized
- Providing the opportunity for the majority of newly constructed classroom facilities to consist of less costly general purpose classrooms
- Utilizing modernization dollars more effectively by ensuring that classrooms with increased construction complexity (e.g. science, culinary arts) are accommodated within new facilities, thereby limiting the amount of extensive renovation required

Table 1 presents a summary of the proposed Santa Maria High School educational program reconfiguration, sorted by existing facilities due to be retained and modernized, newly constructed facilities, and the existing administration building planned for reconfiguration into classroom and support space. Along with the name of the department or course, a count is provided indicating the total number classrooms utilized throughout the school as well as the total number within each building or group of buildings.

Table 1: Recommended Conceptual Santa Maria High School Reconfiguration

CR # w/in School CR # w/in Building(s)			CR # w/in School CR # w/in Building(s)			CR # w/in School CR # w/in Building(s)		
Department or Course			Department or Course			Department or Course		
Existing Facilities			Newly Constructed Facilities			Reconfigured Facilities		
350 Building			New Building(s)			Reconfigured Administration		
1	1	Social Studies	47	1	English	95	1	Journalism/Yearbook
2	2	Social Studies	48	2	English	96	2	Digital Arts
3	3	Social Studies	49	3	English	97	3	Web Design
4	4	Social Studies	50	4	English	98	4	Games for Social Change
5	5	Social Studies	51	5	English	99	5	Home Ec Lab
6	6	Social Studies	52	6	English	100	6	Home Ec Lab
7	7	Social Studies	53	7	English	101	7	Art Lab
8	8	Social Studies	54	8	English	102	8	Art Lab
9	9	Social Studies	55	9	English			
10	10	Social Studies	56	10	English			
230 Building			57	11	English	Half-size rooms w/in Admin		
11	1	Social Studies	58	12	English	1		RSP
12	2	Social Studies	59	13	English	2		RSP
13	3	Social Studies	60	14	English	3		RSP
14	4	Reading Lab	61	15	English	4		RSP
15	5	Reading Lab	62	16	English			
16	6	RSP (x2)	63	17	English	Programs Relocated		
240 Building			64	18	English	1		Ornamental Horticulture
17	1	Ag Science	65	19	English	2		Migrant Ed
18	2	Ag Science	66	20	English			
19	3	Ag Science	67	21	English			
20	4	Ag Science	68	22	Science Lab			
21	5	Ag CR	69	23	Science Lab			
22	6	Special Ed	70	24	Science Lab			
23	7	Health	71	25	Science Lab			
24	8	Health	72	26	Science Lab			
330 Buildings			73	27	Science CR			
25	1	Special Ed	74	28	Science CR			
26	2	Special Ed	75	29	Science CR			
27	3	Special Ed	76	30	Science CR			
28	4	Special Ed	77	31	Science CR			
29	5	Special Ed	78	32	Culinary Arts			
30	6	Special Ed	79	33	Math			
Broadway Bldg			80	34	Math			
31	1	Band	81	35	Math			
32	2	Choir	82	36	Math			
33	3	Theater	83	37	Math			
34	4	Foreign Language	84	38	Math			
35	5	Foreign Language	85	39	Math			
36	6	Foreign Language	86	40	Math			
37	7	Foreign Language	87	41	Math			
38	8	Foreign Language	88	42	Math			
39	9	Foreign Language	89	43	Math			
40	10	Foreign Language	90	44	Math			
41	11	Special Ed	91	45	Math			
42	12	Special Ed	92	46	Math			
500 Building			93	47	Math			
43	1	Shop/Welding	94	48	Math			
44	2	Ag Mechanics						
45	3	Advanced Auto Shop						
46	4	Electronics						

To accomplish the District’s educational vision, outdated classrooms will be replaced with a new set of permanent classroom buildings along with a new administration building and new campus entrance, as remaining permanent facilities are modernized or reconfigured, thereby housing all of the classes in permanent 21st century classrooms. The site’s 46 portable classrooms will be removed once the new classroom building is constructed and the current administration building is renovated, making this is an optimum time to determine the best possible reconfiguration of the classrooms for Santa Maria High School to enhance the educational program. The construction of this building will support the District’s

strategic goals by providing learning spaces for pathway programs being developed for the school as well as providing 21st century learning spaces. Once completed, the classrooms will provide students learning spaces to successfully complete A-G courses, be prepared for a career with growth potential, support students to become lifelong learners, and provide all students in the District with equal access to learning spaces and experiences that enable them to meet the high expectations established by the District.

2.3 TECHNOLOGY PROGRAM

Following the District's successful implementation of a 1:1 mobile device deployment program to students and teachers at all four school sites, the District's technology program continues to move ahead with standardizing the specifications for digitally interactive classroom environments. Design modifications were made to the 14-classroom facility at Santa Maria High prior to its completion to apply additional 21st century classroom improvements, furniture, fixtures and equipment. Capacity was added for anticipated power and data requirements, including required conduit and receptacles for wall-mounted HDTV monitors, as well as soffit framing to enable sliding floor-to-ceiling markerboards and flexible storage for each room.

These improvements are consistent with those identified and incorporated into the Righetti High School new 38 classroom project. With these approaches to integrating classroom technology with the requirements of the education program, the District has accelerated the adoption and deployment of 21st century learning environment specifications and facilities. Part of this effort will include ongoing commissioning activities to maintain teachers' skills in using mobile devices and digital curriculum content in an effective manner, as well as expanded student, parent, and teacher collaboration. With each new facility incorporating integrated technology features, demonstrations are to be held that train users on wireless HDTV technology, integration with the latest deployment of 1:1 mobile devices, and options for instructors to reconfigure the learning space based on the specifications incorporated to accommodate the latest in furniture, fixtures, and equipment.

SECTION 3

FACILITIES PROGRAM

The Reconfiguration and Facilities Program established the implementation of proposed improvements in two phases. Phase 1 projects include:

- design and construction of a 38 classroom facility at Righetti High School to replace outdated portable classrooms with modern 21st century learning environments
- construction of a Performing Arts Center at Pioneer Valley High School for assembly and performance space during school and after school hours for student and community use
- land acquisition and development of a CTE Center/Ag Farm facility to transition students from Grade 12 classes to college courses and/or high-demand, skilled jobs

Phase 2 projects include:

- reconstruction of the Santa Maria High School campus, including replacement of aging classroom buildings, restoration of the historic Ethel Pope Auditorium, improvements to athletic fields, and 21st century modernization of remaining facilities
- renovation of existing permanent classrooms at Pioneer Valley and Righetti High Schools to achieve similar 21st century functionality to newly constructed District facilities
- construction of a new practice gymnasium facility for Righetti High School to expand physical education and educational support space, augmented by a performance space to provide functionality for visual and performing arts education and community events comparable to other District facilities
- construction of an Ag Pavilion at the CTE Center/Ag Farm to meet educational requirements for student demonstrations and exhibits

Over the last six-month period, efforts have focused on continued development of Phase 1 projects as well as ongoing planning of site configuration options and educational program integration for adopted Phase 2 projects. The District and its team members have continued efforts to implement Phase 1 projects based on the Master Budget set by the Program. Projects themselves remain focused on promoting the Board’s vision for educational programs and adopted facilities specifications to meet educational goals. Active projects were required to achieve milestone deadlines and to meet a “build to budget” approach, recognizing the simultaneous Phase 1 projects to be built within a time period that has a fixed amount of capital funds to meet the Board’s requirements. Based on these principals, Phase 1 projects have demonstrated substantial progress over the last six month period.

3.1 RIGHETTI HIGH SCHOOL

Planned improvements at Righetti High School incorporate the Board’s educational vision for the school and the eventual reconfigured academic program for the site with findings as to existing conditions, current classroom usage and capacity, expected student growth, and the sequenced replacement of relocatable facilities. Phase 1 features the design and construction of a three-story, 38-classroom building, consisting of general purpose, pathway, and assessment classrooms, providing sufficient new permanent capacity at the site to allow the phased replacement of all existing relocatable classrooms on the campus. A campus reconfiguration plan has been developed based on a departmental approach to the allocation of building spaces, with the new facility supplying 29 classrooms to house the math and English departments, as well as one health class. Four pathway classrooms, each approximately 25% larger than a general purpose classroom, will meet the needs of academic pathway programs at the site, while five assessment classrooms incorporate retractable center walls that allow for a combined 4,800 square feet of flexible space for testing or other general assembly functions.

Project design for the new Righetti facility has continued on the pace and schedule previously set by the Plan and pursuant to District staff and Board review. The project architect has worked closely with the



Cover sheet for the 100% construction drawing set submitted to DSA.

preconstruction consultant and the District’s program manager to incorporate feedback at each stage of development to maintain expected costs within the Board-approved budget, and retain the design integrity and required specifications of the building. The preparation of a full set of construction drawings was completed, provided to the District for ongoing review and comment, and submitted to the Division of the State Architect (DSA) on November 23, 2015 for review. DSA submittal marked the end

of the design stage of the project and initiated a review period that is anticipated to continue into spring 2016. Concurrent with DSA review, District staff review has been facilitated, with analysis and feedback provided on architectural, mechanical, plumbing, electrical, and other drawing sets that make up the complete submittal. It is expected that DSA review will produce further comments to be addressed by the design team, at which time a revised submittal, incorporating all required corrective adjustments to the plans, both by DSA and the District, will be provided to DSA to initiate the “back-check” phase of review. Final approval by DSA is anticipated by early summer 2016.

Environmental review for the project has also been established, with the project qualifying for a categorical exemption under the California Environmental Quality Act, based on the findings of the project environmental consultant and District counsel. The consultant's investigation found cause for two forms of exemption, given the project's location within an existing school site and the function of the building to replace existing relocatables without a projected permanent net increase in student housing capacity. A report documenting this determination and evidence for compliance with a CEQA categorical exemption was presented to the Board and approved in November, 2015, thereby concluding CEQA review requirements.

The Phase 2 work program at Righetti focuses on the renovation of 59 permanent classrooms in Buildings C, D, and E and construction of a new practice gymnasium. An adjustment to Phase 2, adopted within the October Semi-Annual report, augments the gymnasium with a performance space to provide functionality for visual and performing arts education and community events comparable to other District facilities. The team has investigated similar projects elsewhere in the State and has initiated work to assess the feasibility and costs associated with providing performance space in addition to the proposed gym, consistent with such space available at the District's other schools.

Master planning and construction of Phase 1 and Phase 2 improvements must be choreographed in such a way as to maximize the use of existing classrooms to allow for Phase 1 construction and as "swing" space to minimize the cost of interim facilities while expediting the reconfiguration of the educational program. The master planning and initial design of the remaining permanent classrooms and support facilities, as budgeted by the Board in the October Semi-Annual Report, should further proceed at this time such that their design approval and construction may commence once the 38 classroom facility is completed.

3.2 PERFORMING ARTS CENTER AT PIONEER VALLEY HIGH SCHOOL

The District Performing Arts Center at Pioneer Valley High School consists of the addition of 17,352 square feet of performing arts and support space to the existing 11,831 square foot Building J containing Pioneer Valley High's band, choir, and drama facilities. Upon completion of construction, a double-loaded hallway will connect Building J to the new facility and its three classrooms. In addition to these uses, the new facility's interior elements will include a lobby, a box office and concession area, restrooms, a 208-seat main auditorium, an 86-seat mezzanine, and performance stage. Construction drawings received DSA approval in December 2014.

The project is currently in the construction phase, with preconstruction services having been completed in early September 2015 and construction mobilization underway by mid-month. Between October 2015 and January 2016, the lease-leaseback contractor and its subcontractors completed key construction stages involving underground utilities, building footings, structural steel, and concrete ground slabs. Construction activity was monitored by the project's Inspector of Record and reviewed with the contractor on weekly basis by the District and its program manager.



Rain in late December and early January slowed progress on the slab-on-grade work, though lost time due to weather was recovered by the end of January. The contractor continues to anticipate no change to the completion date of January 2017 for the project. Efforts have continued throughout construction to minimally impact activities at the Pioneer Valley High campus and protect the circulation of pedestrians or vehicles around the project site.

Looking ahead, the contractor is anticipated to complete the building shell and installation of major utility and service connections (e.g., water, electric, gas) to main feeds on the Pioneer Valley High campus. The performing arts center remains on schedule for completion by the end of 2016 and commissioning in January 2017.

3.3 CTE CENTER/AGRICULTURAL FARM

The District’s CTE Center and Ag Farm has been envisioned as a 21st century environment for “hands-on” and mentored learning to provide capstone educational classes that support all of the District’s pathway programs and house the District’s Ag Farm facility. The goal is to provide capstone level pathway classes in various subjects that directly relate to high-demand careers in the Santa Maria vicinity in order to improve students’ job skills and enhance students’ ability to transition from high school to the labor force or college.

The project is prepared for further design and construction during Phase 1, with a conceptual site plan designed to promote ongoing articulation of the project, along with review and support from the CTE and Ag Farm communities, teachers, and staff. A design and construction team has been selected to start work upon the close of escrow of the property, which requires the conclusion of negotiations and legal proceedings between the current landowner and another party over subsurface mineral rights claims at the property. As it awaits a favorable outcome to complete escrow, the District has continued required elements of its ongoing due diligence, having conducted a photogrammetric survey of the property in November 2015 in addition to its prior work securing required documentation and review by local and State agencies.

As contemplated, the facility accommodates 750 square feet of restrooms and four workshops of approximately 4800 square feet each within two buildings. Each building has direct access to paved outdoor areas and driveways with floor to ceiling roll-up doors and dedicated indoor teaching spaces opening into a common area to promote student and teacher interaction and common access to bus pick-up/drop-off areas. A semi-enclosed pole barn (approximately 16,000 square feet) will contain teaching stations and demonstration areas while also providing livestock pens for steers, goats, sheep, pigs, and sows in various quantities. The workshop areas, each approximately 60' x 80' in size with adjacent restrooms, will be utilized for a wide range of CTE teaching stations. Additionally, the site will contain a paved parking area and a bus loop around the CTE workshop buildings. The agricultural farm component of the site will feature cultivated land for row and tree crops, and grapevines, plus pastures and paddocks for livestock.





Conceptual designs of CTE Workshops. Source: PMSM Architects

3.4 SANTA MARIA HIGH SCHOOL

3.4.1 APPROVED RECONSTRUCTION PROGRAM

The proposed Phase 2 improvements for Santa Maria High School weave together a number of goals that combine to create a landmark campus worthy of the District's oldest school. The Board's vision for Santa Maria High is to rebuild the campus in a manner that uses space more efficiently and incorporates an environmental design that honors Santa Maria High's heritage while providing 21st century learning environments for today's teachers and students.

Under the adopted Program, specific improvements include:

- A reoriented main campus entrance on Morrison Avenue, with visitor parking, pedestrian access, student services/administration and classroom buildings all anchored by a bell tower - a direct evocation of the bell tower that once existed by Ethel Pope Auditorium
- Approximately 80,000 square feet of new classroom facilities to replace nine aging structures and divided among a series of two-story buildings built to high energy efficiency and sustainability standards that architecturally fit with the Spanish colonial style evident in many of the school's existing buildings
- New learning spaces anticipated to consist of 20 regular classrooms, 10 science/flex labs, and 10 specialty classrooms capable of accommodating the needs of pathway classes proposed for the school as well as extensive interior modernization to 34 existing permanent classroom facilities and the existing administration building that may be reutilized for an additional 10 classrooms
- Rehabilitation and modernization of the Ethel Pope Auditorium
- Improved outdoor athletic facilities for baseball, softball, tennis, and basketball as well as the addition of several all-purpose practice fields
- Eventual removal of all portables to free up space for academic and athletic uses and reconfiguration of the existing campus to improve pedestrian circulation, unify the campus architecturally, and increase the school site's curb appeal
- Grouping more like uses in the same space to facilitate student and teacher collaboration
- Shaded courtyards between buildings to provide outdoor learning opportunities

- Expanded parking for visitors, staff, and students at the main campus entrance and mid-campus athletic facilities



Proposed configuration of Santa Maria High School campus. Source: CFW

Since the adoption of the original Program, the implementation of all Phase 1 projects has continued to proceed. A master site planning effort has been further expanded at Santa Maria High, similar to that at Righetti, to accommodate the need to provide:

- A sequencing plan to coordinate the construction of new classrooms and the renovation or demolition of existing permanent classrooms in a reconfiguration of the campus that organizes students and staff by major departments
- A facilities plan that accommodates the District’s pathways and capstone educational programs and allows for the placement of new athletic uses and parking
- An interim facilities approach that utilizes existing relocatables and facilities to be demolished as “swing” space to house classes on a temporary basis as permanent classrooms are under construction or renovation
- A phasing plan that optimizes the receipt of State grants in support of Phase 2 and from reimbursements from State new construction and modernization programs for permanent and portable facilities under Phase 1

3.4.2 PROPOSED MODIFIED RECONSTRUCTION PROGRAM

Ongoing examination and investigation of the educational program requirements for Santa Maria High School over the past six months has included a review of the adopted reconstruction program, study of the school site plan, consideration of the school’s master schedule to determine the number of classes taught and the quantity of classrooms needed within each department today, as well as needs anticipated by the District’s future education program goals. Additional campus assessments have been conducted and meetings with site and District administration held discuss room uses and required

capacities. The need to accommodate a departmental approach to the construction of new classrooms was determined and the programmatic impact of reduced QEIA funding and class size requirements was factored into a count of the total classrooms required at the site. Also noted is the seven period instructional schedule in which two of a teacher's seven periods provide prep time, thus requiring either the teacher or students to be accommodated elsewhere on campus at such times, resulting in lower overall classroom utilization rates throughout the instructional day.

Proposed modifications center on increasing the number of classrooms and the location and total square footage required to accommodate this increase. A total of 48 classrooms are now proposed as part of the Santa Maria High School reconstruction program (8 more than originally proposed) consisting of general purpose math, English, and science classrooms along with science and culinary arts lab rooms. The total proposed use of these classrooms consist of:

- 21 English classrooms
- 16 Math classrooms
- 5 Science classrooms
- 5 Science labs
- 1 Culinary Arts lab

In common with comparable collegiate facilities, the interconnected new facility may share common elevators and stairwells, yet break the massing of the two or three story structure into a series of building wings, with departmental clusters in each. For example, all math classes may occupy several floors of one wing, while a cluster of science classrooms and adjoining labs may occupy a single floor in another building wing. Another wing may be entirely dedicated to the English department, with all 21 classrooms accommodated across three levels. A culinary arts lab may be placed on the first level with proximity to the school's cafeteria, the new central quad, and/or the student store and administration facility. Several configurations are made possible by the compact nature of the proposed facility and its constituent building wings, and will be explored in detail during the conceptual design phase of the project.

The new 48-classroom building will have 21st century learning environments that include:

- Full-height, sliding markerboards that cover an entire wall of each room. These boards can be written on from floor to ceiling and when moved to the side will reveal storage closets with the same capacity as existing cabinets and storage solutions currently in use. With magnets, mounting putty, or other removable adhesives, these boards can also be used to hang posters or other materials. On all other walls, mineral fibercore tackable panels will be installed that maximize presentation space in the classroom and help mitigate acoustic reverberation.
- Modern and flexible furnishings for up to 36 students per room, in the form of modular tables and ergonomic chairs that can be easily reconfigured in the classroom as required.
- A teaching station and a moveable multimedia presentation shuttle

- Three broadband-connected high-definition video displays attached to hydraulic wall mounts for easy adjustment of the displays' viewing angle and height. These displays will allow students to view content from anywhere in the room and, with media interface devices, project content from a computer or mobile device.

When the new 48-classroom structure is completed, the classes in the portable buildings will be relocated to the new facility. A plan for the movement of the classes will be developed in the fall of 2016 after the placement of staff has been finalized due to the loss of the QEIA funding and the resulting loss of teachers.

The proposed reconstruction program continues to provide for the modernization of the remaining 34 permanent classrooms into 21st century classrooms. When these 34 classrooms have been updated, Santa Maria High School will have the same high quality learning environments as found in the new classroom facility. All permanent rooms in Buildings 350, 230, 240, 330 are proposed to receive significant interior upgrades. These upgrades will include the same bulleted items listed above: full-height, sliding markerboards that cover an entire wall of each room, modern and flexible furnishings for up to 36 students per room, a new teaching station and a moveable multimedia presentation shuttle, three broadband-connected high-definition video displays attached to hydraulic wall mounts, durable, new VCT flooring, and required technology upgrades.

As a new campus entrance and administration facility is provided by the new facility, the current administration building lends itself well to reconfiguration into classrooms that need large open areas for students to work, making this be an ideal location for many of the classes in the Arts, Media and Entertainment pathway/department. The proposed reconfiguration of the building accommodates 8 non-science labs and four educational support spaces for the Resource Specialist Program (RSP).

Once the new facility is completed, existing classrooms modernized, and the current administration building has been reconfigured, all of the educational programs at Santa Maria High will be housed in facilities that meet the educational requirements and needs of the specific pathway subject matter being taught. The high school will be able to implement the pathway programs in spaces that are conducive to the unique needs of each individual program.

There are enough portables at Santa Maria High School to provide for interim housing during construction thus reducing the amount of capital outlay to temporary facilities and returning that investment to permanent facilities. Because teachers operate their classrooms with students for only 5 out of 7 periods in the instructional day, a system that facilitates some teachers to "rove" during the construction period will enable classroom use for the entire 7 periods a day and further reduce expensive interim housing cost.

Upon completion, Santa Maria High School will have received a complete and extensive reconstruction, achieving a number of goals that combine to create a landmark campus worthy of the District's oldest school. A large part of the Santa Maria High campus will be rebuilt in a manner that uses spaces more efficiently and incorporates an environmental design that honors the high school's heritage through respectful adherence to the historic architectural vernacular. To accomplish this vision, a key focus

during the forthcoming conceptual and design development stages of this Phase 2 project will be to replace aging and/or outdated classrooms and use the opportunity to develop better circulation and sightlines, more functional outdoor space, and a more consistent and appealing architectural aesthetic overall. The next six months are anticipated to be devoted to making progress towards this goal.

SECTION 4

PROJECT FUNDING AND SEQUENCING

4.1 OVERVIEW

The Board-adopted October 2015 update to the Reconfiguration and Facilities Program specified a two-phase implementation with a combined capital improvement budget of approximately \$215 million. Each semi-annual Program update contains a master program budget and schedule that are adjusted in accordance with financial or policy decisions undertaken by the District. The master project budget and master schedule in the present Program update have been developed in this fashion, incorporating activities undertaken in the prior six months and activities proposed for the next six months.

State grants for facility improvements are a major component of Program funding. The use of these grants leverages the use of local inputs (e.g., general obligation bonds) in funding the new construction or modernization of facilities. Since the last Program update, grant levels were slightly increased by the State Allocation Board. An updated analysis of projected State grant eligibility is provided for Board consideration.

4.2 ADOPTED MASTER BUDGET

The master program budget from the October 2015 Program update established total project funding of approximately \$215 million from various sources, including proceeds from prior and proposed bond authorizations, State grant reimbursements for completed projects, developer fees, and existing District funds. Phase 1 projects will be substantially funded from the District's Building Fund and developer fees. Phase 2 projects are anticipated to be largely funded from a future voter-approved bond authorization, State grant reimbursements for Phase 1 or Phase 2 projects, and developer fees.

The October 2015 budget included a program reserve of just over \$4 million and a project budget of approximately \$198.1 million. Generally, the costs associated with construction are identified as "hard" costs and "soft" costs. In combination, they comprise the total project cost. Hard costs directly relate to construction itself (e.g., materials and labor). Soft costs consist of expense items that are integral to the building process but are not direct construction costs. They include architectural, engineering, financing, and legal fees, and other pre- and post-construction expenses. For the purpose of designing a program master budget, total project costs were used.

As previously noted, Phase 1 improvements are underway and include the new classroom building at Righetti High, a new performing arts facility at Pioneer Valley High, and acquisition and design of the

Districtwide CTE Center/Ag Farm. Phase 2 improvements include the reconstruction of Santa Maria High, the construction of a new practice gym at Righetti High, the upgrade of all permanent classrooms into 21st century facilities, additional support for digitally interactive learning environments, and an allowance for additional classrooms should enrollment increase significantly in the years ahead.

Table 2: Adopted Master Budget, FY 2015-23* (from October 2015 Program Update)

Sources	Phase 1	Phase 2	Total
Existing Bond Authorization (Measure C, 2004)			
2015	\$ 28,996,159	\$ -	\$ 28,996,159
New Bond Authorization			
Series A	\$ -	\$ 35,272,959	\$ 35,272,959
Series B	\$ -	\$ 46,552,202	\$ 46,552,202
Series C	\$ -	\$ 21,204,573	\$ 21,204,573
Existing Building Fund Balance	\$ 14,149,095	\$ -	\$ 14,149,095
Existing State Aid Reimbursements	\$ 3,748,840	\$ -	\$ 3,748,840
Existing Deferred Maintenance	\$ -	\$ -	\$ -
Estimated Projected State Aid Receipts	\$ -	\$ 46,326,459	\$ 46,326,459
Estimated Projected Developer Fee Receipts	\$ 3,602,586	\$ 4,684,000	\$ 8,286,585
Other District Sources*	\$ 5,223,063	\$ 5,223,063	\$ 10,446,126
Estimated Total Funds	\$ 55,719,743	\$ 159,263,255	\$ 214,982,998
Uses	Phase 1	Phase 2	Total
Righetti High	\$ 21,847,503	\$ 35,771,706	\$ 57,619,209
Pioneer Valley High	\$ 10,469,130	\$ 8,649,336	\$ 19,118,466
Santa Maria High	\$ 420,000	\$ 64,804,812	\$ 65,224,812
Delta High	\$ 138,105	\$ -	\$ 138,105
CTE/Ag Farm	\$ 13,838,851	\$ 2,763,238	\$ 16,602,089
District 1:1 Tech Deployment/Replacement	\$ 5,223,063	\$ 5,223,063	\$ 10,446,126
Additional Classrooms	\$ -	\$ 29,204,684	\$ 29,204,684
Subtotal	\$ 51,936,652	\$ 146,416,841	\$ 198,353,493
Program Reserve	\$ 3,783,091	\$ 12,846,414	\$ 16,629,505
Estimated Total Uses	\$ 55,719,743	\$ 159,263,255	\$ 214,982,997

* Includes LCAP funding. Source: CFW, Inc.

4.3 REVISED MASTER BUDGET

Table 3 shows a revised master program budget of approximately \$216.3 million for Board consideration as part of this semi-annual Program update. Though previously identified within the adopted master

budget, Table 4 now indicates classroom technology funding within a separate table to distinguish its unique funding source pursuant to the Board approved Local Control Accountability Plan (LCAP).

Table 3: Revised Master Budget, FY 2015-23

Sources	Phase 1	Phase 2	Total
Existing Bond Authorization (Measure C, 2004)			
2015	\$ 28,996,159	\$ -	\$ 28,996,159
New Bond Authorization			
Series A	\$ -	\$ 45,127,786	\$ 45,127,786
Series B	\$ -	\$ 37,851,331	\$ 37,851,331
Series C	\$ -	\$ 30,702,261	\$ 30,702,261
Existing Building Fund Balance	\$ 14,149,095	\$ -	\$ 14,149,095
Existing State Aid Reimbursements	\$ 3,748,840	\$ -	\$ 3,748,840
Existing Deferred Maintenance	\$ -	\$ -	\$ -
Estimated Projected State Aid Receipts	\$ -	\$ 47,419,534	\$ 47,419,534
Estimated Projected Developer Fee Receipts	\$ 3,602,586	\$ 4,684,000	\$ 8,286,585
Estimated Total Funds	\$ 50,496,680	\$ 165,784,911	\$ 216,281,591
Uses	Phase 1	Phase 2	Total
Righetti High	\$ 21,847,503	\$ 35,771,706	\$ 57,619,209
Pioneer Valley High	\$ 10,969,130	\$ 8,649,336	\$ 19,618,466
Santa Maria High	\$ 420,000	\$ 70,466,034	\$ 70,886,034
Delta High	\$ 138,105	\$ -	\$ 138,105
CTE/Ag Farm	\$ 13,838,851	\$ 2,763,238	\$ 16,602,089
Additional Classrooms	\$ -	\$ 29,204,684	\$ 29,204,684
Subtotal	\$ 47,213,589	\$ 146,854,999	\$ 194,068,588
Program Reserve	\$ 3,283,091	\$ 18,929,912	\$ 22,213,003
Estimated Total Uses	\$ 50,496,680	\$ 165,784,911	\$ 216,281,591

Source: CFW, Inc.

Table 4: Supplemental Classroom Technology Budget, FY 2015-23

Sources	Phase 1	Phase 2	Total
LCAP Funds and Other District Sources	\$ 5,223,063	\$ 5,223,063	\$ 10,446,126
Uses	Phase 1	Phase 2	Total
District 1:1 Tech Deployment/Replacement	\$ 5,223,063	\$ 5,223,063	\$ 10,446,126

Source: CFW, Inc.

When compared to the October 2015 adopted master budget, the revised master budget has increased to a total program of \$216.3 million. Classroom technology funding of approximately \$10.4 million over both phases remains unchanged, though it has been removed from the master budget to be tracked independently of ongoing capital facilities projects. Separately, an increase to funding sources is

identified, given the availability of additional G.O. bond proceeds from a potential November 2016 election, which has increased by approximately \$10 million to reflect updated projections. An increase in projected State reimbursements is reflected in the Phase 2 sources due to an increase in per-pupil grant amounts recommended to the State Allocation Board effective January 2016. Otherwise, the sources of funds and their amounts shown in the October 2015 update have been determined to remain current at this time.

Revisions to budgeted uses are limited to an updated total construction amount for the Performing Arts Center to include costs of a connection between existing and new portions of the campus, and revised Phase 2 cost estimates for the Phase 2 Santa Maria High project, given an increase in the total number of classrooms proposed to accommodate the proposed educational program and new projections for the level of cost escalation. The program reserve amount for Phase 2 was also increased from \$12.8 million to \$18.9 million in order to provide sufficient reserve for the proposed Phase 2 projects. As with the sources of funds, classroom technology funding uses remain unchanged and are identified separately, in Table 4.

4.4 MASTER SCHEDULE

The revised Master Program Schedule is presented in Table 5 for Board review. In the previous Program update, Phase 1 schedules were amended to extend the period for acquisition of the CTE Center/AG Farm site, the additional period to allow the Performing Arts Center at Pioneer Valley High to comply with new lease-leaseback legal requirements and participants, and the extended design period for the Righetti High 38 classroom project to incorporate changes in pre-construction services.

The proposed revised Master Schedule for Phase 1 projects amends the adopted Master Schedule to account for the an adjustment to the Phase I CTE Center/Ag Farm project that extends the project schedule by approximately 10 months in order to accommodate the delayed land acquisition. Further design work for the CTE Center/Ag Farm has been suspended at this time and the project team anticipates resuming the remaining design work, DSA review, and subsequent construction period upon completion of the land acquisition. Additionally, classroom technology funding now being identified separately from the master budget is likewise no longer represented within the master schedule, however as displayed in Table 4 it continues to be projected as a supplemental portion of the District's ongoing improvements and is scheduled to accompany the Program in both Phase 1 and 2. All remaining project schedules are unchanged from the version in the October 2015 update.

Table 5: Master Program Schedule

PHASE 1					
School	Project	Cost	Scheduled		Est. Total Months
			Start	End	
Righetti High	New Classroom Facility	\$21,672,533	8/2014	10/2017	39
	Master Site Planning & Conceptual Design	\$174,970	9/2015	8/2016	12
Pioneer Valley High	New Performing Arts Center Addition to Bldg. J	\$10,969,130	8/2014	10/2016	27
Santa Maria High	Master Site Planning & Conceptual Design	\$420,000	9/2015	1/2017	17
Delta High	Classroom, Site Infrastructure, and Maint. Imprvs.	\$138,105	8/2014	4/2017	33
CTE/Ag Farm	Land Acquisition and Construction of Facilities	\$13,838,851	8/2014	7/2018	48
	Phase 1 Subtotal	\$47,213,589			
	Program Reserve	\$3,283,091			
	Phase 1 Total	\$50,496,680			
PHASE 2					
School	Project	Cost	Scheduled		Est. Total Months
			Start	End	
Righetti High	Classroom, Site Infrastructure, and Maint. Imprvs.	\$15,603,180	1/2017	1/2022	61
	New Practice Gym / Performance Space	\$20,168,526	1/2017	1/2022	61
	Subtotal	\$35,771,706			
Pioneer Valley High	Classroom, Site Infrastructure, and Maint. Imprvs.	\$8,649,336	7/2017	7/2022	61
Santa Maria High	New Classrooms, Athletic, and Support Facilities	\$58,236,654	7/2017	10/2020	40
	Auditorium Renovation	\$12,229,379	7/2019	10/2022	40
	Subtotal	\$70,466,034			
CTE/Ag Farm	Construction of Ag Pavillion	\$2,763,238	7/2017	6/2019	24
Districtwide	District Enrollment Capacity Improvement	\$29,204,684	7/2022	6/2025	36
	Phase 2 Subtotal	\$146,854,999			
	Program Reserve	\$18,929,912			
	Phase 2 Total	\$165,784,911			
	Phase 1 & 2 Total	\$216,281,591			

Source: CFW, Inc.

4.5 PROGRAM EXPENDITURES

As a part of its program management services, the Program Team established a budget and expenditures tracking protocol for Phase 1 projects under implementation. As of the October 2015 Program update, the total Phase 1 budget was approximately \$55.7 million, inclusive of the Program Reserve. These amounts have been updated to include all expenditures to date through January 2016 and any changes to anticipated commitments. As needed, the Program Reserve and estimated ending fund balance will be utilized to accommodate unforeseen budget adjustments.

Table 6 provides a summary of expenditures made for the Program during the period of July 1, 2014 through January 31, 2016. The balance presented in Table 5 reflects the Adopted Budget approved by the Board for the Reconfiguration and Facilities Program as of July 2014, plus any adjustments in October 2015, less expenditures through January 31. The information is also presented by fiscal year to

match the District’s financial accounting system and includes expenditures from July 1, 2010 through June 30, 2014 relating to the Pioneer Valley High Performing Arts Center project, the CTE Center/Ag Farm land acquisition, and the District’s technology efforts, which commenced prior to the development of the Program. Expenditures made after this reporting period will be accounted for in the next semi-annual update. Once the recommended budget adjustments are approved as part of this current update, subsequent expenditure reports will reflect the revised budget value.

Table 6: Phase 1 Expenditures as of January 31, 2016

Project	Adopted Budget	7/1/10 - 6/30/14	7/1/14 - 6/30/15	7/1/15 - 1/31/16	Total	Balance
Righetti High School						
New Classroom Facility	\$21,672,533	\$0	\$683,458	\$783,214	\$1,466,672	\$20,205,861
Pioneer Valley High School						
New Performing Arts Center Addition to Bldg J.	\$10,469,130	\$737,084	\$173,726	\$803,320	\$1,714,130	\$8,755,000
Delta High School						
Classroom, Site Infrastructure, and Maintenance Improvements	\$138,105	\$0	\$2,299	\$1,205	\$3,504	\$134,601
CTE/Ag Farm						
Land Acquisition & Construction of Facilities	\$13,574,426	\$145,542	\$344,921	\$119,866	\$610,329	\$12,964,098
Districtwide						
Digitally Interactive Learning Environments	\$5,223,063	\$552,845	\$2,553,741	\$50,743	\$3,157,329	\$2,065,734
Phase 2 Planning						
Righetti High School	\$174,970	\$0	\$0	\$0	\$0	\$174,970
Santa Maria High School	\$420,000	\$0	\$0	\$0	\$0	\$420,000
Program Reserve	\$4,047,515					
TOTAL	\$55,719,743	\$1,435,471	\$3,758,145	\$1,758,348	\$6,951,964	\$48,767,779

Notes:

- Total expenditures for the period July 1, 2014 - January 31, 2016 was \$14,809,355:
 This amount includes \$5,516,493 in Reconfiguration & Facilities Program expenditures
 plus \$9,292,862 in other District facility related improvements outside of the Reconfiguration & Facilities Program

Source: Santa Maria Joint Union High School District

For the period of July 1, 2014 through January 31, 2016, approximately \$5.5 million has been expended on projects identified within the Reconfiguration and Facilities Program. For the period of July 1, 2014 through January 31, 2016, the District has also spent approximately \$9.3 million in expenditures outside of the Program for other facility needs. Detailed expenditure reports, broken down into subcategories of spending have been prepared and submitted to District staff, and are available for review by the Board and Citizens Oversight Committee.

4.6 STATE AID

As more fully described in the original Reconfiguration and Facilities Program report, the State maintains a School Facility Program (SFP) administered by the Office of Public School Construction (OPSC) that

distributes funds for costs relating to the modernization or new construction of school facilities. Funding is based on a per-pupil grant amount established by the State Allocation Board, assuming a general loading standard of 27 high school students per eligible classroom to be modernized or constructed. Eligibility for modernization funding is established separately for each school site, while eligibility for new construction is determined by the gap between a district's projected enrollment and its existing permanent classroom capacity. For purposes of State new construction grant eligibility, student housing capacity does not include relocatable classrooms.

Under the current program, school districts must apply and qualify for specific grant amounts, pursuant to various regulations and requirements. The amount, type, and process for securing grant funds is subject to periodic adjustment; therefore, the District has elected to maintain an active role in seeking and navigating the overall process. Currently, the District participates in SFP programs for facility modernization and new construction. These programs, and the District's current and projected eligibility and participation for program funding, are summarized below.

4.6.1 MODERNIZATION ELIGIBILITY

The SFP modernization program provides funds on a 60/40 State and local sharing basis for improvements that modernize or upgrade existing school facilities that are 25 years or older since original construction or last modernization. Table 7 shows the District's estimated amount of modernization eligibility based on the total number of permanent classrooms that meet the 25-year requirement. Future eligibility for the modernization of permanent classrooms of approximately \$18.9 million is anticipated in 2025, increasing thereafter to \$32.9 million in 2029 as newer District facilities age into eligibility.

Unlike new construction grants, the State does provide modernization grants for portable classroom facilities. Correspondingly, the District has approximately 26 portable classrooms as of fiscal year 2016 that are eligible for modernization grant funding of approximately \$3.9 million, increasing cumulatively to \$7.4 million by 2019 and periodically thereafter as indicated in Table 8. These amounts should be available to assist in the Phase 2 construction of 21st century classroom improvements at Righetti, Pioneer Valley, and Santa Maria high schools. The increase in dollar amounts shown for both tables since the last reporting period is a consequence of higher per-pupil grant values for each category of student that were approved by the State Allocation Board, effective January 1, 2016. All grant amounts were increased by approximately 2.79%.

Table 7: Districtwide Permanent Classroom Modernization Eligibility*

Site	Total CRs	CRs	FY 2014-24	CRs	FY 2025	CRs	FY 2029	CRs	FY 2035	Total
Delta HS	11	0	\$0	0	\$0	0	\$0	11	\$1,665,279	\$1,665,279
Righetti HS	59	0	\$0	59	\$8,931,951	0	\$0	0	\$0	\$8,931,951
Pioneer Valley HS	84	0	\$0	0	\$0	84	\$12,716,676	0	\$0	\$12,716,676
Santa Maria HS	74	0	\$0	66	\$9,991,674	8	\$1,211,112	0	\$0	\$11,202,786
Total	228	0	\$0	125	\$18,923,625	92	\$13,927,788	11	\$1,665,279	\$34,516,692
Cumulative CRs				125		217		228		
Cumulative Total					\$18,923,625		\$32,851,413		\$34,516,692	

*In current dollars. Sources: Santa Maria Joint Union High School District, OPSC

Table 8: Districtwide Portable Classroom Modernization Eligibility*

Site	CRs	FY 2016	CRs	FY 2017	CRs	FY 2019	CRs	FY 2020	CRs	FY 2021
Delta HS	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Righetti HS	16	\$2,422,224	4	\$605,556	1	\$151,389	6	\$908,334	2	\$302,778
Pioneer Valley HS	1	\$151,389	0	\$0	10	\$1,513,890	2	\$302,778	0	\$0
Santa Maria HS	9	\$1,362,501	0	\$0	8	\$1,211,112	6	\$908,334	11	\$1,665,279
Total	26	\$3,936,114	4	\$605,556	19	\$2,876,391	14	\$2,119,446	13	\$1,968,057
Cumulative CRs			30		49		63		76	
Cumulative Total				\$4,541,670		\$7,418,061		\$9,537,507		\$11,505,564

Site	CRs	FY 2022	CRs	FY 2024	CRs	FY 2025	CRs	FY 2024	CRs	FY 2025
Delta HS	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Righetti HS	7	\$1,059,723	4	\$605,556	0	\$0	1	\$151,389	0	\$0
Pioneer Valley HS	0	\$0	0	\$0	12	\$1,816,668	0	\$0	0	\$0
Santa Maria HS	0	\$0	0	\$0	0	\$0	0	\$0	12	\$1,816,668
Total	7	\$1,059,723	4	\$605,556	12	\$1,816,668	1	\$151,389	12	\$1,816,668
Cumulative CRs	83		87		99		100		112	
Cumulative Total		\$12,565,287		\$13,170,843		\$14,987,511		\$15,138,900		\$16,955,568

*In current dollars. Sources: Santa Maria Joint Union High School District, OPSC

4.6.2 NEW CONSTRUCTION ELIGIBILITY

The SFP new construction program provides State grants on a 50/50 State and local sharing basis for eligible projects that add student housing capacity to a school district. New construction grants may be used by the District at any existing or new school site. Table 9 shows the estimated amount in new construction grant funding for which the District is currently eligible. The total number of pupil grants remains the same as reported in prior periods, although the per-pupil grant amount has increased to \$14,311, resulting in a larger total amount of funding eligibility.

Based on a combined 2,634 pupil grants, the District currently qualifies for \$40.1 million in State new construction funding. This does not include an available allowance, if deemed needed by the State, for site development expenditures to accommodate required classroom improvements; an amount

generally assumed to equal around 15% of the State grant amount. If applied to all grants, this amount would yield an additional allocation of approximately \$6 million, increasing the projected total to approximately \$46.1 million. This amount would be subject to a dollar-for-dollar match from the District. However, new construction grants, like modernization grants, will be extremely limited until funding for the School Facilities Program is replenished at the State level.

Table 9: District’s Estimated New Construction Eligibility*

Grade Level	SFP Per-Pupil Grant	Est. Eligible Pupils	Est. State Grant (50%)	Est. Local Match (50%)	Project Total (100%)
9-12	\$14,311	2,389	\$34,188,979	\$34,188,979	\$68,377,958
Non-severe	\$19,984	144	\$2,877,696	\$2,877,696	\$5,755,392
Severe	\$29,881	101	\$3,017,981	\$3,017,981	\$6,035,962
Subtotal		2,634	\$40,084,656	\$40,084,656	\$80,169,312
Est. Site Service (15%)			\$6,012,698	\$6,012,698	\$12,025,397
Grand Total		2,634	\$46,097,354	\$46,097,354	\$92,194,709

* *In current dollars.* Sources: Santa Maria Joint Union High School District, OPSC

SECTION 5

RECOMMENDATIONS

It is recommended that the Board of Education:

- Approve and adopt this semi-annual Program update, including the master Program budget and master Program schedule, to officially guide the Reconfiguration and Facilities Program's continued implementation
- Consider the next semi-annual Program update at its regularly scheduled October 2016 meeting