

Ventana Hills Petition for Territory Transfer



Preface

The property to be transferred is described as follows:

Lots 1-91 and Outlots A-R of “Map of Tract No. 5100, Ventana Hills,” recorded in the County of Fresno on March 9, 2005 in Volume 71 of Plats, at pages 84 thru 92. This territory transfer proposal also includes the land contained within Fresno County APNs 300-061-29, 300-061-30, 300-061-59, 300-061-62, 300-420-29S, 300-420-04S, 300-420-25S, 300-542-19, 300-542-20, 300-542-21, 300-542-22, 300-542-23. Please see **Exhibit A** for a visual delineation.

Affected school districts: Sierra Unified School District; Clovis Unified School District

The undersigned request the changes in the respective boundaries of the school districts for the following reasons:

1. Substantial community identity
2. Student safety and access to cocurricular activities

Regulations and Recommendations to Implement the Statutory Conditions

In considering proposals for district reorganization, county committees and the State Board of Education must determine whether the nine conditions in *Education Code (EC)* Section 35753(a) are substantially met. Those conditions are further clarified by *California Code of Regulations (CCR)*, Title 5, Section 18573. By its own terms, *EC* Section 35753 provides that, if the conditions set forth in subdivisions (a)(1) through (10) are met, the State Board of Education (and the county committee) "may" approve a proposal for the reorganization of a district.

...county committees and the State Board of Education must determine whether the nine conditions in *Education Code (EC)* Section 35753(a) are substantially met.

1/9 (a) The reorganized districts will be adequate in terms of number of pupils enrolled.



Census Day Enrollment Sierra Unified						
	2018-19	2019-20	2020-21	2021-22	2022-23	Post- reorganization
Total	1,271	1,273	1,204	1,269	1,319	1,317

Currently, only two (2) students are attending Sierra Unified from Ventana Hills, resulting in an insignificant loss in enrollment should they decide to attend Clovis Unified.

2/9

(b) The districts are each organized on the basis of a substantial community identity.



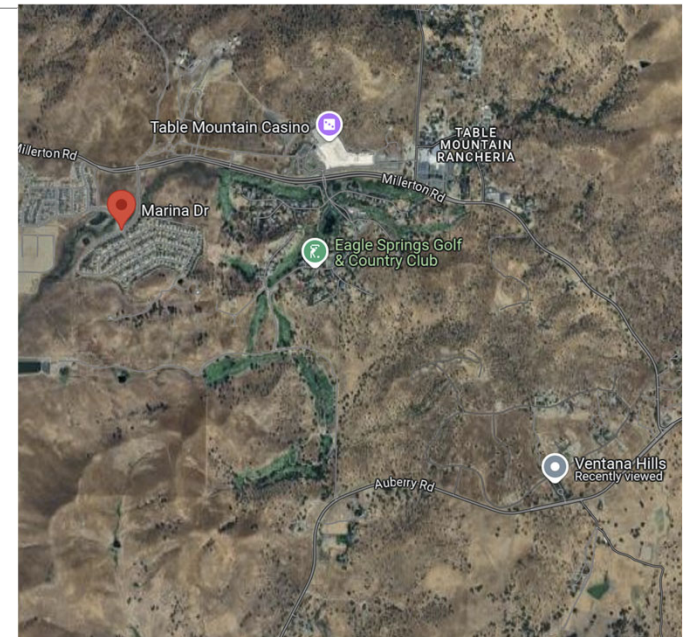
1. Community identity aligns most with Clovis:

- suburban-style neighborhood (CSA 34),
- city and zip code,
- place of work,
- extracurricular activities,
- shopping,
- traffic patterns, etc.

2. Clovis USD bus already routes to neighbors in Millerton New Town

- New Clovis elementary school to be built here

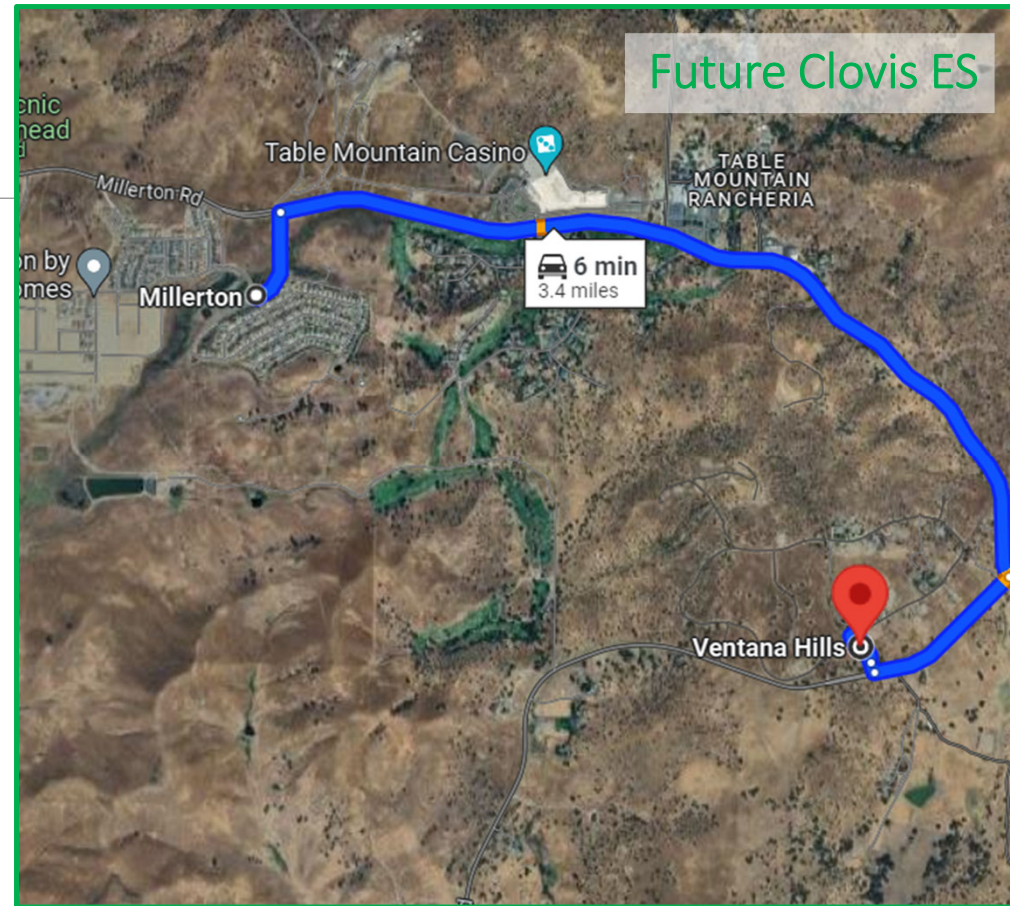
3. Ventana Hills resident don't feel a part of the Sierra mountain community.



Foothill ES



Future Clovis ES



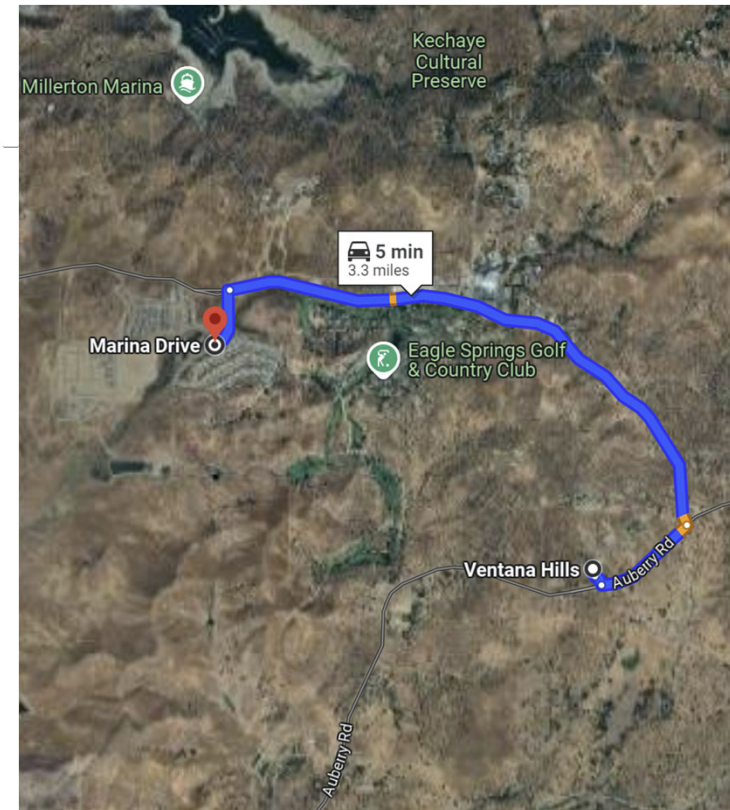


CLOVIS WEST HIGH SCHOOL
 Bus Route Schedule
 Monday – Friday
 Dates: August 19th – June 6th



The general policy of the District is to make a transportation program available for students who live outside an established Radius Zone, as defined in Board Policy 3541

Route 36	AM	16088 N Friant Rd.	6:58 AM	PM	Clovis West High School	3:30 PM
		Via Mira Bella Roundabout	7:09 AM		Eastshore Dr @ Country View	3:38 PM
		Bella Vista @ Marina Dr	7:15 AM		Westshore Dr. @ Chesapeake	3:39 PM
		Pescara @ Marrone	7:16 AM		Old Friant @ Friant	3:47 PM
		Flemming @ Waldby	7:26 AM		16088 N Friant Rd.	3:54 PM
		Burroughs @ Marcus	7:32 AM		Burroughs St. & Marcus	3:58 PM
		17388 Parkcliffe Rd	7:33 AM		17388 Parkcliffe Rd.	3:59 PM
		Friant @ Root	7:34 AM		Via Mira Bella	4:03 PM
		Old Friant @ Friant	7:44 AM		Pescara Ln. @ Marrone	4:04 PM
		Westshore Dr. @ Chesapeake Cir	7:52 AM		Bella Vista Ln. @ Marina Dr.	4:15 PM
		Eastshore Dr. @ Country View	7:54 AM		Flemming @ Waldby	4:26 PM
		Clovis West High School	8:20 AM		Friant Rd. @ Root	4:28 PM





SIERRA UNIFIED SCHOOL DISTRICT

→ Aeries Board Agenda

Home

About the District

Personnel

Resources

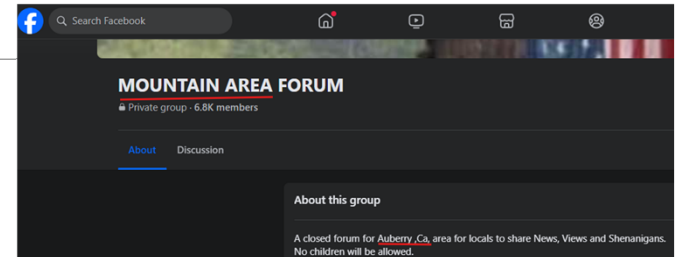
District Board

Our mission is to inspire, engage, challenge, and support all students to reach their highest level of learning and personal development.

Our vision is to be an exemplary, student-focused school district, that is highly regarded for the competence and character of our students, the rich connection to our mountain community, and the excellence of our people, programs, and learning environment.

OPEN SPACES. CLEAR MINDS.

Surrounded by rolling hills, stands of tall green trees and clear, blue skies, Sierra Unified School District (SUSD) is located in the eastern portion of Fresno County approximately 35 miles northwest of Fresno. The District covers a large area of about 2,100 square miles and services the mountain communities from three schools.



VMTs

By allowing this petition to pass, the state would be reducing vehicle miles traveled (VMTs) and greenhouse gases.

What is SB 743?

Under CEQA, cities, counties, and other public agencies must analyze real estate and transportation projects to determine whether they may have a significant impact on the environment. One key determination under CEQA is the transportation impact of these projects. Traditionally, transportation impacts have been evaluated by examining whether the project is likely to cause automobile delay at intersections and congestion on nearby individual highway segments, and whether this delay will exceed a certain amount (this is known as Level of Service or LOS analysis).

SB 743, which was signed into law in 2013, initiated an update to the CEQA Guidelines to change how lead agencies evaluate transportation impacts under CEQA, with the goal of better measuring the actual transportation-related environmental impacts of any given project.

According to the Legislature: "New methodologies under the California Environmental Quality Act [were] needed for evaluating transportation impacts that are better able to promote the state's goals of reducing greenhouse gas emissions and traffic-related air pollution, promoting the development of a multimodal transportation system, and providing clean, efficient access to destinations."

Starting on July 1, 2020, agencies analyzing the transportation impacts of new projects must now look at a metric known as vehicle miles traveled (VMT) instead of LOS. VMT measures how much actual auto travel (additional miles driven) a proposed project would create on California roads. If the project adds excessive car travel onto our roads, the project may cause a significant transportation impact.

Agencies have used VMT as a concept and metric for some time. Prior to SB 743, VMT was already being used in CEQA to study other potential impacts such as greenhouse gas, air quality, and energy impacts.

3/9

(c) The proposal will result in an equitable division of property and facilities of the original district or districts.

- No school property or facilities within the proposed transfer



4/9

(d) The reorganization of the districts will preserve each affected district's ability to educate students in an integrated environment and will not promote racial or ethnic discrimination or segregation.

- Similar demographics in both districts



5/9

(e) Any increase in costs to the state as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization.

- No increase to state, if anything it would save the state money through ADA*.
Clovis ADA revenue: \$14,797 Sierra ADA revenue: \$18,690



6/9

(f) The proposed reorganization will continue to promote sound education performance and will not significantly disrupt the educational programs in the districts affected by the proposed reorganization.

- Loss of two students, should they decide to transfer districts, will not adversely impact programs.



7/9

(g) Any increase in school facilities costs as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization.



Bonding Capacity

Interest rate is now 3.8%

Category	# of Units/Lots	Average Property Value per Lot	Total Annual School Property Tax in Tract	Bonding Capacity at For a 5% 30 year bond	Bonding Capacity per Unit
Current Lots	13	\$1,268,000	\$7,418	\$114,033	\$8,772/unit
All Lots	91	\$1,268,000	\$51,925	\$798,215	\$8,772/unit

Proposed bond special tax (\$45 per \$100k) = \$570.60/ dwelling unit/ year

*According to the County Assessor average value is \$1,268,000 on Current Lots

Assumed 5% annual interest rate (2024 dollars) = \$114,033 or \$8,772/dwelling unit

Assumed 5% annual interest rate (2024 dollars) = \$798,215 or \$8,772/dwelling unit or 3% of proposed bond

8/9 (h) The proposed reorganization is primarily designed for purposes other than to significantly increase property values.

Petition is to make our lives more manageable and predictable with our current family routines. This affects the lifestyle of each family member.



9/9 (i) The proposed reorganization will continue to promote sound fiscal management and not cause a substantial negative effect on the fiscal status of the proposed district or any existing district affected by the proposed reorganization.



Attempts to negotiate

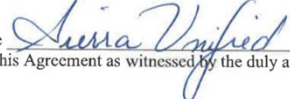
1. No territory transfer: Inter-district transfer resolution
2. Complete territory transfer: % of sale and resales to SUSD
3. Combination and overall open for discussion

FRESNO COUNTY SCHOOL DISTRICTS INTERDISTRICT ATTENDANCE AGREEMENT

This AGREEMENT is entered by and among each of the Fresno County school districts that complete and sign this agreement as listed on Attachment A, which is attached hereto and incorporated herein by this reference.

The parties hereby agree that the following terms and conditions shall apply to all interdistrict attendance transfers among the parties to this Agreement pursuant to Education Code Sections 46600 *et. seq.*

1. Agreement Term. This Agreement shall take effect on July 1, 2023, and shall expire on June 30, 2027. The Agreement may not be revised, modified, or amended without the written consent of all parties.
2. Initial Request for Transfer. The initial decision to grant or deny an interdistrict transfer request shall be made in accordance with the law and board policies and administrative regulations of each district.
3. Annual Recapplication Mandatory. Transfer students must reapply to, and be approved each year by, the district of residence and the district of enrollment, to continue to attend the district of enrollment.
4. Revocation. The district of desired attendance may revoke a transfer permit/agreement for any of the following reasons:
 - a. Student is excessively tardy, absent from school, or brought to school excessively early or left excessively late;
 - b. Student fails to uphold appropriate behavior standards of the district of desired attendance;
 - c. Student's academic performance;
 - d. False or misleading information was provided;
 - e. Student fails to follow school rules; or
 - f. Any other reason consistent with the district of desired attendance's board policies/administrative regulations which is set forth on a transfer permit provided to parent/guardian.
5. Rescission. Neither district may rescind an interdistrict transfer of a student who is entering grade 11 or 12 in the subsequent school year.
6. Conditions of Approval. Approval of any interdistrict transfer request is subject to space availability in the district of desired attendance. The transfer student may not be assigned to the requested school.
7. Addition or Withdrawal of Parties. School districts may be added to this Agreement at any time during the Agreement Term. To be added, a school district shall sign the Agreement, add its name to Exhibit A, and send a copy of the executed Agreement and Exhibit A to all other parties, c/o the District Superintendent, and to the County Superintendent. If a school district wishes to withdraw from the Agreement at any time, it must notify all parties, c/o the District Superintendent, and the County Superintendent of its withdrawal in writing and the effective date of such withdrawal.
8. Authorized Signature. This Agreement may be executed in counterparts.

The  School District agrees to be bound by the terms and conditions of this Agreement as witnessed by the duly authorized signature below.

Date:

8-4-23



Conclusion

1. There is a substantial community identity.
2. There are no substantial financial impacts. If so, negotiations were presented and are still open for discussion.
3. We want our children to stay in the community they identify with, as well as the entire family. The same way any SUSD parents want to stay in theirs-- “where lifelong friendships and relationships are built.”