Facility Master Plan
for
Dixie School District

February 7, 2014
Dr. Thomas J. Lohwasser, Superintendent

Board of Trustees
Bruce Abbott, President
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Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

Intra-district Transfers
Students who have a physical address in one elementary attendance area of the 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.

PROLOGUE

The 2013-14 Demographic Analysis & Enrollment Projection Study for the Dixie School District (DSD) provides a historical perspective on the DSD, including historical demographic information on the communities served by the district as well as the District's current and projected student enrollment.

Student enrollment is projected to grow through the 2023-24 school year due to increasing in-migration of new families to the community, the emergence of the transitional kindergarten program, and a decline of inter-district students out of DSD. The majority of this growth will occur in the Vallecito and Mary Silveira school boundaries. This data will require constant review as new enrollment information becomes available in the coming months and years. The District must be diligent in monitoring this data to assure the provision of adequate facilities.

SECTION A: EXECUTIVE SUMMARY

The purpose of the 2013-14 Demographic Analysis & Enrollment Projection Study is to provide detailed updated demographic information about the Dixie School District's community, and the effects of those demographics on the Dixie School District's enrollment and the impact on long range planning for facilities in order to assure that appropriate and equitable facilities are provided for the students of the District. It is imperative that the District remain proactive in planning as the construction and modernization of school facilities cannot be accomplished in a short time period.

This study provides information based on 2013-14 District enrollments, City planning policies, residential development, and population and student demographics. As these factors change and timelines are adjusted, the Demographic Analysis & Enrollment Projection Study will be revised to reflect the most current information.

Demographic Analysis

The Dixie School District's historical enrollments declined from 1,855 students in October 2002 to 1,733 students in October 2006, then increased to 1,791 in October 2011. In October 2013, enrollments increased significantly to 1,940. Historical enrollments by grade level demonstrate that enrollments at K-5 have increased in recent years while 6-8 enrollments have remained stable.

Since 2010, kindergarten enrollment significantly increased due to an increase in local births 5-years prior, the emergence of the transitional kindergarten program, an increase in local home sales, and a decline of inter-district student transfers out of DSD.

During the preparation of the 2013-14 Demographic Analysis/Enrollment Projection Study, Schreder & Associates compiled Census 2010 general population data and projections in order to analyze community demographics. The general population within DSD is projected to continue to increase slightly (+3.6%) by 2018. Analyses of population projections by age group demonstrate the Under 5 population and the relevant school age population (5-14) are expected to remain fairly stable through 2018.

Student Generation Factors

New residential construction was analyzed in order to measure the potential impact to DSD enrollments through the projection period. However, due to the lack of available land, development will be on infill lots and/or mixed use development. The County of Marin has adopted a countywide plan to guide decisions on planning, including redevelopment. Due to limited availability of land and regulations regarding development, the DSD has had minimal development of residential units. There were a total of 39 single-family residential units constructed from 2006-2012 which generated a total of 18 students for the District to house.

Since 2010, 735 single family detached homes have sold in the DSD and those homes have generated 248 new students for the District. In addition 157 single-family attached homes have sold since 2010 and those homes have generated 20 students for the District. Home sales in DSD increased each year, from 116 in 2010 to 320 in 2013. The increase in home sales has brought more families with children to DSD.

Affordable housing complexes within Marin County were surveyed in order to provide a student generation rate for this type of housing. The total affordable housing student generation rate is .894 per unit. The District will need to remain proactive to mitigate the impacts of affordable housing constructed within the District.

Land Use Planning/Residential Development

Dixie School District serves the northernmost portion of the City of San Rafael. The Marin County Planning Department, the Marin County Local Agency Formation Commission (LAFCO) and the City of San Rafael were contacted to provide information for this study.

San Rafael is the urban center and county seat for the County of Main. 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. 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.

The San Rafael General Plan 2020 includes a Neighborhoods Element which provides policies for all of San Rafael's neighborhoods as well as neighborhood-specific policies. Several of these "neighborhoods" are located within the Dixie School District.: Lucas Valley, Marinwood, Terra Linda, Mont Marin/San Rafael Park, North San Rafael Commercial Center, Smith Ranch and Rafael Meadows/Los Ranchitos. The DSD will need to remain proactive in analyzing any residential development that may occur within its boundaries.

Current residential development within DSD includes the redevelopment of the Marinwood Plaza Shopping Center. This project has been reviewed and the application is currently considered incomplete, according to the City of San Rafael. However, the project remains active and is projected to be completed within the next 5 years. Based on current affordable projects surveyed in Marin County, this project would generate approximately 64-80 students for the District to house, depending on the typology of the units. In addition to this development, three other potential residential projects are located within the DSD boundaries: Oakview (projected to have 28 single family residences), Northgate Mall (no residential units projected as of yet), and St. Vincent's/Silveira (potentially 221 units). The DSD should continue to monitor these projects as residential development will impact the DSD school population.

JSA mapped the location of the project in order to determine the impact of new students by school. Based on current boundaries, students generated from this project would be assigned to Mary Silveira.

Spatial Analysis

Schreder & Associates utilized a Geographic Information System (GIS) to map and analyze the Dixie School District. The 2006-07 to 2013-14 student information databases were mapped by a process called geocoding. The address of each individual DSD student was matched to the parcel in which they reside in the DSD GIS. The number of student residents increased significantly from 2011-12 to 2013-14, mainly at the K-5 grade levels.

Overall, the highest number of DSD students reside in the Mary Silveira school boundary (736) followed by Vallecito (672) and Dixie (498). This spatial pattern is evident at all grade levels.

Inter-district students were isolated and measured to determine their impact on current and future enrollments. Inter-district transfers into DSD have declined slightly in recent years. Inter-district transfers out of DSD have declined by over 50% since 2009.

Enrollment Projection

Overall K-8 enrollments are projected to increase to 2,582 through 2023-24. Elementary (K-5) enrollments are projected to increase from 1,310 to 1,725, primarily due to the emergence of the Transitional Kindergarten program. The size of this program at full implementation will have a significant impact on future enrollments.

Enrollments at the middle school are projected to climb to 856 by 2023-24.

The most influencing factors contributing to projected increases are an increase in local home sales, the emergence of the transitional kindergarten program, and a decline of inter-district student transfers out of DSD. It is critical the District continue to monitor local births, pre-kindergarten registration, and actual kindergarten enrollments and update these projections annually in order to remain proactive in planning for facilities.

Resident Projections

Resident projections are based upon ***residence*** of the students. The methodology is parallel to that utilized in the preparation of the enrollment projections in Section H; 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. Growth of student residents at all grade levels is projected to occur in the Vallecito and Mary Silveira school boundaries, while Dixie remains stable.

Facility Analysis

In order to analyze current and future facility needs throughout the DSD, all school sites in the District were visited by JSA staff, Mark Quattrocchi, Architect, of QKA Architects, and Todd Lee, Construction Manager, of Greystone West. The team was accompanied by Tim Walsh and the principal of each school site. JSA also calculated capacities for each school site, utilizing District loading standards. The DSD is currently slightly under capacity at its schools. However, enrollments are projected to increase and additional classrooms will need to be added to accommodate increased enrollments. In addition, other current facility needs exist at all sites and the DSD will need to develop

a plan of action to address those issues. A copy of the report prepared by Quattrocchi Architects is included as Appendix A.

Recommendations

The Dixie School District has undertaken this Demographic Analysis & Enrollment Projection Study in order to assist in proactive planning for current and future facility needs for its student population.

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

- Utilize this study as the foundation for the development of a Long Range Facility Master Plan, incorporating the findings of this study, facility standards, and educational specifications.

- Prepare a timeline for the Long Range Master Plan which may include the development of a community committee, various community meetings, and District staff input regarding current facilities in addition to future facility needs.

- 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.

- Consider a General Obligation Bond Program to assist the District in meeting current and future facility needs.

- Continue to update and apply for funding from the State School Facility Program. Although this program does not currently have funds available, the District should be proactive and submit eligibility applications in order to be current when funds become available.

- 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 B: INTRODUCTION

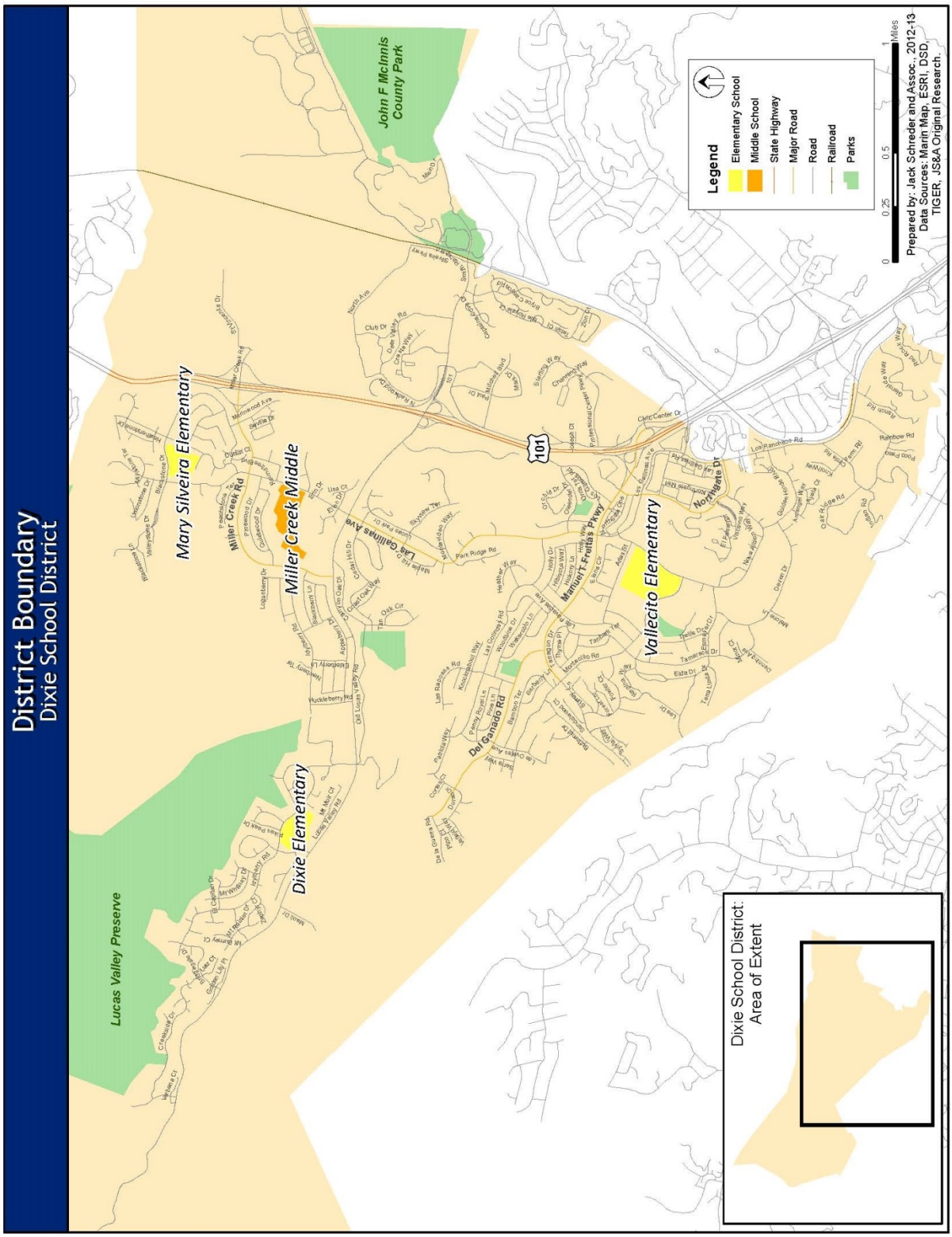
The Dixie School District is an elementary district serving the northern San Rafael community of Terra Linda, Marinwood, Lucas Valley and a portion of Contempo Marin. It was founded in 1864, making it one of the oldest school districts in Marin County. The District serves grades K-8 and has a total enrollment of 1,940 students (October 2013). A District map is included in Figure 1. The Dixie School District currently operates 3 elementary school sites and 1 middle school site.

Table 1. School Sites and 2012-13 Enrollments

School	Grade Levels	2013-14 Enrollment
Dixie Elementary	K-5	395
Mary E. Silveira Elementary	K-5	458
Vallecito Elementary	K-5	457
Miller Creek Middle	6-8	630
Total Enrollment		**1,940**

Source: DSD.

Figure 1. Dixie School District



Dixie School District 2013-2023 Demographic Analysis & Enrollment Projection Study

This report is divided into ten major components:

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

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

- 1990 decennial Census compiled by the U.S. Census Bureau;
- 2000 decennial Census compiled by the U.S. Census Bureau;
- 2010 decennial Census compiled by the U.S. Census Bureau;
- California Department of Health;
- Marin County Assessor's Office;
- Marin County Planning Department;
- City of San Rafael Planning Department;
- Environmental Systems Research Institute, Inc. (ESRI)
- Esri Business Analyst Online (BAO);
- National Center for Education Statistics;
- Marin County GIS.

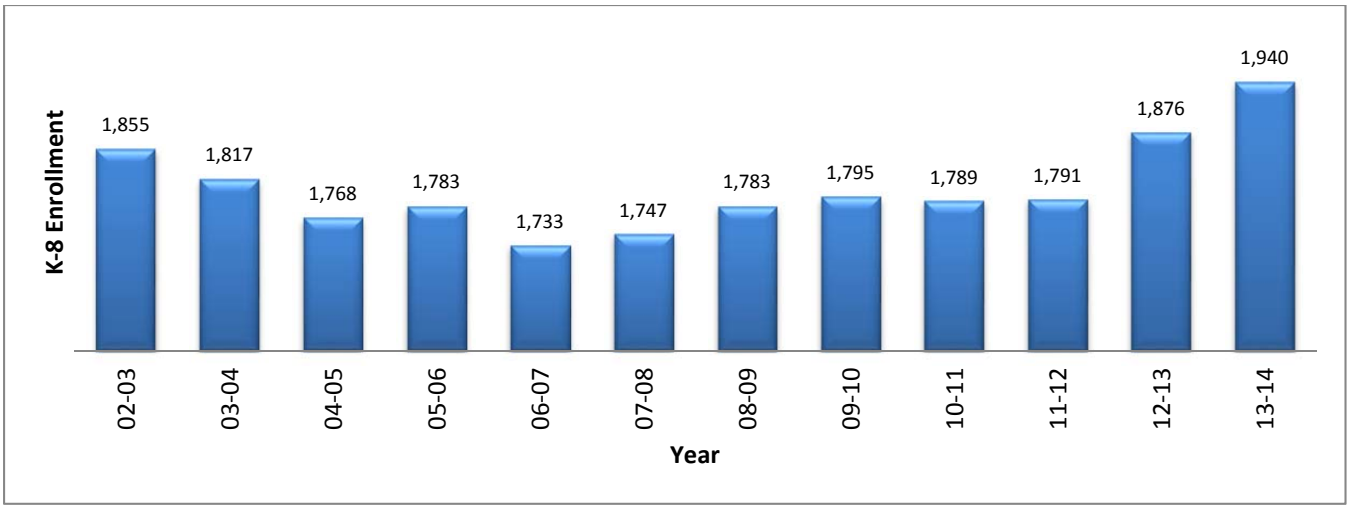
SECTION C: DISTRICT AND COMMUNITY DEMOGRAPHICS

Enrollment Trends

The Dixie School District's historical enrollments declined from 1,855 students in October 2002 to 1,733 students in October 2006, then increased to 1,791 in October 2011. In October 2013, enrollments increased significantly to 1,940 (Figure 2).

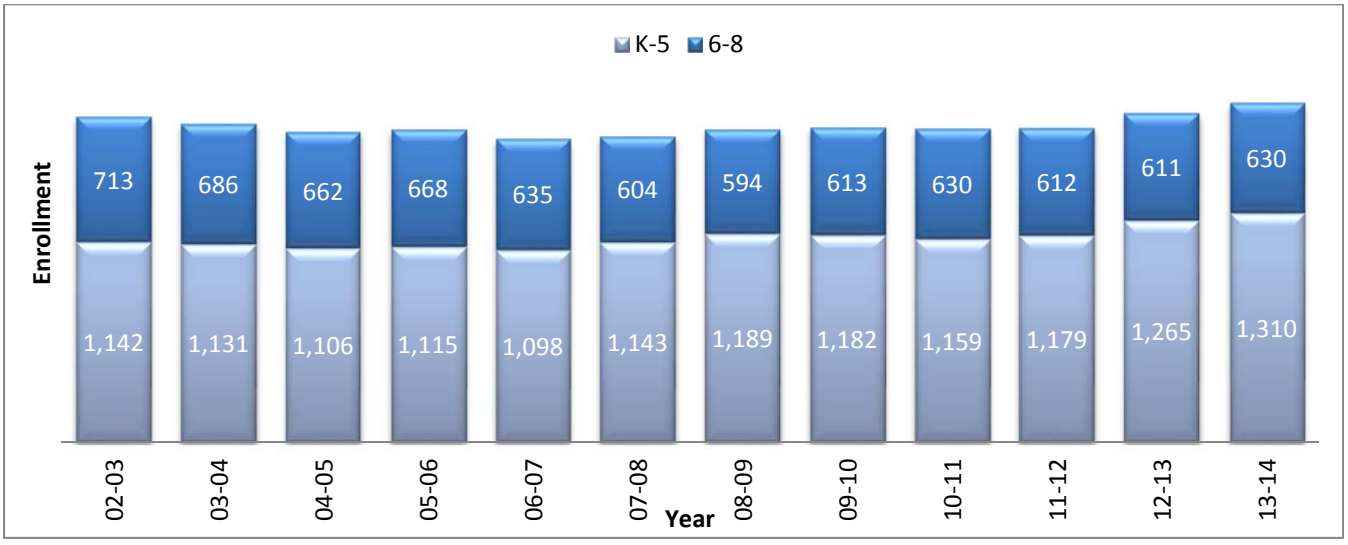
A closer examination of historical enrollments by grade level demonstrates that enrollments at K-5 have increased in recent years while 6-8 enrollments have remained fairly stable (Figure 3).

Figure 2. K-8 Historical Enrollments



Source: California Department of Education, CALPADS.

Figure 3. K-8 Historical Enrollments by Grade Level



Source: California Department of Education, CALPADS.

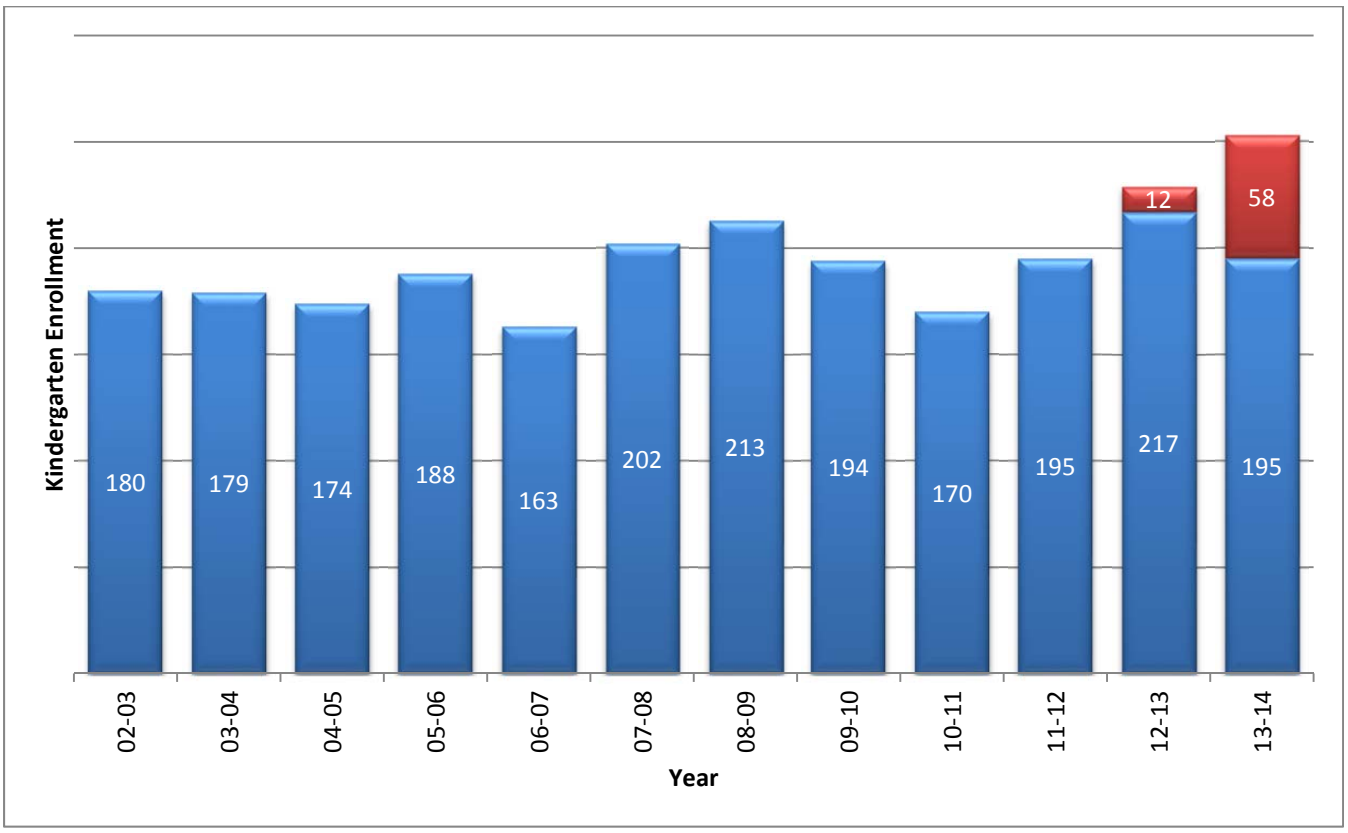
Kindergarten Enrollment

Since 2010, kindergarten enrollment significantly increased (Figure 4). 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. This law changed the kindergarten entry date from December 2 to September 1 so that children enter kindergarten at age 5. The law phases in the new age requirement by moving the cutoff date one month a year for three years, which began in Fall 2012 for children born between Nov. 2 and Dec. 2.

Enrollment in transitional kindergarten will likely 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. The recent increase in kindergarten enrollment is due, in large part, to the emergence of the transitional kindergarten program.

Figure 4. Kindergarten Enrollment



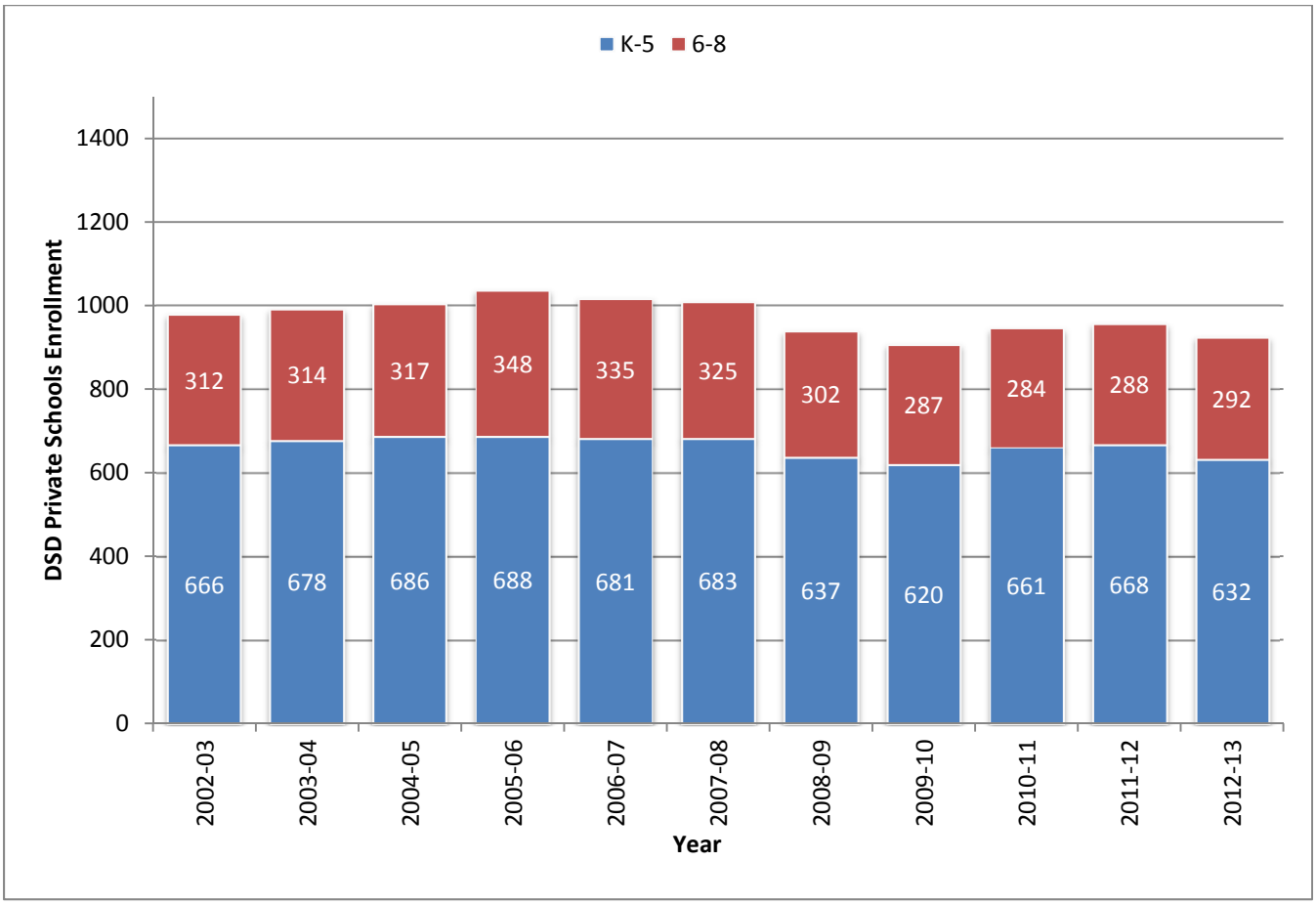
Source: California Department of Education, CALPADS.

Private School Trends

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

Private school enrollments for private schools located within the District were collected from the California Department of Education for years 2002-2012 (data is not yet available for 2013). Private school enrollments have remained stable since 2008 (Figure 5). These data do not indicate private-to-public school enrollment.

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

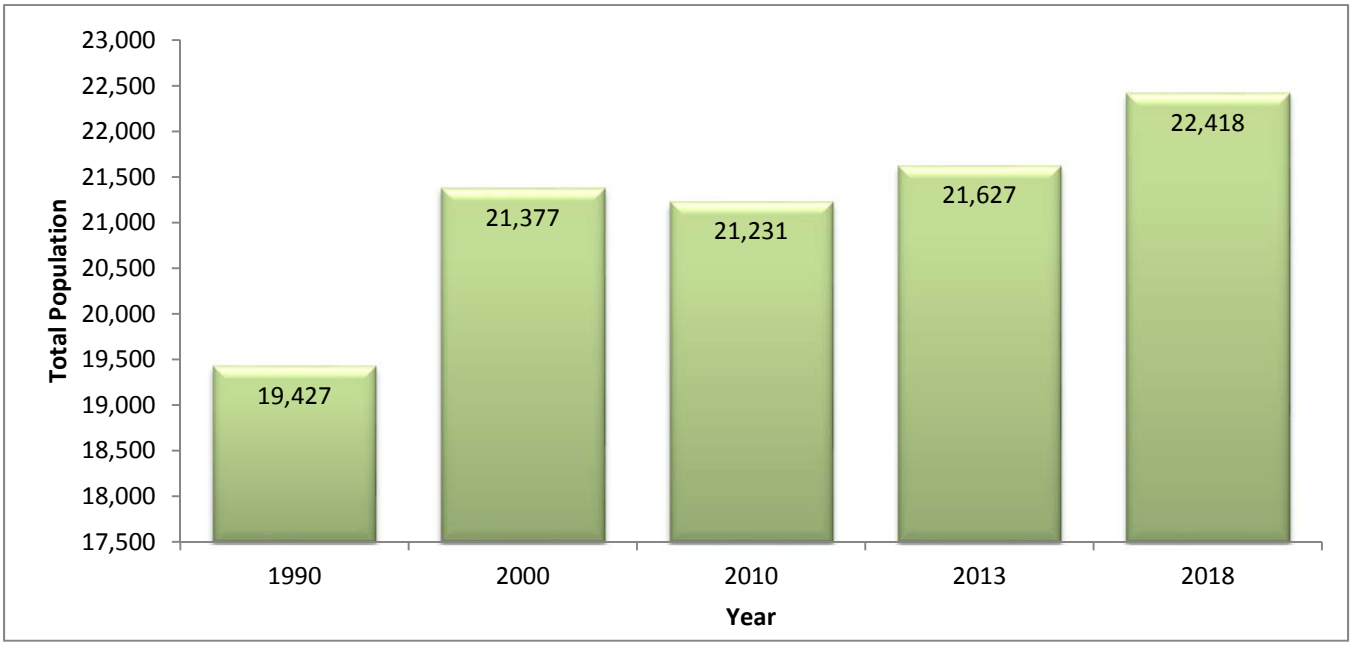


Source: California Department of Education, CBEDS.

DSD General Population Trends

The historical general population within the DSD boundary declined from 21,377 in 2000 to 21,231 in 2010. However, the population is estimated to have increased since that time, and is projected to increase to 22,418 by 2018 (Figure 6).

Figure 6. DSD Historical and Projected General Population



Source: ESRI Business Analyst Online, by Custom Region.

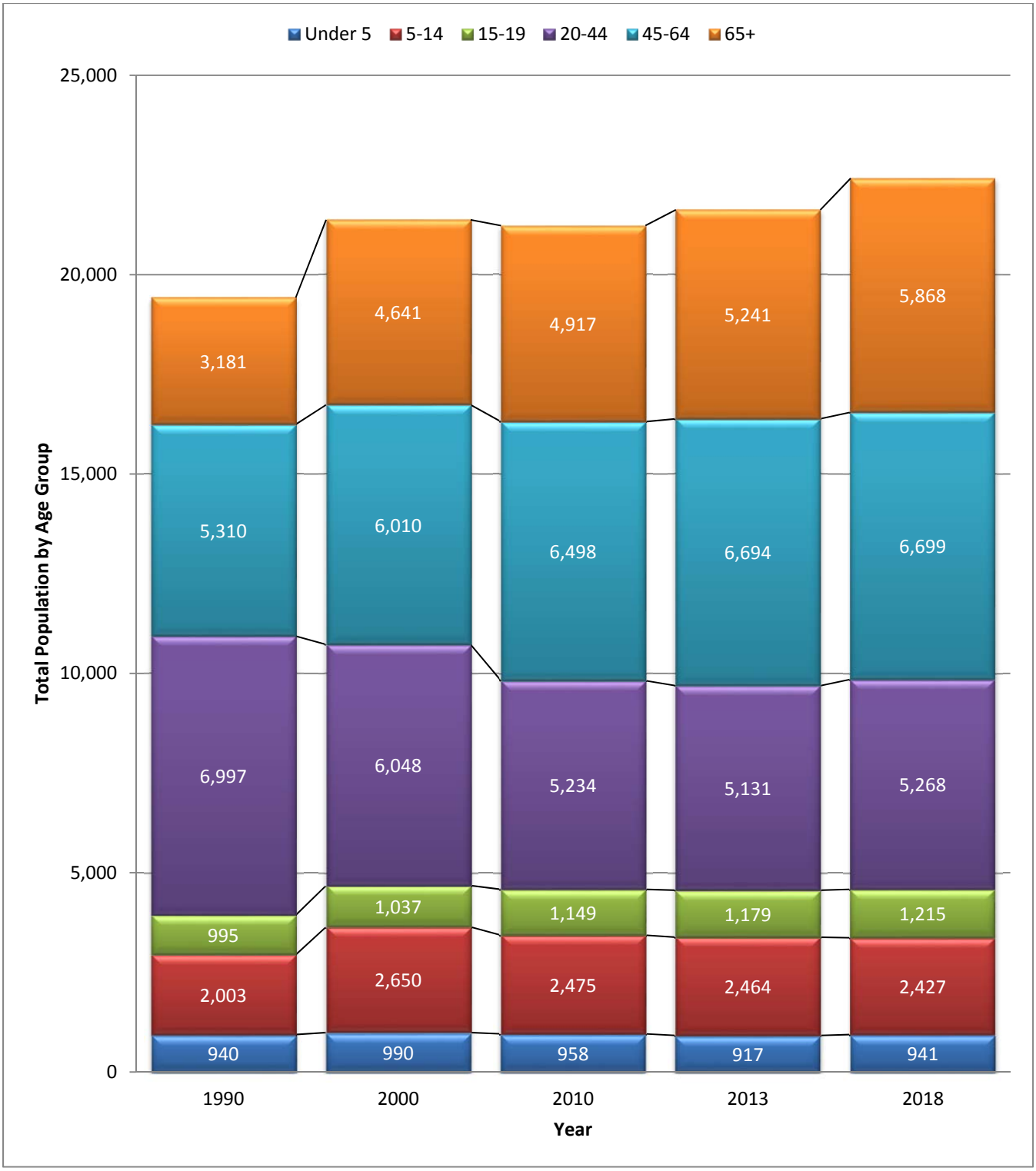
Population by Age: DSD

The age distribution of the population has significant effects on schools, social services, the available workforce, and the economy. An aging population normally requires fewer schools. A younger, rapidly growing population generally requires more schools. Figure 7 provides the historical and projected population by age grouping for the Dixie School District. The population in this area has aged significantly since 1990 when the median age was 41.4 years. The median age increased from 44.9 years in 2000 to 48.1 years in 2012 and is projected to increase again slightly to 49.7 by 2018.

Overall, the relevant school aged general population (5-14) is projected to remain stable through 2018.

- The number of children Under 5 declined slightly from 2000 to 2010 and is projected to increase slightly by 2018.
- The relevant school aged population (ages 5-14) increased from 1990 to 2010. This population is projected to remain stable through 2018.

Figure 7. Historical and Projected Population by Age: DSD



Source: ESRI Business Analyst Online, by Custom Region.

SECTION D: STUDENT GENERATION FACTORS

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

Student Generation: New Residential Construction

Accurate student generation factors are important in planning for future facilities. Schreder & Associates researched housing units constructed within the DSD over a five-year period, between 2006 and 2013. This database was sorted and then cross-referenced with the 2012-13 DSD student list in order to determine the number of students generated per housing unit by grade level and by year of construction.

A total of 31 single-family detached units were constructed from 2006 to 2012. The student generation factors for newly constructed residential units are outlined in Table 2. Based on this analysis, a new home constructed in DSD will generate an average of 0.48 K-8 students. This district-wide K-8 student generation factor is comparable to the statewide average of 0.50.

Table 2. Student Generation Factors: New Residential Construction

Housing Type	# of Units Constructed 2006-2013	Total Students	Student Generation Factor (K-8)	K-5	6-8
Single-Family Detached	39	18	0.462	0.282	0.179

Student Generation: Existing Home Sales

DSD is considered built-out, i.e. there is minimal vacant land available for residential development. The majority of new residential construction is the result of either infill of vacant single parcel lots or the demolition and rebuild of existing buildings. For this reason, it was necessary to provide a housing turnover analysis. All neighborhoods have a "life cycle". As older homes turnover to younger families, they generate new students for DSD. Since 2010, 735 single family detached homes have sold in the DSD and those homes have generated 248 new students for the District. In addition 157 single-family attached homes have sold since 2010 and those homes have generated 20 students for the District (Table 3).

Table 3. Student Generation Factors: Home Sales

Housing Type	# of Units Sold 2010-2013	Total Students	Student Generation Factor (K-8)	K-5	6-8
Single-Family Detached	735	248	0.34	0.27	0.07
Single-Family Attached	157	20	0.12	0.08	0.04

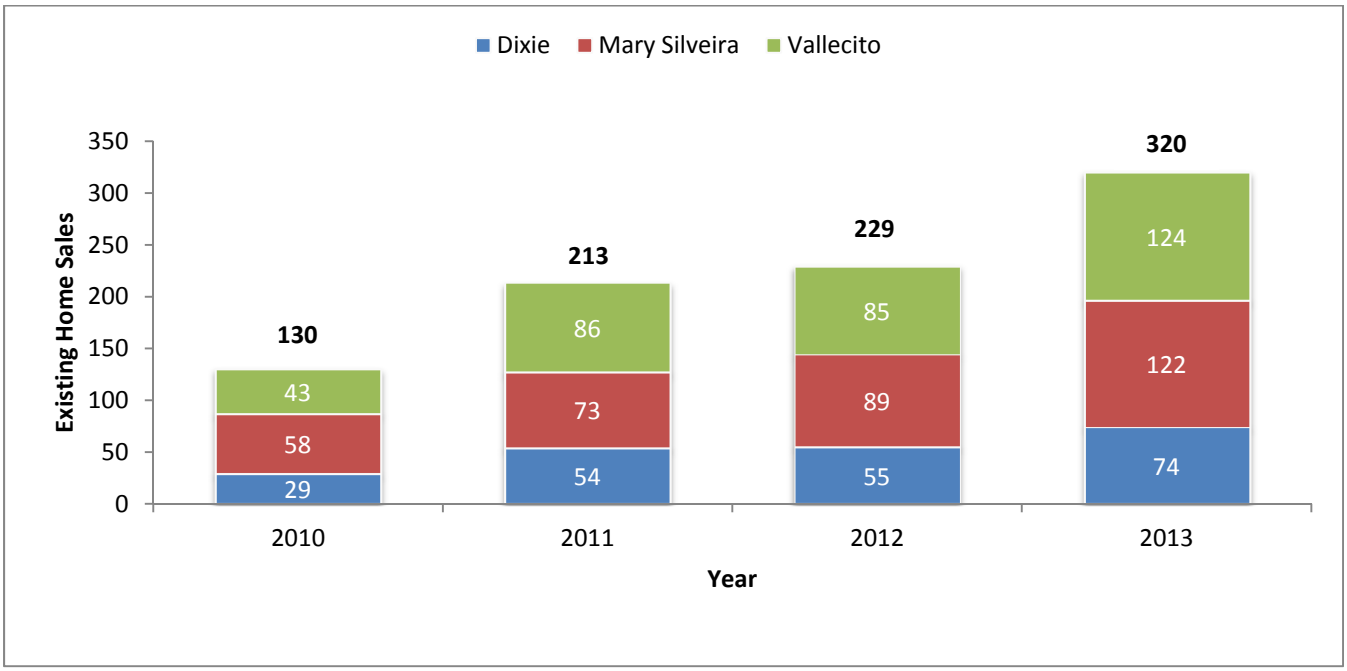
Schreder & Associates mapped all housing units sold in the District from 2010-2013 and totaled them by the school boundary in which they were located. Student generation factors were prepared for each school boundary (Table 4). Homes sold in the Dixie boundary generated more students than Mary Silveira and Vallecito.

Table 4. Student Generation Factors by School Boundary: SFD: Existing Home Sales

School Boundary	# of Units Sold 2010-2013	Total Students	Student Generation Factor (K-8)	K-5	6-8
Dixie	212	104	0.49	0.38	0.11
Mary Silveira	342	86	0.25	0.20	0.05
Vallecito	338	78	0.23	0.18	0.05
Total/Average	**892**	**268**	**0.30**	**0.24**	**0.06**

Schreder & Associates prepared an analysis of home sales by year, by school boundary in order to determine if home sales were increasing or decreasing. Home sales in DSD increased each year, from 130 in 2010 to 320 in 2013. The increase in home sales has brought more families with children to DSD.

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



Affordable Housing

Affordable housing units must be surveyed separately in order to determine the number of students generated by this type of housing. Due to the lack of adequate affordable housing units located within the District boundaries, other school districts within Marin County were surveyed to calculate an affordable housing student generation rate. This student generation rate can be applied to currently planned projects within the DSD boundaries. The student generation numbers outlined in Table 5 indicate that for every one affordable housing unit, .894 students will be generated.

Table 5. Affordable Housing Student Generation Factors

Grade	SGR
K-5	0.652
6-8	0.242
Total	**0.894**

Due to the higher student generation rates for affordable housing, it is recommended that the district be proactive in mitigating the impact of any new affordable housing constructed within the District. The DSD should meet in advance with the developer of the project and discuss housing of the new students generated by the new units.

SECTION E: LAND USE & PLANNING

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

Dixie School District serves a portion of the City of San Rafael. 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

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

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

on sustainability, the impending climate change crisis, and providing affordable housing near public transportation and jobs.[1]

Marin Countywide Plan: Adopted November, 2007

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

- The Natural Systems and Agriculture Element focuses on the protection and maintenance of natural resources, i.e. wetlands, riparian habitat, etc.
- The Built Environment Element focuses on guiding principles for the construction and design of housing, including energy and green building and transportation issues. As part of this element, the Community Development section includes policies about urban form[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 permit assistance to develop projects that revitalize physically and economically underutilized areas.
- The Socio-Economic Element focuses on business development (attracting new industries and businesses) health care, child care, community policing, civic participation, education and the arts, and physical fitness.

[1] 2007 Marin Countywide Plan

[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.

Marin County Housing Element

The purpose of the Housing Element, a required chapter of the general plan, 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 Board of Supervisors unanimously approved the Housing Element Update on 9/24/2013.

Related Plans

Local Coastal Plan

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

The process to update the Local Coastal Program began in 2008. This process resulted in the planning staff and community working together to prepare amendments to the LCP. The proposed amendments were adopted by the Board of Supervisors on July 30, 2013, and were submitted to the California Coastal Commission on November 5, 2013 for review and certification. The proposed amendments will not go into effect until they are officially certified by the Commission.

Marin Local Agency Formation Commission (LAFCO)

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

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

- The present and planned land uses in the area, including agricultural and open space lands.

- The present and probable need for public facilities and services in the area.
- The present capacity of public facilities and adequacy of public services which the agency provides or is authorized to provide.
- The existence of any social or economic communities of interest in the area if the commission determines they are relevant to the agency.

Spheres of influence act as a guide to LAFCO review of future boundary proposals. LAFCO is required to review adopted spheres of influence every five years. New legislation passed in 2001 requires LAFCO to perform service reviews prior to updating the spheres of influence. LAFCOs must review all of the agencies that provide each local service within a designated geographic area.

Development Potential and Planning Policy

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

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

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

City of San Rafael: Housing Element

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 Main. 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]

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

The lack of affordable housing has long been a top issue in San Rafael. Due to this fact, there are five levels of affordable housing addressed in the Housing Element of the General Plan. In addition, the General Plan Housing Element provides key recommendations for the City housing strategy:

- 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.

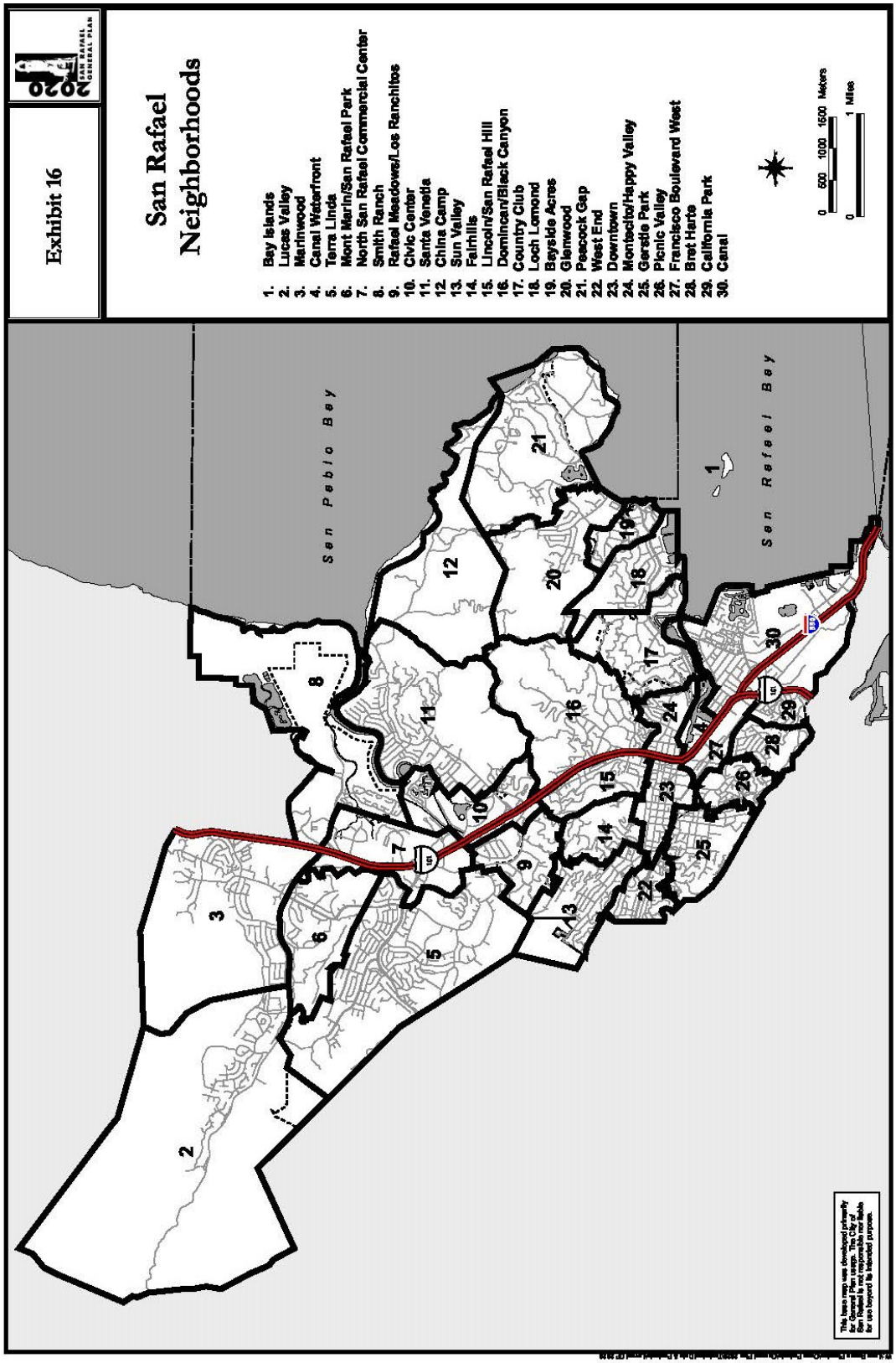
Because San Rafael has little remaining vacant land available for large-scale development, building on smaller or under-utilized sites scattered throughout the city will be important in meeting its housing needs. These infill sites must be developed in a way that best adds value to a neighborhood. Encouraging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

Within the General Plan is the Neighborhoods Element. The Neighborhoods 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]

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

Figure 9. Neighborhoods in San Rafael



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, Rafael Meadows/Los Ranchitos, Smith Ranch and Terra Linda. The DSD should remain aware of these neighborhoods as they plan for the future. .

Lucas Valley Neighborhood

This 1,629 acre unincorporated neighborhood is developed with single-family homes on large lots and incidental retail. With more than 50 percent of the neighborhood located in an open space reserve, the population density is low at 1.22 persons per acre. The Lucas Valley Open Space Preserve is located above the developed portions of the neighborhood.

The Grady Ranch project was proposed by George Lucas, which would allow for affordable housing in this area; however, the plan is currently not moving forward due to various issues.

Marinwood Neighborhood (see next section for more information)

The Marinwood neighborhood is located in an unincorporated portion of the San Rafael Planning Area. The neighborhood is a single-family community with incidental retail. The Marinwood Community Center and the adjacent Marinwood Open Space provide recreational opportunities for residents of the neighborhood.

Mont Marin/San Rafael Park Neighborhood

The Mont Marin/San Rafael Park Neighborhood is a suburban neighborhood located in North San Rafael. Most of the homes in this neighborhood are owner-occupied. A significant open space ridge is located along the eastern boundary of the neighborhood. Jerry Russom Memorial Park is located along the western boundary of the neighborhood, providing access to the Terra Linda/Sleepy Hollow Divide Open Space Preserve. The Mont Marin/San Rafael Park Neighborhood is essentially built-out with little changer expected.

North San Rafael Commercial Center Neighborhood

The North San Rafael Commercial Center includes the Northgate "Town Center" area, the Northgate Business Park, and the offices and YMCA located on Los Gamos Road. This area is developed predominantly with retail and office uses. One of the key concepts in Vision North San Rafael is the

development of a "town center" in the heart of the Northgate commercial area. This area also includes a variety of housing including "starter" condominiums, apartments, medical facilities and senior residential care facilities. This area is projected to be revitalized by creating a Town Center and encouraging a mix of uses, including a mix of residential uses.

Rafael Meadows/Los Ranchitos Neighborhood

The Rafael Meadows/Los Ranchitos Neighborhood is a residential area located behind and along the west side of Merrydale Road. This area is development primarily with small older, one and two story single family homes. Apartments and condominiums are located along Merrydale Road. The unincorporated Los Ranchitos area features single-family homes on larger lots. The newest development is Redwood Village consisting of 133 townhomes and single family residences.

Smith Ranch Neighborhood

The Smith Ranch Neighborhood is essentially built-out, including the San Rafael Airport.

Terra Linda Neighborhood

Terra Linda, one of the larger neighborhoods in San Rafael, is developed primarily with single family homes. Condominiums and apartments are located at the end of Freitas Parkway and along Nova Albion and Los Gamos Road. This area conducted ***Vision North San Rafael*** in 1997, a community wide effort to envision the future of this area. This document established top priorities and goals for residential neighborhoods and will be a requirement for all new development projects in the North San Rafael neighborhoods.

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 redevelopment of the Marinwood Plaza Shopping Center, known currently as the Marinwood Village Plan, was originally the focus of a community based planning process with the Marinwood community, the shopping center owners and the County of Marin that began in early 2005 and culminated in the adoption of a conceptual master plan for the site by the Board of Supervisors on September 26, 2006. This plan included mixed-use of commercial/residential with a village environment.

The site is zoned Planned Commercial (CP zone). Residential uses are permissible under the CP zoning. The maximum residential density is 1 unit per 1450 square feet of lot area, or 30 units per acre. There is a 30' height limit. The general plan designation for the site is General Commercial/Mixed Use. The site also has a Housing Overlay Designation, which is a land use overlay to encourage and facilitate the development of affordable and workforce housing. The proposed master plan is consistent with both the zoning and the general plan.

The Marinwood Village site was identified in the 2012 County Housing Element as a "housing opportunity site", that is, a site that is a viable development opportunity for affordable housing for local workforce and seniors. This designation requires that no less than half of the units be affordable to households earning at or below 60% of the area median income or approximately $66,000 per year for a family of four.

The Marinwood Village Plan has been the subject of three intensive community based planning processes intended to result in the redevelopment of the Marinwood Plaza Shopping Center into a vibrant community gathering place which includes a market, community serving retail, a plaza, housing, and improved circulation and accessibility. The County of Marin will require some number of affordable housing units within the development.

BRIDGE Housing Corporation

BRIDGE Housing Corporation was formed in 1983 from a major anonymous grant given to the San Francisco Foundation to spearhead new solutions to the shortage of affordable housing in the Bay Area. BRIDGE has grown into a multifaceted organization with a staff of more than 400 people and the ability to handle every aspect of project finance, development, and property and asset management.

BRIDGE Housing Corporation of San Francisco filed an application for the development of a mixed-use complex at the Marinwood Plaza in June, 2013. The plan has been reviewed by Marin County Community Development Agency staff and the application is currently incomplete, according to staff at the City of San Rafael.

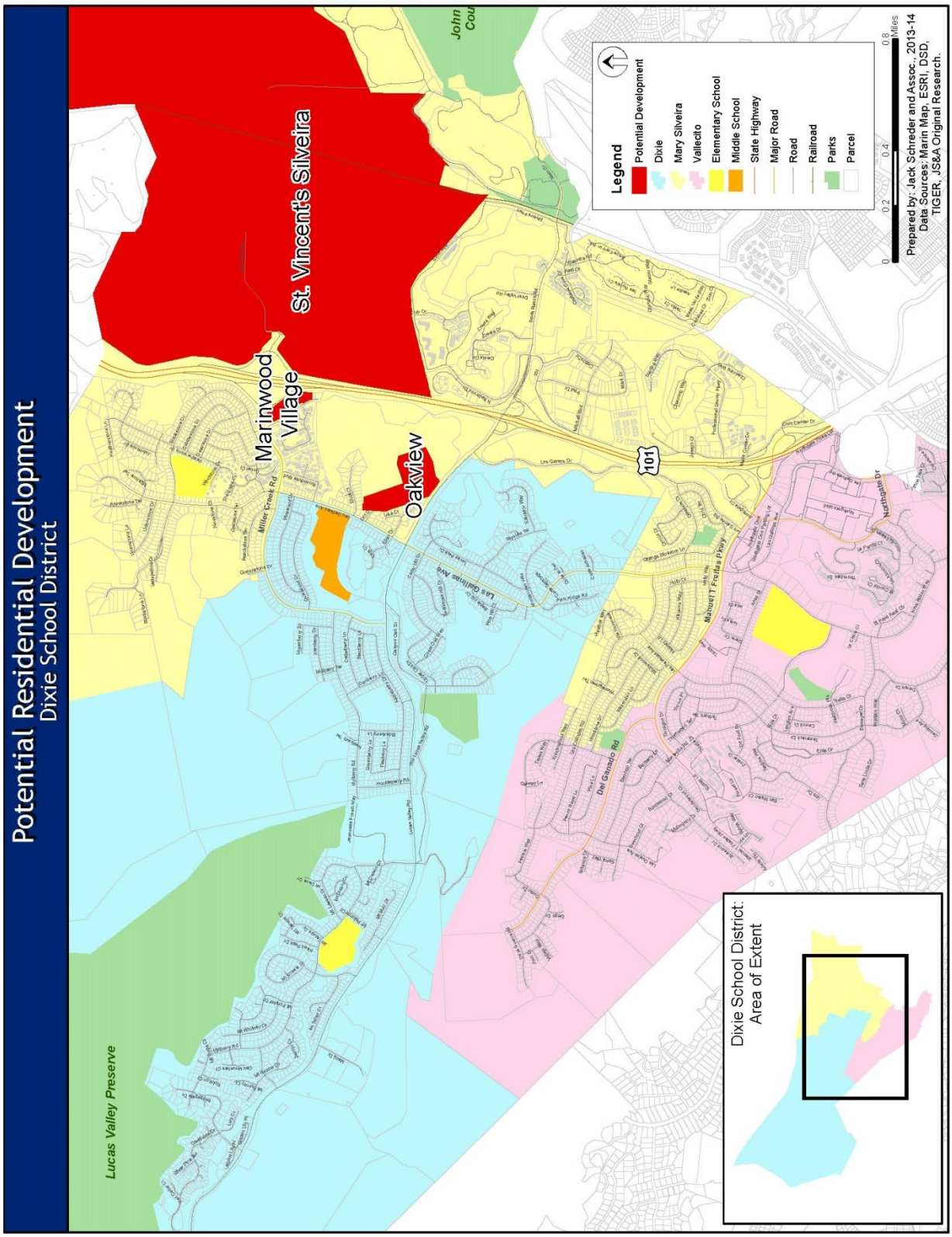
Dixie School District

The DSD will need to be proactive in meeting with the developers. The Marinwood Housing Project (BRIDGE) is projected to generate approximately 64-80 students for the District to house. Due to the current student population and projected increases, students generated from this project will require additional facilities (approximately 4-6 classrooms) in order to house the students generated.

Two other potential developments, which may include residential housing, are the Oakview Project (28 single family residences) and the St.Vincent's/Silveira Project (221 potential single family units). The District will need to remain aware of the progress of these developments as they will impact the ability of the district to house students in current facilities.

JSA mapped the location of the projects in order to determine the impact of new students by school. Based on current boundaries, students generated from this project would be assigned to Mary Silveira (Figure 10).

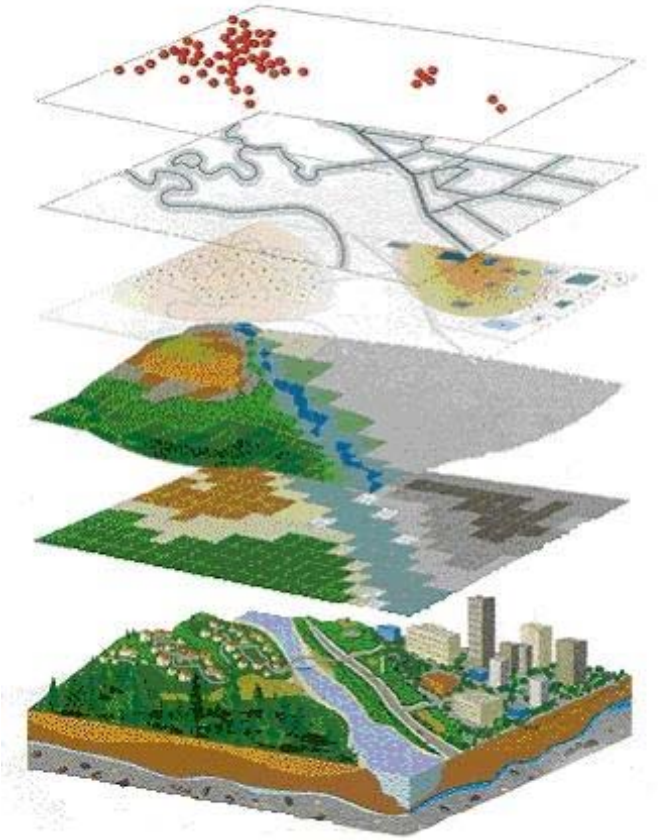
Figure 10. Potential Residential Development



SECTION F: SPATIAL ANALYSIS

Schreder & Associates utilized 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 us to capture, store, update, analyze and display all forms of geographic information. Unlike a one-dimensional paper map, a GIS is dynamic in that it links location to information in various layers in order to spatially analyze complex relationships. For example, within a GIS you can analyze where students live as opposed to where students attend school. Figure 11 provides a visualization of the layers developed for the DSD specific GIS.

Figure 11. DSD GIS Layers

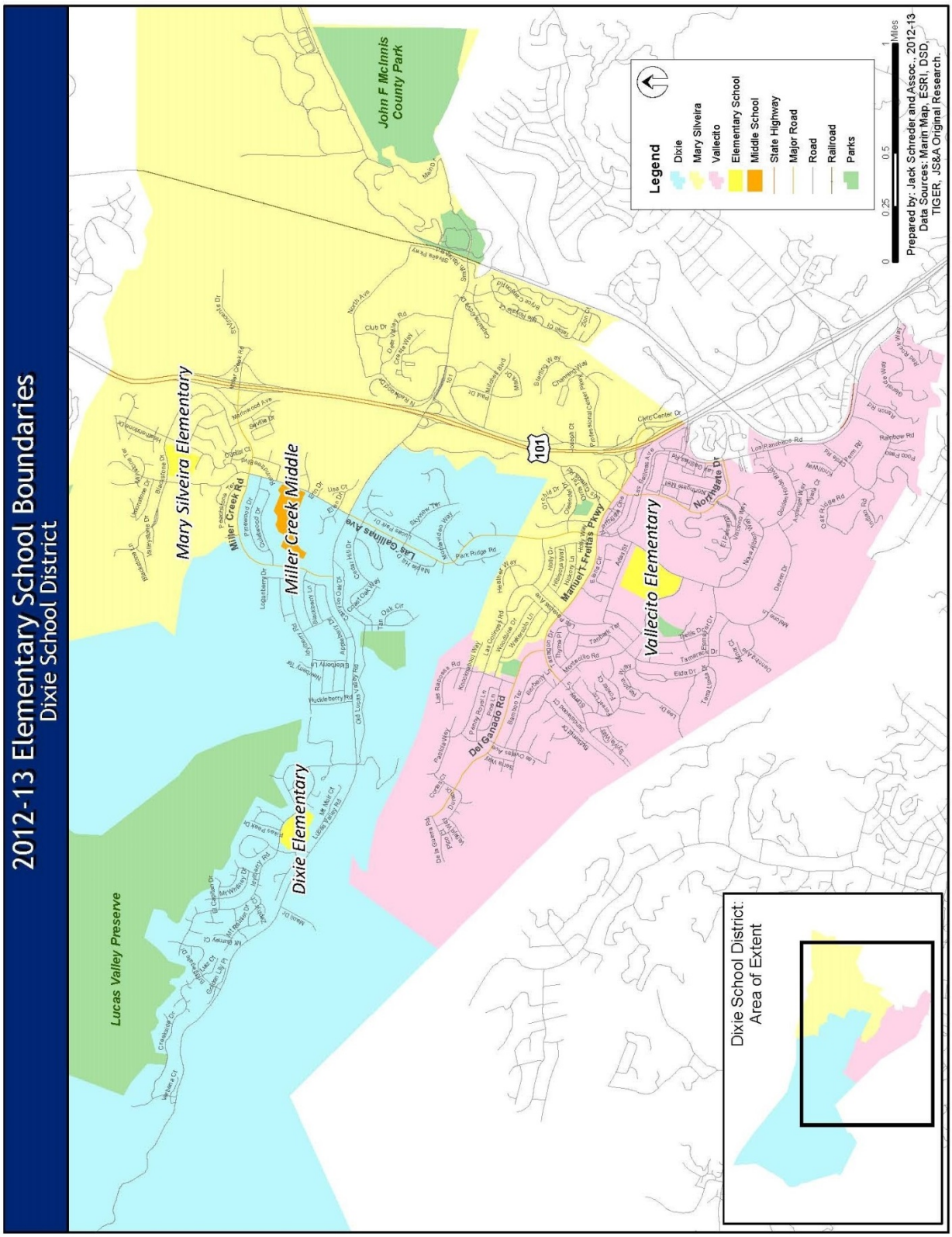


- Students, Schools
- Attendance Areas
- Orthophotographs
- Parcels, Zoning
- Development
- District Boundary, Streets, Railways, Parks, Waterbodies

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 planning is a multi-criteria process, which may result in a District making decisions regarding the consolidation of schools, renovation of existing schools, reconfiguration of current schools, and/or site location analysis and construction of new schools. Combining District-specific GIS data (students, attendance areas, land use data, etc.) with basemap data (roads, rivers, school sites, etc.) significantly enhances the decision making process. A District map is provided in Figure 12.

Figure 12. 2013-14 Elementary School Boundaries (ESB)

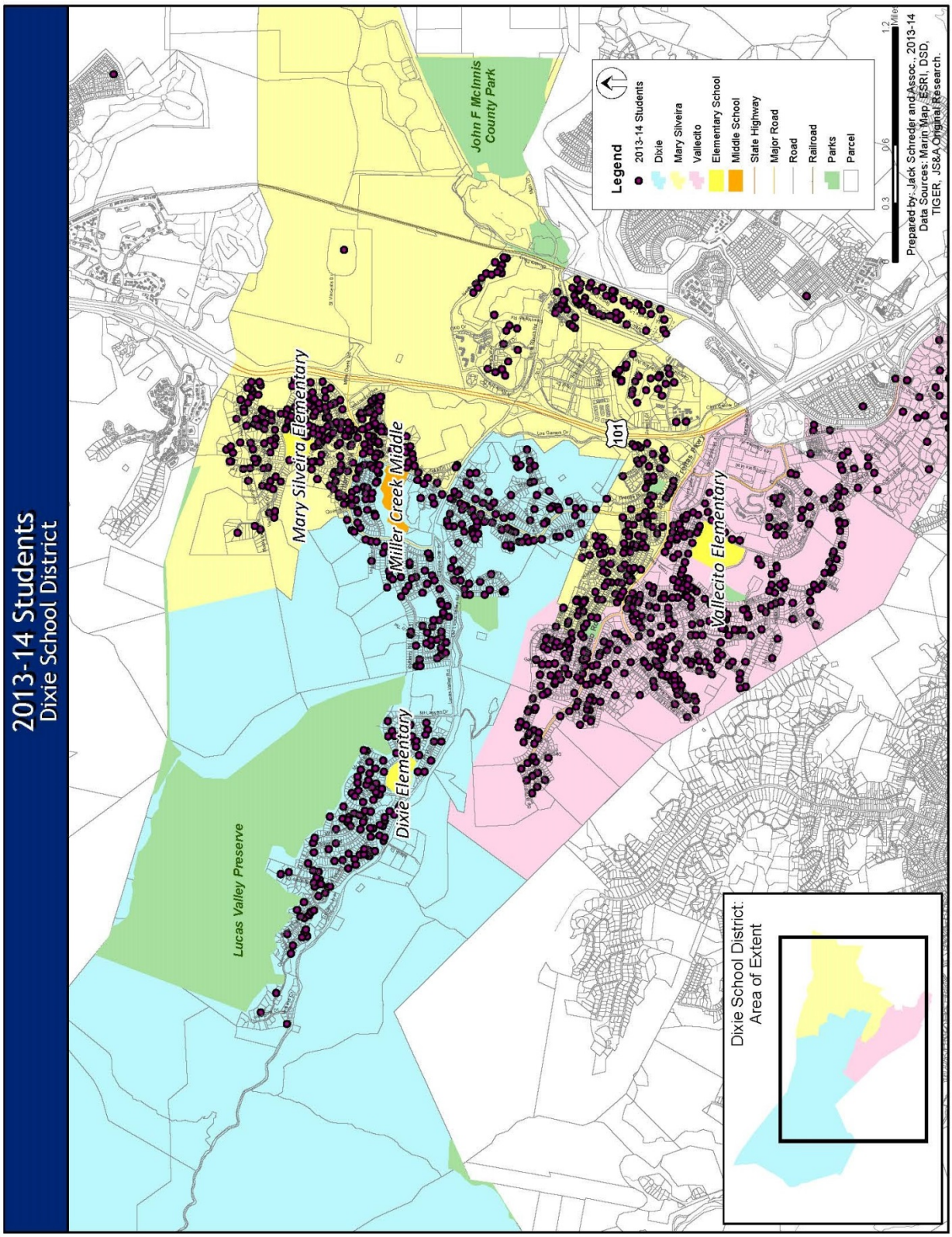


Mapping Student Data

Schreder & Associates mapped the 2006-07 to 2013-14 student information databases by a process called geocoding. The address of each individual DSD student was matched to the parcel in which they reside in the DSD GIS. Figure 13 demonstrates the 2013-14 students in the various areas of the District.

The student totals provided in this section were derived from the geocoded 2013-14 student list and therefore may not directly correspond to the 2013-14 DSD CalPADS enrollment totals.

Figure 13. 2013-14 Student Resident Distribution



Student Resident Totals

Once the 2013-14 students were mapped, they were analyzed and displayed by grade level (Figures 14 through 16). The numbers contained in each school boundary on the following maps represent the number of students, by grade level, **residing** within that boundary in the 2013-14 school year. These numbers do not represent school enrollments. These layers of information provide tools for analyzing enrollments, determining future enrollments, and promoting diversity Districtwide.

Figure 14. 2013-14 K-8th Grade Student Resident Totals

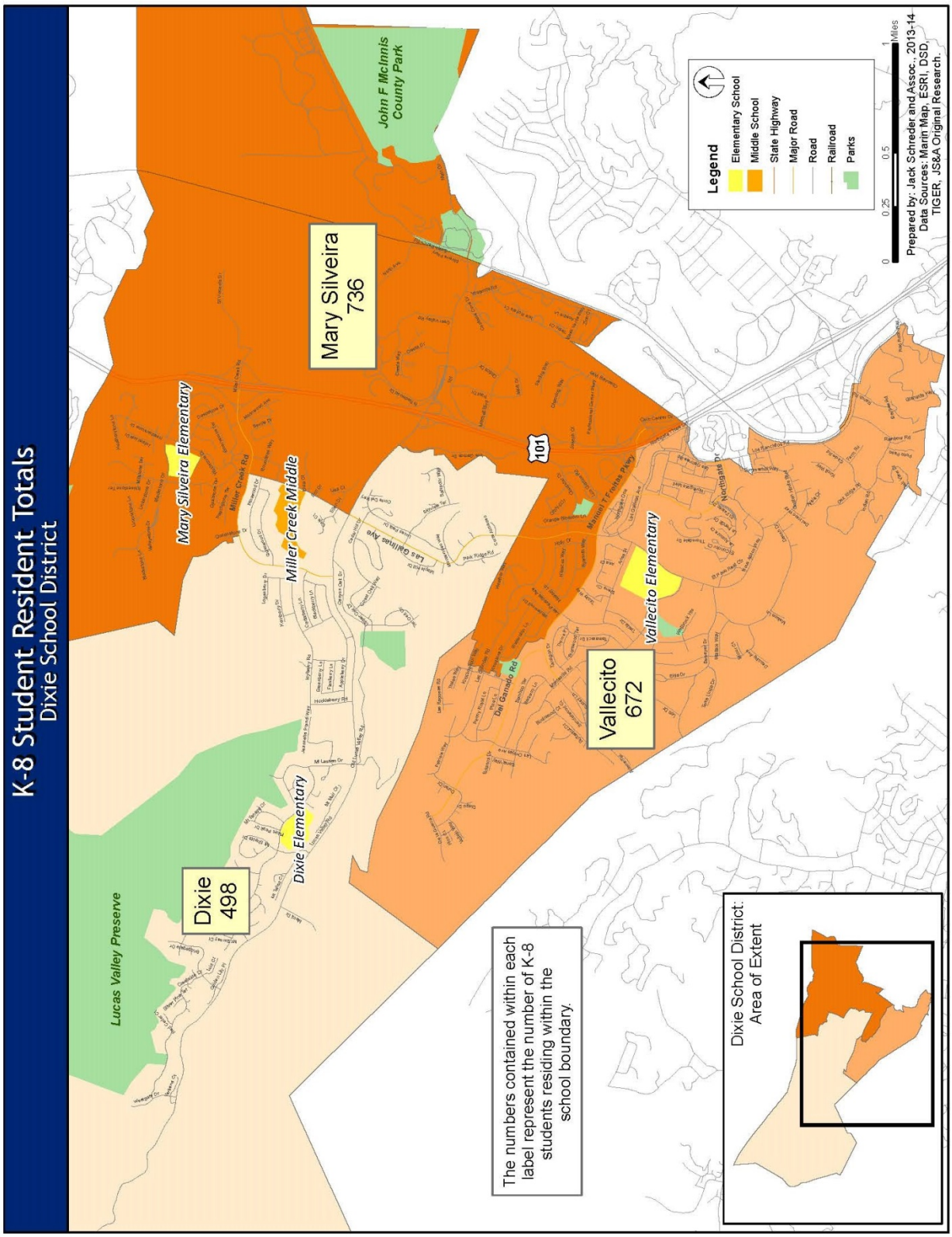


Figure 15. 2013-14 K-5th Grade Student Resident Totals

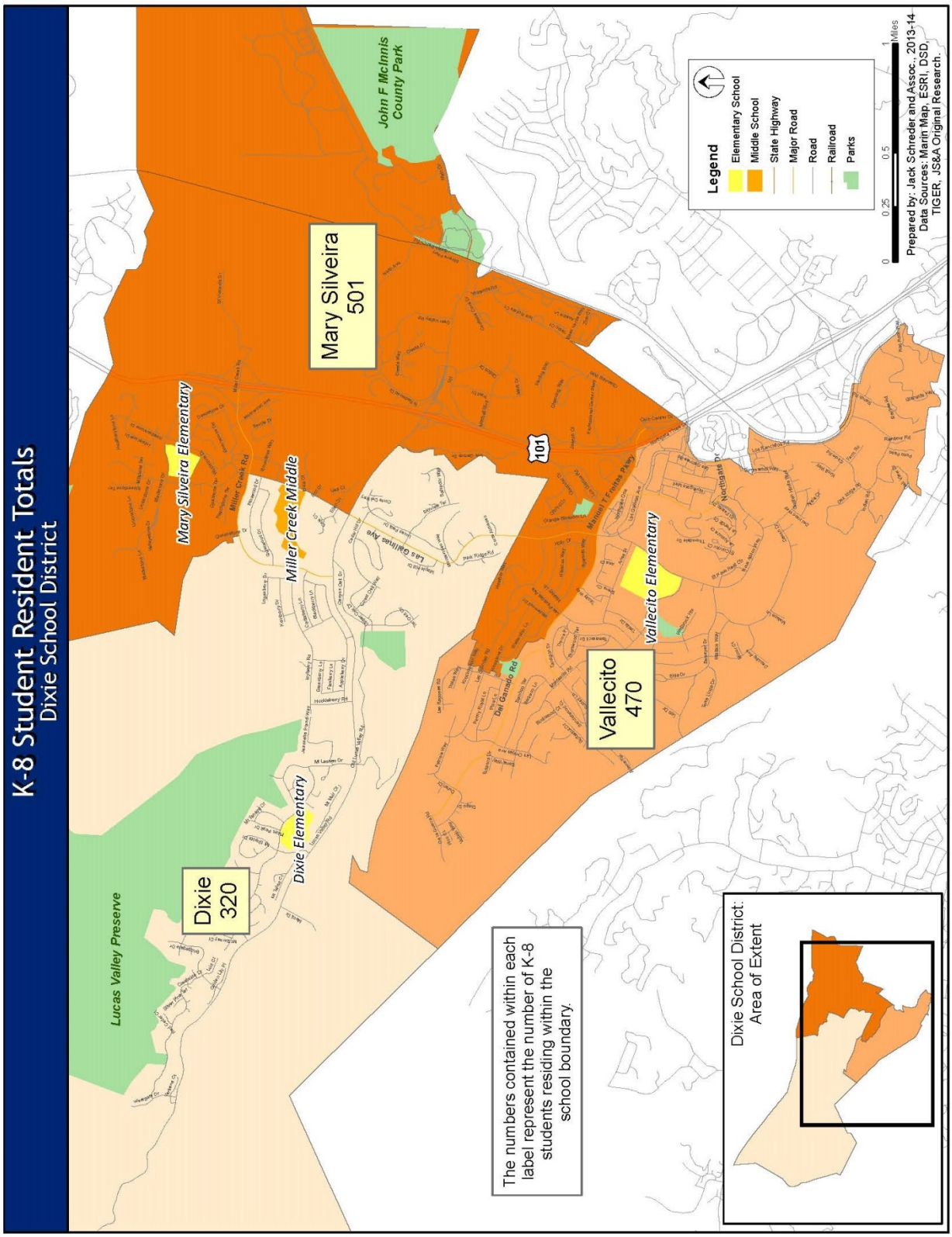
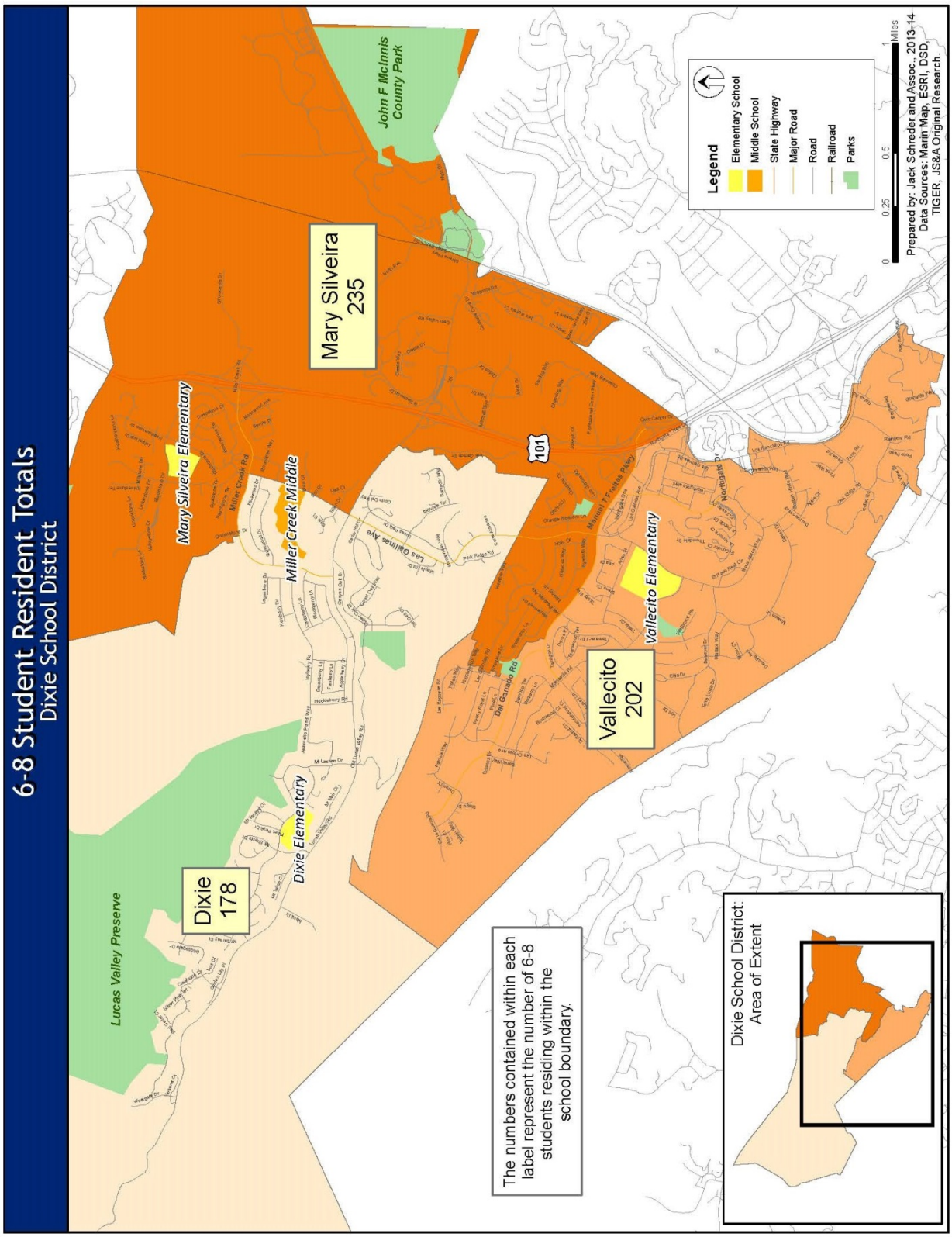


Figure 16. 2013-14 6th-8th Grade Student Resident Totals



Attendance Matrices

An important factor in analyzing the DSD student population is determining how well each school is serving its neighborhood population. Attendance Matrices have been included to provide a better understanding of where students reside versus where they attend school. The tables on the following page compare the 2013-14 DSD students by their school of residence versus their school of attendance[6].

This detailed analysis provides data on 2013-14 intra-district and inter-district students. Intra-district students are those students attending a school but not residing within their attendance area. Inter-district students are those students attending a school but not residing within the Dixie School District boundary.

Table 6 is meant to be read from top to bottom, then right to left. For example, the table indicates that there are 4 K-5th grade students residing in the Dixie Elementary School boundary, but attending Mary Silveira Elementary School; alternatively, there are 37 K-5th grade students residing in the Mary Silveira Elementary School boundary, but attending Dixie Elementary School.

The District operates one middle school; therefore Table 7 provides the number of 6th-8th grade students attending Miller Creek Middle school by elementary attendance area of residence.

Elementary School Attendance Matrix

Table 6 demonstrates the rates of K-5 in-migration; from 3.5% at Mary Silveira to 20.5% at Dixie (in other words, 20.5% of Dixie's enrollment is comprised of students not residing within the Dixie school boundary).

Likewise, the matrix also demonstrates the rates of K-5 out-migration; from 1.9% at Dixie to 11.8% at Mary Silveira (in other words, 11.8% of the K-5 students residing in the Mary Silveira boundary attend a school other than Mary Silveira).

[6] These student totals were derived from the geocoded 2013-14 student list and therefore may not match the 2013-14 enrollment totals.

Table 6. 2013-14 Elementary Attendance Matrix (Read Top to Bottom, Right to Left)

School of Attendance	School/District of Residence: Dixie Elementary	Mary Silveira Elementary	Vallecito Elementary	Other Districts	Total Attending
Dixie Elementary	**314**	37	34	10	**395**
Mary Silveira Elementary	4	**442**	8	4	**458**
Vallecito Elementary	2	22	**428**	5	**457**
Total Residing	**320**	**501**	**470**	**19**	**1310**
Outflow to other Attendance Areas	6	59	42		
Inflow from other Attendance Areas	71	12	24		
Inflow from Other Districts	10	4	5		
Total Geocoded Students Attending	395	458	457		
Total Residents Attending	314	442	428		
Total Non-Residents Attending	81	16	29		
% In-Migration	20.5%	3.5%	6.3%		
% Out-Migration	1.9%	11.8%	8.9%		

Table 7. 2013-14 Middle School Attendance Matrix

		School of Residence: Dixie Elementary	Mary Silveira Elementary	Vallecito Elementary	Other Districts		Total
School of Attendance	Miller Creek Middle	178	235	202	14		629

Inter-district Transfers

Inter-district transfers were isolated and measured for purposes of evaluating the impact to District enrollments and District facilities.

Inter-district Students into DSD

As demonstrated in Table 8, inter-district transfer students into DSD represent 1.7% of the District's 2013-14 K-8th grade enrollments. Currently, there are 33 inter-district students enrolled in DSD. Table 8 indicates a decreasing trend of such enrollments as space availability has decreased in recent years.

Table 8. 2012-13 Inter-district Transfer Students into DSD

	Inter-district Transfers into DSD by Year and Grade							
Grade	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
K	2	4	4	2	3	3	1	2
1	6	6	4	4	4	2	4	3
2	2	6	5	4	4	4	4	2
3	4	5	9	4	7	1	5	6
4	4	6	7	9	4	4	1	5
5	5	6	5	3	11	5	6	1
6	7	7	7	11	3	9	3	4
7	4	7	8	8	7	7	9	2
8	12	7	7	10	6	11	6	8
K-5	23	33	34	26	33	19	21	19
6-8	23	21	22	29	16	27	18	14
Total	**46**	**54**	**56**	**55**	**49**	**46**	**39**	**33**

Inter-district Students out of DSD

As demonstrated in Table 9, inter-district transfer students out of DSD have declined by over 50% since 2009-10. Currently, there are 30 inter-district students transferring out of DSD to other public school districts. This reduction of inter-district transfer students out of DSD has impacted enrollments, as more parents have chosen to enroll their student in DSD schools.

Table 9. Inter-district Transfer Students out of DSD

Inter-district Transfers out of DSD by Year and Grade					
Grade	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
TK	0	0	0	0	1
K	7	8	10	2	4
1	5	5	2	5	1
2	8	8	2	3	6
3	9	5	4	5	5
4	6	7	5	4	3
5	10	8	4	2	4
6	7	6	3	1	1
7	5	7	7	3	1
8	6	8	7	6	4
K-5	45	41	27	21	24
6-8	18	21	17	10	6
K-8	**63**	**62**	**44**	**31**	**30**

SECTION G: ENROLLMENT PROJECTION

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

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

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

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

Historical and Projected Birth Data

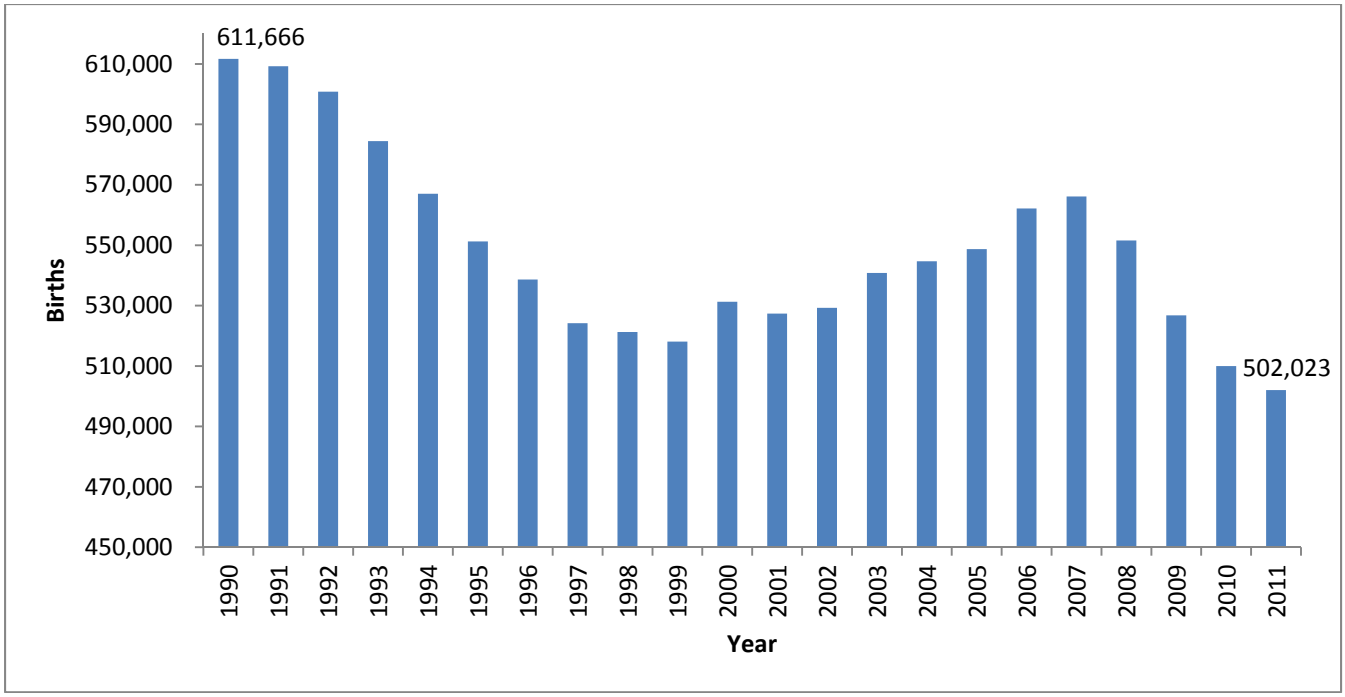
Close tracking of local births is crucial for projecting future kindergarten students. Births are the single best predictor of the number of future kindergarten students to be housed by the District. Birth data is collected for the Dixie School District by the California Department of Health Services using Zip Codes[7] and is used to project future kindergarten class sizes.

Since 2007, births in California have declined significantly. The decline in births in 2009 and 2010 were the second and third largest since 1990 (Figure 17). In 2010, the State realized fewer births than at any time since 1990. This is significant, and could mean declines in K-12 enrollments statewide beginning in 2013.

Similar to statewide trends, Marin County experienced a steady increase in births until 1990, at which time births began to sharply and steadily decline. In 1998 this trend reversed, and births began to rise once again, peaking at 2,865 in 2001. More recently, births in Marin County have been declining. From 2009 to 2010, births declined significantly; from 2,495 to 2,368 (Figure 18).

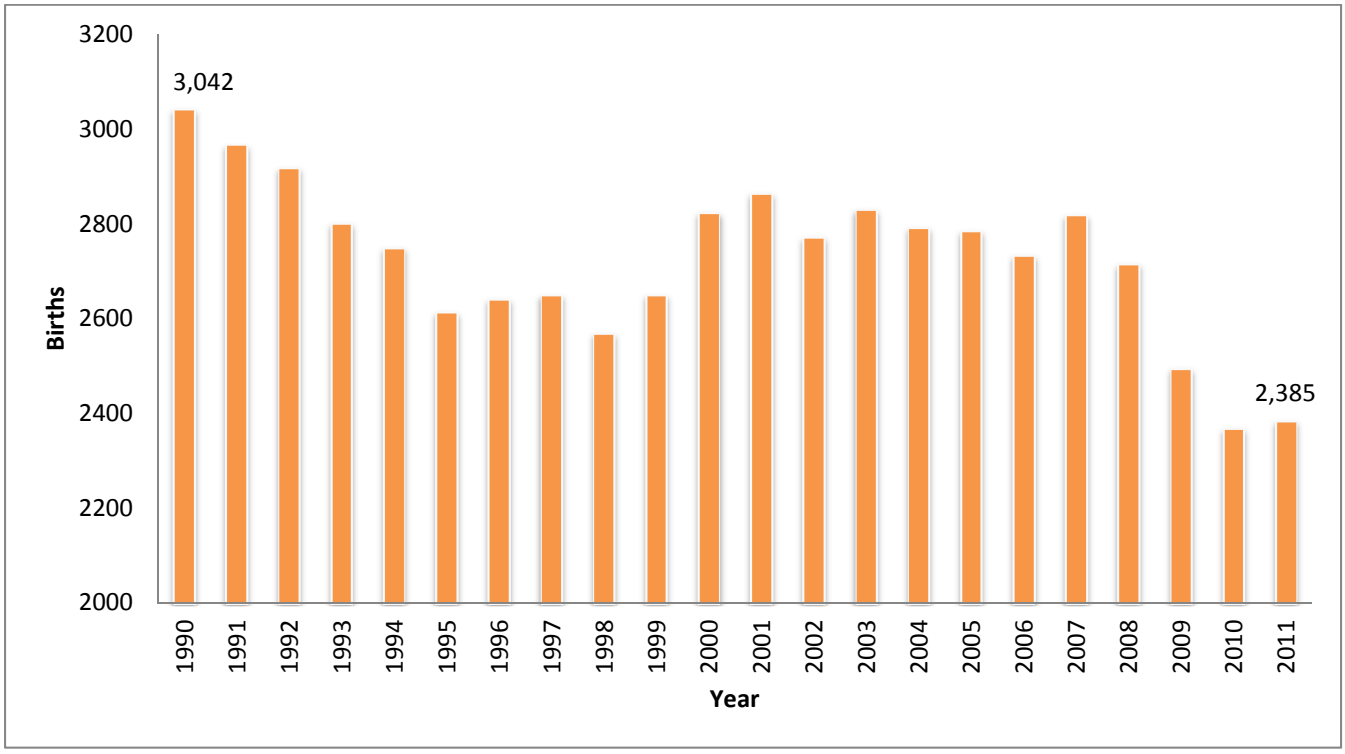
[7] Schreder & Associates utilized Zip Codes 94903.

Figure 17. California Births, 1990-2011



Source: California Department of Public Health

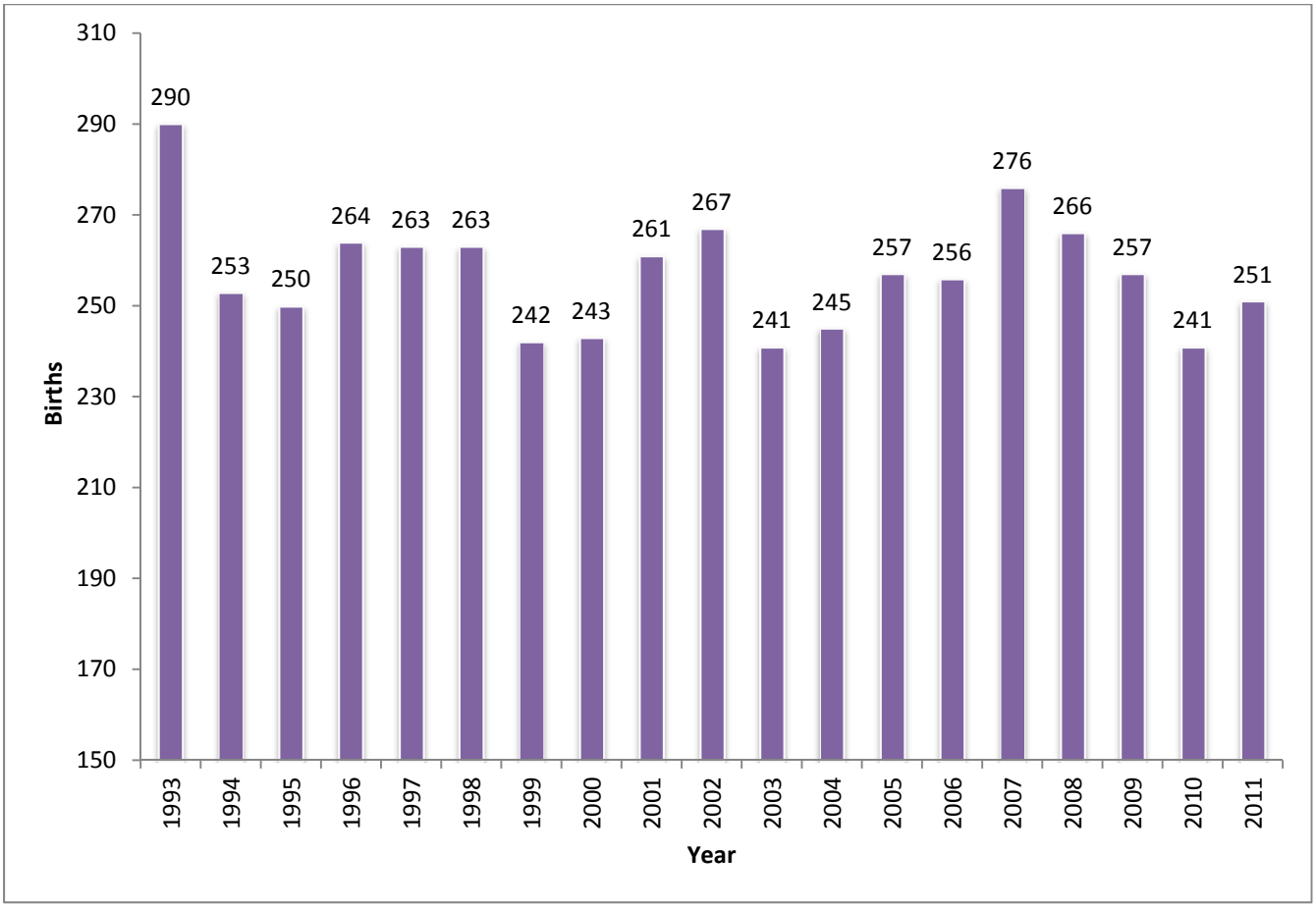
Figure 18. Marin County Births, 1990-2011



Source: California Department of Public Health

The Dixie School District has experienced similar fluctuations in births since 1989. Births peaked in 1993 at 290 and then declined, dropping to 241 births in 2003. Births increased from 2003 to 2007, then declined each year until 2011. The most significant increase in births in recent years was from 2006 to 2007 (+20) which contributed to the increased kindergarten class size in 2012. Figure 19 provides the total number of births between 1989 and 2011 in Dixie School District.

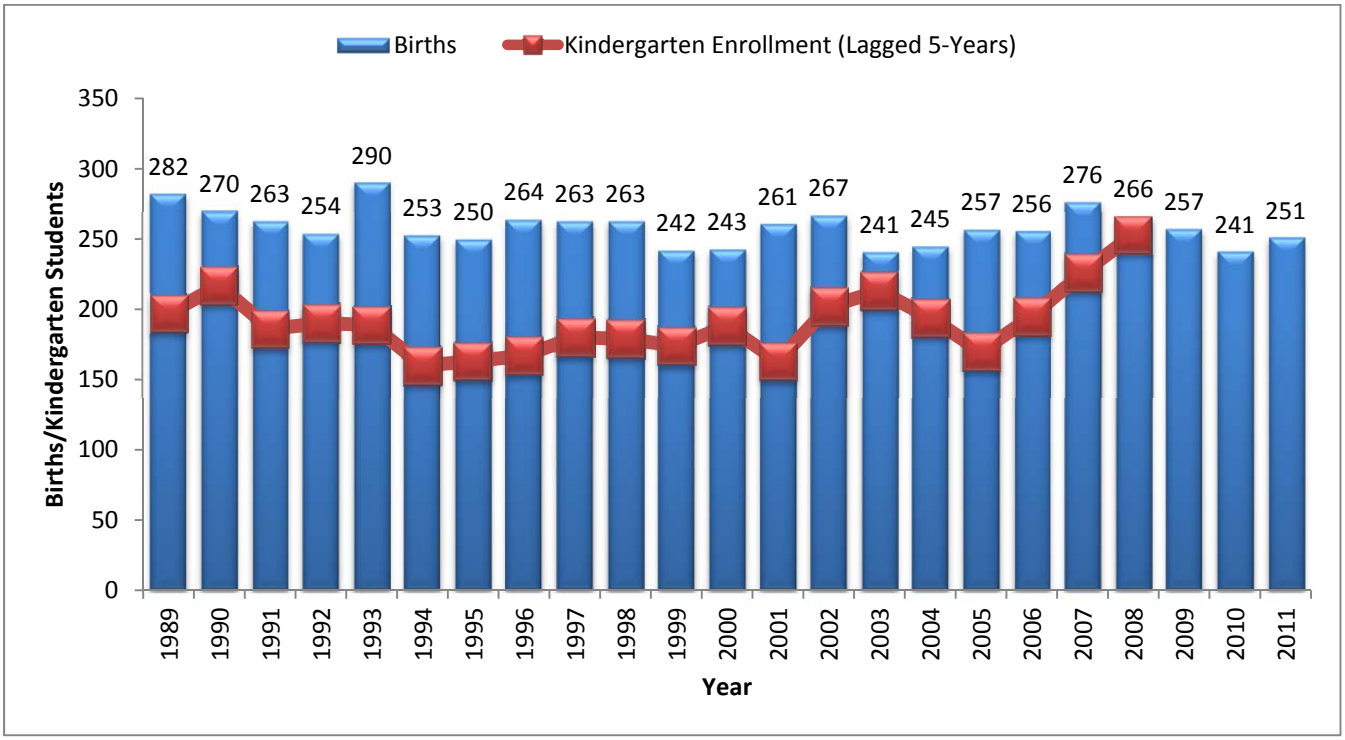
Figure 19. Births in DSD



Source: California Department of Public Health

The number of children born to parents who live in DSD is correlated with the size of the kindergarten class five years later. Therefore, we use recent birth data as the most important factor when projecting future kindergarten students for DSD to house. Figure 20 demonstrates this relationship. It compares the actual births in DSD to the kindergarten enrollment 5 years later. For example, in 2000 there were 243 births in DSD. This birth year corresponds with the kindergarten enrollment of 188 five years later, in 2005.

Figure 20. Births Compared to Kindergarten Enrollments (Lagged 5 Years)



There is rarely a one-to-one correspondence between births and subsequent kindergarten enrollments. Table 10 and Figure 21 demonstrate the DSD kindergarten-birth ratio. It provides the percentage of births that result in kindergarten enrollments in the District five years later. It is a net rate, because children move both into and out of the District.

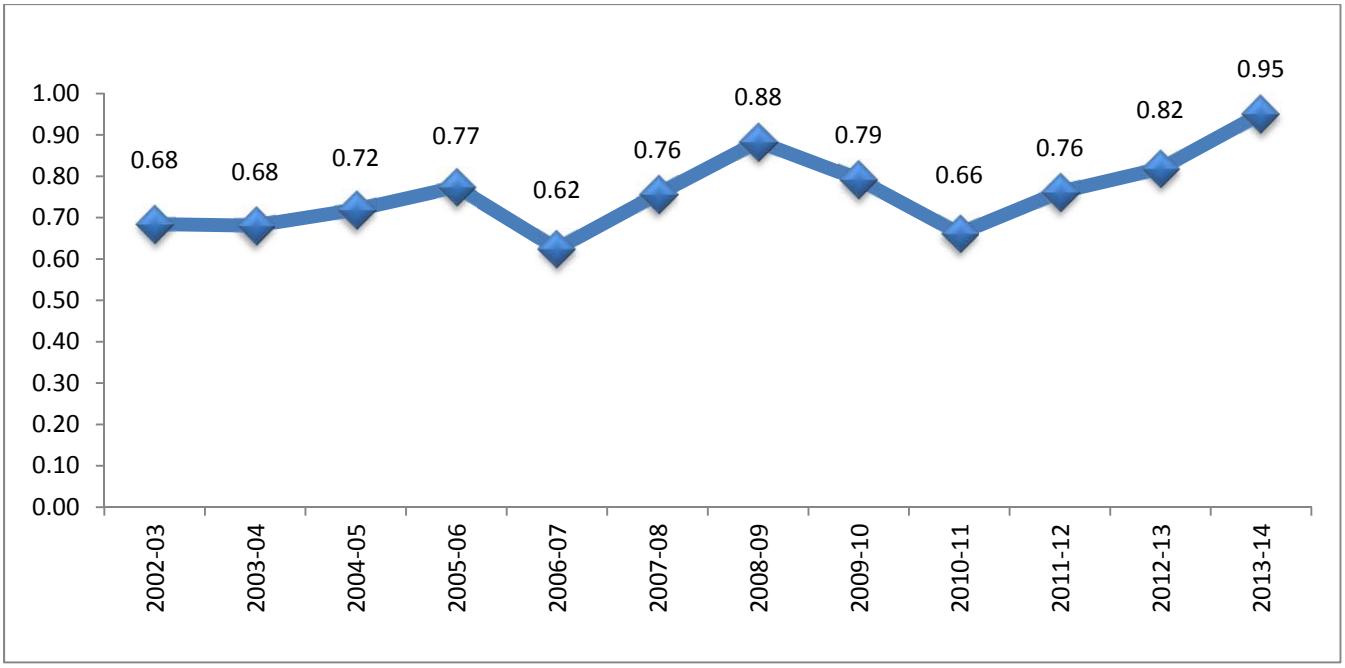
The ratio of DSD births to DSD kindergarten enrollments has increased in recent years. In 2010 the kindergarten to birth ratio was 0.66, meaning that for every 100 births in 2005, 66 children enrolled in DSD kindergarten classes five years later (in 2010). This ratio increased every year since 2010. Currently, the ratio is .95, meaning that for every 100 births in 2008, 95 children enrolled in DSD

kindergarten classes in Fall 2013. This increase is likely to due to an increase in home sales combined with the reduction of inter-district transfer students out of DSD and the addition of the transitional kindergarten program.

Table 10. Kindergarten Enrollment to Birth Ratio Calculation

Birth Year	Live Births	Increase	Kindergarten Year	Kindergarten Enrollment	Ratio of Live Births as Students in Kindergarten Enrollment
1989	282		1994-95	197	0.70
1990	270	-12	1995-96	217	0.80
1991	263	-7	1996-97	186	0.71
1992	254	-9	1997-98	190	0.75
1993	290	36	1998-99	189	0.65
1994	253	-37	1999-00	160	0.63
1995	250	-3	2000-01	163	0.65
1996	264	14	2001-02	167	0.63
1997	263	-1	2002-03	180	0.68
1998	263	0	2003-04	179	0.68
1999	242	-21	2004-05	174	0.72
2000	243	1	2005-06	188	0.77
2001	261	18	2006-07	163	0.62
2002	267	6	2007-08	202	0.76
2003	241	-26	2008-09	213	0.88
2004	245	4	2009-10	194	0.79
2005	257	12	2010-11	170	0.66
2006	256	-1	2011-12	195	0.76
2007	276	20	2012-13	226	0.82
2008	266	-10	2013-14	253	0.95
2009	257	-9			
2010	241	-16			
2011	251	10			

Figure 21. Kindergarten Enrollment to Birth Ratio



The kindergarten to birth ratios are analyzed and statistical calculations are applied to estimate future kindergarten to birth ratios. Given the recent increase in home sales, the addition of the transitional kindergarten program, and the reduction of inter-district student out of the District, we expect the kindergarten to birth ratio will remain at a higher level.

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

Student Migration Rates

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

- Positive migration occurs when a District gains students from one grade into the next grade the following year. For example, consider a cohort of 100 1st grade students that becomes a cohort

of 125 2nd grade students the following year. In this case, 25 new students enrolled in the District who were not enrolled the prior year[8].

- Positive migration could be indicative of numerous influences, including the in-migration of families with children to the District, private to public school transfers, new residential construction, District policy changes, school closures in adjacent Districts, etc.

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

As an example, in 2011-12 the DSD class of first graders was 178. A year later, this class became a second grade class of 187. Using this example, the rate of migration is calculated as follows:

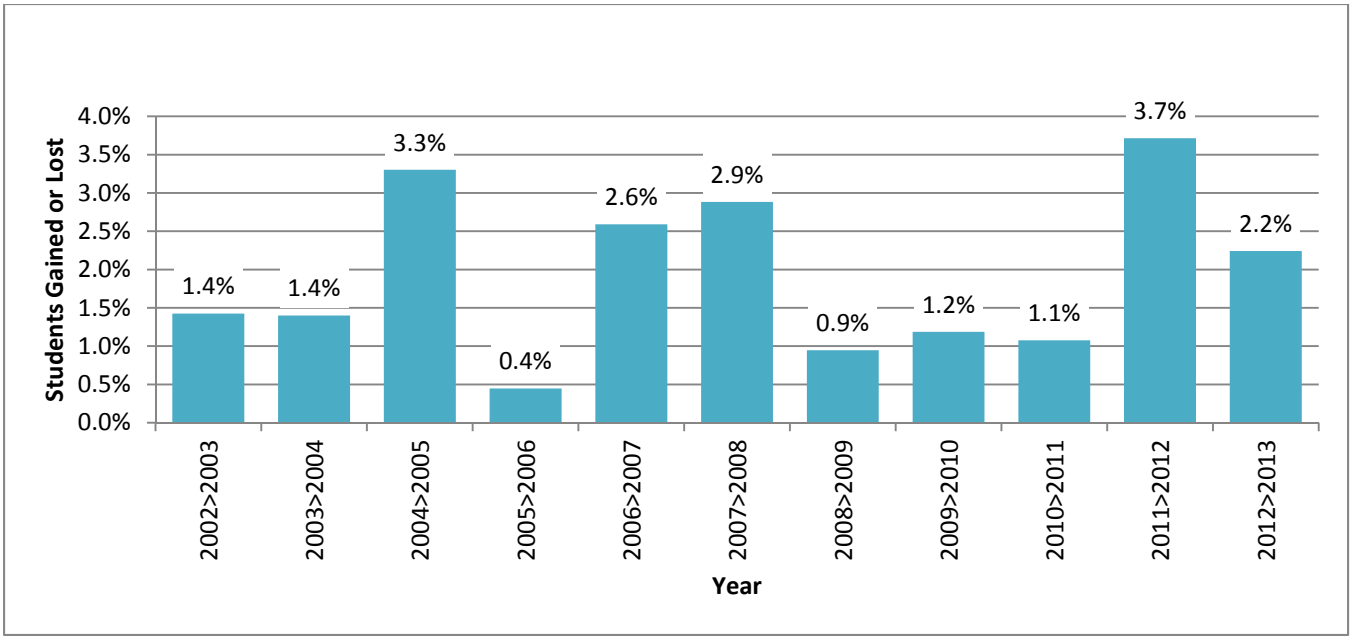
(187-178)/178 = +5.05%

The +5.05% increase is a measure of the migration of students, i.e. the <u>likelihood our first grade class will become larger or smaller as the class passes into the second grade the following year</u>. This migration is not a measurement of year by year change in enrollment.

DSD experienced positive migration since 2002, ranging from a net gain of 0.4% to 3.7% (Figure 22).

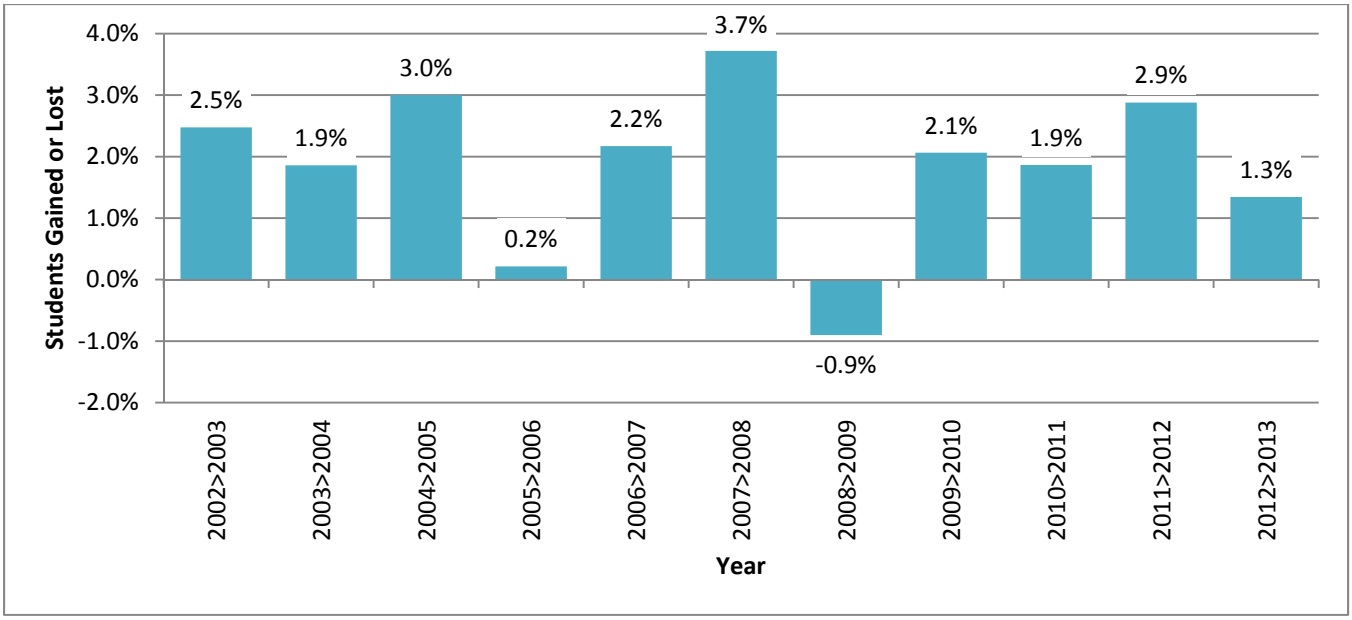
[8] This is a net measurement.
[9] This is a net measurement.

Figure 22. Migration Grades TK-7 > Grades 1-8



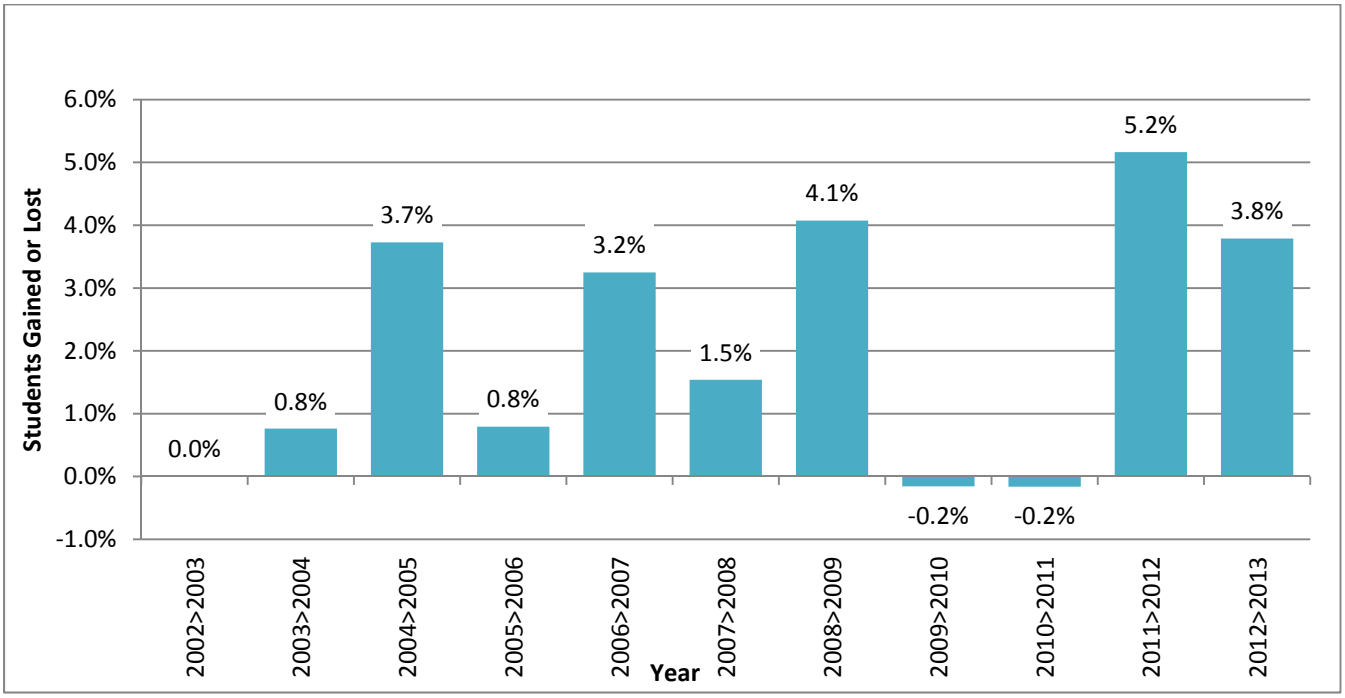
A closer examination of DSD migration by grade level grouping provides additional insight. Overall, DSD has experienced positive migration at the K-5th grade levels since 2002 (Figure 23). Typically, the District gains students at the elementary level from each year to the next.

Figure 23. Migration Grades TK-4 > Grades 1-5



Migration at the 5th-8th grade level has been mostly positive since 2002 (Figure 24). In 2012, migration reached a high of +5.2%.

Figure 24. Migration Grades 5-7 > Grades 6-8



To minimize the effects of an exceptional year, a range of migration rates are calculated by averaging and weighting historical migration (Table 11). Migration rates considered to be anomalous were weighted less or completely removed from the weighted average calculation.

Table 11. Historical Migration Rates by Grade

Year From > To	K>1	1>2	2>3	3>4	4>5	5>6	6>7	7>8
2006>2007	0.00%	1.52%	2.11%	8.33%	-0.49%	5.65%	2.62%	1.84%
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	-3.08%	5.06%	0.50%	3.95%	7.77%	13.37%	-1.55%	4.63%
2013>2014	2.30%	3.70%	1.07%	3.98%	1.69%	6.76%	2.56%	1.58%
Low	0.72%	1.52%	0.46%	3.19%	2.21%	4.59%	0.77%	1.04%
Most Likely	1.81%	2.03%	0.88%	3.26%	3.05%	6.34%	0.82%	1.52%
High	1.94%	3.05%	1.39%	3.81%	3.53%	7.84%	1.00%	2.01%

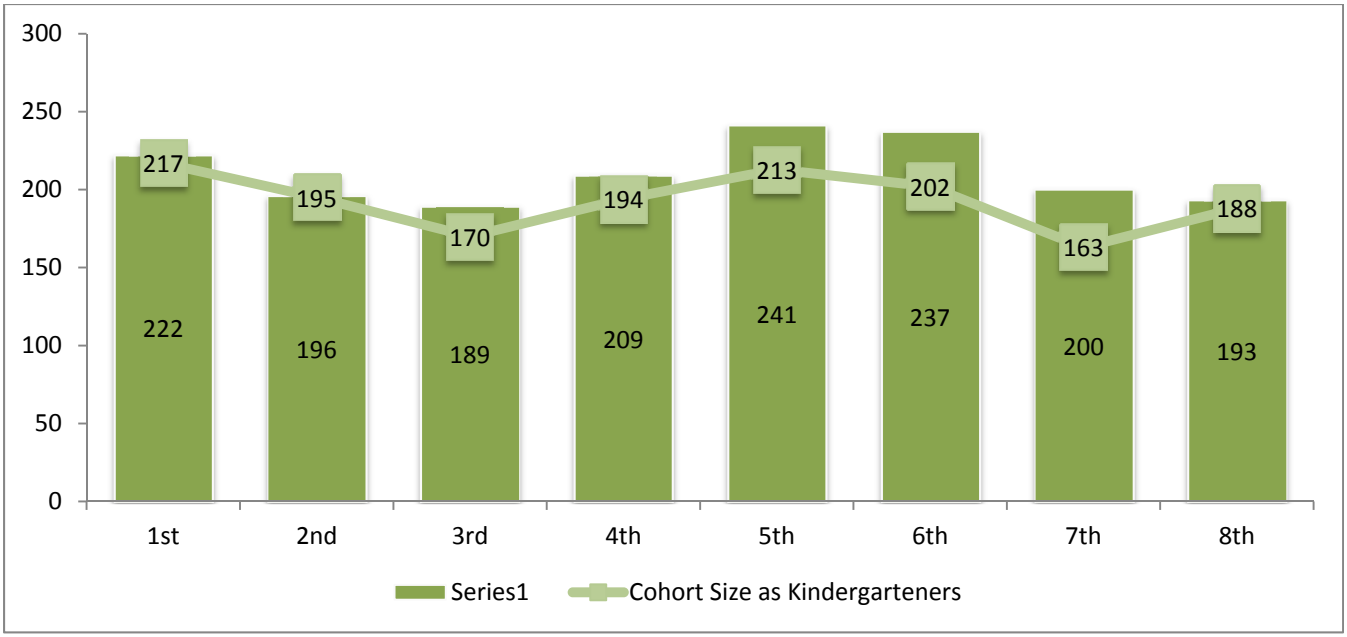
Enrollment Projection

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

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

In the Dixie School District, cohort size increases slightly as it progresses through the elementary grades, and then declines slightly in the middle grades. Figure 25 shows the 2013-14 K-8th grade class sizes as compared to their class sizes when they began as kindergarteners. For example, DSD 2013-14 8th grade class of 193 students began as a class of 188 kindergarteners in 2005-06. Likewise, the 2013-14 4th grade class of 209 students began as a class of 194 kindergarteners in 2009-10.

Figure 25. Cohort Growth Since Kindergarten



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

Enrollment Projections

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

Low Enrollment Projection

- Averaged and weighed the past seven years of historical migration rates.
- Assumes the birth to kindergarten ratio will remain stable and overall migration will average +1.81% annually.

Most Likely Enrollment Projection

- Averaged and weighed the past five years of historical migration rates.
- Assumes the birth to kindergarten ratio will continue to increase and migration rates will average +2.46% annually.

High Enrollment Projection

- Averaged and weighed the past three years of historical migration rates.

- Assumes the birth to kindergarten ratio will increase at a more aggressive rate and migration rates will average +3.07% annually.

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

The enrollment projections through 2023-24 are provided in Tables 12 through 14. Based on the Most Likely projection, K-8th grade enrollments are projected to increase to 2,582 by 2023-24.

	Low Projection 2023-24	Most Likely Projection 2023-24	High Projection 2023-24
Elementary (K-5)	1,691	1,725	1,757
Middle (6-8)	821	856	892
Total (K-8)	**2,513**	**2,582**	**2,649**

Table 12. Low Enrollment Projection

Dixie School District

Low Enrollment Projection

	Actual	Projected									
Grade	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
TK	58	64	60	63	64	65	66	66	66	68	69
K	195	248	239	248	253	258	260	262	263	268	272
1	222	197	249	240	250	254	259	262	264	265	270
2	196	225	199	252	243	253	257	262	265	266	267
3	189	197	226	201	253	244	254	258	263	266	267
4	209	195	203	232	207	259	250	260	264	269	272
5	241	213	199	208	236	211	264	255	264	269	274
6	237	250	223	209	217	246	220	273	264	274	278
7	200	239	252	224	210	219	247	222	275	266	275
8	193	202	241	254	226	212	221	249	224	277	268
Total K-5	**1,310**	**1,339**	**1,376**	**1,444**	**1,506**	**1,545**	**1,611**	**1,625**	**1,650**	**1,671**	**1,691**
Total 6-8	**630**	**691**	**715**	**687**	**654**	**677**	**688**	**745**	**763**	**816**	**821**
Total	**1,940**	**2,030**	**2,092**	**2,131**	**2,160**	**2,222**	**2,299**	**2,370**	**2,413**	**2,487**	**2,513**

Table 13. Most Likely Enrollment Projection

Dixie School District

Most Likely Enrollment Projection

	Actual	Projected									
Grade	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
TK	58	64	60	63	64	65	66	66	66	68	69
K	195	251	241	251	255	260	263	265	266	271	275
1	222	198	254	244	254	259	264	266	268	269	274
2	196	226	202	258	248	258	262	268	270	272	273
3	189	198	228	204	260	250	260	264	269	272	274
4	209	196	205	234	211	266	257	267	271	276	279
5	241	215	202	211	241	217	273	263	273	277	283
6	237	253	228	214	223	253	229	285	275	285	290
7	200	239	255	229	216	225	254	231	287	277	287
8	193	203	242	258	232	219	228	258	234	290	280
Total K-5	**1,310**	**1,348**	**1,392**	**1,465**	**1,533**	**1,576**	**1,645**	**1,659**	**1,684**	**1,705**	**1,725**
Total 6-8	**630**	**695**	**724**	**701**	**671**	**697**	**712**	**773**	**796**	**852**	**856**
Total	**1,940**	**2,043**	**2,116**	**2,167**	**2,204**	**2,273**	**2,356**	**2,432**	**2,480**	**2,557**	**2,582**

Table 14. High Enrollment Projection

Dixie School District

High Enrollment Projection

	Actual	Projected									
Grade	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
TK	58	64	60	63	64	65	66	66	66	68	69
K	195	254	243	254	258	263	266	267	268	274	278
1	222	199	258	247	257	262	267	269	271	272	277
2	196	228	204	263	253	263	267	272	275	277	278
3	189	199	230	207	266	256	266	270	275	278	279
4	209	197	207	238	215	274	264	274	278	283	286
5	241	217	205	214	246	223	281	271	281	286	291
6	237	256	232	220	230	261	238	297	286	296	301
7	200	239	258	234	222	232	263	240	299	288	298
8	193	204	243	262	238	226	236	267	244	303	292
Total K-5	**1,310**	**1,357**	**1,407**	**1,486**	**1,559**	**1,605**	**1,676**	**1,690**	**1,715**	**1,737**	**1,757**
Total 6-8	**630**	**699**	**733**	**716**	**689**	**718**	**737**	**804**	**829**	**887**	**892**
Total	**1,940**	**2,056**	**2,140**	**2,202**	**2,248**	**2,323**	**2,413**	**2,494**	**2,544**	**2,624**	**2,649**

SECTION H: RESIDENT PROJECTIONS

The following projections are based upon ***residence*** of the students. The methodology is parallel to that utilized in the preparation of the enrollment projections in Section H; 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.

Table 15 provides the number of historical student residents within each school boundary, by grade and year. The number of student residents increased significantly from 2011-12 to 2013-14.

Table 15. Historical Student Residents

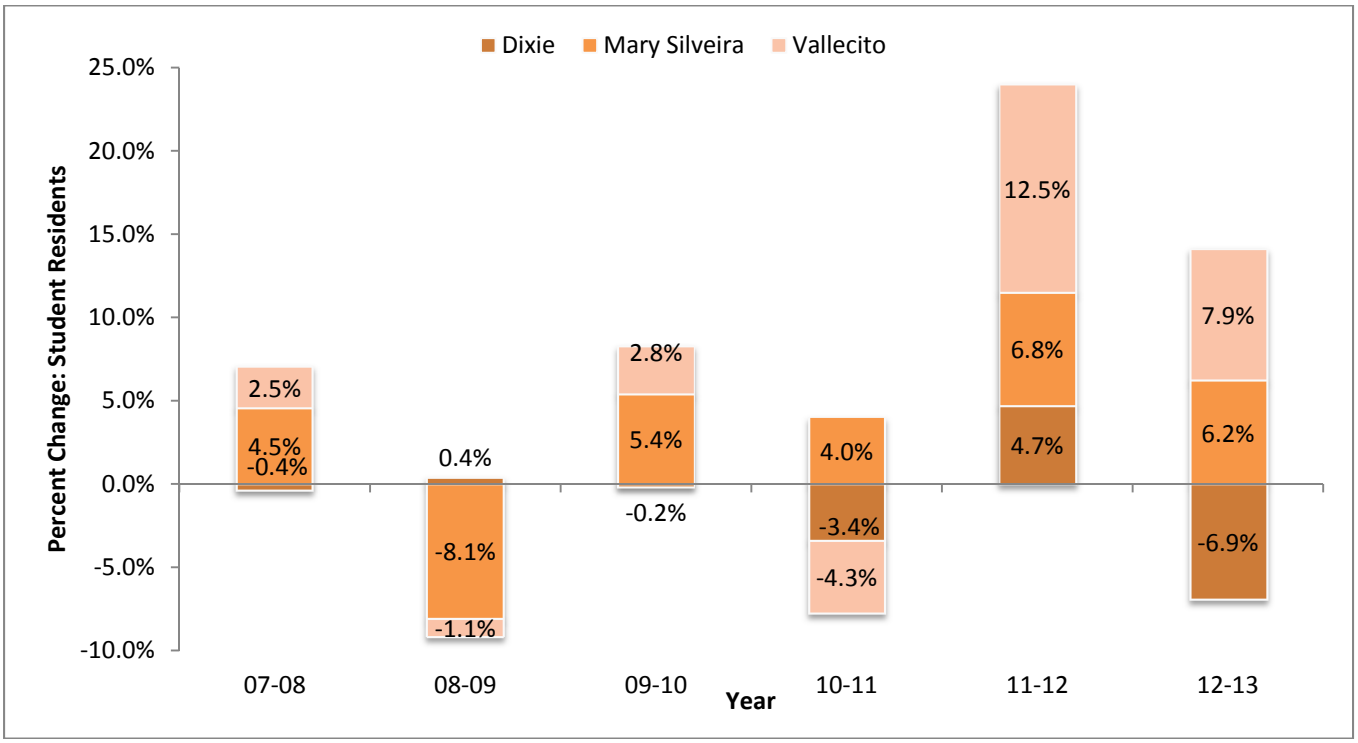
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
TK							12	57
K	153	196	203	176	159	180	214	194
1	187	161	201	205	198	168	186	219
2	180	190	163	184	217	186	181	194
3	167	191	188	158	190	222	197	183
4	193	178	204	178	167	197	238	204
5	166	195	189	194	184	171	223	240
6	183	181	210	199	212	184	192	232
7	208	191	190	203	202	216	186	198
8	217	218	193	188	203	190	222	185
K-5	1,046	1,111	1,148	1,095	1,115	1,124	1,251	1,291
6-8	608	590	593	590	617	590	600	615
Total	**1,654**	**1,701**	**1,741**	**1,685**	**1,732**	**1,714**	**1,851**	**1,906**

In order to further analyze historical student resident trends, JSA compiled the data by grade and by school boundary. Table 16 provides the number of historical student residents within each school boundary, by grade and year. Figure 26 provides the percent change in student residents, annually.

Table 16. Historical Student Residents by School Boundary

School Boundary	Historical Student Resident Totals by School Year							
TK-5 Totals	**06-07**	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**
Dixie	344	346	356	349	331	324	344	320
Mary Silveira	371	407	419	379	402	411	455	501
Vallecito	331	358	373	367	382	389	452	470
6-8 Totals	**06-07**	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**
Dixie	185	184	172	181	198	187	191	178
Mary Silveira	219	209	225	213	222	238	238	235
Vallecito	204	197	196	196	197	165	171	202
TK-5 Total	*1,046*	*1,111*	*1,148*	*1,095*	*1,115*	*1,124*	*1,251*	*1,291*
6-8 Total	*608*	*590*	*593*	*590*	*617*	*590*	*600*	*615*
Total Student Residents	**1,654**	**1,701**	**1,741**	**1,685**	**1,732**	**1,714**	**1,851**	**1,906**

Figure 26. Percent Change, Historical Student Residents: 2007-08 to 2013-14



Finally, since the implementation of the Transitional Kindergarten program is expected to have a significant impact on future enrollments, it was necessary to isolate and measure these student residents by school boundary. As demonstrated in Table 17, the majority of Transitional Kindergarten students reside in the Mary Silveira and Vallecito school boundaries.

Table 17. 2013-14 Transitional Kindergarten Student Residents by School Boundary

School Boundary	TK Students
Dixie	6
Mary Silveira	23
Vallecito	28
Total	**57**

Table 18 provides the number of students projected to be residing in each school boundary through the 2018-19 school year. Growth of student residents at all grade levels is projected to occur in the Vallecito and Mary Silveira school boundaries, while Dixie is projected to remain stable.

Table 18. Student Resident Projections by School Boundary

School Boundary	**Projected Student Resident Totals by School Year**					
TK-5 Totals	**Actual 2013-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**
Dixie	320	317	309	310	318	321
Mary Silveira	501	526	564	610	643	672
Vallecito	470	486	505	537	566	581
6-8 Totals	**Actual 2013-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**
Dixie	178	186	191	181	171	164
Mary Silveira	235	264	271	266	259	278
Vallecito	202	232	245	233	220	233
TK-5 Total	1,291	1,329	1,378	1,458	1,526	1,574
6-8 Total	615	681	706	680	649	675
Total Student Residents	**1,906**	**2,010**	**2,084**	**2,138**	**2,176**	**2,249**

SECTION I: FACILITY CAPACITY ANALYSIS

While DSD has been proactive in determining the future facility needs of the Dixie School District, it is necessary to identify the ability of the District's existing facilities to adequately serve enrollments. This section identifies the adequacy of the Dixie School District's existing facilities. Table 19 provides the grade level and age of the District's schools.

Table 19. School Site Information

Elementary School Sites	**Grade Level**	**Original Construction**
Dixie	K-5	1965
Mary Silveira	K-5	1956
Vallecito	K-5	1959
Middle School Sites	**Grade Level**	**Original Construction**
Miller Creek Middle School	6-8	1963

Facility Capacity

To identify the ability of the Dixie School District to house future enrollments, it is necessary to identify the student capacity of the District's facilities.[10] Student capacities can be measured differently depending on which rooms are identified as classrooms and the current program usage of each classroom. These differences are described in Table 20.

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

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

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

Table 20. Classroom Capacity

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

Grade Level	DSD Standard	State Standard
K	24	25
1-3	24	25
4-6	25	25
7-8	27	27
K-6 Resource Specialist	0	25
Special Education	13/9	13/9

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

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

Current Facility Inventory

In order to provide a capacity for each school site Schreder & Associates worked closely with District staff. These capacities are outlined in Table 21 for each school.

Table 21. School Site Capacities

School	2013 Capacity	2013-14 Enrollment
Dixie Elementary	426	395
Mary Silveira Elementary	499	458
Vallecito Elementary	512	457
Miller Creek Middle	809	630
Total Capacity	**2,246**	**1,940**

Source: Dixie School District/JSA

School Sites

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

Table 22 outlines the 2013-14 enrollments at District sites, the useable acreage at those sites, and compares this acreage to the recommended acreage according to State guidelines to effectively accommodate the enrollments.

Table 22. Enrollments Compared to Usable and CDE Recommended Acreage

School	2013-14 Enrollment	Actual Acreage	Usable Acreage	CDE Recommended Acreage	+/- CDE Recommended Acreage
Dixie Elementary	395	11.5	11.5	7.8	+3.7
Mary Silveira Elementary	458	10	10	11.5	-1.5
Vallecito Elementary	457	25	25	11.5	+13.5
Miller Creek Middle	630	17	17	12.9	+4.1

Portable Classrooms

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

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

are eligible for modernization funding. Table 23 shows the number of portable classrooms at each site[11].

Table 23. Portable Classroom Summary

Dixie School District	
Portable Classroom Summary (2013-14)	
Dixie Elementary	7
Mary Silveira Elementary	7
Vallecito Elementary	2
Miller Creek Middle	19
Total	**35**

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

SECTION J: INDIVIDUAL SCHOOL ANALYSIS

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

During the development of the 2013-14 DSD Facility Master Plan Jack Schreder & Associates worked closely with District staff and Quattrocchi Kwok architects to prepare a detailed assessment of the District's facilities. These individual facility assessments compile and summarize facility data for analysis in the development of options relating to facility improvements as well as future facility needs over the foreseeable future.

INTRODUCTION

This report provides general observations by Quattrocchi Kwok Architects for four-campuses of the Dixie School District:

- Mary Silveria Elementary School
- Dixie Elementary School
- Vallecito Elementary School
- Miller Creek Middle School

The observations were made in approximately 2-hour walkthroughs per school by Mark Quattrocchi of Quattrocchi Kwok Architects that included each school's principal, Director of Buildings and Grounds Tim Walsh, Cheryl King of Jack Schreder Associates and, for two schools, Todd Lee of Greystone West Construction Managers. No review of district drawings or reports was made. These observations help guide an understanding of facility needs at each of the campuses but are not a comprehensive or all inclusive list of deficiencies or needed improvements. A detailed facility assessment including engineers, architect and cost estimator is a recommended next step to better define scope and costs for each campus.

DISTRICTWIDE ISSUES

These observations were made without the review of engineers and are based upon input by the Director of Buildings & Grounds, Tim Walsh. A complete facility assessment with engineering analysis is recommended for a thorough understanding of building infrastructure needs.

Clock, Bell, Intercom, Clock & Fire Alarm Systems:

- For all schools of the Dixie School District, clock, bell, intercom, telephone (CBIT) and fire alarm systems are worn with numerous deficiencies. These were not in budget for replacement during modernizations completed in the early 2000's. Recommend replacement of entire CBIT and fire alarm systems for all campuses with standardized systems district-wide.

Campus Utility Service and Infrastructure:

- During modernizations completed in the early 2000's, the 50-plus year old water and sewer service lines were not investigated or replaced. Recommend investigation of these utility services and provide allowance for repair or replacement of campus and building-to-building water and sewer lines
- During the previous modernization all campus gas service and most building-to-building gas lines were replaced (mostly with rooftop gas piping). Recommend review of these gas lines for recommended alterations.
- During modernizations completed in the early 2000's, none of the campus electrical main distribution panels were replaced – though most electrical sub-panels were replaced. These older electrical distribution panels are subject to future failures (shutting campus power). Replacement parts for these 50-plus year main panels are increasingly difficult to locate, with costs for the limited replacement circuit breakers skyrocketing. Recommend replacement of all campus main electrical distribution panels and investigation into condition of main and secondary electrical feeder lines.

Roofing:

- No roofing investigation is included in this report. Tim Walsh has maintained a good schedule of roofing recoating and replacement for all campuses. Each campus has some number of roofs ready for their schedule replacement. Recommend replace roofs scheduled for replacement.

Data Access and Presentation Technology:

- Campus data networks were partially upgraded with previous modernizations. With an increasing reliance to data networks by fixed and mobile devices, including wired and wireless access, the current systems at all schools will be taxed. In a projected future of one-to-one computing, the District's current data networks will likely limit reliability and access. Recommend augment and upgrade current data network including wired and wireless access for all buildings and wireless access for any outdoor learning areas.

- Classroom presentation technology for teaching is quickly evolving. Technologies from portable or mounted video projection, interactive white boards and the newer large format flat screen monitors are available. Demands for flexible multi-media presentations in classrooms, multi-use room and break-out spaces will increase. Recommend a District-wide standard for presentation technology be established that can be either permanent mounted video projection or use of large format flat screen monitors. Current trends in education lead to recommendation for flat screen monitors with wireless access for mobile devices.

- Research has found that a student's ability to learn and academic performance are negatively affected when the teacher's ability to verbally communicate is blocked or muddled by background noises or poor room acoustics. It is crucial for students to hear what the instructor is saying in order for effective learning to take place. Recommend provide infrastructure and equipment for classroom sound enhancement systems including built in speakers and wireless microphones.

- With an increasing expectation for mobile devices in the classroom, such as laptop computers and tablets, battery charging may increasingly become an issue for teachers. During modernizations of the early 2000's, additional power outlets were provided. Recommend a review of classrooms, small group spaces and other teaching spaces for adequate access to power outlets. For purposes of this study, recommend provide an allowance for some power upgrades to classrooms.

Portable Classrooms

- The District has numerous portable classrooms on wood foundations – some with ramps and some with built-up decks. Portable classrooms are distinguished from either site-built or pre-

manufactured "modular" classrooms as temporary buildings with a perception of low quality. Portable classroom shortcomings include:

- Their wood foundations and steel ramps have a limited life expectancy and are subject to dry-rot and rust.
- Interior finishes including floor coverings are of poor quality with short lifespans.
- Heating systems are typically energy inefficient and located outside, creating maintenance issues and noise.
- Windows and doors are of poor quality. There are few windows, limiting daylighting and supervision abilities for students using outdoor learning spaces
- If not well maintained, exterior siding and roofing do not weather well.
- Floor structure is designed to code minimum and have significant bounce; adding to the perception of impermanence and poor quality.

While the portables of the Dixie School District have been well maintained by facilities staff, portable classrooms on wood foundations should not be considered part of a long term master plan for schools. While budget limitations will determine the degree of replacement, recommend all portable classrooms be replaced with permanent site-built or pre-engineered modular buildings. Unlike portable classrooms, these buildings will be designed for the custom needs of each teaching space with highly energy efficient, easier to maintain materials with permanent construction and foundations.

Mary Silveira Elementary School

This school site was modernized in 2003-2004. The modernization included the installation of tempered glass, asbestos removal, new counter tops and sinks, new HVAC units, new lighting and electrical systems. The site is currently under capacity by 41 students and the student population is expected to increase through the projection period.

Table 24. Mary Silveira Detailed Facility Capacity

Mary Silveira Elementary School				
Room #	**Type**	**Use**	**State Capacity**	**District Capacity**
2	Permanent	RSP	0	0
3	Permanent	1st Grade	25	24
4	Permanent	4th/5th Grade	25	25
5	Permanent	4th Grade	25	25
6	Permanent	5th Grade	25	25
7	Permanent	4th Grade	25	25
8	Permanent	KD	25	24
9	Permanent	KD	25	24
10	Permanent	KD	25	24
11	Permanent	KD	25	24
12	Permanent	1st Grade	25	24
13	Permanent	1st Grade	25	24
14	Permanent	Library	0	0
15	Permanent	1st Grade	25	24
16	Permanent	3rd Grade	25	24
17	Permanent	3rd Grade	25	24
18	Permanent	SDC	13	13
19	Permanent	3rd Grade	25	24
20	Permanent	2nd Grade	25	24
21	Portable	5th Grade	25	25
22	Portable	2nd Grade	25	24
23	Portable	Counseling//EL	0	0
24	Portable	2nd Grade	25	24
25	Portable	Child Care	0	0
26	Portable	Tech/Counseling	0	0
27	Portable	5th Grade	25	25
Total Capacity			***513***	***499***

Campus Walkthrough

The January 22, 2014 campus walkthrough included:

- Will Anderson, Principal
- Tim Walsh, Director of Buildings & Grounds
- Cheryl King, Jack Schreder Associates
- Mark Quattrocchi, Quattrocchi Kwok Architects

SITE DEVELOPMENT

- Pick up and Drop off are undersized. However there is so little street frontage it cannot be enlarged.
- Staff parking is used to capacity – recommend slurry coat and restripe lot
- Staff parking lot access road is worn and access road eastside parking is mostly dirt. Recommend repaving staff lot access road and eastside parking areas.
- Blacktop playground space is very impacted and will be more so with any growth. Except for the K-1 playground, there is also little separation for grade level play. Recommend increase blacktop area by paving dirt area east of current play-yard including removal of some trees and construction of short retaining wall facing ball field – creates approximately 25% to 30% increase in blacktop area.
- Much of the existing blacktop play areas are in fair condition. Recommend patch, crack seal, slurry coat and restripe all playground areas.
- Bark under kindergarten play equipment is getting onto blacktop and is not the preferred material under play equipment by today's school standards. Recommend removing bark and installing cushioned surface.
- No accessible path of travel to south ball field. Recommend new paved ramp as part of blacktop increase retaining wall for the approximately 5-foot fall.
- Generally paved paths of asphalt and concrete are in fair condition with some areas in poor condition. There are some areas where roots have damaged asphalt paths or previous concrete path repairs that create potential tripping or accessible path of travel issues. Recommend general paving repair at accessible paths of travel for removal and replacement of damaged paved paths.
- There are few areas of playground or other outdoor student gathering that are in the shade. Recommend adding two shade structures; one at kindergarten playground and one at large playground.

- Turf at both ball fields are worn, rutted and have bare areas. According to Tim Walsh the fields suffer from poor drainage and the irrigation system functions poorly - with need for replacement. Recommend scape and re-grade fields and installation of new irrigation, turf and skinned infields.
- The "grassy knoll" between the portable classrooms is a much loved area by students and staff. This knoll suffers from regular use with areas of bare dirt. Additionally, there is a desire to provide improvements for outdoor learning areas. Recommend areas bare of turf be replaced with new sod. Additionally add improvements for outdoor learning such as benches, tables and gathering area sized for a class to meet.
    - Alternative Improvement: Remove existing turf and provide synthetic turf for all weather use, greatly reduced maintenance and long term resistance to wearing.
- Drainpipe at end of drainage swale on eastside of administration/classroom building is undersized; causing localized flooding. There are other areas of minor flooding due to undersized drains. Recommend upgrade storm drain system at various campus locations including eastside of administration/classroom building.
- Nearly all campus storm drain water emerges in an exposed swale running southwest-northeast between the south ball field and play area. According to Tim Walsh this can be a large amount of water, creating a safety issue and attractive nuisance. Recommend installing underground storm drain line with outfall structure at eastern end of school property.

BUILDINGS

General Building Issues

- With the exception of the multi-use building, during the modernization of the early 2000's some of the building finishes and infrastructure systems were addressed including cabinetry, new interior finishes, new siding, windows/doors/hardware, hazardous materials abatement, toilet room accessibility, lighting retrofit and mechanical system upgrades. Recommend replacement of yellowed ceiling luminous ceiling lenses in all classrooms and allowance for minor interior finish upgrades.

- Roofs of administration/classroom and kindergarten buildings do not have gutters and downspouts. This is causing areas of localized flooding. Recommend addition of gutter and downspouts including connection to underground storm drain system.

Classrooms

- Despite the relatively recent modernization, recommend allowance for additional finish upgrades including painting and limited areas of new floor covering.
- Principal Will Anderson indicates that programs such as special education, computer lab, ELL, counseling, music and art are often in undersized spaces. He feels that to accommodate these needs, two to three additional classrooms are needed for the students he currently serves. Examples included an undersized computer lab reduced in size to accommodate counseling and lack of spaces for music and art. Recommend add two to three new classrooms.
- Because of impacted site size, there is no room for additional classrooms. Additionally the nine classrooms that surround the "grassy knoll" (including city child care building) are older portable classrooms. As previously described, it is not desirable to continue to rely on portable classrooms for long term teaching spaces. Below are two options that accommodate the need for additional classrooms
    - Remove all portable classrooms including the child care facility and provide a new one and two story 11 to 12 classroom building plus toilet rooms (8-school portables, 1-double-wide portable child care, and 2 to 3 additional classrooms). This new building can be site-built or modular construction and will include stairs and an elevator. The new building provides classrooms, special education, computer lab, music, art, child care toilet rooms, and other specialized spaces.
    - To limit new construction, remove only the 4-west portables (includes double-wide child care portable) and replace with a new 7 to 8-classroom site-built or modular building including stairs and an elevator. Retain the east portables in their current location including the portable toilet building.

Multi-Purpose Building

- The current multi-purpose building is undersized for student gatherings, performances and food service. Additionally the current toilet rooms are not accessible by current codes and need to be enlarged. Additionally the stage is small. The principal indicates the lawn area to north is not used. Recommend adding approximately 1,200 square feet to the north. The principal indicates the lawn area north of this building is seldom used. This requires rebuilding a stage, as the current stage is on the north side.
- Food service is provided through an undersized kitchen for reheating delivered packaged food. Additionally there is no room to store tables when not in use and are left outside; exposed to the elements. Recommend addition of 300 square feet to building for food service and general storage to south side of building.

Administration

- This building including faculty spaces is adequately sized. Recommend minor finish improvements including paint and floor coverings.

Figure 27. Mary Silveira Elementary School Existing Campus

MARY SILVERIA ELEMENTARY SCHOOL

Exposed drain swale - Replace with new storm drain line

Provide short retaining wall to extend upper playground. Add ramp to ball field.

Some paved areas in need of repair

The well-loved “Grassy Knoll” in need of upgrading and more seating for student gathering.

Classrooms are generally in good condition. Some finishes & new ceiling lenses needed

Undersized multi-purpose building

Dixie Elementary School

This school site was modernized in 2003-2004. The modernization included asbestos removal, new lighting and HVAC, come roof replacement. The site is currently under capacity by 31 students and the student population is projected to increase through the projection period. This site is being considered as the centralized location for Transitional Kindergarten and, therefore, will need to add Kindergarten classrooms.

Table 25. Dixie Elementary School Detailed Facility Capacity

Dixie Elementary School				
Room #	**Type**	**Use**	**State Capacity**	**District Capacity**
K1	Permanent	KD	25	24
K2	Permanent	KD	25	24
A1	Permanent	1st Grade	25	24
A2	Permanent	1st Grade	25	24
A3	Permanent	KD	25	24
A4	Permanent	1st Grade	25	24
B5	Permanent	2nd Grade	25	24
B6	Permanent	2nd Grade	25	24
B7	Permanent	Intervention	0	0
B8	Permanent	2nd Grade	25	24
C9	Permanent	Activity Room	0	0
C10	Permanent	3rd Grade	25	24
C11	Permanent	3rd Grade	25	24
C12	Permanent	3rd Grade	25	24
D13	Permanent	4th Grade	25	25
D14	Permanent	4th Grade	25	25
D15	Permanent	SDC	13	13
D16	Permanent	Activity Room	0	0
E1	Portable	RSP	0	0
E2	Portable	Computer Lab	0	0
E3	Portable	Activity Room	0	0
E4	Portable	5th Grade	25	25
E5	Portable	4th/5th Grade	25	25
E6	Portable	5th Grade	25	25
E7	Portable	Art Studio	0	0
Total Capacity			***438***	***426***

Campus Walkthrough

The January 22, 2014 campus walkthrough included:

- Greg Johnson, Principal
- Tim Walsh, Director of Buildings & Grounds
- Cheryl King, Jack Schreder Associates
- Mark Quattrocchi, Quattrocchi Kwok Architects

SITE DEVELOPMENT

- Parking and drop-off areas are in fair to good condition and reported to be sufficient.
- Gophers are a significant issue at landscaped areas – causing areas where students are to be dirt that turns to mud during rainy seasons. Replacement landscaping improvements are often again damaged by gophers. Recommend new landscaping provided in raised areas with galvanized wire mesh.
- Generally many paved paths of asphalt and concrete are in poor condition with some paths in need of complete replacement. There are some areas where roots have damaged asphalt paths, paths with ruts or previous concrete path repairs that create potential tripping or accessible path of travel issues. Recommend general campus-wide paving repair at accessible paths of travel including removal and replacement of damaged paved paths.
- As a sloped site, there a several area of the campus with steps and remote or non-compliant ramps. This includes access from parking lot to administration. Current codes require schools to provide "equal facilitation" for accessible access. Recommend add compliant ramps at four to five locations throughout campus.
- Students and adults often walk/slide down an informal sloped trail from Idylberry Road on the west side of multi-purpose building. This is an unsafe condition that persists despite a fence at Idylberry. Recommend install new stairs and accessible ramp from Idylberry Road to current paved area west of multi-use building.
- Much of the existing blacktop play areas are in fair to poor condition. Recommend patch, crack seal, slurry coat and restripe all playground areas. Some areas of pavement may require replacement.

- There are few areas of playground or other outdoor student gathering that are in the shade. Recommend adding two shade structures; one at kindergarten playground and one at large playground.
- Pull-up bar area south of campus blacktop is in poor condition and not used. Recommend replacement with new play equipment with cushioned surface.
- Numerous balls were observed in blackberry bushes beyond low fence at south side of back top playground. Recommend replace low chain link fence on south side of black top with eight foot tall chain link.
- Turf at main play field and open area east of D-wing is worn, rutted and have bare areas. According to Tim Walsh these fields suffer from poor drainage and the irrigation system functions poorly - with need for replacement. Recommend scape and re-grade main field and open area east of D-wing and installation of new irrigation, turf and skinned infield.
    - Alternative: As the only District campus without reclaimed water for irrigation, an alternative is to replace this field with synthetic turf for water savings, all weather use and greatly reduced maintenance.
- Dixie Elementary is another school with a “grassy knoll” located east of administration and north of portable wing. Unlike Mary Silveria, calling this a “grassy knoll” is only a reference to its past – the area is mostly rutted dirt despite having an amphitheater facing the back of the multi-purpose building. This area cannot be used by students in its current condition and is unsightly. Recommend this area be replaced with new turf and irrigation system.
    - Alternative Improvement: As a water saving option, provide synthetic turf for all weather use and greatly reduced maintenance.
- Site drainage is reported to be functioning adequately with no need for improvement.

BUILDINGS

For other building recommendations including communications systems, please see District-wide improvement recommendations

General Building Issues

- During the modernization of the early 2000's some of the building finishes and infrastructure systems were addressed including cabinetry, new interior finishes, new siding, windows/doors/hardware, hazardous materials abatement, toilet room accessibility, lighting retrofit and mechanical system upgrades. Recommend allowance for minor interior finish upgrades.
- Building construction includes exposed exterior wood trusses and columns. There are signs of dry rot damage at a number of trusses and columns. Recommend investigation into all exposed wood members and repair or replace areas of dry rot.

Classrooms

- All District transitional kindergarten (T-K) students will be coming to Dixie Elementary School. The school currently has two-kindergarten classrooms (rooms K1 & K2) sized to meet CDE standards including dedicated toilet rooms, and one undersized kindergarten classroom (room A3) without a toilet room. Additionally the undersized room A3 is on slope below kindergarten plan, creating access difficulties. According to Principal Greg Johnson, with the addition of more T-K students he anticipates the need for a total of four kindergarten classrooms. Below are two options that accommodate the kindergarten needs:
    - Option 1: Because there are potentially two unused classrooms campus-wide (the principal indicates there are four, but two are needed for music and intervention) simply use one of the additional classrooms for the fourth T-K. This option does not resolve the undersized room A3 or its remote toilet room, its poor connection to kindergarten play and that this new fourth T-K (located in one of the extra classrooms) will also be undersized, likely without a toilet room and remote from kindergarten play.
    - Option 2: To facilitate colocation of kindergarten classes with all CDE sized classrooms, create one new kindergarten by infilling the outdoor area between rooms K1 and K2 and relocation of kiln. This new classrooms will reduce daylight in rooms K1 and K2 and may be just below CDE standards (though larger than current A3). To create the fourth

kindergarten, add new 1,200 square foot kindergarten classroom with toilet room south of room K2. This will require new retaining wall and relocation of large handicap ramp from kindergarten playground to main playground.

- Currently the school has seven-portable classrooms; some of which feel isolated from the rest of the campus. As previously described, it is not desirable to continue to rely on portable classrooms for long term teaching spaces. Recommend replacement with seven (or if not all needed, fewer) new site-built or modular classrooms arranged to better relate to campus. This may include some construction at lower edge of "grassy knoll" to allow clustering of classrooms as a courtyard.
- Despite the relatively recent modernization, recommend allowance for additional finish upgrades including painting and areas of new floor covering to all classrooms.
- There is minimal storage in many classrooms. Recommend adding storage cabinets to classrooms.

Multi-Purpose Building

- Built in 1998, the current multi-purpose building is in good condition but has interlocking-tile flooring that prevents any food service use. This is greatly impacting students, particularly on rainy days. Recommend:
  - Install all new integral "sport court" floor
  - Large format LCD projector and screen for presentations
  - In-wall fold-up tables on north wall
  - Minor wall surface repair and painting.

Administration

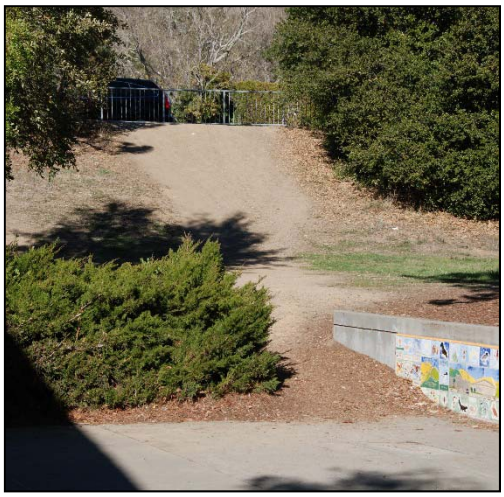
- This building including faculty spaces is adequately sized. Recommend minor finish improvements with particular need for new carpets and paint.

Library

- The library is a well-lit space that was modernized in the early 2000's, with some work remaining. Recommend carpet replacement and limited painting.

Figure 28. Dixie Elementary School Existing Campus

DIXIE ELEMENTARY SCHOOL



Need stair & ramp at unsafe worn path from Idylberry Road

Option to add new kindergarten between K-1 & K-2

Numerous accessibility issues

Option to add additional kindergarten south of K-2 including new retaining wall & replacement ramp

Concern with exterior dry rot

Numerous areas of poor paving and accessibility issues

Areas needing site improvement including new turf & landscaping

Vallecito Elementary School

This school site was modernized in 2003-2004. The modernization included asbestos removal, new lighting, electrical upgrades, and new flooring in some areas. The site is currently under capacity by 55 students and the student population is projected to increase through the projection period.

Table 26. Vallecito Elementary School Detailed Facility Capacity

Vallecito Elementary School				
Room #	**Type**	**Use**	**State Capacity**	**District Capacity**
1	Portable	TK/K	25	24
2	Permanent	KD	25	24
3	Permanent	5th Grade	25	25
4	Permanent	5th Grade	25	25
5	Permanent	1st Grade	25	24
6	Permanent	1st Grade	25	24
7	Permanent	1st Grade	25	24
8	Permanent	1st Grade	25	24
9	Permanent	5th Grade	25	25
10	Permanent	ART	0	0
21	Permanent	TK/K	25	24
22	Permanent	KD	25	24
23	Permanent	3rd Grade	25	24
24	Permanent	3rd Grade	25	24
25	Permanent	3rd Grade	25	24
26	Permanent	SDC	13	13
27	Permanent	3rd Grade	25	24
28	Permanent	2nd Grade	25	24
29	Permanent	2nd Grade	25	24
34	Permanent	RSP	0	0
35	Permanent	4th Grade	25	25
36	Permanent	Music	0	0
37	Permanent	4th Grade	25	25
38	Permanent	Reading (undersized)	0	0
39	Permanent	4th Grade	25	25
40	Portable	SDC	13	13
	Portable	Computer Lab	0	0
Not District Owned	Portable	Child Care	0	0
Total Capacity			***526***	***512***

Campus Walkthrough

The January 22, 2014 campus walkthrough included:

- Tracy Smith, Principal
- Tim Walsh, Director of Buildings & Grounds
- Cheryl King, Jack Schreder Associates
- Todd Lee, Greystone West Construction Managers
- Mark Quattrocchi, Quattrocchi Kwok Architects

SITE DEVELOPMENT

- Parking areas are impacted. Recommend add new staff parking lot west of existing parking in underutilized part of campus.
- Drop-off is only one lane for autos, preventing cars from moving. Recommend adding additional lane on east side of auto drop-off to permit cars to pass while others drop-off.
- Generally many paved paths of asphalt and concrete are in fair condition, though areas of root damage need replacement. Recommend general campus-wide paving repair at accessible paths of travel including removal and replacement of damaged paved paths.
- Paving between rooms 22/23 and 21/22 is in very poor condition, not accessible and unattractive along a main campus pathway. Recommend replacement with new paving and landscaping as an area for student gathering or classroom outdoor learning areas.
- Large amphitheater at quad is not accessible, in general disrepair and not used. Recommend filling in amphitheater and creating new student gathering area including tables for outdoor eating, shade structure and landscaping.
- Main east-west covered walkway is in poor condition, including indications of dry-rot, and is oppressively low. This main pedestrian path is an important campus connecting element. Recommend replacement with taller translucent covered walkway including occasional benches at edges.
- Much of the existing blacktop play areas are in fair condition. Recommend patch, crack seal, slurry coat and restripe all playground areas.
- The kindergarten play area needs shade. Recommend adding shade structure.

- As a previous middle school, Vallecito has numerous turf fields that are worn, rutted and have bare areas. According to Tim Walsh these fields suffer from poor drainage and the irrigation system functions poorly - with need for replacement. Fields south of the school are not commonly used by students during the day. Recommend scape and re-grade all fields and installation of new irrigation, turf and skinned infields. Additionally, if desired to retain existing running track, replace worn track with new cinder mix.
  - Alternative: Replace some or all of the fields with synthetic turf for water savings, all weather use and greatly reduced maintenance.
  - Alternative: In lieu of new cinder mix for track, provide all-weather track surface.
- Site drainage is reported to be functioning adequately with no need for improvement.
- Recycling is an important part of curriculum, with students actively participating in waste stream separation. Recommend providing several multi-bin recycling stations for separation of school waste.

BUILDINGS

For other building recommendations including communications systems, please see District-wide improvement recommendations

General Building Issues

- During the modernization of the early 2000's some of the building finishes and infrastructure systems were addressed including cabinetry, new interior finishes, windows/doors/hardware, hazardous materials abatement, toilet room accessibility, lighting retrofit and mechanical system upgrades. Recommend allowance for minor additional finish upgrades.

Classrooms

- The principal indicates that even with transitional kindergarten moving to Dixie School (room 21), there may still be need for an additional classroom for ongoing programs – this may be accommodated with removal of one County SDC classrooms. Recommend, if County SDC does not move, then add one site-built or modular classroom.
- Currently the school has four-portable classrooms; three of which are on south side of campus and feel isolated from the rest of the school – one of these is the City run child care portable. As

previously described, it is not desirable to continue to rely on portable classrooms for long term teaching spaces. Recommend replacement with four new site-built or modular classrooms (or three if child care remains as a portable).

- Despite the some recent modernization, recommend allowance for additional classroom finish upgrades including painting and areas of new floor covering.
- There are only staff toilet rooms in administration building. Recommend renovation or addition to classroom wings to provide faculty toilet rooms.

Administration

- The administration building entry is difficult to find, lacks a sense of entry and the lobby is undersized. The adjoining faculty room is larger than needed and appears from drop-off to be the entry. Recommend expand lobby into faculty room and create entry pergola or other entry element to create compelling sense of entry for visitors.

Gym/ Multi-Purpose Building

- This building received less attention in previous modernization and is in need of renovation. Recommend:
  - Upgrade ceiling including improved acoustic finish
  - Rearrangements of HVAC duct distribution including furring in ducts.
  - Toilet rooms are not accessible and need renovation – to avoid losing toilet fixtures the rooms need to be enlarged.
  - Add roll-down screen and protected video projection for large presentations.
  - Replace vinyl tile flooring with appropriate “sport court” floor.

Café Val

- Café Val is a much used facility that includes food service for the school. It is in need of general modernization and the kitchen is undersized. Recommend reconfiguring existing space or enlarge west side of building for enlarged warming kitchen. Additionally provide improvements including new floor covering, paint and new lighting.

Figure 29. Vallecito Elementary School Existing Campus

VALLECITO ELEMENTARY SCHOOL

Accessibility and pavement quality issues

Add driving lane at parent drop-off to accommodate passing of stopped cars.

Administration entry difficult to find and lobby small. Expand lobby into staff room and provide pergola or other element to create strong sense of campus entry.

Replace oppressive/poor condition main east-west walk with taller translucent cover

Fill underutilized inaccessible amphitheater and provide shade structure, tables and landscaping for student gathering.

Miller Creek Middle School

This school site was modernized in 2003-2004. The site is currently under capacity by 121 students; the student population is projected to increase through the projection period.

Table 27. Miller Creek Middle School Detailed Facility Capacity

Miller Creek Middle School				
Room #	**Type**	**Use**	**State Capacity**	**District Capacity**
A1	Permanent	Lab	0	0
A2	Permanent	Choir	27	29
A3	Permanent	Drama	27	29
A4	Permanent	Orchestra	27	29
A5	Permanent	Band	27	29
A6	Permanent	Art	27	29
A7	Permanent	Girls Gym	0	0
A8	Permanent	Boys Gym	0	0
B1	Permanent	Science/6	27	29
B2	Permanent	CR	27	29
B3	Permanent	CR	27	29
B4	Permanent	Social Studies/8	27	29
B5	Permanent	RSP	0	0
C1	Permanent	Language Arts/8	27	29
C2	Permanent	Language Arts/8	27	29
C3	Portable	Math	27	29
C4	Portable	Math/6	25	29
C5	Portable	Language Arts/6	25	29
C6	Permanent	Language Arts/6	25	29
C7	Permanent	Language Arts/6	25	29
C8	Permanent	RSP	0	0
D1	Permanent	Language Arts/6	25	29
D2	Permanent	Language Arts/6	25	29
D3	Portable	CR	27	29
D4	Portable	French	27	29
D5	Portable	CR	27	29
D6	Portable	Spanish	27	29
D7	Portable	Spanish	27	29
E1	Portable	SDC	13	13
E2	Portable	Math	27	29
E3	Portable	Math	27	29

E4	Portable	SDC	13	13
E5	Portable	CR	27	29
E6	Portable	CR	27	29
E7	Portable	Social Studies/7	27	29
E8	Portable	Language Arts/8	27	29
E9	Portable	Math/7	27	29
E10	Portable	Language Arts/7	27	29
E11	Portable	Language Arts/7	27	29
M1	Permanent	Science/6	25	29
M2	Permanent	Science	27	29
M3	Permanent	Science	27	29
M4	Permanent	Science	27	29
M5	Permanent	Science/8	27	29
Total Capacity			**716**	**809**

Campus Walkthrough

The January 24, 2014 campus walkthrough included:

- Michelle Harmeier, Principal
- Kristy Treewater, Assistant Principal
- Tim Walsh, Director of Buildings & Grounds
- Cheryl King, Jack Schreder Associates
- Todd Lee, Greystone West Construction Managers
- Mark Quattrocchi, Quattrocchi Kwok Architects

SITE DEVELOPMENT

- Parking and drop-off areas seem to be sufficient and working.
- Students arriving by bike south on Las Gallinas Avenue can have conflicts with school driveway access. Recommend paved bike access at northeast corner of campus up to bike racks.

- Miller Creek Middle School has a number of public paths adjacent to campus causing members of the public, some with dogs, to walk on campus. The potential for potential dog-student contact and strangers on campus is a concern to administration. Recommend:
  - For the public path running on south side of campus to Marinwood Park, provide a three to four foot tall chain-link fence along south property line to separate this path from school.
  - Other trails from the campus' northwest skirt the edge of campus and members of the public (often with dogs) walk on campus to access a footbridge behind 'B-Quad'. This is also adjacent to a protected Native American burial ground. Locating fencing will require study and likely community involvement, as no easy separate public access to the footbridge appears to be available.
- Generally paved paths of asphalt and concrete are in fair condition, though areas of root damage need replacement. Recommend general campus-wide paving repair at accessible paths of travel including removal and replacement of damaged paved paths. Asphalt path from north side of 'B Quad' up to track requires replacement.
- Much of the existing blacktop play areas are in fair condition. Recommend patch, crack seal, slurry coat and restripe all playground areas.
- There is a turf eastside field and west-side running track. The eastside field is badly worn, severely rutted and has bare areas. According to Tim Walsh these fields suffer from poor drainage and the irrigation system functions poorly - with need for replacement. The west-side track/field is barley discernible from its original purpose and in need of complete replacement. Additionally the track is remote from PE facilities. Previously a landscape architect did a study to provide an all new eastside regulation track with soccer field to replace the aging east field. Recommend scape and re-grade eastside field and installation of new irrigation, soccer turf and cinder mix regulation-sized running track. Additionally, use portion of abandoned west-side track for classroom reconfiguration (see Classrooms below) and other student gathering purposes.
  - Alternative: Replace new soccer field with synthetic turf for water savings, all weather use and greatly reduced maintenance.
  - Alternative: In lieu of new cinder mix for track, provide all-weather track surface.
- Remainder of site drainage is reported to be functioning adequately with no need for improvement.

- The main campus quad is heavily used and much loved by students and staff – though it is mostly asphalt with tables and some trees. On rainy days, there is not indoor place to eat (see recommended Café space below). Recommend alter quad with additional places of student gathering such as seat walls and landscaping to break up areas of asphalt.
- Smaller quads such as 'C, D and E-Quads' are mostly bare dirt with unattractive pre-cast concrete tree wells. Recommend additional turf and landscaping including seat walls and tables for student gathering. These areas could also be developed for outdoor learning spaces from the classrooms they serve.

BUILDINGS

For other building recommendations including communications systems, please see District-wide improvement recommendations

General Building Issues

- During the modernization of the early 2000's some of the building finishes and infrastructure systems were addressed with new exterior finishes, windows/doors/hardware, hazardous materials abatement, toilet room accessibility, some lighting retrofit and mechanical system upgrades. Recommend allowance for lighting, additional finish upgrades of floors and walls. (see classroom renovations below)

Classrooms

- The principal indicates the school has 4 to 5 excess classrooms, but feels with the elementary bubble coming through the District, that these classrooms will be needed. Recommend, assume number of classrooms on campus are to remain.
- Currently the school has 19-portable classrooms that are poorly arranged and with little relationship to each other or outdoor spaces. As described by the principal, the staff seeks shared learning spaces for an integrated curriculum; standalone portables do not support such differentiated learning environments. Approximately 50% of teaching spaces for this school are portable classrooms. As previously described, it is not desirable to continue to rely on portable classrooms for long term teaching spaces. Recommend replacement with 19-new site-built or modular classrooms that are configured in small learning environments/courtyards with developed seating,

landscaped and paving; suitable for gathering and outdoor learning areas. Combined with recommendations for a café below, this reconfiguration will likely require use of some of the proposed relocated track area.

  - Alternative: To reduce cost of new classrooms, provide 10-new classrooms and modernize 10-best portable classrooms – arrange in courtyard with below grade foundations to eliminate ramps.

- The 'B and C' pod classrooms are undersized by state standards, dark, have failing heaters, and dour finishes. These classrooms could be enlarged into the inefficient center pod area. Recommend demolish most interior walls of these two buildings to create four-classroom buildings that meet CDE classroom size requirements. This will displace two special education classrooms (now in pod spaces) that will need to be relocated into two of the current "extra classrooms".
- The school has six-science classrooms that have had only some attention in previous modernizations. Many of these classrooms are poorly outfitted for middle school science and some are undersized for science. Recommend that six of the portable replacement classrooms become larger (approximately 1,200 to 1,400 square feet) science classrooms and the current science rooms are remodeled into other subject area classrooms.
  - Alternative: If new classrooms not available for science, recommend fully outfitting existing classrooms as needed.

Visual & Performing Arts Classrooms

Visual & performing arts are a significant part of the middle school's curriculum and are heavily used by students.

- Choir room adequately sized. Recommend minor finish and acoustic materials for walls and ceiling.
- Band room pit is not accessible. Recommend filling in with new floor and use portable risers.
- Art room functions well but staff desire an adjoining digital arts lab. Recommend enlarging art classroom into adjoining classroom for digital arts. Provide connecting doors and windows for integrated learning environment.
- The Orchestra room is small and was a green room for the stage. Likewise the stage is undersized and does not function well for drama performances and is so undersized for music venues that

students perform on gymnasium floor. Recommend remove orchestra space and expand stage into this room to enlarge stage. If science moves out of 'A wing' into new classroom building (that replaces portables) recommend relocating orchestra to this room.

- Alternative: Provide addition to gymnasium for displaced orchestra classroom; this avoids possibility of sound issues of orchestra in 'A-wing'.

New "Maker Space" Lab

- As part of 21st century learning environments, there is a need for a flexible lab for applied learning – these are referred to as "maker spaces", "Di Vinci studios", "applied technologies", and even "wet and dirty rooms". Recommend as part of the portable replacement classrooms to provide an approximately 1,400 square foot lab with higher ceilings, good daylight, durable surfaces, wall counters, abundant power & data, access for deliveries and access to outdoor work area. This Classroom can be part of the classroom count of 19-replacement classrooms (See classrooms above).

Gymnasium/Locker Building

- The locker rooms have had some work completed. Showers are not used. Recommend:
  - Expanding lockers into unused showers to allow one large changing locker to five small student lockers
  - Provide stall two showers for incidental and private use by students.
- The gymnasium is in need of significant modernization, as it was not previously addressed. Recommend:
  - Enlarged lobby, as current one is small and oppressive for an entry to gym.
  - Provide interior refinishing of wood, new HVAC systems, new lighting and refinish gym flooring.
  - Provide improved interior acoustics to gym.
  - Upgrade stage for improved lighting, rigging and sound system.

NEW Multi-use/Café Building

- There is no indoor place for food service and the current warming kitchen is woefully undersized. Additionally the gymnasium is the only other space for larger gatherings for presentations, informal student gatherings, staff development and community use. Along with PE & stage use, demand for

this one large gathering area is high. It is common for a middle school of this size to have both a gymnasium and multi-purpose building or café. Recommend that when replacing portable classrooms, an approximately 3,500 square foot café building be provided off the quad with gathering area with good acoustics, warming kitchen and storage. The building would provide doors and windows to quad for visual connection to this loved space and ease of student access.

Administration

- The administration building is adequately sized except lacking conference space. Additionally, though at front of school, administration does not have a strong sense of entry and is not intuitive to locate for first time visitors. Recommend reconfigure administration or provide addition for large conference room for 12 to 15. Also recommend providing entry pergola or other entry structure to reinforce administration entry.

Library

- Library is adequately sized but in need of some modernization. Recommend provide more natural light including skylights as well as overall finish improvements including carpet and paint.

Figure 30. Miller Creek Middle School Existing Campus

MILLER CREEK MIDDLE SCHOOL

Expand locker room into unused

Recommend replacement of portable classrooms with site-built or modular construction

West-side track in extremely poor

Convert eastside field to new track with soccer field

Path and footbridge puts public (some with dogs) on school grounds during the day

Expand undersized stage into undersized orchestra room – provide new orchestra classroom

SECTION K: RECOMMENDATIONS

The Dixie School District has undertaken this Demographic Analysis & Enrollment Projection Study in order to assist in proactive planning for current and future facility needs for its student population.

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

- Utilize this study as the foundation for the development of a Long Range Facility Master Plan, incorporating the findings of this study, facility standards, and educational specifications.

- Prepare a timeline for the Long Range Master Plan which may include the development of a community committee, various community meetings, and District staff input regarding current facilities in addition to future facility needs.

- 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.

- Consider a General Obligation Bond Program to assist the District in meeting current and future facility needs.

- Continue to update and apply for funding from the State School Facility Program. Although this program does not currently have funds available, the District should be proactive and submit eligibility applications in order to be current when funds become available.

- 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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