

4.12.3.1 ENVIRONMENTAL SETTING

Azusa Unified School District

Azusa Unified School District (AUSD or District) provides elementary, middle, and high school education services to students living within the City of Azusa. As shown in **Table 4.12.3-1, AUSD 2013-2014 School Enrollment**, the total enrollment for the AUSD 2013-2014 school year was 9,315 students. The District includes 11 elementary schools (including one Kindergarten thru 7th school), three middle schools, and three high schools (including one continuation school). In addition, the District maintains one preschool thru Kindergarten school and one adult education program.

The District's policy permits students to attend any school within the District, as long as the district is not operating at or above design capacity. Additionally, students living in the City may be permitted to attend public schools in nearby communities (including in the cities of Glendora, Covina, and Duarte), as permitted under state law. AUSD records indicated that approximately six percent of students living in the District request and obtain transfers.¹

No AUSD schools are located in the specific plan area. Existing schools that would serve students living in the specific plan area include Henry Dalton Elementary School, located just north of the specific plan area, Charles Lee Elementary School, located directly adjacent to the Route 66 District, Victor Hodge Elementary School located north of the specific plan area, Slauson and Foothill Middle Schools, located south of the specific plan area, and Azusa and Gladstone High Schools, which are both located south of the specific plan area. The District's schools (elementary, middle, and high schools), are currently operating slightly below design capacity.² The District has no plans to expand its existing facilities or construct new facilities.³

¹ Monrovia Nursery Specific Plan and Project Draft EIR, 4.8 Public Services, May 2015

² Written communication with Stephen Hodgson, ED.D., Business Services Consultant, Azusa Unified School District, May 27, 2015

³ Written communication with Stephen Hodgson, ED.D., Business Services Consultant, Azusa Unified School District, May 27, 2015

**Table 4.12.3-1
AUSD 2013-2014 School Enrollment**

Name	Location	2013-2014 Enrollment	Design Capacity
Henry Dalton Elementary School	500 East Tenth Street	356	370
Gladstone Street Elementary School	1040 East Gladstone Street	338	352
Victor Hodge Elementary School	700 West Eleventh Street	657	685
Charles Lee Elementary School	550 North Cerritos Avenue	459	479
Magnolia Elementary School	945 East Nearfield Street	281	294
Mountain View Elementary School	201 North Vernon Avenue	456	474
Clifford Murray Elementary School	505 East Renwick Road	512	532
Paramount Elementary School	409 West Paramount Street	403	417
W.R. Powell Elementary School	1035 East Manua Loa Avenue	261	270
Valleydale Elementary School	700 South Lark Ellen Avenue	336	346
Alice Ellington Elementary School ¹	5034 North Clydebank Avenue	429	444
Center Middle School	5500 North Cerritos Avenue	594	614
Foothill Middle School	151 North Fenimore Avenue	646	669
Slauson Middle School	340 West Fifth Street	796	821
Azusa High School	240 North Cerritos Avenue	1,352	1,411
Gladstone High School	1340 North Enid Avenue	1,225	1,301
Sierra High School ³	1134 South Barranca Avenue	214	222

¹= Alice Ellington Elementary School is currently a Kindergarten thru 7th grade facility. The school will be a Kindergarten thru 8th grade facility beginning in the 2015-2016 school year.

³= Sierra High School is a continuation school and offers grades 11 and 12.

Source: Azusa Unified School District, Stephen Hodgson, Ed.D., May 2015.

Azusa Pacific University

While none of the District's schools are located in the specific plan area, Azusa Pacific University (APU) is located in the area of no change, within the specific plan area. APU is a private Christian university with over 10,000 students. The future APU/Citrus University Transit Station is located directly east of APU's campus.

Saint Frances of Rome School

Saint Frances of Rome School is a Kindergarten through 8th grade parochial school and is located directly west of APU within the Specific Plan's area of no change.

4.12.3.2 REGULATORY FRAMEWORK

Federal

There are no federal statutes related to educational facilities that would apply to the Specific Plan.

State

California Government Code Section 65995

California Government Code Section 65995 is found in Title 7, Chapter 4.9 of the California Government Code. California Government Code Section 65995 authorizes school districts to collect impact fees from developers of new residential and commercial/industrial building space. Senate Bill 50 (SB 50) amended Government Code Section 65995 in 1998. Under the provisions of SB 50 schools can collect fees to offset costs associated with increasing school capacity as a result of development. The development that would occur in the specific plan area would be subject to applicable fees determined by the AUSD per California Government Code Section 65995. The local school district determines fees in accordance with California Government Code Section 65995 which can be adjusted every two years.

California Education Code

School facilities and services are subject to the rules and regulations of the California Education Code and governance of the State Board of Education (SBE). The SBE is the 11-member governing and policymaking body of the California Department of Education (CDE) that sets K-12 education policy in the areas of standards, instructional materials, assessment, and accountability. The CDE and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations; and for continuing to reform and improve public elementary school, secondary school, and childcare programs, as well as adult education and some preschool programs. The CDE's mission is to provide leadership, assistance, oversight, and resources so that every Californian has access to an education that meets world-class standards. The core purpose of the CDE is to lead and support the continuous improvement of student achievement, with a specific focus on closing achievement gaps.

California Department of Education

The California Department of Education (CDE) is the government agency responsible for public education throughout the state. The department oversees funding, and student testing and achievement levels for all state schools. A sector of the CDE, the California State Board of Education is the governing and policy making sector responsible for education policies regarding standards, instructional materials, assessment, and accountability.

Class Size Reduction Kindergarten-University Public Education Facilities Bond Act of 1998

Proposition 1A, the Class Size Reduction Kindergarten-University Public Education Facilities Bond Act of 1998 (Ed. Code, §§ 100400–100405) is a school construction funding measure that was approved by the voters on the November 3, 1998 ballot. The Act created the School Facility Program where eligible school districts may obtain state bond funds.

Leroy Greene School Facilities Act of 1998

The Leroy Greene School Facilities Act of 1998 (Ed. Code, §§ 17070.10-17079.30) eliminated the ability of cities and counties to require full mitigation of school impacts and replaced it with the ability for school districts to assess fees directly to offset the costs associated with increasing school capacity as a result of new development. The Act states that payment of developer fees is “deemed to be complete and full mitigation” of the impacts of new development.

Senate Bill 50

Title 5 Education Code of the California Code of Regulations governs all aspects of education within the state.

Senate Bill 50 (SB 50) and Proposition 1A, both of which passed in 1998, provided a comprehensive school facilities financing and reform program, in part by authorizing a \$9.2 billion school facilities bond issue, school construction cost containment provisions and an eight-year suspension of the Mira, Hart and Murrieta court cases. Specifically, the bond funds are to provide \$2.9 billion for new construction and \$2.1 billion for reconstruction/modernization needs. The provisions of SB 50 prohibit local agencies from denying either legislative or adjudicative land use approvals on the basis that school facilities are inadequate, and reinstates the school facility fee cap for legislative actions (e.g., General Plan amendments, specific plan adoption, zoning plan amendments) as was allowed under the Mira, Hart and Murrieta court cases. According to Government Code Section 65996, the development fees authorized by

SB 50 are deemed to be “full and complete school facilities mitigation.” During the composition of this chapter these provisions are still in effect.

SB 50 establishes three levels of developer fees that may be imposed upon new development by the governing board of a school district depending upon certain conditions within a district. Level One Fees are the statutory fees, which can be adjusted for inflation every two years. Level Two Fees allow school districts to impose fees beyond the base statutory cap, under specific circumstances. When the state is unable to match its share of the cost of facilities for new development through state bonds, level three fees come into effect. This allows school districts to impose 100 percent of the cost of the school facility or mitigation minus any local dedicated school monies.

In order to accommodate students from new development projects, school districts may alternatively finance new schools through special school construction funding resolutions and/or agreements between developers, the affected school districts, and occasionally, other local governmental agencies. These special resolutions and agreements often allow school districts to realize school mitigation funds in excess of the developer fees allowed under SB 50.

Assembly Bill 97

Included in the 2013–2014 California State Budget the approved Local Control Funding Formula (LCFF) will change the way state officials decide to disperse funds to schools. Categorical programs often dictated which schools received funding in the past. Each categorical program maintained a set of regulations and rules which a school would have to follow to receive state funding. The LCFF will affect school funding opportunities in two ways; first, the multiple categorical funding requirements will be dissolved and schools will no longer be forced to comply with categorical spending rules to ensure funding. Second, disadvantaged schools and students would receive additional resources. While all schools would receive funding based on enrollment numbers, schools with foster children, non-native speakers, or students living in poverty would receive additional funding.⁴

Local

City of Azusa General Plan

The City’s General Plan is primarily a policy document that sets goals concerning the community and gives direction to growth and development. In addition, it outlines the programs that were developed to accomplish the goals and policies of the General Plan. City policies pertaining to educational services are

⁴ Los Angeles Times, “A Simpler, Fairer Way to Fund California’s Schools,” <http://articles.latimes.com/2013/jan/24/opinion/la-oe-plank-california-education-20130124>, July 8, 2013

included in Chapter 4, Economy and Community, of the City's General Plan. Educational policies relevant to the Specific Plan include:

- Policy 5.1 Continue the dialogue between the City of Azusa and local schools regarding:
- measures to accommodate student population growth; and
 - “shared responsibility agreements” for property/facilities maintenance and operation where public recreation activities occur at local school sites and where local schools use public facilities.

4.12.3.3 ENVIRONMENTAL IMPACTS

Thresholds of Significance

The following thresholds for determining the significance of impacts related to educational services are contained in the environmental checklist form contained in Appendix G of the most recent update of the *State CEQA Statutes and Guidelines*. Adoption and/or implementation of the Azusa TOD Specific Plan could result in significant adverse impacts to educational services, if any of the following could occur:

Threshold EDU-1 Would the project result in substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities, need for new or physically altered governmental facilities, the construction of which could cause significant environmental impacts, in order to maintain acceptable service ratios, response times or other performance objectives for any of the public services, including educational facilities?

Impacts Analysis

Threshold EDU-1 Would the project result in substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities, need for new or physically altered governmental facilities, the construction of which could cause significant environmental impacts, in order to maintain acceptable service ratios, response times or other performance objectives for any of the public services, including educational facilities?

Construction

Construction activities associated with buildout of the Specific Plan would not impact AUSD school facilities or directly increase the student population. Thus, no impacts to the existing educational facilities would occur.

Operation

Buildout of the Specific Plan would include the construction of 840 multi-family residential units, resulting in an additional 2,915 residents.^{5,6} It is reasonable to assume that a portion of the 2,915 residents would include school aged children. Based on the District's student generation factors, the addition of 840 multi-family units would result in an additional 170 elementary school students, 79 middle school students, and 93 high school students; a total of 342 students.^{7,8} As discussed above all schools within AUSD are operating slightly below design capacity. Additionally, buildout of the Specific Plan would occur over a 20-year period, thus the projected student growth would be gradual. As students may attend any District school with available capacity, the projected number of students would not result in the District's school operating above design capacity, and thus project related impacts would be less than significant.

Project applicants/developers would be required to pay all education facility fees as directed by AUSD, prior to issuance of each building permit, which as provided by state law, would fully mitigate the impact of a future project. School fees for new residential construction are \$2.05 per square foot and \$0.33 per square foot for commercial/industrial projects. AUSD is currently conducting analysis to determine whether the fee for residential units can be raised to the state-allowed maximum of \$2.14 per square foot.⁹ These fees would provide funding to ensure that adequate school capacity/construction would be available to serve the students generated by the proposed multi-family units. Pursuant to SB 50, payment of fees to the appropriate school district is considered full mitigation for project impacts. As individual projects are developed, each project applicant/developer would be responsible for payment of fees in

⁵ Buildout of the Azusa TOD Specific Plan area would include 840 multi-family residential units. The average number of persons per household in the City of Azusa in 2014 was 3.47 persons (3.47*840=2,915). This population generation factor (3.47 persons/household) provides a conservative analysis as it includes all types of housing units including; single-family detached, single-family attached, multi-family units and mobile homes.

⁶ California Department of Finance, Table 2: E-5 City/County Population and Housing Estimates, 1/1/2014, City of Azusa Persons per Household.

⁷ AUSD student generation rates for multi-family units: Elementary school 0.2020; Middle school 0.0946; High school 0.1111

⁸ Written communication with Stephen Hodgson, ED.D., Business Services Consultant, Azusa Unified School District, May 27, 2015

⁹ City of Azusa General Plan and Development Code Draft EIR, 4.13 Public Services

accordance with SB 50 requirements. Therefore, impacts related to the provision of new or physically altered school facilities would be less than significant. With payment of fees, impacts would be less than significant.

Level of Significance Before Mitigation

Impacts would be less than significant.

Mitigation Measures

No mitigation measures are required.

Level of Significance After Mitigation

Impacts would be less than significant.

4.12.3.4 CUMULATIVE IMPACTS

Buildout of the Specific Plan and related projects would generate new students and could exceed the capacity of the existing AUSD schools, which could result in a cumulative impact on the District. However, as with the development projects allowed under the Specific Plan, each related project would be required to pay the appropriate education facilities fees which would mitigate potential impacts on schools. Therefore, buildout of the Specific Plan, in combination with related projects, would not result in a cumulatively considerable impact on school facilities.

Level of Significance Before Mitigation

Impacts would be less than significant.

Mitigation Measures

No mitigation measures are required.

Level of Significance After Mitigation

Impacts would be less than significant.