

San Juan Unified School District

Facilities Committee



- | | | |
|--|--|---|
| <input type="checkbox"/> Frank Cockrell | <input type="checkbox"/> Joshua Alvarado | <input type="checkbox"/> Griff Ryan-Roberts |
| <input type="checkbox"/> Tina Cooper | <input type="checkbox"/> Zachary Morton | <input type="checkbox"/> Ryan Luttrell |
| <input type="checkbox"/> Saul Hernandez | <input type="checkbox"/> Steve Ward | <input type="checkbox"/> Vacant |
| <input type="checkbox"/> Jodi Mulligan-Pfile | <input type="checkbox"/> Paul Roy | <input type="checkbox"/> Vacant |
| <input type="checkbox"/> Melinda Avey | <input type="checkbox"/> Omid Shirzad | |

We commit to:

- | | |
|---|---|
| ➤ Being responsive to the needs of students | ➤ Differentiating between fact and opinion |
| ➤ Conducting meetings that are: Effective, Efficient and Decisive | ➤ Clearly defining and agreeing upon mission |
| ➤ Focusing on solving problems | ➤ Members having open minds and being creative |
| ➤ Working together through the committee chair | ➤ Abide by Brown Act concept and principles |
| ➤ Recognizing the committee's role as a recommending body | ➤ Members being polite, respectful, and supportive of others' time and opinions |
| ➤ Being responsive to the direction of the Board as a whole | |

AGENDA

Tuesday, March 3, 2026
District Office Board Room - 6:30 p.m.

- | | |
|--|----------------------------|
| I. CALL TO ORDER – 6:30 p.m. | (Cockrell) |
| II. VISITOR COMMENTS* | (Cockrell) |
| III. BUSINESS ITEMS | |
| 1. Approval of the Minutes – February 3, 2026 - A
<i>(Materials provided: pages 2-3)</i> | (Cockrell) |
| 2. Board Member Update - R | (B. Avey) |
| 3. 2026 Developer Fee Justification Study – R
<i>(Materials provided: pages 4-45)</i> | (School Works Inc.) |
| 4. 2026 Developer Fee Presentation – R/D
<i>(Materials provided: pages 46-51)</i> | (Camarda) |
| IV. ADJOURNMENT – 8:00 p.m. | (Cockrell) |

A = Action; R = Report; D = Discussion

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San Juan Unified School District

Facilities Committee



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MINUTES

Tuesday, February 3, 2026
District Office Board Room - 6:30 p.m.

I. CALL TO ORDER – 6:30 p.m.

The meeting was called to order by Mr. Cockrell by 6:31 p.m.

(Cockrell)

II. VISITOR COMMENTS*

There were no public comments.

(Cockrell)

III. BUSINESS ITEMS

1. Approval of the Minutes – January 6, 2026 - A

(Materials provided: pages 2-3)

It was moved by Ms. Mulligan-Pfile and seconded by Ms. Avey to approve the minutes. The motion passed, with Mr. Hernandez abstaining.

(Cockrell)

2. Board Member Update - R

Mr. Avey expressed his appreciation for the committee members' time and emphasized the importance of having opinions and being actively engaged. He stated that he looks forward to continued committee discussions.

(B. Avey)

3. Sylvan Middle School Design Program – R/D

(Materials provided: pages 3-7)

The item was introduced by Mr. Arps, Director of Facilities, Construction, and Modernization. Mr. Arps explained the history of the site and its current needs. Traffic and parking have become top priorities, as well as creating a gym for the middle school. Currently, the site only has a multipurpose room.

(DLR Group/6D PMCM)

Jeremy Kosack, Project Manager with DLR Group, introduced the DLR team for the project. Chris McGiff-Brown, Senior K–12 Design Leader, explained the predesign process using the Facilities Master Plan, existing conditions, scope, budget, programming, and site topography. Mr. McGiff-Brown also discussed stakeholder engagement conducted to date and requested committee recommendations on additional groups to involve. Committee members suggested parent groups, students, the City of Citrus Heights, and local parks and recreation agencies. Mr. McGiff-Brown also identified potential project constraints, including fire lane access, parking lot access from the street, transformer locations, and elevation changes.

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Mr. Camarda reported that this item will return to the committee as the project progresses, to review cost-effective design programming and budget development. He expressed the importance of the committee seeing how thorough this process is.

Committee members provided comments and asked questions which staff addressed.

4. Ralph Richardson Center Design Program – R/D

(19six/Capital PM)

The item was introduced by Mr. Arps, who then introduced Christie Waldron, Program Administrator for the Ralph Richardson Center, along with the design team from 19six Architects and Capital PM. Ms. Mariana Alvarez-Parga, Principal Architect and Vice President of 19six Architects, introduced herself and presented the project goals, timelines, and understanding of the scope.

Sharon Thomas, Vice President of Capital PM, introduced herself and described Capital PM's role in supporting architects and district staff to ensure the project remains on schedule. She noted that she appreciates being involved early in the process, as it supports project planning. She added that due to the complexity of programs on this site, logistics will be challenging but manageable.

Ms. Waldron provided information about the Ralph Richardson Center, noting that it serves medically fragile students ranging in age from three to 22 years old. She shared the center's significant need for additional charging stations for medical equipment, a redesigned drop-off area, and a larger adaptive P.E. room. Ms. Alvarez-Parga shared the current site utilization map and presented intended improvements, along with a tentative project schedule. She showed photos from her recent site visit highlighting several needs, including improvements to the bus unloading area, larger medical-grade spaces, additional storage for medical devices, a larger adaptive P.E. room, and expanded/restroom capacity.

Ms. Mulligan-Pfile asked whether there are comparable school sites.

Ms. Alvarez-Parga responded that she is not aware of any sites identical to Ralph Richardson and noted that the team is learning a great deal through the process.

Mr. Alvarado asked about grants or other funding sources, expressing concern about making cuts to needs that all appear essential.

Mr. Camarda stated that he is not aware of federal programs that would support the project but emphasized the desire to implement as many needed modifications as possible. He noted the uniqueness of the program and said he would consult with the district's grant writer.

IV. ADJOURNMENT – 8:00 p.m.

(Cockrell)

There being no further business or discussion, the meeting was adjourned by Mr. Cockrell at 8:05 p.m.

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FEBRUARY 2026

2026 DEVELOPER FEE JUSTIFICATION STUDY
FOR
SAN JUAN UNIFIED SCHOOL DISTRICT

MELISSA BASSANELLI,
SUPERINTENDENT

PREPARED BY

SCHOOLWORKS, INC.
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- A. Census Data**
- B. Use of Developer Fees**
- C. Site Development Costs**
- D. Index Adjustment on the Assessment for Development – State Allocation Board Meeting of January 28, 2026**
- E. Annual Adjustment to School Facility Program Grants**
- F. Impacts of the Sunrise Tomorrow Specific Plan**

Executive Summary

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

A fee of \$5.17 per square foot for residential construction and a fee of \$0.84 per square foot for commercial/industrial construction is currently assessed on applicable permits pulled in the District. The new fee amounts are **\$5.38** per square foot for residential construction and **\$0.87*** per square foot for commercial/industrial construction. This proposed increase represents \$0.21 per square foot and \$0.03 per square foot for residential and commercial/industrial construction, respectively.

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

Table 1
San Juan Unified
Developer Fee Collection Rates

Totals	<u>Previous</u>	<u>New</u>	<u>Change</u>
Residential	\$5.17	\$5.38	\$0.21
Commercial/Ind.	\$0.84	\$0.87	\$0.03

*except for Rental Self Storage facilities in which a fee of \$0.06 per square foot is justified.

The total projected number of housing units to be built over the next five years is 1,115. The average area per unit is 1,719 square feet. This Study demonstrates a need of \$6.05 per square foot for residential construction.

Background

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

As new developments generate students, additional school facilities or modernization of existing facilities will be needed to house the new students. Because of the high cost associated with constructing school facilities and the District's limited budget, outside funding sources are required for future school construction. State and local funding sources for the construction and/or reconstruction of school facilities are limited.

The authority cited in Education Code Section 17620 states in part "... the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities." The legislation originally established the maximum fee rates at \$1.50 per square foot for residential construction and \$0.25 per square foot for commercial/industrial construction. Government Code Section 65995 provides for an inflationary increase in the fees every two years based on the changes in the Class B construction index. As a result of these adjustments, the fees authorized by Education Code 17620 are currently **\$5.38** per square foot of residential construction and **\$0.87** per square foot of commercial or industrial construction.

Purpose and Intent

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

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

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

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

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

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

Enrollment and Impacts

In 2025/2026 the District’s total enrollment (CBEDS) was 39,731 students. The enrollment by grade level is shown here in Table 2.

Table 2

**San Juan Unified
 CURRENT ENROLLMENT**

Grade	2025/2026
TK/K	3,473
1	2,769
2	2,887
3	2,949
4	3,026
5	3,062
6	3,125
TK-6 Total	21,291
7	3,002
8	2,981
7-8 Total	5983
9	3,216
10	3,163
11	2,846
12	3,232
9-12 Total	12,457
TK-12 Total	39,731

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

Student Generation Factor

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

The same analysis and student generation rate applicable to new development is applicable to replacement residential and commercial development. In determining the impact of replacement development, the District is required to show how many students will be generated from the replacement developments. In order to ensure that replacement development is paying only for the impact of those students that are being generated by homes and businesses replacing other previously existing homes and businesses, the student generation factor is applied to the number of replacement housing units to determine development-related impacts.

The student generation factor identifies the number of students per housing unit and provides a link between residential construction projects and projections of enrollment. The State-wide factor used by the Office of Public School Construction is 0.70 for grades TK-12. For the purposes of this Study we will use the local factors to determine the students generated from new housing developments. This was done by comparing the number of housing units in the school district to the number of students in the school district as of the 2020 Census. Table 3 shows the student generation factors for the various grade groupings.

Table 3

**San Juan Unified
 STUDENT GENERATION FACTORS**

<u>Grades</u>	<u>Students per Household</u>
TK-6	0.14605
7-8	0.04344
9-12	0.08909
Total	0.27858

When using the Census data to determine the average district student yield rate, it is not possible to determine which students were living in multi-family units versus single family units. Therefore, only the total average yield rate is shown. The Census data does indicate that **59.7%** of the total housing units within the district boundaries are single family units. It is reasonable to assume that the construction of new housing units would be similar to the current housing stock, which was confirmed by the various planning departments within the school district boundaries, and therefore the overall student generation rate will be used to determine student yields from the projected developments.

New Residential Development Impacts

The San Juan Unified School District has experienced an average new residential construction rate of approximately 223 units per year over the past four years. This was determined by reviewing the residential permits pulled and school development impact fees paid to the District. After contacting each of the planning departments within the school district boundaries, it was determined that the residential construction rate over the next five years will average 223 units per year. Projecting the average rate forward, we would expect that 1,115 units of residential housing will be built within the District boundaries over the next five years.

<u>Planning Area</u>	<u># of Units</u>
City of Citrus Heights	600
Sacramento County	515
Total	1115

To determine the impact of residential development, a student projection is done. Applying the student generation factor of 0.2786 to the projected 223 units of residential housing, we expect that 310 students will be generated from the new residential construction over the next five years. This includes 163 elementary school students, 48 middle school students, and 99 high school students.

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

Table 4

**San Juan Unified
DEVELOPMENT IMPACT ANALYSIS**

<u>Grades</u>	<u>Generation Rate</u>	<u>Students Generated</u>
TK to 6	0.1460	163
7 to 8	0.0434	48
9 to 12	0.0891	99
Totals	0.2786	310

Existing Facility Capacity

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

Table 5
List of Core and Support Facilities

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

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

Classroom Loading Standards

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

Table 6
State Classroom Loading Standards

TK/Kindergarten	25 Students/Classroom
1 st -3 rd Grades	25 Students/Classroom
4 th -6 th Grades	25 Students/Classroom
7 th -8 th Grades	27 Students/Classroom
9 th -12 th Grades	27 Students/Classroom

Existing Facility Capacity

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

Table 7

**San Juan Unified
 Summary of Existing Facility Capacity**

<u>School Facility</u>	Total District Capacity
Grades TK-6	22,678
Grades 7-8	6,263
Grades 9-12	13,227
Totals	42,168

The District has not participated in the State Building Program for any new construction projects and therefore has not established a State capacity as of this time. The State capacity can sometimes be lower than the District capacity as the State capacity limits the number of portable classrooms that are counted towards the total capacity.

As Table 7 shows, the total District capacity of the District facilities is 42,168 students.

Students in Excess of Capacity by State Housing Standards

This next table compares the facility capacity with the space needed to determine if there is available space for new students from the projected developments. The space needed was determined by reviewing the historic enrollments over the past four years along with the projected enrollment in five years to determine the number of seats needed to house the students within the existing

homes. The seats needed were determined individually for each grade grouping. The projected enrollment in the space needed analysis did not include the impact of any new housing units.

Table 8

**San Juan Unified
Summary of Available District Capacity**

<u>School Facility</u>	<u>State Capacity</u>	<u>Space Needed</u>	<u>Available Capacity</u>
Grades TK-6	22,678	21,291	1,387
Grades 7-8	6,263	5,983	280
Grades 9-12	13,227	12,457	770
Totals	42,168	39,731	2,437

The District capacity of 42,168 is more than the space needed of 39,731, assuming the existing facilities remain in sufficient condition to maintain existing levels of service. The difference is 2,437 students.

Calculation of Development's Fiscal Impact on Schools

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

New Construction Costs

The available capacity on the previous page indicates that additional new school facilities are not needed. Therefore, the costs for new schools or new classrooms at existing schools are not included in the study. However, it is possible that development in a specific area can exceed the capacity of the neighborhood school. In this instance the district may decide to build new facilities instead of housing students in a school that is farther away. In this case, the use of the fees is still justified as the students generated by the new development are being housed in new facilities which directly benefits the students from new development.

Reconstruction/Modernization Costs

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

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

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

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

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

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

Table 9

Modernization Project Needs

<u>School</u>	<u>Eligible Modernization Grants</u>				<u>State Funding</u>	<u>District Share</u>	<u>Project Total</u>
	<u>Elem</u>	<u>Middle</u>	<u>High</u>	<u>Spec Ed</u>			
Grand Oaks	100	0	0	0	\$738,935	\$492,623	\$1,231,558
Mariemont	518	0	0	23	\$3,763,540	\$2,509,026	\$6,272,566
Kenneth	383	0	0	0	\$2,542,917	\$1,695,278	\$4,238,195
Leggette	675	0	0	0	\$4,481,642	\$2,987,762	\$7,469,404
Lichen	330	0	0	0	\$2,191,025	\$1,460,684	\$3,651,709
Mariposa	150	0	0	0	\$1,033,415	\$688,944	\$1,722,358
Northridge	111	0	0	0	\$764,727	\$509,818	\$1,274,545
Sierra Oaks	70	157	0	11	\$1,720,311	\$1,146,874	\$2,867,185
Starr King	634	172	0	0	\$5,415,013	\$3,610,009	\$9,025,022
Sunrise	100	0	0	0	\$738,935	\$492,623	\$1,231,558
Andrew Carnegie Middle	0	103	0	0	\$749,177	\$499,451	\$1,248,628
Arcade Int.	0	642	0	17	\$4,739,628	\$3,159,752	\$7,899,380
Johnson Middle	0	771	0	0	\$5,404,124	\$3,602,749	\$9,006,873
Sylvan Middle	0	98	0	0	\$764,616	\$509,743	\$1,274,359
Casa Roble High	0	0	275	0	\$2,506,787	\$1,671,192	\$4,177,979
El Camino Fundamental High	0	0	1197	0	\$10,911,361	\$7,274,241	\$18,185,602
Mira Loma High	0	0	982	3	\$8,993,809	\$5,995,872	\$14,989,681
Rio Americano High	0	0	55	0	\$558,467	\$372,312	\$930,779
San Juan High	0	0	507	0	\$4,621,604	\$3,081,070	\$7,702,674
TOTALS	3071	1943	3016	54	\$62,640,032	\$41,760,023	\$104,400,055

The District prepared a Facility Master Plan in 2024 that identified \$316,006,000 in “Facility Condition Assessment Projects” plus an additional \$793,061,165 in “Master Plan Light Modernization Projects”. The grand total facility needs identified were in excess of \$1.9 billion. The identified facility needs exceed the eligibility for modernization projects in the State Building Program.

Table 10

New Development Share of Modernization Costs

<u>Grade</u>	<u>Eligible Modernization Grants</u>	<u>New Development Impacts</u>		
	<u>Grants</u>	<u>Students</u>	<u>\$/Student</u>	<u>Amount</u>
TK-6	3,071	163	\$33,410	\$5,445,830
7-8	1,943	48	\$35,424	\$1,700,352
9-12	3,016	99	\$44,940	\$4,449,060
Totals	8,030	310		\$11,595,242

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

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

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

Impact of New Residential Development

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

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

Table 11
San Juan Unified
Summary of Residential Impact

<u>School Facility</u>	<u>Students Generated</u>	<u>Available Space</u>	<u>Net Unhoused</u>	<u>Construction Cost Per Student</u>	<u>Total Facility Costs</u>
Elementary	163	1,387	0	\$33,410	\$0
Middle	48	280	0	\$35,424	\$0
High & Cont.	99	770	0	\$44,940	\$0
Site Purchase: 0.0 acres					\$0
Site Development:					\$0
New Construction needs due to development:					\$0
Modernization needs due to development:					\$11,595,242
TOTAL DEVELOPMENT IMPACT:					\$11,595,242
Average cost per student:					\$37,404
Total Residential Sq Ft:					1,916,685
Residential Fee Justified:					\$6.05

The total need for school facilities based solely on the impact of the 1,115 new housing units projected over the next five years totals \$11,595,242. To determine the impact per square foot of residential development, this amount is divided by the total square feet of the projected developments. As calculated from the historic Developer Fee Permits, the average size home built has averaged 1,719 square feet. The total area for 1,115 new homes would therefore be 1,916,685 square feet. The total residential fee needed to be able to collect \$11,595,242 would be **\$6.05** per square foot.

Impact of Other Residential Development

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

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

Pursuant to the above, in situations where there is no increase in square footage of the replacement development, if student yield rates of the replacement development are equal to or less than the student yield rates of the preexisting development, then there are no additional students and therefore no fee may be charged on the replacement development. In contrast, if one or more of the student yield rates of the replacement development is greater than the student yield rates of the preexisting development, then there are additional students and cost impacts, and therefore a fee may be charged on the replacement development.

Impact of Commercial/Industrial Development

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

The approach utilized in this section is to apply statutory standards, U.S. Census employment statistics, and local statistics to determine the impact of future commercial/industrial development projects on the District. Many of the factors used in this analysis were taken from the U.S. Census, which remains the most complete and authoritative source of information on the community in addition to the “1990 SanDAG Traffic Generators Report”.

Employees per Square Foot of Commercial Development

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

Table 12

Commercial/Industrial Category	Average Square Foot Per Employee	Employees Per Average Square Foot
Banks	354	0.00283
Community Shopping Centers	652	0.00153
Neighborhood Shopping Centers	369	0.00271
Industrial Business Parks	284	0.00352
Industrial Parks	742	0.00135
Rental Self Storage	15541	0.00006
Scientific Research & Development	329	0.00304
Lodging	882	0.00113
Standard Commercial Office	209	0.00479
Large High Rise Commercial Office	232	0.00431
Corporate Offices	372	0.00269
Medical Offices	234	0.00427

Source: 1990 SanDAG Traffic Generators report

Students per Employee

The number of students per employee is determined by using the S0802: Means of Transportation to Work by Selected Characteristics 2018-2022 American Community Survey 5-Year Estimates and DP1: Profile of General Population and Housing Characteristics 2020: DEC Demographic Profile for the District. There were 162,451 employees and 141,593 homes in the District. This represents a ratio of 1.1473 employees per home.

There were 39,445 school age children attending the District in 2020. This is a ratio of 0.2428 students per employee. This ratio, however, must be reduced by including only the percentage of employees that worked in their community of residence (35.5%), because only those employees living in the District will impact the District's school facilities with their children. The net ratio of students per employee in the District is 0.0862.

School Facilities Cost per Student

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

Residential Offset

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

- Employees per 1,000 square feet (varies from a low of 0.06 for rental self storage to a high of 4.79 for office building).
- Percentage of employees that worked in their community of residence (35.5 percent).
- Housing units per employee (0.8716). This was derived from the 2018-2022 ACS 5 Year Estimates and DP1 data for the District, which indicates there were 141,593 housing units and 162,451 employees.
- Percentage of employees that will occupy new housing units (75 percent).
- Average square feet per dwelling unit (1,719).

- Residential fee charged by the District (\$5.38 per square foot).
- Average cost per student was determined in Table 11.

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

Table 13
San Juan Unified

Type	Summary of Commercial and Industrial Uses						
	Employees per 1,000 Sq. Ft.	Students per Employee	Students per 1,000 Sq. Ft.	Average Cost per Student	Cost per Sq. Ft.	Residential offset per Sq. Ft.	Net Cost per Sq. Ft.
Banks	2.83	0.0862	0.244	\$37,404	\$9.12	\$6.07	\$3.05
Community Shopping Centers	1.53	0.0862	0.132	\$37,404	\$4.93	\$3.28	\$1.65
Neighborhood Shopping Centers	2.71	0.0862	0.234	\$37,404	\$8.74	\$5.82	\$2.92
Industrial Business Parks	3.52	0.0862	0.303	\$37,404	\$11.35	\$7.55	\$3.80
Industrial Parks	1.35	0.0862	0.116	\$37,404	\$4.35	\$2.90	\$1.45
Rental Self Storage	0.06	0.0862	0.005	\$37,404	\$0.19	\$0.13	\$0.06
Scientific Research & Development	3.04	0.0862	0.262	\$37,404	\$9.80	\$6.52	\$3.28
Lodging	1.13	0.0862	0.097	\$37,404	\$3.64	\$2.43	\$1.21
Standard Commercial Office	4.79	0.0862	0.413	\$37,404	\$15.44	\$10.28	\$5.16
Large High Rise Commercial Office	4.31	0.0862	0.372	\$37,404	\$13.90	\$9.25	\$4.65
Corporate Offices	2.69	0.0862	0.232	\$37,404	\$8.67	\$5.77	\$2.90
Medical Offices	4.27	0.0862	0.368	\$37,404	\$13.77	\$9.16	\$4.61

*Based on 1990 SanDAG Traffic Generator Report

Net Cost per Square Foot

Since the State Maximum Fee is now \$0.87 for commercial/industrial construction, the District is justified in collecting the maximum fee for all categories except for Rental Self Storage. The District can justify the collection of \$0.06 per square foot of Rental Self Storage construction.

Impact of Replacement/Reconstruction Projects

This section provides clarification for the process of charging fees for projects that consist of replacement of existing structures with new buildings.

Residential to Residential: When a residential building is replaced with a residential building, the regulations state that the school impact fees will only be charged for the net increase in area if the net increase is greater than 500 square feet.

Commercial to Commercial: When a commercial building is replaced with a commercial building, the impact fees charged will be for the net increase in building area and when such increase is linked to an

increase in students generated by the replacement development compared to the preexisting development. Fees may also be charged when there is no net increase in building area but there is an increase in the students to be generated by the replacement development when compared to the preexisting development. In order for the new building to get credit for the area of the existing building to be demolished, it needs to be in existence when the building permit for the replacement building is issued.

Table 13 illustrates the students generated per 1,000 square feet by the various types of commercial developments. When one type of development is being replaced by a type that generates more students, then there is an increase in students generated that results in the justification of development fees for the projects impact on schools. By comparing the net cost impacts between the two types of construction as shown in the table, then the difference between the two rates is the net increase in impact. That amount would be the fee that would be charged for commercial replacement projects with a not to exceed amount of \$0.87 which is the current maximum commercial rate.

Commercial to Residential: When a commercial building is replaced with residential construction, the school impact fees should be an amount equal to the difference between the current residential and current commercial rates for up to the total area of the existing commercial building(s). Any construction area that exceeds the area of the existing buildings will be subject to the standard residential fees. This process gives a credit for the school impacts of the commercial buildings. The net school impact fees paid will address the increased impact of residential construction as compared to commercial construction. The net charge for conversion of commercial space to residential space is $\$5.38$ (residential) - $\$0.87$ (commercial) = $\$4.51$ per square foot. This same impact fee process is charged when senior housing complexes (which are charged commercial rates) are converted to standard residential units.

Residential to Commercial: When a residential building is replaced with a commercial building, no impact fees may be charged unless the students generated by the replacement development is shown to be greater than the preexisting development. In order for the new building to get credit for the area of the existing building to be demolished, it needs to be in existence when the building permit for the replacement building is issued

Each of these specific situations result in the collection of development impact fees in order to address the net increase in impacts on school district facilities as a result of the development project. The

methodology the District would use to justify the imposition of fees on replacement developments is illustrated in Appendix F to this Study. Where replacement projects do not fall into any of the categories identified in this Study, those projects will be evaluated on a case-by-case basis.

Verifying the Sufficiency of the Development Impact

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

The total need for school facilities resulting from new development totals \$11,595,242. The amount the District would collect over the five-year period at the maximum rate of \$5.38 for residential and \$0.87 for commercial/industrial development would be as follows:

$\$5.38 \times 1,115 \text{ homes} \times 1,719 \text{ sq ft per home} = \$10,311,765$ for Residential

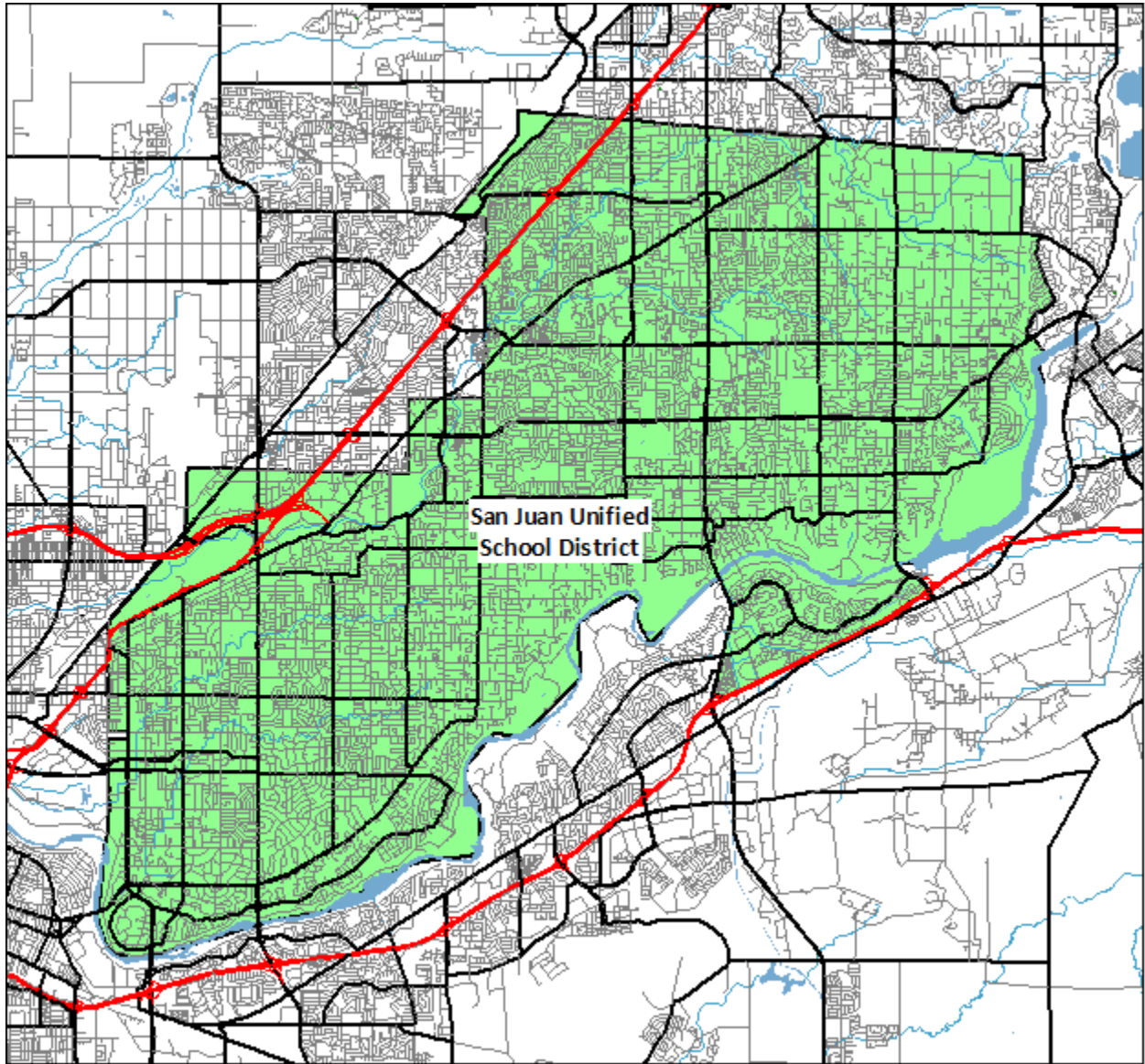
$\$0.87 \times 100,000 \text{ sq ft per year} \times 5 \text{ years} = \$435,000$ for Commercial/Industrial

Total projected 5 year income: \$10,746,765

The estimated income is less than the projected facility needs due to the impact of new development projects.

District Map

The following map shows the extent of the areas for which development fees are applicable to the San Juan Unified School District.



Conclusion

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

Burden Nexus: New and replacement residential development will generate an average of 0.2786 TK-12 grade students per unit. Because the District does not have adequate facilities for all the students generated by new developments, the District will need to build additional facilities and/or modernize/reconstruct the existing facilities in order to maintain the existing level of services in which the new students will be housed.

Cost Nexus: The cost to provide new and reconstructed facilities is an average of \$6.05 per square foot of residential development. Each square foot of residential development will generate \$5.38 in developer fees resulting in a shortfall of \$0.67 per square foot.

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

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

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

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

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

The District plans to use the developer fees on the projects in their Facility Master Plan that in 2024 identified \$316,006,000 in "Facility Condition Assessment Projects" plus an additional \$793,061,165 in "Master Plan Light Modernization Projects". The grand total facility needs identified were in excess of \$1.9 billion.

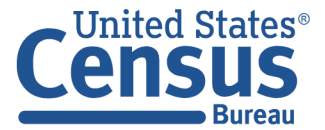
The reasonable relationship identified by these findings provides the required justification for the San Juan Unified School District to levy the maximum fees of **\$5.38** per square foot for residential construction and **\$0.87** per square foot for commercial/industrial construction, except for Rental Self Storage facilities in which a fee of **\$0.06** per square foot is justified as authorized by Education Code Section 17620.

Appendices

2026 Developer Fee Justification Study

San Juan Unified School District

PROFILE OF GENERAL POPULATION AND HOUSING CHARACTERISTICS



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

San Juan Unified School District, California		
Label	Count	Percent
> SEX AND AGE		
> MEDIAN AGE BY SEX		
> RACE		
> TOTAL RACES TALLIED [1]		
> HISPANIC OR LATINO		
> HISPANIC OR LATINO BY RACE		
> RELATIONSHIP		
> HOUSEHOLDS BY TYPE		
✓ HOUSING OCCUPANCY		
✓ Total housing units	147,528	100.0%
Occupied housing units	141,593	96.0%
✓ Vacant housing units	5,935	4.0%
For rent	2,808	1.9%
Rented, not occupied	179	0.1%
For sale only	818	0.6%
Sold, not occupied	297	0.2%
For seasonal, recreational, or	410	0.3%
All other vacants	1,423	1.0%
✓ VACANCY RATES		
Homeowner vacancy rate (percent)	1.0	(X)
Rental vacancy rate (percent) [5]	4.3	(X)
✓ HOUSING TENURE		
✓ Occupied housing units	141,593	100.0%
Owner-occupied housing units	79,132	55.9%
Renter-occupied housing units	62,461	44.1%

Table Notes

PROFILE OF GENERAL POPULATION AND HOUSING CHARACTERISTICS

Survey/Program: Decennial Census

Year: 2020

Table ID: DP1

Note: For information on data collection, confidentiality protection, nonsampling error, subject definitions, and guidance on using the data, visit the 2020 Census Demographic and Housing Characteristics File (DHC) Technical Documentation webpage.

To protect respondent confidentiality, data have undergone disclosure avoidance methods which add "statistical noise" - small, random additions or subtractions - to the data so that no one can reliably link the published data to a specific person or household. The Census Bureau encourages data users to aggregate small populations and geographies to improve accuracy and diminish implausible results.

An "(X)" means not applicable.

An "-" means the statistic could not be computed because there were an insufficient number of observations.

[1] The alone or in combination categories are tallies of responses rather than respondents. That is, the alone or in combination categories are not mutually exclusive. Individuals who reported two races were counted in two separate and distinct alone or in combination race categories, while those who reported three races were counted in three categories, and so on. For example, a respondent who indicated "White **and** Black or African American" was counted in the White alone or in combination category as well as in the Black or African American alone or in combination category. Consequently, the sum of all alone or in combination categories equals the number of races reported (i.e., responses), which exceeds the total population.

[2] "Child" includes biological, adopted, and stepchildren of the householder.

[3] "Own children" includes biological, adopted, and stepchildren of the householder.

[4] The homeowner vacancy rate is the proportion of the homeowner inventory that is vacant "for sale." It is computed by dividing the total number of vacant units "for sale only" by the sum of owner-occupied units, vacant units that are "for sale only," and vacant units that have been sold but not yet occupied; and then multiplying by 100.

[5] The rental vacancy rate is the proportion of the rental inventory that is vacant "for rent." It is computed by dividing the total number of vacant unit "for rent" by the sum of the renter-occupied units, vacant units that are "for rent," and vacant units that have been rented but not yet occupied; and then multiplying by 100.

Source: U.S. Census Bureau, 2020 Census Demographic Profile

Selected Housing Characteristics

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

		San Juan Unified School District, California		
Label	Estimate	Margin of Error	Percent	Percent Margin of Error
▼ HOUSING OCCUPANCY				
▼ Total housing units	145,936	±1,509	145,936	(
Occupied housing units	139,201	±1,577	95.4%	±C
Vacant housing units	6,735	±707	4.6%	±C
Homeowner vacancy rate	1.0	±0.4	(X)	(
Rental vacancy rate	4.4	±0.8	(X)	(
▼ UNITS IN STRUCTURE				
▼ Total housing units	145,936	±1,509	145,936	(
1-unit, detached	84,100	±1,351	57.6%	±C
1-unit, attached	12,152	±972	8.3%	±C
2 units	3,040	±468	2.1%	±C
3 or 4 units	9,093	±845	6.2%	±C
5 to 9 units	10,633	±899	7.3%	±C
10 to 19 units	5,608	±575	3.8%	±C
20 or more units	18,101	±869	12.4%	±C
Mobile home	3,052	±391	2.1%	±C
Boat, RV, van, etc.	157	±70	0.1%	±C
▼ YEAR STRUCTURE BUILT				
▼ Total housing units	145,936	±1,509	145,936	(

Table Notes

Selected Housing Characteristics

Survey/Program: American Community Survey

Year: 2022

Estimates: 5-Year

Table ID: DP04

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, the decennial census is the official source of population totals for April 1st of each decennial year. In between censuses, the Census Bureau's Population Estimates Program produces and disseminates the official estimates of the population for the nation, states, counties, cities, and towns and estimates of housing units for states and counties.

Information about the American Community Survey (ACS) can be found on the ACS website. Supporting documentation including code lists, subject definitions, data accuracy, and statistical testing, and a full list of ACS tables and table shells (without estimates) can be found on the Technical Documentation section of the ACS website.

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

Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates

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

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

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

The 2018-2022 American Community Survey (ACS) data generally reflect the March 2020 Office of Management and Budget (OMB) delineations of metropolitan and micropolitan statistical areas. In certain instances, the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB delineation lists due to differences in the effective dates of the geographic entities.

Estimates of urban and rural populations, housing units, and characteristics reflect boundaries of urban areas defined based on 2020 Census data. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Explanation of Symbols:

-

The estimate could not be computed because there were an insufficient number of sample observations. For a ratio of medians estimate, one or both of the median estimates falls in the lowest interquartile interval of an open-ended distribution. For a 5-year median estimate, the margin of error associated with a median was larger than the median itself.

N

The estimate or margin of error cannot be displayed because there were an insufficient number of sample cases in the selected geographic area.

(X)

The estimate or margin of error is not applicable or not available.

median-

The median falls in the lowest interval of an open-ended distribution (for example "2,500-").

median+

The median falls in the highest interval of an open-ended distribution (for example "250,000+").

**

The margin of error could not be computed because there were an insufficient number of sample observations.

The margin of error could not be computed because the median falls in the lowest interval or highest interval of an open-ended distribution.

A margin of error is not appropriate because the corresponding estimate is controlled to an independent population or housing estimate. Effectively, the corresponding estimate has no sampling error and the margin of error may be treated as zero.

Means of Transportation to Work by Selected Characteristics

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

		San Juan Unified School District, California	
		Total	Car, tru
Label	Estimate	Margin of Error	
Workers 16 years and over	162,451	±3,107	
EARNINGS IN THE PAST 12 MONTHS (IN 2022 INFLATION-ADJUSTED DOLLARS) FOR WORKERS			
POVERTY STATUS IN THE PAST 12 MONTHS			
Workers 16 years and over	162,451	±3,107	
Workers 16 years and over who did not work from home	137,318	±2,883	
TIME OF DEPARTURE TO GO TO WORK			
TRAVEL TIME TO WORK			
Less than 10 minutes	8.7%	±0.6	
10 to 14 minutes	10.7%	±0.7	
15 to 19 minutes	16.1%	±0.9	
20 to 24 minutes	18.7%	±0.9	
25 to 29 minutes	8.3%	±0.6	
30 to 34 minutes	17.9%	±0.8	
35 to 44 minutes	6.9%	±0.5	
45 to 59 minutes	5.9%	±0.5	
60 or more minutes	7.0%	±0.6	
Mean travel time to work (minutes)	27.0	±0.6	
Workers 16 years and over in households	162,112	±3,078	

Table Notes

Means of Transportation to Work by Selected Characteristics

Survey/Program: American Community Survey

Year: 2022

Estimates: 5-Year

Table ID: S0802

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, the decennial census is the official source of population totals for April 1st of each decennial year. In between censuses, the Census Bureau's Population Estimates Program produces and disseminates the official estimates of the population for the nation, states, counties, cities, and towns and estimates of housing units for states and counties.

Information about the American Community Survey (ACS) can be found on the ACS website. Supporting documentation including code lists, subject definitions, data accuracy, and statistical testing, and a full list of ACS tables and table shells (without estimates) can be found on the Technical Documentation section of the ACS website.

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

Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates

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

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

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

Industry titles and their 4-digit codes are based on the 2017 North American Industry Classification System. The industry categories adhere to the guidelines issued in Clarification Memorandum No. "NAICS Alternate Aggregation Structure for Use By U.S. Statistical Agencies," issued by the Office of Management and Budget.

Occupation titles and their 4-digit codes are based on the 2018 Standard Occupational Classification.

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

Several means of transportation to work categories were updated in 2019. For more information, see: Change to Means of Transportation.

In 2019, methodological changes were made to the class of worker question. These changes involved modifications to the question wording, the category wording, and the visual format of the categories on the questionnaire. The format for the class of worker categories are now listed under the headings "Private Sector Employee," "Government Employee," and "Self-Employed or Other." Additionally, the category of Active Duty was added as one of the response categories under the "Government Employee" section for the mail questionnaire. For more detailed information about the

2019 changes, see the 2016 American Community Survey Content Test Report for Class of Worker located at http://www.census.gov/library/working-papers/2017/acs/2017_Martinez_01.html.

The 2018-2022 American Community Survey (ACS) data generally reflect the March 2020 Office of Management and Budget (OMB) delineations of metropolitan and micropolitan statistical areas. In certain instances, the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB delineation lists due to differences in the effective dates of the geographic entities.

Estimates of urban and rural populations, housing units, and characteristics reflect boundaries of urban areas defined based on 2020 Census data. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Explanation of Symbols:

- The estimate could not be computed because there were an insufficient number of sample observations. For a ratio of medians estimate, one or both of the median estimates falls in the lowest interval or highest interval of an open-ended distribution. For a 5-year median estimate, the margin of error associated with a median was larger than the median itself.

N

The estimate or margin of error cannot be displayed because there were an insufficient number of sample cases in the selected geographic area.

(X)

The estimate or margin of error is not applicable or not available.

median-

The median falls in the lowest interval of an open-ended distribution (for example "2,500-").

median+

The median falls in the highest interval of an open-ended distribution (for example "250,000+").

**

The margin of error could not be computed because there were an insufficient number of sample observations.

The margin of error could not be computed because the median falls in the lowest interval or highest interval of an open-ended distribution.

A margin of error is not appropriate because the corresponding estimate is controlled to an independent population or housing estimate. Effectively, the corresponding estimate has no sampling error and the margin of error may be treated as zero.



Use of Developer Fees:

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

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

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

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

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



Determination of Average State allowed amounts for Site Development Costs

Elementary Schools			Original	Inflation	2009 Adjusted	Project	2009	
<u>District</u>	<u>Project #</u>	<u>Acres</u>	<u>OPSC Site Development</u>	<u>Factor</u>	<u>Site Development</u>	<u>Year</u>	<u>Cost/Acre</u>	
Davis Jt Unified	3	9.05	\$532,282	38.4%	\$1,473,469	2004	\$162,814	
Dry Creek Jt Elem	2	8.5	\$516,347	46.2%	\$1,509,322	2002	\$177,567	
Dry Creek Jt Elem	5	11.06	\$993,868	20.1%	\$2,387,568	2006	\$215,874	
Elk Grove Unified	5	12.17	\$556,011	48.2%	\$1,648,316	2001	\$135,441	
Elk Grove Unified	10	11	\$690,120	48.2%	\$2,045,888	2001	\$185,990	
Elk Grove Unified	11	10	\$702,127	48.2%	\$2,081,483	2001	\$208,148	
Elk Grove Unified	14	10	\$732,837	46.2%	\$2,142,139	2002	\$214,214	
Elk Grove Unified	16	9.86	\$570,198	46.2%	\$1,666,733	2002	\$169,040	
Elk Grove Unified	17	10	\$542,662	46.2%	\$1,586,243	2002	\$158,624	
Elk Grove Unified	20	10	\$710,730	43.2%	\$2,034,830	2003	\$203,483	
Elk Grove Unified	25	10	\$645,923	38.4%	\$1,788,052	2004	\$178,805	
Elk Grove Unified	28	10.03	\$856,468	24.4%	\$2,130,974	2005	\$212,460	
Elk Grove Unified	39	9.91	\$1,007,695	20.1%	\$2,420,785	2006	\$244,277	
Folsom-Cordova Unified	1	9.79	\$816,196	20.1%	\$1,960,747	2006	\$200,281	
Folsom-Cordova Unified	4	7.5	\$455,908	46.2%	\$1,332,654	2002	\$177,687	
Folsom-Cordova Unified	5	8	\$544,213	46.2%	\$1,590,776	2002	\$198,847	
Folsom-Cordova Unified	8	8.97	\$928,197	11.2%	\$2,063,757	2007	\$230,073	
Galt Jt Union Elem	2	10.1	\$1,033,044	38.4%	\$2,859,685	2004	\$283,137	
Lincoln Unified	1	9.39	\$433,498	46.2%	\$1,267,148	2002	\$134,947	
Lodi Unified	3	11.2	\$555,999	46.2%	\$1,625,228	2002	\$145,110	
Lodi Unified	10	11.42	\$1,245,492	46.2%	\$3,640,669	2002	\$318,798	
Lodi Unified	19	9.93	\$999,164	11.2%	\$2,221,545	2007	\$223,721	
Lodi Unified	22	10	\$1,416,212	7.7%	\$3,051,426	2008	\$305,143	
Natomas Unified	6	8.53	\$685,284	46.2%	\$2,003,138	2002	\$234,834	
Natomas Unified	10	9.83	\$618,251	43.2%	\$1,770,061	2003	\$180,067	
Natomas Unified	12	9.61	\$735,211	24.4%	\$1,829,275	2005	\$190,351	
Rocklin Unified	8	10.91	\$593,056	46.2%	\$1,733,548	2002	\$158,895	
Stockton Unified	1	12.66	\$1,462,232	7.7%	\$3,150,582	2008	\$248,861	
Stockton Unified	2	10.5	\$781,675	43.2%	\$2,237,946	2003	\$213,138	
Stockton Unified	6	12.48	\$1,136,704	20.1%	\$2,730,703	2006	\$218,806	
Tracy Jt Unified	4	10	\$618,254	46.2%	\$1,807,204	2002	\$180,720	
Tracy Jt Unified	10	10	\$573,006	38.4%	\$1,586,202	2004	\$158,620	
Washington Unified	1	8	\$446,161	46.2%	\$1,304,163	2002	\$163,020	
Washington Unified	4	10.76	\$979,085	7.7%	\$2,109,575	2008	\$196,057	
Totals		341.16			\$68,791,833	Average	\$201,641	2026 Adjusted Value \$353,149

Middle and High Schools			Original	Inflation	2009 Adjusted	Project	2009	
<u>District</u>	<u>Project #</u>	<u>Acres</u>	<u>OPSC Site Development</u>	<u>Factor</u>	<u>Site Development</u>	<u>Year</u>	<u>Cost/Acre</u>	
Western Placer Unified	4	19.3	\$5,973,312	24.4%	\$7,431,085	2005	\$385,030	
Roseville City Elem	2	21.6	\$1,780,588	48.2%	\$2,639,311	2000	\$122,190	
Elk Grove Unified	4	66.2	\$8,659,494	48.2%	\$12,835,704	2000	\$193,893	
Elk Grove Unified	13	76.4	\$9,791,732	48.2%	\$14,513,986	2001	\$189,974	
Elk Grove Unified	18	84.3	\$13,274,562	43.2%	\$19,002,626	2003	\$225,417	
Grant Jt Union High	2	24	\$2,183,840	48.2%	\$3,237,039	2000	\$134,877	
Center Unified	1	21.2	\$1,944,310	46.2%	\$2,841,684	2002	\$134,042	
Lodi Unified	2	13.4	\$1,076,844	46.2%	\$1,573,849	2002	\$117,451	
Lodi Unified	6	13.4	\$2,002,164	46.2%	\$2,926,240	2002	\$218,376	
Galt Jt Union Elem	1	24.9	\$2,711,360	46.2%	\$3,962,757	2002	\$159,147	
Tahoe Truckee Unified	2	24	\$2,752,632	43.2%	\$3,940,412	2003	\$164,184	
Davis Unified	5	23.3	\$3,814,302	43.2%	\$5,460,199	2003	\$234,343	
Woodland Unified	3	50.2	\$8,664,700	46.2%	\$12,663,792	2002	\$252,267	
Sacramento City Unified	1	35.2	\$4,813,386	46.2%	\$7,034,949	2002	\$199,856	
Lodi Unified	4	47	\$7,652,176	46.2%	\$11,183,950	2002	\$237,956	
Stockton Unified	3	49.1	\$8,959,088	43.2%	\$12,824,996	2003	\$261,202	
Natomas Unified	11	38.7	\$3,017,002	38.4%	\$4,175,850	2004	\$107,903	
Rocklin Unified	11	47.1	\$11,101,088	24.4%	\$13,810,282	2005	\$293,212	
Totals		679.3			\$142,058,711	Average	\$209,125	2026 Adjusted Value \$332,244
Middle Schools:		260.7			\$49,447,897	Middle	\$189,704	\$387,434
High Schools:		418.6			\$92,610,814	High	\$221,217	

INDEX ADJUSTMENT ON THE ASSESSMENT FOR DEVELOPMENT

PURPOSE OF REPORT

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

DESCRIPTION

The law requires the maximum assessment for development be adjusted every two years by the change in the Class B construction cost index, as determined by the State Allocation Board (Board) in each calendar year. This item requests that the Board make the adjustment based on the change reflected using the RS Means (The Gordian Group, Inc.¹) index.

AUTHORITY

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

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

BACKGROUND

There are three levels that may be levied for developer fees. The fees are levied on a per-square foot basis. The lowest fee, Level I, is assessed if the district conducts a Justification Study that establishes the connection between the development coming into the district and the assessment of fees to pay for the cost of the facilities needed to house future students. The Level II fee is assessed if a district makes a timely application to the Board for new construction funding, conducts a School Facility Needs Analysis pursuant to Government Code Section 65995.6, and satisfies at least two of the requirements listed in Government Code Section 65995.5(b)(3). The Level III fee can be assessed if a school district meets requirements to adopt Level I fees and the Board is no longer approving apportionments for new construction due to a lack of state funds available for this

¹ Effective September 27, 2025, RS Means was transitioned under the company's unified entity, The Gordian Group, Inc.

purpose. Level III fees are intended to provide up to 100 percent of the School Facility Program new construction project cost.

STAFF ANALYSIS/STATEMENTS

A historical comparison of the assessment rates for development fees for 2022 and 2024 are shown below for information. According to the RS Means (The Gordian Group, Inc.), the cost index for Class B construction increased by 4.06 percent during the two-year period from January 2024 to January 2026, requiring the assessment for development fees to be adjusted as follows beginning January 2026:

RS Means (The Gordian Group, Inc.) Index
Maximum Level I Assessment Per Square Foot

	<u>2022</u>	<u>2024</u>	<u>2026</u>
Residential	\$4.79	\$5.17	\$5.38
Commercial/Industrial	\$0.78	\$0.84	\$0.87

RECOMMENDATION

Increase the 2026 maximum Level I assessment for development in the amount of 4.06 percent using the RS Means (The Gordian Group, Inc.) Index to be effective immediately.

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

PURPOSE OF REPORT

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

DESCRIPTION

This item presents the State Allocation Board (Board) with the annual adjustment to the SFP grants based on the statewide cost index for Class B construction. Each year the Board adjusts the SFP grants to reflect construction cost changes. In January 2016, the Board adopted the RS Means (The Gordian Group, Inc.¹) index for use in 2016 and future years. This item presents the 2026 annual adjustment to SFP grants based on the RS Means (The Gordian Group, Inc.) index.

AUTHORITY

See Attachment A.

STAFF ANALYSIS/STATEMENTS

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

The current rate of change between 2025 and 2026 for the RS Means (The Gordian Group, Inc.) Class B CCI is 3.56 percent. The chart below reflects the amounts previously adopted for 2025 compared to the potential amount for the new construction base grants.

RS Means (Gordian Group, Inc.) 3.56%			
Grade Level	Regulation Section	Current Adjusted Grant Per Pupil Effective 1-1-25	<i>Potential Grant Per Pupil Effective 1-1-26</i>
Elementary	1859.71	\$15,847	\$16,411
Middle	1859.71	\$16,761	\$17,358
High	1859.71	\$21,327	\$22,086
Special Day Class – Severe	1859.71.1	\$44,531	\$46,116
Special Day Class – Non-Severe	1859.71.1	\$29,782	\$30,842

¹ Effective September 27, 2025, RS Means was transitioned under the company's unified entity, The Gordian Group, Inc.

STAFF ANALYSIS/STATEMENTS (cont.)

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

RS Means (Gordian Group, Inc.) 3.56%

Grade Level	Regulation Section	Current Adjusted Grant Per Pupil Effective 1-1-25	Potential Grant Per Pupil Effective 1-1-26
Elementary	1859.78	\$6,034	\$6,249
Middle	1859.78	\$6,381	\$6,608
High	1859.78	\$8,356	\$8,653
Special Day Class – Severe	1859.78.3	\$19,232	\$19,917
Special Day Class – Non-Severe	1859.78.3	\$12,867	\$13,325

In addition, the CCI adjustment would increase the threshold amount for Government Code Section 66452.6(a)(2) for the period of one year commencing March 1, 2026. The following chart shows the amount previously adopted for 2025 compared to the resulting threshold amount, upon approval of the proposed 2026 CCI adjustment.

RS Means (Gordian Group, Inc.) 3.56%

	Effective 3-1-2025	Potential 3-1-2026
Resulting Amount	\$399,010	\$413,215

RECOMMENDATION

Adopt the increase of 3.56 percent for the 2026 SFP grants based on the RS Means (The Gordian Group, Inc.) Construction Cost Index as shown in Attachment B.

Appendix G

Impacts of the Sunrise Tomorrow Specific Plan

This planned development would replace the current mall area with a variety of buildings with various uses.

The current development plans indicate the following maximum areas:

- Residential = 2,220 units
- Hotel = 480 rooms
- Retail = 320,000 square feet
- Office = 960,000 square feet
- Community/Institutional = 450,000 square feet

The net fee on the residential portion of the replacement development is calculated by providing a credit for the commercial development being replaced and subtracting that credit from the current residential rate for new development, resulting in a net fee that reflects the additional impact created by replacing commercial development with residential development. Residential development would be subject to a net fee of \$5.38 (residential rate) - 0.87 (commercial rate) = **\$4.51** per square foot for the area of the prior Sunrise Mall that is replaced with residential development. For any portion of the residential development that is identified as senior only and meets the requirements of a senior only development, the rate would only be \$0.87 per square foot as it qualifies for a discounted rate equal to the commercial fee. For any portion of the residential development that is in excess of the original building area of the existing buildings, the standard rates for new development would apply.

Hotel development is considered commercial development and generates an impact of \$1.21 per square foot (see "Lodging" in Table 13). However, the mall had an impact of \$1.65 per square foot (see "Community Shopping Center" in Table 13). Therefore, the hotel development areas would not generate an increased impacts on the school district and would not be subject to a development impact fee for the portion of the area of the project that is replacing the existing are of the mall. For any portions that are in excess of the current mall area, the standard fee of \$0.87 per square foot would apply.

Retail development would generate an impact of \$2.92 per square foot (see "Neighborhood Shopping Center" in Table 13). After subtracting the Mall's impact of \$1.65 there is a net impact of \$1.27 per square foot. Since the maximum allowable rate is currently \$0.87 this category of development would be subject to a fee of \$0.87 per square foot.

Office spaces generate an impact that ranges from \$2.90 to \$5.16 per square foot. The net impact after deducting the current mall amount of \$1.65 per square foot results in a range of \$1.25 to \$3.51 per square foot. Therefore, Office spaces would be subject to the current maximum allowable rate of \$0.87 per square foot.

Community/Institutional spaces include child care centers, gyms and community centers based on the description in the specific plan. These types of spaces would have a similar impact to the retail development and therefore would have a net impact of \$0.87 per square foot.

The total planned development will likely exceed the existing mall area of 1,100,000 square feet.

In the event the specifications of this planned development and the proposed use of space is modified by the developer, the District reserves the right to adjust its imposition of fees accordingly in order to ensure the burden created on the District by the development is mitigated.



San Juan Unified School District
Developer Fee Justification Study
Level 1 Fees
Facilities Committee Meeting
March 3, 2026



1



Purpose of Developer Fees

To pay for the construction or reconstruction of school facilities necessitated by student population increases resulting from development.

See, *Cresta Bella, L.P. v. Poway Unified School District* (2013) 218 Cal.App.4th 438; Ed. Code, § 17620(a)(1).

2

2

January 28, 2026 SAB Raises Level 1 Developer Fees 4.06%

At the January 28, 2026, meeting of the State Allocation Board, the Board approved a 4.06% increase to the maximum Level 1 Developer Fees authorized to be collected by school districts pursuant to Education Code section 17620.

The new approved rates are:

- \$5.38 per square foot for residential development (an increase of \$0.21)
- \$0.87 per square foot for commercial/industrial development (an increase of \$0.03)

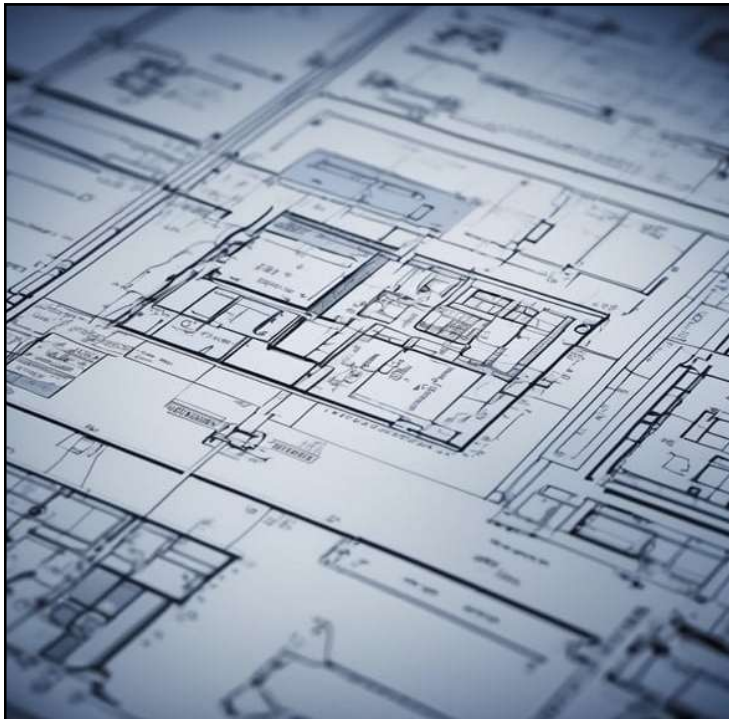


3

3

Rationale Reasons for New Study

- Ed code section 17620
- Assess impacts to accommodate students generated new development projects
- High cost of construction
- Standard to update fees every two years as inflation adjustments are approved by the State Allocation Board (SAB)



4

4

2026 Developer Fee Study

Requires justification study establishing:

- Purpose of the fee;
- Use to which the fee is to be put;
- Reasonable relationship between the fee's use and the type of development project, and;
- Reasonable relationship between the need for the public facility and the type of development project on which the fee is imposed

(Gov. Code, § 66001)



5



Current Status of San Juan Unified Level 1 Fees

Residential Projects

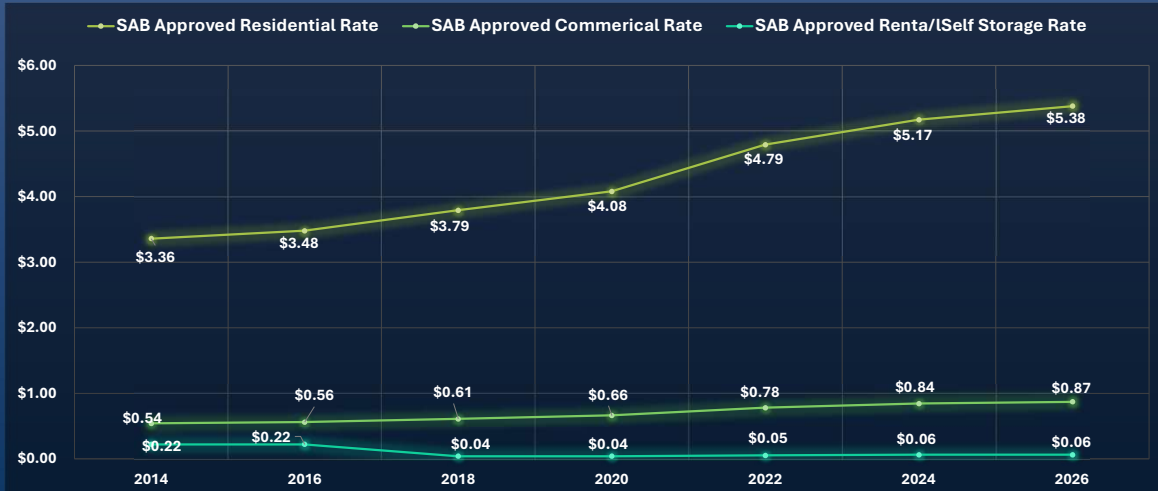
- Current Statutory Fee = \$5.17
- Increased Statutory Fee = \$5.37
- Net Increase in Fee = \$0.21

Commercial Projects

- Current Statutory Fee = \$0.84
- Increased Statutory Fee = \$0.87
- Net Increase in Fee = \$0.03
- Rental Self Storage = \$0.06 (\$0.01 change from 2022)

6

Historical Perspective – Fee Rates



7

7

Historical Perspective - Income



*As of January 28, 2026

8

8

San Juan Unified Student Forecast 2026-2030 Planned Residential Development Listing

Map ID#	Project	Developer	Unit Type	Status	Total Units	Total Units Occupied	Units Applied in Forecast	Estimated Students	Estimated Full Occupancy
Carmichael ES									
19	The Paseos at Carmichael	Homes by Towne	SFD	ACT	45	0	30	22	2027
17	Weatherstone		SFD	ACT	22	0	22	16	2026
Carriage Drive ES									
4	Bearpaw Village Apartments	Bearpaw Equities	APT	PLAN	42	0	42	16	2028
Dyer Kelly ES									
21	Yeshi Arden Apartments		APT	PLAN	39	0	39	15	2028
Greer ES									
1	1530 Howe Ave Redevelopment	Sutter Capital Group	APT	PLAN	176	0	176	69	2027
Howe ES									
12	Millennial Apts		APT	PLAN	16	0	16	6	2029
14	Summer Trace Apts		APT	PLAN	16	0	16	6	2027
15	Summer Trace II Apts		APT	PLAN	49	0	49	19	2028
Kelly ES									
9	Kestrel at Winding Ranch	Towne Development of Sac	SFD	PLAN	79	0	79	57	2029
18	Verde Cruz Townhomes		MFA	PLAN	17	0	17	7	2027
Kingswood ES									
13	Sayonara Habitat Project	Habitat for Humanity	MFA	ACT	26	0	26	10	2027
LeGette ES									
10	Lismore Place		SFD	PLAN	10	0	10	7	2028
Northridge ES									
8	Heritage at Gum Ranch	Elliott Homes	SFD	ACT	340	301	39	28	2027
16	Sunrise Vista Apts		APT	ACT	30	0	30	12	2026
Ottomon Way ES									
4	Blossom Ridge	Fieldstone Communities	SFD	ACT	32	0	32	23	2028
5	Canyon Terrace Apts Expansion	Cany on Terrace Folsom, LLC	APT	ACT	96	0	48	19	2026
7	Hazel Ridge		SFD	PLAN	23	0	23	16	2029
Pershing ES									
11	Madison MFA		MFA	ACT	20	0	20	8	2027
Whitney Ave ES									
2	Annadale Luxury Estates		MFA	PLAN	21	0	21	8	2028
20	Whitney Place		SFD	PLAN	18	0	18	13	2028
NOTES									
Source: City of Citrus Heights Planning Department, County of Sacramento Planning Department									
Note: Occupancy information is calculated as of October of each corresponding year.									
Explanation of Housing Types: SFD: Single Family Detached, MFA: Multi-Family Detached, APT: Apartment									

9

Permissible Uses of Developer Fees

Developer fees may be used for the following purposes:

- Construction or reconstruction of school facilities. (Ed. Code, § 17620(a).)
- Costs associated with conducting the meeting(s) required for levying a new fee or increasing an existing fee. (Gov. Code, § 66016(c).)
- Costs attributable to the increased demand for public facilities reasonably related to the development in order to: (1) refurbish existing facilities to maintain the existing level of service or (2) achieve an adopted level of service that is consistent with a general plan. (Gov. Code, § 66001(g).)



10



11

Facilities Committee Attendance Summary 2025-2026

Committee Members (Initials: board members)	09-02-2025	10-07-2025	11-04-2025	12-02-2025	01-06-2026	02-03-2026	03-03-2026	04-07-2026	05-05-2026	06-02-2026
Melinda Avey (PC)	✓	✓	✓	C A N C E L E D	✓	✓				
Tina Cooper (PC)	✓	✓			✓	✓				
Steve Ward (NB)**	✓	✓	✓		✓	✓				
Saul Hernandez (NB)	✓		✓		✓	✓				
Frank Cockrell (ZC)*	✓	✓	✓		✓	✓				
Jodi Mulligan-Pfile (ZC)	✓	✓	✓		✓	✓				
Zachary Morton (BA)	✓	✓	✓		✓	✓				
Paul Roy (TK)	✓	✓			✓					
Josh Alvarado (TK)	✓		✓		✓	✓				
Omid Shirzad (AS)										
Griff Ryan-Roberts (MP)						✓				
Ryan Luttrell (BA)										
<i>Vacant</i>										
<i>Vacant</i>										

Board of Education / Appointees (Term Expires)

Pam Costa (12/28)
 Nick Bloise (12/28)
 Abid Stanekzai (12/28)
 Zima Creason (12/26)
 Ben Avey (12/26)
 Manny Perez (12/26)
 Tanya Kravchuk (12/26)

Tina Cooper (07/27)
 Steve Ward (07/26)**
 Omid Shirzad (07/26)
 Frank Cockrell (07/26)*
 Zachary Morton (07/26)
 Griff Ryan-Roberts (07/27)
 Paul Roy (07/26)

Melinda Avey (07/26)
 Saul Hernandez (07/27)
 Vacant -
 Jodi Mulligan-Pfile (07/27)
 Ryan Luttrell (07/27)
 Vacant -
 Josh Alvarado (07/27)

*Chair

**Assistant Chair

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**SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2025-2026**

L
02/24/2026

MARCH 10

Recognition: 2026 Classified Employees of the Year – A	Thigpen
New High School Courses – D	Dale
Second Interim Budget Report – R	Ryan
E-Bikes/E-Scooters – D	Allen
Public Hearing No. 2: Alexander Twilight Secondary Academy Renewal Petition – PH/A [Discussed 12/16/25]	Oaxaca
Public Hearing No. 2: Alexander Twilight College Prep Academy Renewal Petition – PH/A [Discussed 12/16/25]	Oaxaca
*Resolution: District School Board Election Order – A	Board

MARCH 24

Recognition: Week of the Young Child (Apr. 11-17) – A	Townsend-Snider
Recognition: School Library Month (April) – A	Dale
Resolution: Issuance and Sale of Measure P General Obligation Bonds – A	Ryan
Technology Update – R	Skibitzki
Public Hearing No. 1: Sunshine Charter School Petition – PH/D	Oaxaca
*New High School Courses – A [Discussed 03/10/26]	Dale
*Head Start and Early Head Start Grant Application 2026-2027 – A	Townsend-Snider

APRIL 14

Recognition: School Bus Driver Appreciation Day (Apr. 28) – A	Thigpen
Instructional Materials Adoptions – D	Dale
Strategic Plan Update – R	Allen
Proposed Board Meeting Dates for 2026-2027 – A	Board
*Audit Reports for Measures J, N, P and S – A	Ryan

APRIL 28

Recognition: National Nurses Week (May 6-12) and National School Nurse Day (May 6) – A	Oaxaca
Recognition: California Day of the Teacher (May 13) – A	Thigpen
San Juan Youth Voice Advocates – R	Oaxaca
Instructional Technology – R	Dale
Williams Complaint Report – R	Gaddis
*Instructional Materials Adoptions – A [Discussed 04/14/26]	Dale

MAY 12

Recognition: Classified School Employee Week (May 17-23) – A	Thigpen
Recognition: National Speech Pathologist Day (May 18) – A	Dale
Citrus Heights Schools Update – R	Townsend-Snider
Hearing Officer’s Recommendation-2026 RIF (if applicable) – A	Gaddis
*Approval of CTE 2026 Advisory Committee Roster – A	Schnepf
*Head Start/Early Head Start COLA Funding Allocation 2026-2027 – A	Townsend-Snider
*Head Start/Early Head Start SETA Grant Resolution 2026-2027 – A	Townsend-Snider
*Adult Education Course Approval – A	Schnepf

MAY 26

Recognition: National Science Bowl (if applicable) – A	Schnepf
Recognition: Science Olympiad (if applicable) – A	Schnepf
Recognition: Academic Decathlon (if applicable) – A	Schnepf
District TK-12 Mathematics Update – R	Dale
Restorative Practices/Student Discipline – R	Oaxaca
Public Hearing: SELPA Local Plan Annual Update – A	Dale
Public Hearing No. 2: Sunshine Charter School Petition – A [PH/Discussed 03/24/26]	Oaxaca
*Facility Lease Amendments – A	Camarda

JUNE 9

Public Hearing: LCAP – D	Oaxaca
Public Hearing: LCAP/Choices Charter School – D	Oaxaca
Public Hearing: Adoption of the 2026-2027 Budget – D	Ryan
Temporary Interfund Borrowing of Cash – A	Ryan
*CIF Superintendent Designation of Representatives 2026-2027 – A	Schnepf
*ECE Program Self-Evaluation for CDE – A	Townsend-Snyder

JUNE 23

California School Dashboard Local Indicators – R	Oaxaca
LCAP – A [Public Hearing 06/09/26]	Oaxaca
Choices Charter School California School Dashboard Local Indicators – R	Oaxaca
LCAP Choices Charter School – A [Public Hearing 06/09/26]	Oaxaca
Adoption of the 2026-2027 Budget – A [Public Hearing 06/09/26]	Ryan
*2025-2026 Actuarial Report OPEB – A	Ryan
*Charter School 2024-2025 Audit Reports (AAT, CMP, GIS, GV, OFY, VIE) – A	Ryan
*School Plan for Student Achievement (SPSA) – A	Oaxaca

D=discussion; A=action; *=consent; R=report; PC=public comment