Coronado Unified School District

2012 DEVELOPMENT IMPACT FEE JUSTIFICATION REPORT

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Chapter 1

MISSION STATEMENT

Quality Education for Life

Through rigorous academic standards, high expectations, and a coordinated curriculum, the Coronado Unified School District, in partnership with our small, involved community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life with the confidence not only to dream, but to determine their futures.

Report Organization:

The report is structured as follows:

SUMMARY OF FINDINGS

Chapter 1 provides an introduction to the District. Its demographics, educational program and regional setting are presented.

Chapter 2 identifies the relationship, the nexus, between projected development and future enrollment. It provides the theoretical framework for the analysis and findings in the following chapters.

Chapter 3 begins with a brief description of the methods of enrollment analysis. It then offers projections of future residential development and analyzes the likely student generation of the new housing units. This information is then used to calculate the expected enrollment from new housing.

Chapter 4 describes the Districts facilities and analyzes future classroom availability. Using this information, it describes the additional facilities needed to properly serve the anticipated new students residing in the new homes.

Chapter 5 describes the Districts plans to add educational capacity and estimates the costs of these facilities.

Chapter 6 provides justification of fees on future residential development. It first calculates the cost of needed facilities on a per square foot basis. The chapter then calculates the fee amount that the District is justified in levying on residential development, including not only the buildings on vacant land, but also on residential expansions and housing restricted to senior occupancy.

Chapter 7 determines the fee amounts appropriate for commercial/industrial development.

Chapter 8 considers the legal requirements for the imposition of fees and sets forth findings that indicate these requirements have been met.

Summary of findings:

- The District is at its operational capacity, and an increase in enrollment will result in the re-prioritization of the current uses of classrooms to accommodate growth on the short term; and the potential elimination of educational programs over the long term should the District opt to not construct, or reconstruct, its facilities to gain the required additional classrooms.

- A total of 121 homes are projected to be constructed in the District over the next 20 years.
    - 41 new residences forecast between 2012 and 2022, and
    - 80 new residences forecast between 2022 and 2032

- A total of 32 new students are projected to reside in these homes.

- New development's fair share of the cost of providing facilities for the new students is $1,044,890.

- The new 120 homes are estimated to have a total floor area of 266,200 square feet. The cost spread over this area results in a cost impact of 3.93 per square foot. The District is justified in levying a residential fee of $3.20 per square foot of residential development.

- The maximum fee of $0.51 per square foot of commercial and industrial development is justified in as much that, other than parking structures and self-storage development, all other non residential development has an associated facilities cost per square foot of $1.45 or greater.

Chapter 1

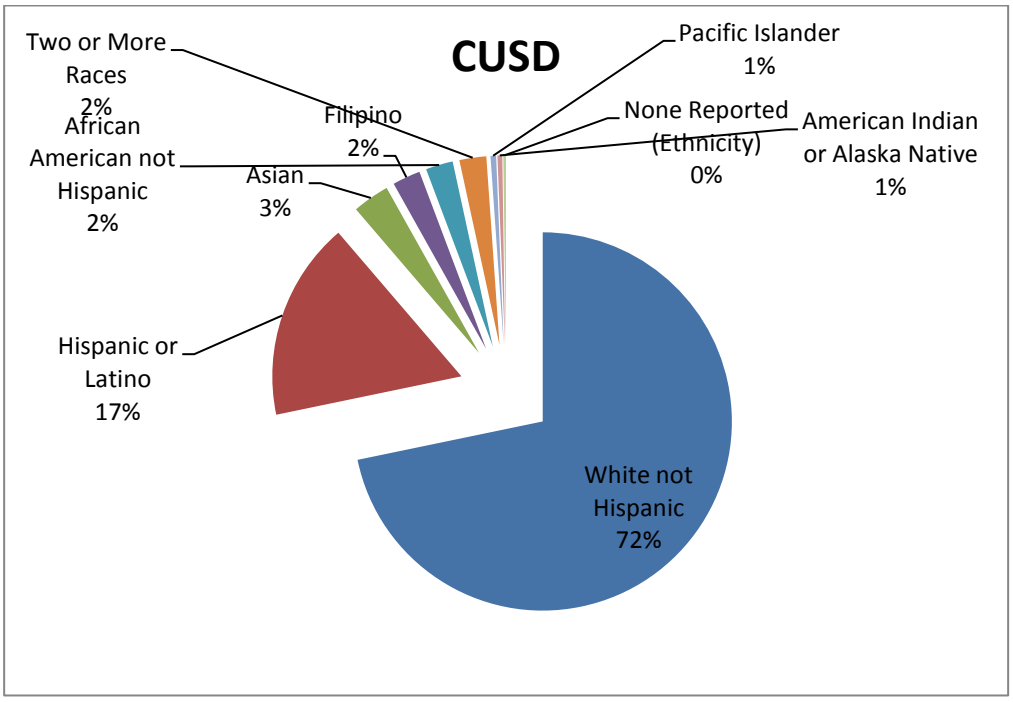
Introduction & Summary

Background

Coronado Unified School District provides education services for the children residing in the City of Coronado. The District is 7.2 square miles in area; it has one high school, two elementary schools, a middle school, a school for early childhood development (pre-school, child-care and kindergarten), and a continuation high school.

Geographically, the District is an island, separated by the City of San Diego by the San Diego Bay. It's next nearest neighbor is the City of Imperial Beach, located 10 miles south and connected by Highway 75 and the narrow land connection known as the Silver Strand. The City of Coronado and the Coronado Unified School District boundaries are practically one and the same. A major land use feature in the District is the North Island Naval Station.

The District serves a diverse population of students. The predominant demographic group in the District is students who have been identified as White not Hispanic. This grouping represents 86% of enrollment. The next largest ethnicity includes students who identify themselves as Hispanic or Latino. 17% of students are in this category.



The District has an enrollment of approximately 3,000 students, and according to the San Diego Association of Governments demographic and housing data, there are 9,500 residences in the District. That translates into 0.33 students per household.

The City of Coronado is limited in size and is built out. New development will occur by the removal of existing structures and reconstruction. Even though development is predicted to be

slow, the San Diego Association of Governments (SANDAG) adopted housing forecasts predicts that 258 additional homes will be constructed between 2008 and 2050.

This report addresses the availability of school facilities for students from future residential development. The report relies on the adopted forecast growth identified in the San Diego Association of Governments (SANDAG) *2050 Regional Growth Forecast (Adopted October 2011 Coronado Unified School District.* The projected new residential development between 2012 and 2022 is 41 new dwellings, and the next ten years (2022 through 2032) show that an additional 80 dwelling units are anticipated. The District can expect that another 32 students will enter classrooms as a result of this new development. The District has an operational capacity of 3,112 students. The California Basic Educational Data System (CBEDS) provides an annual snap shot of a district's enrollment at a specific point in time – mid October. The 2010-11 CBEDS shows that Coronado Unified had a total enrollment of 3,139 students. The district is operating at capacity. Any increase resulting from new development will have to be mitigated.

Section 17620 of the California education Code authorizes schools districts to levy fees on new development to mitigate the impact on enrollment and hence school facility needs. The current maximum fee levels under this Section are $3.20 per square foot of residential development, and $0.51 per square foot of non-residential development (commercial/industrial). The State Allocation Board (SAB), the entity responsible for the State School Facilities Program, approved these rates during its January 2012 meeting. The SAB reviews costs of construction and adjusts the fee every two years to reflect the changes in these costs. The next review is scheduled for January 2014.

California Government Code Sections 66000 *et seq.* require that, in order to levy fees, a governmental agency must adopt documentation showing the relationship between future development and the educational facilities needed to accommodate students generated by that development, and, in turn, the costs of these facilities. This report provides the required information.

School Capacity and the Educational Program

Any facilities analysis must be done with the educational program in mind. The California Department of Education recognizes this fact and recommends that school districts adopt educational specifications prior to programming and designing new schools. Educational Specifications are required if a project is to be funded in part by state school construction funds. Educational Specifications are the articulation of the curriculum and support staff needs for a District to successfully implement the educational program. Spatial relationships are discussed, and minimum area calculations are determined for physical spaces. For that reason it is important that this report include a brief summary of the District's educational program.

The schools in Coronado Unified have consistently scored at the highest test scores as evidenced in the annual Academic Performance Testing that is done on a state-wide basis. There is an old axiom that form follows function. The District's schools enjoy a rigorous

educational program, and the facilities are used to fully support those programs. A large part of the District's academic success is the dedication of classroom space for block learning, teacher preparation, individual instruction, technology and engineering as well as the traditional classes of reading, writing and arithmetic. The following paragraph highlights the Districts' schools educational profile.

Coronado High School
Coronado High School (CHS) is a four-year public high school located in the island village of Coronado near downtown San Diego. CHS is the only high school in the Coronado Unified School District and has an enrollment of approximately 1,100 students. Over 130 students are transfers from San Diego County schools participating in special programs. Coronado students consistently test in the top 5% of students attending schools across the county. From 2008-2011, CHS ranked at or near the top of all comprehensive public high schools in San Diego County based on the state's Academic Performance Index (API). CHS is accredited by the Western Association of Schools and Colleges (WASC) and has received the distinctions of being named a 2010 National Blue Ribbon School and a 2011 California Distinguished School with an Exemplary Career Technical Education (CTE) Program .

Curriculum
Coronado High School offers the following Advanced Placement (AP) and Honors (H) courses:

- Geometry H AP US History AP Spanish Language
- Pre-Calculus H English 10 H AP French Language
- AP Calculus AB AP English Literature AP Studio Art
- World History 9 H AP Chemistry AP Psychology
- Algebra 2/Trig H AP Government AP Spanish Literature
- AP Statistics AP English Language AP Music Theory
- AP Calculus BC AP Biology AP Visual Art
- AP World History AP Physics B

Coronado School of the Arts: CoSA is a school-within-a school on the campus of CHS. Students attend academic classes in the traditional high school and then spend an additional three hours a day in CoSA's conservatory style classes. CoSA students major in one of six disciplines: instrumental music, musical theatre, dance, technical theatre, visual arts, and digital media.

Graduation Requirements
240 credits are required for graduation (one semester= 5 credits)
English: 40 credits; Social Studies: 40 credits; Math: 30 credits; Science: 20 credits; Health/PE: 20 credits; Visual/Performing Art or Foreign Language: 10 credits; Practical Art: 10 credits; Electives: 70 credits.

Coronado Middle School
Coronado Middle School (CMS) is a three-year public middle school serving grades 6 through 8. It is located in the island village of Coronado near downtown San Diego. CMS is the only middle school in the Coronado Unified School District and has an enrollment of approximately 744 students. CMS ranked near the top of all middle schools in San Diego County based on the

state's Academic Performance Index (API). The 2010-11 Academic Performance Index (API) for the school is 909 points. That is 130 points higher than the state average for middle schools of similar size.

Curriculum

The following classes are implemented at Coronado Middle School:

- Advance Art
- ASB
- CMS Technology Resources
- Digital Media
- English Language Learning
- Geometry Honors
- History
- Language Arts
- Math
- Reading
- Spanish
- Advanced Performance
- Band and Choir
- Coronado Career Opportunities
- Earth Sciences
- Environmental Science
- Health
- Humanities
- Introduction to Engineering
- Physical Education
- Science
- U.S. History

Village Elementary School

The Village Elementary School is an elementary school serving grades Pre-Kindergarten through 5th Grade. It is located in the island village of Coronado next to the middle school and the high school. Village is one of two elementary schools in the Coronado Unified School District and has an enrollment of approximately 929 students.

It ranked near the top of all elementary schools in San Diego County based on the state's Academic Performance Index (API). The 2010-11 Academic Performance Index (API) for the school is 922 points. That is 115 points higher than the state average for elementary schools of similar size.

Silver Strand Elementary School

The Silver Strand Elementary School is an elementary school serving grades Pre-Kindergarten through 5th Grade. It is located approximately 3 miles south of the Village of Coronado and located within a Navy Housing complex. Silver Strand Elementary is one of two elementary schools in the Coronado Unified School District and has an enrollment of approximately 353 students.

It ranked near the top of all elementary schools in San Diego County based on the state's Academic Performance Index (API). The 2010-11 Academic Performance Index (API) for the school is 906 points. That is 99 points higher than the state average for elementary schools of similar size.

Elementary School Curriculum

The curriculums at both the Village and Silver Strand Elementary Schools are directed toward the "whole student". The educational program is both rigorous and satisfying to the students. The programs include:

- Art
- Math
- Visual and Performing Arts
- Science
- Reading
- State of the Art Libraries
- STEAM: Science, Technology, Engineering, Art, and Math
- Professional Learning Communities for the Teachers

School Capacities

The Coronado Unified School District is able to implement the educational programs identified above because it manages its operational capacity. The District has a total capacity of 3,112 students. The following table shows each school's capacity:

Table __: Operational Capacity

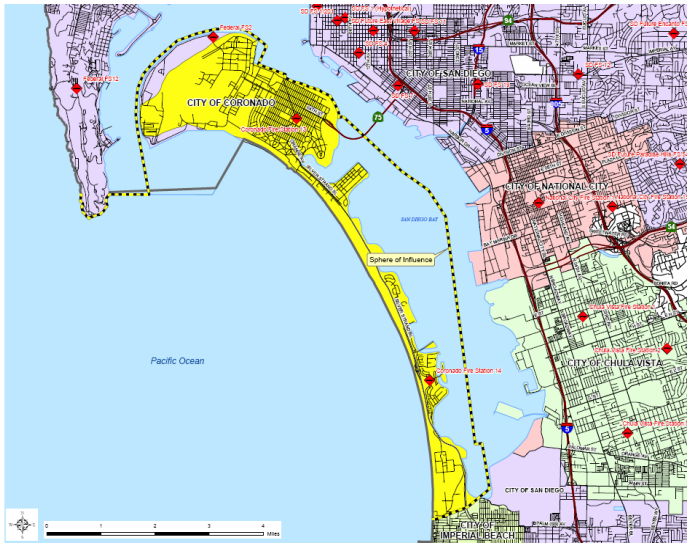
School	Capacity
Coronado High School	1,190 Students
Coronado Middle School	783 Students
Village Elementary School	757 Students
Silver Strand Elementary School	382 Students
Total:	3,112 Students

The operational capacity of a school is determined by implementing the education program at each school and allowing sufficient space for individual education plans (IEPs) for special education students, resource specialist instruction and unique educational programs to the District such as the Visual and Performing Arts Program (VAPA). The operational capacity of a facility will allow classrooms serving such programs to be loaded at a capacity that is sometimes less than the state standard for funding school facility construction. For example, a room used for resource specialist typically is set aside and not used for classroom use during every period of the day. It may have a use that is flexible and allows the school to tailor the educational program to the needs or the student. In determining the operational capacity, the RSP room will be loaded at the number of students assigned to a resource specialist. In using the state standard that same classroom will be loaded at either 27 students if it is a high school or middle school, and at 25 students if it is an elementary school.

Geographic Pressures on the District

Coronado Unified is unique in that it has the Pacific Ocean on its western border and the Bay of San Diego on its eastern and northern boarders. The southern portion of the District, the Silver Strand is predominantly owned by the United States Navy. The following shows the geographic location the Coronado Unified School District.

Figure 1: Geographic Location



The District has a total of 7.6 square miles but the developable area is limited to the Village. The Village of Coronado is built out and new construction is primarily accomplished by the purchase of existing property and removing the existing structures. This results in extremely high land costs, and encourages multiple story construction. The Village Elementary School, Coronado Middle School and Coronado High School all have two-story construction. The state standards for an elementary school of 750 students is 10 acres, a middle school of 1,000 students is 20 Acres, and a high school of 1,000 students is 35 Acres (Source: *Guide to School Site Analysis and Development – California Department of Education, 2000 Edition*)

Due to the limited available land for development the school site sizes in the District are sufficient for the local curriculum program but are less than the recommended state standards for size. The state Department of Education will allow for the difference if the cause is not arbitrary and capricious. The District's geography is sufficient to satisfy the state. The following table shows each school, its size in acres and its comparison to the state recommended size.

School Site Size Compared to State Recommended Size			
School	**Area Acres**	**Recommended Size**	**Over/Under**
Coronado High School	10.51	35	- 24
Coronado Middle School	3.72	20	-16.28
Village Elementary School	5.41	10	-4.59
Silver Strand Elementary School	10.02	10	0.02

It is important to note that despite the limitation in school site size, the curriculum program in the District thrives. What is lacking at all the schools in the village of Coronado is adequate parking for staff and visitors and hard court and athletic play areas. The unavailability of land and the prohibitive costs for land acquisition, demolition and relocation has caused the District to compensate the parking and play areas by using on-street parking and limited district owned

parking. Athletic field space is compensated by the sharing of fields at all sites. The use of synthetic turf fields at the Village, the Middle School and the High School allows for the high intensity and constant use.

Chapter 2

Nexus between Development and Enrollment

New development can be required to provide mitigation only to the extent of its impacts. For schools, the impacts are students for whom additional capacity must be provided. The mitigation is funds to offset the costs involved in providing facilities to accommodate the increased enrollment. A district seeing mitigation from developers has the burden of documenting the relationship, the nexus, between development and the facilities that will be needed. This chapter describes this relationship in general terms. Its purpose is to clarify the causal chain between development and its facility impacts, and in so doing, provide a framework for the quantification of the impacts in the remainder of the report.

This chapter begins with a description of the nature of growth in a regional economy and the associated growth in population. It then traces the effect of construction of workplaces and homes, the dual components of regional growth, to increases in enrollment. It concludes by discussing how the estimated cost of facilities to accommodate the increased enrollment can be allocated among the types of development that generate.

Economic Growth

Commercial/industrial construction and residential development (and hence new households and school aged children) are related components of economic growth. An expanding regional economy results from increased demand for the goods and services produced in that region. As economic expansion progresses, more workers are needed, and increasingly these workers must be attracted from outside the region. Sometimes the process is reversed; the availability is a productive labor force can be a key factor in leading the expansion of business activity in the region, with a resultant increase in employment.

Both increased business activity and new households require new development. The business activity requires new commercial / industrial space. The addition of families requires additional housing units. This is not to imply that the new households necessarily occupy the new housing units. However, when new space is constructed and existing businesses or households move into it, the space they previously occupied is then made available to other families. Whatever the number of shifts in the chain, space is eventually available for occupancy by the new employees and /or residents from outside the region. In contrast, in regions where economic growth is not occurring, new construction is slow to occur because there is little market for the space made available, which keeps property prices and rents below the levels necessary to cover the cost of new construction.

Impacts on Schools

The interrelated nature of commercial/industrial development and residential development justified the California legislature's adoption of fee legislation recognizing both as contributing to enrollment growth. The higher per square foot fee on residential development presumably

represents the immediate enrollment impacts of residential development; when new housing is initially occupied, most of the children residing in these new homes immediately begin attending local schools. Yet it is clear that new homes are developed primarily in response to the need for additional housing to accommodate the growing labor force and their families. This makes employment growth a major factor in the contribution to the need for additional school facilities. The enrollment impacts are thus the joint effort of local housing development and the local and regional commercial/industrial development.

The most immediate school impact of new homes is additional students enrolling in the local schools. The associated impact of increasing enrollment is the need for school facilities to accommodate these students. The District must usually anticipate this need far in advance in order to plan for the construction of additional facilities. The enrollment projections used in this advanced planning must include consideration of factors affecting enrolment from existing homes. However, the enrollment impacts of new development must be separately identified, as mitigation can be sought from new development only for the portion of the facilities that would not have been required if there was no development of homes or employment centers.

The final step in the demonstration of the relationship is the determination of the facilities anticipated to be needed to accommodate the additional enrollment that would not have occurred without the new development. In areas of significant growth the facilities are often new schools. In regions where land values are at a premium facilities are often new classrooms, new building wings or reconstructed buildings which have reached their useful life. It is the mitigation of this cost, and only this cost, that the district may seek from new development.

Determination of Mitigation

It should be noted that the task of quantifying the impacts of new development on school facility costs involves the identification of relative shares of cost impacts attributable to each individual development project. To begin with, how much of the cost should be allocated to commercial/industrial and how much to residential? Within these categories, for example, how much should be allocated to office space versus retail space, and how much to single family homes as compared to multi-family? The most common approach is to assume that housing development bear the cost of mitigation up to the level set by state legislation (an subsequent increases authorized by the State Allocation Board). If fees at that level are inadequate, fees on commercial/industrial development are then appropriate. The amount of commercial/industrial fee is based on the portion of facilities cost calculated to be unfunded after the fees on residential development are paid. This perspective reflects the immediacy with which residential development impacts school enrollment.

In the majority of cases, the total of residential and commercial developemt fees is inadequate to provide facilities to accommodate the enrollment from new development. The courts previously upheld city-imposed mitigation supplemental to the statutory developer fees in situations where the new development is a result of changes in public policy, such as annexation or rezoning. However, Senate Bill 50, enacted in 1998, shifted responsibility for school financing to the State, thereby removing the basis for supplemental mitigation imposed

by the cities and counties. However, it provided for greater residential mitigation in the form of alternative fees. These alternative fees can only be implemented if certain conditions are met.

Enrollment resulting from commercial/industrial development is proportional to the number of employees for specific land uses. As a result, appropriate mitigation amounts on a per square foot basis are determined in proportion to the employment density of the commercial/industrial land use. Standards, such as those adopted in the Institution of Traffic Engineers Trip Generation Manual, provide reliable data regarding the appropriate proportion of employees per square foot by non-residential development. This report is conservative in determining non-residential impact to school facilities. It assumes that only the proportion of employees residing in the District impacts school facilities, this ignoring the impact on all other districts in which other employees reside. If all districts use this approach in their analysis, the majority of the impact from employment is never considered simply because on a regional basis the majority of the labor force commutes to work in districts o6ther than those where the employees reside.

The impacts of residential development tend to be somewhat proportional to size of unit. That is, there is a generally accepted belief that families will seek lodging in homes that fit the family needs. Larger homes are often identified in terms of the number of bedrooms. The more bedrooms there are, the increased area required for the home. The legislation authorizing school districts to levy school impact fees supports this relationship and allows “square feet” to be the measure for causality of school impacts.

Chapter 3

Housing and Enrollment Projections

Coronado Unified is responsible for the education of school aged children, and children/students with special needs, from new residential development within its attendance boundaries. This chapter identifies the growth projection for the next twenty years. The forecast growth is combined with estimates of the number of students that will reside in these new homes so that a reasonable projection of increased enrollment can be identified. The City of Coronado Planning Department was contacted and asked to provide any residential and non-residential projections it may have for use in this report. The District received a response that Coronado is essentially built out, but that the City participates in the San Diego Association of Governments (SANDAG) 2050 Regional Growth Forecasts analysis. The District was directed to the adopted 2050 Regional Growth Forecast for the basis of determining future development within District boundaries. Both the city's response to the request and the growth forecast are included in the appendix of this report.

According to the regional housing projections the District can anticipate 108 new housing units between 2008 and 2030. The following table identifies the forecast development.

Table 1-1
Housing Forecast Within Coronado Unified School District

	2008	2020	2030	2040	2050
Total Housing Units	9,543	9,580	9,651	9780	9,801
Single Family	5,421	5,426	5,398	5,340	5,361
Multiple Family	4,122	4,154	4,253	4,440	4,440
Mobile Homes	0	0	0	0	0
Source: SANDAG 2050 Regional Growth Forecast – Coronado Unified					

This very same data can be interpolated between each forecast year (2008; 2020; 2030 and 2040) so that an annual increase can be determined. The annual residential forecast can be converted to a corresponding change in enrollment which can be compared with the District's facilities capacity. The following is the very same forecast on an annual basis. The bolded years correlate to the information in Table 1-1. Using this year, 2012, as a starting place and projecting out 20 years, the table shows that the District can anticipate a 121 increase in housing.

Table 1-2 Regional 2050 Annual Forecast Growth				
Year	**D.U.s**		**Year**	**D.U.s**
2008	**9,543**		2031	9,664
2009	9,546		2032	9,676
2010	9,549		2033	9,689
2011	9,552		2034	9,702
2012	9,555		2035	9,715
2013	9,558		2036	9,728
2014	9,562		2037	9,740
2015	9,565		2038	9,753
2016	9,568		2039	9,766
2017	9,571		**2040**	**9,780**
2018	9,574		2041	9,782
2019	9,577		2042	9,784
2020	**9,580**		2043	9,786
2021	9,588		2044	9,788
2022	9,596		2045	9,791
2023	9,604		2046	9,793
2024	9,612		2047	9,795
2025	9,619		2048	9,797
2026	9,627		2049	9,799
2027	9,635		**2050**	**9,801**
2028	9,643			
2029	9,647			
2030	**9,651**			
Source: SANDAG 2050 Growth Forecast				

The next step in the forecast process is to convert the anticipated housing into projected student enrollment. That is done by comparing enrollment with the number of housing units. In October of each year, all Districts report annual enrollment to the California Department of Education. The information was formerly referred to as the CBEDS (California Basic Education Data System) enrollment. Now it is simply referred to as enrollment. By comparing the enrollment from the years 2008 through the 2010-11school year a calculation of the student generation rate can be accomplished. The student generation rate is simply the number of students divided by the number of households. Table 1-3 shows that the District's average aggregated student generation rate is 0.33 students per household.

Table 1-3 Student Generation Rate [Stu/DU]			
Year	CBEDS	Dwellings	Stu/DU
2008	3007	**9,543**	0.32
2009	3041	9,546	0.32
2010	3236	9,549	0.34
2011	3139	9,552	0.33
4-Year Average Students / D.U.:			0.33

The student generation rate shown is the aggregated rate in as much that the total projected housing units are used to make the long term projections. The same information in Table 1-2, Annual Growth Projections, can now be modified to calculate the corresponding enrollment for each year of predicted housing growth. This is done by multiplying dwelling units by student generation rate. For example 9,555 dwellings in 2012 multiplied by 0.33 students per house hold results in 3,153 students. Table 1-4 identifies the projected student enrollment.

Table 1-4 Projected Enrollment using Total Housing Units (SGR=0.33 / DU)					
Year	D.U.s	Enrollment	Year	D.U.s	Enrollment
2008	9,543	3,007	2031	9,664	3,189
2009	9,546	3,041	2032	9,676	3,193
2010	9,549	3,236	2033	9,689	3,197
2011	9,552	3,139	2034	9,702	3,202
2012	9,555	3,153	2035	9,715	3,206
2013	9,558	3,154	2036	9,728	3,210
2014	9,562	3,155	2037	9,740	3,214
2015	9,565	3,156	2038	9,753	3,219
2016	9,568	3,157	2039	9,766	3,223
2017	9,571	3,158	**2040**	**9,780**	**3,227**
2018	9,574	3,159	2041	9,782	3,228
2019	9,577	3,160	2042	9,784	3,229
2020	**9,580**	3,161	2043	9,786	3,229
2021	9,588	3,164	2044	9,788	3,230
2022	9,596	3,167	2045	9,791	3,231
2023	9,604	3,169	2046	9,793	3,232
2024	9,612	3,172	2047	9,795	3,232

The shaded years from 2008 to 2011 identify the information from Table 1-3 which was used to determine the average student generation rate for the District.

Table 1-4 Projected Enrollment (continued from previous page)						
Year	**D.U.s**	**Enrollment**		**Year**	**D.U.s**	**Enrollment**
2025	9,619	3,174		2048	9,797	3,233
2026	9,627	3,177		2049	9,799	3,234
2027	9,635	3,180		**2050**	**9,801**	**3,234**
2028	9,643	3,182				
2029	9,647	3,183				
2030	**9,651**	3,185				

Table 1-4 has demonstrated that, although small, the District can anticipate a growth in enrollment within the next ten to twenty years.

The final step in the enrollment projection exercise is to identify the number of increased enrollment by grade level. To do this, an average student generation rate by grade level is calculated. To do this, the average CBEDS enrollment from 2008-09 through 20010-11 and the dwelling unit count for each of those years will be used to determine the disaggregated projected enrollment. This is done by taking the CBEDS enrollments for Coronado High School, Coronado Middle School, Village Elementary, and Silver Strand Elementary for the 2008-09, 2009-10 and 20010-11school years and dividing them by each year's corresponding dwelling unit counts. The results are shown in Table 2-5, Average Student Generation Rate by Grade Level.

Table 1-5 Average Student Generation Rate by Grade Level				
Range	**Average**	**2010-11**	**2009-10**	**2010-11**
Average K-5 Student Yield	0.07	0.07	0.07	0.06
Average 6-8 Student Yield	0.08	0.08	0.09	0.08
Average 9-12 Student Yield	0.12	0.11	0.12	0.12
Total Grades K-12	0.33	0.33	0.34	0.32

The average generation rates by grade level are then used to determine the anticipated new student count for the two 10-year time periods between 2012 and 2032. Table 1-6 does just that. The dwelling unit count for 2023 is subtracted from 2032, and the count from 2012 is subtracted from 2022. Table 1-4 is used to find the dwelling unit count by year.

The student generation rates from Table 1-5 are multiplied by the projected new housing units to arrive at a projected enrollment resulting from the new housing.

Table 1-6 demonstrates that up to 32 new students from 121 dwellings can be expected to be the enrollment impact from new residential housing. In a later section this count will be used to determine the cost per square foot impact on existing facilities.

Table 1-6
Determination of Projected New Students

10 Year Time Periods	New D.U.	Total Stu.	New K-5	New 6-8	New 9-12
Between 2012 and 2022:	41	10.73	2.67	3.29	4.76
Between 2023 and 2032:	80	20.93	5.22	6.43	9.29
Total 2012 to 2032	121	31.66	7.89	9.72	14.04
Source: EFSG					

Chapter 4

Enrollment Capacity Analysis

The intent of this chapter is to determine the ability of the District's schools to adequately provide for the added student enrollment resulting from the new development. This is accomplished by assessing the operational capacity from each school site to come up with a District wide capacity count. It is important to note that the operational capacity is significantly different than the school capacity used for determining eligibility to receive state funding for new school construction or modernization. The difference is that the operational capacity takes into account the District's educational program, and then sizes the attendance in each classroom accordingly. In an operational capacity mode, there are some teaching stations that are reserved for specific uses. Such teaching stations may not be available for use each period of the day. For example, the District has implemented a Visual and Performing Arts (VAPA) program at the elementary schools. Similarly the middle school and high school have music, choir, dance and the school of the Coronado School of the Arts (CoSA). Classrooms designated for VAPA and CoSA are designated specifically for those educational programs. They will not be used for general education purposes every period for each day of the school week.

Because the state of California's state school construction program is designed to allow for the maximum distribution of school construction / reconstruction dollars to the most districts as possible, the state's capacity analysis will not reserve any teaching station that may be reserved to enhance or implement the educational program. Operationally, a school may have 27 out of 31 classrooms available for regular instruction and the remaining 4 classrooms used for specialty programs or teacher leadership conferences. When it comes to determining school capacity, the state school construction program will see 31 classrooms available for daily regular instruction and turn a blind eye to the specialty programs.

Coronado Unified School District has an operational capacity of 3,112 students. This was determined by ascertaining the educational program and averaging the past 3 year's CBEDS enrollment by grade level to calculate the 3-year average percent of enrollment of each grade level. Each percentage is multiplied by the total number of classrooms used for regular daily curriculum to determine the appropriate classrooms allocated to each grade level. Then state loading standard were applied to each grade level. The result is an operational capacity for each school by each grade.

Table 2-1: Operational Capacity identifies the schools' capacities.

Table 2-1 Operational Capacity by School	
School	***Capacity***
Coronado High School	1,190 Students
Coronado Middle School	783 Students
Village Elementary School	757 Students
Silver Strand Elementary School	382 Students
District Total	3,112 Students
Source: EFSG	

The significance of Table 2-1 is that now the district capacity can be compared to the projected enrollment to determine if there is adequate facility space to accommodate new students. The comparison will not only show the amount of available classroom space but when and how that space may be filled.

Table 2-2, on the next page, compares the current and projected enrollment with the operational capacity of the District. It clearly demonstrates that the District is successfully accomplishing its educational program within the existing classroom space. However, space is limited and additional enrollment will crowd existing classrooms and either new facilities will need to be provided or the educational program modified to accommodate the new students.

Table 2-2 Enrollment Compared to Operational Capacity 2008 through 2050							
Year	**Enrollment**	**Capacity**	**Over/Und**	**Year**	**Enrollment**	**Capacity**	**Over/Und**
2008	**3,007**	**3,112**	**105**	2031	3,189	3112	(77)
2009	3,041	3,112	71	2032	3,193	3112	(81)
2010	3,236	3,112	(124)	2033	3,197	3112	(85)
2011	3,139	3,112	(27)	2034	3,202	3112	(90)
2012	3,153	3,112	(41)	2035	3,206	3112	(94)
2013	3,154	3,112	(42)	2036	3,210	3112	(98)
2014	3,155	3,112	(43)	2037	3,214	3112	(102)
2015	3,156	3,112	(44)	2038	3,219	3112	(107)
2016	3,157	3,112	(45)	2039	3,223	3112	(111)
2017	3,158	3,112	(46)	**2040**	**3,227**	3112	(115)
2018	3,159	3,112	(47)	2041	3,228	3112	(116)
2019	3,160	3,112	(48)	2042	3,229	3112	(117)
2020	3,161	3,112	(49)	2043	3,229	3112	(117)
2021	3,164	3,112	(52)	2044	3,230	3112	(118)
2022	3,167	3,112	(55)	2045	3,231	3112	(119)
2023	3,169	3,112	(57)	2046	3,232	3112	(120)
2024	3,172	3,112	(60)	2047	3,232	3112	(120)
2025	3,174	3,112	(62)	2048	3,233	3112	(121)
2026	3,177	3,112	(65)	2049	3,234	3112	(122)
2027	3,180	3,112	(68)	**2050**	**3,234**	3112	(122)
2028	3,182	3,112	(70)				
2029	3,183	3,112	(71)				
2030	3,185	3,112	(73)				

Source: EFSG

Chapter 5

Cost of Facilities to Add Enrollment Capacity

Use of Developer Fee Revenues

California Government Code Section 66008 and 66606(f) requires that "at the time the local agency imposes fees for public improvements on a specific development, it shall identify the public improvements that the fee will be used to finance." Generally speaking, the Coronado Unified School District's developer fees will be used to fund classrooms and educational support facilities to accommodate enrollment from the new development. More specifically, these are the likely use of the funds. Fees used to pay outstanding debt that was used to fund classroom reconstruction; payment of professional services related to classroom reconstruction; eligible furniture equipment and technology for reconstructed classrooms. Fee revenues could be used to pay the cost of refurbishing or replacing older/obsolete buildings.

Facility Plans and Costs

The previous section described the various ways in which developer fee revenues could be used to provide capacity for students from new homes. They consist of essentially all types of facilities necessary. Rather than try to estimate the cost for type of facility which may be needed, it is reasonable to use an average cost per square foot for school construction or reconstruction provided that the cost factor is relatively recent and reflects the type of construction the District will most likely expect. For example, the high school, the middle school and Village Elementary school all have a combination of 2-story and 1-story construction. Therefore, it is reasonable that a cost factor derived from 2-story and 1-story construction would be used. Additionally, all schools in the District have interactive marker boards, increased technology via in-ceiling projectors and sound as well as internet IP addresses for internet access. All schools also have wireless capabilities. Therefore, technology enhancements, as part of the cost per square foot are also appropriate. The District has had a very aggressive reconstruction program for the past 10 years. The cost information for that program has been input into a construction cost accounting program called AccountAbility. The reconstruction cost at the high school was $249 dollars per square foot. Removing costs that are less than $75 per square foot, as well as those that are higher than $585 per square foot, results in an average cost of $288 dollars for the reconstruction or refurbishing of existing buildings. Table 3-1 shows the high school's reconstruction costs.

TABLE 3-1
Reconstruction Costs from 2001 to 2010
Coronado High School

Construction Phase	Year	Total Project Cost	Area (SF)	Cost / Sq.Ft.
Phase 1 - 600 Building	2001	$ 3,738,606	11,244	$ 332.50
Phase 2 - 700/800 Bldg	2002	$ 7,625,981	26,851	$ 284.01
Phase 3 - 400 Bldg	2001	$ 11,916,432	30,747	$ 387.56
Phase 4 - 200 Bldg	2003	$ 6,302,184	18,452	$ 341.54
Phase 5 - 100 Bldg (theater)	2003	$ 12,789,604	21,860	$ 585.07
Phase 6 - 500 Bldg	2002	$ 8,874,132	23,729	$ 373.98
Phase 7 - Quad/Site	2004	$ 3,137,536	41,000	$ 76.53
Aquatic Facility	2004	$ 8,854,259	37,000	$ 239.30
H.S. Tennis Court	2005	$ 446,514	27,000	$ 16.54
Sports Complex Phases 1 & 2	2009/10	$ 1,532,410	11,192	$ 136.92
Various Projects (ADA)	2010	$ 209,735	5,000	$ 41.95
Theater Project (CTE)	2010	$ 3,200,000	21,680	$ 147.60
Total		$ 68,627,393	275,755	$ 248.87

Around the region, one new two story 1,000 student capacity school has been constructed. In 2010 the new Willow School on Willow Road in San Ysidro was completed. The construction cost was determined in 2009 and is, therefore, relevant for the purposes of this report. The school has 91,000 square feet of building area, two story construction, a state of the art library and computer labs, a 5,000 square foot administration with community rooms and teacher meeting areas. Every classroom has state of the art technology including, voice over internet protocol telephones, pole vault projector systems and interactive marker boards. The flooring is varied in that it is appropriate for high use areas such as the multipurpose room and administration building. All computer IDF rooms and the MDF room have anti-static flooring. The athletic play fields have synthetic turf and the hard court play areas are coated with a colored surfacing that is similar to that used on tennis courts. The cost for Willow School was approximately $382 dollars per square foot. The same school District is construction the new Vista Del Mar School, it is very similar to Willow and its construction cost is $390 per square foot. Table 3-2 shows how that value is derived. Vista Del Mar's construction cost was determined in the fall of 2011.

Table 3-2 New Construction Cost Vista Del Mar School: 2012			
Use	**Cost per Bldg/Item**	**Area (S.F.)**	**Project Cost / S.F.**
Admin & MPR	$ 7,209,740.00	27,450	$ 325.49
Classroom Bldg.	$ 2,489,606.00	6,854	$ 378.91
Classroom Bldg.	$ 2,237,144.00	6,463	$ 360.96
Kindergarten Building	$ 875,568.00	3,769	$ 240.95
Kindergarten Building	$ 853,843.00	3,769	$ 235.19
Kindergarten Building	$ 1,505,173.00	7,192	$ 225.76
Lunch Shelter	$ 61,680.00	4,961	$ 23.79
	$ 15,232,754.00	60,457	
O&P; Bonds/ Ins: Conting.	$ 8,366,533.00		
TOTAL	$ 23,599,287.00	60,457	$ 390.35

It is important to note that neither example include the cost of land acquisition. The Willow project included the removal and replacement of an existing school; land acquisition was not a factor. Land was purchased for Vista Del Mar. In 2004, 18 acres was purchased for Vista Del Mar at a cost of $18 million dollars. That equates to just under $23 dollars per square foot.

In Coronado there is virtually no land available for new school construction. An informal comparable property value search was provided by *Pacific Sotheby's International Realty*. It shows that if the District had to purchase land for new classroom space a consolidation of a few parcels in the Coronado Village area can provide up to 14,500 square feet. These properties have a cumulative estimated value of $6,650,000; the equivalent of between $205 and $300 per square foot. Additional costs will need to be included for the demolition of existing buildings.

It is reasonable that, for the purposes of this report, a construction cost of $385 dollars per square foot, excluding land, be used as a cost per square foot for new construction. The total square feet of new construction required to house the students from new development is equal to the per student space allocation identified in the Education Code times the number of students in the corresponding grade level. The space allocations are 73 SF for elementary grades, 80 SF for middle school, and 95 SF for high school. Tying these area allotments with the projections in table 1-6 we get a need for 2,714 square feet of new classroom space: the rough equivalent of 3 classrooms.

Table 3-3A shows that facility space, spread over all grade levels, for 32 students will need a total of 2,714 square feet of building area. At $385 per square foot the estimated facility cost is $1.04 million dollars. Table 3-3B shows that at $288 per square foot (the historical cost factor from the Coronado High School reconstruction) the estimated cost is $781,632.

Table 3-3A Cost of Facilites: New Residential Development				
	Elem.	Middle	High	Total
S.F Per Student	73	80	95	
Students From New Development	8	10	14	32
Total Square Feet	584	800	1,330	2,714
Cost Per Square Foot	$385	$385	$385	1,044,890
Total Costs	$224,840	$308,000	$512,050	$1,044,890
			Average Student Cost:	$32,652.81
Source: EFSG & CDE				

Table 3-3B Cost of Facilites: New Residential Development				
	Elem.	Middle	High	Total
S.F Per Student	73	80	95	
Students From New Development	8	10	14	32
Total Square Feet	584	800	1,330	2,714
Cost Per Square Foot	$288	$288	$288	781,632
Total Costs	$168,192	$230,400	$383,040	$781,632
			Average Student Cost:	$24,426.00
Source: EFSG & CDE				

The facilities cost will be compared to the amount of square feet of residential area to determine whether or not the fee of $3.20 is a reasonable school development impact fee. The next chapter will identify the cost per square foot required to mitigate facility needs due to projected enrollment and compare that cost to the statutory limit.

Chapter 6

Determination of Fee on Residential Development

California Government Code Section 65995, the legislation that authorizes school districts to impose developer fees stipulates that that the fee will be imposed on a per square foot basis. Therefore, to determine the reasonability of the proposed fee in relation to the cost to provide facilities, the projected impact must be presented in a cost per square foot basis. Using the same proportionate distribution of housing types in the 2050 Growth Forecast, we can determine that the total 121 dwellings will be composed of 68 single family dwellings and 53 multifamily units. The average size of a dwelling varies from region to region and from development to development. In Coronado it is safe to assume that the average dwelling is between 2,000 and 2,200 square feet.

Multiplying the 121 units projected to be construction by 2,000 SF for single family development and by 1,800 square feet for multifamily development results in a total of 231,352 square feet. Table 4-1 summarizes this breakdown.

Table 4-1
New Residential Development in SF

Type	Amt,	Ave SF	Total SF
SFD	67.76	2,000	135,520
MFD	53.24	1,800	95,832
Totals	121		231,352

The total cost impact of new development was determined to be $1,044,890 at $385 per SF of school construction cost, and $&81,632 at $288 per square foot. As shown in table 6-2A and 6-2B the resulting cost impact is $4.52 and $3.38 per square foot of residential space. The statute limits the residential fee to no more than $3.20 per square foot (as determined by the State Allocation Board in its January 2012 meeting). The next increase in the fee will not be under consideration until January 2014.

These two costs per square foot are higher than the statutory limit; thus, the proposed fee of $3.20 is reasonable.

Table 4-2A Per S.F. Cost of Residential Development $385 / SF for School Construction			
Total Facility Cost	$	1,044,890	
Total Area (SF)		231,352	
Facility Cost per SF	$	4.52	
Maximum Allowable Fee	$	3.20	71%
Amt. over/under cost	$	(1.32)	

Table 4-2B Per S.F. Cost of Residential Development $288 / SF for School Construction			
Total Facility Cost	$	781,632	
Total Area (SF)		231,352	
Facility Cost per SF	$	3.38	
Maximum Allowable Fee	$	3.20	95%
Amount over/under cost	$	(0.18)	

Alternative Types of Development.

Government Code Sections 66000 *et. seq*. refer to "types of development". The most common type of development is usually construction on vacant land. However, it sometimes includes the partial or complete demolition of existing structures and replacement construction. The impacts of another form of alternative development, commercial and industrial construction, are addressed in the next chapter.

Redevelopment Construction

In the context of this report, redevelopment construction refers to the removal and replacement of existing structures on the same property. It does not refer to projects undertaken by the local Redevelopment Agency, an economic development entity that has recently been dissolved by statute, said dissolution which has been upheld by the courts in December 2011.

In *Warmington Old Town Associates, vs. Tustin Unified School District*, it was decided by the court that new construction which replaced pre-existing structures, termed "redevelopment construction" by the court constituted an alternative type of construction. This was because it potentially had different student generation characteristics than new construction on vacant land. The removal of existing structures could potentially remove students from enrollment. It is possible that an offset of at least some impact of the students residing in the new homes could

exist. The school district's school fee justification report lacked a determination of the impacts of redevelopment construction. Therefore, it is addressed in this report.

The Coronado Unified School District provides a credit for structures remove in preparation for new constructions. On single family development, on a single family lot, credit is given for the area of the replaced structure. Similarly, credits are given for the replacement of structures destroyed by a disaster. If the replacement residential structure is less than 500 square feet more than the previous structure's area no fee is charged. If it is has an area calculation that is more than 500 square feet, then the full amount of the incremental difference from the new area subtracted from the old area is charged at the residential rate.

For example, if the prior structure was 1,800 square feet and the new structure is 2,200 square feet the difference between the two areas is 400 square feet, and payment of fees is not required. If the prior structure was 1,800 square feet and the proposed new structure is 2,500 square feet, a fee on 700 square feet will be charged. Credit is given for the replacement of the existing 1,800 square footage (2,200 – 1,800 = 700).

In the case of commercial or industrial development the area of the structure(s) destroyed by a disaster will be credited against the area of the proposed new construction.

Residential Expansions

Additions to existing homes are another type of development. Additions represent a permanent increase in the capacity to accommodate population in a community. Any increased population may include school-aged children. State law allows school fees to be applied on residential room additions that are over 500 square feet. Additions to residential construction are not included in the housing and correlating enrollment projections included in this study. There is no information regarding the average size of residential room addition construction in the City of Coronado. Assume that an average room addition is 800 square feet and the student generation rate for the homes is 0.33 students for K-12 students. In the previous chapters it was determined that the cost of facilities for 32 students is $32,653 per student. An average addition of 800 SF would produce an impact of 0.12 students (the grade 9-12 average student generation rate), the impact per addition is $3,918, an equivalent of $4.90 per square feet. The fee collected on 800 square feet would be $2,560 using the statutory limit of $3.20. Therefore, the statutory fee for room additions over 500 square feet is appropriate.

Senior Housing

Senior housing is subject to the residential rate; however, senior housing that is reserved exclusively for seniors and has 35 or more dwellings are charged at the commercial/industrial rate. Such types of senior housing developments meet the definition contained in Civil Code Section 51.3. School fee legislation provides that senior housing which meets section 51.3 merits the non-residential rate. Should such developments convert to conventional housing at a later time, then the full residential rate must be paid, with a credit provided for previously collected fees.

The District will evaluate senior housing projects on a case-by-case basis to ascertain whether or not the commercial/industrial rate applies.

Chapter 7

Impact of Commercial/Industrial Development

Commercial and industrial development, along with residential development, has an impact on school enrollment. New jobs require a larger labor force, which in turn have their children enrolled in the local school district. Using trip generation analysis allows the district to determine the enrollment impact non-residential development has on the District. That enrollment, coupled with the anticipated residential development impact on enrollment, exacerbates the challenge to provide classroom space.

The District levies fees consistent with Education Code Section 17620, formerly Government Code Section 53080) to mitigate school facility impacts. The previous chapter established that the fees for residential development do not generate enough revenue to mitigate the impacts. The maximum residential rate is approximately two thirds the cost of mitigation ($3.20/$4.90). Therefore, the District looks to non-residential development to contribute its fair share of the cost needed for classroom space. The current maximum fee for commercial/industrial development is $0.51 per square feet of non-residential space. The District seeks to levy this amount, where justified to help alleviate the unfunded facilities cost per student.

Calculation of Relationship

There are several key components in calculating a justifiable commercial or industrial development fee. The following formula is used to determine the school facility cost per square foot.

- **A** Employees per Square Foot of Development
- **B** Percent of Employees Residing in the District
- **C** Average Number of Homes Per Resident Employee
- **D** Average Number of Students Per Home
- **E** Unfunded Cost of School Fees per Student

School Facility Cost per Square Foot = A x B x C x D x E

The data sources used to determine the factors included in this equation include the ETI Trip Generation Model, the 2000 US Census findings for Coronado, and the SANDAG 2050 Regional Growth Forecasts. These documents are included in the appendix for reference.

The number of employees per square feet is dependent upon the type of development. Because of this, the result of the equation will be different for each type of non-residential development. The remaining factors (B though F) are consistent regardless of the type of development. If the calculated impact is greater than $0.51 for a given type of development, then the maximum fee is justified for that type of development. The next section provides the basis for the calculation of "A. Employees per Square Feet of Development".

The estimated number of employees per square foot must reflect the wide variation among the different types of non-residential development. The San Diego Association of Governments (SANDAG) published an employment density survey which is used to determine the number of

employees per square foot. The following table identifies the employment densities by development type.

Table 5-1
Employees Per Square Foot of Building Area

Building Type	Employees / Sq.Ft.	Sq. Ft. Per Employee	Employees / 1,000 Sq. Ft.
Parking Structures*	0.00002	50,000	0.02
Self-Storage	0.00006	15,541	0.06
Lodging	0.0011	883	1.10
Schools	0.0011	878	1.10
Warehouses**	0.0013	769	1.30
Auto Repair	0.0013	741	1.30
Movie Theater	0.0015	667	1.50
Discount Clubs	0.0017	597	1.70
Regional Shopping Centers***	0.0019	539	1.90
Hospital	0.0021	471	2.10
Community Shopping Centers***	0.0023	442	2.30
Neighborhood Retail***	0.0026	388	2.60
Banks	0.0028	354	2.80
Business Offices	0.0034	293	3.40
Medical Offices	0.0043	234	4.30

Notes:
* With Attendants
** Source: Institute of Traffic engineering (ite) Trip Generation Manual, 5th ed.
*** Regional is greater than approximately 35,000; community is 10,000 to 35,000 sq. ft. and neighborhood is less than 10,000 sq. ft.

Example: A proposed development is a 5,000 square foot neighborhood retail shop. To determine the justifiable fee for this category the average employee per 1,000 square feet is 2.6 employees. The yield for this example is 12 employees. (5,000 SF x 0.0023 SF / Employee)

B. Percent of Employees Residing in the District

The 2000 US Census Demographic Profile 3 – Income Characteristics provides survey responses for the City of Coronado employed population. One section of the information focuses on those employees that commute to work. An assumption was made that 15% of those who carpooled or drove alone worked in the city an 85% did not. It is also assumed that those who walked to work, took public transportation, worked at home, or transported by other means (bicycle?) all worked in the city. Given these assumptions 6,499 out of 13,766 people

can be assumed to work in the city. That equates to 47% of those who responded to the survey. The factor for "B" is 0.47

Table 5-2 Employed In/Out of District Data Profile: Commuting to Work			
Category	Amt.	Work In	Work out
Car, Truck Van - drove alone*	7,114	1,067	6,047
Car, Truck Van - carpooled*	1,436	215	1,221
Public Transportation	377	377	
Walked to Work	2,474	2,474	
Other Means	1,297	1,297	
Worked At Home	1,068	1,068	
TOTAL	13,766	6,499	7,268
Percent Distribution	100%	47%	53%
* Assumes 15% work in City & 85% work out of City			

C. Number of Homes Per Employee

The 2000 Census also provides data on the number employees per house hold. A total of 6,499 employees were determined to live within the District (Table 5-2). The census shows that there were 7,734 occupied households in 2000. The comparison of employees to occupied households results in a factor of 1.19.

Table 5-3 Factor "C" Employees per Occ. H.H	
Occupied Households (Occ. HH)	7,734
Residential Employees	6,499
Average No of Homes Per Emp	1.19
Source: 2000 US Census DP-3 Income Char.	

D. Average Number of Students per House Hold

The average number of students per house hold is determined by comparing the 2010 total housing unit count from the 2050 SANDAG Growth Forecast with the 2010-11 (CBEDS) enrollment. The enrollment was 3,139 K-12 students for the 2010-11 school year and 8,058 total households. That yields 0.39 students per household.

Table 5-4 Factor "D" Average students per Home	
2010-11 CBEDS Enrollment	3,139
2010 Tot. Housing Units	8,058
Number of Students Per H.H.	0.39
Source: CDE ; SANDAG 2050 Forecast	

E. Unfunded Cost of School Facilities Per Student

A total of 121 dwellings are forecast to be constructed in the District within the next twenty years. At an estimated average household of 2,200 square feet, the total area of new residential development is 266,200 square feet. This area multiplied by the maximum statutory fee of 3.20 of residential development yields $851,840 in potential revenue. It was determined in previous sections that $1,044,890 represents the full cost to mitigate the impact of future enrollment caused by residential development. $851 thousand subtracted from $1.04 million produces an unfunded cost of $193 thousand. Divide that number by the 32 students projected to come from the 121 dwellings and the result is $6,033 per student. This represents the unfunded cost per student. Table 5-5 illustrates how this factor was derived.

Table 5-5 Calculation of Factor "A" - Unfunded Cost Determination of Unfunded Cost Per Student	
Total Residential Square Feet	266,200
Residential Fee Per Sq. Ft.	$3.20
Revenue	$851,840
Total Facilities Cost	$1,044,890
Total Unfunded Cost	$193,050
Number of Students	32
Unfunded Cost Per Student	$6,032.81

We now have all five factors needed to determine the impact non-residential development has on school facilities. The factors are as follows:

A	Employees per SQ. FT of Development	Varies
B	Percent of Employees Residing in the District	47%
C	Average Number of Homes Per Residential Employee	1.19
D	Average number of Students Per Home	0.39
E	Unfunded Cost of School Facilities per Student	$6,033

***Example 1**: A 6,000 Sq. Ft. commercial center would result in a facilities cost of 20,529, of which only $3,060 would be collected at the maximum rate of $0.51 per Sq. Ft. Therefore, it is obvious that the commercial rate is not an unreasonable, or excessive, fee.*

Example 1: A 6,000 SF commercial center is ready for building permits		
A =	15.60	(0.0028 x 6000 SF)
B =	0.47	
C =	1.19	
D =	0.39	
E =	$6,033	
Fac. Cos.	$20,529	
Com Fee	0.51	
Area	6,000	
Collection	$3,060	
Deficit	($17,469)	

***Example 2**: A 3,400 medical office building is proposed. The result in facilities costs is $19,805 of which only $1,734 would be collected at the maximum rate of $0.51 per Sq. Ft.*

The second example is outlined in the following table.

Example 2: A 3,400 Medical Office Building is ready for building permits		
A =	15.05	(0.0028 x 3,400 SF)
B =	0.47	
C =	1.19	
D =	0.39	
E =	$6,033	
Fac. Cos.	$ 19,805	
Com Fee	0.51	
Area	3,400	
Collection	$1,734	
Deficit	($18,071)	

In addition to demonstrating that the proposed commercial rate is not an excessive fee, the two examples show how varied the impact the types of non residential development will have on school facilities impacts. The following table shows that, with the exception of parking structures and self-storage facilities, all other non-residential land uses have a cost per square foot facilities cost greater than $0.51 per square foot.

COST PER SQUARE FOOR WITH RESIDENTIAL DEVELOPMENT OFFSET						
Building Type	Employees / Sq.Ft.	Employees in District	Homes per Employee	Students per Home	Cost Per Student	Cost per Square Foot
Parking Structures*	0.00002	47%	1.19	0.39	$6,033	$ 0.03
Self-Storage	0.00006	47%	1.19	0.39	$6,033	$ 0.08
Lodging	0.00110	47%	1.19	0.39	$6,033	$ 1.45
Schools	0.00110	47%	1.19	0.39	$6,033	$ 1.45
Warehouses**	0.00130	47%	1.19	0.39	$6,033	$ 1.71
Auto Repair	0.00130	47%	1.19	0.39	$6,033	$ 1.71
Movie Theater	0.00150	47%	1.19	0.39	$6,033	$ 1.97
Discount Clubs	0.00170	47%	1.19	0.39	$6,033	$ 2.24
Regional Shopping Centers	0.00190	47%	1.19	0.39	$6,033	$ 2.50
Hospital	0.00210	47%	1.19	0.39	$6,033	$ 2.76
Community Shopping Centers	0.00230	47%	1.19	0.39	$6,033	$ 3.03
Neighborhood Retail	0.00260	47%	1.19	0.39	$6,033	$ 3.42
Banks	0.00280	47%	1.19	0.39	$6,033	$ 3.68
Business Offices	0.00340	47%	1.19	0.39	$6,033	$ 4.47
Medical Offices	0.00430	47%	1.19	0.39	$6,033	$ 5.66

Not all types of commercial/industrial development can be anticipated and it is possible that a non-residential land use will be proposed that is not on the listing in this report. Therefore, it would be helpful to know the minimum number of square feet per worker is needed to justify the fee of $0.51. The same A through E factors previously identified are used to develop the minimum amount of area.

The “Break Even” point is workers per square foot = $0.51/ (B x C x D x E). Substituting the factors for the letters yields the following:

Workers/SF = $0.51/ (0.47x1.19x0.39x$6,033)
Workers/SF = 0.000504; invert this to get SF/Worker [SF/Worker = 1/0.000504]
SF per Worker = 1,985 square feet

If a proposed commercial / industrial development has an employment density greater than1,985/sq. ft., the maximum fee should not be levied. An appropriate cost per square foot can be calculated. Substitute the calculated employees per square foot instead of one of the factors in table 7-1. The factor and the formula are as follows.

A Employees per Square Foot of Development
B Percent of Employees Residing in the District
C Average Number of Homes Per Resident Employee
D Average Number of Students Per Home
E Unfunded Cost of School Fees per Student

School Facility Cost per Square Foot = A x B x C x D x E

Chapter 8

Findings

The chapters of this Fee Justification Study present a methodology for evaluating school facility costs associated with residential and commercial/industrial development. This methodology is based on the parameters set forth for the establishment and or increase in school fees as set forth in Government Code Sections 65995 and Education Code Section 17621.

Chapter 2 identified the nexus between development and enrollment impact, and Chapters 3 and 4 established that the District will have enrollment growth and that this growth will impact the enrollment capacity.

Chapter 5 identifies the costs associated with having to add enrollment capacity, and Chapter 6 identifies the unmitigated or cost on residential development. Chapter 7 articulates the impact that commercial/industrial development will have on the District's capacity using adopted regional and national standards for employment density per square foot and employment demographics.

Legal Tests

The relationship between school facility fees and new development may be evaluated by applying three tests, each of which must be met for the fee amount to meet the requirements of Government Code Section 66000 et seq. They are.

1. Does a reasonable relationship exist between the need for elementary, middle and high school facilities and new commercial/industrial development?

   This report establishes that new development projects cause a need for school facilities in Coronado Unified School District.

2. Does the District need new or reconstructed facilities?

   This report establishes that the District is at operational capacity and additional students will require classroom space. Limited land will severely hinder the construction of new schools, but it is likely that additional classroom construction or reconstruction will occur on existing sites.

3. Is the fee amount reasonably related to the amount of need caused by the forecast development?

   This report articulates the relationship between students resulting from forecast development and the cost to accommodate classroom space. The cost factors used in the report are relevant to the type of construction for the District and they accommodate the adopted educational program.

Evaluation of Legal Test

The following will evaluate the three tests listed above.

Reasonable relationship between Development Projects and the Need For School Facilities.

The District is at operational capacity, and it will not have the capacity to house additional enrollment from new development. To meet this need, the District will need to make capital investments for the reconstruction of existing facilities.

The report establishes that each new housing unit will yield new students, and that new facilities will need to be provided for these students. It also articulates that the average costs to provide the new facilities are greater than the anticipated revenue generated from the statutory fees.

The report also establishes that new commercial and industrial development will result in an increase in workers residing in the District and that this increase in employment base will result in a percentage of employees residing in the District. It further identifies the statistical relationship between enrollment and the probability of children from the homes of the new employees will attend District schools, and that these students will cause the District to incur capital costs.

APPENDIX

- SANDAG 2050 REGIONAL GROWTH FORECASTS
- 2000 CENSUS DP-3 DATA SHEETS
- PROJECTS SUBJECT TO AND EXEMPT FROM FEES

2050 REGIONAL GROWTH FORECAST (adopted Oct. 2011)
Coronado Unified School District

POPULATION AND HOUSING

	2008	2020	2030	*2040*	*2050*	2008 to 2050 Change* Numeric	Percent
Total Population	**23,030**	**26,370**	**26,811**	***27,547***	***27,907***	**4,877**	**21%**
Household Population	18,108	18,579	18,992	*19,696*	*20,026*	1,918	11%
Group Quarters Population	4,922	7,791	7,819	*7,851*	*7,881*	2,959	60%
Civilian	361	375	403	*435*	*465*	104	29%
Military	4,561	7,416	7,416	*7,416*	*7,416*	2,855	63%
Total Housing Units	**9,543**	**9,580**	**9,651**	***9,780***	***9,801***	**258**	**3%**
Single Family	5,421	5,426	5,398	*5,340*	*5,361*	-60	-1%
Multiple Family	4,122	4,154	4,253	*4,440*	*4,440*	318	8%
Mobile Homes	0	0	0	*0*	*0*	0	0%
Occupied Housing Units	**7,753**	**7,888**	**8,021**	***8,163***	***8,214***	**461**	**6%**
Single Family	4,929	4,970	4,973	*4,940*	*4,975*	46	1%
Multiple Family	2,824	2,918	3,048	*3,223*	*3,239*	415	15%
Mobile Homes	0	0	0	*0*	*0*	0	0%
Vacancy Rate	**18.8%**	**17.7%**	**16.9%**	***16.5%***	***16.2%***	**-2.6**	**-14%**
Single Family	9.1%	8.4%	7.9%	*7.5%*	*7.2%*	-1.9	-21%
Multiple Family	31.5%	29.8%	28.3%	*27.4%*	*27.0%*	-4.5	-14%
Mobile Homes	0.0%	0.0%	0.0%	*0.0%*	*0.0%*	0.0	0%
Persons per Household	**2.34**	**2.36**	**2.37**	***2.41***	***2.44***	**0.10**	**4%**

HOUSEHOLD INCOME (real 1999 dollars, adjusted for inflation)

	2008	2020	2030	*2040*	*2050*	2008 to 2050 Change* Numeric	Percent
Households by Income Category							
Less than $15,000	470	364	276	*224*	*203*	-267	-57%
$15,000-$29,999	741	663	531	*448*	*411*	-330	-45%
$30,000-$44,999	1,078	819	695	*610*	*570*	-508	-47%
$45,000-$59,999	840	850	760	*691*	*657*	-183	-22%
$60,000-$74,999	859	807	755	*710*	*685*	-174	-20%
$75,000-$99,999	1,135	1,159	1,147	*1,121*	*1,100*	-35	-3%
$100,000-$124,999	856	899	947	*967*	*969*	113	13%
$125,000-$149,999	505	667	743	*790*	*806*	301	60%
$150,000-$199,999	496	828	990	*1,108*	*1,157*	661	133%
$200,000 or more	773	832	1,177	*1,494*	*1,656*	883	114%
Total Households	7,753	7,888	8,021	*8,163*	*8,214*	461	6%
Median Household Income							
Adjusted for inflation ($1999)	$73,053	$84,513	$96,654	*$107,174*	*$112,410*	$39,357	54%

*IMPORTANT INFORMATION ABOUT THIS FORECAST:

This forecast was accepted by the SANDAG Board of Directors in October 2011 for distribution and use in planning and other studies. This forecast represents one possibility for future growth in the San Diego region. It is intended to represent a likely prediction of future growth, but it is not intended to be a prescription for growth. The 2050 Regional Growth Forecast represents a combination of economic and demographic projections, existing land use plans and policies, as well as potential land use plan changes that may occur in the region between 2030 and 2050. In general, growth between 2008 and 2030 is based on adopted land use plans and policies, and growth between 2030 and 2050 includes alternatives that may, in some cases, reach beyond existing adopted plans.

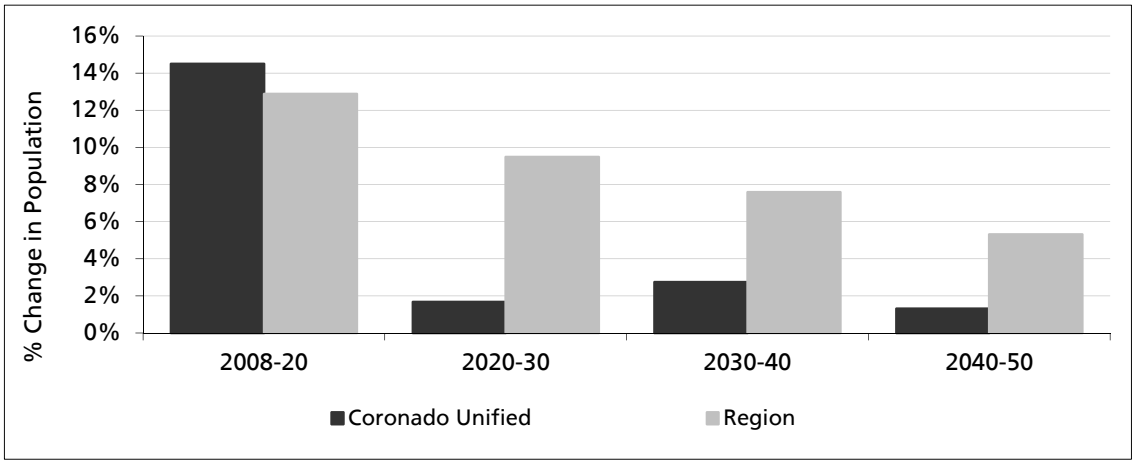
POPULATION BY AGE

	2008	2020	2030	*2040*	*2050*	2008 to 2050 Change* Numeric	Percent
Total Population	**23,030**	**26,370**	**26,811**	***27,547***	***27,907***	**4,877**	**21%**
Under 5	1,180	1,085	1,078	*1,074*	*1,065*	-115	-10%
5 to 9	1,159	1,114	1,110	*1,119*	*1,109*	-50	-4%
10 to 14	1,084	1,067	1,012	*1,048*	*1,052*	-32	-3%
15 to 17	739	671	615	*644*	*655*	-84	-11%
18 to 19	1,116	1,481	1,435	*1,431*	*1,433*	317	28%
20 to 24	3,671	5,131	5,146	*5,116*	*5,163*	1,492	41%
25 to 29	1,583	2,200	2,170	*2,130*	*2,178*	595	38%
30 to 34	1,420	1,574	1,509	*1,588*	*1,584*	164	12%
35 to 39	1,465	1,405	1,539	*1,558*	*1,531*	66	5%
40 to 44	1,192	985	1,049	*1,031*	*1,094*	-98	-8%
45 to 49	1,191	928	758	*935*	*976*	-215	-18%
50 to 54	1,210	998	803	*913*	*921*	-289	-24%
55 to 59	1,111	1,188	920	*767*	*999*	-112	-10%
60 to 61	506	602	504	*416*	*543*	37	7%
62 to 64	618	920	769	*697*	*748*	130	21%
65 to 69	885	1,484	1,618	*1,402*	*1,231*	346	39%
70 to 74	767	1,304	1,607	*1,411*	*1,238*	471	61%
75 to 79	667	785	1,212	*1,364*	*1,159*	492	74%
80 to 84	606	537	920	*1,192*	*1,053*	447	74%
85 and over	860	911	1,037	*1,711*	*2,175*	1,315	153%
Median Age	33.5	31.4	32.8	*33.8*	*34.1*	0.6	2%

POPULATION BY RACE AND ETHNICITY

	2008	2020	2030	*2040*	*2050*	2008 to 2050 Change* Numeric	Percent
Total Population	**23,030**	**26,370**	**26,811**	***27,547***	***27,907***	**4,877**	**21%**
Hispanic	3,180	3,939	4,130	*4,372*	*4,503*	1,323	42%
Non-Hispanic	19,850	22,431	22,681	*23,175*	*23,404*	3,554	18%
White	17,122	18,834	18,993	*19,370*	*19,532*	2,410	14%
Black	1,210	1,709	1,710	*1,711*	*1,704*	494	41%
American Indian	113	137	130	*125*	*121*	8	7%
Asian	767	1,044	1,119	*1,205*	*1,273*	506	66%
Hawaiian / Pacific Islander	79	81	81	*84*	*83*	4	5%
Other	52	43	41	*41*	*41*	-11	-21%
Two or More Races	507	583	607	*639*	*650*	143	28%

GROWTH TRENDS IN TOTAL POPULATION



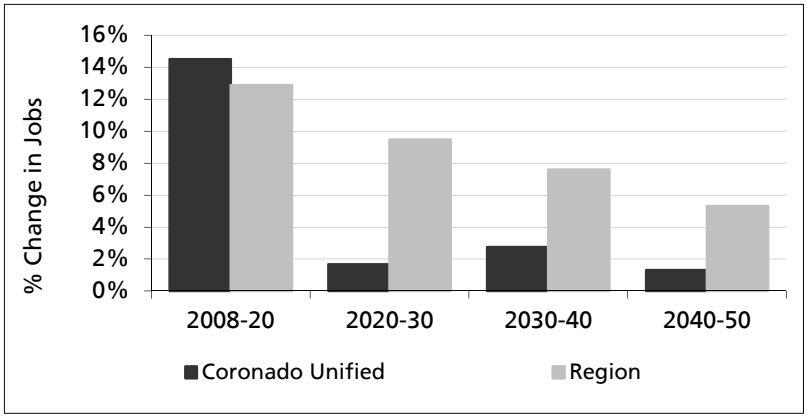
EMPLOYMENT

	2008	2020	2030	*2040*	*2050*	2008 to 2050 Change* Numeric	Percent
Jobs	**27,994**	**33,093**	**33,198**	***33,242***	***33,251***	**5,257**	**19%**
Civilian Jobs	8,166	8,265	8,370	*8,414*	*8,423*	257	3%
Military Jobs	19,828	24,828	24,828	*24,828*	*24,828*	5,000	25%

LAND USE[1]

	2008	2020	2030	*2040*	*2050*	2008 to 2050 Change* Numeric	Percent
Total Acres	**8,838**	**8,838**	**8,838**	***8,838***	***8,838***	**0**	**0%**
Developed Acres	**8,678**	**8,684**	**8,689**	***8,691***	***8,692***	**14**	**0%**
Low Density Single Family	0	0	0	*0*	*0*	0	0%
Single Family	662	661	658	*653*	*653*	-8	-1%
Multiple Family	106	107	110	*117*	*117*	10	10%
Mobile Homes	0	0	0	*0*	*0*	0	0%
Other Residential	103	103	103	*103*	*103*	0	0%
Mixed Use	0	0	0	*0*	*0*	0	0%
Industrial	804	804	804	*804*	*804*	0	0%
Commercial/Services	593	598	602	*604*	*604*	12	2%
Office	5	5	5	*5*	*5*	0	0%
Schools	39	39	39	*39*	*39*	0	0%
Roads and Freeways	558	558	558	*558*	*558*	0	0%
Agricultural and Extractive[2]	0	0	0	*0*	*0*	0	0%
Parks and Military Use	5,809	5,809	5,809	*5,809*	*5,809*	0	0%
Vacant Developable Acres	**15**	**9**	**5**	***2***	***1***	**-14**	**-92%**
Low Density Single Family	0	0	0	*0*	*0*	0	0%
Single Family	3	2	2	*2*	*1*	-1	-54%
Multiple Family	1	1	0	*0*	*0*	-1	-100%
Mixed Use	0	0	0	*0*	*0*	0	0%
Industrial	0	0	0	*0*	*0*	0	0%
Commercial/Services	12	6	2	*0*	*0*	-12	-100%
Office	0	0	0	*0*	*0*	0	0%
Schools	0	0	0	*0*	*0*	0	0%
Parks and Other	0	0	0	*0*	*0*	0	0%
Future Roads and Freeways	0	0	0	*0*	*0*	0	0%
Constrained Acres	**145**	**145**	**145**	***145***	***145***	**0**	**0%**
Employment Density[3]	**5.7**	**5.7**	**5.8**	***5.8***	***5.8***	**0.1**	**2%**
Residential Density[4]	**11.0**	**11.0**	**11.1**	***11.2***	***11.2***	**0.3**	**2%**

GROWTH TRENDS IN JOBS



Notes:

1 - Figures may not add to total due to independent rounding.
2 - This is not a forecast of agricultural land, because the 2050 Regional Growth Forecast does not account for land that may become agricultural in the future. Also, some types of development that occur on agricultural land, such as low density single family residential, may allow for the continuation of existing agricultural use.
3 - Civilian jobs per developed employment acre (industrial, retail, office, schools, and half of mixed use acres).
4 - Total housing units per developed residential acre (single family, multiple family, mobile home, other, and half of mixed use acres).

Source: Final 2050 Regional Growth Forecast
SANDAG
www.sandag.org

Table DP-3. Profile of Selected Economic Characteristics: 2000

Geographic area: Coronado city, California

[Data based on a sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see text]

Subject	Number	Percent
EMPLOYMENT STATUS		
Population 16 years and over	**20,705**	**100.0**
In labor force	14,442	69.8
Civilian labor force	7,694	37.2
Employed	7,439	35.9
Unemployed	255	1.2
Percent of civilian labor force	3.3	(X)
Armed Forces	6,748	32.6
Not in labor force	6,263	30.2
Females 16 years and over	**8,311**	**100.0**
In labor force	4,368	52.6
Civilian labor force	3,707	44.6
Employed	3,566	42.9
Own children under 6 years	**1,188**	**100.0**
All parents in family in labor force	559	47.1
COMMUTING TO WORK		
Workers 16 years and over	**13,766**	**100.0**
Car, truck, or van - - drove alone	7,114	51.7
Car, truck, or van - - carpooled	1,436	10.4
Public transportation (including taxicab)	377	2.7
Walked	2,474	18.0
Other means	1,297	9.4
Worked at home	1,068	7.8
Mean travel time to work (minutes)[1]	18.3	(X)
Employed civilian population 16 years and over	**7,439**	**100.0**
OCCUPATION		
Management, professional, and related occupations	4,198	56.4
Service occupations	1,005	13.5
Sales and office occupations	1,581	21.3
Farming, fishing, and forestry occupations	-	-
Construction, extraction, and maintenance occupations	322	4.3
Production, transportation, and material moving occupations	333	4.5
INDUSTRY		
Agriculture, forestry, fishing and hunting, and mining	37	0.5
Construction	382	5.1
Manufacturing	369	5.0
Wholesale trade	117	1.6
Retail trade	543	7.3
Transportation and warehousing, and utilities	303	4.1
Information	246	3.3
Finance, insurance, real estate, and rental and leasing	765	10.3
Professional, scientific, management, administrative, and waste management services	1,138	15.3
Educational, health and social services	1,667	22.4
Arts, entertainment, recreation, accommodation and food services	703	9.5
Other services (except public administration)	402	5.4
Public administration	767	10.3
CLASS OF WORKER		
Private wage and salary workers	4,732	63.6
Government workers	1,735	23.3
Self-employed workers in own not incorporated business	964	13.0
Unpaid family workers	8	0.1

Subject	Number	Percent
INCOME IN 1999		
Households	**7,760**	**100.0**
Less than $10,000	320	4.1
$10,000 to $14,999	212	2.7
$15,000 to $24,999	553	7.1
$25,000 to $34,999	692	8.9
$35,000 to $49,999	1,105	14.2
$50,000 to $74,999	1,457	18.8
$75,000 to $99,999	1,078	13.9
$100,000 to $149,999	1,188	15.3
$150,000 to $199,999	459	5.9
$200,000 or more	696	9.0
Median household income (dollars)	66,544	(X)
With earnings	5,777	74.4
Mean earnings (dollars)[1]	80,715	(X)
With Social Security income	2,433	31.4
Mean Social Security income (dollars)[1]	12,634	(X)
With Supplemental Security Income	128	1.6
Mean Supplemental Security Income (dollars)[1]	9,507	(X)
With public assistance income	118	1.5
Mean public assistance income (dollars)[1]	2,837	(X)
With retirement income	2,227	28.7
Mean retirement income (dollars)[1]	35,334	(X)
Families	**4,966**	**100.0**
Less than $10,000	97	2.0
$10,000 to $14,999	80	1.6
$15,000 to $24,999	185	3.7
$25,000 to $34,999	328	6.6
$35,000 to $49,999	636	12.8
$50,000 to $74,999	907	18.3
$75,000 to $99,999	793	16.0
$100,000 to $149,999	955	19.2
$150,000 to $199,999	415	8.4
$200,000 or more	570	11.5
Median family income (dollars)	82,959	(X)
Per capita income (dollars)[1]	34,656	(X)
Median earnings (dollars):		
Male full-time, year-round workers	30,041	(X)
Female full-time, year-round workers	33,828	(X)

Subject	Number below poverty level	Percent below poverty level
POVERTY STATUS IN 1999		
Families	**153**	**3.1**
With related children under 18 years	111	4.8
With related children under 5 years	49	5.6
Families with female householder, no husband present	**73**	**11.2**
With related children under 18 years	65	15.6
With related children under 5 years	10	20.8
Individuals	**881**	**5.0**
18 years and over	671	4.8
65 years and over	63	1.9
Related children under 18 years	191	5.0
Related children 5 to 17 years	128	4.5
Unrelated individuals 15 years and over	400	10.9

-Represents zero or rounds to zero. (X) Not applicable.

[1]If the denominator of a mean value or per capita value is less than 30, then that value is calculated using a rounded aggregate in the numerator. See text.

Source: U.S. Bureau of the Census, Census 2000.

Table DP-4. Profile of Selected Housing Characteristics: 2000

Geographic area: Coronado city, California

[Data based on a sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see text]

Subject	Number	Percent
Total housing units	**9,522**	**100.0**
UNITS IN STRUCTURE		
1-unit, detached	4,430	46.5
1-unit, attached	877	9.2
2 units	186	2.0
3 or 4 units	620	6.5
5 to 9 units	726	7.6
10 to 19 units	587	6.2
20 or more units	2,073	21.8
Mobile home	7	0.1
Boat, RV, van, etc	16	0.2
YEAR STRUCTURE BUILT		
1999 to March 2000	45	0.5
1995 to 1998	251	2.6
1990 to 1994	472	5.0
1980 to 1989	1,241	13.0
1970 to 1979	2,727	28.6
1960 to 1969	902	9.5
1940 to 1959	2,139	22.5
1939 or earlier	1,745	18.3
ROOMS		
1 room	372	3.9
2 rooms	577	6.1
3 rooms	1,039	10.9
4 rooms	1,940	20.4
5 rooms	1,957	20.6
6 rooms	1,317	13.8
7 rooms	964	10.1
8 rooms	710	7.5
9 or more rooms	646	6.8
Median (rooms)	4.9	(X)
Occupied housing units	**7,765**	**100.0**
YEAR HOUSEHOLDER MOVED INTO UNIT		
1999 to March 2000	1,639	21.1
1995 to 1998	2,637	34.0
1990 to 1994	1,110	14.3
1980 to 1989	1,022	13.2
1970 to 1979	752	9.7
1969 or earlier	605	7.8
VEHICLES AVAILABLE		
None	450	5.8
1	3,076	39.6
2	3,280	42.2
3 or more	959	12.4
HOUSE HEATING FUEL		
Utility gas	5,646	72.7
Bottled, tank, or LP gas	55	0.7
Electricity	1,928	24.8
Fuel oil, kerosene, etc	24	0.3
Coal or coke	-	-
Wood	25	0.3
Solar energy	11	0.1
Other fuel	-	-
No fuel used	76	1.0
SELECTED CHARACTERISTICS		
Lacking complete plumbing facilities	44	0.6
Lacking complete kitchen facilities	55	0.7
No telephone service	31	0.4

Subject	Number	Percent
OCCUPANTS PER ROOM		
Occupied housing units	**7,765**	**100.0**
1.00 or less	7,501	96.6
1.01 to 1.50	143	1.8
1.51 or more	121	1.6
Specified owner-occupied units	**3,063**	**100.0**
VALUE		
Less than $50,000	19	0.6
$50,000 to $99,999	15	0.5
$100,000 to $149,999	-	-
$150,000 to $199,999	19	0.6
$200,000 to $299,999	107	3.5
$300,000 to $499,999	514	16.8
$500,000 to $999,999	1,836	59.9
$1,000,000 or more	553	18.1
Median (dollars)	683,400	(X)
MORTGAGE STATUS AND SELECTED MONTHLY OWNER COSTS		
With a mortgage	1,989	64.9
Less than $300	-	-
$300 to $499	-	-
$500 to $699	38	1.2
$700 to $999	102	3.3
$1,000 to $1,499	217	7.1
$1,500 to $1,999	213	7.0
$2,000 or more	1,419	46.3
Median (dollars)	2,211	(X)
Not mortgaged	1,074	35.1
Median (dollars)	405	(X)
SELECTED MONTHLY OWNER COSTS AS A PERCENTAGE OF HOUSEHOLD INCOME IN 1999		
Less than 15.0 percent	1,171	38.2
15.0 to 19.9 percent	328	10.7
20.0 to 24.9 percent	323	10.5
25.0 to 29.9 percent	249	8.1
30.0 to 34.9 percent	212	6.9
35.0 percent or more	754	24.6
Not computed	26	0.8
Specified renter-occupied units	**3,769**	**100.0**
GROSS RENT		
Less than $200	24	0.6
$200 to $299	28	0.7
$300 to $499	124	3.3
$500 to $749	611	16.2
$750 to $999	847	22.5
$1,000 to $1,499	788	20.9
$1,500 or more	946	25.1
No cash rent	401	10.6
Median (dollars)	1,024	(X)
GROSS RENT AS A PERCENTAGE OF HOUSEHOLD INCOME IN 1999		
Less than 15.0 percent	425	11.3
15.0 to 19.9 percent	493	13.1
20.0 to 24.9 percent	551	14.6
25.0 to 29.9 percent	378	10.0
30.0 to 34.9 percent	308	8.2
35.0 percent or more	1,175	31.2
Not computed	439	11.6

-Represents zero or rounds to zero. (X) Not applicable.

Source: U.S. Bureau of the Census, Census 2000.

Coronado Unified School District
Developer (School Mitigation) Fees

Basic Information

Developer Fee Schedule

Construction Type		Fee Rate July 2012
New Residential Per square foot for "assessable space" defined as "space within the perimeter of a residential structure, not including any carport, walkway, garage, overhang, patio, detached accessory structure or similar area"		**$3.20 per SF**
Additions to Residential Per square foot for projects exceeding 500 square feet of assessable space within the perimeter of the existing residence. The fee applies to the total increase in square footage; there is no fee for residential additions of 500 square feet or less.		**$3.20 per SF**
Mobile Homes Per square foot for a a mobile home placed on a new pad for which fees had not been previously paid.		**$3.20 per SF**
Senior Housing Senior housing facilities that do not meet Section 51.3 of the Civil Code are charged at the residential rate.		**$3.20 per SF**
Commercial and Industrial Per square foot for covered and enclosed space within the perimeter of a commercial or industrial structure, not including any carport, walkway, garage, overhang, patio, detached accessory structure or similar area		**$0.51 Per SF**
Qualified Senior Housing Senior Housing developments as defined by California Civil Code Section 51.3 are charged the commercial /industrial fee rate. These types of senior housing projects are exclusively dedicated for senior living, and the development must have 35 or more dwelling units. Should the facility be converted to conventional residential use, the balance of the fee would be paid at that time.		**$0.51 Per SF**

EXEMPTIONS

Ancillary Structures Ancillary structures to residential development, including but not limited to, cabanas, shade structures, pool houses, storage shed.		**$0.00 Per SF**
Reconstruction of a Structure Destroyed in an unforeseen event The reconstruction of a structure destroyed as a result of an unforeseen event is exempt from developer fees. However, the exemption does not apply if the square footage of the reconstructed structure exceeds the square footage of the structure that was destroyed.		**$0.00 Per SF**
Government Agencies Projects owned and operated by any state, local and federal agency is exempt from school fees.		**$0.00 Per SF**
Private Full-Time Day School A private full-time day school offers instruction in the several tranches of study required to be taught in the public schools and attendance is required to be taken. The district may request a copy of the affidavit that private schools are required pursuant to California Education Code Section 33190		**$0.00 Per SF**
Residential Construction Less than 500 SF A residential project less than 500 SF in size, as certified by the local jurisdiction issuing the building permit is exempt from school developer impact fees. However, the School District must receive the Certificate of Compliance prior to any issuance of a building permit.		**$0.00 Per SF**
Community Facilities District Structures within a School Community Facilities Special Tax District boundary area are exempt from school development impact fees.		**$0.00 Per SF**
Any Exemption Granted by the School Board The governing board, at its discretion, may grant an exemption for a specific project		**$0.00 Per SF**

Developer Fee Collection Hours and Location

Monday – Friday (excluding District Holiday), 8:00 p.m. to 4:00 p.m.

Coronado Unified District Office
201 Sixth Street
Coronado Ca, 92115
For additional information call (619) 522-8900