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# 2020 DEVELOPER FEE JUSTIFICATION STUDY
# NEWCASTLE ELEMENTARY SCHOOL DISTRICT



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## Executive Summary

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

The Districts share of the fees collected is 60% of the approved 2018 rate for developer fees collected through the Placer Union High School District. They recently completed a SFNA dated June 26th, 2019.

**Table 1**

**Newcastle Elementary School District**
**Developer Fee Collection Rates**

| **Totals** | Rates |
|---|---|
| Residential | $4.08 |
| Commercial/Ind. | $0.66 |
| | |
| **District Share:** 60.00% | |
| | |
| **Net Impact** | Rates |
| Residential | $2.45 |
| Commercial/Ind. | $0.40 |

The District can only justify $0.08 per square foot for Rental Self Storage construction

The total projected number of housing units to be built over the next five years is 10. The average square feet per unit is 2,400. This Study demonstrates a need of $3.75 per square foot for residential construction.

## Background

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

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

The authority sited in Education Code Section 17620 states in part "… the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities." The legislation originally established the maximum fee rates at $1.50 per square foot for residential construction and $0.25 per square foot for commercial/industrial construction. Government Code Section 65995 provides for an inflationary increase in the fees every two years based on the changes in the Class B construction index. As a result of these adjustments, the fees authorized by Education Code 17620 are currently **$4.08** per square foot of residential construction and **$0.66** per square foot of commercial or industrial construction.

**Purpose and Intent**

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

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

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

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

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

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

**Enrollment Projections**

In 2019/2020 the District's total enrollment (CBEDS) was 473 students. The enrollment by grade level is shown here in Table 2.

**Table 2**

**Newcastle Elementary School District**
**CURRENT ENROLLMENT**

| Grade | 2019/2020 |
|---|---|
| TK/K | 67 |
| 1 | 48 |
| 2 | 44 |
| 3 | 45 |
| 4 | 56 |
| 5 | 60 |
| 6 | 53 |
| TK-6 Total | 373 |
| 7 | 52 |
| 8 | 48 |
| 7-8 Total | 100 |
| TK-8 Total | 473 |



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

Student Generation Factor

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

The student generation factor identifies the number of students per housing unit and provides a link between residential construction projects and projections of enrollment. The State-wide factor used by the Office of Public School Construction is 0.50 for grades TK-8. For the purposes of this Study we will use the local factors to determine the students generated from new housing developments. This was done by comparing the number of housing units in the school district to the number of students in the school district as of the 2010 Census. Table 3 shows the student generation factors for the various grade groupings.

**Table 3**

**Newcastle Elementary School District**
**STUDENT GENERATION FACTORS**

| Grades | Students per Household |
|---|---|
| TK-6 | 0.187 |
| 7-8 | 0.0789 |
| **Total** | **0.2658** |

When using the Census data to determine the average district student yield rate, it is not possible to determine which students were living in multi-family units versus single family units. Therefore, only the total average yield rate is shown. The Census data does indicate that **97.3%** of the total housing units within the district boundaries are single family units. It is reasonable to assume that the construction of new housing units would be similar to the current housing stock, which was confirmed by the various planning departments within the school district boundaries, and therefore the overall student generation rate will be used to determine student yields from the projected developments.

New Residential Development Projections

The Newcastle Elementary School District has not experienced any significant development recently. This Study assumes an average residential construction rate of just 2 units per year in order to show the potential impacts of development. Projecting the average rate forward, we would expect that 10 units of residential housing will be built within the District boundaries over the next five years.

To determine the impact of residential development, a student projection is done. Applying the student generation factor of 0.2658 to the projected 10 units of residential housing, we expect that 3 students will be generated from the new residential construction over the next five years. This includes 2 elementary school students and 1 middle school student.

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

**Table 4**

**Newcastle Elementary School District**
**DEVELOPMENT IMPACT ANALYSIS**

| Grades | Current Enrollment | Development Projection | Projected Enrollment |
|---|---|---|---|
| TK to 6 | 373 | 2 | 375 |
| 7 to 8 | 100 | 1 | 101 |
| Totals | 473 | 3 | 476 |

**Existing Facility Capacity**

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

**Table 5**

**List of Core and Support Facilities**

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

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

Classroom Loading Standards

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

**Table 6**

**State Classroom Loading Standards**

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

Existing Facility Capacity

The State determines the baseline capacity by either loading all permanent teaching stations plus a maximum number of portables equal to 25% of the number of permanent classrooms or by loading all permanent classrooms and only portables that are owned or have been leased for over 5 years. As allowed by law and required by the State, facility capacities are calculated by identifying the number of teaching stations at each campus. All qualified teaching stations were included in the calculation of the capacities and are based on the current inventory. Using these guidelines the District's current State calculated capacity is shown in Table 7.

**Table 7**

**Newcastle Elementary School District**
**Summary of Existing Facility Capacity**

| School Facility | Permanent Classrooms | Portable Classrooms | Chargeable Portables | Total Chargeable Classrooms | State Loading Factor | State Funded Projects | Total State Capacity |
|---|---|---|---|---|---|---|---|
| Grades TK-6 | 15 | 6 | 5 | 20 | 25 | 0 | 500 |
| Grades 7-8 | 4 | 0 | 0 | 4 | 27 | 0 | 108 |
| Totals | 19 | 6 | 5 | 24 | | 0 | 608 |

This table shows the current total number of classrooms for Newcastle Elementary School District. There are 19 permanent classrooms and 6 portable classrooms. However, OPSC regulations state that if the number of portables exceeds 25% of the permanent classrooms, then the maximum number of portables to be counted in the baseline capacity is 25% of the permanent classrooms. Therefore, the chart shows the chargeable portables as 5 which is 25% of the permanent classroom count. This results in a total classroom count of 24 and is referred to as the chargeable classrooms since it accounts for the fact that some of the portables were not included in the total. This is done to account for the fact that portables are typically considered to be temporary, especially when the total number exceeds 25% of the permanent classrooms.

As Table 7 shows, the total State capacity of the District facilities is 608 students.

Unhoused Students by State Housing Standards

This next table compares the facility capacity with the space needed to determine if there is available space for new students from the projected developments. The space needed was determined by reviewing the historic enrollments over the past four years along with the projected enrollment in five years to determine the number of seats needed to house the students within the existing homes. The seats needed were determined individually for each grade grouping. The projected enrollment in this analysis did not include the impact of any new housing units.

**Table 8**

**Newcastle Elementary School District**
**Summary of Available District Capacity**

| School Facility | State Capacity | Space Needed | Available Capacity |
|---|---|---|---|
| Grades TK-6 | 500 | 446 | 54 |
| Grades 7-8 | 108 | 111 | (3) |
| Totals | 608 | 557 | 51 |

The District capacity of 608 is more than the space needed of 557, assuming the existing facilities remain in sufficient condition to maintain existing levels of service. The difference is 51 students. Since the enrollment space needed exceeds the District capacity at grades 7-8 there is no excess capacity available to house students grades 7-8 from new development.

## Calculation of Development's Fiscal Impact on Schools

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

School Facility Construction Costs

For the purposes of estimating the cost of building school facilities we have used the State School Building Program funding allowances. These amounts are shown in Table 9. In addition to the basic construction costs, there are site acquisition costs of $65,703 per acre and service-site, utilities, off-site and general site development costs which are also shown in Table 9.

**Table 9**

**NEW CONSTRUCTION COSTS**

| Grade | Base Grant | Fire Alarms | Fire Sprinklers | Per Student Total |
|---|---|---|---|---|
| TK-6 | $24,902 | $30 | $418 | $25,350 |
| 7-8 | $26,338 | $40 | $496 | $26,874 |

**Site Acreage Needs**

| Grade | Typical Acres | Average Students | Projected Unhoused Students | Equivalent Sites Needed | Site Acres Needed |
|---|---|---|---|---|---|
| TK-6 | 10 | 600 | 0 | 0.00 | 0.00 |
| 7-8 | 20 | 800 | 1 | 0.00 | 0.03 |
| | | | | **TOTAL** | **0.03** |

**General Site Development Allowance**

| Grade | Acres | Allowance/ Acre | Base Cost | % Allowance | Added Cost | Total Cost |
|---|---|---|---|---|---|---|
| TK-6 | 0.00 | $40,532 | $0 | 6% | $0 | $0 |
| 7-8 | 0.03 | $40,532 | $1,216 | 6% | $1,612 | $2,828 |
| **Totals** | **0.03** | | | | | **$2,828** |

**Site Acquisition & Development Summary**

| Grade | Acres To Be Bought | Land Cost/Acre | Total Land Cost | Site Development Cost/Acre | Site Dev. Cost | General Site Development | Total Site Development |
|---|---|---|---|---|---|---|---|
| TK-6 | 0.00 | $65,703 | $0 | $267,920 | $0 | $0 | $0 |
| 7-8 | 0.03 | $65,703 | $1,971 | $252,060 | $7,562 | $2,828 | $10,390 |
| **Totals** | **0.03** | | **$1,971** | | **$7,562** | **$2,828** | **$10,390** |

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

Reconstruction/Modernization Costs

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

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

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

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

As evidenced by the State Building program's use of the criteria that buildings older than twenty-five years (and portables older than twenty years) are eligible for modernization funds, school buildings require reconstruction/modernization to remain in use for students beyond the initial twenty to twenty-five years of life of those buildings. To the extent that the

District has buildings older than twenty to twenty-five years old, the point will be reached without reconstruction/modernization that those buildings will no longer be able to provide the existing level of service to students, and may, in some circumstances, need to be closed entirely for health and safety reasons. However, because of the new development, reconstruction/modernization must occur in order to have available school housing for the new students from development.

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

**Table 10**

**Modernization Project Needs**

| | Eligible Modernization Grants | | | State | District | Project |
|---|---|---|---|---|---|---|
| **School** | **Elem** | **Middle** | **Spec Ed** | **Funding** | **Share** | **Total** |
| **Newcastle Elementary** | **18** | **103** | **0** | **$662,539** | **$441,692** | **$1,104,231** |

**Table 11**

**New Development Share of Modernization Costs**

| | Eligible Modernization | | New Development | |
|---|---|---|---|---|
| **Grade** | **Grants** | **Students** | **$/Student** | **Amount** |
| **TK-6** | 18 | 2 | $25,350 | $50,700 |
| **7-8** | 103 | 0 | $26,874 | $0 |
| **Totals** | **121** | **2** | | **$50,700** |

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



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

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

Impact of New Residential Development

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

In addition, the State provides that new construction projects can include the costs for site acquisition and development, including appraisals, surveys and title reports. The District needs to acquire 0.03 acres to meet the needs of the students projected from the new developments. Therefore, the costs for site acquisition and development of the land have been included in the total impacts due to new development.

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



**Table 12**

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

| School Facility | Development Projection | Available Space | Net Unhoused | Construction Cost Per Student | Total Facility Costs |
|---|---|---|---|---|---|
| Elementary | 2 | 54 | 0 | $25,350 | $0 |
| Middle | 1 | 0 | 1 | $26,874 | $26,874 |
| Site Purchase: 0.03 acres | | | | | $1,971 |
| Site Development: | | | | | $10,390 |
| | | | **New Construction Needs:** | | **$39,235** |
| | | | **Modernization Needs:** | | **$50,700** |
| | | | **TOTAL NEEDS:** | | **$89,935** |
| | | | **Average cost per student:** | | **$29,978** |
| | | | **Total Residential Sq Ft:** | | **24,000** |
| | | | **Residential Fee Justified:** | | **$3.75** |

The total need for school facilities based solely on the impact of the 10 new housing units projected over the next five years totals $89,935. To determine the impact per square foot of residential development, this amount is divided by the total square feet of the projected developments. The 2019 SFNA for Placer Union High School District calculated the average new home within Placer County will be 2,400 square feet. The total area for 10 new homes would therefore be 24,000 square feet. The total residential fee needed to be able to collect $89,935 would be **$3.75** per square foot.

Impact of Other Residential Development

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

These development projects are still residential projects and therefore it is reasonable to assume they would have the same monetary impacts per square foot as the new residential development projects. However, the net impact is reduced due to the fact that there was a previous residential building in its place. Therefore, the development impact fees should only be charged for other residential developments if the new building(s) exceed the square footage area of the previous building(s). If the new building is larger than the existing building, then it is reasonable to assume that additional students could be generated by the project. The project would only pay for the development impact fees for the net increase in assessable space generated by the development project. Education Code allows for an exemption from development impacts fees for any additions to existing residential structures that are 500 square feet or less. As of January 1, 2020, ADU's (accessory dwelling units) are only charged if they are more than 750 square feet according to Senate Bill 13.

Impact of Commercial/Industrial Development

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

The approach utilized in this section is to apply statutory standards, U.S. Census employment statistics, and local statistics to determine the impact of future commercial/industrial development

projects on the District. Many of the factors used in this analysis were taken from the U.S. Census, which remains the most complete and authoritative source of information on the community in addition to the "1990 SanDAG Traffic Generators Report".

Employees per Square Foot of Commercial Development

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

**Table 13**

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

*Source: 1990 SanDAG Traffic Generators report*



Students per Employee

The number of students per employee is determined by using the 2008-2012 American Community Survey 5-Year Estimates and the 2010 QT-H1 Summary File for the District. There were 996 employees and 1,027 homes in the District. This represents a ratio of 0.9698 employees per home.

There were 273 school age children living in the District in 2010. This is a ratio of 0.2741 students per employee. This ratio, however, must be reduced by including only the percentage of employees that worked in their community of residence (36.4%), because only those employees living in the District will impact the District's school facilities with their children. The net ratio of students per employee in the District is 0.0998.

School Facilities Cost per Student

Facility costs for housing commercially generated students are the same as those used for residential construction. The cost factors used to assess the impact from commercial development projects are contained in Table 12.

Residential Offset

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

- Employees per 1,000 square feet (varies from a low of 0.06 for rental self storage to a high of 4.79 for office building).
- Percentage of employees that worked in their community of residence (36.4 percent).
- Housing units per employee (1.0311). This was derived from the 2008-2012 ACS 5 Year Estimates data for the District, which indicates there were 996 employees, and the 2010 QT-H1 Summary File data for the District, which indicates there were 1,027 housing units.
- Percentage of employees that will occupy new housing units (75 percent).
- Average square feet per dwelling unit (2,400).
- Residential fee charged by the District $2.45 (60% of $4.08 per square foot).
- Average cost per student was determined in Table 12.

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

**Table 14**

**Newcastle Elementary School District**
**Summary of Commercial and Industrial Uses**

| Type | Employees per 1,000 Sq. Ft. | Students per Employee | Students per 1,000 Sq. Ft. | Average Cost per Student | Cost per Sq. Ft. | Residential offset per Sq. Ft. | Net Cost per Sq. Ft. |
|---|---|---|---|---|---|---|---|
| Banks | 2.83 | 0.0998 | 0.282 | $29,978 | $8.46 | $4.68 | $3.78 |
| Community Shopping Centers | 1.53 | 0.0998 | 0.153 | $29,978 | $4.58 | $2.53 | $2.05 |
| Neighborhood Shopping Centers | 2.71 | 0.0998 | 0.270 | $29,978 | $8.11 | $4.48 | $3.62 |
| Industrial Business Parks | 3.52 | 0.0998 | 0.351 | $29,978 | $10.53 | $5.82 | $4.71 |
| Industrial Parks | 1.35 | 0.0998 | 0.135 | $29,978 | $4.04 | $2.23 | $1.81 |
| Rental Self Storage | 0.06 | 0.0998 | 0.006 | $29,978 | $0.18 | $0.10 | $0.08 |
| Scientific Research & Development | 3.04 | 0.0998 | 0.303 | $29,978 | $9.09 | $5.03 | $4.06 |
| Lodging | 1.13 | 0.0998 | 0.113 | $29,978 | $3.38 | $1.87 | $1.51 |
| Standard Commercial Office | 4.79 | 0.0998 | 0.478 | $29,978 | $14.33 | $7.92 | $6.40 |
| Large High Rise Commercial Office | 4.31 | 0.0998 | 0.430 | $29,978 | $12.89 | $7.13 | $5.76 |
| Corporate Offices | 2.69 | 0.0998 | 0.268 | $29,978 | $8.05 | $4.45 | $3.60 |
| Medical Offices | 4.27 | 0.0998 | 0.426 | $29,978 | $12.77 | $7.06 | $5.71 |

*Based on 1990 SanDAG Traffic Generator Report



Net Cost per Square Foot

Since the State Maximum Fee is now $0.40 (60% of $0.66) for commercial/industrial construction, the District is justified in collecting the maximum fee for all categories with the exception of Rental Self Storage. The District can only justify collection of $0.08 per square foot of Rental Self Storage construction.

Verifying the Sufficiency of the Development Impact

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

The total need for school facilities resulting from new development totals $89,935. The amount the District would collect over the five year period at the maximum rate of $2.45 (60% of $4.08) for residential and $0.40 (60% of $0.66) for commercial/industrial development would be as follows:

$2.45 x 10 homes x 2,400 sq ft per home = $58,752 for Residential

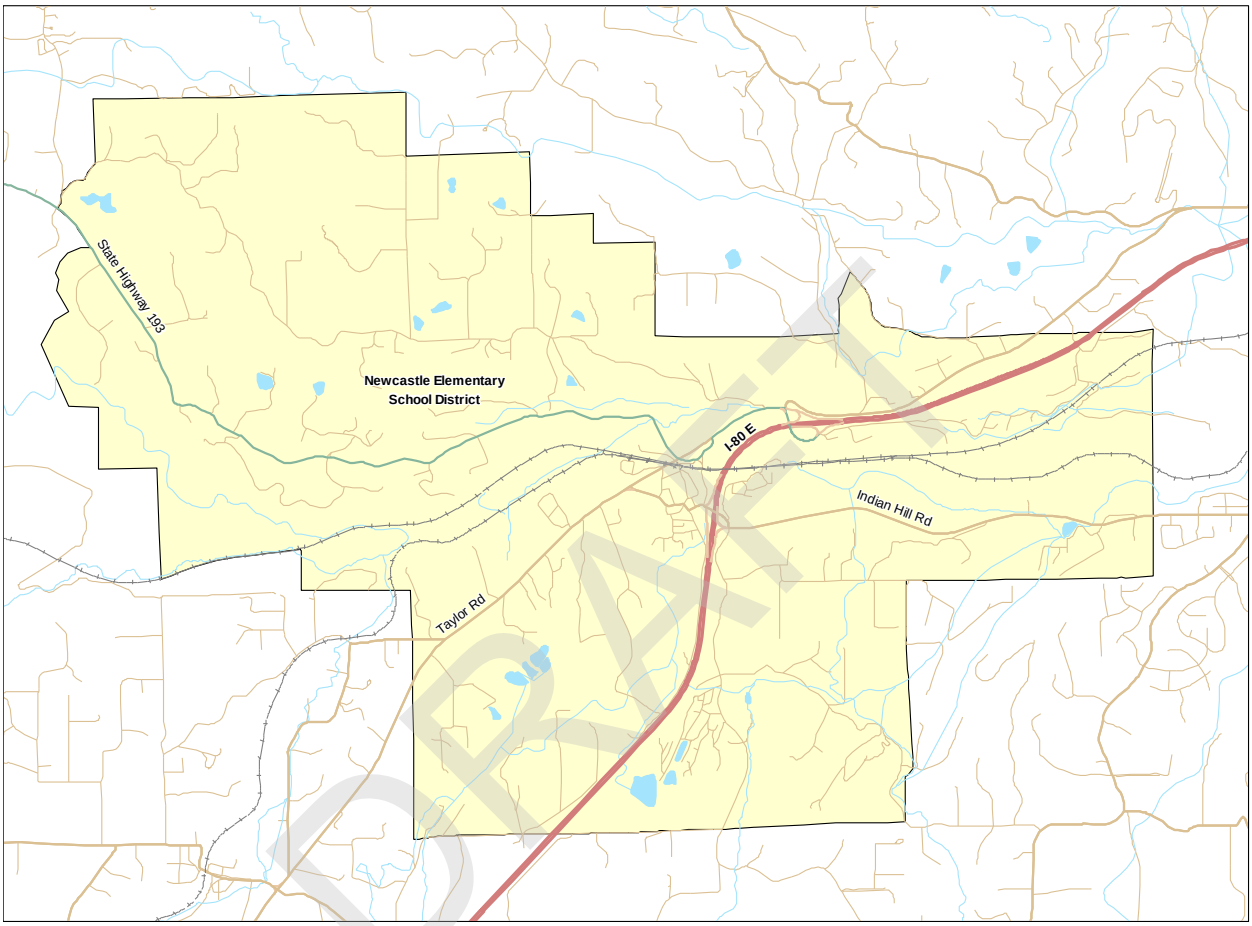
$0.40 x 500 sq ft per year x 5 years = $990 for Commercial/Industrial

Total projected 5 year income: $59,742

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

## District Map

The following map shows the extent of the areas for which development fees are applicable to the Newcastle Elementary School District.



**Conclusion**

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

Burden Nexus: New residential development will generate an average of 0.2658 TK-8 grade students per unit. Because the District does not have adequate facilities for all the students generated by new developments, the District will need to build additional facilities and/or modernize/reconstruct the existing facilities in order to maintain existing level of services in which the new students will be housed.

Cost Nexus: The cost to provide new and reconstructed facilities is an average of $3.75 per square foot of residential development. Each square foot of residential development will generate $2.45 (60% of $4.08) in developer fees resulting in a shortfall of $1.30 per square foot.

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

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

1) New Schools: When there is enough development activity occurring in a single area, the District will build a new school to house the students from new developments.

2) Additions to Existing Schools: When infill development occurs, the District will accommodate students at existing schools by building needed classrooms and/or support facilities such as cafeterias, restrooms, gyms and libraries as needed to increase the school capacity. Schools may also need upgrades of the technology and tele-communication systems to be able to increase their capacity.

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

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

The District plans to use the developer fees on projects listed in its 2018 Facilities Master Plan. This includes but is not limited to: a new 2 story 6 classroom wing at Newcastle Elementary School as well as site improvements and modernization work.

Per the District's agreement with the High School District, the elementary share of the developer fees collected is 60%. The reasonable relationship identified by these findings provides the required justification for the Newcastle Elementary School District to levy the maximum fees of **$2.45 (60% of $4.08)** per square foot for residential construction and **$0.40 (60% of $0.66)** per square foot for commercial/industrial construction, except for Rental Self Storage facilities in which a fee of **$0.08** per square foot is justified as authorized by Education Code Section 17620.

# Appendices

## 2020 Developer Fee Justification Study

***Newcastle Elementary School District***

| SCHOOL DISTRICT | FIVE DIGIT DISTRICT CODE NUMBER (*see California Public School Directory*) |
|---|---|
| Newcastle Elementary | 66852 |
| **COUNTY** | **HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (*if applicable*)** |
| Placer | |

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

HSAA Districts Only - Check one: ☐ Attendance ☐ Residency

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

☐ Modified Weighting (Fifth-Year Projection Only)

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

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

Part G. Number of New Dwelling Units (Fifth-Year Projection Only): 10

Part H. District Student Yield Factor (Fifth-Year Projection Only): .265822

Part A. K-12 Pupil Data

| | 7th Prev. | 6th Prev. | 5th Prev. | 4th Prev. | 3rd Prev. | 2nd Prev. | Previous | Current |
|---|---|---|---|---|---|---|---|---|
| Grade | / | / | / | / | 2016 / 2017 | 2017 / 2018 | 2018 / 2019 | 2019 / 2020 |
| K | | | | | 61 | 62 | 61 | 67 |
| 1 | | | | | 40 | 47 | 45 | 48 |
| 2 | | | | | 47 | 47 | 46 | 44 |
| 3 | | | | | 46 | 52 | 49 | 45 |
| 4 | | | | | 48 | 53 | 57 | 56 |
| 5 | | | | | 43 | 51 | 49 | 60 |
| 6 | | | | | 47 | 51 | 52 | 53 |
| 7 | | | | | 49 | 48 | 52 | 52 |
| 8 | | | | | 53 | 49 | 49 | 48 |
| 9 | | | | | 0 | 0 | 0 | 0 |
| 10 | | | | | 0 | 0 | 0 | 0 |
| 11 | | | | | 0 | 0 | 0 | 0 |
| 12 | | | | | 0 | 0 | 0 | 0 |
| TOTAL | | | | | **434** | **460** | **460** | **473** |

Part B. Pupils Attending Schools Chartered By Another District

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

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

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

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

| | Elementary | Secondary | TOTAL |
|---|---|---|---|
| Non-Severe | 0 | 0 | **0** |
| Severe | 0 | 0 | **0** |
| TOTAL | 0 | 0 | |

Part E. Special Day Class Pupils - (County Superintendent of Schools Only)

| 7th Prev. | 6th Prev. | 5th Prev. | 4th Prev. | 3rd Prev. | 2nd Prev. | Previous | Current |
|---|---|---|---|---|---|---|---|
| / | / | / | / | 2016 / 2017 | 2017 / 2018 | 2018 / 2019 | 2019 / 2020 |
| | | | | | | | |

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

☐ County Birth Data ☐ Birth Data by District ZIP Codes

| 8th Prev. ☐ Estimate | 7th Prev. ☐ Estimate | 6th Prev. | 5th Prev. | 4th Prev. | 3rd Prev. | 2nd Prev. | Previous | Current |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

Part I. Projected Enrollment

1. Fifth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

| K-6 | 7-8 | 9-12 | TOTAL |
|---|---|---|---|
| 448 | 112 | 0 | **560** |

Special Day Class pupils only - Enrollment/Residency

| | Elementary | Secondary | TOTAL |
|---|---|---|---|
| Non-Severe | 0 | 0 | **0** |
| Severe | 0 | 0 | **0** |
| TOTAL | 0 | 0 | |

2. Tenth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

| K-6 | 7-8 | 9-12 | TOTAL |
|---|---|---|---|
| | | | |

Special Day Class pupils only - Enrollment/Residency

| | Elementary | Secondary | TOTAL |
|---|---|---|---|
| Non-Severe | | | |
| Severe | | | |
| TOTAL | | | |

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

*• I am designated as an authorized district representative by the governing board of the district.*

*• If the district is requesting an augmentation in the enrollment projection pursuant to Regulation Section 1859.42.1 (a), the local planning commission or approval authority has approved the tentative subdivision map used for augmentation of the enrollment and the district has identified dwelling units in that map to be contracted. All subdivision maps used for augmentation of enrollment are available at the district for review by the Office of Public School Construction (OPSC).*

*• This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction. In the event a conflict should exist, then the language in the OPSC form will prevail.*

NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE)

SIGNATURE OF DISTRICT REPRESENTATIVE

DATE | TELEPHONE NUMBER

E-MAIL ADDRESS

QT-H1

General Housing Characteristics: 2010

2010 Census Summary File 1

NOTE: For information on confidentiality protection, nonsampling error, and definitions, see http://www.census.gov/prod/cen2010/doc/sf1.pdf.

**Geography: Newcastle Elementary School District, California**

| Subject | Number | Percent |
|---|---|---|
| OCCUPANCY STATUS | | |
| Total housing units | 1,103 | 100.0 |
| Occupied housing units | 1,027 | 93.1 |
| Vacant housing units | 76 | 6.9 |
| | | |
| TENURE | | |
| Occupied housing units | 1,027 | 100.0 |
| Owner occupied | 845 | 82.3 |
| Owned with a mortgage or loan | 519 | 50.5 |
| Owned free and clear | 326 | 31.7 |
| Renter occupied | 182 | 17.7 |
| | | |
| VACANCY STATUS | | |
| Vacant housing units | 76 | 100.0 |
| For rent | 18 | 23.7 |
| Rented, not occupied | 1 | 1.3 |
| For sale only | 24 | 31.6 |
| Sold, not occupied | 0 | 0.0 |
| For seasonal, recreational, or occasional use | 8 | 10.5 |
| For migratory workers | 0 | 0.0 |
| Other vacant | 25 | 32.9 |
| | | |
| TENURE BY HISPANIC OR LATINO ORIGIN OF HOUSEHOLDER BY RACE OF HOUSEHOLDER | | |
| Occupied housing units | 1,027 | 100.0 |
| Owner-occupied housing units | 845 | 82.3 |
| Not Hispanic or Latino householder | 808 | 78.7 |
| White alone householder | 772 | 75.2 |
| Black or African American alone householder | 3 | 0.3 |
| American Indian and Alaska Native alone householder | 6 | 0.6 |
| Asian alone householder | 12 | 1.2 |
| Native Hawaiian and Other Pacific Islander alone householder | 0 | 0.0 |
| Some Other Race alone householder | 1 | 0.1 |
| Two or More Races householder | 14 | 1.4 |
| Hispanic or Latino householder | 37 | 3.6 |
| White alone householder | 23 | 2.2 |
| Black or African American alone householder | 0 | 0.0 |
| American Indian and Alaska Native alone householder | 0 | 0.0 |
| Asian alone householder | 2 | 0.2 |
| Native Hawaiian and Other Pacific Islander alone householder | 0 | 0.0 |
| Some Other Race alone householder | 10 | 1.0 |

| Subject | Number | Percent |
|---|---|---|
| Two or More Races householder | 2 | 0.2 |
| Renter-occupied housing units | 182 | 17.7 |
| Not Hispanic or Latino householder | 165 | 16.1 |
| White alone householder | 153 | 14.9 |
| Black or African American alone householder | 0 | 0.0 |
| American Indian and Alaska Native alone householder | 4 | 0.4 |
| Asian alone householder | 3 | 0.3 |
| Native Hawaiian and Other Pacific Islander alone householder | 0 | 0.0 |
| Some Other Race alone householder | 0 | 0.0 |
| Two or More Races householder | 5 | 0.5 |
| Hispanic or Latino householder | 17 | 1.7 |
| White alone householder | 8 | 0.8 |
| Black or African American alone householder | 0 | 0.0 |
| American Indian and Alaska Native alone householder | 0 | 0.0 |
| Asian alone householder | 0 | 0.0 |
| Native Hawaiian and Other Pacific Islander alone householder | 0 | 0.0 |
| Some Other Race alone householder | 8 | 0.8 |
| Two or More Races householder | 1 | 0.1 |

X Not applicable.

Source: U.S. Census Bureau, 2010 Census.

Summary File 1, Tables H3, H4, H5, and HCT1.

DP04

# SELECTED HOUSING CHARACTERISTICS

2008-2012 American Community Survey 5-Year Estimates

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

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

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

| Subject | Newcastle Elementary School District, California | | | |
|---|---|---|---|---|
| | Estimate | Margin of Error | Percent | Percent Margin of Error |
| HOUSING OCCUPANCY | | | | |
| Total housing units | 1,113 | +/-112 | 1,113 | (X) |
| Occupied housing units | 1,057 | +/-103 | 95.0% | +/-4.0 |
| Vacant housing units | 56 | +/-46 | 5.0% | +/-4.0 |
| | | | | |
| Homeowner vacancy rate | 1.7 | +/-2.4 | (X) | (X) |
| Rental vacancy rate | 9.8 | +/-15.2 | (X) | (X) |
| | | | | |
| UNITS IN STRUCTURE | | | | |
| Total housing units | 1,113 | +/-112 | 1,113 | (X) |
| 1-unit, detached | 843 | +/-99 | 75.7% | +/-4.7 |
| 1-unit, attached | 11 | +/-12 | 1.0% | +/-1.1 |
| 2 units | 0 | +/-13 | 0.0% | +/-3.3 |
| 3 or 4 units | 12 | +/-11 | 1.1% | +/-1.0 |
| 5 to 9 units | 0 | +/-13 | 0.0% | +/-3.3 |
| 10 to 19 units | 0 | +/-13 | 0.0% | +/-3.3 |
| 20 or more units | 0 | +/-13 | 0.0% | +/-3.3 |
| Mobile home | 233 | +/-53 | 20.9% | +/-4.2 |
| Boat, RV, van, etc. | 14 | +/-21 | 1.3% | +/-1.9 |
| | | | | |
| YEAR STRUCTURE BUILT | | | | |
| Total housing units | 1,113 | +/-112 | 1,113 | (X) |
| Built 2010 or later | 0 | +/-13 | 0.0% | +/-3.3 |
| Built 2000 to 2009 | 119 | +/-46 | 10.7% | +/-4.0 |
| Built 1990 to 1999 | 117 | +/-50 | 10.5% | +/-4.2 |
| Built 1980 to 1989 | 159 | +/-51 | 14.3% | +/-4.5 |
| Built 1970 to 1979 | 299 | +/-59 | 26.9% | +/-4.8 |
| Built 1960 to 1969 | 162 | +/-56 | 14.6% | +/-5.0 |
| Built 1950 to 1959 | 58 | +/-32 | 5.2% | +/-2.7 |
| Built 1940 to 1949 | 28 | +/-18 | 2.5% | +/-1.6 |
| Built 1939 or earlier | 171 | +/-60 | 15.4% | +/-4.9 |
| | | | | |
| ROOMS | | | | |
| Total housing units | 1,113 | +/-112 | 1,113 | (X) |

| Subject | Newcastle Elementary School District, California | | | |
|---|---|---|---|---|
| | Estimate | Margin of Error | Percent | Percent Margin of Error |
| 1 room | 0 | +/-13 | 0.0% | +/-3.3 |
| 2 rooms | 26 | +/-29 | 2.3% | +/-2.6 |
| 3 rooms | 68 | +/-37 | 6.1% | +/-3.3 |
| 4 rooms | 135 | +/-51 | 12.1% | +/-4.4 |
| 5 rooms | 192 | +/-54 | 17.3% | +/-4.2 |
| 6 rooms | 170 | +/-57 | 15.3% | +/-4.9 |
| 7 rooms | 247 | +/-73 | 22.2% | +/-6.4 |
| 8 rooms | 122 | +/-38 | 11.0% | +/-3.5 |
| 9 rooms or more | 153 | +/-56 | 13.7% | +/-4.7 |
| Median rooms | 6.3 | +/-0.4 | (X) | (X) |
| | | | | |
| BEDROOMS | | | | |
| Total housing units | 1,113 | +/-112 | 1,113 | (X) |
| No bedroom | 0 | +/-13 | 0.0% | +/-3.3 |
| 1 bedroom | 81 | +/-38 | 7.3% | +/-3.3 |
| 2 bedrooms | 355 | +/-83 | 31.9% | +/-6.5 |
| 3 bedrooms | 446 | +/-83 | 40.1% | +/-6.6 |
| 4 bedrooms | 179 | +/-50 | 16.1% | +/-4.4 |
| 5 or more bedrooms | 52 | +/-42 | 4.7% | +/-3.6 |
| | | | | |
| HOUSING TENURE | | | | |
| Occupied housing units | 1,057 | +/-103 | 1,057 | (X) |
| Owner-occupied | 882 | +/-100 | 83.4% | +/-5.4 |
| Renter-occupied | 175 | +/-61 | 16.6% | +/-5.4 |
| | | | | |
| Average household size of owner-occupied unit | 2.31 | +/-0.22 | (X) | (X) |
| Average household size of renter-occupied unit | 2.73 | +/-0.46 | (X) | (X) |
| | | | | |
| YEAR HOUSEHOLDER MOVED INTO UNIT | | | | |
| Occupied housing units | 1,057 | +/-103 | 1,057 | (X) |
| Moved in 2010 or later | 71 | +/-43 | 6.7% | +/-3.9 |
| Moved in 2000 to 2009 | 399 | +/-80 | 37.7% | +/-6.7 |
| Moved in 1990 to 1999 | 246 | +/-66 | 23.3% | +/-5.7 |
| Moved in 1980 to 1989 | 182 | +/-43 | 17.2% | +/-4.1 |
| Moved in 1970 to 1979 | 100 | +/-37 | 9.5% | +/-3.4 |
| Moved in 1969 or earlier | 59 | +/-41 | 5.6% | +/-3.8 |
| | | | | |
| VEHICLES AVAILABLE | | | | |
| Occupied housing units | 1,057 | +/-103 | 1,057 | (X) |
| No vehicles available | 28 | +/-21 | 2.6% | +/-2.0 |
| 1 vehicle available | 333 | +/-69 | 31.5% | +/-5.4 |
| 2 vehicles available | 333 | +/-83 | 31.5% | +/-6.9 |
| 3 or more vehicles available | 363 | +/-71 | 34.3% | +/-6.5 |
| | | | | |
| HOUSE HEATING FUEL | | | | |
| Occupied housing units | 1,057 | +/-103 | 1,057 | (X) |
| Utility gas | 346 | +/-61 | 32.7% | +/-4.9 |
| Bottled, tank, or LP gas | 363 | +/-84 | 34.3% | +/-6.5 |
| Electricity | 174 | +/-50 | 16.5% | +/-4.8 |
| Fuel oil, kerosene, etc. | 11 | +/-10 | 1.0% | +/-1.0 |
| Coal or coke | 0 | +/-13 | 0.0% | +/-3.5 |
| Wood | 127 | +/-47 | 12.0% | +/-4.3 |
| Solar energy | 3 | +/-5 | 0.3% | +/-0.4 |
| Other fuel | 33 | +/-22 | 3.1% | +/-2.0 |
| No fuel used | 0 | +/-13 | 0.0% | +/-3.5 |
| | | | | |
| SELECTED CHARACTERISTICS | | | | |
| Occupied housing units | 1,057 | +/-103 | 1,057 | (X) |
| Lacking complete plumbing facilities | 0 | +/-13 | 0.0% | +/-3.5 |

| Subject | Newcastle Elementary School District, California | | | |
|---|---|---|---|---|
| | Estimate | Margin of Error | Percent | Percent Margin of Error |
| Lacking complete kitchen facilities | 0 | +/-13 | 0.0% | +/-3.5 |
| No telephone service available | 9 | +/-11 | 0.9% | +/-1.0 |
| | | | | |
| OCCUPANTS PER ROOM | | | | |
| Occupied housing units | 1,057 | +/-103 | 1,057 | (X) |
| 1.00 or less | 1,025 | +/-100 | 97.0% | +/-3.3 |
| 1.01 to 1.50 | 32 | +/-36 | 3.0% | +/-3.3 |
| 1.51 or more | 0 | +/-13 | 0.0% | +/-3.5 |
| | | | | |
| VALUE | | | | |
| Owner-occupied units | 882 | +/-100 | 882 | (X) |
| Less than $50,000 | 110 | +/-29 | 12.5% | +/-3.1 |
| $50,000 to $99,999 | 69 | +/-40 | 7.8% | +/-4.3 |
| $100,000 to $149,999 | 40 | +/-30 | 4.5% | +/-3.3 |
| $150,000 to $199,999 | 59 | +/-34 | 6.7% | +/-3.9 |
| $200,000 to $299,999 | 125 | +/-53 | 14.2% | +/-5.7 |
| $300,000 to $499,999 | 254 | +/-67 | 28.8% | +/-6.6 |
| $500,000 to $999,999 | 210 | +/-51 | 23.8% | +/-5.4 |
| $1,000,000 or more | 15 | +/-15 | 1.7% | +/-1.7 |
| Median (dollars) | 331,400 | +/-53,749 | (X) | (X) |
| | | | | |
| MORTGAGE STATUS | | | | |
| Owner-occupied units | 882 | +/-100 | 882 | (X) |
| Housing units with a mortgage | 497 | +/-68 | 56.3% | +/-5.9 |
| Housing units without a mortgage | 385 | +/-75 | 43.7% | +/-5.9 |
| | | | | |
| SELECTED MONTHLY OWNER COSTS (SMOC) | | | | |
| Housing units with a mortgage | 497 | +/-68 | 497 | (X) |
| Less than $300 | 0 | +/-13 | 0.0% | +/-7.3 |
| $300 to $499 | 5 | +/-7 | 1.0% | +/-1.4 |
| $500 to $699 | 0 | +/-13 | 0.0% | +/-7.3 |
| $700 to $999 | 21 | +/-23 | 4.2% | +/-4.5 |
| $1,000 to $1,499 | 62 | +/-28 | 12.5% | +/-5.5 |
| $1,500 to $1,999 | 172 | +/-53 | 34.6% | +/-9.7 |
| $2,000 or more | 237 | +/-57 | 47.7% | +/-9.3 |
| Median (dollars) | 1,964 | +/-153 | (X) | (X) |
| | | | | |
| Housing units without a mortgage | 385 | +/-75 | 385 | (X) |
| Less than $100 | 47 | +/-32 | 12.2% | +/-7.8 |
| $100 to $199 | 25 | +/-25 | 6.5% | +/-6.3 |
| $200 to $299 | 37 | +/-26 | 9.6% | +/-6.5 |
| $300 to $399 | 55 | +/-35 | 14.3% | +/-8.0 |
| $400 or more | 221 | +/-56 | 57.4% | +/-11.3 |
| Median (dollars) | 459 | +/-84 | (X) | (X) |
| | | | | |
| SELECTED MONTHLY OWNER COSTS AS A PERCENTAGE OF HOUSEHOLD INCOME (SMOCAPI) | | | | |
| Housing units with a mortgage (excluding units where SMOCAPI cannot be computed) | 497 | +/-68 | 497 | (X) |
| Less than 20.0 percent | 93 | +/-45 | 18.7% | +/-8.3 |
| 20.0 to 24.9 percent | 68 | +/-29 | 13.7% | +/-5.9 |
| 25.0 to 29.9 percent | 29 | +/-21 | 5.8% | +/-4.1 |
| 30.0 to 34.9 percent | 29 | +/-27 | 5.8% | +/-5.5 |
| 35.0 percent or more | 278 | +/-65 | 55.9% | +/-10.1 |
| | | | | |
| Not computed | 0 | +/-13 | (X) | (X) |
| | | | | |
| Housing unit without a mortgage (excluding units where SMOCAPI cannot be computed) | 385 | +/-75 | 385 | (X) |
| Less than 10.0 percent | 142 | +/-55 | 36.9% | +/-10.9 |

| Subject | Newcastle Elementary School District, California | | | |
|---|---|---|---|---|
| | Estimate | Margin of Error | Percent | Percent Margin of Error |
| 10.0 to 14.9 percent | 49 | +/-33 | 12.7% | +/-7.6 |
| 15.0 to 19.9 percent | 35 | +/-25 | 9.1% | +/-6.2 |
| 20.0 to 24.9 percent | 43 | +/-26 | 11.2% | +/-6.6 |
| 25.0 to 29.9 percent | 45 | +/-27 | 11.7% | +/-6.7 |
| 30.0 to 34.9 percent | 0 | +/-13 | 0.0% | +/-9.3 |
| 35.0 percent or more | 71 | +/-37 | 18.4% | +/-9.5 |
| | | | | |
| Not computed | 0 | +/-13 | (X) | (X) |
| | | | | |
| GROSS RENT | | | | |
| Occupied units paying rent | 132 | +/-50 | 132 | (X) |
| Less than $200 | 0 | +/-13 | 0.0% | +/-24.4 |
| $200 to $299 | 0 | +/-13 | 0.0% | +/-24.4 |
| $300 to $499 | 10 | +/-12 | 7.6% | +/-9.0 |
| $500 to $749 | 4 | +/-9 | 3.0% | +/-7.2 |
| $750 to $999 | 4 | +/-6 | 3.0% | +/-4.7 |
| $1,000 to $1,499 | 80 | +/-44 | 60.6% | +/-20.8 |
| $1,500 or more | 34 | +/-27 | 25.8% | +/-19.2 |
| Median (dollars) | 1,203 | +/-128 | (X) | (X) |
| | | | | |
| No rent paid | 43 | +/-32 | (X) | (X) |
| | | | | |
| GROSS RENT AS A PERCENTAGE OF HOUSEHOLD INCOME (GRAPI) | | | | |
| Occupied units paying rent (excluding units where GRAPI cannot be computed) | 132 | +/-50 | 132 | (X) |
| Less than 15.0 percent | 4 | +/-9 | 3.0% | +/-7.2 |
| 15.0 to 19.9 percent | 12 | +/-13 | 9.1% | +/-10.2 |
| 20.0 to 24.9 percent | 34 | +/-34 | 25.8% | +/-20.8 |
| 25.0 to 29.9 percent | 29 | +/-24 | 22.0% | +/-16.1 |
| 30.0 to 34.9 percent | 0 | +/-13 | 0.0% | +/-24.4 |
| 35.0 percent or more | 53 | +/-28 | 40.2% | +/-19.3 |
| | | | | |
| Not computed | 43 | +/-32 | (X) | (X) |

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

The median gross rent excludes no cash renters.

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

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

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

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

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

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

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

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

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

Explanation of Symbols:

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

S0802

# MEANS OF TRANSPORTATION TO WORK BY SELECTED CHARACTERISTICS

2008-2012 American Community Survey 5-Year Estimates

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

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

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

| Subject | Newcastle Elementary School District, California | | | | |
|---|---|---|---|---|---|
| | Total | | Car, truck, or van -- drove alone | | Car, truck, or van -- carpooled |
| | Estimate | Margin of Error | Estimate | Margin of Error | Estimate |
| Workers 16 years and over | 996 | +/-149 | 648 | +/-140 | 192 |
| AGE | | | | | |
| 16 to 19 years | 7.1% | +/-4.9 | 9.3% | +/-5.7 | 5.7% |
| 20 to 24 years | 12.4% | +/-5.8 | 16.5% | +/-7.8 | 8.9% |
| 25 to 44 years | 19.6% | +/-6.6 | 16.2% | +/-7.2 | 38.0% |
| 45 to 54 years | 35.7% | +/-8.8 | 31.8% | +/-9.3 | 15.6% |
| 55 to 59 years | 7.7% | +/-3.9 | 9.6% | +/-4.6 | 7.8% |
| 60 years and over | 17.4% | +/-6.1 | 16.7% | +/-7.2 | 24.0% |
| | | | | | |
| Median age (years) | 49.9 | +/-3.4 | 49.2 | +/-4.0 | 44.2 |
| | | | | | |
| SEX | | | | | |
| Male | 53.1% | +/-4.1 | 51.5% | +/-6.5 | 60.4% |
| Female | 46.9% | +/-4.1 | 48.5% | +/-6.5 | 39.6% |
| | | | | | |
| RACE AND HISPANIC OR LATINO ORIGIN | | | | | |
| One race | 96.2% | +/-4.5 | 94.1% | +/-6.7 | 100.0% |
| White | 91.2% | +/-5.5 | 91.7% | +/-6.9 | 96.9% |
| Black or African American | 1.6% | +/-1.7 | 0.9% | +/-1.7 | 0.0% |
| American Indian and Alaska Native | 0.6% | +/-1.0 | 0.0% | +/-5.6 | 3.1% |
| Asian | 2.8% | +/-2.7 | 1.5% | +/-1.4 | 0.0% |
| Native Hawaiian and Other Pacific Islander | 0.0% | +/-3.7 | 0.0% | +/-5.6 | 0.0% |
| Some other race | 0.0% | +/-3.7 | 0.0% | +/-5.6 | 0.0% |
| Two or more races | 3.8% | +/-4.5 | 5.9% | +/-6.7 | 0.0% |
| | | | | | |
| Hispanic or Latino origin (of any race) | 6.6% | +/-5.8 | 10.2% | +/-8.9 | 0.0% |
| White alone, not Hispanic or Latino | 87.3% | +/-6.3 | 85.8% | +/-9.1 | 96.9% |
| | | | | | |
| NATIVITY AND CITIZENSHIP STATUS | | | | | |
| Native | 93.8% | +/-2.8 | 96.0% | +/-2.7 | 91.1% |
| Foreign born | 6.2% | +/-2.8 | 4.0% | +/-2.7 | 8.9% |
| Naturalized U.S. citizen | 4.4% | +/-2.5 | 3.4% | +/-2.5 | 8.9% |

| Subject | Newcastle Elementary School District, California | | | | |
|---|---|---|---|---|---|
| | Total | | Car, truck, or van -- drove alone | | Car, truck, or van -- carpooled |
| | Estimate | Margin of Error | Estimate | Margin of Error | Estimate |
| Not a U.S. citizen | 1.8% | +/-1.8 | 0.6% | +/-0.9 | 0.0% |
| | | | | | |
| LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH | | | | | |
| Speak language other than English | 7.6% | +/-4.4 | 7.4% | +/-5.7 | 12.0% |
| Speak English "very well" | 3.5% | +/-2.9 | 5.4% | +/-4.5 | 0.0% |
| Speak English less than "very well" | 4.1% | +/-2.5 | 2.0% | +/-2.0 | 12.0% |
| | | | | | |
| EARNINGS IN THE PAST 12 MONTHS (IN 2012 INFLATION-ADJUSTED DOLLARS) FOR WORKERS | | | | | |
| Workers 16 years and over with earnings | 996 | +/-149 | 648 | +/-140 | 192 |
| $1 to $9,999 or loss | 19.4% | +/-7.1 | 19.8% | +/-7.5 | 19.3% |
| $10,000 to $14,999 | 8.8% | +/-4.5 | 9.3% | +/-5.2 | 4.2% |
| $15,000 to $24,999 | 13.6% | +/-4.7 | 15.3% | +/-6.7 | 0.0% |
| $25,000 to $34,999 | 12.8% | +/-5.2 | 10.2% | +/-5.1 | 17.7% |
| $35,000 to $49,999 | 11.6% | +/-5.8 | 10.0% | +/-5.2 | 26.6% |
| $50,000 to $64,999 | 13.6% | +/-5.2 | 13.7% | +/-6.4 | 9.4% |
| $65,000 to $74,999 | 5.6% | +/-3.6 | 7.7% | +/-5.2 | 3.1% |
| $75,000 or more | 14.7% | +/-4.8 | 14.0% | +/-5.7 | 19.8% |
| | | | | | |
| Median earnings (dollars) | 30,739 | +/-7,527 | 30,000 | +/-9,866 | 36,932 |
| | | | | | |
| POVERTY STATUS IN THE PAST 12 MONTHS | | | | | |
| Workers 16 years and over for whom poverty status is determined | 996 | +/-149 | 648 | +/-140 | 192 |
| Below 100 percent of the poverty level | 7.8% | +/-4.5 | 5.2% | +/-4.4 | 8.9% |
| 100 to 149 percent of the poverty level | 7.8% | +/-6.5 | 4.8% | +/-5.3 | 16.7% |
| At or above 150 percent of the poverty level | 84.3% | +/-7.9 | 90.0% | +/-7.3 | 74.5% |
| | | | | | |
| Workers 16 years and over | 996 | +/-149 | 648 | +/-140 | 192 |
| OCCUPATION | | | | | |
| Management, business, science, and arts occupations | 38.7% | +/-7.7 | 35.6% | +/-8.3 | 40.1% |
| Service occupations | 20.4% | +/-6.2 | 22.1% | +/-7.0 | 8.9% |
| Sales and office occupations | 23.4% | +/-7.4 | 25.5% | +/-9.3 | 25.5% |
| Natural resources, construction, and maintenance occupations | 10.5% | +/-5.0 | 6.9% | +/-3.7 | 25.5% |
| Production, transportation, and material moving occupations | 7.0% | +/-3.3 | 9.9% | +/-5.2 | 0.0% |
| Military specific occupations | 0.0% | +/-3.7 | 0.0% | +/-5.6 | 0.0% |
| | | | | | |
| INDUSTRY | | | | | |
| Agriculture, forestry, fishing and hunting, and mining | 0.4% | +/-0.8 | 0.6% | +/-1.2 | 0.0% |
| Construction | 14.6% | +/-6.8 | 9.3% | +/-5.2 | 18.8% |
| Manufacturing | 6.9% | +/-4.2 | 8.3% | +/-5.7 | 7.8% |
| Wholesale trade | 1.3% | +/-1.4 | 2.0% | +/-2.1 | 0.0% |
| Retail trade | 10.0% | +/-5.3 | 11.4% | +/-5.6 | 13.5% |
| Transportation and warehousing, and utilities | 5.5% | +/-3.6 | 3.2% | +/-3.6 | 12.5% |
| Information and finance and insurance, and real estate and rental and leasing | 6.0% | +/-3.4 | 5.2% | +/-4.4 | 2.6% |
| Professional, scientific, management, and administrative and waste management services | 9.0% | +/-4.3 | 8.2% | +/-4.9 | 7.3% |
| Educational services, and health care and social assistance | 24.0% | +/-6.4 | 25.9% | +/-8.3 | 20.3% |
| Arts, entertainment, and recreation, and accommodation and food services | 8.3% | +/-5.5 | 11.1% | +/-6.6 | 5.7% |
| Other services (except public administration) | 7.2% | +/-4.4 | 6.0% | +/-3.9 | 11.5% |
| Public administration | 6.6% | +/-3.6 | 8.6% | +/-4.8 | 0.0% |
| Armed forces | 0.0% | +/-3.7 | 0.0% | +/-5.6 | 0.0% |
| | | | | | |
| CLASS OF WORKER | | | | | |
| Private wage and salary workers | 60.2% | +/-8.1 | 68.7% | +/-8.3 | 58.9% |

| Subject | Newcastle Elementary School District, California | | | | |
|---|---|---|---|---|---|
| | Total | | Car, truck, or van -- drove alone | | Car, truck, or van -- carpooled |
| | Estimate | Margin of Error | Estimate | Margin of Error | Estimate |
| Government workers | 21.1% | +/-6.1 | 22.2% | +/-7.1 | 15.6% |
| Self-employed workers in own not incorporated business | 18.7% | +/-7.3 | 9.1% | +/-4.1 | 25.5% |
| Unpaid family workers | 0.0% | +/-3.7 | 0.0% | +/-5.6 | 0.0% |
| | | | | | |
| PLACE OF WORK | | | | | |
| Worked in state of residence | 100.0% | +/-3.7 | 100.0% | +/-5.6 | 100.0% |
| Worked in county of residence | 77.3% | +/-6.5 | 77.8% | +/-7.6 | 62.5% |
| Worked outside county of residence | 22.7% | +/-6.5 | 22.2% | +/-7.6 | 37.5% |
| Worked outside state of residence | 0.0% | +/-3.7 | 0.0% | +/-5.6 | 0.0% |
| | | | | | |
| Workers 16 years and over who did not work at home | 896 | +/-149 | 648 | +/-140 | 192 |
| TIME LEAVING HOME TO GO TO WORK | | | | | |
| 12:00 a.m. to 4:59 a.m. | 4.9% | +/-3.9 | 6.8% | +/-5.5 | 0.0% |
| 5:00 a.m. to 5:29 a.m. | 2.0% | +/-2.0 | 2.2% | +/-2.4 | 2.1% |
| 5:30 a.m. to 5:59 a.m. | 4.5% | +/-2.7 | 3.2% | +/-2.9 | 9.9% |
| 6:00 a.m. to 6:29 a.m. | 3.2% | +/-2.4 | 3.7% | +/-3.0 | 2.6% |
| 6:30 a.m. to 6:59 a.m. | 8.0% | +/-3.7 | 6.6% | +/-3.9 | 9.9% |
| 7:00 a.m. to 7:29 a.m. | 17.3% | +/-7.1 | 14.7% | +/-6.8 | 31.3% |
| 7:30 a.m. to 7:59 a.m. | 16.6% | +/-7.0 | 21.8% | +/-9.5 | 3.6% |
| 8:00 a.m. to 8:29 a.m. | 12.2% | +/-4.3 | 13.7% | +/-5.5 | 0.0% |
| 8:30 a.m. to 8:59 a.m. | 4.1% | +/-3.6 | 4.0% | +/-4.1 | 0.0% |
| 9:00 a.m. to 11:59 p.m. | 27.1% | +/-8.3 | 23.3% | +/-7.8 | 40.6% |
| | | | | | |
| TRAVEL TIME TO WORK | | | | | |
| Less than 10 minutes | 13.3% | +/-5.5 | 11.6% | +/-5.9 | 9.9% |
| 10 to 14 minutes | 23.1% | +/-9.4 | 19.8% | +/-9.9 | 41.1% |
| 15 to 19 minutes | 16.2% | +/-6.9 | 18.7% | +/-7.8 | 12.5% |
| 20 to 24 minutes | 14.6% | +/-5.8 | 17.7% | +/-7.8 | 2.1% |
| 25 to 29 minutes | 4.8% | +/-2.6 | 6.6% | +/-3.8 | 0.0% |
| 30 to 34 minutes | 11.5% | +/-6.7 | 9.3% | +/-5.1 | 17.7% |
| 35 to 44 minutes | 4.0% | +/-2.7 | 4.9% | +/-3.7 | 2.1% |
| 45 to 59 minutes | 8.4% | +/-4.6 | 8.2% | +/-5.9 | 11.5% |
| 60 or more minutes | 4.1% | +/-2.8 | 3.2% | +/-2.6 | 3.1% |
| Mean travel time to work (minutes) | N | N | N | N | N |
| | | | | | |
| Workers 16 years and over in households | 993 | +/-148 | 648 | +/-140 | 190 |
| HOUSING TENURE | | | | | |
| Owner-occupied housing units | 79.1% | +/-9.2 | 81.8% | +/-8.4 | 62.6% |
| Renter-occupied housing units | 20.9% | +/-9.2 | 18.2% | +/-8.4 | 37.4% |
| | | | | | |
| VEHICLES AVAILABLE | | | | | |
| No vehicle available | 0.0% | +/-3.7 | 0.0% | +/-5.6 | 0.0% |
| 1 vehicle available | 13.6% | +/-5.8 | 12.5% | +/-6.7 | 3.2% |
| 2 vehicles available | 32.8% | +/-10.6 | 27.5% | +/-9.5 | 38.4% |
| 3 or more vehicles available | 53.6% | +/-10.6 | 60.0% | +/-11.4 | 58.4% |
| | | | | | |
| PERCENT IMPUTED | | | | | |
| Means of transportation to work | 6.1% | (X) | (X) | (X) | (X) |
| Time leaving home to go to work | 9.4% | (X) | (X) | (X) | (X) |
| Travel time to work | 9.3% | (X) | (X) | (X) | (X) |
| Vehicles available | 0.6% | (X) | (X) | (X) | (X) |

| Subject | Newcastle Elementary School District, California | | |
|---|---|---|---|
| | Car, truck, or van -- carpooled | Public transportation (excluding taxicab) | |
| | Margin of Error | Estimate | Margin of Error |
| Workers 16 years and over | +/-82 | 11 | +/-16 |
| AGE | | | |
| 16 to 19 years | +/-9.4 | 0.0% | +/-96.0 |
| 20 to 24 years | +/-12.1 | 0.0% | +/-96.0 |
| 25 to 44 years | +/-16.7 | 0.0% | +/-96.0 |
| 45 to 54 years | +/-12.9 | 90.9% | +/-51.7 |
| 55 to 59 years | +/-8.8 | 0.0% | +/-96.0 |
| 60 years and over | +/-19.2 | 9.1% | +/-51.7 |
| | | | |
| Median age (years) | +/-21.3 | 53.6 | +/-5.0 |
| | | | |
| SEX | | | |
| Male | +/-12.1 | 9.1% | +/-51.7 |
| Female | +/-12.1 | 90.9% | +/-51.7 |
| | | | |
| RACE AND HISPANIC OR LATINO ORIGIN | | | |
| One race | +/-17.7 | 100.0% | +/-96.0 |
| White | +/-5.3 | 100.0% | +/-96.0 |
| Black or African American | +/-17.7 | 0.0% | +/-96.0 |
| American Indian and Alaska Native | +/-5.3 | 0.0% | +/-96.0 |
| Asian | +/-17.7 | 0.0% | +/-96.0 |
| Native Hawaiian and Other Pacific Islander | +/-17.7 | 0.0% | +/-96.0 |
| Some other race | +/-17.7 | 0.0% | +/-96.0 |
| Two or more races | +/-17.7 | 0.0% | +/-96.0 |
| | | | |
| Hispanic or Latino origin (of any race) | +/-17.7 | 0.0% | +/-96.0 |
| White alone, not Hispanic or Latino | +/-5.3 | 100.0% | +/-96.0 |
| | | | |
| NATIVITY AND CITIZENSHIP STATUS | | | |
| Native | +/-9.9 | 100.0% | +/-96.0 |
| Foreign born | +/-9.9 | 0.0% | +/-96.0 |
| Naturalized U.S. citizen | +/-9.9 | 0.0% | +/-96.0 |
| Not a U.S. citizen | +/-17.7 | 0.0% | +/-96.0 |
| | | | |
| LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH | | | |
| Speak language other than English | +/-10.9 | 0.0% | +/-96.0 |
| Speak English "very well" | +/-17.7 | 0.0% | +/-96.0 |
| Speak English less than "very well" | +/-10.9 | 0.0% | +/-96.0 |
| | | | |
| EARNINGS IN THE PAST 12 MONTHS (IN 2012 INFLATION-ADJUSTED DOLLARS) FOR WORKERS | | | |
| Workers 16 years and over with earnings | +/-82 | 11 | +/-16 |
| $1 to $9,999 or loss | +/-20.4 | 9.1% | +/-51.7 |
| $10,000 to $14,999 | +/-5.7 | 0.0% | +/-96.0 |
| $15,000 to $24,999 | +/-17.7 | 0.0% | +/-96.0 |
| $25,000 to $34,999 | +/-14.1 | 0.0% | +/-96.0 |
| $35,000 to $49,999 | +/-16.3 | 0.0% | +/-96.0 |
| $50,000 to $64,999 | +/-7.9 | 90.9% | +/-51.7 |
| $65,000 to $74,999 | +/-5.2 | 0.0% | +/-96.0 |
| $75,000 or more | +/-13.7 | 0.0% | +/-96.0 |
| | | | |
| Median earnings (dollars) | +/-13,339 | 61,125 | +/-29,579 |
| | | | |
| POVERTY STATUS IN THE PAST 12 MONTHS | | | |
| Workers 16 years and over for whom poverty status is determined | +/-82 | 11 | +/-16 |
| Below 100 percent of the poverty level | +/-9.9 | 0.0% | +/-96.0 |
| 100 to 149 percent of the poverty level | +/-19.3 | 9.1% | +/-51.7 |

| Subject | Newcastle Elementary School District, California | | |
|---|---|---|---|
| | Car, truck, or van -- carpooled | Public transportation (excluding taxicab) | |
| | Margin of Error | Estimate | Margin of Error |
| At or above 150 percent of the poverty level | +/-20.5 | 90.9% | +/-51.7 |
| | | | |
| Workers 16 years and over | +/-82 | 11 | +/-16 |
| OCCUPATION | | | |
| Management, business, science, and arts occupations | +/-21.9 | 90.9% | +/-51.7 |
| Service occupations | +/-10.7 | 0.0% | +/-96.0 |
| Sales and office occupations | +/-19.5 | 0.0% | +/-96.0 |
| Natural resources, construction, and maintenance occupations | +/-16.4 | 0.0% | +/-96.0 |
| Production, transportation, and material moving occupations | +/-17.7 | 9.1% | +/-51.7 |
| Military specific occupations | +/-17.7 | 0.0% | +/-96.0 |
| | | | |
| INDUSTRY | | | |
| Agriculture, forestry, fishing and hunting, and mining | +/-17.7 | 0.0% | +/-96.0 |
| Construction | +/-11.6 | 0.0% | +/-96.0 |
| Manufacturing | +/-10.4 | 0.0% | +/-96.0 |
| Wholesale trade | +/-17.7 | 0.0% | +/-96.0 |
| Retail trade | +/-19.4 | 0.0% | +/-96.0 |
| Transportation and warehousing, and utilities | +/-14.4 | 0.0% | +/-96.0 |
| Information and finance and insurance, and real estate and rental and leasing | +/-4.7 | 0.0% | +/-96.0 |
| Professional, scientific, management, and administrative and waste management services | +/-8.0 | 0.0% | +/-96.0 |
| Educational services, and health care and social assistance | +/-14.4 | 9.1% | +/-51.7 |
| Arts, entertainment, and recreation, and accommodation and food services | +/-9.4 | 0.0% | +/-96.0 |
| Other services (except public administration) | +/-12.0 | 0.0% | +/-96.0 |
| Public administration | +/-17.7 | 90.9% | +/-51.7 |
| Armed forces | +/-17.7 | 0.0% | +/-96.0 |
| | | | |
| CLASS OF WORKER | | | |
| Private wage and salary workers | +/-21.2 | 9.1% | +/-51.7 |
| Government workers | +/-15.7 | 90.9% | +/-51.7 |
| Self-employed workers in own not incorporated business | +/-20.7 | 0.0% | +/-96.0 |
| Unpaid family workers | +/-17.7 | 0.0% | +/-96.0 |
| | | | |
| PLACE OF WORK | | | |
| Worked in state of residence | +/-17.7 | 100.0% | +/-96.0 |
| Worked in county of residence | +/-23.1 | 9.1% | +/-51.7 |
| Worked outside county of residence | +/-23.1 | 90.9% | +/-51.7 |
| Worked outside state of residence | +/-17.7 | 0.0% | +/-96.0 |
| | | | |
| Workers 16 years and over who did not work at home | +/-82 | 11 | +/-16 |
| TIME LEAVING HOME TO GO TO WORK | | | |
| 12:00 a.m. to 4:59 a.m. | +/-17.7 | 0.0% | +/-96.0 |
| 5:00 a.m. to 5:29 a.m. | +/-4.4 | 0.0% | +/-96.0 |
| 5:30 a.m. to 5:59 a.m. | +/-9.8 | 0.0% | +/-96.0 |
| 6:00 a.m. to 6:29 a.m. | +/-3.8 | 0.0% | +/-96.0 |
| 6:30 a.m. to 6:59 a.m. | +/-8.8 | 90.9% | +/-51.7 |
| 7:00 a.m. to 7:29 a.m. | +/-23.5 | 0.0% | +/-96.0 |
| 7:30 a.m. to 7:59 a.m. | +/-5.4 | 9.1% | +/-51.7 |
| 8:00 a.m. to 8:29 a.m. | +/-17.7 | 0.0% | +/-96.0 |
| 8:30 a.m. to 8:59 a.m. | +/-17.7 | 0.0% | +/-96.0 |
| 9:00 a.m. to 11:59 p.m. | +/-22.8 | 0.0% | +/-96.0 |
| | | | |
| TRAVEL TIME TO WORK | | | |

| Subject | Newcastle Elementary School District, California | | |
|---|---|---|---|
| | Car, truck, or van -- carpooled | Public transportation (excluding taxicab) | |
| | Margin of Error | Estimate | Margin of Error |
| Less than 10 minutes | +/-10.6 | 0.0% | +/-96.0 |
| 10 to 14 minutes | +/-25.1 | 0.0% | +/-96.0 |
| 15 to 19 minutes | +/-14.4 | 0.0% | +/-96.0 |
| 20 to 24 minutes | +/-4.4 | 9.1% | +/-51.7 |
| 25 to 29 minutes | +/-17.7 | 0.0% | +/-96.0 |
| 30 to 34 minutes | +/-20.4 | 0.0% | +/-96.0 |
| 35 to 44 minutes | +/-5.0 | 0.0% | +/-96.0 |
| 45 to 59 minutes | +/-11.0 | 0.0% | +/-96.0 |
| 60 or more minutes | +/-5.2 | 90.9% | +/-51.7 |
| Mean travel time to work (minutes) | N | N | N |
| | | | |
| Workers 16 years and over in households | +/-83 | 10 | +/-15 |
| HOUSING TENURE | | | |
| Owner-occupied housing units | +/-24.5 | 100.0% | +/-100.0 |
| Renter-occupied housing units | +/-24.5 | 0.0% | +/-100.0 |
| | | | |
| VEHICLES AVAILABLE | | | |
| No vehicle available | +/-17.8 | 0.0% | +/-100.0 |
| 1 vehicle available | +/-5.4 | 100.0% | +/-100.0 |
| 2 vehicles available | +/-23.1 | 0.0% | +/-100.0 |
| 3 or more vehicles available | +/-23.7 | 0.0% | +/-100.0 |
| | | | |
| PERCENT IMPUTED | | | |
| Means of transportation to work | (X) | (X) | (X) |
| Time leaving home to go to work | (X) | (X) | (X) |
| Travel time to work | (X) | (X) | (X) |
| Vehicles available | (X) | (X) | (X) |

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

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

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

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

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

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

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

Explanation of Symbols:

1. An '**' entry in the margin of error column indicates that either no sample observations or too few sample observations were available to compute a standard error and thus the margin of error. A statistical test is not appropriate.

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

**SchoolWorks, Inc.**
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# Use of Developer Fees:

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

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

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

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

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

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**Determination of Average State allowed amounts for Site Development Costs**

| **Elementary Schools** | | | Original | | 2009 Adjusted | | | |
|---|---|---|---|---|---|---|---|---|
| | | | OPSC Site | Inflation | Site | Project | 2009 | |
| **District** | **Project #** | **Acres** | **Development** | **Factor** | **Development** | **Year** | **Cost/Acre** | |
| Davis Jt Unified | 3 | 9.05 | $532,282 | 38.4% | $1,473,469 | 2004 | $162,814 | |
| Dry Creek Jt Elem | 2 | 8.5 | $516,347 | 46.2% | $1,509,322 | 2002 | $177,567 | |
| Dry Creek Jt Elem | 5 | 11.06 | $993,868 | 20.1% | $2,387,568 | 2006 | $215,874 | |
| Elk Grove Unified | 5 | 12.17 | $556,011 | 48.2% | $1,648,316 | 2001 | $135,441 | |
| Elk Grove Unified | 10 | 11 | $690,120 | 48.2% | $2,045,888 | 2001 | $185,990 | |
| Elk Grove Unified | 11 | 10 | $702,127 | 48.2% | $2,081,483 | 2001 | $208,148 | |
| Elk Grove Unified | 14 | 10 | $732,837 | 46.2% | $2,142,139 | 2002 | $214,214 | |
| Elk Grove Unified | 16 | 9.86 | $570,198 | 46.2% | $1,666,733 | 2002 | $169,040 | |
| Elk Grove Unified | 17 | 10 | $542,662 | 46.2% | $1,586,243 | 2002 | $158,624 | |
| Elk Grove Unified | 20 | 10 | $710,730 | 43.2% | $2,034,830 | 2003 | $203,483 | |
| Elk Grove Unified | 25 | 10 | $645,923 | 38.4% | $1,788,052 | 2004 | $178,805 | |
| Elk Grove Unified | 28 | 10.03 | $856,468 | 24.4% | $2,130,974 | 2005 | $212,460 | |
| Elk Grove Unified | 39 | 9.91 | $1,007,695 | 20.1% | $2,420,785 | 2006 | $244,277 | |
| Folsom-Cordova Unified | 1 | 9.79 | $816,196 | 20.1% | $1,960,747 | 2006 | $200,281 | |
| Folsom-Cordova Unified | 4 | 7.5 | $455,908 | 46.2% | $1,332,654 | 2002 | $177,687 | |
| Folsom-Cordova Unified | 5 | 8 | $544,213 | 46.2% | $1,590,776 | 2002 | $198,847 | |
| Folsom-Cordova Unified | 8 | 8.97 | $928,197 | 11.2% | $2,063,757 | 2007 | $230,073 | |
| Galt Jt Union Elem | 2 | 10.1 | $1,033,044 | 38.4% | $2,859,685 | 2004 | $283,137 | |
| Lincoln Unified | 1 | 9.39 | $433,498 | 46.2% | $1,267,148 | 2002 | $134,947 | |
| Lodi Unified | 3 | 11.2 | $555,999 | 46.2% | $1,625,228 | 2002 | $145,110 | |
| Lodi Unified | 10 | 11.42 | $1,245,492 | 46.2% | $3,640,669 | 2002 | $318,798 | |
| Lodi Unified | 19 | 9.93 | $999,164 | 11.2% | $2,221,545 | 2007 | $223,721 | |
| Lodi Unified | 22 | 10 | $1,416,212 | 7.7% | $3,051,426 | 2008 | $305,143 | |
| Natomas Unified | 6 | 8.53 | $685,284 | 46.2% | $2,003,138 | 2002 | $234,834 | |
| Natomas Unified | 10 | 9.83 | $618,251 | 43.2% | $1,770,061 | 2003 | $180,067 | |
| Natomas Unified | 12 | 9.61 | $735,211 | 24.4% | $1,829,275 | 2005 | $190,351 | |
| Rocklin Unified | 8 | 10.91 | $593,056 | 46.2% | $1,733,548 | 2002 | $158,895 | |
| Stockton Unified | 1 | 12.66 | $1,462,232 | 7.7% | $3,150,582 | 2008 | $248,861 | |
| Stockton Unified | 2 | 10.5 | $781,675 | 43.2% | $2,237,946 | 2003 | $213,138 | |
| Stockton Unified | 6 | 12.48 | $1,136,704 | 20.1% | $2,730,703 | 2006 | $218,806 | |
| Tracy Jt Unified | 4 | 10 | $618,254 | 46.2% | $1,807,204 | 2002 | $180,720 | |
| Tracy Jt Unified | 10 | 10 | $573,006 | 38.4% | $1,586,202 | 2004 | $158,620 | |
| Washington Unified | 1 | 8 | $446,161 | 46.2% | $1,304,163 | 2002 | $163,020 | |
| Washington Unified | 4 | 10.76 | $979,085 | 7.7% | $2,109,575 | 2008 | $196,057 | **2020** |
| | | | | | | | | **Adjustment** |
| **Totals** | | **341.16** | | | **$68,791,833** | **Average** | **$201,641** | **$267,920** |

| **Middle and High Schools** | | | Original | | 2009 Adjusted | | | |
|---|---|---|---|---|---|---|---|---|
| | | | OPSC Site | Inflation | Site | Project | 2009 | |
| **District** | **Project #** | **Acres** | **Development** | **Factor** | **Development** | **Year** | **Cost/Acre** | |
| Western Placer Unified | 4 | 19.3 | $5,973,312 | 24.4% | $7,431,085 | 2005 | $385,030 | |
| Roseville City Elem | 2 | 21.6 | $1,780,588 | 48.2% | $2,639,311 | 2000 | $122,190 | |
| Elk Grove Unified | 4 | 66.2 | $8,659,494 | 48.2% | $12,835,704 | 2000 | $193,893 | |
| Elk Grove Unified | 13 | 76.4 | $9,791,732 | 48.2% | $14,513,986 | 2001 | $189,974 | |
| Elk Grove Unified | 18 | 84.3 | $13,274,562 | 43.2% | $19,002,626 | 2003 | $225,417 | |
| Grant Jt Union High | 2 | 24 | $2,183,840 | 48.2% | $3,237,039 | 2000 | $134,877 | |
| Center Unified | 1 | 21.2 | $1,944,310 | 46.2% | $2,841,684 | 2002 | $134,042 | |
| Lodi Unified | 2 | 13.4 | $1,076,844 | 46.2% | $1,573,849 | 2002 | $117,451 | |
| Lodi Unified | 6 | 13.4 | $2,002,164 | 46.2% | $2,926,240 | 2002 | $218,376 | |
| Galt Jt Union Elem | 1 | 24.9 | $2,711,360 | 46.2% | $3,962,757 | 2002 | $159,147 | |
| Tahoe Truckee Unified | 2 | 24 | $2,752,632 | 43.2% | $3,940,412 | 2003 | $164,184 | |
| Davis Unified | 5 | 23.3 | $3,814,302 | 43.2% | $5,460,199 | 2003 | $234,343 | |
| Woodland Unified | 3 | 50.2 | $8,664,700 | 46.2% | $12,663,792 | 2002 | $252,267 | |
| Sacramento City Unified | 1 | 35.2 | $4,813,386 | 46.2% | $7,034,949 | 2002 | $199,856 | |
| Lodi Unified | 4 | 47 | $7,652,176 | 46.2% | $11,183,950 | 2002 | $237,956 | |
| Stockton Unified | 3 | 49.1 | $8,959,088 | 43.2% | $12,824,996 | 2003 | $261,202 | |
| Natomas Unified | 11 | 38.7 | $3,017,002 | 38.4% | $4,175,850 | 2004 | $107,903 | |
| Rocklin Unified | 11 | 47.1 | $11,101,088 | 24.4% | $13,810,282 | 2005 | $293,212 | **2020** |
| **Totals** | | **679.3** | | | **$142,058,711** | Average | $209,125 | **Adjustment** |
| **Middle Schools:** | | **260.7** | | | **$49,447,897** | Middle | $189,704 | **$252,060** |
| **High Schools:** | | **418.6** | | | **$92,610,814** | High | $221,217 | **$293,931** |

# INDEX ADJUSTMENT ON THE ASSESSMENT FOR DEVELOPMENT

## PURPOSE OF REPORT

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

## DESCRIPTION

The law requires the maximum assessment for development be adjusted every two years by the change in the Class B construction cost index, as determined by the State Allocation Board (Board) at its January meeting. This item requests that the Board make the adjustment based on the change reflected using the RS Means index.

## AUTHORITY

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

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

## BACKGROUND

There are three levels that may be levied for developer's fees. The fees are levied on a per-square foot basis. The lowest fee, Level I, is assessed if the district conducts a Justification Study that establishes the connection between the development coming into the district and the assessment of fees to pay for the cost of the facilities needed to house future students. The Level II fee is assessed if a district makes a timely application to the Board for new construction funding, conducts a School Facility Needs Analysis pursuant to Government Code Section 65995.6, and satisfies at least two of the requirements listed in Government Code Section 65995.5(b)(3). The Level III fee is assessed when State bond funds are exhausted; the district may impose a developer's fee up to 100 percent of the School Facility Program new construction project cost.

## STAFF ANALYSIS/STATEMENTS

A historical comparison of the assessment rates for development fees for 2016 and 2018 are shown below for information. According to the RS Means, the cost index for Class B construction increased by 7.64, during the two-year period from January 2018 to January 2020, requiring the assessment for development fees to be adjusted as follows beginning January 2020*:

RS Means Index Maximum Level I Assessment Per Square Foot

| | 2016 | 2018 | 2020 |
|---|---|---|---|
| **Residential** | $3.48 | $3.79 | $4.08 |
| **Commercial/Industrial** | $0.56 | $0.61 | $0.66 |

*Assembly Bill 48 (O'Donnell) includes provisions related to development fees. In the event that Proposition 13 is approved by the voters in March 2020, the provisions of Assembly Bill 48 will take effect and may change the fee amounts above for certain types of development projects.

## RECOMMENDATION

Increase the 2020 maximum Level I assessment for development in the amount of 7.64 percent using the RS Means Index to be effective immediately.

ATTACHMENT B

## ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 22, 2020

Grant Amount Adjustments

| New Construction | SFP Regulation Section | Adjusted Grant Per Pupil Effective 1-1-19 | Adjusted Grant Per Pupil Effective 1-1-20 |
|---|---|---|---|
| Elementary | 1859.71 | $12,197 | $12,451 |
| Middle | 1859.71 | $12,901 | $13,169 |
| High | 1859.71 | $16,415 | $16,756 |
| Special Day Class – Severe | 1859.71.1 | $34,274 | $34,987 |
| Special Day Class – Non-Severe | 1859.71.1 | $22,922 | $23,399 |
| Automatic Fire Detection/Alarm System – Elementary | 1859.71.2 | $15 | $15 |
| Automatic Fire Detection/Alarm System – Middle | 1859.71.2 | $20 | $20 |
| Automatic Fire Detection/Alarm System – High | 1859.71.2 | $33 | $34 |
| Automatic Fire Detection/Alarm System – Special Day Class – Severe | 1859.71.2 | $61 | $62 |
| Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe | 1859.71.2 | $43 | $44 |
| Automatic Sprinkler System – Elementary | 1859.71.2 | $205 | $209 |
| Automatic Sprinkler System – Middle | 1859.71.2 | $243 | $248 |
| Automatic Sprinkler System – High | 1859.71.2 | $253 | $258 |
| Automatic Sprinkler System – Special Day Class – Severe | 1859.71.2 | $646 | $659 |
| Automatic Sprinkler System – Special Day Class – Non-Severe | 1859.71.2 | $433 | $442 |

ATTACHMENT B

## ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 22, 2020

Grant Amount Adjustments

| Modernization | SFP Regulation Section | Adjusted Grant Per Pupil Effective 1-1-19 | Adjusted Grant Per Pupil Effective 1-1-20 |
|---|---|---|---|
| Elementary | 1859.78 | $4,644 | $4,747 |
| Middle | 1859.78 | $4,912 | $5,014 |
| High | 1859.78 | $6,431 | $6,565 |
| Special Day Class - Severe | 1859.78.3 | $14,802 | $15,110 |
| Special Day Class – Non-Severe | 1859.78.3 | $9,903 | $10,109 |
| State Special School – Severe | 1859.78 | $24,672 | $25,185 |
| Automatic Fire Detection/Alarm System – Elementary | 1859.78.4 | $151 | $154 |
| Automatic Fire Detection/Alarm System – Middle | 1859.78.4 | $151 | $154 |
| Automatic Fire Detection/Alarm System – High | 1859.78.4 | $151 | $154 |
| Automatic Fire Detection/Alarm System – Special Day Class – Severe | 1859.78.4 | $415 | $424 |
| Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe | 1859.78.4 | $278 | $284 |
| Over 50 Years Old – Elementary | 1859.78.6 | $6,452 | $6,586 |
| Over 50 Years Old – Middle | 1859.78.6 | $6,824 | $6,966 |
| Over 50 Years Old – High | 1859.78.6 | $8,933 | $9,119 |
| Over 50 Years Old – Special Day Class – Severe | 1859.78.6 | $20,565 | $20,993 |
| Over 50 Years Old – Special Day Class – Non-Severe | 1859.78.6 | $13,752 | $14,038 |
| Over 50 Years Old – State Special Day School – Severe | 1859.78.6 | $34,273 | $34,986 |

(Rev. 1)

ATTACHMENT B

## ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 22, 2020

Grant Amount Adjustments

| New Construction / Modernization / Facility Hardship / Seismic Mitigation / Joint Use | SFP Regulation Section | Adjusted Grant Amount Effective 1-1-19 | Adjusted Grant Amount Effective 1-1-20 |
|---|---|---|---|
| Therapy/Multipurpose Room/Other (per square foot) | 1859.72<br>1859.73.2<br>1859.77.3<br>1859.82<br>1859.125<br>1859.125.1 | $200 | $204 |
| Toilet Facilities (per square foot) | 1859.72<br>1859.73.2<br>1859.82<br>1859.125<br>1859.125.1 | $359 | $366 |

| New Construction Only | SFP Regulation Section | Adjusted Grant Amount Effective 1-1-19 | Adjusted Grant Amount Effective 1-1-20 |
|---|---|---|---|
| Parking Spaces (per stall) | 1859.76 | $15,511 | $15,834 |
| General Site Grant (per acre for additional acreage being acquired) | 1859.76 | $19,853 | $20,266 |
| Project Assistance (for school district with less than 2,500 pupils) | 1859.73.1 | $7,460 | $7,615 |

| Modernization Only | SFP Regulation Section | Adjusted Grant Amount Effective 1-1-19 | Adjusted Grant Amount Effective 1-1-20 |
|---|---|---|---|
| Two-stop Elevator | 1859.83 | $124,080 | $126,661 |
| Each Additional Stop | 1859.83 | $22,335 | $22,800 |
| Project Assistance (for school district with less than 2,500 pupils) | 1859.78.2 | $3,978 | $4,061 |