Facility Master Plan
for
Ross Valley School District

January 22, 2013
Eileen Rohan, Superintendent

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Contents

List of Tables

List of Figures

Glossary of Terms

Attendance Areas
An attendance area is defined by a physical boundary which is specific to an elementary school. Students with a physical address which is located within that boundary are residents of that "attendance area".

Board of Trustees (BOT)
The BOT is the governing board of the Ross Valley School District.

California Basic Educational Data System (CBEDS)
An annual data collection administered in October to collect information on student and staff demographics.

California Department of Education (CDE)
The California Department of Education is a regulatory agency whose Facilities Division is responsible for reviewing and approval of educational specifications as they relate to Districts' master plans for school sites, approval of new school sites, approval of additions to current schools, and approval of plans and specifications for modernization and construction of K-12 public and charter schools throughout the State.

California Department of Finance (DOF)
The Department of Finance is a state cabinet level agency within the government of California. The Department of Finance is responsible for preparing, explaining, and administering the state's annual financial plan. The DOF's other duties include analyzing the budgets of proposed laws, create and monitor current and future economic forecasts of the state, estimate population demographics and enrollment projections, and maintain the state's accounting and financial reporting system.

California Department of Public Health (CDPH)
California birth, death, fetal death, still birth, marriage and divorce records are maintained by the CDPH, Office of Vital Records.

Class Size Reduction (CSR)
Class Size Reduction is a program implemented throughout the State of California and funded, in part, by the CDE in order to reduce class sizes in grades K-3 to a teacher ratio of 20 students to 1 teacher (20:1).

Cohort
A cohort is a group of subjects who have a shared experience during a particular time span (in this case, students). Cohorts may be tracked over a period of time. For example, a cohort begins when a group of kindergarteners enroll in grade K and move forward each year through the grade levels.

Division of the State Architect (DSA)
The Division of the State Architect's (DSA) primary role in State government is to ensure that California's K-12 schools and community colleges are seismically safe and accessible to all. It fulfills this role by reviewing construction project plans for structural safety, fire and life safety, and accessibility (that is, access by disabled persons). In this role, DSA works closely with school districts and designers. In a typical year, DSA reviews about 4,000 project plans. In addition, DSA provides oversight of construction and testing labs.

Environmental Systems Research Institute (ESRI)
ESRI is a software development and services company providing Geographic Information System (GIS) software and geodatabase management applications.

Facility Planning Advisory Committee (FPAC)
The FPAC is the committee charged with developing and implementing a plan for future facilities for the Ross Valley School District.

General Obligation Bond
A General Obligation Bond is a common type of municipal bond in the United States that is secured by a local government's pledge to use tax revenues to repay bond debt.

Geocoding
Geocoding is the process of finding associated geographic coordinates from other geographic data, such as street addresses, or zip codes. With geographic coordinates the features can be mapped and entered into Geographic Information Systems.

Geographic Information System (GIS)
A geographic information system is any system that integrates, stores, edits, analyzes, shares, and displays geographic information. GIS is the merging of cartography, statistical analysis, and database technology.

Intra-district Transfers
Students who have a physical address in one elementary attendance area of the RVSD but attend school in a different elementary school attendance area are considered "intra-district transfers".

Inter-district Transfers
Inter-district transfers are students who have a physical address in another school district boundary but are attending a school within the RVSD.

Local Agency Formation Commission (LAFCO)
It is a regulatory agency with county-wide jurisdiction to discourage urban sprawl and to encourage orderly and efficient provision of services, such as water, sewer, fire protection, etc. San Diego LAFCO is a state-mandated agency and is independent of county government.
AFCO is responsible for reviewing and approving proposed jurisdictional boundary changes, including annexations and detachments of territory to and/or from cities and special districts, incorporations of new cities, formations of new special districts, and consolidations, mergers, and dissolutions of existing districts. In addition, LAFCO must review and approve contractual service agreements, determine spheres of influence for each city and district, and may initiate proposals involving district consolidation, dissolution, establishment of subsidiary districts, mergers, and reorganizations (combinations of these jurisdictional changes).

Office of Public School Construction (OPSC)
The Office of Public School Construction, as staff to the State Allocation Board (SAB), implements and administers the School Facility Program and other programs of the SAB. The OPSC is also charged with the responsibility of verifying that all applicant school districts meet specific criteria based on the type of funding which is being requested. The OPSC also prepares recommendations for the SAB's review and approval.
It is also incumbent on the OPSC staff to prepare regulations, policies and procedures which carry out the mandates of the SAB, and to work with school districts to assist them throughout the application process. The OPSC is responsible for ensuring that funds are disbursed properly and in accordance with the decisions made by the SAB.
The OPSC prepares agendas for the SAB meetings. These agendas keep the Board Members, school districts, staff and other interested parties apprised of all actions taken by the SAB. The agenda serves as the underlying source document used by the State Controller's Office for the appropriate release of funds. The agenda further provides a "historical record" of all SAB decisions, and is used by school districts, facilities planners, architects, consultants and others wishing to track the progress of specific projects and/or availability of funds.

Sphere of Influence (SOI)
In California "sphere of influence" has a legal meaning as a plan for the probable physical boundaries and service area of a local agency. Spheres of influence at California local agencies are regulated by Local Agency Formation Commissions (LAFCO, see above for definition). Each county in California has a LAFCO.

State Allocation Board (SAB)
The State Allocation Board (SAB) is responsible for determining the allocation of state resources (proceeds from General Obligation Bond Issues and other designated State funds) used for the new construction and modernization of local public school facilities. The SAB is also charged with the responsibility for the administration of the School Facility Program, the State Relocatable Classroom Program, and the Deferred Maintenance Program. The SAB is the policy level body for the programs administered by the Office of Public School Construction.
The SAB meets monthly to apportion funds to the school districts, act on appeals, and adopt policies and regulations as they pertain to the programs administered by the SAB.

Transiency
The stability at which students enter and exit the district.

PROLOGUE

The 2012-13 Facility Master Plan (FMP) for the Ross Valley School District (RVSD) provides not only a historical perspective on the RVSD, including historical demographic information on the communities served by the district as well as the district's residents, enrollments and individual school facilities, but also provides an analysis of current and projected residents and enrollments, and an overview of RVSD facilities by individual school site, including the ongoing bond construction program and a summary of potential State School Facility Program funding.

Student enrollment is projected to grow through the 2014-15 year, and then begin a slow rate of decline due to decreasing local birth rates mitigated by increasing in-migration of new families to the community. Facility capacity will be expanded to accommodate this growth at levels very near the projected peak of enrollment. Thus, it can be concluded that based on the extensive research and analysis in the 2012-13 FMP, the District will have equitable facilities to house all RVSD students through the projection period.

The District's recent boundary and policy changes appear to be balancing enrollment at the four elementary schools. Application of these boundaries and policies has yielded projections that coincide with the stated goal of keeping maximum enrollment at 400-425 per school. This data will require constant review as new enrollment information becomes available in the coming months and years; the District must be diligent in monitoring this data to assure the planned facility expansion matches enrollment at each school.

SECTION A: EXECUTIVE SUMMARY

The purpose of the 2012-2013 Facility Master Plan is to provide detailed updated demographic information about the Ross Valley School District's community, and the effects of those demographics on the Ross Valley School District's enrollment and the impact on long range planning for facilities in order to assure that appropriate and equitable facilities are provided for the students of the District. It is imperative that the District remain proactive in planning as the construction and modernization of school facilities cannot be accomplished in a short time period.

This study provides information based on 2012-13 District enrollments, District facilities, District policies, City planning policies, residential development, and population and student demographics. As these factors change and timelines are adjusted, the Facility Master Plan will be revised to reflect the most current information.

Background

In November 2008, the District retained Jack Schreder & Associates to develop a Facility Master Plan. In conjunction with the completion and presentation of the plan, the Board of Trustees requested that the superintendent identify a committee of community constituents to study enrollment and facility issues for long-term enrollment growth for the RVSD. A Facility Plan Advisory Committee (FPAC) consisting of approximately 45 people was convened in January 2009 and charged with studying the plan, creating options for enrollment in RVSD, developing pros and cons for each option and making recommendations to the superintendent. The FPAC met regularly between January and May 2009. In June 2009 the FPAC made three recommendations to the RVSD BOT:

1) Provide dedicated space for music, art and before/after care at all sites.
2) Expand White Hill Middle School for all 6^{th}-8^{th} grade students with an emphasis on Small Learning Communities.
3) Open either Red Hill or Deer Park as a 5^{th} elementary school site.

Town Hall meetings were held between December 2009 and March 2010 to assess the feasibility of the FPAC recommendations.

Following is a timeline of major capital facilities decisions:

- In December 2009, the RVSD Board of Trustees voted to provide dedicated space for music, art, and before/after care.
- In December 2009 the RVSD Board of Trustees voted to develop a Small Learning Community model.
- In March 2011 the RVSD Board of Trustees adopted the reconfiguration of Lower Brookside Elementary, grades K-2, and Upper Brookside Elementary, grades 3-5, into two K-5 schools (Lower Brookside was renamed Brookside Elementary and Upper Brookside was renamed Hidden Valley Elementary). The schools would add grade levels each year until the 2013-14 school year when the transition was completed.
- On June 17, 2010 the RVSD Board of Trustees voted to expand all existing schools to accommodate increased enrollments through the foreseeable future.
- In August 2010 the RVSD Board of Trustees voted to place a General Obligation (GO) Bond on the November 2010 ballot, which would provide the District the matching monies needed to capture State New Construction and Modernization funding to expand all existing schools.
- The RVSD successfully passed the GO bond in November 2010.
- The RVSD Facility Master Plan was updated in Fall 2010.
- In January 2011, the District retained Schreder & Associates to develop boundary realignment scenarios to be implemented in the 2011-12 school year. Between February 2011 and April 2011, Schreder & Associates presented various boundary realignment scenarios to the BOT.
- In March 2011 the RVSD Board of Trustees voted to implement boundary realignment Scenario X.
- Bond sales were conducted in May 2011 and August 2012, raising approximately $28 million for construction.
- Construction and modernization projects began in December 2011.

RVSD Facility Master Plan 2012-13

Jack Schreder & Associates updated the FMP in 2012-13 in order to provide enrollment projections, resident projections and compare current and updated facility capacities to current and future enrollments.

Demographic Analysis

Enrollment increased every year in RVSD since 2005, largely due to an increase in local births combined with the movement of families from other parts of the Bay Area to the Fairfax and San Anselmo areas in order to benefit from the high quality of education offered by the Ross Valley School District. The incoming kindergarten class size increased from 202 in October 2005 to 236 in October 2012, while total enrollments increased from 1,741 students in October 2005 to 2,220 students in October 2012 (an increase of 27.5%). However, the factors contributing to this rapid enrollment growth have shifted in recent years.

During the preparation of the 2012-13 FMP, Schreder & Associates compiled Census 2010 general population data and projections in order to analyze community demographics. The general population within RVSD is projected to continue to increase slightly (+1.6%) by 2016. Analyses of population projections by age group demonstrate the Under 5 population and the relevant school age population (5-14) are expected to remain stable through 2016.

Student Generation Factors and Land Use Planning/Residential Development

New residential construction was analyzed in order to measure the potential impact to RVSD enrollments through the projection period. However, no large parcels of land remain to be developed in the Sphere of Influence for Ross Valley, Fairfax, or San Anselmo. Development will be on infill lots and/or mixed use development. The County of Marin has adopted a countywide plan to guide decisions on planning, including redevelopment. Due to limited availability of land and regulations regarding development, the RVSD has had minimal development of residential units. There were a total of 69 single-family residential units constructed from 2005-2012 which generated a total of 19 students for the District to house (2.7 students annually).

Existing home sales were also analyzed in order to measure the potential impact to RVSD enrollments through the projection period. Sales of single-family detached homes have remained

steady throughout the five year period 2008-2012, ranging from a total of 141 in 2008 to a high of 207 in 2010 and dropping again to 140 in 2012. Sales of condominiums, or single-family attached homes, averaged approximately 10 units per year with a slight increase in 2011 to 16 units. No significant increases in home sales have occurred throughout this time period. A total of 893 residential units were sold within the District between 2008 and 2012 which generated 327 students for the District (65.4 students annually). The RVSD should continue to monitor housing construction and sales in order to be proactive in providing facilities for new students.

Enrollment Projection

While overall K-8 enrollments are projected to increase to 2,355 through 2017-18, this will impact primarily the 6th-8th grade levels as the larger 3rd-5th grade cohorts, currently at the elementary schools, migrate into middle school (class sizes of 200 are being replaced with class sizes of 250-275). Enrollments at the middle school are projected to climb to 870 by 2017-18. On the other hand, K-5 enrollments are projected to slightly decline through 2017-18, from 1,603 to 1,485. The most influencing factor contributing to projected K-5 enrollment decline is the significant drop in local births since 2008. From 2008 to 2011, births in RVSD **declined by 26%**. As a result smaller kindergarten class sizes are projected beginning in 2013. Although RVSD has stable migration, smaller incoming kindergarten classes will result in slightly declining enrollment as the smaller cohorts progress through the grades. It is critical the District continue to monitor local births, pre-kindergarten registration, and actual kindergarten enrollments and update these projections annually in order to remain proactive in planning for facilities.

School Boundaries and Student Projections

During the grade level reconfiguration and subsequent boundary changes of Spring 2011 Schreder & Associates prepared student enrollment projections AND student resident projections for all proposed boundary scenarios. In March 2011 the RVSD Board of Trustees voted to adopt Scenario X and reconfigure Lower Brookside Elementary and Upper Brookside Elementary into two K-5 schools (Lower Brookside was renamed Brookside Elementary and Upper Brookside was renamed Hidden Valley Elementary).

2011 Enrollment Projections Compared to Actual School Enrollments

The following table provides the number of projected enrollments Schreder & Associates calculated for boundary Scenario X as compared to actual student enrollments. Enrollments vary from projections largely due to the implementation of the grade level reconfiguration and boundaries, such as grandfathering of students and allowing for siblings.

- Actual student enrollments at Brookside/Hidden Valley are slightly lower than projected.
- Actual student enrollments at Manor and Wade Thomas are slightly higher than projected.

	Brookside/Hidden Valley[1]		Manor		Wade Thomas	
	Projected	Actual	Projected	Actual	Projected	Actual
2011-12	766	751	400	417	418	428
2012-13	750	731	416	429	428	443

2011 Resident Projections Compared to Actual Residents

The following tables provide the number of projected residents Schreder & Associates calculated in Spring 2011 as compared to actual student residents.

- Actual student residents in Hidden Valley are higher than projected, due to higher than expected migration from 2010>2011. In 2012, migration rates returned to previous levels.
- Actual student residents in Brookside are lower than projected, due to lower than expected migration from 2010>2011. In 2012, migration rates returned to previous levels.
- Actual student residents in Manor and Wade Thomas are near to projected student residents.

	Hidden Valley		Brookside		Manor		Wade Thomas	
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
2011-12	350	386	387	355	399	415	422	394
2012-13	346	378	404	359	410	419	426	423

[1] Brookside and Hidden Valley were combined in the 2010 projections.

Resident Projections

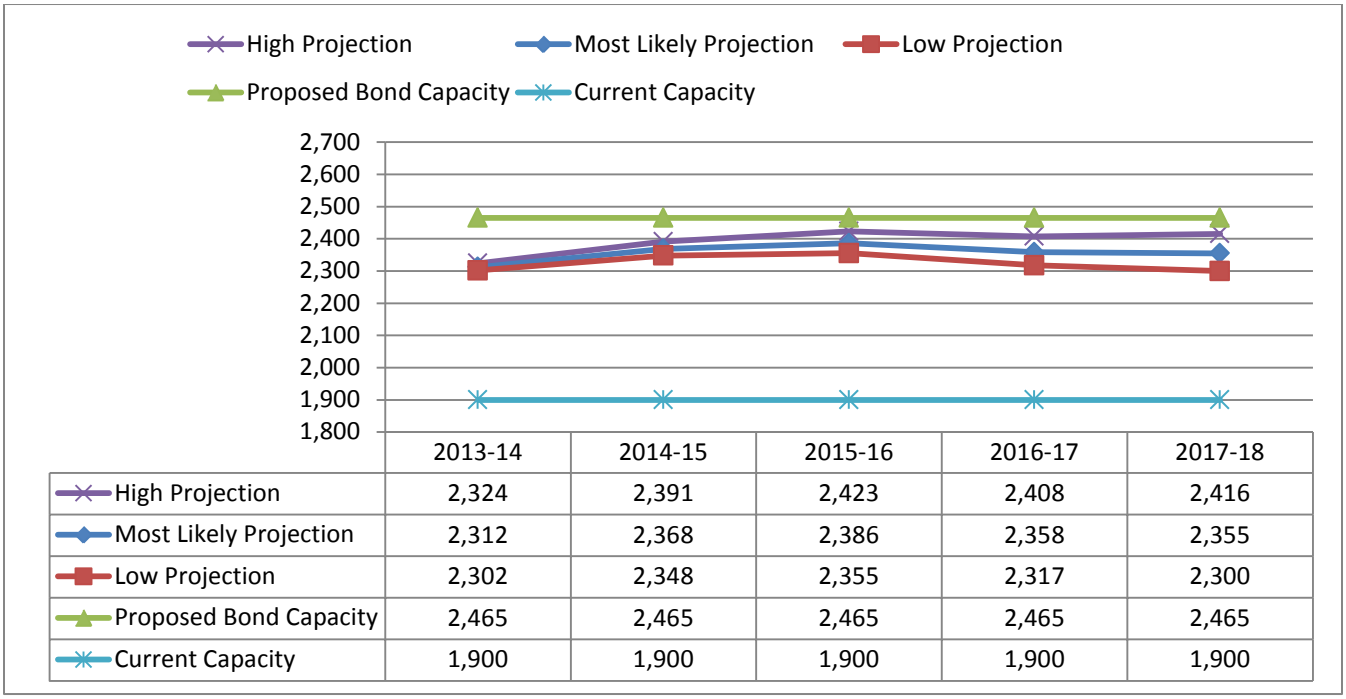
Student resident projections are based upon ***residence*** of the students. The methodology is parallel to that utilized in the preparation of the enrollment projections; however the historical years of student data utilized differ in that we use the location of where students reside, as opposed to enrollments by school. These projections are meant to assist the District in making decisions such as where future school facilities should be located, boundary changes, and school consolidation. Since students don't necessarily attend their school of residence, these projections should not be utilized for staffing and budgeting purposes.

Overall, K-8 residents are projected to increase to 2,342 through 2017-18.

- K-5 residents are projected to slightly decline, from 1,579 in 2012-13 to 1,485 in 2017-18.
- 6^{th}-8^{th} grade residents are projected to climb to 870 by 2017-18.

Facility Capacity Analysis

Enrollments are projected to peak in 2015-16 and then slightly decline. While the District currently exceeds facility capacity, following bond construction the District will fall below facility capacity. The following graph and table demonstrate the current and proposed capacities as compared to projected enrollments by grade level grouping.



	2013-14	2014-15	2015-16	2016-17	2017-18
High Projection	2,324	2,391	2,423	2,408	2,416
Most Likely Projection	2,312	2,368	2,386	2,358	2,355
Low Projection	2,302	2,348	2,355	2,317	2,300
Proposed Bond Capacity	2,465	2,465	2,465	2,465	2,465
Current Capacity	1,900	1,900	1,900	1,900	1,900

	Elementary (K-5)			*Middle (6-8)*			Grand Totals (K-8)		
School Year	Low Projection	Most Likely Projection	High Projection	Low Projection	Most Likely Projection	High Projection	Low Projection	Most Likely Projection	High Projection
2013-14	1,618	1,626	1,636	684	686	688	2,302	2,312	2,324
2014-15	1,579	1,595	1,612	769	773	779	2,348	2,368	2,391
2015-16	1,533	1,558	1,584	823	828	839	2,355	2,386	2,423
2016-17	1,491	1,525	1,562	826	834	846	2,317	2,358	2,408
2017-18	1,440	1,485	1,531	860	870	885	2,300	2,355	2,416

General Obligation Bond Projects

The citizens of the RVSD passed a General Obligation Bond in November 2010 in order to provide classrooms to help meet the increasing student population, to replace aging portable classrooms, and to reconfigure existing classroom space. Architectural firms were interviewed and hired for the various projects outlined in the bond language. RVSD has a facility project team and work is ongoing at this time.

The initial proposal, based on the FPAC recommendation, was to replace the portable classrooms at White Hill and add new classrooms to provide for a population of 870 students. In addition, elementary school capacity was expanded to accommodate 400 students and provide dedicated space for music, art, assembly and daycare. Subsequent to a revision of school boundaries within the District in 2011, this capacity was modified to more accurately reflect actual classroom needs at each site. The number of new classrooms at each site is as follows:

- **Manor Elementary School**: Provide 3 new classrooms.
- **Wade Thomas**: Provide 4 new classrooms.
- **Brookside**: Provide 5 new classrooms and a new multi-purpose room.
- **Hidden Valley** : Reconfigure existing buildings to increase capacity by 3 classrooms.
- **White Hill**: Reconfigure an existing building to increase capacity by 2 classrooms. Construct two new buildings to provide 22 classrooms.

The following table provides elementary school capacity ranges, following the completion of the bond program, compared to projected student residents by school boundary.

School	School Capacity	Resident Projections				
		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Brookside	425-500	373	367	357	343	334
Hidden Valley	345-425	391	380	369	358	342
Manor	425-500	411	399	401	399	393
Wade Thomas	425-500	437	438	428	428	417
Totals	**1,620-1,925**	**1,612**	**1,584**	**1,555**	**1,528**	**1,486**

Facility Funding Analysis

In addition to utilizing bond monies RVSD is proactive in applying for all available State School Facility Program funding. The following tables outline the ***potential*** funding sources for the District, both local and State monies.

Source	State Contribution*
New Construction	$7,444,566
Modernization	$772,096
Estimated Future Modernization 2010-2015	$1,288,996
Total Potential Funding from State Sources (Requires District Match with Local Sources)	**$9,505,658**

**As was calculated in 2010.*

Local Funding Sources	
GO Bond Proceeds	$41,000,000
Developer Mitigation/Developer Fees	$20,000
Total Potential Funding from Local Sources	**$41,020,000**

Total Funding Sources	
Total Potential Funding from State Sources (Requires District Match with Local Sources)	**$9,505,658**
Total Potential Funding from Local Sources	**$41,020,000**
Total Potential Funding from All Sources	**$50,525,658**

Recommendations

The Ross Valley School District has undertaken this Facility Master Plan study in order to assist in proactive planning for current and future facility needs for its student population.

The cost of new and modernized school facilities will prompt the District to pursue several funding strategies. These strategies include developer fees, General Obligation Bonds, Joint Use Projects, and the State School Building Program. The following steps are recommended for the Ross Valley School District to meet its future facility needs:

- Review this study annually to determine if projected development and enrollment trends are accurate. Should future trends deviate from those identified in the study, adjustments regarding future school facility needs and costs may be required.
- Continue to pursue State school funding for modernization and/or new construction.
- Explore Joint Use programs at the State School Facility Program as well as through State and Federal Programs.
- Continue to work with the towns served by the District and other agencies throughout the planning process to secure full school facility mitigation for the construction of schools and/or acquisition of land.
- Continue the community awareness program so that constituents are aware of the facilities needs in the District.

SECTION B: INTRODUCTION

The Ross Valley School District is located in Marin County and encompasses the towns of San Anselmo and Fairfax and surrounding unincorporated areas. The District serves grades K-8 and has a total enrollment of 2,220 students (October 30, 2012). A District map is included in Figure 1. The Ross Valley School District currently operates 4 elementary school sites and 1 middle school site. The District owns three additional properties; Red Hill (District Office/Leased), Deer Park (Leased), and the School Street tennis courts in the Town of Fairfax.

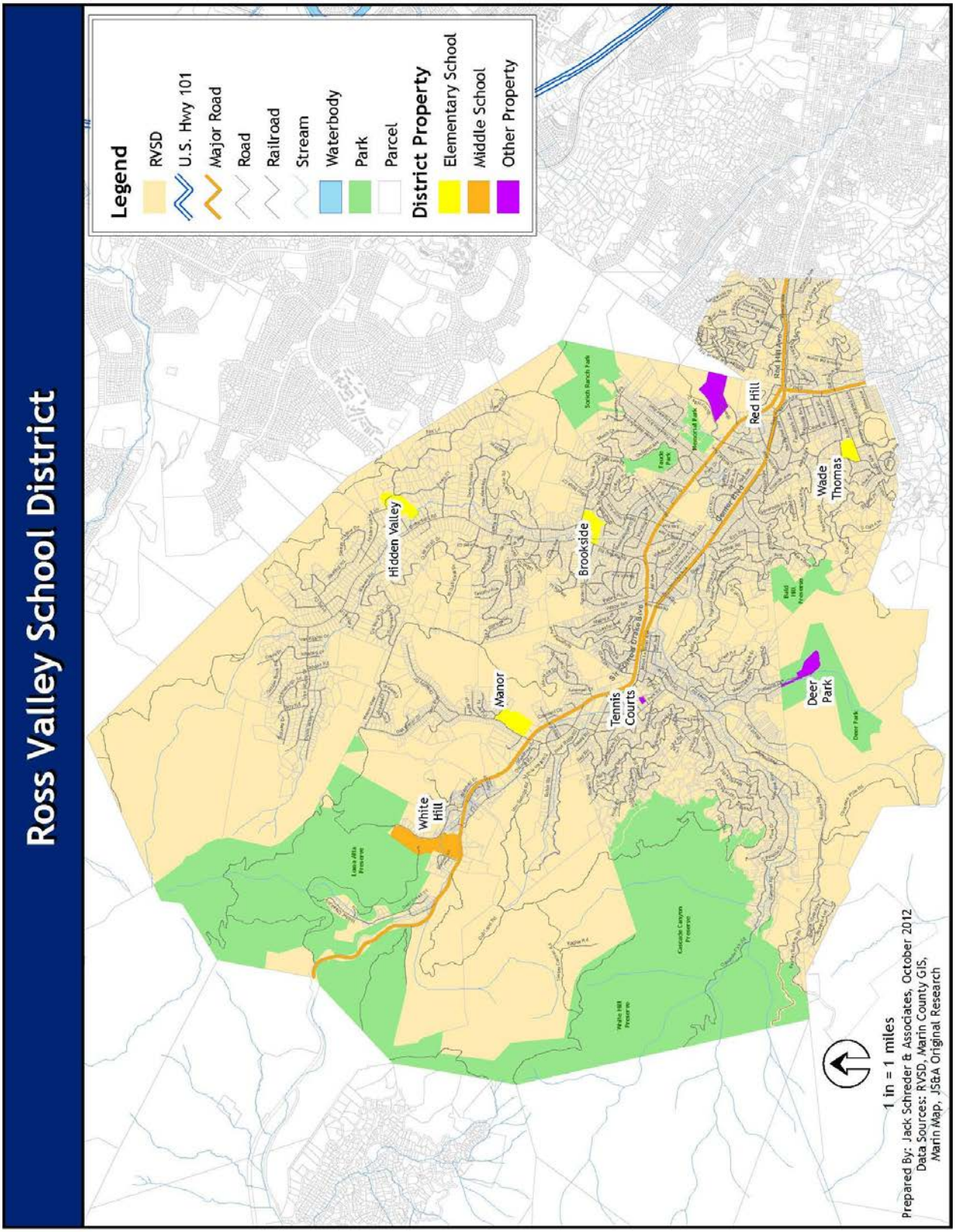
Table 1. School Sites and 2012-13 Enrollments

School	Grade Levels	2012-13 Enrollment
Brookside Elementary	K-5[2]	319
Hidden Valley Elementary	K-5	412
Manor Elementary	K-5	429
Wade Thomas Elementary	K-5	443
White Hill Middle	6-8	617
Total Enrollment		**2,220**

Source: RVSD.

[2] Brookside elementary will serve 5th Grade students beginning in 2013-14.

Figure 1. Ross Valley School District



Ross Valley School District 2012-2017 Facility Master Plan

The Ross Valley School District requested a Facility Master Plan in order to assure that the appropriate facilities are provided for current and future students of the district. The following variables were analyzed and conclusions regarding their impact to projected student enrollment are provided in this study:

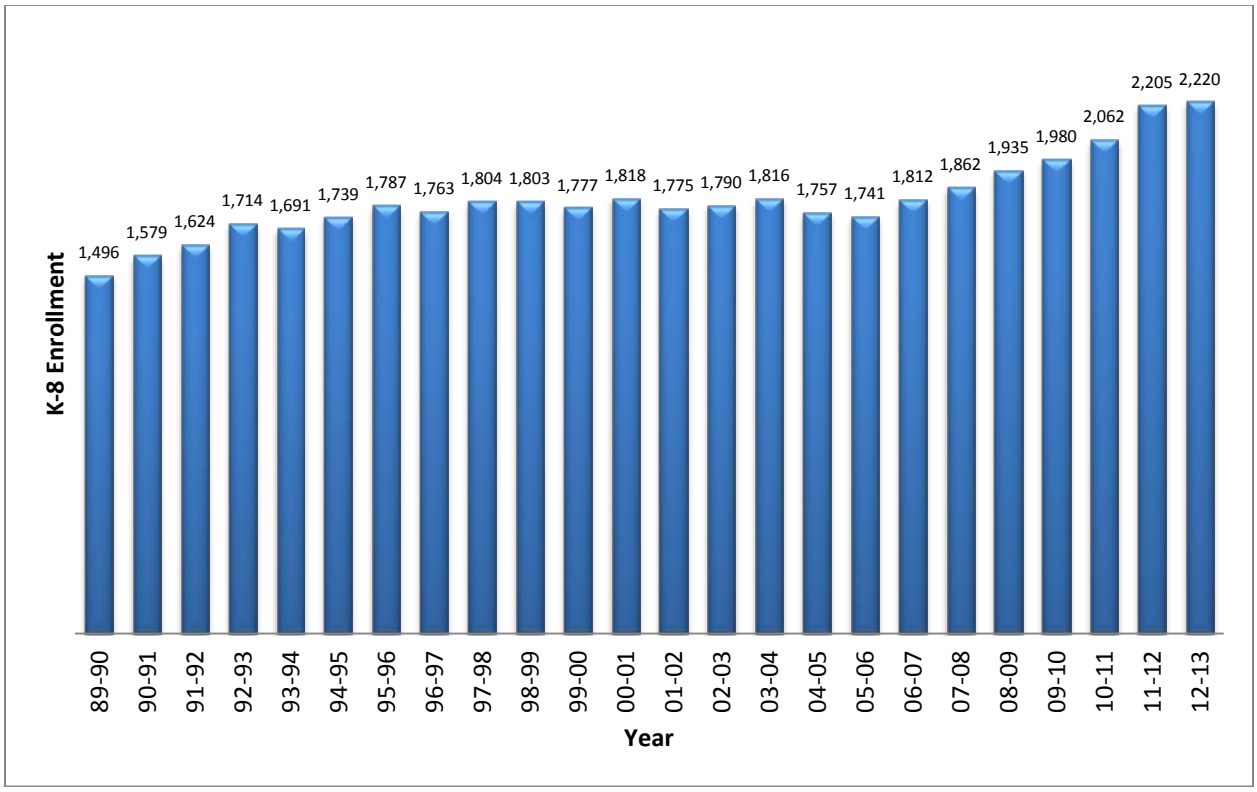
- A review of District/community demographics;
- A review of the various land use trends and policies governing residential development in the District;
- Measurements of Student Generation Factors;
- A spatial analysis of the 2012-13 student population;
- Enrollment projections based on standard cohort methodology and utilizing historical enrollments, District-specific birth data, and student migration to determine the level of enrollment increases/decreases the District can expect;
- A school facility assessment which summarizes existing facility data for analysis in the development of options relating to current facility improvements undertaken by the District; and future facility needs for the foreseeable future;
- Facility Funding Analysis;
- Bond Project Summary and Timeline for Completion of Projects; and
- Facility Funding Strategies.

SECTION C: DEMOGRAPHIC ANALYSIS

Enrollment Trends

The Ross Valley School District's historical enrollments have risen from 1,741 students in October 2005 to 2,220 students in October 2012, representing an overall gain of 27.5% (Figure 2). A closer examination of historical enrollments by grade level demonstrates that enrollments at both K-5 and 6-8 grade levels increased each year since 2005 (Figure 3). Since 2005, kindergarten enrollment significantly increased. Kindergarten enrollment has an impact on overall enrollments, as larger or smaller incoming kindergarten class sizes result in larger or smaller overall enrollments as these cohorts matriculate through the system (Figure 4).

Figure 2. K-8 Historical Enrollments



Source: California Department of Education, CALPADS.

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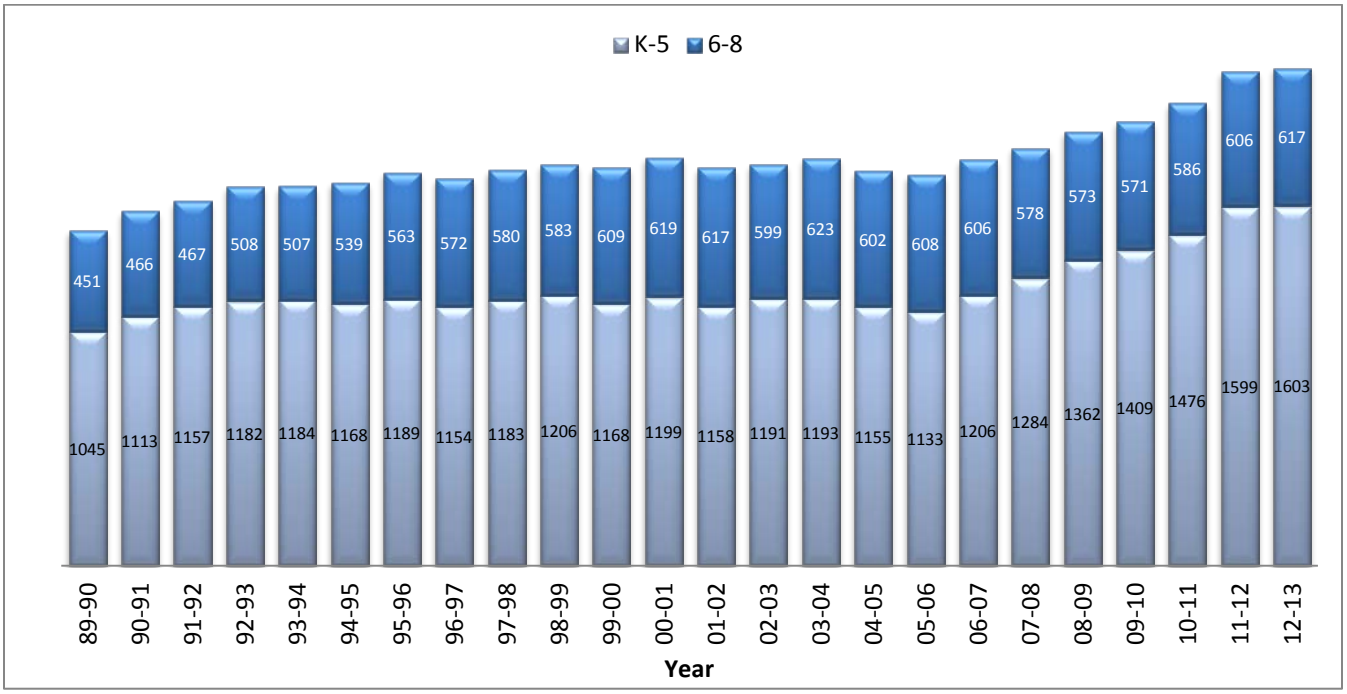
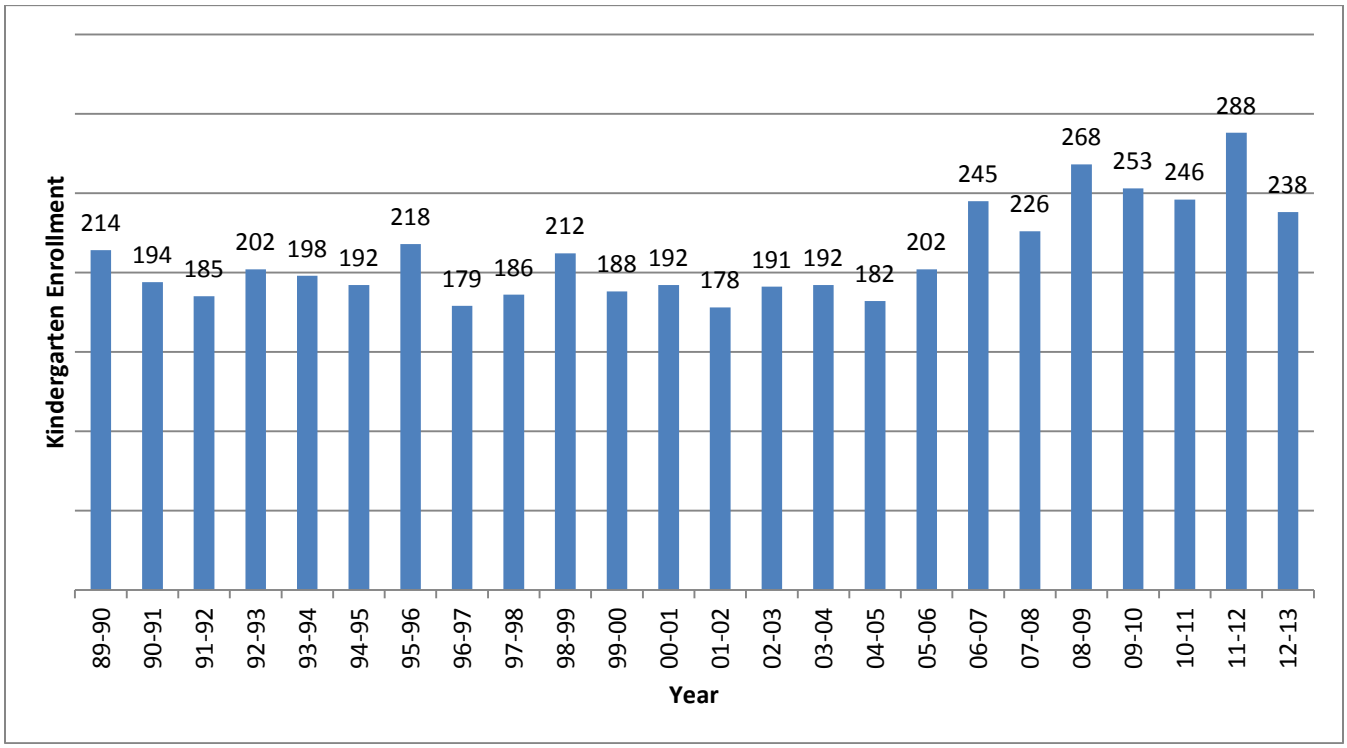
Figure 3. K-8 Historical Enrollments by Grade Level



Source: California Department of Education, CALPADS.

Figure 4. Kindergarten Enrollment



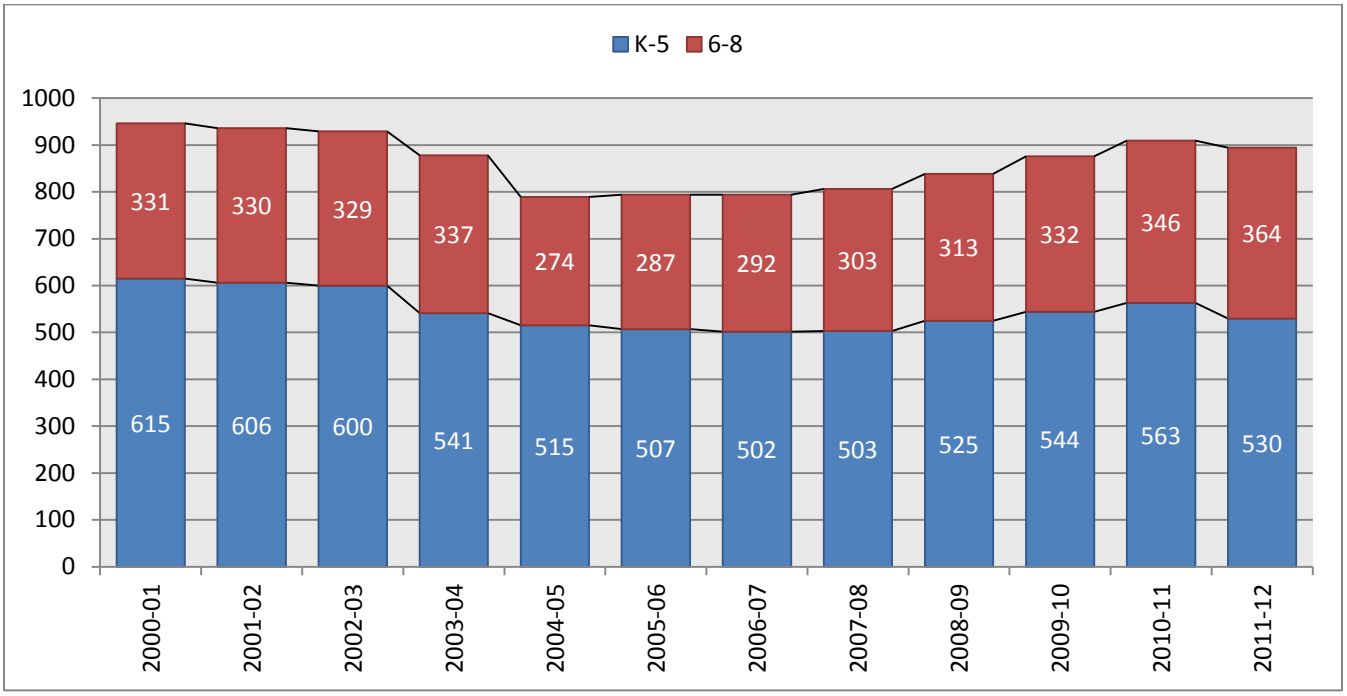
Source: California Department of Education, CALPADS.

Private School Trends

While public-to-private and private-to-public student transfer data is not readily available and therefore difficult to measure, it is possible to compare historical enrollments in order to determine if there is a significant correlation between public school enrollments as compared to private school enrollments. For example, if a school district is experiencing declining enrollments, and private schools within that District (or in adjacent districts) are experiencing enrollment increases, assumptions can be made regarding an increase in public-to-private school student transfers.

Private school enrollments for private schools located within the District were collected from the California Department of Education for years 2000-2011. Between 2005 and 2010 private school enrollments within RVSD increased by 14.4%, from 794 students to 909 students, and then declined to 894 students in 2011 (Figure 5). These data indicate a concurrent increase of private school enrollment and RVSD public school enrollment.

Figure 5. Private School Enrollments for Private Schools Located within the RVSD Boundary

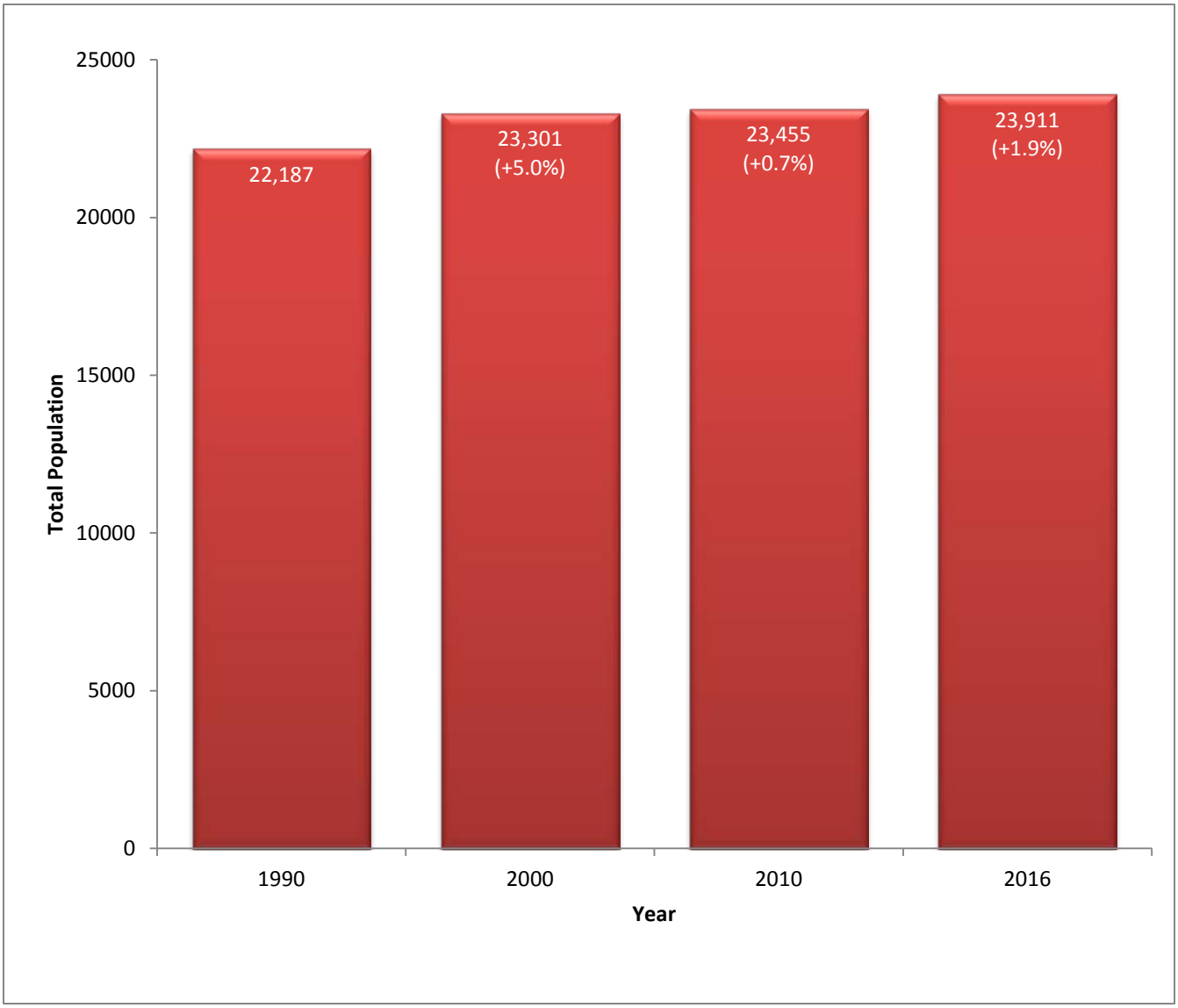


Source: California Department of Education, CBEDS.

RVSD General Population Trends

The historical general population within the RVSD boundary increased from 23,301 in 2000 to 23,455 in 2010 (+0.7%). The population is projected to increase another 1.6% by 2016 (Figure 6).

Figure 6. RVSD Historical and Projected General Population



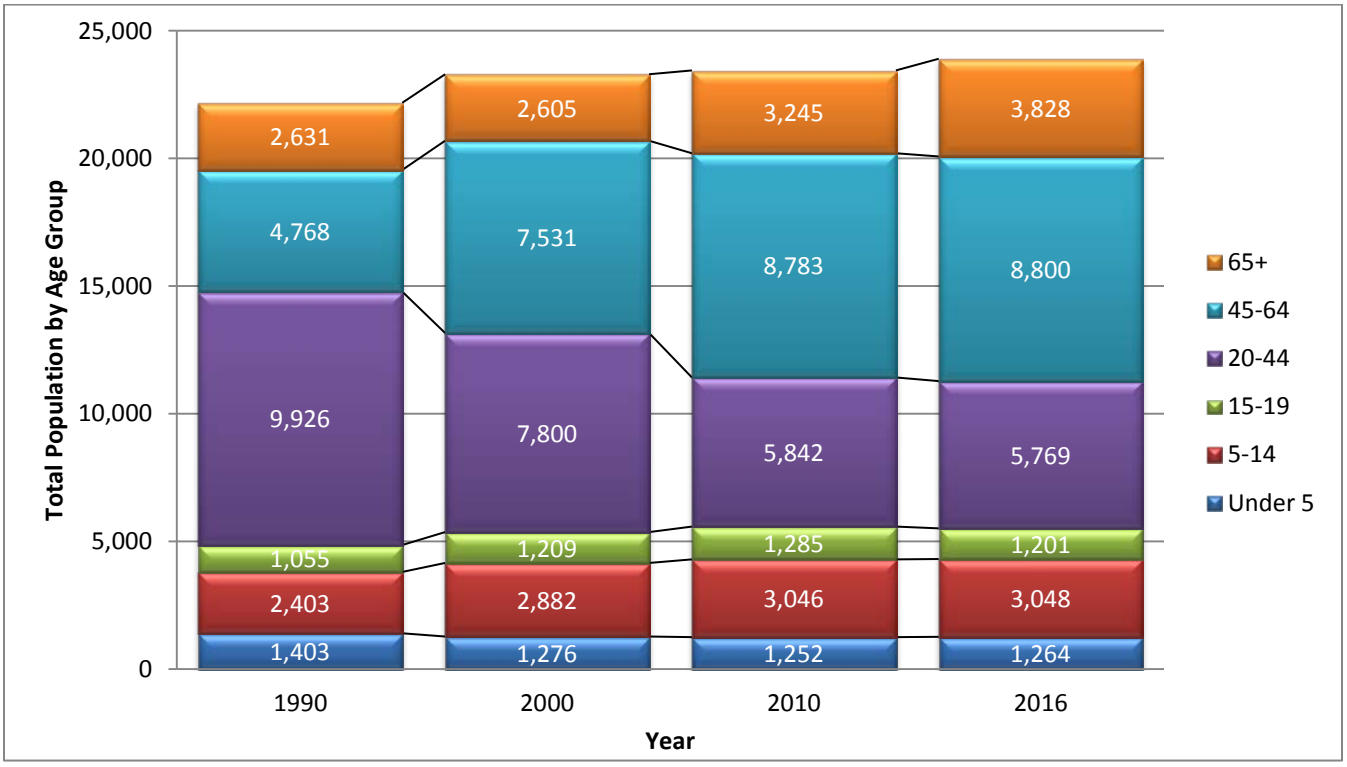
Source: ESRI Business Analyst Online, by Custom Region.

Population by Age: RVSD

The age distribution of the population has significant effects on schools, social services, the available workforce, and the economy. An aging population normally requires fewer schools. A younger, rapidly growing population generally requires more schools. Figure 7 provides the historical and projected population by age grouping for the Ross Valley School District. The population in this area has aged significantly since 1990 when the median age was 38.3 years. The median age increased from 41.9 years in 2000 to 45.7 years in 2010 and is projected to increase again slightly to 46.7 by 2016.

- The number of children Under 5 declined slightly from 2000 to 2010 and is projected to increase slightly by 2016.
- The relevant school aged population (ages 5-14) increased from 1990 to 2010. This population is projected to remain stable through 2016.
- The age 20-44 population was 9,926 in 1990, significantly declined to 7,800 in 2000 and again to 5,842 in 2010. This group is projected to decline again by 2016.
- The age 45-64 population increased from significantly from 4,768 in 1990 to 8,783 in 2010 and is projected to slightly increase again by 2016.
- Senior citizens increased significantly from 2,631 in 1990 to 3,245 in 2010. This age group is projected to significantly increase again to 3,828 by 2016.

Figure 7. Historical and Projected Population by Age: RVSD



Source: ESRI Business Analyst Online, by Custom Region.

Census 2010 Demographics by School Boundary

Schreder & Associates analyzed how Census 2010 demographics were redistributed following the 2011-12 boundary changes.

Tables 2 and 3 provide Census 2010 demographics by previous and current RVSD school boundaries. This data includes the total population, total number of housing units, and population by age for the Under 5 and relevant school age population.

The total 2010 population, housing units and relevant school age populations were reduced in the Manor school boundary while they increased in the Wade Thomas boundary as a result of the boundary changes.

Table 2. Census 2010 Demographics: Previous School Boundaries

Census 2010 Demographics: Previous School Boundaries					
			Population by Age		
School Boundary	**Population**	**Housing Units**	**0-4**	**5-9**	**10-14**
Brookside (Lower & Upper)	11,081	4,760	643	808	723
Manor	7,030	3,266	324	427	378
Wade Thomas	5,344	2,501	285	388	322
Total	**23,455**	**10,527**	**1,252**	**1,623**	**1,423**

Table 3. Census 2010 Demographics: Current School Boundaries

Census 2010 Demographics: Current School Boundaries					
			Population by Age		
School Boundary	**Population**	**Housing Units**	**0-4**	**5-9**	**10-14**
Brookside	5,183	2,253	310	392	317
Hidden Valley	5,763	2,463	315	393	396
Subtotal	*10,946*	*4,716*	*625*	*785*	*713*
Manor	6,383	2,957	295	392	343
Wade Thomas	6,126	2,854	332	446	367
Total	**23,455**	**10,527**	**1,252**	**1,623**	**1,423**

SECTION D: STUDENT GENERATION FACTORS

New residential development will have some impact on RVSD future enrollments. New housing brings families with children to the District. In order to determine the impact, accurate student generation factors per unit of housing are necessary. The number of students generated by each new residential unit, including single-family, multi-family, and affordable housing units, assists the District in projecting future enrollments.

Student Generation: New Residential Construction

Accurate student generation factors are important in planning for future facilities. Schreder & Associates researched housing units constructed within the RVSD over a five-year period, between 2008 and 2012. This database was sorted and then cross-referenced with the 2012-13 RVSD student list in order to determine the number of students generated per housing unit by grade level and by year of construction.

A total of 69 single-family detached units were constructed from 2008 to 2012. The student generation factors for newly constructed residential units are outlined in Table 4. Based on this analysis, a new home constructed in RVSD will generate an average of 0.275 K-8 students. This district-wide K-8 student generation factor is significantly lower than the statewide average of 0.500.

Table 4. Student Generation Factors: New Residential Construction

Housing Type	# of Units Constructed 2008-2012	Total Students	Student Generation Factor (K-8)	K-5	6-8
Single-Family Detached	69	19	0.275	0.188	0.087

Schreder & Associates mapped all new housing units constructed in the District from 2008-2012 and totaled them by the school boundary in which they were located. Student generation factors were prepared for each school boundary (Table 5). Homes constructed in the Wade Thomas boundary generated the most students, followed by Hidden Valley, Manor, and Brookside. The number of students generated by new home construction varies greatly by school boundary. However, very few new homes are constructed annually in RVSD.

Table 5. Student Generation Factors by School Boundary: New Residential Construction

School Boundary	# of Units Constructed 2008-2012	Total Students	Student Generation Factor (K-8)	K-5	6-8
Brookside	13	1	0.077	0.000	0.077
Hidden Valley	15	3	0.200	0.200	0.000
Manor	15	2	0.133	0.067	0.067
Wade Thomas	26	13	0.500	0.346	0.154
Total	**69**	**19**	**0.275**	**0.188**	**0.087**

Student Generation: Existing Home Sales

RVSD is considered built-out, i.e. there is minimal vacant land available for residential development. The majority of new residential construction is the result of either infill of vacant single parcel lots or the demolition and rebuild of existing buildings. For this reason, it was necessary to provide a housing turnover analysis. All neighborhoods have a "life cycle". As older homes turnover to younger families, they generate new students for RVSD. Since 2008, 844 single family detached homes have sold in the RVSD and those homes have generated 324 new students for the District. In addition, 49 single-family attached homes have sold since 2008 and those homes have generated 3 students for the District (Table 6).

Table 6. Student Generation Factors: Home Sales

Housing Type	# of Units Sold 2008-2012	Total Students	Student Generation Factor (K-8)	K-5	6-8
Single-Family Detached	844	324	0.384	0.310	0.073
Single-Family Attached	49	3	0.061	0.061	0.000

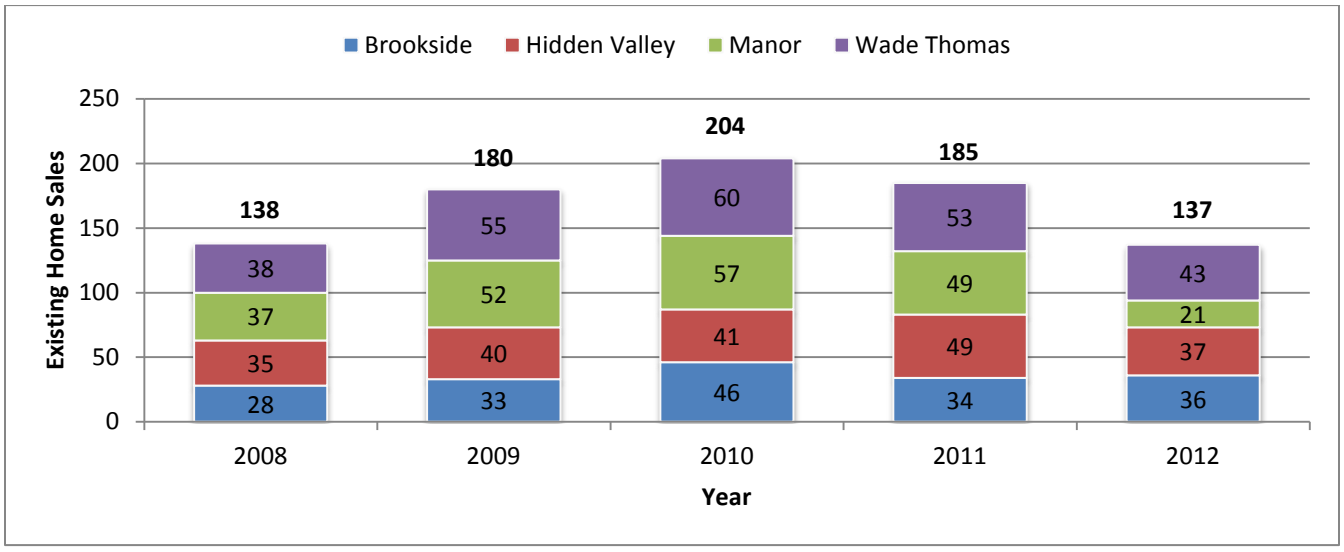
Schreder & Associates mapped all housing units sold in the District from 2008-2012 and totaled them by the school boundary in which they were located. Student generation factors were prepared for each school boundary (Table 7). Homes sold in the Hidden Valley boundary generated the most students, followed by Brookside, Manor, and Wade Thomas. Home sales, and students generated from those homes, are evenly distributed throughout the District.

Table 7. Student Generation Factors by School Boundary: Existing Home Sales

School Boundary	# of Units Sold 2008-2012	Total Students	Student Generation Factor (K-8)	K-5	6-8
Brookside	177	69	0.390	0.350	0.040
Hidden Valley	202	96	0.475	0.337	0.139
Manor	216	77	0.356	0.278	0.079
Wade Thomas	249	82	0.329	0.289	0.040
Total	**844**	**324**	**0.384**	**0.310**	**0.073**

Schreder & Associates prepared an analysis of home sales by year, by school boundary in order to determine if home sales were increasing or decreasing. The single family detached home sales peaked in 2010 at 204, then declined to 185 in 2011 and 137 in 2012 (year to date). Condominium sales (single-family attached) units averaged approximately 10 units per year with a slight increase in 2011 to 16 units. A decline in home sales means a decline of in-migration. How this decline is projected to affect future enrollments will be discussed in Section G.

Figure 8. Existing Home Sales by Year, by School Boundary



SECTION E: LAND USE PLANNING/RESIDENTIAL DEVELOPMENT

The school district is inextricably linked to its community. The land use and planning policies of the various planning agencies affect where and how schools will be constructed as well as the fate of older schools within the District. In order to understand the connection between the schools in Ross Valley School District and the areas they serve, an overview of policies and planning is included in this section of the study. By understanding the fabric of the communities, the policies and goals of the towns of San Anselmo and Fairfax and Marin County, and the goals of the Ross Valley School District, planning for the future will be made easier.

Ross Valley School District serves the towns of San Anselmo and Fairfax and the surrounding unincorporated areas. The Marin County Planning Department, and the Marin County Local Agency Formation Commission (LAFCO) as well as the Town of Anselmo and the Town of Fairfax were contacted to provide information and documentation in regards to land use and planning, development and other pertinent information for the Ross Valley School District. A brief summary of that information is provided in this section.

Marin County

Marin County is located just across the Golden Gate Bridge from San Francisco within the vibrant Bay Area and is a very desirable place to live and work. The majority of the 250,000 residents live within small historic cities and towns located along Highway 101 in the eastern portion of the county. The county offers diverse natural features ranging from beautiful coastlines and beaches to redwood forests and rolling grass-covered hills. Of Marin County's 520 square miles of land area, only 11% are developed in urban uses and only 5% of the remaining land is potentially developable under existing policies. Agricultural lands make up 36% of the County's total area, park lands represent 33%, and the remaining 15% are in public or private open space use.

Marin County held public meetings and prepared environmental studies prior to approving the Marin Countywide Plan update in 2007. This updated plan promotes leading edge strategies that focus

on sustainability, the impending climate change crisis, and providing affordable housing near public transportation and jobs.[3]

Marin Countywide Plan: Adopted November, 2007

The plan includes three sections called elements: the Natural Systems Element, the Built Environment Element, and the Socio-Economic Element. The Countywide Plan incorporates sound environmental and planning principles that have guided Marin County for over 30 years.

- The Natural Systems and Agriculture Element focuses on the protection and maintenance of natural resources, i.e. wetlands, riparian habitat, etc.
- The Built Environment Element focuses on guiding principles for the construction and design of housing, including energy and green building and transportation issues. As part of this element, the Community Development section includes policies about urban form[4] that are intended to shape development in the unincorporated county and provide guidance to the cities and town of Marin. The County also coordinates its planning efforts with local agencies and jurisdictions. A Countywide Planning Agency was created in 1990 among all the cities and towns of the County. This agency reviews and comments on both the Countywide Plan and the plans of the cities and towns. In addition, the Redevelopment Agency provides financial, technical, and permit assistance to develop projects that revitalize physically and economically underutilized areas.
- The Socio-Economic Element focuses on business development (attracting new industries and businesses) health care, child care, community policing, civic participation, education and the arts, and physical fitness.

[3] 2007 Marin Countywide Plan

[4] Urban form refers to the physical layout and design of the city. Urban design takes into consideration density, street layout, transportation and employment areas and urban design issues. Growth management issues such as urban sprawl, growth patterns and phasing of developments influence urban form.

Related Plans

Local Coastal Plan

The Local Coastal Program is a plan for the protection of Marin's coastal resources-the beaches, bluffs, streams, grasslands, and agricultural lands adjacent to the Pacific coast and Tomales Bay, and for the conservation and development of coastal communities. The process to update the Local Coastal Program began in 2008.

San Quentin Reuse Plan

The State of California has considered the possibility of moving the prison at San Quentin to another location and selling the San Quentin site. If this unique site was no longer used for a prison and was sold off for private development, the County's land use regulations would apply to any proposal. To try to form a community consensus about the future reuse of San Quentin, the County convened a planning committee to engage in a process of developing a vision for the future of the site. The committee has concluded its deliberations and its recommendations have been incorporated into the San Quentin Vision Plan.

Marin Local Agency Formation Commission (LAFCO)

In 2000 the State of California adopted AB2838, a significant law which altered the guidelines for LAFCOs to establish Spheres Of Influence (SOI) in California. Sphere of Influence means a plan for the probable physical boundaries and service area of a local government agency. Establishing geographic areas around each city and special district to delineate where they may expand in the future is one of the primary activities of each LAFCO in the State. This law included uniform “analytical tools” for LAFCOs when evaluating potential SOIs, in addition to requiring the update of all SOIs by 2005.

In determining a sphere of influence, the Commission is required to consider and make written findings with respect to the following factors:

- The present and planned land uses in the area, including agricultural and open space lands.
- The present and probable need for public facilities and services in the area.

- The present capacity of public facilities and adequacy of public services which the agency provides or is authorized to provide.

- The existence of any social or economic communities of interest in the area if the commission determines they are relevant to the agency.

Spheres of influence act as a guide to LAFCO review of future boundary proposals. LAFCO is required to review adopted spheres of influence every five years. New legislation passed in 2001 requires LAFCO to perform service reviews prior to updating the spheres of influence. LAFCOs must review all of the agencies that provide each local service within a designated geographic area.
In April, 2007, the Ross Valley Area Service Review and SOI was updated. The Ross Valley SOI includes the towns of Corte Madera, Fairfax, San Anselmo, Ross, and Larkspur.

Development Potential and Planning Policy

The Marin Countywide Plan contains policies that protect "community separators" between communities in the city-centered corridor, and reflect a high level of public interest in protecting remaining open space lands. Of Marin County's 520 square miles of land area, only 11% are developed in urban uses and only 5% of the remaining land is potentially developable under existing policies. Agricultural lands make up 36% of the County's total area, park lands represent 33%, and the remaining 15% are in public or private open space use. The majority of development will be infill and redevelopment of existing residential and commercial areas. It is anticipated that Ross Valley's population growth will reflect the countywide growth patterns due to the following factors:

1. Limited Land Supply. According to the LAFCO report, only 44 parcels are vacant within all towns served by Ross Valley School District and most of these are undevelopable due to steep slopes and limited access.
2. High cost of Land and Housing. The median price for a home in Marin County in 2011 was $747,986, according to Marin County Assessor records. In addition, parcels of land, where available, cost between $300,000 for 0.35 acres of residential land to $700,000 for 0.3 acres of commercial land.
3. Local employers rely on workers who commute from other, less expensive communities, to fill service jobs, while residents commute to other areas for higher paying jobs.

4. Traffic Congestion and Transportation. Auto traffic congestion is a major problem on arterials extending through Ross Valley towns.

The towns that comprise Ross Valley are capable of serving projected growth within current town boundaries with infill development and higher density projects. No land is expected to be annexed due to the high cost of improving the infrastructure to meet the demand. Therefore, minimal growth is expected within these areas.[5]

Town of Fairfax

Fairfax is surrounded on three sides by vast areas of open space, providing the community with scenic vistas, as well as a rural ambience. However, this protected open space amenity contributes to the Town's housing limitations, as it acts as a constraint that limits the community's ability to expand, or significantly increase, the area that could be developed for housing through the traditional annexation process.

Within the existing town boundaries, Fairfax is very limited in terms of developable land with the exception of larger privately owned parcels (i.e. Marin Town and Country) which could be developed in the future. The current public land of the town is nearly built-out with all remaining undeveloped land being either very steeply sloped or constrained from development for other reasons. Of the eight relatively large vacant parcels all encompass very steep hillsides or other environmental constraints and none are zoned to readily accommodate multi-residential housing. Due to these constraints, only 71 units have been constructed or approved since 1990. [6]

[5] *LAFCO Ross Valley Area Service Review, SOI Update, April 2007.*
[6] *Housing Element*. Town of Fairfax. (note: not certified)

Housing Element, Adopted April, 2011 (as part of the General Plan 2010-2030 for the Town of Farifax)

The Housing Element for the Town of Fairfax was part of a regional planning effort that involved the eleven cities within the County as well as the County of Marin. Due to the limited supply of land on which to construct housing, a second dwelling unit amnesty program was undertaken in this Housing Element. Within the current Housing Element, the land use policies are designed to encourage infill development and limit construction in steeply sloped and wooded areas. The town has helped to facilitate the construction of affordable housing in a number of ways, including allowing planned unit developments and clustered housing. The only current proposal for housing is a project with eight apartments and 4,000 square feet of commercial space. This project has been put on hold by the developer. The RVSD will need to remain aware of the potential for more residential development once the new and revised Housing Element is adopted.

Town of San Anselmo

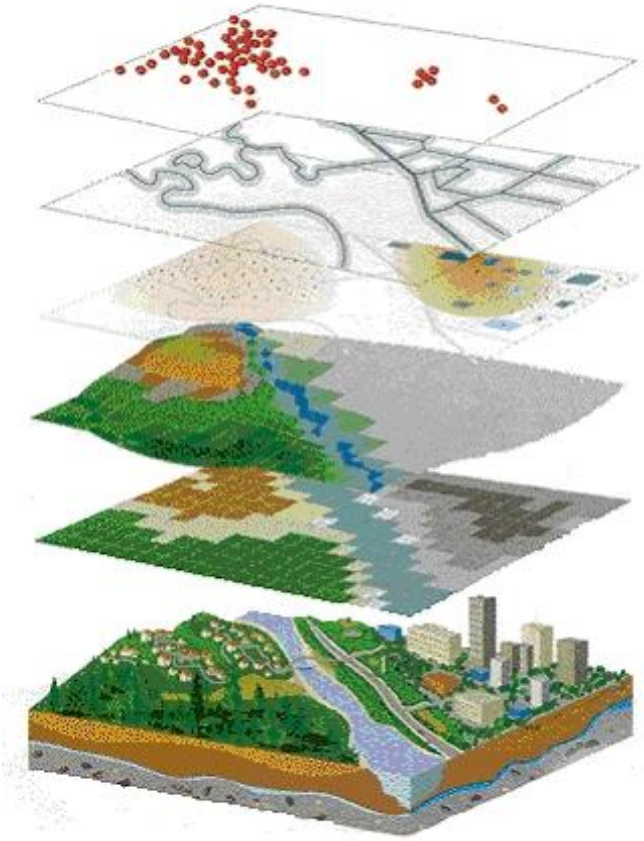
San Anselmo is a small residential community of older neighborhoods established before World War II and during the post-war subdivision boom. Many of its residential neighborhoods are perched on hillsides along narrow streets. The Town has a pleasant and balanced mixture of housing types and architectural styles. Based on the current San Anselmo General Plan, the Town has reached approximately 97% of build out (its maximum residential development potential). Most new housing construction generally will be confined to small, steep sites zoned for single family dwellings.

In 2007 the Town of San Anselmo held a series of Community Visioning Workshops in order to address the development of private property. The guidelines resulting from these workshops provide assistance to property owners when designing their projects for review. The participants envisioned maintaining the quality of life and historic village character of San Anselmo, while providing affordable housing opportunities, encouraging local businesses and creating public spaces.

SECTION F: SPATIAL ANALYSIS

Schreder & Associates utilized a Geographic Information System (GIS) to map and analyze the Ross Valley School District. A GIS is a collection of computer hardware, software, and geographic data that allows us to capture, store, update, analyze and display all forms of geographic information. Unlike a one-dimensional paper map, a GIS is dynamic in that it links location to information in various layers in order to spatially analyze complex relationships. For example, within a GIS you can analyze where students live as opposed to where students attend school. Figure 9 provides a visualization of the layers developed for the RVSD specific GIS.

Figure 9. RVSD GIS Layers

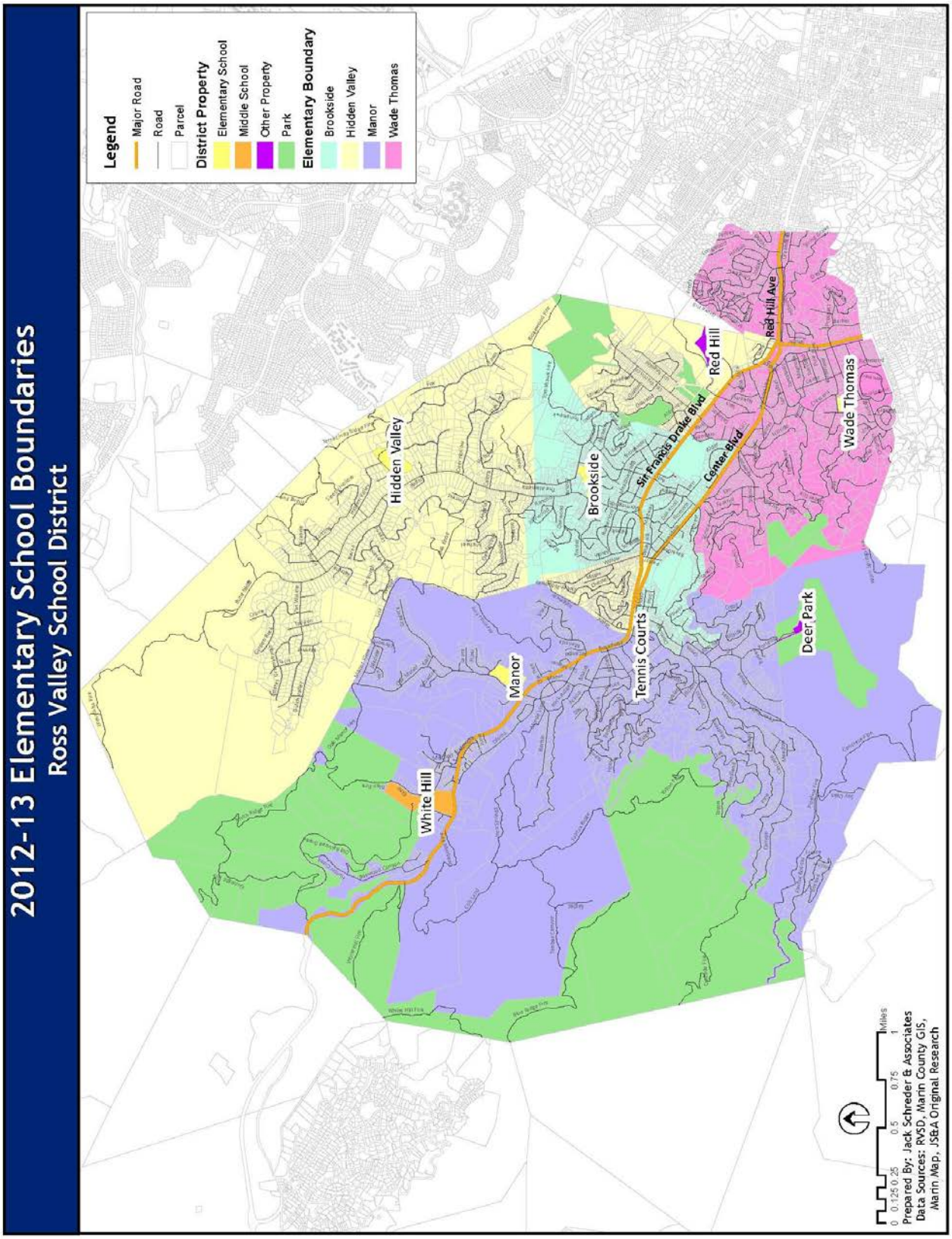


- Students, Schools
- Attendance Areas
- Orthophotographs
- Parcels, Zoning
- Development
- District Boundary, Streets, Railways, Parks, Waterbodies

RVSD Specific GIS Data

One of the most crucial pieces of GIS data that aids in the educational and facility planning process is District-specific GIS data. Facility Master Planning is a multi-criteria process, which may result in a District making decisions regarding the consolidation of schools, renovation of existing schools, reconfiguration of current schools, and/or site location analysis and construction of new schools. Combining District-specific GIS data (students, attendance areas, land use data, etc.) with basemap data (roads, rivers, school sites, etc.) significantly enhances the decision making process. A District map is provided in Figure 10.

Figure 10. 2012-13 Elementary School Boundaries (ESB)

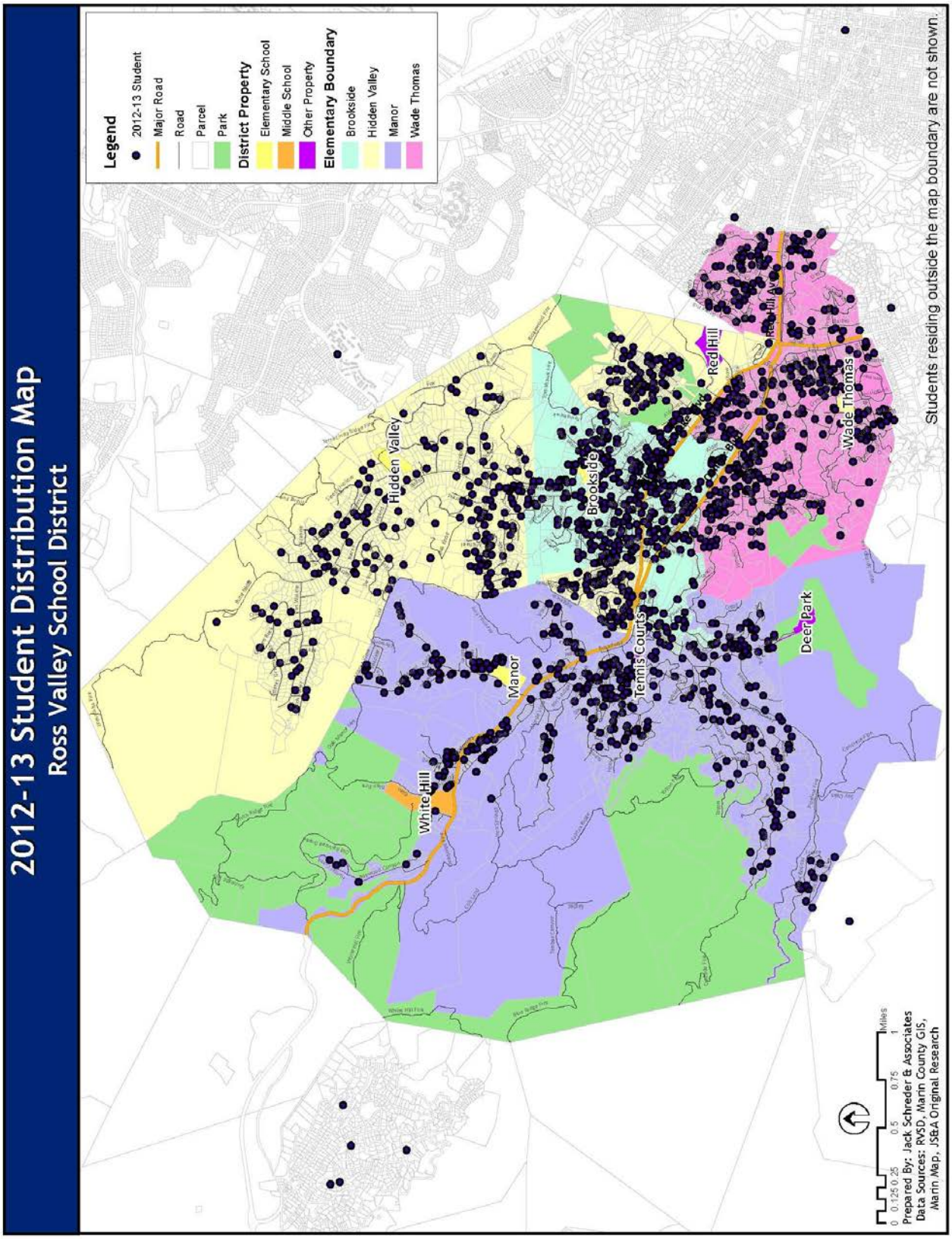


Mapping Student Data

Schreder & Associates mapped the 2012-13 student information database by a process called geocoding. The address of each individual RVSD student was matched to the parcel in which they reside in the RVSD GIS. Figure 11 demonstrates the 2012-13 students in the various areas of the District.

The student totals provided in this section were derived from the geocoded 2012-13 student list and therefore may not directly correspond to the 2012-13 RVSD CalPADS enrollment totals.

Figure 11. 2012-13 Student Resident Distribution



Student Resident Totals

Once the 2012-13 students were mapped, they were analyzed and displayed by grade level (Figures 12 through 14). The numbers contained in each school boundary on the following maps represent the number of students, by grade level, **residing** within that boundary in the 2012-13 school year. These numbers do not represent school enrollments. These layers of information provide tools for analyzing enrollments, determining future enrollments, and promoting diversity Districtwide.

Figure 12. 2012-13 K-8th Grade Student Resident Totals

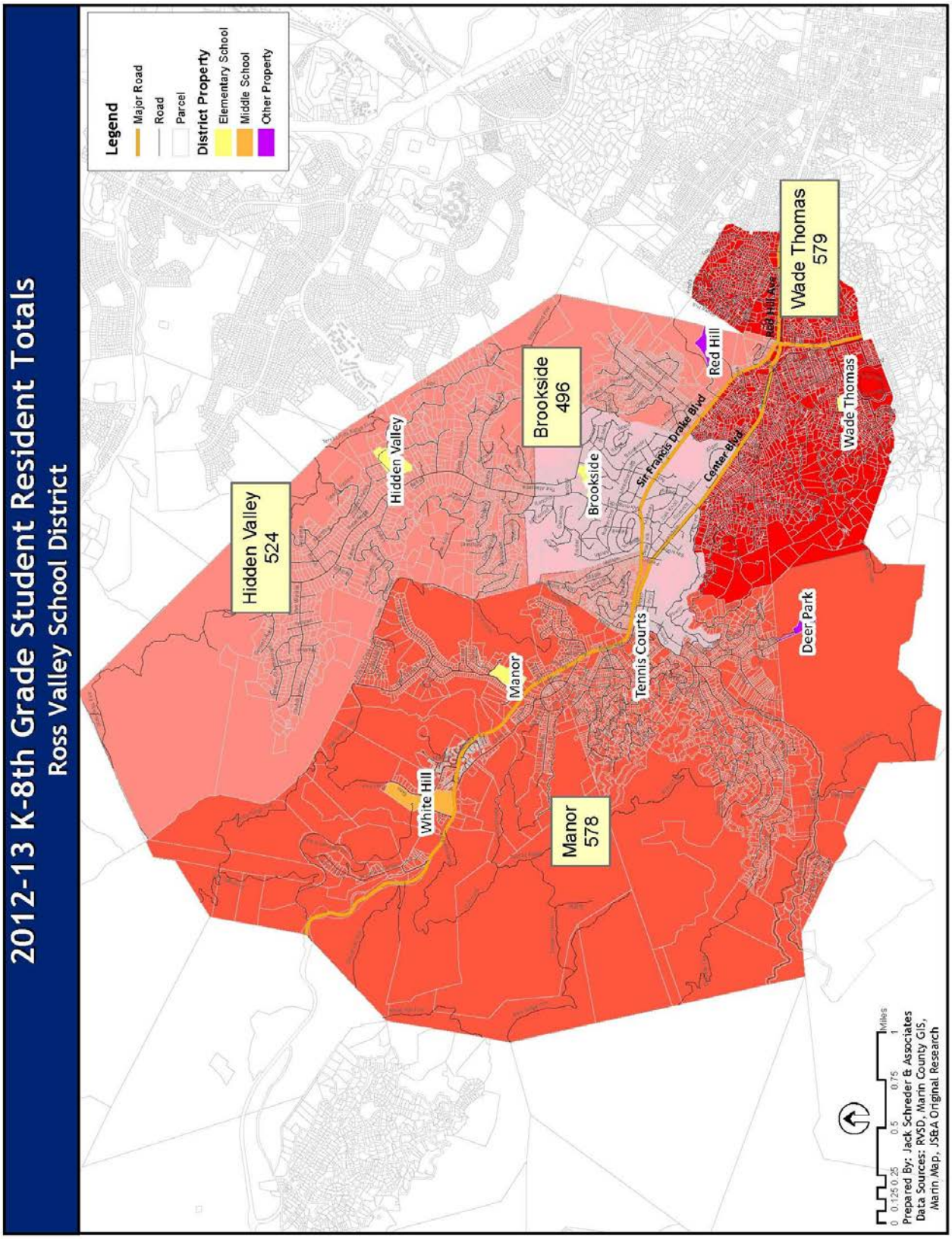


Figure 13. 2012-13 K-5th Grade Student Resident Totals

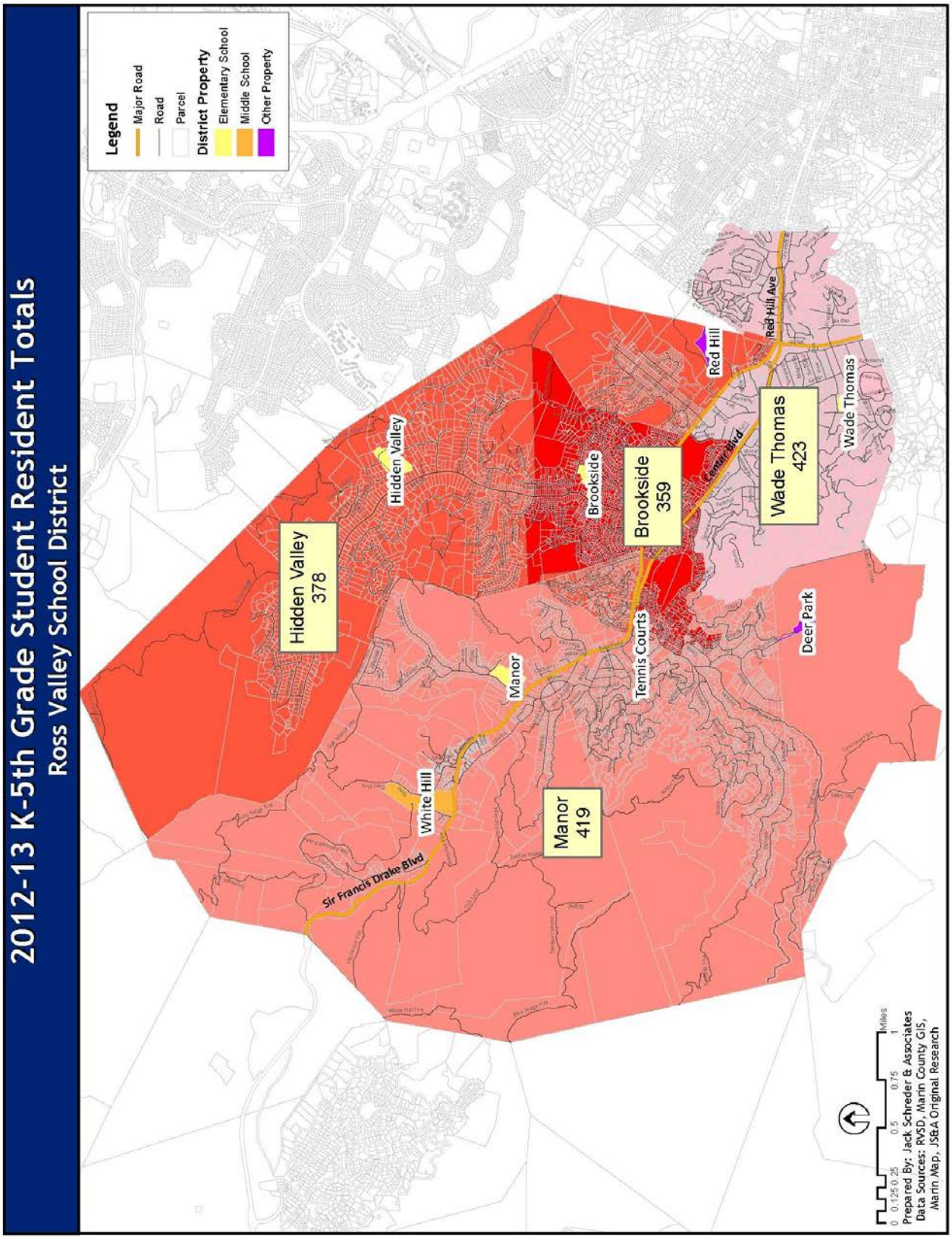
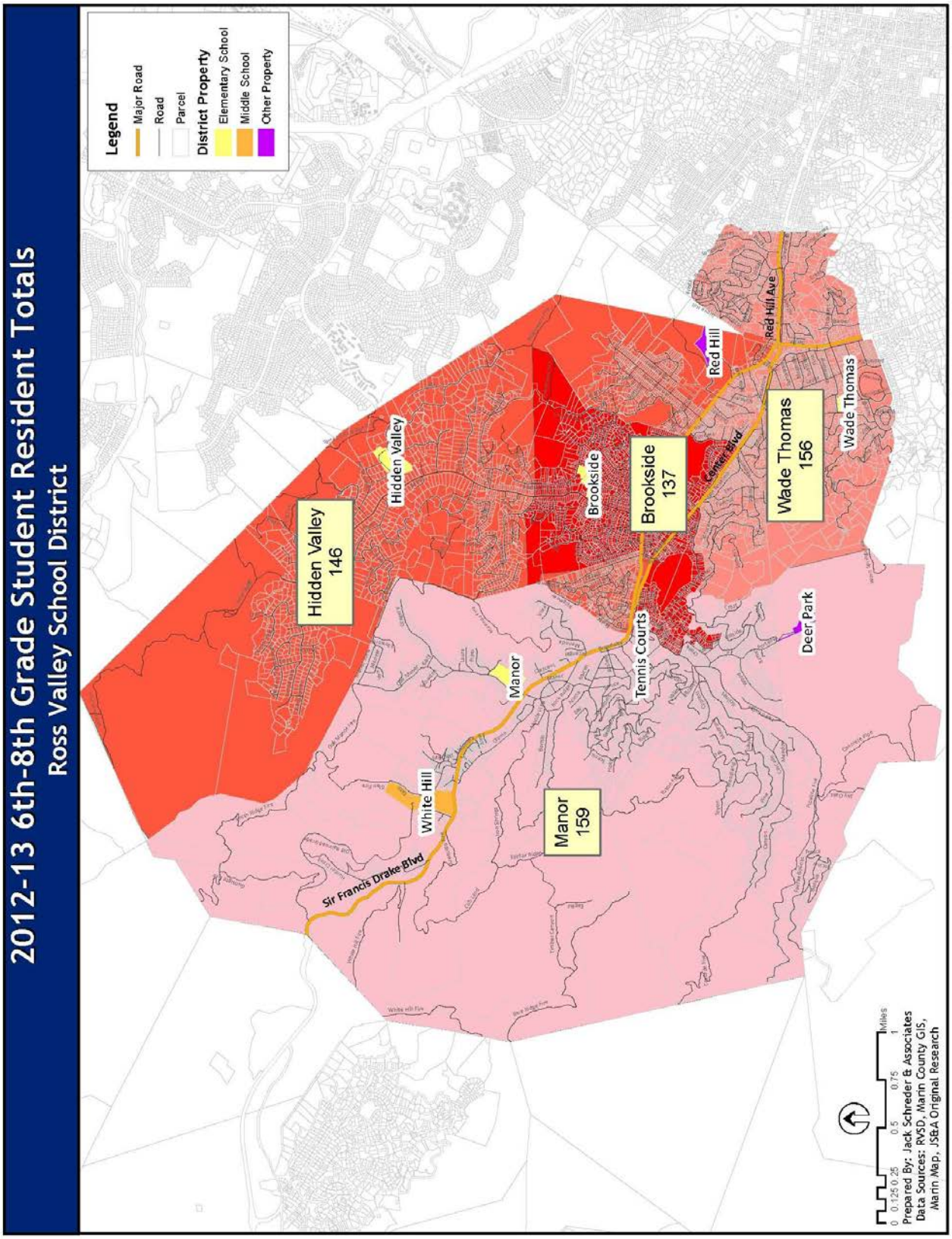


Figure 14. 2012-13 6th-8th Grade Student Resident Totals



Attendance Matrices

An important factor in analyzing the RVSD student population is determining how well each school is serving its neighborhood population. Attendance Matrices have been included to provide a better understanding of where students reside versus where they attend school. The tables on the following page compare the 2012-13 RVSD students by their school of residence versus their school of attendance[7].

This detailed analysis provides data on 2012-13 intra-district and inter-district students. Intra-district students are those students attending a school but not residing within their attendance area. Inter-district students are those students attending a school but not residing within the Ross Valley School District boundary.

Table 8 is meant to be read from top to bottom, then right to left. For example, the table indicates that there are 21 K-5th grade students residing in the Manor Elementary School boundary, but attending Brookside Elementary School; alternatively, there 37 K-5th grade students residing in the Brookside Elementary School boundary, but attending Manor Elementary School.

[7] These student totals were derived from the geocoded 2012-13 student list and therefore may not match the 2012-13 enrollment totals.

Table 8. 2012-13 Elementary School Attendance Matrix (Read Top to Bottom, Right to Left)

		School of Residence						
		Brookside Elementary	Hidden Valley Elementary	Manor Elementary	Wade Thomas Elementary		Other Districts	**Total**
School of Attendance	Brookside Elementary	**227**	46	21	25		0	**319**

		School of Residence						
		Brookside Elementary	Hidden Valley Elementary	Manor Elementary	Wade Thomas Elementary		Other Districts	**Total**
School of Attendance	Hidden Valley Elementary	73	**293**	25	18		3	**412**

		School of Residence						
		Brookside Elementary	Hidden Valley Elementary	Manor Elementary	Wade Thomas Elementary		Other Districts	**Total**
School of Attendance	Manor Elementary	23	3	**252**	2		13	**293**

		School of Residence						
		Brookside Elementary	Hidden Valley Elementary	Manor Elementary	Wade Thomas Elementary		Other Districts	**Total**
School of Attendance	Wade Thomas Elementary	22	24	23	**366**		8	**443**

		School of Residence						
		Brookside Elementary	Hidden Valley Elementary	Manor Elementary	Wade Thomas Elementary		Other Districts	**Total**
School of Attendance	MAP @ Manor	14	12	98	12		0	**136**

The District operates one middle school; therefore Table 9 provides the number of 6th-8th grade students attending White Hill Middle school by elementary attendance area of residence.

Table 9. 2012-13 Middle School Attendance Matrix

		School of Residence						
		Brookside Elementary	Hidden Valley Elementary	Manor Elementary	Wade Thomas Elementary		Other Districts	Total
School of Attendance	White Hill Middle	137	146	159	156		29	627

Table 10 provides the total number of intra-district and inter-district students attending each school in 2012-13. Rates of intra-district and inter-district attendance range from 17.4% at Wade Thomas Elementary School to 28.9% at Hidden Valley Elementary School.

Intra-district totals have increased due to the grade level reconfiguration and subsequent boundary changes, as the Board voted to "grandfather" students affected by the boundary changes at their respective sites, allowing them to continue at this school throughout their RVSD experience.

Table 10. Intra-district and Inter-district Student Enrollment by School

	Brookside Elementary	Hidden Valley Elementary	Manor Elementary	Wade Thomas Elementary	White Hill Middle
Intra-district Students	92	116	66	69	0
Inter-district Students	0	3	13	8	29
Total	**92**	**119**	**79**	**77**	**29**
Intra-district and Inter-district Students as a % of Total Enrollment	**28.8%**	**28.9%**	**18.4%**	**17.4%**	**4.6%**

Inter-district Transfers

Inter-district transfers were isolated and measured for purposes of evaluating the impact to District enrollments and District facilities. As demonstrated in Table 11, inter-district transfer students represent 2.4% of the District's 2012-13 K-8th grade enrollments. Currently, there are 53 inter-district students enrolled in RVSD. Table 11 indicates a decreasing trend of such enrollments as space availability has decreased over the last several years. Table 12 provides the inter-district transfer students by grade and school of attendance.

Table 11. 2012-13 Inter-district Transfer Students

Grade	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
K	12	14	6	4	3	3	3	5
1	7	10	15	5	6	4	0	3
2	8	10	10	10	5	5	4	2
3	17	13	10	9	12	4	3	7
4	10	21	16	7	8	12	4	2
5	4	9	29	8	9	9	12	5
6	6	10	16	15	11	10	7	12
7	5	7	12	15	17	10	13	6
8	12	5	8	10	9	20	10	11
K-5	58	77	86	43	43	37	26	24
6-8	23	22	36	40	37	40	30	29
Total	**81**	**99**	**122**	**83**	**80**	**77**	**56**	**53**

Table 12. 2012-13 Inter-district Transfer Students by Grade and School of Attendance

School	K	1	2	3	4	5	6	7	8	Total
Brookside										**0**
Hidden Valley		1		1		1				**3**
Manor	3	1	2	3	1	3				**13**
Wade Thomas	2	1		3	1	1				**8**
White Hill							12	6	11	**29**
Total	**5**	**3**	**2**	**7**	**2**	**5**	**12**	**6**	**11**	**53**

SECTION G: ENROLLMENT PROJECTION

To effectively plan for facilities, boundary changes, or policy changes for student enrollments, school district administrators need a multi-year enrollment projection. This projection is dual-purpose:

- For 3-year short-term budgeting and staffing
- For 5-year facility planning

Schreder & Associates utilized the industry standard cohort "survival" methodology to prepare the multi-year enrollment projection for the Ross Valley School District. While based on historical enrollments, Schreder & Associates adjusts the calculation for:

- Historical and Projected Birth Data (used to project future kindergarten students)
- Residential Development
- Student Migration Rates

Historical and Projected Birth Data

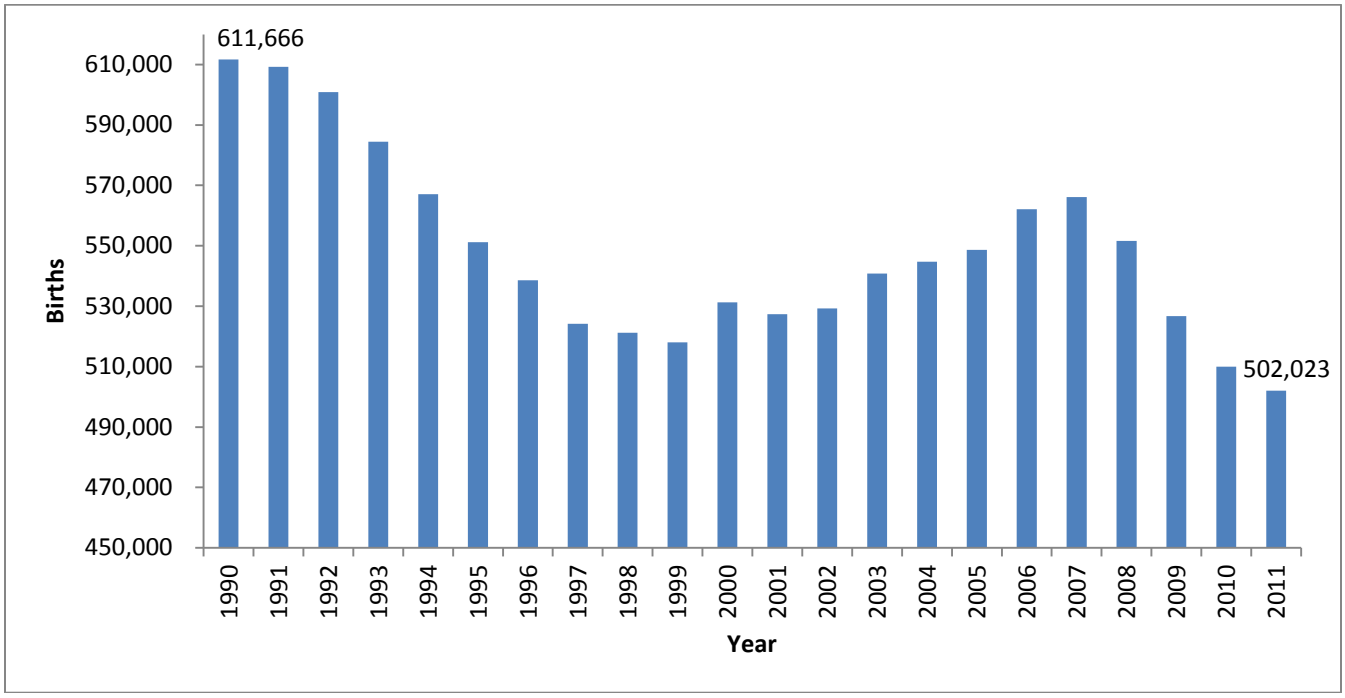
Close tracking of local births is crucial for projecting future kindergarten students. Births are the single best predictor of the number of future kindergarten students to be housed by the District. Birth data is collected for the Ross Valley School District by the California Department of Health Services using Zip Codes[8] and is used to project future kindergarten class sizes.

Since 2007, births in California have declined significantly. The decline in births in 2009 and 2010 were the second and third largest since 1990 (Figure 15). In 2010, the State realized fewer births than at any time since 1990. This is significant, and could mean declines in K-12 enrollments Statewide beginning in 2013.

Similar to statewide trends, Marin County experienced a steady increase in births until 1990, at which time births began to sharply and steadily decline. In 1998 this trend reversed, and births began to rise once again, peaking at 2,865 in 2001. More recently, births in Marin County have been declining. From 2009 to 2010, births declined significantly; from 2,495 to 2,368 (Figure 16).

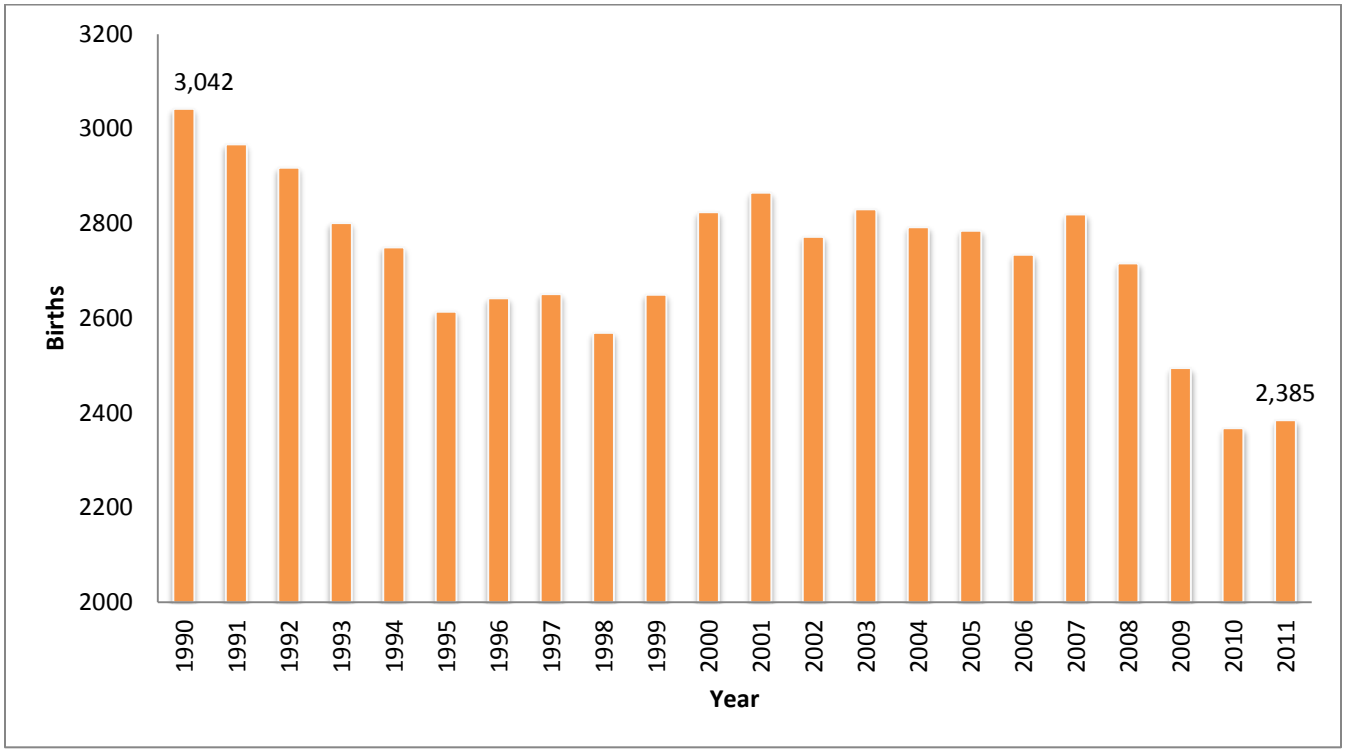
[8] Schreder & Associates utilized Zip Codes 94930 and 94960.

Figure 15. California Births, 1990-2011



Source: California Department of Public Health

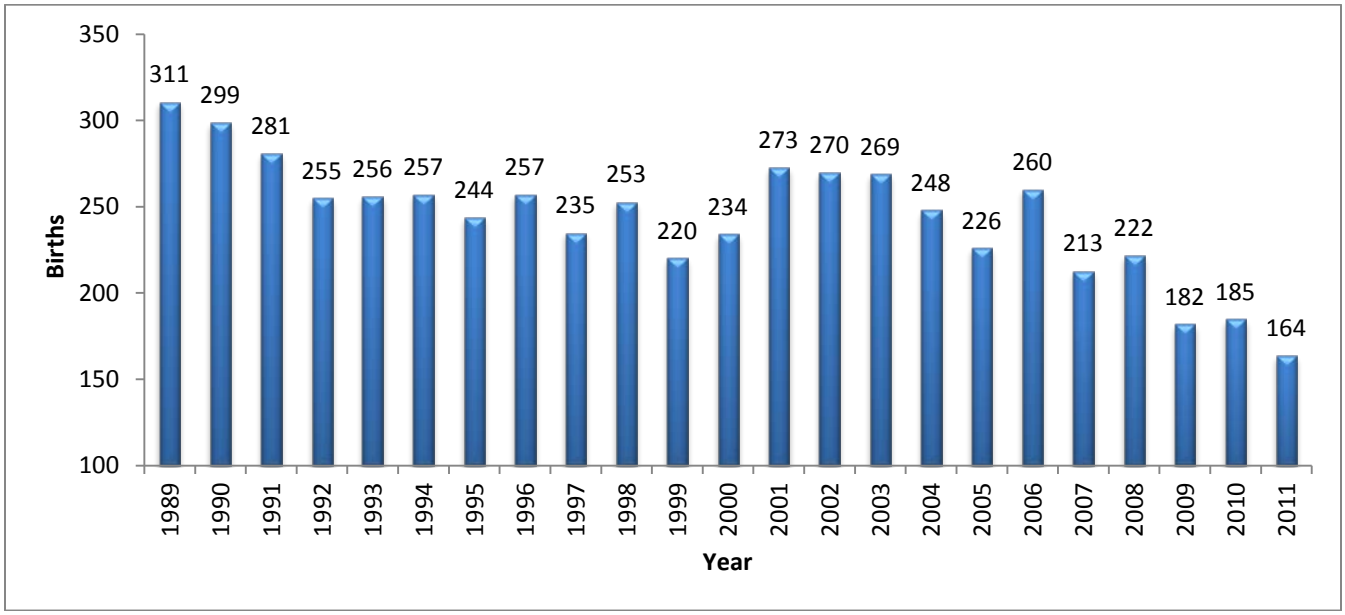
Figure 16. Marin County Births, 1990-2011



Source: California Department of Public Health

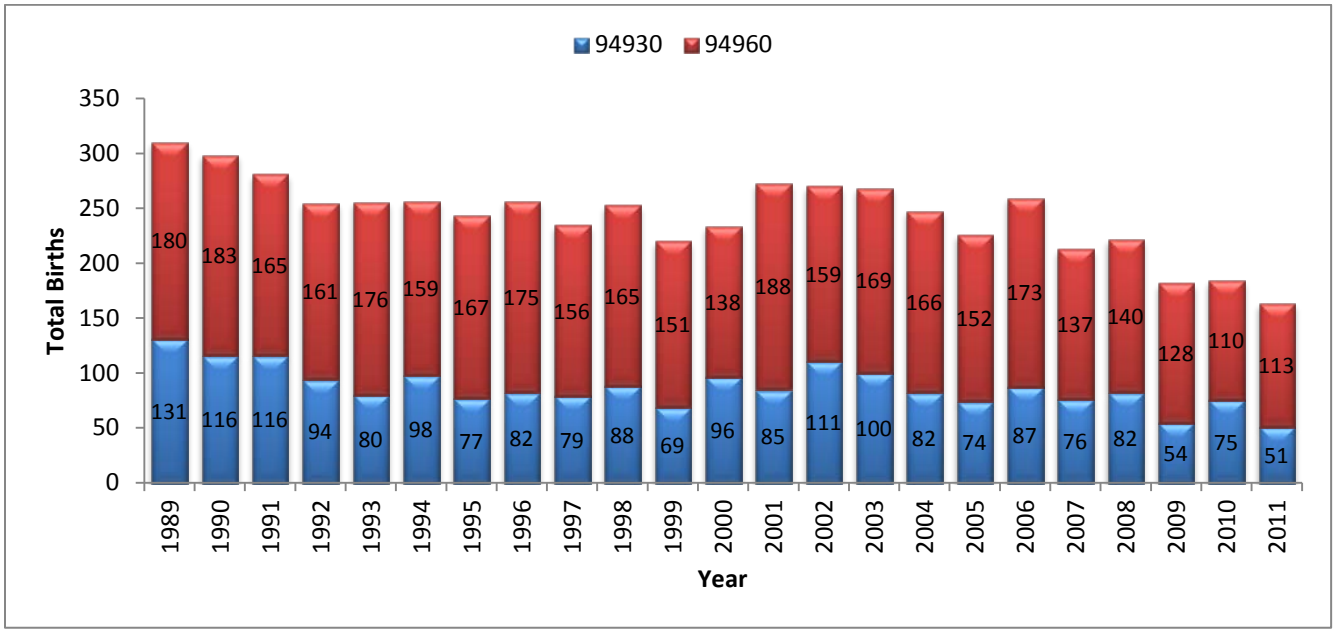
The Ross Valley School District has experienced similar fluctuations in births since 1989. Births peaked in 1989 at 311 and then declined sharply, dropping by more than 91 births by 1999. Births increased and remained fairly stable through 2006, but have declined significantly in recent years. From 2008 to 2011, births in RVSD **declined by 26%**. Figures 17 and 18 provide the total number of births between 1989 and 2011 in Ross Valley School District.

Figure 17. Births in RVSD



Source: California Department of Public Health

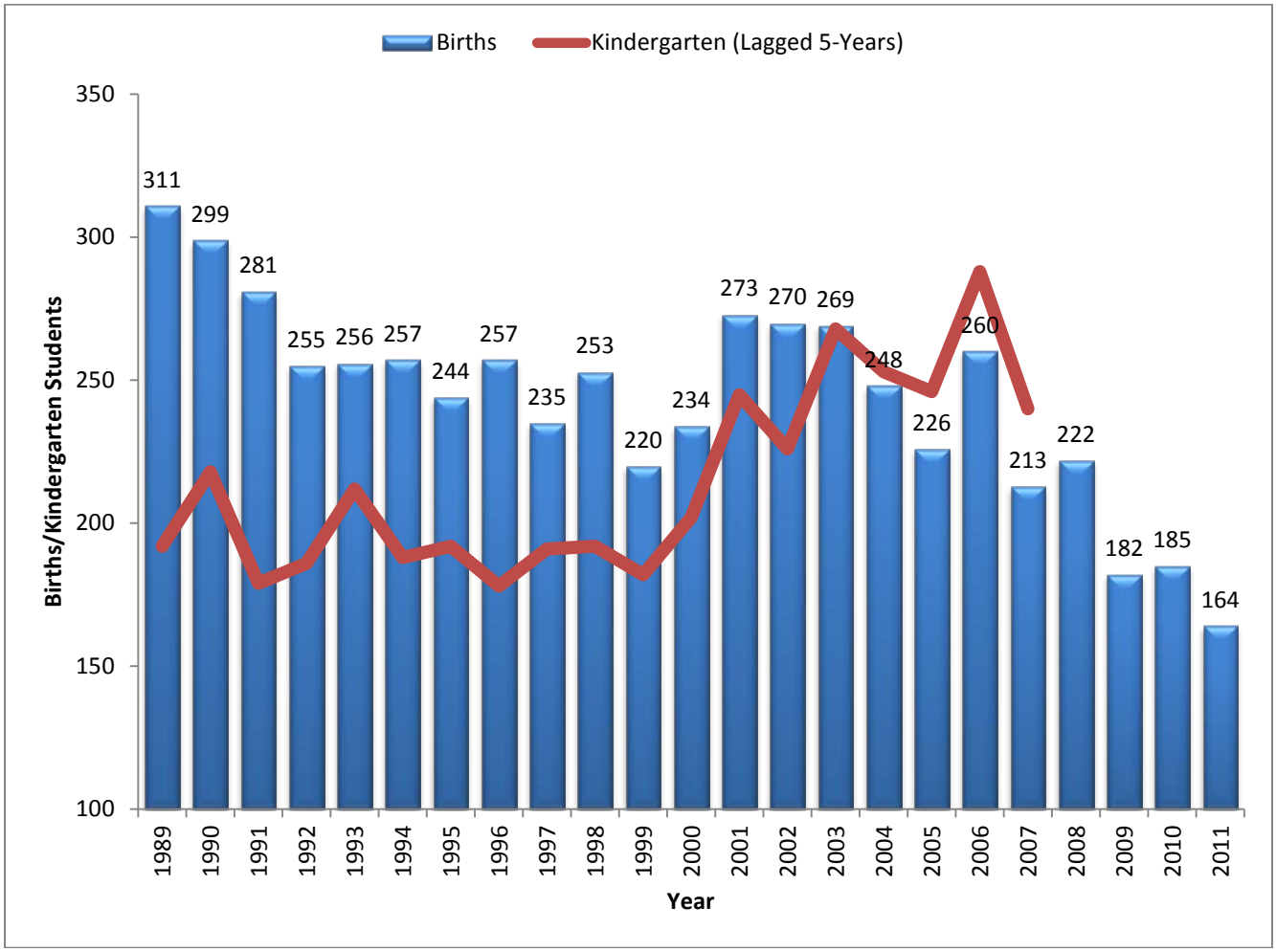
Figure 18. Births by Zip Code



The number of children born to parents who live in RVSD is correlated with the size of the kindergarten class five years later. Therefore, we use recent birth data as the most important factor when projecting future kindergarten students for RVSD to house. Figure 19 demonstrates this relationship. It compares the actual births in RVSD to the kindergarten enrollment 5 years later. For example, in 2000 there were 234 births in RVSD. This birth year corresponds with the kindergarten enrollment of 202 five years later, in 2005.

Since 2009, kindergarten enrollment has exceeded births (five-years prior). This trend is called "in-migration" and is reflective of the movement of families from other parts of the Bay Area to the Fairfax and San Anselmo areas in order to benefit from the high quality of education offered by the Ross Valley School District (in addition to the return of residents with children).

Figure 19. Births Compared to Kindergarten Enrollments (Lagged 5 Years)



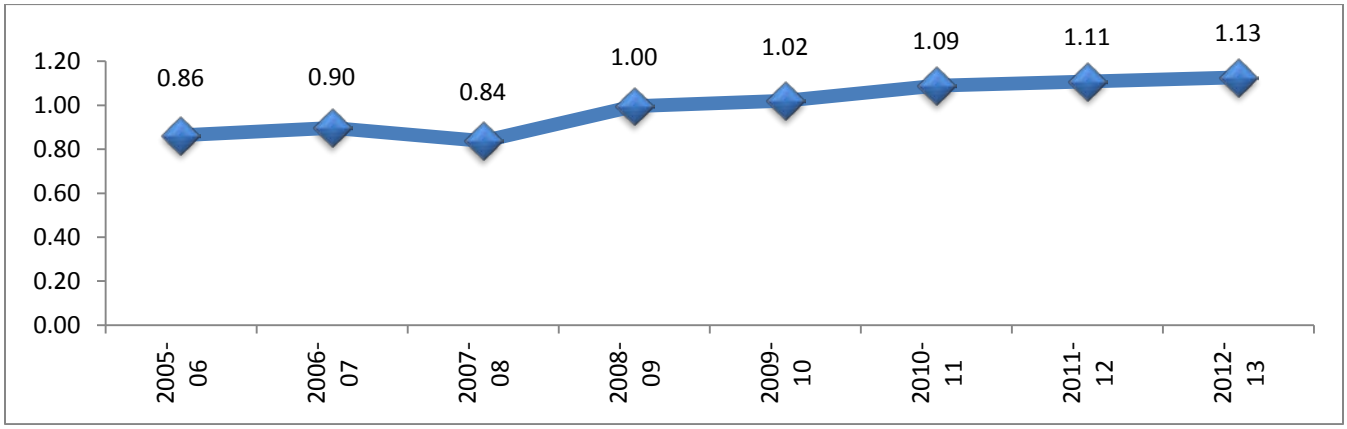
There is rarely a one-to-one correspondence between births and subsequent kindergarten enrollments. Table 13 and Figure 20 demonstrate the RVSD kindergarten-birth ratio. It provides the percentage of births that result in kindergarten enrollments in the District five years later. It is a net rate, because children move both into and out of the District.

The ratio of RVSD births to RVSD kindergarten enrollments has increased in recent years due to aforementioned in-migration. In 2007 the kindergarten to birth ratio was 0.84, meaning that for every 100 births in 2002, 84 children enrolled in RVSD kindergarten classes five years later (in 2007). This ratio increased every year since 2007. Currently, the ratio is 1.13, meaning that for every 100 births in 2007, 113 children enrolled in RVSD kindergarten classes in Fall 2012.

Table 13. Kindergarten Enrollment to Birth Ratio Calculation

Birth Year	Births	Change	Kindergarten Year	Kindergarten Enrollment	Ratio of Live Births as Students in Kindergarten Enrollment
2000	234	14	2005-06	202	0.86
2001	273	39	2006-07	245	0.90
2002	270	-3	2007-08	226	0.84
2003	269	-1	2008-09	268	1.00
2004	248	-21	2009-10	253	1.02
2005	226	-22	2010-11	246	1.09
2006	260	34	2011-12	288	1.11
2007	213	-47	2012-13	240	1.13
2008	222	9			
2009	182	-40			
2010	185	3			
2011	164	-21			

Figure 20. Kindergarten Enrollment to Birth Ratio



The kindergarten to birth ratios are analyzed and statistical calculations are applied to estimate future kindergarten to birth ratios. Given the recent growth of in-migration to the District of families with children and the lag effect of this demographic factor (i.e. some families who have moved to the District likely came with very young children who have yet to enter school), combined with the transitional kindergarten program, we expect the ratio will continue to increase. Therefore, we have projected the kindergarten to birth ratio using a regression analysis. This analysis estimates the predicted growth of the kindergarten to birth ratio based on past values. This model has accurately predicted the district-wide kindergarten class size since 2009.

The projected kindergarten to birth ratios are multiplied by the number of births each year to project kindergarten enrollments. Currently, there is birth data available through 2011. In order to project kindergarten classes beyond 2016, county birth projections from the California Department of Finance (DOF) are utilized. Given the lack of adequate baseline trend data, we strongly recommend the District update their kindergarten to birth ratio annually as new data becomes available.

Student Migration Rates

The methods of projecting student enrollment in grades 1-8 involve the use of student migration rates. A migration rate is simply how a given cohort changes in size as they progress to the next grade level.

- Positive migration occurs when a District gains students from one grade into the next grade the following year. For example, consider a cohort of 100 1st grade students that becomes a cohort of 125 2nd grade students the following year. In this case, 25 new students enrolled in the District who were not enrolled the prior year[9].
    - Positive migration could be indicative of numerous influences, including the in-migration of families with children to the District, private to public school transfers, new residential construction, District policy changes, school closures in adjacent Districts, etc.
- Negative migration occurs when a District loses students from one grade into the next grade the following year. For example, consider a cohort of 100 1st grade students that becomes a cohort of 75 2nd grade students the following year. In this case, 25 new students who were present the prior year are not enrolled in the current year[10].
    - These losses could be indicative of numerous influences including the closure of schools, grade level reconfiguration, boundary changes, District policy changes toward interdistrict transfer students, losses to private schools or other Districts, out-migration of families due to economic decline, etc.

As an example, in 2011-12 the RVSD class of first graders was 247. A year later, this class became a second grade class of 255. Using this example, the rate of migration is calculated as follows:

(255-247)/247 = +3.2%

The +3.2% increase is a measure of the migration of students, i.e. the likelihood our first grade class will become larger or smaller as the class passes into the second grade the following year. **This migration is not a measurement of year by year change in enrollment. It is possible to have negative**

[9] This is a net measurement.

[10] This is a net measurement.

migration, yet overall enrollment gains, and vice versa, depending on the size of the exiting highest grade and the size of the incoming lowest grade class.

Table 14 provides an example of negative migration with positive enrollment gains. The shaded boxes represent the same cohorts, as they migrated from one grade in 2011 into the next grade in 2012. For example, the kindergarten cohort of 400 in 2011 became a 1st grade class of 398 in 2012, representing negative migration of -2 students from one year to the next as the cohort progressed into the next grade. This example demonstrates how it is possible to have negative migration at every grade level, yet overall enrollment gains (as the exiting 8th grade in 2011 was replaced with a kindergarten class of 400 in 2012). The addition of 160 students by way of the exiting 8th grade class (240) and incoming kindergarten class the following year (400) offset the negative migration (-45 students).

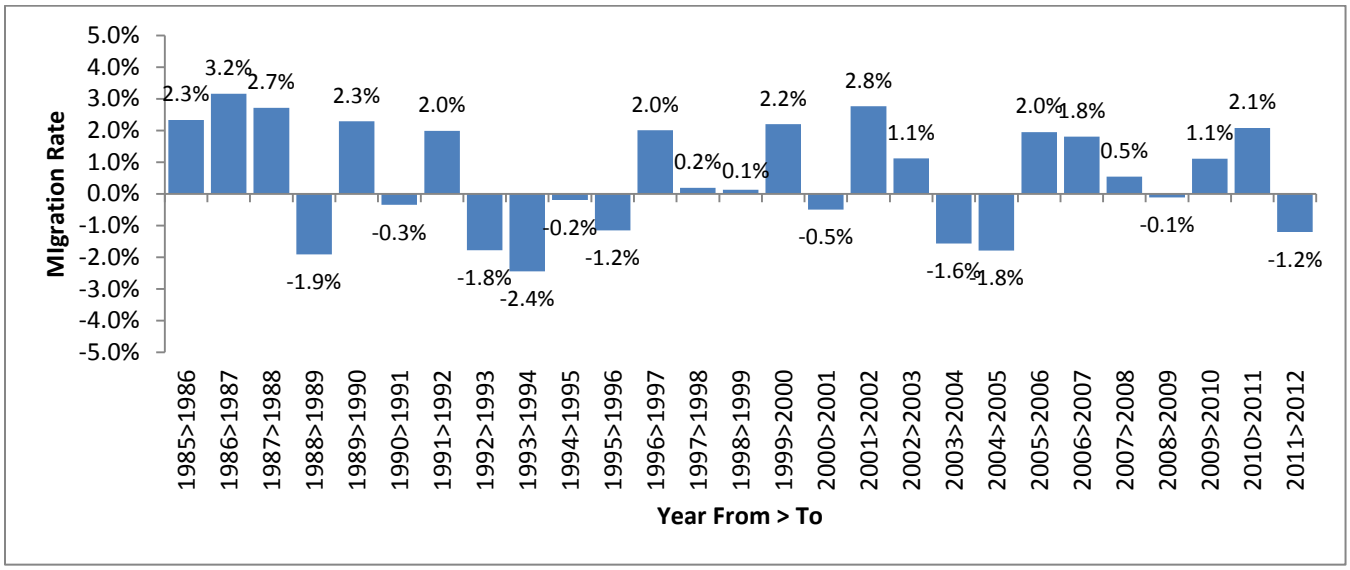
Table 14. Example of Negative Migration with Positive Enrollment Gains

Grade	2011 Enrollment	Migration From 2011 > 2012	2012 Enrollment
K	400		400
1	380	-0.5%	398
2	360	-0.8%	377
3	340	-1.1%	356
4	320	-1.5%	335
5	300	-1.9%	314
6	280	-2.3%	293
7	260	-2.9%	272
8	240	-3.5%	251
Total K-8 Enrollment	**2,880**		**2,996**

Migration rates are calculated for all grade levels by year, analyzed and adjusted for anomalous years, weighed, and averaged in order to calculate future students at the 1-8 grade levels.

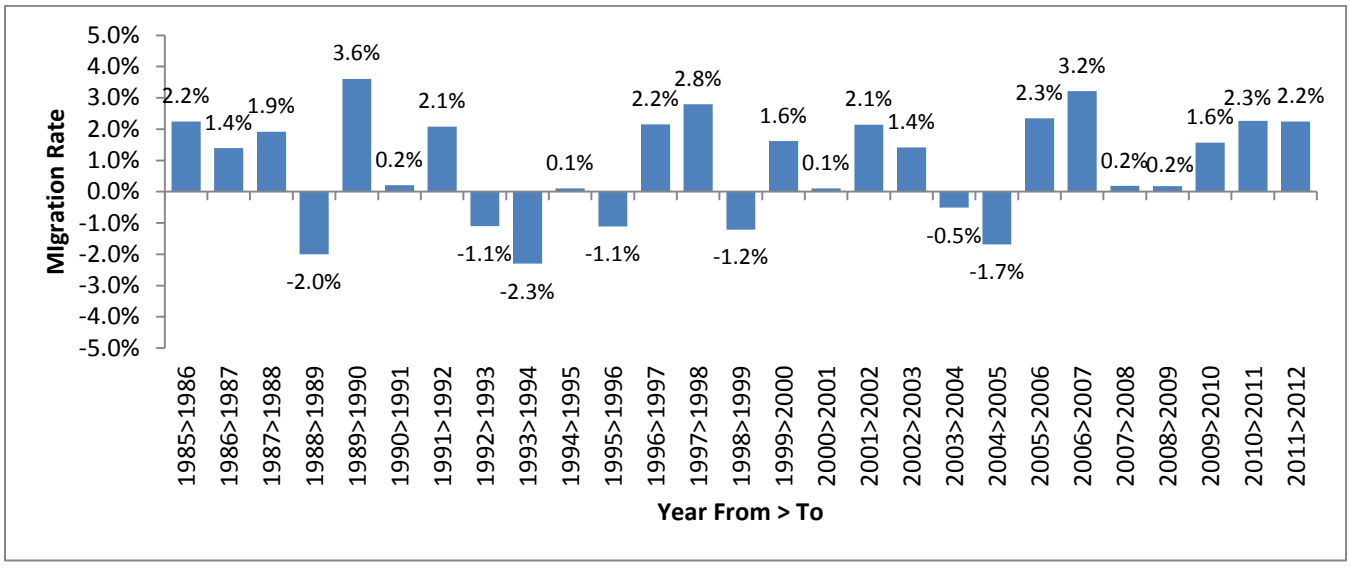
RVSD experienced fluctuating migration since 1985, ranging from a net gain of 3.2% to a net loss of 2.4%. (Figure 21). Overall, RVSD experienced positive migration from 2006 to 2011. In 2012, the District experienced a net loss of 1.2%.

Figure 21. Migration Grades K-7 > Grades 1-8



A closer examination of RVSD migration by grade level grouping provides additional insight. Overall, RVSD has experienced positive migration at the K-5th grade levels since 1985 (Figure 22). Typically, the District gains students at the elementary level from each year to the next. This could be due to private to public transfers or to the in-migration of families with young children to the District.

Figure 22. Migration Grades K-4 > Grades 1-5



Migration at the 5th-8th grade level has fluctuated since 1985 (Figure 23). Since 2006, migration has been very stable at the middle school grade levels. However, in 2012 the District experienced an 8% loss (net -54 students). This is likely due to the major capital facilities construction project to reconstruct White Hill Middle School which began in Summer 2012; this trend is not expected to continue following the completion of construction in Fall 2013. Figure 24 provides the grade to grade migration for 6-8 grades from 2011-12 to 2012-13.

Figure 23. Migration Grades 5-7 > Grades 6-8

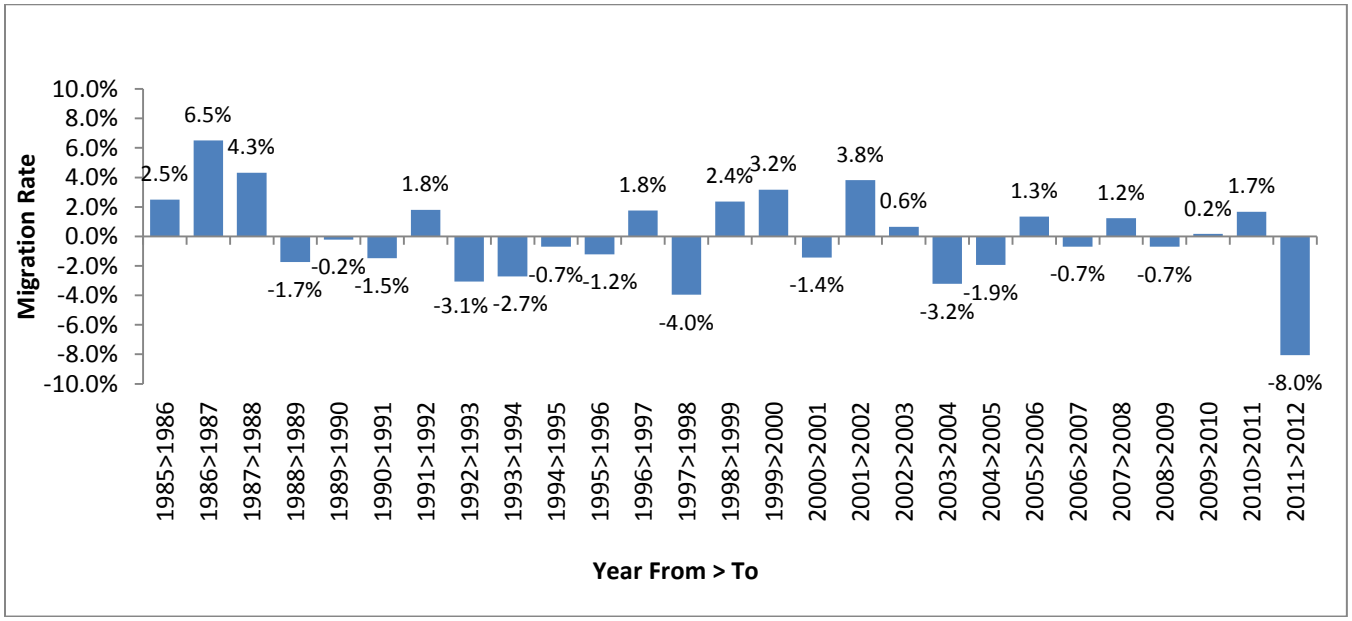
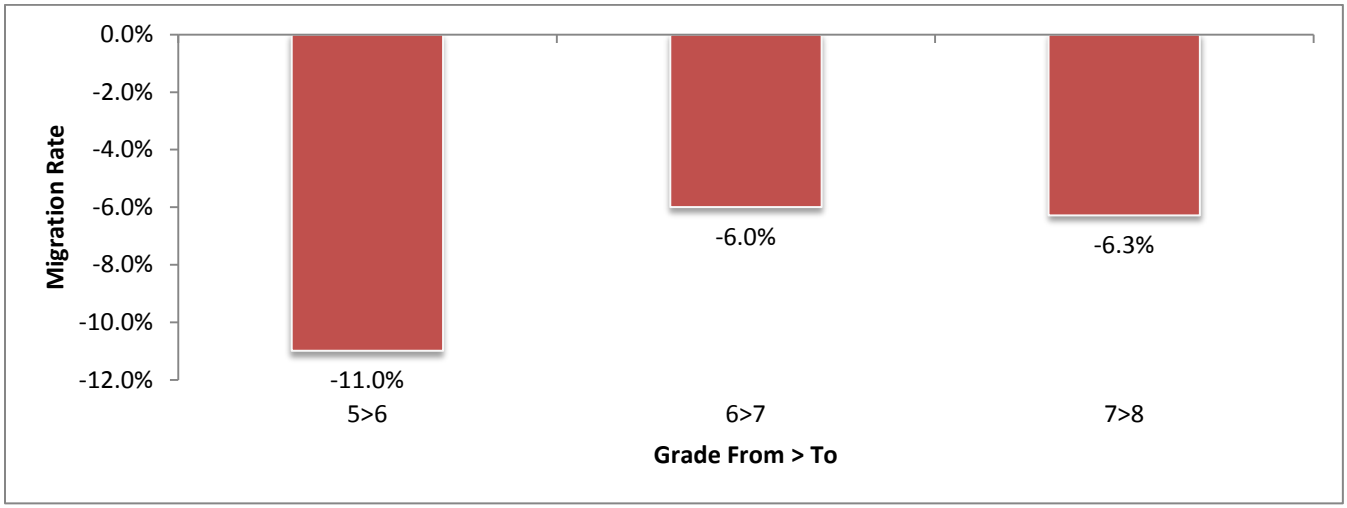


Figure 24. 6-8 Grade by Grade Migration from 2011-12 to 2012-13



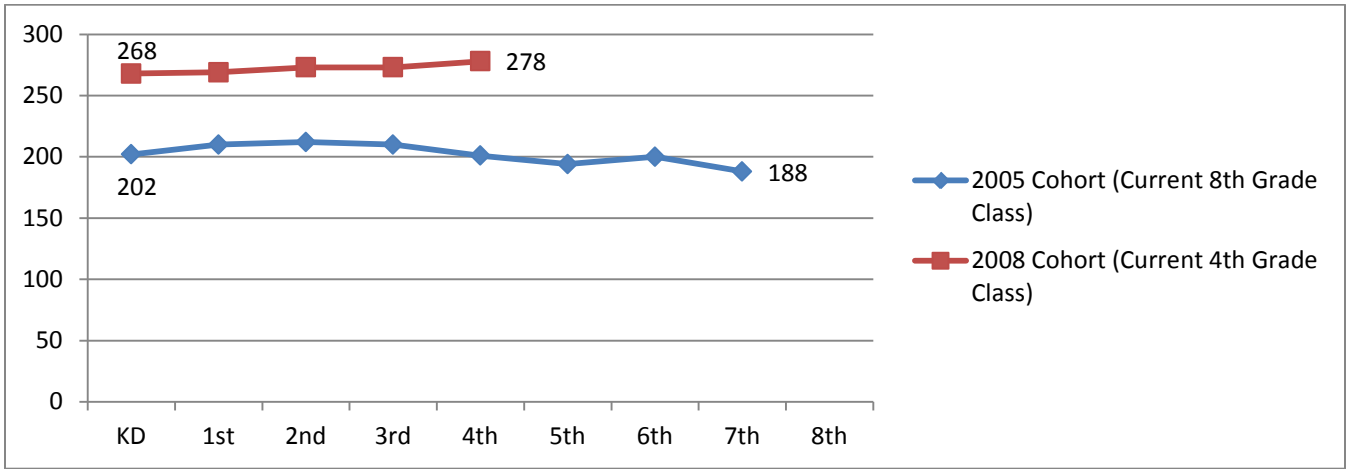
To minimize the effects of an exceptional year, four, seven, and ten year migration rates are calculated by averaging and weighting historical migration (Table 15). The migration at 6-8 from 2011 to 2012 was considered anomalous and removed from the weighted average calculation.

Table 15. Historical Migration Rates by Grade

Year From > To	K>1	1>2	2>3	3>4	4>5	5>6	6>7	7>8
2002>2003	0.0%	2.1%	3.6%	-0.5%	1.9%	2.0%	4.7%	-4.0%
2003>2004	1.6%	-3.1%	-2.1%	-2.5%	3.5%	-4.2%	-1.0%	-4.5%
2004>2005	-2.2%	0.0%	-2.7%	-3.7%	0.0%	-3.8%	-1.0%	-1.0%
2005>2006	4.0%	4.5%	1.5%	3.3%	-1.6%	2.1%	1.5%	0.5%
2006>2007	1.6%	1.0%	4.8%	6.1%	3.2%	-0.6%	-2.0%	0.5%
2007>2008	2.2%	-1.2%	-0.9%	2.1%	-1.0%	-4.7%	2.2%	6.2%
2008>2009	0.4%	0.4%	4.1%	-4.3%	-0.5%	-0.5%	-1.6%	0.0%
2009>2010	4.7%	1.5%	3.4%	0.8%	-3.5%	1.0%	-2.4%	2.2%
2010>2011	0.4%	4.2%	0.0%	4.6%	2.3%	3.1%	3.5%	-1.5%
2011>2012	2.1%	3.2%	3.3%	-0.7%	3.6%	**-11.0%**	**-6.0%**	**-6.3%**
Last 10	1.8%	1.7%	1.9%	0.9%	0.7%	-0.2%	0.2%	0.7%
Last 7	2.0%	2.1%	2.3%	1.1%	0.8%	0.4%	0.3%	1.1%
Last 4	1.9%	2.9%	2.4%	0.8%	1.4%	1.0%	0.6%	1.0%

As the table and figures demonstrate, RVSD experienced positive migration in recent years. The smaller cohorts currently moving through the District's middle school will be replaced with larger cohorts who have entered the District in recent years. As Figure 25 demonstrates, the cohort that began in 2005 as a kindergarten class of 202 students are currently the District's 8th grade class of 188 students. Alternatively, the cohort that began in 2008 as a kindergarten class of 268 students are currently the District's 4th grade class 278 students. When smaller cohorts are replaced with larger cohorts, and migration is stable or positive, school districts experience enrollment growth.

Figure 25. Comparison of Cohorts



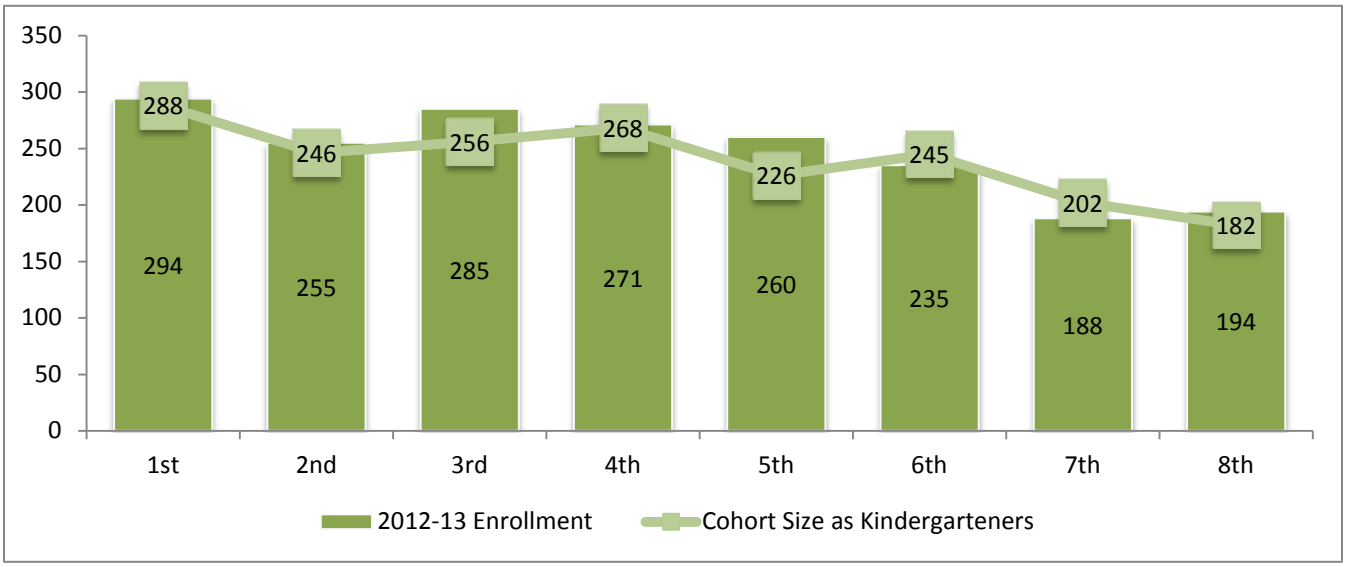
Enrollment Projection

The benefit of tracking district demographic trends is the ability to utilize the trend data to project future enrollment. Predicting future enrollment is an important factor affecting many school processes: long-range planning, budgeting, staffing, and predicting future building and capital needs. Schreder & Associates has utilized several tools to predict future enrollment – cohort growth, birth rates, and residential construction patterns.

The cohort survival method is the standard demographic technique for projecting enrollments. This method was utilized to project enrollments for RVSD. Using this method, the current student body is advanced one grade for each year of the projection. For example, year 2008 first graders become year 2009 second graders, and the following year's third graders, and so on. As a cohort moves through the grades, its total population will, most likely, change.

In the Ross Valley School District, cohort size increases slightly as it progresses through the elementary grades, and then declines slightly in the middle grades. Figure 26 shows the 2012-13 K-8th grade class sizes as compared to their class sizes when they began as kindergarteners. For example, RVSD 2012-13 8th grade class of 194 students began as a class of 182 kindergarteners in 2001-02. Likewise, the 2012-13 4th grade class of 271 students began as a class of 268 kindergarteners in 2008-09.

Figure 26. Cohort Growth Since Kindergarten



Influence of Decline in Births

The most influencing factor contributing to projected K-5 enrollments is the significant drop in local births since 2008. As a result smaller kindergarten class sizes are projected beginning in 2013. Although RVSD has stable migration, smaller incoming kindergarten classes will result in stable or slightly declining enrollment as the smaller cohorts progress through the grades.

It is critical the District continue to monitor local births, pre-kindergarten registration, and actual kindergarten enrollments and update these projections annually in order to remain proactive in planning for facilities.

Enrollment Projections

Three enrollment projections were prepared for RVSD: "Low", "Most Likely", and "High based on the following assumptions:

Low Enrollment Projection

- Averaged and weighed the past ten years of historical migration rates.
- Assumes the birth to kindergarten ratio will remain stable and overall migration will average +1.0% annually.

Most Likely Enrollment Projection

- Averaged and weighed the past seven years of historical migration rates.
- Assumes the birth to kindergarten ratio will continue to increase and migration rates will average +1.3% annually.

High Enrollment Projection

- Averaged and weighed the past four years of historical migration rates.
- Assumes the birth to kindergarten ratio will increase at a more aggressive rate and migration rates will average +1.5% annually.

We recommend the District continue to monitor all variables included in this analysis, and update the projections each Fall and Spring as new data becomes available.

The enrollment projections through 2017-18 are provided in Tables 16 through 18. Based on the Most Likely projection, K-8th grade enrollments are projected to increase to 2,355 by 2017-18.

	Low Projection 2017-18	Most Likely Projection 2017-18	High Projection 2017-18
Elementary (K-5)	1,440	1,485	1,531
Middle (6-8)	860	870	885
Total (K-8)	2,300	2,355	2,413

Table 16. Low Enrollment Projection

Ross Valley School District

Low Enrollment Projection

			School Year				
Grade	**Actual 12-13**		**13-14**	**14-15**	**15-16**	**16-17**	**17-18**
K	238		258	217	226	205	238
1	294		243	262	221	230	210
2	255		298	247	266	225	234
3	285		260	303	251	271	230
4	271		287	262	305	253	273
5	260		273	289	263	307	255
6	235		260	273	288	263	306
7	188		235	260	273	289	263
8	194		189	237	261	274	290
Total K-5	**1,603**		**1,619**	**1,580**	**1,532**	**1,491**	**1,440**
Total 6-8	**617**		**684**	**770**	**822**	**826**	**859**
Total	**2,220**		**2,303**	**2,350**	**2,354**	**2,317**	**2,299**

Table 17. Most Likely Enrollment Projection

Ross Valley School District

Most Likely Enrollment Projection

			School Year				
Grade	**Actual 12-13**		**13-14**	**14-15**	**15-16**	**16-17**	**17-18**
K	238		262	222	231	212	249
1	294		243	267	227	236	217
2	255		299	248	272	232	242
3	285		261	305	254	278	238
4	271		287	263	307	257	280
5	260		273	290	265	310	259
6	235		261	274	290	266	310
7	188		236	261	275	291	267
8	194		190	238	263	277	293
Total K-5	**1,603**		**1,625**	**1,595**	**1,556**	**1,525**	**1,485**
Total 6-8	**617**		**687**	**773**	**828**	**834**	**870**
Total	**2,220**		**2,312**	**2,368**	**2,384**	**2,359**	**2,355**

Table 18. High Enrollment Projection

Ross Valley School District

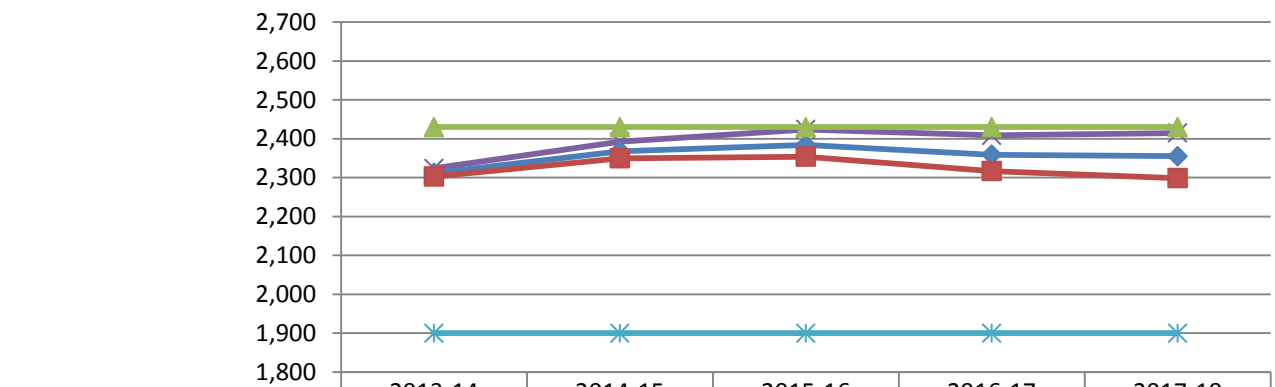
High Enrollment Projection

			School Year				
Grade	**Actual 12-13**		**13-14**	**14-15**	**15-16**	**16-17**	**17-18**
K	238		269	226	239	220	258
1	294		243	274	231	244	225
2	255		301	251	281	238	251
3	285		261	308	257	287	244
4	271		287	263	310	259	289
5	260		275	291	267	314	263
6	235		264	278	294	271	317
7	188		236	265	280	296	272
8	194		188	236	265	280	296
Total K-5	**1,603**		**1,636**	**1,613**	**1,585**	**1,562**	**1,530**
Total 6-8	**617**		**688**	**779**	**839**	**847**	**885**
Total	**2,220**		**2,324**	**2,392**	**2,424**	**2,409**	**2,415**

Enrollment Projections Compared to Facility Capacity

Figure 27 provides a comparison of the 5-year enrollment projections to the current and proposed bond facility capacity (see Section I). Enrollments are projected to peak in 2015-16 and then slightly decline. While the District currently exceeds facility capacity, following bond construction the District will fall below facility capacity through 2017-18. Table 19 provides a comparison of the 5-year enrollment projections by grade level grouping.

Figure 27. Enrollment Projections Compared to Facility Capacity



	2013-14	2014-15	2015-16	2016-17	2017-18
High Projection	2,324	2,392	2,424	2,409	2,415
Most Likely Projection	2,312	2,368	2,384	2,359	2,355
Low Projection	2,303	2,350	2,354	2,317	2,299
Proposed Bond Capacity	2,430	2,430	2,430	2,430	2,430
Current Capacity	1,900	1,900	1,900	1,900	1,900

Table 19. Comparison of Enrollment Projections

	Elementary (K-5)			*Middle (6-8)*			Grand Totals (K-8)		
School Year	Low Projection	Most Likely Projection	High Projection	Low Projection	Most Likely Projection	High Projection	Low Projection	Most Likely Projection	High Projection
2013-14	1,619	1,625	1,636	684	687	688	2,303	2,312	2,324
2014-15	1,580	1,595	1,613	770	773	779	2,350	2,368	2,392
2015-16	1,532	1,556	1,585	822	828	839	2,354	2,384	2,424
2016-17	1,491	1,525	1,562	826	834	847	2,317	2,359	2,409
2017-18	1,440	1,485	1,530	859	870	885	2,299	2,355	2,415

Comparison of Projected Student Enrollments to Actual Student Enrollments

During the grade level reconfiguration and subsequent boundary changes of Spring 2011 Schreder & Associates prepared student enrollment projections for all proposed boundary scenarios.

In March 2011 the RVSD Board of Trustees voted to adopt Scenario X and reconfigure Lower Brookside Elementary and Upper Brookside Elementary into two K-5 schools (Lower Brookside was renamed Brookside Elementary and Upper Brookside was renamed Hidden Valley Elementary).

In January 2011, the District retained Schreder & Associates to develop boundary realignment scenarios to be implemented in the 2011-12 school year. Between February 2011 and April 2011, Schreder & Associates presented various boundary realignment scenarios to the BOT.

In March 2011 the RVSD Board of Trustees voted to implement boundary realignment Scenario X.

Table 20 provides the number of projected enrollments Schreder & Associates calculated in Spring 2011 for Boundary Scenario X as compared to actual student enrollments.

Enrollments vary slightly from projections due to the implementation of the grade level reconfiguration and boundaries, such as grandfathering of students and allowing for siblings. This is evidenced in the current intra-district student migration patterns, provided in Section F.

- Actual student enrollments at Brookside/Hidden Valley are slightly lower than projected.
- Actual student enrollments at Manor and Wade Thomas are slightly higher than projected.

Table 20. Projected Student Enrollments Compared to Actual Student Enrollments by School Boundary

	Brookside/Hidden Valley[11]		Manor		Wade Thomas	
	Projected	Actual	Projected	Actual	Projected	Actual
2011-12	766	751	400	417	418	428
2012-13	750	731	416	429	428	443

[11] Brookside and Hidden Valley were combined in the 2010 projections.

SECTION H: SCHOOL BOUNDARIES AND RESIDENT PROJECTIONS

The following projections are based upon ***residence*** of the students. The methodology is parallel to that utilized in the preparation of the enrollment projections in Section G; however the historical years of student data utilized differ in that we use the location of where students reside, as opposed to enrollments by school. These projections are meant to assist the District in making decisions such as where future school facilities should be located, boundary changes, and school consolidation. Since students don't necessarily attend their school of residence, these projections should not be utilized for staffing and budgeting purposes.

Schreder & Associates geocoded five years of student information databases to the District GIS in order to compile historical data by grade for those students residing within the RVSD boundary and attending RVSD schools from 2008-09 to 2012-13. Table 21 provides the data by grade, by year. Tables 22 and 23 provide the number of historical student residents by current elementary school boundaries, by grade level.

Table 21. Historical K-8th Grade Student Residents

	School Year				
Grade	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**
K	258	253	242	283	233
1	223	262	265	242	291
2	234	234	266	273	253
3	200	239	242	269	278
4	185	191	239	247	269
5	196	187	186	236	255
6	166	196	190	187	226
7	169	159	187	189	187
8	193	172	169	191	185
Total K-5	1,296	1,366	1,440	1,550	1,579
Total 6-8	528	527	546	567	598
Total K-8	**1,824**	**1,893**	**1,986**	**2,117**	**2,177**

Table 22. Historical K-5th Grade Student Residents by School Boundary

	School Year				
School Boundary	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**
Brookside	296	316	352	355	359
Hidden Valley	319	314	324	386	378
Manor	330	343	364	415	419
Wade Thomas	351	393	400	394	423
Total	**1,296**	**1,366**	**1,440**	**1,550**	**1,579**

Table 23. Historical 6th-8th Grade Student Residents by School Boundary

	School Year				
School Boundary	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**
Brookside	116	101	108	126	137
Hidden Valley	133	149	158	143	146
Manor	139	140	149	146	159
Wade Thomas	140	137	131	152	156
Total	**528**	**527**	**546**	**567**	**598**

Utilizing this historical resident data, Schreder & Associates utilized the industry standard cohort "survival" methodology to prepare the 5-year resident projection for the Ross Valley School District. While based on historical residents, Schreder & Associates adjusts the calculation for:

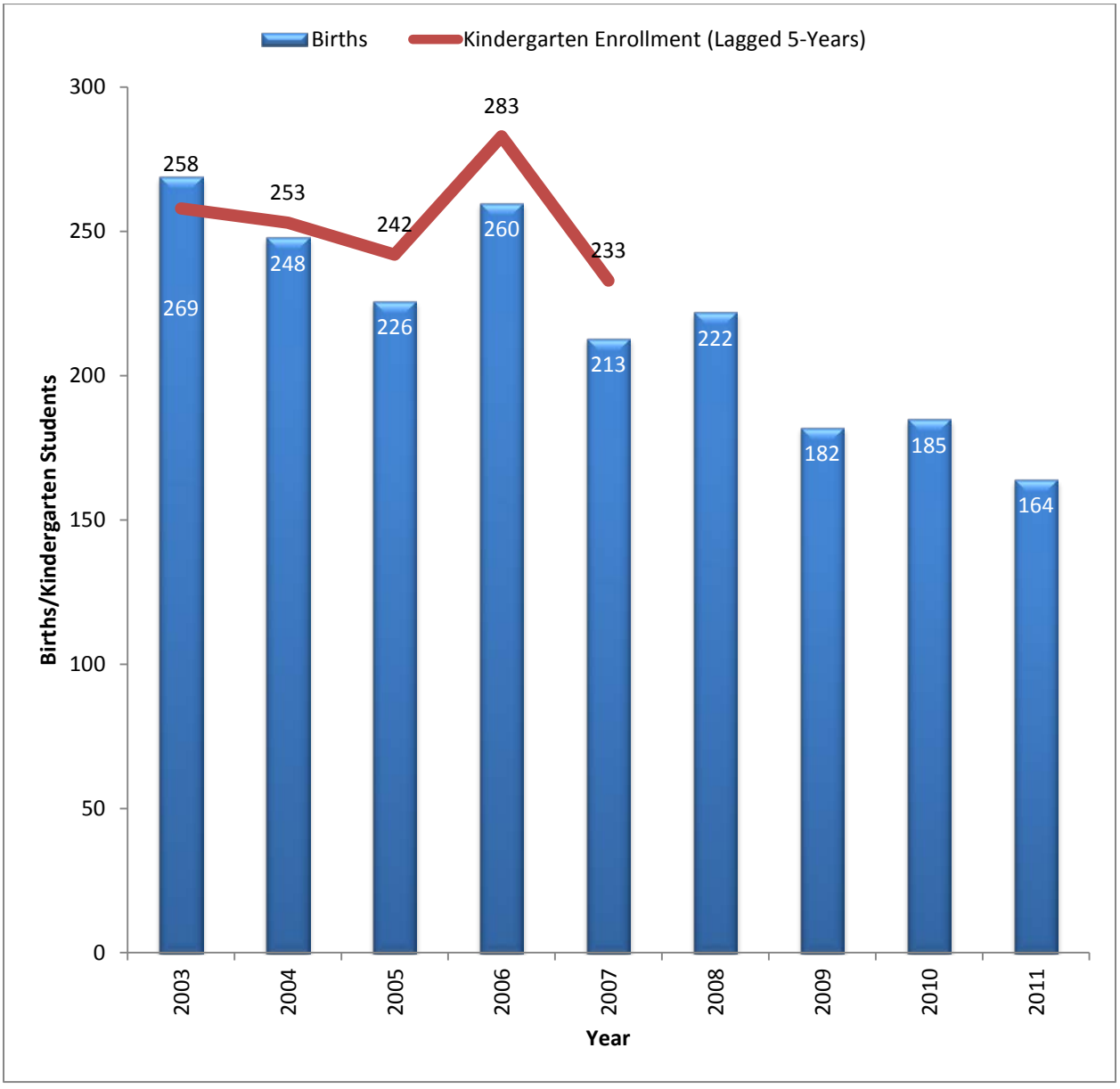
- Historical and Projected Birth Data (used to project future kindergarten residents)
- Residential Development
- Student Migration Rates

Kindergarten Resident to Birth Ratio

The number of children born to parents who live in RVSD is correlated with the size of the kindergarten class five years later. Therefore, we use recent birth data as the most important factor when projecting future kindergarten students for RVSD. Figure 28 demonstrates this relationship. It compares the actual births in RVSD to the kindergarten residents 5 years later. For example, in 2003 there were 269 births in RVSD. This birth year corresponds with the kindergarten enrollment of 258 five years later, in 2008.

Since 2009, kindergarten enrollment has exceeded births (five-years prior). This trend is called "in-migration" and is reflective of the movement of families from other parts of the Bay Area to the Fairfax and San Anselmo areas in order to benefit from the high quality of education offered by the Ross Valley School District (in addition to the return of residents with children).

Figure 28. Births Compared to Kindergarten Residents (Lagged 5 Years)



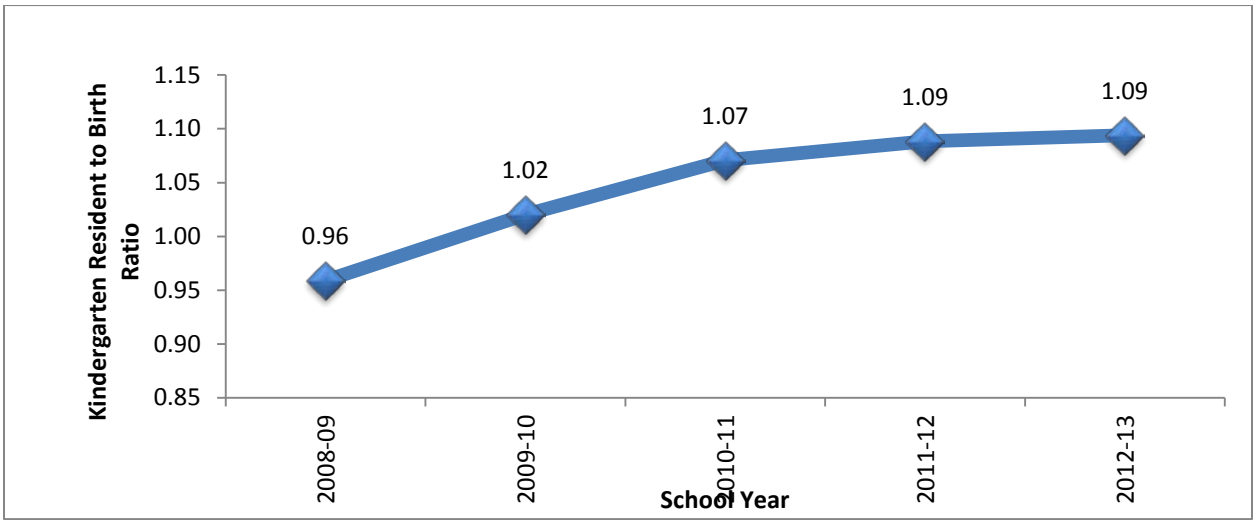
There is rarely a one-to-one correspondence between births and subsequent kindergarten residents. Table 24 and Figure 29 demonstrate the RVSD kindergarten-birth ratio. It provides the percentage of births that result in kindergarten residents in the District five years later. It is a net rate, because children move both into and out of the District.

The ratio of RVSD births to RVSD kindergarten residents has remained incredibly stable in recent years. In 2008, the kindergarten to birth ratio was 0.96, meaning that for every 100 births in 2003, 96 children enrolled in RVSD kindergarten classes five years later (in 2007). This ratio increased to 1.02 in 2009, and again to 1.07 in 2010, and again to 1.09 in 2011. Currently, the ratio remains 1.09, meaning that for every 100 births in 2007, 109 children were kindergarten residents in RVSD in Fall 2012.

Table 24. Kindergarten Resident to Birth Ratio

Birth Year	Births	Change	Kindergarten Year	Kindergarten Residents	Ratio of Live Births as Students in Kindergarten Residents
2003	269	-1	2008-09	258	0.96
2004	248	-21	2009-10	253	1.02
2005	226	-22	2010-11	242	1.07
2006	260	34	2011-12	283	1.09
2007	213	-47	2012-13	233	1.09
2008	222	9			
2009	182	-40			
2010	185	3			
2011	164	-21			

Figure 29. Kindergarten Resident to Birth Ratio



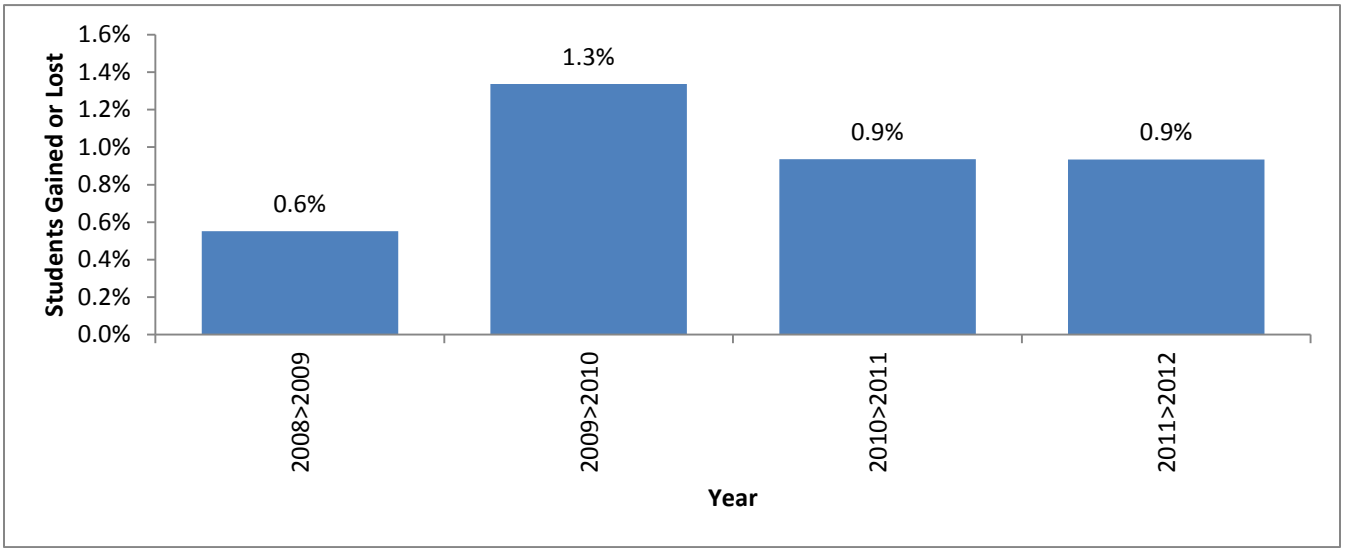
The kindergarten to birth ratios are analyzed and statistical calculations are applied to estimate future kindergarten to birth ratios. Given the recent growth of in-migration to the District of families with children and the lag effect of this demographic factor (i.e. some families who have moved to the District likely came with very young children who have yet to enter school), combined with the transitional kindergarten program, we expect the ration will continue to increase. Therefore, we have projected the kindergarten to birth ratio using a regression analysis. This analysis estimates the predicted growth of the kindergarten to birth ratio based on past values. This model has accurately predicted the district-wide kindergarten resident size since 2009.

The projected kindergarten to birth ratios are multiplied by the number of births each year to project kindergarten residents. Currently, there is birth data available through 2011. In order to project kindergarten residents beyond 2016, county birth projections from the California Department of Finance (DOF) are utilized.

Student Resident Migration Rates

Overall, RVSD experienced positive migration of student residents from 2008 to 2012 (Figure 30).

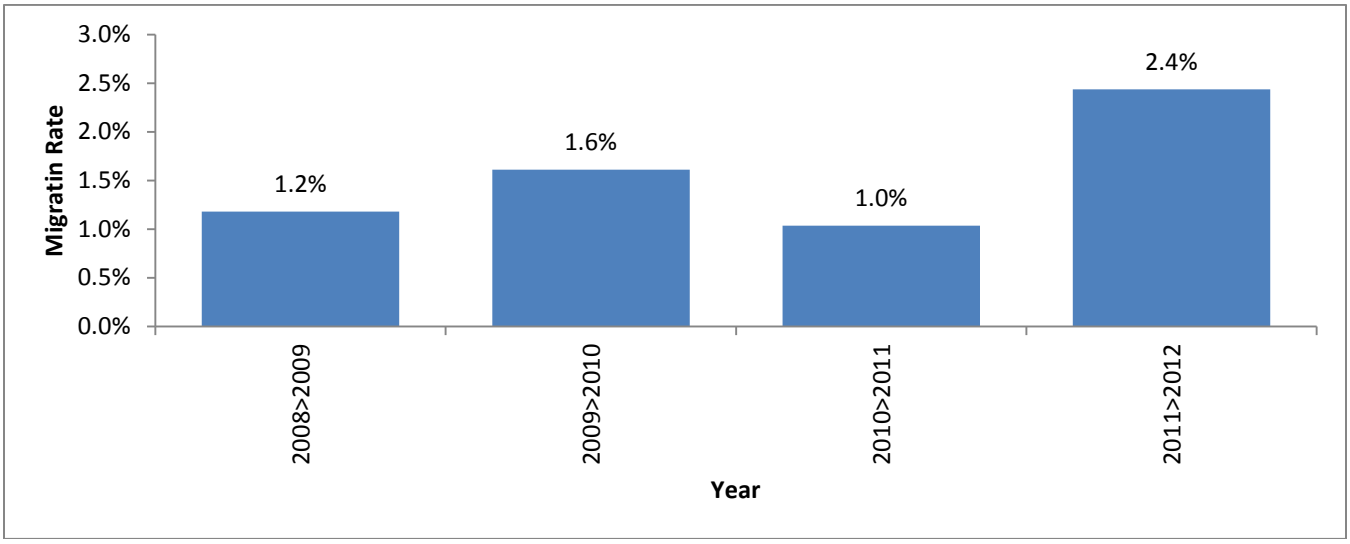
Figure 30. Student Resident Migration Grades K-7 > Grades 1-8



A closer examination of RVSD student resident migration by grade level grouping provides additional insight. Overall, RVSD has experienced positive student resident migration at the K-5th grade levels since 2008 (Figure 31). Typically, the District gains students at the elementary level from each

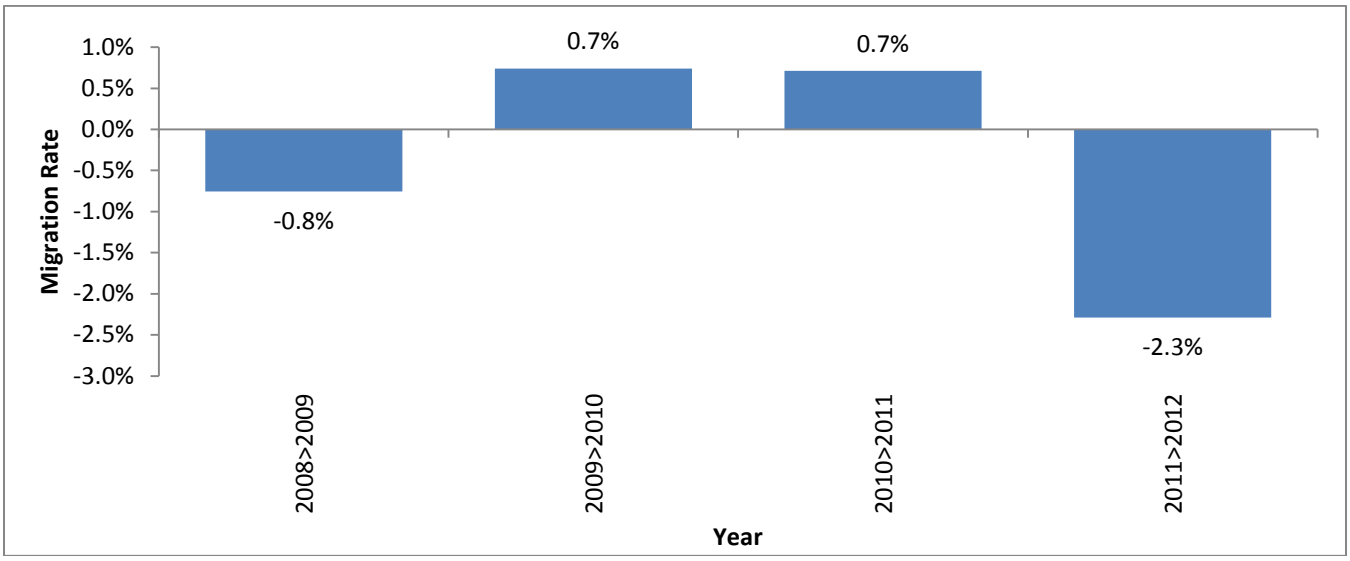
year to the next. This could be due to private to public transfers or to the in-migration of families with young children to the District.

Figure 31. Student Resident Migration Grades K-4 > Grades 1-5



Migration at the 5th-8th grade level was stable from 2008 to 2011 (Figure 32). However, in 2012 the District experienced a net loss of 14 students.

Figure 32. Migration Grades 5-7 > Grades 6-8



To minimize the effects of an exceptional year, student resident migration rates are calculated by averaging and weighting historical migration (Table 25).

Table 25. Migration by Grade

Year From > To	K>1	1>2	2>3	3>4	4>5	5>6	6>7	7>8
2008>2009	1.6%	4.9%	2.1%	-4.5%	1.1%	0.0%	-4.2%	1.8%
2009>2010	4.7%	1.5%	3.4%	0.0%	-2.6%	1.6%	-4.6%	6.3%
2010>2011	0.0%	3.0%	1.1%	2.1%	-1.3%	0.5%	-0.5%	2.1%
2011>2012	2.8%	4.5%	1.8%	0.0%	3.2%	-4.2%	0.0%	-2.1%
Last 4	**2.2%**	**3.5%**	**2.0%**	**0.2%**	**0.5%**	**-1.2%**	**-1.5%**	**1.2%**

Student Resident Projection

We recommend the District continue to monitor all variables included in this analysis, and update the projections each Fall and Spring as new data becomes available.

The student resident projection through 2017-18 is provided in Table 26. Based on this projection, K-8th grade student residents are projected to increase to 2,342 by 2017-18.

Table 26. District-wide Student Resident Projection

Ross Valley School District

District-wide Student Resident Projection

			School Year				
Grade	**Actual 12-13**		**13-14**	**14-15**	**15-16**	**16-17**	**17-18**
K	233		257	214	230	209	248
1	291		240	266	223	237	217
2	253		300	248	273	230	244
3	278		259	307	252	279	234
4	269		281	262	311	255	282
5	255		274	288	267	318	260
6	226		254	271	284	263	313
7	187		223	249	267	279	261
8	185		189	226	252	271	283
Total K-5	**1,579**		**1,611**	**1,585**	**1,556**	**1,528**	**1,485**
Total 6-8	**598**		**666**	**746**	**803**	**813**	**857**
Total	**2,177**		**2,277**	**2,331**	**2,359**	**2,341**	**2,342**

Student Resident Projections by School Boundary

Schreder & Associates calculated student migration by school boundary in order to provide student resident projections by school boundary. Migration rates by school boundary vary to a higher degree than district-wide migration rates due to the smaller population sizes.

Overall, elementary resident migration was highest or lowest in each elementary school boundary from the 2010-11 to the 2011-12 school year. These higher/lower than expected migration rates can be attributed to the grade level reconfiguration and subsequent boundary change. As discussed in Section G, major facility and policy decisions significantly influence parent choice, and migration rates from 2010-11 to 2011-12 demonstrate RVSD experienced both losses and gains due to these facility decisions. In 2012, migration rates by grade returned to previous levels.

Figures 33 through 40 provide migration rates for Brookside, Hidden Valley, Manor and Wade Thomas from 2009 to 2012.

Figure 33. Brookside Student Resident Migration Grades K-4 > Grades 1-5

Figure 34. Brookside Student Resident Migration 5-7>6-8

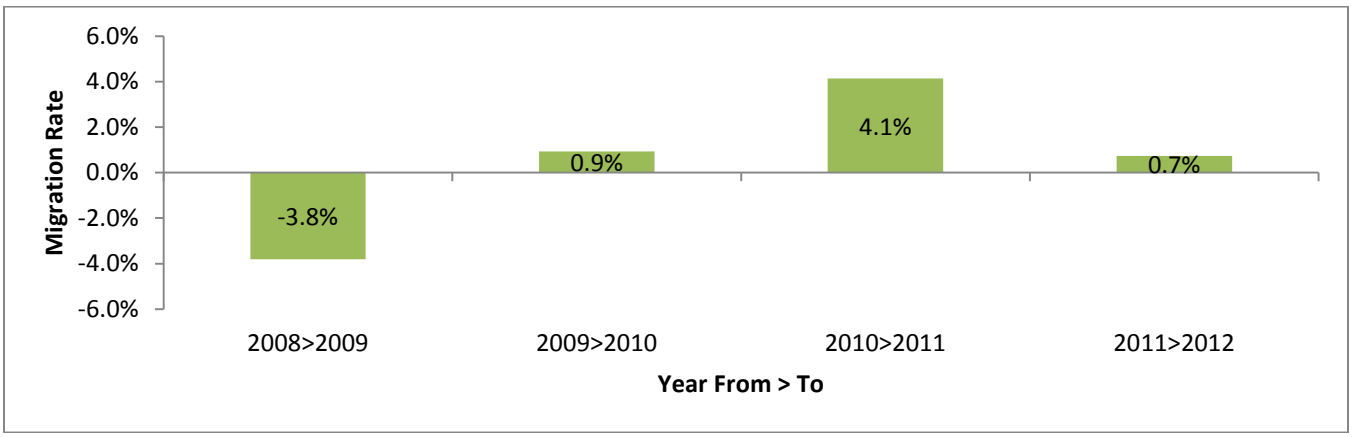


Figure 35. Hidden Valley Student Resident Migration K-4>1-5

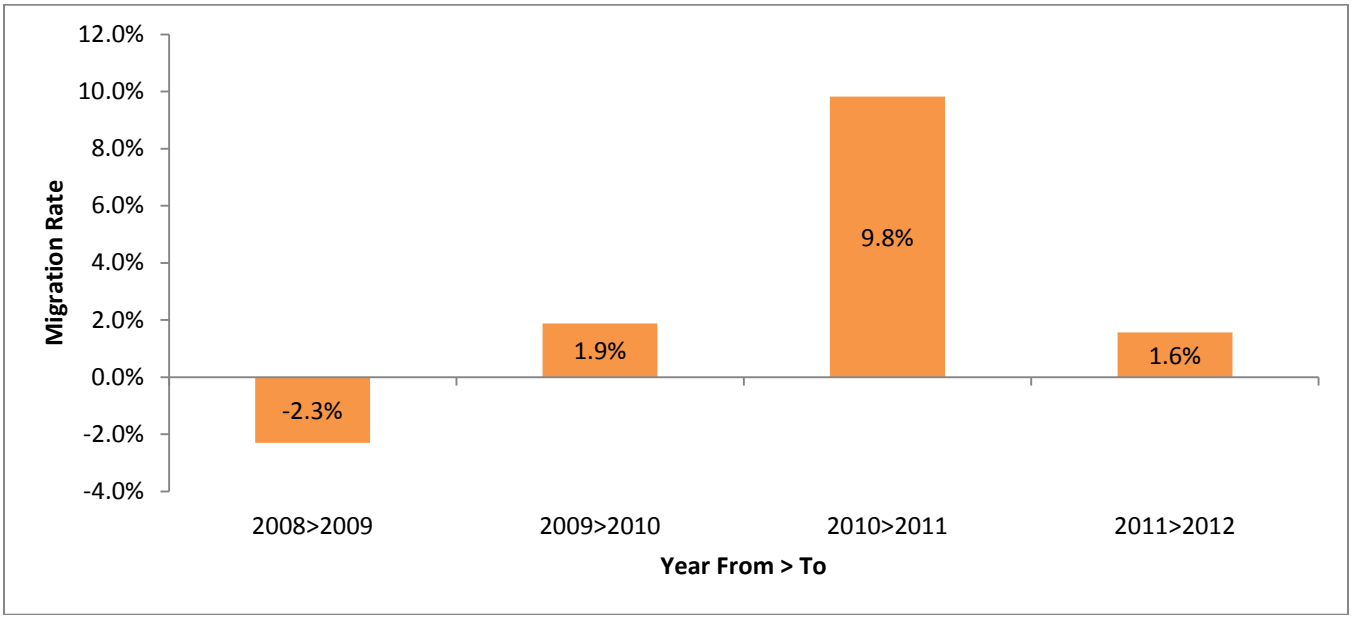


Figure 36. Hidden Valley Student Resident Migration 5-7>6-8

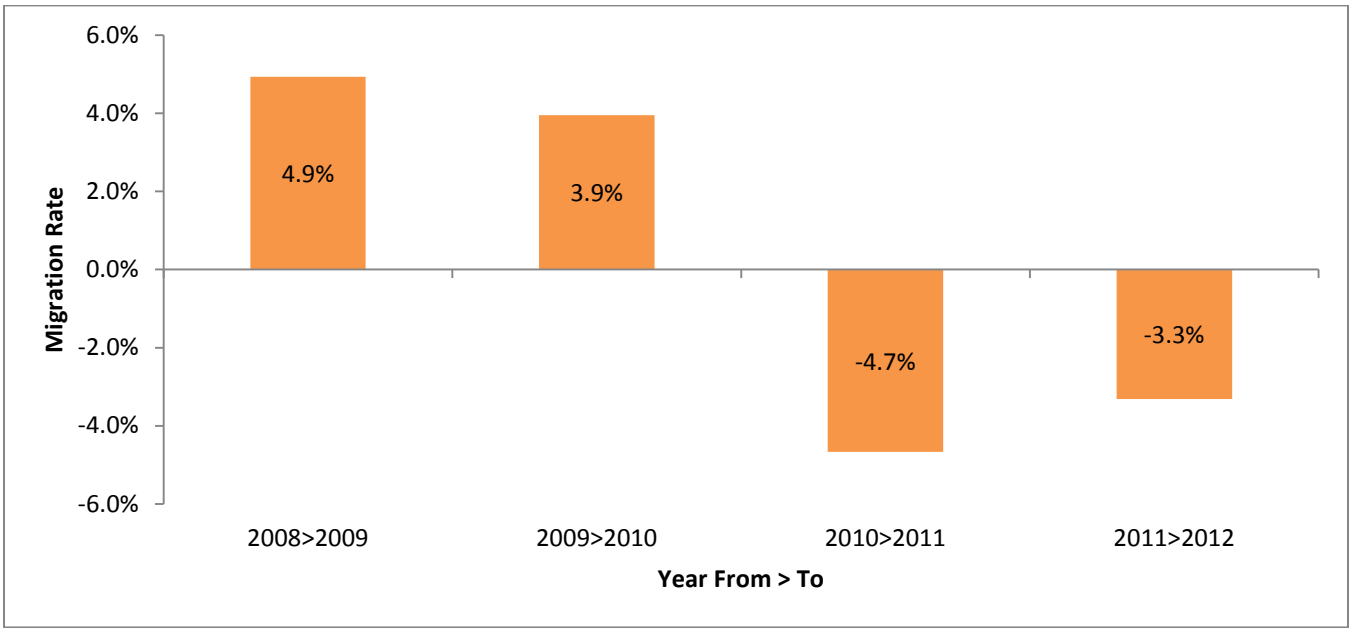


Figure 37. Manor Student Resident Migration K-4>1-5

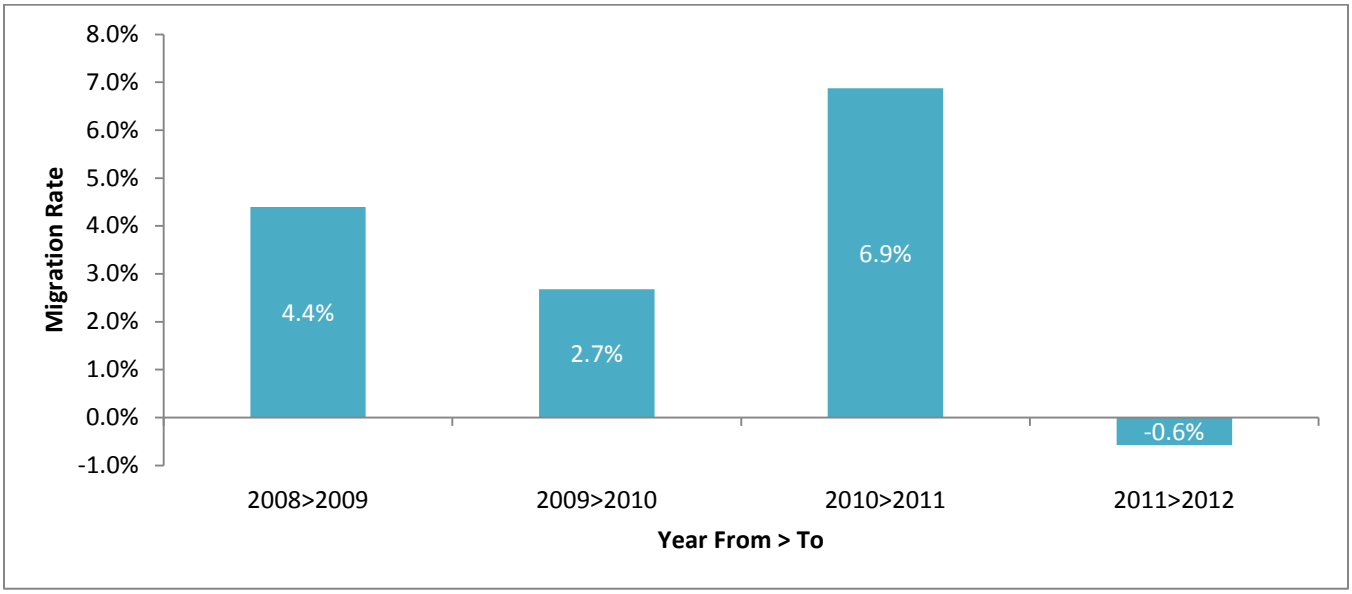


Figure 38. Manor Student Resident Migration 5-7>6-8

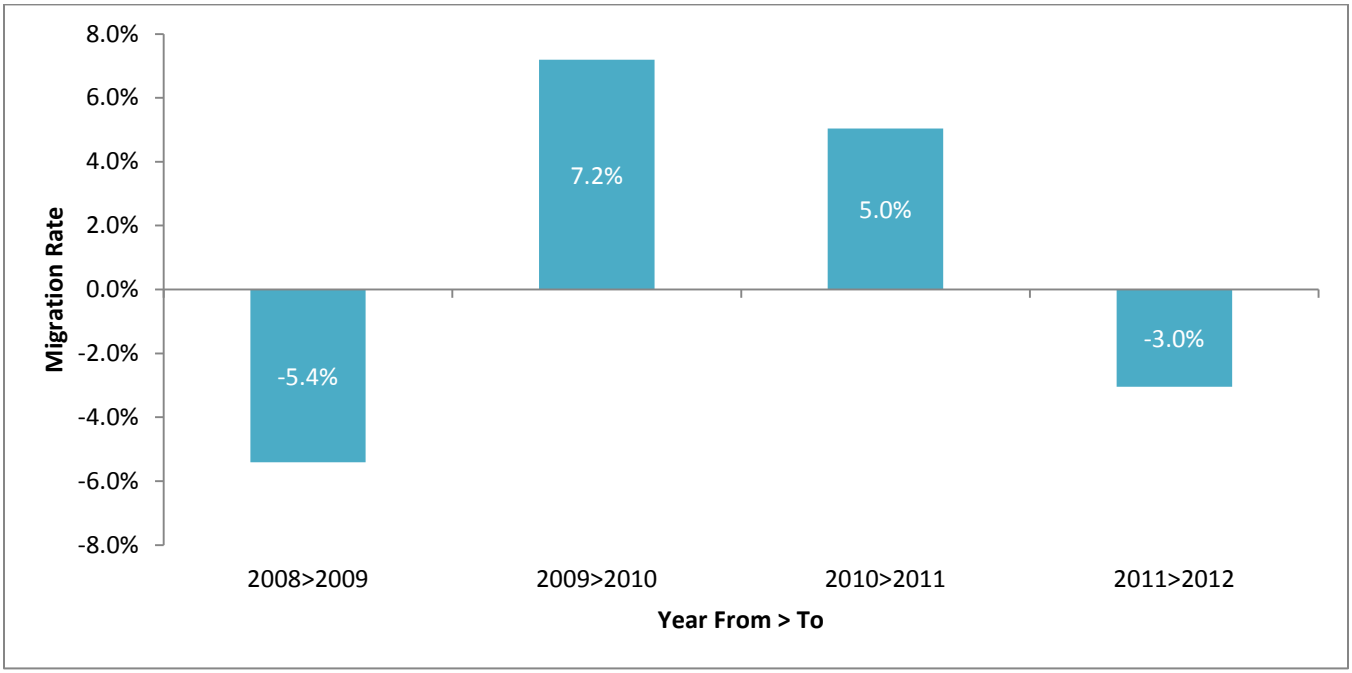


Figure 39. Wade Thomas Student Resident Migration K-4>1-5

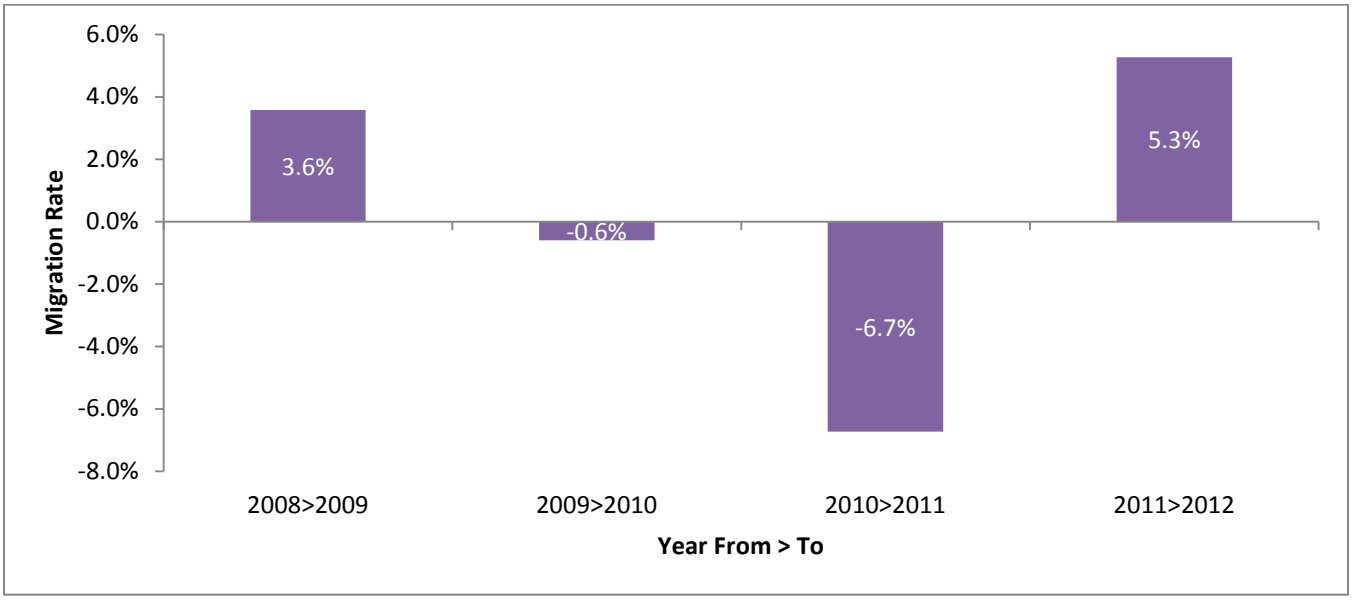
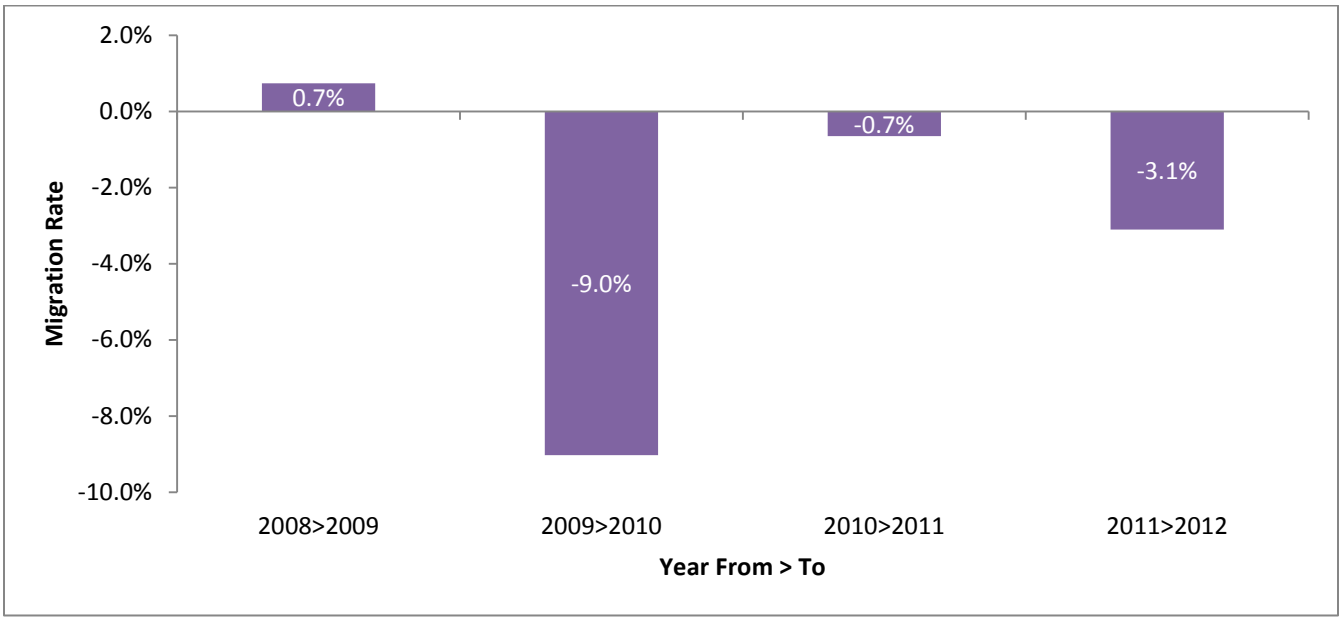


Figure 40. Wade Thomas Student Resident Migration 5-7>6-8



Projecting Resident Kindergarten Class Size

Birth data by school boundary is unavailable due to privacy issues. Therefore kindergarten residents by school and school boundary are projected using a weighted average of the historical ratio of their kindergarten students to district-wide kindergarten students.

Census 2010 Detailed Age Profiles were analyzed in order to validate assumptions regarding projected resident kindergarten class sizes. Table 27 provides the total number of children who were residing within current school boundaries in 2010, by detailed age. These values were compared to the student resident projections by school boundary.

To demonstrate, the number of 5 year olds residing in the Manor boundary in 2010 (62) was compared to the number of student residents enrolled in RVSD and residing in the Manor boundary in 2010 (57).

Likewise, the number of 2 year olds residing in the Manor boundary in 2010 (75) were compared to the number of students projected to be enrolled in RVSD and residing in the Manor boundary in 2013 (69).

Table 27. Census 2010 Detailed Age Profile by Current School Boundary

Census 2010 Demographics: Current School Boundaries						
	Population by Age					
School Boundary	**<1**	**1**	**2**	**3**	**4**	**5**
Brookside	53	53	59	65	80	82
Hidden Valley	55	59	62	64	75	78
Manor	48	50	75	59	63	62
Wade Thomas	50	59	74	67	82	87
Total	**206**	**221**	**270**	**255**	**300**	**309**

Two resident projections were prepared for each school boundary based on the following assumptions:

5 -Year Weighted Average Resident Projection

- Averaged and weighted the past five years of historical kindergarten residents to district-wide kindergarten residents ratio.

3-Year Weighted Average Resident Projection

- Averaged and weighted the past three years of historical kindergarten residents to district-wide kindergarten residents ratio.

Tables 28 through 35 provide the student resident projections by school boundary through the 2017-18 school year.

Table 28. 5-Year Weighted Average Brookside Student Resident Projection

			School Year				
Grade	**Actual 12-13**	**Avg. KD And Migration Rates**	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**
K	43	22.5%	58	48	52	47	56
1	65	5.4%	45	61	51	54	50
2	67	5.7%	69	48	64	54	57
3	70	4.1%	70	71	50	67	56
4	61	-2.4%	68	68	70	49	65
5	53	3.1%	63	70	70	72	50
6	46	-2.5%	52	61	69	68	70
7	51	4.5%	48	54	64	72	72
8	40	2.5%	52	49	55	66	74
Total K-5	**359**		**373**	**367**	**357**	**343**	**334**
Total 6-8	**137**		**152**	**165**	**188**	**206**	**215**
Total	**496**		**525**	**532**	**545**	**549**	**550**

Table 29. 3-Year Weighted Average Brookside Student Resident Projection

			School Year				
Grade	**Actual 12-13**	**Avg. KD And Migration Rates**	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**
K	43	21.1%	54	45	48	44	52
1	65	5.4%	45	57	48	51	47
2	67	5.7%	69	48	60	51	54
3	70	4.1%	70	71	50	63	53
4	61	-2.4%	68	68	70	49	61
5	53	3.1%	63	70	70	72	50
6	46	-2.5%	52	61	69	68	70
7	51	4.5%	48	54	64	72	72
8	40	2.5%	52	49	55	66	74
Total K-5	**359**		**369**	**359**	**346**	**330**	**317**
Total 6-8	**137**		**152**	**164**	**188**	**206**	**216**
Total	**496**		**521**	**523**	**534**	**536**	**533**

Table 30. 5-Year Weighted Average Hidden Valley Student Resident Projection

			School Year				
Grade	**Actual 12-13**	**Avg. KD And Migration Rates**	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**
K	53	23.4%	60	50	54	49	58
1	71	-0.9%	53	60	50	53	49
2	62	3.1%	73	54	61	52	55
3	69	6.4%	66	78	58	65	55
4	68	1.2%	70	67	79	58	66
5	55	1.6%	69	71	68	80	59
6	63	-2.2%	54	68	69	66	78
7	36	-1.5%	62	53	67	68	65
8	47	-0.2%	36	62	53	66	68
Total K-5	**378**		**391**	**380**	**369**	**358**	**342**
Total 6-8	**146**		**152**	**183**	**189**	**201**	**212**
Total	**524**		**543**	**562**	**558**	**559**	**553**

Table 31. 3-Year Weighted Average Hidden Valley Student Resident Projection

			School Year				
Grade	**Actual 12-13**	**Avg. KD And Migration Rates**	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**
K	53	23.6%	61	51	54	49	58
1	71	-0.9%	53	60	50	54	49
2	62	3.1%	73	54	62	52	55
3	69	6.4%	66	78	58	66	55
4	68	1.2%	70	67	79	58	67
5	55	1.6%	69	71	68	80	59
6	63	-2.2%	54	68	69	66	78
7	36	-1.5%	62	53	67	68	65
8	47	-0.2%	36	62	53	66	68
Total K-5	**378**		**392**	**381**	**371**	**359**	**343**
Total 6-8	**146**		**152**	**183**	**189**	**200**	**211**
Total	**524**		**544**	**563**	**560**	**559**	**554**

Table 32. 5-Year Weighted Average Manor Student Resident Projection

			School Year				
Grade	**Actual 12-13**	**Avg. KD And Migration Rates**	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**
K	74	27.0%	69	58	62	56	67
1	75	3.0%	76	71	60	64	58
2	60	0.6%	75	77	72	60	64
3	60	-3.6%	58	73	74	69	58
4	72	3.2%	62	60	75	76	71
5	78	-2.0%	71	61	58	74	75
6	65	1.1%	79	71	61	59	74
7	47	-1.6%	64	78	70	60	58
8	47	4.9%	49	67	81	74	63
Total K-5	**419**		**411**	**399**	**401**	**399**	**393**
Total 6-8	**159**		**192**	**216**	**213**	**193**	**196**
Total	**578**		**603**	**615**	**614**	**592**	**589**

Table 33. 3-Year Weighted Average Manor Student Resident Projection

			School Year				
Grade	**Actual 12-13**	**Avg. KD And Migration Rates**	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**
K	74	28.4%	73	61	65	59	70
1	75	3.0%	76	75	63	67	61
2	60	0.6%	75	77	76	63	67
3	60	-3.6%	58	73	74	73	61
4	72	3.2%	62	60	75	76	75
5	78	-2.0%	71	61	58	74	75
6	65	1.1%	79	71	61	59	74
7	47	-1.6%	64	78	70	60	58
8	47	4.9%	49	67	81	74	63
Total K-5	**419**		**415**	**407**	**411**	**412**	**409**
Total 6-8	**159**		**192**	**216**	**212**	**193**	**195**
Total	**578**		**607**	**623**	**623**	**605**	**604**

Table 34. 5-Year Weighted Average Wade Thomas Student Resident Projection

			School Year				
Grade	**Actual 12-13**	**Avg. KD And Migration Rates**	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**
K	63	27.1%	70	58	62	57	67
1	80	5.5%	66	74	62	66	60
2	64	3.5%	83	69	76	64	68
3	79	2.1%	65	85	70	78	65
4	68	3.1%	81	67	87	72	80
5	69	5.1%	71	86	71	92	76
6	52	-0.5%	69	71	85	70	91
7	53	-6.7%	49	64	66	79	66
8	51	-1.7%	52	48	63	65	78
Total K-5	**423**		**437**	**438**	**428**	**428**	**417**
Total 6-8	**156**		**169**	**183**	**214**	**215**	**235**
Total	**579**		**607**	**621**	**643**	**643**	**651**

Table 35. 3-Year Weighted Average Wade Thomas Student Resident Projection

			School Year				
Grade	**Actual 12-13**	**Avg. KD And Migration Rates**	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**
K	63	26.9%	69	58	62	56	66
1	80	5.5%	66	73	61	65	59
2	64	3.5%	83	69	76	63	67
3	79	2.1%	65	85	70	77	65
4	68	3.1%	81	67	87	72	79
5	69	5.1%	71	86	71	92	76
6	52	-0.5%	69	71	85	70	91
7	53	-6.7%	49	64	66	79	66
8	51	-1.7%	52	48	63	65	78
Total K-5	**423**		**435**	**438**	**427**	**425**	**412**
Total 6-8	**156**		**170**	**183**	**214**	**214**	**235**
Total	**579**		**605**	**621**	**641**	**639**	**647**

Comparison of Projected Student Residents to Actual Student Residents

During the grade level reconfiguration and subsequent boundary changes of Spring 2011 Schreder & Associates prepared student resident projections for all proposed boundary scenarios.

In March 2011 the RVSD Board of Trustees voted to adopt Scenario X and reconfigure Lower Brookside Elementary and Upper Brookside Elementary into two K-5 schools (Lower Brookside was renamed Brookside Elementary and Upper Brookside was renamed Hidden Valley Elementary).

In January 2011, the District retained Schreder & Associates to develop boundary realignment scenarios to be implemented in the 2011-12 school year. Between February 2011 and April 2011, Schreder & Associates presented various boundary realignment scenarios to the BOT.

In March 2011 the RVSD Board of Trustees voted to implement boundary realignment Scenario X.

Table 36 provides the number of projected residents Schreder & Associates calculated in Spring 2011 for Boundary Scenario X as compared to actual student residents.

- Actual student residents in Hidden Valley are higher than projected, due to higher than expected migration from 2010>2011. In 2012, migration rates returned to previous levels.
- Actual student residents in Brookside are lower than projected, due to lower than expected migration from 2010>2011. In 2012, migration rates returned to previous levels.
- Actual student residents in Manor and Wade Thomas are near to projected student residents.

Table 36. Projected Student Residents Compared to Actual Student Residents by School Boundary

	Hidden Valley		Brookside		Manor		Wade Thomas	
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
2011-12	350	386	387	355	399	415	422	394
2012-13	346	378	404	359	410	419	426	423

SECTION I: FACILITY CAPACITY ANALYSIS

While RVSD has been proactive in determining the future facility needs of the Ross Valley School District, it is necessary to identify the ability of the District's existing facilities to adequately serve enrollments. This section identifies the existing capacity of the Ross Valley School District's facilities and describes the bond projects being undertaken at the individual sites and those projects effect on future capacities. Table 37 provides the age of the District's schools and the dates of additions and modernizations.

Table 37. School Site Information

School	Grades	Year Constructed	Modernization or New Construction
Elementary Schools			
Brookside	K-5	1946	1952/2001/2004
Hidden Valley	K-5	1957	1962//2002/2004
Manor	K-5	1946	1958-63/2001-06/2011
Wade Thomas	K-5	1946	1963/2001/2003
Middle School			
White Hill Middle	6-8	1967	1978/1992-1996/2004/Under Construction
School Sites (Leased)			
Red Hill		1967	1999,2007(District Offices/Portables)
Deer Park		1952	N/A

Source: Ross Valley School District

Facility Capacity

To identify the ability of the Ross Valley School District to house future enrollments, it is necessary to identify the student capacity of the District's facilities.[12] Student capacities can be measured differently depending on which rooms are identified as classrooms and the current program usage of each classroom. These differences are described in Table 38.

[12] *These capacities are based on current grade configurations.*

State Capacity Factors: The Office of Public School Construction (OPSC), which is the agency responsible for administering State school building programs, has determined classroom capacity factors to be used in establishing eligibility for State school building funds and resources under Senate Bill 50 and the guidelines for the State School Facilities Program. ***These capacity factors do not allow for Class Size Reduction or for special-use rooms.***

District Capacity Factors: In order to provide an adequate educational environment for students, the following factors must be considered in order to attain the goal of optimum capacity for each site: Site size (acreage), portable classrooms, and appropriate classroom capacity standards to accommodate students. Therefore, each site must be surveyed and assigned a capacity according to these factors. The capacity factors in Table 38 serve as a guideline for classrooms; however, each site varies due to the factors outlined previously in this paragraph.

Table 38. Classroom Capacity

***Classroom Capacity**
For Standard Size Rooms (960 s.f.)

Grade Level	RVSD Standard	State Standard
K	20	25
1-3	20	25
4-6	25	25
7-8	27	27
K-6 Resource Specialist	0	25
Special Education	12	13/9

***Capacity of classroom does not reflect actual usage.**

It is important to note that while CDE recognizes Class Size Reduction, the OPSC does not recognize any reduction in capacity to accommodate Class Size Reduction.

Current Facility Inventory

In order to provide a capacity for each school site Schreder & Associates worked closely with District staff. These capacities are outlined in Table 39 for each school.

Table 39. School Site Capacities

School	2010 Capacity	Post 2010 Bond Capacity**	2012-13 Enrollment
Brookside Elementary	300	425	319
Hidden Valley Elementary	300	345	412
Manor Elementary	365	425	429
Wade Thomas Elementary	320	425	443
White Hill Middle	615	810	617
Total Capacity*	**1,900**	**2,430**	**2,220**

*These capacities do not include Red Hill and Deer Park.
**Per RVSD standards.
Source: Ross Valley School District

School Sites

The State Department of Education provides school site size guidelines that are identified in the Department's *School Site Analysis and Development Handbook*. The handbook describes the amount of area required for classrooms, offices, athletic fields, etc. The site size utilization is important, as approval from the State Department of Education is required to exceed the site size guidelines at a particular site.

Table 40 outlines the 2012-13 enrollments at District sites, the useable acreage at those sites, and compares this acreage to the recommended acreage according to State guidelines to effectively accommodate the enrollments.

Table 40. Enrollments Compared to Usable and CDE Recommended Acreage

School	2012-13 Enrollment	Actual Acreage	Usable Acreage	CDE Recommended Acreage	Percent +/- CDE Recommended Acreage
Brookside Elementary	319	5.49	5.49	5.8	-5.34%
Hidden Valley Elementary	412	12.51	12.51	10.0	+25.1%
Manor Elementary	429	10.05	5.59	10.5	-46.7%
Wade Thomas Elementary	443	4.62	4.62	10.3	-55.1%
White Hill Middle	617	19.99	12.7	11.6	+9.5%

Portable Classrooms

To accommodate enrollment increases due to residential growth, lack of financial resources, and the implementation of Class Size Reduction, the District has added portable classrooms on various sites. Portable classrooms provide a flexible and timely option to housing additional students. However, portable classrooms can over-burden existing ancillary facilities such as libraries, cafeterias, administrative space, playgrounds, and multi-purpose areas. When schools are constructed, the ancillary facilities are built to serve the original buildings and student population. These ancillary facilities become overburdened when portable classrooms are added to campuses without a corresponding expansion of these core ancillary facilities.

Portable classrooms are costly and ineffective when used as a permanent housing solution. While the initial cost to the District may be lower than constructing permanent classrooms, portable classrooms require more maintenance, and have a short life expectancy. Portables should be added only as an interim housing measure while the District constructs new schools or implements other alternatives for housing students. Portable classrooms are considered temporary housing by the Office of Public School Construction and are considered to have a useful life of 20 years, at which time they are eligible for modernization funding. Table 41 shows the number of portable classrooms at each site[13].

Table 41. Portable Classroom Summary

Ross Valley School District	
Portable Classroom Summary (August 2012)	
Brookside Elementary	0
Hidden Valley Elementary	2
Manor Elementary	1
Wade Thomas Elementary	3
White Hill Middle	16*
Total	**22**

**13 leased summer 2012 and 3 district owned portables.*

[13] Portable Classroom counts do not include portable rooms being utilized for other purposes, i.e. Libraries, Restrooms, Offices, Storage, Bookrooms, etc.

SECTION J: GENERAL OBLIGATION BOND PROJECTS

The citizens of the RVSD passed a General Obligation Bond in November 2010 in order to provide additional classrooms to help meet the increasing student population, to replace aging portable classrooms, and to reconfigure existing classroom space. Architectural firms were interviewed and hired for the various projects outlined in the bond language. RVSD has a facility project team and work is ongoing at this time.

The initial proposal, based on the FPAC recommendation, was to replace the portable classrooms at White Hill and add new classrooms to provide for a population of 810 students. In addition, the elementary school capacity was expanded to accommodate 400 students and still leave dedicated space for music, art, assembly and daycare. Subsequent to a revision of school boundaries within the district in 2011, this capacity was modified to more accurately reflect actual classroom needs at each site. The capacities in Section J reflect the updated bond project list.

Projects by Site

The number of new classrooms at each site is as follows:

Manor Elementary School: Provide 3 new classrooms.

Wade Thomas: Provide 4 new classrooms.

Brookside: Provide 5 new classrooms and a new multi-purpose room.

Hidden Valley : Reconfigure an existing building and add a modular to increase capacity by 3 , classrooms.

White Hill: Reconfigure an existing building to increase capacity by 2 new classrooms. Construct two new buildings to provide 22 classrooms. A new 7th grade building will be constructed with academic classrooms, 2 resource learning centers, and 1 flexible space that can be used as a classroom; a new 8th grade building will be constructed with 8 academic classrooms, 1 elective classroom, and 1 flexible space that can be used as a classroom. The music wing will consist of 3 classrooms for orchestra, band, and chorus.

SECTION K: INDIVIDUAL SCHOOL ANALYSIS

A critical part of any Facility Master Plan is an assessment of the existing condition of district facilities. Depending on the age of a facility and the building systems, various facility issues will need to be addressed. Newer buildings typically need general maintenance, and function adequately for current administration and programs. Older buildings typically require major renovation and/or replacement, along with expansion of core facilities due to enrollment and/or programmatic requirements.

During the development of the 2009-10 RVSD Facility Master Plan Jack Schreder & Associates worked closely with District staff and District architects to prepare a detailed assessment of the District's facilities. These individual facility assessments, included in the 2009-10 Facility Master Plan, compiled and summarized facility data for analysis in the development of options relating to facility improvements undertaken by the District as well as future facility needs over the foreseeable future.

The individual facility capacities have been updated for this 2012-13 Facility Master Plan, and demonstrate the future capacity following completion of bond projects at all sites.

Brookside Elementary School 2012-13

Year Constructed: 1946; Expanded 1953, 2001

General Facility Information	Current	Post Bond
Grades Housed	K-4	K-5
Permanent Classrooms	15	20
Portable Classrooms	0	0
Total Acreage	5.49	5.49
Existing Usable Acreage	5.49	5.49
CDE Rec Site Acreage	5.8	5.8
Capacity	300	425-500
2012-13 Enrollment	319	
Difference	+19	

Summary

Brookside Elementary School is a single-story facility, which is comprised of buildings originally constructed in 1946-1953 (original school), and modernized in 2001. A Library, Art, and Music building was constructed in 2001. The Brookside campus includes 15 permanent classrooms and no portable classrooms.

Brookside housed 319 K-4th grade students in the 2012-13 school year, operating slightly above its facility capacity. This school will begin serving 5th grade students in Fall 2013. The Board of Trustees approved bond projects for this site which will add five classrooms to this campus and replace the Multi-Use Room with construction expected to start in 2014.

Facility Capacity

CLASSROOMS	TYPE	INTENDED USE	DISTRICT CAPACITY	PROPOSED CAPACITY w/Bond Projects
15	Permanent	Classroom	300	300
Art	Permanent	Art	0	0
Music	Permanent	Music	0	0
Before/After	Permanent	Before/After Care	0	0
Library	Permanent	Library	0	0
Multi-Purpose	Permanent	Multi-Purpose Room	0	0
Post Bond Build-out- added classrooms				
5	Permanent	Classroom		125
Total Capacity			**300**	**425**

Site Map


Brookside Elementary School - Campus Use as Designed
116 Butterfield Road San Anselmo, CA
Facility Type
Permanent Bldg.
Portable Bldg.
ART
LIBRARY
MUSIC
BEFORE/ AFTER CARE
MULTI-PURPOSE ROOM
ADMIN
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
0
100'
SCALE
Prepared by J. Iseman, Jack Schreder and Associates 2010
Data Sources: Ross Valley School District
JSA Original Document - Copyright JSA 2010

Hidden Valley Elementary School 2012-13

Year Constructed: 1957; Expanded 1962, 2002; Modernized 2004

General Facility Information	Current	Post Bond
Current Grades Housed	K-5	K-5
Permanent Classrooms	13	17
Portable Classrooms	2	1
Total Acreage	12.51	12.51
Existing Usable Acreage	12.51	12.51
CDE Rec Site Acreage	8.9	8.9
Capacity	300	345-425
2012-13 Enrollment	412	
Difference	+112	

Summary

Hidden Valley Elementary School is located on 12.51 acres and is a single-story facility, originally constructed in 1957 (original building). It currently consists of 13 permanent classrooms and 2 portable classrooms. The current administration building and multi-purpose room were constructed in 2002.

Hidden Valley housed 412 K-5th grade students in the 2012-13 school year, operating 112 students over facility capacity. The Board of Trustees approved bond projects include: 1) Convert one pod building into three Kindergarten classrooms, 2) Construct a new library, and 3) Install one modular to replace a portable building.

Facility Capacity

CLASSROOMS	TYPE	INTENDED USE	DISTRICT CAPACITY	PROPOSED CAPACITY w/Bond Projects
13	Permanent	Classroom	300	285
Art	Permanent	Art	0	0
Music	Permanent	Music	0	0
RSP	Permanent	RSP	0	0
Speech/LC	Permanent	Speech/LC	0	0
Library	Permanent	Library	0	0
Multi-Purpose	Permanent	Multi-Purpose Room	0	0
P1	Portable		0	0
P2	Portable		0	Removed
Post Bond Buildouts				
3	Permanent	Classroom	-	60
1	Modular	MCOE/RSP	-	0
Total Capacity			**300**	**345**

Site Map


Hidden Valley Elementary
46 Green Valley Court San Anselmo, CA
Facility Type
Permanent Bldg.
Portable Bldg.
MULTI-PURPOSE ROOM
MUSIC
ART
1
2
3
4
5
6
7
ADMIN
LIBRARY
COMP
BEFORE / AFTER CARE
8
RSP
10
11
9
SPEECH/ LC
12
13
0
100'
SCALE
Prepared by J. Iseman, Jack Schreder and Associates 2010
Data Sources: Ross Valley School Distr
JSA Original Document - Copyright JSA

Manor Elementary School 2012-13

Year Constructed: 1946; Expanded 1958/1963/2001-2006, Modernized 2005

General Facility Information	Current	Post Bond
Current Grades Housed	K-5	1-5
Permanent Classrooms	18	20
Portable Classrooms	1	0
Existing Usable Acreage	5.59	5.59
CDE Rec Site Acreage	10.3	10.3
Capacity	365	425-500
2012-13 Enrollment	429	
Difference	+64	

Summary

Manor Elementary School is located on 10.05 acres of which 5.59 are usable. It is a single-story facility, originally constructed in 1946 and expanded in 1958-63. It consists of 18 permanent classrooms.

Manor housed 429 K-5th grade students in the 2012-13 school year, operating at 64 students above its facility capacity. The kindergarten wing and administrative areas were constructed in 2000. Between 2001 and 2006 the District added 6 classrooms to this site. The Board of Trustees approved bond projects include the addition of a new permanent modular classroom (added in 2011-12 school year) and a temporary portable classroom which was installed in the summer of 2012. The current bond plan includes the addition of two new classrooms and the removal of the temporary portable classroom.

Facility Capacity

CLASSROOM	TYPE	INTENDED USE	DISTRICT CAPACITY	PROPOSED CAPACITY w/Bond Projects
17	Permanent	Classroom	365	365
	Permanent	Art	0	0
Music	Permanent	Music	0	0
Before/After	Permanent	Before/After Care	0	0
Library	Permanent	Library	0	0
Multi-Purpose	Permanent	Multi-Purpose Room	0	0
Post Bond Build-out- added classrooms				
1	Modular	Classroom		20
2	Permanent	Classroom		40
Total Capacity			**365**	**425**

Site Map


Manor Elementary School - Campus Use as Designed
150 Oak Manor Drive Fairfax, CA
Facility Type
Permanent Bldg.
Portable Bldg.
Oak Manor Drive
Piper Court
GYM
LIBRARY
ADMIN
ART
MUSIC
BEFORE/ AFTER CARE
P1
P2
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
0
100'
SCALE
Prepared by J. Iseman, Jack Schreder and Associates 2010
Data Sources: Ross Valley School District
JSA Original Document - Copyright JSA 2010

Wade Thomas Elementary School 2012-13

Year Constructed: 1946; Expanded 1963/2001/2003; Modernized 2003

General Facility Information	Current	Post Bond
Current Grades Housed	K-5	K-5
Permanent Classrooms	15	20
MCOE SDC	1	0
Portable Classrooms	3	0
Total Acreage	4.62	4.62
Existing Usable Acreage	4.62	4.62
CDE Rec Site Acreage	10.3	10.3
Capacity	325	425-500
2012-13 Enrollment	443	
Difference	+123	

Summary

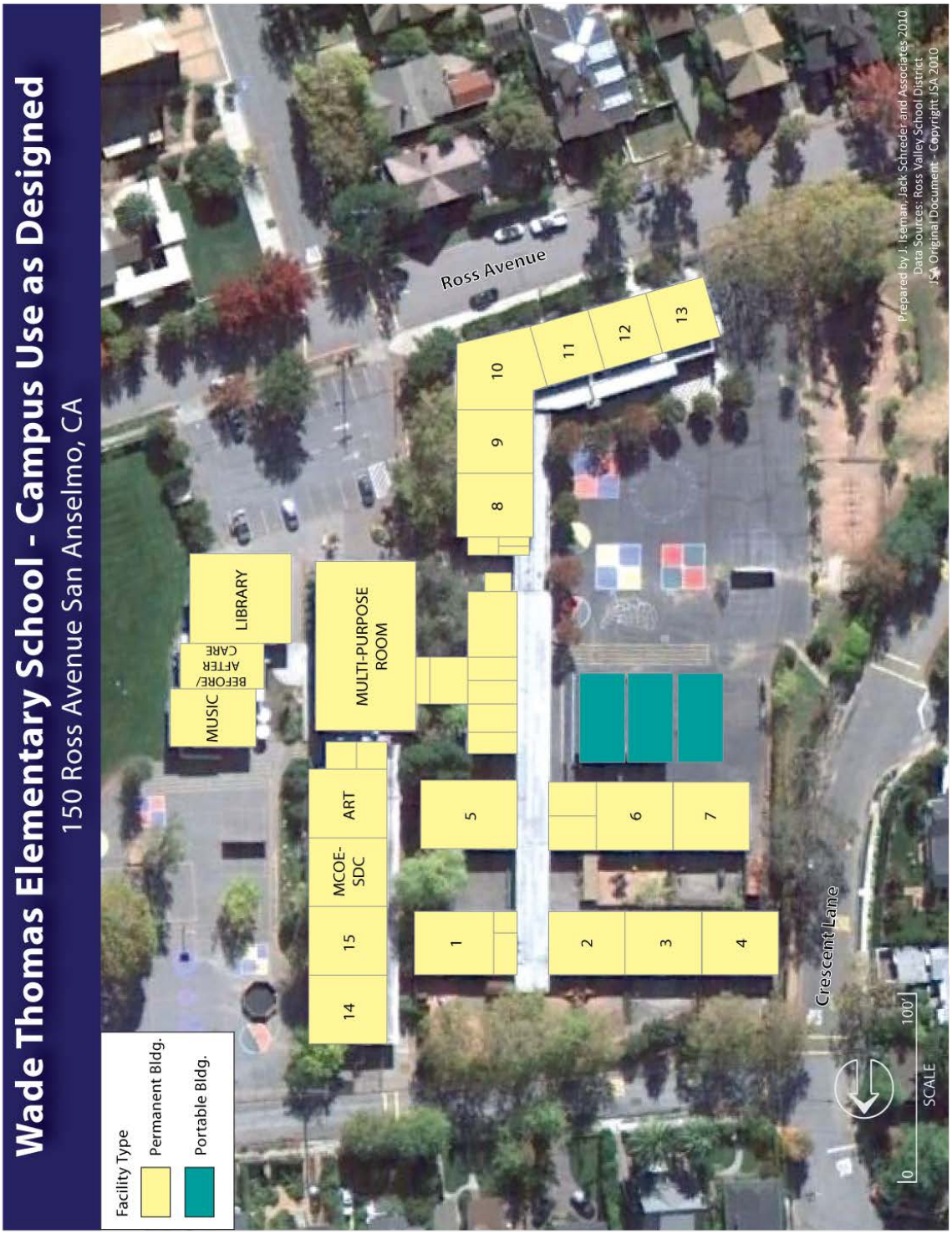
Wade Thomas Elementary School is located on 4.62 acres and is a single-story facility, originally constructed in 1946. It currently consists of 16 permanent classrooms and 3 portable classrooms.

Wade Thomas housed 443 K-5 students in the 2012-13 school year, operating 123 students above facility capacity. A new library and two classrooms were constructed in 2001, a 4 classroom wing was constructed in 2003, and the older classrooms were modernized in 2003. The Board of Trustees approved bond projects include the replacement of the three portable classrooms with four new permanent classrooms.

Facility Capacity

CLASSROOMS	TYPE	INTENDED USE	DISTRICT CAPACITY	PROPOSED CAPACITY w/Bond Projects
15	Permanent	Classroom	300	300
1	Modular	Classroom	25	25
Art	Permanent	Art	0	0
Music	Permanent	Music	0	0
Before/After	Permanent	Before/After Care	0	0
Library	Permanent	Library	0	0
Multi-Purpose	Permanent	Multi-Purpose Room	0	0
P1	Portable 1997			removed
P2	Portable 1997			removed
P3	Leased Portable 2010			removed
Post Bond Build-out- added classrooms				
4	Permanent	Classroom		100
Total Capacity			**325**	**425**

Site Map


Wade Thomas Elementary School - Campus Use as Designed
150 Ross Avenue San Anselmo, CA
Facility Type
Permanent Bldg.
Portable Bldg.
LIBRARY
BEFORE/ AFTER CARE
MUSIC
MULTI-PURPOSE ROOM
ART
MCOE-SDC
15
14
1
5
2
3
4
6
7
8
9
10
11
12
13
Ross Avenue
Crescent Lane
0
100'
SCALE
Prepared by J. Iseman, Jack Schreder and Associates 2010
Data Sources: Ross Valley School District
JSA Original Document - Copyright JSA 2010

White Hill Middle School 2012-13

Year Constructed: 1967; Expanded: 1978, 1993, 2002; Modernized 2003

General Facility Information	Current	Post Bond
Current Grades Housed	6-8	6-8
Permanent Classrooms	13	39*
Portable Classrooms	20	0
Total Acreage	19.9	19.9
Existing Usable Acreage	12.7	12.7
CDE Rec Site Acreage	11.6	12.7
Capacity	615	810-1000+
2012-13 Enrollment	617	
Difference	+2	

*Classroom count includes 3 dedicated music rooms and 2 art classrooms.

Summary

White Hill MS is located on 19.9 acres of which 12.7 are usable. It is a single story facility originally constructed in 1967. A multipurpose room was added in the late 1970's. In the 1980's a modular building and a few portables were added. In the 1990's there was a major expansion with the addition of 16 portable buildings. In 2002, following passage of the 2000 Bond, a library and an administration building with 4 permanent classrooms were built.

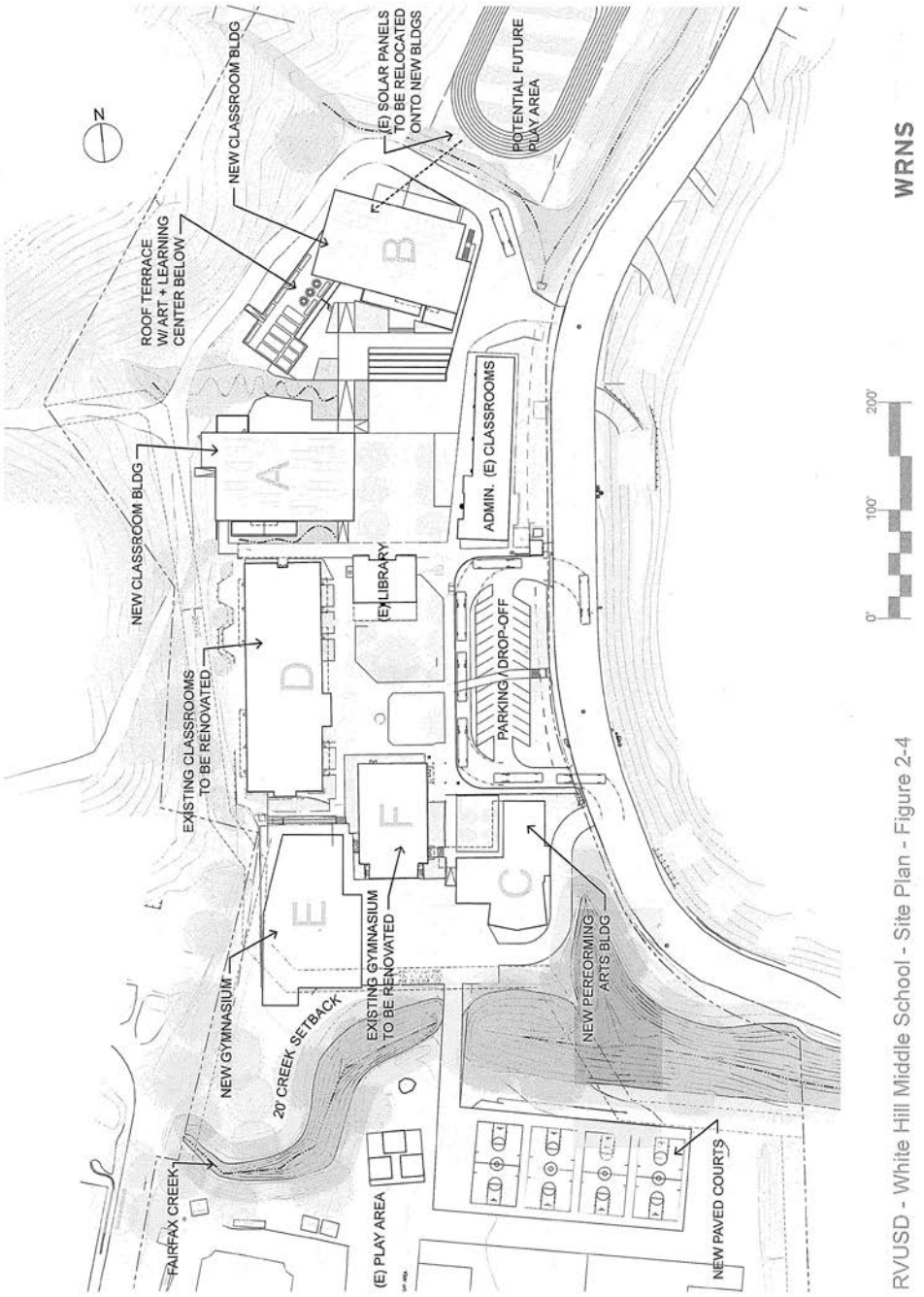
Passage of the 2010 Bond provided funds to replace the portable buildings and this work is currently under way. The older portable buildings have been removed to make way for new two story classroom buildings and 13 temporary portables were places on the campus to accommodate the students during construction.

Currently there are 11 permanent classrooms in building 100, 4 permanent classrooms in building 300 and 13 temporary portables on campus.

Facility Capacity

BUILDING	TYPE	INTENDED USE	DISTRICT CAPACITY	Post Bond Intended Use	PROPOSED CAPACITY Post Bond
100	Permanent	7-8th Grade CR	216	6th Grade CR	270
P Bldg	DO Owned PCR	6-8th Grade CR	291	Removed	
300	Permanent	7-8th Grade CR	108	CR	
	Permanent	Gymnasium			0
Post Bond Buildout—Added Classrooms					
	7th Grade wing				
	Permanent	Classrooms			270
	8th Grade wing				
	Permanent	Classrooms			270
	Permanent	Band/Orchestra/Chorus			0
Total			**615**		**810**
**Does not include the 13 temporary portable classrooms currently on the site.*					

Site Plan (Following Construction)



Red Hill

Red Hill

The Red Hill school site was originally constructed in 1967 as a junior high school to house grades 7th-8th. This site contains no ancillary facilities (cafeteria, multi-purpose room, etc.) and housed four tenants in the 2012-13 school year.

While this site is not currently utilized as a District public school, it has ongoing maintenance needs. Due to multiple site constraints (topography, State code requirements, limitations of existing buildings, etc.) this site would need to undergo extensive and costly modernization prior to reopening for use.

In addition to housing tenants, this site is currently being utilized to house the Bond Construction Program staff and provide support services for administration.

District Administrative Office

This site is also home to the District's administrative offices and maintenance facility. The District offices are currently housed in permanent modular and portable classrooms with inadequate storage and office space. Conference rooms are small and inadequate and the Board meeting area has inadequate space and technology for meetings. Overall, the layout is inefficient. This District may want to consider a new administrative building either on this campus or at another location. While this site is not currently utilized as a District public school, it has ongoing maintenance needs. In order to qualify for modernization funding through the State program, this facility would need to be reopened as a regular public school site by the District. Once the enrollments were available the District could then apply to the State for funding as a modernization project and preliminary calculations can be provided.

Facility Capacity

CLASSROOMS	TYPE	INTENDED USE	DISTRICT CAPACITY
Bldg 1			
5	Permanent	Classrooms	0
1	Permanent	Office	0
1	Permanent	Restroom	0
Bldg 2			
5	Permanent	Classrooms	0
1	Permanent	Restroom	0
DSA Approved Portables			
3	Portable	Classrooms	0

Site Map


Red Hill Site (District Office and Leased School) - Campus Use as Designed
110 Shaw Drive San Anselmo, CA
Facility Type
Permanent Bldg.
Portable Bldg.
M/O
PRINT
I.T.
DISTRICT OFFICE
P1
P2
P3
RR
OFFICE
1
2
3
4
5
SCALE
100'
Prepared by: Iseman, Jack Schreder and Associates 2010
Data Sources: Ross Valley School District
JSA Original Document - Copyright JSA 2010

Deer Park

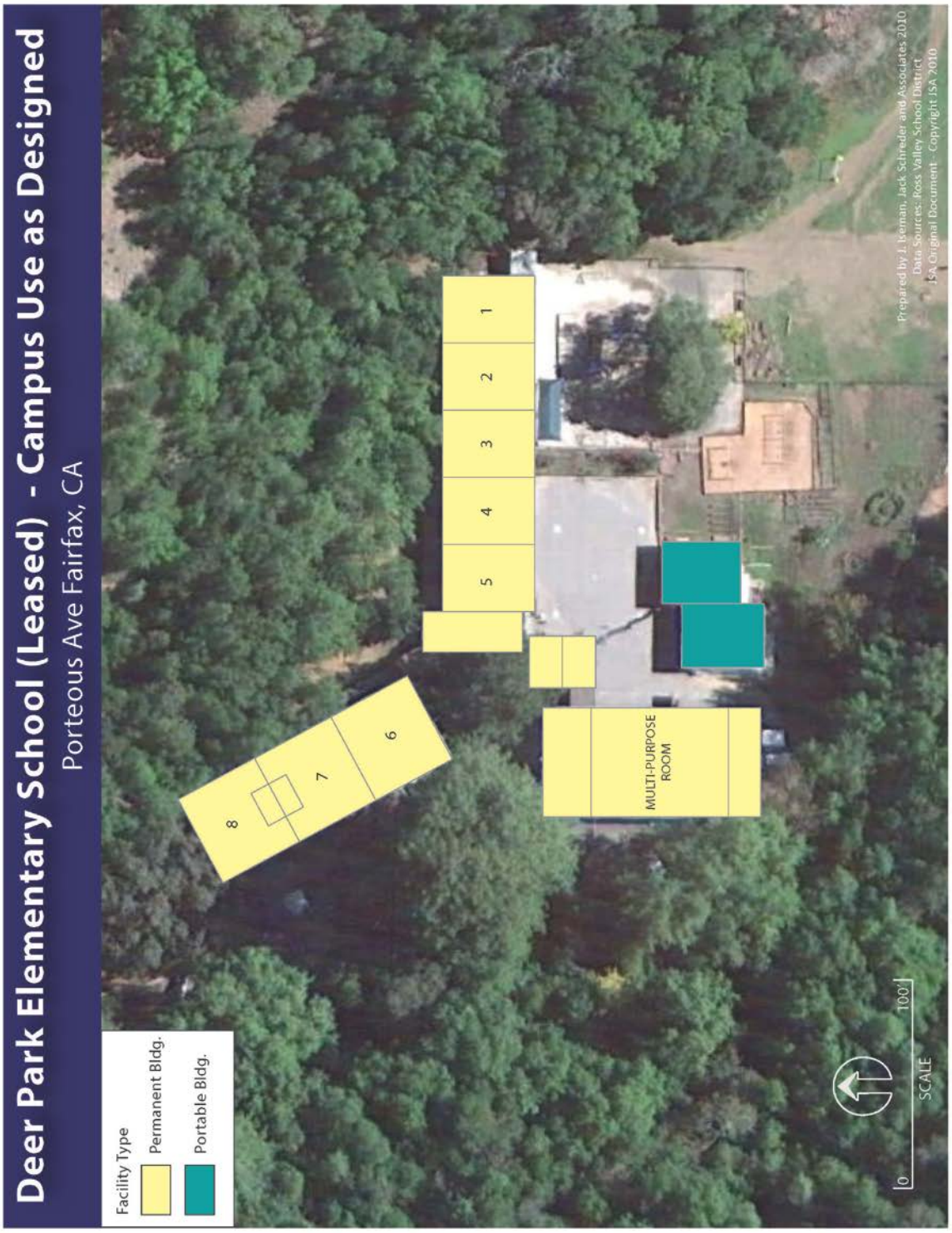
This site was originally constructed in 1952 and limited necessary repairs were undertaken in 2002.. However, many of the major systems were not upgraded and would need to be renovated in order to use this site. This site was originally a K-6th grade school, but it was closed in 1984, and leased in 1985 to the current tenant. The site consists of 8 classrooms, and a multi-purpose room with a full kitchen. While this site is not currently utilized as a District public school, it has ongoing maintenance needs. Due to multiple site constraints (topography, State code requirements, limitations of existing buildings, etc.) this site would need to undergo extensive and costly modernization prior to reopening for use.

In order to qualify for modernization funding through the State program, this facility would need to be reopened as a regular public school site by the District. Once the enrollments were available the District could then apply to the State for funding as a modernization project and preliminary calculations can be provided.

Facility Capacity

CLASSROOMS	TYPE	INTENDED USE	DISTRICT CAPACITY
Bldg 1			
3	Permanent	Classroom	0
Bldg 2			
5	Permanent	Classroom	0
	Permanent	Office	0
		Multi-Use Room	0
	Permanent	Restrooms	0

Site Map


Deer Park Elementary School (Leased) - Campus Use as Designed
Porteous Ave Fairfax, CA
Facility Type
Permanent Bldg.
Portable Bldg.
1
2
3
4
5
6
7
8
MULTI-PURPOSE ROOM
0
100'
SCALE
Prepared by: L Iveman, Jack Schreder and Associates 2010
Data Sources: Ross Valley School District
JSA Original Document - Copyright JSA 2010

Summary

- Ross Valley School District has many facilities which were constructed as small elementary schools to serve approximately 300-360 students.
- RVSD is currently renovating and constructing additional classrooms at elementary sites in order to accommodate enrollments.
- The middle school site is currently undergoing renovation and construction of classrooms in order to provide educationally effective middle school programs and environment.

SECTION L: FACILITY FUNDING ANALYSIS

The Ross Valley School District has been proactive in identifying facility needs, and preparing options for housing students. The District has prioritized the facility needs outlined in this study, and is maximizing all State facilities funding sources. The District will continue to monitor enrollments and community demographics in order to effectively plan for future facilities needs.

State School Building Program

The State of California has developed standards for school construction deemed to provide a safe, effective learning environment. The State allocates the following square feet to be constructed for various grade levels.

Grade	Sq. Ft./Student
K-6	59
7-8	80
9-12	92

These square feet per student include all ancillary and classroom facilities. The State of California requires 30 square feet per student for a standard classroom. Architectural designs vary in the state. Issues related to geographical region, climate, and seismic activity, fire marshal requirements and the American Disabilities Act must be addressed in the design of school construction. School Districts have the opportunity to design educationally functional, aesthetically pleasing schools within those architectural parameters.

Relocatable Classroom Facilities

Relocatable classrooms have provided the District with a short term solution at some sites. The RVSD should prioritize the replacement of all portable classrooms with permanent structures as the classrooms become eligible under the State program. The timeline for replacement varies slightly with each classroom, but it is important to the overall District plan to be aware of future potential State funding eligibility in all programs.

Funding Mechanisms

State Funding Sources

Modernization Funding

The State School Facility Program modernization grant provides State funds on a 60/40 sharing basis for improvements to educationally-enhance school facilities. Projects eligible under modernization include air conditioning, plumbing, lighting, electrical, and other infrastructure systems. Modernization funds cannot be used for maintenance. To be eligible, a permanent building must be at least 25-years old and a relocatable building must be at least 20-years old. Relocatable and permanent buildings can be replaced under "like for like" regulation (like for like square footage receives modernization apportionment). The RVSD was proactive in modernization projects at all sites operating as public schools following the last bond measure passed in 1999.

However, the District has modernization eligibility remaining at all operating public school sites. White Hill Middle School has numerous portable classrooms which will be eligible to be replaced between 2013 and 2015. The estimated future modernization eligibility generated by these classrooms is also outlined in Table 42. Modernization eligibility does not expire.

If the District chooses to spend their own monies demolishing and reconstructing eligible classrooms, current policy provides for reimbursement with State modernization dollars[14].

[14] In order to capture the reimbursement for modernization, the District must provide a demolition plan. Additionally, State policy may change, and Schreder & Associates strongly urges the District to check with all relevant State departments prior to moving forward with a modernization reimbursement project.

Table 42. SFP Modernization Eligibility

Available Modernization Funding	State 60%	District's 40%
Manor Elementary	$153,088	$102,059
Wade Thomas Elementary	$103,168	$68,779
Brookside Elementary (both campuses)	$515,840	$313,893
Total Eligibility	**$772,096**	**$484,731**

Estimated Future Modernization Funding from 2010-2015	State 60%	District's 40%
White Hill Middle	$1,288,996	$859,331
Total Eligibility	**$1,288,996**	**$859,331**

*These are estimates only.

New Construction

The State School Facility Program new construction grant provides State funds on a 50/50 sharing basis for public school capital facility projects. To be eligible, a district must demonstrate that existing seating capacity is insufficient to house the pupils existing and anticipated in the district.

The District has established its new construction eligibility with the State School Facility Program. These funds may only be utilized for construction of new facilities after plans are approved through the State process and must be matched by the District on a dollar for dollar basis. Table 43 outlines the District's potential new construction funding as of April 2010. RVSD is considered a "Small School District" (< 2500 students), and therefore is required to update this eligibility every three years with new enrollments[15].

The District currently has new construction funding available at the K-6 and Non-Severe grade levels. These K-6 funds can **only be used** for new classroom construction at any school site. In addition, the non-severe grants can only be utilized for classrooms that house non-severely handicapped students. The augmentations in Table 43 refer to monies over and above the base grant amounts and reflect monies for fire alarm, handicapped access, small school district, etc. under the SFP program funding guidelines.

[15] The District has the option of recalculating and potentially updating this eligibility annually, if it increases. Schreder & Associates recommends recalculating this eligibility annually in order to maximize state funding.

These amounts are not a guarantee of funding from the State until the District has plans approved for a specific project and has submitted a funding application to the Office of Public School Construction (OPSC). The current eligibility outlined in Table 43 is "locked in" until October 2013. If the District does not submit a funding application to the OPSC by October 2013, this eligibility will expire. A funding application requires architectural plans approved by the Division of the State Architect and the California Department of Education. The process of obtaining approval from these state agencies, once the architect and the District agree on a set of plans, takes approximately one year. Proactive planning is essential in order to receive State funding.

The RVSD currently has an approved funding application under this new construction program for a classroom at Manor Elementary School. The District is currently on the "unfunded approved" list and will be awarded the monies when State bond funds become available. The total funding (which will be matched by District funds) is $290,887.

Table 43. SFP New Construction Eligibility

*Potential New Construction Funding (Approved 4/28/2010)	District Share (50%)	State Share (50%)	Total Project Cost
K-6	$6,588,452	$6,588,452	$13,176,904
7-8	$-0-	$-0-	$-0-
Severe SDC	$-0-	$-0-	$-0-
Non-Severe SDC	$311,942	$311,942	$623,884
Total Potential Augmentations	$544,172	$544,172	$1,088,344
Total District	**$7,444,566**	**$7,444,566**	**$14,889,132**

**Specific regulations apply to receive these monies. These are only estimates.*

Local Funding Sources

The Ross Valley School District will need to review its potential funding sources in order to complete the projects outlined in the options in this section.

General Obligation Bond

The RVSD passed a General Obligation Bond in 1999 for $19,800,000. The District utilized these monies to match State monies for modernization projects at all sites. This bond did not exhaust the District's bonding capacity. The District also passed a $41,000,000 General Obligation Bond in

November 2010 to renovate schools, add classrooms to sites and provide the District matching funds in order to receive State school program funds.

Surplus Property

The RVSD owns the School Street Tennis Court property.

Developer Mitigation/Developer Fees

Due to the limited development within the District, developer fees and developer mitigation are not a significant source for funding for facilities. However, the district should remain aware of residential construction, particularly affordable housing construction, which will generate students for the district. Current developer fees are being utilized for capital facilities projects and maintenance issues not included in the bond program.

Summary

Tables 44-46 outline the ***potential*** funding sources for the District. The District will need to develop priorities, investigate funding sources, and prepare a timeline for implementation and completion of facility projects.

Table 44. Potential State Funding Sources

Source	State Contribution
New Construction	$7,444,566
Modernization	$772,096
Estimated Future Modernization 2010-2015	$1,288,996
Total Potential Funding from State Sources (Requires District Match with Local Sources)	**$9,505,658**

Table 45. Potential Local Funding Sources

Local Funding Sources	
GO Bond Proceeds (approved in 2010)	$41,000,000
Developer Mitigation/Developer Fees	$20,000
Total Potential Funding from Local Sources	**$41,020,000**

Table 46. Total Funds Available from State and Local Sources

Total Funding Sources	
Total Potential Funding from State Sources (Requires District Match with Local Sources)	**$9,505,658**
Total Potential Funding from Local Sources	**$41,020,000**
Total Potential Funding from All Sources	**$50,525,658**

SECTION M: RECOMMENDATIONS

The Ross Valley School District has undertaken this Facility Master Plan study in order to assist in proactive planning for current and future facility needs for its student population.

The cost of new and modernized school facilities will prompt the District to pursue several funding strategies. These strategies include developer fees, mitigation agreements, General Obligation Bonds, Joint Use Projects, and the State School Building Program. The following steps are recommended for the Ross Valley School District to meet its future facility needs:

- Review this study annually to determine if projected development and enrollment trends are accurate. Should future trends deviate from those identified in the study, adjustments regarding future school facility needs and costs may be required.

- Continue to pursue State school funding for modernization and/or new construction.

- Continue to update and apply for Deferred Maintenance Funding projects.

- Explore Joint Use programs at the State School Facility Program as well as through State and Federal Programs.

- Continue to work with the towns served by the District and other agencies throughout the planning process to secure full school facility mitigation for the construction of schools and/or acquisition of land.

- Continue the community awareness program so that constituents are aware of the facilities needs in the District.

SECTION N: SOURCES

Baranoff, George. Bond Program Manager. Ross Valley School District.

California Basic Educational Data System. California Department of Education.

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