DIXIE SCHOOL DISTRICT

Demographic Analysis

January 17, 2017

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Glossary of Terms

California Department of Education (CDE)
The California Department of Education (CDE) is a dedicated service agency that provides leadership, resources and technical support to school districts, schools, and educators. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, they prepare students to live, work, and thrive in a highly connected world.

Attendance Boundary
An attendance boundary is defined by a physical boundary which is specific to an elementary, middle, junior high, or high school. Students with a physical address which is located within that boundary are student residents of that "attendance boundary".

Board of Education (BOE)
The BOE is the governing board of the Dixie School District.

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.

DSD
Dixie School District.

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

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 DSD 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 DSD.

Local Agency Formation Commission (LAFCO)
LAFCO 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.

EXECUTIVE SUMMARY

The purpose of the 2016-17 Demographic Analysis is to provide detailed demographic information about the Dixie School District's (DSD) community, and the effects of those demographics on the Dixie School District's enrollments 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.

School districts are inextricably linked to the communities they serve. Therefore, any analysis of a school district must include an analysis of the communities served by the District, including the growth or decline in population, jobs, and residential development. The impact of the local planning agency policies, the health of the economy, the housing sector, and the migration of the population within the community have long term effects on District enrollments.

For example, the Bay Area housing crisis has had and will continue to have a significant effect on the Dixie School District. Countywide, the population has increased by about 10,000 in the last five years, while the number of housing units increased by around 500. This discrepancy between supply and demand causes prices to rise more quickly than wages, making it difficult for many families to continue to afford to live in the area served by the District. Countywide, the average wage earner would need to spend over 109% of their income to afford the median home in the area. In the DSD boundary, 44.7% of rental households spend at least 35% of their income on rent (the highest percentage tracked by the Census).

The 2016-17 Demographic Analysis for the Dixie School District provides not only a historical perspective on the DSD, 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.

The consultant conducted research with all relevant planning agencies, and governmental offices to identify current economic and development trends. This research was then correlated with DSD historical enrollment and resident trends. Having gathered and analyzed this information, the consultant prepared projections of student enrollments and projections of student residents by school boundary

area to assist the District in annual budgeting, reviewing district attendance boundaries, and planning for the location and size of future facilities.

Compared to previous enrollment projections prepared for the District, actual enrollment in DSD has been low the last two years. The birth to kindergarten ratio in 2014 was the highest it had been in more than 20 years, and grade-to-grade migration had been stable and highly positive. In 2015, the District experienced anomalous negative grade-to-grade migration (the first net negative migration in at least a decade), which resulted in a downward adjustment of the enrollment projections. The 2015 High projection was similar to the 2014 Low projection. The current projections have been adjusted down again due to a record low birth to kindergarten ratio in 2016, as well as grade-to-grade migration values that are still less positive than 2012-2014 values.

Since the influencing factors in the District's projections have been trending low, and since no significant new residential development is planned to inject a large number of new students into the District, JMK opted to produce only two projections this year: a Moderate projection (which tracks very similarly to the 2015 Low projection) and a Conservative projection. The Moderate projection places higher weight on the traditional stability of DSD kindergarten to birth ratios, while the Conservative projection emphasizes the current year's low ratio to demonstrate how enrollment could look if this ratio continues throughout the projection period. A higher projection than the Moderate is simply not very likely, and the inclusion of one would downplay the significance of the Conservative projection.

It will be critical to monitor the housing and rental markets in DSD in the coming months and years, as this has been one of the biggest influencing factors of both the birth to kindergarten ratio and the negative grade-to-grade migration.

The District experienced rapid enrollment growth from 2011 to 2014, and has maintained stable enrollment since that time. The Moderate projections indicate that this recent trend of stability will persist generally through the next decade, while the Conservative projections indicate the possibility of the District's enrollment declining due to smaller incoming kindergarten cohorts and continued out-migration of families with children due to increasing rental prices.

Based on the Moderate projection, TK-8th grade enrollments are projected to remain stable, with enrollments totaling 1,971 in 2026-27. This projection shows stability for DSD enrollments, similar to

what the District has experienced for the last two years, with enrollment remaining between 1,928 and 2,001 over the next decade.

- TK-5th grade enrollments are projected to increase slightly over the next two years, then decline through 2021 before beginning to increase again. This is primarily caused by the larger cohorts currently in the 2nd and 3rd grades being replaced by smaller incoming kindergarten cohorts when they eventually move on to middle school. As births rise in the next few years, this will lead to gradually larger kindergarten classes, and these larger cohorts will in turn replace some of the smaller cohorts entering DSD now, leading to the enrollment growth at the end of the projection period.
- Enrollments of the 6th-8th grades will decline next year, as the current large 8th grade cohort is replaced by a much smaller cohort (current 5th graders). After that, a series of larger incoming cohorts will cause enrollment growth at the middle school level up to 750 total students in 2020, after which smaller cohorts will again cause enrollments at these grades to decline.

Based on the Conservative projection, TK-8th grade enrollments are projected to decline from 1,974 to 1,718 by 2026-27. This projection shows a steady decrease over the next decade, as kindergarten classes remain small due to a lower birth to kindergarten ratio established in 2016.

- TK-5th grade enrollments are projected to decrease to a low of 1,108 in 2024 before beginning to increase gradually as a higher number of births leads to slightly larger kindergarten classes. Until 2024, each new smaller kindergarten class replaces a larger cohort of 5th graders moving into middle school.
- Enrollments of the 6th-8th grades will decline next year, as the current large 8th grade cohort is replaced by a much smaller cohort (current 5th graders). After that, a series of larger incoming cohorts will cause enrollment growth at the middle school level up to 750 total students in 2020, after which smaller cohorts will again cause enrollments at these grades to decline, down to a low of 598 students at the end of the projection period in 2026. The first of the new smaller cohorts, the current year kindergarten students, will not reach 6th grade until 2022, so the 6th-8th grade Conservative projection does not deviate from the Moderate projection until after this time.

Analysis of the residence location of DSD students, as opposed to their school of enrollment, demonstrates that the District's elementary school attendance boundaries are imbalanced, with the Dixie Elementary School boundary being significantly less populous than either Mary Silveira or Vallecito. Projections indicate that this gap will further widen over the next several years.

Another variable that deserves specific attention is the District's transitional kindergarten program. Transitional kindergarten enrollment has varied widely, as the program's implementation has changed frequently, possibly causing lower enrollment.

- In 2012, the District offered the program at all three elementary school sites in combination with kindergarten.
- In 2013, all three sites still offered transitional kindergarten, but one of the sites had transitional kindergarten as a standalone program.
- In 2014 and 2015, the District offered a shortened standalone transitional kindergarten program at one site only.
- In 2016, the District expanded the offering to two sites again.

Transitional kindergarten enrollment fell steeply from 2013 to 2015, then rose in 2016. The extent to which this was caused by programmatic changes is unknown due to a lack of established data, but there is a correlation with higher enrollment and more sites offering TK classes. If the District desires higher enrollment in the transitional kindergarten program, however, it might consider replicating the program's 2013 configuration when program enrollment reached its peak.

The data analyzed for this study 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 provision of adequate school facilities.

Recommendations

- Review and update 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.
    - The District should closely monitor pre-kindergarten and pre-transitional kindergarten registration to determine whether 2017 enrollment is more closely following the Moderate or the Conservative projection.

- The District should continue to monitor all current and potential residential development, as any new construction will generate students for the District to house.
- Based upon the District's 2013-14 Facility Master Plan, total district wide capacity is sufficient to accommodate all current and projected students.
- The student population does not grow at the same rate throughout the District boundaries. As demonstrated in this study, student resident imbalances exist among the elementary school boundaries, and these differences are expected to widen. The District should evaluate balancing student residents by considering boundary adjustments.
    - Specifically, the District should consider expanding the Dixie Elementary School boundary.
- The District should continue to promote the transitional kindergarten program and may want to consider reviewing past implementations of the program when enrollment was higher.
- The District should continue to update and apply for funding from the State School Facility Program.
    - Explore various programs at the State School Facility Program as well as through State and Federal Programs to determine which programs are appropriate for participation by the District.
- Continue to work with the County of Marin and City of San Rafael and other agencies throughout the planning process to secure full school facility mitigation for the construction of school facilities and/or acquisition of land.

SECTION A: INTRODUCTION

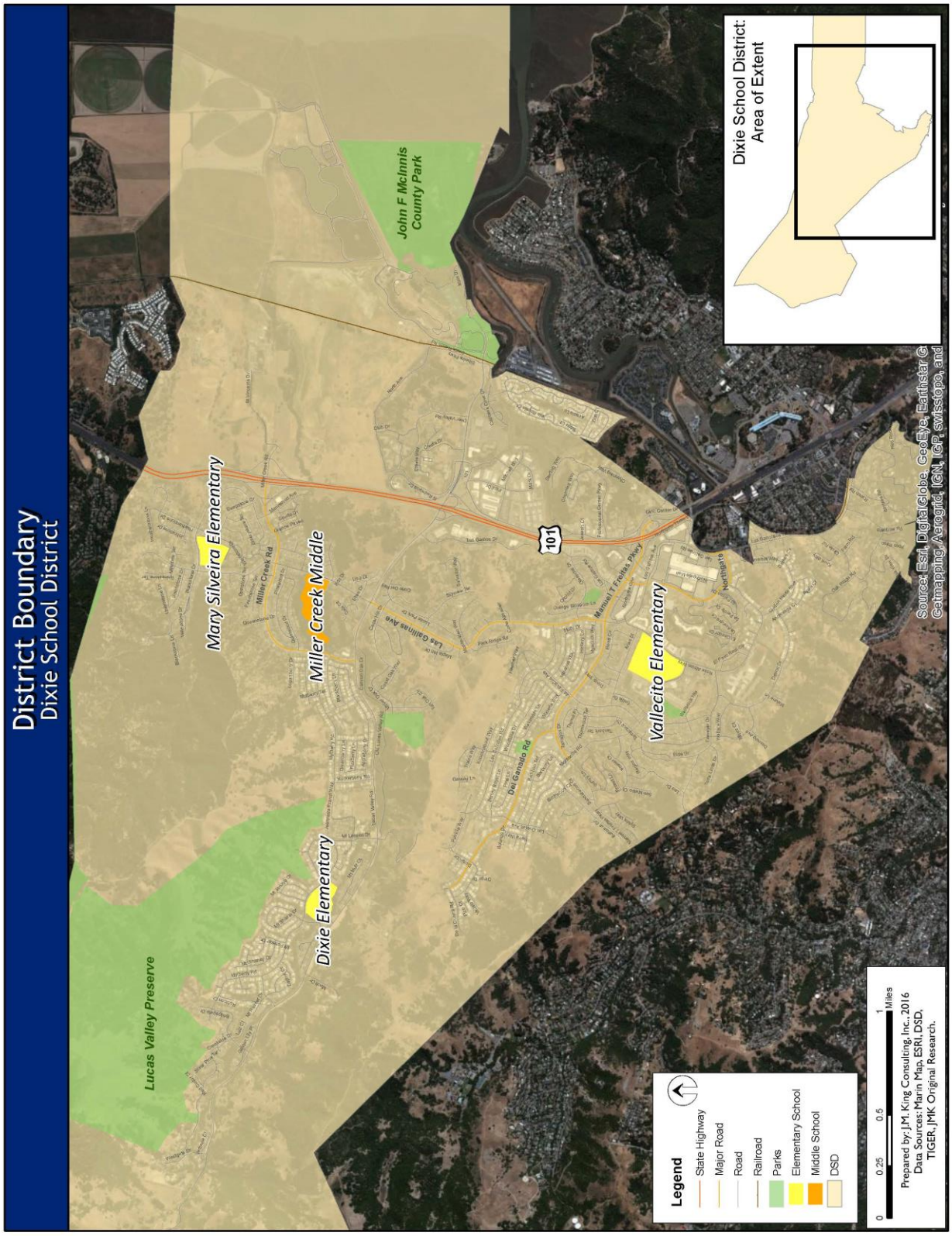
The Dixie School District is located in the City of San Rafael in Marin County, California. The District serves a portion of the City, as well as some unincorporated areas within the City's Sphere of Influence. The Dixie School District serves grades TK through 8, and as of October 2016, has a total enrollment of 1,974 students. The District includes 3 elementary school sites and 1 middle school site. Table 1 provides current year enrollments for all District schools, while Figure 1 provides their geographic location within the District boundary.

Table 1. School Sites and 2016-17 Enrollments

Elementary Schools	**Grade Levels**	**2016-17 Enrollment**
Dixie Elementary	TK-5	385
Mary E. Silveira Elementary	K-5	422
Vallecito Elementary	TK-5	493
Middle School	**Grade Levels**	**2016-17 Enrollment**
Miller Creek Middle School	6-8	674
Total		**1,974**

Source: DSD.

Figure 1. District Map and District Owned Property



Dixie School District 2016-17 Demographic Analysis

This report is divided into eight major components:

A. Introduction
B. District and Community Demographics
C. Student Generation Rates
D. Land Use and Planning
E. Spatial Analysis
F. Enrollment Projections
G. Resident Projections
H. Recommendations

Enrollment data presented in this report was compiled from Dixie School District and the California Department of Education. Data utilized in this report was also sourced from:

- 2000 decennial Census compiled by the U.S. Census Bureau;
- 2010 decennial Census compiled by the U.S. Census Bureau;
- 2015 American Community Survey;
- California State Department of Public Health;
- City of San Rafael Planning Department;
- County of Marin Planning Department;
- Environmental Systems Research Institute, Inc. (ESRI)
- ESRI Business Analyst Online (BAO);
- National Center for Education Statistics.

SECTION B: DISTRICT AND COMMUNITY DEMOGRAPHICS

District Enrollment Trends

Historical Enrollments

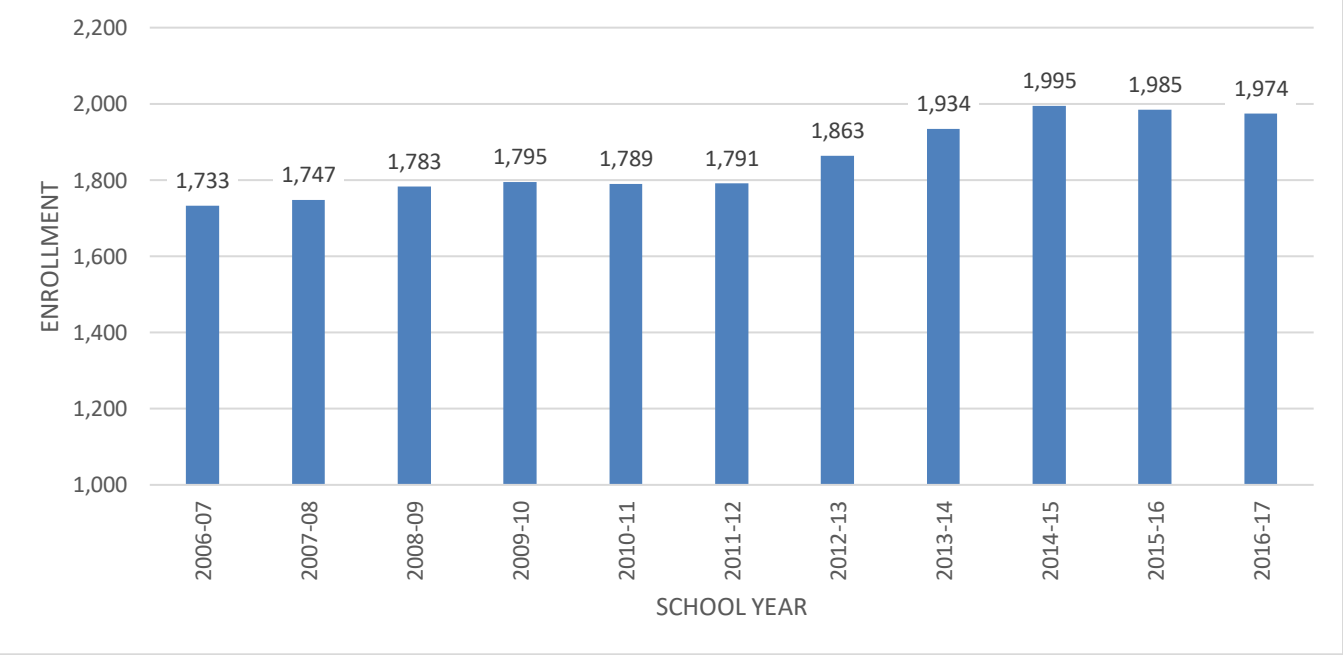
The Dixie School District experienced a trend of stable enrollment from 2005 through 2011, followed by a period of steady enrollment increases for three years, and then another period of stability through 2016.

- Enrollments between October 2006 and October 2011 increased from 1,733 to 1,791, representing an overall increase of 3.3% over six years.
- Enrollments then increased from 1,791 students in October 2011 to 1,995 students in October 2014, representing an overall increase of 11.4% over three years.
- From 2014 to 2016, enrollment has decreased by 1.1%, down to 1,974.

Figure 2 illustrates the District's enrollment pattern since 2006-07. Figure 3 provides current year enrollments by school. Figure 4 illustrates annual growth/decline in student enrollment. Table 2 provides historical enrollments by school since 2006-07.

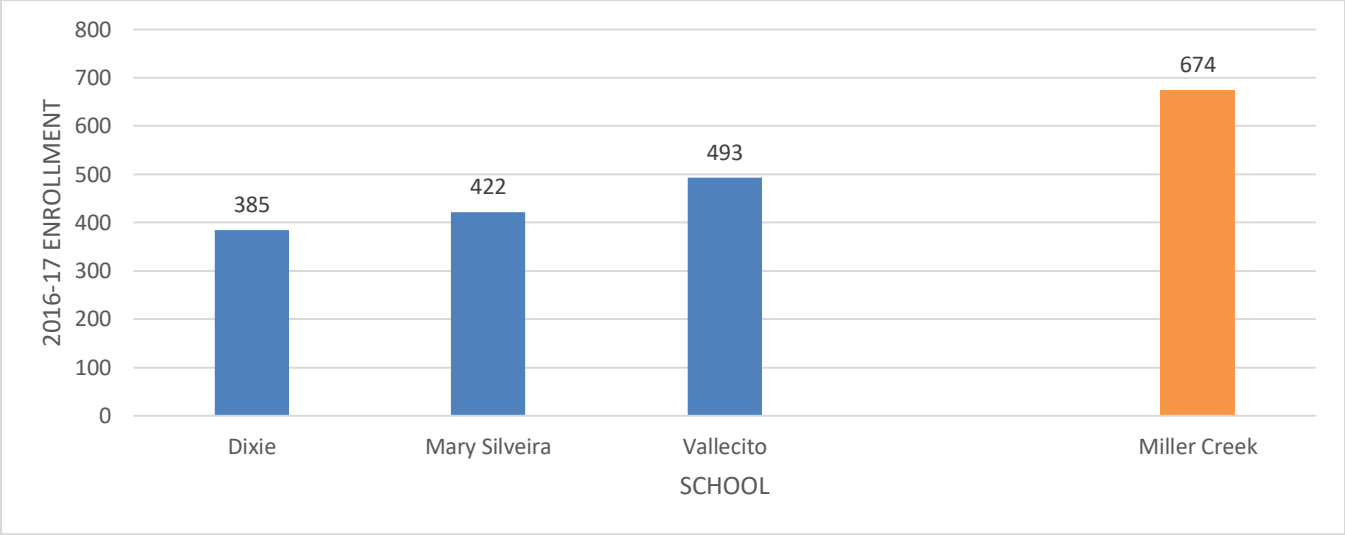
The various demographic factors affecting the District's historical enrollments will be discussed in greater detail in the following sections.

Figure 2. Historical Enrollments



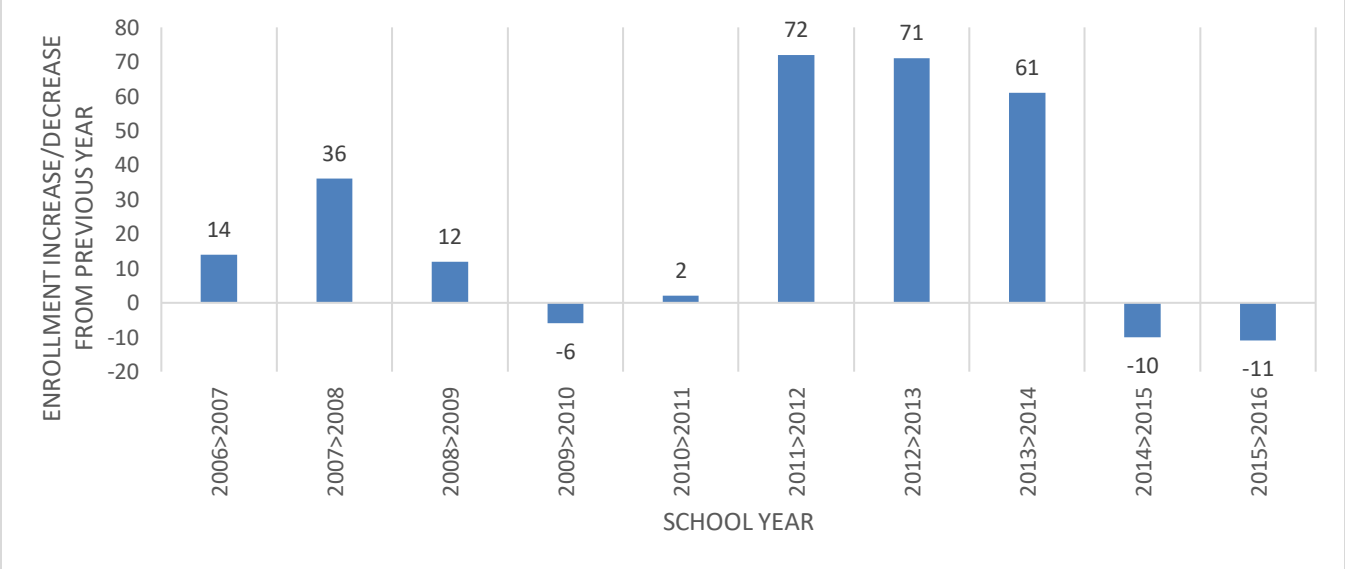
Source: California Department of Education and DSD.

Figure 3. 2016-17 Enrollments by School



Source: California Department of Education and DSD.

Figure 4. Annual Growth in Student Enrollment



Source: California Department of Education and DSD.

Table 2. Historical Enrollments by School

Elementary Schools	**06-07**	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**	**15-16**	**16-17**
Dixie	389	397	408	400	370	368	385	394	416	397	385
Mary E. Silveira	359	370	395	381	395	407	436	455	436	436	422
Vallecito	350	376	386	401	394	404	434	457	464	465	493
Middle School	**06-07**	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**	**15-16**	**16-17**
Miller Creek Middle School	635	604	594	613	630	612	608	628	679	687	674
Total Districtwide	**1,733**	**1,747**	**1,783**	**1,795**	**1,789**	**1,791**	**1,863**	**1,934**	**1,995**	**1,985**	**1,974**

Kindergarten enrollment generally increased since 2006, but decreased between 2014 and 2016 (Figure 5). 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.

In 2012-13 the District implemented transitional kindergarten, a program created by a new California law called the Kindergarten Readiness Act. The Kindergarten Readiness Act of 2010 changed the kindergarten entry date from December 2 to September 1 so children begin kindergarten at age 5. The rollback was implemented over a 3-year period, rolling back one month per year beginning in 2012-2013.

- 2012-13: Child must be 5 by November 1
- 2013-14: Child must be 5 by October 1
- 2014 -15: Child must be 5 by September 1

The Kindergarten Readiness Act of 2010 also created a transitional kindergarten (TK) program for those students who miss the cutoff and who will be five years old between:

- November 1 - December 2 in 2012-13
- October 1 - December 2 in 2013-14
- September 1 - December 2 in 2014 -15 and beyond

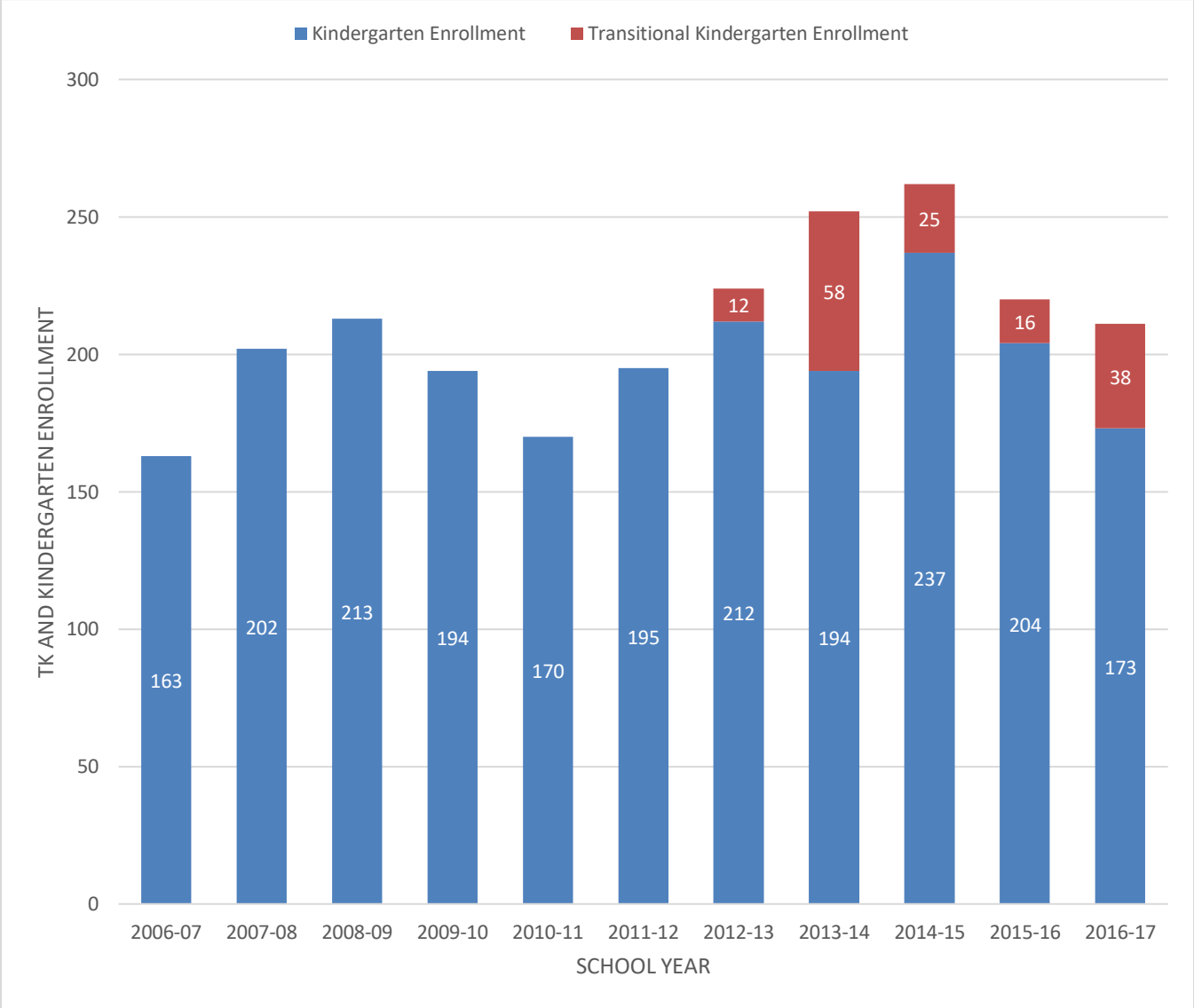
Enrollment in transitional kindergarten is most likely to be comprised of two groups of students; those who would have enrolled in kindergarten had the eligibility date not changed and those who would have waited to enroll in kindergarten until the following year.

Regular kindergarten enrollment has become more erratic during the implementation of the Transitional Kindergarten program, perhaps in part because of high variation in TK enrollment as the program has been offered at a variety of sites and lengths of day during its rollout.

- In 2012, the District offered the program at all three elementary school sites in combination with kindergarten.
- In 2013, all three sites still offered transitional kindergarten, but one of the sites had transitional kindergarten as a standalone program.
- In 2014 and 2015, the District offered a shortened standalone transitional kindergarten program at one site only.
- In 2016, the District again expanded the offering to two sites.

Transitional kindergarten enrollment fell steeply from 2013 to 2015, then rose in 2016. The extent to which this was caused by programmatic changes is unknown due to a lack of established data, but there is a correlation with higher enrollment and more sites offering TK classes. If the District desires higher enrollment in the transitional kindergarten program, however, it might consider replicating the program's 2013 configuration when program enrollment reached its peak.

Figure 5. Kindergarten Enrollment



Source: California Department of Education and DSD.

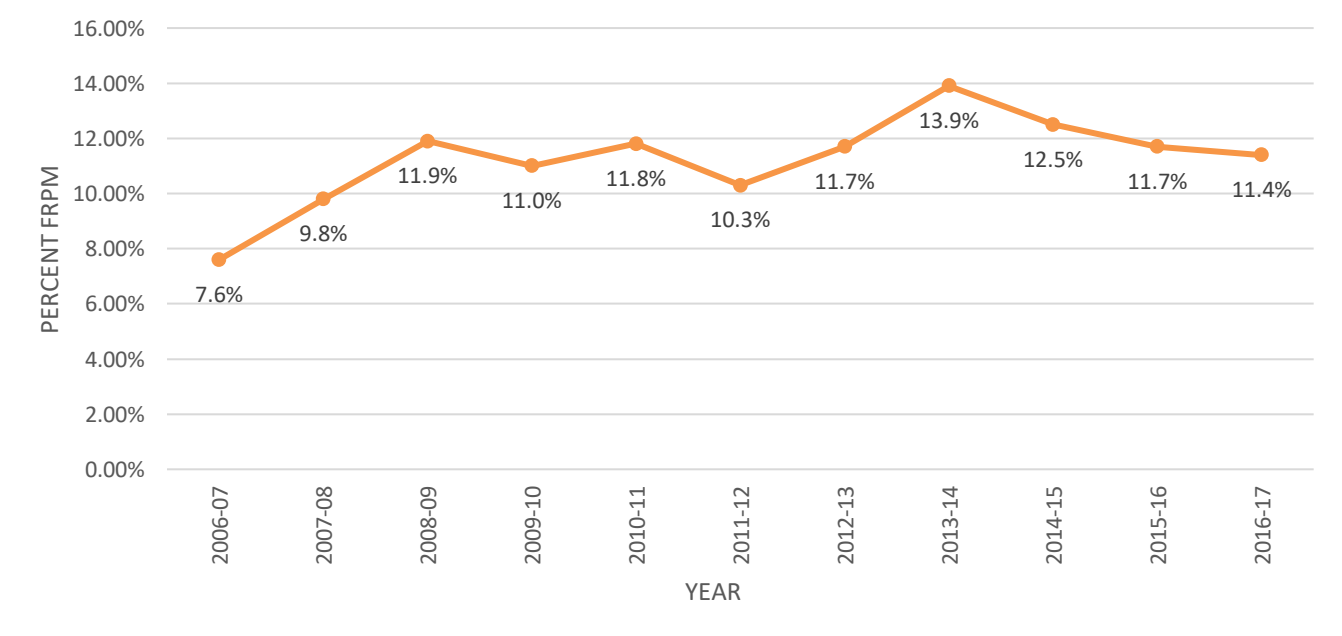
Historical Enrollment by Socioeconomic Status

In order to analyze the District's socioeconomic profile, the consultant utilized participation in the Free or Reduced Price Meals (FRPM) program as a socioeconomic indicator. Table 3 provides the number of DSD students participating in the FRPM program from 2006-07 to 2016-17. Since 2006-07, participation in the program increased by 93 students. Participation as a percentage of total enrollments increased from 7.6% in 2006-07 to 11.4% in 2016-17. FRPM enrollment as a percentage of total enrollment had been rising from 2006 to 2013, but has since declined each year (Figure 6).

Table 3. Historical Students Enrolled in Free or Reduced Price Meals

School Year	Students Enrolled in Free or Reduced Price Meals	Percent FRPM
2006-07	132	7.6%
2007-08	171	9.8%
2008-09	214	11.9%
2009-10	198	11.0%
2010-11	212	11.8%
2011-12	182	10.3%
2012-13	218	11.7%
2013-14	270	13.9%
2014-15	249	12.5%
2015-16	233	11.7%
2016-17	225	11.4%

Figure 6. Historical Students Enrolled in Free or Reduced Price Meals



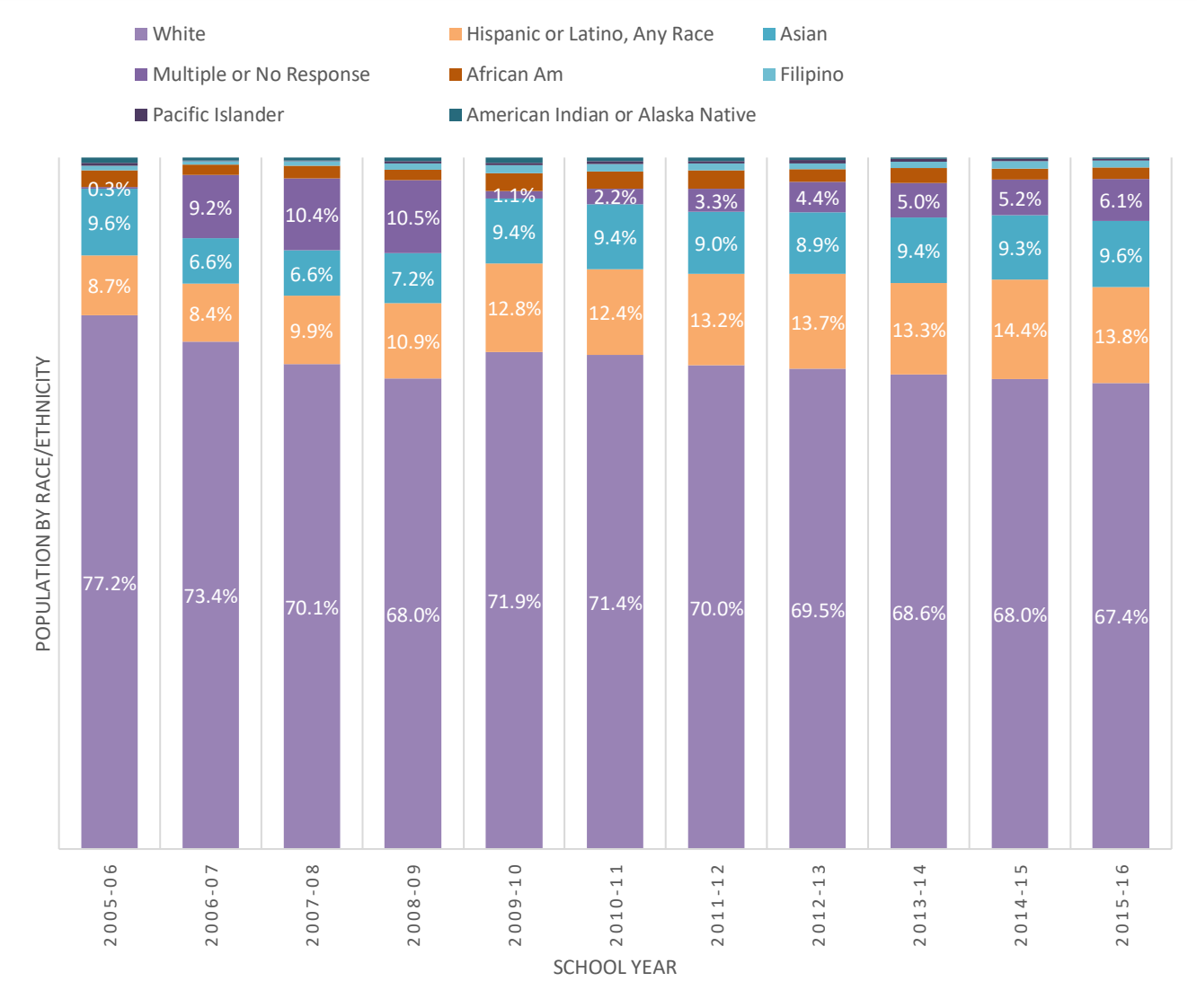
Source: California Department of Education and DSD.

Historical Enrollment by Ethnicity

To analyze the District's race/ethnicity profile, the 2005-2015 CalPADS enrollments by race/ethnicity were used.

Historically, DSD enrollments have been less diverse; however, that trend is changing. The District is still comprised predominantly of White students (67.4%), but students of other races and ethnicities represent a greater proportion of the District every year. The second largest ethnic group is Hispanic or Latino students (13.8%), with Asian students being the third largest ethnic group (9.6%). These historical trends are reflective of statewide demographic shifts and are expected to continue. Figure 7 below demonstrates the race/ethnicity trends of the District from 2005-06 to the 2015-16 school year.

Figure 7. Historical Enrollment by Race/Ethnicity



Source: California Department of Education.

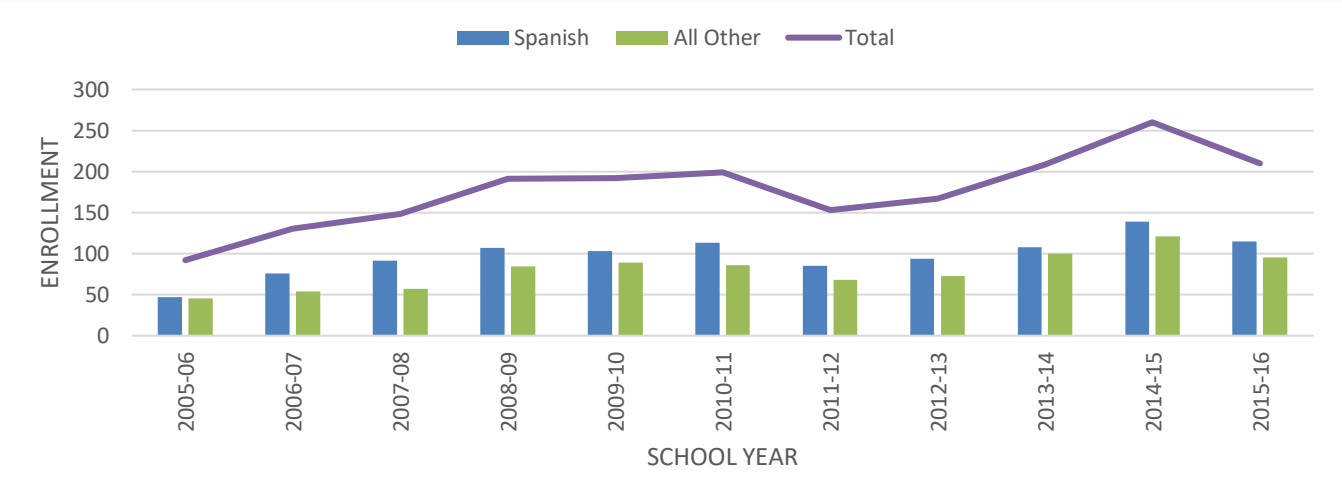
Historical Enrollment of English Language Learners

CalPADS enrollments of English Language Learners (ELL) were also compiled and analyzed. Table 4 contains the number of DSD students enrolled as ELL students from 2005-06 to 2015-16, as well as a breakdown by primary language spoken. ELL enrollment increased steadily from 2005 until 2010, then declined before jumping to record highs for the study period in 2013 and again in 2014. However, 2015 saw a reduction in ELL students. The composition of the ELL student population consists of predominantly Spanish speaking students, but many languages are represented within the District. Figure 8 graphically depicts this trend over time.

Table 4. Historical Students Enrolled as English Language Learners

School Year	Total ELL Students	Spanish	All Other	Percent ELL
2005-06	92	47	45	5.16%
2006-07	130	76	54	7.50%
2007-08	148	91	57	8.46%
2008-09	191	107	84	10.70%
2009-10	192	103	89	10.67%
2010-11	199	113	86	11.10%
2011-12	153	85	68	8.53%
2012-13	167	94	73	8.96%
2013-14	208	108	100	10.73%
2014-15	260	139	121	13.01%
2015-16	210	115	95	10.56%

Figure 8. Historical Students Enrolled as English Language Learners



Source: California Department of Education and DSD.

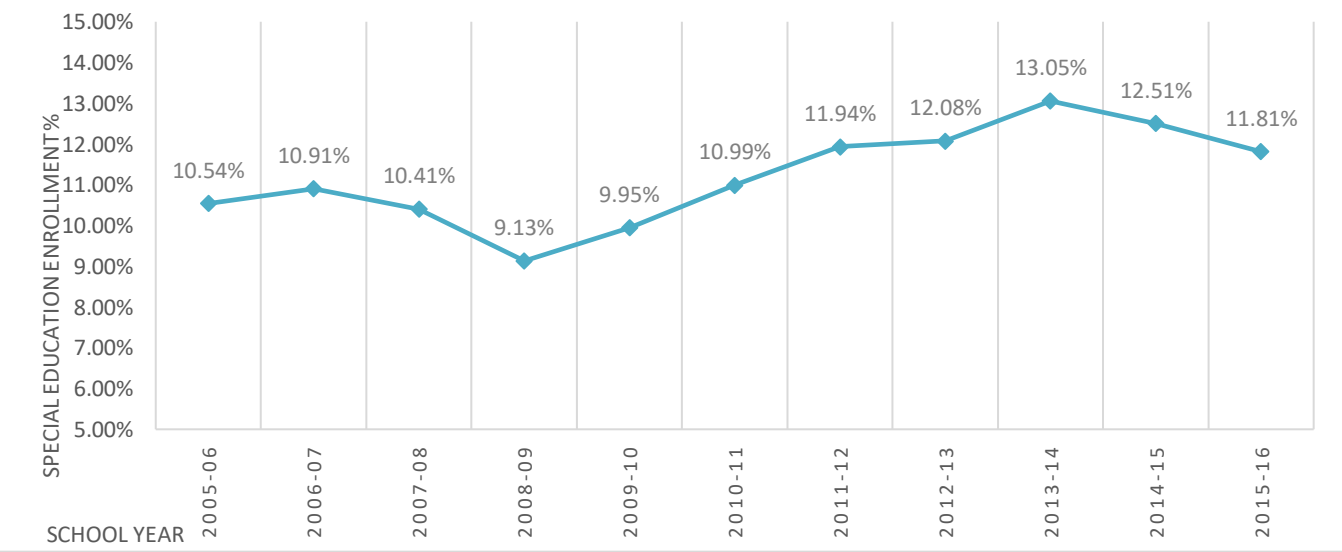
Historical Enrollment of Special Education Students

Data on students classified by the State as being enrolled in Special Education classes were also collected from CalPADS. Table 5 provides the number of DSD students enrolled in Special Education classes from 2005-06 to 2015-16. Special Education enrollment was stable through the early part of the last decade, declined abruptly in 2008, and then steadily increased though 2013. Special Education enrollment has since declined for the last two years. Figure 9 depicts this trend from year to year in a visual format.

Table 5. Historical Students Enrolled in Special Education Classes

School Year	Total Special Education Students	Percent Special Education
2005-06	188	10.54%
2006-07	189	10.91%
2007-08	182	10.41%
2008-09	163	9.13%
2009-10	179	9.95%
2010-11	197	10.99%
2011-12	214	11.94%
2012-13	225	12.08%
2013-14	253	13.05%
2014-15	250	12.51%
2015-16	235	11.81%

Figure 9. Historical Students Enrolled in Special Education Classes



Source: California Department of Education and DSD.

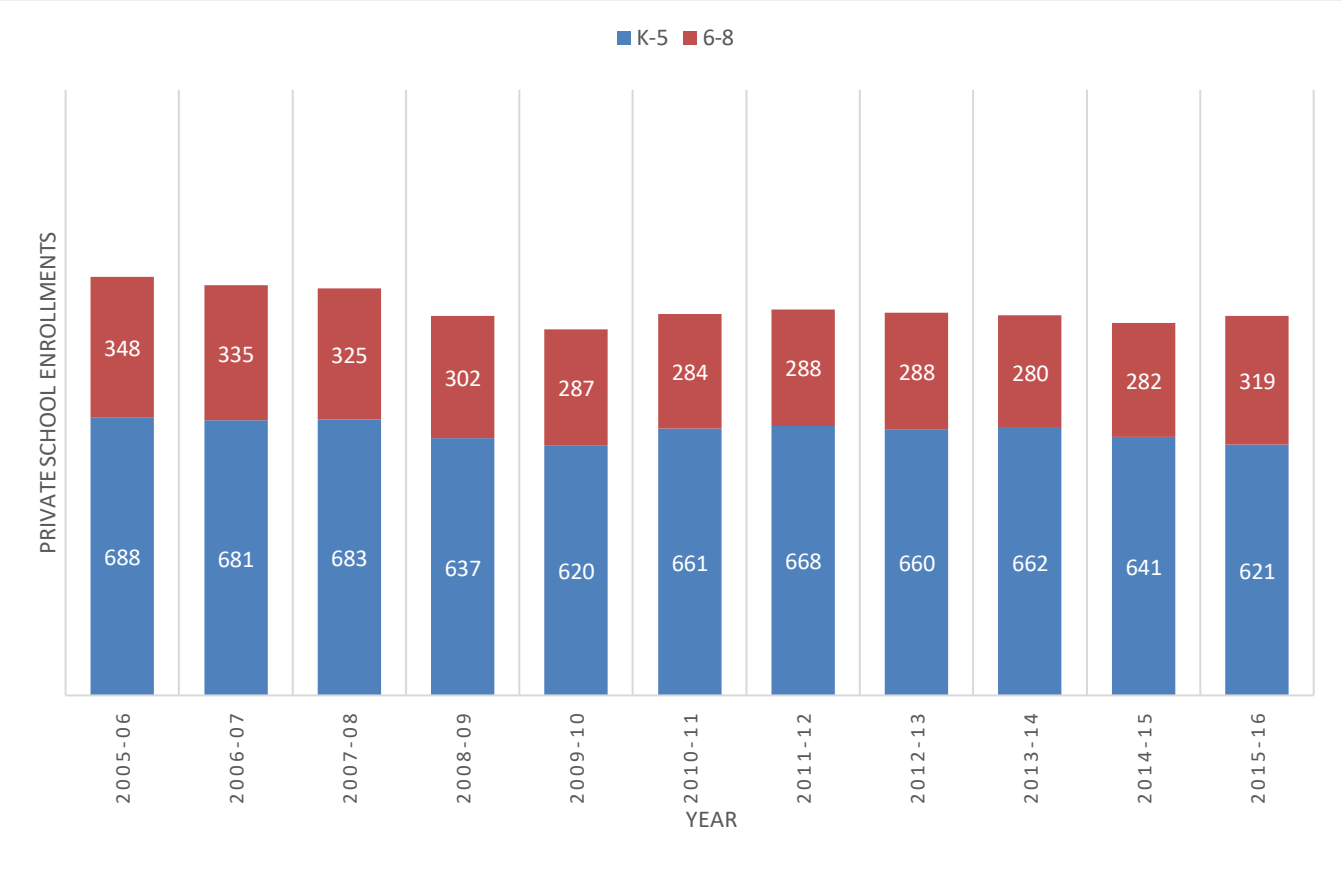
Private School Trends

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 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 (Figure 10) were collected from the California Department of Education for years 2005 to 2015. Since 2005, private school enrollment has generally decreased. Overall, private school enrollment declined by 9.3% (-96 K-8th grade students) since 2005, with most of that decline occurring in grades 6-8.

These data indicate concurrent private school enrollment losses and DSD public school enrollment gains.

Figure 10. Private School Enrollments for Private Schools Located within DSD



Source: California Department of Education.

Community Demographics

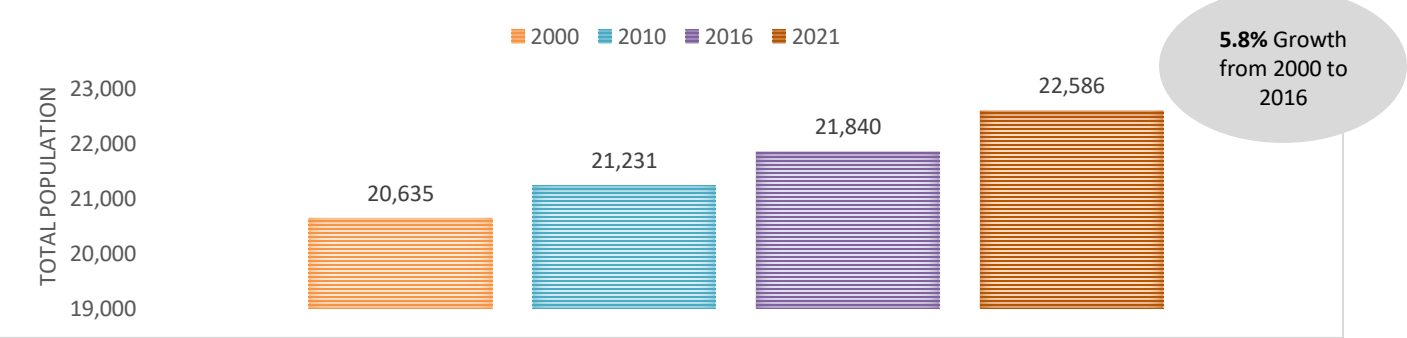
Dixie School District serves the northern portion of the City of San Rafael, as well as some of the surrounding unincorporated area between San Rafael and Novato that is within San Rafael's Sphere of Influence. This community demographic analysis will focus on the general population residing within the Dixie School District boundary.

Population Trends

DSD has a total population of approximately 21,840 per ESRI Business Analyst estimates, which compile and project Census populations for specialized geographic boundaries such as school districts. This is an increase of 5.8% since 2000 (Figure 11). DSD is expected to continue to grow.

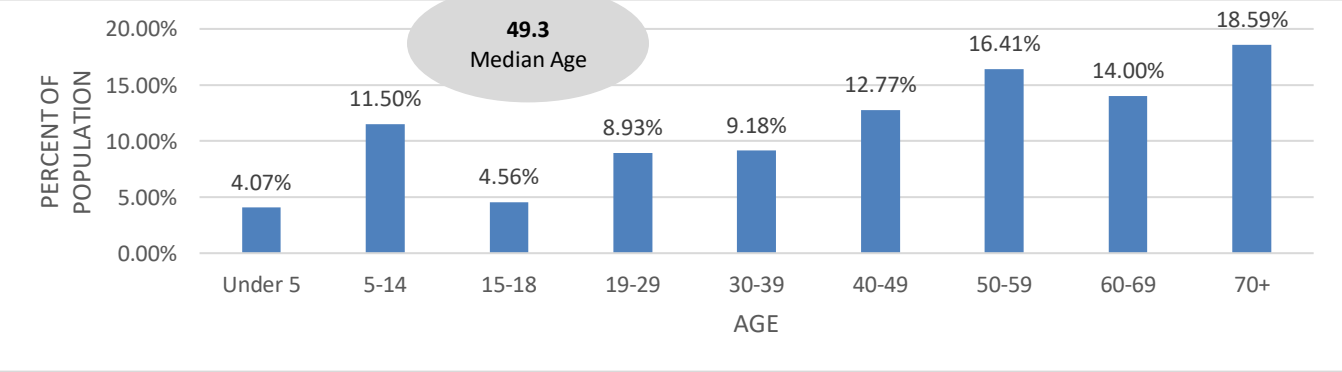
As Figure 12 demonstrates, DSD is an older community with a median age of 49.3 years. The relevant school-aged population (5-14 years old) has been stable, but is expected to decrease slightly by 2021 (Figure 13). The DSD community is predominately non-Hispanic White (76%); however Asian residents comprise 9.6% of the population, and Hispanic or Latinos (of any race) another 9.3% (Figure 14).

Figure 11. Population Growth 2000-2021



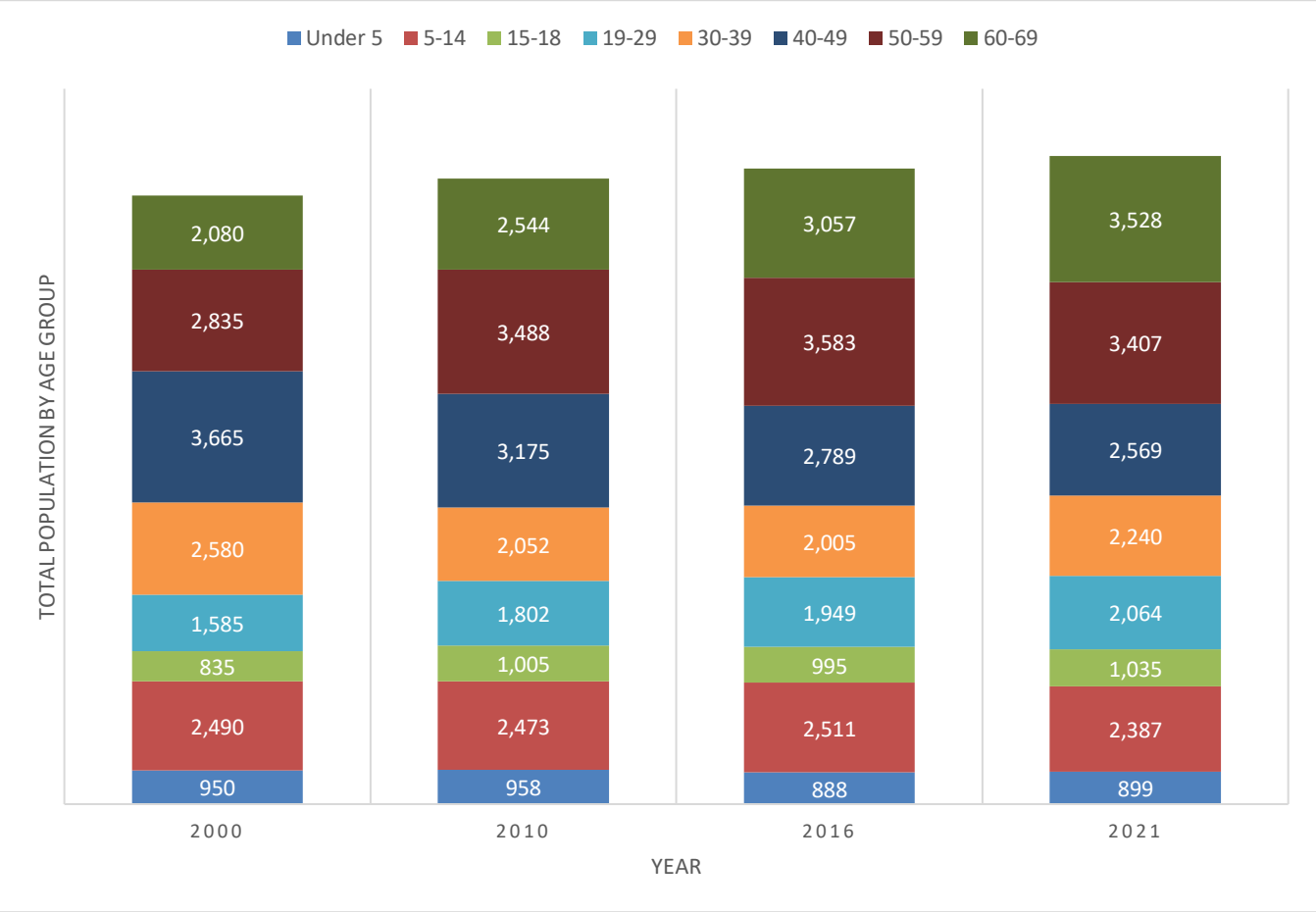
Source: U.S. Census Bureau, Census 2010 Summary File 1. ESRI forecasts for 2016 and 2021.

Figure 12. Age Distribution by Percent of Population



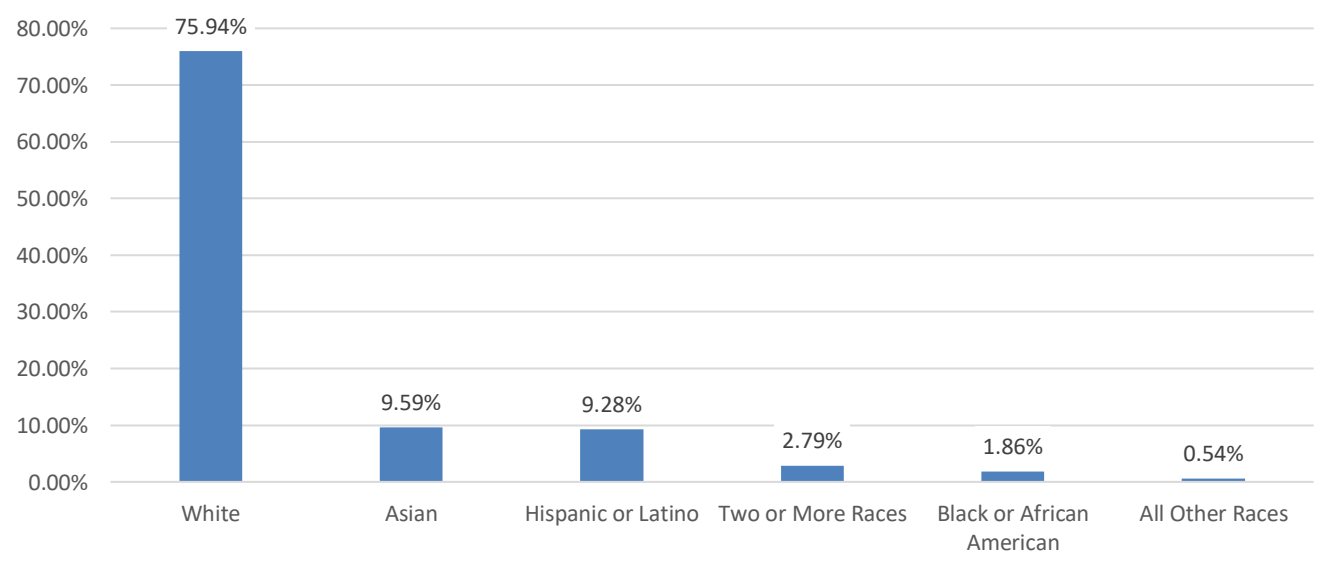
Source: ESRI Business Analyst Online

Figure 13. Population Growth by Age 2000-2021



Source: U.S. Census Bureau, Census 2000 and 2010 Summary File 1. ESRI forecasts for 2016 and 2021.

Figure 14. Population by Race and Ethnicity



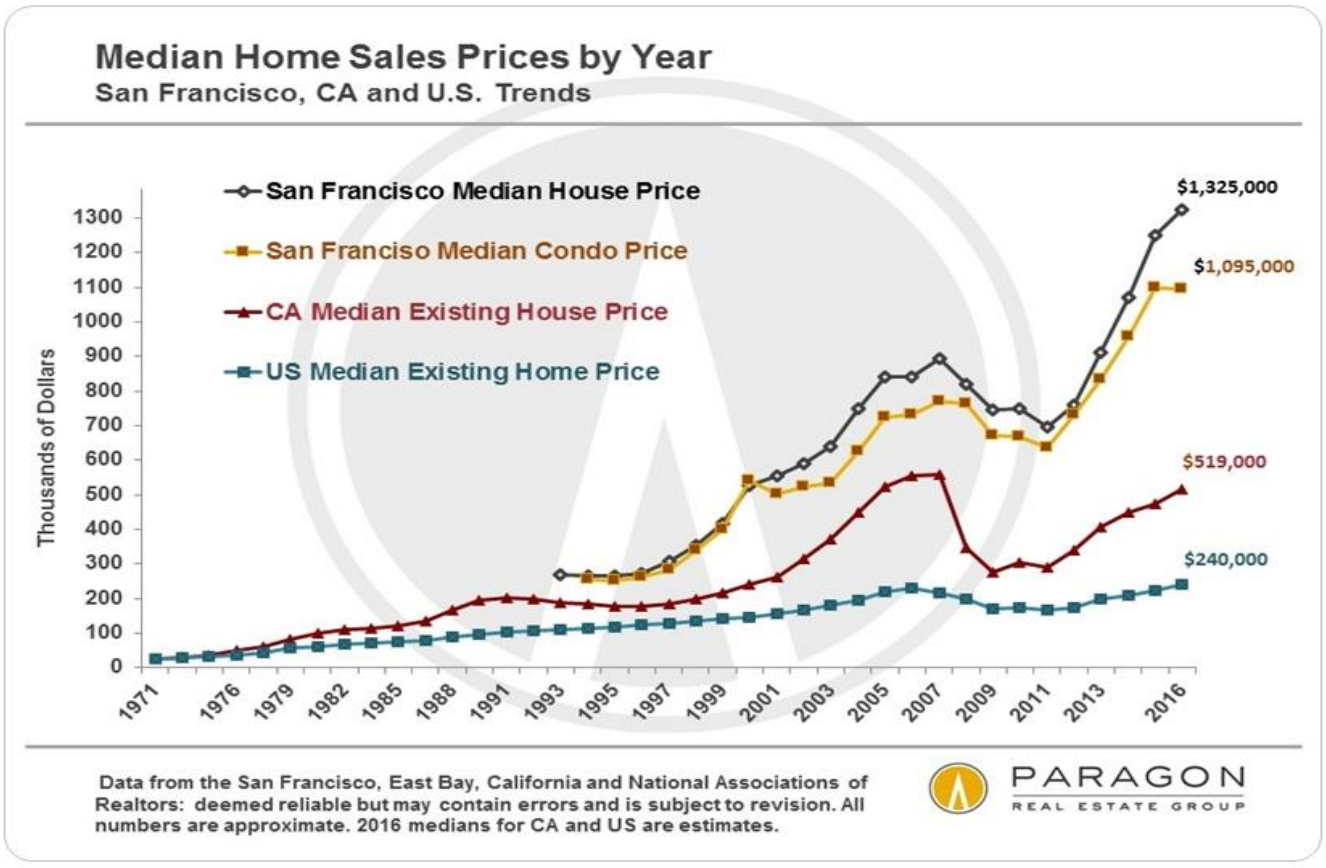
Source: U.S. Census Bureau ACS 2015 5-Year Estimates

Housing Trends

Bay Area Housing Crisis

In the aftermath of the Great Recession, housing prices across the country declined. The Bay Area followed this pattern for a few years, but unlike most other parts of the nation, Bay Area housing prices have increased significantly since 2012, and are higher in some places than at the peak of last decade's housing bubble. Prices in San Francisco drive much of the trend in the Bay Area, since individuals and families priced out of the San Francisco market tend to raise prices in other areas as they seek to relocate and bring larger budgets with them. In San Francisco, from a low point in January 2012, housing prices for detached homes and condominiums doubled by spring of 2015, and have continued to rise since. Each year, prices tend to surge in the spring months, followed by relative stability for the remainder of the year before another surge the next spring. Figure 15 demonstrates the median sales price each year in San Francisco for houses and condos compared with state and national averages.

Figure 15. San Francisco Median Home Sales Prices



Source: Paragon Real Estate Group

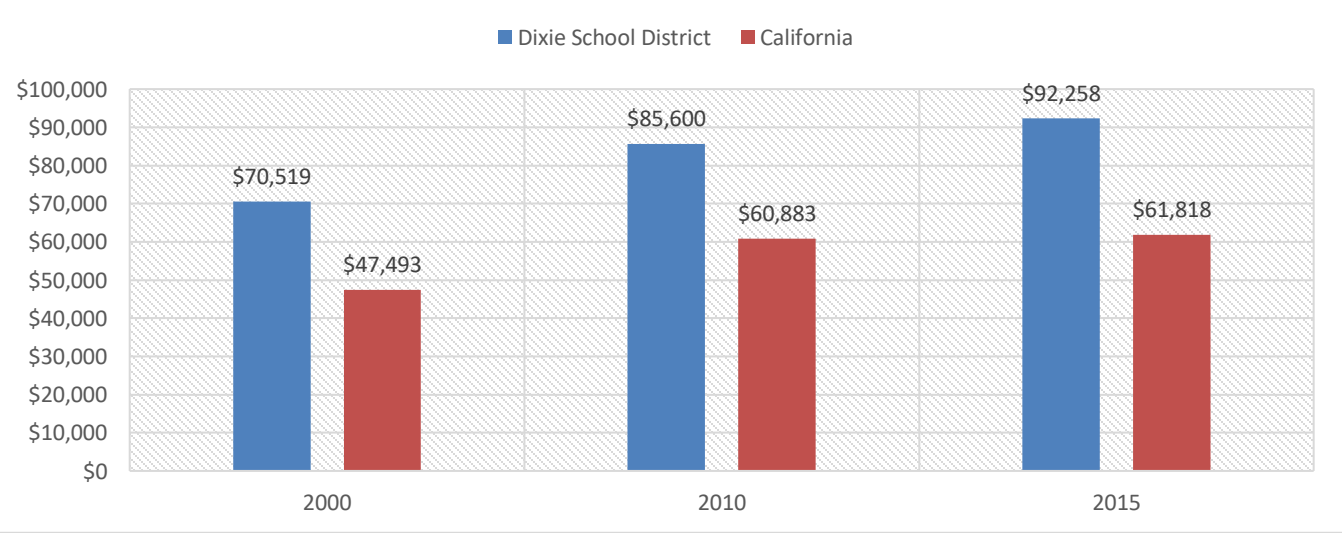
There are numerous influencing factors causing housing prices throughout the area to increase, but amplified demand due to in-migration of workers in the tech field is among the most crucial. Another key is the inability of the area to build a large amount of new housing stock, as new development is often contested by local interests. This combination creates a market of high demand for limited supply, driving all prices up. Furthermore, much of the housing stock that is constructed comes in the form of luxury-themed upscale developments, which further increase average prices.

The Bay Area housing crisis has had a significant impact on Marin County. To demonstrate, Marin County's population increased by about 10,000 in the last five years. At the same time, the County added a little over 500 housing units. With supply falling so far short of demand, the cost of housing has increased significantly. Marin was recently ranked by real estate data company ATTOM Data Solutions as the 3rd most unaffordable housing market in the nation. This ranking compares wages to housing costs to determine the unaffordability of a city's housing market for the wage earners who reside there. In Marin, the average wage earner would need to spend over 109% of their income to afford the median home in the area.

DSD Household Characteristics

Median household income is higher in DSD compared to the State as a whole, and the gap between DSD income and State-wide income is widening (Figure 16).

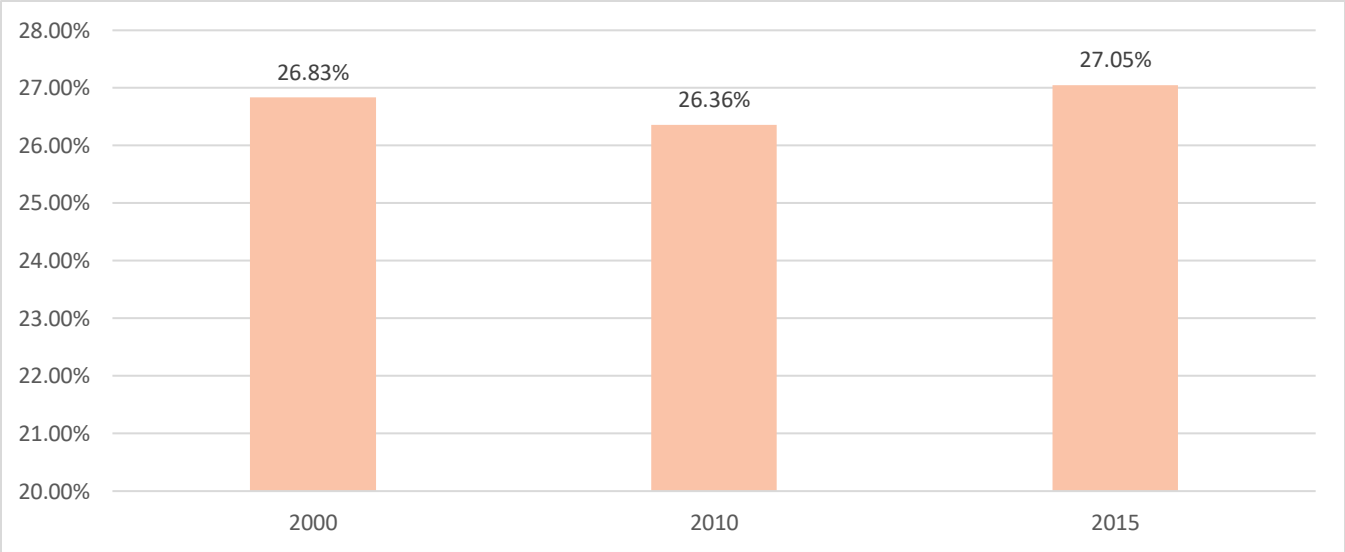
Figure 16. Median Household Income



Source: U.S. Census Bureau Decennial Census 2000, 2010, and ACS 2015 5-Year Estimates.

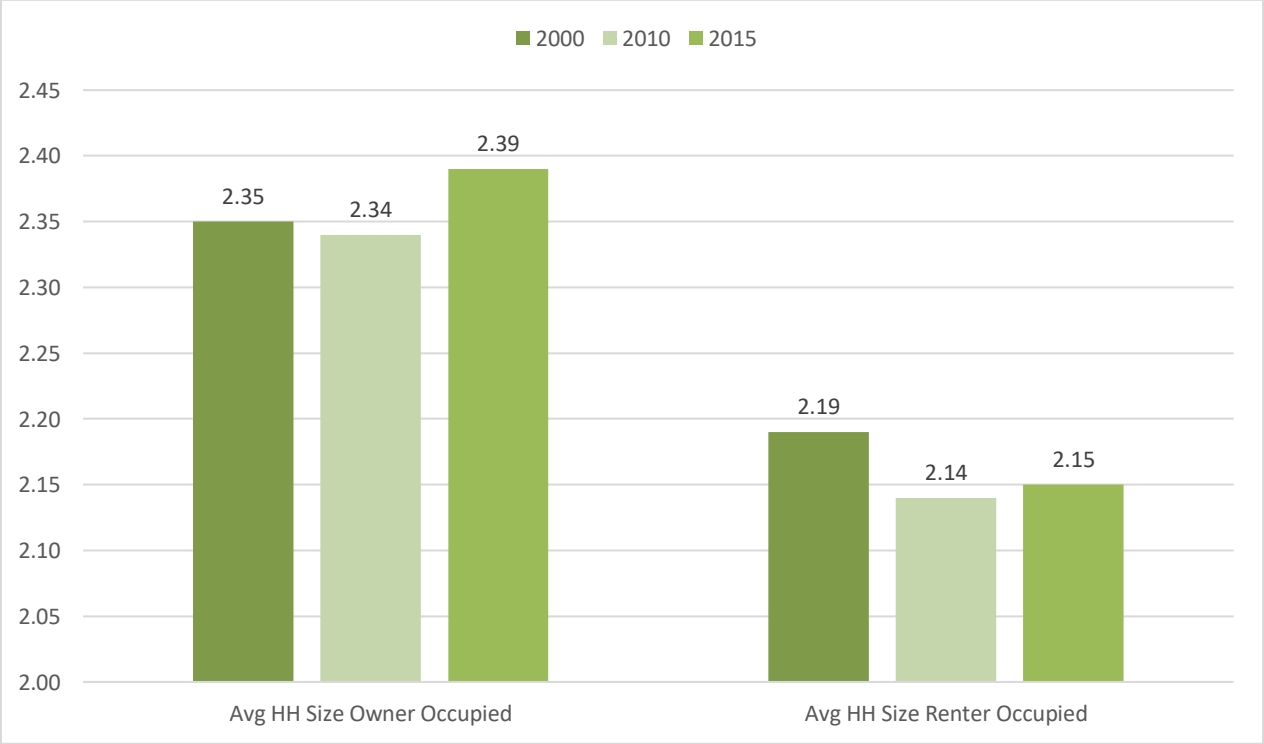
The percent of households with children under 18 in DSD increased slightly from 2000-2015 while the number of persons per household increased slightly in owner-occupied dwellings and decreased slightly in renter-occupied dwellings (Figures 17-18).

Figure 17. Percent of Households with Individuals Under 18



Source: U.S. Census Bureau Decennial Census 2000, 2010, and ACS 2015 5-Year Estimates

Figure 18. Number of Persons per Household

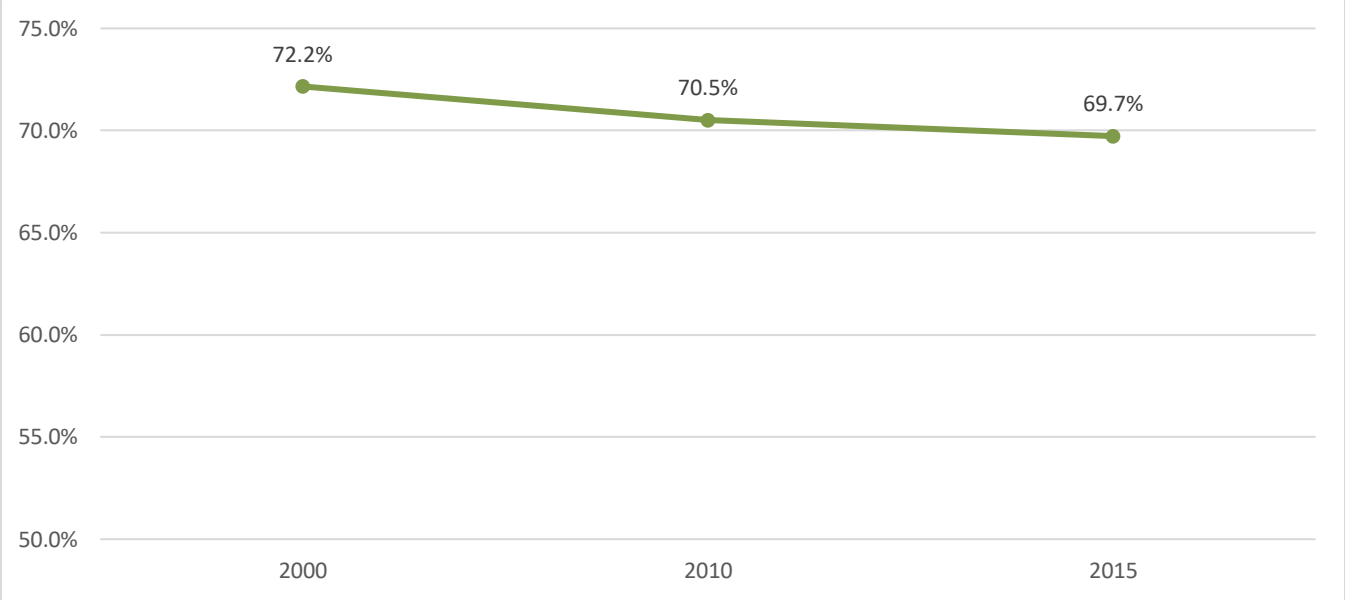


Source: U.S. Census Bureau Decennial Census 2000, 2010, and ACS 2015 5-Year Estimates

Home Ownership and Median Home Values

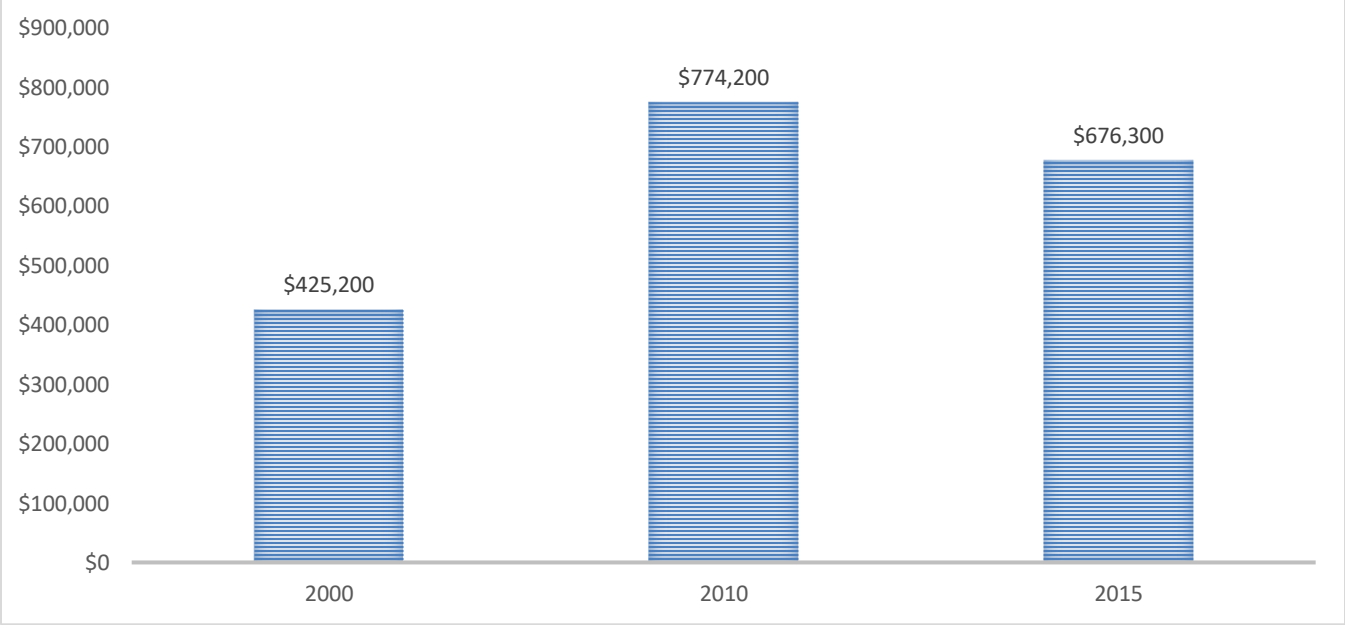
Home ownership in the District decreased steadily from 2000 to 2015, but is still high compared to many other parts of California (Figure 19). The median home value of owner-occupied units in the District is currently $676,300 (Figure 20).

Figure 19. Home Ownership Rate



Source: U.S. Census Bureau Decennial Census 2000, 2010, and ACS 2015 5-Year Estimates

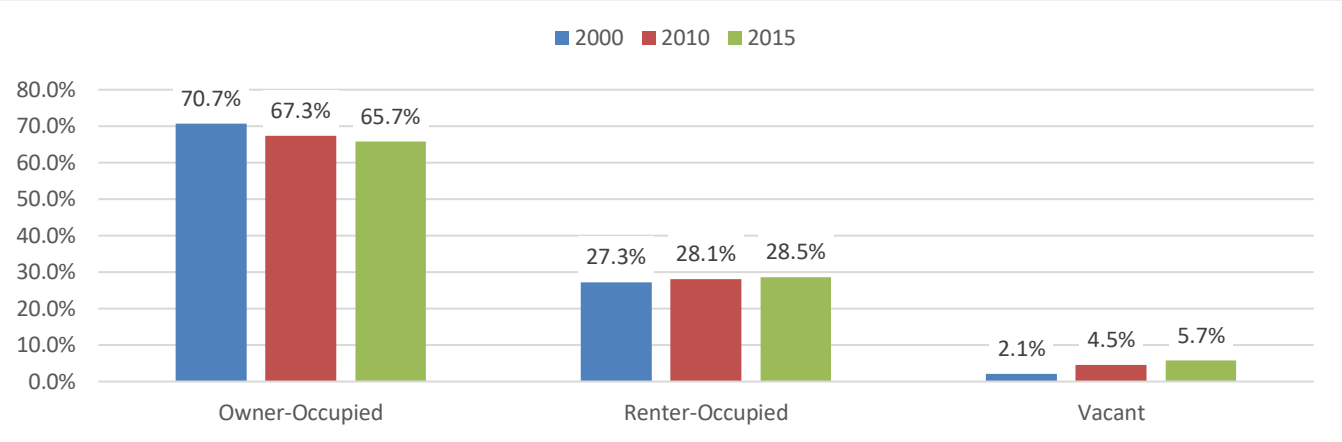
Figure 20. Median Value of Owner-Occupied Units



Source: U.S. Census Bureau Decennial Census 2000, 2010, and ACS 2015 5-Year Estimates

Since 2000, DSD experienced a trend of decreasing owner occupation, along with increasing renter occupation and vacancy (Figure 21).

Figure 21. Housing Units by Occupancy



Source: U.S. Census Bureau Decennial Census 2000, 2010, and ACS 2015 5-Year Estimates

Rental Market Trends

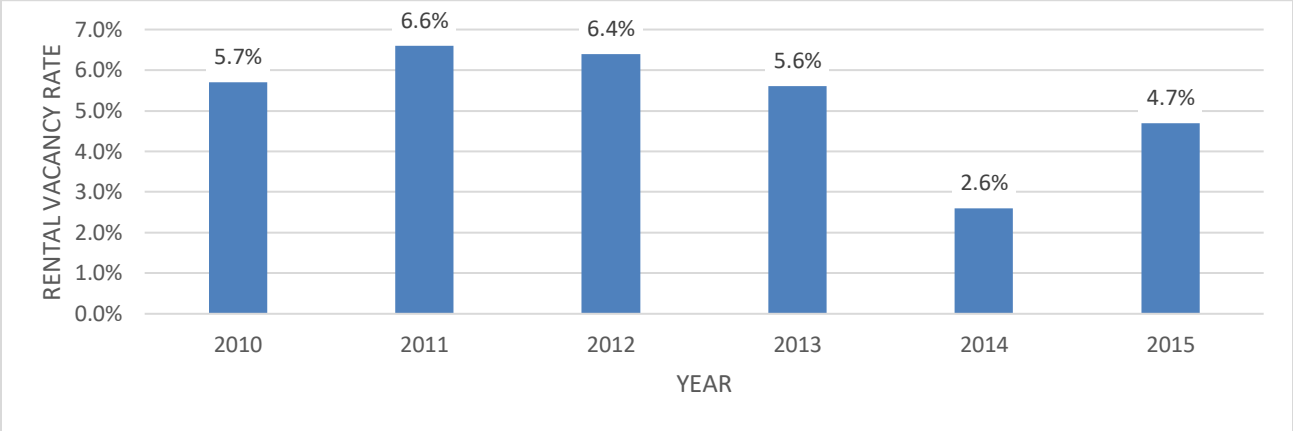
The median gross rent for all rental units within the DSD increased by 10% since 2010, from $1,706 to $1,885 (Figure 22). Gross rent is a measure of what a renter pays for base rent plus non-included utilities, so that the expense of renting is uniformly compared. This measure includes all individuals who are renting their housing, whether it be a room, single-family home, apartment, etc. In 2015, 44.7% of the District's rental households spent at least 35% of their income on rent (the highest percentage tracked by the Census).

Figure 22. Median Gross Rent, 2010-2015

Source: U.S. Census Bureau Decennial Census 2010 and ACS 2015, 2014, 2013, 2012, and 2011 5-Year Estimates

Even as rental prices have increased within the District, the rental vacancy rate decreased since 2010 (Figure 23). The rental vacancy rate declined every year from 2011 to 2014, but increased to its second lowest value in 2015.

Figure 23. Rental Vacancy Rate, 2010-2015



Source: U.S. Census Bureau Decennial Census 2010 and ACS 2015, 2014, 2013, 2012, and 2011 5-Year Estimates

Since the consultant has worked with the Dixie School District on several studies, it was possible to conduct an analysis of the number of students residing in parcels zoned by either the City of San Rafael or Marin County as multi-family residential. Low density multi-family properties such as large duplexes were excluded. The results of the analysis show that the number of 2016 students living in higher density multi-family parcels has returned to near 2011 levels, after being higher from 2012 to 2015 (Table 6).

Table 6. Students Residing in Multi-Family Zoned Parcels

Year	Total Students
2010	239
2011	249
2012	267
2013	285
2014	295
2015	284
2016	248

It is assumed the number of students remained higher for so long during a period of rising rents due to regional push/pull factors. As rents rise in DSD, some families are pushed out and move to less expensive areas such as Fairfield or Vacaville. Meanwhile, however, rental prices in DSD are still lower than other parts of the Bay Area that have seen even more pronounced rent increases, and families from San Francisco and some East Bay communities are being pulled to housing in the District that is more affordable from their perspective. JMK will continue to track and monitor rental prices and students generated from multi-family residential units annually as new data become available.

SECTION C: STUDENT GENERATION RATES

Student generation rates are one of the critical components of facility planning. When analyzing the impacts of future residential development, student generation rates are used to project the number of students the District can expect from a planned development. The data is used to determine if and when new school facilities will be needed and to make critical facility decisions, such as potential boundary adjustments or the addition of new classrooms to existing sites. The housing mix of the planned development, including detached units, attached units, and apartments, is compared to similar housing in existing neighborhoods in the District to project how many students will reside in the new development. Next, the number of years a new development will take to be completed is calculated with the projected number of students from the various housing types. This determines how many students from each grade level will be generated over the build-out of the new community.

Student Generation Rates: Existing Home Sales

DSD is considered built-out, i.e. there is minimal vacant land available for residential development. Most new residential construction is the result of either infill of vacant single parcel lots or the demolition and reconstruction 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 DSD. Since 2011, 901 single-family detached homes have sold in DSD, and those homes have generated 405 new students for the District. In addition, 350 single-family attached homes have sold since 2011 and those homes have generated 126 students for the District (Table 7). Home resale data for 2016 only includes resales through the end of August.

Since last year's analysis, the student generation rate has decreased slightly for single-family detached units, while at the same time the rate for single-family attached units has more than doubled, particularly at the TK-5 grades.

Table 7. Student Generation Rates: Existing Home Sales

Housing Type	# of Units Sold 2011-2016	Total Students	Student Generation Rate (TK-8)	TK-5	6-8
Single-Family Detached	901	405	0.450	0.356	0.093
Single-Family Attached	350	126	0.360	0.289	0.071

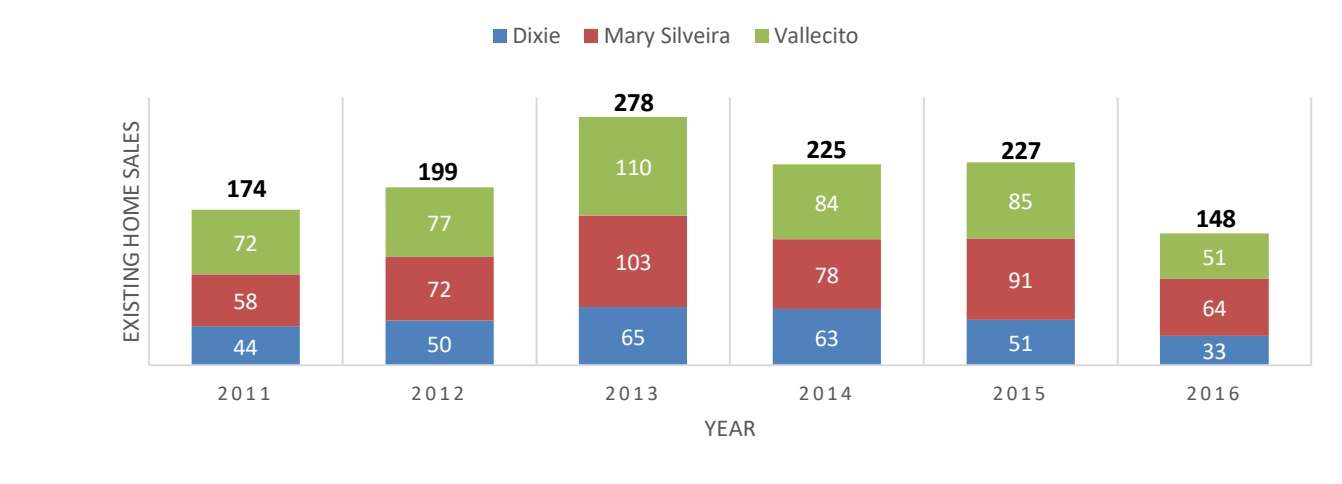
J.M. King mapped all housing units sold in the District from January 2011 – August 2016 and totaled them by the school boundary in which they were located. Student generation rates were prepared for each school boundary (Table 8). While homes sold in the Dixie boundary still generate slightly more students than homes sold in the Mary Silveira and Vallecito boundaries, the difference is much less than it was in 2015. Dixie's rate has decreased, while the other schools' rate has increased such that they are all similar now.

Table 8. Student Generation Rates by School Boundary: SFD Existing Home Sales

School Boundary	# of Units Sold 2011-2016	Total Students	Student Generation Rate (TK-8)	TK-5	6-8
Dixie	306	136	0.444	0.333	0.111
Mary Silveira	466	193	0.414	0.330	0.084
Vallecito	479	202	0.422	0.347	0.075
Total/Average	**1,251**	**531**	**0.424**	**0.337**	**0.087**

J.M. King prepared an analysis of home sales by year, by school boundary, to determine if home sales are increasing or decreasing. If a home sold more than once between 2011 and 2016, only the more recent date of sale was analyzed. Home sales in DSD increased from 174 in 2011 to 278 in 2013. Home sales then declined to 225 in 2014, and remained stable in 2015 (Figure 24). Since sales were only tallied through August of 2016, it is too early to know the final total for this year as of now. The overall increase in home sales since 2010 brought more families with children to DSD for a period, but that trend is now reversing as prices and rents increase.

Figure 24. Existing Home Sales by Year, by School Boundary



SECTION D: LAND USE & PLANNING

School districts are inextricably linked to their communities. The land use and planning policies of the various planning agencies are developed to identify current land use patterns and create policies to determine how land might best be used in the future. While land use plans can provide an indication of the development attitudes of the local government, the documents are advisory only and are not good predictors of development, as market forces, government planning and regulations, and community attitudes and action all affect current and future planned development.

Dixie School District serves a portion of the City of San Rafael in addition to several "neighborhoods", including Lucas Valley, Marinwood, Mont Marin/San Rafael Park, North San Rafael Commercial Center, Los Ranchitos, Smith Ranch, and Terra Linda. The Marin County Planning Department, and the Marin County Local Agency Formation Commission (LAFCO) as well as the City of San Rafael were contacted to provide information and documentation in regards to land use and planning, development and other pertinent information for the Dixie School District. A brief summary of that information is provided in this section.

Marin County: Countywide Plan Update

Marin County encompasses approximately 520 square miles of land area. However, due to the focus on preservation of open space and land use policies, 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 Marin Countywide Plan update was approved in 2014. The plan promotes leading edge strategies that focus on sustainability, the impending climate change crisis, and providing affordable housing near public transportation and jobs.[1]

[1] 2014 Marin Countywide Plan

Marin Countywide Plan: Adopted 1973; Updated 1994; Updated 2007; Updated 2014

This plan was originally adopted in 1973. The plan was and remains intended to guide the conservation and the development of Marin County. Marin County has long maintained a tradition of environmental planning balanced with the recognition of the essential linkages between land use, transportation, and the need for affordable housing. In this plan, the 606 miles of land and water that make up Marin County are designated as an environmental unit consisting of regions called "corridors". Each corridor is based on specific geographical and environmental characteristics and natural boundaries formed by north and south running ridges. These corridors were outlined in the original 1973 Countywide Plan and in the 2007 updates, a fourth corridor was designated. These corridors are: The Coastal Corridor, The Inland Rural Corridor, The City-Centered Corridor, and the Baylands Corridor. The City of San Rafael is located within the City-Centered Corridor and the Baylands Corridor.

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, open space, trails, agriculture and food, etc.
- The Built Environment Element focuses on guiding principles for the construction and design of housing, including energy, public facilities and services, and green building and transportation issues. As part of this element, the Community Development section includes policies about urban form[2] 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

[2] 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.

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, historical and archaeological resources, education and the arts, and physical fitness.

This Countywide Plan provides guidance for all cities within Marin County as well as the many unincorporated areas of the County.

Marin County Housing Element 2015-2023

The Marin County Housing Element was certified by the State Department of Housing and Community Development (HCD) in March, 2015. According to State housing and planning laws, all California cities and counties are required to include in their General Plan a housing element that establishes objectives, policies, and programs in response to community housing conditions and needs.

The purpose of the Housing Element is to achieve an adequate supply of decent, safe, and affordable housing for Marin's workforce, residents, and special needs populations, with a particular focus on the unincorporated areas of the County. The housing element must identify community involvement and decision making processes and techniques that constitute affirmative steps for receiving input from all economic segments of the community before the draft Housing Element is completed. This element must function as an integral part of the overall general plan.

The Regional Housing Needs Analysis (RHNA) is an integral part of the housing element as every city and county must provide for its fair share of the projected future housing need at all income levels. Following the analysis, community input and review process, the Housing Element is submitted to the Board of Supervisors for review and adoption.

The Housing Element analyzes population and employment trends and projections, household types and tenure of the housing, current housing stock characteristics (single family detached, 2-4 units, 5+ units, and mobile homes), and age and condition of current housing stock. In addition, housing costs and household income are also analyzed. The Housing Element then identifies strategies and programmatic responses to meet the projected housing needs over the planning period.

The Marin County Housing Element 2015-2023 was adopted by the Marin County Board of Supervisors in December 2014 and certified by the California State Department of Housing and Community Development in March, 2015. This study outlines areas for 419 housing units in the unincorporated areas, which is a significant reduction from the 773 units outlined in the 2007 Housing Element Update. The plan calls for 321 low and moderate income units and 98 market rate dwelling units within Marin County. This reduction was due to the decision that growth would be focused in transit-oriented areas of the Bay Area. Because Marin has no fixed transit and a relatively low service level of bus transit, the RHNA share was reduced.

Local Agency Formation Commission (LAFCO)

The Local Agency Formation Commission was created by the California Legislature in 1963 to discourage urban sprawl and encourage the orderly formation and development of local government agencies. There is a LAFCO in each county in California. All LAFCO agencies outline the Spheres of Influence for their particular area. 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 districts 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.

The Marin LAFCO

The Marin LAFCO is a seven-member Commission comprised of two city council members (chosen by the Council of Mayors), two county supervisor members (chosen by the Board of Supervisors), two special district members (chosen by Independent Special District election), and one public member (chosen by the members of the Commission). Marin LAFCO currently oversees 65 local government agencies divided between 11 cities and 54 special districts. LAFCO's oversight includes the following duties:

1. *To review and approve or disapprove proposals for changes in the boundaries or organization of cities and special districts in the county (including annexations to or detachments from cities and districts, incorporations of cities, formations of districts, and the dissolution, consolidation or merger of*

special districts), applications for activation of special district latent powers, and applications to provide service outside of a city or district boundary;

2. To establish and periodically update the sphere of influence or planned service area boundary for each city and special district;

3. To initiate and assist in studies of existing local government agencies with the goal of improving the efficiency and reducing the costs of providing urban services; and

4. To provide assistance to other governmental agencies and the public concerning changes in local government organization and boundaries.

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. The majority of development will be infill and redevelopment of existing residential and commercial areas. Therefore, minimal residential development is expected within these areas.

According to the LAFCO report, only 44 parcels are vacant within all areas served by Dixie School District and most of these are undevelopable due to steep slopes and limited access. Therefore, it is anticipated that Dixie's population growth will reflect the countywide growth patterns due to these factors: Limited Land Supply, High cost of Land and Housing, Employers relying on Commuters to fill Service Jobs, and Traffic Congestion throughout the arterial towns.

Affordable Housing: County of Marin

The Marin County Community Development Department, Planning Division oversees the development of affordable housing within the cities of the County. In 2009, the County published a memo based on research performed by staff and stated that there was "a severe shortage of affordable housing for people earning low and moderate incomes." Due to this research, an ordinance was passed by the County which became effective as of January 1, 2009. This ordinance requires that all projects proposing 2 or more units dedicate 20% of the project to affordable housing for low and very low income households. The Marin County Community Development Department, Planning Division charged with the development of affordable housing within the cities of the County provided some statistics about housing within the County.

Table 9. Housing Costs vs. Income: Marin Community Development Agency

Home Type	Median Sales Price/Rent	Income Needed	Actual Income
Single Family Home	$1,077,500	$210,000	$101,900(1)
Condo/Townhome	$522,500	$100,000+	$81,500(2)
House Rental	$5,000	$180,000+	$101,900(1)
Apartment Rental	$3,000	$108,000+	$62,408(3)

1. *Area Median Income for 4-person household, 2015*
2. *Area Median Income for 2-person household, 2015*
3. *Average income for Marin-based job, 2014.*

The Community Development Agency identified housing needs in their report of October 13, 2015:

- 4,595 older adults (60+) expected to fall below poverty line in 2015;
- More than 20,000 disabled persons in Marin;
- 18 percent of households are low income and paying more than 50% of their income on housing;
- 2,500+ households in overcrowded living situations;
- 1,300+ persons are homeless and 5,200+ are at-risk of homelessness;
- 587 requests for housing crisis assistance received during one-week period in late 2014.

As a result of these housing prices, much of Marin's workforce cannot afford to live in the County and commute from nearby counties. This lack of affordable housing also hampers employee recruitment for local businesses, government agencies, school districts and nonprofits.

Affordable Housing Program: Update 2016

The mission of the Affordable Housing Program is to preserve and expand the range and supply of adequate, accessible, and affordable housing through housing policies, regulations, and programs. A comprehensive set of policy options to address the County's affordable housing needs were considered by the Board of Supervisors over the course of four public workshops on October 13, November 17, and December 15, 2015 and February 9, 2016. DSD will need to remain aware of the development of affordable housing units.

City of San Rafael

The City of San Rafael occupies 22 square miles, 17 of which are land and 5 water and tidelands. San Rafael is the urban center and county seat for the County of Marin. San Rafael's population is projected to grow by less than 10% through 2020, which is reflective of overall growth in Marin County. The major reason for the lack of projected growth is the lack of available land for commercial and/or residential construction. Residential land use accounts for approximately 27% of all land use in the City and its Spheres of Influence, as identified by LAFCO.

San Rafael is a city with a long history and many neighborhoods that are distinctive and representative of that history. There are older neighborhoods, from the days when San Rafael's residences were a mix of large ornate homes for wealthy merchants, summer retreats for San Francisco residents, and smaller simpler homes for workers from other countries. Neighborhoods built before World War II were developed with narrow tree lined streets, neighborhood stores, and homes with front porches. The larger suburbs built in the 1960's and 1970's, with three and four bedroom homes, tend toward a similarity in design, such as the Eichler-designed homes which strive to unify indoor spaces with the outdoors while maintaining privacy. More recently, attached housing, including condominiums, apartments, and town homes, ranging in size from single rooms to four bedrooms, have been located throughout the City.

The City is sensitive to the many converging and competing interests, desires, and views in the City relating to development of housing, preservation of the character of San Rafael's neighborhoods, ease of getting around, and protection of environmentally sensitive areas. To encourage housing in the Downtown, General Plan incentives were adopted that 1) allow height and density bonuses for affordable housing; 2) encourage mixed-use development; 3) reduce the parking requirement for downtown units; 4) provide live/work opportunities; and 5) provide for single-room occupancy units.[3]

Because San Rafael has little remaining vacant land available for large-scale development, building on smaller or under-utilized sites scattered throughout the city will be important in meeting its housing needs. These infill sites must be developed in a way that best adds value to a neighborhood. Encouraging development at appropriate densities, promoting mixed-uses where housing can be

[3] City of San Rafael. General Plan 2020, Housing Element, page 40.

incorporated into areas of commercial only or industrial only uses and supporting continued development of second units will help make better use of our land resources and to address San Rafael's housing needs.[4]

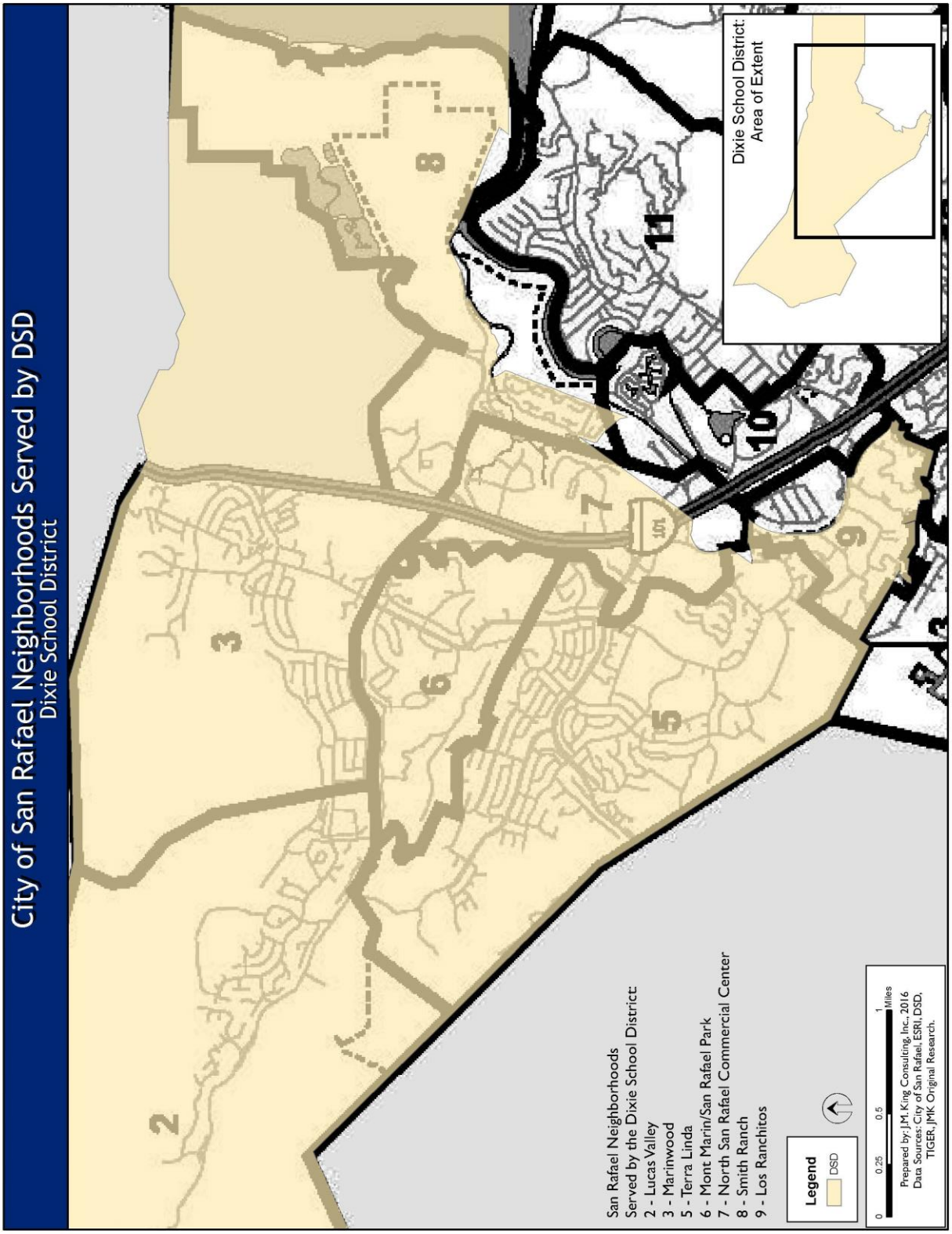
Neighborhoods Element/General Plan

As stated in the current General Plan, San Rafael is a "city of neighborhoods". The City of San Rafael 1974 General Plan called for a neighborhood planning process. Therefore, within the San Rafael General Plan 2020 is the Neighborhoods Element. This element includes policies for all of San Rafael's neighborhoods as well as neighborhood-specific policies. San Rafael's neighborhood policies are not intended to maintain the status quo, but to foster those actions that will make the neighborhoods more attractive and livable places.[5] The city has, as long-standing principle, believed that future residential development should be harmoniously integrated within existing neighborhoods, and that existing housing should be protected and conserved. "San Rafael's neighborhood policies are intended to foster actions that will make the neighborhoods more attractive and livable places. Only through active partnerships among residents, property owners and the city can effective neighborhood planning occur and common issues be addressed."[6]

Several of these "neighborhoods" are located wholly or partially within the Dixie School District: Lucas Valley, Marinwood, Mont Marin/San Rafael Park, North San Rafael Commercial Center, Los Ranchitos, Smith Ranch and Terra Linda. These "neighborhoods" of the City of San Rafael and/or its Sphere of Influence have developed a variety of organizations to oversee policies and activities in the neighborhood areas, i.e. community service districts, incorporated homeowner associations, or other agencies which serve to oversee the activities and agencies within their specific neighborhood. Figure 25 identifies these neighborhoods using a neighborhood map developed by the City of San Rafael, with the Dixie School District superimposed. Please note that some of these neighborhoods are not located within the incorporated limits of the City of San Rafael, but are still in the City's Sphere of Influence, and are covered by its General Plan.

[4] Ibid. Page 43-44.
[5] San Rafael General Plan 2020. Pg.64.
[6] San Rafael 2020/Neighborhoods. Pg.64.

Figure 25. Neighborhoods in San Rafael



City of San Rafael: Housing Element, 2015-2023

Housing Elements must be prepared as one of the seven mandatory elements required of General Plans. This Housing Element Update is a required process to obtain certification from the California State Department of Housing and Community Development. This Housing Element will be updated again in 2024. The goal of the housing element is to outline the housing needs for the City for various income levels while preserving the character of the City.

"The City of San Rafael is sensitive to the many converging and competing interests, desires, and views in the city relating to development of housing, preservation of the character of San Rafael's neighborhoods, ease of getting around, and protection of environmentally sensitive areas." [7]

The City's Housing Element addresses the need for housing while maintaining the quality of life for those residents of San Rafael. Key recommendations are:

- Preserve and strengthen San Rafael's neighborhoods so that they continue to improve over time.
- Be proactive in new housing so that changes continue to enhance San Rafael, making it an ever-increasingly attractive place to live.
- Target resources for effective partnerships involving property owners, developers, neighborhoods, businesses, civic and service organizations, and the County to address housing needs.
- Foster land use patterns and densities which support lifestyles which rely less on carbon-based transportation.

The City provides a philosophy which includes enhancing the sense of community while maintaining and enhancing existing community character. The City's policies encompasses two approaches: 1) the City and its neighborhoods share a responsibility in helping to meet housing needs; investment in new housing and improvements should be distributed throughout the city; 2) new housing development must recognize and enhance the design character of the surrounding neighborhood.

[7] City of San Rafael, Housing Element 2015-2023, 2020, p. 40.

City of San Rafael: Regional Housing Needs Allocation, 2015-2023

As stated previously the Marin County Housing Element provides a Regional Housing Needs Allocation for the unincorporated areas of the County in addition to providing those allocations for all of the cities located within the County. The City of San Rafael's allocations are: 240 very low income units, 148 low income units, 181 moderate income units and 438 above moderate income units for a total of 1,007 units during the time period. The DSD will need to remain cognizant of housing planning and development as students will be generated for the district to house.

Dixie School District: Residential Development

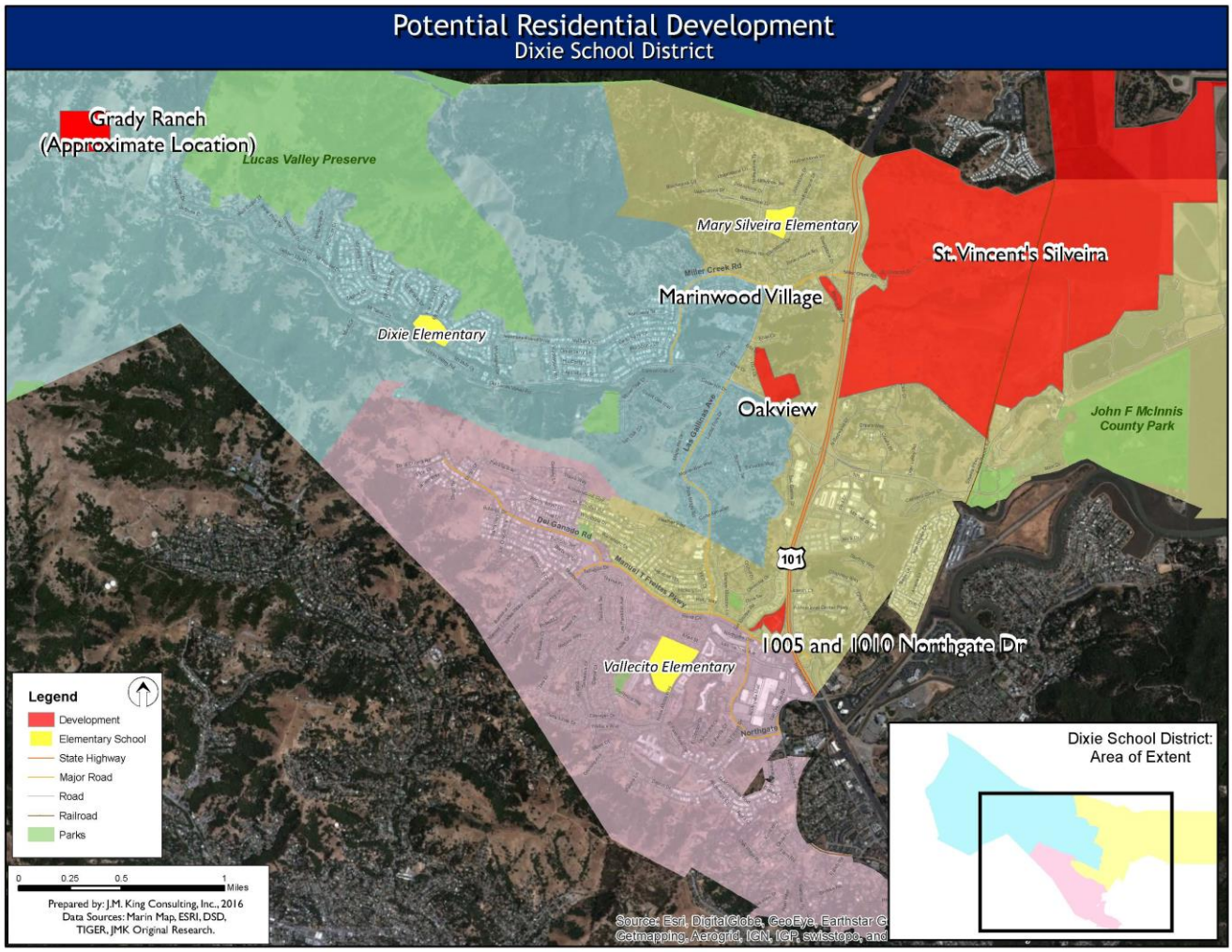
As stated previously, the DSD will need to be proactive in reviewing potential residential development projects.

- Marinwood Plaza is not currently under development; the application expired in February 2016 and there is no current application. The site will require clean-up of toxic waste.
- St. Vincent's/Silveira is not currently under development;
- Oakview Single Family Residential project is approved for the construction of 28 residential units and the land is currently for sale. This development has been accounted for in the enrollment projections for DSD.
- 1005 and 1010 Northgate Dr. proposes to construct 182 condominiums with 42 of these being senior housing. This project is not yet approved.
- Grady Ranch
    - Petaluma Ecumenical Properties (PEP) submitted an application to the Marin County Community Development Agency on April 15, 2015. This project would provide 224 senior and workforce housing units, of which 120 would be reserved for people whose income falls at approximately 80% of the area's median income (Marin households that earn between $65,700 and $101,400 each year).
    - After submitting the application, the County requested a thorough impact analysis and the timeline for approval of the project is currently unknown, though PEP anticipates public hearings beginning mid-2016. The total approval process will likely be a minimum of two years.

- JMK will continue to monitor this development bi-annually and adjust projections and recommendations accordingly.

JMK mapped the location of the current and potential future projects to determine the impact of new students by school (Figure 26). It is important to note that projections of future students do not include the anticipated students from the proposed or for sale developments. JMK monitors these developments, and the District should update student projections when new information becomes available.

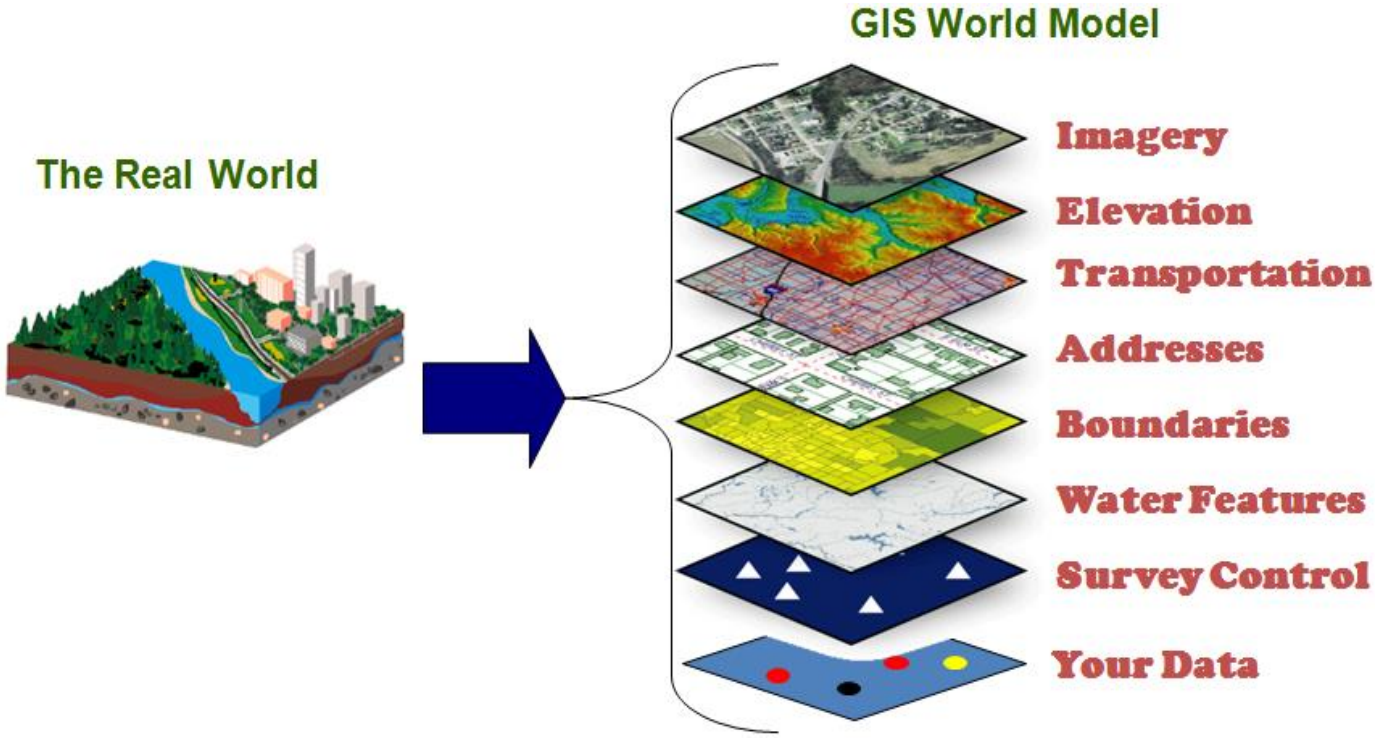
Figure 26. Potential Residential Development



SECTION E: SPATIAL ANALYSIS

The consultant utilized a computer mapping software, a Geographic Information System (GIS), to map and analyze the Dixie School District. A GIS is a collection of computer hardware, software, and geographic data that allows for the capture, storage, editing, analysis, and display of 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 to spatially analyze complex relationships. For example, within a GIS you can analyze where students live vs. where students attend school. Figure 27 provides a visualization of the layers developed for the DSD specific GIS.

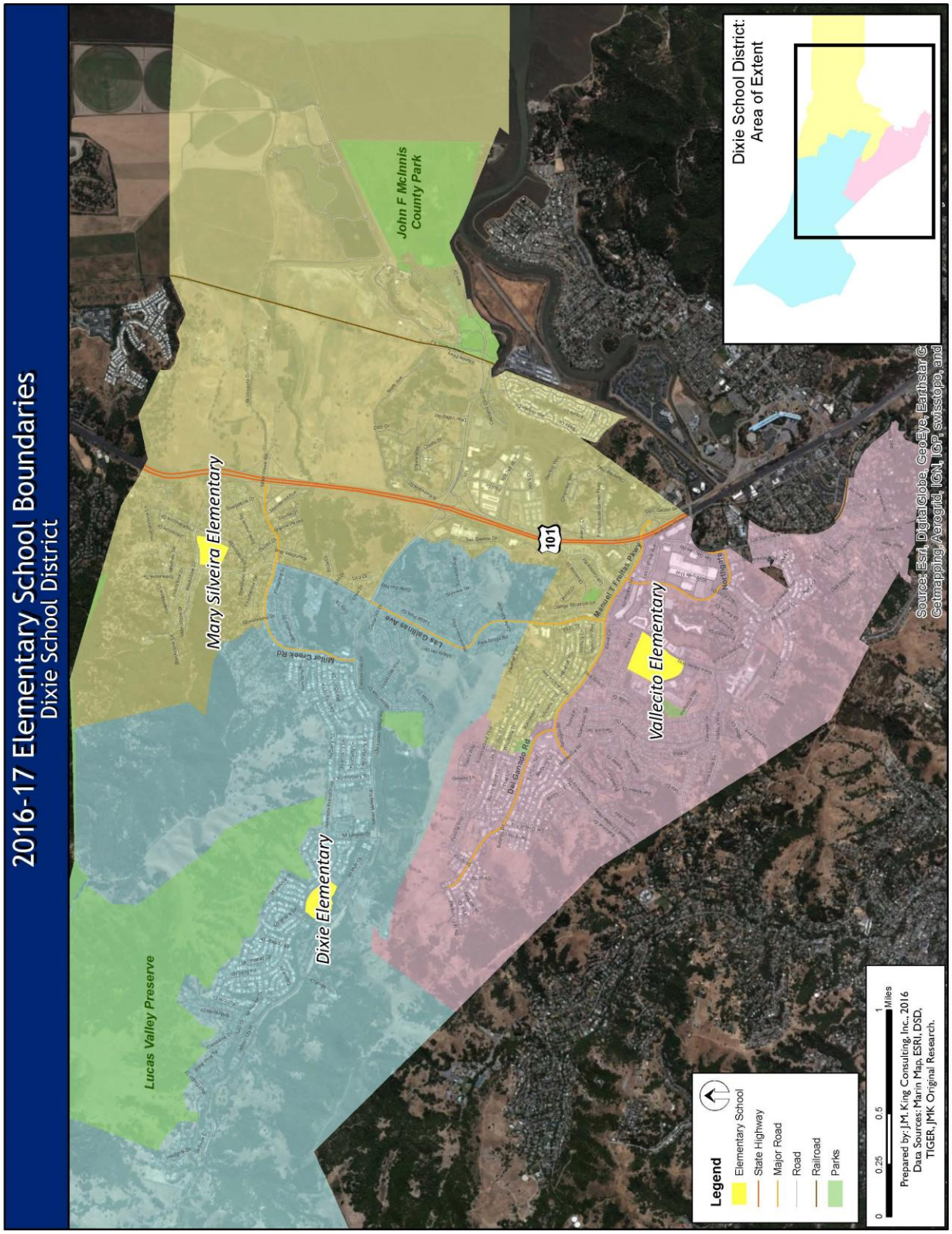
Figure 27. DSD GIS Layers



DSD 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. The current District boundary map for elementary schools is provided in Figure 28. The District operates only one middle school, so no boundary map is shown for that configuration.

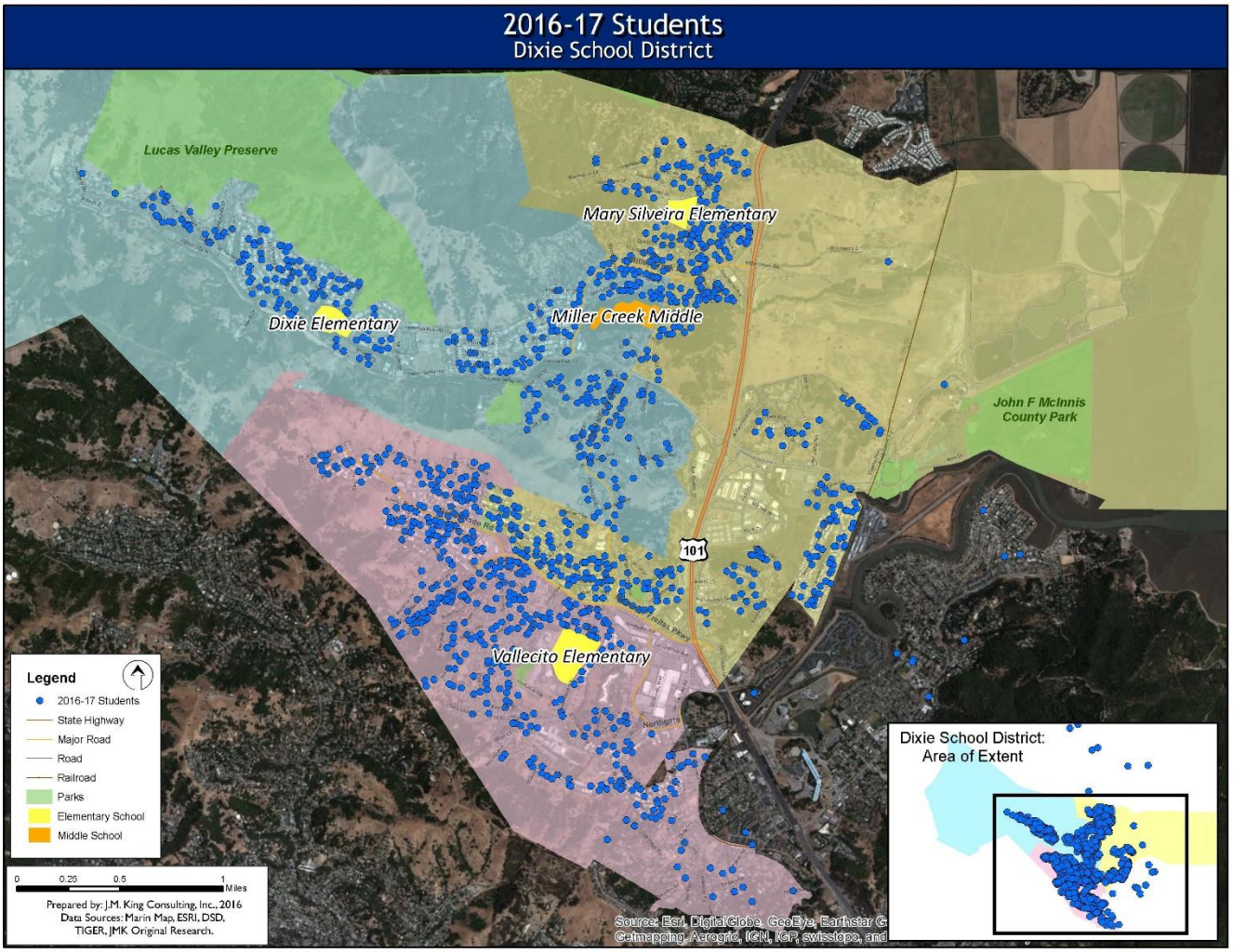
Figure 28. 2016-17 Elementary School Boundaries



Student Data

The consultant mapped the 2016-17 student information database by a process called geocoding. The address of each individual DSD student was matched in the DSD GIS. This resulted in a point on the map for each student (Figure 29). This map demonstrates the distribution of 2016-17 students (or lack thereof) in the various areas of the District.

Figure 29. 2016-17 Student Resident Distribution



Student Densities

Once the 2016-17 students were mapped, they were analyzed and displayed by grade level. These layers of information provide tools for analyzing enrollments, determining future enrollments, and promoting diversity District-wide.

At the elementary school levels (TK-5th grades), the highest number of students reside in the Vallecito school boundary, while the fewest number of students reside in the Dixie school boundary (Figure 30).

At the middle school level (6th-8th grades), middle school aged students were compiled by elementary school boundary. The highest number of middle school students reside in the Mary Silveira school boundary, while the fewest number of students reside in the Dixie boundary (Figure 31).

Figure 30. 2016-17 TK-5th Grade Student Resident Totals

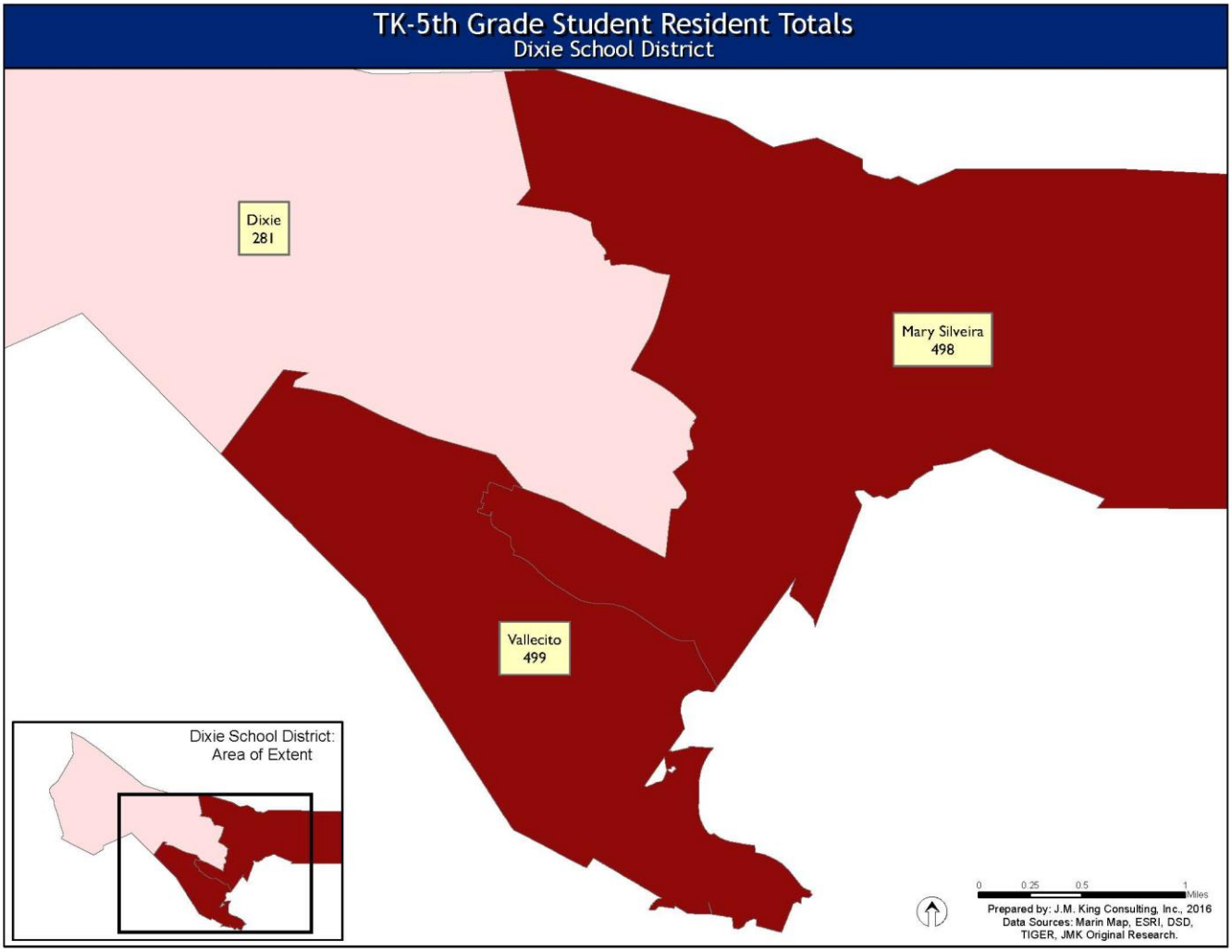
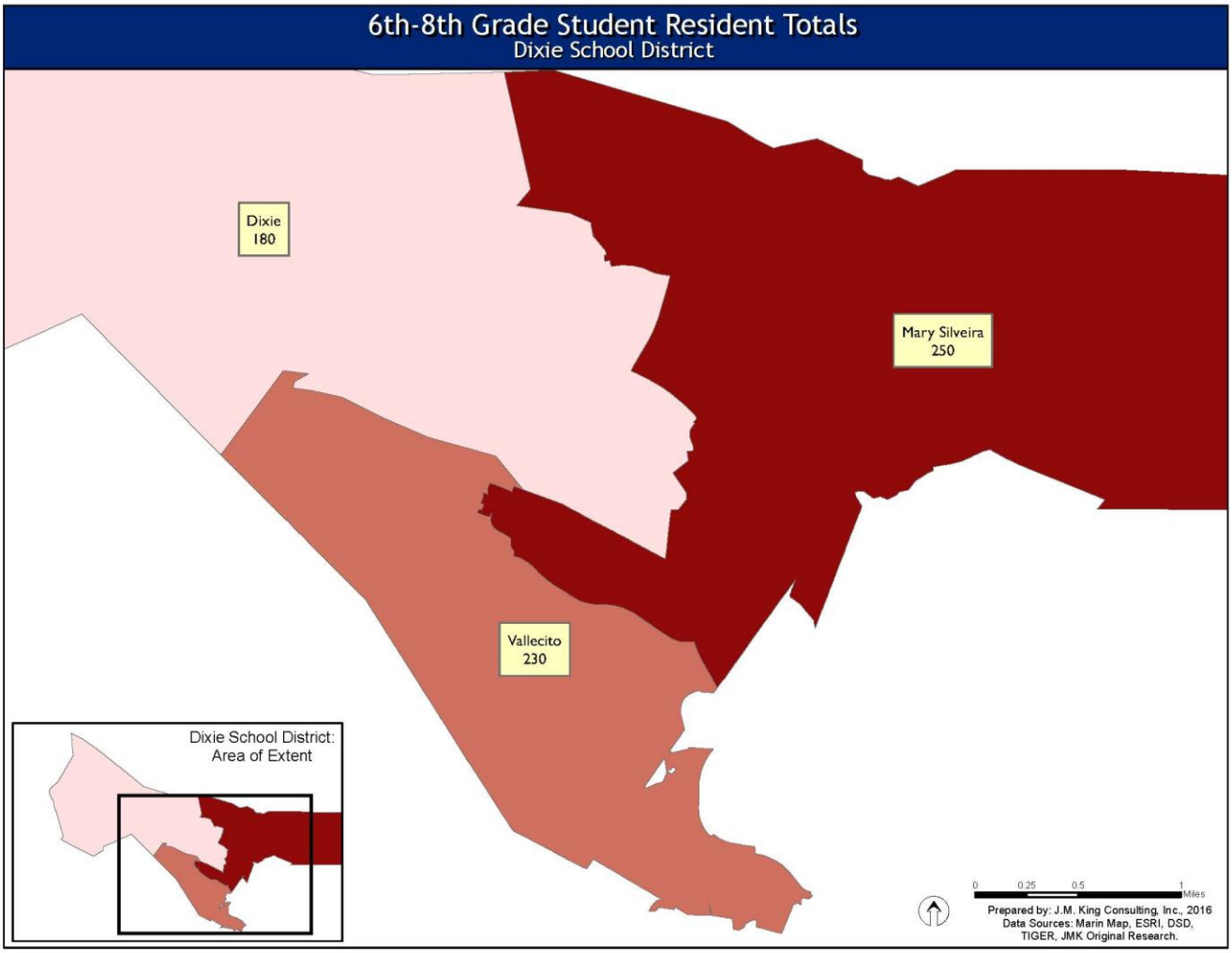


Figure 31. 2016-17 6th-8th Grade Student Resident Totals



Attendance Matrix

An important factor in analyzing the DSD student population is determining how well each school is serving its neighborhood population. An attendance matrix has been included to provide a better understanding of where students reside versus where they attend school. Table 10 compares the 2016-17 DSD students by their school of residence versus their school of attendance[8].

- Schools listed across the top of the table are the schools of residence
  - Each column shows where students who reside in that boundary attend school.
- Schools listed down the left-hand side of the table are the schools of attendance
  - Each row shows the residence of students who attend that school.

In-migration refers to students attending a school but not residing in its zone. Out-migration refers to students leaving their resident school zone to attend a school in another zone. Net migration is the difference between student residents and enrollment, excluding out of District students. This detailed analysis demonstrates the DSD is experiencing some in-migration and out-migration, particularly migration into Dixie, but that students generally attend their neighborhood school. A line is also provided for middle school students in order to show the number of students from each elementary boundary who are attending Miller Creek this year.

Table 10 demonstrates the rates of elementary in-migration; from 3.1% at Mary Silveira Elementary School to 29.6% at Dixie Elementary School (in other words, 29.6% of Dixie enrollment is comprised of students not residing within the Dixie boundary).

Likewise, the matrix also demonstrates the rates of TK-5th grade out-migration; from 2.2% at Dixie Elementary School to 12% at Mary Silveira Elementary School (in other words, 12% of the elementary students residing in the Mary Silveira elementary school boundary attend a school other than Mary Silveira).

As would be expected from having the highest in-migration rate and the lowest out-migration rate, Dixie has a high positive net migration value, while all other schools have negative values.

Figures 32 and 33 demonstrate the rates of in and out-migration for all elementary schools. Figure 34 demonstrates the elementary school student net migration. Net migration is the difference between

[8] These student totals were derived from the geocoded 2016-17 student list and therefore may not match other 2016-17 DSD enrollment data totals.

the number of students migrating into the school and the number of students migrating out of the school boundary, not counting students who reside in other districts.

Table 10. Attendance Matrix

School/District of Residence

School of Attendance	Dixie Elementary	Mary Silveira Elementary	Vallecito Elementary	Other Districts	Total Attending
Dixie Elementary	**271**	64	41	9	**385**
Mary Silveira Elementary	5	**408**	4	4	**421**
Vallecito Elementary	5	26	**454**	7	**492**
Miller Creek Middle	180	250	230	13	**673**
Total Residing	**461**	**748**	**729**	**33**	**1,971**
Outflow to other Attendance Areas	10	90	45		
Inflow from other Attendance Areas	105	9	31		
Inflow from Other Districts	9	4	7		
Total Geocoded Students Attending	385	421	492		
Total Residents Attending	271	408	454		
Total Non-Residents Attending	114	13	38		
% In-Migration	29.6%	3.1%	7.7%		
% Out-Migration	2.2%	12.0%	6.2%		
Net Migration	95	-81	-14		

Figure 32. Elementary School Student In-Migration

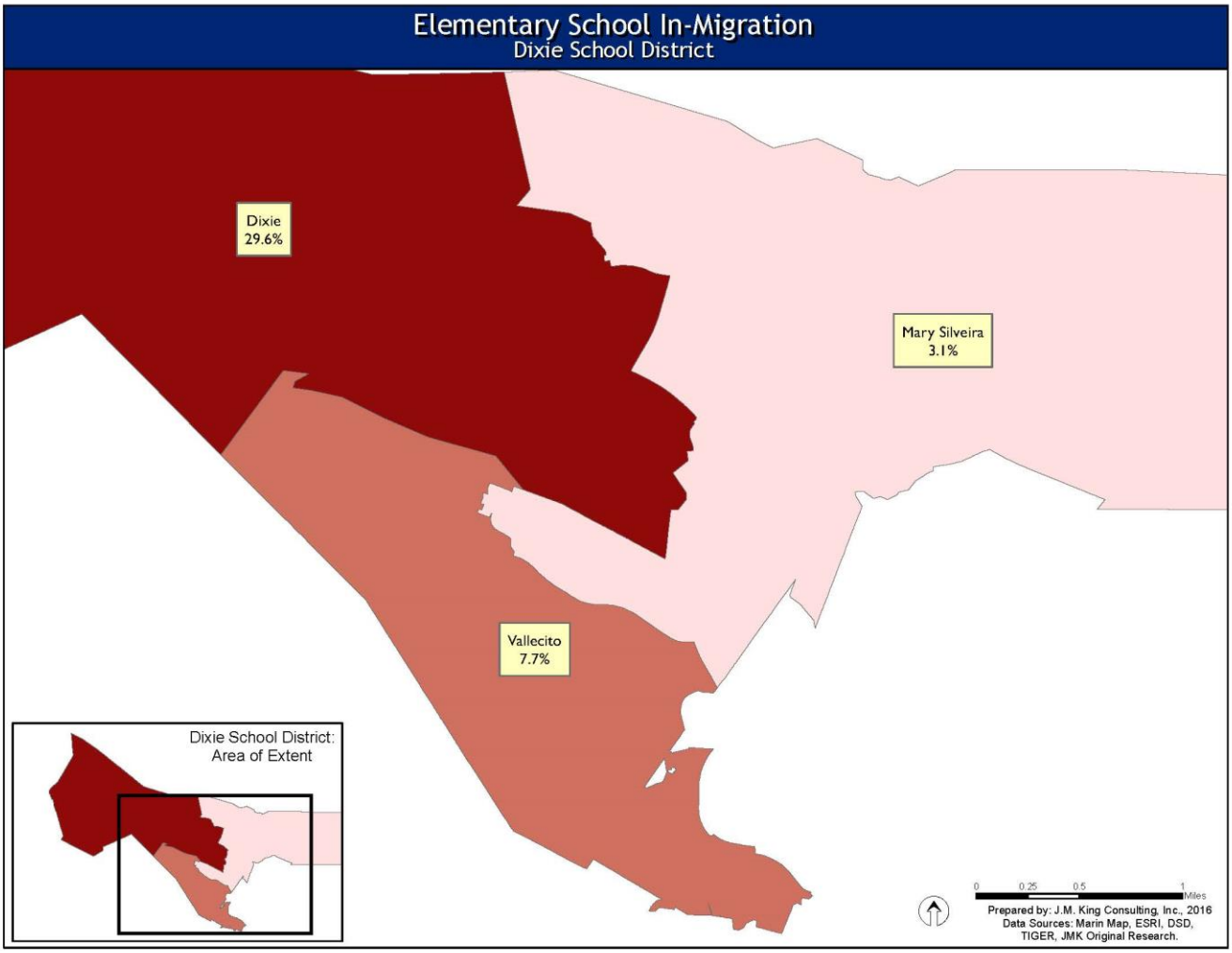


Figure 33. Elementary School Student Out-Migration

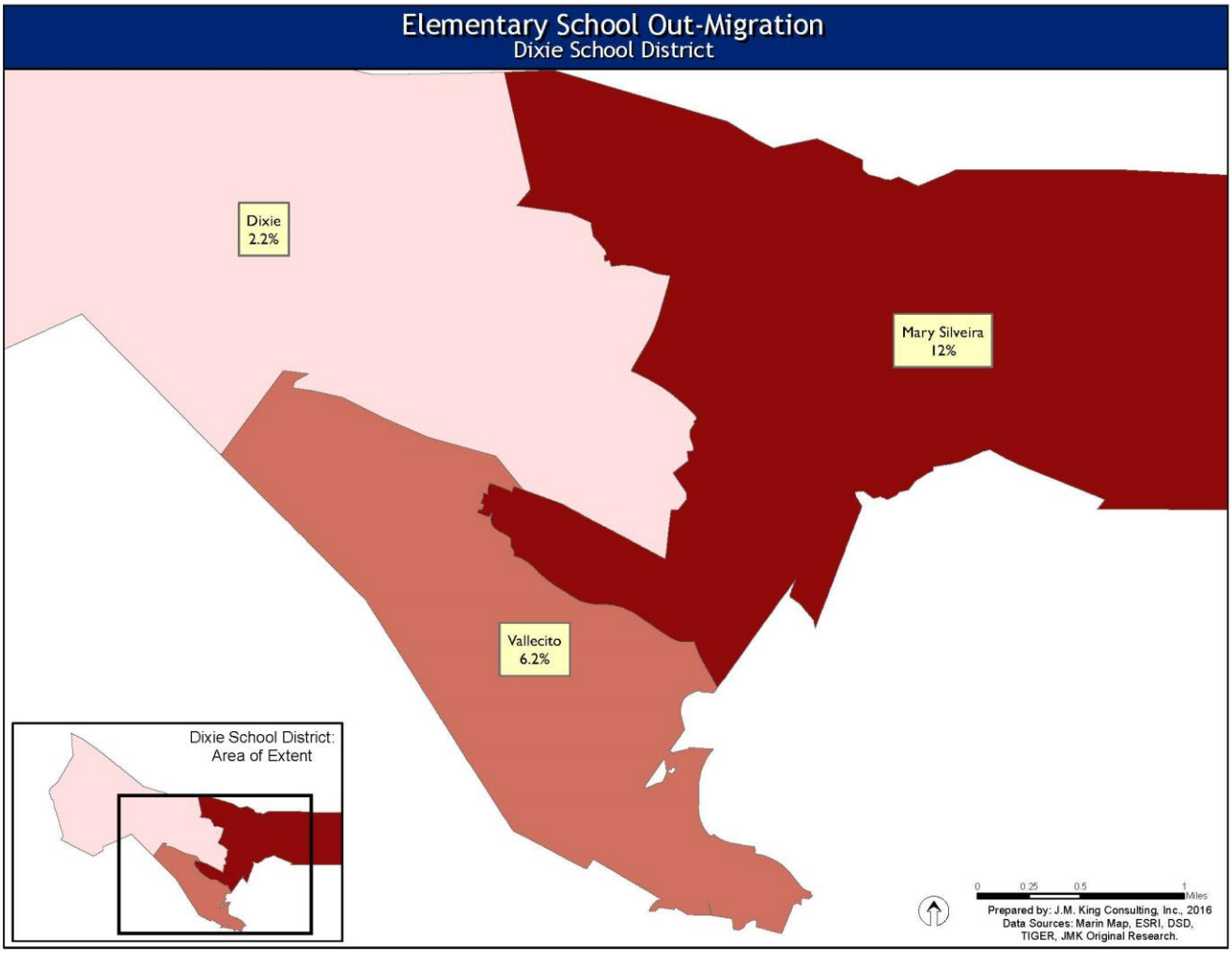
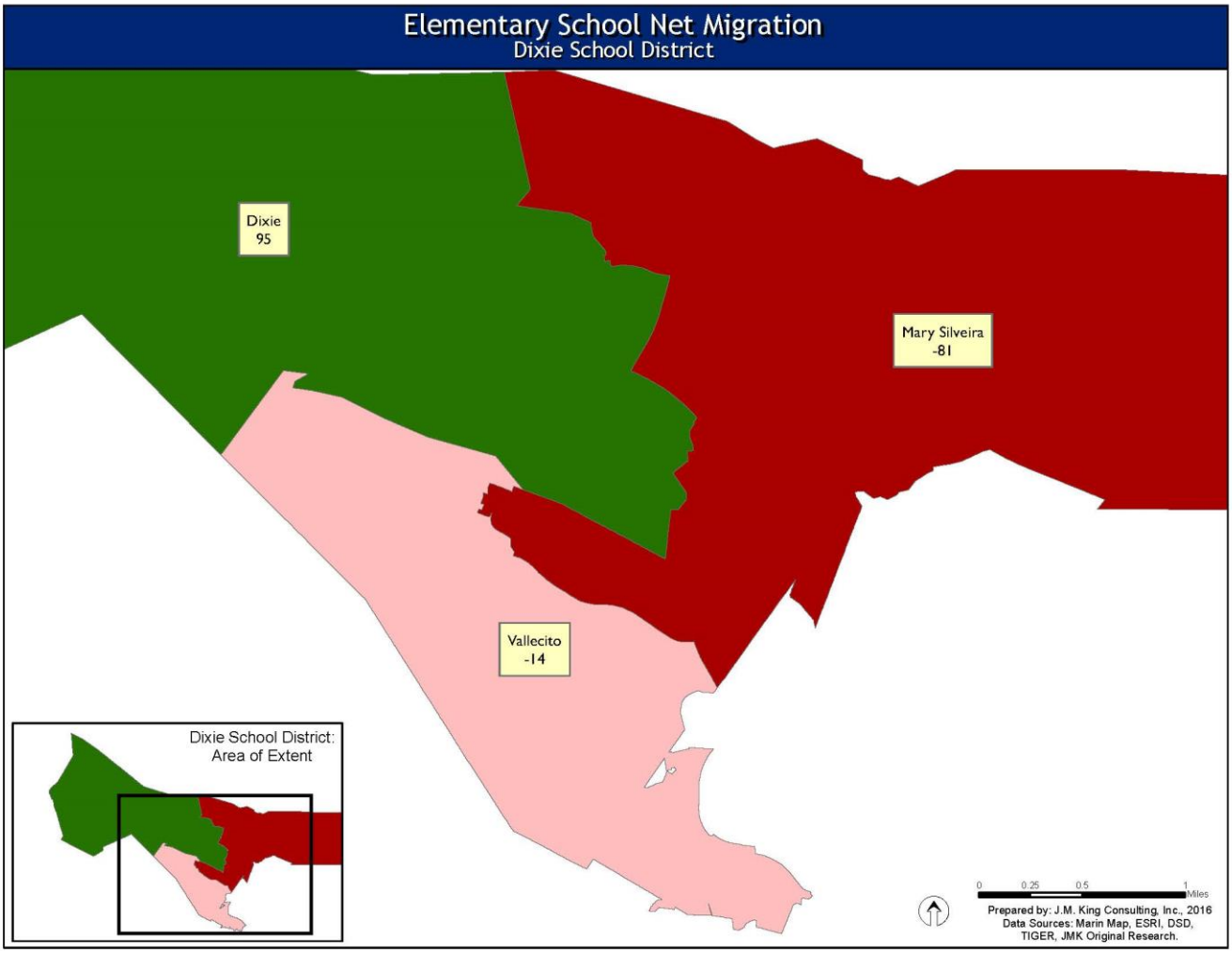


Figure 34. Elementary School Student Net Migration



Migration Trends

Since JMK has prepared these matrices for the DSD previously, the consultant can conduct an analysis of student migration trends over time. Below is a comparison of elementary school in and out migration in 2012-13 and 2016-17.

Dixie School District is experiencing a significantly higher rate of in-migration to Dixie compared to four years ago, with significantly lower in-migration to Mary Silveira. Vallecito is experiencing close to the same rate of in-migration. The out-migration trends are the inverse of this, with more students leaving Mary Silveira, and fewer leaving Dixie and Vallecito.

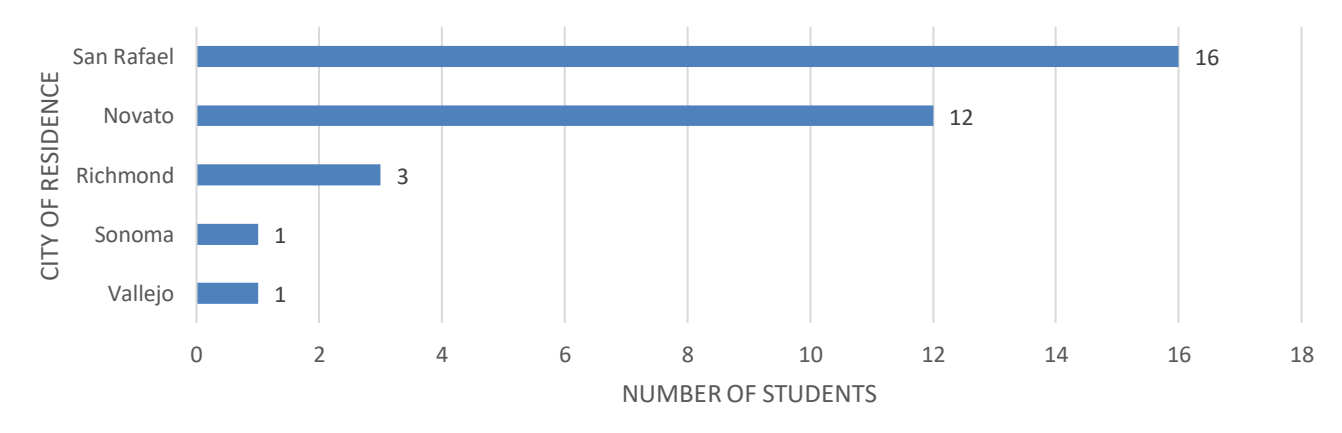
Table 11. Comparison of 2012-13 and 2016-17 Student Migration

School	In-Migration				Out-Migration		
	2012-13	2016-17	*Diff*		2012-13	2016-17	*Diff*
Dixie	16.7%	29.6%	*77.2%*		2.8%	2.2%	*-21.4%*
Mary Silveira	8.0%	3.1%	*-61.3%*		7.5%	12%	*60%*
Vallecito	8.0%	7.7%	*-3.8%*		7.7%	6.2%	*-19.5%*

Inter-district Transfer Student Trends

Inter-district transfers into DSD were isolated and measured for purposes of evaluating the impact to District enrollments and District facilities. For these numbers, all students residing outside of the Dixie School District boundary are considered, though some of them may not have required an official inter-district transfer to attend a DSD school. Reasons for this could include a parent working for the District, which only requires a transfer application in the first year. Currently, there are 33 inter-district students enrolled in DSD representing 1.7% of the District's 2016-17 TK-8th grade enrollments. Figure 35 depicts the current year inter-district students by their city of residence.

Figure 35. 2016-17 Inter-district Transfer Students into DSD by City of Residence



SECTION F: ENROLLMENT PROJECTIONS

To effectively plan for facilities, boundary changes, or policy changes for student enrollments, school district administrators need a 10-year enrollment projection. This projection is dual-purpose: 1) for 1-2 year short-term budgeting and staffing, and 2) for 5-7 year facility planning.

The consultant utilized the industry standard cohort "survival" methodology to prepare two 10-year enrollment projections for the Dixie School District, a moderate and a conservative projection. More details about these two projections will be discussed later in this section of the report. While based on historical enrollments, the consultant adjusts the calculations for:

- Historical and Projected Birth Data (used to project future kindergarten students)
- Residential Development, if applicable
- 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 Dixie School District by the California Department of Health Services using ZIP Codes[9] and is used to project future kindergarten class sizes.

Since 2007, births in California have declined significantly (Figure 36). The decline in births in 2009 and 2010 were the second are third largest since 1990. In 2013, the State realized fewer births than at any time since 1990, but births increased slightly in 2014. Californians gave birth to 502,973 children in 2014, equivalent to 63.6 births per 1,000 women aged 15-44. That's higher than the fertility rate in 2013, but still among the lowest in California since the heart of the Great Depression in 1933 and 1934. Women in California continue to put off having children until later in life. Birth rates in California in 2014 fell for mothers under 30 but rose for mothers 30 and older.

In Marin County, births have also been declining. County births fell to 2,286 in 2015, the lowest of any year since 1978 (Figure 37).

[9] The consultant utilized Zip Code 94903.

Figure 36. California Births: 1991-2014

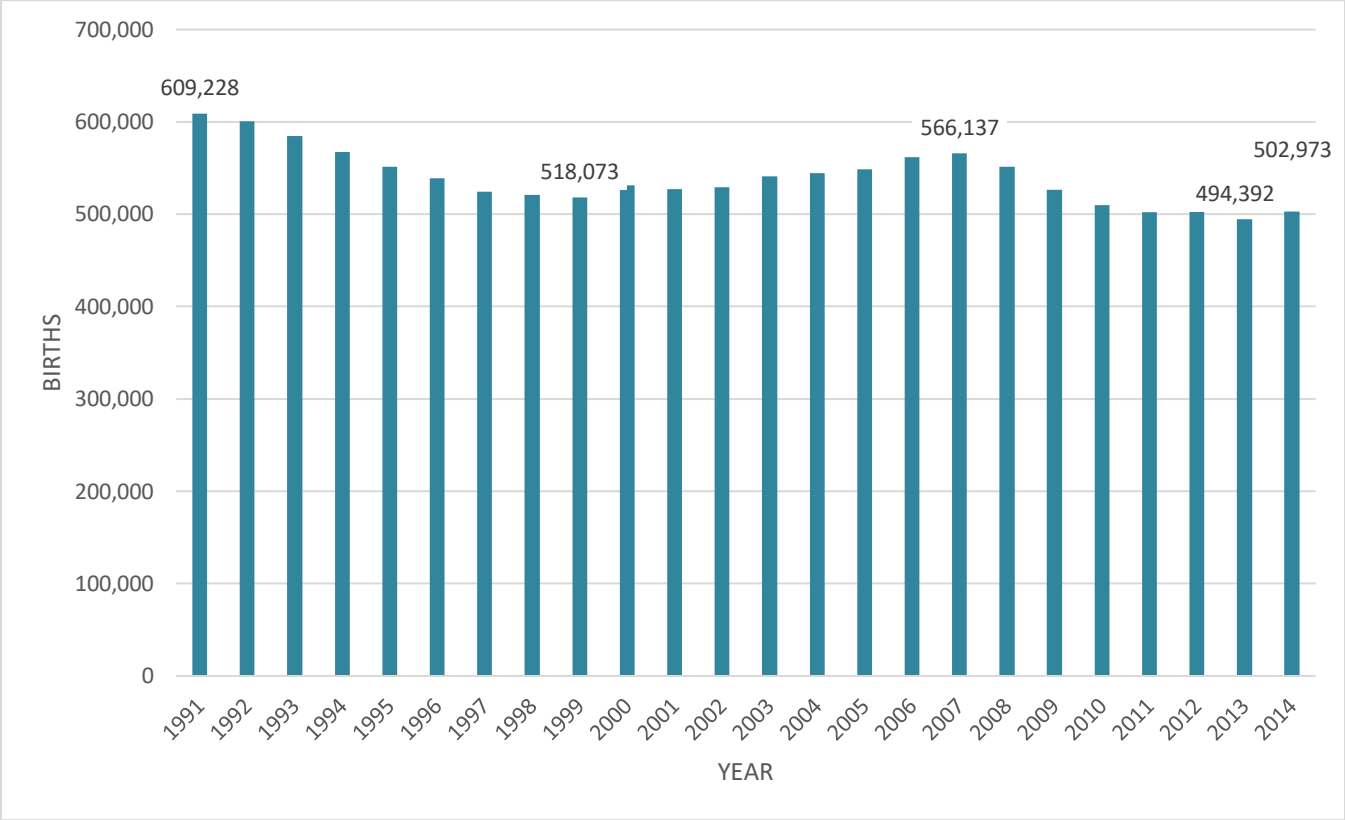
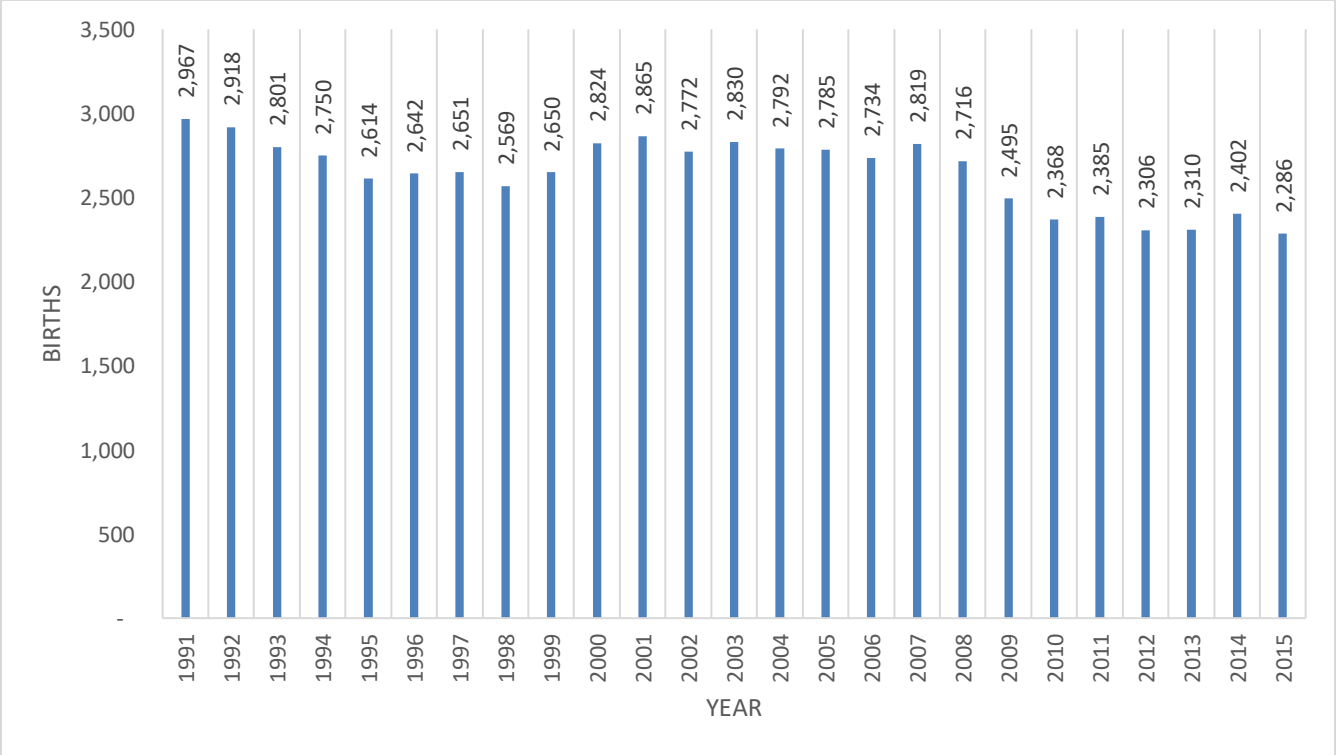


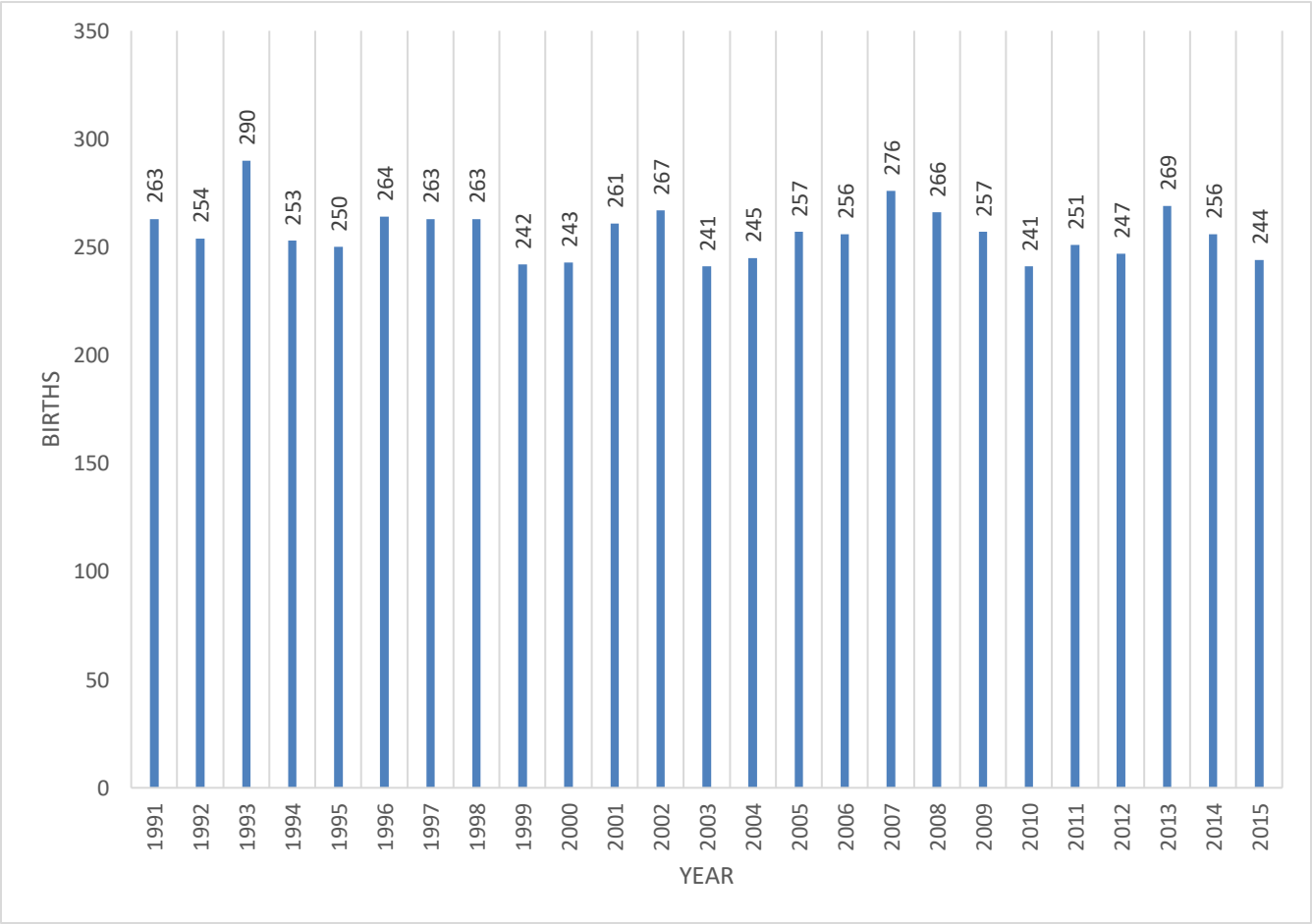
Figure 37. Marin County Births: 1991-2015



Source: California Department of Public Health

Births in the Dixie School District have been more stable than State and County trends. Births have ranged between 241 and 276 each year from 1994 through 2015. Figure 38 demonstrates the total number of live births between 1991 and 2015 in the Dixie School District.

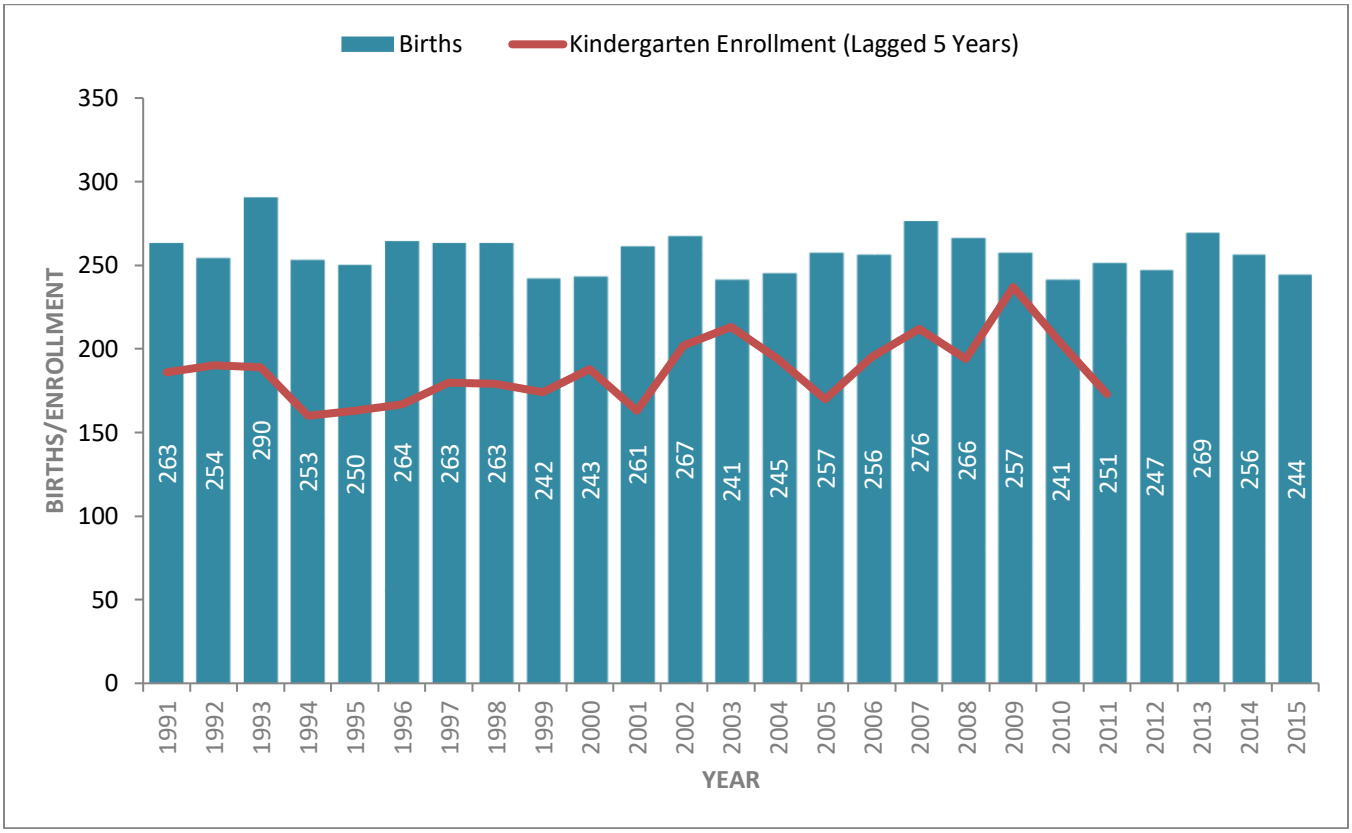
Figure 38. DSD Births: 1991-2015



Source: California Department of Public Health

The number of children born to parents who live in DSD is significantly 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 DSD to house. While the last few years have demonstrated a greater range of ratios than usual, likely due in part to the continuing rollout of District transitional kindergarten offerings, this ratio is still the best indicator of future kindergarten enrollments. Figure 39 demonstrates this relationship.

Figure 39. Births Compared to Kindergarten Enrollments (Lagged 5 Years)

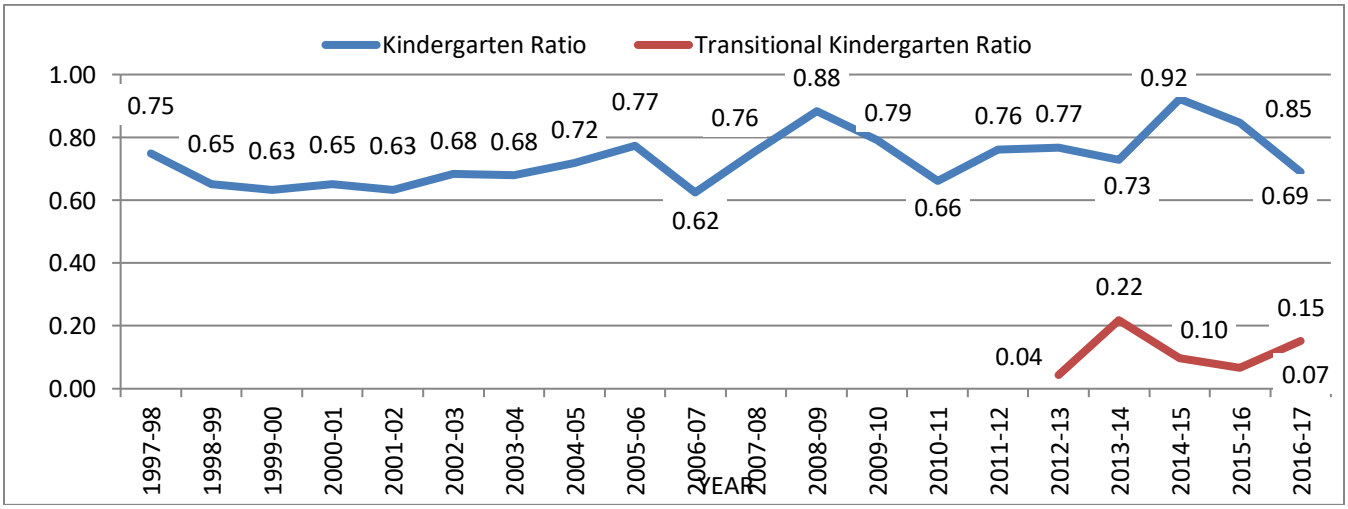


There is rarely a one-to-one correspondence between births and subsequent kindergarten enrollments. Table 12 and Figure 40 demonstrate the DSD kindergarten-birth and transitional kindergarten-birth ratios. These ratios provide the percentage of births that result in kindergarten or transitional kindergarten 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 DSD births to DSD kindergarten enrollments has been generally stable, with some higher and some lower years within a well-defined range of historical values between 0.63 and 0.92. The ratio has been more erratic for the last few years, and was 0.69 in 2016, the lowest ratio since 2010. This means that for every 100 births in 2011, 69 enrolled in DSD kindergarten classes five years later (in 2016). The transitional kindergarten ratio has fluctuated more as the implementation of the program has been inconsistent, and has been met with differing levels of community enthusiasm. It is currently 0.15, but has been as high as 0.22 and as low as 0.07. The kindergarten to birth ratios are analyzed and statistical calculations are applied to estimate future kindergarten to birth ratios.

Table 12. Kindergarten Enrollment to Live Birth Ratio

Birth Year	Births	Increase	Kindergarten Year	Kindergarten Enrollment	Ratio of Births to Kindergarten Enrollment	Transitional Kindergarten Enrollment	Ratio of Births to TK Enrollment
1991	263		1996-97	186	0.71		
1992	254	-3.4%	1997-98	190	0.75		
1993	290	14.2%	1998-99	189	0.65		
1994	253	-12.8%	1999-00	160	0.63		
1995	250	-1.2%	2000-01	163	0.65		
1996	264	5.6%	2001-02	167	0.63		
1997	263	-0.4%	2002-03	180	0.68		
1998	263	0.0%	2003-04	179	0.68		
1999	242	-8.0%	2004-05	174	0.72		
2000	243	0.4%	2005-06	188	0.77		
2001	261	7.4%	2006-07	163	0.62		
2002	267	2.3%	2007-08	202	0.76		
2003	241	-9.7%	2008-09	213	0.88		
2004	245	1.7%	2009-10	194	0.79		
2005	257	4.9%	2010-11	170	0.66		
2006	256	-0.4%	2011-12	195	0.76		
2007	276	7.8%	2012-13	212	0.77	12	0.04
2008	266	-3.6%	2013-14	194	0.73	58	0.22
2009	257	-3.4%	2014-15	237	0.92	25	0.10
2010	241	-6.2%	2015-16	204	0.85	16	0.07
2011	251	4.1%	2016-17	173	0.69	38	0.15
2012	247	-1.6%					
2013	269	8.9%					
2014	256	-4.8%					
2015	244	-4.7%					

Figure 40. Kindergarten Enrollment to Live Birth Ratio: District-wide



The projected kindergarten to birth ratios are multiplied by the number of births each year to project kindergarten enrollments. Due to the amount of recent variation in the ratios, we felt it would be prudent to calculate two distinct projections this year. For the moderate projection, we anticipate a birth to kindergarten ratio near the level it has consistently remained in recent years, by using a five-year average to project future ratios. We also prepared a conservative projection that utilizes the 2016 ratio for all future years. To project kindergarten classes beyond 2020, county birth projections from the California Department of Finance (DOF) are utilized.

Student Migration Rates

The methods of projecting student enrollment in grades 1st-8th involve the use of student migration rates. A migration rate is simply how a given cohort changes in size as it progresses 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, a cohort of 100 1st grade students 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[10].
    - Positive migration could be indicative of numerous influences, including the in-migration of families with small 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, a cohort of 100 1st grade students becomes a cohort of 75 2nd grade students the following year. In this case, 25 students who were present the prior year are not enrolled in the current year.
    - These losses could be indicative of numerous influences including the closure of schools, District policy changes toward inter-district transfer students, losses to private and

[10] These are net measurements.

charter schools or other Districts, out-migration of families due to economic decline, etc.

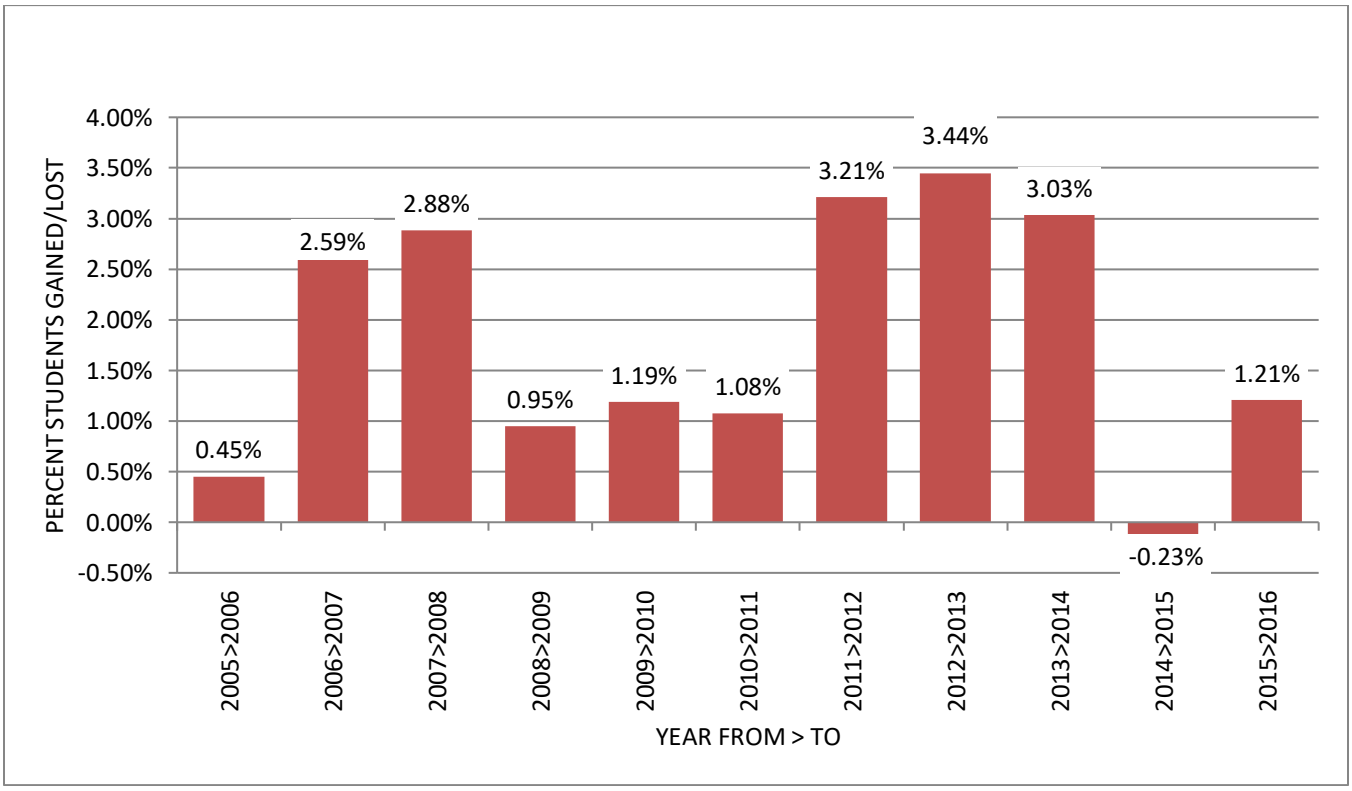
As an example, in 2014-15 the District's class of 1st graders was 221. A year later, this class became a 2nd grade class of 229. Using this example, the rate of migration is calculated in the following way:

(229-221)/221 = +3.62%

The +3.62% increase is a measure of the likelihood that a first grade class will become larger or smaller as it passes into second grade the following year. Migration rates are calculated for all grade levels by year, and then weighted and analyzed by the current grade level configuration. Exceptionally high or low migration numbers for any given year that are not in line with more established trends are given lower weight, while in general more recent trends are given higher weight.

Since 2005, DSD has experienced largely positive migration of the K-7th grade population of one year into 1st through 8th grade students the next year (Figure 41). 2014, however, saw negative migration for the first time in the study period and migration from 2015 to 2016, while positive, was still lower than in past years.

Figure 41. Migration Grades K-7 > Grades 1-8



A closer examination of DSD migration by grade level grouping provides additional insight. (Figures 42-43). Years of negative migration in some grades has been offset by years of more positive migration in others. 2015 was the first year that migration was negative in the elementary and middle school grades, leading to negative district-wide migration.

Figure 42. Migration Grades K-4 > Grades 1-5

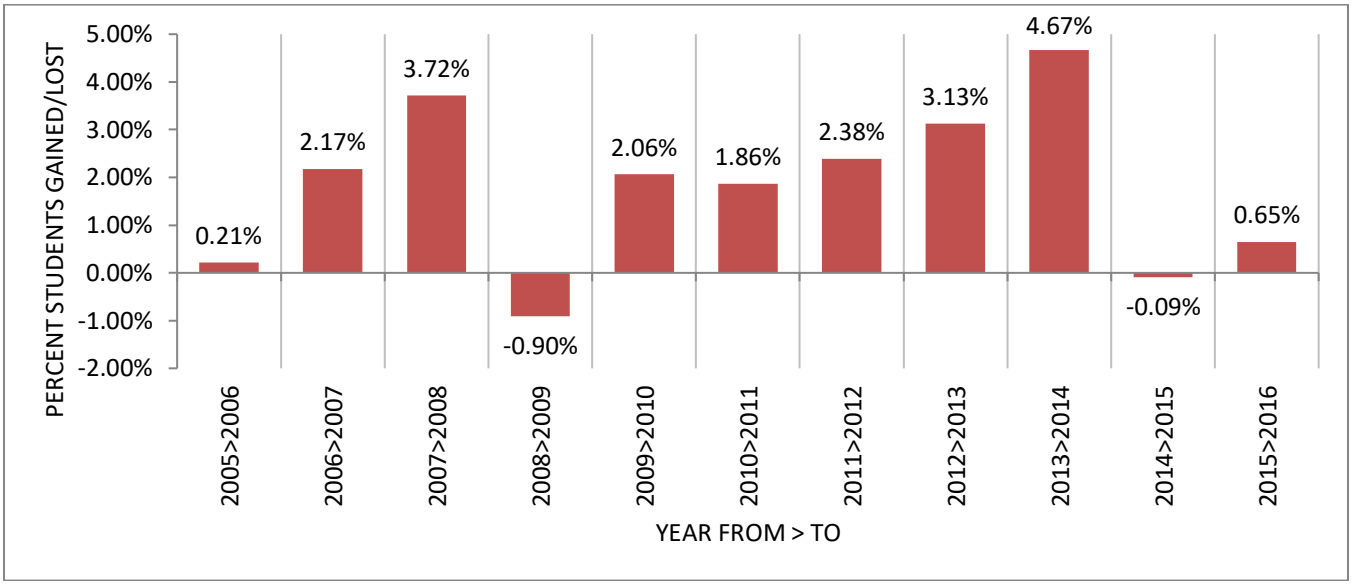
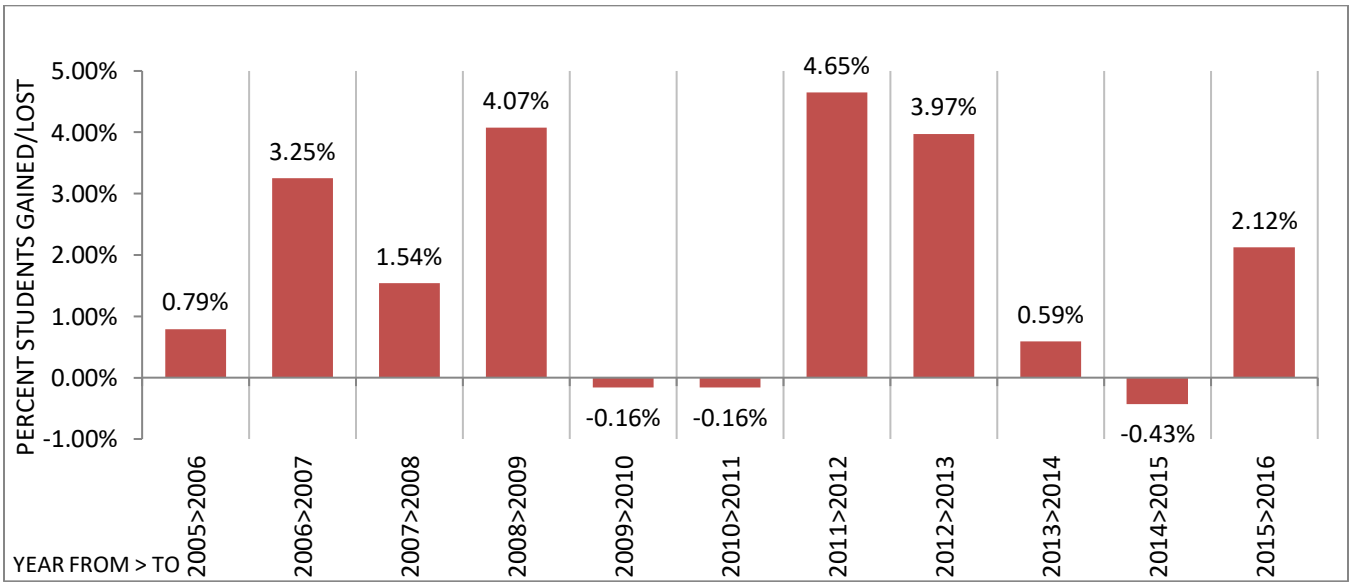


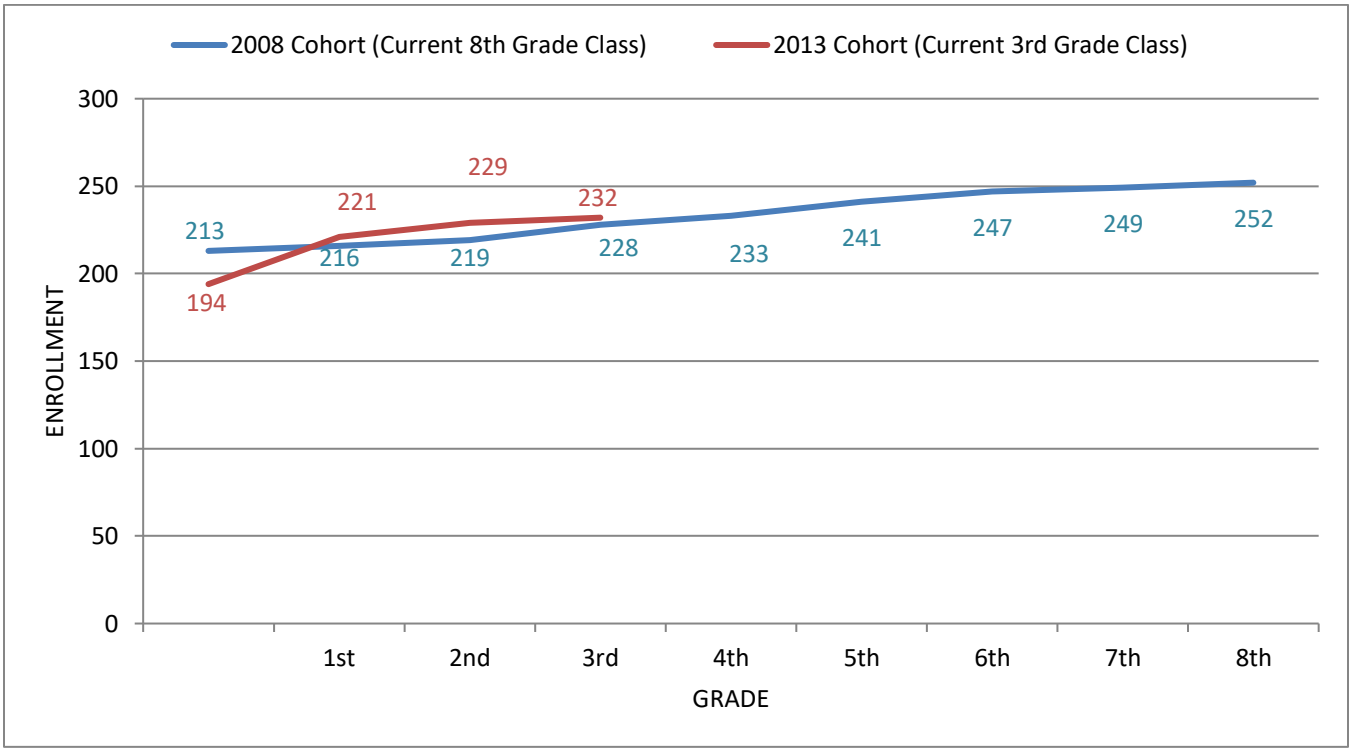
Figure 43. Migration Grades 5-7 > 6-8



As the table and figures demonstrate, DSD experienced mostly small, positive migration in recent years. This can be demonstrated by tracking a cohort over time as it matriculates from grade to grade. As shown in Figure 44, the cohort that began in 2008 as a kindergarten class of 213 students are currently

the District's 8th grade class of 252 students. Alternatively, the cohort that began in 2013 as a kindergarten class of 194 students is currently the District's 3rd grade class of 232 students. This also demonstrates that cohorts years apart in DSD can expect to experience similar rates of student migration, leading to enrollment stability.

Figure 44. Comparison of Cohorts



To minimize the effects of an exceptional outlier, migration rates are calculated by averaging and weighting historical migration (Table 13).

Table 13. Migration by Grade

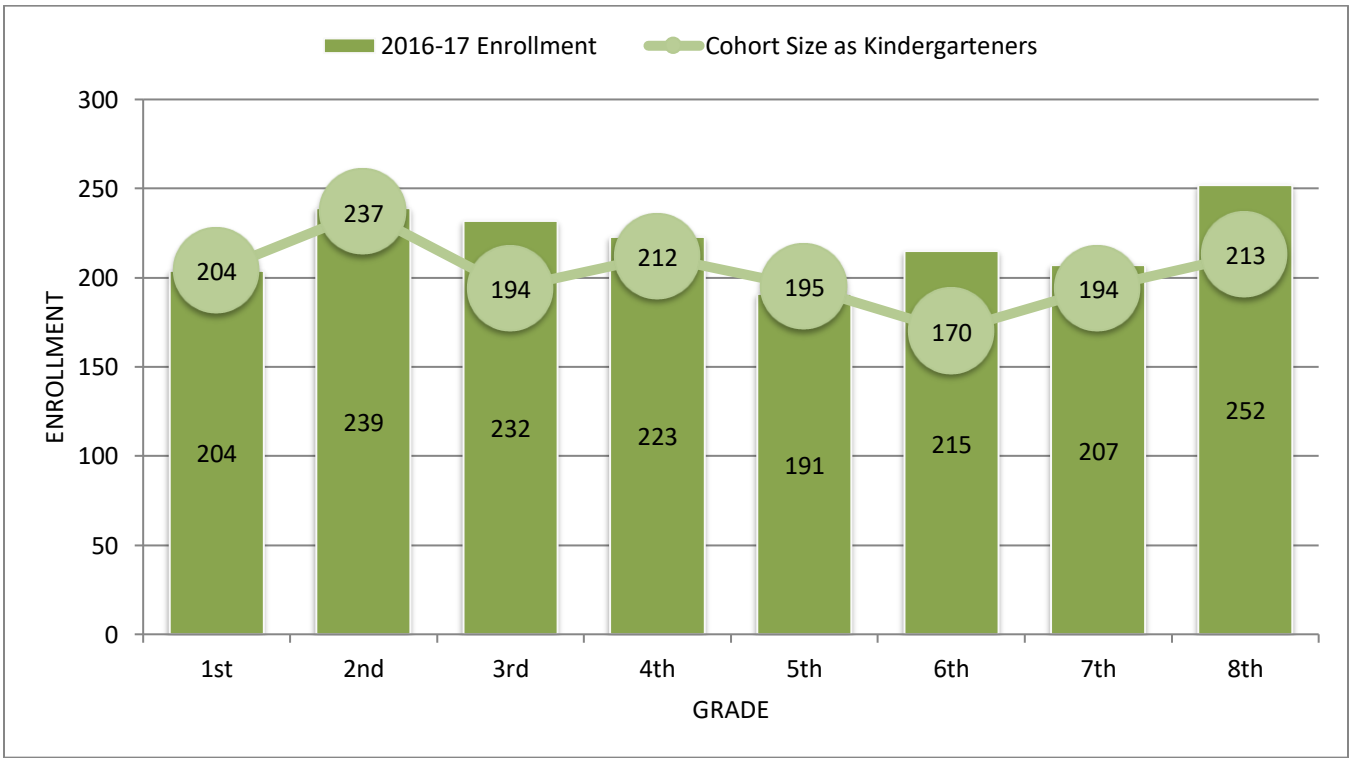
	Grade From > To							
Year From > To	**K>1**	**1>2**	**2>3**	**3>4**	**4>5**	**5>6**	**6>7**	**7>8**
2007>2008	2.97%	4.91%	-1.50%	7.22%	5.49%	2.97%	1.07%	0.51%
2008>2009	1.41%	-2.40%	-3.51%	-3.05%	2.40%	7.81%	1.44%	3.17%
2009>2010	6.19%	1.39%	-1.48%	3.64%	1.05%	0.00%	0.00%	-0.47%
2010>2011	4.71%	-2.91%	4.11%	3.00%	0.58%	0.00%	1.41%	-1.93%
2011>2012	-2.56%	4.49%	0.50%	2.19%	7.28%	12.79%	-2.07%	4.17%
2012>2013	4.25%	2.63%	1.61%	3.48%	3.43%	6.33%	2.58%	2.65%
2013>2014	13.92%	-0.90%	5.64%	3.70%	1.92%	2.49%	-1.70%	1.01%
2014>2015	-0.84%	3.62%	-0.46%	-4.85%	2.04%	-0.47%	0.81%	-1.73%
2015>2016	0.00%	1.70%	1.31%	2.29%	-2.55%	7.50%	-1.90%	1.20%

Enrollment Projections

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. The consultant 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 DSD. Using this method, the current student body is advanced one grade for each year of the projection. For example, year 2016 first graders become year 2017 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 based on the student migration outlined above. In DSD, cohort size generally increases as it progresses through the grades. Figure 45 shows the 2016-17 1st-8th grade class sizes as compared to their class sizes when they began as kindergarteners. For example, the current 8th grade class of 252 students began as a class of 213 kindergarteners in 2008. Likewise, the current 4th grade class of 223 students began as a class of 212 kindergarteners in 2012.

Figure 45. Cohort Size as Kindergarteners



Enrollment projections were prepared by calculating the kindergarten to birth ratios and migration rates. As alluded to earlier, due to recent variation in kindergarten to birth ratios, JMK has prepared two projections, a Moderate and a Conservative. The Moderate projection utilizes a longer view of birth-kindergarten trends, and assumes that historical averages will continue for the near future. The Conservative projection puts greater weight on the most recent year when the ratio was lower than it has often been in recent years.

Some assumptions have been made in the preparation of these enrollment projections, particularly regarding how the transitional kindergarten program will factor into overall enrollment numbers. It is assumed that transitional kindergarten will continue to be offered at the same locations for the same duration as in the 2016-17 school year. If any changes are made to the implementation of the transitional kindergarten program, these enrollment projections should be revised accordingly.

Moderate Enrollment Projection

Based on the Moderate projection, TK-8th grade enrollments are projected to remain stable, with enrollments totaling 1,971 in 2026-27. This projection shows stability for DSD enrollments, similar to what the District has experienced for the last two years, with enrollment remaining between 1,928 and 2,001 over the next decade.

- TK-5th grade enrollments are projected to increase slightly over the next two years, then then decline through 2021 before beginning to increase again. This is largely caused by the larger cohorts currently in 2nd and 3rd grades being replaced by smaller incoming kindergarten cohorts when they eventually move on to middle school. As births rise in the next few years, this will lead to gradually larger kindergarten classes, and these larger cohorts will in turn replace some of the smaller cohorts entering DSD now, leading to the enrollment growth at the end of the projection period.
- Enrollments of the 6th-8th grades will decline next year, as the current large 8th grade cohort is replaced by a much smaller cohort (current 5th graders). After that, a series of larger incoming cohorts will cause enrollment growth at the middle school level up to 750 total students in 2020, after which smaller cohorts will again cause enrollments at these grades to decline.

It is critical 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 District-wide enrollment projections through 2026-27 are provided in Table 14, while individual school enrollment projection totals are provided in Table 15.

Table 14. District-wide 10-Year MODERATE Enrollment Projection

	Actual		Projected									
Grade	**16-17**		**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**	**24-25**	**25-26**	**26-27**
TK	38		26	29	31	27	29	29	29	29	29	29
K	173		195	214	207	192	196	201	203	203	203	204
1	204		174	196	215	208	193	197	202	204	204	204
2	239		209	178	201	220	213	197	201	207	208	209
3	232		241	211	179	203	222	215	199	203	209	210
4	223		239	248	218	184	209	229	221	205	209	215
5	191		222	238	246	217	183	208	227	220	204	208
6	215		202	236	252	262	229	195	220	241	234	216
7	207		214	201	235	252	261	229	195	220	241	233
8	252		208	215	202	236	253	262	230	196	221	242
TK-5	*1,300*		*1,306*	*1,315*	*1,298*	*1,252*	*1,244*	*1,276*	*1,283*	*1,272*	*1,267*	*1,280*
6-8	*674*		*624*	*652*	*689*	*750*	*743*	*686*	*645*	*657*	*695*	*691*
Total	**1,974**		**1,930**	**1,967**	**1,987**	**2,001**	**1,987**	**1,962**	**1,928**	**1,928**	**1,963**	**1,971**

Table 15. Moderate Enrollment Projections by School

School	**Projected Enrollment Totals by School Year**					
	Actual 2016-17	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**
Dixie	385	371	370	355	348	335
Mary Silveira	422	425	428	422	407	410
Vallecito	493	509	517	520	497	500
Miller Creek	674	625	652	690	749	742
Total Enrollment	**1,974**	**1,930**	**1,967**	**1,987**	**2,001**	**1,987**

Conservative Enrollment Projection

Based on the Conservative projection, TK-8th grade enrollments are projected to decrease from 1,974 in the current year to 1,718 by 2026-27. This projection shows steady decrease over the next decade, as kindergarten classes remain small due to a lower birth to kindergarten ratio noted in 2016.

- TK-5th grade enrollments are projected to decrease to a low of 1,108 in 2024 before beginning to increase gradually as a higher number of births leads to slightly larger

kindergarten classes. Until 2024, each new smaller kindergarten class replaces a larger cohort of 5th graders moving into middle school.

- Enrollments of the 6th-8th grades will decline next year, as the current large 8th grade cohort is replaced by a much smaller cohort (current 5th graders). After that, a series of larger incoming cohorts will cause enrollment growth at the middle school level up to 750 total students in 2020, after which smaller cohorts will again cause enrollments at these grades to decline, down to a low of 598 students at the end of the projection period in 2026. The first of the new smaller cohorts, the current year kindergarten students, will not reach 6th grade until 2022, so the 6th-8th grade Conservative projection does not deviate from the Moderate projection until after this time.

It is critical 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 District-wide enrollment projections through 2026-27 are provided in Table 16, while individual school enrollment projection totals are provided in Table 17.

Table 16. District-wide 10-Year CONSERVATIVE Enrollment Projection

	Actual		Projected									
Grade	**16-17**		**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**	**24-25**	**25-26**	**26-27**
TK	38		24	26	25	24	25	25	25	25	25	25
K	173		170	185	176	168	174	175	176	177	178	178
1	204		174	171	186	177	169	175	176	177	178	179
2	239		209	178	175	191	181	173	179	180	181	182
3	232		241	211	179	177	192	183	174	181	182	183
4	223		239	248	218	184	182	198	189	180	186	188
5	191		222	238	246	217	183	181	197	187	179	185
6	215		202	236	252	262	229	195	192	209	199	190
7	207		214	201	235	252	261	229	195	192	209	199
8	252		208	215	202	236	253	262	230	196	192	210
TK-5	*1,300*		*1,279*	*1,258*	*1,206*	*1,138*	*1,106*	*1,110*	*1,117*	*1,108*	*1,110*	*1,120*
6-8	*674*		*624*	*652*	*689*	*750*	*743*	*686*	*616*	*596*	*600*	*598*
Total	**1,974**		**1,903**	**1,911**	**1,896**	**1,888**	**1,850**	**1,796**	**1,733**	**1,704**	**1,710**	**1,718**

Table 17. Conservative Enrollment Projections by School

School	Projected Enrollment Totals by School Year					
	Actual 2016-17	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**
Dixie	385	364	354	330	317	298

Mary Silveira	422	416	410	392	369	365
Vallecito	493	499	495	484	453	445
Miller Creek	674	624	652	690	749	742
Total Enrollment	**1,974**	**1,903**	**1,911**	**1,896**	**1,888**	**1,850**

SECTION G: RESIDENT PROJECTIONS

The following projections are based upon the ***residence*** of the students. The methodology is parallel to that utilized in the preparation of the enrollment projections in Section F; 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. As with the enrollment projections, a Moderate and Conservative projection were prepared, differing from each other based on anticipated birth to kindergarten ratios. Since a small number of records from the current year student list could not be located, the total for 2016-17 is slightly different from the enrollment totals in Section F.

The Dixie Elementary School boundary contains significantly fewer residents than any other boundary, and is projected to decline the most over the next five years.

Table 18. Moderate Resident Projections by School Boundary

School Boundary	**Projected Student Resident Totals by School Year**					
TK-5 Totals	**Actual 2016-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**
Dixie	281	275	267	253	252	237
Mary Silveira	498	503	515	505	488	493
Vallecito	499	508	515	518	489	495
6-8 Totals	**Actual 2016-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**
Dixie	180	166	154	157	150	154
Mary Silveira	250	242	256	277	300	300
Vallecito	230	203	228	242	288	279
TK-5 Total	*1,278*	*1,286*	*1,297*	*1,277*	*1,229*	*1,225*
6-8 Total	*660*	*612*	*638*	*675*	*738*	*733*
Total Student Residents	**1,938**	**1,898**	**1,935**	**1,952**	**1,967**	**1,958**
Inter-district students	*33*	*32*	*32*	*35*	*34*	*29*
Total Enrollment	**1,971**	**1,930**	**1,967**	**1,987**	**2,001**	**1,987**

Table 19. Conservative Resident Projections by School Boundary

School Boundary	Projected Student Resident Totals by School Year					
TK-5 Totals	**Actual 2016-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**
Dixie	281	269	256	235	230	210
Mary Silveira	498	493	493	470	444	439
Vallecito	499	497	492	482	443	441
6-8 Totals	**Actual 2016-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**
Dixie	180	166	154	157	150	154
Mary Silveira	250	242	256	277	300	300
Vallecito	230	203	228	242	288	279
TK-5 Total	*1,278*	*1,259*	*1,241*	*1,187*	*1,117*	*1,090*
6-8 Total	*660*	*612*	*638*	*675*	*738*	*733*
Total Student Residents	**1,938**	**1,871**	**1,879**	**1,862**	**1,855**	**1,823**
Inter-district students	*33*	*32*	*32*	*34*	*33*	*27*
Total Enrollment	**1,971**	**1,903**	**1,911**	**1,896**	**1,888**	**1,850**

SECTION H: RECOMMENDATIONS

The Dixie School District has undertaken this Demographic Analysis to assist in proactive planning for current and future facility needs for its student population. Based on the analyses prepared for this study, the following steps are recommended for the Dixie School District to meet its future facility needs:

Recommendations

- Review and update 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.
    - The District should closely monitor kindergarten early enrollments to determine whether 2017 enrollment is more closely following the Moderate or the Conservative projections.
- The District should continue to monitor all current and potential residential development, as any new construction will generate students for the District to house.
- Based upon the District's 2013-14 Facility Master Plan, total capacity is sufficient to accommodate all current and projected students.
- However, the District's student population does not grow at the same rate throughout. As demonstrated in this study, student resident imbalances exist among the elementary school boundaries, and these differences are expected to widen. The District should evaluate balancing student residents by considering boundary adjustments.
    - Specifically, the District should consider expanding the Dixie Elementary School boundary.
- The District should continue to promote the transitional kindergarten program and may want to consider reviewing past implementations of the program when enrollment was higher.
- Continue to update and apply for funding from the State School Facility Program.
- Explore various programs at the State School Facility Program as well as through State and Federal Programs to determine which programs are appropriate for participation by the District.
- Continue to work with the County of Marin and City of San Rafael and other agencies throughout the planning process to secure full school facility mitigation for the construction of school facilities and/or acquisition of land.

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