

Pacific SD

Exhibit

Release Of Directory Information

E 5125.1

Students

The following exhibit is based on a model notice prepared by the U.S. Department of Education and should be modified to reflect district practice.

PARENT/GUARDIAN NOTICE RELEASE OF DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Pacific Elementary School District with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include this type of information from your child's education records in certain school and/or district publications. Examples include:

- * a playbill, showing your child's role in a drama production
- * the annual yearbook
- * honor roll or other recognition lists
- * graduation programs
- * sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require districts receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with students' names, addresses, and telephone listings, unless parents/guardians have advised the district that they do not want their child's information disclosed without their prior written consent.

If you do not want the district to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by ____ (insert date) _____. The district has designated the following information as directory information:

1. Name
2. Address
3. Telephone number
4. Email address
5. Date of birth
6. Major field of study
7. Dates of attendance
8. Degrees and awards received
9. Most recent previous school attended

The district also may disclose your child's student identification number, user identification, or other unique personal identifier used to communicate in electronic systems, provided it cannot be used to access education records without a personal identification number (PIN), password, or other factor that only the authorized user knows. Your child's social security number will not be used for this purpose.

Pacific SD

Board Policy

Sexual Harassment

BP5145.7(a)

BP 5145.7

Students

~~The Board of Trustees is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in district complaint processes.~~

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~
~~(cf. 1312.3 - Uniform Complaint Procedures)~~
~~(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)~~

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

(cf. [1312.1](#) - Complaints Concerning District Employees)

(cf. [5131](#) - Conduct)

(cf. [5131.2](#) - Bullying)

(cf. [5137](#) - Positive School Climate)

(cf. [5141.4](#) - Child Abuse Prevention and Reporting)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [6142.1](#) - Sexual Health and HIV/AIDS Prevention Instruction)

Sexual Harassment

BP 5145.7(b)

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. [1312.3](#) - Uniform Complaint Procedures)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent/Principal or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex *and could involve sexual violence*
2. A clear message that students do not have to endure sexual harassment *under any circumstance.*
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. *A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved*
- 4.5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. *Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable*

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Sexual Harassment

BP 5145.7(c)

Complaint Process

~~Any student who feels that he/she is being or has been sexually harassed by a school employee, another student, or a non-employee on school grounds or at a school-related activity (e.g., a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.~~

~~(cf. 1312.1 – Complaints Concerning District Employees)
(cf. 5141.4 – Child Abuse Prevention and Reporting)~~

~~The Superintendent/Principal or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent/Principal or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.~~

Disciplinary Actions

Any student who engages in sexual harassment *or sexual violence* ~~of anyone~~ at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-6, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. [5144](#) - Discipline)

(cf. [5144.1](#) - Suspension and Expulsion/Due Process)

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

(cf. [4117.4](#) - Dismissal)

(cf. [4117.7](#) - Employment Status Report)

(cf. [4118](#) - Suspension/Disciplinary Action)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [4119.11/4219.11/4319.11](#) - Sexual Harassment)

Sexual Harassment

BP 5145.7(d)

~~(cf. 5131 – Conduct)~~

~~(cf. 5144.1 – Suspension and Expulsion/Due Process)~~
~~(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities))~~

~~Confidentiality and Record-Keeping~~

~~All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)~~

~~(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privileged Information)~~

~~(cf. 5125 – Student Records)~~

The Superintendent/Principal or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the school.

(cf. [3580](#) - District Records)

~~Legal Reference:~~

~~EDUCATION CODE~~

~~200-262.4 Prohibition of discrimination on the basis of sex~~

~~48900 Grounds for suspension or expulsion~~

~~48900.2 Additional grounds for suspension or expulsion; sexual harassment~~

~~48904 Liability of parent/guardian for willful student misconduct~~

~~48980 Notice at beginning of term~~

~~CIVIL CODE~~

~~51.9 Liability for sexual harassment; business, service and professional relationships~~

~~1714.1 Liability of parents/guardians for willful misconduct of minor~~

~~GOVERNMENT CODE~~

~~12950.1 Sexual harassment training~~

~~CODE OF REGULATIONS, TITLE 5~~

~~4600-4687 Uniform Complaint Procedures~~

~~4900-4965 Nondiscrimination in elementary and secondary education programs~~

~~UNITED STATES CODE, TITLE 20~~

~~1681-1688 Title IX, discrimination~~

~~UNITED STATES CODE, TITLE 42~~

~~1983 Civil action for deprivation of rights~~

~~2000d-2000d-7 Title VI, Civil Rights Act of 1964~~

Sexual Harassment

BP 5145.7(e)

~~2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended~~

~~CODE OF FEDERAL REGULATIONS, TITLE 34~~

~~106.1-106.71 Nondiscrimination on the basis of sex in education programs~~

~~COURT DECISIONS~~

~~Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447~~

Management Resources:

~~OFFICE FOR CIVIL RIGHTS PUBLICATIONS~~

~~Sexual Harassment: It's Not Academic, September 2008
Revised Sexual Harassment Guidance, January 2001~~

~~WEB SITES~~

~~California Department of Education: <http://www.cde.ca.gov>
U.S. Department of Education, Office for Civil Rights:—
<http://www.ed.gov/about/offices/list/ocr/index.html>~~

Legal Reference:

EDUCATION CODE

[200-262.4](#) Prohibition of discrimination on the basis of sex
[48900](#) Grounds for suspension or expulsion
[48900.2](#) Additional grounds for suspension or expulsion; sexual harassment
[48904](#) Liability of parent/guardian for willful student misconduct
[48980](#) Notice at beginning of term

CIVIL CODE

[51.9](#) Liability for sexual harassment; business, service and professional relationships
[1714.1](#) Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

[12950.1](#) Sexual harassment training

CODE OF REGULATIONS, TITLE 5

[4600-4687](#) Uniform complaint procedures
[4900-4965](#) Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

[1221](#) Application of laws
[1232g](#) Family Educational Rights and Privacy Act
[1681-1688](#) Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights
[2000d-2000d-7](#) Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
[99.1-99.67](#) Family Educational Rights and Privacy
[106.1-106.71](#) Nondiscrimination on the basis of sex in education programs

Sexual Harassment

BP 5145.7(f)

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Proposed Updated Board Policy

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy PACIFIC SCHOOL DISTRICT

adopted: October 15, 2009 Davenport, California

revised: XXXX Davenport, California

Pacific SD

Board Policy

Questioning And Apprehension By Law Enforcement

BP 5145.11

Students

The Governing Board believes that the safety of district students and staff is essential to achieving the goal of student learning. In accordance with standards specified in law, law enforcement officers may interview and question students on school premises and may remove them when appropriate.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.12 - Search and Seizure)

The Superintendent or designee shall collaborate with local law enforcement agencies to establish procedures which enable law enforcement officers to carry out their duties on school campus, including, when necessary, the questioning and/or apprehension of students.

When any law enforcement officer requests an interview with a student, the Superintendent/Principal or designee shall request the officer's identity, his/her official capacity, and the legal authority under which the interview is to be conducted. The Superintendent/Principal or designee shall maintain a record of all documentation relative to law enforcement interviews of students.

The Superintendent/Principal or designee shall accommodate the interview in a way that causes the least possible disruption for the student and school and provides the student appropriate privacy.

At the law enforcement officer's discretion and with the student's approval, the Superintendent/Principal or designee may be present during the interview.

Except in cases of child abuse or neglect, the Superintendent/Principal or designee shall attempt to notify the student's parent/guardian as soon as practicable after the law enforcement officer has interviewed the student on school premises.

If a minor student is removed from school into the custody of law enforcement, the principal or designee shall immediately notify the parent/guardian or responsible relative regarding the student's release and the place to which he/she is reportedly being taken, except when the minor has been taken into custody as a victim of suspected child abuse. (Education Code 48906)

Subpoenas

Although subpoenas may legally be served at school on students age 12 or older, the Board believes that serving officials should be strongly urged to serve subpoenas at the home of the student whenever possible. When served at school, the Superintendent/Principal or designee shall take reasonable steps to protect the student's privacy rights and to minimize loss of class time for the student.

Legal Reference:

EDUCATION CODE

44807 Duty concerning conduct of pupils

48264 Arrest of truants

48265 Delivery of truant

48902 Notice to law enforcement authorities

48906 Release of minor pupil to peace officers; notice to parent, guardian

48909 Narcotics and other hallucinogenic drugs (re arrest)

CODE OF CIVIL PROCEDURE

416.60 Service of summons or complaint to a minor

PENAL CODE

830-832.17 Peace officers

1328 Service of subpoena

WELFARE AND INSTITUTIONS CODE

627 Custody of minor

CODE OF REGULATIONS, TITLE 5

303 Duty to remain at school

COURT DECISIONS

Camreta v. Greene, (2011) 131 S.Ct. 2020

People v. Lessie, (2010) 47 Cal. 4th 1152

In re William V., (2003) 111 Cal.App.4th 1464

ATTORNEY GENERAL OPINIONS

54 Ops.Cal.Atty.Gen. 96 (1971)

34 Ops.Cal.Atty.Gen. 93 (1959)

Management Resources:

WEB SITES

California Department of Justice, Office of the Attorney General: <http://oag.ca.gov>

Policy PACIFIC SCHOOL DISTRICT

adopted: October 15, 2009 Davenport, California

revised: xxxx

Davenport, California

Pacific SD

Board Policy

Preschool/Early Childhood Education

BP 5148.3

Students

The Board of Trustees recognizes that high-quality preschool experiences for children ages 3-4 years help them develop knowledge, skills, and attributes necessary to be successful in school and provide for a smooth transition into the elementary education program. Such programs should provide developmentally appropriate activities in a safe, well-supervised, cognitively rich environment.

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

Collaboration with Community Programs

other public agencies, organizations, the county office of education, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs. The Superintendent/Principal or designee shall collaborate with *the local child care and development planning council*, other agencies, organizations, the county office of education, and private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a community-wide plan to increase children's access to high-quality preschool programs.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

Information about preschool options in the community shall be provided to parents/guardians upon request.

The Superintendent/Principal or designee shall establish partnerships with feeder preschools to facilitate articulation of the preschool curriculum with the district's elementary education program.

District Preschool Programs

The district may contract with the California Department of Education (CDE) to offer a program through the California State Preschool Program (CSPP) pursuant to Education Code [8235-8239](#). The CSPP consolidates a number of state programs that serve children ages 3-4, including state preschool programs (Education Code [8235-8237](#)), family literacy programs (Education Code [8238-8238.4](#)), and general child care and development programs to the extent that they serve children ages 3-4 (Education Code [8240-8244](#)). Children ages 3-4 years from low-income or otherwise disadvantaged families may be eligible for subsidized services. See the accompanying administrative regulation for major program requirements for CSPP.

Preschool programs also may receive funding through the state migrant child care and development program (Education Code [8230-8233](#)), state program for severely disabled children (Education Code [8250-8252](#)), federal Head Start program (42 USC [9831-9852](#)), Title I preschool program (20 USC [6311-6322](#)), or other funding sources available to the district.

When the Board determines that it is feasible, *the district may contract with the California Department of Education (CDE) to provide* ~~the district may provide~~ preschool services in facilities at or near the district school.

The Board shall approve for the district's preschool program a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR [18272-18281](#) and the accompanying administrative regulation. (5 CCR [18271](#))

giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

The Board shall set priorities for establishing or expanding services as resources become available, ~~In so doing, the Board shall~~ giving consideration to the benefits of providing early education programs for at-risk children ~~and/or children residing in the attendance areas of the lowest performing district schools.~~

(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.4 - Quality Education Investment Schools)
(cf. 6171 - Title I Programs)

On a case-by-case basis, the Board shall determine whether the district shall directly administer preschool programs or contract with public or private providers to offer such programs.

Facilities for preschool classrooms shall be addressed in the district's comprehensive facilities plan, including an assessment as to whether adequate and appropriate space exists on the school site. As necessary, the Superintendent/Principal or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations.

(cf. 7110 - Facilities Master Plan)

(cf. 7210 - Facilities Financing)

To enable children of working parents/guardians to participate in the district's preschool program, the Superintendent/Principal or designee shall recommend strategies to provide a full-day program and/or to link to other full-day child care programs in the district or community to the extent possible.

(cf. 5148 - Child Care and Development)

(cf. 5148.1 - Child Care Services for Parenting Students)

(cf. 5148.2 - Before/After School Programs)

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent/Principal or designee shall involve them in program planning.

Program staff shall encourage volunteerism in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

(cf. 1240 - Volunteer Assistance)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall coordinate planning efforts for the district's preschool program, transitional kindergarten program, and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge.

(cf. [6011](#) - Academic Standards)

(cf. [6170.1](#) - Transitional Kindergarten)

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by the CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

~~The district's program shall be aligned with preschool learning foundations published by the California Department of Education which identify the knowledge, skills, and~~

~~competencies that children typically attain as they complete their first or second year of preschool. Program components shall address social-emotional, physical, and cognitive development in key areas that are necessary for kindergarten readiness.~~

The district's preschool program shall provide appropriate services to support the needs of English learners and children with disabilities.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6174 - Education for English Language Learners)

To maximize the ability of children to succeed in the preschool program, program staff shall support children's health through proper nutrition and physical activity and shall provide or make referrals to health and social services.

(cf. 3550 - Food Services/Child Nutrition Program)
(cf. 5030 - Student Wellness)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.6 - School Health Services)

The Superintendent/Principal or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

(cf. 4112.2 - Certification)
(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 4112.5/4312.5 - Criminal Record Check)
(cf. 4131 - Staff Development)
(cf. 4212.5 - Criminal Record Check)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (CCR 18105; 22 CCR [101218](#))

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code [8263](#) and 5 CCR [18106](#).

The Superintendent/Principal or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 18279)

The Superintendent/Principal or designee shall regularly report to the Board regarding enrollments in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

~~8200-8499.10 Child Care and Development Services Act, especially:~~

~~8200-8209 General provisions for child care and development services~~

~~8230-8233 Migrant child care and development program~~

~~8235-8239 California state preschool program~~

~~8250-8252 Programs for children with special needs~~

~~8263 Eligibility and priorities for subsidized child development services~~

~~8300-8303 Early Learning Quality Improvement System Advisory Committee~~

~~8360-8370 Personnel qualifications~~

~~8400-8409 Contracts~~

~~8493-8498 Facilities~~

~~8499.3-8499.7 Local child care and development planning councils~~

~~54740-54749 Cal SAFE program for pregnant/parenting students and their children~~

HEALTH AND SAFETY CODE

~~1596.70-1596.895 California Child Day Care Act~~

~~1596.90-1597.21 Day care centers~~

~~120325-120380 Immunization requirements~~

CODE OF REGULATIONS, TITLE 5

~~18000-18434 Child care and development programs~~

~~80105-80125 Permits authorizing service in child development programs~~

UNITED STATES CODE, TITLE 20

~~6311-6322 Title I, relative to preschool~~

~~6319 Qualifications for teachers and paraprofessionals~~

~~6371-6376 Early Reading First~~

~~6381-6381k Even Start family literacy programs~~

~~6391-6399 Education of migratory children~~

UNITED STATES CODE, TITLE 42

~~9831-9852 Head Start programs~~

~~9858-9858q Child Care and Development Block Grant~~

CODE OF FEDERAL REGULATIONS, TITLE 22

~~101151-101239.2 General requirements, licensed child care centers, including:~~

~~101151-101163 Licensing and application procedures~~

~~101212-101231 Continuing requirements~~

~~101237-101239.2 Facilities and equipment~~

CODE OF FEDERAL REGULATIONS, TITLE 45

~~1301-1310 Head Start~~

Management Resources:

CSBA PUBLICATIONS

~~Expanding Access to High Quality Preschool Programs: A Resource and Policy Guide for School Leaders, 2005~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Preschool Learning Foundations, Vol. 1, 2008

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2007

Prekindergarten Learning Development Guidelines, 2000

First Class: A Guide for Early Primary Education, 1999

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS

08-13 California State Preschool Program, November 2008

01-06 The Desired Results for Children and Families System, May 31, 2001

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Good Start, Grow Smart, April 2002

WEB SITES

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

California Association for the Education of Young Children: <http://www.caeyc.org>

California Children and Families Commission: <http://www.ccfcc.ca.gov>

California County Superintendent Educational Services Association: <http://www.cesesa.org>

California Department of Education: <http://www.cde.ca.gov>

California Head Start Association: <http://caheadstart.org>

California Preschool Instructional Network: <http://www.epin.us>

Child Development Policy Institute: <http://www.edpi.net>

Cities, Counties, and Schools Partnership: <http://www.ccspartnership.org>

First 5 Association of California: <http://www.f5ac.org>

National Institute for Early Education Research: <http://nieer.org>

National School Boards Association: <http://www.nsba.org>

Preschool California: <http://www.preschoolcalifornia.org>

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

Legal Reference:

EDUCATION CODE

[8200-8499.10](#) *Child Care and Development Services Act, especially:*

[8200-8209](#) *General provisions for child care and development services*

[8230-8233](#) *Migrant child care and development program*

[8235-8239](#) *California State Preschool Program*

[8240-8244](#) *General child care and development programs*

[8250-8252](#) *Programs for children with special needs*

[8263](#) *Eligibility and priorities for subsidized child development services*

[8263.3](#) *Disenrollment of families due to reduced funding levels*

[8300-8303](#) *Early Learning Quality Improvement System Advisory Committee*

[8360-8370](#) *Personnel qualifications*

[8400-8409](#) *Contracts*

[8493-8498](#) *Facilities*

[8499.3-8499.7](#) *Local child care and development planning councils*

[48000](#) *Transitional kindergarten*

HEALTH AND SAFETY CODE

[1596.70-1596.895](#) *California Child Day Care Act*

[1596.90-1597.21](#) *Day care centers*

[120325-120380](#) *Immunization requirements*

CODE OF REGULATIONS, TITLE 5

[18000-18434](#) *Child care and development programs, especially:*

[18130-18136](#) *California State Preschool Program*

[18295](#) *Waiver of qualifications for site supervisor*

[80105-80125](#) *Permits authorizing service in child development programs*

UNITED STATES CODE, TITLE 20

[6311-6322](#) *Title I, relative to preschool*

[6319](#) *Qualifications for teachers and paraprofessionals*

[6371-6376](#) Early Reading First
[6381-6381k](#) Even Start family literacy programs
[6391-6399](#) Education of migratory children
UNITED STATES CODE, TITLE 42
[9831-9852](#) Head Start programs
[9858-9858q](#) Child Care and Development Block Grant
CODE OF FEDERAL REGULATIONS, TITLE 22
101151-101239.2 General requirements, licensed child care centers, including:
101151-101163 Licensing and application procedures
101212-101231 Continuing requirements
101237-101239.2 Facilities and equipment
OF FEDERAL REGULATIONS, TITLE 45
1301-1310 Head Start

Management Resources:

CSBA PUBLICATIONS

Expanding Access to High-Quality Preschool Programs, 2008
California Preschool Learning Foundations
14-02 Enrolling and Reporting Children in California State Preschool Programs, April 2014
12-08 Disenrollment Due to 2012-13 Budget Reduction for California State Preschool Programs, Management Bulletin, July 2012
Dream Big for Our Youngest Children: Final Report of the California Early Learning Quality Improvement System Advisory Committee, 2010
Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009
Prekindergarten Learning Development Guidelines, 2000
First Class: A Guide for Early Primary Education, 1999
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Good Start, Grow Smart, April 2002

WEB SITES

CSBA: <http://www.csba.org>
California Association for the Education of Young Children: <http://www.caeyc.org>
California Children and Families Commission: <http://www.cafc.ca.gov>
California County Superintendents Educational Services Association: <http://www.ccsesa.org>
California Department of Education: <http://www.cde.ca.gov>
California Head Start Association: <http://caheadstart.org>
California Preschool Instructional Network: <http://www.cpin.us>
Child Development Policy Institute: <http://www.cdpi.net>
Cities, Counties, and Schools Partnership: <http://www.ccspartnership.org>
First 5 Association of California: <http://www.f5ac.org>
National Institute for Early Education Research: <http://nieer.org>
National School Boards Association: <http://www.nsba.org>
Preschool California: <http://www.preschoolcalifornia.org>
U.S. Department of Education: <http://www.ed.gov>

Policy PACIFIC SCHOOL DISTRICT

adopted: October 15, 2009 Davenport, California
revised: XXXX Davenport, California

Pacific SD

Exhibit

Release Of Directory Information

E 5125.1

Students

The following exhibit is based on a model notice prepared by the U.S. Department of Education and should be modified to reflect district practice.

PARENT/GUARDIAN NOTICE RELEASE OF DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Pacific Elementary School District with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include this type of information from your child's education records in certain school and/or district publications. Examples include:

- * a playbill, showing your child's role in a drama production
- * the annual yearbook
- * honor roll or other recognition lists
- * graduation programs
- * sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require districts receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with students' names, addresses, and telephone listings, unless parents/guardians have advised the district that they do not want their child's information disclosed without their prior written consent.

If you do not want the district to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by ____ (insert date) _____. The district has designated the following information as directory information:

1. Name
2. Address
3. Telephone number
4. Email address
5. Date of birth
6. Major field of study
7. Dates of attendance
8. Degrees and awards received
9. Most recent previous school attended

The district also may disclose your child's student identification number, user identification, or other unique personal identifier used to communicate in electronic systems, provided it cannot be used to access education records without a personal identification number (PIN), password, or other factor that only the authorized user knows. Your child's social security number will not be used for this purpose.

Pacific Elementary School District

Board of Trustees Meeting
Thursday, April 20, 2017 @ 4:00 PM
Pacific Elementary School, Davenport, CA

Pacific School Mission Statement

Pacific School's mission is to prepare children for life through experiential learning that addresses the needs of the whole child. We create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, a positive self-image, and cross-cultural understanding.

All persons are encouraged to attend and, where appropriate, to participate in, meetings of the Pacific School Board of Trustees. Persons wishing to address the Board are asked to state their names for the record. Consideration of all matters is conducted in open session except for those relating to litigation, personnel, and employee negotiations, which, by law, may be considered in executive (closed) session.

Meeting facilities are accessible to persons with disabilities. By request, alternative agenda document formats are available to persons with disabilities. To arrange an alternative agenda document format or to arrange aid or services to modify or accommodate persons with a disability to participate in a public meeting, please provide a written request to: Eric Gross, Superintendent/Principal at the Pacific School District Office at least three working days prior to any public meeting.

Board Meeting Meeting

1. OPENING PROCEDURES FOR OPEN SESSION

1.1. Call to Order

1.2. Roll Call & Establishment of Quorum

1.2.1. Gwyne Rhabyt, Board President - Present

1.2.2. Don Croll, Board Trustee - Absent

1.2.3. Leanne Salandro, Board Trustee – Present

Others present: Eric Gross, Elizabeth Andrews, Samira Hartje

1.3. Approval of the agenda for April 20th, 2017

1.3.1. Agenda deletions, additions, or changes of sequence

The FoodLab budget will be discussed when Emelia Miguel is able to arrive at the meeting. A typo was fixed in the numbering of the resolutions. No other changes to the agenda. Mr. Rhabyt moved, Ms. Salandro seconded. 2 in favor, 0 opposed, 0 abstentions, 1 absence.

2. PUBLIC COMMENTS

2.1. For items not on the agenda, this is an opportunity for the public to address the board directly related to school business. The Board President may allot time to those wishing to speak, but no action will be taken on matters presented (EC §35145.5).

2.2. For items on the agenda, the public will have the opportunity to speak at the time the agenda item is discussed. Please address the Board President.

None.

3. REPORTS

3.1. Superintendent Report

Mr. Gross met with PG&E about the large gas line running along Marine View. The line hydrostatically tested on a regular basis and meets all standard regulations.

Mr. Gross met with Tierra Pacifica. They have some similar challenges and opportunities as Pacific School, and they will continue to share information in the future.

The aides had another day of training, bringing total aide training days for 2016-17 up to 4.

Mr. Gross met with FEMA regarding the damage caused by the roof leak in January.

The county got a grant to start it's own teacher credentialing program and help provide tuition. One of our aides will be starting the new program next year. There is a looming teacher shortage. Other superintendents of small districts have seen the number of applicants per teaching position go from over 200 to less than 20. The county is also trying to get a program going to help teachers with down payments on housing.

Mr. Gross was on the hiring committee for the Davenport Resource Center which is hiring a new director.

3.2. Board Member Reports

Ms. Salandro will be moving out of the district over the summer and has resigned effective the end of the school year.

3.3. School Site Council Report

Site Council discussed budget cuts at their last meeting. Site Council will now also serve as the Preschool Advisory Board.

3.4. Parents Club Report

There was some discussion about the drama program both at the Parents' Club meeting and at the Board Meeting tonight. Mr. Rhabyt recommended having all the stakeholders meet in September and decide together what plan would work best for that school year. Ms. Hartje recommended considering moving drama productions to the fall.

Parents' Club is below its fundraising goal.

4. CONSENT AGENDA: These matters may be passed by one roll call motion. Board Members may remove items from the agenda for a separate discussion and vote.

4.1. Approval of Minutes of the Board Meetings on March 16th, 2017

- 4.2. Approval of Warrant Registers
- 4.3. Approval of MOU with CSUMB regarding Interns and Mentors
- 4.4. Approval of new hire: Krystal Kmiechick as SCIA
- 4.5. Accept letter of resignation: Krystal Kmiechick as SCIA
- 4.6. Accept Property Tax & Principal Tax Apportionment data
- 4.7. Accept Preschool Immunization Report

Approved with no changes. Mr. Rhabyt moved, Ms. Salandro seconded. 2 in favor, 0 opposed, 0 abstentions, 1 absence.

5. PUBLIC HEARINGS

- 5.1. None

6. BOARD RESOLUTIONS

- 6.1. Resolution 2017-18: To Borrow from the County Office of Education to PESD
- 6.2. Resolution 2017-19: Temporary Cash Loans from the County Board of Supervisors to Pacific ESD

Approved with no changes. Mr. Rhabyt moved, Ms. Salandro seconded. 2 in favor, 0 opposed, 0 abstentions, 1 absence.

7. ITEMS TO BE TRANSACTED AND/OR DISCUSSED

- 7.1. Resignation of Trustee Leanne Salandro from the Board and the process of appointing a new Trustee

Interested applicants should express their interest to Mr. Gross and attend the next Board meeting.

- 7.2. Second Interim Report – Staff will share the 2nd Interim budget analysis and steps being taken to address concerns about deficit spending

The County gave us a positive certification for our 2nd interim budget, but strongly recommended identifying additional cuts to bring future years' budgets into balance.

The Board discussed the changes to the music program for next year. Mr. Rhabyt reiterated the importance of making all school music offerings free to students who could not afford the applicable fees.

The Board discussed restructuring aides. Terra Barsanti presented a letter explaining the need for aides in her classroom. The Board directed the superintendent to allocate aide time in a manner that makes sense for the needs of the different classrooms and students.

The Board reviewed some of the budget cuts discussed at previous meetings for the benefit of Mr. Rhabyt, who was absent.

- 7.3. FoodLab Budget – Staff will report on FoodLab budget and proposals for increasing revenue & decreasing expenses

Ms. Miguel presented on the FoodLab budget. She recommends increasing revenue

rather than decreasing costs. Food is 37% of total costs. The rest is pretty much labor.

Revenue streams are sale of food, reimbursements from federal and state, catering, and fundraising.

84% of students order school lunches on any given day. This is a record-breaking participation rate for the county, given our relatively low free and reduced priced lunch rate.

Absences reduce FoodLab revenues. If every student attended every day FoodLab would bring in about \$4,000 more.

Prices of lunches could be increased. Current prices: Students - \$3.50, Staff - \$4.00, Non-Staff Adults - \$5.00. Ms. Miguel recommended increasing prices to \$3.60, \$4.25, and \$5.50.

Ms. Miguel also is putting together a cookbook sales fundraiser and increasing their grant application efforts. Also, we could consider contracting with a local farmer to grow some or most of our produce. This would save us a little money on produce but also open doors to new grants.

Finally, Ms. Miguel recommends exploring moving recess to before lunch.

After discussion, the Board agreed that the Adult price would be \$5.65, staff would get the 25% and pay \$4.25, and the student price would be \$3.60. The Food Services Director will review sales halfway through 2017-18 and consider possible additional changes at that time.

7.4. Interns and Stipends – Staff will report on current status of Interns and proposal for compensation

School Psychologist Will Rosse brings many UCSC undergraduate interns to Pacific School. Other districts do not pay stipends. Mr. Gross and Ms. Andrews presented a proposal to pay interns a \$250 stipend for 100-140 hours in one UCSC quarter and \$500 for more than 140 hours in one UCSC quarter, if and only if both Eric Gross and Will Rosse confirm that their internship was completed at an appropriate quality of effort and they complete appropriate new hire paperwork.

After discussion, the Board accepted the internship stipend proposal as presented. Mr. Rhabyt moved, Ms. Salandro seconded. 2 in favor, 0 opposed, 0 abstentions, 1 absence.

7.5. Instructional Minutes – Staff will propose bell schedule for increasing instructional minutes in 2017-18

Ms. Andrews proposed increasing instructional minutes by moving the beginning of school from 8:45 to 8:40 and extending all short days (Wednesdays, conference week days, and the last day of school) from 12:30 to 2:00.

Approved as proposed. Mr. Rhabyt moved, Ms. Salandro seconded. 2 in favor, 0 opposed, 0 abstentions, 1 absence.

7.6. Approval of Board Policies, Administrative Regulations, Board Bylaws, & Exhibits

7.6.1. BP & AR 5022 Privacy

7.6.2. BP 5030 Wellness

7.6.3. BP 5111.1 Residency

Approved as presented. Mr. Rhabyt moved, Ms. Salandro seconded. 2 in favor, 0 opposed, 0 abstentions, 1 absence.

The remaining of the agenda was tabled to the next meeting.

7.7. District Goals & Metrics – Adoption of goals for district, with metrics for measuring progress toward goals

7.8. Board Self-Evaluation -- The Board will examine their efficacy using a rating tool

7.9. Superintendent Evaluation – The Board will evaluate the performance of the Superintendent

8. SCHEDULE OF COMING EVENTS

8.1. Next Regular Board Meeting: May 18th, 2017

The Board added a Meeting for June 1st. The June 15th meeting was changed to June 28th.

9. CLOSED SESSION

10. REPORT OF ACTIONS TAKEN IN CLOSED SESSION

11. ADJOURNMENT

If requested, this agenda shall be made available in appropriate alternative formats to persons with a disability, as required by section 202 of the Americans with Disabilities Act (42 U.S.C. section 12132) and the federal rules and regulations implementing the Act. Individuals requesting a disability-related modification or accommodation may contact the District Office.

The board book for this meeting, including this agenda and any back-up materials, may be viewed or downloaded online: <http://www.pacificesd.org/governance.html> or may be viewed at the school: 50 Ocean St. Davenport CA 95017.

Translation Requests: Spanish language translation is available on an as-needed basis.

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Frank Zotter, Jr.

Of Counsel
Robert J. Henry
Janna L. Lambert
Virginia A. Riegel

MEMORANDUM

To: Santa Cruz County Clients

From: Carl D. Corbin, General Counsel *CDC*

Date: August 21, 2015

Re: Master Interdistrict Transfer Agreement

Recently, it has come to our attention that some school districts in Santa Cruz County do not have a “master” Interdistrict Transfer (“IDT”) agreement with other school districts in the County. As described in the February 24, 2011, Legal Update No. 02-2011 from our office, Assembly Bill 2444 requires that in the absence of a master IDT agreement, a school district is precluded from either rescinding an individual IDT permit or from requiring the individual student to re-apply for the permit.

Education Code section 46600(a)(1) provides:

... Once a pupil in kindergarten or any of grades 1 to 12, inclusive, is enrolled in a school pursuant to this chapter, the pupil shall not have to reapply for an interdistrict transfer, and the governing board of the school district of enrollment shall allow the pupil to continue to attend the school in which he or she is enrolled, except as specified in paragraphs (2) and (4).

Education Code section 46600(a)(2) provides:

The agreement shall stipulate the terms and conditions under which interdistrict attendance shall be permitted or denied. The agreement may contain standards for reapplication agreed to by the district of residence and the district of attendance that differ from the requirements prescribed by paragraph (1). The agreement may stipulate terms and conditions established by the district of residence and the district of enrollment under which the permit may be revoked.

Based on the above, if a district accepts a student and provides an individual IDT permit but the receiving district does not have a “master” IDT



agreement with the sending district, then both districts will be precluded from rescinding the individual IDT permit and will be precluded from requiring the student to reapply annually.

Therefore, our office strongly advises that a county-wide master IDT agreement be adopted as soon as possible.¹ The adoption of such a master agreement will then allow for the issuance of individual IDT permits for specific students.² The adoption of a master agreement still allows each individual district to develop its own policies and regulations governing the issuance and revocation of individual student IDT permits.

For your convenience, included with this memorandum is a sample master IDT agreement implemented in Sonoma County. Please contact our office for any questions regarding this matter.

¹ Please be aware that the master IDT agreement is limited to a term of five years after which it will need to be renewed for up to another five years and so forth. See Education Code section 46600(a)(1).

² Education Code section 46600(a)(3).

Pacific Elementary School District

Board of Trustees Meeting
Thursday, May 18th, 2017 @ 4:00 PM
Pacific Elementary School, Davenport, CA

Pacific School Mission Statement

Pacific School's mission is to prepare children for life through experiential learning that addresses the needs of the whole child. We create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, a positive self-image, and cross-cultural understanding.

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Board Meeting Agenda

1. OPENING PROCEDURES FOR OPEN SESSION

- 1.1. Call to Order
- 1.2. Roll Call & Establishment of Quorum
 - 1.2.1. Gwyan Rhabyt, Board President
 - 1.2.2. Don Croll, Board Trustee
 - 1.2.3. Leanne Salandro, Board Trustee
- 1.3. Approval of the agenda for May 18th, 2017
 - 1.3.1. Agenda deletions, additions, or changes of sequence

2. PUBLIC COMMENTS

- 2.1. For items not on the agenda, this is an opportunity for the public to address the board directly related to school business. The Board President may allot time to those wishing to speak, but no action will be taken on matters presented (EC §35145.5).
- 2.2. For items on the agenda, the public will have the opportunity to speak at the time the agenda item is discussed. Please address the Board President.

3. REPORTS

- 3.1. Superintendent Report
- 3.2. Board Member Reports
- 3.3. School Site Council Report
- 3.4. Parents Club Report

4. CONSENT AGENDA: These matters may be passed by one roll call motion. Board

Members may remove items from the agenda for a separate discussion and vote.

4.1. Approval of Minutes of the Board Meetings on April 20th, 2017

4.2. Approval of Warrant Registers

4.3. Inter-district Transfer Agreement

4.4. Accept resignation of Elise Scheuermann, Aide

4.5. Accept summary & analysis of Governor's May Budget Revision

5. PUBLIC HEARINGS

5.1. Proposed increase in statutory school fees imposed on new residential and commercial/industrial development projects pursuant to Education Code §17620

6. BOARD RESOLUTIONS

6.1. Resolution 2017-20 Resolution to increase statutory school fees imposed on new residential and commercial/industrial development projects pursuant to Education Code §17620

6.2. Resolution 2017-21 Resolution to adopt a Conflict of Interest Code for Trustees and the Superintendent/Principal

6.3. Resolution 2017-22 Resolution in Support of SB 751 to Fix the Reserve Cap

7. ITEMS TO BE TRANSACTED AND/OR DISCUSSED

7.1. Provisional appointment of Interim Trustee to fill vacancy created by resignation of Trustee Knapp. Candidates will be interviewed and a selection will be made at this meeting. (Ed Code 5091)

7.2. Approval of Board Policies, Administrative Regulations, Board Bylaws, & Exhibits

7.2.1. BP 3513.3 Tobacco-Free Schools

7.2.2. BP 3515.2 Disruptions

7.2.3. BP & AR 4119.11 Sexual Harassment

7.2.4. BP 5111.1 District Residency

7.2.5. BP 5113 Absences And Excuses

7.2.6. BP 5113.1 Chronic Absence And Truancy

7.2.7. BP & AR 5123 Promotion/Acceleration/Retention

7.2.8. BP 5131 Conduct

7.2.9. BP 5131.62 Tobacco

7.2.10. BP 5131.7 Weapons And Dangerous Instruments

7.2.11. BP 5141 Health Care And Emergencies

7.2.12. BP 5141.27 Food Allergies/Special Dietary Needs

7.2.13. BP 5141.3 Health Examinations

7.2.14. BP 5141.4 Child Abuse Prevention And Reporting

7.2.15. BP 5145.11 Questioning And Apprehension By Law Enforcement

7.2.16. BP 5145.7 Sexual Harassment

7.2.17. BP & AR 5148.3 Preschool/Early Childhood Education

7.2.18. E 5125.1 Release of Directory Information

7.3. Approve Contracts: both classified and certificated contracts for 2017-18

7.4. Adding Position – Approval of creation of new SCIA position and pay scale

7.5. Textbook Adoption – Adoption of English Language Arts curriculum

http://www.benchmarkeducation.com/online/Publications/BE2964_Benchmark_Advance_Overview/0001_BE2964_page01FrontCover.pdf_FlexPaper-Joined.php

- 7.6. Preschool Self-Evaluation – Approve evaluation of preschool program
- 7.7. Proposition 39 – Discuss options for energy improvement projects utilizing funds from Proposition 39
- 7.8. District Goals & Metrics – Adoption of goals for district, with metrics for measuring progress toward goals
- 7.9. Board Self-Evaluation -- The Board will examine their efficacy using a rating tool
- 7.10. Superintendent Evaluation – The Board will evaluate the performance of the Superintendent
- 7.11. Test Results & Subgroups
- 7.12. LCAP

8. SCHEDULE OF COMING EVENTS

- 8.1. Next Regular Board Meeting: June 6th, 2017

9. CLOSED SESSION

10. REPORT OF ACTIONS TAKEN IN CLOSED SESSION

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Payables Prelist**5-5-2017 ()****PSD****Check****39 - AT&T**

PO 17-00725-4/24/2017	01-0000-0-0000-2700-5900-200-2801	\$92.58
		\$92.58

249 - California Department of Education

PO 17-00741-5-5-2017	13-5310-0-0000-3700-4700-200-3101	\$46.80
		\$46.80

255 - Central Coast System

PO 17-00727-4/30/2017	01-0000-0-0000-8100-5563-200-2801	\$105.00
		\$105.00

146 - Theresa Cicchinelli

PO 17-00723-reimbursement	01-1100-0-1110-1000-4300-204-3000	\$106.55
PO 17-00724-reimbursement	01-1100-0-1110-1000-5800-204-3000	\$376.33
PO 17-00736-reimbursement	01-0000-0-0000-2140-5800-200-2801	\$110.00
		\$592.88

69 - CIT TECHNOLOGY FIN SERV INC

PO 17-00739-Copier lease	01-0000-0-0000-7200-5650-200-2801	\$203.04
		\$203.04

168 - Department of Justice

PO 17-00740-Fingerprinting	01-0000-0-0000-2700-5800-200-2801	\$47.00
		\$47.00

68 - GREEN WASTE

PO 17-00742-5-5-2017	01-0000-0-0000-8100-5523-200-2801	\$26.96
		\$26.96

3 - Samira Hartje

PO 17-00734-reimbursement	01-1400-0-1110-1000-4300-200-2801	\$44.88
PO 17-00737-reimbursement	01-6300-0-1110-1000-4100-200-3000	\$22.96
PO 17-00737-reimbursement	01-0000-0-1110-1000-4300-200-2801	\$57.98
PO 17-00737-reimbursement	01-1100-0-1110-1000-4300-201-3000	\$97.69
		\$223.51

116 - MISSION LINEN SERVICE

PO 17-00731-April Service	13-5310-0-0000-3700-4390-200-3101	\$115.56
		\$115.56

164 - PACIFIC GAS & ELECTRIC COMPANY

PO 17-00722-4-26-2017	01-0000-0-0000-8100-5511-200-2801	\$874.81
PO 17-00722-4-26-2017	12-9010-0-8500-8100-5511-200-3020	\$74.63
		\$949.44

166 - PALACE ART & STATIONERY

PO 17-00733-4/25/2017	01-1400-0-1110-1000-4300-200-2801	\$135.15
PO 17-00733-4/25/2017	01-0000-0-0000-2700-4350-200-2801	\$32.34
		\$167.49

124 - PAMF - PALO ALTO MEDICAL FOUND

PO 17-00730-Intern screening	01-0000-0-0000-2700-5800-200-2801	\$24.00
		\$24.00

22 - PERFORMANCE FOOD SERVICE

PO 17-00732-4/10-5/1	13-5310-0-0000-3700-4700-200-3101	\$1,991.15
PO 17-00732-4/10-5/1	01-0000-0-0000-8100-4370-200-2801	\$486.15

Payables Prelist

5-5-2017 ()

PSD

		\$2,477.30
64 - Stacey Reynolds		
PO 17-00738-reimbursement	12-9010-0-8500-1000-4300-200-3020	\$55.09
PO 17-00738-reimbursement	12-9011-0-8500-1000-4300-200-3020	\$75.00
PO 17-00738-reimbursement	01-0000-0-8502-5000-4300-200-3008	\$42.07
		\$172.16
7 - San Lorenzo Lumber		
PO 17-00729-citrus	01-0000-0-1110-1000-4300-200-3009	\$31.49
		\$31.49
285 - Santa Cruz Community Credit Union		
PO 17-00735-Credit Card	01-0000-0-1110-1000-4300-200-2801	\$145.83
PO 17-00735-Credit Card	13-5310-0-0000-3700-4700-200-3101	\$37.54
PO 17-00735-Credit Card	13-5310-0-0000-3700-4390-200-3101	\$13.07
PO 17-00735-Credit Card	01-0000-0-0000-2700-5915-200-2801	\$54.01
PO 17-00735-Credit Card	01-1400-0-1110-1000-4300-200-2801	\$359.96
PO 17-00735-Credit Card	01-6500-0-5770-3120-4300-200-1304	\$13.83
PO 17-00735-Credit Card	01-0000-0-8100-8100-4380-200-3010	\$43.98
PO 17-00735-Credit Card	01-0000-0-8100-5100-4300-200-3010	\$24.38
		\$692.60
82 - SISC - SELF-INSURED SCHOOLS		
PO 17-00728-May	01-0000-0-0000-0000-9514-000-0000	\$10,379.50
PO 17-00728-May	12-0000-0-0000-0000-9514-000-0000	\$1,850.00
PO 17-00728-May	13-0000-0-0000-0000-9514-000-0000	\$462.50
		\$12,692.00
273 - Terra X Pest Services		
PO 17-00726-5-5-2017	01-0000-0-0000-8100-5524-200-2801	\$162.00
		\$162.00
Payment Type Check Total		\$18,821.81

Payables Prelist**5-5-2017 ()****PSD**

Grand Total : **\$18,821.81****Amount**

Fund 01 \$14,100.47

Fund 12 \$2,054.72

Fund 13 \$2,666.62

Grand Total : **\$18,821.81**-----
PRESIDENT-----
SECRETARY

PREPARED BY: _____ DATE: _____

REVIEWED BY: _____ DATE: _____

Certificated Staff Salary Schedules and STRS Classifications

Effective July 1, ~~2016~~2017

Fully Certificated Classroom Teachers

STEP	Non-Credentialed		Credentialed			
	B.A.	B.A.+15	B.A.+30	B.A.+45	B.A.+60	B.A.+75
1	\$30,369	\$32,191	\$41,395	\$41,738	\$42,085	\$42,430
2	\$32,191	\$34,013	\$41,738	\$42,085	\$42,430	\$42,773
3	\$34,013	\$35,837	\$42,085	\$42,430	\$42,773	\$43,124
4	\$35,837	\$37,648	\$42,430	\$42,773	\$43,124	\$44,947
5	\$37,648	\$39,478	\$42,773	\$43,124	\$44,947	\$46,769
6	\$39,478	\$41,302	\$43,124	\$44,947	\$46,769	\$48,591
7	\$41,302	\$43,119	\$44,947	\$46,769	\$48,591	\$50,413
8	\$43,119	\$44,947	\$46,769	\$48,591	\$50,413	\$52,235
9	\$44,947	\$46,768	\$48,591	\$50,413	\$52,235	\$54,057
10			\$50,413	\$52,235	\$54,057	\$55,879
11				\$54,057	\$55,879	\$57,702
12					\$57,702	\$59,524
13						\$61,346
17*						\$63,168
20*						\$64,990
24*						\$66,812
27*						\$68,635

School Year: 180 School Days and 5 Prep/Professional Development Days = 185 Days

Retirement: The district participates in CalSTRS for all fully certified classroom teachers.

Insurance: District pays 100% of employee-only Medical, Dental, Vision premiums for employees in positions totaling 0.8 FTE or more. If elected by the employee, the district will pay 70% of Medical, Dental, and Vision premiums for employees in positions totaling at least 0.6 FTE and less than 0.8 FTE. Employees may voluntarily enroll family members in the district plan. Employees will pay the cost difference between the individual plan offered by the district and the family plan selected by the employee.

Kommentar [E1]: Remove this sentence per previous Board discussions.

Employees who work at least 0.5 FTE but less than 0.8 FTE may choose to enroll themselves and their dependents in district health plans at their own expense.

Kommentar [E2]: Add this sentence to conform with SISC policy.

Hours: Teachers will be at school at least one half hour before the school day begins and remain at least one half hour after the school day ends.

Environment and Preparation: Teachers will spend whatever time is necessary before and after school to maintain a stimulating, tidy learning environment and to monitor students' progress and individual lesson plans.

Meetings: Teachers will attend staff meetings.

Sick Leave: Teachers receive one sick day per month worked (normally 10 months, for a full school year). Sick days are prorated for teachers working less than 1.0 FTE. Teachers may use no more than 70% of their annually allotted leave days for business of serious nature, but not for extending vacations.

Masters Stipend: Teachers with a Masters’ Degree receive an additional \$1,000 per year, subject to prorating as described below.

*** Longevity:** Teachers who have worked for the district at least 5 years and are on step 17 or higher of the pay scale receive an additional \$650 longevity bonus per year, subject to prorating as described below.

Prorating Stipends: Employees working 0.8 FTE or greater who qualify for a masters and/or longevity stipend will receive the entire stipend. Employees working less than 0.8 FTE who qualify for a masters and/or longevity stipend will receive a stipend amount prorated by their FTE assignment. Stipends are also prorated for an incomplete year of employment.

Column Increases: Units are defined as Semester Units.

Step Increases: District gives step increases on July 1 to all employees who were in their positions before March 1 of the same year. Employees hired March through June will not step the first following July.

Staff Development: If applicable, staff development days will be put on a time card and teachers will receive \$250 per day. (For CalSTRS members annual retirement base is \$46,250.00.)

Additional Duties: The pay rate for teachers undertaking additional duties with the prior approval of the superintendent is \$35 per hour. (For CalSTRS members annual retirement base is \$42,087.50.)

Classroom Teacher Substitutes (1-20 days per year)

Full Day (8:45 to 2:40 or 3:05 with students): \$100. (For CalSTRS members annual retirement base is \$18,500.)

Morning Only (8:45-12:30 with students): \$55

Afternoon Only (12:30-2:35 or 3:05 with students): \$45

Superintendent/Principal

Contract and salary negotiated with Board.

Board Approved ~~6/22/2016~~5/18/2017. Effective July 1, ~~2016~~2017.

Classified Staff Salary Schedule

Effective July 1, ~~2016~~2017

STEP INCREASES						LONGEVITY BONUSES					
YEAR: 1	2	3	4	5	6	8	11	14	17	20	23
A	A x1.03	Ax1.06	A x1.09								
Salary group: "TA"											
"IA" - AIDES (all kinds), CUSTODIAN, DISHWASHER											
\$11.00	\$11.33	\$11.66	\$11.99	\$12.42	\$13.02	\$13.63	\$14.23	\$14.83	\$15.43	\$16.03	\$16.63
"COORD" - PROGRAM COORDINATOR (After School Rec or Care, GATE, Media Literacy, etc.)											
\$12.40	\$12.77	\$13.14	\$13.52	\$14.16	\$14.85	\$15.54	\$16.22	\$16.91	\$17.59	\$18.28	\$18.96
"SEC" - SECRETARY											
\$12.90	\$13.29	\$13.67	\$14.06	\$14.75	\$15.47	\$16.18	\$16.89	\$17.61	\$18.32	\$19.04	\$19.75
A	A x1.06	A x1.12	A x1.18	A x 1.24	A x 1.30	A x1.36	A x 1.42	A x 1.48	A x 1.54	A x 1.6	A x 1.66
"PRECOTE" PRESCHOOL CO-TEACHERS											
\$15.31	\$16.22	\$17.14	\$18.06	\$18.98	\$19.90	\$20.82	\$21.74	\$22.65	\$23.57	\$24.49	\$25.41
"FS" - FOOD SERVICES DIRECTOR											
\$16.37	\$17.35	\$18.34	\$19.32	\$20.30	\$21.28	\$22.27	\$23.25	\$24.23	\$25.21	\$26.20	\$27.18
"AA" - DISTRICT OFFICE MANAGER											
\$20.85	\$22.10	\$23.35	\$24.60	\$25.85	\$27.10	\$28.35	\$29.60	\$30.85	\$32.10	\$33.35	\$34.61
Salary group: "2TARTS"											
"INST" - MUSIC INSTRUCTOR**											
\$18.80	\$19.93	\$21.06	\$22.19	\$23.31	\$24.44	\$25.57	\$26.70	\$27.83	\$28.95	\$30.08	\$31.21

Kommentar [E1]: Numbers in red are new to address \$11/hr min. wage – approved previously.

STEP INCREASES						LONGEVITY BONUSES					
YEAR: 1	2	3	4	5	6	8	11	14	17	20	23
A	A x1.03										
Salary group: "TA"											
"IA" - AIDES (all kinds), CUSTODIAN, DISHWASHER											
\$10.50	\$10.82	\$11.22	\$11.82	\$12.42	\$13.02	\$13.63	\$14.23	\$14.83	\$15.43	\$16.03	\$16.63
"COORD" - PROGRAM COORDINATOR (After School Rec or Care, GATE, Media Literacy, etc.)											
\$11.90	\$12.26	\$12.79	\$13.48	\$14.16	\$14.85	\$15.54	\$16.22	\$16.91	\$17.59	\$18.28	\$18.96
"SEC" - SECRETARY											
\$12.40	\$12.77	\$13.33	\$14.04	\$14.75	\$15.47	\$16.18	\$16.89	\$17.61	\$18.32	\$19.04	\$19.75
A	A x1.06	A x1.12	A x1.18	A x 1.24	A x 1.30	A x1.36	A x 1.42	A x 1.48	A x 1.54	A x 1.6	A x 1.66
"PRECOTE" PRESCHOOL CO-TEACHERS											
\$15.31	\$16.22	\$17.14	\$18.06	\$18.98	\$19.90	\$20.82	\$21.74	\$22.65	\$23.57	\$24.49	\$25.41
"FS" - FOOD SERVICES DIRECTOR											
\$16.37	\$17.35	\$18.34	\$19.32	\$20.30	\$21.28	\$22.27	\$23.25	\$24.23	\$25.21	\$26.20	\$27.18
"AA" - DISTRICT OFFICE MANAGER											
\$20.85	\$22.10	\$23.35	\$24.60	\$25.85	\$27.10	\$28.35	\$29.60	\$30.85	\$32.10	\$33.35	\$34.61
Salary group: "2TARTS"											
"INST" - MUSIC INSTRUCTOR*											
\$18.80	\$19.93	\$21.06	\$22.19	\$23.31	\$24.44	\$25.57	\$26.70	\$27.83	\$28.95	\$30.08	\$31.21

Kommentar [E2]: This is the current one which will go away.

* Music instructors are paid hourly for hours worked by extra work agreement. They receive the same leave and step increases as other classified employees. *Note: Music instructors receiving \$31.21 per hour in 2015-16 will be grandfathered into the step23 \$31.21 rate in 2016-17 regardless of years of service.*

Kommentar [E3]: Remove this sentence as it seems no longer relevant.

Retirement: The district participates in CalPERS for classified employees who regularly work 20 or more hours per week or who work a total of 1,000 hours or more during a fiscal year.

Insurance: The district pays 100% of employee-only Medical, Dental, Vision premiums for employees who regularly work 32 or more hours per week. If elected by the employee, the district pays 70% of Medical, Dental, and Vision premiums for employees who regularly work at least 24 and less than 32 hours per week. The employee may voluntarily enroll family members in the district plan. The employee will pay the cost difference between the individual plan offered by the district and the family plan selected by the employee. Note: Employees working between 28 and 32 hours per week in the 2015-16 school year will continue to receive benefits prorated by FTE in 2016-17 and beyond, until such a time as their regular hours per week are below 28 or equal to or above 32.

Kommentar [E4]: Remove this sentence in line with decisions at previous Board meetings.

Employees who work at least 0.5 FTE but less than 0.8 FTE may choose to enroll themselves and their dependents in district health plans at their own expense.

Kommentar [E5]: Remove this sentence and increase the FTE of the only person this applied to from 0.78 to 0.8.

Kommentar [E6]: Add this sentence to conform with SISC policy.

Steps: The district gives step increases on July 1 to all employees who are employed in regular positions before March 1 of the same year. Employees hired March through June will not step the first following July.

Leave: Classified employees receive one sick day per month worked, normally 10 per year, late August through early June. A sick day is defined as a number of hours of leave equal to 20% of the employee's regular number of hours worked per week. Employees may use up to 70% of their annual allotted leave hours, or a maximum of 7 days in the case of 11-month employees, for business of a serious nature, but not to extend vacations.

Kommentar [E7]: Clarify this language to better fit ed code

Vacation: The district does not give vacation hours. Instead, the district provides prorated vacation compensation of 3.85% of base compensation, which is included in each paycheck.

Classified Substitutes: Classified substitutes receive the step 1 rate of pay of the salary line of the person for whom they are substituting, with the following exception: As long as at least one preschool co-teacher is present in the preschool classroom, substitutes for the other preschool co-teacher receive the step 1 aide rate.

Board Approved 5/~~1918~~/~~2016~~2017. Effective July 1, ~~2016~~2017.

AGREEMENT OF THE PARTICIPATING SCHOOL DISTRICTS IN SANTA CRUZ COUNTY
REGARDING INTERDISTRICT ATTENDANCE AGREEMENTS
(Education Code Sections 46600 et seq.)

This agreement is made and entered into by and between the undersigned school districts and shall be effective July 1, 2015. The parties agree as follows:

1. Education Code 46600(a) provides that “[t]he governing boards of two or more school districts may enter into an agreement for a term not to exceed five school years, for the interdistrict attendance of pupils who are residents of the districts.”
2. Education Code 46600(a) further provides that “[t]he agreement shall stipulate the terms and conditions under which interdistrict attendance shall be permitted or denied.”
3. Education Code 46600 authorizes districts to include in the interdistrict attendance agreement “standards for reapplication and revocation of interdistrict transfers agreed to by the district of residence and the district of attendance...” and “terms and conditions under which an interdistrict transfer permit may be revoked.”
4. The undersigned school districts seek to serve the students in their districts in an efficient and collaborative manner.
5. Pursuant to Education Code section 46600, the parties agree that, when interdistrict transfer requests are approved, the reapplication and revocation of such permits shall be subject to the district of residence’s and district of attendance’s interdistrict transfer rules and procedures as set forth in board policy and administrative regulations, which may be amended from time-to-time.
6. Each of the undersigned school districts shall continue to exercise its full authority to accept and reject interdistrict transfer applications as permitted by law.
7. This Agreement shall govern all existing interdistrict transfer permits and any applications for interdistrict transfer permits submitted for the 2015-16 school year and thereafter.
8. This Agreement shall continue for a five-year term. Each year, the parties will review this Agreement for purposes of extending the term for an additional year.
9. In the event a school district has converted some of its school program to a charter school, the Agreement shall not apply to the charter school grade level(s).
10. Any of the undersigned school districts may terminate its obligations under this Agreement upon giving ninety (90) days prior written notice to the other parties to this Agreement.
11. This agreement shall supersede all prior interdistrict attendance agreements between the parties.

Santa Cruz County School Districts
Interdistrict Attendance Agreement
2015-16 – 2019-20

DISTRICT	BOARD PRESIDENT	SIGNATURE	DATE OF GOVERNING BOARD APPROVAL
Bonny Doon Elementary	_____	_____	_____
Happy Valley Elementary	_____	_____	_____
Live Oak Elementary	_____	_____	_____
Mountain Elementary	_____	_____	_____
Pacific Elementary	_____	_____	_____
Pajaro Valley Unified	_____	_____	_____
San Lorenzo Valley Unified	_____	_____	_____
Santa Cruz City Schools	_____	_____	_____
Scotts Valley Unified	_____	_____	_____
Soquel Union Elementary	_____	_____	_____

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Release of \$1 billion in one-time discretionary funds delayed until May 2019

Revised 2017-18 budget suspends appropriations in Proposition 98, withholds release of one-time funds until 2019

The revised 2017-18 budget proposal, despite adding money to the Proposition 98 guarantee for 2017-18 and bringing LCFF to 97 percent of full funding, again takes measures to counteract concerns of “overappropriation” for public education and defies the intent of the Proposition 98 law.

The May Revision contains a proposal to eliminate the originally-proposed \$859 million Proposition 98 deferral by suspending Proposition 98 supplemental appropriations through 2021. Additionally, the budget withholds the release of \$1 billion in one-time discretionary funds until 2019.

- **View the May Revision summary [here](#).**
- **View comments from CSBA President Susan Henry in today’s press release [here](#).**

- View a video analysis of the budget from CSBA's Assistant Executive Director of Governmental Relations, Dennis Meyers [here](#).
-

Details of the May Revision

Suspension of Proposition 98 Appropriations (Budget Summary, Pg. 16): The proposal in the January budget to defer \$859 million in Proposition 98 funds is gone from the May Revision. In its place is a proposal to suspend Proposition 98 Test 3B supplemental appropriations in 2016-17, and from the 2018-19 through 2020-21 budget years. Funding reduced by suspension of these appropriations would be added to the maintenance factor obligation but not made available to LEAs for expenditure until explicitly appropriated in a future Budget Act.

One-time Allocation Not Available Until 2019: The January budget proposed a one-time allocation of \$290 million in discretionary funding. In the May Revision, that proposed amount was increased significantly to about \$1 billion. However, there is a catch: the proposal includes holding onto that money at the state level until May of 2019, to give the state a cushion should General Fund revenues decline. After that date, a per-pupil allocation would be made based on either the full \$1 billion or a lesser amount, should the already proposed-to-be-suspended Proposition 98 guarantee go below the budgeted level. The proposal essentially treats this money like a reserve account.

Proposition 98 Guarantee: The proposed Proposition 98 guarantee comes in at \$74.6 billion, an increase of \$1.4 billion from the January proposal.

LCFF (Pg. 17): The budget adds \$661 million to the \$744 million proposed in January for LCFF, for a total investment of \$1.4 billion, bringing LCFF to 97 percent of the full funding target; CSBA is appreciative of this investment. The initial LCFF proposal covered a cost-of-living adjustment of 1.48 percent; that figure has been adjusted upward to 1.56 percent.

Special Education (Pg. 18): Following stakeholder meetings held in the spring, the review of special education funding remains on hold, as the budget states intent of the Administration to “spend additional time in the coming months” examining the various funding issues involved.

Facilities (Pg. 19): The budget reiterates the intent of the Administration to delay release of Proposition 51 funds (approved by voters in November) until budget trailer bill language is signed to include facility bond expenditures in the audit guide and to design additional accountability measures. Included in the additional accountability measures is a proposal from the Department of Finance for a 90-plus page document that must be signed as a condition of getting any money from Proposition 51; penalties for violating that document would be retroactive and would come from future apportionments. In light of the multiple

immediate facilities needs of LEA's statewide, CSBA opposes any further obstruction of these voter-approved funds.

PERS/STRS (Pg. 67): The May Revision proposes a one-time \$6 billion supplemental payment to CalPERS, aimed at cutting into the system's \$59.5 billion unfunded liability. While the payment is expected to mitigate the state's contribution rates, the proposal would have no impact on school employer contribution rates, which are projected to more than triple over a 10-year period.

Child Care (Pg. 20): The revised budget proposes to restore investments from the 2016 budget act in child care, which were put on pause in the January proposal:

- *Standard Reimbursement:* \$67.6 million (\$43.7 of it from Proposition 98) to restore the 10 percent increase in the reimbursement rate; with another \$92.7 million (\$60.7 from Proposition 98) to for a 6 percent increase in the State Preschool rate, beginning July 1.
- *State Preschool Slots:* \$7.9 million in Proposition 98 to add 2,959 slots
- *CalWORKs:* Decrease of \$18.1 million for Stage 2 and \$12.8 million for Stage 3 (both non-Proposition 98)

Looking ahead

Budget negotiations will continue at the Capitol, with both the Senate and Assembly budget committees compiling their respective budget proposals throughout May before convening the Joint Budget Conference Committee in June. The Joint Committee will have a June 15 deadline to finalize its agreement to send to the Governor for his approval prior to the July 1 deadline.

CSBA will oppose suspension of statutory Proposition 98 funding throughout the May and June budget process.

Hello all,

I have recently been offered a promotion at my other job, with Santa Cruz Kids in Nature. Due to this mainly, as well as some other factors, I have made the decision that I will not be coming back to Pacific next year. I have had a wonderful year learning and working with all the students, staff, and parents. I wouldn't have spent it any other way!

I just made this decision over the weekend and wanted to let you all know as soon as possible. I am also open to talking about it in person if anyone has any questions.

I will take advantage of the time I have left here and will appreciate fully the last few weeks of school.

I also wanted to thank each one of you for being so welcoming and for creating a supportive community for everyone at Pacific.

Hope you all are enjoying this lovely weekend. See you Monday!

Best, Elise

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Securehttps://caschooldashboard.org/#/Details/44697816049621/1/EquityReport

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Equity Report

Pacific Elementary - Santa Cruz County

Enrollment: 115Socioeconomically Disadvantaged: 26%English Learners: 13%Foster Youth: N/AReporting Year: Spring 2017Grade Span: K-6Charter School: No

Equity ReportStatus and Change ReportDetailed ReportsStudent Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		2	0
English Learner Progress (K-12)		N/A	N/A
<u>English Language Arts (3-8)</u>		1	1
<u>Mathematics (3-8)</u>		1	1

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Questions? Send them to lcff@cde.ca.gov

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COOPERATIVE
STRATEGIES

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

PACIFIC ELEMENTARY SCHOOL DISTRICT

**COMMERCIAL/INDUSTRIAL DEVELOPMENT
SCHOOL FEE JUSTIFICATION STUDY**

February 15, 2017

PREPARED FOR:

**Pacific Elementary
School District**

50 Ocean Street
Davenport, CA 95017
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PREPARED BY:

Cooperative Strategies

8955 Research Drive
Irvine, CA 92618
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EXECUTIVE SUMMARY

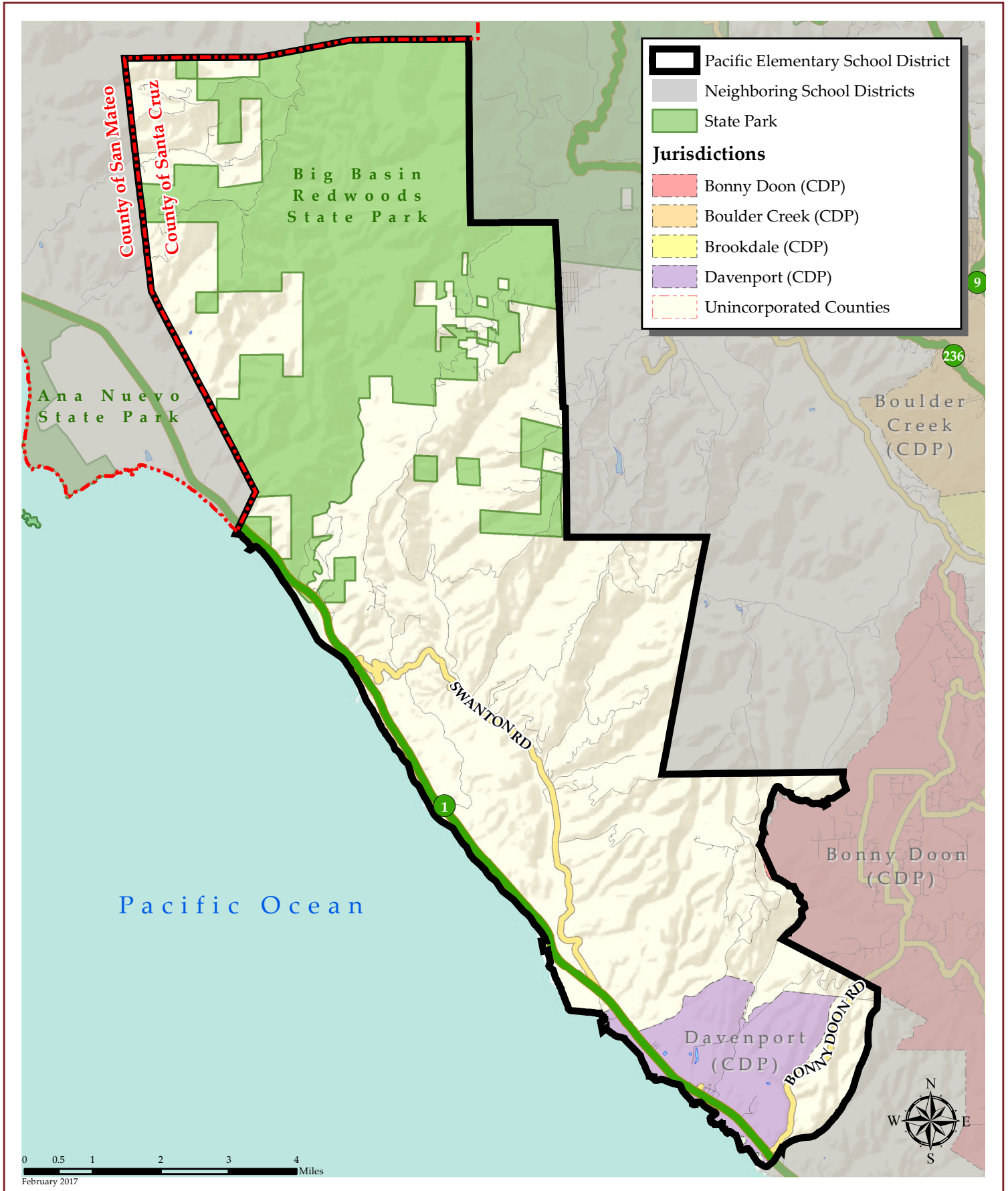
This Commercial/Industrial Development School Fee Justification Study ("Study") analyzes the extent to which a nexus can be established in the Pacific Elementary School District ("School District") between categories of commercial/industrial development ("CID") and (i) the need for school facilities, (ii) the cost of school facilities, and (iii) the amount of statutory school fees ("School Fees") per square foot that may be levied for schools pursuant to the provisions of Assembly Bill ("AB") 181, Section 66001 of the Government Code, and subdivision (e) of Section 17621 of the Education Code.

The School District provides education to students in grades kindergarten through 6 residing within a portion of the unincorporated County of Santa Cruz ("County") (please see map on following page for a geographic profile of the School District). Collectively, the School District's school facilities in school year 2016/2017 have a capacity of 186 students per section 17071.10(a) of the Education Code. Based on data provided by the School District, student enrollment is 106 in school year 2016/2017. Comparing student enrollment to facilities capacity reveals that facilities capacity exceeds student enrollment in school year 2016/2017.

New residential housing opportunities within the School District were also evaluated to confirm the availability of new homes for those who may relocate into the School District due to employment opportunities generated by new CID. Projections of the number of future residential units to be built within the School District's boundaries are based on information provided by the Association of Monterey Bay Area Governments ("AMBAG"). Based on this information, approximately 36 additional single family detached ("SFD") residential units could be constructed within the School District's boundaries through calendar year 2035 ("Future Units"). Currently, no multi-family attached ("MFA") units are expected to be constructed within the School District through calendar year 2035. Should AMBAG update this projection in the future, the School District will update the Study accordingly.

PACIFIC ELEMENTARY SCHOOL DISTRICT

GEOGRAPHIC PROFILE



To determine the commercial/industrial School Fee levels that satisfy the rigorous nexus requirements of AB 181, the Study divides CID into six (6) land use categories: retail and services, office, research and development, industrial/warehouse/manufacturing, hospital, and hotel/motel. The employment impacts of each of these land uses, in terms of the number of employees per 1,000 square feet of building space, are based on information from the San Diego Association of Governments ("SANDAG") pursuant to Section 17621 (e)(1)(B) of the Education Code. These employee impacts are shown in Table ES-1.

Table ES-1
Employment Impacts per 1,000 Square Feet CID

CID Land Use Category	Employees per 1,000 Square Feet
Retail and Services	2.2371
Office	3.4965
Research and Development	3.0395
Industrial/Warehouse/Manufacturing	2.6954
Hospital	2.7778
Hotel/Motel	1.1325

Additional data from AMBAG, the U.S. Bureau of Census ("Census"), and Zillow, Inc. provide a basis for estimating net school district household impacts (i.e., the number of households which locate within the School District per 1,000 square feet of CID floor space) for each category. This number includes only those households occupying new housing units within the School District, as opposed to existing units whose previous occupants may have included school-aged children. Multiplying net school district households by (i) the number of students per household and (ii) total school facilities costs per student, results in estimates of school facilities cost impacts. Collectively, this calculation represents the total school facilities cost impacts per 1,000 square feet of commercial/industrial floor space, resulting from each of the six (6) CID categories within the School District, expressed in 2017 dollars. These results are summarized in Table ES-2.

Table ES-2
Gross School Facilities Cost Impacts
per 1,000 Square Feet of CID (2017\$)

CID Land Use Category	Gross School Facilities Cost Impacts^[1]
Retail and Services	\$5,103
Office	\$7,974
Research and Development	\$6,932
Industrial/Warehouse/Manufacturing	\$6,147
Hospital	\$6,334
Hotel/Motel	\$2,584

The revenue component of the Study estimates the potential fee revenues generated by CID, including residential fees paid by CID related households, as well as CID School Fees. CID related residential revenues are calculated based on the proposed residential School Fee of \$1.74 per square foot, justified in the School District's Residential Development School Fee Justification Study ("Residential Study") dated February 15, 2017.

The residential revenues per household are then multiplied by the number of net school district households per 1,000 square feet of CID and the product is subtracted from the gross school facilities cost impacts listed above. This results in net school facilities cost impacts by CID category. This impact is summarized in Table ES-3.

Table ES-3
Net School Facilities Cost Impacts per 1,000 Square Feet of CID (2017\$)

CID Land Use Category	Gross School Facilities Cost Impacts	Residential Revenues	Net School Facilities Cost Impacts
Retail and Services	\$5,103	\$95	\$5,008
Office	\$7,974	\$148	\$7,826
Research and Development	\$6,932	\$129	\$6,803
Industrial/Warehouse/Manufacturing	\$6,147	\$114	\$6,033
Hospital	\$6,334	\$118	\$6,216
Hotel/Motel	\$2,584	\$48	\$2,536

On February 24, 2016, the State Allocation Board ("SAB") increased the maximum CID School Fee authorized by Section 17620 of the Education Code from \$0.54 to \$0.56 per square foot for unified school districts. Pursuant to the School District's revenue sharing agreement with Santa Cruz City High School District ("SCCHSD"), the maximum the School District can receive from new CID is approximately 50.00 percent of the School Fees, or \$0.28 per square foot of CID constructed within its boundaries. Justification of the CID School Fee is based on a comparison of net school facilities cost impacts with the School District's portion of the maximum commercial/industrial School Fee revenues per 1,000 square feet. As net school facilities cost impacts for all CID categories are higher than the School District's portion of the maximum CID School Fee revenues, the levy of the maximum CID School Fee of \$0.28 per square foot, or \$280 per 1,000 square feet, for all CID land use categories is justified.

I. INTRODUCTION

Senate Bill ("SB") 50, which Governor Wilson signed on August 27, 1998, was enacted on November 4, 1998, following the approval of Proposition 1A by the voters of the State in the general election on November 3, 1998. SB 50 includes provisions for the following:

1. Issuance of State general obligation bonds in an amount not to exceed \$9.2 billion;
2. Reformation of the State School Building Program; and
3. Reformation of the School Fee/mitigation payment collection procedure.

Additionally, AB 16, which Governor Davis signed on April 26, 2002, was enacted following the approval of Proposition 47 ("Prop 47") by the voters of the State in the general election on November 5, 2002. Prop 47 includes the authorization for issuance of State general obligation bonds in the amount of \$13.05 billion, and AB 16 provides for additional reformation of the State School Building Program into the School Facilities Program. On March 2, 2004 the voters of the State approved Proposition 55 ("Prop 55"). Prop 55 includes the authorization for the additional issuance of State general obligation bonds in the amount of \$12.3 billion. Finally, AB 127, which Governor Schwarzenegger signed on May 20, 2006, was enacted following the approval of Proposition 1D ("Prop 1D") by the voters of the State in the general election of November 7, 2006. Prop 1D includes the authorization for the issuance of State general obligation bonds in the amount of \$10.4 billion. On November 8, 2016, the voters of the State approved Proposition 51 ("Prop 51"). Prop 51 includes the authorization for the issuance of State general obligation bonds in the amount of \$9 billion.

The Mira-Hart-Murrieta Decisions, which formerly permitted school districts to collect mitigation payments in excess of School Fees under certain circumstances, are suspended by AB 127. In lieu of the powers granted by the Mira-Hart-Murrieta Decisions, SB 50 and subsequent legislation provide school districts with a reformed School Fee collection procedure that, subject to certain conditions, authorizes school districts to collect alternative school facility fees ("Alternative Fees") on residential developments. However, not all school districts will qualify to charge Alternative Fees, and Alternative Fees cannot be imposed upon residential units that have existing agreements with a school district.

Therefore, school districts must still rely on School Fees as collected from CID to cover funding shortfalls created by residential development, as well as to cover impacts created by inter-district transfer students. However, before a school district can levy School Fees on new development, State law requires that certain "nexus" findings must be made and documented. The objective of this Study is to provide a rigorous basis for such findings.

II. LEGISLATION

State legislation, specifically AB 2926, AB 1600, and AB 181, provides guidelines, procedures, and restrictions on the levy of School Fees for school facilities, especially with regard to CID. In order to determine the appropriate School Fees for CID, the Study follows the same nexus requirements as outlined by the ABs listed above. Relevant provisions of this legislation are summarized below:

A. AB 2926

AB 2926 was enacted by the State in 1986. Among other things, AB 2926 added various sections to the Government Code which authorize school districts to levy School Fees on new residential development and CID in order to pay for school facilities required by such development. In addition, AB 2926 provides for the following:

1. No city or county can issue a building permit for a development project unless such School Fees have been paid.
2. School Fees for CID must be supported by the finding that such School Fees "are reasonably related and limited to the needs for schools caused by the development".
3. School Fees for 1987 were limited to \$1.50 per square foot on new residential construction and \$0.25 per square foot for new commercial/industrial construction.
4. Every year, School Fees shall be subject to annual increases based on the statewide cost index for Class B construction, as determined by the SAB at its January meeting.

The provisions of AB 2926 have since been expanded and revised by AB 1600 and AB 181.

B. AB 1600

AB 1600, which created Sections 66000 *et seq.* of the Government Code, was enacted by the State in 1987. AB 1600 requires that all public agencies satisfy the following requirements when establishing, increasing, or imposing a fee as a condition of approval for a development project.

1. Determine the purpose of the fee.
2. Identify the facilities to which the fee will be applied.
3. Determine that there is a reasonable relationship between the need for public facilities and the type of development on which a fee is imposed.
4. Determine that there is a reasonable relationship between the amount of the fee and the public facility or portion of the public facility attributable to the development on which the fee is imposed.
5. Provide an annual accounting of all utilization of fee revenues, and provide further finding each year that the relationship stated in the previous paragraph still exists if any portion of the fee remains unexpended, whether committed or uncommitted, in the School District's accounts five (5) or more years after it was collected.

In other words, AB 1600 limits the ability of a school district to levy School Fees unless (i) there is a need for the revenues to be generated by School Fees and (ii) there is a nexus or reasonable causal relationship between the need for School Fee revenues and the type of development project on which the School Fees are imposed. (The requirements of AB 1600 were clarified with the passage in 2006 of AB 2751, which codifies the findings of *Shapell Industries vs. Milpitas Unified School District*.) The Study will provide information necessary to establish such a nexus between School Fees and residential development.

C. AB 181

AB 181, enacted by the State in 1989, made significant changes in several State Codes, including Sections 53080 *et seq.* of the Government Code which was re-codified as Sections 17620 *et seq.* of the Education Code on January 1, 1998. Changes in Section 53080 included additional requirements and procedures for imposing School Fees and other conditions on new development. Specifically, AB 181 imposes more stringent nexus requirements on school districts that wish to levy School Fees on CID, as follows:

1. In order to levy a School Fee on CID, a formal study must be conducted to determine the impact of "the increased number of employees anticipated to result" from new CID on the "cost of providing school facilities within the School District".
2. Only that portion of the School Fee justified by the "nexus findings" contained in this study may be levied. Nexus findings must be made on an individual project basis or on the basis of categories of CID, and must "utilize employee generation estimates that are based on commercial/industrial factors within the school district." Categories to be evaluated may include, but are not limited to, office, retail, transportation, communications and utilities, light industrial, heavy industrial, research and development, and warehouse uses.
3. Starting in 1990, maximum School Fees for residential and CID will be subject to increases every two (2) years rather than annually.
4. An appeals procedure shall be established whereby the levy of School Fees on a commercial/industrial project may be appealed to the governing board of a school district. Grounds for an appeal must include, but are not limited to, improper project classification by commercial/industrial category, or the application of improper or inaccurate employee or student generation factors to the project.

In summary, AB 181 establishes additional requirements which must be satisfied by school districts prior to their levying School Fees on CID.

III. OBJECTIVE AND METHODOLOGY OF STUDY

The School District is projecting an increase in student enrollment attributable to new residential development in future years. This projected growth will create a demand for new school facilities within the School District and the need to incur significant facilities costs to meet that demand. As a result, the School District has determined that School Fees should be levied on development projects that have an impact on the School District. In particular, the School District has determined that School Fees must be levied on new commercial/industrial projects if findings can be made that such projects will lead to higher student enrollment and increased facilities costs. The objective of the Study is to provide a basis for such findings pursuant to the requirements of AB 181, the provisions of Section 66001 of the Government Code, and subdivision (e) of Section 17621 of the Education Code.

A. Overview of Methodology

In order to determine the nexus relationships identified in AB 181, the Study analyzes the various linkages between CID and (i) the need for school facilities, (ii) the cost of school facilities, and (iii) the amount of the School Fee that can justifiably be levied. The primary connections or linkages include the following:

1. Job creation (i.e., new CID within the School District creates new jobs);
2. Household formation (i.e., job creation within the School District leads to the formation of new households in the School District);
3. Student generation (i.e., household formation within the School District generates new students);
4. Facilities requirements (i.e., student generation within the School District leads to the need to incur additional costs for new school facilities); and
5. School Fee requirements (i.e., additional costs for new school facilities within the School District leads to the need to levy School Fees for new development).

The above linkages result in a series of impacts which (i) connect new CID with increased school facilities costs and (ii) connect increased school facilities costs with School Fees on CID buildings. These impacts are identified for different CID land use categories, based on a "prototypical unit" of 1,000 square feet of new commercial or industrial floor space for each category. These "linkage impacts" include five (5) major types:

1. Employment Impacts
2. Household Impacts
3. Student Generation Impacts
4. School Facilities Cost Impacts
5. Fee Revenues

The nature and components of these impacts are summarized in Section III.C, along with the key assumptions and data sources used in estimating their magnitude.

Analysis of the first four (4) linkage impacts provides an estimate of the gross school facilities cost impacts per 1,000 square feet of floor space for each CID category. Analysis and comparison of all five (5) impacts provide an estimate of (i) net school facilities cost impacts (i.e., gross school facilities cost impacts minus residential revenues) per 1,000 square feet of CID floor space and (ii) the maximum commercial/industrial School Fee that can be justified.

B. CID Land Use Categories

Linkage impacts are analyzed for the following CID land use categories:

1. Retail and Services
2. Office
3. Research and Development
4. Industrial/Warehouse/Manufacturing
5. Hospital
6. Hotel/Motel

Retail and Services

The retail and services category includes commercial establishments which sell general merchandise, building materials, hard goods, apparel, and other items and services to consumers. Additional establishments in the retail and services category include nurseries, discount stores, restaurants, entertainment theme parks, new/used car sales facilities, service stations, supermarkets, banks, real estate sales offices, and similar uses.

Office

A general office building houses one (1) or more tenants and is the location where affairs of a business, commercial or industrial organization, professional person or firm are conducted. The building or buildings may be limited to one (1) tenant, either the owner or lessee, or contain a mixture of tenants including professional services, insurance companies, investment brokers, company headquarters, and services for the tenants such as a bank or savings and loan, a restaurant or cafeteria, and service retail and services facilities. There may be large amounts of space used for file storage or data processing.

The office category may also include medical offices that provide diagnoses and outpatient care on a routine basis, but which are unable to provide prolonged in-house medical/surgical care. A medical office is generally operated by either a single private physician or a group of doctors.

Research and Development

Research and development facilities are those primarily associated with the application of scientific research to the development of high technology products. Areas of concentration include materials, science, computer, electronic, and telecommunications products. Facilities may also contain offices and fabrication areas. Activities performed range from pure research to product development, testing, assembly, and distribution.

Industrial/Warehouse/Manufacturing

Warehouses are facilities that are primarily devoted to the storage of materials. They may also include office and maintenance areas. This category also includes buildings in which a storage unit or vault is rented for the storage of goods. Manufacturing facilities are building structures where the primary activity is the conversion of raw materials or parts into finished products. Size and type of activity may vary substantially from one facility to another. In addition to actual production of goods, manufacturing facilities generally have office, warehouse, research and associated functions. This category includes light industrial facilities such as printing plants, material testing laboratories, assemblers of data processing equipment, and power stations.

Hospital

Hospital refers to any institution where medical or surgical care is given to non-ambulatory and ambulatory patients. The term does not however, refer to medical clinics (facilities that provide diagnoses and outpatient care only) or to nursing homes (facilities devoted to the care of persons unable to care for themselves).

Hotel/Motel

Hotels and motels are commercial establishments primarily engaged in providing lodging, or lodging and meals, for the general public. As defined by Government Code Section 65995(d), the hotel/motel category includes, but is not limited to, any hotel, motel, inn, tourist home, or other lodging for which the maximum term of occupancy does not exceed 30 days. It does not, however, include any residential hotel as defined by Section 50519(b)(1) of the Health and Safety Code.

Note that CID land use categories may include different industry types. For example, firms in the transportation, communications, or utilities industries may be classified in up to five (5) of the six (6) land use categories shown above. Similarly, retail firms may also occupy office or industrial space (e.g., for corporate headquarters or warehousing) and manufacturing firms may occupy retail space (e.g., factory retail outlets). In evaluating any given project, the School District should assign the project to whichever CID category is the predominant use within the project.

C. Linkage Impacts

Linkage impacts are estimated for "prototypical units" of 1,000 square feet of new commercial or industrial floor space. Separate impact estimates are made for each of the CID categories shown above, based primarily on differences in employment generation among these commercial/industrial uses.

As noted above, major linkage impacts include employment impacts, household formation impacts, student generation impacts, school facilities cost impacts, and residential revenues. The nature and components of these impacts are summarized below, along with the key assumptions and data sources used in their estimation.

C.1 Employment Impacts

Employment impacts for each land use category are represented by the estimated number of employees generated per 1,000 square feet of CID floor space. These impacts include potential on-site employees only.

Assumptions and Data Sources

Employment impact estimates are based on employment generation factors which indicate occupied building square footage per employee. Pursuant to Section 17621(e)(1)(B) of the Education Code, employment generation factors were derived from the report entitled "San Diego Traffic Generators" prepared by SANDAG.

C.2 Household Impacts

Household impacts are represented by the estimated number of households associated with each category of employment impacts per 1,000 square feet of CID floor space. Household impacts include the following components.

- Total household impacts (i.e., the estimated number of households established by on-site employees, wherever these households may be located, per 1,000 square feet of CID floor space);
- School district household impacts (i.e., the estimated number of total households that will be located within the School District per 1,000 square feet of CID floor space); and

- Net school district household impacts (i.e., the estimated number of school district households that will occupy new housing within the School District per 1,000 square feet of CID floor space).

Please note that net school district household impacts are a component of school district household impacts, which are in turn a component of total household impacts. Also note that only net school district households are assumed to generate potential new students, thereby increasing school facilities costs for the School District. This is the case because only net school district households reside in new housing units--which may create a net demand for new school facilities and generate potential fee revenues--compared to existing housing units, whose previous occupants may have already had school-age children and which generate no potential fee revenues.

Assumptions and Data Sources

Total household impact estimates are based on the average number of employed persons per household calculated from data provided by the Census.

School district household impact estimates are based on the propensity of employed persons to live and work within the School District. Information gathered by the Census and AMBAG was used in this calculation.

Net school district household impacts are based on the propensity to occupy new housing units (i.e., the ratio of new home sales to total home sales in the School District's region). This ratio is estimated based on home sales data provided by Zillow.

C.3 Student Generation Impacts

Student generation impacts are calculated based on the estimated number of the School District's students associated with each category of net school district household impacts per 1,000 square feet of CID floor space.

Inter-district transfer impacts are also calculated based on current employment within the School District and the current number of inter-district transfer students.

Assumptions and Data Sources

Student generation impacts are based on estimates of students per residential unit calculated by Cooperative Strategies. Student generation factors ("SGFs") are discussed in greater detail in Section VI. Inter-district data was provided by the School District while employment estimates are based on data provided by the Census.

C.4 School Facilities Costs Impacts

School facilities cost impacts are represented by the estimated gross school facilities cost impacts associated with each category of CID. These facilities cost impacts are based on per pupil grant amounts established by SB 50 and the estimated site acquisition costs.

Assumptions and Data Sources

School facilities cost impacts were calculated by multiplying the additional school facilities needed to adequately house students generated from Future Units by estimated school facilities costs. School facilities costs are based on estimates prepared by Cooperative Strategies. For more information on school facilities costs, see the Residential Study.

C.5 Fee Revenues

Fee revenues for each land use category include the following components:

- Residential revenues associated with CID (i.e., residential revenues associated with each category of net school district household impacts per 1,000 square feet of commercial/industrial floor space); and
- Potential CID School Fee revenues (i.e., maximum CID School Fee revenues per 1,000 square feet of floor space).

Subtracting residential revenues from gross school facilities cost impacts for each CID category results in net school facilities cost impacts per 1,000 square feet of commercial/industrial floor space. These are the net school facilities costs that may have to be funded by CID School Fees.

Dividing net school facilities cost impacts by potential CID School Fee revenues for each CID category results in the percentage of the maximum CID School Fee that may be justifiably levied.

Assumptions and Data Sources

Residential revenue estimates of \$3,480 per unit are based on the School District's proposed School Fee of \$1.74 per square foot multiplied by the School District's average square footage of 2,000 square feet residential unit.

IV. FACILITIES CAPACITY AND COST ESTIMATES

In order to determine whether the School District's existing school facilities contain excess capacity to house students generated by future CID, Cooperative Strategies evaluated school facilities capacity and student enrollment for school year 2016/2017. In addition, Cooperative Strategies utilized information contained in the Residential Study to estimate the school facilities costs per student.

A. School Facilities Capacity

Collectively, the School District's school facilities in school year 2016/2017 have a capacity of 186 students per section 17071.10(a) of the Education Code. The enrollment of the School District in school year 2016/2017 is 106 students. As shown in Table 1 below, the School District's facilities capacity exceeds student enrollment in school year 2016/2017.

Table 1
Existing School Facilities Capacity and Student Enrollment

School Level	2016/2017 Facilities Capacity^[1]	2016/2017 Student Enrollment^[2]	Excess / (Shortage) Capacity
Elementary School (Grades K-6)	186	106	80
<i>[1] SAB Form 50-02.</i>			
<i>[2] 2016/2017 student enrollment provided by the School District.</i>			

As indicated in Table 1, 80 surplus elementary school seats are available to accommodate the students anticipated to be generated from Future Units. However, the School District's SAB Form 50-01 projected the student enrollment to grow to 292 students by school year 2020/2021. These surplus seats must be apportioned to accommodate the projected student enrollment from existing residential development and results in zero (0) surplus seats available to house students generated from Future Units. For more information on how these surplus seats are addressed, please reference the Residential Study.

B. School Facilities Costs per Student

In order to calculate the total school facilities cost impacts per student generated by Future Units, Cooperative Strategies first determined the School District's school facilities needs required by Future Units. The school facilities needs for Future Units were determined by projecting student enrollment and analyzing existing school facilities. Based on the calculations included in the Residential Study, the School District will need to expand existing school facilities and construct central administrative and support facilities. Cooperative Strategies then utilized the estimated cost for the aforementioned facilities contained in the Residential Study.

As shown in Table 11 of the Residential Study, the total school facilities cost impact is \$145,725. Table 2 shows the total school facilities cost impacts for future residential development, the projected number of students to be generated from Future Units, and the school facilities costs per student.

Table 2
Estimated School Facilities Cost Impacts per Student (2017\$)

School Level	Total School Facilities Cost Impacts	Projected Students Generated from Future Units	School Facilities Costs per Student
Elementary School	\$145,725	6	\$24,288

V. NEW RESIDENTIAL HOUSING OPPORTUNITIES WITHIN THE SCHOOL DISTRICT

To satisfy the nexus requirements, the Study must examine the extent to which new residential development can house a net increase in students generated by employment opportunities within the School District. This is because families of new employees within the School District who move into existing homes are assumed to be displacing families with identical numbers of students, thereby resulting in no net change in the School District's student enrollment. Only families moving into new homes, or families moving into existing homes where the displaced families are moving into new homes, can lead to an increase in the School District enrollment.

Projections of the number of Future Units to be built within the School District's boundaries were obtained from information provided by AMBAG. Based on this data, 36 Future Units are projected to be developed within the School District through calendar year 2035. Table 3 below shows the number of Future Units by land use.

**Table 3
Future Units**

Land Use	Future Units
Single Family Detached	36
Multi-Family Attached	0
Total	36

Furthermore, for more information on Future Units constructed in place of demolished residential units ("Reconstruction"), please reference the Residential Study.

VI. FINDINGS OF COMMERCIAL/INDUSTRIAL IMPACT ANALYSIS

This section presents the quantitative findings of the commercial/industrial nexus analysis summarized in Section III. In particular, this section presents estimates of the following:

- All "linkage impacts" discussed in Section III, by CID land use category.
- Gross school facilities cost impacts per 1,000 square feet of commercial/industrial floor space.
- Net school facilities cost impacts (i.e., gross school facility cost impacts minus residential revenues) per 1,000 square feet of commercial/industrial floor space.
- The percentage of the maximum CID School Fee per square foot allowed by law that can be justified to pay for new school facilities.

A. Employment Impacts

As indicated in Section III, employment impacts for different CID categories equal the estimated number of on-site employees generated per 1,000 square feet of commercial/industrial floor space. Consistent with the provisions of Section 17621(e)(1)(B) of the Education Code, employment impacts for each category are based on data from SANDAG. Employment factors utilized in the analysis are shown below

- Retail and Services--447 square feet per employee
- Office--286 square feet per employee
- Research and Development--329 square feet per employee
- Industrial/Warehouse/Manufacturing--371 square feet per employee
- Hospital--360 square feet per employee
- Hotel/Motel--883 square feet per employee

The reciprocals of these factors indicate numbers of employees per square foot. Multiplying the reciprocals by 1,000 square feet results in employees per 1,000 square feet, or the employment impacts shown in Table 4.

Table 4
Employment Impacts per 1,000 Square Feet

CID Land Use Category	Employees per 1,000 Square Feet
Retail and Services	2.2371
Office	3.4965
Research and Development	3.0395
Industrial/Warehouse/Manufacturing	2.6954
Hospital	2.7778
Hotel/Motel	1.1325
<i>Source: SANDAG</i>	

B. Household Impacts

As noted in Section III, household impacts equal the estimated number of households associated with each category of employment impacts, per 1,000 square feet of commercial/industrial floor space. Household impacts include the following components:

- Total Household Impacts
- School District Household Impacts
- Net School District Household Impacts

B.1 Total Household Impacts

Total household impacts equal the number of households per 1,000 square feet of commercial/industrial floor space established by on-site employees, wherever these households may be located, and include households residing outside of the School District. These impacts are estimated based on an average of 1.3191 employed persons per household. This estimate was calculated by dividing the total number of employed people in the School District by the total number of households in the School District as provided by the Census.

Dividing employment impacts listed in Table 4 by this 1.3191 factor results in the total household impacts per 1,000 square feet of commercial/industrial floor space shown in Table 5.

Table 5
Total Household Impacts per 1,000 Square Feet CID

CID Land Use Category	Total Household Impacts
Retail and Services	1.6959
Office	2.6507
Research and Development	2.3042
Industrial/Warehouse/Manufacturing	2.0434
Hospital	2.1058
Hotel/Motel	0.8585

B.2 School District Household Impacts

School district household impacts equal the number of total households that locate within the School District per 1,000 square feet of CID floor space. To determine these impacts, Cooperative Strategies utilized data from the Census and AMBAG. Based on this data, approximately 14.99 percent of the employed persons within the School District are estimated to live within the School District. This trend is expected to increase as new residential and CID projects are approved and additional homes and jobs are created within the School District.

Multiplying total household impacts shown in Table 5 by the estimated propensity to live and work within the School District factor of 14.99 percent results in the school district household impacts per 1,000 square feet of CID. These are shown in Table 6.

Table 6
School District Household Impacts per 1,000 Square Feet CID

CID Land Use Category	School District Household Impacts
Retail and Services	0.2542
Office	0.3973
Research and Development	0.3454
Industrial/Warehouse/Manufacturing	0.3063
Hospital	0.3157
Hotel/Motel	0.1287

B.3 Net School District Household Impacts

Net school district household impacts equal the number of school district household impacts by CID category per 1,000 square feet of commercial/industrial floor space that will occupy new housing units within the School District. These impacts are based on the propensity to occupy new housing within the general area of the School District.

Data on recent resales and new home sales was obtained from Zillow. Based on this data, new home sales in the School District are estimated to equal 10.71 percent of the total housing units which will experience occupant turnover during the period considered in the Study.

Multiplying school district household impacts shown in Table 6 by 10.71 percent results in the net school district household impacts per 1,000 square feet of CID shown in Table 7. As noted in Section III, only net school district households are assumed to generate potential new students, thereby increasing school facilities costs to the School District.

Table 7
Net School District Household Impacts per 1,000 Square Feet CID

CID Land Use Category	Net School District Household Impacts
Retail and Services	0.0272
Office	0.0426
Research and Development	0.0370
Industrial/Warehouse/Manufacturing	0.0328
Hospital	0.0338
Hotel/Motel	0.0138

C. Student Generation Impacts

As noted in Section III, student generation impacts equal the number of the School District's students associated with each category of CID space. Separate student generation impacts are estimated for each CID category.

C.1 Residential Student Generation Impacts

In order to analyze the impact on the School District's student enrollment from Future Units, Cooperative Strategies calculated SGFs for SFD units. The process of determining SGFs involved cross-referencing the School District's enrollment data against residential data from the County Assessor (see the Residential Study for more information). The resulting SGFs are shown in Table 8.

Table 8
Student Generation Factors

School Level	Student Generation Factors
Elementary School	0.1640

C.2 Total Student Generation Impacts

Multiplying net school district household impacts shown in Table 7 by the blended SGFs shown in Table 8 results in the average student generation impacts per 1,000 square feet of CID. These average student generation impacts are shown in Table 9.

Table 9
Average Student Generation Impacts per 1,000 Square Feet CID

CID Land Use Category	Total Student Generation Impacts
Retail and Services	0.0045
Office	0.0070
Research and Development	0.0061
Industrial/Warehouse/Manufacturing	0.0054
Hospital	0.0055
Hotel/Motel	0.0023

C.3 Inter-District Transfer Impacts

The inter-district transfer rate is determined by calculating the ratio of student transfers into the School District by the number of persons employed within its boundaries. Based on information provided by the School District, student transfers for school year 2016/2017 total 73 students. Employment within the School District's area is estimated at 794 persons based on employment estimates provided by AMBAG. Table 10 shows the inter-district transfer rate.

Table 10
Inter-District Transfer Rates

School Level	Inter-District Transfer Rate
Elementary School	0.0919

In order to calculate total inter-district transfer impacts per 1,000 square feet of CID space, the inter-district transfer rate in Table 10 must first be multiplied by the employment impact factors by CID land use category in Table 4. The resulting inter-district transfer impacts are displayed in Table 11.

Table 11
Inter-District Transfer Impacts per 1,000 Square Feet CID

CID Land Use Category	Total Inter-District Impacts
Retail and Services	0.2056
Office	0.3213
Research and Development	0.2793
Industrial/Warehouse/Manufacturing	0.2477
Hospital	0.2553
Hotel/Motel	0.1041

C.4 Total Student Generation Impacts

To determine the total student generation impacts of CID on the School District, the average student generation impacts from Table 9 are added to the inter-district transfer impacts from Table 11. The resulting total student generation impacts are displayed in Table 12.

Table 12
Total Student Generation Impacts per 1,000 Square Feet CID

CID Land Use Category	Total Student Generation Impacts
Retail and Services	0.2101
Office	0.3283
Research and Development	0.2854
Industrial/Warehouse/Manufacturing	0.2531
Hospital	0.2608
Hotel/Motel	0.1064

D. Gross School Facilities Cost Impacts

As noted in Section III, school facilities cost impacts equal the gross school facilities cost impacts (exclusive of residential revenues) associated with the total student generation impact of each CID category. These impact estimates are derived from the school facilities costs per student shown in Table 2 and the total student generation impacts shown in Table 12. Multiplying the total student generation impacts by the costs per student results in the gross school facilities cost impacts per 1,000 square feet shown in Table 13.

Table 13
Gross School Facilities Cost Impacts per 1,000 Square Feet CID (2017\$)

CID Land Use Category	Gross School Facilities Cost Impacts
Retail and Services	\$5,103
Office	\$7,974
Research and Development	\$6,932
Industrial/Warehouse/Manufacturing	\$6,147
Hospital	\$6,334
Hotel/Motel	\$2,584

E. Fee Revenues

As noted in Section III, fee revenues include two (2) components: residential revenues and potential CID School Fee revenues.

E.1 Residential Revenues and Net School Facility Costs

Residential revenues equal the maximum revenues from residential development associated with each category of net school district households per 1,000 square feet of CID floor space. These revenues are derived from the School District's proposed School Fee of \$1.74 multiplied by the School District's average square footage for residential units of 2,000 square feet. Based on this calculation, the residential revenues per unit in the School District are estimated to be \$3,480.

Multiplying net school district household impacts shown in Table 7 by residential revenues results in the residential revenues per 1,000 square feet of CID floor space shown in Table 14.

Table 14
Residential Revenues per 1,000 Square Feet CID (2017\$)

CID Land Use Category	Net School District Household Impacts	Average Residential Revenues	Residential Revenues
Retail and Services	0.0272	\$3,480	\$95
Office	0.0426	\$3,480	\$148
Research and Development	0.0370	\$3,480	\$129
Industrial/Warehouse/Manufacturing	0.0328	\$3,480	\$114
Hospital	0.0338	\$3,480	\$118
Hotel/Motel	0.0138	\$3,480	\$48

E.2 Net School Facilities Cost Impacts

In order to calculate the net school facilities cost impacts per 1,000 square feet of CID, the residential revenues shown in Table 14 were subtracted from the gross school facilities cost impacts shown in Table 13. The results are the net school facilities cost impacts that must be funded by CID School Fees. The net school facilities cost impacts are shown in Table 15.

Table 15
Net School Facilities Cost Impacts per 1,000 Square Feet of CID (2017\$)

CID Land Use Category	Gross School Facilities Cost Impacts	Residential Revenues	Net School Facilities Cost Impacts^[1]
Retail and Services	\$5,103	\$95	\$5,008
Office	\$7,974	\$148	\$7,826
Research and Development	\$6,932	\$129	\$6,803
Industrial/Warehouse/Manufacturing	\$6,147	\$114	\$6,033
Hospital	\$6,334	\$118	\$6,216
Hotel/Motel	\$2,584	\$48	\$2,536
<i>[1] Numbers may not sum due to rounding.</i>			

E.3 Potential Commercial/Industrial School Fee Revenues

Pursuant to the School District's revenue sharing agreement with SCCHSD, the maximum potential CID School Fee revenues equal 50.00 percent of the School Fee, or up to \$0.28 per square foot of CID. Justification of the CID School Fee is based on a comparison of net school facilities cost impacts with the School District's share of the maximum CID School Fee revenues of \$280 per 1,000 square feet.

F. Justification of Commercial/Industrial School Fees

Dividing net school facilities cost impacts shown in Table 15 by \$280 for each land use category results in the cost-revenue ratios shown in Table 16. The cost-revenue ratios determine whether the maximum CID School Fee can be justified. In calculating the ratios, only net school facilities cost impacts are considered in comparison to the CID School Fee revenues.

Table 16
Cost Revenue Ratios

CID Land Use Category	Cost-Revenue Ratio	Maximum CID School Fee per Square Foot
Retail and Services	17.8857	\$0.28
Office	27.9500	\$0.28
Research and Development	24.2964	\$0.28
Industrial/Warehouse/Manufacturing	21.5464	\$0.28
Hospital	22.2000	\$0.28
Hotel/Motel	9.0571	\$0.28

On February 24, 2016, the SAB increased the maximum CID School Fee authorized by Section 17620 of the Education Code from \$0.54 to \$0.56 per square foot for unified school districts. Pursuant to the School District's revenue sharing agreement with SCCHSD, the maximum the School District can receive from new CID is approximately 50.00 percent of the School fees, or \$0.28 per square foot of CID constructed within its boundaries. Justification of the CID School Fee is based on a comparison of net school facilities cost impacts with the School District's portion of the maximum commercial/industrial School Fee revenues per 1,000 square feet. As net school facilities cost impacts for all CID categories are higher than the School District's portion of the maximum CID School Fee revenues, the levy of the maximum CID School Fee of \$0.28 per square foot, or \$280 per 1,000 square feet, for all CID land use categories is justified.



COOPERATIVE
STRATEGIES

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

PACIFIC ELEMENTARY SCHOOL DISTRICT

**RESIDENTIAL DEVELOPMENT SCHOOL FEE
JUSTIFICATION STUDY**

February 15, 2017

PREPARED FOR:

**Pacific Elementary
School District**

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EXHIBITS

EXHIBIT A: Current SAB Form 50-01

EXHIBIT B: Current SAB Form 50-02

EXECUTIVE SUMMARY

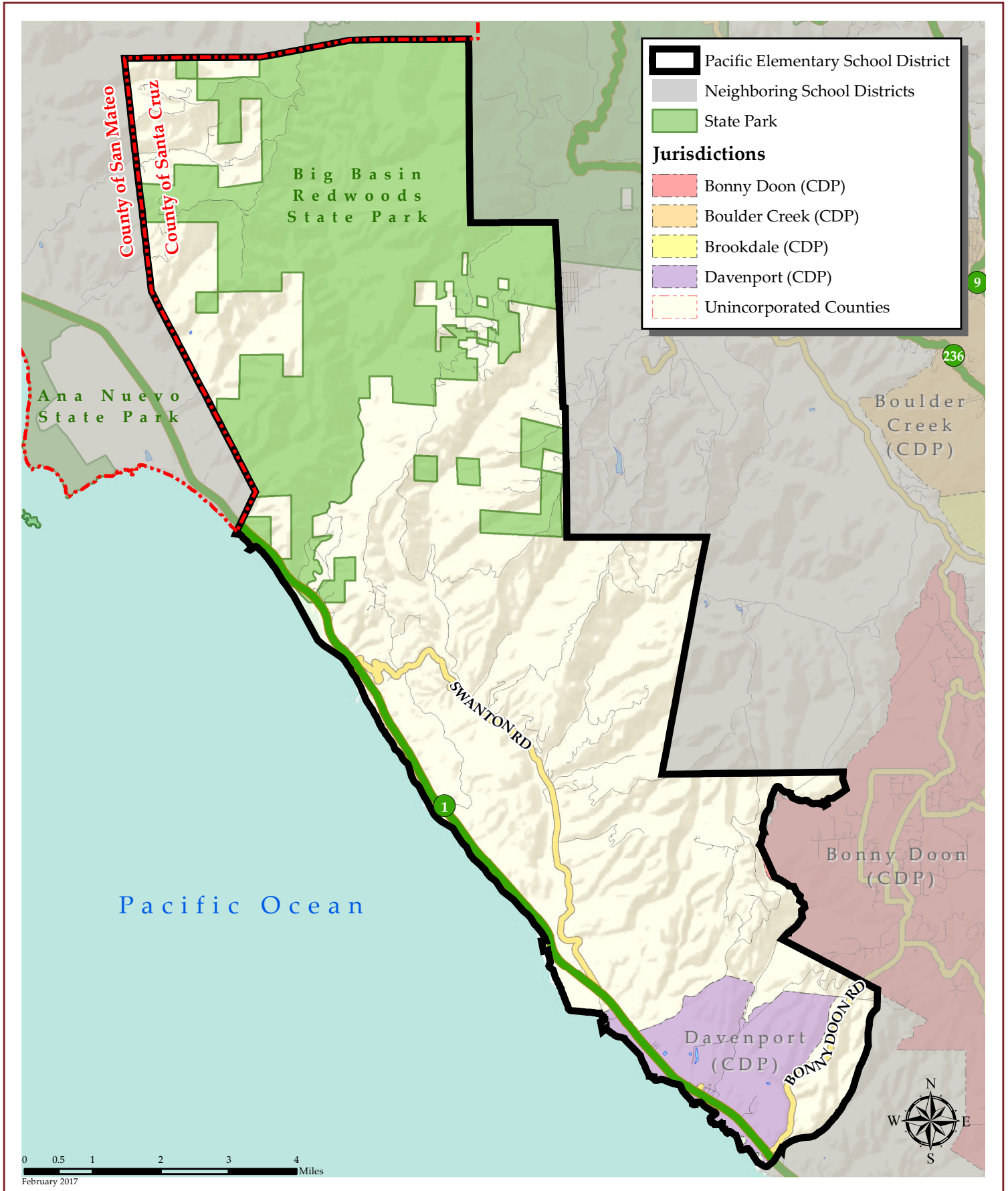
This Residential Development School Fee Justification Study ("Study") is intended to determine the extent to which a nexus can be established in the Pacific Elementary School District ("School District") between residential development and (i) the need for school facilities, (ii) the cost of school facilities, and (iii) the amount of statutory school fees ("School Fees") per residential building square foot that may be levied for schools pursuant to the provisions of Section 17620 of the Education Code, as well as Sections 65995 and 66001 of the Government Code.

The School District provides education to students in grades kindergarten through 6 residing within a portion of the unincorporated County of Santa Cruz ("County") (please see map on following page for a geographic profile of the School District). Collectively, the School District's school facilities in school year 2016/2017 have a capacity of 186 students per Section 17071.10(a) of the Education Code (see Exhibit A for SAB Form 50-02). Based on data provided by the School District, student enrollment is 106 in school year 2016/2017. Comparing student enrollment to facilities capacity reveals that facilities capacity exceeds student enrollment in school year 2016/2017 (please see Section IV for more information on student enrollment and facilities capacity).

To establish a nexus and a justifiable residential School Fee level, the Study evaluated the number and cost of new facilities required to house students generated from future residential development within the School District. Based on data provided by the Association of Monterey Bay Area Governments ("AMBAG") approximately 36 additional single family detached ("SFD") residential units could be constructed within the School District's boundaries through calendar year 2035 ("Future Units"). Currently, no multi-family attached ("MFA") units are expected to be constructed within the School District through calendar year 2035. Should AMBAG update this projection in the future, the School District will update the Study accordingly.

PACIFIC ELEMENTARY SCHOOL DISTRICT

GEOGRAPHIC PROFILE



To determine the impact on the School District from Future Units, the Study first multiplied the number of Future Units by the student generation factors ("SGFs") calculated by Cooperative Strategies, to determine the projected student enrollment from Future Units. The results were that six (6) unhoused elementary school students are anticipated to be generated from Future Units. These numbers include a reduction of the number of students projected to be housed by existing excess seats ("Projected Unhoused Students").

To adequately house the Projected Unhoused Students, the School District will need to expand existing school facilities. Using a design capacity of 25 students per classroom, the School District will need to construct one (1) new elementary school classroom to accommodate the Projected Unhoused Students from the Future Units projected to be constructed at this time. The cost of expanding the existing school facilities by adding additional teaching stations is based on per-pupil grant amounts established by Senate Bill ("SB") 50 and the site acquisition cost for a new classroom.

In addition to the school facilities cost impacts, the School District will experience Central Administrative and Support Facilities cost impacts. In January 1994, the State Allocation Board ("SAB") approved a policy of four (4) square feet of Central Administrative and Support Facilities per student, which based on School District cost estimates equates to a per-student cost of \$800. Multiplying these costs by the facilities needed and the students generated yielded the total school facilities cost impacts shown in Table ES-1.

Table ES-1
Total School Facilities Cost Impacts (2017\$)

School Level	Cost per Teaching Station/Student	Teaching Stations Required/Students Generated	Total School Facilities Cost Impacts
Elementary School	\$587,189	0.2400	\$140,925
Central Admin. Impacts	\$800	6	\$4,800
Total	N/A	N/A	\$145,725

The amounts listed in Table ES-1 were apportioned to each land use class based on the number of students generated from such residential land use. Thereafter, the school facilities cost impacts for each land use class were divided by the number of Future Units to calculate the school facilities cost impacts per residential unit. Table ES-2 below lists the school facilities cost impacts per residential unit.

Table ES-2
School Facilities Cost Impacts per Residential Unit (2017\$)

Land Use	Total School Facilities Cost Impacts	Future Units	School Facilities Cost Impacts per Residential Unit
Single Family Detached	\$145,725	36	\$4,048
Multi-family Attached	N/A	N/A	N/A

To determine the school facilities cost impacts per square foot of residential construction, the school facilities cost impacts per unit were divided by the average square footage of a residential unit in each land use class. Table ES-3 lists the school facilities cost impacts per average residential square foot.

Table ES-3
School Facilities Cost Impacts per Residential Square Foot (2017\$)

Land Use	School Facilities Cost Impacts per Future Unit	Average Square Footage	School Facilities Cost Impacts per Residential Square Foot
Single Family Detached	\$4,048	2,000	\$2.02
Multi-family Attached	N/A	N/A	N/A

On February 24, 2016, the SAB increased the maximum residential School Fee authorized by Section 17620 of the Education Code from \$3.36 to \$3.48 per residential building square foot for unified school districts. Based on the School District's fee sharing agreement with the Santa Cruz City High School District ("SCCHSD"), the School District can collect 50.00 percent, or \$1.74 per square foot, for all new Future Units built within its boundaries. Since the School District's share of the current maximum School Fee is less than the school facilities cost impacts per square foot, the School District is fully justified in levying \$1.74 per square foot for all new SFD residential development within its boundaries, which represents its portion of the maximum residential School Fee.

I. INTRODUCTION

SB 50, which Governor Wilson signed on August 27, 1998, was enacted on November 4, 1998, following the approval of Proposition 1A by the voters of the State in the general election on November 3, 1998. SB 50 includes provisions for the following:

1. Issuance of State general obligation bonds in an amount not to exceed \$9.2 billion;
2. Reformation of the State School Building Program; and
3. Reformation of the School Fee mitigation payment collection procedure.

Additionally, Assembly Bill ("AB") 16, which Governor Davis signed on April 26, 2002, was enacted following the approval of Proposition 47 ("Prop 47") by the voters of the State in the general election on November 5, 2002. Prop 47 includes the authorization for issuance of State general obligation bonds in the amount of \$13.05 billion, and AB 16 provides for additional reformation of the State School Building Program into the School Facilities Program. On March 2, 2004, the voters of the State approved Proposition 55 ("Prop 55"). Prop 55 includes the authorization for the additional issuance of State general obligation bonds in the amount of \$12.3 billion. AB 127, which Governor Schwarzenegger signed on May 20, 2006, was enacted following the approval of Proposition 1D ("Prop 1D") by the voters of the State in the general election of November 7, 2006. Prop 1D includes the authorization for the issuance of State general obligation bonds in the amount of \$10.4 billion. On November 8, 2016, the voters of the State approved Proposition 51 ("Prop 51"). Prop 51 includes the authorization for the issuance of State general obligation bonds in the amount of \$9 billion.

The Mira-Hart-Murrieta Decisions, which formerly permitted school districts to collect mitigation payments in excess of School Fees under certain circumstances, are suspended by Prop 51. In lieu of the powers granted by the Mira-Hart-Murrieta Decisions, SB 50 and subsequent legislation provide school districts with a reformed School Fee collection procedure that, subject to certain conditions, authorizes school districts to collect Alternative Fees on residential developments. However, not all school districts will qualify to charge Alternative Fees, and Alternative Fees are generally not imposed upon residential units that have existing agreements with a school district.

Therefore, school districts must still rely on School Fees as a funding source for school facilities required by new development. However, before a school district can levy School Fees on new development, State law requires that certain nexus findings must be made and documented. The objective of this Study is to provide a rigorous basis for such findings.

II. LEGISLATION

State legislation, specifically AB 2926 and AB 1600, provides guidelines, procedures, and restrictions on the levy of School Fees for school facilities. Certain provisions of this legislation are summarized below:

A. AB 2926

AB 2926 was enacted by the State in 1986. Among other things, AB 2926 added various sections to the Government Code which authorize school districts to levy School Fees on new residential and commercial/industrial developments in order to pay for school facilities. In addition, AB 2926 provides for the following:

1. No city or county can issue a building permit for a development project unless such School Fees have been paid.
2. School Fees for commercial/industrial development must be supported by the finding that such School Fees "are reasonably related and limited to the needs for schools caused by the development."
3. School Fees for 1987 were limited to \$1.50 per square foot on new residential construction and \$0.25 per square foot for new commercial/industrial construction.
4. Every year, School Fees are subject to annual increases based on the Statewide cost index for Class B construction, as determined by the SAB at its January meeting (This provision was changed to every other year by AB181).

The provisions of AB 2926 have since been expanded and revised by AB 1600.

B. AB 1600

AB 1600, which created Sections 66000 et seq. of the Government Code, was enacted by the State in 1987. AB 1600 requires that all public agencies satisfy the following requirements when establishing, increasing or imposing a fee as a condition of approval for a development project.

1. Determine the purpose of the fee.
2. Identify the facilities to which the fee will be put.

3. Determine that there is a reasonable relationship between the need for public facilities and the type of development on which a fee is imposed.
4. Determine that there is a reasonable relationship between the amount of the fee and the public facility or portion of the public facility attributable to the development on which the fee is imposed.
5. Provide an annual accounting of any portion of the fee remaining unexpended, whether committed or uncommitted, in the School District's accounts five or more years after it was collected.

In other words, AB 1600 limits the ability of a school district to levy School Fees unless (i) there is a need for the School Fee revenues generated and (ii) there is a nexus or relationship between the need for School Fee revenues and the type of development project on which the School Fee is imposed. (The requirements of AB 1600 were clarified with the passage in 2006 of AB 2751, which codifies the findings of *Shapell Industries vs. Milpitas Unified School District*.) The Study will provide information necessary to establish such a nexus between School Fees and residential development.

III. METHODOLOGY OF STUDY

The School District is projecting an increase in student enrollment attributable to new residential development in future years. This projected growth will create a demand for new school facilities to be constructed within the School District and the need to incur significant school facilities costs to meet that demand. As a result, the School District has determined that School Fees should be levied on new development projects. In particular, the School District has determined that School Fees must be levied on new residential projects, if findings can be made that such projects will lead to higher student enrollment and increased facilities costs. The objective of the Study is to provide a basis for such findings consistent with the requirements of AB 2926, AB 1600, and the provisions of Section 66001 of the Government Code.

A. Overview of Methodology

In order to evaluate the existence of a nexus, the Study identifies and analyzes the various connections or linkages between residential development and (i) the need for school facilities, (ii) the cost of school facilities, and (iii) the amount of School Fees that can justifiably be levied. The primary linkages identified include the following:

1. Housing projections (i.e., the projected number of residential units to be constructed within the School District);
2. Student generation (i.e., the number of students generated from a residential unit within the School District);
3. Facility requirements (i.e., the number of new school facilities required to house students generated from new residential units);
4. School facilities cost impacts (i.e., the costs to the School District associated with the construction of new school facilities); and
5. School Fee requirements (i.e., the School District's need to levy School Fees to cover the cost of new school facilities).

The above linkages result in a series of impacts which (i) connect new residential development with increased school facilities costs and (ii) connect School Fees per residential building square foot with increased facilities costs. These impacts are identified for two (2) residential land uses; SFD units and MFA units (e.g., condominiums, apartments, townhomes, duplexes, etc.). These "linkage impacts" include four (4) major types:

1. Residential Unit Projections
2. Student Generation Factors
3. School Facilities Cost Impacts
4. Maximum School Fee Revenues

B. Residential Unit Projections

The number of Future Units to be constructed within the boundaries of the School District was determined based on information provided by AMBAG.

C. Student Generation Factors

SGFs for each of the residential land use categories were calculated by Cooperative Strategies. Cooperative Strategies calculated SGFs for the School District through an analysis which consisted of cross-referencing the School District's actual enrollment data against residential data from the Office of the Assessor for the County ("County Assessor").

D. School Facilities Cost Impacts

School facilities cost impacts were calculated by determining the additional elementary school facilities needed to adequately house students generated from Future Units and the total cost for those school facilities. School facilities costs are based on the per-pupil grant amounts established by SB 50 and site acquisition cost estimates prepared by Cooperative Strategies.

E. Maximum School Fee Revenues

Maximum School Fee revenues for residential development were based on the current maximum residential School Fee authorized by the SAB (currently \$3.48 per square foot) under AB 2926. Based on the current fee sharing arrangement of the School District with SCCHSD, the School District may collect up to 50.00 percent of the current maximum School Fee or \$1.74 per square foot of new residential construction.

F. Comparison of School Facilities Cost Impacts and Maximum School Fee Revenues

If school facilities cost impacts per residential square foot are greater than maximum School Fee revenues, then the levy of the maximum residential School Fee is justified to cover as much of school facilities cost impacts per residential square foot as possible. Should school facilities cost impacts per residential square foot be less than maximum School Fee revenues, then only a School Fee equivalent to the school facilities cost impacts per residential square foot can be justified to cover facilities needs generated by future residential development. Under this latter circumstance, the School District would not be justified in imposing the maximum residential School Fee per square foot.

IV. FACILITIES CAPACITY AND STUDENT ENROLLMENT

In order to determine whether the School District's existing school facilities contain excess capacity to house students generated by new residential development, school year 2016/2017 student enrollment and school facilities capacity of the School District were evaluated.

Collectively, the School District's school facilities in school year 2016/2017 have a capacity of 186 students per Section 17071.10(a) of the Education Code (see Exhibit A for SAB Form 50-02). The enrollment of the School District in school year 2016/2017 is 106 students. As shown in Table 1 below, the School District's facilities capacity exceeds student enrollment in school year 2016/2017.

Table 1
Existing School Facilities Capacity and Student Enrollment

School Level	2016/2017 Facilities Capacity^[1]	2016/2017 Student Enrollment^[2]	Excess/ (Shortage) Capacity
Elementary School	186	106	80
<i>[1] SAB Form 50-02 (Exhibit A).</i>			
<i>[2] 2016/2017 student enrollment provided by the School District.</i>			

As indicated in Table 1, 80 elementary school seats are available to house students generated from Future Units. These surplus seats will be addressed in Section V below.

V. IMPACT OF RESIDENTIAL DEVELOPMENT ON SCHOOL FACILITIES NEEDS

As discussed in Section III, the objective of the Study is to determine the appropriateness of the imposition of a School Fee on residential property to finance school facilities necessitated by students to be generated from new residential development. Section III outlined the methodology which was employed in the Study to meet that objective. Section V is a step-by-step presentation of the results of the analysis.

A. Projected Residential Development within the School District

The initial step in developing a nexus as required by AB 2926 and AB 1600 is to determine the number of Future Units to be constructed within the School District's boundaries. Based on information provided by AMBAG, Cooperative Strategies has estimated that the School District could experience the construction of approximately 36 Future Units through calendar year 2035. Of these 36 Future Units, all are expected to be SFD units. At this time, AMBAG does not project any MFA units to be constructed through calendar year 2035. Should AMBAG update this projection in the future, the School District will update the Study accordingly. Table 2 shows the Future Units by unit type.

Table 2
Future Units

Land Use	Total Future Units
Single Family Detached	36
Multi-family Attached	0
Total Units	36

B. Reconstruction

Reconstruction is the act of replacing existing structures with new construction, which may have an alternative land use (i.e., commercial/industrial versus residential) or may consist of different residential unit types (i.e., SFD versus MFA, etc.).

B1. Residential Reconstruction

Residential Reconstruction consists of voluntarily demolishing existing residential units and replacing them with new residential development. To the extent Reconstruction increases the residential square footage beyond what was demolished ("New Square Footage"), the increase in square footage is subject to the applicable School Fee as such construction is considered new residential development. As for the amount of square footage constructed that replaces only the previously constructed square footage ("Replacement Square Footage"), the determination of the applicable fee, if any, is subject to a showing that the Replacement Square Footage results in an increase in student enrollment and, therefore, an additional impact being placed on the School District to provide school facilities for new student enrollment.

Prior to the imposition of fees on Replacement Square Footage, the School District shall undertake an analysis on any future proposed projects(s) to examine the extent to which an increase in enrollment can be expected from Replacement Square Footage due to any differential in SGFs as identified in the Study for the applicable unit types between existing square footage and Replacement Square Footage. Any such fee that is calculated for the Replacement Square Footage shall not exceed the School Fee that is in effect at such time.

B2. Reconstruction of Commercial/Industrial Construction into Residential Construction

The voluntary demolition of existing commercial/industrial buildings and replacement of them with new residential development is a different category of Reconstruction. Cooperative Strategies is aware that such types of Reconstruction may occur within the School District in the future, however, Cooperative Strategies was unable to find information (i) about the amount planned within the School District in the future or (ii) historical levels, which might indicate the amount to be expected in the future. Due to the lack of information, the School District has decided to evaluate the impacts of Commercial/Industrial Reconstruction projects on a case-by-case basis and will make a determination of whether a fee credit is justified based on the nature of the project.

C. Student Generation Factors per Residential Unit

In order to analyze the impact on the School District's student enrollment from Future Units, Cooperative Strategies calculated SGFs for SFD and MFA units. The process of determining SGFs involved cross-referencing the School District's enrollment data against the County Assessor residential data.

Sorting and extracting the County Assessor records by land use, Cooperative Strategies developed a database of 189 SFD units. This database was then compared with the School District's student enrollment database to identify address matches. Upon comparison of the two (2) databases, 31 student matches were found, resulting in the SGFs shown in Table 3.

Table 3
Student Generation Factors for Single Family Detached Units

School Level	Students Matched	Single Family Detached Units	Student Generation Factors
Elementary School	31	189	0.1640

D. School District Facilities Requirements

By multiplying the Future Units as listed in Table 2 by the SGFs identified in Table 3, the Study determined the projected number of new students to be generated from Future Units. The Projected Student Enrollment is shown in Table 4.

Table 4
Projected Student Enrollment from Future Units

School Level	Projected Student Enrollment from Future SFD Units	Projected Student Enrollment from Future MFA Units	Projected Student Enrollment from Future Units
Elementary School	6	0	6

As indicated in Section IV, 80 surplus seats are available to accommodate the Projected Student Enrollment. However, the School District's SAB Form 50-01 projected the student enrollment from existing residential units could grow to 292 students by school year 2020/2021 (see Exhibit B for SAB Form 50-01). These surplus seats must be apportioned to accommodate the projected student enrollment from existing residential development and results in zero (0) surplus seats available to house students generated from Future Units. Therefore, the Projected Unhoused Students are equal to the Projected Student Enrollment. Table 5 shows Projected Unhoused Students for the School District.

Table 5
Projected Unhoused Students from Future Units

School Level	Projected Students from Future Units	Surplus Seats	Projected Unhoused Students
Elementary School	6	0	6

To determine the number of school facilities necessary to adequately house the Projected Unhoused Students, Cooperative Strategies divided the Projected Unhoused Students by the estimated school facilities capacity, as provided by the School District. The additional school facilities requirements are identified in Table 6.

Table 6
Additional School Facilities for Projected Unhoused Students

School Level	Projected Unhoused Students	Estimated Teaching Station Capacity	Additional Teaching Stations Needed
Elementary School	6	25	0.2400

E. School District Facilities Costs

The cost of expanding the existing school facilities by adding additional teaching stations is based on per-pupil grant amounts established by SB 50. Due to a lack of space available, the School District will need to acquire new land to accommodate the construction of new classrooms. The school facilities costs represent the full cost of site acquisition, construction, furniture and equipment, as well as technology. It must be noted that the facilities costs are in 2017 dollars and do not include interest costs associated with debt incurred to finance the construction of facilities. The estimated site costs and facility construction costs are shown in Table 7.

Table 7
Estimated School Facilities Costs (2017\$)

School Level	Site Acquisition Costs	Facility Construction Costs	Estimated Total Cost per Teaching Station
Elementary School	\$22,039	\$565,150	\$587,189

The costs in Table 7 do not include costs associated with Central Administrative and Support Facilities. As indicated in Table 5, Future Units will cause the enrollment of the School District to increase by approximately six (6) students. In accordance with the Provisions of Chapter 341, Statutes of 1992, SB 1612, the SAB adopted a report on January 26, 1994, requiring approximately four (4) square feet of central administrative and support facilities for every student. Based on this report and the estimated cost per square foot to construct and furnish these types of facilities, the Study incorporates a Central Administrative and Support Facilities cost impact of \$800 per student.

F. Total School Facilities Cost Impacts

To determine the total school facilities cost impacts caused by Future Units, Cooperative Strategies (i) multiplied the school facilities costs (Table 7) by the additional school facilities needed (Table 6) and (ii) multiplied the central administrative and support facilities costs per student (above paragraph) by the Projected Unhoused Students (Table 5). Table 8 illustrates the total school facilities cost impacts from future residential development.

Table 8
Total School Facilities Cost Impacts from Future Units (2017\$)

Item	Cost per Teaching Station/Student	Teaching Stations Required/Students Generated	Total School Facilities Cost Impacts
Elementary School	\$587,189	0.2400	\$140,925
Central Admin. Impacts	\$800	6	\$4,800
Total	N/A	N/A	\$145,725

G. School Facilities Cost Impacts per Residential Unit

To determine the total school facilities cost impacts per future residential unit, the total school facilities cost impacts listed above need to first be apportioned by land use based on the number of students to be generated from such land use. Table 9 shows total school facilities cost impacts by land use.

Table 9
Total School Facilities Cost Impacts by Land Use (2017\$)

School Level	Single Family Detached Units	Multi-family Attached Units	Total School Facilities Cost Impacts
Elementary School	\$145,725	N/A	\$145,725

Total school facilities cost impacts for each land use were then divided by the number of Future Units in such land use to determine school facilities cost impacts per SFD unit and MFA unit. These impacts are shown in Table 10.

Table 10
School Facilities Cost Impacts per Future Unit (2017\$)

Land Use	Total School Facilities Cost Impacts	Future Units	School Facilities Cost Impacts per Residential Unit
Single Family Detached	\$145,725	36	\$4,048
Multi-family Attached	N/A	N/A	N/A

H. School Facilities Cost Impacts per Square Foot

To determine the school facilities cost impacts per square foot of residential construction for each land use, the school facilities cost impacts per unit listed in Table 10 were divided by the average square footage of such type of residential unit. Using square footage information for recently constructed units obtained from the County Assessor, Cooperative Strategies estimates that the average square footage of an SFD unit in the School District is projected to be 2,000 square feet. Table 11 shows the school facilities cost impacts per square foot of residential construction in the School District.

Table 11
School Facilities Cost Impacts per Residential Square Foot (2017\$)

Land Use	School Facilities Cost Impacts per Residential Unit	Average Square Footage	School Facilities Cost Impacts per Square Foot
Single Family Detached	\$4,048	2,000	\$2.02
Multi-family Attached	N/A	N/A	N/A

I. Comparison of School Facilities Cost Impacts and School Fee Revenues per Residential Square Foot

On February 24, 2016, the SAB increased the maximum residential School Fee authorized by Section 17620 of the Education Code from \$3.36 to \$3.48 per residential building square foot for unified school districts. Based on the School District's fee sharing agreement with SCCHSD, the School District can collect 50.00 percent, or \$1.74 per square foot, for all new Future Units built within its boundaries. Since the School District's share of the current maximum School Fee is less than the school facilities cost impacts per square foot, the School District is fully justified in levying \$1.74 per square foot for all new SFD residential development within its boundaries, which represents its portion of the maximum residential School Fee.

EXHIBIT A

Current SAB Form 50-01

STATE OF CALIFORNIA
EXISTING SCHOOL BUILDING CAPACITY
SCHOOL FACILITY PROGRAM

SAB 50-02 (REV 12/10)

STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION

Page 4 of 4

SCHOOL DISTRICT Pacific Elementary	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) 69781
COUNTY Santa Cruz	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable)

PART I - Classroom Inventory <input checked="" type="checkbox"/> NEW <input type="checkbox"/> ADJUSTED		K-6	7-8	9-12	Non-Severe	Severe	Total
Line 1.	Leased State Relocatable Classrooms						
Line 2.	Portable Classrooms leased less than 5 years						
Line 3.	Interim Housing Portables leased less than 5 years						
Line 4.	Interim Housing Portables leased at least 5 years						
Line 5.	Portable Classrooms leased at least 5 years						
Line 6.	Portable Classrooms owned by district	4					4
Line 7.	Permanent Classrooms	5					5
Line 8.	Total (Lines 1 through 7)	9					9

PART II - Available Classrooms		K-6	7-8	9-12	Non-Severe	Severe	Total
Option A.							
a.	Part I, line 4						
b.	Part I, line 5						
c.	Part I, line 6	4					4
d.	Part I, line 7	5					5
e.	Total (a, b, c, & d)	9					9

Option B.		K-6	7-8	9-12	Non-Severe	Severe	Total
a.	Part I, line 8	9					9
b.	Part I, lines 1, 2, 5 and 6 (total only)						4
c.	25 percent of Part I, line 7 (total only)						2
d.	Subtract c from b (enter 0 if negative)	2					2
e.	Total (a minus d)	7					7

PART III - Determination of Existing School Building Capacity		K-6	7-8	9-12	Non-Severe	Severe
Line 1.	Classroom capacity	175				
Line 2.	SER adjustment	11				
Line 3.	Total of lines 1 and 2	186				

I certify, as the District Representative, that the information reported on this form is true and correct and that:

- I am designated as an authorized district representative by the governing board of the district; and,
- This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction (OPSC). In the event a conflict should exist, then the language in the OPSC form will prevail.

SIGNATURE OF DISTRICT REPRESENTATIVE 	DATE June 23, 2016
NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE) Eric Gross	E-MAIL ADDRESS egross@pacificesd.org
TELEPHONE 831.425.7002	

EXHIBIT B

Current SAB Form 50-02

SCHOOL DISTRICT Pacific Elementary	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) 69781
COUNTY Santa Cruz	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable)

Check one: ☒ Fifth-Year Enrollment Projection ☐ Tenth-Year Enrollment Projection

HSAAs Districts Only - Check one: ☐ Attendance ☐ Residency

☐ Residency - COS Districts Only - (Fifth Year Projection Only)

☐ Modified Weighting (Fifth-Year Projection Only)

☐ Alternate Weighting - (Fill in boxes to the right):

3rd Prev. to 2nd Prev.	2nd Prev. to Prev.	Previous to Current

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
292	0	0	292

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					17	15	15	22
1					17	16	13	17
2					12	15	18	16
3					15	13	15	17
4					14	16	14	16
5					14	17	16	13
6					15	14	17	14
7					0	0	0	0
8					0	0	0	0
9					0	0	0	0
10					0	0	0	0
11					0	0	0	0
12					0	0	0	0
TOTAL					104	106	108	115

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
0	5	5	0	8	8	N/A	N/A	N/A

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)

Eric Gross

SIGNATURE OF DISTRICT REPRESENTATIVE



DATE

June 23, 2016

TELEPHONE NUMBER

831.425.7002

E-MAIL ADDRESS

egross@pacificesd.org

Contact representative:
Michele VanHentenryck
Email: mvanhentenryck@benchmarkeducation.com
Cell: 831-252-3054
Work Phone: 831-252-3054

By Mail: Benchmark Education Company
145 Huguenot Street 8th Floor
New Rochelle, NY 10801
By Phone: Toll-Free 1-877-236-2465
By Fax: 1-877-732-8273
E-Mail: neworders@benchmarkeducation.com
Web Site: www.benchmarkeducation.com

Benchmark Advance
Proposal for
Pacific Elementary School District
Davenport, CA
April 24, 2017

Product Code	Grade	Product	Unit Price	Quantity Ordered	Total Price
Benchmark Advance					
XY0906	Gr. K	Benchmark Advance Grade K Deluxe 25 Students 1-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Phonics, Assessment, ELD and Intervention Packages for 1 year and 1 year consumables (25 copies each of 5 titles) in Whole Group	\$4,200	1	\$4,200
XY0907	Gr. 1	Benchmark Advance Grade 1 Deluxe 25 Students 1-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Phonics, Assessment, ELD and Intervention Packages for 1 year and 1 year consumables (25 copies each of 5 titles) in Whole Group	\$4,200	1	\$4,200
XY0909	Gr. 3	Benchmark Advance Grade 3 Deluxe 25 Students 1-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Assessment, ELD and Intervention Packages for 1 year and 1 year consumables (25 copies each of 10 titles) in Whole Group	\$4,150	1	\$4,150
XY0910	Gr. 4	Benchmark Advance Grade 4 Deluxe 25 Students 1-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Assessment, ELD and Intervention Packages for 1 year and 1 year consumables (25 copies each of 10 titles) in Whole Group	\$4,150	1	\$4,150
XY0911	Gr. 5	Benchmark Advance Grade 5 Deluxe 25 Students 1-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Assessment, ELD and Intervention Packages for 1 year and 1 year consumables (25 copies each of 10 titles) in Whole Group	\$4,150	1	\$4,150
XY0912	Gr. 6	Benchmark Advance Grade 6 Deluxe 25 Students 1-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Assessment, ELD and Intervention Packages for 1 year and 1 year consumables (25 copies each of 10 titles) in Whole Group	\$4,150	1	\$4,150
Pilot Materials					
XY0908	Gr. 2	Benchmark Advance Grade 2 Deluxe 25 Students 1-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Phonics, Assessment, ELD and Intervention Packages for 1 year and 1 year consumables (25 copies each of 10 titles) in Whole Group	\$4,150	1	N/C
TO COME	Gr. K	Benchmark Advance Grade K Deluxe Package 6-Year Digital Renewal - California Edition Includes 6-Year online subscription	\$1,620	1	N/C
TO COME	Gr. 1	Benchmark Advance Grade 1 Deluxe Package 6-Year Digital Renewal - California Edition Includes 6-Year online subscription	\$1,620	1	N/C
TO COME	Gr. 2	Benchmark Advance Grade 2 Deluxe Package 6-Year Digital Renewal - California Edition Includes 6-Year online subscription	\$1,620	1	N/C
TO COME	Gr. 3	Benchmark Advance Grade 3 Deluxe Package 6-Year Digital Renewal - California Edition Includes 6-Year online subscription	\$1,620	1	N/C
TO COME	Gr. 4	Benchmark Advance Grade 4 Deluxe Package 6-Year Digital Renewal - California Edition Includes 6-Year online subscription	\$1,620	1	N/C
TO COME	Gr. 5	Benchmark Advance Grade 5 Deluxe Package 6-Year Digital Renewal - California Edition Includes 6-Year online subscription	\$1,620	1	N/C
TO COME	Gr. 6	Benchmark Advance Grade 6 Deluxe Package 6-Year Digital Renewal - California Edition Includes 6-Year online subscription	\$1,620	1	N/C
Total of Products					\$25,000
Tax (Estimated)			8.500%		\$2,125
TOTAL					\$ 27,125

- * The above pricing includes estimated tax. Final tax rate is based on the ship to address.
- * The above pricing cannot be combined with any other offers.

**Program Self-Evaluation Process
Fiscal Year 2016–17**

Contractor Legal Name: Pacific Elementary School District	Vendor Number: 44-69781
Contract Type(s): CSPP	
Check each box verifying the collection, analysis, and integration of each assessment data toward ongoing program improvement for all applicable contract types.	
<input checked="" type="checkbox"/> Program Review Instrument FY 2016–17 – All Contract Types: http://www.cde.ca.gov/ta/cr/documents/eesos1617.pdf	
<input checked="" type="checkbox"/> Desired Results Parent Survey – All Contract Types: http://www.cde.ca.gov/sp/cd/ci/documents/parentsurvey.doc	
<input checked="" type="checkbox"/> Age Appropriate Environment Rating Scales – Center-based/CFCC Contracts Types: http://www.ersi.info/ecers.html	
<input checked="" type="checkbox"/> Desired Results Developmental Profile and DRDPtech Reports - Center-based/CFCC Contracts Types: https://www.desiredresults.us/drdp-forms	
Using a narrative format, summarize the staff and board member participation in the PSE process: This form can be expanded and is not limited to a single page.	
<p>The Director (Superintendent/Principal) observed the preschool program in action and met with the two Co-Teachers on a frequent basis - both formally and informally - throughout the school year. The Director reported to the Board of Trustees at regular monthly meetings. The evaluation tools were helpful to the Director and provided a useful means through which to explain and evaluate the program.</p>	
Statement of Completion: I certify that all documents required as a part of the PSE have been completed and are available for review and/or submittal upon request.	
Signature of Executive or Program Director:	Date: 5/3/17
Name of Executive or Program Director as listed in the Child Development Management Information System (please print): Eric Gross Superintendent/Principal/Director	Phone Number: (831) 425-7002

Scan and submit both the EESD 4000A and EESD 4000B TO FY1617PSE@cde.ca.gov.

Mail hard copy **ONLY** if the PSE cannot be sent electronically to:

Summary of Program Self-Evaluation Fiscal Year 2016–17

Contractor Legal Name: Pacific Elementary School District		Vendor Number: 44-69781
Contract Type(s): CSPP	Age Group (Infant/Toddler, Preschool, School-Age) Preschool	
Program Director Name (as listed in the Child Development Management Information System): Eric Gross		
Program Director Phone Number: (831) 425-7002		Program Director E-mail: egross@pacificesd.org
<p>This form can be expanded and is not limited to a single page.</p> <p>1. Provide a summary of the program areas that did not meet standards and a list of tasks needed to improve those areas.</p>		
<ul style="list-style-type: none"> • Program Review <ul style="list-style-type: none"> ○ <u>Parent Advisory Committee</u>: the School Site Council has formally assumed the PAC duties, which is a more structured and formal group than the PAC has been in the past. The need now is for the PAC to determine relevant agenda items to discuss. • Parent Survey <ul style="list-style-type: none"> ○ <u>Cultural Activities</u>: our offerings of cultural activities still needs improvement. Next year, we will have parent/family potlucks that will support enrolled families in learning about their children's experiences in preschool, the families of their children's peers, and the cultural context of schooling in the United States. • ECERS <ul style="list-style-type: none"> ○ <u>Supervision and Evaluation of Staff</u>: The ECERS was completed and results were shared with staff. 41 items were scored with a total score of 272. While the overall average rating was high (6.63/7), there were some areas that can be improved. Two areas in need of improvement are evaluation of staff and space for staff to complete paperwork/plan. • DRDPtech <ul style="list-style-type: none"> ○ Cognition-Including Math and Science: we could have been more deliberate and systematic about encouraging the children to engage in documentation and communication of their scientific inquiries. Next year, children will be given more opportunities to record information in simple ways about what they have observed or investigated. 		
<p>2. Provide a summary of areas that met standards and a summary of procedures for ongoing monitoring to ensure that those areas continue to meet standards.</p>		

- **Program Review**
 - Correct Fee Assessed: This year, we hosted two Open Houses in order to recruit new families and to facilitate parent to parent interactions.
- **Parent Survey**
 - Communication: we did a good job communicating with parents about the program and how their child is progressing in the context of the preschool program.
- **ECERS**
 - Language and Reasoning: we provide a wide array of books and language materials that are rotated to maintain the interest of the children. Staff balance listening with talking. Staff encourages the use of reasoning skills and staff have individual conversations with most of the children throughout the day.
- **DRDPtech**
 - Language and Literacy Development: most children recognize their name and letters in the environment.

Scan and submit both the EESD 4000A and EESD 4000B TO FY1617PSE@cde.ca.gov.

Mail hard copy **ONLY** if the PSE cannot be sent electronically:

FY 2016–17 Program Self-Evaluation
Early Education and Support Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, CA 95814

California Department of Education
March 2017

Payables Prelist**4-28-2017 ()****PSD****Check**

72 - ALBA ORGANICS		
PO 17-00712-PO's Feb-Apr 24-2017	13-5310-0-0000-3700-4700-200-3101	\$3,633.16
		<hr/>
		\$3,633.16
16 - CENTRAL HOME SUPPLY		
PO 17-00715-4-28-2017	12-9011-0-8500-1000-4300-200-3020	\$892.95
		<hr/>
		\$892.95
69 - CIT TECHNOLOGY FIN SERV INC		
PO 17-00714-4-28-2017	01-0000-0-0000-7200-5650-200-2801	\$203.98
		<hr/>
		\$203.98
85 - COMCAST		
PO 17-00717-due 5-14-2017	01-0000-0-0000-2700-5900-200-2801	\$115.65
		<hr/>
		\$115.65
289 - Friends of Santa Cruz State Parks		
PO 17-00720-5/4/2017 Visit	01-1100-0-1110-1000-5800-202-3000	\$23.00
		<hr/>
		\$23.00
227 - Howard, Kathleen		
PO 17-00713-May payment	01-4035-0-0000-7100-5800-200-4035	\$450.00
		<hr/>
		\$450.00
79 - Lerner, Joan		
PO 17-00716-April Services	01-6500-0-5770-3140-5808-200-1304	\$1,265.00
		<hr/>
		\$1,265.00
288 - Santa Cruz Museum of Art and History		
PO 17-00719-6/1/2017 Visit	01-1100-0-1110-1000-5800-202-3000	\$40.00
		<hr/>
		\$40.00
268 - Seabright Speech Therapy		
PO 17-00718-Serv, Through 4/27/2017	01-3310-0-5770-1190-5808-200-1320	\$1,530.00
		<hr/>
		\$1,530.00
	Payment Type Check Total	<hr/>
		\$8,153.74

Payables Prelist**4-28-2017 ()****PSD**

Grand Total : **\$8,153.74****Amount**

Fund 01 \$3,627.63

Fund 12 \$892.95

Fund 13 \$3,633.16

Grand Total : **\$8,153.74**-----
PRESIDENT-----
SECRETARY

PREPARED BY: _____ DATE: _____

REVIEWED BY: _____ DATE: _____