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October 28, 2008

Carl Holm
Monterey County Planning Department
168 W. Alisal St., 2nd Floor
Salinas, CA 93901

Re: Comments Regarding the "2007 Monterey County General Plan Draft Environmental Impact Report" (Sch. No. 2007121001)

Dear Mr. Holm:

This letter provides comments on behalf of Salinas Union High School District ("District") on the 2007 Monterey County General Plan Draft Environmental Impact Report (Sch. No. 2007121001) dated September 2008 ("DEIR"), prepared by ICF Jones & Stokes.

The DEIR provides an analysis of the environmental impacts of the County of Monterey's ("County") proposed updates to its general plan ("General Plan"). While the DEIR does not analyze the environmental impacts of specific development projects, it does analyze the environmental impacts of the County's general planning document, which guides and governs all future development in the County. Furthermore, according to the DEIR, the County will experience significant population growth between now and 2030 (the General Plan's planning horizon), and continued growth until the County reaches "full buildout" in 2092. The DEIR projects the Monterey County population to grow from 432,600 in 2005 to 602,731 in 2030, and the unincorporated county population to grow from 110,083 in 2005 to 135,375 in 2030 (in spite of city annexations of county property). (DEIR pp. 3-8 – 3-10.) This anticipated population increase of nearly 200,000 residents by the year 2030 will have a major impact on District facilities, and the District hopes to work closely with the County and developers to ensure that this impact is properly mitigated. 1

The District notes that while the DEIR does not analyze the environmental impacts of specific development projects, the General Plan does address the proposed development of up to 1,147 residential units (along with commercial development and a community center) on approximately 671 acres in the Greater Salinas area, known as "Butterfly Village," which may require school sites and/or athletic fields. (General Plan GS-1.) Furthermore, the District understands that the City of Salinas ("City") is also planning large residential developments in the near future. Thus, the population growth

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anticipated by the DEIR is well on its way, and will need to be appropriately analyzed to ensure that the District can serve the students generated by new development. 1

Senate Bill 50 and CEQA

The District is concerned about language in the DEIR that states that new development is fully mitigated by developer fees paid pursuant to Senate Bill ("S.B.") 50, so that all future development has a "less than significant" impact on District facilities apparently with no further analysis needed. In particular, the District notes the following language in the DEIR:

- In 1998, the California State Legislature enacted SB 50, which made significant amendments to existing State law governing school fees. SB 50 prohibited state or local agencies from imposing school impact mitigation fees, dedications, or other requirements in excess of those provided in the statute. Government Code Section 65995(e) provides that where payment has been made to a school district in accordance with the school fee program that is considered full mitigation of any school impacts. The legislation also prohibits local agencies from denying or conditioning any project (including a general plan) based on the inadequacy of school facilities. (DEIR p. 4.11-10.)

- Impact PSU-3: Development and land use activities contemplated in the 2007 General Plan may result in the need for new or expanded school facilities. (Less-Than-Significant-Impact) (DEIR p. 4.11-19.)

- As discussed above in the regulatory section, Government Code Section 65995(h) provides that payment of development impact fees in accordance with its provisions constitutes "full and complete mitigation of the impacts" of new development. (DEIR p. 4.11-20.)

- Paying school impact fees mitigates the impact of new development on schools under Government Code Section 65995(h). Therefore, the policies of the 2007 General Plan will ensure that this impact will be less-than-significant. (DEIR p. 4.11-20.)

- Development under the 2007 General Plan will result in a less-than-significant effect on schools. Paying school impact fees, as required by state law and proposed Public Services Element policy PS-7.8, mitigates the impact of new development on schools under Government Code Section 65995(h). (DEIR p. 4.11-21.)

- Development under the 2007 General Plan will result in a less-than-significant effect on schools. Paying school impact fees, as required by state law and proposed Public Services Element policy PS-7.8, mitigates the impact of new development on schools under Government Code Section 65995(h). (DEIR p. 4.11-22.)

2

The District objects to the concept that S.B. 50 removes the need for full analysis under the California Environmental Quality Act ("CEQA") of the impact of new development on school district facilities.

Environmental Impacts

S.B. 50 does not negate the County's responsibility under CEQA to analyze the environmental impacts of new development. Under CEQA, if a project "may" have a significant effect on the environment, a public agency must prepare an environmental impact report ("EIR"), giving a detailed analysis of all the effects on the environment by a proposed project. (Pub. Res. Code §§21061, 21080, & 21100.) One of the main purposes of the EIR is informational, to "provide public agencies and the public in general with detailed information about the effect which a proposed project is likely to have on the environment . . . ." (Pub. Res. Code §21061.) This includes impacts on local agencies, including school districts. (See 14 C.C.R. §15382; 14 C.C.R. Appendices G & H.) S.B. 50 does not allow the County to bypass providing this information, regardless of whether the environmental impacts are later mitigated to a level of less-than-significant. However, even though the DEIR projects a population increase of nearly 200,000 by the year 2030, an increase that will clearly have an impact on the District, the DEIR does not analyze the impact of this population increase on the District, and arguably also concludes that no analysis will be necessary in the future.

Mitigation Measures 2

In addition to analyzing the project's environmental impacts, CEQA requires the EIR to analyze possible mitigation measures for all significant environmental impacts. (Pub. Res. Code §21100.) Furthermore, CEQA requires the adoption of mitigation measures necessary to reduce the impact to a level of less-than-significant, unless findings are made that "specific economic, legal, social, technological, or other considerations" makes a mitigation measure "infeasible." (14 C.C.R. §15091; see also Pub. Res. Code §§21002, 21002.1 & 21081; 14 C.C.R §§ 15021 & 15096.) Again, the purpose of this analysis is in part informational, and the infeasibility of a particular mitigation measure does not negate CEQA's requirement that the EIR provide information about the measure and why it is infeasible. (See Pub. Res. Code §21061.)

S.B. 50 does not nullify the need for this mitigation measure analysis. In fact, since developer fees are one possible mitigation measure to address the impact of overcrowding in school districts caused by new development, the EIR should specifically analyze developer fees and determine the amount necessary to mitigate the impact of school overcrowding to a level of less-than-significant. To the extent that S.B. 50 potentially precludes collecting this amount of developer fees, higher fees would be a legally infeasible mitigation measure and the EIR should then state that it is infeasible to collect the developer fees needed to fully mitigate overcrowding, and acknowledge an unmitigated impact on school districts remains. The District notes that, as a practical matter, developer fees are generally insufficient to fully mitigate overcrowding in school district facilities.

Moreover, S.B. 50 only regulates mitigation of the impact of school overcrowding. There are many other impacts of new development that are not limited by S.B. 50, and that can and should be fully mitigated. Common examples include the need to widen roads or put in other traffic controls to accommodate the increased flow of traffic (both from students and generally), safety measures to address pedestrian travel to school, and the need to add sound-proofing to offset noise increases from nearby development and resulting traffic.

The DEIR simply states that developer fees will be collected pursuant to S.B. 50. It does not analyze the amount of fees necessary to mitigate school overcrowding. It does not determine whether fees collected pursuant to S.B. 50 are sufficient to mitigate this impact. It does not analyze additional mitigation measures to address impacts other than school facility overcrowding. Furthermore, the DEIR arguably concludes that there will be no need for such analysis in the future, when specific development projects are being analyzed. This analysis is insufficient under CEQA.

Statement of Overriding Considerations

Finally, if the County determines that significant impacts remain even after the imposition of all feasible mitigation measures, such as developer fees under S.B. 50, the County must adopt an applicable statement of overriding consideration. (Pub. Res. Code §§ 21002, 21002.1 & 21081; 14 C.C.R §§ 15021(a)(2), 15091(a) & 15096(g); see Sierra Club v. Gilroy City Council (1990) 222 Cal.App.3d 30.) Thus, the County would have to acknowledge and adopt public findings that, for example, the escalation of timing of the development in question outweighs the public's need for adequate school facilities. 2

The DEIR

The District requests that the County revise the DEIR so that it analyzes the various environmental impacts of new development on the District and determines their level of significance, analyzes potential mitigation measures, and either adopts mitigation measures sufficient to reduce the impacts to a level of less-than-significant or adopts a statement of overriding considerations. If the County is unable to provide detailed analyses of new development at the General Plan level, the DEIR should at least state that such analysis must be provided when environmental analyses are performed for specific projects. Furthermore, any discussion of S.B. 50 in the DEIR should clarify that the bill addresses only adequacy of facilities to accommodate new students, and not other impacts that may directly or indirectly impact schools and the populations they serve.

Alternate Measures to Mitigate Impact of New Development on the District

The District notes that S.B. 50 does not preclude the County from requiring mitigation from developers in addition to developer fees. In fact, the County can assist the District to address the impact of new development in several ways.

Land Dedication

One legally available mitigation measure would be for the County to consider adopting findings requiring any developer building residential units to dedicate land and/or funding pursuant to Government Code sections 65970 et seq. (all subsequent code sections refer to the Government Code unless otherwise specified), which permit the County to require a developer to dedicate land to a school district. Section 65974 specifically states that "for the purpose of establishing an interim method of providing classroom facilities where overcrowded conditions exist, . . . a city, county, or city and county may, by ordinance, require the dedication of land, or the payment of fees in lieu thereof, or a combination of both, for classroom and related facilities for elementary or high schools as a condition to the approval of a residential development."

A land dedication requirement would be good public planning benefiting all residents of the community, including future residents of new development. As development occurs, land suitable for new school sites grows scarcer. Under sections 65352 and 65352.2, the County has a duty to help plan for adequate services to their residents by ensuring that future sites are set aside for schools. Failure to do so leads to inadequate services, future controversies, and the potential need for a school district to exercise its rights under eminent domain to displace existing residents.

Land dedication under sections 65970, et seq., remains a permissible mitigation measure under sections 65995, et seq., which are cited by the DEIR. Section 65995, subdivision (a), specifically states that "[e]xcept for a fee, charge, dedication, or other requirement authorized under Section 17620 of the Education Code, or pursuant to Chapter 4.7 (commencing with Section 65970), a fee, charge, dedication or other requirement for the construction or reconstruction of school facilities may not be levied . . . ." Section 65995 expressly excludes Chapter 4.7, inclusive of section 65974, from this limitation, thus permitting a county to address conditions of overcrowding in school facilities or inadequately sized school sites by requiring, for example, the dedication of land. 2

Phasing

Another method by which the County can work cooperatively with the District within all legal constraints to ensure adequate school facilities with regard to new development is by requiring development to be phased and not permitted prior to availability of school facilities. Timing development so as to balance the availability of school facilities with new development can significantly aid the District in its attempt to provide for the additional students generated by new development. At the same time, it is not a denial of development.

Cooperative Use

The County and the District can also work together to ensure adequate school facilities to serve the residential units contemplated by new development by entering into a partnership to jointly use school and park land for recreation and educational purposes. It

is desirable for both public entities to have land set aside for both school and park use so that a single joint use facility of ten or more acres would be available to both the District and residents within new development.

Coordination with District to Mitigate Impact of New Development

The District also is concerned that the DEIR and the General Plan do not clarify the need for the County to coordinate planning of new development with the District. While the language regarding the need to reserve school sites "in consultation with the affected districts" in the General Plan policy PS-7.1 is helpful, sections 65352 and 65352.2 require local cities and counties to coordinate planning of school facilities with school districts. The Legislature also confirmed that the parties are meant to coordinate "[o]ptions for the siting of new schools and whether or not the local city or counties existing land use element appropriately reflects the demand for public school facilities, and ensures that new planned development reserves location for public schools in the most appropriate locations." 2

The Legislature recognized that new planned development should take into consideration and even "reserve" where schools would be located to serve the development because schools are as integral a part of planning for new development as is any other public service, such as fire, police, water and sewer. The intent behind sections 65350, et seq., supports the District's position that the County must analyze whether the current size of District schools is adequate to accommodate both its existing population and new development, particularly in light of cumulative impacts.

Specific Development Projects

The District requests that the County contact the District as early as possible in the planning process for specific new development projects. This will allow the District to take the projects into account in its facilities plans. It will also allow the District to give the County input regarding appropriate information to be included in project's environmental analyses, in order to fully analyze the project's impact on District facilities. Including such information in the project's environmental analysis will greatly facilitate the District's interaction with developers and will enable the District to better work with the County to ensure that the children residing in the area have appropriate educational facilities that may safely be accessed. 3

The District is prepared to provide the information necessary to assist the County in its preparation of specific environmental analyses for future development projects. For your information, we have attached the District's most recent "School Facilities Needs Analysis and Justification Report," the District's "School Facility Master Plan," and the District's demographic analysis and forecasts as examples of the type of documents that the District can provide to assist the County in its environmental analyses. District staff would be happy to provide the County with updated documents as necessary, and also provide any additional information needed for the County to fully and adequately analyze the impact of new development on the District.

We note that we are aware of other cities and counties that have sometimes taken the position that S.B. 50 precludes either or both analysis of school impacts in an environmental analysis and mitigation of those impacts. Our attorneys, the law firm of Lozano Smith, have had success in meeting with local agencies and their attorneys to address these issues. This has helped to educate public agencies on what they can still do to address and assist public schools, and has allowed for correction of misinformation regarding the effects of S.B. 50. Correcting such misinformation assists cities and counties in ensuring that they are still meeting their CEQA obligations. Materials prepared by our attorneys on this subject are attached. 4

Thank you for this opportunity to provide comments regarding the DEIR. The District looks forward to working with the County to ensure that the District's needs are met and that development in the County will be served by adequate and appropriate educational facilities. Please feel free to contact me if you have any questions.

Sincerely,

Karen L. Luna
Manager of Planning and Facilities

TM/kll

Enclosures:

School Impact Fees – Options Under S.B. 50
Salinas Union High School District School Facility Master Plan w/ Demographic Analysis and Forecasts for Salinas Union High School District
School Facilities Needs Analysis and Justification Report for the Salinas Union High School District

cc: Thomas Manniello, Lozano Smith
Jim Earhart – Associate Supt. – CBO w/o enclosures

School Impact Fees – Options under S.B. 50

February 2008

The following summary outlines options concerning mitigating the impact of new development on school facilities in the era of Senate Bill 50 ("S.B. 50"), which became effective in 1998. The summary provided here is necessarily general, and does not constitute legal advice; legal counsel should be consulted regarding these options.

Developer Fees Under S.B. 50

Prior to S.B. 50, a series of appellate court decisions allowed cities and counties to use their legislative "police power" over land use to assist school districts by requiring developer fees, land dedications, or other measures to mitigate fully the impacts of development on school facilities, even if the mitigation measures exceeded the then-applicable statutory school impact fee. (Mira Development Corp. v. City of San Diego (1988) 205 Cal.App.3d 1201; William S. Hart Union High School v. Regional Planning Commission (1991) 226 Cal.App.3d 1612; Murrieta Valley Unified School District v. County of Riverside (1991) 228 Cal.App.3d 1212.) Central to this line of cases was the duty of cities and counties to assess and mitigate the environmental effects of development under the California Environmental Quality Act ("CEQA") (Pub. Res. Code §§ 21000, et seq.), including the impacts on schools.

S.B. 50 now provides for three levels of statutory fees. The first is the existing statutory fee, which we refer to as a "Level 1" fee. (Gov. Code § 65995.) That fee is adjusted for inflation every two years by the State Allocation Board ("SAB"). The most recent increase was a substantial one, with the SAB approving an increase from $2.63 to $2.97 per square foot of residential development for unified districts in January of 2008. For a school district to implement the increase, it must take its own separate action, based on a developer fee justification study establishing a "nexus" between the impact of new development and the fee. (Gov. Code § 66001. See also Warmington Old Town Assocs. v. Tustin Unified School District (2002) 101 Cal.App.4th 840.)

S.B. 50 also established a basis for additional fees if certain criteria are met. The second, or "Level 2" fee – referred to in the legislation as a "supplemental" fee – is the equivalent of the statutory fee plus an additional amount that, when taken together, are assumed under state standards to equal roughly 50% of a district's actual facilities needs. (Gov. Code § 65995.5.) The final "Level 3" fee, which is roughly 100% of a district's need as established under the state standards, can be imposed only if state funds are no longer available. (Gov. Code § 65995.7.) The Level 2 and Level 3 fees must be justified by a "school facilities needs analysis" ("SFNA") that, unlike a Level 1 justification study, must utilize specific state criteria.

As a tradeoff for the higher Level 2 and 3 fees, the Legislature in S.B. 50 also restricted the ability to impose still higher fees, under CEQA or otherwise. The law states that the payment of the development fees authorized by S.B. 50 constitutes "full and complete mitigation of the impacts of any legislative or adjudicative act" involving the planning, use, or development of real property "on the provision of adequate school facilities." (Gov. Code § 65995, subd. (h) (emphasis added).) The Code further provides that an agency is precluded from denying or refusing to approve a legislative or adjudicative act involving development "on the basis of a person's refusal to provide school facilities mitigation that exceeds the amounts authorized [by S.B. 50]." (Gov. Code § 65995, subd. (i).)

This tradeoff has caused impacted school districts that do not qualify for Level 2 fees to seek additional avenues for addressing the impacts of new development on schools. Similarly, some districts find that even if they are eligible for Level 2 fees, the required state formula results in a fee lower than the district's actual need.

Additional Options Available to School Districts

In addition to adopting the maximum justifiable Level 1 fee, there remain a number of options to seek additional means of addressing a school district's needs.

1. S.B. 50 Level 2 Fees

The first option is to seek Level 2 fees under S.B. 50. Our firm has published a handbook that includes detailed information, procedures, time lines, checklists, and forms to assist school districts in enacting both Level 1 and Level 2 developer fees, which can be ordered at http://www.lozanosmith.com/briefs/pdf/other/DFHOrderForm.pdf.

The remaining options described below are applicable primarily to districts that determine that they are not eligible for Level 2 fees, or whose Level 2 fees will be insufficient to address the impact of development upon school facilities.

2. Hardship Funds

If the District is heavily impacted, experiences unusual circumstances beyond its control, or faces extreme financial hardship, it may qualify for state hardship funding. (Ed. Code § 17075.10.) If the District meets all of the state's qualifying criteria (which include making all reasonable efforts to impose the maximum developer fees), it may be able to obtain additional state funding for new construction or modernization. However, due to the nature of the state's complex formula for hardship funding, eligibility is not a given, even when a district appears clearly to have needs justifying the funding.

3. Rely on The Possibility of Denying Development

As noted above, S.B. 50 states that no development project may be denied on the basis of inadequate school facilities. (Gov. Code §§ 65995, subd. (i) & 65996, subd. (b).) However, cities and counties maintain a general police power to approve or disapprove whatever

development they feel is appropriate for their jurisdiction. While they may be limited in the ability to single out schools and inform a developer that his or her project is being denied on the basis of inadequate school availability or lack of adequate mitigation, cities and counties can still conclude that a project does not contribute overall to the well-being of the city, or that the developer had not shown sufficient commitment to the community, and on that basis consider denying the project.

Working with a cooperative city or county, a school district may thus be able to bring developers to the table to negotiate additional school mitigation, such as participation in a Mello-Roos Community Facilities District. As expressed in Government Code section 65995, subdivision (g)(2), a developer may still "voluntarily elect[] to establish, or annex into, a community facilities district . . . ." Another option of how to address school issues is in a development agreement between the city or county and the developer.

Some cities and counties may provide support to schools in a tacit fashion, while other cities and counties may be more overt about their continued desire to support schools. Several years ago, the City of Livermore responded to arguments by developers that S.B. 50 precluded the City from imposing any extra-statutory school mitigation obligations by threatening a complete moratorium on new development. Such a moratorium would simply be a blanket halt of new construction, rather than a denial of particular developments on the basis of inadequate school facilities. Confronted with this threat, the developers agreed to continue mitigating school impacts as they had before the passage of S.B. 50. Generally, a moratorium comes through a voter referendum, but under Government Code section 65858, a city or county can also adopt an interim ordinance to prohibit uses in conflict with a contemplated general plan, specific plan or Zoning proposal if the approval of a development would result in a threat to the public welfare. This allows a city or county to delay development approvals while it studies the school issues, for a period that can extend up to almost two years.

In the City of Pleasanton, developers, based in large part on the support of the City for schools, have agreed to continue the extra-statutory payments that they had been making prior to S.B. 50's passage (see discussion below of voluntary mitigation agreements). As a result, the District continues to receive fees in the $8.00 range, despite otherwise being ineligible for Level 2 fees.

As another example, San Ramon Unified School District worked with both of its local cities to establish agreements with developers for multiple developer-built schools. While the District's Level 2 fee is in the range of $4.00 per square foot, the District estimates that the agreements reached carry a value in the $8.00 per square foot range.

4. Phasing of Development

It is an open question under S.B. 50 whether a city or county can phase development to limit the impact of new construction on schools. It is not atypical for a city of county to phase development so that the next phase can proceed only if there are adequate utilities and infrastructure available. This is an avenue worth exploring, as developers often depend on bringing a relatively large percentage of their units on line at one time, so that the start-up costs of a project can quickly be covered. Confronted with delays, a developer may be willing to

compromise so as to adequately resolve the school issue.

Many of the same considerations regarding limitations on denial of a project under S.B. 50 apply to phasing. The argument in favor of phasing, however, may be stronger, since the "denial" of projects based on inadequate school facilities is explicitly prohibited, while the legislation is silent regarding limitations on phasing. As a result, we contend that phasing is still allowed by S.B. 50.

5. Seek Revision of City/County Mitigation Program

One option is to revise the local government's mitigation program, whether through revisions to the General Plan or through changes to the school district's procedures under that plan. Some cities and counties have a system where the local government will only approve a certain amount of development within a specified time frame, largely in order to avoid uncontrolled growth. For example, a city may have a program in which development applications are approved based on a point system. For each commitment that the developer makes to the community – such as building parks, paying for sewer extensions, or funding schools – the developer's point total is increased. This is a way of rewarding the developers who make the greatest contribution to the community. Such a program might still be defensible on the basis that the developer's project is not being directly denied on the basis of inadequate school facilities.

6. Impose Conditions on Development Related to Issues Other Than School Overcrowding

While school districts have long focused on the need to mitigate the impact of new development because of resulting school overcrowding, there are also other impacts of new development that can and should be mitigated. S.B. 50 does not "limit or prohibit the ability of a local agency to mitigate the impact of land use approvals other than on the need for school facilities, as defined in this section." (Gov. Code § 65996, subd. (e); see also Gov. Code § 65998, subd. (b) (repeating similar language).) "School facilities," in turn, are defined as "any school-related consideration relating to a school district's ability to accommodate enrollment." (Gov. Code. § 65996, subdivision (c) (emphasis added).)

There are numerous costly impacts associated with growth that do not directly relate to the ability to accommodate new students. Common examples include the need to widen roads or put in other traffic controls to accommodate increased traffic (both from students and generally), safety measures to address pedestrian travel to school, and the need to add sound-proofing to offset noise increases from nearby development and resulting traffic. To the extent that a school district can demonstrate that it confronts these or similar impacts that are unrelated to enrollment, the district can continue to seek conditions on the approval of development under CEQA that will mitigate the impact of such expenses. These conditions can also be used as a device to open negotiations for an agreed upon mitigation arrangement. For example, school districts represented by our firm successfully sued the City of Merced to overturn an environmental impact report for procedural errors, as opposed to issues relating to school overcrowding, in a successful effort to bring the City and developers back to the table to discuss school issues.

7. Maintain that School Facilities Are Not Available

The Government Code includes a process whereby a school district can find that conditions of overcrowding exist in "one or more attendance areas" that will impair educational programs. (Gov. Code § 65971, subd. (a)(1).) Note that this provision does not require that the entire district be overcrowded. A school district's board can further find that no reasonable, sufficient methods of mitigation are available. (Gov. Code § 65971, subd. (a)(2).) At that point, the local city or county can determine that fees or other obligations in addition to the statutory fees are appropriate in certain limited circumstances. (Gov. Code §§ 65972 & 65974.) S.B. 50 explicitly affirms that this remains a valid method of mitigation. (Gov. Code § 65996, subd. (a) ("the following provisions shall be the exclusive methods of considering and mitigating impacts on school facilities . . .: (1) Section 17620 of the Education Code [developer fees]. (2) Chapter 4.7 (commencing with Section 65970) [of the Government Code]").) We note, however, that these provisions are intended to fund only "interim" facilities which would be removed after 5 years. (Gov. Code § 65974, subd. (a)(3), (a)(4).)

8. Decline to Approve "Will-Serve" or Similar Letters

Many cities and counties ask that school districts provide "will-serve" letters or similar assurances that their facilities are adequate to accommodate new growth. In some cases, districts have refused to issue such a letter, potentially stopping the development project even while not "denying" the project based on inadequate school facilities.

There are also other opportunities for a school district to spell out that it has inadequate facilities. For example, real estate agents proposing to sell property through a subdivision must obtain a statement from the local school district indicating the "location of each high school, junior high school, and elementary school serving the subdivision." (Bus. & Prof. Code § 11010, subd. (11).) A school district could argue that there is no school available to "serve" a particular subdivision. This could help bring developers' representatives to the bargaining table to address school availability.

9. Referendum Process

There has been a movement statewide, primarily used by environmentalists and anti-growth groups, to use the referendum process to overturn decisions by cities and counties to approve development. Under this process, if a sufficient number of persons sign a petition, a development approval can be put to a general election. School districts and their supporters have not often attempted to utilize this process, but this may be an option that is worthy of exploration in light of the limitations of S.B. 50. Thus, while a city or county may be limited in its ability to deny development on the basis of inadequate school facilities, voters may be able to accomplish the same result.

10. Challenge The Validity of S.B. 50

One more severe option is to make a direct legal challenge to S.B. 50. Some have suggested that to the extent it can be shown that S.B. 50 does not provide for adequate school facilities, any

provision capping fees violates the California Constitution and potentially other applicable law. One specific theory, which has been explored by the League of Cities, is whether S.B. 50, to the extent that it does not provide adequate mitigation, can legally be allowed to preempt local mitigation requirements, as it unconstitutionally infringes on a city's police powers. This approach yet may eventually succeed through litigation and the cooperation of a sympathetic city or county.

11. Seek Voluntary Mitigation Agreements/Gifts

Another option that remains open is to seek voluntary participation in a Mello-Roos or payment of additional fees under a negotiated agreement. S.B. 50 specifically leaves the option of Mello-Roos arrangements in place, so long as the developer is not being "required" to participate as a condition of project approval. (Gov. Code § 65995, subd. (f).)

S.B. 50 is silent as to whether a voluntary agreement not involving a Mello-Roos is appropriate. We maintain that such agreements can be undertaken, but there are risks involved whether the voluntary agreement involves a Mello-Roos or otherwise. In particular, there can be a potentially negative effect on the District's future qualification for state funds. We have developed various agreements that provide for a gift of funds that may help avoid the gift being tied into any future state facilities financing. At the same time, there may be tax advantages to the developer. Pleasanton Unified, Alameda Unified, Byron Union, and Huntington Beach Union High School Districts are among just a few of our clients currently utilizing this approach. We note that we continue to negotiate school impact agreements statewide despite the limitations of S.B. 50.

12. Land Dedication under the Subdivision Map Act

The Subdivision Map Act states that "a city or county may adopt an ordinance requiring any [developer who develops in a school district] to dedicate to the school district . . . such land as the local legislative body shall deem to be necessary for the purpose of constructing thereon such elementary schools as are necessary to assure the residents of the subdivision adequate public school service." (Gov. Code § 66478; emphasis added.) Thus, the Subdivision Map Act allows a city or county to require land dedication for an elementary school in order to help a school district address the educational needs of the children from a new development. Nothing in S.B. 50 expressly prohibits continued reliance on the Subdivision Map Act.

13. Additional CEQA Considerations

Despite the passage of S.B. 50, there has remained controversy regarding how an environmental impact report or other environmental analysis conducted under CEQA should treat school impacts. While S.B. 50 clarifies that a project may not be denied on the basis of inadequate school facilities, the legislation does not appear to relieve a city or county from analyzing schools and concluding that there are significant impacts. Furthermore, the environmental analysis may have to recognize that there are impacts that remain unmitigated based on the available data. While a city or county could then adopt a statement of overriding consideration, finding that the merits of the project outweigh the unmitigated impacts, this is tantamount to a

city or county having to declare that a housing development is more important to its constituents than adequate schools.

Developers and local governments may argue that they no longer need to address school impacts in any detail or at all in CEQA analysis. We maintain that S.B. 50 has not changed CEQA requirements in this fashion. When cities and counties have analyzed this issue in more detail, they have often agreed with our conclusion. For example, legal counsel for the City of Gilroy conceded that the city should "carefully review and consider all information provided... as to the adequacy of school fees," and should include such information in its environmental documents, despite the terms of S.B. 50 regarding adequate mitigation.

For assistance regarding developer fees and other forms of addressing impacts on schools from new development, please feel free to contact any of Lozano Smith's offices.

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SCHOOL FACILITY NEEDS ANALYSIS AND JUSTIFICATION REPORT

for the

SALINAS UNION HIGH SCHOOL DISTRICT

July 2008

Prepared by
School Facility Consultants

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Executive Summary

Pursuant to Government Code Section 65995.5, the Salinas Union High School District is authorized to collect Level II fees in the amount of $2.17 per square foot of residential development located in the District's 7-12 and 9-12 service areas. In addition, pursuant to Government Code Section 65995.7, when applicable, the District is authorized to collect Level III fees in the amount of $4.34 per square foot of residential development located within the District's 7-12 and 9-12 service areas.

The District meets the eligibility requirements in Government Code Section 65995.5(b) regarding the collection of Level II and III fees. The dollar amounts of the fees are based on the following facts and projections:

1. The student generation rates of residential housing units projected to be built in the District, calculated in accordance with Government Code Section 65995.6(a), are 0.347 for single-family units and 0.074 for multi-family units in the District's 7-12 service area and 0.234 for single-family units and 0.055 for multi-family units in the District's 9-12 service area.
2. The number of new residential housing units projected to be built in the District over the next five years is 782 single-family and 505 multi-family units, based on information provided by the City of Salinas and the County of Monterey.
3. Multiplying the appropriate terms in (1) and (2) shows that future residential development is projected to add 309 students.
4. The District has zero excess pupil capacity at the 9-12 grade levels available for students generated by future residential development and 374 seats of excess pupil capacity at the 7-8 grade levels.
5. The total number of unhoused pupils generated by future development equals 211 pupils in grades 7-12.
6. The per-pupil allowable costs for the Level II fee equation equal $15,721.00 and $19,892.00 for middle and high school students, respectively. These figures are equal to the per-pupil construction grant amounts in the State School Facility Program plus allowable per-pupil site acquisition and development costs calculated pursuant to Government Code Section 65995.5(c) and 65995.6(h).
7. Total allowable costs for the Level II/III fee equation equals $4,197,212.00 (the District's 9-12 facility cost) for both the District's 7-12 and 9-12 service areas, as the District currently has capacity available to meet the 7-8 new development facility needs quantified in this Report.
8. The total amount of residential square footage projected to be built in the District over the next five years is 1,933,575 square feet for single- and multi-family units, based on an average square footage of 1,945 square feet and 817 square feet for single-family and multi-family units projected to be built in the District, respectively.
9. The District currently has capacity available to meet the 7-8 new development facility needs quantified in this Report. The District does not have local funds available to meet the school facilities needs of 9-12 pupils necessitated by future residential development.

As shown in the body of this Report, the District meets the requirements of Government Code Section 66001 regarding the collection of developer fees (the "reasonable relationship" or "nexus" requirements).

End of Summary

Introduction

The purpose of this Report is to calculate the fee amount that the Salinas Union High School District is authorized to collect on residential development projects pursuant to Government Code Sections 65995.5 and 65995.7. *School Facility Consultants* has been retained by the District to conduct the analysis and prepare this Report.

State law gives school districts the authority to charge fees on new residential developments, if those developments generate additional students and cause a need for additional school facilities. All districts with a demonstrated need may collect fees pursuant to Government Code Section 65995 (Level I fees). Level I fees are currently capped at $2.97 per square foot of new residential development for grades K-12; this cap is adjusted bi-annually by the State Allocation Board, with the next adjustment scheduled for January 2010. The District currently shares developer fee revenue with feeder districts in its 7-12 and 9-12 service areas. The District receives 46.15 percent of fee revenue in its 7-12 service area, and 30.77 percent of fee revenue in its 9-12 service area. As a result, the District would be entitled to a Level I fee of $1.37 per square foot of residential development in its 7-12 service area and $0.91 per square foot of residential development in its 9-12 service area. Government Code Sections 65995.5 and 65995.7 authorize districts to collect fees in excess of Level I fees, provided that the districts meet certain conditions (Level II and Level III fees). Government Code Section 66001 requires that a reasonable relationship exist between the amount and use of developer fees and the developments on which they are to be charged.

The Salinas Union High School District provides seventh through twelfth grade education for the territory of the District served by the Salinas City Elementary and Alisal Union Elementary School Districts (the District's 7-12 service area). The District provides ninth through twelfth grade education only for the territory of the District served by the Graves Elementary, Lagunita Elementary, Santa Rita Union Elementary, Spreckels Union Elementary and Washington Union Elementary School Districts (the District's 9-12 service area). As a result, this Report calculates separate single- and multi-family Level II and Level III fees for both the District's 7-12 and 9-12 service areas as described above.

This Report is divided into three sections. The first summarizes the specific requirements in State law regarding Level II and Level III fees and establishes the District's authority to collect them. The second calculates the dollar amounts of Level II and Level III fees that the District is authorized to collect. The third explains how the District satisfies the requirements of Government Code Section 66001 with respect to Level II and III fees, summarizes other potential funding sources for school facilities and presents recommendations regarding the collection of developer fees.

End of Section

I. Authority to Collect Level II and Level III Fees

State law establishes several requirements in order for school districts to collect Level II fees. Specifically, districts must: (1) apply to the State Allocation Board and be deemed eligible for State funding for new school construction, (2) adopt a school facility needs analysis and (3) satisfy at least two of the four criteria set forth in Government Code section 65995.5(b)(3)(A-D).

The requirements for collecting Level III fees are the same as Level II fees. Before districts can collect Level III fees, however, the State Allocation Board must certify that it has no funds available to apportion to districts for construction of new school facilities.

The District has satisfied the three criteria for Level II fees as described below. If the State Allocation Board certifies that it has no funds available for apportionment, then the District will have satisfied the criteria for Level III fees as well.

A. Eligibility for State Funding for New Construction

The District has been deemed eligible to receive State funding for construction of new school facilities as outlined in Government Code Section 65995.5(b)(1). The District's most recent eligibility approval was at the July 25, 2007, meeting of the State Allocation Board (see Appendix A).

B. Adoption of School Facility Needs Analysis

This Report meets the requirements of Government Code Section 65995.6 for a school facility needs analysis, that is, a study that shall "determine the need for new school facilities for unhoused pupils that are attributable to projected enrollment growth from the development of new residential units over the next five years." By adopting this study, the District will satisfy this requirement.

C. Criteria in Government Code Section 65995.5(b)(3)(A-D)

The District meets the criterion outlined in 65995.5(b)(3)(C)(ii), that is, the District has issued debt or incurred allocations for capital outlay in an amount equivalent to 30 percent of the District's local bonding capacity. The District has issued debt equal to 39.4 percent of the District's bonding capacity (Outstanding general obligation bond debt of $74,253,610 divided by the District's 2007/08 Bonding Capacity of $188,430,258 equals 39.4 percent).

The District also meets the criterion outlined in 65995.5(b)(3)(D), that is, that at least 20 percent of the teaching stations within the District are relocatable classrooms. According to the District's current Office of Public School Construction Form SAB 50-02, 36.5 percent (168 out of 460) of the total teaching stations in the District are in relocatable classrooms. The District has also added capacity through the construction of (1) La Paz Middle School (37 permanent teaching stations), (2) an addition at Alisal High School (14 permanent teaching stations), (3) an addition at North Salinas High School (14 permanent teaching stations), (4) an addition at Harden Middle School (9 permanent teaching stations) and (5) an addition at Alvarez (Everett) High School (22 permanent

teaching stations). Including these projects in the District's capacity indicates that 30.2 percent (168 out of 556) of the total teaching stations in the District are relocatable classrooms.

End of Section

II. Amount of Level II and Level III Fees

State law outlines the method by which Level II fees are calculated. The intent of the law is that the Level II fee represents half the cost, as defined in the State School Facility Program, of providing new school facilities. The methods defined in State law for calculating the Level II fee, however, underestimate the District's true cost of providing school facilities.

The Level II fee is calculated by (1) determining the allowable cost for new school facilities as outlined in the State School Facility Program, and (2) dividing that cost by the amount of new residential square footage projected to be built in the District over the next five years.

A. Allowable Cost for New School Facilities

State law prescribes the following process for calculating the allowable cost for new school facilities:

(1) determine the number of unhoused students attributable to future residential development;
(2) multiply the number of unhoused students by the per-pupil construction costs of new elementary, middle or high schools as outlined in Education Code section 17072.10;
(3) determine the amount of site acquisition and development costs to be included as allowed by Government Code Section 65995.5(h); and
(4) subtract the amount of local funds dedicated to school facilities necessitated by future residential development from the sum of (2) and (3).

(1) Number of Unhoused Students

The number of unhoused students generated by future development in the next five years equals the total number of students generated by future development minus the District's existing excess pupil capacity.

As required by Government Code Section 65995.6(a), the student generation rate used to calculate the Level II fee is based on the historical generation rates of residential units constructed during the previous five years.

This Report estimates the number of students that will be generated by a new single- and multi-family housing unit by (1) counting the number of students in the District who live in housing units that paid developer fees between March 2003 and February 2008, and (2) dividing that number by the total number of housing units that paid developer fees over the same time period (see Appendix D). This Report uses historical developer fee collection data from the Salinas Union High School District to derive the housing counts and a District-provided March 2008 student list to derive the student counts.

Addresses for units that paid developer fees from March 2008 to the present date are not used in the calculation because (1) student address files may not reflect residents' address changes for up to one year, (2) students who have moved from a nearby district may continue to attend their previous school until the end of the school year and (3) units listed may not have been completed and occupied by the time the student address list was compiled.

The student generation rates for the 7-8 grade group are based on developer fee records only for those housing units located in the District's 7-12 service area (Salinas City Elementary School District and Alisal Union Elementary School District), as homes outside this area do not generate 7-8 grade pupils that attend the Salinas Union High School District.

Table 1-1 summarizes the student generation rates for single-family and multi-family units.

Table 1-1
Student Generation Rates

Grade Group	Single-Family	Multi-Family
7-8	0.113	0.019
9-12	0.234	0.055

Based on information provided by the City of Salinas Development and Permit Services Department and Department of Development and Engineering Services, the Housing Authority of the County of Monterey and the Monterey County Environmental Resource Policy – Housing and Redevelopment Office and the Monterey County Planning & Building Inspection Department, this Report estimates the District's projected residential development to be 782 single-family and 505 multi-family units over the next five years. These totals do not include new units projected to be built in developments bound by alternative mitigation agreements with the District as these developments will not be subject to the developer fees quantified in this Report (i.e., the Sconberg Ranch development project).

Table 1-2 shows the total number of students projected to enter the District from housing units built over the next five years.

Table 1-2
Students Generated by Future Development

	7-8 Students	9-12 Students
Single-Family	0.113 x 782 = **88**	0.234 x 782 = **183**
Multi-Family	0.019 x 505 = **10**	0.055 x 505 = **28**
Total Students	**98**	**211**

In determining how many of the students in Table 1-2 are unhoused, the District must consider any existing excess capacity. State law requires districts to calculate their

total pupil capacity according to the method described in Section 17071.10 of the Education Code. As stated on the District's current Office of Public School Construction Form SAB 50-02, the District's pupil capacity as calculated pursuant to Education Code Section 17071.10 is 3,252 in grades 7-8 and 6,211 in grades 9-12. These capacities are inclusive of the Special Day Class capacity identified on the District's Office of Public School Construction Form SAB 50-02, and do not reflect a Substantial Enrollment Requirement adjustment, as the District is not required to reflect a SER adjustment pursuant to School Facility Program Regulation Section 1859.35.

In addition to the capacity reflected on the District's Office of Public School construction Form SAB 50-02, the District has also added capacity through the State School Facility Program funding and the construction of (1) La Paz Middle School (879 7-8 seats), (2) an addition at Alisal High School (345 9-12 seats), (3) an addition at North Salinas High School (339 9-12 seats), (4) an addition at Harden Middle School (254 7-8 seats) and (5) an addition at Alvarez (Everett) High School (538 9-12 seats).

As outlined in Table 1-3 the District's total existing capacity is 4,385 students in grades 7-8 and 7,433 students in grades 9-12.

At the 7-8 grade group, the District has 374 seats of existing excess capacity (7-8 capacity of 4,385 minus 2007/08 7-8 enrollment of 4,011 equals 374 available seats, see Table 1-3). As a result, none of the 98 7-8 students listed in Table 1-2 are defined as unhoused.

At the 9-12 grade group, the District's current enrollment as reported in its October 2007 CBEDS information is greater than the 9-12 pupil capacity listed above: 9,561 students are enrolled in grades 9-12. Therefore, all 9-12 students listed in Table 1-2 are defined as unhoused.

Table 1-3
Existing Capacity

Grade Group	Capacity	2007/08 Enrollment	Existing Capacity Available for Students from Future Development	Unhoused Students From Future Residential Development
7-8	4,385	4,011	374	0
9-12	7,433	9,561	0	211

(2) Allowable Grant Costs

Table 1-4 shows the total allowable grant costs for new facilities necessitated by pupils generated from future single- and multi-family residential development. The per-pupil grant costs are taken from Education Code section 17072.10 and include

adjustments as required by Labor Code Section 1771.7(e) and Education Code Section 17074.56(a) (see Appendix B for details regarding grant cost calculations).

Table 1-4
Allowable Grant Costs for Pupils Generated from Future Residential Development

Grade Group	Per-pupil Grant Cost	Number of Unhoused Students	Total Grant Cost
7-8	$9,597.00	0	$0.00
9-12	$12,169.50	211	$2,567,764.50

The per-pupil grant does not include the cost of school development items that the local community may deem important to meeting the quality of facilities in the District (i.e., administration, project management, contingencies, etc.). Because the per-pupil grants do not address certain costs, the actual funding will likely not be adequate to fund school facilities to the quality and level required by the District. Therefore, the final calculation of Level II fees will likely understate the funding actually required by the District.

(3) Allowable Site Acquisition and Development Costs

Table 1-5 shows the per-pupil site acquisition and development costs for middle and high school students. The site sizes for new middle school and high school projects are consistent with the guidelines in the "School Site Analysis and Development Handbook" published by the California State Department of Education.

Site acquisition costs for the District's new middle school and new high school projects equal $364,000 per acre, based on (1) a land purchase that the District completed in January 2007 for the price of $350,000 per acre, (2) an increase of four percent pursuant to Section 1859.74 of Title 2 of the California Code of Regulations for appraisals, surveys, site testing, California Department of Education review/approval, preparation of the POESA and PEA. Estimated site development costs are consistent with the guidelines in Government Code Section 65995.5(h) (see Appendix C for details regarding site acquisition and development cost estimates).

Table 1-5
Calculation of Per-pupil Site Acquisition and Development Costs

Grade Group	Per-pupil Site Acquisition Costs*	Per-pupil Site Development Costs	Total Per-pupil Site Acquisition and Site Development Costs
7-8	$7,972	$4,276	$12,248
9-12	$9,457	$5,988	$15,445

*based on District new middle school capacity of 1,000 students and new high school capacity of 1,500 students.

Pursuant to Government Code Sections 65995.5(c) and 65995.5(h), the allowable cost for site acquisition and development is calculated by (1) multiplying the per-pupil cost by one-half and (2) multiplying that result by the number of unhoused elementary, middle and high school students. Table 1-6 shows the total allowable site acquisition and development costs for new facilities necessitated by pupils generated from future single- and multi-family residential development.

Table 1-6
Allowable Site Acquisition and Development Costs for Pupils Generated from Future Residential Development

Grade Group	One-half of per-pupil costs	Number of unhoused students	Allowable Cost
7-8	$6,124.00	0	$0.00
9-12	$7,722.50	211	$1,629,447.50

(4) Local Funds Dedicated to School Facilities Necessitated by Future Development

As outlined in Table 1-7, the District currently has 2,128 9-12 students that are unhoused.

Table 1-7
Existing Unhoused Pupils

Grade Group	Current Capacity	2007/08 Enrollment	Existing Unhoused Pupils
7-8	4,385	4,011	0
9-12	7,433	9,561	2,128
Total	11,818	13,572	2,128

Table 1-8 summarizes the cost of providing school facilities for existing unhoused students. Table 1-8 uses a per-pupil grant cost that is twice the allowable cost for the Level II fee (because the Level II fee is intended to only reflect one-half the cost of providing school facilities as defined in the State School Facility Program). Per-pupil site acquisition and development costs are the same as those used to calculate the allowable cost for Level II fees.

Table 1-8
Cost of Providing School Facilities for Existing Unhoused Pupils

Grade Group	Existing Unhoused Pupils*	Per-pupil Construction Costs	Per-pupil Site Acquisition and Development Costs	Total Cost
7-8	0	$19,194	$12,248	$0
9-12	2,128	$24,339	$15,445	$84,660,352
Total	2,128			$84,660,352

*See Table 1-3 and Table 1-7

The District has no funds dedicated to school facilities necessitated by future development. The District has funds available for new construction projects, through the passage of its middle school (Measure M) and high school (Measure F) Proposition 39 General Obligation Bonds passed on November 5, 2002, and March 5, 2002, respectively, as well as developer fees and special reserve funds. The District also anticipates approximately $252,041 in commercial/industrial developer fee revenue over the next five years based on the total commercial/industrial square footage that paid developer fees between March 2007 and February 2008, projected forward five years. The District's middle school bond funds are restricted to middle school projects, as the high school bond funds are restricted to high school projects, so this Report considers the District's available funds in relation to the cost of housing its currently unhoused pupils by middle (7-8) and high (9-12) school grade groupings.

For the 7-8 grade levels, the District currently has sufficient available capacity to house 7-8 grade pupils from new residential development.

For the 9-12 grade levels, the District has approximately $16.65 million in authorized bond funds from the passage of its high school General Obligation Bond available for future new construction projects. The District also has $1,332,225 in Capital Projects Fund balances available for 7-12 new construction projects. In addition, based on the total commercial/industrial square footage that paid developer fees between March 2007 and February 2008, the District estimates that there will be approximately $252,041 in commercial/industrial developer fee revenue over the next five years available for 7-12 new construction projects. Even if all of the above funds were available for the District's 9-12 projects, the District's total available funds for housing 9-12 pupils would be approximately $18,234,266. Comparing the $18,234,266 in available funds to the cost of providing school facilities for existing unhoused 9-12 students ($84,660,352) demonstrates that all these available funds are required to provide facilities for existing unhoused 9-12 students, with a need remaining of $66,426,086. This remaining need far outstrips the Level II fee, which will generate only $4,195,858 based on the projections contained herein.

The District has no surplus property that could be used for a high school site or that is available for sale to finance school facilities.

(5) Total Allowable School Facility Cost for Level II Fees

Tables 1-9a and 1-9b show the total costs for housing 7-8 grade and 9-12 grade pupils attributable to future residential development.

(continued on next page)

Table 1-9a
Total Cost for Housing 7-8 Grade Pupils from Future Residential Development

Category	Amount
Construction	$0.00
Site Acquisition and Development	$0.00
Less Local Funds Dedicated	N/A
Total	$0.00

Table 1-9b
Total Cost for Housing 9-12 Grade Pupils from Future Residential Development

Category	Amount
Construction	$2,567,764.50
Site Acquisition and Development	$1,629,447.50
Less Local Funds Dedicated	N/A
Total	$4,197,212.00

As demonstrated in Section II.A.(4) above, the District currently has sufficient capacity to house 7-8 pupils from future residential development quantified in this Report. Therefore, the total allowable cost for purposes of calculating the District's Level II/III developer fees on future residential development does not include the cost of housing 7-8 pupils resulting from this development. Tables 1-10a and 1-10b demonstrate the total allowable cost for the Level II/III fee calculation for the District's 7-12 and 9-12 service areas.

Table 1-10a
Total Allowable Cost for Level II/III Fees for Pupils from Future Residential Development in the 7-12 Service Area

Category	Amount
Allowable 7-8 Pupil Cost	$0.00
Allowable 9-12 Pupil Cost	$4,197,212.00
Districtwide Total	$4,197,212.00

Table 1-10b
Total Allowable Cost for Level II/III Fees for Pupils from Future Residential Development in the 9-12 Service Area

Category	Amount
Allowable 9-12 Pupil Cost	$4,197,212.00
Districtwide Total	$4,197,212.00

B. Amounts of Level II and Level III Fees

The Level II fee is calculated by dividing the total allowable cost by the amount of new residential square footage projected to be built in the District over the next five years. As stated in Section II.A.(1) above, over the next five years 782 single-family and 505 multi-family units are projected to be built in the District. These totals do not include units projected to be built in developments bound by alternative mitigation agreements with the District as these developments will not be subject to the developer fees quantified in this Report (i.e., the Sconberg Ranch development project). Based on information provided by the City of Salinas Development and Permit Services Department and Department of Development and Engineering Services, the Housing Authority of the County of Monterey and the Monterey County Environmental Resource Policy – Housing and Redevelopment Office and the Monterey County Planning & Building Inspection Department, this Report estimates that new housing units in the District will have an average square footage of 1,945 square feet and 817 square feet for single- and multi-family units, respectively. Multiplying average square footage by number of units (1,945 square feet times 782 single-family units, plus 817 square feet times 505 multi-family units) produces a total of 1,933,575 square feet of residential development projected to be built in the District over the next five years.

State law allows school districts to charge a fee higher than a Level II fee if: (1) the district meets the requirements for Level II fees and (2) the State Allocation Board notifies that it has no funds available to apportion to districts for construction of new school facilities. In the District's case, this higher fee, referred to as a Level III fee, is approximately twice the Level II fee.

Tables 1-11a and 1-11b show the calculations for Level II and Level III developer fees for the District's 7-12 and 9-12 service areas, based on the total projected square footage figures and the total allowable costs identified in Section II.A.5, above:

Table 1-11a
Level II and III Fees for Pupils from
Residential Development in the 7-12 Service Area

Total Allowable Cost	$4,197,212.00
Total Projected Square Footage	1,933,575
Level II Fee	**$2.17**
Level III Multiplier	2
Level III Fee	**$4.34**

(continued on next page)

Table 1-11b
Level II and III Fees for Pupils from
Residential Development in the 9-12 Service Area

Total Allowable Cost	$4,197,212.00
Total Projected Square Footage	1,933,575
Level II Fee	**$2.17**
Level III Multiplier	2
Level III Fee	**$4.34**

The calculation of Level II and Level III fees, in accordance with the formulas provided in the statutes, will likely be understated when measured against the actual calculation of costs due to the limited inclusion of cost categories to determine actual costs per student and the fluctuating student generation rates. The District needs to account for these issues when conducting a revenue/cost analysis utilizing the calculated Level II and Level III fees.

End of Section

III. Findings and Recommendations

This section (1) shows that the District meets the requirements of Government Code Section 66001 regarding the collection of developer fees, (2) summarizes other potential funding sources for the District's capital projects, and (3) presents recommendations regarding the collection of developer fees.

A. Findings

(1) Government Code Section 66001(a)(1)—Purpose of the Fee

The purpose of imposing and collecting Level II or Level III fees is to acquire funds to construct or reconstruct school facilities for students generated by future residential developments.

(2) Government Code Section 66001(a)(2)—Use of the Fee

The District use of the fee will involve constructing and/or reconstructing new high school campuses and/or additional permanent facilities on existing high school campuses. In addition, the District may build other school related facilities and purchase or lease relocatable classrooms to use for interim housing while permanent facilities are being constructed.

Revenue from Level II or Level III fees collected on future residential development may be used for, but not limited to, all of the following:
(1) land (purchased or leased) for school facilities,
(2) design of school facilities,
(3) permit and plan checking fees,
(4) construction or reconstruction of school facilities,
(5) testing and inspection of school sites and school buildings, and
(6) interim school facilities (purchased or leased) to house students generated by future development while permanent facilities are being constructed.

(3) Government Code Section 66001(a)(3)—Relationship Between Fee's Use and the Type of Project Upon Which the Fee is Imposed

All types of new residential development—including but not limited to single- and multi-family units in new subdivisions and in "in-fill" lots, single- and multi-family units in redevelopment projects, single- and multi-family units that replace demolished units (to the extent that the new units are larger than the demolished units), additions of residential space to existing single- and multi-family units, manufactured homes, mobile homes and condominiums—are projected to cause new families to move into the District and, consequently, generate additional students in the District. As shown earlier in this Report, sufficient school facilities do not exist for these students. All types of new residential development, therefore, create a need for additional school facilities. The fee's use (acquiring school facilities) is,

therefore, reasonably related to the type of projects (new residential developments) upon which it is imposed.

(4) Government Code Section 66001(a)(4)—Relationship Between the Need for the Public Facility and the Type of Project Upon Which the Fee is Imposed

The District is currently operating over capacity at the 9-12 grade levels, that is, the District has no available capacity to house additional 9-12 students. Because future residential development in the District will generate additional students, it creates a need for additional school facilities. A relationship exists, therefore, between the District's need to build additional school facilities to house additional students and the construction of future residential development projects.

(5) Government Code Section 66001(b)—Relationship Between the Fee and the Cost of the Public Facility Attributable to the Development on Which the Fee is Imposed

This study concludes that the methods prescribed by State law for estimating school facility construction costs, and for calculating Level II and Level III fees, supports the establishment of Level II and Level III fees, which when collected, will contribute to the District's cost of constructing and reconstructing school facilities to house students generated by future residential construction. The relationship between the cost of the facility and the amount of fees is set forth above, including in Tables 1-4 and 1-5 of Section II.A.(2) and Section II.A.(3), respectively.

(6) Other Funding Sources

The following is a review of potential other funding sources for constructing school facilities. Please note that pursuant to Section II.A.4, the District does not have any local funds available for the construction of school facilities for housing students from new development.

a) General Fund

The District's General Fund budget is committed to instructional and day to day operating expenses and not used for capital outlay uses, as funds are needed solely to meet the District's non-facility needs.

b) State Programs

The District is approved for eligibility for State funding for construction of new school facilities under the 1998 Leroy F. Greene School Facility Program. As outlined in Section II.A.(1), the District has applied for and received funding for La Paz Middle School, and addition projects at North Salinas High School, Alisal High School, Harden Middle School and Everett Alvarez High School. Even projects funded at 100 percent of the State allowance, however, experience a shortfall between State funding and the District's actual facility needs. State funds for deferred maintenance may not be used to pay for new facilities. State law prohibits use of lottery funds for facilities.

c) General Obligation Bonds
School districts can, with the approval of either two-thirds or 55 percent of its voters, issue general obligation bonds that are paid for out of property taxes. The District gained voter approval for a Proposition 39 General Obligation Bond in March 2002, and another General Obligation Bond in November 2002. As outlined in Section II.A.(4), these bonds are either inadequate or unavailable to cover costs for high school facilities necessitated by future residential development.

d) Alternative Mitigation Agreements
Some residential development may choose to negotiate an alternative mitigation agreement with the School District. Students generated from these developments and the revenues from these mitigation agreements are not considered in this report, as these homes are not subject to the Fee considered in this report and the funds collected from these homes are not available to reduce the impact of development that will be subject to the Fee.

e) Parcel Taxes
Approval by two-thirds of the voters is required to impose taxes that are not based on the assessed value of individual parcels. While these taxes have been occasionally used in school districts, the revenues are typically minor and are used to supplement operating budgets. The District does not currently collect parcel tax revenue.

f) Mello-Roos Community Facilities Districts
This alternative uses a tax on property owners within a defined area to pay long-term bonds issued for specific public improvements. Mello-Roos taxes require approval from two-thirds of the voters (or land owners if fewer than 12) in an election. The District currently does not have any Mello-Roos authorizations.

g) Surplus Property
The District has no surplus property that could be used as a high school site or that is available for sale to finance school facilities.

Based on the forgoing, there are no excess funds to aid new construction to accommodate students from new development.

B. Recommendations

Based on the findings outlined above, it is recommended that the Board of Trustees, as provided for in Government Code Section 65995.5, approve a resolution to levy Level II fees on future residential development in the amount of $2.17 per square foot of residential development located within the District's 7-12 and 9-12 service areas.

In addition, it is recommended that the Board of Trustees, as provided for in Government Code Section 65995.7, approve a resolution to levy Level III fees on future residential development in the amount of $4.34 per square foot of residential development located within the District's 7-12 and 9-12 service areas.

End of Report

Appendix A

State Allocation Board
New Construction Eligibility Approval

ATTACHMENT A

District	Attendance Area	County	App. Number 50	Type of Adj	K-6	7-8	9-12	Non-Severe	Severe
Pomona Unified	HSAA Pomona	Los Angeles	64907-04-00						
Current Baseline Eligibility					-506	-661	-128	15	8
Adjustment Per This Item				e	237	-193	-401	-46	10
Net Baseline Eligibility					-269	-854	-529	-31	18
Saddleback Valley Unified	Districtwide	Orange	73635-00-00						
Current Baseline Eligibility					363	0	451	-184	17
Adjustment Per This Item				g	-363	0	-451	184	-17
Net Baseline Eligibility					0	0	0	0	0
Salinas Union High	Districtwide	Monterey	66159-00-00						
Current Baseline Eligibility					0	-49	2351	-226	37
Adjustment Per This Item				e	0	-1231	-2291	-30	10
Adjustment Per This Item				g	0	188	358	22	0
Net Baseline Eligibility					0	-1092	418	-234	47
San Bernardino City Unified	Districtwide	San Bernardino	67876-00-00						
Current Baseline Eligibility					1436	154	2492	748	319
Adjustment Per This Item				e	-3252	-1313	-2377	-181	67
Net Baseline Eligibility					-1816	-1159	115	567	386
San Diego City Unified	HSAA Scripps Ranch/Mira Mesa	San Diego	68338-01-00						
Current Baseline Eligibility					-369	-1692	192	332	429
Adjustment Per This Item				e	748	17	75	-49	-94
Adjustment Per This Item				f	1413	421	885	-352	-422
Net Baseline Eligibility					1792	-1254	1152	-69	-87
San Dieguito Union High	Districtwide	San Diego	68346-00-00						
Current Baseline Eligibility					0	1036	277	36	-38
Adjustment Per This Item				e	0	-160	-48	-25	37
Net Baseline Eligibility					0	876	229	11	-1
San Lorenzo Valley Unified	Districtwide	Santa Cruz	69807-00-00						
Current Baseline Eligibility					349	-28	313	0	0
Adjustment Per This Item				f	75	0	0	0	0
Net Baseline Eligibility					424	-28	313	0	0

CONSENT
08

Appendix B

Calculation of Allowable Per-Pupil Grant Costs

Appendix B
Calculation of Allowable Per-Pupil Grant Costs

The per-pupil grant costs, calculated per the provisions of Government Code Section 65995.5(c)(1), include the School Facility Program (SFP) grants outlined in Education Code Section 17072.10, fire alarm and sprinkler grants mandated by Education Code Section 17074.56 and outlined in Education Code Section 17074.50 and 17074.52, and Labor Compliance Program (LCP) per Labor Code Section 1771.7(a) and (b), as illustrated in the tables below:

Since the fire alarm and sprinkler grants mandated by SB 575 are per-pupil grant increases, it is simple to add them to the SFP base new construction grant amounts (see Table B-1). These figures will then be used to determine the LCP grant increases for each of the District's projects used as cost models below, and then the per-pupil grant increases for each grade grouping, to produce final per-pupil grant figures for use in calculating the District's Level II/III fees.

Table B-1
SFP Per-Pupil Grants Plus Fire Alarm/Sprinkler Funding

Grade Group	7-8	9-12
SFP Grant	$9,348	$11,893
SB 575 Fire Alarm Grant	$14	$24
SB 575 Sprinkler Grant	$177	$183
50% Total Grant	$9,539	$12,100
100% Total Grant	$19,078	$24,200

These new per-pupil base grants, added to the per-pupil site development figures calculated in Appendix C, multiplied by the pupil capacity of each project used as a cost model, equals the estimated total funding (excluding site acquisition) for each project, as illustrated in Table B-2:

Table B-2
Calculation of Total Funding for Each District Cost Model Project

7-8 Projects			
School	Per-Pupil Cost	Number of Pupils	Total Cost
New MS	$23,354	1,000	$23,354,000
9-12 Projects			
School	Per-Pupil Cost	Number of Pupils	Total Cost
New HS	$30,188	1,500	$45,282,000

Table B-3 calculates the per-pupil LCP grant addition by grade grouping, using the per-site totals from Table B-2 to determine the total LCP grant for each site.

Table B-3
Total LCP Grant Additions by Grade Grouping

7-8 Projects		
School	Total Cost	Total LCP Grant*
New MS	$23,354,000	$116,087
9-12 Projects		
School	Total Cost	Total LCP Grant*
New HS	$45,282,000	$208,184

*Calculated pursuant to SFP regulation section 1859.71.4

Table B-4 calculates the per-pupil LCP grant addition by grade grouping, using the total LCP grants from Table B-3, dividing that figure by the appropriate pupil capacity, and averaging these results by g`1rade group as necessary.

Table B-4
Calculation of Per-Pupil LCP Grant Additions by Grade Grouping

7-8 Projects			
School	Total LCP Grant	Total Site Capacity	LCP Grant/Pupil
New MS	$116,087	1,000	$116
Totals	N/A	N/A	N/A
		100% Grant	$116.00
		50% Grant	$58.00
9-12 Projects			
School	Total LCP Grant	Total Site Capacity	LCP Grant/Pupil
New HS	$208,184	1,500	$139
Totals	N/A	N/A	N/A
		100% Grant	$139.00
		50% Grant	$69.50

Table B-5 adds the per-pupil LCP grant additions calculated in Table B-4 to the totals calculated in Table B-1 to determine the final per-pupil construction grants allowable for use in the Level II-III fee calculations.

Table B-5
Calculation of Final Per-Pupil Grant Costs by Grade Grouping

Grade Group	7-8	9-12
SFP Construction Grant	$9,539.00	$12,100.00
50% LCP Grant	$58.00	$69.50
50% Total Grant	$9,597.00	$12,169.50

Appendix C

Calculation of Allowable Per-Pupil
Site Acquisition and Site Development Cost

Appendix C
Calculation of Allowable Per-Pupil Site Acquisition and Site Development Costs

Site Acquisition Costs for Middle and High School Projects

The site sizes for new middle school and high school projects are consistent with the guidelines in the "School Site Analysis and Development Handbook" published by the California State Department of Education (CDE).

Site acquisition costs for the District's new middle school and new high school projects equal $364,000 per acre, based on (1) a land purchase that the District completed in January 2007 for the price of $350,000 per acre, (2) an increase of four percent pursuant to Section 1859.74 of Title 2 of the California Code of Regulations for appraisals, surveys, site testing, CDE review/approval, preparation of the POESA and PEA. Estimated site development costs are consistent with the guidelines in Government Code Section 65995.5(h).

Table C-1
Site Acquisition Costs for Middle and High School Projects

Projects	Number of Acres Required	Site Acquisition Cost Per Acre	Total Site Acquisition Cost
Middle:			
New middle school	21.9	$364,000	$7,971,600
Middle School Subtotal			**$7,971,600**
High:			
New high school	38.97	$364,000	$14,185,080
High School Subtotal			**$14,185,080**
Total			**$22,156,680**

Site Development Costs for Middle School Projects

Service site development, off-site development, and utility costs for District middle school projects are based on the service site development, off-site development, and utility costs associated with the La Paz Middle School project, which received an apportionment at the September 22, 1999, meeting of the State Allocation Board, inflated by the Class B Construction Cost Index increase from 1.34 in September 1999 to 1.98, for a total inflation rate of 47.76 percent, as approved at the July 23, 2008, meeting of the State Allocation Board. These costs are as follows:

(continued on the next page)

Table C-2
Service Site Development, Off-Site Development and Utility Costs for Middle School Projects

Middle School Projects	Costs
La Paz Middle School:	
Service Site	$985,668
Off-Site	$142,750
Utilities	$156,448
Subtotal	**$1,284,866**
Class B Construction Cost Index Adjustment (47.76%)	$613,652
Total	**$1,898,518**
Cost Per Acre*	**$114,231**
Total Cost for New 21.9-Acre Middle School Project**	**$2,501,659**
Per-Pupil Cost***	**$2,502**

*La Paz Middle School is on a 16.62-acre site.
**21.9 acres is consistent with the CDE "School Site Analysis and Development Handbook" for a middle school with capacity of 1,000 pupils.
***Equals total cost divided by New MS capacity of 1,000 pupils.

Estimated general site development costs for District middle school projects are based on the average allowable general site development costs, as defined in Section 1859.76 of Title 2 of the California Code of Regulations. These costs are as follows:

Table C-3
General Site Development Costs for Middle School Projects

Middle School Cost Model Projects	Acres	Per-Acre Cost	Pupils	Per-Pupil Cost	Costs
Per-Useable Acre General Site Cost	21.9	$28,728	n/a	n/a	$629,143
Per-Pupil General Site Cost	n/a	n/a	1,000	$1,145*	$1,145,000
Totals	**21.9**	**n/a**	**1,000**	**n/a**	**$1,774,143**
Average Per-Pupil General Site Development Cost**					**$1,774**

*Equals 6% of the 7-8 per-pupil base grant amount of $19,078.
**Equals the totals of the General Site Costs, divided by the pupil capacity of the projects.

The total anticipated Site Development Costs for District middle school projects equals the per-pupil service site, off-site and utility development cost for the District's middle school projects, plus the average per-pupil general site development costs related to the District's middle school projects. The following table illustrates the total per-pupil site development costs for future District middle school projects.

Table C-4
Total Site Development Costs for Middle School Projects

Middle School Projects	Costs
Average Per-Pupil Service Site, Off-Site and Utility Costs	$2,502
Average Per-Pupil General Site Development Costs	$1,774
Total Per-Pupil Site Development Cost	**$4,276**

Site Development Costs for High School Projects

Service site development, off-site development, and utility costs for District high school projects are based on a November 2002 District estimate of site development costs for a new 50 acre high school project, inflated by the increase to the Class B Construction Cost Index from 1.46 in November 2002 to 1.98, for a total inflation rate of 35.62 percent, as approved at the July 23, 2008, meeting of the State Allocation Board. These costs are as follows:

Table C-5
Site Development Costs for High School Projects

High School Projects	Costs
Architect High School Site Development Estimate:	
Service Site	$4,400,000
Off-Site	$1,500,000
Utilities	$250,000
Subtotal	**$6,150,000**
Class B Construction Cost Index Adjustment (35.62%)	$2,190,630
Subtotal	**$8,340,630**
Site Development Cost Per Acre*	**$166,813**
Total Site Development Cost for New 38.97-Acre High School Project**	**$6,500,703**
Per-Pupil Site Development Cost***	**$4,334**

*Architect estimate is based on a 50-acre school site.
**38.97 acres is consistent with the CDE "School Site Analysis and Development Handbook" for a high school with capacity of 1,500 pupils.
***Equals total site development cost divided by New HS capacity of 1,500 pupils.

Estimated general site development costs for District high school projects are based on the average allowable general site development costs, as defined in Section 1859.76 of Title 2 of the California Code of Regulations. These costs are as follows:

Table C-6
General Site Development Costs for High School Projects

High School Cost Model Projects	Acres	Per-Acre Cost	Pupils	Per-Pupil Cost	Costs
Per-Useable Acre General Site Cost	38.97	$28,728	n/a	n/a	$1,119,530
Per-Pupil General Site Cost	n/a	n/a	1,500	$908*	$1,362,000
Totals	**38.97**	**n/a**	**1,500**	**n/a**	**$2,481,530**
Average Per-Pupil General Site Development Cost**					**$1,654**

*Equals 3.75% of the 9-12 per-pupil base grant amount of $24,200.
**Equals the totals of the General Site Costs, divided by the pupil capacity of the projects.

The total anticipated Site Development Costs for District high school projects equals the per-pupil service site, off-site and utility development cost for the District's high school projects, plus the average per-pupil general site development costs related to the District's high school projects. The following table illustrates the total per-pupil site development costs for future high school projects.

Table C-7
Total Site Development Costs for High School Projects

High School Projects	Costs
Average Per-Pupil Service Site, Off-Site and Utility Costs	$4,334
Average Per-Pupil General Site Development Costs	$1,654
Total Per-Pupil Site Development Cost	**$5,988**

Appendix D

Student Generation Rate Study

Please note that for privacy purposes, the street number has been omitted from each record in this developer fee collection database.

Salinas Union High School District
Calculation of 7-8 and 9-12 Student Generation Rates for Single- and Multi-Family Housing Units

Single-Family Units

7-8 Matches by Grade Level; 7-12 Service Area Only

		Total Housing Units:	SGR:
7th Grade Matches	43	785	0.055
8th Grade Matches	46	785	0.059
Totals	89	785	0.113

9-12 Matches by Grade Level; 7-12 and 9-12 Service Areas Combined

		Total Housing Units:	SGR:
9th Grade Matches	67	1044	0.064
10th Grade Matches	56	1044	0.054
11th Grade Matches	59	1044	0.057
12th Grade Matches	62	1044	0.059
Totals	244	1044	0.234

Multi-Family Units

7-8 Matches by Grade Level; 7-12 Service Area Only

		Total Housing Units:	SGR:
7th Grade Matches	1	311	0.003
8th Grade Matches	5	311	0.016
Totals	6	311	0.019

9-12 Matches by Grade Level; 7-12 and 9-12 Service Areas Combined

		Total Housing Units:	SGR:
9th Grade Matches	11	579	0.019
10th Grade Matches	7	579	0.012
11th Grade Matches	5	579	0.009
12th Grade Matches	9	579	0.016
Totals	32	579	0.055

Single-Family Housing Units and Student Matches

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
3/13/03		Provincetown	1	SFU	7-12		1			1	
3/13/03		Provincetown	1	SFU	7-12						
3/13/03		Provincetown	1	SFU	7-12	1	1				
3/13/03		Twincreeks	1	SFU	7-12						
3/13/03		Twincreeks	1	SFU	7-12					1	
3/13/03		Twincreeks	1	SFU	7-12	1					
3/13/03		Twincreeks	1	SFU	7-12						
3/17/03		Arcadia	1	SFU	7-12						
3/17/03		Arcadia	1	SFU	7-12			1			1
3/17/03		Arcadia	1	SFU	7-12			1			
3/17/03		Arcadia	1	SFU	7-12						
3/17/03		Arcadia	1	SFU	7-12					1	
3/17/03		Arcadia	1	SFU	7-12						
3/24/03		Bradbury	1	SFU	7-12						
3/24/03		Bradbury	1	SFU	7-12						
3/24/03		Bradbury	1	SFU	7-12						
3/24/03		Bradbury	1	SFU	7-12						
3/24/03		Bradbury	1	SFU	7-12						
3/24/03		Bradbury	1	SFU	7-12						
3/24/03		Bradbury	1	SFU	7-12		1				
3/24/03		Bradbury	1	SFU	7-12						
3/24/03		Bradbury	1	SFU	7-12		2		2		
3/24/03		Bradbury	1	SFU	7-12						
3/24/03		Bradbury	1	SFU	7-12						
3/24/03		Bradbury	1	SFU	7-12						
3/24/03		Bradbury	1	SFU	7-12						
3/24/03		Bradbury	1	SFU	7-12						
4/23/03		Harrington	1	SFU	7-12	1					
4/23/03		LittleRiver	1	SFU	7-12						
5/2/03		Hyland	1	SFU	7-12						
5/5/03		Arcadia	1	SFU	7-12						
5/5/03		Arcadia	1	SFU	7-12						
5/5/03		Arcadia	1	SFU	7-12						
5/5/03		Arcadia	1	SFU	7-12						1
5/5/03		Arcadia	1	SFU	7-12						
5/5/03		Arcadia	1	SFU	7-12			1			
5/5/03		Arcadia	1	SFU	7-12						
5/5/03		Arcadia	1	SFU	7-12						
5/19/03		Arcadia	1	SFU	7-12						
5/19/03		Arcadia	1	SFU	7-12						
5/19/03		Arcadia	1	SFU	7-12						
5/19/03		Arcadia	1	SFU	7-12						
5/19/03		Arcadia	1	SFU	7-12						
6/11/03		Bradbury	1	SFU	7-12						
6/11/03		Bradbury	1	SFU	7-12						
6/11/03		Bradbury	1	SFU	7-12						
6/11/03		Bradbury	1	SFU	7-12						
6/11/03		Bradbury	1	SFU	7-12	1			1		
6/11/03		Bradbury	1	SFU	7-12						
6/11/03		Bradbury	1	SFU	7-12						
6/11/03		Bradbury	1	SFU	7-12					1	
6/11/03		Bradbury	1	SFU	7-12						1
6/11/03		Bradbury	1	SFU	7-12						
6/11/03		Bradbury	1	SFU	7-12						
6/12/03		Arcadia	1	SFU	7-12						
6/12/03		Arcadia	1	SFU	7-12						
6/12/03		Arcadia	1	SFU	7-12					1	
6/12/03		Arcadia	1	SFU	7-12						
6/12/03		Arcadia	1	SFU	7-12						
6/12/03		Arcadia	1	SFU	7-12						
6/12/03		Arcadia	1	SFU	7-12						1
7/14/2003		Rider Ave.	1	SFU	7-12			1			
7/30/2003		Homestead Ave.	1	SFU	7-12						
8/1/2003		Bradbury	1	SFU	7-12						
8/1/2003		Bradbury	1	SFU	7-12				1	1	

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
8/1/2003	[redacted]	Bradbury	1	SFU	7-12						
8/1/2003	[redacted]	Bradbury	1	SFU	7-12						
8/1/2003	[redacted]	Bradbury	1	SFU	7-12						
8/1/2003	[redacted]	Bradbury	1	SFU	7-12						
8/1/2003	[redacted]	Bradbury	1	SFU	7-12						
8/1/2003	[redacted]	Bradbury	1	SFU	7-12						
8/1/2003	[redacted]	Bradbury	1	SFU	7-12						
8/1/2003	[redacted]	Bradbury	1	SFU	7-12						
8/1/2003	[redacted]	Bradbury	1	SFU	7-12						
8/1/2003	[redacted]	Bradbury	1	SFU	7-12					1	
8/1/2003	[redacted]	Bradbury	1	SFU	7-12						
8/1/2003	[redacted]	Bradbury	1	SFU	7-12						
8/1/2003	[redacted]	Bradbury	1	SFU	7-12						
8/1/2003	[redacted]	Bradbury	1	SFU	7-12						
8/1/2003	[redacted]	Bradbury	1	SFU	7-12		1				
8/1/2003	[redacted]	Bradbury	1	SFU	7-12						
8/1/2003	[redacted]	Bradbury	1	SFU	7-12						
8/1/2003	[redacted]	Bradbury	1	SFU	7-12						
8/29/2003	[redacted]	Garner Ave.	1	SFU	7-12		1		1		
8/29/2003	[redacted]	Garner Ave.	1	SFU	7-12	2		1	1		
8/29/2003	[redacted]	Garner Ave.	1	SFU	7-12		2			1	
8/29/2003	[redacted]	Garner Ave.	1	SFU	7-12					1	2
9/5/2003	[redacted]	Garner Ave.	1	SFU	7-12	1					
9/5/2003	[redacted]	Garner Ave.	1	SFU	7-12				1		
9/5/2003	[redacted]	Garner Ave.	1	SFU	7-12		1		2	1	1
9/5/2003	[redacted]	Garner Ave.	1	SFU	7-12		1	3		1	
11/5/2003	[redacted]	NewHampshire Ct.	1	SFU	7-12						
11/6/2003	[redacted]	NewHampshire Ct.	1	SFU	7-12						
11/7/2003	[redacted]	Kent Circle	1	SFU	7-12						
11/7/2003	[redacted]	Kent Street	1	SFU	7-12						
11/7/2003	[redacted]	Kent Street	1	SFU	7-12						
11/7/2003	[redacted]	Kent Street	1	SFU	7-12						
11/7/2003	[redacted]	Kent Street	1	SFU	7-12						
11/7/2003	[redacted]	Kent Street	1	SFU	7-12						
11/7/2003	[redacted]	NewHampshire Ct.	1	SFU	7-12						
11/12/2003	[redacted]	Bradbury	1	SFU	7-12						
11/12/2003	[redacted]	Bradbury	1	SFU	7-12						
11/12/2003	[redacted]	Bradbury	1	SFU	7-12						
11/12/2003	[redacted]	Bradbury	1	SFU	7-12		1			1	
11/12/2003	[redacted]	Bradbury	1	SFU	7-12						
11/12/2003	[redacted]	Bradbury	1	SFU	7-12						
11/12/2003	[redacted]	Bradbury	1	SFU	7-12						
11/12/2003	[redacted]	Bradbury	1	SFU	7-12						
11/12/2003	[redacted]	Bradbury	1	SFU	7-12						
11/12/2003	[redacted]	Bradbury	1	SFU	7-12						
11/12/2003	[redacted]	Bradbury	1	SFU	7-12						
11/12/2003	[redacted]	Bradbury	1	SFU	7-12						
11/12/2003	[redacted]	Bradbury	1	SFU	7-12						
11/12/2003	[redacted]	Bradbury	1	SFU	7-12						
11/12/2003	[redacted]	Bradbury	1	SFU	7-12						
11/12/2003	[redacted]	Bradbury	1	SFU	7-12						
12/1/2003	[redacted]	Arcadia Way	1	SFU	7-12						
12/1/2003	[redacted]	Arcadia Way	1	SFU	7-12						
12/1/2003	[redacted]	Arcadia Way	1	SFU	7-12				1		1
12/1/2003	[redacted]	Arcadia Way	1	SFU	7-12						
12/1/2003	[redacted]	Arcadia Way	1	SFU	7-12						
12/1/2003	[redacted]	Arcadia Way	1	SFU	7-12				1		
12/1/2003	[redacted]	Arcadia Way	1	SFU	7-12						
12/1/2003	[redacted]	Arcadia Way	1	SFU	7-12						
12/15/2003	[redacted]	NewHampshire Ct.	1	SFU	7-12						
12/15/2003	[redacted]	NewHampshire Ct.	1	SFU	7-12						
12/15/2003	[redacted]	NewHampshire Ct.	1	SFU	7-12	1					
12/15/2003	[redacted]	NewHampshire Ct.	1	SFU	7-12						
12/15/2003	[redacted]	NewHampshire Ct.	1	SFU	7-12						
12/17/2003	[redacted]	Bradbury	1	SFU	7-12						
12/17/2003	[redacted]	Bradbury	1	SFU	7-12						
12/17/2003	[redacted]	Bradbury	1	SFU	7-12						
12/17/2003	[redacted]	Bradbury	1	SFU	7-12				1		

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
12/17/2003	[redacted]	Bradbury	1	SFU	7-12						
12/17/2003	[redacted]	Bradbury	1	SFU	7-12						
12/17/2003	[redacted]	Bradbury	1	SFU	7-12					1	
12/17/2003	[redacted]	Bradbury	1	SFU	7-12						
12/17/2003	[redacted]	Bradbury	1	SFU	7-12						
12/17/2003	[redacted]	Bradbury	1	SFU	7-12		1				
12/17/2003	[redacted]	Bradbury	1	SFU	7-12						
12/17/2003	[redacted]	Bradbury	1	SFU	7-12						
12/17/2003	[redacted]	Bradbury	1	SFU	7-12						
12/17/2003	[redacted]	Bradbury	1	SFU	7-12						
12/17/2003	[redacted]	Bradbury	1	SFU	7-12						
12/17/2003	[redacted]	Bradbury	1	SFU	7-12						
12/19/2003	[redacted]	Kent Circle	1	SFU	7-12						
12/19/2003	[redacted]	Kent Circle	1	SFU	7-12						
12/19/2003	[redacted]	Kent Circle	1	SFU	7-12						1
12/19/2003	[redacted]	Kent Circle	1	SFU	7-12						
12/19/2003	[redacted]	Kent Circle	1	SFU	7-12			1			
12/19/2003	[redacted]	Kent Circle	1	SFU	7-12			1			
12/19/2003	[redacted]	Kent Circle	1	SFU	7-12						
12/23/2003	[redacted]	Hemingway Drive	1	SFU	7-12						
12/23/2003	[redacted]	Hemingway Drive	1	SFU	7-12						1
1/12/2004	[redacted]	Arcadia Ct.	1	SFU	7-12						
1/12/2004	[redacted]	Arcadia Way	1	SFU	7-12						
1/12/2004	[redacted]	Arcadia Way	1	SFU	7-12						
1/12/2004	[redacted]	Arcadia Way	1	SFU	7-12						
1/12/2004	[redacted]	Arcadia Way	1	SFU	7-12						
1/12/2004	[redacted]	Arcadia Way	1	SFU	7-12			1			
1/12/2004	[redacted]	Arcadia Way	1	SFU	7-12				1		1
1/12/2004	[redacted]	Arcadia Way	1	SFU	7-12						
3/5/2004	[redacted]	Bradbury	1	SFU	7-12						
3/5/2004	[redacted]	Bradbury	1	SFU	7-12						
3/5/2004	[redacted]	Bradbury	1	SFU	7-12						
3/5/2004	[redacted]	Bradbury	1	SFU	7-12						
3/5/2004	[redacted]	Bradbury	1	SFU	7-12						
3/5/2004	[redacted]	Bradbury	1	SFU	7-12			1			
3/5/2004	[redacted]	Bradbury	1	SFU	7-12					1	
3/5/2004	[redacted]	Bradbury	1	SFU	7-12				1		
3/5/2004	[redacted]	Bradbury	1	SFU	7-12						
3/5/2004	[redacted]	Bradbury	1	SFU	7-12						
3/5/2004	[redacted]	Bradbury	1	SFU	7-12						
3/5/2004	[redacted]	Bradbury	1	SFU	7-12				1		
3/5/2004	[redacted]	Bradbury	1	SFU	7-12						
3/5/2004	[redacted]	Bradbury	1	SFU	7-12						
3/5/2004	[redacted]	Bradbury	1	SFU	7-12						
3/5/2004	[redacted]	Bradbury	1	SFU	7-12						
3/5/2004	[redacted]	Bradbury	1	SFU	7-12						
3/5/2004	[redacted]	Bradbury	1	SFU	7-12						
3/5/2004	[redacted]	Bradbury	1	SFU	7-12				1		
3/5/2004	[redacted]	Bradbury	1	SFU	7-12						
3/18/2004	[redacted]	Canario	1	SFU	7-12		1				
3/18/2004	[redacted]	Canario	1	SFU	7-12		1				1
3/18/2004	[redacted]	Canario	1	SFU	7-12				1		
3/18/2004	[redacted]	Canario	1	SFU	7-12						1
3/18/2004	[redacted]	Canario	1	SFU	7-12						
3/18/2004	[redacted]	Canario	1	SFU	7-12						
3/18/2004	[redacted]	Canario	1	SFU	7-12					1	
3/18/2004	[redacted]	Canario	1	SFU	7-12						
3/18/2004	[redacted]	Milano	1	SFU	7-12						
3/18/2004	[redacted]	Milano	1	SFU	7-12		1	1		1	
3/18/2004	[redacted]	Milano	1	SFU	7-12						
3/18/2004	[redacted]	Milano	1	SFU	7-12		1				
3/18/2004	[redacted]	Milano	1	SFU	7-12						
3/18/2004	[redacted]	Milano	1	SFU	7-12						
3/18/2004	[redacted]	Milano	1	SFU	7-12	1					
3/18/2004	[redacted]	Milano	1	SFU	7-12			1			
3/18/2004	[redacted]	Milano	1	SFU	7-12						
3/18/2004	[redacted]	Milano	1	SFU	7-12						1
3/18/2004	[redacted]	Milano	1	SFU	7-12						

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
3/18/2004	[redacted]	Milano	1	SFU	7-12						
3/18/2004	[redacted]	Milano	1	SFU	7-12						
3/18/2004	[redacted]	Milano	1	SFU	7-12						
4/5/2004	[redacted]	OldStage Rd.	1	SFU	7-12						
5/4/2004	[redacted]	Amarillo	1	SFU	7-12				1	1	
5/4/2004	[redacted]	Amarillo	1	SFU	7-12						
5/5/2004	[redacted]	NewHampshire Ct.	1	SFU	7-12						
5/5/2004	[redacted]	NewHampshire Ct.	1	SFU	7-12						
5/5/2004	[redacted]	NewHampshire Ct.	1	SFU	7-12						
5/5/2004	[redacted]	NewHampshire Ct.	1	SFU	7-12						
5/5/2004	[redacted]	NewHampshire Ct.	1	SFU	7-12				1		1
5/5/2004	[redacted]	NewHampshire Ct.	1	SFU	7-12						
5/5/2004	[redacted]	NewHampshire Ct.	1	SFU	7-12						
5/5/2004	[redacted]	NewHampshire Ct.	1	SFU	7-12						
5/10/2004	[redacted]	Bradbury	1	SFU	7-12				1		
5/10/2004	[redacted]	Bradbury	1	SFU	7-12						
5/10/2004	[redacted]	Bradbury	1	SFU	7-12						
5/10/2004	[redacted]	Bradbury	1	SFU	7-12					1	
5/10/2004	[redacted]	Bradbury	1	SFU	7-12						
5/10/2004	[redacted]	Bradbury	1	SFU	7-12						
5/10/2004	[redacted]	Bradbury	1	SFU	7-12						
5/10/2004	[redacted]	Bradbury	1	SFU	7-12						
5/10/2004	[redacted]	Bradbury	1	SFU	7-12						
5/10/2004	[redacted]	Bradbury	1	SFU	7-12						
5/10/2004	[redacted]	Bradbury	1	SFU	7-12						
5/10/2004	[redacted]	Bradbury	1	SFU	7-12						
5/10/2004	[redacted]	Bradbury	1	SFU	7-12						1
5/10/2004	[redacted]	Bradbury	1	SFU	7-12	1					
6/1/2004	[redacted]	Williams Road	1	SFU	7-12						
6/1/2004	[redacted]	Williams Road	1	SFU	7-12						
6/1/2004	[redacted]	Williams Road	1	SFU	7-12						
6/1/2004	[redacted]	Williams Road	1	SFU	7-12						
6/1/2004	[redacted]	Williams Road	1	SFU	7-12						
6/1/2004	[redacted]	Williams Road	1	SFU	7-12						
6/1/2004	[redacted]	Williams Road	1	SFU	7-12						
6/1/2004	[redacted]	Williams Road	1	SFU	7-12						
6/16/2004	[redacted]	Fitzgearld St.	1	SFU	7-12						
6/28/2004	[redacted]	Fitzgearld St.	1	SFU	7-12						
6/28/2004	[redacted]	Fitzgearld St.	1	SFU	7-12						
6/28/2004	[redacted]	Fitzgearld St.	1	SFU	7-12						
6/28/2004	[redacted]	Fitzgearld St.	1	SFU	7-12						
6/28/2004	[redacted]	Fitzgearld St.	1	SFU	7-12						
6/28/2004	[redacted]	Fitzgearld St.	1	SFU	7-12						
6/28/2004	[redacted]	Fitzgearld St.	1	SFU	7-12		1				
6/28/2004	[redacted]	Fitzgearld St.	1	SFU	7-12						
6/28/2004	[redacted]	Fitzgearld St.	1	SFU	7-12						
6/28/2004	[redacted]	Fitzgearld St.	1	SFU	7-12						
6/28/2004	[redacted]	Fitzgearld St.	1	SFU	7-12						
6/28/2004	[redacted]	Fitzgearld St.	1	SFU	7-12						
6/28/2004	[redacted]	Fitzgearld St.	1	SFU	7-12						
6/28/2004	[redacted]	Fitzgearld St.	1	SFU	7-12						
6/28/2004	[redacted]	Hemingway Drive	1	SFU	7-12						
6/28/2004	[redacted]	Hemingway Drive	1	SFU	7-12						
6/28/2004	[redacted]	Hemingway Drive	1	SFU	7-12						
6/28/2004	[redacted]	Hemingway Drive	1	SFU	7-12						
6/28/2004	[redacted]	Hemingway Drive	1	SFU	7-12	1	1				1
6/28/2004	[redacted]	Hemingway Drive	1	SFU	7-12						
6/28/2004	[redacted]	Hemingway Drive	1	SFU	7-12						1
6/28/2004	[redacted]	Hemingway Drive	1	SFU	7-12						
6/28/2004	[redacted]	Hemingway Drive	1	SFU	7-12	1					
6/28/2004	[redacted]	Hemingway Drive	1	SFU	7-12					1	
6/28/2004	[redacted]	Hemingway Drive	1	SFU	7-12	1	1				
6/30/2004	[redacted]	Bradbury	1	SFU	7-12						
6/30/2004	[redacted]	Bradbury	1	SFU	7-12						
6/30/2004	[redacted]	Bradbury	1	SFU	7-12						
6/30/2004	[redacted]	Bradbury	1	SFU	7-12						
6/30/2004	[redacted]	Bradbury	1	SFU	7-12						
6/30/2004	[redacted]	Bradbury	1	SFU	7-12						

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
6/30/2004	[redacted]	Bradbury	1	SFU	7-12						
6/30/2004	[redacted]	Bradbury	1	SFU	7-12						
6/30/2004	[redacted]	Bradbury	1	SFU	7-12						
6/30/2004	[redacted]	Bradbury	1	SFU	7-12						
6/30/2004	[redacted]	Bradbury	1	SFU	7-12						
6/30/2004	[redacted]	Bradbury	1	SFU	7-12						
6/30/2004	[redacted]	Bradbury	1	SFU	7-12						
6/30/2004	[redacted]	Bradbury	1	SFU	7-12						
6/30/2004	[redacted]	Bradbury	1	SFU	7-12						
6/30/2004	[redacted]	Bradbury	1	SFU	7-12						
6/30/2004	[redacted]	Bradbury	1	SFU	7-12						
6/30/2004	[redacted]	Bradbury	1	SFU	7-12						
7/16/2004	[redacted]	Piazza Dr.	1	SFU	7-12	1	1				
7/16/2004	[redacted]	Piazza Dr.	1	SFU	7-12				1		
7/16/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
7/16/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
7/16/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
7/16/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
7/16/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
7/16/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
7/27/2004	[redacted]	NewHampshire Ct.	1	SFU	7-12						
7/27/2004	[redacted]	NewHampshire Ct.	1	SFU	7-12						
7/27/2004	[redacted]	NewHampshire Ct.	1	SFU	7-12	1					
7/27/2004	[redacted]	NewHampshire Ct.	1	SFU	7-12						
7/27/2004	[redacted]	NewHampshire Ct.	1	SFU	7-12						
7/27/2004	[redacted]	NewHampshire Ct.	1	SFU	7-12						
7/27/2004	[redacted]	NewHampshire Ct.	1	SFU	7-12						
7/27/2004	[redacted]	NewHampshire Ct.	1	SFU	7-12						
8/9/2004	[redacted]	Piazza Dr.	1	SFU	7-12						1
8/9/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
8/9/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
8/9/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
8/9/2004	[redacted]	Piazza Dr.	1	SFU	7-12	1					
8/9/2004	[redacted]	Piazza Dr.	1	SFU	7-12	1					
8/9/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
8/9/2004	[redacted]	Piazza Dr.	1	SFU	7-12			1		1	
8/18/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
8/18/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
8/18/2004	[redacted]	Piazza Dr.	1	SFU	7-12		1				
8/18/2004	[redacted]	Piazza Dr.	1	SFU	7-12	1					
8/18/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
8/18/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
8/18/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
8/18/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
8/27/2004	[redacted]	Piazza Dr.	1	SFU	7-12	1			1		
8/27/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
8/27/2004	[redacted]	Piazza Dr.	1	SFU	7-12	1		1			
8/27/2004	[redacted]	Piazza Dr.	1	SFU	7-12					1	
8/27/2004	[redacted]	Piazza Dr.	1	SFU	7-12				1		
8/27/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
8/27/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
8/27/2004	[redacted]	Piazza Dr.	1	SFU	7-12						
9/8/2004	[redacted]	Piazza Dr.	1	SFU	7-12						1
9/8/2004	[redacted]	Piazza Dr.	1	SFU	7-12					1	
9/8/2004	[redacted]	Verona Ct.	1	SFU	7-12			1			
9/8/2004	[redacted]	Verona Ct.	1	SFU	7-12						
9/8/2004	[redacted]	Verona Ct.	1	SFU	7-12						
9/8/2004	[redacted]	Verona Ct.	1	SFU	7-12					1	
9/8/2004	[redacted]	Verona Ct.	1	SFU	7-12			1			
9/8/2004	[redacted]	Verona Ct.	1	SFU	7-12						
9/10/2004	[redacted]	Acosta St.	1	SFU	7-12			1		1	
9/15/2004	[redacted]	Verona Ct.	1	SFU	7-12						
9/15/2004	[redacted]	Verona Ct.	1	SFU	7-12						
9/15/2004	[redacted]	Verona Ct.	1	SFU	7-12	1	1				
9/15/2004	[redacted]	Verona Ct.	1	SFU	7-12						
9/15/2004	[redacted]	Verona Ct.	1	SFU	7-12					1	
9/15/2004	[redacted]	Verona Ct.	1	SFU	7-12						
9/15/2004	[redacted]	Verona Ct.	1	SFU	7-12						

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
9/15/2004	[redacted]	Verona Ct.	1	SFU	7-12						
9/16/2004	[redacted]	Falcon Ridge Rd.	1	SFU	7-12						
10/4/2004	[redacted]	Verona Ct.	1	SFU	7-12						
10/4/2004	[redacted]	Verona Ct.	1	SFU	7-12						1
10/4/2004	[redacted]	Verona Ct.	1	SFU	7-12						
10/4/2004	[redacted]	Verona Ct.	1	SFU	7-12						
10/4/2004	[redacted]	Verona Ct.	1	SFU	7-12						
10/4/2004	[redacted]	Verona Ct.	1	SFU	7-12						
10/4/2004	[redacted]	Verona Ct.	1	SFU	7-12			1			1
10/4/2004	[redacted]	Verona Ct.	1	SFU	7-12						
10/11/2004	[redacted]	Orchard Ave.	1	SFU	7-12						
10/14/2004	[redacted]	Verona Ct.	1	SFU	7-12		1				
10/14/2004	[redacted]	Verona Ct.	1	SFU	7-12			1			
10/14/2004	[redacted]	Verona Ct.	1	SFU	7-12				1		
10/14/2004	[redacted]	Verona Ct.	1	SFU	7-12						
10/14/2004	[redacted]	Verona Ct.	1	SFU	7-12						
10/14/2004	[redacted]	Verona Ct.	1	SFU	7-12						1
10/14/2004	[redacted]	Verona Ct.	1	SFU	7-12						
10/14/2004	[redacted]	Verona Ct.	1	SFU	7-12						1
10/25/2004	[redacted]	Verona Ct.	1	SFU	7-12						
10/25/2004	[redacted]	Verona Ct.	1	SFU	7-12						1
10/25/2004	[redacted]	Verona Ct.	1	SFU	7-12						
10/25/2004	[redacted]	Verona Ct.	1	SFU	7-12						
10/25/2004	[redacted]	Verona Ct.	1	SFU	7-12						1
10/25/2004	[redacted]	Verona Ct.	1	SFU	7-12				1		
10/25/2004	[redacted]	Verona Ct.	1	SFU	7-12	1		1			
10/25/2004	[redacted]	Verona Ct.	1	SFU	7-12						
11/18/2004	[redacted]	Verona Ct.	1	SFU	7-12						
11/18/2004	[redacted]	Verona Ct.	1	SFU	7-12						
11/18/2004	[redacted]	Verona Ct.	1	SFU	7-12						
11/18/2004	[redacted]	Verona Ct.	1	SFU	7-12		1			1	
11/18/2004	[redacted]	Verona Ct.	1	SFU	7-12						
11/18/2004	[redacted]	Verona Ct.	1	SFU	7-12	1					
11/18/2004	[redacted]	Verona Ct.	1	SFU	7-12	1					
11/18/2004	[redacted]	Verona Ct.	1	SFU	7-12				1		
12/1/2004	[redacted]	Verona Ct.	1	SFU	7-12		1				
12/1/2004	[redacted]	Verona Ct.	1	SFU	7-12						
12/1/2004	[redacted]	Verona Ct.	1	SFU	7-12						
12/1/2004	[redacted]	Verona Ct.	1	SFU	7-12						
12/1/2004	[redacted]	Verona Ct.	1	SFU	7-12		1		1		
12/1/2004	[redacted]	Verona Ct.	1	SFU	7-12						
12/1/2004	[redacted]	Verona Ct.	1	SFU	7-12						
12/1/2004	[redacted]	Verona Ct.	1	SFU	7-12						
12/1/2004	[redacted]	Verona Ct.	1	SFU	7-12						
12/1/2004	[redacted]	Verona Ct.	1	SFU	7-12						
12/1/2004	[redacted]	Verona Ct.	1	SFU	7-12			1			
1/19/2005	[redacted]	Verona Ct.	1	SFU	7-12						
1/19/2005	[redacted]	Verona Ct.	1	SFU	7-12						
1/19/2005	[redacted]	Verona Ct.	1	SFU	7-12					1	1
1/19/2005	[redacted]	Verona Wy.	1	SFU	7-12						
1/19/2005	[redacted]	Verona Wy.	1	SFU	7-12						
1/19/2005	[redacted]	Verona Wy.	1	SFU	7-12						
2/22/2005	[redacted]	Piazza Dr.	1	SFU	7-12						
2/22/2005	[redacted]	Piazza Dr.	1	SFU	7-12						
2/22/2005	[redacted]	Piazza Dr.	1	SFU	7-12						
2/22/2005	[redacted]	Piazza Dr.	1	SFU	7-12		1		1		
2/22/2005	[redacted]	Verona Wy.	1	SFU	7-12						
2/25/2005	[redacted]	Piazza Dr.	1	SFU	7-12						
2/25/2005	[redacted]	Piazza Dr.	1	SFU	7-12		1				
2/25/2005	[redacted]	Piazza Dr.	1	SFU	7-12						
2/25/2005	[redacted]	Piazza Dr.	1	SFU	7-12			1			
2/25/2005	[redacted]	Piazza Dr.	1	SFU	7-12		1			1	1
2/25/2005	[redacted]	Piazza Dr.	1	SFU	7-12						
2/25/2005	[redacted]	Piazza Dr.	1	SFU	7-12						
2/25/2005	[redacted]	Piazza Dr.	1	SFU	7-12						
2/25/2005	[redacted]	Piazza Dr.	1	SFU	7-12						
3/10/2005	[redacted]	Arrezzo Cir.	1	SFU	7-12						
3/10/2005	[redacted]	Arrezzo Cir.	1	SFU	7-12						

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
3/10/2005		Arrezzo Cir.	1	SFU	7-12						
3/10/2005		Arrezzo Cir.	1	SFU	7-12						
3/10/2005		Arrezzo Cir.	1	SFU	7-12						
3/10/2005		Piazza Dr.	1	SFU	7-12						
3/10/2005		Piazza Dr.	1	SFU	7-12						
3/10/2005		Piazza Dr.	1	SFU	7-12						
3/25/2005		Arrezzo Cir.	1	SFU	7-12						
3/25/2005		Arrezzo Cir.	1	SFU	7-12						
3/25/2005		Arrezzo Cir.	1	SFU	7-12						
3/25/2005		Arrezzo Cir.	1	SFU	7-12						
3/25/2005		Arrezzo Cir.	1	SFU	7-12						
3/25/2005		Arrezzo Cir.	1	SFU	7-12						
3/28/2005		Soledad St.	1	SFU	7-12						
4/12/2005		Foothill Dr.	1	SFU	7-12						
4/18/2005		Arrezzo Cir.	1	SFU	7-12						
4/18/2005		Arrezzo Cir.	1	SFU	7-12						
4/18/2005		Arrezzo Cir.	1	SFU	7-12						
4/18/2005		Arrezzo Cir.	1	SFU	7-12						
4/18/2005		Arrezzo Cir.	1	SFU	7-12						
4/18/2005		Arrezzo Cir.	1	SFU	7-12						
4/18/2005		Genoa	1	SFU	7-12						
4/19/2005		Siena Way	1	SFU	7-12						
4/19/2005		Siena Way	1	SFU	7-12						
4/19/2005		Siena Way	1	SFU	7-12						
4/19/2005		Siena Way	1	SFU	7-12						1
4/19/2005		Siena Way	1	SFU	7-12						
5/27/2005		Canelli	1	SFU	7-12						
5/27/2005		Canelli	1	SFU	7-12						1
5/27/2005		Canelli	1	SFU	7-12						
5/27/2005		Canelli	1	SFU	7-12						
5/27/2005		Canelli	1	SFU	7-12						
5/27/2005		Canelli	1	SFU	7-12					1	
5/27/2005		Canelli	1	SFU	7-12						
5/27/2005		Canelli	1	SFU	7-12						
5/27/2005		Canelli	1	SFU	7-12			1	1		1
5/27/2005		Canelli	1	SFU	7-12						
5/27/2005		Canelli	1	SFU	7-12						
5/27/2005		Canelli	1	SFU	7-12				1		
5/27/2005		Canelli	1	SFU	7-12					1	
5/27/2005		Canelli	1	SFU	7-12						
5/27/2005		Canelli	1	SFU	7-12						
5/27/2005		Canelli	1	SFU	7-12	1					
6/14/2005		Belmont	1	SFU	7-12						
6/14/2005		Belmont Circle	1	SFU	7-12						
6/14/2005		Canelli	1	SFU	7-12						
6/14/2005		Canelli	1	SFU	7-12		1		1		
6/14/2005		Canelli	1	SFU	7-12						
6/14/2005		Canelli	1	SFU	7-12						
6/14/2005		Canelli	1	SFU	7-12						
6/14/2005		Canelli	1	SFU	7-12				1		
6/14/2005		Canelli	1	SFU	7-12						
6/14/2005		Canelli	1	SFU	7-12			1		1	1
6/14/2005		Canelli	1	SFU	7-12						
6/14/2005		Canelli	1	SFU	7-12					1	
6/14/2005		Canelli	1	SFU	7-12						
6/14/2005		Canelli	1	SFU	7-12			1	1		
6/14/2005		Canelli	1	SFU	7-12						
6/14/2005		Canelli	1	SFU	7-12						
6/14/2005		Canelli	1	SFU	7-12				1		
6/14/2005		Canelli	1	SFU	7-12					1	
6/28/2005		Canelli	1	SFU	7-12						
6/28/2005		Canelli	1	SFU	7-12			1			
6/28/2005		Canelli	1	SFU	7-12						
6/28/2005		Canelli	1	SFU	7-12						
6/28/2005		Canelli	1	SFU	7-12						
6/28/2005		Canelli	1	SFU	7-12						

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
6/28/2005	[redacted]	Canelli	1	SFU	7-12						
6/28/2005	[redacted]	Canelli	1	SFU	7-12						
6/28/2005	[redacted]	Canelli	1	SFU	7-12		1			1	
6/28/2005	[redacted]	Canelli	1	SFU	7-12						
6/28/2005	[redacted]	Canelli	1	SFU	7-12			1		1	
6/28/2005	[redacted]	Canelli	1	SFU	7-12						
6/28/2005	[redacted]	Canelli	1	SFU	7-12						
6/28/2005	[redacted]	Canelli	1	SFU	7-12						1
6/28/2005	[redacted]	Canelli	1	SFU	7-12						
7/7/2005	[redacted]	Amarillo	1	SFU	7-12						
7/7/2005	[redacted]	Amarillo	1	SFU	7-12	1					
7/7/2005	[redacted]	Amarillo	1	SFU	7-12	1					
7/7/2005	[redacted]	Amarillo	1	SFU	7-12		1				
7/7/2005	[redacted]	Amarillo	1	SFU	7-12						
7/7/2005	[redacted]	Amarillo	1	SFU	7-12	1				1	
7/7/2005	[redacted]	Amarillo	1	SFU	7-12						
7/7/2005	[redacted]	Amarillo	1	SFU	7-12						
7/7/2005	[redacted]	Amarillo	1	SFU	7-12						
7/7/2005	[redacted]	Amarillo	1	SFU	7-12	1					
7/7/2005	[redacted]	Amarillo	1	SFU	7-12						
7/7/2005	[redacted]	Pacific	1	SFU	7-12	1				1	
7/7/2005	[redacted]	Pacific	1	SFU	7-12					1	
7/7/2005	[redacted]	Pacific	1	SFU	7-12						
7/8/2005	[redacted]	Canelli	1	SFU	7-12				1		1
7/8/2005	[redacted]	Canelli	1	SFU	7-12						
7/8/2005	[redacted]	Canelli	1	SFU	7-12						
7/8/2005	[redacted]	Canelli	1	SFU	7-12						
7/8/2005	[redacted]	Canelli	1	SFU	7-12						
7/8/2005	[redacted]	Canelli	1	SFU	7-12						
7/8/2005	[redacted]	Canelli	1	SFU	7-12						
7/8/2005	[redacted]	Laurel	1	SFU	7-12			1			
7/8/2005	[redacted]	Spoleto	1	SFU	7-12						
7/8/2005	[redacted]	Spoleto	1	SFU	7-12	1					1
7/8/2005	[redacted]	Spoleto	1	SFU	7-12						
7/8/2005	[redacted]	Spoleto	1	SFU	7-12						
7/8/2005	[redacted]	Spoleto	1	SFU	7-12						
7/8/2005	[redacted]	Spoleto	1	SFU	7-12						
7/8/2005	[redacted]	Spoleto	1	SFU	7-12						1
7/8/2005	[redacted]	Spoleto	1	SFU	7-12						
7/21/2005	[redacted]	Spoleto	1	SFU	7-12						1
7/21/2005	[redacted]	Spoleto	1	SFU	7-12						
7/21/2005	[redacted]	Spoleto	1	SFU	7-12						
7/21/2005	[redacted]	Spoleto	1	SFU	7-12						
7/21/2005	[redacted]	Spoleto	1	SFU	7-12						
7/21/2005	[redacted]	Spoleto	1	SFU	7-12			1			1
7/21/2005	[redacted]	Spoleto	1	SFU	7-12						
7/21/2005	[redacted]	Spoleto	1	SFU	7-12						
7/21/2005	[redacted]	Spoleto	1	SFU	7-12			1			
7/21/2005	[redacted]	Spoleto	1	SFU	7-12		1				
7/21/2005	[redacted]	Spoleto	1	SFU	7-12						
7/21/2005	[redacted]	Spoleto	1	SFU	7-12			1			
7/21/2005	[redacted]	Spoleto	1	SFU	7-12						
7/21/2005	[redacted]	Spoleto	1	SFU	7-12						
7/21/2005	[redacted]	Spoleto	1	SFU	7-12	1			1		
7/21/2005	[redacted]	Spoleto	1	SFU	7-12				1		
8/10/2005	[redacted]	Cassino	1	SFU	7-12						
8/10/2005	[redacted]	Cassino	1	SFU	7-12						
8/10/2005	[redacted]	Cassino	1	SFU	7-12						
8/10/2005	[redacted]	Cassino	1	SFU	7-12						
8/10/2005	[redacted]	Cassino	1	SFU	7-12						
8/10/2005	[redacted]	Cassino	1	SFU	7-12		1				
8/10/2005	[redacted]	Cassino	1	SFU	7-12						
8/10/2005	[redacted]	Cassino	1	SFU	7-12	1					
8/10/2005	[redacted]	Cassino	1	SFU	7-12						1
8/10/2005	[redacted]	Cassino	1	SFU	7-12						
8/10/2005	[redacted]	Cassino	1	SFU	7-12						
8/10/2005	[redacted]	Spoleto	1	SFU	7-12					1	
8/10/2005	[redacted]	Spoleto	1	SFU	7-12						

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
8/10/2005	[redacted]	Spoleto	1	SFU	7-12						
8/10/2005	[redacted]	Spoleto	1	SFU	7-12						
8/10/2005	[redacted]	Tuscany	1	SFU	7-12						
9/13/2005	[redacted]	Cassino	1	SFU	7-12						
9/13/2005	[redacted]	Cassino	1	SFU	7-12			1			1
9/13/2005	[redacted]	Spoleto	1	SFU	7-12						
9/13/2005	[redacted]	Spoleto	1	SFU	7-12						
9/13/2005	[redacted]	Spoleto	1	SFU	7-12						
9/13/2005	[redacted]	Spoleto	1	SFU	7-12			1			
9/13/2005	[redacted]	Spoleto	1	SFU	7-12						
9/13/2005	[redacted]	Spoleto	1	SFU	7-12						
9/13/2005	[redacted]	Spoleto	1	SFU	7-12				1	1	
9/13/2005	[redacted]	Spoleto	1	SFU	7-12						
9/13/2005	[redacted]	Spoleto	1	SFU	7-12						
9/13/2005	[redacted]	Spoleto	1	SFU	7-12						
9/13/2005	[redacted]	Spoleto	1	SFU	7-12				1		
9/13/2005	[redacted]	Spoleto	1	SFU	7-12						
9/13/2005	[redacted]	Spoleto	1	SFU	7-12						
9/13/2005	[redacted]	Spoleto	1	SFU	7-12	1					
9/13/2005	[redacted]	Spoleto	1	SFU	7-12						
9/13/2005	[redacted]	Spoleto	1	SFU	7-12		1				
9/13/2005	[redacted]	Spoleto	1	SFU	7-12			1			
9/13/2005	[redacted]	Spoleto	1	SFU	7-12						
9/13/2005	[redacted]	Spoleto	1	SFU	7-12						
9/13/2005	[redacted]	Spoleto	1	SFU	7-12						
9/21/2005	[redacted]	Cross	1	SFU	7-12		1				
10/10/2005	[redacted]	Cassino	1	SFU	7-12						
10/10/2005	[redacted]	Cassino	1	SFU	7-12						
10/10/2005	[redacted]	Cassino	1	SFU	7-12						
10/10/2005	[redacted]	Cassino	1	SFU	7-12	1					
10/10/2005	[redacted]	Cassino	1	SFU	7-12						1
10/10/2005	[redacted]	Cassino	1	SFU	7-12			1			
10/10/2005	[redacted]	Cassino	1	SFU	7-12						
10/10/2005	[redacted]	Cassino	1	SFU	7-12						
10/10/2005	[redacted]	Cassino	1	SFU	7-12						
10/10/2005	[redacted]	Cassino	1	SFU	7-12						
10/10/2005	[redacted]	Spoleto	1	SFU	7-12						
10/10/2005	[redacted]	Spoleto	1	SFU	7-12						
10/10/2005	[redacted]	Spoleto	1	SFU	7-12						
10/10/2005	[redacted]	Spoleto	1	SFU	7-12						1
10/10/2005	[redacted]	Spoleto	1	SFU	7-12						
10/10/2005	[redacted]	Spoleto	1	SFU	7-12						
10/10/2005	[redacted]	Spoleto	1	SFU	7-12						
10/10/2005	[redacted]	Spoleto	1	SFU	7-12						
10/25/2005	[redacted]	Greenwood	1	SFU	7-12						
1/6/2006	[redacted]	Sanborn	1	SFU	7-12			1			
3/7/2006	[redacted]	Fuji	1	SFU	7-12						
3/7/2006	[redacted]	Padova	1	SFU	7-12						
3/7/2006	[redacted]	Padova	1	SFU	7-12						
3/7/2006	[redacted]	Padova	1	SFU	7-12						
3/7/2006	[redacted]	Padova	1	SFU	7-12						
4/5/2006	[redacted]	Palermo	1	SFU	7-12						
4/5/2006	[redacted]	Palermo	1	SFU	7-12						
4/5/2006	[redacted]	Palermo	1	SFU	7-12						
4/5/2006	[redacted]	Palermo	1	SFU	7-12						
4/5/2006	[redacted]	Palermo	1	SFU	7-12						
4/5/2006	[redacted]	Palermo	1	SFU	7-12						
4/5/2006	[redacted]	Palermo	1	SFU	7-12						
4/5/2006	[redacted]	Palermo	1	SFU	7-12						
4/5/2006	[redacted]	Palermo	1	SFU	7-12						
4/5/2006	[redacted]	Palermo	1	SFU	7-12						
4/5/2006	[redacted]	Palermo	1	SFU	7-12						
4/5/2006	[redacted]	Palermo	1	SFU	7-12			1		1	
4/5/2006	[redacted]	Palermo	1	SFU	7-12						
4/5/2006	[redacted]	Palermo	1	SFU	7-12						
4/5/2006	[redacted]	Palermo	1	SFU	7-12						
4/28/2006	[redacted]	Modena	1	SFU	7-12						
4/28/2006	[redacted]	Modena	1	SFU	7-12						

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
4/28/2006	[redacted]	Modena	1	SFU	7-12						
4/28/2006	[redacted]	Modena	1	SFU	7-12						
4/28/2006	[redacted]	Modena	1	SFU	7-12		1				
4/28/2006	[redacted]	Modena	1	SFU	7-12						
4/28/2006	[redacted]	Modena	1	SFU	7-12				1		
4/28/2006	[redacted]	Modena	1	SFU	7-12						
4/28/2006	[redacted]	Modena	1	SFU	7-12			1			1
4/28/2006	[redacted]	Modena	1	SFU	7-12						
4/28/2006	[redacted]	Modena	1	SFU	7-12					1	1
4/28/2006	[redacted]	Modena	1	SFU	7-12				1		
4/28/2006	[redacted]	Modena	1	SFU	7-12						
4/28/2006	[redacted]	Modena	1	SFU	7-12						
4/28/2006	[redacted]	Modena	1	SFU	7-12						1
5/22/2006	[redacted]	Bologna	1	SFU	7-12			1			
5/22/2006	[redacted]	Piazza	1	SFU	7-12	1					
5/22/2006	[redacted]	Piazza	1	SFU	7-12						
5/22/2006	[redacted]	Piazza	1	SFU	7-12					1	
5/22/2006	[redacted]	Piazza	1	SFU	7-12						1
5/22/2006	[redacted]	Piazza	1	SFU	7-12						
5/22/2006	[redacted]	Piazza	1	SFU	7-12						
5/22/2006	[redacted]	Piazza	1	SFU	7-12			1		1	
5/22/2006	[redacted]	Piazza	1	SFU	7-12						
5/22/2006	[redacted]	Piazza	1	SFU	7-12	1					
5/22/2006	[redacted]	Piazza	1	SFU	7-12			1			
5/22/2006	[redacted]	Piazza	1	SFU	7-12						
5/22/2006	[redacted]	Piazza	1	SFU	7-12					1	
5/22/2006	[redacted]	Piazza	1	SFU	7-12		1				
5/22/2006	[redacted]	Piazza	1	SFU	7-12						
5/22/2006	[redacted]	Piazza	1	SFU	7-12						
5/24/2006	[redacted]	Modena	1	SFU	7-12						
5/24/2006	[redacted]	Modena	1	SFU	7-12			1		1	
5/24/2006	[redacted]	Modena	1	SFU	7-12						
5/24/2006	[redacted]	Modena	1	SFU	7-12						1
5/24/2006	[redacted]	Modena	1	SFU	7-12						
5/24/2006	[redacted]	Modena	1	SFU	7-12	1		1			
5/24/2006	[redacted]	Modena	1	SFU	7-12		1			2	
5/24/2006	[redacted]	Modena	1	SFU	7-12						
5/24/2006	[redacted]	Modena	1	SFU	7-12						
5/24/2006	[redacted]	Modena	1	SFU	7-12			1			
5/24/2006	[redacted]	Modena	1	SFU	7-12						
5/24/2006	[redacted]	Modena	1	SFU	7-12						
5/24/2006	[redacted]	Modena	1	SFU	7-12						
5/24/2006	[redacted]	Modena	1	SFU	7-12						
6/28/2006	[redacted]	Bologna	1	SFU	7-12						
6/28/2006	[redacted]	Bologna	1	SFU	7-12						
6/28/2006	[redacted]	Bologna	1	SFU	7-12	1	1				
6/28/2006	[redacted]	Bologna	1	SFU	7-12						
6/28/2006	[redacted]	Bologna	1	SFU	7-12						
6/28/2006	[redacted]	Capri	1	SFU	7-12						
6/28/2006	[redacted]	Capri	1	SFU	7-12						
6/28/2006	[redacted]	Capri	1	SFU	7-12						
6/28/2006	[redacted]	Capri	1	SFU	7-12						
6/28/2006	[redacted]	Capri	1	SFU	7-12	1				1	
6/28/2006	[redacted]	Capri	1	SFU	7-12			1			
6/28/2006	[redacted]	Capri	1	SFU	7-12						
6/28/2006	[redacted]	Capri	1	SFU	7-12						
6/28/2006	[redacted]	Capri	1	SFU	7-12						1
6/28/2006	[redacted]	Capri	1	SFU	7-12	1	1		1		
6/28/2006	[redacted]	Capri	1	SFU	7-12						
7/25/2006	[redacted]	Carbonero St.	1	SFU	7-12						
7/25/2006	[redacted]	Carbonero St.	1	SFU	7-12						
7/26/2006	[redacted]	Campania Way	1	SFU	7-12					1	
7/26/2006	[redacted]	Campania Way	1	SFU	7-12						
7/26/2006	[redacted]	Campania Way	1	SFU	7-12						
7/26/2006	[redacted]	Campania Way	1	SFU	7-12						
7/26/2006	[redacted]	Campania Way	1	SFU	7-12		1				
7/26/2006	[redacted]	Campania Way	1	SFU	7-12						
7/26/2006	[redacted]	Campania Way	1	SFU	7-12						

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
7/26/2006	[redacted]	Campania Way	1	SFU	7-12						
7/26/2006	[redacted]	Campania Way	1	SFU	7-12						
7/26/2006	[redacted]	Campania Way	1	SFU	7-12		1				
7/26/2006	[redacted]	Campania Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
7/26/2006	[redacted]	Trivoli Way	1	SFU	7-12						
8/22/2006	[redacted]	Madeira Ave. N	1	SFU	7-12	1	1	1	1		
8/23/2006	[redacted]	Fontes Lane	1	SFU	7-12						
8/24/2006	[redacted]	Carbonero St.	1	SFU	7-12						1
8/24/2006	[redacted]	Carbonero St.	1	SFU	7-12						
8/24/2006	[redacted]	Carbonero St.	1	SFU	7-12						
8/24/2006	[redacted]	Carbonero St.	1	SFU	7-12						
8/25/2006	[redacted]	Tuscany	1	SFU	7-12						
9/20/2006	[redacted]	Bologna Ct.	1	SFU	7-12			1			
9/20/2006	[redacted]	Bologna Ct.	1	SFU	7-12				1		1
9/20/2006	[redacted]	Bologna Ct.	1	SFU	7-12						
9/20/2006	[redacted]	Bologna Ct.	1	SFU	7-12						
9/20/2006	[redacted]	Bologna Way	1	SFU	7-12						
9/20/2006	[redacted]	Bologna Way	1	SFU	7-12						
9/20/2006	[redacted]	Bologna Way	1	SFU	7-12			1		1	
9/20/2006	[redacted]	Bologna Way	1	SFU	7-12						1
9/29/2006	[redacted]	Oak St.	1	SFU	7-12						
10/16/2006	[redacted]	Abbott St.	1	SFU	7-12						
11/29/2006	[redacted]	Bologna Way	1	SFU	7-12			1			
11/29/2006	[redacted]	Bologna Way	1	SFU	7-12						
11/29/2006	[redacted]	Bologna Way	1	SFU	7-12						
11/29/2006	[redacted]	Bologna Way	1	SFU	7-12						
11/29/2006	[redacted]	Bologna Way	1	SFU	7-12						
11/29/2006	[redacted]	Bologna Way	1	SFU	7-12						
11/29/2006	[redacted]	Bologna Way	1	SFU	7-12						
11/29/2006	[redacted]	Bologna Way	1	SFU	7-12						
12/6/2006	[redacted]	Bologna Ct.	1	SFU	7-12						
12/6/2006	[redacted]	Bologna Ct.	1	SFU	7-12						
12/6/2006	[redacted]	Bologna Ct.	1	SFU	7-12				1		
12/6/2006	[redacted]	Bologna Ct.	1	SFU	7-12						
12/6/2006	[redacted]	Bologna Ct.	1	SFU	7-12			1			
12/6/2006	[redacted]	Bologna Ct.	1	SFU	7-12				1		
12/6/2006	[redacted]	Bologna Ct.	1	SFU	7-12						
12/6/2006	[redacted]	Bologna Ct.	1	SFU	7-12						
4/17/2007	[redacted]	Eagles Roost Rd.	1	SFU	7-12						
5/29/2007	[redacted]	Wiren St. #A (2nd Dwelling)	1	SFU	7-12						
6/21/2007	[redacted]	Burke St. (2nd dwelling)	1	SFU	7-12						
7/26/2007	[redacted]	Saint George Dr.	1	SFU	7-12						
7/26/2007	[redacted]	Saint George Dr.	1	SFU	7-12						
7/26/2007	[redacted]	Saint George Dr.	1	SFU	7-12						
7/26/2007	[redacted]	Saint George Dr.	1	SFU	7-12						
8/6/2007	[redacted]	Addington Lane #A (Graves Dist.)	1	SFU	7-12	1	1				
8/23/2007	[redacted]	Bolero Ave. #A (2nd Dwelling)	1	SFU	7-12						
8/30/2007	[redacted]	Bologna Ct.	1	SFU	7-12						

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
8/30/2007	[redacted]	Bologna Ct.	1	SFU	7-12						
8/30/2007	[redacted]	Bologna Ct.	1	SFU	7-12						
8/30/2007	[redacted]	Bologna Ct.	1	SFU	7-12						
9/4/2007	[redacted]	Chaparral St. #A (2nd Dwelling)	1	SFU	7-12			1			
9/5/2007	[redacted]	Genoa Way	1	SFU	7-12						
9/5/2007	[redacted]	Genoa Way	1	SFU	7-12						
9/5/2007	[redacted]	Genoa Way	1	SFU	7-12						
9/5/2007	[redacted]	Genoa Way	1	SFU	7-12						
9/26/2007	[redacted]	Bologna Ct.	1	SFU	7-12						
9/26/2007	[redacted]	Bologna Ct.	1	SFU	7-12						
9/26/2007	[redacted]	Bologna Way	1	SFU	7-12						
9/26/2007	[redacted]	Bologna Way	1	SFU	7-12						
9/26/2007	[redacted]	Bologna Way	1	SFU	7-12						
9/26/2007	[redacted]	Sienna Way	1	SFU	7-12						
9/26/2007	[redacted]	Sienna Way	1	SFU	7-12						
9/26/2007	[redacted]	Sienna Way	1	SFU	7-12						
9/26/2007	[redacted]	Sienna Way	1	SFU	7-12						
9/26/2007	[redacted]	Sienna Way	1	SFU	7-12						
9/26/2007	[redacted]	Sienna Way	1	SFU	7-12						
9/26/2007	[redacted]	Sienna Way	1	SFU	7-12						
9/26/2007	[redacted]	Sienna Way	1	SFU	7-12						
11/13/2007	[redacted]	Capri Way	1	SFU	7-12						
11/13/2007	[redacted]	Capri Way	1	SFU	7-12						
11/13/2007	[redacted]	Capri Way	1	SFU	7-12						
11/13/2007	[redacted]	Capri Way	1	SFU	7-12						
11/13/2007	[redacted]	Capri Way	1	SFU	7-12						
11/13/2007	[redacted]	Capri Way	1	SFU	7-12						
11/13/2007	[redacted]	Piazza Dr.	1	SFU	7-12						
11/13/2007	[redacted]	Piazza Dr.	1	SFU	7-12						
11/28/2007	[redacted]	Capri Wy	1	SFU	7-12						
11/28/2007	[redacted]	Capri Wy	1	SFU	7-12						
11/28/2007	[redacted]	Capri Wy	1	SFU	7-12						
11/28/2007	[redacted]	Capri Wy	1	SFU	7-12						
11/28/2007	[redacted]	Capri Wy	1	SFU	7-12						
11/28/2007	[redacted]	Capri Wy	1	SFU	7-12						
11/28/2007	[redacted]	Capri Wy	1	SFU	7-12						
11/28/2007	[redacted]	Capri Wy	1	SFU	7-12						
12/3/2007	[redacted]	Cedar St. #A (studio)	1	SFU	7-12			1			
12/21/2007	[redacted]	Maple St. #A (2nd dwelling)	1	SFU	7-12						2
		Sub-Total 7-12 Service Area:	**785**			**43**	**46**	**54**	**46**	**51**	**53**

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
3/17/03	[redacted]	Buckingham	1	SFU	9-12					1	
5/5/03	[redacted]	Belmont	1	SFU	9-12						
7/1/2003	[redacted]	Kent Street	1	SFU	9-12						
7/1/2003	[redacted]	Kent Street	1	SFU	9-12						
7/1/2003	[redacted]	Kent Street	1	SFU	9-12						
7/1/2003	[redacted]	Kent Street	1	SFU	9-12				1		1
7/1/2003	[redacted]	Kent Street	1	SFU	9-12						
7/1/2003	[redacted]	Kent Street	1	SFU	9-12						
7/1/2003	[redacted]	Kent Street	1	SFU	9-12						
7/17/2003	[redacted]	CorralDeTierra Rd.	1	SFU	9-12						
7/30/2003	[redacted]	RanchitoDelRio Rd.	1	SFU	9-12						
8/13/2003	[redacted]	Pasadera Court	1	SFU	9-12						
8/13/2003	[redacted]	PaseoEstribo	1	SFU	9-12						
9/5/2003	[redacted]	Kent Street	1	SFU	9-12						
9/5/2003	[redacted]	Kent Street	1	SFU	9-12						
9/5/2003	[redacted]	Kent Street	1	SFU	9-12						
9/5/2003	[redacted]	Kent Street	1	SFU	9-12						
9/5/2003	[redacted]	Kent Street	1	SFU	9-12						
9/5/2003	[redacted]	Kent Street	1	SFU	9-12						
9/5/2003	[redacted]	Kent Street	1	SFU	9-12						
9/5/2003	[redacted]	Kent Street	1	SFU	9-12						
9/5/2003	[redacted]	Kent Street	1	SFU	9-12						
9/5/2003	[redacted]	Kent Street	1	SFU	9-12						
9/5/2003	[redacted]	Klamath Dr.	1	SFU	9-12						

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
9/5/2003	[redacted]	Klamath Dr.	1	SFU	9-12	[redacted]		1			
9/5/2003		Klamath Dr.	1	SFU	9-12						
9/5/2003		Klamath Dr.	1	SFU	9-12						
9/5/2003		Klamath Dr.	1	SFU	9-12						
9/5/2003		Klamath Dr.	1	SFU	9-12			1			
9/11/2003		Saddle Rd.	1	SFU	9-12						
9/18/2003		Colt Ln.	1	SFU	9-12						
9/23/2003		Arcadia Ct.	1	SFU	9-12						
9/23/2003		Arcadia Ct.	1	SFU	9-12						1
9/23/2003		Arcadia Ct.	1	SFU	9-12						
9/23/2003		Arcadia Ct.	1	SFU	9-12				1		1
9/23/2003		Arcadia Ct.	1	SFU	9-12						
9/23/2003		Arcadia Ct.	1	SFU	9-12					1	1
9/23/2003		Arcadia Ct.	1	SFU	9-12						
9/23/2003		Arcadia Ct.	1	SFU	9-12						
9/23/2003		Arcadia Ct.	1	SFU	9-12						
9/23/2003		Arcadia Ct.	1	SFU	9-12						
9/23/2003		Arcadia Ct.	1	SFU	9-12			1			1
9/25/2003		Arcadia Way	1	SFU	9-12					1	
9/25/2003		Arcadia Way	1	SFU	9-12						
9/25/2003		Arcadia Way	1	SFU	9-12						
9/25/2003		Arcadia Way	1	SFU	9-12				1		
9/25/2003		Arcadia Way	1	SFU	9-12						
9/25/2003		Arcadia Way	1	SFU	9-12						
9/25/2003		Arcadia Way	1	SFU	9-12				1		
9/25/2003		Arcadia Way	1	SFU	9-12						
10/1/2003		Mirador Court	1	SFU	9-12						
10/1/2003		Mirador Court	1	SFU	9-12						
10/1/2003		Mirador Court	1	SFU	9-12						
10/1/2003		Mirador Court	1	SFU	9-12						
10/1/2003		Mirador Court	1	SFU	9-12						
10/1/2003		Mirador Court	1	SFU	9-12						
10/1/2003		Mirador Court	1	SFU	9-12						
10/13/2003		Kent Street	1	SFU	9-12						
10/13/2003		Kent Street	1	SFU	9-12						
10/13/2003		Kent Street	1	SFU	9-12						
10/13/2003		Kent Street	1	SFU	9-12				1		
10/13/2003		Kent Street	1	SFU	9-12						
10/13/2003		Kent Street	1	SFU	9-12						1
10/13/2003		Kent Street	1	SFU	9-12						
10/13/2003		Kent Street	1	SFU	9-12						
10/24/2003		Arcadia Way	1	SFU	9-12					1	
10/24/2003		Arcadia Way	1	SFU	9-12			2		1	
10/24/2003		Arcadia Way	1	SFU	9-12				1		
10/24/2003		Arcadia Way	1	SFU	9-12						
10/24/2003		Arcadia Way	1	SFU	9-12						
10/24/2003		Arcadia Way	1	SFU	9-12						
10/28/2003		Casiano Dr.	1	SFU	9-12						
11/5/2003		EstrellaD'oro	1	SFU	9-12						
11/10/2003		LaurelesGrade	1	SFU	9-12						
11/24/2003		Pasadera Ct.	1	SFU	9-12						
12/2/2003		CuestaVerde Dr.	1	SFU	9-12						
12/8/2003		Lucie Lane	1	SFU	9-12						
1/7/2004		SanBenancio Canyon	1	SFU	9-12						
1/16/2004		Berry Rd.	1	SFU	9-12						
1/21/2004		ViaDelMilagro	1	SFU	9-12						
1/26/2004		LaurelesGrade	1	SFU	9-12						
1/28/2004		Berry Rd.	1	SFU	9-12						
1/29/2004		SanJon Rd.	1	SFU	9-12						
2/3/2004		CorralDeTierra Rd.	1	SFU	9-12						
2/6/2004		Monterey Hwy	1	SFU	9-12						
3/9/2004		LaurelesGrade	1	SFU	9-12						
3/22/2004		CaminoEscondido	1	SFU	9-12						
4/12/2004		Reservation Rd.	1	SFU	9-12						
5/14/2004		SanBenancio Rd.	1	SFU	9-12						
5/18/2004		ValleSanJuan Dr	1	SFU	9-12						1
6/2/2004		Middlefield Rd.	1	SFU	9-12						
6/5/2004		Robley Rd.	1	SFU	9-12						

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
6/10/2004	[redacted]	River Rd.	1	SFU	9-12	[redacted]	[redacted]	1			
6/24/2004	[redacted]	Spur Road	1	SFU	9-12	[redacted]	[redacted]				
6/28/2004	[redacted]	RolandCanyon Rd.	1	SFU	9-12	[redacted]	[redacted]				
7/8/2004	[redacted]	EstrellaD'oro	1	SFU	9-12	[redacted]	[redacted]				
8/16/2004	[redacted]	UpperFourty Dr.	1	SFU	9-12	[redacted]	[redacted]				
8/18/2004	[redacted]	ElCaminoDeChamisal	1	SFU	9-12	[redacted]	[redacted]				
8/19/2004	[redacted]	Tesoro Ct.	1	SFU	9-12	[redacted]	[redacted]				
9/21/2004	[redacted]	ValleSanJuan Dr	1	SFU	9-12	[redacted]	[redacted]				
10/22/2004	[redacted]	BoldRuler Ln.	1	SFU	9-12	[redacted]	[redacted]				
11/11/2004	[redacted]	CorralDeTierra	1	SFU	9-12	[redacted]	[redacted]				
11/15/2004	[redacted]	BoldRiverLand	1	SFU	9-12	[redacted]	[redacted]				
11/24/2004	[redacted]	LaTerraza Ct.	1	SFU	9-12	[redacted]	[redacted]				
1/5/2005	[redacted]	CastleRock Rd.	1	SFU	9-12	[redacted]	[redacted]				
2/7/2005	[redacted]	Tesoro Rd.	1	SFU	9-12	[redacted]	[redacted]				
2/22/2005	[redacted]	Belmont Circle	1	SFU	9-12	[redacted]	[redacted]				
3/22/2005	[redacted]	CorralDelCielo	1	SFU	9-12	[redacted]	[redacted]				
3/22/2005	[redacted]	CorteDiego	1	SFU	9-12	[redacted]	[redacted]				
3/29/2005	[redacted]	Estrella Ave.	1	SFU	9-12	[redacted]	[redacted]				
4/6/2005	[redacted]	Belmont Circle	1	SFU	9-12	[redacted]	[redacted]				
4/6/2005	[redacted]	Belmont Circle	1	SFU	9-12	[redacted]	[redacted]				
4/13/2005	[redacted]	Belavida Rd.	1	SFU	9-12	[redacted]	[redacted]				
4/15/2005	[redacted]	CorralDeTierra	1	SFU	9-12	[redacted]	[redacted]		1		
5/3/2005	[redacted]	SanBenacio Rd.	1	SFU	9-12	[redacted]	[redacted]	1			
5/10/2005	[redacted]	Belmont Circle	1	SFU	9-12	[redacted]	[redacted]			1	
5/20/2005	[redacted]	Riverview Ct.	1	SFU	9-12	[redacted]	[redacted]				
5/23/2005	[redacted]	Tesoro Rd.	1	SFU	9-12	[redacted]	[redacted]				
5/31/2005	[redacted]	Tesoro	1	SFU	9-12	[redacted]	[redacted]				
5/31/2005	[redacted]	Tesoro Ct.	1	SFU	9-12	[redacted]	[redacted]				
6/1/2005	[redacted]	Maravilla	1	SFU	9-12	[redacted]	[redacted]				
6/21/2005	[redacted]	Assisi	1	SFU	9-12	[redacted]	[redacted]				
6/21/2005	[redacted]	Assisi Way	1	SFU	9-12	[redacted]	[redacted]				
6/24/2005	[redacted]	Zdan	1	SFU	9-12	[redacted]	[redacted]				
7/1/2005	[redacted]	Belmont	1	SFU	9-12	[redacted]	[redacted]				
8/5/2005	[redacted]	ViaDelMilagro	1	SFU	9-12	[redacted]	[redacted]				
8/22/2005	[redacted]	ViaDelCastillo	1	SFU	9-12	[redacted]	[redacted]				
8/23/2005	[redacted]	PuertaDelCajon	1	SFU	9-12	[redacted]	[redacted]				
8/24/2005	[redacted]	Cassino	1	SFU	9-12	[redacted]	[redacted]				
8/24/2005	[redacted]	Cassino	1	SFU	9-12	[redacted]	[redacted]				
8/24/2005	[redacted]	Cassino	1	SFU	9-12	[redacted]	[redacted]				
8/24/2005	[redacted]	Cassino	1	SFU	9-12	[redacted]	[redacted]	2			
8/24/2005	[redacted]	Cassino	1	SFU	9-12	[redacted]	[redacted]	1			
8/24/2005	[redacted]	Cassino	1	SFU	9-12	[redacted]	[redacted]				
8/24/2005	[redacted]	Cassino	1	SFU	9-12	[redacted]	[redacted]				
8/24/2005	[redacted]	Cassino	1	SFU	9-12	[redacted]	[redacted]		1		
8/24/2005	[redacted]	Cassino	1	SFU	9-12	[redacted]	[redacted]				
8/24/2005	[redacted]	Cassino	1	SFU	9-12	[redacted]	[redacted]				
8/24/2005	[redacted]	Cassino	1	SFU	9-12	[redacted]	[redacted]		1		
8/24/2005	[redacted]	Cassino	1	SFU	9-12	[redacted]	[redacted]				
8/24/2005	[redacted]	Cassino	1	SFU	9-12	[redacted]	[redacted]				
8/24/2005	[redacted]	Spoleto	1	SFU	9-12	[redacted]	[redacted]			1	
8/24/2005	[redacted]	Spoleto	1	SFU	9-12	[redacted]	[redacted]				
8/24/2005	[redacted]	Spoleto	1	SFU	9-12	[redacted]	[redacted]				
8/30/2005	[redacted]	ViaDelMilagro	1	SFU	9-12	[redacted]	[redacted]				
9/16/2005	[redacted]	CaleraCanyon	1	SFU	9-12	[redacted]	[redacted]				
9/29/2005	[redacted]	SanBenancioCanyon	1	SFU	9-12	[redacted]	[redacted]				
9/30/2005	[redacted]	Riverview	1	SFU	9-12	[redacted]	[redacted]				
10/24/2005	[redacted]	Belmont	1	SFU	9-12	[redacted]	[redacted]				
10/26/2005	[redacted]	Mirador	1	SFU	9-12	[redacted]	[redacted]				
12/14/2005	[redacted]	Laureles	1	SFU	9-12	[redacted]	[redacted]				
1/18/2006	[redacted]	SanBenancioCanyon	1	SFU	9-12	[redacted]	[redacted]				
1/19/2006	[redacted]	Belmont	1	SFU	9-12	[redacted]	[redacted]				
2/28/2006	[redacted]	CorralDeTierra	1	SFU	9-12	[redacted]	[redacted]				
3/6/2006	[redacted]	Riverview	1	SFU	9-12	[redacted]	[redacted]				
3/8/2006	[redacted]	SanBenancioCanyon	1	SFU	9-12	[redacted]	[redacted]				
5/8/2006	[redacted]	ViaDelMilagro	1	SFU	9-12	[redacted]	[redacted]				
5/12/2006	[redacted]	Pasadera	1	SFU	9-12	[redacted]	[redacted]				
6/26/2006	[redacted]	Manzanita	1	SFU	9-12	[redacted]	[redacted]				
7/7/2006	[redacted]	Pasadera	1	SFU	9-12	[redacted]	[redacted]				

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
7/7/2006	[redacted]	Soto Pl	1	SFU	9-12	[redacted]	[redacted]	1		1	
7/10/2006	[redacted]	Jasmine Ct.	1	SFU	9-12	[redacted]	[redacted]				
8/2/2006	[redacted]	Pasadera Ct.	1	SFU	9-12	[redacted]	[redacted]				
8/10/2006	[redacted]	Pasadera Ct.	1	SFU	9-12	[redacted]	[redacted]				
9/7/2006	[redacted]	Zabala Rd.	1	SFU	9-12	[redacted]	[redacted]				
10/17/2006	[redacted]	ViaDelMilagro	1	SFU	9-12	[redacted]	[redacted]				
10/20/2006	[redacted]	HiddenValley Rd.	1	SFU	9-12	[redacted]	[redacted]				
11/9/2006	[redacted]	PineCanyon Rd.	1	SFU	9-12	[redacted]	[redacted]				
12/4/2006	[redacted]	Pasadera Ct.	1	SFU	9-12	[redacted]	[redacted]				
12/4/2006	[redacted]	ViaDelMilagro	1	SFU	9-12	[redacted]	[redacted]				
12/8/2006	[redacted]	CrazyHorse Cyn.	1	SFU	9-12	[redacted]	[redacted]				
1/2/2007	[redacted]	Pasadera Dr.	1	SFU	9-12	[redacted]	[redacted]				
1/12/2007	[redacted]	SanBenancio	1	SFU	9-12	[redacted]	[redacted]		1		
1/19/2007	[redacted]	Covey Lane	1	SFU	9-12	[redacted]	[redacted]				
1/23/2007	[redacted]	Riverview Ct.	1	SFU	9-12	[redacted]	[redacted]				
2/20/2007	[redacted]	Pasadera Dr.	1	SFU	9-12	[redacted]	[redacted]				
4/30/2007	[redacted]	Corral De Tierra Road C	1	SFU	9-12	[redacted]	[redacted]				
4/30/2007	[redacted]	Pine Canyon Rd.	1	SFU	9-12	[redacted]	[redacted]				
5/8/2007	[redacted]	Via Del Milagro	1	SFU	9-12	[redacted]	[redacted]				
5/21/2007	[redacted]	San Benancio Rd.	1	SFU	9-12	[redacted]	[redacted]				
6/1/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/1/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/1/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/1/2007	[redacted]	Fremont Drive	1	SFU	9-12	[redacted]	[redacted]				
6/1/2007	[redacted]	Fremont Drive	1	SFU	9-12	[redacted]	[redacted]				
6/7/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/7/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/7/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/7/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/7/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/7/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/7/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/7/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/7/2007	[redacted]	Fremont Dr.	1	SFU	9-12	[redacted]	[redacted]				
6/20/2007	[redacted]	Via Del Milagro	1	SFU	9-12	[redacted]	[redacted]				
6/27/2007	[redacted]	Belmont Circle	1	SFU	9-12	[redacted]	[redacted]				
6/29/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/29/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/29/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/29/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/29/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/29/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/29/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/29/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/29/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
6/29/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/3/2007	[redacted]	Nacional Ave.	1	SFU	9-12	[redacted]	[redacted]				
7/3/2007	[redacted]	Nacional Ave.	1	SFU	9-12	[redacted]	[redacted]				
7/3/2007	[redacted]	Nacional Ave.	1	SFU	9-12	[redacted]	[redacted]				
7/3/2007	[redacted]	Nacional Ave.	1	SFU	9-12	[redacted]	[redacted]				
7/3/2007	[redacted]	Second St.	1	SFU	9-12	[redacted]	[redacted]				
7/3/2007	[redacted]	Second St.	1	SFU	9-12	[redacted]	[redacted]				
7/3/2007	[redacted]	Second St.	1	SFU	9-12	[redacted]	[redacted]				
7/3/2007	[redacted]	Second St.	1	SFU	9-12	[redacted]	[redacted]				
7/3/2007	[redacted]	Second St.	1	SFU	9-12	[redacted]	[redacted]				
7/3/2007	[redacted]	Second St.	1	SFU	9-12	[redacted]	[redacted]				
7/3/2007	[redacted]	Second St.	1	SFU	9-12	[redacted]	[redacted]				
7/3/2007	[redacted]	Second St.	1	SFU	9-12	[redacted]	[redacted]				
7/3/2007	[redacted]	Second St.	1	SFU	9-12	[redacted]	[redacted]				
7/3/2007	[redacted]	Second St.	1	SFU	9-12	[redacted]	[redacted]				
7/3/2007	[redacted]	Second St.	1	SFU	9-12	[redacted]	[redacted]				
7/12/2007	[redacted]	Oso De Court	1	SFU	9-12	[redacted]	[redacted]				
7/19/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/19/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/19/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/20/2007	[redacted]	Jackson St.	1	SFU	9-12	[redacted]	[redacted]	2			1
7/24/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/24/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
7/24/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/24/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/24/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/24/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/24/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/24/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/24/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/24/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/24/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/24/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/24/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/24/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/24/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/24/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/24/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
7/30/2007	[redacted]	Via Del Milagro	1	SFU	9-12	[redacted]	[redacted]				
8/20/2007	[redacted]	Big Sky Lane	1	SFU	9-12	[redacted]	[redacted]				
8/20/2007	[redacted]	Big Sky Lane	1	SFU	9-12	[redacted]	[redacted]				
8/20/2007	[redacted]	Big Sky Lane	1	SFU	9-12	[redacted]	[redacted]				
8/22/2007	[redacted]	Bolsa Loop	1	SFU	9-12	[redacted]	[redacted]				
9/19/2007	[redacted]	Calera Canyon	1	SFU	9-12	[redacted]	[redacted]				1
9/21/2007	[redacted]	Via Del Milagro	1	SFU	9-12	[redacted]	[redacted]				
9/24/2007	[redacted]	Big Sky Lane	1	SFU	9-12	[redacted]	[redacted]				
9/24/2007	[redacted]	Big Sky Lane	1	SFU	9-12	[redacted]	[redacted]				
9/24/2007	[redacted]	Rustic Lane	1	SFU	9-12	[redacted]	[redacted]				
9/25/2007	[redacted]	San Benancio Rd.	1	SFU	9-12	[redacted]	[redacted]				
11/15/2007	[redacted]	Pasadera Ct.	1	SFU	9-12	[redacted]	[redacted]				
11/16/2007	[redacted]	Perez St.	1	SFU	9-12	[redacted]	[redacted]				
11/27/2007	[redacted]	Pasadera Ct.	1	SFU	9-12	[redacted]	[redacted]				
12/13/2007	[redacted]	Pasadera Ct.	1	SFU	9-12	[redacted]	[redacted]				
12/21/2007	[redacted]	Ranchito Drive	1	SFU	9-12	[redacted]	[redacted]				
		Sub-Total 9-12 Service Area:	**259**	[redacted]				**13**	**10**	**8**	**9**

Combined Total 7-12 and 9-12 Service Areas:	**1044**	[redacted]	**43**	**46**	**67**	**56**	**59**	**62**

Multi-Family Housing Units and Student Matches

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
4/21/03	[redacted]	Fontes	7	MFU	7-12						
10/10/2003	[redacted]	Laurel Dr	4	MFU	7-12		1	2			1
1/5/2004	[redacted]	Constitution	17	MFU	7-12						
1/20/2004	[redacted]	Estrella Ave	12	MFU	7-12						
10/1/2004	[redacted]	Central	3	MFU	7-12		1				1
10/1/2004	[redacted]	Central	3	MFU	7-12		1	1			
12/14/2004	[redacted]	Canario St	4	MFU	7-12	1	2	2	3	1	2
4/19/2007	[redacted]	Front St.	85	MFU	7-12						
4/19/2007	[redacted]	Front St.	86	MFU	7-12						
5/2/2007	[redacted]	Front St. (81 apartments & comm.)	81	MFU	7-12						
11/29/2007	[redacted]	Castro St. Bldg. A	4	MFU	7-12						
11/29/2007	[redacted]	Castro St. Bldg. B	5	MFU	7-12						
		Sub-Total 7-12 Service Area:	311			1	5	5	3	1	4

Date	Street #	Street Name	Units	SFU/MFU	Service Area	7	8	9	10	11	12
4/16/03	[redacted]	Independence	13	MFU	9-12			1			
4/16/03	[redacted]	Independence	13	MFU	9-12				3		
4/16/03	[redacted]	Independence	13	MFU	9-12						1
4/16/03	[redacted]	Independence	13	MFU	9-12						
4/16/03	[redacted]	Independence	13	MFU	9-12						
4/16/03	[redacted]	Independence	15	MFU	9-12						
5/15/03	[redacted]	Independence	13	MFU	9-12					1	
5/15/03	[redacted]	Independence	13	MFU	9-12			1		1	1
5/15/03	[redacted]	Independence	13	MFU	9-12				1		
5/15/03	[redacted]	Independence	13	MFU	9-12			1		2	2
5/15/03	[redacted]	Independence	13	MFU	9-12						
5/15/03	[redacted]	Independence	13	MFU	9-12						
5/15/03	[redacted]	Independence	13	MFU	9-12						
5/15/03	[redacted]	Independence	13	MFU	9-12			1			1
5/15/03	[redacted]	Independence	13	MFU	9-12			2			
5/15/03	[redacted]	Independence	13	MFU	9-12						
5/15/03	[redacted]	Independence	10	MFU	9-12						
10/26/2007	[redacted]	Rogge Village Loop Lot D (APARTMENTS) (multiple permits)	48	MFU	9-12						
		Sub-Total 9-12 Service Area:	268					6	4	4	5

		Combined Total 7-12 and 9-12 Service Areas:	579			1	5	11	7	5	9

SALINAS UNION HIGH SCHOOL DISTRICT

SCHOOL FACILITY MASTER PLAN

March 2008

School Facility Consultants

SALINAS UNION HIGH SCHOOL DISTRICT

SCHOOL FACILITY MASTER PLAN

March 2008

Prepared for

SALINAS UNION HIGH SCHOOL DISTRICT

Prepared by

SCHOOL FACILITY CONSULTANTS

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APPENDIX

Executive Summary

The Salinas Union High School District School Facility Master Plan assesses the future facility needs of the District and provides options to meet the twenty-two year facility need. The Plan considers regional demographic data and development activities that may impact the student population. The Plan also identifies the existing facilities and examines various methods to house students. The District's twenty-two year facility needs are identified by examining enrollment projections in concert with the existing facilities. The Plan presents a Facility Plan, which meets the District's twenty-two year facility needs and identifies decision points for the District. The Plan also presents additional facility options that allow the District to remove/eliminate additional portable classrooms, relieving overcrowding at existing school sites. The Plan presents funding sources that may be used to accomplish the Facility Plan.

The Plan projects that the District's enrollment will grow up to 29 percent over the twenty-two year planning period (from 13,558 to 17,496). This level of growth shows that the District will not have sufficient permanent facilities to house the anticipated enrollment over the twenty-two year planning period. The District's use of portable classrooms, while housing student population growth, has had some negative impacts such as reducing the play field areas, locker rooms, gymnasiums, kitchens and administrative/counseling areas at the school sites. All schools are on sites that are smaller than those recommended by the California Department of Education (CDE) and therefore have student densities above the CDE recommendations.

The planning effort identified a series of goals of highest interest to the District and used these to develop and evaluate potential solutions for facility issues. The goals, as identified by district administrators, are:

- Eliminate portable classrooms that have become too old to maintain and reduce student densities on school sites which exceed the CDE recommendations,
- Free up classroom space that can be used for special programs,
- Take maximum advantage of State school facility funds.

At the request of the District, the Plan presents a Facility Plan for meeting the District needs over a twenty-two year period.

The consultant recommends the following Facility Plan:

- Construction of one new middle school with a capacity of 1,000 students;
- Construction of two new high schools (High School #1 with a capacity of 1,500 students and High School #2 with a capacity of 2,000 students).

Implementation of the Facility Plan will allow the District to remove some existing portable classrooms at all middle and high school campuses. However, certain sites will still have portable classrooms that have become too old to maintain and site densities well above those recommended by the CDE. As a result, the Plan provides the District with two additional facility options that would allow the District to eliminate additional portable classrooms that are too old to maintain and further reduce their site densities.

These facility options are as follows:

- **Option #1**
  A second new middle school with a capacity of 1,000 students.
  A third new high school with a capacity of 2,000 students.

- **Option #2**
  Option #1 plus a fourth new high school with a capacity of 2,000 students.

The Plan includes an Implementation Plan that outlines a suggested schedule of activities to be conducted to implement the Facility Plan.

Introduction

A. Purpose

The purpose of this School Facility Master Plan (Plan) is to identify the facility needs of the Salinas High Union School District (District) over a twenty-two year planning period and examine strategies to meet those needs.

The Plan is designed to provide a "road map" to help the District meet its facility needs over the next twenty-two years. The Plan addresses the estimated number of classroom facilities that are needed, when they are needed, how much they will cost, and potential sources of funding to pay for needed facilities.

Factors that affect facility needs such as residential development rates and enrollment growth will change as economic and other conditions change in the District. As a result, the facility needs identified in this Plan should be reexamined and modified when appropriate.

B. Content/Organization

The Plan is organized according to the following four questions:

(1) Part One, What do we have?
(2) Part Two, What do we need?
(3) Part Three, What can we do to meet the need? and
(4) Part Four, How can we pay for it?

Part One analyzes the District's current facilities, including schools' pupil capacity, site size and use of portable classrooms. Part Two compares the District's projected enrollment growth with its current pupil capacities to quantify the additional pupil capacity required by the District. Part Three outlines alternative facility plans to meet the needs identified in Part Two. Part Four estimates the costs of the alternatives and identifies the District's potential sources of funding.

C. Acknowledgments

The following individuals and agencies assisted the consultants in preparing the School Facility Master Plan.

James Earhart, Associate Superintendent, CBO, Salinas Union High School District (SUHSD)
Karen Luna, Manager, Planning and Facilities, Salinas Union High School District (SUHSD)
Shelley Lapkoff, Lapkoff & Gobalet Demographic Research, Inc.
Jeanne Gobalet, Lapkoff & Gobalet Demographic Research, Inc.
City of Salinas Community Planning and Development Department
City of Salinas Redevelopment Department
Housing Authority of the County of Monterey
Monterey County Planning Department

Part One – What do we have?

Summary of Key Points:

- The District's operates four middle schools, four high schools and one continuation high school.
- The District has a 7-8 permanent pupil capacity of 3,979 seats. Permanent classroom capacity utilization for 2007 is 100% percent (7-8 enrollment of 3,997). The District also has a 7-8 portable classroom capacity of 1,193 seats. Capacity utilization, including portable classrooms, is 77%.
- The District has a 9-12 permanent pupil capacity of 6,377 seats. Permanent classroom capacity utilization for 2007 is 150% percent (9-12 enrollment of 9,561). The District also has a 9-12 portable classroom capacity of 3,213 seats. Capacity utilization, including portable classrooms, is 100%.
- All middle school sites are operating at site densities above the CDE recommendations. These sites will benefit from the removal of portables. However, even if all portables are removed from these sites, they will still operate at student densities above the CDE recommendations.
- If portable classrooms are removed at Alvarez High, the site would operate at a student density below the CDE recommendation. Site densities at all other high school sites will also benefit from the removal of portable classrooms. However, even if all portable classrooms are removed from these sites, they will still operate at student densities above the CDE recommendations.
- Several school sites have portable classrooms that are 20 years of age or older and are overly expensive to maintain. These sites will benefit from the removal of these portables and should be a priority of the District. The removal of these portable classrooms will also benefit the District by reducing site densities at existing campuses.

Part One is divided into two sections. The first section analyzes the District's school sites' pupil capacity and current capacity utilization. The second section analyzes the use of portable classrooms and student densities on each school site.

A. Pupil Capacity/Facility Utilization

The capacity of a school site is determined by (1) counting the number of classrooms on the site, (2) multiplying each by the appropriate loading standard (the maximum number of students placed in a room), and (3) making adjustments to account for policies that affect capacity.

Tables 1 and 2 shows the pupil capacities and current utilization of each school site, both including and excluding existing portable classrooms. The classroom inventories, loading standards, and District policies that affect capacity are documented in the following subsections.

Because the site capacities in this Plan are being used for comparative planning purposes, they include adjustments for factors that affect a site's actual capacity (e.g., room usage policies, etc). Therefore, the school site capacities listed in the following tables might conflict with current daily usage and previously recorded capacity figures.

Table 1
2007 Pupil Capacity/Utilization of Middle Schools

Site	Grades	Pupil Capacity		2007/08 CBEDS Enrollment	Current Capacity Utilization	
		W/Ports	W/O Ports*		W/Ports	W/O Ports*
El Sausal MS	7-8	1,269	999	893	70%	89%
Harden MS	7-8	1,371	950	1,166	83%	123%
La Paz MS	7-8	1,242	999	979	79%	98%
Washington MS	7-8	1,290	1,031	959	74%	93%
Total		5,172	3,979	3,997	77%	100%

Table 2
2007 Pupil Capacity/Utilization of High Schools

Site	Grades	Pupil Capacity		2007/08 CBEDS Enrollment	Current Capacity Utilization	
		W/Ports	W/O Ports		W/Ports	W/O Ports
Alisal HS	9-12	2,322	1,593	2,464	106%	155%
Alvarez HS	9-12	2,403	1,296	2,241	93%	173%
North Salinas HS	9-12	2,084	1,652	1,997	96%	121%
Salinas HS	9-12	2,484	1,620	2,549	103%	157%
Mount Toro HS	9-12	297	216	310	104%	144%
Total		9,590	6,377	9,561	100%	150%

1. Classroom Inventories

Tables 3 and 4 list the classroom inventories of each site. The inventories are based on current site utilization diagrams provided by the District and site administrators and conversations with District administrators regarding the use of classrooms for the 2007school year.

Table 3
Classroom Inventory, Middle School Sites

Site	Standard Classroom	Pull Out	Special Day	Non District Owned/Operated	Total
El Sausal Middle School	47	3	0	1	51
Harden Middle School	49	1	3	0	53
La Paz Middle School	46	3	0	0	49
Washington Middle School	46	2	3	0	51
Total	188	9	6	1	204*

*Includes 49 portable classrooms.

Table 4
Classroom Inventory, High School Sites

Site	Standard Classroom	Lab	ROP/ ROTC	Band/ Music	Drama/ Theater	Special Day	Pull Out	Non-District	Total
Alisal High	70	13	1	1	1	0	4	2	92
Alvarez High	72	15	1	1	0	0	10	1	100
North Salinas High	55	19	0	1	1	2	5	3	86
Salinas High	71	17	0	3	1	0	4	0	96
Mount Toro High	5	6	0	0	0	0	1	0	12
Total	273	70	2	6	3	2	24	6	386*

*Includes 140 portable classrooms.

2. Loading Standards

Table 5 lists the loading standards for 7-12 classrooms provided by the District and site administrators.

Table 5
Loading Standards

Grade Group (7-12)	Loading Standard
Standard Classroom (7-12)	27
Lab (9-12)	27
ROP / ROTC (9-12)	27
Band / Music / Choral (9-12)	27
Drama / Theater (9-12)	27
Special Day (7-12)	16
Physical Education (7-12)	100
Pull Out (7-12)	0
Non-District (7-12)	0

3. District Policies that Affect Capacity

The District currently operates pull-out type programs at all grade levels (i.e., students leave their regular classroom and occupy space in another classroom during the pull-out program). Examples of pull-out type programs that are in use are Detention Centers, Career Centers, Instructional Service Rooms and Leadership Rooms. The rooms used for these programs are not counted in calculating site capacities because they do not contribute to the effective capacity of the school.

B. Analysis of Portable Classroom Use, Age and School Site Student Densities

Two important issues that are relevant when evaluating the current capacity of a school district are student densities at school sites and the age of portable classrooms that have become too old to maintain. For example, a school site that has a large portion of its capacity in portable classrooms

might have undesirably high student densities and maybe occupying portable classrooms that do not meet District standards and are overly expensive to preserve.

1. Inventory of Portable Classrooms by School Site

Table 6 identifies the use and age of portable classrooms on the District's school sites, in descending order of total portable classrooms on each site.

Table 6
Portable Classroom Use

Site	Total Number of Portables	Number of Portables Over 20 Years Old	Total Number of Permanent Classrooms	Total Number of Classrooms	Percent of Total Classrooms that are Portable
Alvarez High	49	0	51	100	49%
Salinas High	32	0	64	96	33%
Alisal High	30	12	62	92	33%
North Salinas High	23	5	63	86	27%
Harden Middle	17	12	36	53	32%
El Sausal Middle	13	9	38	51	25%
Washington Middle	10	0	41	51	20%
La Paz Middle	9	0	40	49	18%
Mount Toro High	4	1	8	12	33%
Totals	187	39	403	590	32%

2. School Site Student Densities

A good measure of appropriate student density for a school site is to compare its site size with the site size recommended by the California Department of Education (CDE) for a school with equivalent enrollment. For example, the capacity of El Sausal Middle School is 1,269 students. The CDE recommends that a middle school of that capacity be on a site of 23.1 useable acres. Because El Sausal Middle School is on an 18 acre site, we can infer that it has a student density above the CDE recommended density. Conversely, schools with site sizes larger than the CDE recommended size have student densities below the CDE recommended levels.

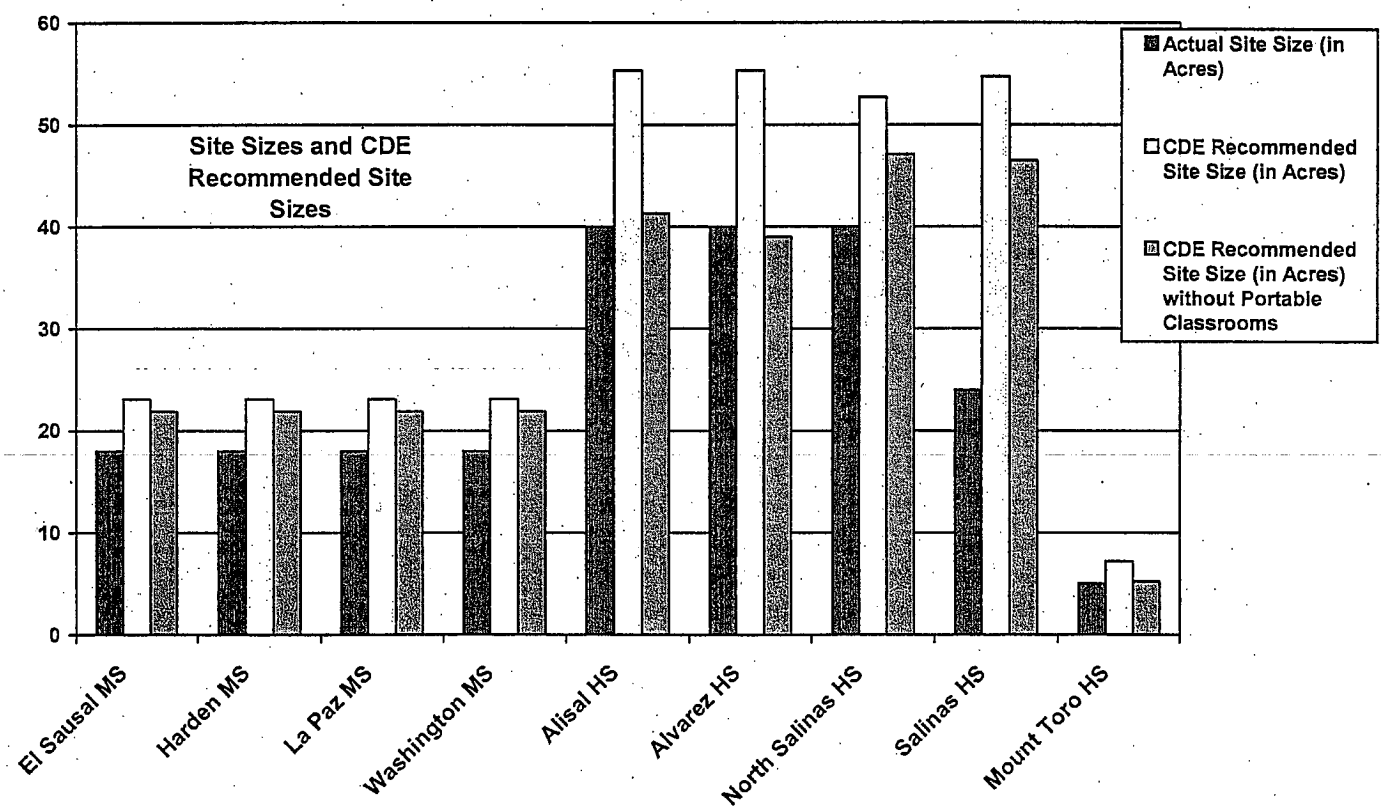
Table 7 again lists the school sites in descending order of total portable classrooms. The table shows, for each school site, (1) its site size in acres, (2) the site size recommended by the CDE, given its planned grade configuration capacity as described in Part III of the Plan, and (3) the site size recommended by the CDE if all portable classrooms at the site were removed. Chart A shows the same information in bar graph form.

(continued on the next page)

Table 7
School Site Size and CDE Recommended Site Size

Site	Site Size (in Useable Acres)	CDE Recommended Site Size (in Useable Acres)	CDE Recommended Site Size (in Useable Acres) without Portable Classrooms
El Sausal MS	18	23.1	21.9
Harden MS	18	23.1	21.9
La Paz MS	18	23.1	21.9
Washington MS	18	23.1	21.9
Alisal HS	40	55.3	41.3
Alvarez HS	40	55.3	39
North Salinas HS	40	52.7	47.1
Salinas HS	24	54.7	46.5
Mount Toro HS	5	7.2	5.2

Chart A
School Site Size and CDE Recommended Site Size



As Table 7 shows, all District schools are on school sites that are smaller than those recommended by the CDE and therefore, have student densities above the CDE recommendations. In addition, Table 7 shows that removing portable classrooms from Alvarez High would allow the site to be larger than the site size recommended by the CDE and therefore, have a student density below the

CDE recommendation. Site densities at all other school sites will also benefit from the removal of portable classrooms. However, even if all portable classrooms are removed from these sites, they will still be on sites smaller than the site sizes recommended by the CDE. Alternatives for removing portable classrooms from campuses are discussed in Part Three of this Report. Table 8 identifies the minimum number of portable classrooms that would need to be removed in order to accomplish a site density consistent with the CDE recommendations.

Table 8
Portable Classroom Removal and CDE Recommended Site Size

Site	Site Size (in Acres)	Total Number of Portable Classrooms	Number of Standard Classroom Portables Removed (Minimum)	Resultant CDE Recommended Site Size (in Acres)
El Sausal MS	18	10	10*	21.9
Harden MS	18	16	16*	21.9
La Paz MS	18	9	9*	21.9
Washington MS	18	10	10*	21.9
Alisal HS	40	27	27*	41.3
Alvarez HS	40	41	38	39
North Salinas HS	40	16	16*	44.5
Salinas HS	24	32	32*	44.5
Mount Toro HS	5	3	3*	5.2
Totals	N/A	164	161	N/A

*The CDE recommended site size is still larger than the actual site size even when all portable classrooms are removed.

3. Removal of Portable Classrooms that have become too old to Maintain.

When removing portable classrooms the District should prioritize removal of classrooms that are greater than 20 years of age (See Table 6). The 20 year benchmark is an appropriate measure of age as it is the point in time that the State provides funding for major renovation and or replacement of portable classrooms.

Part Two – What do we need?

Summary of Key Points:

- The District's enrollment is projected to increase up to 29 percent over the twenty-two year period (from 13,558 to 17,496). Three enrollment forecasts are presented in the Plan, representing three different timing scenarios related to planned residential development in the District.
- Based on current classroom facilities and facility-use policies, the District requires additional capacity at the middle school grade level of up to 12 spaces (approximately 1 classroom) over the twenty-two year planning period should the District continue to use all portable classrooms at existing campuses. However, the District has 21 portable classrooms at middle school sites that are aging and will need to be removed, which will require the District to add up to 567 additional spaces, for a total of approximately 22 classrooms of additional capacity at the middle school grade level over the twenty-two year planning period. Additionally, as outlined in Part One, all District middle school sites are operating at densities well above those recommended by the CDE. Based on the District's permanent classroom facilities and facility-use policies, the District will require up to 1,205 spaces (approximately 45 classrooms) of additional capacity at the middle school grade level over the twenty-two year planning period.
- Based on current facilities and facility-use policies, the District will require up to 2,722 spaces (approximately 101 classrooms) of additional capacity at the high school grade level over the twenty-two year planning period. The District's high school site densities will also benefit from the removal of portable classrooms. Of the 138 portables on high school campuses, 18 portables are 20 years of age or older and should be the District's priority for removal. Based on the District's permanent classroom facilities and facility-use policies, the District will require up to 5,935 spaces (approximately 220 classrooms) of additional capacity at the high school grade level over the twenty-two year planning period.

Part Two is divided into two sections. The first section projects the District's enrollment over the next twenty-two years. The second section compares projected enrollment to current facility capacity and identifies the additional pupil capacity required over the next twenty-two years.

A. Enrollment History and Projection

The enrollment history and projection information used in the Plan was prepared by Lapkoff & Gobalet Demographic Research, Inc. (Demographers) and is included as an Appendix. The Demographers presented three different forecasts identified as "Optimistic", "Medium" and "Pessimistic". The three forecasts represent three different timing scenarios related to the planned residential development in West Boronda and the Future Growth Areas (FGAs) north and east of the City of Salinas. The "Optimistic" forecast assumes development completion by 2020, the "Medium" forecast assumes development completion by 2029 and the "Pessimistic" forecast assumes that no residential development will be completed by 2029. Chart B shows the District's projected 7-12 enrollment, and Charts C and D show the projected enrollment growth of the middle and high school grade groups.

Chart B
Historical and Projected 7-12 Enrollment, 2007 – 2029

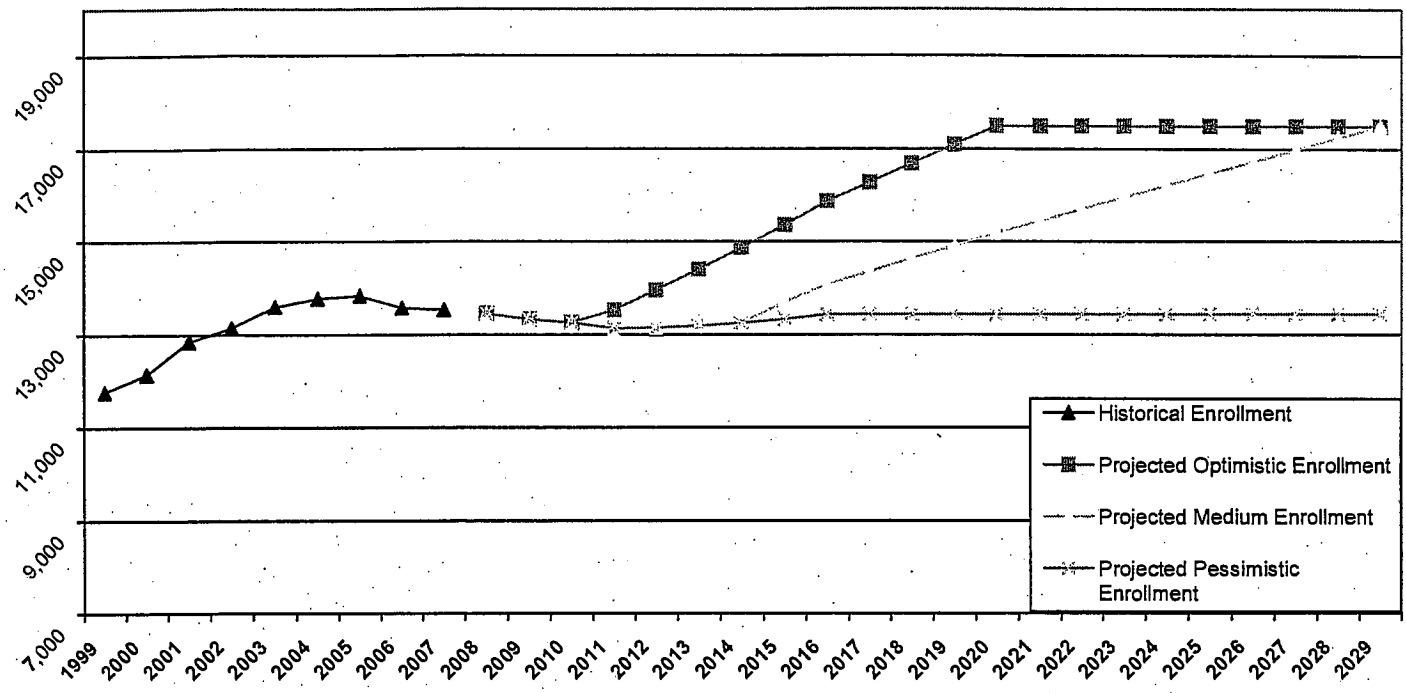


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Table 9
Projected Optimistic Middle School Enrollment, 2007 – 2029

Year	Optimistic Enrollment Projections	Annual Percent Change	Increase (or Decrease) in Students
2007*	3,997	N/A	N/A
2008	3,995	(0.05%)	(2)
2009	3,965	(0.8%)	(30)
2010	3,956	(0.23%)	(9)
2011	4,014	1.47%	58
2012	4,164	3.74%	150
2013	4,382	5.24%	218
2014	4,542	3.65%	160
2015	4,667	2.75%	125
2016	4,770	2.21%	103
2017	4,874	2.18%	104
2018	4,977	2.11%	103
2019	5,080	2.07%	103
2020	5,184	2.05%	104
2021	5,184	0%	0
2022	5,184	0%	0
2023	5,184	0%	0
2024	5,184	0%	0
2025	5,184	0%	0
2026	5,184	0%	0
2027	5,184	0%	0
2028	5,184	0%	0
2029	5,184	0%	0

*Based on current CBEDS provided by District.

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Table 10
Projected Medium Middle School Enrollment, 2007– 2029

Year	Medium Enrollment Projections	Annual Percent Change	Increase (or Decrease) in Students
2007*	3,997	N/A	N/A
2008	3,995	(0.05%)	(2)
2009	3,965	(0.8%)	(30)
2010	3,956	(0.23%)	(9)
2011	3,911	(1.14%)	(45)
2012	3,958	1.2%	47
2013	4,072	2.88%	114
2014	4,128	1.38%	56
2015	4,252	3%	124
2016	4,323	1.68%	71
2017	4,395	1.67%	72
2018	4,466	1.62%	71
2019	4,537	1.59%	71
2020	4,609	1.59%	72
2021	4,673	1.39%	64
2022	4,736	1.35%	63
2023	4,800	1.35%	64
2024	4,864	1.33%	64
2025	4,928	1.32%	64
2026	4,992	1.3%	64
2027	5,056	1.28%	64
2028	5,120	1.27%	64
2029	5,184	1.25%	64

*Based on current CBEDS provided by District.

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Table 11
Projected Pessimistic Middle School Enrollment, 2007 – 2029

Year	Pessimistic Enrollment Projections	Annual Percent Change	Increase (or Decrease) in Students
2007*	3,997	N/A	N/A
2008	3,995	(0.05%)	(2)
2009	3,965	(0.8%)	(30)
2010	3,956	(0.23%)	(9)
2011	3,911	(1.14%)	(45)
2012	3,958	1.2%	47
2013	4,072	2.88%	114
2014	4,128	1.38%	56
2015	4,150	0.53%	22
2016	4,150	0%	0
2017	4,150	0%	0
2018	4,150	0%	0
2019	4,150	0%	0
2020	4,150	0%	0
2021	4,150	0%	0
2022	4,150	0%	0
2023	4,150	0%	0
2024	4,150	0%	0
2025	4,150	0%	0
2026	4,150	0%	0
2027	4,150	0%	0
2028	4,150	0%	0
2029	4,150	0%	0

*Based on current CBEDS provided by District.

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Chart C
Projected Middle School Enrollment, 2007 – 2029

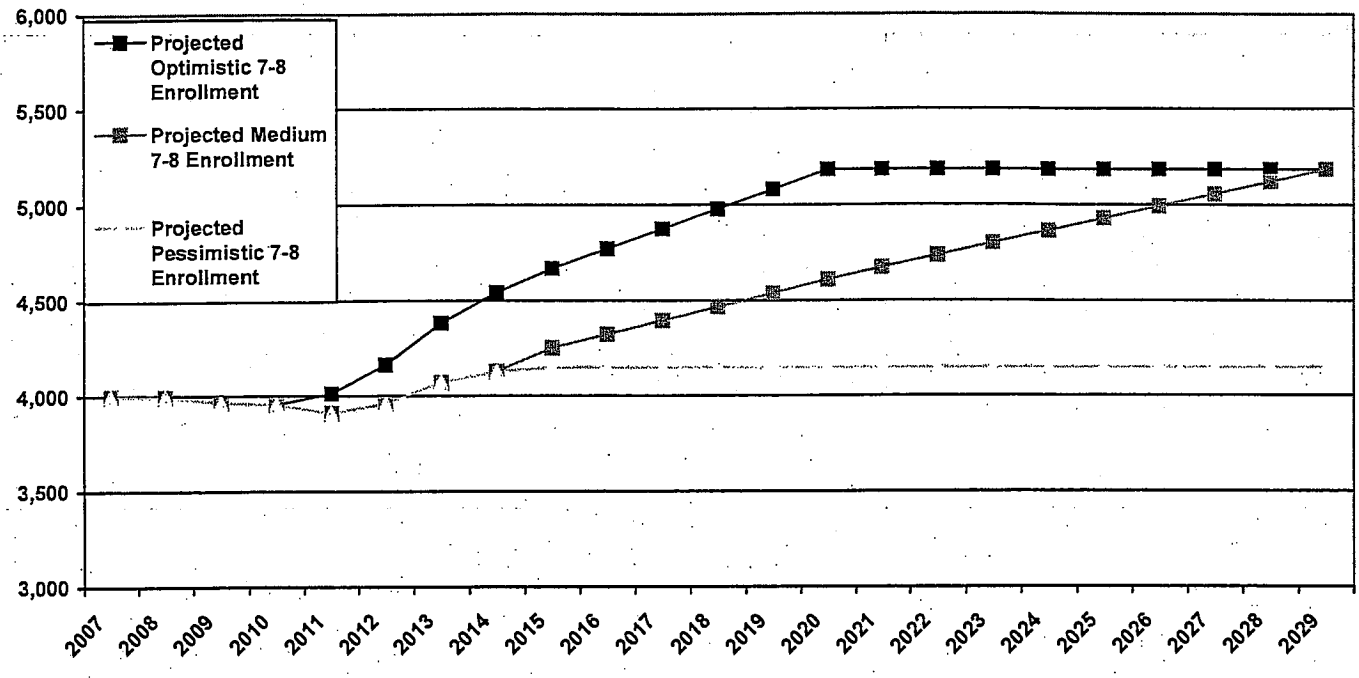

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Table 12
Projected Optimistic High School Enrollment, 2007 – 2029

Year	Projected Optimistic Enrollment	Annual Percent Change	Increase (or Decrease) in Students
2007*	9,561	N/A	N/A
2008	9,458	(1.08%)	(103)
2009	9,364	(0.99%)	(94)
2010	9,302	(0.66%)	(62)
2011	9,519	2.33%	217
2012	9,791	2.86%	272
2013	10,027	2.41%	236
2014	10,333	3.05%	306
2015	10,700	3.55%	367
2016	11,102	3.76%	402
2017	11,404	2.72%	302
2018	11,707	2.67%	303
2019	12,009	2.58%	302
2020	12,312	2.52%	303
2021	12,312	0%	0
2022	12,312	0%	0
2023	12,312	0%	0
2024	12,312	0%	0
2025	12,312	0%	0
2026	12,312	0%	0
2027	12,312	0%	0
2028	12,312	0%	0
2029	12,312	0%	0

*Based on current CBEDS enrollment provided by District.

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Table 13
Projected Medium High School Enrollment, 2007 – 2029

Year	Projected Medium Enrollment	Annual Percent Change	Increase (or Decrease) in Students
2007*	9,561	N/A	N/A
2008	9,458	(1.08%)	(103)
2009	9,364	(0.99%)	(94)
2010	9,302	(0.66%)	(62)
2011	9,216	(0.92%)	(86)
2012	9,186	(0.33%)	(30)
2013	9,119	(0.73%)	(67)
2014	9,123	0.04%	4
2015	9,454	3.63%	331
2016	9,760	3.24%	306
2017	9,967	2.12%	207
2018	10,173	2.07%	206
2019	10,380	2.03%	207
2020	10,587	2%	207
2021	10,778	1.8%	191
2022	10,970	1.78%	192
2023	11,162	1.75%	192
2024	11,353	1.71%	191
2025	11,545	1.69%	192
2026	11,737	1.66%	192
2027	11,928	1.63%	191
2028	12,120	1.61%	192
2029	12,312	1.58%	192

*Based on current CBEDS enrollment provided by District.

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Table 14
Projected Pessimistic High School Enrollment, 2007 – 2029

Year	Projected Pessimistic Enrollment	Annual Percent Change	Increase (or Decrease) in Students
2007*	9,561	N/A	N/A
2008	9,458	(1.08%)	(103)
2009	9,364	(0.99%)	(94)
2010	9,302	(0.66%)	(62)
2011	9,216	(0.92%)	(86)
2012	9,186	(0.33%)	(30)
2013	9,119	(0.73%)	(67)
2014	9,123	0.04%	4
2015	9,187	0.7%	64
2016	9,287	1.09%	100
2017	9,287	0%	0
2018	9,287	0%	0
2019	9,287	0%	0
2020	9,287	0%	0
2021	9,287	0%	0
2022	9,287	0%	0
2023	9,287	0%	0
2024	9,287	0%	0
2025	9,287	0%	0
2026	9,287	0%	0
2027	9,287	0%	0
2028	9,287	0%	0
2029	9,287	0%	0

*Based on current CBEDS enrollment provided by District.

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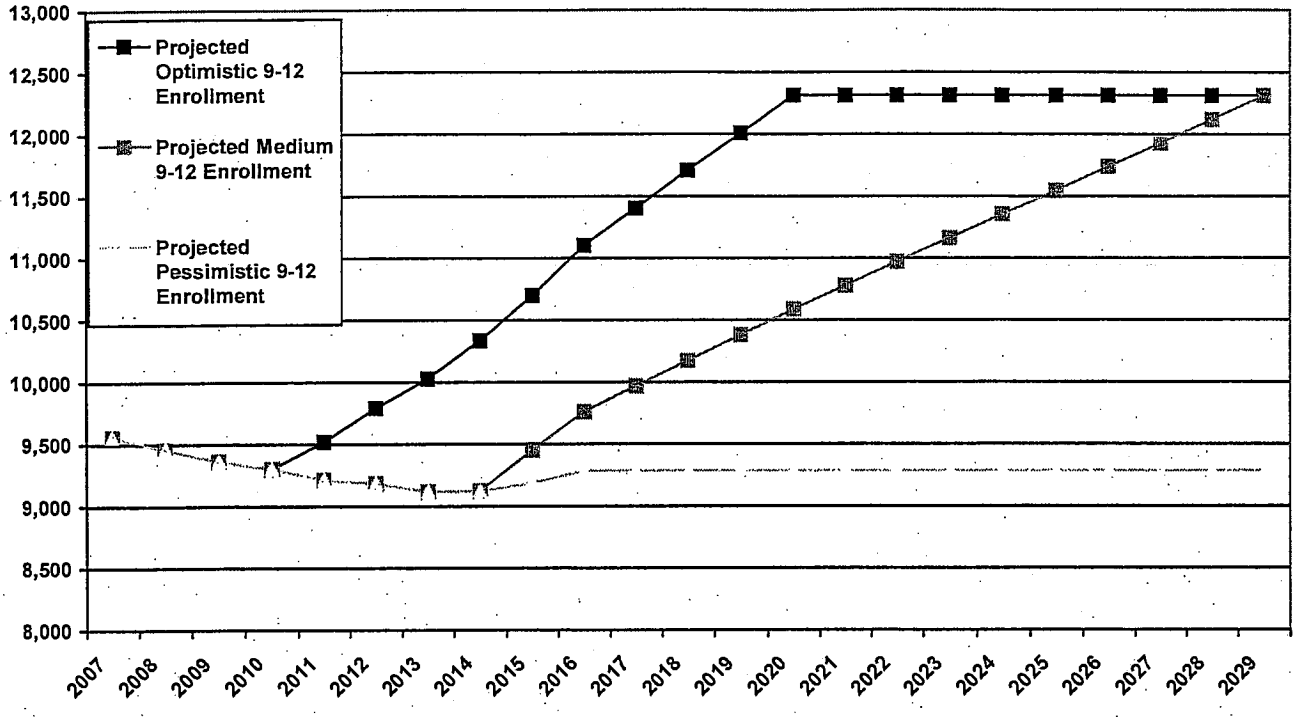
Chart D
Projected High School Enrollment, 2007– 2029



B. Required New Capacity

The additional pupil capacity required by the District over the next twenty-two years is calculated by comparing the projected enrollment against the pupil capacities outlined in Part One.

The enrollment projection relies largely on projections of future residential development. If actual development rates are greater or lesser than the Plan's projection, then the District will have a greater or lesser need for additional school facilities, respectively. In addition, if other factors in the District such as, student generation rates of residential units, residential vacancy rates, private school attendance, etc., deviate from historical patterns, the enrollment projection in this Plan will need to be modified.

The capacity figures are based on the loading standards and District policies outlined in Part One. If the District modifies its use of facilities (e.g., reduces/increases the number of portable classrooms on some sites), the District will have a greater or lesser need for additional school facilities. Some possible facility policy changes that will affect the required amount of additional capacity are identified along with the Facility Plan outlined in Part Three.

Table 15
Required (or Excess) Capacity, in Numbers of 7-8 Students/Classrooms
(Based on all classrooms within District)

Grade Level	Forecast	5 Year		10 Year		15 Year		22 Year	
		Students	CRs	Students	CRs	Students	CRs	Students	CRs
7-8	Optimistic	(1,008)	0	(298)	0	12	1	12	1
7-8	Medium	(1,214)	0	(777)	0	(436)	0	12	1
7-8	Pessimistic	(1,214)	0	(1,022)	0	(1,022)	0	(1,022)	0

Table 16
Required (or Excess) Permanent Capacity, in Numbers of 7-8 Students/Classrooms
(Based on all permanent classrooms within District)

Grade Level	Forecast	5 Year		10 Year		15 Year		22 Year	
		Students	CRs	Students	CRs	Students	CRs	Students	CRs
7-8	Optimistic	185	7	895	34	1,205	45	1,205	45
7-8	Medium	(21)	0	416	16	757	29	1,205	45
7-8	Pessimistic	(21)	0	171	7	171	7	171	7

Table 17
Required (or Excess) Capacity, in Numbers of 9-12 Students/Classrooms
(Based on all classrooms within District)

Grade Level	Forecast	5 Year		10 Year		15 Year		22 Year	
		Students	CRs	Students	CRs	Students	CRs	Students	CRs
9-12	Optimistic	201	8	1,814	68	2,722	101	2,722	101
9-12	Medium	(404)	0	377	14	1,380	52	2,722	101
9-12	Pessimistic	(404)	0	(303)	0	(303)	0	(303)	0

Table 18
Required (or Excess) Permanent Capacity, in Numbers of 9-12 Students/Classrooms
(Based on all permanent classrooms within District)

Grade Level	Forecast	5 Year		10 Year		15 Year		22 Year	
		Students	CRs	Students	CRs	Students	CRs	Students	CRs
9-12	Optimistic	3,414	127	5,027	187	5,935	220	5,935	220
9-12	Medium	2,809	105	3,590	133	4,593	171	5,935	220
9-12	Pessimistic	2,809	105	2,910	108	2,910	108	2,910	108

At the middle school level, based on the District's total classroom facilities and facility–use policies, the District requires additional capacity at the middle school grade level of up to 12 spaces (approximately 1 classroom) over the twenty-two year planning period should the District continue to use all portable classrooms at existing campuses. However, the District has 21 portable classrooms at middle school sites that are aging and will need to be removed, which will require the District to add up to 567 additional spaces, for a total of approximately 22 classrooms of additional capacity at the middle school grade level over the twenty-two year planning period. Based on the District's permanent classroom facilities and facility-use policies, the District will require up to 1,205 spaces (approximately 45 classrooms) of additional capacity at the middle school grade level over the twenty-two year planning period.

At the high school level, based on the District's total classroom facilities and facility–use policies, the District will require up to 2,722 spaces (approximately 101 classrooms) over the twenty-two year planning period. Of the 138 portables on high school campuses, 18 portables are 20 years of age or older and should be the District's priority for removal. Based on the District's permanent classroom facilities and facility–use polices, the District will require up to 5,935 spaces (approximately 220 classrooms) over the twenty-two year planning period.

Alternative plans to provide facilities for these students are outlined in Part Three.

Part Three – What can we do to meet the need?

Summary of Key Points:

- The District's Facility Plan for the next twenty-two years includes a new middle school and two new high schools. This plan will allow the District to house all students over a twenty-two year planning period and begin to eliminate portable classrooms that are too old to maintain and create site densities that are in excess of those recommended by the CDE. The District can eliminate up to 36 portable classrooms (including 21 portable classrooms that are too old to maintain) at middle school and up to 28 portable classrooms (including 18 portable classrooms that are too old to maintain) at high school, which will greatly reduce middle and high school site densities.
- Two additional options are also discussed that would allow the District to further reduce site densities. Under Option #1 the District would construct a second new middle and third new high school. At the middle school level, the District would be able to remove up to 9 additional portable classrooms, providing the District with 773 additional seats of capacity. At the high school level, the District would be able to remove up to 74 additional portable classrooms, providing the District with 24 additional seats of capacity.
- Under Option #2 the District would construct a fourth new high school, which would allow the District to remove up to 11 additional portable classrooms, providing the District with 1,727 additional seats of capacity.

This section presents a Facility Plan, the goal of which is to house all students over a twenty-two year planning period. The Facility Plan provides all the required new capacity at the middle and high school levels.

When possible, the Facility Plan outlines strategies for eliminating portable classrooms that are too old to maintain and portable classrooms that create site densities that are in excess of those recommended by the CDE (see Tables 6, 7 and 8 and Chart A in Part One of the Plan). Implementation of the Facility Plan will allow the District to remove some portable classrooms at existing campuses.

As outlined in Part Two of the Plan, the Demographer has outlined three potential enrollment growth scenarios (optimistic, medium and pessimistic) which differ based on the varied timing of development. The Facility Plan outlined in this section assumes the "optimistic" forecast as the District needs to plan for peak projected enrollment. If enrollment growth should occur at a different pace than the "optimistic" forecast suggests, the District can adjust its Facility Plan accordingly.

In addition to providing the capacity required to house future enrollment, the District has identified three other goals for a Facility Plan. They are:

- Eliminate portable classrooms that have become too old to maintain and reduce student densities on school sites which exceed the CDE recommendations,

- Free up classroom space that can be used for special programs,
- Take maximum advantage of State school facility funds.

A. Facility Plan

The elements of the Facility Plan designed with the above goals in mind are:

- A new middle school with a capacity of 1,000 students,
- A new high school with a capacity of 1,500 students and a second high school with the capacity of 2,000 students.

This facility plan provides sufficient capacity to house all projected middle and high school students and takes steps towards eliminating/converting portable classrooms.

Table 19 shows how the District's Facility Plan might be implemented over the twenty-two year period.

Table 19
Implementation of the Facility Plan

Year	Projected Middle Facility Need	Projected High School Facility Need	Action	New Middle School Seats	New High School Seats	Resulting Middle School Facility Need	Resulting High School Facility Need
2012	(1,008)	201	No facilities needed at middle school. Open the District's new High School (1,500 seats) and remove up to 14 portables from existing high school sites, all of which are too old to maintain.	0	1,500	(1,008)	(921)
2013	(790)	(685)	No facilities needed at high school. Open the District's new middle school (1,000 seats) and remove up to 36 portables from existing middle school sites, 21 of which are too old to maintain.	1,000	0	(818)	(685)
2016	(430)	390	No facilities needed at middle school. Open additional high school (2,000 seats) and remove up to 14 portables from existing high school sites, 4 of which are too old to maintain.	0	2,000	(430)	(1,232)
2029	(16)	(22)	No facilities need.	0	0	(16)	(22)

As shown in the Table 19, the Facility Plan will house all students projected over the twenty-two year planning period.

At the middle school grade levels, if the District constructs a new middle school with a capacity of 1,000 students, it can eliminate up to 36 portables at existing middle school sites, greatly reducing middle school site densities. Of the 36 portables that can be removed from middle school campuses, 21 portables are too old to maintain and should be the District's priority for removal.

At the high school grade levels, if the District constructs two new high schools (High School #1 with a capacity of 1,500 students and High School #2 with a capacity of 2,000 students) it can eliminate up to 28 portables at existing high school sites, greatly reducing high school site densities. Of the 28 portables that can be removed from high school campuses, 18 portables are too old to maintain and should be the District's priority for removal.

B. Additional Facility Options

Although the Facility Plan outlined above houses all students anticipated over the twenty-two year planning period, additional new school facilities are needed to allow the District to eliminate/convert additional portable classrooms at existing school sites that have densities above those recommended by the CDE. The following options would allow the District to eliminate/convert additional portable classrooms at existing school sites.

- **Option #1**
  A second new middle school with a capacity of 1,000 students.
  A third new high school with a capacity of 2,000 students.

This option would allow the District to remove an additional 9 portable classrooms at middle school sites and an additional 74 portable classrooms at high school sites. This option would also provide the District with an additional 773 seats of middle school capacity and 24 seats of high school capacity beyond the twenty-two year facility need.

- **Option #2**
  Option #1 plus a fourth new high school with a capacity of 2,000 students.

This option would allow the District to remove an additional 11 portable classrooms at high school sites and would provide the District with an additional 1,727 seats of high school capacity beyond the twenty-two year facility need.

Part Four – How do we pay for it?

Summary of Key Points

- The estimated cost of the District's Facility Plan for required new capacity is $193.8 million.
- The estimated cost of additional facilities needed to reduce District site densities to align with site densities recommended by the CDE (Option #1 and Option #2) is $229.3 million.
- The total estimated cost of the District's Facility Plan and Option #1 and Option #2 is $423.2 million.
- The primary sources of funds for the District's facility needs are anticipated to be (1) the State School Facility Program, (2) Developer Fees and (3) existing General Obligation Bond funds.
- Projected funding from the State School Facility Program, Developer Fees and existing General Obligation Bond funds are estimated at $119.5 million for the District's Facility Plan and $110.2 million for the Option #1 and Option #2, for a total of $229.8 million.
- The District's projected funding falls short of the District's facility revenue needs. The District requires approximately $74.3 million in additional funding for the District's Facility Plan and $119.1 million of additional funding for Option #1 and Option #2, for a total of $193.4 million in additional funding need. The District will need to investigate additional revenue sources such as future general obligation bonds, Mello-Roos financing, etc. to fund the District anticipated facility needs.

Part Four is divided into two sections. The first section estimates the cost to provide the school facilities presented in Part Three. The second section projects the funds available to the District for facility projects. Both funding and cost estimates are calculated in current dollars assuming that cost and funding inflation will occur at a similar rate.

A. Cost Estimates

1. Facility Plan

The information in Table 20 shows that the estimated cost of the District's Facility Plan outlined in Part Three is $193,850,000. Cost estimates are based on District estimates to construct new middle and high school facilities.

(continued on the next page)

Table 20
Cost Estimate of District's Facility Plan

Facility Plan:		
Site	**Project Description**	**Cost***
New Middle School #1	New middle school with a capacity of 1,000 students.	$30,350,000
New High School #1**	New high school with a capacity of 1,500 students.	$64,000,000
New High School #2	New high school with a capacity of 2,000 students.	$99,500,000
Sub Total		$193,850,000
Option #1:		
New Middle School #2	New middle school with a capacity of 1,000 students.	$30,350,000
New High School #3	New high school with a capacity of 2,000 students.	$99,500,000
Sub Total		$129,850,000
Option #2:		
New High School #4	New high school with a capacity of 2,000 students.	$99,500,000
Sub Total		$99,500,000
Total		$423,200,000

*School facility costs are based on estimates provided by the District. Actual cost will vary based on timing of construction.
**The District owns the site for New High School #1.

2. Total Costs of Option #1 and Option #2

As the above cost estimates show, the costs of providing the additional pupil capacity outlined in Option #1 and Option #2 discussed in Part Three of the Plan are $129,850,000 and $99,500,000, respectively.

B. Funding Sources

1. School Facility Program

The State School Facility Program (SFP) is a likely funding source for the District's projects. This section estimates the SFP funding that will be available to the District. The estimates assume that the District has new construction eligibility and that the State will have new construction funds in the years that the District will likely apply for State funding.

The SFP calculates enrollment projections and facility capacities based on formulas in State law. The amount of SFP funding available to districts is then determined by (1) subtracting projected enrollment from capacity to determine the number of unhoused students in a district and (2) multiplying unhoused students by per pupil grant amounts. The formulas used in the SFP to determine enrollment projections and facility capacities are not appropriate to determine true local need for school facilities. The enrollment and capacity figures used in determining amounts of SFP funding should not be used for long term planning purposes.

The SFP is governed by the State Allocation Board (SAB), which will continue to make changes to the program. Eligibility for funding should be re-examined on an annual basis, or when the program changes. Funding under the SFP is available when the District has Division of the State Architect (DSA) approved construction plans.

The amounts in Table 21 and Table 22 are estimates of the amount of funding available to the District in the years that it will apply for State funding based on the Implementation Plan and Option #1 and Option #2 outlined in Part Three. The amounts assume that the District will have new construction eligibility in the years that it will likely apply for State funding, based on the Implementation Plan outlined in Part Three.

Table 21
Facility Plan
School Facility Program Estimated New Construction Funding

Grade Group	2012/13	2013/14	2016/17	Total
7-8	$0	$15,273,668	$0	$15,273,668
9-12	$28,977,300	$0	$38,636,400	$67,613,700
Total	$28,977,300	$15,273,668	$38,636,400	$82,887,368

Table 22
Option #1 and Option #2
School Facility Program Estimated New Construction Funding

Grade Group	2020/21	2023/24	2029/30	Total
7-8	$15,273,668	$0	$0	$15,273,668
9-12	$0	$38,636,400	$38,636,400	$77,272,800
Total	$15,273,668	$38,636,400	$38,636,400	$92,546,468

The potential SFP new construction funding outlined in Table 21 and Table 22 includes 50% of new construction costs as defined by the SFP because the SFP is a match program. The table also includes estimated costs for site development and site acquisition costs relevant to the District's new construction projects. The District will be limited to project capacity when accessing State funds (i.e., maximum grant funding on a middle school with 1,000 seats is 1,000 grants)

2. Developer Fees

The District currently collects developer fees on commercial/industrial development and residential development. The District should continue to collect the maximum fee allowed by law and should re-examine development trends on an annual basis.

Projected revenue from developer fees over the twenty-two year planning period is estimated based on (1) current developer fee fund balances and (2) developer fee revenue projections based on the District's current and historical collection rates and anticipated residential development as outlined in the Demographer's "optimistic" forecast. The amounts in Table 23 and Table 24 are estimates of

the amount of developer fee funding available to the District in the years that it will apply for State funding based on the Implementation Plan and Option #1 and Option #2 outlined in Part Three. The District anticipates using this revenue on the District's projects outlined in this Plan. The District may also use some of this revenue towards other projects not related to the growth needs outlined in this Plan. The ability of the District to access revenue from developer fees depends on development trends in the District. Should development trends deviate from the development assumptions in the District's "optimistic" forecast, the developer fee revenue estimated in this Plan will need to be modified.

Table 23
Facility Plan
Estimated Developer Fee Revenue

Grade Group	2012/13	2013/14	2016/17	Total
7-12	$9,688,291	$4,169,145	$12,507,436	$26,364,872

Table 24
Option #1 and Option #2
Estimated Developer Fee Revenue

Grade Group	2020/21	2025/24	2029/30	Total
7-12	$16,676,581	$344,504	$689,008	$17,710,093

3. General Obligation Bonds

School districts can, with the approval of either two-thirds or 55 percent of its voters, issue general obligation bonds that are paid for out of property taxes. The District gained voter approval for a Proposition 39 General Obligation Bond in March 2002, and another General Obligation Bond in November 2002. The District has $10,346,000 available from General Obligation Bond funds to use towards future middle schools. The District may explore a future ballot measure to provide funding to allow the District to construct needed new school facilities and provide funding for other District facility needs.

4. Parcel Taxes

Approval by two-thirds of the voters is required to impose taxes that are not based on the assessed value of individual parcels. While these taxes have been occasionally used in school districts, the revenues are typically minor and are used to supplement operating budgets. The District does not currently collect parcel tax revenue, however, could investigate a parcel tax as a revenue source to allow the District to construct needed new school facilities and provide funding for other District facility needs.

5. Mello-Roos Community Facilities Districts

This alternative uses a tax on property owners within a defined area to pay long-term bonds issued for specific public improvements. Mello-Roos taxes require approval from two-thirds of the voters

(or land owners if fewer than 12) in an election. The District currently does not have any Mello-Roos authorizations, however, could investigate a parcel tax as a revenue source to allow the District to construct needed new school facilities and provide funding for other District facility needs.

6. Other Agency Joint Participation

Other agencies that have similar needs may be willing to share the cost of providing new or modernized facilities in exchange for joint-use. The District may be able to enter into joint-use with the City of Salinas or the County of Monterey for parks and recreational facilities.

7. Asset Management

The District has not identified any unused assets that might be used to generate revenue for facility funding.

8. Debt Financing

The District has utilized Municipal Leases and Certificates of Participation (COPs) to finance some facilities. This type of debt financing should only be used as "bridge" funding until permanent funding becomes available. The District should proceed with caution when using Municipal Lease, COPs and other debt financing, as they are reliant on development growth assumptions that if not realized may impact the District's general fund.

Table 25
Estimated Total Facility Funding

Facility Plan	
Category	Funding
State School Facility Program	$82,887,368
Developer Fees	$26,364,872
General Obligation Bond Funds	$10,346,000
Sub Total	**$119,598,240**
Option #1 and Option #2	
State School Facility Program	$92,546,468
Developer Fees	$17,710,093
Sub Total	**$110,256,561**
Total	**$229,854,801**

Table 26
Facility Cost and Facility Funding Comparison

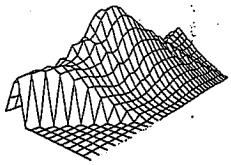
	Facility Cost	Facility Funding	Difference
Facility Plan	$193,850,000	$119,598,240	$74,251,760
Option #1 and Option #2	$229,350,000	$110,256,561	$119,093,439
Total	**$423,200,000**	**$229,854,801**	**$193,345,199**

As outlined in Table 26, the District's projected funding falls short of the District's facility revenue needs. The District requires approximately $74.3 million in additional funding for the District's Facility Plan and $119.1 million of additional funding for Option #1 and Option #2, for a total of $193.4 million in additional funding need. The District will need to investigate additional revenue sources such as future general obligation bonds, Mello-Roos financing, etc. to fund the District anticipated facility needs.

APPENDIX

DEMOGRAPHIC ANALYSIS AND FORECASTS FOR SALINAS UNION HIGH SCHOOL DISTRICT (January, 14, 2008)

Prepared by
Lapkoff & Gobalet Demographic Research, Inc.



LAPKOFF & GOBALET DEMOGRAPHIC RESEARCH, INC.
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Demographic Analysis and Forecasts for Salinas Union High School District

January 14, 2008

Executive Summary

The purpose of this report is to describe our new middle and high school enrollment forecasts for Salinas Union High School District (SUHSD, the District). It presents both the enrollment figures and the details of our forecast methodology.

If no new housing were built in West Boronda or in the Future Growth Areas (FGAs) north and east of the city of Salinas, we would expect that, by 2016, SUHSD middle school enrollments would increase by about 150 and high school enrollments would fall by about 270 (see Table 9). However, when all planned housing is built in the FGAs and West Boronda, total enrollments will increase by about 1200 middle school students and 2,800 high school students (see Table 11). The very earliest this development could be completed is 2020. The timing of housing construction in the FGAs is uncertain, so we have developed three different timing scenarios. One scenario assumes completion by 2020, another by 2029, and a third assumes that none of the housing is occupied through the end of our forecast period.

The Salinas area experienced severe enrollment declines between 2003 and 2005. This coincided with the completion of three major housing developments: CreekBridge, Harden Ranch, and Williams Ranch. The declines seem to have resulted from some community-wide changes that caused families to leave SUHSD or to shift their children out of the public schools, and there was no offsetting enrollment growth from new housing. Meanwhile, there has been another demographic shift, and most measures of enrollment change and migration have returned to more historically normal levels. We expect future enrollments to be relatively stable in the absence of housing growth. When the planned housing is built over the next decade or two, enrollments will grow, though the timing and pace of that development cannot be not known at this point.

We have identified the feeder district in which each past and current SUHSD student lived and combined their numbers with past and current enrollments (from CBEDS) in each feeder's schools. The result was hypothetical K-12 populations in each feeder.[1] Our analyses and forecasts are for these populations. In the end, we combine the populations for overall middle and high school SUHSD forecasts. There are several methodological issues associated with combining the populations, but we believe this approach produces the most accurate and informative forecasts.

[1] The elementary populations are "hypothetical" in that we assume each feeder district's enrollments represent students enrolled in its schools. The SUHSD middle and high school enrollment numbers we use reflect actual residents of the feeder districts.

An important assumption in our forecasts concerns whether the recently constructed large developments (CreekBridge, Harden Ranch, and Williams Ranch) will experience enrollment changes over time. Sometimes new developments undergo an "aging" effect, which causes high school enrollments to be low at first, to peak about 10 years after the homes are built, and then to decline. The aging effect occurs if a large share of the homebuyers has very young children. We have studied the older parts of CreekBridge, Harden Ranch, and Williams Ranch to see how SUHSD enrollments changed as the housing aged, and found inconclusive evidence of aging there. In the forecasts presented here, we have assumed that enrollments from CreekBridge, Harden Ranch, and Williams Ranch will remain constant at their current levels. Also, we assume that once housing in Monte Bella, West Boronda, and the FGAs is fully occupied, no aging effect will occur. This assumption should be monitored over time, as more data become available.

Table of Contents

Introduction

Forecasting SUHSD enrollments presents methodological challenges. First, a large number of housing units were built in the District in recent decades.[2] As a consequence, public school enrollments grew and this growth masked underlying demographic trends. We need to understand these underlying trends in order to forecast future enrollments.

Our general approach involves identifying exactly where students live in order to separate those living in recently built housing from those occupying older housing. However, we lack address data for students enrolled in each of SUHSD's seven elementary feeder districts, and cannot determine the number of these students living in recently built homes. This presents a second methodological challenge because we generally use data for students living in elementary feeders as a basis for forecasting future high school students.

A third complicating factor is that a very large number of homes is expected to be built in the Future Growth Areas (FGAs) to the north and east of Salinas. The new housing will increase SUHSD's enrollments. The timing of construction is uncertain, as are the number and type of housing units. As a result, we present three different scenarios about the timing of the projects. The most pessimistic forecast assumes no development, or at least no development during our forecast period.

This report is divided into the following sections:

1. Description of overall enrollment trends,
2. Discussion of the impact of recent housing growth on enrollments,
3. Description of future housing developments,
4. Explanation of the forecast methodology,
5. Historical analyses and forecasts by SUHSD elementary feeder district, and
6. Forecasts for SUHSD middle and high school enrollments through fall 2016.

Acknowledgments

This report was done under the direction of Karen Luna, SUHSD Manager of Planning/Facilities, and Roger C. Antón, Jr., SUHSD Superintendent, and in collaboration with Matthew A. Pettler, Planning Services Director, School Facility Consultants.

We are grateful for assistance provided by the following individuals: Charles A. Lerable, GIS Administrator, City of Salinas Information Systems; Bob Schubert, Monterey County Planning Department; Jerry Hernandez, Monterey County Housing and Redevelopment Office; Mely Lat, Supervisor, District Advisory Services, Monterey County Office of Education; and Bill Satterlee, CreekBridge Homes. Mary Johnston, Sorrento (Monte Bella) Community Sales Manager, Standard Pacific Homes; Monica Faranda, Monte Bella Sales Manager; Mimi Gitchev, Spreckels Community Sales Manager, Standard Pacific Homes; Fred, Flor de Salinas Sales; and Ana Aguillon, SUSHD Accountant, also provided needed information.

[2] The completion of several major projects by 2004 and 2005 has contributed to the cessation of enrollment growth.

Overall Enrollment Trends

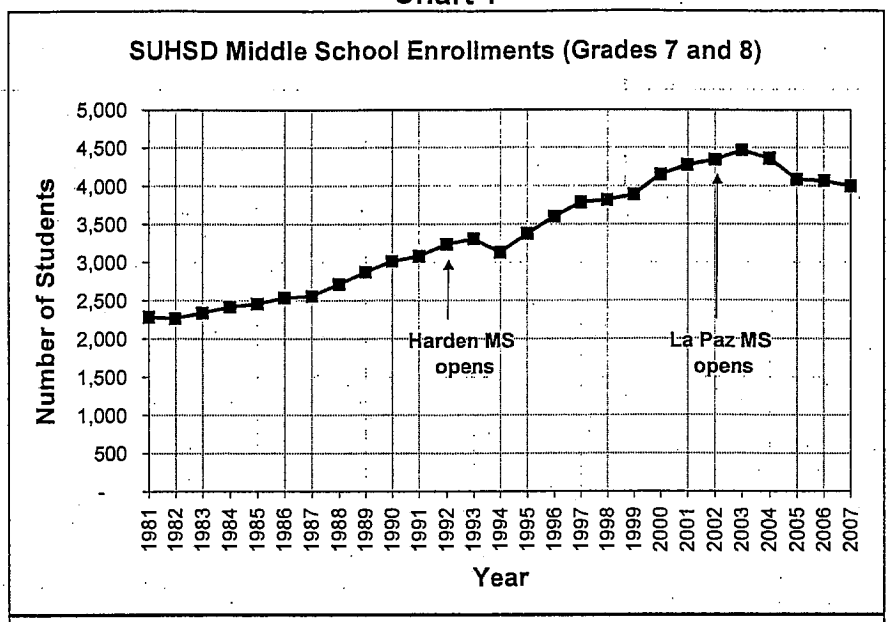
After decades of enrollment growth, SUHSD enrollment trends have reversed. Middle school enrollments (seventh and eighth grades) peaked in 2003 at 4,472 students. By fall 2007, enrollments had fallen 11 percent, to 3,997. Meanwhile, high school enrollments peaked in 2004 and remained at that level for the next three years. See Chart 1.

In addition to looking at overall enrollment trends, we also study what demographers call "grade progressions." This measure compares the number of students in one grade with the number of students in the following grade the following year. For example, we compare the number of ninth graders in fall 2006 with the number of tenth graders in fall 2007.

Grade progressions are important for two reasons. First, assumptions about their future levels are a key element of the enrollment forecast model. In the standard forecast methodology, we start with the current number of students in each grade and advance them one grade to obtain next year's enrollments. We apply grade progression rates or ratios to adjust the number of students as they progress one year. The second reason the grade progressions are important is that they indicate demographic behavior of the population, including the population's mobility, preferences regarding private schooling, and the district's retention policies.

Chart 2 shows grade progressions between fall 2006 and fall 2007 for the combination of SUHSD students and students enrolled in all its elementary feeder districts. Later we report this information for each of the five largest feeders, which will be more informative. Note that all of the grade progressions except for K>1 are negative, meaning that more students left SUHSD and its feeders than moved in. This means that households with children are migrating out of the District, or are switching from public to private schools.

Chart 1


SUHSD Middle School Enrollments (Grades 7 and 8)
Number of Students
5,000
4,500
4,000
3,500
3,000
2,500
2,000
1,500
1,000
500
-
Harden MS opens
La Paz MS opens
1981 1982 1983 1984 1985 1986 1987 1988 1989 1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007
Year

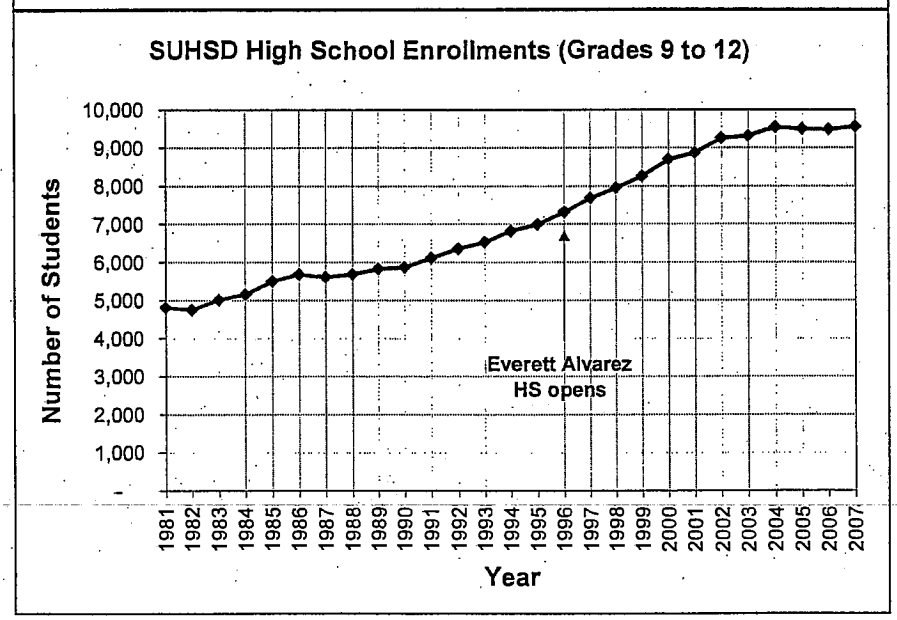

SUHSD High School Enrollments (Grades 9 to 12)
Number of Students
10,000
9,000
8,000
7,000
6,000
5,000
4,000
3,000
2,000
1,000
-
Everett Alvarez HS opens
1981 1982 1983 1984 1985 1986 1987 1988 1989 1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007
Year

Chart 2

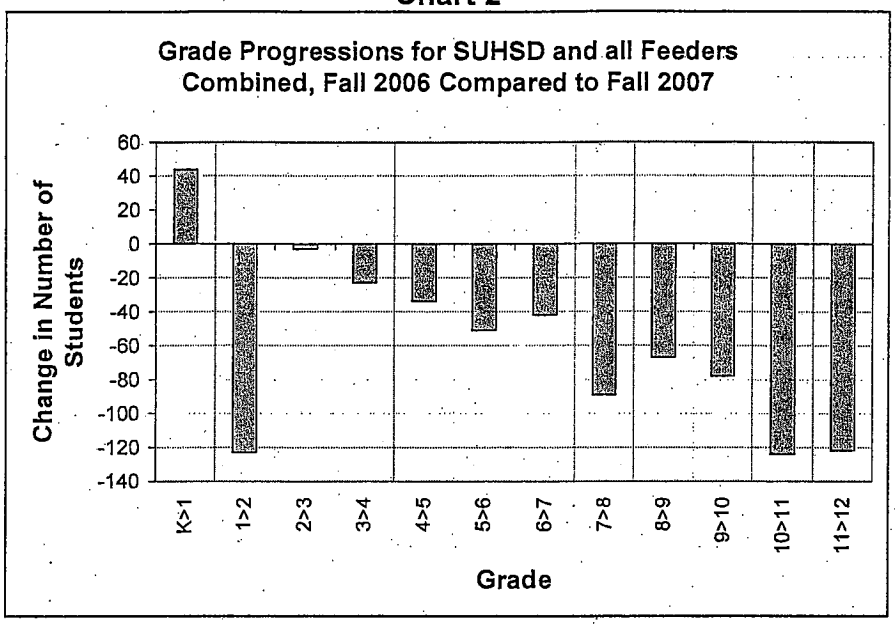


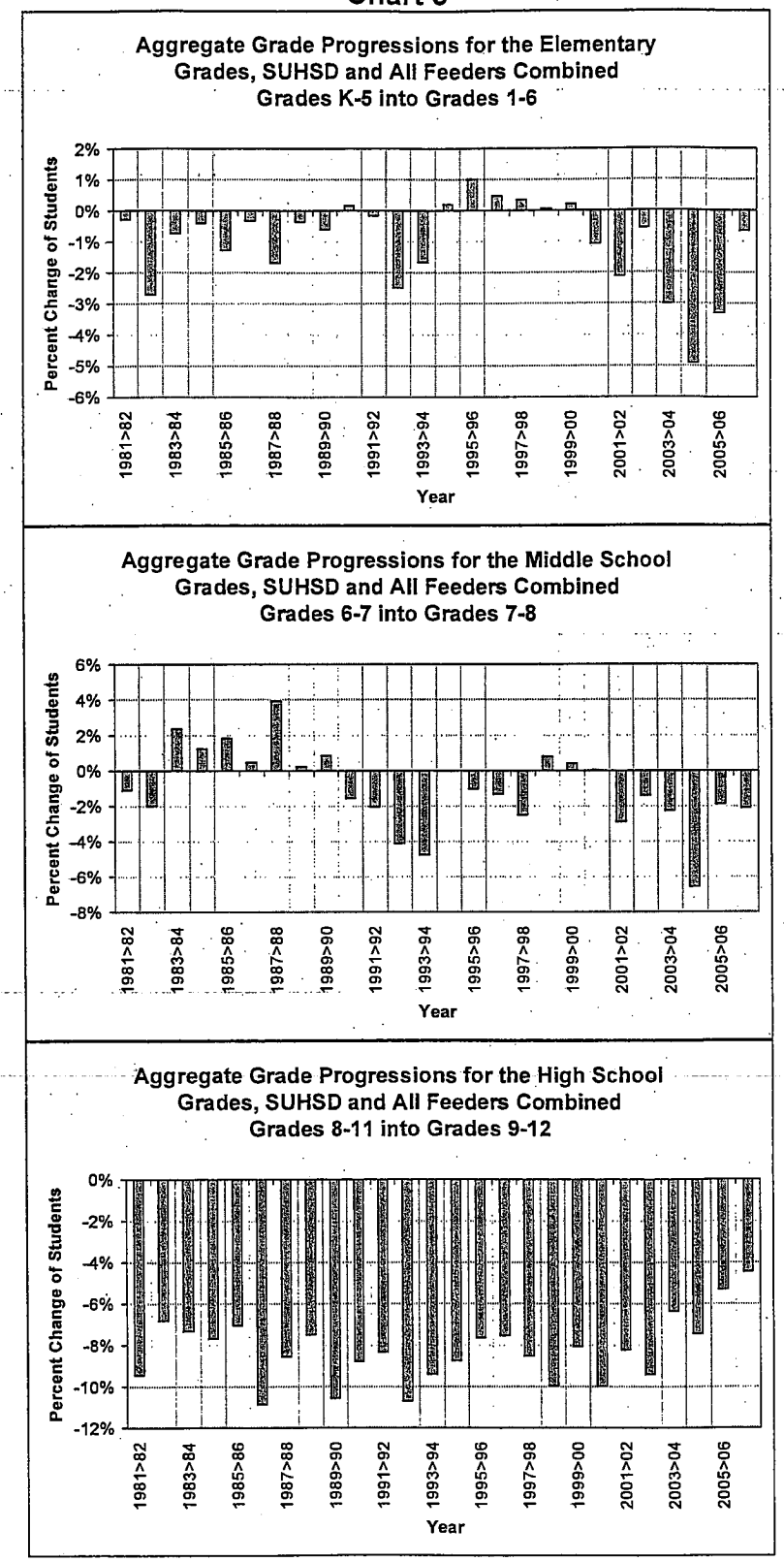
Chart 3 summarizes the grade progressions for each school level from 1981 to 2007. Grade progressions for the most recent pair of years (2006>2007) are shown in the farthest right column of each graph. We show percent changes in the number of students in each school level from one year to the next, beginning with the 1981>1982 progressions.

The most recent set of elementary and high school grade progressions show that fewer students left the public school districts than in most recent years; they now resemble the historic average. Elementary and middle school grade progressions were especially low between 2003 and 2005. At the high school level, grade progressions have been steadily improving (fewer students have left) during the last four years, possibly a result of the change in SUHSD's retention policy.[3]

These grade progressions are a result of many factors, one of which is housing growth. As new developments are built, if families move into the area from places outside the District, enrollments grow and the grade progressions increase. These increases can mask an underlying trend, such as the enrollment decline often associated with aging of housing. When we can, therefore, we eliminate the effect of housing growth from the grade progressions and study grade progressions in newer and older housing separately. When we subtract students from the larger new housing areas (CreekBridge, Harden Ranch, Williams Ranch, Monte Bella), we can study underlying demographic trends in the older housing areas. We have done this in our analyses of feeder district and SUHSD enrollments. But first, we discuss housing growth.

[3] [3] Around 2003, the District began to advance students one grade for each year of enrollment, regardless of the number of credits earned.

Chart 3


Aggregate Grade Progressions for the Elementary Grades, SUHSD and All Feeders Combined
Grades K-5 into Grades 1-6
Percent Change of Students
2%
1%
0%
-1%
-2%
-3%
-4%
-5%
-6%
1981>82
1983>84
1985>86
1987>88
1989>90
1991>92
1993>94
1995>96
1997>98
1999>00
2001>02
2003>04
2005>06
Year
Aggregate Grade Progressions for the Middle School Grades, SUHSD and All Feeders Combined
Grades 6-7 into Grades 7-8
Percent Change of Students
6%
4%
2%
0%
-2%
-4%
-6%
-8%
1981>82
1983>84
1985>86
1987>88
1989>90
1991>92
1993>94
1995>96
1997>98
1999>00
2001>02
2003>04
2005>06
Year
Aggregate Grade Progressions for the High School Grades, SUHSD and All Feeders Combined
Grades 8-11 into Grades 9-12
Percent Change of Students
0%
-2%
-4%
-6%
-8%
-10%
-12%
1981>82
1983>84
1985>86
1987>88
1989>90
1991>92
1993>94
1995>96
1997>98
1999>00
2001>02
2003>04
2005>06
Year

Impact of Recent Housing Growth on Enrollments

As we show below, SUHSD enrollment growth in the 1990s and early 2000s largely resulted from occupancy of new housing in several large developments. In 1984, the City of Salinas annexed CreekBridge and Williams Ranch, and in 1989 it annexed Harden Ranch. Together, these three developments contain approximately 7,229 units, which is currently 17 percent of the city's housing stock. CreekBridge took the longest to build, with most units constructed between 1989 and 2004. Most of Williams Ranch was built between 1995 and 2002, and most of Harden Ranch was built from 1993 to 2004. Chart 4 shows the annual number of units built in each of these developments, and Map 1 shows their location.

Note that all three developments were completed by the mid-2000s, and at the same time SUHSD enrollment growth slowed.

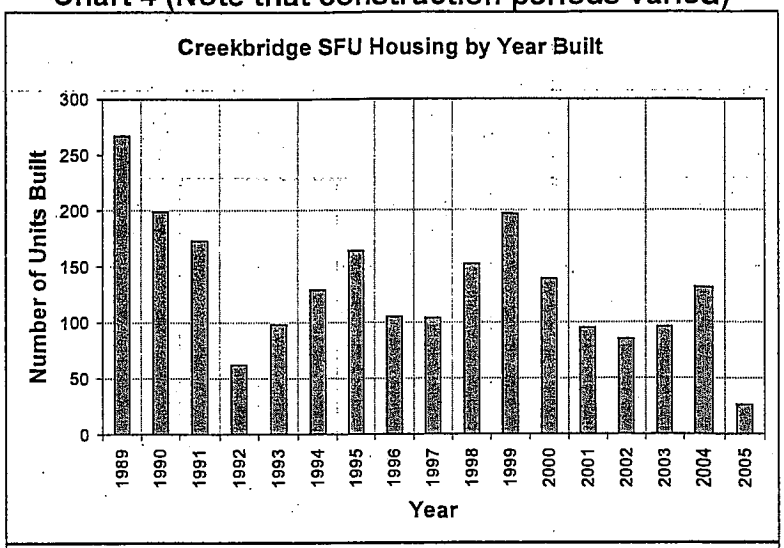
Table 1 shows the number of students generated from the three large developments built recently in Salinas, along with the student yields from each project (number of students divided by number of housing units). In fall 2007, 1,829 high school students and 623 middle school students attended SUHSD schools. Overall, the high school yield is .25, while the middle school yield is about half that for feeders with middle school students enrolled in SUHSD schools.

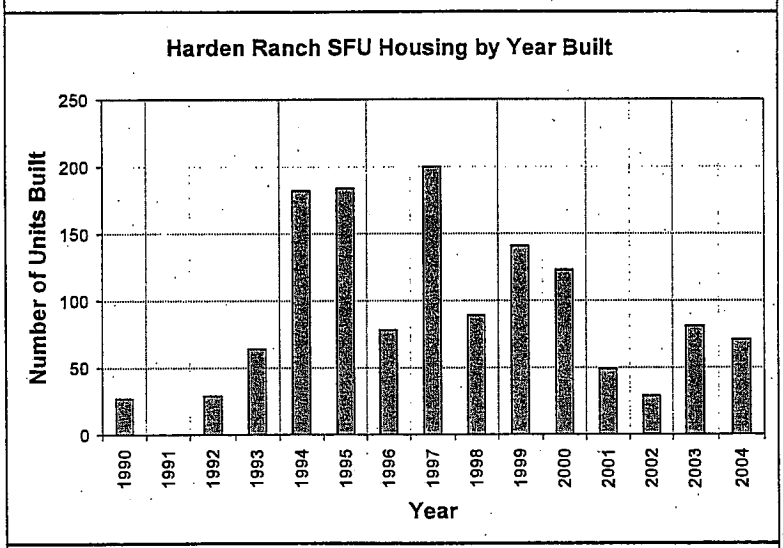
Table 1

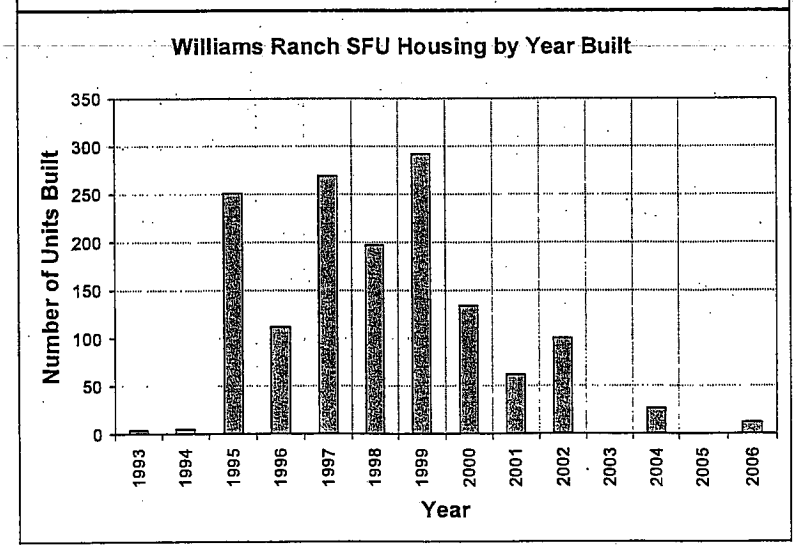
Enrollments and Yields in Creekbridge, Harden Ranch, and Williams Ranch, Fall 2007

	# Units	Middle School Students		High School Students	
		# Students	Yield	# Students	Yield
Creekbridge	2,598	259	0.10	685	0.26
Harden Ranch	2,561	not applicable		452	0.18
Williams Ranch	2,070	364	0.18	692	0.33
Total	7,229	623	0.13	1,829	0.25

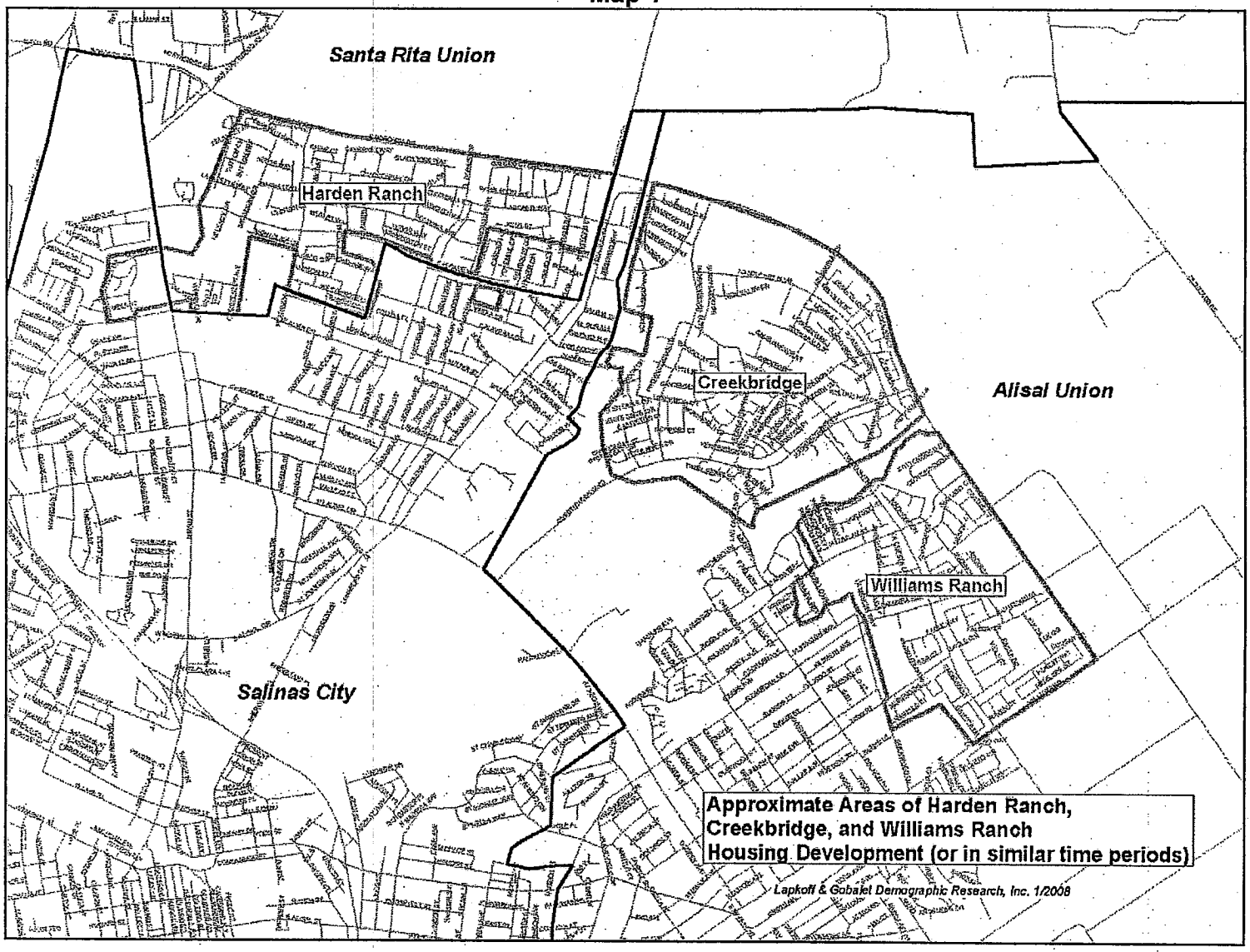
Chart 4 (Note that construction periods varied)







Map 1


Santa Rita Union
Harden Ranch
Creekbridge
Alisal Union
Williams Ranch
Salinas City
Approximate Areas of Harden Ranch, Creekbridge, and Williams Ranch Housing Development (or in similar time periods)
Lapkoff & Gobalet Demographic Research, Inc. 1/2008

Future Housing Developments

Under Construction

New housing continues to be built in Salinas, but at a slower pace. The main development now underway is Monte Bella, with 853 total housing units (see Map 2). About 45 percent of the project was completed by October 2007.[4] The pace of construction has slowed, however, as a result of a poor housing economy.

Future Growth Areas

The City of Salinas has identified three "Future Growth Areas" (FGAs) to the north and east of its current boundaries. These developments were submitted to LAFCO (Local Agency Formation Commission) recently, and, if approved, will then go to the City for consideration. In due course, Salinas will annex the FGAs, and it is anticipated that construction will occur simultaneously in all three. Map 2 shows these areas.

The number of projected housing units in the three FGAs is now estimated at 11,500.[5] Most will be single-family homes, but there will also be a significant number of apartments. The number and mix of housing types may change by the time the developments are approved.

As housing in these areas is constructed, Salinas' population and student enrollments will grow. The earliest these developments could begin to be occupied is 2011, and construction is expected to take at least 10 years to complete.[6] Perhaps a more likely estimate for first occupancy is closer to 2015 or even 2020.

West Boronda

Plans for the West Boronda area should be finalized by the end of 2008. It is anticipated that occupancy will begin by 2011, and will take 10 years to complete. The Boronda area is within Salinas City School District, and will contribute both high school and middle school students to SUHSD.

Rancho San Juan

The proposed Rancho San Juan/Butterfly Village development is located in the county area north of Salinas, in the Santa Rita and Lagunita School Districts. Plans currently call for 1,660 homes.[7] This development is currently in litigation, so it is unclear when and if it will be built. We do not include this development in the forecasts, but if it were built, we would expect about 415 high school students to live in the 1,660 homes. Middle school students living there would attend the Santa Rita District.

---

[4] According to Mary Johnston, Sorrento (Monte Bella) Community Sales Manager, Standard Pacific Homes and Monica Faranda, Monte Bella Sales Manager.

[5] At one time, the number of units was stated to be 15,000 or more.

[6] Bill Satterlee, CreekBridge II representative, helped us immensely by providing information about development in the FGAs, although he cautions that timing, unit counts, and housing mix are still very uncertain.

[7] According to Bob Schubert, Monterey County Planning Department.

Smaller Developments

It is expected that several smaller housing developments will be built within the planning horizon (the next 10 years). Table 2 shows these developments as well as the larger developments discussed above.

Map 2

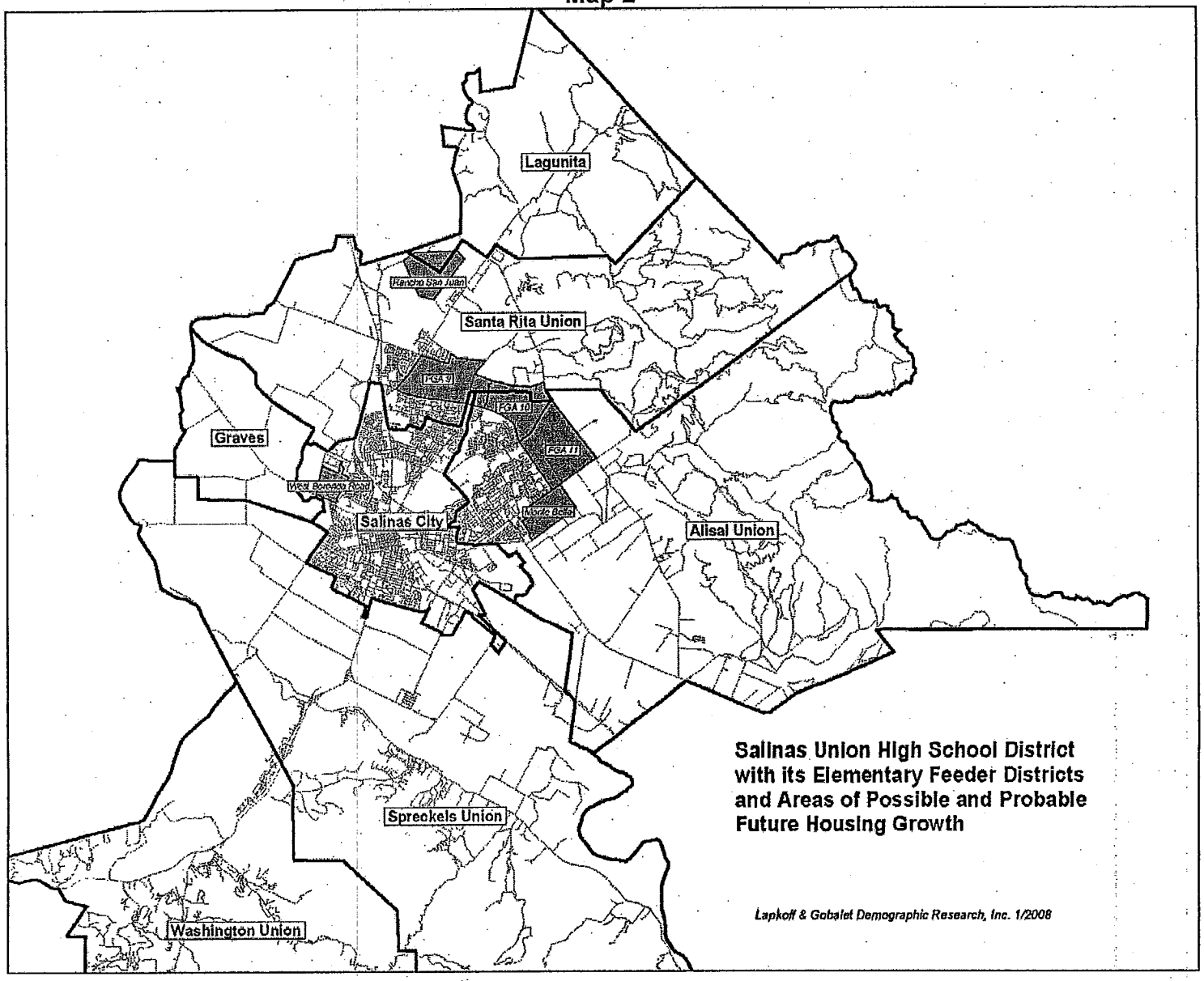

Lagunita
Rancho San Juan
Santa Rita Union
FGA 9
FGA 10
FGA 11
Graves
West Boronda Road
Monte Bella
Salinas City
Alisal Union
Spreckels Union
Washington Union
Salinas Union High School District with its Elementary Feeder Districts and Areas of Possible and Probable Future Housing Growth
Lapkoff & Gobalet Demographic Research, Inc. 1/2008

Table 2

Name of Development	Type	# Units	Feeder District	Timing	Notes
Monte Bella	SFU	853	Alisal	under construction; first occupancy 2005	380 occupied Oct 2007
Flor de Salinas	Condominiums	280	Salinas City	under construction; first occupancy 2006	108 occupied Oct 2007
Spreckels	SFU	73	Spreckels	under construction; first occupancy late 2007	0 occupied Oct 2007
Tynan Village	Apts	171	Salinas City	under construction; first occupancy late 2008	
Soledad Street	MFU	100	Salinas City		
West Boronda	mixed	600	Salinas City	first units 2010, 10 years to complete	20%+ affordable
Commons at Rogge Rd	SFU and Apts	171	Santa Rita		100% affordable
Bollenbacher & Kelton	SFU	214	Washington		
Bollenbacher & Kelton	MFU	65	Washington		
Rancho San Juan/Butterfly Village	SFU	739	Santa Rita and Lagunita	under litigation	
Rancho San Juan/Butterfly Village	MFU	408	Santa Rita and Lagunita	under litigation	
Future Growth Areas					
East (FGA 11)	mixed	approx. 11,500	Alisal	first occupancy 2010 (or later)	
Central: Creekbridge II (FGA 10)	SFU		Alisal (most) and Santa Rita (small part)	first occupancy 2010 (or later)	
Central: Creekbridge II (FGA 10)	MFU (apts) > 500 units		Alisal (most) and Santa Rita (small part)	first occupancy 2010 (or later)	
West (FGA 9)	mixed?		Santa Rita (most); Alisal and Salinas City (small parts)	first occupancy 2010 (or later)	

Forecast Methodology

The standard technique for forecasting school enrollments, called the cohort survival method, begins with the number of students in each grade and advances them one grade to estimate the following year's enrollments. As students progress to the next grade, their numbers may change if students move into or out of the community and into or out of private schools, or if some students repeat or skip grades. Typically, we measure historical "grade progressions" to determine the likely change in cohort sizes as students progress to the next grade. These historical grade progressions are then applied to forecast models to adjust our forecasts of future students.

Students from new housing inflate our measures of the District's historical grade progressions. We do not expect the past pace of housing construction to continue, so we do not want to use historical grade progressions in our forecast model. Instead, it is best to remove students from recently built housing from our historical measures. Once separated, a forecast is made for each group.

Historical grade progressions for students living in older housing reflect the migration (and other) factors that have affected the population outside the housing growth areas. With the students from housing growth eliminated, our measures of historical grade progressions are more likely to be stable.

We use a different forecast method to determine likely future numbers of students living in recently built housing areas (CreekBridge, Harden Ranch, and Williams Ranch).

Producing these enrollment forecasts for a high school district with substantial housing growth is challenging, to say the least, because we need to rely on feeder district enrollments in a cohort survival model. And because we have no elementary student address data, we cannot separate students who live in new housing from the rest of the student population. On the other hand, this separation is possible for SUHSD students because we have student address data. We have address data for SUHSD for fall 1994 through fall 2007, and have measured how neighborhood enrollments in SUHSD schools have changed over time.[8]

Unfortunately, we cannot do the same with the feeder enrollments, since address data are not available. This severely handicaps the forecaster. Without separate counts of feeder district students living in newer and older housing, we have trouble using a cohort survival method when we split the SUHSD student population into new and older housing areas. We can try to estimate the feeder populations in the older areas, but the estimation technique is not very good.

Another problem is that when students first enroll in SUHSD schools, we know where they live, but we do not know which feeder (if any) they attended. Our grade progression

[8] We do not have Mt. Toro students in our database before 2003, so high school enrollments are slightly understated for 1994-2002.

measures may be skewed. For example, suppose that Santa Rita Union School District reduced the number of Inter-District Transfer (IDT) students it enrolled. From our perspective, the IDT students inflate Santa Rita's enrollment numbers, and when we compare SUHSD students living in Santa Rita with the enrollments in the Santa Rita School District, the elementary-to-high school grade progressions may be lower than they really should be. When the number of IDT students is substantially reduced, for example, the eighth-to-ninth grade progression measure will rise.

We suspect that Santa Rita may indeed have reduced its IDT population. This hypothesis arises from the fact that while the number SUHSD students living in Santa Rita increased substantially as Harden Ranch was constructed, elementary enrollments did not increase. How can this be? Other types of enrollments in Santa Rita must have declined, offsetting the gains from Harden Ranch. One obvious possibility is that Santa Rita reduced its IDT numbers to make room for Harden Ranch students.

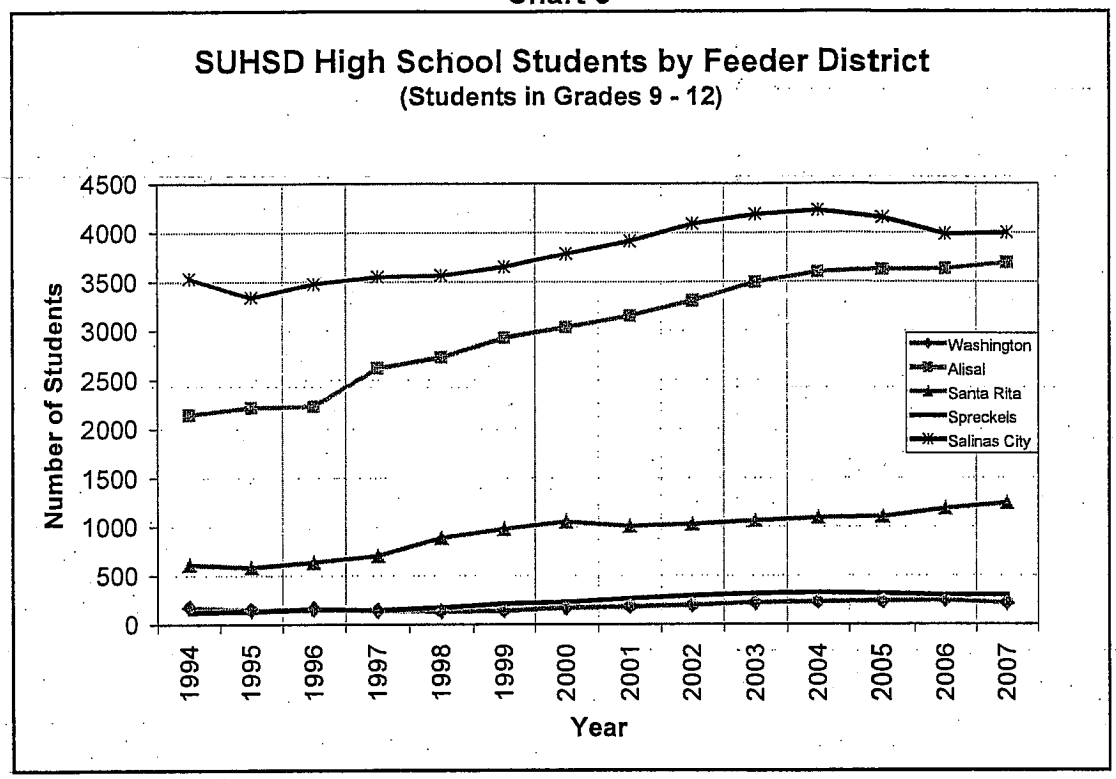
Salinas City School District might also have had changing IDT totals. As its own resident student population shrank, the District has encouraged more IDT students to attend its schools. It is possible, for example, that larger numbers of Alisal students have enrolled in Salinas City elementary schools. All of this makes our middle and high school enrollment forecasts less certain, because we cannot make the appropriate comparison of elementary and high school residents of elementary feeders.

Historical Analyses and Forecasts by Feeder District

SUHSD has seven elementary feeder districts: Salinas City, Alisal, Santa Rita, Washington, Spreckels, Lagunita, and Graves. Lagunita and Graves are so small that we do not discuss them in the text, but their residents are included in the forecast of SUHSD students. Chart 5 shows SUHSD students living in each of the five larger feeder districts. The Salinas City area contains the largest number of SUHSD students, but the Alisal area is a close second. The Santa Rita area contains a much smaller share of SUHSD students, followed by even smaller shares in Spreckels and Washington.

In the rest of this section we provide analyses and forecasts for each of the five largest feeder districts.

Chart 5



Salinas City School District

Chart 6 shows overall enrollments by school level for Salinas City School District (SCSD) students as well as SUHSD middle and high school students living in the this feeder. Elementary enrollments were fairly stable for a decade, but between 2003 and 2005, numbers fell sharply and remained at the lower level through 2007. Middle school enrollments show a pattern similar to the elementary, with the exception that there was some enrollment growth between 1994 and 2004. High school enrollments resemble the middle school pattern, except lagged a year or two. Enrollments fell modestly between 2004 and 2006, with 2007 enrollments very similar to 2006 figures.

The enrollment pattern in SCSD is somewhat unusual. Elementary enrollment trends are usually replicated a few years later by middle- and then high school enrollment trends. This is not the case with Salinas City elementary/middle/high school students, which experienced the same pattern at about the same time. The simultaneity suggests a "period effect," which is an effect that occurs during a particular time period and affects all age groups at the same time. Substantial changes in the economy or housing market could create a pattern like this.

Chart 6

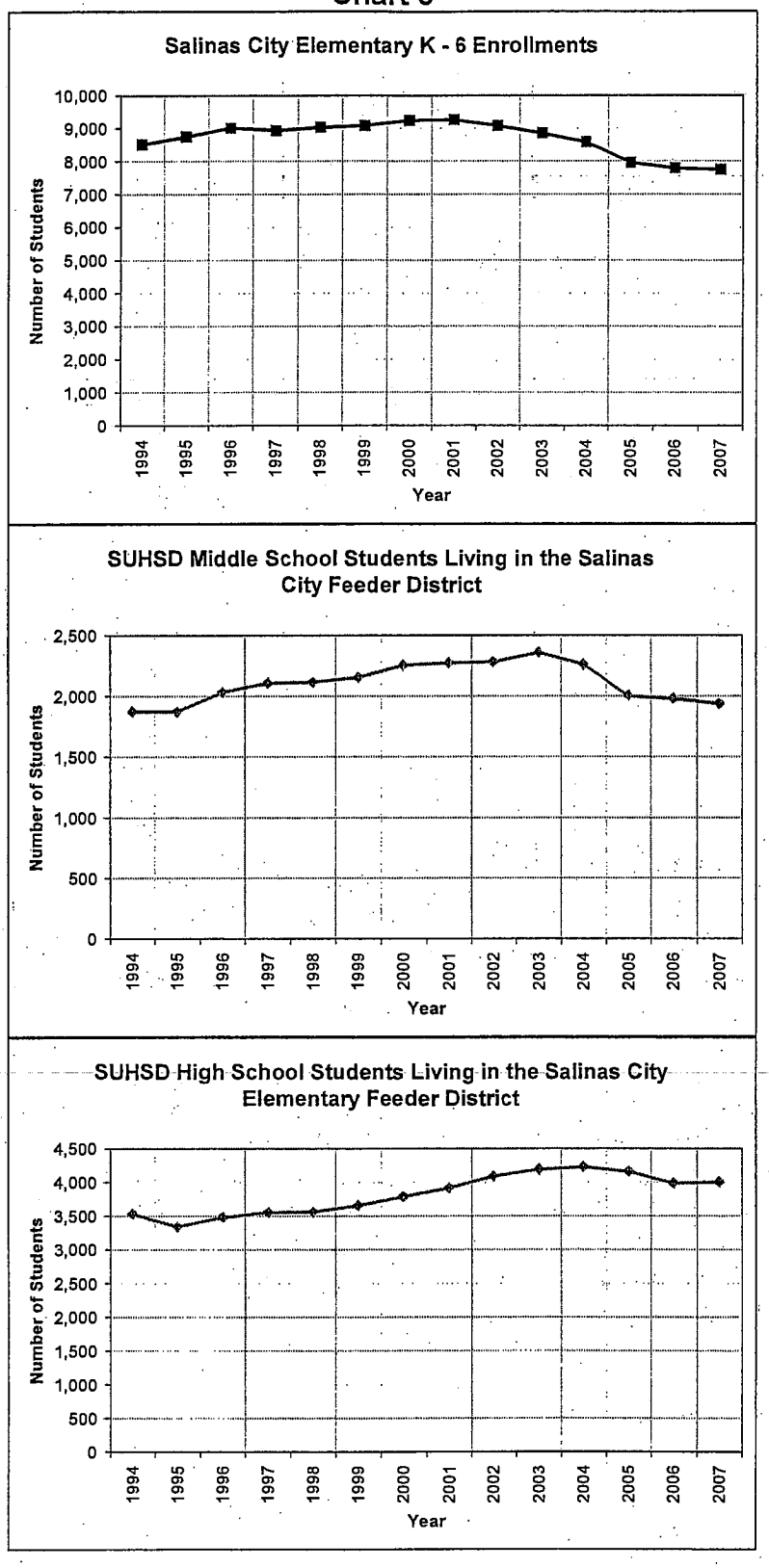

Salinas City Elementary K - 6 Enrollments
Number of Students
10,000
9,000
8,000
7,000
6,000
5,000
4,000
3,000
2,000
1,000
0
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
Year
SUHSD Middle School Students Living in the Salinas City Feeder District
Number of Students
2,500
2,000
1,500
1,000
500
0
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
Year
SUHSD High School Students Living in the Salinas City Elementary Feeder District
Number of Students
4,500
4,000
3,500
3,000
2,500
2,000
1,500
1,000
500
0
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
Year

Chart 7 shows the number of SUHSD high school students living within the portions of major developments that are in Salinas City District. Only a small area of Harden Ranch is in Salinas City, and enrollments from the new housing were stable. Virtually the entire high school enrollment increase between 1995 and 2004 was *not* a result of new housing. Instead, the enrollment increase could have resulted from families moving into the older housing in the elementary district or from more families than in the past choosing public, rather than private, schools.

Chart 7

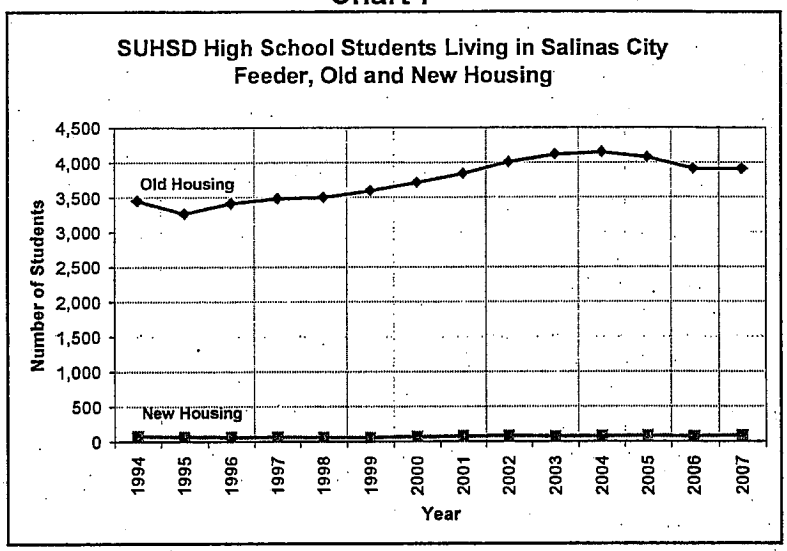


Chart 8 shows SCSD kindergarten enrollments, which peaked in 2000 and then declined. This large cohort is now in the seventh grade. Progressively smaller cohorts will follow, eventually reducing SUHSD enrollments from this area.

Chart 8

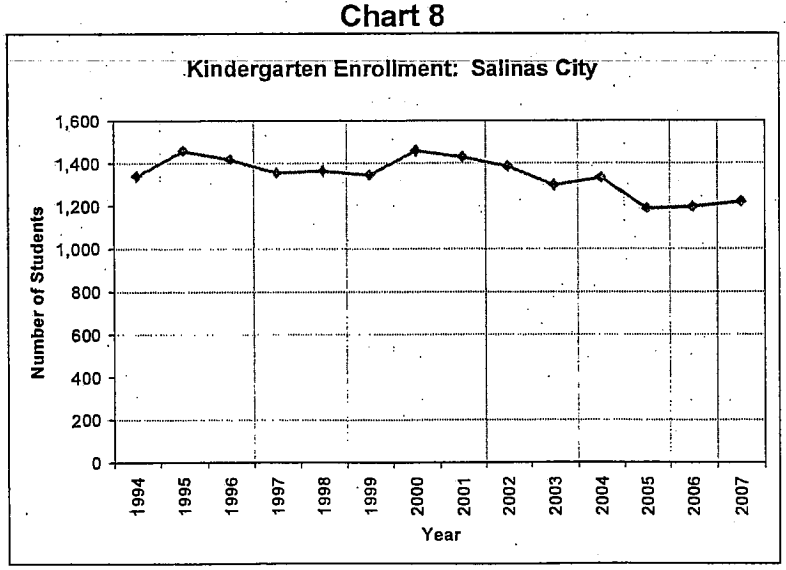


Chart 9 shows the aggregated grade progressions for Salinas City School District. The number of kindergartners through fifth graders is compared with first through sixth graders the following year. This is a measure of the change in cohort size as students progressed to the next grade. These grade progressions are usually most affected by migration into or out of the District, and by transfers between public and private schools. This graph shows that Salinas City Elementary lost many students between fall 2004 and fall 2005, and to a lesser extent the year before and after. More than eight percent of the students that were attending SCSD in fall 2004 left SCSD by fall 2005. Note that the most recent year's grade progressions resemble the historical norm.

Chart 9

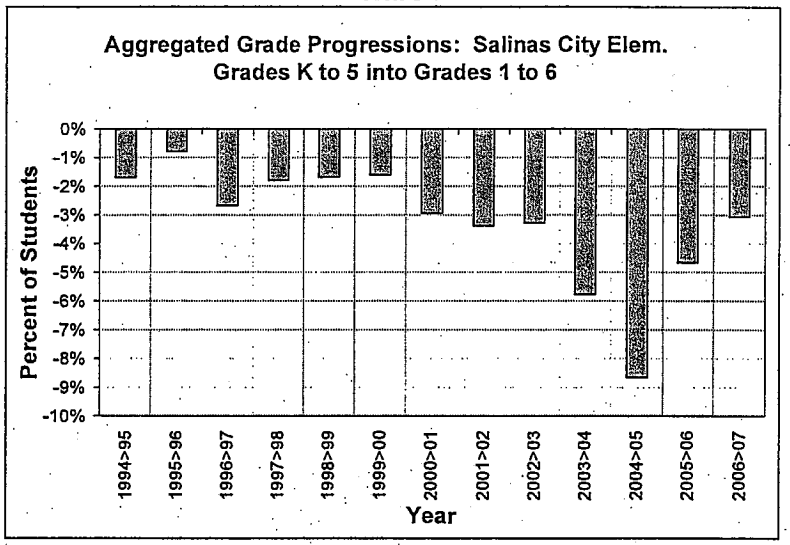
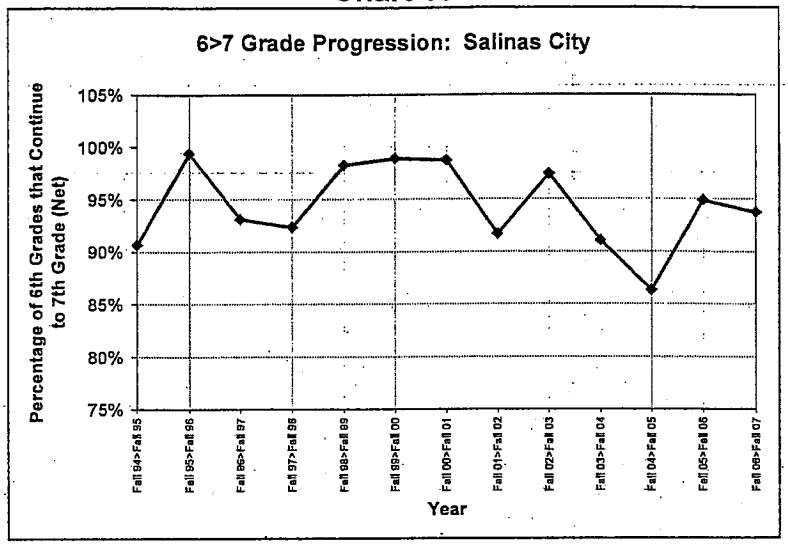


Chart 10 shows the sixth to seventh grade progression over time. This grade progression measure compares Salinas City's sixth grade class with the number of SUHSD seventh graders living in the Salinas City area the following year. In all but one year, the ratio was between 90 and 100 percent. An important assumption in the forecast model concerns what this ratio will be in the future. The fact that it has been relatively stable gives greater certainty to the forecast for SUHSD students living in SCSD.

Chart 10



Forecast of SUHSD Students Living in SCSD

Because there has been relatively little housing growth in the Salinas City district, we can make a forecast ignoring the effect of past housing growth on the grade progressions, using a typical cohort survival model. Moreover, the fact that there was some housing growth in the past means that the grade progressions were slightly higher than they otherwise would have been. Since a similar amount of housing growth is anticipated in this elementary district, the historical grade progressions are appropriate to use in our forecast model; they implicitly assume that some small amount of housing growth will continue. However, we still explicitly account for development in Tynan Village Apartments, since a relatively large number of students are likely to live in this future development.[9] The West Boronda development would also generate students, but we account for them elsewhere.

A major assumption for the forecast model concerns the set of grade progressions. We believe that the very low grade progressions between 2003 and 2005 are unlikely to recur. Instead, for the Medium forecast, we use the most recent set of grade progressions, which is similar to the historical norm.

Table 3 shows our forecast of SUHSD students living in the Salinas City area. In the absence of the West Boronda development (shown later), middle school enrollments would decline by about 100 students between 2007 and 2012, while high school enrollments would decline by about 300 students.

[9] We model 11 students per grade when Tynan Village is fully occupied. This development includes 171 apartments, of which 40 percent are affordable.

Table 3

Component Forecast for SUHSD Students Living in Salinas City Elementary Feeder

Students Living Outside Major New Housing Developments

GRADE	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
7	969	958	956	940	899	917	959	981	981	981
8	929	932	921	919	903	862	880	922	944	944
9	1,023	981	984	973	971	955	914	932	974	996
10	954	972	930	933	922	920	904	863	881	923
11	1,022	902	920	878	881	870	868	852	811	829
12	910	967	847	865	823	826	815	813	797	756
7-8 Total	1,898	1,890	1,877	1859	1802	1779	1839	1903		
9-12 Total	3,909	3,822	3,681	3649	3597	3571	3501	3460	3463	3504

Students from New Housing: Harden Ranch

GRADE	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
7	19	21	21	21	21	21	21	21	21	21
8	21	21	21	21	21	21	21	21	21	21
9	24	21	21	21	21	21	21	21	21	21
10	22	22	22	22	22	22	22	22	22	22
11	24	21	21	21	21	21	21	21	21	21
12	18	18	18	18	18	18	18	18	18	18
7-8 Total	40	42	42	42	42	42	42	42	42	42
9-12 Total	88	82	82	82	82	82	82	82	82	82

Students from Future Housing: Tynan Village apartments

GRADE	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
7		5	11	11	11	11	11	11	11	11
8		5	11	11	11	11	11	11	11	11
9		5	11	11	11	11	11	11	11	11
10		5	11	11	11	11	11	11	11	11
11		5	11	11	11	11	11	11	11	11
12		5	11	11	11	11	11	11	11	11
7-8 Total	0	10	22	22	22	22	22	22	22	22
9-12 Total	0	20	44	44	44	44	44	44	44	44

Sum

GRADE	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
7	988	984	988	972	931	949	991	1,013	1,013	1,013
8	950	958	953	951	935	894	912	954	976	976
9	1,047	1,007	1,016	1,005	1,003	987	946	964	1,006	1,028
10	976	999	963	966	955	953	937	896	914	956
11	1,046	928	952	910	913	902	900	884	843	861
12	928	990	876	894	852	855	844	842	826	785
7-8 Total	1,938	1,942	1,941	1923	1866	1843	1903	1967	1989	1989
9-12 Total	3,997	3,924	3,807	3775	3723	3697	3627	3586	3589	3630

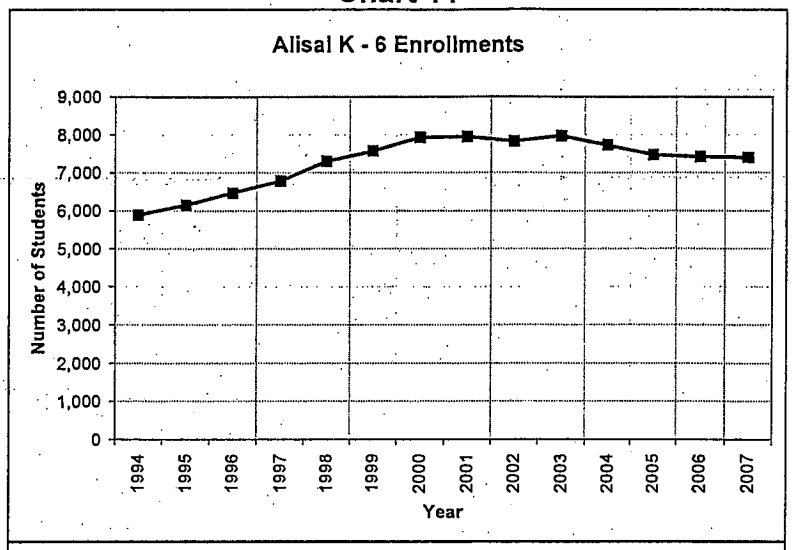
Alisal Union School District

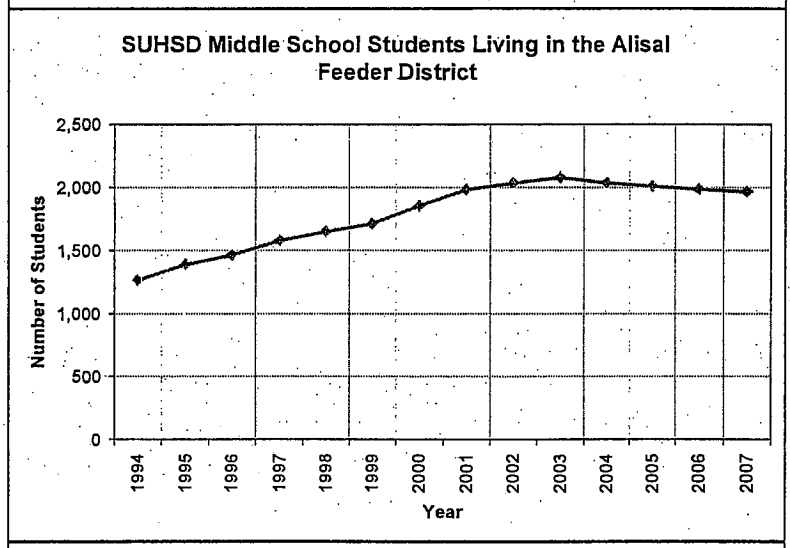
Chart 11 shows overall enrollments by school level for Alisal Union School District. Elementary enrollments grew from 1994 (and earlier) through 2000. After 2003, enrollments declined very slightly and remained stable after 2005. This pattern after 2003 was very similar to that experienced in SCSD, but the decline was not as great because of the construction of Monte Bella housing. Middle school enrollment patterns resemble the elementary level, but with a higher growth rate than the elementary between 1994 and 2000. There was less of an enrollment decline in the middle schools after 2003 than in the elementary grades. SUHSD high school enrollments from the Alisal area also increased after 2004, and have not yet begun to decline. As might be expected, high school enrollment trends have lagged a few years behind the middle school enrollment trends.

Charts 12 and 13 show the numbers of SUHSD middle and high school students living in the new housing of major developments located in the Alisal school district (CreekBridge, Williams Ranch, and Monte Bella) and in older housing. Once we removed students living in the large developments, we found that middle school enrollments declined slightly while high school enrollments have been stable in this area. Virtually all SUHSD enrollment growth in the Alisal area is from students living in the new developments. The fact that enrollments outside the large development areas are fairly stable is an excellent illustration of why we separate students from new housing when we do forecasts. In this case, the increasing numbers of students from new housing disguised what was going on in the older housing in this part of the District.

Also, we see that enrollments from new housing have stabilized in the middle schools but continue to increase in the high schools. This difference suggests a slight "aging" effect in the new housing: it is likely that a somewhat high proportion of families buying the new housing had young children. As the housing ages, high school enrollments increase when the young students reach the higher grades.

Chart 11


Alisal K - 6 Enrollments
Number of Students
9,000
8,000
7,000
6,000
5,000
4,000
3,000
2,000
1,000
0
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
Year


SUHSD Middle School Students Living in the Alisal Feeder District
Number of Students
2,500
2,000
1,500
1,000
500
0
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
Year

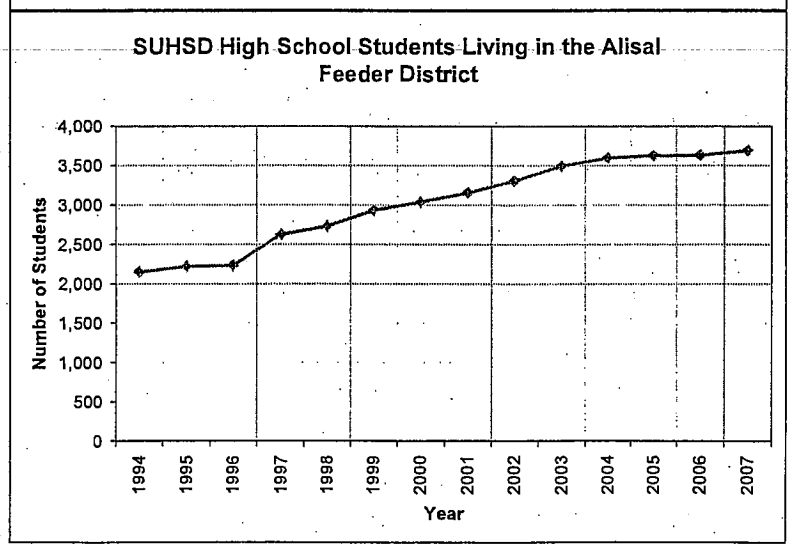

SUHSD High School Students Living in the Alisal Feeder District
Number of Students
4,000
3,500
3,000
2,500
2,000
1,500
1,000
500
0
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
Year

Chart 12

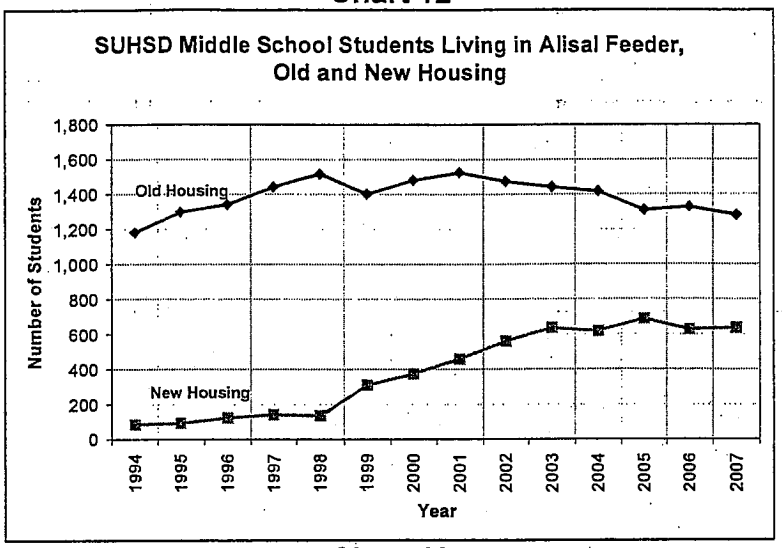


Chart 13

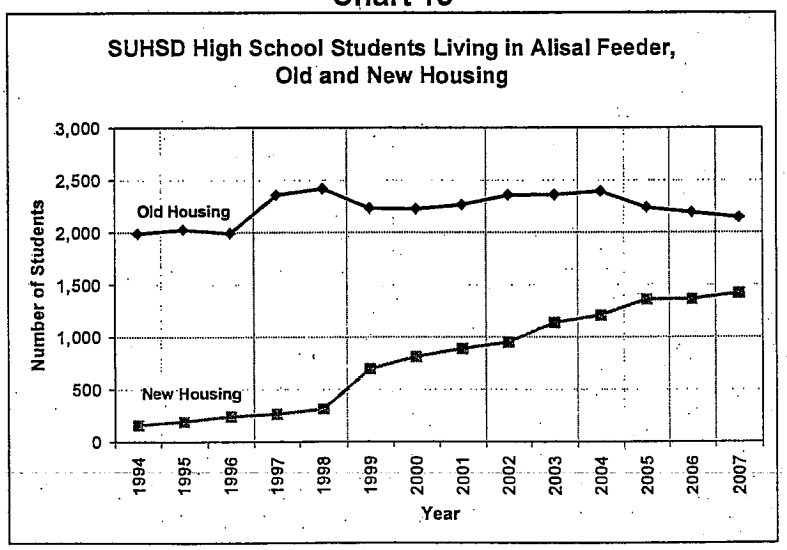


Chart 14 shows Alisal's kindergarten enrollments, which have been fairly stable. However, kindergarten enrollments have been higher than the historical norm for the last two years, which will eventually increase the number of SUHSD students from the Alisal area.

Chart 14

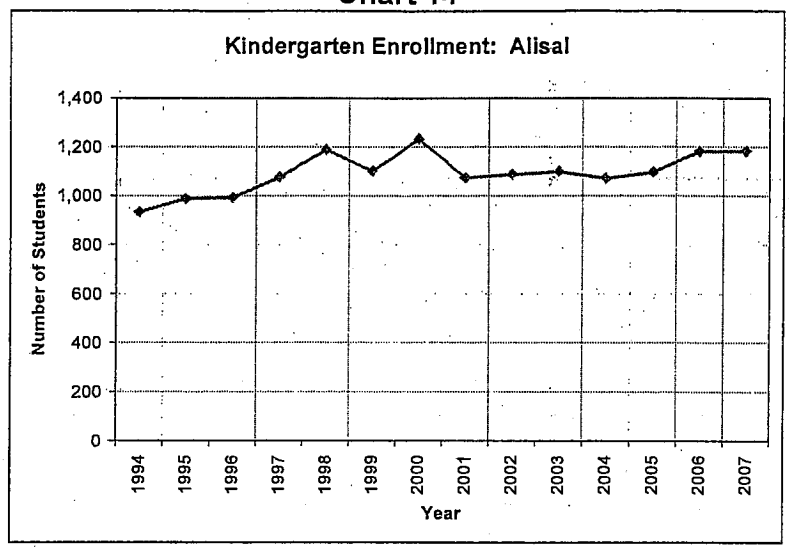


Chart 15 shows the aggregated grade progressions for Alisal Union School District. Students in kindergarten through fifth grades are compared with the number of first through sixth graders the following year. The ratios measure the change in cohort size as students progressed to the next grade. The grade progressions are usually most affected by migration into and out of the district, and by transfers between public and private schools. These data include the enrollment effects of new housing: the grade progressions are inflated by the students from new housing and should not be used to forecast future enrollments. Interestingly, despite some modest housing growth (mainly from Monte Bella), recent grade progressions are negative, meaning that more students have left the elementary district than moved in.

Chart 15

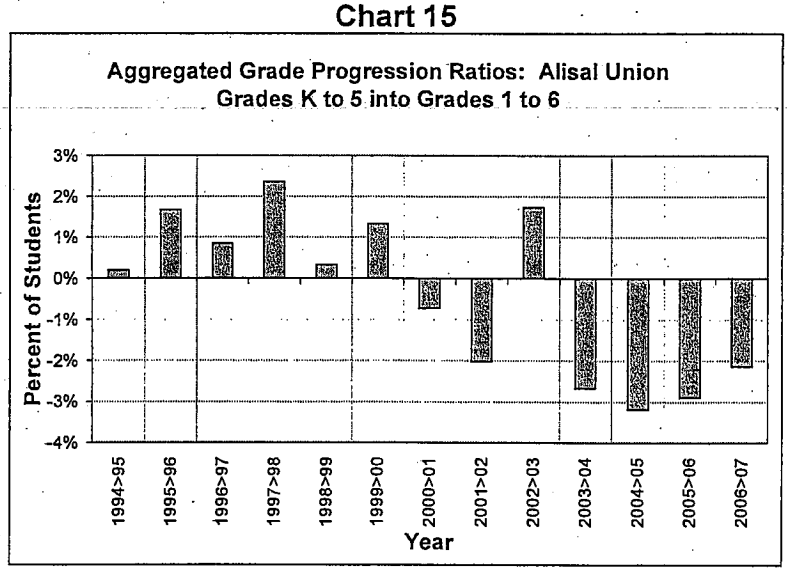
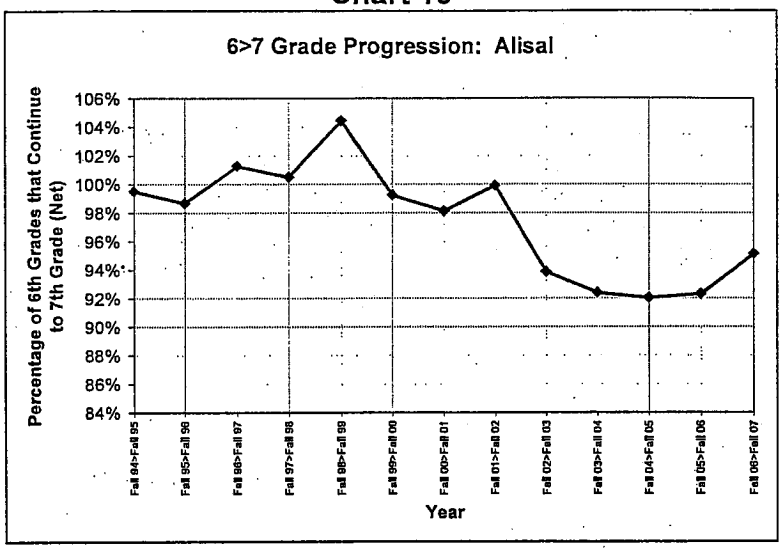


Chart 16 shows the sixth to seventh grade progression over time. This progression compares Alisal's sixth grade class one year with the number of seventh grade SUHSD residents of the Alisal area the following year. Once approximating 100 percent, the rate has been between 92 and 95 percent for a number of years. Perhaps the higher progression for the most recent pair of years results from students moving into Monte Bella homes.

Chart 16



Components of Forecast of SUHSD Students Living in AUSD

Because of the large amount of past and current housing growth in Alisal, the forecast is quite complicated. We forecasted four different groups of students in this part of the high school district:

1. Students living in the existing large developments (CreekBridge and Williams Ranch),
2. Students living in developments under construction (Monte Bella),
3. Students anticipated from future housing developments, and
4. Students in the rest of the student body.

Forecast of Students Living in CreekBridge and Williams Ranch Homes

CreekBridge I and Williams Ranch were completed around 2004. To forecast students from these developments, we used a cohort survival method, but needed some way of estimating the size of the seventh grade class. The forecast keeps the number of seventh graders from these areas at their current level of 327 students. We then forecast subsequent grades by aging (advancing students one grade for each forecast year) the seventh grade class and applying the current year's grade progressions.

Forecast of Students Living in Developments Under Construction
To forecast students from Monte Bella, we assumed that current enrollments from the area reflect 45 percent of eventual enrollments, as 45 percent of the development has been occupied. We assume the development will be completed by 2013.[10]

An implicit assumption made by the forecast model is that the number and age distribution of students living in Monte Bella will not change over time. Sometimes there is an aging effect in new developments, such that high school enrollments would first increase and then decrease over the neighborhood's first 10 to 20 years. We chose not to assume this aging effect after reviewing enrollments by age of housing in many of Salinas' subdivisions. While some areas showed enrollment increases over time as they aged, many areas did not experience such increases. This assumption should be monitored once the development is completed.

Forecast of Students Outside Major Housing Developments
To forecast middle and high school students in the older parts of the Alisal district (outside of CreekBridge, Williams Ranch, and Monte Bella), we used a cohort survival method but needed some way to estimate the size of the seventh grade class.

Forecasting the seventh grade class was challenging. We used current Alisal cohort sizes to do this.[11] The seventh grade class first shrinks for several years, and then increases. This follows the general pattern of Alisal's recent kindergarten enrollments.

Total Forecast of SUHSD Students Living in Alisal District
Table 4 shows the enrollment forecast for each housing group and the combined total forecast. Overall, SUSHD enrollments increase a bit. Middle and high school enrollments each increase by about 100 students over the 10-year period. Most of the increase is from Monte Bella. There is a slight increase in the number of students living in CreekBridge and Williams Ranch. Meanwhile, the number of students living in the area's older housing continues to be fairly stable.

[10] This timing is assumed because the development is in its third year of occupancy and the housing market has slowed.

[11] Specifically, we applied the most recent set of Alisal grade progressions to Alisal's current students by grade and adjusted for the estimated effect of Monte Bella on the current grade progressions. This gave a forecast of students, by grade, in Alisal. We applied the forecasted percentage change in the sixth grade class and to the SUHSD seventh grade class. Implicit in this estimate is that students in the large developments are evenly distributed through the grades. Ideally, we would use student address data from the feeder district and count the number of students from outside the new developments explicitly, providing the basis for a straightforward cohort-survival forecast.

Table 4

Component Forecast for SUHSD Students Living in Alisal Feeder District

Students Living Outside Major New Housing Developments

GRADE	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
7	657	614	618	613	620	672	665	665	665	665
8	623	611	568	572	567	574	626	619	619	619
9	604	570	558	515	519	514	521	573	566	566
10	554	561	527	515	472	476	471	478	530	523
11	492	489	496	462	450	407	411	406	413	465
12	492	428	425	432	398	386	343	347	342	349
7-8 Total	1,280	1,225	1,186	1185	1187	1246	1291	1283		
9-12 Total	2,142	2,048	2,006	1924	1839	1783	1746	1804	1850	1902

Students from New Housing: Creekbridge and Williams Ranch

GRADE	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
7	327	327	327	327	327	327	327	327	327	327
8	310	349	349	349	349	349	349	349	349	349
9	392	363	402	402	402	402	402	402	402	402
10	350	390	361	400	400	400	400	400	400	400
11	351	346	386	357	396	396	396	396	396	396
12	324	343	338	378	349	388	388	388	388	388
7-8 Total	637	676	676	676	676	676	676	676	676	676
9-12 Total	1,417	1,442	1,487	1537	1547	1586	1586	1586	1586	1586

Students from Monte Bella

GRADE	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
7	28	34	39	45	50	56	62	62	62	62
8	22	26	31	35	40	44	48	48	48	48
9	38	46	53	61	68	76	84	84	84	84
10	33	40	46	53	59	66	73	73	73	73
11	29	35	41	46	52	58	64	64	64	64
12	32	38	45	51	58	64	70	70	70	70
7-8 Total	50	60	70	80	90	100	110	110	110	110
9-12 Total	132	158	185	211	238	264	290	290	290	290

Sum

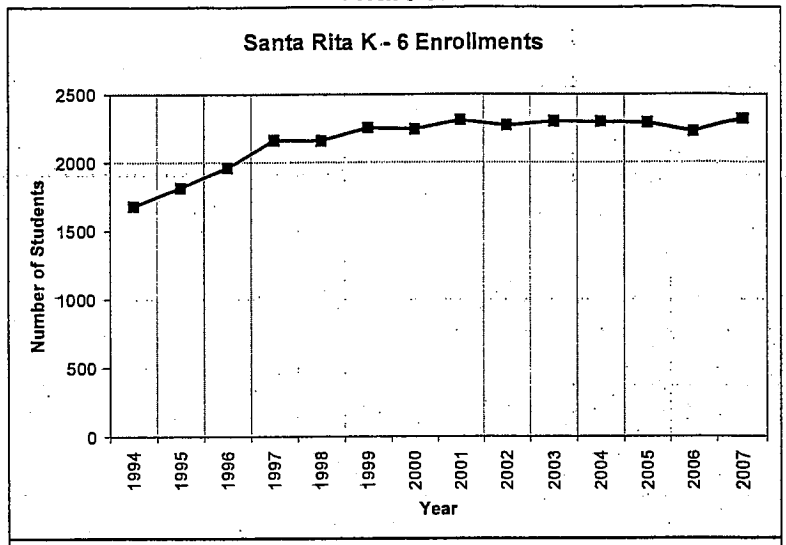
GRADE	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
7	1,012	975	984	984	998	1,055	1,053	1,053	1,053	1,053
8	955	986	948	956	955	967	1,023	1,016	1,016	1,016
9	1,034	979	1,013	978	990	992	1,007	1,059	1,051	1,051
10	937	991	934	968	931	942	943	951	1,003	995
11	872	870	923	865	898	861	871	865	873	925
12	848	809	808	861	805	838	801	806	800	808
7-8 Total	1,967	1,961	1,932	1941	1953	2022	2077	2069	2069	2069
9-12 Total	3,691	3,648	3,678	3672	3624	3633	3622	3680	3727	3779

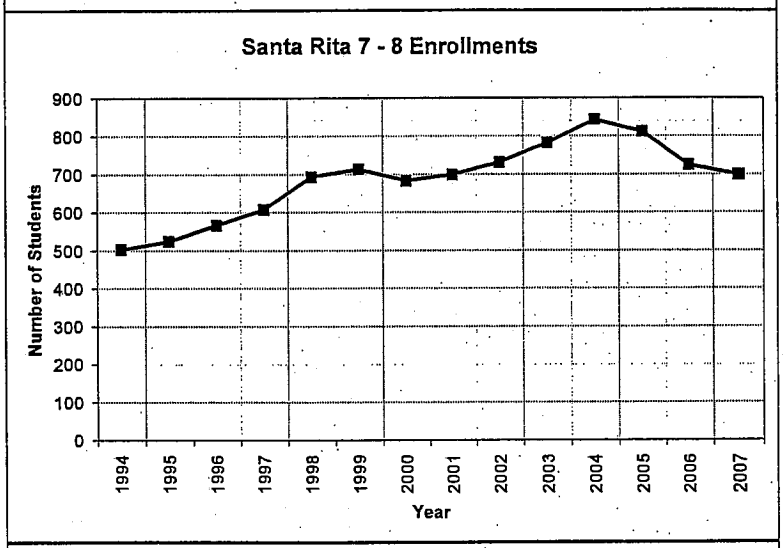
Santa Rita Union School District

Chart 17 shows the overall enrollments by school level for Santa Rita Union School District (SRUSD). Santa Rita's K-6 enrollments have been remarkably stable considering that Harden Ranch was constructed during the late 1990s. The middle school enrollment pattern is quite different from the elementary one, and levels are higher than what we would expect, even in an area with housing growth. Santa Rita's middle school enrollments increased substantially between 1994 and 2004. Enrollments declined after 2004, partly because housing construction had ended and no doubt partly for the same reason that SCSD and Alisal enrollments declined. High school enrollment trends appear to be lagged a few years behind the middle school trends, with enrollments continuing to increase to date.

The elementary enrollment pattern here is rather puzzling. Perhaps SRUSD reduced the number of inter-district transfer students to make room for the Harden Ranch students. This would explain why elementary enrollments remained flat over time.

Chart 17


Santa Rita K - 6 Enrollments
Number of Students
2500
2000
1500
1000
500
0
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
Year


Santa Rita 7 - 8 Enrollments
Number of Students
900
800
700
600
500
400
300
200
100
0
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
Year

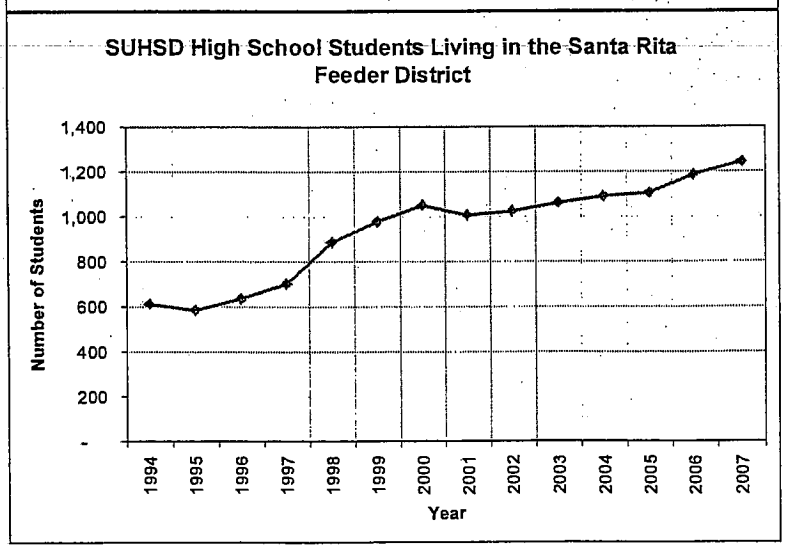

SUHSD High School Students Living in the Santa Rita Feeder District
Number of Students
1,400
1,200
1,000
800
600
400
200
-
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
Year

Chart 18 shows the numbers of SUHSD middle and high school students living in major developments (Harden Ranch) and in older housing within this elementary feeder. Once we separate students living in the large developments, we see that since the late 1990s, enrollments have actually been quite stable in the rest of the student population. Virtually all of the enrollment growth is from Harden Ranch. The fact that enrollments outside the large development areas are fairly stable is another excellent illustration (as with Alisal) of why we measure students from new and older housing separately. In this case, the students from new housing disguised enrollment trends in the older housing.

Chart 18

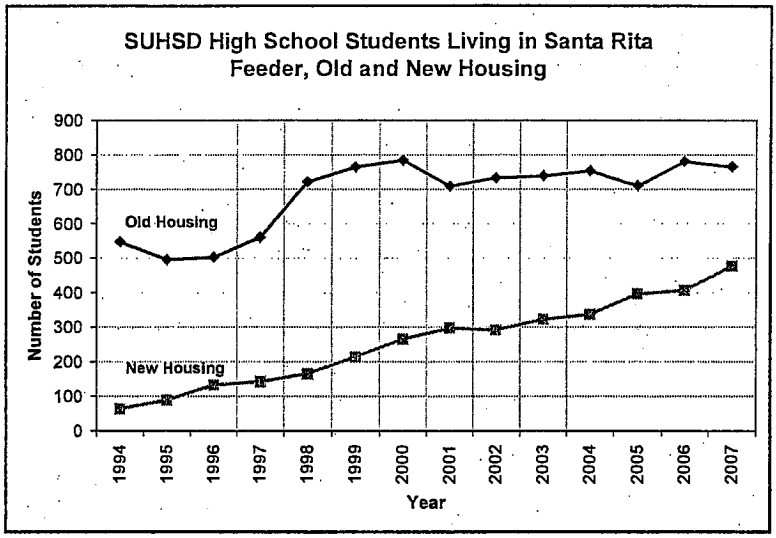


Chart 19 shows SRUSD kindergarten enrollments, which have been fairly stable since the late 1990s, despite the construction of Harden Ranch.

Chart 19

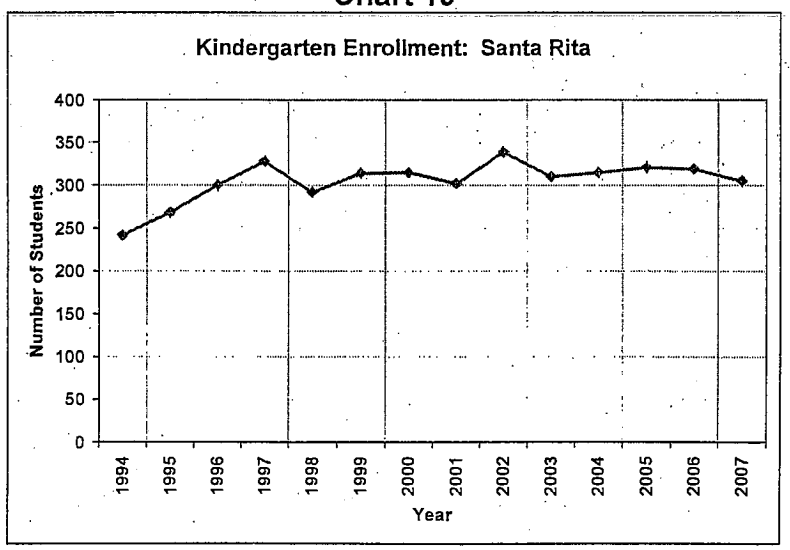


Chart 20 shows the aggregated grade progressions for Santa Rita. Students in kindergarten through seventh grades are compared with students in first through eighth grades the following year. These ratios are a measure of the change in cohort size as students progressed to the next grade. The grade progressions are usually most affected by migration into or out of the District, by transfers between public and private schools, and by changes in the number of inter-district transfer students. These data include the effects of migration as a result of new students entering from Harden Ranch. As a result, the grade progressions prior to 2004 are inflated by the students from Harden Ranch and should not be used to forecast future enrollments.

Chart 20

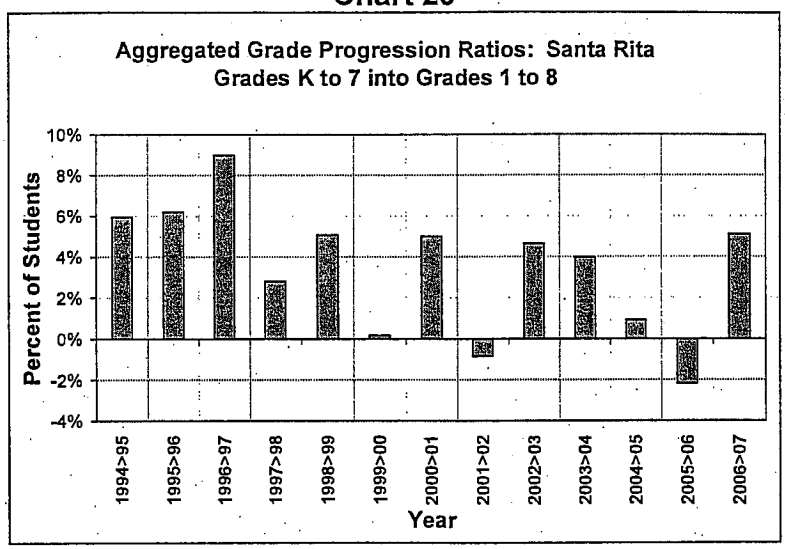
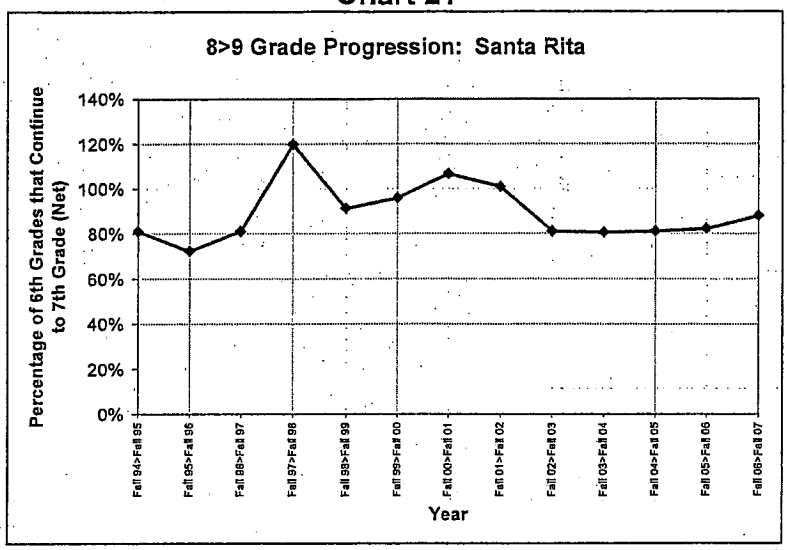


Chart 21 shows the eighth-to-ninth grade progression over time. This grade progression compares students in Santa Rita's eighth grade class with the following year's SUHSD ninth graders living in the Santa Rita feeder district. The rate of progression has been about 80 percent for the last five years. Prior to 2004, the grade progression was quite high, probably as a result of new students entering the community to live in Harden Ranch homes.

Chart 21



Components of Forecast of SUHSD Students Living in SRUSD
As with Alisal, the past and future housing growth complicates the forecast model for students living in Santa Rita. We forecast three different groups in Santa Rita:

1. Students living in the existing large developments (Harden Ranch),
2. Students anticipated in future housing developments, and
3. Students in the rest of the student body.

Forecast of Students Living in Harden Ranch
Harden Ranch is completely built out at this time. Enrollments have been increasing, despite the fact that most of the housing was completed by 2004. Sometimes the average age of students in housing increases over time because families with younger children are slightly more likely to buy new housing. If this is the case, and many original owners remain in their homes, high school enrollments peak in about 10 years. If, in fact, this is happening in Harden Ranch, then high school enrollments are probably peaking now, since most of this development was built between eight and 13 years ago.

We categorized enrollments in Harden Ranch by the year units were built. We found that many if its subdivisions built at different times had an unusual enrollment increase in the last three years. These simultaneous increases suggest that the recent (2004 through 2007) increase in Harden Ranch enrollments is a "period effect." Period effects are events limited to a particular time period, with an exogenous cause such as a change in the economy, and are probably not related to the age of housing. In this case, enrollments are likely to remain at their current level, or perhaps to continue to increase.

It is not clear how to forecast future enrollments from this area. If there is an aging effect, enrollments are likely to start declining within the next few years. If there is no aging effect, we ought to assume that enrollments will remain at their current level. Our

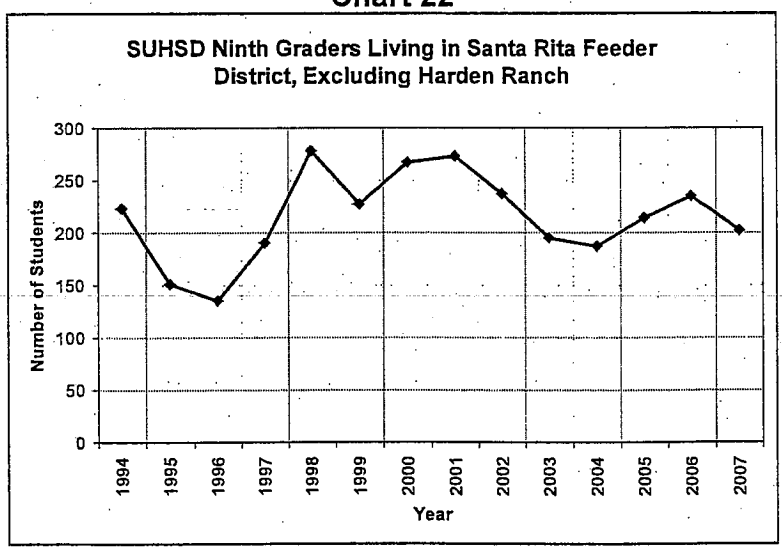
Medium forecast assumes that Harden Ranch enrollments will remain stable at 476 students.

Forecast of Students from Future Housing
Within the foreseeable future, there is one smaller project in this feeder district, The Commons at Rogge Road. It will consist of 171 affordable housing units, with at least some occupancy by fall 2008. We expect 43 high school students to be enrolled in SUHSD schools (.25 students per unit) when the project is completed.

Rancho San Juan is also in the Santa Rita area, but it is currently under litigation, and we assume that it will not be built within the next 10 years. Although we did not include this development in our forecasts, the District should monitor plans for its construction.

Forecast of Students in Older Housing
To forecast students in Santa Rita's older housing (outside Harden Ranch), we use a cohort survival method but must first forecast the size of the ninth grade class. Forecasting the ninth grade class is challenging, however.[12] Chart 22 shows the ninth grade class in Santa Rita outside Harden Ranch. Note that enrollments have fluctuated quite a bit over time, but the long-term average (215 students) is close to the size of the current ninth grade class (202 students). We use the long-term average to forecast future ninth grade classes. The most recent set of grade progressions is used to forecast the remainder of the grades.

Chart 22



Total Forecast of SUHSD Students Living in SRUSD
Table 5 shows the enrollment forecast for each student component. Overall, forecasted enrollments are quite stable, increasing only as a result of future housing construction.

[12] We cannot base SUHSD's ninth grade class on Santa Rita's eighth grade class because part of Santa Rita's eighth grade class lives in Harden Ranch. Our component model requires counts of students who live outside Harden Ranch.

Note, however, that this forecast assumes that future Harden Ranch enrollments will be stable, given that construction has been completed. This is our most uncertain assumption.

Table 5

Component Forecast for SUHSD Students Living in Santa Rita Feeder District

Students Living Outside Major New Housing Developments

GRADE	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
9	202	215	215	215	215	215	215	215	215	215
10	210	177	190	190	190	190	190	190	190	190
11	193	208	175	188	188	188	188	188	188	188
12	160	178	193	160	173	173	173	173	173	173
9-12 Total	765	778	774	754	767	767	767	767	767	767

Students from New Housing: Harden Ranch

GRADE	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
9	122	122	122	122	122	122	122	122	122	122
10	124	124	124	124	124	124	124	124	124	124
11	106	106	106	106	106	106	106	106	106	106
12	124	124	124	124	124	124	124	124	124	124
9-12 Total	476	476	476	476	476	476	476	476	476	476

Students from Future Housing (Commons at Rogge Road)

GRADE	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
9		5	11	11	11	11	11	11	11	11
10		5	11	11	11	11	11	11	11	11
11		5	11	11	11	11	11	11	11	11
12		5	10	10	10	10	10	10	10	10
9-12 Total	0	20	43	43	43	43	43	43	43	43

Sum

GRADE	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
9	324	342	348	348	348	348	348	348	348	348
10	334	306	325	325	325	325	325	325	325	325
11	299	319	292	305	305	305	305	305	305	305
12	284	307	327	294	307	307	307	307	307	307
9-12 Total	1,241	1,274	1,293	1,273	1,286	1,286	1,286	1,286	1,286	1,286

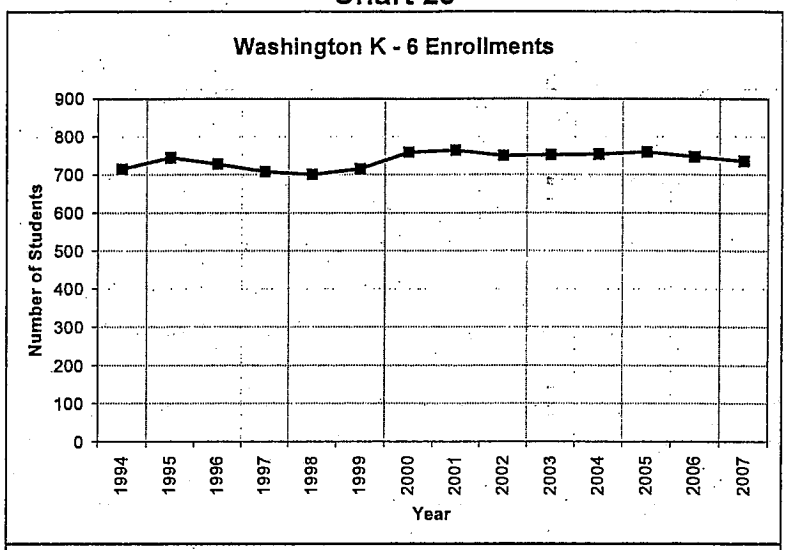
Washington Union School District

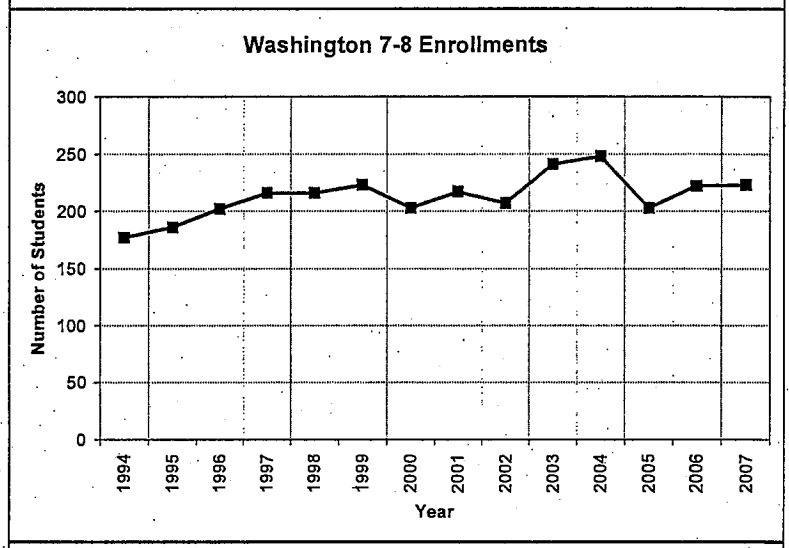
Relatively few students attending SUHSD schools live in Washington Union (WUSD). Thus, although there may be substantial changes in Washington's elementary enrollments, there will be little enrollment impact for SUHSD.

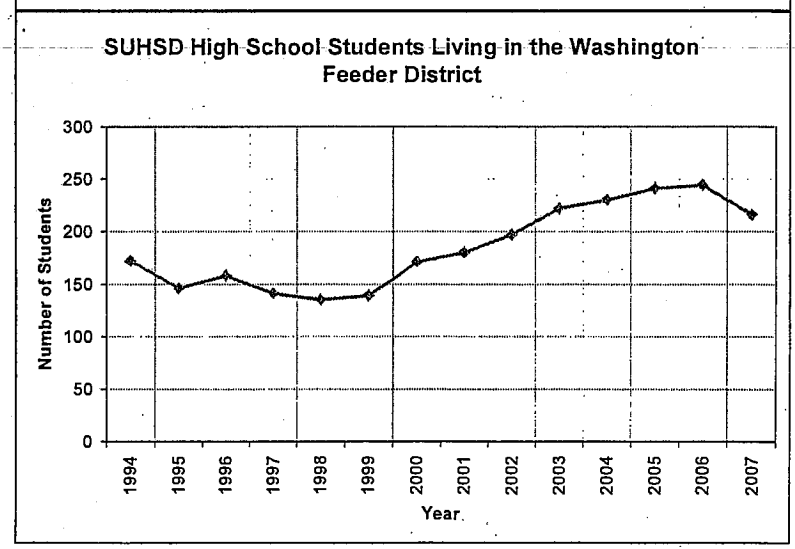
Chart 23 shows overall enrollment trends by school level in WUSD. Elementary enrollments have been fairly stable since 1994, as have middle school enrollments (grades 7 and 8), though there are more annual fluctuations (random variations) because of the smaller population base. In contrast, the number of high school students living in

the area has increased substantially. Between 1999 and 2006, high school enrollments increased 81 percent, or about 100 students. In 2007, high school enrollments declined. As with Santa Rita, these facts suggest that the aggregated feeder enrollments are not a good indicator of future high school enrollments from the elementary school district.

Chart 23


Washington K - 6 Enrollments
Number of Students
900
800
700
600
500
400
300
200
100
0
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
Year


Washington 7-8 Enrollments
Number of Students
300
250
200
150
100
50
0
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
Year


SUHSD High School Students Living in the Washington Feeder District
Number of Students
300
250
200
150
100
50
0
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
Year

Although there has been some housing growth in Washington Union, relatively few SUSHD students live in the newer homes. We have the addresses of housing units for which developer fees were paid between July 2000 and February 2007. A total of 86 homes were built in Washington Union, and in fall 2007, only nine SUHSD students lived in those units (Table 6). Thus, housing construction in this feeder has had little impact on SUHSD enrollments, both because there are no large developments and because high school student yields from new homes there are low.

Table 6

Feeder	Housing Type	Number of Units	Number of Students		Student Yield	
			7th and 8th graders	9th-12th graders	7th and 8th graders	9th-12th graders
Alisal	MFU	265	21	60	0.08	0.23
	SFU	1,265	169	371	0.13	0.29
	Total	1,530	190	431	0.12	0.28
Salinas City	MFU	13	3	8	0.23	0.62
	SFU	66	9	20	0.14	0.30
	Total	79	12	28	0.15	0.35
Santa Rita	SFU	354	5	102		0.29
	MFU	0				
	Total	354	5	102		0.29
Spreckels	SFU	66	0	11		0.17
	MFU	0				
	Total	66	0	11		0.17
Washington Union	SFU	86	0	9		0.10
	MFU	0				
	Total	86	0	9		0.10

Chart 24 shows WUSD kindergarten enrollments. As with K-8 enrollments, kindergarten enrollments have been fairly stable over time.

Chart 24

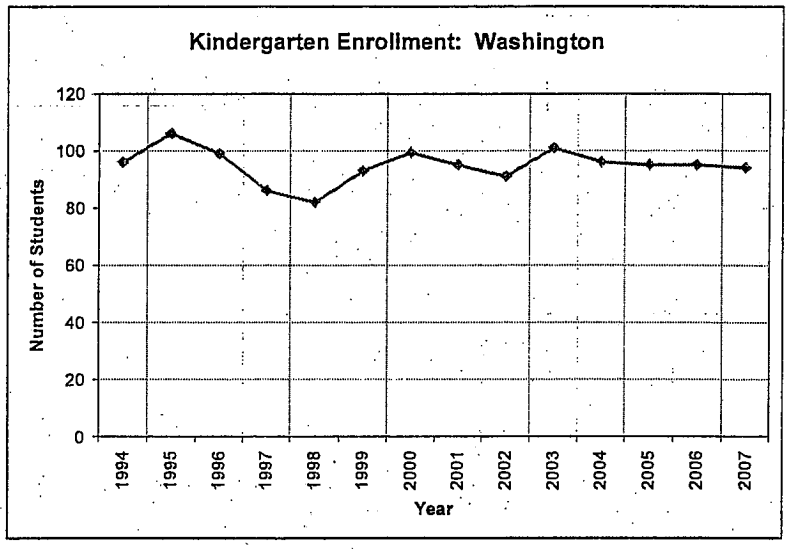
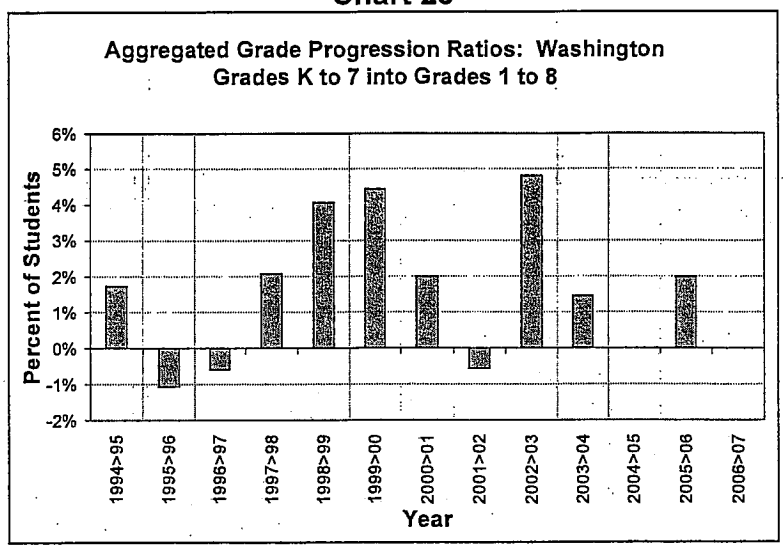


Chart 25 shows the aggregated grade progressions for Washington Union. Students in kindergarten through seventh grade are compared with students first through eighth grades the following year. These ratios measure the percentage change in cohort size as students progressed to the next grade. Grade progressions are usually most affected by migration into or out of the district and by transfers between public and private schools. The aggregated grade progressions show a net gain of students in the elementary grades. However, in the most recent year, the grade progression was close to zero, meaning that the same number of students left as entered Washington Union between fall 2006 and fall 2007.

We used a standard cohort survival method for forecasting enrollments in Washington Union. The key assumption concerns the set of grade progressions used in the forecast, and we used the average grade progressions for the entire 13-year period.

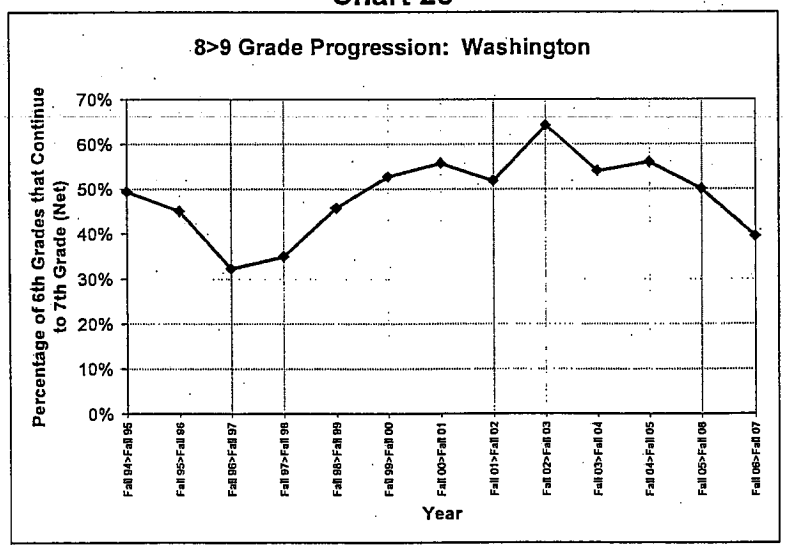
Chart 25



Note that the historical grade progressions include the effects of housing growth; therefore, some new housing is assumed the forecast model. Since some new housing was built in the last three years, the model implicitly assumes this will continue.

Chart 26 shows the eighth-to-ninth grade progression over time. This compares students in Washington Union's eighth grade class with the following year's SUHSD ninth graders living in the Washington feeder district. The rate has varied widely, between about 30 and 60 percent. The overall average grade progression is 49 percent, and we use this in the forecast model.

Chart 26



Total Forecast of SUHSD Students Living in WUSD

Unlike Alisal and Santa Rita, we forecasted SUHSD students living in the Washington Union district without separating students into new and older housing categories. Washington Union enrollments have little impact on SUHSD enrollments, and the effect of new housing on SUHSD enrollments has been minimal.

Table 7 shows the enrollment forecast for Washington Union. As mentioned above, the forecast model uses the average grade progressions of the history. The forecast indicates that SUHSD enrollments from this area will remain fairly constant or decline slightly.

Table 7

Washington Union Feeder Area Forecast, Using Grade Progression Ratios

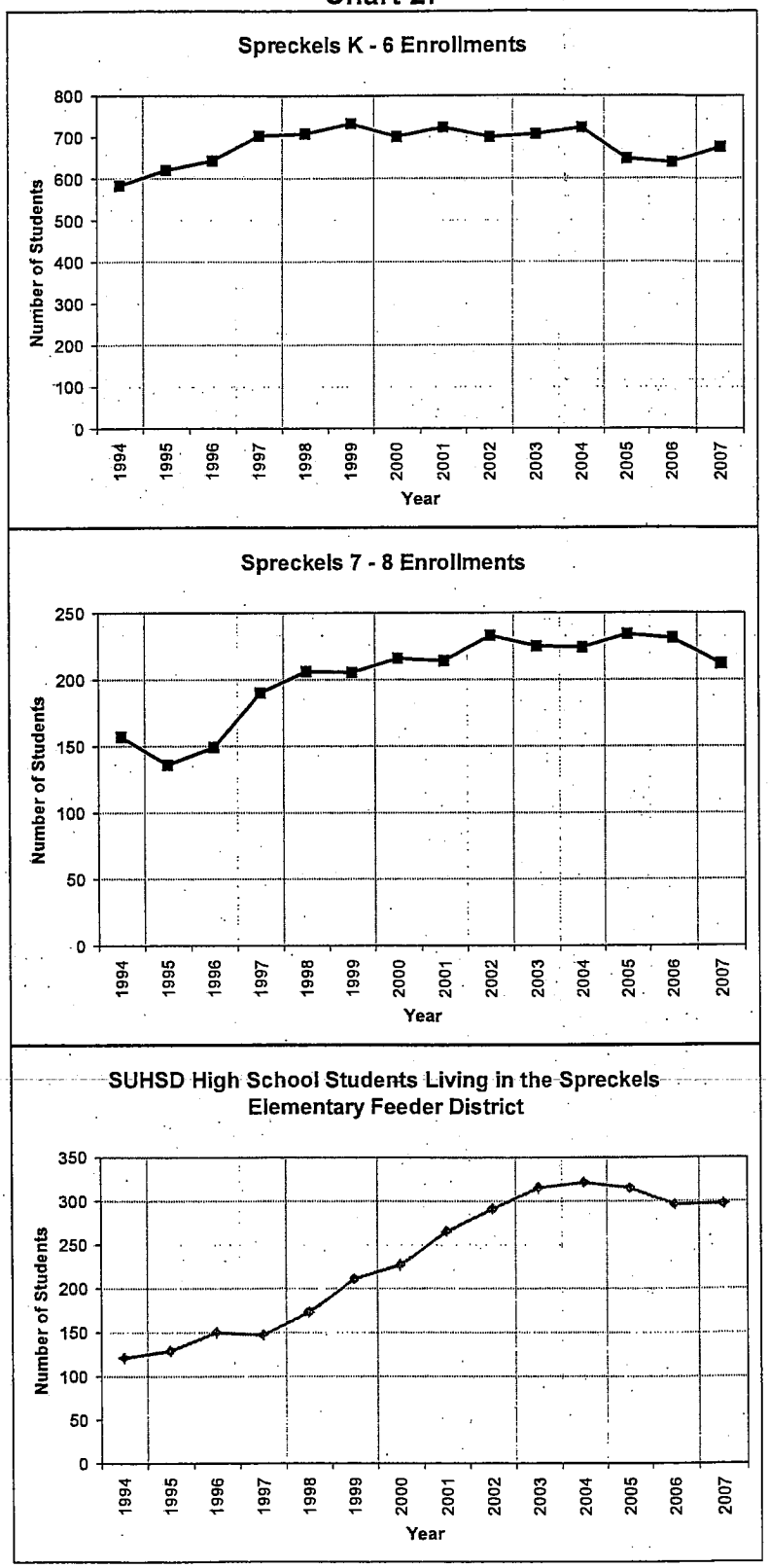
GRADE	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
K	94									
1	96	98								
2	100	99	101							
3	105	102	101	103						
4	112	110	107	106	108					
5	113	116	115	111	110	113				
6	116	116	119	117	114	112	115			
7	108	113	112	116	114	110	109	112		
8	115	104	108	108	111	110	106	105	108	
9	41	56	50	53	52	54	53	51	51	52
10	55	40	54	49	51	51	52	51	50	49
11	69	53	39	53	47	49	49	51	50	48
12	51	62	48	35	47	43	45	45	46	45
9 to 12	216	211	191	189	198	197	199	198	197	195

Spreckels Union School District

Chart 27 shows overall enrollments by school level for Spreckels Union School District. Since 1997, elementary and middle school enrollments have been quite stable. In contrast, the number of students from Spreckels that attend SUHSD more than doubled between 1997 and 2004: from 147 to 321 students. After 2004, enrollments declined. In fall 2007, 297 SUHSD high school students lived in Spreckels Union.

As in Santa Rita and Washington school districts, elementary enrollments were stable while high school enrollments increased. This suggests that the aggregated feeder enrollments may not be a good indicator of future high school enrollments. But, as with Washington, the numerical effect of Spreckels enrollments on SUHSD enrollments is small.

Chart 27


Spreckels K - 6 Enrollments
Number of Students
800
700
600
500
400
300
200
100
0
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
Year
Spreckels 7 - 8 Enrollments
Number of Students
250
200
150
100
50
0
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
Year
SUHSD High School Students Living in the Spreckels Elementary Feeder District
Number of Students
350
300
250
200
150
100
50
0
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
Year

Although there has been housing growth in Spreckels Union, there are relatively few SUHSD students living in new homes. We have the addresses of housing units for which developer fees were paid between July 2000 and February 2007. A total of 66 homes were built in Spreckels Union, and in fall 2007, only 11 SUHSD students lived in them (Table 6). Thus, housing construction in this feeder area has had little impact on SUHSD enrollments, both because there are no large developments and because high school student yields from new homes are low.

Chart 28 shows kindergarten enrollments. As with K-8 enrollments, kindergarten enrollments have annual fluctuations (between 80 and 100 students), but the underlying trend seems stable.

Chart 28

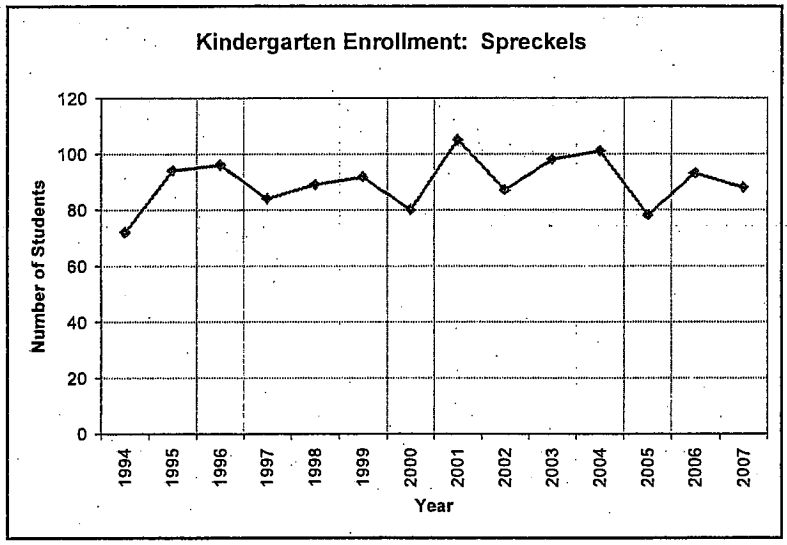
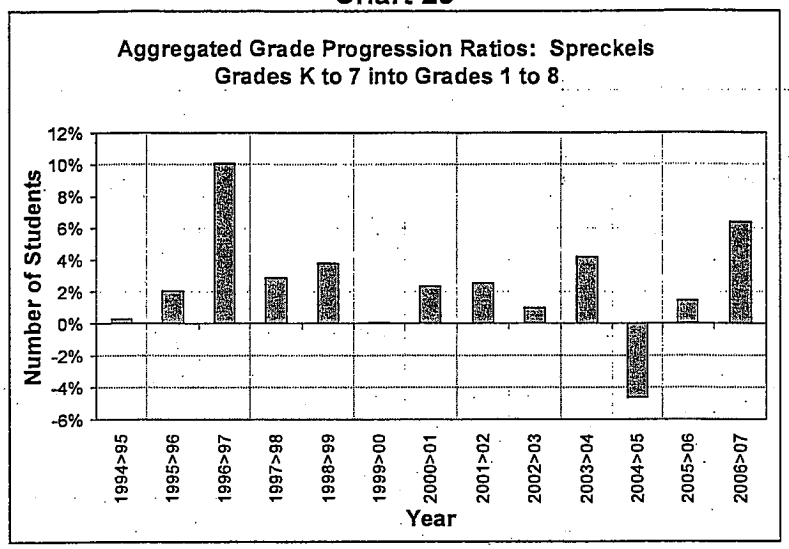


Chart 29 shows the aggregated grade progressions for Spreckels Union Elementary. The number of students in kindergarten through seventh grades is compared with the number of students in first through eighth grades the following year. These ratios measure the percentage change in cohort size as students progressed to the next grade. The grade progressions are usually most affected by migration into or out of the District and by transfers between public and private schools. The aggregated grade progressions show a net increase of students in the elementary grades.

We used a standard cohort survival method for forecasting enrollments in Spreckels Union. The set of grade progressions used in the forecast model is the key assumption needed in the forecast. We used the average grade progressions of the last 13 years.

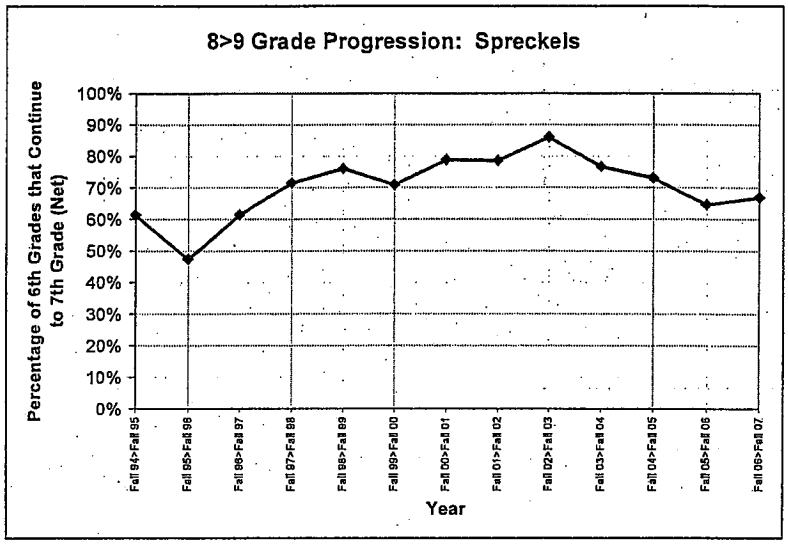
Chart 29



Note that the historical grade progressions include the effects of housing growth; therefore, some new housing assumed in the forecast model.

Chart 30 shows the eighth-to-ninth grade progression over time. This grade progression compares students in Spreckels' eighth grade class with SUHSD ninth graders living in the Spreckels district. The percentage has changed a lot over time and is at least partly responsible for the shift in high school enrollments. In the mid-1990s, the percentage of Spreckels eighth graders entering SUHSD as ninth graders was similar to Washington Union's, at about 50 percent. During the late 1990s through 2003, the percentage grew and reached 87 percent. This change corresponds to the increase in high school students from the area. During the last four years, however, the rate dropped. In the most recent year, the eighth-to-ninth grade progression was 68 percent. The entire 13-year average is 70 percent, which is used in the forecast model.

Chart 30



Forecast of SUHSD Students Living in SUSD

We use a standard cohort survival model for forecasting SUHSD enrollments from Spreckels Union. We started with Spreckels Union students by grade, aged each cohort, and applied the 13-year average grade progression rates. Table 8 shows the resulting enrollment forecast. Enrollments may rise slightly, but otherwise are quite stable.

Table 8

Spreckels Feeder Area Forecast, Using Grade Progression Ratios

GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
K	93	88									
1	83	108	95								
2	98	80	109	96							
3	92	107	83	113	100						
4	88	87	108	84	114	101					
5	86	92	89	110	86	117	103				
6	99	114	97	94	116	90	123	108			
7	113	101	116	99	95	118	92	125	110		
8	118	111	99	114	97	94	116	90	123	108	
9	75	79	78	70	80	68	66	82	63	86	76
10	71	76	76	75	67	77	65	63	78	61	83
11	86	66	69	69	69	61	70	60	58	72	56
12	64	76	62	65	65	64	57	66	56	54	67
9 to 12	296	297	285	279	281	271	259	271	256	273	282

SUHSD Forecast for All Feeder Areas Combined Outside the FGAs and West Boronda

Without housing construction in the Future Growth Areas (FGAs), West Boronda, and Rancho San Juan, the combined forecast for SUHSD shows about a 150-student increase in middle school enrollments by 2016, while high school enrollments show a decline of almost 270.

Table 9 shows the enrollment forecast for all of SUHSD, excluding the major developments.

Table 9 Forecast Excluding Major Developments

Middle School Enrollments										
	Actual	Forecast								
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Salinas City	**1,938**	1,942	1,941	1,923	1,866	1,843	1,903	1,967	1,989	1,989
Alisal	**1,967**	1,961	1,932	1,941	1,953	2,022	2,077	2,069	2,069	2,069
Inter-District Transfer	**92**	92	92	92	92	92	92	92	92	92
Total	**3,997**	3,995	3,965	3,956	3,911	3,958	4,072	4,128	4,150	4,150
High School Enrollments										
	Actual	Forecast								
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Salinas City	**3,997**	3,924	3,807	3,775	3,723	3,697	3,627	3,586	3,589	3,630
Alisal	**3,691**	3,648	3,678	3,672	3,624	3,633	3,622	3,680	3,727	3,779
Santa Rita	**1,241**	1,274	1,293	1,273	1,286	1,286	1,286	1,286	1,286	1,286
Washington	**216**	211	191	189	198	197	199	198	197	195
Spreckels	**297**	285	279	281	271	259	271	256	273	282
Graves	**4**	4	4	4	4	4	4	4	4	4
Lagunita	**6**	7	8	5	7	6	6	8	7	7
Inter-District Transfer	**104**	104	104	104	104	104	104	104	104	104
Total	**9,556**	9,458	9,364	9,302	9,216	9,186	9,119	9,123	9,187	9,287

Forecast of Enrollments from FGAs and West Boronda

We understand that the Future Growth Areas (FGAs) will contain 11,500 housing units, and the timing of construction is uncertain. Shown below are three different scenarios for the timing of these developments:

1. The most optimistic scenario assumes that occupancy begins in 2011 and the project takes 10 years to complete. This timeframe implies 1,150 units built per year, much greater than the historical rate in Salinas.
2. The Medium scenario assumes occupancy begins in 2015 and takes 15 years to complete.

3 The most pessimistic scenario assumes that the housing is built beyond our forecast period.

The West Boronda development, slated for 600 units, is farther along and its timing seems more certain. Occupancy is expected to begin in 2011, and will take approximately 10 years to complete.[13]

Table 10 includes students from the West Boronda development as well as the various scenarios for the FGAs. (The pessimistic forecast assumes no development and hence no enrollments from any new major development.) In both the optimistic and Medium forecasts, 3,025 high school students result, along with 1,033 middle school students, but in the optimistic forecast the results are reached in 2020, ten years before the Medium forecast enrollment total reaches this level.

The forecast assumes a student yield of .25 for high school students and .125 for middle school students. Also, it is assumed that about two-thirds of students living in the FGAs will live within the Alisal Union School District, and thus will have some impact on the middle school enrollments.

[13] According to Jerry Hernandez, Monterey County Housing and Redevelopment Office.

Table 10

Forecasts for the Future Growth Areas And Boronda

Optimisitic Forecast for Future Growth Areas

Year	# Units Built in FGAs	# Units Built in Boronda	Annual High School Enrollment	Cumulative Enrollment	Annual Middle School Enrollments	Cumulative middle school enrollments
2011	1150	60	303	303	103	103
2012	1150	60	303	605	103	207
2013	1150	60	303	908	103	310
2014	1150	60	303	1210	103	413
2015	1150	60	303	1513	103	517
2016	1150	60	303	1815	103	620
2017	1150	60	303	2118	103	723
2018	1150	60	303	2420	103	827
2019	1150	60	303	2723	103	930
2020	1150	60	303	3025	103	1033

Medium Forecast for Future Growth Areas

Year	# Units Built in FGAs	# Units Built in Boronda	Annual High School Enrollment	Cumulative Enrollment	Annual Middle School Enrollments	Cumulative middle school enrollments
2011		60	15	15	8	8
2012		60	15	30	8	15
2013		60	15	45	8	23
2014		60	15	60	8	30
2015	767	60	207	267	71	101
2016	767	60	207	473	71	173
2017	767	60	207	680	71	244
2018	767	60	207	887	71	316
2019	767	60	207	1093	71	387
2020	767	60	207	1300	71	458
2021	767		192	1492	64	522
2022	767		192	1683	64	586
2023	767		192	1875	64	650
2024	767		192	2067	64	714
2025	767		192	2258	64	778
2026	767		192	2450	64	842
2027	767		192	2642	64	906
2028	767		192	2833	64	969
2029	767		192	3025	64	1033

Combined Forecast

In this section, we combine the forecast from the FGAs with the forecast outside the FGAs. For the areas outside the FGAs, our forecast extends only through 2016. We use 2016 enrollment numbers for years after 2016. Table 11 shows the combined forecast. If the FGAs are developed, middle school enrollments eventually (by 2020 in the optimistic

forecast) reach 5,184 students, while high school enrollments eventually reach 12,312 students.

Note that the pessimistic scenario assumes no development in the FGAs and the forecasts are the same as shown in Table 9.

Table 11

Combined Enrollment Forecast for SUHSD

Middle School Enrollments

Optimistic Forecast

	Actual																							
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Non-FGA Areas	**3,997**	**3,995**	**3,965**	**3,956**	**3,911**	**3,958**	**4,072**	**4,128**	**4,150**	**4,150**	**4,150**	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*
FGA and Boronda	**0**	0	0	0	103	207	310	413	517	620	723	827	930	1,033	1,033	1,033	1,033	1,033	1,033	1,033	1,033	1,033	1,033
Total	**3,997**	3,995	3,965	3,956	4,014	4,164	4,382	4,542	4,667	4,770	4,874	4,977	5,080	5,184	5,184	5,184	5,184	5,184	5,184	5,184	5,184	5,184	5,184

High School Enrollments

Optimistic Forecast

	Actual																							
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Non-FGA Areas	**9,556**	9,458	9,364	9,302	9,216	9,186	9,119	9,123	9,187	9,287	9,287	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*
FGA and Boronda	**0**	0	0	0	303	605	908	1,210	1,513	1,815	2,118	2,420	2,723	3,025	3,025	3,025	3,025	3,025	3,025	3,025	3,025	3,025	3,025
Total	**9,556**	9,458	9,364	9,302	9,519	9,791	10,027	10,333	10,700	11,102	11,404	11,707	12,009	12,312	12,312	12,312	12,312	12,312	12,312	12,312	12,312	12,312	12,312

Middle School Enrollments

Medium Forecast

	Actual																							
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Non-FGA Areas	**3,997**	**3,995**	**3,965**	**3,956**	**3,911**	**3,958**	**4,072**	**4,128**	**4,150**	**4,150**	**4,150**	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*
FGA and Boronda	**0**	0	0	0	0	0	0	0	101	173	244	316	387	458	522	586	650	714	778	842	906	969	1,033
Total	3,997	3,995	3,965	3,956	3,911	3,958	4,072	4,128	4,252	4,323	4,395	4,466	4,537	4,609	4,673	4,736	4,800	4,864	4,928	4,992	5,056	5,120	5,184

High School Enrollments

Medium Forecast

	Actual																							
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Non-FGA Areas	**9,556**	**9,458**	**9,364**	**9,302**	**9,216**	**9,186**	**9,119**	**9,123**	**9,187**	**9,287**	**9,287**	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*
FGA and Boronda	**0**	0	0	0	0	0	0	0	267	473	680	887	1,093	1,300	1,492	1,683	1,875	2,067	2,258	2,450	2,642	2,833	3,025
Total	9,556	9,458	9,364	9,302	9,216	9,186	9,119	9,123	9,454	9,760	9,967	10,173	10,380	10,587	10,778	10,970	11,162	11,353	11,545	11,737	11,928	12,120	12,312

Middle School Enrollments

Pessimistic Forecast

	Actual																							
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Non-FGA Areas	**3,997**	3,995	3,965	3,956	3,911	3,958	4,072	4,128	4,150	4,150	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*	*4,150*
FGA and Boronda	**0**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**3,997**	3,995	3,965	3,956	3,911	3,958	4,072	4,128	4,150	4,150	4,150	4,150	4,150	4,150	4,150	4,150	4,150	4,150	4,150	4,150	4,150	4,150	4,150

High School Enrollments

Pessimistic Forecast

	Actual																							
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Non-FGA Areas	**9,556**	9,458	9,364	9,302	9,216	9,186	9,119	9,123	9,187	9,287	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*	*9,287*
FGA and Boronda	**0**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**9,556**	9,458	9,364	9,302	9,216	9,186	9,119	9,123	9,187	9,287	9,287	9,287	9,287	9,287	9,287	9,287	9,287	9,287	9,287	9,287	9,287	9,287	9,287